



UTPL

La Universidad Católica de Loja

Modalidad Abierta y a Distancia

English Language: Reading and Writing III

Guía didáctica

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Departamento de Ciencias de la Educación

Sección departamental de Lenguas Contemporáneas

English Language: Reading and Writing III

Guía didáctica

Autora:

Inga Gabriela Cecibel



Asesoría virtual
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English Language: Reading and Writing III

Guía didáctica

Inga Gabriela Cecibel

Universidad Técnica Particular de Loja

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1. Information data

1.1. Presentación de la asignatura



1.2. UTPL Generic Competences

- Written and oral communication
- Critical and reflexive thinking

1.3. Program specific competences

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

in the teaching of English to children and teens according to international standards.

- Integrates linguistic, didactic and curricular pedagogical knowledge that allow, interdisciplinarity, the updating of models, the use of learning methodologies and the incorporation of knowledge for teaching English as a foreigner in a practically and systematically way, based on the development of critical, reflective, creative and experiential thinking concerning to the development of the person and their context.

1.4. Issues addressed in the subject

Limited systemic mastery of epistemology and pedagogy from philosophical and historical perspective and poor mastery of English communication 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, video discussions, among others.

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

learning results and competences to be achieved to guarantee training oriented towards the development of the professional profile of the program.

The educational process is based on the development and evaluation of three types of activities:

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

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

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

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

The academic resources used:

- Virtual guide,
- Virtual platform
- Academic Plan

To pass the course, students have to use all the academic resources in parallel because they complement each other. Additionally, you have to complete all the exercises and suggested activities included in the basic textbook and the virtual guide as well as the self-evaluations and learning resources, which allow you to evaluate your knowledge of each one of the topics studied in this course.



3. Didactic guidelines for learning outcomes



First mid-term

Learning outcome 1 and 2

- Identifies main and supporting details in different types of texts.
- Organizes and writes different types of essays.

Contents, resources and suggested learning activities

Dear students welcome to the study of this subject that will become a valuable support for achieving your academic goals and dreams.

To achieve the learning outcomes proposed in this first bimester, you will review the most relevant aspects of each one of the four units proposed in this first bimester. Additionally, you have to read the basic textbook, extra learning resources and carry out all of the proposed activities, which will encourage you to the learning of the contents proposed in this subject and develop your reading and writing skills.

Let's start with the first week of study.



Week 1



Unit 1. Sports and Obsession

Dear students, to accomplish the learning outcomes of this subject, it is important to review the most relevant aspects proposed in this first unit, which will promote the development of your reading and writing skills. I am sure you will enjoy the topics included in this unit; as well as the reading and writing strategies, vocabulary and grammar topics.

I invite you to take the basic textbook and complete the first suggested activity named “Focus on the Topic”, it is an activity that will help you to predict the content of the unit. Vocabulary activity, will help you to predict meaning from context. And readings activities will help you to practice different reading strategies such as identifying main ideas, supporting details and locate specific information.

Now you are going to start studying the first topic of this week “make inferences.”

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Focus on Reading:

1.1. Make Inferences

Now, you are going to study and apply the first reading strategy, proposed in this unit. Firstly, you need to know that “make inferences” is a comprehension strategy used by proficient readers to “read between the lines” and “make connections”(Gunning, 2006). When learners read inferentially, they are involved with the text at a higher level reflecting on information, making judgments, and drawing conclusions in response to what they are reading (Harvey & Goudvis, 2000). It means that when readers infer meaning they become more personally engaged with and connected to the deeper meaning of the text, resulting in enhanced understanding and increased learning and retention

To get a better understanding of this reading strategy, I suggest you review the information in the [following link](#) ,which gives a short explanation and interesting examples about this topic.

Now, I invite you to read and analyze the explanation presented in the basic textbook and complete the exercises. This strategy will help you to complete the activities presented the basic textbook (Reading 1). The study and practice of this reading strategy will help you to achieve your learning aim.

Once you have reviewed the contents of the basic textbook and completed the suggested exercises, you can conclude that “Inference” is the ability to connect what is in the text with what is in the mind to create an educated guess (Beers, 2003).

1.2. Take notes on key words and phrases

It is another reading strategy, which involves “taking specific information or main ideas” from a text, passage, article, etc. Dewitt (2007), stated that taking notes is a reading strategy that allows processing the context information in the mind and it can help students wrote down their own words, beliefs, and ideas.

To have a better understanding of this topic, I invite you to review the information presented in the [following link](#).

With the aim to understand better this reading strategy, I invite you to read the chart presented in the basic textbook. Once you have finished analyzing the chart, complete the exercise presented in the basic textbook. This reading strategy will help you to complete the activities presented in the basic textbook (Reading 2).

Once you have reviewed and studied this topic, you can be concluded that one of the most fundamental reasons for taking notes “is to enhance your comprehension and retention of the content of a text..

1.3. Recognize quotations and reported speech in texts

It is important to know the function and use of quotes and reported speech when reading different types of texts, such as news articles, readings, etc.

I invite you to read and analyze the information presented in the [following link](#). It will help you to understand better this topic, which contains a deep explanation and some examples.

Once you have reviewed the previous information suggested, I invite you to complete the exercises presented in the basic textbook. Also,

to strengthen your understanding of this topic, you can read “Reading 2” from the basic textbook and identify quotes and reported speech.

With the previous information in your mind, you can conclude that “The primary function of “quotation marks” is to set off and represent exact language (either spoken or written) that has come from somebody else. And, “reported speech” is when we tell someone what another person said (Barton & Dupaquier, 2020).).

1.4. Parts of speech

In the process of improving reading and writing skills, it is necessary to review vocabulary and grammar contents. Understanding parts of speech are essential to determine the correct definition and function of a word.

To get a clear idea about this topic, I would like to invite you to watch [the following video](#), it includes relevant information and examples.

Once you have watched the suggested video, you have to complete the exercises presented in the basic textbook “vocabulary”.

Now, it is important to emphasize that “parts of speech” indicate that English has several kind of words, such as nouns, pronouns, verbs, adverbs, adjectives, articles, prepositions, conjunctions, and interjections. And these individual words can become different parts of speech depending on their function in a sentence (Hogue, 2003).



Recommended learning activities

One way to verify your learning about the contents studied in this week is to apply this knowledge, so I recommend you complete the following activities, which will help you internalize and achieve the domain of what you have learned.

Complete the reading activities presented in the basic textbook(reading 1 and 2). Identify the main ideas, supporting details and infer vocabulary from context. Additionally, complete the vocabulary and grammar activities presented in the basic textbook.

This activity is a game, in which you will apply the reading strategies studied in this week.

Applying Reading and Writing strategies



Week 2

Congratulations you have completed the study topics proposed in week 1; for this week 2, it is appropriate to review some topics related to writing. Firstly, you will review grammar “modals of ability” and then you will analyze a writing strategy “adding information for clarity”. Finally, you will study the structure and how to write a “factual report.” These topics will help you to improve your writing skills.

Now, you are going to start studying “modals of ability.”

Focus on Writing:

1.5. Modals of ability: can, could, be able to

Grammar is a very important issue that helps to improve writing and reading skills. Knowing English grammar structure helps you to be a better writer, reader, communicator, thinker, and listener. Let check the following chart, to have a general idea of this grammar topic.

Hogue (2003) mentions the following uses and examples of modals of ability. Let's check them.

You use "can" to talk about ability in the present and in the future.

- You can all read and write
- Anybody can become a qualified teacher

You use "could" to talk about ability in the past

- He could run faster than anyone else

You use "be able to" to talk about ability in the present, future, and past.

- They are not able to run very fast
- She was able to tie her own shoelaces
- We will be able to sail a boat

Now, I invite you to review the [following link](#), it contains a deep explanation and some examples that will help you to have a better understanding of the use of “can could, be able to.”

After reviewing the previous learning resource, you have to read and analyze the explanation and examples suggested in the basic textbook about the different forms used to describe ability. I recommend you complete the activities suggested in the basic textbook, in the grammar section. This will help you verify what you have learned about it.

Once you have reviewed the previous information and completed the exercises of this grammar topic, you can conclude that modals of ability “can, could and be able to” are used to express ability, but it can be expressed in different tenses.

1.6. Factual report

It is time to put into practice the vocabulary and grammar you have reviewed and studied in this unit, with the purpose to write a “factual report”. But, first, at all, I invite you to review the information presented in the [following link](#). It will help you to get a clear idea about how to write a Factual Report and what you have to take into consideration at the moment of writing it.

With this previous information, you have to read and analyze the explanation given in the basic textbook, which presents some tips on how to write a “factual report.” After that, you have to complete all the exercises suggested in the basic textbook, it will be very useful in the process of writing a factual report.

Finally, once you have reviewed the previous learning resources, you can conclude that “a factual report” describes a situation and embrace a large amount of accurate data (facts). A news article is an example of a factual report. (Barton & Dupaquier, 2020).

1.7. Add information for clarity

When you add information in your writing, you need to paid attention to clarity. You have to think about your audience, the people who will read what you write. Remember that they may know less about the topic than you do.

I suggest you read and analyze the [following information](#), it will help you to understand better the different ways to add information to a sentence, paragraph, texts, etc.

Dear students, it is essential that you read the explanation and complete the suggested exercises in the basic textbook.

Once you have understood and studied the contents of this writing strategy, you have to keep in mind that the purpose of “add information” such as ideas, specific details is to give the reader clear ideas of the reading process (Barton & Dupaquier, 2020). Also, linking words and phrases, punctuation and other transitional signs are essential to add clarity in texts.



Recommended learning activities

Now, I would like to invite you to complete some activities related to the contents studied in this unit.

Modal of ability

I recommend you to complete the writing activities (grammar, vocabulary and writing strategies) suggested in the basic textbook. It will help you to improve your writing skills.

It is important to practice your writing skills and apply the grammar, and vocabulary contents studied this week. Choose a famous athlete or dancer who you admire and write a “Factual Report” (1 paragraph).

Procedure

To complete this writing activity, you need to find a person who you admire and who has had significant accomplishments in sports or dancer. Then, you have to organize the collected information using the 5WS to write a factual report (1 paragraph). Write down the factual report in a notebook. Use the grammar and vocabulary from unit 1.

Now, I would like to invite you to complete the following Self-Evaluation Unit 1 proposed to practice the contents, studied in this unit 1

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Self-evaluation 1

- A. Read the paragraph. Use the words below to fill in the blanks. Not all of the words will be used.

accomplished	obsession	enormous
pressure	risk	challenges
		focus
		daring

Why do some students have an 1. _____ with sports? Experts say that when students 2. _____ on sports they can escape problems at home or at school. These problems often include a feeling of 3. _____ from parents to get good grades. They may also include difficulties at home that seem 4. _____ and impossible to solve. These 5. _____ may appear to go away when students devote all their energy to a sport.

- B. Read each sentence and the additional information that follows it. Choose the correct way to revise the sentence so that it includes the additional information.

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1. **Sentence:** Many schools offer help to student athletes for compulsive behavior related to their sport.

Additional Information: Compulsive behavior = repetitive actions that offer no reward or pleasure

- a. Many schools offer help to student athletes for compulsive, or unnecessary repetitive actions, behavior related to their sport.
- b. Many schools offer help to student athletes for compulsive behavior, or unnecessary repetitive actions, related to their sport.
- c. Many schools offer help to student athletes for compulsive behavior related to their sport, or unnecessary repetitive actions.

2. **Sentence:** Dr. Carl Wu offers professional advice to athletes with unhealthy sports habits.

Additional Information: Dr. Carl Wu is a sports psychologist.

- a. Dr. Carl Wu, a sports psychologist, offers professional advice to athletes with unhealthy sports habits.
- b. Dr. Carl Wu offers professional advice, a sports psychologist, to athletes with unhealthy sports habits.
- c. Dr. Carl Wu offers professional advice to athletes with unhealthy sports habits, a sports psychologist.

3. **Sentence:** A study of mental disorders in athletes is ongoing at Bellville's UMHRC.

Additional Information: UMHRC: Universal Mental Health Research Center

- a. A study, or Universal Mental Health Research Center, of mental disorders in athletes is ongoing at Bellville's UMHRC.
- b. A study of mental disorders in athletes, or Universal Mental Health Research Center, is ongoing at Bellville's UMHRC.
- c. A study of mental disorders in athletes is ongoing at Bellville's UMHRC, or Universal Mental Health Research Center.

C. Read the text. Choose the correct answers.

FREE SOLO CLIMBING

1. When rock climbers "free solo," they climb without a rope or any equipment. They're basically using their hands and feet alone. This goes way beyond daring into a whole new area of risk—the kind of risk that requires having a very focused mind. Alex Honnold is an accomplished athlete and an excellent example of a person with a focused mind. When people ask him if he free solos for excitement, he explains that being very excited or nervous during this type of climb can actually indicate a problem. He says that when a free solo climb is going well, it's slow and controlled. The climber just moves up the rock, enjoying the beautiful day. There is an enormous sense of peace instead of pressure.

2. Alex Honnold was able to climb Half Dome, a famous rock formation in Yosemite, in less than three hours and without a rope. Imagine climbing thousands of feet into the sky with nothing to catch you if you fall! Your life depends on your own hands and feet, and just as importantly, your mind. Though it is very likely one mistake will end your life, you must keep calm and relaxed. This is why free solo climbing is more than an athletic challenge—it is a unique and extreme sport that tests both the body and mind equally.

1. **Alex Honnold has climbed Half Dome ____.**
 - a. in less than two hours
 - b. in two hours
 - c. in less than three hours
 - d. in a little over three hours
2. **How certain is the writer of the danger of free solo climbing?**
 - a. somewhat certain that free solo climbing is dangerous.
 - b. very certain that free solo climbing is dangerous.
 - c. very certain that free solo climbing is not dangerous.
 - d. You can't tell how certain the writer is.
3. **In Paragraph 1, Alex Honnold's opinion is presented as ____.**
 - a. reported speech that describes good solo climbing as slow
 - b. a quotation that describes good solo climbing as slow
 - c. reported speech that describes the excitement of solo climbing
 - d. a quotation that describes the excitement of solo climbing

D. Complete the chart with the correct word forms.

Noun	Verb	Adjective	Adverb
impression	impress		
	willed	willing	willingly
inspiration		inspiring	inspiringly

Answer Key



Week 3



Unit 2. The Consequences of Fraud

It is time to study the second unit of this first bimester and continue working on the achievement of the learning outcomes proposed in this bimester. This week you are going to review and study reading strategies such as “infer comparisons” and “identifying detailed examples in texts.” Additionally, you will study and interesting topic related to vocabulary “Suffixes to form adjectives.” I am sure you will enjoy the topics included in this week.

To have a previous idea about the theme of this unit, I suggest you do the first activity presented in the basic textbook named “Focus on the Topic.” Look at the picture on the first page of this unit in the basic textbook and answer the suggested questions.

Let’s start with the first topic of this unit “inferring comparisons

Focus on reading:

2.1. Inferring comparisons

Firstly, you need to know that “Inferring” allows the reader to make assumptions about what is not explicitly specified in the text. But,

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it is important to know that there are some cases where writers sometimes suggest comparisons, without directly stating in a text and it requires a reader effort to identify the different comparisons, presented in the text. Moreover, “inferring comparisons” requires reading a text closely. (Barton & Dupaquier, 2020).

In order to understand better this reading strategy, I invite you to review the [following link](#), here you can find a deep explanation of this reading strategy.

Now, I invite you to read and analyze the explanation presented in the basic textbook and complete the suggested exercises. This strategy will help you to complete the activities presented in (Reading 1) in the basic textbook.

Once you have reviewed the previous information and the contents presented in the basic textbook and completed the suggested exercises, you can conclude that “Inferring comparisons” help the reader to understand better a text and improve their skill in drawing conclusions.

2.2. Identify detailed examples

“Details” are pieces of evidence used to explain and expand upon the main idea of a text. When the main idea is implied, and not clearly stated, you can look at the supporting details in a text to better understand what the author is saying and why. As you know a paragraph must contain the main idea, a topic sentence, supporting details and a conclusion. In this case, you are going to focus your attention on “detailed examples” in paragraphs. I invite you to review the information and examples presented in the [following link](#), to get a clear idea about this topic.

Once you have analyzed the previous learning resource, you have to complete the exercises presented in the basic textbook. Also, to strengthen your understanding of this topic, you can read “Reading 2” from the basic textbook and identify “detailed examples”.

With the previous information in your mind, you can conclude that “detailed examples” include information about time, place, people, and events (Barton & Dupaquier, 2020).

2.3. Suffixes to form adjectives

“Suffixes” are word roots and parts that are put at the end of the word and they usually change the meaning of the word as well as the part of speech Rasinski, Padak, Newton, & Newton (2013). Learning suffixes can help you guess new vocabulary. Let’s check the [following webpage](#), in which you can find some examples, that will help you to understand better this topic.

Once you have analyzed the previous examples, you have to complete the exercises proposed in the basic textbook “vocabulary”. Now, it is important to conclude that “a suffix” is a letter/a group of letters attached to the end of a word to form a new word or to change the grammatical function (part of speech) from the original word.



Recommended learning activities

Dear students, it is important to complete the reading activities presented in the basic textbook. In Reading (1 and 2) you can identify the main ideas, supporting details and infer vocabulary from context.

Now, I would like to invite you to do some activities related to the contents studied in this unit.

Applying Reading and Writing strategies

To verify your learning acquired in the study of suffixes, it is necessary to complete the exercises suggested in the [following link](#).



Week 4

This week, you are going to work on some topics, that will help you to improve your writing skills. First, you will study the grammar rules on how to use “simple past and past progressive” and the use of “when and while”, as well. And finally, how to identify and write topic sentences and descriptive paragraphs. I am sure that you will enjoy these topics.

Let’s start with the grammar topic..

Focus on Writing:

2.4. Simple past and past progressive

At this level, I suppose that you know the use of both tenses. I would like to invite you to analyze the following chart, to refresh your previous knowledge about the use of simple past and past progressive.

Simple Past	Past Progressive
<p>We use the simple past as the narrative form of the past to express completed, sequential actions.</p> <p>Example:</p> <p><u>Last month</u> a girl from China <u>joined</u> our class.</p> <ul style="list-style-type: none"> Actions that happened once or repeatedly in the past <p>Example:</p> <p>She <u>showed</u> us where she <u>was</u> from on a map.</p> <ul style="list-style-type: none"> Actions that happened one after the other in the past <p>Example:</p> <p>She <u>came</u> in <u>introduced</u> herself, and <u>began</u> to talk about her country.</p> <ul style="list-style-type: none"> A new action interrupting an action that was already taking place, together with the past progressive tense. <p>Example:</p> <p><u>While</u> she was talking about her home town, the school bell suddenly rang.</p>	<p>The past progressive tense, also called the past continuous tense, emphasizes a continuing or incomplete action in the past. We can use this tense to describe what was in progress at a specific moment in time in the past.</p> <p>Example:</p> <p>Lucy <u>was sitting</u> on the beach at six o'clock <u>yesterday</u>.</p> <ul style="list-style-type: none"> Two actions that were taking place at the same time. <p>Example:</p> <p><u>While</u> Lucy was relaxing on the beach, Laurence was sailing.</p> <ul style="list-style-type: none"> A past action that was interrupted by a second past action. <p>Example:</p> <p>Lucy was watching the sunset <u>when</u> Laurence passed by on his boat.</p>

Source: <https://english.lingolia.com/en/grammar/tenses/past-progressive>

After having analyzed the chart above. You have to review the following documents: [Comparison Simple Tense to Past Progressive](#), [Simple Past – Past Progressive](#). It is focused on the use of “When / While” in simple past and past progressive.

Once you have reviewed the previous learning resources, I invite you to read the grammar section and complete the exercises suggested in the basic textbook. This will help you to verify what you have learned about this topic.

With the previous information in your mind about this grammar topic, you can conclude that we use the “simple past” to talk about: actions, habits, and facts in the past. We use the “past progressive” to express interrupted actions, specific times as interruption and parallel actions (Barton & Dupaquier, 2020).

2.5. Descriptive Paragraph

It is time to put into practice the vocabulary and grammar that you have reviewed and studied in this unit, to write a “descriptive paragraph.

Firstly, you need to know that a “descriptive paragraph” describes a thing, a person, or a place Spencer, (2005). It involves detailed information that allows the reader to form an image in his or her imagination. In fact, the better the description, the clearer the image. It is important to consider that a well-written descriptive paragraph pulls in all five senses to engage the reader (Rollins, 2009). A description records what we see, hear, feel, smell, touch, and taste (Connelly, Hamilton, McAfee, and Miller, 2008).

Let’s check the following example of a descriptive paragraph.

LAKE HARRIET

Lake Harriet is a great place to swim and relax. In the summer, the water is warm and clean, and the beaches are large enough to accommodate groups of people seeking relief from a midsummer scorcher. In addition to swimming, visitors to the lake can go canoeing, sailing, windsurfing, or fishing. The blue water is a refreshing, tempting sight. The sweet scent of sun block wafts through the air from sunbathers lying on the beach. Children laugh and splash in the water, and nearby volleyball games stir passionate shouts in the heat of competition. Meanwhile lifeguards sit atop their towers and make sure everyone is safe. In the distance, sail boats catch the soft breezes that ripple Lake Harriet's surface, and canoeists glide quietly past. This is what summer is all about!

Source: https://www.learnamericanenglishonline.com/Write_in_English/WL11_descriptive_paragraphs.html

After having read the example of "descriptive paragraph," you should have a general idea of what it is like to be in this place described in the paragraph. It describes the color, size, depth, height, width, etc. Let's check the following chart.

Touch	Smell	Sound	Taste	Sight
water, sand, heat	air, fish, hot dogs, food trucks, sun block	laughing, splashing, music, volleyball	sand, lotion	the sun, sand, children lifeguard, toys, boats, canoes

Source: https://www.learnamericanenglishonline.com/Write_in_English/WL11_descriptive_paragraphs.html

Once you have a general idea about this type of paragraph, I would like to invite you to review the [following link](#). It contains detailed information about the "descriptive paragraph."

Now, you have to read and analyze the explanation given in the basic textbook, which presents some tips on how to write this type of paragraph. After that, complete all the exercises suggested in the basic textbook, it will be very useful in the process of writing a “descriptive paragraph.” The study and practice of this type of paragraph will help you to achieve the learning outcomes proposed in this first bimester.

Finally, once you have reviewed the previous learning resources, you can conclude that a “descriptive paragraph” purpose is to describe as many characteristics of a person, place, thing, or feeling as you can express (Rollins, 2009). And, it includes a main idea, topic sentence, supporting details and concluding sentence

2.6. Topic sentence

A “descriptive paragraph” needs to have one main idea. This main idea is expressed in the “topic sentence”. Hogue, (1996) stated that “the topic sentence” is usually the first sentence of the paragraph. It states the main idea of the paragraph. A good topic sentence tells the reader exactly what the rest of the paragraph will be about.

With this previous information in your mind, I invite you to review the following documents: [Topic sentences](#), [Topics](#), [Main Ideas](#), and [Topic Sentences](#), which comprises significant information about this topic.

After you have reviewed the previous learning resources and completed the activities and exercises suggested in the basic textbook, you can conclude that the “topic sentence” is a general statement focusing on the key thought of a paragraph, while the bulk of a paragraph is specific information that supports the topic sentence (Woolston, 1988)..



Recommended learning activities

To verify your learning in the study of “simple past and past progressive”, I would like to invite you to play the following games

[Pats Simple and Past Progressive](#)

Complete the writing activities (grammar, vocabulary and writing strategies) recommended in the basic textbook. It will help you to improve your writing skills. Additionally, complete the exercises suggested in the following links.

[Simple Past or Past Progressive – Exercise 1](#)

[Past simple/ Continuous Exercises](#)

It is important to practice your writing skills and apply the grammar, and vocabulary contents studied this week. Write a “descriptive paragraph” describing an experience with fraud that you or someone you know has had.

Procedure

To practice writing skills, you have to think about an experience that you or someone you know had with fraud. I suggest you answer the following questions, it will help you to organize your ideas in a better way.

1. What happened?
2. What made it a fraud?
3. What were the consequences?

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4. How did you or the other person feel after this experience? Why?
5. When did you realize something was wrong? Who helped deal with the problem?

Organize the collected information and write a descriptive paragraph. Write down the “descriptive paragraph” in a notebook. Use the grammar and vocabulary from unit 2.

Now, I would like to invite you to complete the following Self-Evaluation Unit 2 proposed to practice the contents, studied in this unit 2.

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Self-evaluation 2

A. Read the paragraphs. Choose the best topic sentence.

1. _____. The lawyer promised to help her get U.S. citizenship. She paid him more than a thousand dollars. At first, he said he was working hard to help her, but then suddenly, he disappeared. She never heard from him again, and she lost the money.
 - a. My sister wanted to become a U.S. citizen.
 - b. My sister was so angry and hurt.
 - c. My sister had a terrible experience with a fake lawyer.
 - d. My sister says you can't trust everyone you meet.

2. _____. He offered me three boxes of computer equipment for a really low price. I thought it was a good deal. He opened the first box and showed me the equipment inside, and I agreed to buy all three. When I got home and opened the other two boxes, they were filled with sand. The computer equipment in the first box was broken. I called the police, but they never found the man.
 - a. I had a bad experience with boxes of sand.
 - b. A dishonest man cheated me out of some money.
 - c. I am angry because I bought some broken computer equipment.
 - d. I met a man in a parking lot near the university library.

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3. _____ .Someone opened five credit cards in my name and spent close to twenty thousand dollars. My credit was destroyed. At first, the police couldn't help me. I couldn't sleep at night, and I was so stressed I started eating less. I couldn't focus at work and almost lost my job. It took me three years to fix my credit and get my life back together, and I still have nightmares.

- a. I lost a lot of money because of identity theft.
- b. It was the worst day of my life.
- c. I had a frustrating experience with a con man.
- d. Identity theft nearly destroyed my life.

- B. **Read the story. Use the words below to fill in the blanks. Not all of the words will be used.**

weary motive con man
duplicate impersonating fishy suspicious

I had a scary phone conversation with a **1.** _____ last week. The man was **2.** _____ a government agent. He asked me for my name, address, passport number, and social security number. I knew something was **3.** _____ , so I didn't tell him anything. I hung up and called the police instead. They said I was right to be **4.** _____. The police said the man's **5.** _____ was to steal my identity.

- C. **Use when, while or a comma (,) to complete each sentence.**

1. I met a con man _____ I was working my last job.
2. Joe was reviewing his bank statement_____ he noticed a suspicious charge.

3. When the police arrested the con woman _____ she admitted her crimes.
4. When I lost my wallet _____ I was riding the downtown express train.
5. The FBI was following the thief _____ he was moving from city to city.

D. Match the beginnings to the endings.

Beginnings:

1. _____ Do you ever feel like someone is watching you? I asked anxiously. Jim turned around to answer me but noticed someone, or something, in the shadows. "What is it?" I nervously stuttered.
2. _____ John feel terrified as the plane shook. His eyes turned to see other fearful passengers nearby. Suddenly, the lights went off and they heard, "This is the captain. Please fasten your seatbelts."
3. _____ The sun was shining brightly in a cloudless sky as we trekked through the Himalaya Mountains. I wasn't sure of our location, so I searched my bag for the compass and map. Nothing. I looked desperately but found nothing.

Endings:

- a. He was right, I get frightened too easily! Only I could be scared of a coat hanging on the back of a door.
- b. As we lay down tired from the heat, hungry and in need of water, we heard a sound. Andrew looked up into the sky. "It's the rescue helicopter!" he cried. We all felt relieved.
- c. There was a sigh of relief as light returned. Who would have known that a short thunderstorm could cause so much panic?
- d. Complete the list using word forms from the following list: suspicious, fraudulently, impersonation, deceptively, impersonate, deception, fake, suspiciously, duplicate, astonishing, deceive, fraud.

Noun:

Verb:

Adjective:

Adverb:

Answer Key



Week 5



Unit 3. Exploring the Red planet

It is time to study the third unit of this first bimester and continue working on the achievement of the learning outcomes proposed in this bimester. This week you are going to review and study a reading strategy “scanning for details” also you will study and interesting topic related to vocabulary “Prefixes.” Additionally, you are going to review a grammar topic “infinitives of purpose”, and the use of “parallel structure”. Finally, you will learn how to write and organize a pros-and-cons paragraph.

To have a previous idea about the theme of this unit, I recommend you do the first activity suggested in the basic textbook named “Focus on the Topic.” Look at the picture on the first page of this unit in the basic textbook and answer the suggested questions.

Let’s start with the first topic of this unit “scanning for details.”

3.1. Scanning for details

It is a reading technique, that will help you to get key information quickly. I invite you to review and analyze the following chart, with interesting information about this topic.

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Scanning	
What is it?	Scanning is a useful tool for speeding up your reading. It will help you to look only for a specific fact or piece of information without reading everything..
Why do I scan	Scanning allows, you to locate quickly a single fact, date, phrases, or words in a text without trying to read or understand the rest of the piece. You may need that fact or word later to respond to a question or to add a specific detail to something you are writing.
How do I scan?	<p>Knowing your text well is important. Make a prediction about where in a chapter you might find the word, name, fact, term, or date.</p> <p>Note how the information is arranged on a page. Will headings, diagrams, or boxed or highlighted items guided you? Is information arranged alphabetically or numerically as it might be in a telephone book or glossary?</p> <p>Move your eyes vertically or diagonally down the page, letting them dart quickly from side to side and keeping in mind the exact type of information that you want. Look for other closely associated words that might steer you towards the detail for which you are looking.</p> <p>Aim for 100% accuracy!</p>

Source: http://cls.ccu.edu.tw/documents/course_announcement/ReadingSkills_Part1.pdf

Once you have a general idea about this reading technique, I would like to invite you to read and analyze the explanation given in the basic textbook. After that, complete the exercises suggested in the basic textbook, I am sure that it will be very useful to improve your reading skills.

3.2. Prefixes

“Prefixes” are letters that we add to the beginning of a word to make a new word with a different meaning. Prefixes can create a new word opposite in meaning to the word the prefix is attached to (Rasinski, Padak, Newton, and Newton, 2013).

Now, I invite you to review and analyze the information presented in the [following link](#), in which you can find some examples using prefixes, it will help you to understand better this topic and improve your vocabulary.

Once you have analyzed the previous examples, you have to complete the exercises suggested in the basic textbook “vocabulary”. Finally, you can conclude that “Prefixes” are a syllable, or group of syllables, added to the beginning of a word to alter its meaning. And, it helps to make possible to create new words that are easily understood.

3.3. Infinitives of purpose

It is time to study the grammar topic. Before reading the information presented in the basic textbook, I invite you to review the following chart, It will give you a general idea of the use of “infinitives of purpose”.

Folse, (2010) stated that:

We use the “to-infinitive”: to express purpose (to answer “Why...?”):

- He bought some flowers to give to his wife.
- He locked the door to keep everyone out.

We sometimes say in “order to” or in negative form “order not to”:

- We set off early in order to avoid the traffic.

They spoke quietly in order not to wake the children

After you have reviewed the previous information you have to complete the exercises suggested in the basic textbook. It will help you to verify what you have learned about this topic.

To have a better understanding of this topic, I invite you to watch the [following video](#). It comprises a detailed explanation and examples of this grammar topic.

The study and practice of the contents and the suggested activities of this grammar topic will help you to achieve the learning outcomes proposed in this first bimester.

Once you have reviewed the previous learning resources, you can conclude that we can use “to + infinitive” to say “why” we do something. It tells the other person the reason.

Focus on Writing:

3.4. A paragraph outline

It is time to continue working on development and improving writing skills. A “paragraph outline” is just a general plan of what you’re going to write in your paragraph. It helps to organize in a paragraph the topic sentence, supporting points, supporting details, and concluding sentence. (Barton and Dupaquier, 2020)

Dear students, to get a better understanding of this topic, I invite you to review the following link, which presents detailed information and examples how to organize and write an “outline.”

[What is an outline?](#)

[How to make an outline](#)

Once you have reviewed the previous learning resources, I am sure that you are ready to write your own “outline”. I invite you to complete the activities suggested in the basic textbook.

Now, you can conclude that an “outline” will help you to organize the main idea and details that you want to include in a paragraph (Barton & Dupaquier, 2020).

3.5. Pros and cons paragraph

A “pros and cons paragraph” encourages you to look at both the pros (positives) and the cons (negatives) of a given topic. Hochman and Wexler (2017) mention that in pros and cons paragraphs presents one side of an issue and the evidence that supports it. Also, in this type of paragraph, you can synthesize the information and state your position clearly.

Now, I suggest you review the [following link](#), it gives a detailed explanation and structure of this type of paragraph.

Once you have studied the previous information and examples, you have to complete the exercises suggested in the basic textbook, it will be very useful in the process of writing a “pro and con paragraph.” The study and practice of this type of paragraph will help you to achieve the learning outcomes proposed in this first bimester.

After you have reviewed the previous learning resources, you can conclude that the “pros and cons paragraph” focuses on to develop critical thinking skills by examining an issue from different perspectives (Hochman, Hochman & Wexler, 2017). Also, you can write a simple summary of the pros and cons of an issue, or decide which side is right or synthesize the pros and cons into concrete recommendations.

3.6. Parallel structure

“Parallel structure” is an important element to proper writing. Writers use parallel structure to add clarity to their writing and to make it easier to understand. According to Woolston (1988), “parallel structure” has some important functions in writing texts such as to clarify the logic of development in outlines, to set up items for comparison and contrast, and to show that points are related to, and to enhances the reader’s understanding.

Now, I invite you to review the following links, which synthetizes the most important characteristics and present some examples of parallel structure. It will help you to understand better this topic.

- Parallel structure: https://owl.purdue.edu/owl/general_writing/mechanics/parallel_structure.html
- Parallel structure: <https://www.evergreen.edu/sites/default/files/writingcenter/handouts/grammar/parallel.pdf>
- Parallel structure: <https://writingcommons.org/article/use-parallel-structure>

Now, you have to complete the exercises suggested in the basic textbook, to reinforce what has been studied about this topic.

Once you have reviewed the previous learning resources and completed the exercises in the basic textbook, you can conclude that “parallel structure” gives to our writing a grammatical symmetry and the use of it is crucial for clarity and understanding (Woolston, 1988).



Recommended learning activities

One way to verify your learning about the contents studied in this week is to apply this knowledge, so I recommend you complete the following activities, which will help you internalize and achieve the domain of what you have learned.

Complete the writing activities (grammar, vocabulary and writing strategies) suggested in the basic textbook. It will help you to improve your writing skills.

Complete the reading activities presented in the basic textbook. Identify the main ideas, supporting details and infer vocabulary from context. Additionally, complete the vocabulary activities presented in the basic textbook.

This activity, is a game, in which you will apply the reading strategies and vocabulary studied in this week.

Applying Reading Strategies 3

Now, I invite you to play the following game, it will help you to practice the grammar contents studied in this unit:

Infinite of Purpose

It is important practice your writing skill, you are going to write a “pros and cons paragraph” answering the following question and explaining the cons and pros of your decision. Question: *Would you go on a Mars mission?*

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Procedure

To complete the writing activity, you have to think about What are the pros and cons of deciding one way or the other one to travel to a mission on Mars?. Evaluate your own abilities. Write down the “pros and cons paragraph” in a notebook. Use the grammar and vocabulary from unit 3.

Once you have completed the suggested games, and writing your “pros and cons” paragraph, I would like to invite you to complete the following **Self-Evaluation Unit 3** proposed to practice the contents, studied in this unit 3.

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Self-evaluation 3

- A. Read the article. Use the information to answer the questions that follow.**

PERSONAL MISSION TO MARS

1. If you think you'd like to live on Mars, you may have that possibility by 2031. A Dutch company called Mars One will soon advertise for people interested in colonizing Mars. If you have all the necessary skills, you could be one of the first colonists to Mars. Are you ready for the challenge?
2. Luckily, you won't have to find the money to pay for a mission to Mars because it would cost billions of dollars. Mars One is counting on getting some of the money it needs from people who become interested in the television show they are planning to start soon. The purpose of the television show will be to select people to join six teams of Mars colonists. Will you be one of them?
3. As a future colonist in one of the six teams, you will go through years of training. If your team is the first team to travel to Mars, your main responsibility when you get there will be to build an artificial environment where humans can survive. Believe it or not, these Mars One astronauts will never return to Earth. Their mission will be to establish a colony that can support itself, which means that the colonists must be ready to spend the rest of their lives on Mars.

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1. When you _____ people, you depend on them for help.
 - a. simulate with
 - b. spin with
 - c. count on
 - d. isolate
2. It takes money and effort to _____ a new company, especially one with big goals, like Mars One.
 - a. establish
 - b. speculate on
 - c. research
 - d. automate
3. What is another good title for this article?
 - a. Mars One: An Exciting New Company
 - b. Meeting the Challenge of Mars One
 - c. Mars One: A New Television Show
 - d. Life on Mars
4. The training of Mars One astronauts will take _____.
 - a. days
 - b. weeks
 - c. months
 - d. years
5. The sentence that begins with "Believe it or not" in Paragraph 3 means that the job of Mars One colonists will be _____.
 - a. not so difficult
 - b. somewhat difficult
 - c. difficult
 - d. very difficult

6. How many teams of astronauts will there be?

- a. one
- b. three
- c. six
- d. eight

B. Complete the sentences with words from the box. Use the words to create common expressions in English.

automatic speculation	reaction	research
--------------------------	----------	----------

- 1. To be frightened of the unknown is a natural _____.
- 2. The _____ transmission in many vehicles makes it easier to drive.
- 3. Market _____ helps organizations learn what the public thinks about an idea.
- 4. Many scientists think it is idle _____ to guess what Mars will be like.

C. Circle the infinitive of purpose in each sentence below.

- 1. Scientists are studying Mars in order to learn more about the planet.
- 2. Many people on Earth would like to travel to Mars one day.
- 3. Some researchers want to add water to the environment on Mars.

D. Choose the correct word or words to complete each sentence.

1. **The first colonists must work hard _____ a small community.**
 - a. in order of built
 - b. to build
 - c. will build

2. **They may live underground _____ the freezing temperatures.**
 - a. avoid
 - b. in order avoiding
 - c. in order to avoid

3. **There is no magnetic field on Mars _____ people from the Sun's harmful rays.**
 - a. in order protected
 - b. in protecting
 - c. to protect

4. **People must pull oxygen from the carbon dioxide in the air _____.**
 - a. in order to live
 - b. living
 - c. will live

- E. Read the paragraph below. Label each marked sentence as **TS** for a topic sentence, **SP** for a supporting point, **SD** for a supporting detail, or **CS** for a concluding sentence. The first one has been done for you.

1. _____ Olympus Mons is one of the most interesting geographical features on Mars.

2. _____ It is the largest volcano in the entire solar system.

3. _____ This huge natural structure is 100 times larger than the largest volcano on Earth. Its diameter is about the size of the state of Arizona.

4. _____ Olympus Mons would certainly be a sight to see!

- F. Choose the correct parallel structure for each pair of sentences.

1. Scientists study the atmosphere of Mars.
Scientists learn about the atmosphere of Mars.
 - a. Scientists learn and study about the atmosphere of Mars.
 - b. Scientists are learning about and study the atmosphere of Mars.
 - c. Scientists study and learn about the atmosphere of Mars.

2. The iron minerals rust in the soil on Mars.
The iron minerals turn red in the soil on Mars.
- a. The iron minerals rust and turn red in the soil on Mars.
 - b. The iron minerals turn rust and red in the soil on Mars.
 - c. The iron minerals rust in the soil on Mars and are turning red.
3. Dust storms occur often on the surface of Mars.
Dust storms last for months on the surface of Mars.
- a. Dust storms occur often on the surface of Mars and are lasting for months.
 - b. Dust storms occur often and last for months on the surface of Mars.
 - c. Dust storms are lasting for months on the surface of Mars and occur often.

Answer Key

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Week 6



Unit 4. Language and Power

It is time to study the fourth unit of this first bimester and continue working on the accomplishment of the learning outcomes proposed in this bimester. This week you are going to review and study reading strategies such as “infer the meaning of proverbs”, “recognize how examples support opinions in texts”. Also, you will study an interesting topic related to vocabulary “antonyms”. I am sure you will enjoy the topics included in this week of study.

To predict the content of this unit, I recommend you do the first activity named “Focus on the Topic”, look at the picture on the first page of this unit in the basic textbook and answer the suggested questions.

Let’s start with the first topic of this week “infer the meaning of proverbs”

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Focus on Reading:

4.1. Infer the meaning of proverbs

Before beginning the study of this topic, it is important to know what is a proverb? According to Manser (2007), a proverb is a saying, usually short, that expresses a general truth about life, and it gives advice, makes observations, or present teaching in a memorable way. Additionally, it is used quite often in everyday speech.

Let's check some examples of proverbs with their meanings.

- **"The pen is mightier than the sword."**

Trying to convince people with ideas and words is more effective than trying to force people to do what you want.

- **"When the going gets tough, the tough get going."**

Strong people don't give up when they come across challenges. They just work harder

- **"Too many cooks spoil the broth."**

When there are too many people trying to lead and give their opinions, it's confusing and leads to bad results. Jobs and projects should have one or two strong leaders

Source: <https://www.english.com/english-resource/50-common-proverbs-sayings/>

Now, I suggest you review the [following link](#), where you can find a large list of common English proverbs, with their meaning. It will help you to improve your vocabulary.

I invite you to read and analyze the explanation and complete the exercises presented in the basic textbook. This reading strategy will help you to complete the activities presented in (Reading1) in the basic textbook. The study and practice of this reading strategy will help you to achieve the learning outcomes proposed in this first bimester.

Once you have reviewed the contents and completed the suggested exercises in the basic textbook, you can conclude that writers sometimes use “proverbs” as an interesting way of suggesting an idea without directly stating.

4.2. Recognize how examples support opinions

Readers need to know and identify how examples support opinions in different types of texts. Appropriate examples can support the writer’s opinion that a general statement is true. Also, not only do they provide specifics and details in support, but it also helps to capture and retain the reader’s attention. Connelly, Hamilton, McAfee, and Miller, (2008) stated that “examples” are specific information that focuses on people, things, places, or events that illustrate an idea or provide supporting evidence.

To have a better understanding of this reading strategy, I invite you to watch the [following video](#).

After you have reviewed the previous learning resources, I invite you to analyze the information and complete the exercises presented in the basic textbook. It will help you to verify what you have learned about this topic. Also, This reading strategy will help you to complete

the activities presented in (Reading 1 and 2) presented in the basic textbook.

Once studied the previous information, you can conclude that “examples” are pieces of evidence and it is quite beneficial for writers to support their claims and ideas. And, its purpose is to support the main idea.

4.3. Synonyms

“Synonyms” are words that have the same or nearly the same meaning and it can have similar meanings when used in some sentences, but they have different meanings when used in other sentences (White, 2001). To writers, it can be like lifesavers, because it avoids repeating the same word over and over in texts.

I invite you to review the [following link](#), it presents some examples, which will allow you to learn new vocabulary.

Now, you have to complete the exercises presented in the basic textbook “vocabulary”. Finally, you can conclude that “synonyms” is a word or phrase that means the same (or very nearly the same) as another word or phrase.



Recommended learning activities

One way to verify your learning about the contents studied in this week is to apply this knowledge, so I recommend you complete the following activities, which will help you internalize and achieve the domain of what you have learned.

Complete the reading activities presented in the basic textbook(Reading 1 and 2). Identify the main ideas, supporting details and

infer vocabulary from context. Additionally, complete the vocabulary activities presented in the basic textbook.

This activity is a game, in which you will apply the reading strategy and vocabulary studied in this week.

Applying Reading strategies

Finally, I recommend you complete the exercises of “synonyms” suggested in the [following link](#).



Week 7

This week you have to continue working on the accomplishment of the learning outcomes proposed in this first bimester. This week, you are going to work on some topics, that will help you to improve your writing skills. First, you will study the grammar topic “comparative adverbs” and then learn how to write “contrast paragraphs” using transition words.

Let’s start with the grammar topic.

Focus on Writing:

4.4. Comparative adverbs

As you know, “comparative adverbs” make comparisons between two verbs, that is, they describe how, when, how often, or to what degree an action is done. To have a clear idea of the different ways of forming comparative adverbs, I invite you to review the [following document](#).

After you have reviewed the previous learning resource, I invite you to read the grammar section and complete the exercises suggested in the basic textbook. This will help you to verify what you have learned about this topic.

Once you have studied this grammar topic, you can conclude that “adverbs of comparisons” are used to show what one thing does better or worse than the other.

4.5. Contrast Paragraph

It is time to write your paragraph. In this unit, you are going to learn how to write a “contrastive paragraph” using a “point-by-point outline.” Let’s check the following short explanation of contrastive paragraph and point-by-point outline.

A contrast paragraph contrast two persons, things, or places to examine the ways in which they are different. (Fawcett, 2010).

Point-by-point: presents the information about both items together, creating an ongoing series of comparison and contrast (Checkett, 2013).

Once you have a general idea about “contrast paragraph”, I invite you to review the [following link](#), which presents some examples and relevant information to write this type of paragraph.

After you have reviewed the previous learning resource, I invite you to analyze the information and complete the exercises presented in the basic textbook. It will help you to verify and reinforce what you have learned about this topic. To conclude, you have to think of the details that prove your point that two people, things, or ideas are different in “contrast paragraph” (Null,1999).

Remember, that the study and practice of this type of paragraph will help you to achieve the learning outcomes proposed in this first semester.

4.6. Transitions of contrast

One of your primary goals as a writer is to present ideas clearly. “Transition words,” are used to link words, phrases or sentences. They help the reader to progress from one idea to the next idea. Transition words and phrases often begin a sentence and are followed by a comma and an independent clause (Bunting, 2012).

Let’s check the following link, it gives important details and examples of how to use transition words in texts.

Let’s check the [following link](#), it contains important details and examples of how to use transition words in texts.

It is time to analyze the chart about “transition words” and complete the exercises presented in the basic textbook. After studied and completed all the suggested activities, you can conclude that “transition words” and phrases help make a piece of writing flow better and connect one idea to the next.



Recommended learning activities

One way to verify your learning about the contents studied in this week is to apply this knowledge, so I recommend you complete the following activities, which will help you internalize and achieve the domain of what you have learned.

Complete the writing activities (grammar, vocabulary and writing strategies) suggested in the basic textbook. It will help you to improve your writing skills.

In this game, you can practice the grammar topic studied in this week. Comparative Adverbs:

Comparative Adverbs

It is important to practice your writing skills and apply the grammar, and vocabulary contents studied this week. Here you have to write a “contrast paragraph” in which you have to contrast the communication style of one man and one woman you know in your home culture.

Procedure

To complete this writing activity, you have to include detailed examples to support each difference. Use the transition words, grammar, and vocabulary from unit 4. Write down your “contrast paragraph” in a notebook.

Finally, I recommend you to complete the exercises “transition words” suggested in the [following link](#).

Once you have completed the previous game, and writing your “contrast paragraph”, I would like to invite you to complete the following **Self-Evaluation Unit 4** proposed to practice the contents, studied in this unit 4.



Self-evaluation 4

A. Read the text. Choose the correct answers

LOVE OF LANGUAGE

1. Speaking as an American, I'm glad that English is a global language. This means I can usually talk to people in many places in Asia, the Middle East, Europe, and Africa. At the same time, I sometimes feel embarrassed when I compare myself to people who know two or three languages. I feel kind of inferior compared to them. At least I've learned some different dialects of English and I understand how English is used in different parts of the world.
2. I'd still like to learn at least one other language—Japanese. Next year, I'm planning to teach English in Japan, and I want to be able to make friends with the people there. I know that a lot of Japanese speak English fluently, but I definitely want to learn about their culture, including their slang and maybe a little profanity!
3. I also want to understand Japanese proverbs more deeply. One famous proverb goes something like this, Fall seven times, stand up eight. I'd like to hear that proverb in Japanese and talk about its meaning with a native speaker. Talking with a Japanese person about it will be much more interesting than reading about proverbs in a book.

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1. **Almost all languages have profanity, but the offensive words vary across languages and cultures.** What does profanity mean?
 - a. impolite speech
 - b. jokes
 - c. popular expressions
 - d. formal speech
2. **Speakers who learn other dialects of a language learn ____.**
 - a. the correct way to speak
 - b. the original way the language was spoken
 - c. how the language is spoken in different areas
 - d. the written language
3. **Which sentence best describes the writer's attitude toward English and other languages?**
 - a. Knowing other languages is more important than knowing English.
 - b. English speakers don't really need to learn other languages.
 - c. People should learn various dialects of English around the world.
 - d. It is convenient to speak English but also important to know other languages.
4. **How does the writer feel about speaking only English?**
 - a. nervous
 - b. confused
 - c. proud
 - d. ashamed

5. What is the meaning of the proverb, "Fall seven times, stand up eight"?
- Standing up is more important than falling.
 - You should keep trying until you reach your goal.
 - People who fall are more likely to stand up.
 - You may keep falling again and again.
6. Which example best supports the opinion that knowing a language is the key to knowing a culture?
- The writer feels inferior to people who know several languages and cultures.
 - The writer wants to learn Japanese to understand people, proverbs, and slang.
 - The writer plans to learn Japanese language by teaching English in Japan.
 - The writer learned different dialects of English while traveling around the world.
- B. Choose the correct synonym for each word in bold.

<p>1. unique</p> <p>a. common</p> <p>b. only one</p>	<p>2. exception</p> <p>a. special case</p> <p>b. variety</p>
<p>3. slang</p> <p>a. formal vocabulary</p> <p>b. informal vocabulary</p>	<p>4. dialects</p> <p>a. different languages in the world</p> <p>b. different varieties of the same language</p>

C. Read the sentences. Choose the transitions that make the sentence correct. Choose more than one.

1. Boys tend to play in large groups _____ girls, who usually play in smaller groups. (2 correct transitions)

- a. however
- b. on the other hand
- c. unlike
- d. in contrast to
- e. in contrast

2. Men rarely use tag questions in English. Women, _____, often use them. (3 correct transitions)

- a. however
- b. on the other hand
- c. unlike
- d. in contrast to
- e. in contrast

3. Men, _____ women, like to point out the other side of arguments. (2 correct transitions)

- a. however
- b. on the other hand
- c. unlike
- d. in contrast to
- e. in contrast

- D. Complete the paragraph with the correct comparative adjectives. Type as ... as, less, less ... than, more, more ... than and a word from the box below. Each word will be used only once.

assertively	happily	patiently
directly	often	politely

Linguistics professor Deborah Tannen recently did a study and has identified important differences between how people with different levels of power speak in different ways. Those with more power speak **1. more assertively than** those with less power. They are in control and use the way they speak to show that. People in a higher position also speak **2. more directly than** people with less power, they use less words and say clearly what they want.

On the other hand people with less power change how they speak when they are with people above them in power. They will speak **3. more politely** with the people who are in charge of them because they want to show that they have less power and respect them. But when they speak with people of equal power they might speak **4. less patiently** because they have the same level of power.

Understanding why we speak in different ways depending on who we are speaking with can help us understand each other and work together **5. more happily**. People can be hurt by the way they speak to each other, but this research can help us be kind **6. more often**.

Answer Key



Final activities of first term



Week 8

This week 8, you conclude the study of the contents and development of the activities corresponding to the First Bimester. This week, we will conduct a general review of all the contents studied each week, to achieve an “effective study and excellent academic performance.”



Recommended learning activities

As part of the study of the contents of units 1, 2, 3 and 4, I invite you to carry out the following recommended activities:

- Review the attached links in each week
- Develop the reading activities presented in the basic textbook.
- Develop the writing activities, presented in the basic textbook, it will allow you to strengthen your writing ability.
- Review the grammar and vocabulary contents and the reading and writing strategies presented in each week of study.
- Develop the Self-Evaluations proposed at the end of each unit
- Participate in the games suggested in each week of study.

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With the development of all the activities described previously, you will have the necessary elements to accomplish the best results in the on-site evaluation corresponding to this first semester.

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Second mid-term

Learning outcome 4 and 3

- Uses of transitions and collocations.
- Organizes and writes different types of essays.

Contents, resources and suggested learning activities

Dear students welcome to the second bimester of this subject that will become a valuable support for achieving your academic goals and dreams.

To achieve the learning outcomes proposed in this second bimester, you will review the most relevant aspects of each one of the four units proposed in this second bimester. Additionally, you have to read the basic textbook, extra learning resources and carry out all of the proposed activities, which will encourage you to the learning of the contents proposed in this subject and develop your reading and writing skills.

Let's start with the first week of study

Dear students welcome to the second bimester.

To achieve the learning outcomes proposed in this second bimester, it is necessary to study all the contents presented in the basic textbook, review and analyze the learning resources and perform the proposed

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activities, which will promote the learning of the contents of each unit. Thus, it is also necessary that you complete the self-evaluations in each of the units studied.



Week 9



Unit 5. Careers of the Future

To achieve the learning outcomes proposed in this second bimester, it is important to review the most relevant aspects of this unit, which will promote the learning of the contents and develop reading and writing skills. This week you are going to start studying unit 5. I am sure you will enjoy the topics included in this unit as well as the reading and writing strategies, vocabulary and grammar topics.

To have a general idea about this unit, I suggest you complete the activity named "Focus on the Topic" in the basic textbook. Look at the picture on the first page of this unit in the basic textbook and answer the suggested questions.

This week, you are going to study some topics, that will help you to improve your reading skills. Firstly, you will review reading strategies such as "inferring when humor is used" and "predicting content from titles and subheadings." Also, you can review vocabulary related to "idiomatic expressions."

Let's start with the first reading strategy.

Focus on Reading:

5.1. Infer when humor is used

Humor words or phrases can be included in different types of texts and it depends on the writer's purpose. Using humor words or phrases can lighten weighty topics and engage readers more in what they are reading. Moreover, writers sometimes use humor (*sarcasm, exaggeration, and jokes*), and the reader must use inference to understand that the writer is not being serious and is making a point indirectly by using humor (Barton & Dupaquier, 2020).

I invite you to analyze the following example, to get a clear idea about this reading strategy.

Example:

"There was a time when parents told their children that video games injured their brains. Little did they know that gaming could be the key to an exciting and rewarding career!"

Why is the author telling this?

To show that **it's funny** that games parents didn't like are a good career.

What kind of humor is it?

It is a joking.

Once you have analyzed the previous example, I recommend you to read and analyze the information and examples presented in the basic textbook. This reading strategy will help you to complete the

activities in “Reading 1”, presented in the basic textbook. Remember that, the study and practice of this reading strategy will help you to achieve the learning outcomes proposed in this second bimester.

After you have reviewed and analyzed the information and examples of this topic, you can conclude that writers sometimes use words, phrases or expressions to indirectly express “humor”, which pushes the reader to make “inferences” at the moment of reading a piece of writing.

5.2. Predict content from titles and subheadings

First, it is important to know that “Predicting” is a fundamental reading strategy, which allows you to use information from the text, such as titles, headings, pictures and diagrams to anticipate what will happen in the reading (Bailey, 2015). With this previous introduction about “predicting”, I invite you to study and analyze the following chart which describes how to predict content from “titles and subheadings”.

Text Feature	Description	What should I do?
Heading	A title at the top of a reading.	Use it to predict what the reading will tell you about.
Subheading	A smaller heading in the middle of a reading. It is a smaller title for just one chunk of the text.	Use it to predict what the section will tell you about.
You can analyze the heading and subheadings, using these questions: <ul style="list-style-type: none"> • What does the title mean? Does it have more than one meaning? • What reasons could the writer have for choosing this title? • Based on the title, what do I predict will happen in the story? 		

Source: http://storage.schoolnet.com/cfisd/READ_2_A_Nonfiction_LES_17%20Using%20Headings%20to%20Make%20Predictions%20and%20Adjusting.pdf

Once you have a general idea about this reading strategy, I would like to invite you to read and analyze the explanation and complete the exercises suggested in the basic textbook. I am sure that it will be very useful to improve your reading skills. You can apply this reading strategy in the activities suggested in “Reading 2” in the basic textbook. The study and practice of this reading strategy will help you to achieve the learning outcomes proposed in this second bimester.

Now, you can conclude that “predict content from titles and subheadings”, will help you to make predictions about what the topic and the text will be (Kinberg, 2006).

5.3. Idiomatic expressions

It is necessary to continue improving your vocabulary. Now, you are going to study an interesting topic “idiomatic expressions”, I am sure that you will enjoy it. First, you need to understand that “idioms” are two or more words together that, as a unit, have a special meaning that is different from the literal meaning of the words separately (Brenner, 2011).

To have a better explanation of this topic, I invite you to watch the following videos. It holds some idiomatic expressions with their corresponding meaning that will help you to improve your vocabulary.

[What are idioms?](#)

[English Idioms.](#)

After you have reviewed the previous learning resources, you are going to complete the vocabulary activities suggested in the basic textbook. Finally, you can conclude that “idiomatic expressions” most of the people use idioms to make their language richer and more colorful and to convey subtle shades of meaning or intention and it

can be more precise than literal words, often using few words but saying more (Brenner, 2011).



Recommended learning activities

One way to verify your learning about the contents studied in this week is to apply this knowledge, so I recommend you complete the following activities, which will help you internalize and achieve the domain of what you have learned.

Complete the reading activities presented in the basic textbook (Reading 1 and 2).. Identify the main ideas, supporting details and infer vocabulary from context. Additionally, complete the vocabulary activities presented in the basic textbook.

This activity is a game, in which you will apply the reading strategies and vocabulary studied in this week.

Idiomatic expressions



Week 10

You have to continue working on the achievement of the learning outcomes proposed in this second bimester. This week, you are going to study some topics, that will help you to improve your writing skill. First, you will review an interesting grammar topic “future time clauses”. And then, you are going to study the main parts of an essay and its format.

Focus on Writing:

5.4. Future time clauses

To have a general idea about this grammar topic, I invite you to read and analyze the following chart.

"Future time clauses"

- It begins with time words such as "**when, as soon as, after, before, until, and while**".
- "**A comma**" separates the time clause from the main (independent) clause when the time clause comes first.

Examples:

1. When I finish the dishes, I'll help you with your homework.

I'll help you with your homework when I finish the dishes.

2. As soon as I finish the dishes, I'll help you with your homework.

I'll help you with your homework as soon as I finish the dishes.

Source: <https://web2.uvcs.uvic.ca/elc/studyzone/410/grammar/410-future-time-clauses.htm>

Once you have a general idea about "future time clauses", I invite you to review the [following link](#), it comprises examples and detailed information to understand better this grammar topic.

After you have reviewed the previous learning resource, I invite you to read the grammar section and complete the exercises suggested in the basic textbook. It will help you to verify what you have learned about this topic. Remember that, the study and practice of this grammar topic will help you to achieve the learning outcomes proposed in this second bimester.

Once you have studied this grammar topic, you can conclude that “Future time clauses” are dependent clauses that must be joined to independent (main) clauses. And begin with time words such as “when”, “as soon as”, “after”, “before”, “until”, and “while” (Barton & Dupaquier, 2020).

5.5. Parts of an essay

It is important to know that “an essay” is a literal composition that expresses thoughts, feelings, and any type of information. According to, Webb (1920) the essays are divided into four classes such as Narrative, descriptive, reflective, and expository essays and the main parts (or sections) of the essay are the introduction, body, and conclusion.

Let’s check the following chart, with a summary of the main parts of an essay.

Introduction:

- Must contain an attention grabber for the reader or at least make the essay sound interesting, may begin with a quote about the particular topic
- Ensure that the intro moves from the general to the specific in regards to the topic
- Provides the reader with a “road map” of the essay in a logical order
- At the end there should be what is called a thesis statement, arguably the most important component of the intro
- The thesis statement states the aim of the paper and may give insight into the author’s examples and evidence

Body:

- Includes the evidence and support of the paper in addition to the author’s ideas
 - Paragraphs must include a topic sentence which relates the discussion back to the thesis statement
 - Logical ordering of ideas: 3 types of order
1. Chronological order—order of time, good for narratives
 2. Spatial order-good for descriptions of locations; top to bottom, e.g.

3. Emphatic order-least important to most important; most common for college writing
 - Ensure that transition sentences are present to create a good flow to the essay
 - Include substantial examples and evidence to support your argument and remember to cite.
 - Make sure each example is relevant to your particular topic

Conclusion:

- This section should wrap all of your arguments and points
- Should restate the main arguments in a simplified manner
- Ensure that the reader is left with something to think about, particularly if it is an argumentative essay

Source: <https://www.evansville.edu/writingcenter/downloads/parts.pdf>

Once you have reviewed the previous chart, you have to review the following links. Here you can find some examples and important information on how to organize and write a good essay. I am sure that, it will help you to understand better this topic.

Parts of an essay

The 5 parts of an essay

To conclude this topic, “an essay” is a collection of paragraphs that are all related to the same topic, and most of the essays have five paragraphs (Rollins, 2009).



Recommended learning activities

One way to verify your learning about the contents studied in this week is to apply this knowledge, so I recommend you complete the following activities, which will help you internalize and achieve the domain of what you have learned.

Complete the writing activities (grammar, vocabulary and writing strategies) suggested in the basic textbook. It will help you to improve your writing skills.

In this game, you can practice vocabulary and the grammar topic studied in this week.

Future time clauses

It is important to practice your writing skills and apply the grammar, and vocabulary contents studied this week. Write “an essay”, in which you have to think about the advantages and disadvantages of working by yourself and working for somebody else.

Procedure

To complete the writing activity, you have to include examples to support each advantage and disadvantage. Write at least four paragraphs. Include all the main parts of an essay. Use the transition words, grammar and vocabulary studied in unit 5. Write down your “essay” in a notebook.

Once you have completed the previous writing activity, I would like to invite you to complete the following Self-Evaluation Unit 5 proposed to practice the contents, studied in this unit 5.

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Self-evaluation 5

A. Read the sentences below and complete them with the correct word.

strategies freelancer outsource
security obsolete sustainable

1. My company decided to _____ my job to a cheaper country to save money.
2. It was cheaper for the company to move away so my job will be _____.
3. I was sad, but working 75 hours a week wasn't _____ for a long time and I wanted something new.
4. I used my photography skills to become a _____ and work for myself.
5. I don't have a lot of _____ because I am always looking for jobs.
6. But I am learning new _____ to increase my work and I am happy.

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- B. Look at the title and subheadings from an article on careers with animals. Match each subheading on the left with the correct article content on the right. Click on the items to make a match.**

Great jobs for Animal Lovers	Jobs requiring construction skill
Birdhouse Builders	General introduction
Dog walkers	Jobs for horse lovers
Kitty Adoption Experts	Jobs that burn calories
Horse trainers	Jobs for cat lovers

- C. Choose the correct time word to complete each sentence below.**

until	Before	By the time
as soon as	After	When

- I've been in college for a long time. _____ I get my degree, I will be 25 years old.
- _____ I finish my education, I will look for a good job.
- _____ I accept a job offer, I will make sure that the job is just right for me.
- I will post my good news online _____ I get the job I want.
- I save money from my new job, I will be able to go back to school.
- If my brother needs a good job, I will help him _____ he finds one.

D. Read the text. Choose the correct answers.**CHANGING CAREERS**

1. People used to be born into a family business or a family career. They were happy to follow the example of their parents' working life. In earlier generations, there was the prospect of working at a job from graduation until retirement. How times have changed! Most people today are not interested in doing what their parents have done for a living. And very few are planning to stay in one job for a lifetime. In the 21th century, working at one particular job for the rest of your life just isn't sustainable.
2. In fact, planning to work in the same field or industry for your entire working life just isn't practical anymore. One reason for this is technology. Skills you learn today for your job will become obsolete very soon. Even very useful skills such as communicating through social media will be replaced by new skills and new technologies. And then what will you do? Make a wish? Win a lottery? Become a world-famous artist? You might be lucky. These strategies might bring you a comfortable life and the chance for retirement when you are healthy enough to enjoy it. But most of us working today have to look beyond the little box of "career" to ensure a secure future. This means thinking of new ways to make our own money and constantly learning to keep up with the technology we depend on every day.
1. Young people no longer follow the career-development **strategies** of their parents. What does **strategies** mean?
 - a. businesses
 - b. methods
 - c. dreams
 - d. examples

2. There is no way to **ensure** having the same job for decades. What does **ensure** mean?
- hope that something will happen
 - avoid
 - guarantee
 - try to make something happen
3. What is another good title for this article?
- How to Sustain a Career
 - The Future Is Now
 - Careers in the Past
 - Retiring Young and Healthy
4. Communicating through social media is an example of a skill that will _____.
- become more important
 - be difficult to learn
 - help young people find jobs
 - become outdated in the future
5. The writer mentions becoming a world-famous artist to show sarcasm toward people who _____.
- have failed to become artists
 - believe this is likely to happen
 - want to become famous
 - are very interested in art
6. Which phrase would go under a sub-heading, **21st Century Careers?**
- secure and traditional
 - family businesses
 - flexible and independent
 - smart phones and laptops

E. Read the parts of the essay below, and choose the correct order.

The essay below demonstrates the principles of writing a basic essay. The different parts of the essay have been labeled. **The thesis statement is in bold, the topic sentences are in italics, and each main point is underlined.**

<p><i>Lastly, one of the most attractive features of cats as house pets is their ease of care. <u>Cats do not have to be walked.</u></i> They get plenty of exercise in the house as they play, and they do their business in the litter box. Cleaning a litter box is a quick, painless procedure. <u>Cats also take care of their own grooming.</u> Bathing a cat is almost never necessary because under ordinary circumstances cats clean themselves. Cats are more particular about personal cleanliness than people are. <u>In addition, cats can be left home alone for a few hours without fear.</u> Unlike some pets, most cats will not destroy the furnishings when left alone. They are content to go about their usual activities until their owners return.</p>	A
<p><i>In the second place, cats are civilized members of the household. <u>Unlike dogs,</u></i> cats do not bark or make other loud noises. Most cats don't even meow very often. They generally lead a quiet existence. <u>Cats also don't often have "accidents."</u> Mother cats train their kittens to use the litter box, and most cats will use it without fail from that time on. Even stray cats usually understand the concept when shown the box and will use it regularly. <u>Cats do have claws, and owners must make provision for this.</u> A tall scratching post in a favorite cat area of the house will often keep the cat content to leave the furniture alone. As a last resort, of course, cats can be declawed.</p>	B
<p>Cats are low maintenance, civilized companions. People who have small living quarters or less time for pet care should appreciate these characteristics of cats. However, many people who have plenty of space and time still opt to have a cat because they love the cat personality. In many ways, cats are the ideal house pet.</p>	C
<p>"A dog is man's best friend." That common saying may contain some truth, but dogs are not the only animal friend whose companionship people enjoy. For many people, a cat is their best friend. Despite what dog lovers may believe, cats make excellent house pets as they are good companions, they are civilized members of the household, and they are easy to care for.</p>	D

<p><i>In the first place, people enjoy the companionship of cats. <u>Many cats are affectionate.</u> They will snuggle up and ask to be petted, or scratched under the chin. Who can resist a purring cat? <u>If they're not feeling affectionate, cats are generally quite playful.</u> They love to chase balls and feathers, or just about anything dangling from a string. They especially enjoy playing when their owners are participating in the game. <u>Contrary to popular opinion, cats can be trained.</u> Using rewards and punishments, just like with a dog, a cat can be trained to avoid unwanted behavior or perform tricks. Cats will even fetch!</i></p>	E
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Options

- 1. A, C, D, B, E
- 2. E, A, D, B, C
- 3. D, E , B, A, C

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Week 11



Unit 6. What is Ecotourism?

It is time to study unit 6, which corresponds to this second bimester. You have to continue working on the achievement of the learning outcomes proposed in this bimester. This week you are going to review and study a reading strategy on how to use “context clues” to understand vocabulary in texts”. Additionally, you will study and interesting topic related to vocabulary “antonyms.” I am sure you will like the topics included in this week of study.

To have a general idea about this unit, I suggest you complete the activity named “Focus on the Topic”. Look at the picture on the first page of this unit in the basic textbook and answer the suggested questions.

Let’s start with the study of the reading strategy related to “context clues.”

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Focus on Reading:

6.1. Context clues

Part of reading comprehension involves using “context clues” as a strategy that could assist to identify unknown words in sentences or longer texts (Hibbard, 2009).

Boushey and Behne (2019) mention that “context clues” are the words or phrases, and sentences surrounding an unfamiliar word that give clues or hints to its meaning.

To have a better understanding of this topic, I suggest you review the following link. It presents an interesting explanation and examples of how to use “context clues” to improve reading skills.

Context Clues: <https://www.cpp.edu/ramp/program-materials/context-clues.shtml>

Context Clues: <https://www.mdc.edu/kendall/collegeprep/documents2/context%20cluesrev8192.pdf>

Once you have studied the previous learning resources, you have to read the explanation and complete the exercises presented in the basic textbook. Also, to strengthen your understanding of this topic, you have to complete the activities in “Reading 2” from the basic textbook and use context clues to understand vocabulary. Remember that, the study and practice of this reading strategy will help you to achieve the learning outcomes proposed in this second bimester.

Finally, you can conclude that “context clues” are hints found within a sentence, paragraph, or passage. And, it will help readers build word identification and the development of word meanings (Hibbard, 2009).

6.2. Antonyms

An “antonym” is a word having an opposite meaning to another word or nearly so that means the opposite of another word (Edgar, 2007). It is important, to mention that both synonyms and antonyms are useful because they help to improve the reading and writing skills.

After this short introduction, I invite you to read and analyze the following chart, which includes specific information and examples of the different types of “antonyms.”

After this short introduction, I invite you to read and analyze the following chart, which includes specific information and examples of the different types of “antonyms.”

The first point is that “**good**”, like many words, can be a noun or an adjective, so its antonyms will be a mix of nouns and adjectives too. *The second point* is that antonyms do not have to be exact opposites. There are two main types of antonyms: graded antonyms and complementary antonyms

- **Graded Antonyms**

Graded antonyms do not have to be opposites of equal weighting. They allow for shades of oppositeness.

For example, the following are all antonyms for “**good**”: unsatisfactory. Poor, bad, terrible

- **Complementary Antonyms**

Complementary antonyms offer no middle ground. With complementary antonyms, each word only has one antonym. (The reason for that is often a relationship between the two words.)

For example:

before / after - buy / sell - dead / alive - off / on -
predator / prey

- **Adding a Prefix to Form an Antonym**

Quite often, an antonym can be made by adding a prefix.

For example:

likely / unlikely - able / unable - entity / nonentity -
typical / atypical - decent / indecent

Source: <https://www.grammar-monster.com/glossary/antonyms.htm>

Now, I suggest you to review and analyze some examples of “antonyms” in the [following link](#).

Once you have analyzed the previous learning resources, you have to complete the exercises related to “vocabulary” presented in the basic textbook. Finally, you can conclude that an “antonym” is a word that means the opposite of another word. And, learning antonyms will help you to expand your vocabulary.



Recommended learning activities

One way to verify your learning about the contents studied in this week is to apply this knowledge, so I recommend you complete the following activities, which will help you internalize and achieve the domain of what you have learned.

Complete the reading activities presented in the basic textbook (Reading 1 and 2). Identify the main ideas, supporting details and infer vocabulary from context. Additionally, complete the vocabulary activities presented in the basic textbook.

Now, I would like to invite you to complete some activities related to [“Context Clues”](#).

Additionally, it is necessary to work on the exercises suggested in the following activity about **Antonyms**.



Week 12

This week you have to continue working on the achievement of the learning outcomes proposed in this second bimester. This week, you are going to work on some topics, that will help you to improve your writing skills. First, you will study the grammar topic “because and even though” and then you will learn how to write an “opinion essay” and how to write good “supporting details.”

Let’s start with the grammar topic.

Focus on Writing:

6.3. Because and even though

The grammar topic of this unit focuses on the difference among the use of “because and even though” in “main and dependent clauses”. I invite you to review the [following link](#), which contains appropriate information and examples, which will help you to understand better this grammar topic.

After you have reviewed the previous learning resource, I invite you to read the grammar section and complete the exercises suggested in the basic textbook. This will help you to verify what you have learned about this topic. Remember that, the study and practice of this grammar topic will help you to achieve the learning outcomes proposed in this second bimester.

Once you have studied this grammar topic, you can conclude that (the main idea can stand alone, but a dependent clause cannot). The dependent clauses begin with “because” or “even though” and always use a “comma” when it begins the sentence.

6.4. Opinion essay

Now, you are going to use the vocabulary and grammar contents studied in this unit, to write an opinion essay. Firstly, you need to have a clear idea of this type of essay. According to Null, (1999), an “opinion essay” requires to focus on personal opinions, state what you think or feel about something, and support your point with reasons. And, in this type of essay, you do not need to convince the reader that you are right.

I suggest you review the following links, which comprise interesting information about the structure of an “opinion essay” and how to write it.

How to write an opinion essay: <https://www.murphycentre.ca/trudy/English3201/HandoutWritingtheOpinionEssay.htm>.

Opinion writing: <https://essaypro.com/blog/opinion-essay/>

Once you have reviewed and analyzed the previous learning resources, you have to complete the exercises suggested in the basic textbook, it will be very useful in the process of writing an “opinion essay.” The study and practice of this type of essay will help you to achieve the learning outcomes proposed in this second bimester.

Finally, you can conclude that in an “opinion essay “ you have to include various arguments, reasons, viewpoints on a specific topic and these have to be supported by evidence or examples

6.5. Effective supporting details

First, you need to remember what are “supporting details”. It is a piece of evidence used by a writer to make the controlling idea of the topic sentence convincing and interesting to the reader Scarry (2013). Additionally, they come after the topic sentence, making up the body of a paragraph.

To have a clear idea about the function of effective “supporting details” in essays, I suggest you review the following example.

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Topic sentence: “Early childhood education programs provide cognitive benefits well beyond preschool.” **The second, third, and fourth sentences** will include information **supporting the main idea in the topic sentence**.

Example:

(1) Early childhood education programs such as Head Start provide cognitive benefits well beyond preschool. (2) *Recent studies that compare student test scores show that children who are exposed to structured learning activities outside the home environment are better able to adapt to formalized instruction in grades kindergarten through third grade than children who remain at home.* (3) *This is particularly true among children from low-income families and children whose parents have a limited proficiency in English.* (4) *Children living in states that do not provide early childhood programs, on the other hand, lag behind their peers.* (5) State and local governments must continue to bridge the achievement gap so that students may reach their full potential at an early age.

Source: https://www.learnamericanenglishonline.com/Write_in_English/WL8_supporting_sentences.html

With this previous information in your mind, I invite you to review the [following link](#), which comprises important information about this topic.

It is time to analyze the chart about “effective supporting details” and complete the exercises presented in the basic textbook. After studied and completed all the activities suggested in the previous learning resources, you can conclude that “effective supporting details,” supports the controlling idea of the topic sentence and it will encourage readers to keep reading.



Recommended learning activities

One way to verify your learning about the contents studied in this week is to apply this knowledge, so I recommend you complete the following activities, which will help you internalize and achieve the domain of what you have learned.

Complete the writing activities (grammar, vocabulary and writing strategies) suggested in the basic textbook. It will help you to improve your writing skills.

This activity is a game, in which you can practice the learning about the use of **"Because and even though"**

It is important to practice your writing skill, now, you are going to write an "opinion essay" from a tourist's point of view.

Procedure

To complete the writing activity, you have to think about the reasons, examples, and arguments, about your tourist's point of view from a specific place. Use the grammar and vocabulary from unit 6. Write down in a notebook the "opinion essay". Include at least four paragraphs in the essay.

Once you have completed the previous game, and writing your "opinion essay", I would like to invite you to complete the following **Self-Evaluation Unit 6** proposed to practice the contents, studied in this unit 6.

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Self-evaluation 6

A. Read the text. Choose the correct answers

PREPARING TO VISIT ANTARCTICA

1. A tour of Antarctica is not for everyone. Scientists and photographers visit the frozen continent as part of their professional work, and they are well-prepared for the harsh environment. However, people hoping to visit Antarctica as tourists need to be prepared for the challenges of visiting the vast, remote continent.
2. First, tourists must be in good physical shape if they plan on exploring Antarctica by foot or boat. If not, they must be prepared to spend their tour inside of their cruise ship. Larger ships are quite comfortable, and they move very smoothly because of their size. A tourist can view the incredible landscape sitting next to a large window with a warm drink in his hand, while more active visitors can experience many activities in the frozen world that surrounds them.
3. Smaller cruise ships are known for having excellent lectures from scientists, researchers, and well-known professors. Tourists can

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increase their knowledge of Antarctica and also understand more about the serious consequences of not protecting it. Because these smaller ships don't travel as smoothly, they aren't recommended for people who have motion sickness. No matter what kind of tour is chosen, all visitors to Antarctica must prepare carefully by following instructions on how to dress and what kind of equipment they may need. With the right preparation and the ability to deal with extremely cold temperatures, tourists can enjoy the most amazing trip of their lives.

1. **Many places that tourists go are _____, so it will be a big change to visit a place that has so few people.**
 - a. coastal
 - b. fragile
 - c. inhabited
 - d. remote

2. **To protect Antarctica, we must learn about its importance to the Earth. What does protect mean?**
 - a. understand something
 - b. be happy about something
 - c. change something
 - d. keep something safe

3. **What is another good title for this article?**
 - a. The Incredible Landscape of Antarctica
 - b. Learning More About Antarctica
 - c. The Harsh Landscape of Antarctica
 - d. Advice on Cruising Antarctica

4. All visitors to Antarctica must be _____.
- young
 - healthy
 - rich
 - well-known
5. Which phrase describes something that is likely to happen?
- tourists getting bored on large cruise ships
 - many tourists not preparing well for this type of trip
 - some tourists not feeling well on small cruise ships
 - tourists helping professional photographers
6. A lecture is something that you _____.
- read in a scientific book
 - need to follow instructions to understand
 - watch on a large screen
 - hear from a person who is teaching
- B. Read each statement from an opinion essay. Determine where the statement belongs in the essay by choosing introductory paragraph, body paragraph, concluding paragraph.
1. In summary, ecotourism does more good than harm.
- introductory paragraph
 - body paragraph
 - concluding paragraph
2. It brings valuable income to areas that need it.
- introductory paragraph
 - body paragraph
 - concluding paragraph

3. I believe that ecotourism has many benefits.

- a. introductory paragraph
- b. body paragraph
- c. concluding paragraph

4. It also helps people better understand the world they live in.

- a. introductory paragraph
- b. body paragraph
- c. concluding paragraph

C. Choose because or even though to complete each sentence.

1. _____ only a small number of people visit Antarctica, the number is growing quickly and scientists are worried.
2. Scientists study Antarctica _____ they hope to learn the age of Antarctic ice.
3. Antarctica has no government, _____ it is a vast continent.
4. Scientists worry that no one will take responsibility for protecting Antarctica _____ there is no government.
5. _____ Antarctica is a frozen landscape, it is inhabited by a variety of plants and animals.
6. _____ Antarctic tourists are asked to pick up their trash, they still leave trash on beaches, which pollutes the ocean.
7. _____ penguin eggs and Antarctic plants are very fragile, tourists have to be careful when exploring Antarctica.

8. Humans are coming into increasing contact with Antarctica, _____ it is one of the harshest and most remote places on Earth.

- D. **Choose the most effective supporting detail from the box for each statement. Type the letter.**

- a. The government made a decision about tourism.
- b. You can enjoy treks of different lengths.
- c. The Yunnan golden monkey is interesting.
- d. African leaders found two important benefits.
- e. You can enjoy treks of one to five days.
- f. The wild animals are interesting.
- g. The government decided to focus on increasing tourism.
- h. Africa found a way to benefit both local people and their environments.

- 1. Yunnan, China is a place to see wildlife. _____
- 2. Ratakaniri, Cambodia offers jungle treks. _____
- 3. Ecotourism in Vietnam has been influenced by political leaders. _____
- 4. Africa has been a world leader in ecotourism. _____

Answer Key



Week 13



Unit 7. Capital Punishment

It is time to study unit 7 and continue working on the achievement of the learning outcomes proposed in this second bimester. This week you are going to review and study reading strategies such as “taking notes with an outline” and “identify key information in charts.” Also, you will study and interesting topic related to vocabulary “Abstract Nouns.” Then, you are going to review an interesting topic, which will reinforce your writing skill “sentence variety”. The grammar topic for this week refers to “adverb clauses of concession.” Finally, you will learn how to write and organize a “persuasive essay”. I am sure you will enjoy the topics included in this week of study.

To have a previous idea about the theme of this unit, I suggest you do the first activity presented in the basic textbook “Focus on the Topic.” Look at the picture on the first page of this unit in the basic textbook and answer the suggested questions.

Let’s start with the first topic of this unit “take notes with an outline”

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Focus on Reading:

7.1. Take notes with an outline

“Taking notes” is a reading technique that helps to retain specific and relevant information about different topics. There are different ways to take notes from readings, but now we are going to focus on “taking notes using an outline”. When you take notes, outlining helps you to understand how details are related to the main ideas (Barton & Dupaquier, 2020).

Now, I invite you to review the [following link](#), which presents examples of this reading strategy.

After you have reviewed the previous learning resource, I invite you to analyze the information and complete the exercises presented in the basic textbook. It will help you to verify what you have learned about this topic. Also, this reading strategy will help you to complete the activities (Reading 1 and 2) presented in the basic textbook. Remember that the study and practice of this reading strategy will help you to achieve the learning outcomes proposed in this second semester.

7.2. Identify key information in charts

Graphical text forms (such as diagrams, graphs, maps, charts, and tables) are intended to communicate information in a concise format and illustrate how one piece of information is related to another. Writers use this type of graphical text forms to present numbers and facts clearly.

To have a better understanding of this reading strategy, I recommend you to review and analyze the information presented in the following links. It some examples of how to apply this reading strategy.

Reading strategies: <http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/ThinkLitScienceReading.pdf>

Text feature definitions and examples: https://www.capstonepub.com/classroom/sites/PDFs/teaching-text-features/Chapter_1/Table_1-2_Text_Feature_Definitions_and_Examples.pdf

Once you have reviewed the previous learning resource, you have to study the explanation and complete the exercises suggested in the basic textbook about this reading strategy. It will help you to strengthen your understanding of it.

Finally, you can conclude that when you try to identify specific information from charts and graphs, you have to paid attention to titles, captions, sources, and notes, because it contains significant information. This information allows you to analyze and interpret the charts and graphics correctly.

7.3. Abstract nouns

“Abstract nouns” are words used to name ideas, feelings, events or qualities that you cannot touch, see, taste, hear, or smell (Wren, 1999). With this previous explanation about this topic, I invite you to review the [following video](#), which presents some examples and detailed explanation of the use of “abstract nouns”.

Once you have analyzed the previous learning resource, you have to complete the exercises related to “vocabulary” presented in the basic textbook. Finally, it is important to conclude that an “abstract noun” is a noun that cannot be perceived using one of the five senses

(i.e., taste, touch, sight, hearing, smelling), and it does not refer to a physical object.

Remember that the study and practice of this topic "abstract nouns," will help you to achieve the learning outcomes proposed in this second semester.

Focus on Writing:

7.4. Adverb clauses of concession

"Adverb clauses of concession" express an idea that suggests the opposite of the main part of the sentence. We may also say, the information in the independent clause indicates a concession or an unexpected result of something in the dependent clause (Barton & Dupaquier, 2020). "Adverb clauses of concession" are introduced by subordinating conjunctions such as although, though, even though, even if, while and whereas.

To have a better understanding of this topic, I invite you to watch the [following video](#). It gives a detailed explanation and examples of this grammar topic.

After you have reviewed the previous learning resource, you have to read the explanation and complete the activities suggested in the basic textbook. Finally, you can conclude that a "concession" means admitting that the opposite opinion may be partly true or right (Barton & Dupaquier, 2020).

7.5. Persuasive essay

A persuasive essay is a piece of writing that's designed to stay a reader to one point of view or another. Null, (1999) stated that a persuasive essay includes examples, details, and evidence to prove that are you right. When you write a persuasive essay, you need to

choose arguments and evidence carefully so the audience would get impressed and ready to agree with your point of view.

To get a clear idea about the organization and characteristics of this type of essay. I invite you to analyze the information and examples presented in the [following link](#).

With this previous information in your mind, you have to read and analyze the explanation given in the basic textbook, which presents some tips on how to write a “persuasive essay”. After that, complete the exercises suggested in the textbook, it will be very useful in the process of writing this type of essay. The study and practice of this type of essay will help you to achieve the learning outcomes proposed in this second semester.

Finally, once you have reviewed and studied the previous learning resources, you can conclude that in a “persuasive essay,” the writer states his or her point of view on a subject and gives reasons for holding a specific point of view (McCarthy, 1998).

7.6. Sentence variety

According to Grudzina and Beardsley (2006) “sentence variety” is a means by which the writer helps the reader to understand which ideas are most important, which ideas support or explain other ideas, etc. “Sentence variety” will vary based on their structure and also by function.

I recommend you review the [following link](#), here you will find some examples of paragraphs using sentence variety.

After you have reviewed the previous learning resource, I invite you to analyze the information and complete the exercises suggested in the basic textbook. It will help you to verify what you have learned about this topic.

Finally, you can conclude that a mixture of different sentence structures reduces repetition and adds emphasis to important points in the text.



Recommended learning activities

One way to verify your learning about the contents studied in this week is to apply this knowledge, so I recommend you complete the following activities, which will help you internalize and achieve the domain of what you have learned.

Complete the reading activities presented in the basic textbook (Reading 1 and 2). Identify the main ideas, supporting details and infer vocabulary from context. Additionally, complete the vocabulary activities presented in the basic textbook.

Complete the writing activities (grammar, vocabulary and writing strategies) suggested in the basic textbook. It will help you to improve your writing skills

This activity is a game, in which you will put into practice the reading strategies and vocabulary studied in this week.

Abstract nouns

Now, I invite you to play the following game, it will help you to practice the grammar contents studied in this unit.

Grammar: Adverb Clauses of Concession

It is important to practice your writing skills and apply the grammar, and vocabulary contents studied this week. Write a “persuasive essay,” in which you try to convince the reader of your point of view about “capital punishment.”

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Procedure

To complete the writing activity, you have to think about capital punishment. Express your point of view about this topic and try to convince the reader about it. Write down your “persuasive essay” in a notebook. Include at least four paragraphs. Use the grammar and vocabulary from unit 7.

Once you have completed the previous games, and writing your “persuasive essay,” I would like to invite you to complete the following Self-Evaluation Unit 7 proposed to practice the contents, studied in this unit 7.

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Self-evaluation 7

A. Choose the correct words. Fill in the spaces.

oppose respect support abolish guilty

1. My friend and I agree, we both _____ the death penalty because we have respect for all lives.
2. It is important to _____ your family, our culture teaches us that parents are very important.
3. We should _____ our friend, she is sad and needs our help.
4. Mongolia voted to _____ the death penalty because they believed it didn't lower the amount of crime.
5. Unfortunately for the criminal, there was a video of his theft so the judge said he was _____ .

B. Read the text. Choose the correct answers

ALTERNATIVES TO THE DEATH PENALTY

Many people oppose the death penalty but know that there still needs to be some punishment for criminals who commit terrible crimes. They don't oppose the idea of making sure the criminals are punished, but they feel that killing them is cruel and has too many risks.

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One of the most common alternatives they suggest is life in prison. This way the criminals still lose their freedom and are punished but are allowed to live. For example, criminals could be sentenced to either life in prison or life in prison with the possibility of parole after 30 years. Parole means after a certain amount of time a prisoner might be released from prison. While it is expensive to support someone in prison, there is the possibility of helping them to change and become a better person after their crime. Opponents of the death penalty also argue that this kind of punishment still shows the criminal that their actions were bad but that they don't deserve to die.

Another suggestion is that more money should be available to programs that help the families of those murdered. In this way, there is more focus on helping the victims of the crime move forward with their lives afterwards. In addition to these programs, they suggest spending money on preventing drug use and creating parenting classes and other programs that would help to prevent violent crimes in the first place. These pre-crime programs, plus post-offence education, could help to reduce crime overall.

1. What does 'oppose' mean?

- a. You like an idea.
- b. You don't like an idea.
- c. You think an idea is good and bad.
- d. You don't care about an idea.

2. **How is a “violent crime” different from other types of “crime”?**
 - a. It’s a crime that didn’t physically hurt someone.
 - b. It’s a crime that is small or unimportant.
 - c. It’s a crime that hurts someone physically.
 - d. It’s a crime that sends you to prison.
3. **What are two suggestions to use instead of the death penalty?**
 - a. life in prison and funding useful programs
 - b. life in prison and writing books
 - c. funding useful programs and work
 - d. releasing prisoners and education
4. **How can keeping someone in prison with the possibility of parole help them?**
 - a. They will spend the rest of their life there.
 - b. They can’t hurt others from prison.
 - c. It costs more money than the death penalty.
 - d. Prisoners can change and become better people.
5. **What would supporters of the death penalty probably think of the ideas in the paragraph?**
 - a. Violent criminals should not be alive or get help.
 - b. You should help criminals become better.
 - c. It is worth spending money on programs to prevent crime.
 - d. The death penalty doesn’t work.

6. What key information from the text could be presented in a chart to support the reading?

- a. recent data on money spent on pre-crime programs and a resulting reduction in crime
- b. number of prisoners released in the last 10 years
- c. percentage of executions around the world
- d. number of supporters and opponents of death penalty

C. Read the sentences. Drag and drop coordinating and subordinating conjunctions to the correct sentences.

butbecause Although so -and

- 1. I don't support the death penalty _____ it is cruel.
- 2. _____ the man was innocent, he was sent to prison.
- 3. My brother opposes the death penalty, _____ my sister supports it.
- 4. I support the death penalty to reduce crime _____ punish criminals.
- 5. She murdered her neighbor _____ the judge sentenced her to life in prison.

D. Choose the correct answers.

- 1. **What type of sentence is the following: I believe the criminal is guilty, but my sister says he is innocent.**
 - a. simple
 - b. complex
 - c. compound
 - d. none of the above

2. **What type of sentence is the following: Mongolia abolished the death penalty in 2016.**

- a. simple
- b. complex
- c. compound
- d. none of the above

3. **What type of sentence is the following: I don't want to commit crimes because of the death penalty.**

- a. simple
- b. complex
- c. compound
- d. none of the above

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Week 14



Unit 8. Is our Climate Changing?

It is time to study the last unit of this second bimester and continue working on the accomplishment of the learning outcomes proposed in this second bimester. This week you are going to review and study reading strategies such as “identify cohesive devices of contrast.” Also, you will study an interesting topic related to vocabulary “collocations.” I am sure you will enjoy the topics included in this week of study.

To predict the content of this unit, I suggest you complete the activity named “Focus on the Topic” in the basic textbook. Look at the picture on the first page of this unit in the basic textbook and answer the suggested questions.

Let’s start studying the first topic of this unit “identify cohesive devices of contrast.”

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Focus on Reading:

8.1. Identify cohesive devices of contrast

First, you need to know that “cohesive devices are words or phrases that show the relationship between paragraphs or sections of a text or speech. Barton and Dupaquier (2020), mention that “a cohesive device of contrast” are words or phrases that tell us that the information that will follow is different from what comes before it.

To get a better understanding of this reading strategy, I invite you to watch the [following video](#).

Now, I invite you to read and analyze the explanation and complete the exercises suggested in the basic textbook. This reading strategy will help you to complete the activities presented in (Reading 1) in the basic textbook.

Remember that, the study and practice of this reading strategy will help you to achieve the learning outcomes proposed in this second bimester.

8.2. Collocations

Vocabulary is a crucial part of any language. At this time, you are going to study “collocations”. First, you have to understand that “a collocation” is a combination of two or more words that frequently occur together (O’Dell and McCarthy, 2009).

Let’s check the following chart.

Collocations	Examples:
<ul style="list-style-type: none"> to make the bed to do homework to take a risk to give someone advice 	<ul style="list-style-type: none"> I need to make the bed every day. My son does his homework after dinner. Some people don't take enough risks in life. The teacher gave us some advice on taking tests.

Source: <https://www.thoughtco.com/collocation-examples-1210325>

To have a better understanding of this topic, I recommend you to review the [following video](#), in which you can find some interesting examples about this topic.

Once you have analyzed the previous learning resources, you have to complete the exercises presented in the basic textbook "vocabulary". Finally, you can conclude that "collocations" are combinations of words which are usually used together.



Recommended learning activities

One way to verify your learning about the contents studied in this week is to apply this knowledge, so I recommend you complete the following activities, which will help you internalize and achieve the domain of what you have learned.

Complete the reading activities presented in the basic textbook (Reading 1 and 2). Identify the main ideas, supporting details and infer vocabulary from context. Additionally, complete the vocabulary activities presented in the basic textbook.

This activity is a game, in which you will put into practice the reading strategies and vocabulary studied in this week.

[Cohesive device and collocations](#)



Week 15

Dear students, you have reached the last week of study, in terms of contents. This week you have to continue working on the accomplishment of the learning outcomes proposed in this second bimester. Now, you are going to work on some topics, that will help you to improve your writing skills. First, you will study the grammar topic “future modals” and then learn how to write a “cause-effect essay” using conjunctions and transitions words.

Let’s start with the grammar topic.

Focus on Writing:

8.3. Future modals

Modals (also called modal verbs, modal auxiliary verbs, modal auxiliaries) are special verbs that behave irregularly in English. They give additional information about the function of the main verb that follows it. Future modals such as “could, may and might” are used to talk about the possibility of something in the future (Scott, 2011).

I invite you to review the following links. It contains detailed information and examples of this grammar topic.

Modal verbs: <https://www.gingersoftware.com/content/grammar-rules/verbs/modal-verbs/>

May, Might, Could, Can - Talking About Possibilities: <https://www.youtube.com/watch?v=FMGxeChtYLc>

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After you have reviewed the previous learning resource, I invite you to read the grammar section and complete the exercises suggested in the basic textbook. This will help you to verify what you have learned about this topic. The study and practice of this grammar topic will help you to achieve the learning outcomes proposed in this second semester.

Once you have studied this grammar topic, you can conclude that we use “may, might and could” to say that something is possible, but not certain.

8.4. Cause and effect essay

In a “cause and effect essay,” you discuss the causes(reasons) for something, the effects (results), or both causes and effects (Oshima and Hogue, 2016). There are two methods to organize this type of essay; the ‘block’ and ‘chain’ models (Bartor and Dupaquier, 2020)

To have a better understanding of this type of essay, I suggest you review the following links. It contains details examples, that will help you to write a “cause-effect essay” in a better way. Señores de la factoría incluir las direcciones de los links adjuntos)

Cause-Effect Essay: <https://www.youtube.com/watch?v=w4ryzSDY4Jk>

Cause-Effect Essay: <https://www.slideshare.net/guest6d57d9/cause-and-effect-essay-3671022>

Once you have reviewed and studied the previous information and examples, you have to read and analyze the explanation given in the basic textbook, which presents some tips on how to write this type of essay. After that, complete the exercises suggested in the basic textbook, it will be very useful in the process of writing a “cause-

effect essay.” Remember that, the study and practice of this type of essay will help you to achieve the learning outcomes proposed in this second semester.

Finally, once you have reviewed the previous learning resources, you can conclude that “a cause and effect essay” is another type of expository essay that explains why one thing happens and how it affects the other (Bartor and Dupaquier, 2020).

8.5. Conjunctions and transitions to show cause and effect

Use of conjunctions and transitions helps you to improve your writing. It will add variety and sophistication to your style of writing, you can use several different words to show cause and effect.

To have a better understanding of this topic, I recommend you review the following videos. Here you can find some interesting explanations and examples of this topic. (Señores de la factoría incluir la dirección del link adjunto) :

Linking Words of Cause & Effect: https://www.youtube.com/watch?v=S-qTiOA7nI&feature=emb_rel_pause

Linking Words of Cause & Effect: <https://grammartop.com/linking-words-of-cause-and-effect/>

Dear students, it is essential that you read the explanation and complete the suggested exercises in the basic textbook. It will help you to reinforce your learning of this topic.

Once you have understood and studied the previous learning resources, you can conclude that writers use “conjunctions and transitions” to help the reader understand causes and effects. These words or phrases prepare the reader for what type of information will come next.



Recommended learning activities

One way to verify your learning about the contents studied in this week is to apply this knowledge, so I recommend you complete the following activities, which will help you internalize and achieve the domain of what you have learned.

Complete the writing activities (grammar, vocabulary and writing strategies) suggested in the basic textbook. It will help you to improve your writing skills.

I would like to invite you to complete the following game, to practice the vocabulary and the grammar contents studied in this week.

Future modals and transitions

It is important to practice your writing skills and apply the grammar, and vocabulary contents studied this week. Write a “cause -effect essay” about how climate change is affecting your home country or another country.

Procedure

To complete the activity to practice the writing skill, you have to think about “ about how climate change is affecting your home country or another country. Then, you have to answer the following questions

- What changes have already occurred?
- What is changing now?
- What changes are predicted for the future?

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With the answers to the previous questions, you have to explain the causes and effects of these changes. Write down the “cause-effect essay” in a notebook. Write at least four paragraphs. Use the grammar and vocabulary from unit 8.

Now, I would like to invite you to complete the following Self-Evaluation proposed to practice the contents, studied in this unit 8.

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Self-evaluation 8

A. Choose the correct answers.

1. Carbon dioxide emissions greatly affect the _____ of the Earth.
 - a. fossil fuels
 - b. gases
 - c. atmosphere
 - d. hybrid vehicles
2. Climate change has different effects in different parts of the world. What does effects mean?
 - a. changes
 - b. causes
 - c. harmful
 - d. experiences
3. It is possible that Toyota _____ help the environment even more by creating new vehicles.
 - a. might be
 - b. could not
 - c. may be
 - d. could
4. The problems of climate change _____ reduced if we take action now.
 - a. could not
 - b. might be
 - c. may
 - d. may not

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B. Read the text. Choose the correct answers**CLIMATE CHANGE**

1. Scientists have warned us: The Earth's climate is getting hotter. This is happening because of what we humans do and the gases we have put into the atmosphere. As a result, the climate will keep changing for a long time, and it will affect all of us. Some of the changes may be good (at least in the short term), and some may be harmful, or even deadly. Not only is the atmosphere getting hotter, it is also getting more energetic. This means that some places will be windier, some places wetter, and some places dryer, or even cooler. That's why the term "global warming" has been replaced by the more accurate "climate change." Although on average it will be warmer, it won't be warmer everywhere. But no matter what, the climate will be changing everywhere.
2. As these changes become clear, many countries are trying to reduce their emissions. Toyota has helped by creating the world's top-selling hybrid car, the Prius. Other companies such as Ford, Honda, and Hyundai have added a variety of hybrid cars to the market. These decrease emissions by using a combination of gasoline and electric power. In addition to hybrid cars for personal use, many cities, such as Montreal, are using hybrid buses for transportation. In addition, hybrid trains are popular in China, Japan, and Europe. However,

the future development of hybrid vehicles in the U.S. remains uncertain, as high-emission cars powered by fossil fuels will likely continue to be the most commonly used vehicles.

3. It is important for us to focus on the fact that if we take action, climate change can be managed and kept to a minimum. By facing the problem of climate change now, we can adapt our lives and come up with ways to make improvements.

1. Which sentence best describes climate change?

- a. It is a problem that can be controlled by taking action now.
- b. It is a reason for countries to increase their emissions.
- c. It is a problem for some, but not all, countries.
- d. It is a serious problem that may never be solved.

2. Where are hybrid buses used?

- a. Tokyo, Japan
- b. Madrid, Spain
- c. Montreal, Canada
- d. Shanghai, China

3. The purpose of the final paragraph is to _____.

- a. make comparisons to show how some aspects of climate change differ
- b. warn strongly about the effects of climate change
- c. help readers to understand the serious danger of climate change
- d. encourage countries to manage climate change

4. **Climate change is a serious problem; _____.**

- a. however, it can be controlled and minimized
- b. however, Toyota has developed the Prius
- c. and hybrid trains are used in Europe
- d. and Americans may not use many hybrid cars

C. **Read the information in the box about global warming.
Organize the causes and effects to form a causal chain.**

- The sun's energy cannot escape.
- The Earth gets warmer.
- Gases are released into the atmosphere.
- Humans burn fossil fuels

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

Answer Key



Final activities of second term



Week 16

In week 16, you conclude the study of the contents and development of the activities corresponding to the Second Bimester. This week, we will conduct a general review of all the contents studied in each week of this bimester, to achieve an “effective study and excellent academic performance in the on-site evaluation.”



Recommended learning activities

As part of the study of the contents of units 5, 6, 7 and 8, I invite you to carry out the following recommended activities: , I invite you to carry out the following recommended activities:

- Review the attached links in each week
- Develop the reading activities presented in the basic textbook.
- Develop the writing activities, presented in the basic textbook, it will allow you to strengthen your writing ability.
- Review the grammar and vocabulary contents and the reading and writing strategies presented in each week of study.
- Develop the Self-Evaluations proposed at the end of each unit
- Participate in the games suggested in each week of study.

With the development of all the activities described previously, you will have the necessary elements to accomplish the best results in the on-site evaluation corresponding to this first semester.

Activity: On-site Evaluation

Content

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Second
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Answer Key

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4. Answer key

Self- evaluation 1		
Question	Answer	Feedback
A		
1	obsession	an idea or thought that continually preoccupies or intrudes on a person's mind.
2	Focus	the center of interest or activity.
3	Pressure	attempt to persuade or coerce (someone) into doing something.
4	Enormous	very large in size, quantity, or extent.
5	challenges	a call to take part in a contest or competition, especially a duel.
B		
1	b	Many schools offer help to student athletes for compulsive behavior, or unnecessary repetitive action
2	a	Dr. Carl Wu, a sports psychologist, offers professional advice to athletes with unhealthy sports habits, related to their sport.
3	c	A study of mental disorders in athletes is ongoing at Bellville's UMHRC, or Universal Mental Health Research Center.
C		
1	c	The information is related to paragraph 2, sentences 1 and 2.
2	b	The information is related to paragraph 2.
3	a	The information is related to paragraph 1, sentences 5, 6, 7, y 8.

Self- evaluation 1		
Question	Answer	Feedback
D		
1	willingness	A noun is a word used to name a person, animal, place, thing, and abstract idea.
2	inspire	A verb is a word used to indicate an action.
3	impressive	An adjective is a word that modifies a noun by describing it in some way.
4	impressively	An adverb is a word that can modify a verb or an adjective.

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Self- evaluation 2		
Question	Answer	Feedback
A		
1	c,b,d	Topic Sentence: The first sentence of the paragraph. It tells us what the paragraph is about.
B		
1	Con man	con man: someone who uses dishonest or illegal methods to trick people into giving them money:
2	Impersonating	impersonating: to intentionally copy another person's characteristics, such as their behavior, speech, appearance, or expressions
3	Fishy	fishy: seeming dishonest or false:
4	Suspicious	suspicious: making you feel that something illegal is happening or that something is wrong
5	motive	motive: a reason for doing something
C		
1	while	A noun is a word used to name a person, animal, place, thing, and abstract idea.
2	when	
3	,	
4	,	
5	while	A verb is a word used to indicate an action.
		An adjective is a word that modifies a noun by describing it in some way.
		An adverb is a word that can modify a verb or an adjective.
D		
1	a	The first use direct speech
2	b	The second one describe people's reaction and feelings
3	c	The third one focuses on creating atmosphere by describing the weather, people, etc.

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Self- evaluation 3		
Question	Answer	Feedback
A		
1	c	Scanning allows, you to locate quickly a single fact, date, phrases, or words in a text without trying to read or understand the rest of the piece. You may need that fact or word later to respond to a question or to add a specific detail to something you are writing.
2	a	
3	b	
4	c	
5	d	
6	c	
B		
1	reaction	reaction
2	automatic	automatic
3	speculation	speculation
C		
1	in order to	We use the “to-infinitive”: to express purpose (to answer “Why...?”): <ul style="list-style-type: none">▪ He bought some flowers to give to his wife.▪ He locked the door to keep everyone out.▪ We sometimes say in “order to” or in negative form “order not to”:▪ We set off early in order to avoid the traffic.▪ They spoke quietly in order not to wake the children
2	to travel	
3	to add	
D		
1	b	We use the “to-infinitive”: to express purpose (to answer “Why...?”): <ul style="list-style-type: none">▪ He bought some flowers to give to his wife.▪ He locked the door to keep everyone out. We sometimes say in “order to” or in negative form “order not to”: <ul style="list-style-type: none">▪ We set off early in order to avoid the traffic.▪ They spoke quietly in order not to wake the children
2	c	
3	c	
4	a	

Self- evaluation 3		
Question	Answer	Feedback
E		
1	TS	A topic sentence: express the main idea of the paragraph in which it occurs.
2	SP	
3	SD	
4	CS	Supporting details clarify, illuminate, explain, describe, expand and illustrate the main idea. Concluding sentences have three crucial roles in paragraph writing. They draw together the information you have presented to elaborate your controlling idea by: summarizing the points you have made. repeating words or phrases (or synonyms for them) from the topic
F		
1	c	The use of parallel structure allows writers to express several ideas in one sentence. Using (two or three words or phrases in the same part of speech (noun, verb, adjective, adverb) together in sentences.
2	a	
3	b	

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Self- evaluation 4		
Question	Answer	Feedback
A		
1	a	Each paragraph contains a topic sentence, supporting details (examples) and concluding sentence.
2	c	
3	d	
4	d	
5	b	
6	b	
B		
1	b	“synonyms” is a word or phrase that means the same (or very nearly the same) as another word or phrase.
2	a	
3	b	
4	b	
C		
1	unlike, in contrast to	Transition words” are used to link words, phrases or sentences. They help the reader to progress from one idea (expressed by the author) to the next idea. Thus, they help to build up coherent relationships within the text.
2	however, on the other hand	
3	unlike, in contrast to	
D		
1	more assertively than	“comparative adverbs” make comparisons between two verbs, that is, they describe how, when, how often, or to what degree an action is done.
2	more directly than	
3	more politely	
4	less patiently	
5	more happily	
6	more often	

Self- evaluation 5		
Question	Answer	Feedback
A		
1	outsource	ve jobs to another place
2	obsolete	unnecessary
3	sustainable	likely to continue
4	freelancer	independent workers
5	security	protection from change
6	strategies	it’s like a plan
B		
1	b	Heading: A title at the top of a reading. Use it to predict what the reading will tell you about.
2	a	
3	d	Subheading: A smaller heading in the middle of a reading. It is a smaller title for just one chunk of the text. Use it to predict what the section will tell you about.
4	e	
5	c	
C		
1	By the time	“Future time clauses” are dependent clauses that must be joined to independent (main) clauses. And begin with time words such as when, as soon as, after, before, until, and while.
2	When	
3	Before	
4	as soon as	
5	After	
6	until	
D		
1	b	The information is related to paragraph 2.
2	c	The information is related to paragraph 2.
3	a	The information is related to paragraph 1 and 2.
4	d	The information is related to paragraph 2.
5	c	The information is related to paragraph 2.
6	c	The information is related to paragraph 1.

Self- evaluation 5		
Question	Answer	Feedback
E		
1	d	Paragraph 1: Attention grabber, thesis statement, reference three major supporting details
2	e	
3	b	Paragraph 2: Major supporting detail 1
4	a	Paragraph 3: Major supporting detail 2
5	c	Paragraph 4: Major supporting detail 3
		Paragraph 5: Statement of conclusion
		Reference the thesis statement

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Self- evaluation 6		
Question	Answer	Feedback
A		
1	c	The information is related to paragraph 1.
2	d	The information is related to paragraph 3.
3	c	The information is related to paragraph 2.
4	b	The information is related to paragraph 1.
5	c	The information is related to paragraph 3.
6	d	The information is in paragraph 1 and 3.
B		
1	c	The introductory paragraph should also include the thesis statement, a kind of mini-outline for the paper: it
2	b	
3	a	
4	b	A body paragraph is a group of related sentences about a particular topic or idea directly relating to the thesis. Because essays are composed of multiple body paragraphs which tells the reader what the essay is about. A concluding paragraph is the last paragraph in essays and generally summarizes the main idea of an essay.
C		
1	even though	Because gives a reason. Even though explains an unexpected result Each sentence above has a main clause and a dependent clause.(A main clause can stand alone. A dependent clause cannot.)The dependent clauses begin with because or even though. Always use a comma after the dependent clause when it begins the sentence.
2	because	
3	even though	
4	because	
5	even though	
6	even though	
7	because	
8	even though	

Self- evaluation 6		
Question	Answer	Feedback
D		
1	c	Good writers give strong reasons for their opinions. They choose effective supporting details to help the reader understand their reasons. Effective supporting details may include facts, examples, or explanations. Look at sentence 1.
2	e	
3	g	
4	h	

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Self- evaluation 7		
Question	Answer	Feedback
A		
1	oppose	actively resist or refuse to comply with (a person or a system).
2	respect	due regard for the feelings, wishes, rights, or traditions of others.
3	support	enable to function or act.
4	abolish	formally put an end to (a system, practice, or institution).
5	guilty	culpable of or responsible for a specified wrongdoing
B		
1	b	The information is related to paragraph 1.
2	c	The information is related to paragraph 1 and 3.
3	a	The information is related to paragraph 2 and 3.
4	d	The information is related to paragraph 3.
5	a	The information is related to paragraph 1 and 2.
6	a	The information is in paragraph 2.
C		
1	because	According to Grudzina and Beardsley (2006) sentence variety is "a means by which the writer helps the reader to understand which ideas are most important, which ideas support or explain other ideas, etc. Variety of sentence structure is also a part of style and voice." Sentences will vary based on their structure and also by function.
2	Although	
3	but	
4	and	
5	so	

Self- evaluation 7		
Question	Answer	Feedback
D		
1	c	<p>A simple sentence is one that has only a single, independent clause.</p> <p>A compound sentence, on the other hand, has multiple independent clauses, that are connected by the proper conjunction (but, for, or, so and, yet, nor.)</p> <p>A complex sentence is one that has a single, independent clause and one or more dependent clauses. (A dependent clause is unable to stand by itself) Dependent clauses are relative (I hit the girl who tripped me), adverb (I am going home now because I have to work) and noun (I do not know what to do after school.)</p>
2	a	
3	b	

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Self- evaluation 8		
Question	Answer	Feedback
A		
1	atmosphere	mixture of gasses that surround the earth.
2	changes	the act or instance of making or becoming different.
3	could	express future possibility.
4	may	express possibility that something will not happen.
B		
1	a	The information is related to paragraph 1.
2	c	The information is related to paragraph 2.
3	d	The information is related to paragraph 3.
4	a	The information is related to paragraph 3.
C		
1	Humans burn fossil fuels.	A casual chain helps you to see the relationships between causes and effects.
2	are released into the atmosphere.	
3	The sun's energy cannot escape.	
4	The Earth gets warmer.	

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Content

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Answer Key

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