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**PARTICULAR TECHNICAL UNIVERSITY OF LOJA**

Languages and Linguistics Faculty

*Didactic English for the Students who Study the fourth year at the unit of at-a Distance Education of Loja in the "Monseñor Leonidas Proaño" National System*

**THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF LICENTIATE IN EDUCATIONAL SCIENCES, ENGLISH SPECIALIZATION**

**AUTHORS:**

Alba Jaramillo González  
Nancy Mireya Jaramillo

**THESIS ADVISOR:**

Dra. Judith Maldonado

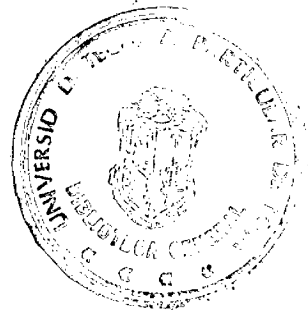
***Loja-Ecuador***

**1996**



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2017



### *Certification*

After to reviewing the thesis work "Didactic English for the students who study the Fourth Year at the Unit of At-A-Distance Education of Loja in The Monseñor Leonidas Proaño National System", I authorize its presentation and exposition.

Loja, June 1996

Dra. Judith Maldonado  
Thesis Advisor

*Dedication*

To whom believe in education as  
the only way toward development of  
people.

The authors

### *Acknowledgement*

We want to acknowledge to whom have contributed to carry out this work, specially to the Particular Technical University of Loja, to our teachers because of the knowledges given to our vocational training; to our thesis advisor, thanks for her valuable help in the development of this thesis; to the members of the examining board for their important suggestions to improve this work; and to the "Monseñor Leonidas Proaño" National System of At-A-Distance Education that by means of the Unit of At-A-Distance Education of Loja offers another modality of study to the students at mid level.

The authors

## TABLE OF CONTENTS

Certification . . . . .	ii
Dedication . . . . .	iii
Acknowledgement . . . . .	iv
1. INTRODUCTION . . . . .	1
2. THEORETICAL FRAMEWORK . . . . .	4
2.1. THE AT-A-DISTANCE EDUCATION . . . . .	4
2.1.1. Origin . . . . .	5
2.1.2. Definition . . . . .	5
2.1.3. Advantages . . . . .	5
2.1.4. Development of At-A-Distance Education . . . . .	6
2.1.4.1. The At-A-Distance Educational System in Ecuador. . . . .	7
2.1.4.2. The "Monseñor Leonidas Proaño" National System of At-A-Distance Education . . . . .	9
2.1.4.3. The At-A-Distance Education in Lója. . . . .	11
2.2. THE PURPOSE OF THIS RESEARCH WORK . . . . .	13
3. METHODOLOGY . . . . .	14
3.1. DEFINITION OF METHOD . . . . .	14
3.2. METHODOLOGY IN AT-A-DISTANCE EDUCATION . . . . .	15
3.2.1. The role of the components of the at-a- distance educational modality. . . . .	16

3.2.1.1.	The Textbook . . . . .	16
3.2.1.2.	The Communitary Animator . . . . .	16
3.2.1.3.	The self-instructional means . . . . .	17
3.2.2.	The methodology in the Regional Centers of At-A-Distance Education of Ecuador and in the Unit of At-A-Distance Education of Loja . . . . .	17
3.3.	THE TEACHING LEARNING PROCESS OF ENGLISH LANGUAGE THROUGH THIS BOOK. . . . .	19
3.3.1.	Teaching Methods . . . . .	22
3.3.2.	Method of study . . . . .	24
3.4.	THE PROCESS OF EVALUATION . . . . .	26
4.	DIDACTIC ENGLISH FOR THE STUDENTS WHO STUDY THE FOURTH YEAR AT THE AT-A-DISTANCE EDUCATIONAL UNIT OF LOJA IN THE NATIONAL SYSTEM MONSEÑOR LEONIDAS PROAÑO . . . . .	27
	Unit One	
	A Trip to Podocarpus . . . . .	33
	Unit Two	
	The Golden Years . . . . .	86
	Unit Three	
	Highschool Games. . . . .	132
	Unit Four	
	Santiago's Birthday . . . . .	177
	Unit Five	
	The Tour . . . . .	208
	CONCLUSIONS AND RECOMENDATIONS . . . . .	244
	BIBLIOGRAPHY . . . . .	247
	ANNEX . . . . .	250



## 1. INTRODUCTION

The education in Latin America and specially in our country has many lacks, among them we can mention the absence of suitable bibliography to our idiosyncrasy that allow the identification of people with its contents, although the Government through the Ministry of Education and Culture and some authors have developed an important work in designing textbooks for the different teaching levels as a response to this need.

Concerning the At-A-Distance Education, there is a similar problem, it is important to make mention of the great effort carried out by the educational establishments involved in this teaching modality that had given good results.

As regards the English language, both, in the eyewitness and the At-A-Distance modality had been very common the use of foreign textbooks, in the first case and in the second one we can note that the bibliography is scarce and sometimes unsuitable.

The Monseñor Leonidas Proaño National System of At-A-Distance Education carry out an important work at mid level in our country and within this

System the Unit of At-A-Distance Education of Loja is making efforts to collaborate with the improvement of teaching given in this province through its different extensions.

The printed material used by the Educational Units around the country is the same used by CRECERA (Centro Regional de Comunicación Educativa de la Región Amazónica) and for the English language teaching, there is a textbook used to teach from the First to Fourth Year that the students use in spite of its restrictions.

It's easy to realize that this textbook has many lacks that make very difficult to distinguish the contents corresponding to Fourth Year, so when we do it we find that they are not enough for this level and consequently they cannot be the basis for the Fifth Year.

It is important to note that the educational and socio-cultural context of the Amazonic Region is different from that of our city and province. This is another aspect that we considered to make this work because it is important for students to get an identification with the environment.

Considering these general aspects, we develop the present work whose main objective is to make up a textbook of Didactic English for the students who study the fourth year at the Unit of At-A-Distance Education of Loja in the Monseñor Leonidas Proaño National System —an alternative proposal to help the students in the English language learning process—, as a thesis work submitted in partial fulfilment of the requirements for the degree of Licentiate in Sciences of Education, English Specialization. It is our purpose to contribute to the English Language teaching-learning process at this level.

This thesis work includes:

1. Introduction

2. Framework

3. Methodology

4. Didactic English for the students who study the fourth year at the Unif of At-A-Distance Education of Loja in the Monseñor Leonidas Proaño National System.

Conclusions and Recommendations

Bibliography

Annex

The main objective that we propose in this thesis work is to make up a textbook of didactic English that allows:

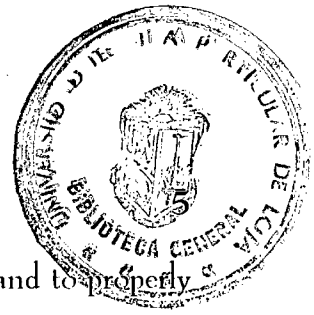
- Reinforcing the knowledges acquired in the prior levels.
- Making easy the teaching-learning process within this self-instructional system to get better results.
- Guiding the learning according to the needs and the individual capacities of each student, so that there is progress, continuity and unity to get a significant realization of the objectives proposed by education.
- Developing language communicative skills that allow the student to use the target language in an acceptable way that benefits him/herself.

## 2. FRAMEWORK

### 2.1. THE AT-A-DISTANCE EDUCATION

The Latin American people confront many social, economical, political and educational problems. However, with the pass of the years, the number of persons who ask for access to education increases. This involves an increasing of schools, human and financial resources. So, the governments have to define appropriate scientific and technological politics to enlarge the coverage of the educational system and in this way to contribute effectively to the development.

The individuals' expectations have been also incremented and these encourage the individuals to a social, economical and cultural improvement, in whose context the education is considered as a coadjutant to the changes. In this way the educational system has to respond to the requirements of the society and because



of this it is necessary to correct the internal errors of the system and to properly define the objectives.

#### 2.1.1. Origin

The At-a-Distance Education dates from ancient times and emerges from the necessity of interpersonal communication and puts aside the restriction of time and space.

Socrates used a didactic and inductive method that later was applied by Quintiliano, who gave to the teacher the role of planner and guide for the students to get more independence.

#### 2.1.2. Definition

The At-a-Distance Education is an educational modality that by using self-instructional technological resources such as: printed material, audio-cassettes, video-cassettes, etc., organizes and develops learning without the immediate presence of the teacher.

#### 2.1.3. Advantages

It is important to note the advantages of the at-a-distance education, among them we can mention the following: 1) It has a wide coverage of the educational system. 2) It does not require infrastructure. 3) It is cheap and

democratic. 4) It considers the individual learning rhythm. 5) It favors habits of personal responsibility. 6) It is extremely straight forward and simple so that it is one of the great advantages and one of the features most appreciated by the learners.

At-A-Distance Education is of course, rather different to learning within the more rigid structure and discipline of life within a high school. The primary resource remains the student: his commitment, determination and self discipline, so the success of the process depends mainly on the responsibility of the student, that is, a proper use of the means.

Learning is an interactive process. That is, it is often useful to go back to something the learner studied earlier, to find out whether it now makes more sense or has more meaning.

So, the at-a-distance education is a valid alternative of education for adults or for adolescents who have to work because of the hard economical conditions that do not allow them to study in the eyewitness system.

#### 2.1.4. Development of At-A-Distance Education

This educational modality has been developed in many countries around the world. The most important experiences on the system took place in the following countries: Spain, Germany, England, France, Italy, Finland, China,

Japan, India, Pakistan, Africa, Oceania, Israel, Canada and the USA. In these countries the system is adapted to the students and institution's needs, above all to the needs of the student who does not have to leave his daily work to study.

These experiences are the basis for the development of this system in Latin America, specially that of the Open University of England. So, this educational system has been increased in countries such as: Mexico, Costa Rica, Argentina, Brazil, Colombia, Bolivia, and we can find some isolated experiences in Cuba also.

#### 2.1.4.1. The At-A-Distance Educational System in Ecuador

With respect to Ecuador, in 1962 begins the at-a-distance education when, through the initiative of the Catholic Church the Popular Radiophonic Schools of Ecuador (Escuelas Radiofónicas Populares del Ecuador ERPE) were created, with the purpose of alphabetize and qualify to young and adults, using the radio as the master means supported by printed schemes.

In 1972, the Radial System of Shuar Bicultural Education (Sistema de Educación Radial Bicultural Shuar SERBISH) was used to teach the Shuar Communities of the Ecuadorean Amazonia by the radio and maintaining eyewitness daily meetings with the support of texts in native language.

The "Fe y Alegría" Radio Institute (Instituto Radial Fe y Alegría IRFEYAL) was opened in 1974 to teach the deserters from the traditional system and those

from marginal and suburban areas through the radio, and using the support of printed schemes and eyewitness meetings. This methodology is based on the Cultural Radio of Canarias (ECCA) in Spain.

The Marist Community creates in 1976 the Particular Technical University of Loja, Open Modality with national coverage with the purpose of professionalize teachers who already had been working in different educational institutions.

The Culture and Education Ministry creates in 1979 the At-A-Distance Educational Unit through the INACAPED (Instituto Nacional de Educación y Capacitación), which later was substituted by the DINAMED.

The "Voz del Upano" radio and the Culture and Education Ministry signed an agreement in 1983 for the elaboration and broadcasting of educational programs that began in 1984.

In 1986 the Regional Center of Education Through Communication for the Amazonic Region was created with the auspices of the Salesiana Mission and the cooperation of the Culture and Education Ministry. The Executive Unit of this institution is the "Voz del Upano" radio. The purpose of this center is to design and develop integrated, academic and non academic tele-educational programs for the Primary and Mid Level according to the needs and the socio-economical conditions of the Ecuadorian Amazonian.



Similarly, in 1987 the At-A-Distance Educational Institute of the Politechnical School of the Army (ESPE) began its activities with the purpose of training professionals at high level and technicians in intermediate careers due to the needs of the Ecuadorian Army.

#### 2.1.4.2. The "Monseñor Leonidas Proaño" National System of At-A-Distance Education

The National System of At-A-Distance Education, took the name of Monseñor Leonidas Proaño on July 23, 1992. This nomination was given because Monseñor Leonidas Proaño initiated in Ecuador the Popular Radiophonic Schools in 1962 that was the beginning of at-a-distance education in our country; besides, it was a way to pay homage to whom dedicated his life to help farmers and specially to the indigenous people. This outstanding priest always believed in the liberation of man to get a just and solidary world where everybody can find knowledge that allows the improvement of the living conditions and the development of the personality.

As it was mentioned before, the National System of At-A-Distance Education has national coverage. It offers studies in all the provinces of Ecuador for approximately 15.000 adult students, deserters of the traditional system and young workers, in the specializations of Social Sciences and Agro-Forestry, Handicrafts and Electricity. This system is a possibility of self-improvement for these students.

In this context, because of the at-a-distance education claim around the country and to enlarge the tele-educational offer, on October 29, 1991 by means of the Ministerial Agreement N° 1544 and in the terms of the Agreement celebrated with the Ecuadorian Confederation of Catholic Schools (CONFEDEC), the functioning of the Regional Centers of Educational Communication (CRECER) is created and authorized with their corresponding At-a-Distance Educational Units depending on the CONFEDEC. These units are:

- CRECER NORTE: It includes the provinces of Carchi, Imbabura, Pichincha, Cotopaxi, Tungurahua and Bolívar. Its seat is Otavalo city.
- CRECER SUR: It includes the provinces of Chimborazo, Azuay, Cañar and Loja. It has as seat Cuenca city.
- CRECER COSTA: It includes the provinces of Esmeraldas, Manabí, Guayas, Los Ríos, El Oro and Galápagos. Its seat is Portoviejo city.

The at-a-distance education has been developed in this way in our country. This system is being fortified in the qualitative and quantitative way, in spite of the existing restrictions, in the mid level and in the high level, specially in our city and province. Here the institutions involved in this educational system have seen with satisfaction how their students finish successfully their careers at the university and the bachelor degree at the mid level. However, in spite of thirty years of

experience with this modality in Ecuador, there are not solid programs and a wide response by the Government.

#### 2.1.4.3. The At-A-Distance Education in Loja

The work developed by the Particular Technical University of Loja at high level is the most outstanding. Through the Open Modality, this Institution is carrying out a very important activity. This is the professionalization of high school graduates and of teachers working in different institutions at mid level.

As it was mentioned before, in 1991 the CRECERSUR was created and with it the Unit of At-A-Distance Education of Loja that under the Direction of Hno. Angel Pastrana Corral. He is a member of the Marist Community well known because of his valuable work in favor of education in our city and province and because of his mystique to get the development and improvement of at-a-distance education through the Unit of At-a-Distance Education of Loja (UADE-L).

The UADE-L functions in the regimen of Coast and Sierra, similarly to the eyewitness system. This Unit offers the specializations of Social Sciences, Agro-Forestry, Electricity and Handicrafts to the students as the National System.

This Unit has fifty-two extensions distributed in six zones to cover the educational requirements of 2.680 students, up to 1996, in the urban and rural

areas of the Loja province. Four classes have gotten their high school graduate up to date in the specializations mentioned before.

The UADE-L as many other educational institutions has difficulties and restrictions among them we can mention the following: 1) There is no infrastructure (the building in which it has its offices belongs to the FEDEC); 2) The estimated time for the eyewitness meetings is too short; 3) Lack of specialized teachers to teach some subjects, specially in the Rural Extensions; 4) The remunerations that the Teacher-Animators or Communitary Animators receive are not enough; 5) It is necessary that the English modules agree with the methodological principles of at-a-distance education.

We can say that the extensions of the UADE-L are self-managed. The communities contribute economically in a direct way with the animator to buy the indispensable material. The Government pays only the remunerations to the animators.

## 2.2. THE PURPOSE OF THIS RESEARCH WORK

The purpose of this research work is to make a textbook of didactic English for the students who study the fourth year at the Unit of At-A-Distance Education of Loja in the "Monseñor Leonidas Proaño" National System. We pretend through this self-instructional printed material (textbook) to contribute significantly to the process of teaching-learning the English language.

By means of this textbook we hope to reinforce the knowledge gotten in the prior levels. Besides, our purpose is to develop language communicative skills that allow the students to use the target language as an effective tool for their personal development that benefits them and to the society. We pretend this textbook to be a guide for the learning according to the needs and the individual capacities of each student and to the society. In this way, it is possible that there is progress, continuity and unity to get a significant achievement of the objectives proposed by education.

The teaching-learning process could become easy within this self-instructional system if the teacher guides the students through a didactic process. The obtained educational results would be better.

### 3. METHODOLOGY

#### 3.1. DEFINITION OF METHOD

The term "METHOD" comes from the Greek roots: META that means "toward" and ODOS that means "way" or "path".

Then, the method would suggest the way toward an objective. So, for example, the method of investigation is a way to get the scientific knowledge.

In this kind of work it is important to know exactly what is a method to investigate, which are the proper methods to teach in the at-a-distance education and what methods to use to teach English in this educational system.

So, we can say that to develop the work, we made a bibliographical, documental and descriptive research. Then, we made interviews to the persons who have experience in the at-a-distance education, in the mid and high level to support this work. Besides, the most important support is our own experience in this educational system that allowed us to know in a real way the different problems and limitations that the students and the teachers have to confront.

### 3.2. METHODOLOGY IN AT-A-DISTANCE EDUCATION

Methodology in at-a-distance education is a systematic process that treats the production, application, control and evaluation of the methods and self-instructional means to get objectives and to solve educational problems.

The process of communication is completely identified with the teaching-learning process in the eyewitness education and in the at-a-distance modality. Maybe the difference is that in at-a-distance education, the student is the actor of his own learning.

The at-a-distance education considers the individual characteristics of the students and their rhythm to learn. Besides, this modality of education respects every ideology and way of thinking that allow getting the true.

The learning in at-a-distance education is a real or simulated situation, designed with the purpose of that the student develops and structure the new

knowledge or consolidate the existing ones according to the educational objectives previously planned.

### 3.2.1. The role of the components of the at-a-distance educational modality

#### 3.2.1.1. The Textbook

The textbook is the master media. This self-instructional printed material is based on the basic principles of the programmed instruction. The student follows the instructions and can learn by himself at his own rhythm and potentiality.

#### 3.2.1.2. The Community Animator

In the modality of at-a-distance education there is a tutor that in the Monseñor Leonidas Proaño National System is called the community animator. The task of the community animator consists mainly in motivating the students, to make comments, to detect the level of comprehension by the students about the theme, the lack of knowledge and the difficulties during the process. The animator intervenes to clarify doubts and to make recommendations. He gives the task for the next meeting also.



### 3.2.1.3. The self-instructional means

The didactical resources are those that create the stimula which make easy the self-learning process in relation to determined objectives. The self-instructional means can be: the printed materials, audio-visual aids, radio, television, computers, etc..

The means of communication accompany and animate the communicative process in which learning is generated and produced. So, the means are secondary based on the results gotten from the communicative research.

### 3.2.2. The methodology in the Regional Centers of At-A-Distance Education of Ecuador and in the Unit of At-A-Distance Education of Loja

The At-A-Distance Education in all the Regional Centers of our country, involves the radio, the books and the teacher-animator. The students are provided with the necessary books. They have to read the books and listen to the cassettes on the radio. Then, they complete the exercises and the task. Finally, they go to the Teaching Center each weekend, where the communitary animators explain them what they have not understood through the radio.

In Unit of At-A-Distance Education of Loja the process is a little different. The radio is not used as an auxiliary means of the teaching-learning process, so

only two elements are involved: The module (printed means) and the teacher- animator. This circumstance is due to the difficulties in the tuning on of the frequency, and mainly because the students have to engage themselves to the established schedules for the broadcasting by the radio. The schedules are something like attending to an eyewitness educational center; This situation is difficult to tolerate because the fundamental activity of the students who choose this educational system is the work. It is considered that in spite of their desires of self-improving, the required conditions for the study are unfavorable, specially because of the restrictions of time.

There are many articles existing for the System of At-A-Distance Education, and specifically for the target language teaching-learning. Besides all of them, there is one used for the First to Fourth Year and for the Fifth and Sixth Years, being this last one developed as thesis work by Lic. Robert Sánchez, which nowadays is a very valuable didactic material available to the students.

With respect to the textbook used for the First to Fourth Year, the contents are included in the corresponding modules for each trimester; In the practice it's easy to realize of the difficulties arisen in the contents corresponding to the Fourth Year that are not proper for the year and are not enough to be the necessary basis for the next year.

Facing this reality, we conceived the idea of writing a textbook for the English language teaching-learning to the students who study the Fourth Year at the At-a-Distance Educational Unit of Loja in the "Monseñor Leonidas Proaño" At-a-Distance Educational National System.

### 3.3. THE TEACHING LEARNING PROCESS OF ENGLISH LANGUAGE THROUGH THIS BOOK

In this self-instructional process the methodology is threefold since it includes three elements: the cassette (replacing the radio), textbook and teacher-animator.

Within this context, the design of the textbook has been made according to the general structure of the At-a-Distance teaching texts with the purpose of that the student has clearly established the objectives, the theme, the contents, examples, exercises and finally a self-evaluation test with its correspondent key answers.

We hope the students will develop the four basic skills as follows:

**Listening:** The student will listen to the cassette with the contents of the textbook recorded on it. We hope that it helps the students to create hearing habits.

**Speaking:** The students will listen and repeat the conversations and will make exercises of oral substitutions that will give them the opportunity to learn

among them the pronunciation of the different sounds and words in sentences paying attention to the voice tone, the rhythm, the intonation in the sentence.

To develop the skill of listening and speaking we will use conversations for which we will use characters acting in situations according to the real life and to the objectives of each lesson, properly illustrated.

The students will listen and repeat the lessons many times as they consider necessary.

**Reading:** In this section the student will have the opportunity to read and comprehend the reading. Then, the student can answer the questions included for this purpose.

**Writing:** Through the written exercises provided in the textbook and through the task the student will practice the writing of words in sentences using the target language.

It is well known that visual aids and illustrations are another way of adding variety and colour to a text, so in this textbook we include cartoons, stick figures and other type of pictures where suitable, in order to make easy the comprehension of the situations, sentences and to introduce vocabulary.

Besides, we include a song at the end of each unit to motivate the learning of the students.

The vocabulary is illustrated with stick figures and other type of pictures and we use phonemic symbols to represent the pronunciation which would be useful for the teacher because for the students it is very difficult to master this type of symbols. In this part we include some idioms and common expressions for which we use translation as the last resource to represent the meaning. The student is free to look for the new words or expressions in the dictionary if he considers it necessary.

The voice in this material is talkative and personal (you).

In terms of at-a-distance education, the style of the material we present is made up of the following componentes:

- 1) Measurable objectives at the start of each unit and lesson, which the learner can use to check their study as they progress.
- 2) Conversations, according to real situations in context.
- 3) Mini-Conversations, according to a specific situation within the context of the prior Conversation.
- 4) Grammar, corresponding to each lesson presented in a pattern of easy memorization, illustrated with examples.

- 5) Exercises, in oral and written form. These exercises correspond to the grammar studied in each lesson.
- 6) Readings, at the end of each Unit with the corresponding questions to be answered by the student.
- 7) A song, at the end of each unit to motivate the student.
- 8) Vocabulary, at the end of each unit. It includes new words and idiomatic expressions.
- 9) Self Evaluation, at the end of each unit with the corresponding key answers. This is a mixed test designed to be answered by the student in 45 minutes.

### 3.3.1. Teaching Methods

We will use the following methods: Direct, Audiolingual, Audiovisual, Mimicry Memorization and Pattern Practice Approach whose definitions are the following:

Direct Method: "It is an approach to the teaching of a foreign language characterized by emphasis on presenting words and sentences to the students in ways that will show their meaning without translation or grammatical analysis".

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1 LADO, Robert. 1978: *Language Teaching. A Scientific Approach.* USA. Georgetown University. p. 215.

Audiolingual: "Approach to language teaching that considers listening and speaking the first and central task in learning a language, and reading and writing as skills that follow speaking and listening"<sup>2</sup>.

Audiovisual: "Teaching through the ear and the eye"<sup>3</sup>. It refers to getting ideas through pictures which are used as visual stimuli and a record or tape with narration, or the voice of the teacher as the audio stimulus.

Mimicry Memorization: It consists on memorization by repetition. It involves high motivation, intensive practice, small classes and good models.

Pattern Practice: It is a rapid oral drill on problem patterns with attention on something other than the problem itself. We use simple and multiple oral substitution, and transformation through imitation in meaningful situations. It fits between practice with conscious choice and free selection that use patterns with full attention on purposeful communication. Pattern Practice functions parallel to the native language and very little work needs to be done and very little or no explanation is necessary"<sup>4</sup>.

The purpose is that the basic sentences are overlearned by memorization and that through substitution drills and other types of oral and written excercises, the

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2 LADO, Robert. *Ibidem.* p. 214.

3 LADO, Robert. 1978. *o.p. cit.* p. 214.

4 *Ibidem.*

patterns of the target language are established as habits that allow the students to use them in an acceptable communication according to the needs and level of study. In this way we intend to get the educational objectives of recognizing and construct sentences using the learned structures in oral and written form.

### 3.3.2. Method of study

The method of study is the American method SURVEY Q3R.

The meaning of this method is the following:

SURVEY: Examine (get a general view)

Q: Question. Ask to know what can be expected from the book.

READ: Read actively.

RECITE: Repeat with the own words.

REVIEW: Review to control the learning.

It is important to know this method in detail as we mention below:

Examine: It is an overview that allows to get a general view of the subject and the theme to be studied. This is a quick view. The point is to look for the general statements and ideas.



- Ask:** It is important that the student makes questions and finds the answers in the textbook.
- Read:** The student must read all what is included in the text in an active way. It is important that the student knows and can use the technics of underlining, make questions and summaries.
- Repeat:** The repetition is a valid pedagogical resource to memorize the contents. It is used to self-control because the student can diagnose the mistakes by himself. The repetition could be silent or aloud.
- Review:** It is a control of what has been learned to get in this way a natural end of the learning process.

The textbook will be the master media, helped by the cassette with all the contents included. The process will be completed by the meetings on weekends with the communitary animator in the corresponding extensions that belong to the regional centers. In this meetings it is expected that the students clarify doubts about the different situations of learning and practice what he has learned during the week.

Every one has their own style and methods of study and there is a lot of flexibility in how the student organize his/her study. It's important the student has a guideline to plan his/her work.

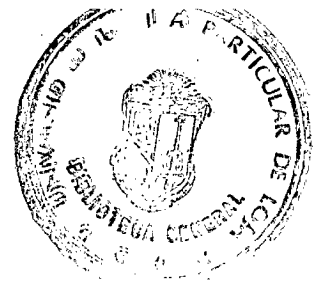
We hope the student find the features of explicitness, clarity and personal dialogue, that characterize our distance learning material (textbook), will provide him/her with both a rewarding and an enjoyable learning experience.

### 3.4. THE PROCESS OF EVALUATION

The evaluation will be a continuous process. The exercises included in the textbook can be used by the teacher-animator as the task that would be within the process of the continuous evaluation.

We include a self evaluation test, in order to the students have the opportunity to evaluate themselves. This test consists of objective items such as: sentence alternative, multiple choice, completion and scrambled sentences items.

We will include also a didactic guide that will be useful for the students and for the teacher. It will contain the estimated time to study the units and lessons and to attend the eyewitness meetings as well as to take the term tests. In short, this guide is the way in which the student should develop the English language learning process.



#### 4. DIDACTIC ENGLISH FOR THE STUDENTS WHO STUDY THE FOURTH YEAR AT THE AT-A-DISTANCE EDUCATIONAL UNIT OF LOJA IN THE "MONSEÑOR LEONIDAS PROAÑO" NATIONAL SYSTEM

In the following pages we present the development of the textbook that we have designed for the students who study the fourth year at the At-A-Distance Educational Unit of Loja that develops its educational activities within the "Monseñor Leonidas Proaño" National System of At-A-Distance Education.

Monseñor Leonidas Proaño  
National System of  
At-A-Distance Education

Unit of At-A-Distance Education of Loja

*Let's learn*  
**English**  
*Fourth Year*



*Alba Jaramillo González*  
*Nancy Mireya Jaramillo*

Loja - Ecuador

1996

## *Presentation*

Dear student,

This textbook is designed with the purpose of helping you through the English Language learning process. As you will see later, the textbook contains interesting topics with attractive situations that will catch your attention along the textbook. You will find illustrations to understand the meanings and a cassette including all the content of the textbook in order you know the pronunciation. Besides, you will have the opportunity of practice in the oral and written exercises, and then, you will evaluate yourself in the self-evaluation test, at the end of each unit.

In the vocabulary section you will find the new words, idioms and other expressions used in each unit with the pronunciation represented by symbols. The meaning of the words are illustrated with drawings and the idioms and other expressions are translated into Spanish. You are free to look in the dictionary for the words you don't understand.

Remember that the success of this process depends on your commitment, determination and self discipline, so you are responsible of your learning.

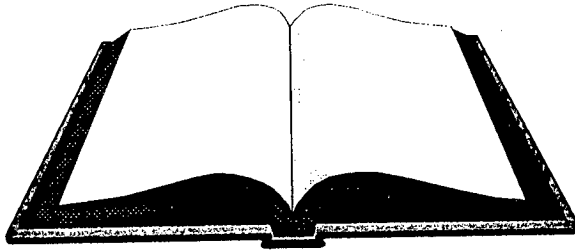
We hope you enjoy this work and what you learn becomes useful in your future life.

Good luck.

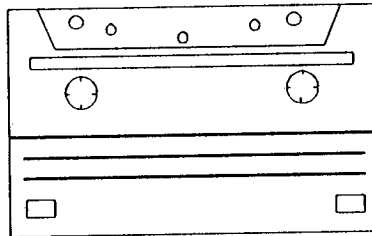
The Authors

# THE AT-A-DISTANCE LEARNING PROCESS

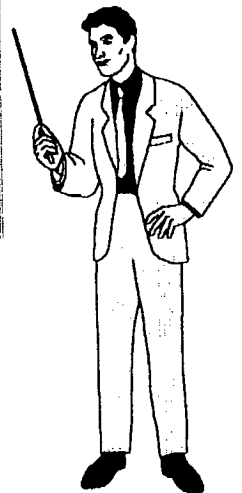
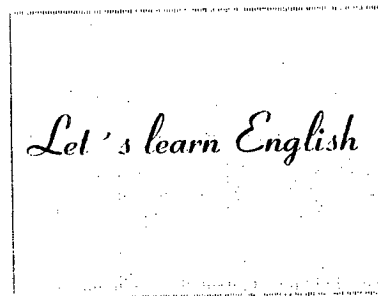
THE BOOK



THE CASSETTE



THE COMMUNITARY ANIMATOR





The following Pronunciation Key will be very useful for you in the vocabulary section.

Symbol	Key Word	Symbol	Key Word
a	<u>f</u> at	b	<u>b</u> ed
ā	pl <u>a</u> y	d	<u>d</u> ip
ä	car <u>a</u>	f	af <u>t</u> er
e	<u>e</u> lf	g	g <u>e</u> t
ē	me <u>e</u> t	h	<u>h</u> e
i	<u>i</u> s	j	jo <u>y</u>
ī	ic <u>e</u>	k	<u>k</u> ill
ō	o <u>o</u> pen	l	ba <u>l</u> l
ô	<u>a</u> ll	m	<u>s</u> ummer
oo	loo <u>k</u>	n	<u>n</u> ot
oo	ru <u>l</u> e	p	pu <u>t</u>
yoo	<u>u</u> se	r	re <u>d</u>
oi	cu <u>r</u> e	s	se <u>l</u> l
ou	to <u>y</u>	t	to <u>p</u>
u	o <u>u</u> t	v	ha <u>v</u> e
tr	cu <u>t</u>	w	<u>w</u> ill
ə	<u>f</u> ur	y	ye <u>t</u>
ər	ago	z	ze <u>b</u> ra
	mur <u>d</u> er	ch	na <u>t</u> ure
		sh	<u>s</u> he
		th	<u>t</u> hen
		zh	lei <u>s</u> ure
		ŋ	<u>d</u> rink
		'	

Indica que el sonido l o n son silábicos, es decir que el sonido vocálico es casi imperceptible.

These pronuntiations were taken from the Webster's New World Dictionary, Third College Edition, which according to its authors, are widely used by good speakers of American English.



*Hello people! My name is Elf. First of all, you will know the students and the teacher of the New World High School, who will be with you in this textbook ... Here they are!*



*Hi you!  
I'm Roberto and  
I love girls.*

*I'm Silvia and I would like  
to share my experiences with you.  
I'm sure we'll be good friends.*



*Hello everybody!  
I'm Katty. My friends say I'm  
romantic. Well... you'll see that  
by yourself later on.*

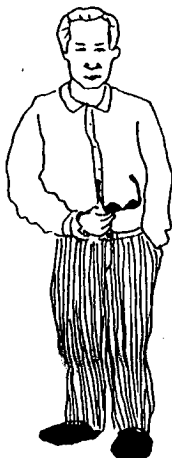
*Hi people!  
My name is Felipe. I like sports and  
I hope you like them also.*



*I'm Santiago. I think I'm a  
good-looking person. The girls  
love me. What do you think?*



*Hi boys and girls!  
My name is Verónica. I love to be  
fashionable... It's great.  
What about you?*



*Hello everybody!  
I'm Carlos Torres, the  
teacher of these students. We'll  
share a lot of experiences with you  
during your learning.*



*Unit One*

*A trip to  
Podocarpus*



Objective:

At the end of this Unit, the student will be able to use the structures of the Simple Present Tense of the Verb To Be in an acceptable communication.

Content:

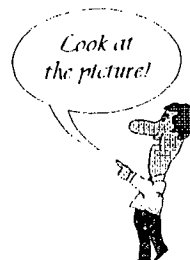
- Lesson 1: Present Tense  
Affirmative Sentences: S + Verb Be + C
- Lesson 2: Negative Sentences: S + Verb Be + not + C  
Yes/No Questions: Verb Be + S + C
- Lesson 3: Information Questions: IW + Verb Be + S + C
- Lesson 4: Present Continuous  
Affirmative Sentences: S + Verb Be + PV-ing + C  
Negative Sentences: S + Verb Be + not + PV-ing + C  
Yes/No Questions: Verb Be + S + PV-ing + C
- Lesson 5: Information Questions: IW + Verb Be + S + PV-ing + C

## *Introduction*

In this Unit, you will find a conversation followed by five lessons containing mini-conversations, grammar, oral and written exercises; then you will find also a reading, a song, vocabulary and a self evaluation test with its corresponding key answers.

We hope you learn and enjoy this unit. Go ahead.

The authors



## Conversation

- C. Torres:** Well boys! We are at the Podocarpus. Pay attention to the instructions of the guide.
- Guide:** Welcome to the Podocarpus National Park. We are going to go by the Oso de Antejos path to observe some typical birds and a variety of flowers with different odors, colors and shapes. Please keep on the path. Let's go.
- Roberto:** I am tired. Santiago, please take my bag and let's go.
- Silvia:** No Roberto, it isn't just.
- Felipe:** Hurry up! We are wasting time.
- Katty:** Verónica, what are you doing? It's time to go.
- Verónica:** Wait a minute. I am tying the laces of my shoes.
- Santiago:** I am helping her because she is very tired.
- Verónica:** Santiago, you are bothering to me. You are a fool.
- C. Torres:** Please students, be quiet. Listen to the guide.
- Guide:** This is the Romerillo or Podocarpus tree.
- Katty:** What is that tree?
- Guide:** That is the Cascarilla or Cinchona. It's a medicinal plant.
- Roberto:** Excuse me. What is the name of this flower?
- Silvia:** Oh! It's a beautiful orchid.
- C. Torres:** It's important that you remember the importance, benefit and beauty of the Podocarpus National Park.

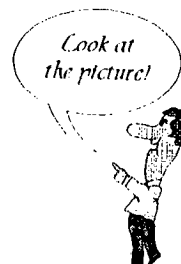
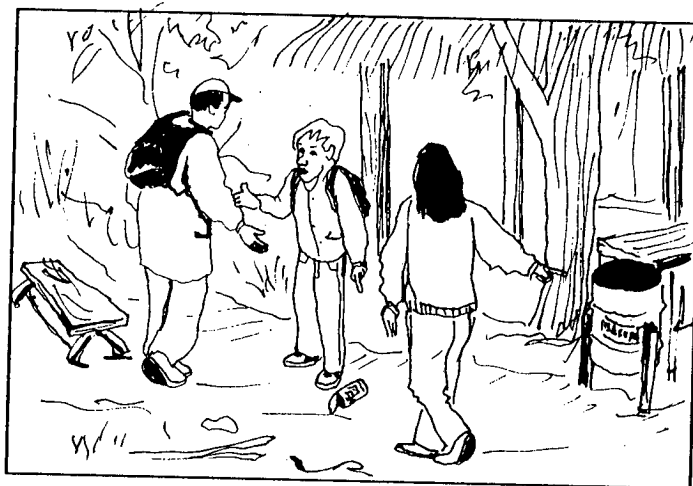


# Lesson One



**Objective:**

At the end of this lesson the student will be able to recognize and construct Affirmative Sentences in the Simple Present Tense of the Verb To Be, in oral and written form.

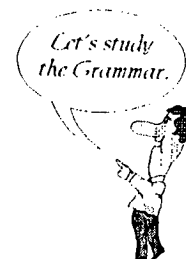


## Mini-Conversation

**Felipe:** This can is empty. I throw it away.  
**Santiago:** Felipe, you're a bad boy with the forest.  
**Katty:** Santiago is right. Pick up the can and put it in the garbage can.  
**Felipe:** I'm sorry. You're right.



## Grammar




The grammatical structure of this lesson corresponds to the Affirmative Sentences in the Simple Present Tense of the Verb To Be.

The Grammatical Pattern is:

S + V Be + C  
 (Subject) plus (Verb Be) plus (Complement)

	S	+	V Be	+	C
For example:	The can		is		empty.
	Santiago		is		a fool.
	Silvia and Felipe		are		in the Oso de Anteojos path.
	The man		is		a touristic guide.
	The path		is		muddy.

---



The Affirmative Sentences in Simple Present Tense of the Verb To Be are formed by: the Subject, the appropriate form of the Verb To Be and the Complement.

## Exercices

### A. Oral Exercices

Listen to the cassette and substitute the following:

- Daniel **is a forest keeper.**

He .....

Laura .....

She .....
- It **is sunny.**

The weather .....

The summer.....
- I and Lilia **are tourists in the Podocarpus Park.**

We .....

You .....

You and Felipe .....

Santiago and the teacher .....

They .....



## B. Written Exercises

B1. Complete the following sentences with the appropriate subject. Use the nouns or pronouns in parenthesis.

(Roberto, We, Verónica, I, It, the students)

e.g. The students are in the highschool.

\_\_\_\_\_ are very hungry.

\_\_\_\_\_ is at the forest.

\_\_\_\_\_ am a tourist.

\_\_\_\_\_ is cold.

\_\_\_\_\_ a nice girl.

B2. Fill in the blanks with **am**, **is**, **are**, according to the subject.

e.g. It is hot today.

1. Santiago and Verónica \_\_\_\_\_ very tired.

2. The teacher \_\_\_\_\_ a nice person.

3. I \_\_\_\_\_ busy.

4. The boys \_\_\_\_\_ at the Podocarpus Park.

5. Katty \_\_\_\_\_ a pretty girl.

B3. Put the following groups of words in the correct order to form affirmative sentences.

e.g. a) pretty girl                      b) a                      c) she  
d) is

**She is a pretty girl.**

1. a) is                                      b) Roberto              c) tired

---

2. a) in the shelter                      b) is                      c) guide  
d) the

---



3. a) The boys                      b) are                      c) in the  
d) forest
- 
4. a) easy going                      b) the                      c) are  
d) girls
- 
5. a) is                      b) the teacher                      c) nice person  
d) a
- 



# Lesson Two



**Objective:**

At the end of this lesson the student will be able to recognize and construct Negative Sentences and Yes/No Questions in the Simple Present Tense of the Verb To Be, in oral and written form.

## Negative Sentences

The Grammatical Pattern is:

S                    +                    V Be           +           Not           +           C  
(Subject)           plus           (Verb Be)   plus           (Negation) plus           (Complement)

For example: Verónica                    is                    not                    happy in the forest.

It    is    not    rainy.

The Bosque Nublado path is    not    warm.

We    are    not    in the forest.

I    am    not    a touristic guide.



The Negative Sentences in Simple Present Tense are formed by the Subject, the appropriate form of the Verb To Be, the Negation (Not) and the Complement.

## Yes/No Questions

The Grammatical Pattern is:

V Be           +           S           +           C           +           ?  
(Verb Be)   plus           (Subject) plus           (Complement) plus           Question mark

For example:

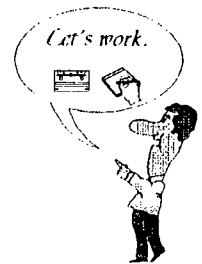
	Affirmative and Negative Short Answers	Affirmative and Negative Full Answers
<p>V Be + S + C</p> <p>Are the orchids fragrant?</p>	<p>Yes, they are.</p> <p>No, they aren't.</p>	<p>Yes, the orchids are fragrant.</p> <p>No, the orchids aren't fragrant.</p>
<p>Am I an ecologist?</p>	<p>Yes, you are.</p> <p>No, you aren't.</p>	<p>Yes, you are an ecologist.</p> <p>No, you aren't an ecologist.</p>
<p>Are you a student?</p>	<p>Yes, I'm.</p> <p>No, I'm not.</p>	<p>Yes, I'm a student of Sciences.</p> <p>No, I'm not a student of Sciences.</p>
<p>Is that path always cloudy?</p>	<p>Yes, it is.</p> <p>No, it isn't.</p>	<p>Yes, that path is always cloudy.</p> <p><del>No, the path isn't always cloudy.</del></p>

Is Verónica	worried?	Yes, she is.	Yes, she is worried in the forest.
		No, she isn't	No, she isn't worried in the forest.



The Yes/No Questions in Simple Present Tense are formed by the appropriate form of the Verb Be, the Subject and the Complement. This type of questions can be answered in Affirmative and Negative Form with Short or Full answers.

## Exercises



### A. Oral Exercises

A1. Substitute in the following sentences according to the subject.

e.g. Silvia is not worried in the forest.

1. Roberto and Felipe .....
2. They .....
3. The guide .....
4. I .....
5. The teacher .....

A2. Substitute in the following yes/no questions according to the subject.

e.g. Is the bear a species in extinction?

1. ... the parrots .....?
2. ... the otter .....?
3. ... the tapir .....?
4. ... the whales .....?
5. ... the birds .....?

A3. Answer the following questions in affirmative and negative, use short and full answers.

- e.g. Are many animals threatened?  
 Yes, they are.  
 Yes, many animals are threatened.  
 No, they aren't.  
 No, many animals aren't threatened.

1. Is Katty an easy going girl?  
 Yes, .....  
 Yes, .....  
 No, .....  
 No, .....
2. Are the orchidies on the trees?  
 Yes, .....  
 Yes, .....  
 No, .....  
 No, .....
3. Is the Cascarilla a medicinal plant?  
 Yes, .....  
 Yes, .....  
 No, .....  
 No, .....
4. Is it cold in the Bosque Nublado path?  
 Yes, .....  
 Yes, .....  
 No, .....  
 No, .....
5. Are the girls afraid in the forest?  
 Yes, .....  
 Yes, .....  
 No, .....  
 No, .....

## B. Written Exercises

B1. Change the following sentences to negative.

e.g. The students are in the shelter.

**The students are not in the shelter.**

1. The guide is in the Oso de Antejos path.

\_\_\_\_\_

2. The path is always sunny.

\_\_\_\_\_

3. Verónica is very happy in the forest.

\_\_\_\_\_

4. The forest is a place to stay a long time.

\_\_\_\_\_

5. The parrot is a noisy bird.  
\_\_\_\_\_

B2. Change the following sentences to Interrogative and answer them in affirmative and negative form, use short and full answers.

e.g. That is the Oso de Antejos path.

**Is that the Oso de Antejos path?**

Yes, that is.

Yes, that is the Oso de Antejos path.

No, that isn't.

No, that isn't the Oso de Antejos path.

1. The otter is a mammal that lives in the rivers.  
\_\_\_\_\_?

Yes, \_\_\_\_\_

Yes, \_\_\_\_\_

No, \_\_\_\_\_

No, \_\_\_\_\_

2. Silvia is happy in the Bosque Nublado path.  
\_\_\_\_\_?

Yes, \_\_\_\_\_

Yes, \_\_\_\_\_

No, \_\_\_\_\_

No, \_\_\_\_\_

3. The Podocarpus park is a protected area.  
\_\_\_\_\_?

Yes, \_\_\_\_\_

Yes, \_\_\_\_\_

No, \_\_\_\_\_

No, \_\_\_\_\_

4. The oso de antejos is the only South American bear.  
\_\_\_\_\_?

Yes, \_\_\_\_\_

Yes, \_\_\_\_\_

No, \_\_\_\_\_

No, \_\_\_\_\_

5. The air is clean in the forest.  
\_\_\_\_\_?

Yes, \_\_\_\_\_

Yes, \_\_\_\_\_

No, \_\_\_\_\_

No, \_\_\_\_\_

B3. Put the following groups of words in the correct order.

e.g. a) endangered  
d) in the woods

b) the tapir  
e) ?

c) Is

**Is the tapir endangered in the woods?**

1. a) Elf  
d) ?

b) cartoon  
e) a

c) Is

\_\_\_\_\_

2.   a) Is                                      b) a                                      c) Xuxa  
      d) famous artist                      e) ?
- 
3.   a) Dolphins                              b) the                                      c) dangerous  
      d) are                                      e) not
- 
4.   a) the future                              b) children                              c) Are  
      d) of                                      e) our country                      f) ?
- 
5.   a) forest                                      b) The                                      c) protected  
      d) isn't
- 



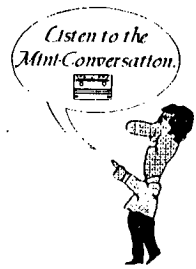
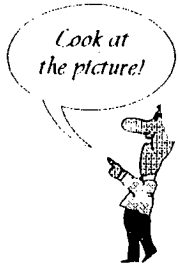
# *Lesson* **Three**



**Objective:**

At the end of this lesson the student will be able to recognize, construct and answer Information Questions in the Simple Present Tense of the Verb To Be, in oral and written form.



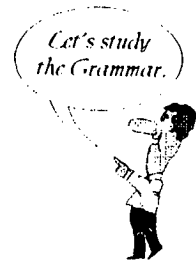


## Mini-Conversation

- Katty:** Oh, my God! What's that?  
**Guide:** That is a pava barbada, it is a big bird.  
**Santiago:** Where is it?  
**Guide:** Probably, it is in the nest now.  
**Silvia:** How is it fed?  
**Guide:** The pava barbada feeds on wild fruits.  
**Teacher:** OK, that is very interesting. Now, please let's continue our excursion.



## Grammar



The grammatical structure of this lesson corresponds to the Information Questions in the Simple Present Tense of the Verb To Be.

The Grammatical Pattern is:

QW + VBe + S + C + ?  
 (Question Word) plus (Verb Be) plus (Subject) plus (Complement)

plus (Question mark)

QW + V Be + S + C + ?

For example: Who is the man in brown jacket?

He is the teacher.

What is the name of that bird flying over our heads?

It is a pava barbada.

How is Katty in the forest?

She is afraid.

When is it warm at the Podocarpus Park?

It is warm in November.

Where are the boys?

They are at the Bosque Nublado path.



Information Questions are used to ask for information and in the Simple Present Tense are formed by the Question Word, the appropriate form of the Verb To Be, the Subject and the Complement. The Question Words are: **Who** to ask for persons (this question word asks for the subject who performs the action and because of this reason these information questions don't follow the pattern); **What** to ask for professions, things, animals, etc.; **How** to ask for manner; **When** to ask for time; **Where** to ask for places.

It is important you note that the underlined words of the above examples can be used as a short answer to the Information Questions. These answers are commonly used in conversation.

## Exercises

### A. Oral Exercises

A1. Listen to the cassette and substitute in the following sentences.

e.g. Who is that old man?

1. .... are that girls in the Podocarpus National Park?
2. .... is that woman in blue jeans?
3. .... is that man singing in the theater?



4. .... is that guide in the Podocarpus National Park?
5. .... is that teacher of the New World High School?

A2. Listen to the cassette and substitute in the following sentences.

e.g. What is the fat boy?

1. .... is the tall woman?
2. .... is the short man?
3. .... are those red fruits?
4. .... am I?
5. .... is that on the table?

A3. Listen to the cassette and substitute in the following sentences.

e.g. How is the child?

1. .... are the girls?
2. .... is the boss?
3. .... is the lion?
4. .... is the cat?
5. .... is the baby?

A4. Listen to the cassette and substitute in the following sentences.

e.g. When is the party?

1. .... is the English exam?
2. .... are you at school?
3. .... is the meeting?
4. .... is the soccer game?
5. .... is the dinner?

A5. Listen to the cassette and substitute in the following sentences.

e.g. Where are your friends?

1. .... are the students?

2. .... is your mother?
3. .... are the flowers?
4. .... is the cat?
5. .... is the UFO?

## B. Written Exercises

B1. Change the following sentences to information questions according to the underlined words. Use Who, What, How, When and Where.

e.g. Carlos is a teacher.  
What is Carlos?

1. Katty is afraid.  
 \_\_\_\_\_
2. The pava barbada is in the nest.  
 \_\_\_\_\_
3. The breakfast is at 7 o'clock.  
 \_\_\_\_\_
4. The guide is Mr. Gómez.  
 \_\_\_\_\_
5. The Podocarpus or Romerillo is a medicinal plant.  
 \_\_\_\_\_

B2. Answer the following questions according to the picture.

e.g. Where is Katty?  
 She is at the forest.

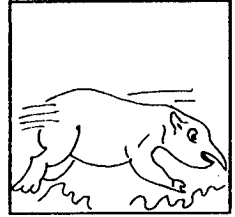


1. How is the girl?  
 \_\_\_\_\_



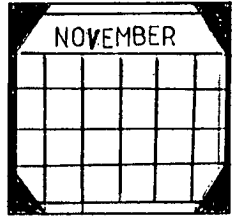
2. What is that rare animal?

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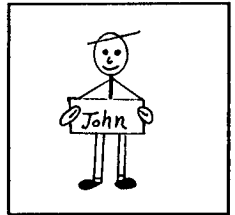
3. When is it sunny in the Podocarpus National Park?

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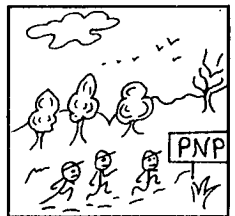
4. Who is the thin boy?

---



5. Where are the students?

---



B3. Put the following groups of words in the correct order.

- e.g. a) is                      b) the                      c) man  
      d) Who                     e) in yellow shirt      f) ?

**Who is the man in yellow shirt?**

1. a) the                      b) is                      c) girl  
     d) blond                   e) Where                f) ?
- 

2. a) are                      b) When                c) games  
     d) the                      e) ?
- 

3. a) table                    b) What                c) is  
     d) on the                 e) ?
-

4. a) wild animals                      b) are                      c) the  
d) How                                      e) ?
- 

5. a) office                                      b) Who                      c) is  
d) the    e) in                          f) ?
- 

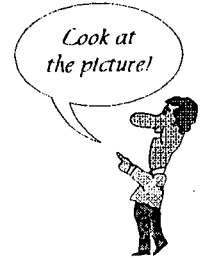


# *Lesson* *Four*



**Objective:**

At the end of this lesson the student will be able to recognize and construct Affirmative, Negative Sentences and Yes/No Questions in the Simple Present Continuous Tense of the Verb To Be, in oral and written form.

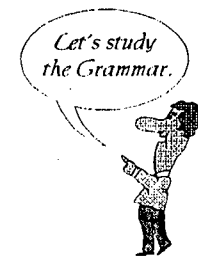


## Mini-Conversation

- Felipe:** Verónica... Are you looking at the sky?  
**Verónica:** No, I'm looking at the smoke.  
**Teacher:** Oh! ... Yes, it seems the forest is catching fire.  
**Guide:** It is terrible but it isn't the only problem because the miners are polluting the water with mercury, the poachers are killing the animals and some persons are settling in the park and destroying the forest.  
**Silvia:** That's terrible, and we aren't helping preserve the environment and the endangered species.



## Grammar



The grammatical structure of this lesson corresponds to the Affirmative, Negative Sentences and Yes/No Questions in Simple Present Continuous Tense of the Verb To Be.



## Affirmative Sentences

The Grammatical Pattern is:

S	+	V Be	+	PV-ing	+	C
(Subject)	plus	(Verb Be)	plus	(Principal Verb-ing)	plus	(Complement)

For example:

The forest	is	catching	fire.
I	am	enjoying	the trip.
He	is	helping	the students.
They	are	destroying	the forest.
The miners	are	polluting	the river.



The Affirmative Sentences in the Simple Present Continuous Tense of the Verb To Be are formed by the Subject, the appropriate form of the Verb To Be, the Main Verb in Present Participle (V-ing) and the Complement.

The present participle is formed by adding the suffix -ing to the verbs, as follows:

Infinitive	Present Participle
To work	working
listen	listening
read	reading
wash	washing
look	looking
help	helping

The infinitives ending in e drop this letter:

To write	writing
dance	dancing
come	coming
preserve	preserving
pollute	polluting

Some verbs double the consonant and add -ing:

To get	getting
swim	swimming
run	running
let	letting
begin	beginning
forget	forgetting

Don't use the present participle with the verbs: like, be, see, want and know.

## Negative Sentences

The grammatical pattern is:

S + V Be + Not + MV-ing + C  
 (Subject) plus (Verb Be) plus (Negation) plus (Main Verb-ing) plus (Complement)

For example: We are not preserving the forest.  
 He is not looking at the river.  
 The boys are not playing tennis.  
 The parrots are not living in cages.  
 The tapir is not eating fruits.



The Negative Sentences in the Simple Present Continuous Tense of the Verb To Be are formed by the Subject, The appropriate form of the Verb To Be, the Negation (Not), the Main Verb in Present Participle (V-ing) and the Complement.

## Yes/No Questions

The grammatical pattern is:

V Be + S + MV-ing + C + ?  
 (Verb Be) plus (Subject) plus (Main Verb-ing) plus (Complement) plus (Question Mark)

For example:

	Affirmative and Negative Short Answers	Affirmative and Negative Full Answers
V Be + S + PV-ing + C + ?		
Is the otter swimming in the river?	Yes, it is. No, it isn't.	Yes, it is swimming in the river. No, it isn't swimming in the river.
Are the settlers living in the PNP?	Yes, they are. No, they aren't.	Yes, they are living in the PNP. No, they aren't living in the PNP.
Is Verónica looking at the sky?	Yes, she is. No, she isn't.	Yes, she is looking at the sky. No, she isn't looking at the sky.

Am I fishing in the lagoon?	Yes, you are. No, you aren't.	Yes, you are fishing in the lagoon. No, you aren't fishing in the lagoon.
Is the guide explaining the problem?	Yes, he is. No, he isn't.	Yes, he is explaining the problem. No, he isn't explaining the problem.



The Yes/No Questions in the Simple Present Continuous Tense of the Verb To Be are formed by the appropriate form of the Verb To Be, the Subject, the Main Verb in Present Participle (V-ing) and the Complement.

These questions can be answered in Affirmative and Negative Form with Short or Full answers.

## Exercises



### A. Oral Exercises

A1. Listen to the cassette and substitute the main verb in the following sentences.

e.g. We are staying at home.

1. .... studying ...
2. .... resting ...
3. .... working ...
4. .... playing ...
5. .... painting ...

A2. Listen to the cassette and substitute in the following negative sentences.

e.g. We are not visiting the Podocarpus.

1. .... are not keeping ...
2. .... are not polluting ...
3. .... are not destroying ...

4. .... are not firing ... ..
5. .... are not preserving ... ..

A3. Listen to the cassette and substitute in the following yes/no questions.

- e.g. Is the whale dying at the beach?
1. ... the parrot ..... in the forest?
2. ... the sparrow ..... in the cage?
3. ... the monkey ..... under the tree?
4. ... the donkey ..... at the mountain?
5. ... the bear ..... in the woods?

A4. Listen to the cassette and answer the questions according to the picture, use short answers.

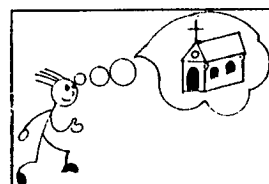
e.g. Are the wild cats killing birds?

Yes, they are.



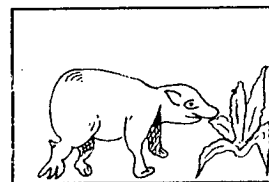
1. Are you walking to the office?

.....



2. Is the tapir eating wild fruits?

.....



3. Are the students learning English?

.....

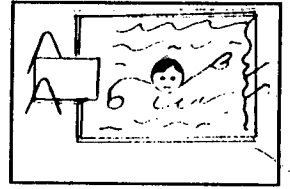


4. Am I stopping the fire?

.....



5. Is the child swimming in the pool?  
 .....



## B. Written Exercises

B1. Fill in the blanks with the Present Participle of the verb in parenthesis.

- e.g. I am listening to the radio. (listen)
1. Vinicio and Angel are \_\_\_\_\_ the lesson. (study)
  2. Susana and Maria are \_\_\_\_\_ in the theater. (dance)
  3. We are \_\_\_\_\_ the board on the wall. (put)
  4. Robert and Baltazar are \_\_\_\_\_ in the office. (work)
  5. Elena is \_\_\_\_\_ the room. (clean)

B2. Change to negative.

- e.g. Alicia is writing a poem.  
 Alicia is not writing a poem.

1. The sun is shining over the hills.  
 \_\_\_\_\_
2. The girls are cutting the flowers.  
 \_\_\_\_\_
3. Roberto is buying socks and shoes.  
 \_\_\_\_\_
4. My mother is washing the skirts.  
 \_\_\_\_\_
5. Pablo is ironing the pants.  
 \_\_\_\_\_

B3. Change the following sentences to Interrogative and answer them in affirmative and negative form, use short and full answers.

- e.g. Cecilia is thinking of love.

Is Cecilia thinking of love?

Yes, she is.

No, she isn't.

Yes, she is thinking of love.

No, she isn't thinking in love.

1. The monkey is sleeping on the tree.

Yes, \_\_\_\_\_

Yes, \_\_\_\_\_

No, \_\_\_\_\_

No, \_\_\_\_\_

2. Carlota is living at the mountain. \_\_\_\_\_ ?  
 Yes, \_\_\_\_\_ Yes, \_\_\_\_\_  
 No, \_\_\_\_\_ No, \_\_\_\_\_
3. The priest is praying in the chapel. \_\_\_\_\_ ?  
 Yes, \_\_\_\_\_ Yes, \_\_\_\_\_  
 No, \_\_\_\_\_ No, \_\_\_\_\_
4. The soldiers are fighting at the border. \_\_\_\_\_ ?  
 Yes, \_\_\_\_\_ Yes, \_\_\_\_\_  
 No, \_\_\_\_\_ No, \_\_\_\_\_
5. The Cenepa heroes are coming back home. \_\_\_\_\_ ?  
 Yes, \_\_\_\_\_ Yes, \_\_\_\_\_  
 No, \_\_\_\_\_ No, \_\_\_\_\_

B4. Put the following groups of words in the correct order.

- e.g. a) soccer                      b) the boy                      c) playing  
 d) is                                  e) ?

**Is the boy playing soccer?**

1. a) the chicken                      b) eating                      c) corn  
 d) not                                  e) is  
 \_\_\_\_\_
2. a) fishing                              b) is                              c) Ruben  
 d) in the river  
 \_\_\_\_\_
3. a) the ship                              b) sinking                      c) is  
 d) ?                                      e) in the sea  
 \_\_\_\_\_
4. a) examining                          b) The doctor                      c) is  
 d) the child  
 \_\_\_\_\_
5. a) running                              b) The dog                      c) is  
 d) not                                  e) on the street  
 \_\_\_\_\_

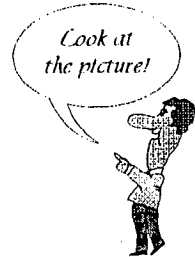


# Lesson five



## Objective:

At the end of this lesson the student will be able to recognize, construct and answer information questions in the Simple Present Continuous Tense of the Verb To Be, in oral and written form.

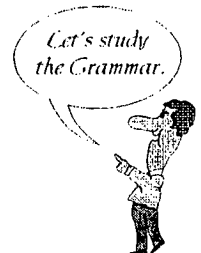


## Mini-Conversation

- Felipe:** Excuse me. Who is really protecting the Podocarpus Park?  
**Guide:** Some forest keepers are protecting the Park, but that isn't enough.  
**Silvia:** What is the Government doing to preserve this area?  
**Guide:** Nowadays, the Government is getting to know the problems and it's trying to solve them.  
**Roberto:** It's sad to think that we are destroying nature.  
**Katty:** Yes, that's true, and we aren't doing anything to help.  
**Santiago:** However, it's never late to begin.  
**Teacher:** OK people. It's time to go home.



## Grammar



The grammatical structure of this lesson corresponds to the Information Questions in Simple Present Continuous Tense of the Verb To Be.



The Grammatical Pattern is:

QW + V Be + S + PV-ing + C + ?  
 (Question Word) plus (Verb Be) plus (Subject) plus (Principal Verb-ing) plus (Complement) plus (Question mark)

For example: Who is the girl reading the book?  
 She is Alexandra.

What is the farmer doing in the woods?  
 He is cutting the trees.

How are the students feeling in the forest?  
 They are feeling happy.

When is Fernando resting at home?  
 He is resting at home on Sunday.

Where are the miners polluting the water?  
 They are polluting the water at the Podocarpus Park.



The Information Questions are used to ask for information in Simple Present Continuous Tense are formed by the Question Word, the appropriate form of the Verb To Be, the Subject, the Main Verb ending in -ing and the Complement.

The use of the Questions Words and the indications about the examples are the same you learned in the Lesson Three.

Note that Who is used only with is in this Tense to ask for the subject who is performing the action.

## Exercises

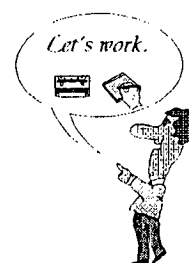
### A. Oral Exercises

A1. Listen to the cassette and substitute in the following sentences.

e.g. Who is traveling to Vilcabamba?

1. .... is ..... to Guayaquil?

2. .... is ..... to Saraguro?



3. .... is ..... to Galápagos Islands?
4. .... is ..... to the woods?
5. .... is ..... to the beach?

A2. Listen to the cassette and substitute in the following sentences.

e.g. What is he doing in the garden?

1. .... is the policeman ..... at the corner?
2. .... is Sandra ..... in the kitchen?
3. .... is the cat ..... on the floor?
4. .... are they ..... under the tree?
5. .... is Mrs. Robles ..... in the supermarket?

A3. Listen to the cassette and substitute in the following sentences.

e.g. How are you going to school?

1. .... is the businessman ..... to Quito?
2. .... are they ..... to Galápagos?
3. .... is Mr. Gómez ..... to the office?
4. .... is the child ..... to the stadium?

5. .... are Paul and Frank ..... to Milagro?

A4. Listen to the cassette and substitute in the following sentences.

e.g. When are you leaving home?

1. .... is Paul ..... the office?

2. .... are the girls ..... the disco?

3. .... is Carlos ..... the theater?

4. .... are the students ..... the school?

5. .... is your father ..... the factory?

A5. Listen to the cassette and substitute in the following sentences.

Where is Alex working now?

1. .... are the girls ..... this afternoon?

2. .... is Paul ..... this morning?

3. .... are the farmers ..... at noon?

4. .... is your mother ..... today?

5. .... are the nurses ..... tonight?

## B. Written Exercises

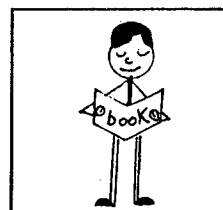
B1. Change the following sentences to information questions according to the underlined words. Use Who, What, How, When and Where.

e.g. Mrs. Torres is buying tomatoes.  
What is Mrs. Torres buying?

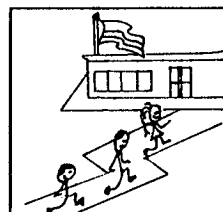
1. The rabbit is eating carrots.  
 \_\_\_\_\_
2. My mother is washing the beets.  
 \_\_\_\_\_
3. Rosa is frying fish in the kitchen.  
 \_\_\_\_\_
4. The chef is preparing the meat now.  
 \_\_\_\_\_
5. She is cutting the onion slowly.  
 \_\_\_\_\_

B2. Answer the following questions according to the picture.

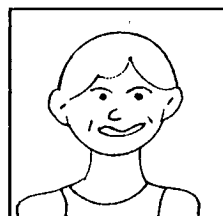
e.g. What is he doing?  
 He is reading a book.



1. Where are they going?  
 \_\_\_\_\_

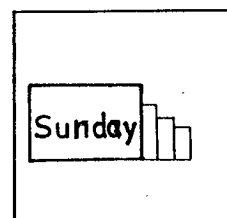


2. How is Eduardo feeling today?  
 \_\_\_\_\_



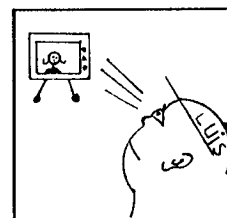
3. When is your father staying at home?

\_\_\_\_\_



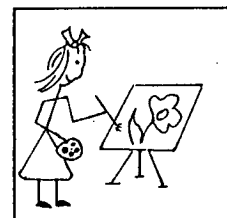
4. Who is watching TV?

\_\_\_\_\_



5. What is Patty doing?

\_\_\_\_\_



B3. Put the following groups of words in the correct order.

e.g. a) drinking  
d) is

b) Who  
e) ?

c) milk

**Who is drinking milk?**

1. a) now  
d) they

b) What  
e) are

c) doing  
f) ?

\_\_\_\_\_

2. a) praying  
d) is

b) your mother  
e) ?

c) Where

\_\_\_\_\_

3. a) working  
d) hard

b) Who  
e) ?

c) is

\_\_\_\_\_

4. a) to the beach  
d) is

b) going  
e) When

c) she  
f) ?

\_\_\_\_\_

5. a) he    b) is    c) how  
d) feeling    e) in the party    f) ?
- 



# Reading



I am Roberto. I am a student of the New World Highschool. My teacher, my classmates and I are visiting the Podocarpus National Park this weekend. It is an area reserved for animals and plants only. The Podocarpus is in Loja and Zamora Chinchipe provinces. Its extension is 146.280 ha. Here many species of animals and plants are living. This place has plenty of Romerillo or Podocarpus and because of this reason its name is Podocarpus National Park. This park is really a wonderful place.

However, people is destroying this eco-system. The animals are endangered by the poachers. Some persons are cutting down the trees and firing the forest. The water is polluted, etc.. Life is not easy in the forest. It is time to change. Let's preserve this place for the future generations.



---

# Questions



Answer according to the reading.

1. Who is Roberto?

\_\_\_\_\_

2. What is the Podocarpus National Park?

\_\_\_\_\_

3. Where is the Podocarpus Park?

\_\_\_\_\_

4. When are the students of the New World Highschool visiting the PNP?

\_\_\_\_\_

5. Are many species living in the Podocarpus?

\_\_\_\_\_



6. What is the PNP plenty of?  
\_\_\_\_\_
7. Who is destroying the eco-system?  
\_\_\_\_\_
8. Is the water clean in this place?  
\_\_\_\_\_
9. Is life difficult in the forest?  
\_\_\_\_\_
10. What is your opinion about the PNP?  
\_\_\_\_\_





*Don't forget the following chart.*



## PRESENT TENSE

### VERB TO BE

AFFIRMATIVE FORM		NEGATIVE FORM		INTERROGATIVE FORM
SINGULAR				
I am	I'm	I am not	I'm not	Am I?
You are	You're	You are not	You aren't	Are you?
He is	He's	He is not	He isn't	Is he?
She is	She's	She is not	She isn't	Is she?
It is	It's	It is not	It isn't	Is it?
PLURAL				
We are	We're	We are not	We aren't	Are we?
You are	You're	You are not	You aren't / You're not	Are you?
They	They're	They are not	They aren't / They're not	Are they?
The contractions such as I'm, you're or they aren't are commonly used in conversation, for example:				
I'm a student.				

## Song



### You mean everything to me

You are the answer to my lonely prayer  
You are an angel from above  
I was so lonely till you came to me  
With the wonder of your love

I don't know how I ever lived before  
You are my life, my destiny.  
Oh my darling, I love you so!  
You mean everything to me.

If you should ever, ever go away  
There would be lonely tears to cry  
The sun above would never shine again  
There would be teardrops in the sky.






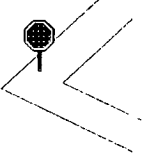








So, hold me close and never let me go  
And say our love will always be.  
Oh my darling, I love you so!  
You mean everything to me.




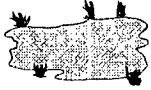

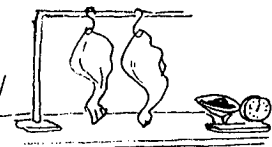














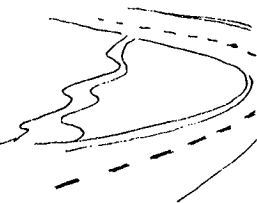


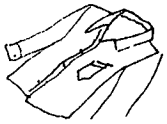

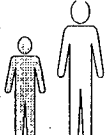



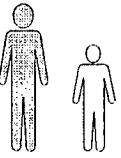
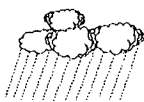







# Vocabulary

It's time you know the meaning of the new words.



<p>afraid /ə'fraɪd/</p> 	<p>carrot /kə'rət/</p> 
<p>bag /bæg/</p> 	<p>cloudy /klaʊd'ē/</p> 
<p>beet(s) /bēt/</p> 	<p>corner /kɔr'nɜr/</p> 
<p>bird(s) /bɜrd/</p> 	<p>cut(ting) /kʌt/</p> 
<p>blond /blɔnd/</p> 	<p>chapel /tʃəp'əl/</p> 
<p>boss /bɔs/</p> 	<p>dwarf /dwɔrf/</p> 
<p>cage /kāj/</p> 	<p>empty /emp'tē/</p> 

fat	/fæt/		iron(ing)	/ɪ'ərn/	
fight	/fɪt/		lagoon	/lə'gʊn/	
fish(ing)	/fɪʃ/		meat	/mi:t/	
fly(ing)	/flaɪ/		meeting	/mi:tɪŋ/	
forest/woods	/fɒr'ɪst/ /'wʊdz/		nest	/nest/	
happy	/hæp'ɪ/		onion	/un'jʌn/	
harvest	/hɑr'vɪst/		orchid	/ɔr'kɪd/	
hot	/hɒt/		otter	/ɒt'ər/	
hungry	/hʌŋ'grɪ/		parrot	/pær'ət/	

path	/pɑθ/		ship	/ʃɪp/	
poacher	/pəʊtʃər/		shirt	/ʃɪrt/	
pool	/pʊl/		short	/ʃɔrt/	
pray(ing)	/preɪ/		soccer game	/sə'kɔr/ /gɑm/	
priest	/prest/		tall	/tɔl/	
rain	/reɪn/		tapir	/tə'paɪr/	
rest(ing)	/rest/		tired	/tɪəd/	
shelter	/ʃel'tɜr/		tree	/tri/	
shining	/ʃaɪnɪŋ/		whale	/hweɪl/	

## Idioms

All right!	/ɔl//rīt/	Bueno, bien
because of	/bēkôz//äv/	por, a causa de
catching fire	/kach'ing//fīr/	incendiándose
Don't bother me	/dōnt//bāth'ər//mē/	No me molestes
e.g.	/ē.jē/	por ejemplo
endangered species (threatened)	/endān'jərd//spē'shīēz/	especies en peligro de extinción
feed on	/fēd//än/	alimentarse de
However	/houev'ər/	Sin embargo
Hurry up!	/hʌr'ē//ʌp/	¡Apúrate!
I'm sorry	/īm//sōr'ē/	Lo siento
It isn't enough	/it//iz'ənt//ēnuʃ/	No es suficiente
It looks like rain	/it//looks//līk//rān/	Parece que va a llover
It's never late to begin	/its//nev'ər//lāt//tōō/ /bēgin'/	Nunca es tarde para empezar
keep on	/kēp//än/	mantenerse en
Let's go	/lets//gō/	vamos
Look at!	/look//at/	¡Mira!
Nowadays	/nou'ədāz'/	hoy en día
O.K.	/ōkā'/	Bueno
Oh! My God!	/ō//mī//gād/	¡Oh! ¡Dios mío!
plenty of	/plen'tē//äv/	abundante en
that's true	/thats//trōō/	eso es verdad
to be fashionable	/tōō//bē//fash'ənəbəl/	estar a la moda
what's up	/hwʌts//ʌp/	¡qué pasa!
You're right	/yoor//rīt/	tienes razón



## Self Evaluation Test



A. Read carefully the following sentences and write C for the correct sentences or I for the incorrect ones in the box provided.

1.  The are students easy going.
2.  She isn't a nice girl.
3.  Silvia are an intelligent student.
4.  The animals are eat wild fruits.
5.  Am I visiting the Podocarpus Park?
6.  Where Manuel is playing?
7.  Who is cutting the trees?
8.  We aren't preserving the wild life.
9.  It is raining today.
10.  The water polluted is.
11.  The otter are a mammal.
12.  He is firing the forest.
13.  How the children are feeling?
14.  The orchids are beautiful flowers.
15.  What is the woman?
16.  They are soccer players not.

B. Complete the following sentences with the correct form of the verb "be".

17. Carmen and Luis ..... good friends.
18. Silvia and me ..... writing a poem.
19. That eco-system ..... not protected.
20. .... Carlos an English student?
21. The driver ..... my brother.
22. When ..... the exams?
23. Those girls ..... not actresses.
24. What ..... an UFO?

C. Check the box of the correct option to complete the following sentences.

25. .... are working in the factory.  
 I  Betty  
 Carlos, Juan and Luis  He
26. She ..... beautiful.  
 are  isn't  
 am not  aren't
27. .... is the party in your school?  
 Who  Where  
 What  When
28. Is ..... sleeping in the room?  
 Lucia and Karla  your parents  
 the baby  you
29. How are you ..... this book?  
 playing  reading  
 read  polluting

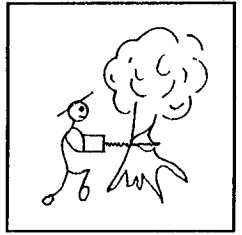
D. Put in order the following words.

30. (Betty, ?, in the park, is)  
 .....
31. (are, Alberto and Simón, not, friends)  
 .....
32. (Silvana, singing, is, in the theater)  
 .....
33. (hunting, where, are, the, poachers, ?)  
 .....
34. (is, my doll, beautiful)  
 .....

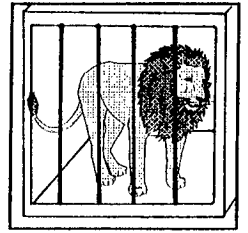


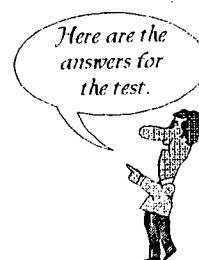
E. Listen to the cassette and answer the questions according to the picture.

35. ....  
.....



36. ....  
.....





## Key Answers

Your answers will be right if are something like the following:

A. Read carefully the following sentences and write C for the correct sentences or I for the incorrect ones in the box provided.

1.  I The are students easy going.
2.  c She isn't a nice girl.
3.  I Silvia are an intelligent student.
4.  I The animals are eat wild fruits.
5.  c Am I visiting the Podocarpus Park?
6.  I Where Manuel is playing?
7.  c Who is cutting the trees?
8.  c We aren't preserving the wild life.
9.  c It is raining today.
10.  I The water polluted is.
11.  I The otter are a mammal.
12.  c He is firing the forest.
13.  I How the children are feeling?
14.  c The orchidies are beautiful flowers.
15.  c What is the woman?
16.  I They are soccer players not.

B. Complete the following sentences with the correct form of the verb "be".

17. Carmen and Luis **are** good friends.
18. Silvia and me **are** writing a poem.
19. That eco-system **is** not protected.
20. **Is** Carlos an English student?
21. The driver **is** my brother.
22. When **are** the exams?
23. Those girls **are** not actresses.
24. What **is** an UFO?

C. Check the box of the correct option to complete the following sentences.

25. .... are working in the factory.
 

<input type="checkbox"/> I	<input type="checkbox"/> Betty
<input checked="" type="checkbox"/> Carlos, Juan and Luis	<input type="checkbox"/> He

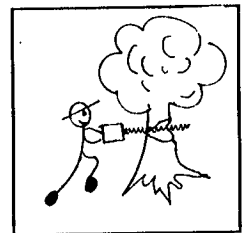
26. She ..... beautiful.  
 are  isn't  
 am not  aren't
27. .... is the party in your school?  
 Who  Where  
 What  When
28. Is ..... sleeping in the room?  
 Lucia and Karla  your parents  
 the baby  you
29. How are you ..... this book?  
 playing  reading  
 read  polluting

D. Put in order the following words.

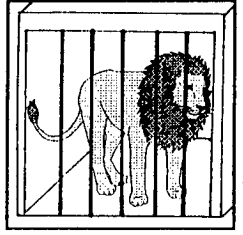
30. (Betty, ?, in the park, is)  
**Is Betty in the park?**
31. (are, Alberto and Simón, not, friends)  
**Alberto and Simón are not friends.**
32. (Silvana, singing, is, in the theater)  
**Silvana is singing in the theater.**
33. (hunting, where, are, the, poachers, ?)  
**Where are the poachers hunting?**
34. (is, my doll, beautiful)  
**My doll is beautiful.**

E. Answer the questions according to the picture.

35. What is the man doing?  
**He is cutting down the tree.**



36. Where is the lion?  
It is in the cage.



*Unit Two*

**The Golden  
Years**



Objective:

At the end of this Unit, the student will be able to use the structures of the Simple Past Tense of the Verb To Be in an acceptable communication.

Content:

Lesson 6:	Simple Past Tense:	
	Affirmative Sentences	S + V be (in Past) + C
Lesson 7:	Negative Sentences	S + V be (in Past) + Not + C
	Yes/No Questions	V be (in Past) + S + C
Lesson 8:	Information Questions	QW + V be (in Past) + S + C
Lesson 9:	Simple Past Continuous Tense:	
	Affirmative Sentences	S + V be (in Past) PV-ing + C
	Negative Sentences	S + V be (in Past) + Not + PV-ing + C
	Yes/No Questions	V be (in Past) + S + PV-ing + C
Lesson 10:	Information Questions	QW + V be (in Past) + S + PV-ing + C

## *Introduction*

In this Unit, you will learn the Past Tense of the Verb To Be. So, you will find a conversation followed by five lessons containing mini-conversations, grammar, oral and written exercises; then you will find also a reading, a song, vocabulary and a self evaluation test with its corresponding key answers.

You are doing it very well, and your work in this Unit will also be successful. Go on.



Look at the picture!



Listen to the Conversation.



## Conversation

**Roberto:** Well... We are in class again...  
**C. Torres:** You're right... It's time to study.  
**Katty:** I was studying for the History test last night.  
**Roberto:** You are a liar... You were dreaming with me.  
**Katty:** You're crazy.  
**Felipe:** Silvia... Were you at home last night?... I was calling you.  
**Silvia:** No, I wasn't. I was planning the celebration of Woman's Day in the "Alpha Club".  
**Felipe:** But ... It's too early for that.  
**Silvia:** Yes, it is... However, it's better to plan everything in advance.  
**Roberto:** Verónica... What were you doing outside?  
**Verónica:** I was talking to a very handsome boy.  
**Santiago:** Were you betraying me?  
**Verónica:** Please, Santiago ... Don't bother me.  
**Felipe:** Come on ... Verónica! My friend is in love.  
**Verónica:** I'm sorry, but I'm not.  
**C. Torres:** Be quiet... Pay attention, please... The History teacher won't come today, so the test will be the next week.  
**Roberto:** Great! I have an idea... Let's go to the cafeteria... Tomás is telling his stories there.  
**Everybody:** Let's go.

Now, listen and repeat the Conversation.



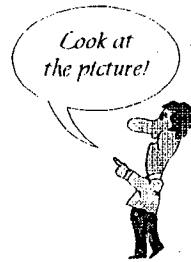


# *Lesson* *Six*



**Objective:**

At the end of this lesson the student will be able to recognize and construct Affirmative Sentences in the Simple Past Tense of the Verb To Be, in oral and written form.



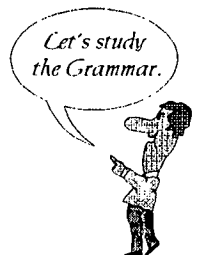
## Mini-Conversation

(In the Tomás' Cafeteria)

- Tomás:** Here are my dear boys and girls... Come in... Sit down.  
Are you going to have something?
- Roberto:** Only a soda... Please, continue with your stories... We enjoy them a lot.
- Tomás:** Well... as I told you before, any past time was better.
- Silvia:** Why?
- Tomás:** Because life was very happy and full of love, men were more respectable and women were romantic.
- Katty:** Great!... Those times were the golden years!



## Grammar



The grammatical structure of this lesson corresponds to the Affirmative Sentences in the Simple Past Tense of the Verb To Be.

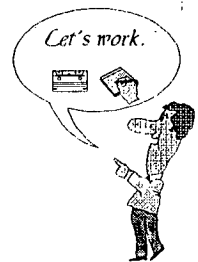
The Grammatical Pattern is:

S	+	V Be (in past)	+	C
(Subject)	plus	(Verb Be in past)	plus	(Complement)

For example:	The past time	was	better.
	Life	was	very happy.
	The persons	were	more serious.
	Women	were	romantic.
	Men	were	more respectful.



The Affirmative Sentences in Simple Past Tense are formed by: the Subject, the appropriate form of the Verb To Be in Past and the Complement.



## Exercices

### A. Oral Exercices

A1. Listen to the cassette and complete with WAS\WERE.

e.g. Luis and José were at home yesterday.

1. My grandmother ..... in the store last weekend.
2. Mr. Durán ..... in Cuenca last month.
3. Rigoberta Menchú ..... in Ecuador one year ago.
4. They ..... on vacation last Friday.
5. The doctors ..... in the hospital yesterday morning.

### B. Written Exercices

B1. Change to the past using the words in parenthesis.

e.g. My grandmother **is** in Paris **now**. (last year)  
My grandmother **was** in Paris **last year**.

1. Juan's mother **is** in Vilcabamba **today**. (last weekend)

2. My brother and my sister **are** on vacation **this month**. (last month)

---

3. Your parents **are** at the university **in this moment**. (yesterday)

---

4. My mother **is** in the supermarket **now**. (yesterday afternoon)

---

5. Our grandfather **is** in the hospital **today**. (last week)

---

B2. Put in order.

e.g. a) was                      b) the last year                      c) good

The last year was good.

1. a) the sky                      b) cloudy                      c) was  
d) yesterday

---

2. a) last months                      b) very                      c) were  
d) The                      e) cold

---

3. a) was                      b) sunny                      c) It  
d) in the morning

---

4. a) The boys                      b) the cafeteria                      c) were  
d) in

---

5. a) old man                      b) was                      c) The  
d) sad

---

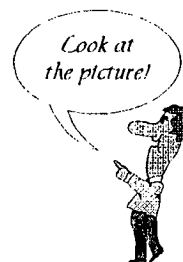


# Lesson Seven



**Objective:**

At the end of this lesson the student will be able to recognize and construct Negative Sentences and Yes/No Questions in the Simple Past Tense of the Verb To Be, in oral and written form.

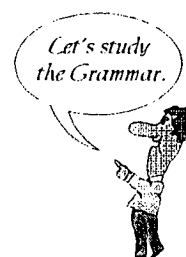


## Mini-Conversation

- Katty:** Tomás... Were you in love?  
**Tomás:** Yes, I was in love with Matilde, my wife... but she died very young.  
**Santiago:** Was she as beautiful as Veronica?  
**Felipe:** Be quiet!  
**Tomás:** Oh! Santiago... She was brunette, her eyes were blue and her hair was dark and curled... She was so beautiful!  
**Santiago:** I'm sorry Verónica... She wasn't like you, but I love you anyway.



## Grammar



The grammatical structure of this lesson corresponds to the Negative Sentences and to the Yes/No Questions in Simple Past Tense of the Verb To Be.

### Negative Sentences

The Grammatical Pattern is:

S	+	V Be (in past)	+	Not	+	C
(Subject)	plus	(Verb Be in past)	plus	(Negation)	plus	(Complement)

	S	+	V Be (in past)	+	Not	+	C
For example:	The students		were		not		in the classroom.
	Tomás		was		not		sad.
	Matilde		was		not		like Verónica.
	The teachers		were		not		in the cafeteria.
	Tomás and Matilde		were		not		in the dell.



The Negative Sentences in Simple Present Tense are formed by the Subject, the appropriate form of the Verb To Be in Past, the Negation (Not) and the Complement.

### Yes/No Questions

The Grammatical Pattern is:

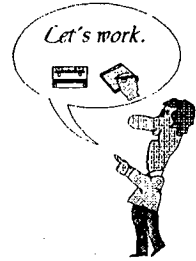
V Be in Past + S + C + ?  
(Verb Be in Past) plus (Subject) plus (Complement) plus (Question Mark)

For example:

V Be + S + C ? in past	Affirmative and Negative Short Answers	Affirmative and Negative Full Answers
Was Tomás in love?	Yes, he was. No, he wasn't.	Yes, he was in love. No, he wasn't in love.
Were you in the cafeteria?	Yes, I was. No, I wasn't.	Yes, I was in the cafeteria. No, I wasn't in the cafeteria.
Was Felipe at the corner?	Yes, he was. No, he wasn't.	Yes, he was at the corner. No, he wasn't at the corner.
Were the boys behind the desk?	Yes, they were. No, they weren't.	Yes, they were behind the desk. No, they weren't behind the desk.
Was Verónica like Matilde?	Yes, she was. No, she wasn't.	Yes, she was like Matilde. No, she wasn't like Matilde.



The Yes/No Questions in Simple Past Tense are formed by the appropriate form of the Verb Be in Past, the Subject and the Complement. This type of questions, can be answered in Affirmative and Negative Form with Short or Full answers as in the Simple Present Tense.



## Exercises

### A. Oral Exercises

A1. Listen and change to negative.

e.g. The mechanic was on the road.  
**The mechanic wasn't on the road.**

1. The carpenter was in the joiner's workshop.  
 .....

2. The electrician was out of the power plant.  
 .....

3. The farmers were in the dell.  
 .....

4. The bricklayer was next to the building.  
 .....

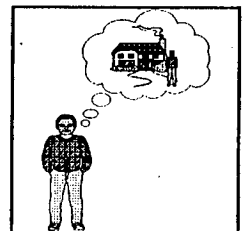
5. The dressmakers were on strike.  
 .....

A2. Answer the questions according to the picture in short form.

e.g. Was he at the bus stop?  
 Yes, he was.



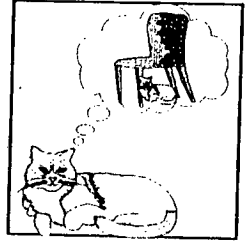
1. Was the boy in the theater?  
 .....





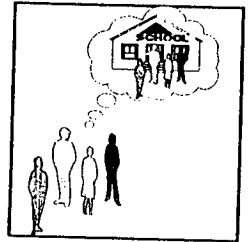
2. Was the cat under the chair?

.....



3. Were they at the Zoo yesterday?

.....



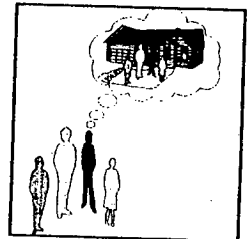
4. Was Raquel outside the house?

.....



5. Were the kids in the yard?

.....



## B. Written Exercises

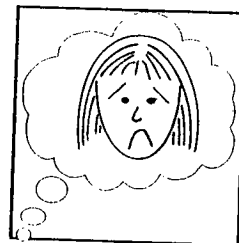
B1. Complete. Use wasn't / weren't.

e.g. Juan Montalvo **wasn't** a doctor.

1. Bolívar and Sucre \_\_\_\_\_ enemies.
2. Eugenio Espejo \_\_\_\_\_ a musician.
3. Pío Jaramillo \_\_\_\_\_ a hero.
4. Atahualpa and Rumiñahui \_\_\_\_\_ brothers.
5. Isidro Ayora \_\_\_\_\_ a lawyer.

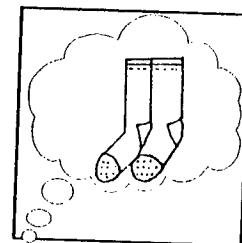
B2. Answer according to the picture. Use full answers.

e.g. Was the girl sad or happy?  
The girl was sad.



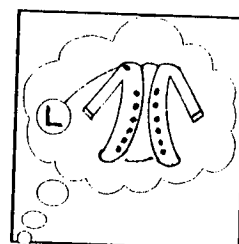
1. Were the socks white or black?

\_\_\_\_\_



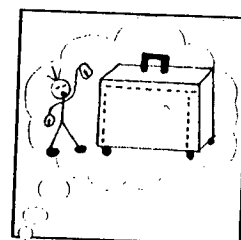
2. Was the sweater large or medium?

\_\_\_\_\_



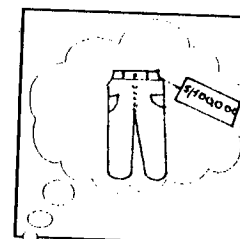
3. Was the suitcase big or small?

\_\_\_\_\_



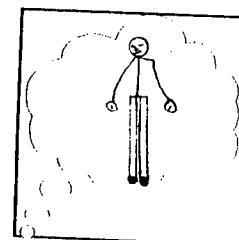
4. Were the pants cheap or expensive?

\_\_\_\_\_



5. Was the boy tall or short?

\_\_\_\_\_



B3. Put in order.

- e.g. a) Marilyn                      b) actress                      c) was  
       d) a good)

**Marilyn was a good actress.**

1. a) the movie                      b) How                      c) ?  
    d) was
- 

2. a) weren't                      b) The Flintstones                      c) in  
    d) our city
- 

3. a) the cartoons                      b) ?                      c) were  
    d) funny
- 

4. a) Mexican                      b) Cantinflas                      c) was
- 

5. a) weren't                      b) in                      c) Mickey and Mini.  
    d) the circus
- 

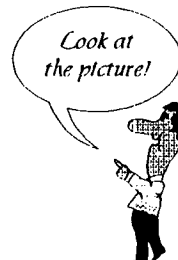
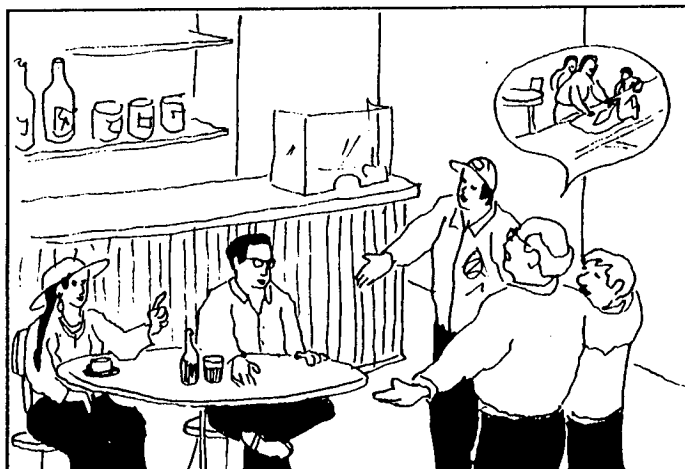
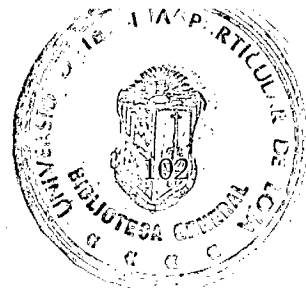


# Lesson Eight



**Objective:**

At the end of this lesson the student will be able to recognize, construct and answer Information Questions in the Simple Past Tense of the Verb To Be, in oral and written form.

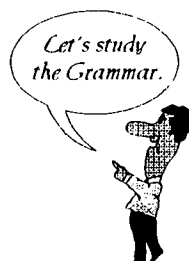


## Mini-Conversation

- Silvia:** What was the role of women twenty years ago?  
**Tomás:** It was different... Women were educated to stay at home.  
**Silvia:** So, women were taking care of children, cooking food, washing clothes, etc..  
**Felipe:** Great!  
**Silvia:** Oh! You are so sexist.  
**Roberto:** How were men feeling about that?  
**Tomás:** They were feeling as males feel respect to females, something like kings.  
**Santiago:** It would be great to live in those years.



## Grammar



The grammatical structure of this lesson corresponds to the Information Questions in the Simple Past Tense of the Verb To Be.

The Grammatical Pattern is:

QW	+	V Be (in Past)	+	S	+	C	+	?
<small>(Question Word)</small>	<small>plus</small>	<small>(Verb Be in Past)</small>	<small>plus</small>	<small>(Subject)</small>	<small>plus</small>	<small>(Complement)</small>	<small>plus</small>	<small>(Question mark)</small>

For example: Who was the owner of the cafeteria?  
 The owner of the cafeteria was Tomás.


What was Carlos Torres in the high school?  
 He was a teacher.

How was Matilde?  
 She was beautiful.

When was the History test?  
 It was last Friday.

Where were the students during the break?  
 They were in the cafeteria.

---



The Information Questions are used to ask for information as in the Simple Present Tense and are formed by the Question Word, the appropriate form of the Verb To Be in Past, the Subject and the Complement.

It is important you note that the underlined words of the above examples can be used as a short answer to the Information Questions. The use of this type of answers is very common.

## Exercices



### A. Oral Exercices

A1. Change to Past Tense.

e.g. Who is the secretary?  
 Who was the secretary?

1. What are those papers?  
 .....

2. How are the employees?  
 .....

3. When is the meeting?  
 .....

4. Where is the cashier?

.....

5. Who is the manager?

.....

A2. Listen to the cassette and answer choosing from the following sentences:

- Messages for deaf persons
- Pedro and Rodrigo.
- A drop of water falling on the floor
- At the university
- Funny
- Last month

e.g. What was that noise?  
A drop of water falling on the floor.

1. Who was singing last night?

.....

2. Where was your sister yesterday?

.....

3. When were you in Colombia?

.....

4. How was the circus?

.....

5. What were those signs on the wall about?

.....

## B. Written Exercises

B1. Make Information Questions according to the underlined words.

e.g. The boys were in the living room.  
Who was in the living room?

1. Your wife and I were at home.

.....

2. Carlos was at the disco yesterday.

.....

3. She was in the supermarket.

---

4. Sara and Jack were in the zoo last weekend.

---

5. Ricardo was sad during the meeting.

---

B2. Complete the answers. Choose the correct words from the right column.

e.g. What was that animal? in the theater  
It was a fox.

1. How were the classes? a T.V. set

They were \_\_\_\_\_

2. What was that package? a fox

It was \_\_\_\_\_

3. When were the term tests? Susana Rojas

They were \_\_\_\_\_

4. Who was the woman in red dress? very interesting

She was \_\_\_\_\_

5. Where were your friends? last week

They were \_\_\_\_\_

B3. Put in order.

e.g. a) movie                      b) How                      c) the  
d) was                              e) ?

How was the movie?

1. a) When                      b) concert                      c) the  
d) ?                              e) was

---

2. a) the singers                      b) were                      c) ?  
d) Where

---



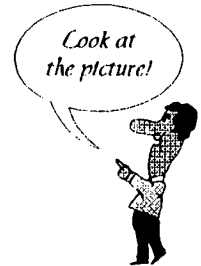


# *Lesson* *Nine*



**Objective:**

At the end of this lesson the student will be able to recognize and construct Affirmative, Negative Sentences and Yes/No Questions in the Simple Past Continuous Tense of the verb To Be, in oral and written form.



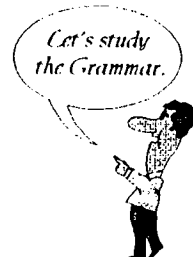
### Mini-Conversation




- Tomás:** Matilde and I were living in the country for many years...  
However, we were waiting for the opportunity to live in the city.
- Roberto:** Were you waiting for that much time?
- Tomás:** Yes!... Of course!
- Katty:** So, it was your dream.
- Tomás:** Yes, it was our dream ... But we weren't only dreaming, we worked hard to get it.
- Silvia:** And finally, you got it... You made your dream become true.



### Grammar



 The grammatical structure of this lesson corresponds to the Affirmative, Negative Sentences and Yes/No Questions in Simple Past Continuous Tense of the Verb To Be.

### Affirmative Sentences

The Grammatical Pattern is:

S + V Be + MV-ing + C  
(Subject) plus (Verb Be) plus (Main Verb-ing) plus (Complement)

For example: Matilde and Tomás were living in the country.  
 The were waiting for an opportunity.  
 She was dreaming last night.  
 I was staying in the country.  
 The boys were talking with Tomás.



The Affirmative Sentences in the Past Continuous Tense of the Verb To Be are formed by the Subject, the correct form of the Verb To Be in Past Tense, the Main Verb ending in -ing and the Complement.

### Negative Sentences

The grammatical pattern is:

S + V Be + Not + MV-ing + C  
(Subject) plus (Verb Be) plus (Negation) plus (Main Verb-ing) plus (Complement)

For example: They were not dreaming of a better life.  
 She was not visiting her parents.  
 Roberto was not joking in the cafeteria.  
 You were not listening to the news.  
 We were not drinking coffee.




The Negative Sentences in Past Continuous Tense of the Verb To Be are formed by the Subject, the correct form of the Verb Be in Past Tense, the Negation Not, the Main Verb ending in -ing and the Complement.


### Yes/No Questions

The grammatical pattern is:

V Be + S + MV-ing + C + ?  
(Verb Be) plus (Subject) plus (Main Verb-ing) plus (Complement) plus (Question Mark)

For example:	Affirmative and Negative Short Answers	Affirmative and Negative Full Answers
V Be + S + MV-ing + C + ?		
Was Tomás working hard in the farm?	Yes, he was. No, he wasn't.	Yes, he was working hard in the farm. No, he wasn't working hard in the farm.
Were they living in the farm?	Yes, they were. No, they weren't	Yes, they were living in the farm. No, they weren't living in the farm.
Were Tomás and Matilde only dreaming in a better life?	Yes, they were. No, they weren't	Yes, they were only dreaming of a better life. No, they weren't only dreaming of a better life.
Was Matilde waiting for Roberto?	Yes, she was. No, she wasn't.	Yes, she was waiting for Roberto. No, she wasn't waiting for Roberto.
Were you talking to the students?	Yes, I was. No, I wasn't.	Yes, I was talking to the students. No, I wasn't talking to the students.

 *Keep in your mind.* The Yes/No Questions in the Simple Past Continuous Tense of the Verb To Be are formed by the appropriate form of the Verb To Be in Past Tense, the Subject, the Main Verb ending in -ing and the Complement.

 These questions can be answered in Affirmative and Negative Form with Short or Full answers as in the Simple Present Continuous Tense.

## Exercices

### A. Oral Exercices

A1. Substitute. Use WAS/WERE according to the subject.

e.g. Silvia was reading a book.

1. They ..... a poem.



2. He ..... a letter.
3. The boys ..... a short story.
4. The teacher ..... a novel.
5. Peter ..... a magazine.

A2. Complete with the Negative Past Continuous Tense of the verb in parenthesis.

- e.g. (draw) The boys weren't drawing a map.
1. (repeat) Silvia ..... the lesson.
  2. (study) They ..... geography.
  3. (copy) The teacher ..... the homework.
  4. (underline) Peter ..... the verbs.
  5. (write) Katty and me ..... a story.

A3. Change to Questions.

e.g. Gabriela was peeling the oranges in the kitchen.  
**Was Gabriela peeling the oranges in the kitchen.**

1. Susana and Martha were washing the apples in the sink.  
 .....
2. Mario, Pablo and Raúl were selling mangos in the market.  
 .....
3. Sara and me were buying grapes and pears in the grocer's shop.  
 .....
4. The monkey was eating bananas under the tree.  
 .....
5. Diego was making juice with fresh fruits.  
 .....

**B. Written Exercises**

B1. Complete with the Past Continuous Tense of the verb in parenthesis.

e.g. (bake) Ana was baking the chicken.

1. (cut) The girl \_\_\_\_\_ the cheese.
2. (prepare) Children \_\_\_\_\_ a pizza.
3. (cook) My mother \_\_\_\_\_ rice.
4. (fry) Rita \_\_\_\_\_ an egg.
5. (decorate) My mother \_\_\_\_\_ the cake.

B2. Change to negative in past tense.

e.g. The firemen are stopping the fire.  
**The firemen were not stopping the fire.**

1. The policeman is helping the thief.

\_\_\_\_\_

2. The rangers are patrolling the park.

\_\_\_\_\_

3. The detective is investigating the murder.

\_\_\_\_\_

4. The patrols are going to the jail.

\_\_\_\_\_

5. The sheriff is pursuing you.

\_\_\_\_\_

B3. Answer in affirmative and negative form. Use the words in parenthesis for the negative ones.

e.g. Was my uncle buying spangles? (buying needles)

Yes, he was buying spangles.

No, he wasn't. He was buying needles.

1. Were tailors sewing the black pants? (ironing the brown jackets)

Yes, \_\_\_\_\_

No, \_\_\_\_\_

2. Was the dressmaker sewing on the buttons? (choosing the lace)

Yes, \_\_\_\_\_

No, \_\_\_\_\_

3. Were you ironing the dress? (cutting the cloth)

Yes, \_\_\_\_\_

No, \_\_\_\_\_

4. Was Carolina unsewing the skirt? (embroidering the blouse)

Yes, \_\_\_\_\_

No, \_\_\_\_\_

5. Was she sewing on the zipper? (basting the hem)

Yes, \_\_\_\_\_

No, \_\_\_\_\_

B4. Put in order.

- e.g. a) the cake                      b) Rita                      c) baking  
d) was

Rita was baking the cake.

1. a) drinking                      b) Diego                      c) Was  
d) beer                      e) ?
- 

2. a) the murder                      b) The policemen                      c) investigating  
d) were
- 

3. a) ironing                      b) The tailor                      c) was  
d) the green pants
- 

4. a) a                      b) Was                      c) Rocío  
d) wearing                      e) red skirt                      f) ?
- 

5. a) not                      b) were                      c) Those girls  
d) underwear                      e) buying
- 



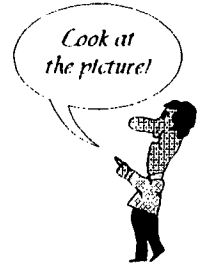


# Lesson Ten



**Objective:**

At the end of this lesson the student will be able to recognize, construct and answer Information Questions in the Simple Past Continuous Tense of the Verb To Be, in oral and written form.

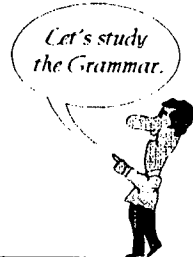



### Mini-Conversation

**Roberto:** Tomás ... Where were you going last Saturday?  
**Tomás:** I was going to my farmer in Vilcabamba.  
**Felipe:** How was the weather?  
**Tomás:** It was sunny ... Weather is always good in Vilcabamba.  
**Roberto:** Great! ... You were enjoying a lot on weekend while we were bored at home.  
**Felipe:** Tomás ... What were you doing there?  
**Tomás:** I was planting coffee and harvesting oranges ... If you want, next weekend you are invited to come with me to the Longevity Valley ... It's a wonderful and quiet place.  
**Roberto:** It's a deal! ... We'll go there on Saturday.



### Grammar



 The grammatical structure of this lesson corresponds to the Information Questions in Simple Past Continuous Tense of the Verb To Be.

The Grammatical Pattern is:

QW + V Be (in past) + S + MV-ing + C + ?  
 (Question Word) plus (Verb Be in past) plus (Subject) plus (Main Verb-ing) plus (Complement) plus (Question mark)

For example: Who was going to Vilcabamba?

Tomás was going to Vilcabamba.

What was Tomás doing in the farmer?

He was planting coffee and harvesting oranges.

How was he going to Vilcabamba?

He was going by car.

When was Tomás traveling to his farmer?

He was traveling to his farmer last Saturday.

Where were kids staying last Sunday?

They were staying at home.



The Information Questions are used to ask for information as in the Simple Present Continuous Tense. In the Simple Past Continuous Tense are formed by the Question Word, the appropriate form of the Verb To Be in Past, the Main Verb ending in -ing, the Subject and the Complement.

Note that the Information Questions with Who don't follow the pattern because they are used to ask for the subject who performs the action.

## Exercises

### A. Oral Exercises

A1. Complete with WHO, WHAT, HOW, WHEN, WHERE.

e.g. Who was visiting your parents last night?

1. \_\_\_\_\_ were Alicia and her sister doing yesterday?
2. \_\_\_\_\_ was your cousin going to the circus last Sunday?
3. \_\_\_\_\_ was Paola playing with your daughter at home?
4. \_\_\_\_\_ were the your sons studying French last Friday?
5. \_\_\_\_\_ was fixing this bedroom last weekend?



A2. Answer. Use the words in parenthesis.

e.g. What was Charles doing last week? (harvesting tomatoes)  
He was harvesting tomatoes last week.

1. Where were they planting pines? (at the mountain)  
\_\_\_\_\_

2. Who was working in the farmer yesterday? (Mario)  
\_\_\_\_\_

3. What were you buying in the store at the morning? (seeds)  
\_\_\_\_\_

4. When was Natalia swimming in the river? (yesterday afternoon)  
\_\_\_\_\_

5. How were the kids going to Vilcabamba? (by bike)  
\_\_\_\_\_

## B. Written Exercises

B1. Make Information Questions according to the underlined words.

e.g. Susan and her sister were watching soap operas.  
Who was watching soap operas?

1. William and Eduardo were playing chess.  
\_\_\_\_\_

2. Sandra was listening rock and roll last night.  
\_\_\_\_\_

3. He was running on the road.  
\_\_\_\_\_

4. Ana and Esthela were singing aloud.  
\_\_\_\_\_

5. Ricardo was coming by foot to the party.  
\_\_\_\_\_

B2. Complete the answers. Choose the correct words from the right column.

- e.g. What was Susan doing yesterday morning? by taxi  
 She was washing the dish yesterday morning.
1. How were they going to church? washing the dish  
 They were going to church \_\_\_\_\_
2. What was Raquel buying yesterday? at the park  
 She was buying \_\_\_\_\_ yesterday.
3. When were you fixing this room. Cecilia  
 I was fixing this room \_\_\_\_\_
4. Who was cleaning the living room? a pair of shoes  
 \_\_\_\_\_ was cleaning the leaving room?
5. Where were your friends playing? last Saturday  
 My friends were playing \_\_\_\_\_

B3. Put in order.

- e.g. a) working                      b) in the field                      c) was  
 d) Who                                e) ?

Who was working in the field?

1. a) engineers                      b) Where                              c) preparing the soil  
 d) ?                                      e) were
- 

2. a) the farmer                      b) strawberries                      c) harvesting  
 d) was                                    e) ?                                      f) When
- 

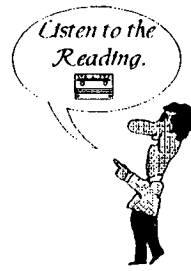
3. a) the plants                      b) he                                      c) How  
 d) irrigating                          e) was                                    f) ?
- 

4. a) selling                              b) was                                    c) peaches  
 d) Who                                    e) ?
- 

5. a) in the garden                      b) were                                    c) sowing  
 d) What                                    e) they                                    f) ?
- 

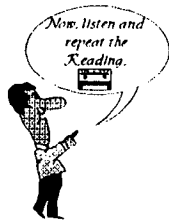


## Reading



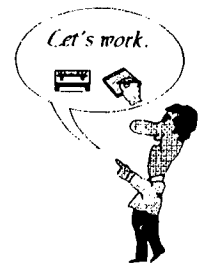
Tomás was an old man. He was the owner of a little farmer in Vilcabamba, a beautiful and quiet site near Loja, known as the Longevity Valley because there persons live more than in other places, probably because of its weather and water. He was the owner of a cafeteria in the city also. He was married to Matilde. She was a beautiful woman who died very young. Tomás was a friend of the students from the New World High School. His cafeteria was a place of meeting for students and teachers.

Tomás' cheerfulness was the most important for the persons who liked to stay there during their breaks. The golden years never passed through Tomás. He was young of spirit and kids loved him because the old age is full of wisdom.



---

## Questions



Answer the following questions according to the reading.

1. How was Tomás?

---

2. Was Tomás de owner of a little farmer?

---

3. Where was the Tomas' farmer?

---

4. Were the students of the New World Highschool friends of Tomás?

---

5. Was Tomás married?

---

6. Who was Tomás' wife?  
\_\_\_\_\_
7. How was Matilde?  
\_\_\_\_\_
8. Were the meetings of the students and teachers in the classroom?  
\_\_\_\_\_
9. What was the most important for the persons who stayed in the cafeteria during their breaks?  
\_\_\_\_\_
10. Was Tomás a bored man?  
\_\_\_\_\_

*Don't forget the following chart.*



## PAST TENSE

### VERB TO BE

AFFIRMATIVE FORM	NEGATIVE FORM		INTERROGATIVE FORM
SINGULAR			
I was	I was not	I wasn't	Was I?
You were	You were not	You weren't	Were you?
He was	He was not	He wasn't	Was he?
She was	She was not	She wasn't	Was she?
It was	It was not	It wasn't	Was it?
PLURAL			
We were	We were not	We weren't	Were we?
You were	You were not	You weren't	Were you?
They were	They were not	They weren't	Were they?

Contractions such as wasn't, weren't are very used in conversation.

For example:

I wasn't at home yesterday.



Song



## The Sound of Silence

By: Simon and Garfunkel

Hello darkness my old friend  
I've come to talk with you again  
because its vision softly creeping  
left its seeds while I was seleeping  
and the vision that was planted in my brain  
still remains, within the sound of silence  
in restless dreams I walked alone  
narrow streets of cobblestone  
Neath the hallo of the East Street lamp  
I turned my collar to the cold and damp.

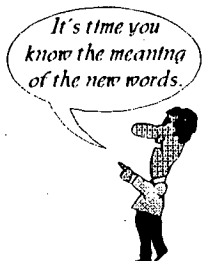
When my eyes were stabbed  
by the flash of a neon light  
that split the night  
and touched the sound of silence  
and in the naked light I saw  
ten thousand people maybe more  
people talking without speaking  
people hearing without listening  
people writing songs that voices  
never shared  
no one dared disturb the sound  
of silence.

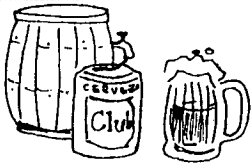

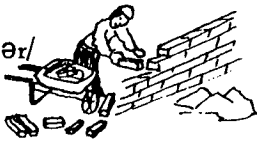







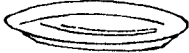

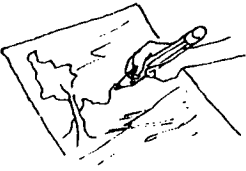

"Fools" said I you don't know  
silence like a cancer grows  
hear my words that I might teach you  
take my arms that I might reach you  
but my words like silent raindrops fell  
and echoed in the wells of silence.



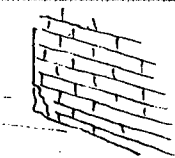
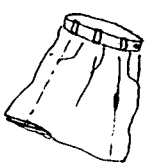
Within the sound of silence.



# Vocabulary



<p>beer /bɪr/</p> 	<p>dressmaker /dres'mɑ:kər/</p> 
<p>bricklayer /brɪklɑ:ər/</p> 	<p>drink /drɪŋk/</p> 
<p>cartoons /kɑ:tʊn's/</p> 	<p>drop /drɒp/</p> 
<p>cashier /kɑ:ʃɪr/</p> 	<p>fix /fɪks/</p> 
<p>clean /kli:n/</p> 	<p>fox /fɒks/</p> 
<p>dish /dɪʃ/</p> 	<p>magazine /mæg'əzɪn/</p> 
<p>draw /drɔ:/</p> 	<p>needles /ni:d'l/</p> 

peel	/pēl/		underwear	/uɪ'dərwɛr/	
signs	/sīns/	Σ Ω X Υ	wall	/wôl/	
skirt	/skɜrt/				

## Idioms and other expressions

as beautiful as	/as//byōōt'ə fəl//as/	tan hermosa (o) como
behind the desk	/hē hīnd'//thə//desk/	detrás del escritorio
by foot	/hī//fɔt/	a pie
deaf persons	/def//pɜr'səns/	personas sordas
golden years	/gōl'dəɪn//yɪr/	años dorados
Great!	/grāt/	Grandioso!
grocer's shop	/grō'sɜrs/shäp/	tienda de comestibles
I love you anyway	/I//luv//yɔ o/en'ē w'ä/	te amó de todos modos
in love	/ɪn//luv/	enamorado (a)
joiner's workshop	/jɔɪn'ərs//wɜrk shäp'/	taller de carpintería
last weekend	/last//wēk'end/	fin de semana pasado, último fin de semana
last year	/last//yɪr/	año pasado
last night	/last//nīt/	anoche
last month	/last//mʌnth/	mes pasado
last week	/last//wēk/	semana pasada
make real	/māk//rē'əl/	hacer realidad
next to	/nekst//tōō/	cerca de
on strike	/än//strɪk/	en huelga
on the floor	/än//thə//flôr/	en el piso
on vacation	/än//vā kă'shəɪn/	de vacaciones
on the road	/än//thə//rōd/	en la carretera
one year ago	/wʌn//yɪr//ə gō/	hace un año
out of the power plant	/ɔut//ʌv//thə//pɔu'ər//plənt/	fuera de la central eléctrica
sewing on	/sō'ɪŋ//än/	pegando (botones, cierres)
soap operas	/sōp//äp'ər əs/	novelas
take care of	/tāk//kɛr//ʌv/	cuidar de (alguien)

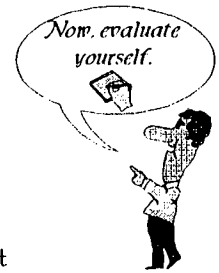
the woman in red dress  
 to take something  
 very young  
 would be

/thə//wɒməŋ//in//red//dres/  
 /təʊ//təʃ//sʌn'tʃɪŋ/  
 /vɛr'jʌŋ/  
 /wɒd//bi/

la mujer de vestido rojo  
 tomar algo  
 muy joven  
 sería



## Self Evaluation Test



A. Read carefully the following sentences and write C for the correct sentences or I for the incorrect ones in the box provided.

1.  Mr. García wasn't working last month.
2.  Mary and Lucy was at the store last week.
3.  They weren't on the road last Sunday.
4.  Rigoberta Menchú was in Perú last year?
5.  The last year wasn't good for me.
6.  Were the boys behind the bus?
7.  When you was in Panamá?
8.  Carlos and Luis not were at home.
9.  Who was in the supermarket last evening?
10.  How were the weather?
11.  We were plant coffee and apples last weekend.
12.  What Susan and her sister were watching?
13.  The President wasn't buying fruits.
14.  Were it sunny yesterday morning?
15.  Raquel wasn't buying fruits.
16.  Were the artists visiting the museum yesterday?

B. Complete. Choose from the following words:

grandparents	yesterday
How	were
working	was
museum	Tania

17. Carlota and Jhonny ..... harvesting coconuts.
18. My uncle was at home .....
19. .... he at the hospital last week?
20. The farmer wasn't ..... last Monday.
21. .... was the trip?
22. Yuri wasn't at the .....
23. Where were your ..... going last night?
24. Was ..... at the beach last weekend?

C. Check the box of the correct option to complete the following sentences.

25. I ..... in Cuenca last month.  
 were                       wasn't                       weren't
26. Were your classmates in the laboratory .....?  
 tomorrow                       this moment                       yesterday morning
27. .... was she in Yamburara?  
 What                       When                       Where
28. We were ..... the magazine.  
 were reading                       read                       reading
29. What were ..... eating?  
 Helen                       I                       they

D. Put in order to form sentences.

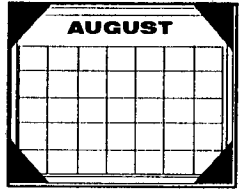
30. a. living conditions                      b. weren't                      c. different  
 d. years ago                      e. ten  
 .....
31. a. was                      b. Einstein                      c. inventor  
 d. a great  
 .....
32. a. Juan Montalvo                      b. who                      c. was  
 d. ?  
 .....
33. a. children                      b. were                      c. future  
 d. dreaming                      e. in  
 .....
34. a. was                      b. Leonidas Proaño                      c. the bishop  
 d. ecuadorean indians                      c. of the  
 .....

E. Listen and answer according to the picture.

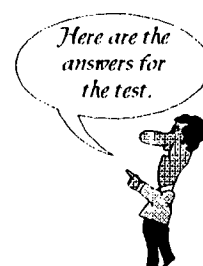
35. ....  
 .....



36. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Key Answers



Your answers will be right if are as these below:

A. Read carefully the following sentences and write C for the correct sentences or I for the incorrect ones in the box provided.

1.  C Mr. García wasn't working last month.
2.  I Mary and Lucy was at the store last week.
3.  C They weren't on the road last Sunday.
4.  C Rigoberta Menchú was in Perú last year?
5.  C The last year wasn't good for me.
6.  C Were the boys behind the bus?
7.  I When you was in Panamá?
8.  I Carlos and Luis not were at home.
9.  C Who was in the supermarket last evening?
10.  I How were the weather?
11.  C We were plant coffee and apples last weekend.
12.  C What Susan and her sister were watching?
13.  C The President wasn't buying fruits.
14.  I Were it sunny yesterday morning?
15.  C Raquel wasn't buying apples.
16.  C Were the artists visiting the museum yesterday?

B. Complete. Choose from the following words:

grandparents	yesterday
How	were
working	was
museum	Tania

17. Carlota and Jhonny **were** harvesting coconuts.
18. My uncle **was** at home **yesterday**.
19. **Was** he at the hospital last week?
20. The farmer wasn't **working** last Monday.
21. **How** was the trip?
22. Yuri wasn't at the **museum**.
23. Where were your **grandparents** going last night?
24. Was **Tania** at the beach last weekend?



C. Check the box of the correct option to complete the following sentences.

25. I ..... in Cuenca last month.  
 were             wasn't             weren't
26. Were your classmates in the laboratory .....?  
 tomorrow         this moment         yesterday morning
27. .... was she in Yamburara?  
 What             When             Where
28. We were ..... the magazine.  
 were reading     read             reading
29. What were ..... eating?  
 Helen             I             they

D. Put in order to form sentences.

30. a. living conditions            b. weren't            c. different  
 d. years ago            e. ten

**Living conditions weren't different ten years ago.**

31. a. was            b. Einstein            c. inventor  
 d. a great

**Einstein was a great inventor.**

32. a. Juan Montalvo            b. who            c. was  
 d. ?

**Who was Juan Montalvo?**

33. a. children            b. were            c. future  
 d. dreaming            e. in

**Children were dreaming in future.**

34. a. was            b. Leonidas Proaño            c. the bishop  
 d. ecuadorean indians            e. of the

**Leonidas Proaño was the bishop of the ecuadorean indians.**

E. Listen and answer according to the picture.

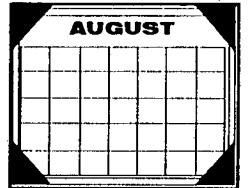
35. Where was Bolívar going?

He was going to Hollywood.



36. When were you in the Galápagos Islands?

I was in the Galápagos Islands in August.



**Unit Three**

**High school  
games**



Objective:

At the end of this Unit, the student will be able to use the structures of the Simple Future Tense in an acceptable communication.

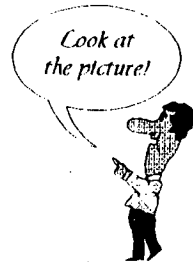
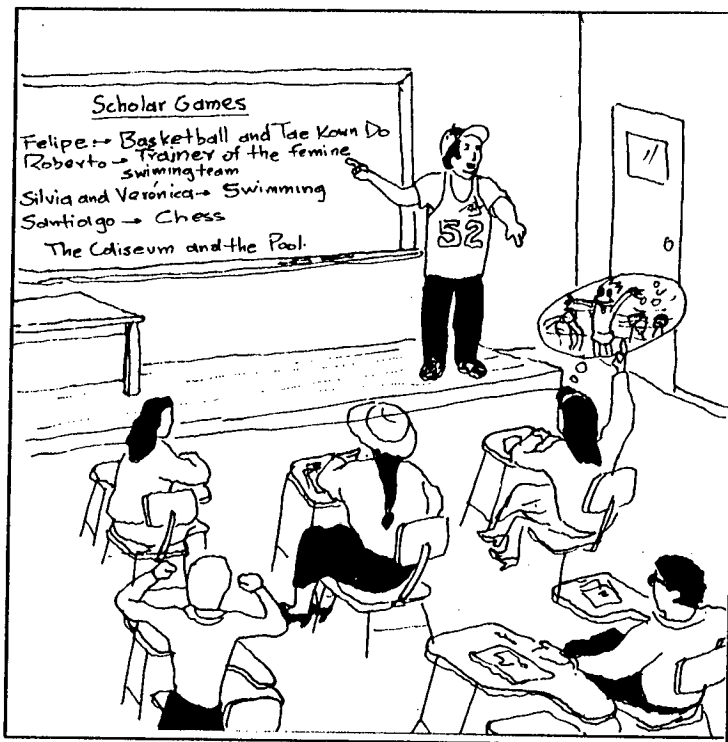
Content:

Lesson 11:	Simple Future:	
	Affirmative Sentences	S + Will + MV + C
Lesson 12:	Negative Sentences	S + Will + Not + MV + C
	Yes/No Questions	Will + S + MV + C
Lesson 13:	Information Questions	QW + Will + S + MV + C
Lesson 14:	Simple Future Continuous Tense:	
	Affirmative Sentences	S + Will + Be + MV-ing + C
	Negative Sentences	S + Will + Not + Be + MV-ing + C
	Yes/No Questions	Will + S + Be + MV-ing + C
Lesson 15:	Information Questions	QW + Will + S + Be + MV-ing + C

## *Introduction*

In this Unit, you will learn the Simple Future Tense. So, you will find a conversation followed by five lessons containing mini-conversations, grammar, oral and written exercises; then you will find also a reading, a song, vocabulary and a self evaluation test with its corresponding key answers.

You are studying hard. Congratulations and go ahead!



## Conversation



- Felipe:** The games in our High School will be the next week ... We'll organize teams of football, basketball, volleyball, swimming, chess and tae kwon do...
- Santiago:** Where will the games be?
- Felipe:** They will be in the coliseum and the swimming championship will be in the pool.
- Silvia:** Verónica and I will form the swimming team.
- Felipe:** I'll participate in basketball and tae kwon do.
- Santiago:** I was training tae kwon do last week, so I will fight with that team also ... Look at me!
- Roberto:** Are you joking?
- Santiago:** No, I'm serious.
- Verónica:** Santiago, forget it ... Someone will break your bones.
- Roberto:** I will instruct the feminine swimming team and Santiago will help me. Do you agree Santiago.
- Felipe:** Roberto, wait a minute ... Santiago is very intelligent and he will play chess.
- Santiago:** I agree ... I like chess.
- Roberto:** What about you Katty? What will you do during the games?
- Katty:** I will be "Duck", the pet of our games. I will be encouraging the teams and helping the teacher Torres in the organization.
- Verónica:** Will you be wearing that disguise only to help the teacher.
- Katty:** No, I won't. I will do that to help everybody and to learn from the teacher... He is very nice.
- Roberto:** What women! Katty is the girl I love but she loves the teacher... However, She will love me ... I'm sure of that.

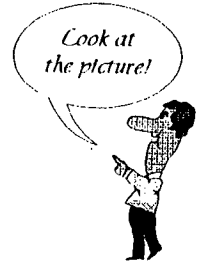


# Lesson Eleven



**Objective:**

At the end of this lesson the student will be able to recognize and construct Affirmative Sentences in the Simple Future Tense, in oral and written form.



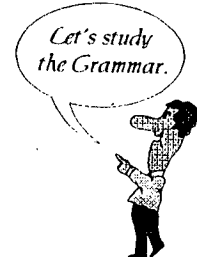
### Mini-Conversation


(A week later ... during the games)

- C. Torres:** This is the great day ... Are you ready?  
**Roberto:** Sure! ... Our class will be the champion.  
**Silvia:** We'll win all the prizes.  
**C. Torres:** I hope so ... Good luck! ... Katty, come with me. I need your help.



### Grammar



 The grammatical structure of this lesson corresponds to the Affirmative Sentences in the Simple Future Tense.







## B. Written Exercises

B1. Complete. Choose from the verbs in the right column.

- |                 |             |             |                             |                              |
|-----------------|-------------|-------------|-----------------------------|------------------------------|
| e.g. He         | <u>will</u> | <u>edit</u> | the magazine next year.     | (hit, <u>edit</u> , harvest) |
| 1. I            | _____       | _____       | that paper later on.        | (read, cook, iron)           |
| 2. Mr. Robles   | _____       | _____       | the advertisement tomorrow. | (fry, walk, review)          |
| 3. Ana          | _____       | _____       | the letter next weekend.    | (eat, type, joke)            |
| 4. Leo and José | _____       | _____       | the old books next week.    | (dance, sell, sleep)         |
| 5. They         | _____       | _____       | the picture this afternoon. | (draw, visit, pray)          |

B2. Put in order.

- e.g.    a) swim    b) in the pool    c) will  
             d) girls    e) those

**Those girls will swim in the pool.**

- |                        |                  |                     |
|------------------------|------------------|---------------------|
| 1. a) forward          | b) Peter         | c) football game    |
| d) be                  | e) will          | f) in the           |
| 2. a) practice         | b) They          | c) free exercises   |
| d) will                |                  |                     |
| 3. a) send-off         | b) will          | c) the goalkeeper   |
| d) the referee         |                  |                     |
| 4. a) the black pieces | b) to play chess | c) will             |
| d) choose              | e) I             |                     |
| 5. a) The swimmers     | b) go to         | c) the diving board |
| d) will                |                  |                     |

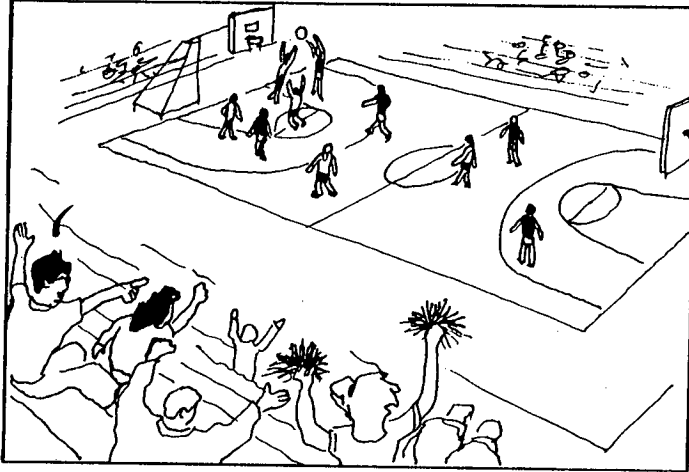


# Lesson Twelve



**Objective:**

At the end of this lesson the student will be able to recognize and construct Negative Sentences and Yes/No Questions in Simple Future Tense, in oral and written form.



Look at the picture!



Listen to the Mini-Conversation.



## Mini-Conversation

- Roberto:** Our basketball team is playing now and it's winning the game!
- Silvia:** Great! ... Roberto, will you play football tomorrow?
- Roberto:** No, I won't but our football team will play this afternoon.
- Verónica:** So, we won't watch the game.
- Roberto:** Why?
- Silvia:** Because we'll train swimming with you ... You are our instructor ... Did you forget it?
- Roberto:** Sorry! ... I won't forget it again.

Now, listen and repeat the Mini-Conversation.



## Grammar

Let's study the Grammar.



The grammatical structure of this lesson corresponds to the Negative Sentences and to the Yes/No Questions in Simple Future Tense.

## Negative Sentences

The Grammatical Pattern is:

S + Will + Not + MV + C  
(Subject) plus (Aux. Will) plus (Negation) plus (Main Verb) plus (Complement)

For example: They will not play football.  
 These games will not be next month.  
 The girl will not kick the ball.  
 He will not buy boxing gloves.  
 We will not see the game tomorrow.



The Negative Sentences in Simple Future Tense are formed by the Subject, the Auxiliary Will, the Negation (Not), the Main Verb and the Complement.

## Yes/No Questions

The Grammatical Pattern is:

Will + S + MV + C + ?  
(Auxiliary Will) plus (Subject) plus (Main Verb) plus (Complement) + ?

For example:

Will + S + MV + C ?	Affirmative and Negative Short Answers	Affirmative and Negative Full Answers
Will Felipe play football tomorrow?	Yes, he will. No, he won't.	Yes, he will play football tomorrow. No, he won't play football tomorrow.
Will girls train swimming?	Yes, they will. No, they won't.	Yes, they will train swimming. No, they won't train swimming.
Will the teacher watch the game?	Yes, he will. No, he won't.	Yes, he will watch the game. No, he won't watch the game.
Will Roberto buy a tennis ball?	Yes, he will. No, he won't.	Yes, he will buy a tennis ball. No, he won't buy a tennis ball.
Will Silvia play chess?	Yes, she will. No, she won't.	Yes, she will play chess. No, she won't play chess.



The Yes/No Questions in Simple Future Tense are formed by the Auxiliary Will, the Subject, the Main Verb and the Complement. This type of questions, can also be answered in Affirmative and Negative Form with Short or Full answers.

The contraction of **will not** is **won't** and its use is very common in negative sentences.

## Exercices



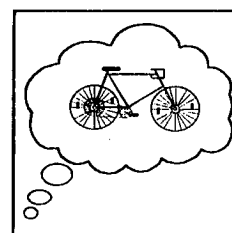
### A. Oral Exercices

#### A1. Substitute.

- e.g. The government      won't    change    the country.
1. Politicians            .....    .....    the economical system.
  2. Writers                .....    .....    History.
  3. Teachers              .....    .....    the educational plan.
  4. The judge             .....    .....    the verdict.
  5. Representatives      .....    .....    the Law.

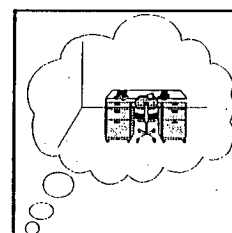
#### A2. Answer according to the picture.

- e.g. Will you buy a car or a bike?  
I will buy a bike.



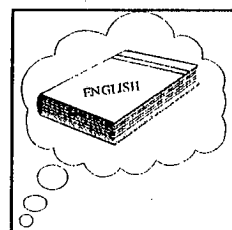
1. Will Esthela fix the bedroom or the office?

.....



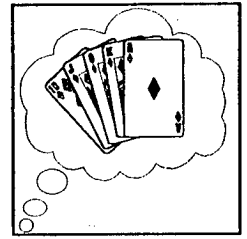
2. Will Alex study English or French?

.....



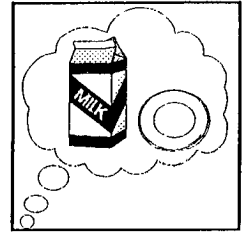
3. Will the students play chess or cards?

.....



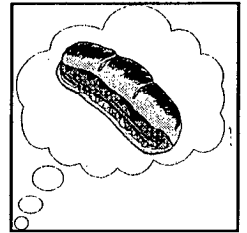
4. Will the cat drink water or milk?

.....



5. Will Susan eat a hotdog or a hamburguer?

.....



## B. Written Excercises

### B1. Change to negative.

- e.g. Your parents **will** go to the beach.  
Your parents **won't** go to the beach.

1. The children will play on the swing.

\_\_\_\_\_

2. Jimmy will make a kite.

\_\_\_\_\_

3. Sandra will buy a doll.

\_\_\_\_\_

4. The kids will be at the playground.

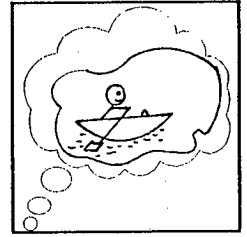
\_\_\_\_\_

5. Juan will build a small house.

\_\_\_\_\_

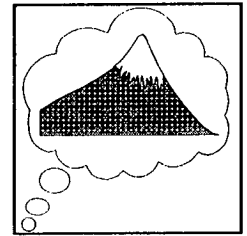
B2. Answer according to the picture.

e.g. Will you cross the lake or the river?  
**I will cross the lake.**



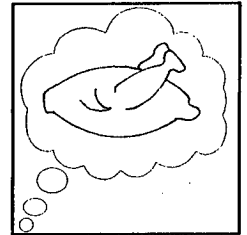
1. Will the scouts visit the town or the mountain?

\_\_\_\_\_



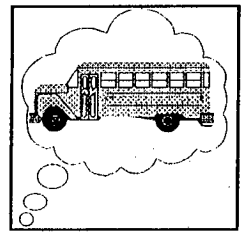
2. Will they eat fish or chicken?

\_\_\_\_\_



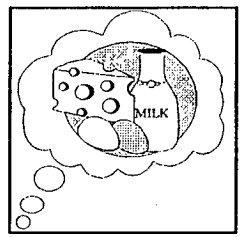
3. Will Daniel come by bus or by foot?

\_\_\_\_\_



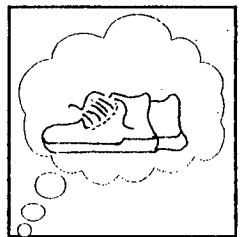
4. Will man look for food or medicine?

\_\_\_\_\_



5. Will Victoria sell shoes or toys?

\_\_\_\_\_





B3. Put in order.

- e.g. a) won't                              b) earrings                              c) the girls  
 d) buy

The girls won't buy earrings.

1. a) give me                              b) Will                              c) a tennis racket  
 d) she                              e) ?
- 

2. a) bring                              b) Carlos                              c) won't  
 d) football boots
- 

3. a) diving mask                              b) He                              c) will  
 d) a                              e) take
- 

4. a) wear                              b) won't                              c) Alice  
 d) a bikini                              e) at the beach
- 

5. a) build                              b) will                              c) a sand castle  
 d) They
- 

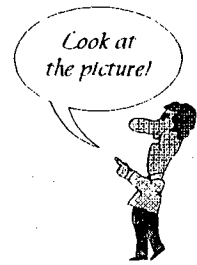


# Lesson Thirteen



**Objective:**

At the end of this lesson the student will be able to recognize, construct and answer Information Questions in the Simple Future Tense, in oral and written form.

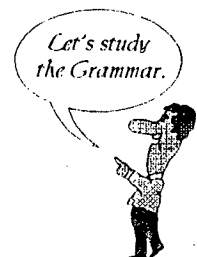



### Mini-Conversation

**Katty:** Felipe ... When will our team play basketball?  
**Felipe:** On Wednesday.  
**Katty:** Santiago ... What will you do this afternoon?  
**Santiago:** I'll play a chess game and then I'll help Roberto to instruct the girls in swimming... Verónica will wear a very small bikini!  
**Felipe:** I have a Tae Kwon Do fight in an hour ... See you later Katty.  
**Santiago:** I go with you Felipe ... Bye Katty.  
**Katty:** Good luck boys.



### Grammar



 The grammatical structure of this lesson corresponds to the Information Questions in Simple Future Tense.

The Grammatical Pattern is:

QW + Will + S + MV + C + ?  
(Question Word) plus (Auxiliary Will) plus (Subject) plus (Main Verb) plus (Complement) plus (Question mark)

For example: When will the boy play basketball?  
 He will play basketball tomorrow.

What will Santiago do in the afternoon?  
 He will play a chess game.

Where will Verónica wear a bikini?  
 She will wear a bikini in the pool.

How will Felipe train tae kwon do?  
 He will train tae kwondo very hard.

Who will help Roberto?  
Santiago will help Roberto.



*Keep in your mind.*

The Information Questions are used to ask for information as in the Tenses studied before and are formed by the Question Word, the Auxiliary Will, the Subject, the Main Verb and the Complement.

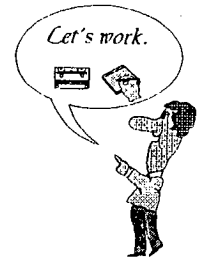
It is important you remember that the underlined words of the above examples can be used as a short answer to the Information Questions and that the Information Questions with Who ask for the subject, who performs the action.

## Exercices

### A. Oral Exercices

#### A1. Substitute.

- Who will give the gift to Susan?  
 the flowers  
 the book  
 the dress  
 the candies
- What will he buy in the store?  
 supermarket?  
 drugstore?  
 shopping center?  
 market?



3. How will they go home?  
 Nelson  
 the kids  
 your parents  
 Pedro
4. When will you come back to school?  
 to the city?  
 home?  
 to the library?  
 to Manta?
5. Where will the race finish?  
 marathon  
 match  
 contest  
 games

## B. Written Exercises

B1. Make Information Questions according to the underlined words.

e.g. Manuel will go to Machala next Monday.  
Where will Manuel go next Monday?

1. Susan will call the doctor.

---

2. I will wear a red dress tomorrow.

---

3. Andrea and Pablo will visit their parents on Holy Week.

---

4. They will go to Colombia by plane.

---

5. Teresa will sing in the theater on Friday.

---

B2. Complete with WHO / WHAT / HOW / WHEN / WHERE.

e.g. What will you do tomorrow?

1. \_\_\_\_\_ will he wear at home on weekend?
2. \_\_\_\_\_ will they go by train next week?
3. \_\_\_\_\_ will your mother send us the letter by mail?
4. \_\_\_\_\_ will they come to the town next month?
5. \_\_\_\_\_ will wear the red bikini at the beach this Sunday?

B3. Put in order.

- e.g. a) movie    b) How    c) the  
       d) was    e) ?

How was the movie?

1. a) you    b) How    c) will  
    d) listen to    e) the news                                        f) in the farmer

---

2. a) the monkey    b) Where    c) will  
    d) tomorrow night                                    e) sleep    f) ?

---

3. a) the rabbits    b) Rolando    c) When  
    d) buy    e) will    f) ?

---

4. a) How    b) sing    c) will Alejandro  
    d) in the    e) show    f) ?

---

5. a) your mother    b) will    c) for you  
    d) buy    e) What    f) ?

---

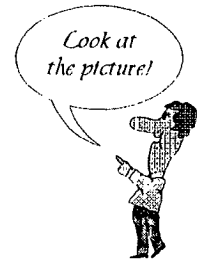
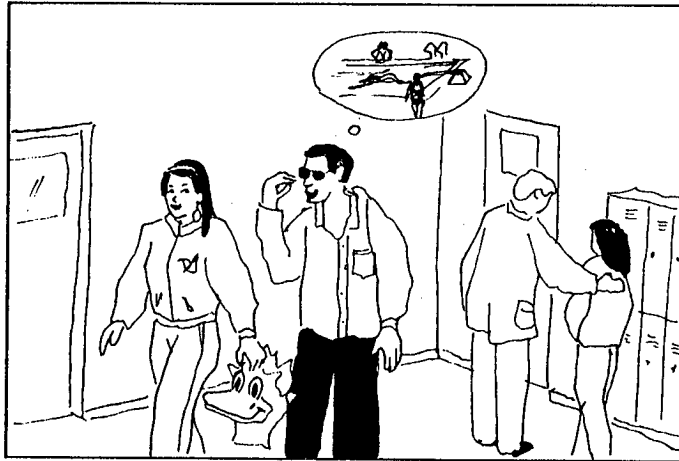



# *Lesson* *Fourteen*



**Objective:**

At the end of this lesson the student will be able to recognize and construct Affirmative, Negative Sentences and Yes/No Questions in the Simple Future Continuous Tense, in oral and written form.



### Mini-Conversation

**Roberto:** Hi Katty ... Will you be wearing that ridiculous disguise the whole week?

**Katty:** Of course ... I like it.

**Roberto:** However, you won't be helping Carlos Torres the whole day ... You may come with me to the cafeteria

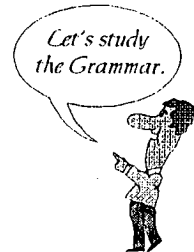
**Katty:** Sorry ... I have many things to do now.

**Roberto:** Fine ... I'll go to the pool ... the swimming team will be there in five minutes... See you later, Katty.

**Katty:** Bye Roberto.



### Grammar



The grammatical structure of this lesson corresponds to the Affirmative, Negative Sentences and Yes/No Questions in Simple Future Continuous Tense.



### Affirmative Sentences

The Grammatical Pattern is:

S	+	Will	+	V Be	+	MV-ing	+	C
<small>(Subject) plus</small>		<small>(Aux. Will) plus</small>		<small>(Verb Be) plus</small>		<small>(Main Verb-ing) plus</small>		<small>(Complement)</small>

For example:

Katty	will	be	wearing	a disguise.
She	will	be	helping	the teacher.
He	will	be	going	to the cafeteria.
They	will	be	making	many things.
Roberto	will	be	training	the swimming team.



The Affirmative Sentences in the Simple Future Continuous Tense are formed by the Subject, the Auxiliary Will, the Verb To Be, the Main Verb ending in -ing and the Complement.

### Negative Sentences

The grammatical pattern is:

S	+	Will	+	Not	+	V Be	+	MV-ing	+	C
<small>(Subject) plus</small>		<small>(Aux. Will) plus</small>		<small>(Negation) plus</small>		<small>(Verb Be) plus</small>		<small>(Main Verb-ing) plus</small>		<small>(Complement)</small>
(Won't)										

For example:

Roberto	will	not	be	helping	Carlos.
Katty	will	not	be	swimming	in the pool.
The girls	will	not	be	wearing	masks.
Felipe	will	not	be	playing	chess.
Santiago	will	not	be	encouraging	the football players.




The Negative Sentences in Simple Future Continuous Tense are formed by the Subject, the Auxiliary Will and the Negation (Not) or the Negative Contraction Won't, the Verb To Be, the Main Verb ending in -ing and the Complement.

### Yes/No Questions

The grammatical pattern is:

Will	+	S	+	V Be	+	MV-ing	+	C	+	?
<small>(Aux. Will) plus</small>		<small>(Subject) plus</small>		<small>(Verb Be) plus</small>		<small>(Main Verb-ing) plus</small>		<small>plus</small>	<small>(Complement) plus</small>	<small>(Question Mark)</small>

For example:	Affirmative and Negative Short Answers	Affirmative and Negative Full Answers
Will + S + Be + MV-ing + C + ?		
Will you be playing basketball tomorrow?	Yes, I will No, I won't.	Yes, I will be playing basketball tomorrow. No, I won't be playing basketball tomorrow.
Will she be helping the teacher next Saturday?	Yes, she will. No, she won't	Yes, she will be helping the teacher next Saturday. No, she won't be helping the teacher next Saturday.
Will they be training swimming?	Yes, they will. No, they won't	Yes, they will be training swimming. No, they won't be training swimming.
Will Carlos be looking at the games?	Yes, he will. No, he won't.	Yes, he will be looking at the games. No, he won't be looking at the games.
Will Felipe be fighting against Luis?	Yes, he will. No, he won't.	Yes, he will be fighting against Luis. No, he won't be fighting against Luis.

 *Keep in your mind.*  

The Yes/No Questions in the Simple Future Continuous Tense are formed by the Auxiliary Will, the Subject, the Verb To Be, the Main Verb ending in -ing and the Complement.

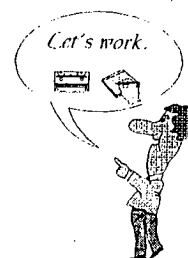
These questions can be answered in Affirmative and Negative Form with Short or Full answers as we studied in the previous lessons.

## Exercises

### A. Oral Exercises

A1. Complete with the Future Continuous of the verbs in parenthesis.

e.g. (play) Barcelona will be playing the last game next Sunday.



1. (work) They ..... hard next month.
2. (send) I ..... the package tomorrow.
3. (arrive) Gonzalo ..... in Guayaquil on Monday.
4. (wait) Your parents ..... for you at the airport.
5. (write) The secretary ..... that paper next Wednesday.

#### A2. Substitute.

e.g. I **won't be playing** baseball tomorrow.

1. They ..... hockey next weekend.
2. Luis and Karen ..... cards next Saturday.
3. The teachers ..... volleyball on that court.
4. Jack ..... football in a good team next year.
5. María ..... chess on Friday.

#### A3. Substitute.

e.g. Will you be driving that bus tomorrow?

1. .... they .... going to the park on Friday?
2. .... Sandra .... waiting for me at the corner?
3. .... the kids .... watching T.V. tonight?
4. .... the ladies .... listening to classical music tomorrow afternoon?
5. .... Segundo .... practicing French on weekends?

### B. Written Exercises

#### B1. Change to the Future Continuous Tense.

e.g. I **will travel** to Miami next year.  
**I will be traveling** to Miami next year.

1. The students **will take** the test next Thursday.

---

2. Those birds **will come** back here in winter.

---

3. He **will drive** that car the whole day.

---

4. Carla **will sing** in the theater tomorrow night.

---

5. The surfers **will look** for long waves next Friday.

---

B2. Change to negative.

e.g. He **will be living** in Canada for three years.  
He **won't be living** in Canada for three years.

1. They **will be going** to Brazil for Carnival.

---

2. I **will be celebrating** my birthday with some friends.

---

3. Fanny **will be listening** to the radio in her bedroom.

---

4. Enrique **will be visiting** his parents next weekend.

---

5. Jorge **will be painting** a picture of the sunset.

---

B3. Change to questions.

e.g. They **will be going** to the movies tomorrow night.  
Will they **be going** to the movies tomorrow night?

1. Tony **will be investigating** the murder next week.

---

2. The students **will be studying** Math on Friday.

---

3. My mother **will be taking** the baby to the park.

---

4. The teacher **will be reviewing** the task on Tuesday.

---

5. The company **will be giving** toys to the children on Christmas.

---

B4. Put in order.

e.g. a) next month            b) He            c) will be  
 d) evaluating            e) our work

**He will be evaluating our work next month.**

1. a) black dress            b) She            c) won't  
 d) wearing            e) a            f) be

---

2. a) life-saver            b) The            c) looking for  
 d) be            e) the lost child f) will

---

3. a) the living room            b) ?            c) will be  
 d) fixing            e) Ana            f) tomorrow

---

4. a) the chapel            b) won't            c) The priest  
 d) be            e) prying            f) out of

---

5. a) They            b) sailing            c) the next four months  
 d) will            e) ?            f) be

---

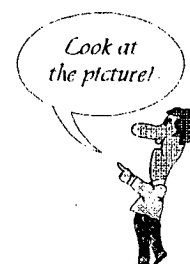


# *Lesson* *Fifteen*



**Objective:**

At the end of this lesson the student will be able to recognize, construct and answer Information Questions in the Simple Future Continuous Tense, in oral and written form.

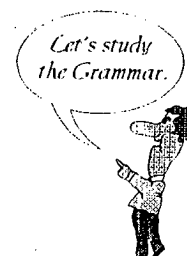


## Mini-Conversation

- Roberto:** When will we be celebrating the victory in this championship?
- Silvia:** On Friday because the games finish that day, so we'll have a great celebration then.
- Verónica:** What will happen if we don't win.
- Silvia:** Nothing is going to happen because to be the winners isn't the most important.
- Santiago:** I think the best of the high school games is to share those moments and the emotion of sports.
- Roberto:** I agree, but we will be the winners for the glory of triumph.



## Grammar



The grammatical structure of this lesson corresponds to the Information Questions in Simple Future Continuous Tense.

The Grammatical Pattern is:

QW + Will + S + Be + MV-ing + C + ?  
(Question Word) plus (Aux. Will) plus (Subject) plus (Verb Be) plus (Main Verb-ing) plus (Complement) plus (Question mark)

For example: Who will be winning the basketball game?  
The Fourth Year will be winning the basketball game.

What will they be doing in the high school?  
 They will be training swimming in the high school.

How will the girls be training volleyball?  
 The girls will be training volleyball very hard.

When will we be celebrating the victory?  
 You will be celebrating the victory on Friday.

Where will our team be playing the last game?  
 Our team will be playing the last game in the Coliseum.



The Information Questions in the Simple Future Continuous Tense are used to ask for information as in the Units studied before and are formed by the Question Word, the Auxiliary Will, the Subject, the Verb Be, the Main Verb ending in -ing and the Complement.

## Exercices

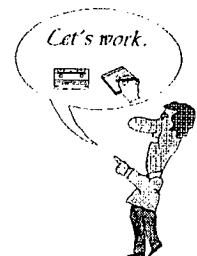
### A. Oral Exercices

#### A1. Substitute.

- What will she be doing at home next week?

tomorrow  
 next Sunday  
 on Thursday  
 tomorrow morning
- Where will the players be going tomorrow?

students  
 girls  
 teachers  
 swimmers





3. When will your aunt be coming back **here**?  
 home  
 to the office  
 to the university  
 to the farmer
4. How will **he** be feeling after the fight?  
 Alex  
 the boxers  
 those men  
 Marco and Rodrigo
5. Who will be talking about that problem?  
 meeting  
 decision  
 conference  
 proposal

A2. Answer filling the blanks with the words in parentheses.

- e.g. When will she be visiting her family?  
 (on Holy Week) She will be visiting her family on Holy Week.
1. How will they be going to school?  
 (by bus) They will be going to school \_\_\_\_\_
2. Where will Isabel be working next year?  
 (in the factory) She will be working \_\_\_\_\_ next year.
3. When will he be arriving in Loja?  
 (on Thursday) He will be arriving in Loja \_\_\_\_\_
4. Who will be planning the trial?  
 (the lawyer) \_\_\_\_\_ will be planning the trial.
5. What will you be doing at home next Sunday?  
 (resting) I will be \_\_\_\_\_ at home next Sunday.

B. Written Exercises

B1. Make questions according to the underlined words.

- e.g. Angel will be painting the wall tomorrow.  
What will he be doing tomorrow?
1. They will be arriving in Quito on Monday.
-

2. My grandfather will be going to the farmer next weekend.

---

3. The teacher will be beginning the Lesson Two next Wednesday.

---

4. Luisa will be feeling very good with her friends.

---

5. The boy will be bringing some flowers for you tomorrow.

---

B3. Put in order.

e.g. a) the students                      b) When will    c) be  
d) to school                                e) coming back f) ?

When will the students be coming back to school?

1. a) will                                      b) ?                      c) she be  
d) feeling before                      e) How                      f) her wedding

---

2. a) he                                        b) Who                      c) playing chess  
d) tomorrow                              e) will                      f) ?

---

3. a) will                                      b) Where                      c) he going  
d) ?    e) you                      f) on vacation

---

4. a) will                                      b) you be                      c) ?  
d) What                                      e) next summer f) doing

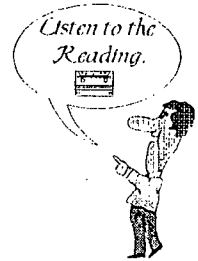
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5. a) Where                                      b) he working    c) next year  
d) the politicians                      e) ?                      f) will

---



## Reading



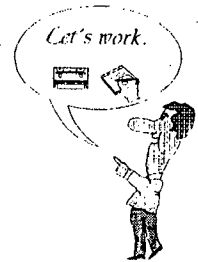
The games at the New World High School will start next week. The students will form teams of football, volleyball, basketball, swimming, chess and tae kwon do. In the games there will be a pet named "Duck". The pet will be Katty wearing a disguise of duck. She will be encouraging the teams during the contest.

The fourth year will have very good teams to win the contest. However, the students know that practicing sports makes good for health and spirit. So, they will do the best they can for victory; they won't play for money or for the prize but for glory and because of that they will be the winners.



---

## Questions



Answer according to the reading.

1. When will the games start at the New World High School?  
\_\_\_\_\_
2. What will the students form?  
\_\_\_\_\_
3. Who will be "Duck" the pet of the games?  
\_\_\_\_\_
4. What will the pet be wearing during the games?  
\_\_\_\_\_
5. How will the teams of the fourth year be?  
\_\_\_\_\_



6. Will the students play for money?

---

7. What will they do for victory?

---

8. What will Katty be doing during the games?

---

9. Will the students play for glory?

---

10. What year will be the winner of the games?

---



*Don't forget the following chart.*



## FUTURE TENSE

### VERB TO BE

AFFIRMATIVE FORM		NEGATIVE FORM		INTERROGATIVE FORM
SINGULAR				
I will be	I'll be	I will not be	I won't be	Will I be?
You will be	You'll be	You will not be	You won't be	Will you be?
He will be	He'll be	He will not be	He won't be	Will he be?
She will be	She'll be	She will not be	She won't be	Will she be?
It will be	It'll be	It will not be	It won't be	Will it be?
PLURAL				
We will be	We'll be	We will not be	We won't be	Will we be?
You will	You'll be	You will not be	You won't be	Were you be?
They will	They'll be	They will not be	They won't be	Were they be?

As you can see, this conjugation of will is made with the verb To Be, you know that instead of Be you can put any other verb because Will is an Auxiliary that helps us to form the future of the verbs.

For example:

I will go to Vilcabamba tomorrow.  
She will come with me to the movies.

## Song



### What Will Be, Will Be

When I was just a little girl  
I asked my mother what will I be?  
Will I be pretty? Will I be rich?  
Here's what she said to me:

Que será, será: Whatever will be, will be.  
The future's not ours to see.  
Que será, será? What will be, will be?

When I grew up and fell in love  
I asked my sweet heart what lies ahead?  
Will we have rainbows day after day?  
Here's what my sweet heart said:

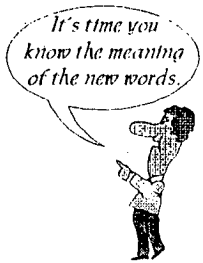
Que será, será: Whatever will be, will be.  
The future's not ours to see.  
Que será, será? What will be, will be?















Now I have children of my own  
They ask their mother: What will I be?  
Will I be handsome? Will I be rich?  
I tell them tenderly:



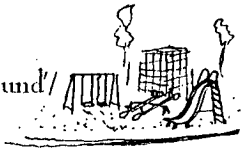




Que será, será: Whatever will be, will be.  
The future's not ours to see.  
Que será, será? What will be, will be?



# Vocabulary



<p>candies /kan'di:z/ </p>	<p>earrings /'i:ri:ŋz/ </p>
<p>court /kɔ:rt/ </p>	<p>gift /gift/ </p>
<p>chess /tʃes/ </p>	<p>hit /hit/ </p>
<p>disguise /dis'gɪz/ </p>	<p>jump /dʒʌmp/ </p>
<p>diving mask /dɪv'ɪŋ/ /mask/ </p>	<p>kick /kɪk/ </p>
<p>diving board /dɪv'ɪŋ/ /bɔ:rd/ </p>	<p>kite /kɪt/ </p>
<p>doll /dɒl/ </p>	<p>life saver /lɪf/'sɔ:və:/ </p>

pet	/pet/		sunset	/sʌnset/	
playground	/plā'ground/		surfer	/sʌrfər/	
sand castle	/sand/ /kas'əl/		swing	/swiŋ/	
shopping center	/shāp'ɪŋ/ /sent'ər/				

## Idioms and other expressions

a week later	/ə//wēk//lāt'ər/	una semana después
Are you ready?	/ār//yōō//red'ē/	Estás(n) listo(s)
Are you joking?	/ār//yōō//jōkɪŋ/	¿Estás bromeando?
break your bones	/brāk//yō o r//bōns/	romper tus huesos
by foot	/hī//fō o t/	a pie
by plane	/hī//plān/	por (en) avión
Did you forget it?	/dɪd//yōō//fər get'//it/	¿Lo olvidaste?
Do you agree?	/dōō//yōō//ə grē'/	¿Estás de acuerdo?
free exercises	/frē//ek'sər sīzəs/	ejercicios gimnásticos sin aparatos
Good luck	/gō o d//lʌk/	Buena suerte
Great!	/grāt/	Grandioso!
Holy Week	/hō'lē//wēk/	Semana Santa
I hope so	/ī//hōp//sō/	Eso espero
I'm serious	/īm//sir'ē əs/	En serio
See you later	/sē//yōō//lātər/	Hasta luego
send-off	/send'ōf/	expulsar (de la cancha)
swimming team	/swim'ɪŋ//tēm/	equipo de natación
the best they can	/thə//best//thā//kən/	lo mejor que ellos pueden
the whole week	/thə//hōl//wēk/	toda la semana
trial	/trīəl/	juicio
very hard	/ver'ē//hārd/	muy duro
What women!	/hwʌt//wim'ɪn/	Qué mujeres!
What will be	/hwʌt//wɪl//bē/	Qué será

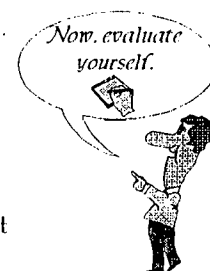


What about you? /hwut//ə bout'//yōō/  
you may come with me /yōō//mā//kum//with//mē

¿Qué hay de tí?  
tu puedes venir conmigo



## Self Evaluation Test



A. Read carefully the following sentences and write C for the correct sentences or I for the incorrect ones in the box provided.

1.  Susana will come soon.
2.  Will begin the basketball game at seven o'clock?
3.  When will the boys go home?
4.  My father will drink a glass of milk.
5.  What will you be doing next weekend?
6.  Frank bring won't the boxing gloves.
7.  The child will be making a kite.
8.  David and I won't working be tomorrow.
9.  Will he eat rice or potatoes?
10.  How will you go to Cuenca on Tuesday.
11.  Natalia will wear a yellow bikini?
12.  Where will you study next year?
13.  Madonna will sing in the Madison Square Garden.
14.  Won't travel we to Costa Rica in August.
15.  Who will be the president of our country?
16.  The Minister visit will the New World High School.

B. Choose the appropriate words to complete each sentence.

17. (will go, go, went) Mónica ..... to kinder garden in a month.
18. (entering, entered, won't enter) Leonardo and Miriam ..... school next week.
19. (are, he, were) Will you ..... here tomorrow morning?
20. (will, are, be) When ..... we go to Jipiro?
21. (arrive, arriving, arrived) I will be ..... in Quito at eight o'clock.
22. (is living, be living, lives) Where will Julio ..... next year?
23. (studying, study, studied) He won't be ..... here in April.
24. (rains, raining, rain) Will it ..... tomorrow?

C. Check the box of the correct option to complete the following sentences.

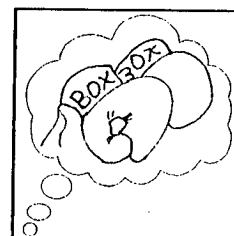
25. Carlos will ..... baseball in Venezuela.  
 kick                       play                       win
26. The scientists ..... to this city next weekend.  
 will be                       coming                       won't come
27. What will you ..... at the beach?  
 go                       wear                       wearing
28. Will Cecilia be ..... the questions in five minutes?  
 waiting                       cutting                       answering
29. Juan Pablo II will ..... South America next year.  
 visit                       develop                       clean

D. Put in order to form sentences.

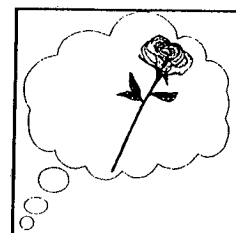
30. a. paint                      b. will                      c. The painter  
 d. church                      e. the
- .....
31. a. will be                      b. Rolando Vera                      c. the next  
 d. in                      e. competing                      f. Olympic Games
- .....
32. a. arrive                      b. the plane                      c. will  
 d. ?                      e. soon
- .....
33. a. will                      b. When                      c. begin  
 d. football game                      e. the                      f. ?
- .....
34. a. in July                      b. David                      c. finish  
 d. won't                      e. school
- .....

E. Listen and answer according to the picture.

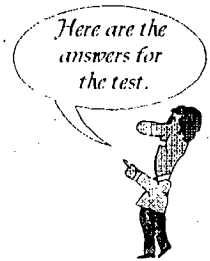
35. ....  
.....



36. ....  
.....



## Key Answers



Your answers will be right if are as these below:

A. Read carefully the following sentences and write C for the correct sentences or I for the incorrect ones in the box provided.

1.  Susana will come soon.
2.  Will begin the basketball game at seven o'clock?
3.  When will the boys go home?
4.  My father will drink a glass of milk.
5.  What will you be doing next weekend?
6.  Frank bring won't the boxing gloves.
7.  The child will be making a kite.
8.  David and I won't working be tomorrow.
9.  Will he eat rice or potatoes?
10.  How will you go to Cuenca on Tuesday?
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12.  Where will you study next year?
13.  Madonna will sing in the Madison Square Garden.
14.  Won't travel we to Costa Rica in August.
15.  Who will be the president of our country?
16.  The Minister visit will the New World High School.

B. Choose the appropriate words to complete each sentence.

17. (will go, go, went) Mónica **will go** to kinder garden in a month.
18. (entering, entered, won't enter) Leonardo and Miriam **won't enter** school next week.
19. (are, be, were) Will you **be** here tomorrow morning?
20. (will, are, be) When **will** we go to Jipiro?
21. (arrive, arriving, arrived) I will **be arriving** in Quito at eight o'clock.
22. (is living, be living, lives) Where will Julio **be living** next year?
23. (studying, study, studied) He won't **be studying** here in April.
24. (rains, raining, rain) Will it **rain** tomorrow?

C. Check the box of the correct option to complete the following sentences.

25. Carlos will ..... baseball in Venezuela.  
 kick                       play                       win
26. The scientists ..... to this city next weekend.  
 will be                       coming                       won't come
27. What will you ..... at the beach?  
 go                       wear                       wearing
28. Will Cecilia be ..... the questions in five minutes?  
 waiting                       cutting                       answering
29. Juan Pablo II will ..... South America next year.  
 visit                       develop                       clean

D. Put in order to form sentences.

30. a. paint                                      b. will                                      c. The painter  
 d. church                                      e. the

**The painter will paint the church.**

31. a. will be                                      b. Rolando Vera                      c. the next  
 d. in    e. competing                      f. Olympic Games

**Rolando Vera will be competing in the next Olympic Games.**

32. a. arrive                                      b. the plane                      c. will  
 d. ?    e. soon

**Will the plane arrive soon?**

33. a. will    b. When                                      c. begin  
 d. football game                      e. the                                      f. ?

**When the football game will begin?**

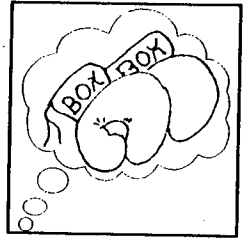
34. a. in July                                      b. David                                      c. finish  
 d. won't    e. school

**David won't begin school in July.**

E. Listen and answer according to the picture.

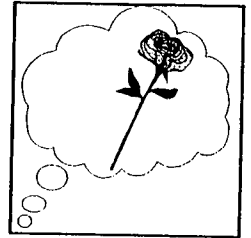
35. Will Felipe buy boxing gloves or a swimming suit?

**He will buy boxing gloves.**



36. What will you give your mother?

**I will give my mother a rose.**



*Unit Four*

**Santiago's  
birthday**





Objective:

At the end of this Unit, the student will be able to use the structures of the Future with Going to in an acceptable communication.

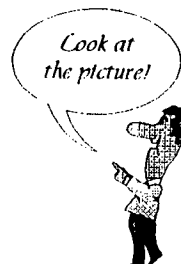
Content:

Lesson 16:	Future with Going To:	
	Affirmative Sentences	S + V Be + Going to + MV + C
Lesson 17:	Negative Sentences	S + V Be + Not + Going to + MV + C
	Yes/No Questions	V Be + S + Going to + MV + C
Lesson 18:	Information Questions	QW + V Be + S + Going to + MV + C

## *Introduction*

In the Unit Three you studied the Simple Future Tense and now you will learn the Future with Going To that is a different type of future. This time, you will find a conversation followed by three lessons containing mini-conversations, grammar, oral and written exercises. You you will find also a reading, a song, vocabulary and a self evaluation test followed by its corresponding key answers.

Continue working hard ... Remember that your learning depends on you ... You can do it!



## Conversation



- Felipe:** Hello girls! What are you going to do now?  
**Verónica:** Katty and I are going to buy some things at the shopping center to celebrate Santiago's birthday.  
**Katty:** Silvia is making the cake at Verónica's house.  
**Roberto:** When is the party going to be?  
**Verónica:** It will be tonight at eight o'clock.  
**Felipe:** Are you going to invite us?  
**Katty:** Sure! ... Would you take charge the music?  
**Roberto:** Don't worry ... We'll do it. Is it going to be a surprise?  
**Verónica:** Yes, it is ... Santiago isn't informed.  
**Roberto:** OK, everything will be ready just at eight o'clock.  
**Felipe:** Are you going to invite the teacher Torres?  
**Katty:** Of course! ... Carlos was already invited.  
**Roberto:** Oh! You named him Carlos ... What familiarity!  
**Felipe:** Forget it, Roberto ... Let's go to look for the music.  
**Roberto:** Let's go ... It doesn't matter ... I love her anyway.

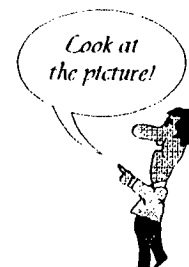


# *Lesson* **Sixteen**



**Objective:**

At the end of this lesson the student will be able to recognize and construct Affirmative Sentences in Future with Going To, in oral and written form.



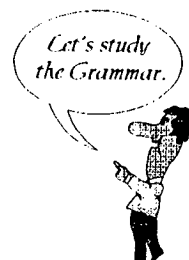
## Mini-Conversation

(In the shopping center)

- Katty:** I'm going to buy some fruits.  
**Verónica:** I'm going to buy candies, balloons, confetti and sixteen candles.  
**Katty:** I think it's better we go together to buy everything we need.  
**Verónica:** OK ... First of all, let's go to buy apples.  
**Katty:** Fine ... Let's go.



## Grammar



The grammatical structure of this lesson corresponds to the Affirmative Sentences in Future with Going To.


The Grammatical Pattern is:

	S	+	V Be	+	Going To	+	MV	+	C
	<small>(Subject)</small>	<small>plus</small>	<small>(Verb Be)</small>	<small>plus</small>	<small>(Going To)</small>	<small>plus</small>	<small>(Main Verb)</small>	<small>plus</small>	<small>(Complement)</small>

For example:

	Katty	is	going to	buy	fruits.
	Verónica	is	going to	bring	candies.
	They	are	going to	celebrate	a birthday.
	The girls	are	going to	invite	the teacher.
	Roberto and Felipe	are	going to	take charge	the music.

---



*Keep in your mind.*

The Future With Going To is another way to refer an event that is going to be performed in the future. We can say that we talk in present tense about an event that is going to be performed in the future. To find a difference among Will and Going To, it is easy to intend it by means of translation, as follows:

I will write	means	Yo escribiré
and		
I am going to write	means	Yo voy a escribir

The Affirmative Sentences in Future With Going To are formed by: the Subject, the appropriate form of the Verb To Be, Going To, the Main Verb and the Complement.

## Exercises

### A. Oral Exercises

#### A1. Substitute.

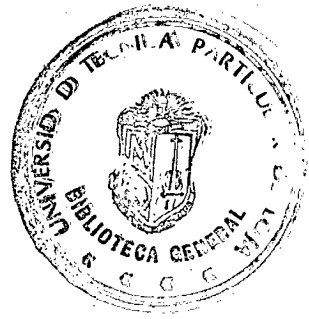
- e.g. I am going to choose a dress.
- ..... skirt.
  - ..... blouse.
  - ..... shirt.
  - ..... sweater.
  - ..... hat.

#### A2. Substitute.

- e.g. Daniel is going to buy a coat.
- ..... put on .....
  - ..... take off.....
  - ..... wash .....
  - ..... iron .....
  - ..... keep .....







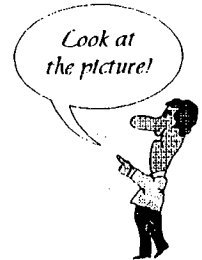
# Lesson Seventeen



**Objective:**

At the end of this lesson the student will be able to recognize and construct Negative Sentences and Yes/No Questions in Future With Going To, in oral and written form.





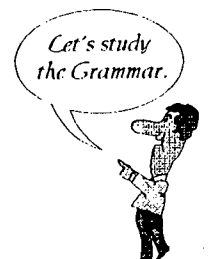
## Mini-Conversation

(In the Verónica's house)

- Katty:** Hi Silvia! ... Is the cake ready?  
**Silvia:** Yes, it's ready.  
**Verónica:** Are you going to decorate it?  
**Silvia:** Sure ... Are you going to help me?  
**Verónica and Katty:** No, we aren't.  
**Verónica:** I am going to inflate the balloons.  
**Katty:** In the meantime, I am going to wash the fruits and then I'll put the candies in the tray.



## Grammar



The grammatical structure of this lesson corresponds to the Negative Sentences and to the Yes/No Questions in Simple Future Tense.

## Negative Sentences

The Grammatical Pattern is:

S + Verb Be + Not + Going To MV + C  
(Subject) plus (Verb Be) plus (Negation) plus (Going To) (Main Verb) plus (Complement)

For example:

Verónica	is	not	going to	help	Silvia.
Katty	is	not	going to	decorate	the cake.
Silvia	is	not	going to	wash	fruits.
The boys	are	not	going to	put	candies in the tray.
Santiago	is	not	going to	inflate	balloons.



The Negative Sentences in Future With Going To are formed by the Subject, the appropriate form of the Verb To Be, the Negation (Not), Going To, the Main Verb and the Complement.

## Yes/No Questions

The Grammatical Pattern is:

Verb Be + S + Going To + MV + C + ?  
(Verb Be) plus (Subject) plus (Going To) plus (Main Verb) plus (Complement) + (Question Mark)

For example:

Affirmative and Negative  
Short Answers

Affirmative and Negative  
Full Answers

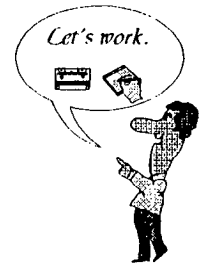
V Be + S + Going To + MV + C ?

Is Silvia going to make the cake?	Yes, she is. No, she isn't.	Yes, she is going to make the cake. No, she is not going to make the cake.
Are the girls going to help Silvia?	Yes, they are. No, they aren't.	Yes, they are going to help Silvia. No, they are not going to help Silvia.
Is Verónica going- to wash the fruits?	Yes, she is. No, she isn't.	Yes, she is going to wash fruits. No, she is not going to wash fruits.
Is Katty going to inflate the balloons?	Yes, she is. No, she isn't.	Yes, she is going to inflate balloons. No, she is not going to inflate balloons.
Is Roberto going to buy the candies?	Yes, he is. No, he isn't.	Yes, he is going to buy candies. No, he is not going to buy candies.



The Yes/No Questions in Future With Going to are formed by the appropriate form of the Verb To Be, the Subject, Going To, the Main Verb and the Complement. This type of questions, can also be answered in Affirmative and Negative Form with Short or Full answers.

# Exercices



## A. Oral Exercices

### A1. Substitute.

e.g. Claudia is not going to eat bread.

1. They are ..... beans.

2. The child is ..... fried chicken.

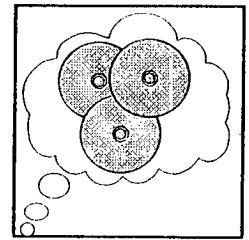
3. That birds are ..... crumbs of bread.

4. The sick man ..... butter.

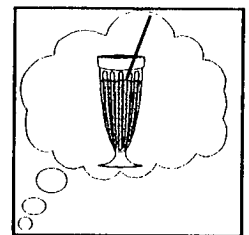
5. My grandmother ..... cookies.

### A2. Answer according to the picture, use full answers.

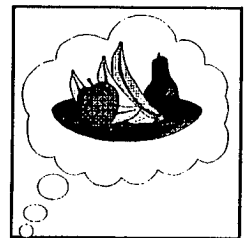
e.g. Is Raúl going to bring cassettes or compact disks.  
 Raúl is going to bring compact disks.



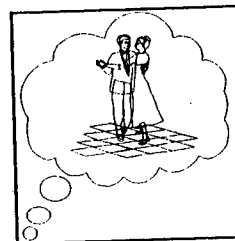
1. Are they going to drink wine or refreshment?  
 .....



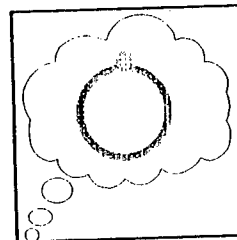
2. Is Judith going to eat fruits or cheese?  
 .....



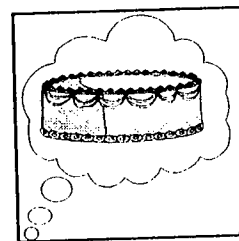
3. Are the guests going to dance rock and roll or romantic music?
- .....



4. Is Paulina going to give me earrings or a ring?
- .....



5. Is Santiago going to cut the cake or the bread?
- .....



## B. Written Exercises

### B1. Change to negative.

e.g. He **is going to** invite Víctor.  
He **is not going to** invite Víctor.

1. They are going to criticize their friends.

\_\_\_\_\_

2. María is going to strike Ricardo.

\_\_\_\_\_

3. I am going to be late.

\_\_\_\_\_

4. The girl is going to scandalize at the party.

\_\_\_\_\_

5. Joe is going to get drunk.

\_\_\_\_\_

## B2. Change to Yes/No Question.

e.g. **Patty is going to wear a half mask.**  
**Is Patty going to wear a half mask?**

1. César and Juan are going to buy fireworks.

---

2. The child is going to make a paper hat.

---

3. I am going to visit a gipsy girl.

---

4. They are going to be here early.

---

5. She is going to make a cake.

---

## B3. Put in order.

e.g. a) like a clown                      b) Ximena                      c) is not  
 d) look                                      e) going to

**Ximena is not going to look like a clown.**

1. a) is going                              b) Frank                      c) to visit  
 d) the annual fair                      e) ?

---

2. a) to make                              b) I                              c) am going  
 d) a mask

---

3. a) my goodmather                      b) give me                      c) is going to  
 d) a night dress

---

4. a) Claudia and her boy friend      b) going to                      c) tonight  
 d) dance                                      e) are

---

5. a) at mid night                              b) are going                      c) to be back  
 d) they

---

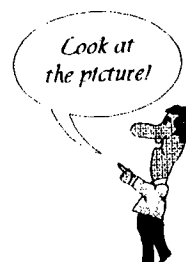
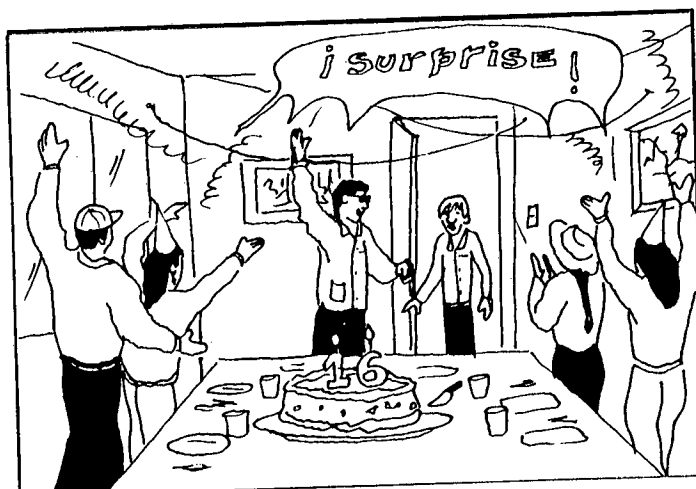


# Lesson Eighteen



**Objective:**

At the end of this lesson the student will be able to recognize, construct and answer Information Questions in Future With Going To, in oral and written form.

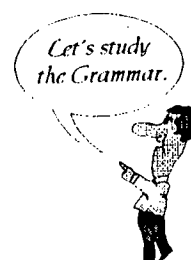


## Mini-Conversation

- Silvia:** Well ... I think that's all right.  
**Katty:** When is Santiago going to arrive?  
**Felipe:** He is going to come in now.  
**C. Torres:** Turn off the light.  
 (Roberto opens the door and Santiago goes in)  
**Everybody:** Surprise!  
**Silvia:** Happy birthday, Santiago!  
**Santiago:** Thanks! ... I'm so happy that I'm going to cry.  
**Roberto:** No. No. No... You aren't going to cry.  
**Katty:** Now, we are going to sing the Happy Birthday song and then Santiago will blow out the candles.  
**Verónica:** Let's sing ...



## Grammar



The grammatical structure of this lesson corresponds to the Future With Going To.

The Grammatical Pattern is:

QW + Verb Be + S + Going To + MV + C + ?  
(Question Word) plus (Verb To Be) plus (Subject) plus (Going To) plus (Main Verb) plus (Complement) plus (Question mark)

For example: What are boys going to celebrate today?  
 They are going to celebrate Santiago's birthday?

When is Santiago going to arrive to the party?  
 He is going to arrive now to the party.

Who is going to turn off the light?  
Roberto is going to turn off the light.

How is the party going to be?  
 The party is going to be beautiful.

Where are they going to celebrate the birthday?  
 They are going to celebrate the birthday at Verónica's house.



The Information Questions in Future With Going To are used to ask for information as in the prior Units and are formed by the Question Word, the appropriate form of the Verb To Be, the Subject, Going To, the Main Verb and the Complement.

## Exercices

### A. Oral Exercices

#### A1. Substitute.

1. **Who is going to dance at the party?**  
 sing  
 joke  
 drink
2. **What are they going to do at noon?**  
 tonight?  
 at midnight?  
 this afternoon?





3. How is Gabriela going to come back home?  
go to Esmeraldas?  
feel tomorrow?  
listen to music?
4. When are we going to celebrate my birthday?  
they  
my parents  
my friends
5. Where is she going to buy confetti?  
candles?  
balloons?  
ice cream?

## B. Written Exercises

B1. Give full answers using the words in parenthesis.

e.g. (Inés) Who is going to inflate the balloons?  
Inés is going to inflate the balloons.

1. (a tie) What are you going to give Carlos?

---

2. (by taxi) How are your friends going to come here?

---

3. (at 9 o'clock) When is Sara going to cut the cake?

---

4. (in the box) Where is your mother going to put the candies?

---

5. (Juana) Who is going to sing the song?

---

B3. Put in order.

e.g. a) wear                      b) are you                      c) tonight  
d) what                        e) going to                      f) ?

What are you going to wear tonight?

1. a) is going                      b) ?                                c) to clean  
d) Who                            e) the table

---

2. a) going to                      b) What                      c) is Cecilia  
d) do                                  e) after the test              f) ?
- 
3. a) Jorge and Luis              b) How are                      c) come home  
d) ?                                      e) going to
- 
4. a) going                              b) is the cat                      c) ?  
d) When                                e) to drink                      f) milk
- 
5. a) going to                      b) Where are                      c) you  
d) look for your friends          e) ?
- 



## Reading



Santiago is a very sensitive boy. He is always telling and making wrong things, however he is very intelligent and a good student. He is going to be sixteen years old and his friends are going to make a party for him tonight at Verónica's house.

The party is going to be a surprise. Silvia is going to make a cake, Verónica and Katty are going to buy fruits, balloons, confetti, candies and sixteen candles that Santiago is going to blow out. Roberto and Felipe are going to take charge the music. In this party Santiago's friends will show him that he is very important for them.

It is important to make persons feel good, it doesn't matter how they look, think or how much money they have.



---

## Questions



Answer according to the reading.

1. How is Santiago?

---

2. How old is Santiago going to be?

---

3. Are Santiago's friends going to make a party for him?

---

4. What is Silvia going to make?

---

5. Are the girls going to take charge of the music?

---

6. What are Katty and Verónica going to buy for the party?

---

7. Is Roberto going to blow out the candles?

---

8. Where are they going to celebrate Santiago's birthday?

---

9. When are the boys going to make the party?

---

10. What are you going to make in your birthday?

---



Don't forget the following chart.



## FUTURE WITH GOING TO

AFFIRMATIVE FORM		NEGATIVE FORM		INTERROGATIVE FORM
SINGULAR				
I am going to	I'm going to	I am not going to	I'm not going to	Am I going to?
You are going to	You're going to	You are not going to	You aren't going to	Are you going to?
He is going to	He's going to	He is not going to	He isn't going to	Is he going to?
She is going to	She's going to	She is not going to	She isn't going to	Is she going to?
It is going to	It's going to	It is not going to	It isn't going to	Is it going to?
PLURAL				
We are going to	We're going to	We are not going to	We aren't going to	Are we going to?
You are going to	You're going to	You are not going to	You aren't going to	Are you going to?
They are going to	They're going to	They are not going to	They aren't going to	Are they going to?

You can use any verb after going to.

For example:

I am going to study French.

# Song



## Young and Proud

Ace of Base

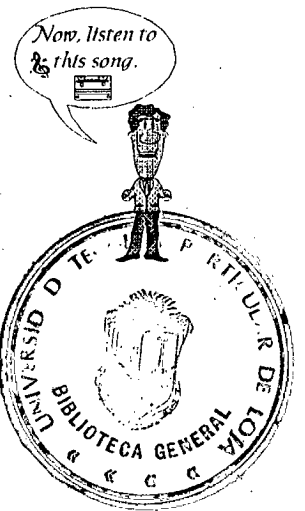
We're much too young and life's so big  
we don't know yet what the future brings  
in its hands for us  
what tomorrow brings the future knows.

no matter what you say  
no matter what you do  
we are united.

young and proud  
young and proud  
we're marching on the same side of destiny  
on the same side of destiny

anyway anyway you do it wrong  
I'm calling out your name  
but you never hear me  
anyway anyway you do it wrong  
I'm giving you my love  
though it's never for sale





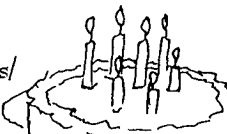





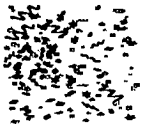
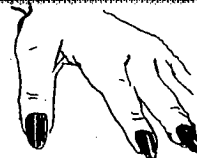


anyway, anyway ...


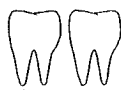




# Vocabulary

It's time you know the meaning of the new words.



<p>balloons /bə'loʊns/</p> 	<p>fireworks /fɪr'wɜrks/</p> 
<p>brush /brʊʃ/</p> 	<p>half mask /hɑf'mɑsk/</p> 
<p>candles /kən'dɒls/</p> 	<p>hat /hæt/</p> 
<p>clown /klaʊn/</p> 	<p>ice cream /ɪs'krēm/</p> 
<p>coat /kōt/</p> 	<p>mask /mɑsk/</p> 
<p>confetti /kən'fet'i/</p> 	<p>nails /nāls/</p> 
<p>cookies /kʊk'is/</p> 	<p>paper hat /pā'pɛr/hæt/</p> 

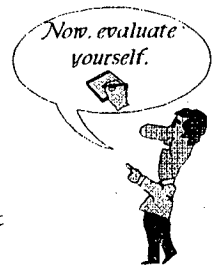
queen	/kwēn/		teeth	/tēth/	
strike	/strīk/		tray	/trā/	

### Idioms and other expressions

age	/āj/	edad, etapa, era
annual fair	/an'yōō əl//fer/	feria anual
anyway	/en'ē wā'/	de todos modos
at noon	/at//nōōn/	al medio día
be back	/hē//bak/	estar de regreso
birthday	/bɪrth dā'/	cumpleaños
blow out the candles	/blō ɔut//thə//kan'dəls/	apagar las velas
crumbs of bread	/krums//uv//bred/	migas de pan
feel good	/fēl//gɔd/	sentirse bien
gipsy girl	/jip'sē//gɪr/	gitana
however	/hɔ u ev'ər/	sin embargo
in the meantime	/in//thə//mēn'tīm'/	mientras tanto
it doesn't matter	/it//duz'ənt//mat'ər/	no importa
joke	/jōk/	bromear
night dress	/nīt//dres/	vestido de noche
promote	/prō mōt'/	promover
put on	/pɔt//än/	ponerse (alguna prenda)
soap his face	/sōp//hiz//fās/	jabonar su (de él) cara
take charge of	/tāk//chärj//uv/	encargarse de
take off	/tāk//əf/	quitarse (alguna prenda)
together	/tɔ o geth'ər/	juntos
turn off	/tɜrn//əf/	apagar (la luz)
workshop	/wɜrk shäp/	taller
wrong things	/rōŋ//thɪŋs/	cosas equivocadas



## Self Evaluation Test



A. Read carefully the following sentences and write C for the correct sentences or I for the incorrect ones in the box provided.

1.  Are you going to invite my boyfriend?
2.  You are not going to do the homework.
3.  Is who going to come to the party?
4.  They are not going to bring many gifts.
5.  We is going to dance this weekend.
6.  Are Paúl and Carmen going to sing in the night club?
7.  Where you are going to celebrate your birthday?
8.  I am not going to washing your car.
9.  When is Sara going to buy a new dress?
10.  The dog is going to stay outside?
11.  Mr. García not is going to sell his house.
12.  How is Ana going to feel in the workshop?
13.  Is your cousin going to come by plane?
14.  The guests are going to enjoy the party.
15.  My mother is not going to give you a watch.
16.  What are you going to cook for dinner?

B. Complete the second questions with WHO/WHAT/HOW/WHEN/WHERE according to the underlined word or words in the first one.

17. Is she going to teach History?  
..... is she going to teach?
18. Are they going to go to the party this evening?  
..... are they going to go to the party?
19. Are we going to rest at the beach?  
..... are we going to rest?
20. Are you going to celebrate Santiago's birthday?  
..... are you going to celebrate?
21. Are my parents going to come here next weekend?  
..... are my parents going to come here?

22. Is the workshop going to be interesting?  
 ..... is the workshop going to be?
23. Is it going to rain at night?  
 ..... is it going to rain?
24. Are they going to win the game?  
 ..... are they going to win?

C. Put a tick on the correct option to complete the following sentences.

25. .... is going to play in the morning.  
 the teams       my team       teams
26. .... Olga going to rest at midnight?  
 am       is       are
27. Are Silvia and Flor going ..... cookies on Saturday?  
 bake       to bake       baking
28. Mario is not ..... go out this evening.  
 to going       going       going to
29. What is Alberto going to do .....?  
 weekend       next weekend       last weekend

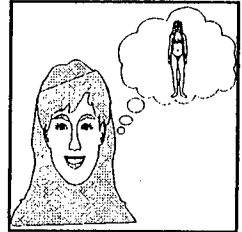
D. Put in order to form sentences.

30. a) are you      b) where      c) going to  
 d) red dress      e) ?  
 .....
31. a) the balloons      b) to inflate      c) who  
 d) ?      e) is going  
 .....
32. a) going to      b) children      c) are not  
 d) eat bread  
 .....
33. a) are going      b) to bring      c) my friends  
 d) the confetti  
 .....

34. a) souvenirs                      b) the tourists                      c) to buy  
d) are going                      e) ?
- .....

E. Listen and answer according to the picture.

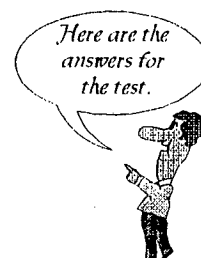
35. ....  
.....



36. ....  
.....



## Key Answers



Your answers will be right if are something like the following:

A. Read carefully the following sentences and write C for the correct sentences or I for the incorrect ones in the box provided.

1.  c Are you going to invite my boyfriend?
2.  c You are not going to do the homework.
3.  i Is who going to come to the party?
4.  c They are not going to bring many gifts.
5.  i We is going to dance this weekend.
6.  c Are Paul and Carmen going to sing in the night club?
7.  i Where you are going to celebrate your birthday?
8.  c I am not going to washing your car.
9.  c When is Sara going to buy a new dress?
10.  i The dog is going to stay outside?
11.  i Mr. García not is going to sell his house.
12.  c How is Ana going to feel in the workshop?
13.  c Is your cousin going to come by plane?
14.  c The guests are going to enjoy the party.
15.  c My mother is not going to give you a watch.
16.  c What are you going to cook for dinner?

B. Complete the second questions with WHO/WHAT/HOW/WHEN/WHERE according to the underlined word or words in the first one.

17. Is she going to teach History?  
What is she going to teach?
18. Are they going to go to the party this evening?  
When are they going to go to the party?
19. Are we going to rest at the beach?  
Where are we going to rest?
20. Are you going to celebrate the Santiago's birthday?  
What are you going to celebrate?
21. Are my parents going to come here next weekend?  
When are my parents going to come here?
22. Is the workshop going to be interesting?  
How is the workshop going to be?

23. Is it going to rain at night?  
When is it going to rain?
24. Are they going to win the game?  
What are they going to win?

C. Put a tick on the correct option to complete the following sentences.

25. .... is going to play in the morning.  
 the teams       my team       teams
26. .... Olga going to rest at midnight?  
 am       is       are
27. Are Silvia and Flor going ..... cookies on Saturday?  
 bake       to bake       baking
28. Mario is not ..... go out this evening.  
 to going       going       going to
29. What is Alberto going to do .....?  
 weekend       next weekend       last weekend

D. Put in order to form sentences.

30. a) are you      b) wear      c) going to  
d) a red dress      e) ?

Are you going to wear a red dress?

31. a) the balloons      b) to inflate      c) who  
d) ?      e) is going

Who is going to inflate the balloons?

32. a) going to      b) children      c) are not  
d) eat bread

Children are not going to eat bread.

33. a) are going      b) to bring      c) my friends  
d) the confetti

My friends are going to bring the confetti.

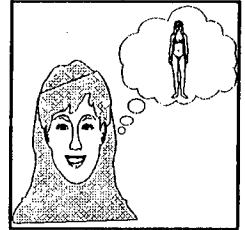
34. a. souvenirs                      b. the tourists                      c. to buy  
 d. are going                      e. ?

Are the tourists going to buy souvenirs?

E. Listen and answer according to the picture.

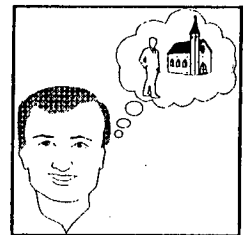
35. What is Lucy going to wear at the beach?

She is going to wear a bikini at the beach.



36. Where is Ramiro going to go?

He is going to go to the church?



*Unit Five*

**The tour**



Objective:

At the end of this Unit, the student will be able to use the Modal Auxiliaries CAN and MAY in an acceptable communication.

Content:

Lesson 19:	Affirmative Sentences	S + MA + MV + C
Lesson 20:	Negative Sentences	S + MA + Not + MV + C
	Yes/No Questions	MA + S + MV + C
Lesson 21:	Information Questions	QW + MA + S + MV + C



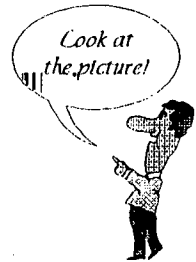
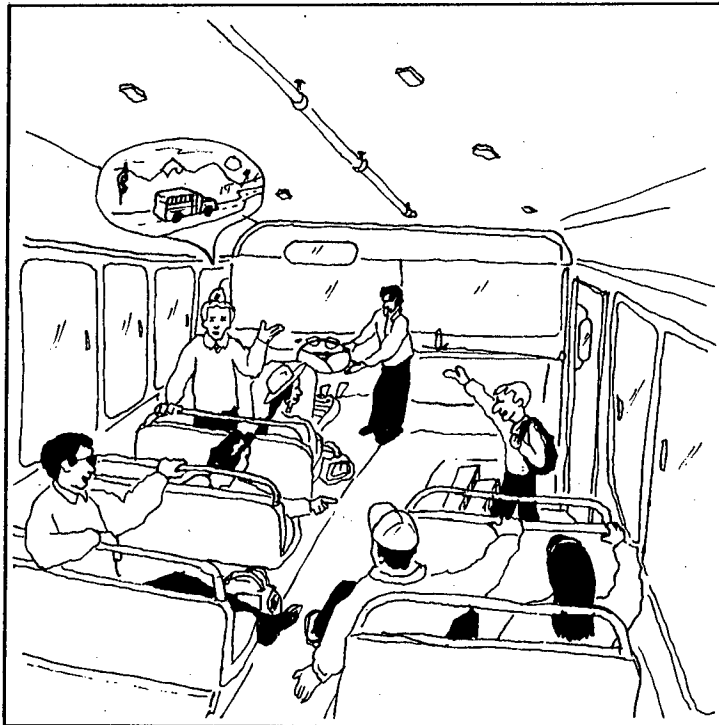
## *Introduction*

This is the last Unit you have to study during this year. You will learn the Modal Auxiliaries CAN and MAY. As in the Fourth Unit, you will find a conversation followed by three lessons containing mini-conversations, grammar, oral and written exercises. You will find also a reading, a song, vocabulary and a self evaluation test followed by its corresponding key answers.

You have made a good work! ... We hope you have found this textbook enjoyable and above all useful for some instances of your daily life.

We want to thank you a lot for the opportunity to share with you this work. Good luck and go on.

The authors.



## Conversation

- C. Torres:** Well boys and girls... the scholar year is ended... you were promoted to the fifth year and now we are going on tour.
- Katty:** Carlos, can you help me with my suitcase?
- C. Smith:** Sure.
- Roberto:** Now, Katty is going to be with Carlos during the whole trip.
- Verónica:** Don't be so pessimist ... She will be with you before you think.
- C. Torres:** Is everybody here?
- Roberto:** Yes, we are ready to start the tour.
- Katty:** Carlos ... May I take this seat close to you?
- C. Torres:** Yes, you may sit down here.
- Verónica:** This bus isn't comfortable at all.
- C. Torres:** We are so sorry, Verónica.
- Felipe:** Silvia! Come here this is your seat.
- Silvia:** May I choose another place?
- Santiago:** No, you may not ... Sit down there because I will sit down here with Verónica.
- Verónica:** No, no ... please! Santiago, can you let me alone?
- Roberto:** Don't worry Verónica... You will enjoy this trip as well as Katty will enjoy it with Carlos.
- Katty:** What ironic!
- C. Torres:** Roberto, I can leave this place if you want.
- Roberto:** No, it's not necessary... I'll be very fine in the last seat.
- C. Torres:** Driver... Please let's go... The most beautiful places of our country are waiting for us.

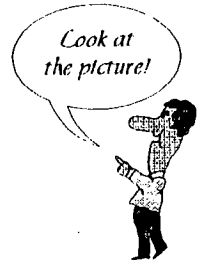
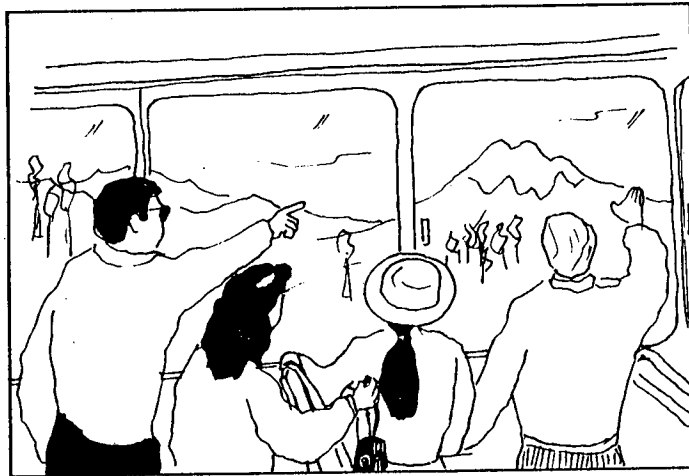


# *Lesson* *Nineteen*



**Objective:**

At the end of this lesson the student will be able to recognize and construct Affirmative Sentences using the Modal Auxiliaries Can and May in the Present Tense, in oral and written form.



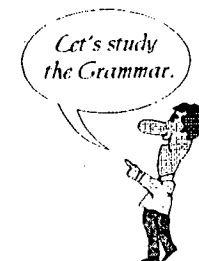
## Mini-Conversation

(During the trip... in the Sierra Region)

- C. Torres:** Our country is really wonderful! We can see beautiful landscapes.
- Roberto:** Look at there!
- Silvia:** Oh! It's fabulous!... It's the Chimborazo mountain... the snow is brighting under the sun.
- C. Torres:** You may take photos if you want.
- Verónica:** Thank you, teacher... Please, driver... Stop the bus.
- Roberto:** Come in everybody... Smile for Roberto, your favorite photographer.



## Grammar



The grammatical structure of this lesson corresponds to the Affirmative Sentences with the Modal Auxiliaries Can and May.

The Grammatical Pattern is:

	S	+	MA	+	MV	+	C
	(Subject)	plus	(Modal Auxiliary)	plus	(Main Verb)	plus	(Complement)
For example:	Carlos		can		take		the Katty's suitcase.
	The students		can		see		beautiful landscapes.
	Roberto		may		take		photos if he wants.
	The driver		may		stop		the bus.
	Katty		may		sit down		close to Carlos.



There are some verbs that express mood, a characteristic of verbs that involves the speaker's attitude toward the action expressed; this attitude can be in Indicative, Imperative, Subjunctive and Imperative Mood. These verbs are named Modal Auxiliaries and we will study two of them in the Present Tense: CAN and MAY.

CAN is used to express Mental or physical ability.  
e.g. You can play basketball.

MAY is used to express Possibility and permission.  
e.g. May I help you?

It is important to note that the Modal Auxiliary CAN is very used to express the meanings of ability, possibility and permission in the everyday speech and writing and MAY is used only when the notion of permission is important to the sense of an utterance and there is a possibility of ambiguity.

However, we consider suitable to make the distinction stated in the traditional grammar, this is: CAN = for ABILITY and MAY = for PERMISSION/POSSIBILITY, in order to understand and use these Modal Auxiliaries in oral and written language.

So, we have that the Affirmative Sentences with the Modal Auxiliaries are formed by: the Subject, the Modal Auxiliary, the Main Verb and the Complement.



## Exercices

### A. Oral Exercices

#### A1. Substitute.

- e.g. He can speak English.  
 ..... drive a car.  
 ..... run four miles a day.  
 ..... lift dumbbells.  
 ..... write poems.



1. a) if she travels                      b) she may                      c) be on time  
d) by plane
- 

2. a) beautiful pictures                      b) she                      c) draw  
d) can
- 

3. a) celebrate                      b) they may                      c) the Valentine's Day  
c) in my house
- 

4. a) the environment                      b) Man                      c) modify  
d) can
- 

5. a) to the meeting                      b) with you                      c) Leonardo  
d) may go
- 



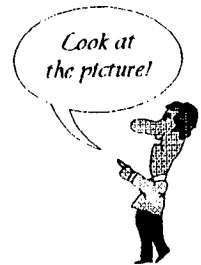
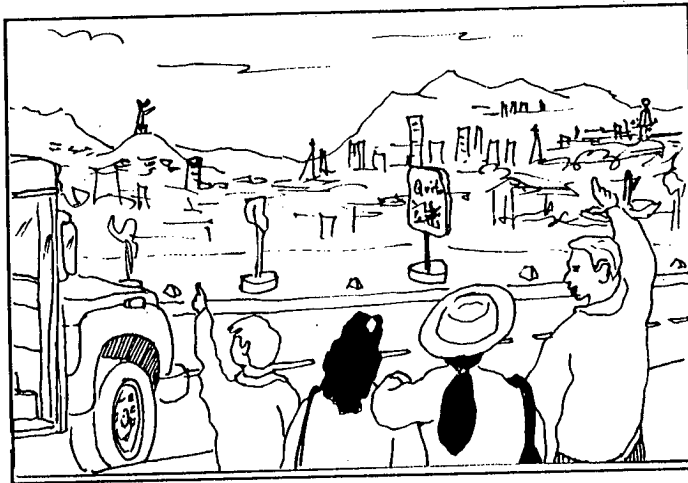
# Lesson Twenty



**Objective:**

At the end of this lesson the student will be able to recognize and construct Negative Sentences and Yes/No Questions with the Modal Auxiliaries Can and May in the Present Tense, in oral and written form.





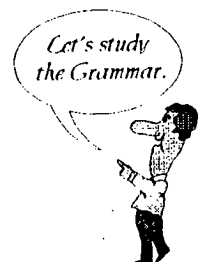
## Mini-Conversation

(Arriving in Quito at daybreak)

- Silvia:** Oh! What a beautiful city!
- Verónica:** May we go to Ipiales? I would like to buy many things.
- C. Torres:** No, you may not... First of all, we will go to the hotel to rest... In the afternoon we will visit El Panecillo and the Historic Center... Tomorrow morning we'll go to the Middle of the World... A day after tomorrow we'll visit the San Pablo Lake and Otavalo where we'll pass the night.
- Santiago:** Verónica ... Can you lend me some money? I would like to buy a poncho... I'm very cold.
- Verónica:** No I cannot... You may die because of cold... I don't care.
- C. Torres:** OK everybody... forget your discussion and let's go to the hotel.



## Grammar



The grammatical structure of this lesson corresponds to the Negative Sentences and to the Yes/No Questions with the Modal Auxiliaries Can and May.

### Negative Sentences

The Grammatical Pattern is:

S + MA + Not + MV + C  
(Subject) plus (Modal Auxiliary) plus (Negation) plus (Main Verb) plus (Complement)

For example:

Thes students	may	not	go	to Ipiales.
Katty	can	not	buy	many things.
Roberto	may	not	stay	in the bus.
We	can	not	drive	a car.
The boys	may	not	visit	The Middle of the World today.



The Negative Sentences with the Modal Auxiliaries Can and May are formed by the Subject, the Modal Auxliary, the Negation (Not), the Main Verb and the Complement.


### Yes/No Questions

The Grammatical Pattern is:

MA + S + Main Verb + C + ?  
(Modal Auxiliary) plus (Subject) plus (Going To) plus (Complement) + (Question Mark)

For example:

	Affirmative and Negative Short Answers	Affirmative and Negative Full Answers
MA + S + MV + C ?		
May they go to Ipiales?	Yes, they may. No, they may not..	Yes, they may go to Ipiales. No, they may not go to Ipiales.
Can he work like a driver?	Yes, he can. No, he cannot.	Yes, he can work like a driver. No, he cannot work like a driver.
May Katty travel with Roberto?	Yes, she may. No, she may not.	Yes, she may travel with Roberto. No, she may not travel with Roberto.
Can you drive in darkness?	Yes, I can. No, I cannot.	Yes, I can drive in darkness. No, I cannot drive in darkness.
May Felipe lunch at the new restaurant?	Yes, he may. No, he may not	Yes, he may lunch at the new restaurant. No, he may not lunch at the new restaurant.



The Yes/No Questions with the Modal Auxiliaries Can and May are formed by the Modal Auxiliary, the Subject, the Main Verb and the Complement. This type of questions, can also be answered in Affirmative and Negative Form with Short or Full answers.

CANNOT is very used instead of CAN NOT and CAN'T.

## Exercices

### A. Oral Exercices

#### A1. Substitute.

- e.g. The kid            **may go to bed late.**
1. My daughter .....
  2. Your son .....
  3. They                **cannot sail in the lake.**
  4. Carmen .....
  5. My neighbors .....

#### A2. Substitute.

- e.g. Can you            swim in the river?
1. .... write tales?
  2. .... play golf?
  3. May Sandra    travel with Guillermo?
  4. .... put on your pants?
  5. .... study in the Yanina's house?

### B. Written Exercices

#### B1. Change to questions and answer in affirmative an negative form. Use short and full answers.

e.g. Carla may watch TV after eight o'clock.

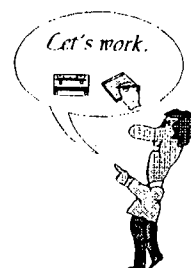
May Carla watch TV after eight o'clock?

Yes, she may.

Yes, she may watch TV after eight o'clock.

No, she may not.

No, she may not watch TV after eight o'clock.



1. A camel can be without water for much time.

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---

2. Gabriela may eat at the restaurant with her friends.

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---



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3. My teacher can speak several languages.

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---



---

4. Raúl may get up late today.

---



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---



---

5. Rolando Vera can win the Marathon of San Silvestre.

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B3. Put in order.

- e.g. a) at normal speed      b) the teacher can      c) English  
 d) speak

**The teacher can speak English at normal speed.**

1. a) send the fax                      b) may                      c) the secretary  
d) tomorrow                      e) ?
- 
2. a) by means of games              b) children              c) can  
d) develop imagination
- 
3. a) next century                      b) Man may              c) arrive in Mars
- 
4. a) a lot of drawings              b) we can              c) make  
d) with the computer
- 
5. a) May people                      b) look at the planets    c) in the planetarium  
d) ?
- 



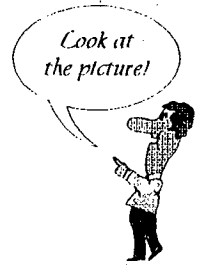


# Lesson Twenty One



**Objective:**

At the end of this lesson the student will be able to recognize, construct and answer Information Questions with the Modal Auxiliaries Can and May in Present Tense, in oral and written form.



## Mini-Conversation

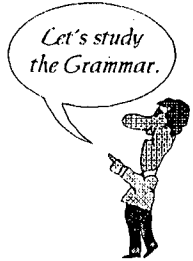
(One day later... after to have visited the touristic places of Quito and the San Pablo Lake, they arrive in Otavalo)



- Silvia:** Where can I buy a sweater?  
**Verónica:** Look at there! Those sweaters are beautiful.  
**Katty:** May I put on this one?  
**The seller:** Yes you may... You may choose whatever you want.  
**Felipe:** What can I buy for my father?  
**The seller:** Look at this hat!... Your father will like it a lot.  
**Roberto:** I'm sure of that... It looks good on me.  
**Santiago:** I'll buy this poncho and I won't feel cold during the trip.  
**C. Torres:** You shouldn't buy many weavings... Tomorrow we'll start the journey by the seashore where we'll go to the beaches and some other touristic places. There you'll have the opportunity to buy a lot of souvenirs.  
**Felipe:** What about a trip to the Amazon?  
**C. Torres:** It would be great but we don't have enough time and money... We can try to make it next year.



## Grammar



The grammatical structure of this lesson corresponds to the Information Questions with the Modal Auxiliaries Can and May.

The Grammatical Pattern is:

QW + MA + S + MV + C + ?  
(Question Word) plus (Modal Auxiliary) plus (Subject) plus (Main Verb) plus (Complement) plus (Question mark)

For example: What can they see during the trip?

They can see beautiful landscapes.

When may the girls go to Ipiales?

They may go to Ipiales tomorrow.

Who can lend me some money?

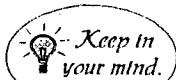
Verónica can lend you some money.

How can they go to Otavalo?

They can go to Otavalo by bus.

Where may you let us go on shopping?

I may let you go on shopping to Ipiales.



The Information Questions with the Modal Auxiliaries Can and May are used to ask for information as in the prior Units and are formed by the Question Word, the Modal Auxiliary, the Subject, the Main Verb and the Complement.

As we have studied before, these questions can be answered in short form with the above underlined words.



## Exercices



### A. Oral Exercices

#### A1. Substitute.

1. **When may I visit my** son?  
 ..... sister?  
 ..... grandmother?  
 ..... girlfriend?  
 ..... daughter?
  
2. **How can they write there?**  
 ..... work .....?  
 ..... read .....?  
 ..... study .....?  
 ..... learn .....?
  
3. **What can César do at home?**  
 ..... may he .....?  
 ..... can Mónica .....?  
 ..... may she .....?  
 ..... can Hugo .....?
  
4. **Where may Gabriela and Luis go on vacation?**  
 ..... Luisa and her parents .....?  
 ..... your brothers .....?  
 ..... our friends .....?  
 ..... their neighbor .....?
  
5. **Who can clean the classroom this afternoon?**  
 ..... the house .....?  
 ..... the church .....?  
 ..... the museum .....?  
 ..... the theater .....?

## B. Written Exercises

B1. Complete. Choose from the words on the left column.

- |            |      |   |
|------------|------|---|
| go         | e.g. | What can we <u>find</u> in the jungle?                    |
| the Amazon | 1.   | Who can _____ a truck?                                    |
| drive      | 2.   | Where may I go this _____ ?                               |
| find       | 3.   | How can the tourist reach _____ ?                         |
| afternoon  | 4.   | When can the ecologist _____ to the Yasuní National Park? |
| she take   | 5.   | What may _____ to the beach?                              |

B2. Put in order.

- e.g. a) may                                      b) come with me                                      c) Who  
       d) to the movies                                f) ?

Who may come with me to the movies?

- |       |                           |                         |                |
|-------|---------------------------|-------------------------|----------------|
| 1.    | a) men travel             | b) ?                    | c) to the moon |
|       | d) How                    | e) can                  |                |
| <hr/> |                           |                         |                |
| 2.    | a) translate              | b) Who                  | c) can         |
|       | d) this letter to Spanish | f) ?                    |                |
| <hr/> |                           |                         |                |
| 3.    | a) Diego                  | b) When                 | c) may         |
|       | d) ?                      | e) visit his girlfriend |                |
| <hr/> |                           |                         |                |
| 4.    | a) in the championship    | b) What                 | c) ?           |
|       | d) can                    | e) you                  | f) play        |
| <hr/> |                           |                         |                |
| 5.    | a) with Ana               | b) Where may            | c) Ricardo     |
|       | d) go                     | e) ?                    |                |
| <hr/> |                           |                         |                |



## Reading



Ecuador is a beautiful country. It is formed by four distinct regions: The Andean highlands, the central tropical plain, the Amazon basin and the Galápagos Islands. The variety of reliefs and climates has favored the formation of diverse types of landscapes and ecosystems. We may visit a lot of touristic places.

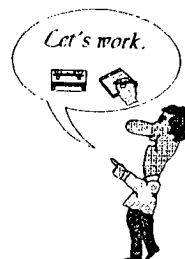
We can see the highest mountains and snowcapped volcanoes of the world, the tropical forest, the rivers, the fabulous flora and fauna of the Amazonic region, the beauty of the beaches and the fascinating landscape of the Galápagos Islands. We can reach these places by land or air and by sea to Galápagos.

It can be an unforgettable experience to make a trip around the country, specially for those who love nature, and for those who, like the students of the New World Highschool chose some of the most touristic places of the Mountainous Region and the Coast to visit on their tour at the end of the fourth year.



---

## Questions



Answer according to the reading.

1. How is Ecuador?

---

2. What can you see in the Sierra region of Ecuador?

---

3. Can we see snowcapped volcanoes in our country?

---

4. Where can you find a fabulous flora and fauna?

---

5. May the students make a trip around the country?

---

6. May we visit a lot of touristic places?

---

7. Can you go to the beaches on vacation?

---

8. How can you reach the Amazonic region?

---

9. Can you go to the Galápagos Islands by land?

---

10. Where will you go on vacation this year?

---



Don't forget the following chart



## MODAL AUXILIARY CAN

AFFIRMATIVE FORM	NEGATIVE FORM		INTERROGATIVE FORM
	SINGULAR		
I can	I can not/ I cannot	I can't	Can I?
You can	You can not/ You cannot	You can't	Can you?
He can	He can not/ He cannot	He can't	Can he?
She can	She can not/ She cannot	She can't	Can she?
It can	It can not/ It cannot	It can't	Can it?
	PLURAL		
We can	We can not/ We cannot	We can't	Can we?
You can	You can not/ You cannot	You can't	Can you?
They can	They can not/ They cannot	They can't	Can they?
<p>In the Negative Form, it is included CANNOT, a form of common use. You can use any verb after that involves MENTAL OR PHYSICAL ABILITY, after the Modal Auxiliary CAN.</p>			
<p>For example:</p>			
<p>You can speak English.</p>			

## MODAL AUXILIARY MAY

AFFIRMATIVE FORM	NEGATIVE FORM	INTERROGATIVE FORM
SINGULAR		
I may	I may not	May I?
You may	You may not	May you?
He may	He may not	May he?
She may	She may not	May she?
It may	It may not	May it?
PLURAL		
We may	We may not	May we?
You may	You may not	May you?
They may	They may not	May they?

As you can see, the Modal Auxiliary May doesn't have contraction for the Negative Form. You can use any verb that involves POSSIBILITY or PERMISSION, after the Modal Auxiliary MAY.

For example:

She may go to the movies today.

Song



## Hear Me Calling

Ace of Base

I enter your life now make no mistakes  
can you reach me, can you reach me

Can you hear me calling in the night  
my love's so strong I can't get it right  
can you feel my longing through the night  
you've got me totally hypnotized  
Oh yeah

I came a black dress but left in a white  
can you reach me, can you reach me  
I came in a black dress but left in a white  
you can reach me, you can touch me

Can you hear me calling in the night  
my love's so strong I can't get it right  
can you feel my longing through the night  
you've got me totally hypnotized

Looking for your eyes  
when the dream is so nice  
the rhythm of the song where you belong  
I want your heart and soul




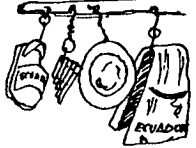
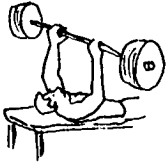



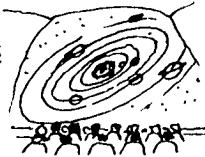


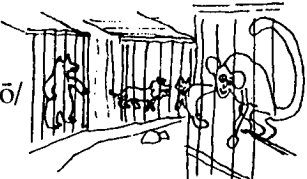

Oh yeah



# Vocabulary

It's time you know the meaning of the new words.



<p>donkey /dāŋ'kē/</p> 	<p>soap /sōp/</p> 
<p>jungle /juŋ'gəl/</p> 	<p>souvenirs /sōō'və nīr's/</p> 
<p>lift /lɪft/ dumbbells /dʌm'bel/</p> 	<p>tales /tā'leɪz/</p> 
<p>monkey /muŋ'kē/</p> 	<p>truck /trak/</p> 
<p>planetarium /plan'i ter'ē əm/</p> 	<p>unborn /un bōrn/</p> 
<p>seat /sēt/</p> 	<p>zoo /zō'ō/</p> 
<p>snowcapped volcano /snōkap't/ /vāl kā'nō/</p> 	



## Idioms and other expressions

a lot of	/ə//lät//uv/	mucho
Amazon basin	/am'ə zän//häs'ən/	la cuenca Amazónica
Andean highlands	/an dē'ən//hī'lənds/	las montañas de los Andes
Are you ready?	/är//yōō//red'ē/	¿Están listos?
around	/ə rʊund'/	alrededor de
by land	/bī//land/	por tierra
by air	/bī//ex/	por aire
by sea	/bī//sē/	por mar
coastal tropical plain	/kōs'təl//trāp'i kəl//plān/	las planicies tropicales de la Costa
daybreak	/dābrāk'/	amanecer
Don't worry	/dōnt//wʊr'ē/	No te preocupes
It would be great	/it//wʊd//hē//grāt/	Sería grandioso (estupendo)
It looks good on me	/it//lʊks//gʊd//än//mē/	Me queda bien
I'm sure of that	/īm//ʃʊr//uw//that/	Estoy seguro de eso
journey	/jʊr'nē/	recorrido, viaje
landscapes	/land'skāp's/	paisajes
let me alone	/let//mē//ə lōn'/	déjame en paz
lend some money	/lend//sum//mʊn'ē/	prestar algo de dinero
place	/plās/	lugar
reach	/rēch/	llegar
reliefs	/ri lēf's/	relieves
seashore	/sēshôr'/	costa
should	/ʃʊd/	debería
start	/stärt/	empezar
the whole trip	/thə//hōl//trip/	todo el viaje
unforgettable	/ʊnfər get'ə bəl/	inolvidable
we don't have enough money	/wē//dōnt//hav//ē nuf//mʊn'ē/	no tenemos suficiente dinero
weavings	/wēv'ɪŋs/	tejidos
whatever you want	/hwət ev'ər//yōō//wänt/	lo que ustedes quieran



## Self Evaluation Test



A. Read carefully the following sentences and write C for the correct sentences or I for the incorrect ones in the box provided.

1.  May I go to the circus, Mother?
2.  You may help me?
3.  They can to write French very well.
4.  My sister may sleep in my bed this weekend?
5.  When may your classmate visit my house?
6.  The writer not can write novels.
7.  May she come with me to the bank?
8.  What I can do for you?
9.  She may get up late today.
10.  Can you play the piano?
11.  Your friend not may eat with us.
12.  Where can they find cheap toys?
13.  The child may not leave the house at night.
14.  Who can lend me a rubber?
15.  Natalia cannot sing pop music.
16.  How can they do that?

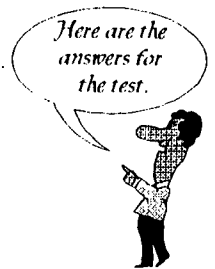
B. Complete the second questions with CAN/MAY.

17. They ..... see the mountains.
18. .... Susan come with me to the Zoo, Grandmother?
19. Nancy ..... not speak German.
20. When ..... children visit the Colonial Center, teacher?
21. .... you play tennis?
22. My girlfriend ..... not go with me to the party.
23. .... your cat hunt mice?
24. What ..... do an artist?



36. ....  
.....

## Key Answers



Your answers will be right if are as these below:

A. Read carefully the following sentences and write C for the correct sentences or I for the incorrect ones in the box provided.

1.  c May I go to the circus, Mother?
2.  i You may help me?
3.  i They can to write French very well.
4.  i My sister may sleep in my bed this weekend?
5.  c When may your classmate visit my house?
6.  i The writer not can write novels.
7.  c May she come with me to the bank?
8.  i What I can do for you?
9.  c She may get up late today.
10.  c Can you play the piano?
11.  i Your friend not may eat with us.
12.  c Where can they find cheap toys?
13.  c The child may not leave the house at night.
14.  c Who can lend me a rubber?
15.  c Natalia cannot sing pop music.
16.  c How can they do that?

B. Complete the second questions with CAN/MAY.

17. They **can** see the mountains.
18. **May** Susan come with me to the Zoo, Grandmother?
19. Nancy **can** not speak German.
20. When **may** children visit the Colonial Center, teacher?
21. **Can** you play tennis?
22. My girlfriend **may** not go with me to the party.
23. **Can** your cat hunt mice?
24. What **can** do an artist?

C. Put a tick on the correct option to complete the following sentences.

25. Can you ..... the picture?  
 see                       swim                       eat
26. She ..... not go to the pool with her friend.  
 may                       cannot                       may not
27. .... can write poems?  
 What                       Who                       When
28. May my sister ..... me this Sunday.  
 pray                       start                       visit
29. That ..... can read.  
 gift                       girl                       donkey

D. Put in order to form sentences.

30. a) I    b) may    c) help  
 d) you    e) ?

**May I help you?**

31. a) from one tree to another    b) the monkey    c) jump  
 d) can

**The monkey can jump from one tree to another.**

32. a) accompany to his mother    b) Carlitos    c) may not  
 d) to the hospital

**Carlitos may not accompany to his mother to the hospital.**

33. a) do    b) what    c) ?  
 d) can    e) Mary

**What can Mary do?**

34. a) cannot    b) Cecilia    c) her blue jeans  
 d) iron

**Cecilia cannot iron her blue jeans.**

E. Answer individually.

35. Can you speak Chinese?

---

36. May you give an opinion about this text book?

---





The following surprises  
are for you!  
I hope you like them.

Now, you are going to draw:  
A house, A tree, The sun,  
A snake and A river.



**DRAW**



If you made it, look at  
the meanings at the end  
of the page.



The house represents you.  
The tree represents your mother.  
The sun represents your father.  
The snake represents sex.  
The river represents your thoughts.



## Sayings



Experience keeps a dear school, but a fool will learn in no other.



Three may keep a secret if two of them are dead.



Fish and visitors smell in three days.



Glass, china, and reputation are easily cracked and never well mended.



One today is worth two tomorrows.



There are no gains without pains.

*Benjamin Franklin*

## *The Lord's Prayer*

*Our Father who art in heaven*

*Hallowed be thy me.*

*Thy kingdom come, thy will be done*

*On earth as it is in heaven.*

*Give us this day our daily bread*

*and forgive us our trespasses*

*As we forgive those who have trespassed against us*

*Lead us not into temptation,*

*but delivers us from evil the kingdom,*

*For thine is the power and the glory*

*For ever and ever.*

*Amen.*

## 5. CONCLUSIONS AND RECOMMENDATIONS

### 5.1. CONCLUSIONS

- ▶ We have fulfilled our purpose of making up a textbook of Didactic English for the students who study the fourth year at the Unit of At-a-Distance Education in the "Moseñor Leonidas Proaño National System", that we hope be useful in spite of the restrictions that it can have.
- ▶ The development of a work like this one demands a great effort, a lot of responsibility, creativity and obviously the necessary knowledge to make it.

- ▶ The reality of education in our country requires the responsible work of everybody with the purpose of improving our society. This is a challenge for the future.
- ▶ The concepts about at-a-distance education at mid level are very poor for the government, the teachers, the students and for many other persons who don't give the real value to this modality of education.
- ▶ There are many factors that influence negatively to the at-a-distance education at mid level among which we can mention the lack of instruction for the teachers of this modality, the scarce remunerations and the unsuitable infrastructure.

## 5.2. RECOMMENDATIONS

- ▶ It would be very important that other English students have the opportunity of make up the textbooks, that the Unit of At-a-Distance Education of Loja needs for the teaching-learning process of English.
- ▶ The ideas, characteristics and characters of this textbook can be used by others who make similar research works, if they want.
- ▶ We should work together to improve education in our country.

- ▶ The government must consider at-distance education as a valid choice to reach all the places around the country, and in this context to give the required help to the educational institutions dedicated to this valuable labor.
  
- ▶ If the government focuses its attention to the at-a-distance education and there is a suitable planning that allows to train teachers according to the system, taking into account their vocational training, we could talk about an improvement of the at-a-distance education and of a changing of the people's concepts about this modality at mid level.



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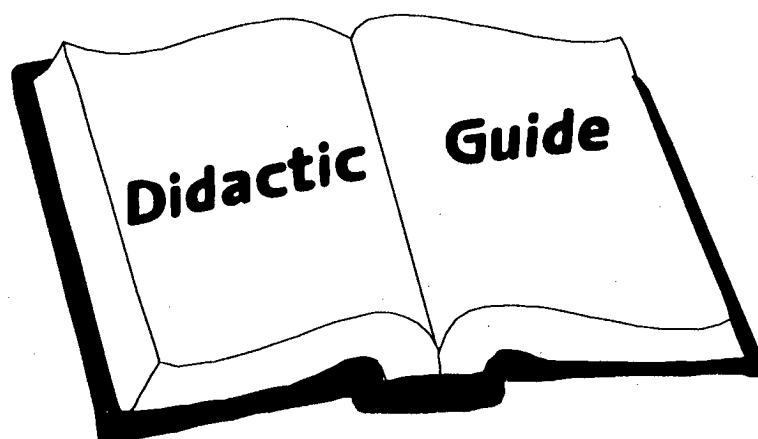
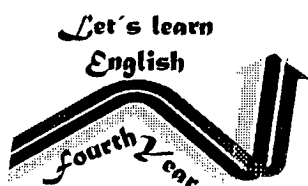
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It's important to note that for this work we used software such as: Word Perfect, Draw Perfect, Microsoft Power Point for Windows; because of this some illustrations corresponds to these programs.



## **ANNEX**



*Alba Jaramillo González*  
*Nancy Mireya Jaramillo*

**Loja - Ecuador**

**1996**

## 1. DATOS DE IDENTIFICACIÓN

Institución: Sistema Nacional de Educación a Distancia "Monseñor Leonidas Proaño"  
Unidad Educativa a Distancia de Loja

Asignatura: Inglés

Curso: Cuarto

Diseño: Alba Marina Jaramillo González y Nancy Mireya Jaramillo

Lugar y fecha: Loja, julio de 1996

## 2. JUSTIFICACIÓN

La presente guía es un instrumento diseñado para facilitar el estudio de la asignatura de Inglés por parte de los alumnos de Cuarto Curso de Educación a Distancia del Sistema Nacional "Monseñor Leonidas Proaño". El propósito de esta guía -diseñada completamente en Español- es ayudar al alumno a organizar su tiempo de estudio y a orientarlo a lo largo del proceso enseñanza-aprendizaje en la lectura y repetición de diálogos, el desarrollo de los ejercicios orales y escritos, y de las autoevaluaciones incluidas en cada unidad.

El contenido de la Guía es el siguiente:

- 2 Objetivos
- 2 Recursos materiales y bibliográficos
- 2 Plan de evaluación
- 2 Cronograma general de tareas
- 2 Desarrollo del aprendizaje

## OBJETIVOS

Con el presente texto se pretende reforzar los conocimientos adquiridos en niveles anteriores, para sobre estas bases orientar el aprendizaje de tal forma que los alumnos se involucren en las situaciones creadas en el idioma para que así lleguen a obtener un dominio de las expresiones, estructuras y vocabulario, que le permita utilizar el idioma Inglés en una manera aceptable, tanto en forma oral como escrita.

Para alcanzar los objetivos señalados, se estudiarán las siguientes unidades:

- Unidad 1. **A trip to Podocarpus**  
Tiempo Presente Simple del Verbo To Be
- Unidad 2. **The golden years**  
Tiempo Pasado Simple del Verbo To Be
- Unidad 3. **Highschool games**  
Tiempo Futuro Simple

**Unidad 4. Santiago's birthday**  
Futuro con Going To

**Unidad 5. The tour**  
Verbos Modales Auxiliares CAN and MAY

### RECURSOS MATERIALES Y BIBLIOGRÁFICOS

Para el cumplimiento de los objetivos propuestos Ud. debe contar con la siguiente bibliografía:

Jaramillo, A. and Jaramillo N. (1996). Let's Learn English. National System of At-a-Distance Education Monseñor Leonidas Proaño. Unit of At-a-Distance Education of Loja.

Diccionario Inglés-Español/Español-Inglés

### PLAN DE EVALUACIÓN

El estudiante deberá desarrollar una autoevaluación al final de cada unidad, como se indica a continuación:

Tiempo en semanas de estudio	Unidad	Autoevaluación	Examen Trimestral
7	1	1ª	
14	2	2ª	1º
22	3	3ª	
30	4	4ª	2º
38	5	5ª	3º

Cabe señalar que las autoevaluaciones están diseñadas para ser desarrolladas en 40 minutos. Estas pruebas no son calificadas pero constituyen un requisito para que el alumno pueda presentarse al examen trimestral y que permita al alumno conocer los logros alcanzados en los objetivos propuestos en cada unidad. Por tal motivo, las autoevaluaciones deben ser realizadas con total veracidad y honestidad.

### CRITERIOS DE EVALUACIÓN

El alumno requerirá de un mínimo de 40 puntos (sumatoria de las calificaciones de los tres trimestres) para ser promovido al curso inmediato superior.

**CRONOGRAMA GENERAL DE TAREAS**

Durante este proceso de auto-aprendizaje del idioma Inglés, Ud. deberá realizar lo siguiente:

Semanas	Unidades	Lecciones	Actividades	
			Alumno	Profesor
1ª			Asistir a la 1ª reunión presencial	<ul style="list-style-type: none"> <li>▶ Hacer una explicación del plan de trabajo del curso y la presentación del material a utilizarse.</li> <li>▶ Asignar la siguiente tarea:                             <ul style="list-style-type: none"> <li>- Escuchar y repetir la conversación de la Unidad 1.</li> <li>- Desarrollar la Lección 1.</li> <li>- Consultar los términos desconocidos.</li> </ul> </li> </ul>
2ª	Unidad 1	Lección 1	<ul style="list-style-type: none"> <li>▶ Desarrollar la tarea asignada</li> <li>▶ Asistir a la 2ª reunión presencial</li> </ul>	<ul style="list-style-type: none"> <li>▶ Realizar el control de la tarea.</li> <li>▶ Absolver las inquietudes plantadas por los alumnos.</li> <li>▶ Realizar los ejercicios orales para reforzar la pronunciación.</li> <li>▶ Asignar la siguiente tarea:                             <ul style="list-style-type: none"> <li>- Desarrollar la lección 2.</li> </ul> </li> </ul>
3ª		Lección 2	Proceder igual que en la Lección 1	
4ª		Lección 3		
5ª		Lección 4		
6ª		Lección 5		
7ª				
8ª		Unidad 2	Lección 6	Proceder igual que en la Lección 1
9ª	Lección 7			
10ª	Lección 8			
11ª	Lección 9			
12ª	Lección 10			
13ª				
14ª	Examen del Primer Trimestre			

15 <sup>a</sup>	Unidad 3	Lección 11	Proceder igual que en la Lección 1
16 <sup>a</sup>		Lección 12	
17 <sup>a</sup>		Lección 13	
18 <sup>a</sup>		Lección 14	
19 <sup>a</sup>		Lección 15	
20 <sup>a</sup>			
21 <sup>a</sup>			
22 <sup>a</sup>			
23 <sup>a</sup>	Unidad 4	Lección 16	Proceder igual que en la Lección 1
24 <sup>a</sup>		Lección 17	
25 <sup>a</sup>		Lección 18	
26 <sup>a</sup>			
27 <sup>a</sup>			
28 <sup>a</sup>			
29 <sup>a</sup>			
30 <sup>a</sup>			
Examen del Segundo Trimestre			
31 <sup>a</sup>	Unidad 5	Lección 19	Proceder igual que en la Lección 1
32 <sup>a</sup>		Lección 20	
33 <sup>a</sup>		Lección 21	
34 <sup>a</sup>			
35 <sup>a</sup>			
36 <sup>a</sup>			
37 <sup>a</sup>			
38 <sup>a</sup>	Examen del Tercer Trimestre		

El alumno deberá escuchar y repetir el cassette tantas veces como sean necesarias con el fin de lograr un aprendizaje aceptable de las frases y palabras que se incluyen en el texto.

Cabe señalar que tanto el alumno es libre de organizar su tiempo de estudio de acuerdo a sus propias posibilidades; asimismo el profesor puede adecuar el tratamiento de las diferentes unidades en la forma que estime más conveniente.

