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Including children with Asperger Syndrome in an English class through the adjustment of a 5th grade lesson plan in a Chilean public middle school

Seminario de Tesis para optar al título de Profesor en Comunicación en Lengua Inglesa y al grado de Licenciado en Educación

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Acknowledgments

This has been a big journey with many ups and downs. Many were the times in which I thought I would not be able to complete this task. However, I always found people who cheered me up. It is said that what it is really difficult to complete gives us more satisfactions, and I think it is true. I feel grateful for all the good advices of my lead advisor, Profesora Juana Angela Barrientos, who help me with this relevant but complicated topic. I know this is not an easy topic, and, at some points, it was really hard to get some information, but Miss Juanita always tried to help me. I also want to thank my good friend Karla Vistoso who was always willing to help. Additionally, I want to show my gratitude to my grandparents who always help me when I needed. Although, they are not here, I know they are always protecting me. Moreover, I just want to show appreciation to my mom, who always guided me at hard times. She showed me that we never have to give up because we are able to get what we propose.

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Introduction

The Chilean educational scenario has been changing during the last decade. As a matter of fact, many have been the changes in field of Special Education. In this sense, *Proyectos de Integracion Educativa* (PIE) – for students with disabilities – have been one of the most important changes. For this reason, it becomes necessary to understand how these programs work, and how we could integrate and include students who show impairments in an English as a Foreign Language class (EFL). Therefore, English appears as a useful tool that can be used in schools for including these pupils in a regular class.

In order to do this, it is important to mention that inclusion is still a controversial topic, in terms of education. Some authors are almost certain that a regular educational setting may give disabled students the opportunity of having the same education as those in the mainstream. On the other hand, some proponents believe that still there is a good possibility that these students might be stigmatized and they will never feel as part of the school. Furthermore, the current Chilean educational system may add more difficulties to these children since students attend some classes with the rest of their classmates. According to the impairment level of the student, he or she is prevented to participate in some classes and must work in a special classroom in which a specialized teacher brings him or her necessary help for overcoming a specific learning difficulty. In addition, a great majority of these students are not included in EFL classes.

Schools that are part of PIEs are required to have specialized educators whose work is to help and reinforce the job that is done by regular teachers, i.e., teachers that are not specialists in Special Education or have not be trained in this area. In this sense, one of the main problems is that a sustainable portion of standard teachers do not know how to deal

with these children or do not have the necessary tools for helping them. As a matter of fact,

children with Asperger Syndrome are the ones who present more difficulties when one

wants to approach, assess and teach them. This is because of the lack social skills that they

display. In addition, some disabled students may face problems with their peers when

including them into the mainstream. Sometimes, they can be picked on for their classmates.

Consequently, it is important to recognize which are the best techniques and activities that

we could use when teaching standard students as the ones with disabilities.

As a result, the purpose of this research project is to present the necessary

accommodations a teacher may make in a didactic unit, in order to reach an inclusive

atmosphere within the classroom. This would give disabled students the opportunity of

being part of an EFL class. Therefore, this didactic unit attempts to provide the necessary

tools for teaching students who are in 5th grade, specifically for children with Asperger

Syndrome (AS). In this sense, this work will be focused on the inclusion and interaction

among students and its relevance inside the classroom. Furthermore, one important point is

to orientate the use of English as a tool for the improvement of social skills and, at the same

time, developing inclusion for children with Asperger Syndrome in an EFL class.

Therefore, this research project will present an overview of how Asperger Syndrome could

be reached inside the classroom and how English may be used as an instrument for

including children with disabilities.

1. Methodology

This research paper presents an overview of activities that can be developed inside an EFL classroom. In this sense, this will be achieved by defining key concepts throughout the development of the theoretical framework having important documents as a reference, as the Chilean *Ley de Discapacidad 20.422,* and *Salamanca World Conference,* among others. Also, the terms integration and inclusion will be discussed taking into account their similarities and differences, and more important its evolution through the implementation of inclusive educational practices. In addition, it is presented an innovative overview of the Picture Exchange Communication System which may play an important role in inclusive teaching practices. Finally, this theoretical background will give the reader and overview of integration and inclusion, autism and Asperger syndrome.

Additionally, a proposal which is developed as a didactic unit is presented. This gives tips for teachers to use when confronting an inclusive classroom. It is important to mention that this didactic unit is developed in 10 sessions which look for the inclusion of children with disabilities. The teaching sessions include the objectives, the skills to be developed, the classroom rules, grouping and type of activity.

At the same time, it incorporates different teaching methodologies; the Natural Approach, Audiolingualism, Total Physical Response, Grammar Translation, Communicative Language Teaching, and Direct Method are highlighted. These methodologies are sequencely used during different sessions, that is to say, sessions are constructed on the base of multiple methodologies.

Finally, additional material for practice and assessment is provided in the section named *Appendixes*. This gives information on teaching students with Asperger Syndrome, classroom management and teaching material for developing the didactic unit presented.

2. Theoretical Background

English is a useful tool that can be applied in Chilean schools for developing certain levels of social skills in autistic students. Many are the techniques that a teacher may use for helping these children. However, it becomes vital to have a practical understanding of specific terms when trying to understand this topic. For instance, the hardest challenge for a teacher is to make students learn. This can become even harder when teachers have to work with students with disabilities and with regular pupils in the same classroom. Moreover, this tendency has enormously increased during the last decade in Chile, due to the implementation of new integration policies. Although, many changes have taken place in terms of laws, few had been the amendments in the Chilean curricular framework towards the integration of students with disabilities. In this sense, the main purpose of this research paper is to provide an overview of different activities which could be used for including children with Asperger Syndrome. This will be done by making the necessary adjustments developed in the didactic unit – specifically unit 4 called *Food and Health* – proposed by the Ministry of Education for 5th grade, that is to say, this work will be developed as a didactic unit which consists of 10 sessions.

The *First National Study of Disability* was developed in Chile in 2004. This study was based on the new approach of the *International Classification of Functioning, Disability and Health,* (ICF). Actually, this study was generated with the purpose of establishing policies oriented to people with disabilities, (First National Study of Disability in Chile, 2004). The study concluded that 1 out of 8 Chilean have a disability, that is to say, 12. 9% of the total population.
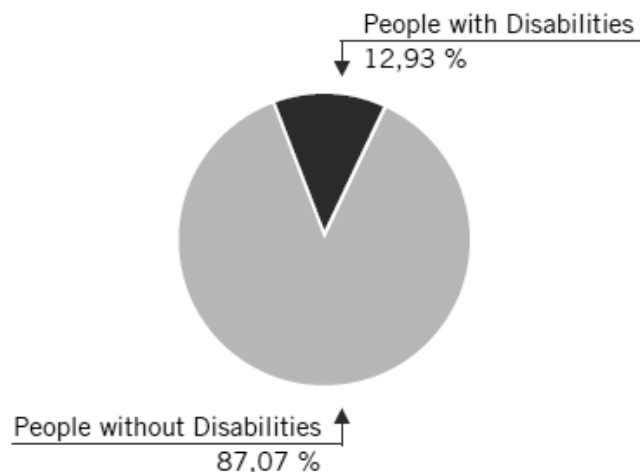
Figure 1. Prevalence of disability in Chile in 2004.

In addition, this research established the degrees of disabilities in three main categories: mild, moderate and severe (see figure 2). It was found that 1.150.133 people showed a mild disability. They did not require assistance from others and they could overcome the environment barriers. On the other hand, 513.997 individuals declared to required assistance in the basic self-care, i.e., they had a moderate level of disability. Finally, 403.942 people affirmed to have severe degree of disability, which prevented them to perform daily activities requiring assistance from others (First National Study of Disability, 2004).

For this reason, it is important to define what a disabled person is in legal terms. According to the latest version of the Chilean law 19.284 – nowadays law 20.422 –, a disabled person is someone who:

>...as a result of one or more physical, psychic or sensory impairments, congenital or
>acquired, likely permanent, and regardless of the cause that had originated it, has

been damaged in its capacity for education, employment or social integration at

least in one third. (Ley de Discapacidad 20.422, 2010)[1]
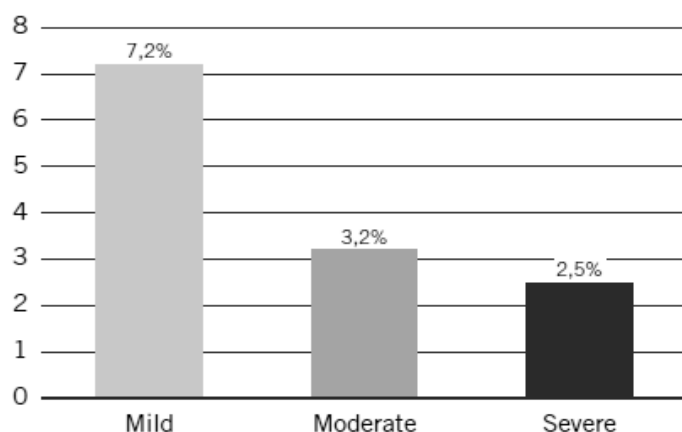
Figure 2. Prevalence according to degree of disability in Chile in 2004.

As it is defined in this law, disabled students should be included in the regular

Chilean educational system. Therefore, the purpose of this law is to ensure that people with

disabilities have an equal amount of opportunities which lead to a full social inclusion. For

this reason, the Chilean government will collaborate with the institutions – public and

subsidized schools – that are part of *Proyectos de Integracion Escolar* (PIE) by introducing

the necessary amendments to the subsidized system and through the implementation of

other tools, such as facility changes and staff implementation (Ley de Discapacidad 20.422,

2010). It is important to mention that a PIE is a strategy to incorporate a child with

disabilities in the regular educational system (Proyectos de Integracion Escolar

Orientaciones, 1999). Consequently, the law establishes that:

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[1] …como consecuencia de una o más deficiencias físicas, síquicas o sensoriales, congénitas o adquiridas, previsiblemente de carácter permanente y con independencia de la causa que las hubiera originado, vea obstaculizada, en a lo menos un tercio, su capacidad educativa, laboral o de integración social (Ley de Discapacidad 20.422, 2010).

Special education is a differentiated part of general education, which is characterized by a flexible and dynamic system that develops its activities mainly in the regular educational system, providing specialized services and resources for people with or without disabilities […] that show special educational needs. (Ley de Discapacidad 20.422, 2010)[2]

According to the *Informe de los Establecimientos Subvencionados con Proyecto de Integracion Funcionando* (2010) there are 20 educational agencies that are currently working with this type of program in Valdivia, Chile. Moreover, seven out of 20 are secondary schools, and 13 out of 20 are primary schools. However, only three of the primary schools offer special education in the preschool area. By the year 2004, 8.5% of the people with disabilities were part of the educational system. In contrast, 91.52% of the country's total population was not studying (First National Study on Disability, 2004). Table 1 shows the educational situation in Chile in 2004, in which PwD stands for People with Disabilities.

According to the same study, 10% of learners who study did not have one year of education approved; 42% was not able to finish elementary school and only a 13% had finished high school (see table 2). On the other hand, only 5.7% had access to Chilean universities or institutes. This shows that there is still much to do in the field of special education.

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[2] Educación especial es la modalidad diferenciada de la educación general, caracterizada por constituir un sistema flexible, y dinámico que desarrolla su acción preferentemente en el sistema regular de educación, proveyendo servicios y recursos especializados a las personas con o sin discapacidad […] que presenten necesidades educativas especiales (Ley de Discapacidad 20.422, 2010).

Table 1
Disability and Educational Situation of These People Represented in Percentage Distribution

	Total Population		PwD	
Do not study	11.604.697	72,53%	1.892.790	91,52%
Study	4.394.176	27,46%	175.282	8,48%
Total	**15.998.873**	**100%**	**2.068.072**	**100%**

Table 2
Disability According to Educational Level Completed Represented in Percentage Distribution

	N	%
Without approved studies	203.150	9,82%
Elementary school incomplete	883.709	42,73%
Elementary school complete	201.407	9,74%
High school incomplete	287.698	13,91%
High school complete	272.625	13,18%
Technical education incomplete	11.696	0,57%
Technical education complete	5.928	0,29%
Professional Institute incomplete	21.114	1,02%
Professional Institute complete	6.180	0,30%
University incomplete	49.378	2,39%
University complete	42.809	2,07%
Special Education	49.778	2,41%
Level of studies - unknown	32.600	1,58%
Total	**2.068.072**	**100%**

According to the *Instructivo sobre Proyectos de Integracion Escolar* (2006), schools with PIEs may group students with disabilities in relation to four options of integration.

1) Option 1: the student attends all the activities in the regular setting but, at the same time, they receive complementary help from specialists and teachers in the resource room.

2) Option 2: the student attends all the activities except those in which he/she requires more attention that the one received in a standard classroom. These activities will take place in the resource room.

3) Option 3: the student attends the same amount of time to the resource room as to the standard classroom.

4) Option 4: the student attends all of the activities in the resource room. However, he/she interacts with the rest of the students during recess, official ceremonies or extra–curricular activities. This option represents a functional or physical integration.

Although the concept of resource room is mentioned in Chilean laws, it is important to say that there is little evidence of how a resource room should be established, that is to say, how facilities should be, how many teachers and students a resource room needs, and what type of materials are essential for a meaningful learning. Philippe Tremblay (2007) defines a resource room as a place in which students receive additional instruction in different areas, i.e., language, math, arts and/or content areas. In addition, Miller and Fritz (2000), in their article called *What do Special Education Students think of School Placements?*, define a resource room as a room in which students receive assistance for a portion of the school day. Actually, Collins, Evans, Creech-Gallooway, Karl and Miller (2007) found that a typical resource room contained up to 12 students. While there is no clear explanation in legal documents about resource rooms in Chile, in the United States the

Southeastern Illinois College (2011) proposes the following format for a resource room (see figure 3).

In this sense, the United States of America created a legal document called *Individualized Education Program* (IEP) whose function is to determine special accommodations in every student with necessities. This document establishes the unique needs of each special student. As it is stated in this document, all the IEP members are committed to design an "educational program that will help the student be involved in, and progressed in, the general curriculum" [sic] (A Guide to Individualized Education Program, 2000).

The Chilean Ministry of Education states six stages when implementing a *Proyecto de Integracion Escolar*. The purpose of these procedures is to satisfy the educational needs of those students with disabilities when being part of the regular educational system (Proyecto de Integracion Escolar Orientaciones, 1999).

1) Preparatory stage: it begins with the socialization of what school integration is. This stage is especially directed to the school community. The aim is to carry out a process of reflection on what this experience involves, recognize the benefits for the school community, and understand the changes that would be made.

2) Training and technical assistance stage: specialists support teachers and managers in the formulation of a quality PIE.

3) Formulation and approval of the PIE stage: the project is developed following the guidelines given in the previous stage. Afterward, it is presented in the

Door from presidential assistant's area   E (Publications Table)

C (File Cabinets)

A (Table w/ Notebooks)

D (Shelves)

Door from hall
and to bathroom
and kitchenette

F (Mandatory Information File
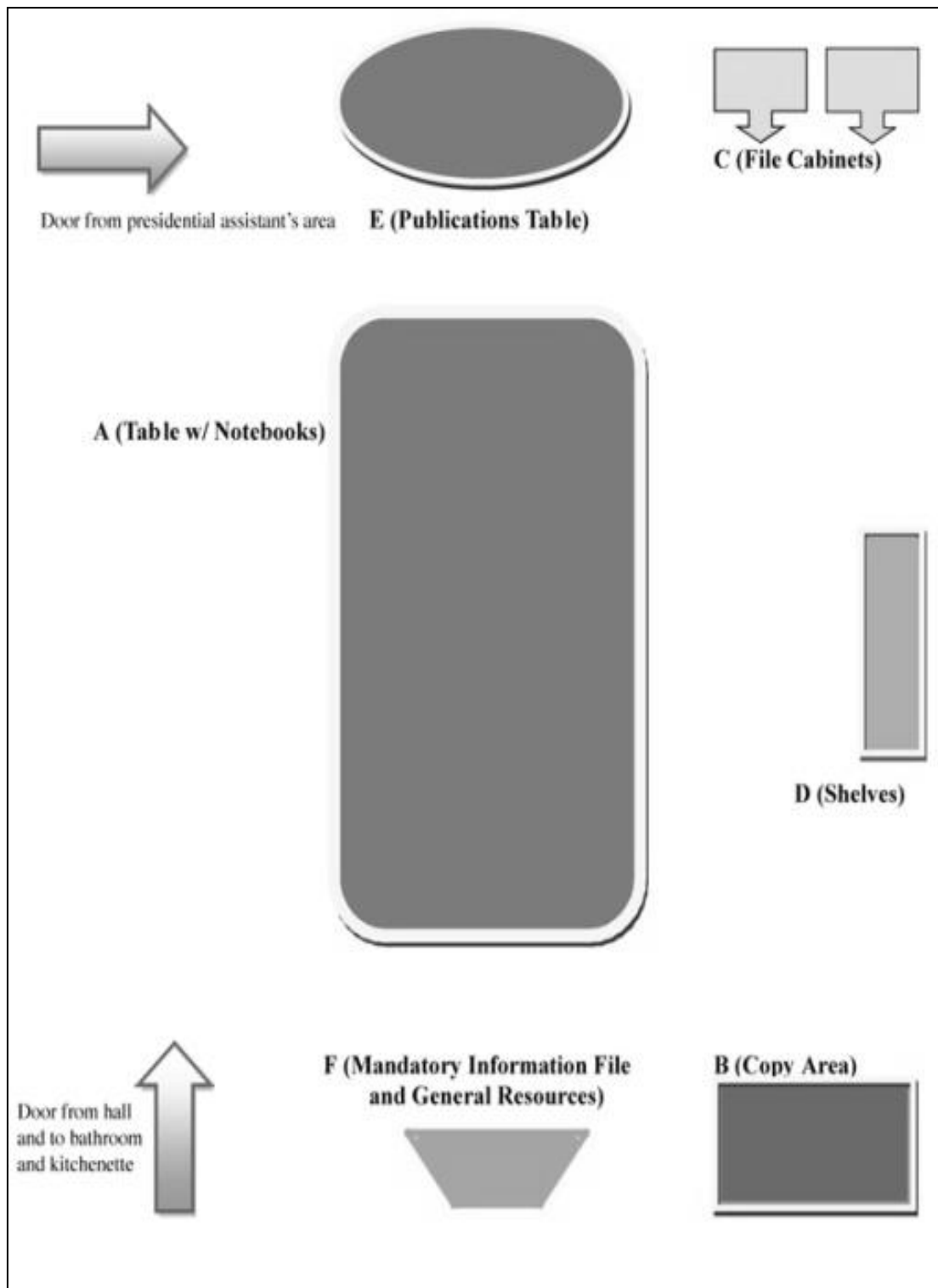and General Resources)

B (Copy Area)

Figure 3. A resource room model proposed by the southern Illinois College.

Departamento de Educacion. After being evaluated, it is sent to the *Secretaria*

Ministerial de Educacion for the final approval.

4) Training of classroom teacher's stage: specialists support classroom teachers, who

are in charge of the implementation of the PIE.

5) Start-up and execution stage.

6) Monitoring and annual evaluation stage: information about the PIE is collected.

Adjustments are made if necessary.

In educational terms, children with Asperger Syndrome represent a big challenge for

teachers; however, they provide valuable opportunities for learning from one another. In

this setting, the term inclusion is constantly employed. Inclusive practices show the best of

education. It gives students the opportunity of gaining profit "both developmentally and

socially by embracing the notion that all children will learn" (Schwartz & Green, 2002). As

it is defined by the *FSU Center for Prevention & Early Intervention Policy* (2002),

inclusion is the acceptance of all students which leads to an understanding of belonging

within a school community. That is to say, inclusion leads to the sense of belonging to a

community, a group of friends, or a neighborhood. Inclusion is stated on the basis that

every student with disabilities needs to go to school with their friends and neighbors. For

this, the *Division of Early Childhood of the Council for Exceptional Children* (as cited in

Reconsidering Our Definition of Inclusion and Redefining Its Outcomes for All Children,

2002) defines inclusion as "…a value [that] supports the right of all children regardless of

their diverse abilities to participate actively in natural settings in their community". In this

sense, inclusive schools are those in which:

> …everyone belongs, is accepted, supports, and is supported by his or her peers and
>
> other members of the school community in the course of having his or her

educational needs met. (Stainback & Stainback, 1990, p.3, as cited in Reconsidering

Our Definition of Inclusion and Redefining Its Outcomes for All Children, 2002)

Moreover, the *Green Paper Excellence for All Children: Meeting Special Educational*

Needs (DfEES) stated in 2001 that:

> Inclusion is a process by which schools, local education authorities and others
>
> develop cultures, policies and practices to include pupils. With the right training,
>
> strategies and support nearly all children with special educational needs can be
>
> successfully included in mainstream education. (as cited in Lloyd, 2008, p. 222)

It is important to mention that inclusion, mainstreaming and integration are not the same in

meaning and in practice. Mainstreaming refers to the action of moving students from

special educational settings to regular classrooms in circumstances where they have the

ability of staying at the level of their peers, without specially designed instruction. On the

contrary, integration is defined as the process, in which students are part of a partial

inclusion, i.e., they attend certain classes at certain times. This prevents disabled students

from being full members of a school community (Including School-Age Students with

Developmental Disabilities in the Regular Education Setting, 2002). However, inclusion is

the sense of being part of a school community regardless of student's weaknesses or

disabilities. In this sense, "they are including in the feeling of belonging among other

students, teachers and support staff" [sic] (King, as cited in Donaldson, 2005). Moreover,

inclusion involves having relevant learning objectives with regular students, as with those

with impairments and providing the necessary support for learning (York, as cited in

Donaldson, 2005). As it is stated by Vakil, Welton, O'Connor, and Kline (2009) inclusion

puts students in the possession of a supportive environment in which they can grow and learn side by side with their peers. In addition, a supportive environment stimulates learning and affirms the synaptic connections which enhance development.

The *United Nations, Education, Science and Cultural Organization* (UNESCO) (n.d.) affirmed that "inclusive education is based on the right of all learners to a quality education that meets basic learning needs and enriches lives". By giving children a quality education, UNESCO's goal is to end all forms of discrimination that prohibits human beings of a social interaction. According to this same organization, over 650 millions of people live with some kind of disability and 150 million of them are children (United Nations Education, Science and Cultural Organization, n.d.). For this reason, the *Salamanca World Conference on Special Needs Education* stated that inclusive education schools should:

> …accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. This should include disabled and gifted children, street and working children, children from remote or nomadic populations, children from linguistic, ethnic or cultural minorities and children from other disadvantaged or marginalized areas or groups. (The Salamanca Statement and Framework for Action on Special Needs Education, as cited in Overcoming Exclusion through Inclusive Approaches in Education, 2003)

According to some proponents, it is likely that all these major changes were made because of the distance that researchers took from the medical model. For instance, before the social model of disability appeared, the field of special education was understood in accordance with the medical model of disability (Reindal, 2008). The medical model (see figure 4)

places the cause of disability with the person. Moreover, people are seen as patients and the disability itself is treated as an illness (Scullion, 2010). The University of Leicester (2009) in its web page called *Student Support and Development Service* establishes that the medical model experience disability as a problem that belongs to the disabled person. According to this university, the model is based on the "belief that difficulties associated with the disability should be borne wholly by the disabled person, and that disabled person should make extra effort […] to ensure that they do not inconvenience anyone else" (2009). At the same time, Bampi, Guilhem and Alves (2010) support this statement by defining that the medical model of disability places the cause of the disability on the individual. As a matter of fact, this model is related to the notion of medicalization which involves professional dominance in the disabled people's life. Also, it focuses on people being defined by their impairments, and individuals who focus on the cause and solution to the problems of disability (Borsay & Shakespeare, as cited in Scullion, 2010). Figure 4 shows how individuals are viewed by the medical model of disability.

On the other hand, the social model of disability appears contrary to the medical model (see figure 5). The social model emerged in the United Kingdom in the 1960's as a way of demanding social justice for disabled people (Bampi, et al., 2010). In addition, Scullion claimed that this model sprang up as a reaction against the medical model and it was given some legitimacy by the World Health Organization (2010). For some experts, a lesion is a biological expression, while a disability is a sociological phenomenon. For this reason, the social model of disability was created on the basis of two aspects. The first was linked with the fact that "body's injury neither determined nor explained the social and political phenomenon of disabled people's subalternity".
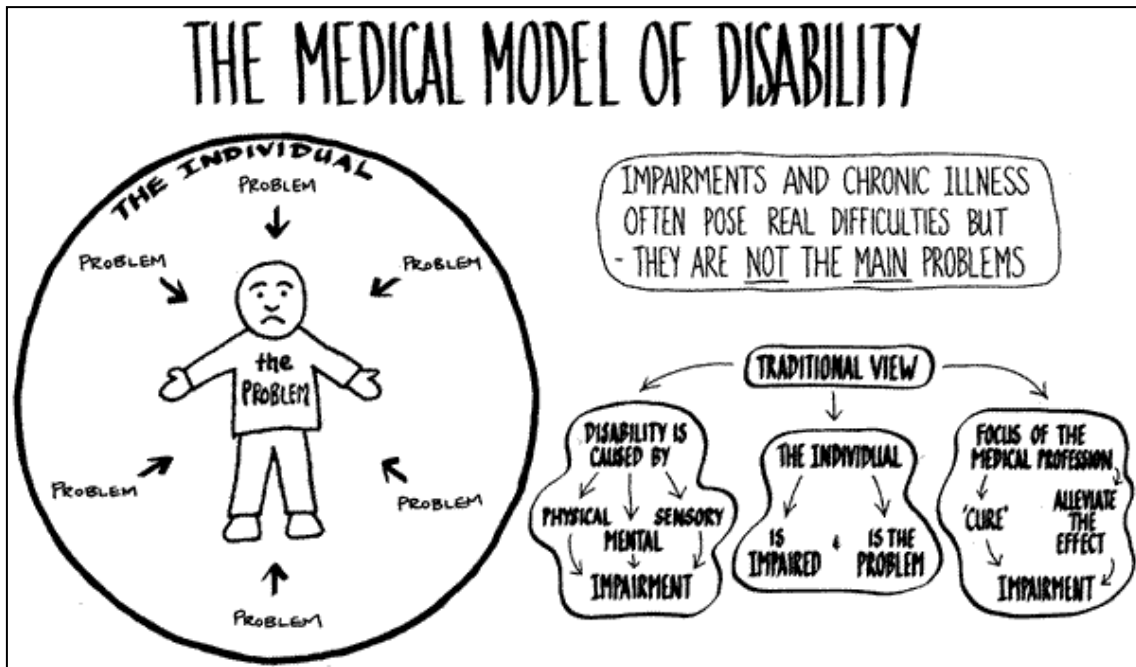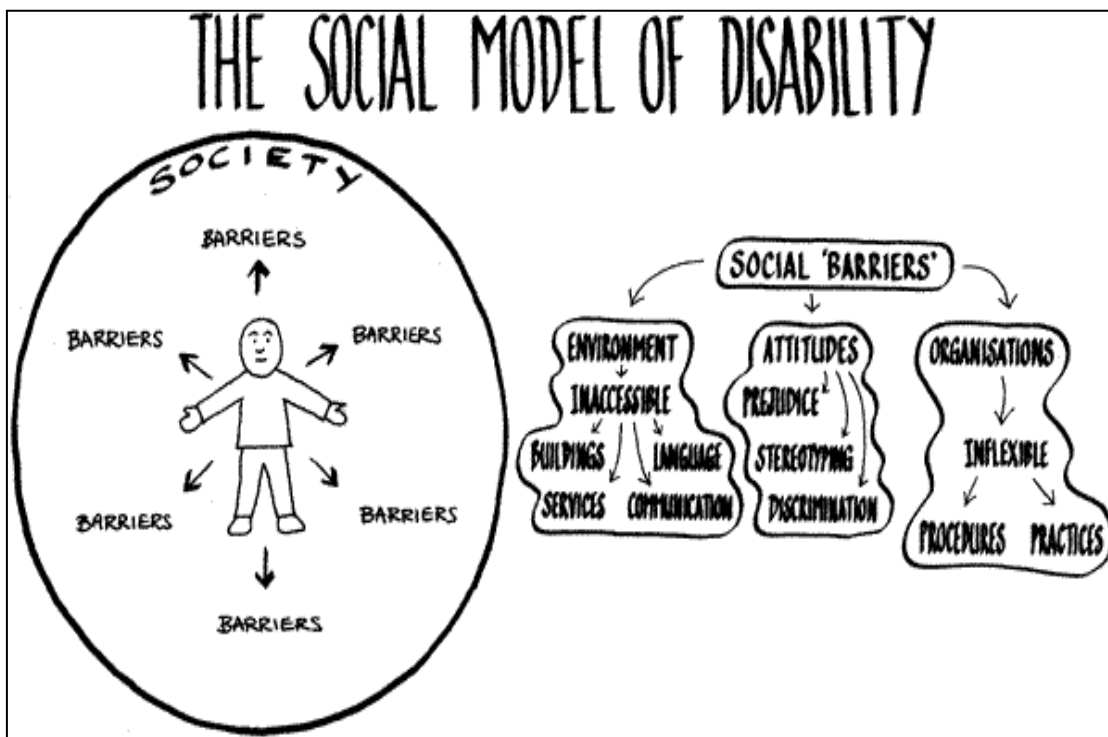
Figure 4. The medical model of disability.

Figure 5. The social model of disability.

The second aspect determined that, as disability is a sociological paradigm, it should not be centered on medical issues. As a matter of fact, disability should not be understood as a personal problem, but as a consequence of social arrangements (Bampi, et al., 2010). According to the available data, the first organization of disabled people emerged in the 1970's was called the *Union of the Physically Impaired Against Segregation* (UPIAS). This organization defined that:

> Lesion is the partial or complete absence of a limb, organ or existence of a defective bodily mechanism; disability is the disadvantage or activity restriction provoked by the contemporary social organization, with the little or no consideration for people with physical lesions and excluding them from the main activities in social life. (Union of the Physically Impaired Against Segregation, as in Bampi, Guilhem & Alves, 2010)

UPIAS claimed that disability is a restriction or disadvantage caused by a social organization which takes little consideration on the people who have disabilities, thus excluding them from the mainstream social activities (Scullion, 2010). In this sense, the University of Leicester (2009) have claimed that is society which disables people. This occurs when designing most of the facilities that meet the needs of the majority of the society without including the ones with disabilities.

In terms of education, one of the most challenging disabilities that a teacher might face is the one related to students who do not exhibit abilities in social interaction: Asperger Syndrome students –a milder type of Autism–. As it is stated in the governmental report developed by the Canadian Ministry of Education, Autism is defined as a life-long developmental disability that causes problems in people's ability to see, hear, and other

senses (Teaching Students with Autism: A Resource Guide for Schools, 2000). This neurological disorder is part of what it is known as Pervasive Developmental Disorders (PDD) or Autism Spectrum Disorders (ASD). According to the *Diagnostic and Statistical Manual of Mental Disorders* (DSM-IV) (2000) PDD are characterized by severe pervasive impairments in areas of development, such as reciprocal social interaction, impairment in communication, and the prevalence of behaviors activities and interests. In this category are included Autistic Disorder, Rett's Disorder, Childhood Disintegrative Disorder, Asperger's Disorder, and Pervasive Developmental Disorder Not Otherwise Specified (p. 40).These disorders range from a severe form, called autistic disorder, to a milder form, named as Asperger Syndrome. For instance, "if a child has symptoms of either of these disorders, but does not meet the specific criteria for either, the diagnosis is called Pervasive Developmental Disorder not Otherwise Specified (PDS-NOS)" (Autism Spectrum Disorder: Pervasive Developmental Disorders, 2004).

The *American Psychiatric Association* distinguishes two main characteristics in Autism which are "impairments in communication and social interaction, and restrictive, repetitive, and stereotypic patterns of behavior, interest and activities" (The Diagnostic and Statistical Manual of Mental Disorder, 1994, as cited in Teaching Students with Autism: A Resource Guide for Schools, 2000). In this sense, Autism is defined as a complex neurological disorder which influences the functioning of the brain. For instance, some autistic people may have normal levels of intelligence, while some of them have certain levels of intellectual disability. This scope is sometimes related to a high-functioning Autism to a low-functioning Autism. In fact, some children may present little problems when learning to read but show evidence of poor social skills and interaction. It is known that all autistic people have problems with social interaction and behavior. However, its

extent and type of difficulty may vary. That is to say, each person shows behavioral, social and communicational patterns that are unique but, at the same time are suitable into the overall diagnosis of ASD (Autism Spectrum Disorder: Pervasive Developmental Disorders, 2004). According to *Autism Spectrum Disorder: Pervasive Developmental Disorders* (2004), some indicators of ASD are:

- Does not babble, point, or make meaningful gestures by 1 year of age

- Does not speak one word by 16 months

- Does not combine two words by 2 years

- Does not respond to name

- Loses language or social skills

As it is stated by the *Postnote of the Parliamentary Office of Science and Technology*, the variation of these symptoms can change with age, "as patterns of atypical behavior and impairments become more or less marked over time" (Autism, 2008). Moreover, the capacity shown by one person may fluctuate depending on the time and circumstances, and the severity of these symptoms varies across the ASD (Autism, 2008). Table 3 shows the variation in behavior a person may express across the ASD.

As a matter of fact, social symptoms appear to be very noticeable. When infants are engaging in the process of development, they clearly show social skills. On the contrary, autistic children have difficulties to establish human interactions. "They seem indifferent to other people, and often seem to prefer being alone, they may resist attention or passively accept hugs and cuddling" (Autism Spectrum Disorder: Pervasive Developmental Disorders, 2004). Another important aspect, when talking about problems in social interaction, is the lack of ability these children have to interpret what others are feeling and

thinking. Such things as a smile, a wink, or a grimace have little importance and meaning to them. That is to say, "a child who misses these cues, 'Come here' always means the same thing, whether the speaker is smiling and extending her arms for a hug or frowning and planting her fists on her lips" (Autism Spectrum Disorder: Pervasive Developmental Disorders, 2004). To compound the problem, autistic people have problems seeing things from others' perspective. For instance, a 5-year-old child may understand that people have different feelings, goals or information. In contrast, children with ASD might lack such ability which leaves them to inability to predict and understand others actions.

According to their IQ level, people with Autism can be categorized into those how are 'low-functioning', 'middle-functioning', and 'high-functioning' (Gillberg, 2002). As it is defined by Christopher Gillberg (2002), 'high-functioning' refers to a low normal or normal range of IQ. In this sense, Asperger Syndrome (AS) is considered by many authors as a 'high-functioning' Autism (HFA). Asperger Syndrome was first described in 1944 by the Austrian pediatrician Dr. Hans Asperger (Attwood, 2005).

Table 3
Variation in Behavior Across The Autism Spectrum Disorder

	Presentation can range:	
	From…	**…to**
Key characteristics:		
Social interaction	Aloof and indifferent	Makes one-sided approaches
Social communication	No communication	Spontaneous but repetitive, one-sided
Repetitive behavior/activities	Simple, body directed (e.g. face tapping, self injury)	Verbal, abstract (e.g. repetitive questioning)

Other characteristics:		
Formal language	No language	Grammatical but long winded, repetitive, literal interpretations
Repetitive sensory information (oversensitivity, insensitivity)	Very marked	Minimal or no unusual responses
Unusual movements (hand flapping, tiptoe walking)	Very marked	Minimal or absent
Special skills (drawing, rote memory)	None	One skill at a high level, very different from other abilities

Note. From Autism, 2008, p.2

This syndrome is "usually congenital or arises on the basis of the brain damage sustained during parturition or the first few years of life" (Gillberg, 2002, p. 5). In addition, one of the most characteristic features of Asperger Syndrome is the severe impairment in social interaction (Diagnosis and Statistical of Mental Disorders, 2000, p. 80). In 1971, Van Krevelen compared Autism and Asperger Syndrome. He concluded that there are four main differences between the disorders: (1) The onset of Autism was in the first month of life whereas in AS was not until the third year; (2) children with Autism walked before they talked while children with AS talked before they walked; (3) Autistic children had poor eye contact because they were not conscious of their surroundings. Although AS children avoided eye contact, they participated with others on their own terms; and (4) Autism had a poor prognosis while AS had a better prognosis (Mesibov, Shea, & Adams, 2001, p. 16).

As it is stated by Tony Attwood in 2005, children with AS have intellectual capacities within the normal range compare with regular students. In contrast with children with ASD, children with AS have a normal IQ. Moreover, in certain subscales of intelligence tests, children with AS have been found to perform better than their developing peers (Elliman, 2011). In addition, these children appeared to have a higher attention to detail "and perform better at tests involving finding images embedded within other images" (Mottron, as cited in Elliman, 2011). As it is argued by Baron-Cohen in Elliman's article called *Asperger Syndrome – Difference or Disorder* (2011), in spite of the neurological differences found in children with AS, i.e. physically larger brains and increased cell density, this may not necessarily be taken as important evidence in terms of deciding that these students will perform better or worse than regular ones. However, they have a different profile of abilities which include the following characteristics (Attwood, 2005):

- A qualitative impairment in social interaction:
    - Failure to develop friendships that are appropriate to the child's developmental level.
    - Impaired use of non-verbal behaviour such as eye gaze, facial expression and body language to regulate a social interaction.
    - Lack of social and emotional reciprocity and empathy.
    - Impaired ability to identify social cues and conventions.
- A qualitative impairment in subtle communication skills:
    - Fluent speech but difficulties with conversation skills and a tendency to be pedantic, have an unusual prosody and to make a literal interpretation.

- Restrictive Interests:

  o   The development of special interests that is unusual in their intensity and

    focus.

  o   Preference for routine and consistency.

According to Christine Wenzel and Laura Rowley (2010), this profile of abilities

were also developed by American Psychiatric Association's *Diagnostic and Statistic*

Manual IV (DSM-IV) in 1994 which characteristics include "(a) qualitative impairment in

social interaction, (b) restrictive repetitive and stereotyped patterns of behavior interest and

activities, and (c) clinically significant impairment in social, occupation or other important

areas of functioning" (American Psychiatric Association, as in Wenzel & Rowley, 2010).

For instance, AS is among the most complex to diagnose. Although children might

show impairments, these disabilities are hard to identify. For example, people with high-

functioning Autism might engage in social contexts but it might not be seen reciprocal for

those normally developing people. Also, language skills might be well-developed but there

might be a problem with turn-taking during conversations. Moreover, people with AS/HFA

have pedantic speech, i.e., the use of uncomfortable words and phrases. In addition, their

narrow interests are harder to identify than those that are repetitive. These narrow interests

include awareness of thoughts or facts, such as numerical combinations, birthdays, bus

schedules, among some (Mesibov, Shea, & Adams, 2001, p. 26). As it stated in DMS-IV,

when diagnosing a child with Asperger Syndrome, this must be distinguished from PDD. In

"Autistic Disorder there are, by definition, […] abnormalities in the areas of social

interaction, language, and play, whereas in Asperger's Disorder early cognitive and

language skills are not delay significantly" (2000, p. 82).

For this reason, the *Diagnostic and Statistical Manual of Mental Disorders* (DSM-IV) published in 1994 in the American Psychiatric Association a diagnostic criterion for diagnosing children with Asperger Syndrome (see table 4).

Therefore, it becomes extremely necessary to adjust some activities proposed in the Curricular Framework –for 5th graders–. The Chilean government establishes that schools that are part of PIEs should set a plan and an integrative functional educative program with cross-curricular objectives which focus on the attendance of the social and communicative impairments, that is to say, to attend the needs of those students who show disturbance in their social and communicative skills (Decreto No. 815, 1990).

In conclusion, it can be said that there will be many occasions in which all educators will have to teach a disabled student in his or her classroom. There will be many questions to be answered when a teacher faces a situation like this. What methods should the teacher use? What techniques should he or she choose? Should he or she work on his/her own or be part of a team that work with the disabled students? What guarantees the disabled students to be part of a regular classroom?

Although the law guarantees the inclusion of these students and the willingness of the schools to create appropriate projects and modifications to their *Proyectos de Integracion Escolar*, further studies are needed in order to create a specific guide for educators and for school communities. Even though there is lack of psychologists and special education teachers, which it is a big concern for these schools; parents trust them to prepare their children for the real world.

Table 4

Diagnostic Criteria for Asperger Disorder According to the Diagnostic and Statistical of Mental Disorder

1. *Qualitative impairment in social interaction (as manifested by at least two of the following):*

   (a) marked impairment in the use of multiple non-verbal behaviours such as eye-to-eye gaze, facial expression, body posture, and gesture to regulate social interaction

   (b) failure to develop peer relationships appropriate to developmental level

   (c) lack of spontaneous seeking to share enjoyment, interests, or achievements with other people (e.g. by a lack of showing, bringing or pointing out objects of interest to other people)

   (d) lack of social or emotional reciprocity

2. *Restricted or repetitive and stereotyped patterns of behavior, interests and activities (as manifested by at least one of the following):*

   (a) encompassing preoccupation with one or more stereotyped and restrictive patterns of interest that is abnormal either in intensity or focus

   (b) apparently inflexible adherence to specific, non-functional routines or rituals

   (c) stereotyped and repetitive motor mannerism (e.g. hand –or finger– flapping or twisting, or complex whole-body movements

   (d) persistent preoccupation with parts of objects

3. *The disturbance causes clinically significant impairment in social, occupational or other important areas of functioning*

4. *There is no clinically significant general delay in language (e.g. simple words*

used by age 2 years, communicative phrases by age 3 years)

5. *There is no clinically significant delay in cognitive development or in the development of age-appropriate self-help skills, adaptive behavior (other than in social interaction), and curiosity about the environment in childhood*

6. *Criteria are not met for another specific developmental disorder or schizophrenia*

2.1   The Picture Exchange Communication System

There is a good possibility that communication represents a significant challenge for children who have impairments. As it is stated by Sigafoos, communicative difficulties reduce the effectiveness of the social and cognitive development and, at the same time, impair children's education and care which may severely reduce their quality life (Carre, Le Grice, Blampied & Walker, 2009). According to Lewis, Boucher, Lupton and Watson (2000), the "deficit in the capacity of children with autism to engage in play is further postulated to be connected to the deficits in language of children with autism" (Lewis et al., as cited in Jurgens, Anderson & Moore, 2009). In this sense, Augmentative and Alternative Communication systems (AAC) have been defined as "the supplementation or replacement of natural speech and/or writing using aided or unaided symbols" (Lloyd, Fuller, & Arvidson, as cited in Carre, et al., 2009). For instance, one of the most disseminated AAC systems is the Picture Exchange Communication System (PECS) developed by Andrew S. Bondy, Ph. D and Lori Frost, M.S., CCC/SLP in 1985. This system was first used in the *Delaware Autistic Program*, and it has received world recognition for focusing on the initiation component of communication. PECS is based on B. F. Skinner's book called *Verbal Behavior*: children learn to use independent communication by teaching them to use prompting and reinforcement strategies (Picture Exchange System, n.d.). In addition, Flippin, Reszka and Watson (2010) declared that PECS is a manualized system for teaching children with verbal impairments to use exchange-based communication system.

One of the objectives of the Picture Exchange Communication System is to teach children and adults to initiate communication as a request form. This is made by selecting and giving a picture symbol of the item that was requested to a communicative partner

(Carre, et al., 2009). In fact, PECS aims to teach children the functional relationship between communication and its effect on the environment (Charlop, Malmberg, & Berquist, 2008). Consequently, the communicative partner answers with a verbal model of the request as if the person has spoken (Carre, et al., 2009).

This system "incorporated the teaching of mand initiations that are thought to be pivotal response behaviors, and have demonstrated to lead to generalized improvements in other nontargeted behaviors" (Jurgens, Anderson & Moore, 2009). In this sense, Koegel et al. (2009) suggest that some behaviors are pivotal, that is to say, changes in these behaviors contribute to widespread behavior changes through a number of nontargeted behaviors. PECS is a "behaviorally based pictorial communication system designed for children with social-communicative deficits" (Flippin, Reszka, & Watson, 2010). Charlop, Malmberg and Berquist (2008) established that PECS use behavioural strategies and training phases to teach children to communicate through the use of picture cards with others. Therefore, children are taught to select picture symbols, order them on a sentence strip, and then give the sentence strip to another person to start communication. By this, the requesting behaviour is reinforced by the receipt of the desired object. Therefore, previous imitation or attention abilities are not required to use PECS (Howlin, Gordon, Pasco, Wade, & Charman, 2007). As a matter of fact, PECS is inexpensive, easy to administer and appropriate for children limited verbal, motor and gestural skills (Charlop, et al., 2008).

There is a strong possibility that when teaching a nonverbal child replacement behaviours –related to the function of the problem– these may be linked to decreases in maladaptive behaviours (Charlop, et al., 2008). As it is established by McGill and Michael (2008), "it is likely that motivating operations such as deprivation and desired access to reinforcers [...] also set the stage for the success of PECS training". Therefore, when using

motivating operations, children's desire to be part of communication will grow. Additionally, behavioural strategies used in PECS training are associated with increased motivation, i.e., establishing functional relationships – handing the picture and obtaining the desired object –, varied reinforcers, child chosen reinforcers, task interspersal, and maximized child correct responding – child is prompt by a second trainer to increase child's success at communication – (2008). Flippin, Reszka, and Watson (2010) also have declared that PECS is motivating for children because is a behavioural approach that shapes communication through the use of reinforcers.

During PECS programs, the use of reinforcement, delay, and generalization are used to shape children's expressive communication abilities across trainers and settings. In this sense, PECS training consists of six steps (see table 5): Phase I "How to Communicate", Phase II "Distance and Persistence", Phase III "Picture Discrimination", Phase IV "Sentence Structure", Attributes and Language Expansion, and Phase V "Answering Questions" (Picture Exchange Communication, n.d.).

Figure 6. Phase VI in picture exchange communication system.

In 2007, Patricia Howlin, R. Kate Gordon, Greg Pasco, Angie Wade and Tony Charman developed a study in which they assessed children with Autism Spectrum

Disorder by using PECS. They found that rates of initiation and PECS usage increased

significantly, and the use of symbols in the classroom increased. These results suggest

Table 5
Six Phases of Picture Exchange Communication System (PECS) Training

Phase	Description
I	Training begins on a single picture of highly desired item. Student picks up picture of desired item and releases into communicative partner's hand in exchange for desired item. Communicative partner gives the item to the child while naming the item (e.g. "car"). Two adults (i.e., the communicative partner and a physical prompter) are used during this phase.
II	A communicative book is introduced, and increased distance is placed between the child and communicative partner. Child is required to get picture from her communication book and travel to communicative partner to request item. To increase spontaneity and persistence, placement of picture symbol is varied in the book. Also, generalization across a

	variety of trainers, contexts, and reinforcers is introduced at this phase.
III	Child is required to discriminate between two picture symbols (highly desired vs. nondesired item to gradually multiple desired items). Correspondence checks are done to ensure that child is truly requesting preferred item.
IV	Child uses a sentence starter ("I want") to make a request by building and exchanging a 2-picture-sequence sentence strip with "I want" symbol plus picture symbol for preferred item. Communicative partner provides verbal model "I want..." and pauses before labelling the requested item back to child. Communicative partner differentially reinforces any vocal attempt.
V	Communicative partner introduces the verbal prompt "What do you want?" Over time, a delay is inserted between the verbal prompt and an additional gesture prompt toward the "I want" picture

	symbol. The child begins answering the question before her communicative partner uses the gestural prompt.
VI	Comments are trained as child exchanges sentence strips to respond to partner's communicative questions (i.e., "What do you see?" "What do you want?" "What do you have?").

Note. From Frost & Bondy, as cited in Flippin, et al., 2010

the modest effectiveness of PECS. However, they reported that there was no clear evidence that 7 month's experience with PECS resulted in increases in spoken language. Also, Carre, Le Grice, Blampied and Walker elaborated a research with three 5-6-year-old children diagnosed with Autism or/and developmentally disabled. They found that the three children acquired the physical exchange of PECS. Additionally, researchers noticed some increase in verbal naming of objects. In contrast, there was variation in the extent to which children used PECS in a spontaneous way outside the training settings (2009).

Nevertheless, there is good evidence on the adaptability of PECS. In 2008, Charlop and colleagues reported the use of PECS in an adult female with severe language deficits and blindness from birth. During this study, the traditional Picture Exchange Communication System was adapted for a Braille Exchange Communication System by changing pictures for Braille representations of words. Researchers found that there was a

functional relationship between BECS and the participant's improvement in expressive language (2008).

However, the Picture Exchange Communication System presents certain limitations. As it is mentioned by Flippin, Reszka and Watson, this program does not include steps to specifically guide the child in types of communication known as commenting (2010). Although PECS trains children to discriminate between a preferred and non-preferred object, some communicative functions, such as protest and refusals, are not a target in PECS. Moreover, "the standard PECS protocol does not provide a built-in method for directly indicating that an item is not wanted" (2010). In addition, there is a slightly possibility that the quality of evidence – during experiments – was limited due to the lack of experimental control (2010). On the other hand, many researchers proposed that further studies are needed in order to determine the gains of PECS training over longer periods with younger or more able non-verbal children (Ganz &Simpson, Kravits et al., as in Howlin, et al., 2007). In this sense, Ostryn, Wolfe and Rusch suggest four points for future research and implementation of PECS

1. Generalization. Introduce and teach vocabulary related to conversational communicative exchanges and the "wh" questions to enable individuals to partake in communications [...]. Identify activities/ objects of mutual interest [...].

2. Spontaneous communication. Operationally define spontaneous communication [...]. Systematically reevaluate vocabulary and icons as communication needs change over time. If examining vocal outcomes related to the PECS, measure both the quality and the content of utterances in conjunction with frequency and length. Examine acquisition [...] across all PECS phases to help determine

whether particular individuals can or should progress through all six phases or whether other communication systems should be used in conjunction with the PECS.

3. Joint attention. Use measures of joint attention used in other communication research, including eye gaze, pointing, showing, and social referencing, among others, within the PECS.

4. Maintenance. Use a maintenance schedule to record mastered skills over time, for example, every 3 months, to ensure all skills are maintained (Ostryn et al., 2008).
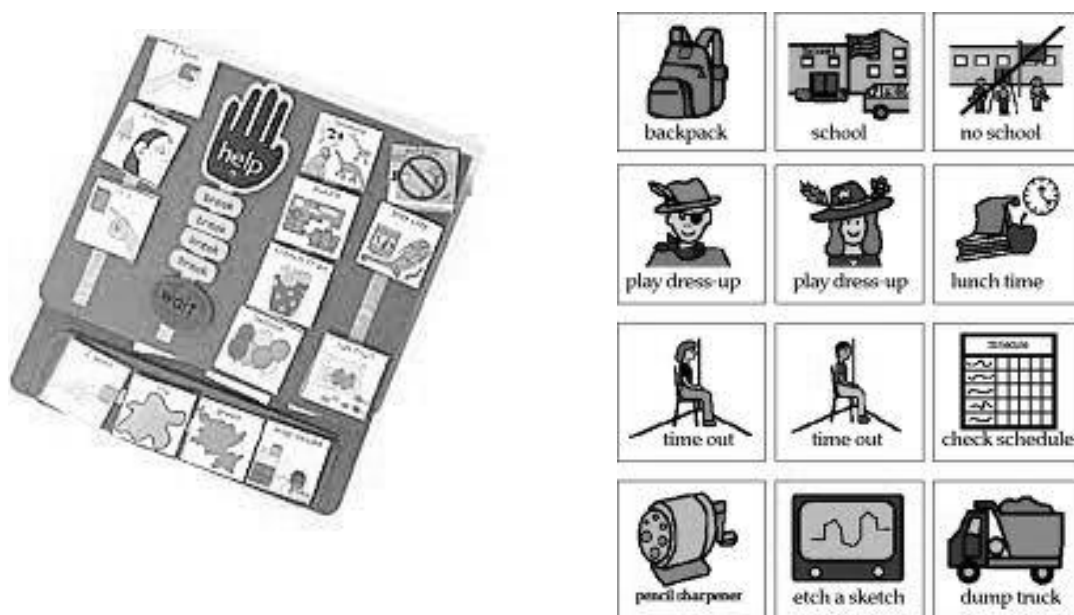
Figure 7. Picture Exchange Communication System materials used by teachers – book for sentence strips and pictures –.

In conclusion, PECS appears as an effective program for teaching children who have disabilities, especially those who present delays in verbal language. Previous studies suggest the effectiveness of PECS on children who are language impaired. At the same time, many researchers have declared the adaptability of the system as its inexpensive

implementation. For these reasons, PECS is a system that teachers – who are part of PIEs –

should use in the Chilean educational system.

3. General Unit Aspects

Title   : Let's enjoy a healthy meal!

Grade   : 5th grade, primary school

Time assigned : 10 sessions

3.1 Foundation of the unit

Children with Asperger Syndrome should be included in the general educational system. Although they show clear impairments in social interaction, English may give them the opportunity of interacting with their peers. In this sense, the Chilean Ministry of Education establishes four units to be reviewed in 5th grade. These units are called *Welcome to English, Our Classroom – Our School, At Home,* and *Food and Health* (Programa de Estudios Quinto ano Basico, 2004).

The unit called *Food and Health* is the most adequate when trying to approach regular students as those with Asperger Syndrome. At that age, students are still discovering their own world and deciding which things they like and dislike. In the case of children with Asperger Syndrome, they are also discovering their world but at their own pace. As it stated by Piaget's Theory, in terms of succeeding, students enter an exploratory process in which dilemmas between conflicting information and social problems are allowed to exist. That is to say, that when confronting two dilemmas "learning to understand the underlying perspectives (visual, social or emotional) of other people will broaden our possibilities of being confronted with and understanding differences" (Hakvoort, 2002). This statement takes relevance when teaching children with Asperger Syndrome due to the indifferent social interaction they show. This is the reason why it

becomes a central issue to acknowledge and adapt some activities in order to include these students.

It is important to mention that many researchers are almost certain that children with AS do not show cognitive impairments. Moreover, they may present little evidence of problems when learning (Autism Spectrum Disorder: Pervasive Developmental Disorders, 2004). Therefore, creation of activities in which these children are allow to move – and others in which they could be able to interact with their classmates – in a positive way has a great importance. In this sense, during sessions, each activity will be 15 minute long in order to give a steady movement to the class rhythm. In addition, this unit will be developed in 10 sessions. This is in accordance to the Chilean Ministry of Education that establishes that English should be taught at least one time per week.

In conclusion, one of the purposes of this didactic unit is to promote a healthy diet among students in an inclusive atmosphere. This will provide students with values which are extremely important in personal development. In spite of the importance of the acquisition of knowledge, our students also need to learn principles that will guide them in the future. These sometimes may be only learned in a group setting, i.e., the classroom. As a matter of fact, children will have the opportunity of learning from each other in an atmosphere of equality. In this sense, a teacher's duty is not only to teach contents but at the same time, teach values which will transform our students in integral people.

3.2 General Objectives

The Chilean ministry of Education establishes five general objectives to be accomplished, i.e., annual objectives. In this sense, at the end of the year, students of 5th grade should be able to:

1. Read and understand the meaning of isolated words and short phrases. These must be related with correct level of semantic field by combining sounds with written words. By semantic field, one makes reference to the set or words or lexemes related in meaning.

2. Aurally understand simple orders and instructions, short statements, and questions related to the classroom language. For example, sit down, open the door, and stay quiet, among some.

3. Aurally discriminate sounds, words and phrases related to the correct level of semantic field.

4. Orally reproduce musical and poetic manifestations – from cultural tradition – and high frequency expressions imitating sounds of the foreign language.

5. Discover the presence of the foreign language around and learn some aspects of the culture of this language (Programa de Estudio Quinto ano Basico, 2004).

3.3 Cross-Curricular Objectives

According to the Chilean Ministry of Education, these objectives are referred to the personal development and the ethic and intellectual progress in students. At the same time, these are defined by the Chilean curricular framework – Decreto Nº 40 – and they are related with three different areas.

1. Growth and Self-confidence: student respect and value different ways of thinking and different cultures.

2. Thinking Development: they are related to the interest and ability of recognizing the reality, using information and knowledge. At the same time, these are related to the capability of thinking and communicating.

3. People and their Environment: they are referred to team work. Also, these are connected to the development of a national identity in a global world (Programa de Estudio Quinto Ano Basico, 2004).

3.4 Unit Objectives

As the Chilean Ministry of Education establishes annual objectives, the specific objectives of this didactic unit are expressed in five main points. In this sense, by the end of this unit, students will be able to:

1. Develop a certain level of interaction between children with AS and the rest of the class. In this sense, children with Asperger Syndrome may respond to regular students' stimulus. In addition, students will have the opportunity of embracing the belief that all children are equal.

2. Apply what has been taught in order to create sentences using images and words. In this sense, both, regular students and children with AS will feel part of school community. For instance, when working in the same activities with regular students, Asperger Syndrome children will create a sense of belonging to the class for not being prevented of participating in these activities.

3. Name vocabulary words when seeing them in flashcards – pictures with names as in PECS –. When using images, both, Asperger Syndrome children and regular pupils may be able to recall and identify words that have been presented during previous sessions. At the same time, students make a relation between images and words.

4. Respect differences and diversities. The use of affective activities will give students and the teacher the opportunity to share in an atmosphere of acceptance and respect.

5. Produce simple sentences about the topic – *Food and Health* – considering the basic rules of the written code. Students may have a peer editing in which they learn to respect others opinions. In the case of Asperger Syndrome children, they are also part of the peer editing. By giving them the same responsibilities as to the regular students, these children may learn to be respectful and to develop a certain level of social communication. This communication might be spontaneous and repetitive.

3.5 Unit Contents

The unit contents will be based on the contents defined by the Chilean Ministry of Education. These are related to the semantic field (food, health and instructions) and to the syntactic field which will contribute to listening and reading comprehension.

Lexical Contents	Syntactic Contents	Texts
• Food, meals, and cutlery. • Recipe instructions. • Expressions related to health. • Time expressions. • Numbers from 31 to 50.	• Irregular plurals. • Imperative, verb "to be" present and past. • Time prepositions. • Adjectives. • "Wh-" questions. • Negative sentences.	• Introductions and greetings. • Menus, lists, short narrations.

In addition, the specific contents presented by the Ministry of Education are the following:

Lexical Contents	Syntactic Contents
• Expressions: "What is the meaning of...?", "What time is it?" • Instructions: mix, peel, stir, boil, etc. • Vocabulary: breakfast, lunch, dinner, meat, eggs, bread, vegetables, fruits, etc.	• Knife/knives, spoons, etc. • Was/were, eat, drink, wash, have, like, cook. • In, at. • Hot, cold, sweet, salty, healthy, unhealthy, awful. • My, your, his, her, their. • What time, then. • Likes and dislikes.

3.5.1 Procedures and attitudes

The procedures and attitudes will be focused on:

Procedures	Attitudes
• Take part in class routines. • Identify and use language related to food. • Listen to and understand a story. • Follow instructions. • Ask about other´s likes and	• Active participation in class activities. • Recognition of the value of using English in the class. • Interest in learning English as a way of expressing feelings and

dislikes. • Show comprehension in TPR and PECS procedures. • Play games involving listening. • Fill in evaluation and self-evaluation worksheets. • Understand self-evaluation procedures.	desires. • Interest of keeping a healthy and balanced diet.

3.6 Proposal of the unit

It is important to mention that the kind of grouping for students will be developed in the following way:

- BG: Big Group work (activities carried out by the entire class as one group)

- IW: Individual Work.

- PW: Pair Work.

- SG: Small Group (the class is divided in groups of four to five people)

At the same time, activities will be mainly constructed in five types:

- Motivational activities: students become aware of the benefits of having a healthy diet.

- Development activities: students develop worksheets related to the contents.

- Reinforcement activities: students work in deep in some activities that are important in the acquisition of English.

- Checking of previous knowledge: these activities will be developed at the beginning of the session.

- Evaluation: students will have the opportunity of checking their learning process by assessing themselves in a formal way. At the same time, the teacher will assess student's performance in summative and diagnostic ways.

Session 1

Level   : 5th grade

Unit   : Let's enjoy a healthy meal!

Sub-unit   : Vocabulary related to breakfast, lunch and dinner; expressions as "my

favourite food is/are...".

Objectives   : Students will be able to identify different words related to food and

health.

Students will show understanding when listening to instructions in English.

Skills   : Listening and reading.

Methodology : Total Physical Response and Grammar translation.

Grouping   : SG

Activity   : Motivational activities.

Instruction   :

- The teacher will write all the activities that are going to be developed during the

session on one corner of the whiteboard.

- Then, the class will be divided in groups of four to five people. This type of

grouping will be maintained during the entire class.

- The teacher will take note of student's attitudes in its diary. By doing this, she or he

will be able to identify introverted and extroverted students. This action will assist

her/him in future sessions when reordering the class and dividing it in groups.

- The teacher introduces the topic – *Food and Health* – by sticking on the whiteboard

three main words: Breakfast, Lunch and Dinner. Then, she/he sticks several pictures

related to the previous words. Every group of students will have to reorder three of

these pictures in the correct category. For example, students will have to stick the picture "milk" in the category called "Breakfast". It is important to mention that pictures need to be selected carefully because in Chilean culture dinner may not mean the same as in English countries, i.e., sometimes Chilean families have bread and coffee or tea at dinner time. In addition, as one of the unit aims is to promote a healthy diet, the teacher must choose pictures that encourage students to identify this fact.

- After students rearrange the pictures in the correct categories, the teacher will make students repeat every word in English. Then, the teacher will make students hypothesize about the way in which the pictures' names are written. The teacher will display the word in English for each image. If necessary, she/he will write the word in Spanish. At the same time, it is important to say that teachers need to make sure that one of the participants is the child with Asperger Syndrome.

- The teacher will set a clock. She or he will establish 10 minute for students to write the information presented on the whiteboard.

- The teacher will put on the centre of the classroom all the images used in the previous activity. After, the teacher will write on the whiteboard the sentence "My favourite food is/are...". She or he may put a happy face next to this sentence in order to symbolize that is something that teacher likes. Then, the teacher will say out loud "My favourite food is ...turkey". She or he needs to mention one of the words that have been taught during the class. Each group of students will participate at a time. Students will jump on the correct picture.

- Finally, the teacher will throw a soft ball to different students asking for the meaning of several words. In this sense, she/he will show a picture to this student and he/she will have to say the word in English or in Spanish.

CONTENTS	LEARNING OUTCOMES	ACTIVITIES	RESOURCES	TIME	ASSESSMENT METHOD
Lexicon: Breakfast, lunch, dinner, bread, eggs, milk, coffee, steak, mash potatoes, turkey, salad, sandwich.		*Introduction:* The teacher writes on the whiteboard the class activities and sets the rules for it.	Whiteboard and a marker.	10'	
Subject Pronouns: I, she, he, we, you.	Identify and organize vocabulary.	*Development:* Students reorganize pictures on the whiteboard.	Several pictures related to food, whiteboard, markers, and three signs with the words: breakfast, lunch, and dinner.	15'	Informal assessment. The teacher observes how students work.
Possessive Adjectives: My.	Organize information.	Students write on their notebooks all the words displayed on the whiteboard.	Student's notebooks, a clock visible for students.	10'	
	Revise of previous knowledge.	Students jump on the words said by the teacher.	Pictures used in the previous activity,	10'	
	Reinforcement of previous knowledge.	*Closure:* The teacher throws a soft ball to different students asking for meaning of		5'	

		words in English.			

Session 2

Level   : 5th grade

Unit   : Let's enjoy a healthy meal!

Sub-unit   : Adjectives related to food, healthy and unhealthy food.

Objectives   : Students will be able to recall previous knowledge.

                  Students will be able to use previous knowledge in order to work with new

                  contents.

                  Students will show respect when working with other classmates.

Skills   : Listening and reading.

Methodology : The Natural Approach.

Grouping   : SG and IW.

Activity   : Checking of previous knowledge, motivational, reinforcement.

Instruction   :

- The teacher will write all the activities that are going to be developed during the session on one corner of the whiteboard.

- The teacher will give students a handout. In it, they will have to put the correct name next to the picture in English. The teacher needs to encourage their students to try it in the foreign language. This activity will be developed individually.

- Then, she/he will stick on the whiteboard a poster with the Food Pyramid. After the teacher presents to students the Food Pyramid, she/he will explain them the importance of a healthy diet, and how we can mix the elements that appear it. Then, the teacher will divide the class in groups of four to five people.

- At the same time, the teacher will stick different flashcards with adjectives related to food. For example, salty, sweet, delicious, awful, among some. Also, she/he will

attach – the adjectives "Healthy" and "Unhealthy" – with a happy and sad face respectively.

- It is important to say that every food picture in the Food Pyramid needs to have the name at the bottom of it.

- Each group of students will have to stick three adjectives on different food pictures. After this, the teacher will give each student a handout with all the adjectives reviewed.

- Then, students will complete a handout in which they have to classify pictures – presented previously in the Food Pyramid – in "Healthy" and "Unhealthy". This will be a competition between all students' groups. The teacher needs to create a peaceful atmosphere in order to avoid recriminations when losing or winning.

- Once students have finished, the teacher will randomly select some students. She/he will ask them to say out loud some of the food they have classified.

- Finally, students will write in a piece of paper why a healthy diet it is important. This can be done in English and in Spanish. Then, they will put these pieces of paper into a "Magic Box". Students will pick a piece of paper from the box and will share what was written in it with the rest of the class.

CONTENTS	LEARNING OUTCOMES	ACTIVITIES	RESOURCES	TIME	ASSESSMENT METHOD
Lexicon: Oil, butter, junk food, milk, yogurt, eggs, cheese, meat, vegetables, fruits, bread, cereals, rice, spaghetti, cake.		*Introduction:* The teacher writes on the whiteboard the class activities and sets the rules for it.	Whiteboard, markers.	5'	
	Revise previous contents.	Students fill in a handout for reviewing previous knowledge.	Handouts.	5'	Closed task assessment. The teacher measures how much vocabulary students are able to recall.
Subject Pronouns: I, she, he, we, you. *Adjectives:* Salty, hot, awful, delicious, healthy, unhealthy, juicy, mushy, greasy, crunchy, good.		*Development:* The teacher sticks a poster with the Food Pyramid and explains the importance of a healthy diet.	A big poster.	5'	
	Select and analyze different adjectives.	Students stick an adjective in every picture that defines it.	Flashcards with adjectives.	10'	Open task assessment. The teacher measures the ability students have in order to hypothesize.
	Revise different adjectives.	The teacher gives each student a handout with all the adjectives related to food.	Handouts.		
	Analyze	Students divide	Handouts, a	15'	Informal

	different food in order to determine whether they are healthy or unhealthy.	food into "Healthy" and "Unhealthy".	bag with students' names in it.		assessment. The teacher observes students' work.
	Express what they think about a "Healthy Diet".	*Closure:* Students write on a piece of paper a statement about "Healthy Diet".	Pieces of paper, a box.	5'	

Session 3

Level   : 5th grade

Unit   : Let's enjoy a healthy meal!

Sub-unit   : Simple present structure

Objectives   : Students will be able to recognize sentences in simple present.

Students will be able to use previous knowledge in order to create

sentences in simple present.

Skills   : Reading and speaking.

Methodology : Total Physical Response, Direct Method and Communicative Language

Teaching.

Grouping   : IW and PW.

Activity   : Development, evaluation, and motivational activities.

Instruction   :

- The teacher will write all the activities that are going to be developed during the
  session on one corner of the whiteboard.

- The teacher will give each student a worksheet. In this, they will have to find people
  who like different foods and write the name of the person next to the statement. This
  activity is called *Find someone who...* For example, "Find someone who likes
  cochayuyo". It is important to say that this worksheet will be accomplished by
  working individually. This activity will also introduce simple present tense to
  students.

- Then, the teacher will divide students in pairs. She/he will hand each student a story
  in present simple which main topic will be related to food. This story will have all

verbs in bold. The teacher will encourage students to think about these verbs in bold. In this sense, students will have to identify vocabulary related to food and, at the same time, they will have to hypothesize about simple present.

- The teacher will randomly choose students in order to ask them about their assumptions.

- After this, the teacher will give each student a handout in which all the rules related simple present will be explained. It is significant to say that this handout needs to be structured in an attractive way because it is an explicit representation of grammar.

- When this activity finish, the teacher will give each pair of student three different pictures. They will have to write as many sentences as they are able to in order to represent what happens in the picture. At the back of each picture will be different verbs with the purpose of helping students. At the end of this, they will hand in a piece of paper with all the sentences. Students will get a grade for this activity with the purpose of evaluating their learning process. This grade will not be put in the teacher's book.

- The teacher will give students a worksheet in which students will have to developed different exercises linked to simple present. This activity will be developed in pairs.

- Finally, students will write on a piece of paper two lies and one truth about simple present and food. For example, one student may write: "Candies are unhealthy; simple present verbs end with -ed; and junk food is healthy". One student will read out loud his/her lies and truth. The rest of the class will raise their thumbs if they think they are listening to truth or they will put their thumbs down if they think they are listening to a lie.

CONTENTS	LEARNING OUTCOMES	ACTIVITIES	RESOURCES	TIME	ASSESSMENT METHOD
Lexicon: Oil, butter, junk food, milk, yogurt, eggs, cheese, meat, vegetables, fruits, bread, cereals, rice, spaghetti, cake.		*Introduction:* The teacher writes on the whiteboard the class activities and sets the rules for it.	Whiteboard, markers.	5'	
	Review previous contents.	*Development:* The teacher gives a worksheet to each student. This activity is called "Find someone who..."	Several worksheets.	5'	Informal assessment. The teacher observes how students work.
Subject Pronouns: I, she, he, it, we, you, they. *Grammar:* Simple present. *Verbs:* Like, cook, drink, eat, bake, boil, chop, cut, slice, peel, prepare, skin, feed, and fry.	Identify vocabulary related to food and simple present structures.	Students work with a story related to food. This story will be written in simple present. Finally, the teacher will ask students about how they think simple present is constructed.	Several copies of a story, dictionaries if necessary, a ball, a bag with students' names in it.	10'	Open task assessment. The teacher can measure how much students are able to hypothesise.
	Analyze the nature of simple present.	The teacher will give students a handout with the explanation of simple present.	Several handouts.	5'	

Create sentences in simple present.	Students will write sentences about different pictures. Then, they will hand in a piece of paper with their work.	Several pictures, pieces of paper.	10'	Formal assessment. The teacher will check students work. Students will get a grade but only with formative purposes.
Apply what has been taught during the session.	Students will develop a worksheet related to present simple. *Closure:*	Several worksheets, markers if necessary.	5'	Closed task assessment. Students will develop a handout.
Apply what has been taught in previous sessions.	Students will write two lies and one truth about simple present and food.	Several pieces of paper.	5'	

Session 4

Level   : 5th grade

Unit   : Let's enjoy a healthy meal!

Sub-unit   : Negative and interrogative expressions and structures in simple present.

Objectives   : Students will be able to create interrogative and negative sentences in

simple present.

Students will be able to exchange information with the rest of the class in an

atmosphere of respect.

Students will be able to apply previous knowledge in order to participate in

class activities.

Skills   : Reading, listening and speaking.

Methodology : Communicative Language Teaching, Lexical Approach and Direct Method.

Grouping   : SG, and PW.

Activity   : Checking of previous knowledge and development activities.

Instruction   :

- The teacher will write all the activities that are going to be developed during the

  session on one corner of the whiteboard.

- The teacher will show students a "Magic Bag". She/he will explain that inside this

  bag there will be all kinds of food. Students will take a picture from inside the bag

  and they will say the name of the food in English. In addition, the teacher needs to

  encourage students to create a sentence with the image in simple present. In this

  sense, mistakes are allowed during this activity. The teacher may ask students to

  form sentences using adjectives and expressions related to food. Also, she/he may

  ask for an assistant who can help the teacher with "Magic Bag" activity. In case that

the AS student does not feel comfortable in the activity, the teacher may ask him/her to work as his/her assistant.

- After this, the teacher will divide the class in groups of four to five people. She/he will stick on the whiteboard different flashcards related to simple present structure, that is to say, "Subject + verb + 's' + complement". Then she/he will add two flashcards: "Does and Do". Next, the teacher will add pictures of different foods reviewed during previous sessions. Students will work in their groups in order to arrange these words but with the purpose of forming interrogative and negative sentences. It is important to mention that the teacher needs to clarify – at the beginning – what kind of sentence students are required to form. At the end of this activity, the teacher will give each student a handout in which will be specified how interrogative and negative sentences are built.

- The teacher will tell a story to students called *The Crazy Sandwich* with the help of several flashcards. In this sense, while reading the story, the teacher will show the picture of the food mentioned in the story. In addition, students will repeat out loud the name of the food. Once the teacher finish telling the story, she/he will tell it again but this time students will have to pay attention to the simple present structures that appeared in the tale. That is to say, every time they are able to identify the present simple, students will have to stand up.

- Finally, students will employ the flashcards used in the second activity in order to explaining simple present interrogative and negative structures.

CONTENTS	LEARNING OUTCOMES	ACTIVITIES	RESOURCES	TIME	ASSESSMENT METHOD
Lexicon: Oil, butter, junk food, milk, yogurt, eggs, cheese, meat, vegetables, fruits, bread, cereals, rice, spaghetti, cake.	Apply previous knowledge.	*Introduction:* The teacher writes on the whiteboard the class activities and sets the rules for it. *Development:* The teacher uses a "Magic Box". Students create sentences with different pictures.	Whiteboard, markers. A box with brilliant colours, several flashcards, markers, whiteboard.	5' 10'	Informal assessment. The teacher measures students' ability when applying previous knowledge.
Subject Pronouns: I, she, he, it, we, you, they. *Grammar:* Present simple: interrogative and negative structures.	Predict grammar rules in order to rearrange sentences.	Students rearrange different flashcards in order to create interrogative and negative sentences.	Several flashcards, markers, whiteboard.	15'	Open task assessment. The teacher evaluates the ability students have when hypothesizing grammar structures.
Verbs: Like, cook, drink, eat, bake, boil, chop, cut, slice, peel, prepare, skin, feed, and fry.		The teacher gives students a handout related to simple present.	Several handouts.		
Adjectives: Salty, hot, awful, delicious, healthy, unhealthy, juicy, mushy,	Identify simple present structures and words related to food.	The teacher tells a story called *The Crazy Sandwich*.	A story called *The Crazy Sandwich*, flashcards.	10'	Informal assessment. The teacher evaluates how much students have learned

greasy, crunchy, good.					during the session.
	Explain the nature of present simple.	*Closure:* Students rearrange different flashcards in order to explain how to form interrogative and negative sentences.	Several flashcards.	5'	

Session 5

Level   : 5th grade

Unit   : Let's enjoy a healthy meal!

Sub-unit   : Vocabulary review, sentence building, and evaluation of previous contents.

Objectives   : Students will able to create positive, negative and interrogative sentences in
simple present.

Students will be able to measure how much they have learned during
previous sessions.

Skills   : Listening and speaking.

Methodology : The Natural Approach and Direct Method.

Grouping   : SG and IW.

Activity   : Motivational, reinforcement, and evaluation activities.

Instruction   :

- The teacher will write all the activities that are going to be developed during the
session on one corner of the whiteboard.

- The teacher presents a bag to the class. In this bag there will be several words
related to food – nouns, verbs or adjectives – that have been taught and reviewed
during previous sessions. This will be done with the purpose of guiding students.
The teacher will divide students in groups of four to five people. After this, she/he
will call out one student in front of the class. The teacher will explain the activity
with the assistance of this student. This student will pick a piece of paper from the
bag and she/he will draw the word on the whiteboard. For example, if the word is
"banana", the student will draw a banana. Every group will choose a person for
drawing at a time. The group that is able to guess more words will win the game. In

addition, the teacher must be clear when setting the limit time – 40 or 50 second –
for guessing the word.

- After this, students remain in the same groups. The teacher will give each group a
  spinner which has statements that need to be completed, questions that have to be
  answered or sentences that have to be changed into their negative or interrogative
  form. In this sense, the teacher needs to move around the classroom in order to
  listen to students' answers. Once students have finished the activity, the teacher will
  use a spinner in order to ask them some of the questions that appeared in it.

- Next, students will rearrange their seats in order to work individually. The teacher
  will clarify that this activity will be evaluated by the teacher. In other words, it will
  help students to evaluate how much they have acquired. The teacher will give each
  student an evaluation sheet. This will be divided in four sections. In the first one, the
  teacher will say the name of some food and students will have to circle the correct
  one. In the next section, students have to draw a happy face if the statement it is
  correct or sad face if it is wrong. In the third part, students will have to choose the
  correct alternative. This section will be related to simple present. Last but not least,
  they will have to create three different sentences related to three pictures: one
  positive, one negative, and one interrogative using the simple present. It is
  important to mention that in every statement there will be pictures that will help
  students, especially those with disabilities.

- Afterwards, students will work in pairs. They will found words in an word search
  puzzle. These words will be related to food. However, in the instruction section
  there will be pictures representing the words students need to find. That is to say,

there will be pictures of food. For example, if there is a picture of an orange, the

student will have to find the word orange in the word search puzzle.

- Finally, the teacher will throw a soft ball asking students the names of the words

  they were able to find in the alphabet soup.

CONTENTS	LEARNING OUTCOMES	ACTIVITIES	RESOURCES	TIME	ASSESSMENT METHOD
Lexicon: Oil, butter, junk food, milk, yogurt, eggs, cheese, meat, vegetables, fruits, bread, cereals, rice, spaghetti, cake.		*Introduction:* The teacher writes on the whiteboard the class activities and sets the rules for it.	Whiteboard, markers.		
	Recall words related to food, adjectives and verbs.	*Development:* Students play Pictionary with words related to food.	A bag, pieces of paper, whiteboard, markers, a timer.	5'	Informal assessment. The teacher observes students' work.
Subject Pronouns: I, she, he, it, we, you, they.	Apply previous knowledge.	Students work with spinners answering and creating sentences in simple present.	Spinners.	15'	Informal assessment. The teacher observes students' work.
Grammar: Present simple: interrogative and negative structures.					
Verbs: Like, cook, drink, eat, bake, boil, chop, cut, slice, peel, prepare, skin, feed, and fry.	Solve an evaluation sheet.	Students develop an evaluation sheet.	Several evaluation sheets.	15'	Formal assessment. The teacher evaluates students' evaluation sheet.
Adjectives: Salty, hot, awful, delicious, healthy, unhealthy, juicy, mushy,	Identify different words in an alphabet soup.	Students work in pairs in order to find words in an alphabet soup.	Several copies of an alphabet soup.	5'	Informal assessment. The teacher throws a ball to a students and she/ he will have to name a food.
		Closure: The teacher	A ball.	5'	

greasy, crunchy, good.		throws a soft ball to students asking words related to food. Also, they will have to finish a sentence that the teacher begins.			

Session 6

Level   : 5th grade

Unit   : Let's enjoy a healthy meal!

Sub-unit   : Sentence building and verbs related to cook.

Objectives   : Students will be able to recall vocabulary related to food.

Students will be able to rearrange sentences in order to create new in simple

present.

Skills   : Reading and speaking.

Methodology   : Communicative Language Teaching, Grammar Translation Method

Grouping   : PW and SG.

Activity   : Reinforcement, motivational and evaluation activities.

Instruction   :

- The teacher will write all the activities that are going to be developed during the

  session on one corner of the whiteboard.

- The teacher will divide the class in groups of four to five people. Then, she/he will

  draw a hangman on the whiteboard. The teacher will show students a box in which

  there will be several sentences in simple present. One student – per group – will

  take one of the sentences and will draw lines which will stand for the letters in the

  sentence. Students will have just 50 seconds for guessing the sentence. It is

  significant to mention that students must say the letter by letter in English. Spanish

  could be used only if students do not remember the letter in the foreign language.

- Students will remain in the same groups. The teacher will give each student a

  handout in which there are pictures with their names at the bottom of them. Students

will have to arrange the pictures' names in order to form sentences in present simple. However, there will be some pictures without names. Consequently, students will have to create sentences in simple present just using the pictures in the handout.

- Next, the teacher will give each group a spinner with pictures of fruits and verbs in it. They will have to create sentences with the fruit and the verb that appears in the spinner. At the same time, there will be some verbs related to cook as a way of introducing them for future sessions.

- The teacher will stick several pictures on the whiteboard. These pictures will represent verbs related to cook. Additionally, the picture will have the verb in English at the bottom of it. The teacher will give each group a fly swatter which will be decorated with bright colours. Each group will choose a representative. Every one of them will go in front of the class. The teacher will say out loud the verb in Spanish and the student will have to hit the correct verb in English with his/her fly swatter. The group that chooses more verbs correctly will win the game.

- Finally, students will arrange the classroom in its usual way. The teacher will hand in the evaluation sheets developed during the previous session. Students will review their evaluations individually. Then, the teacher will check it with all the class. The teacher needs to explain that this is a grade that is only for them as a way of checking their strengths and weaknesses.

CONTENTS	LEARNING OUTCOMES	ACTIVITIES	RESOURCES	TIME	ASSESSMENT METHOD
Lexicon: Apple, banana, cherry, lemon, chestnut, coconut, melon, orange, pear, peach, raspberry, strawberry, watermelon, peanut.	Apply previous knowledge in order to form sentences.	*Introduction:* The teacher writes on the whiteboard the class activities and sets the rules for it. *Development:* Students play the hangman with sentences in simple present.	Whiteboard, markers. A box, pieces of paper, whiteboard, markers, a timer.	5'	Informal assessment. The teacher observes students' work.
Subject Pronouns: I, she, he, it, we, you, they.	Create sentences in present simple.	Students rearrange sentences with the use of pictures. At the same time, they create sentences by using pictures.	Several handouts.	10'	Open task assessment. Students check their sentences in group.
Grammar: Present simple: interrogative and negative structures. *Verbs:* Like, cook, drink, eat, bake, boil, chop, cut, slice, peel, prepare, skin, feed, and fry.	Create sentences.	Students create sentences using fruit spinners.	Several fruit spinners.	10'	Open task assessment. The teacher assesses students' ability to communicate.
Imperatives: Bake, peel, skin, mix, chop, cut, add, serve, put. *Adjectives:*	Identify different verbs.	Students work in small groups using a fly swatter for recognizing different verbs related to cook.	Several fly swatters, pictures with verbs related to cook.	10'	Closed task assessment. The teacher measures students' ability in working with facts.

Salty, hot, awful, delicious, healthy, unhealthy, juicy, mushy, greasy, crunchy, good.	Evaluate their performance in their evaluation sheet.	*Closure:* The teacher gives students their evaluation sheets in order to comment about them.	Whiteboard, markers.	5'	Reflection. Students develop awareness of strengths and weaknesses.

Session 7

Level   : 5th grade

Unit   : Let's enjoy a healthy meal!

Sub-unit   : Recipe instructions, and imperative verbs.

Objectives   : Students will be able to recall vocabulary reviewed during previous

sessions.

Students will be able to relate verbs to items used in the kitchen.

Students will be able understand instructions in a fruit salad recipe by

listening to it.

Skills   : Listening and reading.

Methodology : The Natural Approach, Audiolingualism and Lexical Approach.

Grouping   : IW and SG.

Activity   : Checking of previous knowledge, reinforcement

Instruction   :

- The teacher will write all the activities that are going to be developed during the
  session on one corner of the whiteboard.

- After this, the teacher will show flashcards with verbs to students. Use the same
  pictures employed previously in the fly swatter activity. Students will have to recall
  the verbs. In this sense, the teacher must cover the name of the verb. Then, the
  teacher will leave these verbs stuck on the whiteboard.

- The teacher will stick a big poster of a table on the whiteboard. In this picture, it is
  important to put the entire cutlery necessary for cooking. At the same time, one
  could add the name of some food and fruits. Once the teacher shows students the

cutlery and reinforces previous vocabulary, she/he will make students link the verbs, which were previously stuck on the whiteboard, with the pictures that are in the poster. In this sense, the teacher may ask students: What do you use for peeling an apple? The teacher needs to make sure of showing the verb and pointing the right picture. Lastly, the teacher will give each student a copy of the poster for reinforcing vocabulary. Moreover, the teacher may encourage students to create relations between verbs and pictures in their handouts.

- The teacher will divide the class in groups of four to five people. Students will listen to a fruit salad recipe twice. The teacher must enforce students to pay attention to the main concepts and words. Then, she/he will ask them to check the kinds of fruit they were able to hear. They can write the words on a piece of paper.

- At this point, the teacher will display the sequence of the recipe – using pictures – mix up on the whiteboard. Students will work in group guessing and hypothesizing the order of the pictures. Once they finished, they will read out loud the order they think will be correct.

- The teacher will play the listening again and students will check their sequence of events. The teacher will make sure that students correct their assumptions on their notebooks.

- Finally, the teacher will show the pictures used for creating the sequence of events and will ask students to link each one with a verb. In addition, the teacher will require students to bring fruits for next class.

CONTENTS	LEARNING OUTCOMES	ACTIVITIES	RESOURCES	TIME	ASSESSMENT METHOD
Lexicon: Apple, banana, cherry, lemon, chestnut, coconut, melon, orange, pear, peach, raspberry, strawberry, watermelon, peanut.	Recall vocabulary.	*Introduction:* The teacher writes on the whiteboard the class activities and sets the rules for it. *Development:* The teacher shows students different pictures.	Whiteboard, markers. Several pictures with verbs.	5'	Open task assessment. The teacher measures students' ability to apply information.
Subject Pronouns: I, she, he, it, we, you, they.					
Verbs: Like, cook, drink, eat, bake, boil, chop, cut, slice, peel, prepare, skin, feed, and fry.	Identify different tools in a picture.	The teacher shows a big poster of a table with cutlery and fruits. Students link them with verbs.	A big poster, pictures with verbs, several copies of the poster.	5'	Open task assessment. The teacher assesses students' ability to reason.
Imperatives: Bake, peel, skin, mix, chop, cut, add, serve, put.	Identify vocabulary in a listening piece.	Students listen to a fruit salad recipe.	Radio, tape or CD, whiteboard, markers.	10'	Informal assessment. The teacher assesses students' ability to understand the listening.
	Hypothesize about sequence of events.	The teacher sticks the sequence of events on the whiteboard. Students	Several pictures, pieces of paper.	10'	Informal assessment. The teacher observes students' work.

		rearrange them.			
		Students listen to the recipe again and check their assumptions.	Radio, tape or CD, whiteboard, markers.	10'	Performance task assessment. The teacher assesses students' ability to organize information.
	Reinforce what has been taught during the session.	*Closure:* The teacher shows different pictures and students relate them to verbs.	Several pictures, whiteboard, markers.	5'	Open task assessment. The teacher assesses students' ability to apply previous knowledge

Session 8

Level   : 5th grade

Unit   : Let's enjoy a healthy meal!

Sub-unit   : Verbs used in food recipes, imperative forms

Objectives   : Students will be able to create their own recipe.

Skills   : Listening and speaking.

Methodology : Total Physical Response, Direct Method and Communicative Language

                 Teaching.

Grouping   : SG and PW.

Activity   : Motivational, reinforcement and evaluation activities.

Instruction   :

- The teacher will write all the activities that are going to be developed during the
  session on one corner of the whiteboard.

- The teacher will show students a bag. Inside this bag there will be several pieces of
  paper with verbs related to food. For example, peel, bake, and boil, among some.
  Students will form groups of four to five people. Then, a student from each group
  will go in front of the class for picking a piece of paper from the bag. The student
  will have to represent the verb with her/his body for her/his classmates to guess the
  word. Each group will have just 30 seconds for guessing the verb. The group that is
  able to guess more verbs will win the game.

- Students will remain in the same groups. The teacher will display a big poster on the
  whiteboard with a fruit salad recipe. However, this recipe will only contain pictures
  without the names. Every group of students were supposed to bring fruits to the

class, that is to say, pears, bananas, grapes, oranges, and a pineapple. At the same time, they had to bring forks, knives, dishes, and all the necessary things for cooking. The teacher will supply the orange juice and the sugar. Once students have prepared everything, the teacher will give each group a piece of paper with an instruction. In this sense, while one group will be in charge of peeling the apples, others will be in charge of cutting the bananas. Once they finished, each group will go in front of the class where there will be a big bowl and will explain their classmates what they did as in a recipe. For example, one student may say: "Peel the apples, and cut them in small pieces". Then, they will put their ingredients in the bowl. After every group came in front of the class, students will share the fruit salad.

- The teacher will explain students that she/he has a terrible problem. After school some relatives will come to her/his house in she/he has nothing to offer them. In this sense, she/he will ask students if they can prepare a recipe for her/him. The teacher will provide the necessary tools for students to create a recipe. For example, flashcards with food names in it, notebooks, and magazines, among some. It is important to mention that pictures or drawings can be added to the recipe in order to make it more significant for students. The final work will be delivered to the teacher.

- Students will work in pairs during this activity. The teacher will give each student a handout with a milkshake recipe. Students will have to fill in the blanks and answer the questions below. Then, the teacher will throw a soft ball to different students in order to ask their answers.

- Finally, students will read out loud the recipe. Then, the teacher will show a box to students. Inside the box there are several questions related to food. Different students will pick a question and will answer it out loud.

CONTENTS	LEARNING OUTCOMES	ACTIVITIES	RESOURCES	TIME	ASSESSMENT METHOD
Lexicon: Apple, banana, cherry, lemon, chestnut, coconut, melon, orange, pear, peach, raspberry, strawberry, watermelon, peanut, milk, cream.	Recall verbs learnt in the previous session.	*Introduction:* The teacher writes on the whiteboard the class activities and sets the rules for it. *Development:* Charades related to verbs.	Whiteboard, markers. Several pieces of paper, a bag.	5'	Informal assessment. The teacher assesses students; ability to communicate.
Subject Pronouns: I, she, he, it, we, you, they.	Apply previous knowledge in order to prepare a fruit salad.	Students prepare a fruit salad.	Fruits, dishes, forks, knives, napkins, a big poster with pictures.	15'	Open task assessment. The teacher measures students' ability to interpret information.
Verbs: Like, cook, drink, eat, bake, boil, chop, cut, slice, peel, prepare, skin, feed, and fry.	Create a recipe.	Students create their own recipe.	Magazines, flashcards, scissors, blank pieces of paper.	10'	Open task and summative assessment. The teacher assesses students' ability to apply information.
Imperatives: Bake, peel, skin, mix, chop, cut, add, serve, put.	Apply previous knowledge.	Fill in the blanks handout.	Several handouts, a soft ball.	10'	Closed task assessment. The teacher assesses students' knowledge of facts.
	Explain likes	*Closure:* Students	A box, several	5'	Closed task

	and dislikes.	answer different questions.	pieces of paper.		assessment. The teacher assesses students' skills when answering questions out loud.

Session 9

Level   : 5th grade

Unit   : Let's enjoy a healthy meal!

Sub-unit   : Wh- questions.

Objectives   : Students will be able to create a Mind Map based on a healthy diet.

Students will be able to understand Wh-questions and, at the same time, link

them with pictures.

Skills   : Reading.

Methodology : Total Physical Response and The Natural Approach.

Grouping   : IW, and SG.

Activity   : Development and reinforcement activities.

Instruction   :

- The teacher will write all the activities that are going to be developed during the

  session on one corner of the whiteboard.

- The teacher will give each student a worksheet called "Find someone who...". This

  worksheet will be based on present simple. In this sense, students will have to go

  around the classroom finding people who fit the description that appears in the

  handout.

- The teacher will display a poster with the question "...do you eat healthy?" This

  question will be linked with Wh- questions – where, when, what, why and how –.

  Next to each one of these, the teacher will stick a picture for making the input more

  comprehensible. In this sense, next to the word "where", one may add a picture with

  a place in order to make more explicit the relation between word and picture. Then,

the teacher will give each student a handout in which they need to decide which the correct option in every question or statement is.

- The teacher will show students a Mind Map created by her/him. This mind map will be related to a healthy diet. In this sense, students will form groups of four to five people and they will create their own Mind Map. However, they will have to incorporate Wh- questions. In addition, the teacher will explain Mind Map rules in Spanish due to the fact some of them are difficult to understand in English. Students will be able to use everything they believe necessary for developing their Mind Maps, i.e., magazines, crayons, pictures, etc. The teacher must observe students' work.

- Finally, each group will present its Mind Map to the rest of the class.

CONTENTS	LEARNING OUTCOMES	ACTIVITIES	RESOURCES	TIME	ASSESSMENT METHOD
Lexicon: Apple, banana, cherry, lemon, chestnut, coconut, melon, orange, pear, peach, raspberry, strawberry, watermelon, peanut, milk, cream.	Apply previous knowledge.	*Introduction:* The teacher writes on the whiteboard the class activities and sets the rules for it. *Development:* Students develop a worksheet called "Find someone who..."	Whiteboard, markers. Several handouts.	5'	Informal assessment. The teacher observes students' work.
Subject Pronouns: I, she, he, it, we, you, they.	Recognize Wh-questions.	The teacher explains the nature of Wh-questions.	Pictures, flashcards, whiteboard, markers.	10'	
Verbs: Like, cook, drink, eat, bake, boil, chop, cut, slice, peel, prepare, skin, feed, and fry.	Solve a handout.	Students develop a handout related to Wh-questions.	Several handouts.	10'	Closed task assessment. The teacher measures students' knowledge of facts.
Wh-questions: Who, where, why, when, what, how	Create a Mind Map.	Students create a Mind Map.	Crayons, magazines, scissors, blank pieces of paper.	15'	Open task assessment. The teacher assesses students' ability to apply information in a creative way.
		Closure: Students present their	Mind Maps created by	5'	Informal assessment. The

		Mind Maps to the class.	students.		teacher observes students' work.

Session 10

Level   : 5th grade

Unit   : Let's enjoy a healthy meal!

Sub-unit   : Review of unit contents.

Objectives   : Students will able to evaluate their own learning process.

Students will be able to apply what have been taught during this unit in order

to answer questions.

Skills   : Speaking and reading.

Methodology : The Natural Approach and Communicative Language Teaching,

Grouping   : IW and SG.

Activity   : Checking of previous knowledge and evaluation activities.

Instruction   :

- The teacher will write all the activities that are going to be developed during the session on one corner of the whiteboard.

- Students will be divided in groups of four to five people. The teacher will give each group a set of cards for playing a memory game. However, this memory game will have pictures and names. Consequently, students will have to relate images to words.

- Then, the teacher will give each student a self-evaluation sheet that needs to be developed individually. As a result, students will have to dissolve their groups.

- Once students finished their self-evaluation sheets, the teacher will form new groups of four to five people. Each group will receive a board game related to food and

simple present. At the same time, the teacher will give each student a chip and a

dice for the group. The teacher will observe students' work.

- After, the teacher will give each student an evaluation sheet. For this, students will

  have to rearrange their seats in order to work individually.

- Finally, students will share their comments on the unit developed during these 10

  sessions.

CONTENTS	LEARNING OUTCOMES	ACTIVITIES	RESOURCES	TIME	ASSESSMENT METHOD
Lexicon: Apple, banana, cherry, lemon, chestnut, coconut, melon, orange, pear, peach, raspberry, strawberry, watermelon, peanut, milk, cream.	Relate words to pictures.	*Introduction:* The teacher writes on the whiteboard the class activities and sets the rules for it. *Development:* Students play a memory game.	Whiteboard, markers. Several memory games sets.	5'	Informal assessment. The teacher observes students' work.
Subject Pronouns: I, she, he, it, we, you, they.	Test what she/he understand.	Self-evaluation sheet develop by students.	Several self-evaluation sheets.	15'	Performance task. Students self-evaluate their performance.
Verbs: Like, cook, drink, eat, bake, boil, chop, cut, slice, peel, prepare, skin, feed, and fry.	Apply previous knowledge.	Students work with a board game.	Several board games, ships, dice.	10'	Open task assessment. The teacher assesses students' ability when applying information.
Wh-questions: Who, where, why, when, what, how.	Solve an evaluation sheet.	Evaluation sheet.	Several evaluation sheets.	15'	Summative assessment.
Grammar: Present simple, positive, interrogative and negative forms.		*Closure:* Students and teacher share their experiences during the development of the sessions.		5'	

Adjectives: Salty, hot, awful, delicious, healthy, unhealthy, juicy, mushy, greasy, crunchy, good.					

4. Conclusion

In conclusion, it must be said that children with Asperger Syndrome should be included in regular educational classrooms in an effort to improve their social involvement. As many researchers have established, there is a strong possibility that these children do not necessarily exhibit cognitive problems. For this reason and contrary to many teaching practices, children with Asperger Syndrome are recommended to be part of an English as a Foreign Language class. In this sense, their role will be as important as the one performed by regular students. Moreover, they will be an important element to consider in current pedagogical practices. Inclusive practices show the best of teaching. When including students with disabilities, teachers will be intensifying their student's vision about life and especially about disability. In addition, our students will develop a sense of belonging to a school community. This becomes even more important in an educational system that is confronting cases of bullying everyday.

For this reason, this research paper provides all the necessary information related to *Proyectos de Integracion Escolar* and to Asperger Syndrome in order to include these children in standard classrooms. Additionally, teachers will be able to find data about the Picture Exchange Communication System. This system has been tested during the last decade obtaining valuable results. Although it was created for teaching children with Autism, this system can be executed in different settings because it employs flashcards as the ones used in regular classrooms.

In relation to the didactic unit, this was divided in ten sessions which main topic was *Food and Health*. This topic is proposed by the Chilean Ministry of Education. In it, the Ministry of Education suggests activities to be developed in the classrooms. Even though,

this didactic unit proposes some of these activities, they are developed in an integrative manner. The purpose of this is to give students information about a healthy diet and its benefits, and at the same time, integrate students with disabilities. By doing this, students are active participants during the sessions. They are allow to make mistakes and encourage to produce in an atmosphere of respect and inclusion. Even though classes do not explicitly follow the stages proposed by the Picture Exchange Communication System, they have been structured by its principles. In addition, most of the teaching material is similar or the same as used in the Picture Exchange Communication System.

Finally, teachers will be able to create an inclusive environment by including students with disabilities in an English as a Foreign Language class in which they are most of the time excluded because of the misconceptions about disabilities and especially about Asperger Syndrome.

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6. Appendixes

6.1 Appendix A: Teaching Students with Asperger Syndrome

As it was established by the *DSM-IV* (2000), children with Asperger Syndrome must meet the criteria for age of onset, social impairments, and repetitive activities, but, at the same time, they must have normal cognition and early language development. Even though children with AS display a normal speech fluency, they often have difficulties with the complexities of language. For example, pragmatics – the use of language in social contexts –, semantics – multiple meanings –, and prosody – the pitch, stress, and rhythm of speech –. It is important to mention that students with AS may demonstrate weaknesses in comprehension and abstract thought. Therefore, there is a slight possibility that they show academic problems in:

- Reading comprehension
- Problem solving
- Organizational skills
- Concept development
- Making inferences and judgments

Also, many students diagnosed with Asperger Syndrome have previously received a diagnosis of Attention Deficit/Hyperactivity Disorder. In this sense, anxiety is also a characteristic of this syndrome. For this reason, children with AS are inattentive and easily distracted.

Consequently, some strategies developed for teaching students with Autism may be applicable in students with Asperger Syndrome. Table 5 identifies some specific difficulties

inside the classroom and suggests possible classroom strategies. However, it is important to

remember the unique learning characteristics of the individual students when teaching

him/her (Teaching Students with Autism: A Resource Guide for Schools, 2000).

Table 6
Strategies for Teaching Students with Asperger Syndrome

Learning Difficulty	Classroom Strategies
Difficulties with language • Tendency to make irrelevant comments • Tendency to interrupt • Tendency to talk on one topic and to talk over the speech of others • Difficulty understanding complex language, following directions, and understanding intent of words with multiple meanings	• Use *Comic Strip Conversations* (Gray, 1994) to teach conversations skills related to specific problems • Teach appropriate opening comments • Teach student to seek assistance when confused • Teach conversational skills in small group settings • Teach rules and cues regarding turn-talking in conversation and when to reply, interrupt, or change the topic • Use audio-taped and video-taped conversations • Explain metaphors and words with

	double meanings
	• Encourage the student to ask for an instruction to be repeated, simplified, or written down if he does not understand
	• Pause between instructions and check for understanding
	• Limit oral questions to a number of student can manage
	• Watch videos to identify non-verbal expressions and their meaning
Insistence on sameness	• Prepare the student for potentional change, wherever possible
	• Use pictures, schedules, and social stories to indicate impending changes
Impairment in social interaction • Has difficulty understanding the rules of social interaction • May be naive • Interprets literally what is said	• Provide clear expectations and rules for behaviour • Teach (explicitly) the rules of social conduct • Teach the student how to interact

- Difficulty reading the emotions of others

- Lacks tact

- Has problems with social distance

- Has difficulty understanding "unwritten rules" and once learned, may apply them rigidly

- Lacks awareness of personal space

- through social stories, modeling and role-playing

- Educate peers about how to respond to the student's disability in social interaction

- Use other children as cues to indicate what to do

- Encourage co-operative games

- Provide supervision and support for the student at breaks and recess, as required

- Use a buddy system to assist the students during non-structured times

- Teach the student how to start, maintain, and end play

- Teach flexibility, co-operation, and sharing

- Teach the student how to monitor their own behaviour

- Structure social skills groups to provide opportunities for direct instruction on specific skills and to

	practice actual events
	• Teach relaxation techniques and have a quiet place to go to relax
	• Model and practice appropriate personal space
Restricted range of interests	• Limit perseverative discussions and questions
	• Set firm expectations for the classroom, but also provide opportunities for the student to pursue his own interest
	• Incorporate and expand on interest in activities
Poor concentration • Is often off task • Is distractible • May be disorganized • Has difficulty sustaining attention	• Provide frequent teacher feedback and redirection • Break down assignments • Use visual organizers, semantic mapping, and outlining • Provide timed work sessions • Reduce homework assignments • Seat at the front of the classroom • Use non-verbal cues to get

	attention
Poor organizational skills	• Use personal schedules and calendars
	• Maintain lists of assignments
	• Help the student use "to do" lists and checklists
	• Place pictures on containers and locker
	• Use picture cues in lockers
Poor motor co-ordination	• Involve in fitness activities; student may prefer fitness activities to competitive sports
	• Tale slower writing speed into account when giving assignments (length often needs to be reduced)
	• Provide extra time for tests
	• Consider the use of a computer for writing assignments, as students may be more skilled at using a keyboard
Academic difficulties • Usually average to above-average	• Do not assume that the student has understood simply because she or

intelligence

- Good recall of factual information

- Areas of difficulty include problem solving, comprehension, and abstract concepts

- Often strong in work recognition and may learn to read very early, but has difficulty with comprehension

- May do well at math facts, but not problem solving

he can re-state the information

- Be as concrete as possible in presenting new concepts and abstract material

- Use activity-based learning where possible

- Use graphic organizers such as semantic maps, webs

- Break tasks down into smaller steps or present in another way

- Provide direct instruction as well as modeling

- Show examples of what is required

- Use outlines to help student take notes and organize and categorize information

- Avoid verbal overload

- Capitalize on strengths (e.g., memory)

- Do not assume that student has understood what she or he has read – check for comprehension, supplement instruction, and use

	visual support [sic]
Emotional vulnerability • May have difficulties coping with the social and emotional demands of school • Easily stressed because of inflexibility • Prone to anxiety • Often have low self-esteem • May have difficulty tolerating mistakes • May be prone to depression	• May have rage reactions and temper outbursts • Provide positive praise and tell the student what she or he does right or well • Teach the student to ask for help • Teach techniques for coping with difficult situations and for dealing with stress, such as relaxation strategies • Use rehearsal strategies • Provide experiences in which the person can make choices • Help the student to understand her or his behaviours and reactions of others • Educate other students • Use peer support such as buddy system and peer support network
Sensory sensitivities • Most common sensitivities involve	• Be aware that normal levels of auditory and visual input can be

sound and touch, but may also include taste, light intensity, colours, and aromas

- Types of noise that may be perceived as extremely intense are:
    - Sudden, unexpected noises such as telephone ring-ring, or fire alarm
    - High-pitched continuous noise
    - Confusing, complex, or multiple sounds, such as in shopping centres

perceived by the student as too much or too little

- Keep the level of stimulation within the student's ability to cope
- Avoid sounds that are distressing, when possible
- Use music to camouflage certain sounds
- Minimize background noise
- Use ear plugs if noise or reaction is very extreme
- Teach and model relaxation strategies and use of diversions to reduce anxiety
- Provide opportunities and space for quiet time
- Arrange for independent work space that is free of sensory stimuli that bother the student

Note. From Students with Asperger's Syndrome, in Teaching Students with Autism: A Resource Guide for Schools, 2000, p. 74-76.

6.2 Appendix B: Classroom Management

Many times, teachers have struggled in managing classroom learning to achieve their class objectives. In 1977, Allen and Valette recognized that classroom management was restricted to two categories: maximizing available class time and maintaining discipline. The first one established that each teacher should set routines in relation to the age of students, the physical classroom environment, and the aims of the instruction. Therefore, routines should follow activities such as (Classroom Techniques: Foreign Languages and English as a Second Language, p.51):

- The beginning of the hour: students might be correcting homework while the teacher is taking attendance. If a particular arrangement of seats is necessary, select some students to do this. If the teacher requires using visual aids, these should be done before the bell rings.

- Assignment to groups: Allen and Valette (1977, p.50) suggest that group assignments could be posted on a class bulletin board which is visible for students.

- Language laboratory or electronic classroom: seating arrangements could be made routine.

- Handling students' questions: only a short time of the class should be devoted to answering questions – 15 to 20 minutes –.

- The end of the hour: routines should be established for replacing furniture, collecting visuals, and so on.

The second category described two discipline problems. In first place is the teacher's mental set. This is defined as the ability teachers have anticipating difficulties with students, such as discipline problems. The second made reference to class activities. In

this sense, when students are actively engaged in a class that takes into account their interests and backgrounds, discipline will be a secondary problem (Classroom Techniques: Foreign Languages and English as a Second Language, 1977, p.52).

However, Marilyn Lewis (2002) described that classroom management is based on three categories: motivation, constraints, and the teacher's role. In terms of motivation, Williams and Burden (as cited in Classroom management, 2002, p. 41) described three levels of motivation influence: "national and cultural influences on the language being learned, the education system where the language is being learned, and the immediate classroom environment". Therefore, teachers are able to encourage language use through of both intrinsic and extrinsic motivation.

Intrinsic motivation refers to the understanding students have about the benefits of learning a particular language. In other words, students want to learn the foreign language. On the other hand, extrinsic motivation comes through rewards. In this sense, students want to learn the language in order to get something in reward (Lewis, 2002). Apart from these different motivations, teachers have to deal with particular behaviours. Lewis (2002, p. 42-43) proposes some actions teachers may use when managing a particular type of behaviour.

- The back-row distractor: the same student sits at the back and distracts others. The teacher should: use eye contact while continuing to speak; stop mid-sentence and stare until the student stops; and talk with the student after class to investigate the cause.

- The nonparticipants: several students do not take part in class activities. The teacher should: ignore them if they are not distracting others; walk past their desks and ask if there is a problem; and ask colleagues how the same group of students participates in other classes.

- The over exuberant student: one student dominates question time, comments almost all the time, and all the rest of talking time. The teacher should: interrupt with "Thanks for that" and call on someone else to continue; remind the student that there will be more talking time soon in groups; and talk to student individually later.

Managing constraints could be also a hard task for teachers. Some teachers do not have funds to make copies for the whole class, no tape records, and even they do not have access to interesting reading material (Lewis, 2002, p. 44). In this sense teachers need to develop a creative thinking in order to overcome these obstacles.

Finally, teacher's role refers to the different roles she/he has at different times. For example, "answering or asking questions, up-front roles or supporting individuals, language informant or eliciting language, congratulating or encouraging individuals, and designer of tasks or materials" (p. 47). Besides, Richards and Rodgers pointed that teachers' roles are related to some issues as the type of positions they are expected to fulfill – counselor, model, director, among some –, the level of control they have over how learning takes place, the degree to which they are responsible for contents, and the interactional patterns to be developed between teachers and learners (as cited in Nunan, 1989, p. 84).

6.3 Appendix C: Teaching Material

- Flashcards

- Poster – Pyramid Food

Meats and Sweets
Less often

Poultry and Eggs
Moderate portions, every two days or weekly

Cheese and Yogurt
Moderate portions, daily to weekly

Fish and Seafood
Often, at least two times per week

Drink Water

Fruits, Vegetables, Grains (mostly whole), Olive oil, Beans, Nuts, Legumes and Seeds, Herbs and Spices
Base every meal on these foods
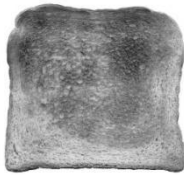
Be Physically Active; Enjoy Meals with Others
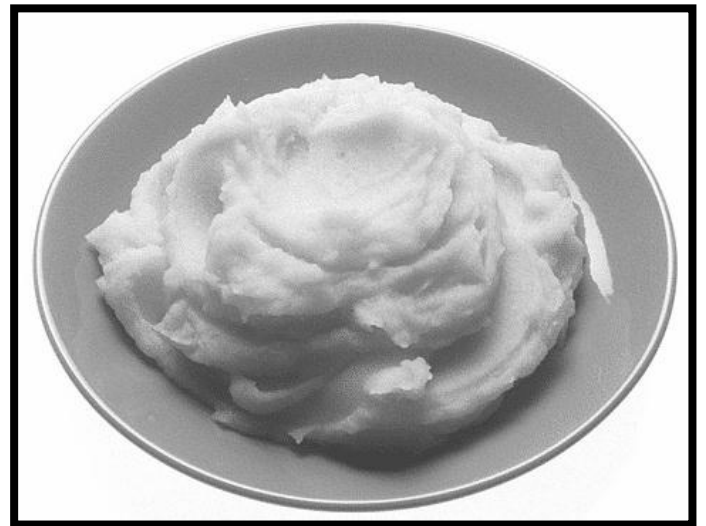
- Handout

In this handout, you are will find many adjectives related to food. Please, pay attention to them.

Adjective	Meaning	Picture
Assorted	Surtido	
Baked	Horneado	
Bitter	Amargo	
Boiled	Hervido	
Chilled	Enfriado/helado	
Cold	Frio	
Deep-fried	Frito en abundante aceite	
Delicious	Delicioso	
Dry	Seco	
Exquisite	Exquisito	

Fried	Frito	
Frozen	Congelado	
Greasy	Grasoso/aceitoso	
Grilled	Asado a la parrilla	
Homemade	Comida casera	
Juicy	Jugoso	
Mashed	Molido	
Ripe	Maduro	
Roasted	Asado a las brasas	
Sour	Acido	
Spicy	Picante	

| Sweet | Dulce | |
| Toasted | Tostado | |

- "Find Someone Who…" Activity

FIND SOMEONE WHO…
Go around your classroom and find classmates that like and dislike different food.
Put their names in the table.

FIND SOMEONE WHO…	OR
Likes sushi.	
Does not like sea food.	
Does not like spaghetti.	
Likes porotos con riendas.	
Likes barbecues.	
Does not like soup.	
Likes chocolates.	
Does not like cakes.	
Likes greasy food.	
Likes vegetables.	

- Story

Read this story called "Make a Sandwich". Pay attention to the words in **bold.**

Make a Sandwich

The boy **opens** a jar of peanut butter. He **spreads** the peanut butter in a slice of bread. The, he **opens** the refrigerator and **takes** out a jar of grape jelly. He **spreads** the jelly on the top of the peanut butter. He **puts** the jar back in the refrigerator. He **puts** another slice of bread on the top of the peanut butter and grape jelly. Now, he **has** a sandwich. He **opens** the refrigerator again. He **pours** himself a big glass of milk. He **puts** the sandwich on a plate. Then, he **takes** a big bite out of his sandwich.

 Now that you have read this story, what can you say about the verbs in bold? What are they expressing? Share your opinions with a partner.

- Simple Present Tense

SIMPLE PRESENT TENSE

How do we make the Simple Present Tense?
Subject + auxiliary verb + base form verb + complement
Does / do

Note. We use simple present when we talk about actions or things that happen habitually.
When using 3rd person singular (HE – SHE – IT), the base form verb takes – s/es. Look at the table. However, when using I – YOU – WE – THEY, we do not add s/es to the base form verb.

He works.
She works.
It works.

I work.
You work.
We work.
They work.

Here are some examples. Look at the sentences below.

Felipe *gets up* at 6 o'clock *every morning*.
I *go* to school *every day*.
Tomas *lives* in Puerto Montt.

I *think* she is a wonderful person.
Nurses *work* in hospitals.
The sun *rises* in the east.

- Handout

I. Give the correct simple present form of the verb in parentheses.

1. Leonor _____ (play) softball every weekend.

2. Mrs. Gutierrez _____ (write) Christmas cards every year.

3. I _____ (come) from a small town.

4. The sun always _____ (rise) from the east.

5. Some materials _____ (be) very heavy to carry out.

6. Some experiments _____ (cost) a lot of money.

7. A good scientific report _____ (provide) useful data for future research.

8. Acid rain _____ (kill) forests.

II. Correct the mistakes in the following simple present sentences.

1. I studies English three times a week.

2. They always attends the annual meeting.

3. Heat cause steam.

4. Good students has a great future in life.

5. Precious metals is always expensive.

- Simple Present

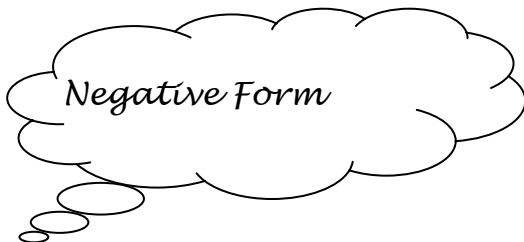## Simple Present – Negative and Interrogative Form

Interrogative Form
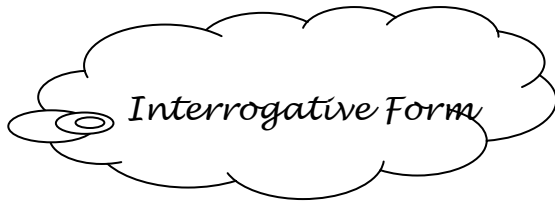
Do	I / you / we / they	eat / study / work?
Does	he / she / it	eat / study / work?

For example:

Do we have to do the homework?
Does she know the truth?

Negative Form

I / you / we / they	do not	eat / study / work.
He /she / it	does not	eat / study / work.

For example:

I do not like spaghetti.
She does not eat at home.

- Handout

Put the verb into the correct form
1. Cristian **doesn't drink** (not / drink) tea very often.

2. What time …………………… (the banks / close) in Britain?

3. 'Where ………………………. (Martin / come) from?' 'He's Scottish.'

4. 'What ……………………….. (you / do)?'   'I'm an electrician engineer.'

5. It …………………… (take) me an hour to get to work. How long …………………

   (it / takes) you?

6. I …………………… (play) the piano but I ………………… (not / play) very well.

7. I don't understand this sentence. What ……………………… (this / word / mean) ?

Use one of the following verbs to complete these sentences. Sometimes, you need the

negative:

believe   eat   flow   go   grow   make rise   tell   translate

1 The earth **goes** round the sun.

2 Rice **doesn't grow** in Britain.

3 The sun …………….. in the east.

4 Bees …………….. honey.

5 Vegetarians ……………….. meat.

6 An atheist ……………… in God.

7 An interpreter ……………….. from one language into another.

8 A liar is someone who ………….. the truth.

9 The River Amazon …………… into the Atlantic Ocean.

- The Crazy Sandwich Story

The Crazy Sandwich

Card 1

Ana   : I am hungry!

Daniel : I am hungry, too!

Ana   : I have a great idea. Let's have a sandwich!

Card 2

Ana   : Mmmmmmmh! I like my turkey sandwich. It is delicious.

Daniel : Mmmmmmmh! I like my roasted chicken sandwich.

Card 3

Ana   : I like my turkey sandwich because it was made with lettuce, and whole wheat

bread.

Daniel : I like my sandwich because it was made with tomato, and homemade bread.

Card 4

Ana   : Yummy! I love my sandwich. It is delicious!

Daniel : Yuck! I do not like my sandwich. I think it was made with ripe tomatoes. Snif,

snif!

Card 5

Ana   : Do not worry. You can have my sandwich.

Daniel : Thank you!

Card 6

Ana   : Oh, no, the sandwich! (it falls to the floor and the dog eats it)

Dog   : Woof, woof. Delicious!

Ana   : Very good, Dog.

- Mind Map Example