



**UTPL**  
*La Universidad Católica de Loja*

**Modalidad Abierta y a Distancia**

# English Language: Reading and Writing II

**Guía didáctica**



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## Departamento de Ciencias de la Educación

### Sección departamental de Lenguas Contemporáneas

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## English Language: Reading and Writing II

*Guía didáctica*

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Asesoría virtual  
[www.utpl.edu.ec](http://www.utpl.edu.ec)

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## **English Language: Reading and Writing II**

**Guía didáctica**

Jaramillo Ponton Mayra Fernanda

Universidad Técnica Particular de Loja



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## 1. Information data

### 1.1. Presentación de la asignatura



### 1.2. UTPL Generic Competences

- Written and oral communication.
- Critical and reflexive thinking.

### 1.3. Specific competences of the major

Applies linguistic knowledge of the English language at a level that allows effective communication to perform professionally in the teaching of English to children and teens according to international standards.

## 1.4. Issues addressed in the subject

Decontextualization of the students in the EFL teaching-learning process



## 2. Learning methodology

The methodology of the present course is based on the UTPL distance student-centered approach. A variety of methodologies and strategies are used, including lecture/presentation, discussions, forums, games, quizzes, 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 development and evaluation of three types of activities:

- Teaching.
- Application and experimentation of learning.
- Autonomous work.

The teaching-learning process is carried out under the supervision and direct assistance of the teacher synchronously or asynchronously, using technological tools such as forums and games for the development of collaborative work among the participants of the course.

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The application and experimentation activities are the tasks that you perform individually throughout the course in which you put into practice what you have learned. On the other hand, autonomous work requires you to develop your capacity to generate and build learning in a self-regulated manner, basically through reading and reflection. The academic resources used are a virtual guide, virtual platform, basic textbook, and academic plan.

Remember self-discipline is a very important factor for distance learning success, so to pass the course, you must consider to set a schedule within your daily activities for the study of this educational component, to read and practice all of the contents and activities suggested in the academic basic textbook and technological resources you have for the course. I also recommend you try to use self-learning techniques such as mind maps, summaries, notes, use an English –English dictionary to refer to the concept (not translation) of the terms you require, among other strategies you can use to strengthen the knowledge you acquire.



### 3. Didactic guidelines for learning outcomes



#### First mid-term

##### Learning outcomes from 1 to 3

- Uses simple, straightforward information and begins to express oneself in familiar contexts.
- Describes in simple terms aspects of his/her academic life, environment and matters related to his/her immediate needs in present and past.
- Articulate main ideas, both stated and inferred, and important details in a variety of texts at the A2 level.

Contents, resources and suggested learning activities

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Dear students,

Welcome! You are about to begin a new course. As you use this platform, textbook and the suggested resources, you will read about new interesting topics, explore new ideas and strategies. You will also practice a lot of grammar, reading and writing activities.

First of all, I invite you to participate in the **Introductory Forum**. For this activity, prepare a short personal and academic introduction about yourself.

Now, it is time to start with the study of this subject. During this first bimester, interesting topics will be addressed to support you with the communicative training through reading and writing strategies, and some grammar rules that will help you to acquire the first three learning outcomes.



Week 1



## Unit 1. Work

This unit explores reading skills, through content, instructions, and activities that will help you to infer the author's opinion, take margin notes on the main ideas, and predict content when a reading includes visuals. Through this unit, you will also learn strategies that help

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you to identify and write the topic sentence, and add supporting sentences in a paragraph to develop coherence and unity in your writing in the English language.

Furthermore, these reading and writing skills, and the grammar rules regarding the use of Descriptive and Possessive Adjectives are reinforced and practiced in contexts related to a very interesting and everyday topic such as knowing how to find the perfect job for us. The vocabulary and grammar rules will be reviewed, expanded upon, and used in the textbook to be practiced through reading and writing activities to reinforce meaning, form, and function. You can also find some graded and non-graded activities that will provide you with meaningful feedback to monitor your progress, allowing you to self-correct and identify where improvement is needed.

## FOCUS ON READING

### 1.1. Inferring the Author's Opinion

First of all, in order to better learn the contents, it is useful to review the vocabulary for unit 1. Thus I invite you analyze the following resource which provides the definition of key words focused on knowing how to find the perfect job:

#### Vocabulary Unit 1

Remember, you will be able to practice this vocabulary by completing all of the activities suggested in Unit 1 in your textbook.

As a careful reader, you need to understand the opinions (ideas or beliefs about a particular subject) that an author gives in a text, even when they are not stated directly. For this purpose, consider that if it is not directly stated in the text that the excerpt or phrase is the author's opinion about something, you must infer it. Therefore,

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you need to know the difference between what is a fact and what is an opinion in a text. The following video will clearly show you that difference: [Fact vs Opinion](#).

Now, you are prepared to apply this first strategy. For the effect, I invite you to focus on the first text included in Unit 1 in your basic textbook, where you will find activities that will help you to develop this reading skill.

## 1.2. Taking Margin Notes on the Main Idea

A strategy that can be helpful for you, is to identify and organize relevant information like **main ideas** in a text into easily digestible summaries, that is to **write them as notes in the margins** of the text. Although some authors such as Warthon (2013) states that there are two useful strategies that help you to identify and remember the most important information in a text, which are writing it in the text's margin and highlighting the information inside the text. On the other hand, the following interesting blog will help you to realize [How Margin Notes are Better than the Yellow Highlighter](#) ¿What do you think about this information now?.

As a summary, remember that **margin notes** are considered a permanent record of key information. So, later, you can look back at these margin notes to help you remember those main ideas. For applying this reading strategy, as you read, find the main idea of each paragraph and write it in the margin. Sometimes, you can use keywords from the text, and sometimes you need to use your own.

*Be careful!* Don't just write the first idea. Be sure it's the most important idea. And remember that it is not necessary that you write whole sentences in your margin notes. You just need just to write short phrases or words. Look at some examples and practice this strategy in the second reading in Unit 1 in your textbook.

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### 1.3. Predicting Content from Visuals

It is time to learn how to predict what a text is about before reading it. In order for you to better understand this strategy, I would like you to review the following extra information [Predicting](#). As you read this web page, you, as a strong reader, can look at all the visuals (headings, pictures, photos, diagrams, graphs, etc.) on the page where the text is included. This encourages you to use your critical thinking and problem-solving skills because you have the opportunity to reflect and evaluate the text for making predictions thus extracting deeper meaning and comprehension skills. In addition, you will be more interested in the text because you reflect on what you already know about the topic, and this will allow you to predict the content of the text or anticipate what will happen in the story, and connect your prior knowledge with the new information that is being learned.

Remember that in the second text in Unit 1 of your textbook, there are examples and activities organized to read, understand and apply this third reading strategy.



#### Recommended learning activities

The following activity, is the first part of Game 1, in which you will apply the reading strategies studied during this week.

[Game 1- Part 1- Unit 1](#)

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## Week 2

### FOCUS ON WRITING

To continue with our study, we have to focus on another of the important skills of English which is writing, this requires the application of some basic rules to develop the competence to write correctly. That is why it is important you completely understand the following grammar rules and writing skills.

#### 1.4. Grammar: Descriptive and Possessive Adjectives

Let's start learning about descriptive adjectives, which are used to describe nouns; and about possessive adjectives, which show belonging. To develop a better comprehension of their use in sentences, check the following grammar explanations and examples:

- **Grammar: Descriptive and possessive adjectives**

Study Resources

Now, I invite you to review the grammar explanation about descriptive and possessive adjectives in your textbook and the section that allows you to practice the grammar rules of both kinds of adjectives, so you will create a stronger connection to the language.

#### 1.5. A Paragraph and Its Topic Sentence

Dear student, it is important for you to consider that when writing a paragraph, it is necessary to apply the following aspects:

## Aspects to be considered to write a paragraph

So, don't forget that a paragraph is a group of sentences about one topic. The first sentence is usually the topic sentence. According to Fitzpatrick (2011), a topic sentence states the main idea of the paragraph, so it is usually the most general sentence in a paragraph. Therefore, it will help you to focus on the topic, and prepare you for the supporting details. For the author, it usually has two parts: *the topic* and the *controlling points*. *The topic* is related to the general subject of the paragraph, and the *controlling idea* is related to the parts of the topic that the paragraph will be focused on (the supporting sentences). Even the author provides three different ways you can express the controlling idea:

TOPIC	CONTROLLING IDEA
<i>Nora is my role model</i>	<i>For two reasons.</i>

TOPIC	CONTROLLING IDEA
<i>Nora is my role model</i>	<i>Because she has two great qualities.</i>

TOPIC	CONTROLLING IDEA
<i>Nora is my role model</i>	<i>Because she is focused and level-headed.</i>

## 1.6. Adding Supporting Sentences

The other parts of the paragraph are the sentences that come after the topic sentence. They are the supporting sentences, which are more specific than the general sentence (topic sentence), but more general than details and examples. As they connect the topic sentence and the examples, they must be clearly written (Fitzpatrick, 2011).

Once again, review *Aspects to be considered to write a paragraph* in order to go deeper on understanding supporting sentences.

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## Recommended learning activities

It is time to do the second part of Game 1. It will help you to practice the vocabulary and grammar contents studied in this Unit 1.

### Game 1 – Part 2 – Unit 1

As a final activity in this unit, it is time to apply all the skills learned in this unit to complete your first real-world writing task. Write a paragraph about your ideal job.

#### Process:

- Explain why this job is ideal for you. Describe the skills, setting, and rewards related to this job.
- Start writing the topic sentence, then add some supporting sentences.
- Consider how to apply the vocabulary and grammar learned in the unit.
- Carefully edit it for grammatical and mechanical errors, such as spelling, capitalization, and punctuation.

#### Self-evaluation 1

*CONGRATULATIONS!!* The first unit has been completed and I'm sure you've learned a lot. Therefore, it is time to verify your knowledge by developing Self-evaluation 1:

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## Self-evaluation 1

Develop the following activities considering each of the following questions and statements:

Choose the word that corresponds to the following definition:

1. The kinds of work people do, usually after learning how and usually for a long time.
  - a. Careers.
  - b. Setting.
  - c. Hire.
2. Written descriptions of people's education and previous jobs.
  - a. Postings.
  - b. Rewards.
  - c. Résumés.
3. An opinion you give someone about what he or she should do.
  - a. Setting.
  - b. Skill.
  - c. Advice.
4. Which of the following do not correspond to the characteristics of the descriptive adjectives?
  - a. They can come after the verb be.
  - b. They can come before a noun.
  - c. They don't need the use of a, an, or the.

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5. Which one of the following sentences contains a possessive adjective?
  - a. She is an important writer.
  - b. Karina is smart.
  - c. Your office is beautiful.
6. Read the sentences. Underline the descriptive adjectives.
  - a. Good teachers are creative.
  - b. They teach interesting classes.
  - c. They are also patient and caring.
7. Read the example paragraph and complete the task below.

*I would like to be a mountain climbing guide. I like this job for several reasons. First of all, mountain climbing is very exciting. Mountain climbing guides get to climb tall, dangerous mountains. Second, I enjoy working outside. I like the fresh air much better than I like a stuffy office. Finally, I like to meet interesting people. Mountain climbing guides travel to many different parts of the world and meet other adventurous people.*

- a. Which is the topic sentence of the paragraph?

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- b. Underline the supporting sentences. What three reasons does the writer give for linking the job?

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8. Look at the topic sentences below. Check (✓) the three details that best support the main idea.

a. Yesterday, I went to a beautiful lake in our town.

Sometimes I rent a boat at the boathouse there.

There are lots of ducks living on the lake.

There are trails around the lake for walking and jogging.

I don't have a lot of time to visit the lake.

b. I enjoy going to my parents' home in the mountains.

I always felt very relaxed there.

I enjoy shopping at the mall.

The mountains were so quiet, and life seemed so slow.

The fresh air made me feel healthy

c. The city park is a wonderful place to visit.

You can see many beautiful flowers and trees.

The birds are always a pleasure to watch.

The park was built in 1962.

It's fun to watch people walking, jogging, or riding their bicycles.

Answer Key

Once you finished, I am sure you want to check if your answers are the correct ones; for this, I invite you to review the Answer Key section.

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## Week 3



## Unit 2. Student Life

*Ready for a new unit?* Well, let us not waste any more time and start studying. I recommend that you to keep in mind what you learned in the previous unit because it will be of great help to you, especially the writing skill.

In this unit, new reading strategies are introduced to help you to infer connections between statements and examples, to list details about a text in notes, and to recognize the meaning of we, us, and our in context. Moreover, you will also learn writing strategies to be prepared to write a complete paragraph in English. These reading and writing skills and the grammar rules regarding Simple Past are reinforced and practiced in contexts related to student's life, specifically with their creative thinking.

### FOCUS ON READING

#### 2.1. Inferring Connections Between Statements and Examples

First, in order to better learn the contents, it is useful to review the vocabulary of unit 2. Thus I invite you analyze the following resource

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which provides the definition of key words related to student's life, specifically to their creative and logical thinking: You can practice this new vocabulary in all of the activities suggested in Unit 2 in your textbook.

## Vocabulary Unit 2

Writers often provide **examples** about a **general statement** (or definition) in texts. You, as a reader, must look for those examples to get a better understanding of what that statement is about by making a connection between the general statement and its examples.

According to Fitzpatrick (2011), you must consider as **examples** the descriptions of situations or events that support general ideas. The author also affirms that writers usually use examples to help you to understand and remember the supporting sentences in a text.

Once you have acquired this reading skill, it is appropriate to focus on the first text included in Unit 2 in the textbook where you will find activities that will help you to apply this reading strategy.

### 2.2. Listing Details in Notes

Lists can help you remember groups of related ideas and examples in a text. In the following link: [Taking Notes While Reading](#) you will find the importance of taking good notes while reading and suggests several interesting strategies that can be helpful for you. Summarizing, this strategy requires that while you are reading an English text, you must find ideas to group into lists of logical categories, and write those lists in your notes. It is mentioned that those ideas can be just key words, short phrases, complete sentences, or questions. Additionally, some important tips are highlighted such as, keeping notes brief and focusing on clues, main ideas, and concepts of the text. In addition, you must wait until the end of a page to take notes so that you can try to summarize in your own words rather than copy.



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## 2.3. Recognizing the Meaning of We, Us, and Our

According to Haugnes and Maher (2020), a fact that can be a little confusing for you is that while you are reading an English text, you are going to find that some authors sometimes use we, us, and our. Maybe you asked yourself: Whom is the writer referring to? He /she is referring to "*himself/herself, the author, and you, the reader*", instead of referring to "people (in general)". Therefore, as a reading strategy, you must consider this fact that when a writer uses we, us, and our in a text, he/she suggests that the author and the reader are similar, or that they are part of the same community; this means that the writer is telling the reader: "*This is about you and me, not just other people*".

It is time to go to the second text in Unit 2 in your textbook. *Did you like the text? Interesting, isn't it?*. Now, to check your reading comprehension, practice these last two reading strategies learned I invite you to develop the activities suggested after that reading.



### Recommended learning activities

The following activity, is the first part of Game 2 , in which you will apply the reading strategies studied during this week.

[Game 2 – Part 1 – Unit 2](#)

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## Week 4

### FOCUS ON WRITING

#### 2.4. Grammar: Simple Past

Now, let us focus on the grammar topic of the unit which refers to **Simple Past**. *Is it familiar to you?* Surely you know that this tense is used to talk about things that started and finished in the past, but let's remember a little about the rules you must consider to form sentences in this tense. Check the following resource: **Simple Past** Vista previa del documento. Once you have reviewed the grammatical rules, you can answer the following questions:

Study Resources

*Should you add -ed at the end of irregular verbs to form their past?*

*What about verbs ending in a consonant + y?*

*What auxiliary is used to make questions in Simple past?.*

*Could you respond to the questions satisfactorily?* Remember to check the table that contains a summary of the main grammar rules, and also to practice the activities about Simple Past suggested in Unit 2 in your textbook.

## 2.5. Writing a Complete Paragraph

It is time for you to focus on writing complete paragraphs. But, *which parts should a paragraph contain?* Well, the following video will help you to differentiate each one of the [Parts of a Paragraph](#). Now, check the following chart which will help you to clear this up:

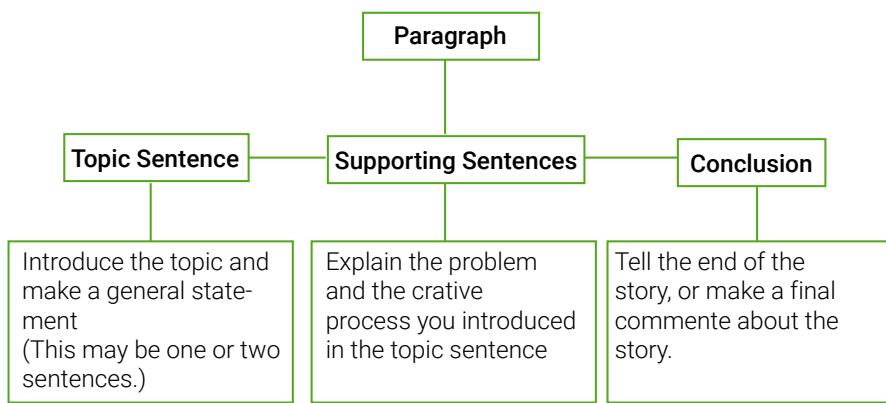


Gráfico 1. *Paragraph*

In unit 1, the first two parts introduced the topic sentence (main sentence) and *supporting sentences* (secondary sentences). So, it is time to focus on the third part of a complete paragraph, which is the *conclusion*. Remember that the conclusion is written at the end of the paragraph in one of two ways, either by reaffirming what is stated in the topic sentence or by giving a final comment on the topic we are dealing with.

In order for you to have a clearer idea about the three parts of the paragraph, look at the following illustration that relates the information about the three parts of a paragraph:

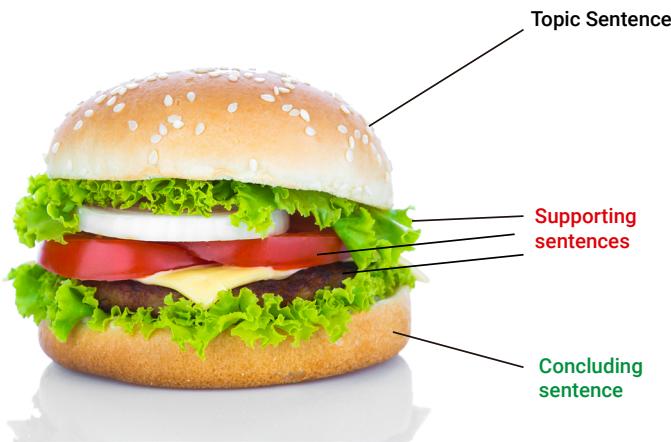


Figura 1. Paragraph

Fuente: <https://www.shutterstock.com/image-photo/burguer-burger-food-lettuce-cheese-hamburger-442761406>

Now, you are ready to focus on the different parts you need to write a complete paragraph. To put into practice what have you learned during this week, I invite you to complete the activities presented in unit 2 in your textbook.



### Recommended learning activities

It is time to participate in the second part of Game 2. It will help you to practice the vocabulary and grammar contents studied in Unit 2.

#### Game 2 – Part 2 – Unit 2

The following writing activity will provide you the opportunity to be prepared with enough information to do the **graded learning activity** of the week. Complete the following chart with the writing prompt of the graded activity.

**Process:**

- Review the writing prompt requested in the **graded learning activity**.
- Based on that writing prompt, complete the following chart:
  1. **Introduce the story**
  2. **Describe the problem**
  3. **Tell how (this person) used creative thinking (being curious, combining ideas, making a lot something) to solve it.**
- Consider applying *Simple Past* and the vocabulary of the unit.
- Be careful to edit the information for grammatical and mechanical errors, such as spelling, capitalization, and punctuation.

**Self-evaluation 2**

**CONGRATULATIONS!!** You have just concluded the study of unit 2. It is time to verify your knowledge by developing Self- evaluation 2:

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## Self-evaluation 2

**Read the following statements, and choose the correct answer.**

1. Schools like to \_\_\_\_\_ that students are learning.
  - a. prove
  - b. focus
  - c. encourage
  
2. Teaching creative thinking to our students helps them to \_\_\_\_\_ more problems.
  - a. create
  - b. solve
  - c. teach
  
3. Being \_\_\_\_\_ helps us learn new things.
  - a. afraid
  - b. curious
  - c. responsible
  
4. Many of us are afraid of \_\_\_\_\_ because we are afraid of making mistakes.
  - a. taking risks
  - b. learning things
  - c. going to college

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5. I saw the beautiful weather yesterday morning. Then I \_\_\_\_\_ . I called some friends, and we had a picnic at the beach.
- solved the problem
  - had an idea
  - remembered
6. I didn't understand what that woman said to me at first. Then I \_\_\_\_\_ she was speaking Dutch, not English.
- made me think of
  - solved the problem
  - realized
7. Classes \_\_\_\_\_ one week ago. I am sorry for the group email, but I am so busy!
- begin
  - began
  - begined
8. I \_\_\_\_\_ my favorite artist and \_\_\_\_\_ a paper about him.
- research/write
  - researched/wrote
  - researched/written
9. It introduces the topic and make a general statement.
- Topic sentence
  - Supporting sentence
  - Conclusion

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10. “Being curious helped me solve a big problem for my grandfather”. It is an example of which of the following parts of a paragraph?
- a. Topic sentence
  - b. Supporting sentences
  - c. Concluding sentence

Answer Key

Once you finished, I am sure you want to check if your answers are the correct ones; for this, I invite you to review the Answer Key section.

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## Week 5



### Unit 3. Money

It is time to review unit 3, *Do you have any idea of the topics that will be addressed?* Well, through this unit, you will learn new reading and writing strategies that help you to improve these skills. Specifically, you will be able to infer future situations through the information presented in a reading, take notes about a text by using a timeline, and identify the sequence of events in a reading; also, you will learn strategies that help you to organize well a paragraph. These reading and writing strategies are reinforced and practiced through content, instructions, and activities in contexts focused on casual and professional counterfeiting money and products.

#### FOCUS ON READING

##### 3.1. Inferring Future Situations

Before starting to know the new reading and writing strategies that unit 3 has for you, in order to better achieve the learning of the contents, it is useful to review the vocabulary of unit 3. Thus I invite

you analyze the following resource which provides the definition of key words related to casual and professional counterfeiting money and products.

### Vocabulary Unit 3

After studying the main vocabulary of this unit, you are prepared to answer the following questions:

*¿What do you think about counterfeiting money?  
¿What does it take to counterfeit money? ¿Have you ever received counterfeit money, a ticket or product?*

It is time to focus on the first reading strategy suggested in this unit. Sometimes, information about future situations is not directly stated in a text. Consequently, you must often use specific information in the text to **infer what will happen in the future**. It is a kind of educated guess about future situations in a text. Now, it is appropriate for you to focus on the first text included in Unit 3 in your textbook where you will find reading activities that will help you to apply this strategy.

### 3.2. Taking Notes Using a Timeline

Sometimes when you read a story, you can realize that it will give you the events in the order they happen. But sometimes in the text, the events are discussed out of order. Therefore, it is necessary to use a strategy that helps you to organize those events. As you can see in picture 2, making a timeline is a quick and easy visual reading strategy that can help you to understand and remember the chronology of that story more easily (Keane, 2019).

**Time:** 6 months



Figura 2. Timeline

It is time you go to your textbook, in the second text in unit 3 you can find interesting activities that help you practice this reading strategy.

### 3.3. Identifying the Sequence of Events

You learned about using timelines, but the present reading strategy will help you identify the sequence of events and to write those events in the timeline. Consider that when a writer tells a story, he/she uses **Time Phrases** to **show the passage of time** between plot events. So, you, as a reader, will have to recognize these time phrases to help you to understand the story's sequence of events. Now, look at some time phrases and the explanation about how they will help when the event happens:

- “*It took months of planning...*”

This gives you an idea about the overall time structure to the story, about how long the timeline must be.

- “*During the days/hours/months/years...*”

This shows you that it will describe actions that took place over a long period time.

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## Recommended learning activities

The following activity, is the first part of Game 3, in which you will apply the reading strategies studied during this week.

### Game 3 – Part 1 – Unit 3



Week 6

## FOCUS ON WRITING

### 3.4. A Well-Organized Paragraph

At this opportunity, let's learn about how to write a **well-organized paragraph**. First, you need to **select the right information**. Therefore, you must classify your ideas into categories regarding the writing prompt. Then, include those ideas in your paragraph. This writing strategy will prevent your paragraph from containing information that is not relevant and/or that is not in logical and sequential order.

One way to get ideas for your paragraph is **clustering**. This strategy helps you see your ideas and how they are connected. In the following link: [What is a cluster diagram?](#), it is stated that the cluster diagrams, also known as cloud diagrams, are used for brainstorming. If you see them, they are similar to mind maps. And, they are non-linear graphic organizers that begin with one central idea and branches out into more detail on that topic. Let's check the following cluster diagram.

As you can see, the topic is in a large circle in the middle; and new ideas are in smaller circles and are all connected to the topic.

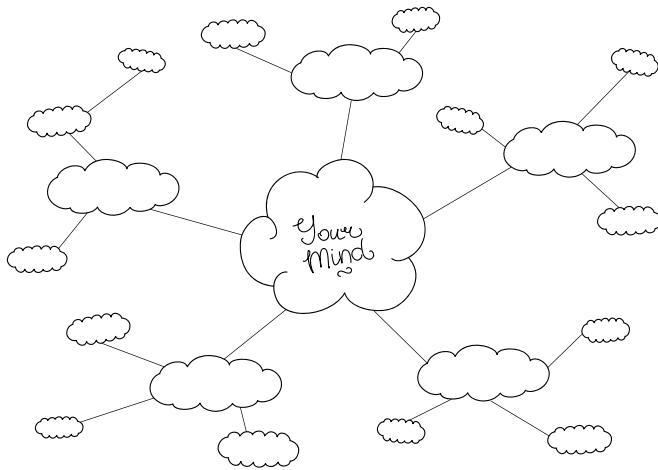


Figura 3. A cluster diagram.

Fuente: <https://www.shutterstock.com/image-vector/hand-drawn-black-white-mindmap-design-342613610>

If the pre-write activity is executed correctly, you will find it very easy to write the first draft of your paragraph as it is based on the ideas provided in the cluster diagram. Then, proceed to take the ideas and write complete sentences with each one of those ideas. Do not forget that there will be a relationship between each sentence, and also with the subject. In the end, your paragraph will have consistency and organization. Besides, to make it easier for you to do this work, group sentences according to the categories you chose for your topic. This will help you to dismiss those ideas that seem to be related to the main sentence but are not relevant (Haugnes & Maher, 2020).

Lastly, make sure that your paragraph has the main parts in it (topic, supporting and concluding sentences). Always remember to include information with specific details, so that the reader will have greater clarity of the aspects included in the paragraph. But remember not to go outside of the focus of the topic sentence, and thus achieve a complete and coherent paragraph. For a better understanding of this,

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look at the examples in unit 3 in your basic textbook, you will also find activities to practice step by step the process of writing a well-organized paragraph. *You can do it! Go ahead!*



### Recommended learning activities

#### Game 3 – Part 2 – Unit 3

It is time to apply the writing skills learned in this unit to complete the following writing task. Write a **paragraph about a counterfeit product** of your choice.

##### Process:

- Chose a counterfeit product you want to write about.
- Based on that writing prompt, make a cluster diagram for your product. Write the name of the product in the circle. Then link your ideas to the circle as you think of them.
- Your cluster diagram must contain information such as the place(s) you can buy it, and characteristics of the counterfeit and the original product.
- Based on the information presented in the cluster diagram, start writing your paragraph.
- Tell what the product is, where you can buy the product, and how you can tell it is fake by comparing the counterfeit to the original product. End your paragraph by expressing if you think it's a good idea to buy this product.

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- Consider applying Comparative Adjectives (*You have learned about this grammar topic in your Listening and Speaking II course*), also use the vocabulary of the unit.
- Be careful to edit the information for grammatical and mechanical errors, such as spelling, capitalization, and punctuation.

### **Self-evaluation 3**

**CONGRATULATIONS!!** The third unit has been completed and I'm sure you've learned a lot. Therefore, it is time to verify your knowledge by developing **Self- evaluation 3:**



### Self-evaluation 3

Read the following statements. Then, select the appropriate answer.

1. The number of \_\_\_\_\_ bills made by casual counterfeiters on their home or office computer is growing fast.
  - a. fake
  - b. equipment
  - c. real
  
2. Although there is no way to completely \_\_\_\_\_ counterfeiting, in the 1990s and 2000s, the U.S. government made some changes to U.S. bills that made casual counterfeiting more difficult.
  - a. contribute
  - b. prevent
  - c. promote
  
3. This definition corresponds to which of the following words?  
“A colored liquid in pens and printers, used for writing and printing”.
  - a. bills
  - b. scanners
  - c. ink
  
4. This definition corresponds to which of the following words?  
“People who make money that is not real”.
  - a. equipment
  - b. counterfeiter
  - c. fake

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5. It corresponds to an educated guess about something that is not directly stated in the text.
  - a. Inference
  - b. Answer
  - c. Alternative
6. They can't arrest me for that. I'm not \_\_\_\_\_ the law.
  - a. accepting
  - b. breaking
  - c. creating
7. When I got the \$100 bill, I noticed that the paper didn't feel right. "Is it possible that a \_\_\_\_\_ made this?" I asked myself.
  - a. counterfeiter
  - b. government worker
  - c. illegal
8. Don't be fooled by that "Rolex" watch. It's cheap because it's  
\_\_\_\_\_.
  - a. technology
  - b. bill
  - c. fake
9. Printing presses, copiers, scanners, and magnifying glasses are different kinds of \_\_\_\_\_ used in counterfeiting.
  - a. equipment
  - b. ink
  - c. scanner

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10. His legs were shaking. His heart was going very fast. His lips were dry. He felt very \_\_\_\_\_ as he gave the bank the counterfeit money.
- a. relaxed
  - b. illegal
  - c. nervous

Answer Key

Once you finished, I am sure you want to check if your answers are the correct ones; for this, I invite you to review the Answer Key section.

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## Week 7



### Unit 4. Etiquette

We have reached the last unit that we will review during the first bimester and, as at the beginning of your study, encourage yourself to continue with optimism and perseverance. In general, the new reading strategies, that are introduced in unit 4, will help you to infer the author's attitude in a text, take notes about a text by using an organizational chart, and identify the main elements in a Story. Besides, you will learn writing strategies to be prepared for writing information through blog posts. These reading and writing skills and the grammar rules about how to form and use Imperative Sentences will be reinforced and practiced in contexts related to subway etiquette and how people behave on public transportation.

#### FOCUS ON READING

##### 4.1. Inferring the Author's Attitude

To start, in order to better achieve the learning of the contents, it is useful to review the vocabulary of unit 4. Thus I invite you analyze the following resource which provides the definition of key words focused

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on knowing a little about subway etiquette and how people behave on public transportation:

### Vocabulary Unit 4

*Ready to read? Perfect!* Just remember a detail before start reading, an editorial is an article in which an author usually expresses his/her clear opinion about the topic he/she wrote. You, as a reader, can **infer**(guess) even more about **the author's attitude**(beliefs) by reading details in the editorial carefully. This way, you will able to know if those authors agree or disagree through their expressed beliefs (Haugnes & Maher, 2020). After the first text that is in unit 4 of the textbook, you can find some authors' opinions about specific writing prompts, also you will find activities that help you infer their attitudes toward those topics.

## 4.2. Taking Notes Using an Organizational Chart

In the following link: [How to Take Notes Using the Charting Method](#) (Enlaces a un sitio externo.), you will find information to take effective, useful notes that will help you organize information through charts during a lecture. Before the lecture begins, you must draw columns on your page. Remember, the number of columns you need will vary depending on the type of information you want to organize about the lecture. Once you have the columns in place, you must write one heading at the top of each column.

Although as you are starting to apply this reading strategy, something that can be helpful for you is to organize the information and take notes on a text by using **simple charts**. Consider that there are many different kinds of organizational charts. The following is a simple one, but it will give you an idea about how to start making them.

Table 1. *Example of a Simple Organizational Chart*

Main Ideas:	Details:
<ul style="list-style-type: none"> <li>■ _____</li> <li>■ _____</li> <li>■ _____</li> </ul>	<ul style="list-style-type: none"> <li>■ _____</li> <li>■ _____</li> <li>■ _____</li> </ul>
Summary:	

(Haugnes & Maher, 2020)

On the left of the table, write the main ideas. On the right, write the details. And, at the bottom, write a summary of the whole piece. You can look at some examples about how using these charts for organizing the ideas you read after the second text that is included in unit 4 in your textbook.

#### 4.3. Identifying the Main Elements of a Story

The following reading strategy is more complete than the previous one. *Do you wonder why?* Well, it is because it shows you a more organized way to classify the information about a story you read. For this, consider that stories usually have the following four main elements:

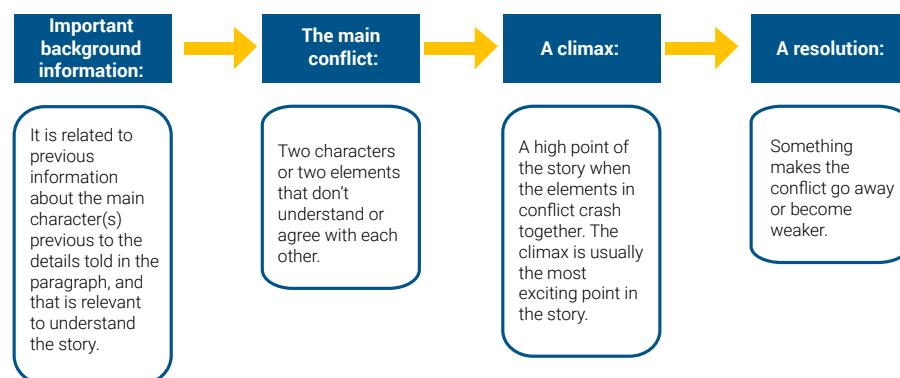


Ilustración 1. Main Elements in a Story

(Haugnes & Maher, 2020)

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In the following video [The Main Elements in a Story](#) it is stated that there are 5 elements in a story, so watch the video and relate those elements with the ones that are showed in the *Graphic Organizer 1*.

If you understand these elements, you will be able to identify them more easily in a story; and, understanding the story more quickly. The present reading strategy suggests to use **story charts** (*Table 2*) to help you to organize those elements.

Table 2. *Story Chart*

Background Information	Main Conflict	Climax	Resolution
■ _____	■ _____	■ _____	■ _____
■ _____	■ _____	■ _____	■ _____
■ _____	■ _____	■ _____	■ _____

## FOCUS ON WRITING

### 4.4. Grammar: Imperative Sentences

It is time to know a little more about the grammar rules to form and use **Imperatives** in the following resource: [Imperative Sentences](#).

In Pictures 4 and 5 you can observe some examples of positive and negative **Imperatives**. In English, they are also known as **Commands**, and you can use them to give clear *instructions, orders, advice, warnings, or requests*. Now, you must remember that, although their main characteristic is that they are used with the verb in its base form, it is not the same as using simple present because it is not conjugated, for example, "Stand up".

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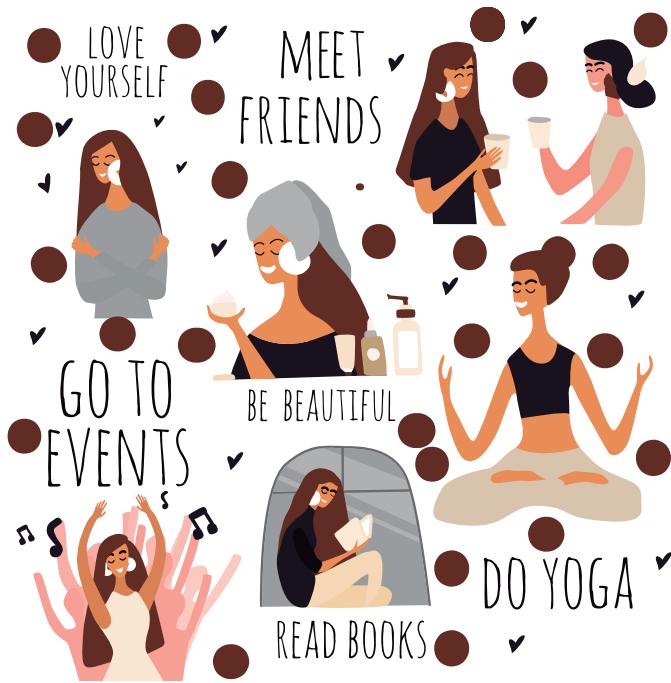


Figura 4. Positive Imperatives – Advice

Fuente: <https://www.shutterstock.com/image-vector/love-yourself-vector-set-happy-lifestyle-1461815873>



Figura 5. Negative Imperative - Don't smoke

Fuente: <https://www.shutterstock.com/image-photo/closed-wooden-door-hotel-room-please-1374035087>

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In unit 2 of your textbook, you can also review the table that contains a summary of the main grammar rules for imperatives; but mainly, you can practice them through the interesting activities you can find there.

#### 4.5. A Blog Post to Inform

As a technology user, I think you would like to inform your friends or people in general about specific topics. **A blog post** is an excellent alternative for you because it lets you give information about a particular subject. According to Haugnes and Maher (2020), **writing a blog post** is often writing to inform. But remember that when you write to inform people about something, you often write in the "second person" (using you, not I). And, don't forget that this is not a place to tell your own stories. You should include only general information about the subject you are writing. Another aspect you must consider is that on blog posts, writers usually use lists for giving options/alternatives to people. It is a good idea to make all the items in the list **parallel**. For this, each item should start with the same grammatical structure (a noun, verb form, gerund, etc.). This makes them clearer and easier to read. So, don't forget that lists that use different grammatical structures at the beginning of each item can be difficult to read.

I invite you to review the following examples of a parallel list of sentences that begin with a verb:

List 1	List 2
<ul style="list-style-type: none"><li>▪ <b>Walk</b> quickly</li><li>▪ <b>Buy</b> a ticket</li><li>▪ <b>Study</b> your map</li></ul>	<ul style="list-style-type: none"><li>▪ <b>Walking</b> quickly</li><li>▪ <b>Buying</b> a ticket</li><li>▪ <b>Studying</b> your map</li></ul>

In order for you to understand blog posts, I would like you to review the following video, where you will find extra information and interesting tips on [How to WRITE the PERFECT BLOG post](#).

It is time to go to unit 4 in your textbook, where you will find activities that will help you understand and notice the difference between a writing in which the same grammatical structures are used (*parallel structures*), and one in which there is a mixture of them. This will help you to list information for writing a blog post. Moreover, you will find interesting activities to write about in your blog post.



### Recommended learning activities

The following activity is Game 4, in which you will apply the reading and writing strategies studied during this week.

#### Game 4 – Part 1 – Unit 4

It is time to apply the writing skill you learned in unit 4. Therefore, write a **blog post about etiquette in a public place in your city**.

##### Process:

- First, chose a public place from your city you want to write about.
- Use the following type of title:

Visiting the \_\_\_\_\_

- Start writing the blog post giving some information about the public place you chose.

City or Town: \_\_\_\_\_

Type of Place: \_\_\_\_\_

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- Then, give a list of important rules of etiquette for this location that visitors should know about.

**Rules of Etiquette:**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

- Use the vocabulary and grammar from the unit.
- Consider applying Imperatives and the vocabulary of the unit.

Be careful to edit the information for grammatical and mechanical errors, such as spelling, capitalization, and punctuation.

**Self-evaluation 4**

*EXCELLENT WORK, CONGRATULATIONS!!* You have just concluded the study of unit 4. It has been a difficult job, but it was worth it. As you have noticed, the study of this academic component not only requires patience and perseverance; but, above all you need to practice. So, conclude this bimester by developing **Self-assessment 4**, and continue with the second part of the term with great enthusiasm.



## Self-evaluation 4

**Read the following statements and questions, and choose the correct option:**

1. Some people think that the problem is that no one \_\_\_\_\_ the rules.
  - a. enforces
  - b. avoids
  - c. contact
  
2. Give your seat to \_\_\_\_\_ passengers or to parents with small children.
  - a. rude
  - b. elderly
  - c. etiquette
  
3. I say we stop talking about the rules and try to remember our \_\_\_\_\_.
  - a. manners
  - b. civilized
  - c. block
  
4. Don't lean on the \_\_\_\_\_.
  - a. poles
  - b. snezze
  - c. seat

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5. What is the meaning of the word “resolution”?
  - a. Two characters or two elements that don’t understand or agree with each other.
  - b. A high point of the story when the elements in conflict crash together.
  - c. Something that makes the conflict go away, or become weaker.
6. What is the meaning of the word “conflict”?
  - a. Two characters or two elements that don’t understand or agree with each other.
  - b. A high point of the story when the elements in conflict crash together.
  - c. Something that makes the conflict go away, or become weaker.
7. I knew that \_\_\_\_\_ my nose loudly was very rude.
  - a. blowing
  - b. holding
  - c. touching
8. Which of the following imperative sentences is not correct?
  - a. Take your feet off the seat.
  - b. Push gently.
  - c. You talk quietly.
9. Which of the following imperative sentences is not correct?
  - a. Cover your mouth and nose.
  - b. Don’t lean on the pole.
  - c. Doesn’t push

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10. \_\_\_\_\_ your cell phone at the movies.

- a. Turn off
- b. Your turn off
- c. No turn off

Answer Key

Once you finished, I am sure you want to check if your answers are the correct ones; for this, I invite you to review the Answer Key section.

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## Final activities of first term



Week 8

Review of the contents from units 1 to 4.

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## Second mid-term

### Learning outcomes from 4 to 6

- Produces sentences and frequently used expressions related to the areas of experience most immediately relevant to him/her (e.g. very basic personal and family information, shopping, places of interest, employment, etc.).
- Describes and compares in simple terms aspects of his/her life, environment and matters related to his/her immediate needs.
- Articulate main ideas, both stated and inferred, and important details in a variety of texts at the A2 level.

### Contents, resources and suggested learning activities

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Dear students,

Welcome to the second bimester! After your hard study in the previous bimester, which I am sure you succeeded, let's continue with the study of this relevant subject. The topics addressed during this second bimester will support you with the communicative training through reading and writing strategies, and some grammar rules that will help you acquire the last three learning outcomes.



Week 9



## Unit 5. Perceptions

Let's start with the study of unit 5 that explores reading skills, through content, instructions, and activities that will help you to infer a general abstract idea from a single concrete example that is in a text, take notes about a text by using abbreviations and symbols, and scan for information in a reading. Through this unit, you will also learn techniques that will help you to write a personal experience paragraph in English. Furthermore, these reading and writing skills and the grammar rules about how to use Descriptive and Possessive Adjectives are reinforced and practiced in contexts focused on how we perceive the world and situations around us. The vocabulary and grammar rules are targeted in this unit to be reviewed, expanded

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upon, and used in the textbook to be practiced through reading and writing activities to reinforce meaning, form, and function. Remember that you can also find some graded and non-graded activities that will provide you with meaningful feedback to monitor your progress, allowing you to self-correct and identify where improvement is needed.

## FOCUS ON READING

### 5.1. Inferring a General Abstract Idea from a Single Concrete Example

First of all, in order to better achieve the learning of the contents, it is useful to review the vocabulary for the unit. Thus I invite you analyze the following resource which provides the definition of key words focused on how we perceive the world and situations around us. Remember, you will be able to practice this vocabulary by completing all of the activities suggested in Unit 5 in your textbook.

#### Game 5 – Part 1 – Unit 5

The first reading strategy that you will learn during the second bimester is how to infer general abstract ideas in texts. It is not difficult because writers often use a specific concrete example to represent a more complex or abstract idea in a text.

Look at the following example, if an author wrote: "*You don't need to get a Ph.D. to choose a good color for your kid's room.*". This means that the author isn't really worried if you have a Ph.D. or not. That author is using this concrete example of an advanced degree to represent the more general idea of expert knowledge. The author actually means: "*You don't need to have a lot of color science knowledge to choose a good color.*" The author also doesn't expect everyone who reads the article to have a kid. He/She is using the example "*kid's room*" to

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represent any room or project that a reader might want to paint. After reading this concrete example closely, we can infer the abstract idea that the author wants to convey (Haugnes & Maher, 2020).

To acquire this reading skill, it is appropriate for you focus on the first text included in Unit 5 in your text where you will find activities that will help you to apply this strategy.

## 5.2. Taking Notes Using Abbreviations and Symbols

A reading strategy that can be helpful for you is to take notes while you are reading is to use common abbreviations and symbols for writing words and ideas in a shorter and faster way. You can watch a video about this information and the most common abbreviations and symbols in the following link: [Note-taking - During the lecture](#). Those abbreviations and symbols can save a lot of time when you take notes, so use them to take notes more quickly. In the following chart, you can find the most common abbreviations and symbols used to take notes from a text.

<b>e.g. or ex</b>	for example
=	the same as/equal
≠	not the same as/ is not equal
@	at
w/	with
w/o	without
s/t	something
b/c	because
x	incorrect/wrong
✓	correct
& or +	and
→	becomes or leads to
♂	men
♀	women

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Now, as you read, think about using abbreviations and symbols in your notes. Furthermore, do not forget complete sentences are not necessary. Write just short phrases or words. This strategy will help you to make it easier for you to remember what you are reading at the end of the text. I invite you to look at some examples and practice this strategy in the second text in Unit 5 in your textbook.

### 5.3. Scanning for Information

It is time to know one of the techniques most used by readers who sometimes may look for a specific piece of information within an English text. This is called **scanning**. In order for you to better understand this technique, in the chart below, you will find a more complete description of it given by two authors.

**SCANNING:** This technique is very useful for developing reading skills because through it you can find the specific information required more quickly. Scanning involves moving your eyes quickly along the text without reading word by word to circumvent terms or information that do not relate to what you're looking for in the text (Blanchard & Root, 2005).

So, as the authors suggest if you want to scan a text, you do not have to read every word in the text; instead, you must **quickly move your eyes over the words until you find the information** you are looking for. Now, I suggest you go to the second text in Unit 5 in your textbook, there are examples and activities organized in order for you to practice scanning in English.

*Could you successfully complete all the activities suggested in your basic textbook?* Perfect, now you can move forward with the writing part of this unit.

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## Recommended learning activities

The following activity, is the first part of Game 5, in which you will apply the reading strategies studied during the week.

### Game 5 – Part 2 – Unit 5



Week 10

## FOCUS ON WRITING

### 5.4. Grammar: Linking Verbs

This time let's focus on the use of linking verbs, which are verbs that introduce more information about the subject of the sentence, or that describe sense perception. For a better comprehension of their use in sentences, check the following grammar explanations and examples in the following video [Linking Verbs](#).

Now, I suggest you go to unit 5 in your textbook. There, you can review the summary table that contains the basic grammar rules with their respective examples. Once you check the suggested information, it is important to go to the section that will allow you to practice linking verbs, so you will be prepared to focus on the development of the writing skill that you will learn in the next topic.

## 5.5. A Personal Experience Paragraph

In this course, you have learned how to write a complete and well-organized paragraph. It is time for you write your personal experience in one of these paragraphs. Consider that for writing about a past personal experience, you should **provide concrete details** of the story to help readers “see” what happened. In the following link: [Writing about Personal Experience](#) you will find every detail you must consider in this kind of paragraph:

- Your feelings
- Your thoughts
- Objects around you (shape, color, size, ...)
- The smell
- The taste
- Actions

As a pre-reading activity, an e-chart is an excellent resource that will help you to organize the details to start your writing. Look at the following model e-chart:

Table 3. *E-chart*

<b>Topic: Your perception that changed</b>	<b>First part: What was the incorrect or different perception?</b>
	<b>Second part: What was the result?</b>
	<b>Third part: What did you learn?</b>

Write the topic of your personal experience paragraph on the single line on the left, and use the three lines on the right for the three parts of the paragraph. This e-chart will be the base for organizing your personal experience paragraph. When writing it, do not forget that readers expect to read interesting, vivid descriptions of your perception, and of how you felt when you learned that your perception

was incorrect or different. For this, try to use **verbs of perception** to describe your incorrect or different perception. Also, use **Descriptive Adjectives** to describe your experience interestingly and clearly (Haugnes & Maher, 2020).

With this explanation, it is time for you to practice writing activities that help you to write a step by step personal experience paragraph. You can do this in Unit 5 in your textbook.



### Recommended learning activities

It is time to participate in the second part of Game 5. It will help you to practice the vocabulary and grammar contents studied in this Unit 5.

#### Vocabulary Unit 5

As a culminating activity, it is time to apply all the skills learned in this unit to write a **personal experience paragraph** about a time when your **perception of something or someone was incorrect or different from the people around you**.

#### Process:

- Create an e-chart for your (or someone's else) perception that changed.
- Based on the information you provided in the e-chart, describe three areas of this experience: your perception and what was incorrect or different, what happened as a result of this incorrect perception, and what you learned from it.

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- Consider applying Linking verbs and the vocabulary of the unit.
- Carefully edit it for grammatical and mechanical errors, such as spelling, capitalization, and punctuation.

### **Self-evaluation 5**

**CONGRATULATIONS!!** You have completed the fifth unit and I'm sure you've learned a lot. Therefore, it is time to verify your knowledge by developing Self- evaluation 5:

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## Self-evaluation 5

**Read the following statements and questions, and choose the correct option:**

1. Killing all the insects might break the \_\_\_\_\_ chain.
  - a. grains
  - b. food
  - c. complex
  
2. I told you about the annoying \_\_\_\_\_ that grow everywhere.
  - a. weeds
  - b. insects
  - c. benefits
  
3. If the U.S. government \_\_\_\_\_ AquaAdvantage salmon, it will be the first GMO fish in U.S.
  - a. approves
  - b. tastes
  - c. creates
  
4. The AquaAdvantage Company tells us that the new fish will not \_\_\_\_\_ any problems.
  - a. solve
  - b. create
  - c. contain

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5. It is an educated guess about something that is not directly stated in the text.
  - a. A quotation
  - b. An inference
  - c. A statement
6. They are grown with no pesticides or herbicides.
  - a. Organic foods
  - b. Local foods
  - c. Vegan foods
7. They have very little fat in them.
  - a. Gluten-free foods
  - b. Low-fat foods
  - c. Vegan foods
8. Someone who is allergic to wheat eats \_\_\_\_\_.
  - a. Low-fat food
  - b. Vegetarian food
  - c. Gluten-free food
9. Which of the following sentences is not correct?
  - a. There are too much nuts
  - b. There is too much sauce
  - c. There is too little cheese

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10. Eating healthy is \_\_\_\_\_ difficult for me. I just eat food that is cheap.
- a. too
  - b. too many
  - c. too much

Answer Key

Once you finished, I am sure you want to check if your answers are the correct ones; for this, I invite you to review the Answer Key section.

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## Week 11



### Unit 6. Heroes

Moving forward with the study of this interesting subject, it is time to you to address unit 6, in which we will focus our attention on the new reading strategies that are introduced to help you to infer meaning from metaphors found in a text, to create an outline for taking notes about a text and recognize the use of the Present Tense in a story about the Past. Moreover, you will also learn writing strategies to be prepared to write a one-paragraph Story. These reading and writing skills and the grammar rules about how to form and use Time Clauses in the Present Tense are reinforced and practiced in contexts that deals with heroes in stories from around the world and the elements that these stories have in common.

#### FOCUS ON READING

##### 6.1. Inferring Meaning from Metaphors

In order to better achieve the learning of the contents, it is useful to review the vocabulary of unit 6, thus I invite you analyze the following resource which provides the definition of key words related to stories of famous heroes from around the world.

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## Vocabulary Unit 6

Before starting to practice this new vocabulary in all of the activities suggested in Unit 6 in your textbook, answer the following question:

*Who is your favorite hero?*

As a careful reader, you must know that a writer sometimes suggests a complex idea by using a metaphor (A figure of speech describing something by calling it something else) In the following video, [Metaphors](#), you will find the information that will help you to understand what they are, and how writers use **them to make the complex idea simpler and clearer**. For instance, the writer could use the phrase “*He is in a cave*” in a text, as a metaphor, when the author actually wants you, as a reader, to infer the dark, difficult things in his life, such as sadness, poverty, anger, poor health, or any other negative human experience. The author simplifies these complicated ideas by using the word cave because this word holds all the feeling and meaning of those difficult things.

To acquire this reading skill, it is appropriate for you to focus on the first text included in Unit 6 in your textbook. After reading the text closely, especially certain words or phrases that are used as metaphors, through different activities suggested there, you will be able to infer the full meaning of the complex ideas the author wants to convey.

### 6.2. Creating an Outline to Take Notes

Consider the following interesting strategy that can be helpful for you. Check the following link [Outlining Method for Note Taking](#). It suggests that **when taking notes** on a text, it can be helpful for you to **use an outline** to show the basic structure of the text. For this:



- Write points in an organized manner based on space indentation.
- Place major points farthest to the left.
- Indent each more specific point farther to the right (level of importance is indicated by distance away from left margin).

For example, some readings are set up with a simple structure such as:

1. There are three parts in this story.

- A. *Part One*,\_\_\_\_\_
- B. *Part Two*,\_\_\_\_\_
- C. *Part Three*,\_\_\_\_\_

OR

2. I like this story for three reasons.

- A. Reason 1,\_\_\_\_\_
- B. Reason 2,\_\_\_\_\_
- C. Reason 3,\_\_\_\_\_

This allows for a note-taker to focus first on the main idea of the whole reading, then on the main points (parts or reasons); and then, if needed, on the details.

### 6.3. Recognizing the Use of the Present Tense in a Story About the Past

A fact that can be a little confusing for you is that while you are reading an English text, you are going to notice that **tenses** can **affect how we feel about that text**. If a story is written in the **past tense**, we feel more **distant** from those events. That is because those events happened before now, so they don't matter as much. However, if a

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story is written in the present or **present progressive tense**, we feel more **connected** to the events. That is because those events feel like they are happening now, and they are more exciting and interesting. Additional to this information, in the following link [Writing a Story in Present Tense](#) you will find the main reasons why a story that already happened should be written in Present Tense:

- To feel more cinematic (You will follow along with the character in 'real time.' This makes it easy to visualize.).
- To deliberately mislead the reader (Regarding an unreliable narrator).
- To make everything feel immediate (As the story isn't over -like with past tense- anything can still happen, so readers are engaged to know what will happen).
- To use first person point of view.
- To simplify tense usage.

It is time for reading the second text in Unit 6 in your textbook. *Did you like the text? Interesting, isn't it?* Now, to check your reading comprehension and practice these last two reading strategies learned, I invite you to develop the activities suggested after that reading.



### Recommended learning activities

The following activity, is the first part of Game 6, in which you will apply the reading strategies studied during this week.

#### [Game 6 – Part 1 – Unit 6](#)



## Week 12

### FOCUS ON WRITING

#### 6.4. Grammar: Time Clauses in the Present Tense

In this opportunity, we will focus on how we can combine two sentences that tell about time by using a time clause and the main clause, this kind of combined sentences are called **Time Clauses in the Simple Present**. In order for you to understand better this, I suggest you review the table that contains a summary of the most important grammar rules with their respective examples about Time Clauses in the Simple Present suggested in Unit 6 in your textbook. In addition, to emphasize this grammar topic, I invite you to check those grammar rules in the following video [Adverbial Clauses: TIME CLAUSES](#). Once you have reviewed this grammar topic, I ask you the following questions:

*Is a comma used when the main clause starts a sentence?*

*Could you answer the question successfully?* Perfect, do not forget to practice what you have learned about this grammar topic in the suggested exercises in Unit 6 in your textbook.

#### 6.5. A One-Paragraph Story

When you think about stories, you think they must be long. However, in English, you can write them in just one paragraph. First of all, you need to choose, the main character for your story. Then, write a list

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of the main events and the important characteristics of those events. Don't forget to list those events in order. Furthermore, **an outline** can be helpful for you, as a writer, to organize those events. In short texts, as the story you want to write in just one paragraph, each section of the outline may be a few sentences. But consider that this strategy can also be applied for longer texts, where each section of the outline would be a paragraph. For example, the following outline shows you how you could organize the main parts of a hero's story, to write the final draft of the story in just one paragraph (Fitzpatrick, 2011).

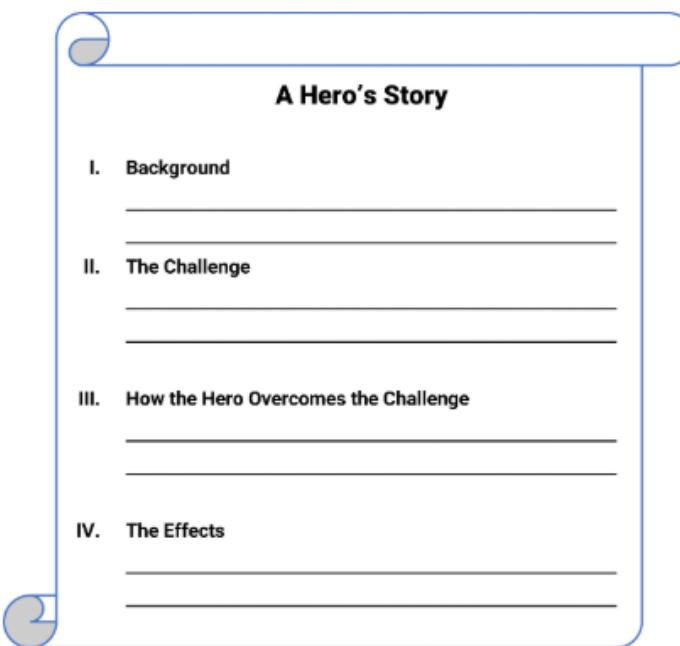


Figura 6. *An Outline of a Hero's Story*

Now, you are ready to write the first draft of your one-paragraph story. For this, include all the information in your outline. On the other hand, if you want your readers to think that your writing is important consider including explanations (tell what something means or why someone does something); and examples (descriptions of situations

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### Recommended learning activities

It is time to participate in the second part of Game 6. It will help you to practice the vocabulary and grammar contents studied in Unit 6.

#### Game 6 – Part 2 – Unit 6

In this unit, you read about heroes and hero stories. So, you are going to write a **paragraph to tell the story of a hero**.

##### Process:

- Choose a hero to write about. It can be a folk hero from your culture, a comic book superhero, a movie hero, or a real-life hero.
- Describe the three parts of your hero's story.
  1. Your hero's challenge.
  2. How this hero uses their strength, intelligence, or heart to overcome that challenge.
  3. And, the effects (ways this success changes your hero and others).

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- Consider applying Time Clauses in the Present Tense and the vocabulary of the unit.
- Be careful to edit the information for grammatical and mechanical errors, such as spelling, capitalization, and punctuation.

### **Self-evaluation 6**

**CONGRATULATIONS!!** You have just concluded the study of unit 6. It is time to verify your knowledge by developing Self- evaluation 6:



## Self-evaluation 6

**Read the following statements, and choose the correct answer.**

1. \_\_\_\_\_ is a hero from Greek stories famous for his journey home to his family from the Trojan War.
  - a. Odysseus
  - b. James Bond
  - c. Goku
  
2. \_\_\_\_\_ is a Japanese Manga her. He is known for his strength. He uses his strength to bring people to safety and create peace.
  - a. King Arthur
  - b. Goku
  - c. Robin Hood
  
3. \_\_\_\_\_ is a British hero who helps the poor at every opportunity. Whenever he can, he steals money from the rich and gives it to the poor.
  - a. Robin Hood
  - b. Jim Hawkins
  - c. Mulan
  
4. "A trip, usually a long one". This definition corresponds to which of the following words?
  - a. Treasure
  - b. Journey
  - c. Struggle

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5. "An older and wiser person who helps a younger person". This definition corresponds to which of the following words?
  - a. Succeed
  - b. Mentor
  - c. Opportunity
6. "A chance or a time to do something". This definition corresponds to which of the following words?
  - a. Intelligence
  - b. Safety
  - c. Opportunity
7. Which of the following sentences is not correct?
  - a. When Hippomeses meets Atalanta he falls in love with her.
  - b. Hippomeses falls in love with Atalanta when he meets her.
  - c. Hippomeses falls in love with Atalanta, when he meets her.
8. I love this book because it is a great \_\_\_\_\_.
  - a. adventure
  - b. defeated
  - c. exciting
9. Campbell believes that \_\_\_\_\_ to find deeper powers within ourselves come when life seems most difficult.
  - a. opportunities
  - b. treasures
  - c. safety

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10. All people live through difficult \_\_\_\_\_ and must use their strength, intelligence, and heart to succeed.
- a. dangerous
  - b. struggles
  - c. opportunities

Answer Key

Once you finished, I am sure you want to check if your answers are the correct ones; for this, I invite you to review the Answer Key section.

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## Week 13



### Unit 7. Health

It is time to study unit 7, the topics that will be addressed through this unit are very interesting. Well, in this unit, you will learn new reading and writing strategies that help you to improve these skills; specifically, you will be able to infer judgments in a text, take double-entry notes about a text, and visualize while you are reading a text. Also, you will learn strategies that help you to write a narrative paragraph. These reading and writing strategies are reinforced and practiced through the content, instructions and activities in contexts focused on traditional and home remedies as compared with modern medicine.

#### FOCUS ON READING

##### 7.1. Inferring Judgments

Before starting to know the new reading and writing strategies that unit 7 has for you, in order to better achieve the learning of the contents, it is useful to review the vocabulary of unit 7. Thus I invite

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you analyze the following resource which provides the definition of key words related to traditional and home remedies to cure some health problems.

### Vocabulary Unit 7

As a reader, you can often use inferences to the judgments or opinions that writers usually make about a topic. Consequently, you can infer those judgments based on clues or specific pieces of information in the text. To learn a little about how writers usually make judgments it is important you check the following video: [Making Judgments](#). You can also look at some examples and practice how to apply this reading strategy after the first text included in Unit 3 in your textbook.

## 7.2. Taking Double Entry Notes

As a good reader, you must know different reading strategies to help you to understand the meaning of the information provided in texts. You must interact with the text. This interaction is important for deep understanding. That is what is suggested in the following document: [Double-Entry Note-taking](#). If you read a sentence, you should have a thought or a question or a reaction to that sentence, and then you go on to read another sentence that makes for more thoughts, questions, and reactions. When a text is difficult to understand, you find it hard to interact with that text. As a helpful resource, Table 4 is a good example of **double entry note-taking** tables. This strategy can help you to interact more with the text. Look at the example and read the explanation.

Table 4. *Double Entry Note-Taking Table*

Fact	Text	Thought/Opinion

In this **double entry notes** table, on the left, you must write short descriptions of what is stated in the text. And, on the right, you must write your thoughts or opinions about the text. Now, it is time for you go to your textbook. In the second text in unit 7 you will find interesting activities that will help you to practice interacting more with texts through the following strategy.

### 7.3. Visualizing While Reading

The following reading strategy will help you to make the process of reading funnier and easier. As a strong reader, you must try to see images in your head of what you are reading. This is called **visualizing**. It can connect you to the story through building understanding as you read.



Figura 7. Storyboards

Fuente: <https://www.shutterstock.com/image-photo/womans-hand-draws-storyboard-film-cartoon-1555670312>

Look at *Picture 6*. It shows you one of the tools that will help you to improve visualizing; that is, to create **storyboards**, which are boxes of simple drawings, like comic strips, that tell the important actions or moments of a story. In the following video [Storyboards in Education](#), you will find interesting information about how to create them.

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This strategy will help you to complete the activities presented after the second text in unit 7 in your textbook. Remember it is so important you practice all of the reading and writing strategies learned. That is the unique way you achieve the main outcomes of this course.



### Recommended learning activities

The following activity, is the first part of Game 7, in which you will apply the reading strategies studied during the week.

#### Game 7 – Part 1 – Unit 7



Week 14

### FOCUS ON WRITING

#### 7.4. Grammar: Adverbs of Manner

*Do you know or remember adverbs of manner? What are they? What is their role in a sentence?* If you do not remember this topic very well, I invite you to review the table in your textbook that contains a summary of the most important grammar rules with their respective examples to use **Adverbs of Manner** in sentences. Furthermore, to help you better understand this topic, in the following resource: Adverbs of MannerVista previa del documento you will have further information about the topic.

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Do not forget to practice what you have learned about adverbs of manner in the activities suggested for this purpose in Unit 7 in your textbook. If it is your preference, you can also access to web pages of the Internet to develop extra exercises that allow you to get more training about this grammar topic.

## 7.5. A Narrative Paragraph

Well, at the moment you know how to write a complete paragraph. It is time to learn how to write a narrative. First, I would like you to review the following video [Write a Narrative Paragraph](#). Regarding this information, consider that a narrative is a story about something that could happen to you or someone else. For this task, you need to write the story in the first person, don't switch between tenses, and answer the following questions in the paragraph:

***Who* this story happened to?**

***When* did it happen?**

***Where* did it happen?**

*Then, describe the following:*

***what* happened?**

***And, how* did it happen?**

A strategy that is a helpful resource to get ideas before writing this kind of paragraphs is **Brainstorming**. For this strategy, you think of as many ideas as possible about a topic. Those ideas can be alone or in a group. And, from this brainstorming, you can choose the idea or ideas that will be included in your narrative paragraph. The idea is to list as many ideas related to the subject as you can (Vance, 2009). The author also suggests to use **graphic organizers** for your brainstorming ideas.

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Another strategy that you must implement in narrative paragraphs is to **use time order words** to tell the story in the first person. Those words help your readers understand the story better if you describe things in the order they happened (Weal, 2013). Know the most common time order words in the following picture:

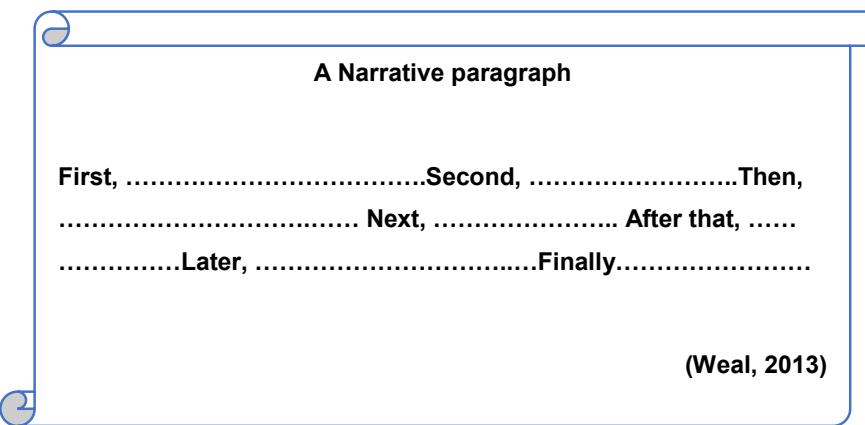


Figura 8. Time Order Words

With this previous information, it is time you go to your textbook. In the focus on writing part in unit 7, you will find some tips on how to write a narrative paragraph. After that, complete all the exercises related to this writing strategy there, they will be very useful in the process of improving your reading skill.



### Recommended learning activities

It is time to participate in the second part of Game 7. It will help you to practice the vocabulary and grammar contents studied in Unit 7.

#### Game 7 – Part 2 – Unit 7

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The following activity will help you more easily develop graded learning activity:

1. **Brainstorm** as many home remedies as you can.
2. Choose one remedy that you want to write about to make a **cluster diagram** (Remember you learned about this writing strategy in unit 3 in the first bimester). For this, follow this process:
  - Make sure the remedy is one you have experience with. If you have never used any of these home remedies, choose one medical treatment you have experienced.
  - Write the remedy or treatment in the middle of a piece of paper.
  - In the space around it, write any words you can think of that are related to your experience of the remedy or treatment: your health problem, the place where it happened, the people who were there, how the remedy or treatment felt or tasted, among other important information you need to write about.

### **Self-evaluation 7**

*CONGRATULATIONS!!* You have completed the seventh unit and I'm sure you've learned a lot. Therefore, it is time to verify your knowledge by developing **Self- evaluation 7**:

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## Self-evaluation 7

**Read the following statements, and choose the correct answer.**

1. An area on your body that becomes larger than usual because of injury or sickness.
  - a. Swelling
  - b. Saliva
  - c. Veins
  
2. When a liquid moves slowly from one place to another.
  - a. Saliva
  - b. Treat
  - c. Flow
  
3. The tubes that bring blood back to the heart from the rest of the body.
  - a. Sore throat
  - b. Patients
  - c. Veins
  
4. To make a sick person well again.
  - a. Cure
  - b. Swollen
  - c. Flow
  
5. The most common remedy for this problem is cool water.
  - a. Toothache
  - b. Sprained ankle
  - c. Fever

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6. I fell off my bike and got a small cut on my ankle. I forgot to wash the cut or put a \_\_\_\_\_ on it.
- Bandage
  - Shot
  - swollen
7. As the doctor was giving me a \_\_\_\_\_ of antibiotics, I was thinking, "I sure don't like shots, but at least they aren't as gross as leeches!".
- flow
  - shot
  - cure
8. Medicinal leeches live on the \_\_\_\_\_ of other animals.
- skin
  - blood
  - suckers
9. They are a kind of worm from one millimeter to five centimeters long.
- Fevers
  - Surgeries
  - Leeches
10. Which of the following sentences is not correct?
- He was a lonely old man.
  - She has a friendly neighbor.
  - She hard worked.

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## Week 15



### Unit 8. Endangered Cultures

Welcome to the last unit of this educational subject!!! I'm sure your effort and dedication have been worth it because you can now notice that your academic reading and writing skills have improved substantially. The establishment of solid foundations in these skills will allow you to continue studying more complex aspects of the subject. In the next cycle and in the future, this skill will facilitate your writing of more elaborated and extensive texts such as your thesis project. So, *let's get started!*

The new reading strategies, that are introduced in unit 8, will help you to take notes about a text with a Mind Map, and to identify the purpose of quoted speech in a text. Besides, you will learn writing strategies to be prepared on how to write a concluding sentence in a paragraph, and how to write a paragraph based on an outline. These reading and writing skills, and the grammar rules about how to form and use *Will* and *Be Going To* to Express Predictions and Future Plans will be reinforced and practiced in contexts related to indigenous people, endangered cultures, and the effects of the modern world on their unique ways of life.

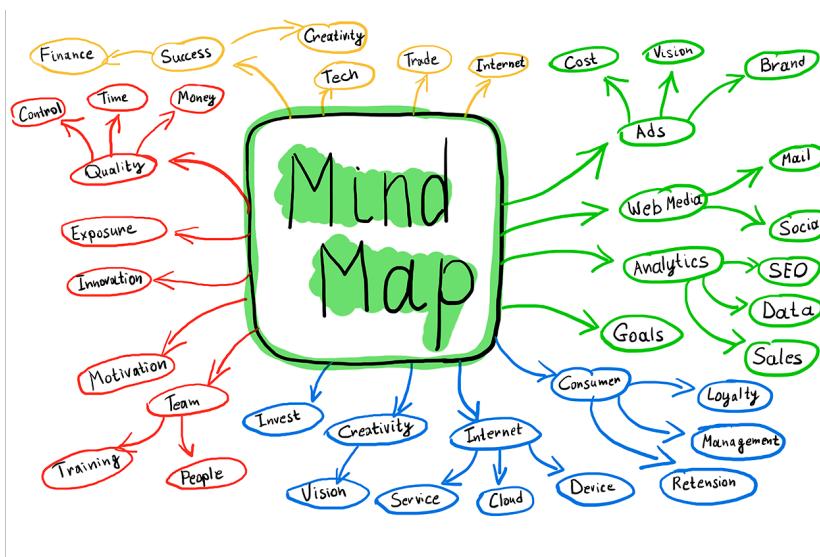
#### FOCUS ON READING

## 8.1. Taking Notes with a Mind Map

In order to better achieve the learning of the contents, it is useful to review the vocabulary of unit 8, thus I invite you analyze the following resource which provides the definition of key words related to the indigenous people and endangered cultures worldwide, which in turn will provide you with interesting information about the cultures that until 1999 were recorded on the *National Geographic* map. Please read it and don't miss a single detail because it's so interesting.

### Vocabulary Unit 8

The following reading strategy is useful if the story you are reading has a lot of information that you want to remember. As you can see in **Picture 8, Mind mapping** can help you to take notes and organize the information and show the relationship between ideas in a nonlinear way.



*Figura 9. Mind Map*

Fuente: <https://www.shutterstock.com/image-photo/mind-map-flowchart-566255731>

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To go deeper on this reading strategy, I invite you to review the following video: [Mind Maps for students \(e-lesson\)](#) Now, you know what Mind Maps are and what do, you need to consider making one of them. To create one; first, highlight or underline the important information in the text. Second, write the main topic of the content in a large bubble in the middle of the page. Then, return to your highlighted text and add the main ideas to the page in bubbles connected to the topic in the middle. Then, you can add details to the main ideas bubbles by drawing lines from each main idea bubble to a detail bubble.

Remember to use **short phrases, symbols, and single keywords** (you learned about using symbols in the first unit of this bimester, in unit 5). Shortening and rephrasing sentences can be a little difficult for you, but it will help you to keep the mind map simple and easy to read later. It is time you look at some real examples and complete some activities to practice making Mind Maps based on some texts after the second text in unit 8 in your textbook.

## 8.2. Identifying the Purpose of Quoted Speech

To understand this strategy, first of all, you need to check the following information: [Lesson on REPORTED SPEECH](#). Therefore, as a reader, you find **direct quotes** in a story, those quotes invite you to “hear” what the people in the story are saying, so you will be able to understand them better. We can know, not just the writer perspective of the story, we can hear what characters in the story said at the moment the story happens (memories). Even, through this quoted speech, we can hear how the writer and characters feel. Also, through the writer’s description, before or after the quoted speech; as readers, we can imagine the moment and the surroundings when the characters say something.

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Dear students, it is essential that you go to unit 8 in your textbook. After the second text, you will find examples of quoted speech in context, and complete the suggested exercises to identify the characters' speech in different readings.

## FOCUS ON WRITING

### 8.3. Grammar: Will and Be Going To to Express Predictions and Future Plans

*How are you making predictions or future plans?* The grammar rules to use and form sentences using Will and Be Going To in context will help you to express all those ideas that you project to run in a later time than you are talking about; that means that when you predict or make plans for the future in the following resource: **Grammar: Will and Be Going To to Express Predictions and Future Plan**

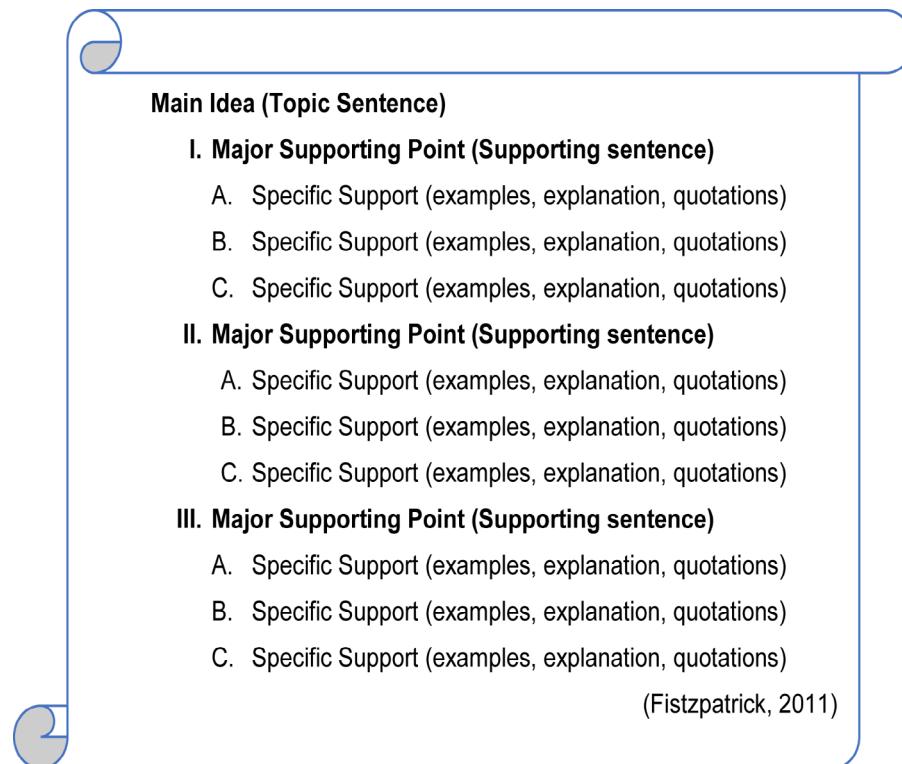
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Once you have checked the grammar rules, I invite you to read and analyze the grammar explanation presented in your textbook and complete the suggested exercises to practice this future tense through interesting activities you can find in unit 8.

### 8.4. A Paragraph Based on an Outline

In unit 6, you had a general view about how to make outlines for organizing information while you are reading a text. However, you must know that you can also use **outlines** as a writing tool that helps you to organize information before writing a text. That is because to write a well-organized paragraph, you need to select the right information. And that is what Outlines offer to you, they will help you

to organize all the ideas you have for a writing by telling you what information to include. (Fitzpatrick, 2011). *Picture 10* shows you how to make an outline for organizing information that is going to be included in a structure of a three-level paragraph.



*Figura 10. Outline for a paragraph*

Once you have reviewed the previous information and this writing strategy presented in unit 8 in your textbook, you can also complete the exercises suggested there. It will help you to improve your writing skills learned in the study of this unit.

## 8.5. Writing a Concluding Sentence

Remember that in the first bimester, concluding sentences were introduced as the last part included in a paragraph. However, it is time you know that a **concluding sentence** shows you the end of the paragraph. If a concluding sentence is added in a one-paragraph composition, it seems more complete. It can help you to restate the main idea of a paragraph. Also, through them you can make a suggestion or express an opinion about the topic of the paragraph (Fitzpatrick, 2011). The same author suggests the following tips for writing concluding sentences:

- *You can repeat the vocabulary of the controlling idea (the major supporting points) or use word forms or synonyms. Or you can just refer to the topic sentence in a general way.*
- *You can add a final thought, but do not introduce new information that readers would want you to explain or a new opinion that readers would want you to support. (37)*

Now, go to unit 4 in your textbook. There, you will find some examples on how to identify and write supporting sentences in a paragraph.



### Recommended learning activities

The following activity, is Game 8, in which you will apply the reading and writing strategies studied during this week.

#### Game 8 – Unit 8

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Dear student, to practice the writing strategies reviewed in this unit, I invite you do the following two activities:

1. Write an outline about your prediction for a group of an endangered culture in your country.

#### **Process:**

- Your prediction will be your main idea.
- Provide at least two or three reasons for your prediction.
- Write some facts that support your reasons for each one of your predictions.
- Do not forget to use Will and Be Going To to Express your future predictions and the vocabulary from this unit 8.

#### **Self-evaluation 8**

**CONGRATULATIONS!!** You have just concluded the study of unit 8. It is time to verify your knowledge by developing **Self- evaluation 8:**



## Self-evaluation 8

**Read the following statements, and choose the correct answer.**

1. The San of southern Africa do not \_\_\_\_\_ well to modern life.
  - a. adapt
  - b. survive
  - c. endangered
  
2. To continue to live in spite of difficulties or illness.
  - a. Survive
  - b. Destroy
  - c. Roots
  
3. Members of your family who lived a long time ago.
  - a. Holy
  - b. Roots
  - c. Ancestors
  
4. At a risk of disappearing.
  - a. Endangered
  - b. Nomadic
  - c. Holy
  
5. The Ariaal, an indigenous \_\_\_\_\_ group in Kenya, have been fighting for years.
  - a. Nomadic
  - b. Unique
  - c. Ancestors

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6. The forest is disappearing because \_\_\_\_\_.
- The Penan are burning it
  - The government is building villages
  - The logging companies are cutting it down
7. Tu'o is sorry that he doesn't have more \_\_\_\_\_.
- boats for the river
  - food to feed his guests
  - children to help him
8. There are about \_\_\_\_\_ nomadic Penan left in the forest.
- 20
  - 200
  - 2000
9. The name of the nomadic Penan leader is \_\_\_\_\_.
- Long Iman
  - Tu'o
  - Asik
10. Which of the following sentences is not correct?
- They will listen to him politely, but they won't do anything.
  - The leader is giving a short speech to the Parliament next Tuesday,
  - The Penan are surviving in the future.

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## Final activities of second term



Week 16

Review of the contents from units 5 to 8.



## 4. Answer key

Self-evaluation 1	
Answer	Question
1	a
2	c
3	c
4	c
5	c
6	Good, creative / interesting / patient, caring
7	<p>a. TOPIC SENTENCE: I would like to be a mountain climbing guide.</p> <p>b. SUPPORTING SENTENCES: Mountain climbing is very exciting; I enjoy working outside; I like to meet interesting meeting</p>
8	<p>Sometimes I rent a boat at the boathouse there. / There are lots of ducks living on the lake. / There are trails around the lake for walking and jogging.</p> <p>I always felt very relaxed there/ The mountains were so quiet, and life seemed so slow. / The fresh air made me feel healthy</p> <p>You can see many beautiful flowers and trees. / The birds are always a pleasure to watch. / It's fun to watch people walking, jogging, or riding their bicycles.</p>

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Self-evaluation 2	
Answer	Question
1	a
2	b
3	b
4	a
5	b
6	c
7	b
8	b
9	a
10	a

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Self-evaluation 3	
Answer	Question
1	a
2	b
3	c
4	b
5	a
6	b
7	a
8	c
9	a
10	c

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Self-evaluation 4	
Answer	Question
1	a
2	b
3	a
4	a
5	c
6	a
7	a
8	c
9	c
10	a

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Self-evaluation 5	
Answer	Question
1	b
2	a
3	a
4	b
5	b
6	a
7	b
8	c
9	a
10	a

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Self-evaluation 6	
Answer	Question
1	a
2	b
3	a
4	a
5	b
6	b
7	c
8	c
9	a
10	a

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Self-evaluation 7	
Answer	Question
1	a
2	c
3	c
4	c
5	c
6	a
7	b
8	b
9	c
10	c

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Self-evaluation 8	
Answer	Question
1	a
2	a
3	c
4	a
5	a
6	c
7	b
8	b
9	c
10	c

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## 5. Bibliographic references

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## 6. Resources

### Grammar Descriptive and possessive adjectives

The image shows the cover of a grammar resource. In the top left corner, there is a logo of the University of Loja (UTPL) featuring a crest and the text "UTPL La Universidad Católica de Loja". Below the logo, the title "Descriptive Adjectives" is displayed in a yellow rectangular box. At the bottom left, the text "Elaborado: Mayra Fernanda Jaramillo Pontón. Departamento de Lenguas Contemporáneas." is present. In the bottom right corner, there is a small logo for "soy+ utpl". The background of the cover is dark blue with a light blue circular pattern.

## Verbs Descriptive Adjectives

Noun	Be	Adjective
The room	is	small.
The rooms	are	

	Adjective	Noun
It is a	small	room.
They are		rooms.

### 1. Descriptive adjectives describe nouns.

They can come after the verb **be**.

They can come before a noun.

When a noun follows an adjective, use **a**, **an**, or **the** before the adjective. (**A** and **an** are used only with count nouns.)

**REMEMBER:** Do not use **a**, **an**, or **the** when the adjective is not followed by a noun.

The teacher is **funny**.

She is a **funny** teacher.

She's a **funny** teacher.

She's an **important** writer.

The **new** teacher isn't here.

Gary is **smart**.

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## Possessive Adjectives

### 2. Possessive adjectives show belonging.

A noun always follows a possessive adjective.

When using possessive adjectives, do not use **a**, **an**, or **the**.

Possessive adjectives have the same form before singular or plural nouns.

I have a job. **My** job is very interesting.  
**His** boss is nice.

**Your** office is beautiful.  
**Your** offices are beautiful.

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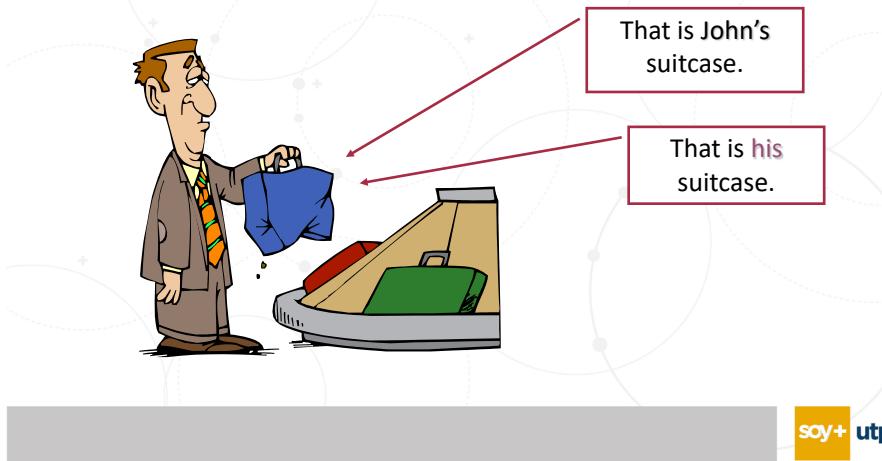
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### Whose Bag Is This?



### Possessive Adjectives

- Possessive adjectives show belonging.



## Possessive Adjectives

- Possessive adjectives replace possessive nouns.

Possessive Adjective      Possessive Nouns

That's **their** luggage.



Possessive Adjective

That's **his** fishing pole.



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## Form

Subject Pronouns	Possessive Adjectives
I	my
you	your
he	his
she	her
it	its
we	our
they	their

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**Practice 1:** Replace the possessive nouns with possessive adjectives.

**Example:** Mrs. Santos is Lia's teacher.

Mrs. Santos is **her** teacher.

1. Roger and Susan's backpacks are in the car.

Their backpacks are in the car.

2. The dog's name is Duke.

Its name is Duke.

3. Sam's and my suitcase is lost.

Our suitcase is lost.



### Questions with *Whose*

Use *whose* for questions about possession.

That's not **my** chicken.

**Whose chicken  
is this?**





## Be Careful!

Don't confuse **whose** with **who's**.

Whose

Whose luggage is this  
anyway?

Who is

Who's the woman in the  
pink dress?Practice 3: Complete the sentences with  
**whose** or **who's**.Example: Who's the pilot of this airplane?

1. Whose seat is this?
2. Who's your travel agent?
3. Whose tickets are these?
4. Who's the security officer?
5. Whose bag is on the floor?

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## References:

Haugnes, N., Maher, B. (2020). North Star: Reading and Writing Level 2. (5th ed.). New York: Longman

Schoenberg, I. (2017). Focus on Grammar 2 (5th ed). United States: Pearson.

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## The Simple Past



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### The Simple Past

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### Statements with Regular Verbs

#### Affirmative Statements

Subject	Base Form of Verb + -ed
I	
He	
She	landed.
It	arrived.
We	cried.
You*	
They	

#### Negative Statements

Subject	Did Not	Base Form of Verb
I		
He		
She	did not	land.
It	didn't	arrive.
We		
You*		
They		cry.

\*You can be both singular and plural subjects.

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## Statements with Regular Verbs

### Be: Affirmative Statements

Subject	Was / Were	
She	was	lucky.
They	were	unlucky.

### Be: Negative Statements

Subject	Was / Were not	
I	was not	home.
We	were not	nearby.

### Contractions

was not → wasn't
were not → weren't

### Affirmative Statements

Subject	Verb	
I	bought	
You	rode	
He	saw	
We		the horses.

### Negative Statements

Subject	Did Not / Didn't	Base Form of Verb	
I		buy	
You	did not	ride	
He	didn't	see	
We			the horses.

## Past Time Markers

### Yesterday

yesterday  
 yesterday morning  
 yesterday afternoon  
 yesterday evening

### Ago

two days ago  
 a week ago  
 a month ago  
 a year ago  
 a couple of days ago

### Last

last night  
 last Monday  
 last week  
 last summer  
 last year

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## Yes / No Questions and Short Answers

Yes / No Questions			Short Answers				
Did	Subject	Base Form of Verb	Affirmative		Negative		
Did	I you he she it we they	help?	Yes,	you I he she it you they	did.	No, you I he she it you they	didn't.

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## Wh- Questions and Answers

Wh- Questions				Answers
Wh-Word	Did	Subject	Base Form of Verb	
What	did	I	ask?	You asked about his name.
Where		you	go?	I went to the library. (To the library.)
When		he	write?	He wrote at night, after work. (At night, after work.)
Why		we	leave?	We went someplace else.
Who		you	call?	We called the doctor. (The doctor.)
How long		they	stay?	They stayed for an hour. (For an hour.) (An hour.)

### Wh- Questions about the Subject

Wh-Word	Past Form of Verb		Answers
Who	wrote	Romeo and Juliet?	William Shakespeare did.
What	happened	in the play?	Romeo and Juliet fell in love.

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## What Happened?

So, how did you  
hurt yourself?

Did the  
paramedics  
arrive quickly?

Ouch! Who  
called for help?



No, they

I wasn't  
careful. I  
didn't see the  
tree.



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## Yes / No Questions

Use did + subject + base form for yes / no questions in the simple past, except for the verb be.



Did you see the sign?



Was he careful?

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**Practice 1:** Use the words above the pictures to make yes / no questions in the past.

**Example:** He / practice

Did he practice?



1. you / afraid

Were you afraid?



2. it / heavy

Was it heavy?



3. they / have fun

Did they have fun?



### Wh- Question Word Order

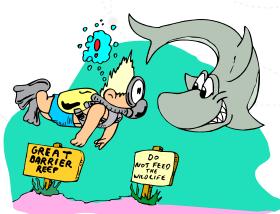
Wh- Word	Did	Subject	Base Form of Verb
<b>When</b>	<b>did</b>	<b>the ambulance</b>	<b>arrive?</b>
<b>Where</b>	<b>did</b>	<b>the accident</b>	<b>happen?</b>
<b>Who</b>	<b>did</b>	<b>you</b>	<b>call?</b>



## Wh- Questions 1

Most wh-questions in the past use a base form verb with did.

~~Where ~~is~~ she~~



~~How ~~did~~ they ~~met~~?~~



### Practice 2: Make wh- questions for the colored parts of the answers.

Example: The accident happened **on the first floor**.

**Where did the accident happen?**

1. Ali called **the paramedics**.

**Who did Ali call?**

2. Hector had an accident **yesterday**.

**When did Hector have an accident?**

3. Lee and Ben fell **because they weren't careful**.

**Why did Ben and Lee fall?**

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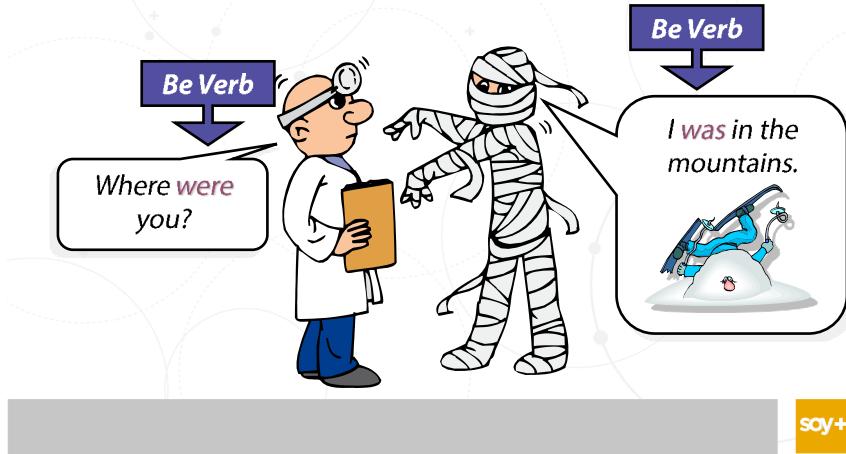
## Wh- Questions 2

*Do not use did in wh- questions in the past when the question is about the*



## Be Careful!

*Do not use did in wh- questions with be.*



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## Short and Long Answers 1

We use short and long answers to yes / no questions.

*Did it hurt?*



*Yes, it did.*

*It was very  
painful.*



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## Short and Long Answers 1

We also use short and long answers to wh- questions.

*What did  
you do?*



*Cried.*

*I cried like a  
baby.*



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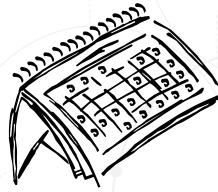


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## Practice 2

Ask and answer the questions below with a partner. Use short and long answers.

1. How was your weekend?
2. What did you do?
3. Did you have fun?
4. Where did you go?
5. Did you do any homework?
6. Who were you with?



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## Imperative Sentences



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### Imperative Sentences

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### Imperative Sentences

#### Affirmative Statements

Base Form of Verb	
Walk	to work.

#### Negative Statements

Don't	Base Form of Verb
Don't	take

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## Grammar rules: Imperatives

1. Use the imperative when you want to give clear <b>instructions, orders, advice, warnings, or requests.</b>	Cover your mouth and nose. Talk quietly. <b>Don't block</b> the entrance.
2. To form the imperative, use the <b>base form</b> of the verb.	Take your feet off the seat. Push gently.
3. In the negative, use <b>don't</b> before the base form of the verb.	<b>Don't</b> lean on the pole.
4. The subject of an imperative sentence is always <b>you</b> .  We never state the subject unless we are addressing someone in particular.	<b>CORRECT:</b> Talk quietly. <b>INCORRECT:</b> You talk quietly. <b>Mario,</b> talk quietly.
5. To make a polite request, use the imperative with <b>please</b> at either the beginning or end of the sentence.  If <b>please</b> is at the end of the sentence, put a comma before it.	<b>Please</b> don't talk on your phone.  Be quiet, <b>please</b> . Don't push, <b>please</b> .

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## References

- Haugnes, N., Maher, B. (2020). North Star: Reading and Writing Level 2. (5th ed.). New York: Longman
- Schoenberg, I. (2017). Focus on Grammar 2 (5th ed). United States: Pearson.

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## Adverbs of Manner



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### Adverbs of Manner

Subject	Verb	Adverb
		<b>well.</b>
He	<b>spoke</b>	<b>badly.</b>
		<b>clearly.</b>

Subject	Verb	Adverb
She	<b>finished</b>	<b>her speech</b>

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## Adverbs of Manner

### Adverb formed with Adjective + -ly

Adjective	Adverb
bad	badly
careful	carefully
loud	loudly
quick	quickly
quiet	quietly
sarcastic	sarcastically
slow	slowly

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## Adverbs of Manner

### Same Adjective and Adverb Form

Adjective	Adverb
early	early
fast	fast
late	late
long	long

### Irregular Adverb Form

Adjective	Adverb
good	well

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## Grammar Will and Be Going To



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### Be going to for the Future: Statements

Elaborado: Mayra Fernanda Jaramillo Pontón.  
Departamento de Lenguas Contemporáneas.

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### Be going to for the Future: Statements

Affirmative Statements			
Subject + Be	Going to	Base Form of Verb	
I'm			
He's			
We're			
You're*			
They're			
It's			
	going to	study	tonight.
		rain	

Negative Statements			
Subject + Be	Not	Going to	Base Form of Verb
I'm			
He's			
We're			
You're			
They're			
It's			
	not	going to	sleep.
			rain.

\*You're can be both singular and plural subjects.

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## Be going to for the Future: Yes/No Questions and Short Answers

Yes / No Questions					Short Answers	
Be	Subject	Going to	Base Form of Verb		Affirmative	Negative
Am	I				Yes, you are.	No, you're not.
Are	you	going to	drive	tomorrow?	Yes, I am.	No, I'm not.
Is	he				Yes, he is.	No, he's not.

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## Be going to for the Future: Wh-Questions

Wh- Questions					Short Answers	
Wh-Word	Be	Subject	Going to	Base Form of Verb		
What	is	she		do?		Meet her friend.
Where	are	they	going to	go?	there?	To the library.
How	am	I		get		By bus.

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## Will for the Future: Statements

Affirmative Statements				Negative Statements			
Subject	Will / 'll	Base Form of Verb	Time Marker	Subject	Will Not / Won't	Base Form of Verb	Time Marker
I				I			
You*				You*			
He	will			He			
She	'll	leave	tomorrow.	She	will not won't	leave	tonight.
It				It			
We				We			
They				They			

\*You is both singular and plural.

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## Will for the Future: Yes/No Questions and Short Answers

Yes / No Questions				Short Answers			
Will	Subject	Base Form of Verb	Time Marker	Affirmative	Negative		
	I			you		you	
	you			I		I	
	he			he		he	
Will	she	arrive	tonight?	she	will.	No,	won't.
	it			it		it	
	we			we		we	
	they			they		they	

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### Future Time Markers

#### Future Time Markers

today  
tonight  
tomorrow

this      morning  
              afternoon  
              evening

tomorrow      morning  
                  afternoon  
                  evening  
                  night

Saturday      night

#### Future Time Markers with Next and In

next      week  
              month  
              year  
              Monday  
              weekend

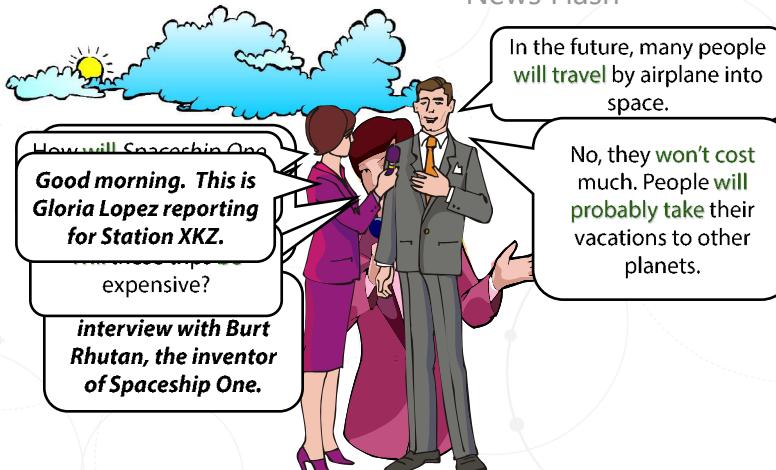
in      2020  
              the 22nd century  
              20 years  
              two weeks  
              a few days

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### News Flash



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## The Future

Use **will + the base form of the verb** to talk about things that will take place in the future.

In the future, we **will have** friends from other planets.



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## Be Careful!

Use the base form of the verb after **will** or **won't**.

I **will take** your gift to my leader.



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## Contractions

Use **contractions** of *will* with **pronouns** in speaking and informal writing.

### Contractions

I will	→	I'll
you will	→	you'll
he will	→	he'll
she will	→	she'll
it will	→	it'll
we will	→	we'll
they will	→	they'll

*Practice your  
pronunciation  
of the  
contractions.*



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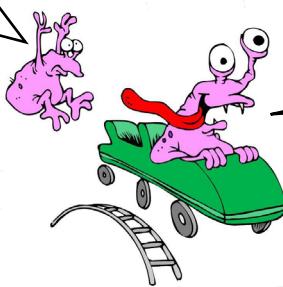


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## Be Careful!

Do not use contractions in affirmative short answers.

**Will** you please  
drive more  
slowly?



Sure, I ~~will~~.

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## Predictions

Use **will** to make predictions.

By the year 2060, we  
By the year 2080,  
**will have** airports on  
schoolchildren **will take**  
Saturn.  
fieldtrips to Jupiter.



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## Promise or Assurance

Use **will** to make a promise or give assurance.

I think I'm lost.

Don't worry, **I'll**  
**help** you.

**assurance**  
**I'll** take you  
back to your  
spaceship, I  
promise.

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## Ask For or Offer

Use *will* to ask for or offer something.

**Will** you give me  
a ride to the next  
planet?

**request**



Sure, **we'll** give  
you a window  
seat.

**offer**

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*Won't*

*Won't* is the contraction of **will + not**. It has two meanings.

He **won't have** a job  
next week.

**negative  
future**



I **won't eat**  
another bite.

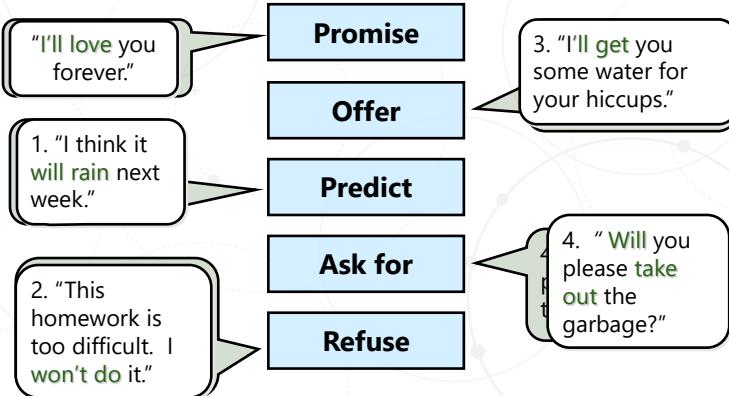
**refusal**



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**Practice 1:** Look at the statements. Match the statements to the different uses for **will**.

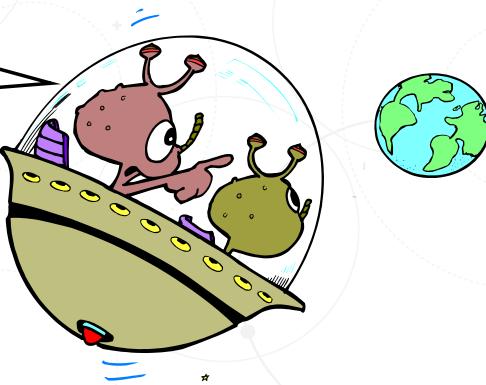
**Example:**



*Probably*

To say that something is not definite, use **probably** with **will** for the future.

We'll probably visit that planet.



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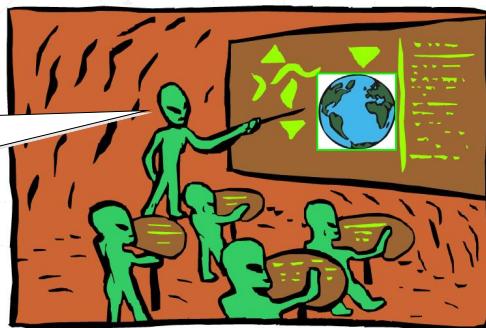


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## Time Markers

Some **time markers** are used only for the future.

*We'll learn  
more about  
Earth  
tomorrow.*



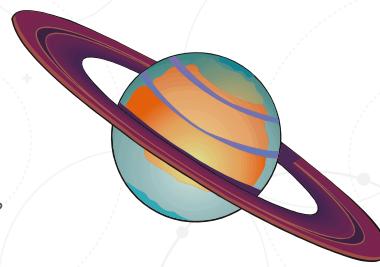
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**Practice 2:** Use ***will*** to answer the questions with a partner

1. *What will you do in ten years?*
2. *Where will you live?*
3. *Will you take vacations to other planets?*
4. *Will you take English classes next year?*
5. *What classes will you take?*



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