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

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

TOPIC
THE IMPORTANCE OF BASIC VOCABULARY TO IMPROVE READING COMPREHENSION

PROPOSAL
DESIGN OF A DIDACTIC GUIDE WITH BASIC VOCABULARY FOR IMPROVEMENT THE READING COMPREHENSION IN STUDENTS OF EIGHTH YEAR AT UNIDAD EDUCATIVA “FRANCISCO GARCÍA JIMENEZ.”

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PROJECT’S ADVISOR
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Los participantes satisfactoriamente han ejecutado las diferentes etapas constitutivas del proyecto, por lo expuesto se procede a la APROBACIÓN del proyecto, y pone a vuestra consideración e informe de rigor para los efectos legales correspondiente.
DEDICATION

I dedicate this thesis first to God, who was the one who allowed me to successfully complete this beautiful stage of my life, stage in which I was able to understand and value each of the blessings with which he surrounds me. Thank God for my son, that son that more than the engine of my life was very important part of what I can present today as a thesis, thanks to him for every word of support, thank you for every moment sacrificed to be invested in the development of this, thank you for understanding that success demands some sacrifices and that sharing time with them is part of these sacrifices. To my son I dedicate this thesis, to him I dedicate all the blessings that from God will come to our lives as a reward of so much dedication, so much effort and faith.

VERONICA CHAVEZ

I want to dedicate this achievement to my mother who was the engine that moved all my machinery to make this possible, in the same way to my son Jann Heiner who was the motivation to not desist in this fighting until reaching the goal.

HEINER LOBATON
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VERONICA CHAVEZ

I would like to express my gratitude to the University of Guayaquil for giving me the opportunity to become a professional and serve to the Nation.

HEINER LOBATON
ABSTRACT
The elaboration of this educational project was carried out considering all the regulations concerning to the realization of educational projects at the University of Guayaquil, specifically in the Faculty of Philosophy. All the specifications have been followed in all the chapters, respecting the use of quotations, research techniques and methodology. On the other hand, it was chosen a topic which will help significantly in the teaching learning process of the English language, because nowadays it presents many difficulties in its development in both academic and personal. The variables that served as research in the theoretical framework were selected according to the needs of the students and regarding to the failures that were detected at the same time when the researchers applied the observation classes and the poor performance in reading skill and its consequence in developing the reading comprehension. Once evidenced this problem, it was agreed to present a proposal based on basic vocabulary which aims to give a possible solution that will have a great influence on the learning outcomes. To accomplish this, several research tools were used which served to obtain a truthful and effective information that helped researchers to complete the presentation and implementation of this project successfully.
UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
ESCUELA DE LENGUAS Y LINGÜÍSTICA

TEMA: IMPORTANCIA DEL VOCABULARIO BÁSICO PARA MEJORAR LA COMPRENSIÓN LECTORA.

PROPUESTA: DISEÑO DE UNA GUIA DIDACTICA CON VOCABULARIO BÁSICO.

INVESTIGADORES: VERÓNICA CHÁVEZ Y HEINER LOBATÓN

ASESOR ACADÉMICO: MSc. LARRY TORRES

RESUMEN

La elaboración de este proyecto educativo, fue realizado considerando todos los reglamentos concernientes a la realización de proyectos educativos en la Universidad de Guayaquil, específicamente en la Facultad de Filosofía. Así mismo se han seguido todas las especificaciones en todos los capítulos, respetando el uso de citas, técnicas de investigación y metodología. Por otra parte, se escogió un tema el cual va ayudar significativamente en el proceso enseñanza aprendizaje del idioma Inglés, ya que en la actualidad presenta muchas dificultades su desarrollo tanto en lo académico como en lo personal. Las variables que sirvieron de investigación en el marco teórico, fueron seleccionadas de acuerdo a las necesidades de los estudiantes y a las falencias que presentaron en el mismo momento que se aplicaron las clases de observación, las cuales fueron bajo rendimiento en la habilidad lectora y su consecuencia en desarrollar la comprensión lectora. Ante la presencia de este problema se acordó presentar una propuesta basada en vocabulario básico, la cual pretende dar una posible solución que influirá mucho en los resultados de aprendizaje. Para realizar esto, muchos fueron los instrumentos de investigación utilizados los cuales sirvieron para obtener una información verídica y eficaz que ayudaron a los investigadores a finalizar con éxito la presentación, ejecución y aplicación de este proyecto.

| VOCABULARIO | ENSEÑANZA | ESTRATEGIAS |
**TOPIC:** THE IMPORTANCE OF BASIC VOCABULARY TO IMPROVE READING COMPREHENSION.

**PROPOSAL:** DESIGN OF A BOOKLET WITH BASIC VOCABULARY

**AUTOR/ES:** VERÓNICA CHAVEZ Y HEINER LOBATON

**REVISORES:** Msc. LARRY TORRES

**INSTITUCIÓN:** UNIVERSIDAD DE GUAYAQUIL

**FACULTAD:** FACULTAD DE FILOSOFIA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

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**KEY WORDS:** VOCABULARY  TEACHING  STRATEGIES

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Las variables que sirvieron de investigación en el marco teórico, fueron seleccionadas de acuerdo a las necesidades de los estudiantes y a las falencias que presentaron en el mismo momento que se aplicaron las clases de observación, las cuales fueron bajo rendimiento en la habilidad lectora y su consecuencia en desarrollar la comprensión lectora. Ante la presencia de este problema se acordó presentar una propuesta basada en vocabulario básico el cual pretende dar una posible solución que influirá mucho en los resultados de aprendizaje. Para realizar esto, muchos fueron los instrumentos de investigación utilizados los cuales sirvieron para obtener una información verídica y eficaz que ayudaron a los investigadores a finalizar con éxito la presentación, ejecución y aplicación de este proyecto.

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INTRODUCTION

English is the most commonly used language among foreign language speakers. Throughout the world, when people from different nationalities want to communicate, they commonly use English language. That is why it is called the language of communication. Moreover, managing it is not speaking English will enable you to contact people from all over the world and to travel more easily. However, this language contains other skills that help a lot in the development of the English. For that reason, the researchers have selected the reading skill for developing this project, putting more emphasize in the usefulness that vocabulary gives to it.

Vocabulary plays an important part in learning to read. Beginning readers must use the words they hear orally to make sense of the words they see in print. Students who hear more words spoken at home learn more words and enter to academic institutions with better vocabularies. This larger vocabulary pays off exponentially as students´ progresses through school.

Vocabulary also is very important to reading comprehension. Readers cannot understand what they are reading without knowing what most of the words mean. As students learn to read more advanced texts, they must learn the meaning of new words that are not part of their oral vocabulary.

The scientific research on vocabulary instruction reveals that most vocabulary is learned indirectly, and some vocabulary must be taught directly.

Rather than introducing a new word in isolation, teachers should introduce students to a rich variety of words that share the same root. This approach should help diverse learners including English language learners, make important connections among vocabulary words within the same family, and transfer core ideas across content areas.
Concerns about how to build academic vocabulary and weave its instruction into curricula are common among classroom teachers. This project reviews the research and offers some practical suggestions for teachers.

The proposal that the authors intend to introduce provides examples of classroom instructional techniques as well as specific activities for helping students build their vocabularies.

This research is divided in four chapters that follow the rules established for the elaboration of educational projects.

Chapter 1
Context of research, conflict situation, scientific fact, general and specific objectives, formulation of the problem, causes, and justification and importance.

Chapter 2
Antecedents, theoretical, epistemological, psychological, sociological, pedagogical, and legal foundations.

Chapter 3
Methodological design, types of research, population and sample, operationalization of variables, research methods, techniques and research instruments, data analysis, interpretation of results, conclusions and recommendations.
Chapter 4

Justification, feasibility, general and specific objectives, description of the proposal, pedagogical, sociological, legal aspect, and bibliography.
CHAPTER I

THE PROBLEM

RESEARCH CONTEXT

Nowadays, the teaching learning process of the English language in this country has changed considerably the last years. It is good not only for teachers but also for students who will increase their knowledge regarding this language. It is important to take into consideration the new and modern educational models that are used in schools, high schools, even universities.

The Unidad Educativa that has been considered for applying this project is “Francisco García Jimenez” where students of 8TH year were selected for developing the reading skill.

CONFLICT SITUATION

Most of public high schools in this country present a big problem related with the teaching and learning of the English language. The outdated teacher’s knowledge for imparting the classes, make students feel disinterested for this subject. Besides, the little importance given on the part of students even authorities create a bad self esteem for acquiring it. In addition, the correct practices for developing the reading comprehension are not enough for students.

First of all, it is worth considering that teachers make nothing for increasing the knowledge of this language. They feel comfortable giving their classes using traditional or obsolete methodologies that have not given good results since thirty or forty years ago. Even though the government is incentivizing them granting free seminars and scholarships they do not attend or simply or just they do not care.
Another point worth noting is the little importance that society gives to this language. It seems that people do not realize that the English one has always been considered the most important all around the world, used by everybody, especially with the rise of social networks, becoming more indispensable every single day. The problem detected by the researchers is happening at Unidad Educativa “Francisco García Jimenez”, where students do not give the real importance to the reading skill, being this the basis to develop the other skills. In the same way, the reading skills sometimes is considered as the least important for educators since they do not like to teach vocabulary that is the essential for developing this skill.

Another point significant is the little significance that society provides for this dialect. It appears that individuals do not understand that the English one has dependably been viewed as the most imperative all around the globe, utilized by everyone, particularly with the ascent of informal communities, winding up more key each and every day. The issue distinguished by the scientists is going on at Unidad Educativa "Francisco García Jimenez", where understudies do not give the genuine significance to the reading skills, being this the premise to build up alternate abilities. Similarly, the reading aptitudes some of the time is considered as the minimum critical for instructors since they do not prefer to instruct vocabulary that is the basic for building up this ability.

Moreover, in the wake of applying the analytic test to the understudies of eighth year of General Basic Education, at Unidad Educativa "Francisco García Jimenez", it wound up noticeably apparent that they don’t have enough vocabulary.

The absence of essential vocabulary has affected contrarily in the advancement of the diverse structures that the perusing expertise has, causing major issues in understudies that imagine comprehend or grasp what is the theme of the unit about.
Besides, the teachers do not utilize present day and valuable procedures for giving English classes basing just in old methodologies that as of now do not contribute with the prerequisites of the new instructive model. Typically when they make their curricular arranging, they adjust diverse themes to build the obtaining of the reading skills, nevertheless, they are not connected in class, making a hole in students’ mind.

**SCIENTIFIC FACT**


**CAUSES**

- Students do not gang enough foundation vocabulary learning.
- Teachers do not overhaul their insight with respect to the reading comprehension.
- Teachers do not utilize or do not make an extra instructive material.

**FORMULATION OF THE PROBLEM**

How does the design of a booklet with basic vocabulary influence in the improvement of the reading comprehension in students of 8th year of Basic Education at Unidad Educativa “Francisco García Jimenez” in the school year 2017 – 2018?
OBJECTIVES

General

- To determine the influence of vocabulary in the development of the reading comprehension through a field investigation, bibliographical and statistical analysis in order to design a booklet with useful activities based on basic vocabulary.

Specifics

- To establish the new vocabulary through a field investigation, bibliographical and statistical research.

- To distinguish the reading comprehension through a field investigation, bibliographical and statistical research.

- To design of a booklet with vocabulary activities to improve the reading comprehension through obtained data interpretation.

RESEARCH QUESTIONS

1.- What kind of foundation will be used as scientific content?

2.- What type of techniques will be applied to obtain true results?

3.- Will the objectives be accomplished completely?

4.- What kind of method will help in the development of the proposal?

5.- Will the booklet increase the scholastic yield of the students?
JUSTIFICATION

Dialect is the primary asset for correspondence, it is the way how individuals offer and express sentiments and thoughts with their comparative. Since old years have dependably existed thousand of dialects everywhere throughout the world, that have made that individuals are diverse with each other. In this way, every nation or region has its own dialect that can be seen just for the individuals who lives in these terrains. Sometimes, particular dialects are talked by a large number of individuals in various parts of the world, for example, the English one, that is the most utilized for correspondence as well as for business, legislative issues, religions, training, diversion, and fun through informal communities.

There are a few perspectives that make the English dialect so essential for correspondence in today’s world. Initially, it is the most well-known remote dialect, it implies that no less than three people of five utilize the English as a moment dialect.

For this situation, it implies in the Education field, the English dialect is critical for understudies, since they live in a time where the individual connections assume an imperative part in the advancement of the individuals and the correspondence is the primary instrument that individuals want to do it is the English. At the college thinks about, a major measure of understudies select their subjects in English with a specific end goal to make the material more available to universal issues.

That is the reason the significance of executing an instructional asset that advance the excitement and intrigue the two educators and understudies for transmit and secure separately the English as a moment dialect, for this situation the change of the perusing expertise.

Besides, the use of the proposition will have an awesome effect between the entire instructive group, for example, the expert, instructors, guardians,
and understudies, since the educating learning procedure will be refreshed continually through the ideal states assets.

It is necessary to take into consideration that with the new material introduced teachers and students will be the beneficiaries because they will improve considerably their scholastic yield and the good results will be reflected at the end of the school year. In the same way, parents will feel satisfied and proud of their students.
CHAPTER II
THEORETICAL FRAMEWORK

BACKGROUND

It is often said that the learning of the English language has become in an important tool for people that belong to a modern society. Moreover, knowing English is no longer a privilege but a necessity that can be used in formal or non-formal way. For that reason, the purpose of this investigation work is to contribute with the development of this foreign language by means of bibliographical studies divided in different foundations that support its scientific content.

In this way, regarding with the laws for the elaboration of educational projects established by the University of Guayaquil and this Faculty, it has been found in the library and sources in internet some similar topics, but developed from another point of view, it means that the academic content, and ideas shown in this project are different and original.

THEORETICAL FOUNDATION

VOCABULARY

Definition

As said by (García Flores, 2009), "The profitability of the dialect that a man appear in a discussion measures and mirror the level of instruction and knowledge. (p.1).

Securing vocabulary is the primary essential advance when taking in a remote dialect. It isn't just about words, yet in addition knowing the significance increment the learning procedure.

Vocabulary originates from the latin word vocabulum that implies gathering of words that are represented decided individuals at wherever and share a similar dialect.
Martin, (2009), contends that "Vocabulary is the gathering of the considerable number of words extremely utilized by the speaker at a particular talk execution". "Vocabulary is the arrangement of the considerable number of words that are open to the broadcaster at a decided period" (p.157).

For a talker, the vocabulary is the gathering of lexical words that is utilized to speak with others or to express thoughts, conclusions, articulations, sentiments, feelings, and so on. At the point when a vocabulary is clear and it can be shown through oral or composed, offer ascent to the phonetic procedure; in any case it must consider that the more utilize diverse vocabulary the more taught will be.

Along these lines, vocabulary is comprised of words that have a place with a dialect, can be considered as a gathering of words that intensify a dialect, consolidating articulations or slangs with specific importance.

In some cases understudies frequently unwillingly separate the value of vocabulary to their dialect learning. Besides, securing new words help understudies to stay in contact with others by methods for composing or talking, this prompts a superior perception.

**TYPES OF VOCABULARY**
Learning vocabulary in another dialect is a troublesome procedure that benefits cognizant faculties for securing it accurately. Nonetheless, exist distinctive sorts that advantage its obtaining. The accompanying sorts of vocabulary will help to this procedure.
Dynamic or Productive Vocabulary

The vocabulary individuals utilize it consistently in a typical discussion with companions, family, or partners in work, home, schools, and so forth it can be created for the speaker effortlessly and straightforwardly when it is required, without the need of searching for help to state something.

Detached or Receptive vocabulary

This sort of vocabulary can be comprehended without issue and without help, be that as it may, it is hard to deliver a written work or oral message. The vocabulary is a helpful device for social adjustment, and to have the capacity to speak with a more extensive scope of individuals, it is regular to contrast the vocabulary of a man and their level of instruction and culture.

This point mirrors the involvement with various dialects; even without linguistic use, with some valuable words and articulations, understudies can regularly figure out how to impart. Lewis (1993) went further to contend, "lexis is the center or heart of dialect" (p. 89).

Learning English is a standout amongst the most monotonous things that we confront (Student and non-Student), since it appears that never closes, that we have not sufficiently adapted, and that dependably seem an ever increasing number of words to learn. Each dialect has a fortune trove of lexical terms, assembled together in their comparing Academic Dictionary, which are accessible to all people of the etymological group. However, every single one of these individuals and does not have, nor known or utilized as a part of a similar way that rich vocabulary.
The dictionary of a dialect can be learned in three levels of usage: to level of the individual speaker, at the level of the social gatherings that utilization them, and at the level of one's own dialect.

(Phillips, Francis, Webb, and Bull, Oxford Advanced Learner's Dictionary of current English, 2010) Say that: "Vocabulary is every one of the words and expressions utilized as a part of a specific dialect or subject; every one of the words and expressions utilized and known by a specific individual or gathering of people.(pág. 885)

The behaviorists see impersonation and the act of the key procedures in the improvement of dialect. The behaviorist hypothesis clarifies the learning as far as impersonation, practice, fortification and propensity. In view of this hypothesis, there is most likely that those four perspectives assume an imperative part in the learning of vocabulary of a moment dialect.

The development of the impersonation and practice is that when understudies hear another word, they should copy the articulation of the word and read it a few times. Likewise, they should shape a propensity for learning. This implies understudies must hold on in day by day learning.

The understudy must continue on by and by more often than not of learning. There is a mental avocation in light of the fact that, different things being equivalent, the amount and the lastingness of the learning are in guide connection to the measure of training.
Strategies for Teaching Vocabulary

Since vocabulary information is basic to perusing perception, it is essential that those working with youthful readers help cultivate their improvement of a vast "word bank" and successful vocabulary learning systems. There are a few viable unequivocal (deliberate, arranged direction) and verifiable (unconstrained guideline as a youngster comes to new words in a content) techniques that grown-ups can utilize with readers of all ages. Barcroft, Sunderman, and Schmitt, (2011).

Each instructor utilizes the word system inside the educating learning process as a gathering of basic activities in the arrangement and utilization of showing methodologies; an indistinguishable that serve from key instruments to create exercises that together form the information of the students with content that acclimatize the dynamic interest of the understudies. This ought to be supported by the procedures utilized by the educator, since the encompassing condition must have an air that invigorates them to make their own insight and deliver its own particular significance and inside which the instructor can direct the tyke or young lady well ordered to elevated amounts of autonomy, flexibility and knowledge to teach themselves. Barcroft, Sunderman, and Schmitt, (2011).

Methodology is an arrangement of plans methodically organized by the educator where to get characterized targets for the learning of understudies. The reason for the entire system is to spur the understudy to want to need to learn. In this sense, it should serve to excite the premium and interest, however in the meantime we should keep the understudy that you will have issues with figuring out how to be rejected, contrasted and other unduly hurt their confidence staff. Alali and Schmitt, (2012).
Must be a positive decision of technique, handling under reasonable criteria and in an organized way not just for the kid or young lady that at some time demonstrate learning trouble, as they allude to a sensible approach is obstructing perceiving how decisions are made for they are inside the compass of the assets of the instructive establishment, guaranteeing the accomplishment of their own insight and abilities to clarify such strategies. Alali and Schmitt, (2012).

As per Nation and Meara 2010, vocabulary direction is isolated in 2 organizes, the unequivocal and the certain right now of showing it. The creators clarify these stages as take after:

**Explicit Vocabulary**

**Previous-teaching Vocabulary**

Instructing unordinary words utilized as a part of a content before the perusing knowledge to the understudies is a decent strategy for showing vocabulary since they will request the importance of these words at that point, they will be examined until to comprehend and understand them completely.

It is basic for understudies that the educator clarifies the interpretation of the words as well as the importance of them. It will allow understudies examine the comprehension of the entire expression.

**Repeated Exposure to Words**

It might seem visit rationale that the more circumstances we are available to the components of a word, the more grounded our discerning progresses toward becoming. Notwithstanding, rehashed contact to new
words is every now and again unnoticed. Giving many opportunities to utilize another word in its composed and talked frame enables understudies to solidify their comprehension of it.

**Watchword Method**

In this technique the irregular words are considered before beginning perusing a specific content. It comprises of understudies must recall the meaning of the new word and not definitely the interpretation. The utilization of illustrative pictures will interface the word with its significance.

The principle motivation behind this technique is to deliver a simple psychological connection to the word's implying that the reader can enter productively amid the perusing procedure.

**Word Maps**

Word maps encourage individual who peruses grow finish understandings of words. The understudies review read material to build up which words are obscure. For each new words the understudies create a realistic organizer for the word. At the highest point of the organizer is the vocabulary. Stemming of the word are three classes: grouping, qualities and cases. Utilizing foundations understudies fill in each of these three classes.
Rebuilding Reading Materials

This approach is especially significant for helping focused on readers advance their vocabularies. Teachers need to revamp the pedantic materials in various angles keeping in mind the end goal to enable readers to fathom them all the more effortlessly. Hard words can be supplanted with less demanding equivalent words to enable the readers to comprehend the general content.

Understood Vocabulary

Coincidental Learning

Coincidental vocabulary learning occurs at a similar snapshot of perusing. It is connected in the shape how a word is used in a section and how and the way how understudies comprehend them with a specific end goal to know its significance. It isn't vital to know the significance of a word however the importance of the setting of the content. Instructors should duplicate this kind of accidental vocabulary learning for understudies keeping in mind the end goal to enable them to build up their own aptitudes.

Setting Skills

Setting abilities are the procedures or methods that a man who peruses utilizes for accidental vocabulary learning. Messages dependably groups diverse ways how comprehend a word or an expression. It is vital that understudies concentrate on each word, as well as in all the announcement since new words may go unnoticed when the content has been fathomed and exist a general thought of its clarification.
Free word-learning methodologies

These are systems that educators can make and show them to understudies with the reason for they can distinguish and make sense of the implications of obscure words. Despite the fact that a few books have a great deal of new words, understudies can build up their comprehension with the assistance of a lexicon, it will decipher the words that they definitely know.

Word reference Use

Educating in lexicon utilize that middle on having understudies look for words and utilize edification from their depictions keeping in mind the end goal to compose articulation does not supply understudies with the heading they have to influence lexicon to utilize a proficient free word-learning methodology.

Truth be told, the more understudies are available to the components that present the scholarly world, the better their assertion learning. The basic position is that understudies get preparing in how to utilize what they find in a lexicon section so they can translate the mysterious and conventionalized substance of definitions into usable word information.

This direction incorporates displaying what to look like up the importance of an obscure word, verbally processing about the different definitions in a passage, and choosing which the most proper definition for a specific setting is. Country and Meara (2010).
Components on vocabulary program

There are four parts on a powerful vocabulary program:

- Wide or broad autonomous perusing to grow word information.
- Instructions autonomous word learning methodologies
- Instruction is particular words to improve cognizance of the content containing those words.
- Word awareness and word play exercises to propel and improve learning

Characteristics of successful vocabulary

As indicated by Nagy, 2008 to be powerful, vocabulary must give both sufficient definitions and outlines of how words are utilized as a part of normal sounding. Safe to state that great definitions and settings are an insignificant prerequisite for good direction, however they in no way, shape or form debilitate what can be put into a decent vocabulary lesson (page. 7)

To be viable vocabulary must give both satisfactory definitions and delineations of how words are utilized as a part of characteristic settings, techniques for vocabulary that most adequately enhance perception of content containing the educated words go a long ways past giving definitions and settings. Some regular properties or standards should help educators to create and assess particular instructional strategies and furthermore to adjust techniques for vocabulary direction adequately to specific classroom circumstances.

The three properties of vocabulary guideline that is viable in expanding perusing appreciation can be distinguished: coordination, reiteration, and important utilize.
Combination

The primary property of capable vocabulary is that it coordinates trained words with other information. Understudies will tie in new words with natural ideas and experience. This accentuation in direction is an outgrowth of pattern hypothesis. The substance of outline hypothesis is that learning is organized of set of connections and sees new data by relating it to whit understudies definitely know.

Redundancy

Vocabulary should along these lines guarantee not just that readers comprehend what the words implies, yet in addition that they have had adequate practice to make its importance rapidly and effectively available amid perusing. It ought to be focused on that redundancy is essential and advantageous, in any event for a few words.

Significant Use

Successful vocabulary encourages understudies to utilize the taught words definitively. Students take in more when they are effectively included. Vocabulary that influence student to consider the significance of a word and requests that understudies do some important handling of the word will be more compelling than guideline that does not, understudies make surmising in light of their significance.
PRINCIPLES OF VOCABULARY DEVELOPMENT

Since words are the essayist's most critical apparatuses, vocabulary advancement must be an imperative and continuous piece of classroom learning.

Laflamme (2007) offers a few key rules that should control the creation and execution of a far-reaching vocabulary advancement program.

1. Teachers need to give particular trainings of the strategies that will be utilized for building up an expansive and fluctuated vocabulary. This preparation can be offered both formally by methods for the dialect expressions program, and casually by method for different classroom connections, for example, story time with understudies.

2. New words must be identified with understudies' earlier learning and foundations. Regardless of whether understudies are unable to relate these words in their mind it will be troublesome for them to have the importance of them.

3. Every one of the words that understudies have procured both their scholastic life and individual encounters must be placed by and by when they speak with others in the general public. (Ediger, 1999, p. 7). With a specific end goal to do this effectively, understudies need to groups the eagerness and feel sure to utilize these new words in classroom. Additionally, they need to apply them in their execution either talking or composing.
4. The reiteration of the new words either talking or composing can influence understudies to retain them, and additionally the act of sentences utilizing new words can progress toward becoming familiar. (Laflamme, 1997).

5. Educators should form an enthusiasm for and enthusiasm about new words by methods for their own practices and dispositions. Instructors who are amped up for vocabulary improvement will naturally look for "open to instruction times" for the duration of the day, bringing up intriguing words as they assemble in writings, stories, or discussion; soliciting understudies to investigate elective courses from communicating ideas; and recognizing vivid, unmistakable methods for talking and composing.

6. The instructive group must be wholeheartedly devoted in creating vocabulary long haul. The procurement of new words must be joined at each level of study.
Vocabulary Learning and Vocabulary Retention

Is indicated by Llamosas Corrales, (2011), contends that underlined the estimation of visual guides in showing vocabulary in reference to instructing vocabulary to middle of the road understudies, which is the subject of the present research; French Allen clarifies that instructors at this level utilize three approaches to demonstrate the implications of vocabulary words:

1. Pictures,

2. Clarifications in the understudies' own dialect,

3. Definitions in straightforward English, utilizing vocabulary that the understudies definitely know (págs. 19,20).

In this way, in light of research contemplates, dispersed modification and various experiences with a similar word animate vocabulary learning and improve vocabulary maintenance. Furthermore, it likewise turned out to be evident that the vocabulary showing procedure ought to fortify students however much as could be expected through more channels, that is, a multi-tactile approach is wanted to educating of vocabulary.

The educators must set aside a few minutes for having a short straightforward correspondence where the understudies express their encounters in the classroom, for having important utilization of the new words.
READING COMPREHENSION

Definition

In defining any literacy-related term, perhaps the first place to look is the Literacy Dictionary (Harris & Hodges, 2005). The entry for comprehension is one of the longest in the book, multiple definitions are offered. One deals with the reconstructing of the message of a text. Another focuses on the understanding of individual words; still another deals with the symbolic meaning of an experience. The authors feel that the following definition offers the most comprehensive and instructionally useful definition of reading comprehension.

Reading comprehension is the construction of the meaning of a written or spoken communication through a reciprocal, holistic interchange of ideas between the interpreter and the message. The presumption here is that meaning resides in the intentional problem-solving, thinking processes of the interpreter, that the content of the meaning is influenced by that person’s prior knowledge and experience. (Harris & Hodges, 2005, p. 39)

Noteworthy in this definition is the word construction. Reading comprehension is not simply the recall of information encountered in text. Reciprocal implies that the reader brings something to reading comprehension, it is not just the information in the text; the information that the reader already possesses also influences the construction of meaning. In addition, problem-solving, thinking processes suggest that the reader is actively involved in attempting to construct meaning. This also insinuates that the interpretation or understanding that a reader may construct may not be the same understanding constructed by another reader of the same text.
Readers filter the text through their own background knowledge, biases, and other predispositions that affect how they interpret text. They filter all that information through their own existing knowledge, experiences, biases, and other predispositions to come to quite different interpretations on who should be the next leader of the country.

**BACKGROUND KNOWLEDGE**

The definition presented suggests that a key component of comprehension is the background or prior knowledge that a reader brings to the reading task. That background knowledge can include knowledge of the format and conventions of reading and the printed page, it can include an understanding of the purpose for the reading, and, perhaps most especially, it needs to include some knowledge of the content of the material to be read. The importance of background knowledge in reading has been demonstrated in a program of study and research termed schema theory (Anderson & Pearson, 2004; Rumelhart, 2000).

According to schema theory, comprehension is not only a bottom-up process driven by sensory input of letters, words, and text; it is also a top-down process in which the students brings their own knowledge on a topic and problem-solving skills to the task of making meaning from text. Many studies have demonstrated that readers' background knowledge profoundly affects how well they comprehend what they read (e.g., Adams & Bertram, 2010; Durkin, 2011; Pearson et al., 1979).

Moreover, background knowledge is particularly important for inferential comprehension, which involves constructing understandings of information that is not directly stated in the passage but implied. This is because the readers are able to relate the implied information to their own background knowledge and prior experiences.
Clearly, comprehension is more than a matter of reading the words. It needs to involve the reader in actively making decisions, solving problems, and using background knowledge in an attempt to make sense of the passage.

**COMPREHENSION STRATEGIES**

The readers and what they bring to the reading task are important for comprehension. However, let the reader has to be reading something for reading comprehension to occur. The text and the information in the text are also important. Readers need to process the information in the text. This is done, to some extent, through the fluent decoding and understanding of words in the text. These bottom-up processes are driven primarily by one’s visual and auditory senses. In the view of the authors of this project, both processes are important, and an interaction between the bottom-up and top-down processes provides the optimal conditions for comprehension that actually take place.

A common description of reading comprehension states that comprehension is the process of making connections between the new information in the text and the known information in the reader’s head. This description implies that there are strategies that readers use to make the connections between the text and their own background knowledge or schemata. These interactions lead to the new schemata or to greater elaborations of existing schemata. When schemata are built or altered because of these interactive comprehension processes, new learning or comprehension takes place. These interactive processes that make connections between what the reader knows and the information presented in a text are what we call comprehension processes. Their own process of comprehending while you read is so well developed and automatic that you may not be fully aware of the fact that you are actively using your own comprehension strategies while reading. However, the fact of the matter is that if they are good comprehenders, they are using
strategies to help make sense of what students read. If they created a mental image while students read the sentence about walking down the alley, educators can put a comprehension strategy to work.

Some strategies are used more often than others, some are used with particular kinds of texts, and some are used with all texts. But the fact of the matter is that reading is an active process of constructing meaning that goes well beyond simply reading the words and knowing what the words mean. It is an elaborate dance between the readers and the text in which they attempt to filter the information through their own background knowledge so that the new one can fit within the existing knowledge structures or schema that the readers have in place.

In recent years, literacy scholars have attempted to identify comprehension strategies that have been shown through research to facilitate comprehension. In particular, the National Reading Panel (2000) has identified a set of research-validated strategies. These include mental imagery, comprehension monitoring, cooperative learning, graphic organizers and story structure, question generation and answering, and summarization. Other scientific reviews of the comprehension and learning research have identified other promising strategies for promoting textual understanding.

In particular, Marzano, Pickering, and Pollock (2001) noted that identifying similarities and differences, constructing nonlinguistic representations, and generating and testing hypotheses have strong potential for improving students’ learning through text.

In their research into effective reading instruction, Pressley and Wharton-McDonald (2002) noted several additional strategies they call transactional in nature that have been shown to improve comprehension. In addition to
the ones previously mentioned, they identified responding to texts based on prior knowledge and interpreting text.

LEVELS OF COMPREHENSION

Comprehension is indeed a complex process, and there are many ways to examine comprehension. One helpful way to look at comprehension is through the levels or types of comprehension readers do when reading.

Thomas Barrett (Clymer, 2008) developed a simple three-level taxonomy that is useful in understanding how readers comprehend. The first level is literal or factual comprehension. This refers to the simple understanding of the information that is explicitly stated in the text. In the sentence, The dog chased the three children across the field, the literal comprehension involves knowing that it was a dog that was chasing, that the dog was chasing three children, and that the chase occurred in a field. Applying the definition of comprehension, literal comprehension is heavily reliant on the information presented in the text.

Barrett’s second level, inferential comprehension, refers to information that relies on information that is implied, or not explicitly stated in the text. In the sentence example, inferential comprehension allows the reader to infer or guess what kind of dog was chasing the children, if the dog was barking or not, the ages and gender of the children, and the nature of the field that the children and dog were crossing. These pieces of information were not explicitly stated in the text; however, the readers could call up their background knowledge about dogs chasing children to make reasonable guesses about the scene. These are inferences that most readers can agree on. Most readers, for example, would agree that the dog was barking and that the children were running. From the definition of comprehension presented earlier, inferential comprehension can be seen as relying significantly on both the text and the reader.
Barrett’s third level, critical or evaluative comprehension, involves the reader making judgments about various aspects of the text, the literary quality of the text, the competency of the author, the righteousness of the characters, and their actions, and so on. This level of comprehension obviously relies on the text, but largely, it requires the reader to make personal judgments about it. In a sense, these are inferences also, but they are highly dependent on the individual and unique background of the reader. One reader may love the passage, and another may have disliked it intensely. All three levels of comprehension are important and need to be fostered. In the past, however, literal comprehension was the primary focus of instruction, perhaps that is because literal comprehension is easier for a teacher to deal with the facts are indisputable, and questions that focus on literal comprehension are simple to develop and evaluate. Literal comprehension, however, requires little in the way of engaged thinking and problem solving on the part of the reader. It is the second and third levels of comprehension, inferential and critical, that challenge the reader to actively engage their backgrounds knowledge and reasoning skills to construct meaning, it that is not simply stated in the written text but meaning that can be discussed and debated. These levels make reading comprehension a thinking task rather than simply a recall task. Research into effective classroom instruction in reading has found that effective teachers are more likely to focus on inferential and critical comprehension, the higher levels of comprehension, than less effective teachers are.

TEACHING COMPREHENSION

As students can probably infer from the previous presentation, the teaching of comprehension can be quite involved and complex. Teachers need to ensure that students have basic pre-requisite decoding, fluency skills, sufficient vocabulary, and background knowledge for the text to be read; they need to choose texts appropriately, the right level of difficulty and a good balance between narrative, informational, and other genres. Beyond these, however, teachers need to be
aware of the appropriate level of support or scaffolding students need in the process of reading and learning to use various comprehension strategies.

Pearson and Gallagher (2003) propose a model of instructional support, called the Gradual Release of Responsibility Model, that the authors of this project find very compelling and that they hope students will seriously consider in their own approach to instruction. The model proposes three levels or phases of teacher–student responsibility in any sort of learning, but in particular learning to comprehend from text. In the initial phase, the teacher takes on the bulk of the responsibility for the lesson as models for students the processes and strategies that students are to learn. In practice, this is done by the teacher describing the process or strategy, presenting analogies of the process from other tasks with which students are familiar, and implementing, displaying the process for students to view on their own. Throughout this modeling, the teachers often comments on their own implementation. In other words, what the teachers are doing and what they are thinking. In this process, often called think aloud, the teacher takes that which is normally invisible and makes it visible through actions and verbalizations. The teacher may have to model the process in this way several times over the course of several days. The second phase of the model is joint responsibility, where both the teacher and students take responsibility for task implementation. They may do the task together or do different portions of the task. Students may engage in the task under the watchful eye of the teacher who observes, gives feedback, and evaluation, and encourages student work. Again, the guided practice may require a number of attempts over several days. Throughout the second phase of the model, the teacher is slowly pulling away from the task, allowing the students to take more and more responsibility. The third and final phase has the students in complete control of the implementation of the process. They work independently with minimal support from the teacher, unless requested. The goal for the students is to develop skill and fluency in the implementation of a particular strategy and integrate it into their own repertoire of reading strategies. At this point, the students have developed ownership of that strategy and should be
able to apply whenever they feel necessary. Comprehension is not something that happens automatically in the mind of the readers as they engages with print, even though it may seem that way to adult proficient readers.

Reading comprehension is an active, thoughtful, strategic, and multidimensional process that readers employ to take in new meaning from the written text and fit it into their existing knowledge structures. It is a process by which human beings learn. It is the job of teachers to help students become aware of, or acquire, and employ this process in their own reading.

EPISTEMOLOGICAL FOUNDATION

As per Klein, (2005) Epistemology is a standout amongst the most imperative zones of logic. It is worried about the nature, sources and cutoff points of information. Epistemology has been essentially worried about propositional information, that is, learning that such-and-such is valid, instead of different types of learning, for instance, learning how to such-and-such. There is a huge swath of perspectives about propositional information, yet one for all intents and purposes all inclusive presupposition is that learning is genuine conviction, however not unimportant genuine conviction.

Epistemology is the examination into the position and nature of learning. The investigation of this science fixates on the way of obtaining information and how it can be separated among truth and phony.
PEDAGOGICAL FOUNDATION

Definition

Teaching method is the science that reviews the way and the way how transmit information, can be experimentally or exactly. Training is the procedure and consequence of getting to be noticeably comparable a procedure of information and of cultivating capacities and schedules in the end guaranteeing a guaranteed phase of progression of psychological necessities and abilities to play out some sort of handy movement.

As indicated by (Lorenzo Viego, 2014) Pedagogy is basically a blend of learning and abilities required for compelling educating. It makes a contrast in the scholarly and social advancement of understudies. Great instructional method requires an expansive collection of methodologies and supported regard for what produces understudy realizing.

Constructivism

The term alludes to the possibility that students build information for themselves. Constructivism manages the way individuals make significance of the world through a progression of individual builds.

As per (Dutti, 2011)said that Piaget refered to by Goody Brophy (ob. cit.) says that: "we are conceived as processors of data, resources and exploratory, and we assemble our insight as opposed to taking it effectively made in light of the experience or education"(page. 2).

Constructivism in educating English

Gagnon, Jr. G. W. and M. Collay (2001) contend that one critical rule in constructivist current to show English is an activity introduction. Helpful learning in its diverse structures, they can be match work, assemble work or some other types of discovering that the educator make or ad lib as per the substance of the lesson, imaginative and dynamic execution in classroom exercises, learning by adjusting ventures, and learning by
instructing, have been thought about as the most vital issue alluding to the activity arranged strategy.

Another constructivist technique in showing English as per Marlowe, B. A. and Page, M. L. (2005) is the individualization of realizing which is fixated on the disciple.

Calorie counter Wolff (2014) states that the training can be influenced for a quality educating. For this situation the researcher will be the individual who assess and acknowledge whether the assets that the instructor is utilized are the suitable for the new class. This possibility make that understudies develop their own autonomy, along these lines, they will choose their sort of getting the hang of as indicated by their requirements and preferences. In any case, this procedure will be fruitful as long as the understudy has been guided at early years of concentrate keeping in mind the end goal to end up plainly mindful and take certainty to be constructor of their own insight.

As indicated by Williams, M. and Burden, R.L. (1997), there is another standard of constructivism identifies with all encompassing dialect encounter which is based to content-situated to showing English and it is every now and again noted in a remote dialect class. With respect to this strategy, it will be more successful when it is connected in genuine conditions.

Zubirià Remy, (2004) demonstrates that the constructivism rises as a worldview of learning and the obtaining of information that has been committed to the investigation of the connection amongst learning and reality, expressing that the fact of the matter is characterized by the development of individual implications from the co-development of the person with his condition, where the capacity to copy or perceive truly the fact of the matter is the non-existent (page. 16).
How Constructivism Impacts Learning

Teachers fixates on making relationship among substances and advancing new comprehension in students. Constructivism asks understudies answer and urge them to look at, find, and surmise data.

An extra supposition that separates logical from normal ideas is that a man take in new things from early years until obtain the logical information in researcher years, from here they are encouraging their experiences.

As per (Villar, 2001) Said that Piaget: trusted that the psychological adjustment as partner organic, comprises of a harmony amongst absorption and convenience: no settlement without osmosis or the other way around: the subject fundamentally part of a past structure assimilator, however each time the subject acclimatizes something, this something produces certain changes in the assimilative blueprint. thus, the subject just can make housing inside specific points of confinement forced by the need to save to some degree the structure past assimilator (page, 270).

SOCILOGICAL FOUNDATION

Sociology involves the study of society. School is a miniature society and what happens in a society also happens in a school situation. Like parents in a family, teachers take important roles in a school. The factors which are dealt with in a social context may be classified under human, environmental and organizational factors.

The sociology aims to discover the nature of social phenomena’s and laws of its behavior at any time. Making use of the methods of careful
observation, logic compotation and systematic generalization which are the fitness scientific characteristics. Durkheim (2001)

**Sociology of education**

It is the scientific analysis of the social processes and patterns involved in the educational system. Education prepares young people for entry into society and is thus a form of socialization. Sociology of education looks at education as evolving form and altering the social environment. From a sociological point of view, education is the organized and regulated process by which society transfers knowledge and values to young people for adult social roles. Sociology of education is part of social science largely concerned with the mass educational systems of modern societies. It contains sociological themes such as social bedding, valuable development and culture. Camacho (2006).

**Sociology in the classroom**

In an environment, in this case a classroom, is required that all students interact and take part of reading practices or some activities following the same purpose. Teachers must take the role of leaders in order to guide and to serve as a mediator among students and new knowledge.

According Moreno Rubio (2009), effective teachers do not only have a teacher-student relationship in the classroom, but also demonstrate interest in students’ lives beyond the classroom, using a big amount variety of methodologies to interchange with them when they are not in class or high school. This also promotes learners to carry out their best effort in the classroom.

Students really appreciate the teacher who attends social event with them, this increases students’ participation and motivation, which enhance a
more favorable leaning environment, and challenge the students to succeed.

As a result, an educator who demonstrates kindness, friendship, confidence, and empathy to the students the results expected either academically or personally will increase satisfactory since in an educational process the good relationships between the persons involved in it, influence a lot for a good performance of the apprentices. This leads to increase the affective filter of them. Moreno Rubio (2009).

In the realization of this project, it intends to adapt the interaction between students, it will serve to encourage them to share information at the moment when they read in order to understand and to comprehend the text. As a goal this activity makes that in a small group every student is given a chance to express themselves as compared to the whole class.

This gives an opportunity to some students who cannot assimilate what they have read and be ashamed when there are many people around them. This helps students to build self-confidence because their point of view can be taken into account by their classmates. It can also construct a routine of interchanging opinions or creating things together for the good relationships previously explained.

LEGAL FOUNDATION

The Constitution of Ecuador

Article 26. - Education is a right for people throughout their lives and an inescapable and unavoidable duty of the State. It constitutes a priority area of public policy and State investment, guarantee of equality
and social inclusion and an indispensable condition for the good life. Individuals, families and society have the right and the responsibility to participate in the educational process.

**Article 27.** - Education will focus on the human being and ensure its holistic development, within the framework of respect for human rights, the sustainable environment and democracy; it will be participatory, mandatory, intercultural, democratic, inclusive and diverse, quality and warmth; promote gender equity, justice, solidarity and peace; stimulate critical sense, art and physical culture, individual and community initiative, and the development of skills and abilities to create and work.

**Article 28.** - Education respond to the public interest and will not be at the service of individual and corporate interests. Ensure universal access, retention, mobility and exit without any discrimination and mandatory at the level initial, basic and secondary education or equivalent.

**Science, technology, innovation and ancestral knowledge**

**Article 385.** - The national system of science, technology, innovation and ancestral knowledge, within the framework of respect for the environment, nature, life, culture and sovereignty, will have as a purpose:
1. Generate, adapt and disseminate scientific and technological knowledge.

2. Recover, strengthen and enhance the ancestral knowledge.

3. Develop technologies and innovations that boost domestic production, raise efficiency and productivity, improve the quality of life and contribute to the realization of the good living.

**Article 386.** - The system shall include policies, programs, actions, resources, and be incorporated into State institutions, public research
institutes, universities and polytechnics and individuals, public and private companies, non-governmental organizations and natural or legal persons, as are activities of research, technological development and innovation and those linked to the ancestral knowledge.

The State, through the competent body, coordinate system, establish goals and policies, in accordance with the National Development Plan, with the participation of the actors that comprise it.

**Article 387.** – It is the responsibility of the State:

1. Provide and promote the incorporation of the knowledge society to achieve the objectives of the regime's development.

2. Promote the generation and production of knowledge, promoting scientific and technological research, and enhance the ancestral knowledge, and contribute to the realization of good living.

3. Ensure the dissemination and access to scientific and technological knowledge, the usufruct of their discoveries and findings within the framework of the provisions of the Constitution and the law.

4. Guarantee freedom of creation and research in the framework of respect for ethics, nature, the environment, and the rescue of ancestral knowledge. Recognize the status of researcher in accordance with the law

**Common European Framework**

The Council of Europe was established to defend human rights, parliamentary democracy and the rule of law. In pursuit of these goals it develops continent-wide agreements to standardize the social and legal practices of member states and promotes awareness of a European identity that is based on shared values and cuts across different cultures. These concerns explain why the Council
of Europe attaches great importance to the maintenance of linguistic and cultural
diversity and encourages language learning as a means of preserving linguistic
and cultural identity, improving communication and mutual understanding, and
combating intolerance and xenophobia.

The CEFR’s proficiency levels

The CEFR’s action-oriented approach to the description of language use supports
what might be described as the horizontal dimension of language learning and
teaching. At any level of proficiency it enables us to consider how the capacities of
the language learner, the different aspects of language activity, and the conditions
and constraints imposed by context combine to shape communication. But the
CEFR also has a vertical dimension: it uses some parts of its descriptive apparatus
to define language proficiency at six levels arranged in three bands – A1 and A2
(basic user); B1 and B2 (independent user); C1 and C2 (proficient user). We can
use these common reference levels as a starting point for the elaboration of
language syllabuses and curriculum guidelines, the design of learning materials,
and the assessment of learning outcomes. We can also use them to plot the
progress of individual language learners over
time and as a basis for comparing language courses, textbooks, examinations, and
qualifications. It is important to emphasize that the levels are not normative. The
CEFR should rather be thought of as “a concertina-like reference tool that
educational professionals can expand or contract, elaborate or summarize,
according to the needs of their context”.

CHAPTER III

THE METHODOLOGY

METHODOLOGICAL DESIGN

The methodological design will allow to the researchers to set down the plan in order to obtain the responses of the difficulty to be examined and to be able, step by step, to achieve the goals expected. Furthermore, it also helps to distinguish among the different kinds of research and leads the direction.

This investigation is centered in the examination from the qualitative-quantitative perspective in order to reach the basis of the problem and achieve the specific objectives that take place in the didactic guide which includes some academic characteristics and methodologies for the improvement of the reading comprehension, which will provide students a better understanding putting in practice the knowledge that they already know.

The sources that have served for the development of this research have been of great importance since they have helped with meaningful achievement and it is also in charged in guiding to the correct place where the research is conducted.
TYPES OF INVESTIGATION

According to Garcia (2016) "In science there are different types of research and it is necessary to know their characteristics to know which of them fit the research that will perform" (Page.25)

The types of research allow the authors to define the approach that will have the research, it also covers different aspects like the different instruments that will be used for data collection and its subsequent analysis, is one of the most important steps since it defines what kind of methods and techniques will use the authors in the research process.

Qualitative Research

It is the description of the qualities of a phenomenon. It is in the quest to understand a part of the situation. Without measuring, or test what level it is the reality of the situation, revealing many characters as possible. Try to obtain a deep understanding of the context, because it is an inductive study, with holistic perspective, that is considered as a whole.

No measures, this does not support a statistical analysis, this research includes findings not provided, it interacts with the research subjects and the phenomenon being analyzed and perceived from its aspects, aside prejudices and beliefs. (Maldonado, 2015 p.49).

Qualitative research goal is to get a better thoughtful through personal experiences, honest commentary, and citations of actual conversations. It aims to comprehend how the integrants develop meaning from their environments, and how their meaning impacts their consequences.
This type of research involves describing in specific details situation using research techniques like interviews, surveys and observation guides.

**Quantitative Research**

This process is based on the scientific and rationalism, as institutionalized epistemological positions. With a rooted bonding to the traditional science, and with an objective-neutral criteria. It is found in facts, subtracting attention to equality of individuals.

This type of research allows the authors to examine the numerical data in the statistical field.

To this quantitative methodology is required making a relationship between the elements of the research problem and the linear nature, giving clarity between elements of the investigated phenomenon confronting the problem and what direction is, what kind of impact is in their elements. (Maldonado, 2015 p.48).

In the different types of research used in science, the characteristics are recognized and distinguished according to the proposed research.

**Descriptive Research**

A descriptive study as its name indicates it seeks to describe in a more specific way the object to be studied, to determine its characteristics, the most important, to then be able to know how this object of study will be measured the instruments that will carry out this process to know what we are interested. (Del Cid, Mendez, & Sandoval, 2007, (page. 29)
This kind of research helps the authors to analyze the characteristics of the phenomenon to be investigated, also to know how it will be examined, and where it will be applied.

For the development of this project this kind of research helped us to define characteristics of a population that has been considered for the realization of this educational project.

The appearances used to describe the situation or population are usually nearly kind of unconditional scheme also recognized as descriptive categories. Descriptive research often leads to the explanatory research.

**Explanatory Research**

The causes and effects grouped in one set of hypothesis is the main stage of this kind of research. In order to define connection, it is important to take into account the variation that can suffer the variables during the investigation process, which can cause the modification in other variables. Other causes also need to be measured whether there is a change in the got results, since it can modify the experimental investigation related to statistical approaches. This type of research indicates that it is very important to search because of the facts which would have to identify possible causes and effects.

**Field Research**

The field research is based on data obtained directly from reality and in this way the researcher can realize the needs or problems that arise and better understand the same, since it is working directly in the environment where it is found the object of study.

This type of research allowed the authors to collect the necessary information directly from the source and it was able to understand the reality and magnitude of the problem in a more complete way, allowing
researchers to realize the needs that students have and interpret the different causes of the problem and their effect.

POPULATION AND SAMPLE.

POPULATION

According to (Hernandez, 2001) “population or universe can be defined as a set of units or items that share some notes or peculiarities that wish to study” pg.127

The population is the common study of people, animals and things that in statistical terms are measurable, that unites one or several characteristics in particular on some subject to investigate.

The population correspond to authority, teachers, and students at Unidad Educativa “Francisco García Jimenez.”

<table>
<thead>
<tr>
<th>STAFF</th>
<th>POPULATION</th>
<th>PERCENTAGE</th>
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<tbody>
<tr>
<td>AUTHORITIES</td>
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</tr>
<tr>
<td>TEACHERS</td>
<td>21</td>
<td>13%</td>
</tr>
<tr>
<td>STUDENTS</td>
<td>334</td>
<td>86%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>356</td>
<td>100%</td>
</tr>
</tbody>
</table>
SAMPLE

The sample that is part of the population serves to study and gives us the conclusion of a universe. (Lupo, 2014, page. 1)

The authors took the sample of the total population for the analysis of the data; they were taken from the number of students, teachers and principal.

According to (Hernandez, 2001) “Generically, a sample is a part, more or less large, but representative of a group or population, whose characteristics must be reproduced as closely as possible” (page.127)

As a sample, this greater or lesser are used to examine a part of the total population, to come near to reality.

<table>
<thead>
<tr>
<th>STAFF</th>
<th>POPULATION</th>
<th>PERCENTAGE</th>
</tr>
</thead>
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<tr>
<td>AUTHORITY</td>
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<td>2 %</td>
</tr>
<tr>
<td>TEACHERS</td>
<td>1</td>
<td>2 %</td>
</tr>
<tr>
<td>STUDENTS</td>
<td>35</td>
<td>96 %</td>
</tr>
<tr>
<td>TOTAL</td>
<td>37</td>
<td>100 %</td>
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</table>
## OPERATIONALIZATION OF VARIABLES

<table>
<thead>
<tr>
<th>VARIABLES</th>
<th>DIMENSIONS</th>
<th>INDICATORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>INDEPENDENT VARIABLE</td>
<td>TYPES</td>
<td>Active Vocabulary</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Passive Vocabulary</td>
</tr>
<tr>
<td>VOCABULARY</td>
<td>TECHNIQUES</td>
<td>Strategies for Teaching</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Vocabulary</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Explicit Vocabulary</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Implicit Vocabulary</td>
</tr>
<tr>
<td>IMPORTANCE</td>
<td></td>
<td>Vocabulary's Influence On Successful Reading</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Vocabulary Learning and Vocabulary Retention</td>
</tr>
<tr>
<td>DEPENDENT VARIABLE</td>
<td>DEFINITION</td>
<td>It is the construction of the meaning of a written or spoken communication</td>
</tr>
<tr>
<td></td>
<td></td>
<td>through a reciprocal, holistic interchange of ideas between the interpreter</td>
</tr>
<tr>
<td></td>
<td></td>
<td>and the message.</td>
</tr>
<tr>
<td>READING COMPREHENSION</td>
<td>BACKGROUND</td>
<td>Background knowledge is particularly important for inferential comprehension,</td>
</tr>
<tr>
<td></td>
<td>KNOWLEDGE</td>
<td>which involves constructing understandings of information that is not directly</td>
</tr>
<tr>
<td></td>
<td></td>
<td>stated in the passage but implied.</td>
</tr>
<tr>
<td></td>
<td>LEVELS OF</td>
<td>Literal or factual</td>
</tr>
<tr>
<td></td>
<td>COMPREHENSION</td>
<td>Inferential</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Critical or evaluating</td>
</tr>
</tbody>
</table>
METHODS OF INVESTIGATION

For the elaboration of this investigative project has been put in practice several systematic process that are called methods. These methods will help to collect and gather different kind of true information in order to choose the most appropriate that follows the interest of the researchers. It has been taken into account the following methods for the development of this project.

Observation

According to Kumar (2011) is the most suitable method of data compilation, is an intense way for observe and hear an interplay or phenomenon as it shows. When you are interesting in the behavior more that the perceptions of people this is the method you have to use for achieved that information. Also you used it When you want to know how is the interaction in a group or when is required to determine the behavior in a person.

This method helped the authors to observe the interaction in the classroom watching the participation of students every reaction of the students at the moment of make a question and the motivation with which they answered, all this provided further insight of the problem under investigation.

Inductive

The inductive method, is related to the scientific method, it is a process of which the main activity is the observation in a conscious way to develop general principles about a specific subject. A set of similar individuals that contain the same characteristics are observed and then studied; finding of this activity broad statements about the subjects that
were examined. These statements may then become laws of nature or theories.

In this project, the students were induced to demonstrate whether they like English language through different activities in this case the understanding and comprehension of the reading skills. It is relevant to affirm at this point that students felt disinterested when the researchers applied this proposal. However, it could establish the causes of the problem only applying this method.

**Deductive**

The deductive method studies a phenomenon or problem from the all parts towards to the more specific parts, it analyzes the concept to get elements of the parts at all. Then it can say, that its process is synthetic analytic. The application, understanding, and demonstration are the main steps that have to be put in practice during the application of this method.

Applying this method the researchers can got a conclusion according to the evidences that have been obtained gathering information using different instruments of investigation. The conclusion not always will be correct since sometimes the collected data is not true.

**Scientific**

Scientific method refers to the all parts of techniques for investigating a phenomenon, acquiring new knowledge, or correcting and integrating previous knowledge. It is based on gathering observable, empirical and measurable evidence subject to specific principles of reasoning.

In this project it was employed different instruments of investigation such as surveys and interviews that were address to the authority,
teachers, and students in order to determine and establish the factors that influence in the problem found in this institution that is related to the reading comprehension.

**Statistical**

Statistics refers to the collection analysis an interpretation of data. We could say that the statistical method is the body of analytical research as it takes a sample of the population to be investigated by observation and thus shows the characteristics of this, because rarely can take the entire population to conduct an investigation is important to use this method (Das, 2009).

It is noteworthy that all scientific research must proceed from the use of this method because after observation of the problem and have formed a theory as to the causes of this one, you need to have real data that can be measured to give support to research, to this theory or to lead it otherwise.

This method allowed the authors to collect data from the specified population at Unidad Educativa “Francisco García Jimenez” which this research is focused for later analysis.

**THECNQUES AND INSTRUMENT OF RESEARCH**

With the utilization of the research techniques the researcher can obtain the necessary information to go through their research and in this way reach to the reality of the phenomenon being studied. The techniques can be selected taking into account the research method to be used and these may vary. The authors made use of techniques such as interview, survey and questionnaire to obtain the necessary information to support research.
INTERVIEW

This technique is used to obtain information face to face, usually it is a dialogue between 2 or more people.

The researchers applied the technique of the interview with the director of the institution, and the English teacher in order to know their opinion about the problem presented and obtaining more data.

SURVEY

According to (Atunta, 2015). “It is basis is a questionnaire or set of questions for the purpose of obtaining the desired information; Consists of a set of questions regarding one or more variables that are to be measured and for the purpose of achieving the objectives of the research” pg. 52

The surveys was carried out in students of Unidad Educativa “Francisco García Jimenez”. In order to obtain very important and necessary information to continue with the research process, the same ones that were based on the different variables.
OBJECTIVES: To obtain information about the interest of the students of 8th grade at the moment of learning vocabulary in class at Unidad Educativa “Francisco García Jimenez.”

SPECIFIC INFORMATION

Mark the answer you consider is the most appropriate for each statement.

<table>
<thead>
<tr>
<th>#</th>
<th>Statements</th>
<th>Totally disagree</th>
<th>Disagree</th>
<th>Indifferent</th>
<th>Agree</th>
<th>Totally agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>English teacher practices vocabulary everyday.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The vocabulary helps to improve the reading skill</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>New words are applied in real life.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Vocabulary is used to make reading activities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Reading activities are interesting and entertaining</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Reading new words in English are easy for you</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>The teacher must use new techniques to practice reading comprehension.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>You like to understand what you read.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>The design of a booklet with useful activities will improve the vocabulary acquisition.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>You will support the application of the booklet</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Statements</td>
<td>Totally disagree</td>
<td>Disagree</td>
<td>Indifferent</td>
<td>Agree</td>
<td>Totally agree</td>
<td>TOTAL</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>------------------</td>
<td>----------</td>
<td>-------------</td>
<td>-------</td>
<td>---------------</td>
<td>-------</td>
</tr>
<tr>
<td>English teacher practices vocabulary every day.</td>
<td>12</td>
<td>15</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td>35</td>
</tr>
<tr>
<td>The vocabulary helps to improve the reading skill.</td>
<td>14</td>
<td>15</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>35</td>
</tr>
<tr>
<td>New words are applied in real life.</td>
<td>8</td>
<td>16</td>
<td>0</td>
<td>6</td>
<td>5</td>
<td>35</td>
</tr>
<tr>
<td>New vocabulary is used to make reading activities.</td>
<td>16</td>
<td>9</td>
<td>2</td>
<td>5</td>
<td>3</td>
<td>35</td>
</tr>
<tr>
<td>Reading activities are interesting and entertaining</td>
<td>26</td>
<td>8</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>35</td>
</tr>
<tr>
<td>Reading new words in English are easy for you.</td>
<td>18</td>
<td>12</td>
<td>0</td>
<td>2</td>
<td>3</td>
<td>35</td>
</tr>
<tr>
<td>The teacher must use new techniques to practice reading comprehension.</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td>15</td>
<td>14</td>
<td>35</td>
</tr>
<tr>
<td>You like to understand what you read</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>14</td>
<td>14</td>
<td>35</td>
</tr>
<tr>
<td>The design of a booklet with useful activities will improve the vocabulary acquisition.</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>16</td>
<td>15</td>
<td>35</td>
</tr>
<tr>
<td>You will support the application of the booklet</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>15</td>
<td>14</td>
<td>35</td>
</tr>
</tbody>
</table>
ANALYSIS OF RESULTS

Statement 1: English teacher practices vocabulary every day

Sample: 35 students

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
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<td>Totally disagree</td>
<td>12</td>
<td>36%</td>
</tr>
<tr>
<td>Disagree</td>
<td>15</td>
<td>41%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>Agree</td>
<td>3</td>
<td>9%</td>
</tr>
<tr>
<td>Totally agree</td>
<td>4</td>
<td>12%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa “Francisco García Jimenez”
Researchers: Verónica Chávez and Heiner Lobaton

ANALYSIS

According to the results of the 35 students surveyed, most of them disagree that the teacher does not teach vocabulary every day, a little amount answer the opposite. It can be concluded that English teachers are failing imparting their classes, because they do not encourage students to know the real importance that this language has today. Learning English is not longer a privilege but a necessity.
ANALYSIS OF RESULTS

Statement 2: The vocabulary helps to improve the reading skill.

Sample: 35 Students

CHART OF FREQUENCY # 2

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally disagree</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>6%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>3</td>
<td>9%</td>
</tr>
<tr>
<td>Agree</td>
<td>15</td>
<td>41%</td>
</tr>
<tr>
<td>Totally agree</td>
<td>14</td>
<td>38%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa “Francisco García Jimenez”
Researchers: Verónica Chávez and Heiner Lobaton

ANALYSIS

In the statement number two, most of the students answered that learning vocabulary will improve the performance in reading skill, it means that they need more practice in this skill, furthermore, teachers have to take into account this results in order to add more activities in class. It also has to work with the few students that are disagreeing since there should be no gaps in the teaching of the English language.
ANALYSIS OF RESULTS

Statement 3: New words are applied in real life

Sample: 35 Students

CHART OF FREQUENCY # 3

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
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<td>Totally disagree</td>
<td>8</td>
<td>24%</td>
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<tr>
<td>Disagree</td>
<td>16</td>
<td>43%</td>
</tr>
<tr>
<td>Indifferent</td>
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<td>0%</td>
</tr>
<tr>
<td>Agree</td>
<td>6</td>
<td>18%</td>
</tr>
<tr>
<td>Totally agree</td>
<td>5</td>
<td>15%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa “Francisco García Jimenez”  
Researchers: Verónica Chávez and Heiner Lobaton

ANALYSIS

In the results obtained in the statement number three, the majority of the students response that they do not apply the new knowledge in real life and teacher does not take their own experiences like examples to put in practice this skill. The rest of the students answered they agree. With the application of the proposal students will interact with peers through useful exercises and activities that will help them to apply all learned in their real life.
ANALYSIS OF RESULTS

Statement 4: Vocabulary is used to make reading activities.

Sample: 35 Students

CHART OF FREQUENCY # 4

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
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</thead>
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<td>43%</td>
</tr>
<tr>
<td>Disagree</td>
<td>9</td>
<td>27%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>2</td>
<td>6%</td>
</tr>
<tr>
<td>Agree</td>
<td>5</td>
<td>15%</td>
</tr>
<tr>
<td>Totally agree</td>
<td>3</td>
<td>9%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa “Francisco García Jimenez”
Researchers: Verónica Chávez and Heiner Lobaton

ANALYSIS

In this statement students affirm their disagree that they need more English practice, especially in reading skill, since they realize that the teaching provided by the teacher does not meet the expectations and they do not feel satisfied with the acquired knowledge. It is a good point for the researchers because they have to demonstrate that the new didactic material introduced is going to help both teachers and students.
ANALYSIS OF RESULTS

Statement 5: Reading activities are interesting and entertaining.

Sample: 35 students

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally disagree</td>
<td>26</td>
<td>73%</td>
</tr>
<tr>
<td>Disagree</td>
<td>8</td>
<td>24%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>Agree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Totally agree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa “Francisco García Jimenez”
Researchers: Verónica Chávez and Heiner Lobaton

ANALYSIS

In the statement number five a high percentage of students agree that the activities of reading that the teacher develops in class are extremely bored and repetitive, it happens because they do not use modern strategies and techniques that awake the students’ interest for the English subject, they are only limited to work with the book given by the government that does not meet the needs of the students.
ANALYSIS OF RESULTS

Statement 6: Reading new words in English are easy for you

Sample: 35 Students

CHART OF FREQUENCY # 6

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally disagree</td>
<td>18</td>
<td>54%</td>
</tr>
<tr>
<td>Disagree</td>
<td>12</td>
<td>36%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Agree</td>
<td>2</td>
<td>6%</td>
</tr>
<tr>
<td>Totally agree</td>
<td>3</td>
<td>9%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa “Francisco García Jimenez”
Researchers: Verónica Chávez and Heiner Lobaton

ANALYSIS

According to the results obtained in this statement most of the students agree that reading paragraphs even simple words in English is difficult for them. It occurs because they do not have the practice enough to develop this part of the English language that is very important when learning it. Furthermore, teacher does not use the appropriate methodology to improve it.
ANALYSIS OF RESULTS

Statement 7: The teacher must use new techniques to practice reading comprehension.

Sample: 35 Students

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally disagree</td>
<td>4</td>
<td>12%</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>6%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Agree</td>
<td>15</td>
<td>45%</td>
</tr>
<tr>
<td>Totally agree</td>
<td>14</td>
<td>37%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa “Francisco García Jimenez”
Researchers: Verónica Chávez and Heiner Lobaton

ANALYSIS

As we can observe the results obtained in this statement show us that almost the whole of the students agree that the English teacher must change the way how to teach English, adapting modern methodology in order to apply new strategies and techniques that make the acquisition of a new language easier.
ANALYSIS OF RESULTS

Statement 8: You like to understand what you read.

Sample: 35 Students

CHART OF FREQUENCY # 8

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally disagree</td>
<td>3</td>
<td>9%</td>
</tr>
<tr>
<td>Disagree</td>
<td>3</td>
<td>9%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>Agree</td>
<td>14</td>
<td>40%</td>
</tr>
<tr>
<td>Totally agree</td>
<td>14</td>
<td>40%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa “Francisco García Jimenez”
Researchers: Verónica Chávez and Heiner Lobaton

ANALYSIS

According to the results obtained in this statement as expected the most of the students want to understand what they read in English, it happens since they realize that this language is considered as an important tool that help people to keep in touch all over the world. In addition, they see the necessity to comprehend texts and conversations through internet. For that reason, it is going to be implemented this new didactic material that contains useful vocabulary.
ANALYSIS OF RESULTS

Statement 9: The design of a booklet with useful activities will improve the vocabulary acquisition.

Sample: 35 Students

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally disagree</td>
<td>3</td>
<td>9%</td>
</tr>
<tr>
<td>Disagree</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Agree</td>
<td>16</td>
<td>45%</td>
</tr>
<tr>
<td>Totally agree</td>
<td>15</td>
<td>43%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa “Francisco García Jimenez”
Researchers: Verónica Chávez and Heiner Lobaton

ANALYSIS

In this statement most of the students agree that the introducing of a new additional material for the teaching learning process will help considerably the acquisition of new words, since it was noticed that they like English subject but the teacher does not use the necessary academic resources for catching the attention of the students. The researchers are convinced that applying the booklet this situation will change.
ANALYSIS OF RESULTS

Statement 10: You will support the application of the booklet.

SAMPLE: 35 STUDENTS

CHART OF FREQUENCY # 10

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally disagree</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>6%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>3</td>
<td>9%</td>
</tr>
<tr>
<td>Agree</td>
<td>15</td>
<td>45%</td>
</tr>
<tr>
<td>Totally agree</td>
<td>14</td>
<td>37%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa “Francisco García Jimenez”  
Researchers: Verónica Chávez and Heiner Lobaton
ANALYSIS

In this statement, the students answered that they are going to apply the implementation of a new didactic material, since they think it is important for developing the knowledge of the English language. Furthermore, they have realized that acquiring it and improving the reading skill they will have gained experience and will feel more confident when performance in class.

CHI SQUARE

```plaintext
CROSSTABS
CROSSTABS
/TABLES=READING_SKILL BY VOCABULARY
/FORMAT=AVALUE TABLES PIVOT
/STATISTICS=CHISQ
/CELLS=COUNT ROW COLUMN TOTAL.
```

![Chi-square table]

<table>
<thead>
<tr>
<th></th>
<th>Valido</th>
<th>Perdidos</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>35</td>
<td>0</td>
<td>35</td>
</tr>
<tr>
<td>Porcentaje</td>
<td>100.0%</td>
<td>0.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
Applying the Chi Square test to the two variables of this project it can be concluded that there is a relationship between the reading comprehension and vocabulary, since the numerical value obtained in this test, is less than 0.5 percent.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Once the surveys have been carried out and after obtaining the results of them, the following can be concluded:

- The vocabulary given in daily classes is not interesting for students and does not catch their attention.
- Teacher does not develop reading activities.
- The activities do not have the necessary guide to be performed in class.
- Teachers are not motivated enough to do reading comprehension activities because they do not see them as a priority, this influences in the motivation of the students.
- Teacher use only one didactic material for transmit new academic content.
- Students are agreeing with the design and subsequent use of a booklet with activities to improve their reading comprehension.

Recommendations

- After analyzing the results and made the conclusions, it is recommended that teacher encourages students that the English language is not only a subject that they have to pass, but it is an important tool that will help either academic or personal life.
Teachers have to teach the four different skills that the English language has, especially the productive ones since they are which students shows more difficulties at the moment of acquiring it.

It is important to practice more English with new words in order to enrich the vocabulary of students, and applying the didactic guide it will be easier.

It is recommended that different teaching materials motivate students; one of these materials would be the didactic guide that its purpose is not only to increase reading comprehension but also to fun and entertain.

For a better performance to be reflected in students it is recommended to give more practice in reading comprehension.
CHAPTER IV
THE PROPOSAL

DESIGN OF A DIDACTIC GUIDE WITH BASIC VOCABULARY TO DEVELOP THE READING COMPREHENSION IN STUDENTS OF 8TH YEAR AT UNIDAD EDUCATIVA “FRANCISCO GARCÍA JIMENEZ” IN THE SCHOOL YEAR 2016-2017

ANTECEDENTS

After obtaining the results in the chapter three, and taking into consideration the conclusions and recommendations, it could be concluded that the design of the didactic guide with basic vocabulary will awake the interest of the students for acquiring the English language and also will change the aptitude toward this subject, since they demonstrated to feel more confident at the first moment when participated in class.

Reading comprehension is an important part of the reading skill when a second language acquisition is in process. As a center part of language learning it is, obviously, not an effortless process. Students most of the time show problems about comprehend paragraphs, sentences, or even words, it happens because they have not acquired or learned the vocabulary enough to make a good performance in classroom. In this context it is very important to reveal why students have difficulties in practicing reading, it was detected at the beginning, before, and during the application of this process.
JUSTIFICATION

With the application of this proposal it has intended to improve the reading comprehension in students of eighth year at Unidad Educativa “Francisco García Jimenez” which significant changes have been achieved thanks to the willingness both teachers and students that gave to the realization of this project that it is sure that will meet the expectations.

In the same way, the usefulness that this didactic guide with basic vocabulary will give to students and teachers, will be very important at the moment of demonstrating their acquired knowledge and it will be reflected in each English class, since the motivation and interest that they will put in their performance will be noticed, since the activities that it contains are funny and entertained.

Furthermore, this didactic guide count with different kind of strategies and techniques that will make the acquisition of new words easy to learn and it also goes to hand in hand with the content that has been planned in the annual curriculum.

The most important thing that this project is looking for is that students can understand what they read in context and make their own opinion or can infer in order to awake the critical thinking.

IMPORTANCE

First of all, it is worth considering that the elaboration of this proposal was made thinking in the poor knowledge of the English that students of eighth year of at Unidad Educativa “Francisco García Jimenez” have in this language, specifically at the moment to understand simple paragraphs, sentences, even words. For that reason, the creation of this didactic guide will be of paramount importance not only for students but also for teachers who will have an extra didactic material
in order to take this language not like a subject but like a necessary tool that is used all over the world at any field.

Secondly, the useful activities and entertained exercises that the didactic guide possesses will keep awake the interest of the students, since they will feel more confident to interact with peers, their performance will improve considerably and the relationships with teachers will strengthen exchanging thoughts and opinions.

OBJECTIVES

General

➢ To present a didactic guide in order to increase the level of reading comprehension by means of useful activities and exercises applied to basic vocabulary.

Specifics

➢ To establish the relevance of the didactic guide to demonstrate students the real importance that the communication through reading has today.
➢ To justify the use of the additional didactic material when the good results be reflected in students.
➢ To assess the activities that the didactic guide contains in order to affirm the acquisition of the new knowledge.

PEDAGOGICAL ASPECT

This investigation attempt to offer to the education new ways in the English teaching-learning process. The relationships through interaction between teachers and students will create a warm atmosphere in the classroom, making more participative to students. They will feel more self-confident.
SOCIOLOGICAL ASPECT

The sociological aspect has been of paramount importance for the elaboration of this proposal, since both researchers and teachers must have empathy with their students in order to know their different ways of living, family, religions, cultures, etc, thus adapt the new academic content according to their interest and failures.

PSYCHOLOGICAL ASPECT

Likewise, this proposal is based on the psychological aspect, because it is related with the students behavior, it means study the formation of the personality of them such as talents, attitudes, abilities, emotions, etc. taking into consideration all these elements is easier to develop the new knowledge

LEGAL ASPECT

The constitutional law of the Republic of Ecuador, official registry # 298, section third of the functioning of Higher Education institutions.
Art. 144 Digitalized Thesis.- All the institutions of Higher Education must deliver the thesis that are elaborated previous to obtain their university degree, in digitalized format in order to be integrated to the National Information System of Higher Education for its public spreading, respecting the author´s rights.

FEASIBILITY OF THE PROPOSAL

It has been considered that this proposal is feasible to execute since it has counted with different tools that have supported it from different points of view until to get the final results.
The financial expenses such as printers, copies, transportation, snacks, markers, cardboards, and various, were covered by the researchers, since they decided not to ask for money neither institution where the project was applied nor surveyed students.

On the other hand, the human talent that has contributed with the realization of this project, it means researchers, authorities, students, teachers, and the whole educational community belonging to the Unidad Educativa “Francisco García Jimenez”, have demonstrated responsibility and confidence for the execution of this investigation.

DESCRIPTION OF THE PROPOSAL

The academic content that this project contains refers exclusively of basic vocabulary in order to develop the reading comprehension. It is divided in different lessons adapted to the same content that the official book which they work in this year of study. Besides, it possesses activities with exercises to reinforce the vocabulary knowledge of the students in different topic such as, food, occupations, places of a city, each one accompanied by specifically reading comprehension that will facilitate the acquisition not only of new vocabulary but also the development of the reading comprehension. Finally, it has added some extra topics that the researchers consider important for the students at this level. Bellow it is shown the lessons of the booklet.

CONCLUSION

With the creation and application of this investigative work, it can be concluded that the teaching of the English has been enriched as well as the practices of reading comprehension, since it has noticed a change in the performance and attitude of students in classroom. Surely, with this contribution authorities, teachers, students, and the whole educational community will be satisfied with this work and they will give the real importance that this language has today.


Annexes

Section
Annex 1

Documents
CERTIFICADO PORCENTAJE DE SIMILITUD

Habiendo sido nombrado tutor MSC. LARRY TORRES VIVAR, tutor del trabajo de titulación certifico que el presente trabajo de titulación, ha sido elaborado por VERONICA ELIZABETH CHAVEZ LADINES con C.C.: 0925282451 y HEINER LOBATON GARCIA C.C. 0961719093 con mi respectiva supervisión como requerimiento parcial para la obtención del título LICENCIADO EN CIENCIAS DE LA EDUCACIÓN mención Lengua Inglesa y Lingüística

Se informa que el trabajo de titulación THE IMPORTANCE OF BASIC VOCABULARY TO IMPROVE READING COMPREHENSION PROPOSAL: DESIGN OF A DIDACTIC GUIDE WITH BASIC VOCABULARY FOR IMPROVEMENT THE READING COMPREHENSION IN STUDENTS OF EIGHT YEAR AT UNIDAD EDUCATIVA"FRANCISCO GARCÍA JIMENEZ." ha sido orientado durante todo el periodo de ejecución en el programa antiplagio URKUND quedando el 2% de coincidencia.

MSC. LARRY TORRES VIVAR
C.C. 0913004347
Urkund Analysis Result

Analysed Document: PROJECT FOR URKUND CHAVEZ LOBATO.docx (D33715800)
Submitted: 12/13/2017 6:10:00 AM
Submitted By: wchavez35@yahoo.com
Significance: 2 %

Sources included in the report:
Proyecto Educativo Mendoza Rubio - Lucin Huayamave.docx (D14979763)
PROJECT FOR URKUND NELLY-KAFFA.docx (D392223974)

Instances where selected sources appear:
4
Guayaquil, 25 de Julio del 2017

MSC

Silvia Moy Sang Castro
DECANA DE LA FACULTAD DE FILOSOFIA
Ciudad:

Yo Heiner Lobaton García con Pasaporte 94441765, egresado de la Escuela de Lenguas y Lingüística del idioma FRANCES - INGLES, y Yo Verónica Elizabeth Chávez Ladines con cédula de identidad 0925282451, egresada de la Escuela de Lenguas y Lingüísticas del idioma ITALIANO - INGLES, solicitamos a usted muy respetuosamente se nos conceda la autorización para poder desarrollar el tema de nuestro proyecto educativo de la licenciatura en la Unidad Educativa Francisco García Jiménez de FE y Alegria, siendo el rector el tesor. Ivan Pinchevsky Vergara.

TEMA: THE IMPORTANCE OF BASIC VOCABULARY TO IMPROVE READING COMPREHENSION

PROPOSAL: DESING OF BOOKLET WITH BASIC VOCABULARY

Atentamente

Heiner Lobaton García
Pas: 94441765

Verónica Chávez Ladines
C: 0925282451
Guayaquil, 25 de Julio del 2017

MSC

Silvia Moy Sang Castro
DECANA DE LA FACULTAD DE FILOSOFIA

Yo Heiner Lobaton García con Pasaporte 94441765, Egresado de la Escuela de Lenguas y Lingüística del idioma FRANCES – INGLÉS y Yo Verónica Elizabeth Chávez Ladines con cédula de identidad 0925282451, Egresada de la Escuela de Lenguas y Lingüística del idioma ITALIANO – INGLÉS, solicitamos a usted muy respetuosamente se nos conceda la autorización para poder desarrollar el tema de nuestro proyecto educativo de la Licenciatura en la Unidad Educativa Francisco García Jimenez de FE y Alegria, siendo el rector el exdo. Ivan Pinchevsky Vergara.

TEMA: THE IMPORTANCE OF BASIC VOCABULARY TO IMPROVE READING COMPREHENSION

PROPOSAL: DESIGN OF BOOKELET WITH BASIC VOCABULARY

Atentamente

Heiner Lobaton García
PAS: 94441765

VERONICA CHAVEZ LADINES
C: 0925282451
Oficio No. 266

Guayaquil, 01 de Agosto del 2017

Licenciado

Iván Pinchevsky Vergara
RECTOR DE LA UNIDAD EDUCATIVA
“FRANCISCO GARCÍA JIMÉNEZ, DE FÉ Y ALEGRIÍA”
Ciudad

De más consideraciones:

Me dirijo a Ud. con el fin de solicitarle, se sirva otorgar la autorización pertinente, para que los estudiantes SR. LOBATO GARCÍA HEINER Y SRTA. CHÁVEZ LADINES VERÓNICA ELIZABETH, de la Escuela de Lenguas y Lingüística pueda aplicar el proyecto de investigación, para la elaboración del trabajo de titulación, previo a la obtención del título de Licenciado(a) en Ciencias de la Educación, mención Lengua Inglesa y Lingüística.

TOPIC: The importance of basic vocabulary to improve reading comprehension.
PROPOSAL: Design of booklet with basic vocabulary.
Por considerar, que el proyecto a realizarse, tendrá la repercusión en beneficio de la Institución que usted acertadamente dirige, aspira que nuestra petición tenga la acogida favorable de su parte.
Le anticipó mis reconocimientos.

Atentamente,

Mª. Alejandra Sánchez Ávila
DIRECTOR DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA
MSC
Larry Torres Viver
PROFESOR DE LA ESCUELA DE LENGUAS Y LINGÜISTICA,
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN,
Cdad.

De más consideraciones:

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

En esta designación consta el nombre de los estudiantes de la Escuela de Lenguas y Lingüística: CHÁVEZ LADINES VERÓNICA ELIZABETH Y LOBATÓN GARCÍA HEINER.

TOPIC: The importance of basic vocabulary to improve reading comprehension.

PROPOSAL: Design of a reading booklet with basic vocabulary comprehension activities.

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

Atentamente,

[Signature]
MSc. Arturo Sánchez Arízala
DIRECTOR DE LA ESCUELA DE LENGUAS Y LINGÜISTICA
Annex 2

Pictures
These were the superheroes of this adventure; each one played an important role in the development of this Project, Thanks guys!

Source: Unidad Educativa “Francisco García Jimenez”
Researchers: Verónica Chávez and Heiner Lobaton

The researchers are applying the booklet to familiarize the students with the new vocabulary

Source: Unidad Educativa “Francisco García Jimenez”
Researchers: Verónica Chávez and Heiner Lobaton
Checking the assimilation of the new vocabulary through reading comprehension

Source: Unidad Educativa “Francisco García Jimenez”
Researchers: Verónica Chávez and Heiner Lobaton

The researchers are taking a break in class to let the students develop their knowledge without pressure

Source: Unidad Educativa “Francisco García Jimenez”
Researchers: Verónica Chávez and Heiner Lobaton
Thanks to the school principal for giving to the researchers the necessary tools to do an excellent job.

Source: Unidad Educativa “Francisco García Jimenez”

Researchers: Verónica Chávez and Heiner Lobatón

The researchers are very pleased to have completed this mission in a very satisfactory way and hoping this contribution will help many students in the Country.

Source: Unidad Educativa “Francisco García Jimenez”
Researchers: Verónica Chávez and Heiner Lobaton

This is the panoramic view of this beautiful school, which gave to the researchers the opportunity to develop this successful project.

Source: Unidad Educativa “Francisco García Jimenez”

Researchers: Verónica Chávez and Heiner Lobaton
Booklet
Look at the pictures and identify the food items by filling in the crossword.
<table>
<thead>
<tr>
<th>DRINKS</th>
<th>MEAT</th>
<th>SWEETS / DESSERTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VEGETABLES</th>
<th>OTHER</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FRUIT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

1 chocolate  2 crisps  3 cake  
4 cookies  5 ice cream  6 potato  
7 milk  8 pizza  9 tea  10 steak  
11 pear  12 strawberry  13 carrot  
14 garlic  15 pineapple  16 chips  17 broccoli  
18 wine  19 cheese  20 water  21 peach  
22 coffee  23 butter  24 pretzel  25 tomato  
26 peanut  27 egg  28 ham  29 watermelon  
30 bread  31 grapes
KITCHEN VERBS

MATCH
1. PEEL
2. CUT
3. BOIL
4. CHOP
5. SLICE
6. MASH
7. GRATE
8. POUR
9. STRETCH
10. MIX
11. SPREAD
12. WHISK
13. KNEAD
14. BREAK
Write the correct number for this food and drinks. Then find the words in the word search.

1. bacon  5. chicken  9. egg  13. juice  17. salmon  21. sushi
2. bread  6. chips  10. ham  14. milk  18. soup  22. tea
4. cheese  8. coke  22. ice cream  16. salad  20. steak  24. yoghurt
A Terrific Cook

Do you see how slim I am? It's not on purpose and it's not my nature either; there's a good reason for me keeping in shape: Mom. She's a disaster in the kitchen, and besides being unable to fry an egg properly, she always causes accidents. I can't keep track of all the times the kitchen was on fire (4? 5?) because of something weird she decided to do, despite of our advice to keep out of the kitchen - especially the stove.

She doesn't pay attention to our advice and we have to eat what she prepares - or at least we eat what we can - so we live constantly on an undesired diet.

The last time she tried to prepare roast beef the result was a burning kitchen; Dad could barely save the family and extinguish the fire. When she goes to the kitchen we start fearing for our lives (and stomachs) and thinking of a sickness we'll fake in order to avoid the "result".

Despite the bad cook we have at home, our house is always full of guests for lunch and dinner. I suspect they come just to have fun watching the disasters. And - of course - they want to be the first to tell our friends what her latest calamity was like.

Mark true (T) or false (F) according to the text. You have to explain orally when it's false:
The girl's mother is a terrific cook. ( )
The girl's mom tends to cause accidents in the kitchen. ( )
The girl's mother knows how to cook. ( )
The girl's mom gave up cooking. ( )
The family asks the woman to stop cooking. ( )
The woman keeps cooking and doesn't listen to her family. ( )
They have to eat what she cooks. ( )
She set fire in the kitchen more than once. ( )
They have guests because they appreciate her food. ( )

Who is the "terrific cook" mentioned in the title?

Is she a "terrific" cook? What adjectives would you use to describe her abilities in the kitchen?

Do you know someone who's a terrible cook? (If affirmative) What kind of situations does this person cause?

Who suffers the most with the consequences of bad cooking: the cook or his / her guests / family? Explain.
Slow-Fried French Fries

There are certain foods that are better when not made at home, like french fries. To achieve golden-brown perfection, you have to fry them twice: first at a low temperature, to poach them; then at a high heat, to crisp them up. Very tasty, very much a pain in the neck. A few years back, I read about how French chef Joel Robuchon supposedly does it at his house: He puts sliced potatoes in a pot of cold oil, turns on the heat, and lets them go. It sounds too simple to work. But as the temperature rises, the potatoes cook from the outer layer in until the fries are wonderfully crunchy outside and creamy in the center. You'll never make fries any other way—ever if you've never made them before.

Put a ✗ in the right box:

1. The word \textit{chef} (in line 6) means:
   - a person in charge of a hotel
   - a person who cooks
   - a person who waits on people

2. In the text, \textit{fry} (line 3) means:
   - to cook in a pan over heat with use of fat
   - to cut something into pieces
   - to slice something

3. The word \textit{twice} (in line 3) means:
   - one time
   - two times
   - three times

4. In the text, \textit{poach} (line 4) means:
   - to cook in salty liquid
   - to cook in a boiling liquid
   - to fry

5. French fries are better when cooked
   - at home
   - in a restaurant
   - in a factory

6. The French chef J.R. has his
   - own recipe
   - doesn't know how to make French fries
   - doesn't cook French fries at all

7. What does the word \textit{crisp} mean:
   - soft
   - crunchy
   - flexible

8. What does \textit{a pain in the neck} mean:
   - to have a problem with one's neck
   - to please someone
   - to be annoying
ENGLISH WORKSHEET

Name: __________________________ Class: 5th Elem. Level
Score: ______/52 points Date: ___________________
Unit: Food and Drinks Teacher: ______________

I. Match the pictures with the words in the box. (18 points)

<table>
<thead>
<tr>
<th>water</th>
<th>coffee</th>
<th>cereals</th>
<th>cheese</th>
<th>banana</th>
<th>beans</th>
</tr>
</thead>
<tbody>
<tr>
<td>carrots</td>
<td>oil</td>
<td>sugar</td>
<td>onions</td>
<td>cola</td>
<td>lettuce</td>
</tr>
<tr>
<td>pear</td>
<td>oranges</td>
<td>milk</td>
<td>bread</td>
<td>cereal box</td>
<td>rice</td>
</tr>
</tbody>
</table>

II. Classify the words in the box into these 4 categories: (18 points)

<table>
<thead>
<tr>
<th>FRUIT</th>
<th>VEGETABLES</th>
<th>DRINKS</th>
<th>OTHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>water</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>fruit</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>vegetable</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>drink</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>other</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

III. Read these paragraphs and answer True or False. (6 points)

My name is Amy Bradshaw and I'm 15 years old. I like large pepperoni pizzas and chocolate ice cream. I don't like hot dogs, but I love French fries. I hate my little brother Kenneth. He is NOT a nice boy!

True (T) or False (F)

_____ Amy likes chocolate ice cream
_____ Amy loves salads
_____ Amy hates her brother
Hi! My name is Kenneth Bradshaw and I’m 13 years old. I like giant hot dogs and strawberry cakes. I don’t like milk, but I love coke. I hate my sister Amy. She is NOT a nice girl!

**True (T) or False (F)**

- [ ] Kenneth is 15 years old
- [ ] Kenneth doesn’t like milk
- [ ] Kenneth likes strawberry cakes

IV. Express your likes and dislikes about these items of food and drinks. Write 5 sentences of your choice according to the faces: (10 points)

<table>
<thead>
<tr>
<th>Cheese cake</th>
<th>Pizza</th>
<th>Stew</th>
<th>Cake</th>
<th>Hamburger</th>
<th>Beer</th>
<th>Wine</th>
<th>Coffee</th>
<th>Lentils</th>
<th>French fries</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="cheese.png" alt="Image" /></td>
<td><img src="pizza.png" alt="Image" /></td>
<td><img src="stew.png" alt="Image" /></td>
<td><img src="cake.png" alt="Image" /></td>
<td><img src="hamburger.png" alt="Image" /></td>
<td><img src="beer.png" alt="Image" /></td>
<td><img src="wine.png" alt="Image" /></td>
<td><img src="coffee.png" alt="Image" /></td>
<td><img src="lentils.png" alt="Image" /></td>
<td><img src="fries.png" alt="Image" /></td>
</tr>
</tbody>
</table>

**Ex:** I like hot dogs.

- ________________________
- ________________________
- ________________________
- ________________________
- ________________________

**Ex:** I don’t like wine.

- ________________________
- ________________________
- ________________________
- ________________________
- ________________________
# JOBS & PROFESSIONS

## Match the situations in the left with the name of the job or profession in the right.

<table>
<thead>
<tr>
<th>Situation</th>
<th>Job or Profession</th>
</tr>
</thead>
<tbody>
<tr>
<td>a filling has come out of one of your teeth</td>
<td>a. a surgeon</td>
</tr>
<tr>
<td>you need to have your hair cut</td>
<td>b. a hair stylist</td>
</tr>
<tr>
<td>you need legal advice</td>
<td>c. a lawyer</td>
</tr>
<tr>
<td>your house is on fire</td>
<td>d. a dentist</td>
</tr>
<tr>
<td>your granny's knee needs an operation</td>
<td>e. a nurse</td>
</tr>
<tr>
<td>in the shop you want advice on what sort of coffee to buy</td>
<td>f. a shop assistant</td>
</tr>
<tr>
<td>all the lights in your house have gone out</td>
<td>g. a lighting technician</td>
</tr>
<tr>
<td>your neighbour's flat has been burgled</td>
<td>h. a security guard</td>
</tr>
<tr>
<td>you don't get on well with your parents</td>
<td>i. an accountant</td>
</tr>
<tr>
<td>your father needs somebody to help him with money problems</td>
<td>j. an electrician</td>
</tr>
<tr>
<td>fir with money problems</td>
<td>k. a policeman</td>
</tr>
</tbody>
</table>

## Finish the following sentences with the names of jobs/professions given below

1. A person who deals with office correspondence and records is a ________________.
2. A person whose job is to treat sick animals is a ____________________.
3. A person who checks in and out books and gives advice on what to read is a ____________________.
4. A person who gets coal from under the ground is a ____________________.
5. A person who loads and unloads ships in a port is a ____________________.
6. A person whose job is to cook in a restaurant is a ____________________.
7. A person who sells newspapers and magazines is a ____________________.
8. A person who works in a government office is a ____________________.
9. A person whose job is to help people buy and sell houses is a ____________________.
10. A person who designs buildings is an ____________________.

- docker
- architect
- miner
- estate agent
- librarian
- civil servant/Clerk
- librarian
- newsagent
- vet (Veterinary surgeon)
- chef
- secretary
Jobs and Professions

1. Find these jobs and professions below in the word search.

1. fisherman
2. lorry driver
3. fire fighter
4. baker
5. photographer
6. architect
7. dentist
8. plumber
9. postman
10. builder
11. vet
12. gardener
13. waiter
14. electrician
15. police officer
16. painter

2. Now write the numbers of these jobs (1-16) below the right picture.
3. Put the letters of these jobs in the correct order. Then match them to the correct pictures.

4. Where do these people above work? Complete the crossword with their Work Places.

5. Complete the sentences about these people and their jobs from the box.

   1. Thomas A. Edison was an _________________.
   2. Madonna is a _________________.
   3. William Shakespeare was a _________________.
   4. Leo Messi is _________________.
   5. Barack Obama is a _________________.
   6. Brad Pitt is a _________________.

   garage • hair-salon • hospital • market • restaurant • school • shop

   a) Job No. 1 works in Work Place No. ______
   b) Job No. 2 works in Work Place No. ______
   c) Job No. 3 works in Work Place No. ______
   d) Job No. 4 works in Work Place No. ______
   e) Job No. 5 works in Work Place No. ______
   f) Job No. 6 works in Work Place No. ______
   g) Job No. 7 works in Work Place No. ______
Reading Comprehension

There are as many kinds of careers as there are people. They vary greatly in the type of work involved and in the ways they influence a person's life. The kind of career you have can affect your life in many ways. For example, it can determine where you live and the friends you make. It can reflect how much education you have and can determine the amount of money you earn. Your career can also affect the way you feel about yourself and the way other people feel toward you. By making wise decisions concerning your career, you can help yourself build the life you want. To make wise career decisions and plans, you need as much information as possible. The more you know about yourself and career opportunities, the better able you will be to choose a satisfying career. Learning about one. People differ in what they want from a career. Many people desire a high income. Some hope for fame. Others want adventure. Still others want to serve people and make the world a better place. Before you begin to explore career fields, you should determine your values; your interests; and your aptitudes (abilities). Most people are happiest in jobs that fit their values, interests, and aptitudes. Each person has many values, which vary in strength. For example, money is the strongest value for some people — that is, wealth is more important to them than anything else. As a result, they focus their thoughts, behavior, and emotions on the goal of earning a high income. Other values include devotion to religion, taking risks, spending time with family, and helping others. People should understand their values prior to making a career decisions. You can develop an understanding of your values by asking yourself what is most important to you and by examining your beliefs. For example, is it important to you to work as a member of a team? Or would you rather be in charge or work alone? If working alone or being in charge is important to you, independence is probably one of your primary values.

Mark the correct variant (each 10 points)
1. There are as many kinds of careers as ...
   a) they are needed
   b) there are people
   c) decisions and plans
   d) opportunities

2. The kind of career you have can ...
   a) influence your interests
   b) change your life completely
   c) affect your life in many ways
   d) influence your aptitudes

3. To make wise career decisions and plans you need ...
   a) a wise advice
   b) as much information as possible
   c) a lot of money
   d) a lot of friends

4. The more you know about yourself and career opportunities ...
   a) the better able you will be to choose a satisfying career
   b) the better choice you will do
   c) the better friend you make
   d) the better education you get

5. Most people are happiest in jobs that ...
   a) fit their financial well-being
   b) fit their values, interests and aptitudes
   c) fit their devotion to religion
   d) fit their goal of earning a high income

6. Each person has many values, which vary ...
   a) in strength
   b) in meanings
   c) in interests
   d) in aptitudes

7. People should understand their values prior ...
   a) to asking some pieces of advice
   b) to spending time with family
   c) to taking risks
   d) to making a career decision
8. You can develop an understanding of your values by …
   a) examining your parents and friends
   b) examining your beliefs
   c) examining your interests
   d) examining your abilities

9. The kind of career can determine …
   a) where you live and the friends you make
   b) your future notoriety
   c) your interests
   d) your values

10. The kind of career can reflect …
    a) how much information you have
    b) how much education you have
    c) how much money you have
    d) how much time you have

_Match the correct definition to the following professions (max. 14 points)_
1. firefighter
2. surgeon
3. pilot
4. office manager
5. actor
6. artist
7. postman
8. teacher
9. archaeologist
10. pianist
11. vet
12. librarian
13. chef
14. miner

a) a man or boy who acts in play or films
b) a person who studies the ancient societies
c) a person who is good in painting, drawing and making beautiful things
d) a person whose job is to stop fires burning
e) somebody whose job is to manage part or all of a company or other organization
f) a person who brings letters, parcels and telegrams
g) a person who plays the piano
h) one who teaches
i) a doctor who cuts into the body to remove diseased parts or to set right broken bones
j) somebody who flies an airplane
k) a person who gets coal from under the ground
l) a person who checks in and out books and gives advice on what to read
m) a person whose job is to cook in a restaurant
n) a person whose job is to treat sick animals
Job Descriptions

Read and complete: What do they do?

1. A pilot
2. A flight attendant
3. A doctor
4. A housewife
5. A police officer
6. A secretary
7. A bus driver
8. A waiter
9. A chef
10. A shop assistant
11. A farmer
12. A zookeeper
13. A bartender
14. A telesales person
15. A journalist
Locations Around Town

Where is your local Post Office?

Questions
- Excuse me. Where is the Post Office?
- Excuse me. Is there a bank near here?
- Excuse me. Could you tell me where the nearest supermarket is?

Responses
- It’s between the bank and the big department store.
- Yes, there is. It’s on the corner of Queen Street, next to the museum.
- Certainly. It’s behind the library, near the park.

Follow-up Questions
- Thank you very much.
- Thanks. Is it far?
- Behind the library, near the park? Thank you for your help.

Responses
- You are welcome.
- Not really. It is about five minutes on foot.
- No problem. You are very welcome.

Sounds Like...
1. Could you tell me where... /kʊrdʒu/  
2. Do you know where... /dəˈnɔʊ/  
3. It is next to the department store... /ˈdeɪptəˌmənt/  

Practice i Use the information to practice asking and answering questions. i.e.
- Bank/Queen Street
  A) Excuse me, is the Bank near here?
  B) Yes, it is. The Bank is on Queen Street.

1. Post Office/Central Avenue
2. Bookstore/Ocean Way
3. Hospital/Dunlop Road
4. Park/Acorn Avenue
5. London School of English/St. Peter’s Street
6. Thompson’s Department Store/Oxford Street

Practice ii Use the map on the next page and the information below to practice giving locations around town. i.e.
- Bookstore - the Bank and the Post Office/between
  A) Excuse me, could you tell me where the bookstore is?
  B) Certainly, the bookstore is between the bank and the Post Office.
1. Coffee shop - on the corner/Chinese Restaurant/next to
2. Cinema - Fish & Chip shop/next to
3. Newsagents - Bookstore/behind
4. Library – Park/next to
5. Bank – on the corner/Park/opposite
Exercise i Match the statements on the left to the endings on the right. I.e.

a. The department store is... 1. The bank on the left side of Central Avenue.

b. The hair salon is...

c. The Indian restaurant is...

d. The sushi restaurant is...

e. The Park is...

f. The Post Office is...

1. ...behind the bank on the left side of Central Avenue.
2. ...in front of the flower shop, next to the bookshop on Sunset Street.
3. ...on Sunset Street, next to the Chinese restaurant.
4. ...opposite the Royal Hotel and the department store.
5. ...on South Road, between the Royal Hotel and the train station.
6. ...next to the cinema, behind the fish & chip shop.

Exercise ii Using the map, fill in the blanks with the vocabulary from the box below.

John: Excuse me, do you ______ where the Newsagents is?
Mr. Smith: Sure, it's ______ Sunset Street.
John: Thank you. Is Sunset Street ______ here?
Mr. Smith: Yes, it is. Just follow this road and ______ left ______ the Park.
John: Okay, left after the park.
Mr. Smith: Yes, that's Sunset Street. Go straight along the street and you'll see a Bookshop on the ______. The Newsagents is ______ the Bookshop.
John: Got it.
Mr. Smith: It's ______ the Flower shop and the Hair Salon.
John: Thank you very much for your help.
Mr. Smith: You're welcome.
IN THE CITY

Label the pictures with the words from the word bank:

WORD BANK
SCHOOL  PARK  BANK
POST OFFICE  HOTEL  SUPERMARKET
CHURCH  BAKERY  HOSPITAL
CINEMA  SWIMMING POOL  RAILWAY
          STATION
Places in the city

Look at all these places in the city and match them to the descriptions on worksheet 3

- ATM/ Cash point
- University
- Swimming pool/ Spa
- Gym
- Stadium
- Harbour/ Harbor
- Supermarket
- Petrol Station/ Gas Station
- Off license / Liquor store
- Vet
- Cemetery
- Bank
- Bus stop
- Church
- Coffee Shop
- Hospital/ Clinic
- Library
- Museum
- Park
- Restaurant
- School
- Shopping mall
- Subway/Underground
- Telephone Booth
- Theater/ Cinema
- Travel Agents
- Tourist Information ("i")
- Hotel / Hostel
Places in the city
Look at all the descriptions and match them to the places from worksheet 1 to worksheet 3.

- A small restaurant in which coffee and light meals are served.
- A business in which money is kept for saving.
- A place on a bus route where buses stop to drop off and take on people/passengers.
- Information about a place for the assistance of tourists.
- A religious building in which people go to pray/worship.
- A large self-service retail market that sells food and household goods.
- A building where meals are prepared and served to customers.
- A service station that sells gasoline/ petrol for cars vehicles.
- A machine, usually outside a bank, from which people can get money with their credit cards or bank cards.
- A shopping center with many stores and businesses.
- A place or building where objects of historical, artistic, or scientific interest are exhibited.
- A place for burying the dead; a graveyard.
- A place where people go to swim and relax.
- An underground urban railroad, usually operated by electricity.
- A business that helps with means of transportation and accommodation for travelers.
- A place that gives medical, surgical, or psychiatric care and treatment for the sick or the injured.
• An area of land set aside for public use.
• A small enclosure containing a public telephone.
• Business where you can stay overnight and usually has meals for people, and often has a bar.
• A large, usually open structure for sports events with tiered seating for spectators.
• A place of water deep enough to provide anchorage for ships/boats to stay.
• A store that sells alcoholic beverages, beers and wines.
• A place where people can watch new movies on a big screen.
• A course/lesson in physical education P.E.
• A place where people can go to rent/borrow or read books.
• A place where students go to study.
• A place to take sick animals to get medical assistance.
• An institution for higher learning with teaching and research facilities constituting a graduate school and professional schools that award master’s degrees and doctorates and an undergraduate division that awards bachelor’s degrees.
Hi Friends! My name's Sandra and I live in Hilltown. It is in the south of England. It isn't a very big town. About 9,000 people live here.

There are about thirty shops in Hilltown and there are three supermarkets. You can buy everything in the town what you need. There are two banks and a post office in Main Street. There is a police station and a library, too. You can find a big market where you can buy fresh fruit, vegetables, meat and dairy products. I like going to the market with my mum.

There are three churches in the town centre and there is a park, too. In the park children can play because there is a playground. In our town you can find some restaurants and there are five cafés. My favourite café is Icecove.

It's in Park Street and the ice cream is fantastic here!

There are three elementary and two high schools in Hilltown. My school is in Mill Street. We have got a very nice building. Next to our school there is a sports centre. Every Wednesday afternoon we play badminton.

If you want to see a film you can go to the cinema in our town, but unfortunately there aren't any theatres here.

I like living in Hilltown because it is a calm, neat place and people are friendly.

---

The Place Where I Live

Are the statements true (✓), false (✗) or doesn’t it say (○)?

1. Hilltown is a big place.
2. There are three supermarkets in the town.
3. There is a factory in Hilltown.
4. There isn't a post office.
5. People have to go to another town if they want to do shopping.
6. Children can play outside.
7. There is a football pitch in the town.
8. Sandra likes Icecove café.
9. You can see plays and pantomines in Hilltown.
10. Sandra likes her town a lot.

Answer the questions.
1. Where can you find Hilltown?
2. How many people live in the town?
3. What buildings and places can you find there?
4. What is Sandra's school like? Where is it?
5. Why does she like her town?

---

Match the pictures to the words.

- restaurant
- swimming pool
- hospital
- theatre
- school
- museum
- factory
- market
- library
- cinema
- train station
- post office
- church
- supermarket
- police station

---

Find the pairs.

- You can eat there
- Police officers work there
- Doctors and nurses look after sick people there
- People go to buy and sell things there
- You go to borrow or read books there
- Children go to learn there
- You go to send letters and to buy stamps there
- You go to see a film there
- People go to pray there
- You can buy food and other things in that big shop

---

What about you? Where do you live? What buildings and places are there? Do you like living there? Why?
Read and translate the text

**Nine facts about New Orleans**

**Fact 1**
The official **elevation** of New Orleans is two feet below sea level, making it especially sensitive to **flooding**.

**Fact 2**
Named after Orleans, France, the city is notable for its French Creole culture and **cuisine**.

**Fact 3**
The term "**Dixieland**" arises from the state currency that was used in New Orleans, the "**Dix**" when states were using their currencies.

**Fact 4**
Though the culture of New Orleans is most commonly associated with the French, the architecture is dominantly **Spanish**, after a fire in the 1700s led to major reconstruction while under Spanish rule.

**Fact 5**
**Nearby** New Orleans is the **Causeway**, stretching 24 miles, it is the longest contiguous bridge in the world.

**Fact 6**
One of the largest domed stadiums in the world sits in **downtown** New Orleans. Supposedly the Superdome is so large that condensation can create rainstorms within the dome.

**Fact 7**
New Orleans' most famous festival, **Mardi Gras**, features many "**krewe**"s providing the **floats** over the days of the festival. The largest is **Endymion**, whose parade **consists** of more than seventy floats and about fifty marching bands.

**Fact 8**
During the **American Civil War**, New Orleans was the largest city in the **Confederate States of America**.

**Fact 9**
New Orleans was one of the major points through which **voodoo** was **introduced** into the United States. The particular form that developed in the city became known as New Orleans voodoo.