

***“WE ENJOY SPEAKING  
ENGLISH”***

**We enjoy speaking English has been produced by a pair of a creative students to the “Tecnica del Norte University”**

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**INSTRUCTIONS FOR THE USE OF THIS DIDACTIC GUIDE.**

Nowadays more than ever learn English is so important because this language has become in a tool of communication which opens many possibilities of life.

**“WE ENJOY SPEAKING ENGLISH”** is a didactic guide which is composed of activities which help to the students to develop their speaking and teachers to get a tool of work in order to improve the learning in their students.

This didactic guide consist in twenty exercises of two pages each one. Each exercise has different tasks which are numbered and show the steps to perform the task.

The research group hopes this didactic guide help to motivate to the students and teachers in the teaching – learning process to this wonderful and universal language.

**AIM**

Improve the speaking skill by means of the use of a didactic guide with interactive activities in order develop the oral communication in the students of tenth year of Basic Education in a better way.

**Contents of the guide**

1. Strategy 1: Describing people
2. Strategy 2: Family
3. Strategy 3: Weddings
4. Strategy 4: Sofia go shopping
5. Strategy 5: What are made of?
6. Strategy 6: Buying clothes
7. Strategy 7: Try on clothes
8. Strategy 8: Famous people
9. Strategy 9: Count and Non-counts nouns
10. Strategy 10: Future plans
11. Strategy 11: What I want to be in the future
12. Strategy 12: Vacations in Ecuador
13. Strategy 13: Inventions
14. Strategy 14: Past Actions
15. Strategy 15: Daily Routines
16. Strategy 16: Adverbs of frequency
17. Strategy 17: Natural disasters
18. Strategy 18: Weather
19. Strategy 19: Dialogues
20. Strategy 20: Playing cards

**STRATEGY N° 1**

- **TITLE:** “DESCRIBING PEOPLE”
- **Conceptualization:** To tell or show in written or spoken words how is somebody.
- **Objective:** Describe the people characteristics.
- **Linguistic Content:** Adjectives: tall, short, slender, nice, angry, happy, sad, and handsome, slim, thin, long, black. Nouns: skirt, blouse, t-shirt, pant, socks, shoes, jeans, scarf, sweater, and Simple Present.

**1. Describe your best friend in oral form and then write a paragraph. What kind of person is he/she? What does he/she look like?**

**Example:**



Tony is my best friend.  
He looks like Tom Cruise.  
He's a very funny person.

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**2. Answer these questions about your best friend, first in oral form then writes them.**

- **What is your best friend name?** \_\_\_\_\_
- **When is her birthday?** \_\_\_\_\_
- **How old is she?** \_\_\_\_\_
- **What does she look like?** \_\_\_\_\_
- **What is her favourite actor?** \_\_\_\_\_

**3. Describe one of your classmates without saying the name of who you are describing. Then one of your classmates has to guess who you are describing.**

**Example:**



This person is wearing jeans and a pink t-shirt. She has long blonde hair and blue eyes.



(Let me guess.) Is it Cindy?

**4. Talk about your family members. Describe their personality and appearance, first orally then writing form.**

**Example:**



My father is kind and tall. I think he's handsome and smart. My mom is really nice. She has short brown hair, she has blue eyes, and she is tall and slender. My sister is very happy, she has short black hair, and she has brown eyes. Her favorite color is pink.

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**STRATEGY N° 2**

- **TITLE:** “FAMILY”
- **Conceptualization:** a group of people affiliated by consanguinity
- **Objective:** Talk about family members.
- **Linguistic Content:** wh questions, apostrophe ‘

**1. Read about this family.**

***ALAN’S FAMILY***



*My family is very special to me. I have a mom, a dad a brother and a sister. My brother's name is Max, my sister is Sophie. My mom is Lori and my dad is Peter. I have 2 grandmas named Carolyn and Tina and 1 grandpa named Josh. My other grandpa Leslie passed away six years ago. My mom's sister, Talia and her husband Daniel live in Los Angeles, California. My aunt is going to have a baby so I will have a cousin. My other aunt who is my dad's sister lives here in Ohio. My mom's brother Ronny, which is my uncle, lives in Seattle, Washington. Everyone tells me I am built like my dad and look just like my grandma. My sister looks like my aunt Talia and my brother looks like both of my grandpas. That is all about my family!!!!!!!*

**2. Use the reading family in the task 1 and complete the sentences.**

a) *Max is Peter's*

\_\_\_\_\_

b) *Lori is Peter's*

\_\_\_\_\_

c) *Max and Sophie are Peter and Lori's*

\_\_\_\_\_

d) *Sophie is Max's*

\_\_\_\_\_

f) *Caroline and Josh are Peter's*

\_\_\_\_\_

g) *Peter is Sophie's*

\_\_\_\_\_

h) *Talia is Max, Sophie and Alan's*

\_\_\_\_\_

i) *Ronny is Lori's*

\_\_\_\_\_

j) *Caroline is Alan's*

\_\_\_\_\_

k) *Josh is Alan's*

\_\_\_\_\_

l) *Ronny is Max's*

\_\_\_\_\_

**3. Work in pairs. Answer these questions, first orally and then in writing form.**

- *Do you have a large or small family?* -----
- *Do you have any brothers or sisters?* -----
- *Are they older or younger than you?* -----
- *What's your father's name?* -----
- *What's your mother's name?* -----
- *What are your grandparent's names?* -----
- *What is your mother like?* -----

**STRATEGY N° 3**

- **Title:** WEDDINGS
- **Objective:** learn about wedding customs around the world
- **Linguistic Content:** simple present, wh questions word.

**1. Read about these wedding customs.**

**WEDDING IN ECUADOR**

*Ecuadorian weddings are predominantly Catholic and you will follow whatever rites and traditions associated with the Catholic faith. The marriage process is often separated into two very distinct events, the civil wedding, and the ecclesiastical wedding. When an event is made of them, civil weddings tend to be more private affairs designed for family and close friends only. The ecclesiastical wedding tends to be more elaborate with extended family and other friends in attendance. Often, they are followed by a reception where the just married dance vals, then the gentleman puts a garter in a girls leg, next they participated in a dance, and most of them drink alcohol.*

**2. Search on the internet about other wedding customs around the world and write here.**

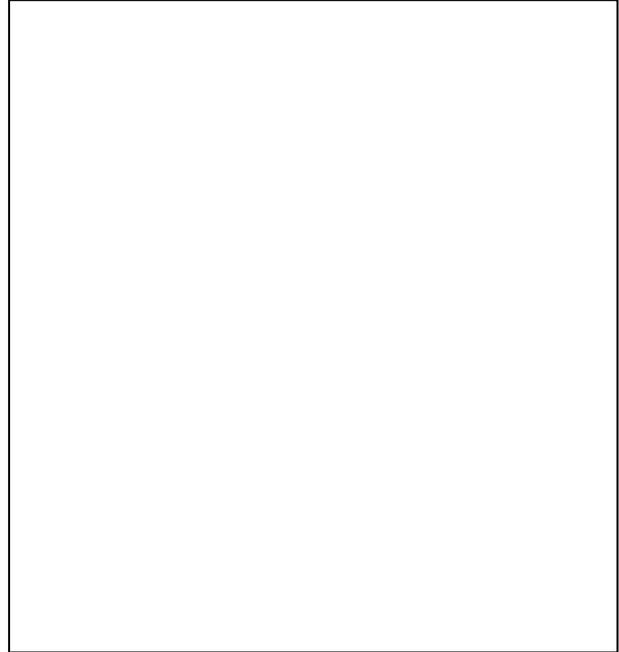
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**3. Fill in the table some information about wedding customs found in task 2.**

<i>Wedding custom?</i>	
<i>When it take place?</i>	
<i>Who takes part?</i>	

**4. Draw your dream wedding.**

**Example:**



**5. Answer these questions, first in oral form and then in writing.**

- *Has anyone gotten married or attended a wedding recently? What sort of ceremony was it (traditional, modern, Western, etc.)?*

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- *What customs were followed (white dress, red dress, flowers, etc.)?*

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- *Have you ever attended a wedding from a culture different than you?*

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- *What unique customs were followed?*

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**STRATEGY N° 4**

- **TITLE: “SOFIA GO SHOPPING”**
- **Objective:** The student will be able to create a story through pictures.
- **Conceptualization:** This activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher
- **Linguistic content:** Simple present, regular /irregular verbs.

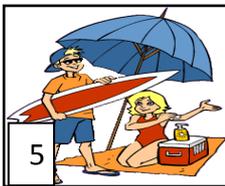
**1. Look at the pictures and try to order them to make a story**

*EXAMPLE:*

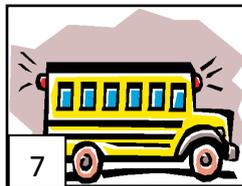
<i>Go to vacations</i>	<i>take a shower</i>	<i>visit a beach</i>	<i>wake up</i>
<i>have an accident</i>	<i>travel in bus</i>	<i>enjoy the beach</i>	<i>return at home</i>



take a shower



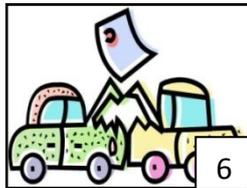
enjoy the beach



travel in bus



return at home



have an accident



wake up



go to vacations



visit a beach

*One day Juan woke up early in the morning. Then he took a shower and he was ready to go to vacations on the beach. During 3 days he enjoyed a lot on the beach with his family: he played volleyball, swam, danced, and ate a delicious food. Then he was going to home with his family in their car when Juan and his family had an accident and they lost their car so they have to returned at home in a bus.*

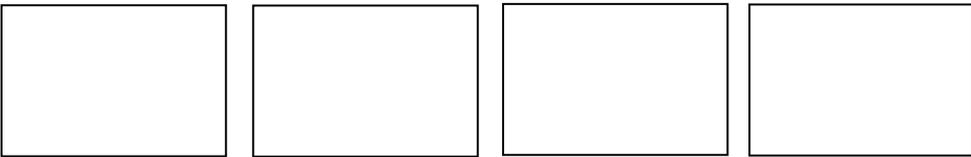
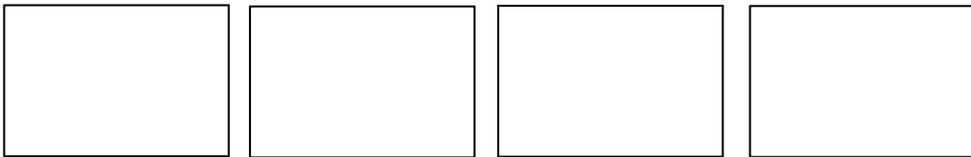
*Sofia go shopping - a thief steal her - she goes to the police station - buy a lot of things - the thief pointed out with his gun - police found him*



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**2. Form group of 4 people and tell a story according their point of view.**

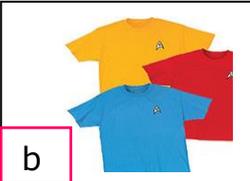
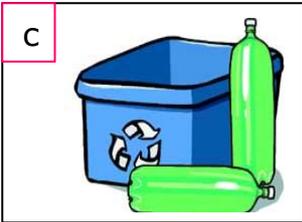
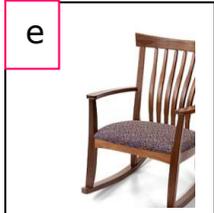
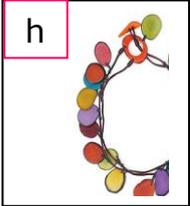
**3. Glue your own picture story about: vacations, sports, music. Then share with your classmates in front of the class.**



**STRATEGY N° 5**

- **Title:** WHAT ARE THEY MADE OF?
- **Objective:** Develop the student`s speaking ability talking about materials.
- **Linguistic Content:** passive verb form, present perfect.

1. Match the materials used to make these things with where they come from.

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<div style="border: 1px solid black; padding: 5px; display: inline-block;">e</div> 	<div style="border: 1px solid black; padding: 5px; display: inline-block;">                 ( ) glass                  ( ) leather                  ( ) metal                  ( ) tagua             </div>		<div style="border: 1px solid black; padding: 5px; display: inline-block;">                 ( ) cotton                  ( ) wood                  ( ) bamboo                  ( ) plastic             </div>
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		<div style="border: 1px solid black; padding: 5px; display: inline-block;">h</div> 	

2. Use the vocabulary below to make sentences as in the first example.

Houses, shoes, keys, **bottles**, chairs, T-shirts, bins, necklace

- a. *The **bottles** are made of glass.*
- b. ....
- c. ....
- d. ....
- e. ....
- f. ....
- g. ....
- h. ....

3. Answer these questions, orally and then in writing form.

- ❖ **What material is made of bottles?**  
.....
- ❖ **What material is made of your shoes?**  
.....
- ❖ **What material is made of your sweater?**  
.....
- ❖ **What material is made of your earrings, ring and necklace?**  
.....

4. Read the text about glass and circle the things that are made of glass. Next search a short history about 1 material of the task one and write here. Then share with your classmates in front of the class.

*Glass is an inorganic solid material that is usually clear or translucent with different colors. It is hard, brittle, and stands up to the effects of wind, rain or sun. Glass has been used for various kinds of bottles and utensils, mirrors, windows, Aquariums, Christmas tree ornaments, engraved glassware, doors, furniture tops, scientific apparatus, car windshields, light bulbs, clocks, cups, drinking glasses. It is thought to have been first created around 3000 BC, during the Bronze Age. Egyptian glass beads date back to about 2500 BC.*

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**STRATEGY N° 6**

- **TITLE:** “BUYIND CLOTHES”
- **Conceptualization:** To acquire something and pay for that service.
- **Objective:** To develop student’s speaking ability in order to give and ask for information regarding location.
- **Linguistic content:** Nouns, question word.

**1. Write the words under the picture, and then pronounce them.**

*T-shirt      sport shoes      wallets      socks      necklace*  
*sweater      earrings      ring      cap      gloves*



----- wallets -----



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**2. Complete this conversation. Use the words in the box.**

*Dressing room – which - \$20 – what – shirt – medium – how much*

*Adriana:* Good morning. Can I help you?

*Adriana:* Certainly. \_\_\_\_\_ color?

*Adriana:* And \_\_\_\_\_ size?

*Adriana:* We have these shirts on sale.

*Adriana:* \_\_\_\_\_

*Adriana:* Sure. The \_\_\_\_\_ is right there.

*Karla:* Yes, please. I'm looking for a \_\_\_\_\_.

*Karla:* Blue or green.

*Karla:* \_\_\_\_\_.

*Karla:* \_\_\_\_\_ are they?

*Karla:* May I try this one on?

**3. Work in group of four people. Two students form group “A” (Sellers) and two students form group “B” (buyers). Imagine you are going to a store to buy different things.**

**VOCABULARY**

- ✓ How much does a sweater cost?
- ✓ What color would you like?
- ✓ What material is this?
- ✓ How much is it?
- ✓ Can you give me a better price?

**4. Look at the pictures and write questions and answer, then practice in pairs.**



\$ 3

A: *how much those gloves cost?*

B: *It cost \$ 3 dollars*



\$60

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

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



\$25

A: \_\_\_\_\_.

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



\$15

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

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

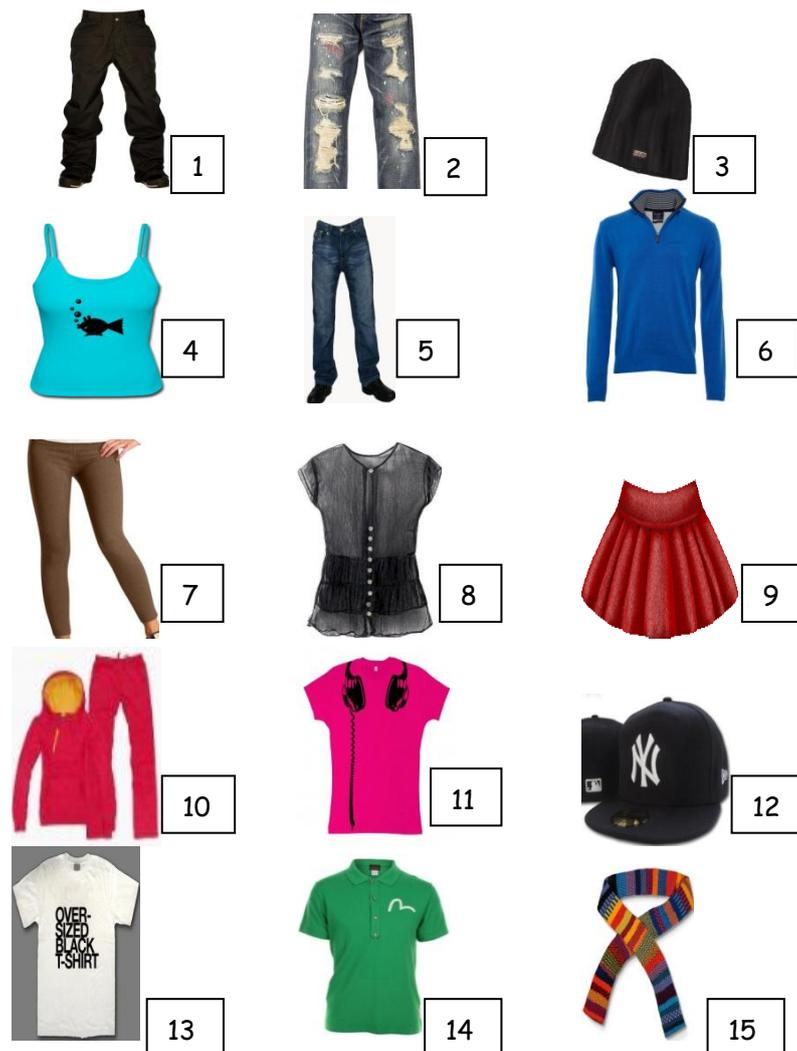
**STRATEGY N° 7**

- **Title:** TRY ON CLOTHES
- **Objective:** To describe and learn about styles.
- **Linguistic Content:** adjectives, wh questions word, nouns.

1. Look at the words below. Which ones describe your own style?

ELEGANT	CONSERVATIVE	FASHIONABLE	FORMAL
RETRO	SLOPPY	INFORMAL	SPORT

2. Match the word with the pictures.



- Belly tops ( )
- Oversized ( )
- T-shirt ( )
- Ripped jeans ( )
- Baseball cap ( )
- Wool cap ( )
- Sweater ( )
- Jeans ( )
- Baggy jeans ( )
- T-shirt ( )
- Blouse ( )
- Mini skirt ( )
- Scarf ( )
- Leggings ( )
- Polo T-shirt ( )
- Sport clothes ( 10 )

**3. Describe the people in the picture and give an opinion about their styles.**



**Example:** *The girl in the picture letter f has a sport style and she wears a beautiful sport clothes. I think that when you wear this kind of clothes you feel more comfortable.*

**4. - Answer these questions in oral and writing form.**

- a. *What does the word fashion mean?*  
 .....  
 .....
- b. *Which fashion style is your favorite? Why?*  
 .....  
 .....
- c. *Which fashion style is popular in your country?*  
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- d. *What kind of clothes do you like to wear?*  
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- e. *What clothes do we wear when it rains and when it is cold?*  
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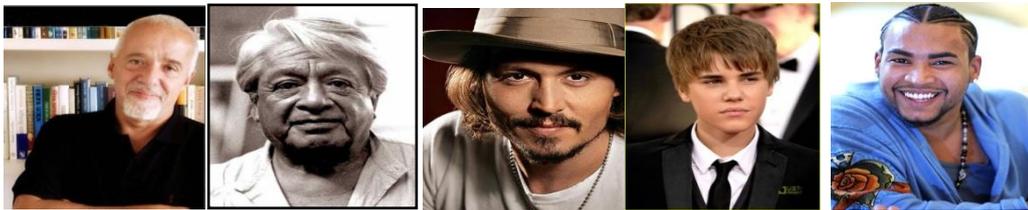
**STRATEGY N° 8**

- **Title:** “FAMOUS PEOPLE”
- **Conceptualization:** A person knows or recognize by many people.
- **Objective:** Give an opinion about famous singer.
- **Linguistic Content:** Personal pronouns, verb “be”, possessive pronouns.

**1. Unscramble the letters. Write the words.**

- |            |              |
|------------|--------------|
| a. otrac   | <u>actor</u> |
| b. reirtw  | w _____      |
| c. terinpa | p _____      |
| d. gersin  | s _____      |
| e. tooacar | c _____      |

**2. Look at the pictures and give an opinion about these famous people.**



*Pablo Coelho    Oswaldo Guayasamín    Jhony Dep    Justin Bieber    Don Omar*

**3. Look at the picture and complete the sentences.**



1. \_\_\_\_\_ my favorite singer.  
He is \_\_\_\_\_ new Album is great.



2. \_\_\_\_\_ Guayasamin.  
\_\_\_\_\_ favourite painter.



3. \_\_\_\_\_ my favorite actor  
I think \_\_\_\_\_ movies are very funny



4. \_\_\_\_\_ favorite cartoon is “The Simpsons”.  
\_\_\_\_\_ very good and interesting

4. Write about your favorite famous people and glue his/her picture. Then talk in front of the class about him or her.

**Example:**

**Oswaldo Guayasamin**



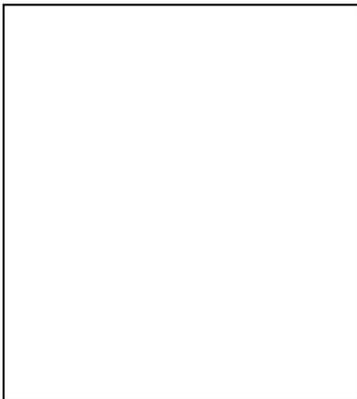
*Oswaldo Guayasamin, was born in Quito, the capital of Ecuador, on July 6, 1919. He graduated from the School of Fine Art in Quito as painter and sculptor. He carried out his first exhibit when he was 23, in 1942.*

*He achieved in his youth all National Awards, and was credited, in 1952, at the age of 33, the Grand Award of the Biennial of Spain and later the Grand Award of the Biennial of Sao Paulo.*

*His last exhibits were personally inaugurated in the Palace Museum of Luxemburg in Paris, and in the Museo Palace de Glace in Buenos Aires, in 1995. He died on March 10, 99, when he was 79 years old.*

*His work has been shown in museums in all capitals of America and in many countries in Europe, for example, in Leningrade (L'Ermitage), Moscow, Prague, Rome, Madrid, Barcelona, and Warsaw. He carried out 180 individual exhibits, and his production was fruitful in paintings, murals, sculptures and monuments.*

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**STRATEGY N° 9**

- **TITLE:** “COUNT AND NON –COUNT NOUNS”
- **Objective:** Know about count and non –count nouns.
- **Linguistic Content:** count and non –count nouns, there is, are.

1. Look at the pictures and write the correct numbers.

7 fish      8 sugar      10 coffee      3 potatoes      9 rice  
 1 eggs      5 apples      2 beans      4 water      6 milk



2. Write the count and non-count nouns in the chart bellow then pronounce them.

COUNT NOUNS	NON-COUNT NOUNS

3. Complete the sentences with count and non-count nouns.



- ✓ I usually color my hair to hide the gray.
- ✓ It took me a lot of time to finish my \_\_\_\_\_.
- ✓ I bought 10 \_\_\_\_\_ and 5 \_\_\_\_\_.
- ✓ I like to eat a lot of \_\_\_\_\_.
- ✓ This coffee has a lot of \_\_\_\_\_.

4. Look around the classroom and named all the count and non-count nouns orally and then write them.

**Example:**

There are a lot of books on the table.

There is a shelf in the classroom.

There are .....

5. Make conversation and use count and non-count nouns.

*Example:*

How *much* do you need?  
Let's see. Five apples\* should be enough.

I'd like to buy some pears.  
All right. Five pears.  
Anything else?  
No, that will be all for today.



**STRATEGY N° 10**

- **TITLE:** “FUTURE PLANS”
- **Conceptualization:** The things that will happen to someone in the future.
- **Objective:** Speak to build relationship and a sense of community.
- **Linguistic Content:** present continuous , auxiliary Would

**1. Look at the pictures and choose the correct sentences and then read them.**

- ✓ *He is going to the university.*
- ✓ *She is going to get married.*
- ✓ *She is going to find a good job.*
- ✓ *She is going to travel.*
- ✓ *She is going to have children.*



*She is going to travel*



**2. Work in pairs. Interview your partner and answers these questions.**

- *When are you going to study?* \_\_\_\_\_
- *Are you going to travel to another country?* \_\_\_\_\_
- *What are you going to do on Sunday?* \_\_\_\_\_
- *Are you going to have a party this weekend?* \_\_\_\_\_
- *What are you going to do at the weekend?* \_\_\_\_\_

**3. Write about your future plans and then read it in front of the class.**

**Example:**

*I am going to study at the Technical Del Norte University.....*

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**4. Work in pairs and talk about your future plans. Then write your classmate future plans and talk in front of the class about it.**

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**STRATEGY N° 11**

- **TITLE:** WHAT I WANT TO BE IN THE FUTURE
- **Objective:** To achieve that student can build the story through the pictures.
- **Conceptualization:** In this game, students should form groups of four. Each suit will represent a topic. Each student in a group will choose a card. Then, each student will write 4-5 questions about that topic to ask the other people in the group.
- **Linguistic Content:** Simple Past, auxiliary will.

**1. Read and Interpret the history with the vocabulary below. Then write it.**

Donna  her husband. Her husband loved Donna. They were in love with each other. She wanted to give him a birthday . He was going to be  years old next week,  wondered what to give him. Should she give him a watch, a , a new guitar? What should she give him? She asked  what he wanted for his birthday. He said he didn't want anything for his birthday. "Oh, you must want something!" she said. "You're , " he said. "I want your 

Donna loved her husband. Her husband loved Donna. They were in love with each other. She wanted to give him a birthday present. He was going to be 40 years old next week. She wondered what to give him. Should she give him a watch, a sweater, a new guitar? What should she give him? She asked him what he wanted for his birthday. He said he didn't want anything for his birthday. "Oh, you must want something!" she said. "You're right." he said. "I want your love forever."

*Happy kindergarden angry piano ensemble flute play grow up musician*

**WHAT I WANT TO BE IN THE FUTURE**

When I  , I want to be a  . When I was in Primary Three I was  deeply obsessed with music so I decided to join the  . Now I am playing the  in the Ensemble and I am very  . I would not mind playing any instrument and I will be content as long as I get to be a musician. However, I love playing the  . I have wanted to be a musician since I was in  when I first learned  how to play the piano. I like to  because playing the piano always cools me down  when I am .

**2. Write the complete story and then read it.**

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**3. Make a story and replace some words with pictures. Then share with your classmates in the class.**

**STRATEGY N° 12**

- **Title:** VACATIONS IN ECUADOR
- **Conceptualization:** Ecuador is a beautiful country where the people can do many activities and enjoy beautiful landscapes and love all of the nature that exists in Ecuador.
- **Objective:** Learn about ways to spend your free time.
- **Linguistic Content:** Past tense, free time activities

**1. Choose a free time activities to label the pictures.**

Diving	hot springs	fishing	biking	horseback
trekking	canoeing	climbing	rafting	swimming



Swimming \_\_\_\_\_



**2. Select one activity of the task 1 and write its name here.**

\_\_\_\_\_

**3. Search on the internet about the activity chose before and write here. Then fill in some information in the table.**

**BIKING Example:** *Situated in a valley of waterfalls and hot springs, Baños has become a mecca for international travelers seeking year-round temperate weather, a small town atmosphere, and a base for exploring the great Ecuadorian outdoors. Located four hours by bus from Quito, Baños Ecuador bike riding is a great way to spend the day before slipping into the thermal hot springs. The dramatic scenery that Ecuador has become known for worldwide, including volcanoes, waterfalls, and lush fields are all fantastic sights from the seat of a bike. One popular bike ride is to the village of Rio Verde. From Baños, it is possible to reach Rio Verde in approximately two hours. During your cycle, expect exciting hairpin turns, dramatic drops, and fantastic views of the volcano. There is even a lengthy tunnel you will cycle through on this journey. The trip to Baños cost \$ 69 per person.*

<b><u>BIKING</u></b>	
<i>Place where you can enjoy this activity</i>	<i>Baños</i>
<i>Cost:</i>	<i>\$69</i>
<i>Mode of transport:</i>	<i>Bus, car</i>

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<i>Place where you can enjoy this activity</i>	
<i>Cost:</i>	
<i>Mode of transport</i>	

**4. Imagine that you are going to travel to the place which you described in task 4 and describe one day of your trip.**

**Example:**

*I'm going to Cuenca with my parents and my brother. It is going to take us twelve hours coming from Otavalo. We are going to stay in "LA CHOLA" hotel. I`m going to the shopping center; I`m going to visit Mall del Rio, Jefferson Perez, and Sangurima Park; and I`m going to eat "mote pillo".....*

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**5. Prepare an oral presentation about your trip.**

**STRATEGY N° 13**

- **TITLE:** “INVENTIONS”
- **Conceptualization:** Inventions are something that people make to help the world
- **Objective:** Speak to share thought opinions.
- **Linguistic Content:** Simple Past

1. Circle the things that you use every day or almost every day.



*microwave oven 1945*



*telephone answering machine 1949*



*pocket calculator 1970*



*Video games 1970*



*Cellphone 1979*



*Walkman 1979*



*Computer 1930*



*Radio 1895*

**2. Work in pairs. Answer these questions in oral and writing form.**

❖ Which inventions do you think is the most important? Why?

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❖ What are some other things you use every day?

-----

❖ Do you think the new inventions are useful? Why?

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❖ Which inventions of the task 1 are more useful for you? Why?

-----

❖ When was television invented?

-----

❖ What invention you wouldn't like to created?

-----

**3. Choose an invention in the exercise 1 and search on the internet about its history. Then talk about it in front to the class.**

**Example:**

**TELEPHONE**



*In the 1870s, two inventors Elisha Gray and Alexander Graham Bell both independently designed devices that could transmit speech electrically (the telephone). Both men rushed their respective designs to the patent office within hours of each other; Alexander Graham Bell patented his telephone first. Elisha Gray and Alexander Graham Bell entered into a famous legal battle over the invention of the telephone, Bell won.*

**STRATEGY N° 14**

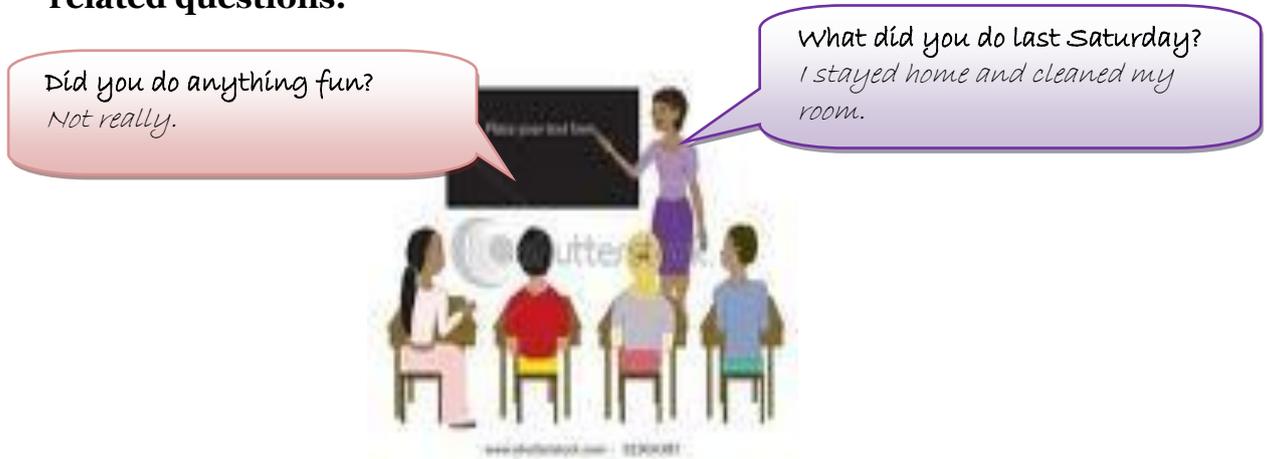
- **TITLE: “PAST ACTIONS”**
- **Conceptualization:** All the things that someone has done before now.
- **Objective:** Talk about past events.
- **Linguistic Content:** Past tense Irregular and regular verbs.

**1. Tell your partner or classmates what you did yesterday.  
Remember to use past tense.**

**Example:**



**2. Ask your partner what he/she did last weekend. Respond with related questions.**



**3. Tell about a childhood experience in front of your class.**

**Example:**

One day, when I *was* about 7 years old, there *was* a knock on our door. When I *opened* the door, I *saw* that nobody was there. I *felt* something *was* wrong, so I *called* my mother.....

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**4. Read about Diana’s typical working day. Then write what she did or didn’t do yesterday.**

I usually get up at 6 o’ clock then I take a shower and I eat a breakfast. I drive to work, it takes me an hour. I start work at 8 o’ clock. I always eat a lunch in “Carol” restaurant. I finish work at 5 o’ clock. I’m always happy and tired when I get home. I usually cook a dinner in the evening. I go to bed at about 11 o’ clock. I always sleep well.

**Example:**

She **got up** at 6 o’ clock.

- She \_\_\_\_\_ shower.
- She \_\_\_\_\_ breakfast.
- She \_\_\_\_\_ to work.
- It \_\_\_\_\_ an hour.
- \_\_\_\_\_ at 8 o’ clock.
- She \_\_\_\_\_ “Carol” restaurant.
- She \_\_\_\_\_ at 5 o’ clock.
- \_\_\_\_\_ happy and tired when she \_\_\_\_\_ home
- She \_\_\_\_\_ a dinner.
- She \_\_\_\_\_ at 11 o’ clock.
- She always \_\_\_\_\_ well.

**STRATEGY N° 15**

- **TITLE:** “DAILY ROUTINE”
- **Conceptualization:** All things that happen or that you do regularly.
- **Objective:** Talk about daily morning routine.
- **Linguistic Content:** Irregular verbs, Regular verbs, Auxiliar do does.

**1. Complete the sentences about Vicky’s morning. Use the correct form of the verbs in the box.**

Exercise	get up	play	eat
check	get up	listen	read



1. Vicky gets up early.



2. She \_\_\_\_\_ before work.



3. She \_\_\_\_\_ to the radio in the car.



4. She and her co-workers \_\_\_\_\_ breakfast together.



5. Vicky \_\_\_\_\_ her e-mail right after breakfast.



6. Her boss \_\_\_\_\_ the newspaper at work.

**2. Rewrite the sentences in the negative form. Use (don't or doesn't).**

- *Vicky's son gets up early.*  
Vicky's son doesn't get up early.

➤ *Vicky checks her e-mail before breakfast.*

---

➤ *Vicky and her son talk a lot in the morning.*

---

➤ *Vicky's son does his homework.*

---

➤ *Vicky and her boss eat breakfast together.*

---

➤ *Vicky's boss play computer games*

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**3. Write and talk your morning routine in front to the class.**

***Example:***

*I study English in the morning, I get up early.*

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**4. Write a paragraph about your daily routine, then read it.**

***Example:***

*I get up at six o'clock then I put on my sport clothes and I go to run*

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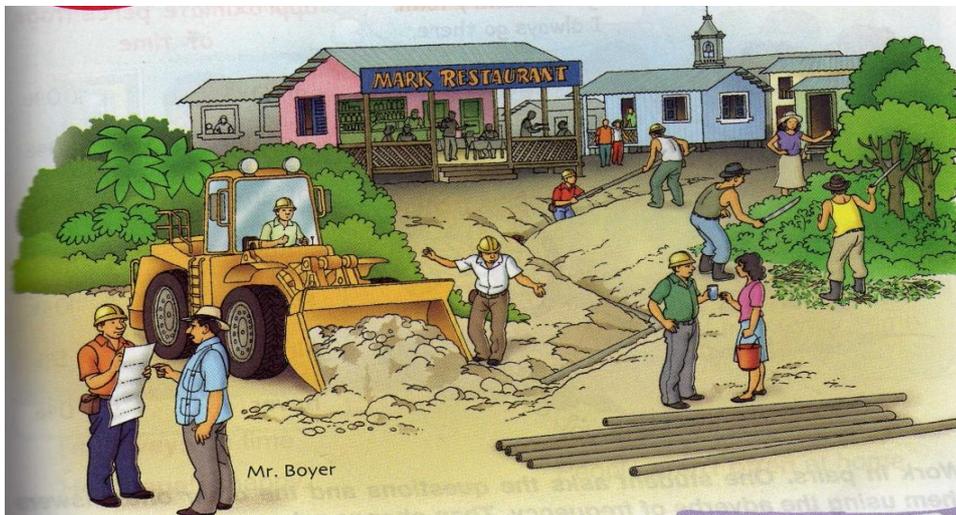
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**STRATEGY N° 16**

- **TITLE:** “ADVERBS OF FREQUENCY”
- **Conceptualization:** Use to describe how frequently we do an activity.
- **Objective:** To develop speaking skills using adverbs of frequency.
- **Linguistic Content:** Adverbs of frequency (always, never, seldom, usually, etc.)

**1. Look at the picture and talk about it.**



**2. Use the appropriate adverb of frequency to complete the sentences.**

Always      usually      often      sometimes  
Seldom      almost      never      never.

- *Mr. Boyer is **usually** busy.*
- *The workers are \_\_\_\_\_ tired.*
- *Some children are \_\_\_\_\_ in the high school.*
- *Mrs. Nelson is \_\_\_\_\_ in her restaurant.*
- *The potable water is \_\_\_\_\_ clean.*

- *Engineer Dixon is \_\_\_\_\_ in his job.*
- *The driver is \_\_\_\_\_ happy.*
- *Some women are \_\_\_\_\_ helping.*
- *The community's people are \_\_\_\_\_ on time.*
- *I am \_\_\_\_\_ late for work.*

**3. Work in pairs. One student asks the questions and the other one answers them using the adverbs of frequency. Then change roles.**

**QUESTIONS**

**ANSWERS**

- |                                                |                  |
|------------------------------------------------|------------------|
| ➤ <i>Do you ever go to the library?</i>        | <i>Sometimes</i> |
| ➤ <i>Do you ever visit your grandparents?</i>  | _____            |
| ➤ <i>Do you go to the movie?</i>               | _____            |
| ➤ <i>Do you ever go to the museum?</i>         | _____            |
| ➤ <i>Do you ever do your homework on time?</i> | _____            |
| ➤ <i>Do you ever clean your house?</i>         | _____            |
| ➤ <i>Do you ever study with your friends?</i>  | _____            |

**4. Make 10 sentences that are true for you using adverbs of frequency.**

**Example:**

- **I usually go to the library.**
- -----
- -----
- -----
- -----
- -----
- -----
- -----
- -----
- -----
- -----

STRATEGY N° 17

- **Title:** NATURAL DISASTERS
- **Conceptualization:** A natural disaster is a disaster caused by nature, such as floods, volcanic eruptions, and earthquakes.
- **Objective:** Students practice their speaking talking about natural disasters.
- **Linguistic Content:** Simple present, nouns, regular/regular verbs

1. - Label the pictures with the appropriate vocabulary, and then pronounce them.

*Eruption    fire    tsunami    earthquake    tornado    landslide    floods*



Landslide



2. - Answer these questions about natural disaster.

**What are natural disasters?**

.....  
.....

**What are disasters in the task 1? Write the names**

.....  
.....

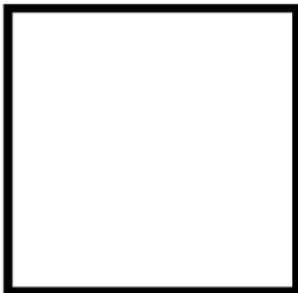
**What can it do? / How can it affect people?**

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**3. - Glue a photograph about one of the natural disasters above and then describe it, in oral and writing form.**



*Example: A landslide is a sudden collapse of a large mass of hillside. There are many different types of landslides, where not only earth, but rock, mud, and debris flow down the side of a slope*



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**4. - In groups of four. Write some advices about what you should do before, during and after an earthquake. Then share these advices in front of the class.**

1. *Keep a basic first aid box in the house*.....
2. ....
3. ....
4. ....
5. ....
6. ....
7. ....
8. ....

**STRATEGY Nº 18**

- **Title:** “WEATHER”
- **Conceptualization:** The weather is all around us, all the time. It is an important part of our lives and one that we cannot control. Instead the weather often controls how and where we live, what we do, what we wear and what we eat.
- **Objective:** Express opinions and ideas about weather.
- **Linguistic Content:** prepositions, nouns.

1. Choose one of two dialogues. Then talk in front of the class about what is trying these dialogues.

**DIALOGUE 1**



**DIALOGUE 2**



2. Write a dialogue about the weather and then practice it writes a classmate.

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3. List as many kinds of weather as you can think of:

- **Sunny**.....
- -----
- -----
- -----
- -----
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- -----
- -----
- -----
- -----
- -----
- -----

4. Find the mixed word in order to complete the dialogue.

Thundering - scheduled – grill party – wrong – once – foggy – forecast – fire place – sweltering – dreadful – like - weather

What's the \_\_\_\_\_ ( **R T W E E A H** ) \_\_\_\_\_ ( **E L K I** ) today? The weather is \_\_\_\_\_ ( **D A L F U D E R** ) and it's \_\_\_\_\_ ( **U N E N G R T H D I** ) . Pff! Yesterday was \_\_\_\_\_ ( **W E I R G N L S T E** ) , We had \_\_\_\_\_ ( **C S U D E L D H E** ) a \_\_\_\_\_ ( **L Y I L R A T R P G** ) in the garden (2 words) but maybe we'll have to do it in the \_\_\_\_\_ ( **L A F R E - C P E I** ) . For tomorrow the weather \_\_\_\_\_ ( **T E F O R C A S** ) is good, Just \_\_\_\_\_ ( **G G F O Y** ) in the morning. Ok, I hope they are not \_\_\_\_\_ ( **N R G O W** ) for \_\_\_\_\_ ( **N E O C** ) .

5. Prepare an oral presentation about the dialogue in exercise 2.

**STRATEGY N° 19**

- **Title:** “DIALOGUES”
- **Conceptualization:** A dialogue is a conversation between two or more people into a group.
- **Objective:** Talk to express and share feelings, ideas, and opinions

**1. Choose one of two dialogues. Then talk in from to the class about what is trying these dialogues.**

**Dialogue 1**

R: Hello.  
C: Hello. Is Steve there?  
R: I'm sorry. He's not here right now.  
C: What time will he be back?  
R: Around five thirty.  
C: This afternoon?  
R: Yes. May I ask who's calling?  
C: This is his friend, Greg.  
R: Okay. I'll tell him you called.  
C: Thanks.

**Dialogue 2**

**Mario:** hi , Are you Katy Kin?  
**Vivi:** No, I'm not. I'm Vivi Salazar.  
**Mario:** Hi, Vivi. I'm Mario. Nice to meet you.  
**Vivi:** Are you here for a dance class?  
**Mario:** Yes, I'm. we are in the same class.

**2. Make and write a dialogue about “Absent classmates”.**

**Example:**

**Ann:** Hi. How are you?

**Smith:** Good, thanks. How about you?

**Ann:** Pretty good. Is David here?

**Smith:** No, he is not. I think he is sick.

**Ann:** Oh. Is he at home?

**Smith:** I don't know.

**Ann:** how about Kelly and Carlos? Are they here?

**Smith:** No, they are not. They are on vacation. I think they are in New York.

**Ann:** Look! David is not sick. He is over there. He is just late again;



**3. Write a dialogue and then practice it writes a classmate.**

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**4. Complete the questions with the names of your friends and classmates.**

✓ *A: Is Jason at home?*  
*B: Yes, he is.*

✓ *A: Are \_\_\_\_\_ and \_\_\_\_\_ at work.*  
*B: \_\_\_\_\_*

✓ *A: Is \_\_\_\_\_ in the class today?*  
*B: \_\_\_\_\_*

✓ *A: Are \_\_\_\_\_ and \_\_\_\_\_ on vacation?*  
*B: \_\_\_\_\_*

✓ *A: Are \_\_\_\_\_ and \_\_\_\_\_ in your English class?*  
*B: \_\_\_\_\_*

✓ *A: Is \_\_\_\_\_ and sick today?*  
*B: \_\_\_\_\_*

✓ *A: Is \_\_\_\_\_ at the library?*  
*B: \_\_\_\_\_*

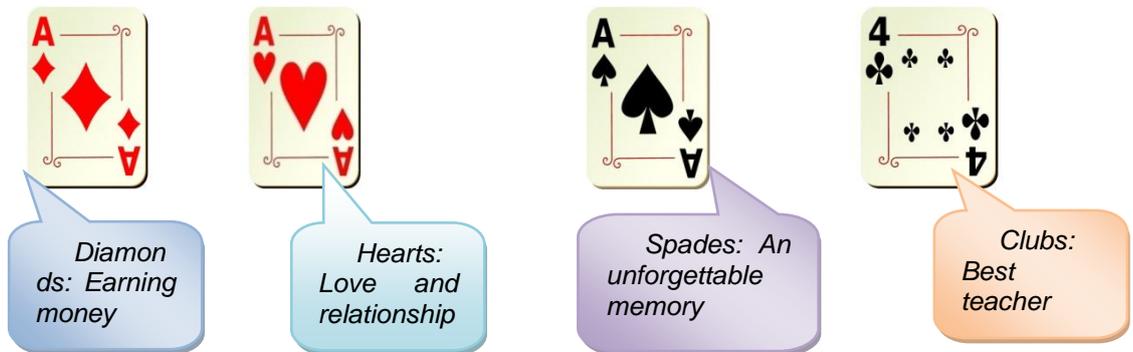
✓ *A: Are \_\_\_\_\_ and \_\_\_\_\_ asleep?*  
*B: \_\_\_\_\_*

**5. Prepare an oral presentation about the dialogue in exercise 2.**

**STRATEGY N° 20**

- **TITLE:** PLAYING CARDS
- **Objective:** To interact with their classmates and put in practice their speaking.
- **Linguistic content:** questions and answer,

**1. Form groups of four students. Each card games will represent a topic. For example:**



**2. Each student in a group will choose a card. Then, each student will write 4 questions about that topic to ask the other people in the group. For example: If the topic "Diamonds: Earning Money" the possible questions will be:**



- **Would it be possible to earn money without working? How?**  
*I think that it is not possible to earn money without working because if you don't work, you don't have money and nowadays nobody give money.*
- **In many families, money is kept either by the wives or the husbands.**  
 .....  
 .....

- Which jobs are disgraceful ones?

.....  
.....



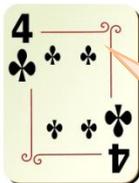
**Hearts:**  
*Love and relationship*

1. ....
2. ....
3. ....
4. ....



**Spades:** *An unforgettable memory*

1. ....
2. ....
3. ....
4. ....



**Clubs:**  
*Best teacher*

- .....
- .....
- .....
- .....

**3. In front of the class read your questions and choose one question to ask one of your classmates.**

**KEY TO EXERCISES**

**STRATEGY # 2**

**EXERCISE 2:** son, wife, daughter, sister, parents, father, aunt, brother, grandmother, grandfather, uncle.

**STRATEGY # 4**

**EXERCISE 1:** Sofia goes shopping, buy a lot of things, the thief pointed out with his gum, and police found him.

**STRATEGY # 5**

**EXERCISE 1:** d, g, f, h, b, e, a, c

**STRATEGY # 6**

**EXERCISE 2:** which, what, \$20, dressing room, shirt, medium, How much.

**STRATEGY # 7**

**EXERCISE 2:** 4, 13, 2, 12, 3, 6, 5, 1, 11, 8, 9, 15, 7, 14, 10

**STRATEGY # 8**

**EXERCISE 1:** actor, writer, painter, singer, cartoon.

**EXERCISE 3:** Don Omar, Oswaldo, is my, Jhonny Dep is, his, my, It is.

**STRATEGY # 9**

**EXERCISE 1:** 5, 8, 3, 6, 1, 7, 10, 2, 4, 9

**EXERCISE 3:** hair, homework, apples, 5 oranges, rice, sugar.

**STRATEGY # 11**

**EXERCISE 1:** grow up, musician, ensemble, flute, happy, piano, kinder garden, play, angry

**STRATEGY # 12**

**EXERCISE 1:** swimming, canoeing, fishing, biking, horseback, trekking, climbing, rafting, swimming, hot springs.

**STRATEGY # 14**

**EXERCISE 4:** took, ate, drove, took, she started to work, ate, finished, she was, got, cooked, went to the bed, slept.

**STRATEGY # 15**

**EXERCISE 1:** exercises, listen to, eat, check, read

**STRATEGY # 17**

**EXERCISE 1:** eruption, fire, floods, earthquake, tornado, tsunami.

**STRATEGY # 18**

**EXERCISE 4:** weather, like, dreadful, thundering, **sweltering**, scheduled, grill party, fire place, forecast, foggy, wrong, once.