



# UTPL

*La Universidad Católica de Loja*

**Modalidad Abierta y a Distancia**

# English Language: Listening and Speaking I

**Guía didáctica**

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**Departamento de Ciencias de la Educación**

**Sección departamental de Lenguas Contemporáneas**

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# English Language: Listening and Speaking I

*Guía didáctica*

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FDCE\_1074

**Asesoría virtual**  
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## English Language: Listening and Speaking I

### Guía didáctica

Solano Jaramillo Lida Mercedes

Universidad Técnica Particular de Loja

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## 1. Information data

### 1.1. Presentación de la asignatura



### 1.2. UTPL Generic Competences

- Oral and written communication
- English communication

### 1.3. Specific competences of the major

- Uses the English language at a basic level that allows to communicate in the target language.



#### 1.4. Issues addressed in the subject

Limited training in teaching-learning processes of English as a foreign language that integrates the educating in a familiar and community context.



## 2. Learning methodology

The methodology of the course is based on the UTPL distance student-centered approach. A variety of methodologies and strategies are used, including lecture/presentation, discussions, debates, group work, video discussions, role-plays and simulations, among others.

The design of activities, as well as the selection of the study techniques and tools to be used, are selected according to the learning results and competences to be achieved to guarantee training oriented towards the development of the professional profile of the program.

The educational process is based on the following three basic components:

- teaching
- practice
- autonomous work

The teaching component is carried out under the supervision and direct assistance of the teacher synchronously or asynchronously, using technological tools such as video collaboration, chat or forum for the development of collaborative work among the participants of the course. In the practice component, the students work individually to complete tasks in which they put into practice what they have learned. In the autonomous component, the students work by themselves to generate and build learning in a self-regulated manner, basically through reading and reflection.

### **Compulsory weekly tutorial sessions.**

Listening and speaking is a subject that is a bit different from the rest mainly because we do not have a written test during the established dates by the university, instead we have tutorials, that are carried out on-site and virtually and are graded 5 points each mid-term. Thus, the participation in the tutorials is mandatory. Students that belong to the academic centers of Quito, Cuenca, Loja and Guayaquil need to attend to on-site classes and students that belong to the rest of the academic centers and international centers need to attend to virtual classes through virtual platform. So please, contact the coordinator of your academic center in order to know more about schedules established for on-site classes.

For the teaching and learning process of this subject, some graded activities will be completed through the institutional platform. Some of these activities are video collaborations, quizzes, tasks, and forums, which are based on updated and engaging topics. In addition, permanent tutoring will be offered through which students will be able to resolve their doubts

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### 3. Didactic guidelines for learning outcomes



#### First bimester

#### Resultado de aprendizaje 1 y 2

- Understands simple, straightforward words, known names and phrases from signs, posters and brochures
- Uses simple, straightforward information and begins to express oneself in familiar contexts in an elemental level

#### Contents, resources and suggested learning activities

Dear students, we are going to start with the study of this interesting subject, which is going to help you to develop your oral and aural skills at a basic level. In this course, you will have more opportunities to use the language in real time through dialogues, presentations or conversations based on updated topics and by using the target language, thus achieving the learning outcomes proposed in this term. In order to get started, I invite you to review the information below!



## Week 1



### Unit 1. Unique belongings

Dear students, this week we are going to study unit one, which is related to unique homes, especially to tiny homes and tree houses. We are going to do some listening activities based on this topic and also, we are going to learn to make inferences of both sides of a story. In order to know more about this topic, I invite you to review the information below!

#### Focus on listening

Before starting completing listening activities, I invite you to look at the photo in your book; after that, I invite you to respond to the following question:

- Have you ever seen a house like this? Where have you seen it?

---

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After you have responded to the stated question, I invite you to review vocabulary. Bring this information to the virtual or on-site classes.

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Now, it is time to move a little more!

Please, go to the preview section and play the audio to complete this activity. I remind you that in this section, you are going to make predictions, which means that you are going to do hypotheses that can be proved while listening. These predictions can or can't be correct. By doing this activity, you will understand the audio better.

### 1.1. Listen for main ideas and details

After finishing with preview section, please, continue with listen for main ideas, where you are going to listen to the entire audio. Before doing this activity, I invite you to understand what listen for main idea's means. First thing to know is that the main idea refers to the point of the audio. So, it is the most important thought about the topic. To identify the main idea of an audio, I invite you to ask yourself this question: What is being said about the person, thing, or idea (the topic)?

With this information on mind, I invite you to play the audio, listen to the information and take some notes. These notes are going to help you complete this section in an easier way. After listening, I invite you to complete the proposed activity in the book.

In order to understand the importance of listening for details, it is important to have a clear idea of what it actually means. So, ***listen for details or supporting details*** strategy is commonly defined as additional information that explains, defines or proves an idea.

Now, I invite you to review the information included in the following link in order to have an ample idea on the important things to be considered while listening to an audio: [enlace web](#)

As you have learned in the previous website, there are different ways to identify main ideas and details. Now, I invite you all to go to

your book and do the activity related to listen for details. Play the audio as many times as you wish in order to complete this activity correctly.

To reinforce your listening skills, I invite you review the following Open Educational Resource (REA), where you are going to identify main ideas and details of the video: <https://www.youtube.com/watch?v=UPCqVYpTccE>.

As you have seen, this video provides more ideas to understand the topic under study better.

## 1.2. Make inferences: Inferring both sides of a story.

Make inferences is a technique employed to find answers from clues or from previous knowledge instead of directly. When people refer to their personal information or stories about their lives they always focus more on the good side rather than on the bad side. We do need to pay attention to the information they provide in dialogues or conversations, to understand the bad side.

To comprehend this topic better, I invite you to review to the *make inferences* section in the textbook and complete the exercises provided.

### Focus on Speaking

In this unit, you are going to be able to compare these two types of unique belongings and find their advantages and disadvantages. You will also use some useful expressions to ask for information. To learn more about these issues, I invite you to review the information below!

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### 1.3. Grammar: Past tense of be

The verb **To Be** has two forms in the past tense:

**Was:** I, she, he, it.

**Were:** You, we, they

It is important to remind you that we can build affirmative and negative statements and also, we can ask questions by using the past tense of be. In order to understand this grammar aspect better, I invite you all to watch the following video: <https://www.youtube.com/watch?v=RkmbjmQlnQc>

After watching the video, I invite you to review the summary information on the past of be, just for you to remember the key details of this grammar aspect.

Table 1. **Past of Be: Affirmative sentences**

Was	Were
I <b>was</b> at the theater last night He <b>was</b> at school. She <b>was</b> in her bedroom. It <b>was</b> sunny.	We <b>were</b> in the park yesterday. You <b>were</b> in the party last night. They <b>were</b> at the Cafe-bar. You and Carlos <b>were</b> both very kind.
Past of Be: Negative sentences	Past of Be: Negative sentences
Was not	Were not
I <b>was not</b> at the theater last night He <b>wasn't</b> at school. She <b>wasn't</b> in her bedroom. It <b>wasn't</b> sunny.	We <b>were not</b> in the park yesterday. You <b>weren't</b> in the party last night. They <b>weren't</b> at the Cafe-bar. You and Carlos <b>weren't</b> both very kind.
Past of Be: Yes/No Questions	Past of Be: Yes/No Questions

Yes/No Questions	Short answers	
Was/were	Affirmative	Negative
<b>Was</b> I angry?	Yes, you <b>were</b> .	No, you <b>weren't</b> .
<b>Was</b> she at school?	Yes, she <b>was</b> .	No, she <b>wasn't</b> .
<b>Was</b> he in the bedroom?	Yes, he <b>was</b> .	No, he <b>wasn't</b> .
<b>Was</b> it easy?	Yes, it <b>was</b> .	No, it <b>wasn't</b> .
<b>Were</b> we happy?	Yes, we <b>were</b> .	No, we <b>weren't</b> .
<b>Were</b> you at work?	Yes, I <b>was</b> .	No, I <b>wasn't</b> .
<b>Were</b> they at the cinema?	Yes, they <b>were</b> .	No, they <b>weren't</b> .
Past of Be: Wh- Questions	Past of Be: Wh- Questions	Past of Be: Wh- Questions
Wh- Questions	Short answers	Long answers
<b>Where were</b> you?	In Japan.	I was in Japan.
<b>Who were</b> you with?	My mom.	I was there with my mom.
<b>How was</b> the class?	Interesting.	It was interesting.
<b>How long was</b> the trip?	Just 5 hours.	It was just 5 hours.

To expand your knowledge on the use of the *past tense or be*, I invite you to go to the grammar section in your textbook and do the proposed activity.

#### 1.4. Asking for more information

When performing a dialogue or conversation, we need to ask for more information in order to have a broader idea of the spoken topic. There are some questions and statements we can use to ask for more information. To know a little more about this aspect, I invite you to review the information provided in the following video: <https://www.youtube.com/watch?v=rpHEd80EzLw>

As it has been explained in the video, there are some varied ways to ask for information in English. Once you have watched the video, I invite you to go to the textbook and review the proposed examples in the speaking skill section. After that, I invite you to complete the proposed activities in your textbook.





## Self-evaluation 1

After reviewing the first topic, I invite you all to reinforce your knowledge by completing the activities below.

1. **Read the statement, choose the word or words that you think should be stressed in order to communicate a strong negative opinion.**
  - 1.1. *I do not understand why people choose to live in tiny homes.*
    - a. do
    - b. understand
    - c. not
  - 1.2. *When we decided to go on vacation, we didn't think we would spend the whole time in the forest.*
    - a. didn't
    - b. whole time
    - c. we
  - 1.3. *I can't understand why people live in smart homes. I do not want my home to be filled with computers that listen me.*
    - a. do
    - b. not
    - c. listen

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1.4. *My mom always wants us to go camping, but my dad doesn't like the idea of sleeping outside.*

- a. Wants
- b. Does
- c. doesn't

2. **Choose the response that correctly asks for more information about each statement.**

2.1. *In the summer, my brother likes to sleep outside under the stars.*

- a. Why do you think that is?
- b. Do you know who?
- c. But isn't that cold? I don't understand your brother.

2.2. *I want a big house with a lot of rooms for all of my stuff.*

- a. Don't you care about the environment? One person doesn't need so much space!
- b. I'd like to know more about that.
- c. Do you know how?

2.3. *I don't think I could live in a tiny home because I like to have a big kitchen to cook a lot of meals in.*

- a. What do you mean?
- b. Why do you think he does that?
- c. Do you know where?

3. Complete the paragraph. Choose the correct forms.

Marcos loves nature and \_\_\_\_\_ 3.1. (is/ are/ was) happy when \_\_\_\_\_ 3.2. (is/ she's/ she am) outside. When she \_\_\_\_\_ 3.3. (she's/ is/ was) a kid, she often slept outside because she hated being inside. When all of her friends \_\_\_\_\_ 3.4. (was/ were/ are) inside playing games, she would sit outside looking at trees. She \_\_\_\_\_ 3.5. (was/ is/ wasn't) unusual, she \_\_\_\_\_ 3.6. (was/ wasn't/ isn't) like other kids. Now \_\_\_\_\_ 3.7. (she was/ am/ she's) an adult, she likes being inside and outside, but she is happiest outdoors!

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## Week 2



### Unit 2. World of art

This unit refers to art, specially to unusual art, and to people who make it. In the study of this unit, you will be hearing information related to this theme in order to identify main ideas and details; you will also be able to infer from surprising statements. Let's review the information below to learn more about these topics!

In order to have a broader idea on this topic, I invite you all to observe to the pictures and respond to the stated questions on the book. Bring your responses to the virtual/on-site classes

#### Focus on listening

In order to have a broader idea on this topic, I invite you all to observe to the pictures and respond to the stated questions on the book. Bring your responses to the virtual/on-site classes.

Later, to expand your vocabulary knowledge, I invite you to go to the **vocabulary section**; in here, you will review information related to Mia Pearlman, who is an unusual artist that makes sculptures. I invite you to play the audio and read the text; make sure you understand the proposed vocabulary in the reading; if you do not understand the

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meaning of a word use an English dictionary. Go to the following link to review the meaning of unknown words: [enlace web](#).

After that, complete the proposed activities in the textbook.

Now, it is time to move to the **preview section**, where you are going to listen to an interview between a museum guide and a magazine writer about the unusual work of sculptor Mia Pearlman. I remind you that in this activity you are going to make predictions based on the information you hear. For doing this activity correctly, it is essential to take notes. Use the example proposed in the textbook to take notes. I remind you that taking notes helps you in varied ways; first, it helps you to record key information from the audio. Second, the notes you take allow you to remember what you heard and third, taking notes increases concentration while listening and improves understanding. With this in mind, I invite you to complete the proposed activity in the book.

## 2.1. Identifying main ideas and details

When listening to a passage, it is vital to identify main ideas and details. Why do you believe it is important to identify main ideas? To know more about this topic, I invite you to review the information provided in the following link:

[Identifying Main Ideas in Reading or Listening Passages - Understanding the Concept of Main Idea](#)

With the explanation provided in the video on how to identify main ideas and details, I invite you to review the information provided in the textbook. Once this information is clear, I invite you to play the audio in order to complete the proposed activity in the book. Do not forget to take notes while listening to the information!

Another important aspect when listening to a passage is to **identify details**. Do you know why is it important to identify details?

Well, details refer to those specific words, names, examples, supporting facts that are closely related to the main idea. To deepen more on this topic, I invite you to review the information provided in the book. Once it is clear, I invite you to do the listening activity provided in the book.

## 2.2. Making inferences: Understanding surprising information

To infer means to guess on something that is not specifically stated in a passage. For doing so, we can use what we understand from the information provided in the audio. There are times that the speaker mentions some information that is surprising to the listener. This may be because the information the speaker is providing is new or unusual to the listener. Some expressions commonly used to show surprise in English are the following: Oh really? Are you serious? Or “Are you for real?”.

To know more about this topic, I invite you to review the information provided in the following link: [enlace web](#).

As you could find in the link, there are different ways to express surprise in English. With these ideas on mind, I invite you to review the make inferences section in the textbook, where some exercises are provided.

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## Recommended learning activities

Once you have finished reviewing the information related to listening, I invite you to watch the following video: <https://www.youtube.com/watch?v=UPCqVYpTccE>

While watching, I invite you to identify the main idea and the most important details. I also invite you to talk about this video during the tutorial classes (virtual or on-site).



## Week 3

### Focus on speaking

In this unit we are going to express opinions based on different types of art. We are also going to learn different ways for expressing opinions. In addition, we are going to review the simple present tense in affirmative and negative sentences. To expand your knowledge on these interesting topics, I invite you to review the information below!

### 2.3. Simple present tense: affirmative and negative sentences

Let's begin indicating that we use the simple present tense to talk about habitual actions or things that occur again and again; for examples "Ń\_:

- I wake up at 06:30 a.m. *every morning*.
- She watches TV *every afternoon*.

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In the simple present tense, we do have affirmative and negative statements. Let's begin explaining the affirmative statements; when building an affirmative sentence with the simple present tense, the verbs in this tense change their form according to subject pronoun used in each sentence:

Table 2. Conjugation of the verbs in the simple present tense

Subject pronoun	Form of the verb
I	Learn
You	Learn
<b>She</b>	<b>learns</b>
<b>He</b>	<b>learns</b>
<b>It</b>	<b>learns</b>
We	Learn
You	Learn
They	Learn

As indicated in the chart, when we refer to the third-person singular (he, she, it), we are always going to be adding -s or -es to the verb. For example:

- It **snows** a lot here.
- She **writes** love stories.
- He drives to **Perú** every weekend.

There are other two interesting rules for using the simple present. The first one says that if the verb finishes in the letters (s), (x), (sh), (ch), (z) or (o), we have to add (-es) to the verb; like this: (kiss – kisses), (fix – fixes), (wash – washes), (teach – teaches), (buzz – buzzes) and (go – goes)

The second rule says that when the verb ends in (y) preceded by a consonant, we have to remove the (y) and add (-ies) to the verb; like



this: (carry – carries), (study – studies), (cry – cries), (try – tries). Be careful, this is not the same with for example these verbs: (play, buy, enjoy, pay) why? Because, these verbs finish in (y) but are preceded by a vowel; therefore, in the third-person singular we add an (-s) to them, like this: (play – plays), (buy – buys), (enjoy – enjoys), (pay – pays).

To comprehend affirmative sentences better, I invite you to watch the following video: <https://www.youtube.com/watch?v=Gt-RO-MtMPw>

In the video, it is explained the structure of the positive form of the present simple tense. As mentioned in the video, the simple present tense refers to facts, habits and routines.

Now, let's review the simple present with negative statements.

When building negative sentences, we are going to use the auxiliary DO or DOES + not according to the subject pronoun used in each sentence. Let's review the chart below:

Table 3. Conjugation of auxiliary do and does with the simple present tense

Subject pronoun	Auxiliary DO	Negative word
I	Do	not
You	Do	not
<b>She</b>	<b>Does</b>	<b>not</b>
<b>He</b>	<b>Does</b>	<b>not</b>
<b>It</b>	<b>Does</b>	<b>not</b>
We	Do	not
You	Do	not
They	Do	not

In informal writing and in speaking, we can use the contractions don't and doesn't. In order to learn more about negative sentences with the simple present tense, I invite you to review the information provided in the following video: <https://www.youtube.com/watch?v=aYlksJwrnio>

As it is explained in the video, the structure for making negative sentences is the following:

Subject (I, you, we, they) + auxiliary verb 'do' + not + base form of the verb

Subject (he, she, it) + auxiliary verb 'does' + not + base form of the verb

Finally, I invite you to do the exercises provided in the textbook.

## 2.4. Expressing opinions

In real conversations and dialogues in English, we are almost always going to be expressing our opinions on varied topics. To do so, we do need to use some specific phrases to politely express our opinions. Let's review the information below to know which phrases we used to express opinions:

Table 4. Phrases to express opinions

I think....	I believe....	I feel....
I suppose....	I guess....	According to me....
In my view....	In my opinion....	In my eyes....
It seems to me that....	From my perspective....	From my point of view....
From my view point....	As far as I'm concerned....	Personally, I think....
I'd like to point out that....	What I mean is....	Generally, it is thought that....

I think....	I believe....	I feel....
Some people say that....	Well, it is considered that...	It is generally accepted that....
My impression is that....	It goes without saying that....	I hold the view that..
I'm of the opinion that....		

To expand your knowledge on the use of these expressions, I invite you to watch the following video: <https://www.youtube.com/watch?v=WYRWSHK3yOc>

As shown in the video, there are some ways to express opinions; I invite you to use them in dialogues and conversations. Once you have watched the video, I invite you to review the information provided in the textbook. I also invite you to use these expressions in the virtual or on-site classes.



## Self-evaluation 2

To expand your knowledge on the use of grammar and vocabulary, I invite you to do the following activities:

### 1. Choose the definition of the boldfaced word or words in each sentence.

1.1. Artists cannot **control** whether people will like their art.

- a. learn about
- b. have power over
- c. make a guess

1.2. What **specific** types of art are in this museum?

- a. exact
- b. strong
- c. simple

1.3. When I am bored, I like to **draw** in my notebook.

- a. to make pictures using paint
- b. to make pictures using a pencil or pen
- c. to use scissors or a knife to make pieces

1.4. Artists use everyday **materials** to make interesting art.

- a. promises to do something
- b. results of actions
- c. things used to make other things

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1.5. How **expensive** is it to buy this piece of art?

- a. costing a lot of money
- b. needing to be fixed
- c. having many colors

1.6. Some types of art **last** longer than other types.

- a. stay in good condition
- b. grow in size
- c. do not move

2. Choose the correct form of the verb in the simple present tense.

2.1. What types of art do you \_\_\_\_?

- a. like
- b. likes

2.2. He \_\_\_\_\_ sculptures out of clay.

- a. make
- b. makes

2.3. I \_\_\_\_\_ a new set of paints at home.

- a. has
- b. have

2.4. The picture \_\_\_\_\_ very old.

- a. seem
- b. seems



## Week 4



### Unit 3. Special belongings

This unit is related to possessions that have valuable meaning to the owner. By listening to different audios, you will discover different possessions or objects that have a deep cultural or personal meaning. To know more about this topic, I invite you to review the information below!.

#### Focus on listening

Before doing the listening activities, I invite you to respond to the stated questions on the book. To know more about special belongings, it is necessary to **review vocabulary**; by doing so, you will understand the lectures better. To review vocabulary, you will have to read and listen to a lecture based on Ojibwa, which is a native American tribe.

Do you know the names of any other Native American tribes?

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Now, it is time to move a little more to the preview section. In here, you are invited to think how and why do you think people make dream catchers? To know more about the story of dream catchers, I invite you to listen to the beginning of the audio. I also take the advantage to remind you that in the preview sections you are invited to make hypotheses, which can be proved or disproved while listening to the entire audio information; this process is important because it will help you comprehend the listening better.

Now, it is time to listen to the entire story. For doing so, I invite you to just listen to the story and take notes. The following questions are going to help you understand the topic better:

- What do I know about the topic?
- What do I expect to find out?
- Who is the speaker?
- What is the main idea of the lecture?
- What information is presented about the topic?

Another interesting way to take notes is by making drawings of the information you hear. The drawings may help you remember the information in an easier way. Once you have listened to the audio, I invite you to do the proposed activity in the textbook.

An additional activity are **details**. I remind you that details refer to that specific information such as names, numbers or descriptions; so, details support the main ideas of a listening. I invite you to use your notes from the previous activity to complete the exercise proposed in the book. To check your responses in the book, play the audio again.

To know more about this topic, I invite you to review the following Open Educational Resource (REA): <https://www.youtube.com/watch?v=3oTNDrns5Ao>

### 3.1. Make inferences: Inferring speakers' beliefs

Inferences are ideas that are stated directly in the audio. From what we hear, we can draw our conclusions. Today, we are going to review how to make inferences from speaker's beliefs. The first thing to keep in mind is that you are going to determine the correct response based on information from the speaker's words. "If the word has a strong positive meaning or a strong negative meaning, we can infer if the person has a strong positive or negative belief about something." (Merdinger & Barton, 2020 p.58). With this information in mind, I invite you to review the information provided in the textbook in the **make inferences section** and complete the exercises provided.



#### Recommended learning activities

To practice more listening, I invite you to review the information provided in the following link: [Special Possessions Presentation](#).

After that, I invite you to identify the main idea and the most important details. Do not forget to take notes while listening; use your notes to do this activity in an effective and easier way.





## Week 5

### Focus on speaking

In this unit, you will learn the use of the simple present with adverbs of frequency and some ways to ask questions to encourage people to participate in discussions. In addition, you will talk about the reasons for holding on to special possessions. To learn more about this information, I invite you to review the information below.

### 3.2. Simple present: adverbs of frequency

Adverbs of frequency tell us how often something occurs. Due to adverbs of frequency refer to habitual actions / activities they are usually only used with the simple present tense.

Something important is that when we use adverbs of frequency with the verb Be, we are going to place the adverb after the **verb Be**. This rule is different when using any other verbs, mainly because with the rest of the verbs the adverbs of frequency go before the verb. To have this idea clear, I invite you to review the table's information below:

Table 5. Adverbs of frequency and the verb To Be

To Be	To be	Adverb	Complement
I	am	always	Late.
Karen	is	usually	on time.
Marcos	is	sometimes	tired.
It	is	never	late to start.

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To Be	To be	Adverb	Complement
We	are	rarely	sad.
You (singular and plural)	are	often	happy.
They	are	always	wrong.

Table 6. Adverbs of frequency with other verbs

Subject	Adverb	Other verbs	Complement
I	always	go	go school.
Karla	usually	Works	on weekends.
Mateo	sometimes	forgets	homework.
It	never	Is	the way we want.
We	rarely	practice	sports.
You (singular and plural)	often	Travel	on weekdays.
They	always	play	the guitar.

To expand your knowledge on the use of adverbs of frequency I invite you to watch the following video: [https://www.youtube.com/watch?v=7JN3oOSb5\\_s](https://www.youtube.com/watch?v=7JN3oOSb5_s)

As explained in the video, adverbs of frequency are frequently used in English. They are often used in questions, negative statements, formal contexts, the verb to be and other tenses apart from the simple present.

After watching, I invite you to review the following PowerPoint presentation. Finally, I invite you to do the exercises provided in the textbook related to this grammar aspect.

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### 3.3. Invite others to speak

When speaking in English either in dialogues or conversations, it is necessary to ask some questions that allow others to join and keep the conversation going. They also give the chance for the rest to talk. Something interesting to keep in mind is that the questions that begin with a negative auxiliary (don't, doesn't, isn't, aren't) show that the speaker expects that the other person agrees or says yes; for example:

- Don't you think jewelry is a good gift?
- Yes, I do.
- Isn't this phone beautiful?
- Yes, it is

When the speaker uses affirmative auxiliaries, it means that he/she wants more information. To review more about this topic, I invite you to go to the **speaking skill section** and complete the exercises provided.



### Self-evaluation 3

To reinforce your knowledge, I invite you to do the activities below.

1. [Read the paragraph. Use the words and phrases in bold to fill in the blanks. Not all of the words and phrases will be used.](#)

**pack rats; peaceful; sentimental value; traditional; passed; popular; style**

People collect many different kinds of things. Some of these things are old and 1. \_\_\_\_\_. One example is antique furniture that has been 2. \_\_\_\_\_ down within a family through the years. Other items are 3. \_\_\_\_\_ hobbies, such as collecting baseball cards. The items are important to the collector. They have 4. \_\_\_\_\_. People may collect too many of these items and become 5. \_\_\_\_\_.

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2. Circle the correct adverbs of frequency to complete each sentence.
1. You can tell that Henri's awards are important to him. He **(always / never)** hangs them on the wall.
  2. This plate has been in my family for years and will **(sometimes / never)** be sold.
  3. We **(never / often)** save good luck charms because they help us feel special.
  4. Carol **(never / usually)** wears her lucky hat to the game, but she did not today.
  5. I don't really believe in dream catchers, but I **(sometimes / never)** use them anyway.

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## Week 6



### Unit 4. Creativity in Business

This unit is related to the role creativity has in business. By studying this unit, you will listen to different experiences from people that started their business at an early age. In addition, you will learn how to make inferences about contrasting ideas. To review this information, I invite you to review the information below!

#### Focus on listening

To know more about the current topic, I invite you to **review vocabulary**. To do so, you need to read the article from an online business magazine and play the audio. After that, I invite you to think and respond to the following question:

- *What do you believe are the main reasons companies might want their employees to be more creative?*

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Do not forget to complete the vocabulary activity proposed in the textbook.

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Now, I invite you to start completing the listening activities. We are going to start reviewing the **preview section**. In here, you need to listen to an excerpt from a lecture related to a business owner. You are just going to listen to the beginning of the audio. In this activity, you need to figure out which the correct responses might be according to what you just heard. By doing so, you will understand the listening better. I invite you to respond to the stated questions in the textbook.

After that, we are going to start reviewing the **listen for main ideas section**. To do so, I invite you to listen to a lecture in which a high school girl talks to a college business class about her experience being an entrepreneur. I remind you the importance of taking notes when listening for main ideas. Taking notes help you remember the information you heard. A good strategy for taking notes is the use of the equal sign (=). We can use it for taking notes of definitions; when using it, it means that the information in both sides of the equal sign means the same. The equal sign can also be used to explain people's jobs or who they are. To know more about the use of the strategy, I invite you to review the examples provided in the textbook.

Regarding main ideas, it is also important for you to know that there are some signal words that help you realize that important information is about to come. They also indicate to the listener that the main idea of the lecture is about to be mentioned. Some of these signal words are the following:

Table 7. Signal words

first,	Second,	Next,
Mostly about	Most likely	Sums up
There are several reasons for	A major development	Remember that
A key idea	The main focus	Above all
Finally,	For example,	In essence
What the author is saying		

With this information in mind, I invite you to do the main idea's activity stated in the textbook.

Next section is **details**, I invite you to use the notes you took in the main ideas section to complete this activity. If needed, play the audio again to review your responses.

#### 4.1. Make inferences: Contrasting ideas

To infer means to guess about something that is not directly stated. When stressing words in English means that the words are said louder and longer and with higher pitch. When we do want to contrast phrases or words in English, we pronounce them louder (with more stress in these words) than the rest of the words involved in the sentence.

To expand your knowledge on the use of this strategy, I invite you to review the information provided in the textbook and do the exercises. Do not forget to play the audios as many times as you wish to complete this activity successfully.



#### Recommended learning activities

To expand your knowledge on this topic, I invite you to review the information included in the following link: [enlace web](#) and do the exercises provided. These activities are going to help you improve your listening skills. At the end, bring your ideas from this link to share them during the virtual or on-site classes.





## Week 7

### Focus on speaking

In the study of unit four, you will discuss the importance of being creative to enhance business environments and products. You will also use the grammar structure of there was / there were in dialogues and conversations. To review this information, I invite you to take a look to the information below!

### 4.2. Grammar: There was / There were

We often use there was OR there were to describe a situation in the past. It is important to emphasize that **there was often is** used with singular count nouns and **there were** with plural count nouns. We do have affirmative statements by using there was and there were; take a look at the following examples:

- **There was** a dog in the bedroom.
- **There was** money in the bedroom.
- **There were** thousands of cars on the road.

We can also build **negative sentences** when using **there was** and **there were**; for doing so just use the following structure:

***There was/were + neg. (not) + noun + complement.***

- There isn't any money on my pocket.
- There weren't many people in the party.

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As it is observed, when using negatives, we can also use **contractions**. Let's review the information below:

There wasn't - There was not

There weren't - There were not

We can also **make yes / no questions** with the use of **There was / There were**. The only thing to do is to move **Was** or **Were** before **There** as in the examples below:

- Was there an umbrella in the office?
- Were there many people in the meeting?

When making **yes/no questions**, we are always going to be using **a** with singular nouns and **any** with plural and non-count nouns.

To comprehend this grammar better, I invite you to review the information provided in the following link: [There was or there were](#)

This video explains in detail the usage of "There was" and "There were"; with this information in mind, I invite you to do the activities proposed in the textbook in the grammar section.

### 4.3. Reacting to information

When speaking in English, there are times someone tells us new or unusual information that can surprise us. To show interest, we can use some common expressions:

- Really?
- No way!
- Wow! That's amazing!
- You're joking!
- That's incredible!
- That's so interesting.

To know more about this topic, I invite you to review the information provided in the following video: <https://www.youtube.com/watch?v=h0UB1X8GohU>

As detailed in the video, there are some expressions to express interest, surprise or even disappointment. After watching the video, I invite you to review the information provided in the textbook. Do not forget to do the exercises provided in the book.

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## Self-evaluation 4

To reinforce your knowledge on the use of ***There was – There were***, I invite you to complete the exercise below:

1. Use the phrases in bold to complete the conversation. Remember to use a capital letter if the phrase belongs at the beginning of a sentence.

**there was; was there; was there; there is; there were**

**Bill:** Hi, Rose. 1. \_\_\_\_\_ a meeting yesterday?

**Rose:** Oh, yes, but I didn't know anything about it. Where was the meeting?

**Bill:** I'm not sure. 2. \_\_\_\_\_ some information about it in the email we got last week.

**Rose:** Oh, I remember. This is the meeting about improving creativity in our company. Last year, 3. \_\_\_\_\_ only two successful new products.

2. Choose the best response to complete each conversation.

4. **A:** So what do you do?

**B:** I'm an actor, but I'm working in a restaurant right now.

**A:** \_\_\_\_

**A:** Uh-huh.      **B:** Wow!      **C:** That's amazing!

5. **A:** This is my office.

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**B:** Your office is in the Empire State Building?

**A:** Yes, I can look out the window and see the whole city!

**B:** \_\_\_\_

**A.** Really.      **B.** Uh-huh.      **C.** Wow!

**6. A:** How do you like working at the United Nations?

**B:** I like it. One of my co-workers is from Nigeria, one is from Thailand, and one is from Russia.

**A:** \_\_\_\_

**A.** That's interesting.      **B.** That's great!      **C.** That's unbelievable!

**7. A:** I love my new job! We can start work any time between 8:00 a.m. and noon, and we don't work on Mondays or Fridays. And we even get three months of vacation a year!

**B:** \_\_\_\_

**A.** Uh-huh.      **B.** Really?!      **C.** That's so interesting.

**8. A:** My new store had a grand opening today.

**B:** How did it go?

**A:** Really well! We made a huge profit in just one day!

**B:** \_\_\_\_

**A.** Really.      **B.** That's amazing!      **C.** Uh-huh.

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## Week 8

### Review of units 1 to 4 and test

This is the last week, in here, we are going to review the topics we have studied during this mid-term and later, we are going to have the mid-term test. To do so, I invite you all to attend to the tutorials on-site (students that belong to Quito, Cuenca, Loja and Guayaquil) or virtually (students that belong to the rest of the academic centers and international centers).

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## Second bimester

### Resultado de aprendizaje 3 y 4

- Interacts in a conversation using straightforward expressions and phrases about necessity or regular topics.
- Uses oral, written and audiovisual information in a scientific and academic level in order to use it in a professional field.

### Contents, resources and recommended learning activities

Dear students, to accomplish the learning outcomes of the second mid-term, it is necessary to review, study and do the proposed activities and topics provided in the different resources as textbook, virtual guide and institutional platform. In addition, self-evaluations and your participation in the virtual or on-site classes are going to promote the development of the listening and speaking skills.

I take the advantage to congratulate you for your effort in the study of this subject during the first mid-term! Now, I invite you all to continue given your best in the second mid-term. To start let's review the information below!

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## Week 9



### Unit 5. Overcoming fears and phobias

Unit five is related to fears and phobias. By studying this unit, you will review listening information related to different types of phobias and some ways to deal with them. You will also learn the main difference between a normal fear and a phobia and to make inferences by understanding the meaning of exaggerations. To know more about this topic, I invite you to review the information below!

#### Focus on listening

Before completing listening activities, I invite you to think of the main difference between fear and phobia. So, the main difference is the following:

**“Fear** is an emotional response to a real or perceived threat. **A phobia** is similar to a fear with one key difference: the anxiety they experience is so strong that it interferes with their quality of life and/or their ability to function” Covin (2012).

With this information in mind, I invite you to review vocabulary! To do so, please go to the vocabulary section in your textbook. Read the text, which is related to arachnophobia, the fear of spiders and do

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the exercise provided in the book. Do not forget to use a dictionary if necessary.

Once finished, I invite you to reflect on the following questions:

- Do you suffer from arachnophobia? If yes, how it affects your life?
- Does the fear stop you from doing certain things or going to certain places?

After that, I invite you to move to the **preview section** in your textbook. In there, you are going to be invited to predict. As you may remember to make predictions means to make hypotheses or guesses that can be proved or disproved while listening. In this section, you will listen to an excerpt from a radio call-in show in which a psychologist gives advice to callers with psychological problems or issues. So, please, play the audio and do the exercises provided in the book.

Now let's move to the **main ideas section**. Here, you are going to listen to the entire audio (radio call-in show). Do not forget to take notes. To do so, you can use the **Bullets and dashes technique** to organize the information better. Finally, I invite you to go to the **details section**, to complete the exercises provided in the book, I invite you to use the notes you took in the main ideas section. You can play the audio information once again to review your answers.

To know more about fears and phobias, I invite you to review the following Open Educational Resources (REA):

<https://www.youtube.com/watch?v=l5e3EoJcy34>

<https://www.youtube.com/watch?v=X7IW1BKPCgI>

### 5.1. Make inferences: understanding the meaning of exaggerations

Exaggerations almost always describe things in a bigger way than they are in real life. Most speakers use them to emphasize something or to sound more interesting. This inference skill is useful, and we can use it to understand a friend who is discussing a situation in which strong feelings are involved; in this type of situation, exaggerations are helpful to show people the way you feel.

To know more about this strategy, I invite you to review the information stated in the textbook and complete the exercises provided.



#### Recommended learning activities

In order to continue practicing, I invite you to watch the following videos. While watching, I invite you to take notes. Use your notes to identify main ideas and details of each audio.

- <https://www.youtube.com/watch?v=I5e3EoJcy34>
- <https://www.youtube.com/watch?v=X7IW1BKPCgl>

Share your ideas related to the video with the teacher and classmates during the virtual or on-site classes.



## Week 10

### Focus on speaking

Continuing with the study of unit 5, we will focus on reviewing the simple past; we will use this tense to refer to past events. We are also going to be using imperatives to give orders and advice. To know a little more about these topics, let's review the information below!

### 5.2. Grammar: Simple past

First thing to keep in mind is that the simple past is used to refer to events, actions or situations that already finished.

We often use this tense to focus on a specific time in the past: *last year, last month, last week, last weekend, yesterday*. These time expressions can go at the beginning or end of a sentence, for example: *Marcos **went** to work **yesterday***.

To build negative statements in the simple past, we often use **did not + the base form of the verb** (avoid adding -ed to sentences with did), for example: *She **didn't do** homework*.

To use the simple past correctly, we do need to be aware that we have regular and irregular verbs. Regular verbs in the simple past end in **-ed**. If the base form ends in **-e**, we add only **-d**. If the base form ends in **-y** after a consonant, change the **y** to **i** and add **-ed**. To study these verbs, I invite you to review the list of regular verbs in the following link: [enlace web](#). As you have reviewed in the link, there is

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a huge list of regular verbs in English. I invite you to study, memorize and use them in dialogues and conversations.

Concerning irregular verbs, they have different forms in the simple past and you need to memorize them. I invite you to review the list of irregular verbs [enlace web](#). As shown in the link, irregular verbs change their written and pronunciation form when using them in the past.

To expand your knowledge on the use of the simple past, I invite you to review the following video: <https://www.youtube.com/watch?v=RGFc-1uNHX8>

As explained in the video, the simple past is often used to refer to past events. With this information in mind, invite you to go to the grammar section in the textbook and complete the exercises provided.

### 5.3. The use of imperatives

Imperatives are often used to give orders, advice, but they can also be used to give encouragement, by doing, so we are going to help someone to feel better. It is always in the present tense. We can build affirmative (**with the base of the verb + object**) and negative (**with don't + base form of the verb +object**) statements by using imperatives and the subject is always going to be **"you"**. Let's review the following examples:

- Think in a positive way!
- Don't be scared of me.

To know more about the usage of imperatives, I invite you to review the information provided in the following video: <https://www.youtube.com/watch?v=PIUW24UvQDY>

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As you could see, the video explains the different ways to use the imperative mood. These rules need to be followed to performed accurate speech in the target language.

After that, I invite you to review the information provided in the textbook and do the exercises.

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## Self-evaluation 5

To reinforce your knowledge on the studied topics, I invite you to do the following exercises:

1. Complete each sentence using the simple past tense of the verb in parentheses.
  1. Carmen \_\_\_\_\_ (**try**) to go to public places more often.
  2. She \_\_\_\_\_ (**make**) a promise to herself that she would do it.
  3. She \_\_\_\_\_ (**has**) trouble going out at first.
  4. Then, she \_\_\_\_\_ (**get**) a friend to go with her.
  5. This \_\_\_\_\_ (**help**) Carmen feel much better!
  6. Soon, she \_\_\_\_\_ (**go**) to many different places.
  7. After a while, she no longer \_\_\_\_\_ (**need**) her friend to go with her.

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2. Complete the conversation by choosing imperatives that give advice.

**Patient:** I'm still afraid of drowning if I go in the water.

**Doctor:** This is a normal fear if you do not know how to swim.

**1. (Many people take lessons. / Take swimming lessons at the public pool.)**

**Patient:** I should, but the thought of going near the pool makes me start to shake!

**Doctor:** Have you tried your breathing exercises? **2. (Remember what I showed you. / These exercises can help you.)**

**Patient:** No, I haven't tried that. I will go to the pool tomorrow.

**Doctor:** **3. (Believe me, I know that this is hard for you. / This is difficult for many people.)**

**Patient:** I just feel like I am alone and there is no one who understands my fear.

**Doctor:** You are not alone. **4. (I don't want you to feel that way. / Do not feel that way.)** Here is the number of a support group with people who have the same fear as you. **5. (Call the number. / Do you want to call the number?)** I think you will feel better if you do.

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## Week 11



### Unit 6. Overcoming obstacles

This unit is related to the risks and challenges people face to achieve a goal. By studying this topic, you will listen to stories from famous athletes and learn new vocabulary related to this topic. You will also learn to make inferences by understanding rhetorical questions. To review in detail the aforementioned topics, I invite you to check the information below!.

#### Focus on listening

To start, I invite you to answer to the following question:

- Do you like to do things that are dangerous?

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- Do you know anyone with a dangerous job? If so, what job is it?

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In order to understand the topic better, I invite you to **review vocabulary**. To do so, I invite you to read and listen to a text; pay attention to the boldfaced words. After that, I invite you to do the proposed activity in the textbook. You can use an online dictionary to review definitions of unknown words.

Now, it is time to start completing listening exercises. To do so, I invite you go to the **review section**. As you may remember, this section invites you to *make hypotheses* that can be proved or disproved while listening. This process helps you to understand the audio better. Please listen to the audio and complete the exercises provided in the book.

Once finished, I invite you to continue with the **main ideas section**. To successfully accomplish this part, it is important to take notes. A strategy to take notes is by **focusing in cause and effect**. This strategy is useful mainly because speakers often explain what happened first (which refers to the cause) and later they explain why it happened (it refers to the effect or result). When using this strategy, we often use arrows, which indicate that one thing leads to another. To know more about this strategy, I invite you to review the information provided in the textbook. To do the exercise provided in the book, related to main ideas, I invite you to play the audio. Play it again to check your responses.

Last thing to do is to complete the **details section**, to do so, you can use the notes you took in the main ideas section. Listen to the audio as many times as possible to review your responses.

## 6.1. Make inferences: Understanding rhetorical questions

As you remember to infer means to guess because the answer is not directly stated in the audio. Speakers often use rhetorical questions to ask for a purpose rather than to obtain the information

the question asks. So, these questions are asked, when the speaker does not expect a response, but to make a point. For example, the mother angry with her son asks: "just who do you think you are? It is a fact that both know who the son is, but the mother asks this question just to emphasize that her son is not behaving well.

To expand your knowledge on the use of rhetorical questions, I invite you to review the information provided in the textbook in the make inferences section. Do not forget to complete the exercises provided.



### Recommended learning activities

To know more about the topic and to improve your listening skills, I invite you to listen to a podcast in the following link: [enlace web](#).

Try to identify the most important aspects of the audio and share them with the class during the virtual or on-site classes.

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## Week 12

### Focus on speaking

To continue reviewing unit six, we are going to study and talk about the importance of taking risks at any age; for doing so, we are going to review the usage of the present progressive. We are also going to review some ways to describe photos and visuals. I invite you to continue reviewing the coming information to learn more about the aforementioned topics!

### 6.2. Grammar: Present Progressive

The present continuous is commonly used to describe an ongoing action that is occurring right now, at this moment. To use this tense, we will be using to be (am, is, are) plus the verb with the “ing” form. For example:

- She **is studying** in the library **right now**.
- I **am cleaning** the house **at this moment**.
- They **are working** in the project **now**.

There are some rules to be considered when using the present progressive, especially the **ing** form at the end of the verb. Let's review the following examples with **ing** form:

- When the base form of the verb ends in (e), we drop the (e) and add (ing) at the end of the verb; for example: **create** – creat

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- When the verb ends in a consonant and it is preceded by only one vowel, we are going to double the consonant, and we are going to add (ing) to the verb, for example: sit – sitting. Nevertheless, we do not double the consonant when the verb ends in consonants such as (**w, x, or y**); for example: study – studying, draw – drawing, fix – fixing.

In the present, progressive, we can also build **negative sentences**. To do so, we need to use the negative (not) after the verb **To Be** plus the verb in the **ing** form. It is important to say that when using the present progressive, we can use contractions, but in informal written or spoken form. Let's review the examples below:

- The car **is not working** very well. - The car **isn't working** very well.
- I **am not going to** work today. - I**m not going to** work today.
- They **are not going to** play soccer. - They **aren't going to** play soccer.

By using the present progressive, we can also ask **yes / no questions**. To build these questions, we are going to use the verb **To Be** at the beginning of the sentence, depending on the subject we will be using. The response to these type of questions is short, and it can be either positive or negative. Let's review the examples below!

- **Am I studying** enough to approve the subject? **Yes**, I am. **No**, I'm not.
- **Is she travelling** to Europe this week? **Yes**, she is. **No**, she isn't.
- **Are they going** to visit the farm? **Yes**, they are. **No**, they aren't.

We can also build **Wh-questions** by using **the present progressive**. To do so, we are going to include the *Wh-* word (*what, where, when, which*,

*why, who*) at the beginning plus the subject pronoun, plus the verb *To Be*. Let's review the following examples:

- What is Marcos doing now?
- Where is María going to go right now?
- Why are you crying?

The response to these type of questions is related to the question. Let's review how the previous questions are responded:

- Marcos/He is trying to finish the math project.
- María is going to the library to give some books back.
- I'm not feeling very well with my stomach.

To know more about this grammar tense, I invite you to review the information provided in the following video: <https://www.youtube.com/watch?v=dU8lQKCKMKI>

As shown in the video, the present continuous is commonly used for things that take place at the moment of speaking or in the moment of speaking. In light of this, I invite you to go to the textbook, review the grammar information section and do the exercises provided.

### 6.3. Describing photos and visuals

When speaking in English, especially in presentations, we are always going to be using photos, visuals, or even diagrams and charts. To use them correctly, we do need to describe the item very well so the information will be clear for the listener. To describe some photos or any visual, we can use any of the following expressions:

- Please look at (this / the first / the second / the third) photo.
- In this photo, (subject pronoun) is....

- As you can see, (subject pronoun) is....
- If you look at (this / the first / the second / the third) photo, you can see that (subject pronoun) is....

To use these expressions, I invite you to complete the exercises provided in the textbook.

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## Self-evaluation 6

To reinforce your knowledge on the use of the present progressive. I invite you to do the following activities:

1. Complete the conversation by circling the correct verbs. use the present continuous tense for action verbs and the simple present tense for non-action verbs.

A: Ella 1. (**tries / is trying**) to walk after her surgery, but she 2. (**has / is having**) trouble.

B: I hope she is not 3. (**giving / give**) up after only a few days.

A: No, she isn't 4. (**think / thinking**) of doing that. She 5. (**is doing / does**) the best she can.

B: Tell her that I 6. (**want / am wanting**) to see her soon and that we all 7. (**love / are loving**) her!

A: I will, and don't worry. She 8. (**walks / is walking**) better every day!

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2. Complete the sentences. Choose the correct result for each cause.

1. **Even though I was tired, \_\_\_\_.**  
A: I slowed down  
B: I didn't slow down
2. **Even though there was a lot of snow, \_\_\_\_.**  
A: I kept climbing the mountain  
B: I stopped climbing the mountain
3. **\_\_\_\_ even though it rained all week.**  
A: I trained outside every day  
B: I did not train outside every day
4. **Even though I was in pain, \_\_\_\_.**  
A: I stopped to take a break  
B: I did not stop to take a break
5. **\_\_\_\_ even though I felt afraid.**  
A: I did not show my fear  
B: I showed my fear
6. **\_\_\_\_ even though it was a long day.**  
A: I'm happy that I didn't hike up the trail  
B: I'm happy that I hiked up the trail

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## Week 13



### Unit 7. Only child vs loneliness

Unit seven focuses on family size and how only children feel. By studying the unit, you will listen to varied audio information based on changing families and how only kids feel. You will also learn to make inferences based on word choices. To start, let's review the information below!

#### Focus on listening

To start this section, it is necessary to read and listen to text provide in the textbook. The text is related to a podcast for families with one child. I invite you to pay attention to the boldface words. By completing this exercise, you will be able to comprehend the audio information better.

Once finished this activity, I invite you to move to **the preview section**, where you are going to listen to the beginning of an audio. The idea of this activity is to invite you to think what the people will talk about in the audio. I take the advantage to remind you that making predictions will help you to understand the audio better.

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Now, it is time to continue with the **main ideas section**. I remind you the importance of taking notes. As you know there are many techniques to take notes, one of them is by using numbers. When using numbers instead of letters or words we are going to spend less time, and we do not have to write so much. We can also use some abbreviations with numbers, especially when referring to age, for example: 13 yrs old. We can also use numbers for dates. Another way to use numbers with abbreviations is when there are so many numbers, in millions (**M**) or billions (**B**), for example 10M (ten million) OR 1B (one billion). I invite you to review the information provided in the book to expand your knowledge on the usage of this strategy.

To complete the main ideas section, I invite you to play the audio and take notes. After that, I invite you to do the activity proposed in the textbook. You can play the audio one more time to check your responses. Finally, I invite you to use your notes from main ideas to do the **listen for details section**. You can play the audio once again to verify your responses.

## 7.1. Make inferences based on word choices

### Focus on speaking

To continue reviewing this unit, we are going to discuss the advantages and disadvantages of being an only child. We are also going to review the usage of be going to for the future and some ways to agree and disagree. To learn more about these topics, I invite you to review the information below!

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## 7.2. Grammar: Be going to for the future

We use be (am, is, are) plus going to plus the base form of the verb to refer to an action in the future. By using this grammar tense, we can build affirmative statements; let's review the examples below:

- I **am going** to travel to Mexico **next weekend**.
- He **is going** to graduate **in June**.
- It **is going** to rain **today**.
- We **are going** to see a movie **tonight**.

To build negative sentences, we place not before going to; as shown in the examples below:

- I **am not going** to drive fast.
- I'm **not going** to drive fast.
- It **is not going** to rain.
- It's **not going** to rain.
- It **isn't going** to rain.
- We **are not going** to be late.
- We're **not going** to be late.
- We **aren't going** to be late.

As observed in the examples above, we can use contractions when using negative sentences.

By using is going to, we can make **yes/no questions**; to do so, we put **am, is, or are** before the subject. With this type of questions, we are always going to have a short positive or negative response. We usually use **contractions** in negative short answers. Let's review the following examples:

- **Is he** going to change Jobs? Yes, he is / No, he's **not**. OR No, he **isn't**.

- **Are they** going to buy a house? Yes, they **are** / No, they **aren't**.  
OR No, they're not.

We can also make **Wh-questions** with be going to. We can use the Wh-Word plus the correct form of be plus a subject plus going to plus the base form of the verb as in the examples below:

- **When it is going to** begin? Next year.
- **How are you going to** get there? By bus
- **Who is going to** help us? I am

For a **Wh-question about the subject**, we often use who or what plus is and going to plus the base form of the verb as in the following examples:

- Who is going to be the teacher of Math? Max is.

To learn more about this grammar aspect, I invite you to review the information provided in the following link: [Be Going To ... -Future Plan- \(English Speaking\)](#)

As explained in the video, **Be going to** is commonly used to talk about future plans. To reinforce your knowledge on this grammar tense, I invite you to review the information provided in the textbook and complete the exercises related to this grammar aspect.

### 7.3. Ways to agree and disagree

When speaking in English, we are going to have some circumstances where we do need to agree or disagree with someone's opinion. There are some useful expressions to agree or disagree politely in English. Let's review the following expressions that can be used to agree:

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- That's right!
- Me too!
- I totally agree!
- I couldn't agree more!
- I see exactly what you mean!

Similarly, we do have some expressions to disagree and they are the following:

- I totally disagree!
- Absolutely not!
- That's not right!
- I'm not sure about that.

To learn more about these expressions, I invite you to review the information provided in the following link: [Conversation Skills: How to agree or disagree](#)

As you have realized, in the video it is very well explained different ways to agree and disagree in formal and informal situations. I invite you to use these expressions to argue and debate in English.

Finally, I invite you to complete the exercises stated in the textbook

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## Self-evaluation 7

To expand your knowledge on the studied topic, I invite you to do the following exercises:

1. **Choose the best response to complete each conversation.**
  1. **Julia:** Some people say children need siblings. What do you think?  
**Teresa:** \_\_\_\_\_ I hate being an only child!  
**A.** That's for sure. **B.** I disagree. **C.** I'm not sure about that.
  2. **Serena:** \_\_\_\_\_ I'm an only child, and I never feel lonely.  
**A.** I agree with you. **B.** I don't agree. **C.** Maybe .  
..
  3. **Julia:** A study shows that only children are spoiled.  
**Teresa :** \_\_\_\_\_ I'm not spoiled at all.  
**A.** You're right. **B.** I think that's true. **C.** I don't think so.
  4. **Julia:** \_\_\_\_\_ You're not spoiled.  
**A.** That's true. **B.** I don't think that's true. **C.** I'm not sure about that.
  5. **Serena:** I know a lot of only children who are definitely spoiled.  
**A.** I agree with Teresa. **B.** That's for sure. **C.** That may be true, but.

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2. Complete the conversation between two friends. fill in the blanks with the correct form of "Be going to" and the words in parentheses.

A: When are ? 1. (you, get married)

B: I'm getting married in June. I am \_\_\_\_\_ 2. (have) a big wedding. Sam has a lot of brothers and sisters, and they all have children.

A: How about you and Sam? \_\_\_\_\_ 3. (you, have) children?

B: No, we're \_\_\_\_\_ 4. (not, have) kids right away. We both travel a lot, and Sam is \_\_\_\_\_ 5. (start) law school next year. We are \_\_\_\_\_ 6. (wait) a while to have kids.

A: That sounds smart. George and I are \_\_\_\_\_ 7. (move) in a few months.

B: Are \_\_\_\_\_ 8. (you, start) a family then?

A: Yes! We're very excited!

Answer Key



## Week 14



### Unit 8. Sports

This unit is related to sports, especially it focuses on soccer and its popularity around the world. Though the study of this unit, you will hear interviews to people from different countries to know their opinions about soccer. You will also listen to some reasons American people do not like soccer. At the end, you will learn to make inferences by understanding comparisons. To know more about these topics, let's review the information below!

#### Focus on listening

As this unit refers to sports, especially it focuses more on soccer, I invite you to respond to the following questions:

- Do you play or watch soccer on TV?
- How and when did you learn to play soccer?
- Where and how often do you play soccer?
- Which is your favorite team and soccer players?
- How long have you been watching soccer on TV?

After that, I invite you to read and listen to a text in the **vocabulary section**. Pay attention to the words in boldfaced. If there are

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new words I try to guess their meaning by using the rest of the information in the paragraph. If it doesn't work, then use an online dictionary. Once finished this part, it is time to move to the **preview section**. In here, you are going to listen to the beginning of an audio. The idea of this activity is to invite you to make predictions based on the information you hear. Do not worry if your predictions are not correct. At the end, making predictions help you have a clearer idea of the audio.

Next section is **main ideas**. Before starting this part, I want to emphasize on the importance of taking notes. A good strategy to take notes is by using **abbreviations e.g. or ex.**, which mean for the sake of example. Examples are always included in presentations, opinions etc, to make arguments and ideas clearer for the audience. Including examples in your notes are going to help you understand opinions and ideas better. When taking notes, we can place either e.g. or ex., in front of the examples. With this information in mind, I invite you to play the audio and take notes first. Later, use your notes to complete the stated activity in the book. Once finished, I invite you to use your notes to complete the **details section**. You can play the audio one more time to review this task in the textbook.

### 8.1. Make inferences: understanding comparisons

To infer means to find answers from clues or prior knowledge rather than directly. When speakers try to explain a difficult idea they frequently use comparisons. By practicing this inference skill, you can develop the ability to infer the connection when the comparison might not be obvious. There is an expression that shows that a comparison is about to appear and it is "**be like**", which means "**be similar to**".

To expand your knowledge on the use of this technique, I invite you to review the information from the book and complete the exercises provided over there.



### Recommended learning activities

To practice a little more your listening skills, I invite you to complete the exercises provided in the following link: [enlace web](#).



### Week 15

#### Focus on speaking

In this section you will express your opinion and discuss why soccer is not popular in the United States. You will learn the use of comparative adjectives (long and irregular) and some ways to express results. To learn more about these topics, let's review the information below!

#### 8.2. Grammar: Comparatives: long and irregular adjectives

First thing to be clear is that we use comparative adjectives to compare two things. In this section, we are going to focus on the use of long and irregular adjectives. In English, we do have many adjectives that have two, three or more syllables; with these adjectives, we normally use the particles **more** and **less** before the adjective, for example: more beautiful, more expensive, less difficult.

We also use **than** after the adjective when the two parts of the comparison are present, for example:

- Quito is more **crowded than** Loja.
- Math class is **more interesting than** Music class.

There are also some **adjectives** that **have an irregular form** when using comparatives. The most commonly ones are the following:

- Good - better  
She is **better** at English than Carlos.
- Bad – worse  
The economy is getting **worse** every day.
- Little – less  
I have **fewer** opportunities than you.
- Much – more  
She knows **more** about the country.
- Far - further / farther  
They want to **further** their understanding of English.

Now to know more about this grammar aspect, I invite you to review the information provided in the book in the grammar section. After that, I invite you to complete the exercises provided in the book.

### 8.3. Express results

Results are things that occur because of other things. For example, a person that works hard will usually have money. The money is the result of working hard. To explain results clearly, we can use any of the following signal words:

- That's why...
- That's the reason why,
- So that's why
- So that's the reason why

To review more information about this strategy, I invite you to review the information provided in the textbook. Do not forget to do the exercises.

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## Self-evaluation 8

To reinforce your knowledge on the use of comparatives and vocabulary, I invite you to complete the exercises below.

1. Complete the paragraph. use the comparative form of the adjective in parentheses. in some blanks, you do not need to use THAN.

Marcos told me that football was \_\_\_\_\_ 1. (popular) soccer in America. That's when I told him that soccer was \_\_\_\_\_ 2. (popular) around the world! In the end, we agreed that we each thought our sport was \_\_\_\_\_ 3. (fun) to watch.

2. Circle the correct word or words to complete each sentence.

1. The weather was perfect for the game. (**Because / That's why**) I went.
2. I watched the World Cup (**because / because of**) it is exciting.
3. The best player was sick, (**because of / so**) he didn't play.
4. The game tonight is going to be good. (**That's why / Because of**) Tom will watch it.
5. It is raining today, (**because / so**) there is no soccer practice.
6. Soccer is always exciting (**that's why / because of**) the great athletes.

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## Week 16

### Review of units 5 to 8 and second mid-term test

Dear students, welcome to week sixteen! We have finished with the study of this subject. I hope it has helped you develop your oral and aural skills.

In this week, we will have the revision part of units 5 to 8. It is the time for you to clarify any doubt you may have related to any of the studied topics. We will also have the mid-term test.

Finally, I take the advantage to congratulate you all for the effort and dedication devoted to the study of this subject. Well done!

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## 4. Answer key

Self-evaluation 1	
Pregunta	Respuesta
1.1	C
1.2	A
1.3	B
1.4	C
2.1	a
2.2	c
2.3	a
3.1	is
3.2	she's
3.3	was
3.4	were
3.5	was
3.6	wasn't
3.7	she's

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Self-evaluation 2	
Pregunta	Respuesta
1	B
2	A
3	B
4	C
5	A
6	A
2.1	like
2.2	makes
2.3	have
2.4	seems

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Self-evaluation 3	
Pregunta	Respuesta
1	Traditional
2	Passed
3	Popular
4	Sentimental value
5	Pack rats
1	Always
2	Never
3	Often
4	Usually
5	Sometimes

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Assessment

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Self-evaluation 4	
Pregunta	Respuesta
1	Was there
2	There was
3	There were
4	A
5	C
6	A
7	B
8	B

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Self-evaluation 5	
Pregunta	Respuesta
1	Tried
2	Made
3	Had
4	Got
5	Helped
6	Went
7	Needed
1	Take swimming lessons at the public pool.
2	Remember what I showed you.
3	Believe me, I know that this is hard for you.
4	Do not feel that way.
5	Call the number.

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Assessment

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Self-evaluation 6	
Pregunta	Respuesta
1	Is trying
2	Is having
3	Giving
4	Thinking
5	Is doing
6	Want
7	Love
8	Is walking
1	B
2	A
3	A
4	B
5	A
6	B

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Self-evaluation 7	
Pregunta	Respuesta
1	A
2	B
3	C
4	A
5	C
1	going to have
2	Are you going to have
3	not going to have
4	going to start
5	going to wait
6	going to move
7	you going to start

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Self-evaluation 8	
Pregunta	Respuesta
1	more popular tan
2	more popular
3	more fun
1	that's why
2	because
3	so
4	that's why
5	so
6	because of

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## 5. Bibliographic references

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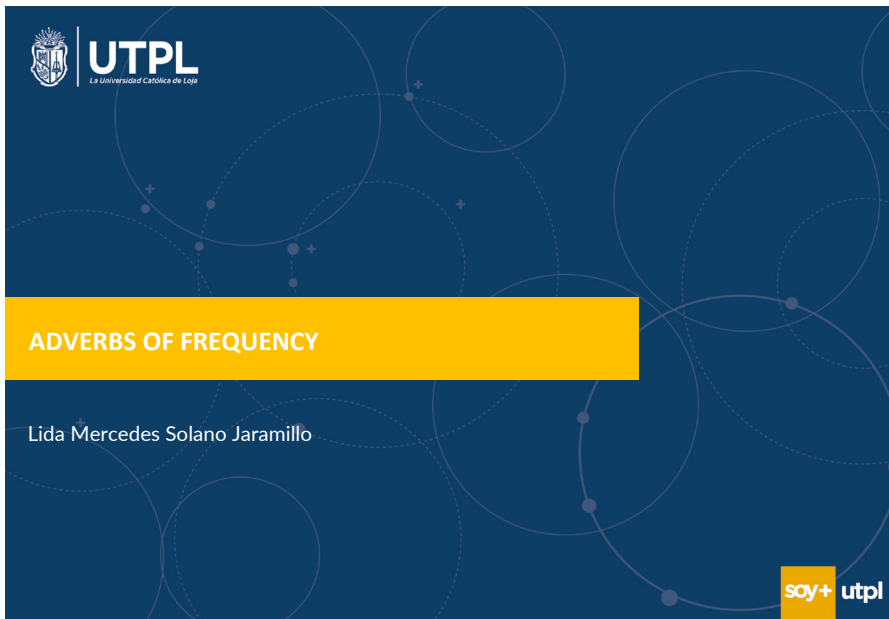
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## 6. Study Resources

### Documento 1. Unit three adverbs of frequency



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## ADVERBS OF FREQUENCY

How often do you go to the cinema?

Sometimes.  
Once a month.

soy+ utpl

## THE SIMPLE PRESENT WITH ADVERBS OF FREQUENCY

FREQUENCY	ADVERB OF FREQUENCY	EXAMPLE SENTENCE
100%	Always	I always go to work at 08:00 a.m
90%	Usually	I usually have salad for lunch.
80%	Normally / Generally	I normally go to the park.
70%	Often* / Frequently	I often surf the internet.
50%	Sometimes	I sometimes forget my Friends' birthday.
30%	Ocassionally	I ocassionally drink coke.
10%	Seldom	I seldom watch the news on TV.
5%	Hardly ever / Rarely	I hardly ever smoke.
0%	Never	I never play basketball.

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## GRAMMAR NOTES

- Adverbs of frequency usually come before other verbs.
  - ❖ He **usually** goes to a fast food place.
  - ❖ It **always** rains on the weekends.
- When the verb is **BE**, we put the adverb of frequency after the verb.
  - ❖ The students are **never** late to class.
  - ❖ A toy bear is **always** cute
  - ❖ The style of a dream catcher is **sometimes** modern.
- **USUALLY** and **SOMETIMES** can also come at the beginning or end of a sentence.
  - ❖ **Usually** I have breakfast at 08:00. OR I have breakfast at 08:00, **usually**.
  - ❖ **Sometimes** I skip lunch. OR I skip lunch, **sometimes**.

## GRAMMAR NOTES

- For **YES/NO** and **Wh- questions**, put the adverb before the verb.
  - ❖ Does she **often** buy toys?
  - ❖ Is a dream catcher **always** expensive?
  - ❖ What do they **usually** collect?
- We use **HOW OFTEN** to ask about frequency.
  - ❖ How often do you exercise?
  - ❖ I usually exercise four times a week.
- Use **EVER** in yes/no questions. EVER means "**at any time**".
  - ❖ Do you ever sleep late?
  - ❖ Often OR I often do.
- **BE CAREFUL:** we do not use ever in affirmative statements:
  - ❖ I sleep late
  - ❖ **NOT:** I ever sleep late.

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daily, monthly, yearly

How often do you go to bed?  
I go to bed **daily**.



How often do you celebrate Christmas?  
I celebrate Christmas **yearly**.

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Twice a day, Once a week,  
Three times a month

How often do you brush your teeth?  
I brush my teeth **twice a day**.

Once a	day	week	year
Twice a	day	week	year
Three times a	day	week	year
Four times a	day	week	year
Five times a	day	week	year



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## Usually, Often, Always

How often do you go to school?

I **always** go to school.



When do you **usually** go shopping?

I **usually** go shopping on a Saturday.

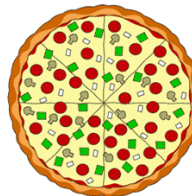
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## Sometimes, Occasionally

I **sometimes** go to a party.



I **occasionally** eat pizza at school.



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## Rarely, Never



I **rarely** drive to school.

I am **never** angry.



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**How often do you play tennis?**

I **often** / **sometimes** / **never** play tennis.

I play tennis **once** / **twice** / **three times a day** / **week** / **year**.

**How often do you walk the dog?**

I **often** / **sometimes** / **never** walk the dog.

I walk the dog **once** / **twice** / **three times a day** / **week** / **year**.

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- ADVERBS OF FREQUENCY

- ACTIVITY ONE

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