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2016
"Abrid los libros, abrir las alas"

(Arturo Córdoba Just)
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PRESENTATION

The process of the English language with blind students at APRODVICH Association is a very important factor in the educational process under which focuses on equity rights without discrimination, under which possess the ability to act in any field is social labor, commercial, political, economic partner inside and outside the country.

For a better understanding of the contents of English is essential to guide them to meaningful learning through communicative strategies, in an attempt to reach also career opportunities, and also to improve their integration into society with a new vision, by guiding them in the process of learning the English Language in a real inclusion, projected to lead and develop the basic knowledge of English involving their intellectual and cognitive abilities through listening and speaking skills.

For proper applicability of the manual with communicative strategies called LGB Learning towards learning foreign language, teachers must be supported by teaching materials related to audiovisuais so they can listen and be able to capture new knowledge of basic English, which means that it must be supported by motivating practices which will enable them to grasp the vocabulary, quizzes and basic structures.

The main objective of the research is to improve the Speaking skill in blind students at APRODVICH association and it is also important to guide them to develop the listening skill as well, specifically since these two skills will enable them to achieve a good level of intellectual and cognitive ability in learning the English Language; to develop the educational interaction students should be aware that the teaching-learning process should be based on the proposal of the manual Luis Guadalupe Bravo Learning (LGB learning), under which is a learning environment that guides teachers through the implementation of communication strategies focusing on comprehension check and repetition , fundamental to guide students progressively towards the assimilation of new basic knowledge of English.
Objetives

General Objective

To develop Communicative Strategies with blind students through vocabulary activities, basis structures and the use of questionnaires in order to improve the listening and speaking skills of basic English.

Specific Objectives

- To apply communicative Strategies LGB learning through vocabulary activities, in order to develop the Basic Speaking Skill of blind students at APRODVICH association.

- To develop communicative Strategies LGB learning through basic structures, in order to develop the Basic Speaking Skill of blind students at APRODVICH association.

- To implement communicative Strategies LGB learning through the use of wh-questions, in order to develop the Basic Speaking Skill of blind students at APRODVICH association.

Theoretical Framework

Special Education and English Process

"""The definitions provided until now with special education, insists the deficit of its capabilities as defectology, the involvement of medicalization, and polarization around children as part of a restrictive secular oblivion targeting so that pedagogy which appears to have the child as the sole object of interest """ (Cultural, 2007)
In generalizing sphere of society it is still believed that people with special needs do not require support or care on equal terms, but supported by the government regulations from the Constitution of the Republic of Ecuador, it is important to link them in all areas so that they are not seen as objects of pity, but being seen in the position to generate socio-economic development and progress according to their potential.

Pedagogy in the field related to special education should focus on processes based on the methodology and techniques applied in teaching and learning of students with special needs, for it must follow significant steps: (Zavalloni, 2011)

• The special education refers to educational processes which is oriented- teaching to those individuals who in one way or another deviate from the norm and are therefore are called atypical or exceptional, but according to their level of self-esteem they are considered students with special needs.

• The special education is by definition a pedagogy that applies to individuals who deviate from the norm in their relationship and behavior with the outside world, whether in the restricted area of family, school or society.

• Special education aims to shorten personal problems based on psychological difficulties, delays and disruptions of any kind in the biological and psychosocial development of children and youth, seeking to guide them to adequate environmental, social and family adaptation.

"Experience confirms that they are many other needs of the person who is more or less serious, and encounter difficulties in their development that must be taken into consideration addressed in many cases as a priority and should be specialized before they are the purely educational " (Gispert, 2006).

To which it implies that it is important to increase the knowledge and understanding of the student in an imaginative way about the world on which he lives, both that refer to the possibilities given to him and those that correspond to him. The possibilities granted to them will help them advance in a process of independence and self-sufficiency, by
teaching them the essential so they can find a job according to their potential, so they can control and direct their lives.

Some students will achieve their goals overcoming their difficulties in dealing with multiple social responsibilities; others will have major problems to overcome. On the way to achieve goals, all, to a greater or lesser extent, will have difficulties glimpsing needs, whether they are common to all students, whether they are specifically special, understood as what each child needs to individually make progress with adjusted and specific help.

**Pedagogy focused on the process of special education**

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Factors that influence in the communicative strategies

" When the teacher focuses on the teaching and learning processes, it means that the teacher must focus on the proper use of communicational factors to support the special
needs students to overcome obstacles so blind students can learn basic English " (Woolfolk, 2010).

The most important factors are:

a) The words are considered as obstacles when discourteous, rude, bad sounding words are used, with double meanings or when nicknames are used.

b) Emotions: emotions are considered as a strong emotional charge, when a message truthfully expressed through verbal and nonverbal communication is transmitted. Emotions depend on age, educational level, social and economic environment. Both sender and receiver must control emotions at the time of communication, especially when it comes to solving problems.

c) Behavioral expectations: are the behaviors we expect people to have with who we interrelate on a daily basis. When they are very subjective they can break affective communication.

d) Attitudes: They are outward manifestations of feelings. If there is no correspondence between feelings and attitudes, the receiver feels this gap and makes communication difficult and in some cases impossible. It becomes an obstacle when the sender or receiver demonstrate a destructive, sarcastic, aggressive, dishonest or accusative critical attitude.

e) Distance: Personal communication is very important factor in order to establish a very effective communication between the teacher and the student or vice versa.

f) Tone of voice: A very high or very low tone, as same as whispering, it can cause disorders in the development of communication because it generally produced misinterpretations. Meanwhile a proper clear and precise tone of voice becomes effective way of communication.
g) Duration: The teacher must be clear and precise in an attempt to avoid long speeches that lead to boredom and loss of attention of students.

h) Speed of pronunciation: Speaking rapidly can difficult message compression. But also when the pronunciation is not clear, the message becomes an obstacle or barrier, which can not be effectively decoded.

i) Posture: between forms of nonverbal communication, body attitude plays an important role to get the message correctly.

**English language development with blind students**

To develop the speaking skill of Basic English with blind students is important to apply practical strategies through the use of conversations and the development of the skill of listening, which are focus to achieve meaningful learning so the students can be able to communicate with peers, teachers and society according to their requirements. The skills to be applied in the manual Learning LGB communication strategies are as follows:

a. **Vocabulary**

The translation of vocabulary from English to Spanish or vice versa can gradually be developing new knowledge of the L2 language, this enables blind students to assimilate their meaning, but it is also important to pronounce the words and therefore later used it as a means of conversation.

In the case of blind students the use of vocabulary allows them to process the words in the order in which they have heard, so it is important the guide of the teacher through their expressions or commands or even guide them in the use of technological means so they can listen, practice and repeat, and in this way they can acquire knowledge and be
able to express themselves correctly. For example they will learn the vocabulary based on their experiences or best-known aspects of their daily lives.

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<td>Miércoles</td>
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<td>Minute</td>
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<td>Segundo</td>
<td>Second</td>
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b. Basic structures

In the case of blind students the teacher is the main focus who has to guide them through the rules and grammar of the language. As long as it has an operational character, which implies that the teacher should be constantly helping and guiding the students so they can speak. In other words adequately express in an attempt to reach a communicative process.

The training of the basic structures are made by subsystems related with exercises that contribute to the levels of assimilation, embodiment and learning stage, seeking to achieve the objective, for it, the students must perform the exercises, transpositions and replacement that appear in the LGB manual with communicative strategies.

Something we need to be aware is that blind students learn English through their well train ear, and not with their eyes. In other words blind students develop other senses that allows them to learn lots of vocabulary to reach the basic structures.

There are five basic sentence structures in the English language based on the Common European Framework.
1. Subject - Verb

Examples:
- The girl plays.
  (El niña juega.)
- John eats.
  (John come.)
- Alysson stands up.
  (Alysson se para.)

2. Subject-verb-object

Examples:
- The girl pets the dog.
  (La niña acaricia al perro.)
- I love fruits.
  (Me encantan las frutas.)
- John touches the window.
  (Bill toca la ventana.)

3. Subject-verb-adjective

Examples:
- Danna is beautiful.
  (Danna es hermosa.)
- He is nice.
  (El es simpático.)
- I am happy.
  (Estoy feliz.)

4. Subject-verb-adverb

Examples:
- Maria walks slowly.
  (María camina lentamente.)
- The rabbit jumps high.
  (El conejo salta alto.)
• Trees are everywhere.
  (Los árboles están por todas partes.)

5. Subject-verb-noun

Examples:
• I am the teacher.
  (Soy el profesor.)
• John is a driver.
  (John es chofer.)
• The girl is a nurse.
  (La niña es una enfermera.)

C. Whquestions

When blind students have acquired a lot of vocabulary and relate their basic structures of English, which helps them internalize what they have learned, therefore they are in the ability to answer a series of simple questions, which means that students will learn to interpret and answer quickly.

Students pay a lot of attention to listen and answer, for it the teacher can tell a little story and then make a variety of easy and simple questions about that story. This Exercise will help them understand rapidly and in an easy way what they are listening to, and they will also learn to answer as they are in a real conversation.

Personal Information
What’s your name?
Luis.

Información personal
¿Cuál es tu nombre?
Luis.

Where are you from? / Where do you come from?
I’m from … I come from …

¿De dónde eres? / ¿De dónde vienes?
Soy de… / Vengo de…
What’s your surname / family name?
Guadalupe.
What’s your first name?
Luis.
What’s your address?
223 Grafton Avenue
Where do you live?
I live in New Jersey
What’s your (tele) phone number?
973-786-4384
How old are you?
Twenty-five. I’m twenty-five years old.

¿Cuál es tu apellido / nombre de familia?
Guadalupe
¿Cuál es tu primer nombre?
Luis.
¿Cuál es tu dirección?
223 Grafton Avenue
¿Dónde vives?
Vivo en Nueva Jersey
¿Cuál es tu número de teléfono?
973-786-4384
¿Cuántos años tienes?
Veinticinco años. Tengo 25 años.
UNIT I

1. Vocabulary

1.1. Concept.- From Latin vocabulum, vocabulary consists of the set of words of a language. Such vocabulary is known by people who share a common language.

1.2. Characteristics.- The students will focus on communicative strategies with vocabulary to learn the language.
ACTIVITY N° 1

**TOPIC:** Geometric Figures

**Objective:** To pronounce and learn in English the geometric figures through touch identification

**Resources:** Classroom objects, Tactual Pictures

**Methodological Process**

- Learn the Geometric shapes in English
  - Square
  - Rectangle

- Listen to the Geometric shapes in English
  - It is a circle
  - It is an oval

**Source:** APROVICH
- Spell the Geometric Shapes in English

**CIRCLE**  **OVAL**

- Pronounce the Geometric Shapes in English

**Circle, Square, Rectangle, Oval, Diamond, Star**

**Evaluation:** Identify and Pronounce the objects in English

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<td>Listen to the Geometric shapes in English</td>
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<td>Pronounce the Geometric Shapes in English</td>
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ACTIVITY N° 2

Topic: Adjectives of size

Source: APRODVICH

Objective: To pronounce and learn in English the ladder vocabulary of “SIZE” through touch identification

Resources: Classroom objects, Tactual Pictures

Methodological Process

- Learn the ladder vocabulary of “size” in English
  
  big  huge  large

- Listen and identify the ladder vocabulary of “size” in English
• Spell the ladder vocabulary of “size” in English

| Spell the ladder vocabulary of “size” in English |
| big | huge | large |

• Pronounce the ladder vocabulary of “size” in English

Evaluation: Identify and Pronounce the adjectives in English

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<td>Pronounce the ladder vocabulary of “size” in English</td>
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ACTIVITY Nº 3

Topic: Verbs of Sports

Source: APRODVICH

Objective: To pronounce and learn the verbs of sports through touch identification

Resource: Tactual Pictures

Methodological Process

- Learn the verbs of sports in English

- Listen to the verbs of sports in English with their complements

Do: athletics, ballet, exercise, yoga
Go: swimming, running, dancing, riding, cycling
Play: basketball, chess, football, baseball, soccer

- Spell the verbs of sports in English
- Pronounce the verbs of sports in English

**Evaluation:** Identify and Pronounce the verbs in English

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UNIT II

2. Basic Structures

Source: APRODVICH

2.1. Concept.- A basic structure is a simple form of writing a sentence in English.

2.2. Characteristics.- The students will learn to structure simple sentences in order to understand and use the language.
ACTIVITY N° 1

TOPIC: Describe yourself

![Image of people with captions: I am..., You are..., We are..., He/She is..., She/He are...]

Source: APRODVICH

Objective: To learn, practice and pronounce the use of verb “to be”

Resources: Tactual Material

Methodological Process

- Learn the usage of the verb “to be” and write sentences
  I am tall
  I am short
  I am fat

- Understand and Identify the sentence given by the teacher by showing a card

![Images of people showing: I am tall and I am fat]
• Pronounce the sentences given by the teacher in the card

**I am tall**  **I am short**  **I am fat**

**Evaluation:** Write accurate sentences in English using the verb “to be”

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<tr>
<td>Pronounce the sentences given by the teacher in the card</td>
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ACTIVITY N° 2

Topic: Your favorite activities

Source: Estudiantes del APROVICH

Objective: To learn, practice and pronounce the use of present simple

Resources: Tactual Material

Methodological Process

- Learn the usage of the Present Simple and write sentences

<table>
<thead>
<tr>
<th>I play</th>
<th>play</th>
<th>study</th>
<th>work</th>
<th>dance</th>
</tr>
</thead>
<tbody>
<tr>
<td>I run</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I sing</td>
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- Understand and Identify the sentence given by the teacher by showing a card

I play soccer

I dance salsa
- Pronounce the sentences given by the teacher in the card

**Evaluation:** Write accurate sentences in English using the present simple

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ACTIVITY № 3

Topic: I am learning english

Source: APRODVICH

Objective: To learn, practice and pronounce the use of present progressive

Resources: Tactual Material

Methodological process

- Learn the usage of the “present progressive” and write sentences

Verb (ing)

- Understand and Identify the sentence given by the teacher by showing a card

I am learning English
- Pronounce the sentences given by the teacher in the card

**Evaluation:** Write accurate sentences in English using the verb “Present Progressive”

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>MASTER</th>
<th>FULFIL</th>
<th>NEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learn the usage of the verb “to be” and write sentences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understand and Identify the sentence given by the teacher by showing a card</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pronounce the sentences given by the teacher in the card</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
UNIT III: Wh-Questions

Fuente: APRODVICH

Concept.- The WH -Question Words are interrogative particles that we use to ask questions in English.

Characteristics.- The students will use the Wh question and the question structure to understand the structures of a question in English, then they will be able to make their own questions by using the question chart.
ACTIVITY N° 1

Topic: How are you today?

Objective: To learn, practice and pronounce the structure of verb “to be” in a question

Resources: Tactual Material, Question Chart

Methodological Process

- Learn the structure of the verb “to be” and write questions
• Understand and Identify the structure given by the teacher by filling in the question chart.

![Question Chart Image]

• Pronounce the questions given by the teacher in the question chart

![Question Chart Image]

**Evaluation:** Write accurate questions in English using the verb “to be” question chart

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>MASTER</th>
<th>FULFIL</th>
<th>NEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learn the structure of the verb “to be” and write questions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understand and Identify the structure given by the teacher by filling in the question chart.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pronounce the questions given by the teacher in the question chart</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ACTIVIDAD N° 2

Topic: Where do you work?

Fuente: Aprodvich

Objective: To learn, practice and pronounce the structure of present simple in a question

Resources: Tactual Material, Question Chart,

Methodological Process

- Learn the structure of the present simple and write questions
- Understand and Identify the structure given by the teacher by filling in the question chart.

- Pronounce the questions given by the teacher in the question chart

**Evaluation**: Write accurate questions in English using the present simple question chart

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>MASTER</th>
<th>FULFIL</th>
<th>NEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learn the structure of the verb present simple and write questions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understand and Identify the structure given by the teacher by filling in the question chart.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pronounce the questions given by the teacher in the question chart</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ACTIVITY N° 3

**Topic:** What are you doing?

**Objective:** To learn, practice and pronounce the structure of present progressive in a question.

**Resources:** Tactual Material, Question Chart

**Methodological Process**

- Learn the structure of the present progressive and write questions
• Understand and Identify the question given by the teacher by filling in the question chart.

![Image 1]

• Pronounce the questions given by the teacher in the question chart

![Image 2]

**Evaluation**: Write accurate questions in English using the present simple question chart

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>MASTER</th>
<th>FULFIL</th>
<th>NEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learn the structure of the present progressive and write questions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understand and Identify the structure given by the teacher by filling in the question chart.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pronounce the questions given by the teacher in the question chart</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
UNIT I: Introduction

Concept: Introduction refers to present someone new to a group. The Introduction makes clear the learner the class purpose.

Characteristic: The students will learn to describe themselves, looks, age, eyes color, height, and profession.

Resource: Tactual Pictures, Computer, Recorder, Wh questions Board

Evaluation: The evaluation will be written, and spoken
ACTIVITY N° 1: Introducing yourself

Listen to your teacher describe himself to you.
Hi! Good Morning Everyone, My name is Luis Guadalupe. I am an English Teacher. I am young. I am 28 years old. I am from Riobamba. I quite tall and slim. My eyes are brown, and I have black hair.

Vocabulary

1.1. Numbers:

one (1) two (2) three (3) four (4) five (5)
six (6) seven (7) eight (8) nine (9) ten (10)
eleven (11) twelve (12) thirteen (13) fourteen (14) fifteen (15)
sixteen (16) seventeen (17) eighteen (18) nineteen (19) twenty (20)

thirty (30) forty (40) fifty (50) sixty (60) seventy (70)
eighty (80) ninety (90) 100 (one hundred) 1000 (one thousand)

1.1.1. Read the sentence and write the number next to it. Then Repeat the Sentences after your teacher.

Forty six ____________ seven ____________ fourteen ____________
Sixty eight ____________ One hundred fifty two _________________________

I am = Yo tengo
I am twenty eight years old ____________ I am ten years old ____________
I am two years old ____________________ I am thirty four years old ____________

Now the students will say their examples
1.2. Adjectives:

<table>
<thead>
<tr>
<th>Tall (alto)</th>
<th>short (pequeno)</th>
<th>fat (gordo)</th>
<th>thin (delgado)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Big (grande)</td>
<td>small (pequeno)</td>
<td>young (joven)</td>
<td>old (Viejo)</td>
</tr>
<tr>
<td>Pretty (guapa)</td>
<td>handsome (guapo)</td>
<td>ugly (feo)</td>
<td>cute (simpatico)</td>
</tr>
</tbody>
</table>

1.2.1. Listen to the teacher and complete the Examples. Then Repeat the Sentences after your teacher.

I am = Yo soy

I am _________
I am _________
I am _________
I am _________
I am _________

Now the students will say their examples

1.3. Colors:

<table>
<thead>
<tr>
<th>Green (verde)</th>
<th>brown (café)</th>
<th>blue (azul)</th>
<th>black (negro)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Red (rojo)</td>
<td>yellow (Amarillo)</td>
<td>pink (Rosado)</td>
<td>purple (morado)</td>
</tr>
</tbody>
</table>

I have green eyes = Yo tengo ojos verdes

1.3.1. Listen to the teacher and complete the Examples. Then Repeat the Sentences after your teacher.

I have ________ eyes    I have ___________ eyes    I have ___________ eyes.

Now the students will say their examples
ACTIVIDAD N° 2: Now make a small description about yourself to the class.

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

ACTIVIDAD N° 3: Basic Structures

Listen to the description of two students

Student A: I am Alysson. My last name is Arguello. I am pretty. I am twenty two years old. I am from Riobamba.

Student B: My name is Angel. My last name is Diaz. I am short. I am sixty one years old. I am from Ambato.

Student C: I am Danna. I am very pretty. I am young. I am nineteen years old. I am from Riobamba.

Grammar:

Subject:
I (yo) you (tu) He (el) She (ella) It (esto/esta) We (nosotros) They (ellos)

I am you are It is
We are He is
They are She is
**The use of verb “to be”**

- I am twenty four years old (age)
- I am tall (adjective)
- I am a teacher (profession)
- I am an Engineer (profession)
- I am from Ecuador (country, city, town, village, Parrish) (preposition)
- I am in my house (place, preposition)
- I am at the movies (place, preposition)
- I am Luis (Name)

**Complete the following examples with the verb to be**

- I ______ a student.
- He ______ a teacher.
- They ______ happy.
- It ______ hot.
- We ______ in Quito.
- You ______ Short.
- She ______ pretty.

**ACTIVITY N° 4**: Listen to Alysson make a description about herself and her family.

Hi! I am Alysson. I am sixteen years old. I am from Riobamba. This is my sister. Her name is Danna. She is very tall for her age. She is very pretty. She is my only sister. He is Angel. He is intelligent. He is an Engineer. He is my father. She is Sonia. She is fun. She is lovely. She is short and beautiful. She is my mother.
Grammar: Possessive Adjectives

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>my</td>
</tr>
<tr>
<td>You</td>
<td>your</td>
</tr>
<tr>
<td>He</td>
<td>his</td>
</tr>
<tr>
<td>She</td>
<td>her</td>
</tr>
<tr>
<td>It</td>
<td>its</td>
</tr>
<tr>
<td>We</td>
<td>Our</td>
</tr>
<tr>
<td>They</td>
<td>Their</td>
</tr>
</tbody>
</table>

Use possessive adjectives to talk about possession, something that belongs to you, this could be: your name, your last name, your city, a cell phone, a house, a sibling (family member) etc.

Note: For an animal or a thing, we have to use possessive adjective its.

Examples:
My house, Your house, His last name, Their computer, Our class, Her Purse, Its cable.

Complete the Exercises with the correct Possessive Adjectives.

I like _________ teacher.
You like _________ breakfast.
He likes _________ meat.
She likes _________ soup.
The cat likes _________ milk.
We like _________ school.
They like _________ food.
I am Luis. _________ last name is Guadalupe
He is a teacher. _________ name is Matthew.
She is pretty. _________ name is Danna
The giraffe is big. _________ height is 8’6.
We study at the Unach. _________ class is room 123.
They study English. _________ teacher is from USA.

Now repeat with your teacher the sentences.
ACTIVITY N° 5: Questions

Identify the change in this examples

Example 1

<table>
<thead>
<tr>
<th>Statement</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am tall</td>
<td>Am I tall?</td>
</tr>
<tr>
<td>You are tall</td>
<td>Are you tall?</td>
</tr>
<tr>
<td>He is tall</td>
<td>Is he tall?</td>
</tr>
<tr>
<td>She is tall</td>
<td>Is she tall?</td>
</tr>
<tr>
<td>We are tall</td>
<td>Are we tall?</td>
</tr>
<tr>
<td>They are tall</td>
<td>Are they tall?</td>
</tr>
</tbody>
</table>

What can you notice? ______________________________________
_______________________________________________________

There are some rules to be followed to change statements to questions.
1. Identify the verb “to be” in the statement
2. Move the verb “to be” to the start of the sentence
3. Add the question mark.

I am happy. You are happy. He is tall.
Am I happy? Are you happy? Is he tall?

Change the following statements to questions.

1. I am sad ____________________________?
2. You are sad ____________________________?
3. He is sad ____________________________?
4. She is sad ____________________________?
5. It is sad ____________________________?
6. We are sad ____________________________?
7. They are sad ____________________________?

Now read the sentences and the questions so you can Notice the change between them.
Make some questions using the Structure of Verb “to be”

Tobe + subject + Complement ?

Is he a teacher?
Are they students?

1. ___________________________________
2. ___________________________________
3. ___________________________________
4. ___________________________________
5. ___________________________________
6. ___________________________________
7. ___________________________________
8. ___________________________________
9. ___________________________________
10. ___________________________________

Keep in mind the following Graph to make questions

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>I</td>
<td>You</td>
</tr>
<tr>
<td>You</td>
<td>You</td>
<td>I (singular)</td>
</tr>
<tr>
<td>You</td>
<td>You</td>
<td>We (plural)</td>
</tr>
<tr>
<td>He</td>
<td>He</td>
<td>He</td>
</tr>
<tr>
<td>She</td>
<td>She</td>
<td>She</td>
</tr>
<tr>
<td>We</td>
<td>We</td>
<td>We</td>
</tr>
<tr>
<td>They</td>
<td>They</td>
<td>They</td>
</tr>
</tbody>
</table>

Complete the answer to the question with the graph given:

Am I late?     Yes, _____ are     No, _____ aren’t
Are you late?  Yes, _____ am     No, _____ am not (singular)
Are you late?  Yes, _____ are     No, _____ aren’t (plural)
Is he late?    Yes, _____ is     No, _____ isn’t
Is she late? Yes, _____ is No, _____ isn’t
Is it late? Yes, _____ is No, _____ isn’t
Are we late? Yes, _____ are No, _____ aren’t
Are they late? Yes, _____ are No, _____ aren’t

ACTIVITY N° 6: Listen to two students talk about their personal Information

A: Hi, How are you?
B: I am fine Thank you?
A: Where are you from?
B: I am From Riobamba
A: Is Riobamba the Capital of Ecuador?
B: No, It isn’t. It is Quito.
A: Is Riobamba far from Quito?
B: Yes, it is, It is about 4 hours away
A: and How about you? Where are you from?
B: I am from USA.
A: That is great, nice to meet you
B: Nice to meet you too.
A: Bye

In order to make information question with be: you have to add a Wh question before the verb to be

<table>
<thead>
<tr>
<th>What</th>
<th>Que /Cual</th>
</tr>
</thead>
<tbody>
<tr>
<td>When</td>
<td>Cuando</td>
</tr>
<tr>
<td>Where</td>
<td>Donde</td>
</tr>
<tr>
<td>Why</td>
<td>Porqué</td>
</tr>
<tr>
<td>Who</td>
<td>Quién</td>
</tr>
<tr>
<td>Which</td>
<td>Cuales</td>
</tr>
<tr>
<td>How</td>
<td>Cómo</td>
</tr>
</tbody>
</table>
For example:

Are you happy?    Yes, I am
Why are you happy? Because, It is my Birthday

Read with your teacher and understand the meaning of these questions

Where are you from?  How are you?  Who is the teacher?
Where are you?       When is your birthday?

Identify the grammar of the Sentences and answer them.

Where are you?  __________________________
How are you?    __________________________
Who is the teacher?  ______________________
When is your birthday?  __________________
Where are you from?  ______________________

Now make your own questions using this structure

**Wh + tobe + Subject + Complement**

1. ____________
2. ____________
3. ____________
4. ____________
5. ____________
6. ____________
7. ____________
8. ____________
9. ____________
10. ____________
ACTIVITY Nº 7: Listen to a conversation and answer the following questions

Alysson: I am Alysson Guadalupe. Are you Angel Diaz?
Angel: Yes, I am. Are you American?
Alysson: Milton is. I am Ecuadorian. Are you from the United States?
Angel: Yes, I am. Milton, Where are you from?
Milton: I am from Newark, New Jersey.
Angel: Is Newark a big city?
Milton: Yes, it is a big city. How about you Angel? Where are you from?
Angel: I am from New York city. Actually I am from the Bronx.
Alysson: What is New York city like?
Angel: It’s a big city, the people are friendly. I love it.
Alysson: That is interesting.
Angel: and what is your profession?
Milton: I am a student. She is an actress in Ecuador.

Comprehension Check

Where is Alysson From? ____________________________________________
Where is Milton From? ____________________________________________
Is Angel English? _________________________________________________
What is New York like? ____________________________________________
Is Newark a small city? ____________________________________________
What are their professions? _________________________________________
What city is Angel from? ___________________________________________
UNIT II: Where do you Work?

**Concept:** To talk about daily routines, activities in a regular basis.

**Characteristic:** The students will learn to talk about their work activities

**Resource:** Tactual Pictures, Computer, Recorder, Wh questions Board

**Evaluation:** The evaluation will be written, and spoken
ACTIVITY N° 1: Read the conversation between 2 people

Jeremy: Hi, Danna Do you remember me?
Danna: Yes, I do. How are you?
Jeremy: I am fine, thank you.
Danna: And Jeremy tell me Where do you work?
Jeremy: I have my own office, I am a lawyer.
Danna: Wow! That is great, good for you.

ACTIVITY N° 2: Read the conversation with a partner and check for new vocabulary.

ACTIVITY N° 3: Follow the teacher while reading the sentences and identify the Vocabulary Given with your teacher, based on the content

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>I work at the Unach.</td>
<td>Work: _________________</td>
</tr>
<tr>
<td>I study Engineering.</td>
<td>Study: ________________</td>
</tr>
<tr>
<td>I live in Riobamba.</td>
<td>live ___________________</td>
</tr>
<tr>
<td>I like pizza.</td>
<td>like _________________</td>
</tr>
<tr>
<td>I love to play Basketaball.</td>
<td>love to play ___________</td>
</tr>
<tr>
<td>I dance Bachata.</td>
<td>Dance _________________</td>
</tr>
<tr>
<td>I listen to music everyday.</td>
<td>listen _________________</td>
</tr>
</tbody>
</table>
**ACTIVITY N° 4:** Listen to the teacher give another sentences identity the meaning of each verb.

<table>
<thead>
<tr>
<th>Be</th>
<th>have</th>
<th>Do</th>
<th>say</th>
<th>get</th>
<th>make</th>
</tr>
</thead>
<tbody>
<tr>
<td>go</td>
<td>know</td>
<td>Take</td>
<td>see</td>
<td>come</td>
<td>think</td>
</tr>
<tr>
<td>look</td>
<td>want</td>
<td>Give</td>
<td>use</td>
<td>find</td>
<td>try</td>
</tr>
</tbody>
</table>

**ACTIVITY N° 5:** Grammar

1. Subjects like: I, You, We, They are use with the verb in the basic form
   
   I play soccer
   You play soccer
   We play soccer
   They play soccer

2. When you talk about a 3rd person: He, She, It, you have to add s or es
   
   He plays soccer
   She plays soccer
   It plays soccer

3. Most of the verbs you have to add s
   
   I run
   you speak
   We sing
   They live
   
   He runs
   He speaks
   She sings
   She lives

4. You have to add es when the verbs end in: ss, ch, sh, o, x Add es
   
   Examples: Note the s or es in every sentence
I kiss  She kisses
You watch  She watches
They wash  It washes
You go  He goes
They fix  It fixes

**Actividad N° 6:** Add s or es to the following verbs

He speak___  she stud___  It work___
He work___  He play___  Danna live___
My sister watch______  He swim___  Matthew go______

**ACTIVITY N° 7:** Make sentences with the Structure given

**Subject + verb + Complement**

____________________________________________________________________
____________________________________________________________________

**ACTIVITY N° 8:** Listen to the teacher make a description of himself, and write down what he says.

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

**ACTIVITY N° 9:** Prepare a description of yourself to be presented to your classmates.

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
**ACTIVITY N° 10: Questions Explanation**

**In order to make a Yes, No question, all you need to add is Do or Does**

- Do I
- Does he
- Do you
- Does she
- Do we
- Does it
- Do they

**Read the following sentences and see how they change into a question**

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>I speak English</td>
<td>Do I speak English?</td>
</tr>
<tr>
<td>You speak English</td>
<td>Do you speak English?</td>
</tr>
<tr>
<td>They speak English</td>
<td>Do they speak English?</td>
</tr>
<tr>
<td>We speak English</td>
<td>Do we speak English?</td>
</tr>
</tbody>
</table>

**In the following examples you will notice the S in the sentence but not in the question.**
**Since you have Does in the question, you don’t need s in the verb.**

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>He speaks English</td>
<td>Does he speak English?</td>
</tr>
<tr>
<td>She speaks English</td>
<td>Does she speak English?</td>
</tr>
<tr>
<td>It speaks English</td>
<td>Does it speak English?</td>
</tr>
</tbody>
</table>

**ACTIVITY N° 11: Complete the following examples with Do or Does**

- ______ you like to study?
- ______ your parents like to travel?
- ______ Luis have my keys?
- ______ she like cats?
- ______ I have to go to school?
- ______ he work every day?
- ______ they study here at the Unach?
- ______ we have an English Teacher?
- ______ they play Soccer?
- ______ you Speak English?
ACTIVITY N° 12: Now give some Examples Using the Question structure given.

Do / Does + Subject + Verb + Complement

______________________________________________
______________________________________________
______________________________________________
______________________________________________
______________________________________________
______________________________________________

ACTIVITY N° 13: Answer the question

Keep in Mind that the short answer to these questions “Never Change”

Do I have a good grade? Yes, you do No, you don’t.
Do you have a good grade? Yes, I do No, I don’t
Do we have a good grade? Yes, we do No, we don’t
Do they have a good grade? Yes, they do No, they don’t
Does she have a good grade? Yes, she does No, She don’t
Does he have a good grade? Yes, he does No, he don’t
Does it have a good grade? Yes, it does No, it doesn’t

ACTIVITY N° 14: Conversation

Perform a round of questions with your teacher and classmates.

ACTIVITY N° 15: In order to make an interrogative questions you have to add a wh-question at the beginning of the question.

Do you play soccer? Yes, I do
Where Do you play soccer? I play soccer in the park.

Complete the following questions with a WH-question

1. __________ do you live? I live in Riobamba
2. _________ do you wake? I wake up at 6:00 am
3. _________ do you take English Class? I take English Class at the Unach
4. _________ do I cook rice? You need to add a cup of water.
5. _________ do you study? Because I want to be successful.
6. _________ do I get to the Unach? You can take line 14.

Now make your own questions using the structure given.

*Wh question + do/does + subject + verb + Complement.*
UNIT III: What is Riobamba Like?

**Concept:** Describe the city attractions and compare them to other from the country.

**Characteristics:** The students will learn to describe the city and talk about places to visit using modals.

**Resources:** Tactual Pictures, Computer, Recorder, Wh questions Board

**Evaluation:** The evaluation will be written, and spoken
ACTIVITY N° 1: Listen to a dialogue between Guillermo and Sonia.

Guillermo: Hi Sonia How are you?
Sonia: I’m great Thank you.
Guillermo: So, Sonia tell me, where are you from?
Sonia: I am from Riobamba
Guillermo: What is Riobamba Like?
Sonia: Riobamba is a small city in Ecuador. It is really nice, clean and Safe. I love to live there.
Guillermo: What can I do in Riobamba?
Sonia: Well, you can climb the Chimborazo. Is the highest Snow Mountain in The world.
Guillermo: Is it bigger than Everest?
Sonia: Yes, it is.
Guillermo: What else can I do?
Sonia: Well, I think that you should definitively visit Guano. It’s a really nice place to visit, and try the famous “cholas” from Guano.

Activ ACTIVITY idad N° 2: Answer the following questions related to the dialogue.

What does Sonia say about Riobamba?
What is there to see in Riobamba?

ACTIVITY N° 3: Discuss with your teacher. What is Riobamba like?
Riobamba is………
Riobamba has………

Size: Big, Small, large, Huge, Gigantic,
Weather Condition: hot, cold, warm, sunny, rainy, cloudy, and snowy
View: beautiful, ugly, clean, dirty
Price: cheap, expensive, and reasonable
Style: modern, ancient, new, old
People: friendly, nice, boring, rude,
Nightlife: boring, exciting, quiet, loud
**ACTIVITY Nº 3: Grammar**

By using the comparative structures you can talk about differences about people, animals, places and items, but there are some rules you must follow.

<table>
<thead>
<tr>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rule 1</strong></td>
<td></td>
</tr>
<tr>
<td>Simply add –er</td>
<td>Examples:</td>
</tr>
<tr>
<td>smart = smarter</td>
<td>smart = the smartest</td>
</tr>
<tr>
<td>young = younger</td>
<td>young = the youngest</td>
</tr>
<tr>
<td>fast = faster</td>
<td>fast = the fastest</td>
</tr>
</tbody>
</table>

**Rule 2:**

If the adjective has a CVC pattern, double the consonant and add -er.

Examples:
- wet = wetter
- big = bigger
- sad = sadder

If the adjective has a CVC pattern, double the consonant and add est.

Examples:
- wet = the wettest
- big = the biggest
- sad = the saddest

**Rule 3:**

Change the Y to I and add -er

Examples:
- pretty = prettier
- happy = happier
- busy = busier

Change the Y to I and add -est

Examples:
- pretty = the prettiest
- happy = the happiest
- busy = the busiest

**Rule 4:** Adjectives or adverbs with two or more syllables

Use MORE

Examples:
- famous = more famous
- interesting = more interesting
- carefully = more carefully

Use the most

Examples:
- famous = the most famous
- interesting = the most interesting
- carefully = the most carefully

**Rule 5:** These are the irregular words.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>good = better</td>
<td>good = the best</td>
</tr>
<tr>
<td>bad = worse</td>
<td>bad = the worst</td>
</tr>
<tr>
<td>far = farther (further)</td>
<td>far = the farthest (the furthest)</td>
</tr>
<tr>
<td>well = better</td>
<td>well = the best</td>
</tr>
<tr>
<td>badly = worse</td>
<td>badly = the worst</td>
</tr>
</tbody>
</table>
little = less
little = the least

Subject + verb + comparative (adj) + than + Subject (object).

Luis is taller than Matthew
A Lion runs faster than a dog.
Riobamba is more expensive than Ambato.

ACTIVITY N° 4: Complete the following Example

Use high: Chimborazo is ______ than Tungurahua
Use short: Camilo is ______ than Danilo
Use big: My house is ______ than yours.
Use pretty: Danna is ______ than Alysson.
Use good: Luis is the ______ student in class.

ACTIVITY N° 5: Write 10 examples then Read them to the rest of the class.

Comparative
Subject + verb + comparative (adj) + than + Subject (object).

Superlative
Subject + verb + comparative (adj) + than + Subject (object).

ACTIVITY N° 6: Conversation

Listen and practice

Mr Brown: Hi Angel, How are you?
Angel: I’m great Mr Brown.
Mr Brown: Are you ready for your Test?
Angel: Yes. I am ready.
Mr Brown: Ok. First question, What is the Smallest City in the World?
Angel: mmmm, The Vatican is the smallest city in the world.
Mr Brown: Which city is larger? Riobamba or Ambato.
Angel: Riobamba is larger than Ambato.
Mr Brown: I afraid that is incorrect.
Ambato is larger than Riobamba.
Ok next question.
What is the highest Snow Mountain In Ecuador.
Angel: mmmm that’s easy.
Chimborazo snow mountain is the highest in Ecuador.
Mr Brown: Great Answer!.
I think you might like this last question.
Ok an easy one.
Which is the best player of world right now?
Angel: The best soccer player is Leonel Messi.
Mr Brown: Yes that is correct.

ACTIVITY N° 6.1: Comprehension check:
How many questions are correct?

ACTIVITY N° 6.2: Repetition
Now take turns with your teacher and classmates reading the dialogue. Focus on new vocabulary.

ACTIVITY N° 7: Grammar
In order to make questions with comparative and superlatives you need the verb to be

In comparative you will need two options in the complement

Wh question (complement) + to be + Adj (comparative) + Option 1, Option 2

Which city is larger? Riobamba or Ambato.
In superlative you don’t need options.

*Wh question* + *tobe* + *the* + *adj (superlative)* + *complement*

What is the Smallest City in the World?

**ACTIVITY N°8: Grammar**

Make your own questions using the grammar structure given:

*Wh question (complement)* + *verb* + *Adj (comparative)* + *Option 1, Option 2*

1. 
2. 
3. 
4. 
5. 

**ACTIVITY N°9: Writing**

Write about a place you have visited use: comparatives, superlatives

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
UNIT IV: What can I do in Riobamba?

Concept: Describe touristic places in the city

Characteristics: The students will learn to share their city with the world. But talking about its attractions using modal can and should.

Resources: Tactual Pictures, Computer, Recorder, Wh questions Board

Evaluation: The evaluation will be written, and spoken
ACTIVITY N° 1: Vocabulary

Give names of places of Ecuador with the Vocabulary.

<table>
<thead>
<tr>
<th>View:</th>
<th>mountain, valley, hill, forest, canyon, plateau, volcano</th>
</tr>
</thead>
<tbody>
<tr>
<td>Water:</td>
<td>ocean, sea, island, lake, river, waterfall, lagoon, beach, bay, coast</td>
</tr>
<tr>
<td>Places:</td>
<td>city, town, village, parrish,</td>
</tr>
<tr>
<td>Dry:</td>
<td>desert</td>
</tr>
<tr>
<td>Wet:</td>
<td>rainforest, spring, swamp, wood,</td>
</tr>
</tbody>
</table>

Note: To make the plural of these nouns apply the same rules from the verbs (s or es)

Now complete the Examples: then practice with a partner

Give a name of mountain__________  Give a name of a valley______________
Give a name of hill_______________  Give a name of a forest____________
Give a name of a canyon__________  Give a name of a plateau____________
Give a name of a volcano__________  Give a name of an ocean____________
Give a name of a sea ____________  Give a name of an island___________
Give a name of a lake_____________  Give a name of a river____________
Give a name of a waterfall __________ Give a name of a lagoon__________
Give a name of a beach ____________ Give a name of a bay____________
Give a name of a coast ____________ Give a name of a city____________
Give a name of a town _____________ Give a name of a village___________
Give a name of a parrish___________ Give a name of a desert____________
Give a name of a rainforest _________ Give a name of a spring____________
Give a name of a swamp ____________ Give a name of a wood____________
ACTIVITY Nº 2: Grammar, Modal verbs can and should

can / can’t
ability
power

should / shouldn’t
advice

To make a sentence you need:

subject+ can or should + verb+ complement

You can visit the Chimborazo snow mountain.
You should go to Ecological Park.

2.1 Complete the exercises
A: I _______ decide where to go this summer.
B: You ________ go to Galapagos. It is really nice.
   You _______ see the big turtles. They are really beautiful.
A: Mom! Look I ______ drive my bicycle.
B: be careful now, you ______ slow down a little bit. You ______ fall down.

2.2 Now make your own examples: affirmative and negative. Use the Structure given.

Subject+ can or should + verb+ complement

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
ACTIVITY N° 3: Questions

First: Start by analyzing the sentence: is it using can or should.

We can visit the Galapagos Islands.
We should visit the Galapagos Islands.

Second: In order to make a question you need to change the can and should to the beginning of the sentence. Then answer it.

| Can we visit the Galapagos Islands? | Yes, we can | No, we can’t |
| Should we visit the Galapagos Islands? | Yes, we should | No, we shouldn’t |

Third: In order to make a question with WH, just add the Wh question in front of the modal.

| Where can I go? | Wh question + can + subject + verb? |
| Where should I go? | Wh question + should + subject + verb? |

3.1 Complete the exercises by using: can, can’t, should, shouldn’t

A: _______ I rent a car in Galapagos.

B: Yes, you _______ but I think you _______ definitely use a taxi. It is cheaper.

A: I don’t know where to go this summer. What do you recommend?

B: Well you _______ go to USA. You _______ visit New York City and the Statue of Liberty.

A: What _______ I see from the Statue of Liberty?

B: Well you _______ see all of New York.

A: Ok sounds great. It seems like I am going to New York city.

B: and you _______ miss to go to the Bronx Zoo. It’s amazing. I am planning to go to Bogota next month. When do you think I _______ go.
A: Where ______ I eat the Famous Hornado from Riobamba.

B: you should go to the Merced.
    I am going to Mexico. What should I see there?
    You ______ visit the Palace of Fine Arts.

3.2 Now practice with a partner. Take turns.

ACTIVITY Nº 4: What can I do there?

Conversation: listen and practice

Luzkarime: Riobamba is a really nice and beautiful city.
Luis: Tell me about it!
    I am Riobambeño.
    I love my city.
    There are a lot of things you can do.
Luzkarime: So tell me What can I do?
Luis: well you can visit “La Merced” they serve the best Hornado in the city.
Luzkarime: You can also go to Ecological Park. it is really beautiful, you can enjoy
    nature and spend a good time with your family.
Luzkarime: What else should I do?
Luis: You should definitively visit Guano, and try its famous Cholas.
    They are really delicious.
Luzkarime: Great thanks!
    Sound like a lot of fun.
Luis: it is, you are welcome
ACTIVITY N° 4.1: Read and Practice

ACTIVITY N° 4.2: Comprehension check: Answer the following questions.

Where is Luis from?
What is Riobamba Like?
What can I visit in Riobamba?
What park should I visit?
What can you do in Ecological Park?
What is Ecological Park like?
What can I try in Guano?

ACTIVITY N° 4.3: Repetition

Now take turns with your teacher and classmates reading the dialogue. Focus on new vocabulary.

ACTIVITY N° 5: Questions

Make questions for the following answers

______________________________? In Riobamba you can visit the Chimborazo
______________________________? Yes, Hornado is a traditional food from Riobamba
______________________________? Yes, I live in Riobamba
______________________________? The best time of the year to visit Riobamba is in April
______________________________? Yes, you should definitely try Hornado.
______________________________? You should stay at Metro Hotel.
______________________________? Riobamba is a beautiful city.
UNIT 5: What are you doing?

Concept: Mainly used to express the idea that something is happening at the moment of speaking

Characteristics: The students will learn to describe activities that are happening at the moment.

Resources: Tactual Pictures, Computer, Recorder, Wh questions Board

Evaluation: The evaluation will be written, and spoken
ACTIVITY N° 1: Vocabulary

ACTIVITY N° 1.1 What is the teacher doing?
Singing, talking, typing, jumping

ACTIVITY N° 1.2 Listen to the teacher give some sentences, complete in the gaps with the missing word.

You are going to use: writing, cooking, raining, playing, reading, laughing, working, watching, painting, teaching, wearing, swimming

My father is _________ right now.
Juan is _________ soccer.   My wife is _________ lunch.
My son is ________ a book.
Danna is ________ a poem.
My brother is ________ out loud.
It is _______ cats and dogs.
Leo is ______ the wall.  Pedro is _________ in the lake.
The teacher is _________ a white jacket.
I am _________ English.   I am _________ TV.

ACTIVITY N° 1.3 Imagine someone in your family now, what do you think they are doing?
1.
2.
3.
4.
5.
ACTIVITY N° 2: Conversation

Listen and practice

A: Hi darling?
B: Hi sweety?
A: What the the kids doing?
B: Well, Lenny is watching Tv in her room. I am cleaning the house.
A: What about Danna?
B: She is taking a shower.
A: and What are you cooking? It smells good.
B: I am cooking some spaghetti.

ACTIVITY N° 3: Grammar

In order to make sentences using present progressive you will need the verb to be + a verb in (ing)

I am working  He is working  They are working
I am not working  He is not working  They are not working.

There are some rules to be followed to change verbs into progressive these are:

Rule 1: Add ing to most of the verbs

<table>
<thead>
<tr>
<th>Verb</th>
<th>Verb (ing)</th>
</tr>
</thead>
<tbody>
<tr>
<td>work</td>
<td>working</td>
</tr>
<tr>
<td>play</td>
<td>playing</td>
</tr>
<tr>
<td>watch</td>
<td>watching</td>
</tr>
</tbody>
</table>
**Rule 2:** Verbs ending in e
Change e for ing

<table>
<thead>
<tr>
<th>Verb</th>
<th>Verb (ing)</th>
</tr>
</thead>
<tbody>
<tr>
<td>delete</td>
<td>deleting</td>
</tr>
<tr>
<td>compete</td>
<td>competing</td>
</tr>
</tbody>
</table>

**Rule 3:** Verbs ending in ie change
ie for y and add ing

<table>
<thead>
<tr>
<th>Verb</th>
<th>Verb (ing)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Die</td>
<td>dying</td>
</tr>
<tr>
<td>Lie</td>
<td>lying</td>
</tr>
</tbody>
</table>

**Rule 4:** Verbs ending in CVC
Double the last consonant

<table>
<thead>
<tr>
<th>Verb</th>
<th>Verb (ing)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Run</td>
<td>running</td>
</tr>
<tr>
<td>Stop</td>
<td>stopping</td>
</tr>
</tbody>
</table>

**Rule 5:** Verbs ending in CVC
They don’t change because the stress is in the first vowel

<table>
<thead>
<tr>
<th>Verb</th>
<th>Verb (ing)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Happen</td>
<td>Happening</td>
</tr>
<tr>
<td>Open</td>
<td>Opening</td>
</tr>
</tbody>
</table>
**ACTIVITY N° 4:** Complete the following statements

Listen to your teacher and fill in the blanks with the verbs given, then practice reading them.

Eating, going, wearing, watching, cutting, running, cooking, doing, holding,

\[ \text{Subject + to be + verb (ing) + complement} \]

Juan is ________ pizza. Marco is _________ a marathon. I am ______ to class.
I am __________ tv right now. My mom is _________ now. I am ______my Homework.
Angel and Jose ______ holding a cup on their hands. Liz is __________ a hat.

**ACTIVITY N° 5:** Make your own examples and read them to your classmates.
1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

**ACTIVITY N° 6:** Grammar

In order to make a question using present progressive, let's first focus on the sentence.

I am speaking slow.
You are working hard.
He is working at the Unach.
In order to make a question move the verb to be to the beginning of the sentence
then add the question mark.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer 1</th>
<th>Answer 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Am I speaking slow?</td>
<td>Yes, you are</td>
<td>No you aren’t</td>
</tr>
<tr>
<td>Are you working hard?</td>
<td>Yes, I am</td>
<td>No, I am not</td>
</tr>
<tr>
<td>Is he working at the Unach?</td>
<td>Yes, she is</td>
<td>No, she isn’t</td>
</tr>
</tbody>
</table>

In order to make an interrogative question, you need a wh question before the verb
to be.

*Wh question + to be + subject + verb (ing) + complement?*

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are you doing?</td>
<td>I am …….</td>
</tr>
<tr>
<td>Where is he going?</td>
<td>He is …….</td>
</tr>
<tr>
<td>Why are you studying?</td>
<td>Because I am……….</td>
</tr>
</tbody>
</table>

**ACTIVITY Nº 7:** Complete the following examples
working, studying, coming, doing, talking

What company are you __________ for?
What university are they __________ in?
Who are you __________ to?
What time are your friends ___________
What homework are you __________ now?

7.1. Make your own question, and share with the classroom.

*Wh question + to be + subject + verb (ing) + complement*
ACTIVITY N° 8: Conversation.

Luis: Hi my friend how are you today?
Danna: I am fine and you?
Luis: me too. Tell me. What are you doing?
Danna: I am watching Tv? And eating snacks, and you?
Luis: I am listening to music
Danna: What are you listening to?
Luis: I am listening to Romeo Santos.
Danna: Great! What else are you doing?
Luis: I am helping my brother with his homework.
Danna: Is he doing Math?
Luis: No, He is doing English Homework. I wanted to go out with my brother, but is raining very hard.
Danna: Here is not raining yet. Ok so I let you, Good luck helping your brother with his homework.
Luis: I know, is going to be a long night.

ACTIVITY N° 9: Comprehension Check

What is Danna doing?  Who is Luis Listening to?  Is his brother doing math?
What is Danna eating?  Who is Luis helping?  Is it raining?
What is Luis doing?  What is his brother doing?
ACTIVITY N° 10: Writing

Make a phone conversation using present progressive

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________
UNIT VI: What did you do on Saturday?

Concept: To describe events in the past.

Characteristics: The students will learn to describe events that took place in the past.

Resources: Tactual Pictures, Computer, Recorder, Wh questions Board

Evaluation: The evaluation will be written, and spoken
ACTIVITY N° 1: Vocabulary

Listen to the teacher talk about what he did on Saturday, cross out the verbs that you hear.

Yesterday I went…..

Went  built  began  caught  ate  visited  arrived
Played  swam  drank  danced  found  forgot  heard
Made  got  paid  spoke  stood  slept  wore
saw  bought  understood  won  told  ran  walked

ACTIVITY N° 1.1: Identify the Regular and Irregular verbs

Regular verbs: are those verbs that have **ed** at the end.

_________  __________  __________  __________
_________  __________  __________  __________
_________  __________  __________  __________

Irregular verbs: are those that have another form in the past.

_________  __________  __________  __________
_________  __________  __________  __________
_________  __________  __________  __________

ACTIVITY N° 2: Grammar

**Rule 1.** To make sentences in past simple you need the following structure

\[ \text{Subject} + \text{ verb (past simple)} + \text{Complement} \]

<table>
<thead>
<tr>
<th></th>
<th>played</th>
<th>soccer</th>
<th>yesterday.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>He</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>We</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Note: In past simple you don’t need to add s or es.

Rule 2: To make a negative statement you need didn’t + verb in present

Subject + didn’t + verb (present) + Complement

<table>
<thead>
<tr>
<th>Subject</th>
<th>didn’t</th>
<th>Verb (present)</th>
<th>Complement</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>didn’t</td>
<td>play</td>
<td>soccer</td>
</tr>
<tr>
<td>He</td>
<td>didn’t</td>
<td>play</td>
<td>soccer</td>
</tr>
<tr>
<td>We</td>
<td>didn’t</td>
<td>play</td>
<td>soccer</td>
</tr>
</tbody>
</table>

ACTIVITY N° 2.1: Make your own examples. Share them with your partner.

Subject + verb (past simple) + Complement

1.  
2.  
3.  
4.  
5.  
6.  
7.  
8.  
9.  
10.

ACTIVITY N° 3: Complete the exercises

Last year I (go) __________ to Baños. It (be) _______ fantastic.

I (visit) _______ lots of interesting places. I (go) _______ with my friends.

In the morning we (walk) _______ to the church. In the evening we (visit) _____ the zoo.

The weather (is) ________ great. It didn’t (rain) _________ all day. I (have) ________
a great time in Baños.

Act ACTIVITY N° ividad 4: Conversation

Listen, read and practice

Alysson: What did you do yesterday?
Danna: I went to Baños
Alysson: Who did you go with?
Danna: I went with my parents
Alysson: How many days did you stay there?
Danna: We stood there 2 days.
Alysson: Did you go to the waterfall?
Danna: Yes, I did. It was beautiful.
Alysson: Was it sunny?
Danna: Yes, it was sunny all day long.
Alysson: Did you try the Cañas?
Danna: Yes, they were delicious.
Alysson: So you had a lot of fun.
Danna: A lot of fun.

**ACTIVITY N° 5: Questions**

**Rule 1:** Do and Does become Did in past to make questions. But with Did the verbs goes in present.

*Did + subject + verb + complement*

- I went to Quito: Did I go to Quito? Yes, you did No, you didn’t
- You went to Quito: Did you go to Quito? Yes, you did No, you didn’t
- He went to Quito: Did he go to Quito? Yes, you did No, you didn’t
- We went to Quito: Did we go to Quito? Yes, you did No, you didn’t

**Rule 2:** In order to make an information question just add a WH question in the front.

*Wh question + did + subject + verb (present) + Complement*

- Where did you live? I lived in Riobamba
- What time did you wake up? I woke up at 6:20 am
Rule 3: the verb to be in present am, is, are while in past is only was and were

I am late  I was late
He is late  He was late
They are late  They were late.

Rule 4. To make a question with “be” in past change the verb to be to the front.

I was late.  Was I late?  Yes, you were  No you weren’t
You were late.  Were you late?  Yes, I was  No, I wasn’t
He was late.  Was he late?  Yes, you were  No, you weren’t
They were late.  Were they late?  Yes, he was  No, he wasn’t

ACTIVITY N° 5

Victor:  Hi John how are you?
John:  I am great how about you?
Victor:  I am fine. I heard that you speak English very well. Where did you learn?
John:  I learned English at the Unach. I studied there for about 4 years. My classes were great.
Victor:  Who was your English Teacher.
John:  My teacher was Mr. Bravo. He is a great teacher.
John:  Was he your teacher from 1st to 6th level?
Victor:  yes, he was.
John:  Did you use any book?
Victor:  No, we didn’t. He had his own method.
Victor:  Did he teach you everything you know?
John:  yes, he did. Like I said, he is a great teacher.

ACTIVITY N° 5.1. Practice the reading with a partner
ACTIVITY Nº 5.2. Comprehension check: Answer the following questions.

Where did John Study?  How many years did he study?
Who was his English teacher?  Was his teacher Mr. Brown?
How were his classes like?  Did he use a textbook to study?
BIBLIOGRAPHY