



GUÍA DIDÁCTICA

EASY ENGLISH

INSTITUTO DE POSGRADO

MAESTRIA EN LINGÜÍSTICA APLICADA AL IDIOMA INGLÉS



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BOOK GUIDANCE

UNIT	FUNCTIONS	LANGUAGE SKILLS	GRAMMAR
ONE Daily Routines	Learning what people do at different times in their daily routine. Introduce each other. Spelling fluency. Check the time.	Look for specific information. Write the time. Take notes. "ROLE PLAY" technique to express before and after situations	Personal pronouns To Be verb Present Simple Tense. Basic Articles a/the Review subject pronouns.
TWO Helping hands	Give and ask personal information using WH-Questions. Occupations vocabulary	Look for details. Picture association in order to understanding word meaning. "DESCRIBE A PERSON" adjectives. Interact within the class	Simple present tense, making negative sentences. Contractions using to-be. Adding. Sentences building with antonyms.
THREE School Treats	Give and ask information about school objects. Vocabulary about school subjects. Likes and dislikes	Read for specific information. Read from notes. Making communication among classmates using written surveys.	Yes/No questions with to-be. Introducing "Can". Likes and Dislikes. Simple present tense (negative sentences)
FOUR Our environment	Give and ask information about, What is around us? How to prevent pollution? Say and recognize nature's vocabulary. Recycle program	Infer meaning from context. Give and ask information about and nature vocabulary.	Frequency adverbs and prepositions of place. Sentences building using frequency adverbs.
FIVE Tasty Food	Give and ask information about food. Restaurant manners. Read from menus. Make request, learn how to ask for food.	Look and read and answer about food needs. Read a restaurant menu. Get along with people around you.	Modals verbs can, could, may, might, should, must. Would you like? Vocabulary related to food and restaurants.

INTRODUCTION

Giving the chance to learn

This book is an innovative guide to help deaf students to learn an international language such as English, especially design to improve deaf learner's skills in the reading and writing communication. It aims to give the possibility of recognizing English vocabulary around regular places in a city. This book contains basic structures and vocabulary that encourage deaf students to open their knowledge towards English as a second language in a delightfully imaginative learning environment.

This book is based on a well-organized multidimensional syllabus which focuses on developing the written production by equally teaching grammar, vocabulary, visual association, sign language, functions, lively topics and easy exercises to improve their basic communication skills (our main purpose). The language is introduced in an attractive way using illustration and picture strips, suited to the students' age, cognitive development and experience. It is systematically practiced through the unit, while reading and writing skills are developed in an integrated way through a variety of communicative activities.

EACH UNIT CONTAINS TWO LESSONS

Lesson 1 provides vocabulary and grammar tips with cue contents that help understand and develop proposed exercises through attention-grabbing activities.

Lesson 2 gives modern topics which are related to everyday situations that can happen in a regular day.

TEACHING DEAF LEARNERS

Students with any kind of physical disability are at stage in their cognitive development that requires special teaching methods which take their specific needs into account.

-Deaf students learn by experiencing the world through their fine developed senses like visual association and kinesthetic skills. They have not yet developed the ability to understand abstract ideas about grammar rules and usage. The book provides the students with short dialogues, readings, and vocabulary's meanings by searching through the internet to read other concepts.

Deaf students learn by reading and practice their grammar skills in order to improve their writing to do that is how this book started its production.

The book incorporates a wide variety of activities like visual association, coloring, matching exercises, completing sentences, drawing, playing games, sign language, etc.

Due to the short time dedicated to the English learning process the number of Units are only five. It is not the book's intention to cause boredom attention span of children this age, the lessons are deliberately designed so that no more than 5 – 10 minutes will be spent on each activity to ensure that learning is not tedious but fun.

BOOK COMPONENTS

Teacher's Book

This contains:

- An introduction with a clear course outline and an explanation of the objectives.
- Step by step lessons descriptions aimed to maximize the effective use of the book.

Student's Book

- The book contains two pages lessons active vocabulary presented in activities, reading activities, communication activities practicing language functions in real life situations, crosswords and games, signal language practices

LESSON NOTES

The teacher book provides you with a step by step guide to teaching each lesson. There are no hard and fast rules and teacher display their own individual creative teaching styles. However, when pressed for time as most teachers are, it may be reassuring to have a lesson outline with extra ideas handy for easy reference.

REVISION

It is suggest in the teacher's book that a few minutes be devoted to some revision at the beginning of each lesson. This may take the form of a brief game or role play, brainstorming on word fields, revision of a song or a poem.

GETTING STARTED

It is suggested in the lesson notes at a certain point may sometimes be present before the presentation text, dialogue, so that the students are prepared to focus more on other consideration such as the vocabulary or answering comprehension questions.

PRACTICE SECTION

- **Vocabulary Activity**

In this activity students have the opportunity to practice the active vocabulary

Read the active vocabulary first before you ask students to do the activity

You may ask students to refer back to the text to guess the meaning of words or phrases in context.

- **Reading Activity**

The reading activity focuses in the main language points of the lesson. These are varied in form and carefully graded from easy to difficult as the book progresses.

- **Communicative activity**

This includes practice in written language production, which often takes the form of a pair work activity or game. The situation primary aim at personalizing the language functions present in initially, using themes that are easily set up in the classroom environment and familiar to the students. Make sure that students understand all and produce their own ideas and concepts.

- **Reading and comprehension**

These skills measure the ability to identify the main ideas, supporting details and author's opinions or conclusions about daily life passages. The student will increase reading fluency and techniques such as scanning and skimming.

OBJECTIVES

General Objective:

- To help students with lack of listening abilities to identify and improve their writing production to use the English Language as a mean of communication.

Specific objectives:

- To motivate students to write in English
- To teach students how to write basic correct sentences to express their needs.
- To help students to understand English words use in our society.

BOOK SUMMARY

The following book is designed to help teachers and students with deafness problems to improve their knowledge in the use of English as a second language.

It consists of five different units, with interesting topics that will lead the students to reach a better level in their ability to understand English.

The booklet "Easy English" has the main purpose of interact with students by given them basic tips to communicate in English. It is not necessary to speak, if you want to ask for something, a simple gesture will provide your necessity.

The target purpose of the booklet "Easy English" is to provide the students and teachers a practical hand book. The book tries to focus in Reading, Picture association, Vocabulary, Basic grammar and specially in improving the writing skill among the students of "*El Instituto de sordos de Chimborazo.*"

All exercises given on the booklet "Easy English" have equal emphasis to reading and writing skills, it is strongly recommended that the students also be assessed on doing this exercises because the more you practice the more you learn.

The lessons expose on the booklet "Easy English" are easier at the beginning and become progressively more difficult. Students have to concentrate and remember the topic explained by the teacher during the class to complete each exercise.

Reach into "Easy English" to find a richly illustrated with five organized Units for primary learners with the in-ability of hearing. "Easy English" is full of opportunities to learn through simple explanations, well-structured exercises and class work projects.

The booklet "Easy English" has clear, illustrated vocabulary presentations with the intention of catching the attention of beginning learners.

Workshops and studying groups reinforce and extend writing production in English language, it also builds grammar skills.

GREETINGS



Fuente: <http://bit.ly/1zMQTIC>

SIGN ALPHABET

Letters are signed with the dominant hand and in most cases with the palm facing the viewer.



A B C D E



F G H I J



K L M N O



P Q R S T



U V W X Y



<http://bit.ly/1awldez>

Daily Routines

Get dressed
Make your bed
Go home
Brush your hair
Study
Eat breakfast
Brush your teeth
Go to school
Go to bed
Take a shower
Do homework
Take a bath
Go to the bathroom
Wake up
Eat dinner
Eat lunch

Unit #1

Daily Routines



I go to school



I get up

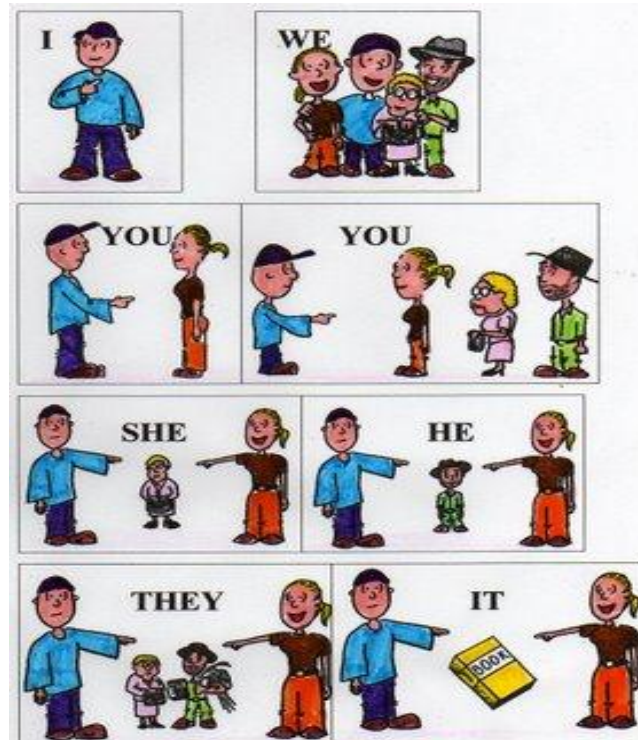


I eat lunch

Fuente: <http://bit.ly/1zmunii>

Lesson 1

SUBJECT PRONOUNS



Fuente: <http://bit.ly/186yd8N>

In linguistics, a subject pronoun is a personal pronoun that is used as the subject of a verb.

Exercise:

Use the correct subject pronoun. Look at the words in brackets.

1. **He** is studying. (Daniel)
2. **It** is green. (the tree)
3. **They** are on the wall (the posters)
4. **It** is running (the dog)
5. **We** are watching TV. (my mother and I)
6. **They** are in the garden (the flowers)
7. **He** is riding his bike. (Tom)
8. **She** is from Riobamba. (Victoria)
9. **She** has got a pet. (Rose)
10. **He** is a teacher. (David)

TO BE VERB

The verb TO be in the simple present Tense has three forms: *am, is, are*.

Affirmative

I	am	a student.
He	is	a teacher.
She	is	a journalist.
It	is	a book.
We	are	mechanics.
You	are	pilots.
They	are	policemen.

Yes / no questions

Am	I	right?
Is	he	here?
Is	she	a nurse?
Is	it	second-hand?
Are	we	wrong?
Are	you	Alan Parker?
Are	they	American?

POSITIVE AND NEGATIVE SHORT ANSWERS

Positiva	Negativa	Forma negativa corta
Yes, { I } am	No, { I am } not	No, { I'm } not
Yes, { he } is	No, { he is } not	No, { he's } not
Yes, { she } is	No, { she is } not	O, No, { she's } not
Yes, { it } is	No, { it is } not	O, No, { it's } not
Yes, { we } are	are { we are } not	No, { we're } not
Yes, { you } are	are { you are } not	O, No, { you're } not
Yes, { They } are	are { they are } not	O, No, { they're } not
		No, { he } isn't
		No, { she } isn't
		No, { it } isn't
		No, { we } aren't
		No, { you } aren't
		No, { They } aren't

Fuente: <http://iny.io/1qD>

Exercise

- Chose the correct form of the verb to be - am/is/are.

Example: I *am* excited

1. It *is* cold today.
2. I *am* at home now.
3. They *are* friends.
4. My name *is* Susan.
5. We *are* from Ecuador.
6. I *am* OK, thanks.
7. Clara and Steve *are* married.
8. She *is* an English teacher.
9. He *is* sick.
10. You *are* happy.



Fuente: <http://iny.io/1qE>

- Complete the sentences. Use a negative form of 'to be'.

Example:

He *is not* at school.

1. He *is not* here right now.
2. They *are not* ready to go yet.
3. It *is not* very sunny outside.
4. We *are not* at school today.
5. I *am not* on the phone.



Fuente: <http://bit.ly/1ASdf82>

Lesson 2

Just in time


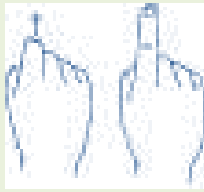







✓ GETTING STARTED

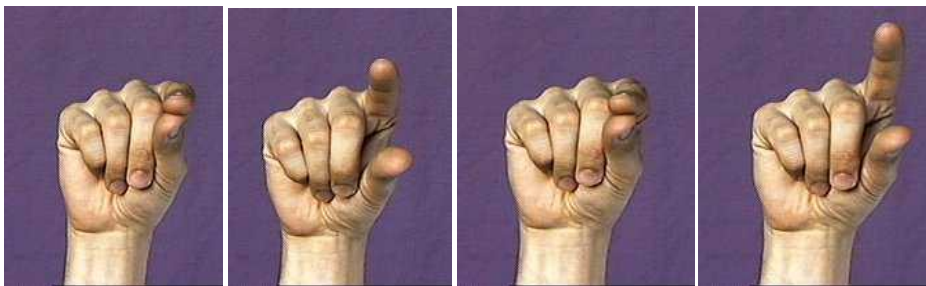
a) Let's remember the numbers in English!

1	one	11	eleven	21	twenty-one
2	two	12	twelve	30	thirty
3	three	13	thirteen	40	forty
4	four	14	fourteen	50	fifty
5	five	15	fifteen	60	sixty
6	six	16	sixteen	70	seventy
7	seven	17	seventeen	80	eighty
8	eight	18	eighteen	90	ninety
9	nine	19	nineteen	100	a hundred
10	ten	20	twenty		

Fuente: <http://bit.ly/1zmw6UK>






				
Eleven - Once	Twelve-Doce	Thirteen - Trece	Fourteen-Catorce	Fifteen- Quince
				
Sixteen -Dieciséis	Seventeen-Diecisiete	Eighteen-Dieciocho	Nineteen-Diecinueve	



Twenty-Veinte

			
Thirty-Treinta	Forty-Cuarenta	Fifty-Cincuenta	One- hundred- Cien o un ciento

Fuente: <http://bit.ly/1zMOTIC>

			
<p>Six Hundred Seiscientos</p>	<p>Seven hundred Setecientos</p>	<p>Eight-Hundred Ochocientos</p>	<p>“One thousand” or “a thousand” Mil o un Mil</p>

Ordinal Numbers.-They can show us the right order of the sequence.

Example: The *first* cup of coffee.

The *second* chapter of this book.



First- Primero-a



Second-Segundo-a



Third-Tercero-a

English: two books

Sign: Book two



Fuente: <http://bit.ly/1zMQTIC>

Exercise:

✓ **Count and write the number.**

+ = PLUS

1. One + seven =

2. Four + five =

3. Ten + eight =

- = MINUS

4. Nine - six =

5. Four + three =

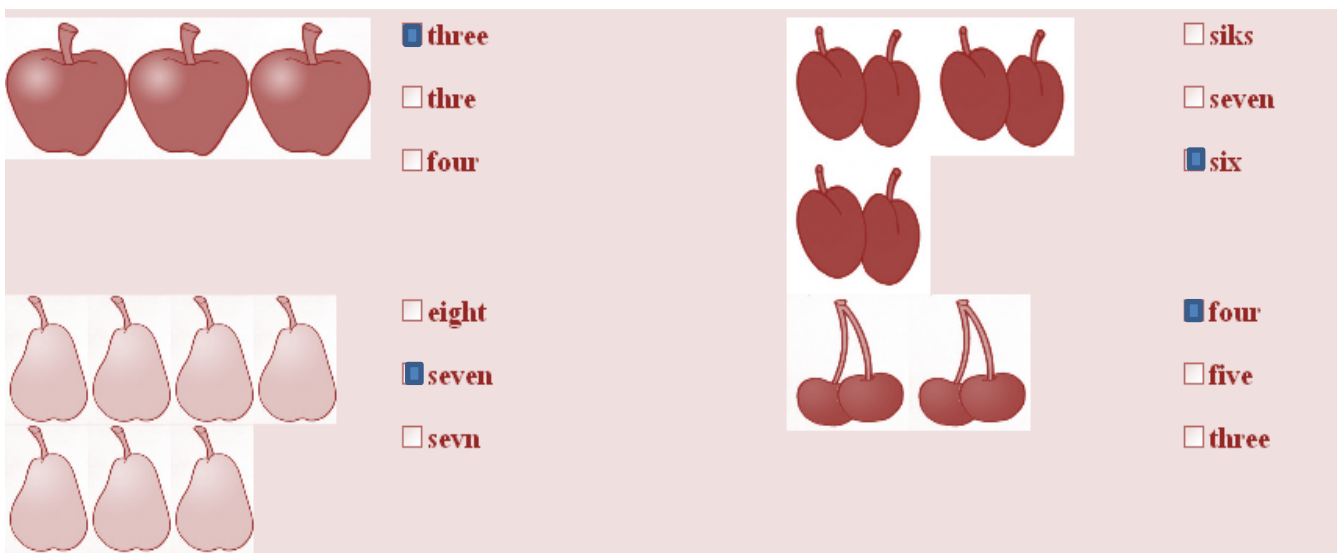
6. Ten - three =

✓ **Look at and write the number**



seven nine three two five

✓ **Mark the answer**



three
 thre
 four

eight
 seven
 sevn

siks
 seven
 six

four
 five
 three

Fuente: <http://iny.io/1qF>

TELLING THE TIME

What time is it?



It's ten and ten



It's seven forty nine



It's nine o'clock

Fuente: <http://bit.ly/1E0npFV>

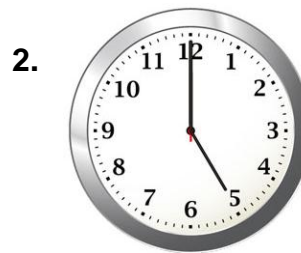
Vocabulary in use

- | | |
|----------------------------|-----------------------------------|
| ▪ It's a quarter past..... | Es un cuarto pasado de |
| ▪ It's a quarter to..... | Cuarto para |
| ▪ It's half past | Media hora pasado las .../y media |
| ▪ To | Para |
| ▪ O'clock | En punto |

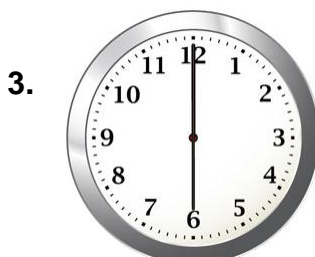
Exercise: Write the correct time under each clock.



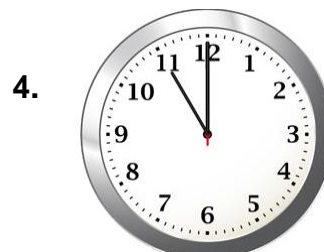
It's twelve o'clock



It's five o'clock



It's six o'clock



It's eleven o'clock

Fuente: <http://bit.ly/1E0npFV>

Unit #2



Fuente : <http://bit.ly/1G17byB>

Lesson 1

Simple Present

The SIMPLE PRESENT TENSE indicates that an action is relative to the speaker or writer. Generally, it is used to describe actions that are factual or habitual, things that occur in the present but that are not necessarily happening right now.

Simple Present Tense

Affirmative	Interrogative	Negative
I work	Do I work?	I don't work
You work	Do you work?	You don't work
He works	Does he work?	He doesn't work
She works	Does she work?	She doesn't work
It Works	Does it Work?	It doesn't work
We work	Do we work?	We don't work
You work	Do you work?	You don't work
They work	Do they work?	They don't work

Fuente: <http://iny.io/1qG>

Verb Conjugation

We form the present tense using the base form of the infinitive (without the TO).

In general, in the third person we add 'S' in the third person.

Subject	Verb	The Rest of the sentence
I / you / we / they	spea <u>k</u> / lea <u>r</u> n	English at home
he / she / it	spea <u>ks</u> / lea <u>rn</u> s	English at home

The spelling for the verb in the third person differs depending on the ending of that verb:

1. For verbs that end in **-O**, **-CH**, **-SH**, **-SS**, **-X**, or **-Z** we add **-ES** in the third person.

- go – goes
- catch – catches
- wash – washes
- kiss – kisses
- fix – fixes
- buzz – buzzes

2. For verbs that end in a **consonant + Y**, we remove the **Y** and add **-IES**.

- marry – marries
- study – studies
- carry – carries

NOTE: For verbs that end in a **vowel + Y**, we just add **-S**.

- play – plays
- enjoy – enjoys

EXERCISES:

✓ **Chose and underline the correct form of the verb.**

Example:

I wash/ washes the dishes every day.

- 1) I wash/ washes the car on Monday.
- 2) She speak / speaks four languages.
- 3) Jane is a teacher. She teach/ teaches English.
- 4) They love/ loves watching movies.
- 5) We go / goes to the cinema every Saturday.
- 6) Mr. Valdiviezo smoke / smokes too much.
- 7) You walk / walks to the school every day.



Fuente: <http://bit.ly/1wsrvQV>

Grammar in use (Explain the students the negative of the present simple tense)

Subject + doesn't/don't + Verb + Complement = Simple Present(-)

Mario	doesn't	like	vegetables (HE SHE IT) 3 rd person of singular
We	don't	have	a TV (WE YOU THEY) 3 rd person of plural

EXERCISES

Write don't or doesn't to complete the sentences

- 1.- The sun doesn't rise at 5 o'clock in the afternoon.
- 2.- Susan doesn't play soccer very well.
- 3.- I don't like to sleep in the afternoon.
- 4.- Marco and Paul don't use the computer very much.

Lesson 2

Daily Routines From day to night

✓ GETTING STARTED

a) Read and underline the new vocabulary

I get up at 6: o`clock

I am very punctual.



Ramon washes his face at 6:15

He is very clean



You comb your hair at 6:30.

You are very handsome



Maria gets dressed at 6:45

She is very neat

The Teacher eats breakfast at 6:50

He is very hungry



We walk to school at 7: o`clock

We are very late.

They sit at their desk at 7:15.

They are very educated.



I do my homework at 3: o`clock.

I am very smart



Fuente: <http://bit.ly/1JW7TzS>

Exercise:

a) Write under the picture the corresponding routine. Use the words from the box.

Wash your face Do homework Get dressed Get up Have breakfast Comb your hair



Get up



Wash your face



Comb your hair



Get dressed



Have breakfast



Do homework

Fuente: <http://bit.ly/1JW7TzS>

b) **Everyday English**

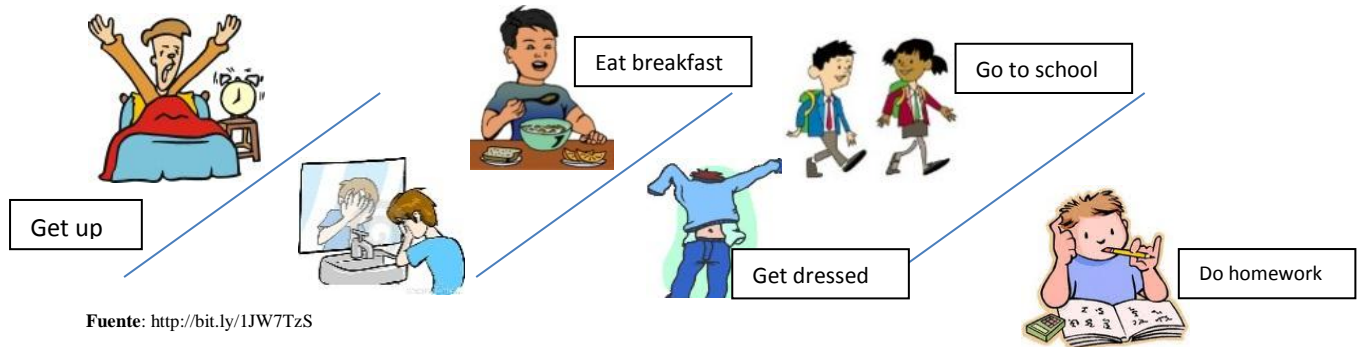
The use of **BEFORE** and **AFTER**.

BEFORE



Fuente: www.americansignlanguage.com

AFTER-ACROSS / OVER



Fuente: <http://bit.ly/1JW7TzS>

Complete in the blanks with after or before. Use the verbs above.

- ✓ David brushes his teeth after he gets up.
- ✓ Tomas eats breakfast after he gets dressed.
- ✓ They go to school before they do homework.
- ✓ Tomas gets dressed before he eats breakfast.
- ✓ They do homework after they go to school.
- ✓ David gets up before he brushes his teeth.

c) Look at the chart and write the activities you do before and after school

BEFORE SCHOOL	AFTER SCHOOL
GET UP	DO HOMEWORK
GET DRESSED	EAT LUNCH
EAT BREAKFAST	

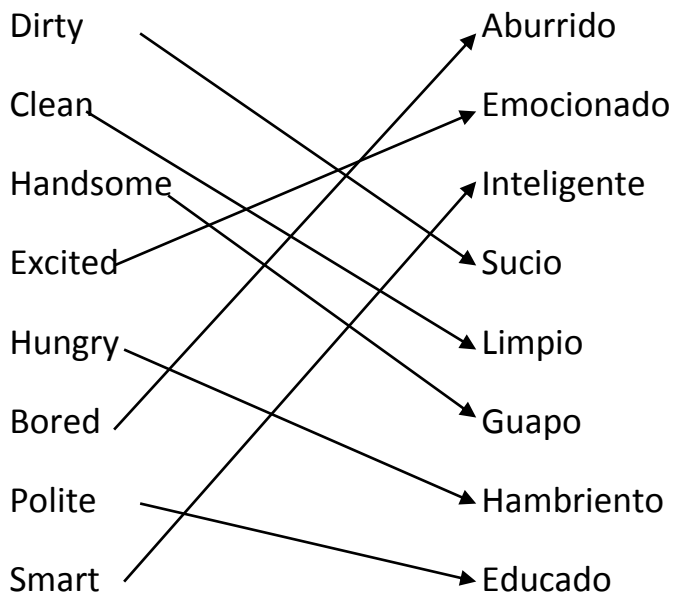
- ✓ I get dressed before taking a shower.
- ✓ I eat breakfast before going to school.
- ✓ I do homework after eating lunch.
- ✓ I eat lunch after leaving to school.

d) Learning new vocabulary



Fuente: <http://bit.ly/1wvnQHB>

Match the right translation



e) Grammar in use

Basic Structure = **Subject + Verb(s) + Complement** = Simple Present

EXERCISES:

- Write sentences in simple present using the vocabulary from activity (d).
 - ✓ Mary walks every day to school
 - ✓ I sleep at 9 every day.
 - ✓ I play football with my friends at school.

d) Read the Story

AFTER SCHOOL

I study hard in school all day, so after school it's time to play. I go and get my soccer ball and my favorite team's T shirt. I meet my friends at five o'clock every Friday and then we play soccer game until is dark. I return home and I watch TV, then I eat dinner with my family. I do homework and help my mom and then it is 10 o'clock and another day pass. So I go to bed at 11:00 pm and before to sleep I say my praying.

Answer TRUE or FALSE

	T	F
The reading mentions soccer as a sport.	.....	.....F ...
The boy plays soccer every day.	.....	.....F ...
The boy eats lunch with his family.	.....T..	.....
He watches TV before dinner.	.....T..	.....
He goes to bed at 10:00pm.	.....	.....F ...
He meets his friends at 4:30.	.....	.....F ...

ACHIEVEMENT OF LEARNING

At the end of this lesson students will be able to understand and identify simple informational, transactional and expository texts, a single phrase at a time, picking up familiar names, words, and basic phrases and rereading as required.

Lesson 3

Helping Hands

People's Jobs

✓ GETTING STARTED

a) What does my family do?(Explain the students about occupations)



1.- My sister is a secretary;
She types letters.



2.-My grandfather is a bus driver;
He drives buses.



3.-My aunt is a nurse; *She helps sick people.*



4.- My father is a salesperson;
He sales cars.



5.- My brother is a teacher; *He teaches at the university.*



6.- My cousin is an artist; *He sings in a local restaurant*

b) Grammar hints. (Reinforce the negative)

Simple present negative:

*(Subject + **don't/doesn't** + verb + complement.)*

c) Write the following sentences in negative form.

1. She types letters.

___ **SHE DOESN'T TYPE LETTERS** ____.

2. He sings in a local restaurant.

___ **HE DOESN'T SING IN A LOCAL RESTAURANT** ____.

3. We help sick people.

___ **WE DON'T HELP SICK PEOPLE** ____.

4. I work in the Hospital.

___ **I DON'T WORK IN THE HOSPITAL** ____.

5. You drive the bus every morning

___ **YOU DON'T DRIVE THE BUS EVERY MORNING** ____.

d) Read and Write

(Give the students the opportunity to discuss what they understand about the topic)

Hi! My name is Diego. My family likes to help other people. My father helps students learn math and science. My mother helps sick people get well. My uncle builds things out of wood for people to use. My aunt serves food in a restaurant. I want to help people, too. I want to be a police officer and protect my community.

1. Diego`s father is a ___ **TEACHER** ____.

2. Diego`s mother is a ___ **DOCTOR** ____.

3. Diego`s uncle is a ___ **CARPENTER** ____.

4. Diego`s aunt is a ___ **WAITRESS** ____.

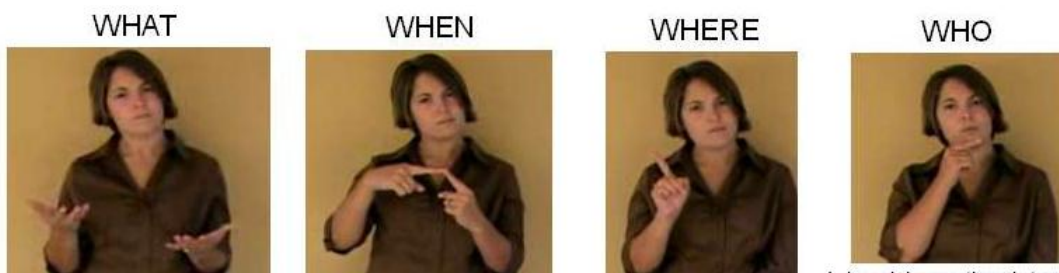
5. Diego wants to be a ___ **POLICE OFFICER** ____.

e) **Related Vocabulary** (Give a full explanation about the use of the information questions, use body language and visual examples)

WH-QUESTIONS



Wh- question word	Spanish	Example
WHAT?	Que / Cuál	<i>What is your name?</i>
WHERE?	Dónde	<i>Where do you live?</i>
WHEN?	Cuándo	<i>When is your birthday?</i>
WHO?	Quién	<i>Who is Ecuador's president?</i>



Fuente: <http://bit.ly/1zMU7Wk>

a) Let's practice.

(Practice with the students the information questions by using signal language to ask basic information around the class.)

Match the question with the correct answer

Where does the Doctor work? → At the Hospital

What does your father do? → A secretary

Who works in an office? → He sales cars.

When does the restaurant open? → At 6:00 am

Lesson 4


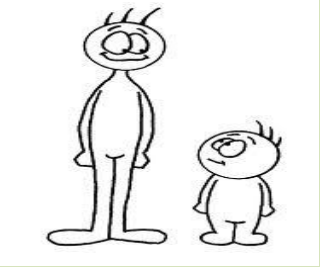



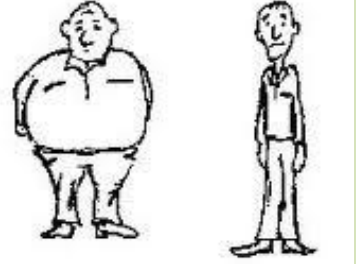



What is around me?

Descriptions



✓ **GETTING STARTED** (Call two students to the front and show the class what are the most remarkable differences among them) Put in practice the use of adjectives.

a) Write the adjectives and their opposites under the pictures below.









<p>Example:</p>  <p>Ugly Pretty</p>	 <p>TALL SHORT</p>	 <p>GOOD BAD</p>
 <p>STRONG WEAK</p>	 <p>YOUNG OLD</p>	 <p>FAT THIN</p>
 <p>SMALL BIG</p>	 <p>HAPPY SAD</p>	 <p>HOT COLD</p>

Fuente: <http://bit.ly/1BnNuhH>

Choose the words.

Young - Old	Big - Small	Happy - Sad	Tall - Short
Strong - Weak	Hot - Cold	Good - Bad	Fat - Thin

b) Look at the pictures and answer the questions below. (Encourage the students to remember the vocabulary learned in the previous exercise)

<p>Andres</p> 	<p>Manuel</p> 	<p>The box</p> 	<p>The dog</p> 
<p>Pancho</p> 	<p>Diana</p> 	<p>Rafael</p> 	<p>The test</p> 

Fuente: <http://iny.io/1r6>

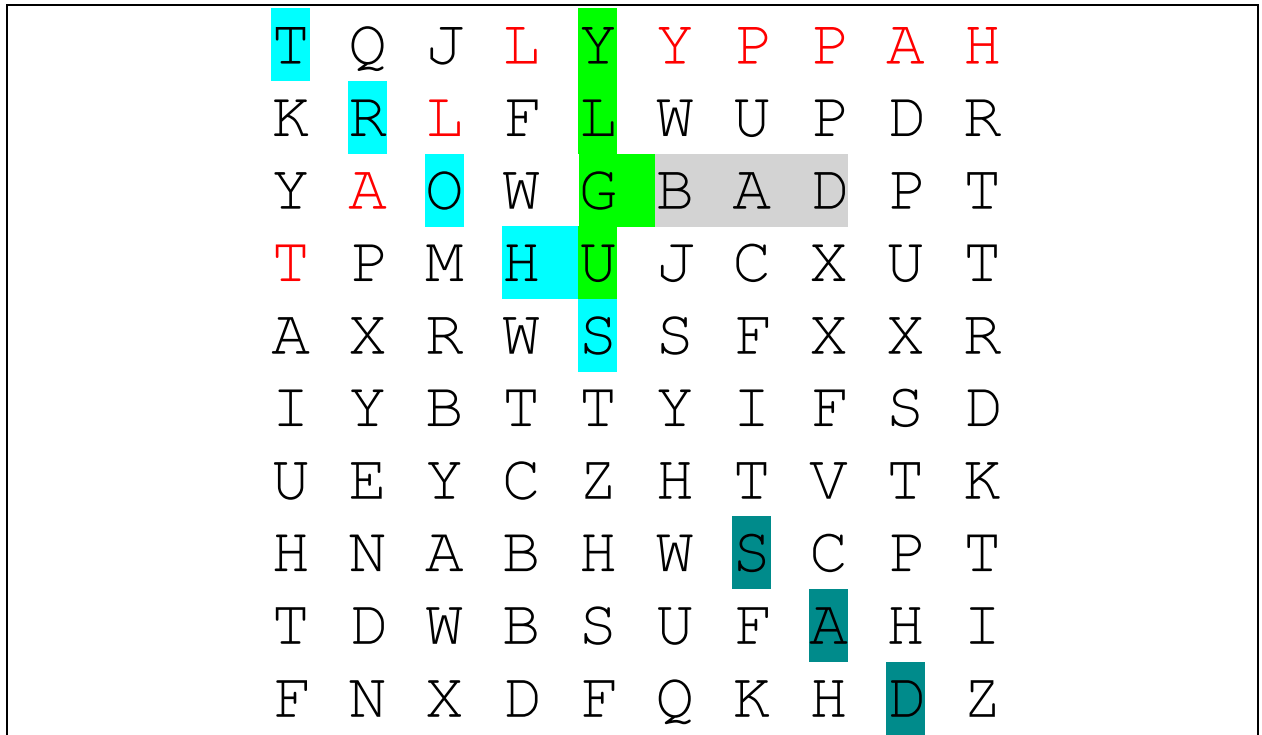
Answer the questions below. (Yes or No answers)

1. Is Manuel tall? YES HE IS
2. Is Diana young? YES SHE IS
3. Who is strong? RAFAEL IS STRONG
4. Is Diana old? NO SHE ISN'T
5. Is Andres fat or thin? ANDRES IS FAT
6. Is the box heavy? YES THE BOX IS HEAVY
7. Is Pancho young or old? PANCHO IS OLD
8. What is easy? THE TEST IS EASY

c) Vocabulary Review (Encourage students to complete the task)

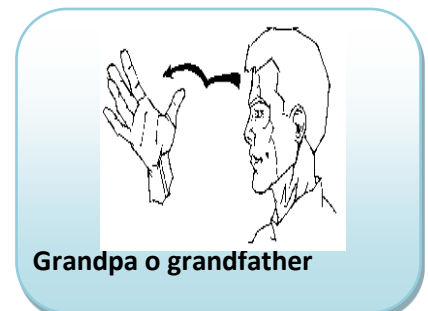
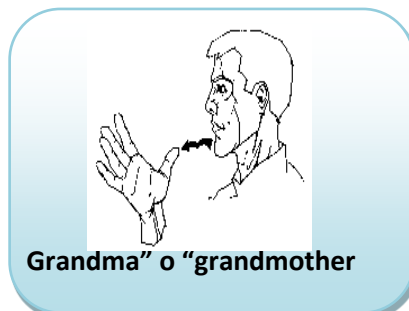
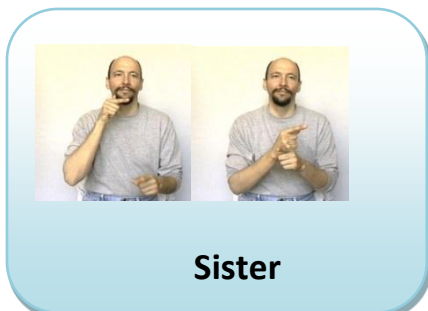
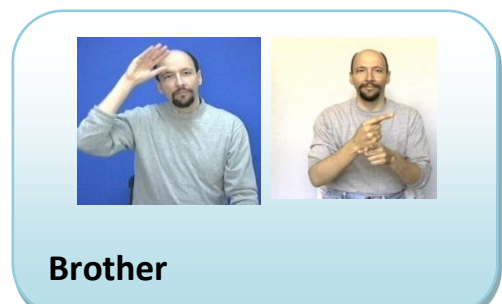
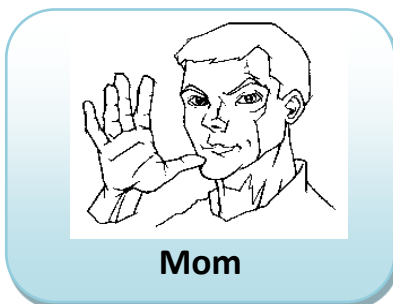
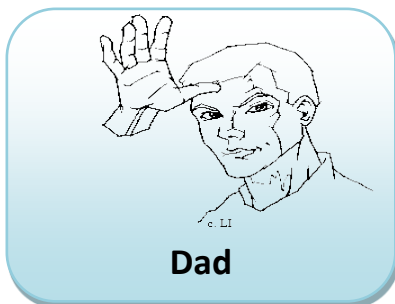
Word Search – Find the words from today’s lesson in the puzzle below.

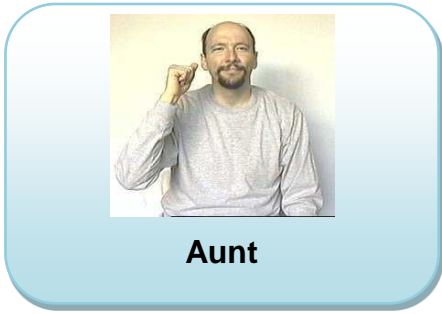
REVIEW AND FUN



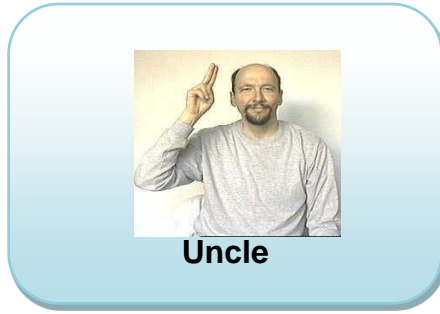
MY FAMILY

Learning vocabulary





Aunt



Uncle

Fuente: www.americansignlanguage.com

d) Classwork Project

Family description

Make a family tree

Materials:

- ✓ Carton Paper of different colors
- ✓ Glue stick
- ✓ Family Pictures



Fuente: <http://bit.ly/1BIVwDF>

ACHIEVEMENT OF LEARNING

At the end of this lesson students will be able to handle adjectives, yes / no answers and vocabulary related with family members and time.

Unit #3



Fuente: <http://bit.ly/1EUxW3T>

School Matters



Student



Teacher

Fuente: <http://bit.ly/1zMQTIC>





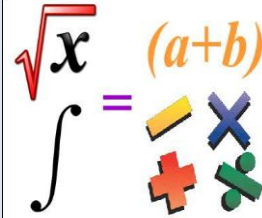




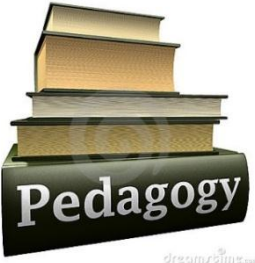


Lesson 1

School Matters

My favorite Subject

✓ GETTING STARTED

a) What is your favorite school subject? (Write on the board all the subjects that a school may have, ask the students to raise the hand to show what they like)

			
<p>Art</p>	<p>English</p>	<p>Social Studies</p>	<p>History</p>
			
<p>Math</p>	<p>Music</p>	<p>Chemistry</p>	<p>Physical Education</p>
			
<p>Computer Science</p>	<p>Reading</p>	<p>Natural Science</p>	<p>Research</p>

Fuente: <http://bit.ly/1EUy2sc>

- b) Check the information in the box. (Review the exercises with the students, then make one of the students show the class his or her answers to the class. Write the answer on the board.)

	History	Science	Music	Art	Math	English
Juan	X					
Ana and Pedro				X		
Maria					X	
The Students						X

Now answer the questions below.

What's *Juan's* favorite subject?

HISTORY_____

What's *Ana and Pedro's* favorite subject?

ART_____

What is *Maria's* favorite subject?

MATH_____

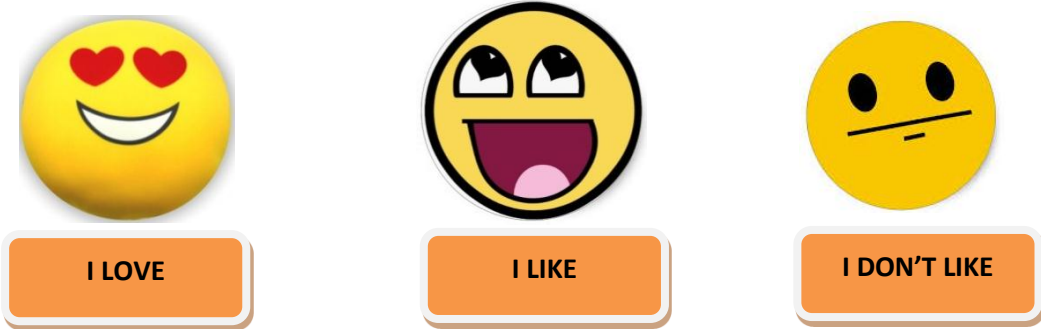
What are *The Students'* favorite subjects?

ENGLISH_____.

- c) Make your school's schedule. Complete with the school subjects vocabulary.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
RECESS					

d) Likes and Dislikes (Interact with the students, about what they like about certain topics)

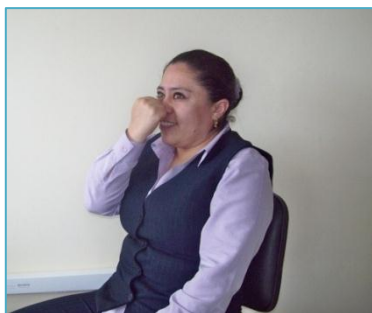


PAIR WORK

Walk around the class and find this information about a classmate. Use the vocabulary above.

Do you like....	You	Your friend
English?	Yes, I do	
Math?		
Art?		
Science?		
Pizza?		
Ice cream?		
Fried chicken?		

COLORS



Red



Purple



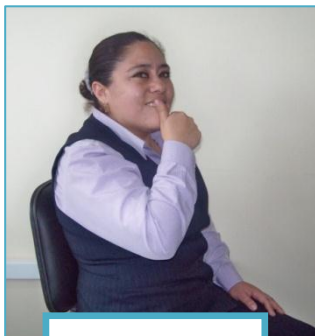
Green



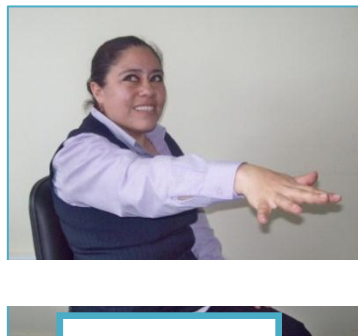
Pink



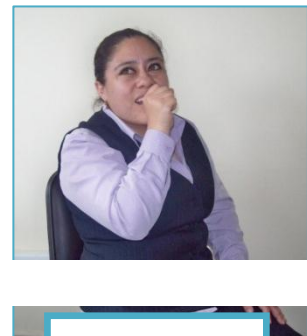
Brown



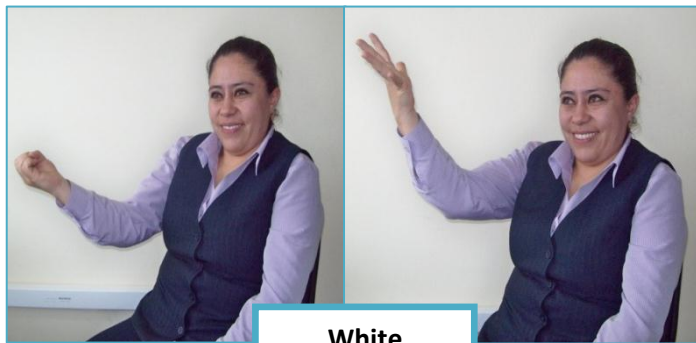
Blue



Skyblue



Orange



White



Black



Yellow

a) Color the picture. Use the key (Write the name of the colors on the board make students identify the colors in sign language)

Mónica

Monica has blond hair.
Her eyes are Green.
She is wearing a blue T-shirt.

Susana

Susana has brown hair.
Her eyes are Black.
She is wearing a pink T-shirt.

Fuente <http://bit.ly/1zMQTIC>

b) Read and Comprehension (Make the students read and underline the new vocabulary)

First day at school

Hello! My name is Alejandro, but people call me Alejo. I`m from Galapagos. I`m in fifth year of Elementary School, today is my first day at the new school. I feel nervous because I don`t have any friends in this new school. My teacher is Miss Cathy, she is very kind and she is my friend now. I sit in the third row next to the window. I miss my old school but I think I will be fine.

- | | True | False |
|--|-------------|--------------|
| 1.- Is Alejandro from Galapagos? | True | |
| 2.- Is Alejo in fourth year of school? | False | |
| 3.- Is Alejo happy in his new school? | False | |
| 4.- Is Alejandro`s sit next to the door? | False | |

ACHIEVEMENT OF LEARNING

At the end of this lesson students will be able to socialize in basic yet effective terms by expressing likes and dislikes, write little descriptions using colors and identify new vocabulary.

Lesson 2

School Treats

Nouns

- a) **Web Research.**(Encourage the students to check internet dictionaries write on the board examples like google translator or Hotmail translator)

What are these? Write the word under each picture.

Learning New Vocabulary

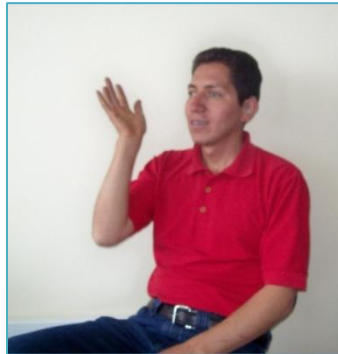
 Pen	 world map	 Sharpener	 Pencil
 ruler	 laptop	 School chair	 Book
 notebook	 Glue-stick	 eraser	 marker

Fuente: <http://bit.ly/1LSbqed>

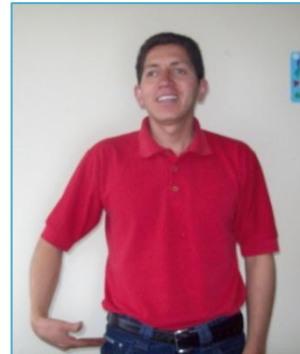
SIGNS



School



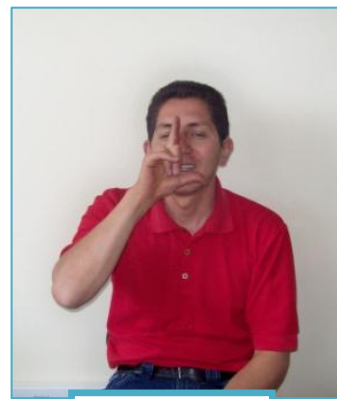
Teacher



Student



Notebook



Pencil

b) Now answer the questions and fill in the blanks below. (Give a full explanation about the use of the determinate article)

1. What's this?

___This is a marker___



2. What's that?

___That is a glue-stick___



3. What's that?

___That is a world map___



4. ___What is this ___?

___This is an eraser___



c) Look at the picture and underline the correct word



Pencil

Notebook



School
bag



Pencil

Book



Pencil

Pen



Marker

Pen

Fuente: <http://bit.ly/1wvschY>

ACHIEVEMENT OF LEARNING

At the end of this lesson students will be able to use in the right way demonstratives and vocabulary of school objects.

Unit #4

Our environment



Fuente: <http://1.usa.gov/1JWeFph>

Lesson 1

Our environment

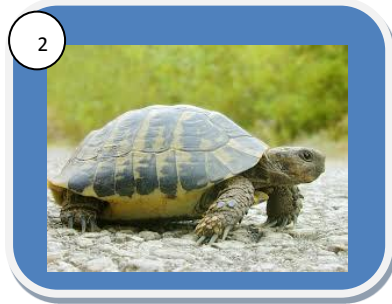


Animals

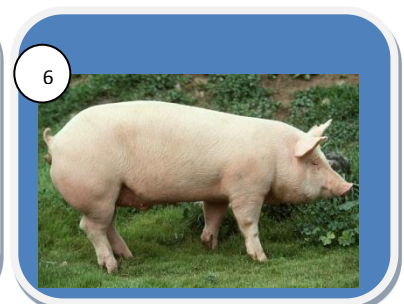
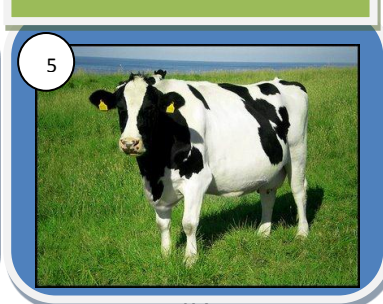
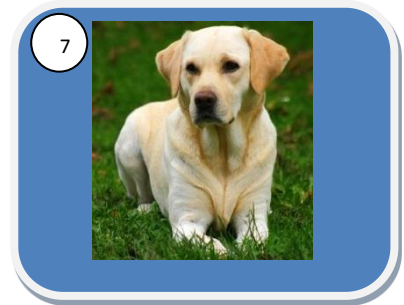
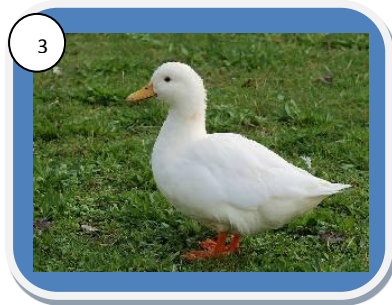
✓ GETTING STARTED

- a) Do you know what are they? Look at the pictures and write their names. *New Vocabulary, sometimes it is good to give the students unknown words that are not commonly use)*

Learning new vocabulary



- 1.-Rooster
- 2.-Turtle
- 3.-Duck
- 4.-Horse
- 5.-Cow
- 6.-Pig
- 7.-Dog
- 8.-Fish
- 9.-Rabbit
- 10.-Cat

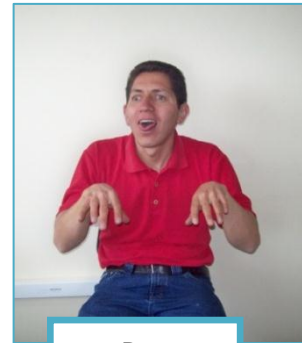




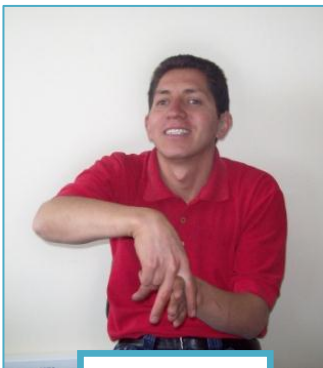
Animals



Cat



Dog



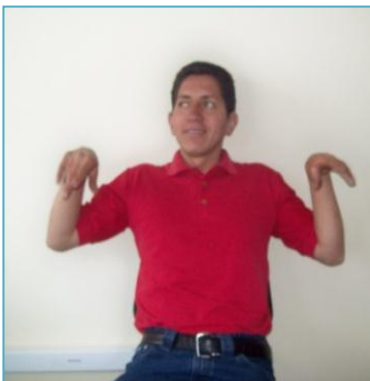
Horse



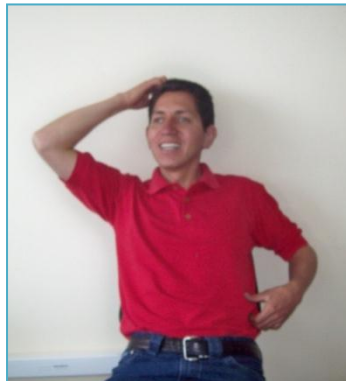
Cow



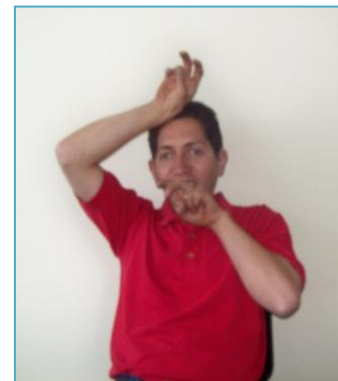
Turtle



Bird



Monkey



Rabbit

b) Wild animals! (The majority of students know basic animal vocabulary. We teach the students something different to catch their attention)

Match the animal with the picture.

Fuente: <http://huff.to/186LTRi>

c) Grammar tips! Frequency Adverbs

Frequency adverbs help us to know how many times we do things.

(Give a full explanation about frequency adverbs)

- 1.-Always → *Siempre*
- 2.-Usually → *Usualmente*
- 3.-Often → *A menudo*
- 4.-Sometimes → *A veces*
- 5.-Never → *Nunca*

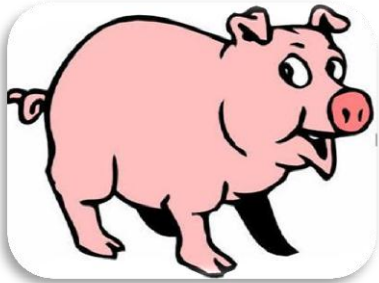


NEVER

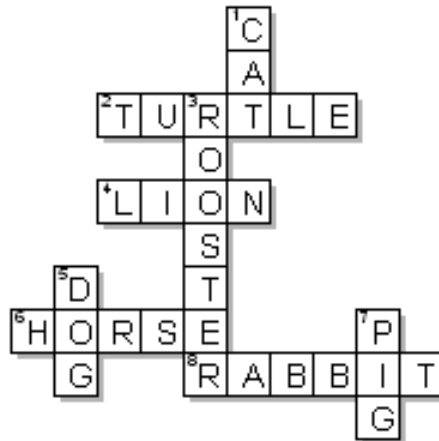
Let's do some examples!

- a) I always walk with my dog in the morning.
Pronoun + (frequency word) + verb(s) + complement
- b) She never cooks at home.
- c) _____.
- d) _____.
- e) _____.

d) **Everyday English** (Make the student solve the problem)
Solve the crossword.



Animal crossword



Fuente: www.puzzlemaker.com

DOWN:

- 1.- It has a long tail
- 3.- It does kikiriki every morning.
- 5.- It is our friend and lives in our house.
- 7.- It is fat

ACROSS:

- 2.- It walks very slow
- 4.- It is the king of the jungle
- 6.- It is big and run a lot.
- 8.- Its fur is soft.

e) **Read and Comprehension** (Read the text and underline the new vocabulary)

A DOG`S LIFE

A dog life is very simple. They eat, they bark and they sleep but sometimes dogs also have to work very hard. Some dogs work for the police. They use their incredible nose to smell drugs hidden in traveling bags. Some other dogs work for the rescue department; they search around ground after an earthquake. Finally some other dogs work as blind people guides; they walk around the streets with their blind masters keeping them away from the many city obstacles. So a dog's life it is not too easy.

Search through the dictionary:

Bark: Ladrar
Smell: Oler
Hide: Esconder
Search: Investigar

ACHIEVEMENT OF LEARNING

At the end of this lesson students will be able to understand phrases and expressions related to animal vocabulary, frequency adverbs and plurals.

Lesson 2

Our environment Earth Pollution



✓ GETTING STARTED

- a) **Make your own story.** (Make the students watch the picture and make then do basic sentences about environment)



Fuente: <http://bit.ly/1AiQVkj>



Nature Benefits

VS

Human Behavior

Pollination

Killing insects

Oxygen from trees

Cut the trees

Water to drink

Contaminate rivers

Inspiration

Destroy animal habits

b) Related vocabulary (write on the board vocabulary related environment)



Fuente: <http://iny.io/1rl>

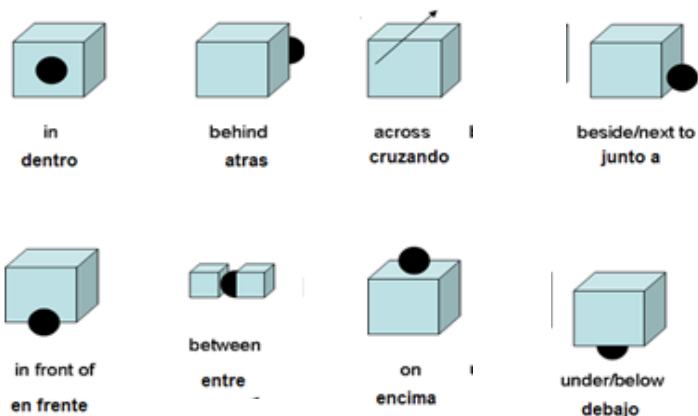
c) Complete the sentences to help the nature (re-enforce the vocabulary learned)

Choose the words from (b) to complete the sentences.

- 1.- The Galapagos Islands have beautiful beaches.
- 2.- In Ibarra there are big lakes.
- 3.- The Chimborazo is the tallest mountain in Ecuador.
- 4.- Please! Don't throw garbage in the river.
- 5.- In Ecuador the sun has a beautiful yellow color.

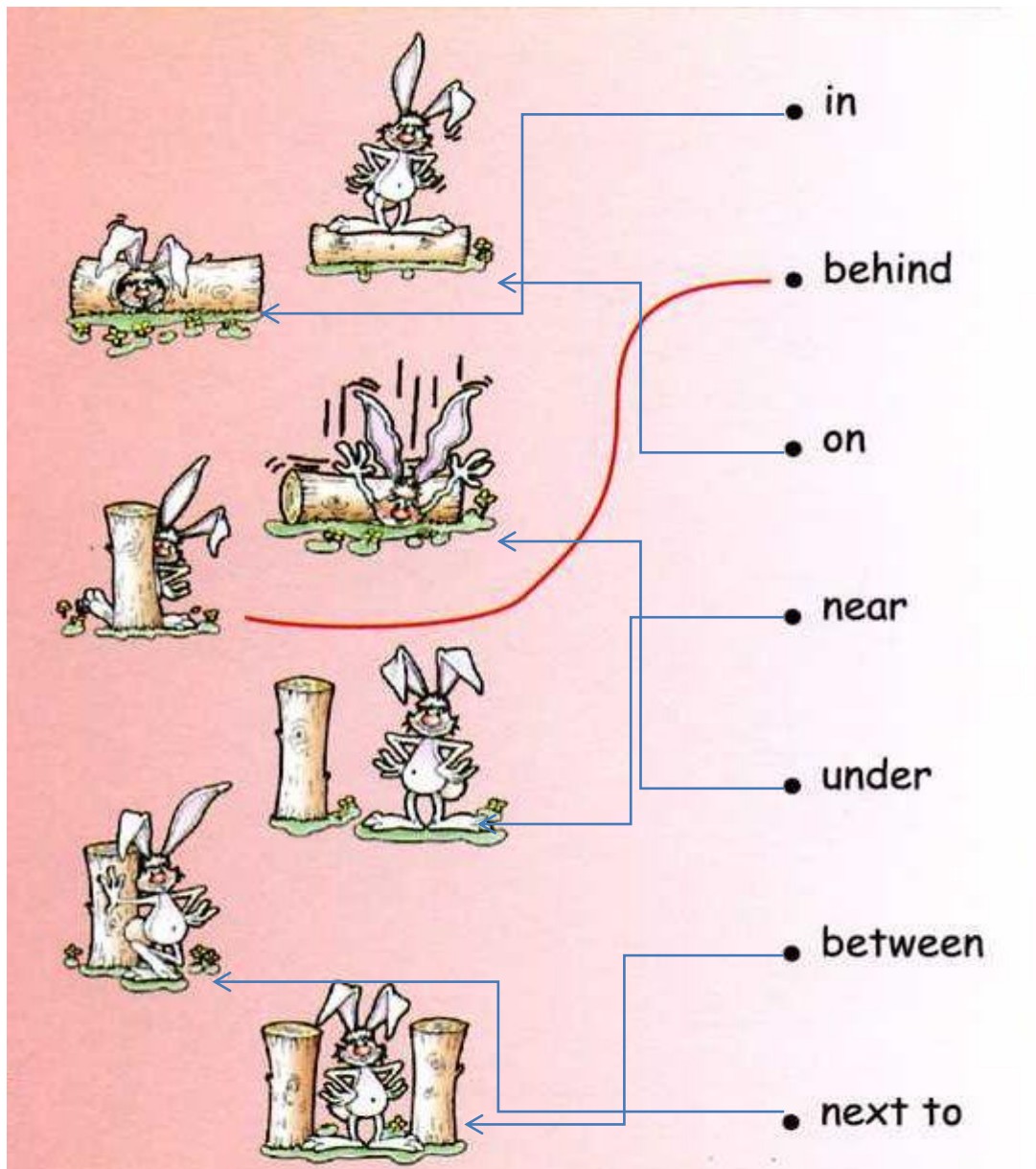
d) Grammar Practice (Give a full explanation about the topic)

Preposition of Place



Fuente: <http://bit.ly/1BJ3dJR>

e) Match the correct answer. (Give a full explanation about the topic)



f) Write some advices about nature safety.

People can protect the nature by **don't cutting down trees.**

Do not throw rubbish in the rivers.

Do not fish with explosives.

Do not use aerosols.

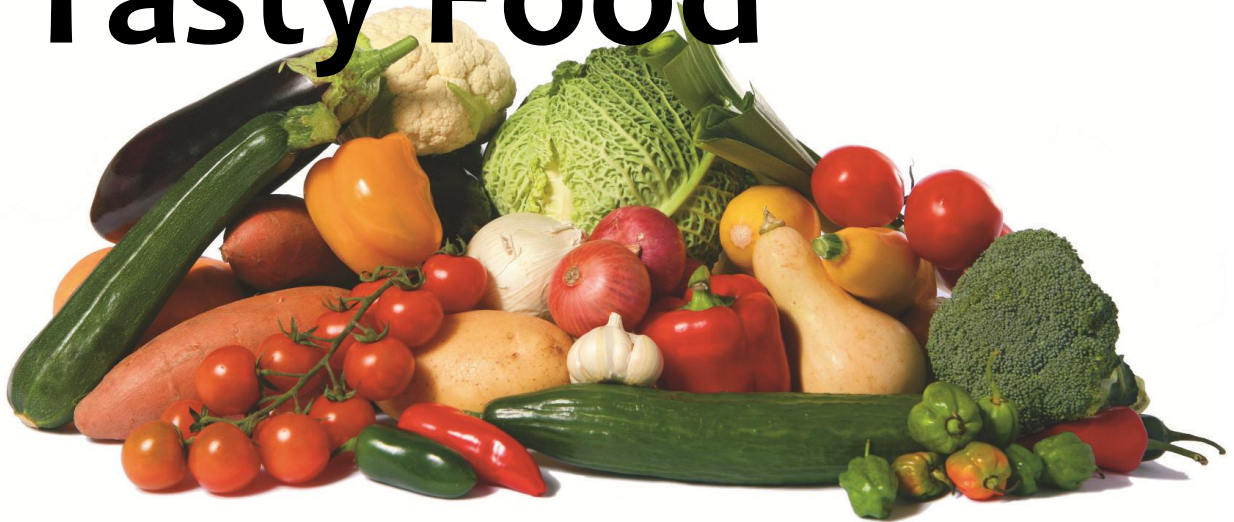
Do not contaminate water supplies.

ACHIEVEMENT OF LEARNING

At the end of this lesson students will be able to understand prepositions of place and how taking care about our planet.

Unit # 5

Tasty Food



Fuente: <http://bit.ly/186MMct>

Lesson 1

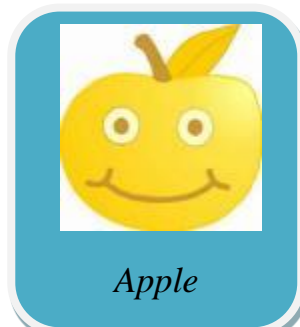
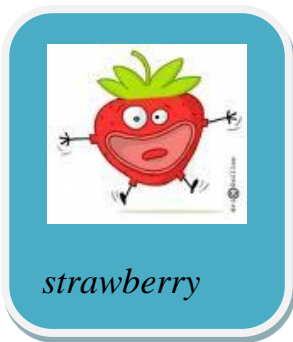
Tasty Food



Fruits and Vegetables

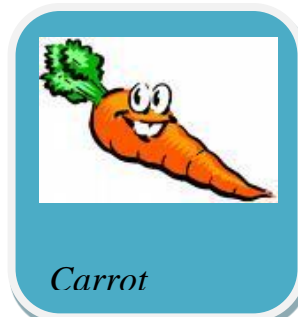
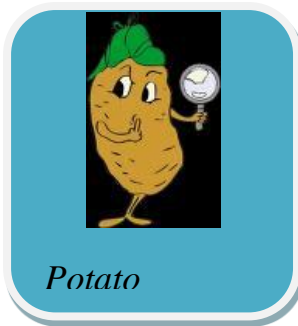
- ✓ **GETTING STARTED**
Learning new vocabulary

FRUITS



Fuente: : <http://on.be.net/186MRwI>

VEGETABLES

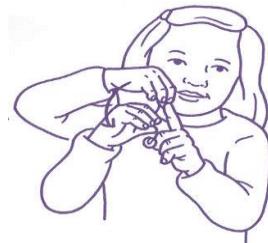


Fuente: <http://bit.ly/1ExVXQ1>

Signs



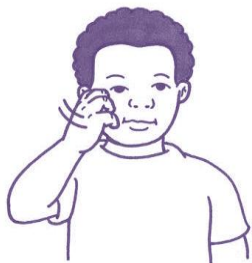
Orange-Naranja



Banana: Plátano



Grapes: Uvas



Peach-Durazno



Berry-Cereza

Fuente: <http://bit.ly/1zMQTIC>

VEGGIES IN SIGN LANGUAGE



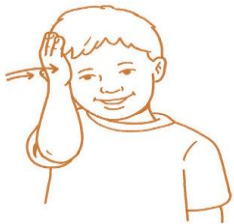
Carrots-Zanahoria



Peas - alverjas



Corn-Maíz



Lettuce –Lechuga



Milk-Leche



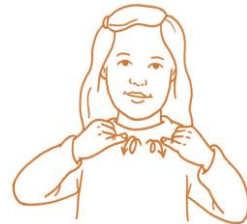
Cheese-Queso



Cereals-Cereales



Galleta-Cracker



Spagueti



Potato-Papa

Fuente: <http://bit.ly/1zMQTIC>



SERVE

a) **Vocabulary: Answer the following questions:**

Do you like oranges?

Yes, I do.

Do you like grapes?

No, I don't.

Do you like onions?

No, I don't.

Do you like lettuce?

Yes I do.



Fuente: <http://bit.ly/1GzwTaO>

- **Ask about favorite snacks around the class.**

Put a tick next to the word that is pointed at:

FREE ANSWER

- | | |
|---------------|--------------|
| 1. Chips | 5. Candies |
| 2. Cookies | 6. Donut |
| 3. Chocolates | 7. Cup cakes |
| 4. Peanut | 8. Pop corn |

b) **Read and guess the riddles.**

What is the only vegetable that will make you cry?

- Tomato
- Onion**
- Orange

What fruit is always sour?

- Orange
- Lemon**
- Apple

Which do you use at Halloween?

- Cabbages
- Pumpkins**
- Tomatoes

Which vegetable is brown on the outside and white on the inside, grows underground and starts with the letter “P”?

- Potato
- Coconut
- Orange

Which fruit is yellow, long and monkey like to eat?

- Pineapple
- Banana
- Carrot

b) Write the best title!

Read and guess what the passage is about.

_____ **FREE ANSWER** _____.

My favorite food is something that you can get in any supermarket. It comes in all kind of colors and sizes. Some are red, some are yellow, and some are green. They can be small or really big, they can be used for baking, decorating, or just eating.

They have many different names. Some of which are called Granny Smiths, Red Delicious, Golden Delicious. Granny Smith’s originate in Australia. They are green and crispy. They are good for baking pies with. Red Delicious have a deep Red skin and are sweeter than most. They originate in Chile. Golden Delicious is large conic shaped. They are firm, crisp, juicy, and yellow colored. They are considering a temptation to any man. You can make juice with them and is the first fruit that babies can eat.

ACHIEVEMENT OF LEARNING

At the end of this lesson students will be able to understand simple instructions from recipes as well as more complex media articles.

Lesson 2

Healthy Food



✓ **GETTING STARTED**

Fuente: <http://bit.ly/1JWk0gp>

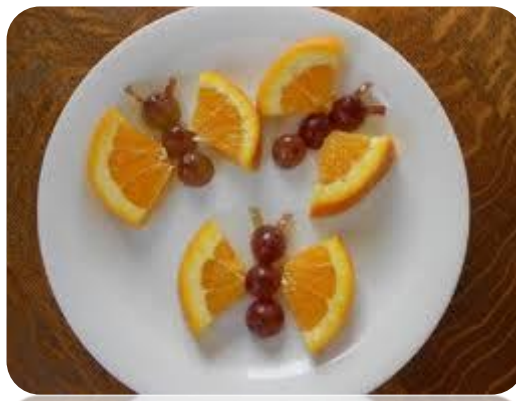
a) Class Project

Make great things with fruits.

Orange bees

Materials:

- ✓ Oranges
- ✓ Grapes
- ✓ Tooth sticks.



Instructions:

Fuente: <http://bit.ly/1JWk0gp>

Cut the orange in the shape you can see in the picture. Add grapes and hold with tooth sticks.

A watermelon fish

Materials:

- ✓ A slice of watermelon
- ✓ A banana
- ✓ A stick



Fuente: <http://bit.ly/1JWk0gp>

An amazing ice creami

Materials:

- ✓ Bananas
- ✓ A cherry
- ✓ A slice of bread



Fuente: <http://bit.ly/1E4Kskg>

A Christmas strawberry's Tree

Materials:

- ✓ Strawberries
- ✓ A star
- ✓ A tree mold



Fuente: <http://bit.ly/1E4Kskg>

ANNEXES

VERBS



To Dance



To Listen



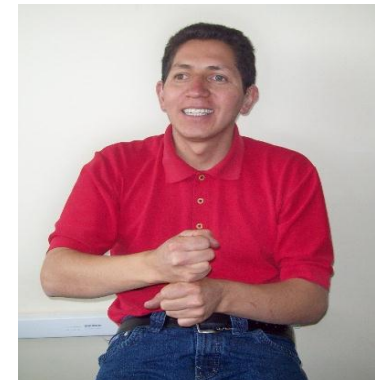
To write



To Think



To Talk



To work



To Love



To Eat



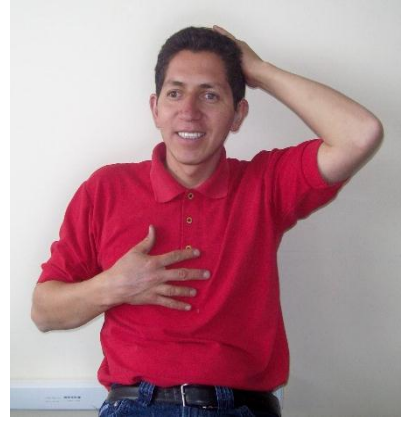
To Change



To Sleep



Stop

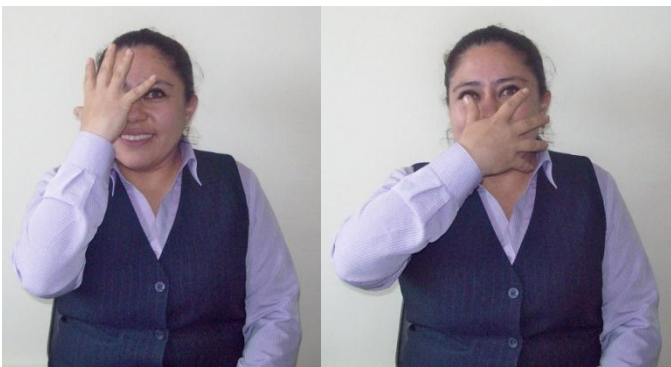
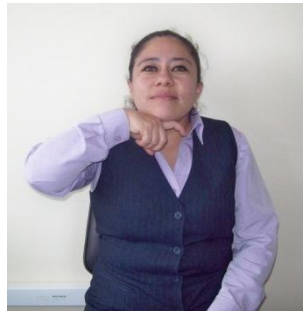


Take a shower

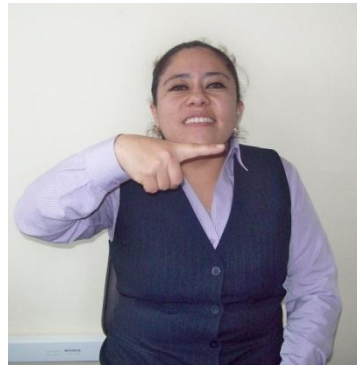


To run

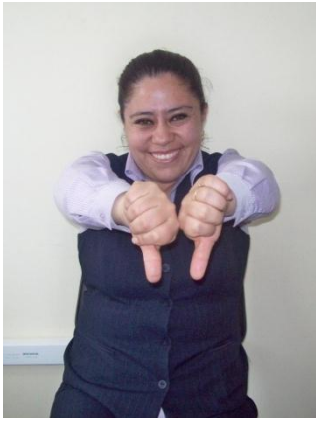
ADJECTIVES



Beautiful



Ugly



Wrong



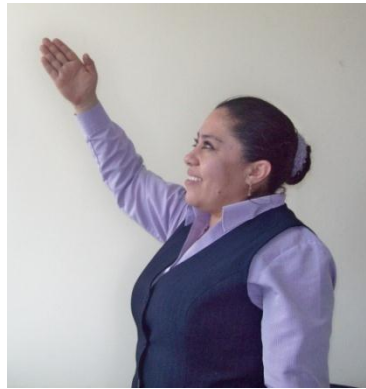
OK



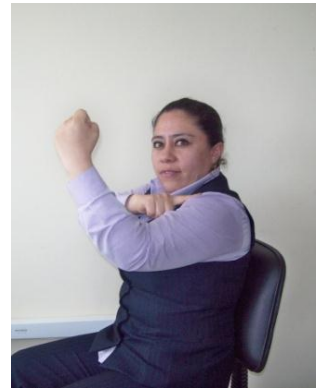
Fat



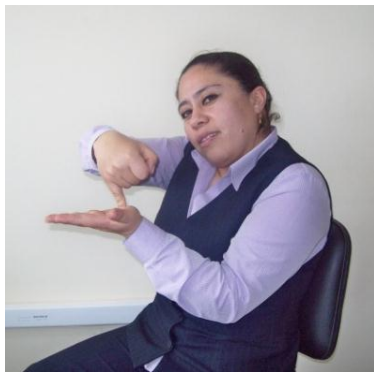
Short



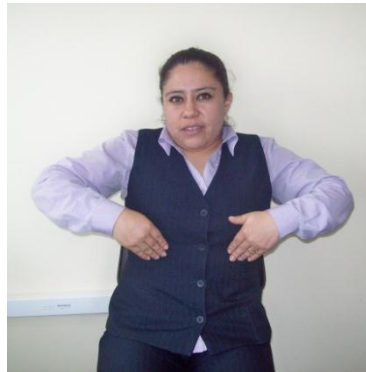
Tall



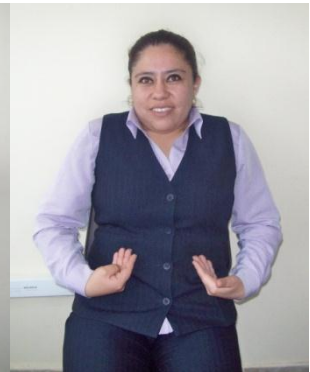
Strong



Weak



Tired

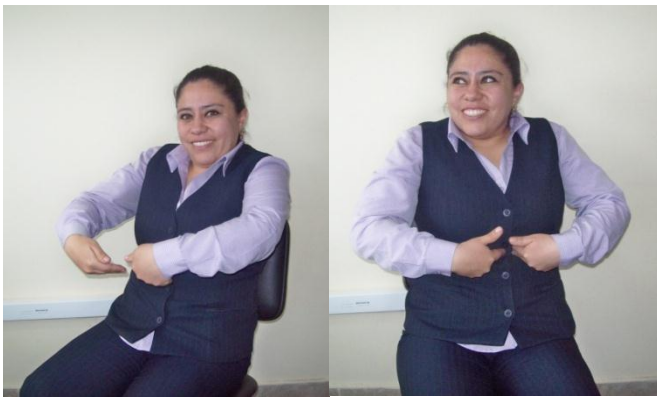




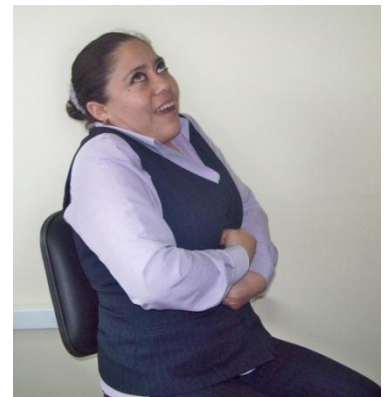
Soft



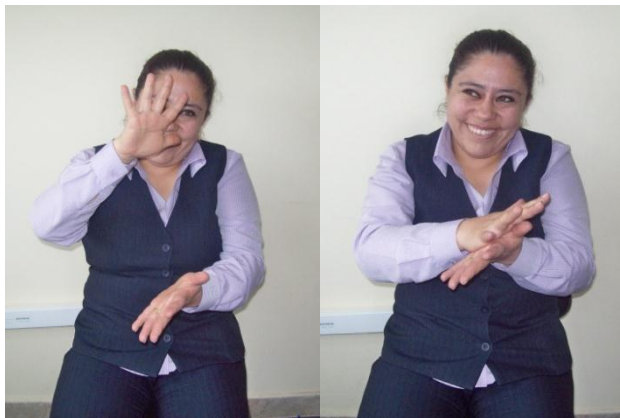
Angry



Funny






































Hungry



Quiet

VERBS-NOUNS-ADJECTIVES

above 	age 	bad 	breakfast 	can 	cry 	day 
doctor 	eat 	feel 	forget 	give 	grow 	him 
hour 	idea 	is 	keep 	later 	little 	medicine 
mother 	never 	old 	pen 	promise 	question 	remember 
same 	see 	start 	take 	think 	use 	usually 

Fuente: <http://american signlanguage>

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