



## SUMMARY

“MY FIRST ENGLISH BOOK; *I Learn English in my School*”: A textbook for students of seventh year of Elementary School, has been created to help children from “Mariscal de Ayacucho Antonio José de Sucre,” who come from low-income families.

The book is based on two methodologies, The Natural Approach and Total Physical Response, and the Theory of Multiple Intelligences. With the first one, students use the target language from the earliest communicative activities, such as role plays, group work, and games, among others. With the second one, students respond to instructions by performing physical actions. The Multiple Intelligences Theory is focused on students’ abilities, which are classified into eight intelligences; Verbal-linguistic, Logical-Mathematical, Musical, Bodly-Kinesthetic, Spatial-Visual, Interpersonal, Intrapersonal, and Naturalistic.

The book was developed according to students’ needs and ages. It contains eight units and an introductory unit. The units consist of different activities to be performed by students in a determined period of time.

During the application of the book, the children learned to use English greetings, to answer basic questions, to identify and describe pictures, to introduce themselves, to read short stories, to perform instructions, to sing songs, to practice dialogues, to make handiworks, and other activities. Finally, the activities of the book were simple and the children performed them without any problem.



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textbook for students of seventh year of Elementary School.**

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**“MY FIRST ENGLISH BOOK; I Learn English in  
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Elementary School**

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the degree of Bachelor in English Language and  
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To my parents, Alejandro Segarra and Enma Padilla, who raised me to be the woman that I am today; thanks for your words of encouragement, and your financial, spiritual, and emotional support. God bless you.

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To my dear parents, Enma and Alejandro, who have been a fundamental pillar in my life; to my lovely children, Ivette and Steve Armijos, who are the inspiration of my being; finally, to my grandparents, José Padilla and Laura Illescas, who have always given me their love.

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## INTRODUCTION

“*MY FIRST ENGLISH BOOK; I Learn English in my School,*” a textbook for students in the seventh year of elementary school, has been developed to help the children from “Mariscal de Ayacucho Antonio José de Sucre” Elementary School, located in EL VALLE parish, of EL SALADO community.

The main objective of this book is to teach English at a beginner’s level. The children, who come from low-income families, need to have basic English language knowledge to continue with English studies. The goal of this work is to establish a learning process taking into account the students’ natural learning abilities.

Our work is based on two methodologies, The Natural Approach and Total Physical Response, and the theory of Multiple Intelligences.

The Natural Approach (NA) by Tracy Terrell and Stephen Krashen is a method that is focused on the English level of elementary students.

Another important methodology is Total Physical Response (TPR) by James Asher. It focuses on responses to instructions by performing physical actions, such as pointing at things, handing each other objects, standing, walking, sitting down, writing, reading, drawing, answering questions, giving short instructions, and so on. Children acquire and use vocabulary through movements and actions. Children act in response to their bodies and they listen and move. Thus, a great deal of practice helps the children internalize the vocabulary.

The Multiple Intelligences Theory by Doctor Howard Gardner is focused on students’ abilities. Most of the children develop their intelligence, talents or mental skills in different ways, which are expressed in the context of specific



tasks, activities, and crafts. As we know, a person might have two or more dominant intelligences. Some children demonstrate their abilities to recognize logical or numerical patterns (Logical-Mathematical) while others are good at memorizing words, short phrases like greetings, writing, and completing short texts (Verbal-Linguistic). Many of them show their ability to perceive, appreciate, and produce rhythm, and musical expression such as singing or playing an instrument (Musical). Others enjoy perceiving the visual world, and act on visual perceptions by drawing and painting (Visual Spatial) and others enjoy developing control of body movements and the capacity to handle objects skillfully (Bodily-Kinesthetic). Most children are sensitive to moods, feelings, and motivations (Interpersonal). Other children have the capacity to develop self- knowledge and understanding of their own feelings, weaknesses, strengths, and desires (Intrapersonal). And finally, some are able to discriminate among living things as well as having sensitivity to other features of the natural world (Naturalistic). Our book was designed by thinking about the different intelligences of the students.

For the research, we searched bibliographic and web site resources to develop the theoretical part of our work. In order to find out the children's needs, we applied surveys to children and their parents or relatives. The children want to improve their language level, and that their parents want their children to learn English so they can continue their future studies without problems. The complete results of our investigation are developed in Chapter Three.

"MY FIRST ENGLISH BOOK; *I Learn English in My School*" is a textbook for students in the seventh year of elementary school designed to cover the



student's needs from seventh year of basic education, according to students' requirements and the aforementioned methodologies. Through this book, students will be able to study the English Language as a basic requirement of the curriculum.

The book is divided into eight units and an introductory unit. Each unit consists of different activities to be performed in a determined period of time. English grammar is learned within a context.

The introductory unit is a short introduction for developing the next units; it includes numbers and the alphabet. Unit One includes basic greetings in English. Through this unit, students are able to greet their teacher, parents, and classmates. Unit Two, students learn to identify different colors and fruits. Unit Three makes reference to wild animals and domestic animals. In this unit students learn about their natural habitats, where they live, their sounds, etc. Unit Four presents professions and their places of work. In this unit students begin to use the simple present and verb to be. Unit Five is a unit that teaches the parts of the body. The students identify the body parts and compare them with other bodies (animals, insects, etc.). In Unit Six children learn to identify family members. In Unit Seven, the children practice more numbers by telling the time and talking about their daily routines. Finally, in Unit Eight, students practice the use of the prepositions of place, as well as the present progressive.

The last chapter of the thesis includes conclusions and recommendations which refer to the experience of the application of the book in the seventh year of the "Mariscal de Ayacucho Antonio José de Sucre" Elementary School.





## CHAPTER 1

### 1. SCHOOL DATA



The elementary school **“Mariscal Antonio José de Sucre”** is located in the Parish of El Valle. This parish is 10 kilometers away from the City of Cuenca, in the Republic of Ecuador. The school was founded on October 20, 1986, in El Salado community. Its founder was Mrs. Bertha Tenorio.

#### 1.1. HISTORY

This school, like any other school, has its history. It was founded through the initiative of some inhabitants of the place. This school started with only one teacher, Mrs. Bertha Tenorio, in an improvised building with nineteen students. At the beginning, this school did not have a name. Its nickname was “Without a Name.” After one year, Mrs. Bertha Tenorio did the paperwork in the Ministry of Education to get a name for the school. The name was “Mariscal de Ayacucho Antonio José de Sucre”.



After that, Mrs. Bertha Tenorio, together with some neighbors, received a donation of a site. Its donor was Mr. Vicente Matute, who lived in Santo Domingo. Three years later, the first four classrooms were built with the financial support from the private enterprise and foreign aids. They were four prefabricated classrooms.<sup>1</sup> Nowadays, the school is finished. It received a grant from the government to build four other classrooms and to fix the building.

This school year, this institution is working with one-hundred ten students and four teachers. It is known as a multiple-teacher school. This means a teacher works with two classes, except for the first grade. For example, Licentiate Elsa Hidalgo, the School Director, works with the second and third graders.

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<sup>1</sup> Information translated from “Historia de la Escuela Mariscal de Ayacucho Antonio José de Sucre” written by Miss Floripes Romero.



## 1.2. THE PLACE



This rural school is located in El Salado community, which belongs to El Valle Parish. The school is located 100 meters from the main road to Santa Ana. It is encircled by beautiful buildings which are the product of immigration. The school has a playground surrounded by some trees, eight classrooms, three bathrooms, a store and the school dining room. The place has all the basic services except a sewage system. Drinking water is provided by two companies, ETAPA and NERO. Public transportation is covered by companies such as Cuencana (every hour), Trans Progreso, Milagros, and sometimes buses which go to Gualaceo or Sigsig.



### 1.3. THE STUDENTS



The school works with one-hundred ten students. The majority of them are not from the area of El Salado. They are from other communities such as San Pedro, El Carmen de Conchán, Chochapamba, Catalshapa, which are located to thirty minutes away from the school. Other students come from a community called El Chorro (Santa Ana Parish). They have to walk nearly an hour to arrive to this school.

These students face a singular problem, which is their social economical situation. 90% of the students come from families of low income. Most of them live with their grandparents, brothers or sisters, or only with their mothers because their parents are immigrants or their mothers are single mothers.

Some of the children have not ever met their fathers, who have left them and traveled to another country looking for better economical status to help improve their financial situations. In other cases, parents have not tried to



solve their economical problems through migration because immigration laws and job stability in foreign countries is a very complicated issue. The situation of these children is hard because they have to work and help their parents during the afternoons. They have to work in farming labor, constructions work, baby sitting their younger brothers, carpentry work, hand washing, house chores, etc.

A clear example is Edison, a student from seventh level. Every morning, he has to take care of the sheep because his mother has to get up early to go to work in the city as a laundry-woman. As with Edison, many of the students of this school have similar responsibilities. <sup>2</sup>

Even though the children of this school have to face social economic difficulties, they are kind, simple, and cheerful.

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<sup>2</sup> Information provided by Licenciates Elsa Hidalgo and Cecilia Guerrero, director and teacher of the school.



## CHAPTER 2

### 2. THEORIES AND METHODS

*The fundamental questions instructors face when they undertake to teach a language class are the basic “interrogatives”: what to teach, when to teach it, in what sequence, and how. (Celce- Murcia 319)<sup>3</sup>.*

There are many theories and methods to second language learning that support the need to create a realistic context in a classroom. As we know, learning occurs through life, and it often takes place in a social context. Therefore, we can find different learning styles, theories and methods on language learning and teaching that evolve around social contexts.

For these reasons we have considered it important to support our investigation with a recognized theory, “Multiple Intelligences,” by Dr. Howard Gardner. This theory, with the association of two language learning methodologies, will consolidate a solid base of theoretical knowledge that will attempt to explain the foreign language learning process in young children.

#### 2.1. MULTIPLE INTELLIGENCES THEORY

Multiple Intelligences Theory was developed by Doctor Howard Gardner. This theory was first published in his book *Frames Of Mind (1983)*, as a contribution to Psychology. After that, it was incorporated into education. Finally, Gardner’s theory was established as a classical model. It permits us to understand and teach many aspects of human intelligence, learning styles, personality and behaviour in education.

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3. Stern, 1992, cited in Celce- Murcia.





Gardner says that the human mind is unlimited; therefore, children have different ways of acquiring information and learning. The type of intelligence that each person possesses indicates not only his capabilities, but also the manner or method in which he prefers to learn and develop his strengths and weaknesses. The multiple intelligences theory represents a definition of human nature from a cognitive perspective, i.e. how we perceive, and how we are aware of things (Chapman, 2009).

According to Gardner's conception:

✿ A child who is strong in math is not necessarily more intelligent than a child who is not. The second child may be stronger in another kind of intelligence such as music. The second one is strong musically and weak numerically. He might develop numerical and logical skills through music, not being bombarded by numbers alone.

✿ A child who is weak spatially and strong numerically will more likely develop a logical ability if language learning is developed by using numbers and logic.

✿ A person who is weak physically but strong numerically will best be encouraged to increase his/her physical activity by having him/her learn through mathematical and scientific relationships between exercise, nutrition and health rather than forcing him/her to play soccer or practice boxing.

The truth is, "we are all intelligent in different ways" (Chapman).

Developing children's strengths will increase their response to the learning experience. It will help them to better develop their weak areas, as well as their strengths. The types of intelligences a person has do not indicate whether the person is good or bad, happy or sad, right or wrong.



And individual's Multiple Intelligences is unlimited. However, Gardner proposed seven definitions at the beginning in this theory. This happens because of the difficulty of defining them. The additional intelligences are rather more complex than those already evidenced and defined. Gardner (5-49) addresses "how we are smart" as opposed to "how smart are we?" He defines two fundamental concepts of the Multiple Intelligence theory. First, he states that intelligence is not fixed; humans have the ability to develop intellectual capacity (a process that educators can facilitate). Second, he establishes that education is not unitary; there are many ways in which our students can be smart. He proposes some relatively autonomous intellectual capacities, each one with its distinctive mode of thinking "although they are not necessarily dependent on each other; these intelligences seldom operate in isolation. Every normal individual possesses varying degrees of each other of these intelligences, but the ways in which intelligences combine and blend are as varied as the faces and the personalities of individuals" (45).

The following chart shows Gardner's classification of intelligences and how these are implied in foreign language learning activities, (see boxes).





## MULTIPLE INTELLIGENCES

INTELLIGENCE TYPE	DESCRIPTION	RELATED TASKS, ACTIVITIES OR TESTS	CAPABILITY AND PERCEPTION
<b>1. Verbal-linguistic</b>	<p><b>Words and Language</b></p> <ul style="list-style-type: none"> <li>• Written or spoken language through retention, interpretation and explanation of ideas and information.</li> <li>• Understanding relationship between communication and meaning.</li> <li>• Displaying a facility with words and languages.</li> <li>• Reading, taking notes, listening, discussing, and debating.</li> <li>• Manipulating syntax and structure.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing a set of instructions.</li> <li>• Speaking on a subject.</li> <li>• Talking about an event.</li> <li>• Telling a story.</li> <li>• Reading and writing a tale.</li> <li>• Memorizing words with dates.</li> <li>• Retelling stories.</li> <li>• Debating about short topics.</li> <li>• Giving one's own personal information.</li> <li>• Reading aloud.</li> <li>• Dramatizing.</li> <li>• Listening to a song, tale, reading, etc.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Words and language.</li> </ul>



		<ul style="list-style-type: none"> <li>● Writing classroom journals.</li> </ul>	
<p><b>2. Logical-Mathematical</b></p>	<p><b>Logical thinking</b></p> <ul style="list-style-type: none"> <li>● Detecting patterns, scientific reasoning and deduction.</li> <li>● Analysing problems.</li> <li>● Performing mathematical calculations.</li> <li>● Understanding the relationship between cause and effect to a tangible outcome or result, abstractions, reasoning, performance of complex calculations, and numbers.</li> <li>● Problem solving; mathematics, chess, computer programming, and other logical and numerical</li> </ul>	<ul style="list-style-type: none"> <li>● Performing a mental arithmetic calculation.</li> <li>● Creating a process to measure something difficult.</li> <li>● Analysing how a machine works.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Numbers and Logic</li> </ul>



	activities.		
<b>3. Musical</b>	<p><b>Musical ability</b></p> <ul style="list-style-type: none"> <li>🎧 Awareness, appreciation and use of sound; recognition of tonal and rhythmic patterns.</li> <li>🎧 Understanding relationship between sound and feeling.</li> <li>🎧 Singing, playing musical instruments, and composing music.</li> <li>🎧 Music playing in the background.</li> <li>🎧 Songs or rhythms to learn and memorize information.</li> </ul>	<ul style="list-style-type: none"> <li>🔴 Performing a musical piece.</li> <li>🔴 Singing a song.</li> <li>🔴 Reviewing a musical work.</li> <li>🔴 Specifying mood music for telephone systems and receptions, etc.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Music, sounds, rhythm, tones, and hearing voice pitch.</li> </ul>
<b>4. Bodily-Kinesthetic</b>	<p><b>Body movement control</b></p> <ul style="list-style-type: none"> <li>🎧 Involving muscular movements and manual</li> </ul>	<ul style="list-style-type: none"> <li>🔴 Juggling.</li> <li>🔴 Demonstrating a sports technique.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Body movement control.</li> <li>▪ Physical experience, movement, touching and</li> </ul>



	<p>dexterity, physical agility and balance; eye and body coordination.</p> <ul style="list-style-type: none"> <li>🎯 Working with physical activities such as sports or dance.</li> <li>🎯 Building and making things.</li> <li>🎯 Doing something physically through movements, gestures, actions, immediate physical responses, etc.</li> </ul>	<ul style="list-style-type: none"> <li>● Acting or performing a story.</li> <li>● Creating a pantomime to explain something.</li> <li>● Flying a kite.</li> </ul>	<p>feeling.</p>
<p><b>5. Spatial -Visual</b></p>	<p><b>Visual and spatial perception</b></p> <ul style="list-style-type: none"> <li>🎯 Interpretation and creation of visual images; pictorial imagination and expression.</li> <li>🎯 Understanding the relationship between images and meanings, and between space and effect.</li> </ul>	<ul style="list-style-type: none"> <li>● Designing a costume.</li> <li>● Interpreting a painting.</li> <li>● Creating a logo.</li> <li>● Designing a building.</li> <li>● Graphing.</li> <li>● Photographing.</li> <li>● Making visual metaphors.</li> <li>● Mapping stories.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Images and space.</li> <li>▪ Pictures, shapes, images, 3D space.</li> </ul>



	<ul style="list-style-type: none"> <li>🎯 Visualizing and mentally manipulating objects, solving puzzles.</li> <li>🎯 Visual memory; artistic inclination; good sense of direction; good hand-eye coordination.</li> <li>🎯 Correlation between spatial and mathematical abilities.</li> </ul>	<ul style="list-style-type: none"> <li>🔴 Painting.</li> <li>🔴 Illustrating.</li> <li>🔴 Using charts.</li> <li>🔴 Using organizers.</li> <li>🔴 Sketching.</li> <li>🔴 Working with visual puzzles.</li> </ul>	
<p><b>6. Interpersonal</b></p>	<p><b>Perception of other people's feelings</b></p> <ul style="list-style-type: none"> <li>🎯 Ability to relate to others; interpretation of behaviour and communications.</li> <li>🎯 Understanding the relationships between people and their situations.</li> <li>🎯 Extroversion.</li> <li>🎯 Working with others and</li> </ul>	<ul style="list-style-type: none"> <li>🔴 Interpreting moods from facial expressions.</li> <li>🔴 Demonstrating feelings through body language.</li> <li>🔴 Affecting the feelings of others in a planned way.</li> <li>🔴 Counselling another person.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Human contact.</li> <li>▪ Teamwork.</li> <li>▪ Communication.</li> </ul>



	often enjoy discussion and debate.		
<b>7. Intrapersonal</b>	<p><b>Self-awareness</b></p> <ul style="list-style-type: none"> <li>🎯 Personal cognition, personal objectivity, the capability to understand oneself, one's personal relationship with the world, and one's personal needs to change.</li> <li>🎯 Introspection and introversion.</li> <li>🎯 Individual work.</li> <li>🎯 Concentrating on the subject by themselves.</li> </ul>	<ul style="list-style-type: none"> <li>🔴 Consider and decide personal aims and changes.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Self-awareness.</li> <li>▪ Self-reflection.</li> <li>▪ Self-discovery.</li> </ul>



<p><b>8. Naturalistic</b></p>	<p><b>Natural Surroundings</b></p> <ul style="list-style-type: none"> <li>🔍 Ability to discriminate among living things as well as sensitivity to other features of the natural world.</li> <li>🔍 Collecting and analyzing something related to nature.</li> </ul>	<ul style="list-style-type: none"> <li>● Discerning changes in weather.</li> <li>● Making animal sounds.</li> <li>● Looking at the natural world.</li> <li>● Recognizing and classifying things.</li> <li>● Interacting with animals, etc.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Sensitivity to nature.</li> </ul>
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**Naturalistic Intelligence** was not part of Gardner's original theory of Multiple Intelligences. It was added to the theory in 1997.



## 2.2. NATURAL APPROACH

“...learning is a process of discovery which takes place spontaneously and automatically providing certain conditions have been met”(Ellis 2).

The Natural Approach is one of the most recent and the most promising approaches to language teaching. The Natural Approach was developed by Tracy Terrell and Stephen Krashen in 1977. This approach is based on Krashen's theories about second language acquisition.

Terrell's (325-26) main premise is that “it is possible for students in a classroom situation to learn to communicate in a second language.” With the Natural Approach, students listen to the teacher using the target language from the very beginning. Communicative activities prevail with games, role-plays, dialogues, group work and discussions.

### 2.2.1. Theory of Language Learning

The Natural Approach is supported by five hypotheses:

#### 1. The Input Hypothesis

This hypothesis relates to acquisition, not to learning. It creates a realistic and communicative context. Children learn through comprehensible input, where they acquire language best from messages. Here the Natural Approach adopts techniques and activities from different sources that are used to provide comprehensible input. The children acquire the language through samples of the “caretaker” speech, roughly- tuned to their present level of understanding. The teacher has to use concrete contextual referents, visual aids, manipulatives, and gestures. Moreover, she or he has to check for





understanding, emphasize key words, and use activities according to the students' level.

## **2. The Acquisition - Learning Hypothesis**

The hypothesis refers to the way children acquire their native language. It is different from language learning. It is an unconscious process through which the teacher uses the language meaningfully, but the student consciously learns or discovers rules about a language. The teacher has to present vocabulary appropriate to needs of students and organize activities around an identifiable topic and communicative objective.

## **3. The Natural Order Hypothesis**

Grammatical structures are acquired in a predictable order, and learning them in another order can negatively affect language acquisition. Students' errors will be self-corrected according to the natural order in which language is acquired.

## **4. The Monitor Hypothesis**

Conscious learning operates only as a monitor or editor that checks or repairs the output of what has been acquired.

## **5. The Affective Filter Hypothesis**

Students' emotional state can act as a filter that impedes or blocks input necessary to acquisition. The silent period rewards any production in the target language. Here the teacher has to create a motivational situation, limit error correction to modeling and expansion, accept student response in Spanish, and allow students to give responses voluntarily rather than calling on individuals directly.



The Natural Approach consistently draws from these beliefs in hypothesizing how acquisition takes place. In other words, input must be achieved in low-anxiety contexts since acquirers with a low affective filter receive more input and interact with confidence. The filter is “affective” because there are some factors which regulate its strength. These factors are self-confidence, motivation and anxiety.

Language production is allowed to emerge in stages.

These stages usually consist of:

- a. Response by nonverbal communication.
- b. Response with a single word (“yes”, “no”, “go”, “take”).
- c. Combinations of two or three words (“dog”, “go”, “house”)
- d. Phrases (“The student studying”)
- e. Sentences (“The cat is black”)
- f. And finally, complex discourse.

The Course syllabus consists of communicative goals.

The focus of each classroom activity is organized by topic, not by grammatical structure. Grammar will be effectively acquired if goals are communicative. The syllabus for the Natural Approach must be a communicative syllabus.

### **2.2.2. Implications for the Classroom**

The Natural Approach hypothesis sets up some implications for foreign language learning to the acquisition process. The EFL teacher must consider the following aspects:

✦ **Preproduction** → Comprehension activities consist of listening comprehension practice. Students do not speak in the target language.



Comprehension is achieved by contextual guessing, since “a student can understand the essential points of what a native speaker says to him in a real communication situation and can respond in such a way that the native speaker interprets the response” (Terrell 326).

✿ **Early speech production** → Students struggle with the language and make many errors. These errors are corrected and based on content and not structure. Production activities begin with questions requiring only single word answers.

✿ **Extending Production** → Speech emergence occurs after early speech. Promoting fluency occurs through a variety of activities, through the use of games, humanistic-affective activities, and problem-solving activities.

It is the teacher’s responsibility to create interaction, to present communicative activities, and to employ meaningful strategies to help the students acquire and understand the information they receive. Learning how students perceive the world around them will help to develop effective teaching through strategies and meaningful activities. Those strategies can be used in an elementary setting. They involve lots of visual aids and multi-sensory activities that allow the students to interact and communicate with other students.

### ✿ **Proficiency Orientation**

The students learn language in context in personalized activities. The class should be very warm with an affective atmosphere. They are encouraged to create with the language at all times. The comprehensible input is presented in the target language allowing the students to understand spoken commands. Finally, learners start to talk when they feel ready.



However, we have to take into account that some students might “emerge” at different times. If this approach is properly used with the support of its techniques and methods, students can acquire the target language better. Therefore, the teacher has to be very clever and use strategies that help to students feel ready for oral production.

### **2.3. TOTAL PHYSICAL RESPONSE (TPR)**

This method was developed by James Asher in 1974 to aid learning foreign languages. It is a method that finds support with Krashen’s view of comprehensible input. “The students don’t have to speak; they simply have to carry out the teacher’s commands. When they are ready for it they can give commands to other students. The students thus learn language through actions, through a physical response rather than through drills.” (Harmer, 36).

Asher’s Total Physical Response methodology is based on more enjoyable and less stressful learning. The method assumes that when we learn a foreign language, language is internalized through a process similar to first language development; then the method is based on the coordination of speech and action. Children learn their native language through means of communication between them and their parents. Children combine both verbal and physical aspects. They respond physically to their parents’ speech.

For some time, children absorb the language without being able to speak. Total Physical Response, “involves a substantial amount of listening and comprehension in combination with various physical responses (smiling, reaching, grabbing, looking, playing, moving, etc)” (Englishraven.com, 2007). Students respond to commands that require physical movements before they start to use the language orally, as with little children. “It is based on the belief



that listening comprehension should be developed fully, as it is with children learning their native language... It is based on the belief that skills can be more rapidly assimilated if the teacher appeals to the students' kinaesthetic-sensory system..." (Omaggio Hadley, Terry & Nelson 72)

In the classroom the teacher and students take similar roles to that of parents and children. Students respond physically to the teacher's words. The activities may be simple, and vocabulary may be connected with actions (imperatives).

Since Total Physical Response is focused on the idea that learning should be as fun and stress-free as possible, it should be dynamic through the use of physical activity. As Asher recognized, "part of the brain deals with motor activity."

### **Objectives**

- The method helps beginners become intermediates, depending on students' needs.
- Its main objective is to make language learning more enjoyable and less stressful. Children acquire the natural way, just as they learned their native language. Students are encouraged to respond using right-brain motor skills rather than left-brain language "processing", (Omaggio Hadley et al. 72).

### **Principles**

- Second language learning is parallel to first language learning and should reflect the same naturalistic process.
- TPR allows a pre-speaking phase where students are not forced to speak until they feel ready.



- Listening should develop before speaking.
- Children respond physically to spoken language.
- Once listening comprehension has been developed, speech develops naturally.
- Delaying speech reduces stress.

### **Characteristics**

• Total Physical Response is widely acclaimed as a highly effective method at beginning levels and extensively used by teachers of foreign languages.

• The teacher directs and students “act” through a response. Asher says, “The instructor is the director of a stage play in which the students are the actors.”

• Listening and physical response skills are emphasized over oral production.

• The imperative is the most common language function employed, even into advanced levels. Interrogatives are also heavily used. The main activity in TPR is to follow commands given in imperative form. Students respond to the commands through movement of their bodies in response to commands. Asher states that “grammatical structures of the target language and hundreds of vocabulary items can be learned through the skilful use of the imperative by the instructor” (lv. 73).

• Whenever possible, jokes and humor can be injected into the lessons to make them more enjoyable for learners.

• Students are not required to speak until they feel naturally ready.



● Grammar and vocabulary are emphasized over other language areas.

● Spoken language is emphasized over written language.

This is a suitable method for beginners because it is fun and the techniques involved are relatively simple.



## CHAPTER 3

### 3. INVESTIGATION

In order to realize this investigation we performed surveys with the children of the elementary school “*Mariscal de Ayacucho Antonio José de Sucre,*” and their parents or relatives.

#### 3.1. SURVEYS

Our study is about “*The need to implement new teaching methodology to improve the learning of the English Language in the elementary school Mariscal de Ayacucho Antonio José de Sucre.*” To do this study, we took a sample of sixty-four people: thirty-two students, and their respective parents or relatives. This survey had two parts. The first part of the survey requested certain personal information of each parent or relative, and the second part consisted of a list of questions which we needed to ask for our investigation.

#### TO PARENTS OR RELATIVES

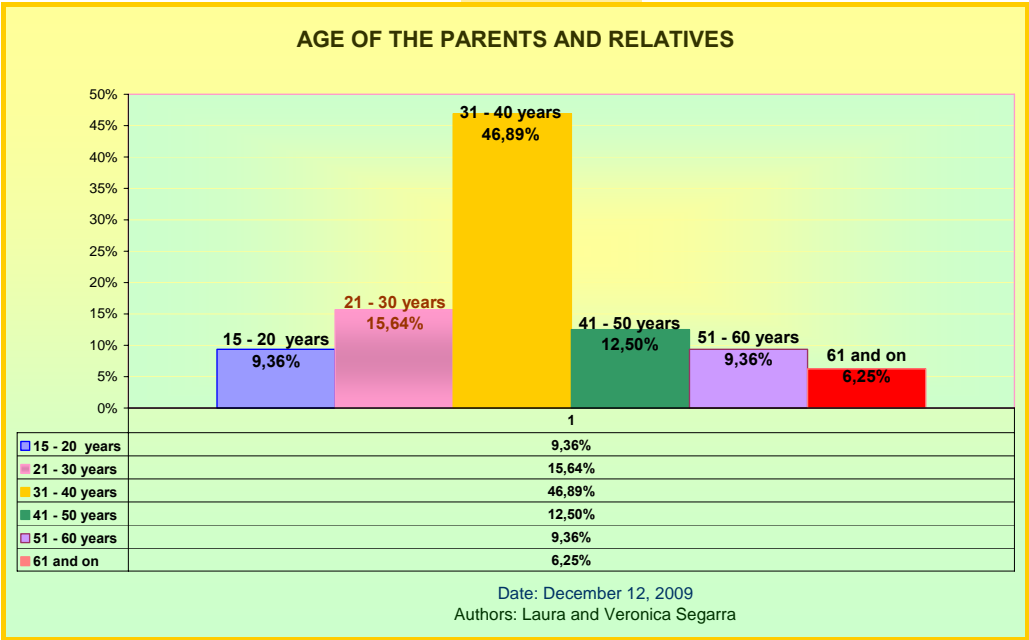
This part is about the parents’ or relatives’ personal information. With this information we discovered their ages, professions, instruction, marital status, etc.

● The following graph, graph one, shows the age of the single parent, both parents and relatives. 9.36% of their age falls into the range between 15 to 20 years old; 15.64% is represented by parents or relatives between 21 to 30 years old. Parents or relatives between 31 to 40 years old represent 46.89%. This group is the most numerous in our survey and the majority of them are children’s parents. The relatives or parents between 41 to 50 years old represent 12.50%; 9.36% are parents between 51 to 60 years old; and finally, 6.25% are represented by relatives from 61 years old and on.





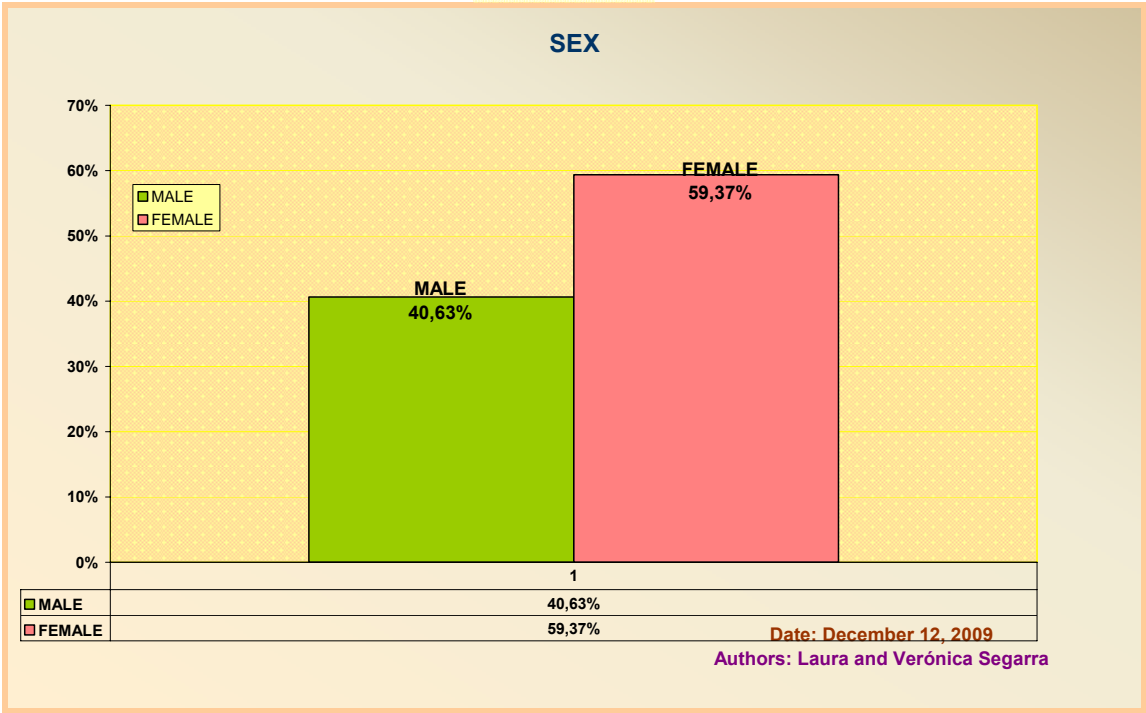
**GRAPH 1**



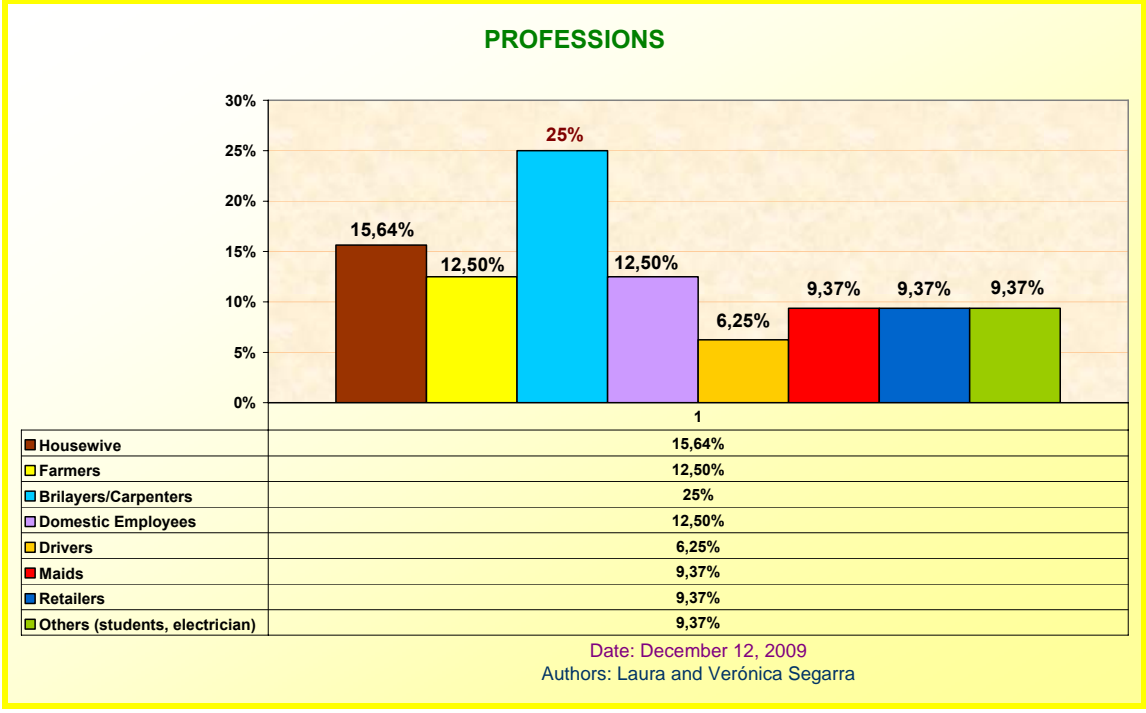
● The next graph shows the sex of the parents or relatives. It was important for us to confirm the number of women that participated in the process. We can see that the greatest group of them is female, with 59.37%.



**GRAPH 2**



**GRAPH 3**

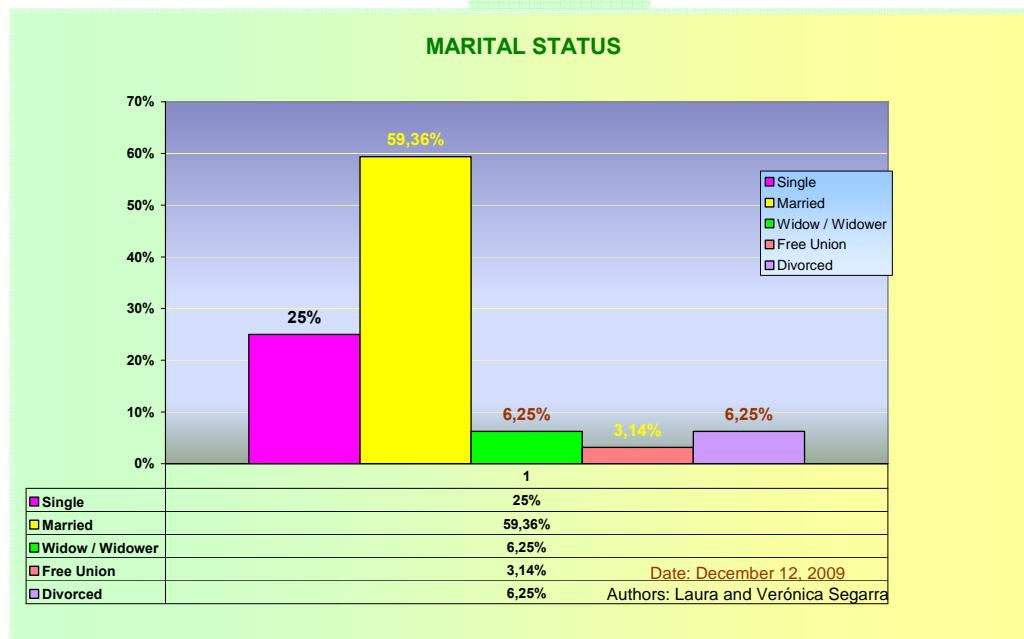




This chart shows the professions of the children’s parents or relatives. The majority of them are people who work in construction as bricklayers or carpenters. They are represented by the light-blue bar with 25%. Housewives represent 15.54%. Farmers and domestic employees represent 15.5% each. Maids, retailers, and other professions represent 9.37% each. Finally, drivers represent 6.25% of the parents or relatives surveyed.

The following chart, graph four, shows the marital status of the parents or relatives of the children. Single parents correspond to 25%. Married parents represent 59.36%. Widows or widowers, and divorced parents represent 6.25% each, and free union couples represent 3.14%. As we can see in the yellow bar, the majority of the parents form a consolidated couple.

GRAPH 4

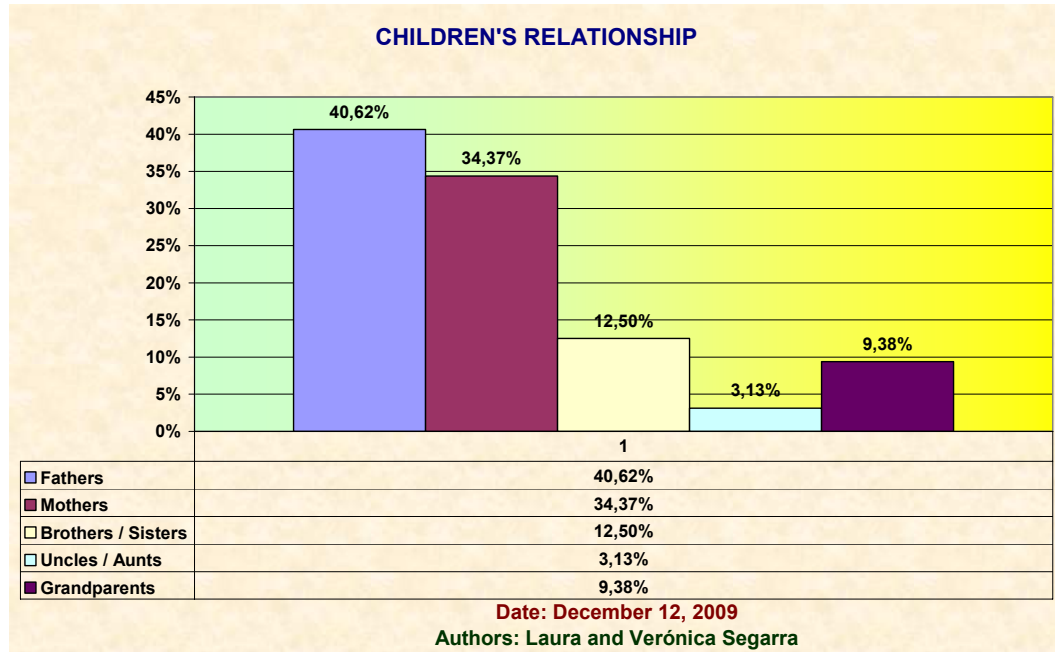


Graph five shows the parents or relatives’ relationship with the children. The children’s mothers are graphed with 34.37% and the fathers are



40.62%. The remaining are relatives such as brothers and sisters, grandparents, uncles and aunts, etc.

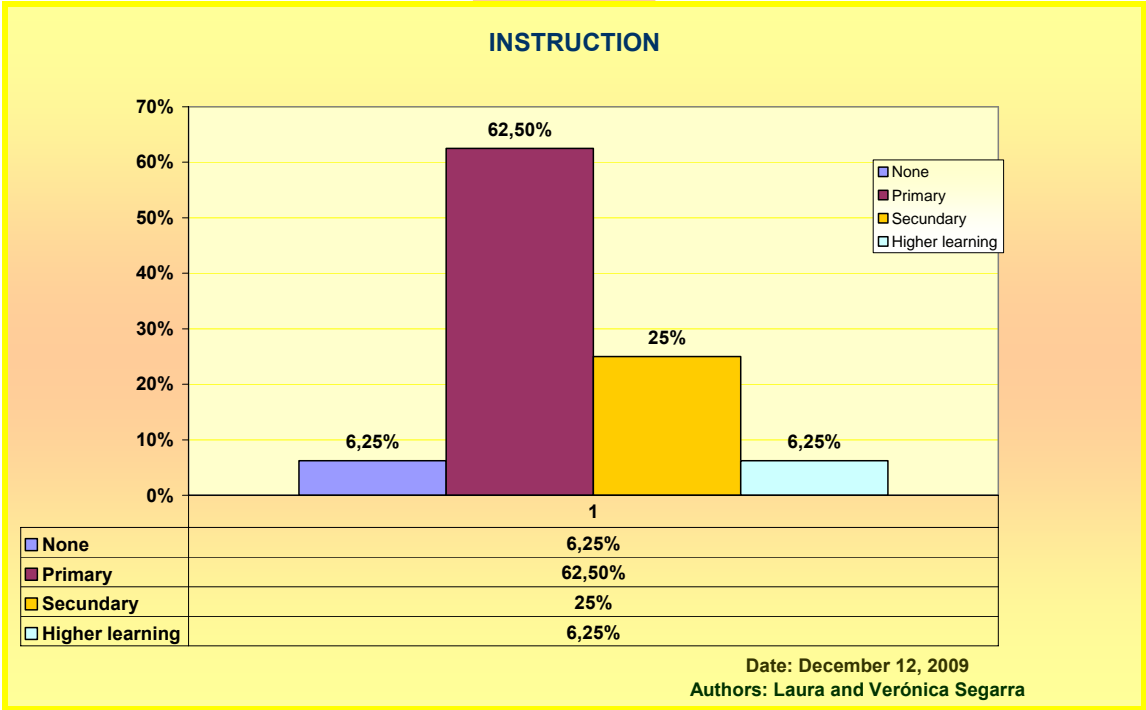
**GRAPH 5**



● Finally, graph six corresponds to the level of education of each parent or relative. The majority have finished their primary education. They represent 62.50%. 25% of the parents or relatives have finished high school. 6.25% of the parents do not have any kind of educational instruction. Finally, the other 6.25% is represented by people who are students of a high school or have had university studies.



**GRAPH 6**

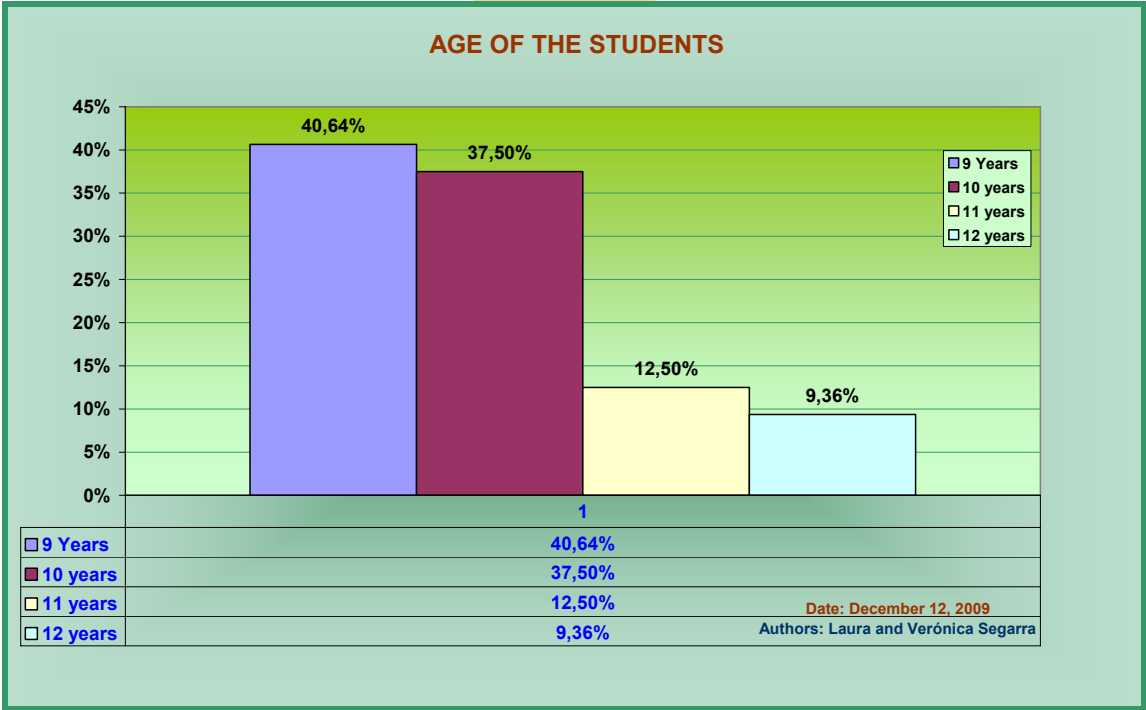


**TO CHILDREN**

As we can see, graph seven indicates that 40.64% of the students are nine years old. Students in the black-red bar, who represent 37.50%, are ten years old. Eleven-year-old students represent 12.50%; finally, 12-year-old students represent 9.36%.



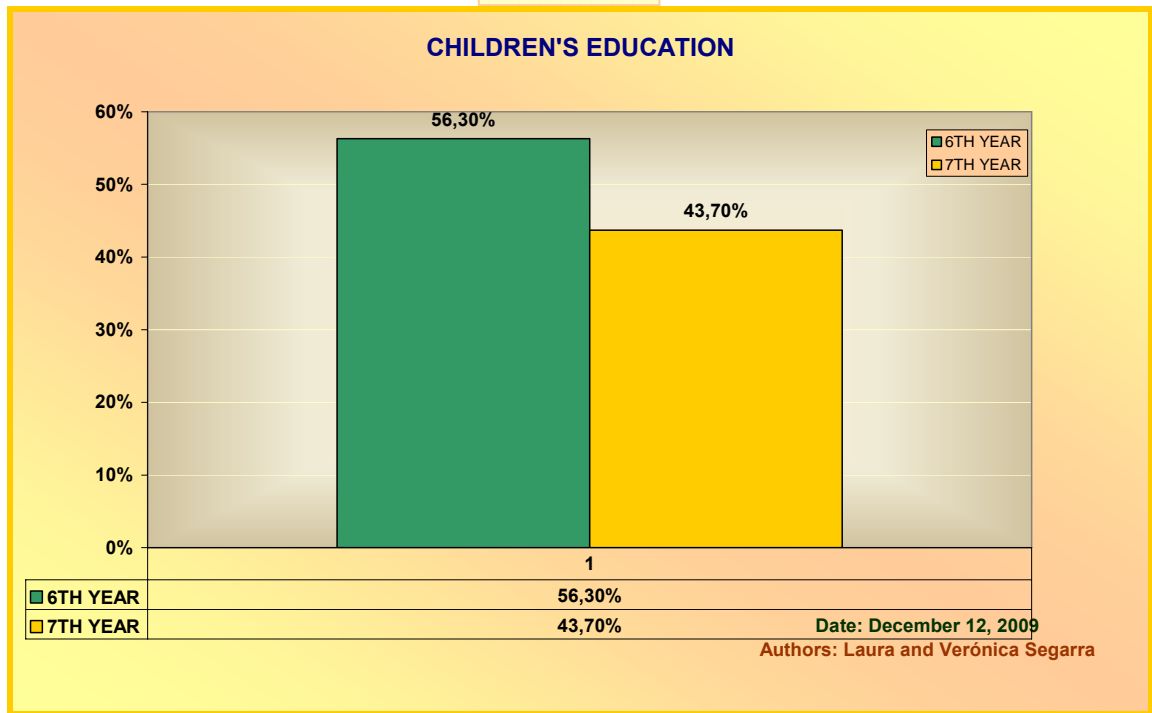
**GRAPH 7**



Graph eight indicates that the 56.30% of students correspond to grade six and 43.70% are students from grade seven.



**GRAPH 8**



### 3.2. INTERVIEW WITH A TEACHER OF THE SCHOOL

One interview was held with Licentiate Cecilia Guerrero, who works with the fourth and seventh grades. She has worked in this institution twelve years. The students and the parents say that she is the best teacher of the school because she is punctual, teaches in a comprehensible way, and is responsible with aspects of the school.

According to Licentiate Cecilia Guerrero, the majority of the children are good students, except for 20% who show low performance. She believes that students are able to give necessary and correct information; moreover, they are able to discern between whether they need to improve their English level or not.

In relation to parents and relatives of the students, she said they are desirous that their children get a good education; in this case, they want the



students to have the opportunity to improve their English level because it is necessary for their later studies.

### 3.3. DATA RESULTS

#### PARENTS' INFORMATION

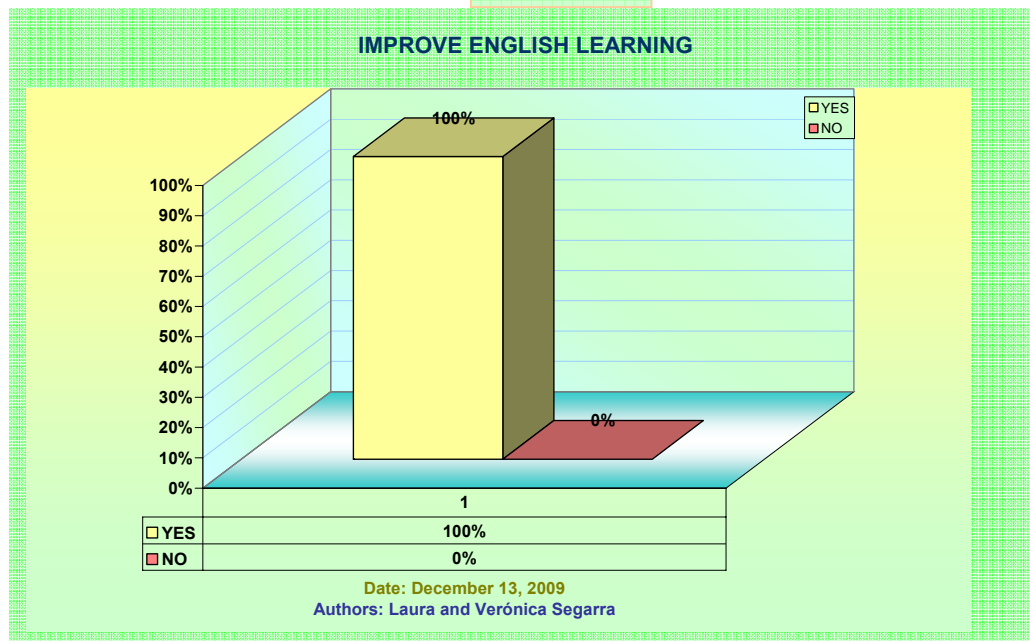
Information provided by the parents or relatives of the children related to “The need to implement new teaching methodology to improve the learning of the English Language in the elementary school Mariscal de Ayacucho Antonio José de Sucre.”



#### Question:

- a. **Would you like your son / daughter to improve his/her English learning with methods according to her/his age in a natural way, by developing different learning skills which your child possesses? YES / NO**

**GRAPH 9**







As we can see in the chart nine, there is total acceptance of this proposal.

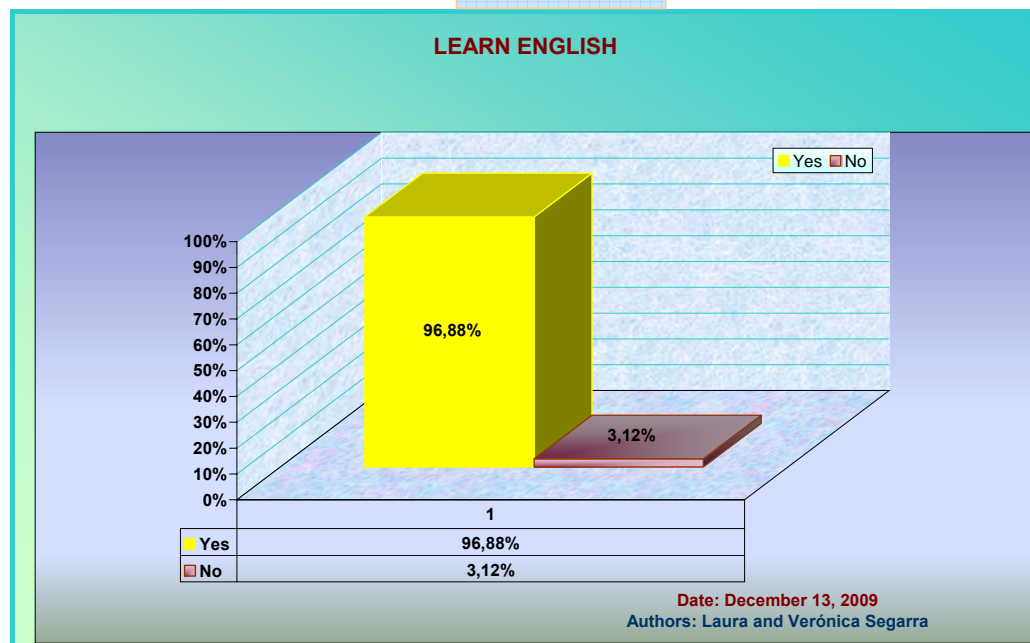


### Question

b. **Would you like your son / daughter to learn English through handiworks, and responding to imperatives, instructions, body movements, etc? For example: “Close the door!”; “Draw a black cat;” “Cut a yellow flower.”**

Graph ten indicates that the majority of the parents or relatives would like their children to learn English using the activities listed. The people who agree with this question represent 96.88% of the parents.

**GRAPH 10**

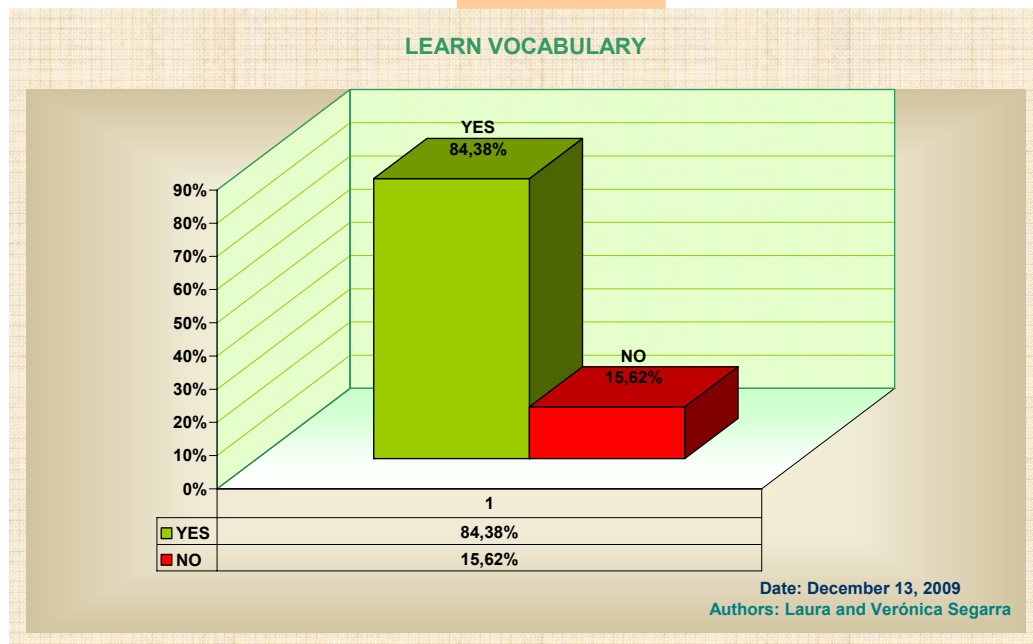


### Question

c. **Would you like your son / daughter to learn English vocabulary through games, identifying pictures, looking at images, solving crosswords or puzzle exercises, singing, and drawing?**



GRAPH 11



The green bar on graph eleven shows us that 84.38% of the parents would like their children to learn English vocabulary using games, identifying pictures, drawing, etc. 15.62% disagree.

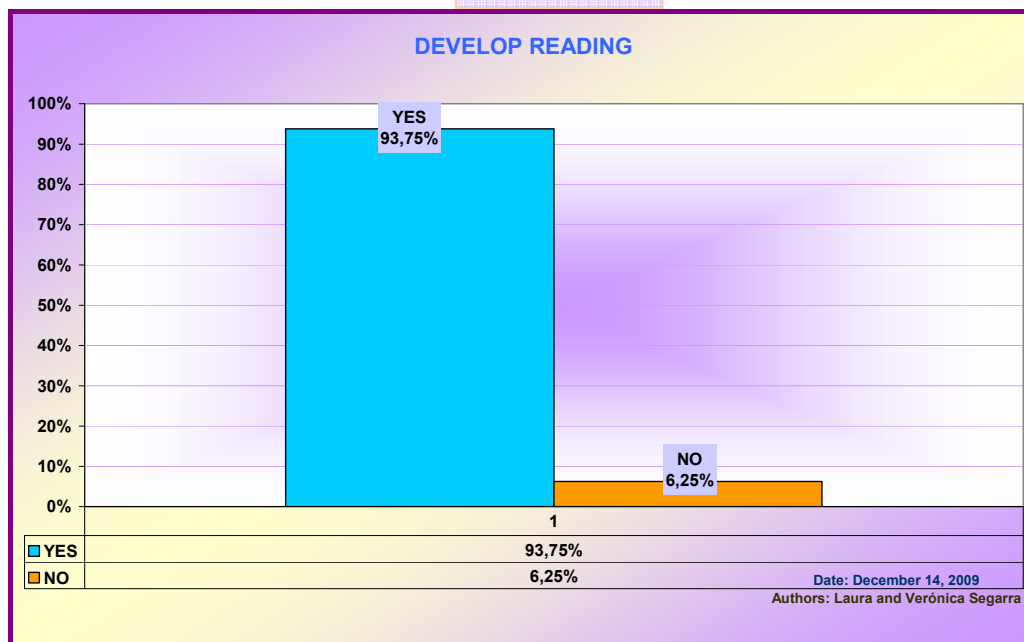


### Question

d. **Would you like your son / daughter to read short stories, tales, and fables in order to develop the reading habit and storytelling habit in English?**



GRAPH 12



As we see 93.75%, the majority of the parents, agree with this proposal.

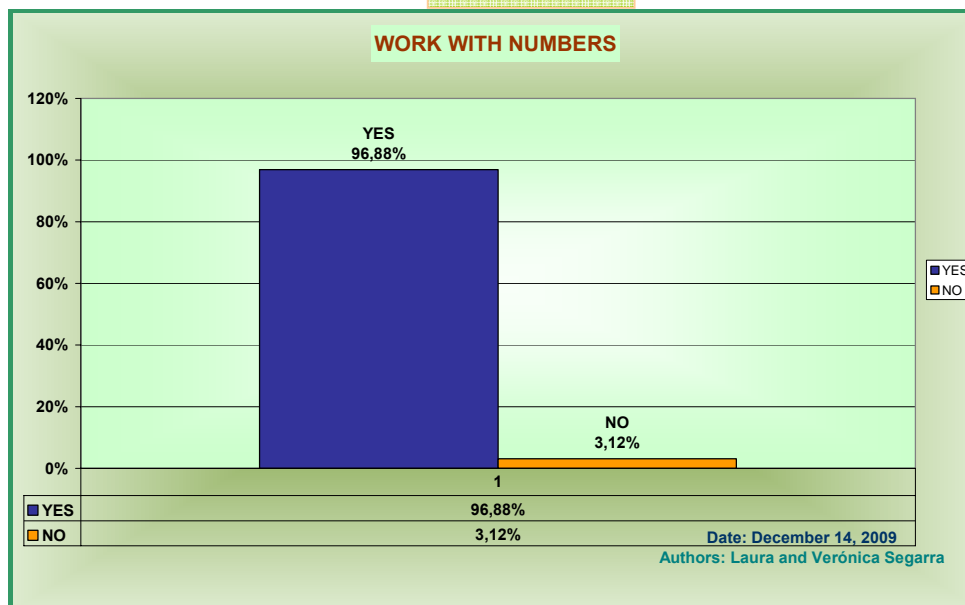


### Question

- e. **Would you like your son / daughter to work with English numbers by solving problems, simple operations of logic reasoning, etc.?**



GRAPH 13



As we can see in the previous graph, the majority of the parents accept this suggestion. They represent 96.88% of the parents.

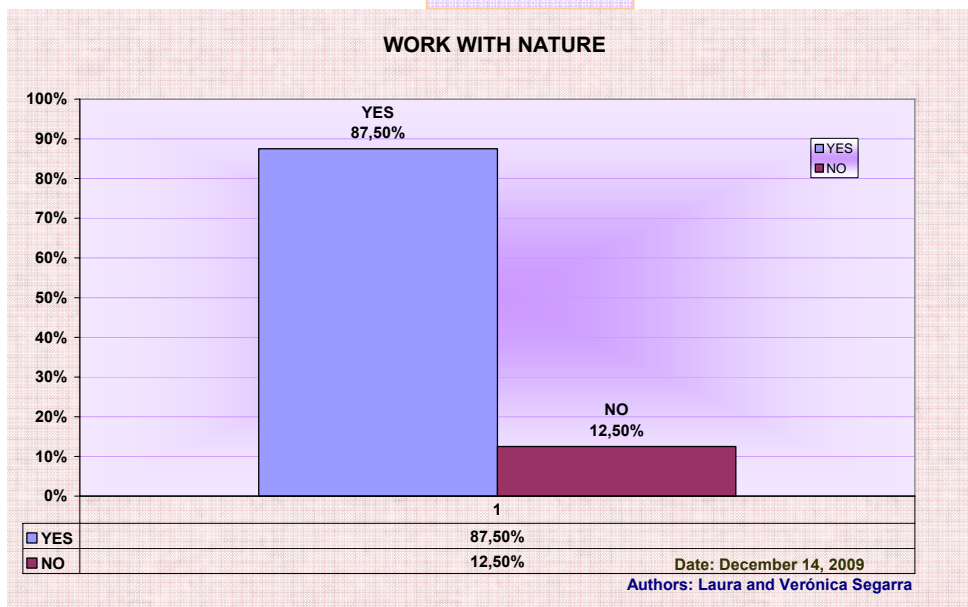


#### Question

f. Would you like your son / daughter to work with nature, identifying insects, plants, and animals in the English language?



**GRAPH 14**



The majority of the parents, 87.50%, would like their children to work with nature to learn English.

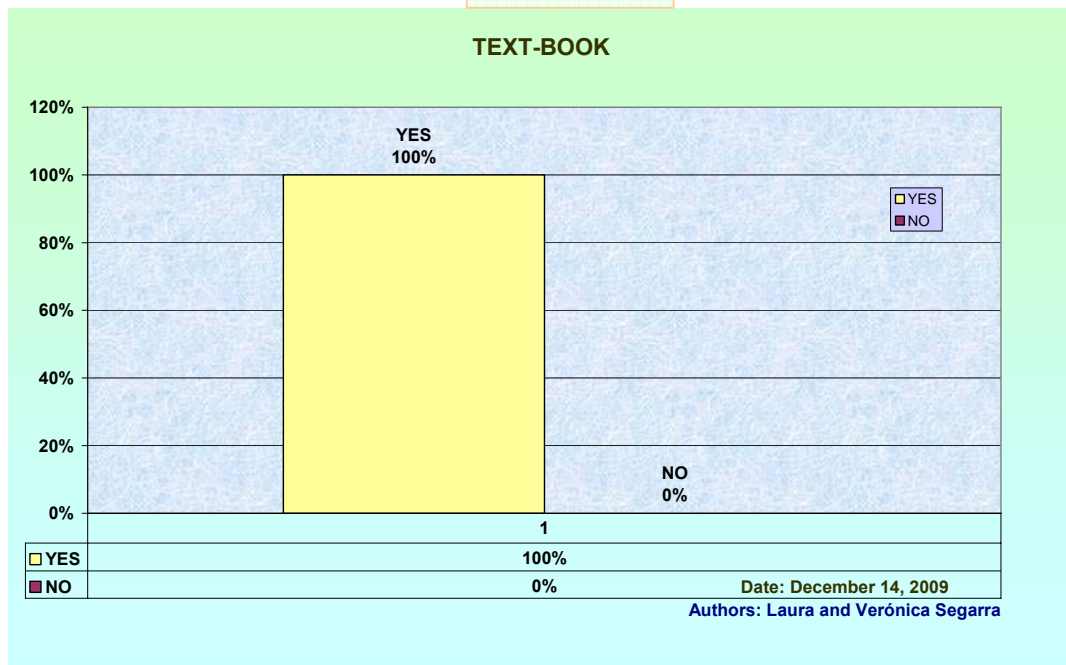


**Question**

g. **Would you like your children’s English text book to be practical, simple, full of pictures or images, with songs, tales, short stories, puzzle exercises, labyrinth, which include audio activities, readings, dialogs, and songs?**



GRAPH 15



The last chart, graph fifteen, indicates that 100% of the parents or relatives surveyed would like the text book to have the stated characteristics.

The parents suggested that the text book be easy for their children, and have a real-life context according to their children's level; that it be practical, simple, fun, understandable, and cheap; that it have translations or clear vocabulary; that it be effective so that their children are well-prepared for their future English studies; and that it have clear examples because they, as parents, also need to understand the book in order to help their children with their homework.



### Question

**h. Which other activities would you like that the material that your children use to learn English to contain?**

The parents would like their children's material to contain coloring pictures, because their children could have an idea about the topic which they



are learning. Moreover, they would like the children to learn grammar because some of them have children in high-school and they have many problems with it.

STUDENTS' INFORMATION

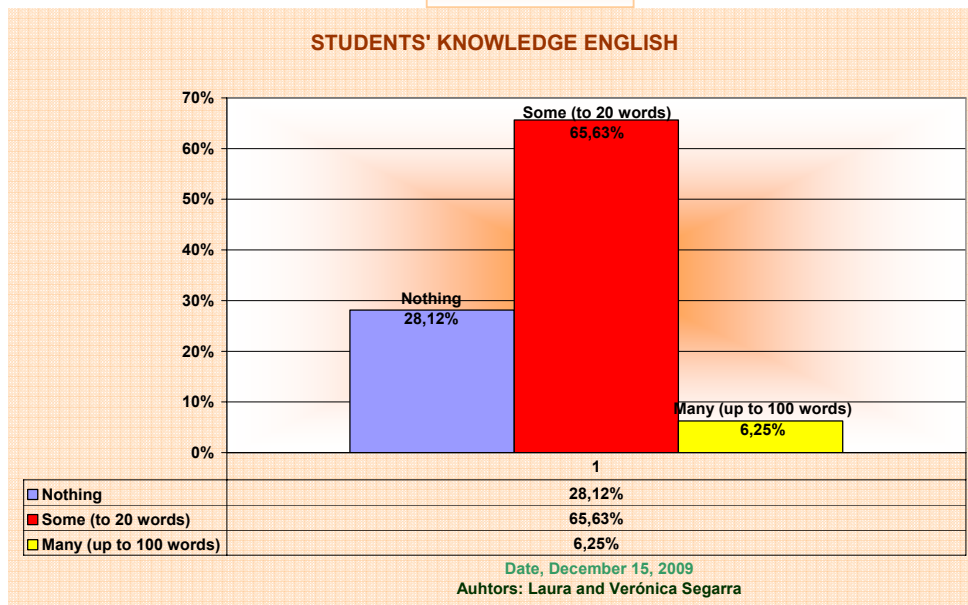
The following provides information given by the students of the sixth and seventh grade about “*The need to implement a new teaching methodology to improve the learning of the English Language in the elementary school Mariscal de Ayacucho Antonio José de Sucre.*”



**Question:**

- a. **Do you know some words in English?**

**GRAPH 16**



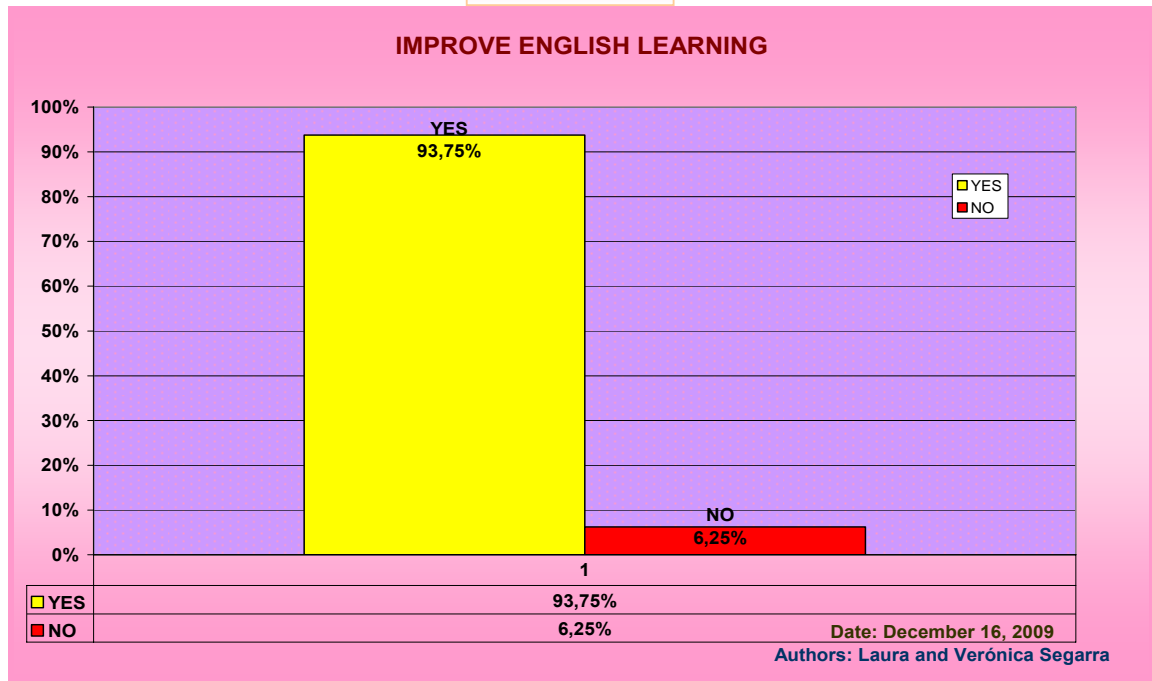
Graph sixteen indicates that 28.12% of the students do not know any words in English. 65.63% of the students know as many as 20 words in English. Finally, 6.25% of the students know up to 100 words in English. This data shows us that many of them have a poor level of English.

**Question:**



**b. Would you like to improve English learning?**

**GRAPH 17**



93.75% of the students want to improve their English learning and 6.25% of the children do not.



**Question:**

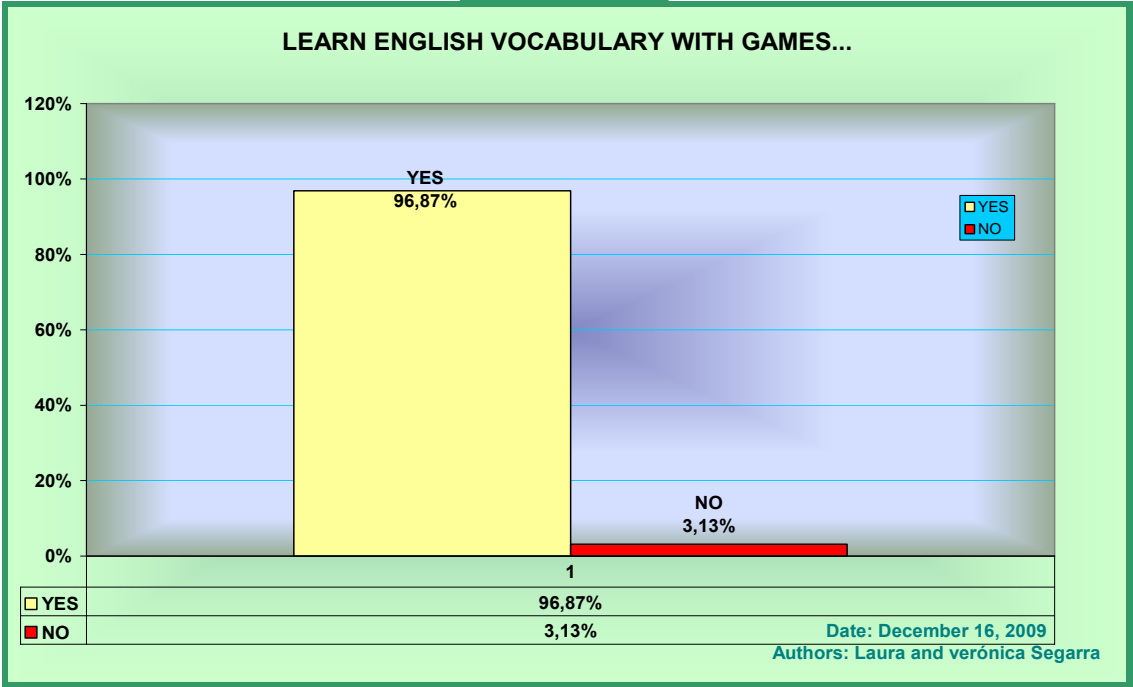
**c. Would you like to learn vocabulary in English using games, identifying images, singing, solving cross words, puzzle exercises, making things with plastiline, drawing and painting, and reading short stories ?**

In the next graph, we can see by the yellow bar that 96.87% of the children want to learn vocabulary using these activities and 3.13% of them would not.





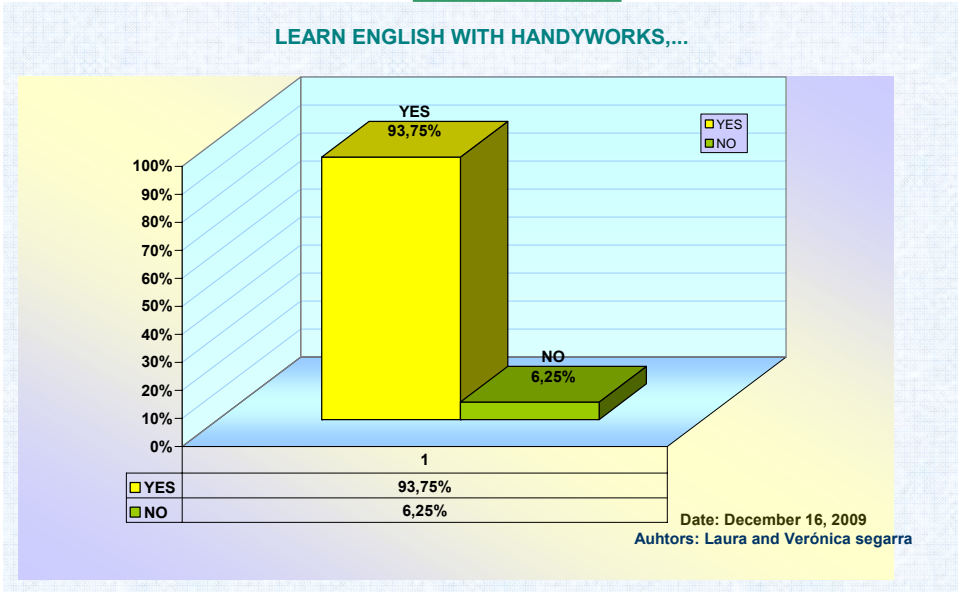
GRAPH 18



Question:

d. Would you like to learn English through handiworks, commands and instructions or body movements?

GRAPH 19





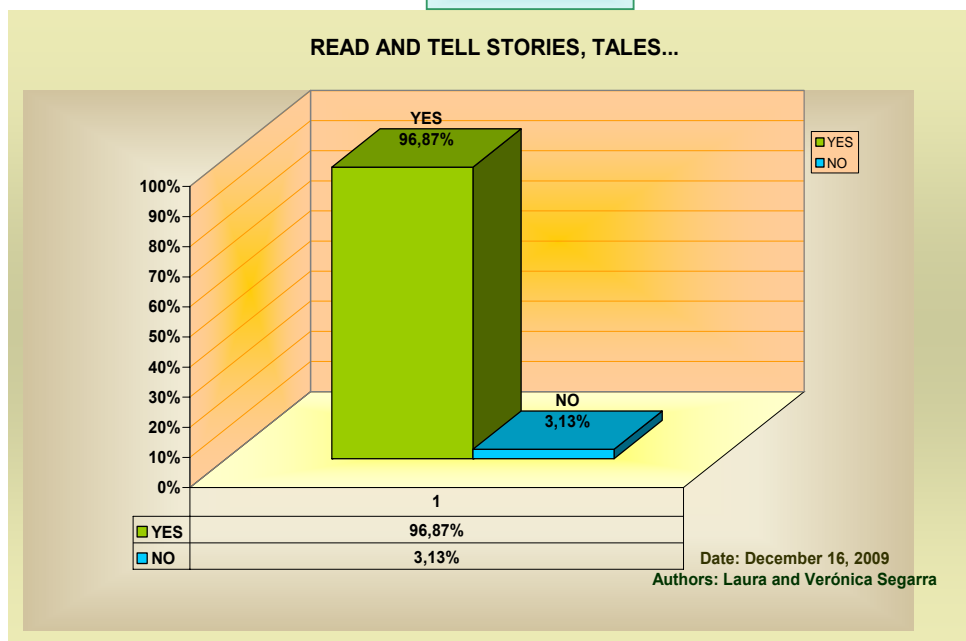
In the previous graph we can see that 93.75% of the children accept this proposition; however, 6.25% of them do not.



**Question:**

e. **Would you like to read and tell short stories, tales, and fables, and to learn to read and tell stories in English?**

**GRAPH 20**



96.87% of the children would like to read and tell short stories, tales and fables, but 3.13% would not.

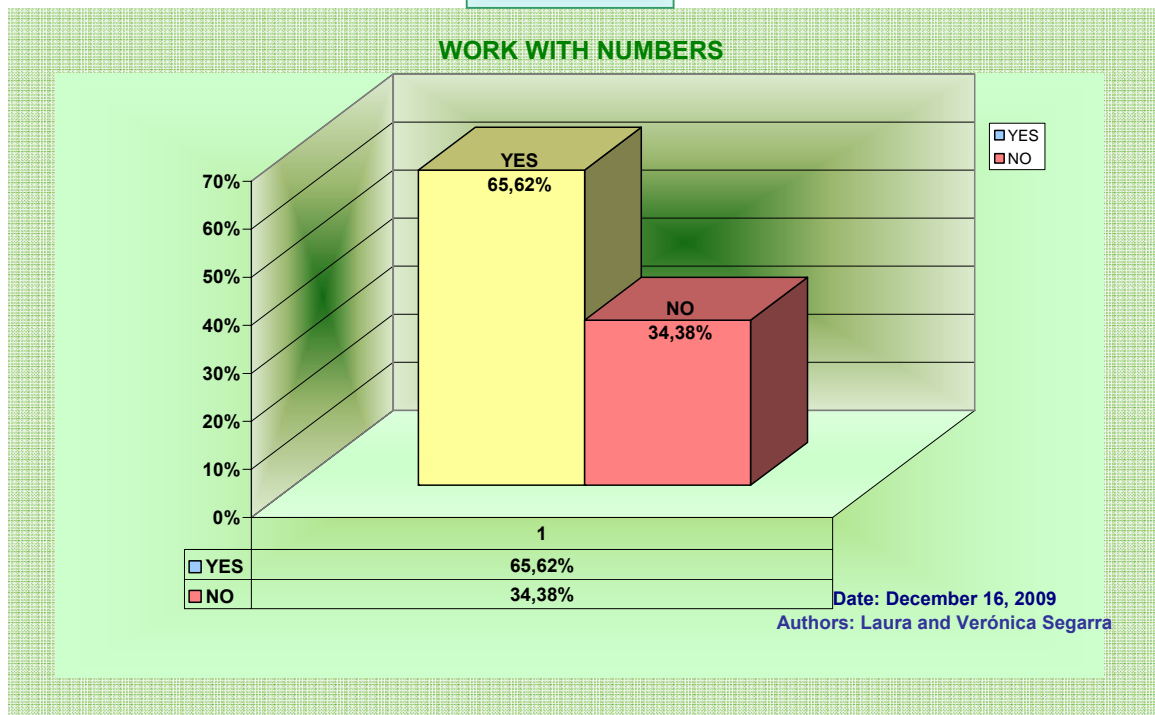


**Question:**

f. **Would you like to work with numbers in English by solving simple operations of logical reasoning, and playing?**



GRAPH 21



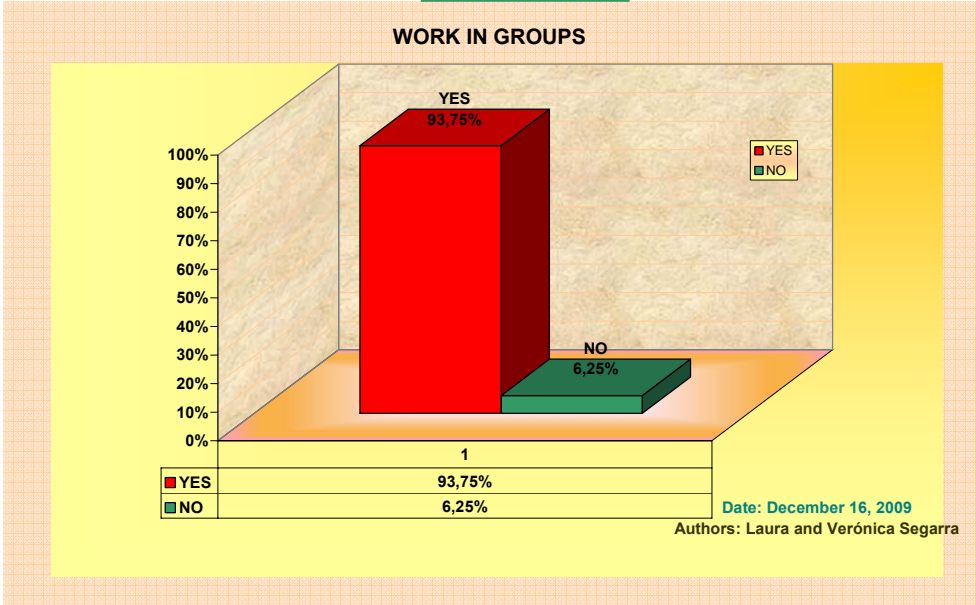
Here we can see that some of the students hate numbers. 34.38% of them do not want to work with numbers. However, the 65.62% represented by the yellow bar agree with this idea.

**Question:****g. Would you like to work in groups to learn English?**

In graph twenty-two, we can see that 93.75% of the students would like to work in groups to learn English.



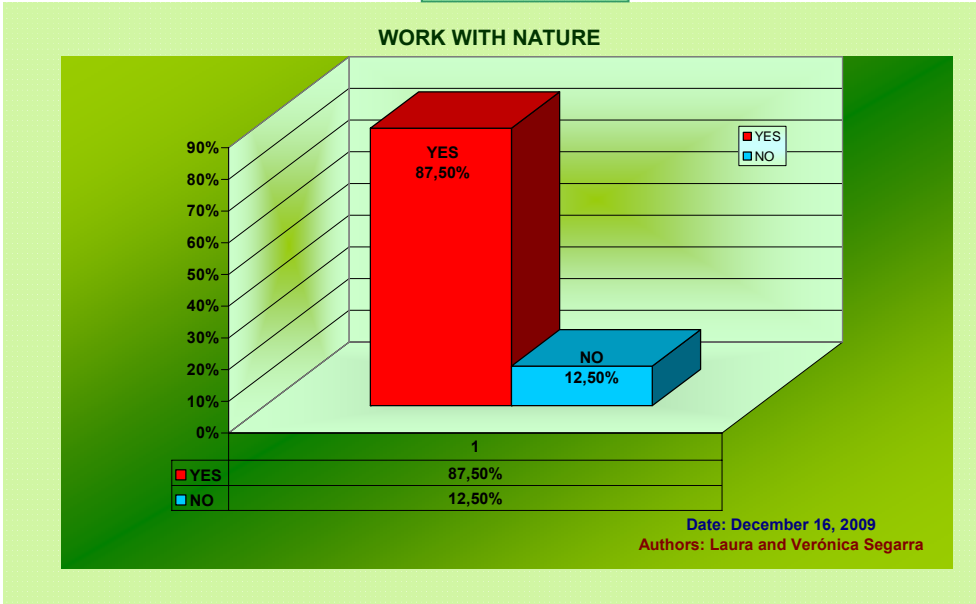
**GRAPH 22**



**Question:**

h. Would you like to work with nature to practice your English, for example by looking at cloud shapes, and identifying insects, plants, and animals?

**GRAPH 23**





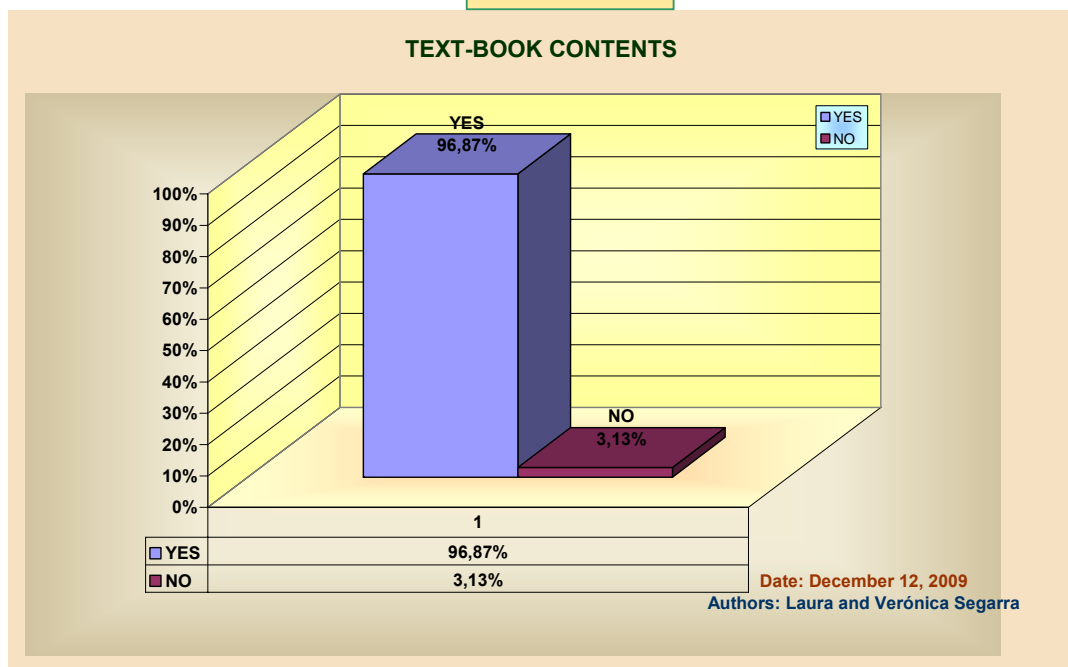
In chart twenty-three, the red bar indicates that 87.50% of the children would like to work with nature.



**Question:**

- i. **Would you like your English text-book to contain images, songs, tales, puzzle exercises, mazes, audio, and dialogues?**

**GRAPH 24**



The last chart shows that 96.87% of the students agree with the suggested content. Moreover, the students want the text-book to contain games with numbers, tales to listen to, drawings to paint, and clear vocabulary. They also want the text-book to be colored, easy, and entertaining.



**Question:**

- j. **What other things would you like to learn or do in English?**

They would like to learn to write short sentences, greet, read, have acceptable pronunciation, and practice dialogs.



## TEACHER'S INFORMATION



### **Question:**

#### **What do you think about the English level of your students?**

Licentiate Cecilia Guerrero thinks the students' English level is low because they have never had this subject in the school and do not have an English teacher. She added that at the beginning of this school year a teacher assigned from the Education Ministry arrived at the school. This teacher asked the students to buy a book. The students acquired it, but the teacher left the school. Licentiate Cecilia Guerrero, as a teacher of the seventh grade, tried to work with that book, but she could not because the book was too advanced for the students' level. For this reason, she believes it necessary that the book be suitable to the children's knowledge: practical, simple, and easy for the children to use.



### **Question:**

**What do you think about methodologies of teaching English which are based on students' skills: games, songs, solving puzzle exercises, coloring and drawing, reading short stories, handiworks, working with nature, etc.?**

Licentiate Cecilia Guerrero considers all of them to be necessary whenever they are correctly applied. Moreover, the teacher should be prepared to work with the children. She believes the methodologies are good because of the children's age and level. These methodologies will help the students to develop the English language because they will get children's attention. Then they will acquire the language naturally, by playing, making things, etc.



**Question:**

**What other materials do you believe are necessary to add to the students' material?**

She considers it necessary to add visual material because the children can easily assimilate the word and the meaning. Moreover, they need material to practice reading, listening, writing, and talking.



---

## CHAPTER 4

### 4. TEXT BOOK DEVELOPMENT

Chapter four contains the student's book, elaborated with activities according to the seventh year children's English level. This book is based on the Theory of Multiple Intelligences, Total Physical Response, and Natural Approach.

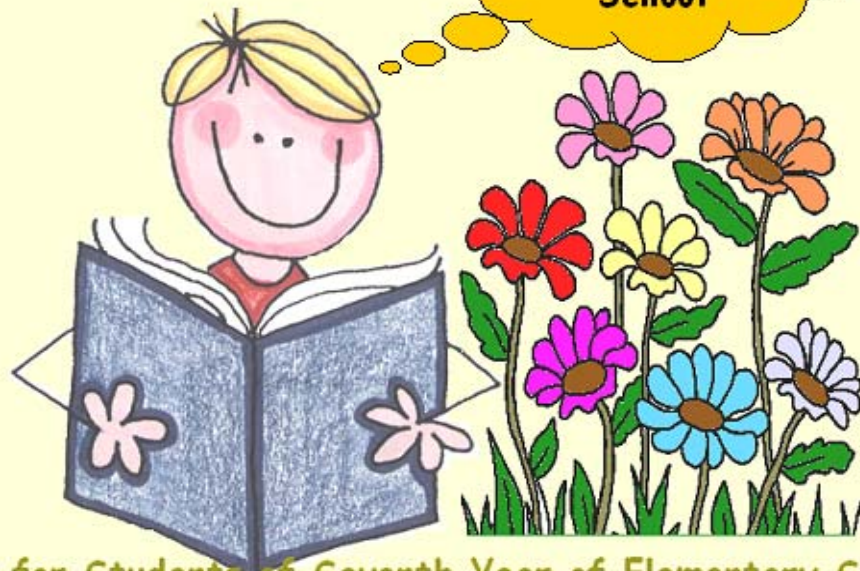




# My First English Book



I Learn English in My School



A Textbook for Students of Seventh Year of Elementary School



# BOOK CONTENT

UNIT INTRO	
The alphabet	1
Spelling my name	1
Sound letters	3
Numbers	4
Let's count.	4
Let's add numbers.	5
Let's play with numbers.	6

1	2	3
4	5	6
7	8	9

UNIT ONE	
My first English greetings	7
Hello! My name is...	7
Hello! What is your name?	8
Let's draw.	9
How are you?	10
How old are you?	12
Greetings	14
Farewells	14
Dialogue	15
Following instructions	16

UNIT TWO	
Fruits and colors from my farm	18
The colors	18
What color do you like?	19
Finding colors	20
The fruits	21
Coloring	23
Puzzle	24
Fruits and colors game	25

UNIT THREE	
Let's go to my zoo.	26
Domestic and wild animals	26
Finding domestic and wild animals	27
Let's practice animals sound.	28
I have a pig.	29
Singular and plural	30
How many animals do you have?	32
My favorite animal	33
Monica's zoo	34
Where does the lion live?	35
There is a cat. / There are cats.	36
The jungle	37
The farm	38



**UNIT FOUR**

I am a student.	39
Professions	39
Professions and places	40
He is a fireman.	42
I am John. I am not a Doctor.	45
Adjectives	48
We are playing soccer.	50
Who is the prince?	54
The frog and the crocodile	56



**UNIT FIVE**

My body	57
My partners' body	58
Let's color.	59
The pirate	60
Read and color	61
How many eyes do you have?	62
How many legs does the spider have?	64
The body game	66
How to make a butterfly	67



**UNIT SEVEN**

What time is it?	80
Let's learn more numbers.	80
The time	82
It is one o'clock.	83
Let's make a clock.	84
Let's draw.	86
Daily routines	87
My daily activities	89
Let's sing.	91



**UNIT EIGHT**

At home/ What are you doing?	92
Mary's courtyard	92
What are you doing?	94
Prepositions of place	95
Monica's bedroom	97
My bedroom	99
Let's draw.	100



**EXTRA ACTIVITIES**

Let's make two snowmen.	101
Let's make a ladybug.	102
Little dolls to Mother's Day	103
Let's read "The Three Little Pigs"	104



GLOSSARY	115
APPENDIX	124
Let's sing	
"Old Mac Donald Had a Farm .."	124
Verbs	125
Possessive Adjectives	126
Classroom language	126





# THE ALPHABET UNIT INTRO



## SPELLING MY NAME



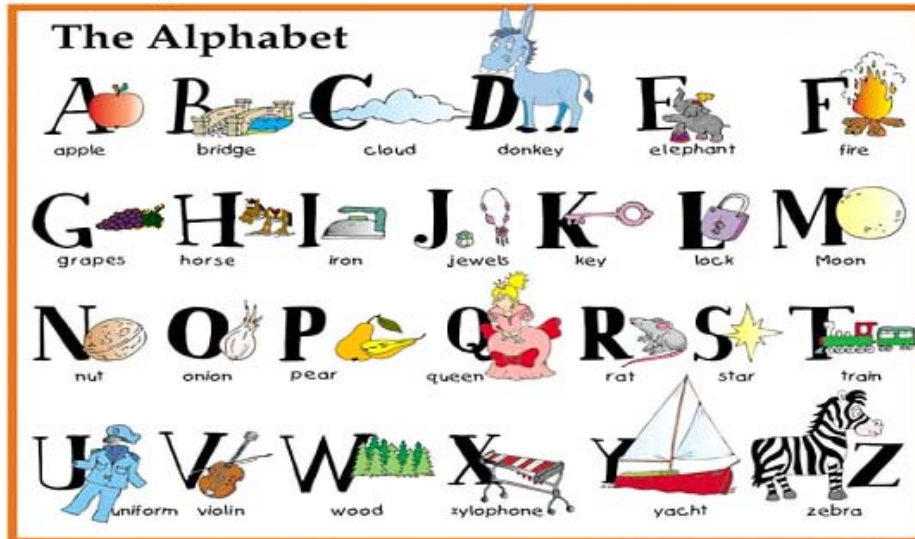
### ACTIVITY 1

Listen to the dialogue. Repeat after the teacher.



### ACTIVITY 2

Look at the alphabet picture and listen to your teacher. After that, repeat the alphabet several times.



**1 ONE**





# THE ALPHABET UNIT INTRO



### ACTIVITY 3

Let's sing "The ABC Song."

**The ABC 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, Z  
 Sing, sing I can sing,  
 Sing, sing I can sing,  
 sing, sing, I can sing  
 ABC!



### ACTIVITY 4

Write your name and spell it to your partner. Look at the example:

My name is "Rosa" "ar- ou - ess - ei".

My name is \_\_\_\_\_ .



### ACTIVITY 5

Write down three names and ask your partner to spell them.

1 How do you spell "Jose"?

a "jey- ou- ess - i" "José"

2 How do you spell "\_\_\_\_\_ "?

b "\_\_\_\_\_ "

3 How do you spell "\_\_\_\_\_ "?

c "\_\_\_\_\_ "

4 How do you spell "\_\_\_\_\_ "?

d "\_\_\_\_\_ "



# THE ALPHABET UNIT INTRO

## SOUND LETTERS



### ACTIVITY 6

Read the letters' sounds and circle in the letter soup the letter that you read. It corresponds to a wild animal name. *What wild animal is it?*

I EL I PI  
EICH EI EN TI

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

It is an/a \_\_\_\_\_



### ACTIVITY 7

Let's play HANGMAN. First, play with your teacher. After that, play in groups.



pencil

Yes

No

S

M

A

This word has six letters.

p \_ n \_ \_ \_ \_

3 THREE



# NUMBERS UNIT INTRO

## LET'S COUNT



### ACTIVITY 1

Repeat the numbers with your teacher.



1	2	3	4	5	6	7	8	9
one	two	three	four	five	six	seven	eight	nine
10	11	12	13	14	15			
ten	eleven	twelve	thirteen	fourteen	fifteen			
16	17	18	19	20				
sixteen	seventeen	eighteen	nineteen	twenty				



### ACTIVITY 2

Write the numbers and repeat them.

1	One One One One	11	
2	Two	12	
3		13	
4		14	
5		15	
6		16	
7		17	
8		18	
9		19	
10		20	

**4 FOUR**



# NUMBERS UNIT INTRO

## LET'S ADD NUMBERS









### ACTIVITY 1



**Instructions:**




1. Look at the numbers under the squares.
2. Draw the requested items.
3. Add the items.



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1	2	5
THREE APPLES	+	TWO APPLES
(plus)	=	FIVE APPLES
		<u>          </u>

<div style="border: 1px solid brown; padding: 5px; display: inline-block;">  </div>	<div style="border: 1px solid brown; padding: 5px; display: inline-block;">  </div>	<div style="border: 1px solid brown; padding: 5px; display: inline-block;">  </div>
2		
FOUR PEARS	+	FIVE PEARS
	=	<u>          </u>
		<u>          </u>

<div style="border: 1px solid olive; padding: 5px; display: inline-block;">  </div>	<div style="border: 1px solid olive; padding: 5px; display: inline-block;">  </div>	<div style="border: 1px solid olive; padding: 5px; display: inline-block;">  </div>
3		
THREE BOOKS	+	SIX BOOKS
	=	<u>          </u>
		<u>          </u>

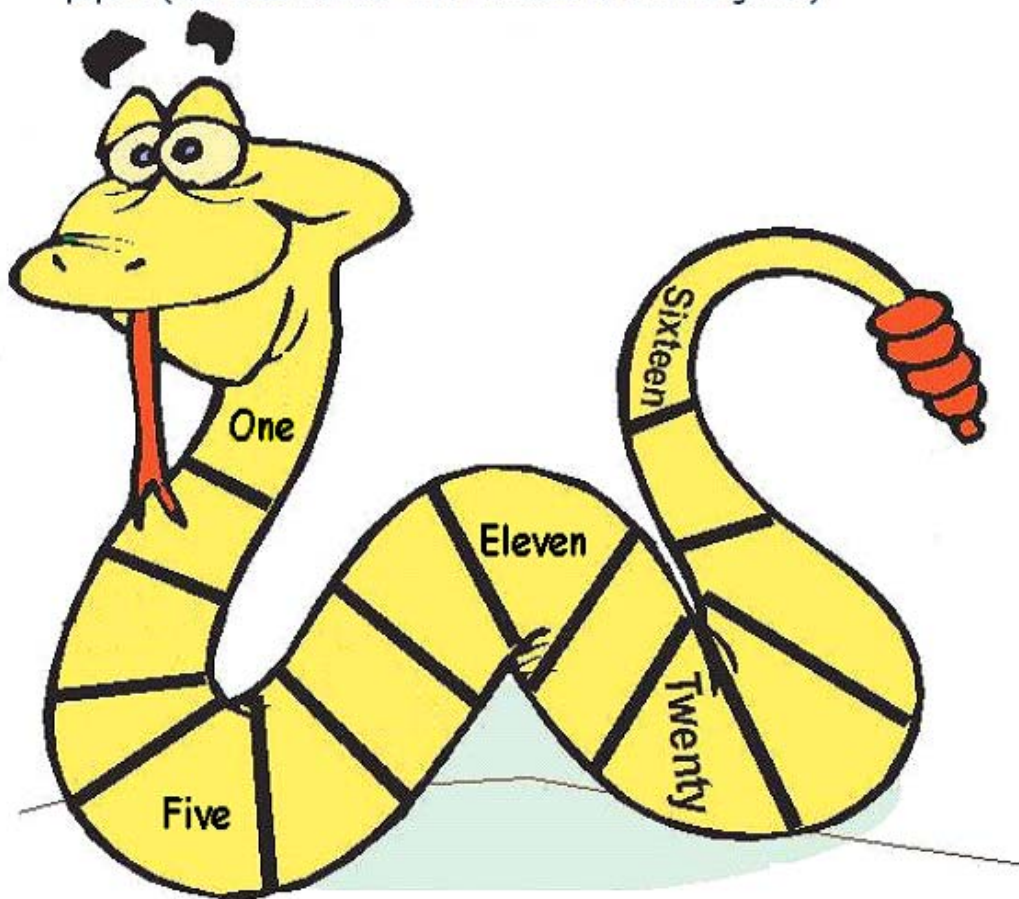
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4		
SEVEN ERASERS	+	EIGHT ERASERS
	=	<u>          </u>
		<u>          </u>

**5 FIVE**



**NUMBERS****UNIT INTRO****LET'S PLAY WITH NUMBERS****The yellow snake (BINGO VARIANT)****INSTRUCTIONS:**

1. Look at the snake.
2. Write 10 numbers from 1 to 20 in the snake. Don't repeat the written numbers in the snake (1, 5, 11, 20 and 16).
3. Cut out nine small pieces of paper.
4. Put the small pieces on the numbers that your teacher says.
5. Shout "SNAKE!" if your snake is completed with the nine pieces of paper. (You need to hear nine numbers to win the game.)

**6 SIX**



# MY FIRST ENGLISH GREETINGS UNIT ONE

## Hello! My name is David.



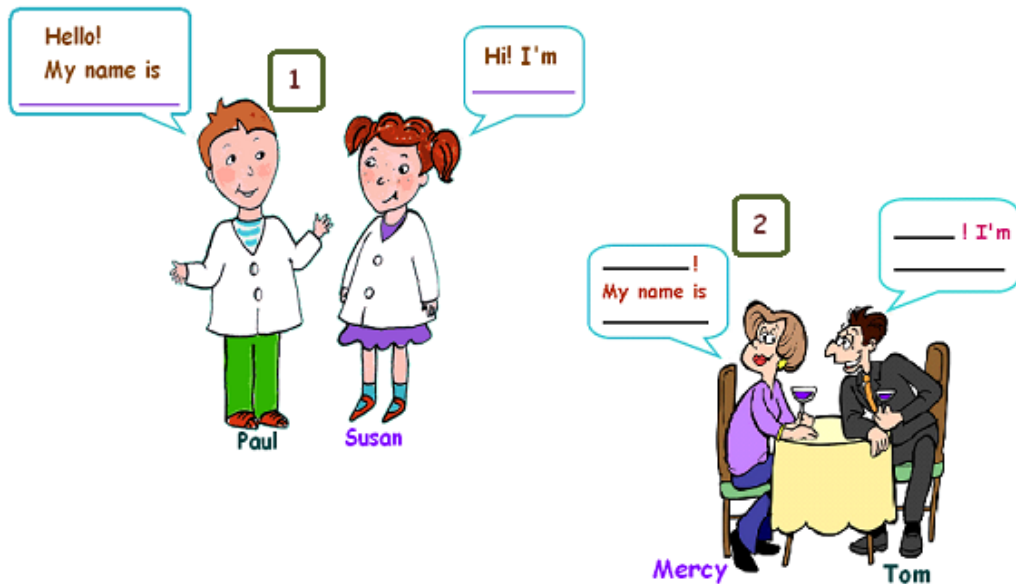
### ACTIVITY 1

Listen to the dialogue and repeat after your teacher.



### ACTIVITY 2

Complete the dialogues. After that, practice them with your partner.



7 SEVEN



# MY FIRST ENGLISH GREETINGS UNIT ONE

## Hello! What is your name?



### ACTIVITY 1

Look at the picture. Listen and read aloud with your teacher.



### ACTIVITY 2

Look at the pictures. Complete the conversations.

1



Mrs. Taylor: Hello! What is your name?  
José: My name is José.

2



Luis: Hello! What is your name?  
Mary: My name is \_\_\_\_\_.



Teacher: Hi! What is your name?  
Joseph: \_\_\_\_\_.

4



Mario: Hello! \_\_\_\_\_  
Rita: \_\_\_\_\_.

**8 EIGHT**



# MY FIRST ENGLISH GREETINGS UNIT ONE

LET'S DRAW

MY NAME IS...



### ACTIVITY 3

Draw a picture of yourself and answer the question.



My name is \_\_\_\_\_.



### ACTIVITY 4

Work in groups. Practice the following dialogue with your group. Use your names.





# MY FIRST ENGLISH GREETINGS UNIT ONE

## HOW ARE YOU?



### ACTIVITY 1

Listen to your teacher read the following dialogue.

Paul: Good morning Paul!  
How are you?

David: Good morning David!  
I'm very well.



### ACTIVITY 2

Repeat with your teacher the following dialogues. After that, complete the lines and practice with your partner.

1. Hello, Juan!  
How are you?

Hi, Luz!  
I am fine, thanks!



Luz: Hello, Juan!  
 Juan: Hi, Luz!  
 Luz: \_\_\_\_\_  
 Juan: \_\_\_\_\_

Mario: \_\_\_\_\_  
 Mrs. Rosa: \_\_\_\_\_  
 Mario: \_\_\_\_\_  
 Mrs. Rosa: \_\_\_\_\_

2. Hi, Mrs. Rosa!  
How are you?

Hello, Mario!  
I am fine. Thanks!



3. Good afternoon, Ann!  
How are you?

Hello, Peter!  
I am not very well.



Peter: \_\_\_\_\_  
 Ann: \_\_\_\_\_  
 Mario: \_\_\_\_\_  
 Ann: \_\_\_\_\_



# MY FIRST ENGLISH GREETINGS UNIT ONE

## I AM FINE



### ACTIVITY 3

Paint the following picture. After that, practice the dialogue with your classmate. Use your name. Look at the example:



### ACTIVITY 4

## LET'S SING

Listen and sing with your teacher.

**HELLO TEACHER**

<p>Hello, teacher. Hello, teacher. How are you? How are you?</p>	<p>Very well, thank you. Very well, thank you. How are you? How are you?</p>
--	--





# MY FIRST ENGLISH GREETINGS UNIT ONE

## HOW OLD ARE YOU?



### ACTIVITY 1

Look at the picture. Listen and read with your teacher.



### ACTIVITY 2

Look at the numbers below and complete the dialogue with the correct age.

1 I am Juan. I'm seven years old. How old are you?

2 I'm Criss. I am \_\_\_\_ years old.

3 I am Laura. I'm \_\_\_\_.

4 \_\_\_\_\_

5 \_\_\_\_\_

Juan 7 Criss 9 Laura 8 Pablo 10 Bryan 9

**12 TWELVE**



# MY FIRST ENGLISH GREETINGS UNIT ONE

## I AM TEN YEARS OLD



### ACTIVITY 3

Look at the sentences. Complete them with the correct words from the box.

How I are am years old nine old you

1. How old ___ you?	I am ten years old.
2. ___ old are you?	___ am eight years old.
3. How old are ___?	I ___ seven years ___.
4. How ___ are you?	I am ___ years old.
5. How old are you?	I am six ___ old.



### ACTIVITY 4

Practice with your classmate. Use your own information.

What is your name?  
How old are you?

My name is Paul?  
I am ten years old.

**13 THIRTEEN**





# MY FIRST ENGLISH GREETINGS UNIT ONE

## GREETINGS



### ACTIVITY 1

Listen and repeat with your teacher. After that, complete the greetings and practice with your classmate.

	<b>Good morning</b>	John.
	_____	Paul.
	_____	Mary.
	_____	Tomy.
	_____	Enma.
<b>GOOD MORNING</b>		
	<b>Good afternoon</b>	teacher.
	_____	mother.
	_____	father.
	_____	Mark.
	_____	Jenny.
<b>GOOD AFTERNOON</b>		
	<b>Good evening</b>	sister.
	_____	Frank.
	_____	Rony.
	_____	Tina.
	_____	Mr. Lee.
<b>GOOD EVENING</b>		



### ACTIVITY 2

Practice with your teacher and partner the following farewells.





# MY FIRST ENGLISH GREETINGS UNIT ONE

## FAREWELLS



### ACTIVITY 3

Repeat and write.

Goodbye _____	_____	_____	_____
See you _____	_____	_____	_____
Bye-Bye _____	_____	_____	_____



### ACTIVITY 4

Read the following dialogue with your teacher.

### DIALOGUE

Ana: Good morning Peter.	Peter: Good morning Ana.
Ana: How are you?	Peter: I am very well, thank you.
Peter: I am how old are you?	Ana: I am 10 years old.
Ana: Bye, Peter.	Peter: Bye Ana.



### ACTIVITY 5

Write the previous dialogue. After that, practice with your partner.

Ana: _____	Peter: _____
Ana: _____	Peter: _____
Peter: _____	Ana: _____
Ana: _____	Peter: _____
Peter: _____	Ana: _____
Ana: _____	Peter: _____



### ACTIVITY 6

Practice the greetings and farewells with your classmates, brothers, friends, etc. at home.



# MY FIRST ENGLISH GREETINGS UNIT ONE

## FOLLOWING INSTRUCTIONS



### ACTIVITY 1

Look at the pictures. Listen and watch your teacher performing the actions.

1 Rosa, open the door, please.

2 Rosa, close the door, please.

3 Tamara, stand up, please.

4 Mary, sit down, please.

5 Roberto, go to the board,

6 Peter, write your name, please.



### ACTIVITY 2

Follow your teacher's instructions.



### ACTIVITY 3

Work in pairs. Give instructions to your partner.

Example: Juan, close the door, please!



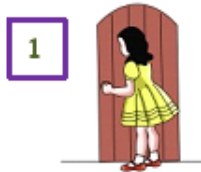
# MY FIRST ENGLISH GREETINGS UNIT ONE

## FOLLOWING INSTRUCTIONS



### ACTIVITY 4

Match the pictures with the correct instruction.



SIT DOWN



OPEN THE DOOR



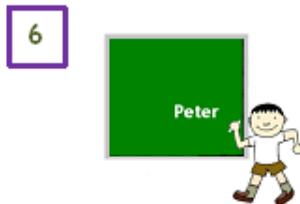
WRITE YOUR NAME



STAND UP



CLOSE THE DOOR



GO TO THE BOARD

17 SEVENTEEN



# FRUITS AND COLORS FROM MY FARM UNIT TWO

## THE COLORS



### ACTIVITY 1

Look at the colors and repeat them with your teacher.

white

yellow

orange

red

pink

purple

light green

green

blue

light blue

brown

grey

black



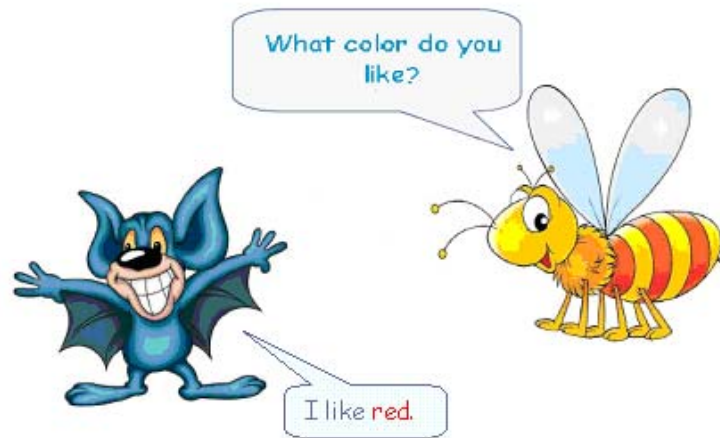
# FRUITS AND COLORS FROM MY FARM UNIT TWO

## WHAT COLOR DO YOU LIKE?



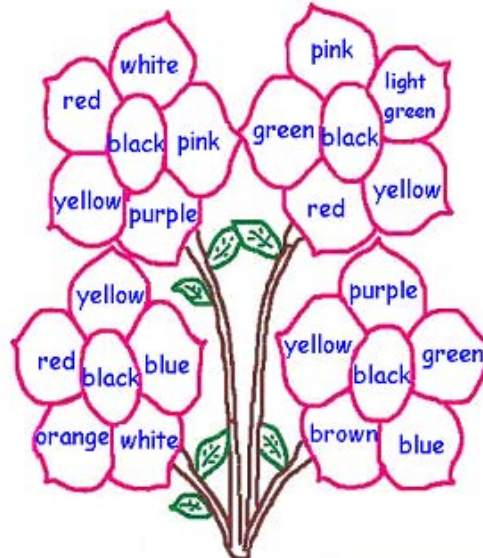
### ACTIVITY 2

Listen to your teacher. After that, ask your partner questions about colors.



### ACTIVITY 3

Read and color the flowers with the correct color.







# FRUITS AND COLORS FROM MY FARM UNIT TWO

## FINDING COLORS



### ACTIVITY 4

Read and find the names of the colors in the square. Look at the example.

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

**DOWN**

- \* Blue
- \* Purple
- \* Grey
- \* Black
- \* Brown
- \* Light blue

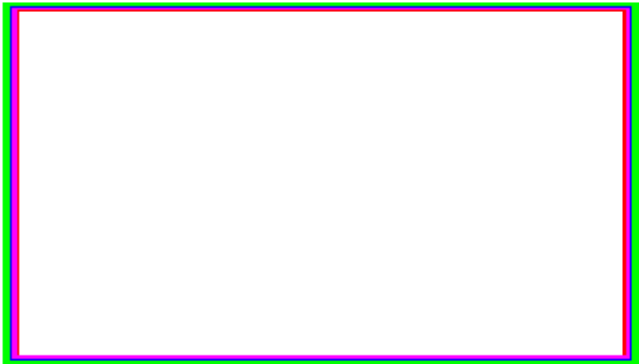
**ACROSS**

- \* Red
- \* Green
- \* Yellow
- \* Pink
- \* Orange
- \* White
- \* Light green



### ACTIVITY 5

Look for some flowers in the school garden with your teacher. Draw and color them.



### ACTIVITY 6

### LET'S PLAY "SIMON SAYS"

**Instructions:**

1. Listen to your teacher's commands.  
Example:  
Teacher: Simon says, "bring me a red pen!"
2. The first student with the red pen is the winner.  
(If you want to win, you should be quick.)




# FRUITS AND COLORS FROM MY FARM UNIT TWO













## The Fruits




### ACTIVITY

Read and repeat the fruits with your teacher.

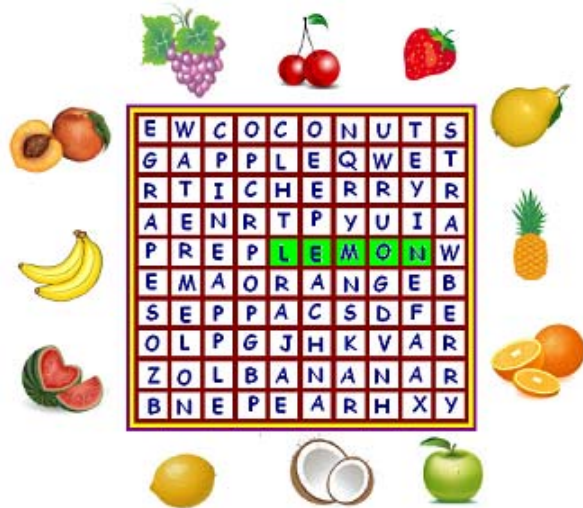


 orange	 cherry	 peach	 grapes
 strawberry	 watermelon	 banana	 lemon
 pineapple	 pear	 apple	 coconut




### ACTIVITY 2

Look at the pictures and find the fruits' name in the chart.



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

21 TWENTY - ONE





# FRUITS AND COLORS FROM MY FARM UNIT TWO

## THE BANANA IS YELLOW.



### ACTIVITY 3

Complete the sentences and repeat them after your teacher. Look at the example:



1. The banana is a fruit.

It is yellow.



2. The strawberry is a fruit.

It is \_\_\_\_\_



3. The \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_



7. \_\_\_\_\_



8. \_\_\_\_\_



### ACTIVITY 4

Let's sing with your teacher.

Note: Continue singing; use the other colors. You can use other things from the classroom, such as pencils, wall, books, etc.

Let's sing

### THIS IS THE WAY

This is the way we touch the green,

touch the green, touch the green.

This is the way we touch the green.

This is a pear.

This is the way we touch the red,

touch the red, touch the red...



# FRUITS AND COLORS FROM MY FARM UNIT TWO

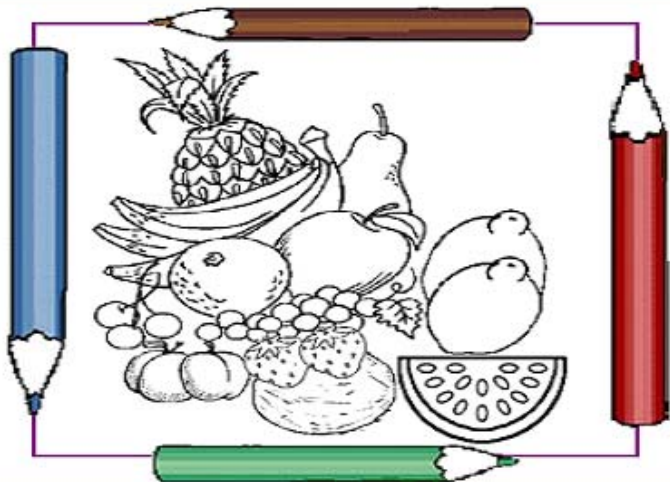
## COLORING



### ACTIVITY 5

Read the text from the chart. Look at the picture and paint it according to what you read. After that, answer the questions.

Look at the picture. There is one orange. It is orange. There are three bananas. They are yellow. There is one apple. It is red. There is one pear. It is light green. There are two strawberries. They are red. There is one watermelon. It is red and green. There are two lemons. They are green. There is a pineapple. It is orange. There are some grapes. They are purple. There is a coconut. It is brown. There are two peaches. They are yellow. There are two cherries. They are red.



- |                                     |       |
|-------------------------------------|-------|
| 1. What color is the orange?        | _____ |
| 2. What color are the bananas?      | _____ |
| 3. What color is the apple?         | _____ |
| 4. What color is the pear?          | _____ |
| 5. What color are the strawberries? | _____ |
| 6. What color is the watermelon?    | _____ |
| 7. What color are the lemons?       | _____ |
| 8. What color is the pineapple?     | _____ |
| 9. What color are the grapes?       | _____ |
| 10. What color is the coconut?      | _____ |
| 11. What color are the peaches?     | _____ |
| 12. What color are the cherries?    | _____ |



# FRUITS AND COLORS FROM MY FARM UNIT TWO

## PUZZLE



### ACTIVITY 6

Look at the pictures and complete the puzzle with the fruit names.

A crossword puzzle grid with various fruit images around it. The grid contains the following letters:

- Vertical word 1: P (top), [ ] (middle), S (bottom)
- Horizontal word 2: P (left), [ ] (middle), A (right)
- Horizontal word 3: G (left), A (middle), [ ] (right)
- Horizontal word 4: [ ] (left), C (middle), [ ] (right), S (far right)
- Horizontal word 5: [ ] (left), C (middle), [ ] (right), S (far right)
- Horizontal word 6: B (left), [ ] (middle), [ ] (right)
- Horizontal word 7: W (left), [ ] (middle), [ ] (right), P (far right)
- Horizontal word 8: [ ] (left), [ ] (middle), [ ] (right), S (far right)

Fruit images include: grapes, pineapple, peaches, cherries, apple, lemons, banana, watermelon, coconuts, and pears.



### ACTIVITY 7

Let's bring some fruits. Show them to your partner. After that, draw and paint the fruits that your partner showed you.



# FRUITS AND COLORS FROM MY FARM UNIT TWO

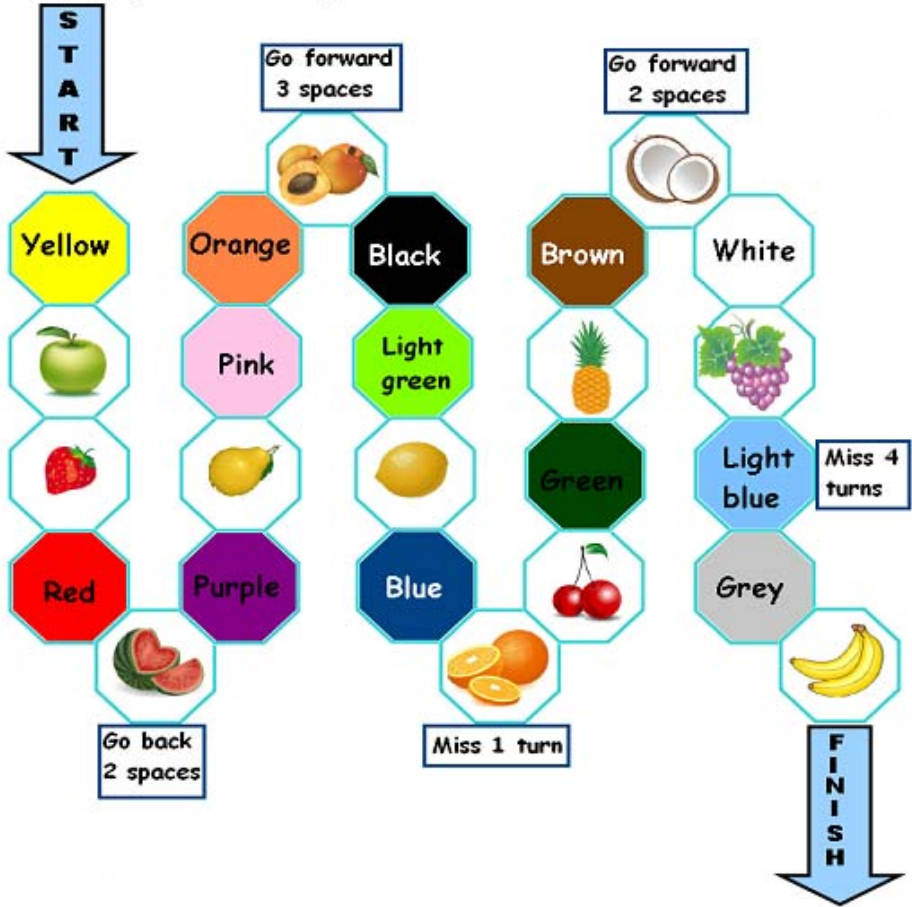
## Fruits and Colors Game

**Materials:** a dice  
a two centimeter square of paper with your name written on it.

**How to play "Fruits and Colors Game"**

You can play in groups of three (3).

1. Throw the dice.
2. If it falls on the number four (4), from the beginning (START) you should count one, two, three, and four.
3. Say the name of the fruit or the color. In this case it is "RED".
4. Then place your name square there.
5. Continue playing until someone gets to "finish".







**LET'S GO TO MY ZOO** **UNIT THREE**

**DOMESTIC AND WILD ANIMALS**



**ACTIVITY 1**

Look at the pictures, talk with your teacher about them, and practice their sounds.

What sound does the cat make? What sound do horses make?

**Wild Animals**

				
Elephant	Giraffe	Lion	Monkey	Tiger
				
Turtle	Fish	Crocodile	Frog	Bird

**Domestic Animals**

				
Cat	Dog	Rabbit	Sheep	Duck
				
Horse	Cow	Mouse	Pig	Chicken



**LET'S GO TO MY ZOO** **UNIT THREE**

**FINDING DOMESTIC AND WILD ANIMALS**



**ACTIVITY 2**

Look at the pictures and draw a circle ○ around the wild animals and draw a square □ around the domestic animals.



**ACTIVITY 3**

Find the name of a domestic animal in the grid. Draw a circle around the letters that are not repeated.



It is \_\_\_\_\_



**LET'S GO TO MY ZOO** **UNIT THREE**

**LET'S PRACTICE ANIMALS SOUNDS.**



**ACTIVITY 4**

Work in groups; draw an animal. After that, show it to your classmates. Make the animal's sound. Then your classmates have to guess the animal's name. Look at the example:



**ACTIVITY 5**

Go outside, look at the clouds and find animal shapes. Write their names and draw them. Finally, practice their sounds.



**LET'S GO TO MY ZOO** **UNIT THREE**

**I HAVE A PIG.**



**ACTIVITY 6**

Listen to your teacher and read the following dialogue. After that, practice it with your partner.



Juan

**DIALOGUE**

**Lucy:** Hello Juan!

**Juan:** Hello Lucy!

**Lucy:** What are you doing?

**Juan:** I am looking at animal shapes in the clouds.

**Lucy:** Good! And, how many animals do **you have**?

**Juan:** Well, **I have** a pig and two cats.

**Lucy:** Do **you have** a mouse?

**Juan:** No, **I don't have** a mouse.

I **find** a sheep.

**Lucy:** I **find** two mice, in the clouds.



Lucy

**Note:** The plural of mouse is mice



**ACTIVITY 7**

Look at the squares. There are forms of the verb "to have" and "to find". Analyze them with your teacher.



**Find**  
I find  
You find  
They find  
We find

**Finds**  
She finds  
He finds  
It finds

**Have**  
I have  
You have  
They have  
We have

**Has**  
She has  
He has  
It has



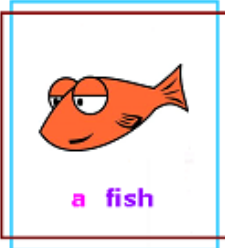


# LET'S GO TO MY ZOO UNIT THREE

## Singular and Plural

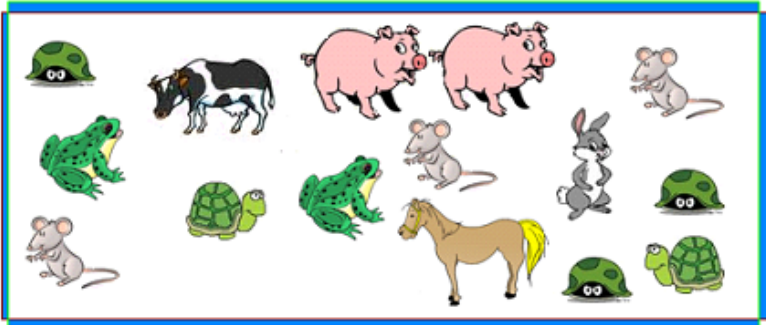


Use **a / an** with singular nouns



### ACTIVITY 1

Look at the picture and circle the singular nouns. After that, count and complete the text below.



### CHARLIE'S FARM

Charlie has a farm. It is very big. Charlie has many animals. He has a horse. He has five turtles, \_\_\_\_\_ mice, \_\_\_\_\_ pigs, \_\_\_\_\_ frogs, \_\_\_\_\_ cow to drink her milk, and \_\_\_\_\_ rabbit.



**LET'S GO TO MY ZOO** **UNIT THREE**




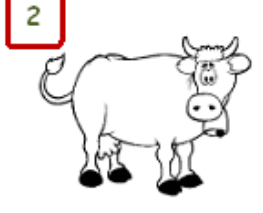









**ACTIVITY 2**

Circle the plural nouns and color the singular nouns. After that, match the pictures with the words from the box.

two dogs   a sheep   a crocodile   two tigers

a cow   two rabbits   a horse

a pig   two chickens   a lion   a monkey

<b>1</b> 	<b>2</b> 	<b>3</b> 	
<b>Two dogs</b>			
<b>4</b> 	<b>5</b> 	<b>6</b> 	<b>7</b> 
<b>8</b> 	<b>9</b> 	<b>10</b> 	<b>11</b> 



**LET'S GO TO MY ZOO** **UNIT THREE**

**HOW MANY ANIMALS DO YOU HAVE?**



**ACTIVITY 1**

Talk with your teacher about *how many animals do you have?*



I have ten animals.  
I have two chickens, three cows, two sheep, a cat, a dog, and a horse.  
I have ten animals.



**ACTIVITY 2**

Complete the following text using a or an. After that, answer the question.

Santy is a boy. He loves animals. He has a cow, \_\_\_ horse, \_\_\_ pig, \_\_\_ elephant, \_\_\_ chicken, \_\_\_ alligator, \_\_\_ monkey, \_\_\_ mouse, and two sheep.  
¿How many animals does Santy have?

\_\_\_\_\_



**ACTIVITY 3**

Answer the question "*How many animals do you have?*" Write the animals that you have.

I have a cat. I have \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**ACTIVITY 4**

Ask two partners the question "*How many animals do you have?*" Complete the charts.

He has a cat. He has \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

HE

She has a cat. She has \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

SHE



**LET'S GO TO MY ZOO** **UNIT THREE**

**MY FAVORITE ANIMAL**



**ACTIVITY 1**

Talk with your teacher about your favorite animal. After that, ask your classmates.



**ACTIVITY 2**

Draw and color your favorite domestic animal and wild animal. After that, answer the questions.

DOMESTIC ANIMAL	WILD ANIMAL

What is your favorite domestic animal? It is the \_\_\_\_\_  
 What is your favorite wild animal? \_\_\_\_\_



## LET'S GO TO MY ZOO

## UNIT THREE


## MONICA'S ZOO




## ACTIVITY 1

Read the story of "Monica's Zoo" after your teacher.


## Monica's Zoo



Monica is a beautiful girl.  She has a big zoo. In this zoo the domestic animals live with the wild animals.


She lives with her friendly dog in this crazy place. 


There is a tiger.  He is big and strong.

There are two small rabbits  and three fat pigs. 

 There is a beautiful horse, too.

Every day, a small cat chases a little mouse.  



Monica has also two fat cows 

and three sheep. 

Two lions live with four little chickens, and their mom, Mrs. Hen.  

In the lake,  there are three green frogs, 

a little turtle,  a colorful fish,  and a big crocodile. 

 A happy monkey jumps through the trees every day, while two beautiful birds sing melodious songs. 

Here, Monica plays with her beautiful animals. She loves them.





**LET'S GO TO MY ZOO** **UNIT THREE**

**WHERE DOES THE LION LIVE?**



**ACTIVITY 2**

**Talk with your teacher about the story.**

Where do lions live? *They live in the jungle or farm!*



Where do crocodiles live? *They live in the jungle or farm!*

Where does a tiger live?



**ACTIVITY 3**

**Read Monica's Zoo again. Find out and write the plural and singular animals.**

<p>Singular animals</p>  <p>a tiger</p>	<p>Plural animals</p>  <p>two rabbits</p>
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**ACTIVITY 4**

**Work in groups. Read the story with your classmates again and answer the following questions.**

1. What color is the cat?
2. What color are the frogs?
3. What color are the birds?
4. What color is the fish?
5. What color are the pigs?
6. How many lions are there?
7. How many wild animals are there?
8. How many domestic animals are there?

It is yellow \_\_\_\_\_.

They are green \_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

There are two lions \_\_\_\_\_.

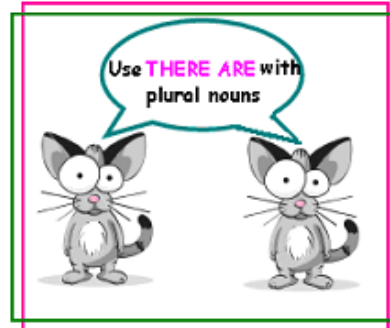
\_\_\_\_\_.

\_\_\_\_\_.



**LET'S GO TO MY ZOO** **UNIT THREE**

**THERE IS A CAT. / THERE ARE CATS.**



**ACTIVITY 1**

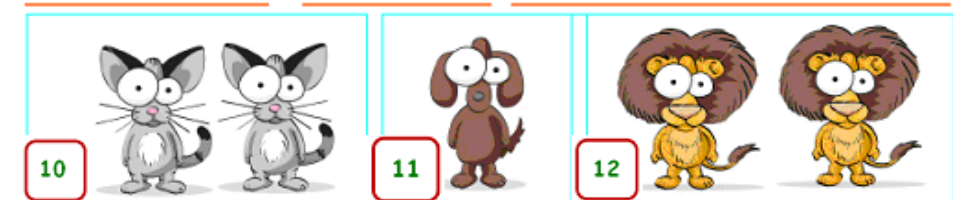
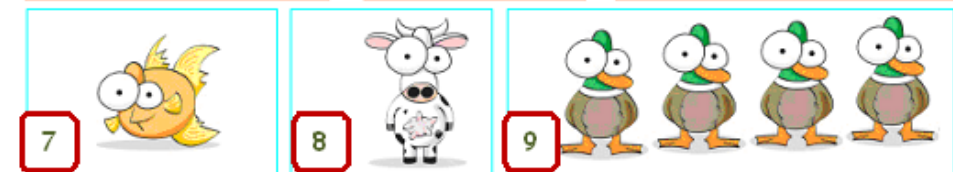
Look at the pictures and complete the sentences.  
(Use There is / There are)



1. There is a fish. 2. There are two turtles. 3. \_\_\_\_\_ an elephant.



4. There are \_\_\_\_\_





# LET'S GO TO MY ZOO

# UNIT THREE

## THE JUNGLE



### ACTIVITY 2

Look at the jungle. Cut out some wild animals and stick them to the picture to complete the jungle. After that, answer the question according to the picture. *Look at the example:*



**What wild animals are there in the jungle?**

There is a crocodile.

There is a giraffe.

---

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LET'S GO TO MY ZOO UNIT THREE

THE FARM



ACTIVITY 3

Look at the farm. Cut out some domestic animals and stick them to the picture to complete the farm. After that, answer the question according to the picture.



What domestic animals are there?

There are two chickens.

There is a cat.

Four horizontal lines for writing.

Four horizontal lines for writing.



ACTIVITY 4

Let's sing "OLD MAC DONALD HAD A FARM"



**I AM A STUDENT UNIT FOUR**

## PROFESSIONS



### ACTIVITY 1

Look at the pictures. Listen, and repeat after your teacher.

<p>1. <b>TEACHER</b></p>	<p>2. <b>CARPENTER</b></p>	<p>3. <b>POLICEMAN</b></p>	<p>4. <b>NURSE</b></p>
<p>5. <b>FARMER</b></p>	<p>6. <b>DOCTOR</b></p>	<p>7. <b>ENGINEER</b></p>	<p>8. <b>ARCHITECT</b></p>
<p>9. <b>FIREMAN</b></p>	<p>10. <b>COOK</b></p>	<p>11. <b>DRIVER</b></p>	<p>12. <b>SECRETARY</b></p>
<p>13. <b>VET</b></p>	<p>14. <b>STUDENT</b></p>	<p>15. <b>PILOT</b></p>	<p>16. <b>HOUSEWIFE</b></p>



**I AM A STUDENT      UNIT FOUR**

**PROFESSIONS AND PLACES**



**ACTIVITY 2**

**Talk with your teacher about each occupation and their place of work.**

1



**HOSPITAL**

The doctor works at the hospital.

2



**HOUSE**

The housewife works in the house.

3



**SCHOOL**

The teachers work at the school.

4



**PARK**

The policeman works at the park.

5



**AIRPORT**

The pilot works at the airport.

6



**RESTAURANT**

The cooks work at the restaurant.

7



**FACTORY**

The engineer works at the factory.

8



**OFFICE**

The secretary works in the office.

9



**FARM**

The farmers work at the farm.

10



**ROAD**

The driver works on the road.



**I AM A STUDENT UNIT FOUR**

**MATCH**



**ACTIVITY 3**

Match the question with correct answer.

1



Where does the doctor work?

They study at the school.

2



Where does the secretary work?

He works at the farm.

3



Where do the students study?

They work at the factory.

4



Where do the pilots work?

He works at the hospital.

5



Where do you study?

He works at the park.

6



Where does the farmer work?

She works in the office.

7



Where do the engineers work?

They work at the airport.

8



Where does the policeman work?

I study at the school.

**41 FORTY-ONE**



**I AM A STUDENT      UNIT FOUR**

**HE IS A FIREMAN**



**ACTIVITY 1**

**Listen, repeat, and read with your teacher.**

**SINGULAR**

**PLURAL**

9



**I** am a student.

6



**We** are doctors.

2



**You** are my friend.

7



**You** are students.

3



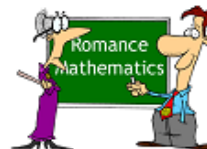
**He** is a fireman.

4



**She** is a teacher.

8



**They** are teachers.

5



**It** is a cat.

**42 FORTY-TWO**



**I AM A STUDENT** **UNIT FOUR**

**PAUL IS A FIREMAN**



**ACTIVITY 2**

Look at the pictures and read the sentences. Compare them, and write sentences using the subject pronouns.

1



*I am a student.*

---



---



---

**I am a student.**

2



*You are a girl.*

---



---



---

**You are a girl.**

3



*He is a fireman.*

---




---



---

**Paul is a fireman.**

4



*He is a teacher.*

---



---



---

**Mario is a teacher.**

**43 FORTY-THREE**





I AM A STUDENT UNIT FOUR

5



*It is a cat.*

---

---

---

**It is a cat.**

6



*You are students.*

---

---

---

**You are students.**

7



*They are teachers.*

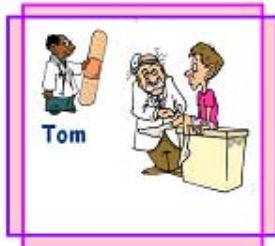
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**Karl and Susan are teachers.**

8



*We are doctors.*

---

---

---

**Tom and I are doctors.**



**I AM A STUDENT      UNIT FOUR**

**I AM JOHN. I AM NOT A DOCTOR.**



**ACTIVITY 1**

Look at the pictures and read the sentences with your teacher.

**1**

I am John.  
I am not a doctor.  
I am a student.

**2**

You are children.  
You are not teachers.  
You are students.

**3**

She is Janet.  
She is not a teacher.  
She is a singer.

**4**

He is Paul.  
He is not a policeman.  
He is a fireman.

**5**

You are Ann.  
You are not my sister.  
You are my friend.

**6**

They are brothers.  
They are not engineers.  
They are farmers.

**7**

We are Tom and José.  
We are not carpenter.  
We are doctors.

**8**

It is Toby.  
It is not a mouse.  
It is a cat.



**ACTIVITY 2**

Let's read the sentences with your partner. Take turns.





I AM A STUDENT UNIT FOUR

SHE IS NOT A DOCTOR. SHE IS A SECRETARY.



ACTIVITY 1

Read the sentences. Look at the pictures and complete the lines using the correct information. Use personal pronouns.

1 Alberto is a teacher. Alberto  
 He is not a teacher.  
 He is a student.

2 Susan is a doctor. Susan  
 Secretary  
 She is not a doctor.  
 She is a secretary.

3 Tommy is a pilot. Tommy  
 Driver

4 Carlos is a nurse. Carlos  
 Cook

5 Rose and Katty are doctors. Rose and Katty  
 Nurses



I AM A STUDENT UNIT FOUR

Marcus and Joe are firemen.



6



Marcus and Joe Policemen

The banana is green.



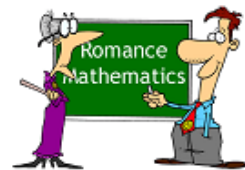
7



Susan and Karl are students.



8




They are frogs.



9



You are a teacher.



10



47 FORTY-SEVEN




**I AM A STUDENT** **UNIT FOUR**

**THE ELEPHANT IS BIG AND RICHARD IS TALL.**



**ACTIVITY 1**

Look at the pictures. Talk about them with your teacher.

<b>Tom</b> 	<b>Bryan</b> 	<b>Max</b> 	<b>Alex</b> 
1. Tom is happy.	2. Bryan is sad.	3. Max is fat.	4. Alex is thin.
<b>Richard</b> 	<b>Tamara</b> 	<b>Elephant</b> 	<b>Turtle</b> 
5. Richard is tall.	6. Tamara is short.	7. The elephant is big.	8. The turtle is small.



**ACTIVITY 2**

Look at the pictures. Answer the questions, using short answers.

- |                           |                |
|---------------------------|----------------|
| 1. Is Richard tall?       | Yes, he is.    |
| 2. Is the elephant small? | No, it is not. |
| 3. Is Bryan happy?        | _____          |
| 4. Is Tom happy?          | _____          |
| 5. Is Tamara short?       | _____          |
| 6. Is Alex thin?          | _____          |
| 7. Is the turtle big?     | _____          |
| 8. Is Max fat?            | _____          |



**I AM A STUDENT** **UNIT FOUR**

**MATEO ISN'T THIN.**



**ACTIVITY 3**

Look at the pictures. Read and talk about Mateo and Danny.

**Mateo**



**Fat**

Is Mateo thin?  
No, he isn't.  
He is fat.

**Danny**



**Thin**

Is Danny fat?  
No, he isn't.  
He is thin.



**ACTIVITY 4**

Look at the pictures. Answer the questions.



1. Is the cat big?  
No, it isn't.  
The cat is small.

2. Is the dog small?  
No, it \_\_\_\_\_  
The dog \_\_\_\_\_



3. Is Dayana happy?  
No, she isn't.  
She is \_\_\_\_\_

4. Is Tere sad?  
No, she is \_\_\_\_\_  
She \_\_\_\_\_



5. Is José thin?  
No, \_\_\_\_\_  
\_\_\_\_\_

6. Is Max fat?  
\_\_\_\_\_  
\_\_\_\_\_



I AM A STUDENT UNIT FOUR

WE ARE PLAYING SOCCER



ACTIVITY 1

Look at the pictures. Read and talk about the pictures with your teacher.

1 We are playing soccer. We are playing.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2 Look! They are dancing. They are dancing.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3 You are working. You are working.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**I AM A STUDENT      UNIT FOUR**

**YOU ARE EATING IN THE RESTAURANT.**



**ACTIVITY 2**

Look at the picture, read the sentences and rewrite them using the personal pronouns.



1. You and Fanny are eating in the restaurant.  
You are eating in the restaurant.



2. Rosa, Marcia and I are playing in the park.  
 \_\_\_\_\_



3. The birds are flying.  
 \_\_\_\_\_



4. The secretary is working in the office.  
 \_\_\_\_\_



5. Paul and Andres are walking in the school.  
 \_\_\_\_\_



6. Nicole is running in the park.  
 \_\_\_\_\_



7. My father is watching TV.  
 \_\_\_\_\_



8. Beto is cooking at the restaurant.  
 \_\_\_\_\_





**I AM A STUDENT      UNIT FOUR**

**IS THE COOK EATING?**



**ACTIVITY 1**

Match the names with the subject pronouns.

1. Ann and you
2. the cats
3. John and Helen
4. you and I
5. the doctors

We

You

They

6. you and David
7. Tom, Lucy and I
8. You, Kate and Mark
9. the dogs
10. the fruits



**ACTIVITY 2**

Look at the pictures. Answer the questions.

1



Are the birds yellow?  
Yes, they are.

2



Are the birds black?  
No, they aren't.

3



Is the cook eating?  
No, he isn't.

4



Are we firemen?  
Yes, \_\_\_\_\_

5



Are they cooks? \_\_\_\_\_

6



Are they teachers? \_\_\_\_\_

7



Is he a doctor? \_\_\_\_\_

8



Am I a carpenter? \_\_\_\_\_

9



Is he tall? \_\_\_\_\_



# I AM A STUDENT

# UNIT FOUR

## MATCH



### ACTIVITY 3

Look at the pictures and complete the sentences with the correct profession.

1. I am working in a hospital.  
I am a doctor.



2. I'm working in a school.  
I am a \_\_\_\_\_.



3. I am driving a taxi.  
I am a \_\_\_\_\_.



4. We are working in a farm.  
We are \_\_\_\_\_.



5. He is working in the park.  
He is a \_\_\_\_\_.



6. She's working in the office.  
She is a \_\_\_\_\_.



7. You are studying in the school.  
You are a \_\_\_\_\_.







I AM A STUDENT UNIT FOUR

WHO IS THE PRINCE?

ACTIVITY 1  
Let's read.

In a far away kingdom, there is a princess. She is sad because she is old. She is waiting for her ideal man.



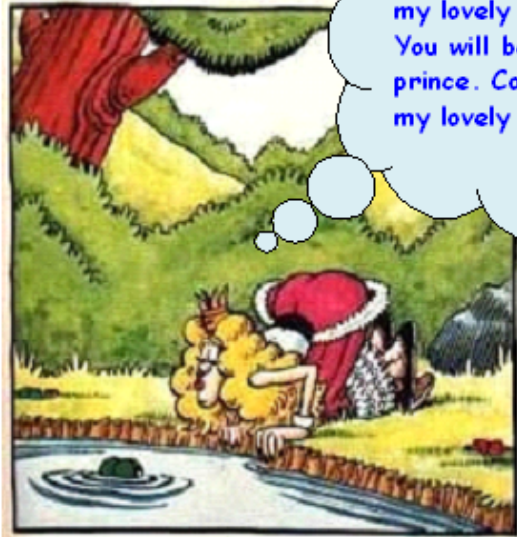
She is crying near a lake; suddenly, she sees two eyes in the lake. She is very happy because she believes that it is her frog prince.





I AM A STUDENT UNIT FOUR

She remembers an old tale. She thinks if she kisses the frog, it will turn back into a handsome prince. So she kneels down to kiss the frog.



I am going to kiss this frog to find my lovely prince. You will be my prince. Come here, my lovely prince.

It was a huge mistake. It was not a frog and it was not a prince. It was a crocodile. The crocodile ate the princess and only the crown remained.  
  
THE END

This princess is delicious.





# I AM A STUDENT UNIT FOUR

T

## THE FROG AND THE CROCODILE



### ACTIVITY 2

Read the story with your teacher. After that, underline the subject pronouns and the verb "to be" you find.



### ACTIVITY 3

Draw a frog and a crocodile. Talk with your teacher about them.



### ACTIVITY 4

In your class perform a play about the story.



### ACTIVITY 5

#### LET'S PLAY "SIMON SAYS"

Instructions:

1. Listen to your teacher's command.

Example:

Teacher: Simon says, "draw a park with two flowers and a policeman."

2. The first student that completes the drawing is the winner.

(If you want to win, you should be quick.)

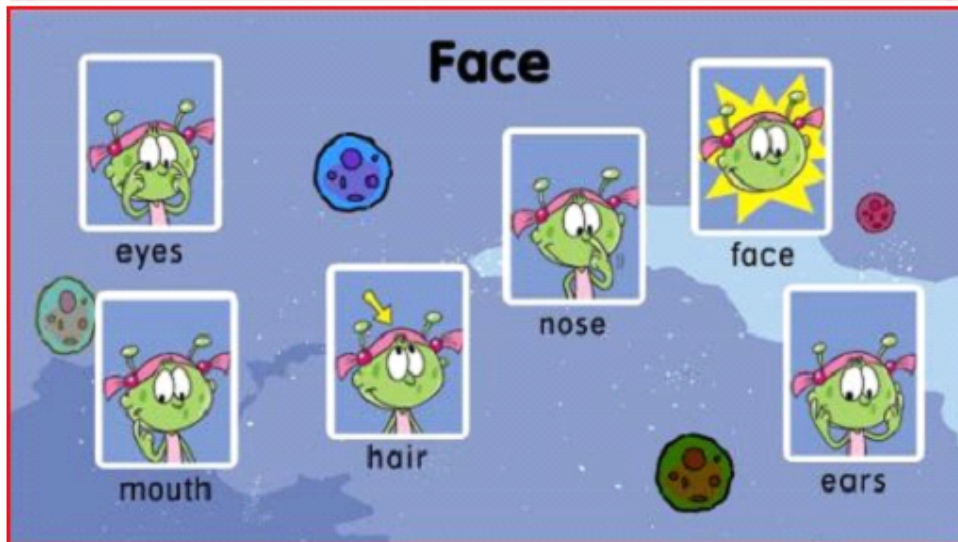
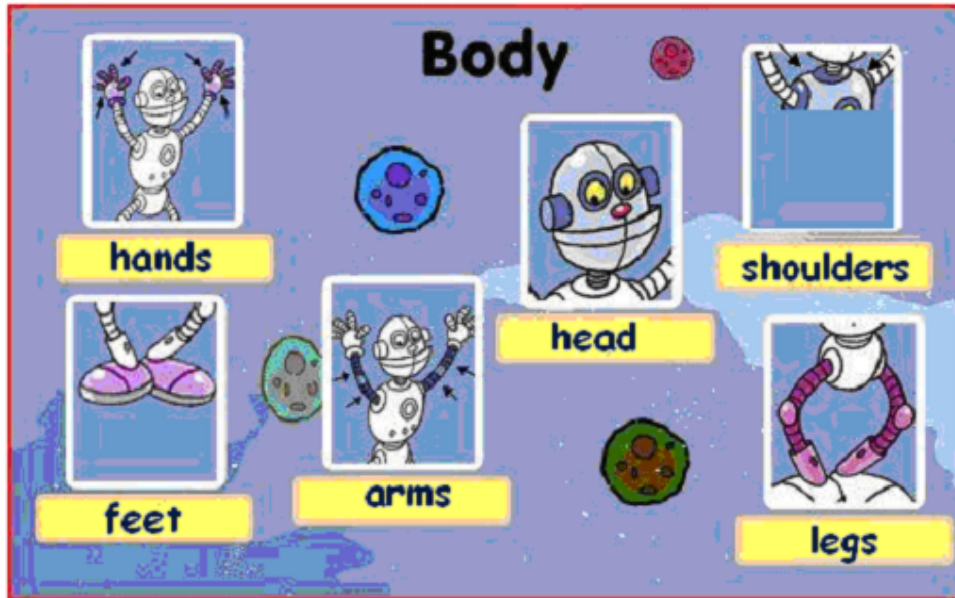


**MY BODY** **UNIT FIVE**



**ACTIVITY 1**

Let's work with your body. Look at the pictures, listen to your teacher and touch your body parts.



NOTE: "foot " is the singular form and "feet " is the plural form.



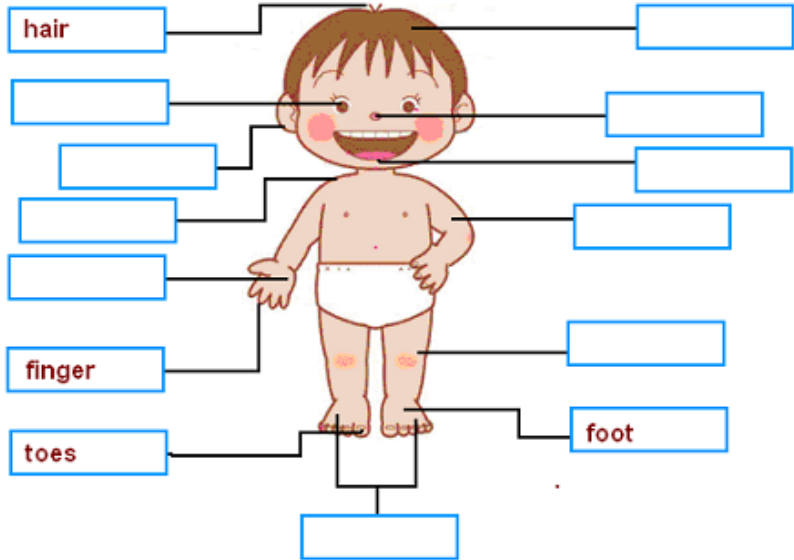
MY BODY UNIT FIVE

MY PARTNER'S BODY



ACTIVITY 2:

Look and write the body parts.



ACTIVITY 3:

Work in pairs. Draw and color your partner's body. Write the parts of his/her body.







**MY BODY** **UNIT FIVE**

**LET'S COLOR**



**ACTIVITY 4**

Listen to your teacher and color the girl. After that, answer the questions.



- 1. What color is her nose? **It is** \_\_\_\_\_
- 2. What color are her eyes? **They are** \_\_\_\_\_
- 3. What color is her mouth? \_\_\_\_\_
- 4. What color are her arms? \_\_\_\_\_
- 5. What color are her hands? \_\_\_\_\_
- 6. What color is her hair? \_\_\_\_\_
- 7. What color are her feet? \_\_\_\_\_



MY BODY UNIT FIVE



ACTIVITY: 5

THE PIRATE

Color the pirate and answer the questions.



1. What color is his nose?	It is _____
2. What color is his eye?	_____
3. What color is his mouth?	_____
4. What color is his wooden leg?	_____
5. What color is his face?	_____



ACTIVITY: 6

LET'S SING. Touch your body while you are singing.



HEAD, SHOULDERS, KNEES AND TOES



Head, shoulders, knees and toes, knees and toes  
 Head, shoulders, knees and toes, knees and toes  
 Eyes and ears and mouth and nose  
 Head, shoulders, knees and toes, knees and toes



## MY BODY

## UNIT FIVE

## READ AND COLOR



## ACTIVITY 7

Read the text below. After that, draw and color the people according to what you read. Finally, complete the sentences.



Look at the teacher. She is tall and thin. She has yellow hair and brown skin. Her hands are orange. Sue and Gregory have black hair. Gregory has black eyes, brown skin and his mouth is red. Sarah has brown hair. Sarah is reading a book and her hands are brown, too.

1. Sarah has brown hair.
2. Sarah has \_\_\_\_\_ eyes.
3. Sue has \_\_\_\_\_.
4. Gregory has \_\_\_\_\_ eyes.
5. The teacher has \_\_\_\_\_ hair.
6. The teacher is \_\_\_\_\_ and thin.
7. Gregory has \_\_\_\_\_ mouth.
8. Sarah has \_\_\_\_\_ hands.





1.

**MY BODY** **UNIT FIVE**

**HOW MANY EYES DO YOU HAVE?**



**ACTIVITY: 1**

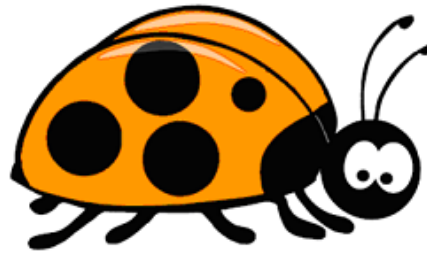
**Explore your body and answer to the questions?**

- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>1. How many legs do you have?</li> <li>2. How many fingers do you have?</li> <li>3. How many eyes do you have?</li> <li>4. How many feet do you have?</li> <li>5. How many noses do you have?</li> <li>6. How many ears do you have?</li> <li>7. How many mouths do you have?</li> <li>8. How many hands do you have?</li> </ol> | <p><u>I have two legs</u> _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> |
|---|--|



**ACTIVITY 2**

**Let's work with a bug. Look at this bug. Then compare its body with your body. After that, answer the questions:**



- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1. How many legs does the bug have?</li> <li>2. How many eyes does the bug have?</li> <li>3. Does the bug have hands?</li> <li>4. Does the bug have hair?</li> <li>5. Does the bug have legs?</li> <li>6. Does the bug have ears?</li> </ol> | <p><u>It has</u> _____</p> <p>_____</p> <p><u>No, it doesn't</u> _____</p> <p>_____</p> <p><u>Yes,</u> _____</p> <p>_____</p> |
|---|---|



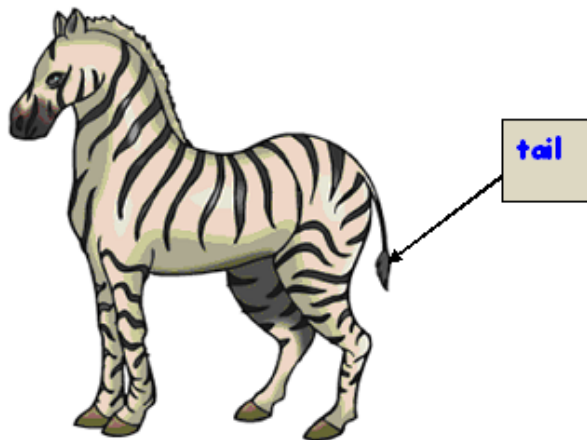
## MY BODY

## UNIT FIVE



### ACTIVITY 3

Look at the picture and talk with your teacher about the differences between our body, bugs, and animals.



### ACTIVITY 4

Match the questions with the correct answer.

- |                                       |                                   |
|---------------------------------------|-----------------------------------|
| 1. How many legs does the zebra have? | a. The zebra has two ears.        |
| 2. How many eyes does the zebra have? | b. It has a tail.                 |
| 3. What color is the zebra?           | c. The zebra is a wild animal.    |
| 4. How many ears does the zebra have? | d. The zebra has a mouth.         |
| 5. Does the zebra have a mouth?       | e. It is white and black striped. |
| 6. Does the zebra have a tail?        | f. This animal has two eyes.      |
| 7. Is it a domestic or wild animal?   | g. It has four legs.              |



MY BODY UNIT FIVE

HOW MANY LEGS DOES THE SPIDER HAVE?



ACTIVITY 5

Look at the picture if you need and write TRUE or FALSE.

TRUE

FALSE

1. A person has eleven fingers. \_\_\_\_\_



2. A person has a tail. \_\_\_\_\_

3. Dogs have big legs. \_\_\_\_\_



4. Elephants have small ears. \_\_\_\_\_



5. A chicken has two legs. \_\_\_\_\_



6. A zebra has two ears. \_\_\_\_\_



7. A cow has two hands. \_\_\_\_\_



8. A spider has eight legs. \_\_\_\_\_

9. A spider has two hands. \_\_\_\_\_

10. A spider is big. \_\_\_\_\_



ACTIVITY 6

Cut pictures about animals or bugs and talk about them with your partners and teacher.



**MY BODY** **UNIT FIVE**



**ACTIVITY 7**

Write the body names then find them in the soup of letters.

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




**MY BODY** **UNIT FIVE**

## The Body Game

**How to play the body game**

1. Make groups of three and prepare your name square.
2. Throw the dice and start counting the number that you got.
3. Move your name square to the number that you got and perform the action requested.
4. If your name square marks the snake's tail, follow it to its head.

30 <b>FINISH</b>	29 Jump 5 times using your feet	28 	27 Move forward 3 squares	26 Miss three <b>TURNS</b>
25 Close your eyes	24 	23	22	21 Touch your partner nose
20	19 Miss two <b>TURNS</b>	18 Move your shoulders	17 	16 Clap your hands
11 	12 Draw and describe your face	13 Move forward 3 squares	14 Touch your partner's ears	15 Touch your teacher's foot
10 	9 Move your legs	8	7 Miss one <b>TURN</b>	6 Touch your mouth
1 <b>START</b>	2 Touch your hand	3 <b>PANIC</b> Go back to start	4 	5 Describe your teacher's hair

**MY BODY****UNIT FIVE**

## How to make a butterfly

**MATERIALS**

- Recycle a paper towel tube
- Some bright colored papers
- Scissors
- Three curling ribbons, multi-colored
- Markers and crayons
- Glue



**LOOK AT THE PICTURE AND FOLLOW THE INSTRUCTIONS WITH YOUR TEACHER TO MAKE THE BUTTERFLY.**

**Instructions:**

- Take the paper towel tube. (body)
- Cut one piece of colorful paper. Paste it around the tube.
- Cut out another piece of colored paper to make the wings.
- Decorate the wings using another colored paper or use your markers or crayons.
- Paste the wings to the body.
- Draw two feelers, color and cut them out.
- Paste the feelers to the head of the butterfly.
- Use three long ribbons and paste them to form a tail.
- Use scissors to curl ribbons.
- Draw and paint its eyes and mouth.





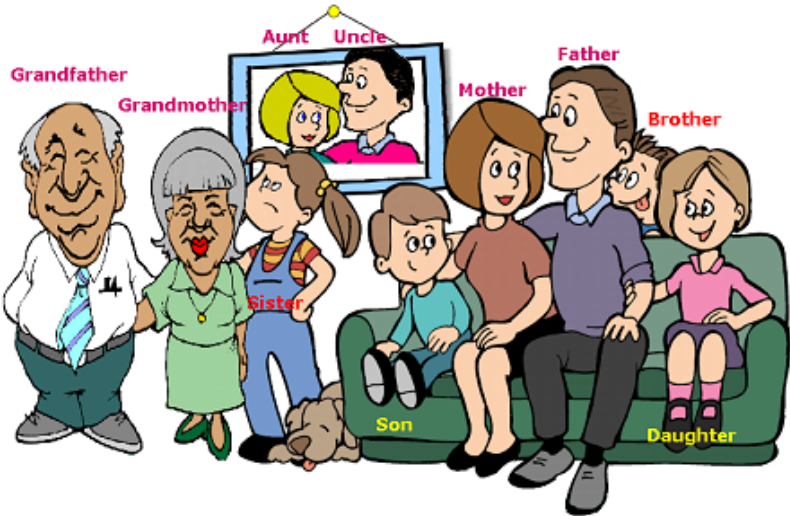
**MY FAMILY** **UNIT SIX**

**THIS IS MY FAMILY**



**ACTIVITY 1**

Look at the picture and talk with your teacher about the picture.



**ACTIVITY 2**

Draw or paste your family picture here, and show it to your class.





## MY FAMILY

## UNIT SIX

### THIS IS MY FAMILY



#### ACTIVITY 3

Complete the sentences. Use your own information.

1. My father's name is \_\_\_\_\_.
2. My mother's name is \_\_\_\_\_.
3. My grandfather's name is \_\_\_\_\_.
4. My grandmother's name is \_\_\_\_\_.
5. My brother's name is \_\_\_\_\_.
6. My sister's name is \_\_\_\_\_.
7. My uncle's name is \_\_\_\_\_.
8. My aunt's name is \_\_\_\_\_.
9. My name is \_\_\_\_\_.



#### ACTIVITY 4

Complete the words with the missing letters; they correspond to the members of the family.

m _ t h _ r	u _ c l _	a _ n t
g _ _ _ d f a t _ _ _	s _ n	
f a _ _ _ r	s _ t e r	
	g r _ _ d _ _ h _ _	
_ _ _ t h e _	d _ _ g h t e r	





**MY FAMILY** **UNIT SIX**

**WHO IS SHE?**

**ACTIVITY 5**

Look at the picture and answer the question.

1



grandmother  
Rose

Who is she?

She is the grandmother.

Her name is Rose.

2



mother  
Sarah

Who is she?

She is the \_\_\_\_\_

Her name is \_\_\_\_\_

3



father  
Edward

Who is he?

He is the \_\_\_\_\_

His name is \_\_\_\_\_

4



aunt  
Ann

Who is she?

She is the \_\_\_\_\_

Her name is \_\_\_\_\_



# MY FAMILY

# UNIT SIX

5



son  
Mark

Who is he?

He is the \_\_\_\_\_

His name is \_\_\_\_\_

6



uncle  
Alfred

Who is he?

He is the \_\_\_\_\_

His name is \_\_\_\_\_

7



daughter  
Julie

Who is she?

She is the \_\_\_\_\_

Her name is \_\_\_\_\_

8



Peter  
grandfather

Who is he?

He is the \_\_\_\_\_

His name is \_\_\_\_\_



# MY FAMILY UNIT SIX

## DIALOGUE



### ACTIVITY 1

Let's practice the following dialogue with your teacher.

Hi Lucho!

Hi Lily!

What is your father's name?

My father's name is Peter.

What is your mother's name?

My mother's name is Susan.

How many brothers and sisters do you have?

I have two brothers, but I don't have sisters.

Lily Lucho



### ACTIVITY 2

Complete the dialogue; use your own information. After that, let's practice the dialogue with your partner. Use your own information.

Hi \_\_\_\_\_

Hi \_\_\_\_\_

What is your father's name?

My father's name is \_\_\_\_\_

What is your mother's name?

My mother's name is \_\_\_\_\_

How many brothers and sisters do you have?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



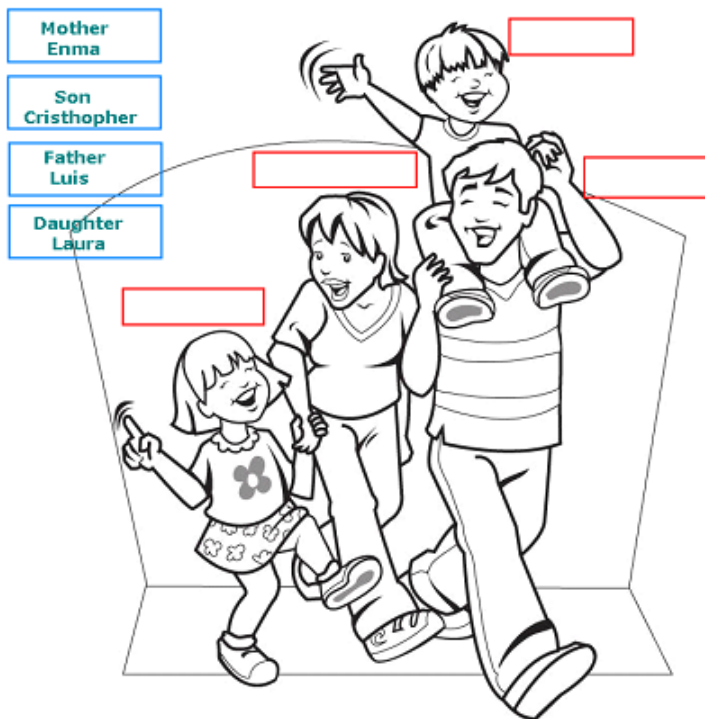
**MY FAMILY** **UNIT SIX**

**LAURA'S FAMILY**



**ACTIVITY 3**

Color Laura's family and match the names with the pictures.



**ACTIVITY 4**

Answer the questions.

1. What is Laura's mother's name?      Laura's mother's name is \_\_\_\_\_.
2. What is Laura's father's name?      Laura's father's name is \_\_\_\_\_.
3. What is Laura's brother's name?      Laura's brother's name is \_\_\_\_\_.



# MY FAMILY

## UNIT SIX

### SHE IS NOT MY MOTHER



#### ACTIVITY 1

Look at the pictures, read the sentences and write TRUE or FALSE.

1



grandmother

She is not the grandmother.

2



aunt

She is the aunt

3



son

He isn't the son.

4



daughter

Julie is not the daughter.

5



grandfather

Peter isn't the grandfather.

74 SEVENTY-FOUR



**MY FAMILY** **UNIT SIX**

**LET'S PRACTICE THE NEGATIVE FORM OF THE VERB "TO BE"**



**ACTIVITY 2**

**Read and practice the negative form of the verb "to be" with your teacher. Complete the activity.**

**THE VERB "TO BE"**

POSITIVE		NEGATIVE	
	SHORT FORM		SHORT FORM
am	'm	am not	aren't
are	're	are not	isn't
is	's	is not	

**POSITIVE**

**NEGATIVE**

- |                             |                         |
|-----------------------------|-------------------------|
| 1. She's my mother.         | She is not my mother.   |
| 2. He is my father.         | He isn't my father.     |
| 3. It is my dog.            | _____                   |
| 4. She is my grandmother.   | _____                   |
| 5. He's my uncle.           | _____                   |
| 6. He is my brother.        | _____                   |
| 7. She is my sister.        | _____                   |
| 8. I'm the father.          | I am not the father.    |
| 9. I am the mother          | _____                   |
| 10. I am the uncle.         | I'm not the uncle.      |
| 11. They're my parents.     | They aren't my parents. |
| 12. They are my brothers.   | _____                   |
| 13. We are sisters.         | _____                   |
| 14. You're my father.       | _____                   |
| 15. You are my grandmother. | _____                   |
| 16. They are my uncles.     | _____                   |
| 17. We're aunts.            | _____                   |



**MY FAMILY** **UNIT SIX**

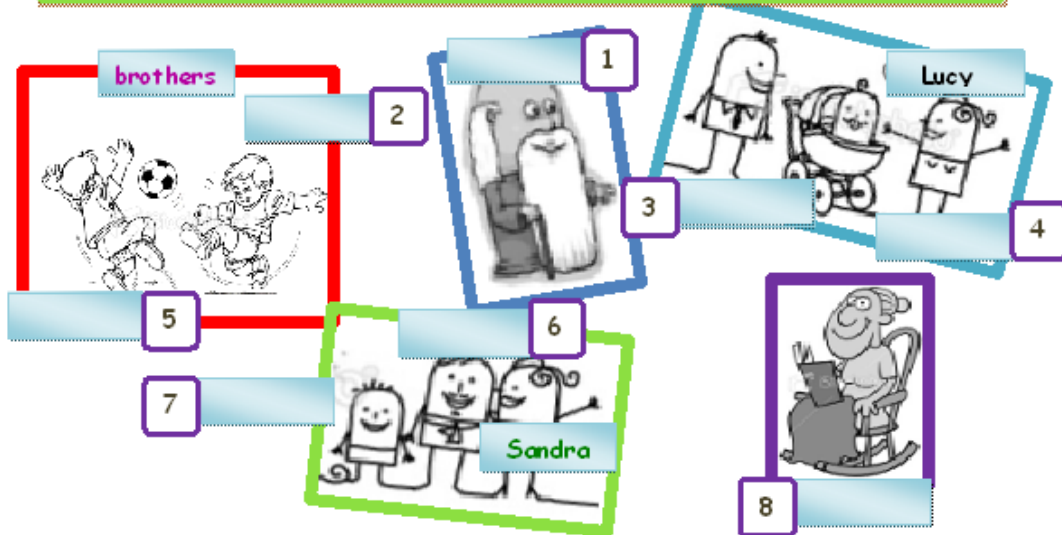
**SANDRA'S LETTER**



**ACTIVITY 3**

Read Sandra's letter. Write the names in the pictures. After that, answer the questions.

Dear Pablo,  
 Hi! These are some pictures of my family. I have a big family. My mother is Anna and my father is Sam. They aren't with me. They're with my little sister, Lucy. I have three brothers; two of them are Ted and Mark. They are playing soccer. My grandfather Bill loves to watch sports. My grandmother is Jill; she's reading. My other brother and I are with Ted. Ted is my uncle.  
 Write soon!



- 1- What is Sandra's father's name? \_\_\_\_\_
- 2- How many brothers does she have? \_\_\_\_\_
- 3- What is Sandra's grandmother's name? \_\_\_\_\_
- 4- What is Sandra's aunt's name? \_\_\_\_\_
- 5- How many sisters does Sandra have? \_\_\_\_\_
- 6- What's Sandra's mother's name? \_\_\_\_\_





**MY FAMILY** **UNIT SIX**



**ACTIVITY 4**

Look at the pictures and write the correct answer.



1. Is he Sandra's grandmother?  
 No, He isn't.  
 He is Sandra's grandfather.



2. Is he Sandra's father?  
 No, he's not.

\_\_\_\_\_



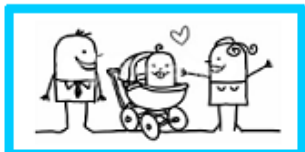
3. Is she Sandra's mother?

\_\_\_\_\_  
 \_\_\_\_\_



4. Are they Sandra's parents?

\_\_\_\_\_  
 \_\_\_\_\_



5. Are they Sandra's aunt and uncle?

\_\_\_\_\_  
 \_\_\_\_\_



6. Is he Sandra's uncle?

\_\_\_\_\_  
 \_\_\_\_\_



7. Is she Sandra's sister?

\_\_\_\_\_  
 \_\_\_\_\_



# MY FAMILY UNIT SIX

## THE FROG FAMILY



### ACTIVITY 1

Look at the pictures write the words in the correct place.

- |        |        |             |      |          |     |             |
|--------|--------|-------------|------|----------|-----|-------------|
| FATHER | MOTHER | GRANDMOTHER | BABY | DAUGHTER | SON | GRANDFATHER |
|--------|--------|-------------|------|----------|-----|-------------|



# MY FAMILY UNIT SIX



## ACTIVITY 2

Circle the family members in the box and write them in the blanks.

1.

2.

3.

4.

5.

6.

7.

8.

9.

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

- 1. Aunt
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_
- 9. \_\_\_\_\_



## ACTIVITY 3

Draw your family and identify each one of them.





# WHAT TIME IS IT? UNIT SEVEN



## ACTIVITY 1

Repeat the numbers with your teacher.

I remember the numbers  
1,2,3,4,5,6,7,8....



1 One	11 Eleven	21 Twenty - one	51 Fifty - one
2 Two	12 Twelve	22 Twenty - two	60 Sixty
3 Three	13 Thirteen	23 Twenty - three	61 Sixty - one
4 Four	14 Fourteen	30 Thirty	70 Seventy
5 Five	15 Fifteen	31 Thirty - one	71 Seventy - one
6 Six	16 Sixteen	32 Thirty - two	80 Eighty
7 Seven	17 Seventeen	40 Forty	81 Eighty - one
8 Eight	18 Eighteen	41 Forty - one	90 Ninety
9 Nine	19 Nineteen	42 Forty - two	91 Ninety - one
10 Ten	20 Twenty	50 Fifty	100 One hundred



## ACTIVITY 2

Remember the numbers from one to twenty. Then fill in the blanks.

1 ONE	6 _____	11 ELEVEN	_____ TWENTY
3 _____	10 _____	_____ TWELVE	_____ EIGHTEEN
5 _____	8 _____	_____ SEVENTEEN	_____ NINETEEN



## ACTIVITY 3

Read the numbers and fill the blanks.

- |                |       |                  |       |
|----------------|-------|------------------|-------|
| 1. forty-eight | 48    | 8. fifteen       | _____ |
| 2. thirteen    | 13    | 9. fifty-three   | _____ |
| 3. ninety-six  | _____ | 10. eleven       | _____ |
| 4. twenty-two  | _____ | 11. ninety-eight | _____ |
| 5. twelve      | _____ | 12. thirty-five  | _____ |
| 6. one hundred | _____ | 13. forty-seven  | _____ |
| 7. eighty-one  | _____ | 14. sixty-four   | _____ |



# WHAT TIME IS IT? UNIT SEVEN

## MORE NUMBERS



### ACTIVITY 4

Match the numbers.



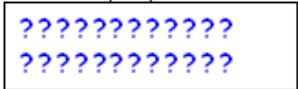
25	One hundred
100	Fifty
35	Ninety-eight
58	Eighty-two
98	Twenty-five
77	Sixty-three
46	Thirty-five
63	Forty-six
82	Seventy-seven
50	Fifty-eight



### ACTIVITY 5

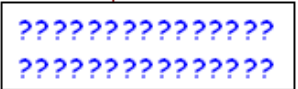
Count the figures from the squares and answer the question.

1. How many squares are there?



There are 24 squares

2. How many circles are there?



There are circles

3. How many triangles are there?



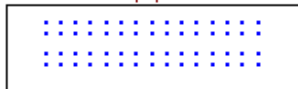
triangles

4. How many rectangles are there?

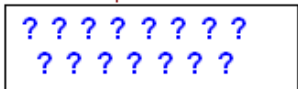


rectangles

5. How many points are there?



6. How many faces are there?





# WHAT TIME IS IT? UNIT SEVEN

## The Time



### ACTIVITY 1

Look at the clock and repeat the time with your teacher.

### WHAT TIME IS IT?

1.	2.	3.	4.
It's five o'clock.	It's nine o'clock.	It's six o'clock.	It's ten o'clock.



### ACTIVITY 2

Read the time and draw the clock faces.

1.	2.	3.
It's two o'clock.	It's five o'clock.	It's three o'clock.
4.	5.	6.
It's eleven o'clock.	It's seven o'clock.	It's twelve o'clock.



# WHAT TIME IS IT? UNIT SEVEN

## IT IS ONE O'CLOCK.



### ACTIVITY 3

Look at the clocks and write the time.



1. It is one o'clock.



2. It's \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



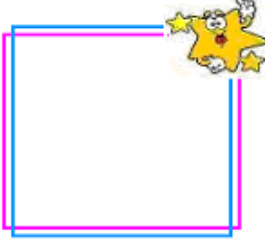
6. \_\_\_\_\_



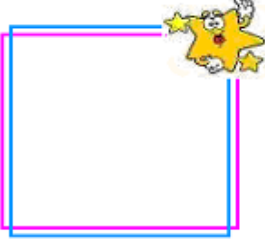
### ACTIVITY 4

Work in pairs. Draw clocks with the time. After that, ask your partner the time.

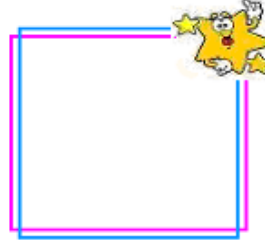
What time is it?

1 

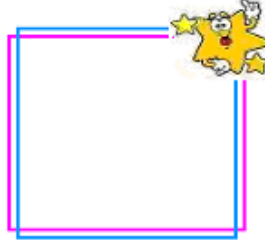
\_\_\_\_\_

2 

\_\_\_\_\_

3 

\_\_\_\_\_

4 

\_\_\_\_\_





# WHAT TIME IS IT? UNIT SEVEN

## LET'S MAKE A CLOCK



























### ACTIVITY 1

Listen to the things you need to make a clock. Match the pictures with the names of the things.

**Materials:**



a piece of cardboard a pencil scissors a red pen a ruler a tack compasses crayons	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; width: 50%;">1 </td> <td style="text-align: center; width: 50%;">5 </td> </tr> <tr> <td style="text-align: center;">2 </td> <td style="text-align: center;">6 </td> </tr> <tr> <td style="text-align: center;">3 </td> <td style="text-align: center;">7 </td> </tr> <tr> <td style="text-align: center;">4 </td> <td style="text-align: center;">8 </td> </tr> </table>	1 	5 	2 	6 	3 	7 	4 	8 
1 	5 								
2 	6 								
3 	7 								
4 	8 								



### ACTIVITY 2

Listen to your teacher and complete the instructions. Use the words from the box.

*Divide Draw Make Write Make Color Put Make Fix Color*

- |  |  |
|--|--|
| 1. <u>Draw</u> a circle.                     | 6. _____ the big pointer black.                          |
| 2. _____ it into twelve parts.               | 7. _____ the little pointer red.                         |
| 3. _____ the numbers from one to twelve.     | 8. _____ the pointers together.                          |
| 4. _____ a hole in the center.               | 9. _____ a hole in the end of each pointers.             |
| 5. _____ a big pointer and a little pointer. | 10. _____ the hand to the clock face with the thumbtack. |



# WHAT TIME IS IT? UNIT SEVEN

## WHAT TIME IS IT?.



### ACTIVITY 1

Look at the clocks. Repeat the question and the answers with your teacher.

1		2		3	
	It's nine nineteen.		It's five thirty.		It is two fifteen.
4		5		6	
	It's twelve fifty-five.		It's eight forty-five.		It is ten twenty-five.



### ACTIVITY 2

Look at the clocks and write the time.

1.		It's _____	4.		_____
2.		_____	5.		_____
3.		_____	6.		_____



# WHAT TIME IS IT? UNIT SEVEN

## LET'S DRAW



### ACTIVITY 3

Look at the time. Draw the clocks and write the times.

1	6:15	2	4:17	3	12:36



### ACTIVITY 4

Look at the clocks and match them to the correct sentence.

1.

It is seven fifteen.

2.

It's ten twelve.

3.

It's four o'clock.

4.

It is five oh five.

5.

It is three o'clock.



# WHAT TIME IS IT? UNIT SEVEN

## DAILY ROUTINES



### ACTIVITY 1

Listen, repeat and perform the actions with your teacher. After that, color them while you repeat each daily routine.



to get up



to brush your teeth



to take a shower



to get dressed



to comb your hair



to have breakfast



to go to school



to leave school



to do homework



to play



to have dinner



to watch TV



to go to bed



to sleep



# WHAT TIME IS IT? UNIT SEVEN



## PAUL'S DAILY ROUTINES

### ACTIVITY 2

Look at the pictures about Paul's daily routines. Listen and put them in the correct order. Use the words from the box.

- |                |                   |                |               |
|----------------|-------------------|----------------|---------------|
| gets up        | brushes his teeth | takes a shower | gets dressed  |
| combs his hair | has breakfast     | goes to school | leaves school |
| does homework  | watches TV        | has dinner     | goes to bed   |

6:20 	6:10 	6:00 	6:05 
<input type="checkbox"/>	<input type="checkbox"/>	1 <i>gets up</i>	<input type="checkbox"/>
6:30 	6:25 	8:00 	12:30 
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2:30 	6:35 	7:00 	3:00 
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



### ACTIVITY 3

Look at the before pictures about Paul and match his routines with the correct time.

- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>1. Paul gets up _____</li> <li>2. He watches TV _____</li> <li>3. He does homework _____</li> <li>4. He takes a shower _____</li> <li>5. He gets dressed _____</li> <li>6. He goes to school _____</li> <li>7. He leaves school _____</li> <li>8. He brushes his teeth _____</li> <li>9. Paul has breakfast _____</li> <li>10. Paul combs his hair _____</li> <li>11. Paul has dinner _____</li> <li>12. Paul goes to bed _____</li> </ol> | <ol style="list-style-type: none"> <li>a. at seven o'clock pm.</li> <li>b. at six five.</li> <li>c. at six ten.</li> <li>d. at six twenty.</li> <li>e. at six twenty-five.</li> <li>f. at six thirty.</li> <li>g. at six thirty-five.</li> <li>h. at twelve thirty.</li> <li>i. at eight o'clock pm.</li> <li>j. at three o'clock pm.</li> <li>k. at six o'clock.</li> <li>l. at two thirty pm.</li> </ol> |
|---|--|









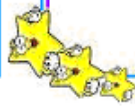

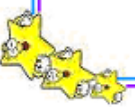
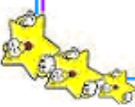
# WHAT TIME IS IT? UNIT SEVEN

## MY DAILY ACTIVITIES



### ACTIVITY 4

Draw and write your daily activities.

1	2	3
 <i>I get up at six o'clock.</i>		
4	5	6
		
7	8	9
		
10	11	12
		



# WHAT TIME IS IT? UNIT SEVEN

## SUSAN'S ROUTINES



### ACTIVITY 5

Look at the pictures, choose the verbs from the chart, and complete the text about Susan and her brother.

- sleep    have dinner    get up    go to school    leave school
- take a shower    work    do homework    have breakfast



1. Susan gets up at seven o'clock.



2. Her brother



3. She



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_



7. \_\_\_\_\_



8. \_\_\_\_\_



9. \_\_\_\_\_





# WHAT TIME IS IT? UNIT SEVEN



## ACTIVITY 6

Look at the before pictures; read the following sentences about Susan and her brother; and write TRUE or FALSE.

- |  |              |
|--|--------------|
| 1. Susan gets up at eight o'clock.                   | <u>FALSE</u> |
| 2. Susan doesn't work.                               | _____        |
| 3. Her brother takes a shower at fifteen past seven. | _____        |
| 4. Susan does not do homework at four o'clock.       | _____        |
| 5. Her brother works at seven o'clock.               | _____        |
| 6. Susan goes to school at eight o'clock.            | _____        |
| 7. Susan has breakfast at half past seven.           | _____        |
| 8. Susan doesn't sleep at nine o'clock.              | _____        |
| 9. Susan is a teacher.                               | _____        |
| 10. Susan leaves school at four thirty.              | _____        |

## LET'S SING



## ACTIVITY 7

Listen to the song and perform the actions with your teacher.

### LET'S SING THE MULBERRY BUSH. (THIS IS THE WAY)

Here we go round the Mulberry bush, the Mulberry bush  
the mulberry bush, here we go round the mulberry bush  
early in the morning

This is the way you wash your face, wash your face, wash your face  
this is the way you wash your face, every Monday morning  
wash, wash, wash your face (repeat)

This is the way you brush your teeth, brush your teeth, brush your teeth  
this is the way you brush your teeth, every Tuesday morning  
brush, brush, brush your teeth (repeat)

This is the way you comb your hair, comb your hair, comb your hair  
This is the way you comb your hair, every Wednesday morning  
comb, comb, comb your hair (repeat)

This is the way you take a bath, take a bath, take a bath  
this is the way you take a bath every Thursday morning  
take, take, take a bath (repeat)

This is the way you go to school, go to school, go to school  
this is the way you go to school, every Friday morning  
go, go, go to school (repeat)

This is the way you read a book, read a book, read a book  
This is the way you read a book, every Saturday morning  
read, read, read a book (repeat).



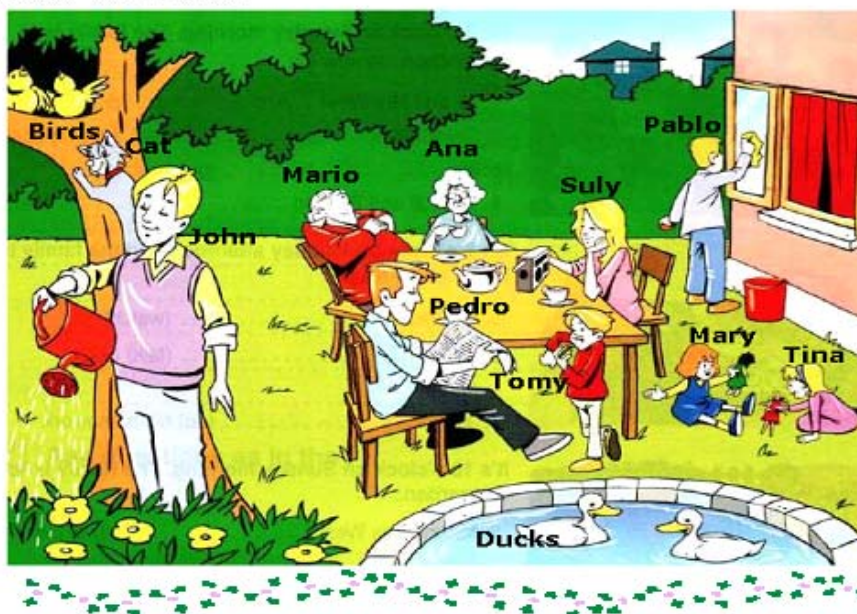
## AT HOME / WHAT ARE YOU DOING? UNIT EIGHT

### MARY'S COURTYARD



#### ACTIVITY I

Look at the picture of Mary's courtyard. Talk with your teacher about the picture. After that, listen to the description and perform the actions.



I'm Mary. I'm playing with a green doll. Pedro is my father. He is reading the newspaper. Suly is my mother. She is listening to the radio. Ana is my grandmother. She is drinking tea. Mario is my grandfather. He is sleeping. Pablo is my brother. He is cleaning the window. Tina is my sister. She is playing with me. Paul is my other brother. He is eating a sandwich. John is my uncle. He is watering the plants. The cat on the tree is Mishifu. It is climbing the tree. On the tree, there are two birds. They are singing. The two ducks are my pets. They are swimming in the pool. We are having a good time.



# AT HOME / WHAT ARE YOU DOING? UNIT EIGHT



## ACTIVITY 2

Work in groups. Read the text again and find the answers for the questions.

1. What is Mario doing?	He is sleeping.
2. What are Mary and Tina doing?	They are playing.
3. What is the cat doing?	It is _____
4. What is Ana doing?	She _____
5. What are the birds doing?	They _____
6. What is Pedro doing?	_____
7. What are the ducks doing?	_____
8. What is John doing?	_____
9. What is Pablo doing?	_____
10. What is Suly doing?	_____
11. What is Tommy doing?	_____



## ACTIVITY 3

Work in groups, read the text again and write TRUE OR FALSE

		TRUE	FALSE
1	There are two cats climbing up the tree.		FALSE
2	There are two ducks swimming.		
3	Pablo is sleeping.		
4	Tomy is eating a sandwich.		
5	The birds are singing.		
6	Ana is reading the newspaper.		
7	Mary and Tina are playing with dolls.		
8	Mario is watering the flowers.		
9	Suly is listening to the radio.		
10	John is drinking tea.		





# AT HOME / WHAT ARE YOU DOING? UNIT EIGHT

## WHAT ARE YOU DOING?



### ACTIVITY 1

Look, read, perform the actions, and write.



1. I am crying

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_



### ACTIVITY 2

Look at your partner and answer this question "What is he/she doing?"

- 1. He is reading the book.
- 2. Mary is doing the task.
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_



**AT HOME / WHAT ARE YOU DOING? UNIT EIGHT**

**PREPOSITIONS OF PLACE**



**ACTIVITY 1**

Look at the pictures. Describe the pictures with your teacher.

**On**      **In**      **Near**

**Between**

**In front of**      **Behind**      **Under**



# AT HOME / WHAT ARE YOU DOING? UNIT EIGHT



## ACTIVITY 2

Look at the pictures in Activity 1. Fill in the blanks with the missing prepositions.

IN ON BETWEEN UNDER IN FRONT OF BEHIND NEAR

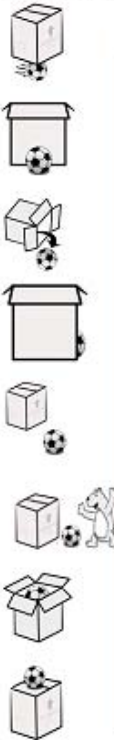
1. The dog is \_\_\_\_\_ the chair.
2. The cat is \_\_\_\_\_ the bed.
3. The dog is \_\_\_\_\_ the picture.
4. The cat is \_\_\_\_\_ the closet.
5. The dog is \_\_\_\_\_ the television.
6. The cat is \_\_\_\_\_ the dresser.
7. The cat is \_\_\_\_\_ the closet and the radio.



## ACTIVITY 3

Match the prepositions with the correct picture and answer the question.

1. In
2. On
3. Between
4. Under
5. Behind
6. Near
7. In front of
8. Out of



Where is the ball?

1. The ball is in the box.
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_





AT HOME / WHAT ARE YOU DOING? **UNIT EIGHT**

**MONICA'S BEDROOM**



**BED**



**BAG**



**BEAR**



**BIN**



**LAMP**



**CLOCK**



**CHAIR**



**DESK AND COMPUTER**

**ACTIVITY 1**

Look at Monica's Bedroom. Find these things in the picture. Write the numbers.

- BED \_\_\_ BOOK \_\_\_ COMPUTER \_\_\_ CAMERA \_\_\_ CLOCK \_\_\_ BALL \_\_\_  
 \_\_\_ BIN \_\_\_ BEAR \_\_\_ CHAIR \_\_\_ DESK \_\_\_ BAG \_\_\_  
 TRICYCLE \_\_\_ LAMP \_\_\_ PENCILS \_\_\_ PENS \_\_\_ ERASER \_\_\_







# AT HOME / WHAT ARE YOU DOING? UNIT EIGHT



## ACTIVITY 2

Look at Monica's Bedroom. Complete the sentences using the prepositions from the box.

IN ON BETWEEN UNDER IN FRONT OF BEHIND NEAR

- 1- There is a book \_\_\_\_\_ the bed.
- 2- There is a lamp \_\_\_\_\_ the camera.
- 3- The camera is \_\_\_\_\_ the lamp
- 4- The computer is \_\_\_\_\_ the bear and the lamp.
- 5- The ball is \_\_\_\_\_ the bed
- 6- The garbage is \_\_\_\_\_ the bin.
- 6- The tricycle is \_\_\_\_\_ the bed.
- 7- The chair is \_\_\_\_\_ the computer and the camera.
- 8- The bag is \_\_\_\_\_ the bed.
- 9- The chair is \_\_\_\_\_ the desk.



## ACTIVITY 3

Look at Monica's Bedroom again. Make questions and give their answers using the prepositions of place.

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1. Where is the book?</li> <li>2. Where are the pens?</li> <li>3. Where is the ball?</li> <li>4. Where _____ ?</li> <li>5. Where _____ ?</li> <li>6. Where _____ ?</li> <li>7. Where _____ ?</li> <li>8. Where _____ ?</li> <li>9. Where _____ ?</li> <li>10. Where _____ ?</li> <li>11. Where _____ ?</li> <li>12. Where _____ ?</li> </ol> | <p>It is on the bed.</p> <p>They are on the floor.</p> <p>It is on the bed.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |
|---|---|



**AT HOME / WHAT ARE YOU DOING? UNIT EIGHT**

**MY BEDROOM**



**ACTIVITY 1**

**Work in Pairs. Draw and paint your bedroom. After that, describe it to your partner.**

*My Bedroom*



**ACTIVITY 2**

**Now draw your partner's bedroom.**





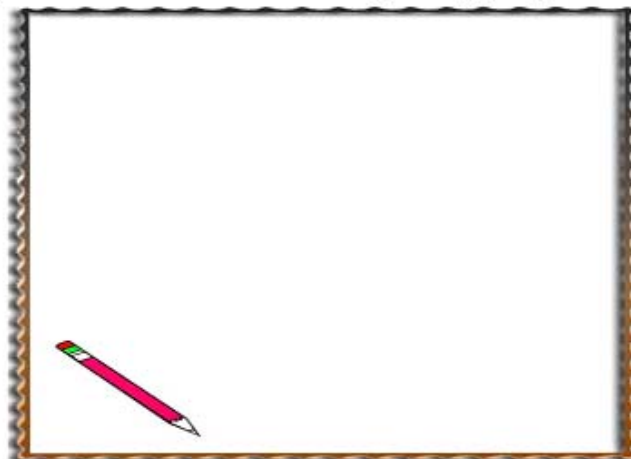
## AT HOME / WHAT ARE YOU DOING? UNIT EIGHT

### LET'S DRAW



#### ACTIVITY 3

Listen to your teacher and draw things using prepositions of place.



#### ACTIVITY 4

##### LET'S SING

##### "The Hokey Pokey!"

It's time for the hokey pokey, here we go!

Put your head in, put your head out, put your head in and you wiggle, wiggle, wiggle.

You do the hokey pokey spin around, clap, clap, clap, clap.

You put your ears in, put your ears out, you put your ears in and wiggle, wiggle, wiggle

You do the hokey pokey spin around, clap, clap, clap, clap.

You do the hokey pokey, hands up, hands down

Do the hokey pokey, hands in front and hands behind

Jump in, jump out, jump in and wiggle, wiggle, wiggle

You do the hokey pokey spin around, clap, clap, clap, clap.

Put your hands in, put your hands out, put your hands in and wiggle....

You do the hokey pokey spin around, clap, clap, clap, clap.

You do the hokey pokey, hands up, hands down

Do the hokey pokey, hands in front and hands behind

You put your knees in, put your knees out, put your knees in and wiggle....

You do the hokey pokey spin around, clap, clap, clap, and clap.

Ok, now sit down

Put your feet in, put your feet out, put your feet in and wiggle...

You do the hokey pokey spin around, clap, clap, clap, clap.

You do the hokey pokey, hands up, hands down

Do the hokey pokey, hands in front and hands behind

You do the hokey pokey, hands up, hands down

Do the hokey pokey, 'because that's what it's all about!



## EXTRA ACTIVITIES

### LET'S MAKE TWO SNOWMEN TO CHRISTMAS

#### MATERIALS:

- Large craft sticks
- Small twigs
- White and black acrylic craft paint
- Orange toothpicks
- Colorful felt
- Glittery chenille sticks
- Shiny pom poms
- Black craft foam
- Buttons or sequins
- Ribbon
- Hot glue gun
- Scissors



#### HOW TO MAKE THEM:

1. Paint the craft sticks white and let them dry completely.
2. Break twigs into pieces about 3 inches long.
3. Cut strips of colorful felt to make scarves, fringe the ends with scissors.
4. Cut the end off of an orange toothpick, about 1 inch long.
5. Cut a hat out of black craft foam.
6. Using the wrong end of a paintbrush, dip the end into black paint, then dot on an eye, repeat for the other eye. Repeat this process for the mouth.  
Or, use a round-tip marker.
7. Glue the orange toothpick nose in place.
8. Tie the felt scarf around the snowman's neck, or simply fold over to look like it's blowing in the wind, and then glue it in place.
9. Glue on hat. If you prefer ear muffs, cut a piece of chenille stick to fit around top of head, then glue in place. Glue on pom poms for the muffs.
10. Glue buttons or sequins in a line below the scarf.
11. Cut a piece of ribbon 8-10 inches long for the hanger. Fold in half and glue the open ends together on the back of the snowman's head.
12. Lastly, glue on the stick arms and let your snowman dry in a safe place where he won't get bumped.



## EXTRA ACTIVITIES

### LET'S MAKE A LADYBUG TO VALENTINE'S DAY



#### MATERIALS:

- Black and red poster board
- Something to make the eyes, nose and mouth
- Two short paper fasteners
- Pipe cleaners and pompoms for the feelers
- Glue

#### HOW TO MAKE IT?

1. Cut out the pattern on page number (127).
2. Draw the outline of the pattern on black poster board and cut it out.
3. Cut the red circle in half to form the wings.
4. Cut out small circles from the black poster and glue to the wings.
5. Place the wings on the body.
6. Glue on the mouth, eyes, nose, and feelers.





## EXTRA ACTIVITIES

### LITTLE DOLLS FOR MOTHER'S DAY

#### MATERIALS:

- 2 wooden spoons, one larger than the other
- Yarn in your choice of colors
- Scissors
- Ribbon
- White craft glue
- Pony beads
- Wiggle eyes
- 2 small pink pom-poms
- Black marker
- Pink and red crayons
- Felt
- Buttons or pom-poms to decorate clothes






#### HOW TO MAKE IT:

1. Take a long piece of yarn and fold it back and forth.
2. Tie a piece of ribbon in the center.
3. Cut the ends to create the hair.
4. Glue the yarn hair onto the "head" (the wooden spoon).
5. Glue the eyes, a nose, and use marker to draw the mouth. Use a pink crayon for cheeks and red for Mom's lips.
6. To make a necklace for Mom by stringing some pony beads onto a piece of ribbon. Tie around neck of spoon.
7. To create the dress, fold the corner of a piece of felt down and paste spoon (face down) onto the felt.
8. Fold the felt over one side, then paste the other side over. Glue in place.
9. Slide off the spoon and trim the bottom straight to create dress. Slip the spoon back into the felt dress and glue in place.
10. Repeat these steps for the child's spoon as well.
11. Decorate the dresses with pom-poms, buttons, and ribbon.



# EXTRA ACTIVITIES

## Let's read THE THREE LITTLE PIGS Vocabulary

 Mother pig Mamá Cerda	 Three little pigs los tres cerditos	 wolf lobo
 house of Straw casa de paja	 to build construir	 happy contento
 strong/ stronger Fuerte / mas fuerte	 road camino	 sticks palos
 bricks ladrillos	 down abajo	 farmer granjero
 field campo	 turnips nabos	 basket cesto
 apple tree manzano	 fair feria	 to blow soplar
 pot olla	 water agua	 fire fuego
 roof tejado	 butter churn Bote	 angry enfadado
 frightened asustado	 chimney	





## EXTRA ACTIVITIES



### ACTIVITY 1:

Read with your teacher the following tale.

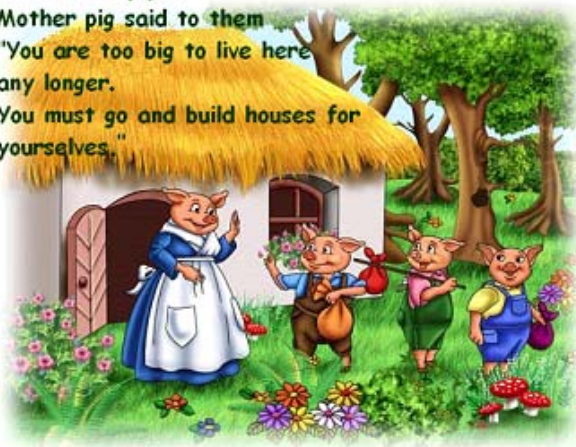
## THE THREE LITTLE PIGS

Once upon a time there was a mother pig who had three little pigs.

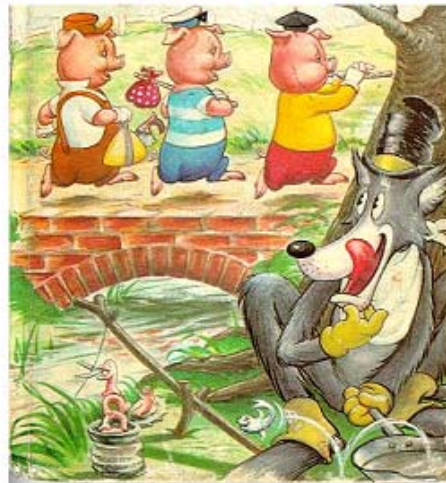
Mother pig said to them

"You are too big to live here any longer.

You must go and build houses for yourselves."

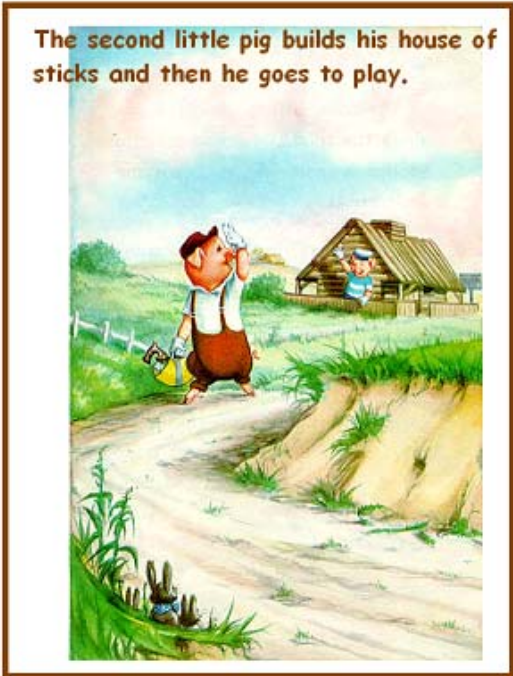
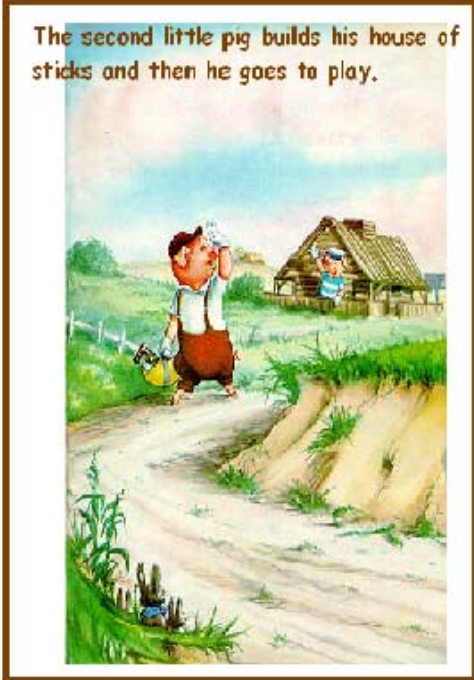
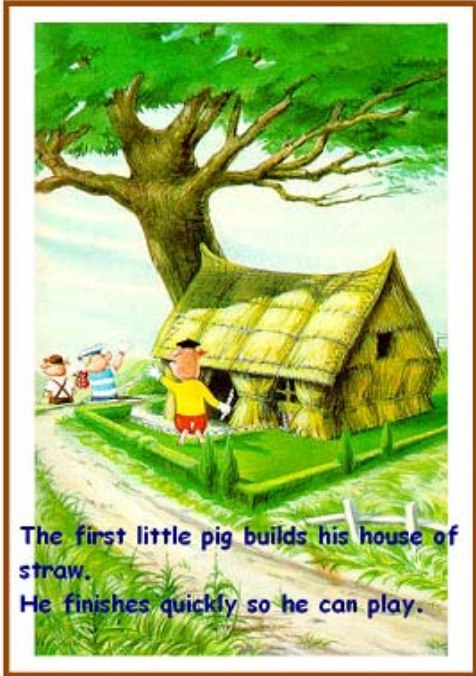


"But take care that the wolf does not catch you."





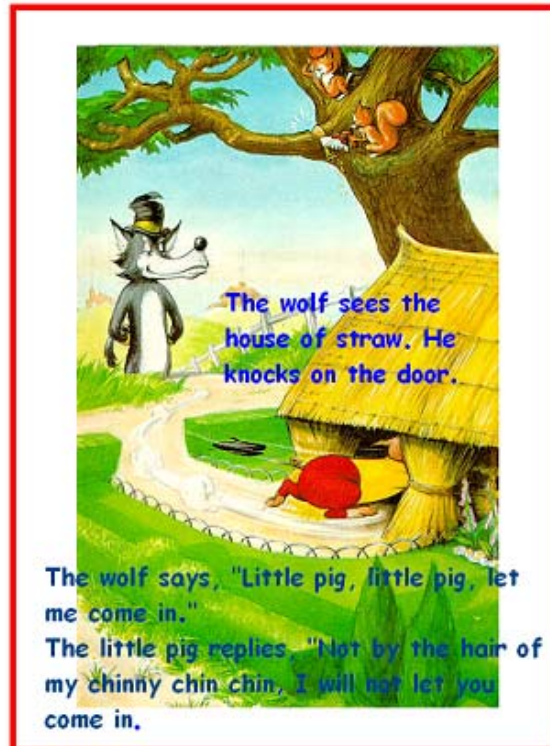
# EXTRA ACTIVITIES



## 106 ONE HUNDRED AND SIX



## EXTRA ACTIVITIES



So the wolf says "Then I'll huff and I'll puff and I'll blow your house down."  
The wolf huffs and he puffs. The house of straw falls down and the wolf eats the pig.



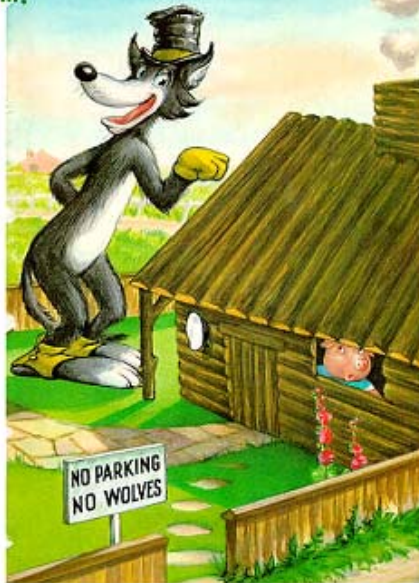
**107 ONE HUNDRED AND SEVEN**





## EXTRA ACTIVITIES

The wolf sees the house of sticks. he knocks on the door, the wolf says, "Little pig, little pig, let me come in."



The pig replies, "Not by the hair of my chinny chin chin, I will not let you come in."

So the wolf says "Then I'll huff and I'll puff and I'll blow your house down."

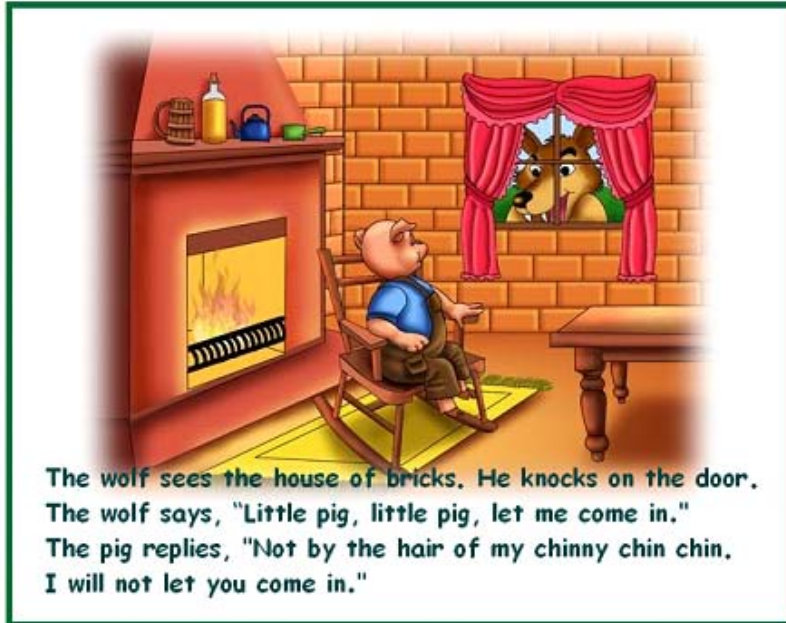
The wolf huffs and he puffs. The house of sticks falls down and the wolf eats the pig.



**108 ONE HUNDRED AND EIGHT**

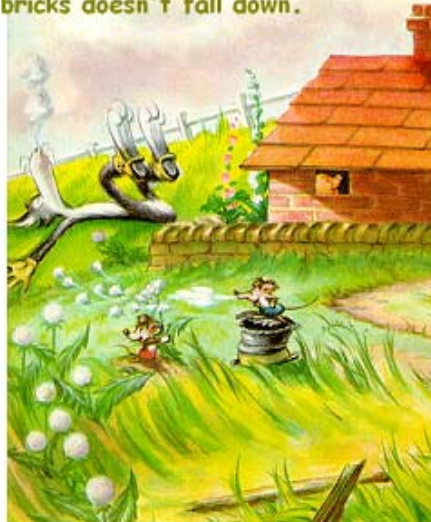


## EXTRA ACTIVITIES



So the wolf says "Then I'll huff and I'll puff and I'll blow your house down."

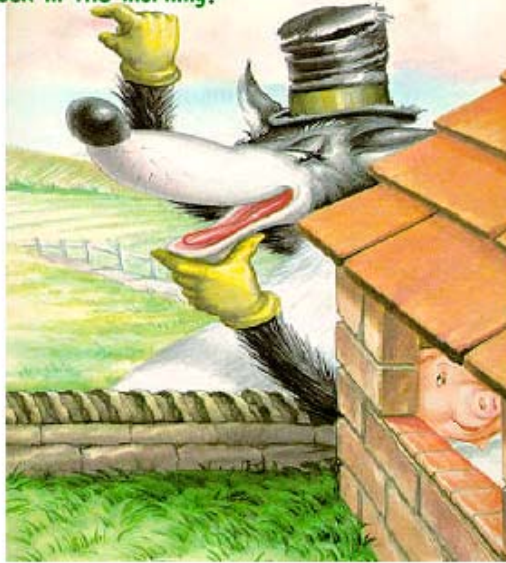
The wolf huffs and puffs, but the house of bricks doesn't fall down.





## EXTRA ACTIVITIES

The wolf is angry, but tries to be friendly to the third pig. The wolf asks the third pig to meet him at Farmer Smith's field to pick turnips at six o'clock in the morning.



The pig arrives early at five o'clock, fills his basket with turnips and returns before the wolf arrives.



**110 ONE HUNDRED AND TEN**





## EXTRA ACTIVITIES



The wolf is angry that the pig has tricked him. But he is nice to the little pig. The wolf asks the pig to meet him at Farmer Brown's apple tree to pick apples at five o'clock.



Next morning, the little pig goes to Farmer Brown's apple tree to pick apples without the wolf at four o'clock. The wolf is angry and says "I'm going to eat you."

**111 ONE HUNDRED AND ELEVEN**





# EXTRA ACTIVITIES

The wolf is angry, but he still pretends not to be. He asks the little pig to meet him at four o'clock in the afternoon at the fair.

"Very well," says the little pig.

The little pig arrives two hours before the wolf. He has great fun. He buys a butter churn. It looks like a big barrel.

The little pig is going home, but then he sees the wolf coming up the hill.

The butter churn begins to roll over and over, down the hill. It rolls faster and faster. It knocks the wolf down.

Little pig is very frightened, so he jumps inside his butter churn.

The wolf doesn't know what has knocked him down.

"I am going to climb down your chimney to get you."

# 112 ONE HUNDRED AND TWELVE



## EXTRA ACTIVITIES

The pig is frightened. The third pig puts a big pot of water on the fire to boil.

The wolf climbs on the roof and climbs down the chimney.



The wolf falls into the cooking pot.

This is the end of the bad wolf.

The third little pig was too clever for him.



- THE END -



### ACTIVITY 2:

Recall the sequence of the story.

113 ONE HUNDRED AND THIRTEEN



## EXTRA ACTIVITIES



### ACTIVITY 3:

Draw the Three Little Pigs Tale.



### ACTIVITY 4:

Match the sentences with the correct picture.

1. The first little pig builds his house of straw.
2. The second little pig builds his house of sticks.
3. The third pig builds his house of bricks.
4. The pig fills his basket with turnips and returns before the wolf arrives.
5. The pig goes to Farmer Brown's apple tree to pick apples without the wolf.
6. The butter churn rolls over and over down the hill.
7. The wolf falls into the cooking pot.





# GLOSSARY

## INTRODUCTORY UNIT

		<span style="font-size: 2em; font-weight: bold;">1 2</span> <span style="font-size: 2em; font-weight: bold;">3 4</span>
	<p><b>VERBS</b></p> <p>listen</p> <p>repeat</p> <p>spell</p> <p>look</p> <p>sing</p> <p>write</p> <p>ask</p> <p>read</p> <p>play</p> <p><b>NOUNS</b></p> <p>teacher</p> <p>apple</p> <p>square</p> <p>pear</p> <p>book</p> <p>eraser</p> <p>snake</p> <p>paper</p>	<p><b>MEANING</b></p> <p>escuchar</p> <p>repetir</p> <p>deletrear</p> <p>mirar</p> <p>cantar</p> <p>escribir</p> <p>preguntar</p> <p>leer</p> <p>jugar</p> <p><b>MEANING</b></p> <p>maestro/(a)</p> <p>manzana</p> <p>cuadrado</p> <p>pera</p> <p>libro</p> <p>borrador</p> <p>culebra</p> <p>papel</p>

INSTRUCTIONS	INSTRUCCIONES
Listen to the dialogue.	Escuche el diálogo.
Repeat after the teacher.	Repita después del maestro/(a)
Look at the picture.	Observe el dibujo.
Let's sing.	Cantemos
Spell your name.	Deletree su nombre.
Let's play.	Juguemos.
Write the numbers.	Escriba los números.
Draw the items.	Dibuje los elementos.
Add the items.	Sume los elementos.



# GLOSSARY

## UNIT ONE



<b>GREETINGS</b>	<b>SALUDOS</b>
<b>English</b>	<b>Spanish</b>
Hello!	¡Hola!
Hi!	¡Hola!
Good morning!	¡Buenos días!
Good afternoon!	¡Buenas tardes!
Good evening!	¡Buenas noches!
What's your name?	¿Cuál es tú nombre?
My name is...	Mi nombre es ...
How old are you?	¿Cuántos años tienes?
I'm 10 years old.	Tengo 10 años.
How are you?	¿Cómo está usted?
I'm fine, thanks!	Estoy bien, gracias
Fine, thank you!	Bien, gracias
Very well!	Muy bien
Not very well!	No muy bien
Goodbye!	¡Chao!
See you!	¡Nos vemos!
Bye bye!	¡Adios!

English	Spanish
<b>ENGLISH COMMANDS</b>	<b>ORDES EN INGLÉS</b>
Open the door!	Abra la puerta.
Close the door!	Cierre la puerta.
Stand up!	De pie.
Sit down!	Tome asiento.
Go to the board!	Vaya a la pizarra.
Write your name!	Escriba su nombre.
Listen to your teacher!	Escuche a su maestro.
Repeat after your teacher!	Repita después de su maestro.
Complete the sentences!	Complete las oraciones.
Look at the picture/ teacher!	Observe el dibujo / al maestro (a).
Answer the questions!	Responda las preguntas.





# GLOSSARY

## UNIT TWO

English	Spanish	English	Spanish
<b>Colors</b>	<b>Colores</b>	<b>Fruits</b>	<b>Frutas</b>
white	blanco	orange	naranja
orange	naranja /tomate	apple 	manzana
yellow	amarillo	banana 	guineo
red	rojo	peach	durazno
purple	purpura /morado	pear	pera
violet	violeta	coconut	coco
pink	rosado	lemon	limón
light green	verde claro / verde agua	cherry 	cereza
green	verde	grapes 	uvas
light blue	celeste	strawberries 	fresas
blue	azúl	watermelon	sandía
grey	gris	pineapple 	piña
black	negro		
brown	cafe		

## UNIT THREE

















English	Spanish	English	Spanish
ANIMALS	ANIMALES	ANIMALS	ANIMALES
 cat	 gato	 elephant	elefante
 dog	perro	 giraffe	girafa
 rabbit	conejo	lion 	león
 sheep	oveja	monkey 	mono
 duck	pato	tiger	tigre
 horse	caballo	turtle 	tortuga
 cow	vaca	fish	pez
 mouse	ratón	crocodile	cocodrilo
 pig	cerdo	frog	rana
 chicken	pollo	bird 	pájaro
		alligator 	lagarto





# GLOSSARY

## UNIT FOUR

English	Spanish	English	Spanish
<b>PROFESSIONS</b>	<b>PROFESIONES</b>	<b>PLACES</b>	<b>LUGARES</b>
 teacher  carpenter  policeman  nurse  farmer  doctor  engineer  architect  fireman  cook  driver  secretary  vet  student  pilot  housewife	maestro (a) carpintero policía enfermera agricultor doctor(a) ingeniero (a) arquitecto (a) bombero cocinero chofer/conductor secretaria veterinario(a) estudiante piloto ama de casa	hospital house park school airport restaurant office factory farm road	hospital casa parque escuela aeropuerto restaurante oficina fábrica granja carretera
		<b>ADJECTIVES</b>	<b>ADJETIVOS</b>
		happy sad fat thin tall short big small	feliz triste gordo delgado alto(estatura) bajo(estatura) grande pequeño

English		Spanish	
VERB TO BE		VERBO SER O ESTAR	
Subject pronoun	verb to be	Pronombre del sujeto	verbo ser/estar
I	am	yo	soy /estoy
You	are	tú /usted	eres/estas
He	is	él	es / esta
She	is	ella	es / esta
It	is	eso(a)/aquel - aquella	es/esta
We	are	nosotros(as)	somos/estamos
You	are	vosotros(as)/ustedes	son/están
They	are	ellos(as)/aquellos(as)	son/ están



# GLOSSARY

## UNIT FIVE

English	Spanish
<b>MY BODY</b>	<b>MI CUERPO</b>
 body	cuerpo
head	cabeza
hands	manos 
shoulders	hombros
feet 	pies
arm	brazo
legs	piernas
face	cara
eyes 	ojos
nose 	nariz
mouth	boca 
hair	cabello
ears	orejas
foot 	pie
toes	dedos del pie
fingers	dedos
elbow	codo
knees 	rodillas

English	Spanish
<b>EXPRESSIONS</b>	<b>EXPRESIONES</b>
What color are her eyes?	¿De qué color son sus ojos?
They are green.	Son verdes.
What color is his mouth?	¿De qué color es su boca?
It is red.	Es roja
How many eyes do you have?	¿Cuántos ojos tienes?
I have two eyes.	(Yo)Tengo dos ojos



# GLOSSARY

English	Spanish	English	Spanish
<b>NEW WORDS</b>	<b>NUEVAS PALABRAS</b>		
pirate	pirata	tail	cola / rabo
people	gente / personas	dice	dados
person	persona	scissors	tijeras
skin	piel	book	libro
bug	bicho	ribbons	cinta
lady bug	mariquita	marker	marcador
butterfly	mariposa	crayons	crayones
spider	araña	glue	goma

## UNIT SIX

English	Spanish	English	Spanish
<b>MY FAMILY</b>	<b>MI FAMILIA</b>	<b>EXPRESSIONS</b>	<b>EXPRESIONES</b>
grandmother	abuela	What's your father's name?	¿Cuál es el nombre de su padre?
grandfather	abuelo	My father's name is...	El nombre de mi padre es...
mother	madre	Who is she?	¿Quién es ella?
father	padre	She is the mother.	Ella es la madre.
sister	hermana	Her name is...	Su nombre es...
brother	hermano	How many brothers do you have?	¿Cuántos hermanos tienes?
son	hijo	I have two brothers.	Yo tengo dos hermanos
daughter	hija		
aunt	tía		
uncle	tío		
baby	bebé		

# 120 ONE HUNDRED AND TWENTY



# GLOSSARY

## UNIT SEVEN

English NUMBERS				Spanish NÚMEROS		
1 one	2 two	3 three	4 four	5 five	6 six	7 seven
8 eight	9 nine	10 ten	11 eleven	12 twelve	13 thirteen	14 fourteen
15 fifteen	16 sixteen	17 seventeen	18 eighteen	19 nineteen	20 twenty	
21 twenty-one	22 twenty-two	23 twenty-three	30 thirty	31 thirty-one	40 forty	
50 fifty	60 sixty	70 seventy	80 eighty	90 ninety	100 one hundred	

English	Spanish	English	Spanish
<b>DAILY ROUTINES</b>	<b>RUTINAS DIARIAS</b>	to have dinner	cenar
to get up	levantarse	to watch TV	ver la televisión
to brush your teeth	cepillarse los dientes	to go to bed	ir a la cama
to take a shower	bañarse	to sleep	dormir
to get dressed	vestirse	<b>NEW WORDS</b>	<b>NUEVAS PALABRAS</b>
to comb your hair	peinarse	clock	reloj
To have breakfast	desayunar	a piece of cardboard	un pedazo de cartulina
to go to school	ir a la escuela	paper	papel
to leave school	salir de la escuela	color pencils	pinturas
to do homework	hacer el deber	ruler	regla
to play	jugar	tack	tachuela
		compasses	compás
		pen	esfero

## 121 ONE HUNDRED AND TWENTY-ONE



# GLOSSARY

<b>English</b>	<b>Spanish</b>
<b>EXPRESSIONS</b>	<b>EXPRESSIONES</b>
How many squares are there?	¿Cuántos cuadrados hay?
There are 24 squares.	Hay 24 cuadrados
What time is it?	¿Qué horas son?
It is ten o' clock	Son las diez en punto.
Six o' clock	seis en punto
One - fifteen	una y quince
A quarter past one	una y cuarto
One- forty five	una y cuarenta y cinco
Half past one	una y media
Ten to two	diez para las dos
Susana doesn't work	Susana no trabaja
They don't work.	Ellos no trabajan

## UNIT EIGHT

<b>English</b>	<b>Spanish</b>	<b>English</b>	<b>Spanish</b>
<b>AT HOME</b>	<b>EN CASA</b>	<b>AT HOME</b>	<b>EN CASA</b>
chair	silla	computer	computadora
bed	cama	pencil	lápiz
closet	closet	eraser	borrador
television	televisión	tricycle	triciclo
radio	radio	camera	cámara
ball	balón/pelota	book	libro
box	caja	garbage	basura
bag	bolso	boy	muchacho, chico
bear	oso	girl	muchacha, chica
bin	tacho de basura	door	puerta
lamp	lámpara	window	ventana
desk	escritorio		



## GLOSSARY

English	Spanish	English	Spanish
<b>PREPOSITIONS</b>	<b>PREPOSICIONES</b>	<b>EXPRESSIONS</b>	<b>EXPRESIONES</b>
in	dentro	What are you doing?	¿Qué estás haciendo?
on	sobre	I am playing	Estoy jugando
between	entre / en medio de	Where is the book?	¿Dónde está el libro?
under	debajo	It is on the bed.	Está sobre la cama.
in front of	frente a	Where are the pens?	¿Dónde están los esferos?
behind	detrás	They are on the floor.	Están en el piso.
near	cerca		
out of	fuera		
up	arriba		





# APPENDIX ONE

## LET'S SING "OLD MAC DONALD HAD A FARM"

Old Mac Donald had a farm,  
 E-I-E-I-O  
 And on his farm he had some ducks,  
 E-I-E-I-O  
 With a quack, quack, here,  
 And a quack, quack, there,  
 Here a quack, there a quack,  
 Everywhere a quack, quack,  
 Old Mac Donald had a farm,  
 E-I-E-I-O



Old Mac Donald had a farm,  
 E-I-E-I-O  
 And on his farm he had some cows,  
 E-I-E-I-O  
 With a moo, moo here,  
 And a moo, moo there,  
 Here a moo, there a moo,  
 Everywhere a moo, moo,  
 Old Mac Donald had a farm,  
 E-I-E-I-O



Old Mac Donald had a farm,  
 E-I-E-I-O  
 And on his farm he had some dogs,  
 E-I-E-I-O  
 With a woof, woof here,  
 And a woof, woof there,  
 Here a woof, there a woof,  
 Everywhere a woof, woof,  
 Old Mac Donald had a farm,  
 E-I-E-I-O



*You can add more verses with...*

Cats... meow  
 Pigs... oink  
 Horses... neigh  
 Hens... cluck  
 Chicks... cheap  
 Bees... tzzzz





## APPENDIX TWO

### VERBS

English	Spanish	English	Spanish	English	Spanish
Verbs	Verbos	Verbs	Verbos	Verbs	Verbos
answer	responder	draw	dibujar	run	correr
ask	preguntar	eat	comer	sing	cantar
be (am/ is/are)	ser / estar	go	ir	sit	sentarse
brush	cepillar	get	conseguir	sleep	dormir
clean	limpiar/asear	have	tener	spell	deletrear
climb	trepár	hear	oír	speak	hablar
close	cerrar	jump	saltar	stand	pararse
color	colorear	like	gustar	study	estudiar
comb	peinar	listen to	escuchar	swim	nadar
come	venir	live	vivir	take	tomar, coger
complete	completar	look	mirar	talk	contar/conversar
cook	cocinar	make	hacer / fabricar	use	usar
cry	llorar	match	unir	wash	lavar
cut	cortar	open	abrir	watch	ver
dance	bailar	play	jugar	wear	usar/vestir
divide	dividir	put	poner	work	trabajar
drink	beber	read	leer	write	escribir
do	hacer	repeat	repetir		



## APPENDIX THREE

### POSSESSIVE ADJECTIVES

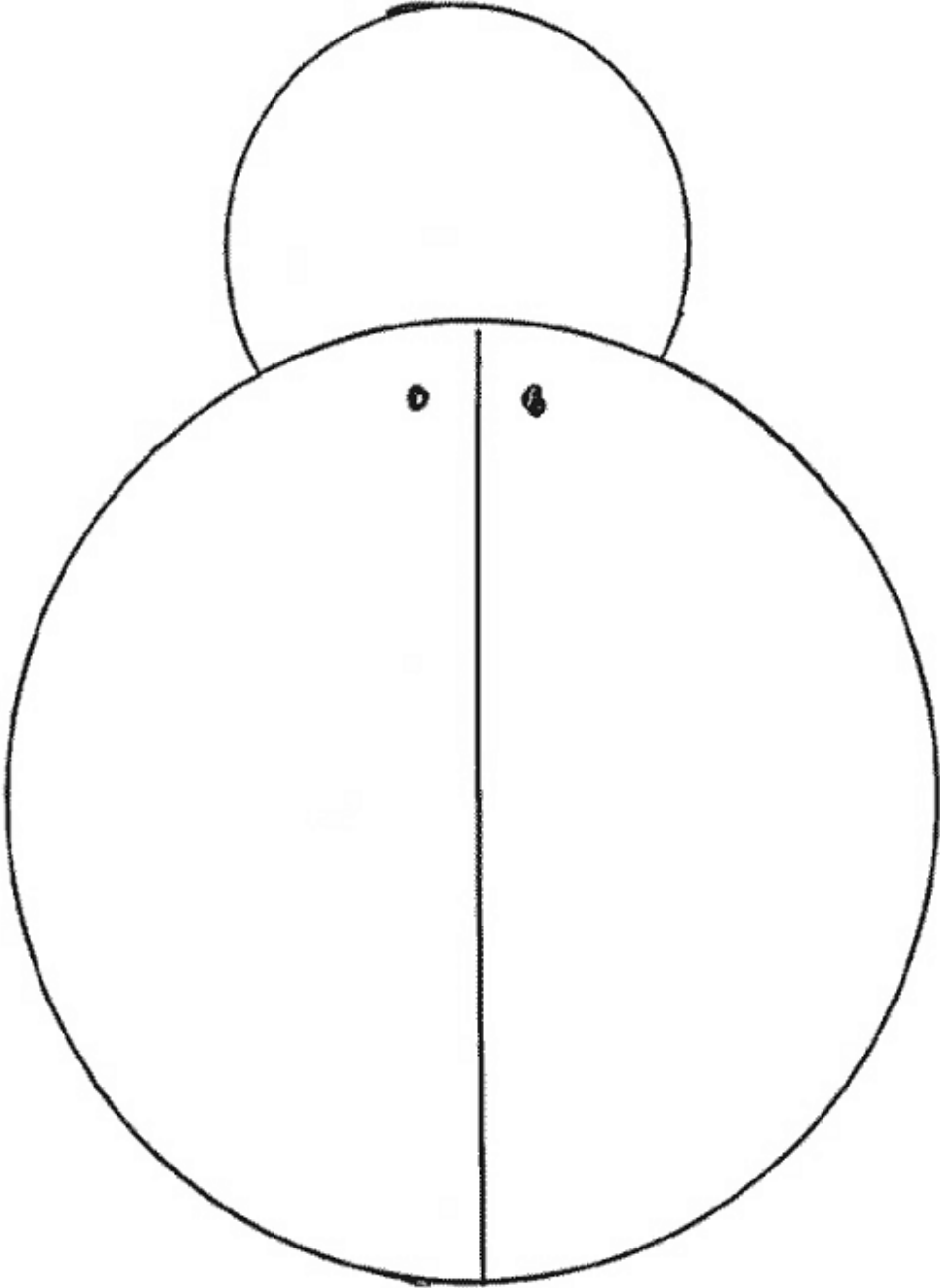
<b>English</b> POSSESSIVE ADJECTIVES	<b>Spanish</b> ADJETIVOS POSESIVOS
My	MI
Your	SU/TU
His	SU
Her	SU
Its	SU
Our	NUESTRO
Your	SUS/VUESTROS
Their	SUS

### CLASSROOM LANGUAGE

<b>English</b> CLASSROOM LANGUAGE	<b>Spanish</b> LENGUAGE DEL AULA DE CLASE
How do you say..... in English?	¿Cómo dice .....en Inglés?
Sorry, I don't understand.	Lo siento, no entiendo.
What day is today?	¿Qué día es hoy?
I'm sorry. I'm late.	Lo siento, estoy atrasado.
Could you repeat the question?	¿Podría repetir la pregunta?
Could I go to the bathroom, please?	¿Podría ir al baño, por favor?
Could you help me?	¿Podría ayudarme?
I don't understand.	No entiendo



APPENDIX FOUR



127 ONE HUNDRED AND TWENTY-SEVEN



# APPENDIX FIVE



128 ONE HUNDRED AND TWENTY-EIGHT



## APPENDIX SIX

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[www.101dibujosinfantiles.com](http://www.101dibujosinfantiles.com)  
[www.MES-English.com](http://www.MES-English.com)  
[www.eslfalshcards.com](http://www.eslfalshcards.com)  
[www.dibujos.net/](http://www.dibujos.net/)  
[www.kids-pages.com/](http://www.kids-pages.com/)  
[picasaweb.google.com](http://picasaweb.google.com)  
[ESLjuntion.com](http://ESLjuntion.com)

**Songs**

Free ABC Songs.com

**Illustration Tales**

Added by Google  
[www.kids-pages.com](http://www.kids-pages.com) “The Three Little Pigs.”

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## CHAPTER 5


### 5. CONCLUSIONS AND RECOMMENDATIONS

#### 5.1. CONCLUSIONS

 We live a new era where the English language is used in most fields, such as communications, tourism, technology, business, and education. For this reason, we consider it necessary to use appropriate methodology and material for beginning learners to reach language learning goals according to English levels and their ages, (ten to twelve years old).

 The main purpose of this book is to improve children's English level in the seventh year of basic education in the school "Mariscal de Ayacucho Antonio José de Sucre" through appropriate material. The text has activities which follow a natural pattern based on the Theory of Multiple Intelligences, Total Physical Response, and the Natural Approach. It develops different learning skills which children possess. It includes activities to realize handicrafts, drawings, games, body movements, and puzzle exercises; to work in pairs, in groups, with numbers, and with nature; to perform actions following commands and instructions; to sing, and to practice short dialogues. This is necessary because the majority of parents or relatives and their children suggested the implementation of new teaching methodology to improve learning.

 This book includes easy and amusing activities relevant to the children's English level, to their ages and to their necessities. It was tested with fourteen children, to be carried out in seventy hours.

 It also contains parents' suggestions. Parents suggested that the text-book should be easy, practical, simple, and fun. It must provide



**translations or clear vocabulary** among other things. The reason is that they like to help with and control their children's homework, and the majority of them have only primary education and they do not know any word in English. According to the parents' suggestion, the book has a glossary with clear vocabulary about each unit with their corresponding meaning. This vocabulary list could help them to control children's homework and to learn along with them.

👤 During the application of the activities of the book, the children showed interest in learning English with the implementation of new teaching methodology to improve learning.

👤 Instructions are given in imperative form. Vocabulary is shown in context, through games, identifying pictures, looking images, solving crosswords or puzzle exercises, singing, drawing, etc. Vocabulary and meaning, as parents suggested, is included at the end of book, in the glossary section.

👤 To develop the reading and storytelling habits, and to build up writing in English, the book includes short dialogues, short stories, activities to complete dialogues, activities to answer questions, etc.

According to the monitoring applied to the children:

### **UNIT INTRO “The Alphabet and Numbers”**

👤 The first activities were difficult at the beginning because the children felt afraid.

👤 Interaction with them was important. The use of warm up activities was necessary. For example, it may be necessary to ask several




times “What is your name?” so that they give the answer “My name is Inés.” Using a puppet was a good tool to practice this question and other dialogues.


Example:


**Teacher:** “What is your name?”


**Puppet:** “My name is Annie”


After that, some children said clearly, “My name is Lorena.” Others felt afraid and answered in low voice, “Cristian”. This happened because they had a perception that English was complicated and difficult. Also, they thought that if they made a mistake the teacher would become angry. Then they felt uncertain.

 To practice the alphabet, a great number of repetitions were required. The use of extra material such as alphabet cards or writing the alphabet on the board was necessary.

 The book did not contain alphabet phonetics and it was not necessary because the children wrote the sound of the alphabet below the letters as they listened without requirement of the teacher.

 “THE ABC SONG” helped them to practice English alphabet sounds.

 “HANGMAN” was a fun game. It helped the children to remember the letters that they kept in mind. The words used in this unit were easy and familiar to the students, such as “cat, pear, apple, teacher, etc.” Hangman was carried on into other units as a warm up to practice the English alphabet.

 Working with numbers was simple. Numbers were written on the board, and the use of cards helped the children with the meaning. They repeated numerous times “one, two... twenty”; while the children said the



numbers, they were also shown to the students. After that, children counted chairs in the classroom, flowerpots, their fingers, etc. New phrases were introduced.

For example:

**Teacher:** “Let’s count the chairs. How many chairs are there?”

These prompts helped them to absorb new language and understand it through context.

👉 “BINGO SNAKE” was entertaining. Children practiced listening to the numbers. The winners won a prize and that made it more thrilling. Finally, all of them were winners.

👉 Another interesting game was “**The Ship is Sinking.**” It was not shown in the book, but it was a good alternative to work with numbers less than twenty. The children had to form groups according to the number that they heard.


👉 The instructions of the activities in this unit were difficult to them. They usually asked “¿Qué dice aquí teacher?” For this reason, it was necessary in the first class to introduce the most frequent instructions that the children could find in the different activities. For example: “Look at the picture!” “Listen to the dialogue!” “Repeat after the teacher” “Read the instructions!” “Complete the sentences!” “Answer the questions” etc. These instructions were not translated. They were presented through the context by making pantomimes and showing cards or flash cards. Then the students got the idea about the instructions for the activity required.


👉 This unit was performed in five hours and the children learned to say the alphabet and the numbers from one to twenty; to answer the question



“what is your name?”; to spell their names; and to follow some basic instructions.

### **UNIT ONE “My First English Greeting”**

 Unit One was less difficult because the children began to feel confident with the teacher. They practiced dialogues, and interacted with their partners and teacher. They learned to ask and to answer questions related to giving and to receiving personal information; to introduce themselves; and to greet in English. They interacted with their partners and with the teacher.

 The majority of the activities were developed with the help of a puppet, “Annie”. It was used for questions and answers, and also to model the dialogue. For example:

**Teacher:** “What is your name?”

**Puppet:** “My name is Annie.”

**Teacher:** “How are you?”


**Puppet:** “I am very well!”


**Teacher:** “How old are you?”

**Puppet:** “I am ten years old.”

**Teacher:** “Bye Annie!”

**Puppet:** “Bye-bye Ines!”etc.

 Furthermore, when they worked with commands, they showed a lot more confidence and happiness. Some of them practiced at home with their parents or relatives.

 This unit was completed in eight hours because it was necessary to act out the dialogue, by asking and answering questions. At the end, they learned to start a short dialogue and to introduce themselves.



## UNIT TWO “Fruits and Colors from My Farm”

👤 Through this unit the children learned some colors and fruits in English. They enjoyed this unit since they liked to paint, to draw, to play, to solve puzzle exercises, etc.

👤 “SIMON SAYS” helped them to practice listening by the use of commands or instructions. “Show a yellow pencil! Draw a black cat! Cut a yellow flower!” The role of SIMON was performed by the teacher and the children. The teacher and children played with colors and fruits. This game was performed and included in the other units of the book.

👤 The activities helped the teacher to interact with the children by asking questions; What color is the banana? What color is the apple? What color is the door? What color is the table? What color is my hair? What color are the chairs? The questions were introduced by touching or pointing at the objects mentioned. The purpose of this was to help the students to identify the meaning of the words.

For example:

**Teacher:** What color is the door?

**Teacher:** What color are the chairs?

**Children:** Brown!

**Children:** Green!

**Teacher:** Yes, it is brown.

**Teacher:** Good! They are green.

👤 Then the children said “black, blue, red, etc.” Their answers were reinforced by the teacher: “It is blue. It is yellow. They are green, etc.”

👤 Also the children learned that “it is” is used with singular things and “they are” with plural. They assimilated the meaning without the necessity of making translations or emphasizing grammar, because they learned the meaning in context.





👩‍🏫 “THIS IS THE WAY” helped them to practice pronunciation by connecting fruits or things from the classroom with colors. A lot of repetition and language practice was required. This unit was completed in six hours.

### **UNIT THREE “Let’s Go to My Zoo”**

👩‍🏫 Unit Three practiced animal sounds. It made the class enjoyable. The students put out to work their imagination because they had to find animals shapes in the clouds, drawing, etc. They said, “Teacher there is a pig” or “Teacher encontré a lion,” etc.

👩‍🏫 They discovered animals’ natural habitats. They worked with questions such as “Where do lions live?, Where does a tiger live?, What is your favorite animal?, and What sound does a cat make?” Many children did not say complete answers and others often used Spanglish: “is en la jungle, in a farm, moooo, etc.” That was accepted. The important thing is that they understood the question, which was evidence that they were going through a process of assimilation of the language.

👩‍🏫 The teacher helped to them develop complete sentences. For example:

**Teacher:** “Where does a lion live?”

**Students:** “In a jungle!”

**Teacher:** “A lion lives in a jungle or farm!”

**Students:** “In a jungle!”

**Teacher:** “A lion lives in a jungle!”

**Students:** “Yes!”


**Teacher:** “Right! A lion lives in a jungle.

Now! What color are frogs?”



**Students:** “Are green!”


**Teacher:** “That’s good! They are green.”

 The use of the s-form in the third person of a singular verb was difficult. Many examples were used. They understood this matter only with difficulty.

 “OLD MC-DONALD” was fun. Children loved this song.

 Completing this unit took eight hours.

#### **UNIT FOUR “I am a Student”**


 This unit was completed in six hours. The unit helped the children to relate between professions and their workplaces. The use of flashcards allowed the students to build up meaning. The game included in this unit consisted of some cards stuck on the wall. Students pointed, touched, or matched the profession with their place of work while they answered a question.


**Teacher:** “Where does a doctor work?”

**Student:** “In a hospital.”

**Teacher:** “Good! A doctor works in a hospital.”


#### **UNIT FIVE “My Body”**

 In this unit, students learned body parts by interacting with their bodies. They touched it, drew it, and painted it. They compared their body with animals’ and insects’ bodies. Arts and crafts carried out in this unit helped clarify the meaning of the words. The children built a butterfly by following instructions and learning its body parts. This unit was completed in six hours.

 “HEAD AND SHOULDERS” facilitated the children to learn the parts of the body in English.



## **UNIT SIX “My family” and UNIT SEVEN “I go to my school”**


 In these units, students didn't have difficulties. The children recognized their family members and learned more about numbers. In unit seven, they also told the time by using a handmade clock.

For example:


**Teacher:** “What time is it?”


**Student:** “Six thirty.”


**Teacher:** “Ok! It is six thirty.”


 With this song, “THE MULBERRY BUSH (THIS IS THE WAY)”, the children learned daily routines and days of the week.

## **UNIT EIGHT “At Home / What Are You Doing?”**

 In the last unit, Eight, the children learned to say things that were happening that moment, such as “Mary is writing. Paul is playing. The children are studying. etc.” They also learned to work with prepositions of place by describing pictures and places.


 “HOKEY POKEY” helped the children to utilize prepositions of place and commands by performing and singing actions.

 The activities that they enjoyed the most were working in groups or teams; playing; singing; making handicrafts; drawing; painting; working with balance and corporal movements; interacting with nature; solving puzzles; and following commands.

 Three extra handicrafts were performed during this pilotage. They made two SNOWMEN on Christmas; a LADY BUG on Valentine's day; and LITTLE DOLLS WITH A FLOWER CARD on Mother's day.


## **LEARNING OUTCOMES**



 By the end of this monitoring , the children had learned the following:

- a. To answer basic questions.
- b. To perform actions responding to instructions.
- c. To identify and describe simple pictures.
- d. To read short and easy stories.
- e. To count to one hundred.
- f. To introduce themselves.
- g. To say the time.
- h. To identify animal sounds and their habitats.
- i. To sing songs related with the different topics.
- j. To practice dialogues.
- k. To contrast a human body with an animal body.
- l. To tell their daily routines.
- m. To describe their bedroom by the use of some prepositions of place.
- n. To identify their family members.
- o. To discover professions and their work places.
- p. To use different English greetings.


### **Strengths of the Book:**


 The majority of them did not use formal or complete sentences to give answers; however, they understood questions and instructions. The children chose the easiest answers. For example:


**Teacher:** “What color is the door?/Where is the chair?/ Is it black?”


**Students:** “Brown!, Behind the desk!, No/Yes.”





 Many activities were easy and the children performed with no teacher intervention. Vocabulary and grammar were presented in context.

 Songs were fun. Children sang and performed actions through body movements.


 The activities got children's attention, so they acquired the language naturally by playing, singing, making things, etc.

 Visual material allowed the children to assimilate the word and the meaning easily.

 Audio activities were performed by the teacher.


 Finally, this book is practical, simple, and full of pictures. It has activities to work with songs, tales, short stories, puzzle exercises, coloring pictures, games, handiworks, basic grammar, body movements, numbers, and nature. For language the book includes commands and instructions, audio activities, readings, dialogs, and other activities. Therefore the book fulfills the students', parents', and classroom teacher's suggestions and requirements.


#### **Weaknesses of the Book:**


 The book does not contain alphabet and vocabulary phonetics.

 The units do not include tales as children requested.

#### **General Comments:**

 The interaction with the teacher for some male children was somewhat difficult because they felt ashamed.

 During the class, the role of the teacher is essential. He/she has to be friendly, kind, patient, and skillful.

 The teacher's role is important. The book is a guide, and the teacher is responsible for making this book suitable for the students.



👦 Children enjoy singing, playing, performing actions, and making handcrafts. Then teacher has to take advantage of these activities.

👦 The songs were sung by the teacher without an Audio CD.

## 5.2. RECOMMENDATIONS

🌟 Start greeting your children in English. For example, say “Good morning, how are you?” at the beginning of each class.

🌟 Use a short “warm up.” It can be performed by actions and commands. “Stand up, sit down, close your eyes, open your eyes, applaud, clap two times, jump five times, touch your eyes, What sound does the cow make? What sound do lions make, etc?”

🌟 The “warm up” activities can be performed by instructions or a review of previous classes or activities.

🌟 Use clear instructions, using commands or imperatives. They can be accompanied by pantomime. If you need children’s help, ask them in English. “Come here!, Please clean the board! , Please draw a black cat; Open your book,” etc.

🌟 Repeat the commands as many times as you consider it necessary. Then the children begin to familiarize themselves with the language.

🌟 Before starting with a new topic or activity, make a short introduction about the topic that is going to be performed.

🌟 Show the new vocabulary in context by using printables, cards, pantomime, examples, etc. Never show them as isolated words. For example, let’s say you need to introduce the color “red”. Use sentences such as “the table is red” making an emphasis on “red”. “The apple is red.”; “the book is



red.” Or try asking questions like “Is the table red?” etc. With “horse”, you could say, “The horse lives on a farm.” or “The horse makes neigh- neigh”, etc.

- ✿ Present vocabulary which is appropriate to the needs of students.
- ✿ Use games such as “Simon says” to work with actions; “Hangman” to work with the alphabet; “The ship is sinking” to work with numbers less than 20, etc.
- ✿ Use additional material (cards, realia, mimics, visual aids, manipulative, gestures, etc.) to reinforce the book.
- ✿ Emphasize key words.
- ✿ Use slower speech than the native rate.
- ✿ Use activities and speak appropriately to the students’ language level.
- ✿ Try to speak English during the entire class. If your children do not understand, you have to repeat as many times as necessary using flash cards or performing the action. If it becomes complicated, use “Spanglish”
- ✿ Read aloud when telling stories, reading dialogues, or giving instructions.
- ✿ Perform actions to introduce a new topic or vocabulary. For example, show a set of pictures about colors, professions, places, etc. repeat the word that goes with each one. The students simply watch and listen. After that, the pictures can be displayed around the classroom. You can ask the students to point at the appropriate picture. “Point: Where is the park, the doctor, the teacher, etc?”
- ✿ Create motivational situations. “Very good, fine, excellent, etc.”





✿ Ask questions, give instructions, and generate activities to advance students through the levels of thinking. “What is your name? What color is the book? How many fingers do you have?”







✿ Use puppets to start a dialogue or to ask and to answer questions.

✿ Give short tasks and homework.









✿ The teacher must interact with the students when performing actions or playing. The teacher needs to work as if he/she were another child in the classroom.











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## ANNEX 1

**UNIVERSIDAD DE CUENCA**  
**FACULTAD DE FILOSOFÍA LETRAS Y CIENCIAS DE LA EDUCACIÓN**  
**ESCUELA DE LENGUA Y LITERATURA INGLESA**

*EL PRESENTE FORMULARIO TIENE UN FIN INVESTIGATIVO; A CERCA DE LA NECESIDAD DE IMPLEMENTAR MÉTODOS DE ENSEÑANZA PARA MEJORAR EL NIVEL DE APRENDIZAJE DEL INGLÉS EN LA ESCUELA "MARISCAL DE AYACUCHO ANTONIO JOSÉ DE SUCRE".*

Señor(a) representante le solicitamos comedidamente se sirva leer detenidamente y responder con sinceridad a las siguientes preguntas:

1. EDAD \_\_\_\_\_ SEXO \_\_\_\_\_ ESTADO \_\_\_\_\_  
CIVIL \_\_\_\_\_ INSTRUCCIÓN \_\_\_\_\_  
PARENTESCO DEL NIÑO(A) \_\_\_\_\_  
PROFESIÓN \_\_\_\_\_

**LE GUSTARÍA QUE SU HIJO:**

2. **Mejore el aprendizaje del Inglés con métodos acorde a su edad; de una manera natural y desarrollando las diferentes capacidades de aprendizaje que posee.**

SI \_\_\_\_\_ NO \_\_\_\_\_

3. **Aprenda Inglés a través de trabajos manuales; respuestas a órdenes, instrucciones, movimientos de balance corporal, etc. Por ejemplo: Close the door! (cierre la puerta), Draw a black cat! (dibuje un gato negro), etc.**

SI \_\_\_\_\_ NO \_\_\_\_\_

4. **Aprenda vocabulario en Inglés usando juegos; identificando gráficos; observando imágenes; resolviendo crucigramas, sopa de letras; cantando; dibujando; etc.**

SI \_\_\_\_\_ NO \_\_\_\_\_

5. **Lea historietas, cuentos, fábulas, etc. desarrollando el hábito de la lectura y el hábito de contar historietas en Inglés.**

SI \_\_\_\_\_ NO \_\_\_\_\_

6. **Aprenda a trabajar con números en Inglés; resolviendo problemas, operaciones simples de razonamiento lógico, etc.**



SI \_\_\_\_\_ NO \_\_\_\_\_

**7. Trabaje con la naturaleza, identificando insectos, plantas, animales, etc.**

SI \_\_\_\_\_ NO \_\_\_\_\_

**8. Le gustaría que el texto de Inglés de su hijo sea práctico, sencillo; lleno de imágenes, canciones, cuentos, crucigramas, laberintos, etc. donde estén incluidas actividades de audio, lecturas, diálogos, etc.**

SI \_\_\_\_\_ NO \_\_\_\_\_

Sugerencia:

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**9. ¿Qué otras actividades le gustaría que contenga el material que su hijo utiliza para el aprendizaje del Inglés?**

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## ANNEX 2

**UNIVERSIDAD DE CUENCA**  
**FACULTAD DE FILOSOFÍA LETRAS Y CIENCIAS DE LA EDUCACIÓN**  
**ESCUELA DE LENGUA Y LITERATURA INGLESA**

*EL PRESENTE FORMULARIO TIENE UN FIN INVESTIGATIVO; TIENE COMO PROPÓSITO PREGUNTAR SOBRE LA MANERA PREFERENTE DE APRENDER INGLÉS*

Niño(a) le solicitamos se sirva leer y responder con sinceridad a las siguientes preguntas:

1. EDAD \_\_\_\_\_ GRADO \_\_\_\_\_

2. **¿Sabe usted algunas palabras inglés?**

NADA \_\_\_\_\_ ALGUNAS \_\_\_\_\_  
 MUCHAS \_\_\_\_\_ 0% 20 palabras 100 palabras

3. **Le gustaría mejorar el aprendizaje del Inglés.**

SI \_\_\_\_\_ NO \_\_\_\_\_

4. **Le gustaría aprender vocabulario en Inglés usando juegos; identificando gráficos; observando imágenes; cantando; resolviendo crucigramas y sopa de letras; haciendo figuras con plastilina; pintando y dibujando cuentos leídos, etc.**

SI \_\_\_\_\_ NO \_\_\_\_\_

5. **Le gustaría aprender Inglés a través de trabajos manuales, respondiendo a órdenes e instrucciones con movimientos de balance corporal, etc.**

*Ejemplos:*

*pararse (stand up!), sentarse (sit down!), tocarse la nariz (touch your nose!), abrir la ventana (open the window!), poner el libro en la mesa (put the book on the desk!), etc.*

SI \_\_\_\_\_ NO \_\_\_\_\_

6. **Le gustaría leer y contar historietas, cuentos y fábulas; para crear el hábito de la lectura y contar historietas en Inglés.**

SI \_\_\_\_\_ NO \_\_\_\_\_



7. Le gustaría trabajar con números en Inglés; resolviendo operaciones simples de razonamiento lógico, etc.

SI \_\_\_\_\_ NO \_\_\_\_\_

8. Le gustaría trabajar en grupo para aprender Inglés.

SI \_\_\_\_\_ NO \_\_\_\_\_

9. Le gustaría trabajar con la naturaleza para ejercitarse en Inglés, por ejemplo mirando las formas de las nubes, identificando insectos, plantas, animales, etc.

SI \_\_\_\_\_ NO \_\_\_\_\_

10. Le gustaría que su texto de Inglés contenga:

Imágenes, canciones, cuentos, crucigramas, laberintos, audio, diálogos, etc.

SI \_\_\_\_\_ NO \_\_\_\_\_

11. ¿Qué otras cosas le gustaría aprender o hacer en Inglés?

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