

# Language Grammar through Braille

## Communicative Strategies

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### Volumen I



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1. Enseñanza de inglés para personas no videntes
2. Inglés como lengua extranjera
3. Gramática inglesa

Thanks to the inter-institutional cooperation agreement between ESPOCH and the Labor Insertion Department of the Federation of the Blind of Ecuador (DIL FENCE), signed on January 28th , 2013, several people with visual disabilities were trained in the area of English with the application of adapted manuals.

Therefore, we thank the ESPOCH authorities, the DIL FENCE leadership, and the Provincial Association of the Visually Impaired of Chimborazo (APRODVICH), for giving us all the facilities to crystallize the

aspirations of this important group by providing them with a manual that will facilitate their inclusion in the Foreign Language.

# PRESENTATION

The process of the English language with blind students at APRODVICH Association is a very important factor in the educational process under which focuses on equity rights without discrimination, under which possess the ability to act in: social labor, commercial, political, economic field inside and outside the country.

For a better understanding of the contents of English is essential to guide them to meaningful learning through communicative strategies, in an attempt to reach career opportunities, and also to improve their integration into society with a new vision, by guiding them in the

process of learning the English Language in a real inclusion, projected to lead and develop the basic knowledge of English involving their intellectual and cognitive abilities through listening and speaking skills.

For proper applicability of the manual with communicative strategies called LGB Learning towards learning foreign language, teachers must be supported by teaching materials related to audiovisuals so they can listen and be able to capture new knowledge of basic English, which means that it must be supported by motivating practices which will enable them to grasp the vocabulary, quizzes and basic structures.

The main objective of the manual is to improve the Speaking skill in blind students at APRODVICH association and it is also important to guide them to develop the listening skill as well, specifically since these two skills will enable them to achieve a good level of intellectual and cognitive ability in learning the English Language; to develop the educational interaction students should be aware that the teaching-learning process should be based on the proposal of the manual Language Grammar through Braille Learning (LGB learning), under which is a learning environment that guides teachers through the implementation of communicative strategies focusing on comprehension check and repetition, fundamental to guide

students progressively towards the assimilation of new basic knowledge of English.



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# OBJECTIVES

## General Objective

To develop Communicative Strategies with blind students through vocabulary activities, basic structures and the use of questionnaires in order to improve the listening and speaking skills of basic English.

## Specific Objectives

- To apply communicative Strategies LGB learning through vocabulary activities, in order to develop the Basic Speaking Skill of blind students at APRODVICH association.
- To develop communicative Strategies LGB learning through basic structures,

in order to develop the Basic Speaking Skill of blind students at APRODVICH association.

- To implement communicative Strategies LGB learning through the use of wh-questions, in order to develop the Basic Speaking Skill of blind students at APRODVICH association.

## **THEORETICAL FRAMEWORK**

### **Special Education and English Process**

The definitions provided until now with special education, insists the deficit of its capabilities as defectology , the involvement of medicalization , and polarization around children as part of a restrictive secular oblivion targeting so that

pedagogy which appears to have the child as the sole object of interest " (Cultural, 2007)

In generalizing sphere of society it is still believed that people with special needs do not require support or care on equal terms, but supported by the government regulations from the Constitution of the Republic of Ecuador, it is important to link them in all areas so that they are not seen as objects of pity, but being seen in the position to generate socio- economic development and progress according to their potential.

Pedagogy in the field related to special education should focus on processes based on the methodology and

techniques applied in teaching and learning of students with special needs, for it must follow significant steps: (Zavalloni, 2011)

- The special education refers to educational processes which is oriented- teaching to those individuals who in one way or another deviate from the norm and are therefore are called atypical or exceptional, but according to their level of self-esteem they are considered students with special needs.

- The special education is by definition a pedagogy that applies to individuals who deviate from the norm in their relationship and behavior with the outside world, whether in the restricted area of family, school or society.



- Special education aims to shorten personal problems based on psychological difficulties, delays and disruptions of any kind in the biological and psychosocial development of children and youth, seeking to guide them to adequate environmental, social and family adaptation.

"Experience confirms that they are many other needs of the person who is more or less serious, an encounter difficulties in their development that must be taken into consideration addressed in many cases as a priority and should be specialized before they are the purely educational " (Gispert, 2006).

To which it implies that it is important to increase the knowledge and understanding

of the student in an imaginative way about the world on which he lives, which refer to the possibilities given to him and those that correspond to him. The possibilities granted to them will help them advance in a process of independence and self-sufficiency, by teaching them the essential knowledge so they can find a job according to their potential, so they can control and direct their lives.

## **Factors that influence in the communicative strategies**

" When the teacher focuses on the teaching and learning processes, it means that the teacher must focus on the proper use of communicational factors to support the special needs students to overcome obstacles so blind students can learn basic English " (Woolfolk, 2010) .

### **The most important factors are:**

**a) The words:** are considered as obstacles when discourteous, rude, bad sounding words are used, with double meanings or when nicknames are used.

**b) Emotions:** emotions are considered as a strong emotional charge, when a message truthfully expressed through verbal and nonverbal communication is transmitted. Emotions depend on age, educational level, social and economic environment. Both sender and receiver must control emotions at the time of communication, especially when it comes to solving problems.

**c) Behavioral expectations:** are the behaviors we expect people to have with who we interrelate on a daily basis. When they are very subjective they can break affective communication.

**d) Attitudes:** They are outward manifestations of feelings. If there is no correspondence between feelings and attitudes, the receiver feels this gap and makes communication difficult and in some cases impossible. It becomes an obstacle when the sender or receiver demonstrate a destructive, sarcastic, aggressive, dishonest or accusative critical attitude.

**e) Distance:** Personal communication is very important factor in order to establish a very effective communication between the teacher and the student or vice versa.

**f) Tone of voice:** A very high or very low tone, as same as whispering, it can cause disorders in the development of communication because it generally produced misinterpretations. Meanwhile a proper clear and precise tone of voice becomes effective way of communication.

**g) Duration:** The teacher must be clear and precise in an attempt to avoid long speeches that lead to boredom and loss of attention of students.

**h) Speed of pronunciation:** Speaking rapidly can difficult message compression. But also when the pronunciation is not clear, the message becomes an obstacle or barrier, which can not be effectively decoded.

i) **Posture:** between forms of nonverbal communication, body attitude plays an important role to get the message correctly.

### **English language development with blind students**

To develop the speaking skill of Basic English with blind students is important to apply practical strategies through the use of conversations and the development of the skill of listening, which are focus to achieve meaningful learning so the students can be able to communicate with peers, teachers and society according to their requirements. The skills to be applied in the manual Learning LGB communicative strategies are as follows:

## **a. Vocabulary**

The translation of vocabulary from English to Spanish or vice versa can gradually be developing new knowledge of the L2 language, this enables blind students to assimilate their meaning, but it is also important to pronounce the words and therefore later used it as a means of conversation

In the case of blind students the use of vocabulary allows them to process the words in the order in which they have heard, so it is important the guide of the teacher through their expressions or commands or even guide them in the use of technological means so they can listen, practice and repeat, and in this way they



can acquire knowledge and be able to express themselves correctly.

For example they will learn the vocabulary based on their experiences or best-known aspects of their daily lives.

Días	Days	Sábado	Saturday
Lunes	Monday	Domingo	Sunday
Martes	Tuesday	Tiempo	Time
Miércoles	Wednesday	Hora	Hour
Jueves	Thursday	Minuto	Minute
Viernes	Friday	Segundo	Second

## **b. Basic structures**

In the case of blind students the teacher is the main focus who has to guide them through the rules and grammar of the language. As long as it has an operational character, which implies that the

teacher should be constantly helping and guiding the students so they can speak. In other words adequately express in an attempt to reach a communicative process.

The training of the basic structures are made by subsystems related with exercises that contribute to the levels of assimilation, embodiment and learning stage, seeking to achieve the objective, for it, the students must perform the exercises , transpositions and

replacement that appear in the LGB manual with communicative strategies.

Something we need to be aware is that blind students learn English through their well train ear, and not with their eyes. In other words blind students develop other senses that allows them to learn lots of vocabulary to reach the basic structures.

There are five basic sentence structures in the English language based on the Common European Framework.

### **1. Subject - Verb**

#### **Examples:**

- The girl plays. (El niña juega.)
- John eats. (John come.)
- Alysson stands up. (Alysson se para.)

## **2. Subject-verb-object**

### **Examples:**

- The girl pets the dog.  
(La niña acaricia al perro.)
- I love fruits.  
(Me encantan las frutas.)
- John touches the window.  
(Bill toca la ventana.)

## **3. Subject-verb-adjective**

### **Examples:**

- Danna is beautiful.  
(Danna es hermosa.)
- He is nice.  
(El es simpático.)
- I am happy.  
(Estoy feliz.)

#### **4. Subject-verb-adverb**

##### **Examples:**

- Maria walks slowly.  
(María camina lentamente.)
- The rabbit jumps high.  
(El conejo salta alto.)
- Trees are everywhere.  
(Los arboles están por todas partes.)

#### **5. Subject-verb-noun**

##### **Examples:**

- I am the teacher.  
(Soy el profesor.)
- John is a driver.  
(John es chofer.)
- The girl is a nurse.  
(La niña es una enfermera.)

### **c. Whquestions**

When blind students have acquired a lot of vocabulary and relate their basic structures of English, which helps them internalize what they have learned, therefore they are in the ability to answer a series of simple questions, which means that students will learn to interpret and answer quickly.

Students pay a lot of attention to listen and answer, for if the teacher can tell a little story and then make a variety of easy and simple questions about that story. This Exercise will help them understand rapidly and in an easy way what they are listening to, and they will also learn to answer as they are in a real conversation.

## Personal Information

What's your name?

- Luis.

Where are you from? /  
Where do you come  
from?

I'm from.../ I come  
from..

What's your surname /  
family name?

What's your first name?

## Información personal

¿Cuál es tu nombre?

- Luis.

¿De dónde eres? / ¿De  
dónde vienes?

Soy de.../ Vengo de...

¿Cuál es tu apellido /  
nombre de familia?

¿Cuál es tu primer  
nombre?

What's your address?

¿Cuál es tu dirección?

223 Grafton Avenue

Where do you live?

¿Dónde vives?

I live in New Jersey

Vivo en Nueva Jersey

What's your (tele)  
phone number?

¿Cuál es tu número de  
teléfono?

973-786-4384

How old are you?  
Twenty-five. I'm twen-  
ty-five years old.

¿Cuántos años tienes?

Veinticinco años.

Tengo 25 años.



# UNIT I

## INTRODUCTION

**Concept:** Introduction refers to present someone new to a group. The Introduction makes clear to the learner about the class purpose.

**Characteristic:** The students will learn to describe themselves, talk about their: looks, age, eyes color, height, and profession.

**Resource:** Tactual Pictures, Computer, Recorder, Wh questions Board

**Evaluation:** The evaluation will be written, and spoken



# ACTIVITY N° 1

## INTRODUCING YOURSELF



Listen to your teacher describe himself to you., Hi!  
Good Morning Everyone, My name is Luis  
Guadalupe. I am an English Teacher. I am young.  
I am 28 years old. I am from Riobamba. I am  
quite tall and slim. My eyes are brown and I have  
black hair.

### **Vocabulary**

#### **1.1. Numbers:**

one(1) two(2) three(3) four (4) five (5) six(6)  
seven(7) eight(8) nine(9) ten(10) eleven(11)  
twelve(12) thirteen(13) fourteen(14) fifteen(15)  
sixteen(16) seventeen(17) eighteen (18)  
nineteen(19) twenty(20) thirty(30)

forty(40) fifty(50) sixty(60) seventy(70)  
eighty(80) ninety(90) 100 (one hundred)  
1000 (one thousand)

**1.1.1. Read the sentence and write the number next to it. Then Repeat the Sentences after your teacher.**

Forty six \_\_\_\_\_ seven \_\_\_\_\_ fourteen \_\_\_\_\_  
Sixty eight \_\_\_\_\_ One hundred fifty two \_\_\_\_\_

I am = Yo tengo

I am twenty eight years old \_\_\_\_\_

I am ten years old \_\_\_\_\_

I am two years old \_\_\_\_\_

I am thirty four years old \_\_\_\_\_

**Now the students will say their examples**

## 1.2. Adjectives:

all	alto
short	pequeño
fat	gordo
thin	delgado
big	grande
small	pequeño
young	joven
old	viejo
pretty	guapa
handsome	guapo
ugly	feo
cute	simpático

**1.2.1. Listen to the teacher and complete the Examples. Then Repeat the Sentences after your teacher.**

I am = Yo soy

I am \_\_\_\_\_

I am \_\_\_\_\_

I am \_\_\_\_\_

**Now the students will say their examples**

### 1.3. Colors:

green	verde
brown	café
blue	azul
black	negro
red	rojo
yellow	amarillo
pink	rosado
purple	morado
I have green eyes	Yo tengo ojos verdes

**1.3.1. Listen to the teacher and complete the Examples. Then Repeat the Sentences after your teacher.**

I have \_\_\_\_\_ eyes      I have \_\_\_\_\_ eyes

I have \_\_\_\_\_ eyes

**Now the students will say their examples**

**ACTIVITY N° 2:** Now make a small description about yourself to the class.

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### ACTIVITY N° 3: Basic Structures

Listen to the description of two students



**Student A:** I am Alysson. My last name is Arguello. I am pretty. I am twenty two years old. I am from Riobamba.

**Student B:** My name is Angel. My last name is Diaz. I am short. I am sixty one years old. I am from Ambato.

**Student C:** I am Danna. I am very pretty. I am young. I am nineteen years old. I am from Riobamba.

## Grammar:

Subject:

I	yo
You	tu
He	el
She	ella
It	esto/esta
We	nosotros
They	ellos

I	am
We	are
They	are
you	are
He	is
She	is
It	is

## The use of verb “to be”

I am twenty four years old	(age)
I am tall	(adjective)
I am a teacher	(profession)
I am an Engineer	(profession)
I am from Ecuador	(profession) (country, city, town, village, Parrish) (preposition)
I am in my house	(place, preposition)
I am at the movies	(place, preposition)
I am Luis	(Name)



**Complete the following examples with the verb to be**

I \_\_\_\_\_ a student.

He \_\_\_\_\_ a teacher.

They \_\_\_\_\_ happy.

It \_\_\_\_\_ hot.

We \_\_\_\_\_ in Quito.

You \_\_\_\_\_ Short.

She \_\_\_\_\_ pretty.

**ACTIVITY N° 4:** Listen to Alysson make a description about herself and her family.

Hi! I am Alysson. I am sixteen years old. I am from Riobamba. This is my sister. Her name is Danna. She is very tall for her age. She is very pretty. She is my only sister.

He is Angel. He is intelligent. He is an Engineer.

He is my father.

She is Sonia. She is fun. She is lovely. She is short and beautiful. She is my mother.

**Grammar:** Possessive Adjectives

Use possessive adjectives to talk about possession, something that belongs to you, this could be: your name, your last name, your city, a cell phone, a house, a sibling (family member) etc.

I	my
You	your
He	his
She	her
It	its
We	our
They	their

**Note: For an animal or a thing, we have to use possessive adjective its.**

Examples:

My house, Your house, His last name, Their computer, Our class, Her Purse, Its cable.

Complete the Exercises with the correct Possessive Adjectives.

I like\_\_\_\_\_teacher.

You like\_\_\_\_\_breakfast.

He likes\_\_\_\_\_meat.

She likes\_\_\_\_\_soup.

The cat likes\_\_\_\_\_milk.

We like\_\_\_\_\_school.

They like\_\_\_\_\_food.

I am Luis\_\_\_\_\_last name is Guadalupe

He is a teacher\_\_\_\_\_name is Matthew.

She is pretty\_\_\_\_\_name is Danna

The giraffe is big\_\_\_\_\_height is 8'6.

We study at the Unach\_\_\_\_\_class is room 123.

They study English\_\_\_\_\_teacher is from USA.

**Now repeat with your teacher the sentences.**

**ACTIVITY N° 5: Questions**

Identify the change in these examples

Example 1

I am tall

Am I tall?

You are tall

Are you tall?

He is tall

Is he tall?

She is tall

Is she tall?

We are tall

Are we tall?

They are tall

Are they tall?

What can you notice?

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There are some rules to be followed to change statements to questions.

1. Identify the verb  
“to be” in the statement
2. Move the verb “to be”  
to the start of the  
sentence
3. Add the question mark.

I am happy.	You are happy.	He is tall.
Am I happy?	Are you happy?	Is he tall?

Change the following statements to questions.

1. I am sad \_\_\_\_\_ ?
2. You are sad \_\_\_\_\_ ?
3. He is sad \_\_\_\_\_ ?
4. She is sad \_\_\_\_\_ ?
5. It is sad \_\_\_\_\_ ?
6. We are sad \_\_\_\_\_ ?
7. They are sad \_\_\_\_\_ ?

**Now read the sentences and the questions so you can Notice the change between them.**

Make some questions using the Structure of Verb  
"to be"

**To be** + **subject** + **complement?**

Is he a teacher?

Are they students?

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

7 \_\_\_\_\_

8 \_\_\_\_\_

9 \_\_\_\_\_

10 \_\_\_\_\_

Keep in mind the following Graph to make questions

**Sentence**

**Question**

**Answer**

I

I

You

You

You

I (singular)

You

You

We (plural)

He

He

He

She

She

She

We

We

We

They

They

They

Complete the answer to the question with the graph given:

Am I late?	Yes, _____ are	No, _____ aren't
Are you late? (singular)	Yes, _____ am	No, _____ am not
Are you late? (plural)	Yes, _____ are	No, _____ aren't

Is he late?	Yes, _____ is	No, _____ isn't
Is she late?	Yes, _____ is	No, _____ isn't
Is it late?	Yes, _____ is	No, _____ isn't

Are we late?	Yes, _____ are	No, _____ aren't
Are they late?	Yes, _____ are	No, _____ aren't

**ACTIVITY N° 6:** Listen to two students talk about their personal Information

**A:** Hi, How are you?

**B:** I am fine Thank you?

**A:** Where are you from?

**B:** I am From Riobamba

**A:** Is Riobamba the Capital of Ecuador?

**B:** No, It isn't. It is Quito.

**A:** Is Riobamba far from Quito?

**B:** Yes, it is, It is about 4 hours away

**A:** and How about you? Where are you from?

**B:** I am from USA.

**A:** Wow that is great, nice to meet you

**B:** Nice to meet you too.

**A:** Bye



In order to make information question with be: you have to add a Wh question before the verb to be

What	Qué/Cual
When	Cuando
Where	Donde
Why	Porqué
Who	Quién
Which	Cuales
How	Cómo

**For example:**

Are you happy?                      Yes, I am

Why are you happy?                Because, It is my Birthday

Read with your teacher and understand the meaning of these questions

Where are you from?

How are you?

Who is the teacher?

Where are you?

When is your birthday?

Identify the grammar of the Sentences and answer them.

Where are you? \_\_\_\_\_

How are you? \_\_\_\_\_

Who is the teacher? \_\_\_\_\_

When is your birthday? \_\_\_\_\_

Where are you from? \_\_\_\_\_

Now make your own questions using this structure  
Wh + tobe + Subject + Complement

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

**ACTIVITY N° 7:** Listen to a conversation clear and answer the following questions

**Alysson:** I am Alysson Guadalupe. Are you Angel Diaz?

**Angel:** Yes, I am. Are you American?

**Alysson:** No, I am not, Milton is. I am Ecuadorian. Are you from the United States?

**Angel:** Yes, I am. Milton, Where are you from?

**Milton:** I am from Newark, New Jersey.

**Angel:** Is Newark a Big city?

**Milton:** Yes, it is a big city. How about you Angel? Where are you from?

**Angel** I am from New York city, Actually I am from the Bronx.

**Alysson:** What is New York city like?

**Angel:** It's a big city, the people are friendly. I love it.

**Alysson:** That is interesting.

**Angel:** and what is your profession?

**Milton:** I am a student. She is an actress in Ecuador.

## Comprehension Check

Where is Alysson From? \_\_\_\_\_

Where is Milton From? \_\_\_\_\_

Is Angel English? \_\_\_\_\_

What is New York like? \_\_\_\_\_

Is Newark a small city? \_\_\_\_\_

What are their professions? \_\_\_\_\_

What city is Angel from? \_\_\_\_\_

## UNIT II

### WHERE DO YOU WORK?



**Concept:** To talk about daily routines, activities in a regular basis.

**Characteristic:** The students will learn to talk about their work activities

**Resource:** Tactual Pictures, Computer, Recorder, Wh questions Board

**Evaluation:** The evaluation will be written, and spoken

**ACTIVITY N° 1:** Read the conversation between 2 people



Jeremy: Hi, Danna Do you remember me?

Danna: Yes, I do. How are you?

Jeremy: I am fine, thank you.

Danna: And Jeremy tell me Where do you work?

Jeremy: I have my own office, I am a lawyer.

Danna: Wow! That is great, good for you.

**ACTIVITY N° 2:** Read the conversation with a partner and check for new vocabulary.

**ACTIVITY N° 3:** Follow the teacher while reading the sentences and identify the Vocabulary Given with your teacher, based on the content

**Sentence**

**Meaning**

I work at the Unach.

Work

\_\_\_\_\_

I study Engineering.

Study

\_\_\_\_\_

I live in Riobamba.

live

\_\_\_\_\_

I like pizza.

like

\_\_\_\_\_

I love to play  
Basketaball.

love to play

\_\_\_\_\_



I dance Bachata.

Dance

\_\_\_\_\_

I listen to music  
everyday.

listen

\_\_\_\_\_

**ACTIVITY N° 4:** Listen to the teacher give another sentences identify the meaning of each verb.

Be	have	Do	say	get	make
Go	know	Take	see	come	think
Look	want	Give	use	find	try

**ACTIVITY N° 5:** Grammar

1. Subjects like: I, You, We, They are use with the verb in the basic form

I play soccer

You play soccer

We play soccer

They play soccer

2. When you talk about a 3rd person: He, She, It, you have to add s or es

He plays soccer

She plays soccer

It plays soccer

3. Most of the verbs you have to add s

I run

He runs

you speak

He speaks

We sing

She sings

They live

She lives

4. You have to add es when the verbs end in:  
ss, ch, sh, o, x Add es

Examples: Note the s or es in every sentence

I kiss

She kisses

You watch

She watches

They wash

It washes

You go

He goes

They fix

It fixes

**ACTIVITY N° 6:** Add s or es to the following verbs

He speak\_\_\_\_ she stud\_\_\_\_ It work\_\_\_\_  
He work\_\_\_\_ He play\_\_\_\_ Danna live\_\_\_\_  
My sister watch\_\_\_\_ He swim\_\_\_\_ Matthew go\_\_\_\_

**ACTIVITY N° 7:** Make sentences with the Structure given

**Subject + verb + Complement**

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**ACTIVITY N° 8:** Listen to the teacher make a description of himself, and write down what he says.

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**ACTIVITY N° 9:** Prepare a description of yourself to be presented to your classmates.

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**ACTIVITY N° 10:** Questions Explanation

**In order to make a Yes, No question, all you need to add is Do or Does**

Do I                      Does he

Do you                      Does she

Do we                      Does it

**Read the following sentences and see how they change into a question**

I speak English

Do I speak English?

You speak English

Do you speak English?

They speak English

Do they speak English?

We speak English

Do we speak English?

**In the following examples you will notice the S in the sentence but not in the question. Since you have Does in the question, you don't need s in the verb.**

He speaks English

Does he speak English?

She speaks English

Does she speak English?

It speaks English

Does it speak English?

**ACTIVITY N° 11:** Complete the following examples with Do or Does

\_\_\_\_\_ you like to study?

\_\_\_\_\_ he work everyday?

\_\_\_\_\_ your parents like to travel?

\_\_\_\_\_ they study here at the Unach?

\_\_\_\_\_ Luis have my keys?

\_\_\_\_\_ we have an English Teacher?

\_\_\_\_\_ she like cats?

\_\_\_\_\_ they play Soccer?

\_\_\_\_\_ I have to go to school?

\_\_\_\_\_ you Speak English?

**ACTIVITY N° 12:** Now give some Examples Using the Question structure given.

**Do / Does + Subject + Verb + Complement**

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**ACTIVITY N° 13:** Answer the question

Keep in Mind that the short answer to these questions “Never Change”

Do I have a good grade?

Yes, you do

No, you don't.

Do you have a good grade?

Yes, I do

No, I don't

Do we have a good grade?

Yes, we do

No, we don't

Do they have a good grade?

Yes, they do

No, they don't

Does she have a good grade?

Yes, she does

No, She don't

Does he have a good grade?

Yes, he does

No, he don't

Does it have a good grade?

Yes, it does

No, it doesn't



**ACTIVITY N° 14:** Conversation

Perform a round of questions with your teacher and classmates.

**ACTIVITY N° 15:** In order to make an interrogative questions you have to add a wh-question at the beginning of the question.

Do you play soccer?

Yes, I do

Where do you play soccer?

I play soccer in the park.

**Complete the following questions with a WH-question**

1. \_\_\_\_\_ do you live?

I live in Riobamba

2. \_\_\_\_\_ do you wake?

I wake up at 6:00 am

3. \_\_\_\_\_ do you take English Class?

I take English Class at the Unach

4. \_\_\_\_\_ do I cook rice?

You need to add a cup of water.

5. \_\_\_\_\_ do you study?

Because I want to be successful.

6. \_\_\_\_\_ do I get to the Unach?

You can take line 14.

**Now make your own questions using the structure given.**

**Wh question + do/does + subject + verb +  
Complement.**

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This book emphasizes the development of a Second Language in blind students through the use of communicative strategies. It also provides the opportunity to practice basic language structures in a daily basis.

This book contains three units. Each unit has a short conversation, vocabulary grammar rules, exercises, and a reading according to each topic in Braille.

Besides, students will have the opportunity to improve the language using all of the skills by practicing in class and at home in different types of contexts through individual and group activities.

Finally, the students will be engaged in the learning process with the teachers guide.

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