



# **“TECHNICAL UNIVERSITY OF COTOPAXI”**

## **ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC SCIENCES**

### **ENGLISH CAREER**

### **DEGREE THESIS**

### **THEME**

**“DESIGN A WORKBOOK BASED ON REINFORCEMENT TASKS FOR THE OUR  
WORLD THROUGH ENGLISH BOOK #1; THROUGH THE INTER-ACTION OF  
CONTENTS WITH INTERACTIVE ACTIVITIES, TO IMPROVE THE TEACHING  
LEARNING PROCESS IN STUDENTS FROM 8<sup>TH</sup> COURSES AT “LCDO. JOSÉ  
GABRIEL TERÁN VAREA” HIGH SCHOOL DURING THE PERIOD 2010-2011”.**

Thesis presented previous to Obtain the Sciences of Education Degree with  
mayor in the English Language.

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LATACUNGA – ECUADOR

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**UNIVERSIDAD TECNICA DE COTOPAXI**  
UNIDAD ACADÉMICA DE CIENCIAS ADMINISTRATIVAS Y HUMANISTICAS  
**Latacunga – Ecuador**

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En calidad de Miembros del Tribunal de Grado aprueban el presente Informe de Investigación de acuerdo a las disposiciones emitidas por la Universidad Técnica de Cotopaxi, y por la Unidad Académica de Ciencias Administrativas y Humanísticas; por cuanto, las postulantes: Heredia Caisa Narcisa Yolanda y Sandoval Cuevas Verónica Viviana, con el título de tesis: **“DESIGN A WORKBOOK BASED ON REINFORCEMENT TASKS FOR THE OUR WORLD THROUGH ENGLISH BOOK #1; THROUGH THE INTER-ACTION OF CONTENTS WITH INTERACTIVE ACTIVITIES, TO IMPROVE THE TEACHING LEARNING PROCESS IN STUDENTS FROM 8<sup>TH</sup> COURSES AT “LCDO. JOSÉ GABRIEL TERÁN VAREA” HIGH SCHOOL DURING THE PERIOD 2010-2011”**, han considerado las recomendaciones emitidas oportunamente y reúne los méritos suficientes para ser sometido al acto de Defensa de Tesis.

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Los criterios emitidos en el presente trabajo de investigación “**DESIGN A WORKBOOK BASED ON REINFORCEMENT TASKS FOR THE OUR WORLD THROUGH ENGLISH BOOK #1; THROUGH THE INTERACTION OF CONTENTS WITH INTERACTIVE ACTIVITIES, TO IMPROVE THE TEACHING LEARNING PROCESS IN STUDENTS FROM 8<sup>TH</sup> COURSES AT “LCDO. JOSÉ GABRIEL TERÁN VAREA” HIGH SCHOOL DURING THE PERIOD 2010-2011.**”, son de exclusiva responsabilidad de las autoras.

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En calidad de Director del Trabajo de Investigación sobre el tema:

**“DESIGN A WORKBOOK BASED ON REINFORCEMENT TASKS FOR THE OUR WORLD THROUGH ENGLISH BOOK #1; THROUGH THE INTER-ACTION OF CONTENTS WITH INTERACTIVE ACTIVITIES, TO IMPROVE THE TEACHING LEARNING PROCESS IN STUDENTS FROM 8<sup>TH</sup> COURSES AT “LCDO. JOSÉ GABRIEL TERÁN VAREA” HIGH SCHOOL DURING THE PERIOD 2010-2011.”**, de Heredia Caisa Narcisa Yolanda y Sandoval Cuevas Verónica Viviana, postulantes de la Licenciatura en Ciencias de la Educación, especialidad Inglés, considero que dicho Informe Investigativo cumple con los requerimientos metodológicos y aportes científico-técnicos suficientes para ser sometidos a la evaluación del Tribunal de Validación de Tesis que el Honorable Consejo Académico de la Unidad Académica de Ciencias Administrativas y Humanísticas de la Universidad Técnica de Cotopaxi designe, para su correspondiente estudio y calificación.

Latacunga, Enero 17 del 2012

El Director

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MSc. Sonia Jimena Castro Bungacho

## **GRATEFULNES**

A deep gratitude to God for giving us the life and the strength inculcated in our mind, source of courage which motivated this investigative work. We thank our families and friends, who gave us their infinite support in difficult times.

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*YOLANDA HEREDIA*

*VERÓNICA SANDOVAL*

## **DEDICATION**

This investigative work dedicate to all my family, specially to my husband Jorge Rodrigo for his love, understanding and constant encouragement, and my sons Ronaldo and Bismar, who were fundamental pillars in my life; they were my motivation and encouraged me in difficult times to reach the end of the career.

*YOLANDA*

This investigative work is the first step of my career, also the continuation of a lot of others achievements for that reason it is dedicated firstly to God, Who gave me faith, strength, health and hope to finish this work.

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*VERÓNICA*



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#### SUMMARY

The present investigative work is related with the level of knowledge of the English language, in the students from 8<sup>th</sup> courses at “Lcdo. José Gabriel Terán Varea” High School in Guaytacama Parish, Latacunga Canton. The main objective of this investigation is a Workbook design based on reinforcement tasks according to the contents for the Our World Through English Book # 1, in order to improve the English level with interesting activities in an easier, dynamic and effective way. In addition it is essential to develop the skills, taking into account that these exercises are fundamental for superior levels. In this investigation used the survey as a technique; it helped to obtain real data as consequence of the analysis and interpretation of the results, on which the design of the proposal was presented. This proposal appeared to the need a respond, with concrete methods. It is an instrument that facilitates the Teaching Learning Process for benefiting to the institution and the students in the domain of the subject. It allowed the correct development of this resource in an efficient and effective way.

## INTRODUCTION

Currently English language is indispensable around the world; it uses in different areas and it is a fundamental part in the development and formation of humans beings. Likewise it results necessary learns a foreign language; it constitutes an important factor in the educative process. The main objective of this investigative work is elaborates a workbook with interesting exercises to improve the English level of the students through contents of the Our World Through English book # 1, with reinforcement tasks; taking into account the analysis of the theoretical and scientific contents.

To acquire the appropriate information at the “Lcdo. José Gabriel Terán Varea” High School in Guaytacama Parish, Latacunga Canton, it considerates the opinions emitted by the authorities, teachers and students of that institution.

The chapter I refers to a description of the theoretical fundamentation; it contains several themes that are of great importance, these are related with the techniques and methods adequate for the learning, which use for a better assimilation of knowledge in the educative process.

The chapter II is constituted for the analysis and interpretation of the results obtained through the surveys applied the authorities, teachers and students. Also with the recompilation of these results, it elaborated the conclusions and recommendations.

Finally in the chapter III contains the develop of the proposal, it refers a workbook design with reinforcement tasks to improve the English level in the learners; taking into account interesting techniques and methodologies that motivate to the participation and active interest in the students.



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## **CHAPTER I**

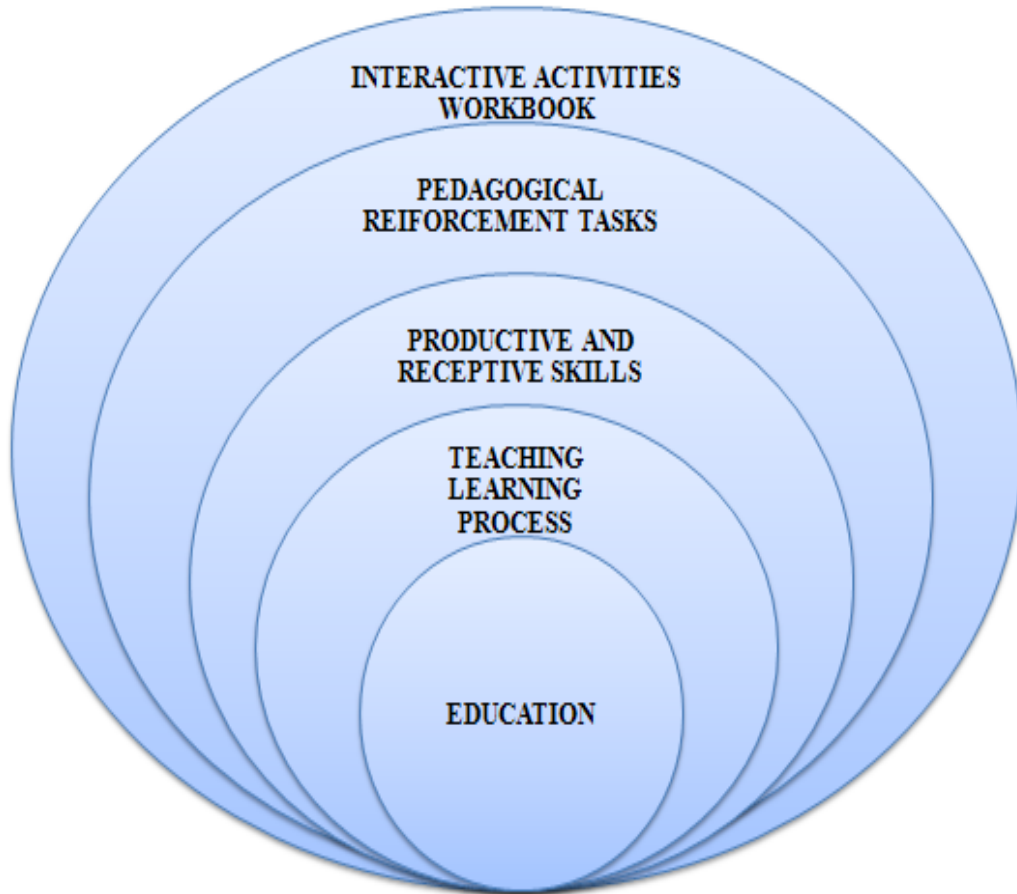
### **BACKGROUNDS**

After to have investigated in the institution the researchers have seen the necessity to design a Workbook with interesting exercises, where the students could develop their knowledge according to the contents for the Our World Through English Book # 1, in order to improve the English level.

When students develop the language skills, they use the four basic abilities such as: listening, speaking, reading and writing. However the workbook will contain different activities according to the contents; which will have an objective to development the reading and writing skills. In those activities will use different pedagogical strategies; in which the students will develop their abilities.

Teaching Grammar and Writing with Strategies and methods that the teacher will apply in the workbook with reinforcement tasks, which will facilitate the Teaching Learning Process for the students, so they will improve their knowledge in the English language.

## FUNDAMENTAL CATEGORIES



## **THEORETICAL FRAME**

### **EDUCATION**

According to SHENITH, Jackson (2008) “Education is an act or process of imparting or acquiring general knowledge, developing the powers of reasoning and judgment” <http://www.helium.com/items/962026-the-definition-of-education>

Education is essential for all people because through education they can get a lot of knowledge and experiences that are necessary for the life, also it is permanent process. For that reason they can surpass to get some goals in the future.

Furthermore, Education means to learn in every means in order to reach into a certain goals. Besides it is very indispensable everyday to be able to face and survive whatever the difficulties and complications that may experience. Without education, the life can be hard and frustrating in every aspect. Education will help to get a certain ambition or dreams in life to be successful.

On the other hand, the instances of education can be from school, society, home, Internet, or anywhere. It is necessary that everyone needs to go to school, to learn academically and socially. It helps to build up the confidence in every person; it gives a high self esteem. Also, we need to educate ourselves in the society, so that we are aware the real life. To know what's happening on around us, it is an advantage to be prepared. Education requires discipline, patient, time, hard work and effort.

## **Importance's Education**

For SHENITH, Jackson (2008) “Technically, education is really important and it is a necessity for us, to have a better life in the future. We need to get the best of education to have the intellect knowledge, the capacity to participate in the world.” <http://www.helium.com/items/962026-the-definition-of-education>

Accordance Shenith Jackson, education is indispensable for human beings; so it can change our life, for instance the people could have good opportunities in working life, especially for higher paid jobs and others benefits; then citizens could build a competitive world.

Nowadays the growth of many developed countries can be attributed to the quality of education that is imparted to the people. Who have quality education are able to improve the community by making reforms that will increase in different aspects such as: economic, social and political growth and development of the society.

Education helps students have confidence in the life. They are able to plan their life effectively when they have education as it will help to analyze problems of life and be able to come out with solutions to those problems that you might face. Educated people are able to make decisions that can change life in a positive way as they will acquire a lot of experience and they learn in different areas new things every day.

Education has been used as a major tool to inform people of their rights and services that they can have access too. In order to be able to differentiate between



doing the right and wrong, education plays a vital role, for this reason the children and the youth are been educated in correct way.

### **Types of Education**

**Formal Education.** - The most common form of education in the world, formal education is the process of going from elementary school to high school after bachelor degree program and possibly a graduate degree. It is perfect for students that want a professional career, whether wanting to become a lawyer, accountant, doctor, psychologist, project manager or something similar.

**Self Taught Education.** - The second kind of education is not that well known. The author believes that in the coming years, self education will become ever more important and more people get generalized degrees. Self taught education is simply learning from books, seminars, mentors and the internet under one's schedule and time.

**The School of Hard Knocks.** - Many times we read stories of business people or actors that don't go to college, don't self educate continuously and still become successful. Those people have been through the school of hard knocks.

For RHODES Lewis J, (2010) "Education, or being educated, involves all senses being exposed to a series of stimulate, which will improve and grow the mental capacity of someone, to achieve a set of, or a specific objective."

<http://www.helium.com/items/1730060-education-the-best-methods>

This author said: Education is very important because teacher motivates the students with practice exercises such as presentations, tasks, and so on. The use of different exercises to develop their skills when they are learning the English language motivates the learners to acquire a new knowledge.

Also the education is an activity more worthy for the human beings so they will get a better life by reaching the desired goal. Besides the education is a discipline that men should grow all the time to have excellent results.

### **Stimulus in Education**

In the education acts there are some stimulus such as: motivation, aptitudes, communication, good diet and a good educational environment.

- Motivation is primordial to students to fulfill the desired objective.
- Aptitudes are necessities in learning, so students can use their intelligence, reasoning and abilities.
- Communication is essential in education, especially among parents, students and teachers to have excellent results.
- A good diet is essential for the students and so they could fulfill their activities.
- Educational environment is important, so they can feel comfortable.

Moreover this author refers to Socratic Method that he mentioned many years ago, he questioned to groups of his students as a means of instruction, to compel

them to think a problem through a logical conclusion. It was through dialogues and discussions.

### **Education's Aspects**

It pretends to know no answers, to learn from others were the background for questioning and says the truth or exposes the error of the answers receives.

It needs an initial question usually requiring the definition of the concept.

For this purpose it continues with questions got of an analysis of the definition in all the implications.

It examines all of the particular applications and consequences of the concept, the students' reason, from the particular to the general, or by the process of induction, to reach a general conclusion.

Of this way the students will become critical and reflexives in the learning, in the different areas and so they could take the best decisions in the future life; then they will integrate easily in the society.

### **TEACHING LEARNING PROCESS**

**BRUNER, (2010) said that: Teaching-learning process is the heart of education. On it depends the fulfillment of the aims and objectives of education. It is the most powerful instrument of education to bring about desired changes in the students. Teaching learning are related terms. In teaching - learning process, the teacher, the learner, the curriculum and other variables are organized in a systematic way to reach some pre-determined goal.**

<http://es.scribd.com/doc/5769721/teaching-learning-process->

Accordance with Bruner, the Teaching Learning Process is central part of the education also we can say that it is fundamental instrument to develop this process to the complement of the aims and objectives of education. It is important the relationship between teacher and learners, so the education has relative changes all the time.

**Teaching.** - Is the process to provide opportunities for students to produce relatively permanent change through the engagement in experiences provided by the teacher. Then the students will interchange different ideas to give some solutions the obstacles; that happen in the classroom.

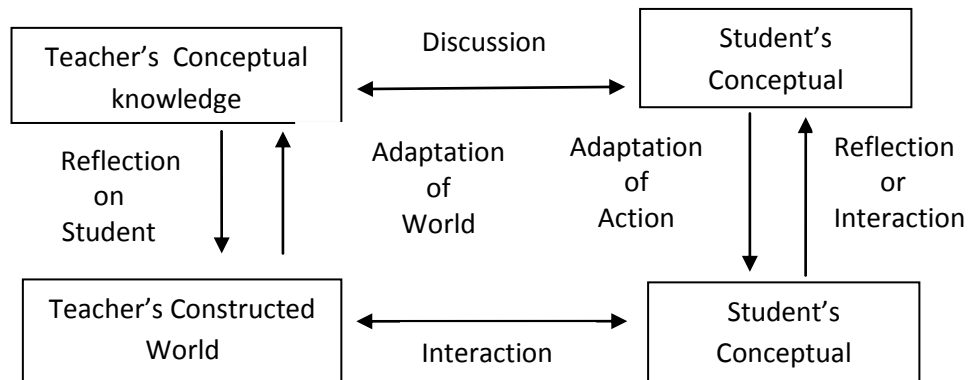
**Learning.** - Can be defined as the relatively permanent change in an individual's behavior, potential behavior or capability as a result of experience or practice. On the other hand learning involves the acquisition of habits, knowledge and attitudes, which the students are focus to constant changes, it is due to energies of organism and environment.

**Process.** - A series of actions that students do for a particular purpose. It is different changes that happen naturally.

### **Essential Aspects of the Teaching Learning Process**

- Discussion between the teacher and learner, about different topics.
- Interaction between the learner and some aspect defined by the teacher.
- Adaptation in the environment by the teacher and action by the learner.

- Reflection on the learner's performance by both teacher and learner as a result acquire.



For this purpose students will learn best what they want and need to know. That is when they have developed the skills for analyzing what is important to them and why as well as the skills of directing their behavior towards those needs.

**Teaching and Learning.** - A process that includes many variables. These variables interact as learners work toward their goals and incorporate new knowledge, behaviors, and skills that add to their range of learning experiences.

Others perspectives on learning have emerged, among them: behaviorist response to external stimulus; cognitivist refers learning as a mental operation; and constructivist to the knowledge as a constructed element resulting from the learning process. During the integration process, it is also important to consider a number of other factors cognitive style, learning style, the multiple nature of our intelligences, and learning as it relates to those who have special needs and are from diverse cultural backgrounds.

## **Learning Styles**

There are different kinds of learners:

The verbal linguistic learner likes words and remembers names or places and people easily. The visual spatial learner visualizes images to remember information. The logical mathematical learner remembers information by looking patterns. He or She likes activities which involve organization, matching and putting exercises in order. The physical kinesthetic learner learns best by using all the senses. Movements touch and sounds are important for the learner. The musical learner responds to rhythm and activities which involve music and songs. The interpersonal learner likes to work with other people. Lastly, intrapersonal learner prefers to work alone.

**BERG, Rich. (1997) commented:** “Teaching and learning is a process that includes many variables. These variables interact as learners work toward their goals and incorporate new knowledge, behaviors, and skills that add to their range of learning experiences”. <http://www.uwex.edu/ics/design/teach.htm>

The author refers to the teacher and student, they should interchange different ideas and they learn together building the knowledge. Besides it is necessary that the classroom have a good environment for the students, incorporate the new knowledge and improve the abilities in the learners, to have excellent results in the future.

## **Models that Describe the Teaching Learning Process.**

- First, models provide "accurate and useful representations of knowledge that is needed when solving problems in some particular domain"
- Second, a model makes the process for understanding, a domain of knowledge easier because it is a visual expression of the topic.

### **Cruickshank's Model**

Cruickshank (1985) is more classrooms. Product is learning on the part of the student, change in behavior or potential behavior while process involves interaction between student and teacher. Presage is the teacher's intelligence, level of experience, success and other teacher characteristics.

<http://teach.valdosta.edu/whuitt/papers/modeltch.html>

The author mentioned about the feedback between teacher and student, in this case the teacher must give to the students different kinds of materials using by techniques of teaching base on the teacher experience taking into account the group of the students that he has, which behave differently from group to group.

### **A Transactional Model**

The following model is an attempt to consider most of the possible answers to the question: Why do some students learn more than others? According to the model, the reasons can be classified into four categories.

## **A Transactional Model of the Teaching Learning Process**

**Context.** - All those factors outside of the classroom that might influence teaching and learning.

**Input.** - Those qualities or characteristics of teachers and students that they bring with them to the classroom experience.

**Classroom Processes.** - Teacher and student behaviors in the classroom as well as some other variables such as classroom climate, teacher and student relationships.

**Output.** - Measures of student learning taken apart from the normal instructional process.

A simple example of how some of these variables might interact is shown in the following model. The size and region of the community combine with family characteristics and processes to impact teacher and student characteristics. School and state policies combine with teacher and student characteristics to impact teacher behavior, while student characteristics and teacher behavior influence student behavior. Student classroom behavior then influences teacher classroom behavior in an interactive pattern that eventually results in student achievement as measured by instruments influenced by state policies. Student's achievement at the end of one school year becomes a student characteristic at the beginning of the next.

### **Teaching Learning Process' Elements**

The elements of teaching and learning process are the teacher, learner as well as the good learning environment. It is being considered that learning occurs when there is established relationship among these three elements. The teaching as well as the learning activity depends upon how these elements works.



These elements are necessary to be able to make teaching and learning possible. Without one of these elements, there could be no real teaching or learning process that will exist. It is important that the presence of these elements is present in the process of teaching, considering that all they play a primordial role in the system.

**The Teacher.** - Is considered as the element that has the main role in the teaching learning process. He is considered as the main integrant of the educational processes, thus he directs the process. The teacher facilitates the whole process of learning. He has the main control of the teaching learning process.

**The Learners.** - Are considered as the key participant in the teaching learning process. They are considered as the primary subject or the main reason why the process is implemented. The knowledge that acquired by the learners will decide if the teaching and learning objectives are achieved. Learners vary from one another in the aspects of learning.

There are learners that learn fast while there are students that learn in average slower.

**The Environment.** - A good environment is very important in the teaching learning process for providing a place where there is a smooth flow of communication, avoiding some common barriers between the teacher and the learner. Thus it facilitates a good fulfillment in the teaching learning process. The teacher should teach, and for making sure the learning.

## **PRODUCTIVE AND RECEPTIVE SKILLS (READING / WRITING)**

### **Receptive Skills**

The receptive skills are listening and reading, because learners do not need to produce language to do these, they receive and understand it. These skills are sometimes known as passive skills. They can be contrasted with the productive or active skills for speaking and writing.

### **Productive Skills**

The productive skills are speaking and writing, because learners doing these need to produce language. They are also known as active skills. They can be compared with the receptive skills for listening and reading.

Productive and Receptive Skills are necessities for learning of the students so they can produce a new language. In the classroom the relationship between receptive and productive skills is complex, with one set of skills naturally supporting another. For example, building reading skills can contribute to the development of writing.

Productive skills: include speaking and writing, two critical components of the complex process of communication. There are countless reasons for communication between individuals: they have something that wish to express verbally or in writing. These abilities are necessary to communicate with others people, so they can express their feeling and several ideas in different situations. Then in our investigation, the learners will focus on reading and writing skills. In writing form they should be exact following specific rules to apply in some texts.

In reading form is necessary the comprehension to identify the principal ideas and express them.

## **RECEPTIVE - PRODUCTIVE SKILL**

SARICOBAN, (1999) considers: “Listening is the ability to identify and understand spoken language. Listening is a receptive skill. The receptive skills used in language acquisition: listening and reading enable the productive skills: speaking and writing”

[http://www.tesolonline.com/articles/complete\\_articles.php?index=160&category=76](http://www.tesolonline.com/articles/complete_articles.php?index=160&category=76)

All the skills are necessities to get a good learning, when the people want to know a foreign language; for this reason is indispensable the receptive and productive skills. Then in this research the students are going to focus specifically to reading and writing skills, which will include in the workbook.

On the other hand the most important factor in writing exercises is that students need to be personally involved in order to make the learning experience of lasting value. Encouraging student participation in the exercise, while at the same time refining and expanding writing skills, requires a certain pragmatic approach. The teacher should be clear on what skills they are trying to develop. Next, the teacher needs to decide on which means or type of exercise can facilitate learning.

## **Integration With Other Skills**

The building of successful decoding skills requires the teaching and use of reading, writing, speaking and listening skills in the foreign language. A good foreign language teacher will break down confusing signals into their parts, show the correctly written words, explain the content and context and allow spoken and written practice. Receptive and productive communication skills are integrated.

If the students use the four skills could understand of the best form, then the message will be clear and precise for the learners.

When decoding skills are acquired in a more systematic, purposeful way in a classroom, the new language learner becomes able to understand and respond fully. He begins to learn a new vocabulary, and becomes able to identify the purpose of a message. As language learners improve from beginner to intermediate levels errors in listening become less frequent. The students acquire knowledge and experiences.

## **Definition of Reading**

The ability to read taking general comprehension as the example requires that the reader draw information from a text and combine it with information and expectations that the reader already has. This interaction of information is a common way to explain reading comprehension. Researcher on source language reading has highlighted the need for readers to develop essential reading process and abilities such as rapid word recognition, vocabulary development, text structure awareness, and strategic reading.

## **Kind of Reading**

### **Skimming**

It is used to quickly identify the main ideas of a text. When learners read any document, they probably are not reading it word by word; instead students are scanning the text. Skimming is done at a speed three to four times faster than normal reading. People often skim when they have lots of material to read in a limited amount of time. Use skimming when they want to see if an article may be of interest in their research.

### **Scanning**

It is a technique students often use when looking up a word in the telephone book or dictionary. They search for key words or ideas. In some cases, learners know what they are looking for, so students are concentrating to find a particular answer. Scanning involves moving their eyes quickly down the page seeking specific words and phrases. Scanning is also used when they first find a resource to determine whether it will answer their questions. Once they have scanned the document, learners might go back and skim it.

### **Extensive Reading**

It is as a language teaching learning procedure, it is reading amount of material or long texts; for a global or general understanding; with the intention for obtaining pleasure from the text. Further, because reading is individualized, with students choosing the books they want to read, the books are not discussed in class.

## **Intensive Reading**

It is generally at a slower speed and requires a higher degree for understanding to develop and improve word study skills, increase passive vocabulary, reinforce skills related to sentence structure, expand active vocabulary. Also shorter texts, extracting specific information, accurate reading for detail.

## **Activities for Teaching Receptive Skills**

There are some types for reading activities.

Quick activity: Get in groups and make a list of different classroom activities that the students use in order to develop reading skills.

- Reading a text and identifying the main idea.
- Reading a text and identifying specific information.
- Guessing the meaning of words from context.
- Filling in blanks.
- Note taking.
- Expressing the same idea in a different way.
- Translating to source language.
- Summarizing.
- Inferring meaning from a context.
- Providing a title for a text.
- Inventing the end of a story.

## **Activities in the Classroom about Reading**

- Alternate between authentic and no authentic texts.
- Find out what your students want to read.
- Make the purpose for reading activities explicit to the students.
- If it is possible, give the students more alternative in what they can read.
- The students can use different materials that are necessary for that activity.

## **Productive Skills**

Speaking and writing are called Productive Skills because they involve language production, although one skill is used simultaneously. It requires practice and experience. When expressing themselves through either speaking or writing, students need to have the linguistic tools appropriate for the task, and be able to use their language in order to communicate successfully.

## **Importance Productive Skills**

Writing is the most important form of communication. It would be one of the hardest to master, for written words require thought and organization. But no matter how hard writing might appear to be, the fact that many people have written well.

Nowadays writing has become a very important skill, because everybody sharing several documents in our society. Many people and businesses use the writing in computer technology and handwrite telephone and the conventional mail systems to communicate with others; so the writers should be careful when they write up some texts.

Writing is one of the ways that people translate the thoughts for other people. Some people are better at expressing themselves in writing than any other way, and everybody get a better translation when read what they have to say rather than hearing them speak.

The writing process helps to improve the speaking ability. Writing should be considered of the highest importance. Furthermore, it may be a good idea to create situations where they will need to write real invitations, requests, thank-you notes, and letters, cards for special occasions, morning news, commercials, and opinions.

### **Grammatical Competence**

Grammatical competence is an important component for writing proficiency. It involves becoming competent to use the grammar, vocabulary, and mechanics of the language. Without grammatical competence, writers generally fail to express their ideas in academic contexts. In such contexts, knowledge of grammar is greatly valued and writers are negatively fixed on the bases of the grammatical errors they make.



## **Teaching Writing Skills**

Writing is a natural talent, art that helps the students being taught all the formal and technical aspects, relying primarily on their own creativity to create. Teaching writing skills can be difficult for any person, since the approach will be different for every student. Some will learn quickly, while others will need some encouragement and more attention to ensure they understanding what they are being taught. There is a general learning that students could acquire according their age.

Learning basic sentence structure.

Increasing vocabulary and spelling,

Increased knowledge of grammatical rules.

Introduction of new forms of writing.

Perfecting the language used in each of these new forms.

## **Learning Basic Sentence Structure**

The learners should start with basic sentences then they advance with more complex sentences. In order to make sure they will have it easier down the road, students should know the parts of a sentence forwards and backwards. Grammar is one of the most complex parts for the writing, is learned much easier if this is understood.

It is important the learners know the following parts:

- Subjects and Nouns are able to identify in the sentence. Also, they should know formal nouns and pronouns.

- Verbs and adverbs, the actions words and the words that modify them.
- Adjectives, words that modify nouns.
- Predicates, the part of a sentence where the action occurs.
- Prepositions, a word that comes before a noun to help explain action.
- Conjunctions, words that join other words together.
- Interjections, a phrase that shows surprise.

### **Increase Vocabulary and Spelling**

The teachers start to build students up from the basic. Teaching them new words, including proper spelling rules and definitions will make them excellent writers, and will help them to develop their abilities. People learn new words every day, no matter how old they are. Also it is necessary teaching each student how to use a dictionary to know new words.

In this part the students will write complex sentences, small projects including short stories. This will provide them an application for their knowledge, and also teach them how to put their ideas and thoughts logically. It will help them develop the structure in their writing.

### **Increased Knowledge of Grammatical Rules and Introducing New Writing Forms**

Grammar like spelling, is something everyone will learn as they grow as a writer, but they will need guidance in this process the ensure they learn things write. Grammar is the most difficult part for the writing to learn. Introduce rules slowly while helping them to develop the range of their writing.

The learners should also learner difference the writing forms such as: Fiction, non fiction, book reports, and even e-mails all have a different structure and purpose; as other writing styles and when to use them. Who will prepare some activities in different situation.

They have to work on project with each style, to work with a specific writing style, the better they will get. And so they increase their requirements.

### **Different Kinds of Writing Skills**

Writing skill is the ability to express oneself effectively and creatively in writing.

- Physically forming letters using either manuscript printing or cursive handwriting styles.
- Following rules: spelling, punctuation, capitalization and grammar.
- Composing: thinking clearly to select best words and arrange them in the most effective way to express the planned idea.

### **The relationship between Reading and Writing**

Basically reading affects writing and writing affects reading. However reading instruction is most effective when intertwined with writing instruction and vice versa. For instance when children read extensively they become better writers. Likewise reading is a variety of genres helps children learn text structures and language that they can transfer to their own writing. In addition, reading provides young people with prior knowledge that they can use in their stories. One of the primary reasons is learners read to learn. Especially while they are still in school, a major percentage of knowledge that students know are acquired from the texts

they read. Writing is the act of transmitting knowledge in print, learners must have information to share before they can write it. Therefore reading plays a major role in writing.

## **PEDAGOGICAL REINFORCEMENT TASKS**

Task have been defined in various ways, says NUNAN, (2004) “draws a basic distinction between real world or target tasks, and pedagogical tasks. Target tasks, as the name implies, refer to uses language in the world beyond the classroom. ”

Pg. 1

This author considers that the pedagogical reinforcement tasks are based in the contents' lessons, taking into account the different activities that are necessary for the learning, through interaction in the target language and the source language.

Of this way the students can interchange the knowledge and experiences about the English language, contributing for learning in the classroom, developing their abilities to achieve a significative learning.

**NUNAN, David. (2001) express: Pedagogical tasks is a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the language while their attention is principally focused on meaning rather than forms. They have a non-linguistic outcome, and can be divided into rehearsal tasks or activation tasks. Pg. 24-25**

The author defines that the Pedagogical tasks are important tools to improve the students' learning with the understanding, manipulation, production and interaction so the learners will dominate the grammar, pronunciation and vocabulary.

Students will be encouraged to use language creatively and spontaneously through tasks and solving problem then they could relate in real world activities.

It is indispensable for teaching and learning, so the teacher will use different didactic material in his content, he could help students create, develop activities relating one idea to another and address misconceptions. As a consequence the learners could have a permanent knowledge. It is important in the teaching learning process, including the most useful forms for representing and communicating content and how students learn the specific concepts and topics of a subject.

**The Pedagogical Theory.-** Those are ways that theories should be taught and how someone will learn. This theory is based on how we are interested in a concept, is how we will learn the subject.

### **Pedagogical Task**

It is a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused for mobilizing their grammatical knowledge in order to express meaning, and which the intention is to transfer meaning rather than manipulate its form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right with a beginning, middle and end.

They all emphasize the fact that pedagogical tasks involve communicative language use in which the user's attention is focused on meaning rather than grammatical form. This does not mean that form is not important.

The author distinguishes between real world or target tasks, which are communicative acts that the people achieve through language in the world outside the classroom, and pedagogical tasks, which are carried out in the classroom. It

subdivides pedagogical tasks into those with a rehearsal rationale and those with a pedagogical rationale.

These different elements are further defined and exemplified below:

**Real World or Target Task.** - A communicative act learners achieve through language in the world outside the classroom.

**Pedagogical Tasks.**- A piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the language while their attention is principally focused on meaning rather than forms. They have a non linguistic outcome, and can be divided into rehearsal tasks or activation tasks.

**Rehearsal Task.** - A piece of classroom work in which learners rehearse, in class, a communicative act they will carry out outside of the class.

**Activation Task.** - A piece of classroom work involving communicative interaction, but not one in which learners will be rehearsing for some out of class communication. Rather they are designed to activate the acquisition process.

**Enabling Skills.** - Mastery of language systems grammar, pronunciation and vocabulary; which enable learners to take part in communicative tasks.

**Language Exercise.** - A piece of classroom work focusing learners on, and involving learners in manipulating some aspect of the linguistic system.

**Communication Activity.** - A piece of classroom work involving a focus on a particular linguistic feature but also involving the genuine exchange of meaning.

## **Reinforcement**

Reinforcement is delivery of a consequence that increases the probability that a response will occur. It is important in learning repetition with reinforcement tasks, it will enhance learning.

**Positive Reinforcement.** - Is the presentation of a stimulus after a response so that the response will occur more often. Positive Reinforcement is an essential aspect of managing young learner classrooms, and has related implications for encouraging progress, outlining appropriate classroom and study behavior, and creating informal assessment measures.

**Negative Reinforcement.** - Is the elimination of a stimulus after a response so that the response will occur more often. In this terminology, positive and negative don't mean good and bad. Then positive means adding a stimulus and negative means removing a stimulus.

## **Task**

Task is defined in terms of what the learners will do in class or outside the classroom.

Task is an improvisational event with a simple structure and a few rules. Task can be a planned, more formal set up with an application process and a pre determined number of selected participants: Task Events; a more open structure without any limitations of size or divisions between viewers and participants: Task Parties; or tailored for the use in classrooms: Task Workshop.

### **Characteristics of Tasks**

- Tasks are activities in which students work purposefully towards an objective.

- The objective may be one that they have set for themselves or one which has been set by the teacher.
- Tasks may be carried out individually or more often in groups.
- Tasks may be carried out in competition with others or in collaboration.
- The outcome may be something concrete as a report, presentation or something intangible like an agreement or the solution to a problem.

### **The Nature of Task**

There has been an extensive debate on what constitutes a ‘task’ for the purposes of languages teaching and learning. Some distinctions have been drawn, between exercises focused on noticing and developing aspects of the form language and tasks focused on language integrated use between pedagogic tasks. In addition tasks accomplished for the purposes of classroom learning and real life tasks Likewise tasks involving the use of language in the actual world. More recently, emphasis in general education has been located on developing higher order thinking tasks. Teachers developing these tasks build deep analysis elaborated thinking into of the tasks.

Tasks might be described as purposeful and contextualized instances of language use. They include:

**A Purpose:** An underlying reason for starting the task beyond the simple demonstration of subject knowledge.

**A Context:** The thematic, situational and interactive circumstances in which the task is undertaken. The context may be real, simulated or imaginary. Considering



context includes knowing where the task is taking place, when, who are involved, what previous experiences they share and what relationships they have.

**A Process:** A mode or process of investigation, thinking, problem solving, performing, creating.

**A Product:** The result for completing a task.

Good language learning tasks, then involve the judicious use of existing knowledge and above all an intellectual challenge in both content and processes for students; they involve interaction; they attract the students' imagination and expand their interests; they develop confidence and provide a sense of achievement and enjoyment; also they contribute to learners ever developing communicative and learning repertoires.

### **Task Types**

The value of tasks resides in the fact that they represent a worthwhile tool, integrative, purposeful, contextualized piece of work. Building on this value, tasks may be grouped in different ways to ensure a comprehensive range and variety of experiences for learners. These groupings are called task types. The most frequently used way for categorizing tasks is according to the four macro skills: listening, speaking, reading and writing. Another way was developed in the six activity types.

These include:

- Interacting and discussing
- Interacting and deciding transacting

- Obtaining information and using it
- Giving information
- Personal response
- Personal expression.

Another system of task types focuses on higher order thinking skills:

- Enquiring, interpreting
- Presenting
- Problem solving
- Performing
- Creating, designing, composing
- Judging, evaluating, and responding.

The task type categories provide a means for ensuring that students involve with a range of learning experiences, participate in a range of language use in different contexts and, through this, learn increasingly to manage the variability of context. A dimension that is not sufficiently captured in these systems of task type categorizations is a focus on reflection. This focus requires additional elaboration.

## **INTERACTIVE ACTIVITIES WORKBOOK**

**For HORTON, (2011) Good interactive design begins with the presentation of contents, and then continues with activities that encourage an individual to reflect on the content, discuss the content, and apply the content."People learn by considering, researching, analyzing, evaluating, organizing, synthesizing, discussing, testing, deciding, and applying ideas. p. 192**

The author expresses that is important a good workbook design with the presentation of contents, these activities will motivate to the students to be critical

and reflexive people to investigate or analyze the different tasks. The learners will learn to be organized, synthetic applying some ideas in several exercises.

It is indispensable use a workbook based on reinforcement tasks through the interaction of contents with different activities that motivate to the students to practice diverse classes according to the contents. This workbook should have colors, pictures, drawing, stories, crossword, puzzles, exercises to complete, writing; activities that involve drawing. For that reason the learners will learn to resolve those exercises in an orderly and systematic form. A workbook following a sequence with a specific planification that no confuse to the students.

**According to HORTON, William. (2011): says: When the people talk about interactivity, they are focusing on the activities that implicate the individual with the content. Interactivity requires the inclusion of the appropriate instructional strategies that involve the learner both cognitively and motivationally. An interactive environment should utilize questions and activities that require students to significantly interact with instructional materials. Interactivity also requires that the learner is able to access feedback in some form to evaluate their learning. Benefits of interactivity include increased student interest and higher cognitive processing. p. 192**

As the author says, the interactivity is an important element that involves to the students with the contents, who should use appropriate strategies in the Teaching Learning Process. On the other hand an interactive environment is indispensable for the students and teacher, so they could interact with the materials in the classroom, this will help to the learners increase the interest in the learning. The interactivity permits that the students can give or make different commentaries. Then Learner interactivity is the active involvement student's participation.

### **Interactive**

Interactive learning describes a method for acquiring information through hands on, interactive means. The opposite of interactive learning is passive learning, which is merely observing a learning process or just listening the information.

From early on, children begin learning both interactively and passively. They acquire much of their language through passive learning, while much of their physical development is a result of interactive learning. As children grow, they continue to learn both passively and interactively and respond differently to each method.

In a classroom, Interactive learning means that students are active participants in the learning process. Interactivity might mean completing a worksheet.

This is a form of interactive learning because students interact with the content through a combination of the abstract and the concrete. This type of student centered learning follows the principles of constructivist learning, a building block of an interactive learning environment.

It is important the use of interactive exercises from school because these activities motivate the students to develop their knowledge in fast way also the teachers should apply these exercises taking into account the ages of the learners to have successful in the Teaching Learning Process.

### **Activities**

The problems and exercises booklet permit to the student work directly on the pages. An educational process or procedure intended to stimulate learning through actual experience. The activities are great help to the students because they could easier learning the different lessons and put in practice all skills.

It is the process of joining two or more short, simple sentences to make one longer sentence an alternative to traditional grammar instruction.

### **Workbook**

Workbook is often used in schools for younger students, either in middle school or elementary school. They are favored because students can work directly in their books, eliminating the need for loose leaf and copying questions from a textbook. In industry, they may be customized interactive manuals which are used to help provide structure to a complex problem.

Workbook is a great teaching tool to children, young, and adult people, students, and anyone needing to refresh English grammar skills. Besides it is an excellent resource for anybody wants to learn grammar and reading. In the booklet includes some interesting activities help to reinforce what they learned.

### **Method**

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

### **Teaching Methods**

There are various language teaching methods developed and used over the past century, and actually, they are:

Grammar Translation Method.

The Direct Method.  
The Audio-lingual Method  
Community Language Teaching  
The Silent Way  
Suggestopedia  
Total Physical Response  
The Natural Approach.

Each method has its objectives, key features, typical techniques; however in this investigative work the researchers in the proposal design will use The Grammar Translation Method, and the Total Physical Response.

### **The Grammar Translation Method**

It is employ to teach English for the students a new language, the most fundamental reason for learning the language is give learners access to English literature, develop their minds "mentally" through foreign language learning, and to build in them the kinds of grammar, reading, vocabulary and translation skills necessary to pass any, a variety of mandatory written tests required at High School.

Teachers who use the method might also tell them that it is the most effective way to prepare students for global communication for beginning with the key skills of reading and grammar.

The major characteristic of the grammar translation method is, precisely as its name suggests, a focus on learning the rules of grammar and their application in translation passages from one language into the other one. Vocabulary in the target language is learned through direct translation from the native language.

This method is important because the majority the teachers use to learn a foreign language to develop their abilities in grammar rules, vocabulary, sentences construction, synonyms and antonyms; constructing the knowledge so the learners could have a good global communication.

### **Main Characteristics**

- Classes are taught in the mother tongue, with little active use of the target language.
- Much vocabulary is taught in the form of lists of isolated words.
- Long elaborate explanations of the complexities of grammar are given.
- Grammar provides the rules for putting words together, and instruction often focuses on the form and inflection of words.
- Reading of difficult classical texts are begun early.
- Little attention is given to the content of texts, which are treated as exercises in grammatical analysis.
- Little or no attention is given to pronunciation.

### **Total Physical Response**

Nowadays Total Physical Response is used among teachers of foreign languages. It is widely acclaimed as a highly effective method at beginning levels, and almost a standard requirement in the instruction of young learners. It is also admired as a method due to its inherent simplicity, making it accessible to a wide range of teachers and learning environments.

This method is based in the stimulation memory and increased when it is closely associated with motor activity. The method owes a lot to some basic principles of language acquisition in young learners, most notably that the process involves a substantial amount of listening and comprehension in combination with various physical responses: smiling, reaching, attracting, and looking. It also focused on the ideas that learning should be as fun and stress free as possible, and that it should be dynamic through the use of accompanying physical activity.

It says this method is involved in the learning at beginning levels, because teachers are motivating the learners to acquire more knowledge over a new language with different exercises in a good environment, where they can develop of a better way in the classroom.

### **Main Characteristics**

- The teacher directs and students act in response. The instructor is the director of a stage play in which the students are the actors.
- The imperative mood is the most common language function employed, even well into advance levels. Interrogatives are also deeply used.
- Whenever possible, humor is injected into the lessons to make them more enjoyable for learners.
- Students are not required to speak until they feel naturally ready or confident enough to do so.
- Grammar and vocabulary are emphasized over other language areas. Spoken language is emphasized over written language.



## **Methodology**

**BROWN (2001) Methodology, it means methods in a general sense, and in some cases it is even equated to specific teaching techniques. It does in fact mean and involve much more than that. Methodology the study of pedagogical practices in general including theoretical bases and related research. Whatever considerations are involved in "how to teach" are methodological. Pg. 14, 15, 16**

Also Brown says that Methodology is the way in which teachers provide information to the students. The information is known as the content or theory; it is shared in a classroom between teacher and learners to interchange ideas, knowledge, questions and experiences that have them to strengthen the learning; besides they develop their abilities in order to give solutions for the different problems that happen in the daily life.

## **Approach**

Theoretical positions and beliefs about the nature of language are the nature of language learning, and the applicability of both to pedagogical settings.

## **Technique**

Any of a wide variety of exercises, activities, or devices used in the language classroom for realizing lesson objectives Method.

## **Curriculum**

Designs for carrying out a particular language program, it includes a primary concern with the specification of linguistic and subject objectives, sequencing, and materials to meet the needs of a designated group of learners in a defined context.

## **Pedagogical Model**

It is a process for the formation and developed of human beings, also it permits the inter action among the teachers and students with perspectives to achieve the goal.

The education models are synthetic visions of pedagogical theories aimed the teachers in the development and analysis of curriculum, systematizing the teaching learning process for an adequate understanding.

There are some Pedagogical Models such as: Traditional model, Constructivist model, Romantic model, Socialist model and others. For this investigative about a Workbook Design will use the following models.

## **Constructivist Model**

Constructivism is a learning strategy that draws on students' existing knowledge, beliefs, and skills. With a constructivist approach, students synthesize new understanding from prior learning and new information.

It is a view of learning based on the belief that knowledge is not a thing that can be simply given by the teacher at the front of the room to students in their desks. Rather, knowledge is constructed by learners through an active, mental process of development; learners are the builders and creators of meaning and knowledge.

The constructivist teacher sets up problems and monitors student exploration, guides students analyze, and promotes new patterns of thinking. Working mostly with authentic data, primary sources, and interactive material, constructivist teaching asks students to work with their own data and learn to direct their own explorations. Ultimately, students begin to think for learning as accumulated, evolving knowledge. Constructivist approaches work well with learners of all ages, including adults.

**KELLY, 1991 “Proposes that people look at the world through mental constructs or patterns which they create. The people develop ways of construing or understanding the world based on their experiences. When they encounter a new experience, they attempt to fit these patterns over the new experience”.**

**<http://saskschoolboards.ca/research/instruction/97-07.htm>**

The author expresses about the Constructivism, it is a reaction to didactic approaches such as behaviorism and programmed instruction; constructivism is an active learning, contextualized process for constructing knowledge rather than acquiring it. Knowledge is constructed based on personal experiences and hypotheses of the environment. Each person has a different interpretation and construction of knowledge process. The learner is not a blank slate but brings past experiences and cultural factors to a situation.

Constructivism assumes that all knowledge is constructed from the learner’s previous knowledge, regardless of how one is taught. Thus, even listening to a lecture involves active attempts to construct new knowledge.

### **Importance’s Constructivism**

It is important because in a transactional curriculum, students are actively involved in their learning to reach new understanding. Constructivist teaching foments critical thinking and creates active and motivated learners. However

constructivists approach is used to create learners who are autonomous, inquisitive thinkers who question, investigate, and reason; creating their own knowledge. Making students active agents in their learning appears to be something that he does naturally.

### **The Constructivist Classroom**

A constructivist teacher and classroom exhibit a number of discernable qualities markedly different from a traditional or direct instruction classroom. A constructivist teacher is able to flexibly and creatively incorporate constant experiences in the classroom into the negotiation and construction of lessons with small groups and individuals. The environment is democratic, the activities are interactive and student centered, and learners are empowered by a teacher who operates as a facilitator.

Constructivist classrooms are structured so that learners are immersed in experiences within which they may engage in meaning making inquiry, action, imagination, invention, interaction, hypothesizing and personal reflection. Teachers need to recognize how people use their own experiences, prior knowledge and perceptions, as well as their physical and interpersonal environments to construct knowledge and meaning. The goal is to produce a democratic classroom environment that provides meaningful learning experiences for autonomous learners.

This perspective for the learning presents an alternative view of what is regarded as knowledge, suggesting that there may be many ways interpreting or understanding the world. In a constructivist classroom, by contrast, the teacher and the student share responsibility and decision making and demonstrate mutual

respect. The democratic and interactive process of a constructivist classroom allows students to be active and autonomous learners.

### **Constructivist Strategies**

In a constructivist classroom using constructivist strategies, teachers are more effective. They are able to promote communication and create flexibility so that the needs of all students can be met. The learning relationship in a constructivist classroom is mutually beneficial to both students and teachers.

### **TRADITIONAL MODEL**

The method in which emphasis the character formation of students and form through the will, the power and rigor of the discipline, the ideal of humanity and morality.

This is the basic method of learning is academic, verbal, which dictates their classes under a regime of discipline at some students receptors. An example of this method is how children learn language, hearing, seeing, observing and repeating many times, in this way the child acquires the cultural heritage of society, represented the teacher as authority.

In a traditional classroom, an invisible and imposing, at times, impenetrable, barrier between student and teacher exists through power and practice.

## **Characteristics of the Traditional Model**

Learning is transmissive it proceeds by the teacher transmitting ideas and concepts; to the learner.

Learning is essentially verbal so the ideas are communicated linguistically.

The learners are memoirists.

The logic of teaching proceeds from the logic of the discipline as the teaching sequence is structured according to the logical structure of the subject, rather than the needs, ideas, attitudes and aptitudes of the learner.

## **CHAPTER II**

### **HISTORICAL BACKGROUND**

Guaytacama parish does not break away from the reality socio - economic situation that lives the country, so that education is a right for all people, it appeared like an expectation of keeping the good, honesty and love. Principles that allow us to distinguish correct and healthy way, because education allows that the citizens transit along the path as progress example.

Once knowing the reality of the community, the Parish Committee, 2000-2004, it was preceded by Lic. Armando Chancusig, a group of volunteers women, priest Alonso Guerrero, and it was when Dr. Rubén Terán Vásquez Mayor of Latacunga city to request the creation of an Artesanal Center in the town, it was accepted positively and immediately it gave proceeding to the request.

Afterward it has presented the documentation justifying the request, Dr. Terán protected the resolution through Honorable Edilicia and they resolved the creation of an Artesanal Center, then it was sent to the Permanent Popular Education Director; heading by Lic. Jorge H. Reyes, who accepted the request and at the

same time he gave his unconditional support to make all legal requirements for creating of a Basic Cycle Popular High School.

Thus the educational institution began its work in September 2004, with permission of the Permanent Popular Division Education of Cotopaxi with the respective inscriptions for the eighth year of basic education with different studies of: Ornaments for the home, Beauty, Dressmaking and Computing, there were 51 students from different places near the parish, so the campus offers professions that allow the area to manage with success to the personal needs of the family. At that time the Centre had six teachers.

Finally, presented all documents required that was obtained from Ministerial Agreement No. 4284 on December 7<sup>th</sup>, 2004.

## **VISION**

“Lcdo. José Gabriel Terán Varea High School” of the Guaytacama Parish.

**“FOR AN EDUCATION BENEFIT OTHERS”**. It has as a fundamental aspiration to be a production technical high school of quality, with emphasis in the integral development of the critical thought, creativity, community work, a practice of values, respect for individual differences, in students, as response to the teachers, to the community participation, spirit of service, democracy, to form true leaders generators of productive projects, improving the quality of education and life contributing the general development, teamwork and Society with the active participation of entrepreneurs parents that confidence in the institution.



## **MISSION**

“Lcdo. José Gabriel Terán Varea” High School: It provides teenagers and adults with limited economic resources of the Guaytacama Parish and its surroundings with a theoretical education, practice specializing in: Ornaments, Beauty, Dressmaking, in eighth, ninth and tenth of basic education, being short careers, preparing them to insert in the productive area to face economic problems and to have continuity in their studies, as also in first of high school preparing in: Skills, practice values, respect for individual differences, in the technical and humanistic area, developing critical thought to implement citizens awareness and spread knowledge for solving problems that occur in the life, all framed in a collective solidarity.

## **METHODOLOGY**

During the investigative work, the researchers used the Descriptive Investigation; because it proceeded to the description of facts that have occurred in the daily life of the students and teachers, who are fundamental part in the educative process.

## **METHODS**

The researchers for this investigation applied the Inductive and Deductive methods; because the induction goes since the particular cases to the general one, so it began through the observation of particular realities to reach general conclusion and the Deductive method goes since general facts to particular evidences; it initiated through the general observation to indicate the particular true.

## **TECHNIQUE**

### **SURVEY**

To collect data, it applied as technic the survey, it permitted to get information that was used for tabulating and analyze the results obtained of the students, teachers and authorities.

### **INSTRUMENT**

#### **QUESTIONNAIRE**

It designed this instrument, which contain questions that were applied in correct way of the students, teachers and authorities.

**ANALYSIS OF THE RESULTS ABOUT SURVEYS APPLIED TO STUDENTS OF EIGHTH YEAR OF BASIC EDUCATION AT THE “LCDO. JOSÉ GABRIEL TERÁN VAREA HIGH SCHOOL”, FROM GUAYTACAMA PARISH.**

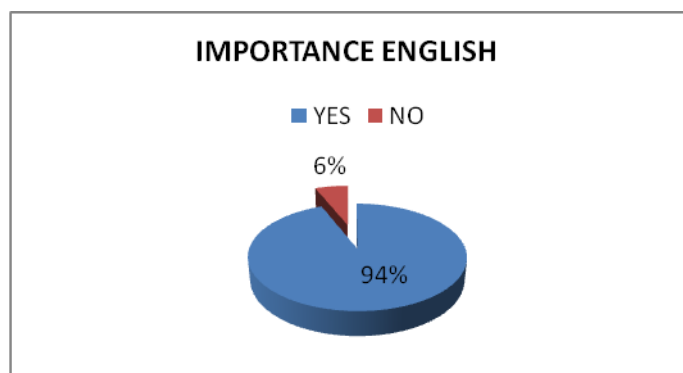
**STUDENTS SURVEY**

1. Do you consider that the English Subject is important in your institution?

**TABLE # 1**

<b>ITEMS</b>	<b>F</b>	<b>F%</b>
YES	31	94%
NO	2	6%
<b>TOTAL</b>	<b>33</b>	<b>100%</b>

**GRAPHIC # 1**



**SOURCE:** “Lcdo. José Gabriel Terán Varea High School”  
**CREATED BY:** Researcher Group

**ANALYSIS AND INTERPRETATION**

According the survey applied the students, 94% consider that the English subject is important in the institution, and the rest of the ones say no.

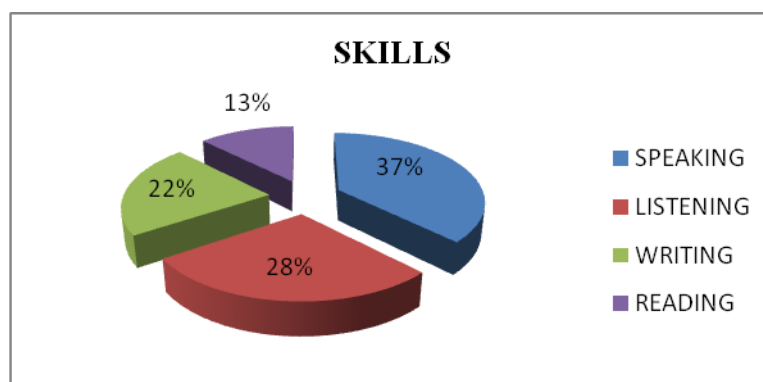
It says that the majority students consider that the importance of English language is primordial in the actuality in this institution and others because it is the most popular language around the world; in addition it permits communicate with foreign people in different situations such as: business, politics, education, medicine, travel and tourism among others.

2. How are you evaluated in term your skills in the English language?

**TABLE # 2**

ITEMS	F	F%
SPEAKING	12	37%
LISTENING	9	28%
WRITING	7	22%
READING	4	13%
<b>TOTAL</b>	<b>33</b>	<b>100%</b>

**GRAPHIC # 2**



**SOURCE:** "Lcdo. José Gabriel Terán Varea High School"  
**CREATED BY:** Researcher Group

### **ANALYSIS AND INTERPRETATION**

According to the responders criteria of all skills in the English language the 37% of the students comment that they develop speaking, 28% listening, 22% writing, and 13% reading; students development with these percentages in term to English abilities.

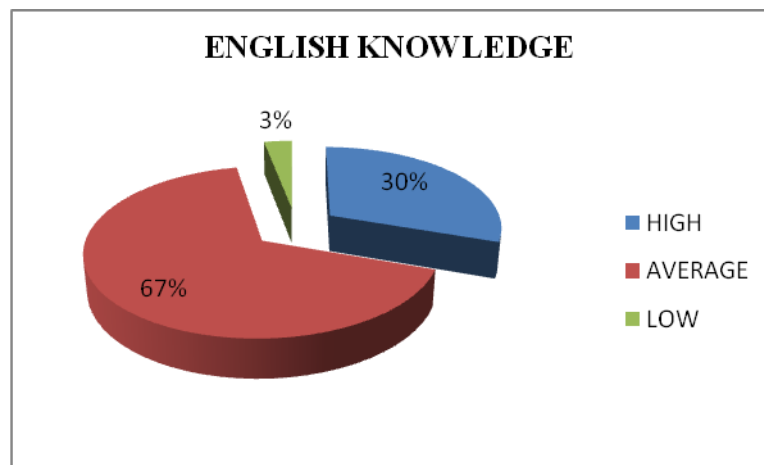
Researchers analyze that the students have weaknesses and various difficulties in the writing and reading skills, for this reason the young needs to have more knowledge about theses ones. In addition it is important that with the workbook design; which should contain various exercisers and it must encourage the learners to develop the grammatical structures, expressions, vocabulary, fill gaps in sentences, individual and group works so they could advance with these abilities and it will be a good tool to help them in the English Language learning.

3. How do you evaluate the knowledge that the teacher has to teach the English subject?

**TABLE # 3**

<b>ITEMS</b>	<b>F</b>	<b>F%</b>
HIGH	10	30 %
AVERAGE	22	67 %
LOW	1	3 %
<b>TOTAL</b>	<b>33</b>	<b>100 %</b>

**GRAPHIC # 3**



**SOURCE:** "Lcdo. José Gabriel Terán Varea High School"  
**CREATED BY:** Researcher Group

### **ANALYSIS AND INTERPRETATION**

Of all students surveyed who represent to 100%, the 67% answer that teacher knowledge is average, 30% is high, and 3% is low.

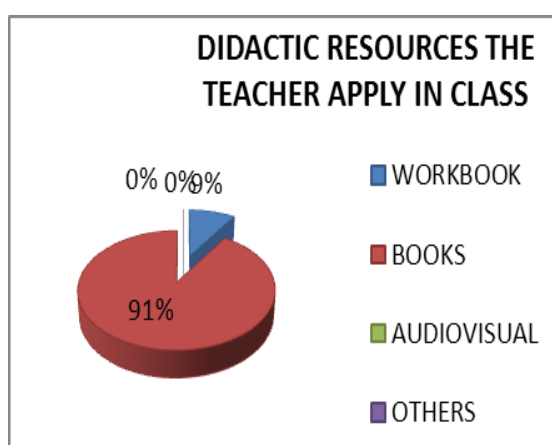
With the answers recollected it determines that the majority of English teachers of that institution are not able to teach this subject because they do not have a wide knowledge in this area. The learners could say that it is a negative aspect to them. They are not always motivated also it can affect the learning. Nowadays the teachers should use other strategies, so they could have a good result in the learning.

4. What kind of Didactic Resources does the teacher apply to teach the class?

TABLE # 4

ITEMS	F	F%
WORKBOOK	3	9%
BOOKS	30	91%
AUDIOVISUAL	0	0%
OTHERS	0	0%
<b>TOTAL</b>	<b>33</b>	<b>100%</b>

GRAPHIC # 4



SOURCE: "Lcdo. José Gabriel Terán Varea High School"  
CREATED BY: Researcher Group

**ANALYSIS AND INTERPRETATION**

According to the survey, the 91% use books, 9%, workbook and 0% does not use audiovisual materials.

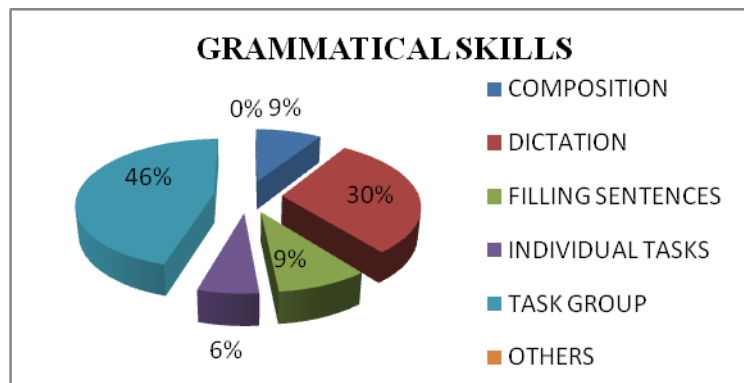
Through this result could say that the teacher uses only books as teaching materials, and then the professor should have other extra materials to encourage the learning. For that reason they could use an interesting didactic resource as a Workbook, which will have different activities and its use will be easy; it will motivate the class learning and the learners could practice more and they could reinforce their knowledge.

5. What kind of methodology does teacher use for the grammatical structure?

**TABLE # 5**

ITEMS	F	F%
COMPOSITION	3	9%
DICTATION	10	30%
FILLING SENTENCES	3	9%
INDIVIDUAL TASKS	2	6%
TASK GROUP	15	46%
OTHERS	0	0%
<b>TOTAL</b>	<b>33</b>	<b>100%</b>

**GRAPHIC # 5**



SOURCE: "Lcdo. José Gabriel Terán Varea High School"  
 CREATED BY: Researcher Group

### ANALYSIS AND INTERPRETATION

With the data obtained, results confirm that for the grammatical structure the teacher uses different methodology, the 46% individual group, 30% dictation, 9% filling sentences, 9% composition, 6% individual tasks and 0% others.

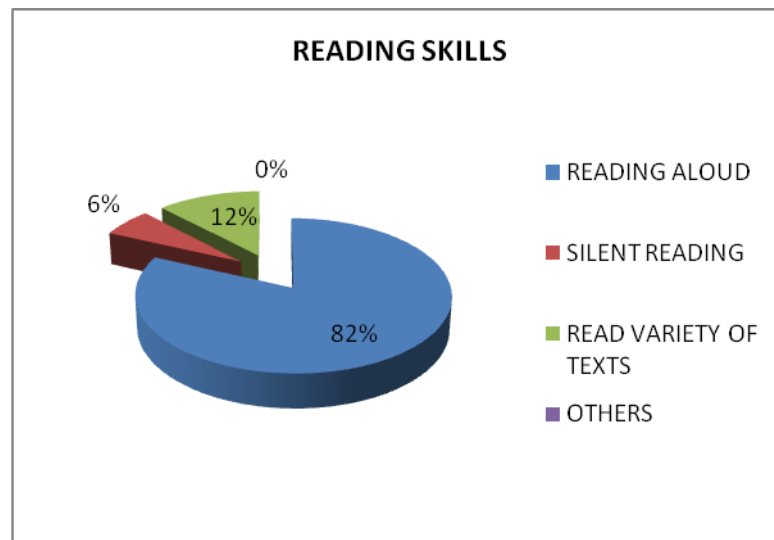
With the answer obtained it concludes that the teacher uses monotonous activities as task group, in this case all learners do not participate in the development of the work, only one or two learners do the activities; for that reason it is necessary that the educators use another methodology as individual tasks, complete the sentences and composition to develop writing and reading skills, with this; professor promotes the creativity being important in the class, where students learn grammatical structures; it will be the fundamental bases for the superior levels.

6. What kind of methodology does teacher use for the Reading Development?

**TABLE # 6**

ITEMS	F	F%
READING ALOUD	27	82%
SILENT READING	2	6%
READ VARIETY OF TEXTS	4	12%
OTHERS	0	0%
<b>TOTAL</b>	<b>33</b>	<b>100%</b>

**GRAPHIC # 6**



**SOURCE:** "Lcdo. José Gabriel Terán Varea High School"  
**CREATED BY:** Researcher Group

### **ANALYSIS AND INTERPRETATION**

Take in account students point of view, the 82% answer reading aloud, 12% read variety of texts, 6% silent reading, and 0% others.

It indicates that the teacher uses only one methodology for the reading development, almost all the students affirm that the teacher develop the reading aloud as a system for the teaching of this ability; however the researchers consider that the educator should use another kind of method to expand the learning in reading skill.

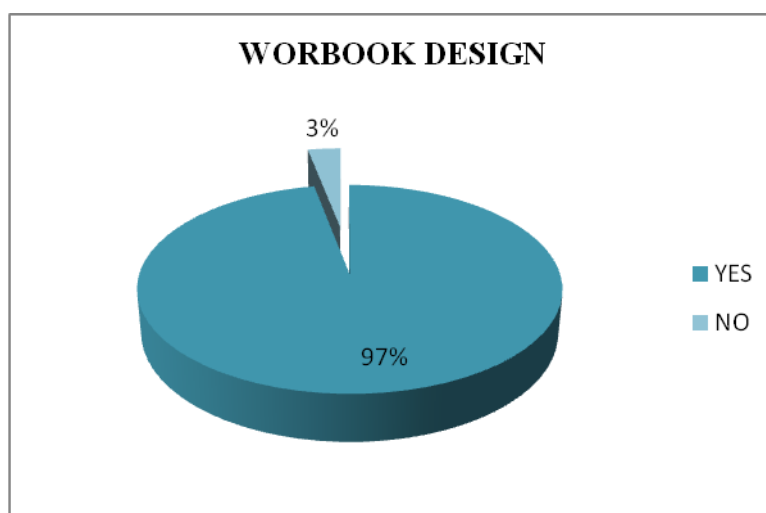


7. Do you consider necessary for an optimal learning of the English language the design of a workbook that contains different activities, and tasks reinforcement?

**TABLE # 7**

<b>ITEMS</b>	<b>F</b>	<b>F%</b>
YES	32	97%
NO	1	3%
<b>TOTAL</b>	<b>33</b>	<b>100%</b>

**GRAPHIC # 7**



**SOURCE:** "Lcdo. José Gabriel Terán Varea High School"  
**CREATED BY:** Researcher Group

### **ANALYSIS AND INTERPRETATION**

From 33 students surveyed 32 answers were equivalent 97% and only 1 learner indicates No, it is equivalent 3%.

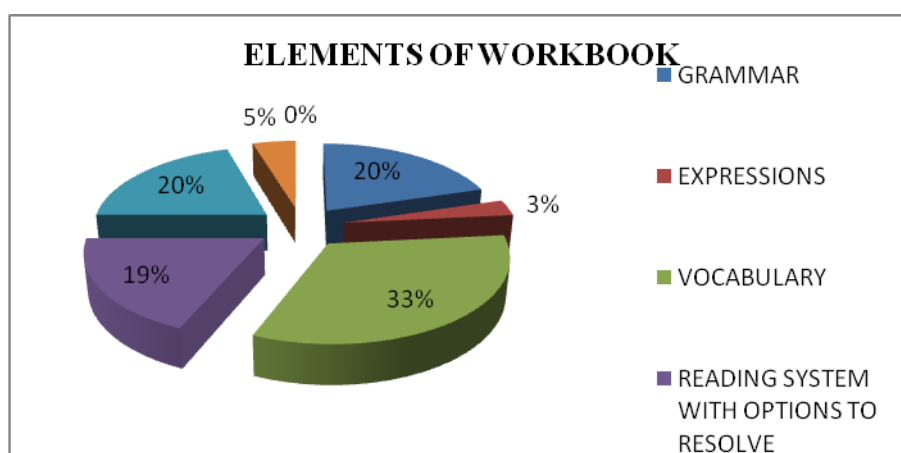
With the information collected the majority of the learners agree with a workbook design that contains different activities with support tasks for an optimal learning of English language. Then students would practice diverse exercises according the contents of the Our World Through English Book # 1; the workbook will be a complement to deepen and reinforce the knowledge learned during the class.

8. Which elements do you consider important in the design of a workbook?

**TABLE # 8**

ITEMS	F	F%
GRAMMAR	13	20%
EXPRESSIONS	2	3%
VOCABULARY	21	33%
READING SYSTEM WITH OPTIONS TO RESOLVE	12	19%
INDIVIDUAL WORKS	13	20%
COLLECTIVE WORKS	3	5%
OTHERS	0	0%
<b>TOTAL</b>		100%

**GRAPHIC # 8**



**SOURCE:** "Lcdo. José Gabriel Terán Varea High School"

**CREATED BY:** Researcher Group

### **ANALYSIS AND INTERPRETATION**

According to the students point of view 33% answer Vocabulary, 20% Grammar, 20% Individual works, 19% Reading system with options to resolve, 5% Collective works and 3% Expressions.

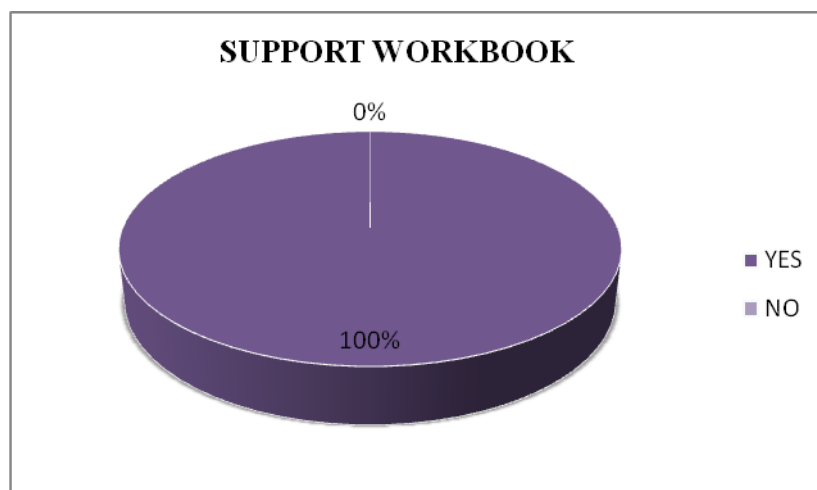
According this question, students believe that it is important in the design a workbook a wide content of vocabulary and grammar, taking in accounts the other alternatives that are primordial in this project; it will serve as a guide to young because it will be the fundamental base for the superior levels.

9. Do you consider that the workbook will be a support for the best understanding and assimilation Our World Through English book # 1?

**TABLE # 9**

<b>ITEMS</b>	<b>F</b>	<b>F%</b>
YES	33	100%
NO	0	0%
<b>TOTAL</b>	<b>33</b>	<b>100%</b>

**GRAPHIC # 9**



**SOURCE:** "Lcdo. José Gabriel Terán Varea High School"  
**CREATED BY:** Researcher Group

### **ANALYSIS AND INTERPRETATION**

From total 33 learners surveyed, the 100% agree and anyone answer No.

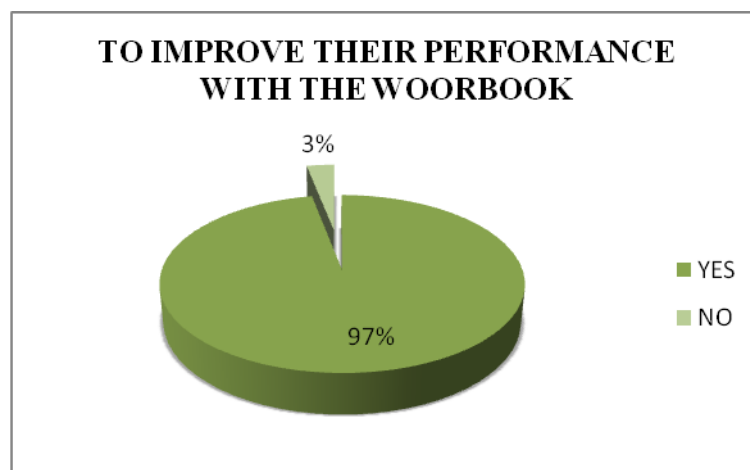
It verifies that all students agree with the elaboration of the workbook, which will be a support for the best understanding of English language for the Our World Through English Book # 1; specifically in Grammar, Writing and Reading skills without forgetting the other ones. Of this form they could learn a new language easily because this workbook will include interesting contents with new strategies that it will facilitate the English language learning, so the students always will be interest in the English subject.

10. Do you think with the reinforcement activities Workbook will improve their performance?

**TABLE # 10**

ITEMS	F	F%
YES	32	97%
NO	1	3%
<b>TOTAL</b>	<b>33</b>	<b>100%</b>

**GRAPHIC # 10**



**SOURCE:** "Lcdo. José Gabriel Terán Varea High School"  
**CREATED BY:** Researchers Group

### **ANALYSIS AND INTERPRETATION**

The students being consulted about reinforce activities that contain the workbook, 32 students respond positively equivalent 97%, and one student answer No; equivalent 3%.

It determines that almost all students agree with the reinforce tasks that could include in the workbook to improve their performance, with this result verifies the necessity to create and design a new resource; it will have a lot of advantages for students of that institution, because with this they would develop exciting activities to improve their school performance.

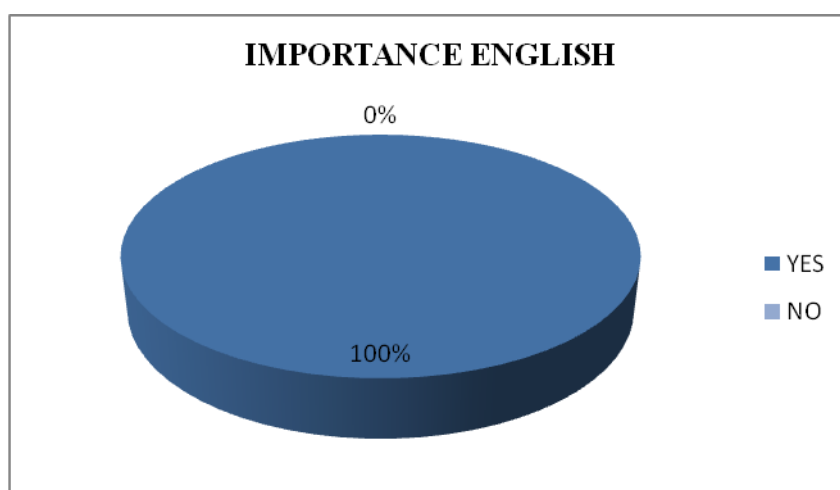
**ANALYSIS OF THE RESULTS ABOUT SURVEYS APPLIED TO AUTHORITIES AND TEACHERS AT THE “LCDO. JOSÉ GABRIEL TERÁN VAREA HIGH SCHOOL”, FROM GUAYTACAMA PARISH.**

1. Do you consider English Subject is important in your institution?

**TABLE # 1**

<b>ITEMS</b>	<b>FA</b>	<b>F%</b>
YES	4	100%
NO	0	0%
<b>TOTAL</b>	4	100%

**GRAPHIC# 1**



**SOURCE:** “Lcdo. José Gabriel Terán Varea High School”  
**CREATED BY:** Researcher Group

**ANALYSIS AND INTERPRETATION**

According to the survey applied to the teachers and authorities of this institution they consider that English subject is important in their institution. All teachers respond positively it equivalent 100%.

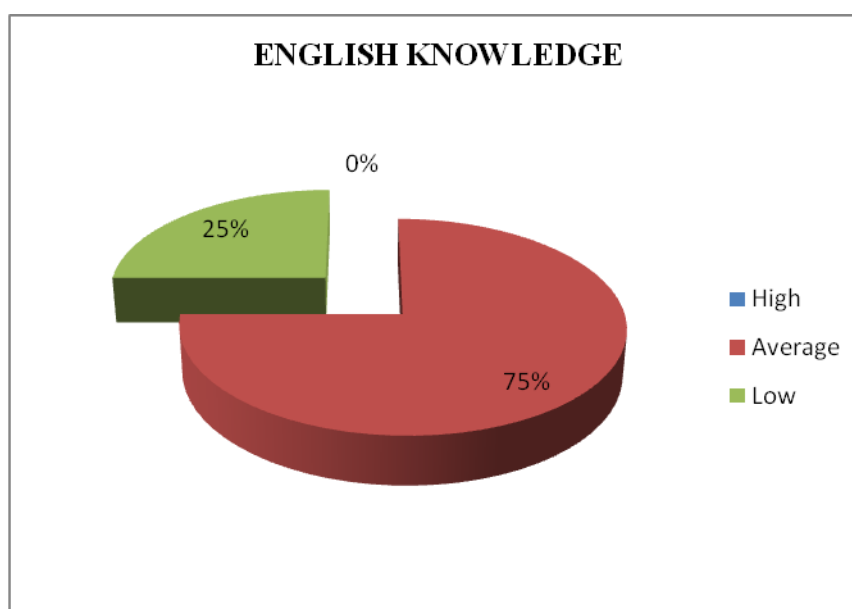
The majority teachers and authorities consider the importance of English language needful in their institution and around the world, nowadays the people use in different situations such as business, professional life. For that reason it is primordial to learn English language because it is a great help to develop their Knowledge in diverse areas.

2. How do you evaluate your level of knowledge about the English language?

**TABLE # 2**

ITEMS	FA	F%
HIGH	0	0%
AVERAGE	3	75%
LOW	1	25%
<b>TOTAL</b>	<b>4</b>	<b>100%</b>

**GRAPHIC # 2**



**SOURCE:** "Lcdo. José Gabriel Terán Varea High School"  
**CREATED BY:** Researcher Group

### **ANALYSIS AND INTERPRETATION**

Every teachers and authorities surveyed they believe that their knowledge about the English language is average, amount to 75 %; they respond positively while the 25 % of them answer low.

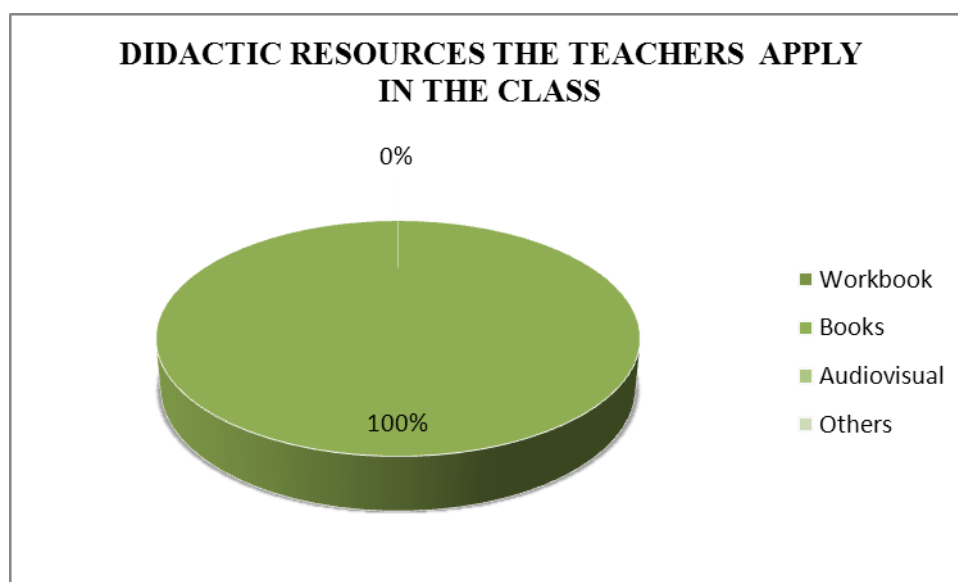
It determines that almost all teachers and authorities should capacitate with different courses for getting a better level to impart their Knowledge in a better way to the learners, thus the teachers and students could develop their abilities; in order to do their classes participative and dynamics. On the other hand the young will be responsible in the superior levels with better opportunities in the life.

3. What sort of Didactic Resources do you apply to teach your class?

**TABLE # 3**

ITEMS	FA	F%
WORKBOOK	0	0%
BOOKS	4	100%
AUDIOVISUAL	0	0%
OTHERS	0	0%
<b>TOTAL</b>		100%

**GRAPHIC # 3**



**SOURCE:** "Lcdo. José Gabriel Terán Varea High School"  
**CREATED BY:** Researcher Group

### **ANALYSIS AND INTERPRETATION**

The survey applied the teachers and authorities of this institution they answer 100 % apply book, 0% workbook and anybody use audiovisual materials.

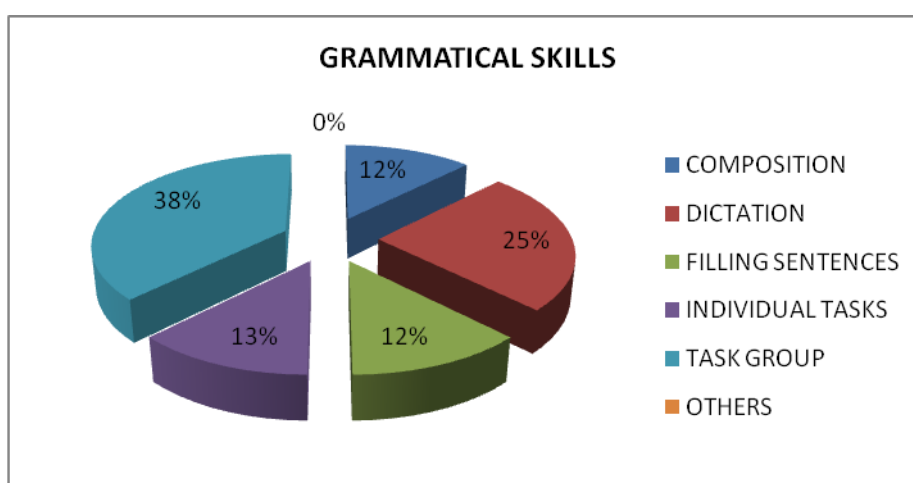
It verifies of that reason that the teachers and authorities have the same opinion about applying didactic resources, when they are teaching a new topic also the majority of the educators have been applying the common materials like books and others. Furthermore the researchers believe that it should apply others didactic resources as a Workbook that it will have several exercises motivating to the learners reinforce the learnt knowledge.

4. What kind of methodology do you apply for the grammatical structure?

**TABLE # 4**

<b>ITEMS</b>	<b>F</b>	<b>F%</b>
COMPOSITION	1	12%
DICTATION	2	25%
FILLING SENTENCES	1	12%
INDIVIDUAL TASKS	1	13%
TASK GROUP	3	38%
OTHERS	0	0%
<b>TOTAL</b>		<b>100%</b>

**GRAPHIC # 4**



SOURCE: "Lcdo. José Gabriel Terán Varea High School"  
 CREATED BY: Researcher Group

### **ANALYSIS AND INTERPRETATION**

The survey applied the 38% Task group, 25% Dictation, 13% Individual tasks 12 % Composition, 12% Complementation of sentences, and 0% others.

It says the teachers' institution focus more in task group and dictation, using in less percentage the others strategies. With the information collected researchers can tell that the teachers and authorities should apply for the grammatical structure different methodology so the students could improve the grammar with these methods, they could practice new vocabulary, then the young would understand in the better way.

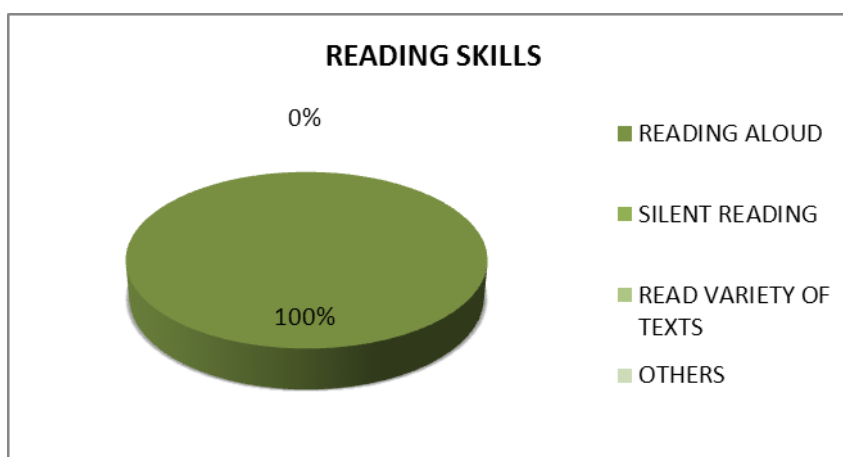


5. What kind of methodology do you use for the Reading Development?

**TABLE # 5**

<b>ITEMS</b>	<b>F</b>	<b>F%</b>
READING ALOUD	4	100%
SILENT READING	0	0%
READ VARIETY OF TEXTS	0	0%
OTHERS	0	0%
<b>TOTAL</b>	4	100%

**GRAPHIC # 5**



**SOURCE:** "Lcdo. José Gabriel Terán Varea High School"  
**CREATED BY:** Researcher Group

### **ANALYSIS AND INTERPRETATION**

Take in account teachers and authorities' point of view in the survey applied; they answer 100% use reading aloud.

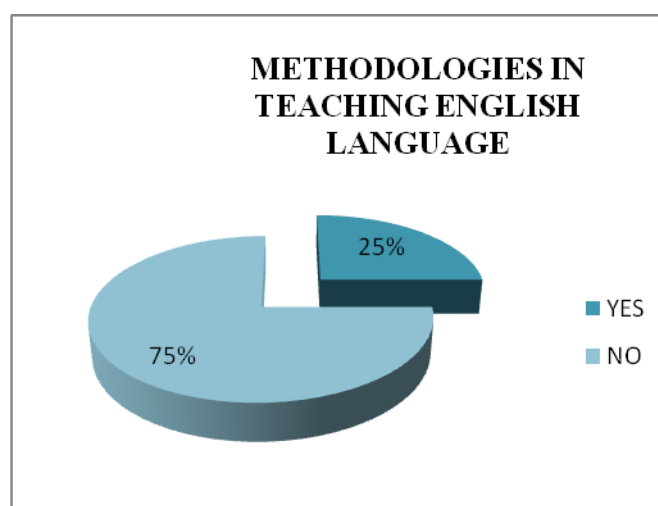
It demonstrates as a result, that the teachers and authorities agree when they apply the same methodology for the Reading Development. Also it will be necessary to employ different methodology with other activities so the learners can improve the reading skills, then students could have a better knowledge in reading; on the other hand they will analyze faster the paragraphs, sentences and other exercises of a concise and clear way.

6. Do you believe that the methodology apply in the teaching of the English language is adequated?

**TABLE # 6**

<b>ITEMS</b>	<b>FA</b>	<b>F%</b>
YES	1	25%
NO	3	75%
<b>TOTAL</b>	4	100%

**GRAPHIC # 6**



**SOURCE** "Lcdo. José Gabriel Terán Varea High School"  
**CREATED BY:** Researcher Group

**ANALYSIS AND INTERPRETATION**

The teachers surveyed that correspond 100%, 3say No, it equivalent 75 %, they do not agree and other answer affirmative; it amounts to 25%.

These results allow researchers verify that the majority teachers and authorities do not agree with the methodology applied in the teaching of the English language; then it should look for different methodology to resolve difficulties and develop strengths in the learning of a new language.

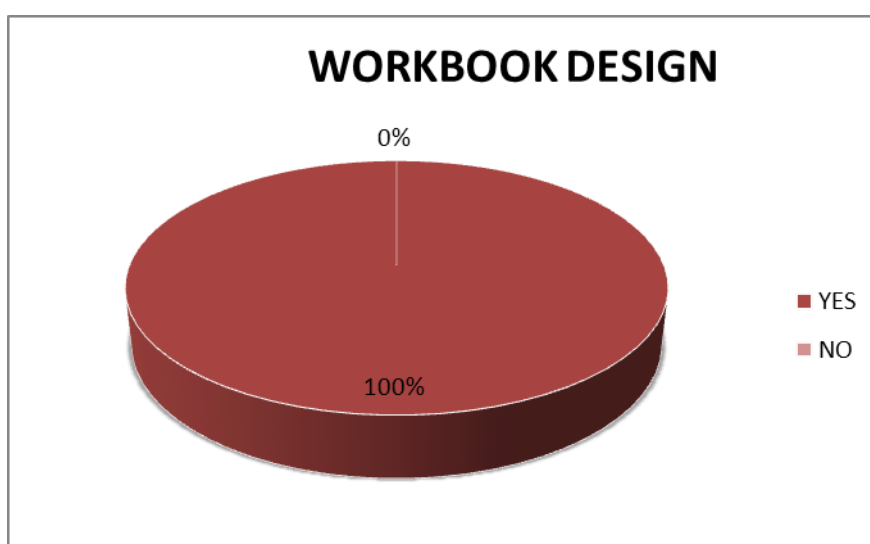
For this reason it is important that the methodology using, it should be always adequate taking in account different situations.

7. Do you consider necessary for an optimal of English language learning the design of a workbook that contains different activities, and tasks reinforcement?

**TABLE # 7**

<b>ITEMS</b>	<b>F</b>	<b>F%</b>
YES	4	100%
NO	0	0%
<b>TOTAL</b>	4	100%

**GRAPHIC # 7**



**SOURCE:** "Lcdo. José Gabriel Terán Varea High School"  
**CREATED BY:** Researcher Group

**ANALYSIS AND INTERPRETATION**

It observes that the teachers and authorities surveyed, everybody answer Yes, that amount to 100%, they agree with the design of a workbook that it will contain different activities, and tasks reinforcement and anyone responds No.

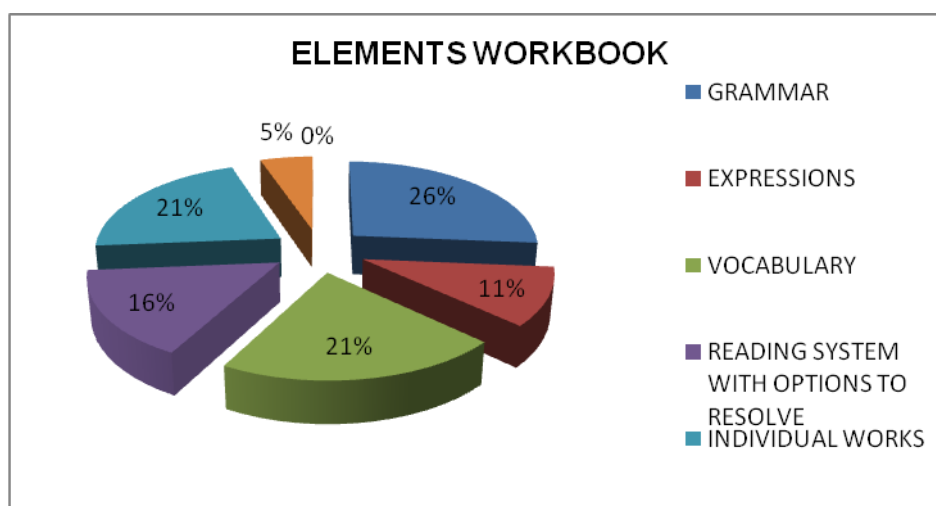
Teachers and authorities show that have interest in the design a workbook that it will contain interesting contents, and reinforcement tasks; it is important because it will help the students to practice and fill the gaps during class; it will strengthen their knowledge; of this form the learners will educate themselves.

8. Which elements do you consider important in a workbook design?

**TABLE # 8**

ITEMS	FA	F%
GRAMMAR	5	26%
EXPRESSIONS	2	11%
VOCABULARY	4	21%
READING SYSTEM WITH OPTIONS TO RESOLVE	3	16%
INDIVIDUAL WORKS	4	21%
COLLECTIVE WORKS	1	5%
OTHERS	0	0%
<b>TOTAL</b>		100%

**GRAPHIC # 8**



**SOURCE:** "Lcdo. José Gabriel Terán Varea High School"  
**CREATED BY:** Researcher Group

### **ANALYSIS AND INTERPRETATION**

The teachers and authorities surveyed about the design elements to a workbook; the 26% answer Grammar, 21% Vocabulary, 21% Individual works, 16% Reading system with options to resolve, 11% Expressions and 5% Collective works.

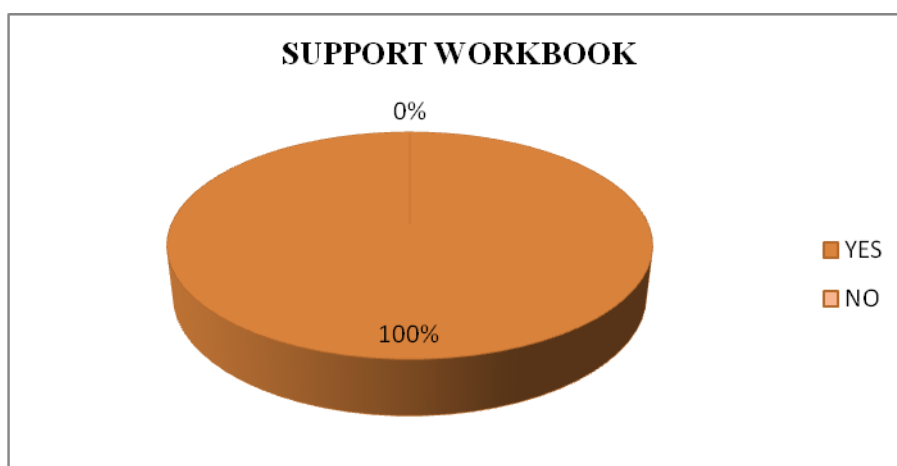
With those answers teachers and authorities consider important elements; in a workbook design all these alternatives are indispensable to motivate and help to the students during the Teaching Learning Process.

9. Do you consider that the workbook will be a support in the students for the better understanding and assimilation of the Our World Through English Book # 1?

**TABLE # 9**

ITEMS	FA	F%
YES	4	100%
NO	0	0%
<b>TOTAL</b>	4	100%

**GRAPHIC # 9**



**SOURCE:** "Lcdo. José Gabriel Terán Varea High School"  
**CREATED BY:** Researcher Group

### **ANALYSIS AND INTERPRETATION**

According to the survey teachers and authorities manifest indispensables, it amount to 100%, while anyone considers unnecessary.

It analyzes with these results that the surveyed consider necessary a workbook, because it will be a supporting to learners, of this manner they could facilitate the learning, understanding, deepening and developing the Knowledge taught in the classroom.

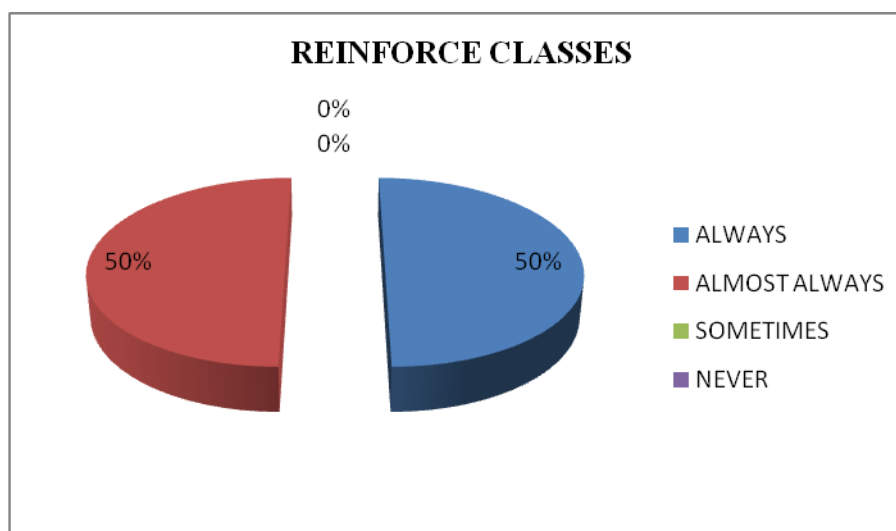
On the other hand the teachers could motivate the students in the learning of English language, because this material will have interesting drills according to the contents.

10. Do you believe that the Workbook will you help to reinforce your classes?

**TABLE # 10**

ITEMS	FA	F%
ALWAYS	2	50%
ALMOST ALWAYS	2	50%
SOMETIMES	0	0%
NEVER	0	0%
<b>TOTAL</b>	4	100%

**GRAPHIC # 10**



**SOURCE:** "Lcdo. José Gabriel Terán Varea High School"  
**CREATED BY:** Researcher Group

### **ANALYSIS AND INTERPRETATION**

Teachers and authorities believe that the Workbook will help them to reinforce the classes, the 50% respond always, while 50% almost always and anybody answer sometimes or never.

It considers that the workbook will help them to reinforce their classes taught; in order to encourage and facilitate the lessons learned, for that motive researchers believe that the workbook is necessary to the students so they could perform adequately at the high school.

## CONCLUSIONS

- This investigation work permits to know that the institution does not have a Workbook based on reinforcement tasks, to apply to the learners related for English subject.
  
- Teachers need an extra didactic material with specific contents according to the students' necessities; in order to improve the Teaching Learning Process.
  
- The learners consider necessary a workbook design based on reinforcement tasks with interesting activities. Then they could practice with enthusiasm to learn English as a new language.

## RECOMMENDATIONS

- It is very indispensable that authorities and teachers support appliances of this Workbook that will be the best manner for the students and teachers work together in order to obtain the knowledge through communication between teachers and students to improve the English teaching learning process successfully.
  
- To encourage to the English teachers the necessity to apply a Workbook based on reinforcement tasks, with different activities. It will be practical and comprehensible and will help them to improve the learning quality.
  
- To motivate to the students the correct application of the Workbook to improve the academic level of English language as an indispensable tool during the Teaching Learning Process.



## **CHAPTER III**

### **PROPOSAL**

Design a Workbook based on reinforcement tasks for the Our World Through English Book #1; through the inter action of contents with different activities for students from 8<sup>th</sup> course at “Lcdo. José Gabriel Terán Varea” High School in Cotopaxi Province, Latacunga Canton, Guaytacama Parish; during the period 2010-2011.

#### **2.- INFORMATIVE DATA**

**HIGH SCHOOL:** “Lcdo. José Gabriel Terán Varea”

**CAREER:** English

**PROVINCE:** Cotopaxi

**CANTON:** Latacunga

**LOCATION:** Rural Area

**PARISH:** Guaytacama

**TEACHERS:** 10

**BENEFICIARIES:** Students and Teachers

### **3.- INTRODUCTION**

This proposal is a result of an extensive research work contributing to the English teaching learning process. It is designed to get the best knowledge and development the abilities of English Language in writing and reading in the students from 8<sup>th</sup> course at “Lcdo. José Gabriel Terán Varea” High School, through a Workbook Design, which will be an interesting supporting for satisfying the student’s necessities, in order to help them with the workbook during the learning process through different activities based on reinforcement tasks for the Our World Through English Book #1; such as: composition, filling sentences, individual tasks, grammar, vocabulary, expressions and reading system. To develop the language skills.

Above all the learners would learner, assimilate and understand the new knowledge acquired by the teacher during the class.

### **4.- PROPOSAL BACKGROUNDS**

Nowadays the importance’s English Language in the competitive and globalized world, which the teaching learning process of this language needs to be developed in the best way; considering necessary in different aspects to get a significant learning to encourage to the students to develop the productive and receptive skills to prepare them in the superior levels, besides they could confront challenges in the professional life.

Thus at the “Lcdo. José Gabriel Terán Varea” High School has always distinguished in its historical development, like an institution had been offering professions that allows the area to manage with success the personal needs of the

family; forming true leaders generators of productive projects, improving the quality of education and life; it contributes the general development.

It has caused various alternatives that become improving the teaching learning process, in this context and as an investigation product made with the students from 8<sup>th</sup> course at “Lcdo. José Gabriel Terán Varea” High School, reflect the lack interest and motivation to learn English language being the fundamental base for the superior levels; so the researchers have found some weakness in the students when they are learning a new language.

For that reason it requires a workbook design with different exercises according to the contents the Our World Through English Book #1; to strengthen the knowledge acquired in the classroom, of this form the students will develop their academic level through the theoretical and practical.

## **5. – JUSTIFICATION**

This proposal responds to the necessities of the students from 8th course at “Lcdo. José Gabriel Terán Varea” High School, who expresses the English language, is important in their institution, in your personal and professional life.

However, the researchers have looked the necessity to elaborate a workbook with different alternatives which will encourage to the learners to participate in the classroom when they are learning a foreign language being critical and reflexive people.

This workbook will be considered as an aim to promote the second language study for the young students in order to increase the vocabulary, grammar, expressions, filling sentences, reading system, individual tasks and task group; so

it will develop the skills of English subject from eight courses, also it will serve of a great aim for the superior levels.

## **6. - PROPOSAL OBJECTIVES**

### **GENERAL:**

- ❖ To improve the English Language Teaching Learning Process, through a Workbook Design based on reinforcement tasks for the students from 8<sup>th</sup> course at “Lcdo. José Gabriel Terán Varea” High School during the year 2010 - 2011

### **SPECIFICS:**

- ❖ To analyze the theoretical and scientific contents that permits an adequate a Workbook design through different exercises.
- ❖ To facilitate the Workbook related with motivating activities through productive and receptive skills, getting the development of the English Language.
- ❖ To use an interesting methodological strategic for teaching learning process.

## **7. - FOUNDATION**

Writing Grammar is a productive skill, which is used to give information in a written; it is considered as an important aspect into the teaching learning process, because if the people decide to learn a new language, firstly they need to know how to use the grammatical structure. In addition it is considered as the base for learning a new language.

The grammatical structures are presented in understandable patterns and the use of informative notes; the learner will be able to use expressions and grammatical rules within given function in an appropriate way. Reading is a receptive skill, arrives to be a habit, it should be a pleasure and never an obligatory activity, in order to start a workbook design. It is so vital to take into account fundamental information such as:

### **THEORETICAL**

The theoretical foundation is the fundamental part into the project, because the investigative work is presented by writing; so it constitutes the essential structure of the contents.

### **SCIENTIFIC**

Currently, it refers to the scientific knowledge that the teachers find out, with the goal of help to interchange thoughts, ideas, new information with the students, in order to develop a good environment. Besides this workbook contains important contents, with which students could familiarize and produce a good understanding, so it will get better student learning.

## **METHODOLOGICAL**

To design this workbook according to the ages and level of knowledge, the researchers took into account different strategies and techniques in order to facilitate the teaching learning process, especially the learners could improve the awareness through interesting activities inside the classroom; then the teachers will fulfill with the goals proposed.

## **PSYCHOLOGICAL**

It is the scientific method to help the people to create a good environment into the teaching learning process where the learners are exposed to various changes; taking into account different learning styles so much young and adult students. On the other hand, it aims to improve the good attitude and the student's behavior between teachers and learners in the classroom.

## **PEDAGOGIC**

It is a scientific discipline that joins to others sciences are linked with the reality education study because it teaches the English Language on the young students in dynamic and participative way. However it would involve the prospect of increasing human abilities, through logical process to develop the productive and receptive skills.

Thus, the teacher is only a facilitator and the student is who constructs the knowledge, it can be an individual or group form.

## **PROPOSAL DESCRIPTION**

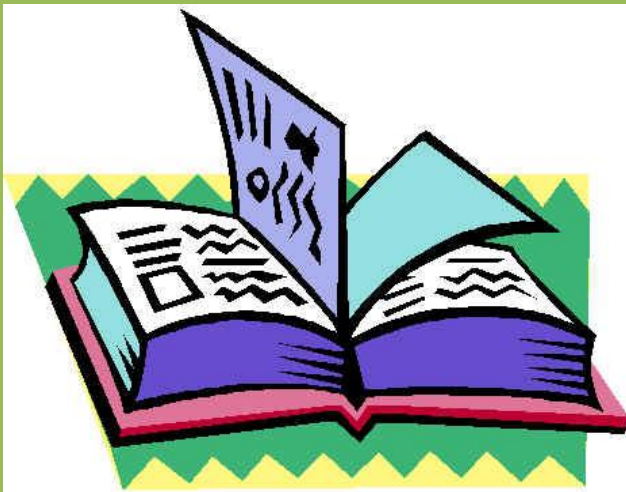
The design of this Workbook is based in the elaboration of reinforcement tasks according to the contents of Our World Through English Book # 1, it is guided to improvement of teaching learning process and to contribute with the formation of the students; for that reason the Workbook will have different reinforce activities in writing grammar and reading, these exercises will be very significant, because they will help to improve the learning, in order to obtain clear and precise knowledge of easy understanding for teachers and students.

This material consists of ten units, each one includes several exercises, readings, instructions to develop and complete the questions, vocabulary and others activities of easy understanding and interpretation, also it contains an evaluation for each one; of this way the students will have another material, which will help and allow them to fortify their knowledge and it will reinforce the learned lessons; with this will improve the teaching learning process.

In addition, the learners will have the opportunity to learn and improve the skills in a better way in the English language.

# WORKBOOK EIGHTH YEAR

## STUDENT'S WORKBOOK



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TECHNICAL UNIVERSITY OF COTOPAXI



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## UNIT ONE

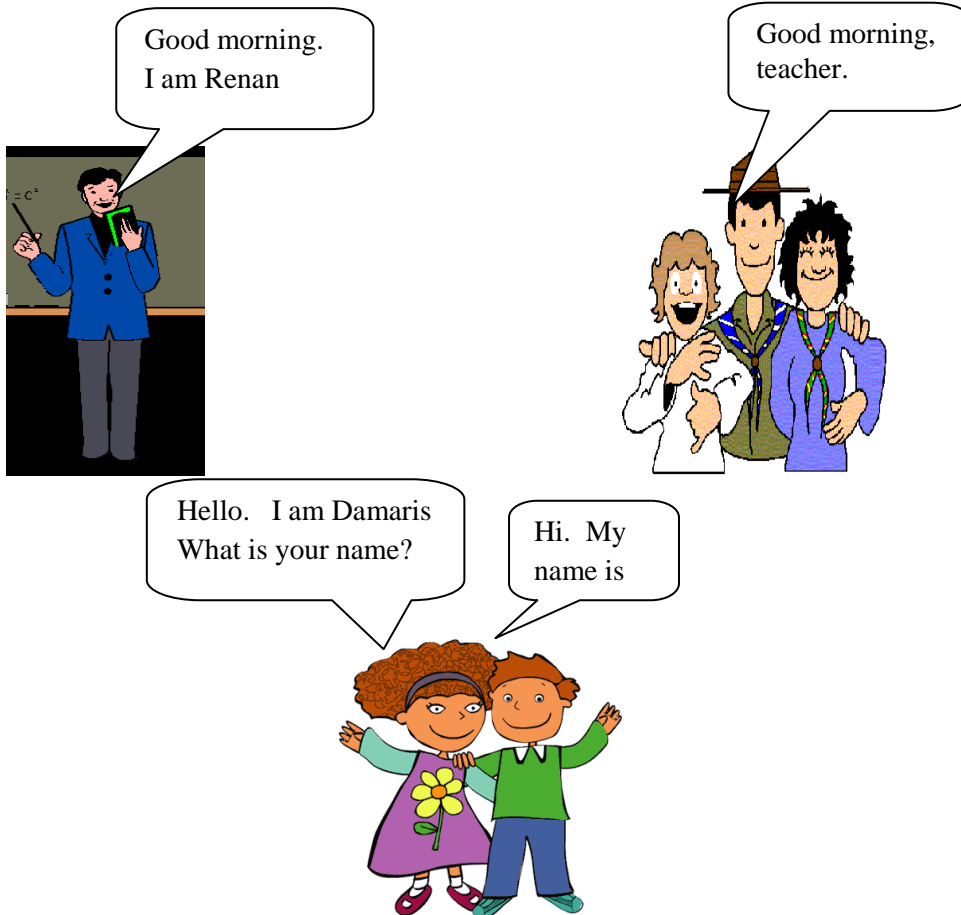
### LESSON 1

### NICE TO MEET YOU MY NEW PAL

### GREETINGS AND INTRODUCTIONS

SUBJECT PRONOUN	VERB TO -BE	COMPLEMENT
I	Am	a student.
You	Are	intelligent boy.
He She It	Is	Brazilian.
We You They	Are	from Ecuador.

1. Look at the pictures read and practice these greet.





## LESSON 2



1. Read about these people. Complete the table below.



My name is Jana Tapia

I am Susan Iza

My name is Robert Pérez

I am Tom Lee

I am from United States

I am Ecuadorian

I am Colombian

I am from Peru

I am 19

I am 17

I am 37 years old

I am 23

I am single

I am single

I am divorced

I am married

I am a singer.

I am a student.

I am a doctor.

I am an artist.



NAME	OCCUPATION	PLACE
Jana Tapia		
	a doctor	
		Peru

**MY PROFESSIONAL LIFE!**  
**WHAT WILL I DO HERE?**



**2. Put the sentence in the correct order.**

**EXAMPLE:** are / Juan and Rosa / Hispanic

Juan and Rosa are Hispanic

1. Divorced. / is / Rosa  
\_\_\_\_\_
2. are / single. /Diego and Mary  
\_\_\_\_\_
3. he /an engineer/is  
\_\_\_\_\_
4. Juan and Andrea/19 years old/are  
\_\_\_\_\_
5. Are/single/The students  
\_\_\_\_\_



**3. Fill in the blanks with verb to be (am /is/are)**

**EXAMPLE:** The students are 19 years old.

1. Hector \_\_\_\_\_ a student.
2. Froilan \_\_\_\_\_ intelligent
3. The engineer \_\_\_\_\_ Japanese.
4. The students \_\_\_\_\_ the best friends.
5. I \_\_\_\_\_ a beautiful girl.



**4. Write five sentences about yourself using to-be verb. Use negative form.**

**EXAMPLE:** I am not from Brazil.

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

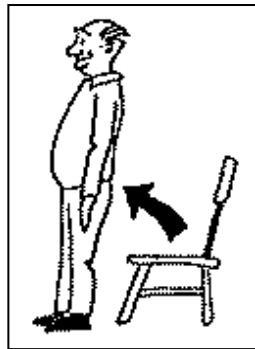
### LESSON 3

**IF YOU LISTEN MY  
ADVICES!  
YOU WON'T WRONG!**

1. - Look at the pictures and write the correct instruction.



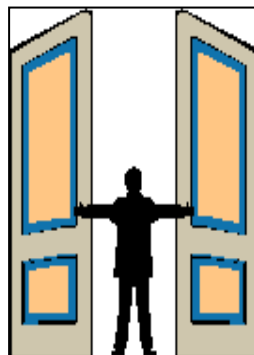
Sit down    Write your name    Close the door  
Stand up



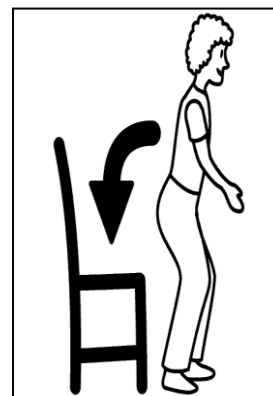
\_\_\_\_\_



\_\_\_\_\_



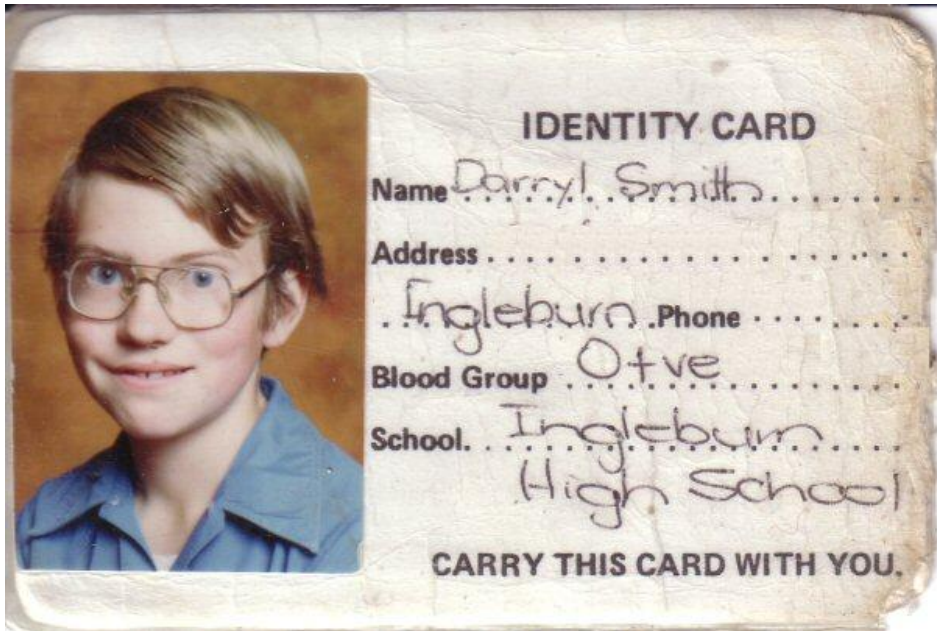
\_\_\_\_\_



\_\_\_\_\_



LESSON 4



1. Complete this student card about yourself, and stick your photo.

\_\_\_\_\_ High School

**Student Identity Card**

ID no. \_\_\_\_\_

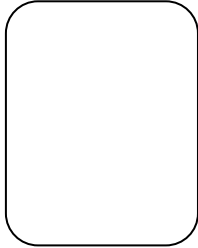
Name: \_\_\_\_\_

Age: \_\_\_\_\_

Town/city \_\_\_\_\_

Class: \_\_\_\_\_

Signature: \_\_\_\_\_



**OH RIGHT, TIME TO MEET NEW FRIENDS**



SUBJECT PRONOUN	POSSESSIVE ADJECTIVES
I	My
You	Your
He	His
She	Her
It	Its
We	Our
You	Your
They	Their



**2. Ask your partner the following questions:**

- a) What is your name? \_\_\_\_\_
- b) Where are you from? \_\_\_\_\_
- c) How are you? \_\_\_\_\_
- d) Where do you live? \_\_\_\_\_
- e) How old are you? \_\_\_\_\_

LESSON 5

SPELLING SOME NAMES PLACES  
AND CITIES

THE ALPHABET



a b c d e f g

h i j k l m n

o p q r s t u

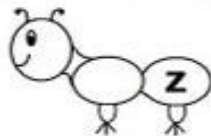
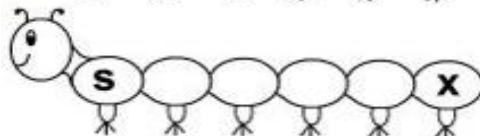
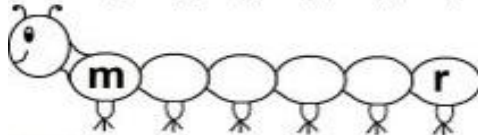
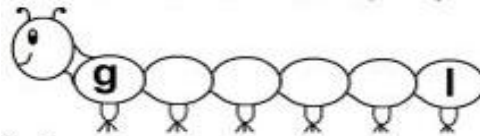
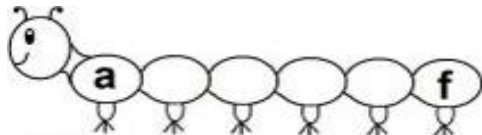


Happy,  
happy,  
now you  
see



I can  
sing  
my  
abc

1. Fill in each of the blanks with the correct letter.



## TEST

1. Write the personal pronouns with the respective to-be verb.

----- am

----- -----

----- -----

She is

----- -----

----- -----

----- -----

----- are

2. Write the greetings under each picture.

Good night  
Good morning  
Good evening  
Good afternoon



**3. Choose the words below and complete the sentences.**



- a) -----your name.
- b) -----the door, please.
- c) -----to the board, please.
- d) -----the window, please.

**4. Fill the gaps, with the correct form of the verb.**

a) What  your name?

My name  John Beltrán

b) How old  you?

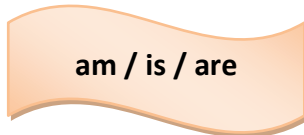
I  thirteen years old.

c) How  you?

I  very well.

d) Where do you live?

I  in Ambato.



**5. Match the sentences with the correct answer.**

- |                       |                           |
|-----------------------|---------------------------|
| 1) Are you a student? | a) His name is Peter.     |
| 2) How old are you?   | b) Yes, I am.             |
| 3) What is your name? | c) I am twelve years old. |
| 4) What is his name?  | d) My name is Ana.        |

## UNIT TWO

### LESSON 1

### NUMBERS AND TIMES.



**WORKING STEP BY  
STEP**

1. What time is it? Use the sentences in the box.

It is five past five.

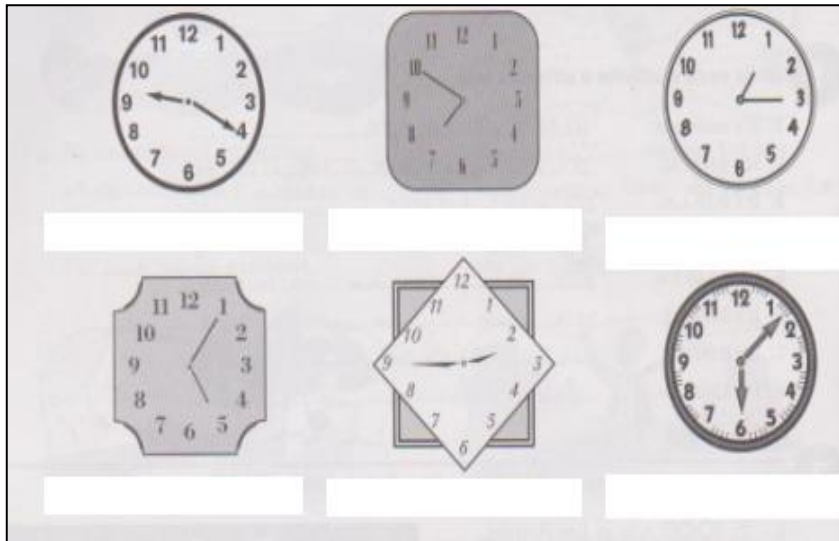
It is twenty after nine.

It is ten to eight

It is a quarter after one.

It is eight after six.

It is a quarter to three.



What time is it?

Read these times and represents in the watches.

**3:00**

It's three o'clock.

It is three.



**3:05**

It is five after three.



**3:15**

It's three fifteen.

It's a quarter past three.

It's a quarter after three.

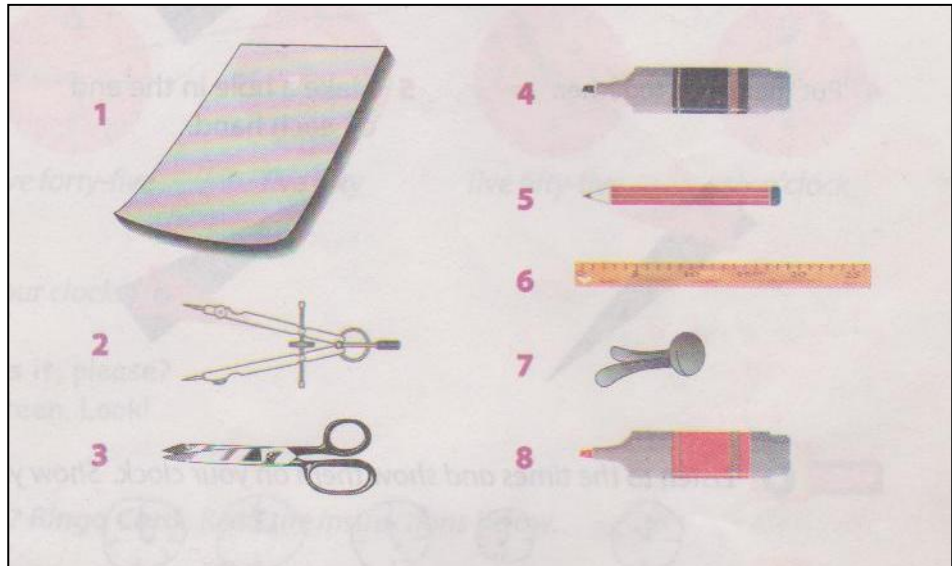


LESSON 2

LEARNING SOME IMPORTANT THINGS BY TIME



1. Match the pictures with the names of the things you need to make a clock.



- A piece of card
- A pencil
- Scissors
- A ruler
- A clip
- Compasses
- A black pen
- A red pen

2. Unscramble the words that you find below.

- awrD                      Draw
- Dvidei                    \_\_\_\_\_
- keaM                      \_\_\_\_\_
- riWet                     \_\_\_\_\_
- ocklC                     \_\_\_\_\_
- pilC                        \_\_\_\_\_





## LESSON 3

**WHAT'S THE TIME?  
TIME TO PLAY AND STUDY**



What time is it?  
Please



It is two  
o'clock.



### 1. Write the correct letter into the box

- |          |                         |                          |
|----------|-------------------------|--------------------------|
| a) 1:58  | one past three          | <input type="checkbox"/> |
| b) 9:00  | two to two              | <input type="checkbox"/> |
| c) 1:10  | twenty-five past eleven | <input type="checkbox"/> |
| d) 11:25 | ten past one            | <input type="checkbox"/> |
| e) 3:01  | nine o'clock            | <input type="checkbox"/> |



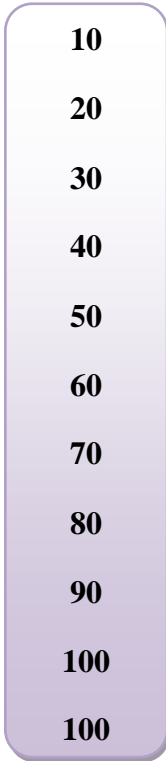
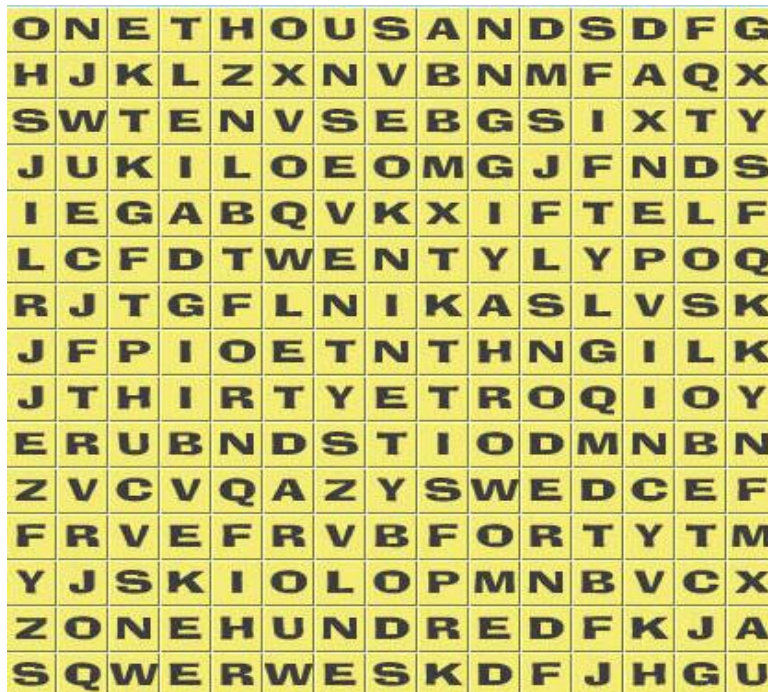
## LESSON 4

### PLAYING WITH NUMBERS

- × - +

#### MORE NUMBERS

##### 1. Find the numbers




##### 2. Read the numbers. Write the figures

Twenty	<u>20</u>	eight	
one	_____	fourteen	
one hundred	_____	nineteen	
ninety	_____	thirty . four	
forty – six	_____	twelve	
fifty – three	_____	sixty – five	

## LESSON 5

1. Look the additions and resolve.

GET SOLUTIONS IN THESE ADDITIONS



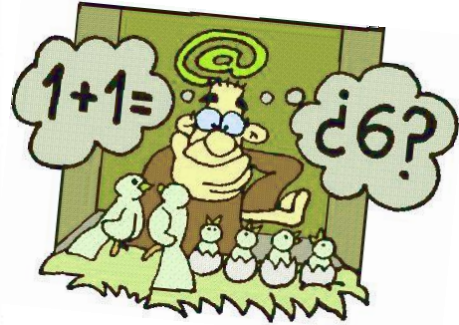
2 + 6 = ○

3 + 6 = ○

4 + 6 = ○

5 + 6 = ○

6 + 6 = ○



2. Complete the addition and answers.

a)  $32 + \text{-----} = \text{-----}$

b)  $5 + \text{-----} = \text{-----}$

c)  $\text{-----} + 49 = \text{-----}$

d)  $25 + 3 = \text{-----}$

e)  $\text{-----} + 8 = \text{-----}$

f)  $69 + \text{-----} = \text{-----}$

g)  $82 + \text{-----} = \text{-----}$

h)  $\text{-----} + 15 = \underline{45}$

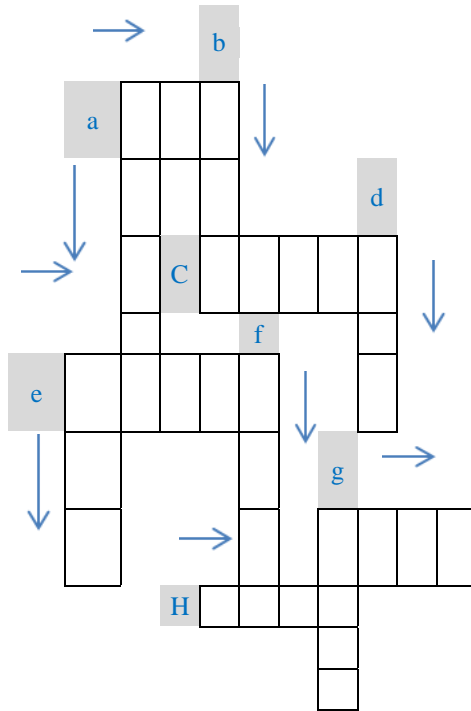
i)  $70 + \text{-----} = \text{-----}$

j)  $\text{-----} + \text{-----} = 72$



# TEST

## 1. Complete the crossword puzzle. Spell the numbers.



Across	Down
a. 2	a. 3
c. 8	b. 1
e. 7	d. 10
g. 5	e. 6
h. 0	f. 9
	g. 4

## 2. Look at the clocks and write the time under each one.



\_\_\_\_\_

## 3. Write the time in words.

a) 1:20 \_\_\_\_\_.

b) 7:30 \_\_\_\_\_.

c) 12:45 \_\_\_\_\_.

d) 3:15 \_\_\_\_\_.

**4. Write T if the statement is true or F if it is false.**

a) 6: 35    Thirty past six                     

b) 5:00    Five to five                                     

c) 10:10    Ten past ten                                        

d) 9: 50    Ten to nine                                        

e) 11:15    Fifteen past eleven                              

f) 2: 55    Five to three                                      

**5. Write the questions to the answers.**

**Example: What time is it?**

**It's nine o'clock.**

1) \_\_\_\_\_?

My name is Tonny.

2) \_\_\_\_\_?

I am eleven years old.

3) \_\_\_\_\_?

Her name is Sheila.

4) \_\_\_\_\_?

I am fine, Thank you.

# UNIT THREE

## LESSON 1

### WHO ARE THEY TO ME!

#### FAMILIES

1. Look at the pictures and identify the family members.

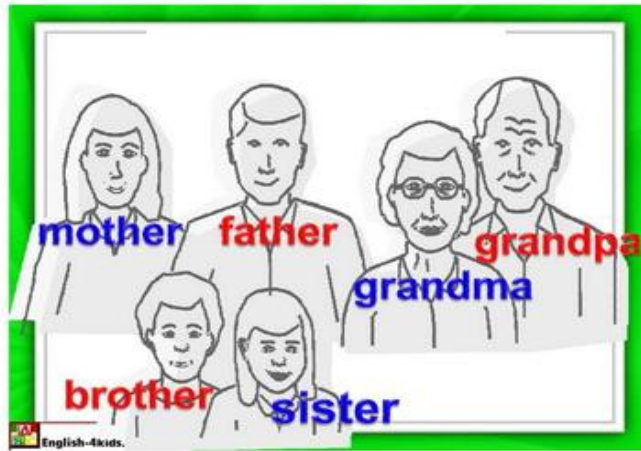


2. Complete the chart. Use words from the Student's Book.

#### FAMILY RELATIONSHIPS

Words for males	Words for females	Words for males of females
Son	Daughter	Children

**USING VOCABULARY ABOUT FAMILY MEMBERS**



3. Read the sentences and put in order the words that you find in parenthesis.

1. I am the son of my \_\_\_\_\_ ( R F A T E H )
2. He is the husband of my \_\_\_\_\_ ( T O E M R H )
3. Their daughter is my \_\_\_\_\_ ( T S E R S I )
4. The father of my father is my \_\_\_\_\_ ( H R N T F E R G A D A )
5. The mother of my mother is my \_\_\_\_\_ ( I N R M O D E R H G A )
6. The brother of my father is my \_\_\_\_\_ ( C U L E N )
7. The sister of my father is my \_\_\_\_\_ ( A U T N )
8. The son or the daughter of my uncle is my \_\_\_\_\_ ( C N I O U S )
9. The daughter of my brother is my \_\_\_\_\_ ( E E N I C )
10. The son of my brother is my \_\_\_\_\_ ( P E N E H W )

4. Write about your family.

-----

-----

-----

-----

-----

-----

My father's name is José. He is 49





## LESSON 2

### MY FAMILY IS FOREVER



1. Read Nelly's family and complete her family tree.



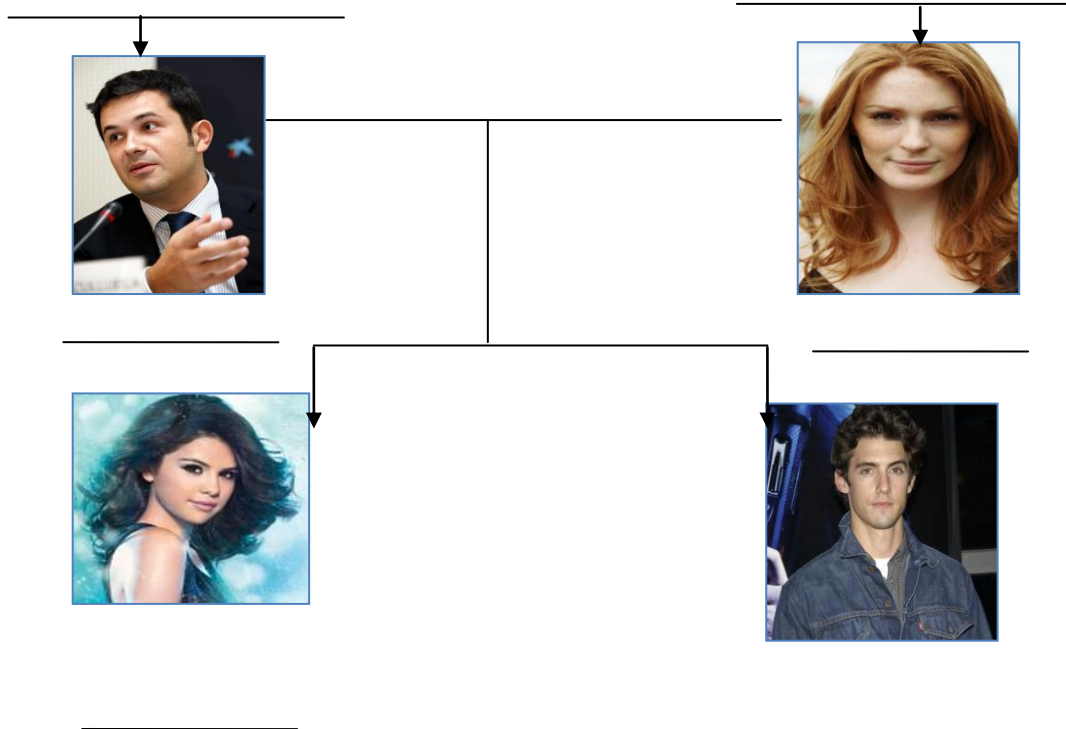
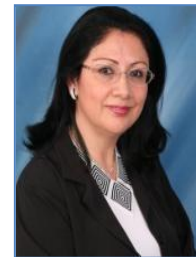
#### Nelly's family

Nelly's family. This is Nelly Morales. She lives in Quito.

This is her family.

Her father's name is John Morales. He is 49. Her mother's name is Rosa Navas. She is 35.

Nelly has a brother and sister. Her brother's name is Tom. He is 22. He lives in Ambato. Her sister's name is Keila. She is 15. Her grandfather's name is Roberto. He is 68. He lives in Ibarra. Her grandmother's name is Lorena. She is 60. She lives in Cuenca.



### LESSON 3

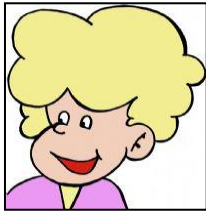
## MARK'S FAMILY



#### 1. Read this information and identify the family's members.

Hello, I am Mark and this is my family. My brother Lucas, my sister Emily, my mother Daisy and my father Paul

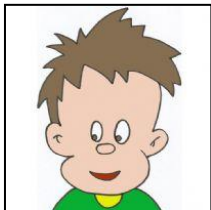
#### Who is this?



This is my sister Emily.



\_\_\_\_\_.



\_\_\_\_\_.



\_\_\_\_\_.



REMEMBRANCE TO MY  
GRANDPARENTS



2. Look at the pictures read carefully and complete the sentences.



*Narda, my grandmother, is 65 years old. She has got grey hair and blue eyes.*

*Kevin, my grandfather, is 67 years old. He is bald and has got brown eyes.*

My grandfather has got \_\_\_\_\_ eyes and is \_\_\_\_\_ I mean he hasn't got hair:

His name is \_\_\_\_\_. He is \_\_\_\_\_ years old.

My grandmother has got \_\_\_\_\_ eyes and \_\_\_\_\_ hair. Her name is \_\_\_\_\_ . She is \_\_\_\_\_ years old.

## LESSON 4

# TALKING ABOUT FAMILIES



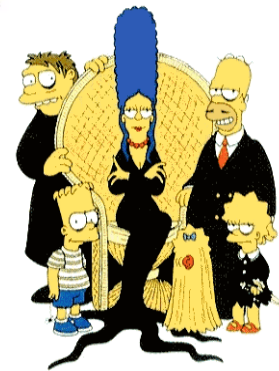
### 1. Fill with the correct family member.

Aunt – son-sister- parents- nephew – cousin –uncle- grandfather- grandson –niece.

1. My mother's sister is my .....
2. My daughter's brother is my .....
3. My father's daughter is my .....
4. My mum and dad are my .....
5. My sister's son is my .....
6. My aunt's son or daughter is my .....
7. My father's brother is my .....
8. My mother's father is my.....
9. My daughter's son is my .....
10. My brother's daughter is my .....

LESSON 5

MY FAMILY TREE



1. Fill this family tree with information about your family.

---

**my father**

---

**my mother**

---

**me**

---

**my brother/brothers**

---

**my sister/my sisters**

---

---

---

---

---

---

## TEST

1. Draw pictures about your Family and write the family's members.

### My Family



2. Fill in the missing letters.



M \_ \_ \_ er



Fa \_ \_ \_ er













S \_ \_ t \_ r



Br \_ t \_ \_ r

**3. Fill in the gaps the missing letters in family words.**

	Au__t		Unc__e
	Mo__her		Fa__her
	S__ster		Cous__n
	G__ather		G__other
	S__n		Child__en

**3. Choose the correct answer a, b or c.**

I am the son of my

- a) **Cousin**      b) **Father**      c) **Mother in law**

He is the husband of my

- a) **Nephew**      b) **Sister**      c) **Mother**

The father of my father is my

- a) **Grandfather**      b) **Baby**      c) **Brother**

The sister of my father is my

- a) **Parents**      b) **Aunt**      c) **Mother**

**5. Read the words and underline the family members.**

Pencil	book	mother	dictionary	uncle
Grandfather	cellphone	eraser	cousin	
Table	dog	<u>brother</u>	cat	duck
Sister	chair	marker	<u>parents</u>	tree

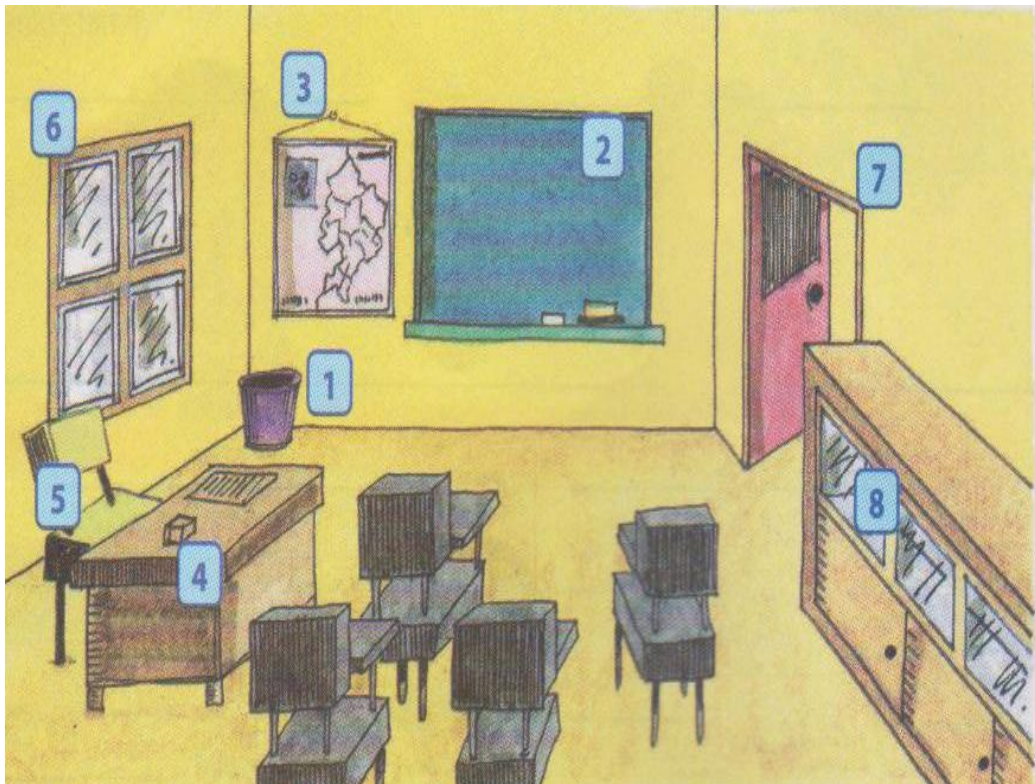
## UNIT FOUR

### LESSON 1

#### MY CLASSROOM

**THIS IS MY CLASSROOM.  
WHAT ARE THESE OBJECTS?**

1. Look at the objects in Andrea's classroom and write the names according to the numbers. Use there is / there are.



1 There is a bin.

2 -----

3 -----

4 -----

5 There are five chairs.

6 -----

7 -----

8 -----



# IDENTIFYING OBJECTS



**2. Match the objects of the classroom**



a window



a map



a cupboard



a table



a chair



a door

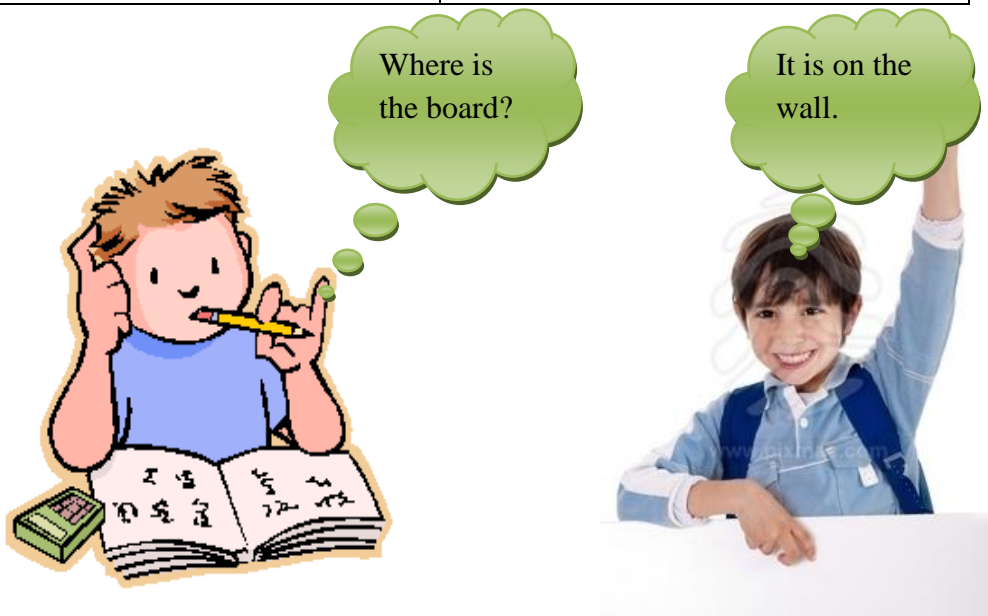


## LESSON 2

### MY CLASSROOM OBJECTS AND POSITIONS

1. Write in this table about five objects in your classroom

Object	Position
a bin	Near the window



2. Write down a description of your classroom. Complete this paragraph.

This is my classroom .There is ----- . It is on the wall.

There is a ----- . It is ----- . There is also ----- .

It is ----- . There is ----- . It is ----- .



### LESSON 3

## GEORGE'S SCHOOL THINGS



### 1. Order the classroom objects in alphabetical order.

Eraser - textbook - pencil - ruler - school bag - pencil case – pen – notebook

1. – ERASER

5. - -----

2. - -----

6. - -----

3. - -----

7. - -----

4. - -----

8. - -----

### 2. Complete the words about the classroom objects.

E...as...r

P...n

S...ho...l ba...

Ru...er

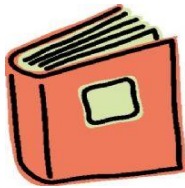
No...eb...ok

Textbook

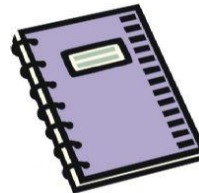
Pe...ci... ca...e

P...n...il

### 3. Look at the pictures and write the correct name.



A pencil case



# LESSON 4



1. Put in order the following words in this Ecuadorian school timetable.

ishEgln

English

icstheMamat

-----

Snipash

-----

Soalci Stiesud

-----

Muics

-----

Sciceen

-----

calPracti tionsOp

-----

Physical cationedu

-----

akBre

-----



**WHAT IS YOUR FAVORITE SUBJECT IN THE SCHOOL?**



2. Complete your school timetable.

Days times	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
7.00	English					H	H
7.45						O	O
8.30						L	L
9.15						I	I
10.00	Break	break	Break	Break	break	D	D
10.30				Music		A	A
11.15						Y	Y
12.00							

3. Read and answer these questions.

Example: What are the school days?

On Monday, Tuesday, Wednesday, Thursday and Friday.



What time does school start?

.....

What time does school finish?

.....

How long are the classes?

.....

How many classes are there?

.....

How many subjects are there?

.....

## LESSON 5

### ANA'S CLASSROOM



1. Read the text about Ana's classroom and write is / are in the gaps.

#### *Ana's classroom*

Ana goes to Pichincha School in Quito. She is in class one. This is Ana's classroom. There are fifty – four students.

The students have their textbooks under their desks. There ----- three windows.

Also three posters on the wall. One poster ---- near the board and the others ----- near the window. There ----- also a notice board near the board. There ----- two lights on the ceiling.

Where are your  
textbooks?

Where is the desk?

Under my desk

Near the window



**HOW MANY THINGS ARE THERE?**

**2. Write six sentences using there is and there are about your classroom.**

**Example:**

**There are four windows. There is a board.**

.....

.....

.....

.....

.....

.....



## TEST

### 1. Complete the gaps with **There is** or **There are**.



\_\_\_\_\_ 13 pencils in this box.



\_\_\_\_\_ a telephone on the desk.



\_\_\_\_\_ three books on the desk.



\_\_\_\_\_ a dog in the mailbox.

### 2. Choose the best option to answer the following questions.

#### a) Are there twenty pencils in this box?

Yes, there are ten.

Yes, there are.

#### b) Is there a computer in the library?

Yes, you are not.

Yes, there is one.

#### c) Are there four books on the desk?

Yes, you are.

Yes, there are.

d) Is there a map in the classroom?

Yes, there is.

No, there aren't.



3. Read the text about Ana's classroom and write is / are in the gaps.

***Leila's classroom***

*Leila goes to Isidro Ayora School in Latacunga. She is in class one. This -----  
Leila's classroom. There are thirty – four students.*

*The students have their textbooks under their desks. There ----- three windows.  
There are some chairs.*

*Also three posters on the wall. One poster ---- near the board and the others -----  
near the window. There ----- also a notice board near the board. There ----- two  
lights on the ceiling.*

4. Put do or does into the gaps.

\_\_\_\_\_ Peter live with his father?

\_\_\_\_\_ you speak English?

Where \_\_\_\_\_ you live?

\_\_\_\_\_ we sit in front of the computer?

How \_\_\_\_\_ you spell Jonathan?

\_\_\_\_\_ She live in Ambato?

5. Match the names with the right definition.

We use it to measure or as an aid for drawing straight lines **a ruler**

We use it for removing pencil writing -----

A container for pens , pencils, scissors, sharpener. -----

Someone who goes to school to get some education. -----

A smaller part of fortune designed for writing or reading. -----



# UNIT FIVE

## LESSON 1

### OCCUPATIONS



1. Look at the pictures. Write three sentences about each person. Use the phrases in the box and your own ideas.

fix cars   work in a workshop   talk to people   work hard  
drive carefully   work at night   wear a helmet   work in a hospital



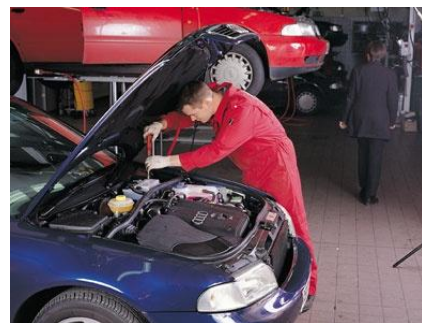
1. He is a doctor.  
He works in a hospital  
He talks to people



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



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



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



## LESSON 2

I



MY JOB

1. Match the pictures with the words.

Architect

Footballer

Carpenter

Teacher

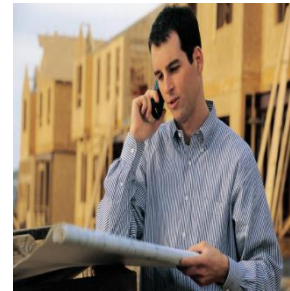
Policeman

Secretary

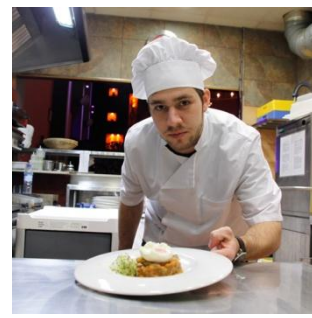
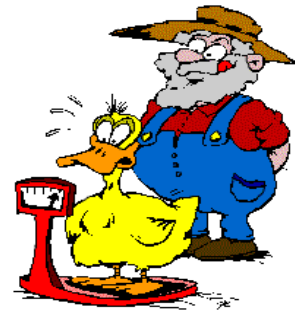
Lawyer

Chef

Farmer



lawyer











### LESSON 3

## JOBS AND WORK PLACES

Match the picture of the job with correct sentence.

Name	Occupation	Place of work/study	
	Luis	He is an electrician	fire company
	Tom	He is a firefighter	electricity company
	Alex	She is a housewife	at home
	Paula	He is a newsreader	TV station
	Sheila	She is a dentist	on a fishing boat
	Daniel	He is a fisherman	at hospital

## LESSON 4

### WHERE DO THEY WORK?

#### 1. Complete the questions in these conversations.



1) A: Where does your sister work?

B: My sister? She works in a department store.

A: What does she do there?

B: She works in the shoes and clothing department.  
She is a salesperson.

2. A: What \_\_\_\_\_?

B: Kelly and Pam are nurses. And they work  
together, too.

A: Where \_\_\_\_\_?

B: At Andrade Marín Hospital.



3. A: Where \_\_\_\_\_?

B: My son works in a restaurant.

A: What \_\_\_\_\_?

B: He is a chef.

4. A: What \_\_\_\_\_?

B: Michael and I? We fix computers.

A: How \_\_\_\_\_?

B: We like it a lot!



WHAT ARE YOU GOING  
TO DO?

2. Fill the conversations.

1. A: **Do** you have a job?

B: Yes, I \_\_\_\_\_.

A: Oh, what \_\_\_\_\_ you \_\_\_\_\_?

B: I \_\_\_\_\_ a waitress.

A: Where **do** you **work**?

B: I \_\_\_\_\_ at Joel's Coffee Shop?

A: How \_\_\_\_\_ you **like** your job?

B: I really \_\_\_\_\_ it. It is a great job!

A: What time \_\_\_\_\_ you start work?

B: I **start** work at 8:00 A.M., and

I \_\_\_\_\_ at 3:00 P.M.



2. A: My brother **has** a new job.

B: Really? Where \_\_\_\_\_ he \_\_\_\_\_?

A: He \_\_\_\_\_ at the new department  
downtown.

B: What **does** he **Work** there?

A: He \_\_\_\_\_ a security guard.

B: How \_\_\_\_\_ he \_\_\_\_\_ his job?

A: Oh, I guess he **likes** it.

B: What time \_\_\_\_\_ he \_\_\_\_\_ work?

A: He \_\_\_\_\_ work at 10:00 A.M.





## LESSON 5

### WHAT DOES YOUR FATHER DO?

1. Think in your family's member occupations and fill in the table.

\_\_\_\_\_ 's family:



Name	Relationship	Occupation	Place of work

2. Write sentences with your opinion about jobs, related with your family.

Example: My father is an engineer. He works in a factory. My mother \_\_\_\_\_

---

---

---

---

3. Write the correct forms of the articles a/ an into the gaps.

Example: We read \_\_\_\_\_ book.

Answer: We read **a** book.

a. Lucy has  dog.

b. Peter has  aunt in Cuenca.

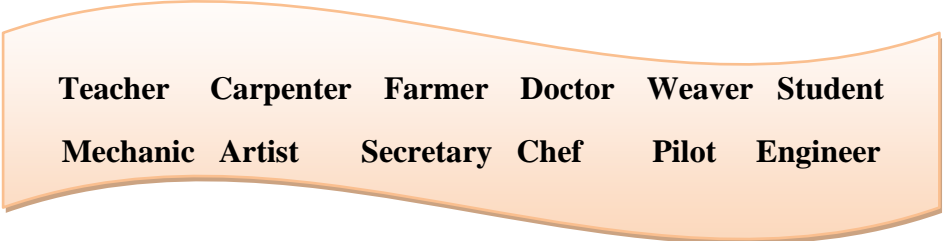
c. Carla has  book exercise in her school bag.

d. Emily needs  blue pen.



## TEST

1. Find the words in the puzzle. Words can be across (→) or down (↓).



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

2. Read the sentences and write C for correct or I for incorrect.

**EXAMPLE:** Mary study in the school.                    ( I )

You speaks English.    (   )

We read a book.    (   )

John play soccer in the stadium.                            (   )

He writes a poem.    (   )

**3. Complete the text below using a or an.**

Today is \_\_\_ very important day; it's my birthday! I have sent the invitations, the birthday cake is on the table and I am getting ready. I choose \_\_\_ dress to wear and then put my shoes. It's \_\_\_ beautiful day, the sun is shining and there's not \_\_\_ cloud in the sky. I can't wait for everyone to arrive. In less than \_\_\_ hour, the party will begin. I look out the window and see \_\_\_ girl, but she's not one of my friends. Where is everyone? I hope they are all coming. The doorbell rings, I open the door but see only \_\_\_ present wrapped in pink paper with \_\_\_ orange bow.

**4. Look at the pictures. Write sentences about each one.**



\_\_\_\_\_  
\_\_\_\_\_



\_\_\_\_\_  
\_\_\_\_\_

**5. Write ten occupations that you know.**

**Firefighter**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Lifeguard.**

\_\_\_\_\_



## UNIT SIX

### LESSON 1

DO YOU HAVE A SPECIAL  
DATE?

#### CELEBRATIONS

Remember the Ordinal Numbers.



The figure given above shows that Apple is at 1st position, Orange 2nd, Pear 3rd, Mango 4th, and Strawberry at 5th position.

#### ORDINAL NUMBERS

1st first

2nd second

3rd third

4th fourth

5th fifth

6th sixth

7th seventh

8th eighth

9th ninth

10th tenth

11th eleventh

12th twelfth

13th thirteenth

14th fourteenth

15th fifteenth

16th sixteenth

18th eighteenth

19th nineteenth

20th twentieth

21th twenty-first

22nd twenty-second

30th thirtieth

40th fortieth

50th fiftieth

60th sixtieth

70th seventieth

80th eightieth

90th ninetieth

100th hundredth

200th two hundredth

1,000th thousandth

1,000,000th millionth

1. Read the ordinal numbers and write in numbers.

Twenty- first

21 th

Twenty-fifth

Twentieth

Ninth

Third

Seventh

Eighth

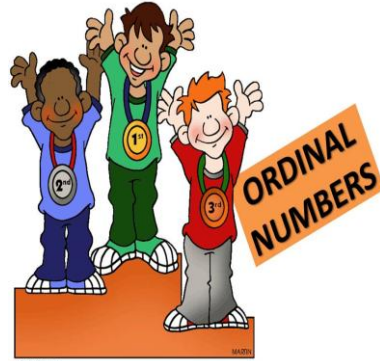
Thirty-first

Twenty-second

Twenty- fourth

**PRACTICING MORE  
ORDINAL NUMBERS**

2. Write the cardinal and ordinal numbers.



NUMBERS	CARDINAL	ORDINAL
1	One	First
2		
3		
4	Four	
5		
6		
7		
8		
9		
10	Ten	Tenth
11		
12		
13		
14		Fourteenth
15		
16		

LESSON 2

SPECIAL OCCASIONS

1. Match the words with the pictures



Halloween

Valentine's Day

Birthday

Christmas day

Pichincha's Battle

## IT'S TIME TO CELEBRATE CHARLES' BIRTHDAY

1. Read Charlie's birthday Party and complete the tables below.



### Charlie's birthday party

Every year Charlie celebrates a birthday's party on March 4<sup>th</sup>. First, He writes invitations to his friends: Please come to my birthday's party on Saturday 10<sup>th</sup> at 4p.m. Then Charlie and his father decorate the house with balloons.

Charlie's mother makes a birthday cake. She also buys some ice cream, some sweets and some cookies.

Charlie's sister, Nicole, makes some birthday hats of different colours: blue, green, pink, yellow, black and purple hat for Charlie.

Charlie's friends bring some presents. They all play games and eat a lot. Everybody has a good time .Then Charlie's mother brings the birthday cake. Everybody sings "Happy birthday to you."



PEOPLE	ACTIVITIES
Charlie' s mother	Makes a birthday cake.
Charlie' s friends	Bring some presents.

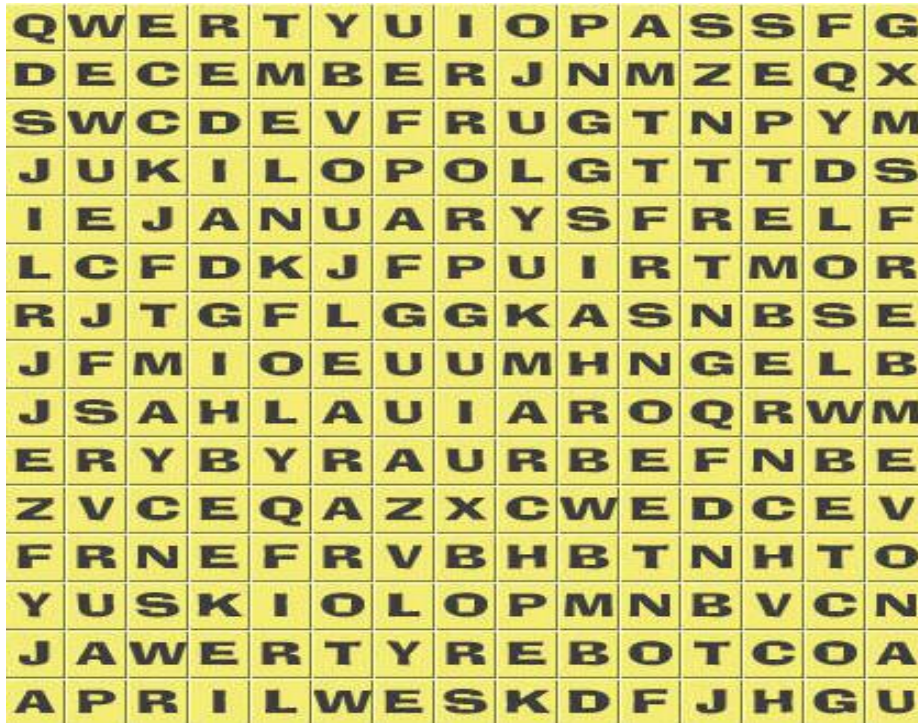
LESSON 3

YOU ARE INVITED TO A PARTY!



**BIRTHDAYS**

1. Identify the months of the year and answer the questions.



1. - September is the Christmas's month.

Yes  No

2. - In February. We start classes at school.

Yes  No

3. - Halloween is celebrated in July.

Yes  No

4. - We have vacations in June.

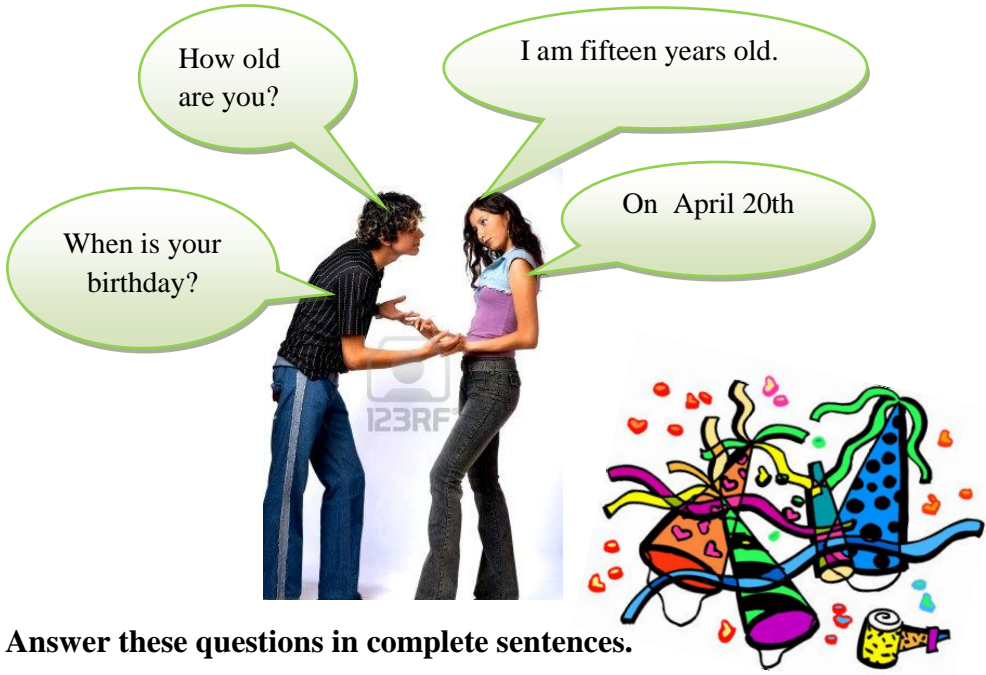
Yes  No

5. - spring starts in April.

Yes  No



**LET'S GO PARTY TO ENJOY THE LIFE.**



**2. Answer these questions in complete sentences.**

**a. When is your birthday? How old are you?**

---

**b. When is your mother's birthday?**

---

**c. When is Valentine's Day?**

---

**d. What is your favourite celebration? When is it?**

---

**3. Complete this information about your family birthday.**

Names	Birthday	Ages



**LESSON 4**

**FORGETTING TROUBLES  
IN THE WORLD**

**1. Look at the pictures and write what can you see?**



**EXAMPLE:**

**There is a Christmas tree.**

**There are three people.**

.....

.....

.....

.....

.....

.....

**2. Write little composition about Christmas Celebrations in your family.**

We go to church in the morning .We make a nativity scene.

.....

.....

.....

## LESSON 5

### HOW TO MAKE A CHRISTMAS CRACKER

1. Look at the pictures and match the names of the things.

- A pencil
- A ruler
- Some string
- Some sweets
- A piece of coloured paper
- A piece of card
- Some scissors
- Some glue.



2. Complete the instructions. Use the verbs in the circle.



Cut / Cover / Tie / Stick / Put

1. - ..... a square from the card.
2. - ..... the tube with coloured paper.
3. - ..... the coloured paper with some glue.
4. - ..... one end.
5. - ..... some sweets in.



## TEST

### 1. Read the ordinal numbers and write in numbers.

- |                  |                      |                 |                      |
|------------------|----------------------|-----------------|----------------------|
| a) Twenty- first | <input type="text"/> | b) Twenty-fifth | <input type="text"/> |
| c) Twentieth     | <input type="text"/> | d) Ninth        | <input type="text"/> |
| e) Third         | <input type="text"/> | f) Seventh      | <input type="text"/> |
| g) Eighth        | <input type="text"/> | h) Thirty-first | <input type="text"/> |

### 2. Decide if these sentences are correct or incorrect. Write C (correct) or I (incorrect).

- a) There are some apples in the kitchen. (     )
- b) There are an books on the desk. (     )
- c) There is a dog in the garden. (     )
- d) There are some cups of tea on the table. (     )
- e) There an boys in this class. (     )
- f) There are a trees in the park. (     )
- g) There is a orange in the fridge. (     )
- h) There are some chocolates in the kitchen.(     )

### 3. Fill the gaps with the correct preposition of time.

- 1) My brother's birthday is  5th of November.
- 2) My birthday is  May 19<sup>th</sup>.
- 3) Christmas is  December 25<sup>th</sup>.
- 4) Emily's birthday party is  June 21<sup>st</sup>
- 5) Valentine's Day is  February 14<sup>th</sup>.
- 6) My father's office is  the second floor.
- 7) We met  Christmas day.
- 8) Her birthday is  20<sup>th</sup> November.

**4. Read Sheila's birthday and fill the sentences with the verbs in ( ).**

Sheila \_\_\_\_ (be) happy. Today \_\_\_\_ (be) her birthday. Her father \_\_\_\_\_  
(decorate) the house with blue, red and white balloons. Her brother \_\_\_\_\_  
(Write) on the wall "Happy Birthday, Sheila !". Her mother \_\_\_\_\_ (make) a  
birthday cake. Her sister \_\_\_\_\_ (send) invitations to her friends, they  
\_\_\_\_\_ (come) to her house and \_\_\_\_\_ (bring) her many presents.

**5. Write four sentences about your Family's birthday. Use the preposition on.**

---

---

---

---

## UNIT SEVEN

### LEESON 1


### MY FIRST DAY AT SCHOOL


### MY SCHOOL





1. Complete the crossword puzzle. Write the names of the school's places.

**Down(↓)**


1. 

2. 


3. 

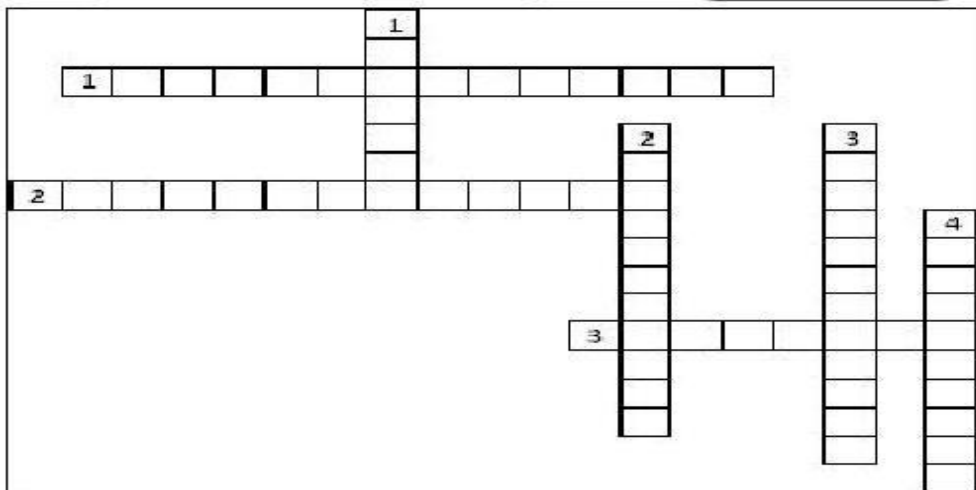
4. 

**Across(→)**

1. 

2. 

3. 



## WHAT'S UP AT SCHOOL?

### 2. Read about Our School. Complete the information.

*We go to Diez de Agosto School.*

*It is in Guaytacama Parish.*

*The school is near the park.*

*There are eighteen classrooms and three offices.*

*We have a big swimming pool and two playgrounds.*

*We like our school.*

*Do you like your school?*

#### 1. Name: Diez de Agosto School

2. Town/city: \_\_\_\_\_

3. Number of classrooms: \_\_\_\_\_

4. Number of offices: \_\_\_\_\_

5. Other information: \_\_\_\_\_



### 3. Complete the conversations.



A: Where do **You** study?

B: I \_\_\_\_\_ in Diez de Agosto School.

A: How many classrooms are there?

B: \_\_\_\_\_.

A: How many offices \_\_\_\_\_?

B: \_\_\_\_\_.

A: How many playgrounds \_\_\_\_\_?

B: \_\_\_\_\_.

## LESSON 2

### LEARNING MY FAVORITE SUBJECT

Social Studies  
Science  
Writing Math  
Reading  
Language Arts  
Spelling

1. Look at the timetable and answer the following questions

Nicola and Steven's School

	Monday	Tuesday	Wednesday	Thursday	Friday
7:30	English Classroom 4			Mathematics Classroom 7	
8:30			Science Classroom 2		Music Classroom 5
9:30		Social Studies Classroom 8			
	<b>B</b>	<b>R</b>	<b>E</b>	<b>A</b>	<b>K</b>
11:30				Physical Education Classroom 6	
12:30					

Where do they have English? *They have English in Classroom 4*

Where do they have Music? \_\_\_\_\_

Where do they have Science? \_\_\_\_\_

Where do they have Social Studies? \_\_\_\_\_

Where do they have Mathematics? \_\_\_\_\_

Where do they have Physical Education? \_\_\_\_\_



LESSON 3

WHAT DO YOU DO FOR A LIVING?

1. Order the letters to make the names of the school staff, according the pictures.

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



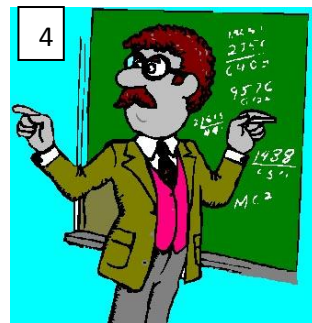
2. Htacedehare      Headteacher



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



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



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



## LESSON 4

### SCHOOL EVENTS



**1. Read about Our School Day. Put (✓) the correct information and (X) if it is incorrect.**

*Our School Day is on March 19<sup>th</sup>. There are sports competitions: volleyball, football and basketball. We have contests in Science, Music, and Maths; also we have an English contest, too. There are a lot of prizes for the winners.*

*The parents, teachers and students all take part in the celebrations. We adorn the school with balloons of different colours: yellow, blue, red, green, pink and orange.*

*We also elect a queen. There is a big party at the end of the celebrations. We all dance and sing during the party. Everybody enjoy in this festivity.*

March 23th is the date of the School Day.

The parents take part in sports competitions.

The students have contests in different subjects.

There are a lot of prizes.

The teachers decorate the school with flowers of various colours.

The students elect a king.

The teachers, students and parents participate in the party.



## LESSON 5

### LET'S READ AN INTERESTING LETTER

#### 1. Read the letter to Scarlett. Choose the correct information.



*Juan Pío Montufar School*

*Latacunga, Ecuador*

*July 19th*

*Dear Scarlett*

*We are the students from class one of Juan Pío Montufar School in Latacunga. We want to tell you about our school.*

*Our school is very big. There are two hundred students.*

*Our classes are big, too. We have thirty-five students in our class.*

*Twenty are girls and fifteen are boys! How many girls and boys are there in your class?*

*Our favourite subjects are Mathematics and English. The Mathematics of Ecuador is very important. Our English is very interesting.*

*Some students like to read a lot but some prefer to play basketball. What do you like?*

*We have our School Day on February 28<sup>th</sup>. Do you have a School Day?*

*Please write to us soon and tell us about your school*

*Love from class one.*

The students have their School Day on February 28<sup>th</sup>.

Mathematics and English are the class's favourite subjects.

There are twenty two boys and fifteen girls.

There are seventy students in class one.

Juan Pío Montufar School has thirteen hundred students.



# TEST

## 1. Complete the conversations.



A: Where do \_\_\_\_\_ study?

B: I \_\_\_\_\_ in Santa Marianita School.

A: How many classrooms are there?

B: \_\_\_\_\_.

A: How many offices \_\_\_\_\_?

B: \_\_\_\_\_.

A: How many playgrounds \_\_\_\_\_?

B: \_\_\_\_\_.

## 2. Choose the right alternative and write under each picture.

go to sleep / get dressed / get up / have lunch /  
have a shower / have breakfast



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

**3. Look at the pictures and match the school's places names.**



Classroom

Football pitch

Playground

Basketball court



**4.-Read the text and circle the word that best completes the sentence.**

I am Keila. My best friend's name is Sheila. We **(live/lives)** in Guaytacama parish. We **(is/are)** 12 years old. We **(go/goes)** to the same school. We like **(our/my)** school because it is big. We **(have/has)** many friends. **(My/Our)** friends are 12 years old, too. **(My/ Our)** teacher is very patient. On weekends we play basketball. **(Our/ My)** team is very good.

**5. Answer the questions. Use in/ on/ at.**

**1) When is your birthday?**

\_\_\_\_\_.

**2) What time do you start school?**

\_\_\_\_\_.

**3) When do you have English?**

\_\_\_\_\_.

**4) Where is your school?**

\_\_\_\_\_.

## UNIT EIGHT

### LESSON 1

PEOPLE

### RENOWNED PEOPLE AROUND THE WORLD



1. Look at the pictures of the famous people with their countries and occupations.



Name	Country	Occupation
Lionel Messi		

2. Complete the sentences with the gerund form of the verb. Gerunds to talk about actions, events and activities, e.g., I love **swimming** but I hate **jogging**.

I like \_\_\_\_\_ (dance).

You like \_\_\_\_\_ (paint).

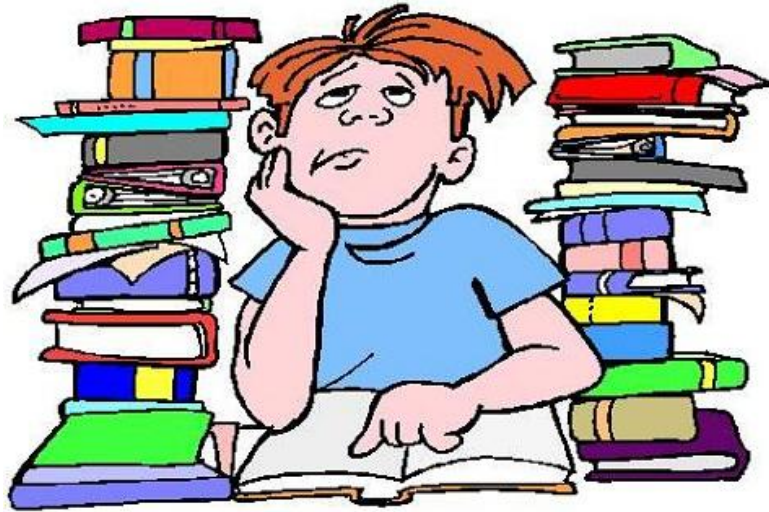
He likes \_\_\_\_\_ (fish).

She likes \_\_\_\_\_ (swim).

We like \_\_\_\_\_ (ride).

They like \_\_\_\_\_ (cook).

**DEVELOPING YOUR ABILITIES**



2.- Make the sentences negative. Now make questions.

**I do not like dancing.**

-----  
-----  
-----  
-----  
-----

**Do I like dancing?**

-----  
-----  
-----  
-----  
-----

3.- Write about a famous people to your group class and ask the group class:

***WHO IS THIS?***

***WHERE IS HE /SHE FROM?***

***WHAT DOES HE/SHE DO?***

**For example**



**This is Jefferson Pérez. He is from Ecuador. He is a sportsman** -----

-----  
-----  
-----

## LESSON 2

### WHAT DOES MY FRIEND LOOK LIKE?

1. Look the pictures. Read the descriptions. Match them with the pictures.



David is 11 years old. He has short, straight hair. His eyes are brown. ( )

Bertha is 14 years old. She has light hair. Her eyes are blue. ( )

Jesus is 13 years old. He has dark hair. His eyes are black. ( )

Daniela is 12 years old. She has dark hair. Her eyes are green. ( )

2. Write physical description about this picture.

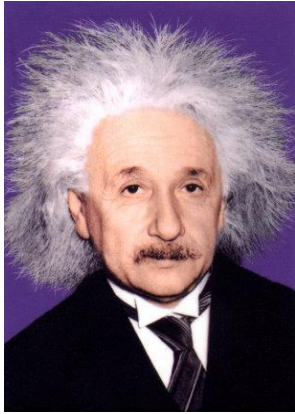


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### LESSON 3

SOME FAMOUS PEOPLE



1. Read about a famous sportsman. Complete the information.

*Jefferson Leonardo Pérez Quezada is famous Ecuadorian race Walking . He was born in Cuenca on July 1, 1974 and He lives in Cuenca. Jefferson is tall. He has short, straight hair. It is dark. His eyes are Brown. He speaks Spanish, English. He likes listening to music.*



**Name:** -----

**Occupation:** -----

**Place of birth:** -----

**Where he lives:** -----

**Hair:** -----

**Eyes color:** -----

**Language:** -----

LESSON 4


DO YOU ADMIRE ANYBODY?

1. Choose a favourite person

Who is your favourite person?

What does He/She do?  
Where does He/She live?

What else do you know about him/her?



He /She is from-----  
-----

He /She is a (an) -----

He /She lives in-----

My partner's favourite person:

- Name: -----
- Place of birth: -----
- Place of residence: -----
- Other information: -----
- Occupation: -----
- Hobby: -----



2. Write about your partner's favourite person.

EXAMPLE: Lionel Messi is from Argentina. He is a footballer.  
His hair is long. He has brown eyes.



-----

-----

-----

-----

-----

## LESSON 5

### WHO IS THE BEST FRIEND?

#### 1. Read about Fabiola's friend. Complete the information.

*I am Fabiola.*

*Nelson Freire is my friend.*

*He was born in Latacunga. He lives in San Felipe.*

*He goes to Juan Dios Morales School. He has fourteen years*

*He is tall. His hair's short, straight. His eyes are green. He is three classes. His favourite subject is Mathematics and Music. He likes pop music .He also likes dancing.*



**Name:** Nelson Freire

**Place of birth:** -----

**Where he /she lives:** -----

**Hair:** -----

**Eyes color:** -----

**Favourite Subject:** -----

**Hobbies:** -----.

#### 2. Read these questions and answers.

**What is your friend's name?** -----

**How old is he /she?** -----

**Is he /she short or tall?** -----

**What colour are his /her eyes?** -----

**What about his/her hair?** -----

**What are his /her favourite subjects?** -----

**What are his/her hobbies?** -----



## TEST

1. Look at the picture. Read the descriptions. Write T if the statement is true or F if it is false.



- a) She has long, blond hair. (     )
- b) Shakira is an old woman. (     )
- c) She has brown eyes. (     )
- d) She is not tall. (     )
- e) She is sad. (     )
- f) She has short, dark hair. (     )
- g) She is ugly. (     )
- h) She has beautiful eyes. (     )

2. Fill the gaps in the sentences with the correct personal pronoun or possessive adjective.

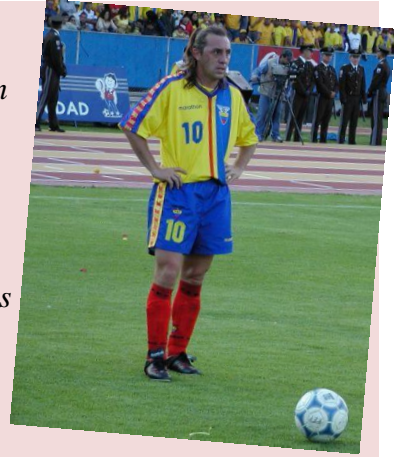
Leonel Messi is a soccer player. He \_\_\_\_\_ 24 years old. He \_\_\_\_\_ short. \_\_\_\_\_ Nationality is Argentinean. \_\_\_\_\_ eyes are brown. \_\_\_\_\_ hair is short. \_\_\_\_\_ eyes are beautiful. Every day He brushes \_\_\_\_\_ teeth and also He washes \_\_\_\_\_ face and his hair. He looks great.

3. Choose the correct form of the verb. Use the gerund of the verb.

- 1) I love \_\_\_\_\_ to restaurants.  
a) go                                      b) going                                      c) goes
- 2) The boys like \_\_\_\_\_ to music.  
a) listening                                      b) listens                                      c) listened
- 3) Sheila like \_\_\_\_\_ the English homework.  
a) does                                      b) do                                      c) doing
- 4) The children like \_\_\_\_\_ animated films.  
a) watching                                      b) watching                                      c) watches

**4. Read about a famous sportsman. Complete the information.**

*Alex Darío Aguinaga Garzón is a famous Ecuadorian soccer player. He was born in Ibarra on July 9, 1968 and He lives in Mexico. Alex is tall. He has long, curly hair. It is blond. His eyes are Brown. He speaks Spanish, English. He likes listening to music.*



**Name:** \_\_\_\_\_

**Occupation:** \_\_\_\_\_

**Place of birth:** \_\_\_\_\_

**Where he lives:** \_\_\_\_\_

**Hair:** \_\_\_\_\_

**Eyes color:** \_\_\_\_\_

**Language:** \_\_\_\_\_



**5. Write a physical description about your famous person.**

\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

UNIT NINE

LESSON 1

MY DAY

MY DAILY ACTIVITIES

1. Choose the right alternative (✓) according to the pictures.



get up  wake up



go to school  go to the cinema



have breakfast  drink



Write  read a book



play tennis  watch TV



do homework  visit friends



have a shower  have a bath



have a shower  have a bath



go to bed  go to school



play football  play tennis

## TALKING ABOUT DAILY ROUTINES

2. Complete the sentences with the correct form of the verb. (Present Simple)

**EXAMPLE:** I / you / we / they PLAY but! he / she / it PLAYS (! go - goes, do - does, have - has)



She wakes up at 7 o'clock.



He \_\_\_\_\_ his homework at half past six.



He \_\_\_\_\_ to bed at 8 o'clock.



She \_\_\_\_\_ tennis on Fridays.



They \_\_\_\_\_ to school every morning.

## WHAT DO YOU DO EVERY DAY?



I \_\_\_\_\_ shower in the morning.



He \_\_\_\_\_ a shower on Sundays.



She \_\_\_\_\_ a book in the evening.



She \_\_\_\_\_ breakfast at 7.30.



They \_\_\_\_\_ TV from 5 to 7 o'clock.

## LESSON 2

### CHANGING MY PLANS

#### 1. Read Emily's School Day and writes the information in each gap.

Emily is 12 years old. She lives in El Rosal, Mulaló. She gets up at six o'clock, then she has breakfast; yogurt and cookies. She goes to school by bus at seven o'clock; she starts school at 8:00. She likes this day because the school finishes at 1:00. She gets home at 13:45. She likes English, it is her favourite subject. She does her English homework in the afternoon.

What time do you get up?  
At 6:00

What time do you have breakfast?  
At \_\_\_\_\_

What time do you go to school?  
By \_\_\_\_\_ At \_\_\_\_\_

What time do you start school?  
At \_\_\_\_\_

What time do you finish school?  
At \_\_\_\_\_

What time do you get home?  
At \_\_\_\_\_

What time do you do the English homework?  
At \_\_\_\_\_



LESSON 3

ACTIONS THOSE HAPPEN  
REGULARY

1. Look at the pictures and write the phrase under each picture. Use washes, has, go, gets up, finishes, get back, does, reads and wakes up.



\_\_\_\_\_



\_\_\_\_\_



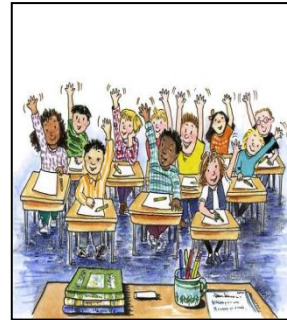
\_\_\_\_\_



\_\_\_\_\_



Go to school



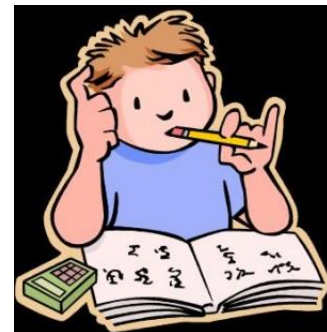
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

LESSON 4

MY SPARE FREE TIME



1. Look at two people's schedules. Write sentences about their day.

Activity	Peter	Sheila
Get up	6:00	6:30
Wash hands and face	6:30	6:45
Have breakfast	7:15	7:00
Go to school	7:30	7:15
Start school	8:00	7:30
Finish school	12:45	12:30
Do homework	15:00	16:00

a. Peter gets up at 6:00.

b. Peter \_\_\_\_\_.

c. Peter \_\_\_\_\_.

f. Sheila \_\_\_\_\_.

g. Sheila \_\_\_\_\_.

h. Sheila \_\_\_\_\_.

2. Label the pictures with the phrases in the box.

By bike    by bus    on a horse    by canoe



\_\_\_\_\_ on a horse

3. Write about your on weekend activities.

On Saturday I get up at 8:00. \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



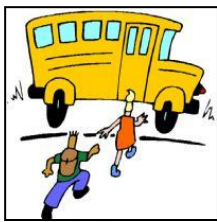
## TEST

### 1. Look at the pictures and complete the gaps in the sentences.



1) I \_\_\_\_\_ after having a shower.

2) She \_\_\_\_\_ a book.



3) They \_\_\_\_\_ to the school.

4) He \_\_\_\_\_ early.

### 2. Read the text. Put the sentences together.

Three times a week I stay at school in the afternoon because I have football training (on Mondays and Thursdays) and on Fridays I have Music Club. I have lunch at the school canteen and then I go to our library and I do my homework. After my extracurricular activities I go home. It takes me about ten minutes to get home by bus. Before dinner I usually have a shower and watch my favourite TV series. I always have dinner with my family. Then I play on the computer, listen to music or read. I never go to bed late.

1. I stay at school in the afternoon.

Music Club.

2. On Fridays I have.

On Mondays and Thursdays.

3. I have lunch.

Before my extracurricular activities.

4. I have football training.

After my extracurricular activities.

5. I do my homework.

Three times a week.

6. I go home.

At the school canteen.

**3. Fill the questions with in/ on and answer them.**

a) What do you do \_\_\_\_\_ the morning?

\_\_\_\_\_.

b) What does your sister do \_\_\_\_\_ weekends?

\_\_\_\_\_.

c) What do you do \_\_\_\_\_ the afternoon?

\_\_\_\_\_.

d) What does your mother do \_\_\_\_\_ weekends?

\_\_\_\_\_.

**4. Choose the correct preposition.**

1) Susan and Mike come to work \_\_\_\_\_ bus.

a) in                      b) on                      c) by

2) They go to work \_\_\_\_\_ train.

a) at                      b) by                      c) on

3) They took a trip around the world \_\_\_\_\_ boat.

a) by                      b) in                      c) at

4) Can you get there \_\_\_\_\_ bike?

a) in                      b) by                      c) on

**5. Write about your weekend activities.**

**On Saturday I get up at 7:00** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

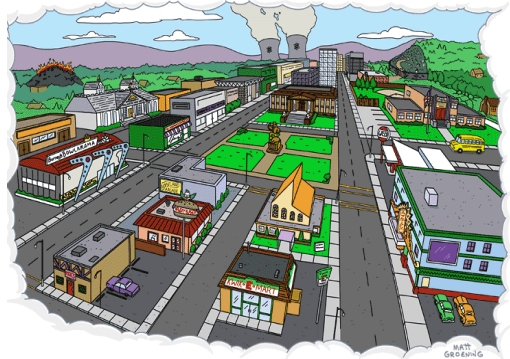
\_\_\_\_\_.

## UNIT TEN

### LESSON 1

#### MY TOWN

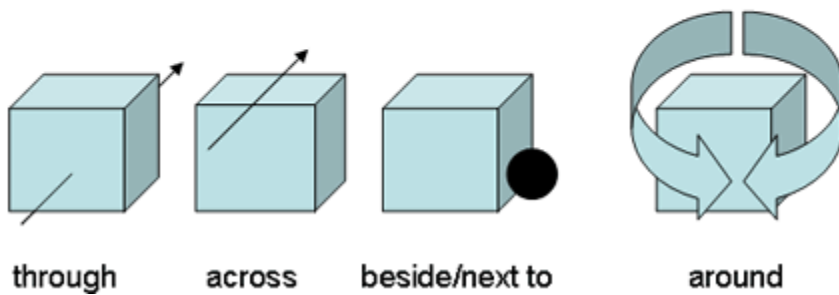
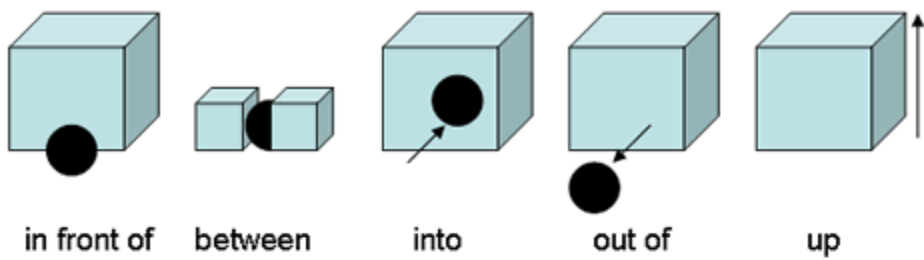
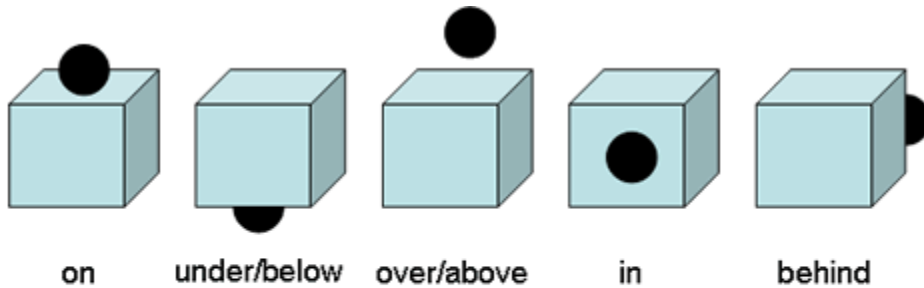
#### KNOWING MY TOWN



#### REMEMBER THE PREPOSITIONS OF PLACE.

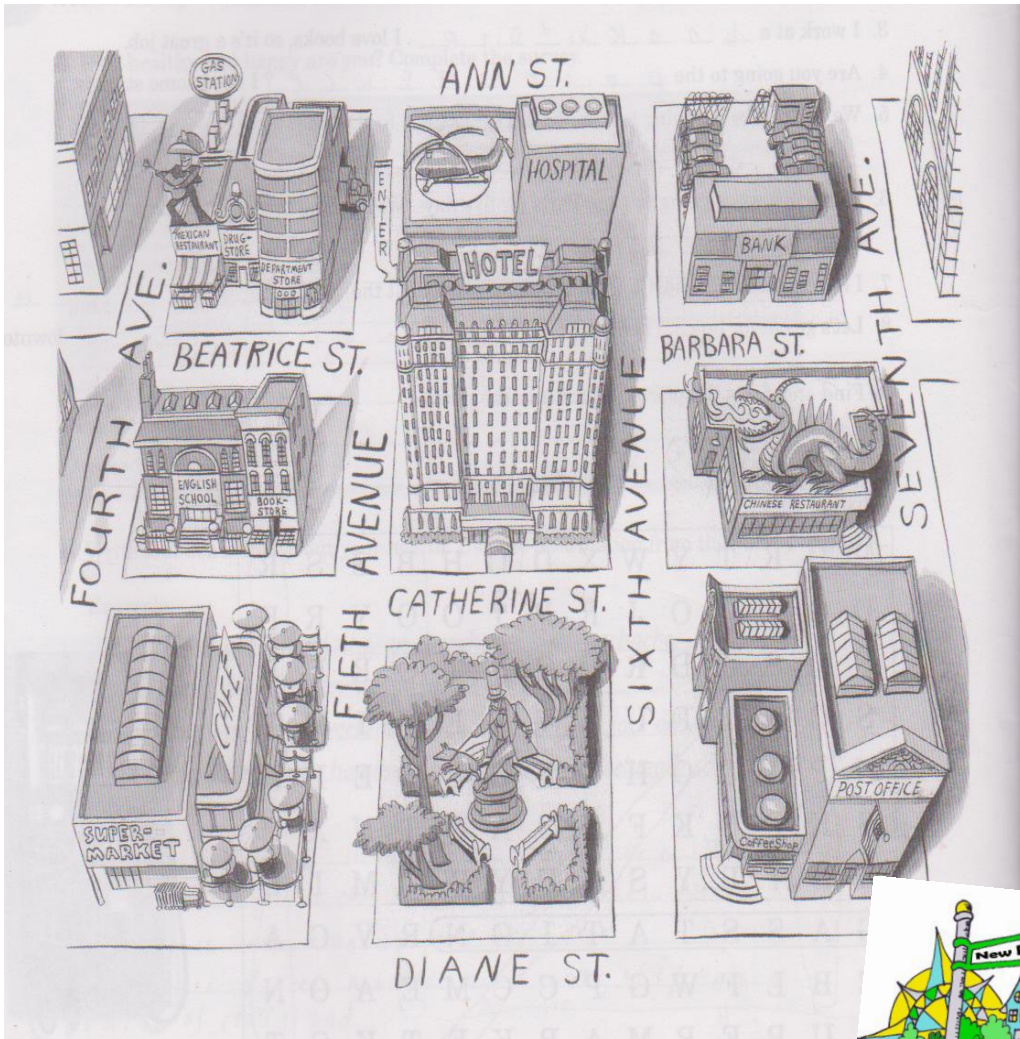
The most important are:

in, on, under, in front of, behind, next to, between, opposite



# GIVING DIRECTIONS

1. Look at the map. Write a sentence with the prepositions of place.



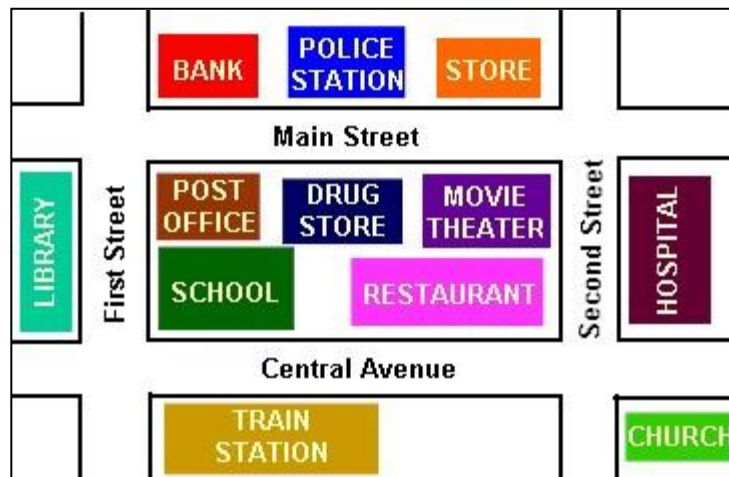
- 1. Bookstore                      The bookstore is next to the English School.
- 2. Supermarket                      \_\_\_\_\_
- 3. Hospital                              \_\_\_\_\_
- 4. Gas station                              \_\_\_\_\_
- 5. Chinese restaurant                      \_\_\_\_\_
- 6. Hotel                                      \_\_\_\_\_
- 7. Post office                              \_\_\_\_\_
- 8. Drugstore                              \_\_\_\_\_

## LESSON 2

### A NEIGHBOURHOOD MAP

1. Look at the map of the city. Complete the sentences with the correct Prepositions of Place.

next to    between    opposite    behind



1. The police station is  the bank and the store.
2. The drug store is  the police station.
3. The school is  the restaurant.
4. The train station is  the school.
5. The drug store is  the movie theater and the post office.
6. The movie theater is  the restaurant.

### LESSON 3

## MY HOME TOWN



1. Write a description about your town or city.

***I live in Guaytacama, It is a big Parish,*** \_\_\_\_\_

---

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---

2. Choose the correct answer below to fill the gap. You have to use a lot of (uncountable nouns) / a few (for countable nouns).

1. Jane has invited a few boys to her party.

2. I have \_\_\_\_\_ things to do.

3. I have got \_\_\_\_\_ friends.

4. You need \_\_\_\_\_ time to finish your homework.

5. You buy \_\_\_\_\_ bottles of water for me.

6. There are \_\_\_\_\_ birthdays to celebrate this month.

7. There is \_\_\_\_\_ milk.

8. I like to eat \_\_\_\_\_ biscuits.

9. Quito has \_\_\_\_\_ pollution.

10. We have a lettuce and \_\_\_\_\_ tomatoes.





## LESSON 4

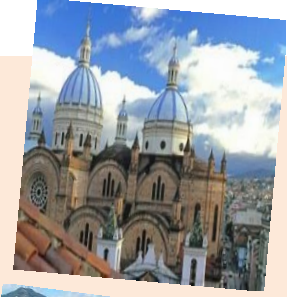
### MY FRIEND IN OTHER IMPORTANT PLACE

#### 1. Read the Postcard and complete the information.

Dear Sheila

This is my city, Cuenca. It is a big city in the Highland Region. Cuenca has a \_\_\_\_\_ in the centre of the city. There is a \_\_\_\_\_ called the "New Cathedral", it is near the park. There is a school. It has two hundred students. This city has some \_\_\_\_\_, there you can eat delicious food.. There are a lot of touristic \_\_\_\_\_ where you can enjoy. Cuenca has a river. Can you see the \_\_\_\_\_ in the Picture?

Best wishes.



Cuenca

San Francisco Street.

Madison, 53704

#### 2. Answer the following questions below.

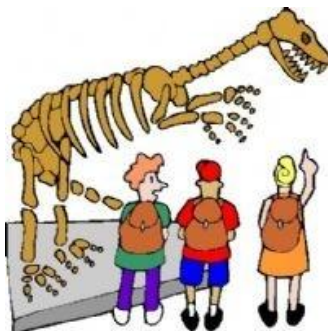
- Where is the park? The park is opposite the school.
- Where is the bank? \_\_\_\_\_.
- Where is the Internet cafe? \_\_\_\_\_.
- Where is the hospital? \_\_\_\_\_.
- Where is the bus stop? \_\_\_\_\_.
- Where is the hotel? \_\_\_\_\_.
- Where is the doctor's office? \_\_\_\_\_.
- Where is the shopping centre? \_\_\_\_\_.

# LESSON 5

## VISITING NEW PLACES

1. Look at the pictures. Match with the correct word.

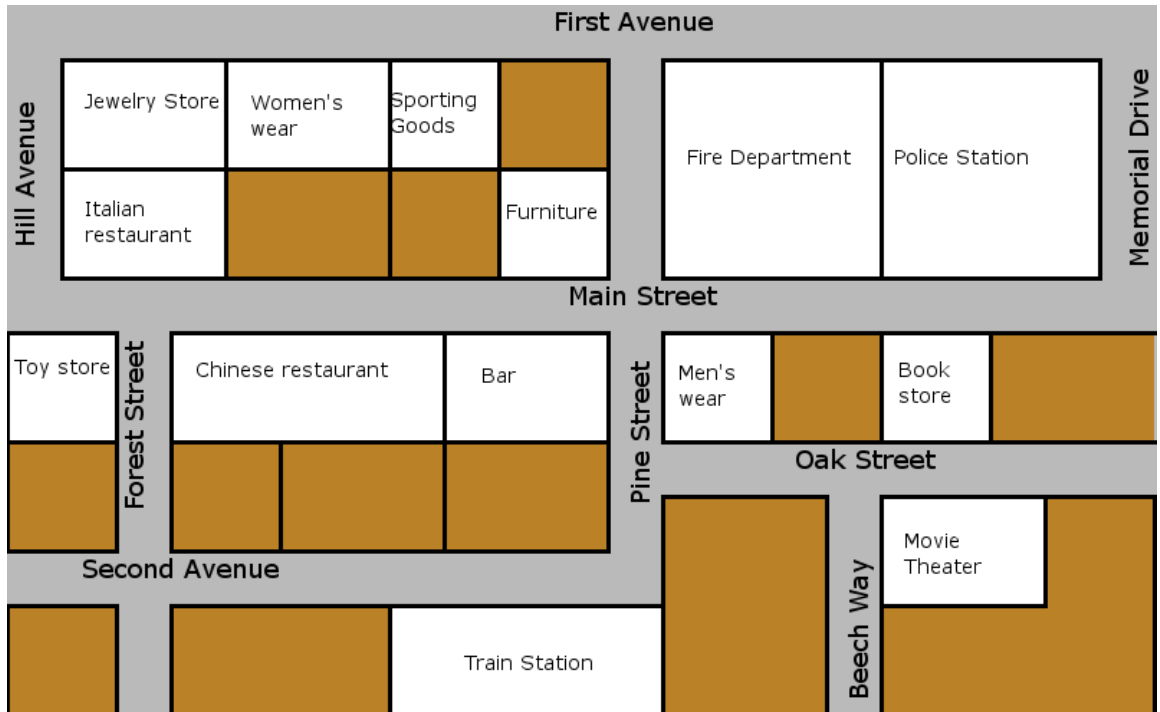
restaurant	supermarket	library	swimming pool
museum	hotel	cinema	park





## TEST

1. Look at the map of the city. Choose the correct Prepositions of Place.



1. The jewelry store is \_\_\_\_\_ (behind/in)the Italian restaurant.
2. The bar is \_\_\_\_\_( on/ near)the Furniture.
3. The police station is \_\_\_\_\_(next to/in front of) Fire Department.
4. The toy store is \_\_\_\_\_(in front of /next to) the Chinese restaurant.
5. The movie theater is \_\_\_\_\_ (opposite/behind)the Book store.
6. The sporting goods store is \_\_\_\_\_(opposite/ next to) the women's wear.
7. The bar is \_\_\_\_\_(behind/next to)the Chinese restaurant.
8. The Women's wear is \_\_\_\_\_(at/between)the Jewelry Store and the Sporting Goods.

**2. Answer the following questions according to the map of the city.**

a) Where is the jewelry?

\_\_\_\_\_.

b) Where is the bar?

\_\_\_\_\_.

c) Where is the police station?

\_\_\_\_\_.

d) Where is the toy store?

\_\_\_\_\_.

e) Where is the movie theater?

\_\_\_\_\_.

f) Where is the sporting goods store?

\_\_\_\_\_.

g) Where is the bar?

\_\_\_\_\_.

h) Where is the Women's wear?

\_\_\_\_\_.

**3. Choose the correct answer below to fill the gap. You have to use a lot of (uncountable nouns) / a few (for countable nouns).**

1. Jane has invited \_\_\_\_\_ (a lot of/ a few) boys to her party.

2. I have \_\_\_\_\_ (a lot of/ a few) things to do.

3. I have got \_\_\_\_\_ (a lot of/ a few) friends.

4. You need \_\_\_\_\_ (a lot of/ a few) time to finish your homework.

**4. Read the text and underline the adjectives.**

**MY TOWN**

*Guaytacama is an historic place in the Highland Region.*

*It is a small town. It has an attractive landscape.*

*Guaytacama is a fun and exciting place to visit.*

*It is very cold. There are some interesting places such as :*

*a central park where you can relax, a very big church,*

*a stadium, a river with clean water also there are a lot*

*of restaurants for tourists and others important places*

*that you can visit.*



**5. Write a description about your town or city.**

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## CONCLUSIONS

- The workbook is a useful material that will help to improve the productive and receptive skills.
  
- The workbook contains different and interesting activities, with which the students will learn and obtain better knowledge.
  
- The reinforcement tasks will encourage the students to strengthen the classes learned in a better way.

## **RECOMMENDATIONS**

- The teachers and students should use the workbook, as a help to their classes.
  
- The students should do these activities, because they will be reinforced by the teachers.
  
- The students must practice the reinforcement tasks, of this way they will have interest for the English subject.

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**ANNEXES**

## ANNEXE 1



### “TECHNICAL UNIVERSITY OF COTOPAXI” ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC SCIENCES

Latacunga – Ecuador  
ENGLISH CAREER

Survey to be applied to students at Lcdo. José Gabriel Terán “High School”.

**Objective:** To determine the need a Workbook Design with reinforcement tasks for students from 8<sup>th</sup> courses.

#### INSTRUCTIONS:

Read each question and answer with complete sincerity, their answers are very important and that will allow the success of this research work.

1. Do you consider that the English Subject is important in your institution?

Yes ( )

No ( )

2. How are you evaluated in term your skills in the English language?

SKILLS	1	2	3	4	5
Speaking					
Listening					
Writing					
Reading					

3. How do you evaluate the knowledge that the teacher has to teach the English subject?

High ( )

Average ( )

Low ( )

4. What kind of Didactic Resources does the teacher apply to teach the class?

Workbook ( )

Books ( )

Audiovisual ( )

Others.....

5. What kind of methodology does the teacher apply for the grammatical structure?

Composition ( )

Dictation ( )

Filling sentences ( )

Individual tasks ( )

Tasks group ( )

Others.....

6. What kind of methodology does the teacher apply for the Reading Development?

Reading aloud ( )

Silent Reading ( )

Read variety of texts ( )

Others.....

7. Do you consider necessary for an optimal learning of the English language the design of a workbook that contains different activities, and tasks reinforcement?

Yes ( )

No ( )

8. Which elements do you consider important in a workbook design?

Grammar ( )

Expressions ( )

Vocabulary ( )

Reading system with options to resolve ( )

Individual Works ( )

Collective Works ( )

Others.....

9. Do you consider that the workbook will be a support for the best understanding and assimilation for the Our World Through English Book # 1?

Yes ( )

No ( )

10. Do you think with the reinforcement activities that contain the Workbook will improve their performance?

Yes ( )

No ( )

THANK FOR YOUR COLLABORATION

## ANNEXE 2



### “TECHNICAL UNIVERSITY OF COTOPAXI” ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC SCIENCES

Latacunga – Ecuador  
ENGLISH CAREER

Survey to be applied to the authorities and English teachers at “Lcdo. José Gabriel Terán” High School.

**Objective:** To get information about the need to implement a Workbook Design with reinforcement tasks for the Our World Through English book # 1, to the students from 8<sup>th</sup> courses.

#### INSTRUCTIONS:

Read each question and answer with complete sincerity, their answers are very important and that will allow the success of this research work.

1. Do you consider English Subject is important in your institution?

Yes ( )

No ( )

2. How do you evaluate your level of knowledge about the English language?

High ( )

Average ( )

Low ( )

3. What sort Didactic Resources do you apply to teach your class?

Workbook ( )

Books ( )

Audiovisual ( )

Others.....

4. What kind of methodology do you apply for the grammatical structure?

Composition ( )

Dictation ( )

Filling sentences ( )

Individual tasks ( )

Tasks group ( )

Others.....

5. What kind of methodology do you apply for the Reading Development?

Reading aloud ( )

Silent Reading ( )

Read variety of texts ( )

Others.....

6. Do you believe that the methodology apply in the teaching of the English language is adequated?

Yes ( )

No ( )

7. Do you consider necessary for an optimal of English language learning the design of a workbook that contains different activities, and tasks reinforcement?

Yes ( )

No ( )

8. Which elements do you consider important in a workbook design?

Grammar ( )

Expressions ( )

Vocabulary ( )

Reading system with options to resolve ( )

Individual Works ( )

Collective Works ( )

Others.....

9. Do you consider that the workbook will be a support in the students for the better understanding and assimilation for the Our World Through English Book # 1?

Yes ( )

No ( )

10. Do you believe that the Workbook will you help to reinforce your classes?

Always ( )

Almost always ( )

Sometimes ( )

Never ( )

THANK FOR YOUR COLLABORATION