

# Language Grammar through Braille

## Communicative Strategies

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### Volumen II



**ESPOCH**  
**2017**

# Language Grammar through Braille Communicative Strategies

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Volume II

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**Language Grammar through Braille  
Communicative Strategies  
Volume II**

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1. Enseñanza de inglés para personas no videntes
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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 any field is social labor, commercial, political, economic partner 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 also 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 research 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 Luis Guadalupe Bravo Learning (LGB learning), under which is a learning environment that guides teachers through the implementation of communication 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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## UNIT III

### WHAT IS RIOBAMBA LIKE?



**Concept:** Describe the city attractions and compare them to other from the country.

**Characteristics:** The students will learn to describe the city and talk about places to visit using modals.

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

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

**ACTIVITY N° 1:** Listen to a dialogue between Guillermo and Sonia.

**Guillermo:** Hi Sonia How are you?

**Sonia:** I'm great Thank you.

**Guillermo:** So, Sonia tell me, where are you from?

**Sonia:** I am from Riobamba

**Guillermo:** What is Riobamba Like?

**Sonia:** Riobamba is a small city in Ecuador. It is really nice, clean and Safe. I love to live there.

**Guillermo:** What can I do in Riobamba?

**Sonia:** Well, you can climb the Chimborazo. Is the highest Snow Mountain in The world.

**Guillermo:** Is it bigger than Everest?

**Sonia:** Yes, it is.

**Guillermo:** What else can I do?

**Sonia:** Well, I think that you should definitely visit Guano. It's a really nice place to visit, and try the famous "cholas" from Guano.

**ACTIVITY N° 2:** Answer the following questions related to the dialogue.

What does Sonia say about Riobamba?

What is there to see in Riobamba?

**ACTIVITY N° 3:** Discuss with your teacher. What is Riobamba like?

Riobamba is \_\_\_\_\_ Riobamba has \_\_\_\_\_

**Size:** Big, Small, large, Huge, Gigantic,

**Weather Condition:** hot, cold, warm, sunny, rainy, cloudy, and snowy

**View:** beautiful, ugly, clean, dirty

**Price:** cheap, expensive, and reasonable

**Style:** modern, ancient, new, old

**People:** friendly, nice, boring, rude,

**Nightlife:** boring, exciting, quiet, loud

### **ACTIVITY N° 4 : Grammar**

By using the comparative structures you can talk about differences about people, animals, places and items, but there are some rules you must follow.

#### **Comparative**

##### **Rule 1**

Simply add -er

Examples:

smart = smarter

young = younger

fast = faster

#### **Superlative**

Use THE and add -est

Examples:

smart = the smartest

young = the youngest

fast = the fastest



## Comparative

## Superlative

### Rule 2:

If the adjective has a CVC pattern, double the consonant and add -er.

If the adjective has a CVC pattern, double the consonant and add est.

Examples:

wet = wetter

Examples:

wet = the wettest

big = bigger

big = the biggest

sad = sadder

sad = the saddest

## Comparative

## Superlative

### Rule 3:

Change the Y to I and  
add -er

Change the Y to I and  
add -est

Examples:

Examples:

pretty = prettier

pretty = the prettiest

happy = happier

happy = the happiest

busy = busier

busy = the busiest

## Comparative

## Superlative

**Rule 4:** Adjectives or adverbs with two or more syllables

Use MORE

Use the most

Examples:

Examples:

famous = more famous

famous = the most famous

interesting = more interesting

interesting = the most interesting

carefully = more carefully

carefully = the most carefully`

## Comparative

## Superlative

**Rule 5:** These are the irregular words.

good = better

good = the best

bad = worse

bad = the worst

far = farther (further)

far = the farthest (the furthest)

well = better

well = the best

badly = worse

badly = the worst

little = less

little = the least

**Subject + verb + comparative (adj) + than +  
Subject (object).**

Luis is taller than Matthew.

A Lion runs faster than a dog.

Riobamba is more expensive than Ambato.

**ACTIVITY N° 5:** Complete the following \_\_\_\_\_

Example:

Use high: Chimborazo is \_\_\_\_\_ than Tungurahua

Use short: Camilo is \_\_\_\_\_ than Danilo

Use big: My house is \_\_\_\_\_ than yours.

Use pretty: Danna is \_\_\_\_\_ than Alysson.

Use good: Luis is the \_\_\_\_\_ student in class.

**ACTIVITY N° 6:** Write 10 examples then Read them to the rest of the class.

### **Comparative**

Subject + verb + comparative (adj) + than + Subject (object).

### **Superlative**

Subject + verb + comparative (adj) + than + Subject (object).

### **ACTIVITY N° 7: Conversation**

Listen and practice

Mr Brown: Hi Angel,How are you?

Angel: I'm great Mr Brown.

Mr Brown: Are you ready for your Test?

Angel: Yes. I am ready.

Mr Brown: Ok. First question, What is the Smallest City in the World?

Angel: mmmm, The Vatican is the smallest city in the world.

Mr Brown: Which city is larger? Riobamba or Ambato.

Angel: Riobamba is larger than Ambato.

Mr Brown: I afraid that is incorrect.  
Ambato is larger than Riobamba.  
Ok next question.  
What is the highest Snow Mountain

Angel: mmmm that's easy.  
Chimborazo snow mountain is the highest in Ecuador

Mr Brown: Great Answer!.  
I think you might like this last question.  
Ok an easy one.  
Which is the best player of world right now?

Angel: The best soccer player is Leonel Messi.

Mr Brown: Yes that is correct.

**ACTIVITY N° 8:** Comprehension check:  
How many questions are correct?

**ACTIVITY N° 9:** Repetition

Now take turns with your teacher and classmates reading the dialogue. Focus on new vocabulary.



## **ACTIVITY N° 10: Grammar**

In order to make questions with comparative and superlatives you need the verb to be

**In comparative you will need two options in the complement**

**Wh question (complement) + tobe + Adj  
(comparative) + Option 1, Option 2**

Which city is larger? Riobamba or Ambato.

**In superlative you don't need options.**

**Wh question + tobe + the + adj (superlative)  
+ complement**

What is the Smallest City in the World?

## ACTIVITY N° 11: Grammar

Make your own questions using the grammar structure given:

**Wh question (complement) + verb + Adj  
(comparative) + Option 1, Option 2**

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

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

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

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

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

**Wh question + verb + the + adj (superlative)  
+ complement**

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

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

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

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

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

### **ACTIVITY N° 12: Writing**

Write about a place you have visited use:  
comparatives, superlatives

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## UNIT IV

### What can I do in Riobamba?



**Concept:** Describe touristic places in the city

**Characteristics:** The students will learn to share their city with the world. But talking about its attractions using modal can and should.

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

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

## **ACTIVITY N° 1: Vocabulary**

Give names of places of Ecuador with the Vocabulary.

**View:** mountain, valley, hill, forest, canyon, plateau, volcano

**Water:** ocean, sea, island, lake, river, waterfall, lagoon, beach, bay, coast

**Places:** city, town, village, parrish,

**Dry:** desert

**Wet:** rainforest, spring, swamp, wood,

**Note:** To make the plural of these nouns apply the same rules from the verbs (s or es)

**Now complete the Examples: then practice with a partner**

Give a name of mountain

---

Give a name of a valley

---

Give a name of hill

---

Give a name of a forest

---

Give a name of a canyon

---

Give a name of a plateau

---

Give a name of a volcano

---

Give a name of an ocean

---

Give a name of a sea

---

Give a name of an island

---

Give a name of a lake

---

Give a name of a river

---

Give a name of a waterfall

---

Give a name of a lagoon

---

Give a name of a beach

---

Give a name of a bay

---

Give a name of a coast

---

Give a name of a city

---

Give a name of a town

---

Give a name of a village

---

Give a name of a parrish

---

Give a name of a desert

---

Give a name of a rainforest

---

Give a name of a spring

---

Give a name of a swamp

---

Give a name of a wood

---



**ACTIVITY N° 2:** Grammar, Modal verbs can and should

**can / can't**

ability

power

**should / shouldn't**

advice

To make a sentence you need:

**subject+ can or should + verb+ complement**

You can visit the Chimborazo snow mountain.

You should go to Ecological Park.

## **2.1 Complete the exercises**

**A:** I \_\_\_\_\_ decide where to go this summer.

**B:** You \_\_\_\_\_ go to Galapagos. It is really nice.  
You \_\_\_\_\_ see the big turtles. They are really beautiful.

**A:** Mom! Look I \_\_\_\_\_ drive my bicycle.

**B:** be careful now, you \_\_\_\_\_ slow down a little bit. You \_\_\_\_\_ fall down.

**2.2 Now make your own examples: affirmative and negative. Use the Structure given.**

**Subject+ can or should + verb+ complement**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

### **ACTIVITY N° 3:** Questions

**First:** Start by analyzing the sentence: Is it using can or should.

We can visit the Galapagos Islands.

We should visit the Galapagos Islands.

**Second:** In order to make a question you need to change the can and should to the beginning of the sentence. Then answer it.

**Can** we visit the Galapagos Islands?

Yes, we can

No, we can't

**Should** we visit the Galapagos Islands?

Yes, we should

No, we shouldn't

**Third:** In order to make a question with WH, just add the Wh question in front of the modal.

Where can I go?

Wh question + can + subject + verb?

Where should I go?

Wh question + should + subject + verb?

### 3.1 Complete the exercises by using:

**can, can't, should, shouldn't**

**A:** \_\_\_\_\_ I rent a car in Galapagos.

**B:** Yes, you \_\_\_\_\_ but I think you \_\_\_\_\_ definitely use a taxi. It is cheaper.

**A:** I don't know where to go this summer. What do you recommend?

**B:** Well you \_\_\_\_\_ go to USA. You \_\_\_\_\_ visit New York City and the Statue of Liberty.

**A:** What \_\_\_\_\_ I see from the Statue of Liberty?

**B:** Well you \_\_\_\_\_ see all of New York.

**A:** Ok sounds great. It seems like I am going to New York city.

**B:** and you \_\_\_\_\_ miss to go to the Bronx Zoo. It's amazing. I am planning to go to Bogota next month. When do you think I \_\_\_\_\_ go.

**A:** Where \_\_\_\_\_ I eat the Famous Hornado from Riobamba.

**B:** You should go to the Merced.

I am going to Mexico. What should I see there?

You \_\_\_\_\_ visit the Palace of Fine Arts.

**3.2 Now practice with a partner. Take turns.**

## ACTIVITY N° 4: What can I do there?

Conversation: listen and practice



**Luzkarime:** Riobamba is a really nice and beautiful city.

**Luis:** Tell me about it!  
I am Riobambeño.  
I love my city.  
There are a lot of things you can do.

**Luzkarime:** So tell me What can I do?

**Luis:** well you can visit “La Merced” they serve the best Hornado in the city.

**Luzkarime:** You can also go to Ecological Park. it is really beautiful, you can enjoy nature and spend a good time with your family.

**Luzkarime:** What else should I do?

**Luis:** You should definitively visit Guano, and try its famous Cholas.

**Luzkarime:** Great thanks!  
Sound like a lot of fun.

**Luis:** it is, you are welcome



## **ACTIVITY N° 4.1:** Read and Practice

### **ACTIVITY N° 4.2:**

Comprehension check: Answer the following questions.

Where is Luis from?

What is Riobamba Like?

What can I visit in Riobamba?

What park should I visit?

What can you do in Ecological Park?

What is Ecological Park like?

What can I try in Guano?

### **ACTIVITY N° 4.3:**

Repetition

Now take turns with your teacher and classmates reading the dialogue. Focus on new vocabulary.

## ACTIVITY N° 5: Questions

Make questions for the following answers

\_\_\_\_\_?

In Riobamba you can visit the Chimborazo

\_\_\_\_\_?

Yes, Hornado is a traditional food from Riobamba

\_\_\_\_\_?

Yes, I live in Riobamba

\_\_\_\_\_?

The best time of the year to visit Riobamba is in April

\_\_\_\_\_?

Yes, you should definitely try Hornado.

\_\_\_\_\_?

You should stay at Metro Hotel.

\_\_\_\_\_?

Riobamba is a beautiful city.

# UNIT V

## WHAT ARE YOU DOING?



**Concept:** Mainly used to express the idea that something is happening at the moment of speaking

**Characteristics:** The students will learn to describe activities that are happening at the moment.

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

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

## **ACTIVITY N° 1: Vocabulary**

### **ACTIVITY N° 1.1** What is the teacher doing?

Singing, talking, typing, jumping

**ACTIVITY N° 1.2** Listen to the teacher give some sentences, complete in the gaps with the missing word.

You are going to use: **writing, cooking, raining, playing, reading, laughing, working, watching, painting, teaching, wearing, swimming**

My father is \_\_\_\_\_ right now.

Juan is \_\_\_\_\_ soccer. My wife is \_\_\_\_\_ lunch.

My son is \_\_\_\_\_ a book.

Danna is \_\_\_\_\_ a poem.

My brother is \_\_\_\_\_ out loud.

It is \_\_\_\_\_ cats and dogs.

Leo is \_\_\_\_\_ the wall. Pedro is \_\_\_\_\_ in the lake.

The teacher is \_\_\_\_\_ a white jacket.

I am \_\_\_\_\_ English.

I am \_\_\_\_\_ TV.

**ACTIVITY N° 1.3** Imagine someone in your family now, what do you think they are doing?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## ACTIVITY N° 2: Conversation

Listen and practice



**A:** Hi darling?

**B:** Hi sweety?

**A:** What the the kids doing?

**B:** Well, Lenny is watching  
Tv in her room.  
I am cleaning the house.

**A:** What about Danna?

**B:** She is taking a shower.

**A:** and What are you  
cooking? It smells good.

**B:** I am cooking some  
spaghetti.

## ACTIVITY N° 3: Grammar

In order to make sentences using present progressive  
you will need the verb to be + a verb in (ing)

I am working

He is working

They are working

I am not working

He is not working

They are not working.

There are some rules to be followed to change verbs into progressive these are:

**Rule 1:** Add ing to most of the verbs

Verb	Verb (ing)
work	working
play	playing
watch	watching

**Rule 2:** Verbs ending in e

Change e for ing

Verb	Verb (ing)
delete	deleting
compete	competing

**Rule 3:** Verbs ending in ie change

ie for y and add ing

Verb	Verb (ing)
Die	dying
Lie	lying



**Rule 4:** Verbs ending in CVC

Double the last consonant

Verb	Verb (ing)
Run	running
Stop	stopping

**Rule 5.** Verbs ending in CVC

They don't change because the stress is in the first vowel

Verb	Verb (ing)
Happen	happening
Open	opening

**ACTIVITY N° 4:** Complete the following statements

Listen to your teacher and fill in the blanks with the verbs given, then practice reading them.

Eating, going, wearing, watching, cutting,  
running, cooking, doing, holding,

**Subject + tobe + verb (ing) + complement**

Juan is \_\_\_\_\_ pizza. Marco is \_\_\_\_\_ a  
marathon. I am \_\_\_\_\_ to class.

I am \_\_\_\_\_ tv right now. My mom is \_\_\_\_\_  
now. I am \_\_\_\_\_my Homework.

Angel and Jose \_\_\_\_\_ holding a cup on their  
hands. Liz is \_\_\_\_\_ a hat.

**ACTIVITY N° 5:** Make your own examples and read them to your classmates.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

**ACTIVITY N° 6:** Grammar

**In order to make a question using present progressive, lets first focus on the sentence.**

I am speaking slow.

You are working hard.

He is working at the ESPOCH.

**In order to make a question move the verb to be to the beginning of the sentence then add the question mark.**

Am I speaking slow?

Yes, you are / No you aren't

Are you working hard?

Yes, I am / No, I am not

Is he working at the Epoch?

Yes, she is / No, she isn't

**In order to make an interrogative question, you need a wh question before the verb to be.**

**Wh question + to be + subject + verb (ing) + complement?**

What are you doing?

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

Where is he going?

He is \_\_\_\_\_

Why are you studying?

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

**ACTIVITY N° 7:** Complete the following examples  
working, studying, coming, doing, talking

What company are you \_\_\_\_\_ for?

What university are they \_\_\_\_\_ in?

Who are you \_\_\_\_\_ to?

What time are your friends \_\_\_\_\_?

What homework are you \_\_\_\_\_ now?

**7.1. Make your own question, and share with the classroom.**

**Wh question + tobe + subject + verb (ing) + complement**

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

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

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

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

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

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

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

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

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

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

## ACTIVITY N° 8: Conversation.



**Luis:** Hi my friend how are you today?

**Danna:** I am fine and you?

**Luis:** me too. Tell me. What are you doing?

**Danna:** I am watching Tv? And eating snacks, and you?

**Luis:** I am listening to music

**Danna:** What are you listening to?

**Luis:** I am listening to Romeo Santos.

**Danna:** Great! What else are you doing?

**Luis:** I am helping my brother with his homework.

**Danna:** Is he doing Math?

**Luis:** No, He is doing English Homework. I wanted to go out with my brother, but is raining very hard.

**Danna:** Here is not raining yet. Ok so I let you, Good luck helping your brother with his homework.

**Luis:** I know, is going to be a long night.



## **ACTIVITY N° 9: Comprehension Check**

What is Danna doing?  
Who is Luis Listening to?  
Is his brother doing math?

What is Danna eating?  
Who is Luis helping?  
Is it raining?

What is Luis doing?  
What is his brother doing?

## **ACTIVITY N° 10: Writing**

**Make a phone conversation using present progressive**

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## UNIT VI

### WHAT DID YOU DO ON SATURDAY?



**Concept:** To describe events in the past.

**Characteristics:** The students will learn to describe events that took place in the past.

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

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

## ACTIVITY N° 1: Vocabulary

Listen to the teacher talk about what he did on Saturday, cross out the verbs that you hear.

Yesterday I went\_\_\_\_\_

Went( )	built( )	began( )	caught ate( )
visited	arrived( )		

Played swam( )	drank( )	danced found( )	forgot( )
heard( )			

Made( )	got( )	paid( )	spoke( )
tood( )	slept( )	wore( )	

saw( )	bought understood( )	won( )	told( )
ran( )	walked( )		

**ACTIVITY N° 1.1:** Identify the Regular and Irregular verbs

Regular verbs: are those verbs that have **ed** at the end.

_____	_____	_____
_____	_____	_____
_____	_____	_____

Irregular verbs: are those that have another form in the past.

_____	_____	_____
_____	_____	_____
_____	_____	_____

**ACTIVITY N° 2:** Grammar

**Rule 1.** To make sentences in past simple you need the following structure

**Subject + verb (past simple) + Complement**

I playe dsoccer yesterday.

He played soccer yesterday.

We played soccer yesterday.

**Note:** In past simple you don't need to add s or es.

**Rule 2:** To make a negative statement you need didn't + verb in present

**Subject + didn't + verb (present) + Complement**

I didn't play soccer yesterday.

He didn't play soccer yesterday.

We didn't play soccer yesterday.

**ACTIVITY N° 2.1:** Make your own examples. Share them with your partner.

**Subject + verb (past simple) + Complement**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

### ACTIVITY N° 3: Complete the exercises

Last year I (go) \_\_\_\_\_ to Baños.

It (be) \_\_\_\_\_ fantastic.

I (visit) \_\_\_\_\_ lots of interesting places.

I (go) \_\_\_\_\_ with my friends.

In the morning we (walk) \_\_\_\_\_ to the church.

In the evening we (visit) \_\_\_\_\_ the zoo.

The weather (is) \_\_\_\_\_ great.

It didn't (rain) \_\_\_\_\_ all day.

I (have) \_\_\_\_\_ a great time in Baños.

## **ACTIVITY N° 4: Conversation**

Listen, read and practice

**Alysson:** What did you do yesterday?

**Danna:** I went to Baños

**Alysson:** Who did you go with?

**Danna:** I went with my parents

**Alysson:** How many days did you stay there?

**Danna:** We stood there 2 days.

**Alysson:** Did you go to the waterfall?



**Danna:** Yes, I did. It was beautiful.

**Alysson:** Was it sunny?

**Danna:** yes, It was sunny all day long.

**Alysson:** Did you try the Cañas?

**Danna:** yes, they were delicious.

**Alysson:** So you had a lot of fun.

**Danna:** A lot of fun.

## **ACTIVITY N° 5: Questions**

**Rule 1:** Do and Does become Did in past to make questions.

But with Did the verbs goes in present.

### **Did + subject + verb + complement**

#### **I went to Quito**

Did I go to Quito?

Yes, you did

No, you didn't

#### **You went to Quito**

Did you go to Quito?

Yes, you did

No, you didn't

#### **He went to Quito**

Did he go to Quito?

Yes, you did

No, you didn't

## **We went to Quito**

Did we go to Quito?

Yes, you did

No, you didn't

**Rule 2:** In order to make an information question just add a WH question in the front.

**Wh question + did + subject + verb (present) +  
Complement**

Where did you live?

I lived in Riobamba

What time did you wake up?

I woke up at 6:20 am

**Note:** The question has the verb in present but the answer has the verb in past.

**Rule 3:** the verb to be in present am, is, are while in past is only was and were

I am late

I was late

He is late

He was late

They are late

They were late.

**Rule 4.** To make a question with “be” in past change the verb to be to the front.

**I was late.**

Was I late?

Yes, you were

No you weren't

**You were late.**

Were you late?

Yes, I was

No, I wasn't

**He was late.**

Was he late?

Yes, you were

No, you weren't

**They were late.**

Were they late?

Yes, he was

No, he wasn't

**ACTIVITY N° 6:** Practice the Conversation

**Victor:** Hi John how are you?

**John:** I am great how about you?

**Victor:** I am fine. I heard that you speak English very well. Where did you learn?

**John:** I learned English at the Unach. I studied there for about 4 years. My classes were great.

**Victor:** Who was your English Teacher.

**John:** My teacher was Mr. Bravo. He is a great teacher.

**John:** Was he your teacher from 1st to 6th level?

**Victor:** yes, he was.

**John:** Did you use any book?

**Victor:** No, we didn't. He had his own method.

**Victor:** Did he teach you everything you know?

**John:** yes, he did. Like I said, he is a great teacher.

**ACTIVITY N° 6.1.** Practice the reading with a partner

**ACTIVITY N° 6.2.** Comprehension check: Answer the following questions.

Where did John Study?

How many years did he study?

How were his classes like?

Who was his English teacher?

Was his teacher Mr. Brown?

Did he use a textbook to study?

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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.

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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 engage in the learning process with the teachers guide.

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