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

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

EDUCATIONAL PROJECT

TOPIC:
GROUPING TECHNIQUES TO IMPROVE THE ACQUISITION OF
VOCABULARY PROPOSAL: DESIGN OF A BOOKLET WITH
BASIC VOCABULARY FOR STUDENTS OF EIGHTH
BASIC YEAR AT UNIDAD EDUCATIVA FISCAL
FRANCISCO DE ORELLANA, PERIODO
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GUAYAQUIL-ECUADOR
2015
Guayaquil, febrero 2, 2017

Máster
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DECANO DE LA FACULTAD DE FILOSOFIA, LETRAS Y CIENCIAS DE LA EDUCACION
Ciudad.

De mis consideraciones:

En virtud de la disposición de la Autoridad Académica de la Escuela de Lenguas en la cual se me designó Asesor de Proyectos Educativos de la Licenciatura en Ciencias de la Educación, Mención: Lenguas y Lingüística, el día 17 de Agosto de 2015.

Tengo a bien informar lo siguiente:

Que las integrantes:
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Diseñaron y ejecutaron el Proyecto Educativo:

TOPIC: GROUPING TECHNIQUES TO IMPROVE THE ACQUISITION OF VOCABULARY


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

Los participantes han ejecutado las diferentes etapas constitutivas del proyecto, por lo expuesto se procede a la APROBACIÓN y pone a vuestra consideración de rigor para los efectos legales correspondientes.

Muy Atentamente

Rodrigo Guerrero Segura
Consultor Académico
DEDICATION

I want to dedicate this work exclusively to Jehovah God our Heavenly Father has given me these past five years life, health, work and desire to fight every day to complete this stage of my life successfully, to the deeply appreciate you this opportunity given me to study and achieve the victory of what i wanted to in the beginning when I started this race, Jehovah God for you be all praise , glory and thank you my father to them I dedicate to my friends who gave me their support, words of encouragement in the most difficult moments in these five years of my life, for all what they did for my thanks, and my family for the times, which gave me, hand my effort and work in the realization of this research project.

Mariela Roca Vasquez
DEDICATION

This project is dedicated first to God for giving me health, the opportunity to work, and enough encouragement to continue with the completion of this study. I am also grateful with my parents for their patience and the assistance provided at every moment of my life. This would not have completed without their support and guidance. I would also like to thank my little daughter for her compression in those times where I have to sacrifice her time for continuing and completing this thesis. Finally, my most sincere acknowledgement to those who helped me in every single stage of my formation, professors and tutors, who contributed to my formation as a professional to educate children in the best way I can.

Karina Parrales Rodríguez
ACKNOWLEDGEMENT

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Mariela Roca Vasquez
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First of all I thank God for giving me life and health and also the opportunity to be able to complete this important stage since with the knowledge that I acquired in this noble University I will be able to transmit it to those who will be my future students.

I would like to thank my teachers at University de Guayaquil for providing support and patience given during this long process especially to our Tutor Rodrigo Guerrero Segura for teaching me all this time.

Karina Parrales Rodríguez
This research highlights the importance of allowing students to express themselves in a foreign language in public schools, in this case the English language. To do this, the teacher must look for the most effective methods to achieve a better language development. It is for this reason that this project aims to identify new techniques that help students improve vocabulary of the English language. As explained above, the overall objective of this project is to determine the influence of group techniques to improve the acquisition of vocabulary during English language learning and that the teacher can train and motivate students to learn more vocabulary and thus enrich your knowledge. To carry out this investigation we applied interviews and surveys the entire educational community both a: managers, teachers and students in this way we obtained the information necessary to develop this project. After that, we investigated in books and internet sources related to our project, obtaining the best information to form a brochure with basic vocabulary that will be useful for students and facilitates the process of teaching-learning process teachers. This requires changes both in the institutions and in the agents in charge of formal education. Although administrations have competence over the regulatory, evaluating and financial framework, it is teachers and society in general who are responsible for making operational changes, being more flexible, reviewing and updating methodological strategies and observing the classroom context.
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| **AUTORES:** | Elsa Mariela Roca Vásquez  
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| **RESUMEN:** | Esta investigación destaca la importancia de permitir a los estudiantes expresarse en un idioma extranjero en los colegios públicos, en este caso el idioma inglés. Para ello, el profesor debe buscar los métodos más eficaces para lograr un mejor desarrollo del lenguaje. Es por ello que este proyecto tiene como objetivo identificar nuevas técnicas que ayudan a los estudiantes a mejorar vocabulario del idioma inglés. Como se explicó anteriormente, el objetivo general de este proyecto es determinar la influencia de las técnicas grupales para mejorar la adquisición del vocabulario durante el aprendizaje del idioma inglés y que el profesor puede enseñar y motivar a los estudiantes a aprender más vocabulario y así enriquecer su conocimiento. Para llevar a cabo esta investigación se aplicaron las entrevistas y las encuestas a toda la comunidad educativa tanto a: directivos, profesores y alumnos de esta manera obtuvimos la información necesaria para desarrollar este proyecto. Después de eso, investigamos en libros y fuentes de internet relacionadas con nuestro proyecto, obteniendo la mejor información para formar un folleto con el vocabulario básico que será útil para los estudiantes y facilita el proceso de enseñanza-aprendizaje. Esto requiere cambios en las instituciones y en los agentes a cargo de la educación formal. Aunque las administraciones tengan competencia sobre la regulación, evaluación y marco financiero, son los profesores y la sociedad en general responsables de cambios operacionales, siendo más flexible, revisión y actualización de estrategias metodológicas y observar el contexto del aula. |
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ABSTRACT
This research highlights the importance of allowing students to express themselves in a foreign language in public schools, in this case the English language. To do this, the teacher must look for the most effective methods to achieve a better language development. It is for this reason that this project aims to identify new techniques that help students improve vocabulary of the English language. As explained above, the overall objective of this project is to determine the influence of group techniques to improve acquisition of vocabulary during English language learning and that the teacher can train and motivate students to learn more vocabulary and thus enrich your knowledge. To carry out this investigation we applied interviews and surveys the entire educational community both a: managers, teachers and students in this way we obtained the information necessary to develop this project. After that, we investigated in books and internet sources related to our project, obtaining the best information to form a brochure with basic vocabulary that will be useful for students and facilitates the teaching-learning process. This requires changes both in the institutions and in the agents in charge of formal education. Although administrations have competence over the regulatory, evaluating and financial framework, it is teachers and society in general who are responsible for making operational changes, being more flexible, reviewing and updating methodological strategies and observing the classroom context.

Keywords: VOCABULARY, TEACHING-LEARNING PROCESS, GROUPING TECHNIQUES
UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
ESCUELA DE LENGUAS Y LINGÜÍSTICA

TEMA: TÉCNICAS GRUPALES PARA MEJORAR LA ADQUISICION DEL VOCABULARIO

PROPUESTA: DISEÑO DE UN CUADERNILLO CON VOCABULARIO BÁSICO

Autores: ROCA VÁSQUEZ ELSA MARIELA
          PARRALES RODRÍGUEZ KARINA ISABEL

Consultor Académico: LCDO. RODRIGO GUERRERO

RESUMEN
Esta investigación destaca la importancia de permitir a los estudiantes expresarse en un idioma extranjero en los colegios públicos, en este caso el idioma inglés. Para ello, el profesor debe buscar los métodos más eficaces para lograr un mejor desarrollo del lenguaje. Es por ello que este proyecto tiene como objetivo identificar nuevas técnicas que ayudan a los estudiantes a mejorar vocabulario del idioma inglés. Como se explicó anteriormente, el objetivo general de este proyecto es determinar la influencia de las técnicas grupales para mejorar la adquisición del vocabulario durante el aprendizaje del idioma inglés y que el profesor puede enseñar y motivar a los estudiantes a aprender más vocabulario y así enriquecer su conocimiento. Para llevar a cabo esta investigación se aplicaron las entrevistas y las encuestas a toda la comunidad educativa tanto a: directivos, profesores y alumnos de esta manera obtuvimos la información necesaria para desarrollar este proyecto. Después de eso, investigamos en libros y fuentes de internet relacionadas con nuestro proyecto, obteniendo la mejor información para formar un folleto con el vocabulario básico que será útil para los estudiantes y facilita el proceso de enseñanza-aprendizaje. Esto requiere cambios en las instituciones y en los agentes a cargo de la educación formal. Aunque las administraciones tengan competencia sobre la regulación, evaluación y marco financiero, son los profesores y la sociedad en general responsables de cambios operacionales, siendo más flexible, revisión y actualización de estrategias metodológicas y observar el contexto del aula. Palabras claves: VOCABULARIO, PROCESO DE ENSEÑANZA- APRENDIZAJE , TECNICAS GRUPALES
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HOW TO USE GROUPING TECHNIQUES?

GROUPING TECHNIQUES IN THE PROPOSAL

VOCABULARY

ACTIVE AND PASSIVE VOCABULARY

THE IMPORTANCE OF VOCABULARY TO LEARN THE ENGLISH LANGUAGE

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INTRODUCTION

English is currently regarded as one of the most important languages around the world, either for those who speak it as first language or those who speak it as a second language. This language is of high priority in many habits such as the social, economic and even tourism, while many things have been said about the primacy of learning. It is important to remark that in our country English is not seen as a priority. This is based on the fact that very low percentage of people in Ecuador is able to speak and manage the language fluently.

For this reason, this project is a great support for teenage population since the phenomenon of globalization has contributed greatly to making English the official language, used in trade, business and tourism worldwide. That is why, it should be spoken in all parts of the world without difficulty, being urgent for our educational population to have motivation and desire to learn this language. Thus, it is currently essential to manage the language not only for labor issues, but also to communicate, to gain access to knowledge and information to be updated.

It requires taking greater interest in learning a second language. The importance of to acquire vocabulary in a foreign language cannot be left behind. The fact of promoting new techniques and being willing to learn with greater interest and enthusiasm will achieve good results.
Some different methodologies were used for the current work: descriptive research, bibliographic review, and case method. They were designed in order to find out specific learning difficulties in students to be solved. That way, authorities, teachers and learners will be benefited.

School authorities will be able to design pedagogical schemes aimed to improve students’ oral performance. Teachers will know which specific methodology has to be applied for each case, and students will experiment a faster development in the acquisition of vocabulary. English teaching has four skills (listening, speaking, reading, and writing). The speaking needs special attention by students for a correct pronunciation and intonation, but only with practice they will be able to improve, developing a right communication in English. It is necessary to consider that a good speaker is always capable to express their thoughts.

It is very important that both teachers and students work together as one. With the teacher’s guide they can practice the language and grow in vocabulary, grammar, and reading with the intention of developing the ability of speech. Although many educational places in the country do not have the infrastructure or English laboratories equipped, it is necessary to search for activities or methodological strategies to advance the teaching-learning process and give learners the opportunity to compete in an increasingly demanding world.
Learning languages is a continuous process that involves four different skills: writing, listening, reading and speaking. The latter mentioned is the one that gives the most problems to Ecuadorian students. English learners in 8th E.G.B. at Unidad Educativa Fiscal Francisco de Orellana, located on Manuel Serrano Av. and Lcdo. Luis Garcés St., in Zone 8, Distrito 2 - Ximena 2 Circuito 2, have faced difficulties at the time of speaking.

After assessing the students by applying surveys and talking to them it was found out a lack of basic knowledge in pronunciation. As well as this, a poor fluency was noticed. Syntaxes and sentence structure have a lower elementary level.

Another problem is related to the lack of interest and motivation from students, who consider the learning process such a difficult thing to accomplish. Embarrassment at the time of speaking and bullying from their peers make the process even more problematic. Classes have become not interesting for learners and they have lost confidence and interest in speaking.

Consequently, Unidad Educativa Francisco de Orellana has raised the requirement for teachers to implement new grouping techniques to improve speaking skills aimed at students, implementing a booklet with basic vocabulary made for daily communication, optimizing and facilitating their language in English.
CONFLICT – SITUATION

This research analyzes the educational problems that students of 8th E.G.B. at Unidad Educativa "Francisco de Orellana", located at Av. Manuel Serrano and Lcdo. Luis Garcés in Zone 8, District 2 - Ximena 2 Circuito 2 are experiencing during the development of oral expression.

First, students think that they are not able to express themselves in English because of poor basic vocabulary skills as they have not received expressions that help them communicate in an effective way. They also do not understand basic commands resulting in limited oral expression. That is why they need to increase vocabulary building activities so that they can progress.

Second, students are not interested in learning new words in English class because they find it difficult to pronounce and write them, since phonetics is totally different from their mother tongue. As a consequence, the pronunciation is very poor.

In addition, the English teacher seldom uses technological resources in class such as projectors and the Internet, because public institutions do not have the necessary money to provide them with the elements to work and the few that exist are obsolete, creating students' lack of motivation and disinterest during the English class.

It was also observed that English teachers do not use grouping techniques to promote teamwork and develop their oral language skills, mainly due to the excess of students in the classrooms. As a result the learning process is monotonous.
Finally, English teachers have a book that does not meet the learning needs of students to achieve an effective acquisition of the language that is why it is recommended to adopt new methodological techniques for the benefit of students and prepare them for a changing and competitive world.

**SCIENTIFIC FACT**

Deficiency in vocabulary in students of eighth year of GBE at Unidad Educativa Fiscal "Francisco de Orellana, located on Manuel Serrano Av and Lcdo. Luis Garcés St in Zona 8, Distrito 2 - Ximena 2 Circuito 2, 2015. As important fact it is necessary to mention that Ecuador still has a low grade at the English teaching as foreign language as it is shown by the newspaper "Latest News" in its Educational section which states that Ecuador is located in the 35th position in the Annual Proficiency Index.

According to the same report, although the country moved up 13 places compared to 2014 (it was 48th), it is still behind countries like Argentina (which records the highest level of English in Latin America), Dominican Republic and Peru. To develop the study, tests of grammar, vocabulary, reading and listening to five million volunteers from several countries were applied. The results showed that people between 18 and 24 have the best knowledge of the language. However, youngsters still have much to learn.
In fact, non-native English speakers often have unexpected advantages. When it comes to writing science for instance, in many English-speaking countries, schools are spending less time in teaching the basic grammar of the language. This results in a lot of native English-speaking scientists having real difficulties in recognizing grammatically incorrect sentences or analyzing why certain sentences do not seem to mean what they want to. By contrast, the grammatical training in non-English-speaking schools is often more meticulous, and they teach how to use structures more effectively, albeit within a more limited vocabulary (Lindsay, 2011, p.12)

It is important to train students with a better standard of English. It is based on a significant learning for their professional future.

**CAUSES**

1- Grouping techniques that break with the embarrassments of the students are not being implemented to have them as a tool in the teaching-learning process and improve language acquisition.

2- Low student participation; disinterest in learning foreign language; lack of motivation. Students do not receive a praise at the time they participate in class because their vocabulary is poor.

3- The lack of group motivation for having a good interaction is decreasing because the teacher does not have a booklet with basic vocabulary to be used in their daily classes.
FORMULATION OF THE PROBLEM

- How does the use of grouping techniques affect the development of the acquisition of vocabulary of the students of eighth E.G.B. at Unidad Educativa Fiscal Francisco de Orellana, located at Cdla Las Acacias, Parroquia Ximena, Guayaquil, in the school year 2015-2016?

OBJECTIVES OF THE INVESTIGATION

General Objective

To analyze the influence of grouping techniques in order to improve the students’ acquisition of vocabulary by means of descriptive research, case method and a bibliographic review to design a booklet with basic vocabulary for the students of eighth basic at Unidad Educativa Fiscal “Francisco de Orellana”.

Specific Objectives

- To select the appropriate grouping techniques for the acquisition of vocabulary, by means of bibliographic review.

- To select the most important aspects to elaborate this research by using a descriptive study.

- To analyze the results in order to select the best teaching techniques for the students by applying the case method.
QUESTIONS OF THE INVESTIGATION

1. What are the most effective grouping techniques?

2. What would the specific grouping techniques to improve the acquisition of vocabulary be?

3. Why is it important to improve the acquisition of vocabulary?

4. What kind of activities will be included in the tutorial?

JUSTIFICATION

In the educational field, the acquisition of vocabulary is the skill that takes more time to be acquired and dominated in a foreign language. This paradox is reflected in the classroom by the attitude that both teachers and students take.

The simultaneous practice of this skill in large groups of students causes difficulties for the teacher in terms of organization, order and evaluation. So it is very common for those students, at the time of practicing oral exercises with partners, to do repetitive exercises with a high level of pre structuring. After the free development in couples, teachers usually encourage students to present loudly and put the ideas discussed in common.

The verbal and non-verbal communication serves to communicate and understand one each other, even with people from other cultures or languages. Accordingly, the learning of languages has always captured the interest of different Sciences among others, the linguistic.
interest is also reflected in the field of education; where by the continuous process of global internationalization takes more and more importance the learning of foreign languages in a situational context. (Kremers, 2000)

For that reason, the first beneficiaries will be the students of eighth E.G.B. at Unidad Educativa Fiscal "Francisco de Orellana, because through the use of a booklet with basic vocabulary the students will notice the importance of learning a new language. It is imperative for teachers to choose all the necessary resources for improving the academic level.

The main objective is to improve the acquisition of vocabulary through the design of a booklet with basic vocabulary. It includes phonetics, basic words and its Spanish meaning for those students to be capable of understanding what they say and how to say it.

The teaching of a foreign language needs several elements that help to achieve the proposed objectives, such as: to improve vocabulary. Among the more important elements to be considered it can be mentioned the use of grouping techniques to make this learning more interactive during the process.

The ultimate goal is to make a difference by providing a basis to optimize and promote a significant foreign-language teaching, so that future students consider English as one of the tools for a proper professional development.
CHAPTER II
THE THEORETICAL FRAMEWORK

BACKGROUND

Vocabulary is central to the learning and teaching of a second language as it affords learners access to all forms of oral and written communication that includes literature, music, and content knowledge. Word knowledge is power as words serve as building blocks to learning. Vocabulary building often occurs through reading; however, in the foreign language classroom due to the heavy concept load involved in reading a second language it is unlikely that students will acquire the essential vocabulary needed to comprehend the content and information they encounter in many texts. One of the major roles of the teacher then becomes to assist students to learn vocabulary as well as to equip them with strategies for learning words.

Here addresses the following questions: How can vocabulary be taught efficiently in a way that engages the learner and promotes long-term retention for easy retrieval for future communication? What types of input and tasks can the teacher provide her learners in order to move vocabulary from input to intake and into the developing system in order to retrieve this information as needed for output? How vocabulary is best introduced and practiced to ensure optimal retention?

Learning vocabulary begins in a learning environment that is rich in oral and written language, one in which incidental learning and direct teaching opportunities are provided to acquire and practice language. Van Patten and Lee’s model of process oriented instruction emphasizes
the importance of presenting and practicing language structures in the form of input in order to ensure that it becomes intake on the part of the learner before attempting language output. While this model is proposed for the teaching of grammar, the same process can be applied to vocabulary acquisition. In order to quickly and easily access vocabulary as needed in oral and written communication, language learners must internalize the vocabulary and store this information in long-term memory. Research has provided evidence of how such long-term retention occurs and classroom-based studies have provided insights into how vocabulary can be effectively taught in the language classroom to ensure language retrieval and enhance oral and written communication. (Commons, 2009)

Learning with Multimedia

What: Multimedia refers to a combination of words, sound, and pictures. Words refer to printed or spoken texts; pictures include both still and dynamic graphics, video, photos, maps, and illustrations while sound includes aural input provided via radio, television, films, podcasts, and music.

Why: Teaching with multimedia increases speed and enhances retention of vocabulary when words occur in a variety of contexts such as animated images and images. Oral speech, written text, and visual cues increase listening comprehension (Baltova, 1994; Secules, Herron, & Tomasello, 1992) and promote vocabulary acquisition (Duquette 1993; Jylha-Laide & Karreinen, 1993). The integration of sound, pictures, animations, and video in addition to text plays an important role in vocabulary acquisition. When lexical items are presented together with images it fosters numerous cues and increases retention because the
image and word are dually coded. The mind encodes information enhancing the learner’s ability to recall information. The combination of a text and visual is more effective facilitating vocabulary learning than definitions of words alone (Akbulut, 2007; Nikolova, 2002; Jones & Plass, 2002). Multimedia can compensate for memory limitations among students with a lower capacity for remembering phonological information while reading (Chun & Payne, 2004).

Multimedia provides easy access to glosses and online aids designed to assist the learner in decoding the meaning of the word through images, explanations in the translations. Students with access to computer mediated text glosses yielded consistently better measures of vocabulary and reading comprehension (Lee, 2008; Lomicka, 1998).

Higher gains in vocabulary acquisition were reported when students themselves authored a multimedia module. With the shift from Web 1.0, where consumers largely accessed data and resources from the Internet, to Web 2.0, where consumers are placed in a participatory role as producers of resources, the opportunities to author multimedia modules has increased exponentially allowing students to share their products in the public domain.

Multimedia can provide students with options for viewing material in either visual or verbal modes, or both, in order to address individual learning styles. For example, learners who possess high spatial abilities benefit more from multimedia than those who have low spatial abilities (Mayer & Gallini, 1990; Mayer & Sims, 1994). Low verbal ability students especially benefit from visual aids and input.
How: One of the most effective ways to integrate multimedia in the language classroom is through the use of PowerPoint and Apple Keynote. Students create a presentation based on reading and information gleaned from a text and then process this information by summarizing and interpreting it through images, words, and sound, thereby creating a multisensory learning environment. Teachers can flash a culturally authentic picture on the screen when introducing new vocabulary, click to hear a native pronunciation of the word. These PowerPoint presentations (PPTs) can be posted on the school or course website making them available for students to practice. By having students create PPTs, the learning process is deepened as they skim and scan documents to locate information, choose the appropriate images, add features (sound, text), and present the results to their peers.

On Google Academic search engine, for the variable "Technical group", one item was found. It was written by Dr. Maria Dolores García Fernández and Prof. David Fernandez Rodriguez. Its title is: "Dynamics of groups and technical group, the leadership and the co-ordination of groups", (University of Córdoba, 2015), in which they describe the importance of the dynamics of groups at any educational level. They constitute a tool that allows teachers, through grouping techniques, to guide the phenomena that take place in the class for best educational results. However, it is necessary to note that it is another method to help teachers, so that its use has to be adapted to every single circumstance, to each group of study, to each level, etc. In this respect, we will keep in mind that grouping techniques:

1. - are useful means for the different process of communication which have place in the classroom. They are never an end in themselves.
2. - Not all techniques are useful for all the educational objectives.
3. - They are instruments that educators must learn to use because they do not operate on their own. Its value and effectiveness is given by the creativity of teachers who use them.

4. - These techniques are not games, even if they are carried out under certain conditions that make them seem as such.

Group techniques are useful for:
1. - Giving depth and seriousness, as they facilitate the systematic reflection of the teaching group.
2. - Providing means to enhance closer relationships, developing attitudes of cooperation and establishing emotional ties between members of the group.
3. - Helping overcome the staking of the internal dynamics of a group.
4. - Facilitating the search for solutions to the problems, the resolution of internal conflicts within the group, integration and intergroup communication and the development of the critical sense and make more effective teamwork. (Profa. Dra. María Dolores García Fernández, 2015)

It is essential to have a lot of patience for both teachers and students to understand and be able to express their ideas in English. This project is based precisely on techniques to help students in their learning process. The principal said that due to lack of technology and financial resources they have not been able to equip the English lab, indicating that unfortunately these situation harm students.

It has been established some foundations to support this work such as, the theoretical foundation, the epistemological foundation, the pedagogical foundation, the sociological foundation and the legal foundation.
GROUPING TECHNIQUES

There are many options for implementing ongoing assessment in a classroom as a mean for grouping students to generate data sources guided by teachers. The following lists give examples of each. “Readers understand that hearing others questions inspires new ones of their own likewise, listening to other’s answers can also inspire new thinking” (Miller D., 2005)

TYPES

• Brainstorming
• Phillips 66
• Symposium
• Round Table
• Panel
• Seminar
• Journal entries
• Short-answer test responses
• Completed homework
• Previously completed projects
• Problem-solving skills

**Brainstorming:** It is a small group; the members freely expose on a theme or problem to produce original ideas or new ideas. Its objective is to generate and to come up with creative solutions to problems. However, you need to use brainstorming correctly for it to be fully effective. (Mind Tools Logo, 2016)
**Phillips 66:** This technique consists of an exchange of ideas, in small groups of six people, for six minutes on a topic previously chosen by the moderator who can be the same teacher, through this the participant is can familiarize with words new and at the same time to pronounce them. (Mirtha.blogspot.com, 2011)

**Symposium:** A team of experts develops different aspects of a theme or problem successively before the group. At the end of each presentation the moderator presents a summary. Interventions should not exceed fifteen minutes and authorize the audience to ask questions to the members of the symposium without giving rise to discussion. Duration time one hour. It helps to develop their fluency when speaking in public (Merino., 2014).

**Round table:** A team of experts who hold contradictory points of view on the same subject exposes the group successively for ten minutes or so. The coordinator will hand over the members, usually four, and they must be located in a stage where they can be seen by the audience. Exposure time fifty minutes, to then allow the questions that the auditorium wants to ask. It helps to lose their fear of the exchange of ideas at the time of wanting to speak in another language. (Gardey., 2014)

**Panel:** A team of experts (4 to 6) discusses a topic in the form of dialogue or conversation in front of an audience. They do not exhibit or act as speakers. The conversation is basically informal, but it must follow a coherent, reasoned, objective development without deriving in discussions outside the topic. The coordinator presents the members to the audience and asks clarifying questions controlling the time. The conversation or debate of the subject can pass to the audience without the presence of the panel members. It helps to lose their fear of the
exchange of ideas at the time of wanting to speak in another language. (wiki how to do anything, 2016)

**Seminar:** This is a group work technique. A number of members (no less than 5 and no more than 12) meet to make a complete study of a specific topic, according to a plan previously prepared by a specialist who acts as coordinator of the work, but does not resolve it personally. A secretary takes note of the partial and final conclusions and when the group is numerous it is subdivided into subgroups. The seminar can work for days or months until completion of the work to achieve the proposed objective. Every session of the seminar concludes with the report of the work done. Helps improve their oral expression in aspects such as: vocalization and articulation (Merino J. P., 2010)

**Journal entry:** Journal speaking assignments can benefit students by enhancing reflection, facilitating critical thought, expressing feelings, and writing focused arguments. Journal speaking can be adapted into a student’s clinical course to assist with bridging the gap between classroom and clinical knowledge. In addition, journals can assist athletic students with exploring different options for handling daily experiences. This helps to increase more vocabulary in the oral development. (COLLINS, 2015)

**Short-answer test responses:** Short-answer test are composed of items, in that a clearly-defined answer is required. They differ from the latter in that the answer has to be supplied by the person being tested than simply chosen from a number of options provided. Such items are much easier to write that objective items, and are also much more versatile, since they can take a wide range of forms. They range from items that have the same perfect reliability as true objective items because the answer provided will unquestionably be either right or wrong,
to items where the reliability is somewhat lower because there is some degree of subjectivity in deciding whether the answer is correct or not. It facilitates a correct pronunciation in the oral expression. (Moodle, 2016)

**Previously completed projects:** Project-based learning refers to any programmatic or instructional approach that utilizes multifaceted projects as a central organizing strategy for educating students. When engaged in project-based learning, students will typically be assigned a project or series of projects that require them to use diverse skills—such as researching, writing, interviewing, collaborating, or public speaking—to produce various work products, such as research papers, scientific studies, public-policy proposals, multimedia presentations, video documentaries, etc. This can enrich spoken and written vocabulary, as well as involve a proper oral expression. (Galeana, 2016)

**Problem-solving skills:** In order to solve problems, students need to define the end goal. This step is crucial to successful learning of problem-solving skills. If you succeed at helping students answer the question “what?” and “why?” finding the answer to “how?” will be easier. It helps to lose their fear when exchanging ideas in another language. (Waterloo, 2016)

**IMPORTANCE**

Group work can be an effective method to motivate students, encourage active learning, and develop key critical-thinking, communication, and decision-making skills. But without careful planning
and facilitation, group work can frustrate students and instructors and feel like a waste of time. Use these suggestions to help implement group work successfully in your classroom.

**Preparing for small group work**

Think carefully about how students will be physically arranged in groups – will it be easy for groups to form and for all students to be comfortable? Also think about how the layout of your classroom will impact volume – will students really be able to hear one another clearly? How can you moderate the activity to control volume?

Insist on professional, civil conduct between and among students to respect people’s differences and create an inclusive environment. Talk to students about their past experiences with group work and allow them to establish some ground rules for successful collaboration. This discussion can be successfully done anonymously through the use of note cards.

**Designing the small group activity**

- **Identify the instructional objectives.** Determine what you want to achieve through the small group activities, both academically (e.g., knowledge of a topic) and socially (e.g., listening skills). The activity should relate closely to the course objectives and class content and must be designed to help students learn, not simply to occupy their time. When deciding whether or not to use group work for a specific task, consider these questions: What is the objective of the activity? How will that objective be furthered by asking students to work in groups? Is the activity challenging or complex enough that it requires group work? Will the project
require true collaboration? Is there any reason why the assignment should not be collaborative?

- **Make the task challenging.** Consider giving a relatively easy task early in the term to arouse students’ interest in group work and encourage their progress. In most cases, however, collaborative exercises should be stimulating and challenging. By pooling their resources and dealing with differences of opinion that arise, groups of students usually develop a more sophisticated product than they could as individuals. See the Centre for Teaching Excellence (CTE) teaching tip “Group work in the Classroom: Small-Group Tasks” for some ideas.

- **Assign group tasks that encourage involvement, interdependence, and a fair division of labour.** All group members should feel a sense of personal responsibility for the success of their team mates and realize that their individual success depends on the group’s success. Allocate essential resources across the group, so that group members are required to share information (e.g., “Jigsaw” method) or to come up with a consensus; randomly select one person to speak for the group; or assign different roles to the group members so that they are all involved in the process (e.g., recorder, spokesperson, summarizer, checker, skeptic, organizer, observer, timekeeper, conflict resolver, liaison to other groups). Knowing that peers are relying on you is a powerful motivator for group work. Another strategy for promoting interdependence is specifying common rewards for the group,
such as a group mark. See the CTE teaching tip “Methods for Assessing Group Work” for more information.

- **Decide on group size.** The size you choose will depend on the number of students, the size of the classroom, the variety of voices needed within a group, and the task assigned. Groups of 4-5 tend to balance well the needs for diversity, productivity, active participation, and cohesion. The less skilful the group members, the smaller the groups should be.

- **Decide how you will divide students into groups.** Division based on proximity or students’ choice is quickest, especially for large and cramped classes; however, it means that students end up working together with friends or always with the same people. To vary group composition and increase diversity within groups, randomly assign students to groups by counting off and grouping them according to number; or have them line up according to birthday, height, hair colour, etc., before dividing them; another idea is to distribute candy (e.g., Starburst or hard, coloured candies) and group students according to the flavour they choose. For some group tasks, the diversity within a group (gender, ethnicity, level of preparation) is especially important, and you might want to assign students to groups yourself before class. Collect a data card from each student on the first day of class to glean important information about their backgrounds, knowledge, and interests. Alternately, ask students to express a preference (e.g., list three students with whom they would most like to work
or two topics they would most like to study), and keep their preferences in mind as you assign groups.

- **Allow sufficient time for group work.** Recognize that you will not be able to cover as much material as you could if you lectured for the whole class period. Cut back on the content you wish to present in order to give groups time to work. Estimate the amount of time that subgroups need to complete the activity. Also plan for a plenary session in which groups’ results can be presented or general issues and questions can be discussed.

- **Try to predict students’ answers.** You won’t be able to do this perfectly—expect the unexpected—but by having some idea about what students will come up with, you will be better prepared to answer their questions and tie together the group work during the plenary session.

- **Design collaborative work in multiple constellations and forms:** pairs, small groups, large groups, online synchronously, online asynchronously, etc. Some students might be better at contributing after they have had time to digest material, while others might be better at thinking on the spot; other students will defer to others in large groups but actively contribute in pairs; all roles should be valued and included.
Introducing the group activity

- **Demonstrate you are prepared for the group session.** Arrive punctually, have a handout prepared that relates specifically to the task, and carry through on tasks that you promised to do when you last used group work in the classroom (Race, 2000).

- **Share your rationale for using group work.** Students must understand the benefits of collaborative learning. Don’t assume that students know what the pedagogical purpose is. Explicitly connect these activities to larger class themes and learning outcomes whenever possible. If they do not see the value of the group activity, they might conclude that you are using group work merely to get out of course preparation or lecturing.

- **Have students form groups before you give them instructions.** If you try to give instructions first, students may be too preoccupied with deciding on group membership to listen to you. Or, by the time they have determined their groups, they may have forgotten what they are supposed to do.

- **Facilitate some form of group cohesion.** Students work best together if they know or trust each other, at least to some extent. Even for brief group activities, have students introduce themselves to their group members before attending to their task. For longer periods of group work, consider introducing an ice breaker or an activity designed specifically to build a sense of teamwork.
• **Explain the task clearly.** This means both telling students exactly what they have to do and describing what the final product of their group work will look like. Explaining the big picture or final goal is important, especially when the group work will take place in steps (such as in snowballing or jigsaw). Using visual structures like charts and sequential diagrams is often helpful, as is the use of sentence starters and specific questions. Remember to include time estimations for the activities. Estimate on the low side; students will work most efficiently as the deadline approaches. If necessary, you can increase the time available.

• **Prepare written instructions for the students.** Either post the instructions on an overhead or PowerPoint slide or, if some of the groups will leave the room, distribute a handout.

• **Set ground rules for group interaction.** Especially for extended periods of group work, establish how group members should interact with one another, mentioning principles such as respect, active listening, and methods for decision making. See the CTE teaching tip “Group Decision Making” for more information.

• **Let students ask questions.** Even if you believe your instructions are crystal-clear, students may very well have legitimate questions about the activity. Give them time to ask questions before they get to work.
Monitoring the group task

- **Monitor the groups but do not hover.** As students do their work, circulate among the groups and answer any questions raised. Also listen for trends that are emerging from the discussions, so that you can refer to them during the subsequent plenary discussion. However, be unobtrusive and avoid interfering with group functioning; allow time for students to solve their own problems before getting involved. Even consider leaving the room for a short period of time, because your absence can increase students’ willingness to share uncertainties and disagreements.

- **Be slow to share what you know.** If you come upon a group that is experiencing uncertainty or disagreement, avoid the natural tendency to give the answers or resolve the disagreement. The learning that is accomplished through group work might be slower, but it is generally harder won and thus better. If necessary, clarify your instructions, but let students struggle—within reason—to accomplish the task (Race, 2000).

- **Clarify your role as facilitator.** If students criticize you for not contributing enough to their work, consider whether you have communicated clearly enough your role as facilitator.
Ending the group task

Provide closure to the group activities. Group work can succeed or fail based on how you incorporate it into the rest of the class and the course. Students need to see how their work in small groups was useful to them and/or contributed to the development of the topic. Thus, end with a plenary session in which students do group reporting:

Oral reports: Have each group give one idea and rotate through the groups until no new ideas arise. Or have each group give their most surprising or illuminating insights or their most challenging question. Typically, you should record the ideas raised to validate their value, but limit yourself to key words.

- **Written reports:** Have each group record their ideas on a transparency and either present them yourself or have a group member do so. One variation on this is to have groups record their conclusions on a section of the blackboard or on newsprint that is then posted on the wall. Students then informally circulate around the room and read each other’s answers. Alternately, you can ask students to move around the room in small groups, rotating from one set of comments to another. As they rotate, they keep up a discussion, treating the comments written on the newsprint or blackboard as a new voice in their discussion. They can add their own comments in response. Another variation on written reports is to have students write brief comments on Post-it notes or index cards. Collect them, take a few minutes to process them or put them in sequence and then summarize their contents.
• **Model how you want students to participate.** When responding to students’ answers, model the respect and sensitivity that you want the students to display towards their classmates. Also readily acknowledge and value opinions different from your own; don’t favour clones! Be willing to share your own stories, critique your work, and summarize what has been said.

• **Connect the ideas raised to course content and objectives.** Recognize that groups might not come up with the ideas you intended them to, so be willing to make your lecture plans flexible. Wherever possible, look for a connection between group conclusions and the course topic. However, be aware that misconceptions or inaccurate responses need to be clarified and corrected either by you or by other students.

• **Don’t provide too much closure.** Although the plenary session should wrap up the group work, feel free to leave some questions unanswered for further research or for the next class period. This openness reflects the nature of knowledge.

• **Ask students to reflect on the group work process.** They may do so either orally or in writing. This reflection helps them discover what they learned and how they functioned in the group. It also gives you a sense of their response to group work.
A final thought …

Successful group work requires not only careful preparation and facilitation but also regular reflection and reassessment afterward. After a class of small group activities, reflect on the group work process and refer back to the notes you made before class. Add comments about what worked especially well and what you would change in the future to make the exercise run more smoothly. Also discuss your use of group work with other instructors, and ask for their suggestions. If you feel that your facilitation skills are weak, work to strengthen them. (Excellence, 2017)

HOW TO USE GROUPING TECHNIQUES?

Brainstorms This can be a valuable way of stimulating creative free-thinking and is particularly useful when looking for a solution to a problem or in generating diverse ideas. Start with a question like "How can we..?" or "What do we know about ...?" and encourage the group to call out ideas as fast as you can write them up (perhaps use two scribes on separate boards if the brainstorm flows well). Make it clear that this is supposed to be an exploratory process, establish some ground-rules in advance for example:

A large quantity of ideas is desirable, so everyone should be encouraged to contribute at whatever level they feel comfortable.

Quick snappy responses are more valuable at this stage than long, complex, drawn-out sentences.

Ideas should be noted without comment, either positive or negative - no one should say "That wouldn't work because." or "That's the best idea we've heard yet" while the brainstorm is in progress as this might make people feel foolish about their contributions.
Participants should 'piggyback' on each other’s ideas if they set off a train of thought, 'logic circuits' should be disengaged, allowing for a freewheeling approach.

The ideas thus generated can then be used as a basis for either a further problem-solving task or a tutor exposition. (UCD, 2012)

GROUPING TECHNIQUES IN THE PROPOSAL

Grouping techniques such as: Brainstorming, Phillips 66 have developed resources to help teachers who want to improve their teaching and their students in English learning. The design of a booklet with basic vocabulary is the most practical that can help in the resolution of the problem which arises in almost any teaching situation when the group is very large. Our learning resource focuses on providing guidance in the traditional classroom with activities based on daily routines. This strategy serves to help students deepen their learning and make connections between their academic life and his personal life. Technologies in education resources can help identify very effective teaching tools and learning tools and provide best practices to implement them effectively.

VOCABULARY

The noun vocabulary (or vocab for short) refers to the words used in a language.

The word vocabulary can have at least three different meanings:

1. All of the words in a language
• New words are constantly being added to the vocabulary of English.

2. The words used in a particular context

• If you want to do an MBA you need to improve your business vocabulary.
• My neighbor is a doctor so he has an extensive medical vocabulary.
• I’ve just bought a book on the vocabulary of slang.

3. The words an individual person knows

When learning a foreign language, our individual vocabulary in that language is one of the most important micro-skills to develop. Of course, all micro-skills like grammar, vocabulary and pronunciation are important. But it is far more difficult to communicate with no vocabulary than with no grammar. (English Club, 2015)

ACTIVE AND PASSIVE VOCABULARY

In their own individual vocabulary, there is a difference between:

• words that they understand and use (their active vocabulary)
• words that they understand but do not or cannot use (their passive vocabulary)

This is true for native speakers as well as for learners. In their own language, there are many words that they use regularly when speaking or writing. These words are part of their active vocabulary. And then there are many words that they understand when they hear them, on television for example, but do not use in everyday speech. These words are part of their passive vocabulary. (English Club, 2015)
THE IMPORTANCE OF VOCABULARY TO LEARN THE ENGLISH LANGUAGE

As discussed in the first post, vocabulary was for long an overlooked aspect of learning a new language. During the last decades, however, the vocabulary has moved from the periphery into a central position. Even a quick look at the recent linguistic research (Folse, Myths about Teaching and Learning Second Language Vocabulary: What Recent Research Says, 2004) reveals that more and more attention has been given to this disregarded “Cinderella of foreign language learning” (Beheydt, 2015)

They find this attention truly well-deserved, as we are confident that vocabulary, including not just words but also their meaning, orthography, pronunciation, context and conjugation, is in the very essence of the process of learning a new language. Here are three key reasons why increasing and evolving your vocabulary is well worth the effort:

1. Vocabulary is the key to communication

For a large majority of learners, the ultimate goal of studying is to be able to communicate in a new language. If you do not wish to lean completely on non-verbal skills, mastering vocabulary is not just important, but crucial in a foreign language environment.

The experienced second language teacher and scholar Keith S. Folse has reviewed prevailing myths about vocabulary. The very first of these myths is that “Vocabulary is not as important in learning a foreign language as Grammar or other areas” (keithfolse, 2016). Debunking this very common misconception, Folse points out that his worst breakdowns in communications have happened when he did not know the appropriate
vocabulary. Folse tells an anecdotic story about him trying to buy flour in a small store in Japan without knowing the word “flour” in Japanese. Knowing several grammatically correct forms for asking did not do the job, nor did the attempt to describe flour as “pre-bread”. After a long and frustrating hour Folse left the store – without the flour.

There is a reason we tend to travel with a dictionary, not a grammar book. As the British linguist David A. Wilkins puts it: “without grammar, very little can be conveyed; without vocabulary nothing can be conveyed” (Wilkins, 2005).

2. Strong vocabulary allows you to develop other skills

Of course they should. The good news is that improving their vocabulary has a direct, positive impact on your capacity to build up their language proficiency as a whole. A leading linguist researcher Paul Nation notes: “Vocabulary is not an end in itself. A rich vocabulary makes the skills of listening, speaking, reading, and writing easier to perform.” (Nation, 2005) When their working memory is not loaded with hesitation about the correct spelling, pronunciation and contextual use of the words, they can concentrate fully on higher level aspects of language such as using precise sentence structures and appropriate expressions for the type of conversation that is going on.

All in all, instead of contrasting vocabulary with the rest of the language skills, it would be more useful to consider it as solid bedrock upon which to build the overall language proficiency. (Teaching and Learning Vocabulary. Newbury House, 2005)
3. The more words you know, the more you will learn

The vocabulary is learned through focused, conscious study, but even more commonly in an indirect manner through listening and reading, using context clues to figure out the meaning. However, this kind of incidental learning is only possible if the amount of unknown words remains low. That is, they must have a significant vocabulary to be able to learn new words from the context in which they appear. This obviously constitutes a clear disadvantage for learners with less vocabulary, but also means that “learners who know more words are able to use those known words to learn even more”.

So next time they are studying, keep in mind that improving their vocabulary means improving their capacity to learn more – their hard work will pay off later in the form of more efficient and effortless vocabulary learning. (Folse, Vocabulary Myths: Applying second language research to classroom teaching. University of Michigan Press, Ann Arbor., 2005)

**HOW TO IMPROVE THEIR VOCABULARY?**

If they want to start by learning practice vocabulary. They must learn words are really important to them at work, at home and away from home. They can use the Notes stick and label things around their home.

Also use self-study vocabulary books, these should include a good dictionary and a thesaurus. Expose their a little English as possible by reading, watching TV, movies or news and listen to the radio or music.
If they can afford to take a subscription to a magazine or a newspaper. Do exercises in line. I note they did and come back in a few weeks / months to see how they have improved.

Try to memorize complete sentences, not only words. When have learned a Word, write about it in the context. Create or play on words. Scrabble, crosswords, Hangman and Ding things are all good ways to play with the words. (leonetwork, 2015)

**Notebooks**

The students may have a notebook so they remember what they have learned. They can guide you with sites webs of vocabulary.

**Flash cards**

- Start a flash cards box.
- Buy or cut out some cards all the same size.
- Draw or cut out some pictures.
- Paste the pictures onto one side of the card and write the correct word on the other side.
- Put new words in the front of the box.
- Test yourself using the pictures, the words or both.
- If you have forgotten a word bring it to the front of the box.
- For more advanced vocabulary, write the word on one side and the dictionary definition on the other. (leo network, 2015)

Some students put a tick or cross in their dictionary next to every word they look up. The next time they turn to a page with a marked
word, they quickly check to see if they remember the meaning of that word.

In all of the above ways, you are doing something with the words. It’s usually not enough to just read through a list of words with their definitions or translations and try to remember them. Most students find that they remember words better if they do something with them. Even better is to try and learn the word in a typical combination with other words. Learning that to apologize means to say sorry is a good start, but it’s much better to learn a whole expression containing the word, e.g. He apologized for being late. Not only is this often easier to remember, but you are also learning some very important information on how the word is used. (A GUIDE TO LEARNING ENGLISH, 2017)

There are several ways to test the progress of vocabulary learning, but forms are broadly divided into two categories:

- The Word will be given and must:
  - To write a definition
  - To use in a sentence of example
  - To translate to your language

You will be given:

- A definition
- An example sentence

The translation in their language and they have to write the word in English. If they do a vocabulary test in the second group, then in most cases they will need to learn how to write exactly the word and will lose marks if they misspell it. (A guide to learning English, 2016)
Learning vocabulary by reading

Read books and magazines helps a lot when it comes to learning new words so that you can add to your vocabulary. The context of a new word in a phrase or story is of great help to guess the meaning of the word studied. Find a word again and again in a reading support has learned to use in their own language and script. Do read many extras for the pleasure both fiction and non-fiction - is a great way to learn new words in English, also. They must choose books that are very easy to read. Difficult stories or texts that is difficult to understand not help build vocabulary in a natural way. But we must remember that to learn new words of a lectures need to read a lot and be consistent.

STYLISTIC CLASSIFICATION OF THE ENGLISH VOCABULARY

From stylistic point of view, it is important to classify the English vocabulary, as many stylistic devices are based on the interplay of different stylistic aspects of words. According to Galperin, the vocabulary of the English language can be divided into three main layers:

1. The literary layer
2. The neutral layer
3. The colloquial layer
The literary layer

The literary and neutral layers contain a number of sub-groups each of which has a property it shares with all the sub-groups within the layer – this common property is called aspect. The aspect of literary layer is its markedly bookish character. This layer is more or less stable. The aspect of the colloquial layer is its lively spoken character – it makes this layer unstable and fleeting. The aspect of the neutral layer is its universal character - it is unrestricted in its use,
- It can be employed in all styles of language,
- It can be employed in all spheres of human activity,
- It is the most stable layer.

Neutral, common literary and common colloquial vocabulary

They are grouped under the term standard English vocabulary.

a) Neutral Words are used in both literary and colloquial language. They are the main source of synonymy and polysemy (prolific in the production of new meanings). The wealth of the neutral words is often overlooked due to their inconspicuous character but their faculty for generating new stylistic variants is amazing.
Unlike all other groups, the neutral words cannot be considered as having a special stylistic coloring, (whereas both literary and colloquial words have a definite stylistic coloring).

b) Common Literary Words are mainly used in writing and in polished speech. It is not difficult to distinguish between a literary word and a colloquial word as the literary units, they stand in opposition to colloquial units. This is especially apparent when pairs
of synonyms (literary and colloquial) can be formed which stand in contrasted relation:

<table>
<thead>
<tr>
<th>Colloquial</th>
<th>neutral</th>
<th>literary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kid</td>
<td>child</td>
<td>infant</td>
</tr>
<tr>
<td>Chap</td>
<td>fellow</td>
<td>associate</td>
</tr>
<tr>
<td>Get out</td>
<td>go away</td>
<td>retire</td>
</tr>
<tr>
<td>Go on</td>
<td>continue</td>
<td>proceed</td>
</tr>
<tr>
<td>Go ahead</td>
<td>begin</td>
<td>commence</td>
</tr>
</tbody>
</table>

As you can see, these synonyms are not absolute as they differ stylistically.

Stylistic difference may be of various kinds:
- It may lie in the emotional tension connoted in a word
- It may lie in the sphere of application or in the degree of the quality denoted

Colloquial words are always more emotionally colored than literary ones.

The neutral stratum of words has no degree of emotiveness.

Booth's literary and colloquial words have their upper and lower ranges. The lower range of literary words approaches the neutral layer and the same can be said of the upper range of the colloquial layer so it can very easily pass into the neutral layer.

c) Common Colloquial Vocabulary

Is represented as overlapping into the Standard English vocabulary and is therefore considered part of it. It borders both on the neutral vocabulary and on the special colloquial vocabulary. Just as common literary words lack homogeneity, so do common colloquial words and
set expressions. Some of the lexical items belonging to this layer are close to the non-standard colloquial groups such as jargonizes, professionalism, etc. These are on the borderline between the common colloquial and the special colloquial or nonstandard vocabulary. Other words approach the neutral layer of the English word-stock. E.g. teenager, hippie is colloquial words that have passed into the neutral vocabulary. They have lost their non-standard character and have become widely recognized. However they haven´t lost their colloquial association and therefore still remain in the colloquial stratum of the English vocabulary.

Other examples:
take – in “as I take it“= as I understand
to go for – to be attracted by = you think she still goes for that guy?
guy – young man
to be gone on = to be madly inloved with
pro = professional (boxer)
ad = advertisement

The spoken language abounds in set expressions which are colloquial in character: e.g. all sorts of things, just a bit, so-so, to hob-nob (=to be very friendly, to drink together, to be sick and tired of, etc.)

On the other hand, certain set expressions have been coined with literary English and their use in ordinary speech will inevitably make the utterance sound bookish, e.g.: in accordance with:

- with regard to
- to speak at great length
- to lend assistance
- by virtue of, etc.
SPECIAL LITERARY VOCABULARY

a) Terms

Terms arose due to the necessity of reflecting in language the cognitive process maintained by scholars in analyzing different concepts and phenomena. One of the most characteristic features of a term is its direct relevance to the system or set of terms used in a particular science, discipline or act. Term is directly connected with the concept it denotes – directs their mind to the essential quality of the thing, phenomenon or action. Terms mostly and predominantly belong to scientific and technical style but they may as well appear in other styles – newspapers (publicist). When using in the style of fiction, a term may acquire a stylistic function and consequently becomes a stylistic device. (e.g. the stylistic effect of the medical terminology used by Cronin in his novel the Citadel)

Moderate use of special terminology in fiction is bordering on common literary vocabulary.

Ex: (T. Dreiser: The Financier)

“There was a long conversation – a long wait. His father came back to say it was doubtful whether they could make the loan. Eight per cent, then being secured for money, was a small rate of interest, considering its need. For ten per cent Mr. Kuzel might make a call-loan. Frank went back to his employer, whose commercial choler rose at the report.”

Commentary:

Such terms as loan, rate of interest, to secure for money are widely known financial terms which need no explanation. The main task of the writer in this passage is not to explain the process of business
negotiation, but to create the environment of business atmosphere – the use of terms is stylistic as they serve the purpose of characterizing the commercial spirit of the hero – however they are not a stylistic device.

The following is an example where a term is used as a stylistic device:

Ex:

“What a fool Rawdon Crawley has been,” Clump replied, “to go and marry a governess. There was something about the girl too.”

“Green eyes, fair skin, pretty figure, famous frontal development,” Squill remarked. (Thackeray)

Commentary:

The combination “frontal development” is terminological in character (used sometimes in anatomy). But being preceded by the word famous used in the sense indicated by the dictionary as a strong expression of approval (chiefly colloquial), excellent, capital the whole expression assumes a specific stylistic function due to the fact that frontal development is used both in its terminological aspect and in its logical meaning” the breast of a woman” – twofold application of meaning.

Final remark: With the increase of general education, many words that were once terms have gradually lost their quality as terms and have passed into the common literary or even neutral vocabulary = determination: e.g. radio, television, laser, software, etc.

b) Poetic and Highly Literary Words

- Have a marked tendency to detach themselves from the common literary word-stock and gradually assume the quality of terms denoting certain definite notions and calling for poetic diction. Poetic
diction occurs when words are selected and arranged to arise aesthetic imagination.

Being drawn into the system of literary styles the words are selected and arranged in groups of definite images, in phraseological series, which grow standardized and are becoming conventional symbols of definite phenomena or character or of definite ideas of impressions. From stylistic point of view poetical words in an ordinary environment may have a satirical function.

Ex:
But Adeline was not indifferent: for
(Now for a common-place!) beneath the snow,
As a volcano holds the lava more
Within – et cetera. Shall I go on? – No,
I hate to hunt down a tired metaphor,
So let the often-used volcano go! (Byron: Don Juan)

Commentary:
The satirical function of “tired metaphor”, “the often used volcano” lies in Byron’s estimating of the value of conventional metaphors and stereotyped poetical expressions.

The striving for the unusual is close to the sensational and can therefore be found in many other styles (not only in fiction). A modern English literary critic has remarked that in journalese a policeman never goes to an appointed spot – he proceeds to it, the picturesque reporter seldom talks of a horse, it is a charger. The sky is the welkin, the valley is the vale, fire is the devouring element. It should be noted here that the overuse of poeticisms and their constant repetition gradually make them hackneyed like anything that lacks freshness it fails to evoke a genuinely aesthetic effect and eventually call for protest on the part of those who are sensitive to real beauty.
c) Archaic, Obsolescent and Obsolete Words

The word-stock of a language is in an increasing state of change. Words change their meaning and sometimes drop out of the language altogether. We distinguish 3 stages in the aging process of words:

1. The beginning of the aging process when the word becomes rarely used. Such words are called obsolescent, i.e. they are in the stage of gradually passing out of general: e.g. a pallet = a straw mattress, a palfrey = small horse, garniture = furniture – mainly French borrowings.

2. The second group of archaic words are those that have already gone completely out of use but are still recognized by the native speakers, e.g. methinks = it seems to me, nay = no. These words are called obsolete.

3. The third group which may be called archaic proper, are words which are no longer recognizable in modern English, words that were in use in old English, e.g. troth = faith, a losel = a worthless, lazy fellow.

There is still another class of words which denote objects, customs, institutions and events of historical period. They are historical words/terms and they name things and phenomena which passed into oblivion and therefore, have no synonyms in modern English. Archaic words on the other hand, have been replaced by modern synonyms.

From stylistic point of view, these groups of words can be found in the style of official documents, in legal language, in all kinds of statutes, in diplomatic documents, e.g. aforesaid, hereby, therewith, hereinafter named etc. in poetry, in historical novels (they maintain “local colour”)
d) Barbarisms and Foreignisms

Barbarisms are words of foreign origin which have not entirely been assimilated into the English language. They bear the appearance of a borrowing and are felt as something alien to the native tongue. E.g. chic = stylist, bon mot = a clever witty saying, en passant = in passing, ad infinitum = to infinity.

It is very important for purely stylistic purpose to distinguish between barbarisms and foreign words proper. Barbarisms are words which have already become facts of the English language. They are part and parcel of the English word-stock, though they remain on the outskirts of the literary vocabulary. Foreign words used for some stylistic purposes, do not belong to the English vocabulary and are not registered in dictionaries. In a written language, they are often italicized. Both foreign words and barbarisms are widely used in various styles to supply local colour.

Ex:
The use of foreign word to describe the peculiarities of the German menu.
(Thackeray: “Vanity Fair”)
“The little boy, too, we observed, had a famous appetite, and consumed schinken, and braten, and kartoffeln, and cranberry jam… with a gallantry that did honour to his nation.”

Commentary:
By introducing several German words, the author gives an indirect description of the peculiarities of the German menu and the environment on general. (Vocabulary, 2010)
EPISTEMOLOGICAL FOUNDATION

Epistemology is to investigate the reasons and nature of knowledge itself. The study of epistemology focuses on our means for acquiring knowledge and how it can differentiate between truth and falsehood. “Establish the relevance of class, gender, race, etc. by theoretical fiat instead of through an attention to the categories that are endogenous to specific, naturally occurring social relationships Thus, from the perspective of the Epistemology of the Known Subject, questions such as the following could be asked: who is being talked about, referred to, and named by categories and, concepts such as "worker", "unemployed", "marginal", "poor" or “Single parent“. Those categories which talk about many in general and one in particular, are nevertheless, present at the moment of posing a research question, interacting with "others," interpreting their actions, textually representing their identity, and presenting the findings. (PMC Journal list, 2016)

PEDAGOGICAL FOUNDATION

The Pedagogy is the art of teaching. Education is a process and its result is the assimilation of a system of knowledge and skills development practices which ensure a certain level while development needs and cognitive abilities of a person and their ability to carry out some kind of practical activity. Hence, teacher education itself has two important foci: learning about teaching and, teaching about teaching, each of which involves complex skills, knowledge, abilities and competences (J. Kessels, 2005).
CONSTRUCTIVISM

This theory refers to the idea that learners construct knowledge for themselves. Constructivism is the way people create a sense of the world through a series of individual buildings. As with realism, definitions of constructivism around, many of which are largely orthogonal to each other. These speak variously of ideas, norms, Constitutive rules and the social construction of identity and interests “The constructivism gives the opportunity to the students and teachers build up the knowledge into the learning and teaching process, in order to work interactively to apply the enough understanding” (Barkin, Realistic Constructivism, 2010).

SOCIOLOGICAL FOUNDATION

The 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 is the study of the interaction of the individual and his cultural environment including other individuals, social groups and patterns of behavior. Thus social interaction is the key-problem of educational sociology. The individual becomes a person as a product of this interaction. (Sharma, Sociological Foundation of Education, 2011)
SOCIOLOGY EDUCATION

The sociology of education is the study of how public institutions and individual experiences affect education and its outcomes. It is most concerned with the public schooling systems of modern industrial societies, including the expansion of higher, further, adult and continuing.

SOCIOLOGY IN THE CLASSROOM

In the classroom and in any educational institution it is required that all members participate and interact with each other sure that there is an interaction between his / her students by forming study groups. According with the study "It can identify our strengths of character, build strong relationships, and foster social supportive environments to be our best and be able to give to others.

In these groups the members are in face to face interaction with each other and there are a small number of participants, this encourages students to speak their minds on a given topic. This is because a small group each students is given the opportunity to express himself / herself in comparison with the whole class. This helps student’s build confidence as their views can be heard by their peers. This gives you the opportunity to some students who cannot express themselves fully when there are many people around them. Eventually a habit of doing things together is created and as a result the group will be more united". (Mooney M. A., 2013)
LEGAL FOUNDATION

The regulation to develop the design and execution of the educative project was approved in session of the Honorable Directive Council on 4th September of 2015. The Directive Council arranged that the educative projects must be performed until by two under – graduates. Among the objectives of the regulation it has:

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

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

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

CONTEXTUAL FRAMEWORK

The educational project will be implemented with thirty-eight students of 8th grade, Basic Education at Unidad Educativa Fiscal Francisco De Orellana. This public school is located in Guayaquil on Av. Manuel Serrano and Lcdo. Luis Garcés Street. It is a one-story building. It has a computer lab with seven machines. There is also a big yard, a soccer court and a small playground for young kids. This institution is administrated by Dr. Joffre Diaz Lopez and supported by ten teachers; all of them are qualified and professionally prepared with several years of educational experience. Three hundred students attend to classes during the morning shift every day.
CHAPTER III

METHODOLOGY, PROCESS, ANALYSIS AND DISCUSSION OF RESULTS

METHODOLGY DESIGN

Method that promotes the rational thought; implies the adoption of sequential (but flexible) structure from problem to solution that includes all the phases since the moment that it enunciates the problem, collect information and begin the conceptual work, until the solution. (In Lee (Western Illinois University, 2016)

MODALITY OF THE INVESTIGATION

Descriptive research, also known as statistical research, describes the data and this should have an impact on the lives of the people surrounding him. For example, the search for the most common disease that affects children of a city. The reader of the research will know what do to prevent this disease; therefore, more people will live a life healthy. (scribd, 2017)

Once the results the discouragement of the students could be detected in the hour-class of English, therefore it was concluded apply a group technique to improve the acquisition of vocabulary.
DOCUMENTARY AND BIBLIOGRAPHIC INVESTIGATION

Documentary Investigation is a process based in the search, recovery, analysis, critical and interpretation of data side, i.e., those obtained and reported by others researchers in different documentary: printed, audiovisual or electronic. As in all research, the purpose of this design is the contribution of new knowledge. (Arias, 2012). With this are could conclude that there was the need of provide a booklet with vocabulary basic to help to improve the acquisition of vocabulary.

TYPES OF INVESTIGATION

Descriptive Investigation

Descriptive research is a type of category refers to investigation which utilizes already existing data or non-experimental research with a preconceived hypothesis. It serves for sorting, grouping, or systematizes the objects involved in the investigative work. This form of research requires the combination of analytical and synthetic, conjugation with the deductive and the inductive methods. Answer the questionnaires of the object that is investigated. They described the facts as they are observed. When you want to describe, in all its main components, a reality. (Corporation, 2012)
Exploratory Investigation

Exploratory Investigation also known a pilot study, are those who are investigated for the first time or few studies investigated. They are also used to identify a problem. It is considered the first scientific approach to a problem. Is used when this has not yet been addressed enough or studied and the existing conditions are not yet certain. (Perelló, 2011)

Experimental Investigation

This type of research manipulates and controls the variables of a problem to get answers about a situation or particular event, experimental research. Using principles, ways and resources, such as observation, experimentation, physical sciences. This means that the study provokes situations to be given specific situation. Experiments are conducted with the aim of predicting phenomena. Normally, an experiment is built to be able to explain some kind of causality. Experimental research is important to society, helps us to improve our daily lives, and through the use of this Type of experimental research can improve the quality of student learning.

According to the author “The experimental research consists in the manipulation of an experimental variable not ascertained, under strictly controlled conditions, in order to describe how or why causes occurs a situation or event in particular “ (Varo, 2006)
POPULATION AND SAMPLE

Population is a collection of people, items, or events about which you want to make inferences.
According to (Docplayer, 2011) “The entire set of individuals or others entities to which study findings are to be generalized”.

Sample is a subset of people, items, or events from a larger population that you collect and analyze to make inferences. To represent the population well, a sample should be randomly collected and adequately large.
Sarah Mae Sincero (Sincero S. M., 2012) “As the name suggests, purposive sampling means the researcher selects participants according to the criteria he has set. This is only used when you are confident enough about the representativeness of the participant regarding the whole target population”.

Population

In this educational project the population refers to all the people from the Unidad Educativa Fiscal “Francisco de Orellana” such as: directives, teachers and students who participated in the survey about the importance of the use of group techniques to improve oral expression, in the city of Guayaquil, Scholar year 2015-2016.
TABLE # 1

<table>
<thead>
<tr>
<th>ITEM</th>
<th>STAFF</th>
<th>POPULATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Directives</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>Administrative</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>Teachers</td>
<td>41</td>
</tr>
<tr>
<td>4</td>
<td>Students</td>
<td>871</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>915</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa “Francisco de Orellana”
Researchers: Mariela Roca Vásquez Y Karina Parrales Rodríguez

SAMPLE

A sample is a collection of some elements of the population, but not all. In this population of 915 people, there are 4 strata: 2 directives, 1 administrative, 4 teachers and 871 students of which it has defined as sample to one hundred people. Using the formula of Dinamed following:

The sample was obtained from the following formula:

\[ n = \frac{N}{E^2 \times (N-1) + 1} \]

\[ n = \frac{915}{0.05^2 \times (878-1) + 1} \]
\[ n = \frac{915}{0.0025 \times (877) + 1} \]
\[ n = \frac{915}{2.0195} \]
\[ n = 40 \]
\[ F = \frac{n}{N} \]
\[ F = \frac{40}{915} \]
\[ F = 0.045 \]

\[
\begin{align*}
0.045 \times 2 \text{ directives} &= 0.091 \\
0.045 \times 1 \text{ administrative} &= 0.045 \\
0.045 \times 4 \text{ teachers} &= 0.182 \\
0.045 \times 871 \text{ students} &= 39.682 \\
\text{Total} &= 40.000
\end{align*}
\]

**TABLE # 2**

<table>
<thead>
<tr>
<th>ITEM</th>
<th>STAFF</th>
<th>SAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Directives</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>Administrative</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>Teachers</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>Students</td>
<td>40</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>47</strong></td>
</tr>
</tbody>
</table>

*Source: Unidad Educativa “Francisco De Orellana”*

*Researchers: Mariela Roca Vásquez y Karina Parrales Rodríguez*
# OPERATIONALIZATION OF VARIABLES

**TABLE # 3**

<table>
<thead>
<tr>
<th>Independent Variable</th>
<th>Dimension</th>
<th>Indicators</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>GROUPING TECHNIQUES</td>
<td>Types</td>
<td>Brainstorming</td>
<td>It is a small group, the members freely expose on a theme or problem to produce original ideas or new ideas.</td>
</tr>
<tr>
<td></td>
<td>Importance</td>
<td>Phillips 66</td>
<td>It is a small group of six people for six minutes on a topic previously chosen by the teacher</td>
</tr>
<tr>
<td></td>
<td>How to use Grouping Techniques?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grouping techniques in the proposal</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dependent Variable</th>
<th>Dimension</th>
<th>Indicators</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>VOCABULARY</td>
<td>Types</td>
<td>Active vocabulary</td>
<td>Words that they understand and use (their active vocabulary)</td>
</tr>
<tr>
<td></td>
<td>The importance of Vocabulary to learn English Language</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>How to improve their vocabulary?</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Stylistic classification of the English Vocabulary</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Special Literary Vocabulary</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Passive vocabulary</td>
<td>words that they understand but do not or cannot use (their passive vocabulary)</td>
</tr>
</tbody>
</table>

**Source:** Unidad Educativa “Francisco de Orellana”

**Researchers:** Mariela Roca Vásquez y Karina Parrales Rodríguez
METHODS OF THE INVESTIGATION

SCIENTIFIC METHOD

The Scientific Method is a logical and rational order of steps by which scientists come to conclusions about the world around them. The Scientific Method helps to organize thoughts and procedures so that scientists can be confident in the answers they find. Scientists use observations, hypotheses, and deductions to make these conclusions, just like you will use the Scientific Method in the science fair project. They will think through the various possibilities using the Scientific Method to eventually come to an answer to the original question. (Simple, 2006)

EMPIRIC METHOD

It can be defined as research based on experimentation or observation (evidence). Such research is conducted to test a hypothesis. The word empirical means information gained by experience, observation, or experiment. The central theme in scientific method is that all evidence must be empirical which means it is based on evidence. In scientific method the word "empirical" refers to the use of working hypothesis that can be tested using observation and experiment. (Aghaz-e-Nau, 2009)

INDUCTIVE METHOD

It can usually called the scientific method is the deductive method "turned upside down". The deductive method starts with a few true statements with the goal of proving many true statements (theorems) that logically follow from them. The inductive method starts with many
observations of nature, with the goal of finding a few, powerful statements about how nature works (laws and theories). (Stanbrough, BHS, 2005)

DEDUCTIVE METHOD

The logic is the authority. If a statement follows logically from the axioms of the system, it must be true. In the scientific method, observation of nature is the authority. If an idea conflicts with what happens in nature, the idea must be changed or abandoned. (Stanbrough, BHS, 2005)

TECHNIQUES OF INVESTIGATION

QUESTIONNAIRE

A questionnaire is an instrument that is comprised of a set of questions to be asked to the participants of the survey. Sir Francis Galton, an English polymath, introduced the use of the questionnaire in surveys. Questionnaires usually ask questions that elicit ideas and behaviors, preferences, traits, attitudes and facts. The questionnaires can be administered in a variety of modes, such as face-to-face, telephone, paper-and-pencil, and computerized. The computerized questionnaire administration mode is used in an online survey. An online survey, or web-based survey, is a widely used survey method which requires participants to answer the questionnaire posted on the Internet. When preparing a web based survey, they should be aware about some of the tools for online questionnaires. (Sincero S. M., Explorable, 2012)
SURVEYS

The survey methodology is guided by principles of statistics from the moment of creating a sample, or a group of people to represent a population, up to the time of the survey results' analysis and interpretation. From simple polls regarding political beliefs, to opinions regarding a new product versus another, the survey method is proven to be an effective technique to gather necessary information for the advancement of science and technology. During the research we use the way analysis of survey data works and the inferences on which it is based. The goal is to learn the characteristics of the target population. (Sicero S. M., Explorable, 2012)

INTERVIEWS

It can be used to collect facts, example information about people's place of work, age, etc. The bulk of interview questions seek to elicit information about beliefs, attitudes, opinions, feelings, meanings and experience, which are areas of interest to researchers in education. They are widely used because they are a powerful means of both obtaining information and gaining insights. They give us an idea of 'what makes people tick', of the personality, understandings and experience of the interviewee. These structured interviews in their simplest form are sometimes little more than oral questionnaires - used instead of the written form in order to obtain a higher response rate or with respondents, especially children, who might not be literate or capable of correctly completing a complex questionnaire. (Management, 2011)
INTERVIEW TO THE ENGLISH TEACHER

OBJECTIVE

TO KNOW TEACHER’S POINT OF VIEW ABOUT THE IMPORTANCE OF IMPLEMENT NEW GROUPING TECHNIQUES TO IMPROVE THE ACQUISITION OF VOCABULARY TO BEGINNER STUDENTS.

1. - Do you think that students need grouping techniques to develop the acquisition of vocabulary?
   Yes, because they need to develop their oral expression, but it’s difficult for the number of student’s

2. – Do you think it is important for students to learn new words?
   Yes, it’s important because they learn more vocabulary and they could communicate their ideas easily

3. –Do you think it is essential to learn new methodological strategies for teaching English language?
   Yes, because the students develop better the activities in order and with greater enthusiasm to development their knowledge

4. – Do you think it is necessary that students have a didactic guide with vocabulary that helps them to improve the acquisition of vocabulary?
   Yes, the didactic guide helps them to communicate better and they will have a support material for their classes

5. - Do you think that starting class with a dynamic would help motivate your students?
   Totally agree, because they learn better to start working the activity with courage and a lot of enthusiasm to continue
UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFIA CIENCIAS Y LETRA DE LA EDUCACION
ESCUELA DE LENGUAS Y LINGUISTICA
INTERVIEW TO THE ENGLISH TEACHERS

OBJECTIVE

TO KNOW TEACHER’S POINT OF VIEW ABOUT THE IMPORTANCE OF IMPLEMENT NEW GROUPING TECHNIQUES TO IMPROVE THE ACQUISITION OF VOCABULARY TO BEGINNER STUDENTS.

1. - Do you think that students need grouping techniques to develop the acquisition of vocabulary?
   Yes, I think so, because they can develop their ideas with your classmates that they know to increase new vocabulary

2. – Do you think it is important for students to learn new words?
   Yes, because they can extending your own vocabulary and know the new vocabulary to enrich their language

3. –Do you think it is essential to learn new methodological strategies for teaching English language?
   Yes, because the teacher can reach your level to advance the teaching-learning process with students

4. – Do you think it is necessary that students have a didactic guide with vocabulary that helps them to improve the acquisition of vocabulary?
   Totally agree, they need to have new materials to use in class and a didactic guide will be a help to consult

5. - Do you think that starting class with a dynamic would help motivate your students?
   Yes, because they need to be motivated to start the classes, pay attention and work in good spirits and disposal
UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFIA CIENCIAS Y LETRAS DE LA EDUCACION
ESCUELA DE LENGUAS Y LINGÜÍSTICA
INTERVIEW TO THE ENGLISH TEACHERS

OBJECTIVE

TO KNOW TEACHER’S POINT OF VIEW ABOUT THE IMPORTANCE OF IMPLEMENT NEW GROUPING TECHNIQUES TO IMPROVE THE ACQUISITION OF VOCABULARY TO BEGINNER STUDENTS.

1. - Do you think that students need grouping techniques to develop the acquisition of vocabulary?

Yes, it’s necessary because some students like working group and they can learn and learn more from each other.

2. – Do you think it is important for students to learn new words? It’s important because the students need increase their vocabulary to extend their language and to communicate better in the future.

3. – Do you think it is essential to learn new methodological strategies for teaching English language?

Yes, because they need renew the activities and to accept the changes that occur for teaching English language.

4. – Do you think it is necessary that students have a didactic guide with vocabulary that helps them to improve the acquisition of vocabulary?

Is very good because the students increase their knowledge acquire new information and also use the booklet.

5. - Do you think that starting class with a dynamic would help motivate your students?

In forty minutes is very little time to start a dynamic, but if the class has two hours it is possible to make a dynamic as motivation.
OBJECTIVE
TO KNOW TEACHER’S POINT OF VIEW ABOUT THE IMPORTANCE OF IMPLEMENT NEWS GROUPING TECHNIQUES TO IMPROVE THE ACQUISITION OF VOCABULARY TO BEGINNER STUDENTS.

1. - Do you think that students need grouping techniques to develop the acquisition of vocabulary?

Maybe, it’s difficult by the amount of students, but if the group’s time is organized and orderly it is very possible

2. – Do you think it is important for students to learn new words?

Yes, of course because they new vocabulary which will serve to extend its language in the English language

3. –Do you think it is essential to learn new methodological strategies for teaching English language?

Yes, it’s important because the students are usually very bored with the routine and learn new teaching strategies better and enthusiasm

4. – Do you think it is necessary that students have a didactic guide with vocabulary that helps them to improve the acquisition of vocabulary?

Yes, because they need improve the vocabulary and the meanings to increase their knowledge and improve their language in English

5. - Do you think that starting class with a dynamic would help motivate your students?

Yes, it’s very important for student feel motivated and active to receive the new teaching day
INTERVIEW TO THE SCHOOL DIRECTOR

OBJECTIVE

TO KNOW DIRECTORS’ POINT OF VIEW ABOUT THE IMPORTANCE OF IMPLEMENT NEW GROUPING TECHNIQUES TO IMPROVE THE ACQUISITION OF VOCABULARY TO BEGINNER STUDENTS.

1. Do you think the English Teacher needs to seminars to learn new grouping techniques to help you in your classes?
   The teacher of English language proficiency requires perfecting it and doing a good job

2. Do you think that the implementation of this Project will help improve the English level of students?
   Yes, because all it means helping students improve their expressions and exchanging ideas

3. Do you think the use of a didactic guide with vocabulary will help in the learning of students?
   Is important that the directs methodologically or process to improve their language

4. Do you think that teachers need to teach English vocabulary using grouping techniques?
   Yes, because every science has its lexical and one of the main reason is practice

5. Do you think that students improve the acquisition of vocabulary working group?
   The more people can have more interaction. English is a language so it is necessary to talk in groups for better understanding
SURVEY THE DIRECTORS

OBJECTIVE

TO KNOW DIRECTORS’ POINT OF VIEW ABOUT THE IMPORTANCE OF IMPLEMENT NEW GROUPING TECHNIQUES TO IMPROVE THE ACQUISITION OF VOCABULARY TO BEGINNER STUDENTS.

1. Do you think the English Teacher needs to seminars to learn new grouping techniques to help you in your classes?
   Yes, because it makes them be updated with new methodologies and they can apply it in your classes

2. Do you think that the implementation of this Project will help improve the English level of students?
   Of course, all everything always will help and it is totally available because they can interact with more students

3. Do you think the use of a didactic guide with vocabulary will help in the learning of students?
   For better development of their lexical. In this way they could get a remarkable knowledge that they could practice every day as much as they can

4. Do you think that teachers need to teach English vocabulary using grouping techniques?
   For a better understanding of content and meaning because one of the main reason is to practice. Students need to get some practice using vocabulary with this technique

5. Do you think that students improve the acquisition of vocabulary working group?
   Lose the fear of public speaking and is a good assessment to apply the entire knowledge they have such as grammatical structure
SURVEY THE DIRECTORS

OBJECTIVE

TO KNOW DIRECTORS’ POINT OF VIEW ABOUT THE IMPORTANCE OF IMPLEMENT NEW GROUPING TECHNIQUES TO IMPROVE THE ACQUISITION OF VOCABULARY TO BEGINNER STUDENTS.

1. Do you think the English Teacher needs to seminars to learn new grouping techniques to help you in your classes?
   To improve teaching to students is really important that they get involved into new things in order to work better

2. Do you think that the implementation of this Project will help improve the English level of students?
   Of course, whenever for the benefit of students and also learn new words or expressions they do not know and applied them into their daily life

3. Do you think the use of a didactic guide with vocabulary will help in the learning of students?
   Improving students’ pronunciation in this way they can have a guide to follow instructions in case they do not have internet at home

4. Do you think that teachers need to teach English vocabulary using grouping techniques?
   They are interested in the foreign language, so we have to use the technique in order to improve fluency, and get an accurate and hesitate level

5. Do you think that students improve the acquisition of vocabulary working group?
   Working group could improve their pronunciation and get more confident with themselves
SURVEY TO THE STUDENTS

OBJECTIVE
TO KNOW THE VIEWS OF STUDENTS ABOUT THE IMPORTANCE OF THE USE OF GROUP TECHNIQUES TO IMPROVE THE ACQUISITION OF VOCABULARY.

SPECIFIC INFORMATION
MARK THE ANSWER YOU CONSIDER MORE APPROPRIATE IN EACH OF THE REQUIRED STATEMENTS.

<table>
<thead>
<tr>
<th>TABLE # 4</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.- Your English Teacher uses didactic resources in class.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.- Your English Teacher makes a dynamic at the beginning of the class.</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.- You think you are able to express in English.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.- You have learned new words in English in class.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.- Your English teacher motivates you before the class starts.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.- You think you would learn English better working in a group than alone.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.- Your English Teacher uses technological resources in class.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.- You have learned a basic vocabulary that will help you to communicate in your daily routine.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.- Your English teacher applies Grouping Techniques for help you improve your spoken English.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.- Your English teacher uses a booklet with vocabulary helps students in the learning of English.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Unidad Educativa “Francisco de Orellana”
Researchers: Mariela Roca Vásquez y Karina Parrales Rodríguez.
ANALYSIS AND INTERPRETATION OF RESULTS
RESULTS OF THE SURVEY TO THE STUDENTS

The best way to identify the different educational problems that the students of 8th GRADE BASIC EDUCATION "UNIDAD EDUCATIVA FRANCISCO DE ORELLANA" have been experimenting during their learning process is through direct observations, interviews and survey to authorities, teachers and students. This population was chosen to gather information, collect data and select the appropriate scientific methods to facilitate the tabulation of survey results for students, are five different alternatives, a) Totally Disagree b) Disagree c) Indifferent d) Agree e) Totally Agree, these alternatives are useful in establishing conclusion and recommendation. **TABLE # 5**

<table>
<thead>
<tr>
<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.-Your English Teacher uses didactic resources in class.</td>
<td>39</td>
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<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>2.-Your English Teacher makes a dynamic at the beginning of the class.</td>
<td>15</td>
<td>11</td>
<td>2</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>3.-You think you are able to express in English.</td>
<td>23</td>
<td>6</td>
<td>1</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>4.-You have learned new words in English in class.</td>
<td>21</td>
<td>3</td>
<td>0</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>5.-Your English teacher motivates you before the class stars.</td>
<td>13</td>
<td>11</td>
<td>7</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>6.-You think you would learn English better working in a group than alone.</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>31</td>
</tr>
<tr>
<td>7.-Your English Teacher uses technological resources in class.</td>
<td>38</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>8.-You have learned a basic vocabulary that will help you to communicate in your daily routine.</td>
<td>28</td>
<td>2</td>
<td>6</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>9.-Your English teacher applies Grouping Techniques for help you improve your spoken English.</td>
<td>28</td>
<td>3</td>
<td>3</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>10.-Your English teacher uses a booklet with vocabulary helps students in the learning of English.</td>
<td>34</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>0</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa “Francisco de Orellana”  
Researchers: Mariela Roca Vásquez Y Karina Parrales Rodríguez
ANALYSIS OF RESULTS
SURVEY TO THE STUDENTS

STAMENTS 1.-Your English Teacher uses didactic resources in class.

SAMPLE: 40 students
COURSE: 8th GRADE

TABLE # 6

<table>
<thead>
<tr>
<th>Alternatives</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>39</td>
<td>97.5%</td>
</tr>
<tr>
<td>Totally Agree</td>
<td>1</td>
<td>2.5%</td>
</tr>
<tr>
<td>Agree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa "Francisco de Orellana"
Researchers: Mariela Roca Vásquez y Karina Parrales Rodríguez

COMMENT: According to the results 2.5% of students are totally agree that their English Teacher uses didactic resources in class, agree 0%, disagree 0%, Totally disagree 0% and the 97.5% of them are indifferent to this. For that reason, it is appropriate the use of didactic resources in class for promote the interest with the students.
ANALYSIS OF RESULTS
SURVEY TO THE STUDENTS

STAMEMENTS 2. - Your English Teacher makes a dynamic at the beginning of the class.

SAMPLE: 40 students  COURSE: 8th GRADE

<table>
<thead>
<tr>
<th>Alternatives</th>
<th>Frequency</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Totally Disagree</td>
<td>15</td>
<td>37.5%</td>
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<tr>
<td>Disagree</td>
<td>11</td>
<td>27.5%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>2</td>
<td>12.5%</td>
</tr>
<tr>
<td>Agree</td>
<td>2</td>
<td>12.5%</td>
</tr>
<tr>
<td>Totally Agree</td>
<td>10</td>
<td>25%</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa “Francisco de Orellana”
Researchers: Mariela Roca Vásquez Y Karina Parrales Rodríguez

COMMENT: According to the results 25% of students are Totally Agree that their English Teacher makes a dynamic at the beginning of the class, agree 12.5%, disagree 27.5%, Totally disagree 37.5% and the 12.5% of them are indifferent to this. For that reason is appropriate that the English Teacher makes a dynamic at the beginning of the class for that students feel interest for learning English.
ANALYSIS OF RESULTS
SURVEY TO THE STUDENTS

STATEMENTS 3. - You think you are able to express in English.

SAMPLE: 40 students  
COURSE: 8\textsuperscript{th} GRADE

<table>
<thead>
<tr>
<th>Alternatives</th>
<th>Frequency</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Totally Disagree</td>
<td>23</td>
<td>57.5%</td>
</tr>
<tr>
<td>Disagree</td>
<td>6</td>
<td>15%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>1</td>
<td>2.5%</td>
</tr>
<tr>
<td>Agree</td>
<td>5</td>
<td>12.5%</td>
</tr>
<tr>
<td>Totally Agree</td>
<td>5</td>
<td>12.5%</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100%</td>
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</tbody>
</table>

Source: Unidad Educativa “Francisco de Orellana”  
Researchers: Mariela Roca Vásquez Y Karina Parrales Rodríguez

COMMENT: According to the results, 2.5% of students are Totally agree that their English Teacher uses didactic resources in class, agree 12.5%, disagree 15%, Totally disagree 57.5% and the 2.5% of them are indifferent to this. For that reason is appropriate the use of didactic resources in class for promote the interest with the students.
ANALYSIS OF RESULTS
SURVEY TO THE STUDENTS

STATEMENTS 4. - You have learned new words in English in class

Sample: 40 students. COURSE: 8th GRADE

TABLE # 9

<table>
<thead>
<tr>
<th>Alternatives</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally Disagree</td>
<td>21</td>
<td>52.5%</td>
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<tr>
<td>Disagree</td>
<td>3</td>
<td>7.5%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Agree</td>
<td>6</td>
<td>15%</td>
</tr>
<tr>
<td>Totally Agree</td>
<td>10</td>
<td>25%</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa “Francisco de Orellana”
Researchers: Mariela Roca Vásquez Y Karina Parrales Rodríguez

Graphic # 4

COMMENT: According to the results 25% of students are Totally agree that there have learned new words in English in class, agree 15%, disagree 7.5% Totally Disagree 52.5 % and the 0% of them Indifferent think this. For that reason we think that them need learned new words in English for improve the acquisition of vocabulary.
ANALYSIS OF RESULTS
SURVEY TO THE STUDENTS

STATEMENTS 5. - Your English teacher motivates you before the class stars.

Sample: 40 students

COURSE: 8th GRADE

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally Disagree</td>
<td>13</td>
<td>32.5%</td>
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<tr>
<td>Disagree</td>
<td>11</td>
<td>27.5%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>7</td>
<td>17.5%</td>
</tr>
<tr>
<td>Agree</td>
<td>3</td>
<td>7.5%</td>
</tr>
<tr>
<td>Totally Agree</td>
<td>6</td>
<td>15%</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa “Francisco de Orellana”
Researchers: Mariela Roca Vásquez Y Karina Parrales Rodríguez

Graphic # 5

COMMENT: According to the results 15% of students are Totally agree that their English teacher motivates you before the class stars, agree 7.5%, disagree 27.5%. Totally disagree 32.5 % and the 17.5% of them Indifferent think this. For that reason we think that the English teacher must motivate students with different dynamic for that so the students respond improvement classes
ANALYSIS OF RESULTS
SURVEY TO THE STUDENTS

STATEMENTS 6.- You think you would learn English better working in a group than alone

Sample: 40 students

COURSE: 8th GRADE

TABLE # 11

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
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</thead>
<tbody>
<tr>
<td>Totally Disagree</td>
<td>4</td>
<td>10 %</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>31</td>
<td>77.5%</td>
</tr>
<tr>
<td>Agree</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td>Totally Agree</td>
<td>1</td>
<td>2.5%</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa “Francisco de Orellana”

Researchers: Mariela Roca Vásquez Y Karina Parrales Rodríguez

Graphic # 6

COMMENT: According to the results 2.5% of students are totally agree that they would learn English better working in a group than alone, agree 5%, disagree 5%, totally disagree 10% and the 77.5% of them are indifferent to this. For that reason is appropriate the use of grouping techniques in class.
ANALYSIS OF RESULTS
SURVEY TO THE STUDENTS

Statement 7: Your English Teacher uses technological resources in class.

Sample: 40 students  
Course: 8th GRADE

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PORCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally Disagree</td>
<td>38</td>
<td>95%</td>
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<td>Disagree</td>
<td>1</td>
<td>2.5%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>1</td>
<td>2.5%</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>40</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa Francisco de Orellana

Researchers: Mariela Roca Vásquez Y Karina Parrales Rodríguez

Graphic # 7

COMMENT: According to the results 0% of students were totally agree that their English Teacher does not use technological resources in class, 0% of them agree, 2.5% disagree, 95% were in totally disagree and just 2.5% of them were indifferent to this. For that reason, it is appropriate the use of technological resources in class to make class funnier.
ANALYSIS OF RESULTS
SURVEY TO THE STUDENTS

STATEMENTS 8. - You have learned a basic vocabulary that will help you to communicate in your daily routine.

Sample: 40 students  
Course: 8th GRADE

TABLE # 13

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
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</thead>
<tbody>
<tr>
<td>Totally Disagree</td>
<td>28</td>
<td>70%</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>6</td>
<td>15%</td>
</tr>
<tr>
<td>Agree</td>
<td>4</td>
<td>10%</td>
</tr>
<tr>
<td>Totally Agree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa “Francisco de Orellana”
Researchers: Mariela Roca Vásquez Y Karina Parrales Rodríguez

Graphic # 8

COMMENT: According to the results 0% of students were totally agree that did not have learned a basic vocabulary that will help you to communicate in your daily routine, agree 10%, disagree 5%, totally disagree 70% and the 15% of them are indifferent to this. For that reason, is appropriate that students obtain basic vocabulary with help of a booklet.
ANALYSIS OF RESULTS
SURVEY TO THE STUDENTS

STATEMENTS 9. - Your English teacher applies Grouping Techniques for help you improve your spoken English.

Sample: 40 students

Course: 8th GRADE

TABLE # 14

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
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Source: Unidad Educativa “Francisco de Orellana
Researchers: Mariela Roca Vásquez Y Karina Parrales Rodríguez

Graphic # 9

COMMENT: According to the results 2.5% of students are totally agree that their English teacher applies Grouping Techniques for help you improve your spoken English, agree 12.5%, disagree 7.5%, totally disagree 70% and the 7.5% of them are indifferent to this. For that reason, is appropriate that the English teacher apply grouping techniques in the teaching process.
ANALYSIS OF RESULTS
SURVEY TO THE STUDENTS

STATEMENTS 10.- Your English teacher uses a booklet with vocabulary helps students in the learning of English.

Sample: 40 students  
Course: 8th GRADE

TABLE # 15

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Source: Unidad Educativa “Francisco de Orellana”
Researchers: Mariela Roca Vásquez Y Karina Parrales Rodríguez

COMMENT: According to the results 0% of students are totally agree their English teacher doesn’t use a booklet with vocabulary helps students in the learning of English, agree 7.5%, disagree 5%, totally disagree 85% and the 2.5% of them are indifferent to this. For that reason is appropriate that the English teacher uses a booklet in the teaching process.
PRUEBA DEL CHI CUADRADO

✓ Chi cuadrado
✓ Dirigido a los estudiantes del 8vo. Año Básico del Colegio Francisco de Orellana zona, 8…………… Distrito: 3……………
✓ Provincia del Guayas.
✓ Período Lectivo: 2015-2016

Tablas cruzadas

Resumen de procesamiento de casos

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Tabla cruzada: your_teacher_aries_grounng_techniques \* you_have_learned_a_basic_vocabulary

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### Pruebas de chi-cuadrado

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<td>.426</td>
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<td>Razón de verosimilitud</td>
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<td>Asociación lineal por lineal</td>
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a. 19 celdas (85.0%) han esperado un recuento menor que 5. El recuento mínimo esperado es .05.

![Gráfico de barras](image)
CONCLUSIONS AND RECOMMENDATIONS

After we have tabulated and analyzed the surveys applied to the Colegio Fiscal “Francisco de Orellana” we can conclude and recommend that:

CONCLUSIONS:

- Students show disinterest because they often miss school.

- They do not have the necessary materials such as (English-Spanish) dictionary.

- Students do not pay attention to the activities in the book.

- Students are not meeting the homework.

- They do not understand the meaning of English words.

- They do not like to speak English for fear of ridicule.

- They do not understand the orders of the teacher in English.

- They have failed to integrate social class group.

- When the teacher explains a subject students are bored.

- Normally the students do not like to expose.
RECOMMENDATIONS:

• Click monitoring students missing classes.

• In the list of school supplies suggest the purchase of a dictionary (English-Spanish).

• The teacher should prepare a methodological strategy for students to show interest.

• To encourage to the parents to carry out control homework to their children.
• The student must have a (English-Spanish) dictionary or a didactic guide with vocabulary.

• The teacher should motivate students doing repetitions of English pronunciation.

• The teacher should make a list of commands to be applied daily and to improve the oral expression.

• The application of grouping techniques helps students to join the group.

• The teacher must perform dynamic activities to start the class.

• The teacher has to motivate the group for a literature review, expositions, dialogues, etc.
CHAPTER IV
THE PROPOSAL

DESIGN OF A BOOKLET WITH BASIC VOCABULARY

JUSTIFICATION

According to Dr. Maria Dolores García Fernandez and Professor David Fernandez Rodríguez mentioned that Lewis and his disciple Deutsch described three models of group interaction of students, one of them is; "The students who tested cooperative interaction formulas by showing so much interest in the own work and others". (Fernández., 2015)

For that reason, the first beneficiaries will be the students, because the use of grouping techniques combines with recreational dynamics such as surveys, brainstorming, Phillips 66, seminar, exercises and other activities to improve the teaching-learning process and raise their interest and motivated them to learn. The second beneficiaries will be teachers because they will get an educational and strategic instrument easy to use to improve the learning process and increase your desire to work effectively and also the parents who indirectly are also benefited through their children because they have at their disposal a carefully designed material for the improvement of the language. Finally, the institution will be another beneficiary because the elements of this research can be used as a guide for others students, courses and schools because it offers a possible solution to a specific problem affecting a large group of students.

After evaluating the results of surveys, interviews and questionnaires, it can notice that the students of the 8th year of basic education in Unidad Educativa Francisco de Orellana. I would like to learn basic vocabulary useful for communication in their daily routine and other contents through grouping
techniques combined with dynamics strategies due to lack of motivation in some classes the students felt boredom in class therefore, it present the proposal to the President and agreed to draw up a prospectus with dynamic, interactive, and fun activities in order to assist in the improvement of its vocabulary.

GENERAL OBJECTIVES

To improve the acquisition of vocabulary with the design of a booklet with basic vocabulary that containing words that it will help them in the learning of the language English.

SPECIFIC OBJECTIVES

- To increase basic vocabulary in the students.
- To learn new vocabulary for communicate in the language English.
- To increase the interest in the acquisition of a foreign language.
THEORICAL ASPECTS

METHODOLOGY FOR THE PROPOSAL

The methodology that we are planning to use for this proposal: Grouping Techniques. It can wanted to establish a change of pace within the classroom as do activities of small groups depending on the number of students, the time we had available, and the physical characteristics of the classroom and get positive results for education. (Printables, 2009)

THE THEORY OF THE ACQUISITION OF LANGUAGE IN CHILDREN

The children are exposed to assimilate the language before they can speak and they can benefit from following this evolution "NATURAL" comprehension to production, which does not occur with the students when asked to produce instantly. (Syaputri, Wuri Syaputri, 2013)

LEARNING A LANGUAGE DEPENDS ON THE CONNECTION BETWEEN REGIONS OF THE LEFT HEMISPHERE OF THE BRAIN

Two of these language-specific hubs are located in the frontal and in the temporal cortical regions in the left hemisphere. Maturation of language capacities could depend on the increase of a functional connectivity between the frontal and posterior temporal regions in the left hemisphere, which parallels a decrease in control lateral connectivity's. (Rastelli, 2011)

The recent research has revealed that the key to the process lies in the adequate fasciculus, a bundle of nerve fibers that connect the auditory temporal lobe regions with motor region in the frontal lobe in the left
hemisphere of the brain. Individual differences in the development of connections in the beam condition the ability to learn new words.

LESS STRESS

The group of students learns more when they are relaxed. And it is because the affective filter forms a mental barrier between students and information, resulting in nerve discomfort or students. When the affective filter is high, students find it harder to understand process and remember information.

TPR (Total Physical Response) helps to reduce the affective filter, because it is less threatening than traditional language activities. Students do not have to produce language. Mistakes are not important and easily corrected by the teacher. The language is too easy to remember. (Syaputri, Wuri Syaputri, 2013)

THEORY OF SECOND LANGUAGE ACQUISITION

The first area it will discuss will be the central focus of this volume, second language acquisition theory. As developed today, second language acquisition theory can be viewed as a part of “theoretical linguistics”, i.e. it can be studied and developed without regard to practical application. As is the case with any scientific theory, it consists of a set of hypotheses, or generalizations, that are consistent with experimental data. These hypotheses can be arrived at using any of a variety of means (a brilliant insight, a dream, etc.). They must, however, be able to predict new data. In other words, hypotheses are not summaries or categories for existing data and observations, but must pass the test of accounting for new data. If our current hypotheses are able to predict new events, they survive.
If they fail, even once, they must be altered. If these alterations cause fundamental changes in the original generalizations, the hypotheses may have to be totally abandoned. Note that according to this way of doing science; it can never really prove anything! It can only look for "supporting evidence". When we do not find supporting evidence, or when it finds counter-evidence, our hypothesis is in trouble. Even when it does find supporting evidence, when the hypothesis makes the correct prediction, a critic can always say that we have not found "enough".

Thus, a scientist, professionally speaking, is never able to state that anything has been "proven". All the scientist can do is having a current hypothesis that he or she is interested in testing. Later in this book I will present a series of hypotheses that make up a coherent theory of second language acquisition. According to the rules of scientific method, it will always be "just theory" and never be "definitely proven".

The hypotheses It will present have, however, been found to be consistent with a significant amount of data, experimental and otherwise, and have not yet been confronted with serious counterexamples, in my view. They make up, collectively, my "position". This does not mean that I necessarily "believe" them. What it does mean is that these hypotheses are consistent enough with existing data to be worthy of consideration, and that they appear to capture the data better than other existing generalizations. Theory is abstract, and does not attempt to be practical. It hope to convince the reader, however, that in the case of second language teaching, there is nothing as practical as a good theory (Krashen, Principles and Practice in the second language acquisition, 1982)

PSYCHOLOGICAL FOUNDATION

Psychology known as science of behavior and mental processes is extremely important to apply for a better and beneficial development of
education as a first step. Because of this that we should influence students in a positive way, giving good recommendations and suggestions in order to create a comfortable environment for learning and working properly and to facilitate the work of all teachers. In addition, the way they consider the English language as difficult to understand and learn, all activities and exercises were simple, fun and so work is shown reflected in advancing the teaching-learning process of the English language. (Association, 2017)

PEDAGOGICAL FOUNDATION

Pedagogy is the art of teaching a teacher and implement structural instructional strategies or style of instruction. The science study and analyze educational phenomena and provide solutions in order to support education in all its aspects and thus achieve the improvement of the human being. It is a systematic human activity, which guides the educational activities and training, where they pose the principles, methods, practices, and ways of thinking and models, which are its constituent elements. It is also the consistent application in the teaching learning.

Pedagogy is the systematic and scientific study of education. Said, Pedagogical practice in social foundations of education should complement Kenneth Serotype’s call for a moral commitment to inquiry teacher preparation "Critical inquiry is a moral activity. It is what an educators ought to be modeling in their classrooms and what ought to be engaged in as individually reflective practitioners and as reflective collectives of practitioners” (Gallegos, Tozer, Henry, Bushnell, & Groves, 2011)

Therefore, the teacher works in a world of change and many will agree that the teacher’s job demands have increased over the years. Teaching is no longer, what it was and the needs of special education students in regular
classrooms must be satisfied. Curricular programs are constantly changing and as innovations are multiplied and increasing pressures for results both at school, family and society. Parents want teachers to pay more attention to their children and students need to be heard by the teacher about your personal problems. The task of the teacher is ever more blurred.

LEGAL FOUNDATION

It have based our project with Article 26 of the Second Supplement the Official Registry No.417 according to LOEI mentioned the following: “That the Constitution of the Republic, determined that education is a fundamental right of people over their life and an unavoidable and inexcusable duty of the State and indispensable condition for the good life”.

It is necessary that our society has a fair education and of very good quality that both men and women have equal opportunities to improve their living conditions. For this reason it must eradicate inequality and that children with disabilities or social groups belonging to different ethnic groups have equal rights to dignified and stable work have a full live. Continuous learning is essential for good staff and start from basic level information would be the first step. To receive a good education is important to have trained teachers, safe school facilities and a peaceful and stable environment for better performance and have the opportunity to progress and personal development.
FEASIBILITY FOR ITS APPLICATION

The proposal is feasible because it has the support of the authorities of Unidad Educativa Francisco de Orellana, teachers, students and parents that is the necessary human resources to find a solution to this problem. It also have financial resources to elaborate the additional booklet and the help of our tutors who have collaborated with us for the development of this research.

Due to lack of new methodological techniques for the improvement of the oral expression in the students it had as a key to develop a booklet with basic vocabulary that will be useful to improve this problem. In the course of the investigation, we noticed that the majority of the students felt nervous when trying to communicate with their teachers of English, also that they did not understand most let the content exhibited in classes.

This kind of problems arose due to that the students; feel nerves or shame to be wrong. It realized that teachers needed to be trained with new techniques that will help them to motivate their group of students so that they can learn in a fun and meaningful, resulting in an improvement in its oral expression. The booklet contains twenty lessons so students can practice pronounced, improve their writing, learn new words useful for their daily routine and to help them communicate with their teachers during classes of foreign language. The Grouping Techniques are methodological strategies that facilitate the learning of a new language, put that through of the efforts it donated forty books containing appropriate and easy to handle and learn.
DESCRIPTION OF THE PROPOSAL

The proposal will be implemented in the students of the 8th basic year of the educational Unidad Educativa Francisco de Orellana in the current school year 2015. The booklet is made with vocabulary activities to develop speaking skills in the classroom. In the proposal 20 sessions are designed according to the level of students which includes photos, letters and cards as support material.

1. Outlining: The booklet is one of teaching resources used to encourage learning and to improve the academic level of students in the eighth year of the Unidad Educativa Francisco de Orellana.

2. Activities: Together with teachers and directors did a meeting to explain how we will use the booklet and students offered to give demonstration classes in order that the process teaching learning takes place.

3. Application: The proposal will be applied under the supervision of the directives, the English teachers and our tutor according to the following phases:

   PHASE I  Presentation of the proposal
   PHASE II  Implementation of the proposal
   PHASE III  Evaluation of the proposal
   PHASE IV  Analysis of the final results

4. Instruments to use: It will use the additional cards, vocabulary activities, evaluation sheets booklet.

5. Contributors: It has the cooperation of managers, teachers, students and the tutor for the development of our proposal.
6. **Location and physical aspects**: The approach will be applied in the Unidad Educativa Francisco de Orellana which has around seven hundred students. This institution is located in the southern part, Parroquia Ximena. There are 23 teachers working in different areas. Four teachers are working in English.

7. **Materials and Resources**

Some of the materials for the implementation of this proposal are:

- Textbooks
- Dictionaries
- Office Supplies
- Booklet
- Laptop
- Compact discs
- CD'
8. Contents of the Proposal

LESSON 1: GREETINGS-FAREWELLS
LESSON 2: NEW RAINBOW
LESSON 3: VOCABULARY ABOUT CLOTHES
LESSON 4: VOCABULARY ABOUT CLASSROOM OBJECTS
LESSON 5: SPORTS
LESSON 6: PROFFESIONS
LESSON 7: VOCABULARY ABOUT TRANSPORTATION
LESSON 8: MEMBERS OF THE FAMILY
LESSON 9: VEGETABLES
LESSON 10: FRUITS
LESSON 11: FARM ANIMALS
LESSON 12: WILD ANIMALS
LESSON 13: MY FACE
LESSON 14: PARTS OF THE BODY
LESSON 15: PROFESSIONS
LESSON 16: WEATHER FORECAST
LESSON 17: MY NEIGHBORHOOD
LESSON 18: COLLOCATIONS
LESSON 19: EMOTIONS
LESSON 20: ILLNESS
The project will be developed from September to October during the present school year 2015 with the respective approval and full support of the directors of the Educational Unit “Francisco de Orellana”.

This proposal will be applied to the students of 8th grade, basic education, from “A” of the Unidad Educativa Francisco de Orellana located in Av. Manuel Serrano and Lcdo. Luis Garcés in Zona 8, Distrito 2 – Ximena 2 Circuito 2”.

This work will be developed with the help of the teacher staff, and the directives of the institution because through them we got all the information needed to apply our educational project that will benefit students and will support teachers in their English classes.

The students will receive effective recommendations and tips before to practice pronunciation in classes, in order to improve the speaking ability and, it will not to affect their routine in other skill applications of the use of English as a foreign language.

CONCLUSIONS

- The students show a greater interest in learning a new language
- The students pay attention to classes because the booklet is easy to handle
- The teachers have an extra material to make reinforcements in classes.
- Some students learn and understand simple commands
- The student has been able to integrate is small group of working class facilitating are they learning.
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APPENDIX 1

DOCUMENTS
Guayaquil, 04 de Septiembre del 2015

Msc. Rodrigo Guerrero Segura.
Docente de la Facultad de Filosofía, Letras y Ciencias de la Educación
Ciudad.

De nuestras consideraciones:

Con un atento saludo nos es grato comunicarle que, en virtud de sus méritos académicos y profesionales ha sido designado consultor Académico para la Dirección del Proyecto Educativo: TEMA: TECNICAS GRUPALES PARA MEJORAR LA EXPRESION ORAL DE LOS ESTUDIANTES DEL OCTAVO AÑO BASICO, DE LA UNIDAD EDUCATIVA FISCAL FRANCISCO DE ORELLANA, ZONA SUR, PARROQUIA XIMENA, DISTRITO 2 XIMENA 2, PROVINCIA DEL GUAYAS, CANTÓN GUAYAQUIL, PERIODO LECTIVO 2015 -2016. PROPUESTA: DISEÑO DE UN FOLLETO CON VOCABULARIO QUE SEA UTIL PARA LOS ESTUDIANTES.

De las Estudiantes: Roca Vásquez Elsa Mariela Y Parrales Rodríguez Karina Isabel para el Sistema de Educación Superior Semipresencial en el Centro Universitario Matriz Guayaquil, en la Especialización de Lenguas y Lingüística, periodo lectivo 2015-2016

Hacemos propicia la oportunidad para desearte el mejor de los éxitos en el desarrollo académico y formativo en el área que usted laborará, que con seguridad motivará en el estudiante la búsqueda permanente del conocimiento, a través del desarrollo de un aprendizaje significativo.

Con la consideración y estima,

[Signature]

Msc. Lary Torres
Sub-Director Carrera de Lenguas, Letras y Ciencias de la Educación
Semipresencial

Elaborado por: Ldo. Fabrioio Conforme.
Revisado y aprobado por: MSc. Lary Torres
CERTIFICACIÓN:

CERTIFICO.- QUE las docentes ROCA VASQUEZ ELSA MARIELA con cédula de Identidad 092105122-3; y, PARRALES RODRIGUEZ KARINA ISABEL con el número de cédula 0918392937, se encuentran laborando dentro de la Institución el Proyecto Educativo con el Tema TECNICA GRUPALES PARA MEJORAR LA EXPRESION ORAL EN EL IDIOMA EXTRANJERO, este Vice-Rectorado autoriza la realización de este Proyecto en esta Institución.

Es lo que puedo certificar en honor a la verdad, las interesadas pueden hacer uso de este documento para los fines que estimen convenientes.

Guayaquil, Julio 03 del 2015

[Signature]

Lcdo. Raúl Castro Mujica
VICERRECTOR (e) DEL PLANTEL
CERTIFICADO PORCENTAJE DE SIMILITUD

Habiendo sido nombrado Master. Rodrigo Guerrero Segura, tutor del trabajo de titulación, certifico que el presente trabajo de titulación, ha sido elaborado por ELSA MARIELA ROCA VÁSQUEZ C.C.: 0921051223 y KARINA ISABEL PARRALES RODRIGUEZ C.C.: 0918392937, con la respectiva supervisión como requerimiento parcial para la obtención del título de Licenciado en Lenguas y Lingüística.

Se informa que el trabajo de titulación: Gruoing Techniques to improve the acquisition of vocabulary for students of eighth basic year at unidad educativa fiscal Francisco de Orellana con la Propuesta: Design of a booklet with basic vocabulary, ha sido efecuada durante todo el periodo de ejecución en el programa antiplagio quedando el 0% de conciencia.

MSC. RODRIGO GUERRERO SEGURA
Consultor Académico
CHAPTER I
THE PROBLEM

OUTLINE OF THE PROBLEM

Location of the Problem in Context
According to the educational standards set daily in the educational environment and the various branches to help full development can notice various needs still present in the English area, given that we have focused on one of them as the deficiency speaking in our students.
Existing Unidad Educativa Fiscal "Francisco de Orellana", located at Av. Manuel Serrano and Lodo. Luis Garces in Zone 8, Distrito 2 - Ximena 2 Circuito 2, study of this research and contributing to the training of eighth basic students in the Department of English, so that they can improve their Speaking by designing a tutorial focused on everyday conversations.

We can interpret that to the teaching of a foreign language needs elements that help the procurement of it. Among the most important elements are the use of grouping techniques, basic vocabulary, and activities as a learning method. The use of these resources motivates the learner's attention and helps them understand the objective language, comprehend meaning, predict sentences and enjoy classes.

But public institutions sometimes do not have the necessary monies to afford these elements or teachers are not correctly trained. For that reason, we will try to contribute with the improvement of the educational process at "Unidad Educativa Fiscal "Francisco de Orellana", located at Av. Manuel Serrano and Lodo. Luis Garces in Zone 8, Distrito 2 - Ximena 2 Circuito 2".

Search operation #1

[8:02:38] The originality of the text is 100%
APPENDIX 2
INTERVIEWS
UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFIA CIENCIAS Y LETRAS DE LA EDUCACION
ESCUELA DE LENGUAS Y LINGÜÍSTICA
SURVEY THE DIRECTORS

OBJECTIVE
TO KNOW DIRECTORS’ POINT OF VIEW ABOUT THE IMPORTANCE OF
IMPLEMENT NEW GROUPING TECHNIQUES TO IMPROVE THE ORAL
EXPRESSION TO BEGINNER STUDENTS.

Do you think the English Teacher needs to seminars to learn new
grouping techniques to help you in your classes?
The teacher of English language proficiency requires perfecting it and doing
a good job

Do you think that the implementation of this Project will help improve
the English level of students?
Yes, because all it means helping students improve their expressions and
exchanging ideas

Do you think the use of a didactic guide with vocabulary will help in the
learning of students?
Is important that the directs methodologically or process to improve their
language

Do you think that teachers need to teach English vocabulary using
grouping techniques?
Yes, because every science has its lexical and one of the main reason is
practice

Do you think that students improve their oral expression working
group?
The more people can have more interaction. English is a language so it is
necessary to talk in groups for better understanding
UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFIA CIENCIAS Y LETRAS DE EDUCACION
ESCUELA DE LENGUAS Y LINGÜÍSTICA
SURVEY THE DIRECTORS

OBJECTIVE

TO KNOW DIRECTORS’ POINT OF VIEW ABOUT THE IMPORTANCE OF IMPLEMENT NEW GROUPING TECHNIQUES TO IMPROVE THE ORAL EXPRESSION TO BEGINNER STUDENTS.

Do you think the English Teacher needs to seminars to learn new grouping techniques to help you in your classes?
Yes, because it makes them be updated with new methodologies and they can apply it in your classes

Do you think that the implementation of this Project will help improve the English level of students?
Of course, all everything always will help and it is totally available because they can interact with more students

Do you think the use of a didactic guide with vocabulary will help in the learning of students?
For better development of their lexical. In this way they could get a remarkable knowledge that they could practice everyday as much as they can

Do you think that teachers need to teach English vocabulary using grouping techniques?
For a better understanding of content and meaning because one of the main reason isto practice. Students need to get some practice using vocabulary with this technique

Do you think that students improve their oral expression working group? 
Lose the fear of public speaking and is a good assessment to apply the entire knowledge they have such as grammatical structure
OBJECTIVE

TO KNOW DIRECTORS’ POINT OF VIEW ABOUT THE IMPORTANCE OF IMPLEMENT NEW GROUPING TECHNIQUES TO IMPROVE THE ORAL EXPRESSION TO BEGINNER STUDENTS.

Do you think the English Teacher needs to seminars to learn new grouping techniques to help you in your classes?
To improve teaching to students is really important that they get involved into new things in order to work better

Do you think that the implementation of this Project will help improve the English level of students?
Of course, whenever for the benefit of students and also learn new words or expressions they do not know and applied them into their daily life

Do you think the use of a didactic guide with vocabulary will help in the learning of students?
Improving students’ pronunciation in this way they can have a guide to follow instructions in case they do not have internet at home

Do you think that teachers need to teach English vocabulary using grouping techniques?
They are interested in the foreign language, so we have to use the technique in order to improve fluency, and get an accurate and hesitate level

Do you think that students improve their oral expression working group?
Working group could improve their pronunciation and get more confident with themselves

UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFIA CIENCIAS Y LETRAS DE LA EDUCACION
OBJECTIVE

TO KNOW TEACHER’S POINT OF VIEW ABOUT THE IMPORTANCE OF IMPLEMENT NEW GROUPING TECHNIQUES TO IMPROVE THE ORAL EXPRESSION TO BEGINNER STUDENTS.

1.- Do you think that students need grouping techniques to develop their oral expression?

Yes, because they need to develop their oral expression, but it’s difficult for the number of students

2.- Do you think it is important for students to learn new words?

Yes, it’s important because they learn more vocabulary and they could communicate their ideas easily

3.- Do you think it is essential to learn new methodological strategies for teaching English language?

Yes, because the students develop better the activities in order and with greater enthusiasm to development their knowledge

4.- Do you think it is necessary that students have a didactic guide with vocabulary that helps them to improve their oral expression?

Yes, the didactic guide helps them to communicate better and they will have a support material for their classes

5.- Do you think that starting class with a dynamic would help motivate your students?

Totally agree, because they learn better to start working the activity with courage and a lot of enthusiasm to continue
OBJECTIVE

TO KNOW TEACHER’S POINT OF VIEW ABOUT THE IMPORTANCE OF IMPLEMENT NEW GROUPING TECHNIQUES TO IMPROVE THE ORAL EXPRESSION TO BEGINNER STUDENTS.

1. - Do you think that students need grouping techniques to develop their oral expression?

Yes, I think so, because they can develop their ideas with your classmates that they know to increase new vocabulary

2. – Do you think it is important for students to learn new words?

Yes, because they can extending your own vocabulary and know the new vocabulary to enrich their language

3. –Do you think it is essential to learn new methodological strategies for teaching English language?

Yes, because the teacher can reach your level to advance the teaching-learning process with students

4. – Do you think it is necessary that students have a didactic guide with vocabulary that helps them to improve their oral expression?

Totally agree, they need to have new materials to use in class and a didactic guide will be a help to consult

5. - Do you think that starting class with a dynamic would help motivate your students?

Yes, because they need to be motivated to start the classes, pay attention and work in good spirits and disposal
OBJECTIVE

TO KNOW TEACHER’S POINT OF VIEW ABOUT THE IMPORTANCE OF IMPLEMENT NEW GROUPING TECHNIQUES TO IMPROVE THE ORAL EXPRESSION TO BEGINNER STUDENTS.

1. - Do you think that students need grouping techniques to develop their oral expression?

Yes, it’s necessary because some students like working group and they can learn and learn more from each other.

2. - Do you think it is important for students to learn new words?

It’s important because the students need increase their vocabulary to extend their language and to communicate better in the future.

3. - Do you think it is essential to learn new methodological strategies for teaching English language?

Yes, because they need renew the activities and to accept the changes that occur for teaching English language.

4. - Do you think it is necessary that students have a didactic guide with vocabulary that helps them to improve their oral expression?

Is very good because the students increase their knowledge acquire new information and also use the booklet.

5. - Do you think that starting class with a dynamic would help motivate your students?

In forty minutes is very little time to start a dynamic, but if the class has two hours it is possible to make a dynamic as motivation.
OBJECTIVE

TO KNOW TEACHER’S POINT OF VIEW ABOUT THE IMPORTANCE OF IMPLEMENT NEWS GROUPING TECHNIQUES TO IMPROVE THE ORAL EXPRESSION TO BEGINNER STUDENTS.

1. - Do you think that students need grouping techniques to develop their oral expression?

Maybe, It’s difficult by the amount of students, but if the groups time is organized and orderly it is very possible

2. - Do you think it is important for students to learn new words?

Yes, of course because they new vocabulary which will serve to extend its language in the English language

3. - Do you think it is essential to learn new methodological strategies for teaching English language?

Yes, It’s important because the students are usually very bored with the routine and learn new teaching strategies better and enthusiasm

4. - Do you think it is necessary that students have a didactic guide with vocabulary that helps them to improve their oral expression?

Yes, because they need improve the vocabulary and the meaningsto increase their knowledge and improve their language in English

5. - Do you think that starting class with a dynamic would help motivate your students?

Yes, It’s very important for student feel motivated and active to receive the new teaching day
ESCUELA DE LENGUAS Y LINGÜÍSTICA
SURVEY TO THE STUDENTS

OBJECTIVE
TO KNOW THE VIEWS OF STUDENTS ABOUT THE IMPORTANCE OF THE USE OF GROUP TECHNIQUES TO IMPROVE ORAL EXPRESSION.

SPECIFIC INFORMATION
MARK THE ANSWER YOU CONSIDER MORE APPROPRIATE IN EACH OF THE REQUIRED STATEMENTS.

<table>
<thead>
<tr>
<th>STATEMENTS</th>
<th>Totally Agree</th>
<th>Disagree</th>
<th>Indifferent</th>
<th>Agree</th>
<th>Totally Disagree</th>
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<tbody>
<tr>
<td>1.- Your English Teacher uses didactic resources in class.</td>
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<td>2.- Your English Teacher makes a dynamic at the beginning of the class.</td>
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<td>3.- You think you are able to express in English.</td>
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<tr>
<td>4.- You have learned new words in English in class.</td>
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<td>5.- Your English teacher motivates you before the class starts.</td>
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<td>6.- You think you would learn English better working in a group than alone.</td>
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<td>7.- Your English Teacher uses technological resources in class.</td>
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<td>8.- You have learned a basic vocabulary that will help you to communicate in your daily routine.</td>
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<td>9.- Your English teacher applies Grouping Techniques for help you improve your spoken English.</td>
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<td>10.- Your English teacher uses a booklet with vocabulary helps students in the learning of English.</td>
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UNIDAD EDUCATIVA "FRANCISCO DE ORELLANA"

Source: Unidad Educativa “Francisco de Orellana”
Researchers: Mariela Roca Vásquez Y Karina Parrales Rodríguez

Source: Unidad Educativa “Francisco de Orellana”
Researchers: Mariela Roca Vásquez Y Karina Parrales Rodríguez
SURVEY TO THE AUTHORITIES

Source: Unidad Educativa “Francisco de Orellana”
Researchers: Mariela Roca Vásquez Y Karina Parrales Rodríguez

Source: Unidad Educativa “Francisco de Orellana”
Researchers: Mariela Roca Vásquez Y Karina Parrales Rodríguez
SURVEY TO THE TEACHERS
Source: Unidad Educativa “Francisco de Orellana”
Researchers: Mariela Roca Vásquez Y Karina Parrales Rodríguez

Source: Unidad Educativa “Francisco de Orellana”
Researchers: Mariela Roca Vásquez Y Karina Parrales Rodríguez
SURVEY TO THE STUDENTS

Source: Unidad Educativa “Francisco de Orellana”
Researchers: Mariela Roca Vásquez Y Karina Parrales Rodríguez
ASESORIA CON EL TUTOR MSC. RODRIGO GUERRERO
Source: Unidad Educativa “Francisco de Orellana”
Researchers: Mariela Roca Vásquez Y Karina Parrales Rodríguez
CULMINACION DE PROPUESTA

Source: Unidad Educativa “Francisco de Orellana”
Researchers: Mariela Roca Vásquez Y Karina Parrales Rodríguez

ENTREGA DE EJEMPLARES DE LA PROPUESTA

Source: Unidad Educativa “Francisco de Orellana”
Researchers: Mariela Roca Vásquez Y Karina Parrales Rodríguez
APPENDIX 4

THE PROPOSAL
CONTENTS

LESSON 1: GREETINGS-FAREWELLS

LESSON 2: NEW RAINBOW

LESSON 3: VOCABULARY ABOUT CLOTHES

LESSON 4: VOCABULARY ABOUT CLASSROOM OBJECTS

LESSON 5: SPORTS

LESSON 6: OCCUPATIONS

LESSON 7: VOCABULARY ABOUT TRANSPORTATION

LESSON 8: MEMBERS OF THE FAMILY

LESSON 9: VEGETABLES

LESSON 10: FRUITS

LESSON 11: FARM ANIMALS

LESSON 12: WILD ANIMALS

LESSON 13: MY FACE

LESSON 14: PARTS OF THE BODY

LESSON 15: PROFESSIONS

LESSON 16: WEATHER FORECAST

LESSON 17: MY NEIGHBORHOOD

LESSON 18: COLLOCATIONS

LESSON 19: EMOTIONS

LESSON 20: ILLNESS
INTRODUCTION

This booklet was created as a complement to teaching support in English and they are intended to improve oral expression in the eighth year of basic education students.

It contains twenty basic vocabulary lessons; each lesson contains two activities and a worksheet.

This facilitates the student to memorize more words, since I reviewed them several times with the help of the activities and the worksheets.

Each word is three letters which are:

- **W:** Word
- **P:** Phonetic
- **M:** Meaning

This proposal will be always open to improvement, is flexible and therefore receives all kinds of teaching tips and experiences, especially of the teachers involved at this level, whose contributions will enrich all aspects of this work and helping to raise standards of English of the beneficiaries.
FEATURES OF STRATEGIES FOR SUCCESS OF THE BOOKLET

1. This booklet contains a basic vocabulary which can be used in the daily routine of the student, also can be used it on a regular basis along with the textbook of English since it is a complement to the same.

2. Each theme consists of two activities for reinforcement and a worksheet, in this way gives students a new tool educational and easy to use that it will make them think and recognize objects of their environment.

3. The use of the booklet makes classes more dynamic and fun leaving behind the monotony and little motivation.

4. This booklet contains twenty lessons, easy to understand and learn, the teacher must choose the way more appropriate to implement this booklet to enrich your Group Manager, providing them with enthusiasm and fostering interest in the students to learn English in a fun and practical way.

5. The majority of the students learn best by working with a group of classmates. This booklet offers in its methodology group techniques, as an aid in the learning process.

6. The students feel motivated and able to learn for their own purposes, and have the opportunity to extend their learning of the English language in his own time in the classroom.

GETTING TO IMPROVE THE ACQUISITION OF VOCABULARY
SPEAKING

Many students want to be able to understand basic commands in English, whether simple or expressions a bit more complicated, in order to improve their notes or simply for pleasure.

- This booklet can make it easier for them. At different times can encourage students to focus on the basic vocabulary, pronunciation and writing.

Giving as a result, students can communicate with their teachers of English language by simple and everyday dialogues.

WRITING

Writing gives students more "time for think" of that they receive when they try to have a simple dialogue. This allows them to have more opportunities to learn a correct writing.

- Writing is used as a practical tool to help students work with the language they have been studying.

- The main objective of the activities of this booklet is for students to learn which the exact writing of studied words is.

- The booklet engages students in activities that are easy and pleasant in to participate, so the activities of writing not only become a normal part of life in the classroom, but also presenting opportunities for students to reach the goals in this project.

SPEAKING
Through speech students can take arguments, make a decision or form an opinion about someone or something.

- The booklet offers possibilities to improve speaking skills in the classroom.
- It contains simple dialogs that allow you to create short dialogues between teacher and students.
- More students have the opportunity to activate the different elements of the language they have stored in their brains. The students can tell many sentences using a particular piece of grammar or a function in particular.
- As a result of the students will be able to use words and phrases fluently and without very much subsequent thinking.

LISTENING

Most of the students want to be able to understand what people are saying to them in English, face to face, on TV or on the radio, in the theatres and cinema, CD, or other media.

All master can make it easier, which will be advantageous to them.

- This booklet sets out that one of the main sources of listening to students is the master's voice.
- Also, listen is good for the student pronunciation and listening help to understand English, also acquired a proper tone and intonation, stress, and the sounds of both individual words and which are mixed together in speech.
- Say that while more time to listen English students, they will have more chances to improve their oral expression and fine tune your ear to understand
speech. In fact, it is worth emphasized that a successful communication not only depends on the ability to speak, but also the effectiveness of understanding what you hear.
LESSON 1

TOPIC: GREETINGS- FAREWELLS

GOAL OF THE CLASS: Participate in short conversations on very familiar topics within the personal domains.

METHODOLOGY FOR THE CLASS: Brainstorming. Listen, repeat and learn new words.

RESOURCES FOR THE CLASS: booklet, blackboard, markers, flash cards, pencils, pen eraser, addressed dialogue

ASSESSMENT: Formative Evaluation (Worksheet), Activities
**GREETINGS**

<table>
<thead>
<tr>
<th></th>
<th>Morning</th>
<th>Good Afternoon</th>
<th>Good Evening</th>
<th>Good night</th>
<th>What's happening?</th>
</tr>
</thead>
<tbody>
<tr>
<td>W</td>
<td><strong>Good Morning</strong></td>
<td><strong>Good Afternoon</strong></td>
<td><strong>Good Evening</strong></td>
<td><strong>Good night</strong></td>
<td><strong>What's happening?</strong></td>
</tr>
<tr>
<td>P</td>
<td>/gʊd mɪnɪŋ/</td>
<td>/gʊd ɔːftər nʌn/</td>
<td>/gʊd ˈɛvənɪŋ/</td>
<td>/ɡʊd ˈnɪt/</td>
<td>/wɒt əz ˈæppənɪŋ/</td>
</tr>
<tr>
<td>M</td>
<td><strong>Buenos días</strong></td>
<td><strong>Buenas tardes.</strong></td>
<td><strong>Buena noche.</strong></td>
<td><strong>Buenas noches.</strong></td>
<td><strong>¿Qué pasa?</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>¿Cómo estás usted?</strong></td>
<td></td>
<td><strong>¿Cómo estás usted?</strong></td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>Hello</td>
<td>How are you?</td>
<td>Good night</td>
<td>Good night</td>
<td>What's happening?</td>
</tr>
<tr>
<td>P</td>
<td>/həˈlɔ/</td>
<td>/həˈwɛər æˈju/</td>
<td>/ɡʊd ˈnɪt/</td>
<td>/ɡʊd ˈnɪt/</td>
<td>/wɒt əz ˈæppənɪŋ/</td>
</tr>
<tr>
<td>M</td>
<td><strong>Hola</strong></td>
<td><strong>¿Cómo estás usted?</strong></td>
<td><strong>Buenas noches.</strong></td>
<td><strong>Buenas noches.</strong></td>
<td><strong>¿Qué pasa?</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Morning</th>
<th>Good Afternoon</th>
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<th>Good night</th>
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</tr>
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<tbody>
<tr>
<td>W</td>
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<td><strong>Good Evening</strong></td>
<td><strong>Good night</strong></td>
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<tr>
<td>P</td>
<td>/gʊd mɪnɪŋ/</td>
<td>/gʊd ɔːftər nʌn/</td>
<td>/gʊd ˈɛvənɪŋ/</td>
<td>/ɡʊd ˈnɪt/</td>
<td>/wɒt əz ˈæppənɪŋ/</td>
</tr>
<tr>
<td>M</td>
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<td><strong>Buenas tardes.</strong></td>
<td><strong>Buena noche.</strong></td>
<td><strong>Buenas noches.</strong></td>
<td><strong>¿Qué pasa?</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Morning</th>
<th>Good Afternoon</th>
<th>Good Evening</th>
<th>Good night</th>
<th>What's happening?</th>
</tr>
</thead>
<tbody>
<tr>
<td>W</td>
<td><strong>Good Morning</strong></td>
<td><strong>Good Afternoon</strong></td>
<td><strong>Good Evening</strong></td>
<td><strong>Good night</strong></td>
<td><strong>What's happening?</strong></td>
</tr>
<tr>
<td>P</td>
<td>/gʊd mɪnɪŋ/</td>
<td>/gʊd ɔːftər nʌn/</td>
<td>/gʊd ˈɛvənɪŋ/</td>
<td>/ɡʊd ˈnɪt/</td>
<td>/wɒt əz ˈæppənɪŋ/</td>
</tr>
<tr>
<td>M</td>
<td><strong>Buenos días</strong></td>
<td><strong>Buenas tardes.</strong></td>
<td><strong>Buena noche.</strong></td>
<td><strong>Buenas noches.</strong></td>
<td><strong>¿Qué pasa?</strong></td>
</tr>
</tbody>
</table>
**ACTIVITY N° 01**

**SCHOOL:** FRANCISCO DE ORELLANA  
**COURSE:** 8th “A”  
**TOPIC:** GREETINGS- FAREWELLS  
**DATE:**  
**CLASS N°:** 01  
**TEACHER:** Mariela Roca-Karina Parrales

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**WRITE THE GREETINGS UNDER EACH PICTURE. LOOK THE WORD BANK**

**WORD BANK**  
Good Morning- Good Afternoon- Good night- How are you?-Hello-Good Evening

---

[Image of three windows with images of people and the sun]
2. Complete the table using these expressions.

<table>
<thead>
<tr>
<th>Greetings</th>
<th>Farewells</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good morning</td>
<td>Goodbye</td>
</tr>
<tr>
<td>See you tomorrow</td>
<td>Bye</td>
</tr>
<tr>
<td>See you soon</td>
<td>Good night</td>
</tr>
<tr>
<td>Good afternoon</td>
<td>See you later</td>
</tr>
<tr>
<td>How are you all?</td>
<td></td>
</tr>
<tr>
<td>See you then</td>
<td></td>
</tr>
<tr>
<td>Good evening</td>
<td></td>
</tr>
<tr>
<td>Hello</td>
<td></td>
</tr>
<tr>
<td>What’s up?</td>
<td></td>
</tr>
<tr>
<td>Hey!</td>
<td></td>
</tr>
<tr>
<td>Take care</td>
<td></td>
</tr>
<tr>
<td>How’s it going?</td>
<td></td>
</tr>
<tr>
<td>How are you?</td>
<td></td>
</tr>
<tr>
<td>Good-bye</td>
<td></td>
</tr>
<tr>
<td>Bye</td>
<td></td>
</tr>
<tr>
<td>Good night</td>
<td></td>
</tr>
<tr>
<td>See you later</td>
<td></td>
</tr>
</tbody>
</table>

3. Listen to the song. Write the missing words:

Hello Goodbye
By The Beatles

YOU SAY __________
I SAY __________
YOU SAY STOP
I __________ GO GO GO

YOU SAY WHY
I SAY I DON’T KNOW

Chorus
OH NO
YOU SAY __________
______________ I SAY HELLO
______________ HELLO
I DON’T KNOW WHY YOU SAY __________
I SAY __________ (x2)

Chorus (x2)
YOU SAY __________
I SAY __________
YOU SAY STOP
I SAY GO GO GO
Chorus
1. Complete the good greeting. (4pts)

2. Imagine dialogues according to the situations (16pts)
**LESSON 2**  
**TOPIC: NEW RAINBOW**

**GOAL OF THE CLASS:** Use new words and expressions which occur in conversations in the personal and educational domains, and make use of such terms and expressions whenever appropriate/necessary.

**METHODOLOGY FOR THE CLASS:** Brainstorming. Listen, repeat and learn new words.

**RESOURCES FOR THE CLASS:** booklet, blackboard, markers, flash cards, pencils, pen eraser, addressed dialogue.

**ASSESSMENT:** Formative Evaluation (Worksheet), Activities

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<th>pink</th>
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</thead>
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<tr>
<td>P</td>
<td>/paː.piə/</td>
<td>P</td>
<td>/ɡreɪ/</td>
<td>P</td>
<td>/pɪŋk/</td>
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<tr>
<td>M</td>
<td>morado</td>
<td>M</td>
<td>plomo</td>
<td>M</td>
<td>rosado</td>
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</table>

<table>
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<tr>
<th>W</th>
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<th>W</th>
<th>Dark green</th>
<th>W</th>
<th>Light orange</th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
<td>/laɪt /sgɹən/</td>
<td>P</td>
<td>/daːk /ɡɑːnd/</td>
<td>P</td>
<td>/laɪt /ɔːnɹdʒ/</td>
</tr>
<tr>
<td>M</td>
<td>Verde claro</td>
<td>M</td>
<td>Verde fuerte</td>
<td>M</td>
<td>Naranja claro</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>W</th>
<th>Dark orange</th>
<th>W</th>
<th>Light blue</th>
<th>W</th>
<th>Dark blue</th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
<td>/daːk /ɔnɹdʒ/</td>
<td>P</td>
<td>/laɪt /blu/</td>
<td>P</td>
<td>/daːk /blu/</td>
</tr>
<tr>
<td>M</td>
<td>Naranja fuerte</td>
<td>M</td>
<td>Azul claro</td>
<td>M</td>
<td>Azul fuerte</td>
</tr>
<tr>
<td></td>
<td>Yellow</td>
<td>Sky blue</td>
<td>Red</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>------------</td>
<td>------------</td>
<td>------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>White</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P</td>
<td>/ˈjɛləʊ/</td>
<td>/skai/ /blu:/</td>
<td>/red/</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>Amarillo</td>
<td>Celeste</td>
<td>Rojo</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Black</td>
<td>Brown</td>
<td>White</td>
<td></td>
<td></td>
</tr>
<tr>
<td>W</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P</td>
<td>/blæk/</td>
<td>/braun/</td>
<td>/wait/</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>Negro</td>
<td>Café</td>
<td>Blanco</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fuchsia</td>
<td>silver</td>
<td>violet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>W</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P</td>
<td>/ˈfʌʃə/</td>
<td>/ˈslaɪər/</td>
<td>/ˈvaiəlt/</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>Fucsia</td>
<td>Plata</td>
<td>violeta</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SCHOOL: FRANCISCO DE ORELLANA

COURSE: 8th “A”

TOPIC: NEW RAINBOW

DATE:

CLASS N°: 01

STUDENTS TEACHER: Mariela Roca-Karina Parrales

Score: __________
# Activity N° 2.1

**School:** FRANCISCO DE ORELLANA  
**Course:** 8th “A”  
**Topic:** NEW RAINBOW  
**Date:**  
**Class N°:** 01  
**Students Teacher:** Mariela Roca-Karina Parrales

**Remember**

**Look the pictures and write the color**

- ![Tree](image1.png)  
- ![Lips](image2.png)  
- ![Teddy Bear](image3.png)  
- ![Spoon](image4.png)

- ![Butterfly](image5.png)  
- ![Frog](image6.png)  
- ![Cat](image7.png)  
- ![Whale](image8.png)

**Score:** _______
UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFIA CIENCIAS Y LETRAS DE LA EDUCACION
ESCUELA DE LENGUAS Y LINGÜÍSTICA
WORKSHEET N° 02

SCHOOL: FRANCISCO DE ORELLANA

COURSE: 8th “A”

TOPIC: NEW RAINBOW

DATE:

CLASS Nº: 01

STUDENTS TEACHER: Mariela Roca-Karina Parrales

Score: ______

Color Name Word Search

B R O W N Z B E W O
A T E Y E L L O W D
B G R A Y C T R H B
L T T I A B L A I O
U P U R P L E N T S
E E C S I A C G E L
L A H S N C I E D P
N E I T K K S R S T
E T E P G R E E N U
C T S U E A N D E E

FLUORESCENT RED
BLUE
GREEN
ORANGE
PINK
PURPLE
YELLOW

Color Name Scramble

HTIWE
ENREG
LKACB
OWELYL
KNP
WORNR
PRULEP
ULEG
YRAG
AGENOR
EEDR

LOOK AND MATCH

Fuchsia
Silver
Violet
Sky blue
Dark blue
Light green
LESSON 3
TOPIC: MEMBERS OF THE FAMILY

GOAL OF THE CLASS: Pronounce words, expressions, and statements in their personal and educational repertoire intelligibly, phonetically differentiating distinct words.

METHODOLOGY FOR THE CLASS: Brainstorming. Listen, repeat and learn new words

RESOURCES FOR THE CLASS: booklet, blackboard, markers, flash cards, pencils, pen eraser, addressed dialogue.

ASSESSMENT: Formative Evaluation (Worksheet), Activities
MEMBERS OF THE FAMILY

<table>
<thead>
<tr>
<th>Gender</th>
<th>Term</th>
<th>Pronunciation</th>
<th>Spanish Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>W</td>
<td>brother</td>
<td>/brəðə/</td>
<td>hermano</td>
</tr>
<tr>
<td>P</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M</td>
<td></td>
<td>/heɾˈmaŋo/</td>
<td>Hermano</td>
</tr>
<tr>
<td>W</td>
<td>sister</td>
<td>/ˈsɪsta/</td>
<td>Hermana</td>
</tr>
<tr>
<td>P</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M</td>
<td></td>
<td>/heɾˈmaŋa/</td>
<td>padre</td>
</tr>
<tr>
<td>W</td>
<td>mother</td>
<td>/ˈmoðər/</td>
<td>madre</td>
</tr>
<tr>
<td>P</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M</td>
<td></td>
<td>/maˈðɾe/</td>
<td>abuela</td>
</tr>
<tr>
<td>W</td>
<td>grandfather</td>
<td>/ˈɡrændfɑːθə/</td>
<td>abuelo</td>
</tr>
<tr>
<td>P</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M</td>
<td></td>
<td>/abˈweɾlo/</td>
<td>abuela</td>
</tr>
<tr>
<td>W</td>
<td>baby</td>
<td>/ˈbebi/</td>
<td>Bebe</td>
</tr>
<tr>
<td>P</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M</td>
<td></td>
<td>/beˈbe/</td>
<td>Hermano mayor</td>
</tr>
<tr>
<td>W</td>
<td>Older brother</td>
<td>/ˈɑːldər ˈbrəðə/</td>
<td>Hermano mayor</td>
</tr>
<tr>
<td>P</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M</td>
<td></td>
<td>/heɾˈmaŋo ˈmɑyor/</td>
<td>Hermano menor</td>
</tr>
<tr>
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<td>Younger brother</td>
<td>/ˈjʌŋər ˈbrəðə/</td>
<td></td>
</tr>
<tr>
<td>P</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M</td>
<td></td>
<td>/heɾˈmaŋo ˈmɛnɔɾ/</td>
<td></td>
</tr>
</tbody>
</table>
Blake’s Family
Practice saying the words out loud. Fill in the blanks below.

1. Blake’s uncle’s name is ____________________________.
2. Blake’s grandmother’s name is ____________________________.
3. Blake’s father’s name is ____________________________.
4. Blake’s sister’s name is ____________________________.
5. Write your own sentence.
Family Word Scramble Matching

Look at each family related picture and unscramble the letters and write the name of the family member on the line provided.

<table>
<thead>
<tr>
<th>Picture</th>
<th>Word Scramble</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="risset" alt="Picture" /></td>
<td>risset</td>
</tr>
<tr>
<td><img src="heftar" alt="Picture" /></td>
<td>heftar</td>
</tr>
<tr>
<td><img src="napgrad" alt="Picture" /></td>
<td>napgrad</td>
</tr>
<tr>
<td><img src="hortreb" alt="Picture" /></td>
<td>hortreb</td>
</tr>
<tr>
<td><img src="ethrom" alt="Picture" /></td>
<td>ethrom</td>
</tr>
<tr>
<td><img src="dangram" alt="Picture" /></td>
<td>dangram</td>
</tr>
</tbody>
</table>
Family Tree Worksheet

Look at the family tree below. Pretend you are the girl that is highlighted as “me”. Answer the questions below about your pretend family.

- What is my brother’s name? __________________________
- Who is my father? __________________________
- What is my grandmother’s name? __________________________
- What are my cousin’s names? ___________ and ___________
- Who is my aunt? __________________________
- What is my mother’s name? __________________________
LESSON 4
TOPIC: THE CLOTHES

GOAL OF THE CLASS: To develop in a fun and enjoyable four communicative skills in the foreign language

METHODOLOGY FOR THE CLASS: Brainstorming. Listen, repeat and learn new words

RESOURCES FOR THE CLASS: booklet, blackboard, markers, flash cards, pencils, pen eraser, addressed dialogue. Pictures dictionary

ASSESSMENT: Formative Evaluation, vocabulary Worksheet, Activities:

<table>
<thead>
<tr>
<th>W skirt</th>
<th>P pants</th>
<th>W blouse</th>
</tr>
</thead>
<tbody>
<tr>
<td>/skirt/</td>
<td>/pants/</td>
<td>/blouse/</td>
</tr>
<tr>
<td>M falda</td>
<td>M pantalones</td>
<td>M blusa</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>W shoes</th>
<th>W socks</th>
<th>W handkerchief</th>
</tr>
</thead>
<tbody>
<tr>
<td>/shoes/</td>
<td>/socks/</td>
<td>/handkerchief/</td>
</tr>
<tr>
<td>M zapatos</td>
<td>M medias</td>
<td>M pañuelo</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>W t-shirt</th>
<th>W warmer trousers</th>
<th>W Sports shoes</th>
</tr>
</thead>
<tbody>
<tr>
<td>/t-shirt/</td>
<td>/warm/ /t-s/ /trousers/</td>
<td>/sport/ /shoes/</td>
</tr>
<tr>
<td>M camiseta</td>
<td>M calentador</td>
<td>M Z. deportivos</td>
</tr>
</tbody>
</table>
THE CLOTHES

hat
/P /hat/
sombrero

P /p/'sombrero/

M /soma're/

W cap
P /kap/

M gorra

W dress
P /dres/

M vestido

W coat
P /koit/

M abrigo

W shorts
P /ʃɔrtz/

M pantalones cortos

W jeans
P /dʒi:nz/

M Pantalones vaqueros

W Pyjama
P /pajama:m/ /pejama:m/

M Pijamas

W bra
P /bra:/

M sostén

W underpants
P /ənderpænts/

M Ropa interior
SCHOOL: FRANCISCO DE ORELLANA

COURSE: 8th “A”

TOPIC: THE CLOTHES

DATE:

CLASS N°: 04

STUDENTS TEACHER: Mariela Roca-Karina Parrales
Clothes - Fill in the missing vowels

Fill in the missing vowels for each of the following words:

- j_ck_t
- tr__n_rs
- sh_rt
- sh_rts
- t_sh_rt
- sk_rt
- sl_pp_rs
- sc_rf
- tr__s_rs
- bl__s__
Read the words in the word box. Then read each sentence. Fill in the blank with a word from the word box to complete each sentence.

She has a _______ dress.

My socks _______ stinky!

His _______ is warm.

Find and circle the words.

belt  blouse  dress  hat  jeans  pants  shirt  shoes  skirt  sneakers  sock  sweater
GOAL OF THE CLASS: To relate prior knowledge of students that offers text and with other areas of knowledge and learning

METHODOLOGY FOR THE CLASS: Symposium. Listen, repeat and learn new words.

RESOURCES FOR THE CLASS: booklet, blackboard, markers, flash cards, pencils, pen eraser, addressed dialogue

ASSESSMENT: Formative Evaluation (Worksheet), Activities.
<table>
<thead>
<tr>
<th></th>
<th>English</th>
<th>Spanish</th>
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<tbody>
<tr>
<td>W</td>
<td>eraser</td>
<td>borrador</td>
</tr>
<tr>
<td>P</td>
<td>/ˈɛərəs/</td>
<td>/boɾˈraðoɾ/</td>
</tr>
<tr>
<td>M</td>
<td>libro</td>
<td>pizarra</td>
</tr>
<tr>
<td>W</td>
<td>pencil</td>
<td>lápiz</td>
</tr>
<tr>
<td>P</td>
<td>/ˈpensl/</td>
<td>/ˈla.pis/</td>
</tr>
<tr>
<td>M</td>
<td>pluma</td>
<td>grapadora</td>
</tr>
<tr>
<td>W</td>
<td>pen</td>
<td>pluma</td>
</tr>
<tr>
<td>P</td>
<td>/pen/</td>
<td>/plaˈmoɾa/</td>
</tr>
<tr>
<td>M</td>
<td>tijera</td>
<td>cuaderno</td>
</tr>
<tr>
<td>W</td>
<td>scissors</td>
<td>computadora</td>
</tr>
<tr>
<td>P</td>
<td>/ˈsɪ̞sərs/</td>
<td>/kompuˈtaɾa/</td>
</tr>
<tr>
<td>M</td>
<td>tijera</td>
<td>cuaderno</td>
</tr>
</tbody>
</table>
UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFÍA CIENCIAS Y LETRAS DE LA
EDUCACION
ESCUELA DE LENGUAS Y LINGÜÍSTICA
ACTIVITY N° 0.5

SCHOOL: FRANCISCO DE ORELLANA

COURSE: 8th "A"

TOPIC: OBJECTS OF THE CLASS

DATE:

CLASS N°: 05

STUDENTS TEACHER: Mariela Roca-Karina Parrales

CLASSROOM OBJECTS

MATCH THE OBJECT NAME WITH THE
NUMBER ACCORDING TO THE PICTURE

- Marker
- Stapler
- Dictionary
- Map
- Broom
- Eraser
- Pen
- Colored pencils
- Glue
- Calculator
- Table
- Ruler
- Book
- Scissors
- Pencil sharpener
- Backpack
- Pencil case
- Punch
- Wastepaper
cardboard
- Notebook
- Chair
- Pencil

Score: _______
1. LOOK AND MATCH

- scissors
- computer
- notebook
- board
- pen
- stapler
- trashcan
WorkSheet N° 05

School: FRANCISCO DE ORELLANA

Course: 8th “A”

Topic: Classroom Objects

Date:

Class N°: 05

Students Teacher: Mariela Roca-Karina Parrales
LESSON 6
TOPIC: SPORTS

GOAL OF THE CLASS: To use the foreign language in functional and creative way in order to access different types of information and to express their thoughts, ideas and needs

METHODOLOGY FOR THE CLASS: Brainstorming. Listen, repeat and learn new words.

RESOURCES FOR THE CLASS: booklet, blackboard, markers, flash cards, pencils, pen eraser, addressed dialogue

ASSESSMENT: Formative Evaluation (Worksheet), Activities

<table>
<thead>
<tr>
<th>W</th>
<th>volleyball</th>
<th>W</th>
<th>basketball</th>
<th>W</th>
<th>soccer</th>
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<tbody>
<tr>
<td>P</td>
<td>/vəˈlibɔ/</td>
<td>P</td>
<td>/bəˈskɪt.bɔ/</td>
<td>P</td>
<td>/ˈsɔkə/</td>
</tr>
<tr>
<td>M</td>
<td>voleibol</td>
<td>M</td>
<td>baloncesto</td>
<td>M</td>
<td>futbol</td>
</tr>
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</table>

<table>
<thead>
<tr>
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<th>golf</th>
<th>W</th>
<th>swimming</th>
<th>W</th>
<th>baseball</th>
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<tbody>
<tr>
<td>P</td>
<td>/gɔf/</td>
<td>P</td>
<td>/swɪm.ɪn/</td>
<td>P</td>
<td>/ˈbeɪsbɔl/</td>
</tr>
<tr>
<td>M</td>
<td>golf</td>
<td>M</td>
<td>natación</td>
<td>M</td>
<td>béisbol</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>W</th>
<th>tennis</th>
<th>W</th>
<th>boxing</th>
<th>W</th>
<th>cycling</th>
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</thead>
<tbody>
<tr>
<td>P</td>
<td>/ˈtɛnɪs/</td>
<td>P</td>
<td>/ˈbɔksɪŋ/</td>
<td>P</td>
<td>/ˈsɜt.ˈkɪn/</td>
</tr>
<tr>
<td>M</td>
<td>tenis</td>
<td>M</td>
<td>boxeo</td>
<td>M</td>
<td>ciclismo</td>
</tr>
<tr>
<td></td>
<td>surfing</td>
<td>rollerblading</td>
<td>skateboarding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>---------------</td>
<td>---------------</td>
<td>--------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>W</strong></td>
<td>/ˈsaː.fɪŋ/</td>
<td>/ˈrəʊ.lə.blɪŋ/</td>
<td>/ˈskæt.boʊ.ɪŋ/</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>P</strong></td>
<td>de surf</td>
<td>patinaje</td>
<td>patinaje</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>M</strong></td>
<td>/de surf/</td>
<td>sobre ruedas</td>
<td>/pati.na.je/</td>
<td></td>
<td></td>
</tr>
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<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>W</strong></td>
<td>archery</td>
<td>athletics</td>
<td>karate</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>P</strong></td>
<td>/ˈæt.fri/</td>
<td>/ˈæθ.letɪks/</td>
<td>/ˈka.ɹə.ti/</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>M</strong></td>
<td>tiro con arco</td>
<td>Atletismo</td>
<td>karate</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>/tiro con arco/</td>
<td>/a.tlet.ɪs.ʊm/</td>
<td>/ka.ɹə.tə/</td>
<td></td>
<td></td>
</tr>
<tr>
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<td></td>
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<td></td>
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</tr>
<tr>
<td><strong>W</strong></td>
<td>Weightlifting</td>
<td>gymnastic</td>
<td>running</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>P</strong></td>
<td>/ˈweɪ.lɪft/</td>
<td>/dʒɪ.m.næstɪk/</td>
<td>/ˈrʌ.nɪŋ/</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>M</strong></td>
<td>levantamiento de pesas</td>
<td>gimnasia</td>
<td>running</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>/levantamiento de pesas/</td>
<td>/ɡi.m.na.ˈsi.a/</td>
<td>/ˈrʌ.nɪŋ/</td>
<td></td>
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</tr>
<tr>
<td>Activity N° 0.6</td>
<td></td>
<td></td>
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<tr>
<td>----------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**School:** FRANCISCO DE ORELLANA

**Course:** 8th “A”

**Topic:** OBJECTS OF THE CLASS

**Date:**

**Class N°:** 06

**Students Teacher:** Mariela Roca-Karina Parrales

---

Write the correct number in front of each word:

- cycling: 
- running: 
- volleyball: 
- gymnastics: 
- tennis: 
- swimming: 
- basketball: 
- soccer: 
- equestrian: 
- baseball: 
- skateboarding: 
- golf: 
- badminton: 
- table tennis: 
- ice skating: 
- scuba diving: 
- skiing: 
- wind surfing: 

**Score:**

---
Fill in the missing words in the text below using the word bank.

**Word Bank:**

- arrows
- baseball
- bat
- jump
- kayak
- paddle
- quiver
- run
- skates
- skis

1. She hit the ______ with the ______
2. ______ and ______ are fun in the winter.
3. I like to ______ and ______
4. ______ are stored in a ______
5. We got a new ______ for the ______
Unscramble the following words, then match them with the right image.

- boarding
- estrianque
- mintonbad
- smmiwing
- eci skitang
- asketballb
- nisnet
- gnastimycs

Images:
1. Person skateboarding
2. Person lying down
3. Person performing a gymnastics
4. Person playing tennis
5. Person playing basketball
6. Person riding a horse
LESSON 7

TOPIC: PROFESSIONS-JOBS

GOAL OF THE CLASS: Use new words and expressions which occur in conversations in the personal and educational domains, and make use of such terms and expressions whenever appropriate/necessary.

METHODOLOGY FOR THE CLASS: Brainstorming. Listen, repeat and learn new words

RESOURCES FOR THE CLASS: booklet, blackboard, markers, flash cards, pencils, pen eraser, addressed dialogue.

ASSESSMENT: Formative Evaluation (Worksheet), Activities
JOBS

W mechanic
P /mɛ̃.kænɪk/ M mecánico

W baker
P /ˈbækər/ M panadero

W butcher
P /ˈbʊtʃər/ M carnicero

W carpenter
P /ˈkærpən(t)ər/ M carpintero

W farmer
P /ˈfɑːrmər/ M granjero

W plumber
P /ˈplʌmər/ M plomero

W driver
P /driˈvaɪər/ M conductor

W waiter
P /ˈweɪtər/ M maestro

W florist
P /ˈflɔrɪst/ M florista
SCHOOL: FRANCISCO DE ORELLANA

COURSE: 8th “A”

TOPIC: PROFESSIONS- JOBS

DATE:

CLASS N°: 07

STUDENTS TEACHER: Mariela Roca-Karina Parrales
ACTIVITY N° 7.1

SCHOOL: FRANCISCO DE ORELLANA

COURSE: 8th “A”

TOPIC: PROFESSIONS - JOBS

DATE:

CLASS N°: 05

STUDENTS TEACHER: Mariela Roca-Karina Parrales

Jobs and Professions Word Search
Can you find the names of jobs and professions hidden in the puzzle?

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

ARTIST
BANKER
BUILDER
CARPENTER
CASHIER
CLERK
COOK
DENTIST
DOCTOR
DRIVER
ENGINEER
FARMER
FIREFIGHTER
LABORER
LAWYER
MANAGER
MECHANIC
NURSE
PAINTER
PILOT
SECRETARY
TEACHER
TECHNICIAN
TOOLMAKER
WAITER
WRITER
Instructions: Jobs crossword puzzle, read the clues below and fill in the correct answer.

Across
4. Who fights crime?
5. Who studies at school?
7. Who teaches students at school?
10. Who takes care of teeth?
12. Who drives a bus?
13. Who brings our mail?

Down
1. Who sings songs?
2. Who fights fires?
3. Who serves food in a restaurant?
6. Who drives a truck?
8. Who cooks in a hotel or restaurant?
9. Who looks after sick people and helps doctors?
11. Who treats patients (sick people)?
LESSON 8

TOPIC: TRANSPORTATION

GOAL OF THE CLASS: Use new words and expressions which occur in conversations in the personal and educational domains, and make use of such terms and expressions whenever appropriate/necessary.

METHODOLOGY FOR THE CLASS: Brainstorming. Listen, repeat and learn new words

RESOURCES FOR THE CLASS: booklet, blackboard, markers, flash cards, pencils, pen eraser, addressed dialogue.

ASSESSMENT: Formative Evaluation (Worksheet), Activities

<table>
<thead>
<tr>
<th></th>
<th>W</th>
<th>P</th>
<th>M</th>
</tr>
</thead>
<tbody>
<tr>
<td>car</td>
<td>/kær/</td>
<td>carro</td>
<td></td>
</tr>
<tr>
<td>ship</td>
<td>/ʃɪp/</td>
<td>barco</td>
<td>tren</td>
</tr>
<tr>
<td>train</td>
<td>/træn/</td>
<td></td>
<td></td>
</tr>
<tr>
<td>truck</td>
<td>/trʌk/</td>
<td>camion</td>
<td></td>
</tr>
<tr>
<td>bicycle</td>
<td>/ˈbɪsɪklə/</td>
<td>bicicleta</td>
<td>taxi</td>
</tr>
<tr>
<td>taxi</td>
<td>/ˈtæksi/</td>
<td></td>
<td></td>
</tr>
<tr>
<td>airplane</td>
<td>/ˈɛərˌplæn/</td>
<td>avion</td>
<td></td>
</tr>
<tr>
<td>bus</td>
<td>/bʌs/</td>
<td></td>
<td></td>
</tr>
<tr>
<td>motorcycle</td>
<td>/moʊdərˈsɪk(ə)l/</td>
<td>motocicleta</td>
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</tr>
<tr>
<td></td>
<td>TRANSPORTATION</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>----------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>W</strong> ambulance</td>
<td><strong>W</strong> helicopter</td>
<td><strong>W</strong> van</td>
<td></td>
</tr>
<tr>
<td><strong>P</strong> /ˈambjələns/</td>
<td><strong>P</strong> /ˈhɛləˌkæptər/</td>
<td><strong>P</strong> /væn/</td>
<td></td>
</tr>
<tr>
<td><strong>M</strong> avion</td>
<td><strong>M</strong> helicoptero</td>
<td><strong>M</strong> buseta</td>
<td></td>
</tr>
<tr>
<td><strong>W</strong> boat</td>
<td><strong>W</strong> horse</td>
<td><strong>W</strong> balloon</td>
<td></td>
</tr>
<tr>
<td><strong>P</strong> /bôt/</td>
<td><strong>P</strong> /hɔːrəs/</td>
<td><strong>P</strong> /ˈbæ.loon/</td>
<td></td>
</tr>
<tr>
<td><strong>M</strong> bote</td>
<td><strong>M</strong> caballo</td>
<td><strong>M</strong> globo</td>
<td></td>
</tr>
<tr>
<td><strong>W</strong> carriage</td>
<td><strong>W</strong> underground</td>
<td><strong>W</strong> tram</td>
<td></td>
</tr>
<tr>
<td><strong>P</strong> /ˈkærəji/</td>
<td><strong>P</strong> /ˈændərˌɡraʊnd/</td>
<td><strong>P</strong> /træm/</td>
<td></td>
</tr>
<tr>
<td><strong>M</strong> carruaie</td>
<td><strong>M</strong> subterraneo</td>
<td><strong>M</strong> metro</td>
<td></td>
</tr>
</tbody>
</table>
Write the correct number in front of each word:

1. fire engine
2. train
3. car
4. bus
5. ambulance
6. helicopter
7. bus
8. tram
9. tram
10. car
11. car
12. scooter
13. coach
14. airplane
15. yacht
16. yacht
17. airplane
18. truck
19. ship
20. helicopter

van ___
taxi ___
yacht ___
airplane ___
balloon ___
bus ___
train ___
car ___
fire engine ___
scooter ___
carriage ___
boat ___
underground ___
bicycle ___
helicopter ___
ambulance ___
ropeway ___
truck ___
ship ___
UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFIA CIENCIAS Y LETRAS DE LA EDUCACION
ESCUELA DE LENGUAS Y LINGÜÍSTICA
ACTIVITY Nº 8.1

SCHOOL: FRANCISCO DE ORELLANA

COURSE: 8th “A”

TOPIC: TRANSPORTATION

DATE:

CLASS N°: 08

STUDENTS TEACHER: Mariela Roca-Karina Parrales

Score: _______
TRANSPORT CROSSWORD
LESSON 9
TOPIC: VEGETABLES

GOAL OF THE CLASS: Use new words and expressions which occur in conversations in the personal and educational domains, and make use of such terms and expressions whenever appropriate/necessary.

METHODOLOGY FOR THE CLASS: Brainstorming. Listen, repeat and learn new words.

RESOURCES FOR THE CLASS: booklet, blackboard, markers, flash cards, pencils, pen eraser, addressed dialogue

ASSESSMENT: Formative Evaluation (Worksheet), Activities
<table>
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<th>W</th>
<th>M</th>
<th>P</th>
</tr>
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<tbody>
<tr>
<td>cauliflower</td>
<td>coliflor</td>
<td>/'kæləˌflou(ə)r/</td>
</tr>
<tr>
<td>eggplant</td>
<td>xerengena</td>
<td>/'eg.plænt/</td>
</tr>
<tr>
<td>cucumber</td>
<td>pepino</td>
<td>/'kyooˌkæmbo/</td>
</tr>
<tr>
<td>mushroom</td>
<td>hongos</td>
<td>/ˈmaʃ.ˌrɔm/</td>
</tr>
<tr>
<td>garlic</td>
<td>ajo</td>
<td>/ˈɡærlik/</td>
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<td>rabano</td>
<td>/ˈrædiʃ/</td>
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<td>sweet potato</td>
<td>camote</td>
<td>/ˈswɛt/ /ˌkaˈtoʊ/</td>
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SCHOOL: FRANCISCO DE ORELLANA

COURSE: 8th “A”

TOPIC: OBJECTS OF THE CLASS

DATE:

CLASS N°: 05

STUDENTS TEACHER: Mariela Roca-Karina Parrales

Word Search Puzzle Vegetables

CAULIFLOWER
ATCORGINGER
POSNCAMNDEC
SMPICLEEENK
IAIOAAEYBBR
CTDNBRINJAL
UOENTRPEDEA
MUSHROOMNTC
UWRDOTRGEHL
CUCUMBERPER

Tomato  Brinjal  Cucumber  Carrot
Cauliflower  Capsicum  Ginger  Onion
Lime  Mushroom
Missing Vegetable Vowels

Fill in the missing vowels to complete the vegetable names.

1. br____cc____l____
2. ____n____ ____n
3. l____tt____c____
4. ____kr____
5. m____shr____ ____m
6. k____l____
7. c____rn
8. t____rn____p
9. p____pp____r
10. sq____ ____sh
11. ____sp____r____g____s
12. r____d____sh
### LESSON 10
**TOPIC: FRUITS**

**GOAL OF THE CLASS:** Use new words and expressions which occur in conversations in the personal and educational domains, and make use of such terms and expressions whenever appropriate/necessary.

**METHODOLOGY FOR THE CLASS:** Brainstorming. Listen, repeat and learn new words.

**RESOURCES FOR THE CLASS:** booklet, blackboard, markers, flash cards, pencils, pen eraser, addressed dialogue

**ASSESSMENT:** Formative Evaluation (Worksheet), Activities

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LOOK AND CIRCLE THE CORRECT ANSWER

- grapes
- greapes
- grapes
- bannana
- banana
- banana
- appel
- apple
- apel
- pear
- pair
- pare
- pineapple
- pineapple
- pineappel
- strawberry
- strawberry
- stawberry
- cherries
- cherries
- cherres
- orange
- oranje
- oringe
- lemon
- lemmon
- lemon
- melen
- mellon
- melon
SCHOOL: FRANCISCO DE ORELLANA

COURSE: 8th “A”

TOPIC: OBJECTS OF THE CLASS

DATE:

CLASS N°: 05

STUDENTS TEACHER: Mariela Roca-Karina Parrales

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<td>Lime</td>
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### Match words and pictures

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<th>Peach</th>
<th>Pear</th>
<th>Pineapple</th>
<th>Watermelon</th>
</tr>
</thead>
</table>

### Write the words

1. It's brown and hairy: .............................................
2. It's yellow and sour: .............................................
3. A monkey's favourite food: ......................................
4. Green on the outside, red on the inside: ......................
# FARM ANIMALS

**GOAL OF THE CLASS:** To identify farm animals

**METHODOLOGY FOR THE CLASS:** Phillips 66 Listen, repeat and learn new words.

**RESOURCES FOR THE CLASS:** Computer, Cd, Booklet, board

**ASSESSMENT:** Worksheet

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<td>P</td>
<td>/dɒg/</td>
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<td>M</td>
<td>vaca</td>
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<td>gato</td>
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<td>P</td>
<td>/dʌk/</td>
<td>P</td>
<td>/pɪɡ/</td>
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<tr>
<td>M</td>
<td>pollo</td>
<td>M</td>
<td>pato</td>
<td>M</td>
<td>cerdo</td>
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### DOMESTIC ANIMALS

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<td><strong>W</strong></td>
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<td><strong>P</strong></td>
<td>/bul/</td>
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<tr>
<td><strong>M</strong></td>
<td>buey</td>
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<td><strong>M</strong></td>
<td>cabra</td>
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<td><strong>P</strong></td>
<td>/ʃiːp/</td>
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<td><strong>M</strong></td>
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<td><strong>P</strong></td>
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<td><strong>piglet</strong></td>
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<td><strong>P</strong></td>
<td>/ˈpaɪglɛt/</td>
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<td><strong>M</strong></td>
<td>cerdo</td>
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<td><strong>P</strong></td>
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<td>STUDENTS TEACHER: Mariela Roca-Karina Parrales</td>
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**FARM ANIMALS**

Color the drawings, write the names of the animals and match them with their description.

- **IT BARKS.**
- **IT GIVES US MILK**
- **IT IS STRONG AND FAST.**
- **IT LAYS EGGS.**
- **IT TELLS US WHEN DAWN IS COMING**
- **IT LIKES MUD.**
- **IT SWIMS IN THE POND.**
- **WE MAKE CLOTHES WITH ITS WOOL.**
Listen about Laura and her trip to the stable. Then form groups and present your opinion about the short story.

HORSES TO RIDE

Laura went to the stable. Four horses stood there. She put a saddle on Star. He was seven years old, big and dark brown. Her sister came out to the stable. They were both going to exercise the horses. It was a warm, sunny day. Janice saddled up Moonbeam, a white mare. They got on the horses and started walking them.
A few minutes later, Laura was telling Janice about the new doctor in her hospital. She raised her hand for a second to make a point. Just then, Star bucked. Laura went flying into the air. She landed on her head and shoulder on the grass.

"Oh, my gosh!" Jan cried. "Laura, are you all right?"

Laura moaned. Jan gently rolled her over. She didn't see any blood. That's good, she thought.

"Can you move? You're not paralyzed anywhere, are you?"

Jan pulled Laura up into a sitting position. Laura slightly moved her legs and arms. She wasn't paralyzed. When she moved her right hand to touch her head, she groaned.

"What's the matter?"

"That hurt. When I moved my arm, it hurt."

They still didn't see any blood. Jan unbuttoned the top buttons on Laura's blouse and looked at Laura's right collarbone.

"Oh, no," she said
1. _____ and _____ both produce milk that we can drink.
2. A _____ uses its nose to find food and sense the things around it.
3. A _____ can sleep both lying down and sitting up.
4. The fur of a _____ is called wool and is used to make clothes.
5. The egg of a _____ takes 21 days to hatch.
**LESSON 12**

**WILD ANIMALS**

**GOAL OF THE CLASS:** To identify wild animals in the savanna

**METHODOLOGY FOR THE CLASS:** Phillips 66 Listen, repeat and learn new words.

**RESOURCES FOR THE CLASS:** Computer, Cd, booklet, board,

**ASSESSMENT:** Worksheet

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<td>M oso</td>
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<td>M lechuza</td>
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<td><strong>P</strong></td>
<td>/ɡəˈriːlə/</td>
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Listen to the next description about animals. Circle the correct one that the speaker is talking about.

African Animals Word Scramble
Look at each African animal and unscramble the letters and write the name of the African animal on the line.

<table>
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<td>________</td>
<td>______</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>konyem</th>
<th>ehecta</th>
</tr>
</thead>
<tbody>
<tr>
<td>________</td>
<td>______</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>sotirhc</th>
<th>osehicrron</th>
</tr>
</thead>
<tbody>
<tr>
<td>________</td>
<td>___________</td>
</tr>
</tbody>
</table>
SCHOOL: FRANCISCO DE ORELLANA

COURSE: 8th "A"

TOPIC: WILD ANIMALS

DATE:

CLASS N°: 12

STUDENTS TEACHER: Mariela Roca-Karina Parrales

1.  
2.  
3.  
4.  
5.  
6.  
7.  
8.  
9.  
10.
WORKSHEET N° 12

Form groups, choose 2 or 3 animals, then present make an oral report about them.

1.-What animal from the list do you prefer?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

2.-What is it natural habitat?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
LESSON 13

MY FACE

GOAL OF THE CLASS: To identify new words according to the topic

METHODOLOGY FOR THE CLASS: Phillips 66 Listen, repeat and learn new words.

RESOURCES FOR THE CLASS: Computer, Cd, booklet, board,

ASSESSMENT: Worksheet
<table>
<thead>
<tr>
<th>W</th>
<th>P</th>
<th>M</th>
</tr>
</thead>
<tbody>
<tr>
<td>eyelash</td>
<td>/ˈɛləʃ/</td>
<td>pestaña</td>
</tr>
<tr>
<td>eyelid</td>
<td>/ˈɛl.i.d/</td>
<td>párpado</td>
</tr>
<tr>
<td>hair</td>
<td>/heə/</td>
<td>pelo</td>
</tr>
<tr>
<td>teeth</td>
<td>/tiːθ/</td>
<td>dientes</td>
</tr>
<tr>
<td>tongue</td>
<td>/ˈtuŋ/</td>
<td>lengua</td>
</tr>
<tr>
<td>head</td>
<td>/hɛd/</td>
<td>cabeza</td>
</tr>
<tr>
<td>Lip lower</td>
<td>/lɪp/</td>
<td>Labio inferior</td>
</tr>
<tr>
<td>Lip upper</td>
<td>/lɪp/</td>
<td>Labio superior</td>
</tr>
<tr>
<td>jaw</td>
<td>/dʒɔː/</td>
<td>mandíbula</td>
</tr>
</tbody>
</table>
Write and say each part of the face.

| chin | ear | eye | mouth | nose |

Mariela Roca-Karina Parrales
activity n° 13.1

SCHOOL: FRANCISCO DE ORELLANA

COURSE: 8th “A”

TOPIC: MY FACE

DATE:

CLASS N°: 13

STUDENTS TEACHER: Mariela Roca - Karina Parrales

Score: _______
<table>
<thead>
<tr>
<th>SCHOOL: FRANCISCO DE ORELLANA</th>
<th>Score:</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSE: 8th “A”</td>
<td></td>
</tr>
<tr>
<td>TOPIC: MY FACE</td>
<td></td>
</tr>
<tr>
<td>DATE:</td>
<td></td>
</tr>
<tr>
<td>CLASS N°: 13</td>
<td></td>
</tr>
<tr>
<td>STUDENTS TEACHER: Mariela Roca-Karina Parrales</td>
<td></td>
</tr>
</tbody>
</table>
LESSON 14
PARTS OF THE BODY

GOAL OF THE CLASS: To identify new words according to the topic

METHODOLOGY FOR THE CLASS: Phillips 66 Listen, repeat and learn new words.

RESOURCES FOR THE CLASS: Computer, Cd, booklet, board,

ASSESSMENT: Worksheet
<table>
<thead>
<tr>
<th>Gender</th>
<th>English</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>W</td>
<td>stomach</td>
<td>estómago</td>
</tr>
<tr>
<td>P</td>
<td>/ˈstæm.ək/</td>
<td>/estoˈmago/</td>
</tr>
<tr>
<td>M</td>
<td></td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>Back</td>
<td>espalda</td>
</tr>
<tr>
<td>P</td>
<td>/bæk/</td>
<td>/espaˈlada/</td>
</tr>
<tr>
<td>M</td>
<td></td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>knees</td>
<td>rodilla</td>
</tr>
<tr>
<td>P</td>
<td>/niː/</td>
<td>/roˈdi.la/</td>
</tr>
<tr>
<td>M</td>
<td></td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>toe</td>
<td>Dedos del pie</td>
</tr>
<tr>
<td>P</td>
<td>/toʊ/</td>
<td>/deˈdos del pie/</td>
</tr>
<tr>
<td>M</td>
<td></td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>Toe nail</td>
<td>Uñas</td>
</tr>
<tr>
<td>P</td>
<td>/ˈtoʊ.ˈnel/</td>
<td>/uˈnas/</td>
</tr>
<tr>
<td>M</td>
<td></td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>feet</td>
<td>pies</td>
</tr>
<tr>
<td>P</td>
<td>/fiːt/</td>
<td>/piˈes/</td>
</tr>
<tr>
<td>M</td>
<td></td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>heel</td>
<td>talón</td>
</tr>
<tr>
<td>P</td>
<td>/hiːl/</td>
<td>/taˈlon/</td>
</tr>
<tr>
<td>M</td>
<td></td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>leg</td>
<td>pierna</td>
</tr>
<tr>
<td>P</td>
<td>/leg/</td>
<td>/piˈerna/</td>
</tr>
<tr>
<td>M</td>
<td></td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>foot</td>
<td>pie</td>
</tr>
<tr>
<td>P</td>
<td>/fʊt/</td>
<td>/pi/</td>
</tr>
<tr>
<td>M</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

232
PARTS OF THE BODY

Across
1. 🖋️ 2. 🕰️ 3. 🧝‍♂️ 4. 🍎 5. 😚
6. 📚

Down
7. 👁️ 8. 🦵 9. 👁️ 10. 🌍 11. 🌍

Use the image clues below to solve the puzzle
SCHOOL: FRANCISCO DE ORELLANA

COURSE: 8th "A"

TOPIC: PARTS OF THE BODY

DATE:

CLASS N°: 14

STUDENTS TEACHER: Mariela Roca-Karina Parrales

SOLVE THE CROSSWORD

<table>
<thead>
<tr>
<th>ACROSS</th>
<th>DOWN</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>8</td>
<td>8</td>
</tr>
</tbody>
</table>

Score: _______
**SCHOOL:** FRANCISCO DE ORELLANA

**COURSE:** 8th “A”

**TOPIC:** PARTS OF THE BODY

**DATE:**

**CLASS N°:** 14

**STUDENTS TEACHER:** Mariela Roca-Karina Parrales

**COMPLETE THE PARTS OF THE BODY**
GOAL OF THE CLASS: To identify the different professions
METHODOLOGY FOR THE CLASS: Phillips 66 Listen, repeat and learn new words.
RESOURCES FOR THE CLASS: Computer, Cd, booklet, board, ASSESSMENT: Worksheet
<table>
<thead>
<tr>
<th>Gender</th>
<th>Profession</th>
<th>Female Pronunciation</th>
<th>Male Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>W</td>
<td>Mechanic</td>
<td>/məˈkæn.ɪk/</td>
<td>M mecánico</td>
</tr>
<tr>
<td>P</td>
<td>nurse</td>
<td>/nɔːs/</td>
<td>M enfermera</td>
</tr>
<tr>
<td>W</td>
<td>pilot</td>
<td>/ˈpaɪlət/</td>
<td>M piloto</td>
</tr>
<tr>
<td>W</td>
<td>Police officer</td>
<td>/ˈpəliːs/ˈɒfɪtʃər/</td>
<td>M Policia</td>
</tr>
<tr>
<td>W</td>
<td>waiter</td>
<td>/ˈwɛtər/</td>
<td>M mesero</td>
</tr>
<tr>
<td>W</td>
<td>plumber</td>
<td>/ˈplʌmə/</td>
<td>M plomero</td>
</tr>
<tr>
<td>W</td>
<td>builder</td>
<td>/ˈbɪldər/</td>
<td>M albañil</td>
</tr>
<tr>
<td>W</td>
<td>waitress</td>
<td>/ˈwɛtərəs/</td>
<td>M mesera</td>
</tr>
<tr>
<td>W</td>
<td>janitor</td>
<td>/ˈdʒɑːntər/</td>
<td>M conserje</td>
</tr>
</tbody>
</table>

237
Occupation Crossword Puzzle

Across
3. Grows vegetables they sell in stores
7. Catches the bad guys
8. Delivers your mail to your house
9. Assists the doctor
11. Takes care of you if you get sick
12. Spends a lot of time in a courtroom
14. Helps people learn new things

Down
1. Helps animals when they are sick
2. Can fix your car if it breaks
3. Puts out fires
4. Helps people find books in the library
5. Can help you with your pipes
6. Stars in movies
10. Answers the phone at a business
13. Cooks food in a restaurant

policeman  mechanic  actor  chef  doctor  fireman  lawyer
farmer  nurse  mailman  librarian  vet  plumber  secretary  teacher
What does he / she do?
He's/She's a/an _____________.

- Nurse
- Teacher
- Dentist
- Bus driver
- Doctor
- Postman
- Pilot
- Police officer
- Fisherman
- Baker
- Waitress
- Builder
- Nurse
- Train driver
- Flight attendant
- Chef
- Barber
Part 1: Look at the pictures. Write down the names of the jobs.

- a dentist
- a nurse
- a bus driver
- a teacher
- a doctor
- a policeman
- a postman
- a fireman

Part 2: Look at the duties below. Match the duties with the correct people.

help sick people  carries letters to people  catches thieves  puts out fires
takes care of our teeth  teaches English  drives people from place to place

1. My Father is a fireman. He___________________________.
2. My mother is a teacher. She___________________________.
3. Uncle Tom is a dentist. He___________________________.
4. Uncle Luke is a bus driver. He___________________________.
5. Aunt Phoebe and Sally are doctor and nurse. They___________________________.
6. When I grown up, I want to be a policeman. I want to___________________________.
LESSON 16
WEATHER FORECAST

GOAL OF THE CLASS: To identify the different weathers

METHODOLOGY FOR THE CLASS: Phillips 66 Listen, repeat and learn new words.

RESOURCES FOR THE CLASS: Computer, Cd, booklet, board,

ASSESSMENT: Worksheet

<table>
<thead>
<tr>
<th>W</th>
<th>sunny</th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
<td>/ˈsʌni/</td>
</tr>
<tr>
<td>M</td>
<td>soleado</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>W</th>
<th>rainy</th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
<td>/ˈrɛni/</td>
</tr>
<tr>
<td>M</td>
<td>lluvioso</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>W</th>
<th>snowy</th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
<td>/ˈsneɪvi/</td>
</tr>
<tr>
<td>M</td>
<td>nevado</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>W</th>
<th>stormy</th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
<td>/ˈstɔrmi/</td>
</tr>
<tr>
<td>M</td>
<td>tempestad</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>W</th>
<th>thunderstorm</th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
<td>/ˈθʌnderstɔrm/</td>
</tr>
<tr>
<td>M</td>
<td>tormentaélectrica</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>W</th>
<th>hurricane</th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
<td>/ˈhərkɪrən/</td>
</tr>
<tr>
<td>M</td>
<td>tornado</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>W</th>
<th>warm</th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
<td>/wɔːm/</td>
</tr>
<tr>
<td>M</td>
<td>húmedo</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>W</th>
<th>Hot weather</th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
<td>/hot/</td>
</tr>
<tr>
<td>M</td>
<td>caluroso</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>W</th>
<th>windy</th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
<td>/ˈwɪndi/</td>
</tr>
<tr>
<td>M</td>
<td>ventoso</td>
</tr>
<tr>
<td><strong>W</strong> hail</td>
<td><strong>W</strong> frozen</td>
</tr>
<tr>
<td>---------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td><strong>P</strong> /haɪl/</td>
<td><strong>P</strong> /ˈfrɔʊzn/</td>
</tr>
<tr>
<td><strong>M</strong> granizada</td>
<td><strong>M</strong> helada</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>W</strong> snowstorm</th>
<th><strong>W</strong> foggy</th>
<th><strong>W</strong> lightning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>P</strong> /ˈsnoʊstɔːrm/</td>
<td><strong>P</strong> /ˈfɔɡi/</td>
<td><strong>P</strong> /ˈlɑːtnɪŋ/</td>
</tr>
<tr>
<td><strong>M</strong> nevada</td>
<td><strong>M</strong> empañado</td>
<td><strong>M</strong> relámpago</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>W</strong> cloudy</th>
<th><strong>W</strong> rainbow</th>
<th><strong>W</strong> freezing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>P</strong> /ˈklaʊdi/</td>
<td><strong>P</strong> /ˈrɛmbəʊ/</td>
<td><strong>P</strong> /ˈfriːzn/</td>
</tr>
<tr>
<td><strong>M</strong> nublado</td>
<td><strong>M</strong> arcoiris</td>
<td><strong>M</strong> congelado</td>
</tr>
</tbody>
</table>
Weather Word and Picture Matching

Draw a line from each weather related word to the matching picture:

Rain
Tornado
Lightning
Sun
Cloud
Snow
### Activity N° 16.1

**School:** Francisco de Orellana  
**Course:** 8th "A"  
**Topic:** Weather Forecast  
**Date:**  
**Class N°:** 16  
**Students Teacher:** Mariela Roca-Karina Parrales

---

**What’s the weather like?**

- Write the sentences in the correct places.

<table>
<thead>
<tr>
<th>It is hot.</th>
<th>It is cloudy.</th>
<th>It is stormy.</th>
<th>It is rainy.</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is windy.</td>
<td>It is snowy.</td>
<td>It is cold.</td>
<td>It is sunny.</td>
</tr>
</tbody>
</table>

---

![Diagram with weather symbols and sentences to be filled in]
SCHOOL: FRANCISCO DE ORELLANA

COURSE: 8th “A”

TOPIC: WEATHER FORECAST

DATE: 

CLASS N°: 16

STUDENTS TEACHER: Mariela Roca-Karina Parrales

- Write down next a weather word.

Tuesday  Wednesday  Thursday  Friday  Saturday

1. Wednesday it ............................................
2. Friday it .................................................
3. Thursday it .............................................
4. Today it ...................................................
5. Tuesday it ................................................

- Read and Write.

George lives in Ottawa, Canada. In winter, when it is cold and snowy, he wears a hat, a scarf, and gloves. He also wears warm coat and boots.

Sarah lives in Seoul, Korea. In spring, when it is cool and rainy, she wears a raincoat. She carries an umbrella, too.

1. What does George wear in winter?

........................................................................................................................................

2. In Canada, what’s the weather like in winter?

........................................................................................................................................

3. What does Sarah wear in spring?

........................................................................................................................................

4. In Korea, what’s the weather like in spring?

........................................................................................................................................
LESSON 17
MY NEIGHBORHOOD

GOAL OF THE CLASS: To identify places in my neighborhood

METHODOLOGY FOR THE CLASS: Phillips 66 Listen, repeat and learn new words.

RESOURCES FOR THE CLASS: Computer, Cd, booklet, board,

ASSESSMENT: Worksheet

<table>
<thead>
<tr>
<th>English</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>W bakery</td>
<td>P berkari/</td>
</tr>
<tr>
<td></td>
<td>M panaderia.</td>
</tr>
<tr>
<td>W church</td>
<td>P /farli/</td>
</tr>
<tr>
<td></td>
<td>M iglesia</td>
</tr>
<tr>
<td>W drugstore</td>
<td>P /dragstor/</td>
</tr>
<tr>
<td></td>
<td>M farmacia</td>
</tr>
<tr>
<td>W Fire station</td>
<td>P /farstan/</td>
</tr>
<tr>
<td></td>
<td>M estacion de bombero</td>
</tr>
<tr>
<td>W hospital</td>
<td>P /hospital/</td>
</tr>
<tr>
<td></td>
<td>M hospital</td>
</tr>
<tr>
<td>W laundry</td>
<td>P /laundri/</td>
</tr>
<tr>
<td></td>
<td>M lavanderia</td>
</tr>
<tr>
<td>W Police station</td>
<td>/polis/</td>
</tr>
<tr>
<td></td>
<td>M Estacion de policia</td>
</tr>
<tr>
<td>W restaurant</td>
<td>P /restarent/</td>
</tr>
<tr>
<td></td>
<td>M restaurante</td>
</tr>
<tr>
<td>W library</td>
<td>P /lareti/</td>
</tr>
<tr>
<td></td>
<td>M biblioteca</td>
</tr>
<tr>
<td></td>
<td>School</td>
</tr>
<tr>
<td>----</td>
<td>---------</td>
</tr>
<tr>
<td><strong>W</strong></td>
<td>/skul/</td>
</tr>
<tr>
<td><strong>P</strong></td>
<td>escuela</td>
</tr>
<tr>
<td><strong>M</strong></td>
<td>super Mercado</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Supermarket</th>
<th>Shoe store</th>
<th>Bus station</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>W</strong></td>
<td>supermarket</td>
<td>shoe store</td>
<td>bus station</td>
</tr>
<tr>
<td><strong>P</strong></td>
<td>/ˈsjuːpərˌmɑːrkət/</td>
<td>/ʃuː/ ˈstɔːr/</td>
<td>/ˈbaʊs/ ˈstɑːn/</td>
</tr>
<tr>
<td><strong>M</strong></td>
<td>super Mercado</td>
<td>tienda de zapatos</td>
<td>estación de bus</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Train station</th>
<th>Park</th>
<th>Museum</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>W</strong></td>
<td>train station</td>
<td>park</td>
<td>museum</td>
</tr>
<tr>
<td><strong>P</strong></td>
<td>/ˈtreɪn ˈsteɪʃən/</td>
<td>/pɑːrk/</td>
<td>/miˈzuːm/</td>
</tr>
<tr>
<td><strong>M</strong></td>
<td>Estación de tren</td>
<td>parque</td>
<td>museo</td>
</tr>
</tbody>
</table>
Listen to the short story about Barbara’s noisy neighborhood and complete the blanks paces with the words from the box below.

A NOISY NEIGHBORGOOD!

Barbara ___________ take it anymore. Her upstairs neighbor was blasting his stereo again. She had asked him twice already to turn the volume down. The first time she asked, he was surprised. He said he didn't know that she could hear his stereo.
"Yes," she said, "it's just like your stereo was in my living room. I can ________ every note!"

He said he would keep it down. She hoped that he was telling the truth. Of course, he wasn't. The very next day, he blasted his _________. She marched upstairs to remind him of his promise. He said the ________ was so low that he could barely hear it. She asked him to turn it lower. He said he would try. Barbara could swear that when she reentered her apartment, the music was louder than when she had walked upstairs.

So, this was the third time. She took her baseball bat upstairs with her. She knocked very _________ on his door. When he opened the door, she screamed at him like a crazy person. She told him she would kill him if he didn't ________ the music ______ and keep it down. His eyes got big.

She went back downstairs. She couldn't hear a note.

I can't believe I said that, she told herself.
## Activity Nº 17.1

**SCHOOL:** FRANCISCO DE ORELLANA

**COURSE:** 8th “A”

**TOPIC:** MY NEIGHBORHOOD

**DATE:**

**CLASS Nº:** 17

**STUDENTS TEACHER:** Mariela Roca-Karina Parrales

### Places in the City

1. Hospital
2. Park
3. Bus stop
4. Bank
5. Post office
6. Museum
7. Church
8. Firefighter station
9. Train station
10. Shop
11. Police station
12. Library
FILL IN THE BLANKS ACCORDING THE WORDS IN THE BOX

<table>
<thead>
<tr>
<th>SUPERMARKET</th>
<th>RESTAURANT</th>
<th>SCHOOL</th>
<th>SHOE STORE</th>
<th>POST OFFICE</th>
</tr>
</thead>
</table>

**IF YOU WANT TO...**

To study, go to the ____________________________

Buy shoes, go to the ____________________________

Buy some food, go to the ____________________________

Send a letter, go to the ____________________________

Have lunch, go to the ____________________________
LESSON 18
COLLOCATIONS

GOAL OF THE CLASS: To identify the different actions

METHODOLOGY FOR THE CLASS: Phillips 66 Listen, repeat and learn new words.

RESOURCES FOR THE CLASS: Computer, Cd, booklet, board,

ASSESSMENT: Worksheet
<table>
<thead>
<tr>
<th>W</th>
<th>decorate</th>
<th>W</th>
<th>disinfect</th>
<th>W</th>
<th>get dressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
<td>/ˈdɛkərət/</td>
<td>P</td>
<td>/dɪsɪnˈfekt/</td>
<td>P</td>
<td>/get/</td>
</tr>
<tr>
<td>M</td>
<td>decorar</td>
<td>M</td>
<td>desinfectar</td>
<td>M</td>
<td>vestirse</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>W</th>
<th>come shopping</th>
<th>W</th>
<th>go to work</th>
<th>W</th>
<th>Have a shower</th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
<td>/kəm/</td>
<td>P</td>
<td>/gəʊ/</td>
<td>P</td>
<td>/hæv/</td>
</tr>
<tr>
<td>M</td>
<td>venir de compras</td>
<td>M</td>
<td>Ir al trabajo</td>
<td>M</td>
<td>tomar un baño</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>W</th>
<th>Have lunch</th>
<th>W</th>
<th>Have breakfast</th>
<th>W</th>
<th>do laundry</th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
<td>/hæv/</td>
<td>P</td>
<td>/hæv/</td>
<td>P</td>
<td>/duː/</td>
</tr>
<tr>
<td>M</td>
<td>almorzar</td>
<td>M</td>
<td>desayunar</td>
<td>M</td>
<td>lavar</td>
</tr>
</tbody>
</table>
Collocations – basic

1. Write the words from the box in empty spaces to complete the phrases. Use each word only as many times as it is in the box, make sure that all words are used:

<table>
<thead>
<tr>
<th>get</th>
<th>get</th>
<th>go</th>
<th>go</th>
<th>go</th>
<th>have</th>
</tr>
</thead>
<tbody>
<tr>
<td>have</td>
<td>have</td>
<td>have</td>
<td>come</td>
<td>iron</td>
<td>watch</td>
</tr>
<tr>
<td>buy</td>
<td>do</td>
<td>listen</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. ________ the laundry
b. ________ up
c. ________ dinner
d. ________ to bed
e. ________ TV
f. ________ home
g. ________ breakfast
h. ________ to work
i. ________ a book
j. ________ to music
k. ________ a shower
l. ________ shopping
m. ________ a newspaper
n. ________ the clothes
o. ________ dressed
p. ________ lunch
2. Now match the complete phrases with the pictures below, write the correct letter next to each picture.
### Worksheert N° 18

**Match and Complete the Phrases Correctly**

<table>
<thead>
<tr>
<th>Action</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Go</td>
<td>Breakfast</td>
</tr>
<tr>
<td>Buy</td>
<td>To music</td>
</tr>
<tr>
<td>Do</td>
<td>TV</td>
</tr>
<tr>
<td>Have</td>
<td>Dressed</td>
</tr>
<tr>
<td>Listen</td>
<td>The clothes</td>
</tr>
<tr>
<td>Get</td>
<td>Home</td>
</tr>
<tr>
<td>Watch</td>
<td>Dinner</td>
</tr>
<tr>
<td>Have</td>
<td>The laundry</td>
</tr>
<tr>
<td>Iron</td>
<td>A newspaper</td>
</tr>
<tr>
<td>Get</td>
<td>Up</td>
</tr>
</tbody>
</table>
LESSON 19  
EMOTIONS

GOAL OF THE CLASS: To identify feelings and emotions

METHODOLOGY FOR THE CLASS: Phillips 66 Listen, repeat and learn new words.

RESOURCES FOR THE CLASS: Computer, Cd, booklet, board, 

ASSESSMENT: Worksheet

<table>
<thead>
<tr>
<th>Language</th>
<th>Word</th>
<th>Pronunciation</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>W</td>
<td>angry</td>
<td>/ˈæŋɡri/</td>
<td>enojado</td>
</tr>
<tr>
<td>P</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>bored</td>
<td>/bəːd/</td>
<td>aburrido</td>
</tr>
<tr>
<td>P</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>confused</td>
<td>/kənˈfiːzd/</td>
<td>confundido</td>
</tr>
<tr>
<td>P</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>excited</td>
<td>/ɪkˈsaɪtɪd/</td>
<td>emocionado</td>
</tr>
<tr>
<td>P</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>happy</td>
<td>/ˈhæpi/</td>
<td>feliz</td>
</tr>
<tr>
<td>P</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>hungry</td>
<td>/ˈhʌŋɡri/</td>
<td>hambriento</td>
</tr>
<tr>
<td>P</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>in love</td>
<td>/ɪnˈlov/</td>
<td>enamorado</td>
</tr>
<tr>
<td>P</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>nervous</td>
<td>/ˈnɜːvəs/</td>
<td>nervioso</td>
</tr>
<tr>
<td>P</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>jealous</td>
<td>/ˈdʒiːləʊs/</td>
<td>celoso</td>
</tr>
<tr>
<td>P</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>thirsty</td>
<td>tired</td>
<td>worried</td>
</tr>
<tr>
<td>---</td>
<td>---------</td>
<td>-------</td>
<td>---------</td>
</tr>
<tr>
<td>W</td>
<td>/θəˈsti/</td>
<td>/ˈtɪərd/</td>
<td>/ˈwʌrd/</td>
</tr>
<tr>
<td>P</td>
<td>/θəˈsti/</td>
<td>/ˈtɪərd/</td>
<td>/ˈwʌrd/</td>
</tr>
<tr>
<td>M</td>
<td>agotado</td>
<td>cansado</td>
<td>avergonzado</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>sad</th>
<th>scared</th>
<th>surprised</th>
</tr>
</thead>
<tbody>
<tr>
<td>W</td>
<td>sad</td>
<td>/skrəd/</td>
<td>/ˈsa.praɪzd/</td>
</tr>
<tr>
<td>P</td>
<td>/sad/</td>
<td>/skrəd/</td>
<td>/ˈsa.praɪzd/</td>
</tr>
<tr>
<td>M</td>
<td>triste</td>
<td>asustado</td>
<td>sorprendido</td>
</tr>
</tbody>
</table>
FEELINGS and EMOTIONS

- confused
- sad
- hungry
- happy
- worried
- sleepy
- surprised
SCHOOL: FRANCISCO DE ORELLANA

COURSE: 8th “A”

TOPIC: EMOTIONS

DATE:

CLASS N°: 19

STUDENTS TEACHER: Mariela Roca-Karina Parrales

Animals and Feelings

<table>
<thead>
<tr>
<th>Sad</th>
<th>Happy</th>
<th>Hot</th>
<th>Hungry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scared</td>
<td>Sick</td>
<td>Love</td>
<td>Playful</td>
</tr>
<tr>
<td>Angry</td>
<td>Lonely</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

See if you can match the feeling to the picture of the animal in the table below. Write the feeling beside the animal.

<table>
<thead>
<tr>
<th>Animal</th>
<th>Feeling</th>
<th>Animal</th>
<th>Feeling</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Dog" /></td>
<td><img src="image2" alt="Happy" /></td>
<td><img src="image3" alt="Cat" /></td>
<td><img src="image4" alt="Love" /></td>
</tr>
<tr>
<td><img src="image5" alt="Dog" /></td>
<td><img src="image6" alt="Scared" /></td>
<td><img src="image7" alt="Cat" /></td>
<td><img src="image8" alt="Playful" /></td>
</tr>
<tr>
<td><img src="image9" alt="Dog" /></td>
<td><img src="image10" alt="Angry" /></td>
<td><img src="image11" alt="Cat" /></td>
<td><img src="image12" alt="Lonely" /></td>
</tr>
<tr>
<td><img src="image13" alt="Dog" /></td>
<td><img src="image14" alt="Sad" /></td>
<td><img src="image15" alt="Cat" /></td>
<td><img src="image16" alt="Hungry" /></td>
</tr>
<tr>
<td><img src="image17" alt="Dog" /></td>
<td><img src="image18" alt="Sick" /></td>
<td><img src="image19" alt="Cat" /></td>
<td><img src="image20" alt="Hot" /></td>
</tr>
<tr>
<td><img src="image21" alt="Dog" /></td>
<td><img src="image22" alt="Lonely" /></td>
<td><img src="image23" alt="Cat" /></td>
<td><img src="image24" alt="Lonely" /></td>
</tr>
<tr>
<td><img src="image25" alt="Dog" /></td>
<td><img src="image26" alt="Happy" /></td>
<td><img src="image27" alt="Cat" /></td>
<td><img src="image28" alt="Love" /></td>
</tr>
</tbody>
</table>
Match the words

- Bored
- Jealous
- thirsty
- tired
- in love
- sad
- confused
- Angry
- Surprised
- nervous
**LESSON 20**

**ILLNESSES**

**GOAL OF THE CLASS:** To identify new words according to the topic.

**METHODOLOGY FOR THE CLASS:** Phillips 66 Listen, repeat and learn new words.

**RESOURCES FOR THE CLASS:** Computer, Cd, booklet, board,

**ASSESSMENT:** Worksheet

<table>
<thead>
<tr>
<th></th>
<th>backache</th>
<th>cold</th>
<th>cough</th>
</tr>
</thead>
<tbody>
<tr>
<td>W</td>
<td>/bækər/</td>
<td>/kould/</td>
<td>/kɒf/</td>
</tr>
<tr>
<td>P</td>
<td>Dolor de espalda</td>
<td>resfriado</td>
<td>tos</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>earache</th>
<th>stomachache</th>
<th>fever</th>
</tr>
</thead>
<tbody>
<tr>
<td>W</td>
<td>/ɪəræk/</td>
<td>/ˈstʌməkər/</td>
<td>/ˈfi.və/</td>
</tr>
<tr>
<td>P</td>
<td>Dolor de oído</td>
<td>Dolor de estómago</td>
<td>fiebre</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>sore muscle</th>
<th>toothache</th>
<th>flu</th>
</tr>
</thead>
<tbody>
<tr>
<td>W</td>
<td>/fju:/ /ˈmɑsəl/</td>
<td>/tuːθæk/</td>
<td>/flʌ:/</td>
</tr>
<tr>
<td>P</td>
<td>dolor muscular</td>
<td>dolor de muela</td>
<td>gripe</td>
</tr>
</tbody>
</table>
**Headache**
- **P** /hoʊd/ (head) /hɑːrts/ (hurts)
- **M** dolor de cabeza

**Sore Throat**
- **P** /soʊr/ /gɑːrut/ (sore throat)
- **M** dolor de garganta

**Leg hurts**
- **P** /lɛg/ (leg) /ha.rts/ (hurts)
- **M** Dolor de pierna

**Fractured ankle**
- **P** /fræk.tər/ (fractured) /ˈæn.kəl/ (ankle)
- **M** Tobillo (fracturado)

**Broken arm**
- **P** /ˈbrəukən/ /ˈɑrm/ (broken arm)
- **M** Brazo (roto)

**Broken leg**
- **P** /ˈbrəukən/ /ˈlɛg/ (broken leg)
- **M** Pierna (rota)
LISTENING

Listen to Steve and Carla’s conversation and choose the correct answer

1.-What’s the matter with Steve?
A. He has a cold.
B. He has the flu.
C. He has a stomachache.

2.-How long has Steve been sick?
A. since Friday
B. since Saturday
C. since Sunday

3.-How often should Steve take the medicine the doctor prescribes?
A. three times a day with meals
B. four times a day before meals
C. three times a day after meals
Health Problems

Match the words to the pictures:

1. toothache
2. runny nose
3. fever
4. cough
5. backache
6. broken leg
7. headache
8. sore throat
9. overweight (adj.)
10. flu
11. stomachache
Write the words from the word bank under the correct pictures and find them in the grid.

<table>
<thead>
<tr>
<th>black eye cut</th>
<th>broken leg</th>
<th>bump rash</th>
<th>cold sunburn</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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</table>

Score: _______
<table>
<thead>
<tr>
<th>LESSON</th>
<th>TOPIC</th>
<th>PAGES</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>GREETINGS-FAREWELLS</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td>NEW RAINBOW</td>
<td>11</td>
</tr>
<tr>
<td>3</td>
<td>VOCABULARY ABOUT CLOTHES</td>
<td>16</td>
</tr>
<tr>
<td>4</td>
<td>VOCABULARY ABOUT CLASSROOM OBJECTS</td>
<td>21</td>
</tr>
<tr>
<td>5</td>
<td>SPORTS</td>
<td>26</td>
</tr>
<tr>
<td>6</td>
<td>PROFESSIONS</td>
<td>31</td>
</tr>
<tr>
<td>7</td>
<td>VOCABULARY ABOUT TRANSPORTATION</td>
<td>36</td>
</tr>
<tr>
<td>8</td>
<td>MEMBERS OF THE FAMILY</td>
<td>41</td>
</tr>
<tr>
<td>9</td>
<td>VEGETABLES</td>
<td>46</td>
</tr>
<tr>
<td>10</td>
<td>FRUITS</td>
<td>51</td>
</tr>
<tr>
<td>11</td>
<td>FARM ANIMALS</td>
<td>56</td>
</tr>
<tr>
<td>12</td>
<td>WILD ANIMALS</td>
<td>62</td>
</tr>
<tr>
<td>13</td>
<td>MY FACE</td>
<td>67</td>
</tr>
<tr>
<td>14</td>
<td>PARTS OF THE BODY</td>
<td>72</td>
</tr>
<tr>
<td>15</td>
<td>PROFESSIONS</td>
<td>77</td>
</tr>
<tr>
<td>16</td>
<td>WEATHER FORECAST</td>
<td>82</td>
</tr>
<tr>
<td>17</td>
<td>MY NEIGHBORHOOD</td>
<td>87</td>
</tr>
<tr>
<td>18</td>
<td>COLLOCATIONS</td>
<td>93</td>
</tr>
<tr>
<td>19</td>
<td>EMOTIONS</td>
<td>98</td>
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<tr>
<td>20</td>
<td>ILLNESS</td>
<td>103</td>
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