



UTPL

La Universidad Católica de Loja

Modalidad Abierta y a Distancia

English Language: Reading and Writing I

Guía didáctica

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Departamento de Ciencias de la Educación

Sección departamental de Lenguas Contemporáneas

English Language: Reading and Writing I

Guía didáctica

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English Language: Reading and Writing I

Guía didáctica

Cesar Augusto Ochoa Cueva

Universidad Técnica Particular de Loja

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28 de abril, 2020

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1. Information data

1.1. Presentación de la asignatura



1.2. UTPL Generic competencies

- Oral and written communication.
- Critical and reflective thinking.

1.3. Program specific competencies

- Applies the linguistic knowledge of the English language at a level that allows effective communication to perform

professionally in teaching English to children and young people in accordance with international standards.

1.4. Issues addressed in the course

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



2. Learning methodology

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

The design of activities, as well as the selection of the study techniques and tools to be used, are selected according to the learning outcomes 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:

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

The teaching-learning process is carried out under the supervision and direct assistance of the teacher in a synchronous or asynchronous way, using technological tools such as video collaboration, chat or forum for the development of collaborative work among the participants of the course.

The application and experimentation activities are the tasks that students perform individually throughout the course in which they put into practice what they have learned.

Autonomous work requires students to develop their capacity to generate and build learning in a self-regulated manner, basically through reading and reflection.

On the other hand, the resources for this course are a textbook, NorthStar 1: Reading and Writing, a Longman series and a Learning Environment (Virtual Platform) provided by the university. The complementary bibliography will expand the ideas you may find difficult to deal with when studying the subject and also there are other additional references presented in the Virtual platform that you can read. The textbook will help you practice reading and writing. On the other hand, by means of the Virtual platform, you will be able to participate in forums and chats activities which are essential academic components of the course and will facilitate understanding the topics and sharing ideas with your tutor and colleagues. The contents of this course are divided into 8 units, each of them will be studied for about 2 weeks; hence, this course will cover 16 weeks in total; there is some time for the on-site evaluations you have to take at the end of a two-month period.

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Check the information provided in the student's work plan and the evaluation system included in the Virtual platform to organize the academic activities of this course.

There will be 2 Activities in each term which have to be handed in on time and are scored to complete the final mark of the course; therefore, check the deadlines to avoid any inconvenient.

On the other hand, there will be on-site evaluations to complete the 10 points you need to pass the course. The minimum score to approve this course is 7 out of 10 points.

In this course, your participation in these and all the planned activities is extremely important since we can learn from the experience you and your colleagues have and thus benefit your learning process.

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3. Academic guidelines per learning outcome



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Learning outcome 1

Uses simple, straightforward information and begins to express oneself in familiar contexts.

Contents, resources and recommended learning activities



Week 1

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Unit 1. Green Spaces

FOCUS ON READING

Dear students, in this unit, you will learn to infer general information, take notes with highlighting and underlining and identify the topic of a reading. In order to achieve the previous purposes, you will read two passages and do the exercises provided there.

In addition, you will learn about the use of the verbs *be* and *have*; also, you will connect ideas using *and* or *but* and you will write sentences to describe a place. In this case, you are going to have grammar explanations and exercises; also, you will get explanations on the use of (*and / but*) and finally, there will be exercises on how to write affirmative and negative sentences.

1.1. Inferring general information

Before you start studying the contents in your textbook, it is important to check this [link](#) because here you will learn about inferences; there are some examples there too.

After checking what inferences are, dear students, in your textbook, there is a *Vocabulary* activity in which, you have to look at the picture and identify certain words you have there. Then, you have to study the new words and see what they mean. If necessary, use a dictionary. After that, read the sentences and choose the best word in each case to complete the idea of the statement.

Before reading, is there any “green space” near your house? If so, how is it? Describe this place; use as many words as you can think.

After you have described the place, dear students, it is time to read the Preview section; here you will understand what a green space is. Then, compare the picture of this page with the one of the previous page by checking the correct words in each case.

Please, continue with the next task which is to complete a chart where you have to write the main ideas and details from the reading. Thus, begin reading and complete the chart. When reading, underline words you are not familiar with so that, you can check their meaning in a dictionary. Then, complete the task of the section *Main ideas* by matching each sentence; use your previous notes of the chart. Continue with the task called *Details*; here you have to look for numbers in the reading and complete the sentences. To continue, you have a section called *Make Inferences*; here, you have to read the definition of what an inference is and the read the examples provided. After this, you have to look at *Reading One* and write true or false in the sentences of the exercise. The next task is *Discussion*, you have to complete the task and then say your ideas aloud as if you were talking to someone else. I hope you are doing the tasks correctly. You have finished the Reading One section. Now, dear students, it is time to continue with the next part.

1.2. Taking notes with underlining and highlighting

Let's begin with the section called *Preview*. Before you read, please check what the next Reading will contain; what information do you think the passage will describe? Then, read the passage, underline words you do not understand and take notes on what you think are the main ideas and details of this reading. Use a dictionary if you do not understand a word. The next section is called *Note-taking*

skill. Please, read the information provided and the examples given because it is explained here the way this strategy is used. Now, go to the next part and do the *Comprehension* section; write true or false accordingly. Then, do the part of the *Reading Skill*. It is important here that you can identify the main idea of a reading; thus, read the information and the examples provided. The next part is *Connect the readings*. First, use the chart provided in the textbook to organize reading one and two. Then, with the information of the chart, do the section called *Synthesize*.

1.3. Identifying the topic of a reading

Before continuing studying the topic of this section; there are some tips you can use in order to identify topics in reading passages; the next [link](#) provides information and examples in this regard. Please, study this information and check the examples given, as you know, if you need any more help, please contact your tutor.

In this last section of this first week, you will first focus on *Vocabulary*. To do this, there is *Review* part in which you have to complete the message using the words you have in parentheses. Use a dictionary if you do not know a word. Continue with the *Expand section*; here you have to read the explanation and the examples; with this information in mind, complete the next exercise. Finally, there is a section called *Create*, here you have to write sentences based on the previous readings.

FOCUS ON WRITING

1.4. Using the Simple Present of be and have

Dear students, in this section, you will learn about the use of the verb to be and how the structure is for affirmative, negative and

interrogative statements. Let's check the next information (*Grammar verb to be*) where you are going to learn how to form this type of statements.

Grammar Verb to be

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After you have studied how the verb to be is used, remember that the order of the elements in the affirmative form is (subject – verb – complement); in the negative form is (subject – verb – negation – complement); and in the case of the interrogative form is (verb – subject – complement – question mark).

In addition, please check the next [link](#) in which you will find information on the use the verb to have in affirmative and negative statements; also there are exercises on the use of this verb in special situations.

Now that you have studied about the use of the verb to have, remember that in the affirmative form we use this sequence of elements (subject – verb – complement); in the negative form, we have (subject – auxiliary – negation – verb – complement) and questions (auxiliary – subject – verb – complement – question mark).

1.5. Writing Sentences

In the *Final Writing Task*, you have to write sentences about a green space; remember the two reading texts of this unit and getting information from them, you can work on this task. Then, continue with *Prepare to Write* section and complete the chart with words that are related with green spaces; those words will help you when you

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write the sentences at the end of this part. Continue with the *Write* section; here you have to read and analyze the explanation given on how to construct sentences; there are three exercises on this topic which are going to help you reinforce what you analyzed in this section. Remember, if you need help on verifying the responses of the previous exercises, you can contact your tutor.

1.6. Connecting ideas with and or but

Before continuing with the contents of the textbook, I invite you to check the next [link](#) since here, you will find information on how to use these two connectors (and / but).

After this, go ahead and study the information given in the section called *Revise*; here you have an explanation on the use of two connectors and / but; analyze the way these two words are used to link sentences. After you have analyzed, do the exercises of this section. If you need help on this topic, please contact your tutor. The last section in this topic is *Edit*; here you need to write your own sentences and verify if they are written correctly based on the checklist provided in this part. You know you can contact your tutor if you need help on this topic.



Recommended learning activity

Dear students, based on the grammar explanation about the Present tense of verbs *To Be* and *To Have*, given for this unit, you are going to do the self-evaluation 1. Thus, the next material (Self-evaluation 1) you are going to have additional material to complete exercises.

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Self-evaluation 1

Practice 1.

Complete the conversations using **I am, you are, he is, she is, it is, we are or they are.**

1. **A:** How are you?
 B: _____ very well, thank you.
2. **A:** How are you and your brother?
 B: _____ fine. Thanks for asking.
3. **A:** How is your sister?
 B: _____ sick in the hospital.
4. **A:** How is your father?
 B: _____ much better after the surgery.
5. **A:** How are your wife and son?
 B: _____ pretty well.
6. **A:** Where is the passport?
 B: _____ in the bookshelf.
7. **A:** Where are the school bags?
 B: _____ on the desk.
8. **A:** Where are you?
 B: _____ at school.

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Practice 2.

Complete the sentences using the **affirmative or negative** form of the verb To Be accordingly.

1. I _____ in the moon right now.
2. The Earth _____ flat.
3. The sun _____ very hot.
4. Lions _____ wild animals.
5. Tires _____ square.
6. George _____ a name of a country.
7. Vanilla and chocolate _____ ice cream flavors.
8. You and I _____ part of the UTPL.

Practice 3.

Order the words to make **Yes/No questions** and **Wh-questions** accordingly.

1. the / Where / ? / United States / is /

2. at school / Are / you / ? / your classmates / and /

3. the "Santander" bank / ? / Is / on Main Street?

4. Canadian / Am / ? / doctor / I / a /

5. mother's name / What / ? / is / your /

6. Diana's birthday / ? / is / When /

7. Galapagos Islands / ? / part of / Are / Ecuador / the /

8. your country / ? / Who / president / the / is / of /

Answer Key

After this practice, it is important that you check the answers of the Practice section at the end of the guide. Remember to ask your tutor any question if you have problems with the exercises presented. The next [link](#) contains further information on the previous topic; I invite you to check it.

After you completed all the exercises in the previous part, you can check the responses in the next document (Answers Self-evaluation 1).

Now that you did the exercises and verified your responses, if you think you need any more help on this topic, please contact your tutor.

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Learning outcome 2

Describes in simple terms aspects of student's academic life, environment and matters related to student's immediate needs in present and past.

Contents, resources and recommended learning activities

Dear students, welcome to week 2. Let's begin with unit 2; here, you will learn how to infer opinions, take notes with numbers, and read numbers. In order to achieve the purpose of this first part, you will read two passages about the art of a famous person and do the exercises provided in both readings.

In this week, you will also participate in the Virtual platform by sharing your ideas by means of an Academic forum, **GRADED ACTIVITY 1**. In this activity you have to read a passage about a famous artist and then share your opinions with the rest of the class about this person.



Week 2

FOCUS ON READING

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Unit 2. Art for Everyone

2.1. Inferring Opinions

Dear students, this unit is about Art. There are many artists in the world; one of them is Keith Haring, we are going to talk about him in this week. The first part of the unit deals with *Vocabulary*; in this regard, you have to read and understand the new words of this section; if necessary, use a dictionary to look for the meanings of certain words. Complete the next task with the new words you learned in the previous section. In the next part, *Preview*, there is an activity where you have to observe how some events are ordered chronologically; thus read that information and complete a chart. Afterwards, there is a task called *Read*; here you have to complete a chart based on the information of the interview. Here, you have to read the interview and underline new words or phrases; check their meanings and see how much you understand. In the next section, you have to get the *Main ideas* of the interview and also identify some details of that information. I hope you responded correctly; remember that you can contact your tutor if you need help when doing the activities. Let's continue; you have another task in which you have to *Infer opinions*.

When we make inferences in reading, we need to integrate ideas to get the correct answer. The information in a reading is not explicit or stated directly so, we have to "guess" the response. To get main ideas and details is easy because they are directly stated in the text. However, sometimes writers do not express their opinions in a

direct way; in this case, we need to use our own knowledge and the information in the reading to infer opinions. If necessary, we may go back to the additional information provided in Unit 1, in this respect.

Then, please read the explanation of what an inference is in the textbook. Then, do the next exercises in this section. Now, continue with the *Preview* section before reading; check your ideas. In the next section, you have to Read a paragraph; pay attention to different numbers you have in this text.

2.2. Taking notes with numbers

In this part, you have to check the information of the types of numbers described. Look at the examples provided in which the different numbers are used. The next [link](#) will provide more information in this regard; please check it. After you have studied the information, remember that there are cardinal and ordinal numbers which are written differently and are used in specific cases as in (*one* book / the *first* book).

Now, dear student, continue doing the exercises in this section, practice writing the short form of numbers; there are two other exercises called *Comprehension* and *Reading Skill*. In the first one, you have to focus on the underlined information and based on the previous reading, you have to respond. In the second one, you have to complete a chart with numbers.

2.3. Identifying important numbers

Let's continue with the next topic. Read the information provided in this section in which you will know how important it is to pay attention to numbers. There is an exercise to practice writing numbers. In the next activity, you have to *Connect the Readings*;

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thus, complete a chart by checking the boxes. The next task is called *Synthesize*; here you have to complete the statements with the information of the previous section. To continue, you have a task called *Vocabulary*; this is a crossword puzzle; use the clues to complete it; if necessary use a dictionary to look for new words you are not familiar with. The next section is called *Expand*; here you have to read a chart and the explanation given in regards to nouns, verbs and adjectives. Practice by completing the next exercise in which you have to use nouns, verbs and adjectives in context. Finally, in this section called *Create*, you have to write sentences based on Keith Haring and his art.



Week 3

FOCUS ON WRITING

Dear students, welcome to week 3. In the second part of unit 2, you will be able to use the past tense of be and have; in punctuation, you will use commas and finally, you will be able to write a biography paragraph. To achieve this second purpose, you will get explanation on the past tense of be and have; you will get information on how to write a paragraph that describes the life of a person and you will also learn how to use commas in affirmative sentences.

In this week, you will also participate in the Virtual platform by sharing your ideas by means of an Academic forum, **GRADED ACTIVITY 1**. In this activity you have to read a passage about a famous artist and then share your opinions with the rest of the class about this person.

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In addition, there will be a quiz on the contents of units 1 and 2. This is the **GRADED ACTIVITY 3** of the first term of this course. You will respond to some questions in the Virtual platform.

2.4. Using the simple past of be and have

Let's continue with the grammar section of this unit. Please, read the information provided in the textbook about the past of the verb *To Be* and the verb *To Have*. There are exercises to practice about this topic. Also, check the next information (The past form of be) for further explanation and practice.

The past form of the verb to Be

Study Resources

2.5. Writing a biography paragraph

Please, begin by reading the information provided in the textbook about the characteristics of a biography paragraph. Then, prepare to write by finding information in the readings you previously studied. Thus, complete the exercises of the *Prepare to Write* and *Write* sections. In the first exercise, you have to respond to some questions, use the information of the two readings to respond them. In the second activity, organize information chronologically. Then, prepare a first draft of your paragraph; use a piece of paper and start writing. Write the paragraph using all the information you have about Keith Haring.

In order to have a short additional practice in this regard, there is an activity (Using chronological order) in which you have to order the events in the life of a famous person.

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Using chronological order.

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English Language: Reading and Writing I

Part I. Reading

Read the article. Then use the information to complete the activities that follow.

Paul Jackson Pollock

Paul Jackson Pollock was an American painter who lived from 1912 to 1956. He made paintings, but not drawings or sculptures. Pollock had a unique¹ style. His art was very different from other paintings. Pollock spilled colored paint onto large canvases. He thought that his paintings were energetic because of their bright colors and big designs. He often put a canvas on the floor, walked around it, and dripped² paint all over it. However, many people did not like Pollock's paintings. They said that his art looked like graffiti.

In 1949, Pollock started to become more famous. LIFE magazine published an article that asked, "Is he the greatest living painter in the United States?" This article was like an ad for Pollock's paintings, and Pollock became a part of pop culture. The public started to consider Pollock's paintings as statements about social history and politics. They thought his paintings were symbols of freedom. However, Pollock had a hard, sad life. He suffered from depression and had a drinking problem. When he was 44 years old, Pollock died in a car accident. People still buy posters of Pollock's art. Today we can see his paintings in museums all over the world

¹ unique: not like anything else

² dripped: caused to fall in drops little by little

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- A. Choose the best answer.
1. Paul Jackson Pollock's art was ____.
 - a. boring
 - b. dark
 - c. funny
 - d. unique
 2. People called his art "graffiti" because it was ____.
 - a. different
 - b. famous
 - c. great
 - d. popular
 3. The made his paintings bright.
 - a. colors
 - b. designs
 - c. styles
 - d. people
 4. The LIFE magazine article ____.
 - a. helped people understand artists
 - b. caused people to become artists
 - c. changed Pollock's life
 - d. made Pollock paint better
 5. Today, Pollock's art is ____.
 - a. mostly forgotten
 - b. still popular
 - c. only found in stores
 - d. given away for free

- B. Write the correct numbers to complete the sentences.
6. Pollock started to become famous in ____.
 7. Pollock was ____ years old when he died.
 8. Pollock died in the year ____.

Part II. Vocabulary

- A. Read the sentences. Use the words from the box to fill in the blanks. Not all of the words will be used.

ads famous museum public
drawing graffiti posters sculpture

9. The _____ in the city has some of Pollock's art on display.
10. Keith Haring drew _____ on walls and buildings in New York.
11. Everyone came to see the _____ artist talk about his work.
12. Many works of art are used for magazine _____.
13. The _____ of the horse was made out of clay.
14. We made large _____ for the art show and hung them around town.

B. Complete the chart with the correct word forms.

| Noun | Verb | Adjective |
|------------|-----------|---------------|
| energy | energize | 15. energetic |
| 16. symbol | symbolize | symbolic |
| painting | 17. paint | X |

Part III. Grammar

A. Choose the correct form of be or have to complete each sentence.

15. My friend and I (was / were) at the art show in the city.

16. We (has / have) a party in the city.

17. My friend (has / have) a great love for Pollock's art.

18. She (wasn't / weren't) sure if his paintings would be in the show.

19. We (have / were) lucky to see a few of them on display.

B. Choose the two examples in each group that fit the description.

20. A sentence with the present form of be:

- a. I have a sister.
- b. We are soccer players.
- c. She loves cookies.
- d. He is fourteen years old.

21. A sentence with a present form of be + not.
- They are not happy.
 - She is unhappy.
 - You are famous.
 - He is not from the United States.
22. A sentence with a contraction:
- I'm your friend.
 - We're not hungry.
 - They are not hungry.
 - You are late for school.
23. A sentence with a subject and a verb:
- Laura from Canada.
 - They are my neighbors.
 - Is a pretty girl.
 - She's very good at soccer.
- C. Write was, wasn't, were, or weren't into the blanks to complete the conversations. Use contractions for the negative statements.
24. A: You _____ in New York yesterday.
B: No. I _____ in New York. I was in Chicago.
were / wasn't
25. A: They _____ at home this morning.
B: I know. I think they _____ at the library.
weren't / were
26. A: The mall _____ busy. There were lots of shoppers there.
B: I'm glad I _____ there. I don't like crowds.
was / wasn't

27. A: Stefan and Maria _____ in your English class last year.
B: Yes. They _____ in my class, and they're in my class this year, too.
were / were
- D. Responses are given in each case; write yes / no questions for those statements.
28. We are in the right class.

Are we in the right class?
29. They are new books.

Are they new books?
30. The teacher is on time.

Is the teacher on time?
31. I am in the wrong building.

Am I in the wrong building?

Part IV. Writing

- A. Read each group of words. If they are a complete idea, check (✓) sentence. If they are not a complete idea, check (✓) not a sentence.
32. Do you like to meet new people?
[] sentence
[] not a sentence

33. Have friends with the same interests?

☐ sentence

☐ not a sentence

34. Is it safe?

☐ sentence

☐ not a sentence

B. Rewrite the sentences and add commas (,) where necessary. Capitalization and punctuation will be graded.

35. Paul Jackson Pollock was born on January 28 1912.

Paul Jackson Pollock was born on January 28, 1912.

36. Pollock was born in Cody Wyoming.

Pollock was born in Cody, Wyoming.

37. Pollock lived in Los Angeles California when he was a boy.

Pollock lived in Los Angeles, California, when he was a bo

Answer Key

I hope you were able to complete the task correctly; remember, if you have any problem, please contact your tutor.

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2.6. Using commas

This is the last section of this unit. Here, you have to read the information provided in the textbook about the use of commas. Study the chart and practice using commas in an exercise where you have to place commas correctly according to certain context. Then, write your own sentences using commas. Remember, if you need help on verifying the responses of the previous exercises, you can contact your tutor. In addition, I invite you to check the next information (The use of commas) where you are going to have further explanation and practice in this regard.

The use of commas

[Study Resources](#)

After you have studied the previous activity, remember that it is important to use commas correctly because a text is clearer if this punctuation mark is used appropriately.

Now, it is time to write the final version of your paragraph, so get ready the draft you previously wrote. Please, use the checklist provided in the textbook in the *Edit* section to verify if your paragraph is in accordance with those parameters; do the modifications if necessary.



Recommended learning activity

After you have studied Unit 2, it is time to practice about this unit. Thus, do the exercises of the following material (Self-evaluation 2).



Self-evaluation 2

Exercise 1

Complete the sentences with the correct **past tense** of the verb **To Be** in the **affirmative** or **negative** form according to each situation. You may use contractions or not.

1. Michael Jackson _____ a Canadian singer.
2. Lady Diana _____ in a car accident in 1997.
3. The "Twin Towers" _____ in New York City.
4. Leonardo da Vinci and Raffaello _____ famous architects.
5. Eloy Alfaro's assassination _____ in 1912.
6. Nostradamus _____ an illustrious painter.
7. The opening of "Supermaxi" _____ in 1971.
8. Quito and Guayaquil _____ big cities 400 years ago.

Exercise 2.

Find the **errors** in the following questions about the **past tense** of the verb **To Be** and correct them in the space provided.

1. You were a politician ten years ago?

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2. What were the names of the last two presidents of Ecuador?
-

*Picture of a former president of
Ecuador*



*Picture of a former president of
Ecuador*



Pictures taken from: https://en.wikipedia.org/wiki/President_of_Ecuador

3. Is Marilyn Monroe a famous movie star?

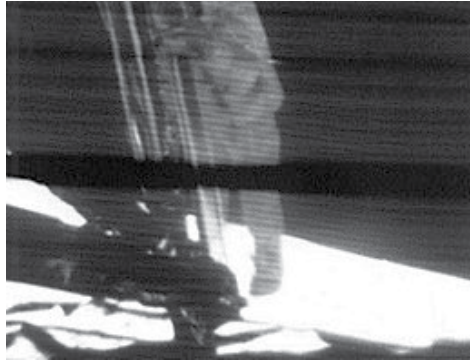
3. Picture of a famous actress



Picture taken from: https://en.wikipedia.org/wiki/Marilyn_Monroe

4. When the last man was on the moon?
-

Picture in black and white of the first man on the moon



Picture taken from: https://en.wikipedia.org/wiki/Apollo_11

5. Was an Olympic gold medalist Usain Bolt?
-

Picture of a famous athlete



Picture taken from: https://en.wikipedia.org/wiki/Usain_Bolt

6. Where Nelson Mandela was from?

Picture of Nelson Mandela



Picture taken from: https://en.wikipedia.org/wiki/Nelson_Mandela

7. Were they yesterday in a dance party?

Picture of a party



Picture taken from: <https://en.wikipedia.org/wiki/Party>

8. Who the first president was of the United States?

Picture of a President of the U.S.A.



Picture taken from: https://en.wikipedia.org/wiki/George_Washington

Now that you have finished these activities, it is time to verify your progress; check the answers at the end of this guide. If you need help, please contact your tutor. Further information on this topic can be found in the next [link](#); I invite you to check it.

Let's begin with the next part of the grammar section which deals with the present simple tense.

Answer Key

After you have done the exercises provided in the previous part, you are going to check your answers in the next material (Answers Self-evaluation 2).

Remember, if you need help on verifying the responses of the previous exercises, you can contact your tutor.

Learning outcome 3

Communicates in simple, everyday tasks requiring no more than a simple and direct exchange of information on familiar and routine matters.

Contents, resources and recommended learning activities

Dear students, welcome to week 4. In unit 3, in its first part, you will be able to infer outcomes, list main ideas and identify suggestions. To achieve the purpose of the first part of this unit, you are going to read two passages on people who collect items and on suggestions of experts who collect things; in addition, you will be given explanation on commands and how they are used to make suggestions.

In this week, you will also participate in the Virtual platform by sharing your ideas by means of an Academic forum, **GRADED ACTIVITY 2**. In this activity, you have to share your opinions on what you think of people who collect or possess valuable items. Thus, you will write a paragraph in which they present their opinions.



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Unit 3. What's it worth to you?

FOCUS ON READING

3.1. Inferring outcomes

In the textbook, unit 3, you have to begin with the information of unit 3. Let's begin with a piece of reading in which you will find new words. These *Vocabulary* terms are in bold, while you read, try to guess what those words mean. After you have read the information, write the words next to the definition in the next task.

After you have completed the task, if you think it is necessary you can contact your tutor for further help. If you need to use a dictionary you can do it to understand the new vocabulary in a better form. Now, it is time to start reading about Dan Stone who is a sports writer for a column in the *Boston Daily News*.

After you have read, respond to the following question: What is Dan Stone's secret?

Remember to use a dictionary to check the meaning of new words in case it is necessary. Continue by completing a chart in which you have to write main ideas and details based on the information you read about Dan Stone.

Let's continue with the exercises of *Main ideas* and *Details*; here, you have to check true or false and match the questions to the answers.

Go back to the information you did in the chart to see how much those facts help you solve this activity.

As you may remember from the last reading section *Inferring outcomes*, inferences are ways or forms to guess about something. Information is not directly stated and the readers need to put ideas together from different pieces of information to find the answers. Writers tend not to say what will come next in a story so, readers need to infer or guess what action comes later; this helps understand better what we read.

Dear students, let's read the following sentences and check probably yes / no accordingly. There is a paragraph number at the end of each statement to help you find the answers. I hope you responded the exercises correctly; if you need more help, you might contact your tutor. Now, let's continue with the next activity which is *Discuss*.

In this activity dear students, you need to express what you think about *Antiques Roadshow*. Try to speak as if you were in front of another person, a friend, and present your ideas. Dan Stone wrote in his column: "Fourteen million people watch it every week." Why is this TV show so popular?

Antiques Roadshow is popular because...

Check all the possible ideas you think about this show and say it aloud as if you were having a conversation with your partner. As this activity does not have correct or wrong answers, there are not responses provided. However, you may share your opinions with your tutor and partners by means of the interactive activities that you will do in the Virtual platform.

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3.2. Listing main ideas

In this section, you have the *Reading two* of this unit. Please, do the *Preview* part by checking what you think the next reading will be about. Then, read the information provided on the rules given by an expert in regards with being a smart collector. The next section refers to *Listing main ideas*; in the textbook there are examples that will help you identify principal ideas in a paragraph. If necessary, go back to the information on main ideas provided in the previous units. Now, continue with the next part called *Comprehension*; here you need to match rules and examples about being a smart collector.

3.3. Identifying suggestions

Dear student, begin this section by reading the rules given in the previous reading two; underline the suggestions presented. Then, you are going to identify the suggestions; to do this, the writer is giving suggestions using commands; what is a command? Please, study the information in the next [link](#) in this regard. After you have read the information, continue with the exercise of *Connecting ideas from the readings*. Thus, organize and synthesize the information presented in the next activities. In addition to the information of the extra material and textbook, I invite you to check this resource (Imperatives) and do a short exercise on this topic.



Imperatives

We are going to move to a new topic which is the use the imperatives. This structure is also called commands. It is not difficult to form this structure; we need to place a verb in its base form at the beginning of the sentence and a complement; like this:

Study every day.

Go home now.

In the negative form we use (don't) at the beginning of the structure and then the base form of the verb; like this:

Don't smoke here.

Don't come late to class.

We can use the word (please) either at the beginning or end of the sentence to make it polite; observe how the word is placed in the sentence; like this:

Please open the window. Open the window, **please**.

Don't eat here, **please**. **Please** don't eat here.

It is always necessary to practice; so you are going to do the next exercise in which you need to match the statements using the correct imperative form. So, let's do it, please. Write the correct letter in the space provided.

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Practice 8

1. ____ The professor said, a. "Leave me alone."
2. ____ George told his children b. "Open your mouth and
say, 'Ah'."
3. ____ The doctor said, c. "Put your hands up."
4. ____ The police officer said, d. "Open your books to
page 20."
5. ____ Lizbeth told her boyfriend, e. "Go to bed."

For further information in this regard, please check the next [link](#). Remember that you can also check the answers of the exercise at the end of this guide.

Answer Key

After you have done the previous exercise, you may check your responses in the next resource here.

I hope you were able to complete the exercise correctly; remember you can contact your tutor in case you need help.



Week 5

Dear students, welcome to week 5. In the second part of unit 3, you will learn how to use the simple present tense, write topic sentences / supporting details and write a descriptive paragraph. In order to achieve the purpose of this week, you are going to learn how affirmative, negative and interrogative statements are formed in the simple present form, you will also know how topic sentences are constructed and the way supporting details help readers to understand a text better and finally, you are going to write your own description of an item(s) you collect or something valuable you possess.

In this week, you will also participate in the Virtual platform by sharing your ideas by means of an Academic forum, **GRADED ACTIVITY 2**. In this activity, you have to share your opinions on what you think of people who collect or possess valuable items. Thus, you will write a paragraph in which you present your opinions.

FOCUS ON WRITING

3.4. Using simple present

Dear students, let's begin with a *Vocabulary* activity, *Review*, in which you have to complete sentences with words you know from previous part in this unit. Then, continue with the section called *Expand*; here, you read the information that is presented about what nouns, adjectives and verbs are. After this, classify the words into the given categories. Finally, do the *Create* part in which you have to use the previous words classified to describe about a collection or possession you have.

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Now, continue with the *Grammar for writing* section. Study the information provided in this first part and then respond to the questions. Before you continue, I suggest you to study the information provided here (The Simple Present Tense) to know the way this tense is used in affirmative, negative and interrogative statements.

The Simple Present Tense

Study Resources

Let's continue with the textbook. Please dear student, study the chart that presents information about the simple present, then you have to complete the given exercises based on this grammar section.

Remember that the present simple is used to talk about, facts, ongoing actions, current activities and express what you do every day. In addition, remember the way this structure is formed for the affirmative (subject – verb – complement); in the negative we have (subject – auxiliary – negation – verb – complement); in Yes/ No questions we have (auxiliary – subject – verb – complement – question mark) and in the case of the information questions, we have (Wh-Word – auxiliary – subject – verb – complement – question mark).

Dear students, I want to share with you an open ware resource [open ware resource](#) in which you will find additional information to the rules you need to learn to form the simple present in the affirmative sentences since you know these verbs need to be in accordance with the grammatical persons (I, you, he, she, it, we, they). In this material, you will also find exercises which I suggest you do and then check the responses. Remember, if you need more help, you can contact your tutor.

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3.5. Writing a topic sentence

After you have finished the grammar section, it is time to start writing about the topic of the previous reading; thus, we will refer to our favorite possessions; by the way, do you have any special possession? If so, which one is it?

For example, in my case I have a special possession which is a stone that has gold inside it and shines a lot.

Before actually writing, it is important to use adjectives to describe about nouns and in this case, please write a sentences about a special possession or collection on the first line and then write sentences about it in which you use adjectives to describe it.

Special possession: ...

Characteristics:

1. ...
2. ...
3. ...
4. ...

After you have finished, it is also important to get other ideas to help you when writing your paragraph. In this sense, choose two special possessions and complete the information in the chart provided.

Now, you have more ideas to write about. Remember that a paragraph is a group of sentences that contains one main idea (topic sentence) and some other sentences that explain or support the topic sentence. Check the information of the *Write* part in the textbook and respond to the given questions.

Let's continue, in the next activity, you have separated sentences which need to be organized to form a paragraph. Then, you have a

paragraph in which you have to identify the topic sentence; thus, remember that topic sentences are usually placed in the first line of the paragraph and express the principal idea of the text. Finally, there is an exercise in which you have to read three topic sentences and identify which is more appropriate to complete the paragraph.

3.6. Writing supporting sentences

Dear students, it is time to write the first draft of your paragraph. Choose a personal possession and write a paragraph about your special possession or collection. Write your draft (a preliminary version), use a piece of paper and start writing; begin with a topic sentence; include sentences to explain or support the main idea.

After you have written the draft of your paragraph, let's continue with the activity of *Revise*. You know, dear students, that all the sentences in a paragraph, apart from the topic sentence, explain and support the main idea; therefore, when you write, all the sentences have to be related to the main idea. In the textbook, you will see a paragraph where the topic sentence is underlined and a sentence is crossed out because it does not belong to this text. Let's check it, please. Then, read the second paragraph and identify which sentence is not appropriate to the context given; you can cross it out, too.

3.7. Writing a descriptive paragraph

Dear student, check the information you wrote in the first draft of your paragraph. Remember that in the paragraph you have to describe about a special collection or possession you have. Please, verify that your paragraph contains a good topic sentence and that the supporting sentences agree with the main idea. Remember that supporting sentences have to agree with the main idea of the paragraph. When you write supporting sentences, they all have to be

in accordance with the topic sentence (collection or possession in this case). Thus, in the textbook, there is a checklist in the activity called *Edit*. Use that checklist to verify if your paragraph fits all those parameters. If your paragraph has the previous characteristics, congratulations; if not, you have to rewrite it. Remember, if you need help, you can contact your tutor.



Recommended learning activity

It is time to do the Self-evaluation exercises for Unit 3. Thus, check the material (Self-evaluation 3) where you are going to exercises on how the simple present tense is used.

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Self-evaluation 3

Dear students, it is time to practice what you have studied in Unit 3. I propose the following activities; only when you complete them, you can check the answers.

Exercise 1.

Order the words to make **affirmative** or **negative** sentences accordingly.

1. doesn't / Maria / work / weekends / on /

2. freeze / at / 5°C / Water / doesn't /

3. in / David / French / college / studies /

4. big / a / They / do / have / house / not /

5. run / on / Cars / gasoline /

6. Peter / Susan / in / and / live / Germany /

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7. like / don't / chicken / We / soup /

8. I / clean / Stuart / the / and / house / Sundays / on /

Exercise 2.

Complete the **Yes/No questions** according to the sentences.

1. Banks do not open in Loja on Sundays.

_____ on Saturdays?

2. Bryan loves pizza and hamburgers.

_____ French fries, too?

3. They have two sisters.

_____ any brothers?

4. Sue and I travel every Monday.

_____ on Tuesday?

5. Jack studies some languages in college.

_____ Chinese, too?

6. Elizabeth and Larry like pop music.

_____ rock music, too?

7. Betty goes to work at 6 AM from Monday to Friday.

_____ on weekends?

8. Doctor Ramirez has your telephone number.

_____ his number, too?

Exercise 3.

Make **Wh-questions** using the underlined information given in the responses.

1. _____?

My brother and I visit our parents on Saturdays.

2. _____?

Their family go to the beach on vacation.

3. _____?

Tamara listens to music in the evenings.

4. _____?

Ricardo goes to school by car every morning.

5. _____?

Children like candy a lot.

6. _____?

The mail comes once a week.

7. _____?

I wear pants and shirt to work.

8. _____?

Her child puts the car keys on the shelf.

Now that you have completed all the exercises, please check the answers in the next part of this material; if you have any question, contact your tutor.

Answer Key

After you have done the exercises of the previous material, it is time for you to check if your responses were correct; thereof, verify your answers using the information of the material (Answers Self-evaluation 3) provided here.

I hope you did a good job. Remember, if you need further help in this regard, please, contact your tutor. Let's continue with the next unit.

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Learning outcome 4

Produces sentences and frequently-used expressions related to the areas of experience most immediately relevant to students.

Contents, resources and recommended learning activities



Week 6



Unit 4. Open for business

The general topic of this week deals with unit 4, Open for Business. You will read two passages and do the tasks based on those reading sections. You will also infer tones, take notes on examples and use content clues.

In addition, you will have to do the **GRADED ACTIVITY 5** (Reading comprehension). You will read a passage about a business and then, you will respond to some multiple-choice questions and answer true or false statements respectively.

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FOCUS ON READING

4.1. Inferring tone

In the first part of this unit, we have a *Vocabulary* activity; it is related to two types of businesses, Mom & Pop vs. Big Box. In this section, there are some words and their definitions; let's check them. Use a dictionary if necessary so that you understand the meanings of the words. Continuing, you have to complete a text using the words you have previously studied in the last section. Remember, you may need to use a dictionary or the help of your tutor.

Before reading about business, it is important to mention that in the text two types of businesses are described. One is for example, a kind of business similar to "Supermaxi" in Ecuador or "Wal-Mart" in the USA. These are *chain stores*, large companies which are usually called "Big Box" stores because they are big and sell many different products. On the other hand, *locally-owned* stores which smaller than the chain ones. In this types of stores, the owner lives in the community or nearby in the neighborhood or close in the area; thus, this business is called a "Mom & Pop" store because a family owns it; an example in the city of Loja can be "Tamal Lojano".

Now that you know about these businesses, you are going to present your ideas about these types of stores. Therefore, complete the chart with benefits (good points) and drawbacks (bad points) of shopping in those types of places. How was the last activity? I hope you did it fine. In this case, there is not good or bad answer, your ideas are all valid.

Now, it is time to read an online article in which there is a debate (two or more people having different opinions about a topic) whether the businesses are good or bad. While you read, pay attention to the words in bold and use a dictionary if you think it is necessary

to understand the text. In addition, use the chart in the *Read* part to complete it with main ideas and details of the passage.

The next section is *Main ideas*. You are going to determine the main ideas of the previous online information. Use the information you completed in the chart. As you read about the debate, there are two types of opinions, one given by Patty Sanders and the other by Butch Baker. Now, which writer agrees with the following sentences? Complete the chart with the correct information.

The next activity you are going to do is *Identifying* details about the reading; therefore, use the information you completed of the chart while you were reading; fill in the blanks with the names of those people who were part of the reading passage. Remember that you can consult any question to your tutor if you are not sure about the previous tasks. The next activity you have to focus your attention on deals with Inferences. Let's begin with this activity dear students.

As you may remember an inference implies that you have to guess some information that is not stated directly on a text in this case. The topic of this section is tone; this is the way a person expresses emotions. The way someone can see this emotion in the case of text is by using certain types of words to show for example happiness or sadness. So, the "voice" of a writer can sound angry or happy, confused or worried; even a person can sound neutral (with no specific emotion). Anyway, let's go back to the reading in which Patty Sanders writes about "*Please Shop at a Mom and Pop*"; what is the feeling or emotion she shows? Look at the examples provided in the textbook about Inferring tone.

Then, in exercise 1 of this section you have to go back to the Reading one and underline the parts that show the feelings provided in this exercise. The next task is exercise 2 in which you have to respond to two questions about the Reading one. Remember that you can consult any question to your tutor if you are not sure about the previous tasks.

Now, let's continue with the second part of the reading section in this unit. This activity is called *Discuss*; it is related to the speaking skill, what opinion do you have about Patty Sanders and Butch Baker? Express your point of view by completing the sentences provided in exercise 1. Pretend you are speaking to someone else and present your opinions; in exercise 2 you may agree or disagree with the Butch's or Patty's opinion.

It is time to go ahead and start working on the next part called *Reading two*. Here, you have to do the *Review* section in which you have to see the next reading very quickly and write two questions based on the information asked in the textbook. Then, look at the words in bold and check if you understand their meanings; if not, look for them in a dictionary. Now, you have to read the article about an online company.

4.2. Taking notes on examples

In this section, while you are reading about the previous article, take notes in the chart provided in the textbook. Read the information provided in the textbook and do the exercises that correspond to this section. Please, remember that your tutor can help you if you have any problem. Now, continue with the activity called *Comprehension*; please complete the sentences about the second reading. The next part is called *Reading skill*; you have to match words with their corresponding definitions.

4.3. Using context clues

Dear student, when reading a text, sometimes it is possible to understand the meaning of a new word by using the context in which this word is located. Thus, the words that are placed around a new word can help us know its meaning. In the textbook, you have the

section called *Using context cues*; read the information provided here and the examples given. Then, exercise 2 deals with matching words and definitions; to do that, go back to the reading one and based on that information complete this task. Please, continue and complete the chart with the information of the previous reading passages in the task called *Organize*. The next part deals with *Synthesizing*; respond to the questions given in this exercise.



Week 7

Welcome to week 7. In this second part of the unit 4, you will be able to use *There be*, use adjectives in descriptions, and write a descriptive paragraph. To achieve the purpose of this week, you are going to learn how (*There is / are / was / were*) are used in affirmative, negative and interrogative forms. In addition, you will know how adjectives are used to describe people or things and finally, you will be given information on how you can structure a paragraph to describe businesses or places in general.

You will also take a quiz on the contents of units 3 and 4. This is the **GRADED ACTIVITY 4** of the first term of this course. You will respond to some questions in the Virtual platform.

In addition, you will have to do the **GRADED ACTIVITY 6**, (Writing a paragraph). Based on the contents of unit 4, you will write a descriptive paragraph about a place where you go to eat or drink.

FOCUS ON WRITING

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4.4. There is / are

Let's begin with a *Review* of some of the words you previously learned in this unit. Thus, the exercise called Vocabulary is about completing a passage using the words in parentheses. If you are still not sure about the meanings of certain words, you can use a dictionary.

The next section is called *Expand*; this is about Gerunds. I invite you to check the information in the next [link](#) so that you have more information on this topic. Now that you have studied the information of the material provided about gerunds, it is important to remark that gerunds name activities and are seen as nouns rather than actions in a sentence; for instance, (*Swimming is a good exercise. I like swimming*); in both cases "swimming" is not an action but a noun that describes the activity; as in Spanish, we say "natación" and not "nadar".

It is time to check the information on *Gerunds* that your textbook has. Thus, study the information of the section *Expand* and do the matching and completion exercises provided in the book. In addition, there is an activity called *Create* in which you have to do an interview with words you already studied before in this unit. If you think you are not familiar with the definition of a word, please look for its meaning in a dictionary.

Let's move to the next section; in the *Grammar for writing part*, you have to read an email and focus your attention on (there + be) in order to answer three easy questions after reading. Before you continue with the explanation of the textbook, I suggest you study the material provided here in relation with the use of (There + be).

There + be – present past

[Study Resources](#)



English Language: Reading and Writing 1

Activity 1: Reading comprehension

Read the article. Then use the information to complete the activities that follow.

1. Louise Melson is the owner of a small bookstore in a big city. She has only three employees. Down the block is a huge chain store. It has many more products and services. It also sells the same books at lower prices. As a result, Louise will have to close her shop. She will be forced to find another way to make a living. How does she feel about this?
2. "It's a sad day, to be sure," says Louise. "My family has owned this little shop for years. We are unique in that we have helped local artisans and vendors from the area. They sell their crafts here. It just doesn't seem fair that we should have to close because the 'big boys' have moved into town."
3. Louise's customers are just as unhappy. They are used to receiving personal attention when they shop at Louise's store. "She is like an old friend to me," says Arnold Bruhill. "Shopping just won't be the same at one of those chain stores!"
4. Like it or not, the marketplace is changing from small to big. People like Louise are finding it harder and harder to keep their businesses open in today's world. Not everyone may like the changes taking place, but sadly we all must learn to live with it.

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- A. Choose the best answer.
1. What is a good title for this article?
 - a. "Small Shops Fight Back"
 - b. "Small Shops Are Disappearing"
 - c. "Chain Stores the Same as Other Stores"
 - d. "Chain Stores Not as Good as They Were"
 2. Louise Melson's words in paragraph 2 shows that she is _____.
 - a. confused
 - b. excited
 - c. surprised
 - d. upset
 3. What is the feeling in Arnold Bruhill's words in paragraph 3?
 - a. angry
 - b. happy
 - c. uncaring
 - d. unsure
 4. Based on the clues in paragraph 2, what does the word local mean?
 - a. hard to find
 - b. pretty to look at
 - c. from the same area
 - d. from the chain store

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5. Business people think that it is difficult to_____ in the world these days.
- a. maintain Louise's employees
 - b. warranty people buy in stores
 - c. keep a business running
 - d. open good stores
- B. Read each sentence. Write T if the statement is true or F if it is false.
6. () Louise Melson's family has owned the same bookstore for years.
7. () A chain bookstore is causing Louise to close her shop.
8. () Arnold Bruhill enjoys visiting chain bookstores.
9. () Everyone will like chain stores more than small shops.
10. () Louise has a bookstore in a small town.

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After you have studied the information provided, I hope the use of this structure is clear. In addition to what you previous checked, in the textbook you have the grammar section which was explained before but here, you have a chart that contains more information in this regard. Thus, please study the information of this chart and do the exercises that continue after this explanation. The first activity is a response to the previous email you have about Sofia in which you have to use the correct form of the verb (be). In addition, you have to write questions and responses in the next exercise of this same section.

Dear students, I want to share an [open ware resource](#) in which you will have additional information on the use of (There). In this sense, I suggest you to study the material and do the exercises so that you can reinforce what you have learned in this topic. Remember, you can contact your tutor if you need more help.

4.5. Writing a descriptive paragraph

In order to get some ideas to write in the section *Prepare to write*; it is important to brainstorm about the topic. Since you will write about your favorite store to shop, let's begin by completing the next chart. You may think about physical places to shop, the so-called brick-and-mortar stores, not the online stores. Under the business column you write the name of the store and in notes write some relevant information about the store.

After you have completed the chart, it is time to think about the most interesting store so that you can write about it. The next questions, in exercise 4 of the textbook, can help you decide what store to write about. So, go ahead and respond to them.

After you have responded to the previous questions, it is time to consider what information you are going to use to write your

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paragraph, not all the ideas from the questions can be used in the paragraph, so you need to decide what is most important to choose. The focus of the paragraph you are going to write is a description of a place; thus, when you describe something, you put the information in a clear order so that the reader can understand. An idea or feeling can be used to organize the paragraph; if for example your favorite store is a “happy” place, the description will go based on that idea. Please see the next description in the exercise called *Describing a place* to understand this concept better.

Now, you are going to observe another type of paragraph, in the next example you will see an organization based on space order (telling where things are). In this case, the writer has chosen this form by describing what she/he sees in the place when the person walks into it; in other words, the description will be about the things your eyes see from wall to wall in certain place.

It is time to practice, in the paragraph you are going to describe about the feeling of the writer, what he/she wants to communicate with the text and also another important point which is to observe a sentence that does not belong to the description.

In order to practice about this kind of description, imagine that you are in your favorite fast food restaurant like for example McDonald's, answer the next two questions and in piece of paper to make a short description of the restaurant. Try to use a space order description and focus on a feeling.

1. What are some things that you see? Make a list of five things.
2. What is the feeling you get from being there?

How was this exercise? I hope you did it well. Remember that you can ask any question to your tutor in case you need help.

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It is time to write the draft of your paragraph; use a piece of paper and describe the business or store where you like to go shopping. Remember a draft is only the first version of your work; however, try to make your ideas clear.

4.6. Using adjectives in descriptions

Let's move to the next section in the textbook *Revise*. The type of descriptions we are using in the paragraph you have to write require that you include adjectives; these words give certain characteristic and describe nouns. The position the adjective have is before the noun they modify. In this sense, we have for example:

a **responsible** waiter - **high** prices - an **awful** environment

Dear student, please read the information provided in the textbook about the use of adjectives. Adjectives help the reader know how things are, how they feel, smell, taste, or sound. Other words are also important when describing, these are the prepositions; do you know them? Well, we use prepositions of place to say where things are located and the description of your paragraph can look more complete and interesting. For example:

flowers are **on** every table

tables **along** the wall

a nice girl **in** a really great dress

from left to right

Let's practice in the textbook about the use of adjectives and prepositions. In the first paragraph you are going to underline all the adjectives, there are seven and the first one is identified for you. An additional exercise we have about adjectives, in this case, you are

going to complete the second paragraph using the words from the box. You may use a dictionary if you think you need one to complete this task.

Dear students, you are going to write your paragraph now. Go back to the draft you wrote before. Did you use any descriptive adjective or preposition? If you used, very well, if not, in this last version, you have to use them. So go ahead, use a piece of paper and start writing, good luck!



Recommended learning activity

In order to reinforce what you learned in Unit 4, I suggest you do the Self-evaluation of this unit. Thus, I invite to exercise provided in the material called (Self-evaluation 4).

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Self-evaluation 4

It is time to practice on this last grammatical structure; thus, complete the activity and then verify your answers at the end of this guide.

Exercise 1

Complete the sentences using **is / are / isn't / aren't / was / were / wasn't / weren't** accordingly.

Let me tell you how much my town has changed since I was a child. When I was a kid, there _____ (1) any Thai restaurant, but today there _____ (2) two on Pio Jaramillo Avenue. I used to go climbing with my friends because near my house, there _____ (3) two small hills. Now, in those hills there _____ (4) a lot of houses and buildings. There _____ (5) another big change in town, there _____ (6) two amusement parks near my neighborhood. One thing does not change, there _____ (7) still an ice cream shop on Bolivar Street; that was one of my favorite places to go on weekends. _____ (8) there any changes in the place where you live?

Further information about the last topic (there + be (present)) can be found in this [link](#); I invite you to check it.

Now that you have finished the last task, do you have any question? If so, please contact your tutor to solve your doubts.

Answer Key

After you have done all the exercises of the previous material, please, check the responses here (Answers Self-evaluation 4).

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I hope you responded the exercises correctly; remember, if you need more help in this regard, please contact your tutor.

Learning outcome 3 y 4

- Communicates in simple, everyday tasks requiring no more than a simple and direct exchange of information on familiar and routine matters.
- Produces sentences and frequently-used expressions related to the areas of experience most immediately relevant to students.

Contents, resources and recommended learning activities



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Week 8

Review of units 1 to 4

Dear students, in this week you are going to have a general review of the 4 units studied. It is important that you practice doing some activities so that you are ready to take the first term on-site evaluations.

I suggest that you work on the practice activities you have for these units; do the exercises (Practice Activities Units 1 to 4). Remember, if it is necessary, you can contact your tutor who will provide explanations on topics you may have problems with.

Practice Activities Units 1 to 4

[Study Resources](#)

After you have completed the practice activities; please check the answers by means of this material (Answer Practice Units 1 to 4).

Answer Practice Units 1 to 4

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Second bimester

Learning outcome 3

Communicates in simple, everyday tasks requiring no more than a simple and direct exchange of information on familiar and routine matters.

Contents, resources and recommended learning activities

Dear students, welcome to the second term of this course. As in the first term, there will be 4 units in this second part. You are going to follow the same recommendations of the first term in regards with the materials you need to use and the time you have to devote for studying every day. Well, let's begin with the first theme of unit 5.

Welcome to week 9. In this week you will study unit 5 of the textbook and thus, you will be about to infer meaning from what writers say; you will also be able to identify cause and effect statements. In addition, you will use modals to express ability, possibility and future prediction. Furthermore, you will write a paragraph giving suggestions in response to a problem. Finally, you will be able to add supporting details in paragraphs.



Week 9

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Unit 5. What are you afraid of?

FOCUS ON READING

5.1. Inferring meaning

Welcome to this section of the course. The first topic deals with the feelings you have that make you afraid or scared. What are you afraid of? Do you have any fear? Well, when I was a kid, I used to play “hide-and-seek”, I was always scared of playing this at night; so today, darkness makes me feel kind of scared. That is my case, how about you? I hope you are not scared! Some people are scared of animals like snakes, spiders, frogs, snails; others fear because they had a bad experience in life, and they were not able to overcome it. Anyway, we sometimes do not know the reason. I may say that some of you are scared, others might not. But, this feeling is what people call phobias. Do you have any phobia?

We are going to begin with the *Reading one*; let's learn some *Vocabulary* before reading. In this regard, read the words in bold and the definitions in the following part.

Now that you have read, if you need, use a dictionary to get all the meanings of the words. Then, you are going to use those words to complete the next exercise called *Do you have a phobia?*

How was the exercise? Did you complete it successfully? Remember, if need any help, you can contact your tutor. Let's go on.

The next reading is part of a website in which Dr. Hope Perry will present some advice to help people who are worried or sick. This information is in response to an email written by Ann because she is afraid of spiders. What do you think this doctor can tell Ann? Check your ideas. He will say something about...

Please, use a piece of paper to do a chart similar to the one of the *Read* section of the textbook and while you are reading the next passage about the email, complete the chart with main ideas and details from the text. While you read, pay attention to the words in bold since they are part of the new vocabulary. Use a dictionary if it is necessary.

After you have read the information, it is time to do the *Main ideas* section in which you have to choose the correct answer to complete the sentences. Use the information of the chart you completed while you were reading.

How was the exercise? Did you complete it? I hope so. Well, remember that if you further help in this regard, you can contact your tutor. There is another exercise to practice the skill of reading; in this case, you are going to identify the details in the following excerpt. Read Ann's story again and identify the incorrect sentences. In each sentence, which has a number at the beginning, you have a word that makes the idea not correct. Identify that word, use the previous chart you completed and write the correct term.

Dear students, remember that you can consult your tutor in case you need help. The next exercise is aimed at *Making inferences* and as you know; this is an educated guess that is not stated in the text directly. In this regard, you are going to read an example and the corresponding explanation.

Now that you have identified what the writer, in this case Ann, tried to say, you are going to practice by means of the following three

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exercises. Please, read the statements and choose the correct answer in each exercise.

How was the task? Did you complete it correctly? If you need more help, please contact your tutor.

Let's continue, the last part of this reading section deals with *Discuss*; you are going to present or share your opinions as if you were having a conversation with someone else. There are different phobias people have, people are afraid of many things; here there is a list of possible phobias a person may have.

It is time to begin with the next section which is called *Reading two, Other phobias*. Thus, in the *Preview* section, you have to read the title of the next passage and see the pictures to write what phobias the text will discuss. Then, look at the words in bold to see if you understand them; if not, use a dictionary to find out their meanings. Now, read the text and use a similar chart as you did in the Reading one section in which you can take notes about main ideas and details.

5.2. Noting definitions

In this section, you have some information in the textbook about *Taking notes*; it is important that you study it and practice by means of the exercises provided here. Activity 1 is about the way definitions are given in a paragraph and how they are explained using simple words and short phrases; thus when you take notes, there is no need to use complete sentences. The idea of taking notes is that you understand the definition of words by writing what is necessary to have a clear idea of such word(s). Then in exercise 2 you have to look back at Reading two and take notes of the new words and what they mean; use a piece of paper and practice doing this. The next part is the *Comprehension section*; here you have to write true or false in the sentences given. Finally, in the *Reading skill* part, you

have to answer a question based on the information of the Reading two. Remember that if you need help, contact your tutor for more explanation.

5.3. Identifying causes and effects

When we read a text, it is important to understand how the ideas are linked so that you know what the intention of the text is. Before starting checking the information of the textbook, I invite you study what is presented in this [link](#) about *cause and effect sentences*. After you have analyzed the given information and the examples provided on how sentences express *cause and effect*, it is necessary to read what the textbook presents in this regard. Pay attention on how *because*, *so* and *as a result* are used to form this type of sentences; punctuation (commas) is also important.

The next activity is to complete a chart based on the information of Reading two. Thus, identify in the text what *cause and effect sentences* you have and underline the words that helped you determine this. To continue, you have to join the information of the Readings one and two and organize it by means of the chart provided in the textbook. Finally, in this section, you are going to do the Synthesize part in which you have to provide suggestions for the phobias using the chart provided in the textbook; then try to use your notes to describe the phobias and suggestions as if you were telling this information to someone you are talking to.

FOCUS ON WRITING

5.4. Using basic modals (can, may, will, might)

Let's begin this section with a *Vocabulary* activity. This exercise is to remember about the vocabulary studied in this unit until now. Thus,

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you have to complete the paragraph using the words in parentheses. If you feel you do not understand any word, use a dictionary to find out its meaning.

Now, you are going to study about the use of certain adjectives that go with specific prepositions in the next section called *Expand*. Before using the textbook, I invite you to check the information provided in this [link](#) about the use of prepositions and adjectives. After you have read the material, it is important that prepositions are used in the correct form when you have certain adjectives; thus I suggest that you use a piece of paper and write the most common prepositions and adjectives presented in the previous information and use them in sentences; in this way, you are going to learn them better. It is time to use your textbook; in the section *Expand*, you have information you need to study, then complete the two exercises provided to practice more about the use of prepositions and adjectives.

The next section is Grammar for *writing*. In this part, you have to read a conversation and pay attention to the words in bold because these will be the ones you are going to learn how to use. Before continuing with the textbook, I suggest you read the information provided in the next [link](#) about modals. After you have read the information given, remember that modals are used to mean different situations and it is possible to make affirmative, negative and interrogative statements. Now, in the textbook, this is explained in detail and also there is some practice in this regard too. Thus, study the chart provided in the *Grammar for writing* section and then complete the exercises 3 and 4 in the textbook. What you need to pay attention to is that after a modal, the verb in the sentence goes in the base form.

Continuing in this section, you have exercise 5; it is time for you to write suggestions using the modals you previously studied. Finally, in exercise 6, you have to identify errors in the use of modals in the sentences that are provided.

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5.5. Writing suggestions

You have read about people having phobias; some others feel afraid of something. In this writing section, you are going to write a response giving suggestions of what to do and not to do to someone who is afraid. Let's read the case you have to respond to. The case is taken from a blog posted by Brian, someone who needs advice on a problem he has.

After you have read the post in the blog, in order to get information to write, it is necessary to brainstorm ideas. In this sense, Brian needs suggestions, how can he feel better? What can he do? In the chart provided in the textbook, make a list of ideas.

How do you make suggestions? There are different forms to do it. In the next part called *Write: Make suggestions*, there are some steps to follow.

In order to practice how to make suggestions, exercise 1 goes in this regard. You are going to read a message from Donna who writes in an online group. Now, in exercise 2, read the following sentences and based on the steps you read to make suggestions, put the sentences in order by writing the numbers from 1 to 6. In exercise 3, you have to use the information from the previous sentences, write a message to Donna. Use the space provided in the textbook to give your suggestions.

It is now time to write the first draft of your paragraph in which you include suggestions for Brian in response to his post. Remember that this will be the first version of your work. Use a piece of paper and follow the recommendations given for making suggestions.

5.6. Adding supporting details

Let's continue with the next section to write suggestions for problems people have, in this case phobias or fears. When we write, we need to support the main idea with sentences called supporting details. These sentences help to explain the ideas better and make your writing more complete and interesting. In order to support your main idea or topic sentence, focus your attention on the questions provided in the textbook so that they can guide you write better sentences; respond to those questions.

The details you add will be the result of the answers to the previous questions. In this sense, you are going to practice on how to support ideas. You are going to read the messages in exercise 1. Suggestions are underlined once and details that support are underlined twice.

Now, you are ready to write the final version of your message to Brian. Take a look at the draft you wrote and see if you can add details to it. Make the necessary changes and write your suggestions. Pay attention to spelling, capitalization and punctuation.

After writing, verify if your ideas contain what is necessary in terms of form and organization. Use the checklist provided in the section *Edit* of your textbook to verify how well your suggestions are written in your final version. Remember, if you need the help of your tutor, you can contact him/her.



Recommended learning activity

Before you begin with the next unit and week, it is important that you have more practice in regards with this unit. Thus, please do the exercises of the (Self-evaluation 5).

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Self-evaluation 5

Exercise 1.

Complete the conversation by choosing the correct modals.

Dr. Angelo: If a man has a phobia, he 1. (can / might not) act normal when he is afraid.

Man: I 2. (can / will not) definitely believe that! I act like a baby whenever I see a needle.

Dr. Angelo: You must have had a bad experience as a child. It will be hard, but I 3. (may / can't) be able to help you.

Exercise 2.

Read each set of sentences. Fill in the blank with the correct modal and the verb in parentheses.

1. Use *can* / *can't*.

My sister _____. She is afraid of flying and will not get on the airplane. (go)

2. Use *will* / *won't*.

We _____ you at the support group meeting. I'm looking forward to seeing (meet) you there!

3. Use *may* / *may not*.

I _____ the elevator all the way to the top of the building. You know how I'm (ride) afraid of heights.

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Exercise 3

Choose the best preposition to complete each sentence.

1. There is nothing to be embarrassed ____ the way you feel.
A. of B. about C. in
2. Are you afraid ____ all dogs or just some types?
A. of B. about C. in
3. I can't believe I feel relaxed ____ speaking in front of the crowd.
A. of B. about C. in
4. She is interested ____ speaking to a doctor about her fears.
A. of B. about C. in

Answer Key

After you have done the exercises proposed, I suggest that you check the answers in the next material provided here (Answer Self-evaluation 5).

I hope you have responded correctly; remember, if you need help in this regard, please contact your tutor.

Learning outcome 2

Describes in simple terms aspects of student's academic life, environment and matters related to student's immediate needs in present and past.

Contents, resources and recommended learning activities

Welcome to week 10. Dear student, in this week, you are going to be able to make inferences about people, take notes using a timeline, and differentiate facts from opinions.

In addition, you are going to do the **GRADED ACTIVITY 1**, Academic forum, in which you have to discuss on a topic given in a reading passage. The reading is about an advertisement entitled: "You are not alone!" What suggestions can you give people who have phobias or are scared of something?



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Unit 6. What an adventure!

FOCUS ON READING

6.1. Making inferences about people

The first part of this unit deals with the topic of adventures and the story of a pilot who crossed the Atlantic Ocean a long time ago. You are going to begin with the section related with learning new words; this is called *vocabulary*. You are going to read, in exercise 1, the words and definitions. Use a dictionary if it is necessary. Let's begin.

Now, in exercise 2, you are going to read about Lindbergh's trip on the Spirit of St. Louis (an airplane) and then based on the words of the vocabulary, you complete the text.

After you have finished completing the exercise, you can contact your tutor if you need more help.

The next exercise is called Preview; take a look at the next picture, that was the add posted to promote the contest.

When Lindbergh wanted to participate in the contest, people called him "The flying fool". A fool is someone who does crazy or not very intelligent things. Why do you think people called him like that? In the spaces provided in the next ideas, check what you think is correct about Lindbergh.

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People called this pilot a fool because_____.

It is time to read the newspaper story of Lindbergh's adventure. Pay attention to the words in bold because those belong to the new vocabulary of this unit. You may use a dictionary if you think it is necessary to understand the information in a better way. While you read, use the chart provided in the textbook and take notes on the main ideas and details from the passage.

Now that you read about the adventure, it is time to verify what you checked in the last section called preview. In the next exercise called Main ideas, you are going to choose the best answer to complete the statements. Use the information you completed in the previous chart.

Now that you have finished doing the exercise, I hope you are clear with the contents learned. Remember, if you need more help, you can consult your tutor.

Let's continue with the next exercise in which you are going to identify the details of the previous reading. Use the chart with the information you completed in the Read section and then use the words from the box to complete each of the sentences of exercise 1 in this section.

How was the task? Did you complete it correctly? I hope you did not have problems; remember you can contact your tutor in case you need help. If you need more help, you can contact your tutor. Now, it is time to continue with the next part called making inferences.

As you know from previous sections, inferences deal with guessing the intention of the person who writes or speaks. In this regard, the next section is about inferring how a person is, and we can know this because of the actions and words described in the text. Let's read the information and the example provided in the section called Make inferences in the textbook. Please, go back to the reading again

and look at the adjectives in the next sentences; do they describe Charles Lindbergh? Answer the questions and explain your response by showing in what paragraph you found the information in the reading.

Dear students, after you have done the exercise, it is important that you verify you understand the previous topic. If you need help, you can consult your tutor. Now, let's begin with the next section *Discuss*.

Do you think that Lindbergh was nervous before or after his flight? Present your ideas, talk as if you were having a conversation with someone else and present your ideas; you may complete the next sentences and start your opinions with the clues given in the textbook.

Now, you are going to begin with the *Reading two* section. In the *Preview part*, you have to read the title of the next passage and the pictures and based on this, you can write two questions you think will be responded in the next text. Also, when you read the text, pay attention to the words in bold because it is important that you know their meanings. It is time to read the text; try to guess the meanings of new words from the context in which those words are written; use a dictionary if after trying to guess you do not understand a word. As you did in the Reading one, in a piece of paper, use a chart to take notes on main ideas and details.

6.2. Taking notes with a timeline

Let's begin with this next section. Organization of ideas is important when we take notes about events; this helps us understand easily review what we have read and thus we are able to retell a story using our own words and the taken notes. Please, read the information provided in the textbook about this strategy; there are some tips to follow. In addition, there is exercise 1 in which you have to match

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the events and times. Furthermore, you have exercise 2 in which you have to organize the events that happened according to the description provided in the Reading two. Continuing with this topic, you have the exercise called Comprehension; here you have to complete the sentences with the information from the reading passage. Finally, in this section, you have the Reading skill part. In the textbook, you have paragraph 4 from the previous reading; based on this information, you are going to complete the chart that presents facts and opinions. In the paragraph, there are words in bold, write the sentences that contain this type of information. Remember, if you need help, you can contact your tutor.

6.3. Separating facts from opinions

The next part of this unit is about facts and opinions. Before starting with the information of the textbook, it is important that you study the information of the next [link](#) in which you will find concepts and examples on facts and opinions. After you have checked the previous information, you are going to continue with the explanation given in the textbook in the section called Separate facts from opinions. Now, read the information and the examples of this section. Then, do exercise 2 in which you have to identify which information is a fact and which an opinion based on the Reading one previously studied; if necessary go back to that passage again.

Let's continue with the Connect the readings section in which you have to use the information you have about Readings one and two and complete the chart provided in the textbook. Finally, you have an activity called Synthesize in which you have to complete the passage with information from the chart you wrote in the previous part. Remember that you can always ask your tutor if you need any help. We finish studying this week and thus, you can continue with the next one.

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Week 11

Welcome to week 11. In this week, you are going to learn how to use the simple past tense in statements, write a narrative paragraph, and use time order words in statements.

In addition, you are going to do the **GRADED ACTIVITY 1**, Academic forum, in which you have to discuss on a topic given in a reading passage. The reading is about an advertisement entitled: “You are not alone!” What suggestions can you give people who have phobias or are scared of something?

Finally, in this week, there will be a quiz on the contents of units 5 and 6. This is the **GRADED ACTIVITY 3** of the second term of this course. You will respond to some questions in the Virtual platform.

FOCUS ON WRITING

6.4. Using the simple past

Let's begin with a review of the vocabulary you learned in this unit so far. Thus, the section of the textbook is about another famous pilot called Amelia Earhart. You have to complete the story using the words in parentheses; if you are still not sure about the meanings of certain words, you can use a dictionary. To continue, there is a section called Expand; here you will study about synonyms. When we write, sometimes we need to use synonyms to avoid repeating one word; thus a synonym is a word that has the same meaning of another. Please, read the explanation given in the textbook about synonyms and then do the exercise provided here to practice.

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Now, let's move to the next section called *Grammar for writing*. Before learning about the next topic, I suggest you to study the information provided in the next resource (*The Simple past tense*) about the way in which affirmative, negative and interrogative statements are formed in the simple past.

The Simple Past Tense

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English Language: Reading and Writing 1

Activity 1: Reading comprehension

Read the article. Then use the information to complete the activities that follow.

The History of Flight

1. Many people think the history of flight started in the twentieth century. However, the adventure began even earlier. In 1783, two brothers, Joseph and Jacques Montgolfier, invented the first hot air balloon. In 1891, the German engineer Otto Lilienthal constructed a glider that carried a person in the air. Then in 1903, Orville and Wilbur Wright made a better glider and called it the *Flyer*. The *Flyer* took off for the first time on December 17, 1903. The media took pictures and wrote articles. The *Flyer* became the world's first real airplane.
2. Airplanes were popular in World War I. A Canadian named Billy Bishop was a pilot. He had 72 victories in the war. Billy Bishop was a hero. Ten years later, Charles Lindbergh, a handsome and adventurous 25-year-old pilot, entered a risky flying contest. The pilots in the contest had to fly alone across the Atlantic Ocean. When Lindbergh landed, he set a record for the longest non-stop flight.
3. Engineers made airplanes bigger and better. People could fly around the world. NASA, the United States' space program, wanted people to fly to space. In 1961, the American Alan Shepard piloted the first flight into space. It was an unforgettable event.

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A. Choose the best answer.

1. The first airplanes used to be ____ than they are today.

- a. better
- b. bigger
- c. faster
- d. simpler

2. The Wright Brothers made the first real ____.

- a. airplane
- b. glider
- c. hot air balloon
- d. rocket

3. What type of people were the Wright Brothers?

- a. afraid
- b. careless
- c. skilled
- d. dangerous

4. The history of flight began ____ the twentieth century.

- a. before
- b. during
- c. right after
- d. much later than

B. Read each statement. Write F if it is a fact or O if it is an opinion.

5. () A Canadian named Billy Bishop was a pilot.

6. () Billy Bishop was a hero.

7. () People could fly around the world.

8. () It was an unforgettable event.

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After you have studied the previous information on how the past tense is formed, additional information in this regard is provided in the textbook; thus, it is time to continue with the section, *Grammar for writing*, you have to read a paragraph in which you have to pay attention to the words in bold and respond to the questions in this exercise. Then, I suggest you analyze the information of the chart about the simple past. After you have studied the previous information, you will be able to complete exercise 2 using the correct form of the verbs in the past. To continue with this topic, you have yes/no questions and information questions in exercise 3.

Dear students, I want to share with you an [open ware resource](#) in which you will be able to learn about the rules to form the simple past in the regular verbs since you know these verbs are changed to the past using an (-ed) ending at the end of the verb. Thus, the material included here will help you in this regard; in addition, this resource contains exercises so that you can practice too. You can verify the responses to the exercises you do. I encourage you to check that material and do the exercises. If you need any more help, please contact your tutor.

In addition to the previous [open ware resource](#), this next material will also help you reinforce your knowledge of the irregular forms of the past tense. Therefore, I recommend you to check this material and the proposed exercises. You can check the responses to the exercises you do. Remember to contact your tutor if you need more help.

6.5. Writing a narrative paragraph

Let's begin with this next section. You are going to write a narrative paragraph about a trip or adventure you or someone else have lived. You need to go back to the reading about the pilot Lindbergh who flew solo on a non-stop flight across the Atlantic Ocean to get some ideas. You need to use the grammar and vocabulary of the unit.

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It is important that you get prepared to do this activity, so you need to brainstorm (exercise 1) to get some ideas to write. Think of many ideas as possible to have information to choose from in your writing; make a list of those ideas.

List ideas of the trips or adventures you have had. You may refer to your family; friends or relatives you know well.

I remember having a trip to the mountains where my cousins and I got lost and people went to rescue us the next day. What an adventure! Well, write ideas about you know in a piece of paper.

With those ideas in mind, choose only one trip or adventure and then you are going to think about some details; such information will help you when writing. Answering questions like the one of exercise 2 in the textbook will give you more details. Use the chart provided in the textbook to do this task.

After you have responded to the questions it is important to understand that when we write a narrative paragraph, we have to tell the story in order; that is to say, we start with the first event and finish with the last one. In order to practice this, you are going to do the next exercise.

Continue with the section called Write: a narrative paragraph in which you are going to read the sentences and in the space provided write the numbers from 1 to 8 in accordance with the order in which the events happened. The story begins like this: On Saturday, I went dancing with my friends ... Dear students, how was the last exercise? Were you able to complete it? Remember, for more help, you can contact your tutor.

Then, in the exercise 2, you are going to use a piece of paper and write all the previous sentences in the form of a paragraph. Let's have another task, exercise 3, to practice writing narrative

paragraphs. In the next timeline, you are going to read about different days and the activities in each one. Then in the paragraph that follows, you are going to fill in the blanks with the appropriate past form of the verbs. The verbs are shown in the timetable in present but the description of the paragraph is in the past. Now that you completed the last exercise, if you need more explanation, you can contact your tutor. Let's continue with writing the first draft of your narrative paragraph about a trip or adventure; try to use the given recommendations and the past tense of the verbs.

6.6. Using time order words

Let's begin with the next section called Revise. It is important that you organize your narrative texts using time order words. These words help the readers understand the stories; we often use order words at the beginning of the sentences. Look at the explanation and examples provided in the textbook.

After you have read the explanations, there is another exercise to continue practicing about the use of time order words. In this case, you are going to read the next timeline and then choose the correct time expression in parenthesis that best completes the sentence.

Dear students go back to the first draft of the narrative paragraph you wrote before, check if you used any time order word, if not, use them now that you have to write the final version of your story. After you have written your paragraph, check if the story complies with the parameters of the checklist provided in the Edit section of the textbook.

Now that you have checked your paragraph is well written, it is time to continue with the next topic. But before doing it, if you need more help, please contact your tutor.

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Recommended learning activity

Dear student, it is important that you verify your comprehension in relation with the use of the past tense. Thus, I suggest that you do the (Self-evaluation) of this unit.

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Self-evaluation 6

Exercise 1

1. George travels to Mexico every year.
_____ last year.
2. Steve, Margot and James study their lessons every afternoon.
_____ yesterday.
3. Susan invites her friends every Saturday.
_____ last Saturday.
4. My friends play soccer every Sunday morning.
_____ last Sunday morning.
5. My wife prepares lunch at 11:00 every day.
_____ yesterday.
6. The Loja bank closes at 5:00 P.M. every day.
_____ yesterday.
7. Mary and her sister wash the dishes every night.
_____ last night.
8. Samuel works in the office every weekend.
_____ last weekend.

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Exercise 2

1. They _____ (clean) the kitchen yesterday.
2. Last night we _____ (watch) TV with my family.
3. Yesterday I _____ (return) home on time for dinner.
4. Peter _____ (paint) a picture of his sister.
5. Rose _____ (cook) lunch for her husband.
6. One year ago we _____ (travel) on vacation.
7. He _____ (study) for a test two days ago.
8. She _____ (play) tennis with her best friend on the weekend.

Exercise 3

1. you / did / the last / finish / exercise / ?

Question: _____

Answers: _____

2. she / homework / did / ? / all the / do

Question: _____

Answers: _____

3. take / this morning / he / a bath / ? / did

Question: _____

Answers: _____

4. last night / your best friend / ? / visit / you / did / visit

Question: _____

Answers: _____

5. they / did / go / yesterday / ? / to bed / early

Question: _____

Answers: _____

6. last week / ? / did / English tutor / your / teach / grammar / you

Question: _____

Answers: _____

7. your brother / work / a lot / yesterday / did / ?

Question: _____

Answers: _____

8. you / watch / TV / last night / ? / did

Question: _____

Answers: _____

Exercise 4

1. Where / Americans / celebrate / Thanksgiving / for the first time

Question: _____

Answer: _____

2. When / a person / walk on the moon / for the first time

Question: _____

Answer: _____

3. What / William Shakespeare / write

Question: _____

Answer: _____

4. Where / the Olympic games / start

Question: _____

Answer: _____

5. Why / many people / go to California / in 1849

Question: _____

Answer: _____

6. How long / John F. Kennedy / live in the White House

Question: _____

Answer: _____

7. Why / the Chinese / build / the Great Wall

Question: _____

Answer: _____

8. When / Christopher Columbus / discover / America

Questions: _____

Answer: _____

Answer Key

After you have done the exercises of the self-evaluation included here, you can check if your responses were correct in the next resource called (Answers Self-evaluation 6). Remember, you can contact your tutor if you need further help in this regard.

I hope all the exercises were responded correctly; remember if you are not clear about this topic, you can contact your tutor to help you.

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Learning outcome 5

Describes and compares in simple terms aspects of student's life, environment and matters related to student's immediate needs.

Contents, resources and recommended learning activities

Welcome to week 12. In this week, you are going to learn how to infer comparisons from a text, take notes using a tree diagram, and recognize and understand references in pronouns (subject / object).

In addition, you will do the **GRADED ACTIVITY 2**, Academic forum. You will read a letter called "Only and lonely". Thus, you will share your opinions on what you think of people who are only children as opposed to people who have siblings. In this regard, you will write a paragraph in which you present their opinions.



Week 12

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Unit 7. What number are you?

FOCUS ON READING

7.1. Inferring comparisons

Dear students, the topic in this section deals with families and the way they are formed. Today, there are different kinds of families and most of this difference depends on how parents want their families to be. How many brothers and sisters are there in your family? Are you an only child? Well, let's learn some new words in relation with families.

Please, read the next section called Vocabulary and pay attention to the words in bold which are in exercise 1. If you want use a dictionary, you can do it so that you understand the information better.

In exercise 2, based on the previous information and the words you learned, you are going to write the numbers from 1 to 10 in the spaces provided before the next sentences to match the definitions with the words in bold.

After doing the exercise, it is important to check if your responses were correct; thus, if you need help, please contact your tutor.

In the next activity you are going to read a short paragraph about John Ichikawa and then choose whether he is the oldest, middle or youngest child in his family; in the space provided, give your reason to explain why.

Since the previous part is a personal opinion, there are no good or bad answers. Now, it is time to start reading about a section from a textbook related with families, its title is timing is everything. While you read, use the chart provided in the textbook to write about the main ideas and details of the passage.

Now that you have read the passage, it is important that you do some exercises to practice reading; the first one is about Main ideas. Use the information you completed in the chart to respond to this activity.

Now, there is another exercise called Details in which you have to identify the details of the reading. Use the information you wrote in the chart of the Read section in the previous part. You read about three types of children, based on that in the spaces provided for each word or phrase below, you are going to write 1 (first-born), 2 (middle) or 3 (last-born) accordingly.

How was the last exercise? Were you able to identify all the details? I hope you did it. Remember to contact your tutor if you need help. Let's move ahead; we have making inferences as the next activity.

As you may remember the way people speak is not always direct and thus we need to guess what people want to express; therefore, we use inferences. In this regard, we have in the next section how to identify comparisons. Writers show how two things are the same or different by using comparisons in certain way that we need to infer. Let's read the information provided in the textbook so you can understand this topic better.

Now, based on the previous information, you are going to complete an exercise in which you have to answer each question with a comparison; use the words in bold. You have some clues in parenthesis that refer to the paragraphs of the previous reading.

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Remember, if you need more help, you can consult your tutor. Now, let's continue with the next section in which you have to express your opinions.

The next part is called Discuss. If you need, you can go back to the reading and think about the three types of children and compare them with your own family or any family you know well. What do you think about the research; do the ideas correspond to your real situation or not? Complete the next sentences and explain why; for example: I don't think the research on last-born children true because in my family I am the youngest and I am respectful, responsible and not spoiled. How is your situation?

Since the last exercise is about each one's personal situation, there are no right or wrong answers. Remember that you can share your ideas or opinions with your tutor. Now, let's continue with the next part.

The next section is the Reading two. In the Preview part, you have to write two questions you believe will be responded in the next passage. Then, in the next part you have look at the words in bold in the reading and see if you understand their meanings. Now, read the case study and while you read, see if you can guess the meanings of the new words, use the context you have around each word. In a piece of paper, build a chart in which you include two columns with the main ideas and details as the headings and then complete it as you did in the Reading one section.

7.2. Taking notes with a tree diagram

In this section of the unit 7, you are going to learn about tree diagrams. I suggest you read the information provided in the next [link](#) about this theme. Then, in the textbook, you have more explanation on how to use this type of strategy. Do the exercise 1 to

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practice making tree diagrams. Use a piece of paper and draw your family tree. Then, in exercise 2, you have to go back to the reading two and draw the Koh's family tree.

The next part is about Comprehension. Thus, write true or false according to the given sentences in the textbook. Then, do the exercise called Reading skill; here you have to go back to the information you have for Reading two and complete the sentences with the information provided in the textbook.

7.3. Recognizing and understanding pronoun reference

This section deals with the use of pronouns. In English, as in other languages, there are different types of pronouns. Please, check the information provided in the next [link](#) about this topic. After you have studied the previous material, you can continue with the information given in the Understanding pronoun reference section, review this explanation and examples. Then, in the second part of this section, you have an exercise in which you have to go back to the reading one passage and complete the sentences using that information.

The next part is an activity called Connect the readings. You have to organize information in the chart provided; you need to use the information you have from readings one and two.

Finally, in this part, you have a task called Synthesize. Here, you have to complete the sentences using the ideas from the Reading one; the words in parentheses have to be used correctly according to the context.

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Week 13

Welcome to week 13. In this week, you are going to learn how to use comparatives with short and long adjectives, write a comparison paragraph, and use connecting words to show similarities and differences.

In addition, you will do the **GRADED ACTIVITY 2** which is an Academic forum. In this activity, you will read a letter called “Only and lonely” and will share your opinions on what you think of people who are only children as opposed to people who have siblings. In this regard, you will write a paragraph in which you present your opinions.

Furthermore, in this week, you will do **Activity 1: Reading comprehension**, you will read a passage about “The History of Flight” and then you will respond to some multiple-choice questions and answer true or false statements respectively.

FOCUS ON WRITING

7.4. Using comparative adjectives

The first activity of week 13 is to Review about new vocabulary you have learned so far in this unit 7. Thus, you have to complete a paragraph using the words you have in the box of the textbook. If you still have problems understanding a word, please use a dictionary to clarify the meaning. The next task is called Expand. Here, you have some idioms related with families. Thus, it is important to learn what those expressions mean. Then, to practice, you have an exercise in

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which you have to complete the sentences using the correct idiom you learned. To continue, use a piece of paper to write about your own family. Use the vocabulary of the Review and the expressions of the Expand section previously studied. I hope you have done a good job. Remember, if you need any help, you can contact your tutor.

Now, it is time to continue with the *Grammar for writing activity*. But, before using your textbook, I recommend you to study the information given in the next resource (Comparative adjectives).

Comparative Adjectives

Study Resources

After you have studied that information, it is important to remember that adjectives are classified in accordance with the number of syllables into short and long; there is also a group of adjectives called irregular which have their own form to be used in comparative statements. In addition to what you have studied in the previous resource, you have more explanation in the next section of the textbook, *Grammar for writing*. You have to read the information of the chart provided in the book and with that in mind, you have to choose the correct answers. Now, analyze the information of the comparative adjectives provided in the chart in this section. After you have studied about this topic, it is necessary that you are sure if the information here is clear; if not, you can contact your tutor.

The next exercise number 2 deal with comparing two people; thus, you have a chart with information about two people, read those facts and use this data to complete the exercise 3 in which you have to use the comparative form of adjectives to complete the sentences. In addition, you have exercise 4 in which you have to use the space provided in the textbook to write sentences using the comparative form of adjectives.

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7.5. Writing a comparison paragraph

You read information on stereotypes about birth order and this information is going to help you when writing in the next task. You are going to write a comparison paragraph about two family members. They can be members of your family or another family you know well. You are going to describe how they are similar or different. Before actually writing, you need to get prepared, so let's do the next task which is Using a Venn diagram.

A Venn diagram helps you organize your ideas and in that way, you can more easily identify similarities and differences between two things or in this case people. In the next circles that are connected, you can see an example of this strategy because here two brothers are compared and their characteristics are displayed along in the diagram.

As you can see, by means of a Venn diagram we can easily observe the similarities and differences between the two brothers. To practice about the use of a Venn diagram, you are going to do the exercise provided in the textbook. The information below is about two people, Ellen and Tim; complete the Venn diagram with the given information. Write on the left (Ellen's differences), in the center (similarities) and on the right (Tim's differences).

After you have done the exercise, verify that you understood the topic. In case you need more help, you can contact your tutor. In order to practice more, you can draw a Venn diagram in your notebook where you can show similarities and differences between the two people you are going to write about.

The next activity in the textbook is called Write: A comparison paragraph. When you write a comparative paragraph, you have to pay attention to similarities and/or differences between two things, people, situations, etc. It is important to use examples to clarify or

describe the similarities and differences. As you know, paragraphs have topic sentences; in the case of this type of paragraph, the main idea shows the purpose, or focus, of the comparison and it tells if the paragraph is going to describe similarities or differences or both. The sentences included in the body of the paragraph give examples and details on specific points of comparison between the two things or people. Based on the previous information, you are going to read an example in which two people are described. The way the paragraph is written is using a *block comparison* between Ellen and Tim. Read in the textbook about this way of writing in a comparative form. In order to practice about this form of writing, you are going to do the next exercise; look at the information in the next box and use it to complete the outline below; fill in the topic sentence and points of comparison. If necessary, go back and read the description of Ellen and Tim again. Use the space provided in the textbook to write such ideas.

After you have finished the previous exercise, it is important to verify your progress; therefore, if you are not sure about this last activity, you can contact your tutor.

Well, it is time to start with the topic sentence of your paragraph; in the space provided below, write your idea about the two family members of the paragraph you are going to write; pay attention to what focus you want to give to the comparison.

Your topic sentence...

Dear students, once you know the focus of what you are going to describe, begin writing the first draft in a piece of paper; to do this, start with the topic sentence you wrote before, continue with the sentences that give details and examples about the points you are comparing and finish with a concluding paragraph in which you restate the main idea.

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How was the last exercise? Were you able to complete it? I hope so. Remember that you can share your ideas with your tutor by means of this platform. Let's continue with the revising section.

7.6. Using connecting words

When we write a paragraph, it is necessary to use certain words (connectors) that help us join the ideas; for example: we can use "**Similar to ...**," or "**Like ...**" to describe similarities; as in: **Like Sue**, her sisters live in Mexico City. (They all live in the same place.) **Similar to Bob**, Mike has three brothers and two sisters. (They both have the same number of siblings). On the other hand, when we deal with differences, we can use "**In contrast to ...**" or "**Unlike ...**"; for example: **Unlike most teenagers**, George doesn't like to go out with friends. (George is an exception since he prefers not to go out with friends as opposed to what other teenagers do.) **In contrast to Sofia**, who wants to be a teacher, Sue would like to be an engineer. (They both have different points of view about what they want to be in the future). Read the information provided in the section called Revise. Then, let's practice about the use of the connectors previously studied. In the next exercise, there is a chart in which you have information of three sisters and based on that, you have to fill in the blanks with the names in the spaces provided in each sentence of this exercise 1.

There is a second exercise in this section in which you have information on three brothers; read what is presented in the chart and complete the sentences that follow in the textbook.

Did you complete the last exercises correctly? Remember that you can contact your tutor if you need help. Now, it is time to write your final version of the comparison paragraph; thus, pay attention to grammar, spelling, capitalization, and punctuation.

After you have written your paragraph, check if it complies with the parameters described in the section called Edit of the textbook.



Recommended learning activity

It is important that you verify what you have learned in this unit; thus, I invite you do the exercises of the Self-evaluation of this unit. So, please go to the next resource called (Self-evaluation 7).

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Self-evaluation 7

After studying the previous grammar structure; it is important to practice. So, let's begin with the next exercise.

Exercise 1

Use the adjectives in parenthesis to complete the sentences using the comparative form.

1. The city of Quito is _____ (**big / small**) than the city of Cuenca.
2. The Nile is _____ (**long / short**) than the Amazon.
3. A train is _____ (**noisy / quiet**) than an electric car.
4. A cheetah is _____ (**slow / fast**) than a lion.
5. Buildings in the city of Guayaquil are _____ (**low / high**) than buildings in the city of Loja.
6. Oceans are _____ (**big / small**) than lakes.
7. The South Pole is _____ (**cold / hot**) than the North Pole.
8. A chair is _____ (**heavy / light**) than a book.

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Exercise 2

Classify the adjectives from the box into three categories as it is shown in the chart below.

| | | | | | |
|-------------|-------------|-------------|-----------|----------|--------|
| small | careful | easy | messy | big | fast |
| old | intelligent | | beautiful | | pretty |
| dangerous | | hot | long | friendly | |
| high | new | comfortable | crowded | | |
| interesting | | | | | |

| One syllable | Two syllables | Three or more syllables |
|--------------|---------------|-------------------------|
| | | |

Answer Key

I hope you were able to complete all the exercises correctly. So, now it is time for you to check if your responses were appropriate. Thus, use the next resource (Answer Self-evaluation 7).

How did you respond to the previous exercises? I hope you did a good job. Remember, if you need more help on this topic, you can contact your tutor.

Learning outcome 4

Produces sentences and frequently-used expressions related to the areas of experience most immediately relevant to students.

Contents, resources and recommended learning activities

Welcome to week 14. Dear students, in this week you will be able to infer priorities based on what is important for people, you will also take notes with information from an outline, and you will identify conclusions in paragraphs.

In addition, you will do the **GRADED ACTIVITY 6** which is Writing a paragraph based on the contents of unit 7; in this regard, you will write an opinion paragraph about two family members.



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Unit 8. How young is too Young?

FOCUS ON READING

8.1. Inferring priorities

In this section, the topic is “How young is too young?”. There are cases in which people do things that are not “normal” for their age, either they might be too young to do them or too old. Well, everything is a matter of opinions. So, in this case, the topic goes around sports and being professional athletes. I invite you to start with the first section of *Vocabulary* to learn new words.

Read about three young athletes; focus your attention on the words in bold. Use the context in which those words in bold are written to guess their meanings. If you are not able to understand them, please use a dictionary.

After you have read and understood the three previous descriptions, you are going to match the words and the definitions in the exercise 2. Write the corresponding letter in the space provided before each word.

How was the last exercise? Did you complete it? You can contact your tutor if you need further help.

Let's continue with an activity called Preview which is related to the title of the next reading. What the title might mean? What ideas is

Ronnie going to describe in the article? Check the ideas you have according to the sentences.

Now, read the newspaper article about a special young athlete. Use the chart provided in the *Read* section in which you have to read and complete with main ideas and details from the passage.

After reading the article, verify if your answers to the *Preview* part were correct or not. Then, check the description that includes the most important points in the article in the spaces provided before each sentence in the Main ideas exercise. Use the information of the previous chart you completed.

Now that you have finished the task, it is important that you verify your comprehension in this theme; thus, if need more help, please contact your tutor. Let's continue with identifying *Details* from the reading. Please, use the information you obtained from the passage and was placed in the chart of the *Read* section.

Dear student, you may also contact your tutor if you need more help. Let's continue with the next section called *Make inferences*.

As you know that an inference deals with guessing about something that is not directly stated in a text. In this case, the topic is about people's priorities. In this regard, priorities deal with things that are most important to a person or a group and are expressed by giving reasons for doing things. Please, read the next information and examples in the textbook.

Now that you have read about the way priorities are set, you are going to do the next exercise. Choose what the most important priority is for these people or group; refer to the paragraphs in parentheses. Match the information by writing the letter in the space provided at the beginning of each statement.

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How was the exercise? Did you complete it? I hope so. If you are not sure about the last activity, please contact your tutor to get further help. Now, you have a speaking exercise to do. Let's begin.

In this activity, *Discuss*, you are going to share your opinions. Pretend you are having a conversation with a friend and tell him/her how you feel about the next ideas. Use the information of the previous reading to present your ideas.

The next section is the *Reading two*. Take a look at the title of this reading and then check the statement that you think will be discussed in the next passage. Now, let's read, pay attention to the words in bold and also draw a chart in your notebook so that you can write main ideas and details as you did in the Reading one section. Try to use the words in context to guess the meanings of new words. If necessary, use a dictionary.

8.2. Taking notes with an outline

Let's begin with section called *Note-taking skill*. Please, check the information in this [link](#) so that you have an idea of what an outline is. After checking this information, outlines are good strategies that help to write and organize ideas. Now, in the textbook in this section, you have additional information in this regard; let's read it completely including the example provided. In order to practice the strategy of outlines, you have in the next exercise to read a paragraph and based on that information, you are going to make an outline. In addition, continue practicing; thus use the information of the Reading two and make another outline.

Please, continue with the section Comprehension. Here you are going to determine if the sentences are true or false. Remember, if you are not clear about this last topic, you can contact your tutor for further help.

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8.3. Identifying conclusions

This section begins with a Reading skill activity. In order to do this task, you are going to go back to the information of the Reading two. At the end of such passage you have an idea presented by Evan; check which statement he is referring to.

I recommend that you check the information of the next [link](#) in order to understand this topic in detail. Here you have examples on how to write conclusions. Now, in the textbook, you have additional information in this regard, please read the explanation and the examples provided. Exercise 2 in this section is aimed for you to practice about conclusions; use the information of the Reading one and check the correct writer's sentence that identifies the conclusion.

In the next exercise, *Connect the readings*, you have to use the information of the Readings one and two. With those facts, you are going to complete the chart provided. In addition, you have the section called Synthesize, use the information you completed in the previous chart and complete the sentences.



Week 15

Welcome to week 15. Dear students, in this week, you will be able to learn how to use adverbs of degree in different contexts, write an opinion paragraph, and also you will write concluding sentences.

In addition, you will do **GRADED ACTIVITY 4** in which, you are going to respond to some questions based on the contents studied in units 7 and 8.

FOCUS ON WRITING

8.4. Using very, too and enough

Let's begin by having a *Review* of the vocabulary learned so far in this unit. Thus, cross out the words that are not related and do not make sense in the context of each statement. If necessary, use a dictionary if you do not understand a word. In the textbook the next section is called *Expand*. You are going learn new idioms; in this case, these are related to sports. Thus, please read the information provided in exercise 1 and the examples given. Then, in exercise 2 you have to match situations and responses. Use a dictionary if you do not understand a word. Remember, you can contact your teacher if you need help.

Now, let's move to the next section called *Create*. In his part, you are going to use the pictures provided in the textbook and write the new idioms you learned before in the spaces below the pictures.

The next section is called *Grammar for writing*. In this case, you have to read the examples provided and check what those statements mean. Then, you have to analyze the information of the textbook in relation with the way adverbs of degree (too, very and enough) are used. In order to have some practice, do the test in the next [link](#); once you finish this activity, you can verify your responses in the same page. To have additional practice in this regard, please do the exercise 2 of this section in which you have to put the words in order to make correct sentences. Additional practice is given in exercise 3 in this same section; here you have to use the picture and based on what you see and read there, you are going to complete the sentences using the adverbs of degree you learned. Finally, in this section, you have to respond two personal questions using adverbs of degree. Remember dear students, if you need help, you can contact your tutor.

8.5. Writing an opinion paragraph

In this last part of the unit, *Final writing task*, you have read about a young athlete. This passage is a short excerpt of another young athlete. Then, you are going to write a paragraph in which you express your opinion about this young athlete and her plan to turn pro at age 12. Please dear students, read about Diana Verdejo.

The first step, dear students, is to start with getting ready to write; in this sense, begin by brainstorming ideas about what you are going to write. Make a list of the pros and cons of becoming a pro athlete at a young age; use the chart provided in the textbook. Think about Ronnie Elkhoully. Add your ideas and write the benefits and drawbacks in the corresponding columns in the chart.

After you have written your ideas, what do you think about Diana Verdejo?

When you write an opinion paragraph, you need to express your personal ideas about a topic. You have to present your reasons for the opinion; there are some expressions you can use to express opinions, let's see them in the next description. After you have read about the explanation given, please read the next paragraph and then answer the questions that follow.

After responding to the previous questions, verify if the topic is clear. If you need more help, you can contact your tutor. Finally, it is time to begin writing the first draft of your opinion paragraph about Diana Verdejo. Use a piece of paper and present the reasons for your opinion. Use the chart you did previously in the brainstorming exercise.

8.6. Writing a concluding sentence

In this last section of the unit, you are going to *Concluding sentences*. When you write a paragraph, you need a concluding sentence; this is usually placed at the end of a paragraph. In a concluding sentence, the main sentence or topic sentence is repeated or gives support to that idea. In other cases, the concluding sentence connects the main idea to the future. Dear student, to practice about this last part, first, you are going to read a paragraph and then four concluding sentences. You are going to choose all the concluding sentences that fit better to finish the paragraph.

Now, you know how a concluding sentence is elaborated. If you need any help, please contact your tutor. To continue practicing, you are going to read the next topic and concluding sentences. First, write the letter of the concluding sentence in front to the topic sentence. Then you need to determine the type of concluding sentence; to do that, in the chart provided, you are going to write **R** (repetition) or **F** (future) in the corresponding space.

How was the exercise? Were you able to complete it? I hope so. To continue practicing about concluding sentences, you are going to read the next paragraphs and write concluding sentences. Now that you have finished the exercises, if you think you need more help, you can contact your tutor.

Well, to continue, you are going to go back to the draft you wrote and based on that, you are going to see if it contains a concluding paragraph. Then, it is time to write the final version of your opinion paragraph.

After you have written your paragraph, check if it complies with the parameters you have in the Edit section of the textbook. Remember, if you are not sure about this last theme, you can contact your tutor to get further help.



Recommended learning activity



English Language: Reading and Writing I

Quiz Two

Part I. Reading

Read the article. Then use the information to complete the activities that follow.

Sports Instead of College?

1. Most high school seniors are going to college after they graduate. Brett Shaw won't be one of them. Shaw, our school's best basketball star, is going to play in the NBA for the New York Knicks.
2. I don't think it's a good idea to skip college and join the professional basketball league early. Kwame Brown, a professional basketball player, did that. He had a lot of talent, but he was not as mature as the older players and did not have experience. He did not know how to be a team player. He wanted to be the best, so he hogged the ball. Often, instead of passing the ball to a teammate, Brown held on to it. He wanted to score all the points and be the most famous. As a result of these difficulties, his team lost a lot of games they had expected to win. Other players, as well as fans, made a lot of rude comments about Brown. Brown couldn't deal with it, so he stopped going to practice. His coach decided that Brown did not earn the right to call all the shots, and the coach suspended Brown from the playoffs.

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3. Everyone expected Kwame Brown to be the next Michael Jordan. However, Brown disappointed his fans because he was not responsible enough to deal with all the fame and money. All great athletes should go to college first. When they graduate, they will have an education and be prepared for life as a professional athlete.

A. Choose the best answer

1. What is the main idea of the article?
 - a. Brown was suspended from the basketball playoffs.
 - b. Brown went to play for the New York Knicks after high school.
 - c. The New York Knicks lost a lot of basketball games.
 - d. Some young athletes are not ready for professional sports.
2. The Knicks lost a lot of basketball games because Brown _____.
 - a. could not make the shots
 - b. did not go to college
 - c. was not a good teammate
 - d. was not liked by the fans
3. Kwame Brown's priority while playing for the Knicks was to _____.
 - a. help the team win
 - b. make lifelong friends
 - c. make himself look good
 - d. learn how to play the spot

4. The writer thinks that high school sports stars should ____.

- a. go to college
- b. try different sports
- c. not play team sports
- d. watch professional games

B. Read each statement. Write (T) if the statement is true or (F) if it is false.

- 5. () Kwame Brown was known for passing the ball to his teammates too often.
- 6. () Brown stopped going to practice after fans made rude comments.
- 7. () The priority of the Knicks coach was to help Kwame Brown become popular.
- 8. () The writer gives an opinion in the conclusion of the article.

Part II. Vocabulary

A. Read the paragraph. Use the words and phrases from the box to fill in the blanks.

sibling rivalry have fun lonely siblings
can't afford having a baby took after take care of

Many married people want to start a family by **9.** _____. They do not have a lot of money and **10.** _____ to have a lot of children. They can only **11.** _____ one child, so there are many children without **12.** _____. Some people think that only children are **13.** _____. They think only children do not **14.** _____ playing alone.

As an only child, I could do anything I wanted. It was nice because I didn't have to worry about any **15.** _____. My mother told me I was special because I have red hair like her. She said I **16.** _____ her.

B. Complete the paragraph using words from the box. Not all the words will be used.

fans match rules team

favorite players simple ties

People around the world like soccer, so it is a **17.** _____ sport. Soccer **18.** _____ watch their country play this sport. Each country has its own **19.** _____ that plays. The biggest soccer **20.** _____ is the World Cup. People watch the **21.** _____ run and score during the World Cup.

Part III. Grammar

A. Read the interview. Fill in the blanks with very, too, or enough.

Sports Reporter: Well, unfortunately that was a(n) **22.** _____ short match. Do you think that maybe you are still a bit **23.** _____ young to play this sport with professionals?

Tennis Player: Not at all. I know that I am young compared to the other players, but if I practice **24.** _____, then I will begin to win matches.

Sports Reporter: You are certainly quick **25.** _____ out there! Everyone thought you ran

26. _____ fast. We'll all be watching you as you continue to play in the coming weeks.

Tennis Player: Thank you. Hopefully I will be **27.** _____ fast to beat next time!

B. Fill in each blank with the correct comparative form of the adjective in parentheses.

Some only children are _____ **28.** (happy) than others. There are only children who think that they are _____ **29.** (likely) to succeed than other children because they are given more attention. Then there are others who believe their lives are _____ **30.** (bad) than those of children in families that are _____ **31.** (big) than theirs. That is because they are _____ **32.** (lonely) than children with siblings.

Part IV. Writing

A. Read the paragraph. Choose the best connecting words to show similarities and differences.

33. (Similar to / In contrast to) my sister, I had a happy childhood. We were both lucky to have each other growing up, **34. (like / unlike)** my cousin. He is an only child. **35. (Like / In contrast to)** my sister and me, he is shy and seems lonely at times. My sister says his situation is **36. (similar to / unlike)** a tragic story that you might read. I don't think it's that bad, but I do hope that my cousin finds happiness soon. Many people in my family have feelings that are **37. (like / unlike)** mine, and they wish him the best.

B. Choose the best topic sentence for each paragraph.

38. _____ I am a big fan of different types of art. I also know a lot about artists from the twentieth century. I think I would be able to collect a lot of nice paintings.

- a. I would like to become an art collector.
- b. There are many jobs that have to do with art.
- c. I enjoyed art classes when I went to school.

39. _____ An emerald and diamond tiara sold for more than 13 million dollars. It was from nineteenth century France. A golden horn from the eleventh century sold for more than 17 million dollars.

- a. Some antiques are not worth buying.
- b. Some antiques have jewels in them.
- c. Some antiques sell for a lot of money

C. Circle the sentence that does not support the main idea of the next paragraph.

40. My family has a beautiful quilt. It is very old. My great-grandmother made it when she was living in France. I have always wanted to visit France. The quilt is very important to me. It reminds me of my family history.

- a. I have always wanted to visit France.
- b. The quilt is very important to me.
- c. It reminds me of my family history.

Answer Key

It is time to verify what you learned in this last unit; thus, I propose you do the exercises of the Self-evaluation 8 which are given here.



Self-evaluation 8

Exercise 1.

Read the interview. Fill in the blanks with very, too, or enough.

Sports Reporter: Well, unfortunately that was a(n) 1. _____ short match. Do you think that maybe you are still a bit 2. _____ young to play this sport with professionals?

Tennis Player: Not at all. I know that I am young compared to the other players, but if I practice 3. _____, then I will begin to win matches.

Sports Reporter: You are certainly quick 4. _____ out there! Everyone thought you ran 5. _____ fast. We will all be watching you as you continue to play in the coming weeks.

Tennis Player: Thank you. Hopefully I will be 6. _____ fast to beat next time!

Exercise 2

Complete the paragraph. Use the comparative form of the adjective in parentheses. In some blanks, you do not need to use than.

My friend and I had a disagreement yesterday. He said that football was _____ 1. (good) soccer. I told him that soccer was _____ 2. (fast) football. Then he said that football players were _____ 3. (strong) and _____ 4. (large) soccer players. He told me that football was _____ 5. (popular) soccer in America. That's when I told him that soccer was _____ 6. (popular) around the world! In the end, we agreed that we each thought our sport was _____ 7. (fun) to watch.

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After you have done all the exercises, you need to check your responses by means of the next material called Answer Self-evaluation 8.

Answer Key

I hope your answers were correct; remember, if you still need further explanation in this regard, please contact your tutor.

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Learning outcome 4 y 5

- Produces sentences and frequently-used expressions related to the areas of experience most immediately relevant to students.
- Describes and compares in simple terms aspects of student's life, environment and matters related to student's immediate needs.



Final-term activities



Week 16

Review of units 5 to 8

Welcome to week 16. This is the last week of the second term and course. The aim of this section is to provide you with some activities to review the contents of units 5 to 8 so that you are ready to take the second term on-site evaluation.

I suggest that you work on the Practice activities you have for these units; do the exercises (Practice Units 5 to 8). Remember, if it is necessary, you can contact your tutor who will provide explanations on topics you may have problems with.

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Practice Units 5 to 8

Exercise 1

Use the verbs in the past simple to complete the following passage.

Yesterday after school, I _____ (go) home. Then I _____ (make) some soup, and I _____ (eat) dinner. Then I _____ (see) a movie on TV. After that, I _____ (drink) a glass of milk. Finally, I _____ (fall) asleep.

Exercise 2

Make yes/no questions in the simple past; use the verbs from the box.

play snow stay up take

1. A: _____ James _____ soccer on Saturday?
B: No, he played tennis.
2. A: _____ my best friends _____ late last night?
B: No, they didn't. They went to bed early.
3. A: _____ it _____ yesterday?
B: No, it didn't. I rained a lot.
4. A: _____ Susan _____ a vacation last month?
B: Yes, she took a vacation last month. She traveled to the Galapagos Islands.

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Exercise 3

Match the questions and answers. Write the letter in the space provided before each statement.

- | | |
|---|-------------------|
| ___ 1. Who got mad at Ronald? | a. Some days ago. |
| ___ 2. Where did Ronald get a part-time job? nine hours. | b. He worked for |
| ___ 3. Why did he get a part-time job there? | c. His uncle. |
| ___ 4. When did he start his job? drugstore. | d. At "Fybeca" |
| ___ 5. How long did he work yesterday? French classes. | e. To pay his |

Exercise 4

Use the comparative form of the given adjectives to complete the sentences.

- The city of Guayaquil is _____ (hot) than the city of Loja.
- The city of Quito is _____ (crowded) than the city of Cuenca.
- Carrots are _____ (healthy) than rice.
- Peace is _____ (good) than war.
- Jupiter is _____ (far) from the sun than the Earth.

Now that you have completed all the tasks of the practice, remember that you can verify the responses in the next resource. If you need more help, you can contact your tutor.

After you have completed the practice activities; please check the answers by means of this material (Answer Practice Units 5 to 8).

Answer Key

I hope you did a good job in this regard; if you think you need more help, please contact your tutor.

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4. Answer key

| Self-evaluation 1 | |
|-------------------|---|
| Questions | Answers |
| Practice 1 | |
| 1 | I am |
| 2 | We are |
| 3 | She is |
| 4 | He is |
| 5 | They are |
| 6 | It is |
| 7 | They are |
| 8 | I am |
| Practice 2 | |
| 1 | 'm not / am not |
| 2 | isn't / is notis |
| 3 | is |
| 4 | are |
| 5 | aren't / are not |
| 6 | isn't / is not |
| 7 | are |
| 8 | are |
| Practice 3 | |
| 1 | Where is the United States? |
| 2 | Are you and your classmates at school? |
| 3 | Is the "Santander" bank on Main Street? |

| Self-evaluation 1 | |
|-------------------|--|
| Questions | Answers |
| 4 | Am I a Canadian doctor? |
| 5 | What is your mother's name? |
| 6 | When is Diana's birthday? |
| 7 | Are the Galapagos Islands part of Ecuador? |
| 8 | Who is the president of your country? |

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| English Language: Reading and Writing I | |
|---|-------------|
| Questions | Answers |
| Part I | |
| 1 | d |
| 2 | a |
| 3 | a |
| 4 | c |
| 5 | b |
| 6 | 1949 |
| 7 | 44 |
| 8 | 1956 |
| Part II | |
| 9 | museum |
| 10 | graffiti |
| 11 | famous |
| 12 | ads |
| 13 | sculptures |
| 14 | posters |
| 15 | energetic |
| 16 | symbol |
| 17 | paint |
| Part III | |
| 18 | were |
| 19 | have |
| 20 | has |
| 21 | wasn't |
| 22 | were |
| 23 | b y d |
| 24 | a y d |
| 25 | a y b |
| 26 | b y d |
| 27 | were/wasn't |

| English Language: Reading and Writing I | |
|---|--|
| Questions | Answers |
| 28 | weren't/were |
| 29 | was/wasn't |
| 30 | were/were |
| 31 | Are we in the right class? |
| 32 | Are they new books? |
| 33 | Is the teacher on time? |
| 34 | Am I in the wrong building? |
| 35 | sentence |
| 36 | not a sentence |
| 37 | sentence |
| 38 | Paul Jackson Pollock was born on January 28, 1912. |
| 39 | Pollock was born in Cody, Wyoming. |
| 40 | Pollock lived in Los Angeles, California, when he was a boy. |

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| Imperatives | |
|-------------|---------|
| Questions | Answers |
| Practice 8 | |
| 1 | d |
| 2 | e |
| 3 | b |
| 4 | c |
| 5 | a |

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| Self-evaluation 2 | |
|-----------------------------|--|
| Questions | Answers |
| Exercise 1 | |
| 1 | wasn't / was not |
| 2 | was |
| 3 | were |
| 4 | weren't / were not |
| 5 | was |
| 6 | wasn't / was not |
| 7 | was |
| 8 | weren't / were not |
| Exercise 2 | |
| 1 | Were you a politician ten years ago? |
| 2 | What were the names of the last two presidents of Ecuador? |
| 3 | Was Marilyn Monroe a famous movie star? |
| 4 | When was the last man on the moon? |
| 5 | Was Usain Bolt an Olympic gold medalist? |
| 6 | Where was Nelson Mandela from? |
| 7 | Were they in a dance party yesterday? |
| 8 | Who was the first president of the United States? |
| Answers Practice Imperative | |
| 1 | d |
| 2 | e |
| 3 | b |
| 4 | c |
| 5 | a |

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Self evaluation 3**Questions Answers****Practice 6**

| | |
|---|---|
| 1 | Maria doesn't work on weekends. |
| 2 | Water doesn't freeze at 5°C. |
| 3 | David studies French in college. |
| 4 | They do not have a big house. |
| 5 | Cars run on gasoline. |
| 6 | Peter and Susan live in Germany. (Susan and Peter live in Germany.) |
| 7 | We don't like chicken soup. |
| 8 | Stuart and I clean the house on Sundays. |

Practice 7

| | |
|---|--|
| 1 | Do they (banks) open in Loja....? |
| 2 | Does he (Bryan) love? |
| 3 | Do they have....? |
| 4 | Do we (Sue and I) travel....? |
| 5 | Does he (Jack) study....? |
| 6 | Do they (Elizabeth and Larry) like....? |
| 7 | Does she (Betty) go to work at 6 AM....? |
| 8 | Do you have....? |

Practice 8

| | |
|---|--|
| 1 | When do we (my brother and I) visit our parents? |
| 2 | Where do their family go on vacation? |
| 3 | What does she (Tamara) do in the evenings? |
| 4 | How does he (Ricardo) go to school every morning? |
| 5 | What do they (children) like a lot? |
| 6 | When does it (the mail) come? |
| 7 | What do you wear to work? |
| 8 | Where does he/she (the child) put the car keys on? |

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| English Language: Reading and Writing I | |
|---|---------|
| Questions | Answers |
| Activity 1: Reading comprehension | |
| 1 | b |
| 2 | d |
| 3 | a |
| 4 | c |
| 5 | T |
| 6 | T |
| 7 | F |
| 8 | F |
| 9 | ? |
| 10 | ? |

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| Self-evaluation 4 | |
|-------------------|---------|
| Questions | Answers |
| Practice 10 | |
| 1 | wasn't |
| 2 | are |
| 3 | were |
| 4 | are |
| 5 | is |
| 6 | are |
| 7 | is |
| 8 | Is |

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| Self-evaluation 5 | |
|-------------------|--------------|
| Questions | Answers |
| Exercise 1 | |
| 1 | might not |
| 2 | can |
| 3 | may |
| Exercise 2 | |
| 1 | can't go |
| 2 | will meet |
| 3 | may not ride |
| Exercise 3 | |
| 1 | B |
| 2 | A |
| 3 | B |
| 4 | C |

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|---|---------|
| Questions | Answers |
| Part I | |
| 1 | d |
| 2 | a |
| 3 | c |
| 4 | a |
| 5 | F |
| 6 | O |
| 7 | F |
| 8 | O |

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Self-evaluation 6**Questions Answers****Practice 1**

| | |
|---|---|
| 1 | He traveled to Mexico last year. |
| 2 | They studied their lessons yesterday. |
| 3 | She invited her friends last Saturday. |
| 4 | They played soccer every last Sunday morning. |
| 5 | She prepared lunch at 11:00 yesterday. |
| 6 | It closed at 5:00 P.M. yesterday. |
| 7 | They washed the dishes last night. |
| 8 | He worked in the office last weekend. |

Practice 2

| | |
|---|---|
| 1 | They did not (didn't) clean the kitchen yesterday. |
| 2 | Last night we did not (didn't) watch TV with my family. |
| 3 | Yesterday I did not (didn't) return home on time for dinner. |
| 4 | Peter did not (didn't) paint a picture of his sister. |
| 5 | Rose did not (didn't) cook lunch for her husband. |
| 6 | One year ago we did not (didn't) travel on vacation. |
| 7 | He did not (didn't) study for a test two days ago. |
| 8 | She did not (didn't) play tennis with her best friend on the weekend. |

Practice 3

| | |
|---|---|
| 1 | Question: Did you finish the last exercise? Answers: Yes, I did. No, I didn't. (did not) |
| 2 | Question: Did she do all the homework? Answers: Yes, she did. No, she didn't. (did not) |
| 3 | Question: Did he take a bath this morning? Answers: Yes, he did. No, he didn't. (did not) |
| 4 | Question: Did your best friend visit you last night? Answers: Yes, he did. No, he didn't. (did not) |
| 5 | Question: Did they go to bed early yesterday? Answers: Yes, they did. No, they didn't. (did not) |
| 6 | Question: Did your English tutor teach you grammar last week? Answers: Yes, he/she did. No, she/he didn't. (did not) |

Self-evaluation 6**Questions Answers**

7 Question: Did your bother work a lot yesterday?
Answers: Yes, he did. No, he didn't. (did not)

8 Question: Did you watch TV last night?
Answers: Yes, I did. No, I didn't. (did not)

Practice 4

1 Question: Where did Americans celebrate Thanksgiving for the first time?
Answer: In Massachusetts

2 Question: When did a person walk on the moon for the first time?
Answer: In 1969.

3 Questions: What did William Shakespeare write?
Answer: Plays like Romeo and Juliet.

4 Questions: Where did the Olympic Games start?
Answer: In Greece.

5 Questions: Why did many people go to California in 1849?
Answer: They wanted to find gold.

6 Questions: How long did John F. Kennedy live in the White House?
Answer: He lived almost three years.

7 Questions: Why did the Chinese build the Great Wall?
Answer: They wanted to keep foreigners out of the country.

8 Questions: When did Christopher Columbus discover America?
Answer: In 1492.

Self
Assessment

| Self-evaluation 7 | |
|-------------------|--|
| Questions | Answers |
| Exercise 1 | |
| 1 | The city of Quito is bigger than the city of Cuenca. |
| 2 | The Nile is longer than the Amazon. |
| 3 | A train is noisier than an electric car. |
| 4 | A cheetah is faster than a lion. |
| 5 | Buildings in the city of Guayaquil are higher than buildings in the city of Loja. |
| 6 | Oceans are bigger than lakes. |
| 7 | The South Pole is colder than the North Pole. |
| 8 | A chair is heavier than a book. |
| Exercise 2 | |
| 1 | One syllable: small, big, fast, old, hot, long, high, new |
| 2 | Two syllables: careful, easy, messy, pretty, friendly, crowded |
| 3 | Three or more syllables: intelligent, beautiful, dangerous, comfortable, interesting |

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Assessment

| English Language: Reading and Writing I | |
|---|-----------------|
| Questions | Answers |
| Part I | |
| 1 | d |
| 2 | c |
| 3 | c |
| 4 | a |
| 5 | F |
| 6 | T |
| 7 | F |
| 8 | T |
| Part II | |
| 9 | having a baby |
| 10 | can't afford |
| 11 | take care of |
| 12 | siblings |
| 13 | lonely |
| 14 | have fun |
| 15 | sibling rivalry |
| 16 | took after |
| 17 | favorite |
| 18 | fans |
| 19 | team |
| 20 | match |
| 21 | players |
| Part III | |
| 22 | very |
| 23 | too |
| 24 | enough |
| 25 | enough |
| 26 | very |

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| English Language: Reading and Writing I | |
|---|----------------|
| Questions | Answers |
| 27 | too |
| 28 | happier |
| 29 | more likely |
| 30 | worse |
| 31 | bigger |
| 32 | lonelier |
| Part IV | |
| 33 | Similar to |
| 34 | unlike |
| 35 | in contrast to |
| 36 | similar to |
| 37 | like |
| 38 | a |
| 39 | c |
| 40 | a |

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| Self-evaluation 8 | |
|-------------------|-------------------|
| Questions | Answers |
| Exercise 1 | |
| 1 | very |
| 2 | too |
| 3 | enough |
| 4 | enough |
| 5 | very |
| 6 | too |
| Exercise 2 | |
| 1 | better than |
| 2 | faster than |
| 3 | stronger |
| 4 | larger than |
| 5 | more popular than |
| 6 | more popular |
| 7 | more fun |

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Practice Units 5 to 8

Questions Answers

Exercise 1

Yesterday after school, I **went** home. Then I **made** some soup, and I **ate** dinner. Then I **saw** a movie on TV. After that, I **drank** a glass of milk. Finally, I **fell** asleep.

Exercise 2

| | |
|---|--|
| 1 | A: Did James play soccer on Saturday? B: No, he played tennis. |
| 2 | A: Did my best friends stay up late last night? B: No, they didn't. They went to bed early. |
| 3 | A: Did it snow yesterday? B: No, it didn't. It rained a lot. |
| 4 | A: Did Susan take a vacation last month? B: Yes, she took a vacation last month. She traveled to the Galapagos Islands. |

Exercise 3

| | |
|---|---|
| 1 | c |
| 2 | d |
| 3 | e |
| 4 | a |
| 5 | b |

Exercise 4

| | |
|---|--------------|
| 1 | hotter |
| 2 | more crowded |
| 3 | healthier |
| 4 | better |
| 5 | farther |

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Grammar (Present of Be, Yes/No questions, Wh-questions), (Present of Have, affirmative and negative)

The present form of the verb To Be – Statements.

In the present form, the verb To Be has three forms:

Am ← I **am** a professor.

Is ← She **is** a doctor.
 ← He **is** my best friend.
 ← It **is** a Webpage.

Are ← You **are** a good student.
 ← We **are** in this class.
 ← They **are** from Brazil.
 ← You **are** my friends.

Notice that these are affirmative statements and are formed by a subject + the verb To Be + a complement.

Chart of S+V+C

They are from the United States.

Subject **Be** **Complement**

Now, we have to learn about the subject pronouns. In English these pronouns correspond in person and number to nouns used in the subject position in a sentence.

Chart of Subject Pronouns

| | |
|-------------|---------------------------------------|
| I | 1st person singular |
| You | 2nd person singular |
| He | 3rd person singular |
| She | 3rd person singular |
| It | 3rd person singular |
| We | 1st person plural |
| You | 2nd person plural |
| They | 3rd person plural |

The first pronoun is “I”; this is the first person singular. For example:

I am in the Amazon region of Ecuador.

The second person singular is “You”; this pronoun can be seen in this example:

You are a famous actor in London.

There are three pronouns that occupy the third person in the singular form; they are: he, she and it. For example:

She is my friend from Spain.

He is a manager in Quito.

It is a great country.

Personal pronouns can replace any noun in the third person, subject position. We can observe in the next examples that for the noun “Mariah”, we have a pronoun that is “She”; for the noun “Robert”, we can use the pronoun “He” and for the noun “Ecuador” can be replaced by the pronoun “It”.

Mariah is my friend from Spain.

Robert is a manager in Quito.

Ecuador is a great organization.

The first person in the plural form is “We”; this pronoun is used in the next example:

We are good friends in class.

The second in the person plural form is “You”; this pronoun is observed in the following sentence:

You are students of this class.

The last pronoun is “They”; this corresponds to the plural form for the third persons.

They are in Guayaquil at the moment.

They are important materials in the classroom.

The pronoun “They” corresponds to the third persons in the plural form; the nouns in the next examples show this:

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George and **Juliana** are in Guayaquil at the moment.

The **board**, **markers** and an **eraser** are important materials in the classroom.

The present form of the verb To Be – Negative Statements.

In the negative form, we use the verb “be” + “not” and the structure goes in this form:

Chart of be + not (negative form)

am + not

is + not

are + not

We can also use contractions. These are short forms that can be used in the in speaking or writing informally. For example:

Affirmative

I'm in the city of Cuenca now.

Negative

I'm not in the city of Cuenca now.

Notice in the last example that the contraction of (be + not) does not exist in formal English; in the affirmative form it is possible and with the other forms of To Be. For example:

Affirmative

You're a great lawyer.

She's a fulltime teacher.

He's a fair king.

Negative

You aren't a great lawyer.

She isn't a fulltime teacher.

He isn't a fair king.

It's a nice environment.

It **isn't** a nice environment.

We're part of this organization.

We **aren't** part of this organization.

You're university students.

You **aren't** university students.

They're office coworkers.

They **aren't** office coworkers.

The present form of the verb To Be – Yes/No Questions

To form questions that need an affirmative or negative response, we use the verb To Be in the first place followed by the subject or corresponding pronoun; in other words, the order of a question is the opposite form of an affirmative sentence. For example:

Affirmative Sentence

Interrogative Sentence (Yes/No question)

I **am** an English student.

Am I an English student?

He is a famous singer.

Is he a famous singer?

They are good soccer players.

Are they good soccer players?

To respond the previous (**Yes/No**) questions in an affirmative or negative way we use a short form which is detailed here:

Yes, I am. (affirmative)

No, I'm not / I am not. (negative)

Yes, he is. (affirmative)

No, he isn't / he's not. (negative)

Yes, they are. (affirmative)
(negative)

No, they aren't / they're not.

Notice that in the short responses with Yes, contractions are not used but in the negative form, we can use contractions.

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The present form of the verb To Be – Wh-Questions.

To form a Wh-question or so called Information Question using the verb To Be, we use a Wh-word + the verb To Be + the subject; for example:

| | |
|-------------------------------|--------------------------------|
| Where is Mariah? | (we ask for a place) |
| Who are they? | (we ask for people) |
| How are you? | (we ask for manner) |
| When is your birthday? | (we ask for time) |
| What is that? | (we ask for something) |

We have to respond by giving information according to the Wh-word used in the question; therefore, the previous examples can be answered like this:

Mariah is at **school**.

They are my **parents**.

I am **fine**.

My birthday is on **April 11th**.

That is a **backpack**.

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The past form of the verb To Be – Statements

The past tense of the verb To Be has two forms: **was** and **were**. They are used with the following grammatical persons in the **affirmative form**, like this:

Chart Past of To Be

| | |
|------|------|
| I | was |
| You | were |
| He | was |
| She | was |
| It | was |
| We | were |
| You | were |
| They | were |

Some examples of this use can be observed here:

We **were** in the museum last weekend.

Maria **was** with George in the hospital.

I **was** a student in 1998.

The past form of the verb To Be – Negative Statements.

Now dear students, in the **negative form**, the verb To Be in the past can be used with contractions or not, for example:

She **wasn't** in the USA last summer. Or She **was not** in the USA last summer.

Bob and Tom **weren't** here yesterday. Or Bob and Tom **were not** here yesterday.

The past form of the verb To Be – Yes/No Questions.

It is time now to talk about questions; first, the **Yes/No questions**. The way these are formed is similar to the present tense. Let's see these examples:

Was Susan in Rio de Janeiro last carnival?

Were they part of the national English congress?

As you know in the present tense, these questions are responded in an affirmative or negative form according to the situation, like this:

Yes, she **was**. Or No, she **wasn't**.

Yes, they **were**. Or No, they **weren't**.

Remember that when we respond the Yes/No questions in a short way, in the negative form, we use contractions.

The past form of the verb To Be – Wh-Questions

Dear students, now we have the information questions. These are formed in a similar way as in the present form of the verb To Be. For example:

Where were they last Christmas?

When was Sofia's birthday?

Who was his best friend in school?

What was that noisy over there?

How was your weekend?

Now, to respond the above Wh-questions in the past, we have to provide information accordingly. For example:

They were in **London** last Christmas.

Sofia's birthday was on **July 24th**.

Daniel was his best friend in school.

That noise was **a dog barking**.

It was **relaxing**.

After you have studied this part of grammar, it is time to practice. I propose the following exercises. Please, do all of them and then check the answers at the end of this guide.

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Using chronological order

Let's do the next activity so that you observe how events can be organized. Read the following information about Michael Jackson's life. Please, number the sentences from 1 to 8 in the time order.

Picture of Michael Jackson



Source: <https://i.ytimg.com/vi/9chHu2zirol/hqdefault.jpg>

____ Michael joined his siblings when he was five years old, and emerged as the group the "Jackson 5".

____ Michael Jackson was born on August 29, 1958, in Gary, Indiana.

____ Michael suffered burns to his face and scalp while filming a commercial for Pepsi in 1984.

____ The Jackson 5 was introduced to the music industry at a special event in August 1969.

____ Jackson's sixth solo album released in 1982 - *Thriller* - is the best-selling album in history, generating seven Top 10 hits.

____ Michael Jackson suffered cardiac arrest in his Los Angeles home and died on June 25, 2009.

_____ In 1993, allegations of child molestation against Jackson emerged.

_____ Michael Jackson performed his No. 1 hit “Billie Jean” and debuted his very famous dance move, the Moonwalk in 1983.

How did you complete this task? You can check your answers at the end of this guide. In addition, you can visit [Michael Jackson’s official website](#) for more information about his life.

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The use of commas

When you write, it is important to use punctuation properly; in this sense, the correct use of commas makes a text clearer and easier to understand. Let's check the following rules when using commas.

We use commas in these cases:

- In complete dates between the day and the year, as in:

Michael Jackson was born on **August 29, 1958**.

- We also use a comma between a city and country or state, as in:

Michael Jackson was born in **Gary, Indiana**.

- Another use is after the city and country or state name when there are more words after the country or state, as in:

Michael and his brothers moved to **Los Angeles, California**, in the 1960s.

We do not use commas in these cases:

- If the month and year are separated by a preposition, as in:

Michael Jackson was born on August **of** 1958.

- If the city and country or state names are separated by more information, as in:

Los Angeles **is in the state of** California.

- If the city, state, country, name of the month, or year is used alone, as in:

Michael Jackson was from Indiana.

Michael Jackson lived in Los Angeles in the 1970s.

Michael Jackson was born in August.

Michael Jackson died in 2009.

Now that you have this information about the use of commas, it is important to practice and expand your knowledge on this topic. Therefore, please check the following website from the [University of Bristol, Faculty of Arts](#) where you can find more rules in the use of commas and exercises to improve your understanding.

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The Simple Present Tense

Simple Present: Statements

Let's begin this topic by saying that the verbs in this tense change their form according to the grammatical person in the sentence; for example:

Chart of the simple present form of the verb

| Subject (grammatical person) | Form of the verb |
|------------------------------|------------------|
| I | make |
| You | make |
| She | makes |
| He | makes |
| It | makes |
| We | make |
| You | make |
| They | make |

As you observe in the chart, the verb changes the form in the third person, the letter (s) has been added; this is usual in most verbs. However, it is different if we have other verbs; dear students, the rules are the following:

If the verb finishes in the letters **(s)**, **(x)**, **(sh)**, **(ch)**, **(z)** or **(o)**, we have to add **(-es)** to the verb; like this: (kiss – kisses), (fix – fixes), (wash – washes), (teach – teaches), (buzz – buzzes) and (go – goes).

Another rule says that when the verb ends in **(y)** preceded by a consonant, we have to remove the (y) and add **(-ies)** to the verb; like this: (carry – carries), (study – studies), (cry – cries), (try – tries). Be careful, this is not the same with for example these verbs: (play, buy,

enjoy, pay) why? Because, these verbs finish in (y) but are preceded by a vowel; therefore, in the third person singular we add an (-s) to them, like this: (play – plays), (buy – buys), (enjoy – enjoys), (pay – pays).

Now, when is this tense used? The simple present tense is used to express everyday actions or facts; in this sense, take a look at the following examples:

Caroline **works** from Monday through Friday. (routine)

Bryan **visits** his mother every Sunday. (routine)

I **walk** to school in the mornings. (routine)

In the city of Loja, banks **close** at 5:00. (fact)

Water **boils** at 100 Celsius. (fact)

The Earth **goes** around the Sun. (fact)

Now let's continue with the use of the present simple tense in the negative form.

Simple Present: Negative statements

The simple present in the negative form needs the help of an auxiliary verb; in this case, we use **do** or **does** according to the grammatical person used in the statement plus the negative word **not**; like this:

Chart of subject, form of auxiliary and negative word

| Subject (grammatical person) | Form of the auxiliary | Negative word |
|------------------------------|-----------------------|---------------|
| I | Do | not |
| You | Do | not |
| She | Does | not |
| He | Does | not |
| It | Does | not |
| We | Do | not |
| You | Do | not |
| They | Do | not |

In the negative form, we can also use contractions (**don't** or **doesn't**). Now, we are going to see some examples of this tense in the negative. Notice that the verb in the third person singular is in the base form. Pay attention to the following sentences:

Diana **doesn't work** for McDonalds, she works for KFC.

It **doesn't need** more explanation, it's very clear.

John **doesn't play** any musical instrument, he plays soccer.

In the case of the other grammatical persons, we use the auxiliary verb do + not + the base form of the verb; like this:

Robert and I **don't go** to school by bus, we walk.

Mary and her sister **don't have** a house, their brother has one.

You **don't like** French fries, but I love them.

Dear students, we are going to continue with the use of questions in the simple present form.

Simple Present: Yes / No Questions

We use the same auxiliaries of the negative form (**do** and **does**). To form Yes/No questions we use the corresponding auxiliary + the subject and the verb in the base form; please check these examples:

Does Margaret **play** tennis?

Do they **live** in the same city?

Does your brother **have** a sports car?

Do you **like** pizza for dinner?

The way we can respond the above questions is by using a short form in an affirmative or negative manner; like this:

Yes, she does. Or No, she doesn't.

Yes, they do. Or No, they don't.

Yes, he does. Or No, he doesn't.

Yes, I do. Or No, I don't.

Notice that to respond in the negative form we use contractions. Now, let's continue with the information questions called Wh-questions.

Simple Present: Wh-Questions

In the case of the information questions, the order of the words goes in this way: **Wh-word** + do / does + subject + **base form of the verb**; for example:

Where does Sofia **work**?

What does Bob **do** on the weekends?

When do you **play** soccer?

How do they **go** to the beach?

To respond the previous Wh-questions, we have to provide the information that each case requires; like this:

Sofia works for **Burger King**.

Bob **visits** his parents and **takes** French lessons.

I play soccer on **Fridays**.

They go to the beach **by bus**.

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There + be - present past

There + be (present / past)

Dear students, with the purpose of asking or responding to know about quantities, facts or location of people or things, we use **There is** or **There are**. The difference in use comes when we refer to singular or plural situations; for example, in affirmative statements:

There is *a bank* on the corner of José Antonio Eguiguren and Rocafuerte Street.

There are *two main parks* in the city of Loja.

There is a lot of *sugar* in this juice.

There are three *books* on your desk?

The examples presented show the use of **there is** with **singular** count and non-count nouns (a bank – sugar). And in the case of **there are**, we have a **plural** use with count nouns (parks – books). In order to ask questions, we use **Is there** or **Are there** and to answer we can have affirmative or negative short sentences; for example:

Is there *any* snack bar in your school?

Are there *any* bookstores in your neighborhood?

As you can observe in the examples above, when we ask for a question, we may include the word (**any**) to show that we are not sure of the answer if it is affirmative or negative. In this sense, let's see how those questions are responded.

Is there *any* snack bar in your school? Yes, there is one. No, there isn't any.

Are there *any* bookstores in your neighborhood? Yes, there are two.
No, there aren't any.

For the answers, we have also used (**any**) for the negative responses to indicate that we are totally sure of the inexistence of in the first case a snack bar and in the second of a bookstore. To ask for quantities, let's see the following examples and responses.

Are there *any* **plants** in your home?

Yes, there are.

No, there aren't any.

Is there *any* **bread** to have breakfast?

Yes, there is.

No, there isn't any.

When we talk about the past tense using there + be, we also have two forms, one for the *singular* (**there was**) and one for the *plural* (**there were**).

The same rules to form affirmative, negative and interrogative statements are applied in the past tense; therefore, we have the following examples:

Affirmative statements

There was a *bank* in my neighborhood a year ago.

There were many *chairs* available in the party.

There was *toothpaste* all over my shirt?

There were a few *people* in the meeting?

Interrogative and Negative statements

Was there any *movie theater* nearby?

Yes, there was.

No, there wasn't any.

Were there any *payphones* in your high school?

Yes, there were.

No, there weren't any.

Was there any *orange juice* for lunch?

Yes, there was.

No, there wasn't any.

Were there any *malls* in your town?

Yes, there were.

No, there weren't any.

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Practice Activities Units 1 to 4

Practice Activities units 1 to 4

Exercise 1

Look at the underlined words and change them by using **he, she, it, we** or **they accordingly**.

Hi everyone. I am Robert. My friends call me Bob. My last name is Zambrano. My last name (1) is Spanish. My family and I are from different countries. I am from Spain. My family and I (2) live in Mexico now. Susan is my mother. My mother (3) is from a town in Alabama. This town (4) is called Decatur. Camilo is my father. My father (5) is from Guayaquil. Guayaquil (6) is a big city in the coast region of Ecuador. Now my parents are on vacation. My parents (7) are in London. I am at home with my two sisters. My sisters and I (8) are in college. I am older than my sisters. My sisters (9) are nice with me. My sisters (10) are very friendly.

Exercise 2

Use **is, are, was** or **were** to complete the conversation.

Judy: It _____ (1) a wonderful sunny day, isn't it?

Paul: Yes, it is, especially because the weather _____ (2) terrible yesterday. The weather in Loja _____ (3) so strange. One day it _____ (4) warm, and the next it _____ (5) cold.

Judy: You _____ (6) right about it. In my city, it _____ (7) always hot and sunny.

Paul: _____ (8) it warm in the winter, too?

Judy: Yes, it _____ (9) usually between 20 and 25°C. Last carnival I _____ (10) home for one week and it _____ (11) sunny and hot. My friends and I _____ (12) in Ambato every day. How about you? _____ (13) you here the last carnival?

Paul: Uh-huh. My parents _____ (14) here for four days for a visit. It _____ (15) cold most of the time, and my mother _____ (16) sick for two days. But, they _____ (17) very glad to see me. At the end of the week, they _____ (18) happy to leave this awful weather.

Judy: _____ (19) your parents back home now?

Paul: No, they _____ (20) on another vacation, they are retired.

Exercise adapted from: Focus on Grammar – Workbook, A basic course for reference and practice, second edition, Eckstut, Samuela (2000).

Exercise 3

Complete the following description by using the correct word in parentheses.

She lives _____ (**at / in**) the city of Loja. Loja is a small city _____ (**in / on**) Ecuador. She lives _____ (**at / on**) 23-34 Bolivar Street. Her apartment is _____ (**across from / between**) Jose Antonio Eguiguren and 10 de Agosto Street. She lives _____ (**on / on the**) fourth floor.

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7. we
8. she
9. it
10. he
11. it
12. they
13. we
14. they
15. they

Exercise 2

1. is
2. was
3. is
4. is
5. is
6. are
7. is
8. Is
9. is
10. was
11. was
12. were
13. Were
14. were
15. was
16. was

- 17. were
- 18. were
- 19. Are
- 20. are

Exercise 3

Complete the following description by using the correct word in parentheses.

She lives **in** the city of Loja. Loja is a small city **in** Ecuador. She lives **at** 23-34 Bolivar Street. Her apartment is **between** Jose Antonio Eguiguren and 10 de Agosto Street. She lives **on the** fourth floor.

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The Simple Past Tense

Simple Past: Regular Verbs – Affirmative and Negative Statements

This tense is used to indicate that an action has finished and has been completed. The event occurred in the past and is over. For example:

I **arrived** late to school yesterday.

The action indicates that the event happened in the past, in this case yesterday.

In this sense, it is important to mention that there are some time expressions that can help constructing more specific situations that happen in the past. For example:

Chart with words that imply time expressions

| Yesterday | ago | Last |
|---------------------|------------------|-------------|
| yesterday morning | two days ago | last night |
| yesterday evening | one / a week ago | last week |
| yesterday afternoon | one / a year ago | last Friday |

There are regular and irregular verbs in English whose form in the past tense is different. For the regular verbs, some rules are applied to form the past; for example:

When the base form ends in (-e) we add the letter (-d) to this verb like this:

Base form (invite) past form (invited)

If the base form ends in (-y) after a consonant, we have to change the (-y) to (-i) and add (-ed) to the verb like this:

Base form (study) past form (studied)

The time expression included before in the chart can be placed in the sentence in the first or last position, like this:

Last year I stayed in a hotel on vacation.

I stayed in a hotel on vacation **last year**.

Simple past: The negative form

The negative form of the past tense is formed with the help of the auxiliary (did). In the case of a sentence in the negative form we add (not) after the auxiliary, like this:

did not didn't

In informal English we use contractions. Now, it is important to say that in the negative form, the main verb of the sentence goes in the base form because we have the help of the auxiliary, like this:

They didn't **watch** TV last night.

Simple Past: Regular and Irregular Verbs; Yes / No Questions

In the previous part of this grammar section we studied about the regular verbs in the past; in this case, we also have irregular verbs as part of this topic. In this regard, in English there is no rule to say that one verb is regular or irregular, what I can suggest is that you make a list of verbs (regular and irregular) and practice every day; in this way, you are going to be familiar with this difference. In the case of the irregular verbs, the form in the past is very different from the regular ones; let's see some examples:

| Present | Past |
|---------|------|
| go | went |
| do | did |
| make | made |
| have | had |

As in the case of the regular form of the verbs, for the negative, we use the auxiliary (did) and we add (not) to it or we use a contraction (didn't), as in:

They **didn't go** to the movies yesterday.

We **didn't do** our homework two day ago.

If you see, the previous examples have the negative form and the verb goes in the base form. Now, let's move to the next grammar point which is the *yes/no questions*. To form a yes/no question we use the auxiliary (did) again. In this case, the auxiliary goes in the first part of the statement and then, the subject, verb in the base form and a complement. For example:

Did she study for the test?

Did they work yesterday?

Did you have lunch at home?

The questions can be responded using a short form in which we use the auxiliary (did) for the affirmative form and we add (not) or use a contraction for the negative; as in:

Did she study for the test? **Yes, she did.** **No, she did not (didn't).**

Did they work yesterday? **Yes, they did.** **No, they did not (didn't).**

Did you have lunch at home? **Yes, I did.** **No, I did not (didn't).**

Simple Past: Wh-Questions

Dear students, you might remember from the previous grammar sections in which you studied about the use of Wh-questions, also called information questions. The present structure is in the past; however, the way to form these questions is very similar in the sequence as the present tense. For example:

Where did you go on vacation last year?

As you can see, the first word is the one that asks for the information, in this case, it refers to a place (where). So, the answer has to be in relation with that word. Notice that the verb used in the statement goes in the base form since we have the auxiliary (did) again to help us construct the structure. The way we use to respond can include a short response a long one. For example:

Where did you go on vacation last year? I **went** to the Galapagos Islands. (long answer) To the Galapagos Islands. (short response)

As you can see, when we use the long form, we use the verb in the past tense since the statement is a regular affirmative sentence in the past simple.

The use of the auxiliary will depend on the type of information we are asking; in the case that we are requiring a response that corresponds to the subject of the sentence we do not use the auxiliary; for example:

Who played soccer yesterday?

What happened on the road last night?

In the previous examples we do not have a subject because we are looking for it and thus, we ask for it. The structure as you can see is different and this is the way to respond it, let's see:

Maria played soccer yesterday.

An accident happened on the road yesterday.

The subjects we were looking for are Maria and an accident. Now, it is time to practice about this last structure.

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Comparative Adjectives

Comparative Adjectives (short adjectives)

There are different types of adjectives as you may remember from the last grammar point you studied. In this case, we are going to use short adjectives to make comparisons. In general terms, when adjectives have one or two syllables (some of them), we can say they are short; for example: **big, short, tall, young** (one syllable) and **easy, healthy, happy, busy** (two syllables).

We usually form comparative sentences using short adjectives by adding (-er) to the adjective plus the word (**than**); however, if the adjective ends in (-e), we only add (-r), as in: large = **larger**. In other cases, when the adjective ends in (-y), we change it to (-i) and add (-er); as in: heavy = **heavier**.

Let's see some examples in which there are some comparisons so that you can observe how they are formed.

Loja is **smaller than** Cuenca.

Maria is **shorter than** Tom.

English is **easier than** Math.

They are **taller than** my brothers.

There are irregular adjectives in English which have a different way to form the comparative; let's see them and some examples:

good = better

bad = worse

far = farther

little = less

They have **better** results **than** Susan.

He is **worse** in History **than** his brother.

Karen lives **farther than** I from downtown Loja.

We have **less** books **than** my cousins.

Comparative Adjectives (long adjectives)

In the case most of the adjectives that have more than two syllables, the comparative is formed by using **more** before the adjective and **than** after the adjective; like this:

Laughing is **more important than** crying.

A house is **more expensive than** bicycle.

New York City is **more crowded than** Miami.

Learning a language is **more interesting than** dancing.

As you can see from the previous examples, the use of the comparatives with long adjectives is not difficult. The point here is to identify the short and long adjectives; therefore, what you need to do is practicing.

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