



UTPL

La Universidad Católica de Loja

Modalidad Abierta y a Distancia

English Language: Listening and Speaking IV

Guía didáctica

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Departamento de Ciencias de la Educación

Sección departamental de Lenguas Contemporáneas

English Language: Listening and Speaking IV

Guía didáctica

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Parsons David



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Asesoría virtual
www.utpl.edu.ec

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English Language: Listening and Speaking IV

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Parsons David

Universidad Técnica Particular de Loja

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1. Data Information

1.1. Presentation of the subject



1.2. Generic of the UTPL

- Written and oral communication
- Critical and reflexive thinking

1.3. Specific of the program

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

1.4. Problems addressed by the course

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



2. Learning methodology

Take a moment to look through all of the materials that will be used during this class. Identify the vocabulary regarding the topic presented in each Unit. What personal experience do you have with this topic? Review each Unit on EVA, read through the activities and look for videos or any other sources of information. What graded activities will you have to do? What are important dates that you need to know?

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

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

The educational process is based on the following three basic components:

- teaching
- practice
- autonomous work

The teaching component is carried out under the supervision and direct assistance of the teacher synchronously or asynchronously, using technological tools such as video collaboration, chat or forum for the development of collaborative work among the participants of the course. In the practice component, the students work individually to complete tasks in which they put into practice what they have learned. In the autonomous component, the students work by themselves to generate and build learning in a self-regulated manner, basically through reading and reflection.

Weekly Chats (Tutorials)

During the first week, the Professor will establish a time for the tutorial classes. Each week students will join the Weekly Video Chat to practice English and discuss the topic and relevant vocabulary. The first Video Chat will be held during the first weekly tutorial and will just be an introduction and greetings. It is not required, but it is a good opportunity to meet the tutor and ask questions. Each week the tutorial class will be based on discussing the topic from the textbook and 2 of the weeks will be a teacher selected topic. Each student will need to participate in 6 tutorials. The tutor will provide direction regarding participation and the rubric for participation in the graded tutorial classes. Listening and speaking is a subject that is a bit different from the rest mainly because we do not have a written test during the established dates by the university, instead, we have tutorials that are carried out on-site and virtually and are scored out under 5 points each mid-term. Thus, the participation in the tutorials is mandatory. Students that belong to the academic

centers of Quito, Cuenca, Loja and Guayaquil need to attend on-site classes and students that belong to the rest of the academic centers and international centers need to attend virtual classes through the EVA virtual platform. So please, contact the coordinator of your academic center in order to know more about schedules established for on-site classes.

For the teaching and learning process of this subject, some qualified activities will be developed through the institutional platform. Some of these activities are video collaborations, quizzes, tasks, and forums, which are based on updated and engaging topics. In addition, permanent tutoring will be offered, through which students will be able to ask questions and receive help.

Student Driven Activities

Each week there will be activities to do on EVA. Check for announcements from your tutor, read the information needed and look for homework or other activities that need to be accomplished during the week. The Tutor may provide interesting videos or other digital material to enrich your learning. When listening to audio samples, it is important to listen to each one many times. It may take many attempts to fully recognize and comprehend all parts of the audio. The activities provided by your tutor should be completed each week, but remember the purpose is to improve your listening and speaking skills. Don't move too quickly through the topics. Take the time to really practice and learn the vocabulary and concepts for each topic. If you need any help, talk to your tutor. Have fun!

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3. Didactic guidelines for learning outcomes



First Bimester

Learning outcome 1 to 3

- Uses the passive voice in spoken sentences.
- States and reports opinions and gives support with relevant arguments.
- Uses gerunds and infinitives in sentences.

Contents, resources and learning activities



Week 1

Hello, welcome to Listening and Speaking 4. In the class you will learn about many interesting topics which will help you develop your vocabulary knowledge and grammar topics to help you

communicate about a variety of topics. As well, you will develop your listening and speaking skills, both in fluency and pronunciation. You are invited to explore this guide and its contents and begin your learning journey. This Bimester, you will follow a general theme of learning how to make inferences of many kinds as well use the Active and Passive Voice, both while speaking and listening, develop the ability to give and receive opinions in conversation and finally to use Gerunds and Infinitives to clarify a message. All of these concepts are highly valuable to the language learner.



Unit 1. Exploring Genius and Personal Intelligence

In this unit, students will be learning about types of Genius, special talents and skills. Although some people are truly exceptional in their knowledge or abilities, everyone has something that they are good at. As you learn about other people, think about your personal skills and abilities as well. You will use many strategies to learn, including reading, listening and thinking about Human Talents by conducting activities such as listening to audio, reading texts and making inferences about a story.

Focus on Listening

1.1. Recognizing Emphasis and Making Inferences to identify Main Ideas:

As Lightbown and Spada (2013) mention when learning a new topic, it is helpful to identify key vocabulary related to the topic. Preview

Unit 1 in the textbook. The strategy for learning vocabulary has two parts. It is important to understand the meaning of words, but it also is important to recognize each of the words when they are spoken. Take time to review the contents in the first unit and create a list of new and important vocabulary. Try to organize the words and phrases by topic as well as nouns, verbs, adjectives, adverbs and phrases.

Make a list of the new/important vocabulary needed in this Unit.

- _____
- _____
- _____
- _____
- _____

As you build your list of vocabulary, use a good dictionary to help you with your understanding of the terms. In many cases, words can have more than one meaning. For example, the word “hot” can refer to heat. It can also refer to a spicy pepper such as a jalapeño, or to a beautiful person. Look at the following sentences.

It is very hot in my city today. This refers to the temperature.

This pepper is very hot. This refers to the spicy
chemicals in the pepper.

That actress is hot. This refers to her beauty.

Having a solid understanding of the vocabulary and the various meanings of the words will help you when hear a word being used in a new or different way than you are familiar with.

Here is a good online Dictionary www.merriam-webster.com/dictionary/

After becoming familiar with new vocabulary, it is necessary to learn to recognize the new words when they are being spoken. Take time to listen to various audio clips that accompany the textbook in Unit 1. Listen to them once to see if you can recognize the new vocabulary as well as understand the meaning of the audio content. Then, listen to the audio again and listen for details. Listen to the audio as many times as you need until you feel comfortable with the content. Listen to content that seems to be most important, this is called Emphasis. Be sure to complete all of the activities related to Unit 1 in the listening section.

Inferred Meaning

Human communication is complex. We use words, facial expressions, body language and intonation to help clarify our message. One important strategy to be developed is to understand the unspoken meaning given to communication. A person may say: "I am doing good today", but their facial expression or the way in which they say the words may indicate that they are not ok. A change in pitch of the voice, increase or decrease in volume or speaking faster or slower are good indicators that something is important to the speaker.

When we listen to another person speak, we need to listen to the words that they use and the way that they say them. This will help you, the listener, to recognize the most important information. This is called listening for Emphasis.

Here are some suggestions to help you recognize emphasis:

1. What is the topic of the communication?
2. What are some important details given about the topic?
3. How does the speaker feel about the topic?

As you develop this skill, it will allow you to understand the speaker's purpose for speaking.

Be sure to complete all of the activities related to Unit 1 in the listening section. In this section, you will do activities such as take notes, learn vocabulary, and listen to audios to develop your ability to understand main ideas, details and inferred meanings. All of the activities will help you improve your Listening skill and increase your comprehension of the topic of the unit.

There are 3 things to pay attention to while listening to the audio samples. First, what is the main point being communicated? How can you identify the main topic or purpose of the message? It can be helpful to listen for formal language, titles or emphasized speech. Next, identify the details that are given to support or clarify the main idea. The third thing to listen for is the unspoken information given. This is called making inferences. It is an important skill to develop. In order to help you with this skill, you will need to listen carefully to the message for changes in volume, facial expressions and repeated information. Understanding humor is a good example of making inferences.

To help you with your listening activities, it can be helpful to take notes. Taking notes is a good way to help you organize what you hear. As you listen to an audio, write down the main points, supporting details and inferred meaning.

Here is a sample of a note-taking strategy:

Main point:

Supporting details:

Inferences:

New or unknown words and phrases:

After completing the audios and activities in this Unit, watch the videos in the Recommended Learning Activities, located in this guide. Here, you will be thinking about your own talents. Which of the areas listed by Howard Garner are you good at? Perhaps you can find other videos.

Now that you have looked at the material, take a moment to review the vocabulary that you identified as important. Make sure that you recognize these words and phrases when you hear them. Compare your list of vocabulary with a classmate and see if you can help each other with new words.

Do not forget to complete all of the activities provided in the first section of Unit 1 regarding the practice of the Listening skills. How did you do? Did you understand what is being spoken? Were you able to identify the main ideas, details and inferred (unspoken) information? If you have any trouble, talk to classmates or your tutor for help.

Weekly Tutorial classes (On-site or Online)

In this first week, the Tutorial class is not mandatory. The tutor will be available on the EVA platform in the Weekly Video Chat. You can find the icon for this Video Chat at the top of the page in EVA. If you want to login to this Video Chat you can meet the Tutor and make sure that you don't have any technical problems before next week, when it is mandatory to participate. Make sure that your camera and microphone are working. If you do have problems, notify your tutor as soon as possible to resolve the issue. Check EVA to find the email address of your tutor or other methods to contact them.



Recommended Learning Activities

Take a look at the ideas presented by Howard Garner, "Multiple Intelligences". Which of these are you good at? Do you agree with this theory? How can you use this concept in your classroom?

Take a look at this website and look for others to help you understand the concept. Both of these resources provide expert

information about a widely excepted concept on personal intelligence. This information if very useful as parents and teachers.

Enlace: <https://www.britannica.com/science/multiple-intelligences>.

Enlace: <https://www.youtube.com/watch?v=XsJs1K4YVxg>.

After you have completed the Recommended Activity, you should be able to discuss the types of Intelligence you have and those of your family members. The ability to identify an discuss these types of intelligence in your students is very helpful for their learning journey.



Week 2

When we talk about exceptional talents, it is important to know what type of talent a person has. Some people are Prodigies, Some, are Geniuses, others are gifted in music or sports. What are some ways that people can be considered “gifted?”

Focus on Speaking

In this part of Unit 1, we will be discussing the use of Passive Voice, stating opinions, pronunciation and the use of contractions. It is important to listen for comprehension, word recognition and develop the ability to express ideas such as opinions.

1.2. Grammar: Passive Voice

Having learned new vocabulary, practiced listening and speaking on the topic, it is important to improve grammar and connect all the skills. This section will help us speak in the Passive Voice. It takes practice to speak and listen in this passive voice, so it is necessary

to practice it. Use this opportunity to improve your knowledge on the topic and your ability to use the language passively.

In general, active voice is the most common way in which people speak English. It is the classic, Subject-Verb-Object sentence structure. However, in formal writing, and other situations, the Passive voice is used. In this case, the sentence structure is different. The verb is acting on the Subject.

Look at this example:

The man is eating shrimp.

Active Voice. The man is doing the verb.

The shrimp were eaten by the man.

Passive Voice. The verb is affecting the Subject.

They both are communicating the same thing. But the structure is different. It is helpful to recognize both types of sentences structures.

Here is an example of a website which discusses both the Active and Passive Voice. This site provides in-depth information on this topic. Feel free to look at other topics on this website. Bookmark it for future references.

Enlace: <https://examples.yourdictionary.com/examples-of-active-and-passive-voice.html>

Try to create 10 examples of statements in both the Active and Passive voice.

- _____
- _____
- _____
- _____
- _____

- _____
- _____
- _____
- _____
- _____

Complete the activities in the book regarding Passive Voice and compare it to the information from the website. Add what you have learned to your notes here.

Passive Voice:

Active Voice:

Strategy to remember Passive Voice:

- _____
- _____

Vocabulary related to Genius.

Review the vocabulary from the Unit. Listen to the audios from last week and make sure that you can pronounce the vocabulary correctly. If you have any difficulty, speak with your tutor, talk to your classmates and keep practicing until you are successful. Remember, it takes time to train the muscles in your mouth to make the sounds correctly. Don't get frustrated. Try to connect the vocabulary to your own life. How can you use these words in your daily life? How can you incorporate the vocabulary into your classroom?

1.3. Speaking about Genius: Expressing Opinions: Recognizing Emphasis

Lightbown and Spada (2013) talk about the importance of learning and using vocabulary. Now that you have acquired new vocabulary and have listened to conversations using the new words, it is time to practice speaking. The strategy to help you improve your speaking is

very important. You will use your technology to help you learn. Listen to the audios provided with the textbook and repeat the words. Practice speaking and then record your voice in your phone and compare what you said to the audios. The goal is to learn to share your ideas and opinions about the topic of Genius and Personal Skills and Talents. Do you know anyone who is a genius? In what ways are you talented and gifted?

In this section, identify words that you find difficult to pronounce: if you are unsure, talk to your tutor or look on the internet for the correct pronunciation.

- _____
- _____
- _____
- _____
- _____

Now it is time to do the activities in Unit 2, Focus on Speaking. Do all of the activities and make sure that you understand each of them. If you have any trouble, ask for help. In this section of Unit 1 you will practice using the vocabulary in a variety of activities. Take time to notice the sentence structure and use of the words.

Finish the section regarding pronunciation and review the audios from the listening section to see if your pronunciation match that of the speakers.

Pay attention to your ability to demonstrate the most important ideas as you speak. How will you give emphasis to these items?

When you have finished this section of Unit 1, do the Recommended activity described below.

Using Contractions:

It is common for English speakers to use contractions when speaking. A contraction is when two words are shortened and combined, using an ´ to indicate the contraction. Contractions are often nouns + verbs. There are other types as well. Make sure to take notes on the types of contractions and become familiar with them. Remember, contractions are considered informal and should not be used in formal situations.

Contractions are generally created from a Pronoun or Noun + Verb, or, verb + not.

Here are some examples: Notice the use of an Apostrophe to show that this word is a contraction.

I am = I´m

You are = you´re

He is = he´s

Is not = isn´t

Has not = hasn´t

There are many examples on this website. Check it out and become familiar with their forms. Both of these websites provide in-depth information about this topic. I invite you to look at other topics as well. Remember to bookmark these sites for future use.

Enlace: <http://grammar.tips/grammar-tips/list-of-contractions-in-english/>

Enlace: <https://www.thoughtco.com/contractions-commonly-used-informal-english-1692651>

A quick note: don´t use a contraction as the answer to a question where the contraction is the only word.

Example: Are you tired today? I am not: I'm

 Are they hungry? They are. Not:
 They're

Notice that if the answer is just "I am". No contraction is used. However, if it is part of a complete sentence you can use the contraction to answer a question.

Stating Opinions

Another important skill needed to have is the ability to respond to a question that requires your opinion. When stating your opinion, use an indicator to show that it is your opinion and not stating a fact.

Here are a few examples:

I think....
If you ask me....
I agree.....
I am not sure about.....

It is very helpful to learn a few of these phrases that you can use when you need to. Also, be aware of these phrases when other people are speaking to you. What are some other ways that a person can indicate that they are giving an opinion? It is also very common for someone ask a question that requests an opinion rather than factual information. Look at these examples:

What kind of food do you like to eat?
Do you like classic rock music?

Another way for a person to request an opinion is to offer their opinion first.

Example:

I like chocolate ice cream, how about you?
I really like classical music, do you?

Learning to recognize when someone offers an opinion, or asks for an opinion is important, especially in casual conversation. Practice asking and answering opinion questions.

Build your list of phrases that indicate or ask for an opinion:

- _____
- _____
- _____

A few thoughts about speaking-

As you are learning to speak English, it is important to practice pronunciation, fluency, grammar structure and vocabulary. This can be a little intimidating and students are often shy or hesitant to speak for fear of making mistakes. However, we know that we must put away our fears and speak, even if it's not perfect. As mentioned earlier, it takes time to train your speaking muscles to produce the correct sounds. The more you speak, the faster you will master the language.

Now that you have looked at the material, take a moment to review the vocabulary that you identified as important. Make sure that you recognize these words and phrases when you hear them. Review the activities from this unit and identify any topics, vocabulary or grammar that you need to reinforce. Talk to your classmates and incorporate the new words, phrases and grammar into your conversation. It may be helpful to write about this topic to help you remember everything. Many students keep a learning journal or create a Word Document to help them organize the information.



Recommended learning activities

Do some research on the internet to find people who have demonstrated some type of Genius.

Look for Intellectual genius, talent genius or some other exceptional knowledge or skills.

Make a list of people and the specific talent they possess.

- _____
- _____
- _____
- _____
- _____
- _____

After you have completed the Recommended Activity, you should be able to discuss the difference between Genius and talent. Take a moment to make sure you know and can explain the difference.

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



Self-Evaluation 1

Complete the news report transcript. Use the list of words to select the correct answer.

1. NEWSCASTER: Now, some news about prodigies from around the world. Over the past two weeks, live audiences around the world _____ as the Chinese pianist Lang Lang (1982–) performed his latest work.
2. One of these concerts was filmed and _____ on public television next week.
3. On this day in 2013, Shakuntala Devi died at the age of 83. Born in southern India, Devi _____ as the “human computer” because she could calculate large numbers in her head.

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4. People thought she _____ special instruction in mathematics, but in fact, she had no formal education.
1. _____
 2. _____
 3. _____
 4. _____
- a. Will captivate.
 - b. Have been captivated.
 - c. captivating.
 - d. Shown.
 - e. Will be shown.
 - f. Was shown.
 - g. Will be known.
 - h. Is known.
 - i. Was known.
 - j. Was given.
 - k. Will be given.
 - l. Gave.

Multiple Choice.

5. She _____ to do complex calculations by her father, who was a circus performer. Coming up next month is the annual Capablanca Memorial Chess Tournament, held in memory of José Raúl Capablanca y Graupera (1888–1942), the “human chess machine.” (teach, past)
- a. Was taught.
 - b. Will be taught.
 - c. Taught.

6. Born in Cuba, Capablanca _____ one of the greatest chess players of all time. (consider, present)
- Was considered.
 - Will be considered.
 - Is considered.
7. Unlike other famous players, he _____ for his simple playing style, but he played at the speed of light. This, together with his exceptional skill, made it almost impossible for other players to beat him. (Know, past)
- Will be known.
 - Is known.
 - Was known.
8. WOMAN : Good morning, Doctor. I have newborn identical twins, and I want to make sure I treat them differently because I want them both to _____ their full potential. achievement
- Achieve.
 - Achieving.

Indicate True or False if the word in () is the correct word.

9. DOCTOR : Raising twins is a (fascinating) experience. And, of course, this experience must be very difficult for you, because even one baby is a lot of work. Two is "double the trouble," as they say!
- True.
 - False.

10. Now, every infant needs individual attention, so try to spend quality time with each one. That way you can develop a different kind of (interactive)with each twin.
- a. True.
 - b. False.

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Week 3



Unit 2. Pushing Boundaries and Personal Limits

In this unit the topic of Pushing Personal Boundaries, such as endurance events like Marathons, Triathlons and Ultra-Marathons. There are also ways in which people need endurance emotionally, mentally and spiritually. Using audio recordings, technology and various written activities, you will strengthen your understanding of the topic and your listening and speaking skills.

Focus on Listening

Let's look at the Title of this Unit. What do you think it's about? What are some ways that people can push their own limits? Pushing limits, is a phrase that means to do more than you did before. An example of this is a person who can run 5 kilometers before becoming too tired to run farther. With some training and a desire to improve, the person is soon able to run 15 kilometers. This is pushing the limits. Some people take it even further. They Run very long distances even as much 200 kilometers in a single race. Now, try to think of examples of activities where people can push their own limits. List them here:

- _____
- _____

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- _____
- _____
- _____

Preview Unit 2 in the textbook. It is important to understand the meaning of words, but it also is important to recognize each of the words when you hear them.

Make a list of the new/important vocabulary needed in this Unit.

- _____
- _____
- _____
- _____
- _____

Enlace: www.merriam-webster.com/dictionary/

2.1. Make predictions: Figurative Language

Now, it is time to do the activities in the textbook. In this section, you will do activities such as take notes, learn vocabulary, and listen to audio to develop your ability to understand main ideas, details and inferred meanings. All of the activities will help you improve your Listening skill and increase your comprehension of the topic of the unit.

After becoming familiar with new vocabulary, it is necessary to learn to recognize it when it is being spoken. Take time to listen to various audio clips that accompany the textbook. Listen to them once to see if you can recognize the new vocabulary as well as understand the meaning of the audio content. Then, listen to the audio again and listen for details. Listen to the audio as many times as you need until you feel comfortable with the content. Be sure to complete all of the activities related to Unit 2 in the listening section.

Figurative Language

One of the things that makes English interesting is the use of Figurative Language. This type of language can be hard to learn at first. Don't worry, you will catch on soon enough. The idea of Figurative Language is to use one idea to describe another. There are many different types of Figurative Language, however, let's just focus on the 5 main types. Look at these examples:

Metaphor- using one thing to describe another thing. *"He has a heart of stone"*.

Simile- comparing two things using the words "like" or "as". *He is a dumb as a rock.*

Personification- giving human traits to non-human things. *Every morning the sun smiles on us.*

Hyperbole- Using exaggeration to make a stronger statement. *That guy is as fast a lightning.*

Symbolism- Using a common symbol to describe something. *My boss is a slave driver.*

Search for examples of each of these types of language use.

Building a list of this type of language will greatly help you understand English. Keep the list and add to it as you discover more examples. Listen again to the audios from this unit. Try to identify some examples of figurative language. How are they being used? Why are they being used?

This website provides in-depth information about this topic. I invite you to look at other topics as well. Remember to bookmark this site for future use.

Enlace: <https://examples.yourdictionary.com/examples-of-figurative-language.html>



Recommended learning activities

Look at some examples of extreme endurance events. Triathlons, Extreme Marathons, etc.

Take a look at this example of a form of cultural endurance.

This video discusses a small group of people in Mexico. It is an interesting look at a cultural group. Do you know any other groups with interesting or unique qualities?

Enlace: <https://www.youtube.com/watch?v=5BS9qVo6pIA>.

Enlace: <https://www.youtube.com/watch?v=Mtp65SWoyWc>.

What are other ways that people can test their endurance? Are there other activities that don't test physical endurance but mental endurance? What are some examples of mental or emotional endurance? Search for YouTube videos on ultramarathons, endurance athletes, triathlons and compare them to mental and emotional endurance.

Make a list of the benefits of Pushing the Limits. Why is it beneficial to participate in physical, mental or emotional activities that are difficult?

- _____
- _____
- _____
- _____
- _____
- _____

After you have completed the Recommended Activity, you should be able to discuss various activities that require endurance, be it physical, mental or emotional.



Week 4

In this unit, you will learn about ways in which a person can push their own personal limitations and improve themselves in activities that require endurance. Usually we think of physical tasks such as running or bicycle riding. However, there are many ways that a person can increase their endurance in various areas of their life. Taking notes, listening to audios and participating in the activities will greatly help your understanding of this topic.

Focus on Speaking

2.2. Grammar- Gerunds and Infinitives

Having learned new vocabulary, practiced listening and speaking on the topic, it is important to improve grammar and connect all the skills. This section will help us use Gerund and Infinitives. It takes practice to use Gerunds and Infinitives correctly, so it is necessary to practice using them.

Gerunds are created by adding ing to a base-form of a verb. i.e. run – running eat – eating.

Infinitives are created by adding “to” before a base form of a verb. However, you should not include “to” before all verbs.

However, in this case, gerunds and infinitives are used as the subject or Direct Object of the sentence. Here are some examples of Gerunds and Infinitives being used:

Singing for my family is my greatest joy.

Singing a verb that is acting as the Subject

To mourn the death of a friend is natural.

To mourn is the Subject

It may seem confusing and difficult at first, but you will master the concept soon enough.

Take a look at these links to explain these 2 items: Both of these websites provide in-depth information about this topic. I invite you to look at other topics as well. Remember to bookmark these sites for future use.

Enlace: <https://www.fluentu.com/blog/english/gerunds-and-infinitives/>

Enlace: <https://www.englishpage.com/gerunds/>

Try to create 10 examples of statements in both the Gerunds and Infinitives.

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Vocabulary related to Personal Boundaries.

Review the vocabulary from the Unit. Listen to the audios from the unit and make sure that you can pronounce the vocabulary correctly. If you have any difficulty, speak with your tutor, talk to your classmate and keep practicing until you are successful. Remember, it takes time to make the sounds correctly. Don't get frustrated. Try to connect the vocabulary to your own life. How can you use these words in your daily life? How can you incorporate the vocabulary into your classroom?

Make your list of hard to pronounce vocabulary here:

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Remember our strategy to improve speaking. Use your technology to help you learn.

Now that you have acquired new vocabulary and have listened to conversations using the new words, it is time to practice speaking. This strategy is very important to help you learn to speak correctly and provide you with a method to continue to improve in the future. Listen to the audios provided with the textbook and repeat the words. Practice speaking and then record your voice in your phone and compare what you said to the audios. The goal is to learn to share your ideas and opinions about the topic of Pushing Personal Limits. Do you know anyone who regularly pushing their own personal boundaries? In what ways do you push your own personal limits?

In this section, identify words that you find difficult to pronounce: if you are unsure, talk to your tutor or look on the internet for the correct pronunciation.

- _____
- _____
- _____
- _____
- _____

2.3. Express opinions and provide support: Distinguish between Main Ideas and Details

Now that you have looked at the material, take a moment to review the vocabulary that you identified as important. Make sure that you recognize these words and phrases when you hear them. Complete the activities from this unit and identify any topics, vocabulary or grammar that you need to reinforce. Talk to your classmates and incorporate the new words, phrases and grammar into your conversation. It may be helpful to write about this topic to help you remember everything. Many students keep a learning journal or create a Word Document to help them organize the information.

When Speaking, it is important to highlight main ideas or topics and contrast them with supporting details or examples to support the main idea. Main ideas should be introduced and identified at the beginning of the conversation and referred to only when the ideas have more than one component. Details can be given using phrases like; as such, another point is, I also think... etc.

Listen to one of the audios and see if you can identify the main point and supporting details. Try another audio and keep practicing until you are comfortable with this skill.



Recommended learning activities

Now that you have thought about people who have pushed themselves in a physical activity, think about ways in which you need endurance. Emotional, intellectual and mental activities are other areas that require endurance.

Physical Endurance is pushing your body to keep going when it is tired.

Mental Endurance is pushing your mind to stay focused even when it is tired.

Emotional Endurance is being patient even when it is difficult.

If we think of physical exercise as a way to increase physical endurance, how could a person increase their mental or emotional endurance?

Try to find some videos on YouTube about each of these types of endurance. What did you learn? List the ideas here.

- _____
- _____
- _____
- _____
- _____

After you have completed the Recommended Activity, you should be able to discuss the benefits of endurance activities. Try to explain an activity and its benefits to a family member or a friend.

CONGRATULATIONS!! The second unit has been completed and I'm sure you've learned a lot. Therefore, it is time to verify your knowledge by developing the next **Self- evaluation 2:**



Self-Evaluation 2

Choose the words below to fill in the blanks.

Hello everyone, Mario here. I'm writing from California, where Ryan Chalmers is about to embark on a(n) _____1_____ journey across the United States. He'll be travelling for seventy-one days across four time zones to raise people's _____2_____ of an important life lesson. Ryan is demonstrating our ability to achieve great things if we set our minds to it. But this young man is not your _____3_____ athlete. He has challenged all kinds of _____4_____ with his ambitious project. You see, Ryan will not be walking, running, or taking transportation. He'll be pushing his way across the country in a specially adapted racing wheelchair. And do you know what _____5_____? It's the knowledge that this trip is about something bigger than himself. It's going to be a testament to the potential of people with disabilities.

I've been with Ryan over the past weeks, watching him push his chair for hours at a time, as the cool mornings turned into blisteringly hot afternoons and the days _____6_____ into nights. He's been traveling through all kinds of weather: heat, storms, wind, rain, and even snow. These are _____7_____ that _____8_____ what most athletes face, and there have been a few days when he looked really tired. But he stays focused and (9 rebounded) after a good night's rest. Look, we would all be (10 Devastate) if he failed, so I know he is going to give this challenge everything he has. A few more weeks to go, Ryan! Our hearts are with you!

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1. _____
 2. _____
 3. _____
 4. _____
 5. _____
- a. awareness.
 - b. inspirational.
 - c. misconceptions.
 - d. stereotypical.
 - e. keeps him going.
 - f. devastated.
 - g. go far beyond.
 - h. hardships.
 - i. rebounds.
 - j. transitioned.

Multiple Choice- refer to the paragraph for context.

6. as the cool mornings turned into blisteringly hot afternoons and the days _____ into nights.
 - a. Rebounds.
 - b. Go far beyond.
 - c. Hardships.
7. These are _____ that.....
 - a. Stereotypical.
 - b. Inspirational.
 - c. Hardships.

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8. that _____ what most athletes face, and there have been a few days when he looked really tired.
- a. Go far beyond.
 - b. Rebounds.
 - c. Devastated.

Mark true or false if the word in () is correct.

9. But he stays focused and (9 rebounded) after a good night's rest.
- a. True.
 - b. False.
10. Look, we would all be (10 Devastate) if he failed, so I know he is going to give this challenge everything he has.
- a. True.
 - b. False.

Answer Key

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Week 5



Unit 3. Early to bed, Early to Rise: Enough Sleep

This unit is about the benefits and need for sleep. Our need for sleep changes as we grow older. There are many physical and mental reasons for getting enough sleep. The effects of not getting enough sleep are very important and can affect every aspect of our life. Listening to others speak about this topic and internet research will help you develop your understanding of the topic.

Focus on Listening

Vocabulary regarding Sleep

When learning a new topic, it is helpful to identify key vocabulary related to the topic. Preview Unit 3 in the textbook. It is important to understand the meaning of words, but it also is important to recognize each of the words when you hear them.

Make a list of the new/important vocabulary needed in this Unit.

- _____
- _____
- _____

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- _____
- _____

Now, it is time to do the activities in the textbook. In this section, you will do activities such as take notes, learn vocabulary, and listen to audio to develop your ability to understand main ideas, details and inferred meanings. All of the activities will help you improve your Listening skill and increase your comprehension of the topic of the unit.

After becoming familiar with new vocabulary, it is necessary to learn to recognize it when it is being spoken. Take time to listen to various audio clips that accompany the textbook. Listen to them once to see if you can recognize the new vocabulary as well as understand the meaning of the audio content. Then, listen to the audio again and listen for details. Listen to the audio as many times as you need until you feel comfortable with the content. Be sure to complete all of the activities related to Unit 3 in the listening section. Remember, don't just listen to vocabulary. Pay attention to the purpose of the listening activity. Each activity has a purpose. Stay focused on the task at hand.

Remember to take notes while you listen to the audios. Practice identifying the main ideas, details, and unspoken inferences. It takes focused effort to develop these skills.

- _____
- _____
- _____
- _____
- _____

3.1. Making Inferences: Infer Assumptions

Sleep is a very interesting topic. We all sleep, and we tend to think it's just a shutdown of our brain for a few hours. In reality, sleep has many important functions. When a person is asleep, their brain becomes very active. It organizes memories, solves riddles and resolves difficult situations. It is very important for our mental health. Another important result of sleep is more physical. During the day, our brain produces chemicals and during sleep our brain removes wastes and cleans itself.

Most people don't realize that there is more than one level of sleep. Light sleep, like taking a short nap, is common at the beginning and end of the night. Deep sleep occurs when our brain waves change to a different state. This is often called REM sleep. REM stands for Rapid Eye Movement. This is the stage in which we dream. What do you think will happen to a person who doesn't get enough sleep?

Do the activities in the textbook, and keep track of the important vocabulary and ideas regarding sleep. Write them in your notes and build your knowledge. When you have finished the textbook, do the Recommended Activity at the end of this section. The more you know, the more you can talk about it.

Let's talk about assumptions.

Assumptions are things that people believe to be true, but they may not say it specifically. For example, when you meet a foreigner in the supermarket, you might think that they speak English. You assume that they speak English. In reality, they could be from Germany or Russia. When you approach them and speak to them you will learn if they speak English. This is called making an assumption.

How can we identify assumptions when listening to someone speak? Listen for words or phrases that indicate a belief in something.

Do they act or speak as if their idea is correct or that they have knowledge about something? They may be making an assumption:

Check out the website to learn more: <https://www.merriam-webster.com/dictionary/assumptions>



Recommended learning activities

It is time to look at sleep benefits and various sleep patterns. How well do you sleep? How can you change your sleep pattern to get more health benefits?

Do some research on these websites, and search for others to gain more knowledge on the topic. Both of these websites provide in-depth information about this topic. I invite you to look at other topics as well. Remember to bookmark these sites for future use.

Enlace: <https://www.health.com/condition/sleep/11-surprising-health-benefits-of-sleep>

Enlace: <https://sleephabits.net/sleep-patterns>

Make a list of the benefits of sleep:

- _____
- _____
- _____
- _____
- _____

After you have completed the Recommended Activity, you should be able to discuss the benefits of sleep. How do various sleep patterns contribute to the benefits and the health of a person.



Week 6

Everyone likes a good night's sleep. But we don't always get one. Sleep has many beneficial effects on our lives. Sometimes people get busy and don't always sleep well. They can become sleep deprived. Understanding the effects of sleep deprivation will help you recognize and avoid problems related to sleep. Using recorded audios and note-taking strategies to help you deepen your knowledge.

Focus on Speaking

3.2. Grammar: Present Unreal Conditionals

Having provided new vocabulary, practiced listening and speaking on the topic, it is important to improve grammar and connect all the skills. This section will help us use Present Unreal Conditionals. It takes practice to speak using new grammar, so it is necessary to practice it. Use this opportunity to improve your knowledge on the topic and your ability to use the language correctly.

Unreal Conditionals are a form of language

[If ... **simple past** ..., ... **would + verb** ...]

[... **would + verb** ... if ... **simple past** ...]

If I **owned** a car, I **would drive** to work.

She **would travel** around the world if she **had** more money.

Using Conditionals is the speakers desire to talk about scenarios that are not presently happening, or, speaking of a past condition

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that would have a different outcome. In this case, *if*, is used to indicate that this action has not taken place. It is just a speculation of a possible situation.

Here is an example of a website which discusses Present Unreal conditionals. This website provides in-depth information about this topic. I invite you to look at other topics as well. Remember to bookmark this site for future use.

Enlace: <https://www.englishpage.com/conditional/presentconditional.html>

Try to create 10 examples of statements using the Present Unreal conditionals.

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

If you have any questions about Unreal Conditionals, please talk to your classmates or your tutor.

Vocabulary related to personal boundaries.

Review the vocabulary from the Unit. Listen to the audios from last week and make sure that you can pronounce the vocabulary correctly. If you have any difficulty, speak with your tutor, talk to your classmate and keep practicing until you are successful. Remember,

it takes time to train the muscles in your mouth to make the sounds correctly. Don't get frustrated. Try to connect the vocabulary to your own life. How can you use these words in your daily life? How can you incorporate the vocabulary into your classroom??

Make your list of hard to pronounce vocabulary here:

- _____
- _____
- _____
- _____
- _____

3.3. Express opinions and provide support: Claims and Evidence.

Now that you have acquired new vocabulary and have listened to conversations using the new words, it is time to practice speaking. Listen to the audios provided with the textbook and repeat the words. Practice speaking and then record your voice in your phone and compare what you said with the audios. The goal is to learn to share your ideas and opinions about the topic of Sleep. Do you know anyone who has an unusual sleep pattern? What is your personal sleep pattern? How does it affect you when you don't get enough sleep?

In this section, identify words that you find difficult to pronounce: if you are unsure, talk to your tutor or look on the internet for the correct pronunciation.

- _____
- _____
- _____
- _____
- _____

In this section, you will be talking about sleep disorders. Pay attention to the types of disorders and think about your family and friends. Do you know anyone who has a sleep disorder? Have you ever experienced trouble sleeping?

Do the activities in the textbook, and focus on your ability to discuss the topic. Can you talk about your sleep patterns? Can you tell others about the importance of sleep?

Recognizing Evidence:

Often when people are trying to make a point or convince others of an idea, they will use evidence to support their idea. Evidence is a claim that something is a fact. They may state it as if it was true. Sometimes, it may be true. Sometimes it may not be. How can the listener know if the statement is true or not? Listen carefully to statements made and decide if it is presented as a fact.

Examples:

The experts say....

I read in an article....

I read a book that said.....

These references imply that the information must be true, because an expert said it. Remember, not everything we read, see or hear is correct. It takes skill to recognize evidence and judge its correctness.

Contrastive Stress:

When comparing two things, it can be helpful to use intonation and stress-on-words to draw attention the contrast.

It is not easy to discuss this topic in a written way. However, the meaning of words or phrases can change simply by changing the

way that we say them. “Oh, shut up silly boy” (said in a happy tone) is very different that saying, SHUT UP! in an angry way. Many other examples are similar. Another way that stressed words can help is in identifying two options. Do you like Red or Blue better? Imaging saying RED a bit louder or higher pitched and Blue a bit stronger. It helps to identify the two options in the sentence.

Example:

Do you like VANILLA ice cream or, CHOCOLATE ice cream?

Now that you have looked at the material, take a moment to review the vocabulary that you identified as important. Make sure that you recognize these words and phrases when you hear them. Review the activities from this unit and identify any topics, vocabulary or grammar that you need to reinforce. Talk to your classmates and incorporate the new words, phrases and grammar into your conversation. It may be helpful to write about this topic to help you remember everything. Many students keep a learning journal or create a Word Document to help them organize the information.



Recommended learning activities

Sleep deprivation is a serious problem with some people. What are the effects of not getting enough sleep? These videos discuss common issues regarding sleep and its importance.

Enlace: <https://www.youtube.com/watch?v=Ld9RIIVN57M>

Enlace: <https://www.youtube.com/watch?v=pX1Vq-2MGIQ>

Enlace: <https://www.youtube.com/watch?v=pX1Vq-2MGIQ>

Make some notes about the effects of sleep deprivation:

- _____
- _____
- _____
- _____
- _____
- _____

After you have completed the Recommended Activity, you should be able to discuss the dangers and problems of not getting enough sleep. You should, by now, be able to explain at least 3 effects of sleep deprivation.

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



Self-Evaluation 3

Read the text and then match the vocabulary terms at the end.

Hi Dr. Khan, I'm worried about my daughter Eden, who's a middle school student with sleep issues. She has a tendency to stay up late, and then she's exhausted later on in the day. This sleep pattern is having a terrible effect on her schoolwork. She's falling behind in almost all her classes, and we worry that it's going to get worse over the course of the year. That being said, we think we're doing all we can. We have always told Eden that consistency is really important when it comes to her bedtime routine, but she doesn't seem to be able to go to bed early. I don't know—she seems to be dealing with it pretty well, but, obviously, we are concerned. What should we do? Sheila Sinan.

Dear Ms. Sinani, It's normal for adolescents to have problems sleeping. For example, adolescents who go to bed too early suffer from wakefulness, which can also be difficult. At this age, the body's circadian rhythm—the body's internal "clock"—is changing. But don't worry! She'll grow out of it eventually and reset her clock. Of course, what you do need to worry about is sleep deprivation. If she wants to sleep in on weekends, let her do so. It's not a sign of slothfulness if she doesn't get up until 1 or 2 P. M., so don't think she's being lazy. It's just the body's intrinsic reaction to being tired. If she rests on the weekend, this will help her recover from.

the week. If you wish, you can ask her doctor about low-dose melatonin tablets, which are over-the-counter vitamin supplements that help with sleep and seem to be very effective. Most people tolerate those quite well. And they've been clinically proven to work. Good luck with Eden and don't worry too much. Try to maintain a positive attitude. Dr. Khan.

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1. ____ Adolescent.
2. ____ body clock.
3. ____ slothfulness.
4. ____ Reset.
5. ____ routine.
 - a. not having enough.
 - b. small amounts.
 - c. doing the same everyday.
 - d. Teenagers.
 - e. Extra nutrients.
 - f. Bodies tracking of time.
 - g. Time of sleeping and waking up.
 - h. Human Body's natural rhythm of sleep.
 - i. Changes in physical needs.
 - j. Allow or put up with.

Multiple Choicee.

6. Circadian Rhythm.
 - a. Allow or put up with.
 - b. Time of sleeping and waking up.
 - c. Changes in physical needs.
7. Low-dose.
 - a. Small amount.
 - b. Extra nutrients.
 - c. Not having enough.
8. Supplements.
 - a. Allow or put up with
 - b. Changes in physical needs
 - c. Teenagers

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True of False.

9. Tolerate- to tolerate or put up with
- a. True.
 - b. False.
10. Deprivation- not having enough of something
- a. True.
 - b. False.

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Week 7



Unit 4. Animal Intelligence

This unit discusses the issue of Animal Intelligence and asks the question: How do we measure animal intelligence? How do some animals demonstrate intelligence? If they are intelligent, do they deserve the same rights as humans? How can we measure animal intelligence? At what level should humans treat animals differently? Use the Note-taking and audio recordings strategies to help you develop your knowledge about the topic.

Focus on Listening

Vocabulary regarding the topic

When learning a new topic, it is helpful to identify key vocabulary related to the topic. Preview Unit 4 in the textbook. It is important to understand the meaning of words, but it also is important to recognize each of the words when you hear them.

Make a list of the new/important vocabulary needed in this Unit.

- _____
- _____
- _____

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- _____
- _____

Now, it is time to do the activities in the textbook. In this section, you will do activities such as take notes, learn vocabulary, and listen to audio to develop your ability to understand main ideas, details and inferred meanings. All of the activities will help you improve your Listening skill and increase your comprehension of the topic of the unit.

After becoming familiar with new vocabulary, it is necessary to learn to recognize it when it is being spoken. Take time to listen to various audio clips that accompany the textbook. Listen to them once to see if you can recognize the new vocabulary as well as understand the meaning of the audio content. Then, listen to the audio again and listen for details. Listen to the audio as many times as you need until you feel comfortable with the content. Be sure to complete all of the activities related to Unit 4 in the listening section. Remember, don't just listen to vocabulary. Pay attention to the purpose of the listening activity. Each activity has a purpose. Stay focused on the task at hand.

Don't forget to take notes when you are listening to the Audio samples. Identify main points, supporting details Inferences and Assumptions.

- _____
- _____
- _____
- _____
- _____
- _____

4.1. Animal Intelligence: Making predictions, identify ideas: Speakers Attitude

Emotional Inferences

Another type of Inference is related to emotions. Pay attention to how people share their emotions without explicitly stating them. Facial expressions, body posture, intonation and word stress help the listener understand the unspoken message.

Examples:

I'm really excited to go on a date with John tonight. What unspoken signals could this woman give to indicate how excited she is? Facial expressions, hand movements, higher pitch of voice, rapid speech, are all signs of excited emotions. How do you express emotions when you talk to someone?

Make a list of ways that people can express emotions without stating how they feel. Use the internet if you need help finding this information.

Write your examples here:

- _____
- _____
- _____
- _____

4.2. Grammar: Reporters and News.

Having provided new vocabulary, practiced listening and speaking on the topic, it is important to improve grammar and connect all the skills. This section will help us understand watching the News. It takes practice to listen to formal speech such as a Reporter on

TV, so it is necessary to practice it. Use this opportunity to improve your knowledge on the topic and your ability to use the language correctly.

When Reporters talk on TV, they have to speak in such a way that all the listeners can understand them, both in pronunciation and message. Think about how reporters talk in Ecuador. Do they speak differently than people in a restaurant? It can be very helpful to listen to News Reporters to help you refine your listening skills. Find YouTube videos of reporters speaking. Listen carefully to them.

Here is an example of a website which discusses News Anchors speech. What do you notice about the way in which a News Anchor speaks? What are the differences between the way they speak, and the way other people speak? The first video specifically discusses how News Reporters speak and why they talk the way they do. The second video is about a popular news reporter and her daily routines in the news business.

Enlace: <https://www.youtube.com/watch?v=d8IEhcN9aFo>

Enlace: <https://www.youtube.com/watch?v=zt5KBsCsUNg>

Try to create 10 examples of how News Anchors speak differently than normal people.

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Building Vocabulary

Now that you have acquired new vocabulary and have listened to conversations using the new words, it is time to practice speaking. Listen to the audios provided with the textbook and repeat the words. Practice speaking and then record your voice in your phone and compare what you said, to the audios. The goal is to learn to share your ideas and opinions about the topic of Animal Intelligence. Do you know any animals that show interesting intelligence or incredible skills? Pay attention to your pronunciation and fluency. How comfortable are you speaking English? Use your cell phone to record yourself speaking. Listen to your recording and identify the words and sounds that you need to practice.

In this section, identify words that you find difficult to pronounce: if you are unsure, talk to your tutor or look on the internet for the correct pronunciation.

- _____
- _____
- _____
- _____
- _____

4.3. Animal Intelligence: Speaking about the topic: Parts of an Oral Paragraph

Speaking, like writing, is a productive process. Sometimes people have conversations with other people and sometimes they speak to a group. This could be a teacher, preacher, government official or any other person talking to a group. Just like writing, a longer speaking situation requires structure. Usually the message includes an introduction of ideas, supporting details and a conclusion. It is important to identify the various parts of this type of speech. The

introduction provides topic and purpose. The details provide reasons and support. The conclusion summarizes the importance of the communication. Practice listening to podcasts or Ted Talks to help you with this skill.

Try this video if you would like to practice. In this video, a Medical Scientist explains behavior changes. Use it, or others, to help you recognize the parts of the message.

Enlace: <https://www.youtube.com/watch?v=xp002vi8DX4>

Hopefully, you have done a good job studying the topics and taking notes. Remember, a good strategy for learning includes what you do at the end of the Unit, it is just as important as the activities you did during the learning process. Organize the new information, vocabulary and grammar so that you can retain and use the new information.



Recommended learning activities

Watch these videos and research others to help you decide how smart animals are, compared to humans. What do you think? Take notes of specific examples of intelligence.

Both of these videos provide examples of animals do various activities. How can you describe signs of intelligence in these animals?

Enlace: <https://www.youtube.com/watch?v=3dK8izJutms>

Enlace: <https://www.youtube.com/watch?v=yHoaGON-LtQ>

List some ways in which animals demonstrate intelligence. Compare them to humans.

- _____
- _____
- _____
- _____
- _____

After you have completed the Recommended Activity, you should be able to discuss various ways that animals can demonstrate intelligence. Explain the ideas to a family member or a friend, providing examples.

CONGRATULATIONS!! The first unit has been completed and I'm sure you've learned a lot. Therefore, it is time to verify your knowledge by developing the next **Self- evaluation 4**:

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Self- Evaluation 4

Multiple Choice.

1. Jeff complains about being constantly tired. What does this mean?
 - a. He doesn't sleep well.
 - b. He lacks energy during the day.
 - c. He wakes up in the middle of the night.
2. How should people combat sleep deprivation?
 - a. by making sleep a priority.
 - b. by not combining careers and parenthood.
 - c. by making sure their days are active.
3. How can sleep deprivation effect people at work?
 - a. It makes them work harder.
 - b. they have to work longer hours.
 - c. They don't accomplish as much work or make more mistakes.
4. How does sleep deprivation affect parents?
 - a. They are too tired to see their own parents.
 - b. Parents are too tired to decide what to eat.
 - c. Parents are too tired to make good parenting decisions.

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5. How might students be affected by sleep deprivation?

- a. It causes them to spend more time alone.
- b. They perform lower on tests.
- c. They have no adverse effect.

Decide if the statement is true or false.

6. Sleep deprivation is a serious condition affecting physical and mental health.

- a. True.
- b. False.

7. People should get 8 hours of sleep each night.

- a. True.
- b. False.

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Match the word and it's description.

8. ____ How can a person decide if they are sleep deprived?
9. ____ The effects of sleep deprivation are often confused with:
10. ____ How can a person improve their sleep patterns?
 - a. Lack of intelligence
 - b. Illness
 - c. Laziness
 - d. Keep a constant routine
 - e. Wake up and go to sleep at the same time everyday
 - f. Keep track of the number of hours you sleep each night.
 - g. Ask your friends how much they sleep.
 - h. Take a test to see how well you perform.
 - i. Read a book until falling asleep

Answer Key



Final activities of bimester



Week 8

Review of topics

Weekly Tutorial classes (On-site or Online)

Weekly Tutorial class: Not mandatory. Check with your tutor regarding a video chat this week. It may be possible to have a review chat if needed.

Make sure you have finished all of your tasks. Check EVA and make sure that all of your grades are correct. Talk to your tutor if you have any questions.

This is your opportunity to reflect on the 1st Bimester. How did you do? Did you complete all the activities, listen to all the audios, practice over and over? How can you improve in the 2nd Bimester? Take a moment and make a list of things you can do better and learn more. You can do it.

CONGRATULATIONS!! The Fourth Unit has been completed and I'm sure you've learned a lot.

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Second Bimester

Learning outcome 4 to 6

- Distinguishes between main ideas and supporting details and examples.
- Expresses opinions.
- Expresses similarities and differences.

Contents, resources and learning activities

As we begin the second bimester, it is important to remember the tools to be successful and the strategies that will help you learn more quickly. Make sure to do all of the activities in the guide, textbook and practice in the tutorial classes as much as you can. Listening and Speaking are skills that need to be developed, and it takes time. The more you practice, the faster you will reach your goals. This bimester will generally focus on your ability to identify main ideas and details in a structured story and well as the ability to express ideas and opinions on a subject. Comparing ideas, with details is also an important skill presented in this bimester. Make every effort focus your learning on the specific skills and abilities discussed here.

I'm sure you were successful in the first bimester, and it is important to continue your hard work in the second bimester. Keep working hard and you will grow in knowledge and skill. It's time to get ready, put a smile on your face, and start studying.

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Week 9



Unit 5. Exploring the Aging Process

This unit explores the topic of Aging. As we know, people change a lot from infants to teenagers and then as an elderly person. Being aware of these changes can really help teachers and parents understand how children change both physically and mentally. As well, changes that take place from the teenage years to adulthood can be a mystery. This is a very practical and useful topic. Active participation in notetaking, listening to audios and recording your own voice are all beneficial to your learning journey.

Focus on Listening

Vocabulary regarding the Topic

When learning a new topic, it is helpful to identify key vocabulary related to the topic. Preview Unit 5 in the textbook. It is important to understand the meaning of words, but it also is important to recognize each of the words when you hear them.

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Make a list of the new/important vocabulary needed in this Unit.

- _____
- _____
- _____
- _____
- _____

Now, it is time to do the activities in the textbook. In this section, you will do activities such as take notes, learn vocabulary, and listen to audio to develop your ability to understand main ideas, details and inferred meanings. All of the activities will help you improve your Listening skill and increase your comprehension of the topic of the unit.

After becoming familiar with new vocabulary, it is necessary to learn to recognize it when it is being spoken. Take time to listen to various audio clips that accompany the textbook. Listen to them once to see if you can recognize the new vocabulary as well as understand the meaning of the audio content. Then, listen to the audio again and listen for details. Listen to the audio as many times as you need until you feel comfortable with the content. Be sure to complete all of the activities related to Unit 5 in the listening section. Remember, don't just listen to vocabulary. Pay attention to the purpose of the listening activity. Each activity has a purpose. Stay focused on the task at hand.

Don't forget to take notes while you listen to the audios.

- _____
- _____
- _____
- _____
- _____
- _____

5.1. Identify Main Points and supporting Details- Inferring Speakers' Intentions

Making Inferences: Inferring Intention.

Usually people speak to convey a message. They have a purpose for their message. This purpose is often unstated. Listen to the Audios and determine the reason for the persons communication. This is usually called the main point of the message. However, what they say, may not be the most important message.

Here is an example:

#1 Hey John, what's the matter, you look upset.

#2 I am fine. Don't worry. (John looks upset but says he is ok. Which one do you believe?)

Hey mom, you look really beautiful today.

Mom: thanks son. What is it that you want?

In this scenario the compliment from the son is just to make mom happy, so that he can ask for something. What they say, is not exactly what they mean.

Exploring the topic

Think of 3 people that you know. The first is a child, 10 years old. The second is a person in their 30's, and the last person in 80 years old. What are some differences between these people? People change as they grow older. Identify ways in which they change.

- _____
- _____
- _____
- _____
- _____

Do the activities in the textbook. Pay attention to the vocabulary and phrases needed to talk about how people change as they grow older, from children to senior citizens. When you have completed the activities in the book, do the Recommended Activity for this unit..



Recommended learning activities

Watch these videos and try to understand the factors that influence how a person grows older. Make a list of different factors and specifically the ones we can control.

These videos discuss issues related to the aging process and factors that can influence this process. Do your best to listen to the information.

Enlace: <https://www.youtube.com/watch?v=kJ18whKduFo>

Enlace: <https://www.youtube.com/watch?v=BkcXbx5rSzw>

Factors that change as a person ages.

- _____
- _____
- _____
- _____
- _____

After you have completed the Recommended Activity, you should be able to discuss various stages and changes that a person will undergo in their lifetime. Explain why these changes are important to recognize. Practice explaining them to a friend.



Week 10

As we age, our bodies change drastically. Most people can easily describe the physical changes that take place. However, we may forget about the mental, social and emotional changes that occur. Take time to consider how children change in these areas. The elderly also may experience changes that are not so obvious. Think about your own family. What can you see in your family members? What strategies have helped you so far? Is note-taking the key to your learning? How about listening to audios multiple times? Pay attention to your personal learning style and focus your learning the methods that work best for you.

Focus on Speaking

5.2. Grammar: Comparing past forms

Having provided new vocabulary, practiced listening and speaking on the topic, it is important to improve grammar and connect all the skills. This section will help us understand Comparing Past forms. It takes practice to speak and listen about the past, so it is necessary to practice it. Use this opportunity to improve your knowledge on the topic and your ability to use the language in the past.

Speaking in the past can be a bit confusing. In most cases verbs are simple: add ed to the base form verb. However, there are other ways to indicated a past event. Look at these examples:

We discussed having dinner tomorrow. Regular verb **discuss**
He ran in the race last week. Irregular verb **run**

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Yesterday I was sad. Using a time reference-Yesterday
We have been eating vegetables all week. Have been

Here is an example of a website which discusses past forms. Both of these websites provide in-depth information about this topic. I invite you to look at other topics as well. Remember to bookmark these sites for future use.

Enlace: <https://conjugator.reverso.net/conjugation-english-verb-compare.html>

Enlace: <https://pasttenses.com/compare-past-tense>

Try to create 10 examples of a statements in the past.

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Now, complete the activities in the textbook to help you understand the use of past forms.

Vocabulary on Topic

Review the vocabulary from the Unit. Listen to the audios from last week and make sure that you can pronounce the vocabulary correctly. If you have any difficulty, speak with your tutor, talk to your classmate and keep practicing until you are successful. How can you use these words in your daily life? How can you incorporate the vocabulary into your classroom?

5.3. Focus on Speaking: Relationship between Ideas

In this section, identify words that you find difficult to pronounce: if you are unsure, talk to your tutor or look on the internet for the correct pronunciation.

- _____
- _____
- _____
- _____
- _____

Connecting Ideas

Often people try to connect ideas in support of a larger topic. They may try to give reasons for a political point or why an action needs to be taken. Try to identify the relationship between the different ideas to see if they seem to support or contradict the topic. Knowing this relationship is the key to understanding and communicating larger ideas and topics. Affirmative statements will help you understand a link between ideas, or other phrases that may seem to contrast ideas. Listen to the audios for this specific idea. Keep practicing until you easily recognize these relationships.

Pronunciation is always important. In this section, learn to blend the word “you” with other words to create phrases and develop fluency. This is an important skill and will help you be clear in your communications. Write down the phrases that use “you”.

You wish!

You know.

Love you.

What are some others?

- _____
- _____

- _____
- _____
- _____

How long do most people live? How long do you think you will live? Does aging look different in different cultures? How do older people feel in public? Take some time to talk to elderly people in Ecuador, how do they feel about their life and quality of living? When you are older, what do you want your life to look like? Aging can be scary for some people as they may not be confident about their quality of life. How does Ecuadorian culture support the elderly?

If you describe the aging process with Latin American people, what would you say? How would this description be compared to Asian or North American People? Are there differences in the elderly populations in these groups? Finding the relationships between these ideas is a key skill. They are often related but have slightly different details. This finding relationships between ideas.

Root Words

Pay attention to words that share common roots. For example, long, longer and longevity have the same root word. What other words can you find that share common roots?

Let's look at the word, stop. What are some other words that contain this root word? Stopped, stopping, stoppable, unstoppable.

Now try some other examples.

How can you modify or conjugate the following words?

Know-

Love-

correct-

read-
speak

- _____
- _____
- _____
- _____
- _____

Now, it is time to do the activities in the textbook. In this section, you will do activities such as take notes, learn vocabulary, and listen to audio to develop your ability to understand main ideas, details and inferred meanings. All of the activities will help you improve your Listening skill and increase your comprehension of the topic of the unit.

Now that you have acquired new vocabulary and have listened to conversations using the new words, it is time to practice speaking. Listen to the audios provided with the textbook and repeat the words. Practice speaking and then record your voice in your phone and compare what you said, to the audios. The goal is to learn to share your ideas and opinions about the topic of the Aging Process. Do you know anyone who is a different age than you? In what ways are you different than people of other ages? Remember, don't just listen to vocabulary. Pay attention to the purpose of the listening activity. Each activity has a purpose. Stay focused on the task at hand.

Make sure you have Completed the activities in the textbook on speaking skills. Pay attention to the pronunciation and fluency of your speaking during this unit. When you have finished the activities, do the Recommended Activity at the end of this unit.

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Recommended Learning Activities

Let's look at various stages people experience while growing older. Look for other information to add to your knowledge and make a list of these stages and their significance. Watch the video link and look for other information regarding stages of Aging.

This video explains a widely accepted theory about the 8 stages people experience during their lifetime.

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

Stages:

- _____
- _____
- _____
- _____
- _____

After you have completed the Recommended Activity, you should be able to discuss how children change over time and compare them to elderly adults. Clearly identify important milestones or dangers.

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



Self-evaluation 5

Match the words and phrases on the left with the definitions on the right.

1. _____ Context.
2. _____ Doesn't get it.
3. _____ Figure out.
4. _____ Give (someone) the floor.
5. _____ Intriguing (adj.).
 - a. Interesting because it's unusual or unexpected .
 - b. To understand something after studying it.
 - c. Not planned.
 - d. Doesn't understand.
 - e. The situation, events, or information related to something.
 - f. Trained to behave in a way that is acceptable to others in your group.
 - g. Habitual, mechanical.
 - h. Without thought or planning beforehand.
 - i. To move from one place to another.
 - j. To give somebody else the opportunity to speak.

True or False.

6. Off the top of your head means a person just thought of something at that moment.
 - a. True.
 - b. False.

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7. Rote is a word that means doing something out of habit or in a mechanical way.
- a. True.
 - b. False.

Multiple Choice.

8. The word Socialized means:
- a. Happy when you are with friends.
 - b. Taught to behave in a particular way that is acceptable.
 - c. To move from one place to another.
9. Spontaneous is when:
- a. you decide to do something in that moment without planning it ahead of time.
 - b. You ask a question when you don't know something.
 - c. You don't plan to do something
10. To transfer:
- a. to move from one place to another.
 - b. Taught to behave in a particular way that is acceptable.
 - c. You don't plan to do something.

Answer Key

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Week 11



Unit 6. Charity and Giving

Jesus Christ said: The poor you will always have with you.... As we know, there are many people in the world who are struggling to survive. Poverty can be measured many different ways, however, there will always be people who have everything they need to survive and those that do not. The idea of Charity and giving to the poor is complicated and often people don't agree on how to handle the situation.

Focus on Listening

Focus on Vocabulary

When learning a new topic, identify key vocabulary related to the topic. Preview Unit 6 in the textbook. It is important to understand the meaning of words, but it also is important to recognize each of the words when you hear them.

Make a list of the new/important vocabulary needed in this Unit.

- _____
- _____

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- _____
- _____
- _____

Now, it is time to do the activities in the textbook. In this section, you will do activities such as take notes, learn vocabulary, and listen to audio to develop your ability to understand main ideas, details and inferred meanings. All of the activities will help you improve your Listening skill and increase your comprehension of the topic of the unit.

After becoming familiar with new vocabulary, it is necessary to learn to recognize it when it is being spoken. Take time to listen to various audio clips that accompany the textbook. Listen to them once to see if you can recognize the new vocabulary as well as understand the meaning of the audio content. Then, listen to the audio again and listen for details. Listen to the audio as many times as you need until you feel comfortable with the content. Be sure to complete all of the activities related to Unit 6 in the listening section. Remember, don't just listen to vocabulary. Pay attention to the purpose of the listening activity. Each activity has a purpose. Stay focused on the task at hand.

Don't forget to take notes as you listen to the audios. Listen carefully for the main point and supporting details. What inferences and assumptions can you identify?

- _____
- _____
- _____
- _____
- _____

6.1. Listening for Inferences: Identify Main Ideas: degrees of certainty

Showing degrees of certainty:

Sometimes a person speaks, but they are not sure of their answer and they may intonate or stress part of their answer to show how confident or unconfident they are. Check out the ways in which people can show confidence or uncertainty.

When people are not certain of their answer, they may say things like, maybe, it might be, sort of, I think so, etc. How do you show uncertainty when you are speaking? English speakers have many, many ways to indicate this uncertainty. Some are formal and some are informal.

Look on the internet for examples of uncertainty in speaking English.

Provide some examples here:

- _____
- _____
- _____
- _____
- _____
- _____

When you have completed the activities in the textbook, complete the Recommended Activity at the end of this unit.

There are many ways that people can help other people. How do you feel about giving money to a person on the street, street performers or beggars? Do you know of any organizations that help people? Do you think that the Government is responsible to provide for people in need, or should churches and individual people help out? How will

you explain your thoughts about charity to another person? Another strategy to help you deepen your knowledge is to take a few minutes to write your thoughts about charity and giving to the poor. Try to clearly identify ways that you are willing to help and who you think should be responsible for the needy.

Write a few of the most important ideas you have regarding giving to the poor.

Write your thoughts here:

Should individual people help the needy?

Should Churches and private organizations help the needy?

Should Governments help the needy?



Recommended learning activities

Make a list of different types of charities or groups that help people, and what they do to help people.

Make another list of the types of people who need charity help.

Research this idea on the internet. Talk to your friends about this topic. What do they think?

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

After you have completed the Recommended Activity, you should be able to discuss various charitable organizations and groups who help the poor and needy. Clearly describe who should provide for and take care of people in need.

Take a moment to summarize your thoughts on Charity and whether you think it's necessary. What are some steps or actions that can be taken to improve the lives of people who lack resources?



Week 12

Identifying a problem is the first step. But we can't stop there. Finding solutions is the most important part of the process. Poverty is a universal problem. Every country on earth has to deal with people who cannot support themselves. Some say giving the poor money is the answer. Others think that Education and lifting the poor out of poverty through job opportunities is better. Others think that it is a hopeless cause. What can be done to help the needy? Listening to others speak about a topic and taking notes is an excellent strategy to help you learn.

Focus on Speaking

6.2. Grammar: Relative Pronouns and Adjective Clauses

Having provided new vocabulary, practiced listening and speaking on the topic, it is important to improve grammar and connect all the skills. This section will help us understand Relative Pronouns and Adjective clauses. It takes practice to speak and listen using clauses, so it is necessary to practice it. Use this opportunity to improve your knowledge on the topic and your ability to use the language in the past.

For example:

Who- (whom and whose) refers to people.

Which- refers to things.

That- can refer to both people and things.

The dog, who bit the boy, lived next door.

The book, which records the history of Ecuador, was very large

Notice in these examples that, who bit the boy - is additional information and not needed to make the sentence complete.

Which- records the history of Ecuador- is also additional information and not needed to make the sentence correct.

Who, is the Relative Pronoun. *Who bit the boy- is the Clause.*

Here is an example of a website which discusses past forms. Become familiar with the use of Relative Pronouns and make notes of their use. Both of these websites provide in-depth information about this topic. I invite you to look at other topics as well. Remember to bookmark these sites for future use.

Enlace: <https://www.thoughtco.com/using-relative-pronouns-in-adjective-clauses-1689688>

Enlace: <https://www.english-grammar-revolution.com/adjective-clauses.html>

Try to create a chart of Relative Pronouns and Adjective Clauses.

- _____
- _____
- _____
- _____
- _____
- _____

- _____
- _____
- _____
- _____

Vocabulary on the Topic

Review the vocabulary from the Unit. Listen to the audios from last week and make sure that you can pronounce the vocabulary correctly. If you have any difficulty, speak with your tutor, talk to your classmate and keep practicing until you are successful. How can you use these words in your daily life? How can you incorporate the vocabulary into your classroom?

Make a list of vocabulary needed for this unit:

- _____
- _____
- _____
- _____
- _____

Now that you have acquired new vocabulary and have listened to conversations using the new words, it is time to practice speaking. Use this strategy to help you learn quickly: Listen to the audios provided with the textbook and repeat the words. Practice speaking and then record your voice in your phone and compare what you said to the audios. The goal is to learn to share your ideas and opinions about the topic of Giving to the Poor. Do you know anyone who gives to charity? Do you give to charity, to the church or directly to people who need it?

6.3. Focus on Speaking: Identify Direct Quotes

When people want to change the topic of conversation or introduce a new idea, they will use a variety of methods to do so. They may say, let me change the subject...., or I've been thinking about something... Even in the same topic, a person may need to add additional information or ideas. In this case they will need to indicate the new information is forthcoming. Pay attention to new ideas being introduced. How do you add to a conversation topic or change to a new topic? Listen for these indicators in the audios for this unit.

Occasionally, a speaker will quote another person or a well know phrase or comment. It is important to be able to recognize that the information is not given by the speaker but is from another source. The speaker may say: Abraham Lincoln once said.... Or, The Bible says..... these are important indicators that the information coming is a quotation. In writing, we use parentheses " to indicate a quote. In speaking, its not so easy. Some people use "air quotes" with their fingers to indicate they are quoting someone. However, it most often given before or after the actual quote. Pay attention to indications of quoting another person. It may be difficult at first, but you will learn quickly.



Figura 1. <https://images.wisegeek.com/man-in-suit-using-air-quotes.jpg>

Focus on the topic

The idea of charity and giving to the Poor are very important topics. Most Governments are designed to deal with the problem of caring for the needy. Healthcare, Welfare, Education and many other areas are affected by need to provide for those who cannot provide for themselves. Even our modern Political Systems are highly affected by those who have money and those who do not. How to Socialism and Capitalism deal with poverty? Practice explaining your thoughts about how to help the poor and who you think should do it. One strategy to deepen your knowledge on this topic, ask a friend who should be responsible to help those who are in need. Listen carefully to their answer. Do you agree with it?

Now it's time to practice speaking the topic.

Complete the activities in the textbook for Unit 6. Make sure that you can pronounce the new words and use them correctly in a conversation. Do each speaking activity more than once if needed. Pay attention to the pronunciation part of the unit. Now that you have the knowledge, it is very important to be able to clearly speak to another person about your ideas. Practice speaking with another person and see if they understand what you are trying to say.

When you have completed the textbook activities, do the Recommended Activity at the end of this unit.

In this section, identify words that you find difficult to pronounce: if you are unsure, talk to your tutor or look on the internet for the correct pronunciation.

- _____
- _____
- _____
- _____
- _____

Using Listing Intonation

Pronunciation is always important. In this section, pay attention to the changes in the speaker's voice. A rise or drop in the volume or pitch of the voice can indicate additional information, such as emotion, humor, fear or nervousness, etc.

In some cases, the speaker is giving a list of items. These items are separated in writing by a comma. When speaking, a pause is used to show that you are listing items.

"I like hamburgers, pizza and burritos for dinner." When you speak this sentence, briefly pause at each comma.

Create a list of sentences that have lists. Practice speaking these so that they are clearly listed items.

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____



Recommended learning activities

Here are 3 ideas about Charity:

- a. First, the Government should take care of poor or needy people.
- b. Second, Large organizations, such as the Church and Non-Profit organizations should take care of people.

- c. Third, individuals should help each other as we see needs in other people.

Put these 3 ideas in order from most important to least. Why did you order them this way?

After you have completed the Recommended Activity, you should be able to discuss the role of Government, Private Organizations and individual people in helping the poor.

CONGRATULATIONS!! The first unit has been completed and I'm sure you've learned a lot. Therefore, it is time to verify your knowledge by developing the next **Self- evaluation 6**:

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Self- evaluation 6

Match the words on the left with the definitions on the right.

1. ____ Cause (n.).
2. ____ Contribution.
3. ____ Debatable.
4. ____ Definitive.
5. ____ Emphasis.
 - a. Not to be doubted or changed .
 - b. Something that is demanded, not voluntary.
 - c. Special importance.
 - d. Related to principles of right or wrong.
 - e. A reaction or reply.
 - f. A person seeking financial support for a charity.
 - g. Money, help, or ideas given to others.
 - h. Having two or more opinions that might be true or right.
 - i. In balance with.
 - j. A principle or aim that people support or fight for.

Multiple Choice.

6. A Fundraiser is an activity to:
 - a. Gather money for a charity.
 - b. To make people aware about an event.
 - c. An opportunity to share ideas about poverty.

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7. If something is moral:
- a. It is related to right and wrong.
 - b. It is helping other people.
 - c. It only a religious term for God.

True or False.

8. Proportionately means to be balanced or equal.
- a. True.
 - b. False.
9. Requirement is a term that means you have many options.
- a. True.
 - b. False.
10. Response means to answer , react or reply to something.
- a. True.
 - b. False.

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Week 13



Unit 7. Clean Water

Many people in the world do not have access to clean drinking water. Even in industrialized countries, poor water is very common. Many diseases are related to water and health care is impossible in places that do not have clean water to drink. Knowing the dangers of dirty water and how to provide clean water is a very important topic in today's world.

Focus on Listening

Vocabulary on the Topic

When learning a new topic, identify key vocabulary related to the topic. Preview Unit 7 in the textbook. It is important to understand the meaning of words, but it also is important to recognize each of the words when you hear them.

Make a list of the new/important vocabulary needed in this Unit.

- _____
- _____
- _____

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- _____
- _____

Don't forget to take notes when you listen to the audios.

After becoming familiar with new vocabulary, it is necessary to learn to recognize it when it is being spoken. Take time to listen to various audio clips that accompany the textbook. Listen to them once to see if you can recognize the new vocabulary as well as understand the meaning of the audio content. Then, listen to the audio again and listen for details. Listen to the audio as many times as you need until you feel comfortable with the content. Be sure to complete all of the activities related to Unit 7 in the listening section. Remember, don't just listen to vocabulary. Pay attention to the purpose of the listening activity. Each activity has a purpose. Stay focused on the task at hand.

Don't forget to take notes when you listen to the audios.

- _____
- _____
- _____
- _____
- _____

7.1. Listening for Inferences: The Purpose of the Question

Do you drink filtered water in your home? Is the water that comes to your house clean enough to drink unfiltered? Dirty water carries diseases and is one of the main causes for sickness in most countries. Providing clean water can be expensive. Poor countries and communities may struggle to get enough clean water for people to drink and cook. New water filter technology is becoming less expensive and other technologies are becoming available. If weather

patterns continue to change, how will water availability be affected. Make a list of the issues surrounding clean water and your ideas to solve those problems.

Making Inferences: The Purpose of the question.

Often people ask questions for a very specific reason. Is this question a yes/no question? Is it requesting details or explanations? Does the question ask for conceptual ideas or descriptive stories?

Understanding the purpose of the question will allow the listener to provide a clearer answer.

If the speaker is asking a yes/no question, the listener should not provide a long answer. A request for details should not have a yes/no answer. The listener may need to ask a clarifying question before answering the original question.

Examples:

Dave, are you doing anything this weekend? This question could have two different purposes. The first is just a general question about activities on the weekend. The other, may be a request for help or to go somewhere with them.

Continuing: *Dave, are you doing anything this weekend? No, not really. Then could you help me move into my new apartment?*

Honey, do you love me? This could be a simple romantic inquiry. Or, it could lead to a request for a favor.

Honey, do you love me? Of course, sweetheart. Then, could you go to the store for me?

What are some other questions that could have more than one purpose?

- _____
- _____
- _____
- _____
- _____



Recommended learning activities

Watch these videos and research others on the topic of clean water. What are the problems with providing clean drinking water? What happens when you drink dirty water? What are some solutions? Both of these videos discuss the issues surrounding clean drinking water and give some ideas about how to purify and provide water to people all over the world.

Enlace: https://www.youtube.com/watch?v=FxQE_rQYWuM

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

After you have completed the Recommended Activity, you should be able to discuss the specific dangers of polluted drinking water as well as not having enough water at all. Explain to a friend or family member the importance of clean water.



Week 14

Although all modern cities provide water to homes and businesses for drinking and bathing. Not all water supplies are actually clean. It is expensive to filter and treat water, so that it is disease free and safe to drink. In other places, there isn't any water at all. What are some solutions to providing clean water to people? Use the audios and note-taking activities to help you remember the important ideas. Focus on pronunciation to improve your ability to communicate with others about clean water.

Focus on Speaking

7.2. Grammar: Causal Verbs

Having learned new vocabulary, practiced listening and speaking on the topic, it is important to improve grammar and connect all the skills. This section will help us understand Causal Verbs. It takes practice to speak and listen using Causal Verbs, so it is necessary to practice it. Use this opportunity to improve your knowledge on the topic and your ability to use causal verbs.

Causal Verbs are those verbs which require or request action. These verbs indicate the need to act immediately.

Sometimes we talk about activities, such as, I like to run, or, I ate pizza last night. Other times we are requesting that someone act immediately. This is an important difference in the use of verbs. Pay attention to the types of requests that use causal verbs.

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Take, make, help and get- are common causal verbs.

Help me!

Take this.

Get some salt for the food.

Go to the store and buy bananas.

Can you make breakfast for us?

Each of these is asking the listener to act.

Here is an example of a website which discusses Causal Verbs.

These websites provide excellent information on this topic, as well as other topics. Remember to bookmark them for future use.

Enlace: <https://www.espressoenglish.net/causative-verbs-in-english-let-make-have-get-help/>

Enlace: <https://www.thoughtco.com/english-grammar-causative-verbs-1211118>

Create a list of causal verbs and an example sentence to demonstrate their use.

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Vocabulary on the Topic

Review the vocabulary from the Unit. Listen to the audios from last week and make sure that you can pronounce the vocabulary correctly. If you have any difficulty, speak with your tutor, talk to your classmate and keep practicing until you are successful. Try to connect the vocabulary to your own life. How can you use these words in your daily life? How can you incorporate the vocabulary into your classroom?

Now that you have acquired new vocabulary and have listened to conversations using the new words, it is time to practice speaking. Listen to the audios provided with the textbook and repeat the words. Practice speaking and then record your voice in your phone and compare what you said to the audios. Can you share your ideas and opinions about the topic of Clean Water. Do you use a water filter? Why? Do you know how to build a filter? Who is responsible for providing clean drinking water in a city? How can people who live in dry areas store water for people to drink?

In this section, identify words that you find difficult to pronounce: if you are unsure, talk to your tutor or look on the internet for the correct pronunciation.

- _____
- _____
- _____
- _____
- _____

7.3. Speaking on the Topic: Expressing Opinions- Stresses and unstressed Vowels

One of the differences between Spanish and English is where stress is placed in words. Spanish often places stress at the end of a word,

whereas, English places stress towards the front or middle of the word.

In each English word, the vowel is usually the part that is specifically stressed. It could be a combination of vowels and consonants. Rules for which syllable is stressed vary with the number of syllables in the word. It can be very helpful to look at words and determine which syllable should be stressed.

Often, unstressed vowels tend to make the same sound (or very similar). It is called the schwa. It is a neutral sounding vowel. Complete the grammar section in the textbook and take notes on the schwa sound. List some words that use the schwa, remembering the sound when you hear it.

Take some time to look at the vocabulary from this unit and check this website to determine where the stress should be applied. Create a list of 3, 4 and 5 syllable words and decide which syllable should receive stress. Identify the stressed syllable and any vowels that make the schwa sound.

Look at this website and look up the words. Mark the stressed syllable.

Enlace: www.merriam-webster.com/

3 syllable words

- _____
- _____
- _____

4 syllable words

- _____
- _____

- _____
- _____

5 syllable words

- _____
- _____
- _____
- _____
- _____

When you have completed the textbook activities, complete the Recommended activity at the end of this section.



Recommended learning activities

Think about the drinking water in the city where you live. Is it safe? Is it clean? What needs to be changed in your area to improve the quality of water? Talk to your friends and family. What do they think about clean drinking water?

Create a list of suggestions for improving the water in your city.

- _____
- _____
- _____
- _____

After you have completed the Recommended Activity, you should be able to discuss how clean the drinking water is in your town or province. What are some alternatives to drinking water provided by the city, or drinking unclean water?

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

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Self- evaluation 7

Read the paragraph and Write the number of the blank next to the correct vocabulary word.

STUDENT : Hello, everyone. Today I'm going to talk about simple, _____1_____ steps we can all take in our lives to save water. We need to do this in our own homes, but the _____2_____ question is how ? I know what you might be thinking: Water-saving _____3_____ are not in everyone's price range. But you're wrong: There are many _____4_____ ways to save water. For example, consider the _____5_____ containers in your house, like buckets and bowls, that could be used to collect "greywater." That is the relatively clear water created after you run the dishwasher, take a shower, or brush your teeth. Before our reservoirs run out, we should think about using this _____6_____ for our needs: We could collect it and use it to flush toilets or water gardens. After all, we're not _____7_____ this water, so we can reuse it before draining it away. Some places already use greywater in different ways, in fact. Listen, unless we cut down on our water use and learn to think creatively, the world is headed for a disaster. Our current _____8_____ lifestyle just isn't _____9_____—that's why we must all take action. There is a growing _____10_____ of clean water. Let's get together and come up with ways to conserve it

1. _____ Affordable.
2. _____ Key.
3. _____ Multi-purpose.
4. _____ Innovative.
5. _____ Mechanisms.

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True or False.

6. Greywater is water that has already been used and is not safe to drink.
 - a. True.
 - b. False.
7. To contaminate something means to purify it for drinking.
 - a. True.
 - b. False.
8. Wasteful is an action that saves and collects water.
 - a. True.
 - b. False.

Multiple Choice.

9. Sustainable refers to:
 - a. Something that can be maintained over time.
 - b. Purifying water.
 - c. Collecting water for drinking.
10. Scarcity is:
 - a. A lack or hard to find resource.
 - b. An abundance of something.
 - c. Too much of something.

Answer Key



Week 15



Unit 8. Video Games and the Dangers of Technology

Technology is always changing. Cell phones, tablets, social media and the internet have changed everything. However, not all changes are good. Kids struggle with their cell phones and social media as one example. Video Games are another technology that come with warnings. Many people believe that the violence in some video games is harming children. Others don't think that the danger is important. What technology is coming next? How will it affect our children? In order to help you become fluent in this subject, focus on your ability to express your opinions about the dangers of various types of technology and how to be safe in a digital world.

Focus on Listening

8.1. Listening to the Topic: Identifying relationships between ideas

Vocabulary on the Topic

Preview Unit 7 in the textbook. It is important to understand the meaning of words, but it also is important to recognize each of the words when you hear them.

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Make a list of the new/important vocabulary needed in this Unit.

- _____
- _____
- _____
- _____
- _____

Well, remember that listening is an active skill. Make sure that you can recognize words and phrases that are needed for this topic. Practice listening to the audios to help you, if needed.

What are some considerations that parents need to be aware of when allowing their children to play violent video games? What details can you provide to support your ideas?

Often when people speak about a topic, they discuss both sides of a topic. Contrasting information usually provides details that contradict each other. It is important to learn to listen for details that supports two different points of view.

Here are some phrases that indicate contrasting ideas:

On one hand...

On the other hand....

I also think....

I agree with both sides.....

Listen to the audios and try to identify contrasting information.

Write some examples here:

- _____
- _____
- _____
- _____
- _____

8.2. Grammar: Phrasal Verbs

Having provided new vocabulary, practiced listening and speaking on the topic, it is important to improve grammar and connect all the skills. This section will help us understand Phrasal Verbs. It takes practice to speak and listen using Phrases Verbs, so it is necessary to practice. Use this opportunity to improve your knowledge on the topic and your ability to use the language.

English is full of idioms and expressions that can be applied in new and creative ways. Standard phrasal verbs are used in many interesting ways. It can be difficult at first, but as you learn to use them, your language production will be enriched and even more fun to speak. Have fun looking for these expression and practice using them in conversations.

Phrasal Verbs are a combination of a verb and a preposition. Their purpose is to explain a specific action.

Some examples are:

Break down

Break in

Break up

Each use of the verb, break has a different meaning.

Break down means to stop functioning correctly.

Break in means to enter a place illegally.

Break up refers to the separation of people or things

It can take time to learn all of the phrasal verbs. It is helpful to learn them in groups according the verb.

Here is an example of a website which discusses Phrases Verbs.

Here are two good resources to help you understand Phrasal Verbs.

Save these excellent resources for future use.

Enlace: <https://7esl.com/phrasal-verbs/>

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

Try to create a list of examples of Phrasal Verbs.

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

8.3. Speaking on the Topic: Asking for clarification

Now that you have acquired new vocabulary and have listened to conversations using the new words, it is time to practice speaking. Listen to the audios provided with the textbook and repeat the words. Practice speaking and then record your voice in your phone and compare what you said, to the audios. The goal is to learn to share your ideas and opinions about the topic The Dangers of Technology. Do you know anyone who play video games? Do you play video games? What other technologies might be dangerous? Do you think that violent video games contribute to violence in society?

In this section, identify words that you find difficult to pronounce: if you are unsure, talk to your tutor or look on the internet for the correct pronunciation.

- _____
- _____

- _____
- _____
- _____

Sometimes when we are speaking with someone, we don't understand what they are trying to say. In this case, we need to ask for clarification. Statements such as:

Can you repeat that.
I don't understand what you mean.
Are you trying to say....

These phrases can help you clarify the conversation. Think about ways that you can ask for clarification and listen for ways that others ask you for clarification. One strategy to help you is to repeat the sentence or restate it in a different way. It may be necessary to use different vocabulary or phrases when restating something. Pay attention to, and take notes on, new ways to clarify information during a conversation.

Adverbial Particles

In this unit, Phrasal Verbs are discussed. They can often be confused with Adverbial Particles. This can be a bit confusing but don't worry, it isn't as hard as you think.

As we learned before, Phrasal Verbs are a verb and a preposition combination. They provide specific information that is more than the sum of the two words.

However, Adverbial Particles are similar to Phrasal Verbs. Phrasal Verbs are stand-alone phrases, but Adverbial Particles require a noun following the verb - preposition and act as the object of the phrase.

Example:

He is driving down the street. Here the verb/preposition is not a phrasal verb because the preposition- down- is acting as an adverb and is followed by a noun that is the object of the clause.

Check out these websites and explore this topic further. This website has many good resources for you to use. After you have mastered this topic, look around the site for other information.

Enlace: <https://www.englishpractice.com/grammar/adverb-particles/>

Enlace: <https://www.englishgrammar.org/adverb-particle-preposition/>

Make a list of adverbial particles and a strategy to remember their use.

- _____
- _____

Now, it's time to do all of the activities in Unit 8, in the speaking section. Pay attention to new ideas, phrases and pronunciation. Take notes of the new information and review it later.

When you finish all of the activities in the textbook, complete the Recommended Activity at the end of this unit.



Recommended learning activities

Take this opportunity to reflect on your learning journey. How are you doing with your English Learning? What areas do you need to improve? How about your pronunciation, what sounds do you need to work on?

Take a moment to reflect on your English studies. How did you do? Where do you still need to improve? What can you do outside of the class to improve your skills?

After you have completed the Recommended Activity, you should be able to discuss your learning strategies that were successful and those that were not. Clearly identify and explain ways that you can study better in the future.

CONGRATULATIONS!! The first unit has been completed and I'm sure you've learned a lot. Therefore, it is time to verify your knowledge by developing the next **Self- evaluation 8**:

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Self-evaluation 8

Match the words and phrases on the left with the definitions on the right.

1. ____ Lose contact with.
2. ____ Go cold turkey.
3. ____ Go berserk.
4. ____ Obsessive.
5. ____ Compulsion.
 - a. Thinking so much about something that you neglect things.
 - b. To use something new or different in place of something else.
 - c. Involving people working or talking together.
 - d. A strong desire to do something that is wrong.
 - e. To become uncontrollably angry and violent.
 - f. A reward designed to encourage certain behavior.
 - g. To suddenly stop an activity or give up a substance that you are addicted to.
 - h. To stop communicating with.
 - i. An important, interesting, or typical part of something.
 - j. Without any definite plan, aim, or pattern.

Multiple Choice.

6. Substitute:
 - a. A new item.
 - b. To use something new or different in place of something else.
 - c. To use an old item until it wears out.

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7. Interactive:

- a. Involving people working or talking together.
- b. A strong desire to do something that is wrong.
- c. To become uncontrollably angry and violent.

8. A feature:

- a. To stop communicating with.
- b. An important, interesting, or typical part of something.
- c. Without any definite plan, aim, or pattern.

True or False.

9. Reinforcement is a reward designed to encourage certain behavior.

- a. True.
- b. False.

10. Randomly means an important, interesting, or typical part of something.

- a. True.
- b. False.

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Final activities of bimester



Week 16

Review of topics

Review and Finishing up

Weekly Tutorial class: This Weekly Video Chat is not mandatory. Check with your tutor regarding a video chat this week. It may be possible to have a review chat if needed.

Make sure to review all of the contents of the Bimester and prepare for the Evaluation.

Make sure you have finished all of your tasks. Check EVA and make sure that all of your grades are correct. Talk to your tutor if you have any questions.

Well done! You have finished all of the activities for this class. Now, let's take a moment and do something very important. Gather all of the vocabulary, ideas, concepts and put them into a Word Document. Save this information so you can review it later on. Although you have learned a lot of good information during this class, it will really help you to review this information in a month from now. If you do this review, you will remember more of the vocabulary and concepts than if you do not do it. Develop a habit of doing this with all of your classes. It will really benefit you.

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CONGRATULATIONS!! The second bimester has been completed and I'm sure you've learned a lot. Continue to work on your speaking and listening skills. Watch tv shows, movies, listen to music and talk to other people as often as you can. Never stop practicing.

Hard work always pays off.

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4. Answer Key

Self-evaluation 1	
Item	Answer
1	b
2	d
3	h
4	i
5	a
6	c
7	c
8	b
9	T
10	F

Self
Assessment

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

Self
Assessment

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Self-evaluation 3	
Item	Answer
1	d
2	f
3	a
4	i
5	c
6	b
7	a
8	c
9	F
10	T

Self
Assessment

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Answer Key

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

Self
Assessment

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Answer Key

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References

Self-evaluation 5	
Item	Answer
1	e
2	d
3	b
4	j
5	a
6	T
7	T
8	b
9	a
10	a

Self
Assessment

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Answer Key

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Self-evaluation 6	
Item	Answer
1	j
2	g
3	h
4	c
5	c
6	a
7	a
8	T
9	F
10	T

Self
Assessment

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Answer Key

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References

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

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Assessment

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Self-evaluation 8	
Item	Answer
1	h
2	g
3	e
4	a
5	d
6	b
7	a
8	b
9	a
10	b

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