UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
ESCUELA DE LENGUAS Y LINGÜÍSTICA

SISTEMA DE EDUCACIÓN SUPERIOR SEMIPRESENCIAL A DISTANCIA
GUAYAQUIL
EDUCATIONAL PROJECT

TOPIC: TEACHING TECHNIQUES TO DEVELOP VOCABULARY ACQUISITION

PROPOSAL: DESIGN OF A DIDACTIC GUIDE WITH VOCABULARY ACTIVITIES AND A CD

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE

OF: LICENCIADAS IN CIENCIAS DE LA EDUCACIÓN
MAJOR IN: LENGUA Y LINGÜÍSTICA INGLESA

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FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
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TOPIC:
TEACHING TECHNIQUES TO DEVELOP VOCABULARY ACQUISITION

PROPOSAL:
DESIGN OF A DIDACTIC GUIDE WITH VOCABULARY ACTIVITIES AND A CD
El mismo que ha cumplido con las directrices y recomendaciones dadas por el suscrito. Los participantes han ejecutado las diferentes etapas constitutivas del proyecto, por lo expuesto se procede a la APROBACIÓN y pone a vuestra consideración de rigor para los efectos legales correspondientes.

Muy atentamente,

RODRIGO GUERRERO SEGURA
PROFESOR – ASESOR
DEDICATION

Dedicate of special way to my mom, America Indelira De La Cruz Balón, because she is the main pillar for the construction of my professional life, in she has the mirror, in the which want reflect the infinite virtues and her great heart, for admire every day more. Thanks to God, that in all moment this with me and give me strength for follow forward.

Karina Andrea Yagual De La Cruz.
DEDICATION

This thesis is dedicated to my teachers, who taught me that the best kind of knowledge to have is that which is learned for its own sake. It is also dedicated to my parents, who taught me that even the largest task can be accomplished if it is done one step at a time. A special thanks to my family because always being there for me. I would like to thank them for helping me, and everybody who made it possible this project.

Jenny Karina Cisneros Arias
ACKNOWLEDGEMENT

In my life exist moments and things gratifying. Thanks mom because always helped me in all sense, inculcating me as priority the education and honesty. Thank to my project tutor MSc. Rodrigo Guerrero, for your advice, patience and his motivation have been fundamental for my formation as investigator. To my teachers that contributed with their knowledge and experiences.

Karina Andrea Yagual De La Cruz
ACKNOWLEDGEMENT

I give my sincere thanks to MSc Rodrigo Guerrero, who expertly guided me and shared his unwavering enthusiasm for kept me firm with my research. Who gave me the opportunity get new knowledge for being better each day. Also a deep gratitude to my dear husband for support me to believe in myself. Thanks to my mother for helping me in the moments more difficult for me, thanks to my sons give me strength and the inspiration for continue, because they’re the reason of my live. And I love you all so much. And especially to god for be my guardian angel during my educational career.

Jenny Cisneros Arias
ABSTRACT
The objective of this project was to investigate teaching techniques for the development of listening skills in the student’s eighth year basic education at the United Educative Simon Bolivar of the parish Jose Luis Tamayo of Canton Salinas. In the present study was made a direct observation of the problem that affected to the students in development of the hearing capacity. For this reason, in this investigation was applied the field research, to obtain more information about the situation of the student and the teacher, to who is made an interview and a survey for more deepen and obtain a vision more clear and objective on the inconveniences and needs of the students: determining that the methodological structure that should use was the quantitative and qualitative because analyze and to interpret, to specific statistical data exact. One time obtained this results is decided to investigate about techniques of teaching for developing the ability to listen, through a didactic guide with vocabulary activities and a CD, for the students. With it was demonstrate that teacher needed improve his methodology, remembering that the didactic material is of help English teacher to improve the skills and obtain all attention in the classroom. Where are students acquiring new knowledge in the learning process.
### RESUMEN

El objetivo de este proyecto fue investigar técnicas de enseñanza para el desarrollo de habilidades de escucha en los estudiantes de educación básica del octavo año en la Unidad Educativa Simón Bolívar de la parroquia José Luis Tamayo de Cantón Salinas. En el presente estudio se hizo una observación directa del problema que afectaba a los alumnos en el desarrollo de la capacidad auditiva. Por esta razón, en esta investigación se aplicó la investigación de campo, para obtener más información sobre la situación del estudiante y el profesor, a quien se hace una entrevista y una encuesta para profundizar más y obtener una visión más clara y objetiva sobre los inconvenientes Y las necesidades de los estudiantes; Determinando que la estructura metodológica que debía utilizar fue la cuantitativa y cualitativa porque analizar e interpretar, a datos estadísticos específicos exactos. Una vez obtenido este resultado se decide investigar sobre técnicas de enseñanza para desarrollar la capacidad de escuchar, a través de una guía didáctica con actividades de vocabulario y un CD, para los alumnos. Con ello se demostró que el profesor necesitaba mejorar su metodología, recordando que el material didáctico es de ayuda al profesor de inglés para mejorar las habilidades y obtener toda la atención en el aula. Donde los estudiantes adquieren nuevos conocimientos en el proceso de aprendizaje.

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Project advisor: Rodrigo Guerrero Segura

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Keywords: Techniques, teaching, vocabulary.
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ESCUELA DE LENGUAS Y LINGÜÍSTICA

TEMA: TÉCNICAS DE ENSEÑANZA PARA LA ADQUISICIÓN DE VOCABULARIO

PROPUESTA: DISEÑAR UNA GUÍA DIDÁCTICA CON ACTIVIDADES DE VOCABULARIO Y UN CD

Autores: Karina Andrea Yagual De La Cruz.
Jenny Karina Cisneros Arias.
Consultor Académico: Rodrigo Guerrero Segura.

RESUMEN
El objetivo de este proyecto fue investigar técnicas de enseñanza para el desarrollo de habilidades de escucha en los estudiantes de educación básica del octavo año en la Unidad Educativa Simón Bolívar de la parroquia José Luis Tamayo de Cantón Salinas. En el presente estudio se hizo una observación directa del problema que afectaba a los alumnos en el desarrollo de la capacidad auditiva. Por esta razón, en esta investigación se aplicó la investigación de campo, para obtener más información sobre la situación del estudiante y el profesor, a quien se hace una entrevista y una encuesta para profundizar más y obtener una visión más clara y objetiva sobre los inconvenientes y las necesidades de los estudiantes; Determinando que la estructura metodológica que debía utilizar fue la cuantitativa y cualitativa porque analizar e interpretar, a datos estadísticos específicos exactos. Una vez obtenido este resultado se decide investigar sobre técnicas de enseñanza para desarrollar la capacidad de escuchar, a través de una guía didáctica con actividades de vocabulario y un CD, para los alumnos. Con ello se demostró que el profesor necesitaba mejorar su metodología, recordando que el material didáctico es de ayuda al profesor de inglés para mejorar las habilidades y obtener toda la atención en el aula. Donde los estudiantes adquieren nuevos conocimientos en el proceso de aprendizaje.

Palabra claves: Técnicas, enseñanza, vocabulario
EDUCATIVE PROJECT

CONTENTS

COVERPAGE I
DIRECTIVES II
TUTOR’S REPORT III
DEDICATION IV
ACKNOWLEDGEMENT VII
ABSTRACT IX
RESUMEN X
INTRODUCTION 1

CHAPTER I: THE PROBLEM

Location of the problem in context .................................................................3
Conflict Situation .........................................................................................4
Scientific Fact .................................................................................................6
Causes ............................................................................................................7
Formulation of the problem...........................................................................7
General objective ..........................................................................................7
Specific Objectives .........................................................................................8
Questions of the Investigation ......................................................................8
Justification and Importance .......................................................................9

CHAPTER II: THEORETICAL FRAME

Antecedents .................................................................................................10
Definition Teaching Techniques ..................................................... 11
Types of teaching technique for the language ................................. 13
Uses of teaching technique ............................................................ 15
Categories .................................................................................... 16
Types techniques used in the proposal ............................................. 18
Stories .......................................................................................... 18
Didactic material ........................................................................... 19
Games ........................................................................................... 20
Spot the difference ....................................................................... 20
Word search ................................................................................... 21
Crossword ...................................................................................... 21
Bingo ............................................................................................. 20
Flashcard’s .................................................................................... 21
Picture dictionary .......................................................................... 21
Definition of vocabulary Acquisition ............................................. 21
Uses learner vocabulary .................................................................. 23
How to learn vocabulary ................................................................ 25
Strategies to learn vocabulary ....................................................... 26
Epistemological foundation ............................................................. 28
Pragmatism ................................................................................... 28
Pedagogical foundation .................................................................. 29
Constructivism ............................................................................... 29
Constructivism in the listening classes ......................................... 30
How constructivism impacts learning .......................................... 31
Sociological foundation ................................................................. 31
Sociology of Education ................................................................. 31
Sociology in the class ................................................................. 32
Contextual framework ................................................................. 33
CHAPTER III: METHODOLOGY

Antecedents .................................................................................. 34
Design of the investigation .............................................................. 35
Type of investigation ..................................................................... 37
Level 1: Field .................................................................................. 37
Level 2: Exploratory ........................................................................ 38
Level 3: descriptive ....................................................................... 38
Population and Sample ................................................................... 38
Methods for the investigation ........................................................ 42
Scientific method ........................................................................... 42
Empirical research .......................................................................... 42
Observation research ..................................................................... 43
Measurement method ..................................................................... 43
Deductive or inductive research ...................................................... 44
Techniques for the investigation ...................................................... 45
Questionnaires ................................................................................ 45
Interviews ...................................................................................... 45
Surveys ........................................................................................... 46
Stratum ........................................................................................... 46
Conclusions and recommendations .............................................. 59

CHAPTER IV: THE PROPOSAL

Justification .................................................................................... 50
Objective of the proposal ................................................................. 60
General objective ........................................................................... 60
Specific objectives .......................................................................... 60
Theoretical aspect .......................................................................... 61
Feasibility of the proposal ............................................................... 63
Resource .......................................................................................... 65
Sectorial and physical location ....................................................... 66
Description of the proposal ............................................................. 66
Legal aspect .......................................................... 67
Pedagogical aspect .......................................................... 67
Conclusion .......................................................... 68
Bibliography .......................................................... 69

INDEX TABLES

CHART 1 .......................................................... 39
Population and sample.

CHART 2 .......................................................... 40
The distribution of the population.

CHART 3 .......................................................... 41
Operationalization of variables.

CHART 4 .......................................................... 48
Sample of population.

CHART 5 .......................................................... 49
Statement 1 You understand when the teacher speaks English.

CHART 6 .......................................................... 50
Statement 2 You teacher use any technique to develop your listening skill.

CHART 7 .......................................................... 51
Statement 3 you pronounce words correctly.

CHART 8 .......................................................... 52
Statement 4  You think language english is difficult.

CHART 9 ........................................................................................................53
Statement 5 You think that a didactic guide will help you improve you vocabulary.

CHART 10 ........................................................................................................54
Statement 6 You someone in your family help you with the English homework.

CHART 11........................................................................................................55
Statement 7 You believe teacher motivates your participation in class.

CHART 12........................................................................................................56
Statement 8 You teacher use additional resources to practice the language English.

CHART 13........................................................................................................57
Statement 9 You teacher dynamic and motivate in class.

CHART 14........................................................................................................58
Statement 10 You teacher practice in English laboratory.

GRAPHIC INDEX

GRAPHIC 1....................................................................................................48
Population and sample.

GRAPHIC 2....................................................................................................49
Statement 1 you understand when the teacher speaks English.
Statement 2 You teacher use any technique to develop your listening skill.

Statement 3 You pronounce words correctly.

Statement 4 You think language English is difficult.

Statement 5 You think that a didactic guide will help you improve you vocabulary.

Statement 6 You someone in your family help you with the English homework.

Question 7 You believe teacher motivates your participation in class.

Statement 8 You teacher use additional resources to practice the language English.

Statement 9: You teacher dynamic and motivate in class.

Statement 10 You teacher practice in English laboratory.
INTRODUCTION

In this project is made a direct observation to the students of the eighth year of Basic Education of the Unit Educativo Simon Bolívar. Then decided to go deeper into the problem by looking for possible causes through the use of surveys and interviews to know the knowledge of English and we are pleased to help the English teacher and students of this school to find their abilities in the learning of English. With this project the students will discover their cognitive abilities strengthen their intelligence, assimilating all the knowledge and interest by the use of the English language. For this reason, our objective is motivate, and wake up interest in the students, performing with them some interesting memorization techniques that will help them, to be more interested in learning English so this project is focused in the observation, deductive and inductive investigation. Through the interviews and surveys performed to the students and teacher, we noticed that there is a lack of material in the English learning because there was not an application of strategies to improve the concentration in the teaching English Language.

Our project is feasible because of the good result obtained after the application of our proposal with the students and also the aid received from the directive, teacher and students who always showed their best predisposition to work with us. Our principal purpose is strengthening the student’s personality to the world around him. Assuming all the ethical values and to strengthen it as active and productive person in society. Preparing them with the support of professionals, parents and community to be a responsible citizen, successfully undertake his personal and professional life. Personally, we feel very pleased because we received the necessary collaboration of students, teacher, authorities, friend and community to finish this project and can get excellent results. Finally, the content of this work has been split into four chapters with the purpose to emphasize each part of the schemes of the development of the project, which are the following:
CHAPTER I: THE PROBLEM

Location of the problem in context, Conflict Situation, Scientific Fact, Causes, Formulation of the problem, Independent variable, Dependent variable, General Objective, Specific Objectives, Questions of the Investigation, Justification and Importance.

CHAPTER II: THEORETICAL FRAME

Antecedents, Definition Techniques, Teaching Techniques, Types of Teaching Techniques, Uses of teaching techniques, Categories, Techniques used in the proposal, Didactic material, Games, Flash card, Definition Vocabulary Acquisition Types Learn Vocabulary, Use to learn Vocabulary, How to learn vocabulary, Strategies to learn vocabulary, Epistemological foundation, Pragmatism, Pedagogical foundation, Constructivism, How constructivism impacts learning, Sociological foundation, Sociology of Education, Sociology in the class Legal foundation, Contextual framework.

CHAPTER III: METHODOLOGY

Methodology process and discussion of result, Design of the investigation Type of investigation, Levels of the investigation. Level 1: Exploratory, Level 2: Descriptive, Level 3: Explanatory, Procedures of the investigation, Methods for the investigation, Scientific method, Empirical research, Observation research, Measurement method, Deductive or inductive research, Techniques for the investigation, questionnaires’ Interviews, Surveys, Population and Sample, Stratum Director Interview, English teacher interview, Survey to students, Analysis of results and statistics.

CHAPTER IV: THE PROPOSAL

Justification, Objective of the proposal, General objective, Specific objectives Theoretical aspect, Feasibility of the problem, the proposal,
CHAPTER I

THE PROBLEM

OUTLINE OF THE PROBLEM

1.1 LOCATION OF THE PROBLEM IN CONTEXT

Due to the lack of resources of many educational institutions, teachers do not have specific material; for example, a laboratory for the area of English, tape recorders, etc. It is for this reason that students do not feel motivated to interact with your teacher and classmates in the classroom. Into process of English language learning, it is necessary to develop the skills to get a better understanding and a good result in the teaching, but must be complete in order to reach the desired objective. It is important to develop the listening skills because is the fundamental base of the skill for the development of a task.

Many public institutions, does not have the resources and are unable to obtain the necessary implements to complement a class. It is for this reason that teachers may not be updated properly; really education has improvements in the educational process. Due is fact that education is important and is necessary to assist in teaching process. It contributes to the education of the students of 8th year of basic education The Educational Unit Simon Bolivar.

Direct observation was carried out to know the situation of the classroom, for this is done an interview with the director, teacher and students where those affected indicated that they were able to perform their tasks by themselves because they did not feel supported at school or at home. In accordance with the observations, is presented an educational project and included a proposal.

The intention was to work in union with the teacher and parents to improve the quality of education for students focused on the potential
resources that can help to stimulate the student’s knowledge so that they can understand the English language. The student must know the meaning of the words, prayers with the help of audio, listening to songs, exercises with dialogs and didactic games, stories that call the interest of students. This can be of great help and motivation for the student to enjoy the class, because the use of these elements could be of great usefulness and even important as a teaching techniques.

1.2 CONFLICT SITUATION

Importance to focus on the development of listening comprehension because it is a skill that helps us to understand a dialog, this allows the information reaches the brain and acquire new knowledge. But there are many factors that do not contribute in the learning process and affects the student putting the teacher in a conflict situation. Among the possible cause have lack of support of the government, since there are no resources in some institutions. The English teachers need to be updated to assist in the teaching process. It is for this reason that is should promote the teaching through of techniques is could to develop speak and listen increasing a good vocabulary. For this study analyzes what are the possible causes that influence in this skills in the English language.

First, the students show little enthusiasm towards the English language because they do not understand, and the teacher only gives the task but does not supervise. They do not receive the necessary motivation to do the activities in class and reach the goal learning. As a result, this often causes inconvenient learning environment and low scholastic accomplishment.

Second, the English teachers do not perform any listening activity in class. This is the reason why the students cannot understand basic orders, and expressions that are commonly used in daily life. And they do not
perform dialogue for increase a new vocabulary, and have not the trust to
give answer in a participatory task.

Third, the lack of audio linguistic practice also affects the class. Because the students do not have a good reference of the different
pronunciations and they only listen to their instructors. As a result, their
pronunciation is not good enough. Nor either they cannot interact follow a
good dictation. Then they cannot relationship with other students in the
class.

Fourth, most of the students have problems with concentration. They
learn new things every day, but like they do not practice not assimilated this information. All of this is usually forgotten the next day. It
is a reality that has many teachers in the learning process, and generally
as teachers are focused at following a scheme of work and cannot observe the empty that leave in they.

Fifth, teachers do not receive constantly training and they repeat the
same activities and tasks day by day in every class. Most of them
sometimes improvise in the class because they do not plan the lessons
beforehand. The teacher not perform material didactic is focus only in the
text of government. And by general the students do not wish to work
because not call attention the class. Due this lack of interest of the teacher
should to take into account and develop the skills that impose the text.

Sixth, it is important to mention that learning a language requires a
variety of resources such as dictionaries, books, flashcards, workbooks,
audio-lingual. A simple book does not satisfy their learning necessities to
achieve an effective acquisition of the language. In addition, the problem
gets worse when financial problems affect the institution. It is necessary
has aware and help for the student. A teacher should to transmit all his
knowledge’s.
Seventh, as they do not have access to modern technology, the presentation of the contents becomes boring and the teachers present the contents in a traditional way. Teacher does not ask for one capacituation immediate. The institution should be aware of the few resource that has an English teacher. Finally, parents do not supervise the students’ tasks at home, they do not feel motivated to go to classes or do homework.

1.3 SCIENTIFIC FACT

In this project the purpose was determine what was cause the problem students in the development of the listening in English language learning process that was detected in the students of 8th year of basic education at United Educatice Simon Bolivar which is located in Salinas Santa Elena in the 2015 the institution no counted with the appropriate materials, for to teach the four skills and Due to these they have some deficiencies in the moment of receive English classes.

Besides that teacher does not use with the student’s motivation before start the class, Also the didactic material is very little attractive they don’t meet of interest of they. To all this problematic attributed the lack of the laboratory that is necessary for to reinforce the listening skill sometime the students have not a dictionary for consult and due to this problem their knowledge in vocabulary acquisition are low. According to this investigation teacher used always the same traditional method and techniques of always, causing the disinterest of them, Also the lack of motivation cause problem with the concentration thus as the appreciation for the language it does not permit that the students can process and assimilate the new knowledge. Through of the entire information collect in the interviews to the students manifested that their parents cannot help in home with their task because parents have not the knowledge in English language.
To conclude was necessary to deepen in the needs of the students in the language and this way contribute with the teaching of the students to develop their knowledge is elaborated a didactic guide for increase their vocabulary that let recognize sound and pronunciation of a dialogue to way develop the skills of the language.

**CAUSES**

- The teacher does not motivate the students before beginning a class.

- Students do not practice nor recognize the pronunciation of the words and cannot understand an order of the teacher.

- Lack of practice in class or at home of the English language because they do not have appropriate teaching materials.

**1.4 FORMULATION OF THE PROBLEM**

What is the incidence of the teaching in develop of listening skills in the learning process of the students eighth year of basic education the educational unit "Simon Bolivar" of the Province of Santa Elena in the Canton Salinas in the year 2016?

**1.5. OBJECTIVES OF THE INVESTIGATION**

**1.5.1 General objective**

To determine the circumstances that is affecting the teaching in the development vocabulary acquisition in the process of the English language of the student 8th year of basic education at EDUCATIONAL UNIT SIMON BOLIVAR, which is located in Salinas Santa Elena with 38
children from 8th year of basic in order of promotes appropriate techniques and resources through of a didactic guide with vocabulary activities and a CD.

1.5.2 Specific objectives

- To analyze the results to select better teaching techniques for students.

- To elaborate didactic materials with vocabulary activities for improve the memory and the concentration.

- To improve the knowledge of the students, using appropriate material.

1.6 QUESTIONS OF THE INVESTIGATION

1.-Why will it be necessary to undertake a new way of learning in this institution?

2.-Why we must seek new techniques to teach the English language?

3.-What are the reasons that affect student learning?

4.-Which are the difficulties of the learning process of the language English?

5.-What kind of didactic resources will be used in the listening comprehension skill?

6.-Why the lack of resources influences the development of the students in the English language?

7.-In what way can we help improve listening comprehension?
8.-Why is it important to apply this didactic guide with a cd as a resource for help to the students?

9.-Will the institution is benefited with the realization of this project?

1.7 JUSTIFICATION AND IMPORTANCE

Learn the English language is not an easy task student, requires constant practice, dedication and perseverance. For it was necessary promote many vocabulary for develop the skill in this language. Due to certain difficult of student that show in this process. It was necessary the project, and uses of a variety of techniques and didactic resources to develop listening comprehension, this facilitate the vocabulary acquisition through of contents for the students. Then is applied with the objective of linking the student with the teacher for the learning environment be more productive. For this reason, the first beneficiaries will be the students 8th year of basic of the educational unit Simon Bolivar, through used of new teaching techniques and other activities, with the purpose of improving the educational process, and offer new alternatives.

The English Teachers will also be beneficiaries with this project, because we will bring new resources and teaching techniques to improve learning. By this, the student will be able to receive and to strengthen their knowledge. To conclude, it is of vital importance this research because it didactic guide is a complement with vocabulary activities that facilitate the learning in the English language and help to develop the ability for listen. Therefore is necessary the implementation of the new resources with the students because of they depend progress of this society.
CHAPTER II
THE THEORETICAL FRAMEWORK

2.1 ANTECEDENTS

In order to develop the following theoretical framework, it was necessary to investigate what was causing the problem, of the students in 8th year of basic education of the “Simon Bolivar” United Educative of city Santa Elena canton Salinas. With the aim to observe directly the knowledge level of the students, is realize a visit to the institution where share multiple classes. The same was schedules of English teacher researchers and coordinator.

Where there is evidence of lack of resources and the lack of interest of the students since the teacher of English language skills will not motivate them before start the class. In it study was used the field research through interviews and surveys to the student and the teacher. To clarity due to that the students do not have developed the listening skills in the English language. For help in develop of this problem was essential to enrich the knowledge and interest of students in the English language. Based on the study could concluded that the teaching guide is a resource that is supported with a variety of techniques used in the classroom to create connections with some audio activities, songs, vocabulary, dialogs, games, stories etc. This can help to stimulate and to build new knowledge for the development of comprehension.

With the support and use of some fundamentals theories that help to performance this project. It let deepened on the topic of investigate through of internet, and study possible concepts of different authors on teaching technique and .vocabulary For develop this study and carries out all theoretical framework. Also is important to complement with epistemology. Since it is the basis for arriving at the truth or falsity of a possible problem, the pedagogical foundation, is necessary in this process
because it is the science and art of education, the foundation of the sociology Determines events occur, and also the sociology in the education allows integrating the student in the society.

2.2 TECHNIQUES

A technique is a procedure that helps to reach aim. Is the science, technology and art of the learning that defined a set of rules used for teacher accomplish of strategies in the different activities such dynamics, group, games with aims of generate participation

A technique is the basis of the teaching focuses on the student and based on tasks. Focuses as a method for improving the ability to listen, by having the students to discover and develop the knowledge and then prioritize their own difficulties of listening after rebuilding a text. As Freeman (2000) Citing to Stevick in a thought on ( ……) “the simple technique of teaching students a dialog using a picture to provide a context can lead to very different conclusions about teaching and learning depending on how the technique is managed” ( p. 3 ). The teacher to be used always a good potential of this depend the successful and reaches to the objective.

The teacher requires appropriate categorize the material and techniques or specific rules to enable the student to become familiar with the English language, you should choose a good methodology for use with them. All this depends on what you want to convey or strengthen in the in the language. However, remember that the student is bored in class. These teaching resources should be one of motivation and interest of the teacher. Dhand (2008) says:

The technique to be used must have the potential to enhance and enrich the learning experience. Since specific techniques are suited for specific purposes(i.e. filling out form for skill development, quiz downs
for developing knowledge and simulation games for decision making skills, teacher should be familiar with a variety of techniques (p.14).

The results investigate on perceptions of the listening comprehension and on the reasons for lack of this skill. It is suggested that the comprehension is the ability in which students do not feel or do not reach the success. The main problem of the students is not use properly nor homework with interest in the texts, making that the words of the teacher are not identified. This is why they are attributed their difficulties to listening and the difficulty of the tasks of listening and of the texts established, often have little awareness of the role of listening strategies in students. Then they directly address the problems of how students listen and their attitudes toward the comprehension.

2.2.1 TEACHING TECHNIQUES

According to this definition of the Oxford dictionary affirm that “Teaching is the action and effect of teaching (instructing, indoctrinating, and teaching with rules or precepts). It is the system and method of giving instruction, formed by the set of knowledge, principles and ideas that are taught to someone”

Teaching techniques are strategies, or tactics a teacher use through of a careful design of a plan that allowing learning of the students in the classes. The teachers always have an objective proposed and a way general improves the quality of the teaching in the students. teaching methods are adopted by the students the techniques help to develop, the prewriting, reading, and revising, of the essential linguistic skills such of acquisition of vocabulary for improve listen the purpose is obtain the comprehension in the english language in a classroom.
2.3 TYPES OF TEACHING TECHNIQUES FOR THE LANGUAGE

A teacher should be efficient, to develop the knowledge of students through of good teaching sharing idea and creativity to get a better result. Caroline Gipps (2015) “Ensure effective teaching of whole classes, and of groups and individuals within the whole class setting, so that teaching objectives are met and best use is made of available teaching time” (p. 4).

Teaching technique is an effective way of teaching through of a method in order to accomplish goals. It requires of the teacher capacity and the acquire experience. Teaching strategies often are considered of great used by many teachers in the teaching and learning process. Teachers shall us to develop carefully a design for improve understanding with different teaching techniques. For the implementation each technique must be aware of what is doing and of how this affect at students in the skills intellectual. Application techniques give the students a chance to apply or express what they previously learned.

2.3.1 THE ROLE OF THE TEACHER AND VOCABULARY TEACHING STRATEGIES

The students do not learn everything that teacher teach. Then a teacher has that used resources as imagination for vocabulary teaching, teachers must apply strategies and activities for motivate in task of students.
R.R. Jordan (1997) Citing to Blue says that “The teacher still has a very important role to play in advising students in the area of needs analysis…. and guiding them towards more accurate self-assessment” (p.33). A teacher planned and unplanned vocabulary teaching strategies in many cases a teacher has that improvise with the aim to help learners
2.3.2 STRATEGIES PREPARATION

Teaching strategies are used for develop the four skills with students the main reason is improve the knowledge of they. A teacher uses particular technique that will benefit to the student in the language learning. According to Orrelas (2003) says “Learning strategies to plan decisions and control the techniques to adapt them to the specific needs of each tasks” (p.7). The teacher intent is transmitting certain information of diverse ways methodological through certain activities appropriate for a class:

- Games; sing song; use group work; laugh with your students; have them share fears in small groups.
- Use fluency exercises where errors are not corrected at the time.
- To tell students (verbally and nonverbally) those do indeed believe in them.
- Explicitly encourage students to go beyond the classroom goal; that leads to practical classroom techniques.

2.3.3 PROMOTING RICH AND VARIED LANGUAGE EXPERIENCE

Is vital to build and promote the vocabulary growth of the students through a rich variety of experiences applied in a practical lesson with countless exercises, listen to oral reading and writing.

2.3.4 TEACHING INDIVIDUAL WORDS

According to this definition the author emphasize and F Graves (2006) citing to Baumann “Research has revealed a good deal about effective and ineffective ----approaches to teaching individuals words”.( p. 6). This other way of help to the students is that learn individual words.at least the can memorize in vocabulary, because It is enormous list of word for teach
and learn. They can learn the words and elaborate sentences for comprehend an instruction of teacher and of this way the information arrive at memory of the students permitting response in the learning process.

2.4 USES OF TEACHING TECHNIQUES

The teaching techniques are methodologies that used a teacher in moment of transmit knowledge. One class existed depend only of the strategies employed. The teacher has his own personality, and way motivates to that learn to students: these entire characteristic helping learners act in the class, also the use the strategies allows the transformation or Knowledge that receives in class, but also by the attitude.

2.4.1 FLIPPED CLASSROOM

It is a technique consisting basically in which students bring materials and are prepared in advance and, in this way, the class becomes something more dynamic in which deepened a topic. Where students came home with some ideas based on the theme and in the class just cleared their doubts with the intention that they share in group on the class and provide other ideas on that topic.

2.4.2 READING TEACHING TECHNIQUES

Is a technique that objective is to have the student receives message and understand what the author wants to communicate and find sense of reading and may be based on the topic that interests you and ask other students allowing the class more interesting
2.4.3 THE TEACHER TEACHING READ FOR STRENGTH KNOWLEDGE WITH VOCABULARY

The teacher read a story and dialogues also reinforce knowledge with audio material for example, a number of expressions using repetition words; song and verb with the aim strengthen to the students. And can write the expression and sentences and complete the keyword

2.4.4 TEACHING WORD-LEARNING STRATEGIES

An important aspect of developing students' vocabularies is teaching them tools to unlock the meaning of unknown words. The most effective tools use the context of the surrounding word or sentences to infer the meaning of a word, using meaning word parts to make senses out of the unknown word using the dictionary effectively to help define an unknown word.

To help students increase vocabulary needed in English. It is important to teach learning strategies of words, using the dictionary and always recommend students to work with dictionary to consult in the English classes. In this way strengthens their knowledge and memorize through the acquisition of words and meanings, with the dictionary also suggested that in a context.

2.4.5 TEACHER SHARE WITH STUDENT IN THE PROCESS OF TEACHING VOCABULARY SELF SELECTION

Students work in group of three or five they read and practice with the material. According to R.R. Jordan (1997) “Requires students to work alone, then in pairs, then in small groups of groups of four or six, and finally in plenary session involving the whole group and chaired by tutor” (p.14). They are guide by the teacher to identify the words. The teachers
suggest that seek the meaning of the words. The student performs the task and selected the answer for then compare with the answer of teacher.

2.5 CATEGORIES

The categories are used for help with develop students all depend teacher wishes focus. According to Prinrich (2010) Citing to Branford author that says “there are many definition and models of metacognition, an important one between (a) knowledge of cognition and (b) the processes involving the monitoring, control and regulation of cognition.

2.5.1 METACOGNITIVES

Metacognitive theories are defined broadly as systematic frameworks used to explain and direct cognition, metacognitive knowledge, and regulatory skills. According to Omelas (2003) “Metacognition has two facets: the development of theories about the mental world and the regulation of one’s own behavior” (p.9). Also considers the origin and development of these theories, as well as implications for educational research and practice. Might be used to monitor different task:

- Selective Attention: Identifying essential words for comprehension

- Self-initiation: Using a variety of means to make the meaning of words clear.

Metacognitive strategies serve to consolidate the vocabulary knowledge. And cooperative group learning through which learners study and practice the meaning of new words in a group. Besides that have great importance in learning:
2.5.2 COGNITIVE

Students have mental ability or ability, which allows them to reason and solve problems. To act in a rational way to achieve objectives, to see things and to recognize them and to give meaning to what is seen to form, mental images of things to speak, to understand the language and to communicate to invent new things, to design useful things and to create beautiful things.

2.5.3 MEMORY

Memorize is a set of cognitive capacities that are essential for remember an experience an events that happening it permitting the reasoning for decision-making, both individual and collective.
* Guessing: Activating background knowledge, using linguistic items
* Use of dictionaries
* Note-taking

2.6 TYPES OF TECHNIQUES USED IN THE PROPOSAL

The techniques as strategies are used when reading, writing or listening also other types of material that are employed for vocabulary acquisition helping to recognize or interpretation a dialogue or reading through of the techniques follow:

2.6.1 STORIES

Stories can emphasize that there are differences between one and the other stories, because some can be drafted to legend mode fables, true stories of real life and of fear. As the aim is to obtain of someway the more interesting of their, because is necessary call attention of the majority of the students and by that is used in the proposal.
Herman (2004) ---- Moreover , in a "true " narrative as opposed to the mere recounting of a series of changes of state , these situations and events also make up a whole , a sequence --- having ---- to use Aristotle's terminology --- a beginning, a middle, and an end.(p. 44) And students was causing interest or curiosity at conclude the story and they learned new words.

2.6.2 SCARY STORY RESOURCES TO STRENGTHEN THE LISTENING SKILL

Captures the attention of the students, teachers can take advantage of this as the stories of fear can attract the attention as the guys like that feeling of fear and know that contains that story . Because can strengthen the knowledge and wide range of comprehension skills. This can offer a wealth of possibilities for the teaching of subjects in English.

Each scary story has a moment of suspense and is divided in several scenes. Within each scene there are sets of vocabulary that can be exploiting. The history of fear can be a rich source of engaging learning content for the young people. Students can learn basic skills of understanding to thinking skills of top level if they are given different task.

2.6.3 DIDACTIC MATERIALS

Material can be defined as techniques used by the teacher during the teaching process; through different stimuli is obliged to develop the students' interest for this reason, fit properly with the materials that consist in dictionaries, text books, CD, etc. materials are indispensable in the process of teaching, because the direct explanation does not call attention to them the teaching resources are of support in the learning activities- for teacher is an important source for reaching the aim Austin(2013) Often used in the educational field because facilitate the acquisition of concepts, ability, attitudes positive for the students.
The elements can be real or physical, virtual or abstract. It didactic material helps such as guide the learning through, motivation, and evaluation, are step principal for expression and creation, and developing of the imagine they of same way is support for make the textbook.

2.6.4 GAMES

The use of the Games is not only an activity to recreate students. It is important to improve the listening and pronunciation in English classes. is an essential instrument and appropriate linguistic purposes Also to help develop intellectual skills of behavior and attitudes that allow us to improve the knowledge and interest in the learning of students this simulation games and allows the acquisition of new knowledge and skills Leticia Rocha S.(2016) Citing Hadfield says “Games are activities governed by rules, they have a goal and generally cause fun”(p. 11). This mechanism promotes and conveys effectively the skills. Attracts the interest and help the teacher in your class is fun for students. There are different types of games:

2.6.5 SPOT THE DIFFERENCE

A type of puzzle in which the object is to find a certain number of minor differences between two pictures, usually printed side by side, that are otherwise identical.

2.6.6 WORD SEARCH

A game consisting of letters arranged in a square, containing several hidden words that must find. Through of this methodology students find much funny and this way they learn vocabulary that help for form sentences and due to the curiosity of kno means of words unknowns. For that we recommend used this game didactic.
2.6.7 CROSSWORD

A word game on paper, in which the answers to questions called clues are written in rows of squares that cross each other so that some letters are shared.

2.6.8 BINGO

It is a game in which students have to match the pictures on their handbook with the words that are called out.

2.6.9 FLASHCARDS

A flashcard or flash card is a set of cards bearing information, as words or numbers, on either or both sides, used in classroom drills or in private study. One writes a question on a card and an answer overleaf. Flashcards can bear vocabulary, historical dates, formulas or any subject matter that can be learned via a question-and-answer format. Flashcards are widely used as a learning drill to aid memorization by way of spaced repetition. Our project consists in using a variety of flashcards to improve listening through the practice and memorization of new words.

2.6.10 PICTURE DICTIONARY

A picture dictionary is a dictionary where the definition of a word is displayed in the form of a drawing or photograph. Picture dictionaries are useful in a variety of teaching environments, such as teaching a young child about their native language, or instructing older students in a foreign language. To practice through of picture is a form of integrate students in the process learning because this obligate to seek in the dictionary and to participate with other students.
2.7 VOCABULARY ACQUISITION

The English vocabulary is critical to learning and the teaching of the English language, because they do not have sufficient knowledge of vocabulary so that students may not understand others or expressing their own ideas, it should be noted that even the words without the grammar has no more understanding. Due to a lack of understanding is necessary to help students develop their own vocabulary.

The active vocabulary is all words used expressively. According to definition of Graves M.F. (2006)

The importance of vocabulary is daily demonstrated in schools and out. In the classroom the achieving students possess the most adequate vocabularies. Because of the verbal nature of most classroom activities knowledge of words and ability to use language are essential to success in these activities. After schooling has ended, adequacy of vocabulary is almost equally essential for achievement in vocations and in society. (p. 1).

Because they cannot obtain greater fluidity nor can they express themselves in the English language. It is important to the acquisition of a productive vocabulary to develop their communication skill. The expansion of vocabulary is impressive, but it also means that teachers and students alike have to create the habit of learning vocabulary In conclusion the english vocabulary is complex .The learning and teaching is not only words but involves lexical phrases. The acquisition of vocabulary is a very important part when is learning a second language. Students need to create the habit of seeking to expand their vocabulary and learn it in context so that they can retain the words and use it more often in the learning process.
2.7.1. PROMOTING VOCABULARY ACQUISITION

Teachers utilize techniques to provide active involvement, personalize word learning, immerse students in words, and provide repeated exposure to words in more than one context. As a result of the in depth teaching of the vocabulary the students are better able to comprehend the content and further the development of their academic English.

2.7.2 LEARN VOCABULARY THROUGH READING

The reading is positive to learn word means because obtain memory information that brain keep and do not clearer this permit strength the vocabulary of the students.

2.7.3 GAME LEARNING

Is an effective learning technique for any age being very useful to keep motivated student. In didactic material was adapted some knowledge that is sufficiently attractive to provide extra motivation; this idea can encourage students and could to create questions related to the topic. The class and encourage to them, which enjoyed sharing with their partner reaching their learning.

Teacher should learn always with different strategies. Because the games call the attention and motivate in moment of to teach transmitting aptitudes positives to the students this could to serve in the learning process.

2.8 USES LEARNER VOCABULARY

A vocabulary may be more a single word: two or three words but express a single idea. that generally known neither written nor spoken. it
words should seek dictionary Wayne (2008) citing to Jiang argues that “Vocabulary learning is supported by some form of focus on individual word forms such as words list and flash cards. As learners become more adept at learning L2 vocabulary more in depth, semantic elaboration techniques can be introduced preventing fossilization”. (p. 30). The use of context mean to acquire new vocabulary involves:

2.8.1 SELF-INITIATION AND SELECTIVE ATTENTION

Teacher gave to confidence the students and help to remember theme (previously acquired grammatical and general knowledge) to facilitate correct guessing of unknown words in context should provide greater long term retention and recall of them.

2.8.2 NOTE TAKING

A learner applies their knowledge appropriate with and seeking the meaning of word that do not know between other students a lack of a sufficient cognitive hold or peg in long-term memory can occur if some form of semantic connections are not make.

2.8.3 USE OF DICTIONARIES FOR WORDS LEARNER

Learners use in the translation develops a dependency at approaching meaning of a word.

2.8.4 ACTIVATION OF NEWLY LEARNED WORDS

Vocabulary task that facilitate student interaction between known and unknown words encountered in basic level context.
2.8.5 PAY ATTENTION TO THE WORD FORMATION

Students directly pay attention to new words, and make a conscious effort to infer their meaning from some form of context should be to learn these words. The students remember certain (previously acquired grammatical and general knowledge) to facilitate correct guessing of unknown words in context should provide greater long term retention and recall of them.

2.9 HOW TO TEACH LEARN MORE VOCABULARY

Teachers use explicit instructional strategies, such as questioning techniques, to sup - thinking and, problem solving, organizing, evaluating, and self-monitoring. Techniques that provide the right amount of support and help students to practice the strategies support of teacher as well as opportunities to implement the strategies independently. The teacher provides the students with opportunities to interact with peers through grouping or small groups and pairs where every student has the opportunity to speak and work.

2.9.1 LEARNER VOCABULARY THROUGH OF THE LISTENING

Perform different activities with a focus on hearing the words of content. These words are the key to a proper pronunciation and to understand English. This will help to understand more easily what you hear.

2.9.2 LEARNER VOCABULARY THOUGHT OF THE WRITING

Perform a composition, it will not be enough, student should have good ideas or persuasive arguments, and know how to express them correctly. A basic structure in English must get word order. Compose and think in English is very useful because it is not correct to write something in Spanish and then translated.
2.9.3 LEARNER VOCABULARY THROUGH OF THE SPEAKING

To the students is difficult develop a conversation in English. Therefore to improve this speaking skill. The students have that to speak in English and to practice and they should not be have afraid to made errors. Also students can use expressions for that the conversation being more fluency, the important is that treat of perform a communication.

2.10 STRATEGIES TO LEARN ENGLISH VOCABULARY IN THE CLASS

For learn vocabulary more effectively should be a glossary of words unknown figure out its meaning then write them down in a list and make repetitions aloud to memorize. Omelas (2003 says )"Learning strategies are understood as a interrelated set of functions and resources, capable of generating action schemes that make it possible for the student to deal more effectively with general and specific situations of learning"(p.3). And Other ways is to look for unknown words in a text enclose and observe every word trying to remember its meaning in this way could you .check the reading perhaps remember it by displaying the words in a card with pictures, you can also help being persistent listening pronunciation through music or dialogs .

2.10.1 AFFECTIVE STRATEGIES

These strategies relate to the emotions, attitudes and values that transmit the teacher. The student's affective side is probably one of the aspects that most influence on the success or failure of the learning of a language. How do you feel should be analyzed as a student, as the motivation and your mood, among other things, will influence their performance.
2.10.2 METACOGNITIVE STRATEGIES

It is necessary that students learn and apply these kinds of strategies that are essential for the successful learning of language. The Metacognitive strategies involve planning, analyze monitor and evaluate how you must learn. The metacognitive strategies are of great utility. The planning allows you to manage and control the conduct; therefore two basic concepts that allow you to plan are organization and establishment.

2.10.3 SELF-ASSESSMENT

The self-assessment allows you to verify the process of learning, review the steps taken, to assess whether or not has been achieved the proposed objectives, and evaluate the quality of the results obtained. For all of the above, it must be constantly self-assessments.

2.10.4 WHY IS IMPORTANT THE MOTIVATION?

The motivation is important at the time to teach the class, is the key to the teaching and learning to be a success. Wodkowski (2011) Citing Brophy “the best analyses of the relationship of motivation to learning continue to be found in youth education .In this field of research, there is substantial evidence that motivation is consistently positively related to educational achievement” According to everything you studied this contributes in a certain way that learning will be more attractive and reaches the desired objective there are diverse ways of calling the interests of students.

It is very important that the teacher uses motivation techniques in the classroom so it is necessary to order precise learning students.
2.11 EPISTEMOLOGICAL FOUNDATION

Foundation epistemological is philosophy educations that transform foundation socio-educative in strategies of teach, the dimension epistemology help to focus toward paradigms that make possible presence of the pedagogy, didactics and curriculum to the objectivities of the teaching. Land (2012) citing Brown says:

While operationalized differently, student-centered learning environments. Share common epistemological foundations and assumption .SCLE are grounded in a constructivist view of learning; where meaning is personally rather than universally defined. Such perspectives draw heavily from psychological research and theory related to areas such as situated cognition. (p. 4).

According to our define epistemology is focus that help acquiring of knowledge that permit differentiate between truth and falsehood the epistemology justifies an investigation through questions, necessary to know the reality, reason our own experience, and permit explanation how we know what we know.

2.12 BRANCHES OF EPISTEMOLOGY

PRAGMATISM

According to the author, pragmatism is the method to find a hypothesis about a phenomenon that you want to investigate further to determine what are the possible causes and consequences through an analysis of data and the theoretical interpretation on the belief or experience to solve a problem. Creswell (2013) Citing Patton says that “Pragmatism focus on the outcomes of the research ___the ___ actions, situations, and consequences of inquiry ___ rather than antecedent conditions (as in post
positivism) there is a concern with application ----"what works" __ and solutions to problem" (p. 28).

2.13 PEDAGOGICAL FOUNDATION

The pedagogy is the science and art of education. Education is the process and the result of the assimilation of knowledge and the development of skills and habits of the teacher of his pedagogical foundation, through capacity building training strategies for the ability to form alliances with the students in the domain of the learning process. Bell (2016) citing to Freire says “Pedagogical materials ("code") and questions ("dialogue") were drawn from the everyday lives of his participants, and were thus immediately recognizable and meaningful to them” (p.27). There are many argument about pedagogy explores through the thought seeks the practice as a whole between teachers and students, focuses on education that examines certain problems contributes in the care of students and attracts the learning to life

2.14 CONSTRUCTIVISM

Constructivism emphasizes the processes by which children create and develop their ideas. Also challenge children’s understanding, fostering further growth and development of the mind. Involves sharing, discussing and defending ideas, dialogues and reflections, recognizing the impact of other ideas on the way in which learners make sense of things, and the importance of language. Jonassen (2013) says:

Constructivism provides an alternative epistemological base to the objectivist tradition. Constructivism, like objectivism, holds that there is a real world that we experience. However, the argument is that meaning is imposed on the world by us, rather than existing in the world independently of us (p. 3).

Then we can say that constructivism is the experience with one idea, critical through ability individuals therefore experience should be examined
to comprehend and agree to reach the learning because each experience have different concept.

2.15 CONSTRUCTUVISM IN THE LISTENING CLASSES

Teacher's analysis the difficulties of students, a teacher should be constructivist is filled is ideas and employs techniques different for reach aim. He has skill of stimulate creativity and develop the reasoning teacher contribute in learning for students interacted between they.

Learning theory emphasizes student-centered, which not only requires the transform Constructivism of student's role from passive recipients of external stimulation and the inculcation of knowledge objects to the main body of information processing, the initiative builder of the knowledge significance, but also that of teacher 's role from the knowledge instructor to the helper or promoter in constructing meaning. Xiu-Jie (2009)

Constructivism focus get interactive, oriented procedures classroom. Constructivist Classrooms directly, depends constructivist teacher because share new knowledge and support the difficulties of the learning.

2.16 HOW CONSTRUTIVISM AFFECTS LEARNING

Teacher focus makes connections between facts and foster understanding in students.

They Learn best when they knowledge acquire through exploration and active learning. Hands-on materials are used instead of textbooks, and students are encouraged to think and explain their reasoning instead of memorizing and reciting facts in learning. Jonassen (2013) Citing to Perkins say “Emphasizes the "active learner” component of
constructivism. It means not just that the learner is an active processor of information but more importantly that the learner elaborates upon and interprets the information” (p.7). It describe teaching and learning settings By which learners can used upon resources employ to reason meaningful give solutions to problems.

Teacher encouraging students in the class should promote Through techniques practice could improve knowledge them reaching the objectives wish.

2.17 SOCIOLOGICAL FOUNDATION

Sociology it study the happen in the society. According to research sociology is a science that interact with a group of individual that want integrating in the society, the foundation is specific for determine a theory or concept about values and policy into our lives. According to this author Harber (2007) says:

Sociology is a subject with important implication. It contributed to social criticism and practical social reform in several ways. First, the improved understanding of a give set of social circumstances often gives us all a better chance of controlling them. Second sociology provides the means of increasing our cultural sensitivities, allowing policies to be based on an awareness of divergent cultural values. Third we can investigate the consequences (intended and unintended) offering adoption of particular policy programmers .Finally and perhaps most important, sociology provides self- enlightenment, offering groups and individuals an increased opportunity to alter the conditions of their own live (p. 5).
Sociology is applied the discipline human behavior, studied as integrate a society as be a sociologist of the humanity for transform to a world new thus as education or policy.

2.17.1 SOCIOLOGY OF EDUCATION

Sociology education is process that study the human behavior, and educative among other. From our viewpoints sociology education is important because help in all aspect. According to Whitty (2012) says:

Sociology of education constituted a development of rather that a break with, the dominant tradition in the British sociology of education since its emergence as a major feed of study in the 1950; a tradition largely concerned with the underachievement of working of working-class children in school.(p. 9).

Sociology of education helps involving the social environment. Since our sociological point of view, education is the organized and regulated process by which society transfers knowledge and values for their adult social roles.

2.17.2 SOCIOLOGY IN THE CLASSROOM

According to Denscombe says (2011) The school a workplace and the classroom as a work site pose problems for the conduct of teachers: problematic situation for which they must devise strategies more or less effective, for meeting organizational demands (from the administration), carrying out an instructional program and coping with the regularities and irregularities of classroom event (p. 7).
A classroom, as any other social group, requires all the members to participate and interact with each other for good common goal. A teacher is a leader in the classroom among the students forming study groups.

2.18 CONTEXTUAL FRAMEWORK

Our educational project was implemented to thirty-eight students the same that were interviewed to know of the problem they had in the learning process and in the development of listening comprehension were selected because they were students who are just entering the 8th year of basic education which were studying that year elective. This educational institution whose name is Educational Unit "Simon Bolivar" and it is located in town of Santa Elena Canton Salinas Parish José Luis Tamayo located in avenue 17 on 5 and 6 street. It is a building of a single plant. That has not with a laboratory for the area of English and only one professor of English for the entire institution. It also has a large yard, a soccer field and a small playground for small children.

This institution is directed by the MSc. Pedro Gonzales Cobos and He is supported by ten teachers for the different areas. They are qualified and professionally prepared with several years of educational experience. Here studied 917 students, who attend classes during the morning everyday. Most of the students, come from homes with few resources, since her parents just living out of fishing due to it does not count with some material that can help them to strengthen at home. Nor can count with the help of his parents, because they do not have any knowledge to assist with the tasks. It is for this reason that it is made an arduous investigation, to resolve in any way the needs of the students. The aim was improving learning.
CHAPTER III

3. METHODOLOGY, PROCESS AND DISCUSSION OF RESULTS

In this research is necessary to achieve an effect in a clear and precise manner it is essential to use an archetype of research, the same which is linked to the individuals of the human species, this has several ways to acquire the objective program or to obtain the required information. According to article of Noella Mackenzie (2006) describe a definition of Macquarie Dictionary (3rd Ed) “Methodology is the science of methods, especially: a branch of logic dealing with the logical principles underlying the organization of the various special sciences, and the conduct of scientific inquiry”.

The research is the scientific method pedestal and this is the method of systematic study of nature that includes observation techniques, rules for reasoning and prediction, conceived ideas about experimentation and ways to communicate the experimental and theoretical results. As a result, this research directed toward the use clear some of the types of existing research that must be with specific questions that help us to clarify the concerns or questions about the process of research originated. To develop this project was carried out an in-depth investigation into the qualitative or quantitative research which is of importance to come to the conclusion; it process look the ways to improve the listening comprehension skills through of a didactic guide with CD in English language. Even was performed a survey to students and interview with the authority and the teacher of English in order to obtain the information of the problem.

This methodology in this project is important because it will help to identify The problem. Collect vital information from the students’ teacher and directive in order to find a possible solution through the result.
3.1. DESIGN OF THE INVESTIGATION

During this investigative process is determined that is of vital importance to focus on the methodology already in this way are used to collect more information and you can set the possible causes for this applies the most appropriate methods. In addition that allow researcher takes the due precautions. In this textbook Merten (2014) citing to Laughlin says:

The methodological implication of having multiples realities is that research questions cannot be definitively established before the study begins; rather, they will evolve and changes as the study progresses. In addition, the perceptions of a variety of types of persons must be sought. For example in special education research, the meaning of total inclusion needs to be explored as it has been constructed by regular and special education administrators and teachers, parents who have children with and without disabilities, and students with differing types and severity of disabilities. (p. 20).

For this reason applied certain resources investigative of great importance in this area with the aim of reaching any conclusion real.

It is best to use mixed methods because it is essential to achieve the proper reality with the exact results for that reason is deepened with the qualitative and quantitative methods. Merten (2014) citing to Lincoln & Cuba say:

Quantitative methods such as interviews, observations, and document reviews are predominant in this paradigm. These are applied in correspondence with the assumption about the social construction of
reality in that research can be conducted only through interaction between and among investigator and respondents (p.19).

According to the perspectives of these methodologies interact between them to describe certain interpretations of the results are able to carry out an investigation to the reality that determines or causes these problems.

The way of visualize also methodology such as science is not a perfectly order this process can to have difference all is in form that wish to apply the investigator according. Johnson (2008) Citing an idea of Kuhn says:

It is a dynamic process that included countless activities however, several of the key features of science and (1) making empirical observations, (2) generating and testing hypotheses (prediction or educated guesses), (3) generating or constructing and testing or justifying theories (explanations or exploratory systems), and (4) attempting to predict and influence the world to make it a better place to live (p.18).

Taking into account the need to know what happens it is necessary to reach the goal, find the snap-in of an investigation, or to combine certain resources or possible elements that identify what occurs because the methodology is a strategy that helps to verify the correct data and the recompilation of the specific information through the reasoning could be a result of a problem.

In a research always is auto-selected the method that must use therefore qualitative or inductive that let us get experiences through of collection of data and analysis besides that is instruments that probably serve to know measuring variables and verification of statistic number.
Allow integrate new belief ideas, values and experiences that will benefit students. According to Cresswell (2013) says:

The procedures of qualitative research, or its methodology, are characterized as inductive, emerging and shared by the researcher’s experiences is collecting and analyzing the data. The logic that the qualitative researcher follows is inductive, from the ground up rather than handed down entirely from a theory or from the perspectives of the inquirer (p.22).

To carry out this investigation the method used is the deductive, this method allows to consider as a starting point or base mainly the content and general information, as major sources were studied on the basis of information used for the teaching-learning. That is, we studied the factors that cause the problem itself in the population that was investigated through questionnaires, consultation and interviews applied to the population to reach the results presented at the conclusion of this investigation.

3.2. TYPES OF INVESTIGATION

The types of research allow us to define what we want to do in order to establish the methods to be used:

3.2.1 FIELD

In the study there are different perspectives used is the field research these studies can be examined according to the use of the researcher’s perspectives influences; allows the researcher to test a hypothesis with questions and analysis. According to Burgess (2002) “He sees method of inquiry as a system of strategies and operations designed __ at any time __ for getting answers to certain questions about events which interest
him” (p.4). In this project was necessary employ this investigation to conclude with the work investigative.

3.2.5 EXPLORATORY

This investigation facilitates the study from background of the problem and possible solution. According to Schutt (2011).

Exploratory research seek find out how people get along in the setting under question, what meaning they give to their actions, and what issues concern them. The goal is to learn "what is going on here?" and to investigate social phenomena without explicit expectation (p.13).

Exploring may help to understand what kind of concepts appear and how apply their knowledge to scientific tasks.

3.2.3 DESCRIPTIVE

The investigation descriptive of data and knows the characteristics of the sample Schutt (2011) “Descriptive research: research in which social phenomena are defined and described” (p.12). Through this investigation identify some cause of phenomena or descriptive question.

3.3. POPULATION AND SAMPLE

The population is the entire set of individuals to that is makes a survey. The population whose characteristic are to measured are collect elementary and units or elements of the population

And by this reason sociologically, population refers to collection of humans. Demography is a social science which entails the statistical study of human populations The population of this research is determined by 1 administrative 1 authority total, as 987detailed in table.
CHART#1 The distribution of the population

<table>
<thead>
<tr>
<th>N</th>
<th>Detail</th>
<th>Population</th>
<th>Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Principal</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Teacher</td>
<td>30</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>Students</td>
<td>956</td>
<td>38</td>
</tr>
<tr>
<td>4</td>
<td>Total</td>
<td>987</td>
<td>40</td>
</tr>
</tbody>
</table>

Researcher: Karina Yagual and Jenny Cisneros  
Source: United Educative Simon Bolivar

SAMPLE

The aspect more important of sample refers to set of observations that represent a population. Often, it is necessary to use techniques or tools samples for research, because it essential study the whole population. Samples are used in statistical testing when population sizes are too large for the test to include all possible members or observations. (Marguerite G.Ladies, 2010) A sample should represent the whole population and not reflect bias toward a specific attribute. In this population of 987 persons are formed by the board of 1directors, 1 authority, 30 teachers and 956 students which has been defined as sample to 40 people. Using the formula of Dina med follow:

\[ n = \frac{N}{\% 2 (N-1) 1} \]

Develop the formula (the percentage is to the square, it is usually a 5% to obtain the sample.  
After obtained the sample which in this case is 40 and if, as in this case has a stratum, application another formula for the determination of fraction shows.
Formula = \( \frac{\text{Total Sample}}{\text{Total Population}} = \frac{40}{987} = 0.0405 \)

Fraction of the Sample = 0.041

0.041 x 1 Principal = 0.041

0.041 x 30 Teacher = 1.21

0.041 x 1 Students = 38.749

\[
\text{Total} = 40
\]

**Chart # 2**

<table>
<thead>
<tr>
<th>N</th>
<th>Detail</th>
<th>Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Teacher</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>Students</td>
<td>38</td>
</tr>
<tr>
<td>4</td>
<td>Total</td>
<td>40</td>
</tr>
</tbody>
</table>

**Source:** United Educative Simon Bolivar

**Elaborated by:** Karina Yagual and Jenny Cisneros
## 4. Chart #3
### Operationalization of the Variables

<table>
<thead>
<tr>
<th>Variables</th>
<th>Dimension</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Independent</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching Techniques</td>
<td>Techniques</td>
<td>Teaching techniques</td>
</tr>
<tr>
<td></td>
<td>Types of teaching</td>
<td>The role of the teacher and vocabulary strategies.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Strategies preparation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Promoting rich and varied language experience.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teaching individual words.</td>
</tr>
<tr>
<td></td>
<td>Use of teaching techniques</td>
<td>Flipped classroom.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading techniques.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The teacher teaching read for strength knowledge with vocabulary.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teaching word- learning strategies.</td>
</tr>
<tr>
<td></td>
<td>Categories</td>
<td>Teacher share with student in the process of teaching vocabulary self-selection.</td>
</tr>
<tr>
<td></td>
<td>Type of techniques used in the proposal</td>
<td>Metacognitive Cognitive Memory Stories-scary Didactic material</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Game –flashcards picture dictionary.</td>
</tr>
<tr>
<td><strong>Dependent</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocabulary Acquisition</td>
<td>Definition</td>
<td>Vocabulary Acquisition.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Learn vocabulary thought reading.</td>
</tr>
<tr>
<td></td>
<td>Uses learner vocabulary</td>
<td>Game Learning.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Self-Initiation and selective attention</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Note taking</td>
</tr>
<tr>
<td></td>
<td>strategies</td>
<td>Use of dictionaries for words learner</td>
</tr>
<tr>
<td></td>
<td>How to teach learn more vocabulary</td>
<td>Activation of newly learner words</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pay attention to the word formation</td>
</tr>
<tr>
<td></td>
<td>Strategies to learn English vocabulary in the class</td>
<td>Learner vocabulary through of the listening</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Learner vocabulary through of the writing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Learner vocabulary through of the speaking</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Affective strategies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Metacognitive strategies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Metacognitive strategies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Self-assessment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Why is important the motivation</td>
</tr>
</tbody>
</table>

**Source:** Unidad Educativa Simón Bolívar.  
**Elaborated by:** Karina Yagual and Jenny Cisneros.
3.5. METHODS FOR THE INVESTIGATION.

It defined as a study of methods by which produces knowledge but research methodology is a systematic way to answer the various questions also referred to as research problems of the methods used to collect data.

3.5.1 SCIENTIFIC METHOD

In accordance with author theory epistemology or logic let us discovery or identify with the theory scientific method. it goes logical analysis the relations among affirmation.

Scientific by that reason we should choose rules for have security of the fact is not false According to K Popper (2005) with our study we used method scientific because is a process that combines rationalism and observation empirical to prove this theories with the recompilation of dates making an analyze the information through survey, interview with result extracting and support of the experiences.

Scientific method refers to the techniques for investigating phenomena, and the integrating of previous knowledge. This method is based on gathering empirical and measurable evidence subject to specific principles of reasoning.

3.5.2 IMPIRICAL METHOD

The purpose of a research is discovery the origin of a phenomenon without alter the order of data CR Kothari (2004) “Empirical research is appropriate when proof is sought that certain variables affect other variables in some way. Evidence gathered through experiments or
empirical studies is today considered to be most powerful support possible for a given hypothesis” (p. 4). Experience is received through the senses; I will use the observation alongside interchangeably with the term 'experience' .the method empirical is based on direct experience or observation of the world.

3.5.3 OBSERVATION METHOD

This method was necessary to apply because through of observation can reach an investigator to reality and take decisions about a events. According at study perform by Hogan (2005) says “Observational method can take a variety of forms. In terms of context, they can be naturalistic or contributed …..” (p.13).

The purpose of the observation is known reality through sensory perception direct. According to Baker (2006).

Observation research is base that allow at the investigator, to study behavior of person and their environment. Observation requires a time considerable in the field research has the possibility maintain or obtain and comprehend a phenomenon being studied.. It help to perform an exploration deep with good analyze and the data verification over theories in our study.

3.5.4 MEASUREMENT METHOD

Method is great importance for the develop of our with the objective about numerical information about a property or quality of the object, or phenomenon, let us known measurable quantities and compare the numerical values exact, and relation to certain properties and objects so as the relations is most adequate for represent, statistical procedures through performing through of an inquiry, with interviews to the student
and authority and teachers. According to Elazar J. Pedhazurt (2013) affirm:

- A defines measurement as "the assignment of numbers to aspect of objects or events according to one or another rule or convention ".....A great advantage in using measurement is that one may apply the powerful tools of mathematic to the study of phenomenon. Operating on set of numbers that are isomorphic with aspect of sets of.
- Objects enable one to arrive at concise and precise statements of regularities, or laws.
- Regarding phenomenon, a degree unattainable without the benefits of measurement (p. 17).

3.5.5 DEDUCTIVE OR INDUCTIVE METHOD

These two methods allow reasoning each one in a very different way in this investigation. Inductive, our observations and specific measures may begin to show in general survey. Also aid made tentative hypotheses that can be explored further and finally to the general conclusions. According to Louis Cohen (2013) says.

Although both deduction and induction have their weaknesses their contribution to the development of science are enormous for example: (1) the suggestion of hypotheses ;(2) The logical development of these hypotheses and (3) The clarification and interpretation of scientific findings and their synthesis in to a conceptual framework (p.4).

The deductive reasoning is used to test the existing theories and hypotheses (general ideas) through the collection of experimental observations (specific examples) that put these ideas to the narrowest in nature and deals to prove or confirm hypotheses.
3.6. TECHNIQUES FOR THE INVESTIGATION

A technique is a procedure used to accomplish a specific activity or task is also a practical method, skill or art applied to particular task. The techniques used in this research are the follow:

3.6.1 QUESTIONNAIRE

According to the ways different, that is used in many different situations and with many different data - gathering media. is a document formed by a set of questions that should be written coherently and organized, sequenced and structured. Taguchi (2009). citing to Brown says: “Questionnaires are any written instruments that present respondents with a series of questions or statement to which they are to react either by writing out their answer or selecting from among existing answer” ( p. 6). This permit directly to specific plan, so that their answer he correct. We made questionnaires with the purpose of know lack methodology of the teacher in foreign language. Students have a low performance all this was detailed in each answer.

3.6.2 INTERVIEWS

An interview is a face-to-face with students through meetings, especially with the purpose of obtaining a statement and assessing the qualities. According Kvale (2008) says “The interview is a powerful method or producing of producing knowledge of the human situation, as demonstrated by historical interview studies behavior throughout twentieth century”( p. 9). It helped in the develop of research permitting the application of this method about the person’s follows:

First interview was the authority main to know about of the resources with accounted the institution. And because teacher is not transmitting new
knowledge or techniques for improve the problem in the students. Second interview at the teacher to know because is not helping to the student in develop of the listening skills and besides how implement material with they.

3.5.3 SURVEYS

The survey is a technique intended to get data of several person whose opinions are personal interest to the investigator. According to this document of Vaus Survey in Social Research (2013) said the follow:

Survey is not just a particular technique for collecting information: questionnaires are widely used but other techniques, such as structured and in-depth interviews, observation, content analysis and so forth, can also be used in survey research. The distinguishing features of surveys are the form of the data and the method of analysis (p. 3).

This is an instrument by which the investigator collects information specific over the problem. We prepare a survey for the authority, teacher, and students. Throught of this can know what is happening in classroom and where this tools was of big help to the developed of this project.

CHI SQUARE

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

Independent Variable: Vocabulary
Dependent Variable: Teaching Strategies
As we can see the value P is less than 0.05, for that reason we can affirm that there is a relation between the two variables. Therefore, teaching strategies do influence in the vocabulary.
CHART #4

3.5.4 POPULATION AND SAMPLE

<table>
<thead>
<tr>
<th>INSTITUTION</th>
<th>STAFF</th>
<th>POPULATION</th>
<th>SAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>SIMON</td>
<td>Directives</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>BOLIVAR</td>
<td>Teachers</td>
<td>30</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Students</td>
<td>956</td>
<td>38</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>987</td>
<td>40</td>
</tr>
</tbody>
</table>

Source: “School Simon Bolivar”
Researchers: Karina Yagual and Jenny Cisneros.

GRÁFIC #1

Source of investigation: School Simon Bolivar

Researchers: Karina Yagual y Jenny Cisneros

Through select students eighth students from elementary education course from Simon Bolivar school we applied surveys and interviews were conducted by the teacher and authority of the school. This investigation through the use of a survey was designed to get clear results to a problem. The answers to the question had three options: Information which students provided was processed and tabulated order quantify and qualify it through tabled and statistical graphics. Is used Microsoft Excel as a tool to elaborate tales graphics. The interview was clear and precise; Teacher and the authority cooperated with information about problems of learning English language.
ANALYSIS OF RESULTS

STATEMENT 1: You understand when the teachers speak English.

SAMPLE: 38 students

CHART OF FREQUENCY#5

<table>
<thead>
<tr>
<th>ALTERNATIVE</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRONGLY AGREE</td>
<td>12</td>
<td>32%</td>
</tr>
<tr>
<td>AGREE</td>
<td>10</td>
<td>26%</td>
</tr>
<tr>
<td>INDIFFERENT</td>
<td>8</td>
<td>21%</td>
</tr>
<tr>
<td>DISAGREEMENT</td>
<td>5</td>
<td>13%</td>
</tr>
<tr>
<td>STRONGLY DISAGREE</td>
<td>3</td>
<td>8%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>38</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Students of eight courses (A) school Simon Bolivar.
Researcher: Karina Yagual and Jenny Cisneros.

GRAPHIC 2

Source: Students of eight course (A) school Simon Bolivar.

Comment: According to the results a 32% of the students answered that they if strongly agree that understand the teacher, a 26% answered that they are agree understand the teacher, a 21% answered indifferent, a 13% answered is in disagreement of understand the teacher, and only 8% answered is strongly disagree of understand to the teacher speak English.
ANALYSIS OF RESULTS

STATEMENT 2: Your teacher use any technique to develop your Listening skill.
SAMPLE: 38 students  

CHART OF FREQUENCY#6

<table>
<thead>
<tr>
<th>ALTERNATIVE</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRONGLY AGREE</td>
<td>6</td>
<td>16%</td>
</tr>
<tr>
<td>AGREE</td>
<td>4</td>
<td>10%</td>
</tr>
<tr>
<td>INDIFFERENT</td>
<td>11</td>
<td>29%</td>
</tr>
<tr>
<td>DISAGREEMENT</td>
<td>9</td>
<td>24%</td>
</tr>
<tr>
<td>STRONGLY DISAGREE</td>
<td>8</td>
<td>21%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>38</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Students of eight courses (A) school Simon Bolivar.
Research: Karina Yagual and Jenny Cisneros.

GRAPHIC 3

Source: Students of eight course (A) school Simon Bolivar.
Researcher: Karina Yagual and Jenny Cisneros.
Comment: According to the results a 16% of the students answered that teacher if strongly agree use any technique to develop your listening skill, a 10% answered that they are agree teacher use any technique to develop your listening skill, a 29% answered indifferent, a 24% answered is in disagreement of teacher use any technique to develop your listening skill, only 21% answered is strongly disagree of teacher use any technique to develop your listening skill.
ANALYSIS OF RESULTS

STATEMENT 3: You pronounce the words correctly.
SAMPLE: 38 students

CHART OF FREQUENCY#7

<table>
<thead>
<tr>
<th>ALTERNATIVE</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRONGLY AGREE</td>
<td>15</td>
<td>40%</td>
</tr>
<tr>
<td>AGREE</td>
<td>10</td>
<td>26%</td>
</tr>
<tr>
<td>INDIFFERENT</td>
<td>7</td>
<td>18%</td>
</tr>
<tr>
<td>DISAGREEMENT</td>
<td>4</td>
<td>11%</td>
</tr>
<tr>
<td>STRONGLY DISAGREE</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>38</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Students of eight courses (A) school Simon Bolivar
Researcher: Karina Yagual and Jenny Cisneros.

Source: Students of eight course (A) school Simon Bolivar.
Researcher: Karina Yagual and Jenny Cisneros.

Comment: According to the results a 40% of the students answered that they do not strongly agree pronounce words correctly, a 26% answered that they are agree pronounce words correctly, a 18% answered indifferent, a 11% answered is in disagreement pronounce words correctly, only 5% answered is strongly disagree pronounce words correctly.
ANALYSIS OF RESULTS

STATEMENT 4: You think language English is difficult.

SAMPLE: 38 students

<table>
<thead>
<tr>
<th>ALTERNATIVE</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRONGLY AGREE</td>
<td>10</td>
<td>26%</td>
</tr>
<tr>
<td>AGREE</td>
<td>13</td>
<td>34%</td>
</tr>
<tr>
<td>INDIFFERENT</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>DISAGREEMENT</td>
<td>3</td>
<td>8%</td>
</tr>
<tr>
<td>STRONGLY DISAGREE</td>
<td>11</td>
<td>29%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>38</td>
<td>100%</td>
</tr>
</tbody>
</table>

Sources: Students of eight course (A) school Simon Bolivar.
Research: Karina Yagual and Jenny Cisneros.

COMMENT: According to the results a 26% of the students answered that if they strongly agree think language English is difficult, a 34% answered that they do not agree think language is difficult, a 3% answered indifferent, a 8% answered is in disagreement think language is difficult, only 29% answered is strongly disagree think language is difficult.
ANALYSIS OF RESULTS

STATEMENT 5: You think that a didactic guide will help you improve your vocabulary.

SAMPLE: 38 students

COURSE: 8 (A)

<table>
<thead>
<tr>
<th>ALTERNATIVE</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRONGLY AGREE</td>
<td>8</td>
<td>21%</td>
</tr>
<tr>
<td>AGREE</td>
<td>4</td>
<td>10%</td>
</tr>
<tr>
<td>INDIFFERENT</td>
<td>12</td>
<td>32%</td>
</tr>
<tr>
<td>DISAGREEMENT</td>
<td>5</td>
<td>13%</td>
</tr>
<tr>
<td>STRONGLY DISAGREE</td>
<td>9</td>
<td>24%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>38</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Sources:** Students of eight course (A) school Simon Bolivar.

**Researcher:** Karina Yagual and Jenny Cisneros.

**COMMENT:** According to the results a 21% of students answered that they do not strongly agree your teacher think that a didactic guide will help you improve your vocabulary, a 10% that they do not agree your teacher think that a didactic guide will help you improve your vocabulary, a 32% answered indifferent, a 13% answered is in disagreement your teacher think that a didactic guide will help you improve your vocabulary, only 24% answered is strongly disagree your teacher think that a didactic guide will help you improve your vocabulary.
ANALYSIS OF RESULTS

STATEMENT 6: You someone in your family help with the English homework.

SAMPLE: 38 students

<table>
<thead>
<tr>
<th>ALTERNATIVE</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRONGLY AGREE</td>
<td>10</td>
<td>26%</td>
</tr>
<tr>
<td>AGREE</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td>INDIFFERENT</td>
<td>6</td>
<td>16%</td>
</tr>
<tr>
<td>DISAGREEMENT</td>
<td>4</td>
<td>11%</td>
</tr>
<tr>
<td>STRONGLY DISAGREE</td>
<td>16</td>
<td>42%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>38</td>
<td>100%</td>
</tr>
</tbody>
</table>

Sources: Students of eight course (A) school Simon Bolivar.
Researchers: Karina Yagual and Jenny Cisneros.

GRAPHIC 7

Sources: Students of eight course (A) school Simon Bolivar.
Researchers: Karina Yagual and Jenny Cisneros.

COMMENT: According to the results a 26% of students answered that they do not someone in your family help with the English homework, a 5% that they if agree someone in your family help with the English homework, a 16% answered indifferent, a 11% answered is in disagreement someone in your family help with the English homework, only 42% answered is strongly disagree someone in your family help with the English homework.
ANALYSIS OF RESULTS

STATEMENT 7: You believe teacher motive your participation in class.

SAMPLE: 38 students

CHART OF FREQUENCY#11

<table>
<thead>
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<th>ALTERNATIVE</th>
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<th>PERCENTAGE</th>
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<tbody>
<tr>
<td>STRONGLY AGREE</td>
<td>18</td>
<td>47%</td>
</tr>
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</tr>
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<td>INDIFFERENT</td>
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<td>5%</td>
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<tr>
<td>DISAGREEMENT</td>
<td>6</td>
<td>16%</td>
</tr>
<tr>
<td>STRONGLY DISAGREE</td>
<td>7</td>
<td>19%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>38</td>
<td>100%</td>
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</tbody>
</table>

**Sources:** Students of eight course (A) school Simon Bolivar.
**Researchers:** Karina Yagual and Jenny Cisneros.

**GRAPHIC 8**

<table>
<thead>
<tr>
<th>STRONGLY AGREE</th>
<th>AGREE</th>
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<tbody>
<tr>
<td>DISAGREEMENT</td>
<td></td>
<td>STRONGLY DISAGREE</td>
</tr>
</tbody>
</table>

**Sources:** Students of eight course (A) school Simon Bolivar.
**Researchers:** Karina Yagual and Jenny Cisneros.

**COMMENT:** According to the results a 47% of students answered that they do not believe teacher motive your participation in class, a 13% that they if agree believe teacher motive your participation in class, a 5% answered indifferent, a 16% answered is if in disagreement believe teacher motive your participation in class, only 19% answered is strongly disagree believe teacher motive your participation in class.
ANALYSIS OF RESULTS

STATEMENT 8: You teacher use additional resources to practice the language English.

SAMPLE: 38 students
COURSE: 8 (A)

CHART OF FREQUENCY#12

<table>
<thead>
<tr>
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<tr>
<td>STRONGLY AGREE</td>
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<td>45%</td>
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<tr>
<td>AGREE</td>
<td>7</td>
<td>18%</td>
</tr>
<tr>
<td>INDIFFERENT</td>
<td>8</td>
<td>21%</td>
</tr>
<tr>
<td>DISAGREEMENT</td>
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<td>8%</td>
</tr>
<tr>
<td>STRONGLY DISAGREE</td>
<td>3</td>
<td>8%</td>
</tr>
<tr>
<td>TOTAL</td>
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<td>100%</td>
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</table>

Sources: Students of eight course (A) school Simon Bolivar.
Researchers: Karina Yagual and Jenny Cisneros.

GRAPHIC 9

<table>
<thead>
<tr>
<th>STRONGLY AGREE</th>
<th>AGREE</th>
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</thead>
<tbody>
<tr>
<td>DISAGREEMENT</td>
<td>STRONGLY DISAGREE</td>
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</table>

Sources: Students of eight course (A) school Simon Bolivar.
Researchers: Karina Yagual and Jenny Cisneros.

COMMENT: According to the results a 45% of students answered that they do not teacher use additional resources to practice the language English, a 18% answered that they if agree teacher use additional resources to practice the language English, a 21% answered indifferent, a 8% answered is if in disagreement teacher use additional resources to practice the language English, only 8% answered is strongly disagree teacher use additional resources to practice the Language English.
ANALYSIS OF RESULTS

STATEMENT 9: You teacher is dynamic and motivate the class.

SAMPLE: 38 students  COURSE: 8 (A)

CHART OF FREQUENCY#13

<table>
<thead>
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<tr>
<td>STRONGLY AGREE</td>
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<td>53%</td>
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<tr>
<td>AGREE</td>
<td>6</td>
<td>16%</td>
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<tr>
<td>INDIFFERENT</td>
<td>5</td>
<td>13%</td>
</tr>
<tr>
<td>DISAGREEMENT</td>
<td>4</td>
<td>10%</td>
</tr>
<tr>
<td>STRONGLY DISAGREE</td>
<td>3</td>
<td>8%</td>
</tr>
<tr>
<td>TOTAL</td>
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<td>100%</td>
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Sources: Students of eight course (A) school Simon Bolivar
Researchers: Karina Yagual and Jenny Cisneros.

GRAPHIC 10

<table>
<thead>
<tr>
<th>STRONGLY AGREE</th>
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<th>INDIFFERENT</th>
<th>DISAGREEMENT</th>
<th>STRONGLY DISAGREE</th>
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</thead>
<tbody>
<tr>
<td>8%</td>
<td>10%</td>
<td>13%</td>
<td>16%</td>
<td>53%</td>
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Sources: Students of eight course (A) school Simon Bolivar.
Researchers: Karina Yagual and Jenny Cisneros.

COMMENT: According to the results a 53% of students answered that they do not teacher is not dynamic and motivated the class, a 16% that they if agree teacher is not dynamic and motivated the class, a 13% answered indifferent, a 10% answered is if in disagreement teacher is not dynamic and motivated the class, only 8% answered is strongly disagree teacher is not dynamic and motivated the class.
ANALYSIS OF RESULTS

STATEMENT 10: You teacher practice in laboratory.

SAMPLE: 38 students

CHART OF FREQUENCY #14

<table>
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<th>PERCENTAGE</th>
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<tbody>
<tr>
<td>STRONGLY AGREE</td>
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<td>INDIFFERENT</td>
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<td>10%</td>
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<td>DISAGREEMENT</td>
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</tr>
<tr>
<td>STRONGLY DISAGREE</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>38</td>
<td>100%</td>
</tr>
</tbody>
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Sources: Students of eight course (A) school Simon Bolivar.
Researchers: Karina Yagual and Jenny Cisneros.

GRAPHIC 11

Sources: Students of eight course (A) school Simon Bolivar.
Researchers: Karina Yagual and Jenny Cisneros.

COMMENT: According to the results a 58% of students answered that they do not teacher practice in laboratory, a 21% that they if agree teacher practice in laboratory, a 10% answered indifferent, a 8% answered is if in disagreement teacher practice in laboratory only 3% answered is strongly disagree teacher practice in laboratory.
CONCLUSIONS

• Students like language English but they need to develop listening comprehension.

• Some students do not receive enough incentives to assimilate the contents in class.

• Some students is show disinterested in participating in class sometime they feel fear.

• The classes should be participative and practice for the students.

• The teacher should be more innovative and to use didactic materials for to call the attention of students.

• Listening and speaking can be developing through practice in language laboratory.

• Directive and teacher are pleased with our contribution to the learning process.

RECOMENDATIONS

• It is necessary to motivate the students with interest themes, teacher should concentrate in stimulate the creative of they for that learning ineffective in the classroom.

• It is very important that teacher give confidence and use technique and new resources in the class.

• We suggest that English classes should be more dynamic interactive and highly motivated to achieve students learning.

• It is essentials practice word and expressions using program auditory for make the learning more interesting.

• It is necessary that teachers perform group activities for the integration of students.

• To improve in the students listening skills through video, song, games according to the needs of them.
• It is recommended that the directors and teacher provide sufficient resources and more teaching material for the educative community.
CHAPTER IV
THE PROPOSAL

DESIGN OF A DIDACTIC GUIDE WITH VOCABULARY ACTIVITIES AND A CD.

4.1 JUSTIFICACION

This research is justified because the learning of the English language is important for our daily life. In addition, that the students would always be the center of attention and the main objective of this project that it is important for students to understand that it is necessary to learn the English language as a second language and the teacher should play the largest role as facilitator and motivator of teaching.

Because through of the language of vocabulary provides the opportunity to use new words in conversations, then is necessary develop and provides the of vocabulary activities for better comprehension in classes. By that the design of a didactic guide for the teaching of English to facilitate the learning to students who needed to improve the capacity in this language and to obtain the opportunity of understand and improve their skills of listening, and have a better education or better opportunities for the future. For this reason, English is taught in all over the world.

Some students acquire new knowledge through various resources such as dictionaries, Internet, television, or in class, etc. However, sometimes this method is not enough for the students to learn for this reason the importance design a guide to teaching students and facilitate their understanding and motivate their learning through of dynamic interactive and beneficiaries in the environment educative.
4.2 OBJECTIVE OF THE PROPOSAL

4.2.1 General Objective

To design a didactic guide with vocabulary activities and a CD for improve the learning process as a language second in students eighth of United Educative Simon Bolivar.

4.2.2 Specific Objectives

- To improve listening skills through the use of a guide with a variety of exercises didactic
- Develop in student’s basic knowledge of English language.
- Motivate students to participate in the learning process practicing vocabulary

4.3 THEORETICAL ASPECTS

According to the legal framework educational, education is an unavoidable law in which the state invests and delivers guarantees, equality, and social inclusion which are indispensable for the good life, as good citizens must actively participate in the educational process as we all the facilities that the state provides.

Artículo 26 de la Constitución de la República reconoce a la educación como un derecho que las personas lo ejercen a largo de su vida y un deber ineludible e inexcusable del Estado. Constituye un área prioritaria de la política pública y de la inversión estatal, garantía de la igualdad e inclusión social y condición indispensable para el buen vivir. Las personas, las familias y la sociedad tienen el derecho y la responsabilidad de participar en el proceso educativa. (ley organica de educacion intercultural).
In the constitution it is clearly registered the right to intercultural education in order to give the children, teenagers, and adults the right to receive the intercultural education this article supports multiculturalism is the area that concerns us to develop better ways of teaching and new learning options.

Art. 343. “El sistema educativo nacional se dirige a desarrollar las capacidades y potencialidades de la población individuales y colectivas, que permiten el aprendizaje y la generación y uso del conocimiento, las artes y la cultura. El sistema se centrará al alumno, y el trabajo de manera flexible y dinámica, incluyente, eficiente y eficaz.” Clery&Arturo (2008).

These guarantees offered by the state is the development of individual and collective capacities in order to improve the process of learning new projects are launched with new techniques the same as those made in educational institutions resulting new procedures to improve education in our country.

Art 7. Derechos de los estudiantes.- tienen los siguientes derechos:

a) Para ser actores clave en el proceso educativo.

b ) Recibir una formación integral y científica , lo cual contribuye al pleno desarrollo o su personalidad, habilidades y potencial, respetando sus derechos , las libertades fundamentales y la promoción de la igualdad de género , la no discriminación , la apreciación de la diversidad , la participación , la autonomía y la cooperación.

The active participation of the educational community parents, students and teachers guarantee a comprehensive education which helps to enhance the skills of students in different areas proposed by promoting equality and not discriminate against any human being.
4.4 FEASIBILITY OF THE PROPOSAL

This proposal is help improve the listening skills with basic activities and building of task with vocabulary because the purpose primary are students 8th grade United Educative Simon Bolivar of Salinas and of someway to the teacher who is the person responsible for getting the student can develop and improve certain skill in this language.

According to this article the “Feasibility analysis (FA, also called feasibility study) is used to assess the strengths and weaknesses of a proposed project and present directions of activities which will improve a project and achieve desired results” According to Project planning and feasibility study (2014).

The proposal was developed in the following way:

When:

This project was developed from June from 2015 to July 2016 school year.

Where:

The United Educative “Simon Bolivar” is in the Salinas city in canton Salinas, of the parish Jose Luis Tamayo done to the students of 8th Basic Education. They attended classes in the morning shift, where most of them belonged to low or middle-low social-economic conditions.

Who:

This work will be performed by the investigator, with the guidance of the class teacher and the participation of all the students.
How:

During the classes students received daily used objects and real experiences to listening or use dialogues for develop the skill of the students, Whether they are remember word news or views in the media or experiences lived by students and teacher in real life before.

Phase I

Presentation of the proposal

Phase II

Execution of the proposal

Phase III

Evaluation of the proposal

Time of execution

During the scholar year 2015-2016

4.4.1 THE PROPOSAL OF THE PROJECT

The purpose of this project is to improve listening comprehension in English language through real situations as news, audio. In addition to create a guide didactic with practical exercises which students identify and compare the new reality of learning environment around us.

HUMAN, MATERIAL AND ECONOMIC RESOURCES

The development of this project was supported by the directives of – United Educative “Simon Bolivar the English teachers, the parents and the students.
MATERIALS:

Exercises downloaded from internet
Games
Posters
Flashcards
CD
Song
Board
Markers
Newspapers
Magazines
Books

ECONOMIC RESOURCES:

Self-management activities

4.4.2 RESOURCES

Our proposal has the support of the principal, academic authorities, teacher and students, financial resources necessary to carry out this project.
4.4.3 SECTORIAL AND PHYSICAL LOCATION

The United Educative “Simon Bolivar” is in the Salinas city in Salinas done to the students of 8th Basic Education. They attended classes in the morning shift, where most of them belonged to low or middle-low social-economic conditions.

4.5 DESCRIPTION OF THE PROPOSAL

This project is implementing in this year 2015 with thirty eight students of 8th grade basic education section “A” at red educative Simon Bolivar. Following proposal we designed a didactic guide with vocabulary activities with and a cd for learning English as a second language; the lesson guide is divided in ten lessons.

- The guide contains basic information of activities as: dialogue conversation, vocabulary, the question and answers, grammar, story game to be performed by students to strengthen their skills, in some activities with the help of the teacher.

- Common expressions that can be used in speak language daily.

- Flashcards are used as an aid to learning

- Also some pictures or photos and describe the scene, location or situation that represent.
4.6 LEGAL ASPECT

The project is based on the regulations of the educational institution. Support of authority principal of the school. Where been applied our project, with the order to help in the development of the education of this students. Besides, that formation is very important and should be guaranteed and with success if we want to resolve some problem need transmit an education of quality.

4.6.1 PEDAGOGICAL ASPECT

Pedagogy in education provides learning and teaching. Piaget's discovery as "The social-interactionism theory stated that pedagogy should be designed around the fact that learners construct the new language through socially mediated interaction." (boundless.com). It is necessary to know that the students have different learning styles and was must contribute with their constant development for that reason the application of this proposal will be a very important contribution to develop of education will improve the teaching-learning. The teacher is the main factor in the teaching process, so it is necessary to have enough resources for students learning through the use of dialogues or conversations the development and can improving listening skills.

4.6.2 PSYCHOLOGICAL ASPECT

It is important to influence the students in a positive way, offering well Comment and recommendations to create a pleasant environment to learn and work properly in order to facilitate the job of all the teachers besides the use of this positive attitude will be reflected in the advancement and improvement of the basic learning process.
4.6.3 SOCIOLOGICAL ASPECT

This project will contribute with the community and the students of the institution because it could use with other students and to make of the one competent people to change the future and to serve to the society.

4.7 CONCLUSION

This project enabled us to awareness as teachers and how we must focus on the shortcoming of the students to help them in the educational development. And the importance of faith the ability of listening comprehension in English as a second language in the students of 8th grade the educational unit Simon bolivar.

To contribute to the knowledge of the students of the we apply techniques that if achieved our objectives with methodologies that are based on the didactic guide. Materials was of great help. Since this resource obtained support material and strategies that motivated and called the attention of the students with educational games and exercises vocabulary learned through dialogs, readings, songs etc. Material is support to develop the knowledge and enhances the process of learning of the English language. The use of the instructional guide also benefit to the institution because this can be implemented with other students to improve the quality of education.

It is necessary to supplement a class looking for other material of interest and in this way the student interacts with the teacher in addition it is important to contribute to improve the knowledge of bilingual students and nurture the skills hearing and new generations have a great development academic and can apply in any field that corresponds to the education or in society.
BIBLIOGRAPHY


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Carmen Leticia Rocha Salgado, O. S. (2016). Effectiveness of Educational Games in Increasing Students' Oral Participation in Eleventh Grade Students at the Public School Güasuyuca, Pueblo Nuevo,. Güasuyuca, Pueblo Nuevo.


APPENDIX 1

DOCUMENTS
Guayaquil, 30 de Marzo 2017

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

KARINA ANDREA YAGUAL DE LA CRUZ y JENNY KARINA CISNEROS ARDAS, estudiantes de la Carrera de Lenguas y Lingüística, Modalidad Semipresencial, Matriz Guayaquil, solicitamos muy respetuosamen-te el CAMBIO DE TEMA Y PROPUESTA DE nuestro Proyecto Educativo, sugerido por el Tutor el MSc. Rodrigo Guerrero Segura.
TEMA ANTÉRIOR: Technique to develop the listening comprehension skill.
Proposal: Design of a didactic guide with a CD.

TEMA MODIFICADO: Teaching techniques to develop vocabulary acquisition.
PROPUESTA MODIFICADA: Design of a didactic guide with vocabulary activities and a CD.

Agradecemos la atencion brindada.

Atentamente,

Karina A. Yagual de la Cruz
Jenny K. Cisneros Arias
Habiendo sido nombrado MSc. RODRIGO GUERRERO SEGURA, tutor del trabajo de titulación certifico que el presente trabajo de titulación, ha sido elaborado por KARINA ANDREA YAGUAL DE LA CRUZ con número de C.I.: 0913981676 Y JENNY KARINA CISNEROS ARIAS con número de C.I.: 0917420416 con mi respectiva supervisión como requerimiento parcial para la obtención del título LICENCIADO/A EN CIENCIAS DE LA EDUCACIÓN en la Carrera: LENGUA Y LINGÜÍSTICA.

Se informa que el trabajo de titulación de TEACHING TECHNIQUES TO DEVELOP VOCABULARY ACQUISITION, PROPOSAL: DESIGN OF A DIDACTIC GUIDE WITH VOCABULARY ACTIVITIES AND A CD. ha sido orientado durante todo el periodode ejecución en el programa antiplagio ANTIPLAGIARISM.NET, quedando el 1%.
APPENDIX 2

INTERVIEW WITH THE DIRECTOR AND ENGLISH TEACHER AND SURVEY TO THE STUDENTS
UNIVERSITY OF GUAYAQUIL

PHILOSOPHY, LETTER AND SCIENCES OF EDUCATION FACULTY

LANGUAGE AND LINGUISTIC

INTERVIEW WITH THE DIRECTOR

1.-Do you think that Students have listening skill developed?
I think that they have not enough knowledge, since the material that
provides the minister of education is insufficient, and the teacher cannot
work with other booklet due to an economic factor of the parents.

2.-Do you think that teachers should motivate students in the class? I
think all teachers should motivate students in class, because it is important
the motivation for the development of teaching.

3.- Is it important for you that English teachers design a didactic
guide with dialogue according to the age of students?
According to the material we have in the institution, English teachers
should increase dialogues, which are of interest of the students.

4.-How could you contribute to the development of our project?
Opening the door of this school will bring initiatives to improve students
learning.

5.-What are your expectations regarding the application of this
project in your school?
To implementation of this method was necessary ask to the authorization
of the institution and the collaboration of teacher who always was support
for we. He contributes with the improving of students learning, delivery
material for our proposal

6.-What is your opinion about our project?
The project is important for the practice of the students, and to improve
their knowledge.

7.-Do you think that school have enough material to work with the
students in class?
Really, this institution hasn’t an English laboratory to complement teaching, because the book comes with a cd for listening.

8.-What do you think about the techniques used by teachers, are they appropriate for the English classes?
Teachers need to be trained to acquire new techniques and methodology for the education today.

9. - Do you believe that the students can practice pronunciation in the classroom?
Students do not practice it, since we haven’t lab English and, therefore, some of them cannot do their homework. All said difficult the development of learning.

10-Do you consider very important to teach English in the first levels of education?
It is necessary and very important to teach English in the first levels. We can learn a second language better since childhood, and then it is essential English teaching in the early levels of education.
INTERVIEW WITH THE ENGLISH TEACHER

1.-What is your opinion of the textbook that use with your students?
A textbook is not enough, we need other type of material help for the students, with program or virtual game where they can practice vocabulary and increase their knowledge.

2. - Do you motivate students before starting the class?
Really, I want to help all students but some do not work and waste time, I cannot perform dynamic activities that allow me to interact with them.

3.-Do you allow students to participate in work groups during class?
Sometimes they do not participate in work groups. Control is difficult when working with numerous students, other reason is that some fear mistakes.

4. - Would you help your students with some topic for the improvement in listening comprehension?
I could collaborate with other topic according to the textbook, because I have to culminate with the school scheme.

5.-Do you speak English during the entire class?
I do not speak English the all class through, as they do not understand when I order a task. Consequently, the class is half English, and the other half in Spanish.

6.- Do you use English music according age of students?
It could be, to motivate the students to listen and pay attention to the new class and for improving their vocabulary, but with necessary resources.

7.-Do you think that Students comprehend the English class?
When students pay attention I believe so, but most of the students do not comprehend.
8.-Do you let your students use headphones in the English class?
I think that is not difficult to control, if they are listening to me or other thing
9. - How often do you practice with the students English lab?
We haven’t English lab for them, but could improve the listening comprehension with the practice.
10.-Would you use our didactic guide with them?
I would use your didactic guide. It has important material for the students for an easy learning of the English language.
## APPLICATION OF THE INVESTIGATION INSTRUMENTS

UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFIA CIENCIAS Y LETRA DE LA EDUCACION
ESCUELA DE LENGUAS Y LINGUISTICA
SURVEY TO THE STUDENTS

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<th>INDIFFERENT</th>
<th>DISAGREEMENT</th>
<th>STRONGLY DISAGREE</th>
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<tbody>
<tr>
<td>01- You understand when the teacher speaks English.</td>
<td>3</td>
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<tr>
<td>02- You teacher use any technique to develop your listening skills.</td>
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<td>11</td>
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<tr>
<td>03 - You pronounce words correctly.</td>
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<td>04- You think English language is difficult</td>
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<td>13</td>
<td>1</td>
<td>3</td>
<td>11</td>
</tr>
<tr>
<td>05-You think that a didactic guide will help you improve your vocabulary.</td>
<td>8</td>
<td>4</td>
<td>12</td>
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<tr>
<td>06-You someone in your family help you with the English homework.</td>
<td>10</td>
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<td>07- You believe teacher motivates your participation in class.</td>
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<td>08- You teacher use additional resources to practice the English language.</td>
<td>17</td>
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<tr>
<td>09- You teacher dynamic and motivate in class.</td>
<td>20</td>
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<td>5</td>
<td>4</td>
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</tr>
<tr>
<td>10- You teacher practice in English Laboratory.</td>
<td>22</td>
<td>8</td>
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</tr>
</tbody>
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APPENDIX 3
PHOTOS
PHOTO 1: UNIDAD EDUCATIVA SIMÓN BOLIVAR.

Source: Unidad Educativa Simón Bolivar.
Elaborated by: Karina Yagual and Jenny Cisneros.

PHOTO 2: INTERVIEW TO ENGLISH TEACHER.

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PHOTO 3: SURVEY TO THE STUDENTS.

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PHOTO 4: HELPING TO THE STUDENTS IN THE SURVEY.

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PHOTO 5: GIVING A CLASS.

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PHOTO 6: TEACHING STUDENTS TO PARTICIPATE IN CLASS.

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PHOTO 7: PRACTICING THE ALPHABET WITH STUDENTS

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PHOTO 8: GIVING A DINAMICS AFTER CLASS.

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PHOTO 9: DELIVERING AUDIO MATERIAL FOR CLASS

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PHOTO 10: REVIEWING THE PROJECT WITH THE ADVISOR MSc RODRIGO GUERRERO

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APPENDIX 4

THE

PROPOSAL
DESIGN OF A DIDACTIC GUIDE WITH VOCABULARY ACTIVITIES AND A CD

ELABORATE BY:
KARINA ANDREA YAGUAL DE LA CRUZ
JENNY KARINA CISNEROS ARIAS
CONTENTS

LESSON 1: The Alphabet. 5
Listening Alphabet 6
Complete 7
Read Ghostly Village 8
Answer and Question 9
Listen Invertebrates 10

LESSON 2: Numbers and Color 11
Listening numbers 12
Vocabulary 12
Game Bingo 13
Write and solve. 13
Listen Ordinal number 13
Dictation 14

LESSON 3: Greetings. 15
How are you? 16
Listening greeting 17
Practice 18
Answer Question 18
Game crossword 18
Listening Chiquitita 19
Remember the color 20

LESSON 4: Learning the months and Days of the week. 21
Listen the month and day 22
Complete the chart 23
Group 23
Remember 24
Listen Locked out of heaven 25

LESSON 5: Learning the jobs and professions 26
Listen professions 27
Remember: use A; AN
Complete the chart
Dictation
Learn to listen
Game word search
Listening English irregular verb.
Daily Routine
LESSON 6: At the restaurant
Listening types of Food
Group
Complete the chart
Dialogue
Game crossword
Listening the sentences
LESSON 7: I like chicken, fish, and sandwich
Do you like?
Remember
Meals
Works pair
Dialogue
Spot the difference
Listening Yesterday
Tongue twister
LESSON 8: Preposition of place
Complete the sentences
Match sentences
Listen preposition of place
Spot the difference
Read Bloody Mary
Read Bloody Mary
Answer the questions
Listen we rock you 47
Fill in the blanks simple future 48
Put some or any in the follow sentences 48

LESSON 9: Possessive adjectives 49
Listening Possessive Adjective 50
Complete 51
Listening the donkey and the goat 51
Match with opposite 52
Vocabulary 52
Put the correct form present perfect simple or simple past 53

.LESSON 10: What kinds of music? 54
Complete questions 55
Remember use contractions 55
Spot difference 55
Listening come sail away with me 56
Look the picture and put correct 57
Work in pairs 58
Listen the Piggy Back 58
Write True or False 59
Listen Bad Habit 60
Bibliography 61
Bibliography 62
LESSON

1

F

fish
THE ALPHABET

1. Listen and repeat the alphabet
It is important that you learn the alphabet for that example say your name

2. Find the words in this box the words.

<table>
<thead>
<tr>
<th>Game</th>
<th>read</th>
<th>Car</th>
<th>tear</th>
<th>sport</th>
<th>lunch</th>
<th>answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>T</td>
<td>S</td>
<td>G</td>
<td>G</td>
<td>A</td>
<td>M</td>
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<td>A</td>
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<td>E</td>
<td>A</td>
<td>D</td>
<td>D</td>
<td>R</td>
<td>A</td>
</tr>
</tbody>
</table>
3.-Complete the words

__ ppl __
Mo ___ nba ___
A__ e r_k ___
H__
_ ca __n
N__ mbe ___s

4.-Practice dialogue

Dialogue one
A: Hello. I am Dennis. What’s your name?
B: Hi, my name is Joseph
A: Nice to meet you Joseph
B: Nice to meet you too.

Dialogues two
A: Hello, is he from Ecuador?
B: Yes, he is Ecuador
A: What does he do?
B: He is an actor
A: And what do you do?
B: I'm a singer

5. - PAIRS. Read the story. Underline the words you don’t understand in the story. Then try guessing the meanings of some of these, Use the dictionary to check if you were right.

GHOSTLY VILLAGE

The night was rainy; a big storm was falling on the sea. The waves were enormous and the fog was thick. The ships rocked one side to the other as marionettes.
Suddenly, an awful creaking was heard in the darkness. A big cloud of smoke was seen in the distance and an intense dour could be noticed in the air. Everybody was wondering what had happened.

A ship had run aground near the shore and had split part of the petrol it carried. A big black stain spreader on the water, a big black cloaks which the sea gone into morning. The smell of petrol was each time stronger and mixed with the freshness of the breeze each sunset near the beach. Charles and Anne used to go watching the stars. When they felt that freedom only those who have not betray their ideals feel. They were the children of a fisher and lived in a humble white house very near from the cliff.

The fishers had recently had problems to fish, fishing was not very good. Now, it would be worse, there would not be anything in sometime. Fishers will not be seen carrying fish to the harbor. They could not be said goodbye as it was usual. Now they will have to go far, to be able to live.

The village became a village without people. A village ghostly. Just a few women and children remained there. Men and young people went to look for a job and came back once in a while to see their families. At nightfall, a few lights brought the village back to existence.

But from the cliff the view was not the same, it seemed that even the breeze had changed of place. The air smell of petrol and the sea’s calm had turned to a terrible anguished seeing how all the sea life was being destroyed. Dead fishes floated and all was devastating. The few people, who remained, started to rebuild and clean all that had been damaged.

Some years passed until the village returned to normal. Some of who had left returned and the boats returned to the harbor. Hope was born again with the fear that the story would repeat.
a. Answer to the questions. According to the story

1. What is name of the story?

2. What was seen to the distance?

3. Who have worsening problems?

4. In what is converted the town?

5. What floating in the harbor?

6. How much time for the people to return to normally?

b. Write True or False.

--------1. Suddenly, an awful creaking was heard in the darkness.
--------2. The village became a village without people.
--------3. Dead fishes floated and all was devastating

Share your experience. Then listen and write you like more.

6. Listen and repeat the song. Complete Invertebrates don't have a backbone

They............ swim crawl and fly

They can have a ..........or .......................
And can be many different sizes
Lots of different invertebrates to identify
These invertebrates have ......................
And some of them can fly
Bodies divided........................................
These invertebrates are.............
Invertebrates don't have a backbone
They.........., swim ... and fly
They can have a ............ or .................
And can be many different sizes
Lots of different invertebrates have tentacles,
And.................................of these is an eye
Soft bodies and a shell
These invertebrates are..............
Invertebrates don't have a backbone

They ........, swim, crawl and fly
They can have a shell or exoskeleton
And can be many different sizes
Lots of different invertebrates to identify
These invertebrates have six legs
And most of them have eight eyes.
LESSON 2
THE NUMBER
1.-Listen and repeat the numbers.
1 ------- 2 ------- 3 ------- 4 ------- 5 -------
6  7 ------- 8 ------- 9 ------- 10 -------

a. Write the compound numbers
10 -------------- 20 -------------- 30 -------------- 40 --------------
11 -------------- 21 -------------- 31 -------------- 41 --------------
12 -------------- 22 -------------- 32 -------------- 42 --------------
13 -------------- 23 -------------- 33 -------------- 43 --------------
14 -------------- 24 -------------- 34 -------------- 44 --------------
15 -------------- 25 -------------- 35 -------------- 45 --------------
16 -------------- 26 -------------- 36 -------------- 46 --------------
17 -------------- 27 -------------- 37 -------------- 47 --------------
18 -------------- 28 -------------- 38 -------------- 48 --------------
19 -------------- 29 -------------- 39 -------------- 49 --------------
50 -------------- 60 -------------- 70 -------------- 80 --------------
90 --------------

b. - Write the numbers in letter.
100 one hundred 500------------ 900------------
200------------ 600------------
300------------ 700------------
400------------ 800------------

2.-Vocabulary: numbers. 1- 20
Write the numbers. Then listen and check

<table>
<thead>
<tr>
<th>Zero</th>
<th>nine</th>
<th>fourteen</th>
<th>twenty</th>
<th>six</th>
<th>seventeen</th>
<th>three</th>
<th>Eleven</th>
</tr>
</thead>
</table>

One, two ________, four, five _____ seven, eight, _______ ten _______
Twelve, thirteen ________, fifteen, sixteen, _______ eighteen, nineteen
3.- Complete the following chart.

Thirty  tens  ninety  a  four  eight  are  seventy-

One ten is ten.                      Six (4) ------- are sixty.

Two tens (1) ------- twenty.        Seven tens are (5) ---------.

Three tens are (2) -------------.    (6)------------ Tens are eighty.

(3) ---------- tens are forty.      Nine tens are (7) ---------.

Five tens are fifty.                Ten tens are (8) -------hundred.

GAME

4. - Bingo crosses out the numbers to listen to your teacher.

<table>
<thead>
<tr>
<th>70</th>
<th>99</th>
<th>83</th>
<th>14</th>
<th>33</th>
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<tr>
<td>13</td>
<td>5</td>
<td>64</td>
<td>95</td>
<td>8</td>
</tr>
<tr>
<td>2</td>
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<td>50</td>
<td>90</td>
</tr>
<tr>
<td>21</td>
<td>100</td>
<td>11</td>
<td>16</td>
<td>7</td>
</tr>
<tr>
<td>4</td>
<td>60</td>
<td>17</td>
<td>80</td>
<td>12</td>
</tr>
</tbody>
</table>

5.- Solve the mathematic problems.

Plus (+)  minus (-) equals (=)

10-6 = 4 ten minus six equals four

3 + 9 =

20-2 =

15 + 5 =

20+3 =
6. Listen and repeat the ordinal number.

Ordinal number refers to a number indicating the position in a series.

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1th</td>
<td>First</td>
<td>8th</td>
<td>Eighth</td>
<td></td>
</tr>
<tr>
<td>2th</td>
<td>Second</td>
<td>9th</td>
<td>Ninth</td>
<td></td>
</tr>
<tr>
<td>3th</td>
<td>Third</td>
<td>10th</td>
<td>Tenth</td>
<td></td>
</tr>
<tr>
<td>4th</td>
<td>Fourth</td>
<td>11th</td>
<td>Eleventh</td>
<td></td>
</tr>
<tr>
<td>5th</td>
<td>Fifth</td>
<td>12th</td>
<td>Twelfth</td>
<td></td>
</tr>
<tr>
<td>6th</td>
<td>Sixth</td>
<td>13th</td>
<td>Thirteenth</td>
<td></td>
</tr>
<tr>
<td>7th</td>
<td>Seventh</td>
<td>14th</td>
<td>Fourteenth</td>
<td></td>
</tr>
<tr>
<td>20th</td>
<td>Twentieth</td>
<td>40th</td>
<td>Fortieth</td>
<td></td>
</tr>
<tr>
<td>21st</td>
<td>Twenty-first</td>
<td>50th</td>
<td>Fiftieth</td>
<td></td>
</tr>
<tr>
<td>22nd</td>
<td>Twenty-second</td>
<td>60th</td>
<td>Sixtieth</td>
<td></td>
</tr>
<tr>
<td>23rd</td>
<td>Twenty-third</td>
<td>70th</td>
<td>Seventieth</td>
<td></td>
</tr>
<tr>
<td>24th</td>
<td>Twenty-fourth</td>
<td>80th</td>
<td>Eightieth</td>
<td></td>
</tr>
<tr>
<td>25th</td>
<td>Twenty-fifth</td>
<td>90th</td>
<td>Ninetieth</td>
<td></td>
</tr>
<tr>
<td>30th</td>
<td>Thirtieth</td>
<td>100th</td>
<td>Hundredth</td>
<td></td>
</tr>
</tbody>
</table>

7. Dictation the ordinal number. Write in letter.

……………………………
……………………………
……………………………
……………………………
……………………………
……………………………
……………………………
……………………………

14
LESSON 3

GREETINGS

Good morning
HOW ARE YOU?

1. Write the correct greeting in each balloon.
How are you?
Hello
Nice to meet you
See you later
Hi
Good morning
Good afternoon
2. Listen and repeat the greetings.
3. – Practice

Number the conversation 1-6.

a. I’m good __________
   b. Hello Susana. How are you? ________
   c. See you later, then. ________
   d. I’m fine, and you ________
   e. Ok, bye ________
   f. Hi, Haruki________

4. Match the question with the answers.

a. - What’s his name? She’s from the USA.
   b. - Where’s He from? I’m fourteen.
   c. - Who’s this? This is Marco.
   d. - How old are you? Oscar.

5. Game Crossword.

Find words:
Hello greeting afternoon evening goodbye
Morning nice China

```
G N M W Y C H I N A
O T H O O S E N I F
O U P T R O T E C T
D S A N W N N V E E
B R P J Q X I E D R
Y E A K A Z B N G N
E X R O D R T I G O
L E Y B Z P U N I O
G R E E T I N G J N
H E L L O C F V L N
```
6.-Listen the song and complete. Chiquitita (repeat).
Chiquitita, tell me what's wrong
You're enchained by your own sorrow
In there is no for tomorrow
How I hate to see you like this
I can see you're oh so sad, so quiet

Chiquitita, tell me the truth
a shoulder you can cry on
Your friend, I'm the one you must rely on
You always sure of yourself
Now I see you've a feather
I hope we can patch it up together

Chiquitita, you and I know
How the heartaches come and they go and the scars leaving
You'll be once and the pain end
You will have no time for grieving
Chiquitita, you and I cry
But the sun is still in the sky and shining above you
Let me you sing more like you did before
Sing a new song, chiquitita
Try once like you did before
Sing a new song, chiquitita

So the walls came tumbling down
And you're a blown out candle
All is gone and it seems too hard to handle
Chiquitita, tell me the truth
is no way you can it
I see that oh so sad, so quiet

Chiquitita, you and I know
How the heartaches come and they go and the scars they're leaving
be dancing once again and the pain end
You will [ ] no time for grieving
Chiquitita, you and I cry
But the sun is still in the sky and shining above you
Let me hear you [ ] [ ] more [ ] you did before
Sing a new song, chiquitita
Try once more like you did before
Sing a new song, chiquitita
Try [ ] [ ] like you did before

7.-Remember the colors. Complete the question

What is color the blouse? __________________
What is color the pant? __________________
What is color the sock? _____________________
What is color the scarf? ______________________
LESSON 4

Learning the Months and Day of the week
The days of the week

1. Listen and repeat the days of the week.

What day is today?

2. Complete the question.

a. What’s celebrate in this month?

______________________  
February  
______________________  
December
b. What is the third month of the year?
   a) June  
   b) March  
   c) May  
   d) December

c. What is month celebrated the day father?

3. Fill in the missing letters to complete the days weekend.
   T__ ___ sday  
   Sa ___ rday  
   Wed ___ sday  
   S___ _day  
   Th___ ___ sday  
   M__ _day

4. GROUPS.
   Talk about what you would like to change your class schedule.

   “SIMON BOLIVAR” SCHOOL

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WENESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography</td>
<td>Math</td>
<td>Science</td>
<td>History</td>
<td>Art</td>
</tr>
<tr>
<td>Technology</td>
<td>English</td>
<td>Science</td>
<td>Geography</td>
<td>Science</td>
</tr>
<tr>
<td>Math</td>
<td>English</td>
<td>Technology</td>
<td>Art</td>
<td>Technology</td>
</tr>
</tbody>
</table>

We have technology on Mondays, Wednesdays and Fridays.
a.-Create your own class schedule.

```
MONDAY  TUESDAY  WENESDAY  THURSDAY  FRIDAY

```

5. Remember the month of each holidays or event.
1. - Halloween_____________________
2. - Valentine’s Day ___________________
3. - Christmas _________________________
4. - New Year's Day _____________________
5. -Your Birthday ________________________
6. - mother’s day _________________________
7. - day Father ____________________________
8. - First month __________________________
9. – day teacher________________________________

a. – Read the sentences and writes the days of the week.
A. -This day is two days after Monday. ____________________________
B. -This day is one day before Friday. _____________________________
C. -This day is the second day of the Weekend. _____________________
D. -This day is two days before Thursday___________________________

b. - Complete the sentences with in, on, or at.
1. My birthdays is ___in__ February.
2. Our tap class is ____________ Fridays.
3. - its ____________22rd April.

Never had much ____________ in love or miracles
☐ faith  ☐ faith  ☐ fahti

But swimming in ____________ world is something spiritual
☐ lore  ☐ roar  ☐ your

I'm goanna get ____________ time you spank the night
☐ reverie  ☐ feathery  ☐ every

Cause your sex ____________ me to paradise
☐ makes  ☐ takes  ☐ lakes

Yeah your sex ____________ me to paradise
☐ makes  ☐ takes  ☐ lakes

Cause you make ____________ like, I've been locked out of heaven
☐ efel  ☐ feel  ☐ Ifee

Yeah you make ____________ like, I've been locked out of heaven
☐ feel  ☐ zeal  ☐ heal

You can make ____________ change his ways
☐ simian  ☐ isthmian  ☐ meridian

Open up your ____________ cause I can't wait to see the light
☐ rates  ☐ gates  ☐ weights

Cause your sex ____________ me to paradise
☐ asket  ☐ takes  ☐ skaet
LESSON 5

Pilot  Lawyer  Engineer
Scientist  Vet  Architect

Learning the jobs and profession
WHAT DO YOU DO?

1. Listen and repeat the professions.

a) I am a taxi driver  
   b) I am a nurse  
   c) I am a waiter  
   d) I am a singer  
   e) I am a police  
   f) I am a tennis player

a. - Match the photos with the correct profession.

1. - A tennis player  
   2. - A nurse____
   3. - A singer___  
   4. - A taxi driver ___
   5. - A pilot ___  
   6. - waitress____
REMEMBER: A, AN

<table>
<thead>
<tr>
<th>A</th>
<th>It is used before consonant</th>
</tr>
</thead>
<tbody>
<tr>
<td>AN</td>
<td>It is used before vowel sounds</td>
</tr>
</tbody>
</table>

For example

What does she do?

She is an actress  He is an actor

b. - Write a or an before each noun.

1. ______ woman  2. ________ apple
3. ______ old man  4. ______ student

2. Look at the picture.

I've got two eyes and two big ears. I've got blue hair. I've got two hands and two feet. I'm monster

I've got two red eyes and a big mouth. I've got a red nose. I've got two small hands and two small feet. I'm monster

I've got two eyes and a big mouth. I've got two arms and two legs. I've got a green body. I'm monster

Share read and Listen then write the correct numbers each personage.
3. Complete the word map with jobs from the list.

Cashier
Chef
Office work
Service food
Company

<table>
<thead>
<tr>
<th>Director company</th>
<th>director serves</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dancer</td>
<td>------------------</td>
</tr>
<tr>
<td>Flight attendant</td>
<td>------------------</td>
</tr>
<tr>
<td>Musician</td>
<td>------------------</td>
</tr>
<tr>
<td>Pilot</td>
<td>JOBS</td>
</tr>
<tr>
<td>Receptionist</td>
<td>------------------</td>
</tr>
</tbody>
</table>

Travel industry

Server

<table>
<thead>
<tr>
<th>Flight attendant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dancer</td>
</tr>
<tr>
<td>Singer</td>
</tr>
<tr>
<td>Tour Guide</td>
</tr>
<tr>
<td>Web-site designer</td>
</tr>
</tbody>
</table>

Entertainment business

4. Dictation the sentences.

1. - He is tailor
2. - .
3. - 
4. - 
5. - 
6. - 
7. - 
5. Learn and Listen to your teacher. Match with the correct answer

A
a salesperson
a chef
a flight attend
a company
a carpenter
a receptionist
department store
a nurse

B
builds houses
cares for patient
answer the phone
cooks food
serves passengers
sells clothes

C
for airline
in the restaurant
for a construction
in a hospital
in airplane
in an office

6. Game Word search.

Find the shopping list in the table.

<table>
<thead>
<tr>
<th>Soda</th>
<th>cheese</th>
<th>peaches</th>
<th>rice</th>
<th>water</th>
<th>apples</th>
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<td>D</td>
<td>A</td>
<td>C</td>
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<td>A</td>
<td>C</td>
<td>H</td>
<td>G</td>
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<tr>
<td>G</td>
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<td>K</td>
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<td>M</td>
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<td>V</td>
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<td>H</td>
<td>B</td>
<td>E</td>
<td>A</td>
<td>M</td>
<td>R</td>
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<td></td>
<td>S</td>
<td>N</td>
<td>N</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>
7. Listen and repeat. English irregular verb rap

Write underline

<table>
<thead>
<tr>
<th>IRREGULAR VERB</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Present</strong></td>
</tr>
<tr>
<td>Be</td>
</tr>
<tr>
<td>_______________</td>
</tr>
<tr>
<td>_______________</td>
</tr>
<tr>
<td>_______________</td>
</tr>
<tr>
<td>_______________</td>
</tr>
</tbody>
</table>

Daily Routines. Put the correct form.

- Bob gets up at seven o’clock.
- He takes a shower.
- Then, he gets dressed.
- He has coffee and toast for breakfast.
- He leaves his apartment at eight thirty.
- He goes to work by bus.
- He works in a bookstore he read a book.
- At two o’clock, he has lunch in a small coffee.
- He leaves work at five-thirty and goes home.
- First, he has dinner.
- Then, he watches television.
- He goes to bed at eleven o’clock
LESSON
6

AT A RESTAURANT

ARE YOU READY TO ORDER? I WOULD LIKE CHICKEN WITH RICE AND ASODA, PLEASE
TYPES DIFFERENT FOODS

1. Listen and repeat. Look at the picture and complete.

I would like a sandwich? I would like pizza? I would like a coffee?

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

I would like a hot dog

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

I would like chicken

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

I would like an ice cream

-----------------------------------
a. Which foods and drinks do you like?

1. - Which drinks do you like?
   a. juice  
   b. soda  
   c. milk

2. - Which fast foods do you like?
   a. Hamburgers  
   b. pizza  
   c. Hot dog

b. Groups. Complete the correct answers.

1. - Would you like to go out with me tonight? -----------------------------------------------------

2. - Would you like to go the park? ---------------------------------------------------------------

3. - Would you like a soda?----------------------------------------------------------------------

4. - Would you like to come with us? ---------------------------------------------------------------

5. - Would he like a pizza? ------------------------------------------------------------------------

3. - Complete the chart. What other foods come in the container?

<table>
<thead>
<tr>
<th>Rice</th>
<th>Milk</th>
<th>water</th>
<th>Cookies</th>
<th>Tuna</th>
<th>Cereal</th>
</tr>
</thead>
</table>


4.- Practice Listen in the class.

Dialogue one

A: _ Are you ready to order?

B. - Yes, we would like shrimps and rice fish and two beers

A. - How would you like your fish?

B. - Roasted an well done, please
Dialogue two

A. - Hello, welcome to Marcelo restaurant.
B. - Hi, The menu, please.
A. - (A minute later) are you ready to order?
B. - I would like Fish ceviche and plantains
A. - And what would you like drink?
B. - A juice orange please.

5. HOW WOULD YOU LIKE?

Write on the picture. Which is?

<table>
<thead>
<tr>
<th>MEATS</th>
<th>COOKING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beef</td>
<td>Fried</td>
</tr>
<tr>
<td>Chicken</td>
<td>Grilled</td>
</tr>
<tr>
<td>Fish</td>
<td>stewed</td>
</tr>
<tr>
<td>Pork</td>
<td>Roasted</td>
</tr>
<tr>
<td>Shrimps</td>
<td></td>
</tr>
</tbody>
</table>
6. Game crosswords:

7. Listen and learn new words. Write the sentences that listen

1. - woman think answer

2. - boy feel sad

3. - people go Los Angeles

4. - operator talk customer
I LIKE CHICKEN, FISH, AND SANDWICH
1. Listen and repeat. Do you like spaghetti?

**DO YOU LIKE...............?**

When you want to know the tastes of a person usually uses the phrase, do you like? , So you can consult anyone about your food tastes.

Yogurt?
Spaghetti?
Do you like? Yes, I do No, I don’t
Cookies?
Salad?

Does he like onions? Yes, He likes onions No. he doesn’t like onions

Does she like beef? No. she does not beef

a. **Remember: information question are formed by:**

<table>
<thead>
<tr>
<th>AUX</th>
<th>SUBJECT</th>
<th>VERB</th>
<th>INFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>DOES</td>
<td>HE, SHE, IT</td>
<td>LIKE</td>
<td>BEEF?</td>
</tr>
</tbody>
</table>

The answer to an information questions is formed by:

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>VERB</th>
<th>INFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>SHE</td>
<td>IS</td>
<td>VEGETARIAN</td>
</tr>
</tbody>
</table>

The third person does not add in the verb, because the auxiliary is third person

b. **Put the sentences in the correct order and listen and repeat**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Like, she, a coffee, does?</td>
<td></td>
</tr>
<tr>
<td>Very, hot., it’s, can’t, I ,it ,drink</td>
<td></td>
</tr>
<tr>
<td>Ready, are, to, you, order?</td>
<td></td>
</tr>
<tr>
<td>Martin, tea, doesn’t like</td>
<td></td>
</tr>
<tr>
<td>Afternoon, good. Help, can, you, I?</td>
<td></td>
</tr>
<tr>
<td>For, me, more, no, thanks.</td>
<td></td>
</tr>
</tbody>
</table>
Hi,!
I'm Dolly from France and I'm fourteen. My favorite food is salad. Here in France we have bread and jam with coffee for breakfast. For lunch we have meat and salad. For dinner there is soup, meat, salad and dessert. My favorite dessert is chocolate cake.
What about you?
Dolly

a. Read Dolly letter and answer the question in your notebook

1. - Where is Dolly from?
____________________________________________________

2. - What do French people have for breakfast, lunch and dinner?
____________________________________________________

3. - What is Sabine’s favorite dessert?
_____________________________________________________

b. PAIRS. Listen to your partner and write a letter same to the Dolly

____________________________________________________

____________________________________________________

____________________________________________________

____________________________________________________
3. DIALOGUE

At the Restaurant

A. Karoline Café and Deli. This is Mara speaking.
B. Hello, I’d like to order a pizza, please.
   How much is a medium pizza!
A. Ok that's a medium pizza and a soda. $14.50.
   What’s your name and address?
B. Sandra Banks, 5 in Oak Road. The phone number is 745-9056.
A. Thanks you.

4. Look the picture and spot the difference. Put in a circle.
5. Listen and complete the song. “Beatles” Yesterday complete

Yesterday, all my [ ] [ ] so far away
Now it [ ] [ ] as [ ] they're [ ] to stay
Oh, I believe in yesterday
Suddenly I'm not [ ] [ ] the man I [ ] [ ] to be
There's a shadow hanging over me
Oh, yesterday came suddenly
Why she had to go I don't know she wouldn't say
I [ ] something wrong, now I long for yesterday
Yesterday, [ ] [ ] was such an [ ] [ ] game to play
Now I need a [ ] [ ] to [ ] [ ] away
Oh, I [ ] in yesterday
Why she had to go I don't know she wouldn't say
I said something wrong, now I long for yesterday
Yesterday, love was such an easy [ ] [ ] to play
Now I need a place to hide away
Oh, I [ ] in yesterday.

6. Repeat the Tongue twister. And practice in group.

Peter Piper
Peter Piper picked a peck of pickled peppers. A peck of pickled peppers Peter Piper picked.
If Peter Piper picked a peck of pickled peppers, where are the pickled peppers
Peter Piper picked?
LESSON 8

PREPOSITION OF PLACE

Where’s the drugstore?
It’s over there.

Where is the supermarket?
It’s in front of.
Preposition of places

1. Complete the sentences with correct preposition of place.

| in front of | next to | behind | between | near |

The police station is……………………..

The drug store is……………………..

The school is……………………..

The church is……………………..

The shopping center is……………………..
2. Match sentences with the correct.

1. - Barber shop                                      a. - washes and dry clothes
2. - laundroumat                                      b. - buy food
3. - Library                                          c. - buy cards and paper
4. - stationery store                                 d. - get a haircut
5. - travel agency                                    e. - see a movie or play
6. - grocery store                                    f. - make reservations for a trip
7. - theater                                          g. - borrow books

3. Listen and repeat prepositions of place and complete.

1. - Beep is ………….. the ice cube.
2. - Slippy is ………….. the ice cube.
3. - Fluffy is ………….. the ice cube.
4. - Penguins ………….. the ice cube.
5. - Icy is ………….. the ice cube
6. - Sleepy is ………….. the ice cube
7. - Flingu is ………….. the ice cube.
8. - Ike is ………….. the cave
9. - where’s . Fluffy?
10. - It’s ………….. the ice cube.
11. - Where’s Sleepy?
12. - It’s ………….. the ice cube.
13. - Where’s Beep?
   It’s ………….. the ice cube.
4. SPOT THE DIFFERENCE

Look at the picture. Put in a circle

5.-Read the story and listen the reading to your teacher.

**Bloody Mary** She lived deep in the forest in a tiny cottage and sold herbal remedies for a living. Folks living in the town nearby called her Bloody Mary, and said she was a witch. None dared cross the old crone for fear that their cows would go dry, their food-stores rot away before winter, their children take sick of fever, or any number of terrible things that an angry witch could do to her neighbors.

Then the little girls in the village began to disappear, one by one. No one could find out where they had gone. Grief-stricken families searched the woods, the local buildings, and all the houses and barns, but there was no sign of the missing girls. A few brave souls even went to Bloody Mary’s home in the
woods to see if the witch had taken the girls, but she denied any knowledge of the disappearances. Still, it was noted that her haggard appearance had changed. She looked younger, more attractive. The neighbors were suspicious, but they could find no proof that the witch had taken their young ones.

Then came the night when the daughter of the miller rose from her bed and walked outside, following an enchanted sound no one else could hear. The miller’s wife had a toothache and was sitting up in the kitchen treating the tooth with an herbal remedy when her daughter left the house. She screamed for her husband and followed the girl out of the door. The miller came running in his nightshirt. Together, they tried to restrain the girl, but she kept breaking away from them and heading out of town.

The desperate cries of the miller and his wife woke the neighbors. They came to assist the frantic couple. Suddenly, a sharp-eyed farmer gave a shout and pointed towards a strange light at the edge of the woods. A few townsmen followed him out into the field and saw Bloody Mary standing beside a large oak tree, holding a magic wand that was pointed towards the miller’s house. She was glowing with an unearthly light as she set her evil spell upon the miller’s daughter.

The townsmen grabbed their guns and their pitchforks and ran toward the witch. When she heard the commotion, Bloody Mary broke off her spell and fled back into the woods. The far-sighted farmer had loaded his gun with silver bullets in case the witch ever came after his daughter. Now he took aim and shot at her. The bullet hit Bloody Mary in the hip and she fell to the ground. The angry townsmen leapt upon her and carried her back into the field, where they built a huge bonfire and burned her at the stake.

As she burned, Bloody Mary screamed a curse at the villagers. If anyone mentioned her name aloud before a mirror, she would send her spirit to revenge herself upon them for her terrible death. When she was dead, the villagers went to the house in the wood and found the unmarked graves of the little girls the evil witch had murdered. She had used their blood to make her young again.

From that day to this, anyone foolish enough to chant Bloody Mary’s name three times before a darkened mirror will summon the vengeful spirit of the witch. It is said that she will tear their bodies to pieces and rip their souls from their mutilated bodies. The souls of these unfortunate ones will burn in torment as Bloody Mary once was burned, and they will be trapped forever in the mirror.
a. Answer the Question

Why children disappear in the city? _________________________________

What made bloody Mary with children? _______________________________

Where would found to the children disappeared? ________________________

Why killed to this children? _________________________________________

How died this person? ________________________________

6-listen and complete the song. “We will rock you” by Queen

Buddy you’re a boy make a big noise
Playing’ in the street goanna be a big man some day
You got mud on face
You big disgrace
Kicking’ can all over the place

We we will rock you
We will we will rock you

Buddy you’re a young man hard man
Shouting’ in the street take on the world day
You got on you’ face
You big disgrace
your banner all over the place

We will we will you
We will we will you

Buddy you’re an old man poor man
with your eyes goanna make you peace some day
You got mud on your face
You big disgrace
better put you in your place
We we will rock you
We we will rock you

7. Fill in the blanks with the simple future form of the verbs in brackets.

Tony will join us for lunch tomorrow. (Join)
1. I ___________________ my classmate with his homework later in the evening. (Help)
2. Who __________________ to the party next Sunday? (Come)
3. He __________________ the project next week. (Finish)
4. My uncle from Singapore _________________ us next month. (Visit)
5. I am sure that she _________________ about it by tomorrow. (Forget)

8. Put some or any in the follow sentences.

1) Ann has candies.
2) Sue will give us information.
3) There is milk in the fridge.
4) there isn't beer.
5) There aren't boys in my family.
6) Ann shouldn't smoke cigarettes.
7) Sue must do homework tonight.
8) My brother can't speak Chinese.
9) I can't speak Chinese or Spanish.
10) Ann should eat fresh fruit.
LESSON 9

POSSESSIVES ADJECTIVES
POSSESSIVES ADJECTIVES

Examples:

**Singular**
- This is my book
- That is her doll

**Plural**
- These are your keys
- Those are his erasers

Words such as my, your, her and his are possessive forms of subject pronouns since they tell us about possession.

A possessive adjective is always used with a noun and it comes before the noun.

<table>
<thead>
<tr>
<th>Subject pronouns</th>
<th>Possessive adjectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>my</td>
</tr>
<tr>
<td>You</td>
<td>Your</td>
</tr>
<tr>
<td>He</td>
<td>his</td>
</tr>
<tr>
<td>She</td>
<td>her</td>
</tr>
<tr>
<td>It</td>
<td>its</td>
</tr>
<tr>
<td>We</td>
<td>our</td>
</tr>
<tr>
<td>They</td>
<td>their</td>
</tr>
</tbody>
</table>
1. Listen and repeat. Then complete possessives adjectives.

My heart
and ...........heart
......heart
and ..........hearts
........hearts
and...........hearts
.......... hand
and ..........hand

2. Complete the sentences with the correct possessives adjectives.

<table>
<thead>
<tr>
<th>My</th>
<th>his</th>
<th>her</th>
<th>it's</th>
<th>our</th>
<th>their</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

Comb................. Hair
Sam is right ........... it is ............. Your decision
make................... holiday was ruined by ........poor service.
The cat cried and........... Eyes shone.

3. Listen and memorize the read .The donkey and the goat.

Answer the question.
Where are they lived? -------------------------------
Who made hard work in the farm? -------------------
What eaten donkey after of work? ------------------
Who was the other animal that hated at donkey? ------
What you believe the message? ---------------------
4 - Match each word with the opposite in the column.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. - beautiful</td>
<td>a.- boring</td>
</tr>
<tr>
<td>2. - cheap</td>
<td>b.- crowded</td>
</tr>
<tr>
<td>3.-- Clean</td>
<td>c.-dangerous</td>
</tr>
<tr>
<td>4. - interesting</td>
<td>d.- expensive</td>
</tr>
<tr>
<td>5. - quiet</td>
<td>e.-noisy</td>
</tr>
<tr>
<td>6. - relaxing</td>
<td>f.- polluted</td>
</tr>
<tr>
<td>7. - safe</td>
<td>g.-stressful</td>
</tr>
<tr>
<td>8. - Spacious</td>
<td>h. – ugly.</td>
</tr>
</tbody>
</table>

5.-Complete the sentence .use follows information.

- Move to a new apartment
- Start going to the gym
- Stop eating in restaurants

1.- Judy  _____________________________________________
Her old one was too small.

2. - Kim and Anna ________________________________________
Now they cook dinner at home every evening. It’s much cheaper.

3. - Alex _____________________________________________
He looks healthier, and he has more energy.

6. - Vocabulary Use the word to.

a) Shopping

| vegetables | lunch | cheese | rest | supermarket | butcher’s | afternoon | Clothing |
|------------|-------|--------|------|-------------|-----------|-----------|----------|----------|
Every Saturday I go shopping with my family. We buy many different things.

First, we go to the [ ] (1). We buy milk, eggs, [ ] (2), bread and other things. Then we go to the [ ] (3) to buy the meat. After that, we go to the fruit and vegetable market for the fruit and [ ] (4). Next, we have [ ] (5) at one of the many places in the food hall. After lunch, the children like to look at the [ ] (6) and toy shops.

We go home in the [ ] (7). We are tired when we get home, so, we have a [ ] (8).

d. Put the verbs into the correct form (present perfect simple or simple past).

1. I (not / work) ___________ today.
2. We (buy) ___________ a new car last week.
3. We (not / plan) ___________ our holiday yet.
4. She (not / see) ___________ her mother for a long time.
5. He (write) ___________ a beautiful poem yesterday.

c. Rewrite the complete phrases in Simple Past.

1. We wash _______________
2. They destroy _______________
3. He discovers _______________
4. I prefer _______________
LESSON

WHAT KINDS OF MUSIC?
1. What kinds of music of music do the teenagers like?
Put a check (√) before the ones you hear.

______ Rock  _______ Jazz
______ Techno   _______ Pop
______ Hip-Hop   _______ Punk rock

2. Complete the questions. Put correct answers
Do you like ……….? ...........................................................
What programs do you like (pop music, TV, movies, plays)? …………….
What videos do you like? ..........................................................
What kinds of …… do you like? ...........................................
What musical instrument do you (music, movies, TV programs) plays?
..................................................................................................
What do you think of………?  
(The Simpsons, horror film, gospel music).............................................

a. Remember and write the contractions (short form).

● (It is) _______ Cold today.
● (They are) _______ Mexican.
● (We are) _______ From Up rain.
● (I am) _______ Ok, thanks.
● (She is) _______ cooking.
● (He is) _______ talking with a friend

b. Look at the picture. Spot difference Find the difference in circle.
3.-Listen and repeat. The song

Come sail away with me

Listen and repeat Song
Come sail away with me to the
ocean
Come sail away with me.
We'll ride the waves and find
some treasure
Sail away with me
Pull, pull the sails up
Pull, pull, and pull them high
Pull, pull the sails up
So the ship can race on by.
Come sail away with me to the
ocean
Come sail away with me.
We'll ride the waves and find
some treasure
Sail away with me
Back and forth the ship goes
Side to side it sways
Back and forth the ship goes
Side to side all day
Come sail away with me to the
ocean
Come sail away with me.
We'll ride the waves and find
some treasure
Sail away with me
I see treasure down below
Come on jump in, here we go!
Jump, jump to the bottom of the
sea
Jump, jump, jump with me.
Come sail away with me to the
ocean
Come sail away with me.
We'll ride the waves and find
some treasure
Sail away with me
Put on the treasure
One by one
Rings for your fingers, rings your
thumbs
Necklaces and golden shoes
Fill your pockets too!
Come sail away with me to the
ocean
Come sail away with me.
We'll ride the waves and find
some treasure
Sail away with me
Oh no, there’s a shark!
Let’s swim, swim, and swim away
Swim, swim up the ship
We’ve got our treasure today!
Come sail away with me to the ocean
Come sail away with me.
We'll ride the waves and find some treasure
Sail away with me
Now repeat after me…

4.- Look the picture and put correctly.

A
B
C
D
E
F
1. Michael Jackson  4. Shakira
2. Ariana Grande  5. Katty Perry

5. PAIRS. Complete the words in the table. Share and add more examples

<table>
<thead>
<tr>
<th>Animated</th>
<th>action</th>
<th>Italian</th>
<th>Comedy</th>
<th>Chinese</th>
<th>rock</th>
<th>Mexican</th>
</tr>
</thead>
<tbody>
<tr>
<td>hip-hop</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classical</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Kinds of music</th>
<th>Kinds of food</th>
<th>Kind of movie</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

6. Listen and practice with your teacher.

The Piggy Back

A married couple had been fighting a lot and was very aggressive with each other and it looked like they were going to get divorced. However the wife discovered she was pregnant and for the sake of the baby they decided to give the marriage another try. The boy was born and the family had a short period of tranquility but before long the old hostilities resurfaced and the father and mother were fighting all the time.

One night when the boy was about 5 years old and they had put him to bed the couple got into an enormous row and in a fit of rage the father put his hands around his wife’s neck and choked the life out of her. When he eventually realized what he had done he began to panic, he knew he had to get rid of the body.
He bundled the body into the boot of his car and as dawn was breaking he drove out of town to a swamp, he took the body from the car, but rigor mortis had started to set in and it was difficult to carry her so he slung her across his back, like giving her a piggy back and waded out into the foul smelling swamp were he let her go and watched the stiff hands and wretched face recede into the murky swamp water.

The man went home and cleaned up and got in the shower but he couldn’t get rid of the foul stench of the swamp that made him sick to his stomach. Now how hard he scrubbed or how much he showered it followed him wherever he went. As the days passed the boy became anxious for his mother and asked all kinds of question the father told him his mother had gone to stay with relatives.

One day the man noticed his son was looking at him in a strange way, the smell was as strong as ever. Every time he approached his son he recoiled in horror, he wouldn’t let him touch him. Eventually he walked into his child’s room as he was playing on the floor.

‘Son, is there something you want to say to me?’

‘Yes, father’

‘Is it about your mother?’

‘Yes ‘What is it?’

‘Why is mammy’s face so pale?’

‘And why have you been giving her a piggy back all day?’

**Write True or False**

--------The boy was born and the family was very happy always.

-------- The husband put his hands around his wife’s neck and choked the life out of her.

-------- He drove his car out of town to a swamp.

--------The son was looking your father in a strange way.
The child does not question to your father by lack your mommy.

7. - Listen and complete the quiz. Bad habit?

What __________________________ habits? I think everyone has bad habits. Not everyone __________________________ what bad habits are. Some smokers don’t think smoking is a bad habit. Young people don’t think listening __________________________ on the train is a bad habit. In Japan, slurping your noodles __________________________ that you enjoy your food, but making a noise while eating in England __________________________. Have you ever tried to break your bad habits? I __________________________ smoking and have stopped leaving things laying __________________________ house. I wish other people would stop their bad habits. I get annoyed when people __________________________ meetings or talk loudly on their phones in public. I also think __________________________ need to think about their driving habits. Perhaps I should __________________________ their bad habit.

1. what do you think about bad habit? __________________________
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