



UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
SISTEMA DE EDUCACIÓN SEMI-PRESENCIAL
CARRERA: LENGUAS Y LINGÜÍSTICA

PROYECTO EDUCATIVO
PREVIO A LA OBTENCIÓN DEL TÍTULO DE LICENCIADA EN CIENCIAS DE
LA EDUCACIÓN
MENCIÓN: LENGUA Y LINGÜÍSTICA

TOPIC
INFLUENCE OF VOCABULARY IN THE DEVELOPMENT
OF READING SKILL

PROPOSAL
DESIGN A BOOKLET WITH ACTIVITIES BASED ON VOCABULARY IN
ORDER TO DEVELOP THE READING SKILL

AUTHORS
CASTRO BONE JAZMÍN JACQUELINE
MEDINA FIGUEROA HÉCTOR ALFREDO

PROJECT'S ADVISOR
MSc. LARRY TORRES VIVAR

2017



UNIVERSIDAD DE GUAYAQUIL

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Que los integrantes: JAZMIN JACQUELINE CASTRO BONE con C:C: 0920225570 y HÉCTOR ALFREDO MEDINA FIGUEROA con C:C 0921754545 diseñaron el proyecto educativo con el Tema: **INFLUENCE OF VOCABULARY IN THE DEVELOPMENT OF READING SKILL**. Propuesta: **DESIGN A BOOKLET WITH ACTIVITIES BASED ON VOCABULARY IN ORDER TO DEVELOP THE READING SKILL**

El mismo que ha cumplido con las directrices y las recomendaciones dadas por el suscrito.

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PROYECTO

TEMA: INFLUENCE OF VOCABULARY IN THE DEVELOPMENT OF
READING SKILL

APROBADO

Tribunal No 1

Tribunal No 2

Tribunal No 3

Jazmin Castro Bone
C.I: 0920225570

Héctor Medina Figueroa
C.I:0921754545

DEDICATION

I would like to dedicate this present project to my gorgeous sons who make my environment turn and effective motivation to grow myself up where the professional area is the way to success. Finally a completely dedication to my mommy who always push me to obtain the better option and do not let me fall in spite of all up and downs.

JAZMIN CASTRO B.

I dedicate this project to my son who has been my reason to keep getting new goals, without forget, my father who has given me wisdom advises , my mother and my sister whose always help me and , my pretty niece who fill me out of happiness.

HECTOR MEDINA F.

ACKNOWLEDGMENT

I want to thanks to Mrs. Diana Calderon for her great effort and generous coaching in the completion of his project. I also acknowledge to my academic tutor Lcdo. Larry Torres who has the attitude to teach, without his guidance this project would not have been possible. Finally, a special acknowledge to Mrs. Lcda. Maria Bone Parraga with gratitude and love for all her help gave my family, my brother, Franklin; sons, Ian, Alfredito. They all kept me going. Everything is been possible with them

JAZMIN CASTRO B.

I acknowledgment teachers whose were part of process of learning in special Msc Larry Torres who guided us to prepare our project. Also, I would like to acknowledgment to Miss Diana Calderon who motived us to keep with our dreams, to get a degree.

HECTOR MEDINA F.



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RESEARCHERS: JAZMIN JACQUELINE CASTRO BONE
 HÉCTOR ALFREDO MEDINA FIGUEROA

PROJECT'S ADVISOR: Msc. LARRY TORRES

ABSTRACT

The vocabulary is the basis of a language; therefore the research of the activities help to develop the reading ability, which is fundamental in the process of learning English. Activities have not been applied from teachers. The objective of this project is to improve the vocabulary in the reading ability of the students from eight grade at the “Jaime Roldos Aguilera” High School located in Zone 8, District Ximena 2 Guayas Province, Guayaquil city , Fertisa sector, school period 2015-2016 who after answering surveys, as well as managers and teachers, it was obtained as result apathy from students because of the difficulty of learning a new language and the need to have resources that help understand dialogues, commands, short texts and readings. Finally is proposed to design a booklet with activities based on vocabulary in order to develop the reading ability that allows students to acquire the interest of learning the English language.

VOCABULARY

READING SKILL

BOOKLET WITH ACTIVITIES



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 HÉCTOR ALFREDO MEDINA FIGUEROA

ASESOR ACADÉMICO: MSc. LARRY TORRES

RESUMEN

El vocabulario es la base de una lengua, por ende la búsqueda de actividades que ayuden a desarrollar la habilidad lectora es fundamental en el aprendizaje del idioma inglés. Actividades que se aplican dentro del proceso de enseñanza aprendizaje por parte de los docentes. El objetivo de este proyecto es mejorar el vocabulario en la comprensión lectora de los estudiantes de octavo grado de la Unidad Educativa Fiscal “Jaime Roldos Aguilera” ubicado en zona 8, Distrito Ximena 2, Provincia del Guayas , ciudad Guayaquil , Sector Fertisa , periodo lectivo 2015-2016 quienes después de contestar las encuestas, además de directivos y personal docente, y mediante la observación se obtuvo como resultado apatía de parte de los estudiantes debido a la dificultad de aprender un nuevo idioma y la necesidad de tener recursos que ayuden a entender diálogos, órdenes, textos cortos y lecturas largas. Finalmente se propone diseñar un folleto con actividades basadas en vocabulario para el desarrollo de la habilidad lectora que permita a los estudiantes adquirir el interés de aprender el idioma inglés.

VOCABULARIO

HABILIDAD LECTORA

FOLLETO CON ACTIVIDADES



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REPOSITARIO NACIONAL EN CIENCIA Y TECNOLOGÍA	
FICHA DE REGISTRO DE TESIS	
TOPIC: INFLUENCE OF VOCABULARY IN THE DEVELOPMENT OF READING SKILL	
PROPOSAL: DESIGN A BOOKLET WITH ACTIVITIES BASED ON VOCABULARY IN ORDER TO DEVELOP THE READING SKILL.	
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INSTITUCIÓN: UNIVERSIDAD DE GUAYAQUIL	FACULTAD: FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
CARRERA: Lenguas y lingüísticas	
FECHA DE PUBLICACIÓN: 2017	N. DE PAGS: 68
ÁREAS TEMÁTICAS: Pedagogy, Didactic, Sociology, English	
KEY WORDS VOCABULARY READING SKILL BOOKLEET WITH ACITIVITIES	
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N. DE REGISTRO (en base de datos):	N. DE CLASIFICACIÓN:
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CONTACTO CON AUTORES/ES:	0990947716 E-mail: jazzycastro@hotmail.com
CONTACTO EN LA INSTITUCION:	Nombre: Escuela de lenguas y Lingüística, Facultad de Filosofía, Ciencias de la Educación. E-mail: ff.lenguasylinguistica@ug.edu.ec



REPOSITARIO NACIONAL EN CIENCIA Y TECNOLOGÍA		
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CARRERA: Lenguas y Lingüísticas		
FECHA DE PUBLICACIÓN: 2017	N. DE PAGS: 68	
ÁREAS TEMÁTICAS: Pedagogía, Sociología		
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DIRECCIÓN URL (tesis en la web):		
ADJUNTO URL (tesis en la web):		
ADJUNTO PDF:	SI	NO
CONTACTO CON AUTORES/ES:	0990947716	E-mail: jazzycastro@hotmail.com
CONTACTO EN LA INSTITUCIÓN:	Nombre: Escuela de lenguas y Lingüística, Facultad de Filosofía, Ciencias de la Educación. E-mail: ff.lenguasylinguistica@ug.edu.ec	

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INTRODUCTION

Currently, the learning of the English language is no longer an option since the barriers of communication are becoming smaller and the distances are minimized before the accelerated advance of the technologies. Regarding the professional life, it is essential to train students motivated towards this knowledge that will allow them to be applied in the future as a tool of daily use that goes forward in relation with others professional's goal.

Similarly, educational institutions accept the challenge of offering English language learning. Therefore, provide methodologies, strategies, activities and diverse resources to introduce it in an attractive way. Teachers confront students through traditional books that are difficult to understand because of the vocabulary used in them.

For this reason, it has been considered necessary to carry out the present research project on the use of vocabulary to improve the reading skills of the students of eighth year of General Basic Education at "Unidad Educativa Fiscal Jaime Roldós Aguilera".

Since 2014, The Ministry of Education decided to start the study of the English language from the eighth year of general basic Education, harming students from lower levels of education. So, it is necessary to empower the English vocabulary that the students could know by external learning to their study centers.

The efforts to carry out the research project seek to recognize the existing deficit in the mentioned educational, obtain truthful information on the variables proposed, implement a suitable research methodology to confirm the perceived problems and design an adequate, efficient, and adapted to reality and executable solution. The Project is divided into four

chapters as shown below:

Chapter I - THE PROBLEM: It contains the context of the problem, the conflict situation, the scientific fact, the causes, the formulation of the problem, the objectives of the research, questions of the investigation, and the justification.

Chapter II - THEORETICAL FRAMEWORK: It details the antecedents or work done previously about the variables. In addition, this chapter includes an intense documentation that corresponds to the variables to investigate such as the Use of Vocabulary and Reading Skills in the group of students of the Eighth Year of Basic General Education that includes information, quotations and comments.

Chapter III - METHODOLOGY, PROCESS, ANALYSIS AND DISCUSSION OF RESULTS: It presents an appropriate methodological design for the project; the types of research to be applied, the population and the sample to be analyzed; which answers to the instruments for the collection of information assigned, methodology and description of data collection techniques. In addition, it reflects the tabulated results of the data collected by the graphic representation, analysis of the results and the images and interpretation of the Chi Square test. Finally, conclusions and recommendations are included.

Chapter IV - THE PROPOSAL: It establishes the elaboration of the proposal that begins with the title of the proposal, justification, objectives, theoretical aspects, feasibility analysis and the description of the proposal that suggests the design of a Booklet of activities based on the vocabulary according to the basic grade selected. At the end of the study, the bibliography, web references and annexes are added.

CHAPTER 1

THE PROBLEM

CONTEXT OF THE INVESTIGATION

The institution where the researchers are going to carry out this project is the Unidad Educativa Fiscal "Jaime Roldós Aguilera" it has a large number of students. It is located in Don Bosco Avenue and Alava Mestanza Street, Guasmo Oeste, in the south of the city. This institution was founded in the mid-1970s, with no name. However in the 1981 year, it was named "Ab. Jaime Roldos Aguilera."

Periodically the infrastructure has been increased through year to year thanks to the good acceptance of the community and the support of the authorities in each period. Likewise, new teachers were incorporated, becoming the institution in Basic Education and Bachillerato.

On the other hand, the institution possesses two shifts in the morning and afternoon which are drawn on foe students who attend to class according to their needs.

CONFLICT SITUATION

It is often said that in this country the teaching learning process of the English language is an authentic challenge for people who is in charge to modify the national curriculum referred to this language.

In this case, the researchers of this investigation have focused in one of the skill that does not have the importance that it deserves which is the reading one.

Additionally, the teaching of the four skill of this language is not the most appropriate, especially the reading one since students cannot develop it in a correct way. Likewise, this skill is not imparted with the necessary elements for being put in practice in real life. Besides, the teaching of this important skills are only limited to read without understand or comprehend the general idea of the paragraph.

On the other hand, the text book given by the government is not useful because it does not awake the interest of the students for the reading skill, most of the time students feel boring and unmotivated for this subject. Besides, teachers do not collaborate with the strengthening of this skill since generally they prefer to teach only grammar leaving aside the practice of reading which is very important for students for making conclusions, emit opinions, or infer ideas.

For the researchers of this project it is essential to contribute with innovative and modern strategies and techniques that through vocabulary will improve the acquisition and develop of the reading skill.

SCIENTIFIC FACT

Deficiency in the scholastic yield of the reading skill of the English subject in students from eighth year of General Basic Education at “Unidad Educativa Fiscal Jaime Roldós Aguilera”, located in Zona 8, Distrito Ximena 2, Guayaquil, Guayas Province in the school year 2016-2017.

CAUSES

The English teacher does not use the appropriate methodology for imparting reading skills. It is due to the lack of didactic resources and scarcity of reading practices.

The English teacher does not incentivize the use of students' prior knowledge for a better performing in class, giving as a result misunderstanding and not to use the vocabulary that they possess.

The lack of didactic materials is a big problem in the teaching learning process, teachers complain they do not have the pedagogical resources enough according to the students' necessities.

VARIABLES OF THE INVESTIGATION

Independent

Vocabulary

Dependent

Reading Skills

FORMULATION OF THE PROBLEM

How does the vocabulary influence in the reading skill into the English language in the students of eighth year of Basic Education at Unidad Educativa Fiscal Jaime Roldos Aguilera during the school year 2016- 2017?

OBJECTIVES OF THE INVESTIGATIONS

General Objectives

To analyze the influence of the vocabulary in reading skill into the English language through a field and bibliography's analysis in order to increase this ability in a correct way.

Specifics Objectives

To recognize the level of vocabulary from students through surveys and interviews to find out a preliminary diagnostic.

To verify the reading skill quality in the language through bibliography's analysis, interviews and surveys.

To encourage the language's reading skill on students with all the data obtained based on the methodology used to handle the second language.

QUESTIONS OF THE INVESTIGATIONS

1. What are the causes of the problem?
2. Will the objectives be completed totally?
3. What kind of foundations will be used for the scientific support?
4. What type of methodology are going to use?
5. Are the results obtained in the analysis reliable?
6. Who will be the beneficiaries of the project?
7. Is the proposal feasible?
8. Was the proposal made according to the students' needs?

JUSTIFICATION

It goes without saying that the teaching of the English language in our country is one of the most important issues facing all people who are involve in this process today. Likewise, it is often said that teachers and students do not give the real importance that this language deserve currently. All these inconvenient are problems that come from many years ago even decades and nobody make nothing to solve it. For that reason, the authors of this project intend to contribute with a small but significant

part of this process with modern and useful activities focused on vocabulary applied in the development of the reading skills.

First of all, the vocabulary is the main tool that students have to take into consideration when acquiring a second language. In the teaching learning process knowing new words each class is going to help with the understanding of the context. Thus, learning vocabulary is the first indispensable step at the moment of studying another language. Considering all these circumstances, the authors of this investigative work present a booklet with entertained exercises based on basic vocabulary that are going to be applied for developing the reading skill, since it is one which students are not interested or feel boring when practice it.

Second, with the application of this didactic material not only students but also teachers will be benefited since it will help considerably in the teaching learning process. Besides, the whole educational community will be thankful, it means the authority of the institution will feel satisfied with the learning outcomes of the students and parents also because they will see the good grades reflected at the end of the school year

Finally, The Organic law of intercultural education guarantee the right of the education, determining the principles and general purposes that guide the Ecuadorian education on the context of good living, interculturality, plurinacionalidad and the rest of the characteristics that refers the educative system.

The 2013- 2017 National Plan for good living in objective number four which is proposed "To Strengthen citizen capacities and potential" establishing as one of their items that announce "To improve educational quality at all levels and modalities, for the generation of knowledge and holistic training of creative, solidary, responsible, critical, participatory and productive people, under principles of equality, social and territorial equity."

Supporting the vocabulary and the reading ability in the English language could integrate the learning- understanding process on the subject as part of the individual integral training and getting a better educative quality in the institution.

In the previous paragraph, it is observed that the proper education is a right guaranteed by the National State for children and adolescents, since, it improves the integral development, the strengthening of the capacities and the progress of the potentialities that the human being has, where it also includes the learning of a second language. In this way, it is convenient to apply positive and effective actions that improve the vocabulary and the reading skill of the English language in students of eighth year of Basic Education at Unidad Educativa Fiscal Jaime Roldós Aguilera.

CHAPTER II

THEORETICAL FRAME

Background of the study

This project is focused in two specific topics that are studied in the theoretical foundation which are the vocabulary and the reading skills, and how influence one in the other. To do this, it is necessary to recognize the background about those themes.

Araya, D. et al. (2013) presented the final report “Learning Strategies and Self-Regulation in Vocabulary Acquisition: A Research Project About EFL Learners Study Experience and Achievement” to the Department of Languages and Linguistics at the Faculty of Philosophy and Humanities of the University of Chile. The investigation indicates that almost the whole research work concerning the use of vocabulary confirms the usefulness of this strategy have in learners. Results suggest that, in fact, there is a connection in the use of strategies and the level of success. They also indicate that self-regulation enhances the use of vocabulary.

Another work found that is something similar to this is the elaborated by Arequipa T. and Cueva, J. (2016) in the project “Learning Strategies for English Vocabulary” presented in the Administrative and Humanistic Sciences at Cotopaxi Technical University. The project considers the vocabulary as an essential part in the teaching learning process of the English language. The importance comes from directly in the fact that without enough knowledge of vocabulary people cannot communicate and express ideas and feelings with others. This study comes up from the necessity to perform a diagnostic that determine if the students of eight basic year know and use learning strategies at the moment to learn English vocabulary.

After these investigations the researchers of this work can conclude that this research is original because if well admittedly it contains similar topics to others, however, it is studied from another viewpoint and uses own ideas and expressions.

THEORETICAL FOUNDATION

VOCABULARY

Definition

According to the Real Academia Española, state precisely the word Vocabulary as “Group of words from a language” or list of words, put in order with some arrangement to a system and with concise definitions or explanations.”

“The term vocabulary, lexis and lexicon are synonymous. They refer to the total stock of words in a language” (Jackson & Zé Amvela, 2007).

In order to have the effect of the investigation, the word vocabulary is determine as the list of words with definitions that belongs to the English language.

The acquisition of the vocabulary as the first tool into the learning process, it marks the starting-point to join in to the meaningful learning of the second language in their different abilities. Therefore, is workable to mention that “the vocabulary is almost the oldest areas of interest in educational research” (Beck&McKeown,1991).

There are different definitions about vocabulary:

Oxford (1990) defines the vocabulary as “the way in which words

interrelate to express meaning and develop communicative competence”. Cohen (2007) is agree with Oxford` s definition, but he adds the fact that the vocabulary “helps students to be independent in the target language community”.

IMPORTANCE OF THE VOCABULARY

Vocabulary is the most essential part into the teaching learning process of a language because if the students do not have sufficient knowledge of it, it affects drastically and brakes down the production of the language learned.

Many authors affirm the mention above, Swan & Walter mention by (Deylamsalehi, 2015) state that “vocabulary acquisition is the largest and most important task facing the language learner” (p. 138). Besides, Godwin - Jones (as cited in Deylamsalehi, 2015) claims that “vocabulary is an indispensable component for improving competence in all areas of communication” (p. 138).

Pearson, P. et. al.(1984) assert that “The effects of vocabulary instruction on word learning can be made with a high degree of confidence. First, all instructional methods produce better word learning than no instruction. [...] Fourth, there is advantage from repeated exposures to the words to be learned. The simple version of these findings is that people tend to learn what they are taught, and more attention to what is being taught is useful”.(p. 805)

Authors recognize that the vocabulary permit people to learn a lot of words, also English language is presented as a tool with more than one definition for the same word. And it is exposed for several times to the same group of words easy to learn as a new idiom. As long as the group recognizes that learning English is very useful for them, it will be acquired

more rapidly.

Learning foreign language has to do with vocabulary as a main requirement. In spite of reaching enough vocabulary, it does not ensure the learning in all competences around, an inadequate vocabulary blockage a successful domain. Nunan (2003) affirms “that the development of a rich vocabulary is an important element in acquisition of a second language. It is important for a learner to master the vocabulary of the target language because it is essential part of communication”.

The vocabulary is notable at the moment when it is use in a second language because it comes in a dialogue, always and when an active participation exists. Bromley (2004) details the followings roles for the teaching process- learning vocabulary:

Importance of vocabulary	Description
Promoting fluency	Students who recognize and understand many words read more quickly and easily than those with smaller vocabularies. Fluent readers read at a faster rate, process more material more quickly and have better comprehension than less fluent readers.
Boosting comprehension	Vocabulary knowledge strongly influences comprehension. On a component analysis of comprehension, word meanings were found to make up 74% of comprehension.

Improving achievement.	A large vocabulary means a large fund of conceptual knowledge which makes academic learning easier. Students with large vocabularies score higher an achievement test than those with small vocabularies.
Enhancing thinking and communication	Words are tools for analyzing, inferring, evaluating, and reasoning. A large vocabulary allows for communicating in ways that are precise, powerful, persuasive and interesting.

ELEMENTS OF THE VOCABULARY

For reaching an ideal learning of the vocabulary on English Language intervene many elements that need to be transfer correctly and , Ur (1996) describe on the following chart:

Element	Description
Form: Pronunciation and Spelling	The learner has to know what a word sounds like (its pronunciation) and what a word looks like (its spelling). These are fairly obvious characteristics, and one or the other will be perceived by the learner when encountering the item for the first time. In teaching, the teacher needs to make sure that both these aspects are accurately presented and learned.
Grammar	The grammar of a new item will need to be taught if this is not obviously covered by general grammatical rules. An item may have an unpredictable change of form in certain grammatical contexts or may have some idiosyncratic way of connecting with other words in sentences; it is important to provide learners with this information at the same time as the teacher teaches the

	<p>base form. When teaching a new verb, for example, he might also give its past form, if this is irregular “think” “thought” and he might note if it is transitive or intransitive.</p>	
Collocation	<p>Words and phrases which appear to be very similar in meaning are often distinguished from another by the different ways in which they collocate with other words. The collocations typical on particular items are another factor that makes a particular item sound “right” or “wrong”.</p>	<p>People will express “spend the time” or “spend the money” than “use the time” or “use the money”.</p>
Aspect of meaning	<p><i>1) Denotation</i> The meaning of a word is primarily what it refers to in the real world and this is often the sort of definition that is given in a dictionary. This is denotation or conceptual meaning.</p>	<p>“Dog” denotes a kind of animal.</p>
	<p><i>2) Connotation</i> A less obvious component of the meaning of an item is its connotation. The associations, positive or negative feelings it evokes, which may or may not be indicated in a dictionary definition. Connotation is the communication value as</p>	<p>“Slim” has favorable connotations, while “thin” has unfavorable; so that one could describe something as “slim body”, not “thin body”.</p>

	expressed by virtue of what it refers to, over and above its purely conceptual content.	
	<p><i>3) Appropriateness</i></p> <p>A more suitable aspect of meaning that often needs to be taught is whether a particular item is the appropriate one to use in a certain context or not. Thus it is useful for a learner to know that a certain word is very common, or relatively rare, or tends to be used in writing but not in speech, or is more suitable for formal than informal discourse.</p>	The word “weep” is virtually synonymous in denotation with “cry”, but it is more formal, tends to be used in writing more than in speech, and is in general much less common.
	<p><i>4) Synonyms</i></p> <p>The term synonym is used for two or more words have the same meaning.</p>	The synonym of “smart” is “clever”, but “bright” may serve as the synonym of “intelligent”.
	<p><i>5) Antonyms</i></p> <p>The term antonym is used for opposite meaning of word.</p>	“Big” is an antonym of “small”.
	<p><i>6) Hyponyms</i></p> <p>Items that serve as specific examples of a general concept.</p>	The hyponyms of “animal” are “dog, cat, horse”.

	<p>7) Translation</p> <p>Words or expression in the learner's mother tongue that are (more or less) equivalent in meaning to the item being taught.</p>	<p>"Rose" in Indonesia has equivalent meaning with "mawar".</p>
<p>Word formation</p>	<p>Word formation or the arrangement of words put together is another aspect of useful information in teaching perhaps mainly for the advanced learners. Teacher may wish to teach the common prefixes and suffixes: for example, if learners know meaning of sub-, un-, and -able, this will help them guess the meaning of words like "substandard", "ungrateful", and "untranslatable". When those factors are fulfilled, it can be said that someone has achieved vocabulary mastery. In other words, it can be said that if students have sufficient vocabularies and the other aspects of language, a foreign language would be easier to be learnt.</p>	

Source: Ur, P. 1996. A Course in Language Teaching. Cambridge: Cambridge University Press

STRATEGIES TO LEARN VOCABULARY

Catalán (as cited in Saengpakdeejit, 2014) indicates "about the mechanisms process and strategies used in order to learn vocabulary as well as steps or actions taken by students (a) to find out the meaning of unknown words, (b) to retain them in long-term memory, (c) to recall them at will, and (d) to use them in oral or written mode".(p. 1102).

As the author express, usually, students have learned the vocabulary through knowing the meaning, memorizing and using it by speaking or writing; nevertheless, learning methods of vocabulary have varied and are adequate to students' age. It should be noted that the younger the age of learning the vocabulary is easier to acquire it and students can learn more.

Another circumstances that occurs frequently in the students, they get confused with the meaning of the words inside a sentence. That occurs because the words are not recognize or difficult to understand, preventing the total cognition of the sentence's meaning, been it the first cause, "the multiplicity of characteristic in every word, the lack of clear-cut boundaries in the non-linguistic world, and the lack of familiarity with the references of words" (Jackson & Zé Amvela, 2007). Generally, the meaning of the sentence determines beginning from the context where the words are used and the relation between them.

On the process of learning vocabulary you must build it up, through the understanding of the context or use the word in a sentence, which allow the workable of this process. The numbers of exercises that exist to learn the vocabulary based on that strategy are infinitely, giving up the arrogant necessity to memorize meanings.

Sometimes when this type of learning of the vocabulary is used, the word's meanings comes out suddenly; consequently the motivation leaders the surrounded by vocabulary in a meaningful way. One may stand out that the teacher who requests to transmit suitable a vocabulary must know a lot about types of words, meanings, grammar in pro to help students to find out the sense in sentences or text.

Below, details are structures the vocabulary that teacher have to handle to be able and pass on the students in a meaningful and adapt way.

1. Word Class:

The words in a language can be classified in different categories that allow the integral communication on his own, that is, “word class is the classification of words of a language depending on their function in communication” (Hatch & Brown, 1995).

Table 1. Word Class

Word Class	Description	Examples
Noun	A part of speech inflected for case, signifying a concrete or abstract entity.	House,
Pronoun	A part of speech substitutable for a noun and marked of person.	They, Our, We
Article	A part of speech inflected the case, preposed or postposed to nouns.	The, a, an
Adjective	A part of speech that gives more information about a noun or pronoun.	Handsome, arrogant, bossy
Verb	A part of speech without case inflection, but inflected for tense, person, and number, signifying an activity or process performed or undergone.	Handle, treat, manage
Adverb	A part of speech without inflection, in modification or in addition to a verb.	Outside, within
Preposition	A part of speech placed before other words in composition and in syntax.	Below, above, under

Conjunction	A part of speech binding together the discourse and filling gaps in its interpretation.	
Interjection	A class of words syntactically independent of verbs, and indicating a feeling or a state of mind.	

Fuente: Vogel, P. M., &Comrie, B. (Eds.). (2000). Approaches to the typology of word classes (Vol. 23). New York: Mouton de Gruyter.

2. Word Meaning:

Como ha registrado la investigación bibliográfica, el aprendizaje del vocabulario se logra asertivamente cuando se aplica el significado de las palabras al contexto donde son redactadas, por la ambigüedad en la noción de las palabras. “The meaning of a word can only be understood and learnt in terms of its relationship with other words in the language called as sense relation”(Gairns and Redman, 1986).

Table2. Word Meaning

Classification	Description
Synonymy	“Words that share the same meaning (though not necessarily the same style)” (Hudson, 2003).
Antonym	“We use antonym for refer to the pair - wise relation of lexical item in context that are understood to be semantically opposite” (Jones et al., 2012).

Polysemy	The polysemy “refers to the situation where the same word has two or more different meanings” (Jackson & Zé Amvela, 2007).
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3. Word Formation:

There is a habit in the English language, to form new words beginning from existent, adapted to a “specific type of word”. Because that, It is important to learn the training process, means, “the complex lexic ítems are made by the association of different constituent morphemes” (Jackson & Zé Amvela, 2007).

Inflection and derivation

The “inflection is a general grammatical process which combines words and affixes (always suffixes in English) to produce alternative grammatical forms of words.” (Jackson & Zé Amvela, 2007). The “derivation is a lexical process which actually forms a new words out of an existing one by the addition of a derivational affix” (Jackson & Zé Amvela, 2007).

As the authors mention, both grammatical process, give combined words that allows how to predict their meanings. Recognizing this kind of word’s creations permit that the vocabulary increase by deduction.

“Inflectional affixes may be described as relational markers that fit words for use in syntax” (Jackson & Zé Amvela, 2007).

“Derivational affixes can change the word class of the item they are added to and establish words as members of the various word classes”. (Jackson & Zé Amvela, 2007).

Compounds

The “compounds may be defined as stems consisting of more than one root” (Jackson & ZéAmvela, 2007).

Conversion

The “conversion may be defined as a process by which a word belonging to one word class is transferred to another word class without any concomitant change of form, either in pronunciation or spelling”. (Jackson&ZéAmvela, 2007).

Blends

The “blend may be defined as a new lexeme built from parts of two words in such a way that the constituent parts are usually easily identifiable, though in some instances, only one of the elements may be identifiable”(Jackson & ZéAmvela, 2007).

In accordance with Gairns, R. & Redman, S. (1986), the following techniques are very helpful to the teaching and introduction of the vocabulary:

READING SKILL

Definition

According to (RAE), the Reading “the action to read”, “piece of work or something read”, including, “the understanding about the text”. Since as the definition has to do with the verb “read”, a concept is added as “go over the writings or printed understanding the meanings of the characters used” and “comprehend the sense of any type of illustrated representation” It is an

arduous and difficult process, that boys and girls are going to acquire through precious experiences, and shortly are getting as part of them.

Both concepts are able to determine that the reading is the action of go over the writing understanding the meaning about what is been reading. When talking about the reading ability, the phrase -go over the writing- makes a careful study of understand totally what is being read.

Referring the Reading ability, Cronbach, cited in Alderson (2000) indicates that to achieve it “ the person requires the capacity of recognize the words, to relate forms and meaning, to develop the reading fluency and prove that it can be used in distinct form, the content provided by the text”. Strengthen the reading ability enable the individual in different learning, to obtain innovator knowledge and know well new languages.

Ramírez, E. (2009) considers “Worldwide understanding about reading, base on the act of decode and comprehend, imply to reduce it to one aspect and put sideways their complexity, because removing it [...] from various writing objects, the complete analysis does not help the phenomenon that is base and explain by me and with that the knowledge of innovation and construction restricted in the matter”. (p.163)

In this case, the author considers that the concept of reading can not be restricted as this include a series of integral aspects that are connected and are the ground work of knowledge. On the article, reading is define under various concepts stipulated in different dictionaries and are related with situations in relation to reading in history.

Dubois (2006) affirm that “the real reading demand a serie of deliberate operations that the reader carry out to ascertain the efficacy

about the own reading activity”. This involve the conscious action of the reader that allows how to control the activation of different strategies of reading agreed to the own objective, the type of text, including the equipment of previous information that possess.

Moncada (2013) quote a Nunan to express that “the reading must be consider as a elemental process to the achievement of critical, autonomous and thoughtful entities”. Therefore, it is necessary to reinforce such ability and motive the development of “logical, critical and creative thinking on the analysis and effective resolution of problems in daily reality”. (Ministerio de Educación, 2010).

So that, the evolution of the reading ability occurs as a unite of abilities that totally operate. Sanchez Ruiz (2011) have recourse to a Goodman to describe that the reading process “contain the linguistic competence (phonetic, morphology, syntax and semantics) and cultural (pragmatic) and cognitive”.

Koda (2005) had realized varied studies about reading abiliaty, concluding that “About linguistics understandings needed for a successful reading there is the orthographical knowledge, because this permit put on trial the word in a total meaning and no word by word”. Beginning from that the phonological and morphological information of the writing word and also allow to remind the pronunciation of the word without major effort.

Given that the lecture is based on the competence of the language speak, the phonological knowledge also has a task into the read action. The efficient decode process enable the reader to access to the whole linguistic understanding that it has accumulated from own experience as a language speaker. Besides that, the morphological knowledge helps the reader to identify those familiar components of a word which are unfamiliar and permit to realize lexical deductions that will facilitate the access to the unknown

lexical items that are unknown.

FOREIGN LANGUAGE ON READING ABILITY

Zuñiga (2001) affirm that there are four theories inside this process about reading in the foreign language: the first model is outside-in or bottom-up. This theory, the significance on the text consists in the same. This significance come from first decode each letter, then each word, later the sentences and finally the text. This model uphold that the process of Decipher is faster and the information acquire by the reader has little influence of knowledge about world and the contextual information.

The second is connected to the model inside-in or top-down. In such theory, the reading is a psychological process that integrates physical stimulation and a general knowledge. On the contrary to the last model, the meaning of the text is found on the reader; the last process needs to overcome various obstacle in the process of reading through the use of general knowledge and contextual information in order to obtain and establish hypothesis on what is coming after in the reading. This model gives importance to the construction of the significance and not to the decode process of the words.

The third theory makes reference to an interactive process. It propose that people experiment the success of comprehension when there is a coincidence between the information that comes from outside our mind and the concepts stored inside it. This perspective considers that the comprehension is an interactive process in which is not just bringing the meaning to the text but it is also to get the meaning of itself.

Finally, the transactional theory asserts that the process of Reading is been affected for three components: the reader, the text, and the context. On this paradigm, exists a transactional relation, because is this theory the

reader and the text are not just engaged on this but also the context in which the reader is involve. Zuñiga (2001), each act of reading “is an event or settlement that involves a particular reader, a particular standard signs, a text, generated into a specific content presented” After presenting the four theories. Zuñiga (2001) conclude that “the process of reading is the result about a construction of meanings created on the reader`s mind through the text and the interaction with himself”. The reading is not just knowing the meaning of the words, but carry knowledge to a text or interact with it, because the reader is an active person and never passive .

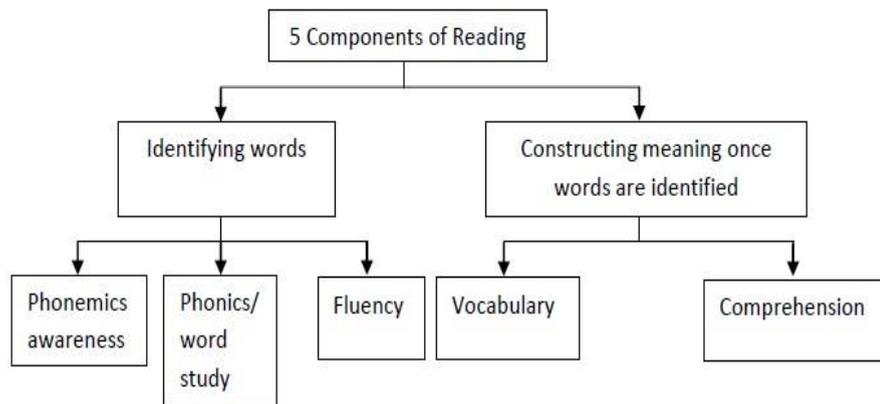
Nunan (2002) says that the reading could happen in two different process where the reader use strategies to comprehend the text. The first process has to do with the recodification of units, beginning with letters (small units) and continue with words, prepositions and phrases (big units) to reach the meaning.

The second process, first, the lecturer is familiar with the whole text then next focus the attention on words and the letter are compose. As Nunam, the primary process goes from the particular or general, the second process goes from general to a particular and use of strategies in both processes is necessary for an efficient reading. (2002)

In the second process, the reader understand the message completed then focuses their attention in compound words and letters. According to Nunan, the first process goes from the specific information to the general one, the second is the opposite. Both processes and the use of appropriate strategies are necessities for an efficient Reading. (2002).

COMPONENTS OF READING SKILL

There are five components of reading as proposed by National reading Panel (2000) in Sedita (2010:11). It is set out in the figure below



The figure above shows five components of reading. They are phonemic awareness, phonic/word study, fluency, vocabulary, and comprehension. Phonemic awareness involves the ability to notice, think about, and work with the individual sounds in spoken words. Before students learn to read, they must understand how the sounds in words work. Phonics is related to the ability to understand the relationship between the letters of written language and the individual sounds of spoken language. It includes the use of letter combinations and patterns, syllable types, and skills to read and spell words.

Fluency is the ability to read a texts quickly, accurately, and automatically with proper expression and understanding. Vocabulary involves the ability to understand the meaning of words. Comprehension is the ability to derive meaning based on the information in the text. In order to derive meaning in the text, the reader’s own knowledge is needed to use. Teaching students using specific reading strategies can improve comprehension.

Based on the figure above, the first three components are necessary for basic decoding. They allow readers to identify and spell words accurately and fluently. The last two components (vocabulary and comprehension) enable readers to construct meaning once words are identified. These last components have a strong effect on understanding what is read.

Specific Skills Involved in Reading

Recognize words and word groups, associating sounds with their corresponding graphic symbols.
Deduce the meaning of words by understanding word formation; contextual clues.
Understand explicitly stated information.
Understand relations within the sentence, especially elements of sentence structure, negation, fronting and theme, complex embedding.
Understand relations between parts of a text through both lexical devices and grammatical cohesive devices, especially anaphoric and cataphoric reference.
Perceive temporal and spatial relationships, and also sequences of ideas. Understand conceptual meaning, especially: quantity and amount, definiteness and indefiniteness, comparison and degree, means and instrument, cause, result, purpose, reason, condition, addition, contrast, concession.
Anticipate and predict what will come next in the text.
Identify the main idea and other salient features in a text.
Generalize and draw conclusions.
Understand information not explicitly stated by making inferences and understanding figurative language;
Skim and scan (looking for the general meaning and reading for specific information).
Read critically.
Adopt a flexible approach and vary reading strategies according to the type of material being read and the purpose for which it is being read.

SOCIOLOGICAL FOUNDATION

The great advances of humanity were possible when man became a social being, "because it is the product of a network of social relations" (Rodríguez, 2005). In the same way, the achievements established in education are the product of people who interacted to forge it, based on different criteria and when it is taken to the classroom, in spite of the teachers, the students interact to achieve the learning.

The nature of society determines the type of interaction that human beings have with their education and their development. For this reason, education is of crucial influence to society and must be well structured to achieve countless benefits. The social context in education refers to the ability of human beings as citizens to understand and interpret reality and how to bring learning through the social world, meaning that society itself

plays a very important role within man's education, based on humans laws for good living.

Sandoval – Estupiñán, Garro – Gil (2012) state that one of the tasks of the educational institution "corresponds to the development of sociability: the educational institution orients its action to the development of qualities to manifest itself in society, to carry out "Positive acts of social life and form habits". (p. 259)

The reference emphasizes the above and extends the content that meaningful learning has a position towards the future of human relationships in effect between social life and reality. Education opens the door for human beings to an initial social environment outside the home and makes it a social entity that must participate in a series of activities that define their behavior in different contexts. These sociological viewpoints suggest that the construction of learning is the result of interaction with the surrounding world to the extent that society is forming, through instruction to the student.

A central purpose of the social and educational transformation is to promote the development of an integral and qualified person to orient themselves in the complexities of contemporary society, to build solutions and to make appropriate and balanced decisions, with a Sense of justice and solidarity, in situations of personal and social crises. At imminent, in the present society, to recognize that the human being must form in such a way, that it can generate life projects based solidly on human values of dignity, equity, solidarity that can be executed and that it is directed to the social welfare.

The teacher as one of the main actors of education, must create and transmit an environment of trust and security in the classroom for the teenager to develop their skills in an appropriate way, with greater effort, in

the learning of a language abroad. Thus, the student needs an explanation and determination of objectives of what he learns and in this way, relate it coherently for his future application.

In an environment of learning by Discovery, where the student is a socially active subject, the teacher must guide the process, be vigilant of their progress and determine new goals and difficulties that mobilize them to the tireless search for more dexterity. In the learning of the English language vocabulary, the student acquires a greater mastery of the same one that allows him to communicate in an appropriate way and trains him to learn more topics, enriching his knowledge. This constant, it trains and benefits the self-esteem, because it transmits to the student security to trust itself, in the management of the foreign language and its decisions when applying it.

PEDAGOGICAL FOUNDATION

The learning of vocabulary motivates the student to know a series of words adjusted to context in order to interpret its correct meaning. Thus, it is considered that the deductive method gives learners the tools and guidelines relevant to, from a general theme, shred vocabulary, adjust meaning, produce sentences and improve reading skills.

According to Martínez-Salanova, when using the deductive method "The Professor presents concepts, principles, definitions or statements from which conclusions and consequences are being drawn, or particular cases are examined on the basis of the general statements" Presented ". In order to break down vocabulary of a subject by studying, the English language teacher should raise general premises so that from the participation of the students, it is investigated, deduce and apply the meaning of the words associated with the main topic.

On the other hand, the methodology of the pedagogical Constructivism attributes the function of educating and instructing with the students to the reality to achieve a true learning. In the case of vocabulary learning, it is necessary for the student to establish a relationship with the actual application of the English language.

The construction of each student's knowledge stimulates its mental structure and allows it to reach higher levels of diversity, complexity and integration. This suggests that as the person learns, develops and is not related to the superficial accumulation of knowledge and information but with the integral training that allows valuing learning.

A nation is supported by its children and adolescents having an educational equality, achieving the completion of basic education and acquiring the skills, skills and knowledge relevant to adequately and competently develop in the future, which It includes at least one foreign language. When learners express their ideas and feelings, naturally and spontaneously, they favor the dominion of their bodies, skills and skills such as, mathematical operations, reading, writing, language in general, comprehension, habits and customs, Hygiene, order, notion of space, etc.

In conclusion, adolescents can infer in their own concepts in a positive way for their life, their learning and their productive work contributing to the acquisition of the English language and to the society that conforms. This motivation is a success for the optimal and integral development of their skills in each year of education, decreasing the dropout.

PSYCHOLOGICAL FOUNDATION

It refers to human development as a process of learning according to its evolution, since there is a close relationship between learning, the ways

in which the student learns and the variables that influence learning. From that, strategies are structured that help the student to improve.

Teachers who contribute to student learning are required to know their degree of development in order to be able to apply educational processes and to detect difficulties that may arise during the process. The knowledge that the student receives is rebuilt in itself from its perception, taking what is compiled by science and culture.

Teachers should be attentive to the integral development of the individual, because the mind of the body cannot be separated; It has to incorporate aspects of emotional development, personality assessment and student social history. This triad allows to respect the legitimate right of the subject to learn considering their needs and interests as a person who interacts, who thinks and has the potential to produce useful thinking with the possibility of entering the environment to improve it.

LEGAL FOUNDATION

CONSTITUCIÓN DE LA REPÚBLICA DEL ECUADOR (2008)

TÍTULO VII – RÉGIMEN DEL BUEN VIVIR CAPÍTULO I –

INCLUSIÓN Y EQUIDAD

SECCIÓN I – LA EDUCACIÓN

Art. 343.- El Sistema Nacional de Educación tendrá como finalidad el desarrollo de capacidades, y potencialidades individuales y colectivas de la población, que posibiliten el aprendizaje, y la generación y utilización de conocimientos, técnicas, saberes, artes y cultura. El sistema tendrá como central sujeto que aprende, y funcionará de manera flexible y dinámica, incluyente, eficaz y eficiente.

El Sistema Nacional de Educación integrara una visión intercultural acorde

con la diversidad geográfica, cultural y lingüística del país, y el respeto a los derechos de las comunidades, pueblos y nacionalidades.

Art. 360.- El sistema garantizará, a través de las Instituciones que lo conforman a promoción de la salud, prevención y protección integral familiar y comunitaria, con base en la atención primaria de salud; articulará los diferentes niveles de atención; y promoverá la complementariedad.

CÓDIGO DE LA NIÑEZ Y ADOLESCENCIA (2003)

TÍTULO III – DERECHOS, GARANTÍAS Y DEBERES

CAPÍTULO III – DERECHOS RELACIONADOS CON EL DESARROLLO

Art. 37.- Derecho a la educación.- Los niños, niñas y adolescentes tienen derecho a una educación de calidad. Este derecho demanda de un sistema educativo que:

1. Garantice el acceso y permanencia de todo niño y niña a la educación básica, así como del adolescente hasta el bachillerato o su equivalente;
2. Respete las culturas y especificidades de cada región y lugar;
3. Contemple propuestas educacionales flexibles y alternativas para atender las necesidades de todos los niños, niñas y adolescentes, con prioridad de quienes tienen discapacidad, trabajan o viven una situación que requiera mayores oportunidades para aprender;
4. Garantice que los niños, niñas y adolescentes cuenten con docentes, motivaciones didácticas, laboratorios, locales, instalaciones y recursos adecuados y gocen de un ambiente favorable para el aprendizaje. Este derecho incluye el acceso efectivo a la educación básica desde los 5 hasta 14 años de edad, y por lo tanto se desarrollarán programas y proyectos flexibles y abiertos, adecuados a las necesidades culturales de los educandos; y,

5. Que respete las convicciones éticas, morales y religiosas de los padres y de los mismos niños, niñas y adolescentes.

La educación pública es laica en todos sus niveles, obligatoria hasta el décimo año de educación básica y gratuita hasta el bachillerato o su equivalencia.

El Estado y los organismos pertinentes asegurarán que los planteles educativos ofrezcan servicios con equidad, calidad y oportunidad y que se garantice también el derecho de los progenitores a elegir la educación que más convenga a sus hijos y a sus hijas.

Art. 38.- Objetivos de los programas de educación.- La educación básica y media asegurarán los conocimientos, valores y actitudes indispensables para:

a) Desarrollar la personalidad, las aptitudes y la capacidad mental y física del niño, niña y adolescente hasta su máximo potencial, en un entorno lúdico y afectivo;

b) Promover y practicar la paz, el respeto a los derechos humanos y libertades fundamentales, la no discriminación, la tolerancia, la valoración de las diversidades, la participación, el diálogo, la autonomía y la cooperación;

c) Ejercitar, defender, promover y difundir los derechos de la niñez y adolescencia;

d) Prepararlo para ejercer una ciudadanía responsable, en una sociedad libre, democrática y solidaria;

e) Orientarlo sobre la función y responsabilidad de la familia, la equidad de

sus relaciones internas, la paternidad y maternidad responsable y la conservación de la salud;

f) Fortalecer el respeto a sus progenitores y maestros, a su propia identidad cultural, su idioma, sus valores, a los valores nacionales y a los de otros pueblos y culturas;

g) Desarrollar un pensamiento autónomo, crítico y creativo;

h) La capacitación para un trabajo productivo y para el manejo de conocimientos científicos y técnicos; e,

i) El respeto al medio ambiente.

LEY ORGÁNICA DE EDUCACIÓN INTERCULTURAL (2011)
TÍTULO I - DE LOS PRINCIPIOS GENERALES CAPÍTULO
ÚNICO
DEL ÁMBITO, PRINCIPIOS Y FINES

Art. 2.- Principios.- La actividad educativa se desarrolla atendiendo a los siguientes principios generales, que son los fundamentos filosóficos, conceptuales y constitucionales que sustentan, definen y rigen las decisiones y actividades en el ámbito educativo:

PLAN NACIONAL BUEN VIVIR 2013 – 2017

**Objetivo 4 – Fortalecer las capacidades y potencialidades de la
ciudadanía**

4.4. Mejorar la calidad de la educación en todos sus niveles y modalidades, para la generación de conocimiento y la formación integral de personas creativas, solidarias, responsables, críticas, participativas y productivas, bajo los principios de igualdad, equidad social y territorialidad.

c. Armonizar los procesos educativos en cuanto a perfiles de salida, destrezas, habilidades, competencias y logros de aprendizaje, para la efectiva promoción de los estudiantes entre los distintos niveles educativos.

e. Diseñar mallas curriculares, planes y programas educativos que reflejen la cosmovisión y las realidades históricas y contemporáneas de los pueblos y las nacionalidades, con una mirada descolonizadora de la historia cultural del país y la valoración de los saberes y conocimientos diversos.

i. Asegurar en los programas educativos la inclusión de contenidos y actividades didácticas e informativas que motiven el interés por las ciencias, las tecnologías y la investigación, para la construcción de una sociedad socialista del conocimiento.

k. Re direccionar la oferta académica y el perfil de egreso de profesionales creativos y emprendedores para vincularse con las necesidades del aparato productivo nacional en el marco de la transformación de la matriz productiva y el régimen del Buen Vivir.

m. Asegurar la incorporación sistemática de programas y actividades de aprendizaje desde el aprender haciendo y la vinculación de la comunidad al proceso educativo, en todos sus niveles y modalidades, para fomentar una cultura de afectividad y responsabilidad con los seres humanos y la naturaleza.

n. Diseñar e implementar herramientas e instrumentos que permitan el desarrollo cognitivo-holístico de la población estudiantil.

CHAPTER III

METHODOLOGY

METHODOLOGY DESIGN

We will establish what information sources are. Primary sources contain new and original information, the result of an intellectual work. The primary documents are: books addressed, journals, newspapers, diaries, official documents of public institutions, technical research and public or private institutions reports, patents, technical standards, etc. Sampieri, (2012)

The secondary data sources, contain organized and prepared information product of analysis, related to original primary documents. The secondary sources are: encyclopedias, anthologies, directories, publishing books or articles that interpret other related research work. Sampieri, (2012)

This research will use results of the independent and dependent variables, consequently they will be analyzed and processed by statistical measures that will give us more specific results.

The researchers made surveys to the students and teachers from Jaime Roldós Aguilera High school, who provided value information for the preparation of this research. It was necessary to engage in the English classes in order to know and realize about the real problem that it has.

All these data will be processed using mathematical and statistical methods. Also, the synthetic method is used, since the problem is real,

which allows the understanding of a particular fact or phenomenon and structural issues addressed in the research. All these phenomena encircle the real topic investigated.

TYPES OF RESEARCH

Exploratory

Superficially the researchers identify the flaws that exist within the Unidad Educativa Fiscal A. Jaime Roldos Aguilera, with regard to learning English where they determine areas for improvement in the learning process.

The research was limited to a descriptive study, data collection based on a theory has allowed describe the learning activities that exist in this Institution. The results are presented systematically and objectively interpreted.

Analytical level

All information obtained in the exploratory level such as surveys and interviews were analyzed by performing the processing of results through the conclusions.

The research design is descriptive and correlational. It is descriptive because it describes the problems raised in the investigation, which can predict the same causes and effects. Likewise, the study is correlational because the research seeks to answer questions such as: What is the impact of basic vocabulary to develop the reading skill in the English language? Sampieri, (2012)

Synthetic Level

The analysis of the results of learning strategies in this institution, was of great importance to the proposed information. With the results that were obtained, they were used to establish the conclusions and recommendations.

METHODS USED IN THIS RESEARCH

A correct procedure establishes the meaning of the events and phenomena that lead to the scientific interest to find, demonstrate, and bring knowledge.

METHODS

They are organized ways to proceed reaching a particular result or purpose to uncover the truth and systematize knowledge.

Empirical method

This method allows the researchers to get a number of results mainly from the experience of the investigation concerning to their problems. It also leads to make a preliminary analysis of the information and verify and check the theoretical concepts that allow revealing the essential relations and fundamental characteristics of the object of study through various practical procedures.

With the application of this method, the researchers achieved through observation and experience, to describe the pedagogical problem, with their respective variables.

Theoretical methods

This method allows to discover the object of research, the essential and relevant relations, which are not detectable with the perception. Therefore, it is supported basically on the abstraction, analysis, synthesis, induction and deduction processes.

Scientific Method

According to De la Torre and Navarro, it is defined as "a rigorous procedure, formulated in a logical way to achieve the acquisition, organization, expression, and systematization of knowledge, both theoretically and in the experimental phase." De la Torres and Navarro, (2005: 132133).

In the structure of this project, the scientific method, guided to the investigators to follow the most important steps of this research, including the problem, objectives, assumptions, methodological structure, foundation, the descriptive statistics, and the final report that ends with the didactic proposal designed by the authors.

Inductive Methods

It is a way of reasoning that leads:

- a) From the particular to the general.
- b) From a part to a whole.
- c) Induce is to go beyond the obvious.

Process of knowledge that start by the observation of particular phenomena in order to reach conclusions and general premises that can be

applied to similar situations observed. Research in many parts of it, was building the knowledge gradually, culminating in his final report.

Deductive Method

Deduction. - It is a type of reasoning that leads;

a) From the general to the particular.

b) It is completely simple.

It is the method to go from general statements to particular facts. Knowledge process that begins with the observation of general phenomena in order to point out the particular truths explicitly contained in the overall situation.

In this research using this method, it was positive on several occasions since, it left the whole structure to reach the goals.

Analytical–Synthetic Method

Analytical method involves the analysis (in Greek, meaning decomposition), it is the separating of a simple part of elements. It relies on to know a phenomenon it is necessary to break it down into its parts.

Synthetic Method: Involves synthesis (Greek synthesis, which means union), that is, joining elements to form a whole.

The synthesis and analysis allowed the researchers to simplify or expand different concepts, according to the advancement of the different themes in the project structure.

OPERATIONALIZATION OF VARIABLES

VARIABLES	DIMENSIONS	INDICATORS
<p style="text-align: center;">INDEPENDENT VARIABLE</p> <p style="text-align: center;">BASIC VOCABULARY</p>	DEFINITION	Group of words of a determined language.
	IMPORTANCE	It is the most essential part into the teaching learning process of a language.
	ELEMENTS	Pronunciation and spelling Grammar Collocation Aspect of meaning
<p style="text-align: center;">DEPENDENT VARIABLE</p> <p style="text-align: center;">READING SKILL</p>	DEFINITION	The action to read, piece of work or something read, including, the understanding about the text.
	MODELS	Outside-in or bottom-up. Inside-in or top-down Interactive process
	COMPONENTS	Phonemics Phonics Fluency Vocabulary Comprehension

INSTRUMENTS OF INVESTIGATION

Techniques

As a technique for collecting information the interviews were made to teachers and surveys were made to students of this institution. For the collection of the final report the researchers will use the descriptive and analytical methods that will be shown in statistical graphics.

The collection of information that the researchers made was field research. Different members of the Unidad Educativa Fiscal Ab Jaime Roldos Aguilera, engaged in the learning process through interviews and surveys. The field research allowed the authors of this investigation to use techniques and instruments of work contributing to the effectiveness of the results, thus obtaining the establishment of the conclusions.

The research techniques that were used for collecting data are:

Observation

Interviews

Technical.

Observation

Observation is a technique that consist of observing the phenomenon, fact or event, carefully, taking information and record it for analysis. Observation is a fundamental element of any investigative process; it supports the researcher to obtain more data. Much of knowledge that the science possess has been acquired through observation.

Interview

Interview is a term that is linked to interview verb, the action to develop a chat with one or more people with the aim of discussing certain topics and with a purpose.

POPULATION AND SAMPLE

Population

It is the total set of individuals, objects or observable measures that have some common characteristics in one place and at any given time.

The total of the population of this work is 471, divided in: one (1) authority, ten (14) teachers, for hundred sixty (460) students.

Sample

The sample selection is also what is called sampling, which is the process by which a sample is obtained. To complete the sample were selected the following people: one (1) Dean, one (1) teacher and forty four (44) students, who make a total of 46 people that is the size of the sample.

STRATUM

STAFF	POPULATION	SAMPLE
DIRECTIVES	1	1
TEACHERS	14	1
STUDENTS	460	44
TOTAL	475	46

UNIVERSIDAD DE GUAYAQUIL

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INTERVIEW TO THE DIRECTOR.

Objective: To know the importance of the application of an additional didactic material for English classes.

1. - Do you think that this proposal will improve the learning outcomes of the students?

2. - How would you support the development of this project?

3. - What are your expectations regarding the application of this didactic resource in this institution?

4, - Do you think that English Teachers must operate their knowledge constantly?

5. – Will you facilitate the laboratory for development the English classes?

UNIVERSIDAD DE GUAYAQUIL

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EDUCACIÓN**

INTERVIEW TO THE ENGLISH TEACHER

Objective: To demonstrate the importance of putting in practice an additional didactic material.

1.-Do you think that reading skill is necessary for your professional life. Why?

2. - Do you motivate the students before starting the reading practice. How?

3. - Do you think your students will benefit learning vocabulary for developing reading skill. Why?

4. – Will the students support the application of this material?

5.-Do you consider that applying this proposal the student will improve their learning outcomes fully?

UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFIA CIENCIAS Y LETRA DE LA EDUCACION
CARRERA DE LENGUAS Y LINGÜÍSTICA
SURVEY TO THE STUDENTS

Write an (X) on the answer you consider the most appropriate on each of the required questions:

STRONGLY AGREE (1) AGREE (2) NEITHER AGREE NOR DISAGREE (3)
DISAGREE (4) STRONGLY DISAGREE (5)

STATEMENTS	1	2	3	4	5
You like reading in English					
The teacher must motivate you to read in English					
The teacher uses different didactic material for practicing reading					
The teacher helps you to develop reading skill in class					
The teacher must use modern strategies for developing vocabulary					
You learn new words in English every day					
Your English teacher practice vocabulary constantly					
You think that learning new words you will understand readings					
The English teacher uses different didactic materials					
You will support the application of an additional didactic material					

ANALYSIS OF RESULTS

Survey to students

Statement 1. You like reading in English

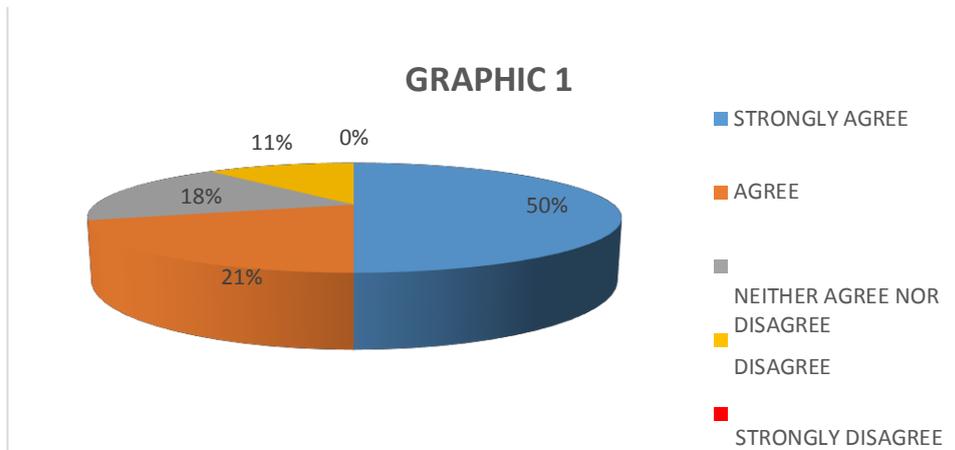
Sample: 44 students

CHART OF FREQUENCY # 1

ALTERNATIVES	FREQUENCY	PERCENTAGE
STRONGLY AGREE	22	50%
AGREE	9	21%
NEITHER AGREE NOR DISAGREE	8	18%
DISAGREE	5	11%
STRONGLY DISAGREE	0	0%
TOTAL	44	100%

Source: Unidad Educativa Ab. Jaime Roldos Aguilera

Researchers: Jazmin Castro and Hector Medina



Source: Unidad Educativa Ab. Jaime Roldos Aguilera

Researchers: Jazmin Castro and Hector Medina

COMMENT

According to the results 50% of students are strongly agree with the statement number one that is related with reading in English, it is very important for researchers, because it represents the half of students and it will be easier the application and developing of the proposal.

ANALYSIS OF RESULTS
Survey to the students

Statement 2. The teacher must motivate you to read in English

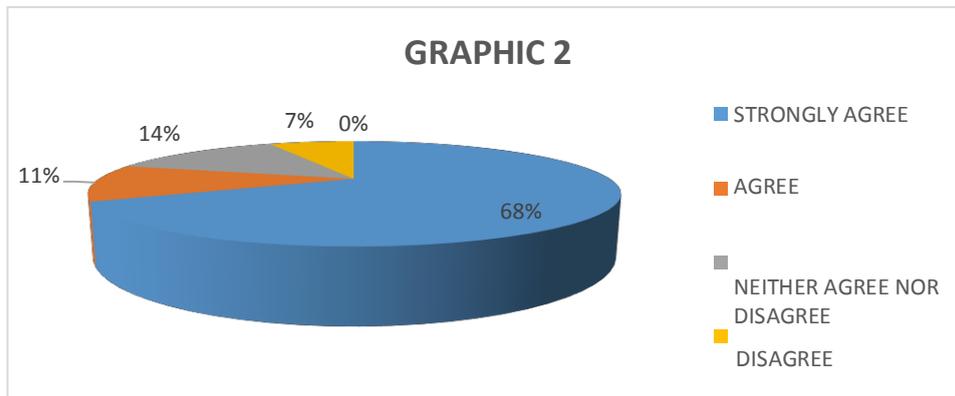
Sample: 44 students

CHART OF FREQUENCY # 2

ALTERNATIVES	FREQUENCY	PERCENTAGE
STRONGLY AGREE	30	68%
AGREE	5	11%
NEITHER AGREE NOR DISAGREE	6	14%
DISAGREE	3	7%
STRONGLY DISAGREE	0	0%
TOTAL	44	100%

Source: Unidad Educativa Ab. Jaime Roldos Aguilera

Researchers: Jazmin Castro and Hector Medina



Source: Unidad Educativa Ab. Jaime Roldos Aguilera

Researchers: Jazmin Castro and Hector Medina

COMMENT

The results of the survey indicates that 68 % of students answered that their teacher must use motivate techniques to teach reading, however a considerable number of them are not agree. It means that the teacher is not using these techniques in a correct way, for this reason with introducing the didactic material it is going to reinforce the learning-teaching process.

ANALYSIS OF RESULTS
Survey to the students

Statement 3. The teacher uses different didactic material for practicing reading

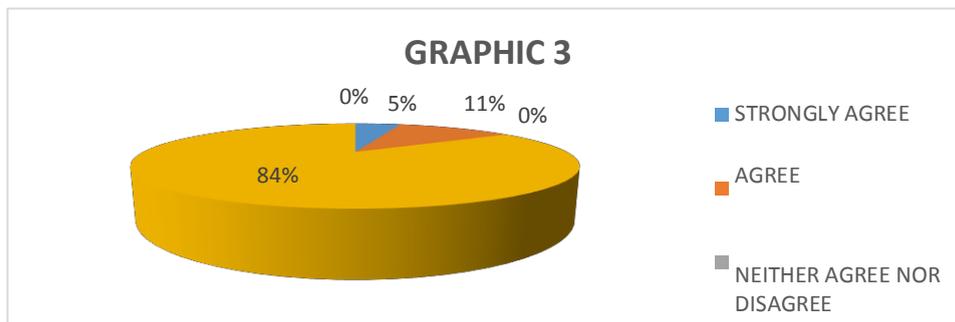
Sample: 44 students

CHART OF FREQUENCY # 3

ALTERNATIVES	FREQUENCY	PERCENTAGE
STRONGLY AGREE	2	5%
AGREE	5	11%
NEITHER AGREE NOR DISAGREE	0	0%
DISAGREE	37	84%
STRONGLY DISAGREE	0	0%
TOTAL	44	100%

Source: Unidad Educativa Ab. Jaime Roldos Aguilera

Researchers: Jazmin Castro and Hector Medina



Source: Unidad Educativa Ab. Jaime Roldos Aguilera

Researchers: Jazmin Castro and Hector Medina

ANALYSIS

According to the results of this statement the 84 % of students are not agree with the different tools that the English teacher uses for developing reading in class. It is a big quantity of students that indicate they need other kind of materials in order to acquire in a good form this new language. It is essential that applying this project both teachers and students are going to take advantage of it.

ANALYSIS OF RESULTS

Survey to the students

Statement 4. The teacher helps you to develop reading skill in class

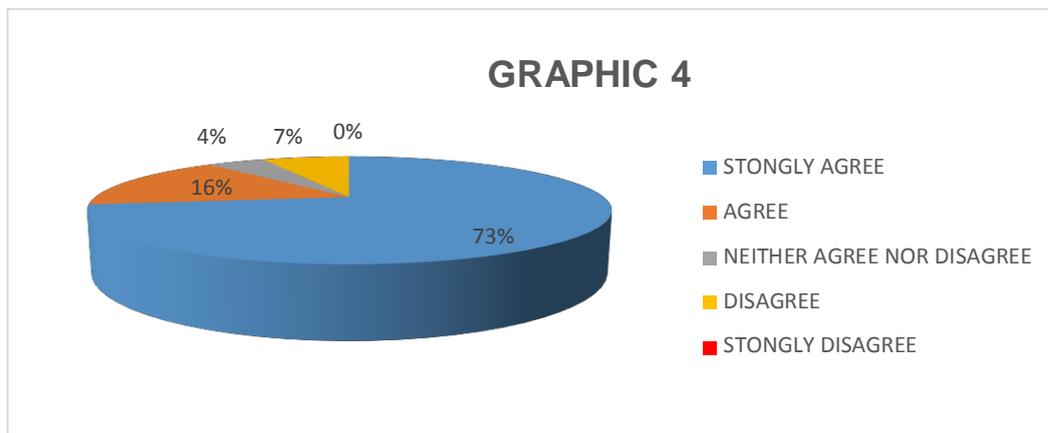
Sample: 44 students

CHART OF FREQUENCY # 4

ALTERNATIVES	FREQUENCY	PERCENTAGE
STRONGLY AGREE	32	73%
AGREE	7	16%
NEITHER AGREE NOR DISAGREE	2	4%
DISAGREE	3	7%
STRONGLY DISAGREE	0	0%
TOTAL	44	100%

Source: Unidad Educativa Ab. Jaime Roldos Aguilera

Researchers: Jazmin Castro and Hector Medina



Source: Unidad Educativa Ab. Jaime Roldos Aguilera

Researchers: Jazmin Castro and Hector Medina

ANALYSIS

In these results, although a high percentage of students answer in a positive way, it seems that the English teacher is not doing his best effort, because after the diagnosis activity the researchers could detect many students do not know practice reading in a correct way. It happens since teachers do not use the adequate techniques to improve this skill.

ANALYSIS OF RESULTS
Survey to the Students

Statement 5. The teacher must use modern strategies for developing vocabulary

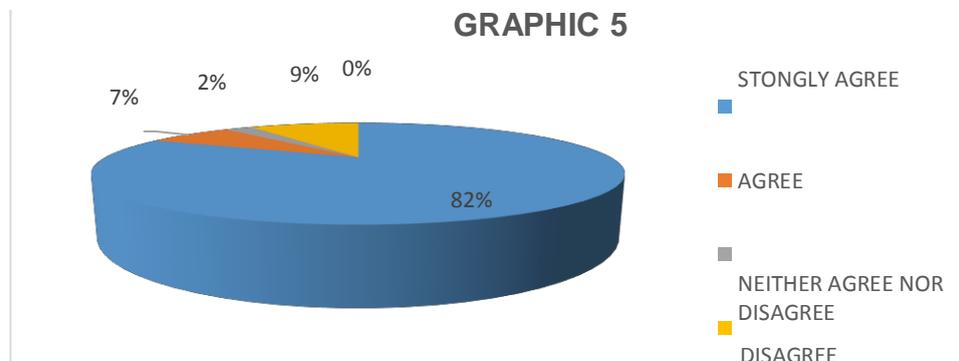
Sample: 44 students

CHART OF FREQUENCY # 5

ALTERNATIVES	FREQUENCY	PERCENTAGE
STRONGLY AGREE	36	82%
AGREE	3	7%
NEITHER AGREE NOR DISAGREE	1	2%
DISAGREE	4	9%
STRONGLY DISAGREE	0	0%
TOTAL	44	100%

Source: Unidad Educativa Ab. Jaime Roldos Aguilera

Researchers: Jazmin Castro and Hector Medina



Source: Unidad Educativa Ab. Jaime Roldos Aguilera

Researchers: Jazmin Castro and Hector Medina

ANALYSIS

According to the results of the statement number 5, most of the students agree, that the teacher must use another strategy for transmitting vocabulary. They noticed that it is very important for developing reading skill.

ANALYSIS OF RESULTS

Survey to the Students

Statement 6. You learn new words in English every day

Sample: 44 students

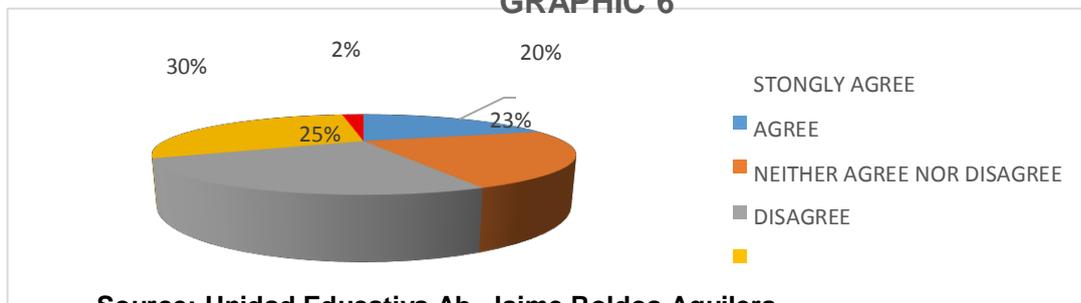
CHART OF FREQUENCY # 6

ALTERNATIVES	FREQUENCY	PERCENTAGE
STRONGLY AGREE	9	20%
AGREE	10	23%
NEITHER AGREE NOR DISAGREE	11	25%
DISAGREE	13	30%
STRONGLY DISAGREE	1	2%
TOTAL	44	100%

Source: Unidad Educativa Ab. Jaime Roldos Aguilera

Researchers: Jazmin Castro and Hector Medina

GRAPHIC 6



Source: Unidad Educativa Ab. Jaime Roldos Aguilera

Researchers: Jazmin Castro and Hector Medina

ANALYSIS

In this statement the answers are divided in almost the whole options. A big percentage agree, others disagree, and the last portion are indifferent. It happens since students still do not know the real importance that this language has today not only in the academic aspect but also personal. Introducing this didactic material, both teachers and students will improve in the teaching learning process.

ANALYSIS OF RESULTS
Survey to the Students

Statement 7. Your English teacher practices vocabulary constantly

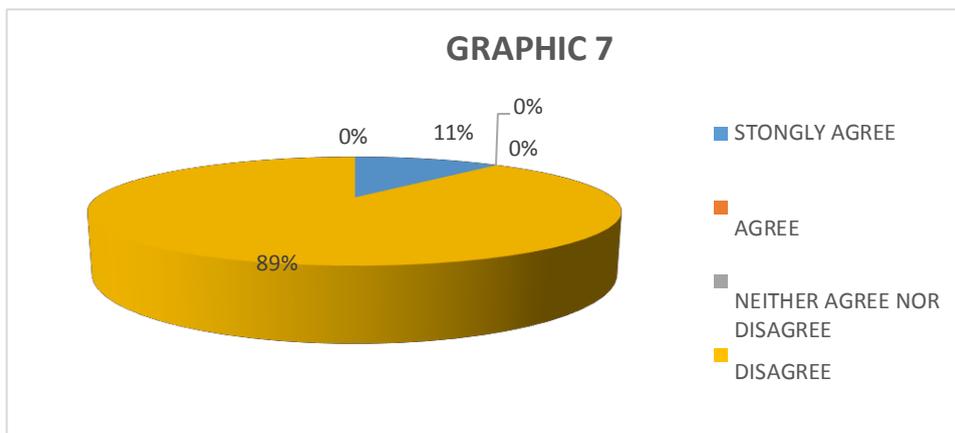
Sample: 44 students

CHART OF FREQUENCY # 7

ALTERNATIVES	FREQUENCY	PERCENTAGE
STRONGLY AGREE	5	11%
AGREE	0	0%
NEITHER AGREE NOR DISAGREE	0	0%
DISAGREE	39	89%
STRONGLY DISAGREE	0	0%
TOTAL	44	100%

Source: Unidad Educativa Ab. Jaime Roldos Aguilera

Researchers: Jazmin Castro and Hector Medina



Source: Unidad Educativa Ab. Jaime Roldos Aguilera

Researchers: Jazmin Castro and Hector Medina

ANALYSIS

Most of the students disagree in this statement. They answered the English teacher does not practice vocabulary constantly, they only limit to use the words of the text book and they are not enough for them. For that reason, the additional didactic material contains useful words that were selected according to the students' needs. .

ANALYSIS OF RESULTS
Survey to the Students

Statement 8 You think that learning new words you will understand readings.

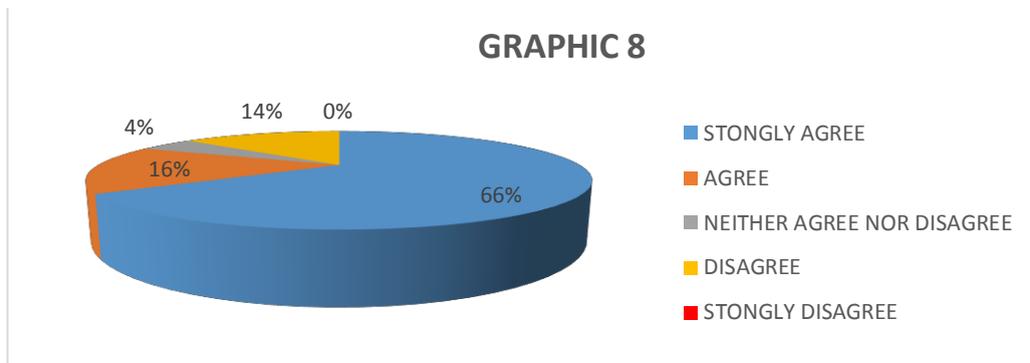
Sample: 44 students

CHART OF FREQUENCY # 8

ALTERNATIVES	FREQUENCY	PERCENTAGE
STRONGLY AGREE	29	66%
AGREE	7	16%
NEITHER AGREE NOR DISAGREE	2	4%
DISAGREE	6	14%
STRONGLY DISAGREE	0	0%
TOTAL	44	100%

Source: Unidad Educativa Ab. Jaime Roldos Aguilera

Researchers: Jazmin Castro and Hector Medina



Source: Unidad Educativa Ab. Jaime Roldos Aguilera

Researchers: Jazmin Castro and Hector Medina

COMMENT

The results in this statement demonstrated that students are sure that acquiring new words they will understand the different reading that they practice in class. They are interested in developing this skill through vocabulary.

ANALYSIS OF RESULTS

Survey to the Students

Statement 9. The English teacher uses different didactic materials

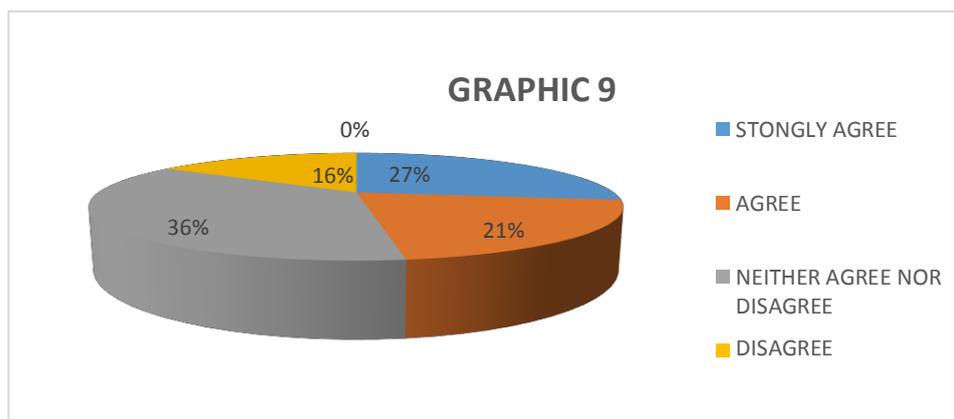
Sample: 44 students

CHART OF FREQUENCY # 9

ALTERNATIVES	FREQUENCY	PERCENTAGE
STRONGLY AGREE	12	27%
AGREE	9	21%
NEITHER AGREE NOR DISAGREE	16	36%
DISAGREE	7	16%
STRONGLY DISAGREE	0	0%
TOTAL	44	100%

Source: Unidad Educativa Ab. Jaime Roldos Aguilera

Researchers: Jazmin Castro and Hector Medina



Source: Unidad Educativa Ab. Jaime Roldos Aguilera

Researchers: Jazmin Castro and Hector Medina

COMMENT

In this statement the answers are divided since students really do not know how the educator works. They not even realized what material has been used by the teacher so far. It showed to the researchers that there is no interest for the English classes. For that reason, the researchers intend to apply this additional resource that will awake the interest of the students for the English subject.

ANALYSIS OF RESULTS

Survey to the Students

Statement 10. You will support the application of an additional didactic material.

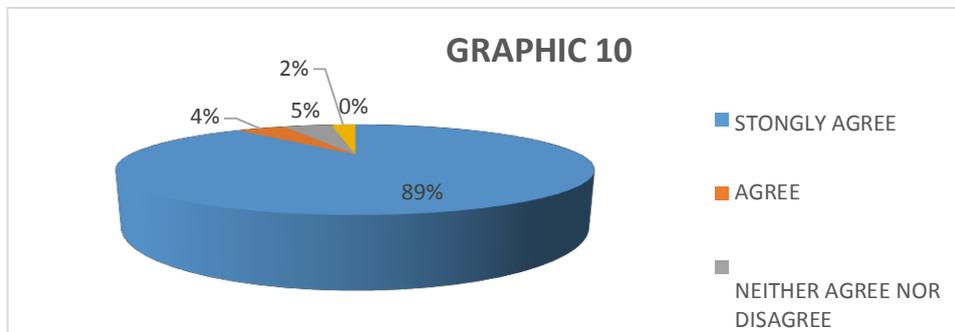
Sample: 44 students

CHART OF FREQUENCY # 10

ALTERNATIVES	FREQUENCY	PERCENTAGE
STRONGLY AGREE	39	89%
AGREE	2	4%
NEITHER AGREE NOR DISAGREE	2	5%
DISAGREE	1	2%
STRONGLY DISAGREE	0	0%
TOTAL	44	100%

Source: Unidad Educativa Ab. Jaime Roldos Aguilera

Researchers: Jazmin Castro and Hector Medina



Source: Unidad Educativa Ab. Jaime Roldos Aguilera

Researchers: Jazmin Castro and Hector Medina

COMMENT

According to the results of this statement, almost all students affirm that they will support the introduction of a new didactic resource, as they have realized that the textbook used by the teacher is not enough for developing reading skills.

RESULTS OF THE SURVEY

STATEMENTS										
ALTERNATIVES	1	2	3	4	5	6	7	8	9	10
STRONGLY AGREE	22	30	2	32	36	9	5	29	12	39
AGREE	9	5	5	7	3	10	0	7	9	2
NEITHER AGREE NOR DISAGREE	8	6	0	2	1	11	0	2	16	2
DISAGREE	5	3	37	3	4	13	39	6	7	1
STRONGLY DISAGREE	0	0	0	0	0	1	0	0	0	0
TOTAL	44									

CHI SQUARE TEST

Objective.- To demonstrate the relation between the Independent and Dependent variable.

Independent Variable: Vocabulary

Dependent Variable: Reading skill

Level of significance: Alpha= 0.05 or 5%.

CHI SQUARE TEST

Pruebas Chi-cuadrado.

<i>Estadístico</i>	<i>Valor</i>	<i>df</i>	<i>Sig. Asint. (2-colas)</i>
Chi-cuadrado de Pearson	32,81	9	,000
Razón de Semejanza	26,40	9	,002
Asociación Lineal-by-Lineal	9,73	1	,002
N de casos válidos	44		

As we can see the value P is less than 0,05, for this reason we can affirm that there is a relation between the two variables. Therefore, vocabulary has influence in reading skill.

<i>Your English teacher practices vocabulary constantly</i>	<i>The teacher helps you to develop reading skill in class</i>				<i>Total</i>
	<i>strongly agree</i>	<i>agree</i>	<i>neither agree nor disagree</i>	<i>disagree</i>	
<i>strongly agree</i>	17,00 77,27%	2,00 9,09%	3,00 13,64%	,00 ,00%	22,00 100,00%
<i>agree</i>	6,00 66,67%	2,00 22,22%	1,00 11,11%	,00 ,00%	9,00 100,00%
<i>neither agree nor disagree</i>	7,00 87,50%	1,00 12,50%	,00 ,00%	,00 ,00%	8,00 100,00%
<i>disagree</i>	,00 ,00%	,00 ,00%	2,00 40,00%	3,00 60,00%	5,00 100,00%
<i>Total</i>	30,00 68,18%	5,00 11,36%	6,00 13,64%	3,00 6,82%	44,00 100,00%

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Students do not like reading

Teacher does not use new strategies for teaching reading

Students want to understand when reading Students do

not possess vocabulary's background Teacher does

not practice vocabulary every day Teacher inly use the

text book given by the government Students need the

use of another didactic material

Recommendations

Students need motivation for awaking the interest for reading skill

Teachers must use reading techniques to increase the level of the students in this skill.

Teacher must practice reading skill every single day in class.

Students must acquire more vocabulary according to their needs.

Teacher must techniques for transmitting new words.

Students need another didactic material for English subject.

Teacher must create new didactic resources in class.

CHAPTER IV

THE PROPOSAL

BOOKLET WITH ACTIVITIES BASED ON VOCABULARY

JUSTIFICATION

There are some comments and concerns that students have in English class as, I do not understand, what does it mean? I do know the meaning of this word, Comments that come when a language is taught.

Anyways, while somebody is trying to learn English there is always a barrier that stays there when the knowledge of glossary is growing up. Because of the misunderstood words or non-understood words found in the context or at the classroom. There are many of the learners' experiences that can verify this inconvenient but important obstacle, because of the inability to know the correct vocabulary for that particular situation.

With the implementation of the proposal, it will contribute partly to solve this pedagogical and psychological problem that the students present in this language. Besides, teachers are aimed to help students to reach the goal of being confident and motivated in using the English language. In addition, the audiovisual devices applied into the classroom, will be the best way to obtain a good result within their achievement.

OBJECTIVES OF PROPOSAL

General Objective

To design a booklet based on vocabulary, doing a series of activities to develop the reading comprehension of students.

Specifics Objective

To recognize and identify the vocabulary through activities to understand readings.

To identify specific information in the reading using imagines to remember vocabulary.

To disseminate a booklet has been presented in the project for the familiarity of the students.

LEGAL, PEDAGOGICAL, SOCIOLOGICAL ASPECTS

LEGAL ASPECT

The regulation to develop the design and execution of the educative projects was approved in session of the Honorable Directive Council. They arranged that the educative projects must be performed until by two under-graduates. Among the objectives of the regulation, we have:

To design and execute educative projects by applying the scientific method to contribute to the improvement of the quality of education.

To contribute to the integral, harmonic and permanent development of the future professionals.

To guarantee the research through technical resources to make an efficient investigation.

PEDAGOGICAL ASPECT

The researchers used the guide with basic vocabulary and some

readings that motivated the students to participate in class; games and role plays were some of the activities applied; resources that authors used in class contributed to the improvement of the knowledge, learning and accomplishment of the English language.

SOCIOLOGICAL ASPECT

The proposal improved the student's behavior because at the beginning the students did not pay attention and they did not want to work in class because they did not understand and they did not receive a good motivation, but when the researchers started teaching using different techniques to teach vocabulary they caught the attention and they achieved a good communication among the students with the teacher. Interaction was an important resource that permitted the students to put into practice the material taught in class.

FEASIBILITY OF THE PROPOSAL

Financial

The proposal is feasible because of to make a booklet in all its varieties and types is one of the most effective and most economical options. They have a number of interesting advantages to consider, such as low cost, easy distribution and small size.

Technical

The proposal has technical feasibility due to it has the design of a booklet with activities, in this case exists detailed specifications for the students can make good use of it, moreover it can improve the quality of education.

HUMAN RESOURCES

Researchers: Jazmin Castro Bone and Hector Medina Figueroa

Respondents: Principal, English Teachers and Students from Unidad Educativa Fiscal Jaime Roldos Aguilera

DESCRIPTION OF PROPOSAL

The booklet with activities based on vocabulary is designed to help students with academic problem especially in reading skill, at Unidad Educativa Fiscal Jaime Roldos Aguilera, zone # 8, district # 2, circuit 09D02.

This proposal refers to the acquisition of new words taking into consideration the students' necessities and the curricular planning that correspond to this year of study. The elaboration of this didactic material was in charge of the researchers of this investigation and has the contribution of the whole educational community since they supported in each moment this process.

This booklet contains useful information about the vocabulary that is used in the text book given by the government. It is divided in several lessons with appropriate activities and exercises that will awake the interest of students in reading, since with the new words that they will acquire they will understand the different reading presented by teacher. Besides, it is compound for interactive practices which will be made by students fostering their participation in class and will improve their performance.

A method to use is to associated words with their own language that can be an easy way to memorize and keep words in mind and the same manner to label objects in any place so these activities will let a better and faster tactic to acquire new glossaries at reading time and useful way to

understand.

The proposal will show the title, as well as, a small prescription about what is, who is for, what is it for; also including the activities with corresponding images. The resources to use are magazine paper, printer, and computer to make the booklet divide in three sections easy to handle.

CONCLUSION

The researches of this investigation can conclude that this proposal has been a great contribution to the Unidad Educativa Fiscal “Jaime Roldós Aguilera” since it has increased the importance of the English language both teachers and students which had been left aside for a long time.

With the implementation of this additional didactic resource the teaching learning process of this language has gained an important place in the academic life not only of the students but also in the whole educational community because the interest for this subject will improve their performance when participate in class.

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ANNEXES 1

DOCUMENTS



REPUBLICA DEL ECUADOR
UNIDAD EDUCATIVA FISCAL
“JAIME ROLDOS AGUILERA”
Direccion: Guasmo Oeste Sector (Fertiza) telf. 04 -3841608

Guayaquil, Julio 30 del 2015

MSc.
SILVIA MOY-SANG CASTRO, ARQ.
DECANA DE LA FACULTAD DE FILOSOFIA
LETRAS Y CIENCIAS DE LA EDUCACION
CUIDAD.-

De mi consideración

Por medio de la presente **AUTORIZO** que la Sra. JAZMIN JACQUELINE CASTRO BONE con cedula de identidad No. 0920225570 y HÉCTOR ALFREDO MEDINA FIGUEROA con cedula de identidad No. 0921754545 egresados de la escuela de LENGUAS Y LIGUISTICAS, de la Facultad de Filosofía, Letras y Ciencias de La Educación de la Universidad de Guayaquil, realicen el proyecto con el tema: **INFLUENCE OF VOCABULARY IN THE DEVELOPMENT OF READING SKILL. Propuesta: DESIGN A BOOKLET WITH ACTIVITIES BASED ON VOCABULARY IN ORDER TO DEVELOP THE READING SKILL** el cual será de gran beneficio para el aprendizaje del idioma ingles en los estudiantes que se forman en nuestra institución

Particular que comunico a usted para los fines consiguientes.

Atentamente,


MSc. GRACIELA MOYANO SALGUERO
RECTOR



UNIVERSIDAD DE GUAYAQUIL

BIIIE UAHBIJIM MWI..ItllllilUIO

Guayaquil, 04 de julio de 2016

Arq.
Silvia Moy-SangCastro Msc.
Decana de la Facultad de Filosofía, Letras y Ciencias de la Educación
Ciudad.

De nuestras consideraciones.

Nosotros, MEDINA FIGUEROA H~CTORALFREDO con número de cédula 0921754545 y CASTROBONE JAZMÍN JACQUELINE con número de cédula 0920225570, egresados de la carrera LICENCIATURA EN LENGUAS LINGÜÍSTICAS Centro de Estudios: GUAYAQUIL, Modalidad SEMI-PRESENCIAL del periodo lectivo 2015 - 2016 hemos finalizado la Unidad de Titulación en el Grupo B.

Nos dirigimos a Usted, para solicitar la revisión y aprobación de nuestro tema para el proyecto de titulación para continuar con la elaboración del mismo:

TEMA:

Influencia del vocabulario en el desarrollo de la habilidad lectora mediante el diseño de un folleto con actividades basados en vocabulario

Influence of vocabulary in the development of reading skill through design a booklet with activities based on vocabulary

El mismo que ha sido elaborado bajo el criterio de la Unidad Curricular de Titulación.

Por la atención, que dé al presente quedamos muy agradecidos.

Atentamente,

Hector Medina F.

UNIVERSIDAD DE GUAYAQUIL
Escuela de Lenguas y Letras

Jazmín Castro B.

04 JUL 2016
RECIBIDO



Guayaquil, 16 de Agosto del 2016

MSc.

LARRY TORRES

PROFESOR(A) DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA,

FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

Ciudad

De mis consideraciones:

Por disposición de la Autoridad Académica de la Facultad de Filosofía, Letras y Ciencias de la Educación, se le comunica que ha sido designado Revisor-Asesor de Proyectos Educativos.

En dicha designación constan los nombres de los estudiantes de la Escuela de Lenguas y Lingüística: **MEDINA FIGUEROA HECTOR ALFREDO Y CASTRO BONE JAZMÍN JACQUELINE**

TOPIC: INFLUENCE OF VOCABULARY IN THE DEVELOPMENT OF READING SKILL THROUGH DESIGN A BOOKLET WITH ACTIVITIES BASED ON VOCABULARY

El mismo que deberá ser revisado, corregido y aprobado siguiendo las normativas, de la Unidad de Titulación de la Facultad, publicado en el portal electrónico, y una vez terminado debe ser entregado de conformidad con el calendario publicado oportunamente.

Atentamente,

Ab. Jacinto Calderón Vallejo, MSc.

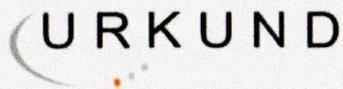
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Aprobado por:	MSc. Jacinto Calderón Vallejo	DIRECTOR	

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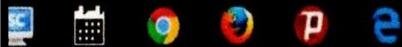
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Mensaje PROYECTO EDUCATIVO DE JAZMIN CASTRO Y HECTOR MEDINA [Mostrar el mensaje completo](#)

6% de estas 24 páginas, se componen de texto presente en 10 fuentes.

Lista de fuentes Bloques

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+		http://www.acedececuatorador.org/index.php/main
+		https://www.slideshare.net/fannicytamacas/pr
+		http://www.monografias.com/trabajos91/fomi

0 Advertencias Reinicia

INFLUENCE OF VOCABULARY IN THE DEVELOPMENT OF READING SKILL THROUGH DESIGN A BOOKLET WITH ACTIVITIES BASED ON VOCABULARY

AUTORES: CASTRO BONE JAZMIN JACQUELINE MEDINA FIGUEROA HECTOR ALFREDO

CONSULTOR:

GUAYAQUIL, ENERO DE 2017

INTRODUCTION

Currently, the learning of the English language is no longer an option since the barriers of communication are becoming smaller and the distances are minimized before the accelerated advance of the technologies. Regarding the professional life, it is essential to train students motivated towards this knowledge that will allow them to be applied in the future as a tool of daily use that goes forward in relation with others professional's goal.

Similarly, educational institutions accept the challenge of offering English language learning, therefore, provide methodologies, strategies, activities and diverse resources to introduce it in an attractive. Teachers confront students through traditional books that are difficult to understand





UNIVERSIDAD DE GUAYAQUIL

ESPECIE UNVERSTARIA- NIVEL PREGRADO

Guayaquil, 15 Septiembre 2017

Arq.

Silvia Moy Sang Castro, MSc.
Decana de la Facultad de Filosofía
Ciudad.

De nuestras consideraciones:

CASTRO BONE JAZMIN JACQUELINE con C.I.0920225570 y MEDINA FIGUEROA HECTOR ALFREDO con C.I.0921754545, estudiantes de la Carrera de Lenguas y Lingüística Modalidad Semipresencial Matriz Guayaquil, solicitamos muy respetuosamente se nos designe Tribunal y se nos fije Fecha y Hora para sustentar nuestro Proyecto Educativo titulado:

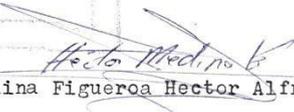
TOPIC: "Influence of vocabulary in the development of reading skill. PROPOSAL: Design a booklet with activities based on vocabulary in order to develop the reading skill".

Previo a la obtención del título de Licenciados en Ciencias de la Educación mención Lengua Inglesa y Lingüística.

Agradecemos la atención brindada.

Atentamente,


Castro Bone Jazmin Jacqueline


Medina Figueroa Hector Alfredo

ANNEXES 2

PHOTOS

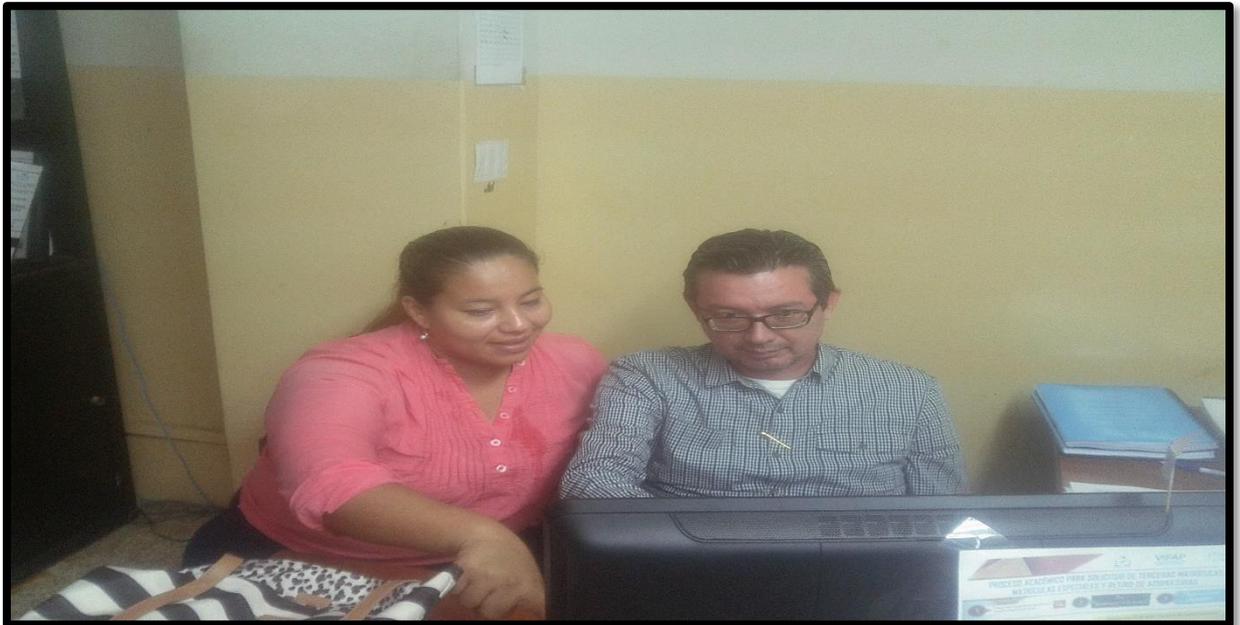
JAIIME RO CHOO HIGH SCHOOL



Source: Unidad Educativa Ab. Jaime Roldos Aguilera
Researchers: Jazmin Castro and Hector Medina



Source: Unidad Educativa Ab. Jaime Roldos Aguilera
Researchers: Jazmin Castro and Hector Medina



**Source: Faculty of Languages and Linguistics: with the tutor Msc. Larry Torres
Researchers: Jazmin Castro and Hector Medina**



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Researchers: Jazmin Castro and Hector Medina**

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Researchers: Jazmin Castro and Hector Medina

INTERVIEW TO THE EMERGENCY TEACHERS



**Source: Unidad Educativa Ab. Jaime Roldos Aguilera
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2024 EL 10 THE STUDENT



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Researchers: Jazmin Castro and Hector Medina**

LESSON 1

LABEL THE OBJECTS.

You will be able to see this words around and be familiar with them.

ACTIVITY # 1

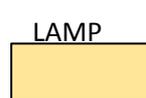
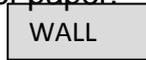
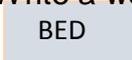
Go to your bedroom and label the furniture

INSTRUCTIONS :

1 Get the materials: marker, tape and A4 piece of paper



2. Write a word on each piece of paper.



3. Label each object correctly.



FURNITURE - Pictionary



BEDROOM



BED



WARDROBE



DRESSER



DESK



CHEST OF DRAWERS

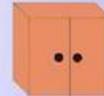
BATHROOM



MIRROR



BATHTUBE



CABINET



TOILET



WASHBASIN

KITCHEN



COOKER



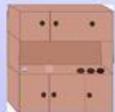
FRIDGE



TABLE



CHAIR



CUPBOARD



BIN

LIVING-ROOM



BOOKCASE



SOFA



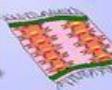
LAMP



ARMCHAIR



T.V



MAT

My name is :

Score :



Furniture in My House

				
1. S_F _	2. _H _ _ F	3. A_M C_A_R	4. M _ _ RO _	5. _RA_E_S
				
6. F_RE_L_CE	7. T_BL _	8. CO_K _ _	9. BO_K C_S _	10. _AT _
				
11. W_RD _ _ B _	12. C_A _ _	13. F _ _ D _ E	14. _E _	15. C _ O _ _
				
16. D_S _	17. L _ _ P	18. T_LE _ _ SI_N	19. TV S_A_D	20. S _ _ K

Where can you see those furnitures above? Classify them and write in the boxes below!

Bed room	Living room	Kitchen	Bath room

Name: _____

Date: _____

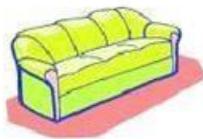
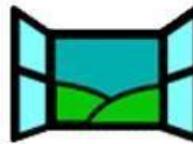
In The House - Common Household Objects

Tongue Twister: She sells seashells on the seashore. The shells she sells are seashells, I'm sure. And if she sells sea shells on the seashore, then I'm sure she sells seashore shells.

Write the words under the pictures and find them in the grid.



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



PRACTICE READING



This is Mary. She's eleven. She's got long brown hair and brown eyes. Her ears are small and her cheeks are chubby.

She gets up at 7 o'clock in the morning, has a shower, gets dressed and has breakfast. She usually has a toast and coffee. She doesn't like cheese. Then the girl goes to school. She travels by bus. She has lunch at school with her friends. They sometimes have pizza and milkshake. After the lessons they play in the park and they like flying a kite. Mary goes home at 5pm. She has dinner with her mother and father. Her mother likes cooking! Mary goes to bed at 10pm.

The girl lives in the city. There is a swimming pool next to her house but her school is far. There are lots of shops and supermarkets in her street. There is a café behind her house and Mary goes there at the weekend with her family.

There is a market in front of her house. There are a lot of fruit. She likes eating watermelons and mangoes but she doesn't like grapes. She likes vegetables.

Now the girl is in her bedroom. It's big. There are two windows, there is a wardrobe in the room and there is her desk next to the window. There is a chair next to her desk. Now her room is a mess! There are her jeans on the floor and there is one sock on the sofa and one sock on the lamp. Her mother is angry. She says: You can't go to the park, please tidy up your room! Put those jeans in the wardrobe and find the socks!

Mary likes doing athletics and playing table tennis. Going swimming is fun! But she doesn't like playing basketball. She is very short!

In the summer Mary would like to go camping with her grandfather! She wouldn't like to help her grandmother in the garden. It's boring!

Write YES or NO:

1. Mary has got short brown hair. _____
2. She has a toast and coffee for breakfast. _____
3. The children don't have pizza for lunch. _____
4. Her school is next to her house. _____
5. There is a café in front of her house. _____
6. Mary likes mangoes but doesn't eat watermelons. _____
7. There is a desk behind the wardrobe in her room. _____
8. Her room is a mess. _____
9. There is one sock under the sofa. _____
10. Her mum is scared because there is a mess. _____
11. She doesn't like playing basketball. _____
12. She would like to go camping with her grandfather. _____

Choose the right answer:

1. **The girl gets up at**
a) eight o'clock b) seven o'clock c) nine o'clock
2. **She goes to school by:**
a) car b) helicopter c) bus
3. **There is a ... next to her house.**
a) supermarket b) café c) swimming pool
4. **Mary doesn't like eating**
a) watermelons b) potatoes c) grapes
5. **There is a chair**
a) next to her desk b) behind the wardrobe
c) under her desk
6. **The girl's mother asks the girl**
a) to find the jeans
b) to go to the park
c) to clean the room.

✿ What a messy room!



Look at the picture and complete the sentences using a preposition

1. The computer is _____ the bed.
2. The books are _____ the table.
3. The green sweater is _____ the drawer.
4. The dirty trainers are _____ the armchair.
5. The table is _____ the bed and the chest of drawers.
6. The white shelf is _____ the bed.
7. The bed is _____ the wall.
8. There is a pen _____ the books _____ the table.
9. The blue t-shirt is _____ the chair and the chest of drawers.
10. The pair of jeans is _____ the computer.
11. The yellow t-shirt is _____ the armchair.
12. The pot of coloring pencils is _____ the books.

JOBS AND OCCUPATIONS



MATCH

- 1- COOK
- 2- DOCTOR
- 3-TEACHER
- 4-FIREFIGHTER
- 5-NURSE
- 6-PHOTOGRAPHER
- 7-SCIENTIST
- 8- POLICE OFFICER
- 9-SECRETARY
- 10-MECHANIC
- 11-MAID
- 12-WAITER
- 13-HAIRDRESSER
- 14- VET
- 15-DENTIST
- 16-POSTMAN

MATCH THE DEFINITION (1-9) WITH THE OCCUPATIONS (A-I)

- | | |
|---|----------------|
| 1- THIS PERSON HELPS THE DOCTORS AT THE HOSPITAL. | A-POSTMAN |
| 2- THIS PERSON PUTS OUT THE FIRE. | B-WAITER |
| 3- THIS PERSON SENDS LETTERS AND ANSWERS THE TELEPHONE. | C-DOCTOR |
| 4- THIS PERSON KEEPS THE HOUSE CLEAN | D-DENTIST |
| 5- THIS PERSON CATCHES THIEVES. | E-COOK |
| 6- THIS PERSON HELPS PEOPLE GET WELL. | F-MECHANIC |
| 7- THIS PERSON TEACHES YOU NEW THINGS. | G-FIRE FIGHTER |
| 8- THIS PERSON DELIVERS LETTERS. | H-VET |
| 9- THIS PERSON COOKS DELICIOUS MEALS. | I-MAID |
| 10-THIS PERSON WORKS IN A RESTAURANT. | J-HAIRDRESSER |
| 11-THIS PERSON INVESTIGATES | K-NURSE |
| 12-THIS PERSON REPAIRS CARS. | L-DENTIST |
| 13-THIS PERSON CUTS OUR HAIR. | M-TEACHER |
| 14- THIS PERSON TAKES CARE OF OUR TEETH | N-SECRETARY |
| 15-THIS PERSON TAKES CARE OF ANIMALS | O-SCIENTIST |

WHERE DO THEY WORK?

GARAGE HOSPITAL(2) SCHOOL SHOP RESTAURANT(2) OFFICE POLICE STATION POST OFFICE

- | | |
|---------------------------------|------------------------------------|
| 1- A TEACHER WORKS IN A..... | 6-A POLICE OFFICER WORKS IN A..... |
| 2. A MECHANIC WORKS IN A..... | 7-A COOK WORKS IN A..... |
| 3- A NURSE WORKS IN A..... | 8-A POSTMAN WORKS IN A..... |
| 4- A WAITER WORKS IN A..... | 9-A SHOP ASSISTANT WORKS IN A..... |
| 5- A SECRETARY WORKS IN AN..... | 10-A DOCTOR WORKS IN A..... |

What job is it?

Match the job to the correct description

<u>Job</u>	<u>Description</u>
1. Police Officer	T
2. Cook	a) person who drives a bus
3. Waiter	b) person who teaches students
4. Fashion designer	c) person who makes and designs clothes
5. Movie director	d) works in a hospital and helps doctors
6. Pilot	e) person that can draw cartoons well
7. Writer	f) rescues people from burning buildings and helps put out fires
8. Cartoonist	g) person who drives a taxi
9. Basketball player	h) someone who can sing well
10. Bus driver	i) works in a hospital and cures sick people
11. Scientist	j) flies an airplane
12. Teacher	k) person who acts in a movie
13. Journalist	l) does the cooking in a restaurant
14. Doctor	m) takes people's orders in a restaurant and serves food
15. Nurse	n) person who reports news on TV, radio or newspaper
16. Farmer	o) someone who writes books and stories
17. Actor	p) works in a laboratory and does experiments
18. Firefighter	q) someone who makes movies
19. Singer	r) person that can play basketball well
20. Taxi driver	s) works on a farm and grows crops or looks after animals
21. Mechanic	t) works in a police station and keeps people safe
22. Engineer	u) plays the piano well
23. Pianist	v) person in the army who wears a uniform and has a gun
24. Soldier	w) works in an animal hospital and looks after sick animals
25. Hairdresser	x) repairs machines and vehicles such as cars and buses
26. Veterinarian	y) someone who designs and constructs buildings
	z) someone who cuts and styles hair

Big Jobs Picture Crossword

1



6 →



7



8



9



10



11



12



13



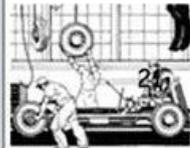
14



15



16



17



18



19



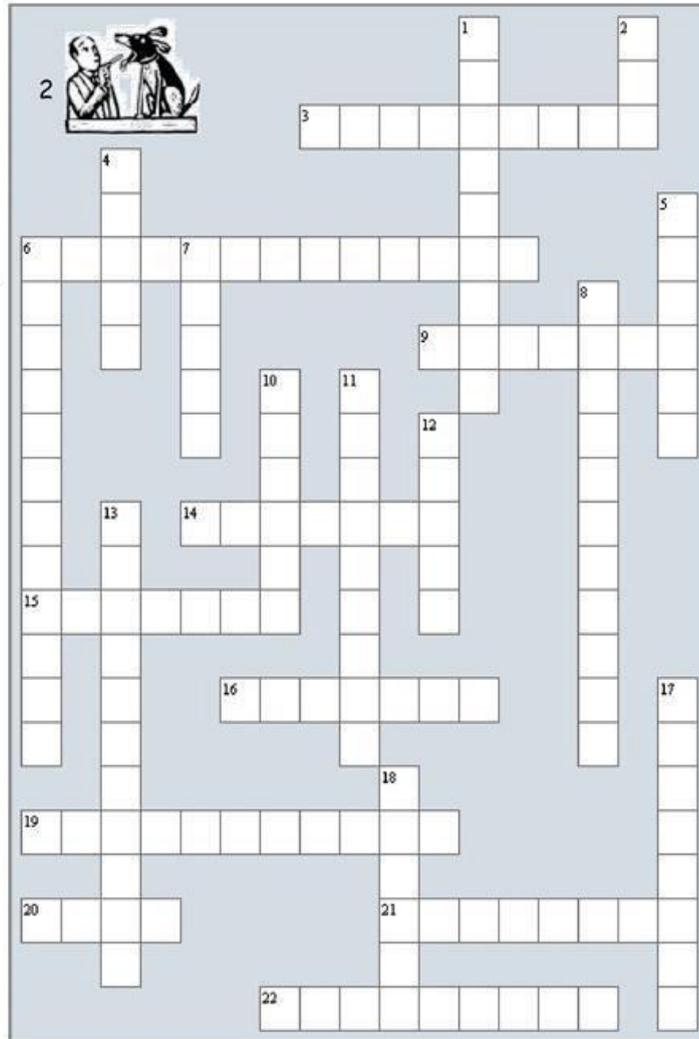
20



21



22



Countries and Nationalities



Match each country with the correct picture. Then write the language and the nationality.



- 1- ITALY
- 2- FRANCE
- 3- GERMANY
- 4- RUSSIA
- 5- SPAIN
- 6- CHINA
- 7- MEXICO
- 8- GREECE
- 9- CANADA
- 10- BRAZIL
- 11- IRELAND
- 12- JAPAN

COUNTRIES AND NATIONALITIES

WORDSEARCH

WRITE THE NAME OF THE COUNTRIES AND FIND THEIR NATIONALITIES IN THE WORDSEARCH AND MATCH



ARGENTINA - TURKEY - UNITED STATES - SPAIN
 HUNGARY - GREAT BRITAIN - GREECE - DENMARK -
 POLAND - JAPAN - CHINA - FINLAND - KOREA - ITALY -
 PORTUGAL - GERMANY - FRANCE - MEXICO - CANADA -
 BRAZIL - CHILE - IRELAND - RUSSIA - AUSTRALIA



- | | |
|----------|----------|
| 1-..... | 13-..... |
| 2-..... | 14-..... |
| 3-..... | 15-..... |
| 4-..... | 16-..... |
| 5-..... | 17-..... |
| 6-..... | 18-..... |
| 7-..... | 19-..... |
| 8-..... | 20-..... |
| 9-..... | 21-..... |
| 10-..... | 22-..... |
| 11-..... | 23-..... |
| 12-..... | 24-..... |

LOOK AT THE PICTURES AND ANSWER THESE QUESTIONS



WHERE IS SHE FROM?
 WHAT IS HER NATIONALITY?



WHERE IS SHE FROM?
 WHAT IS HER NATIONALITY?



WHERE IS SHE FROM?
 WHAT IS HER NATIONALITY?



WHERE IS HE FROM?
 WHAT IS HIS NATIONALITY?



COUNTRY	Nationality	LANGUAGE
France	Fr_____	F___c_
Italy	It__ia_	It__ia_
Spain	Sp__is_	S__ni__
England/ the UK	B__t_s_	En__is_
Mexico	Me__c_n	Sp__i__
Greece	Gr__k	G__e_
Portugal	P___ug___	Port__es_
China	Ch__e_e	C__ne__
The USA	Am__i_a_	E_gl__h
Turkey	T__k_sh	Tur__s_
Russia	Ru__ia_	R__s_a
Poland	Po__sh	P__i__



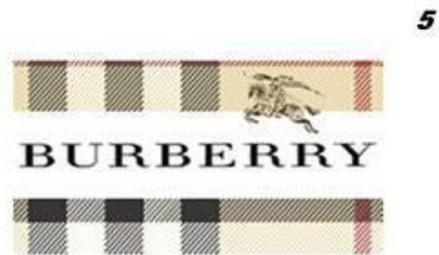
WHERE ARE YOU FROM?

<p>1. </p> <p>a. She is from China, She's Chinese b. He's from Chinese, He's China. c. She's from Chinese, She's China. d. He's from China, He's Chinese.</p>	<p>2. </p> <p>a. You're from Australia, You're Australian. b. They're from Australia, They're Australian c. They're from The U.S, They're American d. You're from The US, You're American.</p>	<p>3. </p> <p>a. She's from India She's Indian. b. He's from Indian, he's India. c. He's from Indonesia, he's Indonesian. d. She's from Indonesian, she's Indonesia</p>
<p>4. </p> <p>a. We're from Greece, we're Greek. b. He's from Bulgaria ,He's Bulgarian. c. We're from Bulgaria, we're Bulgarian. d. He's from Greece, He's Greek.</p>	<p>5. </p> <p>a. He's from England, he's English. b. You're from Scottish, you're Scotland. c. You're from English, You're England d. He's from Scotland, he's Scottish.</p>	<p>6. </p> <p>a. We're from England, we're English. b. We're from the UK, we're British. c. They're from British, They're Britain. d. They're from England, they're Britain.</p>

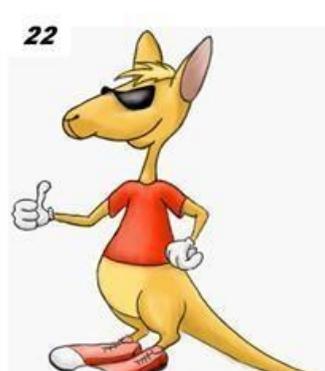
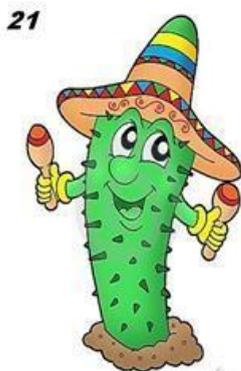
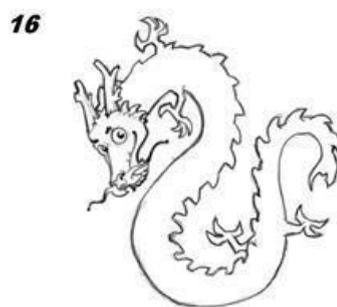
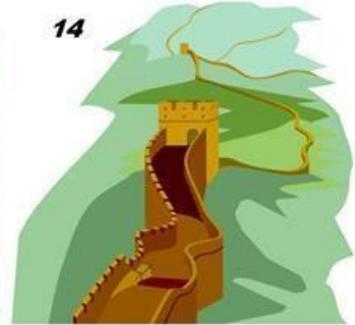
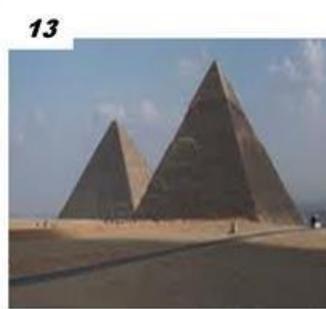
WHERE AM I FROM?

<p>1. Hello, I'm Mahu, I'm 15 years old, My country is in Africa and our capital is Cairo. There are a lot of pyramids in my country.</p>	<p>2. Hello, I'm Alkira, I'm 20 years old. My country is the biggest island in the world and we have special animals like Kangaroos and Koalas. Our official language is English.</p>	<p>A.NAME: </p> <p>COUNTRY:</p>
<p>3. Hi, I'm Emiko. I'm 25 years old. I play Shamisen. Shamisen is our traditional musical instrument. I'm from Tokyo. It's a beautiful city.</p>	<p>4. Hi, there I'm Lara, I'm a dancer from Rio. I'm 22. My country is the biggest country in South America and famous for a carnival.</p>	<p>B.NAME: </p> <p>COUNTRY:</p> <p>D.NAME: </p> <p>COUNTRY:</p>
<p>5.. Hello, I'm Thor, from Oslo. My country is very cold but it's beautiful. My country is famous for fjords.</p>	<p></p> <p>C.NAME: / COUNTRY:</p>	<p></p> <p>E.NAME: COUNTRY:</p>

Where does this come from?



Where does this come from?



FunSheet -Beginners

Which three pieces of fruit are *not* described?



Your answers:

1. I am yellow and monkeys like to peel and eat me.
2. I am red and have a green "hat". You can eat me in summer. I am juicy and sweet.
3. If you eat me, it will keep the doctor away. I can be yellow, green or red.
4. I come in green or blue. I may have small seeds. I am sometimes used for wine.
5. I am green on the outside and red on the inside. A lot of me is just water. I have black seeds.
6. I am very sour and yellow is the colour of my skin.
7. People say that I am very good for them. I am a dark colour and I am often eaten on cereal or pancakes.
8. I grow on trees and my skin is very soft. I am orange and red. I am very juicy, too.
9. I look like a lemon but have a different colour.
10. I am used for making ropes. I am white inside and brown on the outside. You can also find milk inside me.
11. I grow on small bushes. I am red and can be used for jam.
12. My name is the same as that of a colour. I may be sweet or sour. You need to peel me to eat me.

Fruits

homework@live.dk



Fruit and Vegetable Riddles



I am a breakfast food.
I come from the tropics.
I am _____

Some people like me.
I am crunchy.
I am _____

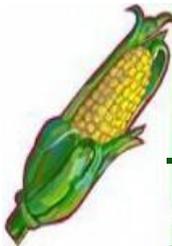
I am good in salads.
I am part of a famous dip called hummus.
I am _____



I am a breakfast food.
I come from the tropics.
I am _____

Some people like me.
I am crunchy.
I am _____

I am good in salads.
I am part of a famous dip called hummus.
I am _____



I grow under the ground.
I am long and thin.
You can eat me raw or cooked.
You peel me before eating.
I am very common.
Bugs Bunny loves me.
I am _____

I am quite small.
I am round and green.
I am found in pods.
You cook me before eating.
I am very popular.
I can be made into soup.
I am _____

I am green and round.
I can be peeled.
I can be eaten in salads.
I am found in the winter.
I am very crispy when cooked.
I am _____



I grow in bunches.
I come from warm countries.
Everyone loves me.
I have a thick peel.
You eat me raw.
I am _____

I am little and red.
I grow really fast - 30 days.
I am rather bitter.
I am usually found in salads.
I grow underground.
I have a green top.
I am _____

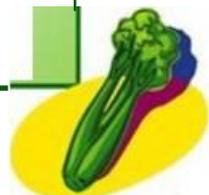
I am medium sized and red.
I also grow underground.
People usually eat me cooked and in a salad.
Sometimes I am in soups.
I am quite sweet.
I am _____



I am the most popular vegetable.
I grow underground.
I cannot be eaten raw.
You can cook me in many ways.
Children adore me.
I am _____

I am one color outside.
I grow in the summer.
I am sweet.
I am another color inside.
You cannot eat my outside.
My skin has stripes.
I am _____

I can be many sizes.
I can be round or oval.
You can eat me raw or cooked.
I am really a fruit.
Some people like to eat me with apples.
I am _____



I am not a plant.
I am not green or orange.
I grow in the dark.
I have a cap and a stem.
Children don't like me.
Grownups love me.

I am a/an **mushroom**

I am round and sweet.
I can be made into jam.
I have a long green stem.
I have a hard pit.
I arrive in the spring.
Some say: life is a bowl
of_____.

I am **cherries**.

I grow very tall.
I have a green cover.
I have many little pieces.
Animals and people love me.
I can become oil and cereal.
My shape is like a banana.

I am **corn**.

I am round like a ball.
I am not very sweet.
You cannot eat my outside.
I can be made into juice.
I am a breakfast food.
I come from the tropics.

I am **grapefruit**.

I am tall and thin.
My color is light green.
I have leaves on top.
I taste good in salads.
Some people cook me.
I am crunchy.

I am **celery**.

I am green.
I look like a pear.
I have a huge seed inside.
I taste creamy.
I am good in salads.
I am part of a famous dip
called guacamole.

I am a/an **avocado**.

I grow under the ground.
I am long and thin.
You can eat me raw or
cooked.
You peel me before eating.
I am very common.
Bugs Bunny loves me.
I am a **carrot**.

I am quite small.
I am round and green.
I am found in pods.
You cook me before eating.
I am very popular.
I can be made into soup.

I am **peas**.

I am green and round.
I can be cooked.
I can be eaten in salads.
I'm not as big as a football.
I am found in the winter.
I am very crispy when raw.

I am **cabbage**.

I grow in bunches.
I come from warm
countries.
Everyone loves me.
I have a thick peel.
You eat me raw.

I am **bananas**.

I am little and red.
I grow really fast- 30 days.
I am rather bitter.
I am usually found in salads.
I grow underground.
I have a green top.

I am a **radish**.

I am medium sized and red.
I also grow underground.
People usually eat me
cooked- and in a salad.
Sometimes I am in soups.
I am quite sweet.

I am a **beet**.

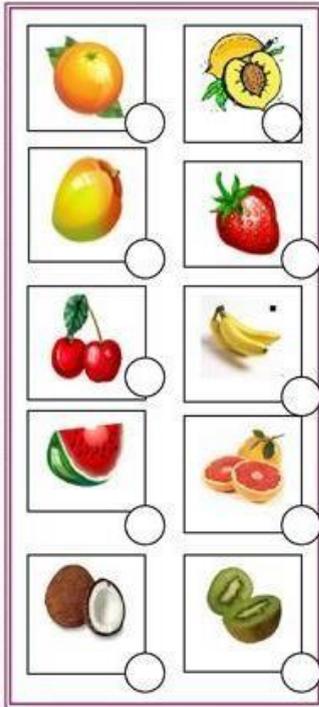
I am the most popular
vegetable.
I grow underground.
I cannot be eaten raw.
You can cook me in many
ways.
Children adore me.
I am a **potato**.

I am one color outside.
I grow in the summer.
I am sweet.
I am another color inside.
You cannot eat my outside.
My skin has stripes.

I am **watermelon**.

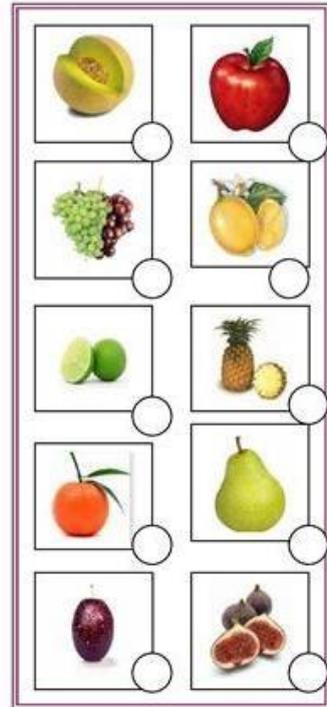
I can be many sizes.
I can be round or oval.
You can eat me raw or
cooked.
I am really a fruit.
Some people call me love
apples.
I am a **tomato**.

FRUIT



MATCH

- 1-PEAR
- 2-MANGO
- 3-KIWI
- 4-GRAPES
- 5-ORANGE
- 6-TANGERINE
- 7-GRAPEFRUIT
- 8-BANANA
- 9-COCONUT
- 10-CHERRIES
- 11-LIME
- 12-PINEAPPLE
- 13-STRAWBERRY
- 14-FIG
- 15-MELON
- 16-WATERMELON
- 17-CHERRIES
- 18-PLUM
- 19-PEACH
- 20-LEMON



Wordsearch

WRITE THE WORDS YOU
FIND

- | | |
|-----|-----|
| 1- | 11- |
| 2- | 12- |
| 3- | 13- |
| 4- | 14- |
| 5- | 15- |
| 6- | 16- |
| 7- | 17- |
| 8- | 18- |
| 9- | 19- |
| 10- | 20- |



APPLES

1. From where did the first apples come?

- a) Egypt
- b) Asia Minor
- c) Africa



2. How do apples differ from each other?

- a) Colour, shape, size, taste.
- b) Colour, shape, price.
- c) Taste, vitamins, size.

Choose the correct answer!

3. What does an apple contain?

- a) Salt and water.
- b) Vitamins, minerals and fructose.
- c) Glucose and fat.



4. Where are most of the nutrients?

- a) In the apple leave.
- b) In the stem.
- c) Under the apple skin.



5. When do apple trees bloom?

- a) In autumn.
- b) In summer.
- c) In spring.



6. To which family does the apple tree belong?

- a) Rose family.
- b) Tree family.
- c) Fruit family.



About 5000 years ago the first apple trees were brought from Asia Minor to Egypt. Today there are more than 7000 thousand kinds of apples in the world. They differ in colour, shape, size and taste of each other. The flesh can be hard or soft, and the skin can be thick or thin.

Apples are very healthy and high in vitamins and minerals. The apple also acts as a stimulant. It contains glucose and fructose, which quickly go into the blood. The main part of the nutrients is directly under the apple skin. That's why you should also eat the apple skin. The apple tree belongs to the rose family.



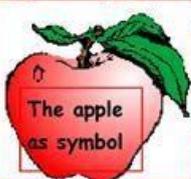
In early April, the apple trees start blooming in pink and red colours. In late summer and autumn the harvest of apples starts.

Apples can be eaten raw or used for baking cakes, pies or apple strudels. In winter many people eat baked apples.

"An apple a day keeps the doctor away"

Symbol of love

The apple has always been a symbol of love, fertility, youth and beauty.



Symbol of sin

The Bible says that Eve picked an apple, though it was forbidden, and gave it to Adam. He bit off and both had to leave paradise.



Symbol of discord

You probably know the phrase "apple of discord". Eris, the Greek goddess of strife and discord, once threw a golden apple among the guests of a wedding feast. On that apple was written "For the Most Beautiful". Then all the guests were arguing about the apple and who "the most beautiful" was.



Symbol of world domination

Many rulers have been portrayed with an apple in their hand. The apple should present the globe. The apple was in addition to crown and scepter an imperial insignia.



Answer the questions!

1. What did Eve do?
.....
2. Why did Adam do with the apple?
.....
3. Who was Eris?
.....
4. What did Eris write on the apple?
.....
5. Why were the wedding guests arguing?
.....
6. What did the apple as imperial insignia present?
.....
7. The apple is also a symbol of,, and

Kinds of apples

- Red Delicious
- Granny Smith
- Golden Delicious
- Idared
- Jonagold



Find the opposites

- thick
- sweet
- healthy
- high
- hard





My lovely family

Helio! My nome is Ano. I am eight years old and I am from the USA. rm going to introduce you to my lovely family. It is quite big and we are very happy.

My mother's name is Laura and my father's is Peter. My mother has got blond hair and she is very tender. My father is tall and slim and he is a funny person.

My parents hove got three children. There's my brother Tim, my boby brother David and me. Tim is a sweet boy who loves playing and being with me ali the time. He is

only three yeors old so he attends the kindergarten. My younger brother, David, is a seven-month baby but he is full of personolity. He likes being at my father's lap and he never dispases of Eddy, his bunny.

My father has got a sister. Her nome is Olivia and she is my aunt. My mother has got two brothers. Their names are Richard and William and they are my uncles.

I hove also got my grandparentsand my cousins Jacob, Kevin and Chloe.

We hove got a pet called Pirate, he is my favourite dog!

I love my family and my pet.

["-] Answer the following questions about the Text!

1. How old is Ana?
2. Is she British?
3. How many brothers has she got?
4. What's her mother's name?
5. What's her father's nome?
6. How old is Tim?
7. Who is Eddy?
8. How many cousins has Ano got?
9. What are their nomes?

[!] Complete the table with family relationships

MALE	FEMALE
father	
	sister
uncle	
	grandmother
son	
	cousin

[u] Match the opposites

- | | |
|---------|-----------|
| old • | • small |
| big • | • short |
| happy • | • serious |
| tall • | • fat |
| slim • | • young |
| funny • | • hate |
| leve • | • unhappy |

father

name: John
 age: 41
 job: businessman
 height: 178cm (medium)
 weight: 72 kg (slim)
 hair: short, straight, brown
 eyes: small, black
 looks: handsome
 clothes: smart clothes for work (suit, shirt, tie), casual clothes in free time
 personality: hard working, honest, determined
 sports: football, squash
 free time: go fishing, watch movies
 likes: vegetables, beef
 dislikes: junk food, sweets



mother

name: Caroline
 age: 38
 job: nurse
 height: 160cm (short)
 weight: 54 kg (slim)
 hair: short, wavy, fair
 eyes: big, green
 looks: nice
 clothes: fashionable but cosy
 personality: helpful, friendly, happy, careful
 sports: aerobics
 free time: do crosswords, read books
 likes: vegetables, fruit
 dislikes: meat, chocolate



brother

name: Jeremy
 age: 14
 job: pupil
 height: 161cm (medium)
 weight: 50 kg (slim)
 hair: short, brown, blowzy
 eyes: big, blue
 looks: freckled
 clothes: T-shirt, jeans, trainers (always!)
 personality: clever, wilful, dissatisfied
 sports: skateboarding
 free time: play computer games
 likes: hamburger, pizza
 dislikes: fruit, vegetables



sister

name: Christine
 age: 5
 job: preschool girl
 height: 105cm (short)
 weight: 28 kg (thin)
 hair: long, wavy, red
 eyes: big, blue,
 long eyelashes
 looks: beautiful
 clothes: dresses, skirts
 personality: lovely, cute, cheerful, shy
 sports: swimming, dancing
 free time: play with her teddy and dolls
 likes: dairy products, pancakes
 dislikes: spinach, broccoli



grandmother

name: Sarah
 age: 68
 relation: mother's mum
 job: retired
 height: 155cm (short)
 weight: 75 kg (plump)
 hair: short, curly, grey
 eyes: small, brown
 looks: wrinkled
 clothes: dresses
 personality: kind, friendly, devoted
 sports: nothing
 free time: knit, watch TV, meet friends
 likes: chicken, salads
 candies
 dislikes: fish, carrots



grandfather

name: Jonathan
 age: 73
 relation: father's dad
 job: retired
 height: 170cm (medium)
 weight: 70 kg (thin)
 hair: bald
 eyes: small, black
 looks: old, long grey beard, moustache
 clothes: shirts, trousers
 personality: helpful, warm-hearted
 sports: nothing
 free time: read books, play board games
 likes: bread, bacon
 dislikes: turkey, cabbage



aunt

name: Kate
 age: 29
 relation: mother's sister
 job: dentist
 height: 172cm (tall)
 weight: 61 kg (slim)
 hair: long, straight, blonde
 eyes: big, black
 looks: pretty, neat
 clothes: sporty
 personality: sympathetic, sincere, friendly
 sports: running, skiing
 free time: do voluntary work
 likes: vegetables, salads, fish
 dislikes: pork, onion, cake



uncle

name: Thomas
 age: 33
 relation: father's brother
 job: rock manager
 height: 169cm (short)
 weight: 68 kg (thin)
 hair: short, curly, light brown
 eyes: small, green
 looks: tired (always)
 clothes: casual
 personality: funny, zany, easy-going
 sports: nothing
 free time: play the guitar
 likes: junk food, cola
 dislikes: healthy food



me

name: Valerie
 age: 16
 job: student
 height: 170cm (tall)
 weight: 49 kg (thin)
 hair: long, wavy, red
 eyes: big, blue
 looks: pretty
 clothes: trendy
 personality: cheerful, friendly, intelligent
 sports: fitness, tennis
 free time: meet friends, shopping
 likes: salad, chicken, fish
 dislikes: cola, wine, beans



Laura's family

1) Read the text.



Hi! My name's Laura and I'm thirteen years old. I'm from England and I live in London with my family. William and Elizabeth are my parents. My mother is 40 and my father is 42. I have got a sister and a brother - Peter and Melanie. Peter is ten and my sister is eight years old. Anne and Hugh are my grandparents. My grandmother is 81 and my grandfather is 82. I've got a pet my cat- Jasmine. My brother has got a pet too, his dog-Max.



2) Complete with True (T) or False (F). Justify your answers.

- 1) Laura is sixteen years old.....
- 2) She is from England.....
- 3) William and Elizabeth are her grandparents.....
- 4) Anne and Hugh are her parents.....
- 5) Melanie is her sister.....
- 6) Her grandmother is 81.....
- 7) Laura has got a dog.....

3) Write the family relationships.

- | | |
|-------------------------------|-----------------------|
| 1) William and Elizabeth..... | 4) Peter..... |
| 2) William..... | 5) Melanie..... |
| 3) Elizabeth..... | 6) Anne and Hugh..... |
| | 7) Anne..... |
| | 8) Hugh..... |



4) Find family members.

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



5) Complete with *have- haven't* or *has- hasn't*.

- 1) _____ you got a car? Yes, I _____.
- 2) _____ she got a brother? No, she _____.
- 3) _____ we got a cat? Yes, we _____.
- 4) _____ they got a grandfather? No, they _____.
- 5) _____ he got a mother? Yes, he _____.



6) Answer the questions. Use short answers.

- 1) Have you got a brother?
- 2) Have you got a sister?
- 3) Have you got a cat?
- 4) Have you got a dog?

7) Turn these sentences into the interrogative form and answer the questions

EXAMPLE: Mona has got a sister. (+) *Has Mona got a sister? Yes, she has.*

1) Lana has got a dog. (-)

.....?

1) Shane has got grandparents. (-)

.....?

3) They have got a grandmother. (+)

.....?

4) We have got a grey cat. (+)

.....?



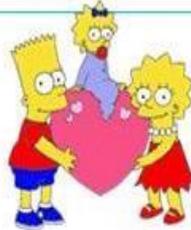
FAMILY MEMBERS

Find the words and copy them below the right pictures:

parents
brother
grandfather

father
mother
grandmother

daughter
sister
children



p	a	r	e	n	t	s	f	y	e	j	h	d
g	r	a	n	d	f	a	t	h	e	r	f	b
u	t	w	a	l	m	g	l	c	u	l	m	t
g	o	c	x	x	o	r	w	h	b	m	q	t
t	g	x	u	f	t	a	o	i	b	n	s	u
d	s	a	t	b	h	n	o	l	x	w	i	u
a	h	k	m	r	e	d	b	d	q	f	s	a
u	t	t	f	o	r	m	e	r	b	a	t	r
g	a	i	s	t	u	o	l	e	z	t	e	q
h	h	m	w	h	c	t	c	n	d	h	r	d
t	x	i	j	e	v	h	b	v	g	e	x	g
e	h	f	f	r	w	e	w	x	v	r	p	b
r	e	e	j	l	e	r	x	q	o	x	n	s



What a Busy Days!

Classwork: read and complete the chart.



Hello, I am Mark. Every day in my house, my family members, my relatives and I get up very early in the morning because we all have different occupations.

My mother works at a hospital. She is a nurse. My father works building houses.

He is a builder. Karen, my sister, works at a restaurant. She is a waitress. Samuel, my brother, works at a High School. He is a teacher. Jose is my uncle. He works at a hospital, too. He is a doctor. His daughter, Marie, works in an office. She is a secretary.

I also get up early because I have to go to school. I am a student.

Name	Occupation	Job Place
Mark's mother		
Mark's father		
	Student	
		Office
Karen		
Mark's uncle		
	teacher	