



Vicerrectorado de Modalidad Abierta y a Distancia

# English Language: Listening and Speaking I

Guía didáctica



## English Language: Listening and Speaking I

### Guía didáctica

Carrera	PAO Nivel
▪ Pedagogía de los Idiomas Nacionales y Extranjeros	I

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## Universidad Técnica Particular de Loja

**English Language: Listening and Speaking I**

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Content





## 1. Informative data

### 1.1. Presentation of the subject



### 1.2. UTPL Generic competences

- Oral and written communication
- Communication in the English language
- Critical and reflective thinking

### 1.3. Specific competences of the major

- To apply English language communicative competencies as a foreign language at a level that enables professional performance in teaching children and youth according to international standards, in order to address, respect, and value diversity through the creation of inclusive educational environments.

## 1.4. Issues addressed in the subject

Limited proficiency in the communicative skills of English as a foreign language.



## 2. Learning methodology

This course follows the UTPL student-centered approach. The methods to be used are: self-learning, learning based on ICTs and interactive learning. Among the strategies to be used, it can be mentioned lecture/presentation, discussions, debates, group work, video discussions, role-plays and simulations.

The design of activities, as well as the selection of the study techniques and tools to be used, is done according to the learning results and competences to be reached in this course to guarantee training oriented towards the development of the professional profile of the program.

The study of this course is divided into three main components: teaching, application and experimentation of learning, and autonomous work. With regards to the teaching component, it 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, listening and reflection.

### Graded video-collaborations and weekly tutorial sessions.

English Language: Listening and speaking 1 is a subject that is a bit different from the rest, mainly because there is not a written exam at the end of each bimester. There are weekly tutorials and graded video collaborations.

The weekly tutorials are held during the first three weeks of the semester, followed by weeks 7 and 8. For the second term, they are held on weeks 9, 14, 15 and 16. The purpose of them is to explain the course content and clarify the graded activities.

The graded video collaborations take place in weeks 4, 5 and 6 in the first term, and weeks 10, 11, 12 and 13 for the second term. As their name implies, they are scored over 2,5 points in total. They are designed to help you demonstrate your listening and speaking skills by participating in tutor-guided activities.

It is important to highlight that in case you are unable to participate in one or more graded video collaborations, you may recover the corresponding score by participating in the supplementary activity. Please make sure to check the announcement on the EVA platform for information on what the activity involves and when it will take place.

For both activities, weekly tutorials and graded video-collaborations, you need to attend them through Zoom, so please check your EVA's platform for the corresponding link, according to the day and time assigned.

For the teaching and learning process of this course, some graded activities will be completed through EVA. Some of these activities are quizzes, tasks, and forums, which are based on updated and engaging topics. In addition, permanent tutoring will be offered, so that students will be able to resolve their doubts.



First  
Mid-Term





### 3. Academic guidelines per learning outcome

#### Learning outcome 1 and 2



#### First mid - term

- Understands simple, straightforward words, known names and phrases from signs, posters and brochures.
- Uses simple, straightforward information and begins to express oneself in familiar contexts in an elemental level.

Dear students, we are going to start with the study of this course which is going to help you develop your oral and aural skills at a basic level. By studying each of the topics of this course, you will have more opportunities to use the language in real time through dialogues, presentations or conversations based on updated topics, which can help you achieve the learning outcomes proposed in this mid-term. In order to get started, I invite you to review the information below!

#### Contents, resources and recommended learning activities



#### Week 1

#### Unit 1. Unique belongings

Dear students, this unit is related to unique homes, especially to tiny homes and treehouses. Similarly, information related to personal information is going to be included. Both skills, listening and speaking, are going to be developed by doing some listening activities such as identifying main ideas



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and details and making inferences. In order to know more about this topic, I invite you to review the information below!



## Focus on listening

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Mid-Term

Before completing listening activities, I invite you to look at the photo in your book at the beginning of the unit; after that, I invite you to answer to the following questions:



Do you find this house unusual?

Have you ever seen a house like this?

Where have you seen it?



Note: Please complete the activity in a class notebook or Word document.



After that, for reinforcing your understanding of vocabulary try reviewing the activities from the following resource [vocabulary activities related to unique homes](#).



Now, it is time to move on to the preview section. The main goal of this activity is to invite you to make predictions, which means that you are going to formulate hypotheses that can be proved while listening. These predictions can or cannot be correct. By doing this activity, you will understand the audio better.

### 1.1. Listen for main ideas and details



An essential part of doing listening activities deals with identifying main ideas and details. First of all, it is vital to know that the main idea refers to the point of the audio. It is the most important thought about the topic. In order to identify the main idea of an audio, it is necessary to ask to yourself this question: *What is being said about the person, thing, or idea (the topic)?*



With this information in mind, I invite you to do the activities proposed in the **basic text**.



In order to understand the importance of listening for details, it is relevant to have a clear idea of what details actually mean. **So, listen for details or supporting details** strategy is commonly defined as additional information that explains, defines or proves an idea.

Now, I invite you to review the information included in the following article about [Tips for improving your English listening comprehension](#) in order to have an ample idea on the important things to be considered while listening to an audio.

As you have learned in the previous website, there are different ways to identify main ideas and details. Now, I invite you to do the activity related to listen for details in you **basic text**. Play the audio as many times as possible in order to complete this activity correctly.



In order to reinforce your listening skills, I invite you to watch the following video about "[The most unique tiny home ever built](#)", where you are going to identify main ideas and details of the information you listen to.

## 1.2. Making inferences: Inferring both sides of a story

Making inferences means to find answers from clues or from previous knowledge rather than directly. Use the following tips to infer correctly:

- Think about the speaker's tone and what his/her expressions, posture, or gestures tell you about that tone. Ask to yourself: What emotion can I identify in his/her voice? What does that tell me about the speaker's mood or about the meaning of the text?
- Use clues, like the speaker's tone or word choice, to identify the implicit message.
- Ask to yourself what the speaker intends to mean.

When people refer to their personal information or stories about their lives they always focus more on the good side rather than on the bad side. We do need to pay attention to the information they provide in dialogues or conversations, to understand the bad side.

In order to fully understand this topic, I invite you to review the **make inferences** section in the **basic text** and complete the exercises provided.



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## Focus on Speaking

Another important skill of English is speaking. In order to become fluent in speaking, it is vital to use grammar accurately and correct vocabulary. Hence, I invite you to review the information below in order to understand the use of the past of be and to know some useful expressions to ask for more information.

### 1.3. Grammar: Past tense of be

The verb **To Be** has two forms in the past tense:

**Was:** I, she, he, it.

**Were:** You, we, they

When using the **past tense of be**, it is possible to make affirmative and negative statements and we can ask questions. In order to fully understand this grammar aspect, I invite you to watch the following video about "[The past of verb Be](#)" After analyzing this video, I invite you to review the summary information of the past of be, in the following interactive presentation, just for you to remember the key details of this grammar aspect.

#### Past of Be: Affirmative sentences

To expand your knowledge on the use of the past tense of be, I invite you to go to the grammar section in your basic text and do the activity provided.

### 1.4. Possessive adjectives and personal information

Possessive adjectives tell us that something belongs to someone; I invite you to review them in the table below:

**Table 1**

Possessive adjectives

Subject pronoun	Possessive adjectives
I	My
You	Your
He	His



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Subject pronoun	Possessive adjectives
She	Her
It	Its
We	Our
You	Your
They	Their



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Mid-Term



Note. Solano, L., 2023.

In order to socialize in English, it is vital to be able to share personal information. There is a personal information question you might be asked. invite you to review the examples below:

**Table 2**

*Personal information questions*

Personal information questions	
What's <b>your</b> name?	My name is Luis.
What's <b>his</b> name?	His name is Carlos.
What's <b>her</b> name?	<b>Her</b> name is Martha.
What are <b>their</b> names?	<b>Their</b> names are Nicole and Marcos.

Note. Solano, L., 2023.

As observed in the examples above, the contraction form of "**What is**" is "**What's**" and to ask this question we need to use possessive adjectives.

Now, I invite you to review the conversations below:

**Table 3**

*Use of possessive adjectives in a conversation*

Use of possessive adjectives in a conversation	
<b>María:</b> Good afternoon.	<b>Mateo:</b> Hi. My name is Mateo.
<b>Stalin:</b> Good afternoon.	<b>Isabel:</b> My name is Isabel.
<b>María:</b> My name is María Smith. What's your name?	<b>Mateo:</b> Nice to meet you, Isabel.
<b>Stalin:</b> Stalin Parker.	<b>Isabel:</b> Nice to meet you, too, Mateo.
<b>María:</b> Nice to meet you.	
<b>Stalin:</b> Nice to meet you, too.	



Note. Solano, L., 2023.

After that, I invite you to review the information from the following video: [Nice to meet you](#). As you could notice, the process of asking and giving personal information is quite easy! In order to expand your understanding on

this topic, I invite you to review the post related to "["Personal information"](#)" , where you can find more examples of giving answers and asking questions for exchanging personal information.

When performing a dialogue or conversation, we need to ask for more information in order to have a broader idea of the spoken topic. There are some questions and statements we can use to ask for more information. In order to know more about this topic, I invite you to review the following video related to "["Learn English phrases for asking for information"](#)"

As it has been explained in the video, there are some varied ways to ask for information in English. Once you have watched the video, I invite you to go to the **basic text** and review the proposed examples in the speaking skill section. After that, I invite you to complete the activities from the **basic text**.



### Recommended learning activity

It is time to apply your knowledge through the activity that has been proposed below:

Now, it is time to verify your understanding of the contents by answering to the first self- evaluation.



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## Self-assessment 1



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Mid-Term



- Read the statement, choose the word or words that you think should be stressed in order to communicate a strong negative opinion.
1. I do not understand why people choose to live in tiny homes.
    - a. do.
    - b. understand.
    - c. not.
  2. When we decided to go on vacation, we didn't think we would spend the whole time in the forest.
    - a. didn't.
    - b. whole time.
    - c. we.
  3. I can't understand why people live in smart homes. I do not want my home to be filled with computers that listen me.
    - a. do.
    - b. not.
    - c. listen.
  4. My mom always wants us to go camping, but my dad doesn't like the idea of sleeping outside.
    - a. Wants.
    - b. Does.
    - c. doesn't.
- Choose the response that correctly asks for more information about each statement.
5. In the summer, my brother likes to sleep outside under the stars.
    - a. Why do you think that is?
    - b. Do you know who?
    - c. But isn't that cold? I don't understand your brother.



6. I want a big house with a lot of rooms for all of my stuff.
- a. Don't you care about the environment? One person doesn't need so much space!
  - b. I'd like to know more about that.
  - c. Do you know how?
7. I don't think I could live in a tiny home because I like to have a big kitchen to cook a lot of meals in.
- a. What do you mean?
  - b. Why do you think he does that?
  - c. Do you know where?
- Complete the paragraph. Choose the correct forms.

Julia loves nature and \_\_\_\_\_ 8. (is/ are/ was) happy when \_\_\_\_\_ 9. (is/ she's/ she am) outside. When she \_\_\_\_\_ 10. (she's/ is/ was) a kid, she often slept outside because she hated being inside. When all of her friends \_\_\_\_\_ 11. (was/ were/ are) inside playing games, she would sit outside looking at trees. She \_\_\_\_\_ 12. (was/ is/ wasn't) unusual, she \_\_\_\_\_ 13. (was/ wasn't/ isn't) like other kids. Now \_\_\_\_\_ 14. (she was/ am/ she's) an adult, she likes being inside and outside, but she is happiest outdoors! \_\_\_\_\_.

**Answer Key**



Congratulations! You have finished reviewing unit one. I'm very sure you could learn something new.



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Mid-Term





## Week 2

### Unit 2. World of art and education

This unit refers to art, specially to unusual art and to people who make it. In the study of this unit, you will be able to listen to information related to this topic in order to identify main ideas and details. In addition, audio information related to the role of creativity in the educative field is going to be reviewed. Finally, you will be able to infer from surprising statements. I invite you to review the information below to learn more about these topics!

#### Focus on listening

Reviewing vocabulary is essential to better understand the audio information. In order to expand your vocabulary knowledge, I invite you to go to the **vocabulary section** in your **basic text**; in there, you will review information related to Mia Pearlman, who is an unusual artist that makes sculptures. I invite you to play the audio and read the text silently; make sure you understand the proposed vocabulary in the reading; if you do not understand the meaning of a word use an online English dictionary. For reviewing the meaning of unknown words, have a try to the following online dictionary [Oxford English Dictionary](#)

As you have reviewed, for someone to be able to do a piece of art, it is vital to be creative. Something important to highlight is that creativity also plays a significant role in education. In fact, not only teachers need to be creative to design activities and suitable resources, but also students need to use their imagination to do tasks in a more creative way. With regards to the education topic, I invite you to review the exercise related to [school vocabulary](#) to fully understand it.

Now, let me explain to you that there are some idioms we can use to refer to a day at school. The first one deals with "**crack the books**", which means to start studying and the second one is "**cut class**" and it means to miss school. With this information in mind, I invite you to listen to an audio related to "[A day at school](#)" and do the recommended activities.



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After that, I invite you to reflect on the following questions:

- Does the educational system in your country persuade creativity? How?
- What do you do to make your homework look creative?

Note. Please complete the activity in a class *notebook* or Word document.

Later, complete the activity related to vocabulary in the **basic text**. In order to reinforce vocabulary knowledge, I invite you to analyze the activities from the following related to [unusual art](#)

Now, it is time to move to the **preview section**, where you are going to listen to an interview between a museum guide and a magazine writer about the unusual work of sculptor Mia Pearlman. I remind you that in this activity you are going to make predictions based on the information you hear. For doing this activity correctly, it is essential to take *notes*. Use the example proposed in the **basic text** to take *notes*. I remind you that taking *notes* helps you in varied ways; first, it helps you to record key information from the audio. Second, the *notes* you take allow you to remember what you heard; and third, taking *notes* increases concentration while listening and improves understanding. With this in mind, I invite you to complete the suggested activity in your **basic text**.

## 2.1. Identifying main ideas and details

When listening to a passage, it is vital to identify main ideas and details. I invite you to reflect on the following question:

- Why do you believe it is important to identify main ideas?

Note. Please complete the activity in a class *notebook* or Word document.

In order to fully understand this topic, I invite you to review the information of the following video: [Identifying Main Ideas in Listening Passages - Understanding the Concept of Main Idea](#). As you could notice, identifying main ideas is quite important so that you can explain to others what you listened to. After that, I invite you to review and complete the activities from the **basic text**.

Another important aspect when listening to a passage is to identify details. Do you know why is it important to identify details?



Well, **details** refer to those specific words, names, examples, supporting facts that are closely related to the main idea. In order to go deeper on this topic, I invite you to review the information from the video related to “[listening for the main idea and details](#)”

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As you could see, supporting details tell us more about the main idea since they make it stronger. Finally, I invite you to do the recommended listening activity of the **basic text**



## 2.2. Making inferences: Understanding surprising information



To infer means to guess about something that is not specifically stated in a passage. In order to infer correctly, it is important to use your understanding of the audio in order to guess what the speaker intends to mean. There are times that the speaker mentions some information that is surprising to the listener. This may be because the information the speaker is providing is new or unusual to the listener. Some expressions commonly used to show surprise in English are the following: Oh really? Are you serious? or “Are you for real?”.



In order to know more about this topic, I invite you to review the information of the following blog, which refers to “[8 ways to express surprise in English](#)”



As you could notice, there are different ways to express surprise in English. With these ideas in mind, I invite you to review the make inferences section in the **basic text**, where some exercises are provided.



### Recommended learning activities



It is time to apply your knowledge through the activity that has been proposed below:

Once you have finished reviewing the listening information related, I invite you to watch the video related to “[old books reborn as art](#)”. While watching the video, I invite you to identify the main idea and the most important

details. I also invite you to share some ideas from this video during the virtual classes.



## Week 3

### Focus on speaking

In this unit, some ways to express opinions based on different types of art will be introduced. As you know, grammar plays a significant role when speaking; hence, the use of the simple present tense in affirmative and negative sentences will be explained. To fully understand these topics, I invite you to review the information below!

#### 2.3. Simple present tense: affirmative and negative sentences

Let's begin indicating that we use the **simple present tense** to talk about habitual actions or things that occur again and again; I invite you to review the examples below. *Can you notice the difference between the two examples?*

- I wake up at 06:30 a.m. **every morning**.
- She watches TV every **afternoon**.

In the simple present tense, we do have affirmative and negative statements. Let's begin explaining the structure of affirmative statements; when building an affirmative sentence with the simple present tense, the verbs in this tense change their form according to the subject pronoun used in each sentence:

**Table 4**

*Conjugation of the verbs in the simple present tense*

Subject pronoun	Form of the verb
I	Learn
You	Learn
She	learns
He	learns
It	learns
We	Learn
You	Learn



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Subject pronoun	Form of the verb
They	Learn

Note. Solano, L., 2023.

As indicated in the chart, when we refer to the third-person singular (he, she, it), we are always going to be adding -s or -es to the verb. For example:

- It **snows** a lot here.
- She **writes** love stories.
- He drives to **Perú** every weekend.

There are other two interesting rules for using the simple present. The first one says that if the verb finishes in the letters (s), (x), (sh), (ch), (z) or (o), we have to add (-es) to the verb; like this: (kiss – kisses), (fix – fixes), (wash – washes), (teach – teaches), (buzz – buzzes) and (go – goes).

The second rule says that when the verb ends in (y) preceded by a consonant, we have to remove the (y) and add (-ies) to the verb; like this: (carry – carries), (study – studies), (cry – cries), (try – tries). Be careful, this is not the same with for example these verbs: (play, buy, enjoy, pay) why? Because, these verbs finish in (y) but are preceded by a vowel; therefore, in the third person singular we add an (-s) to them, like this: (play – plays), (buy – buys), (enjoy – enjoys), (pay – pays).

To fully understand the use of affirmative sentences, I invite you to watch the following video related to "[English Grammar: Present Simple](#)"

As you could notice, the simple present tense refers to facts, habits and routines and using it is quite simple. Now, it is time to review the simple present with negative statements.

When building negative sentences, we are going to use the auxiliary DO or DOES + not according to the subject pronoun used in each sentence. Now, review the following chart which will help you to clear this up:



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**Table 5**

*Conjugation of auxiliary do and does with the simple present tense*

Subject pronoun	Auxiliary DO	Negative word
I	Do	not
You	Do	not
<b>She</b>	<b>Does</b>	<b>not</b>
<b>He</b>	<b>Does</b>	<b>not</b>
<b>It</b>	<b>Does</b>	<b>not</b>
We	Do	not
You	Do	not
They	Do	not

Note. Solano, L., 2023.

It is important to keep in mind that in informal writing and in speaking, it is possible to use the contractions **don't** and **doesn't**. In order to learn more about negative sentences with the simple present tense, I invite you to review the information of the video related to [the use of the present simple-negative form](#)

As it is explained in the video, the structure for making negative sentences should be the following:



- Subject (I, you, we, they) + auxiliary verb 'do' + not + base form of the verb
- Subject (he, she, it) + auxiliary verb 'does' + not + base form of the verb

Finally, I invite you to do the recommended activities from the **basic text**.

## 2.4. Expressing opinions

In real conversations and dialogues in English, phrases to express opinions on varied topics are often used. Hence, it is vital to know some specific phrases to politely express our opinions orally. For this reason, I invite you to review the chart below which summarizes the most common phrases we can use to express opinions:



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## Table 6

### Phrases to express opinions



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#### Phrases to express opinions

I think....	I believe....	I feel....
I suppose....	I guess....	According to me....
In my view....	In my opinion....	In my eyes....
It seems to me that....	From my perspective....	From my point of view....
From my view point....	As far as I'm concerned....	Personally, I think....
I'd like to point out that....	What I mean is....	Generally, it is thought that....
Some people say that....	Well, it is considered that...	It is generally accepted that....
My impression is that....	It goes without saying that....	I hold the view that..
I'm of the opinion that....		

Note. Adapted from *25 Phrases for expressing opinions*, 2014, Jagrati Chauhan, [express opinion](#).

To better understand the use of the phrases to express opinions, I invite you to review the information of the video related to "[Expressing opinions](#)"

As shown in the video, there are some ways to express opinions; I invite you to use them in dialogues and conversations. Once you have watched the video, I invite you to review the information provided in the **basic text**. I also invite you to use these expressions during the videocollaborations.



#### Recommended learning activity

To expand your knowledge on the use of grammar and vocabulary, I invite you to do the following activity:

To evaluate the learning acquired on this topic, I invite you to develop the self-assessment presented below.





## Self-assessment 2



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- Choose the definition of the boldfaced word or words in each sentence.
1. Artists cannot **control** whether people will like their art.
    - a. learn about.
    - b. have power over.
    - c. make a guess.
  2. What **specific** types of art are in this museum?
    - a. exact.
    - b. strong.
    - c. simple.
  3. When I am bored, I like to **draw** in my *notebook*.
    - a. to make pictures using paint.
    - b. to make pictures using a pencil or pen.
    - c. to use scissors or a knife to make pieces.
  4. Artists use everyday **materials** to make interesting art.
    - a. promises to do something.
    - b. results of actions.
    - c. things used to make other things.
  5. How **expensive** is it to buy this piece of art?
    - a. costing a lot of money.
    - b. needing to be fixed.
    - c. having many colors.
  6. Some types of art **last** longer than other types.
    - a. stay in good condition.
    - b. grow in size.
    - c. do not move.



- Choose the correct form of the verb in the simple present tense.

7. What types of art do you \_\_\_\_?

- a. like
- b. likes

8. He \_\_\_\_ sculptures out of clay.

- a. make
- b. makes

9. I \_\_\_\_ a new set of paints at home.

- a. has
- b. have

10. The picture \_\_\_\_ very old.

- a. seem
- b. seems

- Use the words from the box to complete the text.

outside	throw away	expensive	put together	inside
---------	------------	-----------	--------------	--------

11. Outdoors is the opposite of \_\_\_\_\_.

12. Take apart is the opposite of \_\_\_\_\_.

13. Keep is the opposite of \_\_\_\_\_.

14. Cheap is the opposite of \_\_\_\_\_.

15. Indoors is the opposite of \_\_\_\_\_.

[Answer Key](#)



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### Unit 3. Special belongings

This unit is related to possessions that have valuable meaning to the owner. By listening to different audios, you will discover different possessions or objects that have a deep cultural or personal meaning. To know more about this topic, I invite you to review the information below!

#### Focus on listening

Before doing the listening activities, it is vital **review vocabulary**, so that, it is easier to understand the lecture.



It is vital to review vocabulary, it is important to read and listen to a lecture based on Ojibwe, which is a native American tribe.

Do you know the names of any other Native American tribes?

After that, I invite you to give it a go to the vocabulary activities of the resource related to: [Special belongings](#)

Now, it is time to review the preview section. Do you know what it is about? Let me tell that in the **preview section**, you are invited to make hypotheses, which can be proved or disproved while listening to the entire audio information. This process is important because it will help you comprehend the listening better. Hence, I invite you to do the recommended activity from the **basic text**.

Another important activity in listening skills deals with identifying main ideas. For doing this activity successfully, it is necessary to listen to the information carefully and to take *notes*. I recommend you to use the following questions in order to identify the main idea of the lecture:

- What do I know about the topic?
- What do I expect to find out?
- Who is the speaker?
- What is the main idea of the lecture?
- What information is presented about the topic?



When listening to an audio recording, it is vital to take *notes* to record relevant information. An interesting way to take *notes* is by *making drawings of the information you hear*. The drawings may help you remember the information in an easier way. I invite you to use this strategy while developing the recommended activity from your **basic text**.



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Another activity related to listening is **identifying details**. I remind you that details refer to that specific information such as names, numbers or descriptions; so, details support the main ideas of a listening. With this information in mind, I invite you to do the recommended activity from the **basic text**. I remind you that you can listen to the audio as many times as you wish to fully understand it.



To fully understand the topic related to special belongings, I invite you to watch the video related to "["Superstitions and Beliefs and Bridge of Events"](#)". I also recommend to write down the new words. Do not forget to review the meaning of those new words and expressions in an English dictionary.



As you could see, this video clearly explains the main differences between superstition, beliefs, and bridge of events; could you explain what they actually mean?



### 3.1. Make inferences: Inferring speakers' beliefs



An inference is a guess of something that is not directly stated in the audio. Hence, after listening to the information, it is necessary to ask to ourselves what the speaker actually means, so that, we can draw our own conclusions. It is also important to use some clues given in the audio and careful attention needs to be given to the intonations and tone.

In this opportunity, you will learn how to make inferences from speaker's beliefs. The first thing to keep in mind is that you are going to determine the correct response based on information from the speaker's words. "If the word has a strong positive meaning or a strong negative meaning, we can infer if the person has a strong positive or negative belief about something" (Merdinger & Barton, 2020 p.58). With this information in mind, I invite you to review the information provided in the **basic text** in the **make inferences section** and complete the recommended activity.





## Recommended learning activities

It is time to apply your knowledge through the activity that has been proposed below:

The following activity invites you to watch and listen to a video related to [What's the price of sentimental value?](#), where you are going to identify main ideas, details and to write down the new words. Do not forget to take *notes* while listening to the information; use your *notes* to do this activity in an effective and easier way.

Note: Please complete the activity in a class *notebook* or Word document.



### Week 5

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#### Focus on speaking

In this unit, you will learn the use of the simple present with adverbs of frequency and some ways to ask questions to encourage people to participate in discussions. In addition, you will talk about the reasons for holding on to special possessions. To learn more about this information, I invite you to review the information below.

#### 3.2. Simple present: adverbs of frequency

Adverbs of frequency tell us how often something occurs. Due to adverbs of frequency refer to habitual actions / activities they are usually only used with the simple present tense.

Something important is that when we use adverbs of frequency with the verb Be, we are going to place the adverb after the verb Be. This rule is different when using any other verbs, mainly because with the rest of the verbs the adverbs of frequency go before the verb. To have this idea clear, I invite you to review the tables information below:



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**Table 7**

Adverbs of frequency and the verb To Be

To Be	To be	Adverb	Complement
I	am	always	Late.
Karen	is	usually	on time.
Marcos	is	sometimes	tired.
It	is	never	late to start.
We	are	rarely	sad.
You (singular and plural)	are	often	happy.
They	are	always	wrong.

Note. Solano, L., 2023.

**Table 8**

Adverbs of frequency with other verbs

Subject	Adverb	Other verbs	Complement
I	always	go	go school.
Karla	usually	Works	on weekends.
Mateo	sometimes	forgets	homework.
It	never	Is	the way we want.
We	rarely	practice	sports.
You (singular and plural)	often	Travel	on weekdays.
They	always	play	the guitar.

Note. Solano, L., 2023.

To expand your knowledge on the use of adverbs of frequency, I invite you to watch the video related to "[Adverbs of frequency](#)"

As explained in the video, adverbs of frequency are frequently used in English. They are often used in questions, negative statements, formal contexts, the verb to be and other tenses apart from the simple present.

After watching the video, I invite you to review the following presentation about [Adverbs of Frequency](#). Finally, I invite you to do the recommended activities of the **basic text** related to this grammar aspect.

### 3.3. The use of a/an and the; one/ones

Indefinite articles **a** or **an** are often used with singular count nouns and when you refer to general things. In English, we generally use **a** before a consonant

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sound and **an** before a vowel sound. Something important to keep in mind is that we are not going to use **a** or **an** before a non-count noun or a plural noun. Pay careful attention to the examples below:

- I need **an** umbrella.
- She has **a** meeting tomorrow
- **Money** is difficult to get. (non-count noun)
- **NOT:** I like **a** money.
- I usually wear jackets. (plural)
- **NOT:** I have **a** jackets.

With regards to the definite article the, Schoenberg and Maurer (2012) indicate that we use it for specific things that the speaker and listener know about. We can use the before singular count nouns, plural count nouns , and non-count nouns. I invite you to review the examples below:

- **The table** is too big.
- **The grapes** are green.
- **The chocolate** is delicious.

We also use **the** when there is only one of something, as in the following examples:

- **The moon** is bright tonight. (there is only one moon)
- I really like **the** red **cap**. (there is only one red cap in the store)

The definite article **the** is also used to refer to something for the second time and afterwards, as in the example below:

- Carlos made pizza and hamburgers. **The pizza** was just perfect. **The hamburgers** were so greasy.

Finally, we use one in order to replace a singular noun and we use ones to replace a plural noun. I invite you to review the example below:

- They have three **cars** on sale. I like the red **one**. I don't like the white **ones**.

### 3.4. Invite others to speak

When speaking in English either in dialogues or conversations, it is necessary to ask some questions that allow others to join and keep the



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conversation going. They also give the chance for the rest to talk. Something interesting to keep in mind is that the questions that begin with a negative auxiliary (don't, doesn't, isn't, aren't) show that the speaker expects that the other person agrees or says yes; for example:

- Don't you think jewelry is a good gift?
- Yes, I do.
- Isn't this phone beautiful?
- Yes, it is

When the speaker uses affirmative auxiliaries, it means that he/she wants more information. To review more about this topic, I invite you to go to the ***speaking skill section*** and complete the exercises provided.



## Recommended learning activities

To reinforce your knowledge, I invite you to do the activities below.

1. After reviewing the use of A/ AN, THE and ONE/ONES, it is time to develop the following exercises:

- Definite article "the"
- Articles A / AN
- "one" and "ones"

I'm very sure that by completing each of those activities, you will fully understand this topic.

2. To reinforce your knowledge, I invite you to solve the following word search named Adverbs of frequency.

[Adverbs of frequency](#)

3. To evaluate the learning acquired on this topic, I invite you to develop the self-assessment presented below.



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## Self-assessment 3



- **Read the paragraph. Use the words and phrases in bold to fill in the blanks. Not all of the words and phrases will be used.**

**pack rats; peaceful; sentimental value; traditional; passed; popular; style**

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People collect many different kinds of things. Some of these things are old and 1. \_\_\_\_\_. One example is antique furniture that has been 2. \_\_\_\_\_ down within a family through the years. Other items are 3. \_\_\_\_\_ hobbies, such as collecting baseball cards. The items are important to the collector. They have 4. \_\_\_\_\_. People



may collect too many of these items and become 5. \_\_\_\_\_.



- Circle the correct adverbs of frequency to complete each sentence.
6. You can tell that Henri's awards are important to him. He (**always / never**) hangs them on the wall.
  7. This plate has been in my family for years and will (**sometimes / never**) be sold.
  8. We (**never / often**) save good luck charms because they help us feel special.
  9. Carol (**never / usually**) wears her lucky hat to the game, but she did not today.
  10. I don't really believe in dream catchers, but I (**sometimes / never**) use them anyway.



Answer Key





## Week 6

### Unit 4. Creativity in Business and shopping

This unit is related to the role creativity has in business and shopping. By studying this unit, you will listen to different experiences from people that started their business at an early age and also some vocabulary related to shopping. In addition, you will learn how to make inferences about contrasting ideas. Now, I invite you to read the information below.

#### Focus on listening

To know more about the current topic, I invite you to **review vocabulary**. To do so, you need to read the article from an online business magazine and play the audio.

I invite you to think and respond to the following question:



*What do you believe are the main reasons companies might want their employees to be more creative?*

Note. Please complete the activity in a class notebook or Word document.

Do not forget to complete the vocabulary activity proposed in the **basic text**.

Different stores are trying to find the way to be more creative to attract more customers. In addition, there are thousands of people who love to go shopping. According to your personal opinion: What do people spend their money on?

In order to reinforce the understanding of vocabulary, I invite you to devote some minutes to analyze the information from the exercise related to "["Vocabulary about shopping"](#)"

As you could see, the most common words are the following: shop window, supermarket, cash, basket, shop assistant, checkout, coin, credit card, customer, trolley, receipt, and shelf.



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After that, I invite you to listen to a conversation between a customer and a shop assistant and do the exercises to practice and improve your listening skills about “[Shopping for clothes](#)”



Finally, I invite you to reflect on the following questions:



- What was the last item of clothing you bought?
- Think about the most expensive thing you have ever bought. Was it worth what you paid for it?
- Which is better, shopping in shops or shopping online?

Note. Please complete the activity in a class *notebook* or Word document.



Now, I invite you to start completing the listening activities. We are going to start reviewing the **preview section**. In here, you need to listen to an excerpt from a lecture related to a business owner. You are just going to listen to the beginning of the audio. In this activity, you need to figure out which the correct responses might be according to what you just heard. By doing so, you will understand the listening better. I invite you to respond to the stated questions in the **basic text**.



After that, we are going to start reviewing **the listen for main ideas section**. To do so, I invite you to listen to a lecture in which a high school girl talks to a college business class about her experience being an entrepreneur. I remind you the importance of taking *notes* when listening for main ideas. Taking *notes* help you remember the information you heard. A good strategy for taking *notes* helps is the use of the equal sign (=). We can use it for taking *notes* of definitions; when using it, it means that the information in both sides of the equal sign means the same. The equal sign can also be used to explain people's jobs or who they are. To know more about the use of the strategy, I invite you to review the examples provided in the **basic text**.



Regarding main ideas, it is also important for you to know that there are some signal words that help you realize that important information is about to come. They also indicate to the listener that the main idea of the lecture is about to be mentioned. Some of these signal words are the following:



## Table 9

### Signal words

Signal words		
first,	Second,	Next,
Mostly about	Most likely	Sums up
There are several reasons for	A major development	Remember that
A key idea	The main focus	Above all
Finally,	For example,	In essence
What the author is saying		

Note. Adapted from *Signal Words: A Comprehensive Guide to Understanding Texts*, por ESLBUZZ, 2023, [ESLBUZZ](#).

With this information in mind, I invite you to do the main ideas activity stated in the **basic text**.

Next section is **details**, I invite you to use the *notes* you took in the main ideas section to complete this activity. If needed, play the audio again to review your responses.

#### 4.1. Make inferences: Contrasting ideas

To infer means to guess about something that is not directly stated. Stressing words in English means that the words are said louder and longer and with higher pitch. When we do want to contrast phrases or words in English, we pronounce them louder (with more stress in these words) than the rest of the words involved in the sentence.

To expand your knowledge on the use of this strategy, I invite you to review the information of your **basic text** and do the recommended activities. Do not forget to play the audios as many times as you wish to complete this activity successfully.



#### Recommended learning activity

It is time to apply your knowledge through the activity that has been proposed below:



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To expand your knowledge on this topic, I invite you to listen to the audio based on: “[How to build your creative confidence](#)” and identify main ideas and details. In addition, try writing down the new words and expressions you might find in the video. At the end, bring your ideas from this link to share them during the virtual classes.

Note: Please complete the activity in a class *notebook* or Word document.



## Week 7

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### Focus on speaking

In the study of unit four, you will talk about the importance of being creative to enhance business environments and products.

You will also use the grammar structure of there was / there were in dialogues and conversations. To review this information, I invite you to take a look to the information below!

#### 4.2. Grammar: There was / There were

We often use there was OR there were to describe a situation in the past. It is important to emphasize that **there was** is often used with singular count nouns and **there were** with plural count nouns. We do have affirmative statements by using there was and there were; take a look at the following examples:

- **There was** a dog in the bedroom.
- **There was** money in the bedroom.
- **There were** thousands of cars on the road.

We can also build **negative sentences** when using **there was** and **there were**; for doing so just use the following structure:

***There was/were + neg. (not) + noun + complement.***

- There isn't any money in my pocket.
- There weren't many people in the party.



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As it is observed, when using negatives, we can also use contractions. Let's review the information below:



There wasn't - There was not

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There weren't - There were not



We can also **make yes / no questions** with the use of **There was / There were**. The only thing to do is to move **Was** or **Were** before **There** as in the examples below:



- Was there an umbrella in the office?
- Were there many people in the meeting?



When making **yes/no questions**, we are always going to be using **a** with singular nouns and **any** with plural and non-count nouns.



To comprehend this grammar better, I invite you to review the information of the following video: "[There was or there were](#)"

This video explains in detail the usage of "There was" and "There were"; with this information in mind, I invite you to do the activities proposed in the **basic text** in the grammar section.

#### 4.3. Reacting to information



When speaking in English, there are times someone tells us new or unusual information that can surprise us. To show interest, we can use some common expressions:

- Really?
- No way!
- Wow! That's amazing!
- You're joking!
- That's incredible!
- That's so interesting.

To know more about this topic, I invite you to review the information of the following REA, which is a video related to "[how to show interest and surprise](#)

As detailed in the video, there are some expressions to express interest, surprise or even disappointment. After watching the video, I invite you to review the information of the **basic text** and do the recommended activities.



### Recommended learning activity

It is time to apply your knowledge through the activity that has been proposed below:

To reinforce your knowledge on the use of ***There was – There were***, I invite you to complete the following self-assessment.



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## Self-assessment 4



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- **Use the phrases in bold to complete the conversation. Remember to use a capital letter if the phrase belongs at the beginning of a sentence.**

**there was;**    **was there;**    **was there;**    **there is;**    **there were**

**Bill:** Hi, Rose. 1. \_\_\_\_\_ a meeting yesterday?

**Rose:** Oh, yes, but I didn't know anything about it. Where was the meeting?

**Bill:** I'm not sure. 2. \_\_\_\_\_ some information about it in the email we got last week.

**Rose:** Oh, I remember. This is the meeting about improving creativity in our company. Last year, 3. \_\_\_\_\_ only two successful new products.

- **Choose the best response to complete each conversation.**

4.    **A:** So what do you do?

**B:** I'm an actor, but I'm working in a restaurant right now.

**A:** \_\_\_\_\_

**A.** Uh-huh.                    **B.** Wow!                    **C.** That's amazing!

5.    **A:** This is my office.

**B:** Your office is in the Empire State Building?

**A:** Yes, I can look out the window and see the whole city!

**B:** \_\_\_\_\_

**A.** Really.                    **B.** Uh-huh.                    **C.** Wow!



6. **A:** How do you like working at the United Nations?

**B:** I like it. One of my co-workers is from Nigeria, one is from Thailand, and one is from Russia.

**A:** \_\_

**A.** That's interesting.      **B.** That's great!      **C.** That's unbelievable!

7. **A:** I love my new job! We can start work any time between 8:00 a.m. and noon, and we don't work on Mondays or Fridays. And we even get three months of vacation a year!

**B:** \_\_

**A.** Uh-huh.      **B.** Really?!      **C.** That's so interesting.

8. **A:** My new store had a grand opening today.

**B:** How did it go?

**A:** Really well! We made a huge profit in just one day!

**B:** \_\_

**A.** Really.      **B.** That's amazing!      **C.** Uh-huh.

▪ Use the phrases from the box to complete the statements.

increase their creativity      made her feel good      came up with the idea  
completely new      for the first time

9. When KK was 17, she spoke at a business school \_\_\_\_\_.

10. The students asked KK how she \_\_\_\_\_ to start a business.

11. When the business students asked KK for her advice, it \_\_\_\_\_.

12. Creative people often have ideas that are \_\_\_\_\_.

13. When people take creativity classes, they \_\_\_\_\_.

Answer Key



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## Week 8

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### Final midterm activities

Welcome to the last week of the first mid-term. Congratulations for effort devoted to the study of this course!

I remind you that in the English language: Listening and Speaking 1 course, we do not have a written exam during the dates set up by the university, instead you need to attend to the online classes and keep participating.



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## Second Mid Term

### Learning outcome 3

- Interacts in a conversation using straightforward expressions and phrases about necessity or regular topics.

Dear students, to accomplish the learning outcomes of the second mid-term, it is necessary to review, study and do the recommended activities and topics from the available resources such as **basic text**, virtual guide and EVA. In addition, by answering to self-evaluations and participating in the online classes, you are going to have more opportunities to sharpen your listening and speaking skills.

Moreover, I take the advantage to congratulate you for the effort devoted to the study of this course during the first bimester! Now, I invite you to continue given your best in the second mid-term. So, I invite you to review the information below!

### Contents, resources and recommended learning activities



#### Week 9

#### Unit 5. Overcoming fears and phobias

Unit five is related to fears and phobias. By studying this unit, you will review information related to different types of phobias and some ways to deal with them. You will also learn the main difference between a normal fear and a phobia and to make inferences by understanding the meaning of exaggerations. To know more about this topic, I invite you to review the information below!



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## Focus on listening



### 5.1. Taking notes with bullets and dashes



First of all, I invite you to think of the main difference between fears and phobias. To have a clear idea of the main difference of these two topics, I invite you to read the information below:



"A **Fear** is an emotional response to a real or perceived threat. A **phobia** is similar to a fear with one key difference: the anxiety people experience is so strong that it interferes with their quality of life and/or their ability to function" Covin (2012).



With this information in mind, I invite you to review vocabulary! To do so, please go to the vocabulary section in your **basic text**. Read the text, which is related to arachnophobia, the fear of spiders and do the recommended activities from the book. Do not forget to use a dictionary if necessary.



I invite you to reflect on the following questions:



- Do you suffer from arachnophobia? If yes, how it affects your life?
- Does the fear stop you from doing certain things or going to certain places?

Note: Please complete the activity in a class *notebook* or Word document.

After that, I invite you to review and complete some activities of the resource related to [vocabulary about understanding fears and phobias](#)



When developing listening activities, taking *notes* plays a significant role. One strategy for taking *notes* deals with the use of **bullets and dashes**. By using this strategy, you can organize details better, which helps to record the information you hear. I invite you to review the information from the **basic text**, use the bullets and dashes strategy for doing the recommended activities. I remind you that for doing the listening activities, you can play the audio information as many times as possible to fully understand it.

To know more about fears and phobias, I invite you to review the following videos:

- Fears and phobias - 6 Unfortunate Phobias for Good Health
- Emetophobia Support: How do we create phobias and anxieties?.

As you could see in the video, there are six unfortunate phobias for our health and those are the following:

1. Alliophobia, which deals with the fear of garlic
2. Bacillophobia - Fear of microbes
3. Phengophobia - Fear of the daylight or sunshine
4. Lachanophobia - Fear of vegetables
5. Loutrophobia - Fear of washing or bathing
6. Biophobia – Fear of nature

In the second video, it is clearly explained how we create phobias in our mind and how we can uncreate them. So, after reviewing these videos, I invite you to reflect on the following questions:

- Which are the unfortunate phobias?
- How can we create and uncreate phobias?

## 5.2. Make inferences: understanding the meaning of exaggerations

Exaggerations almost always describe things in a bigger way than they are in real life. Most speakers use them to emphasize something or to sound more interesting. This inference skill is useful and we can use it to understand a friend who is referring to a situation in which strong feelings are involved; in this type of situation, exaggerations are helpful to show people the way you feel.

To know more about this strategy, I invite you to review the information stated in the **basic text** and complete the recommended exercises.



### Recommended learning activity

It is time to apply your knowledge through the activity that has been proposed below:

In order to continue practicing, I invite you to review the information from the following REA, which are two videos related to "[6 Unfortunate phobias](#)



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for good health” and “How do we create phobias and anxieties?”. While watching the videos, I invite you to take *notes*. Use your *notes* to identify main ideas and details of each audio. I also invite you to write down the new words and expressions you might find. Finally, share your ideas related to the videos with the teacher and classmates during the virtual classes.

Note: Please complete the activity in a class *notebook* or Word document.



## Week 10

### Focus on speaking

Continuing with the study of unit 5, we will focus on reviewing the simple past; we will use this tense to refer to past events. We are also going to be using imperatives to give orders and advice. To know a little bit more about these topics, I invite you to review the information below!

#### 5.3. Grammar: Simple past



First thing to keep in mind is that the simple past is used to refer to events, actions or situations that already finished.

We often use this tense to focus on a specific time in the past: *last year*, *last month*, *last week*, *last weekend*, *yesterday*. These time expressions can go either at the beginning or end of a sentence, for example: *Marcos went to work yesterday*.

To build negative statements in the simple past, we often use ***did not + the base form of the verb*** (avoid adding -ed to sentences with did), for example: She ***didn't do*** homework.

To use the simple past correctly, we do need to be aware that we have regular and irregular verbs. Regular verbs in the simple past end in **-ed**. If the base form ends in **-e**, we add only **-d**. If the base form ends in **-y** after a consonant, change the **y** to **i** and add **-ed**. To study these verbs, I invite you to review [the list of regular verbs](#). As you have reviewed in this website, there is a huge list of regular verbs in English. I invite you to study, memorize and use them in dialogues and conversations.



Second  
Mid-Term



Concerning irregular verbs, they have different forms in the simple past and you need to memorize them. I invite you to make a go to [The list of irregular verbs](#). As shown in the website, irregular verbs change their written and pronunciation form when using them in the simple past.

To expand your knowledge on the use of the simple past, I invite you to review the following REA "[Lesson on simple past](#)". As explained in the video, the simple past is often used to refer to past events.

With this information in mind, i invite you to review the grammar section in your **basic text** and complete the recommended activities.

#### 5.4. The use of imperatives

Imperatives are often used to give orders and advice, but they can also be used to give encouragement, by doing so, we are going to help someone feel better. Imperatives are always in the present tense. We can build affirmative (**with the base of the verb + object**) and negative (**with don't + base form of the verb +object**) statements by using imperatives and the subject is always going to be "**you**" and it is implied. Let's review the following examples:

- Think in a positive way!
- Don't be scared of me.

To know more about this topic, I invite you to review the information from the video related to [the use of imperatives](#). As you could see, the video explains the different ways to use the imperative mood. These rules need to be followed to perform accurate speech in the target language.

After that, I invite you to review the information of your **basic text** and do the recommended activities.



Second  
Mid-Term





## Recommended learning activity

It is time to apply your knowledge through the activity that has been proposed below:

To reinforce your knowledge on the studied topics, I invite you to do the following exercises:



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## Self-assessment 5



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- Complete each sentence using the simple past tense of the verb in parentheses.

1. Carmen \_\_\_\_\_ (**try**) to go to public places more often.
2. She \_\_\_\_\_ (**make**) a promise to herself that she would do it.
3. She \_\_\_\_\_ (**have**) trouble going out at first.
4. Then, she \_\_\_\_\_ (**get**) a friend to go with her.
5. This \_\_\_\_\_ (**help**) Carmen feel much better!
6. Soon, she \_\_\_\_\_ (**go**) to many different places.
7. After a while, she no longer \_\_\_\_\_ (**need**) her friend to go with her.

- Complete the conversation by choosing imperatives that give advice.

**Patient:** I'm still afraid of drowning if I go in the water.

**Doctor:** This is a normal fear if you do not know how to swim. 8. (**Many people take lessons. / Take swimming lessons at the public pool.**)

**Patient:** I should, but the thought of going near the pool makes me start to shake!

**Doctor:** Have you tried your breathing exercises? 9. (**Remember what I showed you. / These exercises can help you.**)

**Patient:** No, I haven't tried that. I will go to the pool tomorrow.

**Doctor:** 10. (**Believe me, I know that this is hard for you. / This is difficult for many people.**)

**Patient:** I just feel like I am alone and there is no one who understands my fear.



**Doctor:** You are not alone. **11. (I don't want you to feel that way. / Do not feel that way.)** Here is the number of a support group with people who have the same fear as you. **12. (Call the number. / Do you want to call the number?)** I think you will feel better if you do.

[Answer Key](#)



Second  
Mid-Term





## Unit 6. Overcoming obstacles and employment

This unit is related to the risks and challenges people face to achieve a goal. By studying this topic, you will listen to stories from famous athletes and learn new vocabulary related to this topic. You will also learn to make inferences by understanding rhetorical questions. To review in detail the aforementioned topics, I invite you to check the information below!

### Focus on listening



To start, I invite you to answer to the following questions:

- Do you like to do things that are dangerous?
- Do you know anyone with a dangerous job? If so, what job is it?

Note: Please complete the activity in a class *notebook* or Word document.

In order to understand the topic better, I invite you to **review vocabulary**. To do so, I invite you to read and listen to a text; pay attention to the boldfaced words. After that, I invite you to do the proposed activity in the **basic text**. You can use an online dictionary to review definitions of unknown words.

Now, it is time to start completing listening exercises. To do so, I invite you go to the **review section**. As you may remember, this section invites you to make hypotheses that can be proved or disproved while listening. This process helps you to understand the audio better. Please listen to the audio and complete the recommended activities of the **basic text**.

Once finished, I invite you to continue with the **main ideas and details section**. To successfully accomplish this part, it is important to take *notes*. A strategy to take *notes* is by **focusing in cause and effect**. This strategy is useful mainly because speakers often explain what happened first (which refers to the cause) and later they explain why it happened (it refers to the effect or result). When using this strategy, we often use arrows, which indicate that one thing leads to another. To know more about this strategy,



I invite you to review the information from the **basic text** and do the recommended activities.



## 6.1. Make inferences: Understanding rhetorical questions



As you remember to infer means to guess because the answer is not directly stated in the audio. Speakers often use rhetorical questions to ask for a purpose rather than to obtain the information the question asks. So, these questions are asked, when the speaker does not expect a response, but to make a point. For example, the mother angry with her son asks: "just who do you think you are? It is a fact that both know who the son is, but the mother asks this question just to emphasize that her son is not behaving well.



To expand your knowledge on the use of rhetorical questions, I invite you to review the information from the **basic text** in the make inferences section. Do not forget to complete the recommended activities.



### Recommended learning activity

It is time to apply your knowledge through the activity that has been proposed below:

I invite you to listen to the audio related to difficult situations: [Overcoming Obstacles, Finding Purpose and Meaning](#). Try to identify the most important details of the audio do the exercises provided. Share your opinion about the audio during the video-collaborations.

Note: Please complete the activity in a class notebook or Word document.



### Week 12



### Focus on speaking

To continue reviewing unit six, we are going to study and talk about the importance of taking risks at any age and some difficulties people face to

get a job. To reach this goal, it is vital to review the usage of the present progressive. We are also going to review some ways to describe photos and visuals. I invite you to continue reviewing the information below to learn more about the aforementioned topics!

## 6.2. Grammar: Present Progressive

The present continuous is commonly used to describe an ongoing action that is occurring right now, at this moment. To use this tense, we will be using be (am, is, are) plus the verb with the “ing” form. For example:

- She **is studying** in the library **right now**.
- I **am cleaning** the house **at this moment**.
- They **are working** in the project **now**.

There are some rules to be considered when using the present progressive, especially the **ing** form at the end of the verb. Let's review the following examples with **ing** form:

- When the base form of the verb ends in (e), we drop the (e) and add (ing) at the end of the verb; for example: **create** – **creating**.
- When the verb ends in a consonant and it is preceded by only one vowel, we are going to double the consonant and we are going to add (ing) to the verb, for example: sit – sitting. Nevertheless, we do not double the consonant when the verb ends in consonants such as (**w**, **x**, or **y**); for example: study – studying, draw – drawing, fix – fixing.

In the present progressive, we can also build **negative sentences**. To do so, we need to use the negative (not) after the verb **To Be** plus the verb in the **ing** form. It is important to say that when using the present progressive, we can use contractions, but in informal written or spoken forms. Let's review the examples below:

- The car **is not working** very well.
- I **am not going to work** today.
- They **are not going** to play soccer.
- The car **isn't working** very well.
- I'm **not going to work** today.
- They **aren't going to play** soccer.



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By using the present progressive, we can also ask **yes / no questions**. To build these questions, we are going to use the verb **To Be** at the beginning of the sentence, depending on the subject we will be using. The response to these questions is short, and it can be either positive or negative. Let's review the examples below!

- **Am I studying** enough to approve the subject? **Yes**, I am. **No**, I'm not.
- **Is she travelling** to Europe this week? **Yes**, she is. **No**, she isn't.
- **Are they going** to visit the farm? **Yes**, they are. **No**, they aren't.

We can also build **Wh-questions** by using **the present progressive**. To do so, we are going to include the *Wh-word* (*what, where, when, which, why, who*) *at the beginning + the subject pronoun, + the verb To Be*. Let's review the following examples:

- What is Marcos doing now?
- Where is María going to go right now?
- Why are you crying?

The response to these questions is a larger one, so that the details used make the answer more precise. Let's review how the previous questions are responded:

- Marcos/He is trying to finish the math project.
- María is going to the library to give some books back.
- I'm not feeling very well with my stomach.

To know more about this grammar tense, I invite you to review the information from the following video, which titles **PRESENT CONTINUOUS** (now/around the moment of speaking, trends, showing annoyance, or future plans)



As shown in the video, the present continuous is commonly used for things that take place at the moment of speaking. In light of this, I invite you to go to the **basic text**, review the grammar information section and do the recommended activities.

After that, I invite you reflect on the following questions:

- Are you working right now?
- According to your personal opinion, is it easy to find a job in Ecuador?



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Let me tell you that most people believe that it is quite difficult to get a job. In order to confirm this fact, I invite you to review a video related to ["Why is it so hard to get a job?"](#)



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After watching the video, I invite you to answer the following questions:

- Are you planning to get a job? If so, what can you do to actually land work?

Note: Please complete the activity in a class *notebook* or Word document.

### 6.3. Prepositions of time

There are three basic prepositions of time, which are **in**, **on** and **at**. First of all, it is important to mention that we use the preposition of time **in** with **years, months** and **parts of the day**, and in expressions such as **in a few minutes**. Something important to keep in mind is that we do not use **in** with **night**, we need to use the preposition **at** instead.

With regards to the preposition **on**, we use it with **days of the week** and **dates** and on expressions such as: **on weekdays, on weekends** and **on weeknights**.

Finally, the preposition **at** is commonly used with times and in expressions such as **at night and at dinnertime**. In order to fully understand the use of prepositions of place, I invite you to review the chart below:

**Table 10**

*Prepositions of place*

in	on	at
▪ María was born <b>in 2014</b> .	▪ The wedding is <b>on Friday</b> .	▪ The party is <b>at night</b> .
▪ They were in Australia <b>in December</b> .	▪ It's <b>on December 25<sup>th</sup></b> .	▪ We always have conversations <b>at dinner time</b> .
▪ The meeting is <b>in the morning</b> .	▪ I often go jogging <b>on weekends</b> .	▪ The game starts <b>at 08:00 at night</b> .
▪ Can I call you back <b>in a few minutes</b> ?		

Note. Solano, L., 2023.

After that, I invite you to reflect on the following questions:

- Is she travelling to Mexico in the morning?

- What do you do on weekends?
- What time the film starts?

Note: Please complete the activity in a class notebook or Word document.

#### 6.4. Describing photos and visuals

When speaking in English, especially in presentations, we are always going to be using photos, visuals, or even diagrams and charts. To use them correctly, we do need to describe the item very well so the information will be clear for the listener. To describe some photos or any visual, we can use any of the following expressions:

- Please look at (this / the first / the second / the third) photo.
- In this photo, (subject pronoun) is....
- As you can see, (subject pronoun) is....
- If you look at (this / the first / the second / the third) photo, you can see that (subject pronoun) is....

To use these expressions, I invite you to complete the recommended activities in the **basic text**.



#### Recommended learning activity

To reinforce your knowledge on the use of the present progressive. I invite you to do the following activities:

To evaluate the learning acquired on this topic, I invite you to develop the self-assessment presented below.



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## Self-assessment 6



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Mid-Term



- **Complete the conversation by circling the correct verbs. use the present continuous tense for action verbs and the simple present tense for non-action verbs.**

A: Ella 1. (**tries / is trying**) to walk after her surgery, but she 2. (**has / is having**) trouble.

B: I hope she is not 3. (**giving / give**) up after only a few days.

A: No, she isn't 4. (**think / thinking**) of doing that. She 5. (**is doing / does**) the best she can.

B: Tell her that I 6. (**want / am wanting**) to see her soon and that we all 7. (**love / are loving**) her!

A: I will, and don't worry. She 8. (**walks / is walking**) better every day!

- **Complete the sentences. Choose the correct result for each cause.**

9. **Even though I was tired, \_\_\_\_.**

A. I slowed down

B. I didn't slow down

10. **Even though there was a lot of snow, \_\_\_\_.**

A. I kept climbing the mountain

B. I stopped climbing the mountain

11. **\_\_\_\_ even though it rained all week.**

A. I trained outside every day

B. I did not train outside every day



12. Even though I was in pain, \_\_\_\_.

- A. I stopped to take a break
- B. I did not stop to take a break

13. \_\_\_\_ even though I felt afraid.

- A. I did not show my fear
- B. I showed my fear

14. \_\_\_\_ even though it was a long day.

- A. I'm happy that I didn't hike up the trail
- B. I'm happy that I hiked up the trail

[Answer Key](#)



Second  
Mid-Term



Second  
Mid-Term

## Unit 7. Only child vs loneliness and environment

Unit seven focuses on family size and how only children feel. In this topic, we will also see how the world population problem is affecting to the environment and why should families decide to have just one child. Moreover, by studying the unit, you will listen to varied audio information based on changing families and how only kids feel. You will also learn to make inferences based on word choices. To start, let's review the information below!

### Focus on listening

#### 7.1. Taking notes with numbers

When starting to do any listening activity, it is vital to review vocabulary. For this reason, I invite you to do the recommended activities of your **basic text** and then try doing vocabulary activity related to **only child**. By completing these activities, you will be able to fully understand the audio.

Once finished this activity, I invite you to move to **the preview section**, where you are going to listen to the beginning of an audio. The idea of this activity is to invite you to think what the people will talk about in the entire audio. I take the advantage to remind you that making predictions will help you to understand the audio better.

Now, it is time to continue with the **main ideas and details section**. I remind you of the importance of taking *notes*. As you know there are many strategies we can use for taking *notes*, one of them is **by using numbers**. When using numbers instead of letters or words, we are going to spend less time and we do not have to write so much. We can also use some abbreviations with numbers, especially when referring to age, for example: 13 yrs old. We can also use numbers for dates. Another way to use numbers with abbreviations is when there are so many numbers, in millions (**M**) or billions (**B**), for example 10M (ten million) OR 1B (one billion). I invite you to review the information of the book to expand the understanding of this strategy.

After that, I invite you to review the video related to “[overpopulation, danger to the environment](#)”. As you could see in the video, the overpopulation is a significant problem to the environment since the number of people in the planet is more than the earth is able to feed. Hence, many countries have ended to one-child family policy.



I invite you to reflect on the following question:

- Should families think about the world population problem?

Note: Please complete the activity in a class *notebook* or Word document.

## 7.2. Make inferences based on word choices

When listening to an audio, we can understand what people mean or how they feel even if they don't explain everything directly. Most of the times, we can make inferences based on information from the speaker's choice of words. Hence, in this type of activity, you will not hear specific answers, but you must determine the answers based on the speaker's vocabulary choice.

To fully understand this topic, I invite you to review the information of the **basic text** and do the recommended activities.

### Focus on speaking

To continue reviewing this unit, we are going to discuss the advantages and disadvantages of being an only child. We are also going to review the usage of be going to for the future and some ways to agree and disagree. To learn more about these topics, I invite you to review the information below!

## 7.3. Grammar: Be going to for the future

We use be (am, is, are) + going to + the base form of the verb to refer to an action in the future. By using this grammar tense, we can build affirmative statements; let's review the examples below:

- **I am going to travel to Mexico next weekend.**
- **He is going to graduate in June.**



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- **It is going to rain today.**
- **We are going to see a movie tonight.**

To build negative sentences, we place the negative word not before going to; as shown in the examples below:

- **I am not going to** drive fast.
- **I'm not going to** drive fast.
- **It is not going to** rain.
- **It's not going to** rain.
- **It isn't going to** rain.
- **We are not going** to be late.
- **We're not going** to be late.
- **We aren't going** to be late.

As observed in the examples above, we can use contractions when using negative sentences.

By using be going to, we can make **yes/no** questions; to do so, we put **am**, **is**, or **are** before the subject. With this type of questions, we are always going to have a short positive or negative response. We usually use **contractions** in negative short answers. Let's review the following examples:

- **Is he** going to change Jobs? Yes, he **is** / No, he **'s not**. OR No, he **isn't**.
- **Are they** going to buy a house? Yes, they **are** / No, they **'re not**. OR No, they're not.



We can also make **Wh-questions** with be going to. We can use the Wh-Word + the correct form of be + a subject pronoun + going to + the base form of the verb as in the examples below:

- **When it is going to** begin? Next year.
- **How are you going to** get there? By bus
- **Who is going to** help us? I am

For a **Wh-question about the subject**, we often use who or what + is and going to + the base form of the verb as in the following examples:

- Who is going to be the teacher of Math? Max **is**.



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To learn more about this grammar aspect, I invite you to review the information provided in the video about **be going to**. As explained in the video, **Be going to** is commonly used to talk about future plans. To reinforce your knowledge on this grammar tense, I invite you to review the information from the **basic text** and complete the activities related to this grammar aspect.

#### 7.4. Modals: can, may, might, and will



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First of all, it is important to know what a modal actually is. Modal verbs are auxiliary verbs that are commonly known as helping verbs. They often work with other verbs to show various conditions such as ability, possibility and future. Most of the times, modal verbs do not change their form based on the verb tense of the sentence.

Now, we are going to be reviewing the following modal verbs: can, may, might, and will. We always use the base form of the verb after modals as in the following examples:

- María **can help** you.
- Carlos **may bring** pizza to the party.
- It **might rain** tomorrow.
- My boss **will say** yes.

We can also build negative sentences with modals. The negative of modals is **modal + not**. We always use the base form of the verb after **modal + no**.

- María **cannot help** you.
- Carlos **may not bring** pizza to the party.
- It **might not rain** tomorrow.
- My boss **will not say** yes.

We can also use contraction in speaking and informal writing. So, the contraction of cannot is can't and for will not is won't, as in the examples below:

- They **can't speak** French.
- They **won't feel** lonely.

A modal often changes the meaning of the verb that follows. With regards to the modal **can**, it means ability; for example:



- I **can play** the piano.
- Martha **can cook** vegan food.
- They **can play** soccer.

The modal **may** and **might** often mean possibility; for example:

- She **may feel** anxious.
- He **might have** a car.

Finally, the modal **will** means a future prediction; for example:

- She **will be** late.
- He **will need** to take the bus.

## 7.5. Ways to agree and disagree

When speaking in English, we are going to have some circumstances where we do need to agree or disagree with someone's opinion. There are some useful expressions to agree or disagree politely in English. Let's review the following expressions that can be used to agree:

- That's right!
- Me too!
- I totally agree!
- I couldn't agree more!
- I see exactly what you mean!

Similarly, we do have some expressions to disagree and they are the following:

- I totally disagree!
- Absolutely not!
- That's not right!
- I'm not sure about that.

To learn more about these expressions, I invite you to review the following video: "[Conversation Skills: How to agree or disagree in English](#)". As you have realized, in the video it is very well explained different ways to agree and disagree in formal and informal situations. I invite you to use these expressions in spoken dialogues and conversations. Finally, I invite you to complete the recommended activities of the **basic text**.



Second  
Mid-Term





## Recommended learning activity

To fully understand the studied topic, I invite you to do the following activity:

To evaluate the learning acquired on this topic, I invite you to develop the self-assessment presented below.



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## Self-assessment 7



- Choose the best response to complete each conversation.

1. **Julia:** Some people say children need siblings. What do you think?



**Teresa:** \_\_\_\_\_ I hate being an only child!

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A. That's for sure.      B. I disagree.      C. I'm not sure about that.



2. **Serena:** \_\_\_\_\_ I'm an only child, and I never feel lonely.



A. I agree with you.      B. I don't agree.      C. Maybe . . .

3. **Julia:** A study shows that only children are spoiled.



**Teresa :** \_\_\_\_\_ I'm not spoiled at all.

A. You're right.      B. I think that's true.      C. I don't think so.

4. **Julia:** \_\_\_\_\_ You're not spoiled.

A. That's true.      B. I don't think that's true.      C. I'm not sure about that.

5. **Serena:** I know a lot of only children who are definitely spoiled.

A. I agree with Teresa.      B. That's for sure.      C. That may be true, but . . .

- Complete the conversation between two friends. fill in the blanks with the correct form of "Be going to" and the words in parentheses.

**A:** When are ? 6. (you, get married)



**B:** I'm getting married in June. I am \_\_\_\_\_ 7. (have) a big wedding. Sam has a lot of brothers and sisters, and they all have children.



**A:** How about you and Sam? \_\_\_\_\_ 8. (you, have) children?



**B:** No, we're \_\_\_\_\_ 9. (not, have) kids right away. We both travel a lot, and Sam is \_\_\_\_\_ 10. (start) law school next year. We are \_\_\_\_\_ 11. (wait) a while to have kids.

**A:** That sounds smart. George and I are \_\_\_\_\_ **12. (move)** in a few months.

**B:** Are \_\_\_\_\_ **13. (you, start)** a family then?

**A:** Yes! We're very excited!

[Answer Key](#)



Second  
Mid-Term





## Unit 8. Sports and local geography

This unit is related to sports and local geography. It focuses on soccer and its popularity around the world and also on the most common sports in Ecuador. Through the study of this unit, you will hear some interviews to people from different countries to know their opinions about soccer. You will also listen to some reasons American people do not like soccer. At the end, you will learn to make inferences by understanding comparisons. To know more about these topics, I invite you to review the information below!

### Focus on listening

#### 8.1. Taking notes with e.g. or ex.

As this unit refers to sports, especially it focuses more on soccer, I invite you to answer to the following questions:

- Do you play or watch soccer on TV?
- How and when did you learn to play soccer?
- Where and how often do you play soccer?
- Which is your favorite team and soccer players?
- How long have you been watching soccer on TV?



Note: Please complete the activity in a class *notebook* or Word document.

After that, I invite you to read and listen to a text in the **vocabulary section**. Pay attention to the words in boldfaced. If there are new words try to guess their meaning by using the rest of the information in the paragraph. If it doesn't work, then use an online dictionary. Once finished this part, it is time to move to the **preview section**. In here, you are going to listen to the beginning of an audio. The idea of this activity is to invite you to make predictions based on the information you hear. Do not worry if your predictions are not correct. At the end, making predictions help you have a clearer idea of the audio.



The next section deals with **main ideas and details**. Before starting this part, I want to emphasize on the importance of taking *notes*. A good strategy to take *notes* is by using the following **abbreviations**: e.g. or ex. With regards to the abbreviation e.g., it means for the sake of example and it can be used in formal texts; while ex. is just the shortened form of the word example and it is commonly used in informal situations. Something important to keep in mind is that examples are always included in presentations, opinions and conversations to make arguments and ideas clearer for the audience. By including examples in our *notes*, we are going to help the listener to understand our opinions and ideas better. When taking *notes*, we can place either e.g. or ex., in front of the examples. With this information in mind, I invite you to do the recommended activities of the **basic text**.

## 8.2. Make inferences: understanding comparisons

To infer means to find answers from clues or prior knowledge rather than directly. When speakers try to explain a difficult idea, they frequently use comparisons. By making inferences to understand comparisons, you can develop the ability to infer the connection when the comparison might not be obvious. Whenever we hear the expression “**be like**”, which means “**be similar to**”, it tells us that a comparison is about to appear.

To fully understand this strategy, I invite you to review the information of your **basic text** and complete the recommended activities.



### Recommended learning activity

It is time to apply your knowledge through the activity that have been proposed below:

To strengthen your listening skills, I invite you to write down the new words and complete the recommended activities from the following website, which titles is “Football fever”

Note: Please complete the activity in a class *notebook* or Word document.



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## Focus on speaking

In this section, you will talk about why soccer is not popular in the United States and also about the sports that are commonly played in Ecuador. In addition, you will learn the use of comparative adjectives (long and irregular) and some ways to express results. To learn more about these topics, I invite you to review the information below!

### 8.3. Grammar: Comparatives: long and irregular adjectives

First thing to keep in mind is that we use comparative adjectives to compare two things. In this section, we are going to focus on the use of long and irregular adjectives. In English, we have many adjectives that have two, three or more syllables; with these adjectives, we normally use the particles more and less before the adjective, for example: more beautiful, more expensive, less difficult. We also use the word **than** after the adjective when the two parts of the comparison are present, for example:

- Quito is more **crowded than** Loja.
- Math class is **more interesting than** Music class.

There are also some adjectives that have an irregular form when using comparatives. The most commonly ones are the following:

- Good - better  
She is **better** at English than Carlos.
- Bad – worse  
The economy is getting **worse** every day.
- Little – less  
I have **less** opportunities than you.
- Much – more  
She knows **more** about the country.
- Far - further / farther  
They want to **further** their understanding of English.

Now, I invite you to review the information provided in the book in the grammar section to know more about this grammar aspect. After that, I invite you to do the recommended activities of the **basic text**.



Second  
Mid-Term



After that, I invite you to reflect on the following questions:



- Is soccer/football more popular than basketball in Ecuador? if so why?
- According to your opinion, which sport is easier to learn and play?
- What are some other unusual games/sports in Ecuador?

#### 8.4. Express results

Results are things that occur because of other things. For example, a person that works hard will usually have money. The money is the result of working hard. To explain results clearly, we can use any of the following signal words:

- that's why...
- that's the reason why,
- so that's why
- so that's the reason why



In order to fully understand this topic, I invite you to review the video related to “Cause and effect signal words”

Finally, to review more information about this strategy, I invite you to review the information of the **basic text**. Do not forget to do the recommended activities of your **basic text**.





## Recommended learning activity

To fully understand the use of comparatives and vocabulary, I invite you to activity below.

To evaluate the learning acquired on this topic, I invite you to develop the self-assessment presented below.



Second  
Mid-Term





## Self-assessment 8



Second  
Mid-Term



- **Complete the paragraph. use the comparative form of the adjective in parentheses. in some blanks, you do not need to use THAN.**

Marcos told me that football was \_\_\_\_\_ 1. (**popular**) soccer in America. That's when I told him that soccer was \_\_\_\_\_ 2. (**popular**) around the world! In the end, we agreed that we each thought our sport was \_\_\_\_\_ 3. (**fun**) to watch.

- **Circle the correct word or words to complete each sentence.**

4. The weather was perfect for the game. (**Because / That's why**) I went.
5. I watched the World Cup (**because / because of**) it is exciting.
6. The best player was sick, (**because of / so**) he didn't play.
7. The game tonight is going to be good. (**That's why / Because of**) Tom will watch it.
8. It is raining today, (**because / so**) there is no soccer practice.
9. Soccer is always exciting (**that's why / because of**) the great athletes.
10. American football is very violent (**that's why / because of**) some professional football players have died.

[Answer Key](#)





## Week 16

### Review of units 9 to 16 and second mid-term test.

Dear students, review of units 9 to 16 and second mid-term test, welcome to week sixteen!

Congratulations for the effort devoted to the study of this course. We have finished with the study of Listening and Speaking I. I hope it has helped you develop your oral and aural skills.

In this week, we will have the review of units 5 to 8. It is the time for you to clarify any doubts you might have related to any of the studied topics. We will also have the speaking exam. I take the advantage to remind you that in this course, we do not have a written exam, instead you need to continue participating in the virtual classes



Second  
Mid-Term





## 4. Answer key

Self assessment 1		
Question	Answer	feedback
1	c	The word "not" indicates a negative opinion.
2	a	"Didn't" should be stressed since it shows that the situation is different from what it was previously thought.
3	b	The correct option is "not" because it clearly explains what the person doesn't want to have.
4	c	The option that shows a negative opinion is "doesn't".
5	a	Option A asks for more information.
6	b	This option invites to the speaker to give more information.
7	a	This question invites to the speaker to give better explanation of the topic.
8	is	The correct option should be is because it has the correct of the present of be.
9	she's	The correct option should be she's because it has the correct of the present of be.
10	was	The correct option should be was because it has the correct of the past of be.
11	were	The correct option should be were because it has the correct of the past of be.
12	was	The correct option should be was because it has the correct of the past of be.
13	wasn't	The correct option should be wasn't because it has the correct of the past of be.
14	she's	The correct option should be she's because it has the correct of the present of be.

Ir a la  
autoevaluación



Answer



## Self assessment 2

Question	Answer	feedback
1	b	The correct answer here is “have control over.” Artists do not have control over whether people will like their work, as artistic appreciation is subjective and varies from person to person.
2	a	The correct answer is “exact,” as it refers to particular categories or forms of art.
3	b	The correct answer is “to make pictures using a pencil or pen,” as it refers to creating images.
4	c	The correct answer is “things used to make other things,” emphasizing that they use various elements in their creation.
5	a	The correct answer is “costing a lot of money,” indicating that it refers to the high price of the artwork.
6	a	The correct answer is “stay in good condition,” as it suggests the durability of the art.
7	like	Option <b>a</b> is correct because it correctly uses the simple present tense.
8	makes	Option <b>b</b> is correct because it correctly uses the simple present tense.
9	have	Option <b>b</b> is correct because it correctly uses the simple present tense.
10	seems	The opposite of “outdoors” is inside. Being outdoors means being outside, while indoors refers to the inside of a place.
11	inside	Inside is the opposite of outside.
12	put together	The opposite of “take apart” is put together. When you take something apart, you disassemble it, while putting something together involves assembling its parts.
13	throw away	The opposite of “keep” is throw away. Keeping something involves holding onto it, while throwing something away means getting rid of it.
14	expensive	The opposite of “cheap” is expensive. Cheap refers to something low in cost, while expensive indicates a high cost.
15	outside	The opposite of “indoors” is outside. Indoors refers to the inside of a place, while outside is the external or outer space.

Ir a la  
autoevaluación



Answer



### Self assessment 3

Question	Answer	feedback
1	traditional	It is the only word that fits in the text.
2	passed	It is the only word that fits in the text.
3	popular	It is the only word that fits in the text.
4	sentimental value	It is the only word that fits in the text.
5	pack rats	It is the only word that fits in the text.
6	always	It is the adverb of frequency that fits in the sentence.
7	never	It is the adverb of frequency that fits in the sentence.
8	often	It is the adverb of frequency that fits in the sentence.
9	usually	It is the adverb of frequency that fits in the sentence.
10	sometimes	It is the adverb of frequency that fits in the sentence.

Ir a la  
autoevaluación



Answer



#### Self assessment 4

Question	Answer	feedback
1	was there	It describes a singular situation in the past.
2	there was	It describes a singular situation in the past.
3	there were	It describes a plural situation in the past.
4	a	It best completes the conversation.
5	c	It best completes the conversation.
6	a	It best completes the conversation.
7	b	It best completes the conversation.
8	b	It best completes the conversation.
9	for the first time	This phrase perfectly completes the sentence.
10	came up with the idea	This phrase perfectly completes the sentence.
11	made her feel good	This phrase perfectly completes the sentence.
12	completely new	This phrase perfectly completes the sentence.
13	increase their creativity	This phrase perfectly completes the sentence.

Ir a la autoevaluación



Answer



## Self assessment 5

Question	Answer	feedback
1	tried	The simple past of try is tried.
2	made	The simple past of make is made.
3	had	The simple past of have is had.
4	got	The simple past of get is got.
5	helped	The simple past of help is helped.
6	went	The simple past of go is went.
7	needed	The simple past of need is needed.
8	Take swimming lessons at the public pool.	This sentence follows the imperative rule and it gives advice.
9	Remember what I showed you.	This sentence follows the imperative rule and it gives advice.
10	Believe me, I know that this is hard for you.	This sentence follows the imperative rule and it gives advice.
11	Do not feel that way.	This sentence follows the imperative rule and it gives advice.
12	Call the number.	This sentence follows the imperative rule and it gives advice.

Ir a la  
autoevaluación



Answer



### Self assessment 6

Question	Answer	feedback
1	is trying	This verb follows the rules of the present progressive tense.
2	is having	This verb follows the rules of the present progressive tense.
3	giving	This verb follows the rules of the present progressive tense.
4	thinking	This verb follows the rules of the present progressive tense.
5	is doing	This verb follows the rules of the present progressive tense.
6	want	This sentence needs to be in the simple present tense.
7	love	This sentence needs to be in the simple present tense.
8	is walking	This verb follows the rules of the present progressive tense.
9	b	This option explains what happened next; it is the result of the first event.
10	a	This option explains what happened next; it is the result of the first event.
11	a	This option explains what happened next; it is the result of the first event.
12	b	This option explains what happened next; it is the result of the first event.
13	a	This option explains what happened next; it is the result of the first event.
14	b	This option explains what happened next; it is the result of the first event.

Ir a la  
autoevaluación



Answer



### Self assessment 7

Question	Answer	feedback
1	a	This option best completes the conversation.
2	b	This option best completes the conversation.
3	c	This option best completes the conversation.
4	a	This option best completes the conversation.
5	c	This option best completes the conversation.
6	you going to get married	This is option follows the rules of going to.
7	going to have	This is option follows the rules of going to.
8	are you going to have	This is option follows the rules of going to.
9	not going to have	This is option follows the rules of going to.
10	going to start	This is option follows the rules of going to.
11	going to wait	This is option follows the rules of going to.
12	going to move	This is option follows the rules of going to.
13	you going to start	This is option follows the rules of going to.

Ir a la  
autoevaluación



Answer



## Self assessment 8

Question	Answer	feedback
1	more popular tan	As popular is a third-syllable adjective we need to use more before the adjective.
2	more popular	As popular is a third-syllable adjective we need to use more before the adjective.
3	more fun	More fun is the correct use in the comparative form.
4	that's why	This option expresses result.
5	because	This option is correct since it shows the reason or result.
6	so	This option is correct since it shows the reason or result.
7	that's why	This option is correct since it shows the reason or result.
8	so	This option is correct since it shows the reason or result.
9	because of	This option is correct since it shows the reason or result.
10	that's why	This option is correct since it shows the reason or result.

Ir a la  
autoevaluación



Answer





## 5. Bibliographic references

Covin, R. (2012, June 16). The Difference Between Phobia and Fear. The Blog. [Blog post]. Retrieved from: <https://bit.ly/3aTN1c9>

Merdinger, P. & Barton, L. (2019). NorthStar: Listening and Speaking 1. 5th Edition. New York: Pearson Longman.



References





## 6. Annexes

### Adverbs of Frequency

The background features a dark blue circular pattern with light blue dashed lines and small white dots. In the top left corner, the UTPL logo is displayed, consisting of a crest and the text "UTPL La Universidad Católica de Loja". In the bottom right corner, there is a yellow square containing the text "soy+ utpl".



Annexes



## Adverbs of Frequency

How often do you go to the cinema?

Sometimes.  
Once a month.

## The simple present with adverbs of frequency

FREQUENCY	ADVERB OF FREQUENCY	EXAMPLE SENTENCE
100%	Always	I always go to work at 08:00 a.m.
90%	Usually	I usually have salad for lunch.
80%	Normally / Generally	I normally go to the park.
70%	Often* / Frequently	I often surf the internet.
50%	Sometimes	I sometimes forget my Friends' birthday.
30%	Ocasionally	I ocasionally drink coke.
10%	Seldom	I seldom watch the news on TV.
5%	Hardly ever / Rarely	I hardly ever smoke.
0%	Never	I never play basketball.

## Grammar Notes

- Adverbs of frequency usually come before other verbs.
  - He **usually** goes to a fast food place.
  - It **always** rains on the weekends.
- When the verb is **BE**, we put the adverb of frequency after the verb.
  - The students are **never** late to class.
  - A toy bear is **always** cute
  - The style of a dream catcher is **sometimes** modern.
- **USUALLY** and **SOMETIMES** can also come at the beginning or end of a sentence.
  - **Usually** I have breakfast at 08:00. OR I have breakfast at 08:00, **usually**.
  - **Sometimes** I skip lunch. OR I skip lunch, **sometimes**.

- For **YES/NO** and **Wh- questions**, put the adverb before the verb.
  - Does she **often** buy toys?
  - Is a dream catcher **always** expensive?
  - What do they **usually** collect?
- We use **HOW OFTEN** to ask about frequency.
  - How often do you exercise?
  - I usually exercise four times a week.
- Use **EVER** in yes/no questions. EVER means "**at any time**".
  - Do you ever sleep late?
  - Often OR I often do.
- **BE CAREFUL:** we do not use ever in affirmative statements:
  - I sleep late
  - **NOT:** I ever sleep late.



Annexes



## daily, monthly, yearly

How often do you go to bed?

I go to bed **daily**.



How often do you celebrate Christmas?

I celebrate Christmas **yearly**.

## Twice a day, Once a week, Three times a month

How often do you brush your teeth?

I brush my teeth **twice a day**.



Once a	day	week	year
<b>Twice a</b>	day	week	year
Three times a	day	week	year
Four times a	day	week	year
Five times a	day	week	year



## Usually, Often, Always

How often do you go to school?

I **always** go to school.



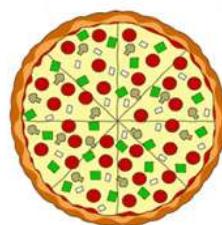
When do you **usually** go shopping?

I **usually** go shopping on a Saturday.



## Sometimes, Occasionally

I **sometimes** go to a party.



I **Occasionally** eat pizza at school.

# Rarely, Never

I **rarely** drive to school.



I am **never** angry.

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How often do you play tennis?

I **often / sometimes / never** play tennis.

I play tennis **once / twice / three times a day / week / year**.

How often do you walk the dog?

I **often / sometimes / never** walk the dog.

I walk the dog **once / twice / three times a day / week / year**.

soy+ utpl



Annexes



ADVERBS OF FREQUENCY

ACTIVITY ONE



Annexes

