



# UTPL

*La Universidad Católica de Loja*

**Modalidad Abierta y a Distancia**

# English Language: Listening and Speaking III

**Guía didáctica**

Content

First  
Bimester

Second  
Bimester

Answer Key

Bibliographic  
References

Study  
Resources



**Departamento de Ciencias de la Educación**

**Sección departamental de Lenguas Contemporáneas**

---

# **English Language: Listening and Speaking III**

*Guía didáctica*

**Autor:**

**Espinosa Jaramillo Franklin**



EDUC\_3112

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

Content

First  
Bimester

Second  
Bimester

Answer Key

Bibliographic  
References

Study  
Resources

Content

First  
Bimester

Second  
Bimester

Answer Key

Bibliographic  
References


Study  
Resources

## English Language: Listening and Speaking III

Guía didáctica

Espinosa Jaramillo Franklin

Universidad Técnica Particular de Loja

 4.0, CC BY-NY-SA

### Diagramación y diseño digital:

Ediloja Cía. Ltda.

Telefax: 593-7-2611418.

San Cayetano Alto s/n.

[www.ediloja.com.ec](http://www.ediloja.com.ec)

[edilojainfo@ediloja.com.ec](mailto:edilojainfo@ediloja.com.ec)

Loja-Ecuador

ISBN digital - 978-9942-25-766-6



La versión digital ha sido acreditada bajo la licencia Creative Commons 4.0, CC BY-NY-SA: Reconocimiento-No comercial-Compartir igual; la cual permite: copiar, distribuir y comunicar públicamente la obra, mientras se reconozca la autoría original, no se utilice con fines comerciales y se permiten obras derivadas, siempre que mantenga la misma licencia al ser divulgada. <https://creativecommons.org/licenses/by-nc-sa/4.0/deed.es>

28 de abril, 2020

# Índice

<b>1. Informative data .....</b>	<b>8</b>
1.1. Presentación de la asignatura .....	8
1.2. Competencias genéricas de la UTPL.....	8
1.3. Competencias específicas de la carrera .....	8
1.4. Problems addressed by the subject .....	9
<b>2. Learning methodology .....</b>	<b>9</b>
<b>3. Didactic guidelines for learning outcomes .....</b>	<b>12</b>
<b>First Bimester.....</b>	<b>12</b>
Learning outcome 1 to 4.....	12
Contents, resources and learning activities .....	12
<b>Week 1 .....</b>	<b>13</b>
<b>Unit 1.     Extreme sports and personal limits .....</b>	<b>13</b>
1.1. Inferring Implied Meaning from Context.....	14
Recommended Learning Activities .....	15
<b>Week 2 .....</b>	<b>16</b>
1.2. Grammar – Reflexive and Reciprocal Pronouns.....	16
1.3. Asking For and Expressing Opinions .....	19
Recommended Learning Activities .....	20
<b>Week 3 .....</b>	<b>21</b>
<b>Unit 2.     Fraud and its consequences.....</b>	<b>21</b>
2.1. Inferring Emotion from Intonation .....	22
Recommended Learning Activities .....	23

Content

First  
Bimester

Second  
Bimester

Answer Key

Bibliographic  
References

Study  
Resources

<b>Week 4</b> .....	<b>23</b>
2.2. Grammar – Modals of Advice .....	24
2.3. Keep a Conversation Going .....	25
Recommended Learning Activities .....	27
Self-Evaluation 1 .....	28
<b>Week 5</b> .....	<b>32</b>
<b>Unit 3. Space and planet's exploration</b> .....	<b>32</b>
3.1. Inferring Facts from Context .....	33
Recommended learning activities .....	34
<b>Week 6</b> .....	<b>35</b>
3.2. Grammar - Present Perfect and Simple Past .....	35
3.3. Using Eye Contact in a Presentation .....	37
Recommended learning activities .....	38
<b>Week 7</b> .....	<b>39</b>
<b>Unit 4. Language and its power</b> .....	<b>39</b>
4.1. Inferring a Speaker's Purpose .....	40
4.2. Grammar – Superlative Adjectives .....	41
4.3. Volume and Pacing for Presentations .....	42
Recommended Learning Activities .....	44
Self-Evaluation 2 .....	45
Final activities of bimester .....	49
<b>Week 8</b> .....	<b>49</b>
<b>Second Bimester</b> .....	<b>50</b>
Learning outcome 1, 5 and 6 .....	50
Contents, resources and learning activities .....	50

Content

First  
Bimester

Second  
Bimester

Answer Key

Bibliographic  
References

Study  
Resources

<b>Week 9 .....</b>	<b>50</b>
<b>Unit 5. Careers and job opportunities .....</b>	<b>51</b>
5.1. Inferring Feelings from Context .....	51
<b>Week 10 .....</b>	<b>53</b>
5.2. Grammar – Gerunds .....	53
5.3. Thought Groups to Easy Understand .....	55
Recommended learning activities .....	57
<b>Week 11 .....</b>	<b>57</b>
<b>Unit 6. Tourism and culture .....</b>	<b>57</b>
6.1. Inferring Opinion from Word Choice .....	58
<b>Week 12 .....</b>	<b>60</b>
6.2. Grammar – Will and IF clauses .....	60
6.3. Making Suggestions .....	61
Recommended Learning Activities .....	63
Self-Evaluation 3 .....	64
<b>Week 13 .....</b>	<b>68</b>
<b>Unit 7. Marriage and traditions – law system .....</b>	<b>68</b>
7.1. Inferring Speakers Core Believes .....	69
Recommended learning activities .....	70
<b>Week 14 .....</b>	<b>71</b>
7.2. Grammar – Connectors .....	71
7.3. Signal Words to Persuade .....	73
Recommended learning activities .....	74

Content

First  
Bimester

Second  
Bimester

Answer Key

Bibliographic  
References

Study  
Resources

<b>Week 15 .....</b>	<b>75</b>
<b>Unit 8. Climate change and its effects-causes.....</b>	<b>75</b>
8.1. Inferring Contrast from Context .....	76
8.2. Grammar – Modals of Necessity .....	77
8.3. Interrupting Politely .....	78
Recommended learning activities .....	80
Self-Evaluation 4 .....	81
Final activities of bimester .....	85
<b>Week 16 .....</b>	<b>85</b>
<b>4. Answer Key.....</b>	<b>86</b>
<b>5. Bibliographic References .....</b>	<b>90</b>
<b>6. Study Resources .....</b>	<b>93</b>

Content

First  
Bimester

Second  
Bimester

Answer Key

Bibliographic  
References

Study  
Resources



Content

First  
Bimester

Second  
Bimester

Answer Key

Bibliographic  
References

Study  
Resources

## 1. Informative data

### 1.1. Presentation of the subject



### 1.2. General competences of the UTPL

Written and oral communication

### 1.3. Specific competences of the program

- Develop learners' holistic education by considering Crist's Humanism, and Good Living principals; taking into account learners' life project in order to widen their perspectives, vision, and educational horizons for the future with the aim of promoting learners' values praxis and ethical behavior.



- Applies the linguistic knowledge of the English language to efficiently communicate in the professional context to teach children, and adolescents considering international standards.

#### 1.4. Problems addressed by the subject

Limited systemic-knowledge of epistemology and pedagogy seen from the philosophic and historic perspective, and poor command of the linguistic skills.



## 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, listening and discussing information from videos, recorded role-plays and simulations among others.

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

The educational process is based on the development and evaluation of three pedagogical components:

- Teaching.

- Application and experimentation of knowledge.
- Autonomous learning.

The teaching-learning component is carried out under the supervision and direct assistance of a tutor who will make use of synchronous or asynchronous tools, using technological tools such as video collaboration, chat or forum for the development of collaborative work among the participants of the academic course.

The application and experimentation component, focusses on the assignments that students perform individually throughout the course in which they put into practice what they have learned.

Autonomous learning refers to all the actions students perform to develop their capacity to generate and build learning in a self-regulated manner, basically through listening and discussing about social and academic topics.

In order to acquire a high level of skills' improvement, learners must be clear that, in a distance program study, learners become the main authors of their learning process which implies that learners will have to apply the Self-learning and Learning based on TICs Methodologies. Nonetheless, learners will have the support of tutors, academic plan, text-book, virtual guide, virtual platform, and a variety of didactic material throughout the whole process. In this sense, it is especially important to go through the academic plan since it provides detailed information about content, activities to be completed in the guide from the guide itself, text-book, and supplementary material as well; the academic plan also informs you about scores, and important dates in which the different academic events have to be accomplished. The next supporting material to consider is the text-book which is your main didactic resource; it has been carefully chosen, taking into account author's and content's standards of excellence; the virtual guide, is another supporting material that needs special attention because it was created to provide strategies focus on helping learners develop their listening

Content

First  
Bimester

Second  
Bimester

Answer Key

Bibliographic  
References

Study  
Resources

and speaking skills. Tutors are considered the most valuable support in your learning process; therefore, feel free to contact your tutor through the different means of communication: virtual platform, tutorial sessions, phone call, or mail; tutors are always there to help you clarify academic doubts. The last means of support to be mentioned is the virtual platform; it is the bridge of communication between students and teachers; therefore, the more you visit it, the more informed you will be.

In order to approve the 'English Language: Listening and Speaking III course,' students must meet certain requirements: firstly, students need to successfully complete all the activities included in the academic plan.

English Language: Listening and Speaking III is a practical subject which requires constant face to face interaction between teachers and students, in order to guarantee that the listening and speaking skills are successfully developed.

### ***Weekly tutorials***

Being this a course aimed at helping students to develop the listening and speaking skills, it is taught and assessed in a different way as compared to the rest of the courses. In this sense, to generate a face to face interaction, students have to attend virtual tutorials which will be graded by taking into account assistance and participation; in fact, it is mandatory, for distance students, to attend the 80% (five out of six virtual tutorials, a total of twelve per semester) of virtual tutorials. Regarding virtual tutorials, they are mandatory for students who DO NOT BELONG to Quito, Guayaquil, Cuenca, and Loja, academic centers; in fact, virtual tutorials, for distance students, substitute the on-site exam; therefore, each of the virtual tutorials is graded. In regards to student who BELONG to Quito, Guayaquil, Cuenca, and Loja, academic centers; they do not have to attend virtual tutorials; instead, they must attend 80% (six out of eight on-site classes per term, a total of 16 per semester) of on-site tutorials. Feel free to contact your tutor about this issue.



### 3. Didactic guidelines for learning outcomes



#### First Bimester

#### Learning outcome 1 to 4

- Use the English language to communicate accurately and fluently at a B1 level.
- Identifies main topics and supporting details from oral context.
- Distinguishes different intonation and pronunciation patterns.
- Infers information from oral context.

Contents, resources and learning activities

Content

First  
Bimester

Second  
Bimester

Answer Key

Bibliographic  
References

Study  
Resources

Welcome to the study of the first term of the English Language: Listening and Speaking III course. It is a practical course which includes updated topics which will be discussed through weekly virtual classes (face to face interaction between teacher – students, and students – students.) These practical experiences, will encourage students to personalize the information learned, which afterwards will be presented through videos where students will demonstrate the improvement of their listening and speaking skills; as well as the gradual achievement of the learning outcomes established for the first academic term. On the other hand, distance students from Quito, Guayaquil, Cuenca, and Loja, associated centers will attend face to base classes with the guidance of a tutor in each of those centers.



## Week 1



### Unit 1. Extreme sports and personal limits

Welcome to the study of Unit 1. Throughout the study of unit one, we will discuss about extreme sports, and the different reasons people choose to practice this kind of sports. The development of the topic will require to perform some listening and speaking exercises which will provide the necessary opportunities to improve your listening and speaking skills; besides, it will be required to infer meaning from given context.

## Focus on listening

As you will see, dear students, the focus on listening is made up of two audios which are accompanied with a number of activities and strategies meant to help learners improve their listening skills

In this sense, dear students, during listening audio one, you will have to complete vocabulary activities about extreme sports. Additionally, to vocabulary presentation, you will have to identify the 'main idea,' and supporting details of the oral context presented in audio one. The last activity presented from audio 1 requires learners to 'make inferences' of different kinds.

In regards, to audio 2, dear students, you will be required to complete activities to reinforce vocabulary, and learn about specific listening skills.

### 1.1. Inferring Implied Meaning from Context

Welcome to the study of 'Inferring Implied Meaning from Context.' This section invites you to internalize your prior knowledge about 'Inferring' meaning from context. In this line, it is important to know what 'Inferring' meaning from context means. According to Department of Education and Training (2013,) it refers to the action done, by a listener or speaker, in order to make meaning from oral context; then, add their own ideas; finally, make inferences or conclusions.

It is important for you, to know that the most common process to 'Infer' meaning from context follows these steps: first, the listener or speaker makes predictions; then, the listener or speaker draws conclusions, and finally the listener or speaker makes inferences; all of the former steps take oral context (acoustic, vocal or lexical information within the oral text) as their main source of support (Department of Education and Training, 2013).

Dear students, by now, you already know what ‘Inferring’ implied meaning from context means, and its process; however, it is convenient for you to learn a new strategy ‘**Inferring Meaning from Context**’. It is the fact that when listeners or speakers make inferences, it permits them to move forward, from understanding literal oral messages, to foretell matters that have not been explicitly stated (Department of Education and Training, 2013).

Well dear students, all the given explanation about ‘Inferring’ meaning from context has been good enough in order to improve your listening skill. Hence, it is time for you to practice, ‘Inferring’ implied meaning from context; in order to do that, you have to go to your textbook Unit 1 – Make inferences, and complete exercise one which requires you to Listen to an oral context and choose the best inferred option to the given questions.

Congratulations, dear students, for having successfully developed the ‘**Inferring’ Meaning from Context**’ strategy. Now it is time to reinforce a new strategy to improve the Listening Skill, ‘**Listening for Signal Words**.’



### Recommended learning activities

Well dear students, it is time to practice ‘inferring implied meaning from context.’

#### Inferring Implied Meaning - Exercise

How did it go? if you followed the process as previously described, and your responses were similar to the ones presented below, then you are on the right track to make inferences based in oral context, and your responses to the question will be somehow similar to the ones below.

1. Where are these people?

They are outside of a place where a show is going to be presented.

2. What are they talking about?



## Week 2

### Focus on speaking

This section of study, provides activities and strategies helpful to develop the speaking skill. Among the activities you will have to perform in order to improve your speaking skill, we have: reinforcement and expansion of vocabulary – ‘extreme sports’, development of ‘reflexive and reciprocal pronouns,’ development of pronunciation exercise ‘expressions with other,’ and learning about the speaking skill ‘Asking For and Expressing Opinions.’

Dear students, out of the different linguistic features previously mentioned, it has been chosen the grammar structure to be reviewed and reinforced for your own benefit; therefore, go through the following information which will help you to use grammar for communicative purpose.

### 1.2. Grammar – Reflexive and Reciprocal Pronouns

Dear students, welcome to the study of grammar topic: Reflexive and Reciprocal Pronouns. Let’s start identifying the first group of pronouns, Reflexive Pronouns:

Content

First  
Bimester

Second  
Bimester

Answer Key

Bibliographic  
References

Study  
Resources



Myself, yourself, himself, herself, itself, ourselves, yourselves, and themselves.

Well dear students, once it has been identified the existing 'Reflexive Pronouns,' now it is important to keep in mind what Bissonnette's (n.d.) says about their use. The author mentions that Reflexive Pronouns are used in two different ways.

1. Reflexive Pronouns can be used as the object of the verb when they tell who or what received the action of the verb; when they are used in this way, they always refer back to the subject of the sentence. In other words, the subject both does the action of the verb and receives the action of the verb.

Examples:

My mother burned herself while she was ironing clothes.  
I wash myself in the shower.

2. Reflexive Pronouns can also be used as intensifiers when they give added emphasis to a noun or another pronoun that comes before it in a sentence. In this way, they can mean alone or without any help, especially if it is preceded by the preposition by.

Examples:

I built that table myself last year.  
The four-year-old boy wrote his name by himself. (Nobody helped him.)

Dear students, it is time to identify the second group of pronouns being studied, 'Reciprocal Pronouns.' In fact, reciprocal pronouns are made of only two pronoun:

Each other, and one another.

Well dear students, additionally from identifying 'Reciprocal Pronouns,' it is even more important to learn about the use of 'Reciprocal Pronouns.' In this regards, Uses of Reciprocal pronoun. (2018,) states that reciprocal pronouns are used to talk about two or more people or things that interact together or perform the same action.

Dear students, in order to provide a clearer idea about the use of 'Reciprocal Pronouns, let's check its use and examples provided by Uses of Reciprocal pronoun. (2018):

EACH OTHER is used when referring to two people or things.

Example:

A couple support each other to educate their children.

ONE ANOTHER is use when referring to more than two people or things.

Example:

Ecuadorian people are united people who support one another.

Dear students, with all the explanation provided, now you know that reflexive pronouns can be used as the object of the verb when they tell who or what received the action of the verb. At the same time, you also learned that the reciprocal pronouns each other is used when referring to two people or things, and one another when referring to more than two people. With all this knowledge in mind, you are ready to move your textbook Unit 1- Grammar and developed the practice exercises provided there.

Dear students, for further practice, and better understanding of these two types of pronouns, you should go to 'Recommended activities' at the end of week two and develop the reinforcement exercise provided.

Now, it is time to continue with the study of the specific speaking strategy planned for week 2.

### 1.3. Asking For and Expressing Opinions

Hello dear students, and welcome to the study of '**Asking For and Expressing Opinions**,' speaking strategy. From the title itself, it is a speaking strategy which is meant to inform about most common expressions used to ask for and express opinions.

Dear students, before providing students a list of expressions used to get engaged in a conversation, it is important to consider a very important factor which is 'confidence.' In this regard, Rahman and Adnan (2017,) affirm that it is teachers' responsibility to create a comfortable atmosphere to make students feel confident about using the target language.

Well dear students, once this pre-teaching stage (creating a good environment for communication) has been met; then the most common expressions for communication can be delivered and explained for its appropriate use.

Dear students, in order to learn about the most common expressions to ask for and express opinions, and about the process to encourage students to use the target language, you should move to the document labeled U1 - 1.3. Asking For and Expressing Opinions.

Study Resources

From the information provided above, you learned about common expressions for opinions, and the process to encourage students to express their opinions:

Step 1. Teacher: ask a question to the whole class.

Step 2. Teacher wait a considerable time for the students to be ready to respond.

Step 3. Teacher chooses, at random, the students who will provide the response.

Step 4. Teacher will provide a positive comment to the response given by the chosen students.

Dear students, now it is time to develop the practice activity from your text-book. In order to perform the suggested activity, you have to go to Unit 1- Speaking Skill. I am pretty sure you were successful at performing the suggested activity; however, if you need more practice, move to recommended activities at the bottom of week 2.

Congratulations dear students, you have successfully accomplish all the activities, strategies, and content planned for unit 1. Hence, you are invited to continue working hard in the acquisition of the upcoming activities, strategies, and content planned to be developed throughout the study of unit 2



### Recommended learning activities

#### Reflexive and Reciprocal Pronouns.

Dear students, in order to broaden your knowledge about 'Reflexive and Reciprocal Pronouns, 'you are invited to develop the followint practice exercises:

#### Grammar – Reflexive and Reciprocal Pronouns

How was the exercise? If you took into account the explanation about reflexive and reciprocal pronouns, then, it was an easy task to be developed.

### Asking For and Expressing Opinions.

Let's watch the video and have some practice about asking and expressing opinions by responding to the quiz; start watching the video available in the [following link](#), dear students, about expressions for agreement and disagreement, it can be easily inferred that you did not have trouble responding the given quiz.



#### Week 3



## Unit 2. Fraud and its consequences

Welcome to the study of unit two. The main focus of the unit 2 is to discuss about 'Identity Theft,' and the best ways to avoid it from happening.

Throughout the study of unit two, you will be required to perform some listening and speaking exercises which will provide the necessary opportunities to improve your listening and speaking skills; additionally, there will be the opportunity to infer emotions from intonation.

### Focus on listening

Dear students, for the study of 'Focus on Listening' section, two audios will be used; these audios will be accompanied with a

number of activities and strategies meant to help learners improve their listening skills.

While working in audio one, you will develop vocabulary activities about extreme sports. Besides, you will have to identify the 'main idea,' and supporting details of the oral message presented in audio one. The last activity presented from audio one requires learners to 'make an inference' about speaker's emotions.

In regards, to audio two, dear students, you will be required to complete activities to reinforce vocabulary, expand your perspective of the topic being discussed, and learn about 'Inferring Emotions from Intonation.'

## 2.1. Inferring Emotion from Intonation

Welcome, to the study of section 'Inferring Emotion from Intonation,' this section is meant to help learners identify how intonation expresses, sometimes, more meaning than semantic material; in fact, according to Rodero (2011) intonation is a very useful feature of language which conveys, sometimes, even more meaning than semantic content of speech. In this sense, the author reaffirms that intonation feature carries a rich communicative value, when delivering emotional states.

Dear students, for your better understanding on the use of intonation to express emotions, you are invited to visit the [following URL](#).

Dear students, considering the clarity of the information provide, it can be inferred that you are pretty clear about how to use intonation to infer emotions. In fact, you already know that emotions that express:

Excitement use Rising pattern of intonation

Negative emotions use Falling pattern of intonation

Content

First  
Bimester

Second  
Bimester

Answer Key

Bibliographic  
References

Study  
Resources

Dear students, for further understanding, a video full of explanation and example is provided for you at the recommended activities section at the bottom of week 3.

Well dear students, once you have already gone through supporting sources which clearly explained about using intonation to infer emotions, it is time for you to apply theory into practice. In order to practice inferring emotions out of different kind of intonation, go to your textbook, Unit 2 – Make inferences section and perform the exercises provided.



### Recommended learning activities

#### Inferring Emotion from Intonation.

Let's listen to an additional explanation about how to infer emotions from context. Watch the video, and pay special attention to the examples provided in [this URL](#)



#### Week 4

#### Focus on speaking

Dear students, throughout the development of the section 'Focus on Speaking', you will be faced to different kinds of activities and strategies to be completed; in fact, Focus on Speaking section will provide opportunities to reinforce and expand vocabulary corresponding to unit 2; besides, you will have the opportunity to practice and internalize the grammatical structure 'Modals of Advice;' it will also provide the opportunity to rehearse pronunciation

of 'compound nouns;' finally, you will also have the opportunity to learn a couple of speaking skills.

## 2.2. Grammar – Modals of Advice

Let's start by identifying what are the most common models used to express advice.

From own experience, these three verbs are modal verbs used to express advice. **should, ought to, and had better.**

Keep in mind the fact that many modal verbs have more than one meaning. They are always followed by the simple form of a verb.

To the same regard, Fuchs, Bonner, and Westheimer (2012,) provide the most common model verbs used to express advice, and its specific use:

**Have to** – expresses a general obligation

EX. Children have to study

**Should and Ought to** – Used to express that something is advisable. Should is less formal than Ought to.

Examples:        Students should study every day.  
                     Teachers ought to respect their students.

**Had better** – Used to express strong advice; it implies a negative consequence if the advice is not followed.

Example: You had better follow the governments' security policies.

Dear students, with the prior information in mind, you can infer that the study of the topic 'Modals of Advice' is not a big deal;



however, a step by step information will be provided for your better understanding. In order to access this information, visit [this link](#), watch the video and take the quiz provided.

Well dear students, once you have deeply analyzed the features and uses of modals for advice, now you know very well what a modal verb is, and how modal verbs are used:

Modals of advice are modal verbs used to express advice, and the most common verbs are should, ought to, and had better.

Should is used to provide a general advice, in informal situations

Ought to is used to provide advice in formal situations

Had better is used provide a type of advice which implies negative consequence if you do not do what has been advised.

With all that knowledge in mind, now you are ready to develop the practice activities suggested in your textbook: Unit 2 – Grammar.

Once you aced the required practice activity, it is time for you to focus your attention on the next topic to be studied during the week four.

### 2.3. Keep a Conversation Going

Dear students, the present topic of study refers to a useful speaking strategy which is necessary to be learned in detail, in order to, be able to use it during conversation.

Starting from the fact that when having a conversation, sometimes we feel wordless and do not know what to say in order to maintain the conversation going. Well, it normally happens because, as second language speakers (ESL speakers) we do not use the target

language very frequent; therefore, the first strategy we should apply, to become a better user of the language, is to use the language as much as we can.

Considering the fact that practice makes perfect, the strategy suggested for this section of study, is a strategy that requires the learning and frequent use of some useful phrases to 'keep a conversation going.'

In order to learn and practice about these expressions, you have to click in [this URL](#). Once you got to the site, scroll down until you get to the subheading 'Phrases to show acknowledgement,' and go through the list of common phrases used to 'keep a conversation going.'

The list of phrases and examples of each of them are self-explanatory to the point that at the end of reviewing the information provided, you will have an active knowledge of phrases used to show interest in what other person is saying, and to show empathy. However, for successful use of them it requires your commitment to practice as much as you can.

Dear students, to start with the practice of phrases to 'keep a conversation going,' go to your text-book, Unit 2 – Speaking Skill, and develop the activities suggested. Keep in mind that for further information, you could always contact your tutor through the different means of communication: virtual platform, tutorial sessions, phone call, or mail; tutors are always waiting for you.

Dear students, we have finished studying units 1 and 2, so, it is a good moment for you to assess your own knowledge. Go to section recommended activities and take the SELF-EVALUATION 1 – BIM1.

Congratulations dear students you have successfully finish the study of the content, strategies and activities planned for the

Content

First  
Bimester

Second  
Bimester

Answer Key

Bibliographic  
References

Study  
Resources

unit two; therefore, it is time to continue with the acquisition of knowledge from Unit three.



### **Recommended learning activities**

Dear students, take Self Evaluation 1, this evaluation is not graded; however, it will be useful to assess your knowledge about vocabulary and grammar from units 1 and 2, mainly

How did it go, for sure you did great however, if you identify any academic doubt, feel free to contact your tutor through the conventional means communication provided by UTPL.

[Content](#)[First Bimester](#)[Second Bimester](#)[Answer Key](#)[Bibliographic References](#)[Study Resources](#)



## Self-Evaluation 1

**Read the definitions below, and chose the concept defined.**

1. A piece of cloth supported by poles and rope that is used for sleeping outside.
  - a. Stage.
  - b. Ration.
  - c. Tent.
2. A step in a longer process.
  - a. Experience.
  - b. Terrain.
  - c. Stage.
3. To become Interested in.
  - a. Terrain.
  - b. Ration.
  - c. Get into.
4. The path of a race.
  - a. Terrain.
  - b. Course.
  - c. Stage.
5. In danger of being harmed.
  - a. Exposed.
  - b. Victim.
  - c. Paranoid.

Content

First  
Bimester

Second  
Bimester

Answer Key

Bibliographic  
References

Study  
Resources

6. Something that has been bought.
- a. Charge.
  - b. Purchase.
  - c. Authorize.
7. To do what is necessary to solve a problem.
- a. Charge.
  - b. Confirm.
  - c. Deal with.
8. Someone who has been hurt by someone or something.
- a. Victim.
  - b. Exposed.
  - c. File a complaint.

**Choose the reflexive pronoun that best completes the statements below.**

9. At 12.30, Junko and I went to the cafeteria to buy \_\_\_\_ some lunch.
- a. Himself.
  - b. Ourselves.
  - c. Myself.
10. When I saw \_\_\_\_\_ in the mirror, I was horrified -- there was red paint on my nose!
- a. Itself.
  - b. Myself.
  - c. Yourselves.

Content

First  
Bimester

Second  
Bimester

Answer Key

Bibliographic  
References

Study  
Resources

**Choose the reciprocal pronoun that best completes the statements below**

11. The couple had a lengthy argument against \_\_\_\_
- a. The other.
  - b. One another.
  - c. Each other.
12. The member of my family provide advice to \_\_\_\_
- a. Each other.
  - b. One another.
  - c. The other.

**Choose the right options to complete the statements below.**

13. The airline only allows two pieces of luggage. You \_\_\_\_ pack too much or you will have to take it out at the airport!
- a. Had not better.
  - b. Better not.
  - c. Had better not.
14. A: I think that the grade my teacher gave me on my test is wrong.
- B: Really? You \_\_\_\_ to her after class today.
- a. Should to talk.
  - b. Ought talk.
  - c. Ought to talk.

15. A: I'm so hot.

B: You \_\_\_ your coat!

- a. Should to take off.
- b. Should take off.
- c. Should put on.

Good luck!

Answer Key

Content

First  
Bimester

Second  
Bimester

Answer Key

Bibliographic  
References

Study  
Resources



## Week 5



### Unit 3. Space and planet's exploration

Hello dear students. Welcome to the study of unit three. The topic of unit three is a controversial topic which will challenge you to decide whether it is more convenient to explore outer space or to explore our planet. During the study of unit three, you will be required to develop some listening and speaking exercises which will provide opportunities to improve your listening and speaking skills; additionally, you will be challenged to infer factual information from context.

#### Focus on listening

For the present section of study, dear students, you will be provided with two audios which are accompanied with a number of activities and strategies meant to help learners improve their listening skills.

When developing audio one, you will develop vocabulary activities about space exploration. Additionally, you will have to identify the main idea, and supporting details of the oral message presented in the audio. The last activity to be developed from audio one will consist of inferring facts from context.

[Content](#)[First Bimester](#)[Second Bimester](#)[Answer Key](#)[Bibliographic References](#)[Study Resources](#)



Regarding audio two, dear students, you will complete activities meant to reinforce vocabulary, and expand your perspective of the topic being discussed.

### 3.1. Inferring Facts from Context

Hello dear students, to learn 'Inferring Facts from Context,' we will start by reviewing the meaning of an inference: an inference is a conclusion drawn about something that has not been explicitly stated; it is possible by using information that you already know about it (Collins, n.d.) Taking into account the general definition for inferences, let's apply this basic concept in order to infer facts from context.

When we say that we want to infer a fact from context; we say the fact is missing, and what we need to do is use context (written or oral key information) to be able to conclude/infer the fact (missing information).

Okay dear students, let's clarify all the explanation stated above by providing an inference exercise.

Context 1: Marcos gets up very early every morning; when he is in duty, it does not matter the day; he takes a shower, puts on his uniform and goes to patrol the city to keep citizens security.

Factual information to be inferred (What is Marcos' occupation) = missing  
Key information provided = Context

Inference process:

Firs, by using the key information from context:  
Getting up early, no matter the day;  
Wearing a uniform

Patrol the city.  
Keep citizens secure

Then, it can easily be concluded/inferred that Marco's occupation is a 'police man.'

Dear students, additionally to the explanation provided above, you can move to recommended activities section, at the bottom of week 5 and perform the practice exercises provided.

Dear students, based on the clear explanation provide above, it is a fact that you feel confident about '**Inferring Facts from Context**;' Hence, you are invited to move to your text-book Unit 3 – Make Inferences, and develop the activities suggested.

Okay dear students, once you have learned a new strategy to improve listening skill; now it is time to learn valuable information to improve the speaking skill.



### Recommended learning activities

#### Inferring Facts from Context.

Dear students, to practice inferring facts from context, try the following exercises.

#### Inferring Facts from Context

How did you do it? By applying the basic concepts:

INFERENCE is a conclusion made about something that has not been explicitly stated, CONTEXT is the written or oral key information, and FACT, in this case is the missing information to be concluded based in context; it can be inferred that your performance was excellent.

Content

First  
Bimester

Second  
Bimester

Answer Key

Bibliographic  
References

Study  
Resources



## Week 6

### Focus on speaking

Dear students, throughout the development of 'Focus on Speaking' section, you will be required to develop different kinds of activities to improve your speaking skill. In fact, this section will provide opportunities for you to reinforce and expand vocabulary about space, grammar structure about 'Present Perfect and Simple Past;' it will also be provided opportunity to rehearse pronunciation of 'ED endings;' finally, it will also provide the opportunity to learn about supporting opinions.

### 3.2. Grammar - Present Perfect and Simple Past

For the study of this linguistic skill, we will start by mentioning that, Present Perfect, and Simple Past tense are tenses which are very similar in terms of use; therefore, it becomes confusing, sometimes, to use them correctly. Hence it is convenient to clarify the right use of those tenses.

**Present Perfect Tense Use.** As stated by Fuchs, Bonner, Westheimer (2012,) the Present Perfect Tense is used to talk about things that have happened in a time period that is not finished, such as today, this morning, this month, this year.

Examples:

My teacher has called my name many times today.  
I have not visited my parents for three years.

[Content](#)[First  
Bimester](#)[Second  
Bimester](#)[Answer Key](#)[Bibliographic  
References](#)[Study  
Resources](#)

**Simple Past Tense Use.** Regarding the use of simple past tense, Fuchs, Bonner, Westheimer (2012,) affirm that it is used to talk about things that happened in a time period that is finished, such as yesterday, last month, last year.

Examples:

My teacher called my name many times yesterday.  
I did not visit my parents last month.

Dear students; by having clear the use of present perfect, and simple past, you already have the scaffolding to learn these tenses.

Dear students, in order to learn additional features of present perfect and simple past tense, you have to move to [this document](#)

Well dear students, with all the information provided about: use, application and examples about Present Perfect and Simple Past; you are already knowledgeable about 'when to use' present perfect, and simple.

**Use present perfect** to talk about unspecified events from the past which have a relationship to the present and sometimes to the future; **Use simple past** to talk about specific events that started and ended in the past. Besides, you are also clear about the structure of each of them:

Present perfect: HAVE/HAS + PP(main verb)

Simple past: main verb in PAST simple.

Dear students, even though you are knowledgeable about the use of Present Perfect and Simple Past, you are required to visit this URL for [further explanation](#).

Now dear students, you are more than ready to develop the suggested practice activity from your text-book, Unit 3 – Grammar.

Dear students, once you have successfully finished the study of the grammatical point planned for Unit 3, now it is time to move to the next topic of study.

### 3.3. Using Eye Contact in a Presentation

Welcome to the analysis of speaking strategy '**Using Eye Contact in a Presentation**,' it sounds such an interesting and challenging body language - strategy to be learned.

Dear students, the best way to learn about the present speaking strategy, is by learning how it should be applied, in order to get the best of it. According to Dolan (2017,) this is how eye contact should be applied in an oral presentation:

Look at audience's faces, not above their heads.

During an interview or business meeting, look at the decision makers as well as everyone else.

Look at faces for 3–5 seconds and then move on to the next person.

Do not look away from the audience for more than 10 seconds.

Okay dear students, now you know how to apply the strategy '**Eye Contact**,' therefore, now we will move a step ahead and focus our attention to the benefits that '**Eye Contact**' provides to oral speech; In regard to benefits of this strategy, Dolan (2017,) declares that '**Eye Contact**' in oral presentation does the following:

Looking at people keeps them engaged.

Looking at their faces tells you how your message is being received.

Interpreting audience's receptiveness helps presenter to make adjustments to keep audience engaged.

Dear students, now that you already know how **'Eye Contact'** should be applied, and what its benefits are; the next step is to have a clear explanation on how it works. In order to follow this explanation, visit [this URL](#).

Dear students, by joining the theory to the practical explanation from the source above, it will help you learn that the proper application of **'Eye Contact'** becomes a useful speaking strategy which helps to improve audience's engagement, identify their receptiveness, and plan the necessary adjustments of improvement. With all this knowledge in mind, now you are ready to reinforce this knowledge by applying it during the development of the activities suggested in your text-book, Unit 3 – Speaking Skill.

Congratulations dear students for your commitment on developing every activity from unit 3, which has been planned for the improvement of your listening and speaking skills. Dear students, feel free to contact your tutor through the different means of communication: virtual platform, tutorial sessions, phone call, or mail; tutors are always there to help you clarify academic doubts.

Dear students, continuing with the teaching learning process planned for the this course, now we will move to perform all the activities, strategies and content planned for unit 4.



### Recommended learning activities

#### Present Perfect and Simple Past.

Dear students, it is time to have some practice on the use of Present Perfect and Simple Past. In order to have this practice, you should move to this document.



## Week 7



### Unit 4. Language and its power

Welcome to the study of unit four we will discuss about 'Language and Its Power.' Here it will be discussed how language is used to persuade people and how the excessive use of euphemisms can become negative for communicative purposes. The study of unit four will require to complete listening and speaking exercise which are aimed at reinforcing your abilities to identify, new vocabulary, main ideas, details, and inferences. Besides, the study of unit four will provide opportunities to make inferences about speaker's purpose.

#### Focus on listening

For the present section of study, dear students, you will work with two audios from your text-book which are accompanied with a number of activities and strategies meant to help learners improve their listening skills.

While working in audio one, you will develop different activities meant to help students learn new listening strategies. The first activity will focus on vocabulary about words to persuade; for the next activity, you will have to identify 'main idea,' and 'supporting

[Content](#)[First  
Bimester](#)[Second  
Bimester](#)[Answer Key](#)[Bibliographic  
References](#)[Study  
Resources](#)

details' from audio one. The last activity from audio one will be about inferring speaker's purpose.

In regards, to audio two, dear students, you will have to complete activities to reinforce vocabulary, and expand your perspective of the topic being discussed.

#### 4.1. Inferring a Speaker's Purpose

Dear students, this topic of study invites you to learn about 'Inferring Speaker's Purpose,' which is a valuable strategy useful to identify information that has not been explicitly stated; in this case, the information that is hidden, is the purpose of the speaker.

Dear students, in order to learn the process to infer speaker's purpose, from context, you have to focus your attention in the following document.

Study Resources

Well dear students, once you have gone through the information provided in the document above, it can easily be inferred that you well informed on how to infer a Speaker's Purpose. In order to help you become knowledgeable about 'inferring Speaker's Purpose,' you will move to the [link](#):

The most relevant information from the video starts in minute 5, so start watching from 5'.

As mentioned at the beginning of the study, learning how to infer 'speaker's purpose' will be very useful. In this sense, you have already learned about the three main purposes of a speaker: inform, entertain, and persuade; you have also learned the process to identify the speaker's purpose: identifying signal words that

Content

First  
Bimester

Second  
Bimester

Answer Key

Bibliographic  
References

Study  
Resources



introduce main ideas, identifying main idea, and making inferences based on signal words and main ideas.

Congratulations dear students, you have successfully learned the listening strategy '**How to Infer a Speaker's Purpose.**' However, it is time to learn about a speaking strategy.

### Focus on speaking

Dear students, throughout the study of 'Focus on Speaking' section, you will have to complete different kinds of activities to improve your speaking skill. In fact, Focus on Speaking section will provide opportunities for you to reinforce and expand vocabulary related to language; besides, grammatical topic about 'Superlative Adjectives,' and pronunciation about 'Highlighting Important Information;' finally, you will also have the opportunity to learn about using appropriate volume and pacing.

## 4.2. Grammar – Superlative Adjectives

Welcome to the study of grammatical, 'Superlative Adjectives.' It is a very interesting and useful grammatical topic.

Okay dear students, let's start the study of this grammatical topic by mentioning its use.

Superlative adjectives are used to compare one person, place, or thing against the rest of its kind (Fuchs, Bonner, & Westheimer, 2012.)

Another important feature about 'Superlative Adjectives' is the way they are formed. In order to identify the different manners to form superlative adjectives, visit this [link](#), and go through it attentively.

Well dear student, so far, you have learned about how superlative adjectives are used and formed according to their number of

syllables: short, and long adjectives; besides, you have also learned about the exceptions when forming superlative adjectives.

Dear students, in order to have additional information about the structure of superlative adjectives, move to the section 'Recommended activities' at the bottom of week 7.

Okay dear student, it is time for you to put theory into practice. To meet this purpose, you have to move to your text-book Unit 4 – Grammar section and develop the activities suggested there.

Congratulations dear students for your commitment to successfully perform every single activity suggested here. It is time for us to continue with the study of the next speaking strategy planned for Unit 4.

### 4.3. Volume and Pacing for Presentations

Here we are dear students; your challenge for this section of study is to learn how to use 'Volume and Pace' in oral presentations. Let's start by stating the definition and function of both terms 'Volume and Pace.'

**Volume.** It refers to how loud or low speaker's voice sounds. The function of Volume, in an oral presentation, is to ensure that your audience can clearly understand to what you are saying. however, it is necessary to rise and lower the volume of voice as necessary (University of Leicester, 2009.)

**Pace.** It is a term that focuses on the speed of speech. Its main function is to ensure that oral speech is not too fast or too slow that may cause audience to lose track of what you are saying; however, it is advisable to change pace; in fact, speaking slightly faster may express enthusiasm; on the other hand, speaking a little slower might express caution (University of Leicester, 2009.)

Dear students, make sure that the speed of your speech is easy to follow. If you speak too quickly or too slowly your audience will have difficulty following your talk. To add life to your presentation, try changing the pace of your delivery. A slightly faster section might convey enthusiasm. A slightly slower one might add emphasis or caution (University of Leicester, 2009.)

Well dear students, now you are clear about definition and function of these two important features from speaking skill, however, we will move further and learn how these features are applied in a real oral context. In order to do that, you will have to move to this [URL](#).

Okay dear students, with all the information provided, you already know how important volume (how loud or low a speaker speaks,) and Pace (how fast or slow a speaker speaks) are in order to improve the quality of the oral message conveyed.

Hence, it is time for you to put theory into practice, so you will have to move to your text-book Unit 4 - Pronunciation, and develop the suggested activities.

Dear students, considering the fact that 'English Language: Listening and Speaking III' is a practical subject, it is time for you to challenge yourselves by taking SELF-EVALUATION 2 – BIM1; this evaluation will assess how you vocabulary and grammar knowledge are improving. Move to Recommended activities section and take the evaluation. Good luck.

Congratulations dear students; you have successfully finished the study of Unit 4; and the first Term of study. Keep in mind that you can always contact your tutor through the different means of communication: virtual platform, tutorial sessions, phone call, or mail; tutors are always there to help you clarify academic doubts.

Content

First  
Bimester

Second  
Bimester

Answer Key

Bibliographic  
References

Study  
Resources



## Recommended learning activities

Dear students, let's have some additional explanation about the use and structure of [superlative adjectives](#).

Hello dear students; did the practice provided helped you to expand your knowledge about use and application of superlative form of adjectives? Great! Otherwise do not hesitate to contact your tutor.

Dear students, take Self Evaluation 2 – 2BIM; this evaluation is not graded; however, it will be useful to assess your knowledge about vocabulary and grammar from units 3 and 4.

[Content](#)[First Bimester](#)[Second Bimester](#)[Answer Key](#)[Bibliographic References](#)[Study Resources](#)



## Self-Evaluation 2

**Read each question; then, choose the correct answer.**

1. How can countries cooperate on the space junk problem?
  - a. They can argue about what to do.
  - b. They can work together to clean it up.
  - c. They can cancel their space programs.
2. Where would you find a flight crew?
  - a. On a boat.
  - b. On an airplane.
  - c. On a train.
3. What innovation has improved communication?
  - a. The water filter.
  - b. The telescope.
  - c. The interne.
4. What does a particle look like?
  - a. A tiny piece of dirt.
  - b. A large rock.
  - c. A long piece of metal.

Content

First  
Bimester

Second  
Bimester

Answer Key

Bibliographic  
References

Study  
Resources

**Choose the correct definition for the words given.**

5. Euphemism.
  - a. Lie used to hurt someone.
  - b. A polite word or expression used to make something seem more positive.
  - c. The situation or information that helps you understand something.
6. Transition
  - a. Say exactly what you mean.
  - b. When a person stays in the same situation.
  - c. When a person changes from one situation to another.
7. Deceptive
  - a. Intended to make someone believe something that is not true.
  - b. Intended to tell the truth about something.
  - c. A positive or negative feeling suggested by a word.
8. Corporate
  - a. Much more than necessary.
  - b. Relating to a big company or a group of companies.
  - c. Relating to individual people.

**Choose the right option to complete the statements below.**

9. I \_\_\_ my key yesterday, so I couldn't get into the house. Eventually, I found it in my jacket pocket.
  - a. Lost.
  - b. Have lost.
  - c. Did not lose.

10. I \_\_\_ to work every day for the last six weeks!
- a. Walked.
  - b. Have walked.
  - c. Walk.
11. When Young Lee was a child, she \_\_\_ in Seoul.
- a. Lived.
  - b. Has lived.
  - c. Lives.
12. Joji \_\_\_ in Tokyo for five years, but he left in 1993.
- a. Lived.
  - b. Lives.
  - c. Have lived.

**Choose the right option to complete the following statements about superlative.**

13. Which is correct? "None of our players is taller than James. He's our \_\_\_ player."
- a. Most tall.
  - b. Tallest.
  - c. Most tallest.
14. Which is correct? "That was \_\_\_ movie I've ever seen!"
- a. The scary.
  - b. The scariest.
  - c. Scariest.

15. Ariana sang her latest songs and \_\_\_\_ of her old songs.

- a. The best.
- b. Her best.
- c. Best.

Answer Key

How did it go, for sure you did great however, if you identify any academic doubt, feel free to contact your tutor through the conventional means communication provided by UTPL.

Content

First  
Bimester

Second  
Bimester

Answer Key

Bibliographic  
References

Study  
Resources





## Final activities of bimester



### Week 8

---

#### REVIEW UNITS 1 – 4

#### FOCUS ON LISTENING

#### FOCUS ON SPEAKING

Hello dear students; considering the fact that all the content planned for the first term has been finished in Week 7, now it is time to review all the content studied from units 1 to 4. In this sense, in Week 8, you will have to review every single activity that has been completed until now, so you will be ready to successfully demonstrate that you have acquire the required skills to continue with the study of the activities, strategies and content planned for the second term.

[Content](#)[First  
Bimester](#)[Second  
Bimester](#)[Answer Key](#)[Bibliographic  
References](#)[Study  
Resources](#)



## Second Bimester

### Learning outcome 1, 5 and 6

- Use the English language to communicate accurately and fluently at a B1 level.
- Evaluates advantages and disadvantages and debates a position.
- Supports ideas through examples.

### Contents, resources and learning activities

Welcome to the study of the second term of English Language: Listening and Speaking III academic course. It is a practical course which includes updated topics which will be discussed through weekly virtual sessions (face to face interaction between teacher – students, and students – students.) These practical experiences, will encourage students to personalize the information learned, which afterwards will be presented through videos where students will demonstrate the improvement of their listening and speaking skills; as well as the gradual achievement of the learning outcomes established for the second term.



### Week 9

[Content](#)[First Bimester](#)[Second Bimester](#)[Answer Key](#)[Bibliographic References](#)[Study Resources](#)



## Unit 5. Careers and job opportunities

Hello dear students, and welcome to the study of unit five. During the study of unit five, we will discuss about making career changes, and about the best way to find your passion. The study of unit five will require to develop listening and speaking exercise which will become useful opportunities to improve your listening and speaking skills; besides, the study of unit five will provide opportunities to infer speaker's feelings from context.

### Focus on listening

Focus on listening section, presents two audios which are accompanied with a number of activities and strategies meant to help learners improve their listening skills.

While developing audio one, you will have to complete vocabulary activities about careers and jobs; besides, you will have to identify the 'main idea,' and supporting details of the oral message presented in audio one. The last activity presented from audio one consists of inferring feelings from context.

In regards, to audio two, you will complete activities to reinforce vocabulary, and expand your perspective about career choices.

### 5.1. Inferring Feelings from Context

Hello dear students, it is a pleasure to have you back to the Second Term of study. For week nine of study, it has been planned to teach

you about a new listening strategy, which is '**Inferring Feelings from Context**.'

Dear students, for better understanding of the listening strategy, we need to refresh the definition of some concepts we already know, and include the definition of concepts we are not clear about yet.

**linguistic context:** discourse that surrounds a language unit and helps to determine its interpretation (Linguistic context, n.d.)

**Inferring:** According to Department of Education and Training (2013,) 'Inferring' refers to the mental process done, by a listener in order to guess the meaning of a target linguistic component, from oral context. This mental process follows a certain sequence:

First step, listener identifies evidence from context (conversation).

Second step, listener links previous knowledge to evidence.

Third step, listener feels confident to draw conclusion/ inferences.

**Intonation:** 'A particular vocal quality that indicates some emotion or feeling: **accent**, **inflection**, **tone**' (Intonation, n.d.)

**Emotions:** refers to a person's feelings and attitudes such as happiness, frustration, or uncertainty (Pon-Barry, 2013).

Okay dear students, once basic concepts: linguistic context, inferring, intonation and emotions are clearly understood, then, it is a good idea to listen to an explicit explanation on how feelings/ emotions can be inferred from context/intonation. In order to do that, you have to visit the this [URL](#)

Well dear students, taking into account all the information that you have been provided, it can be concluded that you have already learned how to infer speaker's feelings. The most important thing

you have learned is that to infer speaker's feelings, intonation is the best context to focus attention on, so: emotions that show excitement and a lot of energy use rising intonation; on the other hand, emotions that use average or low energy, they use falling intonation. If clarification is required, watch the vide as many times as necessary.

Dear students, it is time to put theory into practice, so to meet this purpose, you will have to move to your textbook, Unit 5 – Make Inferences, and develop the exercises suggested there.

Congratulations dear students, you have successfully learn the listening strategy 'Inferring Feelings from Context,' from unit 5. Now it is time to move to the Focus on Speaking section.



## Week 10

### Focus on speaking

Dear students, throughout the development of Focus on Speaking section, you will be required to complete different kinds of activities to improve your speaking skill. In fact, 'Focus on Speaking' section will provide opportunities to expand vocabulary corresponding to careers; grammar about 'Gerunds; pronunciation about 'Thought Groups;' finally, you will also have the opportunity to learn about using an introduction for oral presentations.

### 5.2. Grammar – Gerunds

Welcome to the study grammar topic 'Gerunds.' It is a useful topic which will allow you to discuss about different social topics confidently.

[Content](#)[First Bimester](#)[Second Bimester](#)[Answer Key](#)[Bibliographic References](#)[Study Resources](#)

Okay dear students, the aspect of gerunds that we will discuss about is its different uses.

In order to start with this study, it is convenient to provide a response to the following questions: what is a 'Gerund,' and how many uses does it have?

According to What is a gerund (2016,) a gerund is a case when a verb is used in a very particular way, as a noun!

A gerund is formed by changing the infinitive form of the verb, and adding "ing" at the end.

For example, "drive" is changed to "driving", or "read" is changed to "reading".

Let's take a look at some gerunds in action:

"I enjoy reading – it's my favorite leisure time activity."

"My wife gets quite nervous about driving." adapted from (What is a gerund, 2016.)

In order to learn about the most common uses of gerunds, you will have to move to the following resource.

### Grammar Gerunds

Well dear students, taking into account the information provided about the different uses of 'Gerunds,' by now you already know that the most common uses of gerunds are: Subject of a sentence, Object of a verb and preposition, and complement.

Dear students, for further explanation and practice about different uses of gerunds, you will have to move to recommended activities at the bottom of week 10.

Okay dear students, with all the knowledge you have acquired about uses of gerunds, now you are ready to put hands in action, and develop the suggested activities on your text-book Unit 5 – Grammar.

Congratulations dear students, you have successfully finish the study of the first section planned for week 10; now it is time to continue the study of the second section planned to be studied during the same week.

### 5.3. Thought Groups to Easy Understand

Hello dear students, in order to start with the study of this speaking strategy, it is important to clarify what thought groups are.

In a very straightforward language, 'Thought Groups' occur when a speaker breaks down a long sentence with a short pause for easier listening. So dear students, to identify a thought group, simply listen for the speaker to pause before and after them, but not in the middle. Take a look to the example below.

Most of the time/ when I am stressed/ I practice sports. / It helps me to relax/ and at the same time/ it helps me to be physically healthy (Thought Groups, 2017).

An additional feature about 'Thought Groups' is that they usually have a focus word which is pronounced with more emphasis than the surrounding words in the group; focus words signal the most important information being conveyed (Thought Groups, 2017).

It is also important to know, dear students, that 'Thought Groups' have their own intonation. There is often a change in pitch at the end of the 'Thought Group (frequently falling,) 'and a lengthened last syllable. Let's try the example below (Thought Groups, 2017).

'The president said, / 'make sure you **stay home** during the emergency'

Dear students, in order to identify and use a 'Thought Group' when speaking, it is important to clearly remember every featured of it: a 'Thought Group' has a pause before and after it; it includes a focus word pronounced with more emphasis; it has a change in pitch at the end; lastly, it has a lengthened last syllable.

In order to reach a deeper understanding about a 'Thought Group', it is convenient to go through a practical example and analysis of its application in order to do that, you will have to visit this [URL](#).

Okay dear students; with all the information presented and studied, now you are knowledgeable about how to recognize thought groups, and consequently how to apply them. By now you learned that the most useful features, about Thought Groups, include:

'Thought Groups' have a pause before and after them.

'Thought Groups' include a focus word pronounced with more emphasis.

'Thought Groups' have a change in pitch at the end.

'Thought Groups' have a lengthened last syllable.

Well dear students, prior to move to the next topic of the course, you will have to move to your text-book Unit 5 – Pronunciation, and develop the required practical activities.

Congratulations dear students; you have successfully finished the study of Unit 5; It has been a hard work on your own; however, keep in mind that you can always contact your tutor through the different means of communication: virtual platform, tutorial sessions, phone call, or mail; tutors are always there to help you clarify academic doubts.

Content

First  
Bimester

Second  
Bimester

Answer Key

Bibliographic  
References

Study  
Resources





## Recommended learning activities

### Gerunds

Dear students, for additional explanation and practice about different uses of gerunds, you will have to visit this [URL](#).



### Week 11



## Unit 6. Tourism and culture

Hello dear students, and welcome to the study of unit six. During the study of unit eleven, we will discuss about different perspectives about 'Tourism and Culture.' You will be challenge to take a stand on whether you support or not tourism in communities with degrading traditions to entertain tourists. Additionally, throughout the study of unit six, you will be required to develop listening and speaking exercise meant to enhance your listening and speaking skills. The last activity suggested in the listening section of unit six will request to infer speaker's opinion from words choice.

Content

First  
Bimester

Second  
Bimester

Answer Key

Bibliographic  
References

Study  
Resources

## Focus on listening

For the 'Focus on Listening' section of study, dear students, you will be provided with two audios which are accompanied with a number of activities and strategies meant to help learners improve their listening skills.

While working in audio one, you work on vocabulary activities about tourism. Additionally, you will have to identify the 'main idea,' and supporting details of the oral message presented in audio one. The last activity presented from audio one requires learners to 'make an inference' from word choice.

Regarding audio 2, you will be required to complete activities to reinforce vocabulary, and activities meant to expand your perspective about tourism and culture.

### 6.1. Inferring Opinion from Word Choice

Hello dear students, here we are going to learn about a new type of inference 'Inferring Opinion from Word Choice.' In order to provide an accurate explanation about this type of inference, it is necessary to make a quick analysis of words' connotation.

According to DJatmika (2013,) there are three main types of word connotations:

**Positive connotation**, a word that provokes a positive emotional response on people

**Negative connotation**, a word that provokes a negative emotional response on people.

**Neutral connotation**, a word that does not provoke good or bad emotional response on people.

In order to have a clearer idea of connotation of words, you are invited visit this [URL](#)

Now it is important to recall the process to make an inference which is made of three mains steps, generally:

First step, listener identifies evidence from context (connotation of words.)

Second step, listener links previous knowledge to evidence.

Third step, listener feels confident to draw conclusion/ inferences.

Dear students, once the conception of words connotation and process to make inferences are clear, then it becomes easy to infer speaker's opinion from word choice. Let's provide an exercise in order to help you understand how to infer speaker's opinion from word choice.

It is a fact that a speaker chooses words with a specific connotation to express their opinion indirectly, then, it becomes listeners' responsibility to pay attention to the connotation of words used by the speaker, in order to, express an accurate inference about speaker's opinion.

### Example:

Speaker: 'Clothes worn by Saraguro people must be uncomfortable, especially during sunny days because it is color black.'

Listener analysis: taking into account the negative connotation of the word 'uncomfortable, and the experiential fact black colors absorb hit from sun, it can be inferred that the speaker's opinion about Saraguro's clothes is negative.

From all the information provided, now have already learned that in order to infer speaker's opinion from words choice, it plays an important role the knowledge listeners have of word's connotation:

**Positive connotation**, a word that provokes a positive emotion on people.

**Negative connotation**, a word that provokes a negative emotion on people.

**Neutral connotation**, a word that does not provoke good or bad emotion on people.

By now, dear students, you are capable to develop the practice activities from your text-book; for this purpose, you have to go to your textbook unit six – Make Inferences.



## Week 12

### Focus on speaking

Dear students, throughout the development of 'Focus on Speaking' section, you will be required to accomplish different kinds of activities to improve your speaking skill. In fact, 'Focus on Speaking' section will provide opportunities to reinforce and expand vocabulary corresponding to tourism; grammar about 'WILL and IF Clauses', pronunciation, and finally, speaking strategy to **'Make Suggestions.'**

### 6.2. Grammar – Will and IF clauses

Here we are dear students, ready to learn a new grammar topic with a communicative purpose. 'Will and IF' clauses are grammatical topics with the main goal of expressing predictions.

Future time clauses with 'WILL' are used to show time relationship between two events from the future (Fuchs, Bonner, & Westheimer, 2012.)

Regarding structure, Fuchs, Bonner, and Westheimer (2012,) recommend:

Use future (Be going to or Will) in the main clause

Use simple present in the time clause.

Examples:

Nothing is going to be the same after the pandemic disappears.

You will have more responsibilities when you become a professional.

People will behave different when they become parents.

Dear students, in order to expand the basic information provided above, you will have to visit this [URL](#).

Okay dear students, by now, you have already learned that IF and Will Clause can be used to make predictions about the future. You have also learned that when using will clauses, the main clause uses future (Be going to or Will;) on the other hand, when using 'IF' clauses the IF clause used the simple present, while the independent clause uses will.

Dear students, in order to review information about 'IF' clauses, you will have to visit the 'Recommended activities' at the bottom of unit twelve.

### 6.3. Making Suggestions

Okay dear students, now you are going to learn about a speaking strategy '**Making Suggestions**.' This is a pretty intuitive topic which does not require much explanation; however, the most relevant

aspects will be discussed in order to help you understand this topic clearly.

Making suggestions is a useful speaking strategy. In fact, when you make a suggestion, you are giving ideas, or suggestions of what, you believe, other person should do. Regarding How to make suggestions (n.d.) there are different forms to express suggestions:

1. Using should.
2. Using could.
3. Using some questions: why don't + noun \_\_\_\_?
4. Using the words: "suggest" or "recommend" + gerund \_\_\_\_ "
5. Using: Let's + base form of the verb \_\_\_\_

Dear students, for further information about the speaking strategy '**Making Suggestions**,' you will have to visit this document.

Study Resources

Dear students, for better understanding of this speaking strategy, you could move to 'Recommended activities' section at the bottom of week 12.

Okay dear students, from the given information, you have already learned that this speaking strategy is very useful because it allows you to communicate with people and provide suggestions or advice to them. Besides, you have learned that there are different manners to express suggestions: using should, using could, using why don't + noun, using suggest or recommend + gerund, and using let's + base form of the verb.

Dear students, it is great to know that your listening and speaking skills are improving through the performance of different activities planned for this purpose. Hence, as part of knowledge acquisitions

activities, it has been planned SELF-EVALUATION 1 – BIM2, so, move to Recommended activities and take the evaluation.

Congratulations dear students, you have successfully accomplish all the activities, strategies, and content planned for unit 6. Now you are invited to continue working hard in the acquisition of the upcoming activities, strategies, and content planned to be developed throughout the study of unit 7



### Recommended learning activities

#### IF clauses.

Let's have some practice about 'IF' clauses to make [predictions](#).

#### Making Suggestions

Let's refresh what has been learned about speaking strategy '[Making Suggestions](#)'.

Hello dear students, the analysis of the information provided, is helpful for your understanding that the use of 'Will', as well as 'If', are useful sources to express future predictions.

Dear students, in order to take SELF-EVALUATION 1 – 2BIM, use the current resource.

Content

First  
Bimester

Second  
Bimester

Answer Key

Bibliographic  
References

Study  
Resources



### Self-Evaluation 3

**Choose the right word for the given definition.**

1. The main subject that a student studies at college or university.
  - a. Enroll.
  - b. Major.
  - c. Shift.
2. To officially join a school, university, or course
  - a. Tunnel vision.
  - b. Enroll.
  - c. Ultimately.
3. A planned series of actions for achieving something
  - a. Supportive.
  - b. Management.
  - c. Strategy.
4. Thinking about one part of a plan or problem instead of considering all the parts.
  - a. Tunnel vision.
  - b. Supportive.
  - c. Shift.

Content

First  
Bimester

Second  
Bimester

Answer Key

Bibliographic  
References

Study  
Resources



5. A place where animals are kept so that people can look at them.
- a. Traditions.
  - b. Souvenir.
  - c. Zoo.
6. Customs that have existed for a long time
- a. Traditions.
  - b. Zoo.
  - c. Preserve.
7. To make something longer by pulling it
- a. Zoo.
  - b. Grapped.
  - c. Stretch.
8. Showing no respect
- a. Zoo.
  - b. Degrading.
  - c. Make a living.

**Choose the option that tells the use given to the gerund in the sentence.**

9. Not listening when people are talking to you is a really hard habit to break.
- a. Subject.
  - b. Object.
  - c. Object complement.

Content

First  
Bimester

Second  
Bimester

Answer Key

Bibliographic  
References

Study  
Resources

10. What i'd really suggest is looking for a new job as soon as possible.
- a. Subject.
  - b. Object.
  - c. Subject complement.
11. My worst fear is drowning!
- a. Object.
  - b. Subject complement.
  - c. Object complement.

**Chose the right response to the questions below.**

12. What will happen if it snows tomorrow?
- a. You will stay home.
  - b. You will go out.
  - c. You will wear light clothes.
13. If the tsunami hits the coast, \_\_\_\_\_ will lose their homes.
- a. The villagers.
  - b. The village.
  - c. The fish.
14. If Danny cheats on Sandy, she \_\_\_\_\_ him.
- a. Forgiven.
  - b. Will forgiven.
  - c. Will not forgive.

15. If it rains too much, I \_\_\_\_\_ stay home.

- a. Will.
- b. Am.
- c. Decide.

Answer Key

Once you have finish this SELF-EVALUATION, you must feel confident for the positive result on testing how your vocabulary and grammar knowledge are growing. Congratulations.

Content

First  
Bimester

Second  
Bimester

Answer Key

Bibliographic  
References

Study  
Resources



## Week 13



### Unit 7. Marriage and traditions – law system

Hello dear students, and welcome to the study of unit seven. During the study of unit seven, we will discuss about the Law System and its alternative way to solve legal conflicts.' During the study of unit 7, you will be challenge to talk about advantages and disadvantages of Restorative justice. Additionally, throughout the study of unit seven, you will be required to develop listening and speaking exercise meant to enhance your listening and speaking skills; at the same time, you will be requested to infer speaker's Core Believes.

#### Focus on listening

For 'Focus on Listening' section, you will listen to two audios from your text-book; these audios are accompanied with a number of activities and strategies meant to help learners improve their listening skills.

While working in audio one, you work on vocabulary activities about law. Additionally, you will have to identify the 'main idea,' and supporting details of the oral message presented in the audio. The last activity presented from audio one requires learners to Infer Speaker's Core Believes.

[Content](#)[First Bimester](#)[Second Bimester](#)[Answer Key](#)[Bibliographic References](#)[Study Resources](#)

Regarding audio 2, you will be required to develop activities to reinforce vocabulary, and activities meant to expand your perspective about law system.

### 7.1. Inferring Speakers Core Believes

Welcome dear students to the development of content, activities, and strategies planned for unit 7. In this moment we are going to focus our attention on learning a new type of inference 'Inferring Speaker's Core Believes.'

Dear students, we will start our study of the listening strategy '**inferring Speaker's Core Believes**' by searching what speaker's core believes refer to.

Regarding core believes, Nathan, Rees, Lim, and Correia (2003) declare that 'Core Beliefs' are the very essence of how we see ourselves, other people, the world, and the future; the authors mentioned that these beliefs only become activated under certain stimulus.

According to Solórzano, and Schmidt (2020,) a core belief is a principle or idea that affects your view of the world and the decisions you make.

Once we have the conception of core believe clear, it is time to refresh our prior knowledge about the mental process to make inferences:

First step, listener identifies evidence from context (oral speech – core believes.)

Second step, listener compares previous knowledge to evidence (word connotation vs evidence from context).

Third step, listener feels confident to draw conclusion/ inferences.

Dear students, with these two elements (definition of core beliefs, and mental process for inferences) at hand, we are ready to take a real conversation example to practice inferring core beliefs out of it.

In order to review this practice exercise to infer speaker's core beliefs, you will have to move to the 'Recommended activities' section.

Okay dear students, from the concept, explanation and exercise provided, it is inferred that you have successfully learned to make inferences from speaker's core beliefs. In fact, now you know that speaker's core beliefs are those kinds of principles or ideas that affect your view of the world and the decisions you make, in other words deep personal beliefs which are hidden carefully and difficult to be inferred. Besides, you have learned that context is the best source to get evidence from; finally, it is useful to follow the established mental process to make inferences.



### Recommended learning activities

Dear students, in the following document, you will find an exercise meant to infer speaker's core beliefs, and at the same time meant to describe the process to identify speaker's core beliefs.

[Study Resources](#)

[Content](#)

[First Bimester](#)

[Second Bimester](#)

[Answer Key](#)

[Bibliographic References](#)

[Study Resources](#)



## Week 14

### Focus on speaking

Dear students, during 'Focus on Speaking' section, you will be required to complete different kinds of activities to improve your speaking skill. In fact, this section will provide opportunities for you to reinforce and expand vocabulary about legal system; grammatical about 'Connectors;' pronunciation, and finally, the speaking strategy, '**Signal Words to Persuade.**'

### 7.2. Grammar – Connectors

Welcome dear students to the study of grammar topic 'Connectors.' The acquisition of grammar feature is very important because connectors provide coherence to written and spoken contexts.

The English language uses different kinds of connectors for different purposes. In this lesson, we are going to focus on basic coordinating conjunctions: 'and,' 'but,' and 'so;' and the subordinating conjunction 'because'.

We will start the study of connectors by defining 'Coordinating Conjunctions.'

According to Coordinating Conjunctions (2008,) a coordinating conjunction is a word which joins together two **clauses** which are both equally important.

Dear students, for comprehension purpose, it is necessary to provide a definition of the terms 'independent clause' and 'dependent clause'.

[Content](#)[First Bimester](#)[Second Bimester](#)[Answer Key](#)[Bibliographic References](#)[Study Resources](#)

Oshima and Hogue (2006,) declare that an independent clause contains a subject and a verb and expresses a complete thought.

Regarding dependent clause, Oshima and Hogue (2006,) states that it begins with a subordinator such as 'because,' 'when,' 'if,' and others.

Dear students, the tables below aim to clearly present the function and examples of coordinating conjunctions and subordinating conjunction as well.

Coordinating Conjunction	Function	Example
<b>and</b>	Joins two similar ideas together	He lives in Loja, <b>and</b> he studies at UTPL.
<b>but</b>	Joins two contrasting ideas	John is Ecuadorian, <b>but</b> Susy is Peruvian.
<b>so</b>	Shows that the second idea is the result of the first	She was sick, <b>so</b> she went to the doctor.

Subordinating Conjunction	Function	Example
<b>Because</b>	Provides reason	He studies a lot <b>because</b> he has an exam.

Okay dear students from all the information we have reviewed until now, you have already learned that there are dependent and independent clauses; you have also learned that coordinating conjunctions are used to join two similar ideas together; you also learned that subordinating conjunctions join a dependent and an independent clause.

It is time dear students to move from theory to practice; therefore, it is necessary to move to your student book Unit 7 – Grammar.

Dear students, for further practice about connectors, you have to move to recommended activities at the bottom of week 14, and perform the practice exercise provided.



### 7.3. Signal Words to Persuade

Dear students, now you are going to learn how to use Signal Words to Persuade. Let's start by providing the definition of the word 'persuade.'

According to Persuade (2020,) the word persuade is defined as follows,

Persuade: to make somebody believe that something is true.

Okay dear students, now we are going to learn two different groups of signal words used to persuade.

The first group refers to '**Signal Words Used to Introduce a Position;**' as stated by Solórzano and Schmidt (2020,) these words are

I believe (that) \_\_\_\_ I feel (strongly) (that) \_\_\_\_ I support (that) \_\_\_\_  
In my opinion \_\_\_\_  
I think \_\_\_\_

The second group refers to '**Signal Words Used to Support Arguments;**' as stated by Solórzano and Schmidt (2020,) these words are classified in two sub-categories.

#### **Signal Words to Support Arguments of Equal Importance:**

One argument (is / is that) \_\_\_\_ Another point (is / is that) \_\_\_\_ My first/second/third argument (is / is that) \_\_\_\_ My final argument (is / is that) \_\_\_\_

#### **Signal Words to Support Arguments from Least to Most Important:**

My first argument (is / is that) \_\_\_\_  
Another important argument (is / is that) \_\_\_\_  
An even more important point (is / is that) \_\_\_\_

The most important argument (is / is that) \_\_\_\_

In order to reinforce and expand the information provided above, you will be asked to go through the information presented in the present [URL](#).

Dear students from all the information provided, it can be assumed that you are already clear about the different words used to introduce an opinion, and the different words used to support arguments; from now it is a matter of practice to use them fluently in oral contexts.

Dear students, it is time to move from theory to practice; in order to have some practice about signal words used to introduce a position and words used to support arguments, you have to move to your text-book Unit 7 – Speaking Skills.

For further information and practice about expressions used to introduce an opinion, move to the section ‘Recommended activities,’ and click on the link provided.

Congratulations dear students, you have successfully accomplish all the activities, strategies, and content planned for unit 7. Hence, you are invited to continue working hard in the acquisition of the upcoming activities, strategies, and content planned to be developed throughout the study of unit 8.



### Recommended learning activities

#### Grammar connectors.

Dear students it is time to practice the use of connectors, so visit this document to develop the practice activity.

and-but-so-because

### Signal words to persuade.

Let's improve your knowledge about using expressions to introduce opinions and expressions to support [arguments](#).

How did you feel analyzing and performing the assignments provided? If you followed the guidance provided during the development of the point of study, then you must be feeling positive about it. Congratulations!



Week 15



## Unit 8. Climate change and its effects-causes

Hello dear students, and welcome to the study of unit eight. During the study of unit eight, we will discuss about 'Climate Change' and its Consequences.' During the study of unit eight, you will be challenged to talk about human actions that cause global warming and human actions that are meant to reduce carbon footprint. Additionally, throughout the study of unit eight, you will be required to develop listening and speaking exercise meant to enhance your listening and speaking skills; at the same time, you will be requested to 'Infer Contrast from Context.'

## Focus on listening

For 'Focus on Listening' section of study, you will listen to two audios from your text-book; these audios are accompanied with a number of activities and strategies meant to help learners improve their listening skills.

While working in audio one, you work on vocabulary activities about living small. Additionally, you will have to identify the 'main idea,' and supporting details of the oral message presented in the audio. The last activity presented from audio one requires learners to Infer Contrast from Context.

Regarding audio 2, you will be required to complete activities to reinforce vocabulary, and activities meant to expand your perspective about personal carbon footprint.

### 8.1. Inferring Contrast from Context

Welcome dear students to the study of content, activities and strategies planned for unit 8. The first linguistic aspect to be studied is inferences; in fact, you will learn how to 'Infer Contrast from Context.'

Dear students, at this point of study you it has been already learned the process to make inferences, in general terms. Therefore, it is necessary to focus attention on the specific type of inference requested, 'Contrast.'

Contrast (n.d.) declares that a word or phrase is emphasized by the use of the opposite meaning somewhere close to its use. Therefore, it is suggested to look for signal contrasting words from oral context.

Okay dear students, it is time already to have a clear explanation on how to identify contrast words from context in order to make inferences. In order to access to a didactic explanation about inferring contrast from context, you will have to visit this [link](#).

Dear students, by now you have already learned that in order to infer contrast from context, it is essential, for listeners, to identify words that express contrast, and be attentive at identifying contrastive signals from context.

In order to expand your knowledge about common words that express contrast, move to the section 'Recommended activities'.

### Focus on speaking

Dear students, during the study of 'Focus on Speaking' section, you will be required to accomplish different kinds of activities to improve your speaking skill. In fact, 'Focus on Speaking' section will reinforce and expand vocabulary regarding climate change; besides, grammar about 'Modals of Necessity', pronunciation; finally, you will also have the opportunity to learn about the speaking strategy, '**Interrupting Politely**'.

## 8.2. Grammar – Modals of Necessity

Hello dear students, for the study of Modals of Necessity, let's start by identifying them, and talking about their function.

These are the **modal verbs used** to express necessity:

**must**  
**have got to**  
**have to**

The modal verbs "**must**," "**have to**" and "**have got to**" show that something is not optional; it is necessary.

**Must** is the strongest and most serious modal verb of the three and is most common in writing. It is unusual to use “must” in questions.

I must study tonight.

**Have got to** is most common in informal speech. It is not used in questions.

I have got to study tonight. = I must study tonight.

**Have to** is the most commonly used modal of obligation. It is useful for forming questions and negatives.

Be careful! The subject and verb must agree for **he/she/it** subjects AND the question form requires “Do/Does/Did” (Modals of Necessity, 2008.)

Dear students, from the detailed information previously provided, now you already know that modals of necessity are auxiliary verbs used to express necessity and obligation, and they are HAVE TO, HAVE GOT TO, AND MUST.

You also know that their structure goes like this:

MODAL + Main verb in base form.

In order to have additional information about the use of ‘Modals of Necessity’, move to ‘Recommended activities’ section and click on the link provided for Modal verbs.

### 8.3. Interrupting Politely

Well dear students, the speaking strategy you are going to learn about encourages you to identify different manners to interrupt a speaker oral presentation, in a polite manner.

Content

First  
Bimester

Second  
Bimester

Answer Key

Bibliographic  
References

Study  
Resources

For the learning of '**Interruption Politely**' strategy, we have to start by identifying which are the most common phrases used to interrupt politely.

Well dear students, in order to learn about some useful expressions to interrupt a speaker in a polite manner, lets visit this [URL](#).

Okay dear students, the information presented in the link above is self-explanatory about the use of expressions to interrupt people's speech in a polite manner. Hence, so far you have learned different manners to interrupt politely; especially when it is necessary to ask a question, or make a comment.

In order to have some practice of what has already been learned, move to your textbook Unit 8 – Speaking Skill, and develop the activities suggested.

Dear students, considering the fact that the information about 'interrupting politely' requires the learning and use of some expressions; now it becomes your responsibility to practice, as much as you can, the learned expressions.

Okay dear students, after the study of different listening and speaking strategies, you are invited to take the last SELF-EVALUATION 2 – BIM2 which is meant to assess, on your own, the improvement on vocabulary and grammar knowledge. Go to Recommended activities section, and take the evaluation.

Well dear students. it is the end of the study of unit eight. Thanks for your commitment and dedication to successfully accomplish all the academic activities presented in this unit. However, feel free to contact your tutor through the different means of communication: virtual platform, tutorial sessions, phone call, or mail; tutors are always there to help you clarify academic doubts.

Content

First  
Bimester

Second  
Bimester

Answer Key

Bibliographic  
References

Study  
Resources



## Recommended learning activities

### Inferring Contrast from Context

Dear students, in order to expand your prior knowledge about contrasting words, let's visit this [URL](#)

Dear students when learning focuses on vocabulary and expressions, as it is the case of words, to express comparison, then, you are the only person who can help practicing its use and fluency.

### Modals of Necessity.

Dear students, in order to widen your prior knowledge about 'Modals of Necessity', let's visit this [URL](#).

How did you go with the study and development of the activities suggested; by following the guidance previously provided, It can be predicted that you did not have any trouble;, by now you already know in what specific contexts: have got to, must, have to, can be used.

Okay dear students, for the last part of unit 15, it has been planned SELF-EVALUATION 2 – BIM2. Make sure you take advantage of this opportunity to discover how your grammar and vocabulary knowledge is growing as the rest of listening and speaking strategies. Visit the current resource.

Content

First  
Bimester

Second  
Bimester

Answer Key

Bibliographic  
References

Study  
Resources





## Self-Evaluation 4

**Choose the right word for the given definitions.**

1. To feel sorry for something negative that happened.
  - a. Move on.
  - b. Outcome.
  - c. Remorse.
2. To do something that produces an effect or change in something.
  - a. Offender.
  - b. Restitution.
  - c. Affect.
3. To make sure something will happen in the right way.
  - a. Facilitator.
  - b. Incarcerate.
  - c. Ensure.
4. To put or keep someone in prison.
  - a. Outcome.
  - b. Move on.
  - c. Incarcerate.

Content

First  
Bimester

Second  
Bimester

Answer Key

Bibliographic  
References

Study  
Resources

**Complete the definitions by choosing the correct option.**

5. Resource: a supply of something \_\_\_\_ Such as land, oil, or coal.
- a. Useful.
  - b. Expensive.
  - c. Big.
6. Generation: all people \_\_\_\_
- a. Living together.
  - b. Of about the same age.
  - c. In the same country.
7. Consumption: the \_\_\_\_ Of energy, oil, or electricity
- a. Use.
  - b. Cost.
  - c. Selling.
8. Solar panel: equipment that makes energy from the \_\_\_\_
- a. Sun.
  - b. Wind.
  - c. Ocean.

**Chose the coordinator that best completes the statements below.**

9. Maria tried to read a novel in french, \_\_\_\_ It was too difficult.
- a. Because.
  - b. So.
  - c. But.

10. I bought a bottle of wine, \_\_\_\_ We drank it together.
- And.
  - Because.
  - But.
11. I went to buy a rolling stones cd, \_\_\_\_ The shop didn't have it.
- And.
  - But.
  - Or.
12. There's so much rain lately! Maybe it's because of el nino, \_\_\_\_ Maybe it's just coincidence.
- Because.
  - Or.
  - And.

**Choose the right modal of necessity to complete the statements below.**

13. Son: Mom, I don't want to clean my room. \_\_\_\_ it right now?
- Mother: Yes, right now.
- Do I must clean.
  - Do I have to clean.
  - Have I to clean.
14. If Richard wants to become a professional musician, he \_\_\_\_ every day.
- Have to practise.
  - Has to practise.
  - Haves to practice.

Content

First  
Bimester

Second  
Bimester

Answer Key

Bibliographic  
References

Study  
Resources

15. If you have a pet dog, you \_\_\_\_ feed it every day or it will die!

- a. Have got.
- b. Have got to.
- c. Has got to.

Answer Key

Once you have finish this SELF-EVALUATION, you must feel confident for the positive result on testing how your vocabulary and grammar knowledge are growing.

Congratulations!

Content

First  
Bimester

Second  
Bimester

Answer Key

Bibliographic  
References

Study  
Resources



## Final activities of bimester



### Week 16

#### REVIEW UNITS 5 – 8

#### FOCUS ON LISTENING

#### FOCUS ON SPEAKING

Hello dear students; considering the fact that all the content planned for the second term has been finished in Week 15, now it is time to work on the review of all the content studied from units 5 to 8. In this sense, in Week 16, you will have to review every single activity that has been developed until now; by doing so, you will be ready to successfully demonstrate that you have acquired the required skills to continue with the study of the English program.

Congratulations for the great effort shown during the study of the English Language: Listening and Speaking III course.

Best wishes!

[Content](#)[First  
Bimester](#)[Second  
Bimester](#)[Answer Key](#)[Bibliographic  
References](#)[Study  
Resources](#)



## 4. Answer Key

Self-evaluation 1	
Item	Answer
1	c
2	c
3	c
4	b
5	a
6	b
7	c
8	a
9	b
10	b
11	c
12	b
13	c
14	c
15	b

Self  
Assessment

Self-evaluation 2	
Item	Answer
1	b
2	b
3	c
4	a
5	b
6	c
7	a
8	b
9	a
10	b
11	a
12	a
13	b
14	b
15	a

Self  
Assessment

Content

First  
Bimester

Second  
Bimester

Answer Key

Bibliographic  
References

Study  
Resources

Self-evaluation 3	
Item	Answer
1	c
2	c
3	c
4	c
5	a
6	b
7	a
8	a
9	c
10	a
11	b
12	b
13	b
14	b
15	b

Self  
Assessment

Content

First  
Bimester

Second  
Bimester

Answer Key

Bibliographic  
References

Study  
Resources



Self-evaluation 4	
Item	Answer
1	b
2	b
3	c
4	a
5	c
6	a
7	c
8	b
9	a
10	c
11	b
12	a
13	a
14	c
15	a

Self  
Assessment

Content

First  
Bimester

Second  
Bimester

Answer Key

Bibliographic  
References

Study  
Resources



## 5. Bibliographic References

AmyV. (2015, April 26<sup>th</sup>). How to keep a conversation going in English. Retrieved from <http://tiny.cc/z0belz>

BBC (n.d.). Pronunciation tips. Retrieved from <http://tiny.cc/jgotkz>

Beatty, K. (2012). LEAP. Listening and Speaking 3 (2nd ed.). Montreal, Canadá: Pearson.

British Counsil. (n.d.). Prediction. Retrieved from <https://www.teachingenglish.org.uk/article/prediction> (Website used to define the word prediction.)

Chang, A. (2007, December 01). The impact of vocabulary. Retrieved from <http://tiny.cc/v1r0jz> (Prelistening strategy - vocabulary)

Collins (n.d.). Inference. Retrieved from <https://www.collinsdictionary.com/dictionary/english/inference>

Contrast (n.d.). The five types of context clues. Retrieved from <https://bit.ly/2WJhZj7>

Coordinating Conjunctions (2008). Study zone. Retrieved from <https://bit.ly/2wsPnQL>

DJatmika, U. (2013, June 1). Interpreting connotations of words Retrieved from <https://www.slideshare.net/Djatkika1/interpreting-connotations-of-words>

Content

First  
Bimester

Second  
Bimester

Answer Key

Bibliographic  
References

Study  
Resources

Dolan, R. (2017). Effective presentation skills. FEMS Microbiology Letters, 364(24), 1–3. Retrieved from <https://doi.org/10.1093/femsle/fnx235>

Fuchs, M.; Bonner, M. y Westheimer, M. (2012). Focus on Grammar 3: An integrated skills approach. New York: Pearson Education.

Gerunds (n.d.) ESL Flow. Retrieved March 20 2020 Retrieved from <http://tiny.cc/t3qnlz>

Handout, P. (2009). Tone is the author's attitude toward the topic. Retrieved from <http://tiny.cc/qfmhlz>

How to make suggestions (n.d.) TALKENGLISH.COM. Retrieved from <https://bit.ly/39hruJ2>

Intonation. (n.d.) American Heritage® Dictionary of the English Language, Fifth Edition. (2011). Retrieved March 20 2020 Retrieved from <https://www.thefreedictionary.com/intonation>

Izaham (2017, April 4). Listening from main ideas. Retrieved from <http://tiny.cc/hhuyjz> (Listening for main ideas and details.)

Linguistic context. (n.d.) WordNet 3.0, Farlex clipart collection. (2003-2008). Retrieved March 20 2020 Retrieved from <https://www.thefreedictionary.com/linguistic+context>

Modals of Necessity (2008). Study zone. Retrieved from <https://bit.ly/2JhXuSY>

Oshima, A. & Hogue, A. (2006). Writing Academic English. White Plains, NY: Pearson Education.

Oster, M., (2018, July 24). Signal Words in TOEFL Listening. Retrieved from <https://www.bestmytest.com/blog/toefl/signal-words-toefl-listening>

Persuade (2020). Oxford learner's dictionary. Retrieved from <https://bit.ly/2JlcEGN>

Pon-Barry, H. R. (2013). Inferring speaker affect in spoken natural language communication. Dissertation Abstracts International: Section B: The Sciences and Engineering, 74(6-B(E)), No-Specified. Retrieved from <http://tiny.cc/y7nmlz>

Rahmah, A., & Adnan, A. (2017). Journal of English Language Teaching. Activating students' speaking ability in asking and giving opinion by using quality questioning, 6(1).

Rodero, E. (2011). Intonation and emotion: Influence of pitch levels and contour type on creating emotions. Journal of Voice, 25(1), e25–e34.

Solorzano, H., Schmidt, J. (2020). NorthStar Listening and Speaking Level 3, (5th ed.). Hoboken, NJ: Pearson.

Thought Groups (2017, November 8). Everyday ESL. Retrieved from <https://cutt.ly/Dtc5N99>

Uses of Reciprocal Pronouns. (2018). Retrieved from <https://www.ifioque.com/parts-of-speech/pronouns/reciprocal-pronoun>

What is a gerund (2016, March 3). Eurocentres. Retrieved from <https://bit.ly/3dvkAml>

Content

First  
Bimester

Second  
Bimester

Answer Key

Bibliographic  
References

Study  
Resources



## 6. Study Resources

### Document 1. Asking for and expressing opinions

Hello dear students. Here we are ready to get informed about the most common expressions used to ask for and express opinions. According to Rahman and Adnan (2017,) the most common expressions used to ask for and express opinions are the ones listed in the table below.

Asking Opinion	Giving Opinion
What do you think ... ?	Well, I think ...
What is your opinion about ... ?	In my opinion I think ...
How do you feel about ... ?	I feel that we should ...
What is your reaction to that ... ?	My reaction is that we should ...
Any comments, ?	May I make a comment on ...

Regarding the expressions suggested to ask for and express opinions, Rahman and Adnan (2017,) also recommend to follow a kind of process when encouraging students to use the given expressions for communicative purposes.

The process suggested by Rahman and Adnan (2017,) include four basic steps, which include teacher's generation of learning environment, and modeling of the activity, at first.

Step 1. The teacher asks a question about students' opinion on a topic being discussed.

Step 2. The teacher waits, a moderate time, for the student to process the information and volunteer to provide a response. Time allowed will depend on student's knowledge level.

Step 3. No hands-up. In this step, the teacher will randomly choose a student to provide a response to the question asked.

Step 4. Responses. Once the student provides a response, the teacher should provide simple encouraging feedback (well done, good job, ....) so other students will feel willing to participate.

#### Example:

Teacher: Okay class, based on the topic being discussed, I would like to hear your individual response to the following question.

Step 1. Teacher: What do you think about extreme sports?

Step 2. Teacher wait a considerable time for students to be ready to respond

Step 3. Teacher chooses, at random, the students who will provide the response.

Step 4. Teacher will provide a positive comment to the response given by the chosen students.

Steps one to 4 will be repeated again and again as long as opinions may exist; the interaction among participants may vary from teacher to student, student to teacher, and student to student.

Okay dear students; you have been provided with some features, steps to use expressions to 'ask for and provide opinions, and example to express opinions.' All that preliminary information will help you to clearly discriminate expressions to ask for from expressions to give opinions, Hence, you will be able to use them accurately for communicative purposes.

Guide Content

Content

First  
Bimester

Second  
Bimester

Answer Key

Bibliographic  
References

Study  
Resources

## Document 2. Simple Past and Present Perfect

# Present Perfect vs. Past Simple

### We use Present Perfect

- when talking about past events and the time is unimportant, unknown, or a secret.  
I have already seen this film
- to describe your experience  
I have done this before
- to talk about change that has happened over a period of time  
You have gained weight since I last saw you
- to list the accomplishments of individuals and humanity. You cannot mention a specific time  
Man has walked on the Moon. Our son has learned how to read
- to say that an action which we expected has not happened yet  
He has not done his homework yet.

Affirmative	Negative	Question
I <b>have</b> worked	I <b>haven't</b> worked	<b>Have</b> I worked?
You <b>have</b> worked	You <b>haven't</b> worked	<b>Have</b> you worked?
We <b>have</b> worked	We <b>haven't</b> worked	<b>Have</b> we worked?
You <b>have</b> worked	You <b>haven't</b> worked	<b>Have</b> you worked?
They <b>have</b> worked	They <b>haven't</b> worked	<b>Have</b> they worked?
He <b>has</b> worked	He <b>hasn't</b> worked	<b>Has</b> he worked?
She <b>has</b> worked	She <b>hasn't</b> worked	<b>Has</b> she worked?
It <b>has</b> worked	It <b>hasn't</b> worked	<b>Has</b> it worked?

### Spelling

You have to know all forms of the irregular verbs very well. For the Present Perfect you need the form of the verb which can be found **in the 3rd column** of the table of the irregular verbs.

go - went - **gone** Ex. **They have gone home.**

Add **-ed** with regular verbs **in all the forms!**

Sometimes there are exceptions in spelling when adding **-ed**.

**1) Consonant after a short, stressed vowel at the end of the word - double the consonant.**

stop - have/has **stopped**

In British English we **double one -l** at the end of the word:

travel - have/has **travell**ed

**2) One -e at the end of the word. Leave the -e. Add -d.**

love - have/has **loved**

**3) Verbs ending in -y**

verbs ending in 'y' preceded by a vowel (a, e, i, o, u): Add **-ed**.

play - have/has **play**ed

Change 'y' to 'i' after a consonant. Then add **-ed**.

worry - have/has **worried**

carry - have/has **carried**

### KEY WORDS

We can use the Present Perfect with unspecific expressions such as: **ever, never, once, many times, recently, lately, today, several times, before, so far, already, yet, just, since, for, this (week, month, year).**

### We use Past Simple

- to express the idea that an action started and finished at a specific time in the past  
I saw a film **yesterday**
- to list a series of **completed actions in the past**.  
I **came** home, **had** dinner and **went** to bed.
- with a duration which starts and stops in the past.  
I **lived** in Brazil for two years.
- to describe a habit which stopped in the past. It can have the same meaning as "used to."  
I **studied** French when I was a child.  
I **used to study** French when I was a child
- to describe past facts or generalizations which are no longer true  
She was shy as a child, but now she is very outgoing.

Affirmative	Negative	Question
I <b>worked</b>	I <b>didn't</b> work	<b>Did</b> I work?
You <b>worked</b>	You <b>didn't</b> work	<b>Did</b> you work?
He <b>worked</b>	He <b>didn't</b> work	<b>Did</b> he work?
She <b>worked</b>	She <b>didn't</b> work	<b>Did</b> she work?
It <b>worked</b>	It <b>didn't</b> work	<b>Did</b> it work?
We <b>worked</b>	We <b>didn't</b> work	<b>Did</b> we work?
You <b>worked</b>	You <b>didn't</b> work	<b>Did</b> you work?
They <b>worked</b>	They <b>didn't</b> work	<b>Did</b> they work?

### Spelling

You have to know all forms of the irregular verbs very well. For the Past Simple you need the form of the verb which can be found **in the 2nd column** of the table of the irregular verbs. **The verb changes only in the affirmative form!**

go - went Ex. They **went** home two hours ago.

They **didn't go** home two hours ago.

Add **-ed** with regular verbs **only in the affirmative form!**

Sometimes there are exceptions in spelling when adding **-ed**.

**1) Consonant after a short, stressed vowel at the end of the word - double the consonant.**

stop - **stopped**

In British English we **double one -l** at the end of the word:

travel - **travell**ed

**2) One -e at the end of the word. Leave the -e. Add -d.**

love - **loved**

**3) Verbs ending in -y**

verbs ending in 'y' preceded by a vowel (a, e, i, o, u): Add **-ed**.

play - **play**ed

Change 'y' to 'i' after a consonant. Then add **-ed**.

worry - **worried** carry - **carried**

### KEY WORDS

We can use the Present Perfect with specific expressions such as: **yesterday, two days (a week, a month, a year) ago, last (week, month, year), in 2005 etc.**

**Put the verbs in brackets into Present Perfect or Past Simple.**

1. - Where is Jane?
- I \_\_\_\_\_ (not see her) today.
2. What \_\_\_\_\_ you \_\_\_\_\_ (do) yesterday?
- Nothing special, I \_\_\_\_\_ (watch TV) most of the time.
3. What's she like?
- She's so nice. We \_\_\_\_\_ (have dinner) two days ago and I think I \_\_\_\_\_ (fall in love).
4. Why \_\_\_\_\_ you (not tell) \_\_\_\_\_ me this two months ago?

**Read the sentences and correct the mistakes if there are any.**

1. When I have been 5 years old, I was very naughty.
2. I'm so glad that you have come!
3. When I saw him yesterday, he hasn't told me anything.
4. Did you do your homework yet? - Yes, I have
5. He has broken his leg a week ago.
6. I guess that yesterday was my lucky day!
7. I have been so angry with him that I have hit him.
8. He always was good at Math.

4. - Hello! Can I talk to Mary?

- I'm sorry she \_\_\_\_\_ (just leave).

5. \_\_\_\_\_ you ever \_\_\_\_\_ (do) this before?

- No, it's my first time.

6. - What's wrong?

I think I \_\_\_\_\_ (make) a mistake.

7. - How was your summer?

- Amazing! I \_\_\_\_\_ (have) a great time!

8. \_\_\_\_\_ he \_\_\_\_\_ (meet) you yesterday?

- No, he \_\_\_\_\_ (not come)

9. Did you write the test yet?

10. Did he cried at the party yesterday?

11. Has he written the test?

12. We didn't receive your invitation yet.

13. They have already bought a car.

14. When I was young I have had many friends.

15. When has he fallen ill?

16. She didn't smoke for two months.

17. Where did they rest last summer?

18. Why did he leave? It's so nice here.

**Write a letter to your friend talking about your recent news and your experience.**





## Document 3. Inferring a Speakers Purpose

### 4.1. Inferring a Speaker's Purpose.

Hello dear students, as mentioned in the virtual guide, this time you will learn the process to infer speaker's purpose. In order to achieve this goal, we will start by providing the definition the 'Purpose.'

According to Handout (2009,) Purpose is the reason a speaker discusses about a topic.

In this sense, a speaker's oral message aims at developing a main idea of a topic; this main idea, at the same time declares the author's purpose; regarding author's purpose, there are three, most common, speaker's purposes: **to inform** (clarify, explain, discuss, ... ;) **entertain** (amuse, delight, frighten, ... ;) and **persuade** (argue against, argue for, convince, ... .) Adapted from (Handout, 2009.)

Well dear students, by having the previous information in mind, let's describe the process to infer speaker's purpose from an oral context:

#### Process to Infer Speaker's Purpose

First, it is necessary to identify the main idea developed by the speaker. In order to do that, it is necessary to know what the main idea is, and where it is placed? By own experience, the main idea is the most important idea/sentence to be developed throughout an oral message, and it is placed, most of the time, at the beginning of the oral context.

Second, it is necessary to know an additional tip on 'how' to identify the main idea. To this regard, Izaham (2017,) affirms that speakers usually introduce 'Main Ideas' by using signal words or phrases; some of the most common signals to consider and learn are: the point I want to make/cover here is...; the main point is... ; the important thing here is... ; what I'm trying to show is... ; what I'm going to talk about today is... ; the purpose of my remarks is ... ; this afternoon I'd like to explain/focus on... .In simple words, in order to identify speakers' main idea, listeners must be very attentive to signal words that introduce main ideas

Finally, considering that the main idea has been identified, then the listener will be capable to infer the speaker's purpose.

Well dear students, the whole process meant to identify the main idea developed by the speaker, seems to be clear; however, an explicit example will

be provided to help you internalize the current strategy 'Inferring a Speaker's Purpose.'

**Example** (adapted from Handout (2009)): Dear students, let's start from the assumption that you have followed the process to identify the main, and it goes as follows.

**Main Idea:** Physical punishment must be prohibited as a way to discipline due to its long-term negative effects on children.

From the given main idea, let's analyze and choose what the speaker is going to discuss about spanking.

- Is the author going to provide **information (inform)** about disadvantages of spanking?
- Is the author going to **argue (persuade)** against spanking as a means of discipline?
- Is the author going to make **fun** (entertain) of those who use spanking to discipline?

Taking into consideration the basic principal to make inferences: 'Use key information from context, make predictions, and draw conclusions/inferences.'

Key information identified from the main idea:

Physical punishment – is the topic of the oral context, and is a phrase that denotes negative connotation

prohibited – is a word that expresses strong restriction

negative effects in children – is a phrase that denotes negative connotation on the subject that receives the action.

Drawing conclusions, from key information, is an immediate mental process which makes the necessary corrections to enable the listener to draw conclusions/inferences

Applying the mental process to draw conclusions, it is necessary to make use of the key information previously identified. The immediate mental process will provoke quick mental connections: the topic of the main idea is physical punishment which has negative connotation; it will be link to the main action 'prohibited' which expresses radical restriction, no other choice; and the last key information connected, negative effects in children is a phrase with a negative connotation over the subject who receive the action, children.

From all these connections made, the **conclusion/inference** drawn is that the speaker will try to persuade listeners that physical punishment should be totally prohibited, as a means of discipline on children.

Going back to the options provided above, and mental process developed, the best option to be chosen is letter 'b' because it states that the purpose of the speaker is: 'the author going to **argue (persuade)** against spanking as a means of discipline?

Well dear students, you have already learned the process, your brain goes through, in order to infer a speaker's purpose.

Congratulations!

[Guide Content](#)

[Content](#)

[First  
Bimester](#)

[Second  
Bimester](#)

[Answer Key](#)

[Bibliographic  
References](#)

[Study  
Resources](#)

## Document 4. Making suggestions

### How to Make a Suggestion in English?

Making a suggestion means telling another person what we think that they should do or what we think is a good idea. We are giving our opinion about what action another person should take.

It is important that we are able to make suggestions or recommendations in English fluently because we need to do this often in our professional and personal life.

There are different ways that we can make a suggestion or recommend something in English. In this lesson, we will cover the most important and commonly used ways.

#### 1. The most common way to make a suggestion is to use the modal "should".

##### Subject + should + verb...

- You should study listening more if you want to improve your English.
- He should quit his job.
- You should get your mom a scarf for her birthday.
- Mark should be more honest.
- They should come to the party with us.
- We should try that restaurant next week.
- You should watch that movie. It is really good.

We can change the word "should" to "need" if we want to use stronger language.

- You need to see that movie. It is amazing!
- She needs to tell us if she is going to be late.

#### 2. Another common way to give a suggestion or recommendation is to use the word "could".

"Could" is much softer and more indirect than using "should". We use "could" to give different options, but when we use "could" it shows that we do not have an opinion.

##### Subject + could + verb...

- You could do yoga if you want to be healthier.
- We could go to Thailand for the next vacation.
- They could come to our house for Christmas dinner.

We often give more than one option when using "could".

- If you want to be healthier, you could try yoga or Pilates.
- We could go to Europe next vacation or we could go to Africa.
- If he is unhappy at his job, then he could quit or tell his boss directly.
- He could take the bus or the subway.

### 3. Look at the difference between "should" and "could".

- You should try yoga.

(=I think that yoga is the best for you.)

- You could try yoga.

(=Yoga is one possibility for you.)

As you can see, we use "should" to show our own opinion about what another person should do or try. We use "could" to just provide an option. We are not sharing our feelings or thoughts when we use "could".

### 4. We can also use some questions to make a suggestion or recommendation in an indirect way.

#### Why don't/doesn't + subject + verb...?

- Why don't you try Jujitsu?
- Why doesn't she break up with her boyfriend?
- If you hate your job, then why don't you quit?
- Why don't you buy a new car? Yours always breaks down.
- Why doesn't he try to save more money? He always uses his money very recklessly.
- Why don't they play soccer with us tomorrow?

#### How about + gerund/noun...?

- How about trying this restaurant?
- How about going back to school to get your master's degree?
- How about this movie?
- How about getting your mom a necklace for her birthday?
- If you don't want to go outside, how about watching a movie?
- Since you don't want to get the red hat, how about the blue one? It looks good.

5. **We can also just use the words "suggest" or "recommend". We can use two different sentence patterns to do this. I**

**suggest/recommend that + sentence**

- I suggest that you study grammar more.
- I suggest that he think more about it before he makes a decision.
- I recommend that she focus on improving her speaking.
- I recommend that you go to Thailand for your honeymoon.

**Note:** We do not put an "s" after the verbs in the second party. This is called the "Subjunctive Form". It is very rare in English, so do not worry about it. Just know that in sentences with "recommend" and "suggest" that we do not add an "s" to the verb that follows "that". However, if you do put an "s" by mistake, it is not a big problem. English speakers can still easily understand and most people will not even know that you made a mistake.

**I suggest/recommend + gerund/noun...**

We use this when we are making the suggestion directly to the person that will do the action.

- I suggest going to Europe in the summer.
- I recommend trying that Mexican restaurant.
- She recommends trying meditation to relieve stress.

We can also do this when both people know who will do the action or when it is general advice.

A) Mark says he wants to lose weight.

B) I suggest dieting and lifting weights.

(=I suggest that Mark diet and lift weights.)

A) It is hard for people to learn English.

B) I suggest speaking as often as possible.

(=I suggest that anyone who is trying to learn English speak as often as they can.)

**6. We can use this sentence pattern when we will also be doing the action with the other person.**

**Let's + verb...**

- Let's try this restaurant.
- Let's go home.
- Let's tell her the truth.

Guide Content

Content

First  
Bimester

Second  
Bimester

Answer Key

Bibliographic  
References

Study  
Resources

## Document 5. Inferring Speakers Core B

Dear students, we will start our study of the listening strategy '**inferring Speaker's Core Believes**' by searching what speaker's core believes refer to.

Regarding core believes, Nathan, Rees, Lim, and Correia (2003) declare that 'Core Beliefs' are the very essence of how we see ourselves, other people, the world, and the future; the authors mentioned that these beliefs only become activated under certain stimulus.

According to Solórzano, and Schmidt (2020,) a core belief is a principle or idea that affects your view of the world and the decisions you make.

Once we have the conception of core beliefs clear, it is time to refresh our prior knowledge about the mental process to make inferences:

First step, listener identifies evidence from context (oral speech – core believes.)

Second step, listener compares previous knowledge to the current evidence (word connotation vs evidence from context).

Third step, listener feels confident to draw inferences.

Dear students, with these two elements (definition of core beliefs, and mental process for inferences) at hand, we are ready to take a real conversation example to practice inferring core believe out of it.

Dialogue between two school classmates:

Boy: Why do you drink alcohol?

Girl: It causes pleasure.

What can be inferred?

B: Do your parents know you drink?

G: Yes

B: Have you talked to your parents about this addiction?

G: No, but sometimes I drink with my mom. What can be inferred?

B: Does your mom live with your father?

G: No, they are divorced.

What can be inferred?

B: Does your mom drink frequently?

G: Some times

B: Who does your mother drink with?

G: With her old friends.



Taking into account the concepts of 'core believes' and the mental process to make inferences; let's make core belief inferences to provide a response to each of the questions above.

Background information and questions to be responded (implied core beliefs)

Girl: It causes pleasure. 1. What can be inferred?

G: No, but sometimes I drink with my mom. 2. What can be inferred?

G: No, they are divorced. 3. What can be inferred?

In order to make core belief inference to question one, let's follow the mental process to make inferences:

- 1°. Evidence from context – "G: it causes pleasure"
- 2°. From prior knowledge, drinking alcohol is a pretty bad social problem, especially for young teenagers; nonetheless, the girl in the conversation sounds confident by going through this bad habit.
- 3°. By taking into account the information gathered from step 1° and 2°, the core belief inference that can be made for question: "1. What can be inferred" is that for this teenage girl, drinking is not a social problem; instead, it is a common social event.

Well dear students, making a core belief inference for question one was developed under a clear step by step (1° - 3°) process which made it easy to apply the current listening strategy "**inferring Speaker's Core Beliefs**"

Okay dear students, there are two left questions to be provided a core believe inference response. It is going to be your opportunity for you to have a practical opportunity to master 'Inferring Speaker's Core Beliefs.'

Well done dear students!

Guide Content