GUÍA DIDÁCTICA

EASY ENGLISH

INSTITUTO DE POSGRADO

MAESTRIA EN LINGUÍSTICA APLICADA AL IDIOMA INGLES

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Primera Edición
2015
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**BOOK GUIDANCE**

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

HELLO

GOODBYE

NICE TO MEET YOU

YES

NO

PLEASE

THANKS

Fuente: http://bit.ly/1zMQtic
SIGN ALPHABET

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

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>G</td>
<td>H</td>
<td>I</td>
<td>J</td>
</tr>
<tr>
<td>K</td>
<td>L</td>
<td>M</td>
<td>N</td>
<td>O</td>
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<tr>
<td>P</td>
<td>Q</td>
<td>R</td>
<td>S</td>
<td>T</td>
</tr>
<tr>
<td>U</td>
<td>V</td>
<td>W</td>
<td>X</td>
<td>Y</td>
</tr>
</tbody>
</table>

http://bit.ly/1awldez
Unit #1

Daily Routines

I go to school

I get up

I eat lunch

Lesson 1

SUBJECT PRONOUNS

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

<table>
<thead>
<tr>
<th></th>
<th>am</th>
<th>is</th>
<th>are</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>a student.</td>
<td>a teacher.</td>
<td>a journalist.</td>
</tr>
<tr>
<td>He</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>She</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>We</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>You</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>They</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Yes / no questions

<table>
<thead>
<tr>
<th></th>
<th>I</th>
<th>right?</th>
<th>he</th>
<th>here?</th>
<th>she</th>
<th>a nurse?</th>
<th>it</th>
<th>second-hand?</th>
<th>we</th>
<th>wrong?</th>
<th>you</th>
<th>Alan Parker?</th>
<th>they</th>
<th>American?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Am</td>
<td></td>
<td>I am</td>
<td>he</td>
<td>he</td>
<td>she</td>
<td>a nurse?</td>
<td>it</td>
<td>second-hand?</td>
<td>we</td>
<td>we</td>
<td>you</td>
<td>Alan Parker?</td>
<td>they</td>
<td>American?</td>
</tr>
<tr>
<td>Is</td>
<td></td>
<td>I am</td>
<td>he</td>
<td>he</td>
<td>she</td>
<td>a nurse?</td>
<td>it</td>
<td>second-hand?</td>
<td>we</td>
<td>we</td>
<td>you</td>
<td>Alan Parker?</td>
<td>they</td>
<td>American?</td>
</tr>
<tr>
<td>Is</td>
<td></td>
<td>I am</td>
<td>he</td>
<td>he</td>
<td>she</td>
<td>a nurse?</td>
<td>it</td>
<td>second-hand?</td>
<td>we</td>
<td>we</td>
<td>you</td>
<td>Alan Parker?</td>
<td>they</td>
<td>American?</td>
</tr>
<tr>
<td>Are</td>
<td></td>
<td>I am</td>
<td>he</td>
<td>he</td>
<td>she</td>
<td>a nurse?</td>
<td>it</td>
<td>second-hand?</td>
<td>we</td>
<td>we</td>
<td>you</td>
<td>Alan Parker?</td>
<td>they</td>
<td>American?</td>
</tr>
</tbody>
</table>

POSITIVE AND NEGATIVE SHORT ANSWERS

<table>
<thead>
<tr>
<th>Positiva</th>
<th>Negativa</th>
<th>Forma negativa corta</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, I am scheme</td>
<td>No, I am not scheme</td>
<td>No, I'm not scheme scheme</td>
</tr>
<tr>
<td>Yes, he is scheme</td>
<td>No, he is not scheme</td>
<td>No, he's not scheme scheme</td>
</tr>
<tr>
<td>Yes, she is scheme</td>
<td>No, she is not scheme</td>
<td>No, she's not scheme scheme</td>
</tr>
<tr>
<td>Yes, it is scheme</td>
<td>No, it is not scheme</td>
<td>No, it's not scheme scheme</td>
</tr>
<tr>
<td>Yes, we are scheme</td>
<td>No, we are not scheme</td>
<td>No, we're not scheme scheme</td>
</tr>
<tr>
<td>Yes, you are scheme</td>
<td>No, you are not scheme</td>
<td>No, you're not scheme scheme</td>
</tr>
<tr>
<td>Yes, They are scheme</td>
<td>No, They are not scheme</td>
<td>No, They're not scheme scheme</td>
</tr>
</tbody>
</table>

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.

- 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.
Lesson 2

Just in time

✓ GETTING STARTED

a) Let’s remember the numbers in English!

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

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Eleven - Once</td>
<td>Twelve-Doce</td>
<td>Thirteen - Trece</td>
<td>Fourteen-Catorce</td>
<td>Fifteen- Quince</td>
</tr>
<tr>
<td>Sixteen –Dieciséis</td>
<td>Seventeen- Dieciséis</td>
<td>Eighteen- Dieciocho</td>
<td>Nineteen- Diecinueve</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Twenty-Veinte</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thirty-Treinta</td>
<td>Forty-Cuarenta</td>
<td>Fifty-Cincuenta</td>
<td>One- hundred- Cien o un ciento</td>
<td></td>
</tr>
</tbody>
</table>

Fuente: http://bit.ly/1zMQ7IC
<table>
<thead>
<tr>
<th>Six Hundred</th>
<th>Seven Hundred</th>
<th>Eight-Hundred</th>
<th>&quot;One thousand&quot; or &quot;a thousand&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seiscientos</td>
<td>Setecientos</td>
<td>Ochocientos</td>
<td>Mil o un Mil</td>
</tr>
</tbody>
</table>

**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 = eight
2. Four + five = nine
3. Ten + eight = eighteen

- = MINUS

4. Nine - six = three
5. Four + three = seven
6. Ten - three = seven

✓ Look at and write the number

Mark the answer

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.

1. 2.

It’s twelve o’clock

It’s five o’clock

3. 4.

It’s six o’clock

It’s eleven o’clock

Fuente: http://bit.ly/1E0npFV
Unit #2

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

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Interrogative</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>I work</td>
<td>Do I work?</td>
<td>I don’t work</td>
</tr>
<tr>
<td>You work</td>
<td>Do you work?</td>
<td>You don’t work</td>
</tr>
<tr>
<td>He works</td>
<td>Does he work?</td>
<td>He doesn’t work</td>
</tr>
<tr>
<td>She works</td>
<td>Does she work?</td>
<td>She doesn’t work</td>
</tr>
<tr>
<td>It Works</td>
<td>Does it Work?</td>
<td>It doesn’t work</td>
</tr>
<tr>
<td>We work</td>
<td>Do we work?</td>
<td>We don’t work</td>
</tr>
<tr>
<td>You work</td>
<td>Do you work?</td>
<td>You don’t work</td>
</tr>
<tr>
<td>They work</td>
<td>Do they work?</td>
<td>They don’t work</td>
</tr>
</tbody>
</table>

### 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.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>The Rest of the sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>I / you / we / they</td>
<td>speak / learn</td>
<td>English at home</td>
</tr>
<tr>
<td>he / she / it</td>
<td>speaks / learns</td>
<td>English at home</td>
</tr>
</tbody>
</table>

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.

**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) 3rd person of singular

**We** don´t have **a TV** (WE YOU THEY) 3rd 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 6:0’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 7:0’clock
We are very late.
They sit at their desk at 7:15.
They are very educated.

I do my homework at 3:0’clock.
I am very smart

Exercise:

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

<table>
<thead>
<tr>
<th>Wash your face</th>
<th>Do homework</th>
<th>Get dressed</th>
<th>Get up</th>
<th>Have breakfast</th>
<th>Comb your hair</th>
</tr>
</thead>
<tbody>
<tr>
<td>Get up</td>
<td>Wash your face</td>
<td>Comb your hair</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Get dressed</td>
<td>Have breakfast</td>
<td>Do homework</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b) Everyday English

The use of BEFORE and AFTER.

BEFORE


Fuente: www.americansignlanguage.com
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

<table>
<thead>
<tr>
<th>BEFORE SCHOOL</th>
<th>AFTER SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>GET UP</td>
<td>DO HOMEWORK</td>
</tr>
<tr>
<td>GET DRESSED</td>
<td>EAT LUNCH</td>
</tr>
<tr>
<td>EAT BREAKFAST</td>
<td></td>
</tr>
</tbody>
</table>

✓ 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

Match the right translation

Dirty
Clean
Handsome
Excited
Hungry
Bored
Polite
Smart

Aburrido
Emocionado
Inteligente
Sucio
Limpio
Guapo
Hambriento
Educado


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**

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

**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

<table>
<thead>
<tr>
<th>Wh-question word</th>
<th>Spanish</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>WHAT?</td>
<td>Que / Cuál</td>
<td>What is your name?</td>
</tr>
<tr>
<td>WHERE?</td>
<td>Dónde</td>
<td>Where do you live?</td>
</tr>
<tr>
<td>WHEN?</td>
<td>Cuándo</td>
<td>When is your birthday?</td>
</tr>
<tr>
<td>WHO?</td>
<td>Quién</td>
<td>Who is Ecuador’s president?</td>
</tr>
</tbody>
</table>

### 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?  
  - He sales cars.
- What does your father do?  
  - At 6:00 am
- Who works in an office?  
  - At the Hospital
- When does the restaurant open?  
  - A secretary
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.

Example:

<table>
<thead>
<tr>
<th>Ugly</th>
<th>Pretty</th>
</tr>
</thead>
<tbody>
<tr>
<td>TALL</td>
<td>SHORT</td>
</tr>
<tr>
<td>GOOD</td>
<td>BAD</td>
</tr>
<tr>
<td>STRONG</td>
<td>WEAK</td>
</tr>
<tr>
<td>YOUNG</td>
<td>OLD</td>
</tr>
<tr>
<td>FAT</td>
<td>THIN</td>
</tr>
<tr>
<td>SMALL</td>
<td>BIG</td>
</tr>
<tr>
<td>HAPPY</td>
<td>SAD</td>
</tr>
<tr>
<td>HOT</td>
<td>COLD</td>
</tr>
</tbody>
</table>


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)

<table>
<thead>
<tr>
<th></th>
<th>Manuel</th>
<th>The box</th>
<th>The dog</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andres</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pancho</td>
<td>Diana</td>
<td>Rafael</td>
<td></td>
</tr>
</tbody>
</table>

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**

```
T Q J L Y Y P P A H
K R L F L W U P D R
Y A O W G B A D P T
T P M H U J C X U T
A X R W S S F X X R
I Y B T T Y I F S D
U E Y C Z H T V T K
H N A B H W S C P T
T D W B S U F A H I
F N X D F Q K H D Z
```

**MY FAMILY**

**Learning vocabulary**

- **Dad**
- **Mom**
- **Brother**
- **Sister**
- **Grandma” o “grandmother**
- **Grandpa o grandfather**

Fuente: www.americansignlanguage.com
d) Classwork Project

Family description

*Make a family tree*

**Materials:**
- Carton Paper of different colors
- Glue stick
- Family Pictures

Fuente: [www.americansignlanguage.com](http://www.americansignlanguage.com)

**Miguel’s Family**


**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

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)

<table>
<thead>
<tr>
<th>Art</th>
<th>English</th>
<th>Social Studies</th>
<th>History</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>Music</td>
<td>Chemistry</td>
<td>Physical Education</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Science</td>
<td>Reading</td>
<td>Natural Science</td>
<td>Research</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th></th>
<th>History</th>
<th>Science</th>
<th>Music</th>
<th>Art</th>
<th>Math</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Juan</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ana and Pedro</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maria</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

Now answer the questions below.

What's Juan's favorite subject?

HORTY

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.

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RECESS</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<td></td>
<td></td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

Answers will vary
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.

<table>
<thead>
<tr>
<th>Do you like….</th>
<th>You</th>
<th>Your friend</th>
</tr>
</thead>
<tbody>
<tr>
<td>English?</td>
<td>Yes, I do</td>
<td></td>
</tr>
<tr>
<td>Math?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pizza?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ice cream?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fried chicken?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

COLORS

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

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

<table>
<thead>
<tr>
<th>Pen</th>
<th>world map</th>
<th>Sharpener</th>
<th>Pencil</th>
</tr>
</thead>
<tbody>
<tr>
<td>ruler</td>
<td>laptop</td>
<td>School chair</td>
<td>Book</td>
</tr>
<tr>
<td>notebook</td>
<td>Glue-stick</td>
<td>eraser</td>
<td>marker</td>
</tr>
</tbody>
</table>

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  Pencil  Pen  Pen  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

Fuente: http://bit.ly/1LSY1DI
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.**

- Hippo
- Monkey
- Crocodile
- Lion
- Polar bear
- Giraffe

Fuente: [http://huff.to/186LTRi](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 \( \rightarrow \) Siempre
2. Usually \( \rightarrow \) Usualmente
3. Often \( \rightarrow \) A menudo
4. Sometimes \( \rightarrow \) A veces
5. Never \( \rightarrow \) Nunca

*Let’s do some examples!*

a) I always walk with my dog in the morning.

b) She never cooks at home.

c) _________________________________.

d) _________________________________.

e) _________________________________.
d) Everyday English (Make the student solve the problem)

Solve the crossword.

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.
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)

Nature Benefits VS Human Behavior

Pollination
Oxygen from trees
Water to drink
Inspiration

Killing insects
Cut the trees
Contaminate rivers
Destroy animal habits

Fuente: http://bit.ly/1AjQVkJ
b) **Related vocabulary** *(write on the board vocabulary related environment)*

- the beach
- a cloud
- a flower
- grass
- an island
- a lake
- the moon
- a mountain
- a rainbow
- a river
- a rock
- the sky
- the stars
- the sun
- a tree

Fuente: [http://iny.io/1rl](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*

- in *dentro*
- behind *atrás*
- across *cruzando*
- beside *junto a*
- in front of *en frente*
- between *entre*
- on *encima*
- under/below *debajo*

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

Lesson 1
Tasty Food
Fruits and Vegetables

✓ GETTING STARTED
Learning new vocabulary

FRUITS

strawberry
Banana
Orange
Pineapple
Pear
Watermelon
Apple
Blackberries
Peach
Grapes
Cherry
Kiwi

Fuente: http://on.be.net/186MRwI
VEGETABLES

Tomato  Potato  Pepper  Peas

Lettuce  Carrot  Onion  Garlic

Signs

Orange-Naranja  Banana: Plátano  Grapes: Uvas

Peach-Durazno  Berry-Cereza

Fuente: http://bit.ly/1ExVXQi

Fuente: http://bit.ly/1zMQTlC
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.

- 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

a) Class Project

Make great things with fruits.

Orange bees

Materials:
✓ Oranges
✓ Grapes
✓ Tooth sticks.

Instructions:

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
An amazing ice cream

Materials:
✓ Bananas
✓ A cherry
✓ A slice of bread

A Christmas strawberry’s Tree

Materials:
✓ Strawberries
✓ A star
✓ A tree mold

ANNEXES
VERBS

To Dance
To Listen
To write

To Think
To Talk
To work

To Love
To Eat
To Change
ADJECTIVES

To Sleep

Stop

Take a shower

To run

Beautiful

Ugly
Soft

Angry

Funny

Hungry

Quiet
VERBS-NOUNS-ADJECTIVES

Fuente: http://american signlanguage
BIBLIOGRAPHY


www.americansignlanguage.com