



# UNIVERSIDAD NACIONAL DE LOJA

AREA DE LA EDUCACION, EL ARTE Y LA  
COMUNICACION

ENGLISH LANGUAGE CAREER

*“A STUDY GUIDE FOR THE MASTERY OF GRAMMATICAL STRUCTURES AND THE IMPROVEMENT OF THE ENGLISH LANGUAGE LEARNING WITH THE STUDENTS OF THE NINTH YEAR OF BASIC EDUCATION AT “MANUEL CABRERA LOZANO” HIGH SCHOOL. MOTUPE EXTENSION. ACADEMIC YEAR 2009 - 2010.*

THESIS AS A PREVIOUS REQUIREMENT DEGREE IN  
SCIENCES OF EDUCATION “ENGLISH LANGUAGE  
SPECIALIZATION”

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# **CERTIFICATION**

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CERTIFIES:

To have directed, guided and corrected the thesis work entitled “A STUDY GUIDE FOR THE MASTERY OF GRAMMATICAL STRUCTURES AND THE IMPROVEMENT OF THE ENGLISH LANGUAGE LEARNING WITH THE STUDENTS OF THE NINTH YEAR OF BASIC EDUCATION AT “MANUEL CABRERA LOZANO” HIGH SCHOOL. MOTUPE EXTENSION. ACADEMIC YEAR 2009 – 2010”, under the responsibility of the undergraduates of the English Language Career: Ordóñez Armijos Edwin Marcelo and Zevallos Abarca Danny Javier, therefore, I authorize its presentation for the corresponding legal procedures.

Loja, April 18, 2011

Dra. Mgs. Marcia Criollo Vargas

**DIRECTOR OF THESIS**

# **AUTHORSHIP**

The exposed ideas in this research work and results, are of the authors' exclusive responsibility.

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Edwin M. Ordóñez A.

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Danny J. Zevallos A.

## **GRATEFULNESS**

We want to express our most sincere gratefulness to all, who made possible the culmination of the present research:

To the National University of Loja, Area of Education, Art, and Communication, where we received the knowledge that has contributed to our professional formation.

Our special gratefulness to the Dra. Mgs. Marcia Criollo who supported us at all times, with suggestions in the development of the field phase, guide elaboration management and review of this work.

AUTHORS

## **DEDICATION**

This work is dedicated with much love  
And affection to my mother, who with  
Her overcoming example gave me full  
support to finish my career.

Thanks to God

Thanks to my mother.

**Edwin**

My parents with much love and  
affection, who have been with  
me during this time.

Thanks to God

Thanks to the life

Thanks to my parents

**Danny**

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## **SUMMARY**

The following study guide named “A STUDY GUIDE FOR THE MASTERY OF GRAMMATICAL STRUCTURES AND THE IMPROVEMENT OF THE ENGLISH LANGUAGE LEARNING WITH THE STUDENTS OF THE NINTH YEAR OF BASIC EDUCATION AT “MANUEL CABRERA LOZANO” HIGH SCHOOL. MOTUPE EXTENSION. ACADEMIC YEAR 2009-2010. It is to help students with English grammar, to clarify some aspects that we considered important; when we are going to learn a foreign language.

This study guide is to contribute with the English Teaching, with enough theoretical and grammar structures, practical exercises and vocabulary to improve the learning in the English Language Teaching-Learning Process.

To elaborate the study guide we analyzed the grammar contents from the Our World Through English book N° 2, the methods used during the elaboration were Direct Method to get a correct grammar and vocabulary, Natural Approach to know commands, games skits and small group work and Communicative Language Teaching to learn the meaning translation. Therefore we used different bibliographical material, to obtain the necessary grammatical information, and practical exercises.

In the study guide there are seven units, each unit concentrates on a particular point grammar and uses, in the units there are explanations

and examples; and exercises. At the back of the book there is a key for you check your answers to the exercises.

With this study guide, we help to teachers, in the English Language teaching process, because there is a guide to improve the English Learning activities with the corresponding answers to all the grammar practice exercises to get a good students knowledge.



***“A STUDY GUIDE FOR THE MASTERY OF GRAMMATICAL STRUCTURES AND THE IMPROVEMENT OF THE ENGLISH LANGUAGE LEARNING WITH THE STUDENTS OF THE NINTH YEAR OF BASIC EDUCATION AT “MANUEL CABRERA LOZANO” HIGH SCHOOL. MOTUPE EXTENSION. ACADEMIC YEAR 2009-2010.***

## INTRODUCTION

English is the universal language of communication. It is the language through which the technical and scientific information is produced. Therefore, It is the most important language in the students' future as professionals.

Today many people in the world speak English. For example in business, in the science world, for that reason English Learning is an essential part in the students' preparation.

The Our World Through English book, used by teachers in the "Manuel Cabrera Lozano" High School, does not allow the good development of the English language learning, because there is not enough grammatical and practical structures in the student's book for that reason the students have a low English Language learning level.

The central objective of the study guide is to help students with theoretical, grammatical structures, practical exercises and vocabulary, to improve the English language learning process.

The study sections present grammatical points in simple, easy to read frames which help the student visualize each point quickly.

A great effort has been made to find the clearest method of presentation for each structure. At the bottom of each frame are recommendations or rules for the use of the grammar point involved.

A practice section follows each study frame. It consists of exercises which give the student a chance to practice English grammar structures just presented. The exercises are made up of sentences which make contextual sense in addition to exemplifying the grammar rules.

The answers to all the exercises are given together at the end of the study guide. All the new vocabulary presented in the Unit, is given at the end of each lesson.

It is our hope that the study guide be more useful and effective in the English Language learning process, and we are sure that you will find this guide appealing and functional for the task of teaching your students to communicate in English.

# UNIT ONE

1. PERSONAL PRONOUNS

In English there are eight personal pronouns:

Singular	Plural
I	WE
YOU	YOU
HE	THEY
SHE	
IT	

-The pronoun “**I**” is always written with a capital letter.  
 Ex: **I** am the teacher

-The pronoun “**YOU**” is either singular or plural.  
 Ex: **You** are my friend.  
**You** are students.

**He** and **She** are referring to the third person.

**It** is referring for things, animals, places and fruits furthermore, it is the third singular person.

**They** refer to both, things and people.

<p>he</p> 	<p>I</p> 	<p>it</p> 	<p>she</p> 
<p>they</p> 	<p>we</p> 	<p>you</p> 	<p>you</p> 

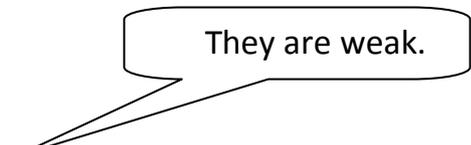
**EXAMPLES:**

**\*Replace the words in brackets by the correct personal pronouns. Note that Sue is the person speaking. The (\*) means that you are asked a question.**

1. My name is Sue. **(Sue)** I am English. And this is my family.
2. My mum's name is Angie. **(Angie)**..... is from Germany.
3. Bob is my dad. **(My dad)**..... is a waiter.
4. On the left you can see Simon. **(Simon)**..... is my brother.
5. **(Sue and Simon)**..... are twins.
6. Our dog is a girl, Judy. **(Judy)**..... is two years old.
7. **(Sue, Simon, Angie and Bob)**..... live in Canterbury.

**\*Substitute the names by pronouns**

- Juan and Pedro are strong



-John and James are weak

My mother is in the kitchen.  
Doctors

Mary and Charles are



She is in the kitchen.



They are Doctors

Peter is happy



He is happy

The house is beautiful



It is beautiful

### EXERCISES

#### 1.1 Use the correct personal pronouns. Look at the words in brackets.

Example: \_\_\_ often reads books. (*Lisa*)

Answer: *She* often reads books.

- 1)..... is dreaming. (*George*)
- 2)..... is green. (*the blackboard*)
- 3)..... are on the wall. (*the posters*)
- 4)..... is running. (*the dog*)
- 5)..... are watching TV. (*my mother and I*)
- 6)..... are in the garden. (*the flowers*)
- 7)..... is riding his bike. (*Tom*)
- 8)..... is from Bristol. (*Victoria*)
- 9)..... has got a brother. (*Diana*)
- 10)..... is watching TV. (*Charles*)

#### 1.2 Choose the correct personal pronouns.

##### 1. "Who's he?"



"\_\_\_\_\_ George."

- A. ? I'm
- B. ? She's
- C. ? They're
- D. ? He's

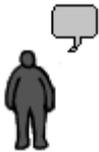
**2. "What's that?"**



"\_\_\_\_\_ a tiger."

- A. ? They're
- B. ? I'm
- C. ? She's
- D. ? It's

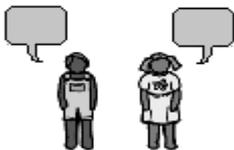
**3. "Who are you?"**



"\_\_\_\_\_ Mr Purple"

- A. ? He's
- B. ? They're
- C. ? I'm
- D. ? We're

**4. "What are you?"**



"\_\_\_\_\_ children."

- A. ? You're
- B. ? It's
- C. ? They're
- D. ? We're

**5. What's that?"**



"\_\_\_\_\_ a car."

- A. ? We're
- B. ? I'm
- C. ? It's
- D. ? She's

**6. "What are those?"**



"\_\_\_\_\_ girls."

- A. ? I'm
- B. ? They're
- C. ? It's
- D. ? She's

**7. "What are those?"**



"\_\_\_\_\_ cars."

- A. ? They're
- B. ? You're
- C. ? He's
- D. ? It's

**8.What are those?"**



"\_\_\_\_\_ tigers."

- A. ? I'm
- B. ? She's
- C. ? It's
- D. ? They're

**9."Who is that?"**



"\_\_\_\_\_ a girl."

- A. ? They're
- B. ? We're
- C. ? She's
- D. ? It's

**10.Who's she?"**



"\_\_\_\_\_ Anne."

- A. ? They're
- B. ? She's
- C. ? It's

### 1.3 Order the following sentences

1. is- nice- She → She is nice

2. at- school- is- He

.....

3. big- It- is

.....

4. They- dirty- are

.....

5. are- at- home- They

.....

6. We- in- the- cinema- are

.....

7. She- my- friend- is

.....

8. is- my- brother-He

.....

9. my- dog- It- is

.....

10. He- a- farmer- is

.....

### 1.4 Match the words with the definitions

Dirty

-someone who owns or takes care of a farm.

Both

-two people were born in the same time

Brackets

-two people or things

Riding

-change for something or someone

Replace

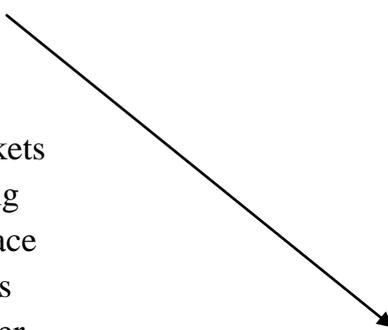
-activity or form of exercises

Twins

-parentheses

Farmer

-not clean





**EXAMPLES:**

I am a student



He is a teacher



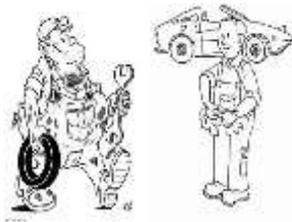
She is a journalist



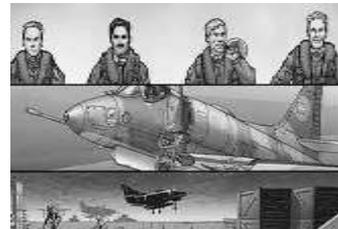
It is a book



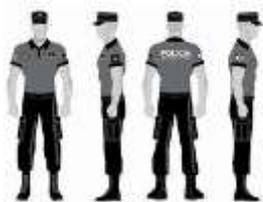
We are mechanics



You are pilots



They are policemen



## EXERCISES

### 1.1.1 Chose the correct form of the verb to be - am/is/are.

1. It..... cold today.
2. I..... at home now.
3. They..... Korean.
4. The house..... very beautiful
5. My name..... Nikita.
6. We..... from Ukraine.
7. Peter..... watching tv.
8. I..... OK, thanks.
9. Clara and Steve..... married.
10. She..... an English teacher.

### 1.1.2 Correct order to make positive sentences with the verb to be.

1. I am years old. twenty-five  
.....

2. We are from Venezuela.  
.....

3. name and Anton is a student. I'm My  
.....

4. my book. is This  
.....

5. day nice today. a It's  
.....

6. is Paul. Her name brother's  
.....

7 an John is engineer.

.....

8 husband's is name My Johansson.

.....

9 There students my are in twelve class.

.....

10 top new My the of address letter. is at the

.....

**1.1.3 Fill in the gaps with the correct form of the verb to be - *am, is, are.***

1. .... Jane and Alice sisters?

2. ....they married?

3. ....I in your way?

4. ....Maria John's sister?

5. ....you twenty-five years old?

6. ....the Smiths divorced?

7. ....this your new bicycle?

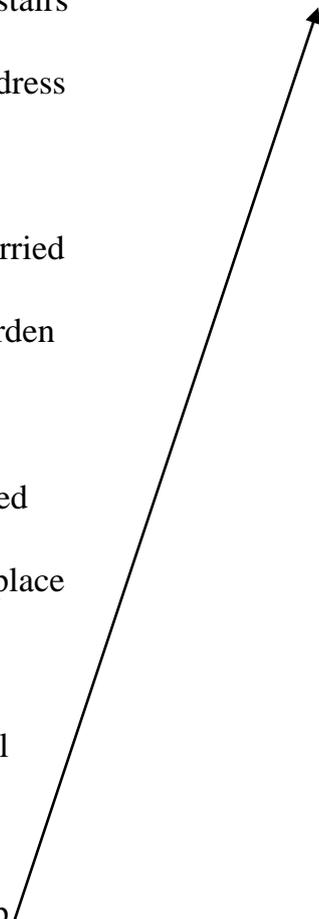
8. ....they American?

9. ....you Alan Parker?

10. .... she a nurse?

### 1.1.4 Match the correct meaning

Upstairs	-the highest side of anything.
Address	-Complete in extent or degree and in every particular.
Married	-Substitute a person or thing for another.
Garden	-Lose interest or become bored with something or somebody.
Tired	-A part of ground where plants are cultivated.
Replace	-Joined in matrimony "a married man"; "a married couple".
Full	-The place where a person or organization can be found or communicated.
Top	-In a higher floor.



1.2 PAST TENSE OF THE VERB “TO BE”

The verb “BE” has two forms in the past: WAS and WERE. BE in the past is used like this:					
Positive		Negative		Yes/No questions	
s+was-were+c+time adverbials		s+was-were+ not+ c+ time adverbials		was-were+ s+c+time adverbials	
I he she it	was	I he she it	was not (wasn't)	Was	I? he? she? it?
we you they	were	we you they	were not (weren't)	Were	we? you? they?

**EXAMPLES:**

I **was** at home a day ago



You **were** at the cinema last day



She **was** at home yesterday morning



It **was** rainy two weeks ago



We **were** at the cinema last night



You **were** at the optician an hour ago.



They **were** in Brazil last summer



### EXERCISES

#### 1.2.1 Put in was or were into the gaps.

- 1) I ..... in Canberra last spring.
- 2) We ..... at school last Saturday.
- 3) Tina ..... at home yesterday.
- 4) He ..... happy.
- 5) Robert and Stan ..... Garry's friends.
- 6) You ..... very busy on Friday.
- 7) They ..... in front of the supermarket.
- 8) I ..... in the museum.
- 9) She ..... in South Africa last month.
- 10) Jessica and Kimberly ..... late for school.

#### 1.2.2 Order the following sentences.

1. ill- They- not-were- last weekend

.....

2. very- You- tired- were- last- night

.....

3. quiet- not- The- children- were- yesterday

.....

4. Helsinki- was- not- Max- in- week- last

.....

5. home- She- for- dinner- was- last- night

.....

6. cold- The- water- in- the- was- morning

.....

7. There- a good- was- film- yesterday on tv

.....

8. last- in Brazil- winter- not- were We

.....

9. Betty- at school- and Florence- this morning- were- not

.....

10. happy- I- when- was- not- I heard- the accident about

.....

### 1.2.3 Choose the correct verb was or were.

1. Your parents \_\_\_\_\_ angry with me.

A. ? were

B. ? was

2. I \_\_\_\_\_ in bed all morning.

A. ? were

B. ? was

3. \_\_\_\_\_ your friends at the disco last night?

A. ? Were

B. ? Was

4. Mr. Jones \_\_\_\_\_ not in the office yesterday when I \_\_\_\_\_ there.

A. ? was // were

B. ? were // was

C. ? was // was

5. \_\_\_\_\_ you ill last week?

A. ? Was

B. ? Were

6. They \_\_\_\_\_ not in Los Angeles when I \_\_\_\_\_ there.

A. ? were // were

B. ? was // was

C. ? were // was

7. Kate \_\_\_\_\_ not at school yesterday.

A. ? were

B. ? was

8. I \_\_\_\_\_ very surprised because all my books \_\_\_\_\_ on the floor.

A. ? was // were

B. ? were // were

C. ? were // was

D. ? was // was

9. Mandy and Tim \_\_\_\_\_ on holiday in August.

A. ? was

B. ? were

10. You \_\_\_\_\_ my best friend when we \_\_\_\_\_ children.

A. ? were // were

B. ? was // were

C. ? was // was

**1.2.4 Match with the definitions.**

Summer	Vacation.
Spring	-The ground on which people and animals move.
Busy	-An often persistent bodily disorder or disease.
Quiet	-Feeling or showing anger, furious.
Angry	-Calm, calm down, quiet, and tranquilize.
Ill	-Actively or fully engaged or occupied
Floor	-The season of the year between winter and summer.
Holiday	-The warmest season of the year, falling between spring and autumn.

1.3 SIMPLE FUTURE TENSE

<p>The <b>simple future tense</b> is often called <b>will</b>, because we make the simple future tense with the modal auxiliary <b>will</b> / negative won't</p> <p>The structure of the simple future tense is:</p>					
	subject	Auxiliary verb		Main verb	complement
+	I	will		open	the door
+	You	will		finish	before me.
-	She	will	not	be	at school tomorrow.
-	We	will	not	leave	yet
?	Will	you		arrive	on time?
?	Will	they		want	dinner?

EXAMPLE

The sun **will** shine tomorrow

I think Sue **will** arrive in Paris at 6 pm

He **will** play soccer

The president **will** visit France next month

The children .....(not have) classes next week.

I.....(not come) tomorrow

## EXERCISES

### 1.3.1 Put the verbs into the correct form (future I simple). Use will.

Jim asked a fortune teller about his future. Here is what she told him:

1. You (earn)..... a lot of money.
2. You (travel)..... around the world.
3. You (meet)..... lots of interesting people.
4. Everybody (adore)..... you.
5. You (not / have)..... any problems.
6. Many people (serve)..... you.
7. They (anticipate)..... your wishes.
8. There (not / be)..... anything left to wish for.
9. Everything (be)..... perfect.
10. But all these things (happen / only)..... when you are 70 years old.

### 1.3.2 Order the following sentences

Example: at the- nice- the weather- will- weekend- be

The weather will be nice at the weekend.

1) in the- Tomorrow- north west- rain- will- it

.....  
2) next Monday- be 12- will- My friend

.....  
3) a minute- Hey John- wait. with you- a word- have- I will

.....  
4) next week- her boss-contact- will- she

.....  
5) this job- I think- get- will- you

.....  
6) 6pm- at about- arrive- will- they

.....  
7) this exercise- explain- The teacher- will

.....  
8) the bottle- will- of water- drop- He

.....  
9) Lots of- weather- accidents- in that- happen- will

.....

10) the spider- if you- scream- will- She- show her

.....

**1.3.3 Choose the correct future verb tense.**

1. Tomorrow I \_\_\_\_\_ (paint) my house.

- will be painting
- will paint
- will be paint

2. The store \_\_\_\_\_ (close) at 7 pm tonight.

- will close
- will have closed
- closed

3. I \_\_\_\_\_ (see) you tomorrow at 3:00 PM.

- will see
- see
- will be seeing

4. I \_\_\_\_\_ (see) all of this director's movies tomorrow.

- will see
- will be seeing
- will have seen

5. I \_\_\_\_\_ (clean) my house today afternoon.

- will clean
- will be cleaning
- clean

6. I \_\_\_\_\_ (drink) wine in Argentina the next week

- will drink
- drink
- will be drinking

7. She \_\_\_\_\_ (prepare) breakfast tomorrow morning.

- will prepare
- will be preparing
- will have prepare

8. I \_\_\_\_\_ (speak) to her again!

- will never speak
- will never be speaking
- will have never spoken

9. She \_\_\_\_\_ (wear) jeans at her party.

- will wear
- will have wear
- will be wearing

10. She \_\_\_\_\_ (not/ tell) me when her birthday is.

- will not have told
- will not be telling
- will not tell

### 1.3.4 Match with the definitions

Shine	-To reach a place after coming from another place.
Wishes	-Every person, whether of a defined group or in general
Adore	-Make a loud, piercing sound.
Boss	-Stay in one place and anticipate or expect something.
Wait	-Change from one level to another.
Drop	-A person who exercises control over workers.
Scream	-Love intensely.
Everybody	-Feel or express a desire or hope concerning the future or fortune of.
Arrive	-Emit light; be bright, as of the sun or a light

# UNIT TWO

**2. POSSESSIVE ADJECTIVES**

Possessive adjectives are used to show ownership or possession. In English there are eight possessive adjectives for the corresponding eight personal pronouns. The possessive adjectives are:

SINGULAR		PLURAL	
I	MY	WE	OUR
YOU	YOUR	YOU	YOUR
HE	HIS	THEY	THEIR
SHE	HER		
IT	ITS		

**EXAMPLES**

1. This is **my** computer



2. This is **his** telephone



3. This is **their** car



4. We are living in **our** new home



**EXERCISES**

**2.1 Complete the sentences with possessive adjectives.**

**Examples:** He's from Spain..... name's Alberto.

He's from Spain. **His** name's Alberto.

1. They're married..... children's names are Lauren and Daniel.

2. We're brothers..... parents are French.

3. She's eight..... brother's nine.

4. I'm British..... name's Peter.

5. You're students..... books are in the classroom.
6. I have got a house. .... house is very big.
7. She has got a cat.....cat is black
8. My brother has got a bicycle. He rides.....bicycle every afternoon.
9. We learn English at school.....teacher of English is nice.
10. You go to a different school. How is ..... school?

### 2.2 Replace the personal pronouns by possessive adjectives.

1. Where are (you)..... friends now?
2. Here is a postcard from (I)..... friend Peggy.
3. She lives in Australia now with (she)..... family.
4. (She)..... husband works in Newcastle.
5. (He)..... company builds ships.
6. (They)..... children go to school in Newcastle.
7. (I)..... husband and I want to go to Australia, too.
8. We want to see Peggy and (she)..... family next winter.
9. (We)..... winter!
10. Because it is (they)..... summer.

### 2.3 Choose the correct possessive adjective.

1. **The boy** likes ..... school.  
he - his- him
2. **Mary** sees ..... mother every day.  
her- she- hers
3. **My friends** bring ..... children to our place on Saturdays.  
their- they- them
4. **The cat** eats..... food quickly.  
it- its
5. **I** often forget .....keys.  
my- me mine
6. **You** write in ..... book in class.  
you- yours- your

7. **We** bring ..... pencils to class.  
our- us- ours
8. **The men** always bring ..... wives to the party.  
them- their- they
9. **Mr Adams** teaches ..... class in the morning.  
him- he- his
10. **She** likes to give presents to ..... grandchildren.  
hers- her- he

#### 2.4 Match with the correct meaning.

Ownership	-Be a student of a certain subject.
Parents	-Substitute a person or thing for another.
Ride	-With rapid movements.
Ship	-The coldest season of the year.
Winter	-Cause to come into a particular state or condition.
Bring	-A vessel that carries passengers or freight.
Quickly	-Sit on and control a vehicle.
Replace	-A father or mother.
Learn	-The relation of an owner to the thing possessed; possession.

## UNIT TWO

## LESSON TWO

### 2.1 POSSESSIVE NOUN

A noun is the name of any person, place, or thing as John, London or book. But what is the possessive of noun? The meaning or definition of a possessive noun is as follows:

A possessive noun shows ownership. Possessive nouns are formed by adding an apostrophe and "s" or only an apostrophe:

Example: **John's** car

The possessive noun is also used to refer to restaurants, churches, shops, and colleges, combined with the job titled or name of the owner:

Examples: the **Doctor's**, the **dentist's**, the **grocer's**, or St. **Saviour's** or **Smith's**

Common expressions such as **Sunday's** newspaper or the **water's** edge also use this type of noun.

With plural nouns and singular nouns ending in s, we add an apostrophe after the final s.

Example: Are you going to James' party?

We use of (noun + of + noun) when we talk about thing or ideas

The door **of** the garage

A PERSON	PEOPLE	THINGS
Bob's computer	Boys' habits	The gates of Mordor

#### friend's and friends'



my friend's house = *one friend*  
(= his house or her house)  
We write -'s after friend/student/mother,  
etc. (*singular*):  
my mother's car (*one mother*)  
my father's car (*one father*)



my friends' house = *two or more friends*  
(= their house)  
We write -' after friends/students/parents,  
etc. (*plural*):  
my parents' car (*two parents*)

## EXERCISES

### 2.1.1 Order the words in the boxes to make phrases.

car – My – sister – ‘s

1.....

friend – ‘s – My - house

2.....

men – The – President – All – ‘s

3.....

‘s - army - Napoleon

4.....

parent – place – My – ‘s

5.....

tree – children – ‘s – house - The

6.....

secret – darkest – ‘s - Natalia

7.....

‘s – bar - Pepe

8.....

house – door – of – The - the

9.....

Cupboard – the – of – top - The

10.....

### 2.1.2 Complete the sentences with the correct possessive noun.

1. Our **neighbors'** dog chews gum and drinks rum.(**neighbors**)
2. My grandfather lives in the .....playhouse in the back yard.  
(**children**)
3. .... younger sister is a lumberjack in the Yukon.( **Donna**)
4. Do you remember which team won lost ..... World Series?( **year**)
5. .... old Volkswagen bus was abandoned in a junk yard.( **Keith**)
6. Because I enjoy ..... sonnets, I read them at least once a year. (**Shakespeare**)
7. This ..... newspaper said that ..... concert had been canceled. (**morning- tonight**)
8. .... pick-up truck crushed .....motorcycle.( **Oliver- Linda**)
9. Raccoons frequently visit the ..... vegetable garden to enjoy a midnight snack there. (**Johnsons**)
10. We watched our .....puppy chew my **sister's** slipper.( **neighbor**)

### 2.1.3 Choose the correct possessive noun.

- 1) **I met \_\_\_\_ when I was at the store.** (the daughter of Mrs. Brown)  
 A. Mrs. Browns' daughter  
 B. Mrs. Brown's daughter  
 C. Mrs. Browns's daughter
- 2) **Welcome to our home. You may sleep in \_\_\_\_ tonight.** (the bedroom of my son.)  
 A. my sons' bedroom  
 B. my sons's bedroom  
 C. my son's bedroom
- 3) **I met \_\_\_\_ at a party last week.** (the sister of Frank)  
 A. Franks' sister  
 B. Frank's sister  
 C. Franks's sister

**4) Why are you reading \_\_\_?** (the newspaper from yesterday)

- A. yesterday's newspaper
- B. yesterdays' newspaper
- C. yesterday's new'spaper

**5) The \_\_\_ is damaged.** (the bicycle belonging to the child)

- A. the bicycle's child
- B. the child's bicycle
- C. the childs' bicycle

**6) Sarah is \_\_\_.** (the name of my wife)

- A. my wife's name
- B. my wifes' name
- C. my name's wife

**7) I heard \_\_\_ ringing earlier.** (the bell of the cow)

- A. the cows's bell
- B. the cow's bell
- C. the bell's cow

**8) \_\_\_ is about to leave.** (the friend of Paul)

- A. Pauls' friend
- B. Pauls's friend
- C. Paul's friend

**9) On Thanksgiving, \_\_\_ is short!** (the life of a turkey)

- A. a turkey's life
- B. a turkeys' life
- C. a turkeys's life

**2.1.4 Match with the correct meaning.**

Edge	A wad of something chewable as tobacco.
Junk	A young dog.
Store	To go out of or away from: not allowed to leave the room.
Damaged	A flat shoe of soft or lightweight material, usually worn indoors.
Belt	A tract of land enclosed for particular activities
Yard	An elongated region where a specific condition or characteristic is found.
Slipper	Harm or injury to property or a person, resulting in loss of value.
Leave	To deposit or receive in a storehouse or warehouse for safekeeping.
Poppy	Dispose of (something useless or old)
Chew	The outside limit of an object or area or surface.

# UNIT THREE

## 3. SINGULAR AND PLURAL NOUNS

-The plural of nouns is usually formed by adding –s to a singular noun.

lamp → lamps

cat → cats

flower → flowers

pen → pens

week → weeks

- Nouns ending in **s, sh, ch, x,** and **z** form the plural by adding – **es**.

class → classes

dish → dishes

box → boxes

church → churches

buzz → buzzes

-Nouns ending in **y** preceded by a vowel form their plural by adding –**s**.

days        toys        essays        turkeys        chimneys

toys        joys        valleys        alleys        volleys

- Most nouns ending in **o** preceded by a consonant is formed into plural by adding –**es**.

potato → potatoes

hero → heroes

mango → mangoes

mosquito → mosquitoes

tomato → tomatoes

-Nouns ending in **y** preceded by a consonant drop the **y** and add **-ies**.

Baby → babies                      injury → injuries

Party → parties                      history → histories

City → cities                      study → studies

- Some nouns ending **in f** or **fe**, change to –**ves**.

shelf → shelves

knife → knives

beef → beeves

**Irregular Plurals**

Man → men

foot → feet

mouse → mice

Woman → women

tooth → teeth

louse → lice

Child → children

ox → oxen

goose → geese

## EXERCISES

### 3.1 Order the following sentences.

Ex: a- *book*- There- is- on- the- table.

There is a *book* on the table.

1. on- my- bed- is- sitting- cat- the

.....

2. five- pencils- are- There- desk- on- my

.....

3. sisters- I- two- have

.....

4. bikes- their- are- they- riding

.....

5. a- dog- have- we

.....

6. bag?- in- your – have- you-do- books- How- many

.....

7. My- computer- mother- new- has- a

.....

8. room- in- the- are- three- there windows

.....

9. posters- has- Susan- four

.....

10. floor- the- on- pen- is- one- There

.....

### 3.2 Put in the correct form of the plural

1. desk .....
2. pencil .....
3. bike .....
4. cat .....
5. invitation .....
6. watch .....
7. game .....
8. cage .....
9. cake .....
10. box .....

### 3.3 Make these sentences singular or plural.

Ex. My friend is studying. My **friends are** studying

1. There is one box under the table. \_\_\_\_\_
2. The child plays video games. \_\_\_\_\_
3. The babies are crying. \_\_\_\_\_
4. The babies are crying. \_\_\_\_\_
5. There is a big bus in the street. \_\_\_\_\_
6. She drives her car. \_\_\_\_\_
7. Give me one blue card. \_\_\_\_\_
8. There are some chairs in the office. \_\_\_\_\_
9. Can you see any mice on the floor. \_\_\_\_\_
10. I have three apples in my hands. \_\_\_\_\_

### 3.4 Match with the correct meaning.

Buzz	Aquatic birds usually larger and less aquatic than ducks.
Injury	Edge tool used as a cutting instrument.
Ox	A vertical flue that provides a path through which smoke from a fire is carried away through the wall or roof of a building.
Essays	A support that consists of a horizontal surface for holding objects.
Shelf	An analytic or interpretive literary composition.
Chimney	Any of various wild bovines.
Knife	Wrong doing that violates another's rights and is unjustly inflicted.
Goose	A steady low humming sound like that of a bee.

3.1 INFORMATION QUESTIONS WITH “BE”



You use *what* when you are asking for information about something.  
 You use *when* to ask about the time that something happened or will happen.

You use *where* to ask questions about place or position.

You use *which* when you are asking for information about one of a limited number of things.

You use *who* or *whom* when you are asking about someone's identity.

You use *whose* to ask about possession.

You use *why* to ask for a reason.

You use *how* to ask about the way in which something is done.

Question word	Verb	+	Answer
What	is	your name?	My name is Lynne.
When	is	the party?	The party is on Tuesday.
Where	are	you from?	I'm from England.
Which	is	your car?	The red car is mine.
Who	are	you?	I'm Lynne.
Whose	is	this web site?	It's mine.
Why	is	this web site here?	Because it is!
How	are	you?	I'm fine thanks.

**What, which** and **whose** can be used with or without a noun as a question word.

For example:-

What time is it? = What is the time?

Which car is yours? = Which is your car?

Whose web site is this? = Whose is this web site?

## EXERCISES

### 3.1.1 Form questions from the given words or phrases.

Example: teacher? / where / your / is

Answer: *Where is your teacher?*

1. how- old- are- you?

.....

2. in- English?- that- what- is

.....

3. you?- how- are

.....

4. where- teacher?- your- is

.....

5. Gerry- why- late?- is

.....

6. you- why- are- upstairs?

.....

7. pencil- case?- where- is- my

.....

8. the- children- why- late?- are

.....

9. home?- when- his- sister- is

.....

10. for- what- is- homework?

.....

**3.1.2 Choose the correct WH- question.**

1.....is running? The boy.

What- Where- When- Who- Why

2.....is he running? Because he's in a hurry.

What- Where- When- Who- Why

3.....is he walking? In the garden.

What- Where- When- Who- Why

4.....is the book? On the desk.

What- Where- When- Who- Why

5.....is he going to arrive? At six o'clock

What- Where- When- Who- Why

6.....is in the glass? water.

What- Where- When- Who- Why

7.....is he studying? Because the lesson is hard.

What- Where- When- Who- Why

8.....is thirsty? The boy.

What- Where- When- Who- Why

9.....are we going to sleep? At midnight.

What- Where- When- Who- Why

**3.1.3. Complete with the correct verb BE.**

1. Where ..... Bill?
2. Where ..... the party?
3. Who ..... in the kitchen?
4. Which man ..... Bob's father?
5. What ..... in the oven?
6. Why ..... Nancy and Charles sad?
7. Who ..... Mr. and Mrs. Soto?
8. When ..... the meeting?
9. How ..... you?
10. Which ..... your house?

### 3.1.4. Match with the correct meaning.

Hurry	-A container for holding liquids while drinking.
Identity	-Not easy; requiring great physical or mental effort.
Thirsty	-A piece of furniture.
Without	-Make a request or demand for something to somebody.
Ask	-Used to indicate that somebody or something does not have the thing mentioned.
Desk	-Feeling a need or desire to drink.
Hard	-The individual characteristics by which a thing or person is recognized or known.
Glass	-Urge to an unnatural speed.

# UNIT FOUR

4. THERE BE

Singular	Present
There is.....There's	<b>THERE +IS + S+ C</b>
	There is a big tree in the garden There's a big tree in the garden
Is there?	<b>IS + THERE +S +C +?</b>
	Is there a big tree in the garden?
There is not..... (there isn't) There's not	<b>THERE +IS +NOT +S + C</b>
	There is not a big tree in the garden There isn't a big tree in the garden There's not a big tree in the garden

**Plural**

There are	<b>THERE + ARE + S+ C</b>
	There are some big trees in the garden
Are there?	<b>ARE +THERE +S + C+ ?</b>
	Are there some big trees in the garden?
There are not..... (there aren't)	<b>THERE + ARE+ NOT +S + C</b>
	There are not some big trees in the garden  There aren't some big trees in the garden

-We use **there is** and **there are** when we want to say that something exists (or does not exist):

**There's** a centipede under this stone

**There are** two good reasons to do this.

**There isn't** any flour in the pantry

**There aren't** any seats available

### PAST

THERE WAS / WERE	
There was There were	<b>THERE + WAS-WERE + S+ C</b> There was a good film on TV last night. There were some people in this street 3 days ago
	<b>WAS-WERE + THERE + S + C + ?</b> Was there water in the bottle? Were there any letters for me?
There wasn't There weren't	<b>THERE + WAS-WERE+ NOT +S + C</b> There wasn't a lot of traffic There weren't hundreds of people

There was a bank near my house.

There were two kittens in the basket.

Was there only one book on the table in the morning?

Were there many bottles of milk in the fridge yesterday?

There wasn't a child in the park last weekend.

There weren't some pencils on the desk last class.

## FUTURE

WILL-WON'T	
There will be	<b>THERE+ WILL +BE+S+C</b> There will be a lot of people at the party on Saturday
Will there be	<b>WILL + THERE BE + S + C+?</b> will there be more opportunities to work the next week?
There won't be	<b>THERE + WON'T + BE+S+C.</b> There won't be any snow. I'm certain. It's too warm.

-Notice that the verb changes number to agree with the subject following the verb:

There is a book on the table.

There are some books on the table.

**THERE IS**, is followed by a singular noun.

**THERE ARE**, is followed by a plural noun



..... pencils in this box.



..... a telephone on the desk.



..... three books on the desk.



..... twenty cigarettes in a packet.

## EXERCISES

### 4.1 Complete with: there is and there are

1. Loja is a modern city. There aren't many old buildings



2..... many parks in Loja



3..... any tigers in Africa



4..... many birds in that tree.



5.....forest on all continents



6. Nowadays.....contamination in the world



7. In the forests .....a great variety of animals



8.....diverse types of birds in the trees



9. In the world ..... people that try to protect the forests avoiding its destruction.

**4.2 Order the following sentences:**

1. a good / in your / bookstore / Is there / neighborhood?

Is there a good bookstore in your neighborhood?

2. Excellent / across from / restaurant / the park / There's an

.....

3. in the sea / There are / dolphins

.....

4. any / shops? / Are there / coffee

.....

5. any / Are there / dance clubs? / cool

.....

6. on the table / two glasses / There are

.....

7. a cat / There is / on the desk

.....

8. two bedrooms / There are / and a living-room.

.....

9. There is / wall / on the / a picture

.....

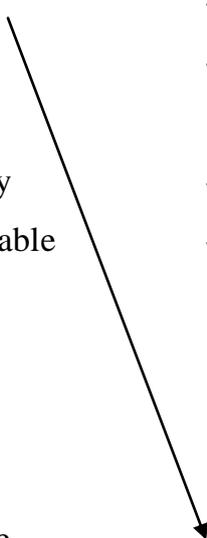
10.in New York / There are / many parks

.....

**4.3 Complete the sentences below by choosing: There is / are**

- 1.....a man at the corner. There is/ are
- 2.....a lot of people in the meeting. There is/ are
- 3.....several policemen on the street. There is/ are
- 4.....a woman in the band. There is /are
- 5.....many women in the program. There is/ are
- 6.....a policeman at the corner. There is / are
- 7.....a mouse in the room. There is/ are
- 8.....many mice in the room. There is / are
- 9.....five persons at the home last night. There is/are
- 10.....a child in the accident. There is/ are

**4.4 Match with the correct meaning.**

- |           |  |
|-----------|--|
| Stone     | - Same as refrigerator   |
| Flour     | - a set of articles, tools, or equipment used for a particular purpose.  |
| Pantry    | - able to be used, obtained, or relied on.   |
| Available | - a small closed space connected to a kitchen, often with a door, in which food and utensils for food preparation can be stored. |
| Kit       | - a powder made by grinding the edible parts of cereal grains. Use: bread cakes, pastry, sauce, thickener.                       |
| Fridge    | -a small piece of rock of any shape  |
- 

## 4.1 FREQUENCY ADVERBS

We use some adverbs to describe how frequently we do an activity. These are called adverbs of frequency and include:

Frequency	Adverb of Frequency	Example Sentence
100%	always	I <b>always</b> go to bed before 11pm.
90%	usually	I <b>usually</b> walk to work.
80%	normally / generally	I <b>normally</b> go to the gym.
70%	often / frequently	I <b>often</b> surf the internet.
50%	sometimes	I <b>sometimes</b> forget my wife's birthday.
30%	occasionally	I <b>occasionally</b> eat junk food.
10%	seldom / rarely	I <b>seldom</b> read the newspaper.
5%	hardly ever	I <b>hardly ever</b> drink alcohol.
0%	never	I <b>never</b> swim in the sea.

Frequency adverbs modify verbs and adjectives. They describe how many times or what percentage of the time something happens. Next you find the approximate percentage of time each adverb represents.

**The Position of the Adverb in a Sentence**

An adverb of frequency goes **before** a main verb (except with To Be).

**Subject + adverb + main verb**

I **always** remember to do my homework.

He **normally** gets good marks in exams.

An adverb of frequency goes **after** the verb To Be.

**Subject + to be + adverb**

They are **never** pleased to see me.

She isn't **usually** bad tempered.

Frequency adverbs answer the question HOW OFTEN?

S + F.A + V + C

How often do you eat out?

I seldom eat out.

**Things we do every day**



I wake up



get up



go to the bathroom



have a shower



have breakfast



listen to the radio



go to work



come home



make dinner



phone (or call) a friend



watch TV



go to bed

We use some adverbs to describe how frequently we do an activity:

I **always** *remember* to do my homework

I **always** go to bed before 11pm.

## EXERCISES

### 4.1.1 Complete the sentences with the following frequency adverbs:

Usually - never – always – never – sometimes - occasionally – never –  
always – usually – never.



1.-I .....talk by telephone

I **always** talk by telephone



2.- I .....work at night



3.-She.....cries



4.- I .....go to bed late



5.- I .....get up early



6.- I .....eat a big breakfast



7.- I .....cook dinner



8.- I .....go to dance with my friends



9.- I ..... have lunch in a restaurant.



10- I ..... arrive late.

**4.1.2 Order the words to make sentences. Remember that the adverbs go after the verb to be and before all the other verbs.**

1. 'm / late / I / never

.....

2. seldom / go / they / in the week / out

.....

3. don't / her / we / see / often

.....

4. take / too long / in the / shower / I / always

.....

5. on time / usually / Sam / arrives

.....

6. always / clean / class / isn't / our

.....

7. out / go / do / always / you / on Fridays

.....

8. sometimes / sad / do / you / fee

.....

9. That dirty pig / his teeth / never / cleans

.....

10. smiles / our math teacher / hardly ever

.....

**4.1.3 Choose the correct frequency adverbs.**

1. Carlos is an excellent student. He \_\_\_\_\_ goes to class.

Always – usually –sometimes – seldom – never

2. I hate vegetables. I \_\_\_\_\_ eat carrots.

Always – usually –sometimes – seldom – never

3. Robert goes to the gym only two or three times a year. He \_\_\_\_\_ goes to the gym.

Always – never – usually – seldom

4. Harold never leaves the college on Friday. He \_\_\_\_\_ eats at the cafeteria on Fridays.

Always – never – seldom

5. Ms. Biethan is always in a good mood. She is \_\_\_\_\_ sad.

Always – usually – never

6. Teresa is not a pleasant person. She is \_\_\_\_\_ in a bad mood.

Never – seldom – always

7. My sister usually drives to work with a friend. She \_\_\_\_\_ drives alone.

Never – always – usually – seldom

8. I never lend money to Curtis. He \_\_\_\_\_ pays me back.

Sometimes – always – never – usually

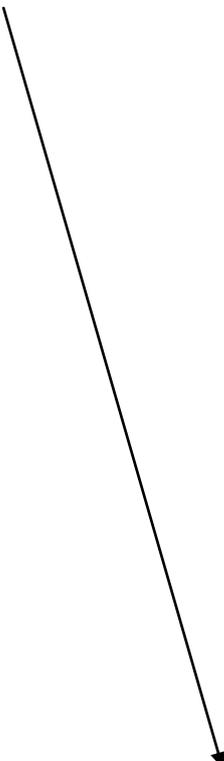
9. Susan goes to the beach whenever she can. She \_\_\_\_\_ misses a chance to go to the ocean.

Never – always – usually

10. It almost always rains in Seattle. The sun \_\_\_\_\_ shines there.

Always – usually – seldom

**4.1.4 Match the frequency Adverbs with the correct meaning.**

- |            |   |
|------------|---|
| Every day  | - Use to indicate that something happens or is done continuously, repetitively. |
| Often      | - On many occasions with little time between them.                              |
| Never      | - From time to time, not continually or every time.                             |
| Sometimes  | - Not often   |
| Seldom     | - An adverb indicating that something will not happen at any time.              |
| Always     | - Happening or done each day  |
| Frequently | - Regularly but with fairly long intervals between each occurrence.             |
- 

# UNIT FIVE

**5. THE ARTICLES A, AN, AND THE**

There are two types of articles *indefinite 'a'* and '*an*' or *definite 'the'*. You also need to know when not to use an article.

-**A** and **an** are the indefinite articles. They refer to something not specifically known to the person you are communicating with.

-**A** and **an** are used before nouns that introduce something or someone you have not mentioned before.

For example:

"I saw *an* elephant this morning."

"I ate *a* banana for lunch."

-**A** and **an** are also used when talking about your profession:

For example:

"I am *an* English teacher."

"I am *a* builder."

-You use *a* when the noun you are referring to begins with a consonant (b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y or z), for example, "*a* city", "*a* factory", and "*a* hotel".

-You use *an* when the noun you are referring to begins with a vowel (a, e, i, o, u)

The article in English is a, and an. It is invariable in gender and number for the masculine feminine gender.



A boy



A girl



An apple

- Before expressions that determined quantities of things or people indicate:

A lot of

A dozen

Ex: It's a banana



It's an eye



It's a cat



it's an apple



### Article the

-You use *the* when you know that the listener knows or can work out what particular person/thing you are talking about.

*For example:* "**The** apple you ate was rotten."

"Did you lock **the** car?"

-You should also use *the* when you have already mentioned the thing you are talking about.

*For example:* "She's got two children; **a** girl and **a** boy. **The** girl's eight and **the** boy's fourteen.

-We use **the** to talk about geographical points on the globe.

*For example:* **the** North Pole, **the** equator

-We use **the** to talk about rivers, oceans and seas

*For example:* **the** Nile, **the** Pacific, **the** English channel

-We also use **the** before certain nouns when we know there is only one of a particular thing.

*For example:* **the** rain, **the** sun, **the** wind, **the** world, **the** earth, **the** White House etc..

-However if you want to describe a particular instance of these you should use a/an.

*For example:* "I could hear **the** wind." / "There's **a** cold wind blowing."

"What are your plans for **the** future?" / "She has **a** promising future ahead of her."

-**The** is also used to say that a particular person or thing being mentioned is the best, most famous, etc. In this use, '**the**' is usually given strong pronunciation:

*For example:* "Harry's Bar is **the** place to go."

"You don't mean you met **the** Tony Blair, do you?"



Computers are expensive



The computers are expensive

### EXERCISES

#### 5.1 Complete the different professions, following the example:

- engineer
- miner
- dentist
- teacher
- detective
- astronaut
- pilot
- police
- student
- carpenter



She is a  
nurse



1.....



2.....



3.....



4.....



5.....



6.....



7.....



8.....



9.....



10.....

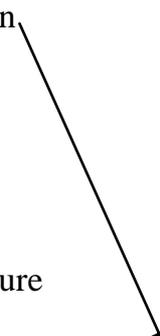
## 5.2 Fill the spaces with a or an as it corresponds

1. My sister is **a** nurse
2. He is..... policeman and his wife is..... engineer.
3. She is..... good musician.
4. What..... expensive car!
5. .... travel agent would give you..... information about the reservations.
6. It is..... pleasure to do it.
7. He drinks wine three times..... day.
8. He broke..... arm in..... skiing accident.
9. .... hour.
10. I'll pay you..... thousand..... month.

### 5.3 Complete the following sentences with a suitable article.

1. Albert Einstein was **a** famous scientist.
2. Einstein was born in .....Germany in 1879.
3. Einstein won .....Nobel Prize in Physics in 1921.
4. Einstein left his country and lived in .....States until he died in 1955.
5. Einstein is known for his theory of .....relativity.
- 6.....German physicist, who discovered X-rays in 1895, was named Wilhelm Roentgen.
7. Roentgen won ..... 1901 Nobel Prize.
8. Mandela was born in .....South Africa.
9. Mandela was .....first President elected in South Africa after Apartheid was revoked.

### 5.4 Match the words with the correct definition.

- |             |  |
|-------------|--|
| 1. Dozen    | a) to calculate or express the number degree, or amount of something.          |
| 2. Prize    | b) to make something null and void by withdrawing, recalling, or reversing it. |
| 3. Pleasure | c) affected by rot or decay.   |
| 4. Quantity | d) a group of 12 people or objects   |
| 5. Revoke   | e) a feeling of happiness, delight, or satisfaction                            |
| 6. Rotten   | f) something that is given to the winner of a contest or competition.          |
- 

**UNIT FIVE****LESSON TWO****5.1 PREPOSITION: OF TIME, PLACE, AND DIRECTION**

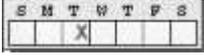
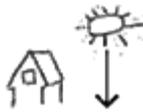
Prepositions are words or groups of words that are placed between a word and a complement (noun or pronoun) in order to explain their relationship.

**Of time**

We can list the following preposition of time: before, after, during, since, until, around, in, on, at.

Learn how to use these preposition through examples:

<b>Prepositions – Time</b>		
<b>English</b>	<b>Usage</b>	<b>Example</b>
on	days of the week	on Monday
in	-months / seasons -time of day -year -after a certain period of time ( <i>when?</i> )	-in August / in winter -in the morning -in 2006 in an hour
at	-for <i>night</i> -for <i>weekend</i> -a certain point of time ( <i>when?</i> )	-at night -at the weekend -at half past nine
before	-earlier than a certain point of time	-before 2004

Picture It Clip Art	Preposition	Example
	<b>at</b> (a time)	"I got to work <b>at</b> 8.00 this morning."
	<b>on</b> (a day)	"I'll see you <b>on</b> Tuesday."
	<b>on</b> (a date)	"I have an appointment <b>on</b> the 31st."
	<b>in</b> (a month)	"My birthday is <b>in</b> June"
	<b>in</b> (a year)	"I was born <b>in</b> 1959"
	<b>in</b> (the morning)	"I get up <b>in</b> the morning."
	<b>in</b> (the afternoon)	"I have lunch <b>in</b> the afternoon."
	<b>in</b> (the evening)	"I go home <b>in</b> the evening."
	<b>at</b> (night)	"I go to bed <b>at</b> night."
	<b>in</b> (a season)	"It usually snows <b>in</b> the winter"

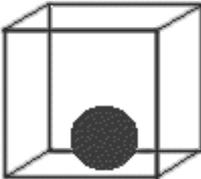
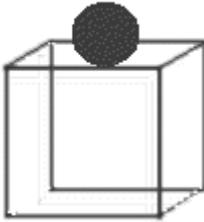
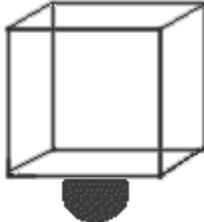
## Of place

We can list the following preposition of place:

English	Usage	Example
in	-room, building, street, town, country -book, paper etc. -car, taxi -picture, world	-in the kitchen, in London -in the book -in the car, in a taxi -in the picture, in the world
on	-attached -for a place with a river -being on a surface -for a certain side (left, right) -for a floor in a house -for public transport -for <i>television, radio</i>	-the picture on the wall -London lies on the Thames. -on the table -on the left -on the first floor -on the bus, on a plane -on TV, on the radio
at	-meaning <i>next to, by an object</i> -for <i>table</i> -for events -place where you are to do something typical (watch a film, study, work)	-at the door, at the station -at the table -at a concert, at the party -at the cinema, at school, at work

by, next to, beside	-left or right of somebody or something	-Jane is standing <b>by</b> / next to / beside the car.
under	-on the ground, lower than (or covered by) something else	-the bag is under the table
Opposite	-on the other side	-Our house is <b>opposite</b> the supermarket.
In front of	-the part that is in the direction it faces	-Our house is <b>in front of</b> the supermarket.
Between	- something/somebody or someone. is on each side	-Our house is <b>between</b> the supermarket and the school

**Where is it?**

		
The ball is <b>in</b> the box	The ball is <b>on</b> the box.	The ball is <b>under</b> the box.

John's house 	Jane's house 	Bill's house 
John's house is <b>next to</b> Jane's house.	Jane's house is <b>between</b> Bill's and John's houses.	Bill's house is <b>next to</b> Jane's house.

			
<p>The man stood <b>between</b> the two enemies.</p>	<p>The enemies stood <b>opposite</b> each other.</p>	<p>The man stood <b>next to</b> the gopher and held the umbrella <b>over</b> it.</p>	
			
<p>The man wrote the address <b>on</b> the package.</p>	<p>The man looked <b>at</b> the mail <b>in</b> the post box.</p>	<p>The man looked <b>at</b> the clock <b>on</b> the wall.</p>	<p>The manager sat <b>at</b> his desk <b>on</b> his chair.</p>

## OF DIRECTION

-We can list the following prepositions of direction: across, by, through, around, down, up, to, of, out of.

English	Usage	Examples
Across	-from one side to the other side	-You mustn't go <b>across</b> this road here. There isn't a bridge <b>across</b> the river.
By	near	He lives in the house <b>by</b> the river.
Through	going from one point to the other point	You shouldn't walk <b>through</b> the forest.
Around	in a circular way	We're sitting <b>around</b> the campfire.
Down	from high to low	He came <b>down</b> the hill.
Up	from low to high	He went <b>up</b> the hill.
To	towards something/somebody	I like going <b>to</b> Australia. Can you come <b>to</b> me? I've never been <b>to</b> Africa.
Along	in a line; from one point to another	They're walking <b>along</b> the beach.
Over	used to talk about ages and speeds, thing <b>covers</b> and/or <b>touches another</b>	-He put on a coat <b>over</b> his shirt. -There was cloud <b>over</b> the city.  -You have to be <b>over</b> 18 to see that film. -There were <b>over</b> 50 fifty people at the meeting.

## EXERCISES

### 5.1.1 Fill in the correct prepositions of time, place or direction

#### Time preposition in, on, at

1. Peter is playing tennis **on** Sunday.



2. My brother's birthday is .....the 5th of November.
3. My birthday is .....May.
4. ....1666, a great fire broke out in London

#### Place Preposition

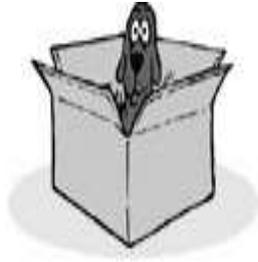
5. The pen is ..... the notebook



6. The red ball is ..... the dog



7. The brown dog is ..... the box.



8. The panda is ..... the lamps



9. The apple is..... the book and the pen



**Direction Preposition : through, along, over, around**

10. While they were hiking .....the forest, Laurelle and Frank saw a mountain lion.

11. We walked .....the river looking for a way to get .....it, but there was no bridge.

12. The train passed .....nine tunnels on the way to Denver

13. The plane flew .....the Grand Canyon on the way to Los Angeles.

14. They walked .....the building twice looking for the entrance.

### 5.1.2 Choose the correct answer: Time Preposition

1. Let's meet \_\_\_\_\_ six o'clock.

in

on

at

2. He was born \_\_\_\_\_ July.

in

on

at

3. I went there \_\_\_\_\_ 1978.

in

on

at

4. She'll be at work \_\_\_\_\_ Friday.

in

on

at

5. We met \_\_\_\_\_ Christmas day.

in

on

at

6. They drove to Rochester \_\_\_\_\_ September 15th.

in

on

at

7. We arrived in this country \_\_\_\_\_ October.

in

on

at

8. I love to go shopping \_\_\_\_\_ Christmas time.

in

on

at

9. We get up early \_\_\_\_\_ the morning.

in

on

at

10. Do you dream \_\_\_\_\_ night?

in O

on O

at O

**5.1.3 Order the following sentences according to the picture: Place Preposition**



1. a woman / I can see / the picture, /. In

.....

2. on a table. / is sitting / The woman

.....

3. on a chair / sitting /. She is

.....

4. opposite / another chair / There is / the woman.

.....

5. under / Her feet are / the table

.....

6. in her hands. / holding a cup / The woman is

.....

7. and a muffin./ an appointment calendar, two pens / a laptop, a paper,  
a calculator, / On the table are

.....

8. in her laptop. / is looking / The woman

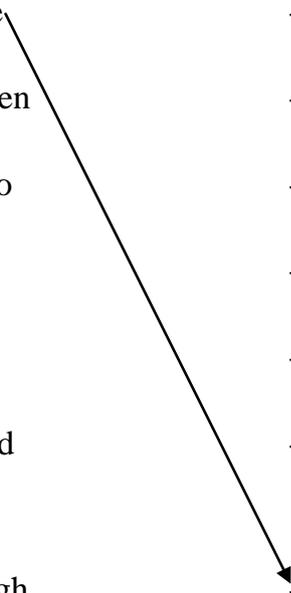
.....

9. is under / The woman's bag / the table.

.....

#### 5.1.4 Match the words with the correct meaning.

Before	-near
Between	-in a circular way
Next to	-in a line; from one point to another
Along	-going from one point to the other point
By	-left or right of somebody or something
Around side	- something/somebody or someone. is on each side
Through	-earlier than a certain point of time.



# UNIT SIX

**6. PRESENT, PAST AND FUTURE CONTINUOUS TENSE**

Continuous tense show actions in progress in present, past or future.



She's eating.  
She isn't reading.



It's raining.  
The sun isn't shining.



They're running.  
They aren't walking.

**PRESENT CONTINUOUS TENSE**

To form any continuous form we need to use the verb BE as an auxiliary verb and the main verb ending in –ING.

Ex: Martha is cleaning her room

The present continuous form uses the three forms of be: AM, ARE, and IS.

The structure of the present continuous tense is:

subject + auxiliary verb + main verb

be            base + ing

Look at these examples:

Affirmative	S + BE + VERB ING
	I am speaking to you
Negative	S + BE + NOT - VERB ING
	We are not playing football
Interrogative	BE + S + VERB ING
	Is he watching

Ex: I am dancing in a party.



-The nurse is taking care of the patient

-She is not eating

-Ex: Is she eating French fries?

-Yes, she is

- No, she's not. (or) No, she isn't

Most verbs add –ing to form continuous forms

Ex: sing = singing

-Verbs ending in –e, drop the –e and add –ing

Ex: make = making

Ex: I'm making an arrangement

-Verbs ending in –ie, change to –y and add ing

Ex: lie = lying

Ex: the patient is lying on his bed

-Verbs that end in a consonant + stressed vowel + single consonant double the last consonant.

Ex: They are running in the park

-Verbs that end in –y or –w do not double –y or –w because in English they (y and w) in final position are not considered consonants.

Ex: enjoy = enjoying

### PAST CONTINUOUS TENSE

Affirmative	S + WAS_ WERE + VERB ING
	I was working at 10:30 last night
Negative	S + BE + WAS-WERE + NOT + ING
	It wasn't raining when we went out
Interrogative	WAS-WERE + S + VERB ING
	Was he playing soccer last weekend?

Ex: She was dancing at the disco the last night

They were looking for you last weekend

-We often use the past progressive to describe a situation, to give the background to a scene that happened in the past.

Ex: What were they wearing?

They were wearing jeans

### FUTURE CONTINUOUS TENSE

Affirmative	S + WILL BE + VERB ING
	I will be working at 10 am  You will be lying on a beach tomorrow
Interrogative	WILL + S + BE + VERB ING
	Will you be playing football?  Will they be watching tv?

## PRACTICE

- 1) Peggy **will be coming** to the party on Saturday.(**to come**)
- 2) We ..... him tomorrow.( **to meet**)
- 3) This time next week he ..... to South Africa.(**to fly**)
- 4) At 6 o'clock on Friday they ..... the new song.(**to sing**)
- 5) It ..... when I reach Bangkok.(**to rain**)
- 6) Tomorrow at nine I ..... a test.(**to write**)
- 7) Andy ..... a video when I arrive tonight.(**to watch**)
- 8) You ..... pizza soon.(**to eat**)
- 9) She ..... when you telephone her.(**to sleep**)
- 10) They ..... in Budapest just about now.(**to arrive**)

\*For spoken negative sentences in the future continuous tense, we contract with **won't**, like this:

<b>subject</b>	<b>won't</b>	<b>be</b>	<b>verb ing</b>	<b>complement</b>
I	won't	be	talking	to somebody
You	won't	be	getting	something
He	won't	be	reading	something
She	won't	be	having	something
It	won't	be	going	somewhere
We	won't	be	writing	something
You	won't	be	having	something
they	won't	be	doing	something

## EXERCISES

**6.1 Put in the verb in brackets into the gaps and form affirmative sentences. Use the long form of the auxiliary.**

Example: Jane \_\_\_\_\_ a magazine. (*to read*)



Answer: Jane *is reading* a magazine.

1) Alexander.....a film. (*to watch*)



2) We.....a computer game. (*to play*)



3) The dog.....at the cat. (*to bark*)



4) Peter.....his rabbits. (*to feed*)



5) Philipp and Johnny.....a song. (*to sing*)



6) Mary.....her hair. (*to wash*)



7) I.....to Doris. (*to talk*)



8) Peggy.....a picture. (*to draw*)



9) Henry and his sister.....their mother. (*to help*)



10) You.....the poem by heart. (*to learn*)



**6.2 Complete the sentences below by choosing the correct present, past or future continuous tense.**

1. He .....(plan) to visit some historical places soon.

2. He .....(rush) off home right now.

3. I .....(get) sick of this atmosphere.

4. You .....(drive) rather dangerously fast.

5. She .....(play) the piano pretty wonderfully.

6. I .....(meet) him tonight ; come what might.

7. He .....(wring) his hands in despair.

8. They .....(run) quite fast.

9. It is these boys who .....(spoil) the atmosphere of the class.

10. She .....(knit) a sweater for me.

**6.3 Order the following sentences**

1. I am / a book / reading

I am reading a book

2. tomorrow / for Hyderabad / leaving / I am

.....

3. a famous novel / these days / reading / I am

.....

4. singing / I was / a romantic song

.....

5. his wife / waiting / The man is / in the car

.....

6. The woman is / in the park / walking

.....

7. reading / Paul and Mary are / the newspaper

.....

8. the guitar / playing / The musician is

.....

9. talking / with the fans / The artist is

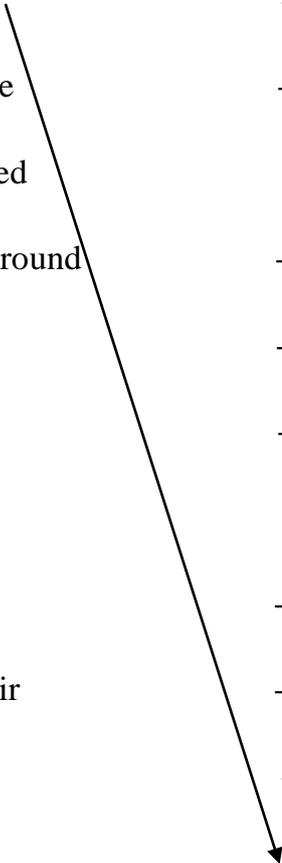
.....

10.the piano / The child is / playing

.....

#### 6.4 Match the words with the correct meaning.

Drop	- create from raw material, create from raw stuff .
Double	- assail, assault, set on, attack
Stressed	-desperate
Background	- destroy, ruin
Bark	- to give food to a person or an animal.
Feed	- the characteristic loud abrupt sound made by a dog or fox.
Spoil	- play down, downplay
Despair	- emphasize, punctuate, accent, accentuate
Rush	- multiply
Knit	- move, displace.



**6.1 COMPARATIVE AND SUPERLATIVE FORMS OF ADJECTIVES**

Comparatives are words used to compare two people or two things.

Chicago is **smaller** than New York.

**1. Forming comparatives and superlatives**

How these forms are created depends on how many **syllables** there are in the adjective. **Syllables** are like “sound beats”. For instance, “sing” contains one syllable, but “singing” contains two — *sing* and *ing*. Here are the rules:

<b>Adjective form</b>	<b>Comparative</b>	<b>Superlative</b>
Only one syllable, ending in <b>E</b> . Examples: wide, fine, cute	Add <b>-r</b> : wider, finer, cuter	Add <b>-st</b> : widest, finest, cutest
Only one syllable, with one vowel and one consonant at the end. Examples: hot, big, fat	Double the consonant, and add <b>-er</b> : hotter, bigger, fatter	Double the consonant, and add <b>-est</b> : hottest, biggest, fattest
Only one syllable, with more than one vowel or more than one consonant at the end. Examples: light, neat, fast	Add <b>-er</b> : lighter, neater, faster	Add <b>-est</b> : lightest, neatest, fastest
Two syllables, ending in <b>Y</b> . Examples: happy, silly, lonely	Change <b>y</b> to <b>i</b> , then add <b>-er</b> : happier, sillier, lonelier	Change <b>y</b> to <b>i</b> , then add <b>-est</b> : happiest, silliest, loneliest
Two syllables or more, not ending in <b>Y</b> . Examples: modern, interesting, beautiful	Use “ <b>more</b> ” before the adjective: more modern, more interesting, more beautiful	Use “ <b>most</b> ” before the adjective: most modern, most interesting, most beautiful

-Irregular Comparatives	-Irregular Superlatives
good-better	The best
bad-worse	The worst
far - farther	The further

## 2. How to use comparatives and superlatives

<b>Comparatives</b>	<p>Comparatives are used to compare two things. You can use sentences with “<b>than</b>”, or you can use a conjunction like “<b>but</b>”.</p> <p>Jiro is taller <b>than</b> Yukio. Yukio is tall, <b>but</b> Jiro is taller.</p>
<b>Superlatives</b>	<p>Superlatives are used to compare more than two things. Superlative sentences usually use “<b>the</b>”, because there is only one superlative.</p> <p>Masami is <b>the</b> tallest in the class. Yukio is tall, and Jiro is taller, but Masami is <b>the</b> tallest.</p>

### COMPARISON CLASSES

EQUALITY COMPARATIVE



It is formed with the adjective inserted among the construction "as... as" for affirmative and interrogative sentences and "not as... as" or "not so... as" for the negative sentences.

I'm as young as you

am I as young as you?

I'm not as young as you

We can use after the second 'as' the pronoun in case nominative or accusative (He, his; She, her...)

He is as young as she; He is as young as her

I'm 92

I'm 93

40kg

50kg

\$70

\$80



Old

older

heavy

heavier

expensive

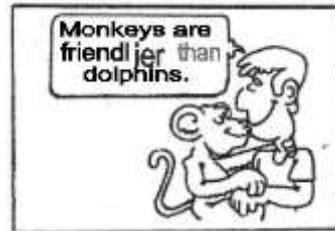
more expensive

-The comparing structure is -er .... than.

Ex: My brother is older than your brother

My garden is nicer than yours.

Hot = hotter



Bad

worse

Good

better

Little

less

Many

more

Far

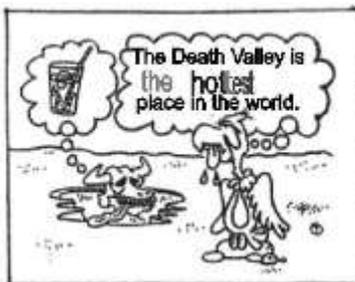
farther – further

Ex: This restaurant is better than the last one.

## SUPERLATIVE FORMS

### Examples

This day is the hottest of the month.



-This homework is the easiest of all.

- Cancer is the worst illness in the world.

## EXERCISES

### 6.1.1 Complete the sentences using a comparative:

Ej. Is your brother \_\_\_\_\_ than you? (young)



Is your brother younger than you?

1. Our dog is \_\_\_\_\_ than your dog. (nice)
2. This situation is \_\_\_\_\_ than the last one. (serious)
3. He is \_\_\_\_\_ than his brother. (lazy)
4. Our house is .....than theirs. (big)
5. I'm ..... than my syster. (tall)
6. Tortoises live ..... than cats. (long)
7. Electrical goods are usually ..... in America than in Britain.(cheap)
8. Electrical goods are usually ..... in Britain than in America. (expensive)
9. Bob Dylan is a ..... singer than George Michael.(good)
10. I think mathematics is ..... than English. (difficult)

**6.1.2 Writes sentences that mean the same thing using 'as' or comparative.**

1. My guitar is better than yours. – Your guitar isn't better as my guitar.
2. John is ..... Glen. (tall)
3. Janet is ..... Jeniffer. (beautiful)
4. You are ..... my sister. (crazy)
5. We can run ..... they can. (fast)
6. Paris is ..... than Casablanca. (cold)
7. My favorite singer's ..... than yours. (good)
8. Peter is ..... singer than your. (good)
9. Mary is ..... musician than John. (good)

**6.1.3 Complete the sentences with a superlative.**

Ej. He's a very good footballer. He's the best footballer in Europe at the moment.

1. She's a pretty girl. She's.....girl in my music class
2. There are many exciting cities in North America, but I think New York is.....
3. August is a hot month in Spain. It's usually.....month of the year
4. I was so happy when I went to the concert. It was.....day of my life

5. It's such an expensive restaurant. I think it's the.....restaurant in Madrid.

6. It's a very interesting book. It's one of the.....books I've ever read.

7. What is.....singer is Ecuador Juan Fernando Velasco or Jose Luis del Hierro. (good)

8. What musical instrument is ..... violin or contrabass. (big)

9. What is .....musical instrument. (popular)

#### **6.1.4 Put the letter as it corresponds to the meaning**

a) Beats ..... unwilling to do any work or make an effort.

b) Wide ..... a grammatical case that affects nouns, pronouns, and adjectives.

c) Conjunction ..... a grammatical form case of nouns and pronouns that identifies the subject of a sentence or clause.

d) Nominative ..... a word that is used to link sentences, clauses, phrases, or words.

e) Accusative .....having a particular distance between one side or edge and the other

f) Lazy .....to hit somebody or something with repeated heavy blows.

# UNIT SEVEN

**7. MODALS CAN, CAN'T, SHOULD, SHOULDN'T, WOULD, WOULDN'T**

**Conceptualization**

Modal auxiliary verbs are used to moderate the main verb, which is to enhance or restrict the verb to a certain context.

PP + MODAL + VERB REG / IRREG+ COMPLEMENT

<b>CAN</b>	
<b>Use</b>	<b>Examples</b>
-Ability to do something in the present (substitute form: to be able to)	-I can speak English.
-Permission to do something in the present (substitute form: to be allowed to)	- Can I go to the cinema?
-Request	- Can you wait a moment, please?
- Offer	- I can lend you my car till tomorrow.
- Suggestion	- Can we visit Grandma at the weekend?
- Possibility	- It can get very hot in Arizona.

<b>SHOULD</b>	
<b>Use</b> Advice obligation	<b>Examples</b> You should drive carefully in bad weather. You should switch off the light when you leave the room.

<b>WOULD</b>	
<b>Use</b> wish, request (more polite than will) habits in the past	<b>Examples</b> Would you shut the door, please? Sometimes he would bring me some flowers.

### EXERCISES

#### 7.1 Choose the correct modal auxiliary

1. We **can** play basketball in the afternoon. (Can, would)



2. She looks pretty sick - I think she \_\_\_\_\_ go to a doctor.  
can –should
3. You've been driving all day - You \_\_\_\_\_ rest.  
must – should
4. You \_\_\_\_\_ smoke so much. It's bad for your health.  
can't - shouldn't
5. Hey I'm lost - \_\_\_\_\_ you help me?  
Should – Can

6. You have such a beautiful voice - You \_\_\_\_\_ sing for us!  
should – can
7. I know he speaks five languages, but \_\_\_\_\_ he speak Arabic?  
should – can
8. I \_\_\_\_\_ believe that you failed your test!  
can't - shouldn't
9. I'm on my way. I \_\_\_\_\_ be there in about 10 minutes.  
can – should
10. I'm sorry - I \_\_\_\_\_ afford that.  
shouldn't - can't

**7.2 Put in order the following sentences**

1. The- trumpet- play –she- can  
.....
2. can –write- they -e-mails  
.....
3. can-your-brother-pictures-draw  
.....
4. should-more-you-exercise  
.....
5. You-overweight-are. You- a diet-should-go on.  
.....
6. spend-the kids-shouldn't-time-so much-the TV-in front of.  
.....
7. do-it if-I would-it necessary-I thought  
.....
8. Like to-have a cup-would you-of coffee?  
.....

9. Have said-that if-she wouldn't-convinced-she hadn't been-she was right.

.....

10.be on time-wouldn't-they

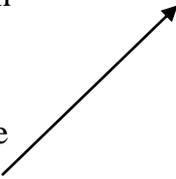
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**7.3 Complete these sentences. Use the modals can, can't + one of these verbs: speak, come, find, see, hear.**

1. I'm sorry, but we **can't come** to your party next Saturday.
2. He got the job because he .....five languages.
3. You are speaking very quietly. I .....you.
4. Have you seen my bag ? I .....it.
5. He likes this hotel room. He.....the mountains.

**7.4 Match with the definition.**

Enhance	-Move so that an opening or passage is obstructed.
Request	-Affected by an impairment of normal physical or mental function.
Restrict	-Be able to spare or give up.
Certain	-Showing regard for others in manners, speech, behavior, etc.
Allow	-A proposal for an appropriate course of action.
Advice	-Consent to, give permission.
Polite	-Definite but not specified or identified.
Afford	-Place under restrictions.
Sick	-Ask (a person) to do something.
Shut	-Make better or more attractive.



## UNIT SEVEN

## LESSON TWO

### 7.1 WH- QUESTIONS WITH DO- DOES

WH- QUESTIONS allow a speaker to find out more information about topics. They are as follows:

When?	Time
Where?	Place
Who?	Person
Why?	Reason
How?	Manner
What?	Object / Idea / Action

-Other words can also be used to inquire about specific information:

Which (one)?	Choice of alternatives
Whose?	Possession
Whom?	Person (objective formal)
How much?	Price, amount (non-count)
How many?	Quantity (count)
How long?	Duration
How often?	Frequency
How far?	Distance
What kind (of)?	Description

If there is *no auxiliary* and the verb is not "be," add *do* to the beginning of the sentence. Then add the appropriate wh-question word. Be sure to "transfer" the tense and number from the *main* verb to the word *do*.

(You want something.)	? <i>do</i> you     want What do you want?
(You <i>went</i> somewhere.)	? <i>did</i> you     go     ( <i>past tense</i> ) Where did you go?
(She <i>likes</i> something.)	? <i>does</i> she     like     ( <i>third person -s</i> ) What does she like?

<b>Wh question word</b>	<b>Auxiliary verb</b>	<b>Subject</b>	<b>Main verb</b>	<b>Rest of sentence</b>
When	do	I, you, we, they	work	?
Where	does	He, she, it	work	?

The interrogative adjectives are:

- What? We use what when we ask for specific information or we want to know something in particular.

What time is it?

What's his telephone number?

- Which? We use which in questions in which there are two or more possible answers or alternative.

Which road should I take?

Do you know which one is your?

Which makes reference to one or more elements of a limited group, while what is used when the group is wider. To ask for the nature of a person or thing usually used what kind of? or what sort of?

What kind of books do you prefer?

### EXERCISES

#### 7.1.1 Complete the following sentences with the Wh- Question

Choose the best WH word:

- 1.....do you want to eat? Pasta and cheese.
- 2.....do they smoke? Cigarettes.
- 3..... does John drive? Cars.
- 4..... do we get up? Early in the morning.
- 5..... does that girl go swimming? At the club.
6. ....kind of music do you prefer?
7. .... do you do?
8. .... time does the store open?
9. There's tea and coffee .....would you like?
10. .... time does the train leave?

#### 7.1.2 Fill the spaces as it corresponds

1.A: \_\_\_\_\_ does it leave from?

B:Over there, by the newspaper shop.

- A. ? Why
- B. ? Whose
- C. ? Where
- D. ? Which

2.A: \_\_\_\_\_ don't you want to come?

B:I don't like discos.

A. ? Why

B. ? Which

C. ? Where

D. ? Whose

3.A: \_\_\_\_\_ do you want to come?

B: I'm free at four-thirty.

A. ? What

B. ? When

C. ? Where

D. ? How

4.A: \_\_\_\_\_ do you work?

B: At MacDonald's.

A. ? What

B. ? Where

C. ? How

D. ? When

5.A: \_\_\_\_\_ can't you do it?

B:My computer is broken.

A. ? Where

B. ? Whose

C. ? Which

D. ? Why

6.A: \_\_\_\_\_ does it leave?

B: I don't know.

A. ? Who

B. ? When

C. ? How

D. ? What

7.A: \_\_\_\_\_ do you do?

B: How do you do?

A. ? What

B. ? Who

C. ? How

D. ? When

8.A: \_\_\_\_\_ one do you want?

B: The blue one, please.

A. ? Who

B. ? When

C. ? How

D. ? Which

9.A: \_\_\_\_\_ do you do?

B: I'm a student.

A. ? Where

B. ? How

C. ? Who

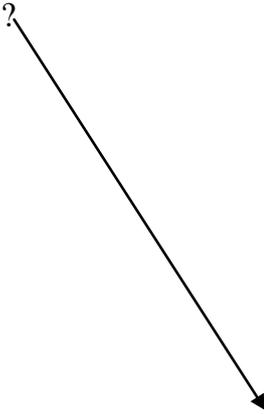
D. ? What

**7.1.3 Supply DO or DOES to complete the following present tense questions.**

1. Where ..... John lives?
2. What time ..... the plane leave?
3. Where .....you hang your hat and coat during the lesson?
4. Where ..... they live?
5. What ..... these girls generally do over the weekend?
6. How ..... that child go to school?
7. Who ..... Helen help at home?
8. When ..... we eat lunch in the cafeteria?
9. What ..... the children eat there?
10. Where ..... George live?

**7.1.4 Match the words with the correct use.**

Which (one) ?	Time
Whose?	Place
How?	Person
Whom?	Reason
What?	Object / Idea / Action
Where?	Manner
When?	Choice of alternatives
Who?	Possession
Why?	Person (objective formal)



## ANSWER KEYS

### 1. PERSONAL PRONOUNS

**Pag.**

#### 1.1 Key

5

1)He

2)It

3)They

4)It

5)We

6)They

7)He

8)She

9)She

2)He

#### 1.2 Key

1. D He's

2. D It's

3. C I'm

4. D We're

5. C She's

6. B They're

7. A They're

8. D They're

9. D It's

10. B She's

### **1.3 Key**

2. He is at school

3. It is big

4. They are dirty

5. They are at home

6. We are in the cinema

7. She is my friend

8. He is my brother

9. It is my dog

10. He is a farmer

### **1.4 Key**

**Dirty** = not clean.

**Both** = two people or things.

**Brackets** = parentheses.

**Riding** = activity or form of exercises.

**Replace** = change for something or someone.

**Twins** = two people were born in the same time.

**Farmer** = someone who owns or takes care of a farm.

## 1.1.VERB “TO BE” PRESENT TENSE

### 1.1.1 Key

Pag.12

11. is

12. am

13. are

14. is

15. is

16. are

17. is

18. am

19. are

20. is

### 1.1.2 Key

1. I am twenty five years old.
2. We are from Venezuela.
- 3 My name is Anton and I'm a student.
- 4 This is my book.
- 5 It's a nice day today.
- 6 Her brother's name is Paul.
- 7 John is an engineer.
- 8 My husband's name is Johansson.
- 9 There are twelve students in my class.

10 My new address is at the top of the letter.

### 1.1.3 Key

11. are

12. are

13. am

14. is

15. are

16. are

17. is

18. are

19. are

20. is

### 1.1.4 Key

**Upstairs** = In a higher floor.

**Address** = The place where a person or organization can be found or communicated.

**Married** = Joined in matrimony "a married man"; "a married couple".

**Garden** = A part of ground where plants are cultivated.

**Tired** = Lose interest or become bored with something or somebody.

**Replace** = Substitute a person or thing for another.

**Full** = Complete in extent or degree and in every particular.

**Top** = The highest side of anything

## 1.2 PAST TENSE OF THE VERB “TO BE”

Pag.16

### 1.2.1 Key

- 1) Was
- 2) Were
- 3) Was
- 4) Was
- 5) Were
- 6) Were
- 7) Were
- 8) Was
- 9) Was
- 10) Were

### 1.2.2 Key

1. They were not ill last weekend
2. You were very tired last night
3. The children were not quiet yesterday
4. Max was not Max in Helsinki last week
5. She was home for dinner last night.
6. The water was cold in the morning
7. There was a good film yesterday on tv
8. We were not in Brazil last winter.
9. Betty and Florence were not at school this morning.
10. I was not happy when I heard about the accident.

### 1.2.3 Key

1. A

2. B

3. A

4. D

5. B

6. C

7. B

8. A

9. B

10. A

### 1.2.4 Key

**Summer** = The warmest season of the year, falling between spring and autumn.

**Spring** = The season of the year between winter and summer.

**Busy** = Actively or fully engaged or occupied.

**Quiet** = Calm, calm down, quiet, tranquilize.

**Angry** = Feeling or showing anger, furious.

**Ill** = An often persistent bodily disorder or disease.

**Floor** = The ground on which people and animals move.

**Holiday** = Vacation.

## 1.3 SIMPLE FUTURE TENSE

### 1.3.1 Key

Pag.21

11. will earn
12. will travel
13. will meet
14. will adore
15. will not have
16. will serve
17. will anticipate
18. will not be
19. will be
20. will only happen

### 1.3.2 Key

- 1) Tomorrow it will rain in the north-west.
- 2) My friend will be 12 next Monday.
- 3) Hey John! Wait a minute. I will have a word with you.
- 4) She will contact her boss next week.
- 5) I think you will get this job.
- 6) They will arrive at about 6 pm.
- 7) The teacher will explain this exercise.
- 8) He will drop the bottle of water.
- 9) Lots of accidents will happen in that weather.
- 10) She will scream if you show her the spider.

### 1.3.3 Key

1. Will paint
2. Will close
3. will see
4. Will see
5. Will clean
6. Will drink
7. Will prepare
8. Will never speak
9. will wear
10. Will not tell

### 1.3.4 Key

**Shine** = Emit light; be bright, as of the sun or a light

**Wishes** = Feel or express a desire or hope concerning the future or fortune of.

**Adore** = Love intensely.

**Boss** = A person who exercises control over workers.

**Wait** = Stay in one place and anticipate or expect something.

**Drop** = Change from one level to another.

**Scream** = Make a loud, piercing sound.

**Everybody** = Every person, whether of a defined group or in general.

**Arrive** = To reach a place after coming from another place.

## **2. POSSESSIVE ADJECTIVES**

**Pag.25**

### **2.1 Key**

1. Their
2. Our
3. Her
4. My
- 5. Your**
6. My
7. Her
8. His
9. Our
10. Your

### **2.2 Key**

11. your
12. my
13. her
14. her
15. his
16. their
17. my
18. her
19. Our
20. their

### **2.3 Key**

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

### **2.4 Key**

**Ownership** = The relation of an owner to the thing possessed; possession.

**Parents** = A father or mother.

**Ride** = Sit on and control a vehicle.

**Ship** = A vessel that carries passengers or freight.

**Winter** = The coldest season of the year.

**Bring** = Cause to come into a particular state or condition.

**Quickly** = With rapid movements.

**Replace** = Substitute a person or thing for another.

**Learn** = Be a student of a certain subject.

## 2.1 POSSESSIVE NOUN

Pag.29

### 2.1.1 Key

1. My sister's car.
2. My friend's house.
3. All the President's men.
4. Napoleon's army.
5. My parents' place.
6. The children's tree house.
7. Natalia's darkest secret.
8. Pepe's bar.
9. The door of the house.
10. The top of the cupboard.

### 2.1.2 Key

1. neighbors'
2. children's
3. Donna's
4. year's
5. Keith's
6. Shakespeare's
7. morning's- tonight's
8. Oliver's- Linda's
9. Johnsons'
10. neighbor's

### 2.1.3 Key

1. B

2. C

3. B

4. A

5. B

6. A

7. B

8. C

9. A

### 2.1.4 Key

**Edge** = The outside limit of an object or area or surface.

**Junk** = Dispose of (something useless or old).

**Store** = To deposit or receive in a storehouse or warehouse for safekeeping.

**Damaged** = Harm or injury to property or a person, resulting in loss of value.

**Belt** = An elongated region where a specific condition or characteristic is found.

**Yard** = A tract of land enclosed for particular activities.

**Slipper** = A flat shoe of soft or lightweight material, usually worn indoors.

**Leave** = To go out of or away from: not allowed to leave the room.

**Puppy** = A young dog.

**Chew** = A wad of something chewable as tobacco.

### 3. SINGULAR AND PLURAL NOUNS

#### 3.1 Key

Pag.35

1. The cat is sitting on my bed
2. There are five pencils on my desk.
3. I have two sisters
4. They are riding their bikes
5. We have a dog.
6. How many books do you have in your bag?
7. My mother has a new computer.
8. There are three windows in the room.
9. Susan has four posters.
10. There is one pen on the floor.

#### 3.2 Key

1. desks
2. pencils
3. bikes
4. cats
5. invitations
6. watches
7. games
8. cages
9. cakes
10. boxes

### 3.3 Key

1. There **are boxes** under the table.
2. The **children are** playing video games.
3. The **baby is** crying.
4. There are big **busses** in the street.
5. She drives her **cars**.
6. Give me blue **cards**.
7. There is a **chair** in the office.
8. Can you see a **mouse** on the floor.
9. I have an **apple** in my hands.

### 3.4 Key

**Buzz** = A steady low humming sound like that of a bee.

**Injury** = Wrong doing that violates another's rights and is unjustly inflicted.

**Ox** = Any of various wild bovines.

**Essays** = An analytic or interpretive literary composition.

**Shelf** = A support that consists of a horizontal surface for holding objects.

**Chimney** = A vertical flue that provides a path through which smoke from a fire is carried away through the wall or roof of a building.

**Knife** = Edge tool used as a cutting instrument.

**Goose** = Aquatic birds usually larger and less aquatic than ducks.

### 3.1 INFORMATION QUESTIONS WITH “BE”

#### 3.1.1 Key

Pag.39

1. How old are you?
2. What is that in English?
3. How are you?
4. Where is your teacher?
5. Why is Gerry late?
6. Why are you upstairs?
7. Where is my pencil case?
8. Why are the children late?
9. When is his sister home?
10. What is for homework?

#### 3.1.2 Key

1. Who
2. Why
3. Where
4. Where
5. When
6. What
7. Why
8. Who
9. When

### 3.1.3. Key

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

### 3.1.4. Key

**Hurry** = Urge to an unnatural speed.

**Identity** = The individual characteristics by which a thing or person is recognized or known.

**Thirsty** = Feeling a need or desire to drink.

**Without** = Used to indicate that somebody or something does not have the thing mentioned.

**Ask** = Make a request or demand for something to somebody.

**Desk** = A piece of furniture.

**Hard** = Not easy; requiring great physical or mental effort.

**Glass** = A container for holding liquids while drinking.

## 4. THERE BE

### 4.1 Key

Pag.47

1. There are
2. There are
3. There are
4. There are
5. There are
6. There are
7. There is
8. There is
9. There are

### 4.2 Key

1. a good / in your / bookstore / Is there / neighborhood?  
Is there a good bookstore in your neighborhood?
2. There's an excellent restaurant across from the park
3. There are dolphins in the sea
4. Are there any coffee shops?
5. Are there any cool dance clubs?
6. There are two glasses on the table
7. There is a cat on the desk

8. There are two bedrooms and a living room

9. There is a picture on the wall

10. There are many parks in New York

#### **4.3 Key**

1. There is

2. There are

3. There are

4. There is

5. There are

6. There is

7. There is

8. There are

9. There are

10. There is

#### **4.4 Key**

**Stone:** a small piece of rock of any shape.

**Flour:** a powder made by grinding the edible parts of cereal grains.Used:

Bread, cake,pastry, sauce thickener.

**Pantry:** a small closed space connected to a kitchen, often with a door, in which food and utensils for food preparation can be stored.

**Available:** able to be used, obtained, or relied on.

**Kit:** a set of articles, tools, or equipment used for a particular purpose.

**Fridge:** Same as refrigerator.

## 4.1 FREQUENCY ADVERBS

### 4.1.1 Key

Pag.53

1. always
2. never
3. never
4. never
5. always
6. usually
7. usually
8. sometimes
9. occasionally
10. never

### 4.1.2 Key

1. I'm never late
2. They seldom go out in the week
3. Often we don't see her
4. I always take too long in the shower
5. Usually Sam arrives on time
6. Always our class isn't clean
7. Always do you go out on Fridays?

8. Sometimes do you feel sad?
9. That dirty pig never cleans his teeth
10. Hardly ever smiles our math's teacher

#### **4.1.3 Key**

1. always
2. never
3. seldom
4. always
5. never
6. always
7. seldom
8. never
9. always
10. seldom

#### 4.1.4 Key

-**Every day** → Happening or done each day

-**Always** → Use to indicate that something happens or is done continuously, repetitively.

-**Never** → An adverb indicating that something will not happen at any time.

-**Sometimes** → From time to time, not continually or every time.

-**Seldom** → Not often

-**Often** → Regularly but with fairly long intervals between each occurrence.

-**Frequently** → On many occasions with little time between them.

## 5. THE ARTICLES A, AN, AND THE

### 5.1 Key

Pag.62

1. a

2. a

3. a

4. a

5. an

6. an

7. a

8. a

9. a

10. a

### 5.2 Key

1. a

2. a, an

3. a

4. an

5. a, an

6. a

7. a

8. an, a

9. a

10.a, a

### 5.3 Key

1. a

2. -

3. the

4. the

5. the

6. the

7. the

8. –

9. the

### 5.4 Key

1. **Dozen:** a group of 12 people or objects

2. **Prize:** something that is given to the winner of a contest or competition.

3. **Pleasure:** a feeling of happiness, delight, or satisfaction

4. **Quantity:** to calculate or express the number degree, or amount of something.

5. **Revoke:** to make something null and void by withdrawing, recalling, or reversing it.

6. **Rotten:** affected by rot or decay.

## **5.1 PREPOSITION: OF TIME, PLACE, AND DIRECTION**

### **5.1.1 Key**

**Pag.71**

1. on
2. in
3. in
4. in
5. next to
6. next to
7. in
8. near
9. between
10. through
11. along, over
12. through
13. over
14. around

### **5.1.2 Key**

1. at
2. in
3. in
4. on

5. on

6. in

7. on

8. on

9. in

10. at

### 5.1.3 Key

1. In the picture, I can see a woman.
2. The woman is sitting at a table.
3. She is sitting on a chair.
4. There is another chair opposite the woman.
5. Her feet are under the table
6. The woman is holding a cup in her hands.
7. On the table are a laptop, a paper, a calculator, an appointment calendar, two pens  
and a muffin.
8. The woman is looking at her laptop.
9. The woman's bag is under the table.

### 5.1.4 Key

**Before** → earlier than a certain point of time.

**Between** → something/somebody or someone. is on each side

**Next to** → left or right of somebody or something

**Along** → in a line; from one point to another

**By** → near

**Around** → in a circular way

**Through** → going from one point to the other point

## 6. PRESENT, PAST AND FUTURE CONTINUOUS TENSE

### 6.1 Key

Pag.82

- 1) Alexander **is watching** a film.
- 2) We **are playing** a computer game.
- 3) The dog *is barking* at the cat.
- 4) Peter **is feeding** his rabbits.
- 5) Philipp and Johnny **are singing** a song.
- 6) Mary **is washing** her hair.
- 7) I **am talking** to Doris.
- 8) Peggy **is drawing** a picture.
- 9) Henry and his sister **are helping** their mother.
- 10) You **are learning** the poem by heart.

### 6.2 Key

1. is planning
2. is rushing
3. am getting
4. are driving
5. was playing
6. will be meeting
7. was wringing

8. was running

9. were spoiling

10. was knitting

### **6.3 Key**

1. I am reading a book

2. I am leaving for Hyderabad tomorrow

3. I am reading a famous novel these days

4. I was singing a romantic song

5. The man is waiting his wife in the car

6. The woman is walking in the park

7. Paul and Mary are reading the newspaper

8. The musician is playing the guitar

9. The artist is talking with the fans

10. The child is playing the piano

### **6.4 Key**

**Drop:** move, displace.

**Double:** multiply

**Stressed :** emphasize, punctuate, accent, accentuate

**Background :** play down, downplay

**Bark:** the characteristic loud abrupt sound made by a dog or fox.

**Feed:** to give food to a person or an animal.

**Spoil:** destroy, ruin

**Despair:** desperate

**Rush:** assail, assault, set on, attack

**Knit:** create from raw material, create from raw stuff

## 6.1 COMPARATIVE AND SUPERLATIVE FORMS OF ADJECTIVES

### 6.1.1 Key

Pag.90

1. Our dog is **nicer** than your dog.
2. This situation is **more serious** than the last one.
3. He is **lazier** than his brother.
4. Our house is **bigger** than theirs.
5. I'm **taller** than my sister.
6. Tortoises live **longer** than cats.
7. Electrical goods are usually **cheaper** in America than in Britain.
8. Electrical goods are usually **more expensive** in Britain than in America.  
(expensive)
9. Bob Dylan is a **better** singer than George Michael.
10. I think mathematics is **more difficult** than English.

### 6.1.2 Key

1. Your guitar isn't better as my guitar.
2. as tall as
3. as beautiful as
4. as crazy as
5. as fast as
6. as cold as
7. better

8. better

9. better

### 6.1.3 Key

1. the prettiest

2. the most exciting

3. the hottest

4. the happiest

5. the most expensive

6. the most interesting

7. the best

8. the biggest

9. most popular

### 6.1.4 Key

a) **Beats**

F..... unwilling to do any work or make an effort.

b) **Wide**

E..... a grammatical case that affects

nouns, pronouns, and adjectives.

c) **Conjunction**

D..... a grammatical form case of nouns and pronouns that identifies the subject of a sentence or clause.

d) **Nominative**

C..... a word that is used to link sentences, clauses, phrases, or words.

e) **Acussative**

B..... having a particular distance between one side or edge and the other.

f) **Lazy**

A..... to hit somebody or something with repeated heavy blows.

## **7. MODALS CAN, CAN'T, SHOULD, SHOULDN'T, WOULD, WOULDNT**

### **7.1 Key**

**Pag.95**

1. can
2. should
3. should
4. shoudn't
5. can
- 6.should
- 7.can
- 8.can't
- 9.should
- 10.can't

### **7.2 Key**

1. she can play the trumpet
2. they can write e-mails
3. can your brother draws pictures
4. you should exercise more
5. You are overweight. You should go on a diet
6. The kids shouldn't spend so much time in front of the TV.
7. I would do it if I thought it necessary.
8. Would you like to have a cup of coffee?
9. she wouldn't have said that if she hadn't been convinced she was right.
10. They would be on time.

### 7.3 Key

1. I'm sorry, but we **can't come** to your party next Saturday.
2. He got the job because he .....**can speak**.....five languages.
3. You are speaking very quietly. I ...**can't hear**.....you.
4. Have you seen my bag ? I .....**can see**.....it.
5. He likes this hotel room. He.....**can't come**.....the mountains.

### 7.4 Key

**Enhance** = make better or more attractive.

**Request** = ask (a person) to do something.

**Restrict** = place under restrictions.

**Certain** = definite but not specified or identified.

**Allow** = consent to, give permission.

**Advice** = a proposal for an appropriate course of action.

**Polite** = showing regard for others in manners, speech, behavior, etc.

**Afford** = be able to spare or give up.

**Sick** = affected by an impairment of normal physical or mental function.

**Shut** = move so that an opening or passage is obstructed.

## **7.1 WH- QUESTIONS WITH DO- DOES**

### **7.1.1 Key**

**Pag.100**

- 1.What
- 2.What
- 3.What
- 4.When
- 5.Where
6. What
7. What
8. What
9. what
10. What

### **7.1.2 Key**

1. where
2. why
3. when
4. where
5. why
6. when
7. how

8. which

9. what

### **7.1.3 Key**

1. does

2. does

3. do

4. do

5. do

6. does

7. does

8. do

9. do

10. does

### **7.1.4 Key**

**Which (one) ?** Choice of alternatives

**Whose?** Possession

**How?** Manner

**Whom?** Person (objective formal)

**What?** Object / Idea / Action

**Where?** Place

**When?** Time

**Who?** Person

**Why?** Reason

# ANNEXES



# **NATIONAL UNIVERSITY OF LOJA**

## **AREA OF EDUCATION, ART, AND COMUNICACION**

### **English Language Career**

### **PROJECT**

*“A STUDY GUIDE FOR THE MASTERY OF  
GRAMMATICAL STRUCTURES AND THE  
IMPROVEMENT OF THE ENGLISH LANGUAGE  
LEARNING WITH THE STUDENTS OF THE NINTH YEAR  
OF BASIC EDUCATION AT “MANUEL CABRERA  
LOZANO” HIGH SCHOOL. MOTUPE EXTENSION.  
ACADEMIC YEAR 2009-2010.*

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**LOJA –ECUADOR**

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## **1. THEME**

“A STUDY GUIDE FOR THE MASTERY OF GRAMMATICAL STRUCTURES AND THE IMPROVEMENT OF THE ENGLISH LANGUAGE LEARNING WITH THE STUDENTS OF THE NINTH YEAR OF BASIC EDUCATION AT “MANUEL CABRERA LOZANO” HIGH SCHOOL. MOTUPE EXTENSION. ACADEMIC YEAR 2009-2010.

## **2. PROBLEM STATEMENT**

### **2.1 Background**

The National University of Loja, conscious to form integral to its students harmonizing the development of the body with the mind decides by means resolution of Illustrious University Council in session of September 28 of 1971, to create the Experimental University “Manuel Cabrera Lozano” High School annexed to than named Philosophy Faculty, Letters and Sciences of Education (Education, Art and communication Area).

Its creation had as main purpose to serve as educational center practice to students of fourth year in the Philosophy Faculty, Letters and Sciences of Education. Later by means of agreement N° 95 of February 29 of 1972, the Ministry of Education and Culture gave permission for the operation of the first course.

They were looking to extend its social action and before the request expressed by the people of Motupe neighborhood, National University of Loja creates the Experimental University “Manuel Cabrera Lozano” High School extension in 1977.

Nowadays the Manuel Cabrera Lozano High School offers the following careers for the students such as: Physical Mathematics, Chemical Biology, Social, Common, and Accounting.

The teaching in the institution is good but in what concerns to the English language the material used doesn't allow a good learning of this language because there is not enough grammatical content that allows the student to have a better learning level inside the English language teaching learning process.

## **2.2 Current Situation of the Researched Object**

Nowadays, the Ecuadorian society has come across critical situations in different aspects; economic, political, social and especially in education which are essential in all society. These critical situations in education do not allow the effective development of the new professional people in our country. Under the current conditions within the Ecuadorian society, in spite of determining efforts of some governments to develop plans of integral development, they have not succeeded. The simple contradictive or unreal theories have not been able to sustain effects that produce results. Some indicators of the crisis are partly due to the foreign debt. All these aspects in this and last centuries have influenced education to create new and big challenges in the development of knowledge.

All the aspects previously mentioned have contributed to many changes taking place in the English Language learning, curricular plans and

the study within the high schools which guarantee that the educational work will be more efficient each time. In this teaching learning process, the teacher and student are responsible for the success or failure in the acquisition of knowledge, and it is not valid if we do not have a good result in the application within society.

Education is an indispensable historical process for humanity's survival. The school system has a premeditation assumed initially by the teacher and society and with the students acceptance and progressive collaboration, into the formation process of their personality because without the student's voluntary participation as José María Valero sustains "there is nothing to do"<sup>1</sup> for the student.

Historically, education has responded to the conditions of the society. So, education in the primitive community, constituted an eminently a spontaneous and natural process where the young generations assimilate the customs and values of their social environment, in the same process of their existence.<sup>2</sup>

In general terms the educational crisis depends on social and economic development of the country. Education is a structural element and in society has a relative autonomy but also dynamically corresponds with these structural elements. Education constitutes as a primary factor in the economic structure of society. The social and economic structures are mutually conditioned and they are needed to improve education.

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<sup>1</sup>Valero, José María. Educación personalizada: ¿Utopía o realidad? P 85

<sup>2</sup> Ponce, Aníbal. "Educación y Lucha de Clases". P15

Global technology and communication and its different impacts are factors which permit us to create new ways of teaching and give us the ability to improve the educational system. Institutions are looking to innovate and develop efficient curriculum plans and guides for a better learning and to give responses to the social needs.

In this competitive world the new professional of each career needs to know another language to face the new life's realities, to enrich their culture and become a successful professional.

All the huge scientific advances that the humanity has had are found in books written in English, and the internet and for that reason, it is important to teach this language of the capitalist and industrialized countries.

In the daily routine, we have the necessity of giving and receiving information, which needs to be obtained in an efficient way through communication which is expressed between the speaker and the listener. This process is necessary in all the spoken languages, found around the world.

In the English Language, it is very important to develop the four skills. In general, these skills in our high schools are not well developed due to external and internal factors.

In our country, the curriculum planning that is applied in high schools does not evidence good development and handling of the English language because the students have a low level of English learning. For that reason English Learning should be considered very important to live in this globalized world.

The Our World Through English book, used by teachers in the “Manuel Cabrera Lozano” High School, does not allow the good development of the English language learning, because there is not enough grammatical and practical structures in the student’s book for that reason the students have a low English Language learning level.

In addition if there aren’t good examples in the student’s book, for grammatical structures and vocabulary this does not allow that the students develop the learning in a better way in the English Language Teaching Learning process.

With study guide we will try to develop the vocabulary in each task, and, also give the enough theoretical and practical grammatical structures that allow obtaining the necessary knowledge and students do not have problems in the future in the English Language Learning.

For these reasons were are going to elaborate a study guide with enough grammatical contents, which allow us to collaborate with ninth year of basic education of “Manuel Cabrera Lozano” High School in the improvement of the English Teaching learning process in an effective way,

to develop the study guide will be necessary to obtain the enough grammatical content, this information will be taken from books, internet and the Our World Through English book, that permit us to support the English teaching with enough grammatical contents and vocabulary based on these problems we state the following problem:

### **2.3. GENERAL PROBLEM**

There are not enough theoretical and practical grammatical structures in the Our World Through English book N° 2 to practice the English Language which affects the learning of the students of 9th year of Basic Education at “Manuel Cabrera Lozano” High School. Motupe Extension. Academic year 2009-2010.

### **2.4. SUB PROBLEMS**

\*How does the Absence theoretical and grammatical structures in the Our World Through English book N° 2 affects the English Language Learning in the 9th year of Basic Education at “Manuel Cabrera Lozano” High School. Motupe Extension. Academic year 2009-2010.

\*In what way the little development of vocabulary affects the learning of the English Language in the students of 9<sup>th</sup> year of Basic Education at “Manuel Cabrera Lozano” High School. Motupe Extension. Academic year 2009-2010.

### **3. JUSTIFICATION**

The present research work is justified because it is a requirement that National University of Loja demands to students previous to get the Licentiate degree in Sciences of Education, English Language Specialization.

The elaboration of the present work about the grammatical structures is important because it allows us to collaborate with study material as support to the Manuel Cabrera Lozano High school contributing with the improvement of the students' learning level; also this work is original because had not been made a study guide for the 9<sup>th</sup> year of Basic education.

Our society has endured many scientific and technological changes for that reason the English Language is the most important in the world and all the students need to learn this language in the best possible way according to the new scientific advance, because the information is written in English, and for that reason is very important the study guide.

The study guide will contain enough theoretical, and grammatical practical structures, vocabulary, it will permit to the students have a good knowledge in the English Language Learning, and they will have many opportunities to work, study, and improve the learning in the development of the teaching learning process.

Finally, this work is justified, because we have the useful bibliography that will facilitates the research work, and have the necessary budget to develop it successfully.

## **4. OBJECTIVES**

### **4.1. GENERAL OBJECTIVE**

- To elaborate a Study guide for the mastery of grammatical structures and the improvement of English Language Learning for the students of 9<sup>th</sup> year of Basic Education at “Manuel Cabrera Lozano” High School. Motupe Extension. Academic year 2009-2010.

### **4.2. SPECIFIC OBJECTIVE**

\*To develop the theoretical, grammatical structures of the Our World Through English book N° 2 to practice and improve the English Language Learning in the students of 9<sup>th</sup> year of Basic Education at “Manuel Cabrera Lozano” High School Motupe Extension. Academic year 2009-2010.

\*To build up vocabulary practical activities to improve the learning of the English Language in the 9<sup>th</sup> year of Basic Education at “Manuel Cabrera Lozano” High School Motupe Extension. Academic year 2009-2010.

# 5. THEORETICAL FRAME WORK

## CHAPTER I

### 5.1 EDUCATION

#### DEFINITION

Education from a sociological point of view is the process to prepare the new generation to replace the adults when, naturally, the adults retire from the active functions of their social life. The education preserves and transmits the culture to assure it continues. These are the value and the forms of social behavior necessary in social life.<sup>3</sup>

Webster defines education as the process of educating or teaching (now that's really useful, isn't it?) Educate is further defined as "to develop the knowledge, skill, or character of..." Thus, from these definitions, we might assume that the purpose of education is to develop the knowledge, skill, or character of students. Unfortunately, this definition offers little unless we further define words such as develop, knowledge, and character.

What is meant by knowledge? Is it a body of information that exists "out there" — apart from the human thought processes that developed it? If we look at the standards and benchmarks that have been developed by many

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<sup>3</sup> Nérici, Imideo Giuseppe "Hacia una didáctica general dinámica" p.19

states—or at E. D. Hirsch's list of information needed for Cultural Literacy [\(1\)](#), we might assume this to be the definition of knowledge. However, there is considerable research leading others to believe that knowledge arises in the mind of an individual when that person interacts with an idea or experience.

This is hardly a new argument. In ancient Greece, Socrates argued that education was about drawing out what was already within the student. (As many of you know, the word education comes from the Latin e-ducere meaning "to lead out.") At the same time, the Sophists, a group of itinerant teachers, promised to give students the necessary knowledge and skills to gain positions with the city-state.

There is a dangerous tendency to assume that when people use the same words, they perceive a situation in the same way. This is rarely the case. Once one gets beyond a dictionary definition—a meaning that is often of little practical value—the meaning we assign to a word is a belief, not an absolute fact. Here are a couple of examples.

“The central task of education is to implant a will and facility for learning; it should produce not learned but learning people. The truly human society is a learning society, where grandparents, parents, and children are students together.” Eric Hoffer

“No one has yet realized the wealth of sympathy, the kindness and generosity hidden in the soul of a child. The effort of every true education should be to unlock that treasure.” ~Emma Goldman

Education is a social process, represented by everything influence suffered by the individual and that it is able to modify their behavior.

The educative responsibility depends on the ability to recognize the education objectives; these objectives indicate the wanted arrival point, in which one should concentrate all the efforts of the education. The knowledge of objectives will give value to the teaching and without the objectives the education doesn't make sense.<sup>4</sup>

Education has is made of three areas which can be defined as social, individual and momentous:

**1. Social:**

- To prepare the new generations to receive, to conserve and to enrich the cultural inheritance of the group;
- To prepare, in the same way, the subsistence and organization process of the human groups, having derived a social view of the demands of the demographic growth and the new knowledge.
- To promote economic and social development, diminishing the privileges and providing the benefits from the civilization to the possible numbers of individuals.

**2. Individual:**

- To promote an appropriate attention to each individual, according to their possibilities, so the full development of their personality is favored;
- To inculcate to the individual group feelings, with the purpose of inducing it to cooperate with their fellow men for a very common purpose.

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<sup>4</sup> Nérici, Imideo Giuseppe “Hacia una didáctica general dinámica” p.25

### **3. Momentous:**

- To guide the individual toward the apprehension of the aesthetic and poetic sense of the things, of the phenomena and of the men, with the objective of facilitating him experiences but deep and disinterested;
- To take it, also, to take conscience and to meditate on the big problems and mysteries of the things of the life and of the cosmos.<sup>5</sup>

Education has many objectives in which we can to express some of them:

#### **1. All the individuals' attention**

Education is dedicated to all people, keeping in mind the possibilities of each one and the social necessities. These possibilities depend of the human and social motives. Humans, with the purpose of achieving a better formation of the individual, to be understood to if same and to the reality that surrounds it, for their appropriate integration. Social, for a better preparation of the citizens and professionals so they can assist with effectiveness the order demands, cooperation, justice and social development.

#### **2. Social integration**

This corresponds to guide the student toward the best understanding in their social environment, for their appropriate integration in the society, this social integration should also concerned with all the grades of the teaching.

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<sup>5</sup> Nérici, Imideo Giuseppe “Hacia una didáctica general dinámica” p. 26

### **3. Socialization**

The institution should create conditions of school life that facilitate the student's socialization, it is necessary to make the student feel that he is a member of everything, which is part and it should be articulated. To obtain these achievements, the institution should develop in the students, the capacity of collaboration, making him feel that they depend on their fellow man, in the same way that these they depend on the one.<sup>6</sup>

Socialize doesn't mean to even out or to make equal. On the contrary, it means to differ, so that each one can contribute, with what he owns, to the enrichment of the group is. To socialize means to confer the capacity to understand each other with their fellow man, having present the recognition of as much as we depend on the other ones and in that measured other people depend on us.

In summarizing we can say that education is the following:

1. To transmit the valid cultural legacy through the generations.
2. To favor social progress, by means of the clarification and the appropriate formation of the citizens.
3. To avoid the social revolutions with the attenuation of the social distances and the reasons for conflicts.
4. To prepare people both intellectually and technically, with the purpose of facilitating him into an effective social integration.

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<sup>6</sup> Nérici, Imideo Giuseppe "Hacia una didáctica general dinámica" p.27-30

## 5.2 DIDACTIC

### DEFINITION

Didactics is derived of the Greek didaskein (teaching) and tékne (art), this is, art of teaching, of instructing.<sup>7</sup>

Didactics is the science and art of teaching. It is science, when it investigates and it experiences new teaching techniques, having as a base, mainly, the biology, the psychology, the sociology and the philosophy.

It is art, when it establishes action norms or suggests forms of didactic behavior being based on the scientific and empiric data of education, this happens because the didactics cannot separate the theory and the practices. The theories and practices always should be united, offering the biggest efficiency in the teaching and the best adjustment to the student's human and social realities.

The didactics is represented by the group of techniques through which is carried out the teaching, for that which gathers and it coordinates, with sense practice, all the conclusions and results to that the sciences of the education arrive, with the purpose that the education will be more efficient

The didactic is the discipline guide for the practice, and the main objective is to guide the teaching. Likewise the teaching is the learning direction.

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<sup>7</sup> Nérici, Imideo Giuseppe “Hacia una didáctica general dinámica” p.54

Then, it finishes instance, the didactic is constituted by a group of procedures and norms dedicated to guide the learning in the most efficient way as possible.

Although the didactics is an alone one, it indicates procedures that give more efficient results according to the teaching level such as primary, secondary or superior studies.

The didactic contributes to make more conscious and efficient the Teacher's action, and, at the same time, it makes the student's studies more interesting and profitable.

### **Didactic Elements**

The didactics has to consider six fundamental elements that are, with reference to its activities field: the student, the objectives, the teacher, the matter, the teaching techniques and the geographical, economic, cultural and social means.

**The student:** The student is who learns; it is that for who exists the educational institutions, for that which is necessary a mutual adaptation among both, guided toward the integration, allowing to modify their behavior in social acceptance terms and develop the students personality, this is completed at the beginning if the educational institution adapts to the

student, on the base of its educational action, and the student goes adapting to the institution.

**The objectives:** All didactic action supposes objectives, toward certain goals, such as: modification of the behavior, knowledge acquisition, unwrap personality, professional orientation.

**The teacher:** The teacher is who guides the teaching. It should be who carries to the student to react in the learning process. The teacher work is tried to understand his students, in their quality guide, for the personality formation of the educating.

**The Matter:** The matter is the teaching content. Through this the institution objectives can be obtained.

**Methods and teaching techniques:** The methods and teaching techniques are fundamental in the teaching, each matter requires specify techniques that should take to the student to participate in the works class, and to obtain that the educating live the teaching object.

**Geographical, Economic, Cultural and Social Means:** It is indispensable that the didactic action is carried out in adjusted and efficient way, to take in consideration the means where the education institutions works, alone the student can to realize the environmental reality that surrounds it and in the way that this should participate.

## 5.2.1 Didactic and Education

The action of an educational institution is more than to instruct, it is guide to the student for among the apprehensions, doubts and aspirations, so that it can be useful to the other people.

To educate is to show that life is not a competition in which one has to conquer the other people; that the other people are not the enemy; that the life is, above everything, a cooperative act by means of which help to be, at the same time, helped.

Educate is to convince the student that he or she is always able to carry out something useful for their fellow man. It is to show that the selfishness doesn't make sense in a life where we have to live together with others, helping and being helped.

The didactics is the sure orientation of the learning, the didactic tells us as we should proceed to make the teaching more profitable for the student and this wants to be educated and become a good citizen.<sup>8</sup>

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<sup>8</sup> Nérici, Imideo Giuseppe "Hacia una didáctica general y dinámica" p.58-59

## **CHAPTER III**

### **5.3 PEDAGOGY**

#### **CONCEPT**

Pedagogy is the intentioned, systematic and scientific study of the education. It is defined as the science of the education, that is to say, the discipline that has for object the study and solution of the educational problem. Also as the group of norms, principles and laws which regulate the educational fact.<sup>9</sup>

The word pedagogy derives of the Greek paidos, child, and agein, to guide, to drive.

Educator is who instructs to the children, also it wants to say pedantic, erudite, heavy. In Greece and Rome initially was applied to the people that carried the animals to walk; later to the slave that took out to walk the children to the field, and to the people who educated them. At the beginning the pedagogy was related to the education of the children and today it is also applied to the attention of the adults.<sup>10</sup>

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<sup>9</sup> Lemus, Luís Arturo "Pedagogía temas fundamentales" p. 30

<sup>10</sup> Lemus, Luís Arturo "Pedagogía temas fundamentales" p.30

### **5.3.1 Education and pedagogy, differences and relationships**

The education is a practical activity and the pedagogy is a theoretical activity; that it carries out the educational fact and this speculates on it. Without the existence of the education there would not be pedagogy, but without the pedagogy the education could not have scientific meaning.

Educational theories can be considered pedagogic systems found in the Greek and Roman thinkers of the antiquity.

Socrates and the pre-Socratic, they knew about the meditations related with the education problem. Plato's writings, Aristotle, Quintiliano and Seneca, for not mentioning many, their philosophical works have a profound pedagogic sense. Maybe the beginning of the scientific education, in the sense understood today, we can mention it in Comenio, exponent of the objective teaching.<sup>11</sup>

Besides the growth of the cultural wealth, it took conscience, in the mature generations, the nonsense of conserving, to purify and to transmit this content and the deliberate education is born.

This summary, purification, and transmission consents, took charge to the family parents first, then to the priests and at once to the teachers. Finally the educational task is not only commended to a people especially, but

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<sup>11</sup> Lemus, Luis Arturo "Pedagogía temas fundamentales" p.31

rather these are formed in institutions dedicated to the formation of teachers.

From the evolutionary view point of the science education, we can define clearly three successive stages: 1. as real natural and social human character fact; 2. as philosophical reflection, and 3. as technological activity. The existence of these three stages with preponderance in a historical time doesn't indicate that one of these exists nowadays with exclusion of the other ones. Just the opposite, we can consider the simultaneous existence of an educational fact, of a philosophical meditation regarding the past and future of that fact, and of a seriousness of principles and technical resources for the realization of the educational work..

### **5.3.2 Different pedagogy classes**

These angles can correspond to different philosophical conceptions, to different historical times and different political, economic, and social situations. From the general content view point of this discipline, it can be considered as descriptive and as normative. \* The descriptive pedagogy studies the educational fact just as it happens in the reality such as sense it can have a historical dimension if it refers to the past, and a social dimension if it refers to the present, to the narration of cultural events or the indication of the elements and factors that can intervene in the realization of the educational practice. \* The normative pedagogy establishes norms, meditates, it speculates and guides the educational fact; that it is eminently

empiric and it leans in the history, and this is eminently theoretical and it leans in the philosophy.<sup>12</sup>

The descriptive pedagogy is included the study of the educational factors, which can be of different nature: historical, biological, psychological and social. The consideration of these factors like independent disciplines constitute the auxiliary sciences of the pedagogy, we have this way the pedagogic history, history of the pedagogy or of the education that doesn't have for alone object the description of the educational fact, but, as consequence, the determination of the factors or circumstances that have conditioned this fact through times and places. Then we have the pedagogic psychology, psycho-pedagogy and psychology applied to the education that has for object the study of the human behavior regarding the learning and of the education. We see the sociology of the education that studies the social reality as condition of the educational and pedagogic fact soon after.

The normative pedagogy is given two big branches: the philosophical and the technological. The philosophical pedagogy or philosophy of the education studies the problems as the following: 1. the object of the education, that is to say the pedagogic ontology. 2. The educational goals that form the pedagogic theology. The technological pedagogy studies aspects as: 1. the methodology that gives origin to the pedagogic methodology or didactics. 2. The structure that constitutes the educational system, including the institutions dedicated of carrying out the education. 3. The control, giving origin to the organization and school administration.

Among other auxiliary sciences of the pedagogy we can mention the anthropology, the physiology, the biology, the psychoanalysis, the

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<sup>12</sup>Lemus, Luís Arturo "Pedagogía temas fundamentales" p.32-33

psychometric, the economy, the law, the ecology, etc. The study of the education and the pedagogy comes this way to be constituted one of the scientific but complicated and delicate disciplines, their determination and their conduction, it requires the aid of a series of natural, social, technological and spiritual knowledge that are not of easy reach.

### **5.3.3 The Methods of the Pedagogy**

The pedagogy can make use of empiric methods and of rational methods; the first derive of the knowledge of the experience and they check them by means of real, spontaneous or provoked facts; the seconds make use of the reasoning or of the intellectual reflection; the pedagogy has necessity and it makes use of both classes of methods, either for the investigation of the educational fact, in its descriptive and historical sense, or for the elaboration of technological norms.

#### **Empiric Methods**

We have the following:

- a) The observation that consists on the intuition or sensorial perception of the phenomena is a method of the descriptive pedagogy that is devoted to the registration and description of the educational fact.
- b) The experimentation that consists also on the observation of the phenomena, but having been these provoked with investigation purposes and study. It is to excellence the laboratory method.

c) The analytic and the synthetic method; it consists the first on parting of a truth or given general law, to decompose it in each one on their behalves or elements, and the second to the inverse, parting of the elements, parts or particular facts, to gather them for the formulation of a principle, a law or a general truth.

d) The comparative method consists with comparing a phenomenon with other, in order to discovering differences and likeness. This comparison can be of individual and isolated facts or of complex and social facts; it can also be made in traverse form or in longitudinal form, it is known with the name of genetic or evolutionary method that can give origin to the comparative method, and with base, in the many studies of individual or collective cases have been made.

e) The statistical method refers to the gathering of extracted data of registrations of studies and field observations or of laboratory experiences; they are organized and they classify in square that constitute charts.

They are elaborated mathematically and with the results conclusions and pedagogic and educational recommendations are formulated.

f) The test method consists on the elaboration of reagents, orders or problems that are presented to people for its solution in a determined time. This procedure is generally completed with the statistical, all time that the results of the tests decrease to mathematical analysis.

## **Rational Methods**

We have the following:

a) The understanding method consists on arriving to the fellow's interiority by means of a series of suggestive procedures, interpreting its external manifestations.

b) The method phenomenological consists on discovering the essential realities of the human conscience, among those that the education is counted.

c) The speculative method tries to infer what should be in general the education, based on the divine nature, in a universal principle, in the nature of God.

d) The noológico method is based on a new idealism whose foundation is the autonomy of the spirit.

e) The critical method consists on an analysis to value the facts and cultural phenomena; it has to be made according to the conception of the world and of the life in certain time and historical place.<sup>13</sup>

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<sup>13</sup> Lemus, Luís Arturo "Pedagogía temas fundamentales" p.33-37

## **CHAPTER IV**

### **5.4 DIDACTIC GUIDE**

The didactic guide constitutes a pedagogical document to guide whose function is to facilitate the teacher's and student's task in the planning, execution and evaluation of the educational work in each one of the teaching matters.

It is, because, of a structured group of principles, techniques and norms of concrete action, of immediate application in the class.

The first didactic guides were the keys of exercises, collections of developed problems, prepared lessons, books of dictations, etc. that facilitated the teacher's work at the beginning of the century.

But it advances, the denominated teacher's books served from didactic support to the school encyclopedias. The progressive introduction of modern technical procedures for the teaching, the permanent increment of the human knowledge, the constant discovery of new didactic techniques and the uninterrupted appearance of new school books for the student are factors that have determined the appearance of the modern didactic guides, among those that it is necessary to distinguish the following types: a) guides didactics for courses or levels that treat all the matters referred to a single

course; b) guides didactics of a single area or matter, although they are usually distinguished for the diverse educational cycles, c) guides didactics that treat a single area or matter of an only level or course.

The purpose of the didactic guides, according to O. Sanchez Manzano, is:

- 1) to serve from help to the educational work with the maximum effectiveness and economy of the means.
- 2) To guide the teacher in the position and programming of the school work.
- 3) To provide up-to-date information on the content of the matter to that refers, and on the applicable didactic techniques to their school treatment.
- 4) To facilitate the most numbers possible of suggestions and orientations to get an effective motivation of the students, a correct sequential development of the content, an appropriate gradation of the activities and an objective evaluation of the efficiency.
- 5) To offer abundant examples of exercises, problems, readings, projects and reports, as well as the instructions for the use of the didactic material and its making in the own center.
- 6) To include basic bibliography, up-to-date documentation and relate of didactic material.

A possible structuring of the content of a didactic guide is:

- 1) Notions on the scientific content of the course that it is.
- 2) Special didactics of the same one.
- 3) Description of the material (the student's book, register, readings, etc.) and instructions for their employment.
- 4) Annual programming, quarterly and weekly of the teacher- student activity.

- 5) Distribution of the matter in the time and development of the same one in didactic units.
- 6) Evaluation.
- 7) Amplification activities and recuperation.
- 8) Bibliography and didactic material.

Guides directed to the parents to guide them also exist, in a general way, in their performance and relationship form with the children or with the specifies purpose of training them in realization of concrete programs (for example, inside the field of the education in the kinder garden, the programs of early stimulation) or of giving them a norm to obtain the maximum use of certain materials or didactic toys.

Another type of guides goes directed to the mature reader interested to determine problems or activities (professionals, recreational, etc.), guiding him in the execution of the same ones, for example, guides of first aids, guides of the bricolage, guides of the consumer, etc.<sup>14</sup>

### **5.4.1 CRADLE PROJECT**

The CRADLE is one of the projects that the Ministry and Culture has designed to improve the quality of education in Ecuador. The textbook series, Our World Through English (OWTE), is part of a process of

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<sup>14</sup>Diccionario de las Ciencias de la Educación, Diagonal Santillana Volumen I p. 706-707

curriculum change in the teaching of English. Teachers, curriculum, experts, teacher trainers, authors, designers, inspectors, advisors and other experts work together to make this process work effectively.

OWTE has been written and produced in Ecuador's education system. It is written by Ecuadorians with a clear view of learners' and teachers' situations in the classroom, school and wider socio-economic and cultural context of the country. It has been written to help teachers and learners make the best use of the limited time available. The course aims to enable students to enter adult life with a firm basis of essential English and language learning skills.

OWTE tries to support the learning process in school by using content from other school subjects and by encouraging the learners to use their Knowledge of the world or stimulate them to want to find out about the world around them. The course also helps develop learning skills through the medium of English. These learning skills are transferable to a wide variety of other learning situations.

In using OWTE, students are encouraged to look a fresh and critically at their own world in a spirit of learning to appreciate all that is good, while not ignoring things that are less good. Nevertheless, the accent is always on the positive. There is much to celebrate in Ecuador and for young people it is important to point them towards the good things and not well too much on what is not so good.

## COMPONENTS

The materials for each year of the course are:

- student's book
  
- Teacher's book and Cd

The teacher's book is distributed free of charge to teachers attending orientation courses organized by DIEX and held in all provinces of the country.

The Cd is available to teachers in provincial TRC. Remember that Audio Scripts are to be found in the appropriate pages of the teacher's notes. If teachers have problems obtaining a cd player to use in class they should still do the listening activities as an integral and important part of the course.

Read the Audio Script aloud for a listening task using the **Read, look up** and **say** technique. Teach a son as rhyme without music. DIEX strongly recommends that teachers listen to the Cd before a class to minimize errors of pronunciation stress and information.

### 5.4.2 English Language Importance

Today the English Language is very important because many of the scientific advances are written in English and this has become a medium one effective for the transmission of this knowledge is diffused in the world through the internet. All people should have the basic knowledge of the

English language that will enable to understand to other and likewise to be able to improve your learning quality.

The success in the communication should be based on the good education and in the English use; the vocabulary, the pronunciation, the correct use of capitalization.

The English Language is one of the media for the which the scientific information and technique moves, therefore, the English language is very important in the life of professional futures as well as in the life of the secondary students.

Today, in the world, many people make use of this language. For example for the realization of business, at scientific level among different countries, for that which is necessary the communication with the English language, for this reason, is considered to the education like an essential part of this century.

### **5.4.3 ENGLISH AS AN INTERNATIONAL LANGUAGE**

The British trade, continued by the colonial and imperial expansion, the spread the English the world. From that time, the military and economic dominance of the United States of America has confirmed. Due to the existent trade in the entire world and to the expansion of the English language, and in the same way for the military and economic dominance of the United States the English language has ended up transforming into the international language of the present historical period. Today many people need to learn the English language in their own countries to be able to be some good professionals, as the doctors, for example, if they cannot learn quite English they will be made impossible to be at the level of the new scientific advances related with the medicine.

We have to compare the classroom like a part of the real world, the teacher of the English language, should be very qualified to be able to help his students to develop his life, or to support him so that it is unwrapped in a very effective way inside the society. The teaching learning process in our country tends to be a transmission of knowledge that the teachers give to their students according to their academic necessities.

Nowadays a very important aspect related with the educational system, is the contribution that the government should give the students and teachers augmenting appropriate material and classrooms, preparing the teachers

continually and in the same way paying them well. If the government lends this attention, the education will be good and we will be able this way to reach an education of quality.

In the teaching learning process, the classes had been a dictation game in which had been practiced the English Language, today, the student produces the knowledge and the teacher supervises the class.

Also, there is an interrelation, between the teacher and the student taking place this way a dialogue and the practice of the speech; we take advantage of several materials as the tape engraver, the compact disk, the television. English Programs Laboratory and so forth. These instruments are very available for a good teaching, in the process of an effective learning.

## **CHAPTER V**

### **5.5 METHODOLOGY TO TEACH THE ENGLISH LANGUAGE**

#### **DEFINITION**

Method: A generalized set of classroom specifications for accomplishing linguistic objectives. Methods tend to be concerned primarily with teacher and student roles and behaviors and secondarily with such features as linguistic and subject-matter objectives, sequencing and materials. They are almost always thought of as being broadly applicable to a variety of audiences in a variety of contexts.

#### **5.5.1 THE DIRECT METHOD**

The “naturalistic” simulating the “natural” way in which children learn first languages approaches of Gouin and a few of his contemporaries did not take hold immediately. A generation later, applied linguistics finally established the credibility of such approaches. Thus it was that at turn of the century, the Direct Method became quite widely know and practiced.

The basic premise of the Direct Method was similar to that of Gouin’s Series Method, namely, that second language learning should be more like

first language learning lost of oral interaction, spontaneous use of the language, no translation between first and second language, and little or no analysis of grammatical rules. Richards and Rodgers (1986-10) summarized the principles of the Direct Method:

1. Classroom instruction was conducted exclusively in the target language.
2. Only everyday vocabulary and sentences were taught.
3. Oral communication skill was built up in a carefully traded progression organized around question and answer exchanges between teachers and students in small, intensive classes.
4. Grammar was taught inductively.
5. New teaching points were taught through modeling and practice.
6. Concrete vocabulary was taught through demonstration, objects, and pictures; abstract vocabulary was taught by association of ideas.
7. Both speech and listening comprehension were taught.
8. Correct pronunciation and grammar were emphasized.

The Direct Method enjoyed considerable popularity at the beginning of the twentieth century. It was most widely accepted in private language schools where highly motivated and where students were highly motivated and where native-speaking teachers could be employed.

But almost any “method” can succeed when clients are willing to pay high prices for small classes, individual attention, and intensive study. The Direct Method did not take well in public education, where the constraints of budget, classroom size time and teacher background made such a method

difficult to use Moreover the Direct Method was criticized for its weak theoretical foundations. Its success may have been more a factor of the skill and personality of the teacher than of the methodology itself.

By the end of the first quarter of the twentieth century the use of the Direct Method had declined both in Europe and in the US Most language curricula returned to the Grammar Translation Method or to a “reading approach that emphasized reading skills in the foreign languages. But it is interesting that by the middle of the twentieth century the Direct Method was revived and redirected into what was probably the most visible of all language teaching “revolutions” in the modern era, the audio lingual Method. So even this somewhat short lived movement in language teaching would reappear in the changing winds and shifting sands of history.

### **5.5.2 THE AUDIOLINGUAL METHOD**

In the first half of the twentieth of the century the Direct Method did not take hold in the US the way it did in Europe While one could easily find native speaking teachers of modern languages in Europe, such was not the case in the US. Also, Europe high school and university students did not have to travel far to find opportunities to put the oral skills of another language to actual practical use Moreover US educational institutions had become firmly convinced that a reading approach to foreign languages was more useful than an oral approach, given the perceived linguistic isolation of the US at the time. The highly influential Coleman Report (Coleman 1929) had persuaded foreign language teachers that it was impractical to teach oral skills and that reading should become the. Thus schools returned in the

1930s and 1940s to Grammar Translation the handmaiden of reading (Bowen Madseu & Hilferty 1985).

The World War II broke out and suddenly the US was thrust into a worldwide conflict heightening the need for Americans to become orally proficient in the languages of both their allies and their enemies. The time was ripe for a language teaching revolution. The US military provided the impetus with funding for special, intensive language courses that focused on aural/oral skills; these courses came to be known as the Specialized Training Program (ASTP) or, more colloquially, the “Army Method” Characteristic of these courses was a great deal of oral activity pronunciation and pattern drills and conversation practice with virtually none of the grammar and translation found in the classes. It is ironic that numerous foundation stones of the discarded Direct Method were borrowed and injected into this new approach. Soon, the success of the Army Method and the revived national interest in foreign languages spurred educational institutions to adopt the new methodology. In all! Its variations and adaptations, the Army Method came to be known in the 1950s as the Audio-lingual Method.

The Audio-lingual Method (ALM) was firmly grounded in Linguistic and psychological theory. Structural linguists of the 1940s and 1950s were engaged in what they claimed was “scientific descriptive analysis” of various Language; teaching methodologists saw a direct application of such analysis to teaching linguistic patterns (Fries 1945). At the same time, behaviorist psychologists (PLLT, Chapter 4) advocated conditioning and habit-formation models of learning that were perfectly married with the mimicry drills and pattern practices of audio-lingual methodology.

The characteristics of the ALM may be summed up the following list (adapted from Prator & Celce-Murcia 1979):

1. New material is presented in dialogue form.
2. There is dependence on mimicry, memorization of set phrases, and over leaning.
3. Structures are sequenced by means of contrastive and taught one at a time
4. Structural patterns are taught using repetitive drills
5. There is little or no grammatical explanation Grammar is taught by inductive analogy rather than by deductive explanation.
6. Vocabulary is strictly limited and learned in context.
7. There in much use of tapes, language (and visual aids.
8. Great importance is attached to pronunciations.
9. Very little use of the mother tongue by teachers is permitted.
10. Successful responses are immediately reinforced.
11. There is a great effort to get students to produce error-free utterances.
12. There is a tendency to manipulate and disregard content.
- 13.

### **5.5.3 TOTAL PHYSICAL RESPONSE**

James Asher (1977), the developer of total physical response (TPR), actually began experimenting with TPR in the night in 1960s, but it was almost a decade before the method was widely discussed in professional's circles. Today TPR, with simplicity as its most appealing facet, is a household word among language teachers.

Much later psychologist developed the "trace theory" of learning in which it was claimed that memory is increased if it is stimulated, or "traced", through association with motor activity over the year's, language teachers have the intuitively recognized the value of associating language with physical activity, so while the idea of building a method of language teaching on the principle of psychomotor associations was not new, it was this very idea that Asher capitalized upon in developing TPR.

The children, and learning their first language, appear to do a lot of listening before they speak and that their listening is accompanying by physical response (reaching, grabbing, moving, looking, and so forth).

Commands were an easy way to get learners to about and to loosen up: open the window, close the door, stand up, sit down, pick up the book, and give it to John, and so on. No verbal response was necessary. More complexly syntax could be incorporated into the imperative: draw a rectangle on the chalk board, walk quickly to the door and bit it.

In a TPR classroom, after student overcame the fear of speaking out, classroom conversations and other activities proceeded as in almost any other communicative language classroom. In TPR reading and writing activities, students are limited to spinning off from the oral work in the classroom.

## **5.5.4 THE NATURAL APPROACH**

In fact the Natural Approach advocated the use of TPR activities at the beginning level of language learning when “comprehensible input “is essential for triggering the acquisition of language.

There are a number of possible long-range goals of language instruction. In some cases second languages are learned for oral communication; in other cases for written communication; and in still others there may be an academic emphasis on, say, listening to lecturers, speaking in a classroom context, or writing a research paper. The Natural Approach was aimed at the goal basic personal communication skill, that is, everyday language situations, conversations, shopping, listening to the radio, and the like. The initial task of the teacher was to provide comprehensible input, that is, spoken language that is understandable to the learner or just a little beyond the learner’s level.

Learners need not say anything during this “silent period” until they feel ready to do so. The teacher was the source of the learners input and the creator of an interesting and stimulating variety of classroom activities commands, games, skits, and small group work.

In the Natural Approach, learners presumably move through what Krashen and Terrell define as three stages:

The reproduction stage is the development of listening comprehension skills.

The early production stage is usually marked with errors as the student struggles with the language. The teacher focuses on meaning here, not on form, and therefore the teacher does not make a point of correcting errors during this stage.

The last stage is one extending production into longer stretches of discourse involving more complex games, role plays, open ended dialogues, discussions, and extended small group work. Since the objective in this stage is to promote fluency teachers are asked to be very sparse in their correction of errors.

One more positive note, most teachers and researchers agree that we are all too prone to insist that learners speak right away and can take from the Natural Approach the good advice that for a period of time, while students grow accustomed to the new language, their silence is beneficial. Through TPR and other forms of input, students' language egos are not as easily threatened, and they aren't forced into immediate risk-taking that could embarrass them. The resulting self confidence eventually causes the student to venture to speak out.

### **5.5.5 COMMUNICATIVE LANGUAGE TEACHING**

Is there a currently recognized approach that is a generally accepted norm in the field? The answer is a qualified "yes". That qualified "yes" can be captured in the term communicative language teaching (CLT), and the qualifications

to that answer lie in the numerous possible ways of defining CLT and a plethora of interpretations and classroom applications.

Nowadays we are exploring pedagogical means for “real life” communication in the classroom. We are trying to get our learners to develop linguistic fluency, not just to accuracy that so consumed our historical journey. We are looking at learners as partners in a cooperative venture and our classroom practices seek to draw on whatever intrinsically sparks learners to reach the fullest potential.

The main characteristics are:

- Meaning is paramount
- Dialogues, if used, center on communicative functions and are not normally memorized.
- Contextualization in basic premise
- Language learning is learning to communicate
- Effective communication is sought
- Judicious use of native language is accepted where feasible
- Translation may be used when the students need or benefit from it
- Reading and writing can start from the first day if desire
- Linguistic variation is a central concept in materials and methods
- Teachers help learners in any way that motivates them to work with the language
- Language often created by the individual through trial and error

- Fluency and acceptable language are the primary goals; accuracy is judge not in the abstract but in context
- Students are expected to interact with other people, either in the flesh, through pair and group work or in their writing.<sup>15</sup>

All methods that we have analyzed the Direct Method is the most important method to elaborate a didactic guide, because it refers to the grammatical structures, vocabulary, demonstration, objects, and pictures and to develop the skills (listening, speaking, reading and writing). This method helps to get a good knowledge in the teaching learning language process in the English Language.

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<sup>15</sup> Module number five

# **CHAPTER VI**

## **6 METHODOLOGY**

For a best knowledge of English Language of the 9<sup>th</sup> year at “Manuel Cabrera Lozano” High School will be necessary obtain information about grammar contents from Our World Through English book N° 2 to elaborate a study guide.

### **6.1 METHODS**

To achieve the proposed objectives, we will use methods which allow us to continue in our work; among them we will name the following:

In the elaboration of the didactic guide we are going to use the following Methods that help the students in the learning:

Direct Method, help the students to get a correct pronunciation, grammar and vocabulary, Natural Approach to know commands, games skits and small group work, and Communicative Language Teaching to learn the meaning translation, reading, writing, students are expected to interact with other people.

To elaborate the study guide we will use different bibliographical material, this will help us to obtain the necessary information as: grammatical structures, vocabulary, and examples and to get effective and efficient information of the terms that we will use during the elaboration of the study guide.

In this way we will design “A STUDY GUIDE FOR THE MASTERY OF GRAMMATICAL STRUCTURES, AND THE IMPROVEMENT OF THE ENGLISH LANGUAGE LEARNING WITH THE STUDENTS OF THE NINTH YEAR OF BASIC EDUCATION AT “MANUEL CABRERA LOZANO” HIGH SCHOOL, MOTUPE EXTENSION.ACADEMIC YEAR 2009-2010, which allow us to improve the level of the students’ learning.

In this guide there will be Seven units, with two lessons and four tasks with ten exercises in the whole unit, the purpose of this resource is that the students will know what they are going to learn, this study guide will contain grammatical conceptualizations, vocabulary exercises such as: filling a space, true or false, multiple choice, matching, ordering, that permit students to improve the Learning, grammar, and vocabulary in the English language.

The text is instructional and easy to understand, the students will find some examples of application of the most interesting themes applicable to daily life and clear explanation about some important and relevant topics to study with illustrative examples that will make their learning easier, the

students need to memorize as possible the new vocabulary and make all the grammatical exercises, the beneficiary population of the study guide are 120 students of 9<sup>th</sup> year of Basic Education at “Manuel Cabrera Lozano” High School. Motupe Extension.

# **DIDACTIC GUIDE CONTENTS**

## **Unit One**

Personal Pronouns

Verb “To Be” Present Tense

Past Tense of the verb “To Be”

Simple Future Tense

## **Unit Two**

Possessive Adjectives

Possessive Noun

## **Unit Three**

Singular and Plural Nouns

Information Question with “Be”

## **Unit Four**

There Be

Frequency Adverbs

## **Unit Five**

The Articles A, An, and The

Preposition: of Time, Place and Direction

## **Unit Six**

Present, Past and Future Continuous Tense

Comparative and Superlative forms of Adjectives

## **Unit Seven**

Modals Can, Can't, Should, Shouldn't, Would, Wouldn't

Wh- Questions with Do- Does

## **7. RESOURCES**

### **Human Resources**

- Coordinator of the Project
- Ninth year of basic education of high school
- English teachers of the Manuel Cabrera Lozano High School

### **Institutional Resources**

- National University of Loja
- Manuel Cabrera Lozano High School
- City Library

### **Material Resources**

- |               |                     |
|---------------|---------------------|
| -Computers    | -Books              |
| -Modules      | -English Dictionary |
| -Printer      | -Notebooks          |
| -Paper        | -Copies             |
| -Folder       | -Internet           |
| -Flash memory |                     |

## 8. BUDGET

All expenses that are considered according the following chart:

<b>Material</b>	<b>Amount</b>
Copies	35
Notebooks	18
text typing	50
Bon paper	20
Books	80
Printing of the project	250
Transportation	60
Internet	50
Thesis cover	300
<b>Total</b>	<b>863</b>

## 9. CHRONOGRAM

**ACADEMIC YEAR 2009 - 2010**

Months	November				December				January				February				March				April				May				June				July				August			
Weeks	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1. Project elaboration	x	x	x	x	x	x	x	x	x	x	x	x	x	x																										
2. Project approving																																								
3. Field researching																																								
4. Thesis elaboration																																								

## 11. CONSISTENCY MATRIZ

GENERAL PROBLEM	GENERAL OBJECTIVE
<p>There are not enough theoretical and practical grammatical structures in the Our World Through English book N° 2 to practice the English Language which affects the learning of the students of 9th year of Basic Education at “Manuel Cabrera Lozano” High School. Motupe Extension. Academic year 2009-2010.</p>	<p>- To elaborate a Study guide for the mastery of grammatical structures and the improvement of English Language Learning for the students of 9<sup>th</sup> year of Basic Education at “Manuel Cabrera Lozano” High School. Motupe Extension. Academic year 2009-2010.</p>
SUB PROBLEMS	SPECIFIC OBJECTIVES
<p>*How does the Absence theoretical and grammatical structures in the Our World Through English book N° 2 affects the English Language Learning in the 9th year of Basic Education at “Manuel Cabrera Lozano” High School. Motupe Extension. Academic year 2009-2010.</p> <p>*In what way the little development of vocabulary affects the learning of the English Language in the students of 9<sup>th</sup> year of Basic Education at “Manuel Cabrera Lozano” High School. Motupe Extension. Academic year 2009-2010.</p>	<p>*To develop the theoretical, grammatical structures of the Our World Through English book N° 2 to practice and improve the English Language Learning in the students of 9<sup>th</sup> year of Basic Education at “Manuel Cabrera Lozano” High School Motupe Extension. Academic year 2009-2010.</p> <p>*To build up vocabulary practical activities to improve the learning of the English Language in the 9<sup>th</sup> year of Basic Education at “Manuel Cabrera Lozano” High School Motupe Extension. Academic year 2009-2010.</p>

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