



**UNIVERSIDAD NACIONAL DE
LOJA**

**EDUCATION, ART AND
COMMUNICATION AREA**

ENGLISH LANGUAGE CAREER

A STUDY GUIDE FOR THE MASTERY OF GRAMMATICAL
STRUCTURES AND THE IMPROVEMENT OF THE ENGLISH
LANGUAGE LEARNING OF THE STUDENTS OF THE
TENTH YEAR OF BASIC EDUCATION OF THE MANUEL
CABRERA LOZANO HIGH SCHOOL, EXTENSION IN
MOTUPE, ACADEMIC YEAR 2009 – 2010

*This Thesis is to obtain the Licenciante's
degree in Sciences of Education,
English Language Specialization.*

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CERTIFICATION

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CERTIFIED:

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Loja, April 8 – 2010

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AUTHORSHIP

All the criteria, the analysis, and concepts of the study guide presented in this thesis work are of the authors' exclusive responsibility.

Carlos Alberto Aguirre Torres

Julio César Garnica Narváez

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The Authors

DEDICATION

To God and my mother, who helped me with her daily words of encouragement to overtake this goal.

CARLOS

To God, my parents, Angel and Eulalia, to my sisters Jackeline and Diana Garnica, who gave me the support to finish my career and to get my degree.

JULIO

THEME

THEME:

A STUDY GUIDE FOR THE MASTERY OF GRAMMATICAL STRUCTURES AND THE IMPROVEMENT OF THE ENGLISH LANGUAGE LEARNING OF THE STUDENTS OF THE TENTH YEAR OF BASIC EDUCATION OF THE MANUEL CABRERA LOZANO HIGH SCHOOL, EXTENSION IN MOTUPE, ACADEMIC YEAR 2009 – 2010

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SUMMARY

This research work was about creating a study guide for the students of the tenth year of basic education of the Manuel Cabrera Lozano High School.

Our overall objective was: "To investigate the domain of grammatical structures of English, by students of the tenth year of basic education of Manuel Cabrera Lozano Experimental School, Motupe extension, in the academic year 2009-2010".

We conducted interviews and observations which were applied to students and teachers of the English language. In this manner we collected information about necessities at this school.

To write this thesis the deductive and inductive, synthetic and analytical approach and descriptive methods were used.

Among the main results of this research, we can say that students need a helpful brochure because the majority of students expressed that they find it difficult to master the structures / rules of grammar. With our booklet, they can learn the grammatical structures that are most difficult for them.

INTRODUCTION

This research work is addressed to the tenth year of basic education and mainly to the students of the Manuel Cabrera Lozano High School. This manual will be used as a complement of the Our World Through English text book.

The study guide will be used to reinforce the teaching learning process of students and teachers of the educational institution, the students are not motivated and interested in learning the foreign language. This document also makes the English learning process dynamic and gives students different opportunities for interacting in English.

This study guide contains some activities taken from different authors and others that were created by the researchers. The material used is visual, for the students to clearly understand and learn the grammatical structures.

This document also considers the errors that students can make in the development of their knowledge in the English language.

Furthermore, the students do not have the necessary practice to form sentences and do not understand clearly the use of grammatical structures.

The purpose of the presentation of this work is to improve the students' learning of grammatical structures and encourage teachers to work and perform their role based on grammar exercises.

This work contains 19 units. These units are developed through the following steps: grammatical analysis, vocabulary and practice.

These activities are set up in the present and past tenses, except units 5 and 6. It can be observed in the example of affirmative, negative, and interrogative sentences studied in each unit. We also indicate that completing the themes require a period of time of around 60 minutes, which means 20 minutes for each activity in a unit.

Our research group recommends taking into account the following periods of times for the steps.

Steps	Time to work
Grammatical Analysis	20 minutes
Vocabulary	20 minutes
Practice	20 minutes

The teachers can do any combination of the activities in the units, depending on their planning with the book *Our World Through English*, and when the themes need the use of the Study Guide.

Furthermore, each unit contains help notes with grammar rules of the topics and examples to understand the use of the rules. Finally, the students can evaluate their own knowledge using different exercises.

To write the Study Guide about grammatical structures we used the total physical response, the communicative language learning and the direct methods.

We used the communicative method, in activities such as: “Compare your results/answers with your partner”, which set up a situation of genuine/real communication in English.

The direct method was used by implementing graphics, phrases and sentences to learn the grammar.

The total physical response method was used to measure the sequence of the activities in the practice of grammatical structures. The teachers can ask their students to create new sentences according to the structure that is practiced, using such techniques as: multiple choice, questioning, chain action, etc, in order for the students to move.

We required the use of some books to structure the thesis work, among them:

Abraham Gutierrez (2001), this book introduced us to the methods and techniques on which we based our thesis.

We also looked in research books, such as Pacheco Gil Oswaldo (2000). This book helped us with the steps that we had to use in the writing of the Study Guide.

We used the book of Reyes Jorge (1992), which helped to have an idea about how a researching project must be structured, describing preliminaries, the methodology, materials, tools of researching, objectives, etc.

The grammar books that we used were:

- Añorga Sarralde Joaquin. Composition of Grammar (1997).
- Harris, Dan and Dalia. English Grammar steps (1994).
- Fran Linley, Brian Abbs, Chris Barker and Ingrid Freebairn. Snapshot Starter Teachers Book (1997).
- Chris Barker, Brian Abbs, Ingrid Freebairn and Olivia Jhonston. New Snapshot Starter (2003).

These books help us create new practice activities for each unit of the Study Guide.

We also could identify what kind of structures can be used to learn the English language in the 19 themes.

The Our World Through English Book by Rita Ponce, Marlene Rivera, Irene Rosero and Kari Miller (2007) was used to choose the themes that require a focus and a correct use to avoid confusion or mistakes.

We used the English – Spanish dictionary by Oceano which served to look up new words for the description of paragraphs and activities of our thesis.

The Psychology by Imedio Nerecy (1993) and Donald Ed. Super (1984) books were used to have an idea of the kind of interest, (for example if the students like the subject, if they understand the teacher, if the grammar structures are easy, etc.), a student must have to learn a new language.

Finally, the students gave us some reasons that make learning English difficult. Among them, the students said, “I don’t like English”, “it is difficult”, “the structures are confusing”, etc.

MATERIALS AND METHODS

1.1. MATERIALS AND METHODS

METHOD

This study guide is based on the following methods: the direct method, the physical response method, and the taught communicative language approach method.

THE DIRECT METHOD

The direct method will keep students motivated. It provides opportunities to apply the communicative language within and outside of the classroom, and students can also learn the language, from its easiest to its most difficult aspects.

The use of graphics, drawings and joining phrases and sentences enhances the learning of grammar.

Among the most important techniques used in the guide are:

- Asking and answering (exercises).
- Self and peer evaluation.
- Conversation Practice.
- Gap Filling.

All the techniques mentioned above interrelate in the understanding and assessment of the steps planned in the study guide.

COMMUNICATIVE LANGUAGE APPROACH METHOD

The communicative language approach method as taught in class is used in the step of Analysis and Evaluation since it emphasizes the interaction of students in the use of grammar, keeping students motivated in the English language learning.

The techniques that promote this method in the study guide are:

- Strategies (e.g. predicting theme, role playing, a written conversation, etc)
- Information gap in pair work. (students have to exchange information to fill in the gaps)
- Memorization and correct use of grammatical structures.
- Composing sentences using rules.
- Correction of sentences with grammatical structures.

The communicative approach method also promotes activities in which students can perform grammar exercises. This means that the learning process has as the main objective helping students to create clearly defined phrases in English.

THE TOTAL PHYSICAL RESPONSE METHOD

This is another method used in the study guide since it leads to the steps of application. Instructions are used in an imperative form in the practice of activities. It is necessary here for the teacher to guide the students in the activities that they have to do in an interactive way with instructions related to the topic.

Among the techniques associated with this method are:

- The use of instructions.
- The sequence of the action that sets out the progress of students.
- The sequence of the activity in the practice of the grammatical structure.

1.2COMPONENTS OF THE STUDY GUIDE

This study guide consists of 19 units, which were developed by taking into account the teachers' criteria, who think that the material needs to be placed in a dynamic text. Each of these units contains three activities that are based on the following techniques:

The activities at the beginning of each unit corresponding to the comprehension step are:

- Learning of rules.
- Understanding of affirmative, negative and interrogative structures.

For the next activities of each unit of the study guide, the following techniques were used:

- Phrase exchange.
- Memorization of sentences.
- Correction of sentences.

The activities at the end of each unit, corresponding to the evaluation stage, are represented by the following techniques:

- Circle a response.
- Underline the words.
- Correct the sentences.
- Recognition of verbs.
- Identifying the graphics.
- Matching.
- Gap Filling.
- Identifying verbs.
- Exchange of sentences, as required.
- Writing sentences.

Moreover, each unit develops its function through three steps:

- Grammatical Analysis.
- Vocabulary.
- Practice.

1.3. TECHNIQUES AND TOOLS USED

The techniques and instruments used for obtaining the research were observation and a survey. These were applied to identify the teaching process used by the teachers of this school, and at the same time it allowed us to know the challenges and needs that students have in terms of English grammar structures.

The survey technique was applied to the students in order to obtain data that allowed us to identify how the English teacher develops and explains the grammatical structures at this educational institution.

1.4. PROCESS USED IN THE COLLECTION OF INFORMATION

This study guide was created for Manuel Cabrera Lozano High School, where we inquired through a survey to the students about the comprehension of the grammatical structures in English.

As the second step, we asked the teachers' opinion referring to the researched theme. They informed us that it was necessary to create a grammar pamphlet, to reinforce the teaching – learning. The latter would be used as a supplement grammar guide of the Our World Through English text book.

To look for the corresponding theoretical references that support this study guide, the researchers conducted class observations and had conversations with teachers and students about the proposed topic.

The study guide involves updated topics that the students will encounter in their learning of English.

From our research, we deduced that students needed a grammar pamphlet in which they would have the objective to learn the foreign language in a controlled and systematic way.

We therefore present our grammar pamphlet to the students and to the society. This text will be used as a help or as a reference book about the grammar structures of the English language.

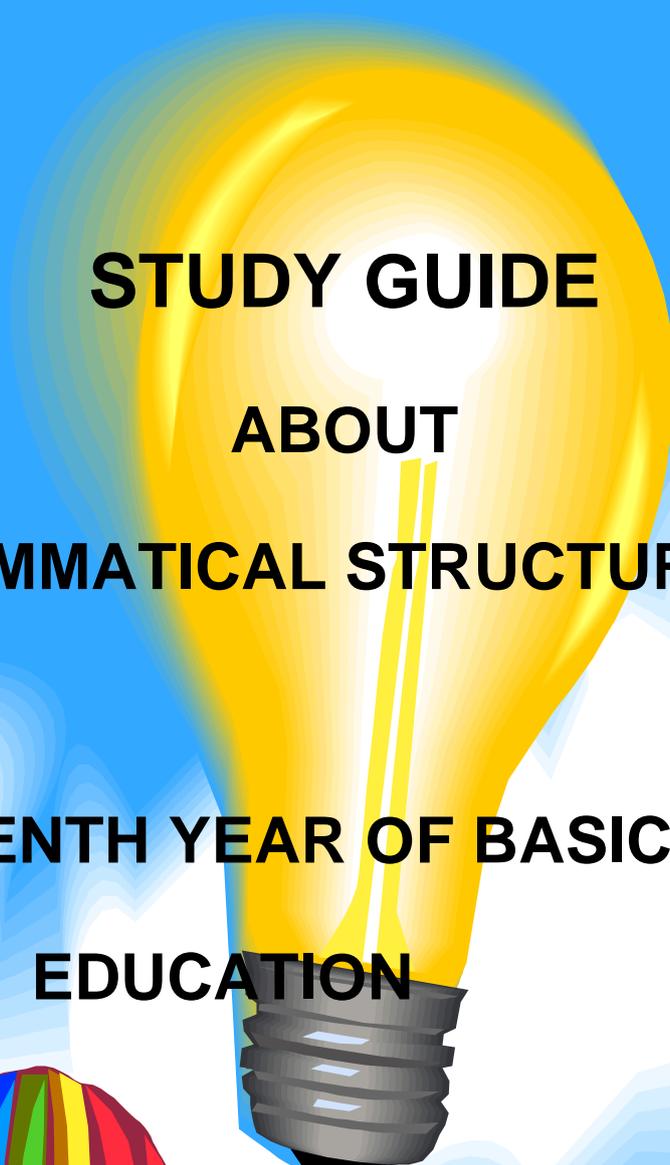
1.5. OBJECTIVES

The study guide has clear objectives that will reinforce the learning process of students.

The general objective of our research group is: "to build a study guide to help students to reinforce the learning of grammatical structures dynamically."

Among the specific objectives of the study guide are:

- To emphasize the grammatical structures where students tend to have problems.
- To promote the students' interaction using the words and phrases found in the linguistic objectives of the textbook.
- To develop different activities and exercises for students to reinforce their learning process, through three steps: grammatical analysis, vocabulary and practice.



STUDY GUIDE
ABOUT
GRAMMATICAL STRUCTURES
TENTH YEAR OF BASIC
EDUCATION



AUTHORS: AGUIRRE CARLOS
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School year
2009 - 2010



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UNIT 1

PRESENT TENSE OF THE VERB TO BE

GRAMMATICAL ANALYSIS

HELP NOTES OF THE VERB TO BE

a. We use the verb to be in the following statements.

Verb to be for singular

Positive Statements

I'm (I am) Luke.
You're (You are) Daniel.
He's (He is) Charlie.
She's (She is) Emely.
It's (It is) a camera.

Verb to be for Plural

We're (We are) in the stadium.
You're (You are) late.
They're (They are) here.

Interrogative Statements

Positive

Am I Alex?
Are you Michael?
Is he Manuel?
Is she ill?
Is it a sofa?
Are we engineers?
Are you in Vilcabamba?
Are they in the hospital?

Negative Statements

I'm not (I am not) Daniel.
You aren't (You are not) Luke.
He isn't (He is not) Charlie.
She isn't (She is not) Lorena.
It isn't (It is not) a phone.

We aren't (We are not) in the bus.
You aren't (You are not) in the market.
They aren't (They are not) in the church.

Short Answers

Negative

Yes, I am. No, I'm not.
Yes, I am. No, I'm not.
Yes, he is. No, he isn't.
Yes, she is. No, she isn't.
Yes, It is. No, It isn't.
Yes, we are. No, we aren't.
Yes, you are. No, you aren't.
Yes, they are. No, they aren't.

VOCABULARY

angry - enojado/a

poor - pobre

sad – triste

old - viejo

happy – feliz

healthy - saludable

good – bien

living room - sala

very – muy

men – hombres

able – hábil

man – hombre

b. Look, how is the verb “to be” used in the sentences below?

EXAMPLES:

- | | |
|----------------------------|-----------------------------|
| - She is angry. | - They are very weak. |
| - They are very sad. | - I am poor. |
| - He is very good. | - He is very poor. |
| - I am happy. | - It is a computer. |
| - He is Daniel. | - He is a talented man. |
| - She is very young. | - He is very old. |
| - She isn't at the school. | - Is he in the living room? |
| - They are in the house. | - He is very healthy. |
| - Are you in the park? | - He isn't a doctor. |

PRACTICE

c. Complete the sentences below with these words.

Is he are is I'm am 're not isn't

- | | |
|-----------------------------------|------------------------------------|
| 1. <u>Are</u> you Luke? | 5. Are you Marcelo? Yes, I ____. |
| 2. _____ your brother? | 6. Hello. _____ Emilio. |
| 3. Are you Franko? No, I'm _____. | 7. She ____ my mother. |
| 4. You _____ Felipe. | 8. Is it in the car? No, it _____. |

d. Change the following sentences to negative and interrogative statements.

1. He is Pedro. **Affirmative statement**
He is not Pedro or He isn't. **Negative statement**
Is he Pedro? **Interrogative statement**
Yes, he is. **short answers**
No, he is not.

2. She is Lolita. **Affirmative statements**
_____ **Negative statement**
_____ **Interrogative statement**
_____ **Short answers**

3. We are in Loja. **Affirmative statement**
_____ **Negative statement**
_____ **Interrogative statement**
_____ **Short answers**

4. They are Mexicans. **Affirmative statement**
_____ **Negative statements**
_____ **Interrogative statement**
_____ **Short answers**

5. I am Byron. **Affirmative statement**
I am not Byron. or I'm not Byron. **Negative statements**
Am I Byron? **Interrogative statement**
Yes, I am. **Short answers**
No, I am not.

UNIT 2

PRESENT OF THE VERB TO BE WITH WH – QUESTIONS

GRAMMATICAL ANALYSIS

a. Review the grammar rule to make Wh – questions with the verb to be

<i>INTERROGATIVE STATEMENT</i>			
WH- QUESTIONS WITH VERB TO BE			
Wh – Words	Verb To Be	Subject	Complement
What →	am	I	?
Which →			
Where →	are	you	at home?
When →	is	he	?
Who →	is	she	?
How →	is	it	?
What →	are	we	not in class?
Why →	are	you	here?
How long →	are	they	

Examples:

Which am I?

You are the blue one.

You are not the red one.

Where are you?

I am at home.

I'm not at work.

What is he?

He is a doctor.

He's not a lawyer.

When is she at home?

She's at home in the evening.

She's not at home during the day.

Who is it?

It's John.

It's not my brother.

Why are we not in class?

We are not in class because the teacher is absent.

We are on vacation.

How are you?

I'm fine.

I'm not very well.

How long are they here for?

They are here for a week.

They are not here for a month.

Structure study: Interrogative sentences with the verb to be.

Interrogative
Wh- word + Verb to be + Subject + Complement + ?

VOCABULARY

Cinema - cine

Beach - playa

Health centre - centro de salud

Receptionist - recepcionista

b. Learn the use of the verb to be with Wh – questions.

Examples:

Where are they?

Answers: They are in the cinema.

They aren't in the cinema.

Where is she?

Answers: She is in Quito.

She isn't in Quito.

Who is he?

Answers: He is an electrician.

He is not an electrician.

Why is she here?

Answers: She is here to visit her father.

She isn't here to visit her father.

PRACTICE

c. Complete the sentences with: Why – Where – Who - How. More than one word can be used.

1. _____ is she in the room?
2. _____ is he?
3. _____ is she at the beach?
4. _____ are they?
5. _____ are you?
6. _____ is it?

d. Analyze the example and tick if the answer is right.

1. What is Alicia?

Alicia is a receptionist.

✓

2. Where are they?

They are in the garden.

3. Where is she?

She is in school.

4. How are you?

You are ill.

5. Where are we?

We are at the health centre.

6. Where is Leonardo?

Leonardo is at the farm.

UNIT 3

PAST OF THE VERB TO BE

GRAMMATICAL ANALYSIS

Rules of the verb to be in past

- a. To know the verb to be in the past, you only need to remember the words “was” and “were”

HELP NOTE

Positive Statements	Negative Statements
I was	I was not - I wasn't.
You were	You were not - You weren't.
He was	He was not - He wasn't.
She was	She was not - She wasn't.
It was	It was not - It wasn't.
We were	We were not - We weren't.
You were	You were not - You weren't.
They were	They were not - They weren't.
Interrogative Statements	Short answers
Was I?	Yes, I was. / No, I was not. or No, I wasn't.
Were you?	Yes, I was. / No, I was not. or No, I wasn't.
Was he?	Yes, he was. / No, he was not. or No, he wasn't.
Was she?	Yes, she was./ No, she was not. or No, she wasn't.
Was it?	Yes, it was./ No, It was not. or No, it wasn't.
Were we?	Yes, we were./No, we were not. or No, we weren't.
Were you?	Yes, you were./No, you were not. or No, you weren't.
Were they?	Yes, they were./ No, they were not. or No, they weren't.

VOCABULARY

Garden - jardin

Bed - cama

Painter - pintor

Wrong - equivocado

Same – mismo

Writer - escritor

Castle -castillo

Structures to make: affirmative, negative, and interrogative sentences

Affirmative
S + past V to be + C

Negative
S + past V to be + not + C

Interrogative
Past V to be + S + C + ?

b. Look, how is the verb to be used in the past tense?

Examples:

- | | |
|----------------------------|-----------------------------|
| - She was in the garden. | - It wasn't on the table. |
| - I was in bed. | - He wasn't in New York. |
| - He was a good painter. | - Was he in the house? |
| - We were in London. | - Were we in the same park? |
| - You were wrong. | - Was I young? |
| - They were in the office. | - Were you at the school? |
| - She was not in Quito. | - Was she a writer? |

PRACTICE

C. Fill in the blanks with the correct use of the verb to be in Past tense

1. She was (is) in Cuenca.
2. We _____ (aren't) in the castle.

3. They _____ (are) in the car.
4. He _____ (is) an Ecuadorian.
5. I _____(am) an excellent football player.
6. _____(are) you at the party?
7. _____(is) she hungry?
8. She _____(isn't) on the plane.
9. It _____(is) a gum.
- 10.It _____(isn't) a comet.

d. Underline the incorrect words of the sentences and rewrite it in a correct way if it is necessary.

- | | |
|---------------------------------|------------------------|
| 1. She <u>were</u> in the park. | - She was in the park. |
| 2. Were he in the campus? | - _____ |
| 3. Were they at the restaurant? | - _____ |
| 4. I weren't a hard worker. | - _____ |
| 5. Was he a teacher? | - _____ |
| 6. Were it a radio? | - _____ |
| 7. Were they at the corner? | - _____ |
| 8. He weren't an electrician. | - _____ |

UNIT 4

PAST OF THE VERB TO BE WITH WH – QUESTIONS

GRAMMATICAL ANALYSIS

- a. Review the grammar rule to make Wh – questions with the verb to be in past tense.

<i>INTERROGATIVE STATEMENT</i>			
WH- QUESTIONS WITH VERB TO BE			
Wh – Words	Verb To Be in Past	Subject	Complement
What	was	I	two years ago?
Where	were	you	yesterday?
Which	was	he	?
When	was	she	at the disco?
Why	was	it	here?
How	were	we	?
Who	were	you	?
How long	were	they	at the park?

Structure study: Interrogative sentences with the verb to be in Past tense.

Interrogative
Wh- word + Past of Verb to be + Subject + Complement + ? (was or were)

VOCABULARY

Germany - Alemania

Psychologist - Psicólogo

South - Sur

b. Learn the use of the verb to be with Wh – questions.

Examples:

Where were they yesterday?

Answers: They were at the stadium.

They weren't at the stadium.

Where was she two years ago?

Answers: She was in Germany.

She wasn't in Germany.

Who was he?

Answers: He was a pilot.

He was not a pilot.

Why was she here?

Answers: She was here for a document.

She wasn't here for a document.

PRACTICE

c. Complete the sentences with: Why – Where – Who - How.

1. _____ was he?
2. _____ was she?
3. _____ were they?
4. _____ were you?
5. _____ was he?
6. _____ was it?

d. Write the Wh- question of the affirmative sentences below.

1. Where was Juan?

Juan was at the party.

2. _____?

He was a mechanic.

3. _____?

She was tall.

4. _____?

They were psychologists.

5. _____?

You were in South Africa on Monday.

UNIT 5

FUTURE OF THE VERB TO BE

GRAMMATICAL ANALYSIS

a. Review the verb to be in Future tense.

HELP NOTE

To change to the future tense you only need to write the word **will** between the pronoun and the verb to be.

<i>Affirmative</i>	<i>Negative</i>	<i>Interrogative</i>
<i>Statement</i>	<i>Statement</i>	<i>Statement</i>
I will be.	I will not / won't be.	Will I be?
You will be.	You will not / won't be.	Will you be?
He will be.	He will not / won't be.	Will he be?
She will be.	She will not / won't be.	Will she be?
It will be.	It will not / won't be.	Will it be?
We will be.	We will not / won't be.	Will we be?
You will be.	You will not / won't be.	Will you be?
They will be.	They will not / won't be.	Will they be?

VOCABULARY

Designer - diseñador

Tonight - esta noche

Teacher - profesor

Tomorrow - mañana

Party - fiesta

Nurse - enfermera

Below - debajo

Pilot - piloto

Boat - bote

Store - almacen

Structures used to make affirmative, negative and interrogative sentences.

Affirmative

S + Aux Will + Verb to be + C

Negative

S + Aux won't + Verb to be + C

Interrogative

Aux Will + S + Verb to be + C + ?
--

b. Check the help note in the sentences below

Examples:

Affirmative

- I will be a president.
- He will be a teacher.
- You will be a designer.
- They will be in Paris.
- We will be at the party.

Negative

- I won't be a president.
- He won't be a teacher.
- You won't be a designer.
- They won't be in Paris.
- We won't be at the party.

Interrogative

- Will I be a president?
- Will he be a teacher?
- Will you be a designer?
- Will they be in Paris?
- Will we be at the party?

PRACTICE

c. Order the sentences given below.

1. be / I / electrician/ will/ an/ ? Will I be an electrician?
2. will / be / he / here/ tonight _____
3. she / be / won't / mechanic / a _____
4. be / will / you / in / boat / the _____
5. supermarket /they /will/ be / in /the _____
6. Maria / be / will / the / in/ shop _____
7. won't /we/ be/ doctors _____

d. Rewrite the sentences in future tense

- | | |
|------------------------------|----------------------|
| 1. I am in Poland. | I will be in Poland. |
| 2. She is a nurse. | _____ |
| 3. They are in Guayaquil. | _____ |
| 4. Silvana is a philosopher. | _____ |
| 5. Lucia is a student. | _____ |
| 6. Frank is a pilot. | _____ |
| 7. Enrique is with you. | _____ |
| 8. We are in Panama. | _____ |

UNIT 6

FUTURE OF THE VERB TO BE WITH WH – QUESTIONS

GRAMMATICAL ANALYSIS

- a. Check the help note about WH – questions with the verb to be in future tense.

HELP NOTE

<i>INTERROGATIVE STATEMENT</i>				Info answers
WH- QUESTIONS WITH VERB TO BE IN THE FUTURE				
WH- Words	Aux will	Subject	Verb To be	
What Where Which When Why Who How How long	will	I	be?	I will be... / I won't be...
		you		You will be... / You won't be...
		he		He will be... / He won't be...
		she		She will be... / She won't be..
		it		It will be... / It won't be...
		we		We will be... / We won't be...
		you		You will be... / You won't be..
		they		They will be... / They won't be..

Structure to make: Interrogative sentences with the verb to be in Future tense.

Interrogative
WH- word + Aux will + Subject + Verb To Be + Complement + ?

VOCABULARY

Tall - alto

Why – Por qué?

Where – Dónde?

When – Cuando?

Who – Quién?

How - Cómo?

b. Learn the use of the verb to be with WH – questions in future tense.

Examples:

Where will they be?

Answers: They will be at the stadium.

They won't at the stadium.

Where will she be?

Answers: She will be in Germany.

She won't in Germany.

What will he be?

Answers: He will be a pilot.

He won't be a pilot.

Why will she be here?

Answers: She will be here for a document.

She won't be here for a document.

PRACTICE

c. Build sentences using the WH – questions: Why – Where – When – Who–or How.

1. Why _____ will she be in Cuenca?
2. _____ will he be?
3. _____ will she be an engineer?
4. _____ will they be on Saturday?
5. _____ will you be in five years?
6. _____ will he be in Guayaquil?
7. _____ will it be?

d. Write the interrogative sentence with WH - words for the affirmative sentences written below.

1. Where will Juan be?

Juan will be at the reception.

2. _____?

He will be a mechanic.

3. _____?

She will be tall.

4. _____?

They will be teachers.

5. _____?

You will be in South Africa tomorrow.

UNIT 7

PRESENT PROGRESSIVE

GRAMMATICAL ANALYSIS

a. Review the Present progressive in the help note.

HELP NOTE:We use the present continuous to talk about something that's in progress now, at the moment of speaking.

Forms of the Present Progressive

We form the present progressive with the present of be + the **-ing** form of the verb.

Note: the negative has two possible forms.

Affirmative

I'm (I am) working.

You're (You are) working.

He's (He is) working.

She's (she is) working.

It's (it is) working.

We're (we are) working.

You're (you are) working.

They're (they are) working.

Negative

I'm not working.

You aren't (you're not) working.

He isn't (he is not) working.

She isn't (she's not) working.

It isn't (It's not) working.

We aren't (We're not) working.

You aren't (You're not) working.

They aren't (They're not) working.

Questions

Am I working?

Are you working?

Is he working?

Is she working?

Is it working?

Are we working?

Are you working?

Are they working?

Short answers

Yes, I am.**or** No, I'm not.

Yes, you are.**or** No, you aren't./ you're not.

Yes, he is.**or** No, he isn't./ he's not.

Yes, she is.**or** No, she isn't./ she's not.

Yes, it is.**or** No, it isn't./ it's not.

Yes, we are.**or** No, we aren't. / we're not.

Yes, you are.**or** No, you aren't./you 're not.

Yes, they are.**or** No, they aren't. / they're not.

Note: the present progressive is also called the present continuous.

- Use the present progressive to talk about an action that is happening now (as you are speaking)
 - The baby is crying.
- Use contractions in speaking and in informal writing
 - I 'm not cooking. - I'm doing the laundry.
 - We aren't working. - We're resting.
- We usually do not repeat the subject and the verb be when the subject is doing two things
 - Paul is eating and drinking.

VOCABULARY

call	-	calling →	llamar	-	llamando
eat	-	eating →	comer	-	comiendo
drink	-	drinking →	beber	-	bebiendo
take	-	taking →	tomar	-	tomando
play	-	playing →	tocar	-	tocando
			jugar	-	jugando
fly	-	flying →	volar	-	volando

b. Circle the present progressive form of the verbs below

- They're calling the police.
- They are playing.
- He is biting his nails.
- He's drinking a glass of water.
- I'm not calling the doctor.
- He's eating a lot.
- We're taking a taxi.

- He is sleeping now.
- Are they flying in the helicopter?
- Are you writing a pamphlet?
- Is he drawing a picture?

PRACTICE

c. Match the questions with the answers.

- | | |
|-----------------------------------|--|
| 1. b ___ Is Peter cooking? | a. Yes, it is. Everyone is carrying an umbrella. |
| 2. ___ Is it raining outside? | b. Yes, he is.
He's making fried chicken. |
| 3. ___ Are you wearing the hat? | c. No, she's not. She's kidding. |
| 4. ___ Are you studying French? | d. No, they're not. They're playing. |
| 5. ___ Are the children fighting? | e. Yes, I am. |
| 6. ___ Is your mother serious? | f. No, we're not. We're studying English. |

d. Write short affirmative and negative answers to the questions.

a. Are you making chicken and mushrooms?

Yes, I am. No, I'm not.

b. Is Paul reading a book?

c. Are they playing baseball?

d. Is she wearing jeans?

UNIT 8

PRESENT PROGRESSIVE WITH WH- QUESTIONS

GRAMMATICAL ANALYSIS

a. Study the Help note about Present Progressive with WH – questions

HELP NOTE

<i>INTERROGATIVE STATEMENT</i>				Info answers
WH- QUESTIONS WITH THE PRESENT PROGRESSIVE				
WH- Words	Verb To Be	Subject	verb with - ing	
What Where Which When Why Who How How long	am	I	washing? drawing? singing?	I am... /I'm not...
	are	you		You are.../ You're not...
	is	he		He is... / He's not...
	is	she		She is... / She's not...
	is	it		It is... / It's not...
	are	we		We are.../ We're not...
	are	you		You are... / You're not...
	are	they		They are.../ They're not...

Structure to make: Interrogative sentences with WH- Words in the Present Progressive Tense.

Interrogative
WH- word +Verb To Be+ Subject + { verb+ ing+ Complement +? }

VOCABULARY

- leave- irse
- neighbourhood - vecindario
- birthday - cumpleaños
- bag - bolsa
- run - correr
- control - controlar
- write - escribir
- rewrite – re - escribir
- stay - permanecer
- protect - proteger
- letter - carta
- write - escribir
- live - vivir
- look - mirar

b. Observe the use of the Present Progressive with WH – words in the sentences written below.

Where is he going?

Answers: He is going to work.
He's not going to work.

What is he writing?

He's writing a letter.
He's not writing a letter.

Why is he running?

Answers: He is running four kilometres to stay in shape.
He's not running four kilometres to stay in shape.

What are they controlling?

Answers: They are controlling the traffic.
They aren't controlling the traffic.

Where are they living?

Answers: They are living in San Francisco.
They aren't living in San Francisco.

PRACTICE

c. Circle the correct verb form to make an interrogative sentence in Present progressive with WH – words. Then rewrite it below.

1. Why (she writes / is she writing) a letter?

Why is she writing a letter?

2. Where (she reads/is she reading) a book?

3. When (she comes/are they coming)?

4. How (you feel / are you feeling) this morning?

5. What (you do / are you doing) for your birthday?

d. Answer the present progressive WH - questions.

a. What is he thinking about?

He is thinking about his problems.

b. What are they eating?

c. Where is he playing the guitar?

d. What are you looking for in my bag?

e. Where are we staying?

UNIT 9

PAST PROGRESSIVE

GRAMMATICAL ANALYSIS

- a. Review the affirmative, negative and interrogative statements in the help note.

AFFIRMATIVE STATEMENTS		
Subject	Past verb To Be	Base form of Verb + -ing
I	was	drawing.
You	were	
He	was	
She	was	
It	was	
We	were	
You	were	
They	were	

NEGATIVE STATEMENTS			
Subject	Past verb to be	NOT	Base form of Verb+ -ing
I	was	not	playing.
You	were		
He She It	was		
We You They	were		

INTERROGATIVE STATEMENT			
Past verb to Be	Subject	Base form of Verb + - ing	COMPLEMENT
Was	I	playing	the guitar ? in the football stadium?
Were	you		
Was	he she it		
Were	we you they		

VOCABULARY

boring -aburrido/a

coughing – tosiendo

strawberries -fresas

think – pensar

jacket – chaqueta

thinking – pensando

cough – toser

b. Tick the correct sentences or write a cross next to the incorrect sentences in Past Progressive.

1. You were watching a sad movie. ()
2. She was sleeping. ()
3. You were reading a very boring book. ()
4. They were telling a secret. ()
5. We were eating strawberries. ()
6. He is coughing. ()
7. I was wearing a jacket. ()
8. Silvia wasn't thinking about her problems. ()
9. Is he wearing a watch? ()

PRACTICE

c. Write the - ing form for the following verbs.

- | | | | |
|-----------|-----------------|-----------|-------|
| a. enjoy | <u>enjoying</u> | f. become | _____ |
| b. change | _____ | g. polish | _____ |
| c. buy | _____ | h. cook | _____ |
| d. stay | _____ | i. teach | _____ |
| e. fix | _____ | j. put | _____ |

d. Change the sentences to the past progressive tense below.

1. **He is putting his shoes on.**

He was putting his shoes on.

2. I am teaching history.

3. Manuel is fixing the car.

4. Leonela is enjoying the trip.

5. They are changing their light bulbs.

UNIT 10

PAST PROGRESSIVE WITH WH- QUESTIONS

GRAMMATICAL ANALYSIS

a. Study the Help note about Past Progressive with WH – questions

HELP NOTE

INTERROGATIVE STATEMENT				Answers
WH- QUESTIONS WITH THE PAST PROGRESSIVE				
WH- Words	Verb To Be in Past	Subject	Base verb with - ing	
What	was	I	producing mixing visiting investigating	I was producing...../ I wasn't producing....
Where	were	you		You were mixing..../ You weren't mixing....
Which	was	he		He was visiting..... / He wasn't visiting....
When	was	she		She was investigating.../ She wasn't investigating...
Why	was	it		It was producing.... / It wasn't producing....
Who	were	we		We were mixing / We weren't mixing....
How	were	you		You were visiting.... / You weren't visiting....
How long	were	they		They were investigating..../ They weren't investigating....

Structure to make interrogative sentences with WH- Words in the Past Progressive Tense.

Interrogative
WH- word + Verb To Be + Subject + { verb with(ing) + Complement + ? IN PAST

VOCABULARY

- cut - cortar
- package - paquete
- article - articulo
- bring - llevar
- friend - amigo
- subject - materia
- french fries - papas fritas
- dishes - platos
- corn - maíz
- sail - navegar
- help - ayuda

b. Look the use of the structure to make a Past Progressive WH – question.

What was she cutting?

Answers: She was cutting out a magazine article.
She wasn't cutting out a magazine article.

When were they dancing?

Answers: They were dancing last night.
They weren't dancing last night.

Where was he studying?

Answers: He was studying at a friend's house.
He wasn't studying at a friend's house.

Who was teaching French?

Answers: Luis was teaching French.
Luis wasn't teaching French.

PRACTICE

c. Complete the sentences with the correct Past Progressive form of the verb. Use the verbs in the brackets.

1. Why was Eliza painting (paint) a poster?
2. What was Pablo _____ (wear)?
3. Where were they _____ (sing)?
4. Who was _____ (research) on the internet?
5. When was Cynthia _____ (swim) in the pool?
6. Who was _____ (study) in the military school?
7. Why was she _____ (help) at the clinic?

d. Match the phrases with the letters in order to make a Past Progressive WH – question.

- | | |
|---------------------------------------|-------------------------------|
| 1. When was Victoria washing _____ | <u>a</u> _____ the flowers? |
| 2. When were they eating _____ | <u>b</u> _____ in the river? |
| 3. Why was she cutting <u>a</u> _____ | <u>c</u> _____ french fries? |
| 4. How was she explaining _____ | <u>d</u> _____ the clothes? |
| 5. Why was Ricardo sailing _____ | <u>e</u> _____ a text? |
| 6. Where were you planting _____ | <u>f</u> _____ a lot of corn? |

UNIT 11

PRESENT SIMPLE TENSE

GRAMMATICAL ANALYSIS

a. Review the Present simple tense in the help note

We use the present simple to talk about habits or regular activities and situations.

1stRule

s- sh - ch - x - z - o

- For all verbs that end in

You have to add - **es** in the third persons.

Affirmative Statements		Negative Statements		
Subject	Verb	Subject	Aux do not/does not	Base form of Verb
I You We They	brush.	I You We They	do not don't	brush.
He She It	brushes.	He She It	does not doesn't	brush.

Interrogative Statements			
Aux Do – Does	Subject	Verb	Short answers
Do	I we you they	brush?	Yes, I do./No, I do not. (don't.) Yes, you do./ No, you do not. (don't.) Yes, we do./No, we do not. (don't.) Yes, they do./ No, they do not. (don't.)
Does	he she it	brush?	Yes, he does./No, he does not. (doesn't.) Yes, she does./ No, she does not. (doesn't.) Yes, it does./No, it does not.(doesn't.)

Examples:

- I brush my teeth.
- I do not brush my teeth.
- Do I brush my teeth?
- He brushes his teeth.
- He doesn't brush his teeth.
- Does he brush his teeth?

2nd Rule: You have to add –s to the verb in the third person when the verb ends in a vowel + y or any consonant other than the ones of the first rule.

Affirmative Statement		Negative Statement		
Subject	Verb	Subject	Aux Don't or Doesn't	Base form verb
I You We They	buy.	I You We They	do not don't	buy.
He She It	buys.	He She It	does not doesn't	buy.

Interrogative Statement			
Aux	subject	Base form verb	Short answers
Do	I you we they	buy a new bed?	Yes, I do./No, I do not. (don't.) Yes, you do./ No, you do not. (don't.) Yes, we do./No, we do not. (don't.) Yes, they do./ No, they do not. (don't.)
Does	he she it	buy a stereo?	Yes, he does./No, he does not. (don't.) Yes, she does./ No, she does not. (doesn't.) Yes, it does./No, it does not. (doesn't.)

Examples:

- We buy a house.
- We don't buy a house.
- Do we buy a house?
- He buys a house.
- He doesn't buy a house.
- Does he buy a house?

3rdRule: For all verbs that end in a consonant + Y , in the third person you have to drop Y and add- ies .				
Affirmative Statements		Negative Statement		
Subject	Verb	Subject	Aux - do not does not	Base form Verb
I You We They	fly.	I You We They	do not don't	fly.
He She It	flies.	He She It	doesn't	fly.

Interrogative Statement			
Aux	subject	Base form verb	Short answers
Do	I you we they	fly?	Yes, I do./No, I do not. (don't.) Yes, you do./ No, you do not. (don't.) Yes, we do./No, we do not. (don't.) Yes, they do./ No, they do not. (don't.)
Does	he she it	fly?	Yes, he does./No, he does not. (doesn't.) Yes, she does./ No, she does not. (doesn't.) Yes, it does./No, it does not. (doesn't.)

Examples:

- We fly to Cuenca.
- We don't fly to Cuenca.
- Do we fly to Cuenca?
- She flies to Cuenca.
- She doesn't fly to Cuenca.
- Does she fly to Cuenca?

VOCABULARY

brush – cepillar

fly – volar

goes – ir

rain–llover

kiss- besar

buy - comprar

b. Look at the examples and identify how the rules are used in present simple, then write affirmative, negative or interrogative next to the sentences.

- a. I teach English every day. **Affirmative**
- b. He kisses his mother. _____
- c. Maricela doesn't watch TV at night. _____
- d. Juan brushes his teeth. _____
- e. Mario goes to high school. _____
- f. She flies in the morning. _____
- g. It doesn't rain a lot in April. _____
- h. Does he wash his clothes on Sunday? _____

PRACTICE

c. Complete the examples with the present simple tense, using the verbs in parenthesis.

1. Victor builds (build) a house.
2. This boy _____ (study) with my cousin.
3. I _____ (eat) out.
4. You _____ (build) a house.
5. He _____ (fly) to Japan.
6. She _____ (stay) at home.
7. It _____ (cost) \$30.
8. This animal _____ (live) in the desert.
9. You _____ (go) to Russia.

d. Look at the pictures and order the examples in the correct way.

play/ they / football.



They play football.



book / he / a / reads



writes / a / prescription/ He

UNIT 12

WH – QUESTIONS FOR THE PRESENT SIMPLE TENSE

GRAMMATICAL ANALYSIS

a. Analyze the Simple Present Simple Tense with WH – Questions.

WH –Questions				
WH- word	Do / does	Subject	Base form of Verb	Complement
What	do	I	do	after breakfast?
Where		you	eat	the dinner?
When		we	leave	for work?
What time		they	come	home?
Why	does	he	live	in Portugal?
Who		she	call	today?
How		it		
ANSWERS				
1. I go to my house after breakfast. 2. I eat dinner in the Leo's restaurant. 3. We leave for work at 6:00 o'clock. 4. They come home at 7:15. 5. He lives in Portugal because he works there. 6. She calls her sister.				

VOCABULARY

breakfast – desayuno

living room – sala

take – tomar

talk - conversar

handicrafts – artesanías

sell - vender

- b. Review how the present simple tense with WH – questions is used in the sentences below**

What time does he clean the living room?

Answer: He cleans the living room at 10:30.

When do we take a vacation?

Answer: We take a vacation from July to August.

Where do they sell handicrafts?

Answer: They sell their handicrafts at the market.

What time does the concert start?

Answer: The concert starts at 10:00.

Who does he talk to?

Answer: He talks to his family.

PRACTICE

c. Order the following interrogative sentences.

1. he / fly / in / Where / a / does / plane?

2. does/ What / write / in / the/ she / newspaper?

3. you /do / What / do ?

4. When / do / you / to Ecuador/ return?

5. Himalaya / what / mean / does?

d. Make WH- questions (information questions) for the following answers.

1. _____?

I watch a ghost movie.

2. _____?

She invites Laura to her birthday.

3. _____?

They read a brilliant book.

4. _____?

She likes Catamayo because it is a quiet town.

5. _____?

We paint the house on Saturday.

UNIT 13

PAST SIMPLE TENSE

GRAMMATICAL ANALYSIS

- a. Study the grammar rules about the past simple using irregular verbs.

1st RULE

Affirmative Statement		Negative Statements		
Subject	Verb	Subject	Did not/didn't	Base form of Verb
I You He She It We You They	drank.	I You He She It We You They	did not didn't	drink.
Interrogative Statements			Short answers	
Aux Did	Subject	Base form of Verb in Present	Yes, I did./No, I didn't. Yes, you did./No, you didn't. Yes, he did./No, he didn't. Yes, she did./No, she didn't. Yes, it did./No, it didn't. Yes, we did./No, we didn't. Yes, you did./No, you didn't. Yes, they did./No, they didn't.	
Did	I you he she it we you they	drink?		

Examples:

- She drank coffee.
- She didn't drink coffee.
- Did she drink coffee?
- We drank a cup of milk.
- We didn't drink a cup of milk.
- Did we drink a cup of milk?

2nd RULE

When a regular verb ends with a consonant + Y. We have to drop Y and add – **ied** for the affirmative statements.

Example:

Study – Studied **Regular Verb**

Affirmative Statement		Negative Statement		
Subject	Base verb in Past	Subject	Aux did not didn't	Base form of the verb
I You He She It We You They	stud <u>ied</u> .	I You He She It We You They	didn't did not	study.

Interrogative Statement

Aux Did	Subject	Verb	Complement	Short answers
Did	I you he she it we you they	study	at home?	Yes, I did./No, I didn't. Yes, you did./No, you didn't. Yes, he did./No, he didn't. Yes, she did./No, she didn't. Yes, it did./No, it didn't. Yes, we did./No, we didn't. Yes, you did./No, you didn't. Yes, they did./No, they didn't.

Examples:

- She carried her boy to the school. **(Affirmative)**
- She didn't carry her boy to the school. **(Negative)**
- Did she carry her boy to the school? **(Interrogative)**

3rd RULE

You have to add - **ed** for regular verbs to change them to the past tense.

Examples:
 close - closeed, analyze - analyzeed,
 work - workedrest - rested

Affirmative Statement		Negative Statement		
Subject	Verb	Subj ect	Aux didn't or did not	Base form of the verb
I You He She It We You They	started.	I You He She It We You They	didn't did not	start.
Interrogative Statement		Short answers		
Aux Did	Subject	Verb		
Did	I you he she it we you they	start?	Yes, I did. / No, I didn't. Yes, you did./ No, you didn't. Yes, He did. / No, he didn't. Yes, she did. / No, she didn't. Yes, it did. / No, it didn't. Yes, we did. / No, we didn't. Yes, you did. / No, you didn't. Yes, they did. / No, they didn't.	

Examples:

- The new cars reduceded the pollution. (Affirmative)
- The new cars **didn't reduce** the pollution. (Negative)
- **Did** the new cars reduce the pollution? (Interrogative)

VOCABULARY

- corner – esquina
- yesterday – ayer
- morning – mañana
- afternoon – tarde
- evening- noche
- ago – hace
- last – ultimo
- miss –perder

SOME COMMON PAST TIME MARKERS		
YESTERDAY	AGO	LAST
Yesterday	Two days ago	Last night
Yesterday morning	A week ago	Last Monday
Yesterday afternoon	A month ago	Last week
Yesterday evening	A year ago	Last summer

b. Read these sentences and underline the past tense verbs

1. It started at seven.
2. The bus stopped at the corner.
3. We studied history last night.
4. We arrived late Wednesday night.
5. We visited San Francisco.
6. She studied in Paris two years ago.
7. We missed you last week.

PRACTICE

c. Filling the blanks with the correct use of the grammar in Past tense. Use the verbs in the brackets to make a positive, negative or interrogative sentence.

Did you <u>work</u> (work) a lot?	(Interrogative)
I _____(watch)TV.	(Positive)
He _____(listen) to music.	(Negative)
They _____(visit) friends.	(Positive)
She _____(play) a sport.	(Negative)

d. Match the present simple with the past simple verbs.

walk	worked
move	bought
fly	walked
work	→ moved
buy	flew
fight	studied
see	cut
study	fought
cut	saw

UNIT 14

WH – QUESTION FOR THE PAST SIMPLE TENSE

GRAMMATICAL ANALYSIS

- a. Review the help note about Wh - question in the present simple tense.

WH - QUESTIONS					
WH – Word	Did	Subject	Verb	Answers	
What	did	I	forget?	You forgot the pen.	
Where		you	go?	I went to Italy.	
When		he	arrive?	He arrived on Tuesday.	
Why		she	leave?	Because she had to go shopping.	
Who		it	call?	She called the teacher.	
Which		we	choose?	We chose the most elegant clothes.	
How		you	feel?		They felt ok.
		they			

Examples:

Why did she call José?

Answer: She called Jose because he has her bag.

When did you graduate?

Answer: I graduated on July 17th.

VOCABULARY

- river – rio
- drums – tambores
- band – banda
- their- su (de ellos)
- take - tomar
- beans – porotos
- seeds – semilla
- things - cosas

b. Look at the pictures and analyse the interrogative sentence formed.



What did she do?

She wrote a message.

Where did they take their photo?



They took their photo near the river.

Where did he play?



He played the guitar in the Max's band.

PRACTICE

c. Match the interrogative sentences with the correct answers in present simple tense.

1. I grew beans with seeds only.
2. She did the homework in the morning.
3. They worked in the hospital.
4. He travelled to Atacames.
5. He needed wood, cement, reinforced concrete, etc.
6. I lived in Macará.

- a. Where did he travel?
- b. Where did you live?
- c. How did you grow beans?
- d. What did she do in the morning?
- e. Which things did he need to build a house?
- f. Where did they work?

d. Complete these questions with (what, where, why, when, and which)

- a. **Why** did Maricela work in another country?
- b. _____ did he go to Spain?
- c. _____ did you build your house?
- d. _____ did they go tonight?
- e. _____ did she go to Italy?
- f. _____ did you stay last night?

UNIT 15

PRESENT PERFECT

GRAMMATICAL ANALYSIS

- a. Review the Present perfect in the Help note.

HELP NOTE

The present perfect connects the past and the present. It refers to a past action but we're interested in the present effects or results of the action. We form the present perfect with have/has + the past participle.

Affirmative	Negative	Question
I've (have) started.	I haven't started.	Have I started?
You've started.	You haven't started.	Have you started?
He has started.	He hasn't started.	Has he started?
She has started.	She hasn't started.	Has she started?
It has started.	It hasn't started.	Has it started?
We have started.	We haven't started.	Have we started?
You have started.	You haven't started.	Have you started?
They have started.	They haven't started.	Have they started?
Short answers		
Yes, I have. / No, I haven't. Yes, you have. / No, you haven't. Yes, he has. / No, he hasn't. Yes, she has. / No, she hasn't. Yes, it has. / No, it hasn't. Yes, we have. / No, we haven't. Yes, you have. / No, you haven't. Yes, they have. / No, they haven't.		

Structures to make: affirmative, negative and interrogative sentences in Present Perfect Tense.

Affirmative Sentences

Subject +Auxiliary has or have + Verb in Past Participle + Complement.
--

Negative Sentences

Subject + Auxiliary has or have + not + Verb in Past Participle +Complement.
--

Interrogative Sentences

Auxiliary has or have + Subject+Verb in Past Participle+Complement?

VOCABULARY

REGULAR AND IRREGULAR VERBS IN PRESENT AND PAST PARTICIPLE

- | | |
|---------------------------|------------------------------|
| - began – empear | - begun - empesado |
| - do – hacer | - done - hecho |
| - stop – parar | - stopped – paro |
| - break – romper | - broken - roto |
| - draw – dibujar | - drawn - dibujado |
| - check – revisar | - checked - revisado |
| - burn – quemar | - burnt - quemado |
| - drink – beber | - drunk - bebido |
| - review – revisar | - reviewed - revisado |
| - come – venir | - come - venido |
| - drive – conducir | - driven - conducido |
| - interview – entrevistar | - interviewed – entrevistado |

- chose – escoger - chosen - escogido
- close – cerrar - closed - cerrado
- apply – aplicar - applied - aplicado

b. Learn to make sentences in Present Perfect.

- She has begun the surgery.
- She hasn't begun the surgery.
- Has she begun the surgery?
Yes, she has. / No, she hasn't.

- He has broken the dishes.
- He hasn't broken the dishes.
- Has he broken the dishes?
Yes, he has. / No, he hasn't.

- The boy has found the presents.
- The boy hasn't found the presents.
- Has the boy found the presents?
Yes, he has. / No, he hasn't.

- They have come to Europe.
- They haven't come to Europe.
- Have they come to Europe?
Yes, they have. / No, they haven't.

PRACTICE

c. Underline the sentences that have verbs in past participle tense.

1. He hascuta plant.
2. Has he lost his job?

3. His band is playing today.
4. She hasn't found anything.
5. He has stopped the traffic.
6. You have interviewed the economist.

d. Complete the sentences in the present perfect tense, use the verbs in the brackets.

1. They (take) have taken my television and my video.
2. My sister (go) _____ to the beach too.
3. They (make) _____ a terrible mess.
4. They (throw) _____ all my clothes all over the floor.
5. You (call) _____ the police.

UNIT 16

PRESENT PERFECT TENSE WITH WH - QUESTIONS

GRAMMATICAL ANALYSIS

a. Review the Present Perfect Tense with WH questions.

HELP NOTE

PRESENT PERFECT TENSE WITH WH - QUESTIONS			
WH – Word	Verb have or has	Subject	Verb in Past Participle
What	have	I	gotten?
Where		you	gone?
When		he	seen?
Why	has	she	danced?
Who		it	participated?
Which	have	we	worn?
How		you	
		they	

Structure to make: WH - questions in the Present Perfect Tense.

WH – word + Auxiliary have or has + Subject + Verb in Past Participle + Complement +?

VOCABULARY

Gotten - conseguido

Done - hecho

Magazine - revista

Job - empleo

Bring - llevar

Brought - llevado

b. Learn to make WH – questions in Present Perfect Tense.

Where has she danced?

Answers: She has danced at a good dance school.
She hasn't danced at a good dance school.

What has he gotten?

Answers: He has gotten a job.
He hasn't gotten a job.

Who have you seen?

Answers: I have seen my friends.
I haven't seen my friends.

When has Janine participated?

Answers: Janine has participated this Monday.
Janine hasn't participated this Monday.

UNIT 17

PAST PERFECT

GRAMMATICAL ANALYSIS

a. Review the help note about Past Perfect Tense.

HELP NOTE

Rule: We form the past perfect with had + past participle of a verb. Use the past perfect to emphasize which one happened first.		
Affirmative	Negative	Yes/No Questions
I'd started. or I had started.	I hadn't started.	Had I started?
You'd started. or You had started.	You hadn't started.	Had you started?
He'd started. or He had started.	He hadn't started.	Had he started?
She'd started. or She had started.	She hadn't started.	Had she started?
It'd started. or It had started.	It hadn't started.	Had it started?
We'd started. or We had started.	We hadn't started.	Had we started?
You'd started. or You had started.	You hadn't started.	Had you started?
They'd started. or They had started.	They hadn't started.	Had they started?
Short answers		
Yes, I had. / No, I hadn't. Yes, you had. / No, you hadn't. Yes, he had. / No, he hadn't. Yes, she had. / No, she hadn't. Yes, it had. / No, it hadn't. Yes, we had. / No, we hadn't. Yes, you had. / No, you hadn't. Yes, they had. / No, they hadn't.		

Structures to make: affirmative, negative and interrogative sentences in Present Perfect Tense.

Affirmative Sentences

Subject + Auxiliary had + Past Participle of a verb + Complement.

Negative Sentences

Subject + Auxiliary had + not + Past Participle of a verb+ Complement.
--

Interrogative Sentences

Auxiliary had + Subject + Past Participle of a verb + Complement+?
--

VOCABULARY

VERBS IN PRESENT AND PAST PARTICIPLE TENSE

- | | |
|--------------------|-----------------------|
| - eat - comer | - eaten- comido |
| - know - conocer | - known - conocido |
| - get - conseguir | - gotten - conseguido |
| - have - tener | - had - tenido |
| - feel - sentir | - felt - sentido |
| - go - ir | - gone - ido |
| - find - encontrar | - found- encontrado |
| - fly - volar | - flown- volado |
| - give - dar | - given– dado |

b. Study the sentences in Present Perfect Tense.

- She had eaten pork.
- She hadn't eaten pork.

d. Match the pictures with the correct question in Present Perfect tense.



Had she bought a bag?



Had she taken a photo?



Had they sung a song?



Had they worked at the super market in the morning?

UNIT 18

PAST PERFECT WITH WH QUESTIONS

GRAMMATICAL ANALYSIS

a. Review the Past Perfect with WH questions

HELP NOTE

PAST PERFECT TENSE WITH WH - QUESTIONS			
WH - Word	Verb had	Subject	Verb in Past Participle
What	had	I	heard?
Where		you	felt?
When		he	lost?
Why		she	made?
Who		it	paid?
Which		we	cooked?
How		you	
		they	

Structure to make: WH - questions in the Present Perfect Tense.

WH – word + Auxiliary had + Subject + Past Participle of a verb + Complement +?

VOCABULARY

Song - canción

Hear - oír

Heard - oído

Sadness - tristeza

Factory - empresa

Lose - perder

Lost - perdido

b. Check the sentences about the Past Perfect Tense with WH-questions.

Where had she heard that song?

Answers: She had heard it on the radio.

She hadn't heard it on the radio.

Why had he felt sadness?

Answer: He felt sadness because his brother had travelled to Spain.

He didn't feel sadness because his brother hadn't travelled to Spain.

When had they lost the computer?

Answers: They had lost the computer before they came here.

They hadn't lost the computer before they came here.

What had she written two years ago?

Answer: She had written her personal book.

She hadn't written her personal book.

PRACTICE

c. Put the words in the correct order to obtain a Past Perfect question.

1. Why / you / travelled / had / to Panama?

Why had you travelled to Panama?

2. When / she / had / cooked?

3. What / he / had / eaten / yesterday?

4. Where / they / gone / had?

d. Change the sentences to Past Perfect WH – questions.

1. We have brought a dress to our mom.

What had we brought?

2. Marjorie has seen the horror film.

3. You haven't sung at the theater.

4. They have broken the flowerpots.

UNIT 19

COMPARATIVE AND SUPERLATIVE ADJECTIVES

GRAMMATICAL ANALYSIS

a. Analyze the Help notes about Comparative and Superlative adjectives.

When a one syllable adjective ends in vowel + consonant, you have to double the consonant and add - **er** for comparative and - **est** for superlative.

Examples:

Comparative: hot – hotter

big – bigger

Superlative: the hottest

the biggest

HELP NOTES

When an adjective ends with two vowels + consonant you simply add - **er** or **est**.

Examples:

Comparative: deep – deeper

Superlative : the deepest

For most adjectives with two or more syllables you have to write before: **more than** for comparative and **the most** for superlative adjectives, but when an adjective with two syllables end with **Y**, for example: pretty, lazy, easy, you have to drop **Y** and add **ier** or **iest** respectively.

Examples:

Adjective	Comparative	Superlative
attractive	more attractive than	the most attractive
delicious	more delicious than	the most delicious
pretty	prettier	the prettiest
easy	easier	the easiest

VOCABULARY ADJECTIVES

- old - viejo
- young - joven
- small - pequeño
- dangerous - peligroso
- expensive - caro
- crowded- poblado
- hot - caliente
- big - grande
- wonderful - maravilloso
- slow - despacio
- warm - caluroso
- quiet - tranquilo
- easy - fácil
- busy - ocupado/ocupada
- deep - profundo
- attractive - atractivo/atractiva

Note: When an adjective has **Y** at the end, you have to change **Y** for **i**, these adjectives are considered short and you have to drop **Y** and add **ier** for comparative or **iest** for superlative form.

Examples:

Adjectives	Comparative form	Superlative form
easy -	easier	the easiest
busy -	busier	the busiest
dirty -	dirtier	the dirtiest
ugly -	uglier	the ugliest

b. Analyse the example and circle the comparative and superlative adjectives.

Examples:

- Loja is the smallest city in Ecuador.
- Karen is bigger than Maribel.
- Ozmar is more patient than José.

- Vilcabamba is the most relaxing town in Loja province.
- Enrique is more famous than Lucas.
- Virmania is the nicest girl in class.
- Grape ice cream is cheaper than chocolate ice cream.

PRACTICE

c. Match the numbers with the letters, in order to obtain a comparative or superlative sentence.

- | | |
|-----------------------------------|------------------------------------|
| 1. This suit is _____ | a delicious than pears. |
| 2. Strawberries are more _____ | b than Rocky. |
| 3. Quito is more <u> e </u> | c hottest town. |
| 4. Alex is bigger _____ | d the most expensive in the store. |
| 5. Malacatos is the _____ | e crowded than Loja |
| 6. My computer is _____ | f the fastest. |

d. Read the following adjectives and order them in the corresponding column.

older - youngest - smaller - more dangerous - the most expensive
 more crowded - warmer - slowest - the most delicious - hottest - the
 most special - more attractive

Comparative		Superlative	
Short	Long	Short	Long
Older	more dangerous	youngest	the most delicious

ANNEXES

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3.2. TOOLS

SURVEY FOR STUDENTS

National University of Loja

Education, Art and Communication Area

English language Career

Dear students, the following survey has the purpose to obtain information for the completion of our study guide, that's why we ask you to be sincere when answering.

1. When working with affirmative sentences, do the teachers indicate the rules to make a sentence?
Yes () No ()

2. Does the teacher carry out exercises in class after explaining how the sentence is constructed?
Yes () No ()

3. Has your teacher ever taught you to locate the subject, verb and complement of a sentence correctly?
Yes () No ()

4. Do you practice the new English words with your teacher?
Yes () No ()

5. Does your teacher encourage you to elaborate your own examples when making sentences?
Yes () No ()

6. Does your teacher correct your mistakes when speaking or writing in English?
Yes () No ()
7. When beginning a new class, does the teacher teach new English grammatical patterns or rules?
Yes () No ()
8. Does he/she repeat the content of the explained topic when you do not understand it?
Yes () No ()
9. Does he/she encourage you to read other materials to learn grammar?
Yes () No ()
10. Does he/she explain you the new grammatical structures or the given topic at the end of each class?
Yes () No ()

Thanks for your help

3.3. OBSERVATION FOR TEACHERS

National University of Loja

Education, Art and Communication Area

English language Career

Observation record of the process of teaching of the Grammatical Structures

Record No.....

Date.....

Parameters to be observed	Always	Sometimes	Never
1. The linguistic rules are applied in the teaching process by the English teacher.			
2. She/he gives examples about the grammatical structures.			
3. He/she teaches students to recognize the location of the elements of the grammatical structures.			
4. He/she encourages students to participate in class by making their own examples.			
5. He/she applies the technique of rehearsal error with the students, so that they can identify the grammatical structures.			

6. He/she begins each class with new grammatical structures according to the given topic.			
7. He/she helps students understand what they have not understood by repeating the pertinent part.			
8. He/she uses new readings to support the learning process or he/she only uses ones that are in English textbook.			
9. When the class finishes, the teacher makes students learn new vocabulary.			

3.4. TIME TABLE 2009 - 2010

Stages or Activities	January	February	March	April	May	June	July	August	September	October
1) Project made	X X									
2) Assignment of Assessor and Director, Approval of the Project		X X								
3) Field research			X X							
4) Processing of the observation				X X						
5) Made the final report					X XX					
6) Review and Approval of the thesis by the law-court						X				
7) Support and Public defense							X			

8) The Thesis Plan								X X	XX		
9) Bibliography										X	
10) Annexes											X

ANSWERS TO PRACTICE EXERCISES

Unit 1
Practice
Letter c
Page 24

Practice
Letter d
Page 25

2. **Is he**
3. **not**
4. **'re**
5. **am**
6. **I'm**
7. **is**
8. **isn't**

- | | | |
|---|--|--|
| 2 | She isn't Lolita.
Is she Lolita?
Yes, she is.
No, she is not. | <u>Neg.</u>
<u>Int.</u>
<u>Answers</u> |
| 3 | We aren't in Loja.
Are we in Loja?
Yes, we are.
No, we are not. | <u>Neg.</u>
<u>Int</u>
<u>Answers.</u> |
| 4 | They are Mexicans.
Are they in Loja?
Yes, they are.
No, they are not. | <u>Neg.</u>
<u>Int.</u>
<u>Answers</u> |

Unit 2
Practice
Letter c
Page 28

Vocabulary
Letter d
Page 29

1. **Why?**
2. **Where?**
3. **Why?**
4. **Who?**
5. **How?**
6. **Where?**

1. **√**
2. **√**
3. **√**
4. **√**
5. **√**
6. **√**

Unit 3
Practice
Letter c
Page 32

1. was.
2. weren't
3. were
4. was
5. Was
6. were
7. was
8. wasn't
9. was
10. wasn't

Unit 4
Practice
Letter c
Page 34

1. Where
2. Where
3. Who
4. Where
5. Who
6. Where

Unit 5
Practice
Letter c
Page 38

1. Will I be an electrician?
2. Will he be here tonight?
3. She won't be a mechanic.
4. Will you be in the boat?

Practice
Letter d
Page 32

1. Were She was in the park.
2. Were Was he in the campus?
3. √ √
4. Weren't I wasn't a hard worker.
5. √ √
6. Were was it a radio?
7. √ √
8. Weren't He wasn't an electrician.

Practice
Letter d
Page 35

1. Where was Juan?
2. Who was he?
3. How is she?
4. Who were they?
5. Where were you?

Practice
Letter d
Page 38

1. I will be in Poland.
2. She will be a nurse.
3. They will be in Guayaquil.
4. Silvana will be a Philosopher.

5. They will be in the supermarket.
6. Maria will be in the shop.
7. We won't be doctors.

5. Lucia will be a student.
6. Frank will be a pilot.
7. Enrique will be with you.
8. We will be in Panama.

Unit 6
Practice
Letter c
Page 41

Practice
Letter d
Page 41

1. Why
2. Where
3. Why
4. Where
5. How
6. When
7. How

1. Where will Juan be?
2. Who will he be?
3. How will she be?
4. What will they be?
5. Where will you be?

Unit 7
Vocabulary
Letter b
Page 43

Practice
Letter c
Page 44

- calling
- playing
- biting
- drinking
- calling
- eating
- taking

1. .b.
2. .a.
3. .e.
4. .f.
5. .d.
6. .c.

**Practice
Letter d
Page 44**

- a. Yes, I am.
No, I'm not.
 - b. Yes, Paul is.
No, Paul is not.
 - c. Yes, they are.
No, they aren't.
 - d. Yes, she is.
No, she isn't.
-

**Unit 8
Practice
Letter c
Page 47**

- 2. (She reads/is she reading)
Where is she reading a book?
- 3. (She comes/are they coming)
When are they coming?
- 4. (You feel/are you feeling)
How are you feeling this morning?
- 5. (you do/are you doing)
What are you doing for your birthday?

**Practice
Letter d
Page 47**

- a. He is thinking about his problems.
 - b. They are eating a salad.
 - c. He is playing the guitar at the concert.
 - d. I am looking for my cellphone.
 - e. We are staying in my uncle's house.
-

**Unit 9
Vocabulary
Letter b
Page 49**

**Practice
Letter c
Page 50**

1. (√)
2. (√)
3. (√)
4. (√)
5. (√)
6. (√)
7. (√)
8. (√)
9. (√)

- a. enjoying
- b. changing
- c. buying
- d. staying
- e. fixing
- f. becoming
- g. polishing
- h. cooking
- i. teaching
- j. putting

**Practice
Letter d
Page 50**

2. I was teaching.
3. Manuel was fixing the car.
4. Leonela was enjoying the trip.
5. They were changing their light bulbs.

**Unit 10
Practice
Letter c
Page 53**

**Practice
Letter d
Page 53**

- | | |
|----------------|----|
| 1. painting | 1d |
| 2. wearing | 2c |
| 3. singing | 3a |
| 4. researching | 4e |
| 5. swimming | 5b |
| 6. studying | 6f |
| 7. helping | |

**Unit 11
Vocabulary
Letter b
Page 58**

**Practice
Letter c
Page 58**

- | | |
|------------------|------------|
| a. affirmative | 1. builds |
| b. affirmative | 2. studies |
| c. negative | 3. eat |
| d. affirmative | 4. build |
| e. affirmative | 5. flies |
| f. affirmative | 6. stays |
| g. negative | 7. Costs |
| h. interrogative | 8. Lives |
| | 9. go |

**Practice
Letter d
Page 59**

play/ they / football.



They play football.



book / he / a / reads

He reads a book.



writes / a / recipe/ He

He writes a recipe.

**Unit 12
Practice
Letter c
Page 62**

1. Where does he fly in a plane?
2. What does she write in the newspaper?
3. What do you do?
4. When do you return to Ecuador?
5. What does mean Himalaya?

**Practice
Letter d
Page 62**

1. What does she watch?
2. Who does she invite?
3. What does she read?
4. Why does she like Catamayo?

When do we paint the house?

**Unit 13
Vocabulary
Letter b
Page 66**

1. started
2. stopped
3. studied
4. arrived
5. visited
6. studied
7. missed

**Practice
Letter c
Page 67**

- Did you work a lot?
- I watched TV.
- He didn't listen to music.
- They visited friends.
- She didn't play a sport.

**Practice
Letter d
Page 67**

walk → walked

move → moved

fly → flew

work → worked

buy → bought

fight → fought

see → saw

study → studied

cut → cut

**Unit 14
Practice
Letter c
Page 70**

1c

2d

3f

4a

5e

6b

**Practice
Letter d
Page 70**

a Why

b When

c Where

d Where

e When

f When

**Unit 15
Practice
Letter c
Page 73**

2. He has cut his photo.

3. Has he lost his job?

5. She hasn't found anything.

6. He has stopped the traffic.

7. You have interviewed to the economist.

**Practice
Letter d
Page 74**

1. have taken

2. has gone

3. have made

4. have thrown

5. have called

**Unit 16
Practice
Letter c
Page 77**

**Practice
Letter d
Page 77**

1 A 4A

2 B 5 B

3 A

a. W d. R

b. R e. R

c. W f. W

**Unit 17
Practice
Letter C
Page 80**

1. Had you driven a bicycle?
2. He hadn't saved money.
3. Had they cooked a delicious turkey?
4. She hadn't washed the clothes.

**Practice
Letter d
Page 81**



Had she bought a bag?

Had she taken a photo?

Had they sung a song?

Had they worked at the super market in the morning?

Unit 18
Practice
Letter c
Page 84

1. Why had you travelled to Panama?
2. When had she cooked?
3. What had he eaten yesterday?
4. Where had they gone?

Practice
Letter d
Page 84

1. What had we brought?
 2. What had you seen?
 3. Where had you sung?
 4. What had they broken?
-

Unit 19
Vocabulary
Letter b
Page 86

- the smallest
- bigger
- more patient
- most relaxing
- more famous
- nicest
- cheaper

Practice
Letter c
Page 87

- 1d
- 2a
- 3e
- 4b
- 5c
- 6f

Practice
Letter d
Page 87

Comparative		Superlative	
Short	Long	Short	Long
smaller	more crowded	the youngest	the most special
older	more crowded	the slowest	the most expensive
warmer	more dangerous	the hottest	the most delicious

PROJECT



**UNIVERSIDAD NACIONAL DE
LOJA**

**EDUCATION, ART AND
COMMUNICATION AREA
ENGLISH LANGUAGE CAREER**

A STUDY GUIDE FOR THE MASTERY OF GRAMMATICAL
STRUCTURES AND THE IMPROVEMENT OF THE ENGLISH
LANGUAGE LEARNING OF THE STUDENTS OF THE TENTH
YEAR OF BASIC EDUCATION OF THE MANUEL CABRERA
LOZANO HIGH SCHOOL, EXTENSION IN MOTUPE, ACADEMIC
YEAR 2009 – 2010

*This Project is to obtain the Licentiate's
degree in Sciences of the Education,
English Language Specialization.*

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1. THEME

“A STUDY GUIDE FOR THE MASTERY OF GRAMMATICAL STRUCTURES AND THE IMPROVEMENT OF THE ENGLISH LANGUAGE LEARNING OF THE STUDENTS OF THE TENTH YEAR OF BASIC EDUCATION OF THE MANUEL CABRERA LOZANO HIGH SCHOOL, EXTENSION IN MOTUPE, ACADEMIC YEAR 2007 – 2008”.

2. PROBLEM STATEMENT

The change of the middle modern English has generalized the writing more phonetic, through this change some vowels are pronounced, with a strong intonation.

Consequently the English language found in enough complex ideas, so it contains common grammatical structures and it does difficult the fast writing when we need that.

As also adulterated the vowels with their respective positions establish and the Middle English. It has come marked in it strikes evolution of the pronunciation of this vowels.

For that reason the people of our country adopt this tongue, as a second language, respectably it have been implement in Elementary school, high school, college: for any part of the world.

So that, the only permanent and priority is keeping the tendency to grow and changing, the English learning, as also learning other language.

As we have specifying, to learn a language, such as the foreign language it generates a lot of opportunities. This is the reason for what's the student of the tenth year of the basic education, must be a class struggle to reach a fill satisfaction at the end of our studies.

Nowadays the education of Ecuador state has had different problems and it will be demonstrated through a considerable number of statistics to will be taken account in the building of the theme.

We can say that the society, with the past of the days have developed to advanced steps and it has been to cover whole ambit, especially in the Education Area.

When we speak of Education, we are referring to the materials that we use to transmit the knowledge, with the purpose to arrive with the daily students' knowledge. We have mentioned to the teachers each day do a considerable effort, for their suppuration, making the students struggle for their goals and their permanent dedication to get their purposes.

It would be a few difficult to emphasize the tools, materials, books, with that the teacher, day by day improves with the necessity to incursion in the unknown and of the kinds of learning, so in each civility society come develop new theories and new themes of learning to origin the environment of a process to learn.

The learning is a change of the person, in order to look for to start their training through of a potential, with new forms of learning.

The quality of the education in **Loja** cannot be in the margin of what's success in the country, for that reason it has to see with the condition of the works' life: such as; security, poor, it affects the most of the home people life.

Some analysis journalist give to know that the levels of primary, secondary, and upper instruction are by the top of the capital physical rentability, for what's the education in the primary specially should be the priority of the inversion in the country.

Also, it is important to point out that the **Educative Systems in Loja** operates as a pyramid, it structures favor too, to any groups and it damages to others, the upper level in over there to have more restrictions to the access in the children's crowd with few resources.

The economic and social crisis also have affected to the Universities by various reasons between them, the stopped in the production of knowledge, for this situation. Is there to add the pedagogically deficiency? For example: by the lack of an adequate and actualized material.

The most part of the programs of the first year of Basic Education to third year of bachelor degree, it comes from 25 years and it has not been actualized.

Furthermore our group manifest that the guides with the students work, it has a lack of a full comprehension, for that, our researching group will try to reinforce with different activities the grammatical structures more complicated that have the students of the tenth year of basic education.

Our researching group will have as a goal to develop the researching Project called **“A Study guide for the mastery of grammatical structures and the improvement of the English Language Learning of the students of the**

Tenth year of Basic Education of the Manuel Cabrera Lozano high school, Extension in Motupe, Academic year 2006 – 2007”.

For all the reasons exposes we have the follow question of the problem: **“The lack to of the Grammatical Structures of the Students of the tenth Year of Basic Education of the Manuel Cabrera Lozano high school, Extension in Motupe, Academic Year 2006 – 2007, it will produce the unknown of the Structures?”**

This will be the question that will be a full explanation at the end of this Project. Our student life has let us to know, How is giving the knowledge? And how is the teaching of the teachers? In order to they transmit their knowledge to the students.

For that reason our researching group seeing the necessity that the students of the “Manuel Cabrera Lozano” high school have, **to reinforce their learning**, that from our point of view will be necessary to explain in amply way, to **the students do not know the grammatical structures, having a difficult learning of the English language.**

3. JUSTIFICATION

Continue with its researches Project. We mention that we are very worried about the problem, to the students have with the mastery of the Grammatical Structures.

We consider very important reinforce the study of the Grammatical Structures for the students of the tenth year of basic education of the Manuel Cabrera Lozano high school. Extension in Motupe.

In that way, this project will be pointed to help the students to grow in a primordial educative form. And for this our researching group has decide to promote a study guide conformed with necessary grammar structures: Such as; adjectives, noun, verbs, articles and pronouns, etc.

Also we believe necessary implement with this new guide, the bookstore crowded, in order to the teacher can choose a full pamphlet to teach the knowledge. It study guide will contribute in a special way to the students, in order to, it doesn't exist a low level of comprehension in the task or themes given by the teachers.

For other part, in the most of countries the main language is considered the English Language as a second optional Tongue. It has let the people get different opportunities. Such as; jobs with a good salary, or also the communication with foreign people with the desire of practice their Language.

This is the object that we have with the students; in order to they consider important the learning of the English Language to get important opportunities.

From other point of view this project will serve the teachers to increase or to remember the new methods implemented in the curricular program.

Finally, our researching group mentions that we are ready and also count with the necessary elements to finish this study project, taking into account that the development of a researching work is the previous requirement to get the **Licentiates Degree** as a Teacher of the English Language. The present guide is justified as a support to the students before mentioned.

4. OBJECTIVES

Our group have decide to research the follow Objectives that we consider involve the Lack of comprehension in the mastery of Grammatical Structures to will be better evidence in the building of the Researching Project

4.1. GENERAL OBJECTIVE

The study guide has clear objectives that will reinforce the learning process of students.

The general objective of our research group is: "to build a study guide to help students to reinforce the learning of grammatical structures dynamically."

Among the specific objectives of the study guide are:

- To emphasize the grammatical structures where students tend to have problems.
- To promote the students' interaction using the words and phrases found in the linguistic objectives of the textbook.

To develop different activities and exercises for students to reinforce their learning process, through four steps: comprehension, application, analysis and evaluation.

5. THEORETICAL FRAME

The education is very important, because this impact in whole ambits of the life, for instant; in the Labour Day productivity, in the participation of the people, in a general way in the improvement of the quality life.

One of the reasons in the relation with the expositive way, also predominate, the Herbart and Ziller Pedagogic introduce the method called "Develop and representation".

From other point of view. The history tried, without any doubt of an important step in the road to new didactic forms was Ziller who, in opposition to the teacher wants active the student.

According these successors, Rein, Staude, Dorpfeld, etc. The students had a few margin to their collaboration.

Is true, according their intentions, the students have building their ideas. The discourse of the teacher must be interrupt sometimes and start a reciprocal conversation, in order to produce in the student develops in the ability to do anything.

Practically the cooperation of the student was reduced and would be simply answered the question that teacher makes. For some years they believe carry out with the starting of the student activities through a correspond plane of question and tasks.

So, Disterweg considered the didactic conversation as the only formative methods, and herbart disciples' protected the follow opinion"

“The own activity for the learning and the multiply application of the question in the learning, are inseparables”

Through of this our researching group had decided and chooses the follow themes that would be developed in the building of this Study Guide. These are:

1. Didactic Guide

1.1 Definition

- **Methodology in groups**
- **Young learners**
- **Teenagers**

1.2 Didactic Elements

1.2.1 The students

1.2.2 Objectives

1.2.3. The teacher

- Potential of the activity
- Easyller
- Eternal observer

1.2.4. The subject

1.3 Objectives of a Didactic Guide

1.4 Methods and techniques of Learning to has a Didactic Guide

a) The expositive methods

- Procedure
- Teacher
- Student

b) The methods based in the practice demonstration

- The didactic techniques

a) The explicative character

- The oral explaining

- Direct study

- The work in a table circle group

b) Techniques of demonstrative learning

- The simulation

c) Techniques of discovering

- Resolution of problems

d) Work in group technique

- Discussion guided

- Phillips 66

2. The Education and the Didactic

⊕ The Planning

- The previous experiences
- Actual and future conditions
- Processing of data

⊕ The Execution

⊕ The Verification

3. The Interest

3.1 The Interest in Learning the English Language

3.2 Kinds of Interest

3.2.1 Expressed Interest

3.2.2 Manifest Interest

3.2.3 Invested Interest

3.3. Categories of Interest of children's

4. The success

4.1 The school and college success

4.2 The professional success

5. Grammatical Structures for the tenth year of basic education.

UNIT 1:

Present of the verb to be.....

UNIT 2:

Present of the verb to be with wh - questions.....

UNIT 3:

Past of the verb to be.....

UNIT 4:

Past of the verb to be with wh – questions.....

UNIT 5:

Future of the verb to be.....

UNIT 6:

Future of the verb to be with wh – questions.....

UNIT 7:

Present Progressive.....

UNIT 8:

Present Progressive with wh – questions.....

UNIT 9:

Past Progressive.....

UNIT 10:

Past Progressive with wh- questions.....

UNIT 11:

Present Simple Tense.....

Unit 12:

Wh – questions for the Present Simple Tense.....

UNIT 13:

Past Simple Tense.....

UNIT 14:

Wh – questions for the Past Simple Tense.....

UNIT 15:

Present Perfect.....

UNIT 16:

Present Perfect Tense with wh – questions.....

UNIT 17:

Past Perfect Tense.....

UNIT 18:

Past Perfect tense with wh- questions.....

UNIT 19:

Comparative and Superlative Adjectives.....

1. Didactic Guide

1. 1 Definition

A Study guide has and let an alternative to specified the groups of people to will be structured according the time. It is good that these groups have considerable faces of learning.

In that way we will present different sources, such as: the methodology in groups, the group learners and the teenagers.

Methodology in Groups

“Age” can be learner variable, a contextual consideration that can be rated alongside knowing “who exactly your students are, and “where” and “why” they are learning English as a second or Foreign language. While it would be perhaps be rash to say that this or that specific matches this or that specific age groups of learners, there are definitely general considerations for various age groups that ought to encourage teachers to be mindful/selective of the kind of techniques they use according to the age their students.

Young Learners

It is very well known that children (from ages 5-12) are very much orientated in their minds around the “here and now” and directly visible/perceivable. Grammatical rules/ explanations are usually lost on them, as are somewhat “adult” notions of what is correct and what isn’t. They develop well, when given plenty of examples and patterns to follow. They tend to have a much shorter attention span and need activities that capture their immediate interest. They also need much in the way of “sensory input”, that is, they need to have many or all of their five senses stimulated at once. While

generally less inhibited than adults in terms of experimenting with new language, they tend to have more fragile egos and can be very sensitive to their peers.

Teenagers

The ages 12 – 18 coincide with a time of rapid transition and change, both mentally and physically. As teenagers begin to develop more cognitive ability, they can be exposed to language learning techniques that require more logical and / or abstract thinking. Attention span begins to lengthen, but there are also more distractions of an emotional nature. Probable the most important considerations for these learners are “affective” ones. Issues to do with ego and self-esteem are at their height, and teenagers can be incredible sensitive to the ways others see their physical, mental and emotional development. Real or perceived errors can shatter confidence and detract from risk taking. Teachers and teenagers need to be able to find ways to draw on and develop cognitive, analytical and logic skills, whilst being constantly mindful of feedback techniques and confidence building strategies.

We will try to approximate us to definitions with the help of experts in this field.

By Garcia Aretio (2002, p. 241) He say, the didactic guide is the document to orient the study moving to the didactic material, with the goal to the student can working of autonomic formed.

By Mercer (1998; p. 195) He defines the didactic guide as a “tool that use to edificate one relationship between the teacher and the students”.

By Castillo (1999; p 90) He complements the previous definition to state that the study guide is “one international communication of the teacher with the student about the details of the study subject and of the base text.

By Martinez Mediano (1998, p 109) “It is a fundamental instrument to the organization of the student work and his adjective is to tidy up all the necessary orientations to let the students integrate the didactic elements for the subject study”.

If we analyze these definitions carefully, we will discover very important aspects, such the stress to understand better the roll of the didactic guide in the teaching – learning to distance.

The first definition talks us of to move the knowledge to the student, it is saying, to clean the form to easy comprehension of the subjects. The second and third talk about the need of the bidirectional communication or also Holmberg (1985) said, “To adopt a conversational attitude with the students”, and the last definition to rescue the organizer and integrate roll of the didactic guide.

It let us to maintain the didactic guide as an educative material and it will become a valorous tool of support and motivation, coded piece to develop of the learning process”¹.

“1.2. Didactic Elements

¹ImedioNerecy, Psicología de los intereses. Pag. 54

The didactic has to consider six fundamental elements; such as: the students, the adjectives, the teacher, the subject, and the techniques to teach.

1.2.1. The students.

He is active in his own learning process. His grade of implication in the home works to develop, it depends of his success or failure.

The student is: Who learn? in that way is clear that the school must to adopt to him and not he at the school. It must interpretate of a general mode must exits a reciprocal adopt. This performs if the school at the beginning adopts to the students, and over the base of it educated action.

1.2.2. Objectives

All didactic action suppose objectives, the school must not have reason to be, it have not take account the direction of the student determinate goals, such as the modification of their behavior, the acquisition of knowledge, the development of their personality, professional orientation, etc. In consequence the school exists to bring table student, to determinate objectives which are the education in general.

1.2.3. The teacher

The teacher is the trainer of the teaching. He must be a simulate source to bring the student to reaction, in order to perform the learning process, the goal of the teacher is try to understand his students.

Potential of activity: He allocates space of working in: teams, resources. He announces the following steps to give, in relation with he had did, with that final objective.

Easyller: He has many personal resources, knowledge and experiences to the student's acquisition, is important to start in a easy way each activity by the teacher, stop and help the students' effort.

Ever he will have suggestion that to offer to each student for that his work advance to the common rhythm.

External Observer

The teacher is also called as an external observer; he let the time to individual work or groups for them to correct the mistakes and suggest the guarantee of consecution of the global objective and to have of large data to the evaluation.

The teacher must distribute his stimulate between the student in an adequate form, in order to it lets to bring a work, according his peculiarities and possibilities, it must not forget that the social life is more complex, the teacher does more indispensable in it quality of trainer to the formation of the student personality.

1.2.4. The Subject

The subject is the teaching contents through of hers will be over taked the school goals, to enter in the study plans.

As also the subject in the students is based in order to help them in the process of decision, also the most of the young's change of specialization in that way.

In what's respect to the University specialization some students are obligate having a degree in a professional field, but the most of universities not demanding the students to study a career, the students usually choose other speciality at the beginning and a short period.

On the other hand the students can choose between different subjects to the students' interest and after they try to approach in teams the interest and motivation, in that way the student will have better results and he will continue motivate at the beginning of the university and subsequently in his respective work"².

“1.3. Objectives of a didactic guide

A didactic guide has various objectives, such as:

- To bring the student ready in a present or in a distance form. We can point that the first objective in to wake up the interest for the subject.
- To keep attention in the study process, when the student is doing a conversation of the guide.
- It suggest a clear goal, in order to it guides the study of the students.
- To organize and structure the information of the basic text.
- To complete and depth the information of the basic text.
- To point different activities and exercises in order to the students remember their learning.

² Donald. E. Super. Psicología de los intereses y las vocaciones. Pag. 59- 60

This study guide will help to the students level their knowledge through different data to will find when they do activities with the explain team.

Therefore a didactic guide will be useful to the student as an element to give the students an enough help and so they learn the grammatical structures in a comprehensible form.

1.4. Methods and techniques of learning to have a Didactic

Guide

All formative action pursues the learning of curtain contents and the consecution of some objectives.

However some actions do not get the same effective. This is because each formative action pursues some different objectives and requirements to put in practice a different methodology.

The effectiveness of many formative plans is developing through two and three different methods. This approach is useful to get a formative proposal. The learning method can consider as an easy structured plan to guide the learning process.

We can say that is an available personal instrumental group in the formative practice, it is important to take into account to try to be possible, in order to the contents would be transmit in an effective level.

Finally any strategy decided by the teachers should be at the beginning with a support of a didactic guide, the expositive methods in the practice demonstration, through the building of learning in the groups of work.

a) The Expositive methods

The characteristic of this method is to be clear in the present of the students' information and it is a support in the oral exposition of one or various people in the didactic contents, it can be in team or groups to expose.

Procedure

- To locate the student at the beginning of each didactic act about the overtake objectives.
- To summarize the essential points of the day, of the didactic unites and of the modules as a form of to increase the concepts and contents.
- To use examples, experiences and inside in the more important aspects.

Teacher

The teacher has to be: Technique/executor, organizer and broadcaster of the knowledge. It has to predominate in the didactic act.

Student

It is the receptor of the information, this method, if not alter with other less manage, usually it potentials a superficial learning, that not favor the acquisition of techniques and practice competition.

b) The methods based in the practice demonstration

The continue formation in the professions require practice skills in the work of the students learning, through the demonstration practice process.

2. The didactic techniques

The election and applying of the different methods bring or take the use of didactic techniques to help the teachers and students the learning process dynamic: These are defining as a: forms, procedures to help an organizing activity.

Equally the learning methods use techniques in function of the circumstance and the characteristics of the learning group, taking into account the variables mentioned previously.

a) The Explicative character

The oral explaining.- It is a technique of learning pointed to one group generally to one group, each student has to understand the data, methods, procedures or concepts, here the students have to intervene when they do not understand, they have to do questions, in order to the learning would be more interactive.

Direct Study. It is a structured instruction according the norms of a programmed learning, with this the student should be prepare to overtake objectives with any cognitive capacity.

This technique replaces the oral explanation of teacher for some writing instructions, with this we pretend to the students adapt to the formative contents to their goals and previous formation.

The work in a table circle work.

It is a technique to the expert groups , they are coordinated with a secretary, in that way they can expose theories, concepts and also they can say different points of view, at the end of the expositions the secretary summarize the coincidences and the different opinions, in order to the students do questions to clear the situations.

b) Techniques of demonstrative learning

It is a big use to overtake objectives relationed with the application of automatic procedures, it must go with the student practice to increase his effectivity, of the students practice, so as a road demonstration, It easies the discrimination between the correct and incorrect at the beginning of the presentation by part of the teacher, repeat examples the field of the process apply; it is converting in assessor when the students start the individual practice.

The Simulation: It gives to teach the knowledge and skills about real situations and it gives an immediately feedback of results.

C) Techniques of discovering

This kind of technique allows that the student convert in an agent of his own formation, through a personal research, the contact nowadays is the object of study and the experiences of the group of work.

Resolution of problems

It goes further of the demonstration by part of the teachers, so that it tries through a learning guided, would be capable to analysis some factors to intervene in a problem, and consequently it lets to do different alternatives of solution.

Social research, this technique favors the acquisition of comprehension objectives and applying. It lets the discovering of fill strictures, new relations and critic valuation. It tries to plant “a problem” poorly defined and discusses his possible solution.

D) Work in group technique

This type of technique tries to increase the efficacy of the learning through a choosing of groups.

Discussion Guided. A group reduced (among 5 and 20) try a theme in informal discussion, interchanging ideas and opinions, with the active and stimulate help of a guider of the group. The experience demonstrates that the learning produce through the use of this technique. It technique lets go deep into in the themes and produces the satisfactory in the students.

Philipps 66. A big group is divided in subgroups of six people, for discussing during six minutes a theme and it arrives to a conclusion. Of all groups extract the general conclusion. It eases the discussion of ideas/or points of view intervening the activity and the participation of all students.

2. “The education and the Didactic

2.1 The Planning

This is the first process. It can determine if the goal is acquire and if will go to do the execution or no and how? This method determines and depends of the formula used.

The planning must be substance with various elements.

- **The previous experiences.** It's difficult give which would be the results? It not taking to consider previous experiences, using this recourse we can rest considerable risks.
- **Actual and future conditions.** In this step we analysis present and future variants: such us. The markets, the financially, time line of evolution, and margens of error.
- ⊕ **Processing of Data.** The final step is the compilation of the data obtained and it's processing. This would be synthesized and simple to acquire the goal.

2.2. The execution. We can plan a complete life, but without previous planning, the results shouldn't be hoped in the most of the cases.

Also, it is pointer to the effective practice of the learning through the: class, extra class activities and more activities of the students, inside and outside class.

2.3 The Verification. It is pointed to the certification of the result obtain with the execution. ¿The objectives were obtained and the planning was according the reality of the students? Through the verification, we arrive to the conclusion if are necessary do rectifications of learning, modifications in the learning, and furthermore promote and applying of the learning³.

3. “The interest

3.1 The interest in learning the English Language

The English Language is a decisive factor at the moment to confront us to work and personal academic decisions. This situation has generated that the English language would be the second additional language more speak at the world.

The interest to learning the language is imminent. In Mexico the newspaper reform says in past times the most of the people must speak the English for different reasons: Such us; the professional growing, for working reasons, for academic, personal and communication reasons. The Autonomic University of México (UNAM) considers applying necessary knowledge, as a complement in the student training. It lets to accessing to text, courses and lecture.

³ Internet U.N.L.

It is important to take into account the interest to learn the English language include a spending series, but it should be the main characteristics to have a person to training and is not depend of the time quantity that you use, various schools/or institution that choose you.

You do not forget, that's investment will be clear and open you a road of opportunities to adjust in your probable necessities of the life"⁴.

3.2 "Kinds of interest

In this chapter we will speak of four kinds of interest, in which will give different data let us to know. How is developing the interest? to a person has, and where is his origin?

3.2.1. Expressed Interest

This interest is special develop in the professional ambit and we observe in that people are not balanced, so that in the young's show a big instability, in this part, the family must support the student, in order to let him stimulated to plan in hi more relevant profession.

3.2.2. Manifest Interest

These interests are discovering using the application of thesis, this activity is surgering for differing Psychologist, they give scholar and professional orientation. We can say to these interest are given as a manifest activity, is

⁴ Internet. UNL.

saying, these are the different linking that the human have in any activity develop them.

Among this activity we can explain an example. Such as: the engineers built and do mini function ferrocarril network

Other more real example is about counters in spite of practice his career, they have a linking by the engineer profession/ or to be a business man, as also linking musician.

3.2.3. Invested Interest

The invested are measured are revealed by the answers or multiple varied questions, is saying, a text of behavior that would be evaluate intervening statistics scores.

The answers of these scores point the behavior and the attraction that the students have, the choosing of careers of the professionals”⁵.

3.3 “Categories of interest in the children’s.

We will present two categories: the intellectual and the technique people.

The intellectual people.- In this categories the children will have a big participation in the work of the adult people . Here the children will begin to form his interest, by the money and by the commerce.

⁵ Donald E. Super, Psicología de los Intereses y las vocaciones. Pag. 29 – 37.

Here start the route that the children will choose in his continue profession, in order to when he arrives to the adult can choose and determine what's he want to be in the future.

The technique people.- In the category techniques. The children will interest by the sport, and the physical activities, by the environment, by the manual works and by the imaginative activities.

4. The Success

The success can be define in two ways when we talk of success think us the scores obtained in a text, in the score range of a concourse in the esteem that a person have, anybody that know his work, but also can assimilate as a continue persecution to get the success.

Without doubts this definition is easier to justify in a society, where change to conditions with facility.

To remain in a determine situation mean; the individual success is satisfactory in his own eyes.

4.1. The school and college success

It's evident, the interest has influence in the school and college success, for this reason, there are correlations in the selection of a career to will evidence in an evolutive process of a child from his five years ago, this will guide to his principal interest, in this period of time the interest are only a fantasy, a child will can believe to can arrive to be anything decided, probably in any experience observed / or listened, at the adults' work.

When they overtake their adult. He takes into account to have farming; never fail in the text, as also not careless that improvement they will shake follow his studies and goals.

4.2. The professional success

We can affirm, the interest arrives to consecrate in an activity to guide to the success, in the starts of a professional has energy to continue, in the influence to teach the people with authority. It happens in the big men whose life is ever esteemed to farm better values. There are professional kinds': Such as; the model, theoricall and professional success.

The professional model goes by the example road

The theoricall professional can be called a professional only, may be a Pedagogue (in this actual sense), he controls the education theory and he can /or can not be a good professional.

The practically professional, is truther, his nature is a man that not only influence in his likeness, and building in theirs determine cultural value.

Finally we can say, the professional function is one of the most important to the crowd. In spite of that, the some community do not value to these people as deserve them"⁶.

⁶Donald . E. Super. Page: 49 51- 132- 133- 140

5. Grammatical structures for the tenth year of Basic Education

For other part this study guide will be based on relation with the following lessons:

UNIT 1:

Present of the verb to be.....

UNIT 2:

Present of the verb to be with wh - questions.....

UNIT 3:

Past of the verb to be.....

UNIT 4:

Past of the verb to be with wh – questions.....

UNIT 5:

Future of the verb to be.....

UNIT 6:

Future of the verb to be with wh – questions.....

UNIT 7:

Present Progressive.....

UNIT 8:

Present Progressive with wh – questions.....

UNIT 9:

Past Progressive.....

UNIT 10:

Past Progressive with wh- questions.....

UNIT 11:

Present Simple Tense.....

Unit 12:

Wh – questions for the Present Simple Tense.....

UNIT 13:

Past Simple Tense.....

UNIT 14:

Wh – questions for the Past Simple Tense.....

UNIT 15:

Present Perfect.....

UNIT 16:

Present Perfect Tense with wh – questions.....

UNIT 17:

Past Perfect Tense.....

UNIT 18:

Past Perfect tense with wh- questions.....

UNIT 19:

Comparative and Superlative Adjectives.....

Whole of this information would be building according with the necessities of the students and also would be done with the reality that our group of research at the finish observation.

7. METHODOLOGY

The method compose the planed process, which help the researcher to find up the forms of existence of the objective process of the universe, to generalize the knowledge acquired as old knowledge, the method is also a result of the research a product of the accumulate experience by the human gender in the historic develop of their practical life, because the method is the knowledge and the application of the lows that control the scientific work, is the road of manage the objectives and the solve the planed and determinate theory resources in the practical actions, because the principal objectives of the logical consist in find up the way as the science doing and it is the activity defined as a technique consequence, the logical consequence of the science to be employ after as the best instrument of the scientific research. To our criterion the methods that we will use to do the present research project will be: The Scientific Method, The Synthetic Analytic method, the Direct Method, and the Communicative Language Learning.

SCIENTIFIC METHOD.- This is to bring together an united of rules that pain the processing to bring a researching to the finish as also can be defined as severe processing formulated of a logical way to achieve the acquisition, organization or systematization and expression of knowledge would be in your experimental stage.

This method is classified in stage, which paint the start of planning the problem which presents the purpose that to try to prove with the researching.

In conclusion we can say that this stage constitute the principal previous to raise, to analyse, to prove and to spread the information through results obtained with the researching.

SYNTHETIC ANALYTIC METHOD. - The Synthetic Analytic method will be in the elaboration of this project as other part of the researching, it consists in the separation of the parts to subdue them as an independent study, and the rational meeting of the disperse elements to study them in your totally by separate way.

The characteristics of this method will be: To observe, to find out, to compose, to examine, to number, to order and to classify severely the results obtained.

At the end, the **DIALECTIC METHOD** will let us determine the general characters that compose the essence of this project that will be determined by the theory and scientific resources and by the fundamental categories of the movement of the space that will be observed, it behaves of the way to bring to the truth through the discussion of opinions.

We can conclude saying that the dialectic method is critic and revolutionary not recognize nothing; immutable, eternal, giving of a time and forever, so that all of theirs will be linked between theirs and mutual condition, for this reason is evident that is a critic movement, to will walk in the progress of the Study guide that will serve to the students of the tenth year of the Manuel Cabrera Lozano high School.

This study guide will be also relationed with the Direct method, we considered that this method will let the students have a high motivation to study new language, specially the Target language, The main goal of this method will be enjoying a popular languages in a circle classrooms, and the basic premise is that the students will learn to communicate in the target language.

TECHNIQUES

Beside of the methods is necessary too, look to the knowledge that manage the method in order to shoot out the techniques, the first technique that we will used will be: **The Observation**, it will let order, conscientious phenomenon's with a concrete objective; the observation suggest and motive the problems and it will lead the necessity of systematization data.

The observation of this process will be the direct relation between the subject and the object, where the connections will be related without transition; it will offer data of an original resource in time and space. It will consists in inter direct relations with the space and the persons conformed to do the studies of observations.

THE INTERVIEW.-It will let us have a serious conversation; to will extract the information about a determine theme, the interview contain two elements that participate in the recollection of the information: Such as; Interviewer, and interview.

The advantages of the interview are:

- To give the information more exact and complete
- More veracity in the data
- Possibilities of to declare doubts
- To get to lather together information of people of all cultural level

THE SURVEY

It is the technique that through an adequate test let us to collect data of a representative crowded.

The kind of survey that we will use will be **the explicative** that will try to ascertain the causes or reasons to origin the phenomenons.

Continue with the explanation of the methods used in this project we will emphasize about the methods to the teaching learning of the English language. We will talk about the Grammar Translation method, the Direct Method, The Communicative Language method, The Silent Way method and the Total Physical Response method.

The first method is the **Grammar Translation Method**, It is has been studied for centuries, with the prime objectives of learning how to read classical Latin texts, understanding the fundamentals of Grammar and Translation and gaining insights into some important foreign influences Latin has had on the development of other European Languages. The method to teach it overwhelmingly bore those objectives in mind, and came to be known (appropriately) as the Classical Method. It is known more commonly known in Foreign Language Teaching circles as the Grammar Translation Method.

It is hard to decide which is more surprising- the fact that this method has survived right up until today (alongside a host of modern and more “enlightened” methods) or the fact that was essentially a method developed for the study of “dead” languages involving little or no spoken communication or listening comprehension is still used for the study of languages that are very much alive and require competence not only in terms of reading, writing and structure, but also speaking, listening and interactive communication. How has such an archai method, “remembered with distaste by thousands of school learners⁷”.

⁷ Richards and Rogers, 1986:4) Perservered.

It is worth looking at the objectives, features and typical techniques commonly associated with the Grammar Translation Method in order to both understand how it works and why it has shown such tenacity as an acceptable (even recommended or respected) language teaching philosophy in many countries and institutions around the world.

Most teachers who employ the Grammar Translation Method to teach English would probably tell you that (for their students at least) the most fundamental reason for learning the language is given learners access to English Literature, develop their minds “mentally” through foreign language learning, and to build in them the kinds of grammar, reading, vocabulary and translation skills necessary to pass any one of a variety of mandatory written tests required at high school.

Some teachers who use the method might also tell you that it is the most effective way to prepare students for “global communication” by beginning with the key skills of reading and grammar. Others may even say it is the “least stressful” for students because almost all the teaching occurs, and the students are rarely called upon to speak the languages in any communicative fashion.

More conservative teachers from more conservative countries are even likely to be put out by anyone merely questioning the method, and a typical response could be “because that’s the way it’s always been done – it’s the way I learned and look, now I ‘m professor”. The point being, the method is institutionalized and considered fundamental. Such teachers are probably even unaware that the method has a name and can be compared alongside other methods.

Key Features.

According to Prator and Celce –Murcia (1979:3), the key features of the Grammar Translation Method will let the follow activities about the teacher and the student:

- 1) Classes are taught in the mother tongue, with little active use of the target language.
- 2) Much vocabulary is taught in the form of list isolated words.
- 3) Long elaborated explanations of the intricacies of grammar are given
- 4) Grammar provides the rules for putting words together, and instructions often focuses on the form and inflection of words.
- 5) Reading of difficult classical texts is begun early.
- 6) Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis.
- 7) Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue.
- 8) Little or no attention is given to pronunciation

Typical Techniques

The teaching language provides principle techniques closely associated with the Grammar Translation Method and will intervene in the teaching learning class.

- 1 Translation of a Literature Passage
- 2 Reading comprehension questions
- 3 Antonyms/Synonyms
- 4 Cognates
- 5 Deductive Application of rules
- 6 Fill in the blanks
- 7 Memorization
- 8 Use words in sentences
- 9 Composition

THE DIRECT METHOD is undoubtedly a highly effective method in terms of creating language learners who are very competent. However it will require small class size, motivate learners and talented teachers in order to succeed really well. This method will give two shortages. The first is the opportunities to apply the Language communicatively in real life situations outside the actual classroom, and the second: The teachers will have the required level of native or native like ability in the target Language and the creativity to provide realistic examples to illustrate what elements of the language actually mean. This method present some techniques, which will let that teacher and the students, work effectively: whole of them, in this study guide the students will can. Reading aloud, question and answer exercise, students self correction, conversation practise, fill in the blank exercise, paragraph writing. Etc.

The appearance of the “Direct Method” thus coincide with a new school of thinking that dictated that all foreign language teaching should occur in the target language only, with no translation and an emphasis on linking meaning to the language being learned. The method became very popular during the first quarter of the 20th century, especially in privet language schools in

Europe where highly motivated students could study new languages and not need to travel far in order to try them out and apply them communicatively.

The basic premise of the Direct Method is that students will learn to communicate in the target language, partly by learning how to think in that language and by not involving in language learning process whatsoever. Objectives include teaching the students how to use the language spontaneously and orally, linking meaning with the target language through the use of pictures or pantomime. There is to be a direct connection between concepts and the language to be learned.

Key Features

Summarize the key features of the Direct Method thus:

Classroom instruction is conducted exclusively in the target language

- 1 Only everyday vocabulary and sentences are taught
- 2 Oral communication skills are built up in a carefully traded progression organized around question and answer exchange between teachers and the students in small, intensive classes.
- 3 Grammar is taught inductively.
- 4 New teaching points are taught through modelling and practice.
- 5 Concrete vocabulary is taught through demonstration, objects, and pictures, abstract vocabulary is taught by association of ideas.
- 6 Both speech and listening comprehension are taught
- 7 Correct pronunciation and grammar are emphasized.

Typical techniques

Provide expanded description of some common/typical techniques closely associated with the Direct Method. This is the follow listing of techniques that it will be practised in the teaching learning process:

- 1 Reading aloud
- 2 Question and answer exercise
- 3 Student self-correction (Teacher facilitate opportunities for students)
- 4 Conversation Practise (Teacher ask students and the students questions using the target language)
- 5 Fill in the blanks exercise
- 6 Dictation (Teacher reads passage aloud various amount of times of various tempos, students writing down what they hear)
- 7 Paragraph Writing (Students write paragraph in their own words using the target language and various models)

Other method that we will include to this study guide is the **COOMUNICATIVE LANGUAGE LEARNING**. In this the students and teachers join together to facilitate learning in a correct of valuing and prizing.

“In the early seventies, Charles Curran developed a new education model he called “Councelling – Learning this was essentially an example of an innovated model that primarily considered affective factors as paramount in the learning process. Drawing on Carl Rogers view that learners were to be considered not as a class, but as a group. Currant philosophy dictated that students were to be thought of as “clients” – their needs being addressed by a “councilor” in the form of the teacher. In order for any learning to tale

place, what is first needed is for the members to interact in an interpersonal relationship in which students and teacher join together to facilitate learning in a context of valuing and prizing. Curran was best known for his extensive studies on adult learning and some of the issues he tried to address were the threatening nature of a new learning situation to many adult learners and the anxiety created when students feared making “fools of themselves. Curran believed that the counselling – learning model would help lower the instinctive defenses adult learners throw up, that the anxiety caused by the educational context could be decreased through the support of an interactive community of fellow learners. Another important goal was for the teacher to be perceived as an empathetic helping agent in the learning process, not a threat.

The counseling learning educational model was also applied to language learning, and in this form it became known as Community Language Learning. Based on most of the principles above, Community Language Learning seeks to encourage teachers to see their students as “whole” persons, where their feelings, intellect, interpersonal relationships, protective reactions, and desire to learn are addressed and balanced. Students typically sit in a circle, with the teacher (as counselor) outside the ring, they use their first language to develop an interpersonal relationship based on trust with the other students. When a student wants to say something. They first say in the native language, which the teacher then translates back to them using the target language. The students then attempts to repeat the English used by the teacher, and then a student can respond using the same process. This technique is used over a considerable period of time, until students are able to apply words in the new language without translation, gradually moving from a situation of dependence o the teacher counselor to a state of independence.

The community language learning method does not just attempt to teach students how to use another language communicatively; it also tries to encourage the students to take increasingly more responsibility for their own learning, and to “learn about their learning”, so to speak. Learning in a nondefensive manner is considered to be very important, with teacher and student regarding each other as a “whole” person where intellect and ability are not separated from feelings. The initial struggles with learning the new language are addressed by creating an environment of mutual support, trust and understanding between both learner clients and the teacher counselor.

Key Features

The Community Language Learning method involves some of the following features:

- 1 Students are to be considered as “learner-clients” and the teacher as a “teacher counselor”
- 2 A relationship of mutual trust and support is considered essential to the learning process.
- 3 Students are permitted to use their native language, and are provided with translations from the teacher which they then attempt to apply
- 4 Grammar and vocabulary are taught inductively.
- 5 “Chunks” of target language produced by the students are recorded and later listened to they are also transcribed with native language equivalents to become texts the students work with.
- 6 Students apply the target language independently and without translation when they feel inclined /confident enough to do so.

- 7 Students are encouraged to express not only how they feel about the language, but how they feel about the learning process, to which the teacher expresses empathy and understanding.
- 8 A variety of activities can be included (for example, focusing on a particular grammar or pronunciation point or creating new sentences based on the recordings7 transcripts)

Typical techniques

The techniques closely associated with Community Language Learning will be the most important in this building of the project:

- 1 Tape recording Student Conversation (Students choose what they want to say and their target language production is recorded for later listening)
- 2 Transcription (Teacher produces a transcription of the tape recorded conversation with translation in the mother language)
- 3 Reflection on experience (Teacher takes time during or after various activities to allow students to express how they fell about the language in the learning experiences)
- 4 Reflective Listening (Students listen to their own voices on the tape in a relaxed and reflective environment)
- 5 Human computer (Teacher is a human computer) for the students to control- the teacher stating anything in the target language the students wants to practice, giving them the opportunity to self correct)

- 6 Small group Tasks (Students work in small groups to create new sentences using the transcript, afterwards sharing them with the rest of the class)

The Silent Way

“In addition to affective theories relative to language learning, another challenge to the Audiolingual Method was under way already in the sixties in the form of the Cognitive Code and an educational trend known as “Discovery Learning” These concepts most directly challenged the idea that language Learning was all about learning and good habit formation. An emphasis on human cognition in language learning addressed issues such as learners being more responsible for their own learning- formulating independent hypotheses about the rules of the target language and testing those hypotheses by applying them and realizing errors.

Teachers using the silent way want their students to become highly independent and experimental learners. Making errors is a natural part of the process and a key learning device, as it is a sign that students are testing out their hypothesis and arriving at various conclusions about the language through a trial and error style approach, the teacher try to facilitate activities where by the students discover for themselves the conceptual rules governing the language.

Key Features

- 1 Learning is facilitated if the learner discovers or creates rather than remembers and repeats what is to be learned.

- 2 Learning is facilitated by accompanying (mediating) physical objects.
- 3 Learning is facilitated by problem-solving involving the material to be learned.

Cuisinere rods (small rods of varying colour and length) are typically used in this method to introduce vocabulary and syntax, along with colourful wall charts. Instruction in this method typically starts with sounds, the basic building blocks in any language. The teacher usually provides single words or short phrases to stimulate the students into refining their knowledge of the language with as little correction/feedback from the teacher as possible.

Typical techniques

The teacher can practise the follow activities in the class:

- 1 Teacher's Silent (Teacher is generally silent, only giving help when it is absolutely necessary)
- 2 Peer correction (Students encouraged to help each other in a cooperative and not competitive.
- 3 Rods (Rods are used to trigger meaning, and to introduce or actively practice language)
- 4 Self correction Gestures (Teacher use hands to indicate that something is incorrect or needs changing)
- 5 Word chart (words are depicted on charts, the sounds in each word corresponding in colour.)
- 6 Structured Feedback (Students are invited to make observations about the day's lesson and what they have learned)

Total physical Response Method

This method involve the language teaching that capitalized on the way children naturally learn their first language, from the transformation of perceptions into conceptions and the expression of those conceptions using language. His approach became known as the Series method, involving direct conceptual teaching of language using series of interconnected sentences that are simple and easy to perceive, because the language being used can be directly related to whatever the speaker is doing at the immediate time of utterance.

One of the primary objectives underlying was that learning needed to become more enjoyable and less stressful. Asher thought that a natural way to accomplish this was to recreate the natural way children learn their native language, most notably through facilitating an appropriate “Listening” and “comprehension” period, and encourage learners to respond using right-brain motor skills rather than left –brain language “processing”.

Key features

Here are some of the key features of the Total Physical Response Method to intervene in this study guide:

- 1 The teacher directs and students “act” in response. “The instructor is the director of a stage play in which the students are the actors.
- 2 Listening and Physical response skills are emphasized over oral production

- 3 The imperative mood is the most common language function employed, even well into advanced levels. Interrogatives are also heavily used.
- 4 Whenever possible, humor is injected into the lessons to make them more enjoyable for learners
- 5 Students are not required to speak until they feel naturally ready or confident enough to do so.
- 6 Grammar and vocabulary are emphasized over other language areas. Spoken language is emphasized over written language.

Typical Techniques

This are the common/Typical techniques closely associated with TPR.

- 1 Using commands to direct behaviour (The use of commands requiring physical actions from the students in response is the major teaching technique)
- 2 Role Reversal (Students direct the teacher and fellow learners)
- 3 Action Sequence (teacher gives interconnected directions which create a sequence of actions, also called an “operation”, as students progress in proficiency, more and more commands are added to the action sequence. Most every day activities can be broken down into a sequence of actions)⁸

⁸ Internet UNL. Methods and Techniques.

8. Resources

8.1 Human

Researchers: Carlos Alberto Aguirre Torres.

Julio César Garnica Narváez.

Teachers: Patricia Encalada.

Arturo Espinosa.

Marcia Jaramillo.

Students: Tenth Basic year Parallel “D”.

Tenth Basic Year Parallel “E”.

School: “Manuel Cabrera Lozano” High School, Extension in Motupe.

Institutional resources:

National University of Loja.

Education, Art and Communication Area.

“Manuel Cabrera Lozano” High School, Extension in Motupe.

8.2 Materials

Books, internet, Pamphlets.

Dictionaries: Ocean, Collins, Pocked, personal Book
Collection

8.3 Budget

Transportation	:	20.00\$
Materials	:	30.00\$
Note books, pens, leaves, copies		
Internet	:	<u>60.00\$</u>
Computer	:	200.00\$
Spending	:	310 .00\$

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ANNEXES

3.2. TOOLS

SURVEY FOR STUDENTS

National University of Loja

Education, Art and Communication Area

English language Career

Dear students, the following survey has the purpose to obtain information for the completion of our study guide, that's why we ask you to be sincere when answering.

1. When working with affirmative sentences, do the teachers indicate the rules to make a sentence?
Yes () No ()
2. Does the teacher carry out exercises in class after explaining how the sentence is constructed?
Yes () No ()
3. Has your teacher ever taught you to locate the subject, verb and complement of a sentence correctly?
Yes () No ()
4. Do you practice the new English words with your teacher?
Yes () No ()
5. Does your teacher encourage you to elaborate your own examples when making sentences?
Yes () No ()
6. Does your teacher correct your mistakes when speaking or writing in English?

Yes () No ()

7. When beginning a new class, does the teacher teach new English grammatical patterns or rules?

Yes () No ()

8. Does he/she repeat the content of the explained topic when you do not understand it?

Yes () No ()

9. Does he/she encourage you to read other materials to learn grammar?

Yes () No ()

10. Does he/she explain you the new grammatical structures or the given topic at the end of each class?

Yes () No ()

Thanks for your help

3.4. OBSERVATION FOR TEACHERS

National University of Loja

Education, Art and Communication Area

English language Career

Observation record of the process of teaching of the Grammatical Structures

Record No.....

Date.....

Parameters to be observed	Always	Sometimes	Never
1. The linguistic rules are applied in the teaching process by the English teacher.			
2. She/he gives examples about the grammatical structures.			
3. He/she teaches students to recognize the location of the elements of the grammatical structures.			
4. He/she encourages students to participate in class by making their own examples.			
5. He/she applies the technique of rehearsal error with the students, so that they can identify the grammatical structures.			
6. He/she begins each class with new grammatical structures according to the given topic.			

7. He/she helps students understand what they have not understood by repeating the pertinent part.			
8. He/she uses new readings to support the learning process or he/she only uses ones that are in English textbook.			
9. When the class finishes, the teacher makes students learn new vocabulary.			

9. TIME TABLE

2008

Stages or Activities	January	February	March	April	May	June	July	August	September	October	November	December
1) Project makes	_____											
2) Assigination of Assessor and Director, Approbation of the Project		_____										
3) Researching field			_____	_____								
4) Processing of the observation					_____	_____	_____	_____				
5) To makes of the final report									_____			
6) Reviewing and Approving of the thesis by the law-court										_____		
7) Support and Public researching defense											_____	
8) The Thesis Plan												
9) Bibliography												_____
10) Annexes												_____