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CHIMBORAZO

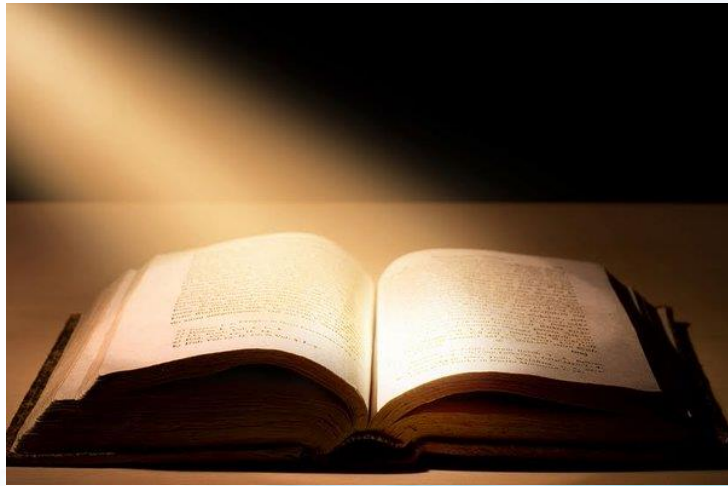
“LGB LEARNING”

ESTRATEGIAS COMUNICATIVAS

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2016



"Abrid los libros, abrir las alas"

(Arturo Córdoba Just)

TABLE OF CONTENT

PRESENTATION.....	1
Objetives	2
General Objective	2
Specific Objectives	2
Theorical Framework	2
Special Education and English Process	2
Pedagogy focused on the process of special education	4
Factors that influence in the communicative strategies	5
English language development with blind students.....	7
a. Vocabulary.....	7
b. Basic structures	8
c. Whquestions.....	10
UNIT I	12
1. Vocabulary	12
ACTIVITY N° 1	13
TOPIC: Geometric Figures	13
ACTIVITY N° 2	15
Topic: Adjectives of size	15
ACTIVITY N° 3	17
Topic: Verbs of Sports	17
UNIT II	19
2. Basic Structures.....	19
2.1. Concept.-.....	19
2.2. Characteristics.-.....	19
ACTIVITY N° 1	20
TOPIC: Describe yourself	20
ACTIVITY N° 2	22
Topic: Your favorite activities	22
ACTIVITY N° 3	24
Topic: I am learning english.....	24

UNIT III: Wh-Questions	26
Fuente: APRODVICH.....	26
ACTIVITY N° 1	27
Topic: How are you today?.....	27
ACTIVIDAD N° 2.....	29
Topic: Where do you work?	29
Fuente: Aprodvich.....	29
ACTIVITY N° 3	31
Topic: What are you doing?	31

UNITS CONTENT

UNIDAD I : Introduction	33
ACTIVIDAD N° 1: Introducing yourself.....	34
Vocabulary	34
1.1. Numbers:.....	34
1.1.1. Read the sentence and write the number next to it. Then Repeat the Sentences after your teacher.	34
1.2. Adjectives:	35
1.2.1. Listen to the teacher and complete the Examples. Then Repeat the Sentences after your teacher.....	35
1.3. Colors:.....	35
1.3.1. Listen to the teacher and complete the Examples. Then Repeat the Sentences after your teacher.....	35
ACTIVIDAD N° 2: Now make a small description about yourself to the class	36
ACTIVIDAD N° 3: Basic Structures	36
ACTIVIDAD N° 4: Listen to Alysson make a description about he family.	37
ACTIVIDAD N° 5: Questions.....	39
Actividad N° 6: Listen to two students talk about about their personal Information	41
Actividad N° 7: Listen to a conversation and answer the following questions	43
UNIDAD II: Where do you Work?	44
Actividad N° 1: Read the conversation between 2 people.....	45
Actividad N° 2: Read the conversation with a partner and check for new vocabulary. ...	45

Actividad N° 3: Follow the teacher while reading, identify the vocabulary.....	45
Actividad N° 4: Listen to the teacher, identify the meaning of each verb.	46
Actividad N° 5: Grammar	46
Actividad N° 6: Add s or es to the following verbs.....	47
Actividad N° 7: Make sentences with the Structure given	47
Actividad N° 8: Listen to the teacher make a description of himself.....	47
Actividad N° 9: Prepare a description of yourself to be presented to your classmates. ...	47
Actividad N° 10: Questions Explanation.....	47
Actividad N° 11: Complete the following examples with Do or Does	48
Actividad N° 12: Now give some Examples Using the Question structure given.	49
Actividad N° 13: Answer the question	49
Actividad N° 14: Conversation.....	49
Actividad N° 15: In order to make an interrogative questions you have to add a wh- question at the beginning of the question.	49
UNIDAD III: What is Riobamba Like?.....	51
Actividad N° 1: Listen to a dialogue between Guillermo and Sonia.....	52
Actividad N° 2: Answer the following questions related to the dialogue.	52
Actividad N° 3: Discuss with your teacher. What is Riobamba like.....	52
Actividad N° 3: Grammar	53
Actividad 4: Complete the following Example.....	54
Actividad 5: Write 10 examples then Read them to the rest of the class.....	54
Actividad 6: Conversation.....	54
Activity 6.1: Comprehension check:.....	55
Actividad 6.2: Repetition.....	55
Actividad 7: Grammar	55
Activity 8: Grammar	56
Actividad 9: Writing	56
UNIDAD IV: What can I do in Riobamba?.....	57
Actividad No 1: Vocabulary	58
Actividad No 2: Grammar, Modal verbs can and should.....	59
Actividad No 4: Questions	60
Actividad No 5: What can I do there?.....	61
Actividad 5.1: Read and Practice.....	62

Actividad 5.2: Comprehension check: Answer the following questions.	62
Where is Luis from?.....	62
What is Riobamba Like?	62
What can I visit in Riobamba?.....	62
What park should I visit?.....	62
What can you do in Ecological Park?	62
What is Ecological Park like?	62
What can I try in Guano?.....	62
Actividad 5.3: Repetition.....	62
Now take turns with your teacher and classmates reading the dialogue. Focus on new vocabulary.	62
Actividad No 6: Questions	62
UNIDAD V	63
Actividad 1: Vocabulary.....	64
1.1 What is the teacher doing?	64
1.2 Complete in the gaps with the missing word.	64
1.3 Imagine someone in your family now, what do you think they are doing?.....	64
Actividad 2: Conversation	65
Actividad 3: Grammar	65
Actividad 4: Complete the following statements	67
Actividad 5: Make your own examples and read them to your classmates.	67
Actividad 6: Grammar	67
Actividad 7: Complete the following examples.....	68
7.1. Make your own question, and share with the classroom.	68
Actividad 8: Conversation.....	69
Actividad 9: Comprehension Check.....	69
Actividad 10: Writing	70
UNIDAD VI: What did you do on Saturday?	71
Actividad No. 1: Vocabulary	72
Activity 1.1: Identify the Regular and Irregular verbs	72
Actividad 2: Grammar	72
Actividad 2.1: Make your own examples. Share them with your partner.....	73
Actividad 3: Complete the exercises.....	73

Actividad 4: Conversation.....	73
Actividad 5: Questions.....	74
Actividad No. 5.....	75
5.1. Practice the reading with a partner.....	75
5.2. Comprehension check: Answer the following questions.	76

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 audiovisuales 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.

Días	Days
Lunes	Monday
Martes	Tuesday
Miércoles	Wednesday
Jueves	Thursday
Viernes	Friday
Sábado	Saturday
Domingo	Sunday
Tiempo	Time
Hora	Hour
Minuto	Minute
Segundo	Second

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 arboles 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.

Where are you from? / Where do you come from?

I'm from ... I come from ...

Información personal

¿Cuál es tu nombre?

Luis.

¿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



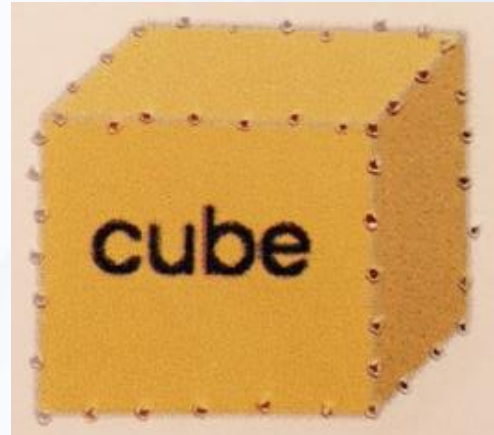
Source: Aprodvich

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



Source: APROVICH

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



- Spell the Geometric Shapes in English

CIRCLE **OVAL**
 ...·⋮ ..⋮· ⋮⋮⋮

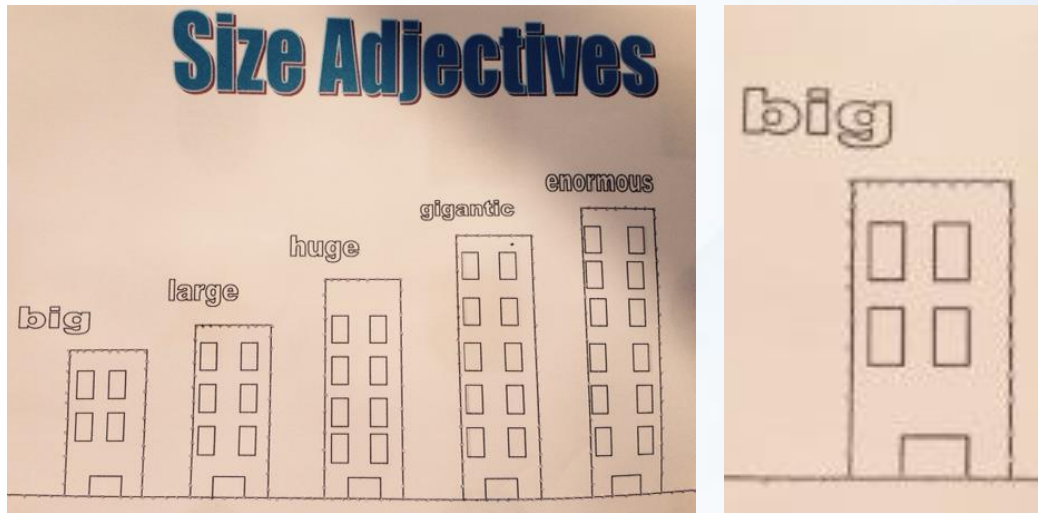
- Pronounce the Geometric Shapes in English
Circle, Square, Rectangle, Oval, Diamond, Star

Evaluation: Identify and Pronounce the objects in English

INDICATORS	MASTER	FULFIL	NEAR
Learn the Geometric shapes in English			
Listen to the Geometric shapes in English			
Spell the Geometric Shapes in English			
Pronounce the Geometric Shapes in English			

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**
: . : : : . : . : . : . : . : .

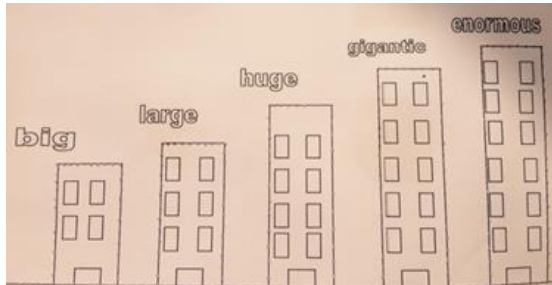
- Listen and identify the ladder vocabulary of “size” in English



- Spell the ladder vocabulary of “size” in English

big huge large
 ⠠⠢⠊⠎ ⠠⠑⠗⠑ ⠠⠗⠊⠎⠑

- Pronounce the ladder vocabulary of “size” in English



Evaluation: Identify and Pronounce the adjectives in English

INDICATORS	MASTER	FULFIL	NEAR
Learn the ladder vocabulary of “size” in English			
Listen and identify ladder vocabulary of “size” in English			
Spell the ladder vocabulary of “size” in English			
Pronounce the ladder vocabulary of “size” in English			

ACTIVITY N° 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

do
⠠⠃⠕

go
⠠⠒⠕

play
⠠⠏⠗⠁⠇

- 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

do
⠠⠃⠕

go
⠠⠒⠕

play
⠠⠏⠗⠁⠇

- Pronounce the verbs of sports in English

do go play

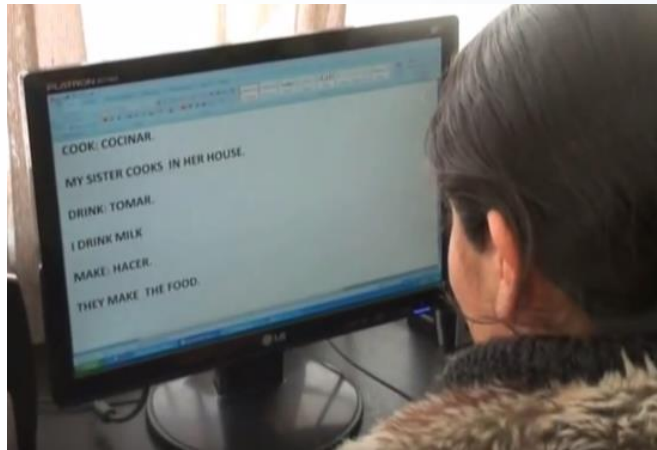
⠠⠃⠔ ⠠⠒⠔ ⠠⠏⠗⠁⠽

Evaluation: Identify and Pronounce the verbs in English

INDICATOR	MASTER	FULFIL	NEAR
Learn the verbs of sports in English			
Listen to the verbs of sports in English with their complements			
Spell the verbs of sports in English			
Pronounce the verbs of sports in English			

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



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

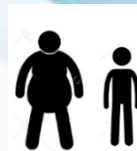
I am fat



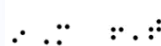
- Understand and Identify the sentence given by the teacher by showing a card



I am tall



I am fat



- Pronounce the sentences given by the teacher in the card

I am tall

⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠

I am short

⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠

I am fat

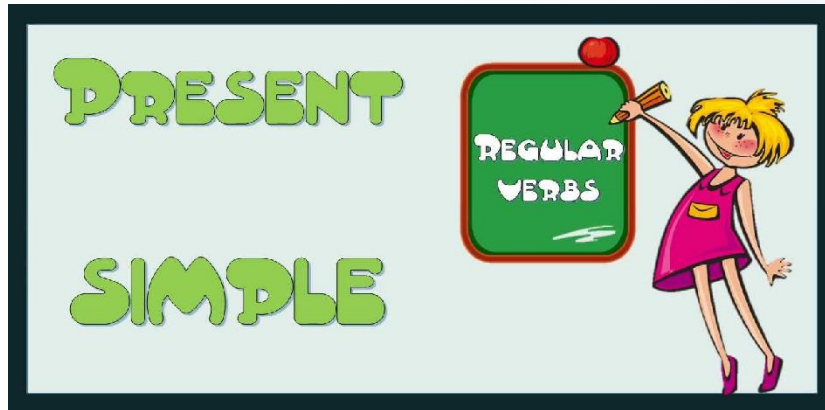
⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠

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

INDICATORS	MASTER	FULFIL	NEAR
Learn the usage of the verb “to be” and write sentences			
Understand and Identify the sentence given by the teacher by showing a card			
Pronounce the sentences given by the teacher in the card			

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

I play

I run

I sing

play ⠠⠠⠠⠠⠠⠠	study ⠠⠠⠠⠠⠠⠠⠠⠠	work ⠠⠠⠠⠠⠠	dance ⠠⠠⠠⠠⠠⠠
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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

I play soccer
 ⠠⠊ ⠠⠏⠗⠆⠊ ⠠⠎⠔⠎⠎⠑⠗

I dance salsa
 ⠠⠊ ⠠⠔⠁⠝⠎⠑ ⠠⠎⠁⠗⠎⠁

Evaluation: Write accurate sentences in English using the present simple

INDICATOR	MASTER	FULFIL	NEAR
Learn the usage of the present simple and write sentences			
Understand and Identify the sentence given by the teacher by showing a card			
Pronounce the sentences given by the teacher in the card			

ACTIVITY N° 3

Topic: I am learning english



Source: APRODVICH

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

Resources: Tactual Material

Methodoligal process

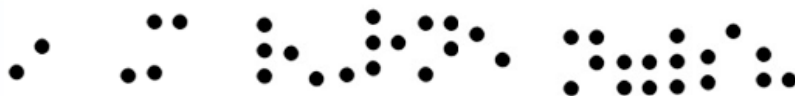
- Learn the usage of the “present progressive” and write sentences

Verb (ing)

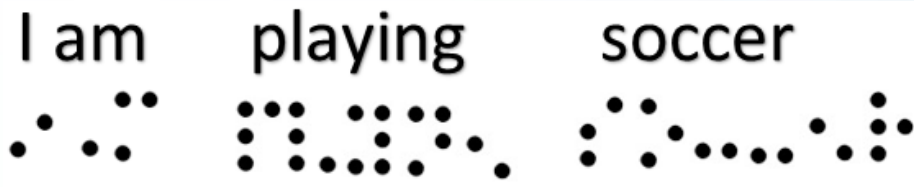


- Understand and Identify the sentence given by the teacher by showing a card

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”

INDICATOR	MASTER	FULFIL	NEAR
Learn the usage of the verb “to be” and write sentences			
Understand and Identify the sentence given by the teacher by showing a card			
Pronounce the sentences given by the teacher in the card			

UNIT III: Wh-Questions



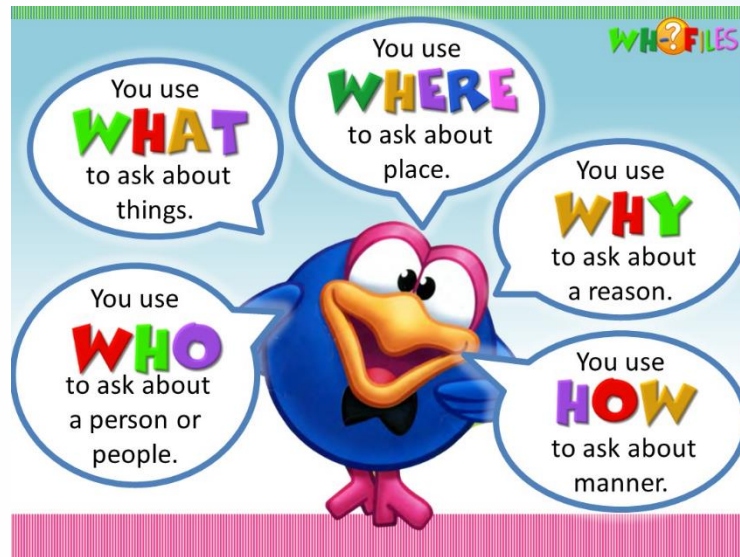
Fuente: APRODVICH

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?



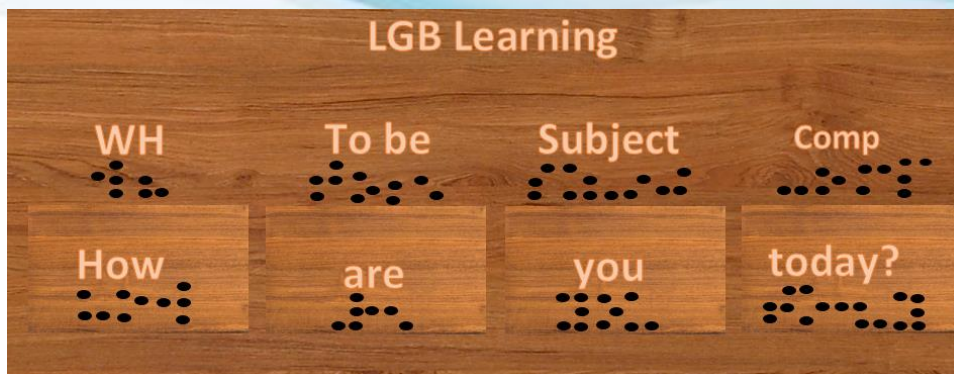
Fuente: Aprodvich

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

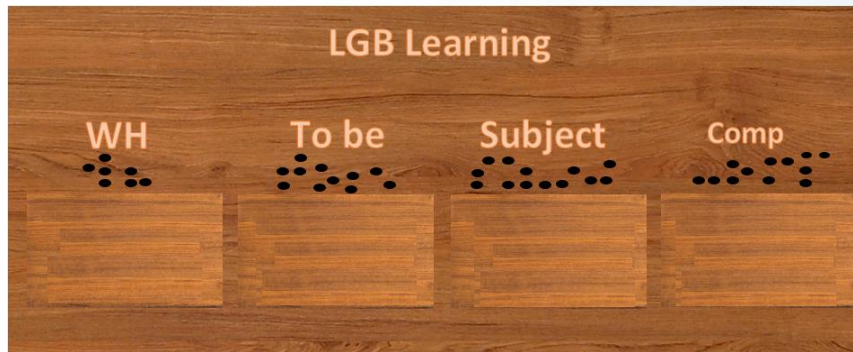
Resources: Tactual Material, Question Chart

Methodological Process

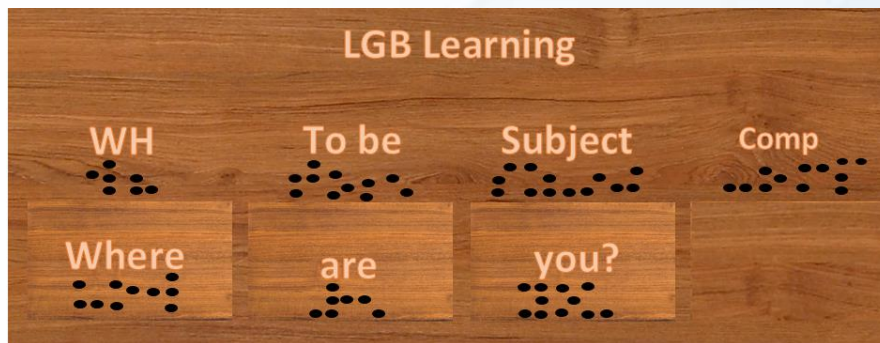
- Learn the structure of the verb “to be” and write questions



- Understand and Identify the structure given by the teacher by filling in the question chart.



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



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

INDICATOR	MASTER	FULFIL	NEAR
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.			
Pronounce the questions given by the teacher in the question chart			

ACTIVIDAD N° 2

Topic: Where do you work?



Fuente: Aprodvich

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

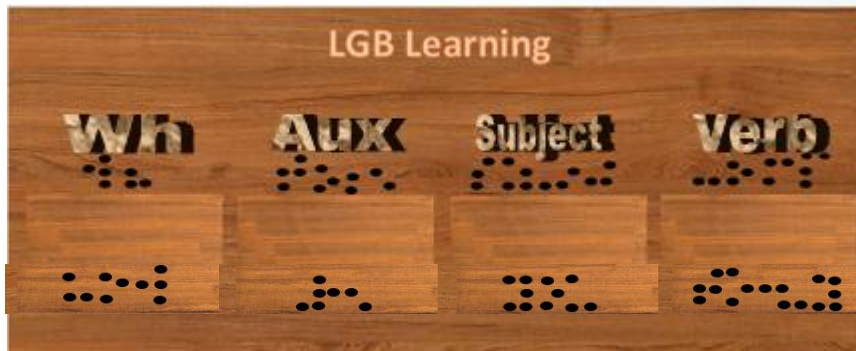
Resources: Tactual Material, Question Chart,

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

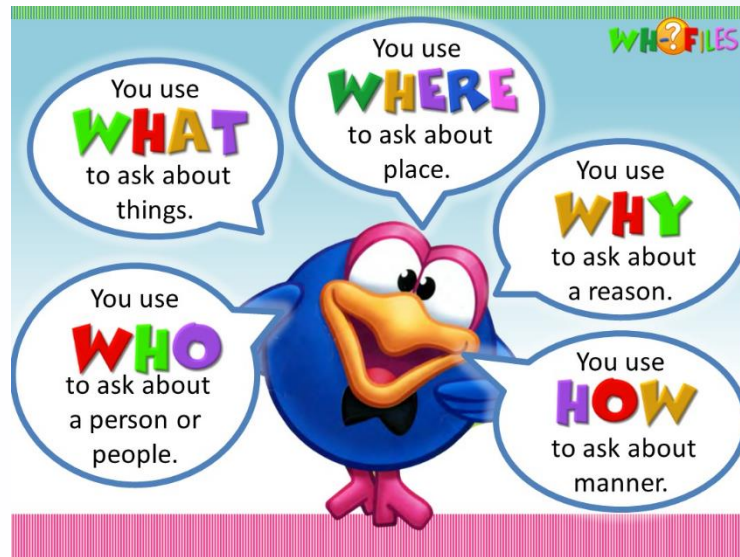


Evaluation: Write accurate questions in English using the present simple question chart

INDICATOR	MASTER	FULFIL	NEAR
Learn the structure of the verb 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			

ACTIVITY N° 3

Topic: What are you doing?



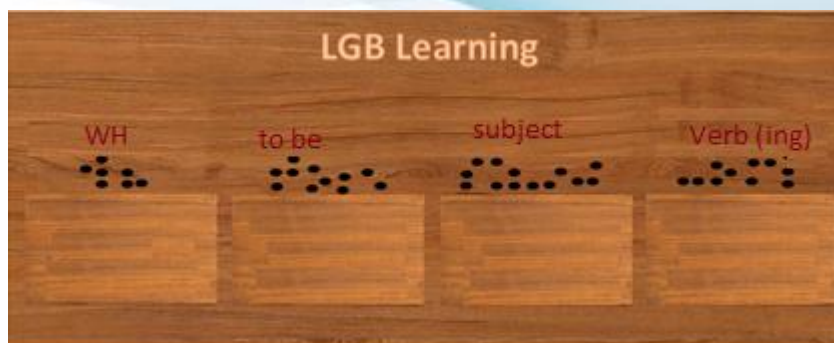
Fuente: APRODVICH

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

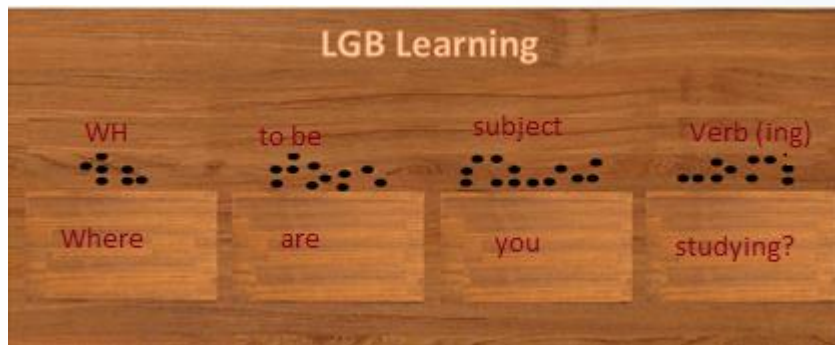
Resources: Tactual Material, Question Chart

Methodological Process

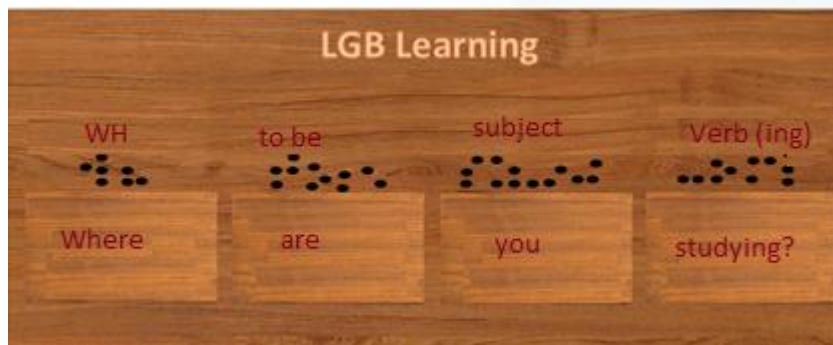
- Learn the structure of the present progressive and write questions



- Understand and Identify the question given by the teacher by filling in the question chart.



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



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

INDICATOR	MASTER	FULFIL	NEAR
Learn the structure of the present progressive 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			

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:

Tall (alto)	short (pequeno)	fat (gordo)	thin (delgado)
Big (grande)	small (pequeno)	young (joven)	old (Viejo)
Pretty (guapa)	handsome (guapo)	ugly (feo)	cute (simpatico)

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 _____

Now the students will say their examples

1.3. Colors:

Green (verde)	brown (café)	blue (azul)	black (negro)
Red (rojo)	yellow (Amarillo)	pink (Rosado)	purple (morado)

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 <u>a</u> teacher	(profession)
I am <u>an</u> Engineer	(profession)
I am <u>from</u> Ecuador	(country, city, town, village, Parrish) (preposition)
I am <u>in</u> my house	(place, preposition)
I am <u>at</u> 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

I	my	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.
You	your	
He	his	
She	her	
It	its	
We	Our	
They	Their	

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

I am tall	Am I tall?
You are tall	Are you tall?
He is tall	Is he tall?
She is tall	Is she tall?
We are tall	Are we tall?
They are tall	Are they tall?

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”

To be + 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

Sentence	Question	Answer
I	I	You
You	You	I (singular)
You	You	We (plural)
He	He	He
She	She	She
We	We	We
They	They	They

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

What	Que /Cual
When	Cuando
Where	Donde
Why	Porqué
Who	Quién
Which	Cuales
How	Cómo

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 N° 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

Sentence	Meaning
I work at the Unach.	Work: _____
I study Engineering.	Study: _____
I live in Riobamba.	live _____
I like pizza.	like _____
I love to play Basketaball.	love to play _____
I dance Bachata.	Dance _____
I listen to music everyday.	listen _____

ACTIVITY N° 4: Listen to the teacher give another sentences identity the meaning of each verb.

Be	have	Do	say	get	make
go	know	Take	see	come	think
look	want	Give	use	find	try

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

He runs

you speak

He speaks

We sing

She sings

They live

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

I speak English	Do I speak English?
You speak English	Do you speak English?
They speak English	Do they speak English?
We speak English	Do we speak English?

**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.**

He speaks English	Does he speak English?
She speaks English	Does she speak English?
It speaks English	Does it speak English?

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

_____ you like to study?	_____ he work everyday?
_____ your parents like to travel?	_____ they study here at the Unach?
_____ Luis have my keys?	_____ we have an English Teacher?
_____ she like cats?	_____ they play Soccer?
_____ I have to go to school?	_____ 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.

Actividad 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 N° 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.

Comparative

Superlative

Rule 1

Simply add -er
Examples:
smart = smarter
young = younger
fast = faster

Use THE and add -est
Examples:
smart = the smartest
young = the youngest
fast = the fastest

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.

good = better
bad = worse
far = farther (further)
well = better
badly = worse

good = the best
bad = the worst
far = the farthest (the furthest)
well = the best
badly = the worst

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° y 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) + tobe + 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.

Wh question + verb + the + adj (superlative) + complement

- 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.

View:	mountain, valley, hill, forest, canyon, plateau, volcano
Water:	ocean, sea, island, lake, river, waterfall, lagoon, beach, bay, coast
Places:	city, town, village, parrish,
Dry:	desert
Wet:	rainforest, spring, swamp, wood,

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 N° 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 N° 4: What can I do there?

Conversartion: 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.

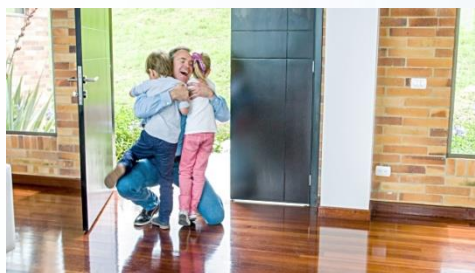
I am _____ English. I am _____ TV.

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

Verb	Verb (ing)
work	working
play	playing
watch	watching

Rule 2: Verbs ending in e

Change e for ing

Verb	Verb (ing)
delete	deleting
compete	competing

Rule 3: Verbs ending in ie change

ie for y and add ing

Verb Verb (ing)

Die dying

Lie lying

Rule 4: Verbs ending in CVC

Double the last consonant

Verb	Verb (ing)
Run	running
Stop	stopping

Rule 5. Verbs ending in CVC

They don't change because the stress is in the first vowel

Verb	Verb (ing)
H <u>app</u> en	H <u>app</u> ening
<u>O</u> pen	<u>O</u> pening

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,

Subject + tobe + 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, lets 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.

Am I speaking slow?	Yes, you are	No you aren't
Are you working hard?	Yes, I am	No, I am not
Is he working at the Unach?	Yes, she is	No, she isn't

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

Wh question + tobe + subject + verb (ing) + complement?

What are you doing?	I am
Where is he going?	He is
Why are you studying?	Because I am.....

ACTIVITY N° 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 + tobe + subject + verb (ing) + complement

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

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

Subject + verb (past simple) + Complement

I	played	soccer	yesterday.
He	played	soccer	yesterday.
We	played	soccer	yesterday.

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

I	didn't	play	soccer	yesterday.
He	didn't	play	soccer	yesterday.
We	didn't	play	soccer	yesterday.

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° 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

Note: The question has the verb in present but the answer has the verb in past.

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 N° 5.2. Comprehension check: Answer the following questions.

Where did John Study? How many years did he study? How were his classes like?

Who was his English teacher? Was his teacher Mr. Brown? Did he use a textbook to study?

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