



UTPL

La Universidad Católica de Loja

Modalidad Abierta y a Distancia

English Language: Listening and Speaking II

Guía didáctica

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Departamento de Ciencias de la Educación

Sección departamental de Lenguas Contemporáneas

English Language: Listening and Speaking II

Guía didáctica

Autora:

Ulehlova Eva



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English Language: Listening and Speaking II

Guía didáctica

Ulehlova Eva

Universidad Técnica Particular de Loja

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Ediloja Cía. Ltda.

Telefax: 593-7-2611418.

San Cayetano Alto s/n.

www.ediloja.com.ec

edilojainfo@ediloja.com.ec

Loja-Ecuador

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24 de septiembre, 2020

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1. Information data

1.1. Presentación de la asignatura



1.2. UTPL Generic Competences

- Oral and written communication
- Communication in English

1.3. Specific competences of the major

- Applies English language skills to a level that enables effective communication to perform professionally in teaching English to children and young people in accordance with international standards.

1.4. Issues addressed in the subject

Decontextualization of the student in the teaching-learning process of the foreign language.



2. Learning methodology

The methodology of the course is based on the UTPL distance student-centered approach. A variety of methodologies and strategies are used, including lectures/presentations, video discussions, forum and quizzes among others.

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

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

- teaching
- application and experimentation of learning
- autonomous work.

The teaching-learning process is carried out under the supervision and direct assistance of the teacher in a synchronous or

asynchronous way, using technological tools such as video collaboration, chat or forum for the development of collaborative work among the participants of the course.

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

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

The academic resources used are the virtual guide, virtual platform and academic plan.

To pass the course, students must achieve the required competences, participate in mandatory activities such as academic forum, quizzes and assignments and also they must actively participate in on-site classes with their centers in Loja, Cuenca, Guayaquil and Quito or in virtual classes.

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3. Didactic guidelines for learning outcomes



First mid-term

Learning outcome 1 y 2

- Uses simple, straightforward information and begins to express oneself in familiar contexts.
- Produces sentences and frequently used expressions related to the areas of experience most immediately relevant to him/her (e.g. very basic personal and family information, shopping, places of interest, employment, etc.).

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Contents, resources and suggested learning activities

This major counts with a textbook which includes eight units. The topics and skills to be covered within each unit will be divided into two weeks. One week will be dedicated to developing listening activities and learning the necessary skills, the other week will cover speaking activities, grammar and skills required for a fluent communication. This term only the first four units will be covered. Each unit also counts with extra resources with the purpose of helping students reinforce the particular knowledge obtained from each unit. Also, at the end of each unit there is a self-evaluation quiz available mostly based on knowledge of vocabulary, so that students can test what they have learnt.



Week 1



Unit 1. Offbeat Jobs

In this unit, we will talk about unusual jobs people have and job satisfaction, as well as the interests and skills people bring to their work. Throughout this unit you will be able to learn new and important vocabulary about jobs, and you will also learn some adjectives that describe these jobs, for example: boring, interesting, etc. and you will also find out more about a job interview. So.... Let's start!

To begin with, think about what is the meaning of the term “offbeat jobs” and what kind of jobs can be included in this area. You can also ask yourself what factors are important while choosing a proper job.

Focus on Listening.

In this section we will expand the vocabulary about offbeat jobs and reading and listening to the short text provided in your textbook will give you more ideas about what kind of jobs can be counted as extraordinary or unusual. We will concentrate on the Preview activity and with the help of hints you will be able to predict the job position and skills for this job. We will move on listening for main ideas and listening for details and according to the notes you will have taken you will be able to answer whether the statement is true or false. We will also cover the skills of making inferences, particularly understanding humor, taking notes with key-words and recognizing contrast.

1.1. Understand the use of humor

What do you understand under the term “make inferences”. An inference question is commonly used to test your understanding of how information is connected. An inference is a conclusion or prediction which requires the following steps: Listening for the most important information, making a connection between or among two or more pieces of information and Drawing the proper conclusion based on the information OR predicting correctly what will happen in the future based on the information. Now, we will concentrate on making inferences how to understand the use of humor. It is very common that people use humor in daily situations if they want to be funny or humorous, we can recognize it easily when they laugh or according to the tone of voice. To develop this competence, you must listen to the excerpts provided within listening activity one and identify the true meaning or using humor.

1.2. Taking notes with Key-words

Students usually find it difficult to take notes while listening. The problem is, that if you want to write everything or the majority of the important information, it is very easy to get lost, as you cannot concentrate on both things at the same time. So, meanwhile you are listening and you are trying to write down the information needed, it is essential, that you only write key words such as nouns, verbs or adjectives, that help you remember the important information.

In this video [Taking Notes - Using Key Words and Phrases](#) (no creative commons) there are some tips provided how to take notes with key-words. I hope this strategy will help you feel more confident while taking notes on relevant information. After finishing watching this video, I invite you to listen to the listening two in your textbook and practise this skill.

1.3. Recognizing contrast

In Listening activity two you will also develop the skill how to contrast two job positions. You will be contrasting using the connectors BUT and HOWEVER, they will help you to introduce a clause with idea, opinion or action that is different from the first idea. To do so, pay attention to the excerpts and contrast two ideas identifying the connectors used and pointing out the differences.



Recommended learning activities

To expand the knowledge about contrasting transitions words, I invite you to watch the video [Contrast: How to Use BUT, HOWEVER, EVEN THOUGH, and THOUGH](#) (no creative commons) where you can find other connectors except of “but” and “however”. There is also an exercise provided, so that you can right away test, what you have learnt.



Week 2

Focus on Speaking.

The first section is about reading a short text and check your understanding of vocabulary, so that you can acquire lots of new words related to jobs. It is really essential that you have all the new words and expressions you have learned so far in mind, because you will have to use it while developing speaking activities, that will be based on making conversations. Descriptive adjectives are also the part of this section, so I invite you to read the information below.

1.4. Descriptive Adjectives

First, have a look at the definition of descriptive adjectives, they are words that modify nouns (people, things or places) and describe their specific qualities such as smell, taste, texture, appearance, and shape.

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To know more about this topic, I invite you to watch the following link: [Descriptive Adjectives](#) (no creative common) and here you can listen to how the descriptive adjectives are defined and how they are used, there is also an exercise provided. I assume you might find it helpful. So good luck with this activity and I hope you find it easy to do.

To summarize, what you have watched and what you already know about this topic, there are some examples, that might reinforce your knowledge about descriptive adjectives.

- We can place them after the verb **be**. Example: *My job is **stressful**.*
- We can also place them before a noun. Here it depends on if the adjective starts with a consonant sound, in this case we must use **a** before the adjective. Look at the example: *This **is a very well paid** job.*
- However, if the adjective starts with a vowel sound we must use **an** before the adjective. Example: *To start working in this company you must provide us with **an insurance** number.*
- Look at the examples below and try to identify descriptive adjectives:
 1. *Thankful people make pleasant companions.*
 2. *Are you familiar with prime numbers?*
 3. *The Constitution is the supreme law of the land.*
 4. *Spectators enjoyed the sportive monkeys.*

I am sure, you have identified them correctly, here you can check the correct answers: *thankful, pleasant, prime, supreme, sportive*. You see it is not difficult at all, however, in order to become more confident at using adjectives I invite you to follow the exercises in your textbook and practice the adjectives related to description of jobs and characteristics of people.

1.5. Showing interest

Now we will move to the section of making conversation, that is useful if we want to ask about a person's job and interest. Many people ask about work during small talk, so it is polite to ask general questions about work and to express interest in the response.

In table there are some common expressions you may use while showing interest. Do not forget that you also must change your voice, to make it higher or louder. Once you review the table below, I advise you to check some other expressions provided in your textbook. I also recommend you to review this link: [Showing Interest and Expressing Appreciation](#), which provides even more examples how to show interest and how to interact. The more phrases you know, the more you can use them. Good luck!

Table 1. *Expressions showing interest*

Expressions to show interest	Use of body language
<i>That is interesting.</i>	▪ <i>Make eye contact.</i>
<i>Ohh, I see.</i>	▪ <i>Smile at the person.</i>
<i>Really?</i>	▪ <i>Use facial expressions</i>
<i>That's incredible!</i>	
<i>Wow! That's amazing!</i>	

To continue, you will find in your textbook an activity that proposes you to take part in a workshop for people looking for jobs. You as a counselor must identify different skills and think of new offbeat jobs using vocabulary, grammar, pronunciation and language to make small talk and in order to reinforce your knowledge of this unit, there is an option of alternative speaking topics related to the content of the unit.



Recommended learning activities

In addition, I invite you to complete the self-evaluation of this unit. You can check the answers in the answer key section.

Choose the best option from a, b or c that best fits to the statement.

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Self-evaluation 1

1. He got a calm and ____ job.
 - a. Stressful.
 - b. Relaxing.
 - c. Hardworking.
2. She had to ____ten types of chocolate.
 - a. Tries.
 - b. Taste.
 - c. Flavor.
3. Peter just got a new job as a ____ writer. He gets paid to write news stories for magazines and websites.
 - a. Creative.
 - b. Hardworking.
 - c. Professional.
4. 4. My boss lets me take care of her store by myself because she knows I won't take anything. She knows I am____.
 - a. Good with numbers.
 - b. A workaholic.
 - c. Trustworthy.
5. Which sentence is correct?
 - a. Natalie has an offbeat job.
 - b. Natalie has offbeat job.
 - c. Natalie has danger job.

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6. Choose the best response to the question.

A: What do you do?

B:

- a. I don't like it at all.
- b. That's interesting.
- c. I am not working right now.

7. I like making things, I am_____.

- a. Good with my hands.
- b. Good at numbers.
- c. Good at solving problems.

8. I also have to manage the business, luckily I am _____.

- a. Good at numbers.
- b. Creative.
- c. Dangerous.

9. He really enjoys working in the store, because he likes talking to people.

- a. He doesn't want a boss.
- b. He has good people skills.
- c. He is a good team player.

10. She is good at explaining things well, she is also very clear when she speaks.

- a. She is trustworthy.
- b. She is workaholic.
- c. She has good communication skills.

Answer Key



Week 3



Unit 2. Where does the time go?

According to the title of the unit you might be able to predict what the content will be about. As everyone has lived “a student life” you might assume that there are too many activities one would like to do, however, there is never enough time to do everything at the same time. How do you organize your time? Do you manage all tasks to be done on time, or do you usually postpone them to the last moment? This unit will talk about some factors that lead to student success and also about some challenges every student must face.

Focus on Listening.

Once you read and listen to the audio about a student workshop you will come across new vocabulary such as procrastination, put off, research etc. related to this topic and you will expand it while using its definitions or synonyms. After you finish with that exercise, I invite you to listen to main ideas about strategies suggested by a counselor and later focus on details mentioned in the same audio and answer correctly the statements provided in your textbook. In this unit we will also learn about what is the purpose of questions and what phrases to use, once you come to the point of disagreeing with someone.

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2.1. Inferring the purpose of questions

Let's move to the part of making inferences that is based on understanding questions. Why is this important? You would think that everyone understands questions. However, sometimes we must guess if the speaker wants any response from us, or if he/she just wants us to listen. In the first case, when the speaker expects us to respond, he/she uses phrases to make us aware of answering. He/she makes pauses too and waits until we raise our hands and give a response to the question proposed. On the other hand, if a speaker wants us only to pay attention, he/she does not wait for our response and he/she answers the question him/herself. In order to acquire this skill, you have the opportunity to practice this in the excerpts available in your textbook and see how successful you are at answering.

Do not forget that taking good notes is essential to respond adequately. While listening to another audio you can practice taking notes and see if they are really helpful. Then, that you can accomplish the other tasks.

2.2. Identifying disagreement

The listening skill to be developed within this unit is also understanding disagreement. Well, there are many ways how to express we do not agree with something, however, you must keep in mind that there are some polite ways how to disagree and that way you omit the poor phrase "I disagree with you" saying that directly. Look at the table below and see how else can disagreement be expressed.

Table 2. *Expressions of disagreement*

<i>I don't think so.</i>	<i>I'd say the exact opposite.</i>	<i>That's not always true.</i>
<i>I am afraid I disagree.</i>	<i>That's not always the case.</i>	<i>No, I am not so sure about that.</i>

After reviewing that above, you can carry on with the exercise of both excerpts included in your textbook in the listening section and you will realize that there are more options to be used while expressing disagreement.

In this link [How to disagree politely](#) (creative common) you can explore more phrases to be used for expressing disagreement. You can also practice listening comprehension and figure out what the main idea and supporting details are.

Focus on speaking.

Within this unit we will review vocabulary and also we will learn about the present simple tense that will allow you to create conversations using correct grammar patterns. Then you will develop debates about topics proposed.

2.3. Simple present tense

Present simple is used when we talk about **routines and habits, things in general or that happen repeatedly**: *I drink coffee every morning. Nurses look after patients in a hospital.* Or if we talk about **facts**: *Water boils at 100 degrees of Celsius. The earth goes round the sun.*

We also use it with non-action verbs such as BE, HAVE, KNOW, LIKE, NEED, UNDERSTAND and WANT. I understand your point. We know about your situation. Very commonly we use it with **adverbs of frequency** such as: USUALLY, OFTEN, NEVER, SOMETIMES, ALWAYS, etc. Here we must be careful about the correct order of the words. The adverb of frequency is placed after the pronoun/subject.

- *I usually wake up at 7 am. We never sleep during lunch time.*

In the affirmative statements the base form of the verb is used, however in **the third person singular he, she, it** –s or –es must be added.

- *He reads books on weekends. She teaches German.*

After verbs CRY, TRY and STUDY, the y is changes into – **ies**. *She studies French.* However, verbs PLAY and STAY remain the same.

- *At the weekends she stays with her parents. He plays football every Sunday.*

To make questions and negative sentences DO or DOES, DO NOT and DOES NOT are used and the base form is in infinitive. Look at the examples.

- *What does this word mean? Do we have some extra time?*
- *We don't understand your question. He doesn't study English.*

The only exception we **do not use** DO or DOES is in making questions with verb BE.

- ***Are** you tired today? What **is** your purpose of doing it?*

These links [Basic English Grammar | How to Use the Present Simple English Grammar Exercises - Present Simple Verb Tense](#) (both with creative common) will help you understand better how to use present simple tense. You can make a better view of how to create questions, affirmative and also negative sentences.

Also, the REA link: [e-->ie Stem Changers](#) is a very useful help in order to reinforce the knowledge about this topic.

Now, after explaining this grammar part you can accomplish the tasks proposed in your textbook to make sure you understood this topic well. Also you can make a short presentation about your experience as a student and you can also talk about your challenges using present simple.

2.4. Using your voice effectively

You as a student must make many presentations and in order to express yourself precisely, there are some aspects regarding your tone of voice you must take into account. So, if you want to sound confidently and clearly, so that the audience pays attention to you, I advise you to consider the following steps:

- Speak loudly, slowly and clearly,
- Practice the correct pronunciation of words you are not that sure about as you might not use them very often,
- Stress the important words so that the listeners are interested in what you are saying,
- Practice your presentation as many times as needed until you feel completely confident,
- Try to avoid hesitating such as uh or um between words.

This skill you can practice while preparing a short presentation of your study habits. Do not forget to take notes in order to stress the important information and use your voice effectively. You can also prepare a speech about ***“How to become a successful student”*** using some ideas from the reading and listening activities and also using present simple structures correctly. For your speech you can consider the following questions:

- ***What are some advantages or disadvantages of studying alone or in groups?***
- ***What's your biggest motivation for your university life?***

- ***Are universities the best system of educating people?***
- ***Should a student's university education be free or should the student have to get a loan?***



Recommended learning activities

Now, dear students, as we finished unit 2, I invite you to complete the self-evaluation of this unit.

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Self-evaluation 2

Choose the definition of the word or phrase in bold.

1. I have a great **strategy** to get all my studying done this week.
 - a. Plan
 - b. Question
 - c. Friend
2. It's good that you have a **positive attitude** when you have so much to do.
 - a. Strong opinions
 - b. High grades
 - c. Hopeful thoughts
3. My **goal** is to have an hour of free time at night.
 - a. Something you want to do
 - b. Something you cannot do
 - c. Something you have to do
4. You must **focus** while studying or it is not worth your time.
 - a. Get rest
 - b. Pay attention
 - c. Be home
5. I made a list of tasks to complete today.
 - a. Classes
 - b. Subjects
 - c. Jobs

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6. This **research study** involves interviewing a lot of people.

- a. A detailed investigation
- b. A class discussion
- c. A simple conversation

7. The expression **figure out** means:

- a. To fail to do something as quickly as planned or as required
- b. To quickly prepare before a test
- c. To understand or solve by thinking

Choose the correct word according to the sense of the sentence.

8. There are many **factors/activities** that make it hard to stick to the schedule.
9. Those **difficult/negative** thoughts will not help you.
10. To **completely understand/achieve** success, you must not give up.

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Week 4



Unit 3. A penny saved is a penny earned

Dear students, this unit explores some ways of saving money, it describes a brief history of money and bartering too. We will expand new vocabulary based on this topic and learn new expressions used in listening activities. We will learn how to infer feelings from intonation and also how to take notes using symbols.

Focus on Listening.

Let's start with the reading and listening part that refers to the brief history about money and bartering. Here you find out some important dates regarding the development of money and you learn new vocabulary and its definition.

Then we move to listening activities and again as in the previous units we will concentrate on the part of main ideas and details about the discussion about City Barter Network. Here you will check if you understood well what the topic is about and if you chose correctly if the statements were true or false. Within this activity we will also develop how to infer feelings from intonation, so read below, how to enhance this skill.

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3.1. Inferring feelings from intonation

Listening for intonation can be helpful to understand speaker's feeling and meaning. If the speakers rise the intonation it can signalize a surprise, shock or enthusiasm. If the intonation is falling it can express that the speaker is happy or interested, or even it can mean negative feelings. And finally, if the intonation is flat, it points out to not being interested, ignoring things or just being careless. I invite you to read through the information provided in your textbook and practice the excerpts.

3.2. Taking notes with symbols

As you might have realized before, taking notes during the lectures is a challenge for each of us as we cannot both listen and write at the same time. It means you need to find the best way how to write down the main ideas as quickly as you can in order not to get lost while listening. Thus, to consider to use symbols will be of a great help. You perhaps know some of them, especially the mathematical ones, so why not try to use them when taking notes? Think of some or have a look at the ones provided in the table.

> or +	more than	%	percent
< or -	less than	&	and
↑	increase, rise	*	important info
↓	decrease, fall	()	(date)
→	becomes, leads to	~	approximately
@	at	:	includes
#	number	ex:	for example
\$	money, dollars	/	per
=	equals	≠	not equal
vs.	against	w/o	without
?	unsure	k, m,	thousand, million
✓	check	b/c	because

Ilustración 1. Examples of symbols being using while taking notes

Taken from: https://www.google.com/search?q=using+symbols+in+note+taking&rlz=1C1CHBF_esEC847EC847&source=lnms&tbm=isch&sa=X&ved=2ahUKEwiim_P6zpLoAhXCdN8KHTP2AvoQ_AUoAXoECA0QAw&biw=1366&bih=608#imgsrc=zzLaN00dFb9MpM

I recommend you to watch this video: [Note-taking - During the lecture](#) (creative common) where you can obtain some advice, how to take notes using symbols, abbreviations and cues such as ordinal phrases, contrasting ideas, etc. This video will also provide you with some advice how to become an effective listener. I hope this video can help you to become more effective at taking notes.

3.3. Recognizing and understanding emphatic stress

In this part we will concentrate on “emphatic stress”. What does it mean?

It is easy, it means emphasize a word that is of great importance while putting extra stress on it. How to do it? Well, you just pronounce the stressed syllable higher, longer and louder. Try it. And why to do it? Emphatic stress is used to compare, connect, or clarify things. Usually it points out the word that the speaker considers the most important. Thus, the specific example in your book will help you understand this better as well as listening to the excerpts.



Week 5

Dear students, we still carry on studying unit three dedicating to the world of money and barter networks. Our time will be also dedicated to studying grammar, particularly comparative adjectives and their use. The last topic to be developed within this unit will be making suggestions and coming to an agreement.

Focus on speaking.

As it is stated above, first we get explained a little bit about comparative adjectives that will help us create some conversations about comparing items and services and negotiate in order to come to some agreement. We will expand vocabulary that will make you feel more confident to create conversations. So, let's start.

3.4. Comparative adjectives

Sometimes we need to know if some objects, but even some characteristics of people are the same or different and exactly for that reason we use comparatives to describe the differences between two things, not three or more. In the table below you can see how to create the comparatives of 1-, 2-, 3- and more syllables and of irregular adjectives.

Table 3. *Comparative adjectives*

1-syllable		2-syllables		3-syllables and more		Irregular adjectives	
To compare you add -er if the adjective ends in -e, just add -r if the adjective ends in consonant, vowel, consonant, double the last consonant		if the adjective ends in -y, change the y to i and add -er 2-syllable adjectives not ending in -y use more		all adjectives of 3 or more syllables use more			
Old	older	pretty	prettier	popular	more popular	good	better
Fast	faster	happy	happier	expensive	more expensive	bad	worse
Late	later	modern	more modern	intelligent	more intelligent	far	farther further
big	bigger	pleasant	more pleasant	intellectual	more intellectual	well (healthy)	better

Here are some examples:

America is big, but Russia is bigger. I would like to have more powerful computer.

There are some exceptions: With some 2-syllable adjectives, we can use “-er” OR “more”:

quiet → quieter/more quiet
clever → cleverer/more clever
narrow → narrower/more narrow
simple → simpler/more simple

Often, the comparative adjective is followed by “than”. Look at the examples:

- Is French more difficult than English? Joan is taller than Hannah.

To summarize, I recommend you to watch the video: [Intensive English | Grammar U4-L1 | Using Comparative adjectives](#) (creative common) that will help you understand better the topic and will make you feel more confident once you start practicing it.

3.5. Making suggestions and coming to an agreement

The last task in this unit is to practise negotiating – making suggestions and coming to an agreement. Why is this important? You might have noticed that if you want to buy something you usually try to lower the price and this is exactly what is called negotiating, making suggestions until each person agrees on something proposed. I invite you to review the phrases and expressions commonly used for negotiating. So the first column contains phrases about making suggestions, the middle column refers to expressions

used when agreeing on something and the last column consists of options for expressing disagreement. Hereby, I also suggest you to review the previous unit as you were provided with some words used for strong or weak agreement or disagreement.

Table 4. *Making suggestions, agreement and disagreement*

Making suggestions	Agree	Disagree
How about lowering/we lower the price to \$20?	That's a good/great idea!	I'd prefer...
What about lowering the price?	That sounds good/great.	That's a good idea but...
Why don't we lower the price?	Perfect!	I'm not sure.
Why not lower the price?	Thanks! I'd love to.	
Shall we lower the price?		
Let's lower the price		

Now, when you have everything clear about grammar, vocabulary and expressions it is your turn to practice. You can start with the final speaking task which asks you to barter for goods and services with your classmate, as this is a distance program I understand it is difficult to get someone to practice with. However, nowadays in technology world there are so many options, that I am absolutely sure you will find a way how to develop this skill. Another activity that can give you more confidence is the part of alternative speaking topics. This is an easy activity to be presented as it wants you to show your knowledge of using expressions and grammar you have learnt. So go ahead, it is pretty easy.



Recommended learning activities

Don't forget to participate in the self-evaluation of this unit. I invite you to answer the following questions which are based on the topics and content studied during this unit.

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Self-evaluation 3

Choose the best definition for the word given.

1. Valuable

- a. Equal.
- b. Worth a lot.
- c. Something done for you.

2. Network

- a. Exchange.
- b. Trade.
- c. Group with the same interest.

3. To pay an arm and leg

- a. To spend a lot of money.
- b. To have enough money to pay for something.
- c. Something you buy for less than the usual price.

4. To bargain

- a. To discuss the price of something you are buying.
- b. To get a good price on something.
- c. To have a particular price.

5. To afford

- a. Not to be able to make it.
- b. To have enough money to pay for something.
- c. To be good to do even though you made an effort.

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Choose the option that best fits to the sentence.

6. This jacket is too big. I need to take it back to the store and ____ (**Borrow/Exchange/Provide**) for a smaller one.
7. This school is expensive, but I think it ____ (**Gets a good deal/Is worth it /Is a bargain**) because the teachers are great.
8. Name something you bought that you ____ (**Bargain/Afford/Get a good deal**) on. Where did you get it?
9. You can save a lot of money. It's really ____ (**Worth it/ Bargain/ Used**).
10. **Choose the best way to make a suggestion.**
 - a. Why don't
 - b. How about
 - c. Would you

Answer Key



Week 6



Unit 4. What happened to etiquette?

Dear students, this unit raises the questions of how we learn manners and what we can do as a society to promote better manners. You will listen to various opinions about why there has been a decline in manners and then debate why certain actions are rude or not. Besides, in this unit you will be able to use prior knowledge and express opinions about polite and rude behavior. Let's start with the listening activities first.

Focus on listening

In this part we will listen to main ideas and detail about a survey focused on people's behavior and showing respect from others. In the other listening activity there will be discussed why is there a lack of manners and new vocabulary in terms of this topic will be enhanced. Regarding listening skills inferring contrasting ideas, how to summarize and paraphrase will be learnt.

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4.1. Inferring contrasting ideas

Dear students, first let's get explained what is the meaning of a contrast, as you will come across this term in the first listening activity. **Contrast** is the state of being different from something else. To be able to identify the contrasting ideas, speakers put stress on the words in order to indicate how two ideas differ. This helps to listeners, so that they can focus on the transitional words that are the clue for understanding the contrasting ideas. There is provided a simple example to understand the contrast clearly.

Example: *Getting a good job is hard work, however, most people eventually find one with patience.*

There are many other contrasting words such AS IN SPITE OF, ALTHOUGH, EVEN THOUGH, HOWEVER, NEVERTHELESS, NONETHELESS etc. that will help you recognize when man is contrasting.

In this REA link [USING CAUSE-AND-EFFECT TRANSITIONS](#) (creative common) you can see some examples of using other contrasting connectors than mentioned before. This can help you not only in listening or speaking, but it can also reinforce your writing skills. So, listen to that and take some notes on relevant information.

After reviewing the theory and the link, again as in the previous units, you can listen to the excerpts and practice how well you master this skill.

4.2. Understanding summaries and paraphrases

Later there is ready a listening comprehension for you where listeners are invited to call in and provide ideas on in which situations people are rude. This listening skill points out to understanding summaries

and paraphrase. Although you might have very clear what a summary means, a little review of this term never hurts anyone, on contrary, “practice makes master”, so the more you review the better you become.

Summary is a brief statement or account of the main points of something. When speakers summarize they concentrate mainly on the most important information and do not specify details. This skill will be learnt while listening to the second listening activity available in your textbook.

Paraphrase is a restatement of text or a passage, written or spoken form, using different words, mostly in a simpler and shorter way that makes the original meaning clearer.



Recommended learning activities

To understand better the differences between summary and paraphrasing, I recommend you to watch this video: [What is PARAPHRASE? What does PARAPHRASE mean?](#) and in the following link you can find an example of summary: [What is Summarizing?](#) and in the next link you can see example of paraphrasing: [What is Paraphrasing?](#), so, now it is time that you put your knowledge into practise. (all links are in creative common)

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Week 7

Focus on Speaking

Dear students, first, a short text about manners will give you an idea what is this section about and after understanding the new vocabulary and expressions you can practise your understanding and express your opinion about the actions provided in your book. In this unit there will also be covered modals verbs that are used for polite requests.

4.3. Can, could and would in polite requests

As you have noticed, in this unit we have learnt about good manners and etiquette and to this topic are very closely related to polite requests. How to ask politely? It is pretty easy, verbs CAN, COULD and WOULD will help us with this. Requests mean ask people to do things. Verbs can and could as modals are used with the base form of other verbs to politely ask someone for something.

Examples: *Liz, can you do me a favor? Could I use your phone?*

If you use “please” you make your request even more polite.

- *Hello, can I speak to Steve, please? Could you help me with this, please?*
- *Do you think you could lend me money until next week? Do you think I could take more days off?*

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When your request includes another question, you must be careful about using the correct order of the sentence. Look at the example:

- *Could you tell me what time it is? Can you tell me how much it costs?*

We also use will and would to ask people to things, however, can and could are more common.

- *Liz will you do me a favor? Would you please be quiet? I am trying to concentrate.*

May can also be used, but it is more formal than can. *May I come in? Yes, please do.*

In responses it is typical to use polite answers also. And if your answer is negative, it is recommended to provide reasons. There are some examples you can see in the table below.

Table 5. *Positive and negative polite answers*

Positive polite answer	Negative polite answer
Yes, of course.	I'd like to, but I cannot.
I'd be happy to...	Sorry, I can't.
Certainly.	I am afraid I cannot.

We as human beings have to deal with being polite every single day. The other way of making a polite offer and inviting is to use WOULD LIKE.

- *Would you like a cup of coffee? Yes, please.*
- *Would you like to join us this weekend? Thanks, I appreciate it.*

Now, once you became familiar with this topic, I advise you to follow the exercise in your textbook and practice polite expressions.

If you still feel, you need to reinforce this topic, then dear students, then I would like to share this link with you, so that you can watch it and learn more about the topic of how to make polite requests: [Polite requests and questions | Spoken English](#) (no creative common)

4.4. Making polite offers and invitations

As in this is dedicated to etiquette and good manners, we must know how to make polite offers and invitations. There are many ways how to accept or to decline. Have a look at the examples that offer you some expressions you can use, and how to say yes or no.

To be polite it is recommendable to use verb WOULD.

- *Would you like some help? Yes, please. X No, thank you.*

If you don't use WOULD, it is still polite.

- *Help yourself with the food. Oh yes, thank you. X No, thanks, I am fine.*

To make an invitation we use WOULD LIKE.

- *Would you like to join us? Sure, that sounds great. X Sorry, but I cannot.*

To have a better overview of more useful expressions about this topic, I invite you to watch this video [English Conversation/Phrases for Invitations](#) (creative commons) and after finishing watching and becoming more familiar with this, I recommend you to read the discussion situations provided in your book and practise the expressions while reacting to the situations. Also, I advise you to do the listening task and as last to develop the alternative topics.



Recommended learning activities

Now is time to review, what we have learnt. Read the statement and circle the correct answer.

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Self-evaluation 4

1. **Etiquette is related to _____**
 - a. Manners and respect.
 - b. Electronic communication.
 - c. Prices of some products.
2. **What behaviors are related to etiquette?**
 - a. Holding a door open.
 - b. Helping to pick up dropped papers.
 - c. All of the above.
3. **An immediate response is given:**
 - a. Not at all.
 - b. Right away.
 - c. Slow up.
4. **An electronic device is a type of:**
 - a. Lesson.
 - b. Machine.
 - c. Person.
5. **A document is often made of:**
 - a. Ideas.
 - b. Paper.
 - c. String.

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6. To appreciate something is to be:

- a. Thankful for it.
- b. Afraid of it.
- c. Tired of it.

7. To conduct an experiment means to:

- a. Talk about it.
- b. Stop it.
- c. Do it.

Choose the correct response for each offer or invitation.

8. Do you need some help?

- a. Yes, I'd love to.
- b. Yes, thank you.

9. Would you like some help?

- a. That sounds great.
- b. Sorry, but I can't.

10. Get something to eat

- a. Do you want to see it?
- b. Would you like to come along?

Answer Key



Final activities of first term



Week 8

Review of units 1-4 and Mid-term test

Dear students, in this week you will have the opportunity to review and enhance the contents of the previous units. And at the same time in this week there is also a test, in which you are supposed to demonstrate the skills and knowledge you obtained within the first term. I wish you good luck.

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Second mid-term

Learning outcome 3 y 4

- Communicates in simple, everyday tasks requiring no more than a simple and direct exchange of information on familiar and routine matters.
- Describes and compares in simple terms aspects of his/her life, environment and matters related to his/her immediate needs.

Contents, resources and suggested learning activities

As it was already stated at the beginning, we will continue exploring the units 5-8 in the second term. Again as in the previous term, the topics and skills to be covered within each unit will be divided into two weeks. One week will be dedicated to developing listening activities and learning the necessary skills, the other week will cover speaking activities, grammar and skills required for a fluent communication. You will also have available extra resources with the purpose of reinforcing the particular knowledge obtained from each unit. As in the previous term, you can count on a self-evaluation quiz of each unit mostly focused on vocabulary knowledge in order to see how you have progressed at obtaining a new knowledge.

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Week 9



Unit 5. The sounds of our lives

As you can assume this unit is based on sounds that are surrounding us, how do we perceive them, what kind of effect do they have on us and how do they affect our mood, our feelings and our emotions. Has it ever happened to you, that you were at a crowded place and you could hear all the sounds around you? How did you feel? Did it bother you or did you feel pleasant? You can think of that moment and speak out loud about this topic.

Focus on Listening

In the listening activities of this unit we will concentrate on different examples of sounds in order to be able to identify them. We review how to make inferences, this has already been taught in unit one, so, it means, you are supposed to be an expert in this area. But just in case let's briefly summarize, that to infer means to guess what the speaker doesn't say directly. We can recognize it by different intonation and emphatic stress. Except of that, we will learn how to take notes, which you already know too, but this time it will be focused on taking notes on cause and effect. Recognizing incomplete and complete ideas will also be the topic of the listening part.

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5.1. Taking notes on cause and effect

Cause and effect is a relationship between things, where one is the result of the other. Causes are the reasons of actions happens and effects are the results. While listening we can notice that speakers use different words and phrases to signal causes and effects. Once we write the words or phrases down, we will be able to identify, what is the cause and what is the effect. Drawing an arrow from the cause to the effect will help you determine the relationship between two ideas. It is very common that one cause may have multiple effects. In this case it is recommendable using a list of arrows, commas or just simply use the plus sign.

Sometimes some connectors can help you identify the cause and effect actions. Look at the table below.

Table 6. *Transition words of cause and effect*

Due to	Because of	As a consequence of
As a result of	Thanks to	Owing to

Some examples:

He failed the test because of his bad study habits.

Cause: His bad study habits.

Effect: He failed the test.

Signal phrase: Because of

He was fired as a consequence of tardiness (being late).

Cause: Tardiness

Effect: He was fired.

Signal phrase: as a consequence of

In this video [Taking Notes on Cause & Effect](#) (not creative common)

You observe, what is a good technique how to write notes on cause and effect. Hopefully, this helps you organize your notes in a correct way without losing any important information. Once you get more familiarized with this topic, you can practise more taking into account the listening activities of this unit being provided in your textbook.

5.2. Recognizing incomplete and complete ideas

How do we recognize if the idea is incomplete? If the sentence expresses a complete thought we can consider it as complete, however, if you feel left hanging when you read or listen to a sentence or if one of the two main part is missing, it is very likely incomplete. What can also help you recognize a complete idea is that the sentence includes a subject, a predicate, and expresses a complete thought. On the other hand, an incomplete sentence does not express a complete thought. When speaking intonation plays an important role, if the intonation rises or falls it is a signal that the idea is incomplete. So a little change in intonation means there is something extra to come. Usually, to show that the speaker hasn't finished his statement he/she signals ideas at the end of phrases or items, so that the listener can note that the speaker will continue talking. However, if the intonation falls to a low note, it is a signal that the speaker's idea was completed. To make sure you have understood this topic, I advise you to practice the listening activities and excerpts in your textbook.



Week 10

Dear students, we still carry on with unit five that concentrates on sounds around us. First, we will review and expand some vocabulary related to this topic and then we will develop speaking activities showing confidence and being able to use correctly present simple or present progressive.

Focus on Speaking

As it was stated above, first we must know words such as affect, sensitive to, upbeat, annoying, anxious, etc. that might have positive, negative or neutral meaning and also we must be able to provide reasons why do we feel that way about those particular words. This will help us feel more confident while expressing ourselves about the proposed topics.

5.3. Present Progressive

We must get explained when to use present progressive and make sure we understand the difference between present simple and present progressive. As we have already studied before present simple is used for expressing routines and facts. Present progressive is used for actions happening at the moment of speaking, it can also be used for fixed plans in the near future, temporary actions, repeated actions that might irritate or trends. Signal words such as at this moment, now or right now are counted as a part of present progressive. Let's have a look at some examples, so that this topic makes the process of learning easy. There is a PPT provided that

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briefly summarize how to use this tense. Señores de la factoria por favor incluir la presentación 1.

Study Resources

After analyzing the information provided in the PPT I invite you to do exercises in the grammar section of your textbook, so that you can realize, if your knowledge about this topic needs more reinforcement or if you are familiar enough with that.

If you still have doubts on this topic, I advise you to check the REA link: [Towards the Correct Use of the Present Simple and the Present Continuous Tenses](#) which provides the information you already know, however, it also explains the differences between present simple and present continuous.

5.4. Showing confidence

Now, we are going to talk about confidence. In the professional world in order to make a good impression you have to show you are confident, but sometimes it is not that easy. It can come naturally or it can be pretty hard to achieve it, especially in unfamiliar situations or with unfamiliar people.

There are some tricks how to give the impression of being confident. Read them through and then try if they really work.

- Stand tall, this will bring physical benefits including better breathing.
- Make eye contact as it is crucial for increasing your confidence and for making people being interested in listening to your speech.

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- Speak slowly and clearly, practice pronunciation and speak out loud.
- Show interest in your topic.

Take your time and watch the short video: [Presenting & Public Speaking Tips - How to improve skills & confidence](#) (no creative common) about how to improve your skills and confidence.

Now, there is time to practice, you can choose some topic to speak about, but it would be recommendable to base it on the topic of this unit. So, why not to try to talk about “The world of sound around us” or why not to choose one of the alternative topics provided at the end of this unit in your textbook?



Recommended learning activities

Now dear students, it is time to test your knowledge of unit 5. Get ready to start the self-evaluation. I wish you good luck.

Choose the correct answer from the options a, b, c, so that the sentence makes sense.

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Self-evaluation 5

1. Noise is usually a big problem and it doesn't ____ only our sleep, but also our concentration.
 - a. Effect.
 - b. Affect.
 - c. Work.
2. Can you work effectively when people around are talking loud? It is ____, right?
 - a. Sensitive.
 - b. Warning.
 - c. Annoying.
3. Too much noise in our environment can make us feel ____ and nervous.
 - a. Anxious.
 - b. Sensitive.
 - c. Sudden.
4. I like the new song very much, it has such a ____ tune. I can listen to it all day long.
 - a. Beat.
 - b. Catchy.
 - c. Instrumental.

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Choose the correct option that best fits to complete the sentence.

5. You need to **(make up/turn up)** the volume, when you listen to that one.
6. Why **(Do you have/Are you having)** the headphones right now, when you have to concentrate on other things?
7. How often **(Do you listen/Are you listening)** to music?
8. I **(Try/Am trying)** to study. But I hear my roommates around, it is so distracting.
9. I woke up one morning and I was in a great **(Rhythm/Mood)**.
10. I felt so happy, **(sensitive/energetic)** and excited.

Answer Key

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Week 11



Unit 6. Everyday heroes

In this unit we will discuss who and why do you consider to be a hero. I am sure that since a childhood everyone has some hero, who is strong and helps to overcome any obstacle. Very likely as a child you could dream about a dragon, a prince a robot etc., which is very normal after watching some fairytales. However, with the age and becoming mature, we see our heroes with different eyes. For some it can be a movie star, for others their parents, friends, God or even some abstract figures.

Focus on Listening

In this section we will be talking about what are some reasons people help the others or on contrary, why they don't do it. We will listen to some actions that make a hero a hero. Again, as in the previous units, we will concentrate on main ideas, but this time it will not be about multiple choice, it will be based on correcting false statements with the correct answer obtained from your notes, additionally, listening for details will be developed. In this unit we will learn about how to infer feelings from tone and word choice. Altruism will also be discussed. Have you ever heard that word before? Altruism is the attitude of caring about others and doing acts that help them although you do not get anything by doing those acts.

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6.1. Inferring feelings from tone and word choice

In the part of making inferences we will talk about, how do we normally recognize how the person feels like? It is easy to realize according to the gestures we have been using as well as the tone of voice and words we choose to express can show a lot about our feelings. The exact words that you choose affect tone and attitude, just as with your speaking tone can reveal any emotion or attitude a person can feel. Tone can be positive or negative, happy or sad, angry or peaceful, hopeful or desperate, and so on. With the following excerpts you will be able to recognize speaker's feeling of surprise or worry. After you will be able to express your opinion about the questions provided in your textbook.

Here is a video link: [How does word choice affect tone and meaning?](#) (no creative common) that explains more about how choice of words affect the meaning, so that this topic will become clear to you once you will have watched it.

6.2. Organizing notes with numbers

Once you are listening to some audios about events, it is necessary to take notes, so that later you are able to remember the correct order of each event. Thus, writing down numbers is very helpful. Transition words also help your speaking flow from one idea to the next. In the table below you can see some examples.

Table 7. *Transition words of chronological order*

First	Then	Suddenly
Second	Later	In addition
Third	After that	Before
Finally	Next	Soon

6.3. Recognizing and understanding definitions

This topic is an important part as while listening you overhear from the lectures that speakers define many new terms you haven't heard about before and they emphasize them in different ways. Often it is used the common phrase "it means", however, you can get familiar with more examples such as "that is", "in other words", "hero is defined as" etc., that are used to explain unknown words. The speakers usually repeat the same word, they say it slowly and clearly.



Week 12

Dear students, as you could realize, we still have ahead unit 6 that is focused on hero's actions, altruism in animals and many interesting quotes to be discussed. Let's focus on speaking.

Focus on Speaking

In this unit we will develop speaking topics in which we will practice the use of simple past and also use of signal phrases in order to make your presentations sound better. We will learn about how to catch the audience attention, how to keep it, so that the audience doesn't get bored while you are presenting something and how to conclude your presentation in order to invite audience to show its point of view on your performance.

6.4. Past simple

You might already have studied this topic in your subject of Reading and writing II, however, practice make master, so let's review what

you are supposed to know. If you still struggle with this topic, this information might reinforce your knowledge.

First, let's explain when past simple is used. Past simple is used when we talk about something that happened once in the past. Example: We went to Montreal for our holidays. Further use is, when we talk about something that happened several times in the past. Example: When I was a child, I played piano very well. Another example when we can use Past simple is when we talk about something true for some time in the past. Look at the following: I lived in Germany 5 years ago. Except of that there are also some expressions that help you identify that we talk about past simple. The most common ones are: AGO, LAST month, year, week, etc. and YESTERDAY. Examples: I studied English 2 years ago. I went on holiday last year.

With most verbs the past simple is formed by adding -d, -ed.

Table 8. *Past simple regular verbs ending*

Work ed	Danc ed	Stay ed	Carri ed	Walk ed	Cook ed
----------------	----------------	----------------	-----------------	----------------	----------------

However, there are some irregular verbs that have different forms and that you must memorize. Here is provided a link: [Past simple](#), where you can find the most common irregular verbs in English with their past tense forms.

Except of reviewing the link above, I also recommend you to open this REA: [SIMPLE PAST](#) and this link will help you reinforce the topic about past simple.

There is also PPT provided, in which you can find more detailed information about past simple. Señores de la factoria por favor incluir la presentación 2.

Study Resources

Well, once you have checked the link, you have reviewed the PPT and you remember the information learnt in the other subject, I invite you to practice this knowledge by doing exercises provided in your textbook in the section of grammar included in the part of Focus on Speaking.

6.5. Using signal phrases in presentations

It is important to get explained this topic as it helps you a lot while you are presenting something. Except of that you must feel confident that you learnt about in the previous unit, you also must show your sufficient English language level. To do so, there are some phrases that will make your audience understand better and keep concentrated on your presentation. It will make them understand the flow of your ideas too. So let's have a look at the signal phrases, that help the listener follow the directions of a speaker's thought to show the connections between ideas. that are used at the beginning of your presentation in order to catch the audience attention.

You can right away introduce your topic: *Today I'd like to talk about ...* or *The topic of today class is....*. This is when the topic is stated directly, however, you can make a general statement: There are many ways to define.... The speaker can even ask questions to show he/she will change the topic and also will answer the question *How many of you....?* or *What do you think about...? What can we do about this issue?*

The speaker also can call the listener attention in the way of specifying some important details, facts, aspects or factors, so it is required from the listener to catch this information. If the speaker wants to move from one point to another one, or to signal a new idea or supporting details or to give more examples, it is recommended to use the following:

Let me start with, First of all, Next, Now, The first reason is/ another reason is, Let me give you an example, For instance...

And finally, to come to some conclusion of what your presentation is about is to use good phrases so that your audience remains impressed and will forever remember your unique presentation. To do so you can use the following expressions: *This is why I think, I hope that you...*

Now is time, dear students, to prepare a presentation about a hero you have, or a hero you have read or heard about. In your presentation mention who is your hero and describe a bit your hero, provide some good examples and relevant information about why have you chosen this hero and conclude somehow why this person is your hero. Use the signal phrases in your presentation.

If you are tired of talking too much about heroes, you can also consider the following topic: *"The world is a dangerous place, not because of those who do bad things, but because of those who look on and do nothing"* expressed by Albert Einstein.

Watching this video: [How to give a strong presentation: tips & key phrases](#) (no creative common) will help you make a great presentation using good signal words. Watch it and try to practice some phrases to become more confident at making presentations.



Recommended learning activities

Dear students, as we have finished unit 6, there is time to accomplish the self-evaluation, good luck.

Choose the correct answer from a, b, c for the statements provided.



Self-evaluation 6

1. The firefighters____ quickly when they heard the alarm.
 - a. Reacted
 - b. Praised
 - c. Got involved
2. I____ my grandfather because he is always happy to help other people.
 - a. Show concern for
 - b. Inspire
 - c. Admire

Choose the correct form of the verb

3. I **meet/met** a real-life superhero last month.
4. **He did win/Did he win** the award yesterday?
5. **Choose the phrase that best introduces the topic of a presentation.**
 - a. Next, I want to tell you...
 - b. This is why I think...
 - c. Today, I'd like to talk about...

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Choose one word for each gap of the sentence from the table provided. Not all words will be used.

ignored	volunteers	risk	praised
patience in need	order of events	new idea	
community angry	unselfish		

6. The reporter _____ the man for saving the stranger's life.
7. It is a _____ to run into a burning building.
8. The _____ man spent a lot of his time helping others.
9. _____ at the hospital give their time and expect nothing in return.
10. I grew up in this _____ and know everyone here.

Answer Key



Week 13



Unit 7. Take care of yourself

Dear students, we are almost at the end of the second term. And every time there are more and more interesting topics. We will start with a reflection of the image of the picture of this unit and its title. As you could guess correctly this unit is about a healthy lifestyle, what are some ways people can take care of their health and with the age of technology, the empowers human beings, raises the question if it has more positive or more negative effect of people's lives.

Focus on Listening

We start the unit with listening to and reading to an article about diabetes and we will concentrate on new vocabulary such as treatment, diagnose, monitor, medication, chronic, symptoms, etc. mentioned in the text. Then we will develop the listening activity based on recognizing main ideas choosing the correct answer from a multiple choice options and listening to details when choosing correct answer based on choice of true and false statements. Later we will learn about inferring a speaker's assumptions and taking notes using abbreviations. The last topic to be develop within this unit will be recognizing and understanding clarifications.

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7.1. Inferring speaker's assumptions

First, let's explain what is an assumption? Assumption is a thing being accepted as true without having any proof. Now how does this refer to our topic speaker's assumption? To be able to infer speaker's assumption means that you are able to interpret his or her point of view. Sometimes, it is not easy to understand the point made because it is not always stated clearly. At this point you will have to infer the viewpoint, that refers to an attitude of mind, or the circumstances of an individual. This is what we have to practice in our listening activity in order to understand correctly what is the speaker's intention. Reading and listening to the examples and excerpts provided in your textbook will help you develop this skill. I wish you good luck.

7.2. Taking notes with abbreviations

Do you remember when we were talking about taking notes using symbols? Taking notes with abbreviations is something similar. Why is this topic important to take into account? Abbreviations in the same way as symbols can save your time while writing more information that is important in order to remember later what the audio was about. In other words, abbreviation is a shortened form of a word or phrase. There are some examples in your textbook, you can have a look at them and think if they can be useful for you. You can also create your own abbreviations, however, you must remember well and make sure you understand your notes when reading them later. To practice this, listen to the audios and try to take some notes.

Dear students, to take notes with abbreviations I recommend you to review the link that was provided in the unit where we learnt about taking notes with symbols, as the video showed how to take notes in general using some techniques for taking notes with symbols, abbreviations and cues. So, watching it again is not a waste of time, remember, practice make master.

7.3. Recognizing and understanding clarifications

If the listener doesn't understand clearly what was said before, it is worth of asking for a repetition or explanation of the word or the whole sentence. How do we do it? If we ask again what was said before we do it with using a different intonation or expressions asking for clarifications. So, it means if we misunderstood for the first time, we have another chance to understand. Below you can see some examples being used when asking for clarification.

Table 9. *Expressions used for clarification*

<i>You are saying...?</i>	<i>So,...?</i>	<i>Do you mean, that?</i>	<i>In other words, ...?</i>
---------------------------	----------------	---------------------------	-----------------------------



Recommended learning activities

I suggest you to watch this link: [Learn English – English Phrases to ask for clarification \(Free English Lessons\)](#) (no creative common), as there are really good examples provided to become more familiar with the topic of how to ask for clarification.

To make sure you are clear about this topic, I recommend you to listen to the excerpts of this unit to see how well you developed this skill. I wish you good luck.



Week 14

Dear students, in this unit we will continue with the topic of healthy lifestyle, but this time we will concentrate more on developing speaking.

Focus on Speaking

In order to feel more confident while speaking about the topic of this unit, we will first review and expand vocabulary, then we will read about some advice of healthy lifestyle that can be downloaded from some applications, we will learn about modals of advice and necessity using **should**, **ought to** and **have to** and at the end we will learn about how to ask for and express opinions, which will be practiced doing some speaking exercises provided in your textbook. So, let's start.

7.4. Modals of advice and necessity **SHOULD, OUGHT TO and HAVE TO**

As within this unit we have been talking about how to live healthily, we are supposed to be able to give some advice or express opinion what is good or bad to do. To do so, we use the verb **SHOULD** and the base form of the verb. **SHOULD** defines what is good thing to do or what is a right thing to do. **SHOULD** can be used in the present or in the future also. Look at the examples:

You have a fever; you should go to doctor **now**. If the pill doesn't help, you should go to doctor **tomorrow**.

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The negative form of should is using SHOULD + NOT, and we use it to express that something is not a good thing to do.

You shouldn't wait any longer, if you have a strong migraine, and you should go to the hospital right away. The contractions are recommended to use only in speaking and in informal writing.

In questions you start with the verb should and you complete it with the base form of the verb: *Should I really go to the doctor?*

The same meaning as SHOULD has the verb OUGHT TO, but it is used less and only in affirmative sentences. It is even not used in questions and negatives, SHOULD is used instead.

We ought to exercise more in order to keep fit.

It is polite to use MAYBE with verbs SHOULD or OUGHT TO. *Maybe you should consider another doctor if the previous one didn't help you.*

On contrary, we use HAVE TO and the base form of the verb, if we talk about things that are necessary. It is much stronger than using should or ought to.

You have to go to the doctor, otherwise it can be too late. You have to take pills every day.

DON'T HAVE TO is used for expressing if something is not necessary. Of course you cannot forget that the verb DO must be conjugated according to the person that will be used.

I don't have to go on diet, I can lose weight by doing exercises.

Similarly, as with SHOULD, HAVE TO is used for talking about present or future.

You have to make a doctor appointment now. You have to make a doctor appointment tomorrow.

To make questions we must use DO or DOES, use the verb HAVE TO and the base of the verb.

Do I have to go to the doctor right now? Does he have to do exercise every day?

To have a better idea how to use should and ought to, I invite you to watch this link: [How to Use Should, Ought to, Supposed to and Had Better - English Modal Verbs Lesson](#) (not creative common), as there is a good explanation and good examples provided, in case the explanation in this guide was not sufficient. Anyway, the more you study the better you become.

To make sure, you really picked something up from that topic, complete the exercises based on modal verbs in your textbook.

7.5. Asking for and expressing opinions

This topic is important to be developed because we come across it almost every day. We share facts and we share opinions, sometimes we agree with others, however, sometimes we disagree with them. Thus, it is essential to know and to use some phrases that express whether agreement or disagreement. In order to lead a discussion, we must participate in asking for an opinion, but also in expressing our opinions. Check the two tables below that provide some common phrases used for asking for an opinion and expressing an opinion and those that refer to expressing agreement or disagreement. You can also double check unit 2 in which this topic had already been partially mentioned. Here you find other example different from your textbook, so that you can expand a bit your vocabulary. Of course there are plenty of other expressions, that you can also check here: [English for Beginners #34: Asking for Opinions and Giving Opinions | Easy English at Home](#) (no creative common) and in this way you can expand new expressions.

Table 10. *Asking for and expressing an opinion*

Asking for an opinion	Expressing an opinion
Do you have any views on...?	In my view,....
What are your feelings about...?	From my perspective,...
Are you of the opinion that...?	My impression is that...

Regarding expressing our agreement or disagreement we can do it in a strong way, but we can also do it in a weak way depending how convincingly you want to sound. In terms of disagreement, it can sound less polite if we want to express a strong disagreement.

Table 11. *Expressing agreement and disagreement*

Expressing agreement	Expressing disagreement
That's a good point...	I find it very difficult to accept...
I see your point...	I still have my doubts...
Actually, I think you are right...	I don't really agree with that idea...
I totally agree...	You could say that, however...

I also recommend you to watch this link: [How to Give Your Opinion in English](#) (no creative common) to receive more examples and to reinforce the knowledge about phrases how to ask for and express opinion. Also the following links: [Phrases for expressing an opinion](#) and [Conversation Skills: How to agree or disagree](#) (both no creative common) will help you express agreement or disagreement. I wish you good luck.

To practice this, I invite you to express your opinion about some situations provided in your textbook and at the same time to give a polite advice on them. You can also express your opinion about the following quotes:

"A healthy lifestyle not only changes your body, it changes your mind, your attitude and your mood."

"Health is not about the weight you lose. It's about the life you gain."

"Health is a relationship between you and your body."

"Love yourself enough to live a healthy lifestyle."



Recommended learning activities

Now, as we have finished the unit, it is time to complete the self-evaluation assessment.

Choose the correct answer from a, b, c to the statements provided.

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Self-evaluation 7

1. **Please don't ____my ideas. Can you think of something positive to say?**
 - a. Motivate
 - b. Support
 - c. Criticize
2. **I need to get some exercise. I think I'll ____at the gym.**
 - a. Work out
 - b. Keep track
 - c. Get treatment
3. **You____ not eat so much candy.**
 - a. Should
 - b. Have to
 - c. Ought
4. **____ you have to get up early tomorrow?**
 - a. Should
 - b. Do
 - c. Does
5. **To ask for an opinion you should use:**
 - a. Personally, I think...
 - b. I agree with...
 - c. Do you think, that...

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Complete the conversation by choosing the correct option, so that it makes sense.

6. I just saw my doctor for a check-up and she ____me to start taking better care of my health.
- a. Worked out
 - b. Encouraged
 - c. Discouraged
7. Why don't you ____ by working with other people?
- a. Progress
 - b. Motivate
 - c. Get support
8. Self-care is cheap and____. Look online rather than pay a doctor.
- a. Counseling
 - b. Convenient
 - c. Chronic

Choose the answer from a, b, c that best fits as a synonym to the word given.

9. Illness:
- a. Willingness
 - b. Sickness
 - c. Disease

10. Treatment:

- a. Create a solution that is temporary and won't solve a problem.
- b. Something that is done to help someone who is injured or ill.
- c. To do something in the way someone has told you to do it.

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Week 15



Unit 8. Endangered Languages

This is the last unit in this term, so I am sure you are very happy to hear that. Can you see the topic of the topic of this unit? What comes to your mind? Have you ever heard about the word “*endangered*”? We will be talking about some languages that are no longer used and for that reason they are in danger to be forgotten. We will also cover the topic how to preserve a language and languages that are extinct.

Focus on Listening

In this section we will first read and listen about Languages today and disappearing languages, we will explain vocabulary such as dominant, mother tongue, extinct, preserver, etc., we will listen to main ideas and details about a language loss, we will be able to infer speaker’s viewpoint and learn how to take notes on reasons and examples.

8.1. Inferring a speaker’s viewpoint

Let’s explain what does the speaker’s viewpoint mean? It is the perspective from which the speaker presents information. It is

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important to understand speaker's point of view because it helps understand the full meaning of the he/she is trying to say, as sometimes it is not stated clearly and according to the words chosen, stress and intonation, the listener is able to guess the full meaning. This can be practiced while listening to the excerpts provided in your textbook.

8.2. Taking notes on reasons and examples

The last listening skill is based on listening for reasons and examples. Why is this indispensable to identify? Well, to be able to determine reasons and examples that support the main idea will help you understand better the main idea of the whole conversation. There are some useful phrases you can concentrate on when taking notes while listening to audios.

Phrases to introduce reasons: *One reason/ There are several reasons/ That is because...*

Phrases that follow reasons: *That is why/So/As a result*

Phrases that signal examples: *For example/ For instance/...such as...*

Again, to make sure you have understood this topic, I advise you to listen to excerpts in your textbook and practice this in order to enhance this skill.

8.3. Recognizing and understanding pronoun references

You might be already familiar with this topic, as it is pretty common and easy, you probably even might not have noticed, that you have already used it. Pronouns refer clearly to the words they replace (people, things, ideas) in order to avoid repetitions.

Here you can analyze this example:

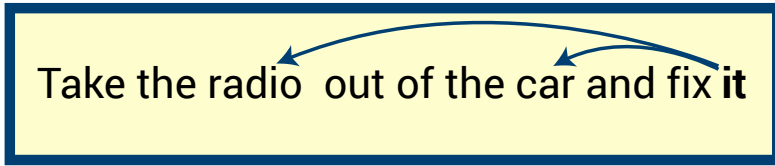


Ilustración 2. Pronoun references

Taken from: https://www.google.com/search?q=pronoun+reference+definition+and+examples&rlz=1C1CHBF_esEC847EC847&source=lnms&tbm=isch&sa=X&ved=2ahUKEwj2v4u4zpLoAhXiRt8KHUJkArAQAUoAXoECA0QAw&biw=1366&bih=608#imgsrc=86NXfv0dZZ09XM

In this example it is pretty clear that “the radio” has been replaced by the pronoun IT, in order not to repeat the same word twice.

To understand better this topic and have more examples provided, I advise you to review this link: [PronounReference](#), that clearly describes the definition of pronoun references, talks about rules and provides examples with explanations. This way you make sure you will use it correctly. However, to show your obtained knowledge on this topic, you should also do the exercise in your textbook.

There are plenty of examples to practice and understand this topic, however, first start with the excerpts in the listening section.

Focus on Speaking

In this section we will read about how to preserve languages and we will get familiar with new vocabulary. Grammar part about modals of possibility will also be covered. While developing speaking activity, we will learn how to use pausing effectively.

8.4. . Modals of possibility Will, Might and May

If we want to express present of future possibility, we use the modal verbs might and may and base form of the verb. The verb will and base form of the verb expresses a certainty.

Look at the affirmative **example**:

- *I might (may) be late for a class.* = it is possible
- *I will be late for a class.* = for sure

The negative sentences are might not, may not and will not.

- *It might not be true. It may not happen. Many languages will not (won't) survive.*

Use will to ask questions about future:

- *Will many languages survive?*

We can also use the adverb MAYBE, however, it will only be used with the verb WILL.

- *Maybe Spanish will replace English.*

To find out a bit more about this topic you can go on this link: [Possibility](#), and see other situations how modals of possibility can be used. Once you review the grammar explained in this guide and the recommended link, I invite you to work on the exercises provided in your textbook in grammar section.

8.5. Using pauses effectively

Pausing is a very important part of a speech, because it gives you time to think what you are going to say and also it makes

the audience understand your ideas. So if you want to make an impression of your presentation use pauses effectively. It is advisable to use them after transition words, after key phrases or connecting words and at the end of the sentences. Try to omit hesitating, it means using excessively (Uh, Um) and check your notes. Finally, practice your presentation several times, so that you can speak fluently and perform with confidence.

In the following link [Speaking tip 2: Using Pauses Effectively](#) (no creative common) you might reinforce the knowledge about how to make pauses, so that your speech sounds more natural. Let's watch it and after I invite you to talk about the alternative topics in the last section of this unit. The majority of the topics refer to learning English and what to do in order to preserve an endangered language. Here I provide you a link to watch a video made by Ted Talk explaining that songs can be one of the strategy how to preserve a language. Watch this [Saving endangered languages through music: Susanna Zaraysky at TEDxSantaCruz](#) (no creative common) and show whether you agree or disagree using correct phrases and making pauses effectively.



Recommended learning activities

This is the end of the unit and as you know, you are supposed to complete the self-evaluation. I wish you good luck.

Choose the correct answer for the statement provided.

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Self-evaluation 8

1. **My native language of English is not endangered**
 - a. This is because people no longer speak it.
 - b. For example, Maori is one of the languages that may not survive.
 - c. One reason for this is that there are many English speakers.
2. **Latin is an extinct language.**
 - a. This is because people no longer speak it.
 - b. A reason for this is that it is spoken all over the world.
 - c. One example is that they come up with a government plan to save the language.
3. **A country may have two _____.**
 - a. Official languages
 - b. Dominant languages
 - c. Bilingual languages
4. **Some _____ study languages that have been forgotten.**
 - a. Scientists
 - b. Native speakers
 - c. Linguists
5. **Some languages are _____, which means there are no longer any people who speak the languages.**
 - a. Endangered
 - b. Extinct
 - c. Preserved

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6. If children and new generations speak the particular language, it means that language will not_____.
- a. Disappear
 - b. Replace
 - c. Lose
7. What else can people do to save languages? People can help to _____ languages by starting community programs where people learn their native language and culture.
- a. Replace
 - b. Preserve
 - c. Build
8. Why people want their children to speak both languages (native and foreign at the same time)? Because they want their children to be_____.
- a. Language nests
 - b. Linguists
 - c. Bilingual
9. English is becoming the _____ world language.
- a. Extinct
 - b. Replace
 - c. Dominant
10. For example, when a language is spoken only by older people, than it can become_____ when that generation of people dies.
- a. Extinct
 - b. Endangered
 - c. Linguists

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Final activities of second term



Week 16

Review of units 5-8 and Mid-term test

Dear students, as in the previous term, this week you will have the opportunity to review and enhance the contents of the units of the second term. And at the same time in this week there is also a test, in which your knowledge will be tested. I wish you good luck.

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4. Answer key

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

Self
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Self-evaluation 2	
Answer	Question
1	a
2	c
3	a
4	b
5	c
6	a
7	b
8	Factors
9	Negative
10	Achieve

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Self-evaluation 3	
Answer	Question
1	b
2	c
3	a
4	a
5	b
6	Exchange
7	Is worth it
8	Get deal
9	Worth
10	b

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

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Self-evaluation 5	
Answer	Question
1	b
2	c
3	a
4	b
5	Turn up
6	Are you having
7	Do you listen
8	Am trying
9	Mood
10	Energetic

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Self-evaluation 6	
Answer	Question
1	a
2	c
3	Met
4	Did he win
5	c
6	Praised
7	Risk
8	Unselfish
9	Volunteers
10	Community

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

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

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Recuperado de: <https://www.grammarling.com/modals-to-express-possibility-may-might-can-could>

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6. Resources

Present Progressive



PRESENT PROGRESIVE

Elaborado: Mgtr. Eva Ulehlova

soy+ utpl

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USE OF PAST TENSE

Compare

Present continuous (I am doing)

We use the continuous for things happening at or around the time of speaking.

I am doing

Past **now**
future

- The water is boiling. Can you turn it off?
- Listen to those people. What language are they speaking?
- Let's go out. It isn't raining now
- "I'm busy." "What are you doing?"
- I'm getting hungry. Let's go and eat
- Kate wants to work in Italy, so she's learning Italian.
- The population of the world is increasing very fast

Present simple (I do)

We use the simple for things in general or things that happen repeatedly.

I am doing

Past **now**
future

- Water boil at 100 degrees Celsius.
- Excuse me, do you speak English?
- It doesn't rain very much in summer.
- What do you usually do at weekend?
- I always get hungry in the afternoon.
- Most people learn to swim when they are children
- Every day the population of the world increases by about 200,000 people.

soy+ utpl

Use of the present progressive

- **Actions happening at the moment of speaking:** Peter is studying German at this moment.
- **Fixed plans in the near future:** We are travelling to Lima next week.
- **Temporary actions:** I am doing a workshop in these days.
- **Actions happening around the moment of speaking (longer actions):** They are preparing for an English exam.
- **Trends:** More and more children are using cellphones at an early age.
- **Repeated actions which are irritating to the speaker (with always, constantly, forever):** Andrew is always coming late to meetings

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Signal words

- Now
- At this moment
- Right now
- Listen
- Look
- Today
- This week
- This year

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Regular Verbs

Are the underlined verbs right or wrong? Correct them where necessary.

1. Water boils at 100 degrees Celcius.
2. The wáter boils. Can you turn it off?
3. Look! That man tries to open the door of your car.
4. Can you hear those people? What do they talk about?
5. The moon goes round the earth in about 27 days.
6. I must go now. It gets late.
7. I usually go to work by car.
8. "Hurry up! It's time to leave" "Ok, I come"
9. I hear you've got a new job. How do you get on?
10. Paul is never late. He's always getting to work on time.
11. They don't get on well. They're always arguing.

OK

Is boiling

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Affirmative Sentences

Long forms

I **am playing** football.

You **are playing** football.
 He **is playing** football.

Contracted forms

I'm **playing** football.

You're **playing** football.
 He's **playing** football.

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Negative Sentences

Long forms

I **am not playing** football.

You **are not playing** football.

football

He **is not playing** football.

football.

Contracted forms

I'm **not playing** football.

You're **not playing**

You **aren't not playing**

He's **not playing**

He **isn't not playing**

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Questions

Long forms

Contracted forms

Am I **playing** football?

Are you **playing** football?

Not possible

Is he **playing** football..

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Stative Verbs

- Verbs that express states are normally not used with the Present Progressive. If they are used, watch the difference in meaning.
- They **love being** together. (They are not together now.)
- They **are loving being** together. (They are together now.)
- Other non-action words are: hear, smell, taste, see, want, need, look, sound, prefer, know.
- These verbs are mostly used in present simple:
You look angry. The song sounds weird. I feel nervous about the situation.

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Past Simple



PAST SIMPLE

Elaborado: Mgtr. Eva Ulehlova

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USE OF PAST TENSE

Something that happened once in the past:

- I met my wife in 1983.
- We went to Spain for our holidays.
- They got home very late last night.

Something that happened several times in the past:

- When I was a boy, I walked a mile to school every day.
- We swam a lot while we were on holiday.
- They always enjoyed visiting their friends.

Something that was true for some time in the past:

- I lived abroad for ten years.
- He enjoyed being a student.
- She played a lot of tennis when she was younger.

We often use expressions with ago with the past simple:

- I met my wife a long time ago

Questions

We use did to make questions with the past simple:

- Did she play tennis when she was younger?
- Did you live abroad?
- When did you meet your wife?
- Where did you go for your holidays?

But questions with who often don't use did:

- Who discovered penicillin?
- Who wrote Don Quixote?

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Negative Sentences

We use didn't (did not) to make negatives with the past simple:

- They didn't go to Spain this year.
- We didn't get home until very late last night.
- I didn't see you yesterday.

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Regular Verbs

Very often the past simple ends in –ed (regular verbs):

- I work in a travel agency now. Before that **I worked** in a department store.
- **We invited** them to our party, but they **decided** not to come.
- The police stopped me on my way home last night.
- Laura **passed** her examination because she **studied** very hard.

Irregular Verbs

But many verbs are *irregular*.

- | | | |
|---------|---|--------------|
| • Write | → | wrote |
| • See | → | saw |
| • Go | → | went |
| • Shut | → | shut |

The past simple does not end in –ed. For example:

- **Mozart wrote** more than 600 pieces of music.
- **We saw** Rose in town a few days ago
- **I went** to the cinema three times last week
- It was cold, so **I shut** the window.

Be in the Past

The past o **be (am/is/are)** is **was/were**:

I/she/it	was/were
We/you/they	were/weren't

I/she/it	I/she/it?
Were	we/you/they?

Note that we do not use **did** in negatives and questions with **was/were**:

- I **was** angry because they **were** late.
- **Was** the weather good when you **were** on holiday.
- They **weren't** able to come because they **were** so busy.
- **Did** you go out last night or **were** you tired?

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Practise

Complete the sentences. Put the verb into the correct form, positive or negative.

1. It was warm. So I
2. The film wasn't very good. I
3. I knew Sarah was very busy, so I
4. I was very tired, so I
5. The bed was very uncomfortable. I (sleep)
6. The window was open and a bird (fly)
7. The hotel wasn't very expensive. It (cost)
8. I was in a hurry, so I
9. It was hard carrying the bags. They

- off my coat. (take)
- it very much. (enjoy)
- her. (disturb)
- the party early. (leave)
- very well.
- into the room.
- very much.
- time to phone you. (have)
- very heavy. (be)

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