



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

**Modalidad Abierta y a Distancia**

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

## **Guía didáctica**



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**Departamento Ciencias de la Educación**

**Sección departamental Lenguas Contemporáneas**

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

***Guía didáctica***

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Paul Fernando Gonzalez Torres



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

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

**Guía didáctica**

Paul Fernando Gonzales Torres

Universidad Técnica Particular de Loja



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## 1. Data information

### 1.1. Presentation of the subject



### 1.2. General competences of the UTPL

1. Oral and written communication
2. Critical and reflexive thinking
3. Communication in the English language
4. Ethical behavior, organization and planning

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### 1.3. Specific competences of the program

Applying linguistic knowledge of the language at a level that allows students to have an efficient communication for a professional performance when teaching English to children and young people in accordance with international standards.

### 1.4. Problems addressed by the course

Due to problems to teach English in the Ecuadorian educational system, the purpose of this program is that future professionals of teaching English as a foreign language can acquire the necessary skills for the proper use of the fundamental grammatical structures of the language in context. With these skills, the student will be able to communicate effectively and teach in different contexts.



## 2. Learning methodology

The methodology of the course is based on the UTPL distance student-centered approach. The methodologies used include self-learning, collaborative learning, and learning based on ICTs. The strategies include discussions, reflections, as well as individual and group work.

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

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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, and 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 are virtual guide, virtual platform, and plan.

To pass the course, students can consider the following recommendations:

- Read the academic plan for this course (on the virtual platform). This document will give you a general view of the goals that you are going to attain during this course. It will allow you to see the contents to be studied and the way you will be evaluated.
- Organize your time in a way that you can dedicate at least 2 hours a day to the assignments and contents of this course.

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- Try to gradually progress throughout the contents of the course and do not let work accumulate for the end of the course.
- Take notes of the most important points or those aspects that are difficult to remember. You can use summaries, outlines, charts, tables and other elements that allow you to summarize information.
- Participate in the activities on the virtual platform. You will interact with your instructor and peers. Write a message if you want to share something relevant with your class. Likewise, you will be able to express your opinions in the forums, chats and video-collaborations. Check the announcements as well.
- If you have any questions regarding this course, please contact your instructor by telephone, e-mail or the virtual platform (during the tutorial hours). The interaction with your instructor will also be very useful in your learning process.

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### 3. Didactic guidelines for learning outcomes



#### First bimester

##### Learning outcome 1 and 2

- Writes topics sentences and adds controlling ideas.
- Identifies main ideas in paragraphs.
- Uses gerunds and infinitives in sentences

#### Contents, resources and learning activities



##### Week 1

**Learning outcome 1** (Writes topics sentences and adds controlling ideas) will also be achieved throughout the contents of the first bimester because the students will have to do activities related to writing. In these activities, they will have to use topic sentences with controlling ideas in their writing tasks.

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## Unit 1. Genius: nature or nurture?

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This unit of your textbook tackles a very interesting topic such as the life of a genius person and how you can achieve success. You will learn about understanding assumptions, taking notes by marking important information, distinguishing voice in quotations, the past perfect, identifying and correcting sentence fragments, and the summary paragraph.

### *Focus on Reading*

#### 1.1. Understanding assumptions

In order to start the study of this first unit, I invite you to read the title and take a look at the questions at the beginning of this book. Then, answer the questions that you will find there.

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Were the questions easy to answer? Great! Now you can have a further practice of the vocabulary related to the topic by doing the following activity.

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A useful strategy is to practice the vocabulary activity in your textbook before reading. After familiarizing with the vocabulary, please read the two reading passages (**A genius explains, and 10,000 hours to mastery**) and complete the activities that are related to it in the textbook (*preview, read, main ideas, details, make inferences, discuss in the first passage and preview, read, note-taking skill, comprehension, reading skill, and connect the readings in the second passage*).

After completing the exercises about main ideas and details of the first reading passage (**A genius explains**), the section “Make inferences” appears. Inferring means to reach a conclusion based on evidence and reasoning. The following website will give you further information about inferences:

Enlace: <https://www.thoughtco.com/what-is-an-inference-3211727>

So, what do you think of the article in this website? Did you have a better understanding on how to infer ideas from a reading passage? I am sure you did.

In this section, you will also learn to infer assumptions from some quotations. Take a look at the example in your textbook and complete the exercises in which you read some quotations and infer assumptions about them.

## 1.2. Taking notes by marking important information

A good strategy to read a text more carefully and understand its main ideas is to underline or highlight important information. The



### Recommended learning activities

Do the reading activities in this section of your textbook.

Further reading:

The following article talks about the features of a genius' life. This is an interesting reading for your entertainment. Enjoy!

Enlace: <https://www.lifehack.org/325892/how-geniuses-live-their-lives-every-day>



### Week 2

#### *Focus on Writing*

Writing is also part of this course, so there is a section in each unit of your textbook that addresses this skill. In this unit, you will find the sections of vocabulary (review, expand, and create), grammar for writing, and a final writing task. All of these sections contain exercises that will allow you to practice your writing skills.

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In all of your units in your textbook, you will find a section called “Grammar for writing”. By studying this section, you will learn the use of a grammar structure oriented to be applied in writing.

### 1.3. Grammar: the past perfect

Please read the explanations about the past perfect (past perfect and a specific time or event in the past, past perfect with two past events, time words, adverbs often used with the past perfect, punctuation with the past perfect) and do the activities related to it. If you need further explanation or examples about the past perfect, you can learn from the following resources:

<https://www.englishpage.com/verbpage/pastperfect.html>

<https://www.ef.com.ec/recursos-aprender-ingles/gramatica-inglesa/past-perfect/>

At this point, you have seen (in the explanations of the textbook and the resources above) that the past perfect consists of two verbs (had + past participle of a verb) and its mainly used to indicate an action that takes place before another past action. For example, in the following sentence the past action is “I arrived at the airport” and the past perfect that indicates another past action is “my flight had departed”.

For a better understanding of this grammar point, I invite you to watch the following video that includes an explanation of some aspects of the past perfect:

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

After watching this explanation, you will have a better idea of the uses of the past perfect. Remember to watch this video as many times as necessary to fully understand this aspect. Now, we will study sentence fragments.

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## 1.4. Sentence fragments

Incomplete sentences, or sentence fragments, are common errors that learners make in writing. In order to learn more about this topic, further information and examples about sentence fragments can be found in the following website:

Enlace: [https://owl.purdue.edu/owl/general\\_writing/mechanics/  
sentence\\_fragments.html](https://owl.purdue.edu/owl/general_writing/mechanics/sentence_fragments.html)

I hope the information and examples provided in this website have been useful for a better understanding of sentence fragments. I am sure that now you know much more about this topic.

At the end of the section “Final writing task”, you will learn about sentence fragments. This part presents some examples of them and explains why they are sentence fragments. It also presents exercises about sentence fragments to be completed.



## Recommended learning activities



## Self- Evaluation 1

**Read the text. Choose the correct answers.**

### A HAPPY ACCIDENT

1. Imagine a teenage boy being a victim of an accident: He was swimming in a friend's pool, playing around, and managed to hit his head on the concrete. After being rushed to the hospital, it was discovered that he had a serious concussion. It was so serious that he became slightly disabled. Doctors estimated that he lost 50% of his hearing. "You will probably need to use a hearing aid for the rest of your life."
  
2. A week after returning home, he was sitting in his family's living room near the grand piano that had been sitting unplayed for years. He went up to the piano and started playing a piece he had never heard before. His fingers worked like magic moving across the keys. His new expertise was amazing. His mother walked in the room, with a shocked expression. She had never heard her son play before, let alone play like an expert. What he experienced is a common occurrence for people with head injuries—one area in the brain gets damaged while another awakens and new skills emerge.

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3. Doctors are still not sure why this could happen to some people and not others. More research may lead to the answer. But for now, let's hope that people who suffer brain injuries not only retain all of their abilities but perhaps add a few new ones, too.

## Questions

1. **Jack is slightly disabled, but he works hard to keep up with his friends and family.**

**What does “disabled” mean?**

- a. Being younger than the people around you
- b. Losing skill and ability in an accident
- c. Having physical or emotional impairment

2. **The doctor's area of expertise is brain injuries.**

**What does “expertise” mean?**

- a. Having strong skill or knowledge
- b. Having weak skill or knowledge
- c. Knowing something perfectly

3. **What is the main idea?**

- a. People often gain new skills after an injury.
- b. People will always become an expert in something after an injury.
- c. People have hidden talents, but they are afraid to show them.

**4. Why was the mother surprised?**

- a. Her son played a song she liked very much.
- b. Her son played a difficult piece he hadn't ever heard.
- c. Her son fully recovered from his brain injury.

**5. Read this quote: The doctor said, "Mr. Lee, I have seen some patients with head injuries gain skills and others lose skills. Sometimes the change is temporary, and sometimes it is permanent. Thankfully, your daughter is doing well now."**

**What assumptions can be made based on this quote?**

- a. The doctor doesn't have a lot of experience with head injuries.
- b. Mr. Lee's daughter is going to make a full recovery.
- c. Every patient is different, so it is impossible to predict what will happen in the future.

**6. Who said, "You will probably need to use a hearing aid for the rest of your life"?**

- a. The mother
- b. The doctor
- c. The friend

Choose the best definition for each word in **boldface**.

**7. Joshua can't do everything the other children can. He has been disabled since birth.**

- a. Has the ability to use all parts of his or her body
- b. Doesn't have the ability to use all parts of his or her body
- c. Has a need for structure or organization

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8. **There are numerous benefits to working at the university. You can take classes, use the library and fitness center.**
  - a. Disadvantages
  - b. Extra things
  - c. Advantages
9. **Savants generally excel in one area. Their abilities in that area surpass most others.**
  - a. People with extraordinary mental skills
  - b. People who serve other people
  - c. People who have mastered something
10. **In a typical American college classroom, there is a lot of interaction between students and professors.**
  - a. Communication or collaboration
  - b. Work or homework
  - a. A game

It is important to complete the self-evaluations since this is a way to acquire and test your learning of the contents studies. Please review what you have learned in unit 1 before starting to answer the question in this self-evaluation.

[Ir al solucionario](#)

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## Week 3



## Unit 2. Facing Life's Obstacles

This unit of your textbook talks about obstacles that people face in their lives. You will focus on aspects such as inferring the meaning of idioms and expressions, taking notes on main ideas with questions, recognizing positive redundancy, gerunds and infinitives, choosing appropriate supporting sentences, and a biographical paragraph.

### 2.1. Inferring the meaning of idioms and expressions

#### Reading

To study of the second unit, please read the title and answer the questions at the beginning of this unit. After that, you can practice the vocabulary related to the topic before reading. After familiarizing with the vocabulary, please read the two reading passages (***A life of twists and turns: the story of Frank McCourt, and Marla Runyan has never lost sight of her goals***) in your unit and complete the activities that are related to it in the textbook (*preview, read, main ideas, details, make inferences, discuss in the first passage and preview, read, note-*

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*taking skill, comprehension, reading skill, and connect the readings in the second passage).*

Before starting the activities of reading in this unit, it is necessary to practice the inference of meaning of idioms (phrase or expression that can have a figurative or literal meaning) and expressions. These exercises will help you while reading a text in English.

## 2.2. Grammar: Gerunds and infinitives

### *Writing*

In this part of this unit, you will practice your writing skills in the sections of *vocabulary* (review, expand, and create), grammar for writing, and a final writing task related to a biography paragraph.

The section in this unit called “Grammar for writing” will explain the use of gerunds (verb + ing) and infinitives (to + base form of the verb) to be applied in writing. First, it is important to do the exercise previous to the explanation so you start familiarizing with it. Then, read the information about how to form the gerunds and infinitives and their different uses in a sentence. It is also necessary to complete the exercises that allow you to practice these structures. For further practice and examples, you can learn from the following resources

<https://www.perfect-english-grammar.com/gerunds-and-infinitives.html>

[https://www.englishpage.com/gerunds/part\\_1.htm](https://www.englishpage.com/gerunds/part_1.htm)

<https://www.ecenglish.com/learnenglish/lessons/gerund-vs-infinitive-practice>

In the explanations from the textbook and the resources provided, you have seen that the use of gerunds and infinitives often depend on the

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verb used. In order to reinforce what you have learned about gerunds and infinitives so far, I invite you to watch this video explains the use of gerunds:

<https://www.youtube.com/watch?v=Q-wj0VJhrPg>

On the other hand, this video explains the use of infinitives:

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

It is important to take of the most important points and examples of the videos, so you can have a better understanding of these grammatical points.

### 2.3. Supporting sentences

The supporting sentences allow the reader to understand the main idea of a paragraph by giving examples and other details related to the topic sentence. This part at the end of the final writing task explains the use of supporting sentences and complete the pertinent exercises.

More information about the paragraph and the supporting sentences can be found in the following PowerPoint presentation.

[Ir a recursos](#)



#### Recommended learning activities

Units 1 and 2 Chose the best definition for each word in before



## Self-Evaluation 2

**Read the text. Choose the correct answers.**

1. Helen Keller, a famous writer and activist for the visually and hearing impaired, overcame incredible obstacles in her life. She was born in 1880 in Alabama to a loving and supportive family. When she was very young, she suffered a high fever that caused her to go blind and deaf. Helen was intelligent, and her family knew she could be helped if she had the right teacher. They spent time traveling around the United States, and they found Annie Sullivan. Ms. Sullivan became Helen's teacher and friend for almost 50 years.
2. Helen worked hard with Sullivan. She learned to read and write. She attended college, fought for women's rights, and co-founded the American Civil Liberties Union. She received countless awards, and people all over the world admired her greatly. However, not all her experiences were positive. Like other people with challenging lives, she had moments of feeling hopelessness. But her strength and self-reliance always won out.
3. With the support and guidance of her teacher and family, she never gave up. Helen Keller died in 1968 after suffering a series of strokes. She is a shining example of what people can do when they yearn for a better life. Her struggles and triumphs still serve as an inspiration to others today, proving that one person can truly make a difference.

## Questions

1. **Like other people with challenges, she had moments of hopelessness.**

**Which sentence means the same?**

- a. She always felt things would get better for her, and they did.
- b. She, and other people like her, sometimes felt that things would never get better.
- c. She disagreed with people who thought their lives were challenging.

2. **With the support and guidance of her teacher and family, she never gave up.**

**Which sentence means the same?**

- a. People helped her, and she kept working hard.
- b. She gave many things to her teacher and family.
- c. She needed help, but she never took it.

3. **What is the best title for the text?**

- a. Overcoming Blindness
- b. Overcoming Obstacles
- c. Helen Keller and Annie Sullivan

4. **What was the cause of Helen's blindness?**

- a. Deafness
- b. High fever
- c. Struggle

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5. **Her struggles and triumphs still serve as an inspiration to others today, proving that one person can truly make a difference.**

**What does make a difference mean?**

- a. To be very different from other people
- b. To wish you had a different life
- c. To cause a change that improves a situation

6. **Helen's life was not easy; in fact it was quite punishing.**

**What does punishing mean?**

- a. Very difficult
- b. Very easy
- c. Never happy

**Choose the correct answers.**

7. **Which word is an antonym for shame?**

- a. Hopeless
- b. Pride
- c. Intelligence

8. **Which word is a synonym for self-reliance?**

- a. Independence
- b. Hard work
- c. Happiness

9. **Which sentence is correct?**

- a. The student wanted have more freedom.
- b. The student wanted having more freedom.
- c. The student wanted to have more freedom.

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#### 10. Which sentence is correct?

- a. Overcoming obstacles isn't easy.
- b. Overcome obstacles isn't easy.
- c. To overcoming obstacles isn't easy.

By completing this self-evaluation of unit 2, you will acquire and test your learning of the contents studied. You must review the contents of unit 2 before starting to answer the questions.

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## Week 4



### Unit 3. Making medical decisions

Unit 3 addresses topics such as genetics and diseases. The aspects studied will be inferring degree of support, taking notes on cause and effect with a graphic organizer, organizing the sequence of events in a timeline, using past unreal conditionals, writing introduction and hooks, and writing an opinion essay.

#### 3.1. Inferring degree of support

##### *Focus on reading*

At the beginning of this third unit, you will see a picture and some questions that will help you introduce the topic to be read. It is useful to answer these questions and then practice the vocabulary before reading the passages (**Genetic Testing and Disease: Would You Want to Know?, and Norman Cousins's Laughter Therapy**) of this unit. Remember to complete the activities related to these reading passages that are in the textbook (*preview, read, main ideas, details, make inferences, discuss in the first passage and preview, read, note-taking skill, comprehension, reading skill, and connect the readings in the second passage*).

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The section of “Make inferences”, after the first reading passage (**Genetic Testing and Disease: Would You Want to Know?**) of this unit, explains how we can infer the degree of support of a controversial issue. This can be done through a scale. Read the explanation provided in this part. Understanding the degree of support will also allow the reader to better understand a text

### 3.2. Taking notes with a graphic organizer

After the second reading passage (**Norman Cousins's Laughter Therapy**), in the section “Note-taking skill”, we will learn how to take notes on Cause and Effect with a graphic organizer. In other words, you will visually represent a text. A graphic representation of a text will help you understand aspects such as cause-effect relationships, events or ideas in a text.

We can see examples of other types of organizers in the following document:

Enlace: <http://www.myfoa.org/docs/mentoring/lessonplans/46GraphicOrganizers.pdf>

I hope that by reading the document above, you have learned about different types of graphic organizers.



Week 5

### Focus on writing

In this unit, you will find the sections of **vocabulary** (review, expand, and create), grammar for writing focused on past unreal conditionals, and a final writing task related to an opinion essay.

### 3.3. Grammar: Past unreal conditionals modals, and semi-modals

In the part of “Grammar for writing” in this unit, there is an explanation of how to use the past unreal conditional sentences, which consist of two clauses: the if clause and the result clause. Please read the explanations, examples, about the past and do the activities related to this grammar point.

This entertaining video will help you review information about the conditionals: <https://www.youtube.com/watch?v=zZfx5oM3BQU>

You can watch the video above as many times as you need. Take notes of the examples mentioned and analyze the structure to see how the conditional is formed. As you could see in the video, you can have the following classification of conditionals:

**The zero conditional** (*if + present simple, ... present simple*):

Example: If it rains, the street floods.

**The first conditional** (*if + present simple, ... will + infinitive*):

Example: If you don't hurry, you will miss your flight.

**The second conditional** (*if + past simple, ... would + infinitive*):

Example: If I had a lot of money, I would buy a big house.

**The third conditional** (*if + past perfect, ... would + have + past participle*):

Example: If it had rained, you would have gotten wet.

In addition to these types of conditionals, we can also talk about a mixed type conditional to refer to an unreal past condition and its probable result in the present. This is the case related the grammar

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point presented in this unit of the textbook. Here, the *if clause* uses the past perfect, and the result clause can use *would*, *could*, *might + past participle*. You can read the explanation given in the textbook to clarify this point and see more examples.

For further explanation and examples to better understand conditionals, the following resources are recommended:

<https://www.ef.com/wwen/english-resources/english-grammar/conditional/>

<https://www.wallstreetenglish.com/blog/how-to-use-conditionals-in-english-zero-first-second-third-and-mixed/>

<https://www.englishclub.com/grammar/verbs-conditional.htm>

I hope that the websites above have allowed you to learn the different types of conditionals. This knowledge will help you improve your writing as well.

Another grammar point to be covered in this unit is the one of modals and semi-modals. Modals are auxiliary verbs (e.g. *can*, *could*, *may*, *might*, *must*, *shall*, *should*, *will*, *would*) that can be used to express ability, permission, possibility, necessity, obligation, advice, suggestion, or prediction. You can learn more about modals at:

[https://www.myenglishpages.com/site\\_php\\_files/grammar-lesson-modals.php](https://www.myenglishpages.com/site_php_files/grammar-lesson-modals.php)

Likewise, semi-modals are actual verbs that have a similar function to a modal (e.g. be going to, be able to, used to, ought to, have to, need to). More information about semi-modals can be found in the following PowerPoint presentation:

<https://es.slideshare.net/katerinan1/semi-modals-43638495>

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Did the resources above help you understand the use of modals and semi-modals? I believe they did. In order to know more about this point, you can watch the following video:

<https://www.youtube.com/watch?v=vjt0c2QBwEI>

At this point, it is important to mention that the aforementioned grammar points require a great deal of practice, so please, read the resources recommended and watch the videos

### 3.4. Writing an opinion essay

In the section “Final writing task” of this unit, you are going to write a four-paragraph opinion essay based on the topic indicated in the textbook. You will see the subsection “Prepare to write” that will help you complete a tree map in order to organize ideas for your opinion essay. Next, you will see the subsection “Write” will indicate the purpose and the parts of an opinion essay. Please read these indications so you can have a better idea on how to write your opinion essay.

More information about how to write an opinion essay can be found in the following PowerPoint presentation: Enlace: <https://www.slideshare.net/aponce4/an-opinion-essay-presentation>

Read carefully the aspects presented in the PowerPoint presentation about writing an opinion essay. Pay special attention to the example provided and the elements used in writing the essay.

### 3.5. Introductions and hooks

After learning about the opinion essays, you will have to do some activities that will allow you to organize your ideas for your essay. Then, in the subsection “REVISE”, you will find information that

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will help you learn about introductory paragraphs and hooks. It is also necessary to do the exercises about hooks and review of the introductory paragraph of your essay before writing the final draft of your essay.

To know more about introductions and hooks, please read the following PowerPoint presentation: Enlace: <https://www.slideshare.net/janalmiller/introductory-paragraph>

Remember to carefully the aspects presented in the PowerPoint presentation about the introductory paragraph. Analyze the examples provided.



## Recommended learning activities



### Self-Evaluation 3

**Read the text. Choose the correct answers.**

For my last birthday, my sister bought me a DNA testing kit. When I opened the box I was very excited but also a little skeptical. Could a simple saliva sample really provide me with detailed information about my genealogy? My sister assured me that it could. She had done a lot of research about the practice and was thoroughly convinced by its potential benefits. In recent years, genetic testing has become more common as a way to diagnose diseases. However, the very same science that allows doctors to understand medical ailments has the potential to tell us something even more personal—the history of our families and where we came from.

My sister had chosen a service called AncestryDNA™, which began offering DNA tests in 2012. By 2018, the company had sold more than 14 million kits. At first, I wasn't sure if I wanted to go ahead with the test, but in the end, I agreed. As my sister explained, our results would help us to learn about our heritage and the ways in which we were similar and different. Not only that, but we might even discover long-lost relatives through the company's vast database.

It took six weeks for our results to come back. In the end, the test was a really good experience. I discovered that I have ancestry from more than 10 different countries, as does my sister. This came as quite a surprise. We haven't identified any new relatives yet, but as DNA

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testing is becoming more and more popular, there's no knowing what the future might hold. Since my birthday, I've begun recommending DNA testing to my friends and other family members.

- 1. When I opened the box I was very excited but also a little skeptical.**

**Which word is a synonym for “skeptical”?**

- a. Doubtful
- b. Certain
- c. Smart

- 2. My sister ... was thoroughly convinced by its potential benefits.**

**What does “potential” mean?**

- a. Very likely
- b. Possible
- c. Definite

- 3. What is the best title for the text?**

- a. Pros and Cons of DNA Testing
- b. An Amazing Gift
- c. An Unexpected Discovery

- 4. The most surprising aspect of the narrator's experience was \_\_\_\_\_.**

- a. Finding out new information about her parents
- b. Discovering a connection to 10 different countries
- c. Learning which characteristics she shared with her sister

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5. In light of her experience, how does the writer feel about DNA testing?

- a. Enthusiastic
- b. Neutral
- c. Worried

6. When did AncestryDNA begin offering this service?

- a. 2002
- b. 2012
- c. 2018

Read each pair of statements. Choose the sentence that has the same meaning.

7. Stanton Marsh's father was a research scientist. So, Stanton became a research scientist as well.

- a. If Stanton hadn't become a research scientist, his father wouldn't have been one as well.
- b. If his father hadn't been a research scientist, Stanton wouldn't have become one as well.
- c. If his father had been a research scientist, Stanton would have become one as well.

8. Stanton attended a science training center. As a result, he became a science practitioner.

- a. Stanton wouldn't have become a practitioner if he hadn't attended a science training center.
- b. Stanton wouldn't have attended a science training center if he hadn't become a practitioner.
- c. Stanton would have attended a science training center if he had become a practitioner.

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9. **Stanton wasn't feeling well. So, he didn't attend the conference on healing in Florida.**
- If Stanton had been feeling well, he would have attended the conference on healing in Florida.
  - If Stanton hadn't been feeling well, he wouldn't have attended the conference on healing in Florida.
  - If Stanton hadn't attended the conference on healing in Florida, he wouldn't have been feeling well.
10. **Stanton missed the conference. As a result, he didn't hear the presenter's speech.**
- Stanton wouldn't have missed the conference if he had heard the presenter's speech.
  - Stanton wouldn't have heard the presenter's speech if he had missed the conference.
  - Stanton would have heard the presenter's speech if he hadn't missed the conference.

With the purpose of acquiring and testing your learning of the contents studied, it is necessary to review the contents of unit 3 before starting to answer the questions of the self-evaluation above.

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## Week 6



### Unit 4. Instinct or Intellect?

The main topic discussed in this unit is the animal intelligence. The aspects studied will be inferring the use of hedging, taking notes with outlining, recognizing the role of quoted speech, adjective clauses, paraphrasing, and writing a summary in journalistic style.

#### 4.1. Inferring degree of hedging

##### *Focus on reading*

As mentioned above, the main topic discussed is the animal intelligence, starting with questions that introduce you to the topics of the reading passages of this unit (**Extreme Perception and Animal Intelligence, and How Smart Are Animals?**). The activities related to the two reading passages of this unit (*preview, read, main ideas, details, make inferences, discuss in the first passage and preview, read, note-taking skill, comprehension, reading skill, and connect the readings in the second passage*) will be useful for a full comprehension of the texts.

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After the first reading passage (**Extreme Perception and Animal Intelligence**), the section of “Make inferences” of this unit explains how we can distinguish the use of hedging (cautious language used when you are not completely certain about the accuracy of the information) in a text. Do the rest of the activities and go to the second reading passage in this unit (**How smart are animals?**).

In the following website, you will find information related to how to use elements for achieving hedging in writing:

Enlace: <https://www.enago.com/academy/hedging-in-academic-writing/>

I am sure that the information above was easy to learn. Take notes of the main elements that you can use when you need hedging in your writing. Analyze the examples provided.

## 4.2. Taking notes with outlining

In the section “Note-taking skill”, after the second reading passage, there is an explanation of how to outline a text, that is, a summary of information in shortened form. This outline will help the reader understand the information and the relation of main ideas in a text. The following website will give you further information on how to write an outline in writing: Enlace: <https://www.thoughtco.com/outline-composition-term-1691364>

What do you think about the different types of outlines presented in the website above? I think it is interesting, especially the information about formal and informal outlines. I hope that you read it carefully and apply it when you need to take notes after reading a text.

### 4.3. Indirect and direct speech

In “Reading skill”, after the second reading passage, you will find the title “Recognizing the role of quoted speech”. This is an explanation of how to use quotations to support a point that an author wants to make. This is related to the use of *direct speech*, in which the exact words of an author are used to support an idea. Read the explanation and the examples given in this part of the textbook so you learn to use direct speech, which you may apply later in your writing.

On the other hand, indirect speech does not focus on the exact words of an author. It rather focuses on reporting the content of what was said. For example, the exact words of an author called Gita Simonsen can be *“It’s difficult to discern between reasoning, learned reflexes, and pure instincts”*. By using the verb *say*, we can report this words and write *Gita Simonsen said that it was difficult to discern between reasoning, learned reflexes, and pure instincts*. I hope that this explanation and the one given in the textbook are clear. If this point is still not clear, I suggest to visit the following websites for further explanation. I hope that you read it carefully so you can have a better understanding of direct and indirect speech.

<https://www.ef.com/ca/english-resources/english-grammar/direct-and-indirect-speech/>

<https://dictionary.cambridge.org/es/gramatica/gramatica-britanica/reported-speech-indirect-speech>

Did you learn more about direct and indirect speech from the resources above? I hope you did. Remember that knowing about this grammar point will be very helpful in your writing.



## Week 7

### 4.4. Grammar: Adjective clauses

#### *Focus on writing*

In this unit, you will find the sections of vocabulary, grammar for writing focused on adjective clauses, and a final writing task related to a summary in journalistic style.

In order to get to this point, you need to do the activities related to vocabulary (review, expand, and create) in your textbook in this unit. Then, in the section “Grammar for writing”, you will find information about adjective clauses. These types of clauses are groups of words that act as adjectives. They are also known as restrictive relative clauses. Read this section for explanations and exercises about this grammar point.

This video has a brief explanation about adjective clauses, I invite you to watch it so you can reinforce your learning of this grammar point: Enlace: <https://www.youtube.com/watch?v=KAlvcMDC684>

Did you notice the adjective clauses in the examples provided in the video above? Analyze the examples so you can see how these types of clauses are formed.

### 4.5. Paraphrasing:

In the section of the “Final writing task” in which you have to write a summary in journalistic style, there is a subsection called “Revise”

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in which you will learn about paraphrasing. Paraphrasing involves restating another person's ideas in your own words without changing the meaning. This is done to avoid plagiarism and respect another people's ideas. The rules for paraphrasing are also indicated in this part along with examples and exercises to practice.

The purpose of paraphrasing is restating relevant information rather than reducing it. An effective paraphrase typically has a different structure and vocabulary than the original text. Certainly, some relevant words or phrases from the original should be kept so the meaning is not changed (Bailey, 2014).

In order to paraphrase a text, we can combine techniques such as the following:

- Using synonyms (e.g. claim ->argue; wages ->labor costs)
- Changing word form/grammatical form (e.g. summarize (verb) -> summary (noun))
- Changing word order (e.g. There was an insect in the kitchen. -> In the kitchen, there was an insect).

On the following website, you will see some examples of paraphrases in order to have a better comprehension of these elements:

Enlace: [https://writing.wisc.edu/handbook/assignments/  
quotingsources/](https://writing.wisc.edu/handbook/assignments/quotingsources/)

Well, the information of the article in this website is kind of abundant, but I am sure that you have noticed some important points that you may need to read carefully such as avoiding plagiarism and the elements that you can use to paraphrase. Take notes of these points and try to apply them in your work.



## Recommended learning activities

Units 3 and 4



Self-Evaluation 4

**Read the text. Choose the correct answers.**

### MORE THAN A PET

1. Studies show that owning a pet has many benefits for people. Some benefits are obvious. For example, dog owners may increase their physical activity by playing with and walking their dogs. Other benefits may not be as apparent. Medical research shows that pet owners often have lower blood pressure, perhaps because their pets make them feel calmer and happier. However, in some cases, pets can also save lives. There are many amazing stories about pets helping and protecting their human families. One such pet is Khan. He is a five-year-old Labrador Retriever and the beloved pet of the Hubkey family.
2. One day, four-year-old Nika was playing outside with the family's faithful dog, Khan. What neither Nika nor her mother knew was that there was also a deadly snake in their yard! The snake was near Nika and close to biting her.

That is when Khan quickly made his move. He grabbed Nika and took her to her mother on the patio. At that same time, Nika's mom jumped up and saw the snake. While skeptics might say a family dog can't discern danger, Mrs. Hubkey believes that

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Khan's behavior demonstrates his keen and unique perception. "Khan protects our family, just like any other family member would." Indeed, he did.

1. **Some benefits are obvious. Other benefits may not be as apparent.**

**What does "obvious" mean?**

- a. Interesting
- b. Hidden
- c. Clear

2. **Skeptics might say a family dog can't discern danger.**

**What does "discern" mean?**

- a. Recognize or perceive
- b. Neglect or disregard
- c. Start or make happen

3. **What is the purpose of the text?**

- a. To describe the hubkey family's experience
- b. To illustrate how animals have instincts to protect
- c. To show how intelligent Khan is

4. **Studies show that pets can help people with their \_\_\_\_\_ problems.**

- a. Money
- b. Health
- c. Home

**5. Which sentence contains hedging language?**

- a. While skeptics might say a family dog can't discern danger, Mrs. Hubkey believes that Khan's behavior demonstrates his keen and unique perception.
- b. Dog owners may increase their physical activity by playing with and walking their dogs.
- c. What neither Nika nor her mother knew was that there was also a deadly snake in their yard!

**6. Read this quotation: "Khan protects our family, just like any other family member would."****What is the purpose of the quotation?**

- a. To show how important khan is to the hubkey family
- b. To support the idea that khan is part of the hubkey family
- c. To show that all families should have dogs

**Choose the correct answers.****7. Khan's behavior demonstrates his keen and unique perception.****Which word is a synonym for unique?**

- a. Regular
- b. Rare
- c. Popular

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8. Many people might be afraid to confront a snake, but Khan wasn't.

Which word is an antonym for confront?

- a. Avoid
- b. Oppose
- c. Play with

9. Which is the best combination of the two sentences?

Khan saw the snake. Nika was the target of the snake.

- a. Khan saw the snake who was the target of Nika.
- b. Khan saw the snake that was targeting Nika.
- c. The snake saw Khan who was targeting Nika.

10. Which sentence is correct?

- a. The researchers when are studying animal behavior work in a lab.
- b. The researchers whose are studying animal behavior work in a lab.
- c. The researchers who are studying animal behavior work in a lab.

In order to acquire and test your learning of the contents studied, it is necessary to review the contents of unit 4 before answering the questions of the self-evaluation 4.

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## Final activities of bimester



Week 8

The last week before the exam could be used to review units 1, 2, 3 and 4 so you can be fully prepared for the first bimester exam.



## Recommended learning activities

In MyEnglishLab, check What You Know, Checkpoints 1 and 2, Unit 1 Achievement Test, Video and Video Activity

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## Second bimester

### Learning outcome 1 and 3

- States and reports opinions and gives support with relevant arguments.
- Identifies main ideas in texts.
- Proposes solutions to problems in a written way.

## Contents, resources and learning activities



### Week 9

**Learning outcome 4** (*States and reports opinions and gives support with relevant arguments*) will also be achieved throughout the contents of the second bimester because the students will have to do activities related to writing different types of essays. In these essays, they often have to write opinions and support them with arguments

**Learning outcome 5** (*Identifies main ideas in texts*) will be achieved throughout the contents of the first bimester because the students will have to do activities related to reading and understanding main ideas in all of the units of this second bimester.

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## Unit 5. Too much of a good thing?

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This unit focuses on the potential of science to prolong our lives and the consequences of this. You will reflect on the concept of immortality and write a descriptive essay. You will learn about inferring attitudes and feelings, taking notes with signposts, using titles and headings to identify main ideas, contrasting simple past, present perfect, and present perfect progressive, using figurative language, and writing a descriptive essay.

### 5.1. Using titles and headings to identify main ideas

*Focus on reading*

Take a look at the picture at the beginning of this unit and answer questions that will help you better understand what you are going to read. It is important to complete the activities related to these reading passages that are in the textbook (*preview, read, main ideas,*

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### Recommended learning activities

Do the reading activities in this section of your textbook.



Week 10

## 5.2. Grammar: Contrasting simple past, present perfect, and present perfect progressive

After doing the vocabulary exercises (review, expand, and create) at the beginning of the “Focus on writing” section, go to the “Grammar for writing” section. Read the sentences and answer the questions in exercise 1. This exercise will be useful to activate your prior knowledge before reading the grammar point explanation.

At this point, it is necessary to consider the example sentences of the grammar explanation and the time frame to which the sentences

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refer. Since you have already reviewed these tenses, it is now important to consider the comparison of the time frames. In the exercises after the grammar explanation, you will look for time words or phrases that will help you what tense to use.

In order to know more about the aforementioned tenses, please watch the following videos that provide explanation about this:

<https://www.youtube.com/watch?v=ppFv1hIMHjI>

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

Did you like the videos above? The explanations about these tenses are quite clear. Please, pay attention to how they use the structures in the examples provided and take notes of anything that you may find difficult and find more information on the Internet.

### 5.3. Descriptive essays

In the section of “Final writing task”, you will apply the skills from the unit to complete a descriptive essay. As a culminating activity of unit 5, you will write a descriptive essay about the positive and negative aspects of your life in 2175. The questions at the beginning of the section and the activities that follow (preparing to write, write, revise, edit) will help you obtain ideas and complete your descriptive essay.

It is important to learn more information about the process of writing a descriptive essay. The following website contains :

Enlace: [https://owl.purdue.edu/owl/general\\_writing/academic\\_writing/essay\\_writing/descriptive\\_essays.html](https://owl.purdue.edu/owl/general_writing/academic_writing/essay_writing/descriptive_essays.html)

What do you think about the guidelines to write a descriptive essay provided in the website above? Are you going to follow them? I hope so.



## Recommended learning activities



## Self-Evaluation 5

**Read the text. Choose the correct answers.**

1. There are places on Earth where people live unusually long lives. These places are called Blue Zones. Blue Zones have been identified all around the world. They include Sardinia, Italy; Ikaria, Greece, Nikoya, Costa Rica; Loma Linda, California; and Okinawa, Japan.
2. These Blue Zones not only have more 100-year-olds than other areas, but they have healthy, vigorous 100-years-olds. These awesome centenarians live active, full lives. They do not remain active by going to the gym or taking a jog. Researchers have studied Blue Zones and have found that they stay fit by living a clean and green life. They stay close to nature and eat healthy, local food. Inevitably, this type of lifestyle leads to being a happier and healthier person. When one researcher was asked if he would move to a Blue Zone, he answered emphatically, "Yes!"
3. But in reality, most people cannot pick up and move halfway around the world easily. So a group of researchers has written a book and created a website that explains how everyone can live a Blue Zone life. Their approach is one in which "citizens, schools, employers, restaurants, grocery stores, and community leaders collaborate on policies and programs that move the community toward better health and well-being."

While reading a book may not be as exciting as moving to Sardinia, it's an excellent first step toward living a better life.

**1. The residents of these Blue Zones live vigorous lives.**

**What does “vigorous” mean?**

- a. Delicate
- b. Active
- c. Happy

**2. These awesome centenarians live active, full lives.**

**What does “awesome” mean?**

- a. Surprising
- b. Different
- c. Amazing

**3. How many countries with Blue Zones are listed in the text?**

- a. Four
- b. Five
- c. Six

**4. Blue Zones are known for their \_\_\_\_\_.**

- a. Centenarians
- b. Land and crops
- c. Active people

**5. How does the writer feel about the Blue Zones?**

- a. Impressed
- b. Neutral
- c. Confused

**6. What is the best title for the text?**

- a. Blue Zones: The Basics
- b. Blue Zones: The People
- c. Blue Zones: The Locations

**Choose the correct answers.****7. These awesome centenarians live active, full lives.****Which word is a synonym for “awesome”?**

- a. Healthy
- b. Impressive
- c. Thoughtful

**8. Inevitably, this type of lifestyle leads to being a happier and healthier person.****Which sentence means the same?**

- a. This lifestyle surely helps people to be happier and healthier.
- b. Studies show that this lifestyle helps people to be happier and healthier.
- c. Hopefully, this lifestyle will help people to be happier and healthier.

**9. Which sentence is correct?**

- a. People have be living longer than ever.
- b. People have living longer than ever.
- c. People have been living longer than ever.

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#### 10. Which sentence is correct?

- a. People in the Blue Zones have been have a rich life.
- b. People in the Blue Zones have had a rich life.
- c. People in the Blue Zones been having a rich life.}

It is time to complete the self-evaluation 5 since this is a way to acquire and test your learning of the contents studies. You must review what you have learned in this unit before starting to answer the items.

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## Week 11



### Unit 6. Making a difference

Unit 6 addresses the theme of generosity, including philanthropy, volunteering, and donations to charity. The aspects to be studied will be inferring people's reactions, taking compare-and-contrast notes with a T-chart, recognizing persuasive language, using concessions, writing introductions and thesis statements. You will write a persuasive essay explaining your opinion about mandatory volunteering programs.

#### 6.1. Inferring people's reactions

##### *Focus on reading*

In order to better understand the articles that you are going to read, you should look at the pictures at the beginning of the unit and try to answer them. In the first article (**Justin Lebo**), you will do activities that will lead you to better understand it (*preview, read, main ideas, details, make inferences, and discuss*). There are activities for the second article (**Some Take the Time Gladly / Problems with Mandatory Volunteering**) as well (*preview, read, note-taking skill, comprehension, reading skill, and connect the readings*).

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As for the “Make inferences” section of the first article (**Justin Lebo**), it is worth mentioning that paying attention to how people in a story may react to a situation will help you better understand that story. Go over the explanation of “Inferring People’s Reactions.”, read the example and the explanation. It would be a good idea to underline the words in the example paragraph that show the answer. In addition, do the two exercises about paying attention to people’s reactions.



### Recommended learning activities

Do the reading activities in these sections of your textbook.

#### 6.2. Taking compare and contrast notes with at T-chart

Once you have read the second article (**Some Take the Time Gladly / Problems with Mandatory Volunteering**) and done the activities of preview and read, it is time to focus on the section of “Note-taking skill”. Read the note-taking explanation and the example. Then, complete the exercises that follow.



Week 12

#### 6.3. Grammar: Concessions phrasal verbs and concessions

*Focus on writing*

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*Focus on writing* of Unit 6 has the sections of vocabulary, grammar for writing that studies concessions, and a final writing task in which you will write a persuasive essay.

First of all, you need to do the activities related to vocabulary (review, expand, and create) in your textbook in the section “Focus on writing” of this unit. In the part of “Expand”, you will find an explanation referring to phrasal verbs. Read the explanation of this part of the textbook to learn how phrasal verbs are formed. Additionally, you will have the opportunity to do exercises related to this grammar point and familiarize with the meaning of some common phrasal verbs.

More examples of the use of phrasal verbs can be seen at:

<https://www.dynamicenglish.cl/blog-feed/phrasal-verbs>

<https://www.englishclub.com/vocabulary/phrasal-verbs-list.htm>

By checking the resources above, I am sure that you will learn the meanings of many more phrasal verbs. This will help you improve your vocabulary.

Later on, focus on the section “Grammar for writing”, examine the sentences in exercise 1 and answer the questions that follow. Make sure to understand that the boldface phrases introduce concession clauses. This first exercise will introduce you to the grammar point before you read the explanation. Once you read the explanation, do the exercises that follow.

To learn more about this grammar point, please watch the following video that will give you further explanation:

<https://www.youtube.com/watch?v=nX8N9RiGCZg>

Did you learn the use of *though*, *although*, *even though*, *despite*, and *in spite of*? I hope the explanation given in the video is useful. Watch it as often as you need.

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## 6.4. Writing a persuasive essay

The last activity of this unit is a persuasive essay explaining your opinion about mandatory volunteering programs. You need to go to the section “Final writing task: a persuasive essay” and read the situation about which you are going to write your essay and then read the explanation of the T-chart. **Further reading:**

For further information about the persuasive essays, you can visit the following websites:

Enlace: <https://literarydevices.net/persuasive-essay/>

Enlace: [https://www.bestessaytips.com/persuasive\\_essay.php](https://www.bestessaytips.com/persuasive_essay.php)

As you read the information provided in the website above, try to take notes of the most important points using a T-chart (see the information in 6.2 above).

## 6.5. Introductions and thesis statements

Now, go to the section “Revise: Writing introductions and thesis statements” and do the first exercise that will introduce you to the revision point. Read the explanation related to introductions and thesis statements and do the exercises that follow. You will also need to complete your essay trying to use the language and grammar learned in the unit.

The following exercise will help you practice this point: *Introductions and Thesis statements exercise.pdf*

Ir a recursos



## Recommended learning activities

Units 5 and 6 Choose a synonym for the word in boldface.



## Self-Evaluation 6

Read the text. Choose the correct answers.

### IS MANDATORY VOLUNTEERING A GOOD THING?

1. A recent research study found that approximately one-quarter of the people living in North America devote some time to volunteering. Organizations report that volunteers do everything from answering phones to cooking meals for the elderly to working with children in after-school programs. Most cities report a rise in volunteerism after natural disasters, such as hurricanes and floods. People who stayed safe are determined to help their neighbors in any way they can. The needs are great and varied at a time like this. For example, many people think to donate clothing or food, but then the clothing and food need to get to the people who need help. So, volunteers are needed to organize and deliver donations, and in this case, in a very difficult situation.
2. However, under normal circumstances, we see that volunteering is most common near college campuses. This raises a question: Are students volunteering to fulfill required hours? While many oppose required volunteering ("I don't agree with

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mandatory hours. It takes away from my studying," said one student), others feel it is beneficial.

3. Volunteering is a crucial part of most communities, and many people continue to be inspired by being able to help their neighbors. But nobody should feel resentful about being involved. Hopefully, colleges and their students can agree on what is best for everyone.
1. **Approximately one-quarter of people living in North America devote some time to volunteering.**

**Which word is a synonym for "devote"?**

- a. Dedicate
- b. Plan
- c. Give

2. **Are students volunteering to fulfill required hours?**

**Which word is a synonym for "fulfill"?**

- a. Begin
- b. Enjoy
- c. Achieve

3. **What percentage of people in North America volunteer?**

- a. 20%
- b. 25%
- c. 30%

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**4. What is the main idea?**

- a. Volunteering is important to a large number of people all over North America.
- b. Volunteering is common near college campuses, perhaps due to mandatory requirements.
- c. Volunteering is very common after natural disasters, such as hurricanes and floods.

**5. Read the sentences from the text: This raises a question: Are students volunteering to fulfill required hours? While many oppose required volunteering, saying “I don’t agree with mandatory hours. It takes away from my studying,” others feel it is beneficial.**

**How does the writer feel about mandatory volunteering?**

- a. Skeptical
- b. Excited
- c. Admiring

**6. Which word is a persuasive term that evokes negative emotions?**

- a. Oppose
- b. Volunteer
- c. Require

**Choose the correct answers.**

7. Professor Chin was thrilled that her students did so well on the final exam.

**Which word is a synonym for “thrilled”?**

- a. Unhappy
- b. Surprised
- c. Excited

8. Because Matthew was resentful of Amy, he was rude to her.

**What does “resentful” mean?**

- a. Bitter or hostile toward
- b. Jealous of
- c. Envious of

9. Which concession sentence is correct?

- a. Although he enjoyed volunteering he didn't feel it should be required.
- b. Although he enjoyed volunteering, he didn't feel it should be required.
- c. Although, he enjoyed volunteering he didn't feel it should be required.

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**10. Which concession sentence is correct?**

- d. Students learn many things from volunteering even though it can interfere with other activities.
- e. Students learn many things from volunteering, even though it can interfere with other activities.
- f. Students learn many things from volunteering even though, it can interfere with other activities.

This self-evaluation will help you acquire and test your learning of the contents studied. Review the contents of unit 6 before answering the questions.

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## Week 13



### Unit 7. An ocean of problems

This unit talks about the theme of pollution in the oceans and proposals for cleanup. After reading information about this issue, you will write a problem-solution essay about ocean pollution and possible solutions. The study of unit 7 will lead you to infer the author's point of view and possible bias, take notes on pros and cons, create headings based on main ideas, use transitions and subordinators, write conclusions, and write a problem-solution essay.

#### 7.1. Creating headings based on main ideas

##### *Focus on reading*

It is important to take a look at the picture and answer the questions at the beginning of the unit in order to have an idea of the text that you are going to read. Please complete the activities related to these reading passages that are in the textbook (*preview, read, main ideas, details, make inferences, discuss* in the article **"Sea Unworthy: A Personal Journey into the Pacific Garbage Patch"** and *preview, read, note-taking skill, comprehension, reading skill, and connect the readings*

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in the second article “**Two Proposals to Clean Up Our Oceans of Garbage: Will Either Work?**”).

Once you have completed the activities related to reading one (**Sea Unworthy: A Personal Journey into the Pacific Garbage Patch**). Do the activities of reading two, which is an article about two proposals to clean up the oceans. Do the activities of preview, read, note-taking skill, and, comprehension. In the subsection of “Reading skill”, do the first exercise to activate their prior knowledge before reading through the skill explanation. Then, go over the information in the skills box about creating headings based on main ideas. Do the exercises that follow and remember that this reading skill helps you organize your own writing in a way that your audience will easily understand your ideas.

For a better understanding about creating headings and subheadings, you can read the information in the following website:

Enlace: <https://www.sophia.org/tutorials/headings-subheadings>

Once you finish reading the information above, you will learn how to signal important points with the use of headings and subheadings, and how to format headings and subheadings.

## 7.2. Grammar: Subordinators and transitions of comparisons and contrasts

### *Focus on writing*

Unit 7, in its section “*Focus on writing*”, has the sections of vocabulary (review, expand, and create), grammar for writing related to subordinators and transitions of comparisons and contrasts, and a final writing task in which you will write a problem-solution essay.

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After finishing the vocabulary activities of this part, go to the “Grammar for writing” section. Do exercise 1 in this section to get familiar with the grammar point. Later on, read the grammar explanation and examples in the presentation box and do the exercises that follow.

This information about subordinators will be very useful for a better comprehension of this grammar point: Enlace: <https://www.youtube.com/watch?v=4j8f1OjqM1k>

I hope that the explanation of these linking words (e.g. when, while, before, as long as, as soon as, after, until) is clear enough. Take notes of the most important points.

### 7.3. Writing a problem-solution essay

In the section, “Final writing task”, as a culminating activity, you will write a problem-solution essay describing the problem of ocean pollution and discussing possible solutions. Read the information in exercise 1 about the tree maps and try to create your own tree map. This will help you think about a solution or solutions to be discussed in your essay.

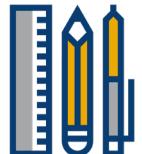
You will also read the information about the problem-solution essay and read the essay in exercise 1. Finally, do the rest of the exercises that follow in order to complete the steps to writing your problem-solution essay. The following PowerPoint presentation contains information about the problem-solution essay.

Enlace: <https://www.slideshare.net/gulerek/problemsolution-essay>

After learning the steps to write a problem-solution essay in the PowerPoint presentation, it is necessary to synthesize the information so you can apply it when you write your own essay.



### Recommended learning activities



### Self-Evaluation 7

**Read the text. Choose the correct answers.**

Misimi Isimi is only eleven years old, but she has taken it upon herself to educate those around her about environmental protection in her hometown of Lagos, Nigeria. Misimi is known as “Miss Environmentalist,” a name she relishes.

Lagos is Africa’s most populated city, and rapid urbanization has led to huge challenges for the 21 million people living there. Like many cities of this size around the world, waste disposal is a pervasive problem, leading to pollution underground, in water supplies, and in the air. As in many cities of this size around the world, discarded piles of trash can be seen on many street corners, and with a boom in the megacity’s population predicted over the next few decades, the problem is certain to become even more acute.

In a recent TV interview, Misimi can be seen picking up plastic bottles in a dusty backstreet. As she works, an expression of frustration comes across her face. “Ugh! Look at all this!” she says. In her opinion, there is no excuse for the pollution she sees around her. “All waste can be reduced, reused, and recycled!” she remarks. What Misimi is trying to do is to raise awareness among both adults and children about environmental waste. Waste leads to diseases, infection, and high mortality rates, she notes wisely.

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One of Misimi's initiatives is a club called the Eco-Kids Green Club. The organization not only educates young people about sustainable lifestyles but also focuses on getting them involved in community efforts to prevent litter. As a result of her extensive efforts, Misimi was honored as the first child environmentalist in Nigeria. With her catching smile and passion for her work, "Miss Environmentalist" is setting an example for us all.

- 1. Waste disposal is a pervasive problem. What does "pervasive" mean?**
  - a. Alarming
  - b. Treatable
  - c. Widespread
  
- 2. Discarded piles of trash can be seen on many street corners. What does "discarded" mean?**
  - a. Contaminated
  - b. Abandoned
  - c. Enormous
  
- 3. What would be the best title for this piece?**
  - a. A Small Girl, Misimi Isimi, Wins an Environmental Prize
  - b. A Young Environmentalist Throws Light on a Serious Problem
  - c. The Growing Population of Lagos, an African Megacity

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**4. Which of the following conclusions is supported by the text?**

- a. The government is actively involved in efforts to address this crisis.
- b. Appearing on TV helped Misimi to raise awareness about the situation.
- c. Both adults and young people can get involved in cleanup efforts.

**5. Which of the following best represents the author's opinion?**

- a. It is unfortunate that a child has to tackle this serious problem.
- b. Misimi is an example for adults and children alike.
- c. More news channels should broadcast Misimi's work.

**6. What would be a good heading for paragraph 2?**

- a. The growing problem of trash in Lagos
- b. The far-reaching impact of Misimi's work
- c. Youth involvement in cleanup efforts

**Choose the correct answers.**

**7. Microplastics have recently been detected in human bodies.**

**What does "detected" mean?**

- a. Visualized
- b. Discovered
- c. Revealed

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**8. When fish and marine animals become entrapped in plastic, they usually die**

- a. Caught
- b. Tricked
- c. Covered

**9. Select the correct transition word to fill the blank space.**

**Thin plastic bags are used once and pollute the environment. \_\_\_\_\_, reusable plastic bags help the environment because they are used again and again.**

- a. Just as
- b. In the same way
- c. On the other hand

**10. Select the correct transition word to fill the blank space.**

**A lot of garbage litters the banks of the river. \_\_\_\_\_, it washes up on the beach nearby.**

- a. Likewise
- b. In contrast
- c. Whereas

To acquire and test your learning of the contents studied, you need to review the contents of unit 7 before starting to answer the questions of the self-evaluation above.

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## Week 14



### **Unit 8. Managing your smartphone**

This unit focuses on the effects of technology in our lives, including the advantages and disadvantages of using smartphones and social media. The final task is a cause-and-effect essay that addressed the effects that another technology used today has had on its users and on society. In unit 8, you will also learn to infer an author's appeal to authority, take three-column notes to show time sequence, identify referents for the pronoun it, use subordinators and prepositional phrases, and use transitions.

#### **8.1. Taking three column notes to show time sequence**

##### *Focus on reading*

First of all, take a look at the picture at the beginning of unit 8. Think about the answers to the questions included here so you can better understand the reading passages that you will read in the textbook. The two articles to be read are “**Smartphone-Induced Problems in the Twenty-First Century**” (with the activities of *preview, read, main ideas, details, make inferences, and discuss*) and “**Unplugging Wired**

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**Kids: A Vacation from Technology and Social Media”** (with the activities of *preview, read, note-taking skill, comprehension, reading skill, and connect the readings*).

Now, after completing all of the activities of reading one, and the activities of preview and read of reading two, go to the section “Note-taking skill”. Read the note-taking skill explanation and the example. When do you think would be useful to take three-column notes to show time sequence? Later on, complete the exercise about comprehension.

Further practice about three-column notes to show time sequence can be found at:

[Ir a recursos](#)

In the readings above, you have read about some negative effect of technology. However, technology can also be used for positive endeavors, for example, education. In this respect, I invite you to read two articles about the use of ICTs for teaching English.

<http://www.puertasabiertas.fahce.unlp.edu.ar/numeros/numero-8/the-use-of-icts-in-the-english-class-an-enriching-experience>

<https://ealresources.bell-foundation.org.uk/teachers/great-ideas-using-ict>

Did you find the meaning of the acronym ICT? The articles above provided some examples of ICT's and activities that can be useful for the English class. I am sure that you find them interesting to apply it in your own learning as well.

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## 8.2. Identifying referents for the pronoun “it”

The next subsection is “Reading skill”. Here, you will learn about the pronoun “it” that can refer to a previously mentioned person, thing, or idea. Before going over the explanation, complete exercise 1 to activate your prior knowledge. Then, read the explanation and study the examples. Consider that the pronoun “it” and its referent must make sense in the sentence. In addition, complete exercise 2, referring back to the indicated paragraphs as needed. Finally, do the exercise from the subsection “Connect the readings”.

In order to learn more about pronoun reference, you read the following PowerPoint Presentation:

Enlace: <https://www.slideshare.net/ktyndall/pronoun-reference-powerpoint>

After reading the PowerPoint Presentation above, you will probably have learned that you need to be very clear about the antecedent that the pronoun is referring to. Take notes of the important point in this presentation.



Week 15

## 8.3. Grammar: Subordinators and prepositional phrases that express cause

*Focus on writing*

The part “*Focus on writing*” of unit 8 has the sections of vocabulary, grammar for writing related to subordinators and prepositional phrases that express cause, and a final writing task in which you

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will write a cause and effect essay. Start by doing the vocabulary activities.

Later on, go the “Grammar for writing” section. Do exercise 1 in this section to get an idea of the grammar explanation that you are going to read. Try to remember what you know about using subordinators and prepositional phrases that express cause. Now, read the presentation box and go over each point. You must also complete exercises 2 and 3.

The following video will give you a simple explanation about linking words that indicate cause and effect. This will reinforce your learning of this point: Enlace: <https://www.youtube.com/watch?v=0hBW3Jcj44g>

After watching the video above, you will have learned about the difference between cause and effect and the use of related linking words (e.g. because, due to, as a result of, etc.). Remember to take notes of the most important points.

#### 8.4. Writing a cause-and-effect essay

The final activity of thus unit and this course will be a cause-and-effect essay. The process to do this is indicated in the section “Final writing task”, focusing on the effects that another technology used today has had on its users and on society. Read the background information on flowcharts and the instructions. Try to determine individually whether the effects are positive or negative. Then, do exercises that follow that will lead you to your essay.

With the purpose of reinforcing your learning about cause-and-effect essays, you can see some samples at: Enlace: <https://academichelp.net/samples/academics/essays/cause-effect/>

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I hope you can read one or more of these example of cause-and-effect essays so you can analyze them and then write a good essay of this type.

### Further reading:

More information about how to structure a cause-and-effect essay can be found at: Enlace: <https://essayinfo.com/essays/cause-and-effect-essay/>

Enlace: <https://www.eapfoundation.com/writing/essays/cande/>

I am sure you have learned more about the structure, elements and examples of cause-and-effect essays after reading the information above.



### Recommended learning activities

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## Self-Evaluation 8

**Read each word. Choose the word that has the same meaning.**

**1. Devices**

- a. Tools
- b. Electronics
- c. A plan

**2. Temptation**

- a. Need
- b. Desire
- c. Want

**3. Conscious**

- a. Unaware
- b. Aware
- c. Movement

**4. Diminish**

- a. Reduce
- b. Quickly
- c. Increase

**5. Dependency**

- a. Urge
- b. Need
- c. Reliance

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**6. Wean away from**

- a. Quickly stop
- b. Slowly stop
- c. Quit

**Choose the correct answers.**

**7. Parents want their children to put their phones in another room so they don't have the \_\_\_\_\_ to look at them.**

- a. Dysfunction
- b. Withdrawal
- c. Temptation

**8. Children often ignore their parents when they are texting and chatting online.**

**Which phrasal verb means the same as ignore?**

- a. Tune out
- b. Tune in
- c. Speak up

**9. \_\_\_\_\_ cell phone plans are less expensive than in the past, people are using more data than ever.**

**Which option correctly complete the sentence?**

- a. Due to
- b. Because
- c. As a result

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10. \_\_\_\_\_ heavy smartphone use, many people's sleep patterns have been negatively affected.

Which option correctly completes the sentence?

- a. Since
- b. As a result
- c. Due to

In order to acquire and test your learning of the contents studied, you should review the contents of unit 8 before answering the questions of the self-evaluation.

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## Final activities of bimester



Week 16

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## Recommended learning activities

The last week before the exam could be used to review units 5,6, 7 and 8 so you can be fully prepared for the second bimester exam.

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## 4. Answer Key

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

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### Self-evaluation 2

| Item | Answer |
|------|--------|
| 1    | b      |
| 2    | a      |
| 3    | b      |
| 4    | b      |
| 5    | c      |
| 6    | a      |
| 7    | b      |
| 8    | a      |
| 9    | c      |
| 10   | a      |

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

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

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

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

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

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

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## 6. Study Resources

### Document 1. Reading One Vocabulary Practice 1

#### Reading One: Vocabulary Practice

Match each vocabulary item with its definition. Click on the items to make a match.

|             |   |
|-------------|---|
| compensate  | very worried about something, or showing you are very worried   |
| retain      | able to change easily   |
| estimate    | a genius, or very intelligent in one or more areas  |
| flexible    | the activity of talking with other people and working with them   |
| predictable | the money or other advantages that you get from something such as insurance or the government, or as part of your job |
| disabled    | a picture that you have in your mind  |
| anxious     | behaving or happening in a way that you expect  |
| interaction | the total when you add two or more numbers together   |
| image       | to judge the value or size of something   |
| benefit     | so surprising that it is difficult to believe   |
| savant      | to do something so that something bad has a smaller effect  |
| sum         | unable to use a part of your mind or body in a way that others can  |
| astonishing | to keep facts in your memory  |

Source: English, A. & English, L. (2017). NorthStar, Reading and Writing 4. Boston.  
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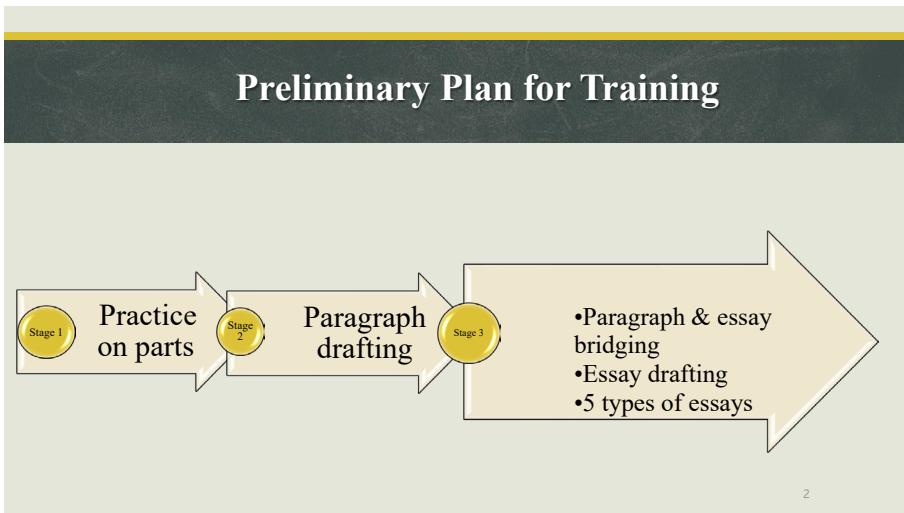
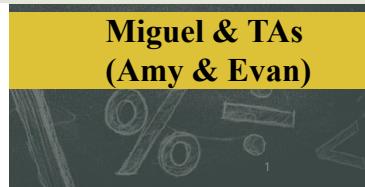
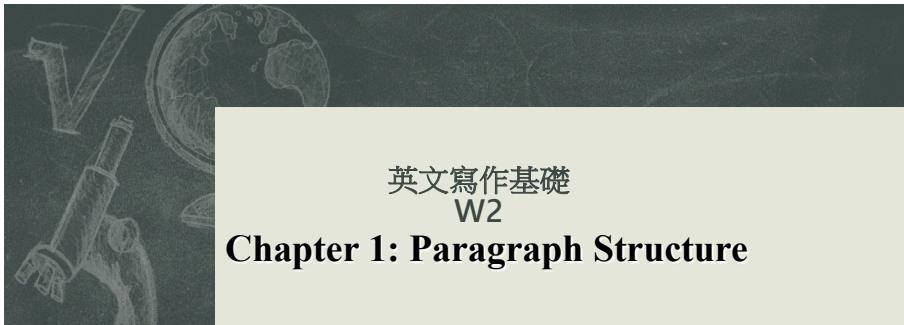
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## Document 2. Presentation



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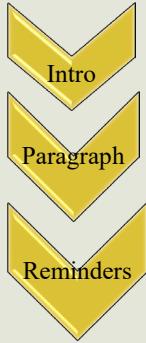
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## Contents for Today



- Introduction to the training contents

- Introduction to the writing process
- Introduction to a “paragraph”

- Transition signals
- Assignment

3

## Steps of the Writing Process

Pre-writing  
Stage

- Discovering ideas (Brainstorming)
- Organizing info
- Outlining

Drafting  
Stage

- Re-organizing
- Drafting

Post-writing  
stage

- Peer reviewing
- Revising & editing
- Receiving feedback
- Finalizing the work

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## Analysis of the Initial draft

### English Graduation Benchmark Enforcement Rules OR Effects of Social Networking on Interpersonal Relationships

5

## Group Discussion 1

### ■ What type of information is included in your paragraph?

Giving suggestions/ making predictions/  
calling for action

Discussing the main idea(s) with the use of  
evidence

Reviewing the main idea(s)

Previewing the main idea(s) in the  
discussion

Introducing the topic

6

## What is a ‘paragraph’?

- A paragraph consists of a group of sentences.
- Though different points may be explained in different paragraphs in an essay, all the points should be **discussing one** central topic.
- The length of a paragraph depends on **how much space is needed** to fully explain an idea.
- A (new) paragraph is signaled by indentation.

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### Article analyzing practice

Topic sentence

Supporting  
sentences (points)Concluding  
sentence

Supportive data

Transition words

**Gold**

(Through...materials)  
**Opening**  
 (For....industries)  
**Closure**

(Throughout history, gold has always been one of the most used materials.)

Gold, a precious metal, is prized for two important characteristics. **First of all**, gold has a lustrous beauty that is resistant to corrosion. **Therefore**, it is suitable for jewelry, coins, and ornamental purposes. Gold never needs to be polished and will remain beautiful forever. **For example**, a Macedonian coin remains as untarnished today as the day it was made 25 centuries ago. **Another important characteristic of gold is its** usefulness to industry and science. For many years, it has been used in hundreds of industrial applications, such as photography and dentistry. The most recent use of gold is in astronauts' suits. Astronauts wear gold-plated heat shields for protection when they go outside spaceships in space. **In conclusion**, gold is treasured not only for its beauty but also for its utility. (For these reasons, we can foresee its long-lasting popularity in different industries.)

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## Brief intro to each component

- **Topic sentence (TS):** the sentence introducing the topic and the controlling idea
- **Supporting sentences (SS):** all the sentences explaining the topic sentence
- **Supportive data (SD):** evidence such as details, examples, statistics, and report
- **Concluding sentence (CS):** the sentence summarizing the main points or paraphrasing the TS

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## The Topic Sentence (TS)

- A good paragraph has a **TS**, introducing the **topic** and the **controlling idea**. A controlling idea indicates the specific area which the content of the discussion is about.
- **Gold**, a precious metal, is prized for **two important characteristics**.

Topic

Controlling idea

10

## Group Discussion 2: What is a standard TS?

### ▪ Point 1: Topic + controlling idea

topic

Controlling idea  
(content)

💡 “I-Phone” , “brand craze”

✓ *The invention of the iPhone has further facilitated the modern phenomenon of brand craze.*

✓ *Taking advantage of the modern phenomenon of brand craze, the iPhone has become one of the best-selling electronic products.*

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**Note:** Sometimes a TS comes at the end. In this case, the paragraph begins with a series of examples.

### ▪ Point 2: Usually a more general statement in the very beginning of a paragraph.

💡 There are many factors influencing a person's conception of one's identity.

→ Too general

💡 Individuals from a bilingual living environment might consider themselves to have dual-identities.

→ Too specific

💡 An individual's conception of his or her identity can be shaped by his or her cultural background, personal values, and ideology.

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## Supporting Sentences (SS)

### What:

- SSs explain or prove the TS.
- Types of supportive data:
  - a. Examples
  - b. Statistics
  - c. Quotations
  - d. Explanations
  - e. Facts

13

## The Concluding Sentence (CS)

### ■ CS serves two purposes:

- To review the topic and the controlling idea.
  - ✓ By paraphrasing the TS.
- To summarize the text.
  - ✓ By summarizing all the points made in the paragraphs.

**Note:**  
A CS doesn't require a **signal word**, but it is commonly observed.

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## End-of-Paragraph Signals

| Followed by a comma | <b>NOT</b> followed by a comma |
|---------------------|--------------------------------|
| Finally,            | The evidence suggests that...  |
| In brief,           |                                |
| In short,           | There can be no doubt that...  |
| In conclusion,      |                                |
| In summary,         | These examples show that...    |
| To sum up,          |                                |
| Lastly,             | We can see that...             |
| Therefore,          |                                |

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## Reviewing

### Writing process

- Pre-Writing Stage
- Drafting Stage
- Post-Writing Stage

### Topic Sentence

- Introduce the topic
- Introduce the controlling idea
- A more general statement

### Supporting Sentences

- With supportive data
- To explain/ prove the TS

### Transition Signals

- Followed by a comma
- Use that

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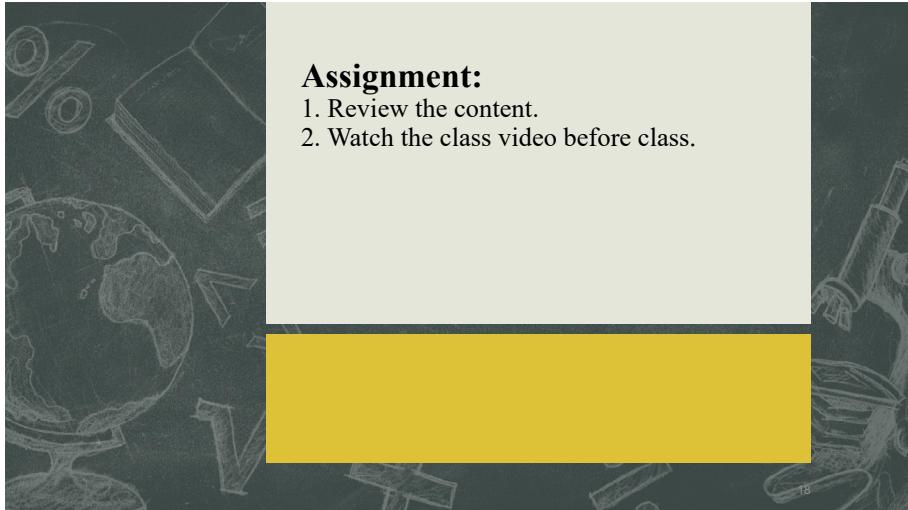
## Scoring Rubric: Stand-alone Paragraphs

- Overall Structure
- Topic Sentence:
- Supporting Sentences
- Concluding Sentence
- Grammar
- Grammar
- Content
- Format

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### Assignment:

1. Review the content.
2. Watch the class video before class.



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## Document 3. Introductions and Thesis statements exercise

### Writing Practice: Writing Introductions and Thesis Statements

Read the following thesis statements. For each question, say whether the thesis statement is strong or not.

- 1 This essay will provide an overview of the community service work undertaken by students at three high schools in Barcelona. It will explain what the students learned by participating in their respective projects. It will also explain which project was the most successful.  
 strong  
 not strong
- 2 It will come as no surprise that, in addition to a wide range of other benefits, mandatory volunteering has a positive impact on participants' health and wellbeing. Researchers believe this benefit may be due to the emotional fulfilment the volunteering often brings. The chance to form strong interpersonal connections may also boost participants' immune systems.  
 strong  
 not strong
- 3 In my opinion, young people benefit most from participating in community service projects where they have the chance to work in a team. There are many reasons why I think this.  
 strong  
 not strong

Source: English, A. & English, L. (2017). NorthStar, Reading and Writing 4. Boston. U.S.A: Pearson Education, Inc.

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## Document 4. Week 14

### Note-taking Practice: Taking Three-Column Notes to Show Time Sequence

In the following reading, the author describes the steps he took to cut down on his smartphone use. In a three-column format, the first column would list the important dates, the second column would list the step the author took and the third column would list how doing this made him feel. Read the text and complete the template below.

#### My Experience Overcoming Smartphone Dependency

In March of last year, I made the bold decision to cut down on my smartphone use. I knew it was going to be difficult to do, and I was worried about the feelings of withdrawal that I was likely to experience. However, I was even more concerned about how dependent on my smartphone I had become. At that time, I was using it constantly. On the elevator, while waiting in line, when I was out with friends... everywhere, really! It was time to make a change. For several weeks, I experimented with simple strategies like turning my phone off at night or leaving it at home when I left the house to run errands.

Despite my best efforts, the temptation to check my smartphone was often too difficult to resist. That's why, beginning in April, I decided to step up my efforts. I downloaded a screen tracker to help monitor my smartphone use. These simple applications have become very popular in recent years. My screen tracker produced helpful statistics at the end of each day. For instance, it told me how much time I spent on my device and the times of day when I tended to use my smartphone more. That's how I learned that I was checking my smartphone approximately 180 times per day. This was far above the national average of 80 times, and even 80 is a lot! That's when I knew I wanted to conquer my addiction once and for all.

My next step was to seek help. In May, I began working with a smartphone coach. If you've never heard of a smartphone coach, don't worry. I had no idea this profession existed either. Basically, this is a person whose job is to help you wean yourself away from excessive technology use. My smartphone coach was great. She gave me a lot of helpful tips, like putting a rubber band around my phone to stop me from checking it unintentionally, and changing the screen to grayscale to make it less visually stimulating. Next, she arranged weekly meetings where we would check in and talk about my progress. Slowly, I began to feel that I was taking back control of my life.

By September, I had a much healthier relationship with my smartphone. I decided to book a two-week, technology-free vacation. Instead of bringing my smartphone, I brought a few novels to read and a journal where I could write down my thoughts. I've scarcely ever felt better than the moment I boarded that plane, secure in the knowledge that I was no longer a compulsive smartphone user. In my opinion, more people should take steps to curb their technology use the way I did.

| Date | Author's actions | Author's feelings |
|------|------------------|-------------------|
|      |                  |                   |

Source: English, A. & English, L. (2017). NorthStar, Reading and Writing 4. Boston. U.S.A: Pearson Education, Inc.

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