UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFIA, LETRAS Y CIENCIAS DE LA EDUCACION
SISTEMA SEMIPRESENCIAL
LENGUAS Y LINGÜÍSTICA

EDUCATIONAL PROJECT

IN PARTIAL FULLFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF

LICENCIADO EN CIENCIAS DE LA EDUCACIÓN

MAJOR IN:

LENGUAS Y LINGÜÍSTICA INGLESA

TOPIC
THE IMPORTANCE OF VOCABULARY IN THE DEVELOPMENT OF WRITING SKILLS IN EIGHTH GRADE STUDENTS AT
UNIDAD EDUCATIVA JUAN EMILIO MURILLO LANDIN.

PROPOSAL
DESIGN OF A BOOKLET WITH EXERCISES BASED ON VOCABULARY

RESEARCHERS
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KRISTELL MARIELL CAMPUZANO RUIZ

PROJECT’S ADVISOR
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GUAYAQUIL-ECUADOR
2017
DEDICATORY

We want to dedicate this investigation work first to God who has gave us wisdom and love to finish this project, and also to our families who have supported us during all these years of education.

Lady Alcivar Montoya
Kirstell Campuzano Ruiz
ACKNOWLEDGMENT

We want to thank God for always help us along this educational process.

To our university authorities who received us years ago as students, to Mr. Larry Torres Vivar who gave us his guidance and unconditional support.

And finally, we want to thank our teachers who shared their knowledge with us to become excellent teachers to promote a distinguished education in our future students.

Lady Alcivar Montoya
Kristell Campuzano Ruiz
MSc.
SILVIA MOY-SANG CASTRO
DECANA DE LA FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
Ciudad

De mis consideraciones:

En virtud de la disposición de la Autoridad Académica de la Escuela de Lenguas de fecha Julio 10, 2015 en la cual se me designo asesor de Proyectos Educativos de la Licenciatura en Ciencias de la Educación, especialización LENGUAS Y LINGÜÍSTICA, tengo a bien informar lo siguiente:
Que las estudiantes KRISTELL MARIELL CAMPUZANO RUIZ y LADY ESTEFANIA ALCIVAR MONTOYA
Diseñaron y ejecutaron el Proyecto Educativo

**TOPIC:** The importance of vocabulary in the development of writing skills in eighth grade students at Unidad Educativa Juan Emilio Murillo Landín.

**PROPOSAL:** The design of a booklet with exercises based on vocabulary.

Las mismas que han cumplido con las directrices y recomendaciones dadas por el suscrito. Los participantes han ejecutado las diferentes etapas constitutivas del proyecto, y por lo expuesto se procede a la APROBACIÓN y pona a vuestra consideración de rigor para los efectos legales correspondientes.

Muy atentamente,

MSc. Larry Toges Vivar
ASESOR
**REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA**

**FIJACHA DE REGISTRO DE TESIS**

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**TÍTULO Y SUBTÍTULO:** The importance of vocabulary in the development of writing skills.
**PROPIUESTA:** The design of a booklet with exercises based on vocabulary.

**AUTOR/ES:** Lady Estefania Alcivar Montoya.
Kristell Mariell Campuzano Ruiz

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**INSTITUCIÓN:** UNIVERSIDAD DE GUAYAQUIL

**FACULTAD:** FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN SISTEMA DE EDUCACIÓN SUPERIOR SEMIPRESENCIAL

**CARRERA:** ESPECIALIZACIÓN EN LENGUAS Y LINGÜÍSTICA

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**TÍTULO OBTENIDO:** LICENCIADOS EN CIENCIAS DE LA EDUCACIÓN

**ÁREAS TEMÁTICAS:** vocabulario, habilidades de escritura

**PALABRAS CLAVES:** vocabulario, habilidades de escritura, folleto, ejercicios

**RESUMEN:** El presente trabajo de investigación se realizó en la Unidad Educativa Juan Emilio Murillo Landín de la ciudad de Guayaquil en el año 2016-2017. Para el desarrollo de este proyecto fue de mucha ayuda la maestra de área de inglés de la escuela y una muestra de estudiantes de octavo año. El propósito principal de la investigación fue de cuán importante es el vocabulario para el desarrollo de una habilidad, especialmente en las habilidades de escritura en los estudiantes. Para ello las investigadoras tuvieron que hacer una amplia investigación de las variables para finalmente concluir con el diseño de un folleto basado en ejercicios de vocabulario que permite el desarrollo de habilidades de escritura en futuros estudiantes de aprendizaje del inglés. La presente investigación se apoya en el fundamento teórico, fundamento epistemológico, fundamento pedagógico, fundamento sociológico y fundamento psicológico. Los métodos de investigación utilizados para esta investigación fueron: el método analítico-sintético, método estadístico, y el método descriptivo. Debido a que la población era muy grande que los investigadores sólo tomaron una muestra de 38 estudiantes con margen de error del 5%, mostrando un bajo nivel en las habilidades de escritura. Además, las técnicas e instrumentos aplicados para la investigación fueron la técnica de encuesta y el cuestionario. Por último, para el desarrollo de la propuesta se utilizaron el enfoque léxico y el método directo, así como diferentes ejercicios de entrenamiento que se encuentran reflejados en el folleto, para que los alumnos sientan motivación para aprender inglés y también para mejorar las habilidades de escritura que es el problema de la investigación.

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TOPIC: The importance of vocabulary in the development of writing skills in eighth grade students at Unidad Educativa Juan Emilio Murillo Landin.

PROPOSAL: The design of a booklet with exercises based on vocabulary.

RESEARCHERS: Kristell Campuzano Ruiz – Lady Alcívar Montoya

PROJECT ADVISOR: MSc. Larry Torres Vivar

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Vocabulario               habilidades de escritura               folleto               ejercicios.
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INTRODUCTION

From a long time ago until today the English has become a globalized and popular language and a great number of professionals around the world have the need to learn the English language. In the educational aspect this need becomes more important because the English teaching is indispensable in the educational process for all children and adolescents. Therefore, the English language in the elementary, middle and high schools have to be present not only as a subject but also to form excellent students and future professionals. It is true that Ecuadorian education has changed in recent years, but with respect to this foreign language this has to continue increasing. The present investigation work was created to solve a problem found in an educational institution. All resources used by the researchers are favorable not only in the subject area of English but also in other subjects. In this project, the researchers have made available a booklet with exercises focused on vocabulary to develop the writing skills. This project is divided into four chapters.

CHAPTER I: THE PROBLEM

Outlining the problem
Conflict situation and scientific fact
Causes
Variables of investigation
Approach of the problem
Objectives: General objective, specific objectives
Questions of the research
Justification

CHAPTER II: THEORETICAL FRAMEWORK

Background
Theoretical foundations

CHAPTER III: METHODOLOGY, ANALYSIS AND INTERPRETATION OF RESULTS

Methodological design
Types of research
Population and sample
Operationalization of variables
Instruments and techniques of investigation
Analysis and interpretation of the results
Chi square
Conclusions and recommendations.

CHAPTER IV: THE PROPOSAL

Title
Antecedents
Justification and importance
Objectives: general and specific
Theoretical aspect
Feasibility of the proposal
Description of the proposal
CHAPTER I
THE PROBLEM

OUTLINING THE PROBLEM

The prestigious Unidad Educativa Juan Emilio Murillo Landin is the institution where the researchers are going to carry out this investigation. It was created on July 16, 1974, in the government of General Guillermo Rodríguez Lara, being Minister of Education General Guillermo Duran Arcentales July 16, 1974. Its first chairman was Hector Manrique Parrales. The school had different names due to the place where it was localized. In 1976, through a ministerial agreement, it was named as Juan Emilio Murillo Landin in honor of the journalist, Minister of Government, poet and famous person of the city of Guayaquil.

In the year of 1984, being the principal, Dr. Maura Castro de Marin obtained the donation of a land thanks to La Muy Ilustre Municipalidad de Guayaquil, where the institution is currently located.

With the help of different activities carried out by parents and teachers began to build classrooms and other facilities of the institution. In the school year of 1985 - 1986 already started to work in this locality. Immediately the
chairman of the establishment together with the board of directors and the teachers created the baccalaureate, having achieved the technical careers.

In the period 1989 - 1990 the first promotion of students were graduated. In the same year, the director Dr. Maura Castro de Marin created the night shift with specialties in Social and chemical biology currently.

At the beginning of the year 2015, the high school has undergone an internal remodeling, creating new classrooms for the comfort of students, giving them spacious classrooms than before with great lighting, especially for students of the night shift.

Since 2006, the government has improved its approach to education through some reforms and plans. The Ten-Year Education Plan 2006-2015, administered by the Ministry of Education. That corresponded from 8th-grade students EGB (11-12 years old). In which students should learn a very Basic English.

Nowadays, public education has seen mixed success, and some reforms have been more notable than others.

Starting this year, the English language learning will become a required course in elementary schools all over the country. The Education authorities plan to give 100,000 six-years-old learners, who are entering elementary establishments this year three hours of English class every week. The goal is that learners will get the A-level proficiency in English of the European Common Frame Mark and be able to communicate and understand basic topics by the time they turn 11 years old. The following challenge will be continuing English courses for students through junior (12-14 years old) and high schools (14-17 years old).
This research takes as an example to students of the 8th year EGB, Unidad Educativa Juan Emilio Murillo Landin, of Guayaquil city; whose commitment is to be competitive, reflective and critical students, principled and sustained at work values, ethics, and morals.

The teaching staff of the area of Foreign Languages that work in this institution is six specialized teachers; which three of them belong to the morning shift, three to the evening shift and one to the night shift.

CONFLICT SITUATION

Today, teaching the English language has been progressing, and because of this, there are many conflicts in teaching learning process which is generated failures in the different skills such as the development of writing skills.

One of the shortcomings in the writing skills is because students begin to study English when they are 11 years old and do not have prior knowledge of the subject, so they do not reach the basic level in English. It means public elementary schools do not provide to children the opportunity to learn English language.

Another problem in this school is that students do not attend to laboratories in which they can practice this language. Laboratories are necessary because they may count with a particular room to learn English language and have a right frame of mind to develop skills.
The lack of time is an important point to students receive English classes. There is a reduced time to exercise the learning English process. By this reason, the strategies used in this failure does not work well.

Teachers do not use the better resources and extra activities to exercise the writing skills. This is because they do not actualize their knowledge and do not motivate students to increase the vocabulary.

It is necessary to consider that teachers should know adequately the plan and the program of study, specifically the purposes that intended to be achieved with this subject. They must adopt the appropriate methodological strategies to apply the vocabulary and provide a better development on writing skills.

Finally, it should be emphasized that this project was based on sociability, creativity, and ability to use the words actually in a better kind of active participation.

**SCIENTIFIC FACT**

Insufficiency of the writing skills to the eighth year students, from Unidad Educativa Juan Emilio Murillo Landin, zone 8, District 4, Canton Guayaquil, Provincia del Guayas, Parroquia Febres Cordero, the school year 2016 - 2017.

**CAUSES**
- Student disinterest occurs because teachers do not share pupil activities that contain class participation, students do not feel the motivation to learn a new language.
- Teachers always apply the same resource, this makes monotonous classes for students and causing demotivation in them.
- Students with little vocabulary acquisition cannot elaborate little ideas because they have not learned enough words.
- Teachers do not actualize their teaching methods and techniques; this is why students are immersed in the same methodology and cannot learn new ways of learning.
- Teachers sometimes do not correct mistakes made by students causing misconception in them and finally reduced learning.

VARIABLES

INDEPENDENT

Vocabulary

DEPENDENT

Writing Skills

APPROACH OF THE PROBLEM

How does the vocabulary influence in the development of writing skills in students of the eighth year at Unidad Educativa Juan Emilio Murillo Landin, the school year 2016-2017?

GENERAL OBJECTIVE
To determine the causes which affect the teaching learning process through statistical and bibliographic studies in order to develop the writing skills in eighth year students, at Unidad Educativa Juan Emilio Murillo Landin.

SPECIFIC OBJECTIVES

- To analyze the strategies used by teachers in the area of English to work the development of writing skills.
- To diagnose the level of vocabulary used by students in the different work units.
- To show activities focused on vocabulary to improve the writing skills.

QUESTIONS OF THE RESEARCH

1. Will the objectives be fulfilled?
2. Which would be the important points of the problem?
3. How could researchers establish a relation between the two variables?
4. Will the methodology of investigation be applied to reach the goals?
5. Will the instruments of investigation be an excellent tool to collect data?
6. Will the proposal solve the problems encountered in the research?

JUSTIFICATION

The elaboration of the present project had an essential focus to discover the causes or reasons why the students have a deficiency in the development of the writing skills in the English language, being this significant failure in the
eighth year students at Unidad Educativa Juan Emilio Murillo Landin. This primary cause has inflicted in students to have demotivation towards to growth and improved writing skill.

It is opportune to influence in the importance of the vocabulary for the development of writing skills because the eighth year students are where more failures and weaknesses are seen. Therefore, it is considered of great importance since this represents a repercussion practice in developing this skill.

This research is not only to find the shortcomings in the writing skills but to impose a broad vocabulary through which the students will emphasize the written practice of the English language applying the words and correctly used.

It is relevant to society because it affects the teaching-learning process when there is interaction with the community, by the reason students must improve the writing skill through vocabulary. With this research will be benefited not only the students but also the English teachers of this secondary high school. This project would also help socially, as many families today are looking for reinforcements in this language for their children so that they will perform better in later years and the middle. It is opportune to favorably influence the development of writing skills as this would help students to be able to spell English correctly.

On the other hand, this research is back to the article 93 of the Ley Orgánica de Educación Superior (LOES) where it says; the principle of quality consists in the constant and systematic pursuit of excellence, relevance, optimal production, knowledge transfer and development of thought through self-criticism, external criticism and continuous improvement.
If the teachers applied in daily practice an effective planning, emphasized in the vocabulary for the development of writing skills, directed at the improvement of writing in the English language, would contribute positively to the formation of a new human being for the society.

CHAPTER II
THEORETICAL FRAMEWORK

BACKGROUND

According to the investigation made by the researchers at the University of Guayaquil, School of languages and linguistics, it was verified that this project is authentic, own and aimed to the importance of vocabulary in the development of writing skills.

THEORETICAL FOUNDATION

VOCABULARY

DEFINITION

The set of lexical terms that are used to communicate, form a vocabulary and it is for this reason that to handle a wide vocabulary, is to be properly trained to make use of the lexicon of a language with precision and property to obtain the expected results. The tool that allows building relationships of a
universal character is called vocabulary, an indispensable instrument in the educational process due to its critical role in the development of society.

Milton (2014) lecturing how to teach vocabulary, emphasizes: the importance of vocabulary in language learning is one of the issues that must be reinforced in any educational process, since it tends to focus more on grammar teaching than on vocabulary. After World War II, education has been focusing on structures, notions and functions of language forgetting the learning of words; to learn a language efficiently is learning vocabulary. (Simposio 10-09-2014)

The criterion of the author is that the vocabulary is strengthened in every educational process, and of course this is because school will always considered the main environment in which students acquire vocabulary, the teacher must keep in mind that no work only from the area of language but generally in the other subjects.

Gonzalez (2017) on the importance of vocabulary exposes: when vocabulary is poor and imprecise it becomes very difficult to communicate, poor analysis and understanding, as well as the possibility of sharing feelings and ideas. An inappropriate vocabulary can be a factor of the distance that a young person can feel regarding the adult and vice versa for which from childhood it is necessary to expand the vocabulary. (p.1)

The statement is expressed by itself because the vocabulary is undoubtedly described as an eminently dynamic structure that will never remain static, since with time and the benefits of the advances of technology
varies time after time with the passage of the generations and will not be the same in all languages.

ENGLISH VOCABULARY

DEFINITION

As previously stated, vocabulary can also be defined as the words of a language by including individual elements and word phrases that obviously group meanings in the same way as individual words do.

It is of general domain that the English language is a universal language; the experts in this matter assure that by its amplitude it is almost impossible to determine the exact number of words that form it. Most linguists agree that English speakers mostly use around fifty thousand words in the usual way.

Peñuela (2012) states: In English the learning of vocabulary is an important necessity in all the levels, nevertheless, when speaking of student populations this necessity is increased since the students are increasingly in environments more complex and of greater educational exigency so they must acquire solid bases of vocabulary that they understand and make themselves understood. (p.24)

This criterion is accepted as a general point of view because it identifies general principles adopted in theoretical contributions, while in the educational process basic elements must be established in the acquisition of new knowledge; in order to avoid learning confrontations with respect to complex
and demanding environments, the teacher should focus on the vocabulary domain, especially in the case of a foreign language, with pedagogical approaches being repeatedly inspired by language theory and learning.

**IMPORTANCE OF ENGLISH VOCABULARY**

Perez and Sardiñas (2016) say that: the instruction is based on practice and the vocabulary in English is the source to improve and increase its use, since practicing is achieved the required results; vocabulary is one of the infallible methods that a teacher must have in order for his students to respond with excellent fluency. (p. 23)

The vocabulary alone contains potential benefits for what is considered a platform for dialogue; since the beginning of the eighties there is more attention or dedication to teaching and learning vocabulary in English, reaffirming much more in the 1990s in fact experienced significant growth since previously the vocabulary was subject to the optional addition of others linguistic elements that were considered of the first order for the context of educational inter-learning.

This theory was based on the belief that what was most fundamental should be the teaching of grammar by putting into practice closed systems, mechanistic structuralist methods with limited rules of any possibility to learn.

At the same time it can be said that English teachers should have as a priority to analyze and even appropriate this foreign language for which it is necessary to take into account the real situation of the educational
environment, in order to define in a unit of criteria with the other teachers in the area with what achievement to achieve their goal to achieve in the English course.

According to this criterion the English vocabulary is the essential basis in the process of educational inter-learning because it could hardly be said that the students could understand to the same extent without this elementary didactic support, being that the key will always be to focus on the multiple lexical elements that contribute to the communication of ideas with greater precision.

In terms of improving the quality of English teaching, in most educational contexts it is emphasized that learning another language enriches the lexicon by fostering intercultural understanding and developing language skills by exercising creativity, initiative and self-confidence, In this way the potentialities and skills are discovered which in fact transforms into transcendental objectives of the educational process such as the common denominator is to achieve the harmonious development of children's cognitive and non-cognitive abilities.

It should be added that English vocabulary allows students to face a large amount of understandable information and therefore very significant, to illustrate better it could be said that it contributes to develop an atmosphere of motivation for learning because they also develop communicative competence provided and when the teaching approach is based on the reality of the social emotional environment involving students in understanding.

VOCABULARY AND LEARNING STRATEGIES
About the same topic, it is important to suggest that Sosa (2012) in his research highlights Cyr (1998) who defines strategy as "learners-centered movement where aspects such as motivation, learning styles, aptitude, and personality factors, among others will be influenced." In general terms, the learning is a change or appropriation of practices whose objective is to learn and in the educational process is what should prevail in students, in other words, the desire to get to know the new knowledge through intellectual stimulation.

One of the most useful tools for learning a language whose phonetics is different from the mother tongue is to record the accentuations of students to improve their pronunciation and pronunciation in English which is completely different from Spanish, so recording yourself can be useful when learning to speak in English. The English vocabulary only improves and increases with its use which means that only practicing the required result is achieved. (p.1)

It is important to emphasize that teachers should not leave aside the academic field. Strategies are considered operations that the human being uses for the acquisition, retention and performance or processing of new knowledge, although there is no clear consensus regarding the definition of a language learning strategy, given the different interpretations between strategy and learning, where the strategies themselves are usually assumed as techniques, tactics and skills and learning as the process through which a given information is obtained, stored and reused.

Sosa and Chacin (2012) say: certain mechanism are applied by students when they have difficulty to understand and remember words
and also their meanings during the learning process of a second language, keeping a narrow relation with the receptive and productive skills of learners to handle the English vocabulary by which they must remember words well, recognize them or be able to use them in oral or written language. (p. 64)

In the opinion of the authors it is pertinent that the teachers know and implement strategies for the better understanding of a foreign language, in this way it will be possible for students to assimilate and even obtain a certain degree of mastery of a vocabulary, an activity that must be fulfilled not as an optional but as appropriate, aware that the strategies of learning a language could be understood as the set of operations, steps, plans and routines used in good time by students.

About vocabulary teaching strategies, a way towards the increasing of the lexicon in English, Garcia (2014) states: who are well trained in the development of vocabulary are more ready to use it in several situations through their lives, whatever interests and likes; the students use different sort of strategies when they have to learn lexicon, and these can contribute to enrich the vocabulary from there it is possible to determine the type of strategies that will be used. (p. 4)

Based on this consideration could be affirmed by taking the postulate of Piaget who is based on cognitive development and ensures that children learn lexicon because the strategies of vocabulary that they use become part of their own experiences, being able to remember in a better way the acquired vocabulary, thus relating to the point of view of Schmitt, since the teaching must be understood as what it is, a process that is based on the discipline, in following a curriculum that logically helps to make learning much more coherent.
VOCABULARY AS A FORMATIVE TOOL

Vocabulary has been and is considered as the inherent element of every communication link, in such a way that it becomes in the necessary instrument on which the language is elaborated; hence, "the teaching vocabulary must be constituted as an essential way for the progress of different linguistics, both oral and written" (Hernández 2012, p.240). Based on this conception that reiterates the relevance of learning regarding communicative linguistic ability, this tool generates interaction and other linguistic-didactic actions.

To focus vocabulary as a formative instrument in the educational context, it is to affirm that it is one of the most representative indicators or fundamental pillars of communication whether oral or written for the process of inter-learning, this theory is based on the vocabulary within the teaching of the language is an essential element for the written skills that is the subject of this educational research.

Neftalí (2012) refers to written communication as a learning tool, states: the communicative process is inevitable, inescapable and unlimited. Academically, it should be oriented to be emitters, recipients and critics, that elaborate messages adapted to an intellectual and creative growth, because no one escapes from the communicative process which will involve daily situations that require conscious and intentional
participation, through the written or spoken word is unleashed in both, thinking and feeling. (p.13, 15)

With this antecedent one can agree that the human being has an elemental need to communicate with others through a written or speech way; and the teaching as an educational process contributes to learning to communicate through norms, conventional signs or rules, ordered, that is the reason why vocabulary is essential to achieve a reflexive knowledge at the right time in which both, comprehension and expression strategies are developed and allow students to understand in a better way and interpret a writing.

In a general way and without misunderstandings it could be stated that, if there were not vocabulary there would be no communication and according to the rise of technology, much less, since vocabulary in the last decades has become particularly pertinent in the educational process, in fact in many of the current texts are checked that there are sections focused on the study of words.

The new paradigms of education is focused on the orientation of providing needs or fulfill in a better grade the expectations of students and achieve not only a constructive reflexive education but also an innovative and creative education by the great advances in science and technology, educational challenges in which Ecuador is immersed.

The learning of vocabulary can promote the personal and intellectual development of learners, with the frequent use of vocabulary will be much better the understanding and much easier the communication same that will be strengthened by putting into practice a constructivist education by changing the teacher-student equation from knowledge to competencies, but this will only happen if the teacher from the classroom more becomes aware of the noble task of educating for the present and the future.
VOCABULARY AS AN EDUCATIVE RESPONSE AT THE BASIC LEVEL

Antunez (2014) says; English vocabulary is complex. Learning and teaching do not consist of words alone but involves lexical phrases. Vocabulary acquisition is a very important part of learning a second language. Students need to create the habit of seeking to expand their vocabulary and learn it always in context so they can hold words and use them more often. (p.1)

It is well known that vocabulary is the mechanism which it comes into contact with the language and it helps the communicative relation between students, so teachers should then make use of the vocabulary in a meaningful way and not by heart, being this thing of the past, an expired education where the only ones who spoke were the teachers.

Nowadays, the school has advanced with serious steps where innovation is the vanguard of students at all levels, the classrooms of knowledge are becoming comfortable and effective environments that arouse curiosity in students. There are universal vocabularies that are usually the words which can be translated from one language to another, in this case, there is not any difficulty in the translation, and however, there are other ones particular.
Ainciburu (2010) says: In the lexicon learning process, it must consider that a new word has a new meaning, same that does not have to be acquired at once since the knowledge of a single item presupposes a process of acquisition.... When a child learns a word, it might happen that he repeats the same word without knowing its meaning. (p.14)

It is evident that every teacher must be very clear that the educational process from decades ago ceased to be behavioral, where students had to memorize lessons, which presupposes that a student can repeat a word many times without knowing what is referring, in other words without knowledge of its meaning.

One of the many experiences of teachers is to know to recognize that vocabulary is a fundamental basis or support for the learning process, this principle is stated in which the vocabulary is strongly linked or related to reading comprehension, the ability or skill and apparently the most elemental are the development of intelligence.

It is for this reason that tutors should promote the development of terminologies to achieve or be part of a constructive and creative learning but above all an active learning that lasts a lifetime. It is taken as a valid example that if a pupil is learning about botany, he will always have in mind terms about plants such as vegetation, trees, forests, rivers, grasslands, among others.

According to A. Barreras, "to know the vocabulary in a language allows a basic communication in it, so learning in the classroom should always contribute to the level of understanding of students" (2010, page 63).

It is clear that vocabulary is an essential support for the educational inter-learning process; however, it is regrettable to say that there are schools
where teachers do not give importance to the significant meaning that vocabulary has as such.

After the above considerations, and perhaps unequivocally it can be said that didactic is not put into practice much by teachers who must be addressed so that students can be properly trained and able to meet needs or expectations demanded by the construction social and the knowledge age that promote cultural understanding, adaptable to the advancement of technology and education in general terms to achieve a meaningful learning; far from it, the educational process is harmed.

VOCABULARY AS A COMPREHENSIVE APPROACH OF COMMUNICATION

From the earliest years of education, students can learn better in situational learning, it means in comfortable environments that allow them to develop the skills between them and also between teachers and students. The teaching and development of vocabulary have in both comprehension and writing skills to promote in students the use of strategies that help in understanding the meaning of words.

The communicative approach is developed from audio-lingual and audio-visual methodologies for the teaching of languages, having a fundamental purpose the establishment or strengthening according to the needs of learners to determine skills that students wish to develop in this case the written skills, this is due to the assertion that the communicative approach is adapted to the pedagogical and methodological principles to later optimize them in a comprehensible way.
Maati (2011) regarding the communicative approach states: over the last decades the development of new paradigms have been perceived in the field of language teaching, which is based on a vision of language as an instrument of communication, which may well make us understand the complex phenomenon of learning of the languages and a humanist vision that places the learners at the core of the decisions to be made throughout the teaching and learning process. (p.118)

It has been confirmed that vocabulary is a precious element for communication. This is how many pedagogues agree that vocabulary is the basis on which the language is elaborated, it is constituted in an indispensable way for the progress of different linguistic competencies, whether oral or written to such as extent that it has been configured as one of the most accurate and representative indicators in the context of educational inter-learning.

However, the human being is aware of the degree of mastery that everyone has over his lexicon, by using some words entirely, unlike other words that are just known or interpreted not so well, by evidencing that passive or receptive vocabulary is when the student can understand the meaning of the word by himself, but it is not able to emit a comprehensive message, on the other hand, active or productive vocabulary is when the learner uses words effectively without any help what has integrated to his language and then explaining the message correctly.

It is not less important to mention that technical vocabulary is named as the set of associated words to a particular knowledge; therefore it comes to be objective classifications of words where the designation like the meaning
naturally coincide, and their significance is univocal for that reason these type of words are not interpretable in another way.

In addition, it can be mentioned that dominant vocabulary is known as the sets of words that are not usually understood, unlike the usual vocabulary, as the name implies it is the most commonly used vocabulary by the human being, whose learning it is on the streets or in an ordinary conversation in different aspects of life. Besides, the fundamental vocabulary contains particular orthographic problems but not in the field of didactic including some similarity in diverse environments.

History gives the legacy that the common vocabulary is shown by itself as a set of terms derived from the usual vocabulary, using it in any familiar, social or cultural environment proper. Instead the potential vocabulary is referred as the set of words that may be unknown to one or more people.

**VOCABULARY AS A PROCESS OF ACQUIRING KNOWLEDGE**

Orozco (2011) in his Compendio Orientaciones para la enseñanza de inglés en el bachillerato general, says: At present, the English language has had more importance due to the necessities that the XXI century poses in which the students require to have a dominion of the same one. The idea of teaching English is to enable students to communicate in a second language, with people inside and outside a country. (p. 3)

The range of meanings and the relevance of vocabulary in the educational process have already been approached from different angles. However, according to the topic which it is related to this research, it is
important to emphasize that vocabulary synonymous with lexicon contains many lexical elements which a language is constituted.

For the acquisition of new knowledge, it will always be necessary to the teacher to have as a valid teaching tool the use of several resources to obtain a better level of performance and also to fulfill several objectives that the educator has proposed.

It is known that the principles of education years ago were opposed to authoritarian systems based on the acquisition of new knowledge through various activities but not through the curricular contents. According to the Legacy of Dewey, "Education should not be merely a preparation for future life but should provide or have full meaning in its development or realization ..." (Cervera, 2012, p.28).

On the same subject, teachers must keep in mind that students can never be considered a container which is waiting to be filled with knowledge, this clear conception reaffirms the concept that the process of education is named as inter-learning because both teaching and learning are composed by teacher-student.

Romero (2012) says: in the education field it is common for a variety of methods and pedagogical models to coexist, many of these approaches have a good theoretical and empirical support; however, it is possible that the way in which these types are transmitted to teachers, including the way in which they are to be assumed, and that vocabulary fulfills its essential role in the process of educational inter-learning. (p. 33)
According to the point of view of the author, the criteria that vocabulary in the educational process plays an essential role, named base or support for all kind of learning are reaffirmed, since the glossary is the only which allows that from the beginning solid supports are created, and as the educational process progresses, they are strengthened more and more in the significant learning stage that involves both the practice and the appropriated, sensitive and consistent theory with which students must learn.

**VOCABULARY AS A CONSTRUCTIVISM METHOD IN LEARNING.**

To speak of constructivism it is to talk about the cognitive, which it is immersed in the learning process a particular language as any other type of education of the human being, allowing itself the constant construction of new knowledge, this it is due to that from the constructivist conception, learning as such does not even have to be related to the rote behavioral model.

The vocabulary in the educational process fulfills a relevant role, because through this process the learning is cemented in any language and precisely from the constructivist theory of learning in which the new knowledge is assimilated by the relationship between them, with the previous ideas that the students have and as a result of it the cognitive knowledge is adjusted.

Pierce (2015) concerning vocabulary as a method in teaching states: the teacher must have as a tool the use of vocabulary from the earliest years of education, in this way students are beneficiated by learning strategies and can be categorized in strategies of determination, memory, cognitive among others to improve the learning process and to avoid frustration by the excess of unknown terms. (p.23)
In conclusion, working in the classroom from the first years based on the vocabulary will allow students from early edge to be benefited by attributing with meanings or importance to the contents of adapted words to every stage of development, strategies, rhythms or pedagogical styles that lead to the students being creative.

Almeida (2014) regarding constructivism emphasizes: constructivism is neither a psychological theory nor a psych educational theory which provides a full explanation, precise and empirically contrasted of how students learn and how to proceed as a teacher for a better learning; there is no theory that supports, at least with scientific criteria. (p. 26)

The constructivist approach of Piaget is one of the great legacies which emerged positively in the educational inter-learning processes when he says: “Learning is a restructuring of cognitive structures.” Calero, referring to pedagogical constructivism, states: “A good teacher will try to shorten the road to his students, but he will not walk for them, he will be able to give the guidelines and some elements so that students discover what they need to learn” (Calero, 2010, p.19).

In fact, the teacher as a co-creator of the productive society must put into practice environments conducive to the inter-learning process, to have physical elements such as the emotions, because this is part of the construction of the new knowledge, step by step with the solidity that the process requires or demands of its teachers and this includes working the class based on a vocabulary.

WRITING SKILLS
DEFINITION

The writing skill is the most important instrument that communication has, because it is through writing that the human being can organize the content of his thoughts. The writing process should be conceived as an unshakable process in which knowledge is developed to write texts and consequently the ability to adapt the language to the context itself.

Bush (2014) about the importance and evolution of writing says: the writing may not have been found from the beginning, but it is undoubtedly true that it will be a need for the development of society, papers can reach more recipients, whose condition remains and endures in time for the formation of cultures and traditions. (p.3)

Writing is the system of human communication par excellence beyond the word, in other words, verbal language is one of the great inventions of humanity, since it has made history in all its fields, therefore it covers many cultures and languages in all periods of human development; it constitutes a means of communication and participation in communities of literary, academic discourses, among others; it has been and will be an interpersonal social phenomenon.

Writing skills are the most important instrument of communication since through writing the human being can organize the content of his thoughts. The writing process should be conceived as an unshakable process in which knowledge is developed to write texts and consequently the ability to adapt the language to the context itself.
It is undoubtedly true that writing is indispensable for the development of society, however, it is a problem for many teachers the fact that students since the first years of education is not given the importance of writing as such by students, parents and society in general, although one of the most complex tasks, is the learning of writing, because it does not only involve the acquisition of the written code, but also a certain degree of intellectual and affective development.

This definition is evident in that writing allows to give permanence to mental contents, basic reasoning, and play with the language to keep it in memory. Hence, "The fundamental thing is always to acquire the habit of writing correctly using a methodology of a reiterative nature to reinforce visual memory." (Garcia 2016, p.11) it is under these principles that the teacher should not leave the pedagogical habit of dictation.

Acosta (2016) says that, writing requires that a student learns a complex range of skills; the pupil has to learn to form words, get a vocabulary, and learn the correct spelling of words, how to organize his thoughts by transmitting ideas, and how to use grammar and punctuation correctly. (p.17)

It is necessary to emphasize that writing will always mark a point before and after in society, starting with the fact that writing from all points of view it contributes to the development of the cognitive faculties of children, precisely because at an early age are the billions of synaptic connections and writing as well as play activities contribute to the stimulation of brain activity and indeed the development of these links, so the pedagogues agree that learning to write well helps psychomotor development.
STRATEGIES OF WRITING SKILLS

If the approach in the educational process entails the adoption of writing skills, it is necessary to consider it as a fundamental support in this context the resources that imply organizing the curriculum of the written language about the different textual typologies. They are usually based on the knowledge and used in the classroom of a great variety of texts with diverse characteristics and communicative functions.

The attribution of meanings to the writing activity, with this the particular attention to the communicative needs of the students and consequently the approach of global written communication activities but above all, complete. To approach the teaching from these spheres will undoubtedly depend on the premises that are seeking to defend by the many theoretical orientations, integrated into them.

Rosales (2014) in his essay written communication and learning strategies highlights: written communication is an important vehicle for transmission and cultural creation. Each social group, each culture has a verbal language and therefore written that constitutes the instrument of its expression, it is due to it that a person who knows English perfectly may be unable to communicate in Arabic for not understanding both the writing system and the nature of their usage rules and cultural values. (p.14)

If it is taken as a relevant fact that the written language is a powerful tool of thought, it could also be said that it is a human being’s ability since "Knowing how to write implies building knowledge, it requires the orchestration of multiple skills planning the combination of what it is said with how it is said to have an
impact on the reader "(Manrique, 2014, p.3). If knowledge construction involves knowledge of writing, these multiple skills must be put into practice at all levels of basic education, a challenge in which many teachers who are interested in being part of innovative, creative and, of course, Constructive.

Sánchez (2015) regarding written expression strategies says: the written expression includes the communicative resources to successfully carry out linguistic activity, through writing refers to the production of written language; Its characteristic is universal system of communication, it allows accumulating vast amounts of knowledge, it records the facts occurred, its stages are pre-writing or planning, writing or writing and rewriting or revision. (p. 3)

This fact confirms that teachers from first education should encourage their students to write, thus gradually acquire skills or domains over writing and when they are in higher grades is much easier to assimilate the new knowledge. Since with knowledge of cause it is emphasized that the learning begins with the acquisition of foundations recognizing letters, syllables, written words until achieving the mastery of the meanings; In this way so that the teacher in practice is part of the constructivist education.

**BENEFITS OF APPLYING WRITING SKILLS**

It is opportune to point out that in the context of the advancement of technology and therefore of education, teachers must redefine objectives that are related to the many benefits of applying writing skills in the educational process, redefining objectives taking into account both knowledge and attitudes of the students and abilities, basic factors with which we agree that ")(...) inescapably must be contemplated to contribute to the development of the
potentialities to think, express and act, if we want to form mature and adaptable individuals ". (Gonzalez, 265)

Peon (2015) states: among the aspects that influence the writing skills of the students are the prior planning and the ability to combine the message with the functional use of a text, among the most important axes of action related to written expression could be considered the social and educational reality, types of books and writing skills (...) (p.29).

This model aims to explain that writing is a process that develops in a particular communicative situation. In the case of classroom exercises, this situation should favor the production of a text based on the objectives that you and the students raise in teaching and learning activities, keeping in mind the intention for which you intend to write, as well as the characteristics of the recipient. This communicative situation generates social environments that favor the writing of a text can be carried out both individually and collectively.

However, writing cannot be done without contemplating that one of the engines that incite the writer to produce a text, in this case, his students, is how motivated they are to write. In this regard, it is important to consider how much interest you have in doing it, as well as what emotions you feel when addressing the task they chose or you entrusted them with.

Besides, the beliefs, attitudes, and perceptions that Vasquez (2014) referring to the writing skills, highlights: it is also important to respect the rhythm and capacity of each child: there will be more creative and others with less creativity. More and less extensive. Therefore, the instructions should be very open, without delimiting the conditions too
much. We should also avoid "remote control" to a type of writing, always favoring creativity and imagination. Do not be surprised that, because they do not have solid patterns, they feel lost and do not know what to do; they may not be accustomed to "so much freedom" (p. 21).

Although it is true that writing skills is based on grammatical approaches that are later adapted according to the process itself so that students learn to write by putting into practice the essential rules of grammar since according to the progress of the work in class is that it develops the communicative competence of the students so that they can develop gradually, but in a satisfactory way in their environments, be it family, social and therefore for life, but of course, it is the teacher who must implement both revision techniques as an evaluation.

Lopez (2015) asserts: keep in mind the vast diversity of knowledge that comes into play during the writing process is an essential aspect for the teacher, this can be achieved through enriching and motivating activities that involve the recognition, analysis, reflection and functional assessment of knowledge. (p.4)

This point of view leads to the reflection of the professional class of teachers in virtue that it is not in any way that the children acquire the mastery by the writing, but is put into practice elaborating their compositions or narrations in this way; creativity is also promoted by discovering potentialities in learners.

Hernández (2014) states: the acquisition of the conventional score is late in the evolution of writing in the boy or girl; it is because they are signs of various functions that will gradually dominate the syntactic structures that will allow them to expand their lexicon to conclude writing
coherent narratives, Taking care of the calligraphy, the order, and the presentation. (p.5)

While it is true that it is the task of all teachers to promote writing, however, some actions are still being questioned by some teachers who, in our opinion, do not assume an active participation with their students, obstructing their empowerment through writing.

**IMPORTANCE OF VOCABULARY BROCHURES**

Considering that the pamphlets for the process of inter-learning are useful educational materials that will allow helping the students that are the essential human resource in the educational context, to this, it is necessary to explore alternatives that lead to the satisfaction of the requirements of all the educative community.

It is worth bringing up the point of view of Lopez (2011), when he says: "Whatever the learning situation, it is necessary to consider that if we use a series of means without a clear objective, instead of orienting education, the attention is dispersed disorienting and confusing to the student "(p.14). This appreciation has justified logic in that previously the teacher carried educational materials that often did not use them.

Moreno (2014) refers to the criterion of Parcerisa when he says: The materials that use the paper as a support and in an exceptional way the so-called textbooks constitute the curricular materials with a greater quantitative and qualitative incidence in the student's learning within
each classroom. Hence, every time the teachers bet on the use of other means. (p.1)

One of the clearest goals of designing vocabulary booklets is to create pedagogical material that serves as an educational resource of support that facilitates the construction of new knowledge and consequently, significant learning that helps to discover both the skills and the attitudes of students.

By accepting the various points of view of the authors above, from a critical perspective, the vocabulary should be managed by supporting either leaflets or light manuals that allow a clear understanding of words, educating and teaching, adapting work to educational needs and of course, the organization of the school.

THE WORK IN THE CLASSROOM WITH VOCABULARY BOOKLETS

It is taken as a valid theory that comprehensive reading in English increases the vocabulary in that it allows the identification of correct grammatical structures helping directly to the right writing of texts or pamphlets. In fact, it is argued that these written activities significantly facilitate the oral expression indirectly contribute to put into practice, grammatical structures, and vocabulary among other benefits that lead to better work and to improve students pronunciation.

These statements are self-evident since the booklet is a useful tool for discovering students' abilities, such as, facilitating student participation and thus being able to control the class rhythm, avoiding the monotony and sluggishness of the inter-learning process.
Working with a brochure as teaching material is to make the activities in class much fun, in addition to saving time in the development of this teaching material, learning will be much easier, visually facilitate understanding, because it would avoid confusion, frustrations and even drop out in foreign language classes.

Larraz (2011) referring to the Association of words, points out: to carry out the strategy of bag or association of words is necessary to visualize the new word and to write it than to remember it in a statement creating images or partnerships, it is opportune to keep a record of the unknown terms. This strategy will help learn new words as well as to review the already learned. (p.5)

Facilitating the didactic function is the task of every educational professional as a facilitator and educator of society, so designing a brochure is nothing new, but its content yes. According to the progress of technology, it will always be possible to include strategies Cognitive learning that leads to the strengthening of critical thinking of students favoring the versatility of their use to discover potentialities of them.

STRATEGIES FOR LEARNING GRAMMAR

"The facts correspond to the information that cannot be changed" understood or modified, "the options serve to choose between expressions that are grammatically correct," The teacher must keep in mind, apparently, that the choice made depends on what is they want to express. "Patterns show how language tends to fall into certain structures that can be taken as role models." (Marin 2010, p.6)
Starting from the need to contribute with modest didactic alternatives for the assurance of a better inter-learning, it is evident to foster self-confidence, in the same way, the open and receptive attitude of the students towards the learning of the English language. Hence, The pamphlets are consistent teaching materials with theories of learning are easy to take in each educational context as an active and dynamic process that implies selecting information, processing and organizing it, using it on the effectiveness of results” (Madrid, p.217).

According to the research carried out as a complement, it can be stated that the booklet as teaching material for the development of writing can and should be supported in Spanish and English, to be part of strengthening teaching and meaningful learning, assimilating skills in Collaborative and interpersonal communication from the earliest years of education.

It is necessary to follow the context of autonomous, innovative and creative learning, being part of a process with efficient access and management of adequate information with a wide variety of sources. There is the role of the entrepreneurial teacher, ingenious, attentive to the great advances of science and technology education, being precursors of ideas inspiring and motivating, thus is a participant in constant and reinvention learning.

**EPISTEMOLOGICAL FOUNDATION**

**HUMANISM AND EDUCATION**

Morales (2011) affirms: humanism in education has the following characteristics: student-centered education, promotion of personal
effectiveness, opportunity to explore and get in touch with their senses, self-concepts, and values; It involves the senses, emotions, motivations, gestures, and dislikes of students. (p.21)

When working under some of these parameters, it is usually stated that the teacher is humanistic, empathic, sensitive, authentic as a person, appearing or interested in a greater degree in the well-being of his students as total people, trying to understand them to the maximum, making it available to their students both their experience and knowledge in training, a product of which will surely be part of constructivist learning, meaningful.

Muñoz (2012) says: Education is a precious asset that must be taken care of, leaving aside the modalities and names that it has according to the moment the teacher is found. Its priority must be to form people integrally, and this indicates that it must necessarily be humanistic. Education must guarantee each member of society adequate preparation to continue studying autonomously and permanently. (p.17)

The development or progress of peoples and nations will always depend on the degree or level of education of its inhabitants. There is that education will always be of vital importance for the human being. The teacher as an essential part of the social formation must be based on a culture whose process of inter-learning is of excellence.

If we consider that life is an entire learning human beings develop a natural desire to put it into practice, of course taking responsibility for their own learning, since apprehending to learn is a basic need of man without necessarily be considered as beings Continuous, but as individual, different entities.
The mission of the excellent teacher should focus on the active participation of a creative, constructivist, meaningful learning, implementing integration methodologies far from the traditional behaviorist, orthodox, dogmatic models whose Socratic proposal under no parameter have given the student singularity. It is the cognitivist, humanism and therefore the constructivism the psychological currents that contribute in the human being as multi-dimensional entity giving importance to its psychological, biological, social, among others.

Hence, the booklets that will be developed for the stimulation of writing, will be based on vocabulary exercises whose communication approach responds effectively to the expectations of the process itself, since the purpose will be not only to put into practice skills To reinforce what has been learned orally, but also as a skill that has its own techniques and objectives, among which will be precise in which the student develops his own strategies through writing.

This booklet will have a playful and of course creative nuance because among other benefits will allow cooperative work in the classroom, its importance is strengthened in motivation, starting from fundamentals made on the one hand the need to overcome writing and enhance interaction through writing Collective group, with strategies and pedagogical techniques will be able to recognize the potential of the students towards the playful attitude to language, since the subject of foreign language is important at all levels.

For this reason it is that its punctual content will be synthesized in the treatment of grammar and its relation with the lexicon, vocabulary and phonetics, because reading as well as writing are two transversal axes in
student formation, axes that every constructivist teacher must assume as a formator of society.

PEDAGOGICAL FOUNDATION

CONSTRUCTIVISM

To be clear about the goal of what is intended to be built is the task of all people, especially the constructivist master who works under Piagetian precepts, placing himself in general structures of knowledge bound to universal categories, focusing on positive changes, bearable, from any point of view. Strategic view, whose common denominator always turns out to be the student.

Serrano (2014) emphasizes the following: the subject that constructs the knowledge is for any constructivism, an active subject that interacts with the environment and that, although they are not entirely constrained by the characteristics of the environment or by its biological determinants. It changes its knowledge according to those internal and external constraints restrictions, however in the homogeneity in the conceptualization of the constructing subject. (p.4)
Undoubtedly, constructivism differs because it is an explanatory theory that has achieved and meets the establishment of spaces in research intervening in education with excellent results in the process of inter-learning. The facts have been proven that the galaxy in which the approaches to the constructivist interpretation of the essential educational context are developed, then the only valid source of knowledge, is constructivism.

Hence, distinguished pedagogues coincide in the four subjects of constructivism: individual, epistemic, psychological and collective. So to speak of experience is to have clear the idea that it is not received passively and of course neither through the senses, even less through communication, but is categorically constructed by the cognoscente subject. So it is clear that the function of knowledge is a method of adaptability.

Ramirez (2013) regarding pedagogical constructivism says: the role of the constructivist teacher should be framed as a mediator between knowledge and learning, a reflective professional who thinks critically about their practice, makes decisions and solves problems relevant to the context of their class, promotes meaningful and functional learning. Pedagogical assistance adjusted to the diversity of needs, respecting their students in their opinions, creating a good interpersonal relationship based on values. (p.3)

The task of educating is an arduous one as an enriching mission even more if this motivating work is developed, leaving aside the traditionalist teaching. Changing perspectives and putting into practice the constructivist model that propitiates that the educated develops with autonomy promoting the cognitive development of the student according to their needs and consequently expectations.
It is elementary to strengthen the structures of both learning and learning is how in the educational context little by little the student engages in the processes of dynamization that allows them to better the development of their cognitive skills by discovering and solving problems.

SOCIOLOGICAL FOUNDATION

SOCIETY AND EDUCATION

Education and society are two definitions that are strictly consistent. Starting from the fact that the educational centers were created by the community so that through the teaching and the learning can be carried out specific functions that could not be conducted away from a school. Education as such is considered a business institution in which a whole society participates, students, teachers and legal representatives, which together, this population adopts the name of the educational community.

It is in the educational centers where students spend most of their time, a period in which, inevitably, they may absorb different patterns of behavior typical of their social environment. It's where the teacher makes use of sociology that will allow him to understand the phenomena of social changes that are in the continuous process, in virtue that the school is a potential being and delivers at the end of the process the product ready to serve society.
Rojas (2014) is the criterion: the sociological study of education is a broad field that can be sectioned and classified: the traditional view of the sociology of education which is the study of the relationship between society and education, because education becomes visible in multiple ways thanks to the sociology of the educational system and educational sociology. (p.7)

It is understood that every educational context is linked to sociology as a science precisely because it deals with the conditions of both the existence and the development of human society and its social environment. Starting from the fact that the human being becomes the man is the bosom of social groups because it is interacting with others who get their low or high level of culture or subculture.

Several sociologists agree that educational sociology is considered the answer to educational problems; The relation of education to the system of social or status classes and thus the functioning of the formal education system and the relations between racial, ethnic and other groups, because no educational process develops in isolation, but this social phenomenon interaction involves teachers and learners in general within a historical context.

It is the sociology that intervenes to know the development of society, contributing to the adaptation of the student population in an increasingly technological world in which teachers should encourage their students to somehow appropriate and immerse themselves in this technological revolution. But apparently this process must be carried out without leaving aside the great responsibility that the legal representatives must assume, in the transmission of values from home; as well as contributing to the control of their school work.
In practice, knowledge strengthens, reaffirming that it is part of the formation of critical citizens, prepared for the outside world, who can develop in the world of technologies and of course social transformations, precisely because the teacher is the one who has as a banner the positive connection between education and the advancement of society.

PSYCHOLOGICAL FOUNDATION

PSYCHOLOGY AND EDUCATION

In the educational context, it is psychology that is one of the most stable, firm and relevant columns, framed of course in the development of strategies of thought and learning in learners; it is the psychology of science that contributes to an extensive body of knowledge that allows the substantial improvement of education in all its fields.

There is the noble task of the educator as trainer and advisor, making use of the relevant benefits of psychology in teaching that undoubtedly contribute to the optimization of educational processes in all its fields. The teacher to fulfill his mission fully needs to be more than an observer, a psychologist and a philosopher of principles, to educate the student according to his nature, without destroying impulses is to be part of a comprehensive education, using psych technical methods with which are able to determine the factors that influence the process of constructivist educational inter-learning.
Diaz (2013) referring to the importance of psychology in the educational process, says: to be a good teacher, it is necessary to have a solid psychological training, since it has to make decisions regarding the choice, objectives, selection of contents, tasks, teaching methods, learning environments that each student could have, as well as evaluation systems. (p.11)

Taking as a principle the author's point of view and as an elementary support the fact that it is the study of the human conduct in the educational process. Evidently that the effective teacher is the one who in the attention of diversity, becomes an expert in detecting the needs and expectations of the students, takes for itself the psychology because it helps the development of the teaching.

A clear opportunity to emphasize that one of the primary purposes of psychology will be to obtain knowledge that will optimize educational practices, because the constructivist perspective of teaching and inter-learning is based on other relevant sciences in psychology, which helps in the creation of principles, procedures, methods, models, among other aspects of transcendence in basic education preferably.

Delgado (2014) says: the importance of psychology in the educational process makes it possible to improve the transfer of learning, approaches, and styles of learning, strategies and learning techniques, multiple intelligences, and intelligence improvement, classrooms, intelligent, among others, contributing to the social development. (p.5)

With a sound criterion, it can be concluded that psychology in every process of educational learning will always occupy an eminent place and one of the goals that an educator must fulfill is to advocate a stable formation,
motivating and directing of deliberate way towards particular ends Where the most benefited are the learners, for it a professional of the education must have knowledge of the conventional subjects of the psychology.

LEGAL FOUNDATION

CONSTITUTION OF THE REPUBLIC OF ECUADOR

The authors of this educational work, based on the principles of ethics, considered it fundamental to base the content on the precepts of the Constitution of the Republic of Ecuador: "(...) Develop, strengthen and strengthen the intercultural bilingual education system, with criteria quality, from early stimulation to the higher level, according to cultural diversity, for ..., with its teaching and learning methodologies "(Part 57).

Art. 28. - It establishes that education will respond to the public interest and will not be at the service of individual and corporate interests. Universal access, permanence, mobility, and discharge will be guaranteed without any discrimination and compulsory in the initial, essential and baccalaureate level or its equivalent. It is the right of every person and community to interact with cultures and participate in a learning society. The State will promote intercultural dialogue in its multiple dimensions.
Art. 343: (...), the national education system will integrate an intercultural vision according to the geographic, cultural and linguistic diversity of the country, and respect for the rights of communities, peoples, and nationalities.

"By its purpose, it also defines the principles and aims that guide education in the framework of Buen Vivir, interculturality and plurinational, and contains the essential regulation of the structure, levels, modalities and model of Management of the National Education System (...) (p.1).

LOEI: "Education constitutes an instrument for the transformation of society, contributes to the construction of the country, (...) and the freedom of its inhabitants, peoples, and nationalities" (Article 2 (b) The State will guarantee plurality in the educational offer "). (Article 2, li .c). In all sectors where relevant, an instance is guaranteed for the specific attention to intercultural and bilingual education that develops and strengthens this educational system.

Today, and thanks to the appropriate changes and reforms in Ecuadorian education, the Ministry of Education is regularly leading the construction of a society that learns with the intervention of all subjects, both in school settings and in other collective spaces. Thus responding to the demands of knowledge and national transformation, promoting equity, valuing cultural diversity and human development.

The General Law of Intercultural Education, in its chapter IV of the actions of evaluation, feedback, and academic reinforcement, clearly expresses:

Art. 204, Process of the assessment, feedback and academic support, in order to promote academic improvement and prevent students from
completing the school year without having fulfilled the expected learning for the grade or course, educational establishments must comply, at least, with the processes of evaluation, feedback and academic reinforcement that are detailed in articles 205. Dissemination of the process and the evaluation criteria. Art. 206, Evaluation and continuous feedback. Art. 207, Meetings with legal representatives of students. Art. 208, Academic reinforcement.

CHAPTER III

METHODOLOGY, ANALYSIS AND INTERPRETATION OF THE RESULTS

METHODOLOGICAL DESIGN

The present research was done at the Unidad Juan Emilio Murillo Landín in Guayaquil City and it was executed based on qualitative methods, in which an analysis and explanation of the causes of the problem was made with the sole aim of demonstrating why the phenomenon occurs, the conditions in which it is produced and the relationship between the research variables; in addition from the data obtained, measured and entered, was interpreted according to the particular circumstances consulted and the research topic; and quantitative because the samples were reduced in relation to the universe and determined by non-probabilistic method to capture the most useful information for the investigation.
The data obtained from the surveys were analyzed through an analytical process, where the conclusions and recommendations are adapted to a broad generalization.

**TYPES OF RESEARCH**

The research requires a set of methods for its execution which are detailed below:

**Empirical Methods**

**Method of Observation**

The empirical method of observation was necessary and helped the execution of the work in a great way, since it allowed to look at everything related to the problem and to detect it, in addition to knowing what place it occurred and the right moment that for this particular case corresponded the issue of writing skills using virtual didactic materials, and helped to detail through a visual record all the variables inherent to the problem, applying to the students of the Unidad Educativa Juan Emilio Murillo Landin in Guayaquil.

**METHOD OF COLLECTION OF INFORMATION**

The use of this approach allowed the inquirers to extract valuable information about the problems encountered, which later served to be processed and to reach valid conclusions. It is imperative to note that the collection of information was based on a relevant observation about the development of virtual didactic material used by English language teachers to teach writing skills at Unidad Educativa Juan Emilio Murillo Landin.
THEORETICAL METHODS

DEDUCTIVE METHOD

Starting from situations observed in a general way, particular premises were arrived at, that is to say the variables of the problem were looked at in all its context to get at sufficient conclusions, it is possible to emphasize that in this investigation this method was used when knowing general aspects that originated the problem detected in reference to the development of virtual didactic materials. On the other hand, it served to elaborate the Theoretical Framework and its contents starting from the general and arriving at the particular.

INDUCTIVE METHOD

As an inverse process to the Deductive, this approach allowed to start from particular aspects to generalize the study, as in the analysis of the primary and secondary information, besides it served as support for the determination of general recommendations as an active contribution to future studies of interested parties.

POPULATION AND SAMPLE

The population is defined as the set of all the individuals in which it is desired to study the phenomenon.
At all times when it is not possible or convenient to carry out a census, what we do is to work with a sample, meaning a representative and adequate part of the population.

The people of this research is determined by 01 authority, 25 teachers and 415 students of the educational establishment, while for the sample, 40 people have been taken into account, distributed as follows: 1 administrative staff, one teacher and 38 students in 8th Course.

The mathematical formula that is applied to obtain the sample (n) is for quantities greater than or equal to 100 individuals; the sample motive for this study is small, we already know it, but we will also apply the formula down under for future studies to be used with a larger sample.

**Extraction of the sample**

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

\[ n = \frac{415}{(0.0025)(415 - 1) + 1} \]

\[ n = 204 \]

**CHART 1: DISTRIBUTION OF POPULATION AND SAMPLE**
### STRATUM

<table>
<thead>
<tr>
<th>STAFF</th>
<th>POPULATION</th>
<th>SAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUTHORITIES</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>TEACHERS</td>
<td>25</td>
<td>1</td>
</tr>
<tr>
<td>STUDENTS</td>
<td>415</td>
<td>38</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>441</strong></td>
<td><strong>40</strong></td>
</tr>
</tbody>
</table>

**Source:** Chart of population and sample  
**Made by:** Kristell Mariell Campuzano Ruiz and Lady Estefania Alcivar Montoya

### CHART 2: OPERATIONALIZATION OF THE VARIABLES

<table>
<thead>
<tr>
<th>VARIABLES</th>
<th>DIMENSIONS</th>
<th>INDICATORS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INDEPENDENT VARIABLE</strong></td>
<td>Definition of vocabulary</td>
<td>Set of lexical terms that are used to communicate.</td>
</tr>
<tr>
<td></td>
<td>Importance of vocabulary</td>
<td>Vocabulary contains potential benefits for what is considered a platform for dialogue.</td>
</tr>
<tr>
<td><strong>VOCABULARY</strong></td>
<td>Vocabulary and learning strategies.</td>
<td>Set of operations, steps, plans and routines.</td>
</tr>
</tbody>
</table>
|                                | Vocabulary in different field                   | - Vocabulary as formative tool  
|                                |                                                 | - Vocabulary as an educative response at the basic level  
|                                |                                                 | - Vocabulary as a comprehensive  
|                                |                                                 | - Approach of communication  
|                                |                                                 | - Vocabulary as a process of acquiring knowledge  
<p>|                                |                                                 | - Vocabulary as a constructivism method in learning.                      |</p>
<table>
<thead>
<tr>
<th>DEPENDENT VARIABLE</th>
<th>Definition of writing skills</th>
<th>Important instrument of communication.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Strategies of writing skills</td>
<td>Written communication activities.</td>
</tr>
<tr>
<td></td>
<td>Benefits of applying writing skills</td>
<td>To combine the message with the functional use of a text.</td>
</tr>
<tr>
<td></td>
<td>Importance of vocabulary brochures</td>
<td>Essential human resource in the educational context.</td>
</tr>
<tr>
<td></td>
<td>The work in the classroom with vocabulary booklets</td>
<td>Written activities facilitate student participation.</td>
</tr>
</tbody>
</table>

*Source:* Operationalization of the variables  
*Made by:* Kristell Mariell Campuzano Ruiz and Lady Estefania Alcivar Montoya

**METHODS OF RESEARCH**

In the development of the present investigation, the following methods were used.

**ANALYTICAL-SYNTHETIC METHOD**

Once the research problem was formulated, this method helped to analyze and decompose the problem in its elements and then to find the sub problems, which served as the basis for the structuring of the objectives. On the other hand supported in the synthesis of important aspects of the work and its contextualization.

**STATISTICAL METHOD**
The statistical method was used to manage the information collected and its representation in tables and statistical graphs for better observation and mathematical quantification. The preceding manifests itself in a clear understanding of the process and the parameters of the problem.

THE DESCRIPTIVE METHOD

The detailed investigation is utilized to portray qualities of a populace or phenomenon being considered. It doesn't answer inquiries concerning how/when/why the conditions happened. Or maybe it addresses the "what" address. The qualities used to depict the circumstance or populace are usually some sorts of scheme plan otherwise called classifications.

Based on the observation served to describe the problem as presented in the reality of the institution investigated, allowing a contextual view of the problem and place of investigation in time and space also supported to explain detailed form about the techniques to develop the ability to write in English.

TECHNIQUES AND INSTRUMENTS

The method used for the execution of the work was the following:

SURVEY TECHNIQUE

Surveys were applied to the English Language Teachers and students of the school participating in the research.
THE QUESTIONNAIRE

This instrument served to raise a set of closed questions about the problem so that the answers are concrete and can be quantified in tables and visualized in statistical graphs.

INTERVIEW TO THE PRINCIPAL

1. ¿Porque considera Ud. que la enseñanza del inglés es indispensable?

2. ¿Esta Ud. de acuerdo con la carga horaria establecida por el Ministerio de Educación para la enseñanza del inglés?

3. ¿Cree Ud. que la implementación de este proyecto por los investigadores será de gran ayuda a los estudiantes?
4. Como director de este establecimiento educativo, ¿se siente Ud. conforme con el desarrollo del proceso de enseñanza del idioma inglés en esta institución?

5. ¿Esta Ud. de acuerdo con que otras materias sean también enseñadas en inglés?

UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
LICENCIATURA EN LENGUAS Y LINGÜÍSTICA.

INTERVIEW TO THE ENGLISH TEACHER

1. What do you think about the importance of vocabulary in English Language?

2. Do you practice any activities based on vocabulary with the students?

3. Do you use any strategies to teach the vocabulary to the students?

4. Have you found any problem in students to learn English Vocabulary?
5. Have you had good results with the application of any method or technique that you used?
ANALYSIS OF THE RESULTS

Statement 1. - Your classes are interesting and dynamic.

<table>
<thead>
<tr>
<th>ITEM</th>
<th>ALTERNATIVE</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>STRONGLY AGREE</td>
<td>6</td>
<td>15.79</td>
</tr>
<tr>
<td>2</td>
<td>AGREE</td>
<td>6</td>
<td>15.79</td>
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<tr>
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<td>7.89</td>
</tr>
<tr>
<td>4</td>
<td>STRONGLY DISAGREE</td>
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<td>44.74</td>
</tr>
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<td>15.79</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>38</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa Juan Emilio Murillo Landin
Researchers: Kristell Mariell Campuzano Ruiz and Lady Estefania Alcívar Montoya
Analysis

As we can observe, 60% of the students do not agree with the way the English teacher presents his classes. They are not motivated because the teacher uses old materials.

Statement 2: The periods of classes are enough for you to learn.

**CHART Nº 5**

<table>
<thead>
<tr>
<th>ITEM</th>
<th>ALTERNATIVE</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
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<td>STRONGLY AGREE</td>
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<td>0,00</td>
</tr>
<tr>
<td>4</td>
<td>STRONGLY DISAGREE</td>
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<td>13.16</td>
</tr>
<tr>
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<td>DISAGREE</td>
<td>4</td>
<td>10.53</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>38</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa Juan Emilio Murillo Landin
Researchers: Kristell Mariell Campuzano Ruiz and Lady Estefania Alcivar Montoya
Analysis

The result obtained shows that 76% of the students concur that the time for learning English is enough for them, they do not want more time with this subject. This is one of the reasons they are failing in the skill observed.

Statement 3: It is hard for you to write in English

<table>
<thead>
<tr>
<th>ITEM</th>
<th>ALTERNATIVE</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>STRONGLY AGREE</td>
<td>17</td>
<td>44.74</td>
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<td>4</td>
<td>STRONGLY DISAGREE</td>
<td>4</td>
<td>10.53</td>
</tr>
<tr>
<td>5</td>
<td>DISAGREE</td>
<td>3</td>
<td>7.89</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>38</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa Juan Emilio Murillo Landin
Researchers: Kristell Mariell Campuzano Ruiz and Lady Estefania Alcivar Montoya

GRAPHIC 3
Analysis

For this statement, most of all the surveyed learners said that they have difficulties to write. The students also commented that they would be very comfortable if the teacher changes his strategy if he wants his learners to improve their writing skill.

Statement 4: You have more problems in writing.

CHART N° 7

<table>
<thead>
<tr>
<th>ITEM</th>
<th>ALTERNATIVE</th>
<th>FREQUENCY</th>
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</thead>
<tbody>
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<td>50,00</td>
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<td>AGREE</td>
<td>9</td>
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<td>7,89</td>
</tr>
<tr>
<td>4</td>
<td>STRONGLY DISAGREE</td>
<td>6</td>
<td>15,79</td>
</tr>
<tr>
<td>5</td>
<td>DISAGREE</td>
<td>1</td>
<td>2,63</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>38</td>
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</tr>
</tbody>
</table>

Source: Unidad Educativa Juan Emilio Murillo Landin
Researchers: Kristell Mariell Campuzano Ruiz and Lady Estefania Alcívar Montoya
Analysis

70% of the students say that English is difficult to write. It is because the methodology used by the teacher is boring. The students lose their interest in learning.

Statement 5: You find difficult to work in writing activities.

<table>
<thead>
<tr>
<th>ITEM</th>
<th>ALTERNATIVE</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>STRONGLY AGREE</td>
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<td>52,63</td>
</tr>
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<tr>
<td>4</td>
<td>STRONGLY DISAGREE</td>
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<td>5</td>
<td>DISAGREE</td>
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<tr>
<td>TOTAL</td>
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<td>100</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa Juan Emilio Murillo Landin
Researchers: Kristell Mariell Campuzano Ruiz and Lady Estefania Alcivar Montoya

GRAPHIC 5
Analysis

The results obtained show us that the 72% of the apprentices do not know what to write, it is because they do not have the necessary backgrounds in grammar and vocabulary and some techniques to improve their writing skill.

**Statement 6:** You apply different rules when writing in English.

<table>
<thead>
<tr>
<th>ITEM</th>
<th>ALTERNATIVE</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>STRONGLY AGREE</td>
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<td>10,53</td>
</tr>
<tr>
<td>2</td>
<td>AGREE</td>
<td>3</td>
<td>7,89</td>
</tr>
<tr>
<td>3</td>
<td>UNDECIDED</td>
<td>1</td>
<td>2,63</td>
</tr>
<tr>
<td>4</td>
<td>STRONGLY DISAGREE</td>
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</tr>
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<td>5</td>
<td>DISAGREE</td>
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<td>26,32</td>
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<tr>
<td>TOTAL</td>
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<td>100</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa Juan Emilio Murillo Landin
Researchers: Kristell Mariell Campuzano Ruiz and Lady Estefania Alcivar Montoya
The same result like the statement before. They can not write what they wish because they do not have the necessary vocabulary and grammar knowledge to this.

**Statement 7:** You feel motivated when writing a short paragraph.

**CHART Nº 10**

<table>
<thead>
<tr>
<th>ITEM</th>
<th>ALTERNATIVE</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
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<tbody>
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</tr>
<tr>
<td>2</td>
<td>AGREE</td>
<td>1</td>
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<tr>
<td>3</td>
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<td>1</td>
<td>2.63</td>
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<tr>
<td>4</td>
<td>STRONGLY DISAGREE</td>
<td>25</td>
<td>65.79</td>
</tr>
<tr>
<td>5</td>
<td>DISAGREE</td>
<td>10</td>
<td>26.32</td>
</tr>
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<td></td>
<td>TOTAL</td>
<td>38</td>
<td>100</td>
</tr>
</tbody>
</table>

**Source:** Unidad Educativa Juan Emilio Murillo Landin  
**Researchers:** Kristell Mariell Campuzano Ruiz and Lady Estefania Alcívar Montoya
Analysis

As we can see, almost 90% of the students are not happy with their writing skill. They feel annoyed and unhappy because their teacher does not prepare them using modern strategies.

Statement 8: The vocabulary you are learning helps you a lot to write

CHART Nº 11

<table>
<thead>
<tr>
<th>ITEM</th>
<th>ALTERNATIVE</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>STRONGLY AGREE</td>
<td>3</td>
<td>7,89</td>
</tr>
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<td>2</td>
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<td>3</td>
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<td>2,63</td>
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<td>STRONGLY DISAGREE</td>
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<td>DISAGREE</td>
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<td>TOTAL</td>
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<td>38</td>
<td>100</td>
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</table>

Source: Unidad Educativa Juan Emilio Murillo Landin
Researchers: Kristell Mariell Campuzano Ruiz and Lady Estefania Alcivar Montoya
Analysis

Almost 80% of the students do not agree with this statement, they do not feel happy, and of course, they do not learn how to write. They believe the class becomes annoying.

Statement 9: You would like to learn about these ludic activities to improve writing skills

<table>
<thead>
<tr>
<th>ITEM</th>
<th>ALTERNATIVE</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>STRONGLY AGREE</td>
<td>20</td>
<td>52.63</td>
</tr>
<tr>
<td>2</td>
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<td>STRONGLY DISAGREE</td>
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<td>5</td>
<td>DISAGREE</td>
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</tr>
<tr>
<td>TOTAL</td>
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<td>100</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa Juan Emilio Murillo Landin
Researchers: Kristell Mariell Campuzano Ruiz and Lady Estefania Alcivar Montoya
Analysis

As we see the results of this statement, students want to learn while playing. Teachers must be prepared and updated to fulfill this skill.

Statement 10: Your teacher uses ludic activities in class.

CHART Nº 13

<table>
<thead>
<tr>
<th>ITEM</th>
<th>ALTERNATIVE</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>STRONGLY AGREE</td>
<td>4</td>
<td>10,53</td>
</tr>
<tr>
<td>2</td>
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<tr>
<td>3</td>
<td>UNDECIDED</td>
<td>2</td>
<td>5,26</td>
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<tr>
<td>4</td>
<td>STRONGLY DISAGREE</td>
<td>20</td>
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<td>5</td>
<td>DISAGREE</td>
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</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>38</td>
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</tr>
</tbody>
</table>

Source: Unidad Educativa Juan Emilio Murillo Landin
Researchers: Kristell Mariell Campuzano Ruiz and Lady Estefania Alcívar Montoya
Analysis

The result shows that the teacher does not use any ludic activity to call the attention of the learners and by this way capture their interest in learning.

CHI-SQUARE ANALYSIS

This analysis was applied to two statements taken from the survey and related to the variables to establish a relationship between them.

CROSSTABS /TABLES= VOCABULARY BY WRITING SKILLS /FORMAT= AVALUE TABLES PIVOT /STATISTICS= CHISQ /CELLS= COUNT ROW TOTAL.

Resumen.
The results of this analysis between these two variables indicate that the difference is less than 0.5%, with the consequence that there is a relationship between the independent and the dependent variables.

![Table](image)

**CONCLUSIONS AND RECOMMENDATIONS**

**CONCLUSIONS**

- The research showed that the teachers and students mentioned have a lack of knowledge in the educational material to improve the writing, being subject only to the use of texts and analog materials, these materials being their main working instrument, limiting the variety of options that promote effective learning.

- Thanks to the information gathered through the surveys, it is concluded that
most teachers use traditional materials, leaving aside interesting and highly alternative resources.

- It is found that the writing skills of the English language will be enhanced in the students, if for this the teacher designs modern didactic materials that are applied actively thinking about the needs and abilities of the students, taking into account the teaching process - learning as a construction of knowledge.

- It is pertinent and coherent to state that the preparation of a teaching guide containing matters relating to the writing of English language, based on interactions and actions was essential, as it will enhance the skills in writing.

**RECOMMENDATIONS**

- Due to the deficiency of knowledge on the part of teachers and students regarding what is a specially designed teaching material and how to use it, it is recommended to the teachers of the school to investigate ample information to be intelligible with this material, since lives in a new millennium where technology is reborn every day, so the teacher must train in the best way for the benefit of the student and education.

- The research group recommends to the teacher, without neglecting the use of analog and traditional materials, be concerned with working with virtual didactic materials, since they are highly alternative due to their degree of playful activity and interaction.

- Because English language writing skills are enhanced in students, it is appropriate to recommend to the teacher to design practical teaching materials and to apply them actively, always thinking of improving the writing skills of the students; therefore the frequent use of these materials is necessary.
- Teachers should make efforts both in the knowledge of the virtual aids and in the methodological and didactic training of the English language to offer a meaningful, motivating teaching that is adjusted to the needs of the students. Therefore it is recommended to the teachers and students based on an alternative Didactic Guide containing potential skills.

CHAPTER IV
THE PROPOSAL

DESIGN OF A BOOKLET WITH EXERCISES BASED ON VOCABULARY TO EIGHTH GRADE STUDENTS

ANTECEDENTS
According to the situations observed at Unidad Educativa Juan Emilio Murillo Landin is possible to present to the University of Guayaquil, school of languages and linguistics, the design of a booklet based on vocabulary exercises to help eighth grade students in the development of writing skills.

Throughout the process of investigation can be noted a limited development of writing skills which plays an important part of English teaching. The main purpose of this proposal is to provide students exercises that will be an easy and understandable way to improve this skills. Another purpose is to use this material not only as a workbook but also as a tool that helps students to stimulate the writing in the classroom.

JUSTIFICATION AND IMPORTANCE

As the vocabulary learning is limited and the writing has not been increased enough in students, the authors of this proposal are concerned because these events are affecting the English learning process, it is for that reason the researchers have created a booklet so that through it, the problems in this area can be solved, ensuring that the completion of this booklet will increase this skill.

Therefore, this booklet reflects entertaining activities that allow students two important things, first of all, to develop the writing, and second to acquire new words, obviously with the help of the teacher with dynamic classes, a successful methodology and resources is that learners will be interested and motivated to learn the English vocabulary, its writing and the language in general.
The creation of this booklet have been designed as a bridge to develop the writing, on the other hand, teachers can use this material as another way of learning vocabulary, particularly because the activities are focused only on vocabulary which help learners in this language. It is also important because students acquire new vocabulary day by day and the development of writing will be increased as the student uses the material.

GENERAL OBJECTIVE

To determine the importance of the application of a booklet with useful vocabulary in order to improve the writing skill in eighth grade students of Unidad Educativa Juan Emilio Murillo Landín.

SPECIFIC OBJECTIVES

- To select the most appropriate topics to apply in students according to their needs.
- To analyze the strategies used during the application of the new didactic material in order to measure the acceptance of it.
- To make activities which facilitate the learning of words with the objective of developing the writing.
- To assess students in order to affirm whether the new knowledge has been acquired currently.

THEORETICAL ASPECTS

PEDAGOGICAL ASPECT
This proposal is related to the pedagogical aspect because teaching methods, resources and materials were used to fulfill with the educational process, so that students clearly understand and be able to complete each exercise without any problem.

**PSYCHOLOGICAL ASPECT**

This proposal in psychological terms is important because is aimed to the cognitive and constructivism, it means the exercises of the booklet were created according to the ages of students.

**SOCIOLOGICAL ASPECT**

In sociological terms this proposal is important because, both the teacher and the students are familiar with the interaction and the socialization in each class, learning words and developing the writing skill.

**LEGAL ASPECT**

Finally, in the legal aspect the proposal is supported on article 2 about principles of Ley Orgánica de Educación.
FEASIBILITY OF THE PROPOSAL

In human aspect this proposal is viable because the main beneficiaries are the students and the goal of the researchers is to be ready to help students through the above mentioned proposal.

The proposal is feasible in economic terms because is supported by the researchers, offering students an understandable material designed to learn the vocabulary and also favorable to develop the writing skills.

This proposal is technically exceptional because English teaching methods used by the researchers have provided students a better learning in this language and therefore the development of writing, which is the core of the problem found in eighth grade students.

DESCRIPTION OF THE PROPOSAL

For the development of the proposal the researchers used vocabulary exercises for beginners, exercises that allow students of this age to learn to develop writing of this language.

The booklet contains 20 lessons with activities that enhance the practice of writing, and as a result the development of it. It is composed by simple and easy exercises which are very understandable so that eighth grade students in
this level increase this skill. The booklet also contains imagines which attracts
the attention to the students.

Besides, the teaching methods applied for the development of this
proposal were the lexical approach and the direct method because, with these
methods is attempted that the students use the words in a significant way and
that they enter in quite confident with the language and can understand it from
the beginning.

Finally, the use of Flashcards, images and the white board were
resources used by researchers to perform the proposal.

**CONTENTS OF THE PROPOSAL**

Lesson 1: The classroom: common objects.
Lesson 2: Classroom language, commands.
Lesson 3: Country and nationalities.
Lesson 4: The numbers 1-20.
Lesson 5: The colors.
Lesson 6: Days of the week
Lesson 7: Months of the year.
Lesson 8: The seasons.
Lesson 9: Time words and expressions.
Lesson 10: Personal information/address, phone number etc.
Lesson 11: Occupations.
Lesson 12: Vocabulary the family.
Lesson 13: Daily routine.
Lesson 14: Common adjectives.
Lesson 15: Clothes vocabulary.
Lesson 16: Food vocabulary.
Lesson 17: Ordinal numbers.
Lesson 18: Prepositions of the place.
Lesson 19: Subject pronouns.
Lesson 20: Verb phrases.

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PARDÓ, Y. B. (2012). *LA PÁGINA WEB COMO HERRAMIENTA DIDÁCTICA EN EL APRENDIZAJE DE*. Obtenido de UNIVERSIDAD LIBRE: http://repository.unilibre.edu.co/bitstream/handle/10901/8155/LA%20P%C3%81GINA%20WEB%20COMO%20HERRAMIENTA%20APRENDIZAJE%20DE%20VOCA


ANNEX 1
DOCUMENTS
Guayaquil, 16 de Agosto del 2016

MSc.

LARRY TORRES

PROFESOR(A) DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA,
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

Ciudad

De mis consideraciones:

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

En dicha designación constan los nombres de los estudiantes de la Escuela de Lenguas y Lingüística: ALCIVAR MONTOYA LADY ESTEFANIA Y CAMPUZANO RUIZ KRISTELL MARIELLI.

TOPIC: “IMPORTANCE OF VOCABULARY IN THE DEVELOPMENT OF WRITING SKILLS.”

PROPOSAL: “DESIGN OF A BOOKLET WITH EXERCISES BASED ON VOCABULARY TO 8TH GRADE STUDENTS.”

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

Atentamente,

Ab. Jacinto Calderón Vallejo, MSc.

DIRECTOR DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA
Habiendo sido nombrado MSc. Larry Torres Vivar, tutor del trabajo de titulación, certifico que el presente trabajo de titulación, ha sido elaborado por Lady Estefanía Alcivar Montoya y Kristell Mariell Campuzano Ruiz con mi respectiva supervisión como requerimiento parcial para la obtención del título de Licenciado en lenguas y Lingüística.

Se informa que el trabajo de titulación

TOPIC: THE IMPORTANCE OF VOCABULARY IN THE DEVELOPMENT OF WRITING SKILLS.

PROPOSAL: DESIGN OF A BOOKLET WITH EXERCISES BASED ON VOCABULARY

Ha sido orientado durante todo el periodo de ejecución en el programa anti plagio URKUND quedando el 2% de coincidencia.

MSc. Larry Torres
Tutor de titulación
INTERVIEW TO THE PRINCIPAL

1. ¿Porque considera Ud. que la enseñanza del inglés es indispensable?  
Porque el inglés es considerado la lengua universal, por lo tanto deben aprenderlo para que cuando tengan la oportunidad de viajar puedan comunicarse con otras personas de diferentes nacionalidades.

2. ¿Esta Ud. de acuerdo con la carga horaria establecida por el Ministerio de Educación para la enseñanza del inglés?  
Yo pienso que las horas que los alumnos aprenden inglés deberían ser aumentas para lograr el nivel que el Ministerio de Educación tiene previsto.

3. ¿Cree Ud. que la implementación de este proyecto por los investigadores será de gran ayuda a los estudiantes?  
Pienso que sí porque el estudio de un idioma requiere de mucho vocabulario y este sería un gran aporte para los estudiantes.

4. ¿Cómo director de este establecimiento educativo, se siente Ud. conforme con el desarrollo del proceso de enseñanza del idioma inglés en esta institución?  
Sí, pero pienso que se debería incrementar más actividades para que los alumnos les interese el inglés.

5. ¿Esta Ud. de acuerdo con que otras materias sean también enseñadas en Inglés?  
Pienso que sí, porque es allí donde los alumnos aprenden más palabras, les pondrían más interés a la enseñanza del inglés y se les hiciera más familiar el idioma como segunda lengua.
INTERVIEW TO THE ENGLISH TEACHER

1. What do you think about the importance of vocabulary in English Language?
Vocabulary is very important, because from the students can understand in a better way how to communicate in this language and to have more ideas.

2. Do you practice any activities based on vocabulary with the students?
Yes I do. Every unit study brings new words that with practice.

3. Do you use any strategies to teach the vocabulary to the students?
Yes, I do. We work with the repetition of each word, and we also work by forming sentences around us.

4. Have you found any problem in students to learn English Vocabulary?
Yes, I have. I have some students that write words inappropriately and imperfectly.

5. Have you had good results with the application of any method or technique that you used?
Yes, I have.
STUDENTS SURVEY

Instrucciones para contestar de manera correcta las preguntas:
Lea detenidamente el cuestionario. No se admite enmiendas ni borrones.
Marque con X donde considere correcta su opinión.
1) Strongly agree 3) Undecided 5) Disagree
2) Agree 4) Strongly disagree

<table>
<thead>
<tr>
<th>STATEMENT</th>
<th>STRONGLY AGREE</th>
<th>AGREE</th>
<th>UNDECIDED</th>
<th>STRONGLY DISAGREE</th>
<th>DISAGREE</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your classes are interesting and dynamic</td>
<td>6</td>
<td>6</td>
<td>3</td>
<td>17</td>
<td>6</td>
<td>38</td>
</tr>
<tr>
<td>The periods of classes are enough for your learning.</td>
<td>18</td>
<td>11</td>
<td>0</td>
<td>5</td>
<td>4</td>
<td>38</td>
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<tr>
<td>It is hard for you to write in English</td>
<td>17</td>
<td>13</td>
<td>1</td>
<td>4</td>
<td>3</td>
<td>38</td>
</tr>
<tr>
<td>You have more problems in writing</td>
<td>19</td>
<td>9</td>
<td>3</td>
<td>6</td>
<td>1</td>
<td>38</td>
</tr>
<tr>
<td>You find difficult to work in writing activities</td>
<td>20</td>
<td>6</td>
<td>0</td>
<td>5</td>
<td>7</td>
<td>38</td>
</tr>
<tr>
<td>You apply different rules when writing in English</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td>20</td>
<td>10</td>
<td>38</td>
</tr>
<tr>
<td>You feel motivated when writing a short paragraph</td>
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<td>1</td>
<td>1</td>
<td>25</td>
<td>10</td>
<td>38</td>
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<tr>
<td>The vocabulary you are learning helps you a lot to write</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td>13</td>
<td>17</td>
<td>38</td>
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<tr>
<td>You would like to know these ludic activities to improve writing Skills</td>
<td>20</td>
<td>10</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td>38</td>
</tr>
<tr>
<td>Your teacher uses ludic activities in class</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>20</td>
<td>10</td>
<td>38</td>
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</tbody>
</table>
ANNEX 2

PHOTOS
The researchers with the Lawyer Sandra Suarez
Principal of the Unidad Educativa Juan Emilio Murillo Landin
The researchers during the interview to the Lawyer Sandra Suarez Principal of the Unidad Educativa Juan Emilio Murillo Landin
The researcher Kristell Campuzano ready to start with the survey aimed at students of 8th grade.
The researchers with the project’s advisor Larry Torres.
The researchers with the project’s advisor Larry Torres.
Exercise a. Identify the objects, then write them.

The classroom

- Book
- Pen
- Eraser
- Pencil
- Crayon
- Scissors
Exercise b. Look at the numbers on the picture and write the classroom objects vocabulary in the crossword puzzle.
Exercise c. What or who are they?

1. - A drawing painting or photograph: ________

2. - A white board that a teacher writes on with chalk: ________

3. - A thin piece of wood with grey or colored stuff inside it. They are used for writing or drawing: ________

4. - A small thing that you use for taking away marks that you have made with a pencil: ________

5. - A tool for cutting that has two sharp parts that are joined together: ________

6. - A thing made of cloth or leather for holding and carrying things: ________

7. - A long piece of plastic metal or good that you use for drawing straight lines or for measuring things: ________

8. - A ball with a map of the world on it: ________

9. - A person who learns at school: ________

10. - A person whose job is to teach: ________
Exercise a. Match the instructions to the pictures.

1. Take your book out.  
2. Clean the board.  
3. Do your homework.  
4. Bring your supplies.  
5. Don’t cheat.  
6. Write on the board.  
7. Work in pairs.  
8. Answer the questions.  
9. Help each other.  
10. Don’t talk.
Exercise b. Find ten instructions in the word search.

Exercise c. Rearrange the word.

1. - Your / raise / hand.  **Raise your hand**
2. - Other / help/ each.  ________________
3. - Your / supplies / bring______________
4. - The/ teacher/ listen / to______________
5. - Your /close/ book______________
6. - Groups/ in / work.______________
7. - In / English / speak______________

Exercise d. Find some instructions in the circle.
Exercise a. Write the names of the countries.
Exercise b. Read and complete the chart.

Martina, Pepe, Kate, Dunya, Mary, Paul and Bernd are members of the Club: Martina is from Italy. She’s twelve. Pepe is Spanish. He’s nine. Kate and Mary are twins from Great Britain. They are thirteen years old. Dunya is from Russia. She’s ten. Paul is French and he’s eleven. Bernd is from Germany and he is eight years old. How old are you?

<table>
<thead>
<tr>
<th>NAME</th>
<th>AGE</th>
<th>COUNTRY</th>
<th>NATIONALITY</th>
</tr>
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<tr>
<td>Martina</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pepe</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dunya</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paula</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bernd</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(You)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Exercise c. Put the nationality adjectives into the correct groups. Look at the endings.

<table>
<thead>
<tr>
<th>-an</th>
<th>-ese</th>
<th>-ish</th>
<th>Other nationalities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

Exercise d. Search in the dictionary more examples.

<table>
<thead>
<tr>
<th>-an</th>
<th>-ese</th>
<th>-ish</th>
<th>Other nationalities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Exercise a. Find the numbers in the word sear, then write them aside.

Exercise b. Complete

11   el_v_n
12   _we_v_
13   th_r_e_n
14   f__rteen
15   fi_t__n
16   s__tee_
17   _e_en_e_n
18   ei_t__n
19   n__teen
20   tw__ty
Exercises c. Write.

13  5  3
10  19  17
6  2  4
11  20  15
8  18  14
12  9  19

Exercise d. Count and add.

Ten + two=
Sixteen + three=
Four + four=
Fifteen + five=
Zero + one=
Eight + six=
Nine + seven=

three + two=
ten + ten=
fourteen + ten=
four + three=
sixteen + one=
ten + eight=
five + one=
Exercise a. Complete with the following colors:

Pink  purple  White  black  Green
Blue  Yellow  orange  red

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Exercise b. Color each balloon a different color. Then complete the sentences below.

1. Balloon number one is ____________.
2. Balloon number two is ____________.
3. Balloon number three is ____________.
4. Balloon number four is ____________.
5. Balloon number five is ____________.
6. Balloon number six is ____________.

Exercise c. Can you complete these sentences?

1- The sun is ______________
2- The apples are ______________
3- The trees are ______________
4- The sky is ______________
5- The carrots are ______________
Days of the week

Exercise a. Complete the chart with the days of week.

<table>
<thead>
<tr>
<th>yesterday</th>
<th>today</th>
<th>tomorrow</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Wednesday</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Friday</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sunday</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Saturday</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tuesday</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Thursday</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Monday</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday</td>
<td>Friday</td>
<td>Saturday</td>
</tr>
<tr>
<td>Sunday</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Exercise b. Unscramble the words.

Unasyd ________________
Nomyad ________________
Esutady ________________
Dwesenayd ________________
Srthdyua ________________
Irdfya ________________
Yasarudt ________________
Exercise c. Use the text clues below and fill in the blanks with the days of the week. Use Sam’s schedule below to help you.

**Across**

2. Sam studies Art on __________. (week day 5).
3. Sam studies Math on __________. (week day 4).
4. On __________. (week day 3) Sam plays football.
5. Sam goes to school on __________. (week day 1).
6. Sam does her homework on __________. (week day 7).

**Down**

1. On __________. (week day 6) she goes to the park.
3. Sam studies English on __________. (week day 2).

**Sam’s Schedule**

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>goes to</td>
<td>goes to</td>
<td>studies</td>
<td>plays</td>
<td>studies</td>
<td>studies</td>
<td>goes to</td>
<td>does her</td>
</tr>
<tr>
<td>school</td>
<td>school</td>
<td>English</td>
<td>football</td>
<td>Math</td>
<td>art</td>
<td>the park</td>
<td>homework</td>
</tr>
</tbody>
</table>

105
Exercise a. Read and order.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>May</th>
<th>July</th>
<th>March</th>
<th>November</th>
</tr>
</thead>
<tbody>
<tr>
<td>December</td>
<td>September</td>
<td>June</td>
<td>October</td>
</tr>
<tr>
<td>August</td>
<td>April</td>
<td>February</td>
<td>January</td>
</tr>
</tbody>
</table>

Exercise b. Answer the following questions

What month is this month?

What month is next month?

What month was last month?

What month is your birthday?
The seasons

Exercise a. choose the correct text and label the season.

Spring
Summer
Autumn
Winter

Exercise b. Complete the sentences

In ________ we go to the beach. In ________ the leaves fall from the trees. The weather is ________.

The weather is ________.

In ________ it snows. In ________ the flowers grow. The weather is ________.

The weather is ________.
Exercise c. complete the following sentences with the correct word.

**SPRING**
1. All the trees and plants are in ___.
2. The __ start singing sweet songs.
3. The weather gets ___.
4. The trees bring new ___ on their branches.
5. Swarms of ___ rush at the flowers.
6. Colourful ___ fly up in the air.

**SUMMER**
1. The weather is ___.
2. The ___ are very long.
3. People wear shorts and ___.
4. Children love to go to the ___ to have a bath into the sea.
5. Everyone loves to eat ___.
6. The fruits ___ and are ready to be eaten.

**AUTUMN**
1. Leaves are ___ off trees.
2. The birds ___ southward.
3. The ___ are harvested.
4. The weather is cool and ___ and the days are getting shorter.
5. A new school year ___.
6. People wear raincoats and carry an ___.

**WINTER**
1. A white layer of ___ covers the ground.
2. People wear thick coats, ___ and boots.
3. The weather is very ___.
4. Children love making ___.
5. The ___ get longer.
6. ___ dance in the air.
Exercise a. Complete the quiz with a time word, e.g., a minute

Sixty seconds = a ________________

Sixty minutes = an ________________

Twenty-four hours = a ________________

Seven days = a ________________

Four weeks = a ________________

Twelve months = a ________________

Exercise b. complete the expressions.

<table>
<thead>
<tr>
<th>M, T, W, TH, F, S, S.</th>
<th>Every day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1, week 2, etc.</td>
<td>Every w</td>
</tr>
<tr>
<td>Jan, Feb, March, etc.</td>
<td>Every m</td>
</tr>
<tr>
<td>2001, 2002, 2003, etc.</td>
<td>Every y</td>
</tr>
<tr>
<td>Only on Mondays</td>
<td>Once a ______</td>
</tr>
<tr>
<td>On Mondays and Wednesdays</td>
<td>Twice a ______</td>
</tr>
<tr>
<td>On Mondays, Wednesday, and Fridays</td>
<td>Three times a</td>
</tr>
<tr>
<td>In January, April, July, and October</td>
<td>Four times a</td>
</tr>
</tbody>
</table>

**Exercise c. Answer the following questions.**

How often do you do exercise?

______________________________

How often do you eat meat?

______________________________

How often do you eat fish?

______________________________

How often do you see your friends?

______________________________

How often are you in a hurry?

______________________________
Exercise a. Complete this information about you.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Country/city</th>
<th>Nationality</th>
<th>Age</th>
<th>Student</th>
<th>Address</th>
<th>e-mail</th>
<th>phone number</th>
<th>cell phone</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>no</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Lesson 10  

Personal information
Exercise b. complete the following information

First name:

Last name:

Nationality:

Occupation:

First name:

Last name:

Nationality:

Occupation:
Exercise a. Look at the words in the chart then write them under the correct pictures.

Exercise b. Write the name of a job to complete the sentences

1. A _________ and a _________ work in a hospital and take care of you when you are ill.
2. An _________ designs and builds large buildings and bridges.
3. A _________ keeps an office, school or hotel clean and tidy.
4. Some who works in a school classroom and helps students is called _________
5. A person who works in a court and can help people on trial is called a _________
6. Some who cuts and styles your hair to make it look good is called a _________
7. Someone who helps you in a shop when you want to buy something is called a _________
8. A person who works to stop crime is a _________
9. A_________ works at the front desk of a building and welcomes visitors and answers the phone.
10. An _________ works for a company and usually uses a computer and phone.
The family

Exercise a. Write down the term for the opposite sex:

Uncle ___________ grandfather
Brother ___________ daughter
Mother ___________ aunt
Grandmother ___________ husband
Nephew ___________ sister
Wife ___________ father
Son ___________ niece

Exercise b. Complete the crossword of family members.

Across
2. gr _ _ d _ a (7)
7. h _ s _ _ d (7)
9. s _ s _ _ r (6)
10. un _ _ _ (5)
11. w _ f _ (4)

Down
1. g _ _ dm _ (7)
3. a _ _ t (4)
4. f _ th _ r (6)
5. c _ _ s _ n (6)
6. m _ th _ r (6)
8. br _ _ er (7)
Exercise c. Look at the family tree below. Pretend you are the girl that is highlighted "as me. Answer the questions below about your family.

What is my brother's name? ______________
Who is my father? ______________
What is my grandmother's name? ______________
What are my cousin's name and ______________
Who is my aunt? ______________
What is my mother's name? ______________

Exercise d. unscramble the following words:

cleun __________ thermo __________
rotherb __________ randerthomg __________
phenew __________ tersis __________
therfa __________ therafnargd __________
Exercise a. Match the words with the pictures by inserting the correct number into the circle.
Exercise b. Put the right verbs in the blank space.

| Have (x3) | drive |
| Get up    | take  |
| Get       | get   |
| ready     | Make (x2) |
| leave     | Makes |
| comes     |       |

I usually ____________ before the children at 7:00 o’clock. I ____________ a shower and I ____________ dressed.
Then I go downstairs and ____________ breakfast. My daughter usually ____________ the beds before she ____________ down for breakfast.
We always ____________ breakfast together but I only ____________ coffee.
Before the children ____________ the house I ____________ sandwiches for them to take to school.
Then, after the children leave for school, I ____________ for work.
I usually ____________ to work but sometimes I ____________ the bus.
Exercise c. Circle the daily routines when the teacher names them. Then write them in order below.

1. ____________________________ 7. ____________________________
2. ____________________________ 8. ____________________________
3. ____________________________ 9. ____________________________
4. ____________________________ 10. ____________________________
5. ____________________________ 11. ____________________________
6. ____________________________ 12. ____________________________
Common adjective

An adjective is the word that describes a noun.

Exercise a. Describe the followings things and persons.

For example 1. A happy boy

2. ____________
3. ____________
4. ____________
5. ____________
6. ____________
7. ____________
8. ________________
9. ________________
10. ________________
11. ________________
12. ________________

Exercise b. Fill in the blanks with correct adjective.

I saw a _______ bear.  (tiny/large)

I saw _______stars.  (Many/full)

An _______ man posts a letter.  (Cold/old)

Bella bakes _______cakes.  (yummy/icy)

Exercise c. Color each picture. Then right four adjectives to describe each picture. Be creative.
Exercise d. write an adjective on the line to complete the sentences. The adjective should describe the underlined noun.

1. There was a _____________ kitten on the porch.

2. Garrett told his classmates a _______________ joke.

3. The ______________ noise made Elaina jump out of her seat.

4. It was hard to stand next to the _______________ fire.

5. I brought my teacher a _____________ apple.

6. There were _________________ squirrels in the yard.

7. Ashton was wearing a _________________ shirt at school today.

8. All of the boys stared at the _________________ girl in class.

9. Krystian brought some _________________ cookies to school.

10. A bald eagle was taking care of _________________ eggs in her nest.
Exercise a. Choose the correct word for each picture.

Clothes vocabulary

- skirt
- pants
- hat
- sweater
- shorts
- shirt
- dress
- socks
- shoes
- jacket
Exercise b. Fill the crossword.

```
ACROSS
3. dress 16. coat
7. pants 17. hat
9. sweatshirt 19. tights or stockings
14. shirt 20. gloves
15. jacket 21. suit

DOWN
1. blouse 10. clothing
2. boots 11. pajamas
4. socks 12. skirt
5. t-shirt 13. umbrella
6. purse 15. tie
8. belt 18. overalls
```
Exercise c. Look at the pictures and describe what they are wearing

1. The dog is wearing a __________ jacket.
2. The cat is wearing a __________.
3. __________
4. __________
5. __________
6. The umbrella is __________.

7. The man is wearing __________.
8. The woman is wearing __________.
9. The child is wearing __________.
10. __________
11. __________

12. __________
13. __________
14. __________
15. __________
16. __________
Exercise a. Look at the chart and complete with the correct word.

<table>
<thead>
<tr>
<th>Bread</th>
<th>pear</th>
<th>cookies</th>
<th>pineapple</th>
<th>fruit</th>
</tr>
</thead>
<tbody>
<tr>
<td>milk</td>
<td>Fish</td>
<td>meat</td>
<td>cereal</td>
<td>chocolate</td>
</tr>
<tr>
<td>banana</td>
<td>Candies</td>
<td>vegetables</td>
<td>eggs</td>
<td>cheese</td>
</tr>
<tr>
<td>juice</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Exercise b, match words and pictures

apple
banana
cake
cheese
chocolate
hamburger
ice-cream
orange
pizza
potatoes
tea
tomato

Write the words

1. Something yellow  : ______
2. Something brown   : ______
3. Something red or green : ______
4. Something very cold : ______
Exercise c, write below the images the food you like and the food you don't like
Exercise a. Put the men in the queue in order.

Exercise b. Reorder the ordinal numbers.
Exercise c. Read the following sentences and then fill in the blank with the correct ordinal number.

February is the __________ (first, second, fourth) month of the year.

Tomorrow is the first day of June. June is the __________ (second, twelfth, sixth).

This year. Easter is in April. We will celebrate it during the __________ (first, eighth, fourth).

Jenna will spend Christmas at her Grandma’s house this year. She will travel to Grandma’s during the __________ (third, eleventh, twelfth) month.

Exercise d. Write the right position by using the ordinal numbers.

1) Ann is __2nd__ to the right of Kate.
2) John is _____ to the right of Helen.
3) Sandy is _____ to the left of Cathy.
4) Julie is _____ to the right of Sandy.
5) Cathy is _____ to the right of Ann.
6) David is _____ to the left of John.
7) Mike is _____ to the left of John.
8) Sam is _____ to the right of Mike.
9) Helen is _____ to the left of Sam.
10) Kate is _____ to the left of Cathy.
Preposition of the place

Exercise a. Fill in the blanks with the missing prepositions.

1) The clock is ....................the wall.
2) The ball is ....................the table.
3) The cat is ....................the armchair.
4) The table is ....................the armchair.
5) The carpet is ....................the floor.
6) The lamp is ....................the table.
7) The flowers are ....................the vase.
8) The table is ....................the chair and the armchair.
Exercise b. Complete with in/ under/ behind/ on/ at/ between.

1. There is ___ doll _____ the sofa.
2. There is ___ ball _____ the table.
3. There is ___ cat _____ the armchair.
4. There is ___ apple _____ the table.
5. There is ___ dog ______ the table.
6. There is ___ umbrella _____ the sofa.
7. There is ___ picture _____ the wall.
8. There is ___ vase _____ the table.
9. There ___ robot _____ the floor.
10. There is __ car _____ the armchair.
Exercise c. Look at the picture and write.

Where is the ball? Where are the fish? Where is the table? Where is the cat? Where is the dog? Where is the pillow? Where is the magazine? Where is the armchair? Where are the fishbowl? Where are the table and the dog? Where are the fishbowl?

It's under the table. It's under the fishbowl. It's under the armchair. It's under the pillow. It's under the cat. It's under the fishbowl. It's under the table and the dog. It's under the table.

<table>
<thead>
<tr>
<th>on</th>
<th>next to</th>
<th>in front of</th>
<th>on</th>
<th>under</th>
<th>between</th>
<th>in</th>
<th>behind</th>
</tr>
</thead>
</table>

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### Subject pronouns

**Exercise a.** Choose the correct personal pronouns (he, she, it, they)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="A farmer" /></td>
<td><img src="image2" alt="A book" /></td>
</tr>
<tr>
<td><img src="image4" alt="A dog" /></td>
<td><img src="image5" alt="A girl" /></td>
</tr>
<tr>
<td><img src="image7" alt="A family" /></td>
<td><img src="image8" alt="Kids" /></td>
</tr>
<tr>
<td><img src="image10" alt="A boy" /></td>
<td><img src="image11" alt="A rose" /></td>
</tr>
</tbody>
</table>

**Exercise b.** Change these sentences

*Example: My father is tall. He is tall.*

- **This ball** is small. **_____** is small.
- **This rose** is red. **_____** is red.
- **My father** is a farmer. **_____** is a farmer.
- **My mother** is thirty. **_____** is thirty.
- **Asta** is my dog. **_____** is my dog.
Exercise c. Write the correct personal pronoun.

1. Vanessa ________
2. Peter ________
3. Elvis and Sophia ________
4. Violin ________
   you ________
5. Susan ________
6. My mother ________
7. Tiger ________
8. Charlie and Paul ________
9. Table ________
10. Emmy and Any ________
11. Mary and me ________
12. My friends ________
13. Banana ________
14. Julie and Maggie ________
15. Snake ________
16. My sister ________
17. Dictionary ________
18. Mr. Brown and ________
19. Rabbit ________
20. Woman ________
21. The boy ________
22. The trees ________
23. The house ________
24. Man ________
25. the dog ________
26. Juan and you ________
27. my grandfather ________
28. Computer ________

Exercise d. Write the correct subject pronoun.

1. To talk to your female teacher, use ____________.
2. To talk about your female teacher, use ____________.
3. To talk to a young boy, use ____________.
4. To talk about a young boy, use ____________.
5. To talk to your teachers (both male and female), use ____________.
6. To talk about your female teachers, use ____________.
7. To talk to a group of your male friends (in Spain), use ____________.
8. To talk to your boss, use ____________.
9. To talk to your aunt and uncle (in Mexico), use ____________.
10. To talk about yourself, use ____________.
11. To talk to your little sister, use ____________.
12. To talk about your female cousins (in Mexico), use ____________.
13. To talk about your parents, use ____________.
14. To speak about a group of people (male and female) of which you are a part, use ____________.
Exercise a. Look at the chart and complete with a verb.

<table>
<thead>
<tr>
<th>Play</th>
<th>meet</th>
<th>find</th>
<th>draw</th>
</tr>
</thead>
<tbody>
<tr>
<td>see</td>
<td>Use</td>
<td>ride</td>
<td>take</td>
</tr>
<tr>
<td>help</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

_____a bike       _____some money       _____photos

_____a friend      _____chess          _____a picture

_____Someone      _____a movie         _____a computer
Exercise b. Complete the sentences with the verbs in the chart.

<table>
<thead>
<tr>
<th>Cook</th>
<th>eat</th>
<th>listen</th>
<th>Do</th>
<th>go</th>
<th>live</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drink</td>
<td>have</td>
<td>play</td>
<td>Drive</td>
<td>like</td>
<td>read</td>
</tr>
</tbody>
</table>

Rob _______ the guitar.
Sara doesn’t _______ fast food.
He _______ to the radio.
They _______ in an apartment.
Jimmy _______ to the movies.
She _______ a Toyota car.
Delia _______ dinner.
I really like _______ housework.
You _______ a newspaper.
We _______ coffee
They _______ children.
She _______ animals