


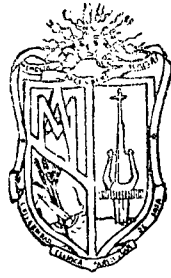
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UNIVERSIDAD TECNICA PARTICULAR DE LOJA

Facultad de Lenguas y Lingüística

Departamento de Inglés

***Didactic English for Sixth Course
Students of the National At A-Distance
Educational System "Monseñor Leo-
nidas Proaño"***

*A research submitted in par-
tial fulfillment of the require-
ment for the Licenciante
degree in English as a
Foreign Language*

Researcher: Rober de Jesús Sánchez Armijos

Advisor : Professor Armando Augusto Aguirre

Date : January, 1994

Loja - Ecuador

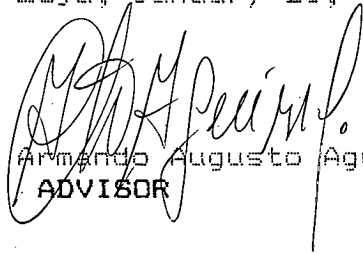


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2017

It is hereby certified that the research work for the thesis **Didactic English for sixth course students of the National at a Distance Educational System "Monseñor Leonidas Proaño"** has been reviewed in all its parts and is, therefore, ready to be presented.

Loja, January 23, 1994.



Professor Armando Augusto Aguirre
ADVISOR

DEDICATION:

To my Parents: Angel Leovigildo and Carmen Emperatriz,

To my Sister, Mercy,

To my Brother, Angel; and

To the Sixth course students of the National at a-Distance Educational System "Monseñor Leonidas Proaño".

Sincerely,

Rober de Jesús Sánchez Armijos

ACKNOWLEDGMENTS:

This thesis on the "DIDACTIC ENGLISH FOR SIXTH COURSE STUDENTS OF THE NATIONAL AT A-DISTANCE EDUCATIONAL SYSTEM MONSEÑOR LEONIDAS PROARO", is the result of a significant work.

Many people have contributed to this thesis. I wish to express my gratitude to all the teachers of the English Language at the Universidad Técnica Particular de Loja, for their teachings. In particular I owe thanks to Professor Rosario Burneo and Professor Mario Miranda for many valuable ideas on presenting structure and practicing English. And to Professor Rosa González, Professor Yolanda Freire and Professor Geovanny Castillo, for a large number of detailed suggestions for improving the thesis.

I owe a great debt to Brother Angel Pastrana Corral. Who in his capacity as the Principal of the "At a Distance High School in Loja", has encouraged experimentation and innovation in the teaching of English as a foreign language. I am thankful to him for his help.

Finally, I would like to express my thanks to Professor Armando Augusto Aguirre, who spend countless hours helping me to improve each lesson. He has been a constant source of ideas and encouragement, and his insights into the structure of English appear throughout the thesis.

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INTRODUCTION:

The English language is an important medium for people's communication in the modern world in order to develop technically, culturally and scientifically. English is generally considered to be the most useful language in the world and the most used. It is the international language for travel and for business. The Didactic english text for sixth course students of the National at a distance educational system "Monseñor Leonidas Proano" uses the home-learning study-plan and is specially designed to learn english. With this text, the students will develop those skills needed to master the english language, and he can study in his own home or office and at his own convenience.

This thesis focuses on the elaboration of an English text book for sixth course students of the National System "Mons. Leonidas Proaño". The goal is having an instrument for teaching English within the above mention.

The thesis is designed primarily to be a helpful tool and reference for those students at the National System "Mons. Leonidas Proaño". I hope it may be of value to anyone interested in at a distance studies.

The text has the following structure:

First part:

Theoretical background,

Antecedents of at a-distance education,

Definition of basic terms,

The objectives of the thesis,

The Philosophy of this text,

Description of the text,

The method of study in the text,

Second part: 2 Units:

Unit one: Fundamental structures: 7 lessons.

Unit two: Creative speaking and writing: 10 lessons.

Each unit has: some lessons. A self evaluation test at the end of the unit, as a lesson. And the answers at the end of the text. (Appendix 1).

Conclusions and Recommendations:

The lessons have the following structure:

1. Tasks: dialogue (picture)
reading (picture)
exercises about the dialogue or the reading
2. Tasks: Study: Grammar
3. Tasks for listening, speaking, reading and writing.
4. Tasks for hand in. to the teacher at the meeting.
5. Task: Just for fun.
6. Task: Vocabulary

The last unit: pictures, readings, sentences, questions, understanding are specially designed to make creative speaking and writing English.

FIRST PART:

THEORETICAL BACKGROUND

THEORETICAL BACKGROUND

Learning a new language, specially English, is interesting and necessary, because English has become an interactive language not only for communication, but also for research and transfer of technologycal information.

The students must learn English at High School level as part of the curriculum, besides as a needed professional and ocupational tool.

To do didactic the teaching process, some ecuadorian authors like Gustavo Estrella, Odila Peralta, Luis Varela have made English texts for the students of High Schools, the formers; and for Technical University of Loja (Open System), the latter.

In Ecuador we have two systems of study: in presence and at a-distance.

The High School studies for people who could not study in the presence system, began six years ago through "Voz del Upano" Radio Station, in Macas, Ecuador.

I'm presenting an English text for the students who

are studying their sixth course at the National at a-Distance Educational System "Mons. Leonidas Proaño".

The argument that I have for presenting this Research Work is the personal interest for investigating and making an English text.

When I finished my English studies at the Technical University of Loja, my personal interest was to do something new to help the students.

Since June/92, I began to work as an English Teacher in the National at a-Distance Educational System, until December/92 in Macas, Capital of the Morona Santiago province; and since December to the present in Loja.

This short experience as a teacher helps me to understand the students' problems in learning English, specially for whom are studying at a-Distance.

As a teacher, I think, this work will help to improve my own knowledge of the English language and didactic skills, and also for the benefit of the student and ecuadorian education as well.

This English text is directed to the sixth grade of High School students engaged in the at a-distance Program. This text includes material for the four specialties offered by the Program: Social Sciences, Handcraft, Husbandry-Forestry and Electricity.

Antecedents of at a-distance education: At a-Distance Education is as old as man. Its origin can be considered the auto-teaching. Quintiniano was the first who applied self-taught-learning, when the teacher made his Planning and Orientation, so the student was acquiring more independence; to observe that it was not necessary to give questions and answers. In that time teachers used to plan and give the instructions to the students, but the student must do the rest. That's to say: they studied in their own freely.

Later, during the Middle Age, some artisans made modules for learning.

Also, at a-Distance Education background are the letters from Plato to Dionicio, and from Plinio to Alirio; this letters could be considered as the beginning of the Education by correspondence.

In 1856, Charles Toussink and Gustavo Langenscheid founded in Berlin, a Language School by correspondence. In 1894, Joseph W. Knipe founded "The School Master" in order to give classes by correspondence.

By this way, around the world, At a-Distance Education Institutions have been created.

In Ecuador, at a-Distance Education began in 1962 (ESCUELAS RADIOFONICAS POPULARES DEL ECUADOR). In 1972, The Shuar Federation with the Salesian Mission created the "SISTEMA RADIOFONICO BICULTURAL SHUAR" (SERBISH). The Institute "Fe y Alegría", was created in 1974.

In 1976 the "Universidad Técnica Particular de Loja", created the Open System for higher education in order to attend the professionalization of ecuadorian teachers. It has a national scope.

In 1984, "Voz del Upano" Radio, began its classes to the people in the Amazonic Region.

In 1986, the Regional Center of Education through Communication for the Amazonic Region (CRECERA) is created. This Institution has a planning bored called "Unidad

Educativa Experimental a Distancia Dr. Camilo Gallegos Dominguez" and the "Voz del Upano" Radio is the executive Unity. These Institutions are Private (Salesian Mission). They cooperate with the Education Minister.

The National at a-Distance Educational System "Mons. Leonidas Proaño was created in July 23, 1992, with four Regional Centers: CRECERA, CRECERSUR, CRECERCOSTA and CRECERNORTE (see basic terms).

Macas, Capital of the Morona Santiago Province, is the Matrix of the CRECERA (Regional Center of Education through Communication for the Amazonic Region) where texts are written and printed for the rest of the country; and here, The "Voz del Upano" Radio is the Executive Unity of the System. It transmits daily the classes to the students who are studying at the elementary and secondary schools, during the morning, the afternoon and at night.

Now, 15,000 students around Ecuador, in all the provinces, are studying in this new System. They are going to be benefited by my thesis, when they reach the sixth course of high school.

The System is trifold:

- Radio, - Texts, - Community Animation.

The classes will be broadcast through the Radio, to the Coast, Sierra, Amazonic Region and to Galápagos, in different schedule: in the morning, in the afternoon and at night.

The process of learning is the following:

The student has his/her texts and he/she studies the lessons, then he/she listens to the classes by Radio; The Radio audition helps him/her to understand the lesson, he/she must do the tasks, and every weekend he/she goes to the Teaching Center, where the leader explains what the student didn't understand in his/her text or by the Radio.

It is in general the relevant aspects of the teaching process in this Institution.

Definition of Basic Terms:

CRECERA: Centro Regional de comunicacion Educativa
 para la Región Amazónica.

CRECERSUR: Centro Regional de Comunicación Educativa
 para la Región Sur del Ecuador.

CRECERCOSTA: Centro Regional de Comunicación Educativa para la Región Costa del Ecuador.

CRECERNORTE: Centro Regional de Comunicación Educativa para la Región Norte del Ecuador.

VOZ DEL UFAÑO: Is a private Radio, in Macas, that transmits the classes to the ecuadorian students.

MONS. LEONIDAS PROAÑO: Is the name of the National at a-Distance Educational System.

EXTENSION: Center, where the students live and have meetings every weekend.

MODULES: Texts for the students.

The general objectives of the thesis:

To make an English text book to be used by the students of sixth course of the National at a-Distance educational System "Mons. Leonidas Proaño".

The specific objectives of the thesis:

1. This work will serve as a model to change/reconstruct the English texts, here in this Institution.
2. To make easy the process of learning of the students, by means of the text and by the Radio.

The students should learn English applying the 4 basic skills: listening, speaking, reading and writing; and a 5th. element: translation. The students will listen to the lessons on the radio for 20 minutes 3 times every week. The students will read and do exercises in their texts. And at the weekend, with the Tutor, the students will speak and practice their English.

The methodology is based on self-learning.

The teaching methodology is trifold: Radio, Text and Tutoring.

To write the first part, I made some interviews to some people involved with the Program, such as: Priest Martín Fernández, Sister Dolores Palacios, Brother Angel Pastrana Corral, and some students of the System.

THE PHILOSOPHY OF THIS TEXT:

The English text is organized to help students to receive and give three basic types of information in English. These are:

1. Descriptive information.
2. Narrative information.
3. Instructive information.

Syllabus organization: The syllabus is based on developing the necessary receptive and productive language skills. To manage these three types of information, as they are used in a wide variety of spoken and written situational contexts.

Motivation: Topics are chosen to interest a variety of students. Success means being able to follow the material and complete the tasks. The students understand the procedure to follow the instructions for learning and understand the reason for learning a new language.

In each lesson I develop the four basic skills in the acquisition of the language:

1. Listening,
2. Speaking,
3. Reading,
4. Writing.

These skills are used in all the text, linked among them. The order of the skills that I have written, is the same that we learned our mother language. And we need to learn a language using the skills linked.

Grammar: Grammar is based on situational and real-world contexts at the same time the students explore information about a variety of topics.

Students have learned grammar during five years, and they have rules in their books. In this text, I present the verbs, in relation with nouns, adjectives, etc. And they are presented in context.

At the weekend meetings, the English Teacher, will explain something new or what the students didn't understand from previous lessons.

The student is introduced to terms used in business, travel and sports, and to the reading of compositions. The

student becomes acquainted with the language by answering questions without resorting to translations. Questions will be answered by "thinking them out in English". And they are formulated in such a manner as to be thought-provoking. Combined with imaginative drawing, this will increase the student's vocabulary and enables him to construct sentences and learn phonetics automatically.

The question and answer technique enables the student to develop his ability to coordinate his/her thoughts logically. It also enables him to evaluate his/her progress.

The drawings are technically designed to convey an idea or ideas, containing basic concepts and stimulating additional conversational situations.

The student will check his/her progress with the self-evaluation.

THE METHOD OF STUDY IN THE TEXT:

In order to understand a written document we need to know some good general rules.

I apply the American method "Survey Q 3R" It means:

SURVEY: To examine the condition, situation or value, in order to have a general idea about the document, in our case, about the lesson or the unit or the text.

Q: Question: Is what the reader needs and expects from the text.

READ: Active reading.

RECITE: Repeat with his/her own words.

REVIEW: Go over again. (Learning control), look over.

This book, will never be able to replace "a real teacher", but it's going to help the students in the learning process.

In the same way as a child learns his/her native language through listening and absorbing the language over a period of time, students need a lot of listening experiences to get familiar with English before they can produce any utterance.

I use simple English and avoid translation in as much as possible. The student, with his/her book, listens to the instructions by the radio and receives the orientation of the English Teacher on weekends. He/she should intend to feel the language as his/her native tongue.

Listening and reading for information: In the text, students are prompted to perform some tasks while they are listening or reading, in order to focus their attention on the information provided. Along with the tasks, students are given ideas about the information they have to find. They don't have to understand every single word but focus their attention on main information. They make notes and so then, they can recall the points. It helps them, because in real life, we need to take notes when we listen to, or read something important for us.

Creative Speaking and Writing is the most powerful way to straighten ideas and feelings. It is a way of being

original and expressive; for this reason "Creative Speaking and Writing" is thinking and producing original written expression, and it is important for developing basic skills.

Grouping: On weekends, students have the opportunity to be grouped in different ways according to the size and physical conditions of the classroom.

SECOND PART:

DIDACTIC ENGLISH FOR SIXTH COURSE STUDENTS
OF THE NATIONAL AT A-DISTANCE EDUCATIONAL SYSTEM
"MONSEÑOR LEONIDAS PROAÑO"



*Didactic
English for
Sixth course
Students...*

fabión figueroa

ESTIMADO ESTUDIANTE:

El presente texto, pretende basarse en el método natural con el que aprendimos nuestro idioma materno. En su orden: listening - understanding, (escuchar, entender), speaking (hablar), reading (leer), y writing (escribir).

Utilizo los dibujos y no las traducciones en lo posible, porque para aprender un idioma extranjero, a base de la observación, de la escucha y la relación con los objetos, estamos aplicando el método con el que aprendimos nuestro idioma materno. A base de oír expresiones, nuestro inconsciente induce las reglas que nos permiten expresarnos sin haber tenido que estudiar dichas reglas.

Este solo hecho, en apariencia sencillo, simplifica mucho el aprendizaje, debido a que para poder expresarse en un idioma distinto al nuestro no basta con poder traducirlo, sino que es necesario conceptuar y pensar en él, es decir, que nuestra mente conciba sus ideas dentro de la sintaxis de dicho idioma, ya que el lenguaje es mecánico, nunca reflexionamos en las reglas gramaticales antes de hablar, sino que lo hacemos mecánicamente.

La pronuciación: Por lo general, un sordo de nacimiento nunca llega a hablar, ya que no puede emitir sonidos que no ha oído.

La grabación en cassette facilita enormemente el aprendizaje del idioma, ya que es un maestro incansable que nos puede repetir las palabras con gran fidelidad hasta que logremos pronunciarlas dando el sonido con la entonación y acentuación exactas al maestro, o sea tan correctamente como si fuera nuestra propia lengua.

En los Tasks (tareas) Ud. encontrará la palabra Instructor, se refiere al Telemaestro que le explicará a través de la Emisora; y la palabra Teacher, se refiere al Profesor-Tutor, quien le orientará en las reuniones presenciales.

Le sugiero, siga los pasos que se solicitan en las tareas (tasks), escuchando las clases radiofónicas según el horario asignado por la Emisora "Voz del Upano".

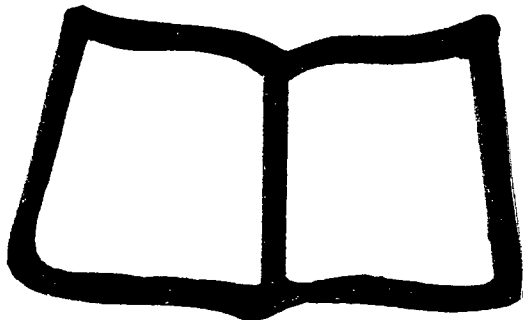
Al final del texto, encontrará las respuestas a las auto-evaluaciones, y a las preguntas de la segunda unidad; como también una clasificación de los Verbos.

En el Sistema de Educación a Distancia, la metodología de enseñanza se basa en el sistema tri-dimensional que son:

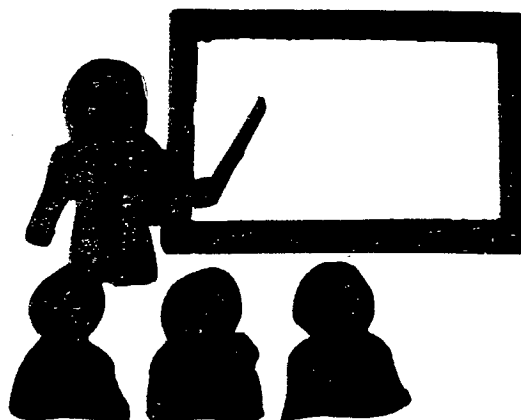
1. LA RADIO:



2. EL TEXTO:



3. LA REUNION PRESENCIAL:



Espero que aproveche los recursos que le brinda el Sistema de Educación a Distancia "Monseñor Leonidas Proaño".

Buena suerte!

UNIT ONE:

FUNDAMENTAL STRUCTURES

OBJECTIVES: At the end of this unit, the students should be able to:

1. Construct sentences using the Simple Present, Simple Past, Future/will, Future/going to, Present Perfect, Past Perfect, Present Progressive, Past Progressive, Future Progressive, Present Perfect Progressive, and Past Perfect Progressive tense; in affirmative, negative and interrogative form.
2. Use the demonstrative pronouns correctly, according to the given pictures.
3. Answer questions in affirmative or negative, according to the given pictures.
4. Repeat the sentences correctly after the teacher.
5. Recognize the nouns, adverbs, verbs, personal pronouns, objects, comparative and superlative, in context.
6. Apply the English words correctly.
7. Interpret the given pictures.
8. Compare the comparative and superlative forms.
9. Use the comparative and superlative correctly according to the sentences.

10. Identify, the possessive forms correctly.
11. Construct sentences, using the Present, Past, Present Progressive, Future, Future Progressive, Present Perfect, and Past Perfect Tense, in active and passive voice.
12. Recognize the meaning of given words.
13. Practice the possessive form.
14. Apply the transitional expressions correctly.
15. Examine a crossword puzzle, and find the given words.
16. Evaluate his/her knowledge by means of a self evaluation test.

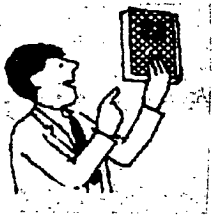
CONTENTS:

- Lesson 1: Affirmative, negative and interrogative sentences in Present, past, future/will, future/going to, present perfect, past perfect, present progressive, past progressive, future progressive, present perfect progressive and past perfect progressive tense, exercises, vocabulary.
- Lesson 2: Comparative: The suffix -ER, the word MORE, Irregular forms, exercises, vocabulary.
- Lesson 3: Superlative: The suffix -EST, the words MOST and THE MOST, Irregular forms, exercises, vocabulary.
- Lesson 4: Passive voice: Active and passive voice in present, past, present progressive, future, future progressive, present perfect and past perfect tense. Exercises, Vocabulary.
- Lesson 5: Possessive form (') Possessive nouns: singular and plural, Exercises, Vocabulary.

Lesson 6: Transitional Expressions: again, also, and then,... Exercises, Vocabulary.

Lesson 7: Self Evaluation Test.

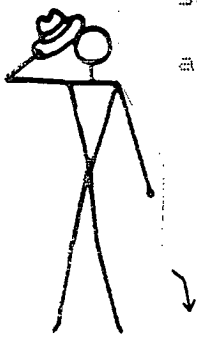
LESSON 1



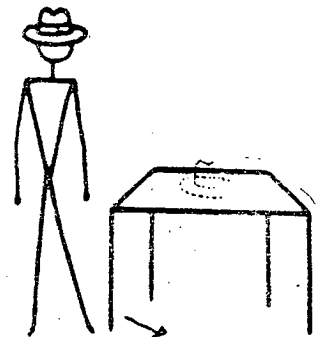
Task 1. Listen and repeat after the instructor.

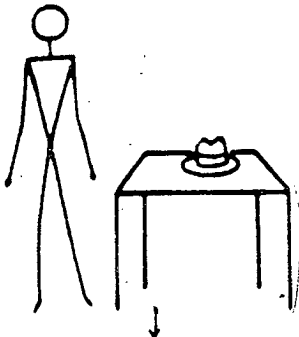
1. His hat is on the table.
2. He will take his hat off the table.
3. He will put his hat on his head.
4. He is putting his hat on his head.
5. He put his hat on his head.
6. It was on the table.

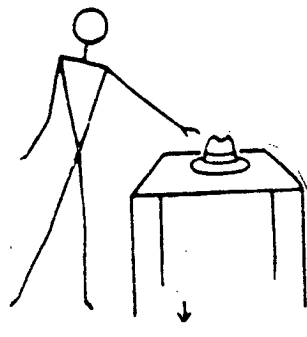
Task 2. Look at the pictures below, then write the sentences from the task 1 in the blanks, according to the pictures.







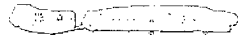






Task 3. Copy the pictures in order of presentation of each sentence. After that, Please hand it in to your teacher at the meeting. Use a separate sheet of paper.

Task 4. Substitute the possessive pronoun, making the necessary changes. And write the sentence again.



his by their
my
her
our
your

Follow the example:

Their hats are on the table. They will take their hats...

Task 5. Look at the sentences again: Change **Hat** by **Books** and **Head** by **Bag**, and rewrite the sentence. Follow the example:

His books are on the table...

Task 6. Make affirmative, negative and interrogative sentences with the given words. Add a verb.

Follow the example: She/English

<u>Tense:</u>	<u>Affirmative:</u>	<u>Negative:</u>	<u>Interrogative:</u>
1. Present	She studies English.	She doesn't study English.	Does she study English?
2. Past	She studied English.	She didn't study English.	Did she study English?
3. Future/will	She will study English.	She won't study English.	Will she study English?
4. Future/going to	She is going to study English.	She isn't going to study English.	Is she going to study English?
5. Present Perfect	She has studied English.	She hasn't studied English.	Has she studied English?
6. Past Perfect	She had studied English.	She hadn't studied English.	Had she studied English?
7. Present Progressive	She is studying English.	She isn't studying English.	Is she studying English?
8. Past Progressive	She was studying English.	She wasn't studying English.	Was she studying English?
9. Future Progressive	She will be studying English.	She won't be studying English.	Will she be studying English?
10. Present Perfect Progressive	She has been studying English.	She hasn't been studying English.	Has she been studying English?
11. Past Perfect Progressive.	She had been studying English.	She hadn't been studying English.	Had she been studying English?

You must hand it in to your teacher at the meeting. Use a separate sheet of paper.

I / football

The farmer / corn

They / money

We / to the park

Lucy / teacher (except No. 7 and 8)

Pedro and Carmen / students (except No. 7 and 8)

My horse / white (Except No. 7 and 8)

The school / 1000 students

Task 7. Substitute the words and make the necessary changes. And hand it in to your teacher at the meeting. Use a separate sheet of paper. Follow the example.

She studies English everyday.

They	<i>They study English everyday.</i>
yesterday	<i>They studied English yesterday.</i>
tomorrow	<i>They will study English tomorrow.</i>
now	<i>They are studying English now.</i>
French	<i>They are studying French now.</i>
everyday	<i>They study French everyday.</i>

She teaches History everyday.

- He
- yesterday
- tomorrow
- now
- Spanish
- everyday

Ramiro learns piano everyday.

- We
- yesterday
- tomorrow
- now
- Italian
- everyday

Robert and Julio practice football everyday.

- I
- yesterday
- tomorrow
- now
- guitar
- everyday

They play piano everyday.

- she
- yesterday
- tomorrow
- now
- basketball
- everyday

Maria plays cards everyday.

- You
- yesterday
- tomorrow
- now
- cards
- everyday

I play guitar everyday.

- Lucy
- yesterday
- tomorrow
- now
- tennis
- everyday

Task 8. Listen to the following questions. After that, write the answers according to the picture.

a). What are these?



b). What is it?



c). What are these?



d). What are these?



e). What is this?



f). What are these?

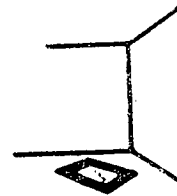


Task 9. Listen to the following yes/no questions. Then answer them according to the picture. Give complete answers.

a). Is the hat on the table?



b). Is the picture on the floor?



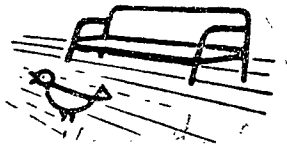
c). Is the glass in the woman's hand?



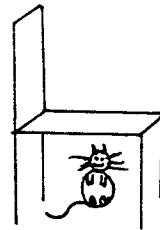
d). Is this ship in a bottle?



e). Is the bird on the seat?



f). Is the cat under the seat?



Task 10. Substitute the words and make the necessary changes. And hand it in to your teacher at the meeting. Use a separate sheet of paper. Follow the example.

Carlos studies English everyday.

They	They study English everyday.
yesterday	They studied English yesterday.
tomorrow	They will study English Tomorrow.
now	They are studying English now.

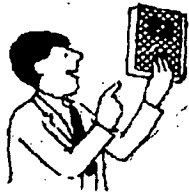
- He
- yesterday
- French
- tomorrow
- practice
- everyday
- now
- We
- yesterday
- tennis
- tomorrow
- play
- everyday
- now
- I

- yesterday
- cards
- tomorrow
- everyday
- she
- play
- basketball
- now
- yesterday
- tomorrow
- We
- practice
- Spanish
- everyday
- now
- He
- learn
- yesterday
- teach
- Italian
- yesterday
- tomorrow
- now
- everyday
- Lucy

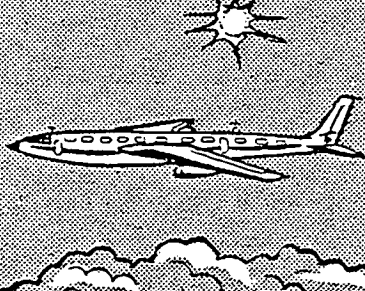
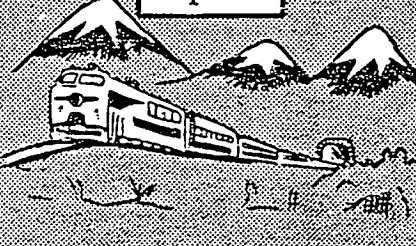
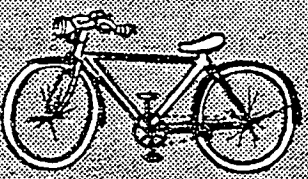
Task 11. Vocabulary. Listen and repeat the following words:

English word	Pronunciation	Translation
below	/bə'ləʊ/	debajo (de)
books	/bʊks/	libros
by	/baɪ/	por
follow	/fə'ləʊ/	siguiente
hand in	/hænd ɪn/	entregar
hat	/hæt/	sombrero
her	/hɜ:/	su (de ella)
head	/hed/	cabeza
his	/hɪz/	su (de el)
look	/lʊk/	mirar, observar
my	/maɪ/	mi
take	/teɪk/	tomar
this	/ðɪs/	esto, esta
these	/ði:z/	estos, estas
our	/aʊə/	nuestro(s)
picture	/pɪktʃə/	cuadro, foto
reading	/rɪdɪŋ/	lectura, leyendo
seat	/si:t/	asiento, silla
substitute	/sʌbstətju:t/	substituya
their	/ðeə/	su (de ellos)
write	/raɪt/	escribir
your	/jʊə/	su, sus (de ud.uds)

LESSON 2



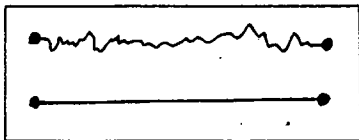
Task 1. Listen and repeat after the instructor.

<p>The airplane is the fastest of all.</p> 	<p>The train is faster than the bicycle and slower than the airplane.</p> 	<p>The bicycle is the slowest of all.</p> 
--	--	---

Task 2. Look at the pictures above. Then answer the following questions:

1. Which is the fastest?.....
2. Which is the slowest?.....

Task 3. Listen and repeat after your teacher:



A straight line is the shortest distance between two points.

Task 4. Give full answers to the following questions:

1. Can you travel faster by plane or by car?

.....

2. What is the shortest distance between two points?

.....

Task 5. Study: Look over the exercises.

The suffix **-ER** is used:

The word **MORE** is used:

a). with adjectives and adverbs of one syllables:	a). with most adjectives and adverbs of two or more syllables
tall taller	careful more careful
clear clearer	beautiful more beautiful
fast faster	expensive more expensive
hard harder	interesting more interesting
nice nicer	important more important
quick quicker	necessary more necessary
soon sooner	often more often

<p>b). with adjectives that end in -Y (2 syllables):</p>	<p>b). with adverbs that have the adverb suffix -LY:</p>
<p>busy busier</p> <p>easy easier</p> <p>happy happier</p> <p>heavy heavier</p> <p>lazy lazier</p> <p>pretty prettier</p> <p>early earlier</p>	<p>carefully more carefully</p> <p>clearly more clearly</p> <p>easily more easily</p> <p>quickly more quickly</p> <p>rapidly more rapidly</p>

Irregular forms:

ADJ./ADV.	COMPARATIVE	SUPERLATIVE
1) good/well	better than	the best
<p>EXAMPLES: That is a good movie. The meat is well done. The green apple is better than the red apple. It was the best movie in this year.</p>		
2) bad/badly	worse than	the worst
<p>EXAMPLES: John has bad habits. Rolando runned badly today. This day is worse than yesterday. Susan had the worst calification.</p>		
3) much/many	more than	the most
<p>EXAMPLES: Carlos likes swimming very much. The bank has much money and many secretaries. I like football more than baseball. Galápagos is the most visited region.</p>		
4) little	less than	the least
<p>EXAMPLES: Give me that little pencil please. Judy eats less food than Jenny. I like the least of all the drinks.</p>		
5) far	farther than	the farthest
<p>EXAMPLES: Loja is very far from Portoviejo. Galápagos is farther than Macas. Henry is the farthest person in the race.</p>		

Task 6.

A. Write the missing comparative or superlative in these sentences. Use your imagination. Follow the example:

John is more intelligent than Carlos.

1. The Rivadeneira's have the _____ expensive house.
2. Studying is _____ than using drugs.
3. This is the _____ medicine, I ever taste.
4. I'm looking _____ girl.

B. Answer the questions with complete sentences. Use your imagination. Follow the example:

- Which is the best hotel in your city?

The best hotel in my city is "El Libertador".

1. Is Ecuadorian food better than Chinese food?

.....

2. Whose qualification is the worst?

.....

3. Whose city is the same as yours?

.....

C. Change to the superlatives. Use a separate sheet of paper. Follow the example:

Our school has good books.

Our school has the best books.

This town has little water.

Margarita sings well.

Lunch was good.

I have little money.

This market is a good place to buy fish.

Task 7. Look at the pictures, then answer the questions according to them. And hand it in to you teacher at the meeting. Use a separate sheet of paper.

Is the boy nearer to the woman than the girl is?



Which of these two is farther from the tree?



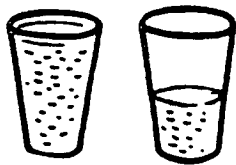
Is the girl nearer to the boy than to the woman?



Is the boy farther from the tree than from the girl?

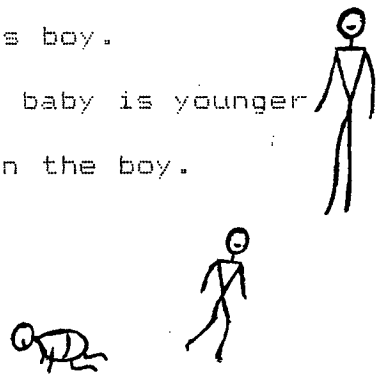


Which of these two glasses has more water, the glass to the right or the glass to the left?



The man is older than this boy.

The baby is younger than the boy.



Which of them is the oldest?.....

Which of them is the youngest?.....

Task 8. Vocabulary. Listen and repeat after the instructor.

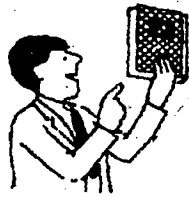
near /nir/

cerca.

straight /stret/

recto, derecho, directo.

LESSON 3



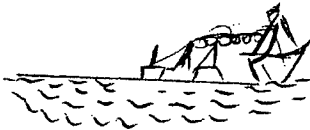
Task 1. Listen carefully and repeat after the instructor.



This cup has some water in it.



This bucket has more water in it.



The sea has THE MOST water in it.

Task 2. Substitute the words and make the necessary changes. And hand it in to your teacher at the meeting. Use a separate sheet of paper. Follow the example:

This cup has some water in it.

- sugar This cup has some sugar in it.

- glass This glass has some sugar in it.

- more *This glass has more sugar in it.*

- the most *This glass has the most sugar in it.*

- that *That glass has the most sugar in it.*

- had *That glass had the most sugar in it.*

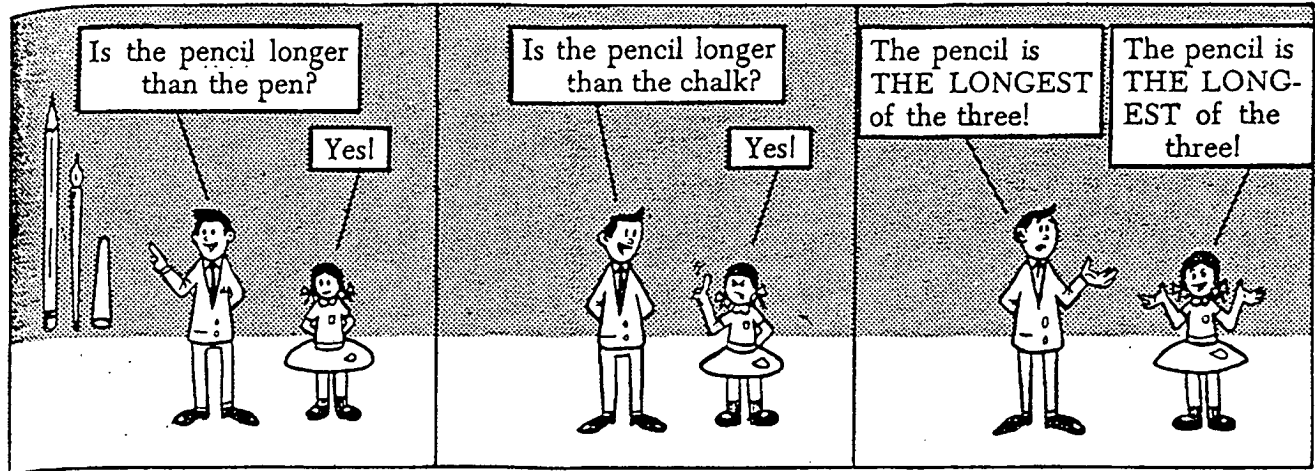
- bread *That glass had the most bread in it.*

That pot had the most bread in it.

- pot
- some
- more
- this
- had
- salt
- bag
- the most
- some
- that
- has
- flour
- plate
- some
- more
- this
- had
- milk
- bottle
- the most
- some
- that
- has
- alcohol
- bucket

- more
- the most
- this
- had
- the
- water
- ocean
- has
- this
- cup
- some
- (continue with your own words).

Task 3. Listen to the instructor and look at the pictures.



Task 4. Listen to the following questions. Then answer them according to the picture. Give complete answers.

1. Is the pencil the longest of the three?.....
.....
2. Is the chalk the shortest of the three?.....
.....
3. Is the pencil the shortest of them?.....
.....
4. Is the chalk the longest of them?.....
.....
5. Which is the shortest?.....
6. Which is the longest?.....

Task 5. Study

The suffix **-EST** is used with the same words that **-ER** is used with.

a). Adjectives and adverbs of one syllable:

tall	taller	the tallest
clear	clearer	the clearest
fast	faster	the fastest
hard	harder	the hardest
nice	nicer	the nicest
quick	quicker	the quickest

b). Adjectives that end in -Y (two syllables):

busy	busier	the busiest
easy	easier	the easiest
happy	happier	the happiest
heavy	heavier	the heaviest
lazy	lazier	the laziest
pretty	prettier	the prettiest
early	earlier	the earliest

c). Irregular forms:

good/well	better	the best
bad/badly	worse	the worst
far	farther	the farthest

The word MOST is used in the same way as the word MORE.

a). Adjectives of two or more syllables:

careful	more careful	the most careful
beautiful	more beautiful	the most beautiful
expensive	more expensive	the most expensive
interesting	more interesting	the most interesting
important	more important	the most important
necessary	more necessary	the most necessary

b). Adverbs that have the adverb suffix -ly

carefully	more carefully	the most carefully
clearly	more clearly	the most clearly
easily	more easily	the most easily
quickly	more quickly	the most quickly
rapidly	more rapidly	the most rapidly

Los superlativos en inglés nos describen el grado más alto o grandioso y; el más bajo de una característica o aspecto.

Use the superlatives THE MOST/MOST with:

a. Long adjectives

famous → It's THE MOST famous place in Ecuador

beautiful → She is THE MOST beautiful girl in the world.

b. Nouns

sunshine → Guayaquil has THE MOST sunshine in Ecuador.

people → Tokyo has THE MOST people in the world.

c. Adverbs in -LY

frequently → It rains MOST frequently in winter.

rapidly → He reads MOST rapidly.

Task 6. Change the adjective in each of the following sentences to the superlative. Use a separate sheet of paper. Follow the example.

This is an unusual car of its type.

This is the most unusual car of its type.

1. Quito is a beautiful city in Ecuador.
2. John is an intelligent student in this class.
3. This is an expensive shirt in this store.
4. Rome is a famous city in Italy.
5. Rose is a beautiful girl in this town.

Task 7. Change the adverb to the superlative. Use a separate sheet of paper. Follow the example.

Robert answered the questions completely.

Robert answered the questions most completely.

1. He writes clearly in English.
2. We speak rapidly in Spanish.
3. Patricio learns quickly in class.
4. The buses are frequently full.
5. They walk slowly on hot days.

Task 8. Study:

Use the superlative -EST with:

a. Short adjectives

cold → Where is THE colDEST weather?

nice → Where is THE nicEST weather?

b. Adjectives in -Y, -LY

friendly → What is THE friendLIEST city in the world?

happy → Who is THE happIEST person here?

c. Adverbs not in -LY

fast → She reads THE fastEST in class.

slow → He reads THE slowEST in class.

Task 9. Change the following sentences to the superlative.

Use a separate sheet of paper. Follow the example.

Juana is a happy girl.

Juana is the happiest girl.

1. Patricia is a busy girl.
2. Tennis is an easy sport.
3. My sister is a funny person.
4. Victor is a hungry boy.
5. Lucia is a pretty girl.
6. Puerto Rico has a sunny climate.
7. The french book is new.
8. Miss Carrión is a tall woman.
9. Mercy has a short dress.

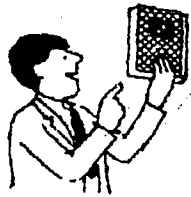
10. Pichincha is a big province.

11. German is an old language.

Task 10. Vocabulary: Listen and repeat after the instructor.

bucket	/bíkɪt/	balde, cubo
busy	/bɪzɪ/	ocupado
expensive	/ɪkspénsɪv/	caro, costoso
fast	/fæst/	rápido
funny	/fʌnɪ/	chistoso
learn	/lɜn/	aprender
look over	/lʊk óvə/	mirar, examinar
noun	/naʊn/	nombre, sustantivo
old	/old/	antiguo, viejo
sea	/si/	mar
slow	/slo/	lento, despacio
sunshine	/sʌnʃaɪn/	luz del sol, solana
sunny	/sʌnɪ/	soleado, resplandeciente

LESSON 4



Task 1. First, listen to the instructor. Then, listen and repeat after him.

A Poem by Emily Dickinson

Emily Dickinson was an American poet who was born in Massachusetts in 1830. She died in 1886. She was alive while Edison and Carver were living, but she probably never met those scientists, because she seldom went anywhere outside her father's home.

Although Emily Dickinson lived and died many years ago, her poems are still read and enjoyed today. Although they are simple in form, they have deep meanings. The following poem is called: "A word". You might want to learn this one:

A word is dead
When it is said
Some say.
I say it just
Begins to live
That day.

Task 2. Match each word in column 2 with the word in column 1 that means the opposite.

Column 1	Column 2
seldom	dead
outside	often
alive	inside
live	die

Task 3. To do in class. Write the sentences which your teacher dictates from the reading.

Task 4. Fill in the blanks choosing the correct word from the words listed under each sentence.

- Emily Dickinson was..... in 1830.
a. born b. died c. birth
- Her poems are.....
a. difficult b. simple c. still
- Emily Dickinson was..... at the same time as Edison and Carver.
a. live b. born c. alive

4. She.....left her father's home.
a. never b. probably c. seldom
5. Her poems have.....meanings.
a. simple b. deep c. easy
6. If you enjoyed something, it means that
you.....it.
a. liked b. met c. read

Task 5. Instructions:

No olvidemos que cuando cambiamos a la voz pasiva; debemos estar seguros, que el tiempo utilizado en la voz activa sea el mismo para la voz pasiva. Además el verbo debe concordar con el sujeto, o sea que si el sujeto está en singular el verbo debe tener su forma singular; y si está en plural, el verbo debe tener su forma plural.

Veamos a continuación la voz pasiva en los diferentes tiempos:

ACTIVE VOICE	PASSIVE VOICE
I clean my room	<u>SIMPLE PRESENT</u> [RECEIVER OF ACTION + TO BE + VERB (P.p.) + by + SUJETO + C.] The room is cleaned by me.
Mary baked a cake	<u>SIMPLE PAST</u> [RECEIVER OF ACTION + TO BE(PAST) + VERB(P.p.)+by + SUBJECT + C.] The cake was baked by Mary.
The students are reading the books.	<u>PRESENT PROGRESSIVE</u> [RECEIVER OF ACTION + TO BE + BEING + VERBO(P.p.) + By + SUBJECT + C.] The books are being read by the students.
They will close the bank.	<u>SIMPLE FUTURE</u> [RECEIVER OF ACTION + WILL BE + VERB (P.p.) + by + SUBJECT + C.] The bank will be closed by them.
Carlos is going to ride his bike.	<u>FUTURE PROGRESSIVE</u> [RECEIVER OF ACTION + TO BE + GOING TO BE + VERB (P.p.) + BY + SUBJ.+ C] The bike is going to be ridden by Carlos.
Tom has opened the window.	<u>PRESENT PERFECT</u> [RECEIVER OF ACTION + HAVE/HAS + BEEN + VERB (P.p.) + BY + SUBJ.+ C) The window has been opened by Tom.
Lisa had turn on the T.V.	<u>PAST PERFECT</u> [RECEIVER OF ACTION + HAD + BEEN + VERB (P.p.) + by + SUBJECT + C.] The T.V. had been turned on by Lisa

Note: p.p. = past participle.
c = complement

Task 6.

A.- Fill in the blanks with the passive voice in all the tenses. Then, Hand it in to your teacher at the meeting. Use a separate sheet of paper. Follow the example:

PRESENT: The T.V. is moved by Rosa. (move)

PAST: The T.V. was moved by Rosa.

FUTURE: The T.V. will be moved by Rosa.

SIMPLE PRESENT TENSE:

PRESENT PROGRESSIVE:

FUTURE PROGRESSIVE:

PRESENT PERFECT TENSE:

PAST PERFECT TENSE:

1.- PRESENT: These sandals _____ in Taiwan. (make)

Past:

Future:

Simple Present:

Present Progress:.....

Future Progress:.....

Present Perfect:

Past Perfect:

2.- PRESENT: The checks _____ by Paul. (cash)

Past:

Future:

Simple Present:

Present Progress.:

Future Progress.:

Present Perfect:

Past Perfect:

3.- PRESENT: The questions _____ by him. (answer)

Past:

Future:

Simple Present:

Present Progress.:

Future Progress.:

Present Perfect:

Past Perfect:

B.- Change the following sentences to the passive voice.
Follow the example:

Mary wrote the letters: The letters were written by Mary.

- 1.- She will iron the clothes _____
- 2.- The mailman had opened the letters _____
- 3.- Mike has taken a picture _____

Task 7. To hand it in to your teacher. With the 24 sentences from task 7, change them to the active voice. Use a separate sheet of paper. Follow the example.

The T.V. is moved by Rosa.

Rosa moves the T.V.

Task 8. To hand it in to your teacher. Make complete sentences in passive voice with the given words, according to the tense in parenthesis. Add a verb. Use a separate sheet of paper. Follow the example.

America.....Colon (past)

America was discovered by Colon.

1. This letter..... in English. (past)
2. A pen..... of plastic. (present)
3. Bread..... of wheat. (past)
4. The lesson..... by the teacher. (future)
5. The class..... at 5 o'clock. (past perfect)

Task 10. VOCABULARY: Listen carefully and repeat after the instructor.

alive	/əlaív/	activo, vivo.
although	/əldó/	aunque, si bien.
enjoy	/ɪndʒóɪ/	gozar de, disfrutar de.

meaning /mínɪŋ/
seldom /sɛldəm/
while /hwaɪl/

significado, propósito.

rara vez, raras veces.

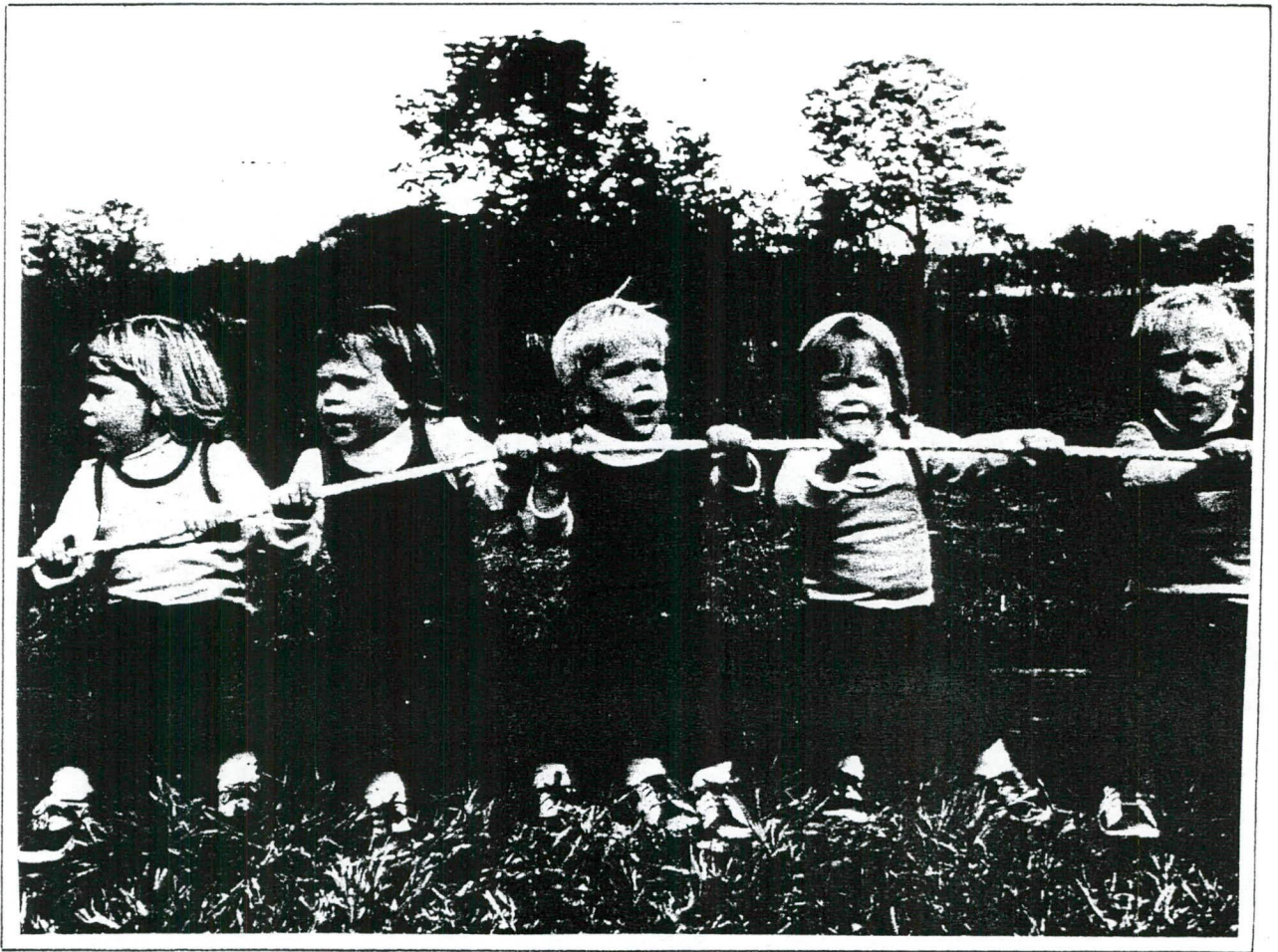
rato, tiempo, temporada.

LESSON 5



Task 1. First, listen to the instructor. Then, listen and repeat after the instructor.

The house was not big enough



When Mrs. Armijos' quintuplets were born, they were too small to leave the hospital. They couldn't leave the hospital until they weighed enough. During the time when the babies were in the hospital, Mrs. Armijos was busy at home.

After the Armijos' neighbors learned of the quintuplets' birth, they decided to add some extra rooms to the family's home. The house was too small for a big family. It has only five rooms. The neighbors decided to add seven more.

Task 2. Review the reading above. Then, fill in the blanks using the correct form of the possessive.

1. The quintuplets belong to Mrs. Armijos. They are.....quintuplets.
2. They are the parents of the quintuplets. They are the.....parents.
3. The neighbors of Mr. and Mrs. Armijos learned of the birth of the quintuplets. The neighbors learned of the birth.

Task 3. Find the correct word in the reading, and complete the following sentences.

1. The neighbors decided to add some.....rooms to the house.
2. The quintuplets couldn't leave the hospital until they.....enough.
3. The people who live near the Armijos are their

Task 4. Study: Possessive nouns.

En quinto curso ya estudiamos sobre la posesión o mejor dicho sobre sustantivos posesivos. Ahora hagamos un breve repaso sobre los mismos.

Todo sustantivo en singular, forma su posesivo añadiéndole un apóstrofe y una s. A excepción de ciertos casos, aquellos sustantivos en singular terminados en S forman su posesivo añadiéndole solo el apóstrofe después de la s y también se admite añadir 'S. Example:

Mike's suit is black. El traje de Miguel es negro.

Luis's car is crashed. El carro de Luis está chocado.

Luis' car is crashed. El carro de Luis está chocado.

El siguiente caso trata sobre los sustantivos en plural. Aquellos que terminan en cualquier otra consonante que no sea S, forman su posesivo aumentado 'S al sustantivo. Example:

The women's dressing room is full.

El vestidor de las mujeres está lleno.

The children's hospital is closed.

El hospital del niño está cerrado.

Así también tenemos los sustantivos en plural, que lógicamente terminan en s, aquellos que forman su posesivo, solo colocando el ' después de la s. Example:

The students' teacher is at the bank.

El Profesor de los estudiantes está en el banco.

The factories' workers are on strike.

Los trabajadores de las fábricas están en huelga.

Sabemos ya, cómo formar el posesivo de los sustantivos; singulares y plurales y sus diferentes casos.

Task 5. Hand it in to your teacher at the meeting. Write the correct possessive form. Use a separate sheet of paper. Follow the example:

The skirt of Lucy is dirty.

Lucy's skirt is dirty.

1. The men of the movie.
2. The purse of the lady is stolen.
3. The shirt of Robert is blue
4. The shoes of Freddy are here.
5. The books of Charles are important.

6. The mothers of the babies are very happy.
7. The dresses of the women are in room 3.
8. The jacket of Luis is small.
9. The house of my family is big.
10. The students of the High school are intelligents.

Task 6. Hand it in to your teacher. Substitute the words and make the necessary changes. Use a separate sheet of paper. Follow the example.

My family's house is big.

- our *Our family's house is big.*
- friend *Our friend's house is big.*
- car *Our friend's car is big.*
- was *Our friend's car was big.*
- small *Our friend's car was small.*
- your *Your friend's car was small.*
- parents *Your parents' car was small.*
- office
- is
- comfortable
- his
- brother
- hotel

- will be
- here
- her
- sister
- building
- was
- there
- their
- father
- room
- is
- yellow
- my
- mother
- table
- are
- blue
- our
- cousin
- book
- was
- red
- your
- mate
- bag

- is

- small

- (continue with your own words).

Task 7. You made 40 sentences in task 6. Change them without possessive form. Use a separate sheet of paper. Then hand it in to your teacher. Follow the example.

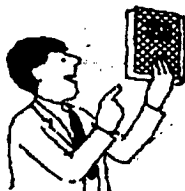
Our family's house is big.

The house of our family is big.

Task 8. Vocabulary: Listen and repeat after the instructor.

building	/bɪldɪŋ/	edificio, construcción.
mate	/met/	compañero.

LESSON 6



Task 1. First, listen carefully. Second, listen and repeat after the instructor. Finally, underline the transitional expressions.

Tomorrow is your father's birthday. Today, you must do something for your father. What do you want to do?

- I want to bake a cake for my father.



FIRST I need a cook book. AT THE SAME TIME I have to read it. THEN I should have ready all ingredients. CONSEQUENTLY I have to mix all the ingredients. FINALLY I have to bake it. AS A RESULT I will have a cake.

Task 2. Take out the transitional expressions and find out the meaning. Use a dictionary and a separate sheet of paper.

Task 3. Study 1:

GRAMMAR: TRANSITIONAL EXPRESSIONS

Las expresiones y palabras transitorias son usadas:

- Para acompañar dos oraciones juntas de un modo lógico.
- Para comenzar oraciones en párrafo de manera que vayan juntas de un modo natural y;
- Para enfatizar la significación de una transición entre dos oraciones.

Las expresiones o palabras más usadas son las siguientes:

* Expresiones que indican una adición a la oración:

Again	- otra vez
Also	- también
And then	- y luego
In addition	- en adición o sumado a esto
In fact	- en efecto
Moreover	- además que
Too	- También.

Example:

- Lucy speaks spanish. Lucy speaks quichua.
- Lucy speaks spanish, in addition she speaks quichua.

* Las que expresan contraste o una concesión:

fortunately	-	afortunadamente
although	-	aunque
though	-	aunque
on the other hand	-	por lo otro lado
at the same time	-	al mismo tiempo
of course	-	por supuesto, claro.

Example:

- I'am hungry even though I had a big lunch.

* Los que indican un resultado:

accordingly	-	en acuerdo
consequently	-	consecuentemente
then	-	entonces
therefore	-	por esta razón
thus	-	por esto, o eso
as a result	-	como resultado .

Example:

- I study hard , as a result I will graduate.

* Y por último los que indican un orden:

first(ly)	- primero, primeramente.
second(ly)	- segundo, secundariamente
finally	- finalmente
next	- siguiente
last (ly)	- último, últimamente.

Example:

- I want to see my favorite novel, FIRST I have to finish my homework.

Finalmente repasemos la gramática con algunos ejemplos:

- I brought juice for the picnic. ALSO I brought the cups.

- I want to bake a cake for my father.
FIRST I need a cook book. AT THE SAME TIME
I have to read it. THEN I should have ready all
ingredients. CONSEQUENTLY I have to mix
all the ingredients. FINALLY I have to bake it.
AS A RESULT I will have a cake.

- Mr. and Mrs. Cedeño always wanted to have a baby girl.
After ten years of marriage they had a baby girl.
(FINALLY, after ten years of marriage they had a baby
girl.)

- Maria has never cooked. She doesn't even know how to fry an egg.

Task 4. Exercises:

A. Underlined the correct transitional word in the following sentences. Example:

- Mike had cereal for breakfast and he (first, also, moreover) had toast.

1. First turn on the car (last, of course, second) press the acelator.
2. Carlos visited his girlfriend (next, in addition, then) he knew her parents.
3. Make a lot of exercises (as a result, of course, first) you will lose weight.

B. Make four sentences with any of the transitional words. Use a separate sheet of paper and hand it in to your teacher at the meeting. Example:

- FINALLY, after a year of sacrifice, I finished my course.

1. _____

2. _____

3. _____

4. _____

Task 5. Study 2:

GRAMMAR: OTHER TRANSITIONAL WORDS AND EXPRESSIONS (CONTINUATION)

Continuando, conozcamos otras palabras y expresiones transitorias con su respectiva función y significado:

* CONTRASTE Y CONCESION:

after all : después de todo

but : pero

however : sin embargo

nevertheless : sin embargo

on the contrary: por el contrario

EXAMPLE:

I wanted to buy a candy, but I didn't have money.

*** COMPARACIONES:**

in the same way : de la misma manera
similarly : similarmente
as well as : tan bién como
like wise : además

EXAMPLE:

Mike sings as well as his father.

*** PASO DEL TIEMPO:**

afterwards : luego de un tiempo
at last : por fin
after while : después de un momento
since then : desde entonces
lately : últimamente.

EXAMPLE:

Marcos **lately** is eating too much.

*** PARA INDICAR EJEMPLO:**

for example : por ejemplo
for instance : por instancia

incidentally : incidentalmente
namely : por nombrar
such as : tal como.

EXAMPLE:

For example: Ecuador is a small country.

* **SUMARIO:**

in other words : en otras palabras.
in short : en breve
in brief : en breve
briefly : brevemente

EXAMPLE:

We will return briefly.

Task 6. Exercises:

A. Use the following transitional expressions to make your own sentences. Use a separate sheet of paper and hand it in to your teacher at the meeting.

1. but _____
2. as well as _____

3. at last _____
4. for example _____
5. in other words _____

Task 7. Just for fun:

Find the word.

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

EARTHQUAKE ✓

REPORT

MAINLY

GRADES

SCALE

INFORMED

EPICENTER

DISLOCATION

SOUTH

CAUSE

DESTRUCTION

HURT

ROADS

HIGHWAYS

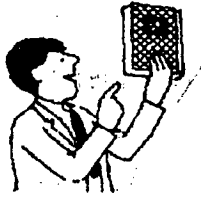
CRACKED

DEVELOP

Task 8. Vocabulary: Listen and repeat after the instructor.

underline /ándalain/ subrayar.

LESSON 7



SELF EVALUATION TEST

Use a separate sheet of paper, and hand it in to your teacher at the meeting.

A. Fill the blanks with the correct form of the verb to be, in past:

- | | |
|-------------------------------|--------------------------------|
| 1. I.....the teacher. | 6. Two and three.....five. |
| 2. John.....a student. | 7. We.....workers. |
| 3. This.....a book. | 8. She.....a woman. |
| 4. William.....a student. | 9. Mr. and Mrs. Smith....,busy |
| 5. John and Mary....students. | 10. I.....busy. |

B. Change the following sentences from affirmative to questions, as in the example.

She is in Ecuador now.

Is she in Ecuador now?

1. You are angry.
2. He is very young.
3. It is cold today.

4. Both sisters are tall.
5. He is a smart boy.
6. He and she are cousins.
7. She is a clever girl.
8. Mary is a pilot with TAME.
9. The office of the principal is on the first floor.
10. The sky is very cloudy today.

C. Change the following sentences from affirmative to negative as in the example:

He is a student.

He is not (isn't) a student.

- | | |
|---|---|
| 1. She is in her office. | 6. He is a good tennis player. |
| 2. It is a good movie. | 7. The stamps are in my desk. |
| 3. Luis and Pau are brothers | 8. I am sick today. |
| 4. You are a student. | 9. The policemen are busy with the traffic. |
| 5. She and John are both good students. | 10. Today is friday. |

D. Choose the correct word that best completes each sentence.

1. The weather is coldest in.....
 - a) summer b) winter c) fall d) spring

2. Guayaquil is one of the largest.....in Ecuador.
 - a) cities b) planets c) maps d) rivers

3. Brazil is the.....country in South America.
 - a) funniest b) youngest c) biggest d) happiest

4. Ann is not as bored as Alice and Julio. Of the three, she is the.....bored.
 - a) most b) least c) less d) more

E. What word is needed in each blank?. The first letter of the word has been written for you. The short lines show how many letters will be required.

Example: Men are big, but children are little.

1. We use w _ _ _ _ when we wash our hands.
2. Can you answer this q _ _ _ _ _ ?
3. Guayaquil is a big c _ _ _ .
4. Colombia is a c _ _ _ _ _ .
5. The head is a part of the b _ _ _ .
6. Boys like to p _ _ _ games.
7. This page isn't black, it's w _ _ _ _ .

F. Match with lines the correct answer.

- | | |
|------------------|-----------------------|
| 1. Rosa and Juan | a. is a nice city. |
| 2. I | b. are brothers. |
| 3. Pedro's car | c. at me. |
| 4. Look | d. am the teacher. |
| 5. Loja | e. is new. |
| 6. This is | f. made by my mother. |
| 7. This shirt is | g. the best work. |
| 8. I am | h. was easy. |
| 9. This test | i. taller than you. |

G. Write the forms of the comparative and superlative of these words:

- | | | |
|--------------------|-------|-------|
| 1. Well/Good | ..... | ..... |
| 2. bad, ill, badly | ..... | ..... |
| 3. old | ..... | ..... |
| 4. little | ..... | ..... |
| 5. much, many | ..... | ..... |
| 6. few | ..... | ..... |

H. Fill in the blanks with the matching letter.

1. _____ Cuenca will be visited
by John. A. Simple Past
2. _____ English is being studied
by Lizbert. B. Simple Present
3. _____ Quito has been visited by
millions of people. C. Present
Progressive
4. _____ The book about Economy was
read by Angel. D. Simple Future
5. _____ Loja is visited by many
tourists. E. Future
Progressive
6. _____ Vilcabamba is going to be
visited by Pau next year. F. Present Perfect

Score: 62 /62. If you obtained less than 45/62,
please review again the lessons. If you
got over 45, Congratulations, and go ahead.

Note: Each answer is worth 1 point. 62 is excellent; 55 to
61 very good; 50 to 54 good; 45 to 50 average; less
than 44 unsatisfactory.

UNIT TWO:

CREATIVE SPEAKING AND WRITING:

OBJECTIVES: At the end of this unit, the students should be able to:

1. Examine the pictures.
2. Repeat the sentences correctly, after the teacher.
3. Compare the dialogue with the pictures.
4. Practice the dialogue with his/her teacher and with his/her classmates.
5. Describe the pictures, answering the given questions.
6. Name the story of each lesson.
7. Define some english words.

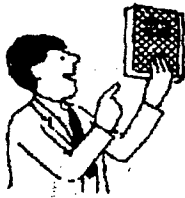
CONTENTS:

Lesson 8 to

Lesson 16: Creative Reading and Writing: Dialogues, Exercises, Vocabulary.

Lesson 17: Self Evaluation Test.

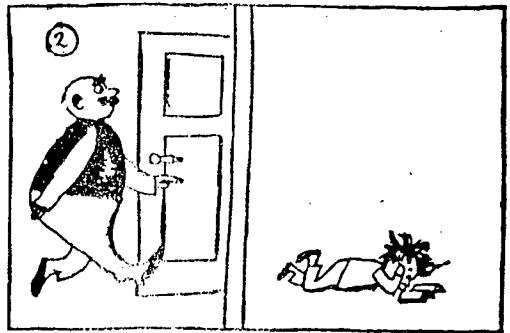
LESSON 8



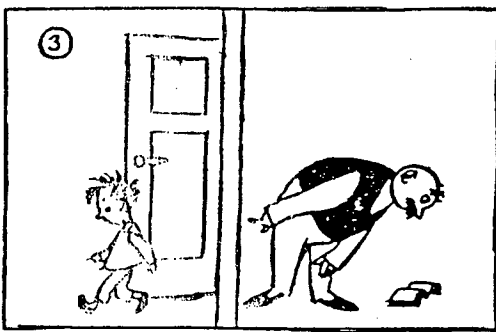
Task 1. Look at the pictures, and give a tittle to the story told by the pictures.



1. _____



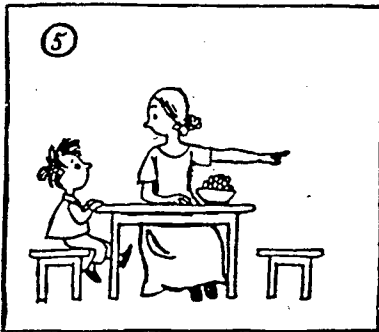
2. _____



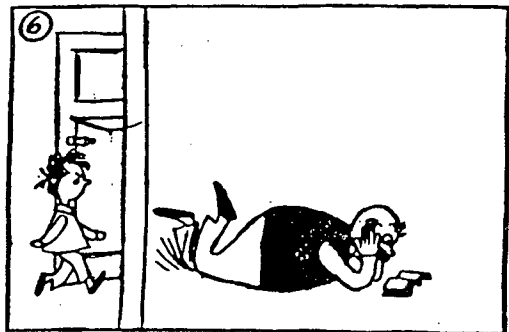
3. _____



4. _____



5. _____



6. _____

Task 2. Listen to the following sentences. And repeat after the instructor.

1. The son does not come to the table.
2. He is engrossed in an exciting book.
3. The father sends him to table.
4. Now, the father is nowhere to be seen.
5. The mother sends the son to look for his father.
6. The father is reading the book himself.

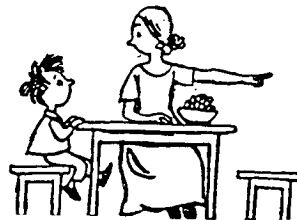
Task 3. Look at the pictures and write in the blanks provided for each picture the corresponding sentences from task 2.

Task 4. Listen to the following sentences. And repeat them after the instructor.

1. Mother: Tell the boy to come to the table!
2. Father: Aha! He's reading again!
3. Father: Come on, now, come to table!
4. Mother: Wherever has your father gone?
5. Mother: Go and fetch him!
6. Son: How mean! Now he's reading my book!

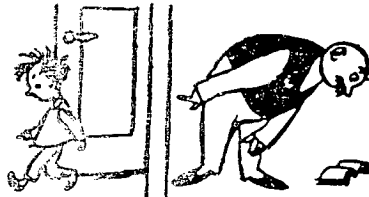
Task 5. Do the following sentences correspond to the pictures given? Look at the pictures and write in the blanks provided YES, if the sentences correspond to the picture; or NOT if it doesn't.

1. Mother: Tell the boy to come to the table!



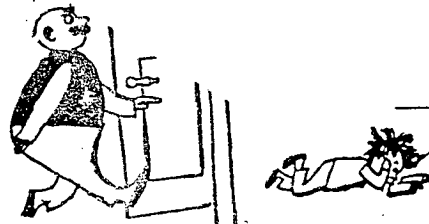
not

2. Father: Aha! He's reading again!



yes

3. Father: Come on, now, come to table!



yes

4. Mother: Wherever has your father gone?



5. Mother: Go and fetch him!



6. Son: How mean! Now he's reading my book!



Task 6. Listen carefully to the questions. Then, repeat after the instructor.

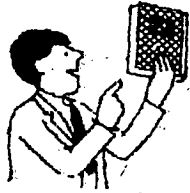
1. Why is there a question mark over the chair?
2. What does the father do now?
3. Why is the father bending down over the book?
4. Who are the two waiting for?
5. How do we know that the meal is getting cold?
6. Why has the father forgotten about the others?

Task 7. Answer the questions in task 6 according to the pictures. Use a separate sheet of paper. Hand it in to your teacher at the meeting.

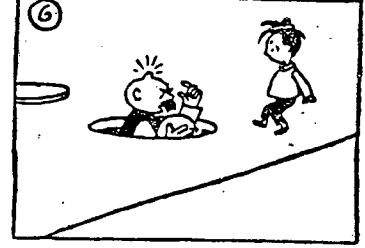
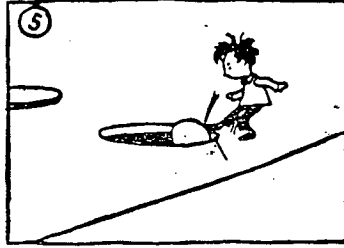
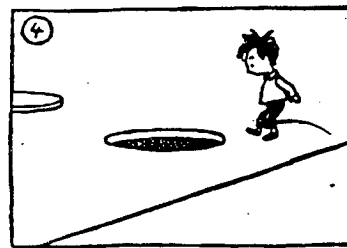
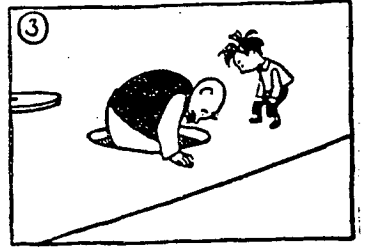
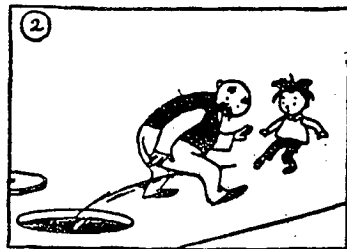
Task 8. Vocabulary: Listen carefully to the words, and repeat them after the instructor.

engrossed	<i>/Ingróst /</i>	ensimismado, absorto.
nowhere	<i>/no'hwer /</i>	en ninguna parte.
look for	<i>/lúk for /</i>	buscar, esperar.
Aha!	<i>/aha /</i>	Ah! (sorpresa).
wherever	<i>/hweréva /</i>	dondequiera, por dondequiera
fetch	<i>/fets /</i>	buscar, traer.
How mean!	<i>/hau min /</i>	Qué malo!
bending	<i>/bendɪŋ /</i>	inclinándose
steaming	<i>/stimɪŋ /</i>	hechando vapor.

LESSON 9



Task 1. Look at the pictures, and give a title to the story told by the pictures.



Task 2. Listen to the following sentences. And repeat after the instructor.

1. The father passes the ball to his son.
2. The ball rolls down a manhole.
3. The father climbs down to fetch the ball.
4. The son is waiting for the ball.
5. The son gives the ball a kick.
6. What he thought was the ball turns out to be his father's bald head.
7. The son is very upset.
8. The father is no longer in a temper but he does have a bump on his head!

Task 3. Look at the pictures and write in the blanks provided for each picture the corresponding sentences from task 2.

Task 4. Listen to the following sentences. And repeat them after the instructor.

1. Father: See if you can stop this one!
2. Father: Ho, no, now it's gone!
3. Father: We'll have it back in a second!
4. Son: I wonder where the ball has got to?

5. Son: Oh, here it is.
6. Father: You stupid child, that wasn't the ball you kicked, that was my head!
7. Father: Well, you don't have to start crying because of it!
8. Father: He is really sorry, I won't scold him.

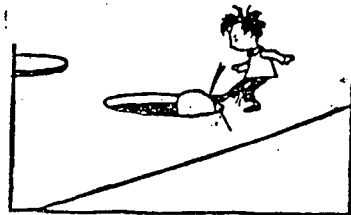
Task 5. Do the following sentences correspond to the pictures given? Look at the pictures and write in the blanks provided **YES**, if the sentences correspond to the picture; or **NOT** if it doesn't.

1. Father: See if you can stop this one!

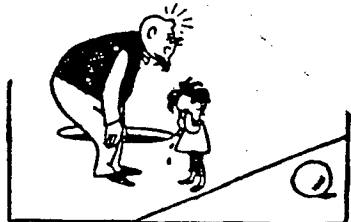


not

2. Father: Ho, no, now it's gone!

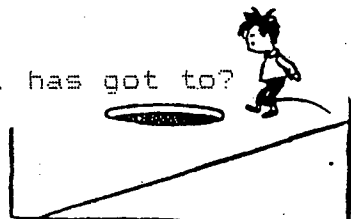


3. Father: We'll have it back in a second!

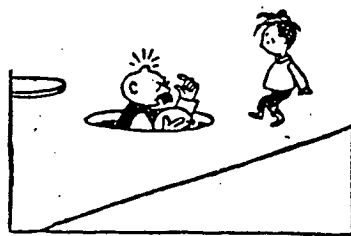


4. Son: I wonder where the ball has got to?

_____ 91



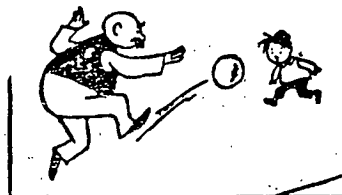
5. Son: Oh, here it is.



6. Father: You stupid child, that wasn't the ball you kicked, that was my head!



7. Father: Well, you don't have to start crying because of it!



Task 6. Listen carefully to the questions. Then repeat after the instructor.

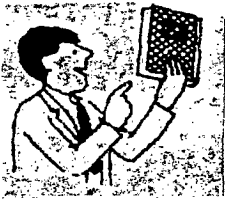
1. Where are the two playing football?
2. Who missed the ball?
3. Why is the father climbing down into manhole?
4. What is the son waiting for?
5. Why did he kick his father's head?
6. What is there on the father's head?
7. Why is the son crying?
8. Is the son still crying?

Task 7. Answer the questions in task 6 according to the pictures. Hand over to your teacher.

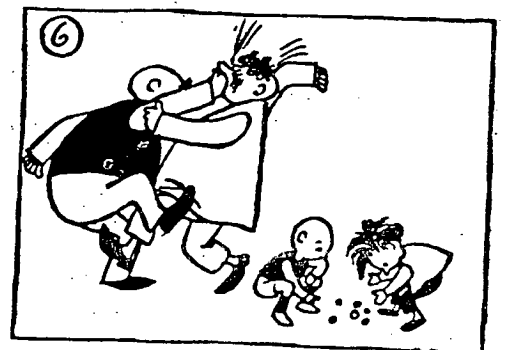
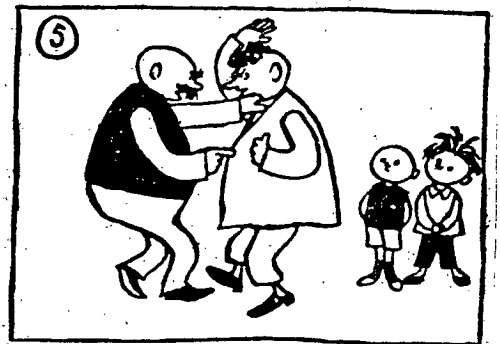
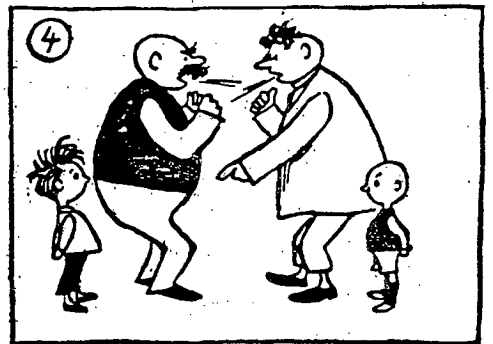
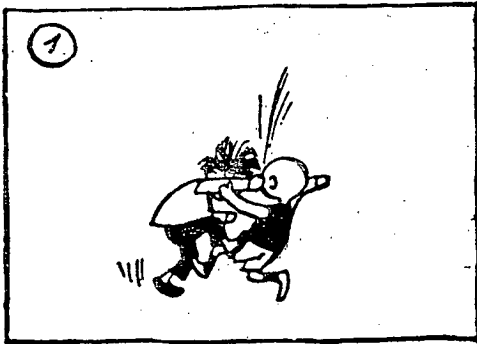
Task 8. Vocabulary: Listen carefully to the words and repeat them after the instructor.

bald	<i>/bold/</i>	calvo, pelado.
bump	<i>/bamp/</i>	hinchazón, golpe, chichón.
climbs down	<i>/klaɪms daʊn/</i>	bajar a gatas, desprenderse.
kick	<i>/kɪk/</i>	patada, puntapié.
manhole	<i>/manhol/</i>	un hueco en el que una persona puede entrar.
no longer	<i>/no lɔŋgə/</i>	ya no.
scold	<i>/skold/</i>	reñir, regañar, reprender.
still	<i>/stɪl/</i>	todavía, aún.
temper	<i>/tɛmpə/</i>	genio, humor
upset	<i>/ʌpsɛt/</i>	perturbar, trastornar, desordenar.
won't	<i>/wɒnt/</i>	will not.

LESSON 10



Task 1. Look at the pictures, and give a tittle to the story told by the pictures.



Task 2. Listen to the following sentences. And repeat after the instructor.

1. The son is having a fight with one of his playmates.
2. He complains about it to his father.
3. Both fathers appear with their sons.
4. There is a heated exchange.
5. The fathers begin to fight. The sons look on.
6. The fathers are still fighting although the sons are playing happily together again.

Task 3. Look at the pictures and write in the blanks provided for each picture the corresponding sentences from task 2.

Task 4. Listen to the following sentences. And repeat them after the instructor.

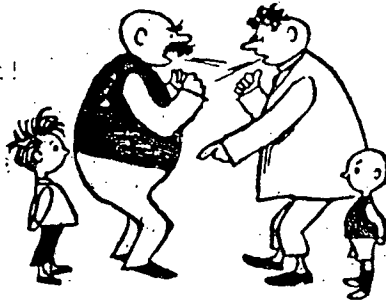
1. Son: Take that!
2. Son: Father, that boy struck me and I didn't do anything to him.
3. Son: There he is!
4. Father: Please, tell your boy to stop hitting my son!
5. man: Take your hands off me or I'll punch your nose

for you!

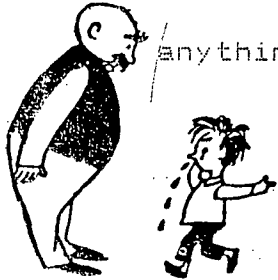
6. Son: Now, it's your turn!

Task 5. Do the following sentences correspond to the pictures given? Look at the pictures and write in the blanks provided YES, if the sentences correspond to the picture; or NOT if it doesn't.

1. Son: Take that!



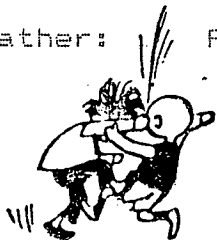
2. Son: Father, that boy struck me and I didn't do anything to him.



3. Son: There he is!



4. Father: Please, tell your boy to stop hitting my son!



5. man: Take your hands off me or I'll punch your nose for you!



6. Son: Now, it's your turn!



Task 6. Listen carefully to the questions. Then, repeat after the instructor.

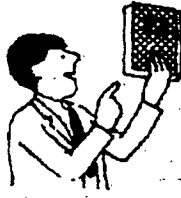
1. Why are the two boys fighting?
2. What does the father think?
3. What does the father see?
4. Where are the two boys standing?
5. Why is the man getting angry?
6. What is the similarity between this picture and the first picture?

Task 7. Answer the questions in task 6 according to the pictures. Use a separate sheet of paper. Hand it in to your teacher at the meeting.

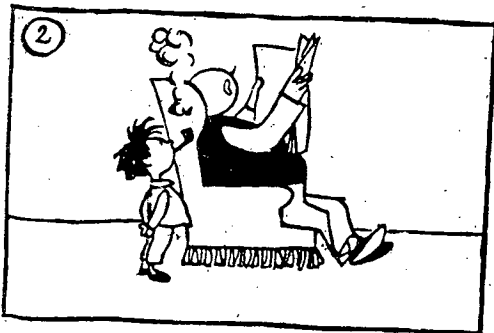
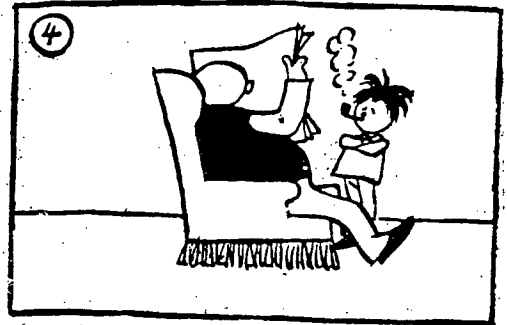
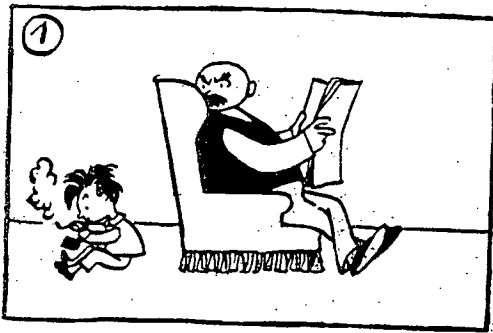
Task 8. Vocabulary: Listen and repeat after the instructor.

although	/o/fo/	aunque, si bien.
appear	/apir/	aparecer(se), parecer.
complain	/kəmplén/	quejarse, querellarse.
fight	/fait/	lucha, pelea.
I'll	/aɪ/	I will.
playmate	/plémet/	compañero de juego.
struck	/strnk/	pasado y participio de strike (golpear, herir)

LESSON 11



Task 1. Look at the pictures, and give a tittle to the story told by the pictures.



Task 2. Listen to the following sentences. And repeat after the instructor.

1. The son lights up his father's pipe.
2. He stands next to his father's armchair.
3. He plants himself defiantly in front of his father.
4. His face has lost some of its defiance.
5. He feels the first effects.
6. He dashes off to the toilet.

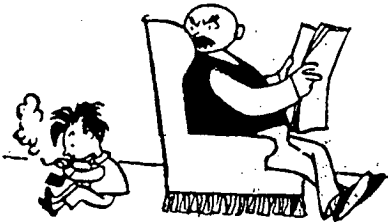
Task 3. Look at the pictures and write in the blanks provided for each picture the corresponding sentences from task 2.

Task 4. Listen to the following sentences. And repeat them after the instructor.

1. Father: The little rascal has got hold of my pipe!
2. Father: The best thing to do is to pay absolutely no attention to him!
3. Son: Just let him dare forbid me to smoke!
4. Son: I don't feel too well!
5. Son: I must get to the toilet!
6. Son: I only hope I make it in time!

Task 5. Do the following sentences correspond to the pictures given? Look at the pictures and write in the blanks provided YES, if the sentences correspond to the picture; or NOT if it doesn't.

1. Father: The little rascal has got hold of my pipe!



2. Father: The best thing to do is to pay absolutely no attention to him!



3. Son: Just let him dare forbid me to smoke!



4. Son: I don't feel too well!



5. Son: I must get to the toilet!



6. Son: I only hope I make it in time!



Task 6. Listen carefully to the questions. Then repeat after the instructor.

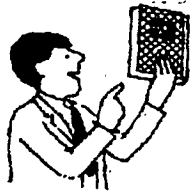
1. What is the son using to light the pipe?
2. What is his father doing?
3. Where is the son standing?
4. What is his father doing?
5. What is his father doing now?
6. Where is the pipe?

Task 7. Answer the questions in task 6 according to the pictures. Use a separate sheet of paper. Hand it in to your teacher at the meeting.

Task 8. Vocabulary: Listen and repeat after the instructor.

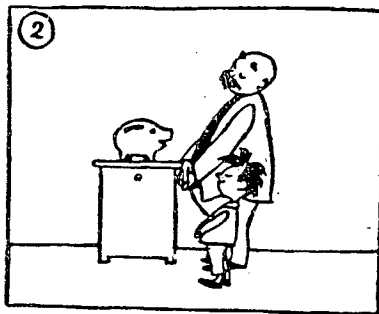
dare	/dɛr/	desafío, reto.
forbid	/fəbɪd/	prohibir.
rascal	/ræskl/	bribón, pícaro.
toilet	/tɔɪlɪt/	retrete.

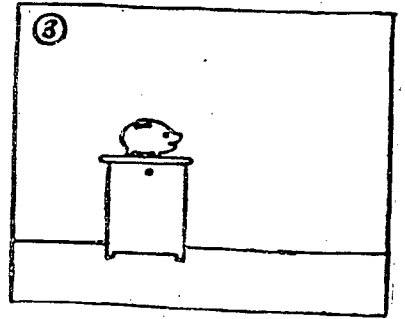
LESSON 12

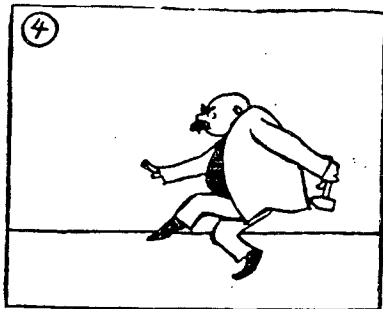


Task 1. Look at the pictures, and give a tittle to the story told by the pictures.













Task 2. Listen to the pronunciation of the following sentences. And repeat after the instructor.

1. A rich uncle has come to visit and he puts some money into the piggy-bank.
2. Father and son look thoughtfully at the piggy-bank.
3. Both father and son have left the room.
4. The father creeps in again with a hammer in his hand.
5. To his surprise he discovers that the piggy-bank has already been broken open.
6. The son has beaten him to it.

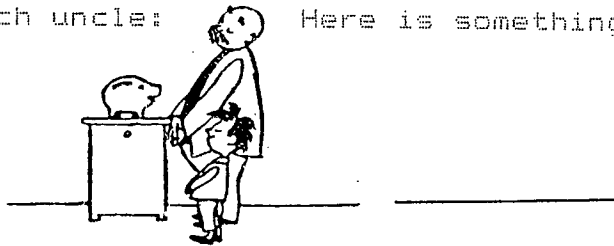
Task 3. Look at the pictures and write in the blanks provided for each picture the corresponding sentences from task 2.

Task 4. Listen to the following sentences. And repeat them after the instructor.

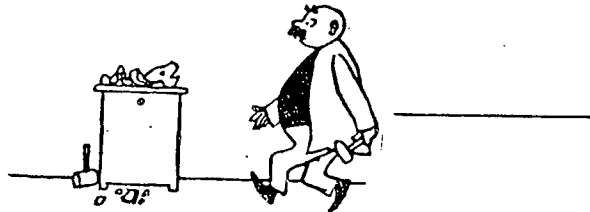
1. Rich uncle: Here is something for your/piggy-bank!
2. Father: I could put that money to good use!
4. Father: I hope the boy doesn't notice anything!
5. Father: What's this?
6. Father: The little rascal has beaten me to it!

Task 5. Do the following sentences correspond to the pictures given? Look at the pictures and write in the blanks provided YES, if the sentences correspond to the picture; or NOT if it doesn't.

1. Rich uncle: Here is something for your piggy-bank!



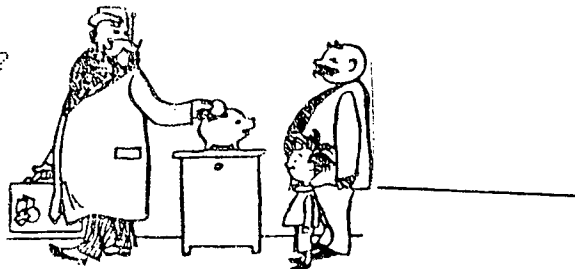
2. Father: I could put that money to good use!



4. Father: I hope the boy doesn't notice anything!



5. Father: What's this?



6. Father: The little rascal has beaten me to it!



Task 6. Listen carefully to the questions. Then repeat after the instructor.

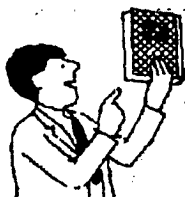
1. How is the uncle dressed?
2. What have the father and son just done?
3. Are the father and son here?
4. What is the father planning to do?
5. What is there on the floor?
6. What has the son bought himself with the money?

Task 7. Answer the questions in task 6 according to the pictures. Use a separate sheet of paper. Hand it in to your teacher at the meeting.

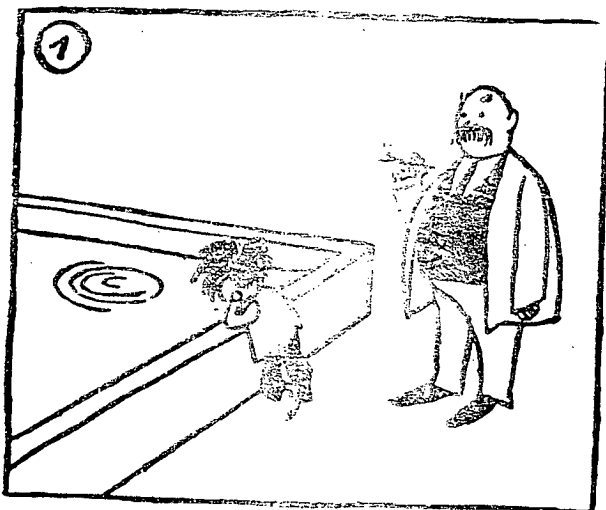
Task 8. Vocabulary: Listen and repeat after the instructor.

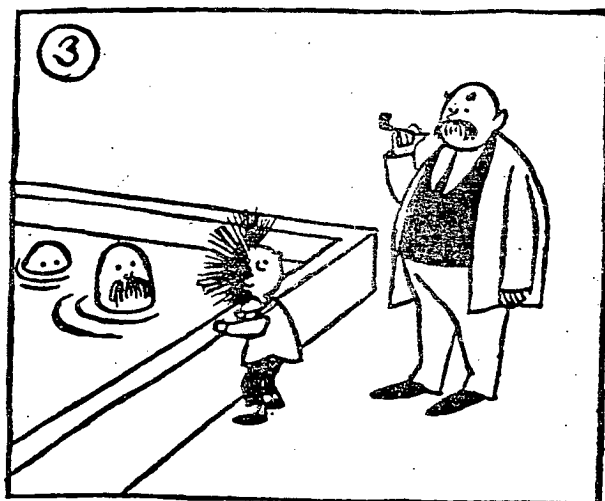
beaten	/brɪn/	vencido, fatigado.
creep	/kri:p/	arrastrarse, andar a gatas.
piggy-bank	/pɪdʒi bæŋk/	alcancía.
thoughtfully	/θɔ:tfəli/	con reflexión, con consideración.

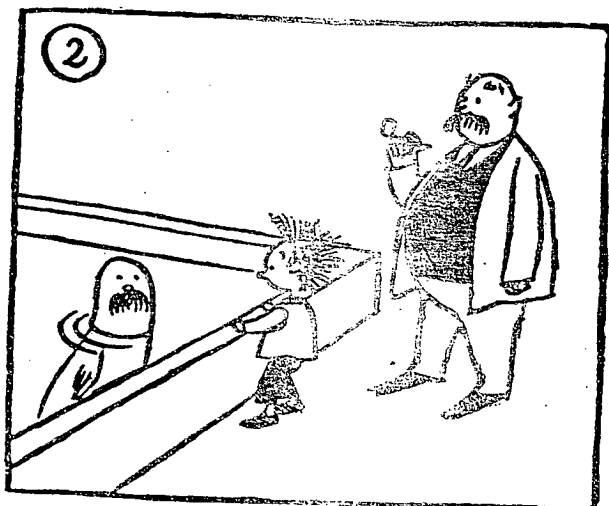
LESSON 13

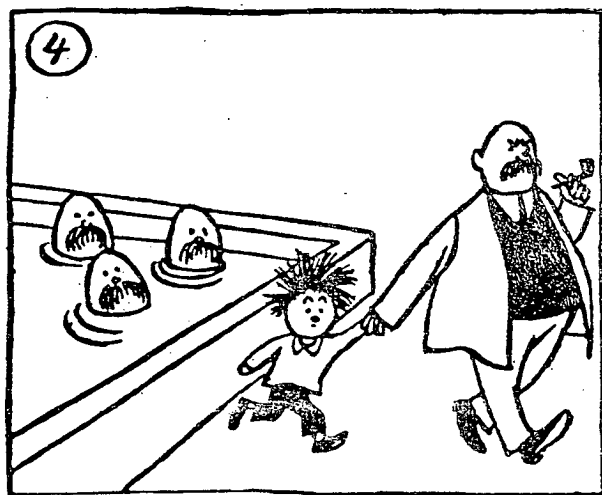


Task 1. Look at the pictures, and give a tittle to the story told by the pictures.









Task 2. Listen to the pronunciation of the following sentences. And repeat after the instructor.

1. One day father and son went to the zoo.
2. A walrus suddenly surfaced.
3. The son compared the walrus' face with that of his father. (compare)
4. The similarity was so great that the father was embarrassed and they left the walrus pond.

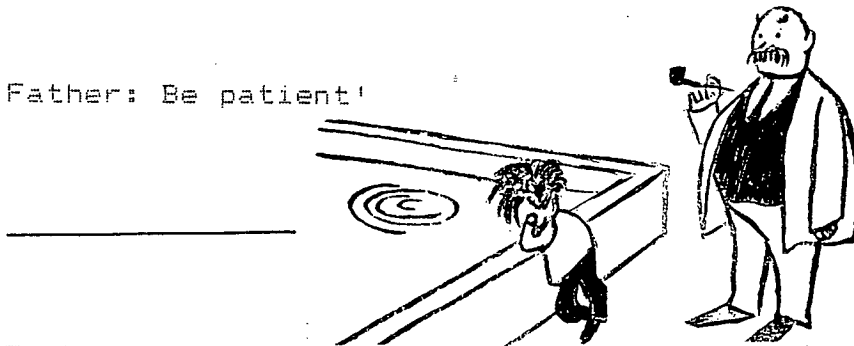
Task 3. Look at the pictures and write in the blanks provided for each picture the corresponding sentences from task 2.

Task 4. Listen to the following sentences. And repeat them after the instructor.

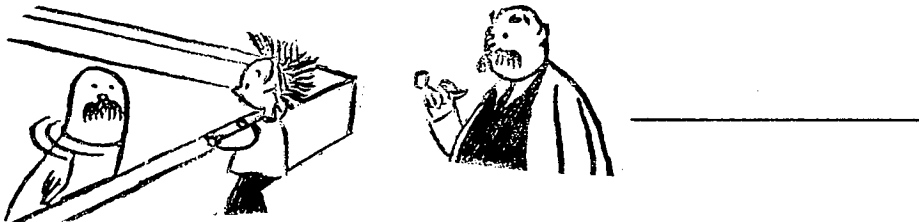
1. Father: Be patient!
2. Father: There, you see, here comes one!
3. Son: What kind of animal is that, father?
4. Father: Come on, we'd better get along!

Task 5. Do the following sentences correspond to the pictures given? Look at the pictures and write in the blanks provided **YES**, if the sentences correspond to the picture; or **NOT** if it doesn't.

1. Father: Be patient!



2. Father: There, you see, here comes one!



3. Son: What kind of animal is that, father?



4. Father: Come on, we'd better get along!



Task 6. Listen carefully to the questions. Then repeat after the instructor.

1. Why was the son bored?
2. Why did the son give a start when he saw the walrus?
3. What was the similarity between the walrus and the father?
4. Why did the father and son leave the zoo?

Task 7. Answer the questions in task 6 according to the pictures. Use a separate sheet of paper. Hand it in to your teacher at the meeting.

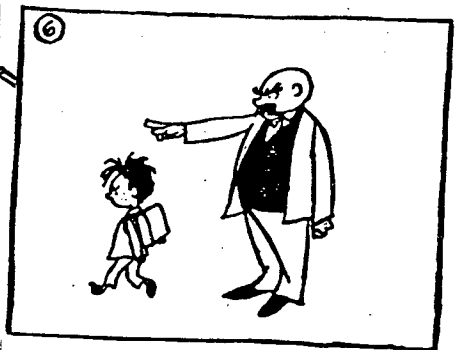
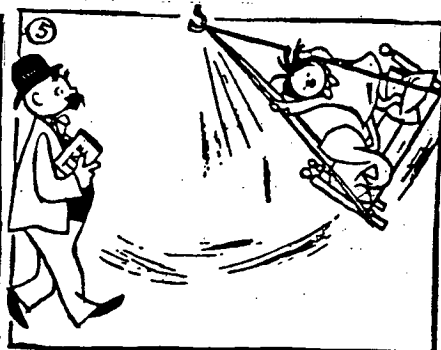
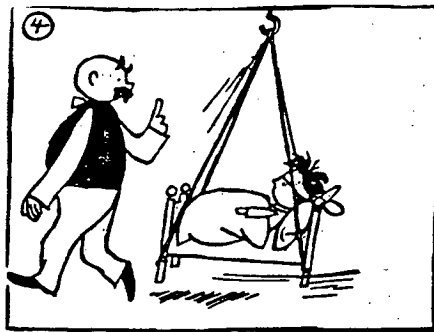
Task 8. Vocabulary: Listen and repeat after the instructor.

embarrassed	<i>/ɪmbærəsd/</i>	trurbado, avergonzado.
pond	<i>/pænd/</i>	estanque, charca.
suddenly	<i>/sɪdnli/</i>	de repente.
walrus	<i>/wəlrəs/</i>	mamíferos marinos.
we'd	<i>/wid/</i>	we would.
zoo	<i>/zu/</i>	jardín zoológico.

LESSON 14



Task 1. Look at the pictures, and give a tittle to the story told by the pictures.



Task 2. Listen to the pronunciation of the following sentences. And repeat after the instructor.

1. When father wakened me I pretended to have a headache, so that I shouldn't have to go to school.
2. Father put on a compress and brought me some hot tea.
3. He fixed the bed to a hook on the roof and rocked me to and fro.
4. Then he left me alone, telling me to rest quietly.
5. When he came back from shopping he caught me swinging backwards and forwards.
6. The game was up and I had to go off to school whether I wanted to or not.

Task 3. Look at the pictures and write in the blanks provided for each picture the corresponding sentences from task 2.

Task 4. Listen to the following sentences. And repeat them after the instructor.

1. Father: Up you get, you must get ready for school.
Son: I have a terrible headache.
2. Son: I'll soon feel better.
Father: You'll be as right as rain shortly.

3. Son: I'd rather be ill than go to school.
4. Father: Just rest a little and try to get some sleep!
5. Father: He doesn't seem to be at all ill!
6. Father: Off you go to school! (Compare with sentence 1)

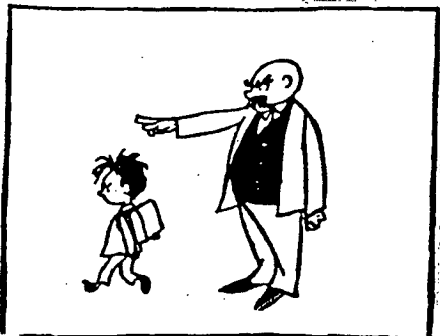
Task 5. Do the following sentences correspond to the pictures given? Look at the pictures and write in the blanks provided **YES**, if the sentences correspond to the picture; or **NOT** if it doesn't.

1. Father: Up you get, you must get ready for school.

Son: I have a terrible headache.



2. Son: I'd rather be ill than go to school.



3. Father: He doesn't seem to be at all ill!



Task 6. Listen to the following questions. Then repeat after the instructor.

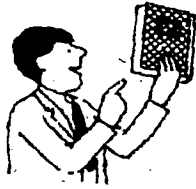
1. What was the idea of pretending to have a headache?
2. What did the boy think his father was going to do when he came in with the rope?
3. What was it like being rocked to and fro?
4. What did the boy do when his father told him to rest quietly?
5. How did his father catch him rocking the bed?
6. What were his feelings when his father packed him off to school?

Task 7. Answer the questions in task 6 according to the pictures. Use a separate sheet of paper. Hand it in to your teacher at the meeting.

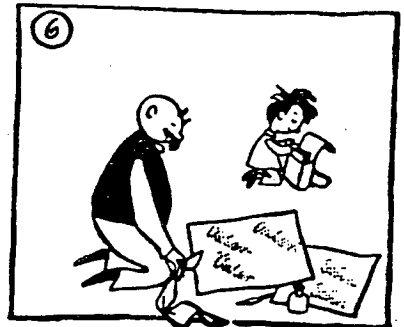
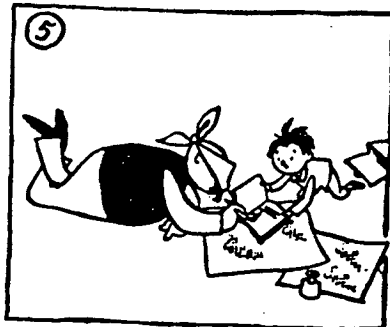
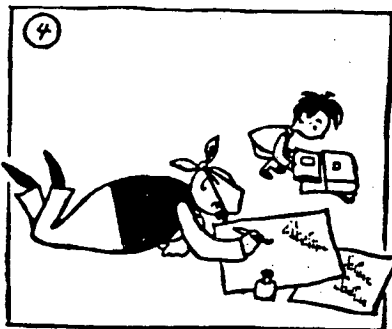
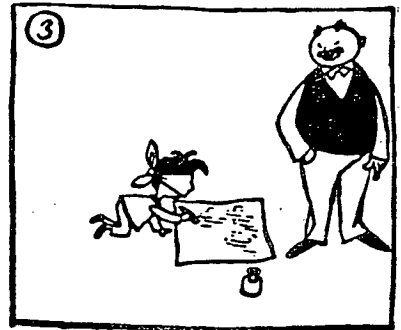
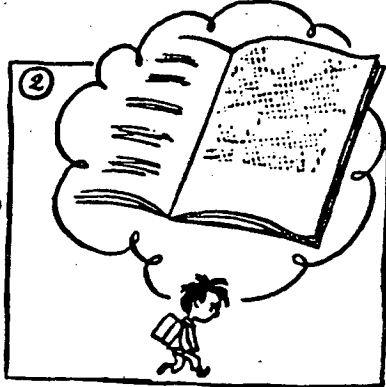
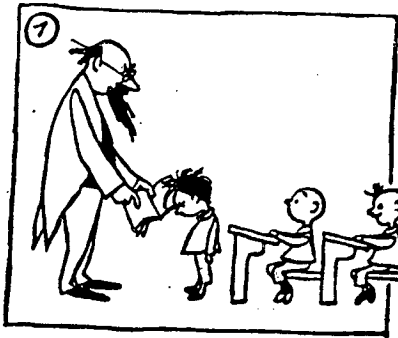
Task 9. Vocabulary: Listen and repeat after the instructor.

as right as rain	<i>/əz raɪt əz ren/</i>	as good as new.
ill	<i>/ɪl/</i>	sick (enfermo).
rocked	<i>/rɒkt/</i>	pasado y part. pasado de: balancarse, estremecer.
rope	<i>/rɒp/</i>	soga, cuerda.
to and fro	<i>/tu ænd fro/</i>	de aquí para allá.

LESSON 15



Task 1. Look at the pictures, and give a tittle to the story told by the pictures.



Task 2. Listen to the pronunciation of the following sentences. And repeat after the instructor.

1. The teacher was angry with me yesterday because I had not worked well.
2. All three sums were wrong. The teacher said that my father must sign the exercise book.
3. I had a brilliant idea. I practiced signing my name blindfold.
4. Father soon set about trying to prove that he could sign his name blindfold too.
5. All I had to do was push the exercise book in front of him.
6. He was very proud of having been able to sign his name blindfold, and I was very pleased that my ruse had worked. (compare).

Task 3. Look at the pictures and write in the blanks provided for each picture the corresponding sentences from task 2.

Task 4. Listen to the following sentences. And repeat them after the instructor.

Questions to the son:

1. Was the teacher's criticism of your work justified?
2. What do you say to the fact that all the sums were wrong?
3. Why did you practice writing your name blindfold?
4. Why did you push the exercise book in front of him?
5. Did the ruse work?
6. Do you think it was right to deceive your father in this way?

Answer the questions, as if you are the boy.

Questions to the teacher and to the father:

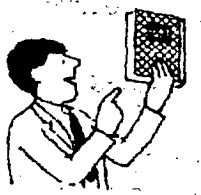
1. Was your criticism of the boy justified?
2. Why did you tell him to have his father sign the exercise book?
3. What did you think when you saw your son practicing his signature blindfold?
4. Why did you start trying to sign your name blindfold?
5. Didn't you notice anything unusual when you were writing?
6. Didn't you notice that your son had his school-bag close by?

Task 5. Answer the questions in task 4 according to the pictures. Use a separate sheet of paper. Hand it in to your teacher at the meeting.

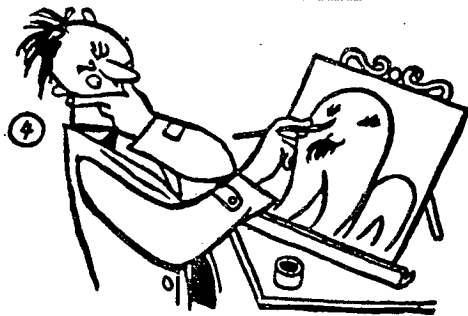
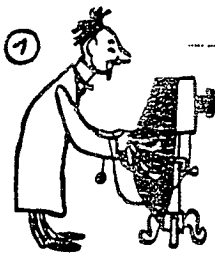
Task 6. Vocabulary: Listen and repeat after the instructor.

blindfold	/bláɪndfɒld/	vendar (los ojos), vendado, venda.
criticism	/krɪtəsɪzəm/	crítica, criticismo.
deceive	/dɪsɪv/	engañar.
proud	/praʊd/	orgullosa, soberbio.
ruse = trick	/trɪk/	suerte, maña, trampa.
set	/set/	poner, colocar, ajustar.
sign	/saɪn/	signo, señal, muestra.
sums	/sʌms/	sumas, cantidades.

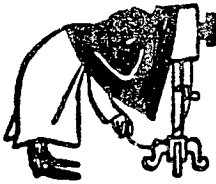
LESSON 16



Task 1. Look at the pictures, and give a tittle to the story told by the pictures.



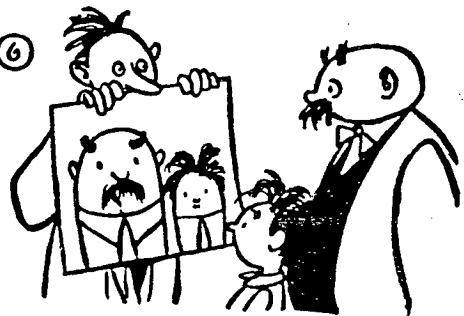
2



5



6



Task 2. Listen to the following sentences. And repeat after the instructor.

The photographer:

1. Yesterday, two persons -father and son- had their photograph taken by me.
2. The photograph was a routine affair for me. Compare with the picture.
3. When I developed the film I discovered that their features were indistinct. compare with the picture.
4. Luckily, I remembered quite well what they looked like and I was able to touch up the photograph.
5. The pair came in today to pick up the photograph.
6. Both of them seemed very surprised when I showed it to them.

The father:

1. My son had asked me if I would help him play a practical joke. I agreed, and we set off to the photograper's.
2. While the photographer had his head under the black cloth, we both turned round and pointed our rear ends at the camera.

3. We pictured to ourselves the expression on the photographer's face when he had developed the film.
4. Of course, we couldn't guess that the photographer would touch up the photograph.
5. When we went to pick up the photograph we couldn't help smiling at each other.
6. I must admit that we were very astonished because we simply couldn't understand how the photographer had been able to photograph our faces.

Task 3. Look at the pictures and write in the blanks provided for each picture the corresponding sentences from task 2. You can choose the sentences from "The Photographer", or from "The Father".

Task 4. Listen to the following sentences. And repeat them after the instructor.

Questions to the photographer:

1. Do you do a lot of portrait work?
2. Is it common for people to play practical jokes on you when you are photographing them?
3. Do you occasionally do a bad job?
4. Do you have to touch up a lot of photographs?

5. Didn't you notice that the pair were in very high spirits when they came to pick up the photograph?
6. How do you explain that the pair looked so surprised?

Questions to the father:

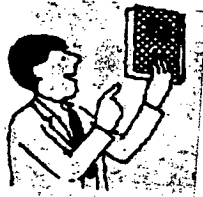
1. Do you think it was right to help your son play a practical joke?
2. What did you hope to gain from this practical joke?
3. Why were you so amused at the thought of the photographer developing the print?
4. It never occurred to you that the photographer might touch up the print?
5. Why did you smile at each other when you went to pick up the photograph?
6. Why didn't you laugh when you saw the photograph?

Task 5. Answer the questions in task 4 according to the pictures. Use a separate sheet of paper. Hand it in to your teacher at the meeting.

Task 6. Vocabulary: Listen and repeat after the instructor.

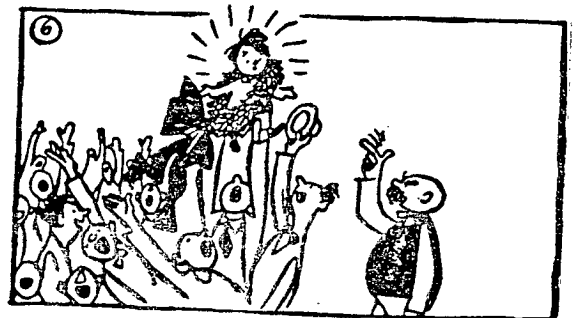
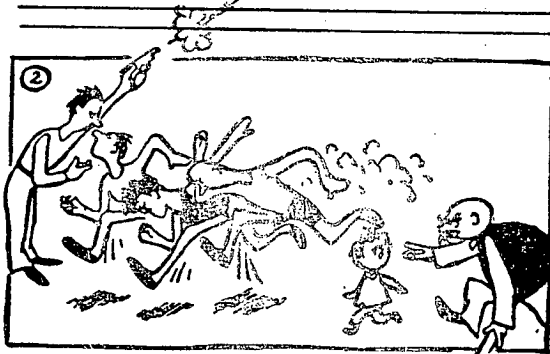
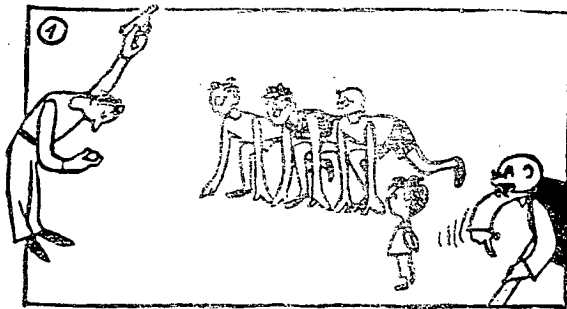
affair	/əfɛ'r/	asunto, negocio.
feature	/fi'tʃə/	facción, rasgo, distintivo.
luckily	/lɪ'kɪli/	afortunadamente, por fortuna.
pick up	/pɪk ʌp/	recoger.
rear	/rɪr/	trasero.
touch up	/tʌtʃ ʌp/	retocar.

LESSON 17



SELF EVALUATION TEST: CREATIVE SPEAKING AND WRITING

Task 1. Look at the pictures, and give a tittle to the story told by the pictures.



Task 2. Listen to the following sentences. And repeat after the instructor.

1. A few days ago I was standing watching the runners at the beginning of the race when father called me in for dinner.
2. As the starter fired his pistol, father tried to drag me home by force.
3. I was suddenly frightened and I ran off.
4. In my excitement I didn't notice that I had overtaken the other runners.
5. I was first across the finishing line.
6. A delighted crowd declared me the winner.

Task 3. Look at the pictures and write in the blanks provided for each picture the corresponding sentences from task 2.

Task 4. Listen to the following sentences. And repeat them after the instructor.

1. Did the father call his son?
2. Did the son obey his father?
3. Has the son caught up with the runners?
4. Have the runners noticed the other two competitors?

5. Did the son cross the finishing line before the other runners?

6. Did fear give the son a flying start?

Task 5. Answer the questions in task 4 according to the pictures. Use a separate sheet of paper. Hand it in to your teacher at the meeting.

Task 6. First, look at the pictures; then, make the Relative Pronoun Exercise. Use a separate sheet of paper, and hand it in to your teacher at the meeting.

1. The runner with the black vest is in the middle.
2. The starter has fired his pistol and is looking at his watch.
3. The starter has fired his pistol. He is no longer in the picture.
4. The man is holding both hands above his head. -He is the father.
5. The son is the winner. His father has run also.
6. The son has won. The crowd cheers him.

Task 7. Vocabulary: Listen and repeat after the instructor.

race	/res/	corrida, carrera.
fired	/faɪr/	disparó.
drag	/dræg/	traba, obstáculo.
frightened	/fraɪtnd/	espantado, asustando.
fear	/fɪr/	temor, miedo.
delighted	/dɪlaɪtɪd/	encantado.
crowd	/kraʊd/	muchedumbre, gentío.

Dear student:

You have finished your
High school.

Congratulations!

This was our last
English class. I hope
that you have learned
a lot of English.

Are you going to enter
the University?

Are you going to work?

What are you going to do?

Thank you very much for
your interest in our
classes.

See you, and good luck.

Sincerely,

Your English Teacher:



Estimado estudiante:

Usted ha terminado su
Colegio.

¡Felicitaciones!

Esta fue nuestra última
clase de Inglés. Espero
que haya aprendido
mucho Inglés.

¿Va a estudiar la
Universidad?

¿Va a trabajar?

¿Qué va a hacer?

Muchas gracias por
su interés en nuestras
clases.

Nos vemos, y buena suerte.

Sinceramente,

Su profesor de Inglés:

CONCLUSIONS AND RECOMMENDATIONS:

CONCLUSIONS: I think writing a text is difficult, but regarding since an author one has a great responsibility with the user.

- All activities should have meaningful vocabulary for students.
- To make this Text I have thought in the needs and expectations of the students engaged in the National at a-Distance Educational System "Mons. Leonidas Proaño".
- All the bibliographical investigation has been guided to construct an useful English text.
- To write a text, the author has to put himself in the place of the students to whom it's devoted.
- To write a text, the author must follow a method. He must keep in his mind the general objectives; and he must investigate asking himself some questions such as: how, what, when, where, whom.
- Illustrations are important in a text book for the

students to better understand the material assigned.

- Personally, I learned to follow a method to investigate, to observe, to describe, and make something new, while I learned and practiced English.

RECOMMENDATIONS:

- The material has been built around the students interests and problems. But it's necessary that authorities of the National at a-Distance Educational System "Mons. Leonidas Proaño" review the text before it's implemented.
- Before studying each lesson, it's necessary the motivation and a positive feedback, because they are important ingredients in the learning process.
- To the English texts: make their texts, thinking in the users (students), and follow a methodology to do it. And also, they must illustrate their contents by means of nice pictures and graphics.
- To the authorities and students of the Universidad Técnica Particular de Loja: continue investigating and making practical research works as this thesis.

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APPENDIX ONE:

ANSWERS KEYS TO THE SEFL EVALUATION TESTS AND TO THE
QUESTIONS IN UNIT TWO:

UNIT ONE:

A. 1 was 2 was 3 was 4 were 5 were
6 were 7 were 8 was 9 were 10 was

B. 1. Are you angry? 2. Is he very young?
3. Is it cold today? 4. Are both sisters tall?
5. Is he a smart boy? 6. Are he and she cousins?
7. Is she a clever girl? 8. Is Mary a pilot with TAME?
9. Is the office of the principal on the first floor?
10. Is the sky very cloudy today?

C. 1. She isn't in her office.
2. It isn't a good movie.
3. Luis and Pau aren't brothers.
4. You aren't a student.
5. She and John aren't both good students.
6. He isn't a good tennis player.
7. The stamps aren't in my desk.
8. I am not sick today.
9. The policemen aren't busy with the traffic.
10. Today isn't friday.

D. 1b 2a 3c 4b

E. 1 water 2 question 3 city
4 country 5 body 6 play
7 white

F. 1b 2d 3e 4c 5a 6g 7f 8i 9h

G. 1. better - best 2. worse - worst
3. older - oldest 4. less - least
5. more - most 6. fewer/less - fewest/least

H. 1D 2C 3F 4A 5B 6E

UNIT TWO:

Lesson 8: Answers

1. Because the mother and father are wondering where their son is.
2. He opens the door and sees the son.
3. Because he would like to know what his son is reading.
4. They are waiting for the father.
5. Because it is no longer steaming.
6. Because the book is so exciting.

Lesson 9: Answers

1. They are playing football in the street.
2. The father did.
3. Because he is going to fetch the ball.
4. He is waiting for his father to throw the ball up to him.
5. Because he mistook his father's bald head for the ball.
6. There is a bump on the father's head.
7. Because he's sorry he has raised a bump on his father's head.
8. No, he has stopped crying, but there is still a tear on his cheek.

Lesson 10: Answers

1. Because they had an argument.
2. He thinks he should help the poor boy.
3. He sees the other boy coming along with his father.
4. They are standing behind their fathers.
5. Because the father has grabbed him by the collar.
6. The fathers are fighting just as their sons were.

Lesson 11: Answers

1. He is lighting it with a match.
2. He is reading the newspaper.
3. He is standing in front of his father.
4. He is still reading his newspaper.
5. He is having a quiet laugh to himself.
6. It is on his father's knee.

Lesson 12: Answers

1. He is wearing a hat, a thick winter coat with a fur collar and striped trousers.
2. They have just thanked the uncle and wished him a pleasant journey.
3. No, neither of them is here.
4. He is planning to break open his piggy-bank and buy something with the money.
5. There are some pieces of broken china and a hammer on the floor.
6. He has bought himself an ice-cream and three balloons.

Lesson 13: Answers

1. Because there were no animals to be seen.
2. Because the walrus looked very much like the father.
3. Both were bald and both had a moustache.
4. Because the father felt that his resemblance to the walrus might undermine his authority!

Lesson 14: Answers

1. He had hoped he shouldn't have to go to school.
2. He had no idea what his father was going to do.
3. It was wonderful.
4. He closed his eyes and pretended he was sleeping.
5. Because he was having such a good time that he forgot he was supposed to be ill.
6. He could have kicked himself for being so stupid.

Lesson 15: Answers (son)

1. Yes, of course it was justified.
2. I never had a flair for arithmetic!
3. Because I wanted father to do the same.
4. Because I wanted him to sign it.

5. Yes, my father didn't notice that he had written his name in my exercise book.
6. Perhaps not, but I didn't want to make him angry by showing him poor work.

Answers (teacher and father)

1. Of course, Such simple mistakes simply shouldn't occur.
2. Because I wanted to be sure that the father would know about his son's work.
3. I was intrigued by this unusual pastime.
4. I wanted to show my son that I could do it as well as he.
5. No, I notice nothing in particular.
6. I did, but I simply thought he was getting ready to do his homework.

Lesson 16: Answers (Photographer)

1. Yes, it is more or less my daily bread.
2. No, that is something that hardly ever happens.
3. Only very seldom.
4. Touching-up is an important part of portrait work.
5. I suppose I did, but I could see no reason for it.

6. That is quite common. Especially in the case of people who have never had a portrait done before.

Answers (father)

1. I don't think I am too old to play practical jokes.
2. Nothing. We simply wanted to have a laugh.
3. We thought that he wouldn't be able to make head or tail of it.
4. Hardly. After all, there are certain differences between a face and a posterior!
5. Because we were all set to have a good laugh about it.
6. Because the photograph hadn't turned out the way we expected.

Lesson 17: SELF EVALUATION TEST.

Answers: Task 4.

1. Yes, he called him.
2. No, he didn't obey him.
3. No, he has not caught up with them yet.
4. No, they haven't noticed him.
5. Yes, he finished before them.
6. Yes, it gave him a flying start.

Task 6. Relative Pronoun Exercise

1. The runner, who is wearing a black vest, is in the middle.
2. The starter, who has fired pistol, is looking at his watch.
3. The starter, who has fired his pistol, is no longer in the picture.
4. The man, who is holding both hands above his head is the father.
5. The son, whose father has run also, is the winner.
6. The son, whom the crowd is cheering, has won.

APPENDIX TWO:

Los verbos:

A. Verbos débiles: Son verbos débiles o regulares los que forman el pretérito y el participio pasivo añadiendo el sufijo -ED al infinitivo, es decir, a la forma primitiva del verbo. Los infinitivos que terminan en e muda añaden -d. Ejemplos:

look (mirar)	looked	hope (esperar)	hoped
work (trabajar)	worked	like (gustar)	liked

B. Verbos fuertes: Son fuertes los verbos que cambian la vocal de la raíz para formar el pretérito y el participio pasivo. Este puede tener un sufijo -en, o -ne, o puede carecer de sufijo. Ejemplos:

<u>Infinitivo</u>	<u>Pretérito</u>	<u>Participio pasivo</u>
sing	sang	sung
speak	spoke	spoken
get	got	got, gotten
see	saw	seen
fall	fell	fallen
win	won	won
give	gave	given
run	ran	run

C. Verbos mixtos: Son mixtos los verbos que cambian la vocal de la raíz para formar el pretérito y el participio pasivo, pero que añaden el sufijo -d o -t. Además son generalmente idénticos el pretérito y el participio pasivo. Ejemplos:

Infinitivo: Pretérito y Part. Pasivo:

sleep	slept
keep	kept
tell	told
sit	sat
buy	bought
bring	brought
lead	led
lose	lost

D. Ciertos verbos que terminan en -d o -t son invariables en el pretérito y el participio pasivo.

Infinitivo: Pretérito y participio pasivo.

cut	cut
bid	bid
fit	fit

put	put
bet	bet
quit	quit
spread	spread
thrust	thrust
wet	wet
cast	cast

E. Verbos irregulares: Son aquellos que tienen pretéritos y participios pasivos que no se conforman con ninguna de las clases ya mencionadas. Ejemplos:

Infinitivo Pretérito Participio pasivo

be	was/were	been
do	did	done
go	went	gone
have/has	had	had
make	made	made
say	said	said

F. Verbos defectivos / Modales auxiliares: Son aquellos que carecen de participio pasivo ~~o~~ de pretérito, o de los dos:

Infinitivo

Preterito

Participio pasivo

can

could

may

might

must

ought

shall

should

will

would
