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

EDUCATIONAL PROJECT

TOPIC:
BASIC VOCABULARY TO IMPROVE THE ENGLISH LANGUAGE

PROPOSAL:
DESIGN AND APPLY A HANDBOOK WITH VOCABULARY ACTIVITIES EXERCISES.

In Partial Fulfillment of the Requirements for the degree of:
LICENCIADAS EN CIENCIAS DE LA EDUCACIÓN
MAJOR IN: LENGUA Y LINGÜÍSTICA INGLESA

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GUAYAQUIL-ECUADOR
2015
DEDICATION

I dedicate this project that allows me to obtain one of the goals in my professional career.

To my dear parents: Angel Franco and Alexandra Espinoza, who gave to me unconditionally their love, comprehension, guide and support in which I have needed to culminate this project successfully.

To my dear boyfriend, Ricardo Sanchez, who helps to me in all moment of my life, gave to me unconditionally love, comprehension and care, guide and support in which I have needed to culminate this project successfully.

To my dear workmates: Ingrid Calderon and Pedro Rivera, who help to me in all moment of my life, gave to me unconditionally help, comprehension, care, guide and support which I have needed to culminate this project successfully.

MARCIA FRANCO ESPINOZA.
ACKNOWLEDGEMENT

First I give thanks to our Creator for giving me the clarity and focus for this project to be undertaken in the best way.

To my classmate and friend of the project, Katheryne for her support and sincere friendship.

To my guide and tutor MSc. Alfonso Sánchez who patiently help me to correct this project. Thanks to his knowledge I can conclude this project. I wish that God always blessing his life.

MARCIA FRANCO ESPINOZA.
DEDICATION

This thesis is dedicated to four people; my parents and my lovely brothers.

My parents; Mercy Ochoa and Javier Valverde, who have given me the opportunity of an education from the best institutions and support through my life.

And for my brothers; Kevin Xavier and José Andrés, who have showed their patient, tolerance and their love over my life

This job is for you, ‘A lot of thanks’ for being who are in my life...

KATHERYNE VALVERDE OCHOA.
ACKNOWLEDGEMENT

First I give thanks to our Creator for a lot of blessings that He gives me over my life.

To my parents and my brothers, who give me their support and tolerance along this thesis.

Sincerely, I cannot find words to express my gratitude to all people who directly or indirectly supported me over these years…

KATHERYNE VALVERDE OCHOA.
TITULO: Mejorar el vocabulario básico en el idioma inglés

PROPUESTA: Diseño y aplicación de un cuadernillo de trabajo con ejercicios y actividades de vocabulario

AUTORES: Marcia Alexandra Franco Espinoza, Katheryne Elizabeth Valverde

TUTOR: MSC. Alfonso Sánchez Ávila

RESUMEN

Muchos son los problemas que enfrenta el sistema de enseñanza ecuatoriana hoy. Varios de ellos están causando efectos muy negativos sobre la calidad de la educación. El uso de la metodología tradicional al presentar los contenidos de vocabulario y la falta de motivación constante son factores reales que están afectando el desempeño lingüístico de los estudiantes en el aula. Si los estudiantes no tienen una amplia variedad de vocabulario que no serán capaces de entender lo que otros dicen y sin un buen conocimiento de palabras y sus significados, su comprensión será muy limitada. Es por eso que es importante hacer hincapié en la lectura y la interacción verbal con solo la construcción de un fuerte vocabulario de trabajo.

El vocabulario es una de las principales habilidades que los estudiantes deben desarrollar para desarrollar éxitos académicamente. Es la llave que va a ayudar a los estudiantes a comunicarse eficientemente usando las palabras correctas y necesarias en su habla y la escritura.

Palabras claves: Vocabulario básico, palabras nuevas, estrategias eficientes
TOPIC: Basic vocabulary to improve the English language.
PROPOSAL: Design and apply a handbook with vocabulary activities and exercises
AUTHORS: Marcia Alexandra Franco Espinoza, Katheryne Elizabeth Valverde Ochoa
TUTOR: MSC. Alfonso Sánchez Ávila

ABSTRACT

They are major issues facing the Ecuadorian teaching system today. Several of them are causing very negative effects on the quality of the education. The use of traditional methodology to present the vocabulary contents and the lack of constantly motivation are real factors that are affecting the linguistic performance of the students in the classroom.
If the students do not have a wide range of vocabulary they will not be able to understand what others say and without a good knowledge of words and their meanings, they will be poorly understood. That is why it is important to emphasize reading and verbal interaction just by building a strong working vocabulary. Vocabulary is one of the principal skills which students should develop in order to achieve academically. It is the key which is going to help students to communicate efficiently using the correct and necessary words in their speech and writing.

Keywords: basic vocabulary, new words- effective strategies
INDEX

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEDICATION</td>
<td>II - IV</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENT</td>
<td>III - V</td>
</tr>
<tr>
<td>INDEX</td>
<td>VI</td>
</tr>
<tr>
<td>REPOSITORIO SENESCYT</td>
<td>X</td>
</tr>
<tr>
<td>SENESCYT REPOSITORY</td>
<td>XI</td>
</tr>
<tr>
<td>APPROVAL LETTER</td>
<td>XII</td>
</tr>
<tr>
<td>INTRODUCTION</td>
<td>1</td>
</tr>
</tbody>
</table>

CHAPTER 1: THE PROBLEM

Location of the problem in context | 3
Conflict – situation              | 3
Causes and Consequences           | 4
Formulation of the problem        | 5
Variables                        | 5
Delimitation of the problem       | 5
Evaluation of the problem         | 6
General objective                 | 6
Specific objectives               | 6
Justification and Importance      | 7

CHAPTER 2: THEORICAL FRAMEWORK

Vocabulary                        | 8
Importance of Vocabulary          | 9
Active and Passive vocabulary     | 10
Types of Vocabulary               | 11
   Listening Vocabulary            | 11
   Reading Vocabulary              | 12
   Speaking Vocabulary             | 12
   Writing Vocabulary              | 13
How to present vocabulary         | 13

IX
1. Pictures or illustration 14
2. Mime or gestures 14
3. Realia 15
4. Context or situations 16
5. Puzzle and Games 17

Handbook 18
Epistemological Foundation 19
Pragmatism 20
Pedagogical Foundation 20
  Constructivism 21
  Constructionist Learning 22
Psychological Foundation 23
Sociological Foundation 24
Legal Foundation 24
Contextual Framework 25

CHAPTER III: THE METHODOLOGY
Antecedents 27
Modality of the Investigation 27
Field Research 27
According to the Evidence: Action Research 28
Types of Investigation. 29
  1. For its purpose 30
  2. For its application 30
Level of Investigation
  Level 1: Exploratory 31
  Level 2: Descriptive 31
  Level 3: Explanatory 32
Procedure of the Investigation 32
Instrument of the Investigation 32
Definition of methods 32
Types of methods 33
  1. Direct Observation 33
2. Inductive method
3. Deductive method
4. Scientific Research

Techniques

Types of techniques
1. Survey
2. Interviews
3. Population
4. Sample

Stratum
Teacher's interview
Chairman's interview
Survey to the students

CHAPTER IV: ANALYSIS OF THE RESULTS
Analysis of Survey to the students
Analysis of the results: Survey to the students
Conclusion and Recommendation
Conclusions
Recommendations

CHAPTER V: THE PROPOSAL
Background
View
Mission
Justification
Diagnostic
Pedagogical Aspect
Social Aspect
Psychological Aspect
Objectives of the Proposal
General Objective
Specifics Objectives
Description of the proposal
# REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA

## FICHA DE REGISTRO DE TESIS

<table>
<thead>
<tr>
<th>TITULO Y SUBTITULO:</th>
<th>“Mejorar el vocabulario básico en el idioma inglés”</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROPUESTA:</td>
<td>“Diseño y aplicación de un cuadernillo de trabajo con ejercicios y actividades de vocabulario”</td>
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</table>

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| RESUMEN:             | Muchos son los problemas que enfrenta el sistema de enseñanza ecuatoriana hoy. Varios de ellos están causando efectos muy negativos sobre la calidad de la educación. El uso de la metodología tradicional al presentar los contenidos de vocabulario y la falta de motivación constante son factores reales que están afectando el desempeño lingüístico de los estudiantes en el aula. Si los estudiantes no tienen una amplia variedad de vocabulario que no serán capaces de entender lo que otros dicen y sin un buen conocimiento de las palabras y sus significados, su comprensión será muy limitada. Es por eso que es importante hacer hincapié en la lectura y la interacción verbal con sólo la construcción de un fuerte vocabulario de trabajo. El vocabulario es una de las principales habilidades que los estudiantes deben desarrollar para lograr éxitos académicamente. Es la llave que va a ayudar a los estudiantes a comunicarse eficientemente usando las palabras correctas y necesarias en su habla y la escritura. |

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**FIJA DE REGISTRO DE TESIS**

**TITULO Y SUBTITULO:** Basic Vocabulary to improve the English language - Design and apply a handbook with vocabulary activities

**AUTOR:** FRANCO ESPINOZA MARCIA ALEXANDRA - VALVERDE OCHOA KATHERYNE ELIZABETH  
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**INSTITUCION:** UNIVERSIDAD DE GUAYAQUIL  
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**PALABRAS CLAVE:** BASIC VOCABULARY - NEW WORDS - EFFECTIVE STRATEGIES -

**RESUMEN:**

They are major issues facing the Ecuadorian teaching system today. Several of them are causing very negative effects on the quality of the education. The use of traditional methodology to present the vocabulary contents and the lack of constantly motivation are real factors that are affecting the linguistic performance of the students in the classroom. If the students do not have a wide range of vocabulary they will not be able to understand what others say and without a good knowledge of words and their meanings, they will be poorly understood. That is why it is important to emphasize reading and verbal interaction just by building a strong working vocabulary. Vocabulary is one of the principal skills which students should develop in order to achieve academically. It is the key which is going to help students to communicate efficiently using the correct and necessary words in their speech and writing.

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De mis consideraciones:

En virtud de la designación mediante el oficio # 243 emitida por la dirección de la Escuela de Lenguas y Lingüística, Facultad de filosofía, Letras y Ciencias de la Educación 29 de octubre 2013, en la cual se me nombro consultor del proyecto educativo de la Licenciatura en Ciencias de la Educación, especialización Lenguas y Lingüística tengo a bien informar lo siguiente:

Que el grupo integrado por:

Marcia Alexandra Franco Espinoza- Katheryne Elizabeth Valverde Ochoa

Diseño y ejecuto del proyecto:

BASIC VOCABULARY TO IMPROVE THE ENGLISH VOCABULARY

Con la propuesta:

Design and apply a handbook with vocabulary activities exercises.

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

Las participantes han ejecutado las diferentes etapas constitutivas del proyecto; por lo expuesto se procede a la APROBACION y pone a nuestra consideración de rigor para los efectos legales correspondientes.

Muy Atentamente,

[Signature]

Msc. Alfonso Sanchez Avila
Sub- Director – Asesor
Habiendo sido nombrado Alfonso Sánchez Ávila, tutor del trabajo de titulación certifico que el presente trabajo de titulación ha sido elaborado por Marcia Alexandra Franco Espinoza con C.C. 099531517, y Katheryne Elizabeth Valverde Ochoa con C.C. 1310936446 con mi respectiva supervisión como requerimiento parcial para la obtención del título de **Lengua y Literatura Inglesa**.

Se informa que el trabajo de titulación: **"Basic vocabulary to improve the English language. Design and apply a handbook with vocabulary activities and exercises"** ha sido orientado durante todo el periodo de ejecución en el programa antiplagio (URKUND) quedando el 9 % de coincidencia.
INTRODUCTION

Our problem is based in “Basic Vocabulary to improve the English language” in the students of first bachelor year B. G. U. at “Simón Bolívar” High School, and our proposal is “Design and apply a handbook with vocabulary activities” to encourage the English learning and motivation in this subject.

Our proposal is very important for the students at the “Simon Bolivar” High School because the students get a new knowledge about this subject and this help to develop their abilities in different environment of the studies and personal life.

This project is executed at Simon Bolivar High School because the students have much deficiency in English, so they do not have teacher who help and teach them the different things in this subject.

Our project has been performed according to the following steps:

Chapter I

In this chapter, the problem is identified in context its origins and its consequences are analyzed. There is an evaluation of the problem and the proposal to solve it is formulated.

Chapter II

It constitutes the theoretical framework where the theoretical concepts related to the topic are evaluated. The contextual and legal aspects are also reviewed. A glossary is selected for a better understanding.
Chapter III

Provides an overview of the methodology, the types and levels of investigation, the methods and techniques applied in elaborating the work. As well as, the instruments used for the research and corresponding analysis of the results.

Chapter IV

It is included the administrative framework, which mentions all the people participating the investigation, the material used to develop this project and the expenses made in order to carry out the project.

Chapter V

It refers to the proposal and the result of the investigation we also determined whether the objectives were fulfilled, how the process of the application was develop and the revision of the legal and sociological aspects.

For evidence of this project we have included documents, photographs, interviews and evaluation forms, which are included at the Annex Section.
CHAPTER I
THE PROBLEM

LOCATION OF THE PROBLEM IN THE CONTEXT

Everybody knows in nowadays the English language constitutes a main way to communicate around the world that is why it is necessary that our students can use this language like their own mother language or although to express basic ideas about whatever topic. But for to express ideas it is necessary, person has an extensive vocabulary for using in the moment that he or she is referring a specific topic or an actually theme. So, when students do not have vocabulary or they have a poor vocabulary, it means a big problem in the moment that they want to communicate to others; that is the base of our project.

This project is basically based on the need of having a basic vocabulary to improve the English language with students of first bachelor year B.G.U at “Simón Bolívar” High School, which is located in the north of Guayaquil city.

This need was ascertained in this institution throughout some direct observations and interviews that we have with students, where we noticed that they could not understand a short conversation in English language.

Also we have educational barriers as teaching with traditional and archaic methodology, lack of motivation, and specially the displeasure and fear to English language.

CONFLICT SITUATION

Poor vocabulary means a problem because students do not know how to make sentences to participate in short English conversations, or they do not know how to express their different ideas about a topic, and often they
do not pay attention and miss concentration, creating lack of motivation to participate actively in the English hours in classroom.

Besides some teachers do not use interactive methodology to present the vocabulary references, they do not use interactive and new didactic resources in class to explain and to practice the new words, all these situations create an environment where exists lack of motivation in learning a new language.

When we learn a new language like English is very important that we can practice it, in and out of the classroom like in daily routine. Because if people do not have the need or do not feel motivated to communicate in real life, the new content and vocabulary is easily forgotten.

But in “Simón Bolívar” high school, the structure for the English classroom/laboratory, the methodology to teach English and the student’s motivations are not the better for learning this language; that is why we talked with teachers and directives and decided to elaborate a handbook with vocabulary to motivate students to develop comprehension and improve the language learning process in this institution.

### CAUSES AND CONSEQUENCES

<table>
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<tr>
<th>Causes</th>
<th>Consequences</th>
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<tbody>
<tr>
<td>No didactic resources to teach English.</td>
<td>The classes have traditional methodology.</td>
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<tr>
<td>Teachers do not interact/talk in English to their students.</td>
<td>The classes have traditional methodology.</td>
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<tr>
<td>There are few English sessions in a week.</td>
<td>Exist a low speaking skill; students do not understand English language.</td>
</tr>
<tr>
<td>No English at home</td>
<td>Students cannot practice to anybody that is why they have a low English level. They forget the classes.</td>
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Source: Simon Bolivar High School
Researches: Marcia Franco and Katheryne Valverde
FORMULATION OF THE PROBLEM

What is the incidence when applying vocabulary techniques to improve the English language?

VARIABLES OF THE INVESTIGATION

Independent variable: Application a handbook of vocabulary activities exercises.

Dependent variables:

- To increase vocabulary
- To improve English language
- Motivate students to have an active participation in class through communicative activities.

DELIMITATION OF THE PROBLEM

Field: Educate; High School

Area: Foreign Language; English

Aspect: School Institution

Topic: Basic Vocabulary to improve the English language.

Proposal: Design and apply a handbook with vocabulary activities exercises.
EVALUATION OF THE PROBLEM

Clear: The content of this work is going to be easy understand because we are going to use grammatical concordance, specific words and glossary to a better comprehension.

Original: This work is original because teachers find a useful and interactive vocabulary to teach science and improve learning.

Feasible: The Directive Staff of high school give us the necessary facilities in the institutions and also we have all resources to apply the proposal.

Relevant: The implement of this project will contribute a better overall education of the students.

Evident: The project is based on a problem that we live everyday and the correct execution of this project is a motivation.

OBJECTIVES OF THE INVESTIGATION

GENERAL OBJECTIVE
To evaluate students’ vocabulary and their active class participation through the application of a handbook with vocabulary activities to improve the English language of the students from first bachelor year B.G.U at “Simón Bolívar” High School

SPECIFIC OBJECTIVES
- To determine students’ basic level
- To encourage students through an interactive vocabulary with basic English knowledge
- To apply an interactive vocabulary in the teaching learning process in the subject.
- To design activities to improve vocabulary
- To practice pronunciation through phonemic awareness
- To evaluate new knowledge
QUESTIONS OF INVESTIGATION

- What is the importance of vocabulary in English language?
- How many strategies and techniques for teaching English vocabulary are there?
- Will an interactive vocabulary have a good result in English learning?

JUSTIFICATION AND IMPORTANCE OF THE RESEARCH.

When we learn English, we have to know there are so many aspects to improve; vocabulary, grammar, pronunciation, conversation, writing, etc.

However, the vocabulary is one of the most important part of the language in which students and teachers must focus in order to develop the rest of the skills. It allows us to organize words to make sentences, and to be able to communicate even if we do not manage grammar structures.

When people have vocabulary, they can express their ideas and how they feel in whatever situation that they are passed.

That is why the purpose of this study to examine the effects of the vocabulary activities on the improve of English language for the students from the first bachelor year B.G.U at “Simón Bolívar” High School, because they will the main beneficiaries of this project because they will reformed their basic English knowledge.

With this project the second beneficiaries are English teachers, because they will have an original material about English vocabulary so they can practice and review as the students have learnt.

Finally, this project will help to the institution because their students will have material for working and improving their English language.
CHAPTER II

THE THEORETICAL FRAMEWORK

BACKGROUND

This project is made at “Simón Bolívar” high school, after reviewing the relevant files and documentation of this center and we found that in this institution does not exist other projects like this, and it will be vocabulary for us, one of the most important part of English subject that a person has to develop for understanding and employing this language we think it is appropriate to introduce our project; ‘Basic vocabulary to improve the English language’ in these students for helping them to get a success in their real English language.

THEORETICAL FOUNDATION

VOCABULARY

Vocabulary is the group of the words that people collected in a long of their lives, that group depends of the different opportunities that each person in that case each student has for their developing.

But it is our goal and our job to give some ideas and techniques for increasing some and varieties of methods that help to our students to get more and more words for their English language.

In summary, we can define ‘vocabulary’ like a big group of words that each person has depending of this or her realia.

Cambridge advanced learner’s dictionary defines vocabulary as, “1. All the words known and used by a particular person. 2. All the words
that exist in a particular language or subject” (Cambridge University, 2014)

And for Oxford advanced learner’s dictionary vocabulary is,

1. All the words that a person knows or uses to have a wide/limited vocabulary. 2. All the words in a particular language. 3. The words that people use when they are talking about a particular subject. (Oxford University, 2010)

According to these definitions, vocabulary is the small or big group of the words that a person has in his or her use every day. These words are learnt for each person and their knowledge depends on the culture, the age and the environment in which person grows. So, it indicates that each person has his or her own vocabulary but it is truth that in the moment that people share time and experiences into them, they can learn more vocabulary from others; and after that they can use the new word and in this way the people’s vocabulary grow.

IMPORTANCE OF VOCABULARY.

In English language like in all language there are some skills that they are necessary to develop for getting the total comprehension of it; grammar, listen, reading, speaking.

These four skills you will find in Vocabulary, because if the students do not know the meaning of the words, they cannot use them for expressing their ideas in their real life.

For Butler, “The goal of vocabulary instruction is to help students to learn the meaning of many words so they can communicate effectively and achieve academically” (Shari Butler, 2010).
It means the learning of vocabulary in the student’s life constitutes in a main tool for understanding the language, and it is this skill which provides to person the necessary support to develop her or his abilities language.

In that way, the students can get their own goals, because they can express their ideas, questions, doubts, etc. It means their level of communication rises when they can understand what people want to express. This situation helps to students to develop in some learning areas where the English knowledge is indispensable because if students get a big vocabulary, it is more probable they achieve big success in their life.

**ACTIVE AND PASSIVE VOCABULARY.**

In every relation between people, their vocabulary grows and increases, but also it is truth that in a long of their lives they do not use all the words that they learn. So, it is common some words are more familiar in the use than others, when the person has to refer some ideas about a determinate topic or thing.

That is why; the study of vocabulary divided its learning into two different fields, the active vocabulary and the passive vocabulary.

Collins English Dictionary defines the two fields in this way; passive vocabulary is “All the words that a person can understand” (Collins, 2012) and active vocabulary is “The total number of words a person uses in his or her own speech and writing” (Collins, 2012).

It means, all words that the person knows but not necessary exist in the person’s daily routines belong of the passive vocabulary group. On the other hand, the active vocabulary refers to all words that the person knows and uses in his or her daily life for communicating.

Anyway the vocabulary skill is very important in the moment where people want to communicate something, because if people do not have words to
express their ideas, nobody understands them although they have good knowledge about others skills. So, the vocabulary constitutes the key of communication in whatever language.

TYPES OF VOCABULARY.

The part of vocabulary is divided into four types; listening vocabulary, reading vocabulary, writing vocabulary and speaking vocabulary.

Each type of vocabulary has a unique function in our students’ lives, because each student can develop independent the type of vocabulary that they want.

It is really, in the most of cases the children learns listening vocabulary first, in second place is spoken, then reading and in the last writing.

The total of words that each person has and uses are depending of their growing up, their process of learning and their own specific experiences in along of their lives.

LISTENING VOCABULARY

According to the website wiseGeek.com:

Listening is also a passive type of vocabulary. The listener is able to link the words being spoken to their meaning. This level of understanding is aided by word context, intonation and, if there is visual contact with the speaker, by gestures and facial expressions. Listening is, like reading, an interpretational form of vocabulary.

It means the listening vocabulary belongs to a passive vocabulary because when a person knows a word trough the listening skill, he or she can or cannot remember that, because he or she listen the new word, but
not always the person know the meaning of the words, so that is why the person in some cases does not know how to use the word learnt.

READING VOCABULARY

According to the website wiseGeek.com:

A read vocabulary is a passive one. This means it is the words understood by the reader when he or she is reading a piece of written text. The person is able to recognize the form of the letters and how they correspond to one another, and how their sum is understood. This also includes understanding a word’s spelling, meaning and the exact meaning in its context.

In similar case with the listening vocabulary, the reading one is passive, because not always the person knows the meaning of the new word so it is difficult to use that word in other situation or context. But this type of vocabulary is learnt while people are reading; sometimes the good photography memory helps to accumulate reading vocabulary.

SPEAKING VOCABULARY

According to the website wiseGeek.com:

Speaking is one of the types of vocabulary that demonstrates a person’s knowledge of words. It is an active demonstration that can also rely on other elements such as facial expressions, intonation, pitch and gestures to help others understand its meaning. Knowledge of a word is demonstrated by its good usage and pronunciation.
So, speaking vocabulary is obtained when people talk to other. It is an active vocabulary because it refers to all the words that the person knows and uses in a long of his or her life.

The gestures and facial expressions are very important for understanding the meaning of the speaking vocabulary’s words.

WRITING VOCABULARY

According to the website wiseGeek.com:

> Writing is the active vocabulary equivalent to reading. With reading, it forms the core skills needed for someone to be literate. The writer demonstrates his or her knowledge of a word in terms of its meaning and how to spell it and use it correctly.

Writing vocabulary is an active vocabulary because, this is used frequently for the person when he or she wants to communicate whatever thing. So, it means the group of these words is a common group of words that exist in the person daily life.

HOW TO PRESENT VOCABULARY

Vocabulary is very important into the learning of a new language that is why all the educative community should use effective strategies for practicing this language.

So, all learners have to need knowing the meaning and the form of each new word that they can achieve in their memory.

For memorizing the vocabulary, all students should look up for different ways to help to them for learning and using in their daily life.
And the teacher for teaching a new vocabulary, he can use whatever the following ways to work with their students. When the techniques are good, the age of students does not matter.

There are five techniques that we like teacher can use for teaching vocabulary:

1. PICTURE OR ILLUSTRATION

The teacher can show visual aids or targets words or cardboard for introducing a new vocabulary. We can find some forms of visual aids like flashcards, wall charts and board drawings.

In the ESL/EFL classroom, using visual aids can help students to strengthen and reinforce what they have learned. The reason may be that they allow students to absorb the information through an additional sensory perception. (Allen, Kate, & Marquez, 2000)

In second language learning, the use of visual resources help to students to identify, memorize, recognize and remembering the new words that they have been learning during their hour classes, maybe this form of learning is more practice than others; because that way lets to the students associate the new words with the objects that they look in their own environments.

2. MIME OR GESTURE

Another way to teach vocabulary is the use of Gesture or Mime, in this case the teacher or the student only do or use their own facial expressions and linking with the new words that they want introduce themselves.
Gestures and mime is a good idea for teaching and learning vocabulary. Busy Teacher website said that,

If you teach very young students, it is also common to associate gestures with words to help students remember vocabulary better. Using the same gesture every time you say a particular word or phrase will help these students associate the two (Arntsen, 2010).

It means it is easier to remember the new knowledge if we associate with something that we use or having in our real life, so if someone use an specific gesture for specific word, expression or phrase, the person get memorize it without problem.

In personal opinion, we think that strategy is more convenient for children, because in that age they have more creativity.

3. REALIA

The Realia term is used for talking about situations or things that exists in the real life. So, when we refer to ‘realia’ we talk about concrete objects that exist in the classroom, that students can see and using for building their knowledge. According to Paul Davies,

Realia allows the students to see, feel, hear, and even smell the object being explored. If the real thing is not availed, the teacher must move down the continuum from concrete, to a replica such as a model, to semi-concrete object such as an illustration (Davies, 2000)

It means if teachers include the realia in their classes, they have an demonstration and interactive classes and for that activities the students
could remember the new vocabulary faster than when they only learn through with words on the board.

Some ways to use the realia exist for example, if you want to do an animal vocabulary class, you can use some animal toys for showing the name for each animal, after that the teacher divided the classroom into groups of five students, they have to select five animals and for remembering the class each students should introduce the sound animal and their classmates guess the name of the animal.

4. CONTEXT OR SITUATIONS

Every of us live in an specific environment, in similar situation each words when you use has an specific “environment”, his context.

On the other hand, the clothes that you use depend of the place that you have to visit, in similar situation the meaning for some words depend of the situation. So, the ‘Context or Situation’ help to people to recognize the exactly meaning of the word, that you have to use for using an specific new word.

Some strategies to learn how to “guess” the meaning of the words depend of the situation exist, but Wu Jiangwen and Wang Bindin in their article posted in Cele.org.cn website said that

**Contextual guesswork means inferring meaning from clues in the context.** There are three ways of doing this. Firstly, learners should be explained the theory behind “guessing” in the other words, guess through incidental and intentional reading. Secondly, the proportion of unknown words to be guessed. Finally, what can be learned from the context, to part of the speech and its collocation. (Jiangwen & Bindin, 2002)
The contextual strategy is very useful, because that strategy lets to students to know the different words depend of the context or the place where the new word should collocated.

But in the most of cases the truth help to know what the correct meaning of the word is in a context, you have to read almost the paragraph before of the new word for understanding the meaning.

5. PUZZLE AND GAMES

The education should be for each student a way to enjoy his or her life, that is why teachers have to leave of traditional tutorial classes and they can use the games for teaching.

Marzieh Zargarb said that “The effectiveness of learning vocabulary through games in the classroom, it is important to find out whether learners benefit from such experience. Moreover, it is crucial to see whether games can be effective vocabulary” (Zargar 2009)

Games can be effective if the teacher knows the kind of students she or he has in their classes, depending of that the teacher should use the correct game to introduce the new vocabulary.

The game that the teacher uses in his or her classes maybe depends of the age, in another cases depend of the class that he or she wants to give.

Some games that teachers can use in their classes are puzzle, draw a picture, ‘stop the bus’ – chantón, the lost word, etc. these games stimulate the feeling of competition into classmates and developing some owns students’ techniques for memorizing the vocabulary.

In conclusion, all these techniques should help to teachers teach a new vocabulary for improving the English language of their students.
It is necessary that all of us remember that, if the person has a big vocabulary, he or she will have more opportunity to communicate something to others in whatever situation, because he or she understands the most ideas that others say to him or her in a long of his or her life.

During the life people were accumulated experiences so during the life people accumulate vocabulary.

**HANDBOOK**

Handbook is an usually term in English language to describe the existence of a work to include some exercises about certain topic for developing its knowledge.

According to Dictionary.com website, Handbook is “A scholarly book on a specific subject, often consisting of separate essays or articles”. So, the objective of a handbook is to develop the abilities in a specific area of study with different activities, these activities are depending of the subject or area in study.

For Wikipedia.com website, handbook is:

> A type of reference work, or other collection of instructions, that is intended to provide ready reference. A handbook is a treatise on a special subject. Nowadays it is often a simple but all-embracing treatment, containing concise information and being small enough to be held in the hand.

This definition means the handbook is looked like a help to know or to study something in a practical way; so, when people acquire a handbook, people hope the information of the handbook will be precise and concise information for raising their knowledge.
That is why, we considered the use of a handbook vocabulary is a big and extraordinary help for Simon Bolívar’s students to increase their vocabulary for learning English like a practical language to communicate although the basic ideas in this common international language.

**EPISTEMOLOGICAL FOUNDATION**

According to Wikipedia.com website, epistemological is:

> Epistemology is a term first used to describe the branch of philosophy concerned with the nature and scope of knowledge and is also referred to as "theory of knowledge". Put concisely, it is the study of knowledge and justified belief. It questions what knowledge is and how it can be acquired, and the extent to which knowledge pertinent to any given subject or entity can be acquired. Much of the debate in this field has focused on the philosophical analysis of the nature of knowledge and how it relates to connected notions such as truth, belief, and justification.

The Epistemological foundation looks up the nature, the origin of the different things, concepts, theories that exist in the world of knowledge. So, for studying and comprehension of knowledge is necessary based on the different believes and the different truths that there are in our environments.

When someone starts the study about a specific object or theme the most important thing is to know what it is, but it is not less important to know how it is and how you use that study. In summary this three steps is the principal goal for Epistemology.

In our English classes, it is necessary that our students know what and how about all of topics that we teach, for Vocabulary classes it is applied.
too. When students know the concepts or the meaning of the new word and after that when they do a relation between the new word into their environment or real life.

**PRAGMATISM**

According to Wikipedia.com website, pragmatism is:

*A rejection of the idea that the function of thought is to describe, represents, or mirror reality. Instead, pragmatists develop their philosophy around the idea that the function of thought is as an instrument or tool for prediction, action, and problem solving. Pragmatists contend that most philosophical topics—such as the nature of knowledge, language, concepts, meaning, belief, and science—are all best viewed in terms of their practical uses and successes rather than in terms of representative accuracy.*

It means the function of the though is for developing the reality, so it can be able to describe, represent and mirror it, because it should be consider like an important tool for solving problems and for getting a representative accuracy it can be developed in a practical way.

For learning vocabulary the application of pragmatism helps to memorize or to remember the new words, and it helps us for using in our real life.

**PEDAGOGICAL FOUNDATION**

According to Wikipedia.com website, pedagogical is:

*Pedagogy is the discipline that deals with the theory and practice of education; it thus concerns the study and practice of how best to teach. Its aims range from the general (full development of the human being via liberal*
education) to the narrower specifics of vocational education (the imparting and acquisition of specific skills).

In the pedagogical foundation we want to remember that it is necessary to have a special way or forms to teach each skill of English language.

During our life we notice that for each person exist some characteristics which define the different between all humans. Pedagogy is the part of the science that studies the different forms that teachers have to develop in their students depending of that they want to teach.

When someone was two years this person starts to get some words of their mother language, in similar situation when someone starts to study English she or he should get some words, along their lives they have to get more and more words for linking and for expressing some ideas about what they hope of the life, or simply what they think about something, or what they want to do in this moment.

In whatever case, the experiences that the person had, it was the help for increasing her or his vocabulary therefor her or his language.

Into the pedagogical we find some foundation, but for this project the most appropriately is the Constructivism, because in the constructivism the person is built their knowledge each day of his or her life.

**Constructivism**

According to Wikipedia.com website, constructivism is:

> A theory of knowledge that argues that humans generate knowledge and meaning from an interaction between their experiences and their ideas. It has influenced a number of disciplines, including psychology, sociology, education and the history of science. During its infancy, constructivism examined the interaction between human experiences and their reflexes or behavior-patterns.
So it means the different experiences that people have in their life are necessary in the construction of their own knowledge. Therefore, each person builds his or her knowledge.

It is in this case that our project gets some advantages because if the students get the most number of vocabulary words, they will develop with more facilities the English language in their daily routines. Because those students knew the new words and they associate this knowledge with their lives, so they learn the words but they build their own English language in their environments.

Obviously it depends on the opportunities that each student has or getting, in this moment the process of teaching becomes into the ‘Constructionist Learning’.

**Constructionist Learning**

According to Wikipedia.com website, constructionist learning is:

> Inspired by the constructivist theory that individual learners construct mental models in order to understand the world around them. Constructivism advocates student-centered, discovery learning where students use information they already know to acquire more knowledge. Students learn through participation in project-based learning where they make connections between different ideas and areas of knowledge facilitated by the teacher through coaching rather than using lectures or step-by-step guidance. Further, constructionism holds that learning can happen most effectively when people are active in making tangible objects in the real world.
It means that the learning process is better if the students only have the basic tools for developing their own knowledge. In concrete teachers give to their students a big vocabulary and after the students look up the ways to link these words and building phrases, paragraphs and short conversations.

**PSYCHOLOGICAL FOUNDATION**

In psychological foundation we can put emphasis in the differences that exist in the learning world. Each student is a world with a same goal ‘learn’ but with different abilities and attitudes for increasing their knowledge.

But the science divides in some groups for understanding how to teach, in this division we can find the groups that depend of the age for each student, refer to this concept Kirk Hagen said that,

> L1 acquisition among children is an astonishingly rapid process. For all of recorded history, children have managed to become fluent in a language in a period of three to four years, with virtually no explicit help from parents and peers. On the other hand, it is not the least bit uncommon to find adults who have struggled with a second language for a decade or more without achieving fluency. (Hagen, 2008)

Hagen explain that is easier to learn a second language when the person is too young, because people can associated the different words of the new language with their real life and they can practice this new acquisition while they are growing.

On the other hand when the person is young is easier to memorize than when person is older. So, it is necessary to provide to our students the most of the basic information for they can develop their abilities in getting
in that case an excellent vocabulary for using to express all their ideas in the future.

**SOCILOGICAL FOUNDATION**

In the sociological foundation we can see the different forms of behavior that teacher should support in the classroom.
If it is truth each student is a unique world, it is also truth that the educational problem depends of the each reality of student.

According to Wikipedia.com website,

*Sociology is the scientific study of social behavior, including its origins, development, organization, and institutions. It is a social science that uses various methods of empirical investigation and critical analysis to develop a body of knowledge about social order, social disorder and social change.*

The reality of each student defines to a great extent how will be his or her behavior in front of the different situations that he or she happens along his or her life. So, in that case the vocabulary that student will use depends of the culture that they use in their environment.

**LEGAL FOUNDATION**

According to the Constitución de la República, Ley Orgánica de educación Intercultural y Reglamento General Law, article 26, dated August 13th, 2012 which says

*El nivel central formula las políticas, los estándares, planificación educativa nacional, los proyectos de inversión de interés nacional, las políticas de asignación y*
administración de recursos, formula políticas de recursos humanos que garantizan representatividad de acuerdo a la diversidad del país en todos los niveles desconcentrados. Coordina la gestión administrativa de los niveles desconcentrados de gestión. Regula y controla el sistema nacional de educación, para lo cual expide las normas y estándares correspondientes, sin perjuicio de las competencias asignadas a los distritos metropolitanos y a los gobiernos autónomos descentralizados en la Constitución de la República y la Ley.

Las máximas autoridades educativas tendrán como una de sus funciones primordiales transversalizar la interculturalidad para la construcción del Estado plurinacional y garantizar una educación con pertinencia cultural y lingüística para los pueblos afro ecuatorianos, montubios y para las nacionalidades y pueblos indígenas.

This Foundation looks up the legal bases for doing and applying the different projects that some students do after they end their careers.

All projects should have like a goal, to develop the different abilities for increasing the Ecuadorian develop in whatever of their areas, people must think in the success for all of Ecuadorian people, not only for their lives.

CONTEXTUAL FRAMEWORK

This part of the project helps us to find and to clarify in what environment, including the physical and the social aspects and areas we have to applied our project. So, it means the contextual framework gives us the important details for working on our proposal. In the following lines we can observe the description of the institution that we selected and some pictures for getting a better idea of the high school center.
Location of the high school

The educational establishment where the proposal will be put in place is Simon Bolivar High School, it is located Av. De las Americas in the Guayaquil city, it has 90,000 m\(^2\), and there are 30 classrooms and 1,600 students’ approximately during the school year, its Principal is Soc. Jesus Salazar Mora, its English Director is Lcda. Mercedes Martinez, this high school has five English teachers, they have an English laboratory but this laboratory has not air conditioner and searchlight, therefore the English teachers almost never use this laboratory.

The students have 5 hours of English per week. These hours are very short to learn English, improve and practice the vocabulary and get the fluency in the students.
CHAPTER III

THE METHODOLOGY OF THE RESEARCH

ANTECEDENTS

Methodology is generally a group of methods, techniques and tools that people use for solving problems in different situations along their lives, especially when the goal is getting through a project.

It is necessary to look for the most suitable method for getting the best results so that it is one of the most substantial points that we should consider to develop our job.

The selection of the methodology in whatever project is too important, because through it, people identify the problems, and after they can select the concise information to analyze for giving the better solution.

MODALITY OF THE INVESTIGATION

There are some modalities to investigate during the execution of projects. In the following lines we read an specific information about three modalities:

- Field Research
- Action Research. (According to the evidence)

FIELD RESEARCH:

In that research the person has to collect actual information from reality, using some instruments besides techniques which are going to help the investigation.
According to Tamayo M. (2003),

This research allows confirm the conditions of the object or subject investigation. Field research involves a range of different variables, methods: informal interviews, direct observation, participation in the life of the group, collective discussions, analyses of personal documents produced within the group, self-analysis, results from activities undertaken off- or on-line, and life-histories. (Tamayo, 2003)

In fact, in the field research the student or the person who is doing the project should collect information from the real world and from of the real experiences. The tools, techniques depend according the field of the investigation.

For our project it is necessary, to apply this type of research because we need to work with some real information from the educational environment at “Simon Bolivar” high school during its learning process. In our job we will do interviews to the English teacher and to their chairman, besides we will apply a survey to students. While we are applying these techniques we observe the students’ behavior during their learning process.

We think this modal of investigation help to all of us, because we get familiar with the real of educative system in our country.

**ACCORcDING TO THE EVIDENCE: ACTION RESEARCH**

When a project is working in the same place where the problem exist, and the different techniques are applying in situ, we talk about an action research, in that modality of investigation, the person have to use a group of students in that case, who are involving in the problem.

According to Valsa Koshy (2005),
The main role of action research is to facilitate practitioners to study aspects of practice – whether it is in the context of introducing an innovative idea or in assessing and reflecting on the effectiveness of existing practice.(Koshy, 2005)

So, the ‘Action Research’ looks up that investigators can have data since the social real problem, because for that modality the problem start in the people’s daily routines until arriving philosophical answers or solutions for each problem.

The cultures, the environments and the different situations that students live in their lives there are the principal guidelines to the develop of our students, that is why in our project it is necessary that we have to share our time during some days while we are applying the techniques for knowing, talking, and finally analyzing the social real problem in some aspects, like educative and familiar of Simon Bolivar’s students, that activity helps us to identify the correct ways to present and arguing our proposal.

We have to remember for that job we have to generalize some forms of attitude or behaviors during the hour classes. In summary, the Action Research is the real practicing for teaching depends of the real style life.

**TYPES OF INVESTIGATION**

There are some and different methods of investigation that the scientists or simply investigators use for finding the solution of the community problems in different aspects and areas. Some of them are fair testing, identifying and classifying, modeling, researching and pattern seeking, among others.
The type of investigation that we have to select, we based for its purpose and for its application.

FOR ITS PURPOSE

According to Irwin Sherman, “Applied research is often thought as research targeted at solving a specific problem for utilitarian purpose.” (Sherman, 1988)

According to what has been told by Sherman, and after analyzing our investigation is an applied research because the problems that exist between students refer to vocabulary skill have during the communication activities in class, that is why we decided to implement a handbook which has with some activities for remembering, learning and memorizing those new words for their lives. That action will be a basic big help for all these students, because the handbook requires new strategies that their teachers have to develop for teaching them, finally not only students get benefits with this activity, the teachers get too.

FOR ITS APPLICATION

The feasibility of a project will be based on the study of some areas like an economic status and technological achieve. This study will looks up to evaluate the possible results, negative or positive before applying the proposal.

At Investopedia website we can read that of the feasibility,

The feasibility of a research is the capacity to complete successfully but taking into account some factors such as economic, social technological and others. A feasible research allows being researches to know about the possible negative and positive results before start doing it. (Investopedia, 2001)
According with that concept, our research is a feasible one, because for completing it we have the support of the authorities, the guide of English teacher, the students’ cooperation, the assistance of our tutor, and the all necessaries resources for finding the causes and analyzing the consequences of this project’s problem, with all this help for us will be finding a solution through our proposal.

LEVELS OF THE INVESTIGATION

LEVEL 1: EXPLORATORY

In this level, the investigation looks up the necessary data for guarantee the problem that had determinate.

So, in that level the investigators check and determine the best research design and the method of data collection, besides in this part of the project is defined the selection of subject for applying the different techniques which search the answers for the problem, after that we have to analyze these answers before getting the certain solution in the proposal.

LEVEL 2: DESCRIPTIVE

Descriptive is the second level of this investigation, it calls descriptive because in this level the investigators analyses the different causes that starts and holding the problem and obviously in this level analyses its consequences for getting a result which will benefit to all educative community.
LEVEL 3: EXPLANATORY

The third level of the investigation calls explanatory. In this level we describe the characteristics of each element. Besides that we have to describe the relationship with the object’s components for being studied. The problem will be define and will understand in its totally after this description.

PROCEDURES OF THE INVESTIGATION

The steps that we use like mechanism for completing and ending this investigation will be:

1. Formulation of the problem
2. Elaboration of the theoretical build
3. Design of the investigation
4. Selection of the sample
5. Application of the instruments of investigation
6. Analysis and interpretation of results
7. Conclusions and recommendations
8. Elaboration of the proposal

INSTRUMENTS OF THE INVESTIGATION

DEFINITION OF METHODS
Methods are tools that help us to collect information through some instruments like interviews and observation to solve an specific problem, remembering that methods have some procedures, schemes and tools used in research. Rajasekar and Philominathan said that,
Scientific methods help us collect sample, data and find a solution to a problem. Particularly, scientific research call for explanations based on collect facts, measurements and observation and not on reasoning alone. They accept only those explanations which can be verified by experiments. (Rajasekar & Philominathan, 2013)

TYPES OF METHODS

In this project we have used the following methods:

- Direct Observation
- Inductive
- Deductive
- Scientific

DIRECT OBSERVATION

Direct Observation is really important because through it the observer can compile data by observing and recording events, activities, tasks or duties while something is happening.

“Seeing” and “listening” are keys to observation. Annette Binnendijk wrote that, “Direct Observation often is done informally, without much thought to the quality of data collection. Direct Observation techniques allow for a more systematic, structured process, using well – designed observation record forms” (Binnendijk, 1996)

Observation supplies freedom to document actions, style and physical aspects without having to depend at the time of people’ willingness and ability to respond to questions. According to Annette Binnendijk, “The main advantage of direct observation is that an event, facility or process can be studied in its natural setting, thereby providing a richer understanding” (Binnendijk, 1996)
This method was used to identify the problem and the consequences that were affecting the students of first baccalaureate year B.G.U at “Simón Bolívar” High School.

INDUCTIVE

The inductive method leaves from the particular to obtain the general. This method is helpful in many fields like natural and human sciences. According to Irving Rothchild

“Inductive method is to derive by reasoning, to lead to something as a conclusion, an inference, a suggest or imply. It is a process of inferring a general law or principle from observation of particular instances” (Rothchild, 2006)

The inductive method uses observations to get general principles of a specific subject. A group of similar samples, events, or subjects are first observed and studied to make broad statements about the subjects that were examined.

DEDUCTIVE

Deductive method obtains a specific conclusion beginning with a general concept or given rule. It is a method of reasoning by which detailed applications or consequences are deducted from general assumptions or theorems are deduced from definitions and hypothesize. Irving Rothchild said that, “Deductive method is adducing of a number of separate facts, particulars, etc. especially for the purpose of proving a general statement” (Rothchild, 2006)

Reasoning used in the deductive method can be presented, formally or informally, in a variety of different ways. One of the most common forms of
it is to syllogism, which two conditional statements are given and from them a conclusion is draw.

SCIENTIFIC RESEARCH

Scientific research is an accessible action of trying to make sense of the world around and within us, a process in which data, observations, interpretations, and theories are debated in an open forum. In trying to discover and understand what, how, and why something happens McCain & Segal (1988: 52) states that,

Scientist researchers try to take the data in a given area and invent a general principle or set of principles with which these data are compatible. In other words, they attempt to develop a framework within which they can view events and data and understand them. (McCain & Segal, 1982)

We will use many methods and resources, which let us a practical way to obtain the expected objective. According with the objective, we are going to put into use a scientific research, because it uses the element of basic investigation since it has an prompt operation. For its purpose this is an action investigation because it tries to solve a real and evident problem. The objectives consist in proving the real educative practice in a determinate place

TECHNIQUES

A technique is a procedure used to succeed in doing a specific activity or task. It is also a functional method, skill, or art applied to a particular task

TYPES OF TECHNIQUES

- Surveys
- Interviews
- Population
- Sample
SURVEYS
It is an assemblage of a sample of data or opinions that will represent a whole. According to Annette Binnendijk, “Survey research involves the collection of information from a sample of individuals through their responses to question” (Binnendijk, 1996)

The survey that we will apply will help us to know how much is the necessity of the educative level for improving the techniques and methods.

INTERVIEWS
Conversations, such as one attended by a reporter, in which facts or statements are elicited from another. Interviews are useful to describe meaning of central themes considering points of view of a specific subject. The main task of this technique is to understand the meaning of what the interviewee says.

Watts refers to interview’s as:

“Interviews are particularly useful for getting the story behind a participant’s experiences. Interviewer can pursue in depth information around the topic. It may be useful as follow up to certain respondents to questionnaires” (Watts, 2000)

It is a serious conversation that searches solution to a problem of education. It was done with the opinions of the director, the English teacher and some parents

POPULATION
A population is a group of individuals or items that share one or more characteristics from which data can be collected and analyzed.

According to Collins dictionary,
“The population is the whole or number of elements added with common characters in a determined space and time of a geographical space.” (Collins, 2012)

The populations of this institution are the following: Directives, an English teacher, 444 students of first bachelor year and sometimes the parents representatives.

For this work it will be considered students of first bachelor year, besides a directive and the English teacher which is a total of 46 people excepting the parents which are all from the institution “Simón Bolívar” and who support the development of this research.

SAMPLE

A sample is a small proportion of the whole population in order to help get specific information, from it without investigating each single member of that population. Collis and Hussey wrote that,

It is the other characteristic to be considered in the selection of the sample. Once known the size of the sample, the methodology for the selection of the sample depends on the modality of the investigation and the circumstances of a sample are not probable.” (Collis & Hussey, 2003)

A sample is a portion, piece, or segment that is representative of a whole, an entity that is representative of a class; and we need to know which sample to choose according to our investigation purposes and methodology to be applied.

For this investigation we have considered the following sample: forty four students of first bachelor year, besides a directive and an English teacher.
### STRATUM

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### TEACHER’S INTERVIEW

The goal of the application of this technique is that the teacher recognize which are the disadvantages of their English vocabulary learning process, for getting this goal, we used four questions.

In the following lines we can read the answers that the teacher gives us:

**Question # 1:** How do you rate your students’ English level?

“In my opinion, the English level is basic and in a few cases the level is intermediate because some students went to extras classes in other institutions like COPEI.

But the most of students understand the basic instruction, and some of them can participate in a short dialogues or conversations”

**Question # 2:** How satisfactory is your students’ vocabulary knowledge to communicate in English language?

“Really, few students have a good vocabulary for communicating; the most of them only use the basic vocabulary that they knew since they had studied in school.

That is why in some cases it is necessary that I translate the different orders or instructions that I gave for them.

When we are in a reading class they can use their dictionaries.”
Question # 3: For you, why the use of vocabulary is important in the English learning process?
“I believe if a person know or have a good vocabulary, for she or he will be easier connecting those words and using in sentences, and they can participate in short conversations.”

Question # 4: What is the opinion that you have about the application of a Handbook vocabulary?
“For me, it is a good idea and no problem if you want to apply it. The handbook helps to students to identify and memorize the words for using later in their lives”

According to the answers the teacher rated as less satisfactory students’ vocabulary knowledge which difficult their communication and language progress. For that reason, interactive materials, different strategies and assessment methods will be applied to improve students’ learning progress; it means that the application of a Handbook helps to student to improve English communication in real life through the acquisition of new basic vocabulary and their uses in real context.

CHAIRMAN’S INTERVIEW.

The goal of the application of this technique is that the chairman provides us some information about the level of vocabulary in their students. For getting this goal, we used three questions. In the following lines we can read the answers that the chairman gives us:

Question # 1: How do you rate your students’ English level?
“I think that is OK, because we are public institution and we do not have many hours for teaching that language.”

Question # 2: How do you rate the material used by the English teacher?
“The material is provided for the government, it is not expensive. Besides, the teacher helps them with extra-activities in papers”
**Question # 3:** What is the opinion that you have about the application of a Handbook vocabulary?

“It is OK, because it means a really actually help for the students learning process”

According to the director answers, these students present many difficulties to communicate in English, although the Teacher methodology is good, the scarcity of good didactic material for teaching vocabulary do not allow students to improve their vocabulary and language communication. For that reason, they will be implemented.

**SURVEY TO THE STUDENTS**

The survey was taken to 44 students of 1st Bachelor year. In the survey sheets we presented five different alternatives: “a.-) Highly satisfactory”, “b.-) Satisfactory”, “c.-) Less satisfactory”, “d.-) Non satisfactory”, “e.-) Indifferent”.

<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
<th>e</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How do you rate your English Level?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. How satisfactory do you consider the vocabulary to have an effective communication?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. How do you rate your English Vocabulary?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. How do you rate your English communication?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. How active is your participation and interest in your vocabulary classes?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. How do you rate the poster and worksheets that your teacher uses to teach new vocabulary?</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>7. How effective is your vocabulary book?</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>8. How do you rate your vocabulary homework activities?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. How satisfactory is your ability to memorize words?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. How satisfied would you feel using interesting and fun activities to learn technical vocabulary?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CHAPTER IV
ANALYSIS OF THE RESULTS

For identifying the different educative problems that the students of first bachelor year B.G.U at “Simón Bolívar” High School have had or presented during their learning process we helped with some observations, a survey for each student, a direct interview to chairman and for the English teacher of this institution, too.

Like our principal goal in indirect way is to develop the vocabulary skill in the student’s life, the survey that was applied to them give us the most real data for completing our project. But, it does not mean that the interview did to the chairman and the teacher did not help us, that is not truth, because with these all information, we could understand what are the specific areas or aspect that stopping the learning process, in special way in vocabulary skill.

ANALYSIS OF SURVEYS TO STUDENTS.

According to the students answers that we collected in the application of this survey, in this institution will be a good idea the use of a vocabulary’s handbook for increasing and developing the use of English language, because all of students feel interested in learning English and they would like to applied it in their daily life, but in the most of cases they forget or they do not find the correct words to use English.

That is why they think that if they know words, for them the use of English will be easier.

In the following lines, we show the answers for each question of survey that the students gave us on the applications of it.
ANALYSIS OF THE RESULTS
Survey to the students

Sample: 44 students       Course: 1st bachelor year B.G.U

Question # 1: How do you rate your English Level?

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIGHLY SATISFACTORY</td>
<td>8</td>
<td>19%</td>
</tr>
<tr>
<td>SATISFACTORY</td>
<td>17</td>
<td>38%</td>
</tr>
<tr>
<td>LESS SATISFACTORY</td>
<td>14</td>
<td>32%</td>
</tr>
<tr>
<td>NON SATISFACTORY</td>
<td>4</td>
<td>9%</td>
</tr>
<tr>
<td>INDIFFERENT</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>40</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

According to the results a 19% of the students rate their English in a highly satisfactory level, a 38% as satisfactory, a 32% as less satisfactory and a 9% as non-satisfactory. So, we can infer that most of the students manage a good level to comprehend and to use an interactive vocabulary in order to improve their language communication.

Source: Simon Bolivar High School
Researches: Marcia Franco and Katheryne Valverde
ANALYSIS OF THE RESULTS
Survey to the students

Sample: 44 students  Course: 1st bachelor year B.G.U

Question # 2: How satisfactory do you consider the vocabulary to have an effective communication?

CHART 2  VOCABULARY INTO COMMUNICATION

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIGHLY SATISFACTORY</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>SATISFACTORY</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td>LESS SATISFACTORY</td>
<td>13</td>
<td>30%</td>
</tr>
<tr>
<td>NON SATISFACTORY</td>
<td>4</td>
<td>9%</td>
</tr>
<tr>
<td>INDIFFERENT</td>
<td>25</td>
<td>56%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>44</td>
<td>100%</td>
</tr>
</tbody>
</table>

According to the results a 5% of the students agree that the use of vocabulary is very helpful to communicate while a 39% think that they are less and non-satisfactory, and 56% of the students just feel indifferent about it. For this reason, we are going to teach students the importance of knowing vocabulary to have an effective communication through interactive and useful didactic material.

Source: Simon Bolivar High School
Researchers: Marcia Franco and Katheryne Valverde
ANALYSIS OF THE RESULTS
Survey to the students

Sample: 44 students
Course: 1st bachelor year B.G.U

Question # 3: How do you rate your English vocabulary?

CHART3
ENGLISH VOCABULARY

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIGHLY SATISFACTORY</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>SATISFACTORY</td>
<td>13</td>
<td>30%</td>
</tr>
<tr>
<td>LESS SATISFACTORY</td>
<td>25</td>
<td>56%</td>
</tr>
<tr>
<td>NON SATISFACTORY</td>
<td>5</td>
<td>12%</td>
</tr>
<tr>
<td>INDIFFERENT</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>44</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Simon Bolivar High School
Researches: Marcia Franco and Katheryne Valverde

According to the results just a 2% of the students rate their English vocabulary in a highly satisfactory level, a 30% as satisfactory, a 56% as less satisfactory and a 12% as non-satisfactory. It shows us that most of the students have a poor vocabulary, for that reason, vocabulary will be taught to improve communication and language use.
ANALYSIS OF THE RESULTS
Survey to the students

Sample: 44 students    Course: 1st bachelor year B.G.U

Question # 4: How do you rate your English communication?

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIGHLY SATISFACTORY</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>SATISFACTORY</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td>LESS SATISFACTORY</td>
<td>4</td>
<td>9%</td>
</tr>
<tr>
<td>NON SATISFACTORY</td>
<td>8</td>
<td>18%</td>
</tr>
<tr>
<td>INDIFFERENT</td>
<td>30</td>
<td>68%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>44</td>
<td>100%</td>
</tr>
</tbody>
</table>

According to the results a 5% of the students rate their phrasal verb vocabulary in a satisfactory level, a 9% as less satisfactory, a 18% as non-satisfactory while a 68% just fell indifferent about it. We can infer that students have a poor knowledge about vocabulary. For that reason, they will be taught to enrich vocabulary in order to improve, communication and language use.
ANALYSIS OF THE RESULTS
Survey to the students

Sample: 44 students  
Course: 1st bachelor year B.G.U

Question # 5: How active is your participation and interest in your vocabulary classes?

CHART 5

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIGHLY SATISFACTORY</td>
<td>9</td>
<td>20%</td>
</tr>
<tr>
<td>SATISFACTORY</td>
<td>21</td>
<td>48%</td>
</tr>
<tr>
<td>LESS SATISFACTORY</td>
<td>10</td>
<td>23%</td>
</tr>
<tr>
<td>NON SATISFACTORY</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>INDIFFERENT</td>
<td>3</td>
<td>7%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>44</td>
<td>100%</td>
</tr>
</tbody>
</table>

According to the results a 20% of the students consider that they have highly satisfactory class participation, a 48% a satisfactory, a 23% a less satisfactory and a 2% a non-satisfactory, while a 7% just feel indifferent about it. It shows us that most of the students have an active role in the learning process, so interactive methodology and didactic material will be used to not lose students’ motivation to learn.

Source: Simon Bolivar High School
Researches: Marcia Franco and Katheryne Valverde
ANALYSIS OF THE RESULTS
Survey to the students

Sample: 44 students  Course: 1st bachelor year B.G.U

Question # 6: How do you rate the posters and worksheets that your teacher uses to teach new vocabulary?

CHART 6  TECHNIQUES TO TEACH

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIGHLY SATISFACTORY</td>
<td>14</td>
<td>32%</td>
</tr>
<tr>
<td>SATISFACTORY</td>
<td>14</td>
<td>32%</td>
</tr>
<tr>
<td>LESS SATISFACTORY</td>
<td>7</td>
<td>15%</td>
</tr>
<tr>
<td>NON SATISFACTORY</td>
<td>3</td>
<td>7%</td>
</tr>
<tr>
<td>INDIFFERENT</td>
<td>6</td>
<td>14%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>44</td>
<td>100%</td>
</tr>
</tbody>
</table>

GRAPHIC 6  TECHNIQUES TO TEACH

Source: Simon Bolivar High School
Researches: Marcia Franco and Katheryne Valverde

According to the results a 32% of the students rate teacher’s didactic material in a highly satisfactory level, a 32% as satisfactory, a 15% as less satisfactory and a 7% as non-satisfactory., while a 14% just fell indifferent about it. For that reason, we can infer that the teacher uses effective didactic material to get students motivated.
ANALYSIS OF THE RESULTS
Survey to the students

Sample: 44 students  Course: 1st bachelor year B.G.U

Question #7: How effective is your vocabulary book?

CHART 7  EFFECTIVE VOCABULARY BOOK

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIGHLY SATISFACTORY</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td>SATISFACTORY</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td>LESS SATISFACTORY</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>NON SATISFACTORY</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td>INDIFFERENT</td>
<td>37</td>
<td>83%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>44</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Simon Bolivar High School
Researches: Marcia Franco and Katheryne Valverde

According to the results a 10% of the students consider that the effectiveness of their vocabulary book is satisfactory, a 7% consider it as less and non-satisfactory, while a 83% feel indifferent about it. For that reason a vocabulary handbook will be implemented to get more active classes, focusing in language use and communication improvement.
ANALYSIS OF THE RESULTS
Survey to the students

Sample: 44 students  Course: 1st bachelor year B.G.U

Question # 8: How do you rate your vocabulary homework activities?

CHART 8  VOCABULARY HOMEWORK

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIGHLY SATISFACTORY</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>SATISFACTORY</td>
<td>8</td>
<td>18%</td>
</tr>
<tr>
<td>LESS SATISFACTORY</td>
<td>17</td>
<td>39%</td>
</tr>
<tr>
<td>NON SATISFACTORY</td>
<td>18</td>
<td>41%</td>
</tr>
<tr>
<td>INDIFFERENT</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>44</td>
<td>100%</td>
</tr>
</tbody>
</table>

According to the results only a 2% of the students rate their homework activities as highly satisfactory, a 18% as satisfactory, a 39% as less satisfactory and a 41% as non-satisfactory. For that reason, an interactive vocabulary handbook with fun and interactive homework activities will be implemented to motivate students to keep practicing the language out of the classroom.
ANALYSIS OF THE RESULTS
Survey to the students

Sample: 44 students  Course: 1ˢᵗ bachelor year B.G.U

Question # 9: How satisfactory is your ability to memorize words?

CHART 9  ABILITY FOR MEMORIZING

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIGHLY SATISFACTORY</td>
<td>7</td>
<td>15%</td>
</tr>
<tr>
<td>SATISFACTORY</td>
<td>13</td>
<td>30%</td>
</tr>
<tr>
<td>LESS SATISFACTORY</td>
<td>18</td>
<td>41%</td>
</tr>
<tr>
<td>NON SATISFACTORY</td>
<td>3</td>
<td>7%</td>
</tr>
<tr>
<td>INDIFFERENT</td>
<td>3</td>
<td>7%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>44</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Simon Bolivar High School
Reseaches: Marcia Franco and Katheryne Valverde

According to the results a 15% of the students rate as highly satisfactory, their abilities to memorize words, a 30% as satisfactory, a 41% as less satisfactory and a 7% as non-satisfactory, while a 7% just feel indifferent about it. For that reason, different strategies and activities will be used to improve students’ abilities to memorize words.
ANALYSIS OF THE RESULTS
Survey to the students

Sample: 44 students  
Course: 1st bachelor year B.G.U

**Question # 10:** How satisfied would you feel using interesting and fun activities to learn technical vocabulary?

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIGHLY SATISFACTORY</td>
<td>22</td>
<td>50%</td>
</tr>
<tr>
<td>SATISFACTORY</td>
<td>14</td>
<td>32%</td>
</tr>
<tr>
<td>LESS SATISFACTORY</td>
<td>5</td>
<td>11%</td>
</tr>
<tr>
<td>NON SATISFACTORY</td>
<td>2</td>
<td>4%</td>
</tr>
<tr>
<td>INDIFFERENT</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>44</td>
<td>100%</td>
</tr>
</tbody>
</table>

According to the results a 82% of the students consider satisfactory the use of interesting activities and fun strategies to learn phrasal verbs, and a 15% less and non-satisfactory, while a 3% just feel indifferent about it. For that reason, a vocabulary handbook with interactive activities and useful didactic material will be implemented to motivate students to communicate in English and to improve language.
CONCLUSIONS

Finally with the investigation and the different techniques that we applied, the handbook of vocabulary with activities exercises is necessary and helping to the students and the teacher for increasing and developing the English language.

The increasing of English vocabulary lets to students to get more options for communicating their ideas, opinions, including their real lives situations.

So It means students and teacher can use the English language in their daily routines for expressing their feelings, different points of view and in that way they can have an active participation in their society.

The knowledge of vocabulary help to students to getting more possibilities in their future plans, because if they get a good vocabulary, they will use it for understanding the different political or social problems that they should listen or read in English language, that situation lets them that their status and culture could increase their opportunities in their future lives.

The use of Vocabulary Handbook is necessary for helping to develop the different strategies for learning and teaching English. Because, it is easier to learn words and after liking those and building new sentences, and after they become in new paragraphs, and obviously we will have new ideas for expressing.

The vocabulary in our language do not matter what it is, it is important for our growing and developing in whatever age or situations. That is why we have to put our interesting in having goods methods for increasing our vocabulary.
In summary we conclude in:

1. Students manage a less satisfactory English level, for that reason they are not able to communicate efficiently in English.

2. Students do not feel motivated to participate actively in classes, due to, the scarcity of didactic material to present and to practice vocabulary.

3. Poor vocabulary learning strategies to encourage students to be auto-educator.

**RECOMMENDATION**

1. To provide students a rich list of vocabulary to improve comprehension and communication.

2. To provide teacher interactive materials to get active classes and a successful teaching learning process.

3. To help students to develop vocabulary acquisition strategies to be responsible of their vocabulary learning process.

Finally, the different actions for providing to students and to the teacher, that means the different activities and strategies to teach vocabulary or learning it, is into the use (application) of the vocabulary handbook that we will provide like a proposal in this project.
CHAPTER V
THE PROPOSAL

Design and apply a handbook with vocabulary activities and pronunciation exercises to improve the English language in First bachelor students in “Simon Bolívar” public high school.

As mentioned before our main sole purpose is to help students use English as their own mother language, in such skills as speaking, listening and writing. We want students to not only merely traduce from another language; what we want is for them to think in this language.

Our proposal consists in providing an individual student handbook which will contain an extensive basic, intermediate and advanced vocabulary for English levels A1, A2, B1, and B2. This booklet will adjust to the student’s needs, and therefore will be a great learning tool in the process of learning this language.

Why have a handbook that contains pure vocabulary?

This question without doubt will be one of the most popular by subjects reading this text. Well, let’s just settle a moment and think a while, in how many words we still don’t even know in our native languages and there’s your answer. Having a good vocabulary is essential! Without doubt the better vocabulary you have the better topic of conversation that you will start. E. D. HIRSCH, JR. states in his book “A wealth of words” that:

The reason is clear: vocabulary size is a convenient proxy for a whole range of educational attainments and abilities.

With the phrase mentioned above we can introduce the main benefit of our handbook, educational goals or attainments. We want our target audience to obtain academic achievements such as enrolling in the university or getting good grades at written tests such as the TOEFL.
We are looking to induce this handbook to any age or level of English as we mentioned before; therefore the booklet will be composed of different levels.

**VIEW**

Use the handbook becoming an innovative support, innovative, motivational learning to develop foreign language or English, thereby strengthening their bases and knowledge.

**MISSION**

Promote knowledge of English language skills developing listening, speaking, reading and writing by using the handbook.

**JUSTIFICATION**

Our proposal is justified because it motivates students towards a new way for learning English and eliminates the low interest in this language. So we think if students learn new things in English, they will improve their vocabulary, build their knowledge and develop skills.

The pupils helped us to apply this handbook with vocabulary activities and pronunciation exercises to improve the English language using a basic vocabulary and we achieved a positive change in the field.

With this proposal we want to encourage students to work using this handbook with basic vocabulary, which will better the learning process. Therefore it will help teachers teach English.

**DIAGNOSTIC**

In a classroom of “Simon Bolívar” Public High School, at nine o’clock in the morning with the presence of the authority and the teachers we began the demonstrative class.
First we realized the lack participation using the new vocabulary but during the development the same students began to interact, getting the information and participating in class.
When we concluded the demonstrative class, we obtained positive results because students were encouraged with this interactive vocabulary in English.
Now, we are very sure to improve the knowledge in English trough flashcards, games, etc. and use interactive vocabulary with students.

PEDAGOGICAL ASPECT
The proposal will improve in the pedagogical aspect. It will improve the learning process; for this reason it is necessary to have elements that will allow an interactive and creative learning.

It is so important for students to use a basic vocabulary to improve their English skills and to get this they must be motivated to learn.

It means that it's necessary to use pedagogical tools and interactive ways to promote the creativity for motivating the learning of new vocabulary to increase the knowledge that let to learn the second language.

SOCIAL
With this proposal, we will help to solve this problem.
As educators we have to show the importance about the solution to the facts and to not forget them, thinking always that the students will be able to find a solution to their problems.

Educators know that exist some facts that need more attention so the most important is to look for solutions without forgetting students should have elements to solve problems by themselves
PSYCHOLOGICAL
With his proposal, we will improve the English knowledge. The effective completion of the learning process is achieved when the individuals interact with the real meaning and use of the knowledge.

Furthermore, when the students interact with others members of their community (family, society, school) in order to find the learning meaningful and usable in the real world.

One of the most important and effective way to reflect the learning process is when students can interact with others because they can be able to use all their knowledge in the daily life.

OBJECTIVES OF THE PROPOSAL

GENERAL OBJECTIVE

To apply interactive exercises with a selected vocabulary destined to better English skills of students first bachelor year B.G.U.

SPECIFICS OBJECTIVES

➢ To keep the interest of the students during the class.
➢ To develop active exercises with students.
➢ To help teachers with a selected vocabulary for students.

DESCRIPTION OF THE PROPOSAL

In this project, we build, strengthen and reinforce the knowledge of the English language, through practice and continuous increase of vocabulary given in each of their classes.

For the implementation of this proposal will apply new themes and exciting time that all students should learn a foreign language, in order to express
their ideas or to give an opinion or maybe some description for which we use our handbook to support and help to carry out our goal.

For the realization of this proposal, it conducted a thorough investigation, and choosing the most appropriate and relevant topics. The materials used are mainly: flash card, videos, songs, which motivated students to learn in a more dynamic and funny form.

Regarding the use of the handbook, I realize class to class, in approximately three months, since it consists of twenty classes, each of these lessons with their respective activities to reinforce and practice the knowledge acquired during each class.

As for the advantages we can say that our handbook increase and strengthen the students' vocabulary in the English language, which will enable them to express themselves with new words or give a comment, judgment, opinion or suggestion while they are in their routine classes holders teachers.

**FEASIBILITY OF THE PROPOSAL**

Our proposal is workable because it is supported by the authorities, teachers and parents who are the necessary human resource into finding the solution of this problem.

We also have the economic results from the manual and the predisposition of the people who have collaboration with the development of the proposal.
BIBLIOGRAPHIES


ANNEXES
Urkund Analysis Result

Analysed Document: URKUND Franco - Valverde 180515.docx (D14406441)
Submitted: 2015-05-19 01:47:00
Submitted By: kevalverdeo@gmail.com

Sources included in the report:
TESIS YNYER y MONICA.docx (D14364824)
PROJECT CHRIS AND CLARA.docx (D14186164)
TESIS URKUND GINA MARCIA 2014.docx (D14405711)
urkund.docx (D14351344)
http://medicalstudentsguide.blogspot.co.uk/

Instances where selected sources appear:
33
FACULTAD DE FILOSOFIA, LETRAS Y CIENCIAS DE LA EDUCACION
ESCUELA DE LenguAS Y LINGUISTICA
UNIDAD DE TITULACION

CERTIFICADO PORCENTAJE DE SIMILITUD

Habiendo sido nombrado Alfonso Sánchez Ávila, tutor del trabajo de titulación certifico que el presente trabajo de titulación ha sido elaborado por Marcia Alexandra Franco Espinoza con C. C. 099531517, y Katheryn Elizabeth Valverde Ochoa con C.C.1310936446 con mi respectiva supervisión como requerimiento parcial para la obtención del título de **Lengua y Literatura Inglesa**.

Se informa que el trabajo de titulación: **“Basic vocabulary to improve the English language. Design and apply a handbook with vocabulary activities and exercises”** ha sido orientado durante todo el periodo de ejecución en el programa antiplagio (URKUND) quedando el 9 % de coincidencia.

MSC. Alfonso Sánchez Ávila
Guayaquil, 17 de Octubre de 2013

Sociólogo
Jesús Salazar Mora
Rector Encargado del Colegio Fiscal de Bachillerato "Simón Bolívar"
Ciudad.-

De mis consideraciones:

Las suscritas Marciala Alexandra Franco Espinoza y Kathryne Elizabeth Velarde Ochoa, con cédula(s) de identidad No.0919531517 - 1310938446 egresadas de la especialización LENGUA INGLESA y LINGÜÍSTICA, periodo lectivo 2012-2013 nos permitimos solicitar a usted, se nos permita desarrollar y aplicar el proyecto educativo con los estudiantes de Primer de año bachillerato de la institución educativa que usted acertadamente dirige.

TOPIC: Building Basic Vocabulary to improve the English language

TAREA: Mejorar el vocabulario básico en el idioma inglés

PROPOSAL: Design and apply a handbook with vocabulary activities and pronunciation exercises.

PRÓPUESTA: Diseño y aplicación de una guía con actividades de vocabulario y ejercicios de pronunciación

Agradecemos de antemano por la atención que le dio a la presente.

Muy Atentamente,

Marciala Franco
C.C. 0919531517

Kathryne Velarde
C.C. 1310938446
Lcda,
Mercedes Martínez Reinel
Directora Área de Idioma Extranjero
Ciudad.-

De mi consideración:

Adjunto la presente encontrará el oficio s/n de fecha 17 de octubre del
año en curso en cuanto a la aplicación de un Proyecto Educativo por
parte de dos estudiantes egresadas de la Universidad de Guayaquil de
la Facultad de Lengua Inglesa y Lingüística.

Por lo antes expuesto solicito a usted verificar si dicho proyecto se
puede aplicar en nuestra institución y de ser favorable sírvase brindarle
las facilidades necesarias para su aplicación.

Por la favorable atención a la presente, quedo de usted muy
agradecido.

Atentamente,

Lcdo. Franklin Muñiz Acuña
Vicerrector encargado

| Elaborado por: | Sra. Wendy Solís M. | Oficinista |
| Revisado y Aprobado por: | Lcdo. Franklin Muñiz A. | Vicerrector (E) |

Lema: Educamos para la Libertad y el Progreso con Trabajo y Ciencias
Guayaquil, 24 de Octubre del 2013

Licenciado

Franklin Muñiz Acuña,

VICERRECTOR (e) DEL COLEGIO DE

BACHILLERATO “SIMON BOLIVAR”

Ciudad.-

De mi consideración:

En referencia a su Oficio No. 234-R-Vicerrectorado del 22 de Octubre del presente año, en el que se solicita verificar si el mencionado proyecto puede aplicarse en nuestra Institución por parte de las señoritas Marcia Alexandra Franco Espinoza y Katheryne Elizabeth Valverde Ochoa, egresadas de la Escuela de Lenguas y Lingüística de la Universidad de Guayaquil.

Cabe indicar al respecto que no hay ningún inconveniente que las mencionadas señoritas puedan realizar sus prácticas docentes en el área que dirijo, el mismo que lo pueden desarrollar con los estudiantes del Primer Año de Bachillerato

Particular que comunico a usted para los fines pertinentes, del señor Vicerrector (e),

Atentamente,

Lcda. Mercedes Martínez Reinel

DIRECTORA DEL ÁREA DE IDIOMA EXTRANJERO

mmr
Guayaquil, 21 de Octubre del 2013

MSc.
Alfonso Sánchez Ávila
PROFESOR DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA
EDUCACIÓN
Ciudad

De mis consideraciones:

Tengo a bien comunicar que por disposición del MSc. Fernando Chuchuca Basántos, Decano de la Facultad y de la Autoridad Académica de la Escuela de Lenguas, se resuelve designar a usted, Consultor del Proyecto Educativo, cuyo tema es: "MEJORAR EL VOCABULARIO BÁSICO EN EL IDIOMA INGLÉS", conformado por las Egresadas FRANCO ESPINOZA MARCIA ALEXANDRA Y VALVERDE OCHOA KATHERYN ELIZABETH, previo a la obtención del Título de Licenciadas en Ciencias de la Educación, Especialización Lengua Inglesa y Lingüística.

Particular que comunico para los fines legales consiguientes.

Atentamente,

Ab. Jacinto Calderón Vallejo, MSc.
DIRECTOR

Elaborado por: Ing. Alexandra Delgado López
Autorizado por: MSc. Jacinto Calderón Vallejo
CIUDADANA (O):
Este documento acredita que usted sufragó en las Elecciones Seccionales 23 de Febrero de 2014
ESTE CERTIFICADO SIRVE PARA TODOS LOS TRÁMITES PÚBLICOS Y PRIVADOS
Guayaquil, 20 de mayo de 2015

CERTIFICADO

Una vez revisado los archivos de la Secretaría de la escuela de LENGUAS Y LINGÜÍSTICA, certifico:

Que: la Srita. FRANCO EESPINOZA MARCIA ALEXANDRA, estudiante de la Especialización: INGLES, periodo lectivo: 2013-2014. Consta que tiene APROBADA ( X ), REPROBADA ( ), las PRACTICAS DOCENTES.

Así consta en los archivos respectivos, lo certifico:

Otroro la presente certificación en la ciudad de Guayaquil, a los veinte días del mes de mayo del dos mil quince.

Ab. Jacinto Calderón Vallejo, MSc. DIRECTOR
ESCUELA DE LENGUAS Y LINGÜÍSTICA

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<td>DIRECTOR</td>
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</table>
CERTIFICACIÓN

El infrascrito Secretario de la Facultad, CERTIFICA que la SRTA. FRANCO ESPINOZA MARCIA ALEXANDRA, alumna de la ESCUELA DE LENGUAS Y LINGÜÍSTICA, asistió y aprobó el SEMINARIO DE COMPUTACIÓN:

<table>
<thead>
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<th>NIVEL</th>
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<tr>
<td>AVANZADO</td>
<td>10 (DIEZ)</td>
<td>2013 - 2014</td>
</tr>
</tbody>
</table>

Así consta en los respectivos archivos de esta secretaría a mi cargo a los que me remito en caso necesario. - Guayaquil, mayo 20 del 2015.-

AB. SEBASTIÁN CADENA ALVARADO
SECRETARIO
Guayaquil, 13 de Abril del 2015

CERTIFICADO

Una vez revisado los archivos de la Secretaría de la escuela de Lenguas y Lingüística, certifico.

Que: La Sr (a) (ita), FRANCO ESPINOZA MARCIA ALEXANDRA, Egresada, Especialización: INGLÉS, periodo lectivo: 2014-2015. Consta que tiene APROBADA (X), REPROBADA ( ), la VINCULACIÓN CON LA SOCIEDAD.

Así consta en los archivos respectivos.

Otrogo la presente certificación en la ciudad de Guayaquil, a los Trece días del mes de Abril del dos mil quince.

Ab. Jacinto Calderón Vallejo, MSc.
DIRECTOR
ESCUELA DE LENGUAS Y LINGÜÍSTICA

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<td>ELABORADO POR:</td>
<td>Lcdo. César Marín Galarza.</td>
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<td>REVISADO Y APROBADO</td>
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<td>DIRECTOR</td>
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FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA
EDUCACIÓN.- El infrascrito Secretario de la Facultad,
CERTIFICA QUE: SRTA. FRANCO ESPINOZA MARCIA
ALEXANDRA, se inscribió y aprobó el SEMINARIO PARA LA
ELABORACIÓN DE PROYECTOS EDUCATIVOS, año: 2013,
Especialización: Inglés, que se organizó en la Escuela de Lenguas
y Lingüísticas, desde el 15 de Julio al 16 de Agosto del 2013, con
una duración de 100 horas clases.- Así consta en los archivos de
esta Secretaría a mi cargo a los que me remito en caso necesario.
Guayaquil, 05 de Diciembre del 2014.-

[Signature]

AB. SEBASTIÁN CAJERA ALVARADO
SECRETARIO
La suscrita Secretaria titular del INSTITUTO TECNOLÓGICO “PROVINCIA DE TUNGURAHUA”, en legal forma confiere Copia Certificada del Acta de Grado correspondiente

A la señora

FRANCO ESPINOZA MARCIA ALEXANDRA

(Apellidos y Nombres completos)

En el Cantón Guayaquil, Provincia del Guayas; el día NUEVE del mes de FEBRERO del DOS mil CINCO.

El Consejo Directivo del INSTITUTO TECNOLÓGICO “PROVINCIA DE TUNGURAHUA” de la ciudad de Guayaquil, integrado por los siguientes Miembros:

Dra. Georgina García de Farias, Rectora (E); Ab. Walter Subía Barreiro, Vicerrector (E); Dra. Geoconda Narea Ruiz, Vicerrectora (E); Lcdo. Antonio García Moreira, Primer Vocal Principal; Ab. Angélica Carpio Maridueña, Segundo Vocal Principal; Lcdo. Joffre Viudez Ortega, Tercer Vocal Principal; Sra. Narcisa Altamirano de Pinto, Secretaria General.

De conformidad con lo dispuesto en el Art. 248 del Reglamento General de la Ley de Educación y Cultura.

La Señorita

FRANCO ESPINOZA MARCIA ALEXANDRA

(Apellidos y Nombres completos)

Ha obtenido los siguientes promedios:

a. Promedio de las notas globales, de Primero a Quinto Cursos; 18,63
b. Promedio Global, correspondiente al Tercer Curso del Ciclo Diversificado; 19,14
c. Nota Final del Trabajo de Investigación o Práctico; 20,00
d. Promedio de los Exámenes de Grado.

TOTAL 77,77
PROMEDIO GENERAL 19,44

NOTA DEFINITIVA DE GRADO: DIECINUEVE (19)

(Establecimiento con letras y números)

SOBRESALIENTE

En virtud de la aprobación, el Honorable Consejo Directivo, le confiere el Título de:

BACHILLER EN COMERCIO Y ADMINISTRACIÓN

ESPECIALIZACIÓN:

SECRETARIADO ADMINISTRATIVO

Por todo lo actuado, los Miembros del Consejo Directivo, se ratifican y firman en unidad de acto, juntamente con la Secretaría que da fe y Certifica.

RECTOR

VICERRECTOR

VICERRECTORA

PRIMER VOCAL

SEGUNDO VOCAL

SECRETARIA
Puede la interesada hacer uso de la presente Copia Certificada del Acta de Grado en la forma que estime necesario, remitiéndome si el caso requiere a los libros y registros que reposan en el archivo a mi cargo.

Uso Sección refrendación de Títulos

Guayaquil, Febrero-9 del 2005

[Signature]

[Seal]

Norma Almendras de Pinto
SECRETARIA GENERAL

[Seal]

[Signature]
CERTIFICADO

Una vez revisado los archivos de la Secretaría de la escuela de LENGUAS Y LINGÜÍSTICA, certifico.

Consta que tiene APROBADA (X), REPROBADA ( ), las PRACTICAS DOCENTES.

Así consta en los archivos respectivos, lo certifico:

Otorgo la presente certificación en la ciudad de Guayaquil, a los trece días del mes de mayo del dos mil quince.

Ab. Jacinto Calderón Vallejo, MSc.
DIRECTOR
ESCOLA DE LENGUAS Y LINGÜÍSTICA

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<td>DIRECTOR</td>
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CERTIFICACIÓN

El infrascrito Secretario de la Facultad, CERTIFICA que la SRTA. VALVERDE OCHOA KATHRYNE ELIZABETH, alumna de la ESCUELA DE LENGUAS Y LINGÜÍSTICA, asistió y aprobó el SEMINARIO DE COMPUTACIÓN:

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<td>- AVANZADO</td>
<td>10 (DIEZ)</td>
<td>2011 - 2012</td>
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Así consta en los respectivos archivos de ésta secretaría a mi cargo a los que me remito en caso necesario.- Guayaquil, mayo 13 del 2015.-

[Signature]

AB. SEBASTIÁN CADENA ALVARADO
SECRETARIO
CERTIFICADO

Una vez revisado los archivos de la Secretaría de la escuela de Lenguas y Lingüística, certifico.

Que: La Sr (a) (ita), VALVERDE OCHOA KATHERYNE ELIZABETH, Egresada, Especialización: INGLES, periodo lectivo: 2014.
Consta que tiene APROBADA (X), REPROBADA ( ), la VINCULACIÓN CON LA SOCIEDAD.

Así consta en los archivos respectivos.

Otorgo la presente certificación en la ciudad de Guayaquil, a los trece días del mes de mayo del dos mil quince.

Ab. Jacinto Calderón Vallejo, MSc.
DIRECTOR
ESCUAED DE LENGUAS Y LINGÜÍSTICA

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<td>DIRECTOR</td>
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FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN.- El infrascrito Secretario de la Facultad, CERTIFICA QUE: SRTA. VALVERDE OCHOA KATHERINE ELIZABETH, se inscribió y aprobó el SEMINARIO PARA LA ELABORACIÓN DE PROYECTOS EDUCATIVOS, año: 2013, Especialización: Inglés, que se organizó en la Escuela de Lenguas y Lingüística, desde el 15 de Julio al 16 de Agosto del 2013, con una duración de 100 horas clases.- Así consta en los archivos de esta Secretaría a mi cargo a los que me remito en caso necesario.
Guayaquil, 05 de Diciembre del 2014.-

AB. SEBASTIÁN CALDERÓN ALVARADO
SECRETARIO
Quién suscribe, Secretario Titular de la Unidad Educativa Experimental “Liceo Aeronáutico” de Guayaquil, en legal forma confiere Copia Certificada del Acta de Grado correspondiente al Señor

VALVERDE OCHOA KATHERYNE ELIZABETH

En la ciudad de Guayaquil, Provincia del Guayas, el día dos de febrero del dos mil siete, el Consejo Directivo del Colegio, integrado por los señores: MAYO PLTO. AVC. FRANK CEVALLOS MOLINA, RECTOR; LCDO. ALBERTO COELLO RICAURTE, VICERRECTOR; DR. JOSE MANCERO MIRANDA, PRIMER VOCAL; LCDA. ISABEL CARVAJAL ARCOS, SEGUNDO VOCAL; LCDO. NELSON VILLALVA CALDERON, TERCER VOCAL, ING. ENRIQUE GUZMAN DELGADO, SECRETARIO GENERAL.

De conformidad con lo dispuesto en el Art. 248 del Reglamento General a la Ley de Educación y Cultura, el señor: VALVERDE OCHOA KATHERYNE ELIZABETH ha obtenido los siguientes promedios.

a.- Promedio de las notas globales de Primero a Tercero de Ciclo Básico y Primero y Segundo Curso de Ciclo Diversificado. 19.65
b.- Promedio global correspondiente al Tercer Curso del Ciclo Diversificado. 19.53
c.- Nota final del trabajo de investigación o práctico; o calificación de los exámenes orales de grado; y, 20.00
d.- Promedio de los Exámenes escritos de Grado 17.00

TOTAL 76.18
PROMEDIO GENERAL 19.05

NOTA DEFINITIVA DE GRADO: DIECINUEVE (19)

EQUIVALENTE A: SOBRESALIENTE

En virtud de la aprobación, el Consejo Directivo, confiere el Título de:

BACHILLER EN CIENCIAS GENERAL

Por lo cual, los Miembros del Consejo Directivo, se ratifican y firman en unidad de acto con el Secretario que da fe y certifica.

FRANK CEVALLOS MOLINA
MAYO PLTO. AVC.
RECTOR

ALBERTO COELLO RICAURTE
VICERRECTOR

JOSE MANCERO MIRANDA
PRIMER VOCAL

ISABEL CARVAJAL ARCOS
SEGUNDO VOCAL

LCDO. ALBERTO COELLO RICAURTE
VICERRECTOR

LCDA. ISABEL CARVAJAL ARCOS
SEGUNDO VOCAL

FRANK CEVALLOS MOLINA
MAYO PLTO. AVC.
RECTOR

81
Se el interesado hacer uso de la presente Copia Certificada en la forma que estime necesaria, remitiéndose si
so requiere a los libros y registros que reposan en el archivo a mi cargo.

USO SECCION REFRENDAJON DE TITULOS

Guayaquil, febrero 02 del 2007

ING. ENRIQUE GUEVARA DELGADO
SECRETARIO GENERAL

CERTIFICA: Que la firma del DR. JOSE GALARZA CALVACHE, Supervisor de Educación Media, es
auténtica.

30 MAYO 2007
Techniques
## Nómina de Alumnos Matriculados
### Año Lectivo: 2013 - 2014

**Primer Año Bachillerato: “E” BACHILLER TECNICO INDUSTRIAL**

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<td>VERA URDANIGO JUAN FABIAN</td>
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**TOTAL CABALLEROS:** 28  **TOTAL DAMAS:** 1

**FIN DE REPORTE**
EDUCATIONAL PROJECT

In the following interview sheet you will find five different alternatives, please, circle the letter according your personal opinion.

RUBRICS: “a.-) Highly satisfactory”, “b.-) Satisfactory”, “c.-) Less satisfactory”, “d.-) Non satisfactory”, “e.-) Indifferent”

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<th>b</th>
<th>c</th>
<th>d</th>
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<tr>
<td>2. How satisfactory do you consider the vocabulary to have an effective communication?</td>
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<td>5. How active is your participation and interest in your vocabulary classes?</td>
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</table>

Researches:
Franco Espinoza Marcia.
Valverde Ochoa Kathervne.
In the following interview sheet you will find five different alternatives, please, circle the letter according your personal opinion.

RUBRICS: "a.-) Highly satisfactory", "b.-) Satisfactory", "c.-) Less satisfactory", "d.-) Non satisfactory", "e.-) Indifferent"

<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
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<tbody>
<tr>
<td>1. How do you rate your English Level?</td>
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Researches:
Franco Espinoza Marcia.
Valverde Ochoa Kathervne.
LOCATION OF “SIMÓN BOLÍVAR” HIGH SCHOOL
1ST YEAR B.G.U STUDENTS OF "SIMON BOLIVAR" HIGH SCHOOL
WITH THE ENGLISH TEACHER.
EDUCATIONAL PROJECT

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Researches:
Franco Espinoza Marcia.
Valverde Ochoa Katheryne.
The Basic Vocabulary to improve the English language

Handbook

Marcia Franco Espinoza
<table>
<thead>
<tr>
<th>Lessons</th>
<th>Topics</th>
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<tbody>
<tr>
<td>Lesson 1</td>
<td>The alphabet</td>
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<tr>
<td>Lesson 2</td>
<td>Colors</td>
</tr>
<tr>
<td>Lesson 3</td>
<td>The family members</td>
</tr>
<tr>
<td>Lesson 4</td>
<td>Fruits</td>
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<tr>
<td>Lesson 5</td>
<td>Animals</td>
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<td>Lesson 6</td>
<td>Adjectives</td>
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<td>Lesson 7</td>
<td>Professions and Jobs</td>
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<tr>
<td>Lesson 8</td>
<td>Town and Places of the town</td>
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<tr>
<td>Lesson 9</td>
<td>Food</td>
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<td>Drinks</td>
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<td>Lesson 11</td>
<td>Household chores</td>
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<tr>
<td>Lesson 12</td>
<td>Cleaning</td>
</tr>
<tr>
<td>Lesson 13</td>
<td>Office supplies</td>
</tr>
<tr>
<td>Lesson 14</td>
<td>Gadgets, utensils and other equipment</td>
</tr>
<tr>
<td>Lesson 15</td>
<td>Useful cooking verbs</td>
</tr>
<tr>
<td>Lesson 16</td>
<td>Home appliances</td>
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<td>Lesson 19</td>
<td>Likes and Dislikes</td>
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<td>Letter</td>
<td>Pronunciation</td>
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<td>---------------</td>
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<tr>
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<td>/ei/</td>
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<td>B</td>
<td>/bi/</td>
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<td>C</td>
<td>/si/</td>
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<td>/di/</td>
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<td>F</td>
<td>/ef/</td>
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<td>G</td>
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<td>H</td>
<td>/eich/</td>
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<td>/vi/</td>
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<td>W</td>
<td>/dablu/</td>
</tr>
<tr>
<td>X</td>
<td>/ex/</td>
</tr>
<tr>
<td>Y</td>
<td>/wai/</td>
</tr>
</tbody>
</table>
**Alphabet song**

A, b, c, d, e, f, g

H, i, j, k, l, m, n, o, p

Q, r, s, t, u, v, w, x, y

and z Now you know

my ABC

next time won’t you sing with me

ABC songs for children- “ABC song with cute ending”

**Exercise # 1**

**COMPLETE THE ALPHABET**

<table>
<thead>
<tr>
<th>B</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>H</td>
<td>J</td>
<td>L</td>
</tr>
<tr>
<td>N</td>
<td>P</td>
<td>R</td>
</tr>
<tr>
<td>S</td>
<td>U</td>
<td>V</td>
</tr>
<tr>
<td>X</td>
<td>Y</td>
<td></td>
</tr>
</tbody>
</table>

www.KindergartenWorksheets4Kids.com
Lesson Nº 2

Colors

Blue
Red
Yellow
Orange

Pink
Purple
Brown
Black

Green
White
Sky blue
Grey

Brown
Purple
Grey
<table>
<thead>
<tr>
<th>FATHER</th>
<th>MOTHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>DAUGHTER</td>
<td>SON</td>
</tr>
<tr>
<td>GRANDMOTHER</td>
<td>GRANDFATHER</td>
</tr>
<tr>
<td>UNCLE</td>
<td>AUNT</td>
</tr>
<tr>
<td>SISTER</td>
<td>BROTHER</td>
</tr>
</tbody>
</table>
Activity # 3

Family Word search

Look for each of these words in the word search. They can be found either across or down.

Mother- Father- Sister- Brother- Grandmother- Grandfather- Aunt- Uncle
Lesson Nº 4
The Fruits

Apple
Pear
Strawberry Orange

Pineapple
Peach
Avocado Grapes

Cherry
Watermelon
Bananas Melon
Activity # 4

Write the name of the fruits

<p>| | | |</p>
<table>
<thead>
<tr>
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<tbody>
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</tr>
</tbody>
</table>
Lesson Nº 5

The Animals

Dog
Cat
Bird
Duck
Pig
Hen
Chicken
Turkey
Activity # 5
Worksheet

Match

<table>
<thead>
<tr>
<th>TURKEY</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAT</td>
</tr>
<tr>
<td>DOG</td>
</tr>
<tr>
<td>PIG</td>
</tr>
</tbody>
</table>
Lesson Nº 6

The

adjectives
Thin

Fnt

Thirsty

Shy

Strong

Relaxed

Scared

Old

Young
**Activity # 6**

**Choose the Apt Food Adjectives**
For each food, choose the adjective that best describes it.

<table>
<thead>
<tr>
<th>Fruit</th>
<th>Adjective</th>
<th>Fruit</th>
<th>Adjective</th>
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<tr>
<td><img src="image1.png" alt="Fruit Icon" /></td>
<td>deadly</td>
<td><img src="image2.png" alt="Fruit Icon" /></td>
<td>soft</td>
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<tr>
<td><img src="image3.png" alt="Fruit Icon" /></td>
<td>drab</td>
<td><img src="image4.png" alt="Fruit Icon" /></td>
<td>red</td>
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<tr>
<td><img src="image5.png" alt="Fruit Icon" /></td>
<td>green</td>
<td><img src="image6.png" alt="Fruit Icon" /></td>
<td>refreshing</td>
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<td><img src="image7.png" alt="Fruit Icon" /></td>
<td>detailed</td>
<td><img src="image8.png" alt="Fruit Icon" /></td>
<td>warm</td>
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<tr>
<td><img src="image9.png" alt="Fruit Icon" /></td>
<td>long</td>
<td><img src="image10.png" alt="Fruit Icon" /></td>
<td>fast</td>
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<tr>
<td><img src="image11.png" alt="Fruit Icon" /></td>
<td>hand</td>
<td><img src="image12.png" alt="Fruit Icon" /></td>
<td>orange</td>
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<tr>
<td><img src="image13.png" alt="Fruit Icon" /></td>
<td>straight</td>
<td><img src="image14.png" alt="Fruit Icon" /></td>
<td>kindly</td>
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<tr>
<td><img src="image15.png" alt="Fruit Icon" /></td>
<td>tart</td>
<td><img src="image16.png" alt="Fruit Icon" /></td>
<td>tart</td>
</tr>
<tr>
<td><img src="image17.png" alt="Fruit Icon" /></td>
<td>elongated</td>
<td><img src="image18.png" alt="Fruit Icon" /></td>
<td>soft</td>
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<tr>
<td><img src="image19.png" alt="Fruit Icon" /></td>
<td>neat</td>
<td><img src="image20.png" alt="Fruit Icon" /></td>
<td>posh</td>
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<td><img src="image21.png" alt="Fruit Icon" /></td>
<td>plastic</td>
<td><img src="image22.png" alt="Fruit Icon" /></td>
<td>layered</td>
</tr>
<tr>
<td><img src="image23.png" alt="Fruit Icon" /></td>
<td>runny</td>
<td><img src="image24.png" alt="Fruit Icon" /></td>
<td>meaty</td>
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<tr>
<td><img src="image25.png" alt="Fruit Icon" /></td>
<td>thick</td>
<td><img src="image26.png" alt="Fruit Icon" /></td>
<td>united</td>
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<tr>
<td><img src="image27.png" alt="Fruit Icon" /></td>
<td>crisp</td>
<td><img src="image28.png" alt="Fruit Icon" /></td>
<td>thick</td>
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<tr>
<td><img src="image29.png" alt="Fruit Icon" /></td>
<td>tart</td>
<td><img src="image30.png" alt="Fruit Icon" /></td>
<td>shallow</td>
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<tr>
<td><img src="image31.png" alt="Fruit Icon" /></td>
<td>peaceful</td>
<td><img src="image32.png" alt="Fruit Icon" /></td>
<td>icy</td>
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<tr>
<td><img src="image33.png" alt="Fruit Icon" /></td>
<td>rash</td>
<td><img src="image34.png" alt="Fruit Icon" /></td>
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<tr>
<td><img src="image35.png" alt="Fruit Icon" /></td>
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<td><img src="image36.png" alt="Fruit Icon" /></td>
<td>tricky</td>
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<tr>
<td><img src="image37.png" alt="Fruit Icon" /></td>
<td>notable</td>
<td><img src="image38.png" alt="Fruit Icon" /></td>
<td>square</td>
</tr>
<tr>
<td><img src="image39.png" alt="Fruit Icon" /></td>
<td>hard</td>
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</table>
Lesson № 7

The professions and jobs

Professions & Jobs

Accountant  Architect  Astronomer  Author
Baker  Butcher  Carpenter  Dentist
Doctor  Farmer  Firefighter  Judge
Mechanic  Nurse  Pilot  Plumber
Police Officer  Psychiatrist  Surgeon  Teacher

Activity #7

Job Match  My name is ________________

What does he / she do?
He’s/She’s a/an ________________

teacher  dentist  bus driver  doctor  postman  pilot
police officer  fisherman  baker  waitress  builder
nurse  train driver  flight attendant  chef  barber
Lesson № 8
The places of the town

Town

bakery  café  movies  hotel  pharmacy

pub  zoo  museum  jail  gym

Map of the town
Airport
Train station
Supermarket
Horse race track
Restaurant
Clothes store
Hospital
Café
Museum
Hotel
Pharmacy
Pub
Zoo
Jail
Gym
8 Look at the pictures and put the correct name.
**Activity Nº 9**

Complete the word using food vocabulary and write I like or I don’t like.

<table>
<thead>
<tr>
<th>I like/I don’t like</th>
</tr>
</thead>
<tbody>
<tr>
<td>v_g_t_b_e_</td>
</tr>
<tr>
<td>p_t_t_es</td>
</tr>
<tr>
<td>b_g_</td>
</tr>
<tr>
<td>c_k_e_</td>
</tr>
<tr>
<td>c_ff_</td>
</tr>
</tbody>
</table>

**vegetables**  **bugs**  **coffee**  **cookies**  **potatoes**
Activity # 10

My Favorite Food!

My name is ________________

Color the food and circle your favorite!

What’s your favorite fruit?

What’s your favorite vegetable?

What’s your favorite drink?

What’s your favorite sweet?
Lesson No. 11
Household chores

- make the bed
- take the rubbish out
- do the shopping
- do the ironing
- do the washing up
- make dinner
- clean the house
- put the washing machine on
- tidy your room
- mop the floor
- unload the dishwasher
Activity N° 11

Household Chores

Write the correct number in front of each word:

1. __________
2. __________
3. __________
4. __________
5. __________
6. __________
7. __________
8. __________
9. __________
10. __________
11. __________
12. __________
13. __________
14. __________

---

do the laundry
do the dusting
cook
hang the clothes
vacuum
go shopping
sweep
walk the dog
mop floors
make the bed
do the dishes
look after the children
strolling with baby
take the rubbish out
Lesson Nº 12 Cleaning

Vocabulary: Cleaning

- washing machine (washer)
- laundry soap (detergent)
- bleach
- hamper
- dryer
- clothesline
- iron
- scrub brush
- clothespin
- ironing board
- vacuum
- trash can
- trash bag
- broom
- bucket (pail)
- dustpan
- mop

American English at State A E
CLEANING VERBS

*You*
- wipe
- clean
- wash
- scrub

*You* dust wipe with a dry cloth.
- clean
- dry
- polish

*You* sweep with a broom.

Activity № 12
**Cleaning Schedule**

Week of:

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tbody>
<tr>
<td>Kitchen cabinets</td>
<td>Kitchen cabinets</td>
<td>Kitchen cabinets</td>
<td>Kitchen cabinets</td>
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<tr>
<td>Clutter</td>
<td>Clutter</td>
<td>Clutter</td>
<td>Clutter</td>
<td>Clutter</td>
</tr>
<tr>
<td>Bathrooms</td>
<td>Kitchen</td>
<td>Dust</td>
<td>Vacuum</td>
<td>Mop</td>
</tr>
</tbody>
</table>

**Weekend**

<table>
<thead>
<tr>
<th>Kitchen</th>
<th>Bills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laundry</td>
<td>Change Sheets</td>
</tr>
</tbody>
</table>
Lesson Nº 13

Important office supplies
Activity № 13

"What is it?"

What are the names of these office items?  
* Check with your partner.
Lesson № 14
Gadgets, utensils and other equipment

Gadgets, Utensils and Other Equipment

- Vegetable Peeler
- Microplane Grater
- Box Grater
- Garlic Press
- Juicer
- Timer
- Potato Masher
- Pastry Scraper
- Instant Read Thermometer
- Mixing Bowls
- Prep Bowls
- Fine Strainer
- Colander
- Plastic Cutting Boards
- Wooden Cutting Board
- Balloon Whisk
- Silicon Spatulas
- Tongs
- Ladle
- Slotted Spoon
- Metal Spoon
- Wooden Spoon
- Turning Spatula
champagne flute  sparkling wine glass  cocktail glass  old-fashioned glass

Wine goblet  highball glass  beehive  small decanter  decanter

cutting

bread knife  serrated

carving knife  point  edge

cleaver  paring knife

tomato knife

peeler

kitchen scissors
kitchen utensils

- measuring spoons
- dry measuring cups
- liquid measuring cup
- timer
- colander
- sieve (also sifter)
- ramekin
- tongs
- ice-cream scoop
- rolling pin
crushing, grating, squeezing

potato masher  grater  zester  garlic press

pepper mill  juicer  pestle and mortar
Chef Solus A-Z List of Cooking Supplies

How well do you know the items that live in your kitchen?
Match up the cooking item with the right picture.

- apron
- baking pans
- cookie sheet
- cutting board
- grater
- measuring cup
- soup pot
- potato peeler
- oven mitts
- rolling pin
- soup ladle
- spatula
- strainer
- whisk


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Can you name the following cooking utensils? Write the name of each kitchen utensil below its picture.

<table>
<thead>
<tr>
<th>Blender</th>
<th>Garlic press</th>
<th>Meat cleaver</th>
<th>Rolling pin</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can opener</td>
<td>Grater</td>
<td>Mixer</td>
<td>Spatula</td>
</tr>
<tr>
<td>Corkscrew</td>
<td>Ladle</td>
<td>Mixing bowl</td>
<td>Strainer</td>
</tr>
<tr>
<td>Colander</td>
<td>Measuring cup</td>
<td>Potato masher</td>
<td>Tongs</td>
</tr>
<tr>
<td>Frying pan</td>
<td>Measuring spoons</td>
<td>Roasting pan</td>
<td>Whisk</td>
</tr>
</tbody>
</table>

a. ___________  b. ___________  c. ___________  d. ___________

...
Kitchen Utensils

Find the hidden words within the grid of letters. Then use the leftover letters to find the hidden message.

apron  frying pan  knife  mixing bowl  steamer
blender  funnel  ladle  oven mitts  strainer
can opener  garlic press  measuring cup  potato masher  toaster
colander  grater  measuring spoons  roasting pan  tongs
corkscrew  grill  meat cleaver  rolling pin  whisk
fork  kettle  mixer  spatula  wok

Created by Flickhappy
Useful Cooking Verbs

Crush  Mash  Mix  Pinch  Pour  Sprinkle
Melt  Grill  Simmer  Carve  Spread  Strain/Drain
Peel  Grate  Squeeze
Serve  Slice  Stir
Activity Nº 15

KITCHEN VERBS

MATCH
1. PEEL
2. CUT
3. BOIL
4. CHOP
5. SLICE
6. MASH
7. GRATE
8. POUR
9. STRETCH
10. MIX
11. SPREAD
12. WHISK
13. KNEAD
14. BREAK
Lesson Nº 16

Home Appliances 1

- microwave
- fridge
- toaster
- extractor hood
- gas stove
- mixer
- meat grinder
- food processor
- washing machine

appliances
Flashcards

Home Appliances 2

vacuum cleaner

hair dryer

iron

fan

dish washer

air conditioner

blender

juicer

sandwich maker
Household Appliances

1. Look at the following items, where do they fit in a house?

<table>
<thead>
<tr>
<th>Blender</th>
<th>Television</th>
<th>Camera</th>
<th>Dishwasher</th>
<th>Fan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Iron</td>
<td>Fridge</td>
<td>Toaster</td>
<td>Lawn mower</td>
<td>Microwave</td>
</tr>
<tr>
<td>Oven</td>
<td>Epilator</td>
<td>Washer</td>
<td>Dryer</td>
<td>Vacuum cleaner</td>
</tr>
<tr>
<td>Stove</td>
<td>Hairdryer</td>
<td>Electric hair clipper</td>
<td>Induction cooker</td>
<td>Electric shaver</td>
</tr>
<tr>
<td>Electric grill</td>
<td>Mixer</td>
<td>Sewing machine</td>
<td>Radio set</td>
<td>Scanner</td>
</tr>
<tr>
<td>Laptop</td>
<td>Desk computer</td>
<td>Coffee machine</td>
<td>Kitchen Scale</td>
<td>CD Player</td>
</tr>
</tbody>
</table>

2. Complete these sentences.

1. You wash clothes in it. It's a ________________.
2. You clean with it. It's a ________________.
3. You heat things very quickly in it. It's a ________________.
4. You press clothes with it. It's an ________________.
5. You watch movies on it. It's a ________________.
6. It pulls hair out of the roots. It's an ________________.
7. It cleans your dirty plates and pans. It's a ________________.
8. It makes toast. It's a ________________.
9. It keeps your food cold. It's a ________________.
Lesson Nº
17
Shopping

Vocabulary: Shopping

- Trolley
- Shopping basket
- Check out
- Credit card
- Shop shelves
- Money/cash
- People queueing at the checkout
- Shop assistant/costumer

Shopping verbs

- To buy
- To sell
- To charge
- To pay
- To exchange
- To give change
- To cost
- Cheap
- Expensive
- to afford
- To spend
- Free
- Reduced
- On special offer
- Second hand
- To do the shopping
- To go shopping

Salesman
Saleswoman
Cashier
Customer
Checker
Wallet / purse
Price
Let's Go Shopping

Activity Nº 17

Write the number to the questions
Where should I buy…?

1. tickets for my favourite movie?
2. headache medicine?
3. fresh fruits and vegetables?
4. bicycle for my friend?
5. exercising equipment?
6. new shoes?
7. stamps to mail a letter?
8. a cup of tea or coffee?
9. seeds for my garden?
10. groceries?
11. tools for home repairs?
12. a computer for school?
13. books for my library?
14. cake for my birthday party?
15. combs and a brush?
16. drums for my band?
17. a dress for the ball?
18. flowers for mother’s day?

Now match the store’s name with the picture.

1. Cooper City Post Office
2. Carl’s Supermarket
3. Island Florist
4. The Farmers’ Market
5. Carl’s Hair and Beauty Supplies
6. Bookworld and Stationers
7. Wellness Pharmacy
8. The Sports Centre
9. Rocky Farm Nursery
10. Cyber Jack Electronics
11. Harmony Music Store
12. The Coffee Shop
13. Phill’s Bakery
14. Hanna’s Hardware
15. Mike’s Shoe Store
16. Dress Barn
17. Galleria Cinemas
18. Cycles Unlimited
Lesson Nº 18

Free time activities
Activity Nº 18

HOBBIES

- act
- call my friends
- cook
- cycle / ride a bike
- dance
- do crosswords
- do DIY jobs
- draw
- garden
- go shopping
- go to the cinema
- ice-skate
- listen to music
- make models
- paint
- play basketball
- play cards
- play football
- play tennis
- play the drums

- play the flute
- play the guitar
- play the piano
- play the violin
- play video games
- read
- repair objects
- ride (a horse)
- rollerblade
- sing
- skateboard
- ski
- surf the net
- swim
- take photos (UK)
- take pictures (US)
- walk
- watch television

Match the verbs with the pictures!
<table>
<thead>
<tr>
<th>Birdhouse</th>
<th>Watering Can</th>
<th>Pink Flowers</th>
<th>Spotted Egg</th>
<th>Raincoat</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blue Flower</td>
<td>Easter Basket</td>
<td>Potted Plant</td>
<td>Galoshes</td>
<td>Wheelbarrow</td>
</tr>
<tr>
<td>Yellow Flower</td>
<td>Birdbath</td>
<td>Bonnet</td>
<td>Bunny</td>
<td>Gloves</td>
</tr>
<tr>
<td>Bird</td>
<td>Clippers</td>
<td>Umbrella</td>
<td>Rake</td>
<td>Kite</td>
</tr>
<tr>
<td>Shovel</td>
<td>Flower Basket</td>
<td>Spade</td>
<td>Yellow Egg</td>
<td>Butterfly</td>
</tr>
</tbody>
</table>
Activity Nº 19

SPRING VOCABULARY WORD SEARCH

BLOSSOM
BUTTERFLY
CLEANING
DANDELION
FLOWERS
GARDEN
GREEN
MAY
PICNIC
RAINBOW
ROBIN
SHOWERS

MyKidsGuide.com
Lesson Nº 20

Talking about likes and dislikes

<table>
<thead>
<tr>
<th>Expressing likes</th>
<th>Expressing dislikes</th>
</tr>
</thead>
<tbody>
<tr>
<td>I like…</td>
<td>I don't like…</td>
</tr>
<tr>
<td>I love …</td>
<td>I hate…</td>
</tr>
<tr>
<td>I adore …</td>
<td>I dislike…</td>
</tr>
<tr>
<td>I'm crazy about</td>
<td>I abhor…</td>
</tr>
<tr>
<td>I'm mad about…</td>
<td>I can’t bear…</td>
</tr>
<tr>
<td>I enjoy…</td>
<td>I can’t stand…</td>
</tr>
<tr>
<td>I’m keen on…</td>
<td>I detest</td>
</tr>
</tbody>
</table>

More examples

Expressing likes:

- I live for rock and roll.
- I can't get enough of rock and roll.
- Rock and roll is my life.
- I'm really into rock and roll.
- I'm keen on rock and roll.
- I'm fond of sweets.
- I'm crazy about music.

Expressing dislikes:

- Classical music is not very me.
- Classical music doesn't do anything for me
- Classical music is not my thing.
- I'm not into classical music.
- I don't mind travelling by bus.
- I loathe my job.
Activity N° 20

Likes And Dislikes

Read and complete.

1. I love ____________________________

2. I really like __________________________

3. I like __________________________

4. I quite like __________________________

5. I don't mind __________________________

6. I don't like __________________________

7. I really don't like __________________________

8. I can't stand __________________________

9. I hate __________________________

10. I wish __________________________

11. I hope __________________________

12. I think __________________________

13. I expect __________________________

14. I wouldn't mind __________________________

15. I've never __________________________
Good job!

Yes, I did it!
I will do it
I can do it
I'll try to do it
How do I do it?
I want to do it
I can't do it
I won't do it

Which step have you reached today?
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