



INSTITUTO TECNOLÓGICO
SUPERIOR JAPÓN

GUÍA
METODOLÓGICA
DE
INGLÉS I

COMPILADO POR:

LIC. DELVIS PÉREZ

PARVULARIA

AMOR AL CONOCIMIENTO



1. IDENTIFICACIÓN

NAME OF THE SUBJECT: INGLES I	LEARNING COMPONENTS	Marco Común Europeo de las Lenguas B.1		
<p>Learning Result:</p> <p>COMPETENCES AND OBJECTIVES</p> <ul style="list-style-type: none"> *Giving personal information. *Describing people. *Asking and Answering questions using the simple present of the verb Be. *Writing affirmative, negative and interrogative statements with the verb be. *Applying adjectives and pronouns in sentences. *Applying some phrasal verbs in simple present sentences. *Acquire vocabulary for discussing topics. *Talking about the alphabet, countries, numbers, members of the family, likes and dislikes. *Identifying pronouns and their meanings in simple statements. *Writing simple and short sentences using pronouns. *Reading and listening to different short texts as songs and articles about personal information to discuss in class. *Asking for and giving opinions. *To understand the main and some essential details of conversations and audio-text to write simple phrases with the given vocabulary. 				
Docente de Implementación:				
DELVIS MILAGROS PEREZ ALVAREZ		Duración: 20 horas		
Unidades	Competencia	Resultados de Aprendizaje	de Actividades	Tiempo de Ejecución



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<p>Unit 1</p> <p>1-Saying the alphabet.</p> <p>2-Spell names and words.</p> <p>3-Greetings and leave takings.</p> <p>4-Giving personal information. (names, ages, nationalities, professions, place and date of birth, address, among others)</p> <p>5-Talking about someone else's information. (names, ages, nationalities, professions, place and date of birth, address, among others)</p> <p>6-Talking about moods.</p> <p>7-Using the verb be in affirmative sentences.</p> <p>8-Using pronouns in simple statements.</p>	<p>*Giving personal information</p> <p>*Describing people's mood</p> <p>*Asking and Answering questions using the simple present and verb be.</p> <p>*Read, discuss and listen to different texts as songs, and articles about personal information.</p> <p>*Writing simple and short sentences using pronouns.</p>	<p>COGNITIVE:</p> <p>To recognize the verb Be in the simple present tense; in affirmative and negative questions and answers.</p> <p>PROCEDIMENTAL:</p> <p>To develop the grammatical structure and apply it to real life examples.</p> <p>ATTITUDINAL:</p> <p>To apply the learned vocabulary and grammar in dialogues and speeches with good pronunciation.</p>	<p>LISTENING:</p> <p>Skills strategies, active language from a text. (a song)</p> <p>READING:</p> <p>Interpret a brainstorm. Confirm facts.</p> <p>WRITING:</p> <p>Write a paragraph about personal information.</p> <p>SPEAKING:</p> <p>Talk about personal information.</p>	<p>5 horas</p>
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<p>Unit 2</p> <p>1-Describe yourself and someone else.</p> <p>2-Talking about likes and dislikes.</p> <p>3-Saying cardinal and ordinal numbers.</p> <p>4-Counting from 1 to 100.</p> <p>5-Talking about members of the family.</p> <p>6-Using WH questions with the verb be.</p> <p>7-Using the verb Be in negative and interrogative statements.</p> <p>8-Talking about nationalities.</p> <p>9-Using them (nationalities) in affirmative, negative and interrogative statements with verb Be.</p>	<p>*Describing people.</p> <p>*Asking and Answering questions using the simple present of the verb Be.</p> <p>*Writing affirmative, negative and interrogative statements with the verb be.</p> <p>*Applying adjectives and pronouns in sentences.</p> <p>*Acquire vocabulary for discussing topics.</p> <p>*Talking about countries, numbers, members of the family, likes and dislikes.</p> <p>*Identifying pronouns and their meanings in simple statements.</p> <p>*Writing simple and short sentences. *Reading and listening to different short texts as songs and articles about personal information to discuss in class.</p> <p>*Asking for and giving opinions.</p> <p>*To understand the main and some essential details of conversations and audio-text to write simple phrases with</p>	<p>COGNITIVE:</p> <p>To recognize the verb Be in the simple present tense; in affirmative and negative questions and answers.</p> <p>PROCEDIMENTAL:</p> <p>To develop the grammatical structure and apply it to real life examples.</p> <p>ATTITUDINAL:</p> <p>To apply the learned vocabulary and grammar in dialogues and speeches with good pronunciation.</p>	<p>LISTENING:</p> <p>Skills strategies, active language from a text. (a song)</p> <p>READING:</p> <p>Interpret a brainstorm. Confirm facts.</p> <p>WRITING:</p> <p>Write a paragraph about personal information and members of the family.</p> <p>SPEAKING:</p> <p>Talk about personal information and members of the family.</p>	<p>5 horas</p>
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	the given vocabulary.			
<p>Unit 3</p> <p>1-Talking about occupations.</p> <p>2-Talking about daily routines.</p> <p>Listening and Reading comprehension (short texts)</p> <p>3-Working with the vocabulary and some grammar aspects.</p> <p>4-Using some verbs in simple present and short statements (stand up, sit down, talk, listen, read, write, like, dislike, leave, teach, treat, assist, work, design, fly, come, go).</p>	<p>*Asking and Answering questions using the simple present of the verb Be.</p> <p>*Writing affirmative, negative and interrogative statements with the verb be.</p> <p>*Applying occupation nouns in sentences.</p> <p>*Acquire vocabulary for discussing topics.</p> <p>*Writing simple and short sentences.</p> <p>*Reading and listening to different short texts as songs and articles about personal information to discuss in class.</p> <p>*Asking for and giving opinions.</p> <p>*To understand the main and some essential details of conversations and audio-text to write simple phrases with the given vocabulary.</p>	<p>COGNITIVE:</p> <p>To practice the verb Be in the simple present tense; in affirmative and negative questions and answers.</p> <p>PROCEDIMENTAL:</p> <p>To develop the grammatical structure and apply it to real life examples.</p> <p>ATTITUDINAL:</p> <p>To apply the learned vocabulary and grammar in dialogues and speeches with good pronunciation.</p>	<p>LISTENING:</p> <p>Skills strategies, active language from a text. (a song/article)</p> <p>READING:</p> <p>Interpret a brainstorm. Confirm facts.</p> <p>WRITING:</p> <p>Write a paragraph about personal information and daily routine.</p> <p>SPEAKING:</p> <p>Talk about personal information and daily routine.</p>	<p>5 horas</p>



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<p>Unit 4 UNIT REVIEW INTEGRATED PROJECT 1-Listening comprehension (Identifying personal information) 2-Reading comprehension (Analyzing short texts to say true or false and identify grammar aspects) 3-Writing short paragraphs about personal information and daily routines.) 4-Oral presentations (FREE TOPICS)</p>	<p>*Asking and Answering questions using the simple present of the verb Be. *Writing affirmative, negative and interrogative statements with the verb be. *Writing simple and short sentences. *Reading and listening to different short texts as songs and articles about personal information to discuss and write. *Developing speeches</p>	<p>COGNITIVE: To review the verb Be in the simple present tense; in affirmative and negative questions and answers. PROCEDIMENTAL: To develop the grammatical structure and apply it to real life examples. ATTITUDINAL: To apply the learned vocabulary and grammar in dialogues and speeches with good pronunciation.</p>	<p>LISTENING: Skills strategies, active language from a text. (a song/article) READING: Interpret an article. Confirm facts. WRITING: Write a paragraph about personal information and daily routine among other topics. SPEAKING: Talk about personal information, daily routine among other topics</p>	<p>5 horas</p>
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2. CONOCIMIENTOS PREVIOS Y RELACIONADOS

<p>Co-requisitos</p>



3. UNIDADES TEÓRICAS

- **Desarrollo de las Unidades de Aprendizaje (contenidos)**

- A. Base Teórica**

WELCOME TO ENGLISH 1

Lesson 1: ALL ABOUT YOU

1- Follow the dialogue and then practice it with your partner.

- Good morning, sir.
- Ø Good morning, May I have your name, please?
- Oliver Anderson.
- Ø What's your nationality?
- I'm Australian.
- Ø When were you born?
- April 22nd, 1985.
- Ø Where were you born?
- In Sydney.
- Ø What's your address in Cuba, please?
- Motel Universitario. 17th Street. Matanzas.
- Ø Thank you, sir. Welcome to Cuba.
- Thanks.

2- WALK AROUND THE CLASSROOM AND ASK YOUR PARTNERS IN ORDER TO COMPLETE THE FOLLOWING INFORMATION SHEET

Name: _____
Nationality: _____
Date of Birth: _____
Place of Birth: _____
Address: _____
Age: _____
Profession: _____
Likes and dislikes: _____
Telephone number: _____



-Let's listen and watch to the following song "I am Alive" by Celine Dion.

-Talk about its title.

-Analyze it

-Focus your attention on the pronouns. And the forms of the verb be.

Lyrics
I'M ALIVE
By Celine Dion

1
Mmmmm ...
Mmmmm ...
I get wings to fly
Oh, oh ... I'm alive ...
Yeah
When you call on
me.
When I hear you
breathe.
I get wings to fly
I feel that, I'm alive
When you look at
me
I can touch the sky
I know that, I'm alive
When you bless the
day
I just drift away
All my worries die
I'm glad that I'm
alive

2
You've set my heart on
fire
Filled me with love
Made me a woman, on
clouds above
I couldn't get much
higher
My spirit takes flight
'Cause I am alive oh oh
oh
When you call on me
(When you call on me)
When I hear you breathe
(When I hear you
breathe)
I get wings to fly
I feel that, I'm alive
(I am alive)
When you reach for me
(When you reach for me)
Raising spirits high
God knows that...

3
That I'll be the one
Standing by, through good and
through trying times
And it's only begun
I can't wait for the rest of my
life
When you call on me
(When you call on me)
When you reach for me
(When you reach for me)
I get wings to fly
I feel that...
When you bless the day
(When you bless, you bless the
day)
I just drift away
(I just drift away)
All my worries die
I know that I'm alive yeah yeah
I get wings to fly
God knows that, I'm alive

-Let's answer the following questions:

- 1- What's the text about?
- 2- Is it the text a poem or a song?
- 3- How long is it?
- 4- Is it difficult for you to understand? Why?
- 5- Who are the writers of this song?

-Find in the text:

- 1- Nouns and classify them.
- 2- Pronouns and classify them.
- 3- Adjectives and classify them.
- 4- Articles and classify them.
- 5- Verbs and classify them.
- 6- Sentences in present simple and present continuous.

- Sing the song following the lyrics.



Adjectives



It's a pleasant warm day. There is a woman sitting on a wooden bench. She is young.

- ◆ **Adjectives describe nouns. They have the same form in the singular and plural.**
e.g. a cheap watch – cheap watches
- ◆ **Adjectives go:**
 - a) **before nouns.**
e.g. a clever child
 - b) **after the verbs: be, look, smell, sound, feel, taste, seem, appear, become, get, stay, etc.**
e.g. She is thin. He seems tired.

ORDER OF ADJECTIVES

- ◆ **Opinion adjectives go before fact adjectives.**
e.g. a handsome young man
- ◆ **When there are two or more fact adjectives in a sentence, they usually go in the following order:**

Size	Age	Shape	Colour	Origin	Material	Noun
a big	old	round	white	French	china	plate

- ◆ **We do not usually use a long list of adjectives before a single noun. A noun is usually described by one, two or three adjectives at the most.**
e.g. an expensive Italian leather bag



- ◆ There are opinion adjectives and fact adjectives. Opinion adjectives such as *smart, bad, etc.* show what a person thinks of somebody or something. Fact adjectives such as *short, big, old, etc.* give us factual information about age, size, colour, origin, material, etc.

The article

Rules.

- The definite article is not used before the **possessive pronouns**. (Yours, Theirs, etc)
- Before names of **countries**.
- Before names of **mounts, lakes, capes**.
- Before names of **languages**.
- Before names of **meals, colors, and the five senses**. (Supper is on the table; Blue is the color she prefers. Sight and hearing are two of the five senses)
- Before the words **Heaven, earth, hell, paradise, piurgatory, providence**.

VERB BE

I- AM
YOU- ARE
SHE/ HE/ IT- IS
WE- ARE
YOU- ARE
THEY- ARE

Examples: I am a nice person.
You are a student.
She is a doctor.
We are the world.
You are students.
They are in high school.

MATCH COLUMN A WITH COLUMN B

A

- He is from Chile.
- She was born on July 10th, 1979.
- She's a doctor.
- He is 36 years old.
- García.
- In Cuba.
- Maria García.
- He is married.
- They live at 45 Linea street, Vedado

B

- What's Pedro's marital status?
- What's Pedro's wife job?
- What's his wife's full name?
- Where do they live?
- What's their address?
- When was she born?
- What's his last name?
- How old is Pedro?
- Where is he from?

WRITING TIME

Write a paragraph in no less than 80 words about

- Yourself
- Someone else
- Your or someone else Daily routine



LESSON 2: DAY AFTER DAY

1- ANSWER THE FOLLOWING QUESTIONS AND DISCUSS WITH YOUR PARTNERS

- What time do you usually get up?
- Do you always go to school in the morning?
- What are the three main meals a person has in a day?
- At what time of the day do people have these meals?
- What other activities do people commonly do during a day?

2- ANALYZE THE FOLLOWING CHART

	Nominative Pronouns	Accusative Pronouns	Reflexive Pronouns	Possessive Adjectives	Possessive Pronouns
1st singular	I	me	by myself	my	mine
2nd singular	You	you	yourself	your	yours
3rd singular	He	him	himself	his	his
3rd singular	She	her	herself	her	hers
3rd singular	It	it	itself	its	-----
1st plural	We	us	ourselves	our	ours
2nd plural	You	you	yourselves	your	yours
3rd plural	They	them	themselves	their	theirs

3- WRITE SENTENCES WITH THESE PRONOUNS. FOLLOW THE EXAMPLE.

E.G They are studying English on Saturdays from 5 to 7 pm.



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My husband is a brave doctor.

Those cars are yours.

The students are paying attention to him.

She works with her sister in a tourist agency.

4- Let's listen and analyze the following song by Bruno Mars
"Just the way you are"

Before listening

-What would be the topic of the song?

During listening

Get:

- Personal Pronouns
- Demonstrative pronouns
- Adverbs of frequency
- Prepositions of place
- Adjectives and adjective pronouns
- Sentences in simple present
- Parts of the body
- There is/are structure

Bruno Mars "Just the way you are"

Oh, her eyes, her eyes
Make the stars look like
they're not shining
Her hair her hair
Falls perfectly without
her trying
She's so beautiful
And I tell her everyday

Yeah, I know, I know
When I compliment her
she won't believe me
And it's so it's so
Sad to think that she
don't see what I see
But every time she asks
me
Do I look okay, I say

When I see your face
There's not a thing that I
would change
Because you're amazing
Just the way you are
And when you smile
The whole world stops
and starts for a while
Because girl you're

Her lips, her lips
I could kiss them all day if
she let me
Her laugh her laugh
She hates but I think it's
so sexy
She's so beautiful
And I tell her everyday

Oh you know you know
you know
I'd never ask you to
change
If perfect's what your
searching for
Then just stay the same
So don't even bother
asking if you look ok
You know I'll say

When I see your face
There's not a thing that I
would change
Because girl you're
amazing
Just the way you are

And when you smile
The whole world stops

The way you are
The way you are
Girl your amazing
Just the way you are

When I see your face
There's not a thing that I
would change
Because you're amazing
Just the way you are

And when you smile
The whole world stops and
starts for a while
Because girl you're amazing
Just the way you are... yeah



5- Complete using possessive adjective pronouns or possessive pronouns. Then read in pairs.

1.- Is this ____ pencil, Mary?
No. ____ pencil is in the bag.

2.- ____ classroom is this?
It is ____ (we)

3.-Are these pictures _____? (they)
No, they aren't.

4.- Is that _____ brother? (Peter)
No, he isn't. He is _____. (Helen)

6- Oral practice:

In the classroom find someone who:

- practices sports
- wakes up before 7:00 a.m.
- reads poems
- watches TV at night
- visits friends on weekends
- goes to the disco on Saturday night

Find someone who never:

- gets up late
- does homework
- goes jogging in the morning
- makes the bed
- dances

7- Read the text and fill in the chart with Ann's daily activities.



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I wake up very early in the morning, my classes begin at 8:00. Lunch time is from 1 to 2:00. Then I have lessons again in the afternoon from 2:30 to 5:00 p.m. and after that I am free, except on Wednesdays and Fridays, because I have English lessons these days from 6. 00 pm to 8.00 pm.

In the morning	At 6:30...
	From 8:00 to...
In the afternoon	From 1 to 2: 00: LUNCH
	From 2:30 to...
In the evening (except ...)	Wednesday from ... to ...
	Friday

8- Analyze this chart



ENGLISH GRAMMAR **There is - There are** *Woodward ENGLISH*

Meaning: To say that something exists (or doesn't exist)

AFFIRMATIVE

There **is** + **singular noun** There **is** a **book** on the desk.
 There **are** + **plural noun** There **are** **books** on the desk.
 There **is** + **uncountable noun** There **is** some **milk** in the fridge.

NEGATIVE

There **isn't** + **singular noun** There **isn't** a **pen** on the table.
 There **aren't** + **plural noun** There **aren't** any **pens** here.
 There **isn't** + **uncountable noun** There **isn't** any **juice** in the fridge.

QUESTIONS

There **is** a cat on the chair. There **are** cats on the sofa.
Is there a cat on the chair? **Are there** cats on the sofa?

How many + **plural noun** + **are there** ... ?
 How many **students** **are there** in your class?
 How many **days** **are there** in February?

CONTRACTIONS
 There's = There is
 There's not = There is not
 There isn't = There is not
 There aren't = There are not

8.1- Write sentences using the phrases in the chart above.

9- Read the following information:

Rose is a receptionist. Here's her daily schedule.

6:30 am - get up _____

6:45 am - do aerobics _____

7:15 am - take a shower _____

7:30 am - have breakfast _____

7:45 am - go to the bus stop _____

8:00 am - get to work _____

12:30 pm -have lunch _____



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5:30 pm - get home _____

6:00 pm - cook dinner _____

8:00 pm – study English _____

10:00 pm - go to bed _____

9.1- Based on her notes, write full sentences about what she does.

9.2- What about you? What do you usually do? Write the information in paragraph form. Include some activities you don't do.

9.3- Be ready to present it to the rest of the class.

LESSON 3 WHAT ARE YOU DOING NOW?

FIND SOMEONE WHO:

Ask questions to your classmates so as to collect relevant information about them. Be sure to use frequency adverbs. Change roles. Follow the example.

Example: - Do you usually play baseball?

- Yes, I do. – No, I don't.

- play baseball / football/ volleyball.
- listen to rap/ salsa music
- write/read poems
- watch TV at night



a) THEN WRITE SENTENCES WITH THOSE VERBS.

2

Write the third person singular of the verbs in the correct box, then read them out.

laugh, look, miss, stand, speak, drink, put, catch, drive, brush, ride, walk, open, jump, stay, know, cough, see, dance, rise, help, listen, match, wish, travel, write, lose, eat, rain, arrange

/ s /	laughs,
/ ɪ z /	misses,
/ z /	stands,

a) THEN WRITE SENTENCES WITH THOSE VERBS.

Watch the following video. Then answer the questions below:

What are these people doing?

What is Cindy doing at home?

What is she doing at the library?

What is she doing?

What time is she coming home?

What is her father doing at home?

What is he doing?

What is he doing in the kitchen?

Are there flowers in Kathy's house?

Work in pairs.

Write a dialogue according to the video. Be ready to act it out.

4- Analyze these charts



Present Continuous/Progressive

What is happening?

To Be	am- are- is
-------	-------------

Affirmative----Subject + (am/are/is) + verb(ing)	Form	
I am going to the office NOW.	Go+ing	
You are coming from Brasil RIGHT NOW	Com+ing	
She is buying everything IN THIS MOMENT.	Buy+ing	
They are living in Chicago.	Liv+ing	

Negative-----Subject + (am/are/is) + not + verb(ing).	Form	
I am not selling anything	Sell+ing	
He is not giving the orders He isn't giving the orders	Giv+ing	
She is not visiting anybody	Visit+ing	



Interrogative--- (am/are/is) + subject + verb(ing)?	Form
Am I bringing the cake?	Bring+ing
Are you taking the books?	Tak+ing
What is he saying?	Say+ing
Is she accepting presents?	Accept+ing

4.1- According to those charts write your own sentences.

5- Complete the gaps using Simple Present or Present Continuous Tense.

- 1) She can't come now. She _____ a shower. (have)
- 2) Sally is a secretary. She _____ in an office. (work)
- 3) He _____ by bus every morning. (travel)
- 4) They _____ TV at the moment. (watch)
- 5) Look at Matthew! He _____ really fast. (cycle)
- 6) My mom usually _____ in the morning. (run)
- 7) The children _____. Can you hear them? (sing)
- 8) What time do you _____ in the morning? (get up)
- 9) What are you _____ there? Come here! (do)
- 10) Be quiet! The baby _____(Sleep)



6- Talking time

You and your friends are planning your holidays.

Select one of these places below

Describe them

Talk about what people will do there.

(You can talk about other places)

GALAPAGOS

IBARRA

BAÑOS

MONTAÑITAS

AMAZONIA

QUILOTOA

B. Consult Base

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C. PRACTICE BASE WITH ILLUSTRATIONS





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4. LEARNING STRATEGIES

Learning strategy 1: Analysis and Planning

Description:

Analysis of language articles, readings, audios and videos.
Presentations of free themes.

Environments required:

Clean classroom with a Good illumination and acoustics.

Material (s) required:

In focus, Laptop, speakers, Posters

Professor:

With knowledge in the subject.

5. ACTIVITIES



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- SPEECHES
 - AUDIO TEXT CONTROL
 - READING CONTROL
 - WRITING CONTROL
 - PRESENTATION OF THE FINAL WORK

Se presenta evidencia física y digital con el fin de evidenciar en el portafolio de cada aprendiz su resultado de aprendizaje. Este será evaluable y socializable.

6. EVIDENCES Y EVALUATION

Tipo de Evidencia	Descripción (de la evidencia)
De conocimiento:	Speeches and writing about different topics.
Desempeño:	Individual work. Presentation of free themes.
De Producto:	Work is done.
Criterios de Evaluación (Mínimo 5 Actividades por asignatura)	Activity 1.- Read, analyze and take down note of a video. Activity 2.- Writing about free topics. Activity 3.- Questionnaire about the contents given in class. Activity 4.- Listening activity Activity 5- Presentation of different themes.

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