



# NATIONAL UNIVERSITY OF LOJA

**AREA OF EDUCATION, ART AND COMMUNICATION**

**ENGLISH LANGUAGE CAREER**

**“STUDENT’S WORKBOOK THAT SUPPORTS THE STUDY OF THE BOOK “OUR WORLD THROUGH ENGLISH” N°1, OF THE EIGHTH YEAR OF BASIC EDUCATION.”**

TESIS PREVIOUS TO OBTAIN THE LICENTIATE'S DEGREE IN SCIENCES OF EDUCATION, ENGLISH LANGUAGE SPECIALIZATION.

**AUTHORS:**

**ALEXANDER MASACHE ESCOBAR  
MARÍA LORENA PACCHA CHAMBA**

**DIRECTOR:  
DRA. MARCIA CRIOLLO**

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# **CERTIFICATION**

Mg.Sc.Dra.Marcia Criollo Vargas

**TEACHER OF THE NATIONAL UNIVERSITY OF LOJA, DIRECTOR OF THESIS  
CERTIFIES:**

To have directed and corrected this thesis work, previous to obtain the Licentiate's degree with the title: **"STUDENT'S WORKBOOK THAT SUPPORTS THE STUDY OF THE BOOK "OUR WORLD THROUGH ENGLISH" N° 1, OF THE EIGHTH YEAR OF THE BASIC EDUCATION"**, under the responsibility of the undergraduate students: Alexander Masache Escobar and María Lorena Paccha Chamba. Therefore, I authorize its presentation and defense.

Loja, November 2009.

Mg.Sc.Dra.Marcia Criollo Vargas

**THESIS DIRECTOR**

# **AUTHORSHIP**

The ideas, concepts, opinions, information; graphs and concepts in the present investigation are property and absolute responsibility of their authors.

❖ Alexander Masache

❖ María Lorena Paccha

## **ACKNOWLEDGEMENTS**

We leave constancy of our sincere gratefulness merely to the Authorities and Teachers of the “Universidad Nacional de Loja” who within their wise have given us the opportunity to have a successful academic formation as English Teachers into the “Area de la Educación, el Arte y la Comunicación” and specially to our brilliant Thesis Director Dr. Marcia Criollo for the contribution with the elaboration of the present Student’s Workbook for the students of eight year of Basic Education.

THE AUTHORS

## DEDICATION

I want to dedicate this research work to God, who is the orientation in my life, to my parents who have given me the opportunity to success into this professional field and supported me in the economic and social personal. So that I could finish my college studies and I could accomplish my wished goal.

*ALEXANDER*

I want to dedicate this work with deep love to God, who has been my guide and protector, to my parents who have supported and encouraged me unconditionally in the moral and economic field to finish successfully this stage in my life. So that I could get my stated goal.

*MARÍA LORENA*

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## SUMMARY

The “Our World Through English” Workbook N°1 is the result of an investigative work carried out for the undergraduates students of the English Career, it is a Didactic Guide addressed to the students of the Eight Year of Basic Education, specially for the Public High School. And designed to collaborate with the teaching learning process, to enhance the English Language learning of the students that don’t have basis for the correct development of this subject at the beginning of the general basic education.

It has been designed with the objective of supporting the students to learn the English Language in an interactive way through photos, pictures and clues, squares which will help the students to be motivated while they are learning and it is easy to teach.

The “OWTE” Workbook N°1 contains twelve units that can be studied during the school year, each unit is distributed as well as in the Student Book “OWTE” N°1. Each unit has from six to eight tasks, the tasks include the main contents and show enough activities to practice English step by step all this according to the student’s age.

The main methods used on it are: the Natural Approach, the Communicative Language Teaching with interactive dialogues or texts to teach the students to communicate with the real life situations or communications and we use short expressions that can be managed according to the topic, the Task Based Language Teaching also has been used since it is necessary to use the task as the core unit of planning and instruction in Language Teaching to get good scores.

Its components are the Teacher’s solutions which contains the Grammar and the Instructions for every task giving to the Teachers some suggestions to manage the suitable methodology according to the topics of the Student’s Workbook N°1 to get a better learning.

Finally the workbook contains some activities that help students to be updated in their knowledge. To increase the learning of Foreign Language. Since our investigation is an important work, that it must be applied and carried out, so that way the students will improve the quality of Education.

# INTRODUCTION

Nowadays towards the 21<sup>st</sup> century results essential to learn English because it has become the tool that allows the communication with people from other countries, and cultures of the “global” world.

Its expansion supposes one of the most important facts through the human kind history adopting this tongue as the predominant. Since it constitutes a main tool in the relationships between most of the countries of the world specially it is necessary and fundamental for the development of the Latin- American countries as much as in the economic and social fields.

Through different researches that we have done during our studies in each module to the public high school, we could notice the low knowledge level of the students because of the lack of a didactic guide that support the Teaching Learning Process of the English Language. For that reason we decided to design a student’s workbook to help in the teachers and students necessities to facilitate the development of the Teaching Learning Process of the English Language. So that they can get a better motivation and good results in the learning of this language.

Therefore our investigation group has completed A STUDENT’S WORKBOOK FOR THE EIGHTH YEAR OF BASIC EDUCATION, with the purpose to help to the public high school.

***Our World Through English workbook N°1*** has twelve units; each unit is characterized by a theme of enough interest for the students with interactive easy activities with the goal to improve the foreign language. Moreover it was designed

according to their knowledge's level. While the teacher's solution has the instruction for each task, giving the teacher easy understanding of how to do the exercises.

Every unit contains from six to eight tasks to practice the knowledge of the contents acquired of the main book topics.

The workbook's activities have been designed and illustrated with interesting drawings that motivate them to learn the English Language and it puts more dedication in the reading and writing skills besides grammar and vocabulary through easy funny activities.

Moreover the topics are relevant to the real life for that reason we considered that they must learn about ( greetings and instructions, numbers and times, families, my classroom, occupations, celebrations, my school, people, my day, my town & people of Ecuador, food & health, my country Ecuador) all these topics were developed with the objective that they learn new vocabulary and they know the grammar rules, which are very important and efficient to develop a better understanding of the English language.

In conclusion it was very important to design this workbook since through it we feel satisfied to contribute with the education doubtless because we are offering a new material that will help students to improve the Teaching Learning Process in the public high school and surely that our student's workbook enhance their interest to learn this language.

## METHODOLOGY

*Our World Through English student's workbook N°1* has been based on two methods which are the update tendency to teach a second language according to the use of their techniques.

The Communicative method to design the syllabus of the student's workbook, taking into account the before contents that they must know, and we also used it because it focuses on language as a mean of communication with a social purpose where the learner has something to say or find out, and we included the topics that we considered that the children of eleven to twelve need to learn the use of the second language for instance ( imperatives, daily activities, expressions, adverbs of frequency, present simple tense, past tense, etc) the vocabulary and grammar. Also with this method the reading and writing skills have been included within some activities that were considered like real language.

Another method that we have used is Task Based Language Teaching because it is based upon the use of tasks as the core unit of planning and instructions in language teaching, where students feel that the language is meaningful to the students' support in the Teaching Learning Process.

*Our World through English student's workbook N°1* had the objective to develop the basic reading and writing skills, grammar and vocabulary with the best strategies, methods and techniques that will be applied to children who need to learn a second language.

It was specially designed for children between the ages of eleven to twelve years old.

So the workbook was structured in twelve easy units like:

Unit One “**Greetings and instructions**” Unit Seven “**My school**”

Unit Two “**Numbers and Times**” Unit Eight “**People**”

Unit Three “**Families**” Unit Nine “**My day**”

Unit Four “**My classroom**” Unit Ten “**My Town & People of Ecuador**”

Unit Five “**Occupations**” Unit Eleven “**Food & Health**”

Unit Six “**Celebrations**” Unit Twelve “**Travelling in my country**”

The contents of every unit had from six to eight fun tasks with interesting themes, full pictures and complements, with enough activities to reinforce the contents. So that, the students feel a high motivation for doing them and they can improve the learning of this subject in a natural and enjoyable way.

Through this methodology we pretended that our workbook develop the skill before mentioned. **Reading** was developed by short texts, paragraph, about the topic taught in the activity. **Writing** was developed by filling gaps, answering questions and writing short paragraph, etc. **Grammar** was developed by completing sentences, choosing the correct verbs, ordering questions, answering questions, multiple choice, etc. **Vocabulary** was presented in context and revised through different activities.

It also includes the teacher’ solutions guide which has been designed together with care for stimulating the target language. It contains grammar tips, vocabulary, tasks and instructions for every unit to help the teacher to facilitate the development of the different activities.

The grammar tips give a brief explanation about how to use it in every unit helping teachers to teach in a better way and get a good understating. Vocabulary was revised in all the units through some similar activities. Moreover the tasks allow students to carry out the activities with the goal to increase their knowledge. Finally the instructions serve as an orientation to the teacher in each exercise.

Our workbook offers the best opportunity for teachers as well for students to open doors to the world through English because today it is important learn to use the English language to facilitate the understanding of communications, information, and cultures. Besides it is for the public high schools which do not have suitable teaching didactic material for the development of the Teaching Learning Process of English.

# STUDENT'S WORKBOOK



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# Greetings and Introductions



## GRAMMAR

**LANGUAGE SUMMARY: Asking and saying occupations.**

**FORM:**

What	Do	I	Do ?	I am	a teacher.
		You		You are	
	does	He		He is	
		She		She is	
		It		It is	

**A. Order the words to make questions. And answer with your information.**

1. is / name / your / What / ?

*What is your name?*

*My name is .....*

2. live / ? / you / Where / do

\_\_\_\_\_

\_\_\_\_\_

3. ? / you / are / How / old.

\_\_\_\_\_

\_\_\_\_\_

4. do / What / you / do / ?

\_\_\_\_\_

\_\_\_\_\_

5. school / is / How / ? / your.

\_\_\_\_\_

\_\_\_\_\_

**B. Circle the correct word.**

- Angye:** Hello. (1) I'm / My Angye. What's (2) you / your name?  
**Mary:** (3) My / I name's Mary. (4) Where are *your* / *you* from?  
**Angye:** (5) *I'm* / *are* from USA. And you?  
**Mary:** (6) *I'm* / *You* from Spain.

**C. Fill in within (a or an) before the nouns.**

1. He is
- an
- engineer.



2. Mateo is \_\_\_ musician.



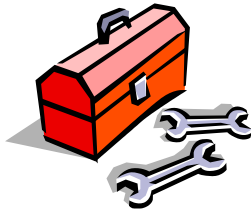
3. She is \_\_\_ housewife.



4. He is \_\_\_ chef.



5. Andrew is \_\_\_ mechanic.



5. It is \_\_\_ flower.



6. It is \_\_\_ umbrella.



7. It is \_\_\_ plane.

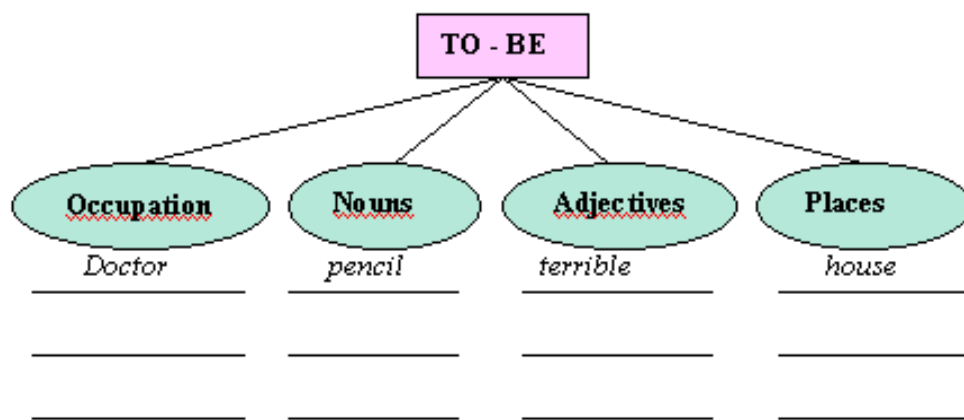




## VOCABULARY

**A. Fill in the correspondent column with the words from the box.**

Wonderful / engineer / pencil / teacher / terrible / sofa / driver / ugly /  
house / computer / Doctor / nice / dog / station / market / actor / office

**B. Tick the correct leave taking according to the picture.**

1



- a.- Good night ( )  
b.- See you later (c)  
c.- Good afternoon ( )

2



- a.- Good morning ( )  
b.- See you tomorrow ( )  
c.- Good evening ( )

3



- a.- So long, baby ( )  
b.- Good night ( )  
c.- See you ( )

4



- a.- See you tomorrow ( )  
b.- Hello ( )  
c.- Good afternoon ( )



## READING AND WRITING

A. Read the email. Are these sentences true (T) or false (F)?

Tick (✓) the correct box.

- 1 Mirian is a classmate.  
T ☒  
F ☐
- 2 Martin Calle is a teacher.  
T ☐  
F ☐
- 3 Ricky Martin is an actor.  
T ☐  
F ☐
- 4 Nicolas Lapenti is ecuadorian.  
T ☐  
F ☐

To: rosse moncayo  
From: miriam cordova  
Subject: classmate

Hi rosse,

My names miriam cordova. Im your new classmate. Im from cuenca - ecuador.

My favourite film star is from ecuador. His names martin calle and hes an actor my favourite pop star is ricky martin he's a singer.

Hes from Puerto Rico. My favourite sport star isn't russian. Hes from ecuador. His names nicolas lapenti.

My favourite music is salsa.

Whats your favourite music? Whos your favourite pop star? Is he/she from ecuador?

Write soon  
miriam.



B. Correct the email in your notebook. Write the capital letters and put the apostrophes (') wherever necessary.

To: Rosse Moncayo  
From: Miriam Cordova  
Subject: Classmate

Hi Rosse,

Hi Rosse,

My name's Miriam Cordova. I'm your new classmate.



**D. Write a short e-mail about yourself.**

Hello Classmate!

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# Numbers and Times

## GRAMMAR



Form:

Subject	Verb	Contraction
I	<i>am</i>	<i>I'm</i>
You	<i>are</i>	<i>You're</i>
He / She / It	<i>is</i>	<i>He's / She's / It's</i>

LANGUAGE SUMMARY: **Possessive adjective**

Singular	
Subject pronoun	Possessive adjectives
I	my
You	Your
He/she	his/her
It	its
Plural	
We	Our
You	Your
they	Their

**Use:**

Possessive adjectives  
go before nouns.

### A. Choose the correct word.

Example: ( *I / me / my* ) pencil is broken.

1. Professor Smith is ( *me/my/mine* ) Biology teacher.
2. ( *my/me/I* ) books are in the class.
3. Carla is in ( *my/ her/ she* ) desk
4. We work with ( *we/us/our* ) workbook.
5. Mr. Baker has ( *his/her* ) tools.
6. She has ( *she/her/hers* ) coffee with cream.
7. This is ( *him/he/his* ) book.
8. That is ( *your/you* ) notebook.
9. That is ( *their/ they* ) classroom.
10. We are in ( *we/our/ours* ) house.



**B. Complete the text with the respective possessive adjective, verb to be and the times.**



- (1) My name's Juan Cueva. This is (2) \_\_\_\_\_ class. I (3) \_\_\_\_\_ sixteen. (4) \_\_\_\_\_ classmates and I (5) \_\_\_\_\_ from Quito. My teacher (6) \_\_\_\_\_ forty. (7) \_\_\_\_\_ name's Anna. She works in (8) \_\_\_\_\_ school and she have (9) \_\_\_\_\_ lunch at ten o'clock. She finish (10) \_\_\_\_\_ work at one o'clock.

**What times is it? (uses it)**



a. Beginning of the class

\_\_\_\_\_



b. The break

\_\_\_\_\_



c. Finish of the class

\_\_\_\_\_

**C. Look at the questions 1-5. and Write sentences about you and your family in your notebook. (use the contractions)**

- 1 What is your name?/ How old are you?/ Where are you from?
- 2 Who is your mother?/ How old is she?/ Where is she from?
- 3 Who is your father?/ How old is he?/ Where is he from?
- 4 What are the names of your brothers? / How old are they?

Example: **My name's Any. I'm from Guayaquil. I'm 16.**

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**VOCABULARY****A. Complete the crossword with the numbers in words.****Across**

1  $4+3 =$

5  $5+4 =$

6  $3*6 =$

7  $5*16 =$

8  $10*4 =$

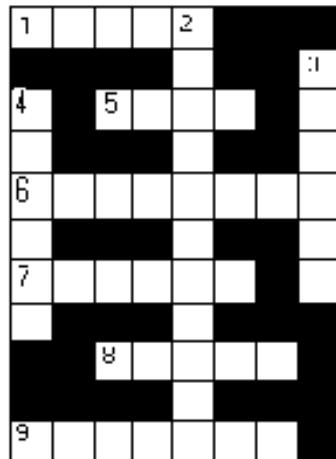
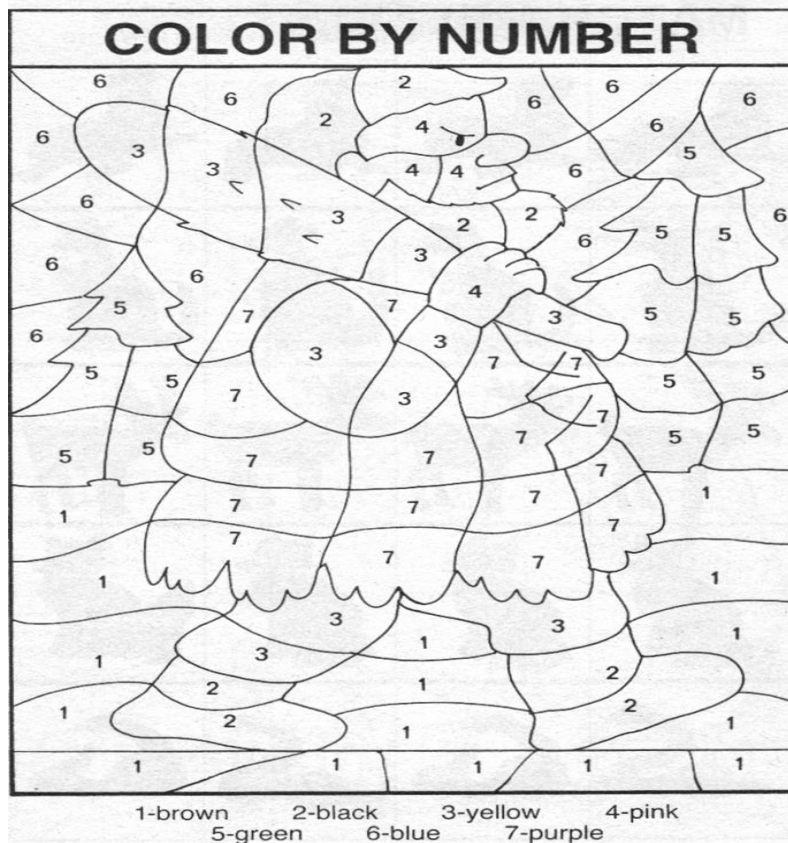
9  $5*3 =$

**Down**

2  $45+48 =$

3  $5*4 =$

4  $6+5 =$

**B. Color by number**

**READING AND WRITING**

**A. Read the text below. Put full stop (.) / apostrophes (') and capital letters where necessary.**

**My Schedule****By: Gyna Smith**

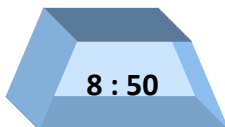
Hi!

Im gyna smith. Im from quito. im twenty years old This is my schedule I start with my schedule at seven fifteen because its very busy I work at eight fifteen in a company i prepare a meeting every five days of week becuase its very importan for all. and its the best company of my city, i love my job I finish at four o'clock

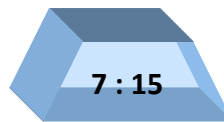


**B. Read the text again. Tick which time is correct.**

1. She starts at

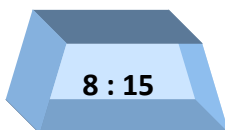


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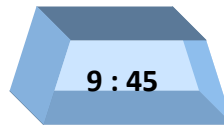


( 3 )

2. She works at



( )



( )

3. She finishes at



( )



( )



# Families



## GRAMMAR

### LANGUAGE SUMMARY:

Subject	Verb	Noun
I	<b>have</b>	dogs
You		
He		
She	<b>has</b>	cats
It		
We		
You	<b>have</b>	dogs
They		

### A. Write Possessive ' s in the correct place.

*Example: George is David's brother.*

1. You are my daughter teacher.
2. Peter is Rosa father.
3. What is your mother name?
4. Laura favorite star is Antonio Banderas.
5. What is your dad job?



**B. Cut out and stick the members of your family in the familiar tree. Then write sentences:**

<u><b>My father</b></u>		<u><b>My mother</b></u>	
<u><b>Me</b></u>	<u><b>My brother(s)</b></u>		<u><b>My sister(s)</b></u>

***Example: Oscar is Ruth's husband.***

1. Father / Mother  
\_\_\_\_\_
2. Son(s) / Father.  
\_\_\_\_\_
3. Sister(s) / Mother.  
\_\_\_\_\_
4. Son(s) / Mother.  
\_\_\_\_\_
5. Brother(s) / Me.  
\_\_\_\_\_

**c. Complete the sentences.**

- 1      Where .....do..... you .....work....? (*work / hospital*)
- 2      What ..... his name ? (*is / are*)
- 3      I ..... two sisters and one brother (*has / have / get*)
- 4      My country ..... wonderful places. (*has / love / have*)
- 5      Rosa ..... one nice daughter . ( *hate / have / has*)
- 6      Angel ..... in a company. (*work / love / use*)
- 7      Peter ..... his sons (*love / jump / get*)
- 8      He ..... in Cuenca (*go / live / happy*)
- 9      Sandra ..... her job (*love / live / know*)
- 10     Juan ..... Mónica's son (*is / love / hate*)

**VOCABULARY****A. Write the words in the correct list.**

Husband, wife, parents, sister, son, daughter, mother, grandfather, grandparents, grandmother, father, brother, aunt, uncle, niece, nephew, grandson, granddaughter

**MALE**Husband**FEMALE**wife**BOTH**

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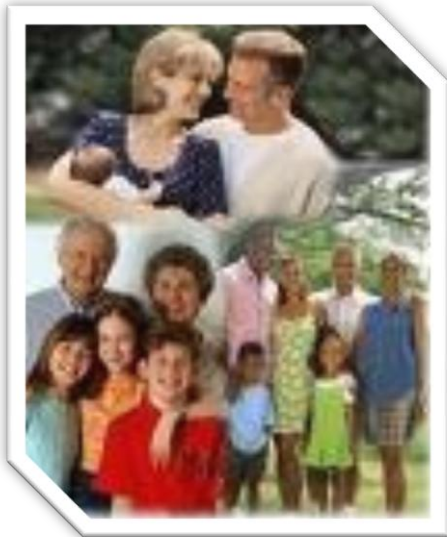
**B. Write the words correctly.**

- 1     e r s t i s     sister
- 2     e i c e n     \_\_\_\_\_
- 3     e l n u c     \_\_\_\_\_
- 4     w h e p n e     \_\_\_\_\_
- 5     i w f e     \_\_\_\_\_
- 6     o s n     \_\_\_\_\_



## READING AND WRITING

**A. Read the text below. Put full stop (.), capital letters and apostrophe (') where necessary.**



*My Family by Magy Caicedo*

Our surname is Caicedo we are from guayaquil my mother s name is Angela she is thirty-five years old she is a secretary. Her parents names are pedro and mercy my father s Steban. he is a lawyer and he s forty-three They have a baby my sister s name is Enith and my brother s name is Julian Enith is nine years old and Julian is eleven we live with our grandparents I have two aunts, two uncles and two cousins they live in Manta my name's Magy I am thirteen years old and I am a student. And this is my family.

**B. Read the text again and answer these questions.**

1. Where is Magy from?  
*She is from Guayaquil.*
2. How old is she?  
\_\_\_\_\_
3. Who is Angela?  
\_\_\_\_\_
4. Who is Julian?  
\_\_\_\_\_
5. How old is Magy's mother?  
\_\_\_\_\_
6. What is Steban's job?  
\_\_\_\_\_



# My Classroom



## GRAMMAR

There is / There are – *Affirmative and Negative Statements.*

### Affirmative Statements

Form	There + <i>be</i> + subject	
	Long Form	Contraction
Singular Noun	<b>There is</b> a desk in the classroom.	<b>There's</b> a desk in the classroom.
Plural Noun	<b>There are</b> chairs in the classroom.	<b>There're</b> chairs in the classroom.

### Negative Statements

Form	There + <i>be</i> + not + subject	
	Long Form	Contraction
Singular Noun	<b>There is not</b> a dictionary in the class.	<b>There isn't</b> a dictionary in the class.
Plural Noun	<b>There are</b> not bookshelves in the ....	<b>There aren't</b> bookshelves in the....

A. Look at the picture below. Then write the things you see. Use the forms *There is / There are*.



- |            |             |
|------------|-------------|
| - Board    | - Clock     |
| - Students | - Window    |
| - Teacher  | - Chairs    |
| - Desk(s)  | - Backpacks |
| - Curtain  | - Chalk     |

1. **There is** a board.
2. **There are** students.
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_



6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

**B. Look at exercise 1. Use There is / are or There isn't / There aren't to complete these sentences.**

1. There aren't two teachers.
2. There \_\_\_\_\_ a stapler.
3. There \_\_\_\_\_ two boards.
4. There \_\_\_\_\_ desks.
5. There \_\_\_\_\_ students.
6. There \_\_\_\_\_ backpacks.
7. There \_\_\_\_\_ a bin in the class.
8. There \_\_\_\_\_ three window.

**C. Complete the sentences with your timetable.**

Example:

1. What time does your school class start?  
**My school class starts at seven o'clock.**
2. How many English classes do you have in one week?  
\_\_\_\_\_
3. How long is your English class?  
\_\_\_\_\_
4. How many subjects do you have?  
\_\_\_\_\_
5. What time does school finish?  
\_\_\_\_\_

**VOCABULARY****A. Match the students' object (a-h) with the words (1-8)**

- |                  |                     |
|------------------|---------------------|
| 1 ( ) stapler    | 5 ( ) chalk         |
| 2 ( ) dictionary | 6 ( <b>a</b> ) book |
| 3 ( ) pen        | 7 ( ) scissors      |
| 4 ( ) ruler      | 8 ( ) pencil case   |

a



b



c



d



e.



f.



g.



h.

**B. Write the words in the box with the correct picture.**

Folder, calculator, pencil sharpener, paper, board, map
---

1 folder

2 \_\_\_\_\_

3 \_\_\_\_\_



4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

**READING AND WRITING**

**A. Read and underline the words wherever you find full stops(.), commas (,), apostrophes (') ,possessive's and there is/ are.**

*My timetable- Sophie Lazo*

*My name is Sophie Lazo. This is my classroom the number 8, here there are twenty students and it is big and it is cream. It has a board it is green, a bookcase it is brown and posters on the wall there are also two windows and there is a bin. Today is monday. I have five lessons- maths, social studies and spanish which are hard but music and english are great!, my favourite class is english and the principal objects of this class are: a textbook, it is blue, I have also a pencil, it is green, an eraser and a notebook, it is red. My favourite teacher's name is Miss Katy she's our english teacher she's really interesting.*



**B. Read the text again. Are these sentences true (T) or false (F)?**

- 1 ( **F** ) Sophie's classroom has 25 students.
- 2 ( ) Sophie's classroom is number 4.
- 3 ( ) Sophie's classroom is small.
- 4 ( ) Sophie's favourite class is English.
- 5 ( ) The english teacher is boring.



# Occupations

## GRAMMAR



Look at the following table to do the task A.

Simple present Wh-questions and statements			
What do you do?	I'm a student.	I / You She	He /
Where do you work?	I work at/in a restaurant.	Work	works
How do you like your school?	I like it very much.	Like	likes
Where does Andrea work?	She works in an office.	Do	does
What does she do?	She is a Secretary.	Have	has
How does she like it?	She loves it.	Love	loves

Look at the table to do the task C.

Singular		
Consonant Sound	Vowel Sound	Notes
I am a <b>doctor</b> . Are you a <b>student</b> ? Juan is a <b>citizen</b> .	I am an <b>engineer</b> . Are you an <b>exchange student</b> ? Juan is an <b>immigrant</b> .	Use a or an with a singular noun. Use a before a consonant sound. Use an before a vowel sound.

**A. Complete these conversations with the correct words in the box.**

does - doctor - he - lives - work

A: Mark \_\_\_\_\_ in a Hospital.

B: What \_\_\_\_\_ he do?

A: He's a **doctor**.

B: Where does \_\_\_\_\_ live?

A: He \_\_\_\_\_ in Loja.



Teacher - how - do - work - like - love

A: I \_\_\_\_\_ in a school.

B: What \_\_\_\_\_ you do?

A: I'm a \_\_\_\_\_

B: \_\_\_\_\_ do you \_\_\_\_\_ it?

A: I **love** it.

works - What - lives - does - a

A: Mery \_\_\_\_\_ in a TV studio.

B: \_\_\_\_\_ does she do?

A: She's **a** journalist.

B: Where \_\_\_\_\_ she live?

A: She \_\_\_\_\_ in Quito.

**B. Make up questions for these answers.***Questions**Answers*a.....**What does she do** .....

She's a dancer.

b.....?

She studies at University of Cuenca.

c.....?

He's a taxi driver.

d.....?

He works in a company.



**C. Complete the sentences with a or an and the words in the box.**

nurse, musician, architect, secretary, electrician, student.

- 1     A nurse looks after people in a hospital.
- 2     \_\_\_\_\_ designs houses and offices.
- 3     \_\_\_\_\_ plays a musical instrument.
- 4     \_\_\_\_\_ studies at university.
- 5     \_\_\_\_\_ types letters and answers the phone.
- 6     \_\_\_\_\_ repairs electrical machines.

**VOCABULARY**

**A. Cut and stick some pictures in the correct place and write a sentence for each one.**

1	2	3	4

He is a doctor

**B. Match the occupations with the places.**



OFFICE

POLICE STATION

BAR

ELECTRIC COMPANY

RESTAURANT

MARKET



**READING AND WRITING****A. Read the letter and circle the occupations that you find.**

---

**Life in a Small Town.**

Dear José.

My name is Gary, and I'm a farmer. My hometown is Vilcabamba, it's a small town with a short population. It's very quiet peaceful and safe.

Also it is not dangerous and there are barbers, an electrician, a lawyer, taxi drivers, receptionists and tailors, etc.

Moreover people are friendly, and here live old people. My wife is a nurse. She works in Vilcabamba. We have two children, they are students. I'm happy in Vilcabamba and my family is very happy at home too. Our dream is a good future in Vilcabamba.

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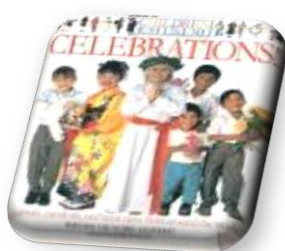
**B. Read the letter again and complete these sentences.**

1. His name is Gary.
2. Where is Gary from? \_\_\_\_\_.
3. He is a \_\_\_\_\_.
4. Vilcabamba is a \_\_\_\_\_.
5. His wife is a \_\_\_\_\_.
6. How many children do they have? \_\_\_\_\_.



# Celebrations

## GRAMMAR



Look at the table of Adjectives + Noun position

a.) Before a Noun	
Singular	Plural
A <i>young</i> man.	<i>new</i> shoes.
An <i>empty</i> house.	A <i>nice</i> girl.

Look at the table of Prepositions of time: On / At

	Period of time	Examples
<b>On</b>	Days Dates Also: weekdays Weekends	My birthday is <b>on</b> Saturday. My birthday is <b>on</b> September 12th. I go to school <b>on</b> weekdays. I'm at home <b>on</b> weekends.
<b>At</b>	<b>Specific times</b> <b>Also: at night</b>	My class is <b>at</b> 8:30 P.M. The party is <b>at</b> night.

Use some before plural countable nouns and uncountable nouns. E.g.

<i>Some books</i>	<i>Some music</i>
<i>Some men</i>	<i>Some milk.</i>

**A. Put the words in the correct order. Eg.**

1. generous / is / a / woman / Katty / .  
***Katty is a generous woman.***
2. modern / is / Quito / city / a / very / .  
.....
3. a / beautiful / parties / Loja / its / in / is / city / .  
.....
5. Juan's / had / birthday / yellow / balloons / .  
.....
6. Carnival's / music / happy / celebration / has / .  
.....

**B. Complete. Use (On / at).**

1. Martin was born on August 20<sup>th</sup>. He was born \_\_\_\_ Friday.
2. Marina's birthday is \_\_\_\_ December 23<sup>rd</sup>. She was born \_\_\_\_ night.
3. Gary's birthday is \_\_\_\_ April 26<sup>th</sup>. He was born \_\_\_\_ night.
4. Mary's birthday is \_\_\_\_ February 25<sup>th</sup>. He was born \_\_\_\_ Thursday.
5. Jennifer's birthday is \_\_\_\_ November 27<sup>th</sup>.



C. Look and write the things. Use (Some / a / an).



Example:

**A cup of beer.**

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- ✓ salad
- ✓ soda
- ✓ cookies
- ✓ chips

- ✓ beer
- ✓ bottle of wine
- ✓ cassette
- ✓ sandwiches

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## VOCABULARY

A. Write the months in the correct order.

<i>MAY</i>	<i>APR</i>	<i>SEPT</i>
<b>NOV</b>	<b>JUN</b>	<b>JAN</b>
<b>FEB</b>	<b>MAR</b>	<b>AUG</b>

- |                  |          |
|------------------|----------|
| 1 <u>January</u> | 7 _____  |
| 2 _____          | 8 _____  |
| 3 _____          | 9 _____  |
| 4 _____          | 10 _____ |
| 5 _____          | 12 _____ |

B. Match the dates (1-6) with the months (a-f). Then write the dates in full.

- |               |               |
|---------------|---------------|
| 1 <b>13/2</b> | 2 <b>21/5</b> |
| 3 <b>11/9</b> | 4 <b>8/1</b>  |
| 5 <b>30/3</b> | 6 <b>3/12</b> |

- |                      |                                 |
|----------------------|---------------------------------|
| <b>5</b>             | a the <u>thirtieth</u> of March |
| <input type="text"/> | b the _____ of December         |
| <input type="text"/> | c the _____ of January          |
| <input type="text"/> | d the _____ of February         |
| <input type="text"/> | e the _____ of September        |
| <input type="text"/> | d the _____ of May              |



## READING AND WRITING

**A. Read the text entitled “Traditional Holidays in Ecuador”**

- a) Order the paragraphs. \_\_\_\_\_
- b) Circle the correct information.

---

**TRADITIONAL HOLIDAYS IN ECUADOR.**

**A.** The second holiday is Valentine's Day, which is on February 14<sup>th</sup>. This day people give each other cards, flowers or candies.



**B.** There are four important traditional holidays in Ecuador. The first is New Year's Celebration where people go to parties. At twelve o'clock, everyone shouts “Happy New Year!” and they wish their friends “Good Luck”.



**C.** Finally the fourth is Halloween Celebration, it is on October 31<sup>st</sup>. People wear as witches and ghosts.



**D.** The third holiday is Holy week, it is on April where people go to the church. Besides they eat a special meal called the “fanesca”.



- 
1. The first traditional holiday in Ecuador is Christmas / New Year.
  2. On February 14<sup>th</sup> give each other hugs / flowers.
  3. In Holy Week people eat the fanesca / lunch.
  4. Halloween celebration people wear as ghosts / black.



**B. Write for ten minutes about How do you celebrate the T.H.E. Don't worry about your spelling or grammar.**

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➤ **Now write a first draft of your celebration.**

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➤ **Check your opinion paragraph. Here is checklist of things to look for in your paragraph.**

Do your sentences begin with capital letters?  
Does your paragraph need capital letters?  
Do your sentences end with periods or other final punctuations?  
Do any words in your paragraph need a comma after these?  
**Do you have interesting details?**

➤ **Now write your final draft about your celebration.**

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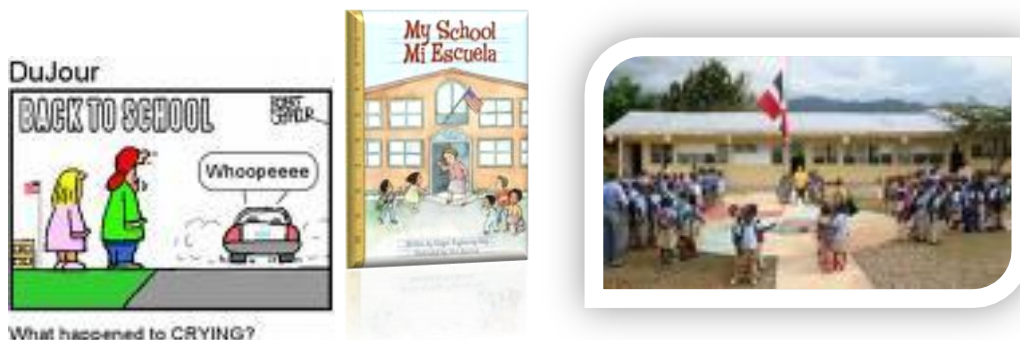
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# My School

## GRAMMAR



### THE POSSESSIVE ADJECTIVES ARE:

	Personal Pronouns		Possessive adjective	
	SINGULAR	PLURAL	SINGULAR	PLURAL
1 <sup>st</sup> person	I	We	my	our

### HOW MANY

#### Countable nouns

**How many** students are there?

There are 20 students.

**How many** teachers are there?

There are 10 teachers.

### PLURAL RULES

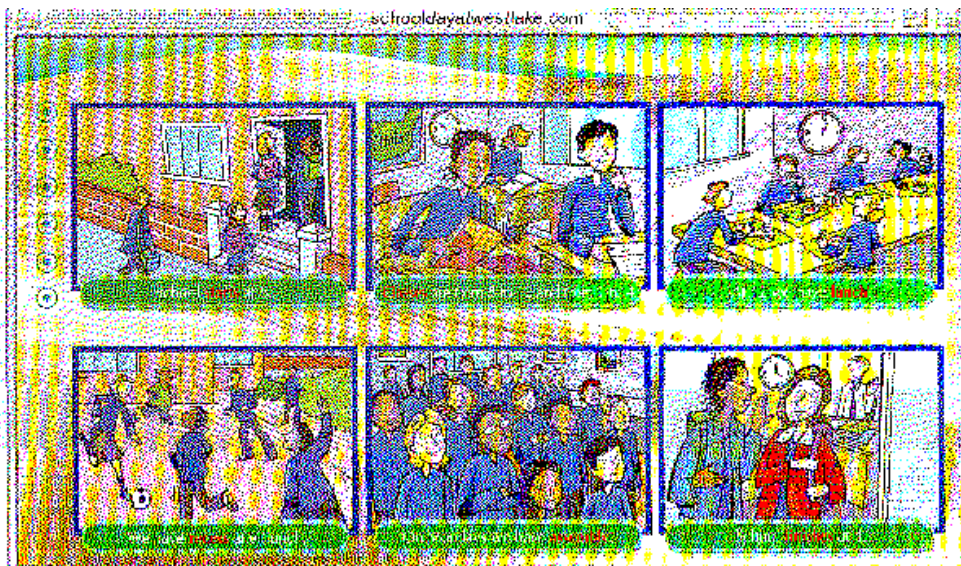
Notes	Singular	Plural
Most plural nouns end in -s	friend students teacher	friends students teachers
Nouns ending with consonant + y change to -ies.	city family party	cities families parties
Nouns ending with vowel + y add -s only	boy key play	boys keys plays
Nouns ending with ch, sh, s, and x add -es	church dish kiss box	churches dishes kisses boxes
Nouns ending with consonant + o add -es	potato tomato	potatoes tomatoes
Noun ending with vowel + o add -s only	radio zoo	radios zoos
Nouns ending with f or fe change to -ves	shelf wife	shelves wives
Some irregular nouns	person child man woman foot	people children men women feet



**A. Look at the list below and change these in plural form:**

<i>SINGULAR</i>	<i>PLURAL</i>
Teacher	Teachers
Student	
Secretary	
Headteacher	
Inspector	
Janitor	
Librarian	

**B. Look, read and answer these questions using we / our.**



1. What time does school start?  
***Our school starts at 7 o'clock.***
2. When do we have civic moment?  
\_\_\_\_\_
3. When do we have the break?  
\_\_\_\_\_
4. What time does school finish?  
\_\_\_\_\_
5. When do we have break?  
\_\_\_\_\_



**C. Look at the pictures again and answers these questions.**

1. How many students are in the civic moment?

*There are eighteen students in the civic moment.*

2. How many teachers are there?

\_\_\_\_\_

3. How many students are in the recess?

\_\_\_\_\_

4. How many classrooms are there?

\_\_\_\_\_

**VOCABULARY****A. Match the objects (1-8) with the places (a-h).**

- a. Library
- b. Computer room
- c. Bar
- d. Playground
- e. Classrooms
- f. Head teacher
- g. Basketball court
- h. Administration office



1



2



4



6



8

3



5



7

**B. Look at the pictures of the before task. Then write the sentences using (there is / there are)**

Example

1. *There is a library.*

- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_

**READING AND WRITING**

**A. Read about the school staff. And complete the text, choose from the box.**

**"ELOY ALFARO" School Staff.**

**Headteacher**  
Julio

**Secretary**  
Mariana

**Inspector**  
Andrés

**Librarian**  
Mario

**Teachers**  
English, Computation, Sciences.

**Students**  
About 250

**Janitor**  
Ricardo

Many / We / many / Our / There are

**OUR SCHOOL**

We go to **Eloy Alfaro** school . It is in Machala, it is big and great. There is a \_\_\_\_\_ his name is \_\_\_\_\_.

The Secretary is \_\_\_\_\_.

\_\_\_\_\_ is the Inspector.

\_\_\_\_\_ Janitor is \_\_\_\_\_.

\_\_\_\_\_ have a librarian, he is \_\_\_\_\_.

Besides \_\_\_\_\_

\_\_\_\_\_ teachers. We are \_\_\_\_\_ students.

**B. Write the words in the correct order to make questions.**

- name / What / school's / our / is / ?  
**What is our school's name?**
- many / are / how / students / there / ?  
\_\_\_\_\_
- subjects / there / are / how / many / ?  
\_\_\_\_\_
- our / is / Headteacher / Who / ?  
\_\_\_\_\_
- there / many / How / Teachers / are / ?  
\_\_\_\_\_



# People

## GRAMMAR



**LANGUAGE SUMMARY:** DESCRIBING PEOPLE'S PHYSICAL APPEARANCE.

**Form:**

He / She	's (is)	tall. slim.	
His / Her	eyes	are	blue. green.
	hair	is	short. brown.
I	have	black hair.  brown eyes.	
He / She	has		

### HAVE / TO-BE

The verb <b>have</b> shows possessions.	
Lisa <i>has</i> green eyes.	You <i>have</i> long brown hair.
The verb <b>be</b> describes.	
Lisa's eyes <i>are</i> green	Your hair <i>is</i> long brown.

### LIKE

Use <b>like + ing</b> to say that We "enjoy" something	E.g. I like going to the park.
---	-----------------------------------

**A. Write a brief description of each of these people.**

1 He's small and slim. He has short gray hair and green eyes.

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

**B. Complete the sentences with is / has.**

1. She is tall and heavy.
2. She \_\_\_\_ brown hair.
3. Carlos \_\_\_\_ black hair and green eyes.
4. Matilde \_\_\_\_ tall and average weight.
5. Jorge \_\_\_\_ heavy and average height.
6. I \_\_\_\_ brown hair and blue eyes.



**C. Look at the pictures and write sentences using the verb like + ing.**



1 Sandra likes cooking in  
the restaurant.



2 Marcos and Susi \_\_\_\_\_  
\_\_\_\_\_



3 Rose \_\_\_\_\_  
\_\_\_\_\_



4 Mary \_\_\_\_\_  
\_\_\_\_\_



5 Tony and Sandy \_\_\_\_\_  
\_\_\_\_\_



**VOCABULARY**

**A. Match the description with the correct photographs.**

1 He`s very tall and slim. He has long brown hair.

2 He has short straight hair.

3 She is short and slim. She has blond hair.

4 She is short her hair is long and curly.

5 She is tall and slim and her eyes are blue.



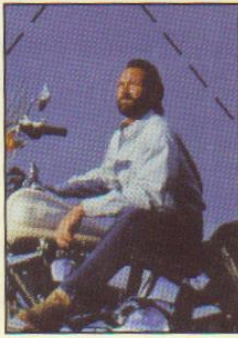


## READING AND WRITING


**A. Look at the advertisement from a newspaper and answer these questions.**

**Section F 14:  
Personals**

I'm 30 years old, tall and athletic. I have wavy brown hair and blue eyes. I think I'm good-looking! I love riding motorcycles and going to the beach. If you're attractive, 25-30 and want to meet the right man, call Joe at 478-9263.



Single 25-year-old woman seeks man 25-40 who likes music, reading and good restaurants. You have to be sociable and fun, but appearance isn't important. (I'm short and a little fat - not very attractive, but really friendly!) Call Janet, 892-0476.



1. Who's he ?

**He's Joe.**

2. What colour is his hair?

\_\_\_\_\_

3. What colour are his eyes?

\_\_\_\_\_

4. What else do you know about him?

\_\_\_\_\_

1. Who's she?

**She's Janet.**

2. What does she like?

\_\_\_\_\_

3. How is her appearance?

\_\_\_\_\_

4. How old is she?

\_\_\_\_\_

**B. Write a short description of a famous person that you prefer.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**STICK  
PHOTO**



# My Day

## GRAMMAR



**Present simple:** third person 's'.

Rule	Word	Verb	-es
For words ending in -ch, -sh, -s, -x, -z, and sometimes -o, and -es. Write es to form its plural	Church	Wash	Churches Washes Classes Fixes
	Class	fix	Quizzes Zeroes Dynamos Monarchs radios
Exceptions:	Quiz Zero Dynamo Monarch radio		

Form	Verb	E.g.
He / She	<b>Wash</b>	She <b>washes</b> her clothes at weekends.
it	<b>Go (es)</b> <b>watch</b>	He <b>goes</b> to the mall. The dog <b>watches</b> his owner.

**Prepositions:** means of Transport **by** , **on**.

Form	Verb	Complement	E.g.
He	Goes	By car	He goes to school by car.
She	Walks	On foot	She walks to school on foot.
She	Goes	On a horse	She goes to park on a horse.
He	Goes	By bus	He goes to job by bus.
She	Goes	By taxi	She goes to university by taxi.
She	Goes	By plane	She goes to Spain by plane.



**A. Look at the pictures and choose the verbs in the box to complete the routines.**

Get up      go      by      have      leave      get



1. What time does she get up?  
She gets up at 6 o'clock..



2. What time does she have breakfast?  
\_\_\_\_\_



3. What time does he leave home?  
\_\_\_\_\_



4. How does she go to school?  
\_\_\_\_\_



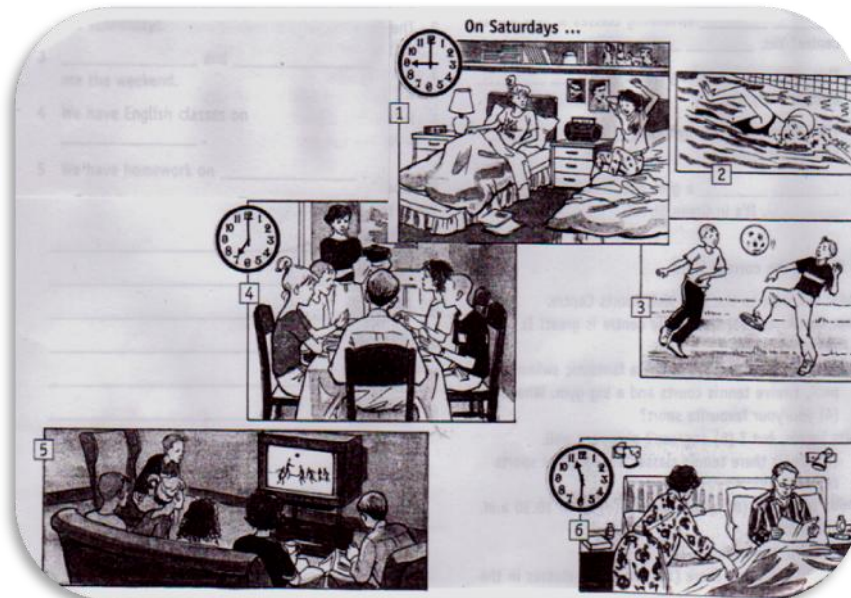
5. What time does she start school?  
\_\_\_\_\_



6. What time does she get home?  
\_\_\_\_\_



**B. Look at the pictures of the Ramirez family bellow. Use them to complete the sentences 1 to 6.**



1. My sister and I / at nine o'clock.  
***My sister and I get up at nine o'clock.***
2. I / in the morning.  
\_\_\_\_\_
3. My brother / in the afternoon.  
\_\_\_\_\_
4. We / at seven o'clock.  
\_\_\_\_\_
5. We / in the evening.  
\_\_\_\_\_
6. My parent / at eleven thirty.  
\_\_\_\_\_

**C. Complete the sentences with by, on, at or in.**

1. My mum goes to work on foot.
2. Is your brother \_\_\_\_\_ home?
3. She is sitting \_\_\_\_\_ a coach.
4. Do you go to school \_\_\_\_\_ bus?
5. The students are \_\_\_\_\_ the playground.
6. I don't like going \_\_\_\_\_ train.
7. He gets up at nine o'clock \_\_\_\_\_ Saturdays.
8. She has breakfast late \_\_\_\_\_ weekends.
9. He gets up early \_\_\_\_\_ schooldays.
10. John leaves \_\_\_\_\_ two o'clock.

**VOCABULARY****A. Write the words in the box below the correct list.**

Breakfast	leaves	homework	get up
to school	starts	finish	lunch
playground	the shopping	washes	go

**Verbs****go****do****have**

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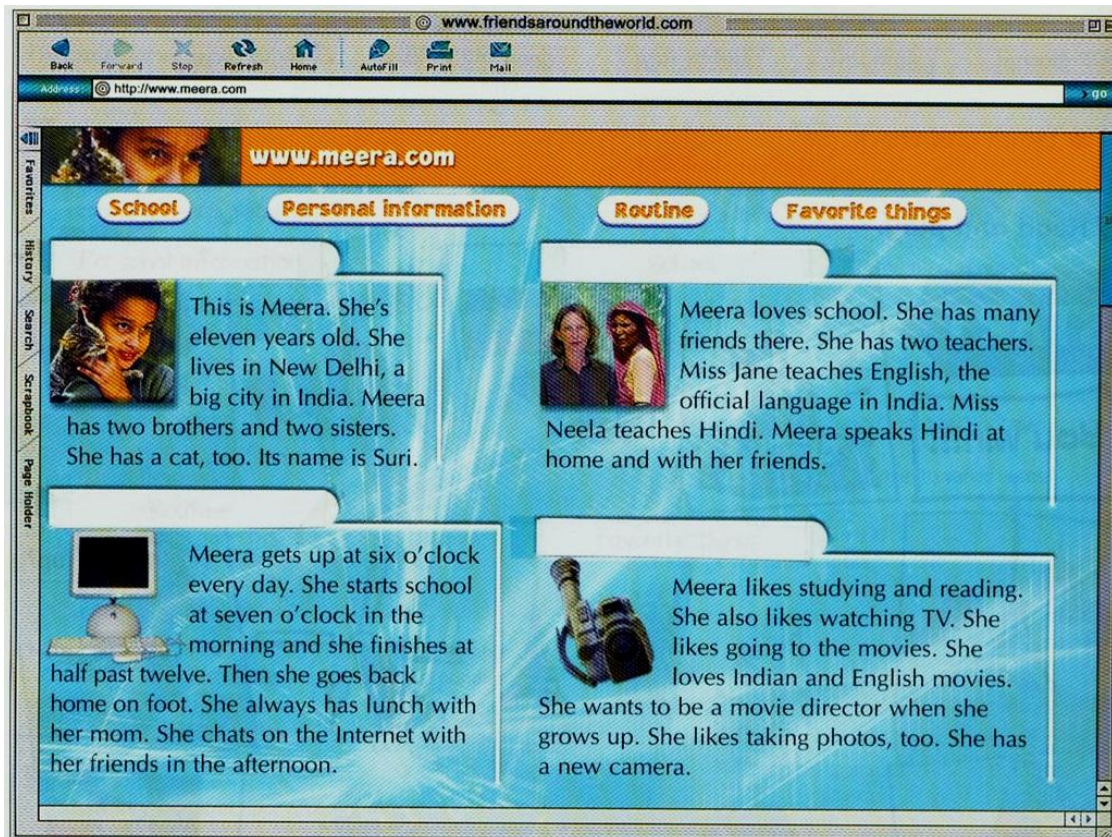
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**READING AND WRITING**

**A. Read the web page quickly then write the correct label for each paragraph.**



**B. Circle the letter to complete the sentences.**

1. The title of the web-page is "www. Meera.com" Another possible title is \_\_\_\_\_
  - a) Internet games
  - b) Meera information
  - ☒ c) friendsaroundtheworld.com
  
2. The main idea of paragraph A is \_\_\_\_\_
  - a) She's eleven years old
  - b) She has a cat
  - c) She lives in New Delhi.



3. **The main idea of paragraph B is** \_\_\_\_\_
- a) She starts school at seven o'clock in the morning and finishes at 2:30
  - b) She goes back home on foot.
  - c) She chats on the Internet with her friends in the afternoon.
4. **The main idea of paragraph C is** \_\_\_\_\_
- a) Meera speaks hindi at home and with her friends
  - b) She has two teachers
  - c) Meera loves school
5. **The main idea of paragraph D is** \_\_\_\_\_
- a) She loves Indian and English movies
  - b) She likes going to the movies
  - c) She wants to be a movie Director when she grows up.

**C. Write a journal entry about your everyday activities. Use simple present tense.**

*I get up at six o'clock.* \_\_\_\_\_

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# My town & people of Ecuador

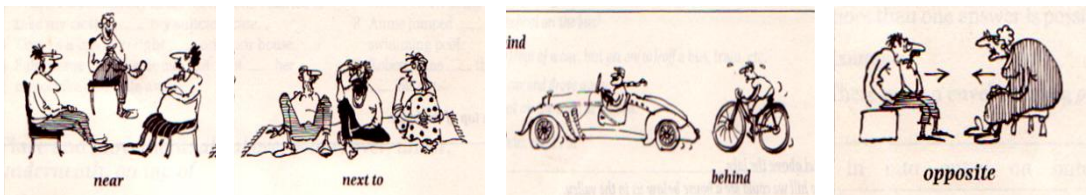
## GRAMMAR



### It versus There

	EXAMPLES	NOTES
It	It's summer. It's hot. It has a big park. It's raining.	It's used with time, weather, expressions replace nouns.
There	There are people at the park. There is a restaurant nearby. There are hotels.	There is used to show that something exist in a place.

### Prepositions: near- next to- behind- opposite

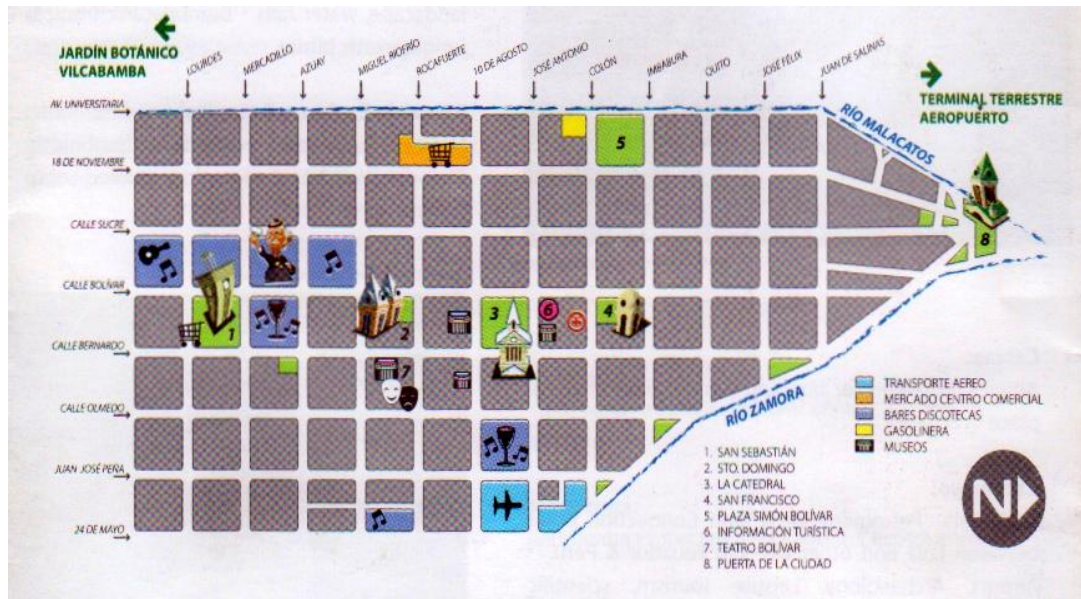


### Use of A lot (of) – A few – A little – Not much

EXAMPLES		NOTES
Count Nouns	Non Count Nouns	
Ecuador has a lot of Countries.	Ecuador has a lot of indigenous people.	Use a lot of with both count and non-count nouns.
Does he have a lot? He doesn't have a lot.	Does he have a lot? He doesn't have a lot.	Use a lot without a noun.
My town has a few restaurants.		Use a few statements with plural count nouns.
	I have a little change. I don't have much money.	Use a little and not much in statements with non-count nouns.



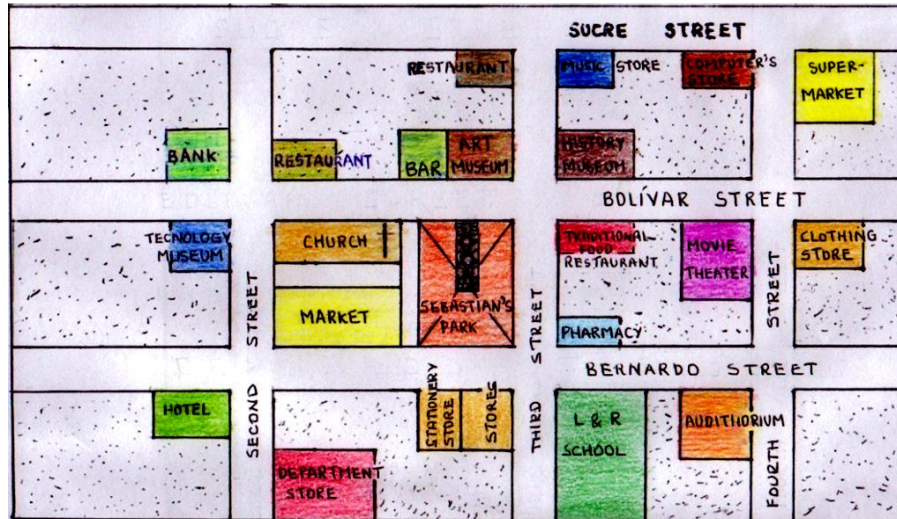
A. Look at the Loja's City map and complete the text below using *it* or *there*.



**It's** May and \_\_\_\_ (1) hot. \_\_\_\_ (2) are a lot of people in Loja. \_\_\_\_ (3) is a very interesting city. In the center of the city \_\_\_\_ (4) is a church. People call \_\_\_\_ (5) the Cathedral. Around the cathedral \_\_\_\_ (6) are museums and tourist information. In the center of the park \_\_\_\_ (7) is a little structure \_\_\_\_ (8) is the Christopher Columbus monuments. Walking towards downtown \_\_\_\_ (9) are another churches such as Santo Domingo and Sebastian, \_\_\_\_ (10) is colonial. Besides \_\_\_\_ (11) are many bars and discotheques. Also \_\_\_\_ (12) is an office of air transportation. Walking to the North \_\_\_\_ (13) is the Door of the City \_\_\_\_ (14) is Beautiful and \_\_\_\_ (15) is an exposition saloon.



B. Look at the picture and write true sentences with the prepositions: *near* / *next to* / *behind* / *opposite*.



1. The bar / Art museum  
The bar is next to the Art Museum.
2. The church / Market  
\_\_\_\_\_
3. The Traditional Food Restaurant / Movie Theatre  
\_\_\_\_\_
4. The Technology Museum / Church  
\_\_\_\_\_
5. The L & R School / Pharmacy  
\_\_\_\_\_
6. The Sebastian's Park / Market  
\_\_\_\_\_
7. The Music store / Computer's store  
\_\_\_\_\_

C. Fill in the blanks with the words in the box to complete the text below.

a few / a lot of / a little / a / an / the / a lot of / a little

Alonso's town is in the highland region. It is big. It has a (1) square called Sebastian. There are \_\_\_\_\_ (2) museums, \_\_\_\_\_ (3) stores, \_\_\_\_\_ (4) school, \_\_\_\_\_ (5) restaurants. Moreover there are \_\_\_\_\_ (6) movie theatres, \_\_\_\_\_ (7) art museum that is next to the bar, \_\_\_\_\_ (8) auditorium that is on the corner and there are \_\_\_\_\_ (9) markets.



We are usually very quiet.

Usually the people of Galapagos Islands are friendly and very patient. They have a lot of tourists because of the diversity of animal species, Moreover they play the guitar. People eat fish, rice and oranges.





- 1 The Coast people are very patient ( F )  
**No, they aren't. They are very lively and friendly.**
- 2 At the highlands women are generally quiet. ( )  
\_\_\_\_\_
- 3 The flute and drums are instruments of the Coast region. ( )  
\_\_\_\_\_
- 4 Galapagos Islands have a little tourism. ( )  
\_\_\_\_\_
- 5 The Amazonian people eat fish, plantain and yucca. ( )  
\_\_\_\_\_
- 6 The highland people play the accordion, marimba and drums. ( )  
\_\_\_\_\_



## VOCABULARY

**A. Choose an adjective according the picture from the list. Then write the descriptions.**

	<p>Beauty</p> <p>Big</p> <p>Small</p> <p>Beautiful</p> <p>Inexpensive</p> <p>Quiet</p>	<p>1. <u>Small school</u></p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p>
	<p>Lively</p> <p>Friendly</p> <p>Great</p> <p>Boring</p> <p>Expensive</p> <p>Ugly</p>	<p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p>



**B. Cut, the clothing, musical instruments and food of the regions of Ecuador**



blouse



potatoes



flute



t-shirt



fish



accordion



gloves



yucca



shorts



maracas



Watermelon



coat



guitar



sweater



sandals



sea food



poncho



banana



suit



pork



coconut



bongoes



plantain



scarf



drums



corn



marimba



dress



trunks



**C. Classify and stick the clothes, musical instruments and food of the region's cultures of Ecuador.**

COAST REGION	HIGHLAND REGION	AMAZONIAN REGION



**A. Complete the text according your information. Notice the given clues.**

\_\_\_\_\_ (city/country) has a park in the center of the town. It is \_\_\_\_\_ (next to/far/behind) the bus station and there is a church \_\_\_\_\_ (opposite/behind/next to) the Health Center. There are \_\_\_\_\_ (a lot of/a few/a little) restaurants, \_\_\_\_\_ bars and hotels. There are \_\_\_\_\_ (a few/a lot/a lot of) stores, these are good and \_\_\_\_\_ (cheap/expensive). Here people wear \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ .(pants/shirt/hat/sweater/coat/shoes/sandals) They are \_\_\_\_\_ (generally/usually) \_\_\_\_\_.(patient/quiet) Also they play the \_\_\_\_\_ , \_\_\_\_\_ (guitar/marimba/bongoes/flute) and they eat \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ .(corn/potatoes/fish/pork/chicken/plantain)





**A. Answer these questions with the expressions and pronouns in the box.**

<b>Yes, I do</b> I hate..... I like.... a lot <b>No, I don't</b> I don't like.... very much	<b>Object pronoun</b> it them
---	-------------------------------------

- |  |                                       |
|--|---------------------------------------|
| 1. Do you like carrots?<br><u><b>Yes, I do. I like it a lot.</b></u> | 6. Do you like cheese?<br>_____       |
| 2. Do you like wheat?<br>_____                                       | 7. Does Paul like tuna fish?<br>_____ |
| 3. Does your sister like onions?<br>_____                            | 8. Do you like yucca?<br>_____        |
| 4. Does your mother like pork?<br>_____                              | 9. Does Karen like potatoes?<br>_____ |
| 5. Do you like butter?<br>_____                                      | 10. Do you like chicken?<br>_____     |

**B. Write sentences with your likes and dislikes. Use like/don't like & But.**

- bananas ( ) / tomatoes (x)  
**I like bananas but I don't like tomatoes.**
- oranges ( ) / lemons ( )  
\_\_\_\_\_
- avocado ( ) / papaya ( )  
\_\_\_\_\_
- rice ( ) / wheat ( )  
\_\_\_\_\_
- pineapple ( ) / corn ( )  
\_\_\_\_\_
- onions ( ) / yucca ( )  
\_\_\_\_\_
- milk ( ) / butter ( )  
\_\_\_\_\_



**C. Write the correct adverb of frequency and change the words in parentheses to object pronouns.**

Form	Subject + adverb + verb
<div><div>↑</div><div>100 % <b>always</b> 90 % <b>usually/ generally</b> 75 % <b>often</b> 50% <b>sometimes</b> 19 % <b>seldom / rarely</b> 0 % <b>never</b></div></div>	<div><div><div>I You We They</div><div>Mary Santos Jose</div></div><div><div>}</div><div>}</div></div><div><div><b>always</b> eat vegetables.</div><div><b>never</b> eat fruits.</div></div></div>

1. Ana always brushes her teeth. She brushes (teeth) them every day.
2. I \_\_\_\_\_ eat vegetables. I hate (vegetables) \_\_\_\_\_.
3. She \_\_\_\_\_ cook seafood. She likes (sells) \_\_\_\_\_.
4. Ecuador has a lot of fruits. I \_\_\_\_\_ eat (pineapples) \_\_\_\_\_.
5. Every day I drink water. I \_\_\_\_\_ drink (juice) \_\_\_\_\_.
6. We \_\_\_\_\_ eat fast food. I hate (hamburgers) \_\_\_\_\_.
7. Milk and cereals have minerals. I \_\_\_\_\_ eat (cereals) \_\_\_\_\_.
8. Every Sunday I eat in the street. I always eat (sandwich) \_\_\_\_\_.
9. Merry and John always smoke. I hate (cigarette) \_\_\_\_\_.
10. I \_\_\_\_\_ have three meals a day. I love (lunch) \_\_\_\_\_.
11. We \_\_\_\_\_ have bread and sugar. I like (carbohydrates) \_\_\_\_\_.
12. She \_\_\_\_\_ has a lot vitamin. She \_\_\_\_\_ likes (fish) \_\_\_\_\_.



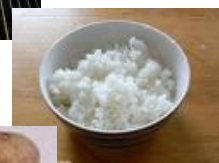
**VOCABULARY**

**A. Look and match what food, fruits and vegetables are carbohydrates, minerals and proteins.**

**CARBOHYDRATES**

**MINERALS**

**PROTEINS**



**B. Read and circle the letters of your answers.**

1. Do you eat food with sugar such as candy, doughnuts and ice cream?

- a. never                      b. usually                      c. always

2. Do you eat good breakfast every day?

- a. always                      b. no                      c. Never

3. Do you eat fruits and vegetables every day?

- a. 1 or 2                      b. always                      c. No

4. Does your father smoke?

- a. never  
b. 1 – cigarettes every day  
c. always

5. Do you drink water?

- a. 1 – 2 cups or glasses every day  
b. 3 – 10 cups or glasses every day

6. Do you sleep 7 – 8 hours every night?

- a. always                      b. no                      c. Never

7. Do you eat eggs?

- a. 2-3 times every day  
b. every day  
c. never

8. Do you exercise (run, swim and play any sport)

- a. 1 time every week  
b. always  
c. never

9. Do you brush your teeth after you eat?

- a. always                      b. never                      c. Sometimes

10. Do you wash your hands before you eat?

- a. never                      b. always                      c. Usually

**READING AND WRITING****A. Look at the pictures and answer these questions.**

Where are these people?

What are they eating?

**What Are People eating?**

Nowadays Ecuadorian people are changing their eating habits, they don't know about the importance of health. It is common to see in the cities that people usually eat fast food in restaurants, or at the city main streets you can find many of these menus, though they consider this give energy. Besides they always prefer to drink soda and energy drinks. However people these days want to be slender, not fat, so that they spend a lot of money to lose weight but they usually gain it back again. In contrast in the small towns people prefer to eat fruits, vegetables and meat, because these have a lot of proteins, vitamins and minerals. Those help them to grow and get strength for their bodies.

**B. Circle the number of the main idea of what are people eating.**

1. The small towns eat lots of fruits and vegetables.
2. Ecuadorian people are changing their eating habits.
3. People these days want to be slender.
4. People always eat fast food in restaurants.

**C. Write information about your favourite food in your town.**

1. My name is .....
2. I live in .....
3. I like to eat .....
4. I like to drink .....
5. I don't like .....
6. I hate .....

**D. Now write a draft of your favorite food. Using the before ideas**

*Hello!*

*I am ..... I live in .....*

*Here people generally eat.....*

.....

.....

.....

.....

.....



# Travelling in my Country

## GRAMMAR



If the subject is ambiguous or unknown, **it** is generally used. Eg.  
It is sunny.  
It is raining.

### Can / Can't

Expressing Present Abilities Can and Can't (Can not)			
FORM	Subject + can + verb	Subject + can't (can not + verb)	
AFFIRMATIVE		NEGATIVE	NOTES
I You He She It We They	can go to Guayaquil.	I You He She It We They	Can and can't (cannot) are used to tell about abilities. The simple form of a verb always follows can, can't and other modal auxiliaries verb.

### Should / shouldn't

AFFIRMATIVE	NEGATIVE	NOTES
Subject + should + verb	Subject + shouldn't + verb	
You He She It We They	You He She It We They	Use should and shouldn't (should not) to give obligation. The simple form of a verb follows should and other modal auxiliaries.

### Language Assistant.

**Want** is followed by an infinitive verb.

**Want + to + verb**

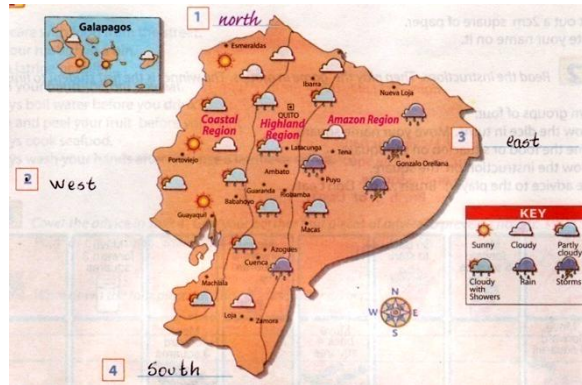
e.g.

I want to play with my friends.

She wants to learn English.



- A. Look at the map and order the words to make questions and answers them.



1. are / the / Galapagos Islands / Where / ?  
Where are the "Galápagos" Islands?  
They are in the Pacific Ocean.
2. sunny / it / Where / is / ?  
\_\_\_\_\_
3. Amazon region / to / south / Is / the / of / Ecuador / the / ?  
\_\_\_\_\_
4. are / storms / there / Where / ?  
\_\_\_\_\_
5. Where / is / very / hot / place / summer / a / in / the / ?  
\_\_\_\_\_
6. cloudy / Where / is / it / ?  
\_\_\_\_\_
7. is / very / Where / place / wet / a / there / ?  
\_\_\_\_\_
8. is / it / cloudy / showers / with / Where / ?  
\_\_\_\_\_



**B. Complete the text with the correct modal verbs. Use can, can't, should, shouldn't.**



**"San Pablo Lake"**

It is an attraction in Imbabura. It is the largest lake in the province. Here indigenous people fish early in the morning in their canoes and boats. You (1) can spend a weekend or a day full of entertainment around the lake. You (2) \_\_\_\_\_ also take a boat ride around it, but you (3) \_\_\_\_\_ swim in the lake because it is deep and it (4) \_\_\_\_\_ be cold. You (5) \_\_\_\_\_ wear coat, hat and gloves. Moreover you (6) \_\_\_\_\_ rest in some hostelry of this place but you (7) \_\_\_\_\_ throw rubbish away near the lake. So that you (8) \_\_\_\_\_ visit this tourist attraction of Ecuador.

**C. Look at the pictures. Write sentences using: want + to + verb. Use the verbs in brackets ( ) and write and advice for each place. Use the modal verb.**



1. I want to go to "Montañita" (go)  
You should not throw rubbish.

2. I \_\_\_\_\_ in "Ballenita". (Go surfing)  
You can \_\_\_\_\_



3. She \_\_\_\_\_ "Las Peñas" neighborhood. (Know)  
You should \_\_\_\_\_

4. He \_\_\_\_\_ along the Malecón. (Walk)  
You should not \_\_\_\_\_





5. She \_\_\_\_\_ the Galapagos Islands. (Visit)  
*You should* \_\_\_\_\_

6. He \_\_\_\_\_ a picnic at the "Podocarpus"  
 National Park. (Have)  
*You should not* \_\_\_\_\_



### D. Look at the pictures again and answer these questions.

- How long is the Malecón? (2.5 km.)  
*It's 2.5 kilometers waterfront.*
- How can I get to the Galapagos Islands. (plane)  
 \_\_\_\_\_
- How long does it take to Ballenita? ( 10 hours)  
 \_\_\_\_\_
- How can I get to the "Podocarpus" ? ( bus / car )  
 \_\_\_\_\_
- How much does it cost a tour to Cotopaxi? ( cheap / expensive )  
 \_\_\_\_\_
- Can I take a train to go Malecon? ( car / bus)  
 \_\_\_\_\_

### E. Write the past simple of irregular verbs and complete the e- mail with them.

Present	Past
Be	<u>was</u>
Get	_____
Go	_____
Take	_____
Have	_____
Buy	_____
Sing	_____
Run	_____

Weekend - Mensaje

Archivo Edición Ver Insertar Formato Herramientas Redacción ?

Mensaje Opciones

Para... Joe

CC... Maria

Asunto: Weekend

Hi Joe!

How are you? How (1) was your weekend?

My weekend (2) \_\_\_\_\_ very busy. On Friday I (3) \_\_\_\_\_ to a fantastic concert!, on Saturday I (4) \_\_\_\_\_ early morning and I (5) \_\_\_\_\_ breakfast with my parents. Then I (6) \_\_\_\_\_ shopping and (7) \_\_\_\_\_ a lot of things, at the afternoon I (8) \_\_\_\_\_ a good movie. On Sunday I (9) \_\_\_\_\_ in the park with friends.



## VOCABULARY

A. Look at some animals of the Galapagos Islands and write the names of each one.

Pengüin  
dolphin  
sea lion

land iguana  
giant tortoise  
marine tortoise

blue footed boobie  
frigate  
red footed boobie



(1) Giant tortoise



(2) \_\_\_\_\_



(3) \_\_\_\_\_



(4) \_\_\_\_\_



(5) \_\_\_\_\_



(6) \_\_\_\_\_



(7) \_\_\_\_\_











(8) \_\_\_\_\_



(9) \_\_\_\_\_



**B. Match the pictures (1-8) with the words (a-g)**

1		a	car
2		b	bus
3		c	canoe
4		ch	boat
5		d	bike
6		e	truck
7		f	plane
8		g	horse

**READING AND WRITING****A. Match the pictures with the different descriptions of some tourists' places.**

(1) It's a hot, sunny day. Here you can walk around the park and you can visit the zoo that it is an interesting attractive because you can see some animals and it has the best weather For elderly people.

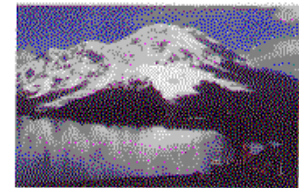


MALECON 2000

(2) For snow lovers! Ski on one of the highest mountain of south America. It is beautiful you can climb until the base and you should prepare clothes for snow.



(3) Find entertainment culture and nature on this 2.5 km waterfront walk it includes, monuments, restaurants, bars, museum, garden, etc.



CHIMBORAZO

**B. Now answer the following questions**

1. Which tour was expensive for you?

**Tour 3 is the most expensive**

2. Which tour was the longest?

\_\_\_\_\_

3. Which tour was dangerous?

\_\_\_\_\_

4. Which tour was interesting?

\_\_\_\_\_

5. Which tour was the best?

\_\_\_\_\_



**C. Imagine you had a trip in these places or in another place  
write a brief draft about:**

**How did you spend the vacations?**

Last summer I went to Galapagos Islands with my family. We went there by  
plane.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

## TEACHER'S SOLUTIONS



**UNIT 1 GREETINGS AND INTRODUCTIONS****GRAMMAR TIP**

Explain the students how to make questions in English:

Example:

**What's your name?**

**Where do you live?**

Use **a** or **an** with a singular noun.

Use **a** before a consonant sound.

Use **an** before a vowel sound.

**A. ORDERING AND ANSWERING**

Ask the students to read the instruction and try to understand what they have to do. You can help with the first example. Check the students' answers.

**KEY**

1. *What is your name?*  
*My name is .....*
2. *Where do you live?*  
*I live in .....*
3. *How old are you?*  
*I am 11 years old.*
4. *What do you do?*  
*I am a Student.*
5. *How is your school?*  
*My school is big and beautiful.*

**B. READING AND CIRCLING**

Encourage students to read the dialogue and they try to recognize the correct forms of the verb to-be. Help them if necessary, demonstrate the task with an example.

**KEY**

**Angye:** Hello. (1) *I'm* Angye. What's (2) *your* name ?

**Mary:** (3) *My* name's Mary. (4) Where are *you* from ?

**Angye:** (5) *I'm* from USA. And you ?

**Mary:** (6) *I'm* from Spain.

**C. FILLING GAPS**

Tell the students to read the task instruction and check understanding. Then explain them the task with an example done.

**KEY**

1. **an**

2. **a**

3. **a**

4. **a**

5. **a**

6. **a**

7. **an**

8. **a**

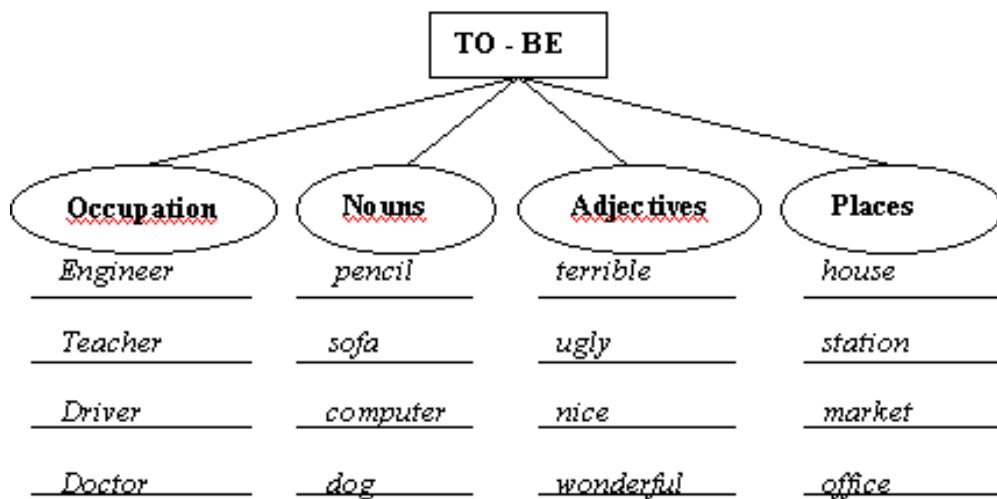


## VOCABULARY

## A. COMPLETING

Ask students to read the task instruction, and try to understand what they have to do. After tell them an example of word in the right column.

## KEY



## B. READING AND CHOOSING

Focus the students attention on leave takings and explain them ticking the correct option for the first picture. Check the students work.

## KEY

- 1 c.-
- 2 b.-
- 3 a.-
- 4 c.-



## READING AND WRITING

## A. READING FOR SPECIFIC INFORMATION

Tell the students to pay attention to do the task. Check understanding, after invite them to read the letter, then answer the sentences.

## KEY

1. TRUE

2. FALSE

3. TRUE

4. TRUE

To: Rosse Moncayo  
From: Miriam Cordova  
Subject: classmate

Hi Rosse,

My name's Miriam Cordova. I'm your new classmate. I'm from Cuenca-Ecuador.

My favourite film star is from Ecuador. His name's Martin Calle and he's an actor my favourite pop star is Ricky Martin he's a singer.

He's from Puerto Rico. My favourite sport star isn't russian. He's from Ecuador. His name's Nicolas Lapentti.

My favourite music is Salsa.

What's your favourite music? Who's your favourite pop star? Is he/she from Ecuador?

Write soon  
Miriam.



## B. READING AND CORRECTING

Encourage students to read the task instruction. Then invite them to read the letter again and then to practice writing with capital letters for proper names. Then help them writing the introduction of the letter as shown below. Say them to use the apostrophes.

## KEY

See the model example on task A.

To: Rosse Moncayo  
From: Miriam Cordova  
Subject: Classmate

Hi Rosse,

**C. WRITING**

Ask students to read the task instruction and help them if necessary, after tell them to write their own letters using the model learned. They use capital letters and punctuation. Check students work.

**KEY**

Answers with their personal information.

**UNIT 2****NUMBERS AND TIMES****GRAMMAR TIPS**

Use the verb to-be, to ask and tell the time “ Remember that the verb always is singular.

E.g. What time is it? It is seven o'clock.

**TO-BE:** am, is, are

We use a **possessive adjective** before a noun to say who the noun belong to.

E.g. I can not find **my** keys.

Sally bought **her** bike last year.

**SIMPLE PRESENT TENSE**

The simple present has the same form as the infinitive but adds an (s) for the third person singular.

E.g. I work in a company, She works in a company.

**A. READING AND SELECTING**

Invite the students to read the task instruction and explain them the use of the possessive adjective so they can do it correctly. Help them if necessary. Check the students' work.

**KEY**

Example: (I/me/my) pencil is broken.

1. *my*
2. *my*
3. *her*
4. *our*
5. *his*
6. *her*
7. *his*
8. *your*
9. *their*
10. *our*

**B. FILLING GAPS.**

Tell the students to read carefully the task instruction. Emphasize in the use of the possessive adjectives. After invite them to complete the short text.

**KEY**

1. *My name's Juan Cueva.*
2. *my*
3. *am*
4. *my*
5. *am*
6. *is*
7. *her*
8. *her*
9. *her*
10. *her*

- a) *it is seven fifteen.*
- b) *It is nine thirty.*
- c) *It is twelve thirty.*

**C. LOOKING AND WRITING QUESTIONS**

Ask the students to read the task instruction and try to understand what they have to do. Then instruct them to look and write according the example done in the task. Help them if necessary.

**KEY**

My name's Mario. I'm 16. I'm from Guayaquil.

My mother is Rosa. She is 35 years old.

My father is José. He is 40 years old.

My brothers are July and Henry. They are teenagers.

**VOCABULARY****A. WRITING**

Explain the students the task. Use the example to complete the crossword. Check their work.

**KEY****Across**

- 1      *seven*
- 5      *nine*
- 6      *eighteen*
- 7      *eighty*
- 8      *forty*
- 9      *fifteen*

**Down**

- 2      *ninety-three*
- 3      *twenty*
- 4      *eleven*

**B. COLOR BY NUMBER**

Tell your students to see the picture. They paint the picture with colors according to the numbers.

*READING AND WRITING***A. READING AND PUTTING PUNCTUATION MARKS.**

Tell the students to read the task instruction and check understanding, after encourage them to read the letter to try to put in the mentioned punctuation marks to practice writing. Help if necessary and check the work.

**KEY****My Schedule****By: Gyna Smith**

Hi!

I'm Gyna Smith. I'm from Quito. I'm twenty years old. This is my schedule. I start with my schedule at seven fifteen because it's very busy. I work at eight fifteen in a company, I prepare a meeting every five days of week because it's very important for all. and it's the best company of my city, I love my job. I finish at four o'clock.

**B. MULTIPLE CHOICE.**

Ask the students to read instruction, after ask them to tick the correct answers according to the events and check the students' work.

**KEY**

1. 6:30
2. 8:15
3. 1:00

**UNIT 3      FAMILIES****GRAMMAR TIP**

We use **possessive** to add 's to a noun to indicate possession.

Example: **Angela is Tania's mother** (Angela is the mother of Tania )

We use have/ has to talk about action in a number of expression

Example: I have breakfast/ lunch / dinner / a meal / a drink / a cup of tea.

have a bath / a shower / a wash / a shave / a sleep / a rest, etc.

have a swim / a walk / a game of tennis / a game of football, etc.

have a holiday / a day off work / a party / a good time, a bad time, etc.

have a conversation / a talk / a chat / a fight, etc.

**A. WRITING**

Tell the students to read the task instruction and try to understand what they have to do, after explain them the task with the example done. Help if necessary.

**KEY:**

*Example: George is David's brother.*

1. You are my daughter's teacher.
2. Peter is Rosa's father.
3. What is your mother's name?
4. Laura's favorite star is Antonio Banderas
5. What is your dad's job?

**B. STICKING AND WRITING**

Read the task instruction, check understanding, and after ask them to cut out the members of the family and stick in the correct place and invite them to write the sentences according to their families.

**C. FILLING GAPS**

Tell the students to read the task instruction and explain the task with an example. Check the students' work.

**KEY**

1. *do / work*
2. *is*
3. *have*
4. *has*
5. *has*
6. *works*
7. *loves*
8. *lives*
9. *loves*
10. *loves*

**VOCABULARY****A. SELECTING AND WRITING**

Ask the students to read the task instruction and check understanding, after say them to look the pictures and try to complete with the words in the box in the correct picture's column.

**KEY****MALE****Husband**

Son  
Grandfather  
Father  
brother  
uncle  
nephew  
grandson

**FEMALE****Wife**

daughter  
sister  
mother  
grandmother  
aunt  
niece  
granddaughter

**BOTH**

parents  
grandparents

**B. WRITING**

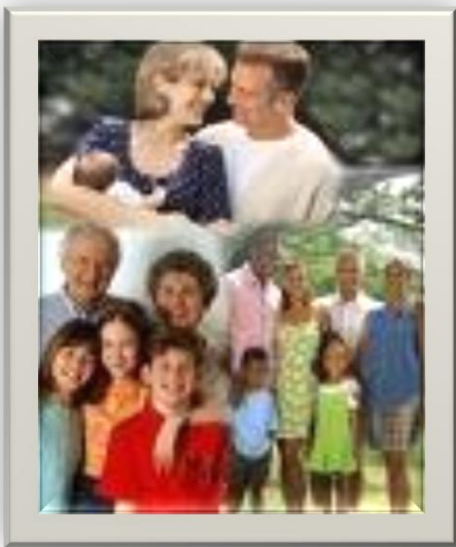
Tell the students to read the task instruction and check understanding, after invite them to think about the form of the correct words.

**KEY**

- 1 sister
- 2 niece
- 3 uncle
- 4 nephew
- 5 wife
- 6 son

**READING AND WRITING****A. READING AND WRITING PUNCTUATION**

Read the task instruction and check understanding. After say to students to read the letter and put the mentioned punctuation marks where it is necessary. Help them if it is necessary.

**KEY*****My Family by: Magy Cobos***

Our surname is Cobos, we are from Guayaquil, my mother's name is Angela she is thirty-five years old she is a secretary. Her parents' name are Pedro and Mercy my father's Steban. He is a lawyer and he's forty-three. They have a baby my sister's name is Enith and my brother's name is Julian. Enith is nine years old and Julian is eleven we live with our grandparents. I have two aunts, two uncles and two cousins they live in Manta my name's Magy. I am thirteen years old and I am a student. And this is my family.

**B. WRITING FOR SPECIFIC INFORMATION.**

Tell the students to read the task instruction. Then invite them to read the letter again and answer the questions about this. Check the students work.

**KEY**

1. *She is from Guayaquil.*
2. *She is thirteen years old*
3. *Angela is Magy's mother.*
4. *Julian is Magy's brother.*
5. *She's thirty five years old.*
6. *He's a lawyer.*

**UNIT 4****MY CLASSROOM****GRAMMAR TIP**

When we say that something exists, we normally begin the sentence with:

**there + be**

And put the subject after be. “**There is**” and “**There are**” quieren decir “**Hay**” en español. “There is” for singular and “There are” is for plural example:

There is a book. (Hay un libro)

There are books. (Hay libros)

The negative is “There is not” y “There are not” and its contradictions

There is not a book. - There isn't a book.

There are not books. - There aren't books.

**A. WRITING**

Tell students to read the task instruction and remember them the grammar about the use of there is / are to write the sentences according the things that they see. Help them if necessary with the two examples.

**KEY**

1. **There is** a board.
2. **There are** students.
3. **There is** a teacher.
4. **There are** desks.
5. **There is** a clock.
6. **There is** a window.
7. **There are** chairs.
8. **There is** a backpack.

**B. FILLING GAPS.**

Focus the students' attention on the task instruction. Notice them to fill the blanks with the correct affirmative and negative forms of there is / there are. Demonstrate the task giving examples. There aren't two teachers.

**KEY**

1. There aren't two teachers.
2. There isn't a stapler.
3. There isn't two boards.
4. There are desks.
5. There are students.
6. There are backpacks.
7. There isn't a bin in the class.
8. There aren't three windows.

**C. LOOKING FOR SPECIFIC INFORMATION.**

Read the task instruction to your students, after notice that they understand the task. Make the example on your own. My school class starts at seven o'clock. Monitor the student's work and help as much as necessary.

**KEY**

Answers may vary.

**VOCABULARY****A. MATCHING THE OBJECTS.**

Read the task instruction. Encourage the students to look at the picture and tell them to match the picture letter with the respective word, and they write it in the parentheses.

**KEY**

- |                    |                     |
|--------------------|---------------------|
| 1 ( h ) stapler    | 5 (d ) chalk        |
| 2 ( g ) dictionary | 6 ( <i>a</i> ) book |
| 3 ( c ) pen        | 7 ( b ) scissors    |
| 4 ( f ) ruler      | 8 (e ) Pencil case  |

**B. WRITING**

Tell the students to read the task instruction and say them to look at the pictures, after to write the correct words below them. Help if it is necessary.

**KEY**

- 1 Folder
- 2 Pencil sharpener
- 3 Board
- 4 Calculator
- 5 Paper
- 6 Map

**READING AND WRITING****A. READING AND IDENTIFYING PUNCTUATION**

Read the task instruction. After make students understand to do the task correctly. Explain with an example and check the work.

**KEY**

Lazo.	Great!,
8,	Texbook,
There are	Blue,
creem.	Pencil,
Green,	Green,
There are	Notebook,
There is	Red.
Bin.	Teacher's
Monday.	She's / she's
Math,	

**B. READING FOR SPECIFIC INFORMATION**

Ask the students to read the task instruction. After say them to read the text again to answer, put (T) or (F) according the sentences. Help if necessary.

**KEY**

- 1 ( F ) Sophie's classroom has 25 students.
- 2 ( F ) Sophie's classroom is number 4.
- 3 ( F ) Sophie's classroom is small.
- 4 ( T ) Sophie's favourite class is English.
- 5 ( F ) The english teacher is boring.

**UNIT 5      OCCUPATIONS****GRAMMAR TIP**

**Wh- Questions** allow a speaker to find out more information about topics. These are as follows:

**When, Where, Who, Why, How, What, Whose.**

The "grammar" used with **wh- questions** depends on whether the topic being asked about is the "subject" or "predicate" of a sentence. For the *subject* pattern, simply replace the person or thing being asked about with the appropriate wh-word e.g:

**(Someone has my baseball.)**

**Who has my baseball?**

In the present simple and past simple there is no auxiliary verb, so we use **do / does** in the present simple question and **did** in past simple questions e.g:

They start work.----- When **do they** start work?

She goes to school. ----- Where **does she** go to school?

He arrived. ----- When **did he** arrive?

Note that after do, does and did the verbs is always the infinitive without to e.g. start go, arrive.

**A. FILLING GAPS.**

Ask the Ss. to read the task instructions and try to understand what they have to do. Then invite them to use the correct words in order to make sentences.

**KEY**

A: works

B: does

A: doctor

B: he

A: lives

A: work

B: do

A: teacher

B: How / like

A: love

A: works

B: What

A: a

B: does

A: lives

**B. MAKIN UP QUESTIONS.**

Tell the students to read the task instruction, then ask them to practice the Wh-questions according to the sentences below. And demonstrate the task with the given example.

**KEY**

a.....**What does she do** .....

b.....**Where does she study**.....?

c.....**What does he do**.....?

d.....**Where does he work**.....?

**C. COMPLETING SENTENCES**

Ask the students to read the sentences, and try to explain them to write the right word according to the sentences. Help if it's necessary.

**KEY**

1 *A nurse*

2 *An Architect*

3 *A musician*

4 *A student*

5 *A secretary*

6 *An electrician*

**VOCABULARY****A. CUTTING AND STICKING.**

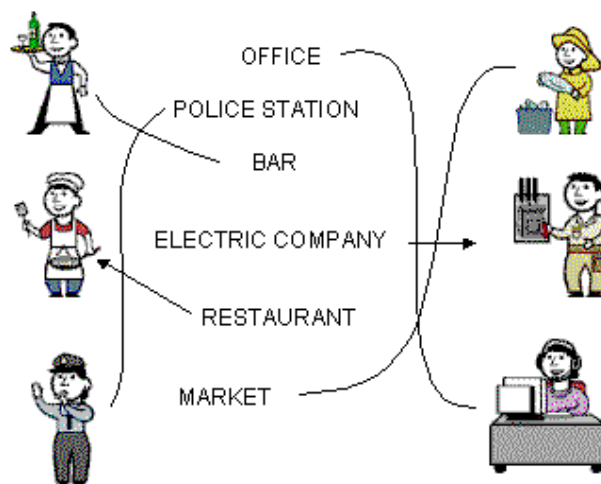
Invite the students to read the task instruction, after make sure that they understand what they have to do. Then ask them to complete the activity writing the sentences in each picture. Check the work.

**KEY**

1. He is a doctor
2. *He / she is a chef.*
3. *He / she is a lawyer.*
4. *He is a builder.*

**B. MATCHING**

Read the task instruction to your students. Then tell the students to look at the picture and remember the occupations pictures to match with the correct places.

**KEY**



## READING AND WRITING

### A. READING

Encourage to your students to read the task instruction and check understanding, after tell them to look at the pictures and read the letter. Then they try to circle the occupations that they find. Help them with the example.

#### KEY

Farmer, Barber, Electrician, Lawyer, Taxi driver,  
Receptionist, Tailor, Nurse, Students.

### B. READING AND WRITING SPECIFIC INFORMATION.

Tell the students to read the task instruction. Explain the task, make sure that they understand what they have to do with the example. Check the students work.

#### KEY

1. His name is **Gary.**
2. Where is Gary from? ***He is from Vilcabamba***
3. He is a ***farmer.***
4. Vilcabamba is a ***small town.***
5. His wife is a ***nurse.***
6. How many children do they have? \_\_\_\_\_.

**UNIT 6 CELEBRATIONS****GRAMMAR TIP**

➤ An adjective can come in two places in a sentence:

- Before a noun. E.g.

A **young** man / **new** shoes

An **empty** house / a **nice** girl

- After the verbs: *be, look, appear, seem, feel, taste, smell, sound*. E.g.

He **is young**. These shoes **are new**.

The house **looks empty**. She **seems nice**.

➤ We use (at / on) in these ways:

<b>On</b>	Days Dates Also: weekdays Weekends	My birthday is <b>on</b> Saturday. My birthday is <b>on</b> September 12th. I go to school <b>on</b> weekdays. I'm at home <b>on</b> weekends.
<b>At</b>	<b>Specific times</b> <b>Also: at night</b>	My class is <b>at</b> 8:30 P.M. The party is <b>at</b> night.
<b>Expressions with Birthdays</b>	<b>What day is your birthday?</b> <b>When were you born?</b>	It's ( <b>on</b> ) September 20 <sup>th</sup> . I was born <b>on</b> September 20 <sup>th</sup> .

➤ We use **some** before plural nouns and uncountable nouns to talk about an indefinite quantify:

**some** letters / **some** money.

➤ In general, we use **some** mostly in affirmative sentences.

There are **some** letters for you.

**A. PUT WORDS IN ORDER**

Focus the students' attention in the words, then say them to make sentences. Give the time to do the task.

**KEY**

1. *generous / is / a / woman / Katty / .*
2. *Katty is a generous woman.*
3. *Quito is a very modern city.*
4. *Loja in its parties is a beautiful city.*
5. *Juan's birthday has yellow balloons.*
6. *Carnival's celebration has happy music.*

**B . FILLING GAPS**

Read the instruction and tell them to fill in the gaps using the prepositions of time On / At.

**KEY**

1. On / at .
2. On / at .
3. On / at .
4. On / on .
5. On .

**C. LOOKING AND WRITING**

Focus the students to read the task instruction and instruct them to look at the picture and write the things in the box using (Some/a/an). Help if it is necessary.

**KEY**

*A cup of beer.*

*Some salad*

*Some soda*

*Some cookies*

*Some chips*

*Some tomato sauce*

*A bottle of wine*

*A cassette*

*Some sandwiches*

*An animated party*

**VOCABULARY****A. WRITING THE MONTHS**

Read the task instruction, check understanding and tell them to complete the words to write the months in order. Help them if necessary.

**KEY**

- |             |              |
|-------------|--------------|
| 1. January  | 7. July      |
| 2. February | 8. August    |
| 3. March    | 9. September |
| 4. April    | 10. October  |
| 5. May      | 11. November |
| 6. June     | 12. December |

**B. MATCHING DATES WITH MONTHS**

Tell the students to read the task instruction. Then invite them to look at the numbers to match the dates with the months demonstrate the task with an example if necessary.

**KEY**

- |       |              |
|-------|--------------|
| 1 / d | thirteenth   |
| 2 / f | twenty-first |
| 3 / e | eleventh     |
| 4 / c | eight        |
| 5 / a | thirtieth    |
| 6 / b | third        |

**READING AND WRITING****A. ORDERING AND CIRCLING**

Tell the students to read the text. So they know about “Traditional Holidays in Ecuador” after they must order and circle specific information of the task. Check the students work.

**KEY**

- a) 1-B  
2-A  
3-D  
4-C
- b) 1. New Year.  
4. Flowers.  
5. Fanesca  
6. Ghosts

**B. FREEWRITING**

Read the task instruction and invite the students to write free way. Tell them don't worry about spelling or grammar. Monitor working.

After that, tell the students to change their writings and try to correct the mistakes.

The students give the writings back. Then they edit the works according the checklist. After they write their final draft.

**KEY**

We start our holidays on New Year. The previous night the old year figures are burned.....



## UNIT 7 MY SCHOOL

**GRAMMAR TIP***The present simple*

- We use the present simple to talk about repeated actions or habits.

Eg.

*I get up* at 6h30 everyday.

My family *watch* TV at nights.

The students *go* to school every day.

- We use the present simple to talk about general truths.

Eg.

The River Amazon *flows* into the Atlantic Ocean.

Vegetarians *don't eat* meat or fish.

*Possessive Adjectives*

- We use a possessive adjective before a noun to say who the noun belongs to.

Eg.

*I can't find my case.*

*Our English Teacher is nice.*

*Questions with How many*

How many + count noun + auxiliary verb + subject + verb		
Questions	Possible Answers	Notes
<i>How many</i> students do you have?	I have 25 students.	Use <b>how many</b> in questions with count noun.
<i>How many</i> teacher are there?	There are 10 teachers.	

Notes	Singular	Plural
Most plural nouns end in -s	friend students teacher	friends students teachers
Nouns ending with consonant + y change to -ies.	city family party	cities families parties
Nouns ending with vowel + y add -s only	boy key play	boys keys plays
Nouns ending with ch,sh,s,and x add -es	church dish kiss box	churches dishes kisses boxes
Nouns ending with consonant + o add -es	potato tomato	potatoes tomatoes
Noun ending with vowel + o add -s only	radio zoo	radios zoos
Nouns ending with f or fe change to -ves	shelf wife	shelves wives
Some irregular nouns	person	people



## A. LOOKING AND WRITING

Invite the students to look at the table explain the task with an example. Help them if it is necessary.

### KEY

#### ***Plural***

Teachers	Inspectors
Students	Janitors
Secretaries	Librarians
Headteachers	

## B. ANSWERING QUESTIONS

Read the task instruction to your students and try to understand what they have to do. Check the students' work.

### KEY

1. *Our school start at 7 o'clock.*
2. *On Mondays we have civic moments.*
3. *We have the break after half journey.*
4. *Our school finishes at 1 pm.*
5. *We have break at 9h45.*

## C. ANSWERING QUESTIONS WITH HOW MANY?

Focus the student's attention on the pictures and ask them to answer the questions according the picture. Check their work.

### KEY

5. How many students are in the civic moment?  
*There are eighteen students in the civic moment.*
6. How many teachers are there?  
*There are three teachers.*
7. How many students are in the recess?  
*There are five students.*
8. How many classrooms are there?  
*There are two classrooms.*

**VOCABULARY****A. MATCHING**

Read the task instruction, check understanding and tell them to match the words with the right objects.

**KEY**

- a→1
- b→2
- c→5
- d→6
- e→8
- f→4
- g→3
- h→7

**B. WRITING**

Tell the students to look at the before task. After check understanding and tell them to write sentences using (there is, there are).

**KEY**

1. There is a library.
2. There is a computer room.
3. There is a bar.
4. There is a playground.
5. There are classroom.
6. There is a head teacher.
7. There is a basketball court.
8. There is a Administration office.



## READING AND WRITING

### A. READING AND COMPLETING

Tell the students to look at the school staff. After encourage them to fill the gaps of the text using the words from the both boxes. Check their understanding.

#### KEY

We go to Eloy Alfaro School. It is in Machala, it is big and great. There is a **Headteacher** his name is **Julio**.

The Secretary is **Mariana**.

**Andres** is the Inspector.

**Our** Janitor is **Ricardo**.

**We** have a librarian, he is **Mario**. Besides there **are** many teachers. We are **many** students.

### B. ORDERING QUESTIONS.

Focus student's attention in the task. Explain the first example then invite them to order the words correctly to make questions.

#### KEY

1. What is our school's name?
2. How many students are there?
3. How many subjects are there?
4. Who is our Headteacher?
5. How many Teachers are there?

**UNIT 8 PEOPLE****GRAMMAR TIP**

- To talk about people's general appearance, use  
To be + adjective.  
*She is tall. He's slim.*
- To talk about their eyes or hair, use  
Have/has + adjective + noun.  
*He has short hair. I have blue eyes.*  
**But: *My eyes are blue. His hair is short and straight.***

**HAVE / TO-BE**

The verb <i>have</i> shows possessions.	
Dora <i>has</i> green eyes.	You <i>have</i> long brown hair.
The verb <i>be</i> describes.	
Dora's eyes <i>are</i> green	Your hair <i>is</i> long brown.

**LIKE**

Use <i>like</i> + <i>ing</i> to say that We "enjoy" something	E.g. I like going to the park.
---	-----------------------------------

**A. WRITING**

Focus the student's attention in the example and make sure that students understand what they have to do, when they have an idea invite them to write the descriptions of the people in the picture. Explain with the example.

**KEY**

- 1 *She's small and slim. She has short brown hair and brown eyes.*
- 2 *He's short and slim. He has short hair and blue eyes.*
- 3 *She's a small and fat woman.*
- 4 *He's tall and slim. He has short curly hair.*
- 5 *She's average height. She has long blond hair.*
- 6 *She's small and thin. She has short brown hair and brown eyes.*

**B. FILLING GAPS**

Read the task instruction to students. Invite them to complete the sentences using Have / To-be.

**KEY**

- 1 is
- 2 *has*
- 3 *has*
- 4 *is*
- 5 *is*
- 6 *have*

**C. LOOKING AND WRITING**

Read the task instruction to students. Invite them to complete the sentences using Have / To-be.

**KEY**

- 1 Sandra likes cooking in the restaurant.
- 2 Marcos and Susi like going to the cinema.
- 3 Rose likes watching TV.
- 4 Mary likes listening to music.
- 5 Tony and Sandy like dancing.

**VOCABULARY****A. MATCHING THE DESCRIPTIONS.**

Ask students to read the task instruction and help them if necessary. Then invite them to look at the pictures and match them with the correct description. Check it.

**KEY**

1 He's very tall and slim. He has long brown hair.

2 He has short straight hair.

3 She is short and slim. She has blond hair.

4 She is short her hair is long and curly.

5 She is tall and slim and her eyes are blue.



**READING AND WRITING****A. LOOKING FOR SPECIFIC INFORMATION.**

Tell the students to look at the picture and try to understand the task. Then say them to read the questions and complete them according the information given. Check their work.

**KEY**

- |  |   |
|--|---|
| 1. Who's he ?<br><i>He's Joe.</i>  | 1. Who's she?<br><i>She's Janet.</i>  |
| 2. What colour is his hair?<br><i>He has wavy brown hair.</i>              | 2. What does she look for?<br><i>She seeks a man 25-40 who likes music, reading and good restaurants.</i> |
| 3. What colour are his eyes?<br><i>He has blue eyes.</i>                   | 3. How is her appearance?<br><i>He is short and a little fat.</i>   |
| 5. What else do you know about him?<br><i>He loves riding motorcycles.</i> | 4. How old is she?<br><i>She is 25 years old.</i>   |

**B. WRITING**

Tell the students to read the task instruction check the task. Then say the students to write a description of a famous person. Check the students' work.



He's handsome. He's an actor.  
He has short blond hair and green eyes.  
He is small. The girls love him.

*Leonardo di Caprio*

**UNIT 9 MY DAY****GRAMMAR TIP****THIRD – PERSON SINGULAR ENDINGS**

- We often use the simple present tense when we talk about our every day lives. Example:

I go to school four days a week.

She washes his hair at 8 o'clock.

Remember if the subject is third person singular (he,she,it) we add **-s** or **-es** to the verb. Example:

My brother works every day

He goes to school at 7 o'clock.

**MEANS OF TRANSPORT By, On**

- We use by + noun to say how we travel. Examples.

*By car                      by sea                      by coach                      by bicycle                      by motorbike*

*By bus                      by boat                      by train                      by underground*

*By road                      by rail                      by plane*

E.g. I go to work by car.

They travel to Quito by bus.

- But we also say on foot. (= **walking**)

Does he go to school **on foot**?

I come home on foot

**A. LOOKING AND CHOOSING**

Tell students to read the task instructions, after say to them to pay attention in the pictures then they choose the correct words and complete the sentences. You can help them giving an example. Check student's work.

**KEY**

1. She gets up at 6 o'clock..
2. She has breakfast at six thirty.
3. She leaves home at a six forty five.
4. She goes to school by bus.
5. She starts at seven fifteen.
6. She gets home at one o'clock.

**B. LOOKING AND COMPLETING**

Focus the student's attention to read the task instruction and try to understand what they have to do. Tell them to complete the sentences according the pictures. When they finished check their work.

**KEY**

1. *My sister and I get up at nine o'clock.*
2. *I swim in the morning*
3. *My brothers play football in the afternoon.*
4. *We have dinner at seven o'clock.*
5. *We watch TV in the evening.*
6. *My parents go to sleep at eleven thirty.*

**C. COMPLETING**

Read the task instruction and invite the students to read the sentences and complete these with the correct prepositions that they have learned. Help if it is necessary.

**KEY**

- |                     |                      |
|---------------------|----------------------|
| 1. <u><i>On</i></u> | 6. <u><i>by</i></u>  |
| 2. <u><i>At</i></u> | 7. <u><i>on</i></u>  |
| 3. <u><i>In</i></u> | 8. <u><i>at</i></u>  |
| 4. <u><i>By</i></u> | 9. <u><i>on</i></u>  |
| 5. <u><i>In</i></u> | 10. <u><i>at</i></u> |

**VOCABULARY****A. WRITING**

Encourage the students to write different words in the appropriate list. You can ask them to do one sentence with each other and compare their answers.

**KEY**

<i>Verbs</i>	<i>go</i>	<i>do</i>	<i>have</i>
<i>Get up school washes leaves starts go finish</i>	<i>Shopping To playground</i>	<i>homework</i>	<i>Breakfast lunch</i>



## **READING AND WRITING**

### **A. READING AND LABELING**

Tell the students to read the task instruction and check understanding. After encourage them to look at pictures and try to differentiate the activities to write the title in the correct paragraph.

#### **KEY**

Personal information

School

Routine

Favourite things

### **B. READING AND CIRCLING**

Focus the students' attention on the task instruction. After circle the correct main idea. Explain to the students with an example. Check the students work.

#### **KEY**

1. C
2. A
3. A
4. C
5. A

### **C. WRITING**

Read the task instruction, try that the students understand and when they have an idea invite them to write about their own real life routine.

#### **KEY**

*I get up at six o'clock. I wash my teeth and get dressed, after I have breakfast at six thirty. At six forty five I leave home. I start the college at seven fifteen. I get home at one o'clock. On weekends I go to play any sport.*

**UNIT 10 MY TOWN / PEOPLE OF ECUADOR****GRAMMAR TIP****USE OF IT/THERE**

**It** is used with time, wheather, expressions replace nouns.

**There** is used to show that somenthing exist in a place.

**PREPOSITIONS OF PLACE:** where something is located.

THE supermarket is **near** the park.

The police station is **next to** the cinema.

There is a hotel **behing** restaurant.

There is a church **opposite** market.

**WORDS THAT STATE QUANTIFY OR NUMBER GO BEFORE THE NOUN THEY DESCRIBES.**

Use a lot of with both count and non-count nouns.

Use a lot without a noun.

Use a few statements with plural count nouns.

Use a little and not much in statements with non-count nouns.

**ADVERBS OF FRECUENCY**

Adverbs of frecuency say **how often** something happens.

Example: always, usually, often something, rarely, seldom, never , etc.

These adverbs normally go before a full verb, but after **be** or an auxiliary verb.

**Adjectives** are words that describes nouns. Adjective go before nouns in English. They can also go after the verb **be**.

E.g. my town is small.

**A. LOOKING AND FILLING THE GAPS.**

Focus the student's attention on the task instruction. Tell them to try to differentiate the use of it or there. Explain them with an example and help them if necessary.

**KEY**

- |                  |                 |                  |                 |                  |                  |
|------------------|-----------------|------------------|-----------------|------------------|------------------|
| 1. <i>it</i>     | 2. <i>There</i> | 3. <i>it</i>     | 4. <i>There</i> | 5. <i>it</i>     | 6. <i>There</i>  |
| 7. <i>There</i>  | 8. <i>It</i>    | 9. <i>There</i>  | 10. <i>It</i>   | 11. <i>there</i> | 12. <i>there</i> |
| 13. <i>There</i> | 14. <i>It</i>   | 15. <i>There</i> |                 |                  |                  |

**B. LOOKING AND WRITING**

Tell the students to pay attention in the picture to write true sentences using the prepositions of place. Check understanding and help them with an example.

**KEY**

1. The bar is next to the art museum.
2. The church is behind the market.
3. The traditional food restaurant is opposite the movie theatre
4. The technology museum is behind the church.
5. The L & R school is opposite the pharmacy.
6. The park is near the market.
7. The music store is near the computer's store

**C. FILLING GAPS**

Read the task instruction and tell the students to try to understand the use of the words that states quantity or number to write in the correct space. Check the students work.

**KEY**

1. *a*
2. *a few*
3. *a lot of*
4. *a*
5. *a lot of*
6. *a little*
7. *an*
8. *the*
9. *a lot of*

**D. LOOKING AND WRITING**

Encourage the students to look the map to try to differentiate the cultures that Ecuador has to they can answers the following questions. Check their work and help them when is necessary.

**KEY**

1. The Coast people are very patient ( F )  
**No, they aren't. They are very lively and friendly.**
2. At the highlands women are generally quiet. ( V )
3. The flute and drums are instruments of the Coast region. ( F )  
**No, they aren't They are marimba and bongos.**
4. Galapagos Islands have a little tourism. ( F )  
**No, they have a lot of tourism.**
5. The Amazonian people eat fish, plantain and yucca. ( V )
6. The highland people play the accordion, marimba and drums. ( F )  
**No, they don't. They play the flute and guitar.**

**VOCABULARY****A. CHOOSING AND WRITING**

Read the task instruction and invite the students to choose an adjective to write a description of the picture. Check student's work.

**KEY**

1. Small school
2. Big cinema
3. Beautiful church
4. Quiet museum
5. Great hotel
6. Expensive restaurant
7. Friendly market
8. Lively park

**B. CLASSIFYING AND STICKING**

Explain the task to your students and then invite them to do the task given them enough time.

**KEY**

<b>COAST REGION</b>	<b>HIGHLAND REGION</b>	<b>AMAZONIAN REGION</b>
T-shirt Sandals Shorts Dress Suit Blouse Banana Coconut Seafood Bongos Marimba Accordion Maracas	Sweater Gloves Scarf Poncho Coat Dress Flute Guitar Potatoes Corn Pork	Trunks Yucca Plantain Fish



## READING AND WRITING

### A. READING AND WRITING FOR SPECIFIC INFORMATION

Tell the students to read the text and write their personal information to do the task if they don't understand explain the task with an example. Check their works.

#### KEY

For example:

*I'm from **Machala** (city/country). It is a **big** (big/small) town in the **Coast** region of Ecuador. It is **interesting**, (peaceful/historic/interesting) its weather is **hot** (greatful/hot/cold).....*



## **UNIT 11      FOOD & HEALTH**

### **GRAMMAR TIP**

#### **SHORT ANSWERS YES / NO QUESTIONS**

Do, does, don't and doesn't are auxiliary or helping verbs. Use them for short answers, negative statements and questions for all present tense verbs except the verb be.

E.g.

Do you like fruits?

Yes, I do. I like it a lot.

No, I don't like it very much.

Does he drink alcohol?

Yes, he does.

No, he doesn't

#### **OBJECT PRONOUNS**

We use the object pronouns as the objects of verbs and prepositions.

Verb + object pronoun                      preposition + object pronoun

Help me.    I've written to her.

I like him    Look at them .

We can use object pronouns after that and as in comparisons.

I'm older than him.

She isn't as tall as me.

We can use object pronouns after the verb **be**.

Who's there? ' It is me.'

#### **USE OF BUT**

But shows a difference or contrast. It can join two sentences.

E.g.

I like apple.

Ana hates it.

I like apple but Ana hates it.

#### **EVERY**

Every has a similar meaning to all; every means ' all without exception' compare:

All the students in the class passed the exam.

Every students in the class passed the exam.

We can use every with day, morning, etc to say how often something happens  
compare: e.g.

I work hard all day. (= the whole day)

I work hard every day (Monday, Tuesday, etc)



## A. ANSWERING QUESTIONS

Read the task instruction and make sure that the students understand the task, emphasize the use of the grammar with short answers for yes / no questions explain the task with an example. Help them if necessary.

### KEY

1. Yes, I do. I like it a lot.
2. Yes, I do. I like it a lot.
3. Yes, she does. She likes them.
4. No, she doesn't. She hates it.
5. No, I don't like it very much.
6. No, he doesn't. He likes fish.
7. Yes, she does.
8. Yes, I do.
9. Yes, I do. I like it very much.

## B. WRITING SENTENCES

Focus the students attention in the use of like / don't like & but. Then invite them to write sentences regarding their likes and dislikes. E.g.

### KEY

1. I like bananas but I don't like tomatoes.

*This task is for personal information.*

**C. RECOGNISING THE GRAMMAR**

Ask the student to read the task instruction and help them if necessary, after say that they need to write the correct adverb of frequency to complete the sentence and notice which is the correct object pronoun that the words in parentheses need too. Check the students work.

**KEY**

1. Always     them
2. Never     them
3. Always     them
4. Always     them
5. Always     it
6. Never     them
7. Always     them
8. Always     them
9. Always     it
10. Usually     them
11. Always     it
12. Always     them

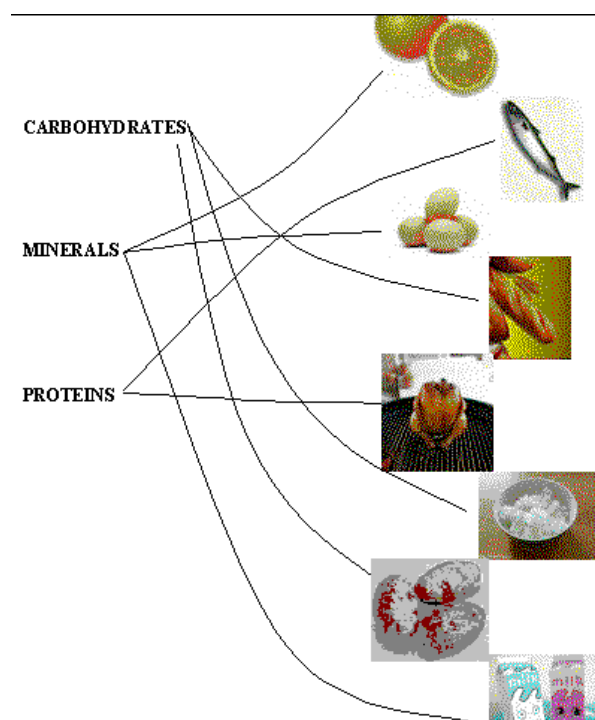


## VOCABULARY

### A. LOOKING AND MATCHING

Invite the students to identify the pictures and match them with the good food categories.

#### KEY



### B. CHOOSING OPTIONS

Tell the students to read the task instruction and encourage them to answer the questions with their multiple choices.

#### KEY

Answers may vary.



## **READING AND WRITING**

### **A. LOOKING AND ANSWERING**

Tell the students to read the task instruction after invite them to give an opinions about the people that they see in picture.

#### **KEY**

Answers may vary

### **B. READING FOR SPACIFIC INFORMATION**

Read the task instruction to your students, tell them to read the text about what are people eating. Then they circle the main idea of the text.

#### **KEY**

*2. Ecuadorian people are changing their eating habits.*

### **C. WRITING PERSONAL INFORMATION**

Encourage students to complete the sentences about their food choices. Help them if necessary.

#### **KEY**

Answers may vary.

### **D. WRITING**

Now invite your students to write a rough draft about every one's personal favorite food. Tell them to use the information of task C. Check their work. Make the students to interchange their drafts and they correct mistakes. At the end you put the scores.

#### **KEY**

Hello. I'm Juan Valdeon. I live in Loja. Here people eat the "repe lojano", etc.....

**UNIT 12 TRAVELLING IN MY COUNTRY****GRAMMAR TIP**

- ❖ If the subject is ambiguous or unknown, *it* is generally used. E.g.  
It is raining.  
It is sunny.
- ❖ We use *can* to talk about ability. The negative of *can* is *cannot* (contraction: *can't*). E. g.  
She can travel direct to Loja.  
You can't go by boat on some rivers.
- ❖ We use *should* to talk about obligation and duty, to ask for and give advice, in general, to say what is right or good. E. g.  
You should stop smoking.  
You shouldn't tell lies.  
You should take care of our planet.
- ❖ Remember when we use *want* it is followed by an infinitive verb  
E.g.  
I want to go to Guayaquil for vacations.  
She wants to visit her parents.
- ❖ When we use the regular verbs we add *-ed* to make the past tense.
- ❖ When we use the irregular verbs do not add *-ed* in the past because they are different in all forms.

**A. UNSCRAMBLE QUESTIONS AND ANSWER**

Tell to your students to read the task instruction. After invite them to look at the map of the wheather of Ecuador. After tell them to anscrumble the words to make questions and answer them.

**KEY**

1. Where are the "Galápagos" Islands? They are in the Pacific Ocean.
2. Where is it sunny? It is sunny in Portoviejo, Esmeraldas and Guayaquil.
3. Is the Amazon region to the south of Ecuador? No, It's to the east of Ecuador.
4. Where are there storms? There are storms in Orellana at the Amazonic region.
5. Where is there a very hot place? There is a very hot place in Guayaquil, Portoviejo and Esmeraldas.
6. Where is it cloudy? It is cloudy in Esmeraldas, Tulcán, Tena, Loja and Manabí.
7. Where is there a very wet place? There is a very wet place in Nueva, Puyo and at the east of Cuenca.
8. Where is it cloudy with showers? It is cloudy with showers in Portoviejo, Manabí, Quito, Ibarra, Ambato, Guaranda, Cuenca and Babahoyo.

**B. COMPLETING CORRECTLY**

Read the task instruction to the students. Then say them to do the task using the correct modal verbs (can / can't / should / shouldn't)

**KEY**

1. can
2. can
3. can't
4. can
5. should
6. can
7. shouldn't
8. should

**C. LOOKING AND WRITING**

Say to your students to read the instruction, to look at the pictures, to write sentences using the form ( want + to + infinitive ) with the verbs in brackets and write an advice using modal verbs.

**KEY**

1. I want to go to "Montañita". / ***You should not throw rubbish.***
2. I want to go to surf in "Ballenita". / ***You can go with your friends.***
3. She wants to know "Las Peñas" neighborhood. / ***You should go in the morning.***
4. He wants to go to walk along the Malecón. / ***You should not walk alone.***
5. She wants to visit the Galapagos Islands. / ***You should not forget the money.***
6. He wants to have a picnic at the "Podocarpus" National Park. / ***You should not go without a tourist guide.***



## D. LOOKING AND ANSWERING

Read the task instruction and try to understand what they have to do, tell them to look at the same pictures of the task before and answer the questions using the clues in parentheses. Give an example.

### KEY

1. It's 2.5 kilometers waterfront.
2. You can get the Galapagos Islands by plane.
3. It's about ten hours.
4. You can get there by bus or by car.
5. It's expensive.
6. No, You should take a bus or a taxi.

## E. COMPLETING

Read the task instruction to your students and help them if necessary. After invite them to write the past tense of the verbs of the list and complete the e-mail with the correct verbs in past. Check the students work.

### KEY

**Weekend**

Archivo Edición Ver Insertar Formato Herramientas Mensaje Ayuda

Enviar Cortar Copiar Pegar Deshacer Comprobar Ortografía

Para: Joe

CC: María

Asunto: Weekend

Times New Roman 12

Hi Joe!

How are you? How (1) was your weekend?

My weekend (2) was very busy. On Friday I (3) went to a fantastic concert!, on Saturday I (4) got up early morning and I (5) had breakfast with my parents. Then I (6) went shopping and (7) bought a lot of things, at the afternoon I (8) saw a great movie. On Sunday I (9) ran in the park with friends.



## **VOCABULARY**

### **A. LABEL THE PICTURES**

Focus student's attention in the pictures and tell them to write the correct name to each animal using the words from the box. Help them if necessary. Check their works.

#### **KEY**

1. *Giant tortoise*
2. *Frigate*
3. *Sea lion*
4. *Penguin*
5. *Marine tortoise*
6. *Blue Footed Boobie*
7. *Dolphin*
8. *Land Iguana*
9. *Red Footed Boobie*

### **B. MATCHING PICTURES**

Read the task instruction to your students, tell them to match the pictures with the correct letter according the mean of transportation. Check the task with them.

#### **KEY**

1. *f*
2. *g*
3. *b*
4. *a*
5. *c*
6. *ch*
7. *e*
8. *d*



## **READING AND WRITING**

### **A. READING AND MATCHING**

Invite students to read the short descriptions of tourist places of Ecuador and to match with their respective pictures chart.

#### **KEY**

1. Vilcabamba
2. Chimborazo
3. Malecon

### **B. ANSWERING**

Tell the students to read the task instruction that they read again the descriptions of the before task and then they have to answer the questions with their personal opinions. Explain the task with an example.

#### **KEY**

Possible answer.

### **C. WRITING A DRAFT**

Ask the students to read the task instruction and invite them to imagine or remember when they a vacation's tour to somewhere tourist place. They write a brief draft about: **how did you spend the vacation?** You can help them if it is necessary.

#### **KEY**

*Last summer I went to Galapagos Islands with my family. We went there by plane.....*

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