



ABSTRACT

APPLICATION OF THE SUGGESTOPEDIA METHOD IN THE 5º OF BASIC EDUCATION IN THE “SAN PEDRO NOLASCO” PRIMARY SCHOOL

Suggestopedia is a method which helps to motivate students in order to learn English as a foreign language, in which students are included in the learning process. The present project is based on the fifth-grade students at “San Pedro Nolasco” Primary School, who do not feel motivation when they learn English. These students learn English with the traditional teaching-learning method in which they receive the information from the teacher and the textbook. For this reason, the use of the Suggestopedia method would be beneficial, so that students participate in class and build their own knowledge based on their previous experiences.

The purpose of this project is to apply the Suggestopedia method to find solutions for the students’ motivation and the development of their skills. Our work is based on Georgi Lozanov's premise that students learn as fast as possible.

In Chapter 1, we present a summarized view of San Pedro Nolasco” Primary School from its beginning until now, and the methodology that is used in the learning process at that school.

In Chapter 2, we examine the Suggestopedia Method; its creator, its methodology, and its importance in English classrooms.

Chapter 3 contains interesting activities that can be used with children in fifth grade. These activities use the Suggestopedia Method to motivate the students to learn English.

KEY WORDS:

Suggestopedia Method, Lesson Plans based on Suggestopedia Method, Suggestopedia Method Activities.

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**Trabajo de Investigación previo a la obtención
del Título de Licenciado(a) en la Especialidad de
Lengua y Literatura Inglesa.**

TEMA:

APPLICATION OF THE SUGGESTOPEDIA METHOD IN THE 5^o OF BASIC
EDUCATION IN THE "SAN PEDRO NOLASCO" PRIMARY SCHOOL

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DEDICATION

I dedicate this project to all my family, especially to my dear mother, Angelita, who encouraged me through my entire life. I would like to express my gratitude because she supported me in bad and good moments during my career.

PAULINA VERDESOTO

This achievement is dedicated to my parents, Edgar and Sara, whom taught me that the best kind of knowledge is the one that is learned by oneself. It is also dedicated to the two people I love, Guido and Samantha, who taught me that even the largest task can be accomplished if it is done step-by-step.

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INTRODUCTION

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CHAPTER 1

1.1 INTRODUCTION

Education needs some new methods in order to help in the learning process. Each primary school has different styles to teach English. San Pedro Nolasco primary school is based on the learning cycle, which tries to involve the students in a good environment and in the development of their abilities. Also, in this institution the students have five hours for English classes, because the institution wants that students acquire the language.

This chapter is about the history of the primary school “San Pedro Nolasco”. Also, this section concerns how the students learn, how they can be motivated, and how they can acquire knowledge.

1.2 WHAT'S THE SCHOOL LIKE?

Centro Educativo Mercedario “San Pedro Nolasco” is located at Merced and Muñoz Vernaza streets and belongs to the parish “El Vecino”. Carlos Vintimilla had an idea to create a private school because he saw that there were no schools in the Mercedaria Community. His idea was to provide to the community with an Institution to form Cuenca childhood. Then he decided to perform the respective steps to begin the construction of that Institution.

The land where the building stands was sold by the Curia to Mercedarios' priests in 1955. In 2005, they started with the goal set by Mercedarios' priests, which was to provide education to children under the principles of the Catholic Church.

The construction of the building took several steps, one of which was the approval of the Historic Center committee. After that, they were allowed to construct their building. In October 2005, the priest Carlos Vintimilla had the honor of laying the first stone.

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In 2005, the Institution was designed by architect Paul Mauricio Torres Vintimilla, who established the appropriate classrooms. The Institution has three floors, and each floor has 5 classrooms. The offices and 3 grades are on the first floor. On the second floor are located the computer lab and English classroom. The third floor is projected for the remaining years of elementary school.

During the first months, there were some economic problems, but they were solved by the community Mercedaria Quito. They made a contribution to primary school “San Pedro Nolasco” in order to further the objective. Later on, the construction began again and finished on May 2007.

The primary school was opened on September 2007. The institution had two grades: pre-kinder and kindergarten. Also, there were two teachers: Dr. Martha Fajardo and Edita Campoverde. The primary school initially had 18 children, six in pre-kinder and 12 in kindergarten.

Nowadays, the Institution’s goal is “To appreciate humility and seek excellence in what we do”. The institution is four years old, and has eight teachers and 79 students. The primary school has six grades that go from pre-kinder to fifth basic Education.

Each grade has five hours for English classes. The English classroom lacks resources and an appropriate method to encourage the students.

1.3 WHO ARE THE STUDENTS?

In “San Pedro Nolasco” primary school, there are five students in fifth grade, two female and three male. The ages of the students range from 8 to 9 years old.

Their teacher is Lcdo. Hernán Delgado. He has twelve years of experience with children, and is a patient person who likes his work with. Also, he applies the Constructivist theory because he wants his students to build their own knowledge. For this reason, he tries to make students self-reliant, and to build a meaningful learning based on students’ previous experiences.

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Student A was born on March 24, 2003. She is eight years old and lives with her parents Edita and Carlos, who try to help their daughter as much as possible. Her father is an electrician and her mother is a teacher. Also, she is a responsible girl, who has studied in “San Pedro Nolasco” since first grade. She has a good relationship with her parents and is intelligent. She wants to learn English because she wants to go to the United States in order to visit her favorite cousin.

Student B was born on February 07, 2003. She is eight years old and she lives with her parents Priscila and Marco. She doesn't have a good economic situation, but is an excellent student. Her father works as a carpenter and her mother stays at home. She helps her daughter with her homework. Student B has studied in “San Pedro Nolasco” since third grade and she wants to learn English to go the United States because she wishes to visit her grandparents and work. Her parents want her to become a great professional.

Student C was born on March 4, 2003. He is eight years old, and lives with his parents Kurth and Maria. His father is a doctor and his mother is a business woman. Also, he is an admirable student and likes English because he wants to learn a lot of vocabulary. He has studied in “San Pedro Nolasco” since second grade, and his parents encourage him to learn and develop his knowledge.

Student D was born on April 6, 2002. He is nine years old, and lives with her uncle and aunt. His parents are Johanna and Leonidas, who are in the United States. Johanna is a hairdresser and Leonidas is a bricklayer. He does his homework on his own, and he has been in “San Pedro Nolasco” Primary School since third grade. He wants to go the United States because he misses his parents.

Student E was born on April 3, 2003. He is eight years old, and lives with his mother because his parents are divorced. His mother studies hairdressing, and his father works in a factory in Manta. He has studied in three primary schools, so he has experience with other ways of learning.

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Each student has different realities, but they all like English. They need a good method in order to motivate them and learn effectively. For this reason, we propose Suggestopedia Method as a suitable one for the students at San Pedro Nolasco Primary School.

1.4 MOTIVATING THE CHILDREN

Motivation is typically defined as the forces that account for the arousal, selection, direction, and continuation of behavior. (Biehler, 399) It means that students have to demonstrate an interest in learning and would practice in class and do all the activities assigned.

The teacher plays an important role in motivating children. It's important that the students know the possibilities that they have in the future if they learn English. They could take a great trip, see beautiful places, converse in English. They could have the possibility to get a good job with a good salary.

Children come into this world equipped with spontaneity, playfulness, creativity, fearlessness, intelligence and a joyful eagerness to explore and learn. For this reason, it's necessary to use a new method to teach English, utilizing different types of activities, games, and songs in order to motivate children, and to develop efficient learning process.

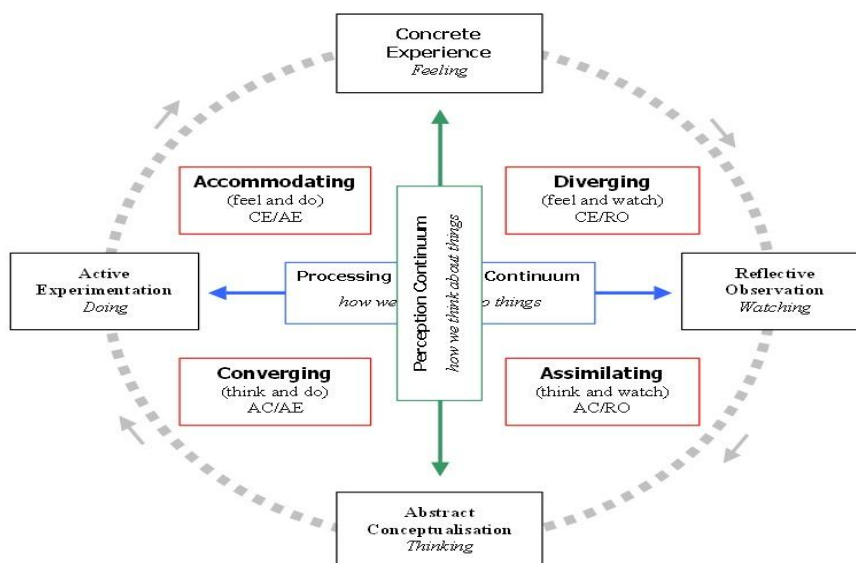
We think that the use the Suggestopedia method is appropriate with children because it creates a harmonious class able to experience learning, growing and exploring. There should be good communication between teacher and student, as they create a new environment and enjoy English. Consequently, they can express their ideas, opinions and feelings freely.

1.5 THE LEARNING CYCLE

David Kolb has defined one of the most commonly used models of learning.

Kolb says: “this process represents learning cycle, or spiral, where the learner “touches all the bases”, i.e., a cycle of experiencing, reflecting, thinking, and acting. Immediate or concrete experiences lead to observations and reflections. These reflections are then assimilated (absorbed and translated) into abstract concepts with implications for action, which the person can actively test and experiment with, which in turn enable the creation of new experiences”.

As in the next diagram, it is based on two preference dimensions, giving four different styles of learning.



© concept david kolb, adaptation and design alan chapman 2005-06, based on Kolb's learning styles, 1984

The Learning Cycle suggests that it is not sufficient to have an experience about knowledge in order to learn. It's very important for the learner to make the link between the theory and action by planning, acting out, reflecting and relating it back to the theory.

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The cycle is comprised of four different stages of learning from experience, and all stages must be followed in sequence for successful learning to take place.

Borzak explained the learning cycle:

➤ **Concrete Experience (doing / having an experience)**

Concrete Experience is the “doing” component. It means to examine things as they are, without any change, in raw detail. Thus, experiential learning involves a “direct encounter with the phenomena being studied rather than merely thinking about the encounter, or only considering the possibility of doing something about it”.

Reflexive Observation (reviewing / reflecting on the experience)

The Reflective Observation element stems from the analysis and judgments of events, and the discussion about the learning and teaching.

➤ **Abstract Conceptualization (concluding / learning from the experience)**

This is the analysis of past action. Therefore, it allows one to come to conclusions about the practice “Abstract Conceptualization”.

➤ **Active Experimentation (planning / trying out what you have learned)**

The conclusions formed from the 'Abstract Conceptualization' stage then form the basis by which one can plan changes “Active Experimentation”.

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CHAPTER 2

SUGGESTOPEDIA METHOD

2.1 INTRODUCTION

In this chapter, we will take a look to the teaching method called Suggestopedia. We will examine creation and its historical background. The contributions that authors like Earl Stevick, Ehrman, and Dieter Lehann had given to this method. Also, the relationship that raja yoga and Soviet psychology have with Suggestopedia.

The key elements that Suggestopedia include will be described, such as authority, infantilization, and double-plan. The most important aspects of this method, like the environment, the music and the procedure, will be also described.

The seven principles on which Suggestopedia has been built upon are going to be explained, as well as the advantages and disadvantages of the applicability of the Suggestopedia method to the teaching process.

2.2 BRIEF BIOGRAPHY'S GEORGI LOZANOV

Dr. Lozanov is a Bulgarian psychiatrist, psychotherapist, brainphysiologist and educator. He has a passion for understanding how human beings learn. This led him to travel around the world to examine examples of super memory and learning achievements.

Dr. Lozanov and his colleague, Dr. Evelyn Gateva, first applied the new methodology to teach foreign languages, with astounding results. The result was that students not only had fun when they were learning, but that they also learned faster than with traditional teaching methods.

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The teachers began to apply suggestion, relaxation and music to the learning process. While Lozanov was developing his methodology in Bulgaria, some cognitive scientists and educators in America were also taking great steps in understanding how the brain learns. For example, a Harvard professor, Howard Gardner, developed the theory of Multiple Intelligences, and Dr. Antonio Damasio demonstrated how critical emotions influence learning.

2.3 HISTORICAL BACKGROUND OF THE SUGGESTOPEDIA METHOD

Suggestopedia is a teaching method developed by a Bulgarian, Dr. Georgi Lozanov, at the University of Sofia in Bulgaria in the 60's. The term Suggestopedia was developed by combining two words: suggestion and pedagogy. This name was chosen because of Dr. Lozanov's concern about the influence of suggestion in the teaching process.

Lozanov describes Suggestopedia as "a science which deal with the systematic study from the irrational and unconscious influences, to those that the human being are constantly responding". (Stevick, p.42)

Ehrman has pointed out how regression in the service of the ego permits a healthy liberation of the unconscious, which can lead to much greater creativity (Ehrman p.174)

Earl Stevick points out that professors are trained to read dialogues in a special way. "The precise way of using the voice tone, the intonation and the reading rhythm is seemingly important and complex". (Stevick, p.157)

Lozanov recognizes the relationship of Suggestopedia with yoga and the Soviet psychology. From raja yoga, Lozanov has picked up and modified techniques to alter states of conscience and concentration, including the use of the rhythmic breathing. From Soviet psychology, he used the idea that specific content can be taught to the students at the same level of agility. Soviet psychology highlights the importance of the environment to the learning process, and Lozanov also specifies with great detail the requirements of a good atmosphere for learning. (Jane, p. 139)

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According to Lozanov, the main goal of Suggestopedia isn't to guide the students in the memorization of vocabulary and the acquisition of speaking habits, but to develop communicative tasks. (Jane, p. 140)

One important task for a Suggestopedic teacher is to put students in the state of mind called concentrative psycho relaxation.

2.4 KEY ELEMENTS OF SUGGESTOPEDIA TECHNIQUES

Some of the key elements in Suggestopedia are authority, infantilization, and double-plan.

1. **AUTHORITY:** People are more influenced, and can remember better if the information comes from an authoritative source. Lozanov says that Suggestopedic students should use the materials and the teacher as sources of great authority (Jane, p.141). The teacher should have absolute confidence in the method, be organized and punctual, and be very careful about their clothing. Also, a teacher should reflect their self-confidence and enthusiasm when he/she is communicating with the student through facial expressions, body language, voice intonations and sensitivity. The authority given to the teacher determines the student's role in the classroom.
2. **INFANTILIZATION:** The teacher's authority is also used to create a good relationship between the teacher and the student. The learner takes part in role playing, games, songs and gymnastic exercises. Also, it helps the adult students to recover the trust in oneself and to be spontaneous. (141)
3. **DOUBLE-PLAN:** Students do not only learn from the direct teaching but from the environment (141). Music in the background avoids boredom and helps to induce a relaxed attitude for an optimal state for learning.

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2.5 ENVIRONMENT IN THE SUGGESTOPEDIA METHOD

Learning is facilitated by an environment which is as comfortable for the students as possible. The challenge for the teacher is to create a good classroom environment, which is key to the learning process. To do this, there should be soft cushions arranged in the form of a semicircle, dim lighting, and soft music playing. Also, students not only learn by means of direct instruction but also indirect instruction. For this, teachers should hang posters around the classroom to encourage “peripheral learning” (Richards and Rogers, p. 146). Due to the belief that arts have a soothing effect on human psychology, it’s helpful for the arts works of fine arts such as classical paintings to be hung on the walls.

A very attractive aspect of the method is the use of music and its musical rhythm in the learning process. Gaston defines three functions of the music. First is to facilitate the establishment and maintenance of personal relationships. Second is to be able to increase the self-esteem through the musical interpretation and third, to use the possibilities of the rhythm having as purpose to increase the energy. Lozanov uses the last one to justify the use of the music as much to relax the students as to organize the presentation of the linguistic material (Richards and Rogers, 139).

There are a number of studies that show the great influence of music. Dieter Lehann, a musicologist from Leipzig, noted the effect of catharsis produced by Lozanov’s use of classical music. This is achieved because classical music, with its stilling content, makes it possible to program memories with emotion. Also, it stimulates the need for communication, and brings emotional complex towards integration. Baroque music is particularly useful in harmonizing the vegetative system, clearing the mind and bringing it an optimal receptive style.

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2.6 THE PROCEDURE IN A SUGGESTOPEDIA CLASSROOM

1. **Presentation-** A preparatory stage in which students are helped to relax and move into a positive frame of mind, with the feeling that the learning is going to be easy and fun.

2.First Concert: this happens at the beginning of the lesson. The information to be learned is read in time to expressive music. This part involves the active presentation of the material to be learnt. For example, in a foreign language course there might be the dramatic reading of a piece of text, accompanied by classical music.

Some examples of typical selections are:

Beethoven, Concerto for Concerto for Violin and Orchestra in D major, Op. 61.

Mozart, for Violin and Orchestra Concert No. 7 in D major.

Haydn, Symphony No. 67 in F. major; Symphony No. 69 in B. major

Beethoven, Concerto No. 5 in E flat major for Piano and Orchestra, Op. 73 ("Emperor").

3. Second Concert: this is a section in which the students are invited to relax and listen to some Baroque music, with the text being read very quietly in the background. The music is especially selected to bring the students into the optimum mental state for the acquisition of the material.

For Passive Concert, some examples of the typical selections are:

Corelli, Concerti Grossi, Op. 6, Violin and Orchestra in No. 2, 8, 5, 9.

Handel, The Water Music.

J.S. Bach, Fantasy in C Minor and Trio in D minor; Canonic Variations and Toccata.

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Corelli, Concerti Grossi, Op. 4, No. 10, 11, 12.

Vivaldi, Five Concertos for Flute and Chamber Orchestra.

4.Practice- This stage consists of the use of a range of games, puzzles, etc. These activities will help the students to review and consolidate the learning.

Finally, the only homework given to the students is re-reading the presented linguistic material once before they go to sleep at night and once in the morning just after they get up, as these periods are alleged to be the periods where optimal learning takes place.

2.7 THE SEVEN PRINCIPLES OF SUGGESTOPEDIA

Suggestopedia is built upon the following seven principles:

First Principle: Love

Love is an essential condition for accessing the reserves of mind. Love creates serenity, trust, and contributes to the prestige of the teacher in the eyes of the students. Love should not be understood as some sentimental, soft mood, since this attitude brings about negative reactions. Love should be experienced as genuine love for the human being.

Love creates the necessary cheerful, genuine and highly stimulating concentrative relaxation. This supposes mental relaxation and calls for calmness, steadiness, inner confidence and trust. Under these conditions of positive emotions, creative mental activity and the global learning process are characterized by an absence of fatigue.

Second Principle: Freedom

When there is Love, there is Freedom. Freedom empowers the teacher to exercise his / her personal decisions within the main Suggestopedic framework of the lesson to adapt it to the traits of each group. It also allows the

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students to choose whether to take part in activities such as games, songs, etc. that might not be in harmony with their disposition.

Freedom allows the student to listen to their inner voice and to choose their way to the reserves of their mind at different moments during the process of instruction. Freedom is not being dictated by the teacher, it is a spontaneous feeling in the student that they are free to enjoy it and give personal expression in accordance with their personal traits.

Third Principle: Conviction of the Teacher that Something Unusual is Taking Place

The state of conviction that something extraordinary, different from the social suggestive norm, is taking place leads to a state of inspiration of the teacher.

Students are able to assimilate the study material up to five to ten times faster and better, with favorable effects upon health, than the results of traditional methodologies.

Fourth Principle: Manifold Increase of Input Volume

In Suggestopedia, the study material presented to students in a specific time frame must be, a minimum, at least 2 to 3 times larger in volume than the existing established norm by the other methodologies. For example, the study material in a one-month course of foreign language teaching must always be at least two times more voluminous than a typical similar language course. In fact, such a Suggestopedic course for beginners will comprise 2000 to 2500 lexical units, going much beyond the minimal requirement of study material volume. This proportion holds for other subjects as well. If the traditional norm changes with time, the Suggestopedia course must also be modified. Taking into consideration that a number of national and international expert commissions have confirmed that the methodology has a psychotherapeutic, psychohygienic, educational effect, it is likely that the big volume of study material should not be decreased. If, in the Suggestopedia framework, the study material

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is kept within the traditional boundaries, it will only confirm and reinforce the suggestive social norm about the limited capacity of the human being.

Fifth Principle: Global-Partial, Partial-Global; Partial through Global

In all subjects, when new study material is taught, there must not be a separation between the element and its whole. The students must never be taught in an isolated mode.

From a philosophical point of view, there is a theory that the whole is in the part and that the part is in the whole; they are indivisible. There are no isolated entities. That is why when learning, the element is to be learned together with the whole.

Sixth Principle: The Golden Proportion

The Golden Proportion is a law of harmony in the universe to which the Suggestopedia teaching and learning process of all subjects must be submitted. Harmony is essential in the process of teaching and learning a big volume of study material in a short period of time. Learning capacity is enhanced when the teaching process artfully finds the proper balance with respect to rhythms, intonations, emotional stimulus, etc.

Seventh Principle: Use of Classical Art and Aesthetics

Classical art and aesthetics are used in Suggestopedia as effective mediators of non-manipulative communicative suggestions. Their capacity to emit an indefinite number of non-specific stimuli encourages the abundance of peripheral perceptions unnoticeable to the senses functioning through conscious awareness.

Suggestopedia creates conditions for optimal psycho-relaxation and harmonious states which help to create a spontaneously increased acquisition state and enhance the capacity to tap the reserves of mind in a pleasant

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atmosphere. Classical art is introduced through especially selected works in classical music, literary selections, reproductions of masterpieces, etc.

2.8 ADVANTAGES AND DISADVANTAGES OF SUGGESTOPEDIA AND ITS APPLICABILITY TO TEACHING

In addition to creating motivation about language learning, Suggestopedia emphasizes on the affective side of the human brain. The humanistic philosophy behind it is that “if students are relaxed and confident, they will not need to try hard to learn the language as learning the language will just come easily and naturally” (Larsen and Freeman: 1985). Also Suggestopedia totally ignores mechanical activities in internalizing grammar rules or vocabulary items.

Creating a relaxing atmosphere seems to be difficult, especially in crowded classrooms, since crowds lead to noise and possibly chaos. Also, there may be financial limitations about setting the physical environment and using the technical equipment. Even if perfectly-decorated classes are established, there is also the risk of vandalism, especially in crowded state schools.

These limitations do not mean that Suggestopedia should totally be ignored in the ELT environment. Dramatization of the dialogues in the course-books, for instance, may help the students enjoy the learning process.

Suggestopedia suggests that there should be pleasing memories in the learning environment for effective language acquisition. In order to create those memories, the technique that Suggestopedia tries to create a humanistic learning environment in the field of ELT.

In conclusion, Suggestopedia is a method where the materials and the teacher play an important role in achieving the objective of the lesson. Without the materials, the method will not work. All the activities developed with the Suggestopedia method are grammatically and lexically relevant to the

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presented material. These activities do not take us the student's attention, since the focus is on the communicative meaning.

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CHAPTER 3

LESSON PLANS, APPLICATION OF THE SUGGESTOPEDIA METHOD AND SURVEY

3.1 INTRODUCTION

In this chapter, we present a compilation of lesson plans based on the Suggestopedia method, which are written by teachers to help them to structure the learning for themselves and for the students. These lessons will help with the flow of the class. The lessons are based on curriculum; that is, what is intended that students learn. The goal of our lessons is to help the students to learn faster and remember what they have learned. The four skills will be developed by the different activities proposed in the lessons.

The final results of the applicability of the Suggestopedia method is going to be described; the procedure of the lesson and the procedure for the survey.

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3.2.1 LESSON PLAN

THE FARM

- Stage: Beginners
- Elementary school
- 8-9 year olds
- Language skill: Writing

AIM

The students will be able to recognize the location of things using the words in, on, under and next to.

VOCABULARY

Bird	Cat	duck	mountain
Hen	Rabbit	cage	pond
Horse	Caw	cloud	parrot

PRESENTATION

The teacher begins the class with some questions: Do you know what a farm is? What animals do you know that live in a farm?

First concert: A short story will be read, accompanied by classical music.

Second concert: The students are invited to relax and listen to the story, being read very quietly while soft music is played.

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Farm story

You are in a farm with your best friend. You can see many beautiful animals. There is a beautiful parrot in a cage which is green. While you are walking, you can see a hen on her eggs. Following this adventure, there are two cats next to a rabbit. Also, there are some birds flying under the clouds and there is a cow and a horse on the mountains. At the end of this adventure, there are some ducks swimming in the pond.

The teacher asks some questions about the story that the students have listened to:

What was the story about?

Which animals were mentioned?

Where were the animals?

The teacher presents the vocabulary by using a big picture that contains all animals mentioned above. (see Annex 1)

PRACTICE

After that, the teacher gives students a handout with some pictures and they have to cut and paste the animals where they belong according to the story they heard. (see Annex 2,3)

After that, the task will be reviewed as a group. The answer will be shown by using the projector.

Then, the students go outside and make a circle.

- ✓ The teacher gives an animal to each student.
- ✓ The students listen to some instructions by the teacher using prepositions and the students act out the instructions.

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PRODUCTION

Students have to write one sentence using in, on, under or next to.

- The students have to create animals and tell the location of them.
- The students have to present in front of the class what they did.

MATERIALS

- ✓ Scissors
- ✓ Glue
- ✓ Playdough
- ✓ Animals (seeAnnex 4)

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3.2.2 LESSON PLAN

MY DAY

- Stage: Beginners
- Elementary school
- 8-9 year olds
- Language skill: speaking

AIM

At the end of the lesson, the students will be able to talk about what they do every day.

I get up / She gets up

What time do you....?

What times does she...?

VOCABULARY

ten o'clock	half past ten	a quarter past eleven	Noon
one o'clock	four o'clock	a quarter past eight	a quarter to eleven

PRESENTATION

First concert: This involves the active presentation of the material to be learned.

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Second concert: The students put aside their scripts and the teacher reads at normal speed according to the content (*Beethoven, Concerto No. 5 in E flat major for Piano and Orchestra, Op. 73 ("Emperor")*).

Far away there is a wonderful town. There is a big palace there. A young man is the Emperor of the place. He usually gets up at ten o'clock in the morning. He takes a bath at half past ten. He has breakfast at a quarter past eleven. Then he goes out at noon. At one o'clock he has lunch. At four o'clock in the afternoon he goes shopping. He has dinner at a quarter past eight. Then, he goes to bed at a quarter to eleven. What a life!

The pictures will be put up in the classroom to create a good environment (see Annex 5).

The teacher presents the pictures telling the time and the actions, and then asks to the students to repeat after her/him (see Annex 6).

For example:

Teacher: ten o'clock



ten o'clock

Students: ten o'clock

After practicing the vocabulary, the teacher shows another picture and asks to the students a question (see Annex 7).

For example:

Teacher: What time it is?

The teacher writes the answers on the whiteboard.

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PRACTICE

The students will have to complete a puzzle (see Annex 8).

As the next activity, the students have to complete a chart with some information about their classmates. They have to walk around the class asking the correct question according to the pictures, and complete the chart (see Annex 9).

Students are going to watch a video. They have to pay attention to it because later the teacher will ask some questions.

Also students have to work in groups of three. They have to ask and answer questions about them. For example:

Student A: What time do you get up?

Student B: I get up at 7:00

Student A: What time does he get up?

Student C: He gets up at 7:00

PRODUCTION

A short story will be given to the students, so they have to read and complete the information below (see Annex 7).

The students have to write their daily routines. They have to write about what they do from morning to night and the time they do each activity.

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3.2.3 LESSON PLAN

MY CLASSROOM OBJECTS

- Stage: Beginners
- Elementary school
- 5-7 year olds
- Language skill: Speaking

AIM

At the end of the class the students will be able to talk about what they have in their classroom and the color of each thing. They will learn to use:

*What is it?

*It is

*There is.....

* There are.....

NEW VOCABULARY

Teacher presents her students the new vocabulary through pictures.

a book	a pen	a pencil	a bag	an eraser
a ruler	a pencil case	a crayon	a desk	a chair

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PRESENTATION

First concert: The teacher reads the text at a normal speed, sometimes intoning the words, and the students follow what he/she is saying. Beethoven music is played in the background.

Second concert: The students relax and listen to the teacher reading the text calmly.

Once upon a time, there was a little boy who was going to the school. He had a big green bag. In his bag he had many things. When he arrived to school, he saw a magician there. The magician took the boy's bag and began to show all the things that there were in the bag. He used his wand to show that. He said: "It is a blue pen, there is a small eraser too. Look! There are two big red books here". Then, the magician took one book and his wand and said: "from big... to small". Suddenly one book became a small one.

The teacher has the pictures, and then she presents one by one, saying the color, size, and the names of each thing that children have in the classroom (see Annex 10). She has to pronounce clearly, in order to make students understand and repeat what she had said. Those pictures will help to the students to understand the meaning instead to translate the words.

For example:

Teacher presents the picture:

TEACHER: *There are two pens.*

There is a yellow pen. It is small.

There is a blue pen. It is big.

After the teacher has shown through examples, she will ask to some students to tell her the name, size, and color of the things that she points out.

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She has the following picture (see Annex11).

Teacher points out one thing, so students have to say the color, size, and the name.

For example: the teacher points out a small eraser.

TEACHER: *What is it?*

STUDENT: *It is an eraser.*

TEACHER: *Is it big or small?*

STUDENT: *It is small.*

TEACHER: *What color is it?*

STUDENT: *It is red.*

At the end, students have to say a complete sentence.

STUDENT: *It is a red eraser. It is small.*

Then, they will be given a piece of paper; they have to match the picture with the correct number, color, and name (see Annex 12).

As the next activity, the children play a game, in pairs. In the game, one student has to ask the question “What is it?” or “How many..... are there?”, and the other one has to answer (see Annex 13).

After that, they will each have a piece of paper; one student will be *A*(see Annex 14) and the other will be *B* (see Annex 15). Student *A* has to tell the name, the size, and the color to his/her classmate. Student *B* has to find

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what his partner had said and paint that. The same will be done by student A. At the end they will compare their papers.

PRODUCTION

Students are going to work in groups of four. They have to make the things that they have in the classroom.

MATERIALS:

- Sticks
- Piece of cloth
- Playdough
- Needle
- Some thread
- Glue

Students have to make a pencil case using cloth. They have to sew it using the needle and the thread. Also, they have to make some things that they have in the classroom using play dough, and present them to his/her classmates.

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3.2.4 LESSON PLAN

RUN FAST, JUMP HIGH

- Stage: Beginners
- Elementary school
- 8-9 year olds
- Language skill: speaking

AIM

At the end of the class, the students will be able to describe the activities. Also, they will learn to describe the abilities.

VOCABULARY

run fast	jump high	swim well	fight bravely
----------	-----------	-----------	---------------

PRESENTATION

First concert: At the beginning of the session, all conversation stops, and the teacher listens to the music coming from a CD player. The teacher reads the new text, his/her voice modulated in harmony with the Mozart musical phrases.

Second concert: The students close their textbooks and listen to the teacher's reading.

Hercules and Meg are talking to Phil. They are asking him questions. "Can you jump high?" Hercules asks. "Uh... no, I can't," answers Phil.

Hercules asks him another question. "Can you ran fast?" Phil answers, "Yes, I can."

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But Phil isn't telling the truth. He can't run fast. He tells Hercules, "No! I can't run fast!"

Hercules says, "Ok. Can you sing?" Phil answers, "Oh, yes, I can sing!" But Phil isn't telling the truth again. He isn't a good singer. He is a bad singer!

The use of pictures related to the story will help the students to understand the new topic (see Annex 16).

The teacher will present the vocabulary by showing the pictures one by one (see Annex 16). He/she has to tell to the students to repeat after him/her. For example:

Teacher: run fast

Students: run fast

Before doing the activity, the teacher has to be sure that the students understand what they have to do.

After that the teacher has describe the picture in complete sentences. For example:

Teacher: He can run fast.

He can jump high.

Then, the teacher presents some pictures and asks the students to say what they see in the picture (see Annex 17).

The teacher has to present the pictures and say an example.

Teacher: They can run fast.

The teacher then has to write the model on the whiteboard.

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The teacher can use the pictures to ask the students a question. He/she has to give an example of the question and the possible answers. For example:

Question: Can he run fast?

Answer: Yes, he can.

No, he can't.

Teacher has to write the examples on the whiteboard to make the students to understand.

Students watch a video about the modal can: "Can You Do It? (Clip) - Learn to Sing English Songs." Through this video the students will understand the use of this modal.

PRACTICE

The teacher gives the students a worksheet with some pictures. The students have to write the question, and answer it according to the information they have (see Annex 17).

After that, the students have to fill a chart. They have to go around the class asking to their classmates about what they can do. They have to write the name and the answers for each activity.

As the next activity, the students will have two texts. They have to read and then complete the information below (see Annex 18).



PRODUCTION

The students have to make a short composition about what they can do and what they can't do. Also, they have to write about famous people.

For example: Jennifer Lopez can sing well. She can't run fast.



3.2.5 LESSON PLAN

WHAT ARE YOU DOING

- Stage: Beginners
- Elementary school
- 8-9 year olds
- Language skill: speaking

AIM

At the end of the lesson, the students will be able to say what each person is doing.

What is he/she doing? / What are you/they doing?

He is / She is playing.

He / She isn't measuring.

VOCABULARY

talking	laughing	Skating	singing
eating	crying	Playing	drinking

PRESENTATION

First concert: The text is read by the teacher while Claude Debussy (Prelude to the Afternoon of a Faun) music is played. The words of the teacher become part of the concert.

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Second concert: Texts are put away, and students listen to the teacher read the text again in a natural way. The emphasis for the students is on relaxation and visualization. As the students already know the story well, they are able to imagine the situation. Haydn music will be used: *Symphony No. 67 in F. major; Symphony No. 69 in B. major.*

Susan and his daughter Betty are in the beach. They are going to swim. The weather is really hot. They are eating an ice cream before going to swim. Near to them there is an estrange creature. Betty asks to her mother: "Mom, what is he doing?" "He is playing baseball", said Susan. Betty is a curious girl. She saw some man running near to them. She says: "They are playing baseball." but she was wrong. So her mother answers. They aren't playing basketball. They are playing soccer.

It is a wonderful day, said Betty. But it seems as if the weather is going to change, Susan said. Suddenly after a little time, Susan said: Oh my God! it is going to rain. They run to return home before it begins to rain...

After telling the story, the teacher asks some questions about the story. It will help the teacher to determine whether the students understand what he/she is telling them.

Then, the new vocabulary is going to be presented. Teacher has to show the picture and asks to the students to repeat after him/her (see Annex 19).

Teacher: talking

Student: talking

Teacher: They are talking.

Students: They are talking.



After that, teacher will use another picture in order to ask some questions to his/her students.

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For example:

Teacher: What is he doing?

Students: He is watching TV.



PRACTICE

The students will have to complete a puzzle (see Annex 20).

Students are going to listen to a song. They also will have the song written. It will help to sing again but changing the pronouns and the verbs (see Annex 21).

For the next activity, students have to change each sentence to a negative.

PRODUCTION

Students have to create an e-mail by using the present progressive. They will have an example (see Annex 22).

The students will also have to write something about what's happening at the moment she is writing the e-mail.

For example:

I am at the school. I am writing. I am not playing. My teacher is helping us. Some of my friends are talking. They aren't doing the task...

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3.2.6 LESSON PLAN

FOOD

- Stage: Beginners
- Elementary school
- 8-9 year olds
- Language skill: speaking

AIM

At the end of the lesson, the students will be able to express what food they like/dislike.

- I like...
- I don't like...
- Do you like...?

VOCABULARY

New vocabulary will be presented through pictures:

spaghetti	Chicken	fried potatoes
Hotdog	pizza	hamburger
sandwich	cheese	fried egg

PRESENTATION

First concert: the teacher allows the students to get into the mood of the Haydn music (*Andante de la Sinfonía 101*) for a few minutes and then starts reading varying his/her intonation and rhythm according to the music.

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Second concert: Bach music work (*Double Violin Concerto in D minor 2nd movement, Largo*), plays in the background. The teacher again gives some time to students to listen to the music and then reads the text for a second time. Teacher adjusts his/her tones with the real meanings of the phrases being read. This time the students just listen to the text in a relaxed way. They sit back and do yoga breathing which has been taught to them in the beginning.

One day, Andy and Peter went to the kitchen. They were hungry. They found that there was a lot of food on the table. There were apples, grapes and oranges too. Also, there was some chicken, bread and cheese. Andy said: "mmm, I like chicken!" "Me too. Let's eat" said Peter. Suddenly they heard that somebody was coming. It was a beautiful girl who was hungry too. They told her: "Do you like chicken?" because there is some chicken for you here. At the end they enjoy the food. It was delicious!

The classroom will be decorated with some pictures about the story in order to help the students understand what the teacher told to them (see Annex 23).

For example:

The teacher presents the new vocabulary by using flash cards. Each student repeats after the teacher according to the flash card shown (see Annex 24).

PRACTICE

The teacher gives the students a worksheet with two parts. In the first part, they have to write the names of each food according to what the teacher is going to tell them. In the second part they have to draw a happy or sad face according to what they like or do not like (see Annex 25).

After that, the students will have a handout in which they have to go around the class asking to their classmates about the food they like or do not

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like. They have to put a check according to what their classmates answer. Also, they have to write their classmate's name next to the food. Each student has to ask: Do you like...? And the others have to answer Yes, I do or No I don't (see Annex 26).

For example: Do you like

PRODUCTION

The children have to write about what kind of food he/she likes and also about one of their classmates (see Annex 26).

They have to write something like this:

I like to eat chicken. It is one of my favorite food....

At the end, the students have to draw a picture about what they like most and what they don't like to eat. They have to present it to their classmates.



3.2.7 LESSON PLAN

BRAVE AND STRONG

- Stage: Beginners
- Elementary school
- 8-9 year olds
- Language skill: speaking

AIM

At the end of the class the students will be able to describe things or people.

VOCABULARY

Brave	Scared	Good	bad
Strong	Weak	Beautiful	handsome

PRESENTACION

First concert: During this session, the teacher reads the text accompaniment of emotional classical music. The teacher's voice harmonizes with the musical phrases. The students read the text slowly.

Second concert: The students are invited to relax and just listen to the text that is read very quietly in the background.

One day, Aladin and Abu decided to explore a cave. They're looking for a special lamp.hey look and they look. "I'm tired and I'm hungry," says Aladin. Abu is very tired and hungry too.

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Then, suddenly, Aladdin sees the lamp! The lamp is dirty, and Aladdin wants to clean it. He cleans the lamp, and surprise! A very happy genie appears.

"I'm free," shouts Genie. "Thank you. Thank you!"

"What can I do for you?" Genie asks Aladdin. Aladdin thinks. "Help us escape, please," he says.

The use of pictures related to the story will help the students to understand the new topic.

After that, teacher will ask some questions about the story.

For example:

Can Aladdin and Abu get out?

Are Aladdin and Abu hungry?

Is the lamp dirty?

Is Genie sad?

The teacher will present the new vocabulary by showing the pictures one by one. He/She has to tell to the students to repeat after her (see Annex 27).

For example:

Teacher: strong

Students: strong



Teacher also has to tell the word by using it in a complete sentence.

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For example:

The Genie is strong.

He is strong.

Then, the teacher will present some pictures and ask the students a question. The teacher has to give them an example using negative and positive answers

PRACTICE

Students are going to have a worksheet. They have to write a negative sentence and a positive one (see Annex 28).

Students have to work in groups of four, and ask a yes/no question. They will use the vocabulary given by the teacher.

angry	brave	happy	sad	scared	strong	tired	weak
-------	-------	-------	-----	--------	--------	-------	------

A short text will be given to the students. They have to read it and then answer some questions in complete sentences (see Annex 29).

PRODUCTION

The students are going to work in pairs. Each pair will have a picture. One student is going to ask a question about each one of the picture and the other one has to answer it. They have to write the answer (see Annex 30).

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3.2.8 LESSON PLAN

VEGETABLES

- Stage: Beginners
- Elementary school
- 8-9 year olds
- Language skill: Speaking

AIM

At the end of the class the students will be able to learn about the names of the vegetables. They will also learn to talk about what they would like to do.

PRESENTATION

The class will begin by using the Suggestopedia method.

First concert: The teacher reads the text at a normal speed, sometimes intoning some words, and the students follow what he/she is telling. Beethoven music is played in the background.

Second concert: The students relax and listen to the teacher reading the text calmly.

This story is called "**The Angry vegetables**".

One day, the vegetables wanted to go out to play, but the rain cloud didn't let them to do that.

Carrie, the carrot, said: "*I'd like to go out and play*",

but the rain cloud said, "*No, Carrie, not today*".

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Also Billy, the broccoli, said: *"I'd like to go out and dance"*,

but the rain cloud said, *"Not, Billy, not a chance!"*

Patti, the pea, said: *"I'd like to go out and skip rope"*,

but the rain cloud said, *"Nope, nope, nope!"*

Ollie, the onion, said: *"I'd like to go out and slide"*,

but the rain cloud said: *"Not, Ollie, please stay inside!"*

Kevin, the cucumber, said: *"I'd like to go out and run"*,

but the rain cloud said, *"No, I'm going to ruin your fun!"*

So they all got together and made a pact *"We're going to get our playing rights back!"* So they huffed and puffed and blew the cloud away. Then they all went out and had a wonderful day!

* The teacher is going to use some pictures about the story (see Annex 31,32).

The teacher has the pictures, and then she presents one by one telling the names of each vegetable. She has to pronounce clearly, in order to make students understand and repeat what she had said. Those pictures will help to the students to understand the meaning instead to translate the words.

For example:

Teacher presents the picture

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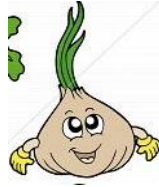


Teacher says the name twice and clearly:

ONION, ONION [únnnyən]

Teacher asks the students to repeat. It will help them to remember the names.

Students: ONION [únnnyən]



PRACTICE

Teacher gives the students a card about vegetables. She will put in the front a big circus poster. So the children have to pass to the front and stick the card in any place of the poster (see Annex 32).

* Students will have one card each one. For example

Student A (Peter):



Student B (Susan):



* Teacher: *Peter, tell me what's the name of the vegetable that you have on your card?"*

* Peter: *"It's name is carrot"*

* Teacher: *"Peter stick your card in any place in the poster".*

(Peter passes to the front and sticks his card)

At the end of this activity, children will have a *Vegetable Circus*.

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PRODUCTION

The children have to make a vegetable using some paper and a short stick; at the end they will have a puppet. They have to present their puppet, telling what its name is, what color it is and what activity he/she would like to do outside.

Before doing the activity, the teacher has to present an example. She has to show all the material and then the final puppet.

Material:

- * pen
- * paper
- * scissors
- * glue
- * something to color with

Instructions:

- Draw the parts of the body of your vegetable.
 - Color the parts of the body.
 - Cut out the template pieces.
 - The large piece is the main piece (see Annex 33).
1. the eyes
 2. the nose (overlapping the eyes a bit)
 3. the mouth

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3.3 APPLICATION OF THE SUGGESTOPEDIA METHOD

We applied the Suggestopedia method to the fifth grade in “San Pedro Nolasco” Primary School. The lesson plan was “Farm Animals”, focused on basic prepositions.

Initially, the students were nervous because they have not had another type of learning. We began the class with some questions:

- Do you know what a farm is?
- What animals do you know that live in a farm?

Then they answered that they didn’t remember, so we explained it.

Later, they were quiet as they began to close their eyes and relax. They listened to the music, and the following short story:

“You are in a farm with your best friend. You can see many beautiful animals. There is a beautiful parrot in a cage which is green. While you are walking, you can see a hen on her eggs. Following this adventure, there are two cats next to a rabbit. Also, there are some birds flying under the clouds and there is a cow and a horse on the mountains. At the end of this adventure, there are some ducks swimming in the pond.”

This story was repeated three times before they opened their eyes. Later on, they saw some pictures that were in front of them; they were excited because they had never been in a similar class.

Also, we asked some questions to verify that they understood the story. The questions that we asked were:

- **What was the story about?**
- **What were the animals mentioned?**
- **Where were the animals?**

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As soon as they listened to the questions, they raised their hands to answer the questions. We presented other activities in order to help the students reinforce the topic.

The activities were:

- 1) We gave a handout with some pictures and they had to cut and paste them where appropriate. Later on, we checked the activity together and verified the correct answer.
- 2) The students made a circle and listened to some instructions. They then acted out the instructions. In this case, we used a box and students received some animals and they had to put the animals, in, on, next to or under the box, depending on what was said.
- 3) The students received a piece of cardboard, and they wrote one sentence using in, on, under or next to. Also, they received some playdough had to create animals, and told the preposition that they used in the sentence. They presented it in front of the class.

3.4 RESULTS OF THE CLASS PROCEDURE

First, we gave a survey to the students. In this survey were 5 questions about the class presented to them by the application of the Suggetopedia method. We read the questions for the students and explained what each one of them mean. After that, the students began to happily answer the questions. Finally, we collected the survey and said goodbye.

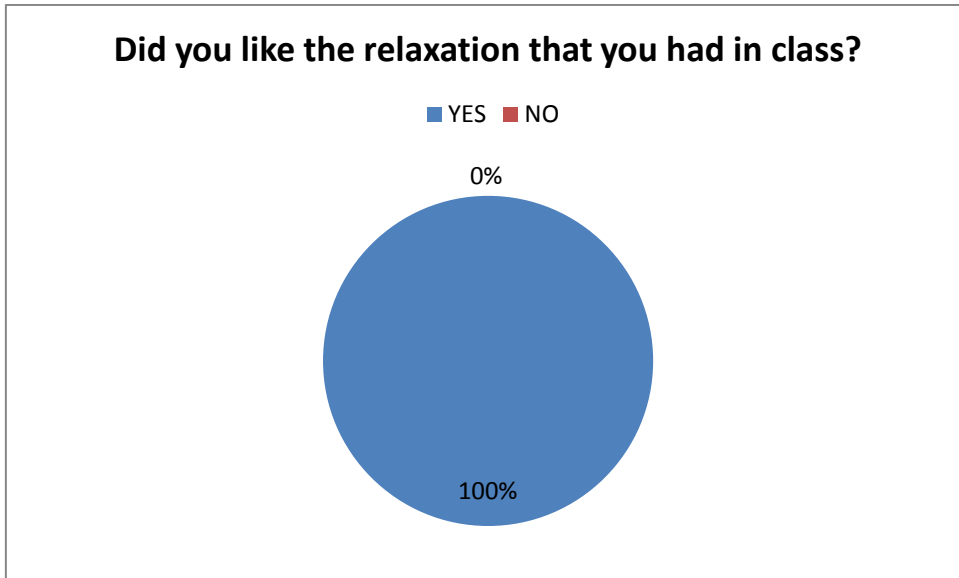
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The results of the survey:

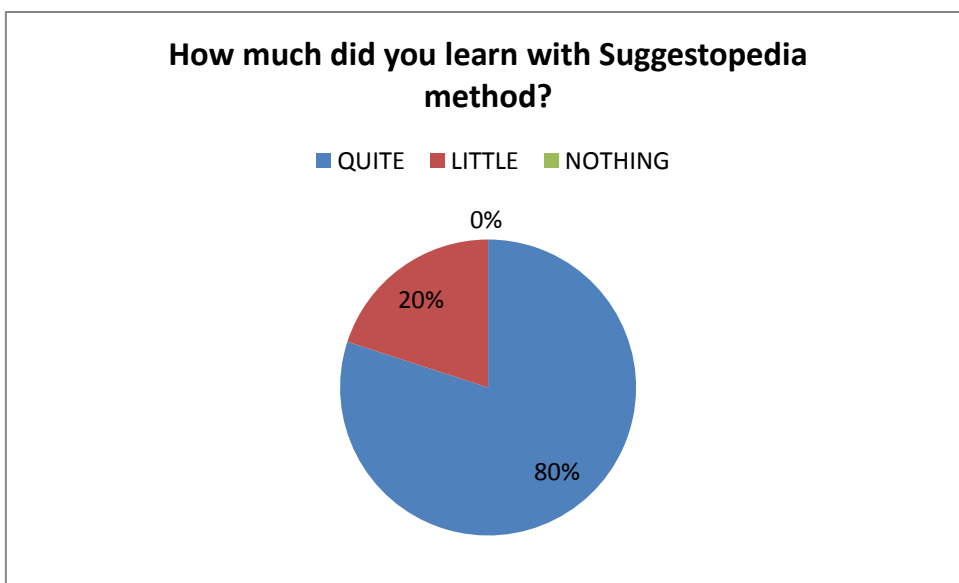
Did you like the relaxation that you had in class?

The five children answered that they liked relaxation in class.



How much did you learn with Suggestopedia method?

Four children answered that they learned quite and one child answered that they learned little.

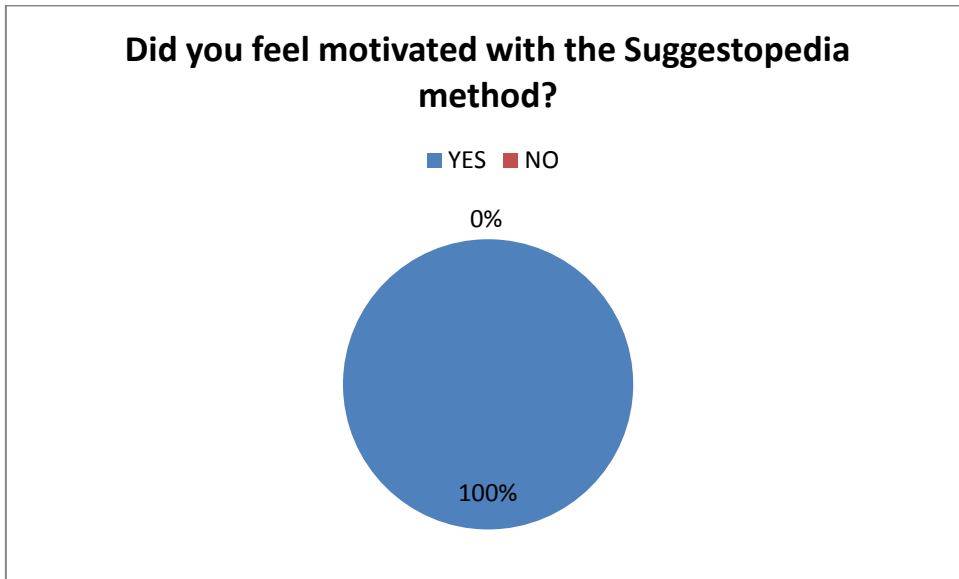


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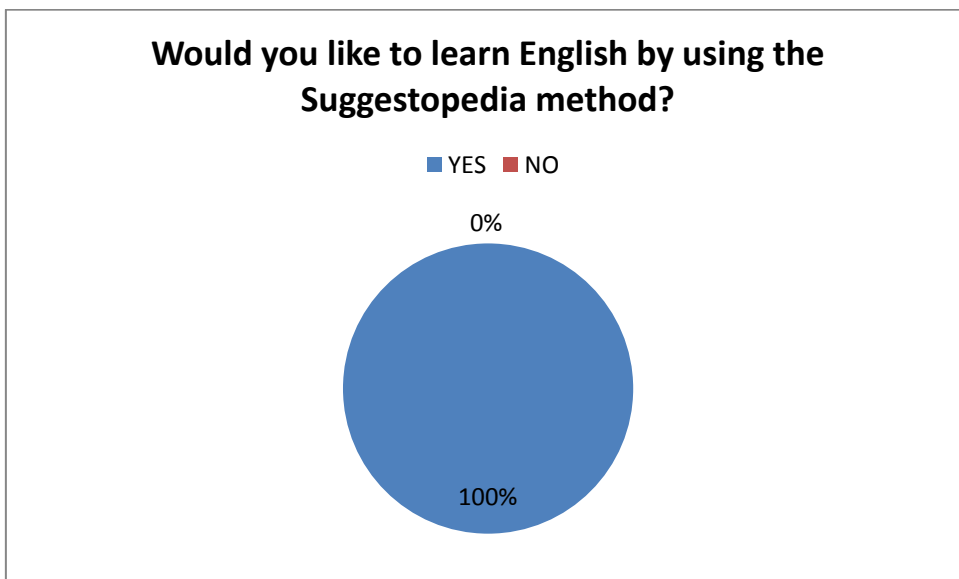
Did you feel motivated with the Suggestopedia method?

Everybody answered that they felt motivated to learn English.



Would you like to learn English by using the Suggestopedia method?

All children answered that they would like to have class with this method because they were relaxed and they like to imagine things.

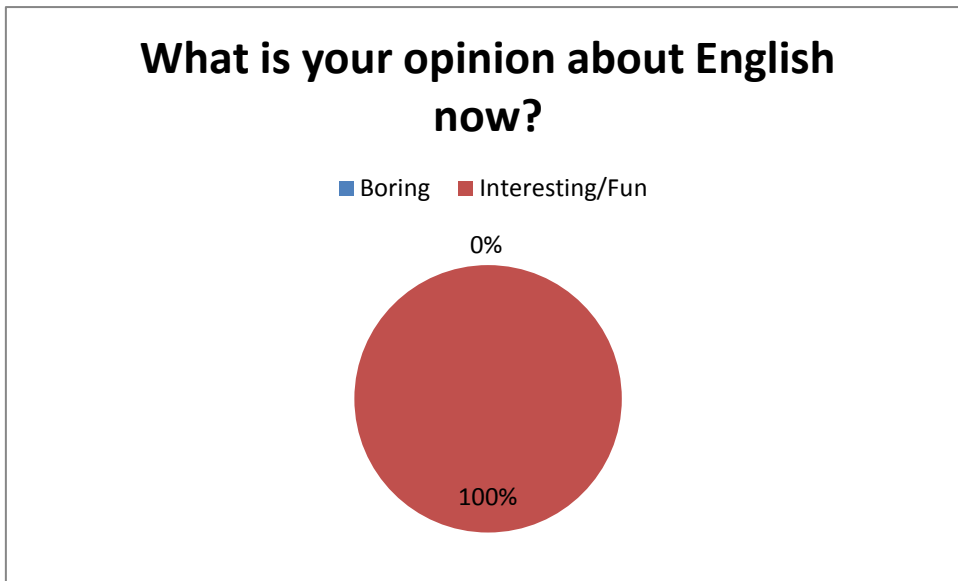


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What is your opinion about English now?

They answered that English is interesting and fun.



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CONCLUSIONS

We found that students are motivated through the use of the Suggestopedia Method, and we conclude the following:

1. Students have the capacity to remember and memorize what they listen to because of relaxation. This method brings soft music, comfortable chairs arranged in the form of a semicircle, and dim lighting into the classroom to help the students calm down. Also, the activities help to motivate the students because they are structured according to the students' ages to develop the four skills. The students participated in all activities that we planned and applied such as games, and the creation of animals using play dough.
2. The use of pictures and other visual aids assisted the students in their learning. This activity facilitated students' comprehension and increased their vocabulary.
3. Children developed listening and speaking skills through the use of the farm story. When the first reading was presented using expressive music, we saw that students were nervous. However, they soon became relaxed and attentive. The second reading was done very quietly as a sound coming from the background; no one opened their eyes, which suggested they were paying attention. Later on, the students described the story that they listened to in front of the class. This evidences that these two difficult skills can be developed through the right methodology.
4. We believe that the Suggestopedia Method is applicable in the classroom because it helps to maintain the students' attention and makes them feel comfortable. All activities developed enhanced communication and motivation in the EFL classroom.

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AUTORAS:

María Teresa Rivera

Paulina Verdesoto



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Paulina Verdesoto

ANNEX 1



AUTORAS:
María Teresa Rivera
Paulina Verdesoto

ANNEX 2

Worksheet A

Name: _____

Cut and paste the animals where correspond.

Ask your partner: Where is the hen?

On



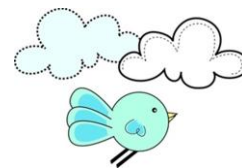
Next to



In



Information to share with student B.



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Paulina Verdesoto

ANNEX 3

Worksheet B

Name: _____

Cut and paste the animals where correspond.

Ask your partner: Where is the bird?

on



under



in



Information to share
with student A



ANNEX 4

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GLUE



SCISSORS



PLAY DOUGH



ANIMALS



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Paulina Verdesoto

ANNEX 5



Morales, J.L. and Worrall A. "English Adventure" Student Book 4. *Cartoon. My Day*. 88-8

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Paulina Verdesoto

ANNEX 6

PICTURES FOR VOCABULARY



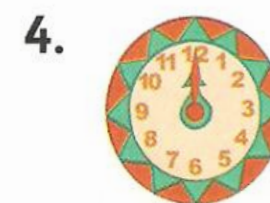
ten o'clock



half past ten



a quarter past eleven



noon



one o'clock



four o'clock



a quarter past eight



a quarter to eleven

Morales, J.L. and Worrall A. "English Adventure" Student Book. Cartoon. My Day p.8

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ANNEX 7



Morales, J.L. and Worrall A. "English Adventure" Student Book. Cartoon 4. Listen and Number. 90

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ANNEX 8

Do the puzzle

1. do _____

2. go _____

3. listen to _____

4. talk on the _____

5. play a _____

6. have a _____

homework

Morales, J.L. and Worrall A. *“English Adventure”* Student Book. Cartoon. *Do the puzzle 98*

Ask and answer. Write

What time do you go to school, Sam?

I go to school at 7:45.

Name						
1. Sam			7:45			
2.						
3.						
4.						
5.						

Morales, J.L. and Worrall A. *“English Adventure”* Student Book 4. Cartoon. *Ask and answer. Write. 96*

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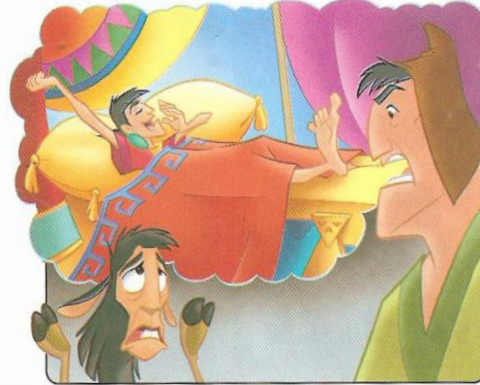
ANNEX 9**Listen and read**

Kuzco's life is very different now. Pacha tells Kuzco to get up at 6 o'clock in the morning! "But I get up at 10 o'clock at the palace," he says. "Well, you're not at the palace now!" Pacha says.

"At the palace, I take a hot bath at 10:30," says Kuzco. "Sorry," says Pacha. "Not here."

Kuzco can't take a hot bath now. But Kuzco can get clean. Pacha explains. "We take a cold shower at 6:15 here," he says.

A cold shower? Not a nice, hot bath? And at 6:15 in the morning? Kuzco doesn't like it. He wants his comfortable life at the palace!



Morales, J.L. and Worrall A. "English Adventure" Student Book 4. Cartoon. Listen and read. 95

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Paulina Verdesoto



1. What time does Kuzco get up at the palace?

_____.

2. What time does Kuzco get up now?

_____.

3. What happens at 10:30 in the morning?

_____.

4. What happens at 6:15 in the morning now?

_____.

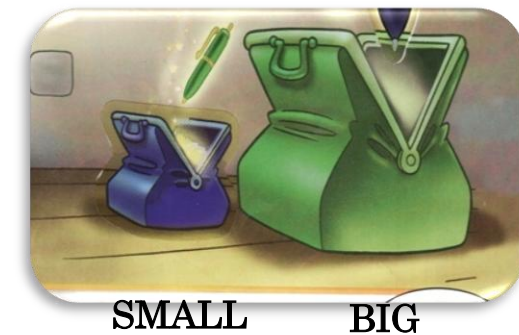
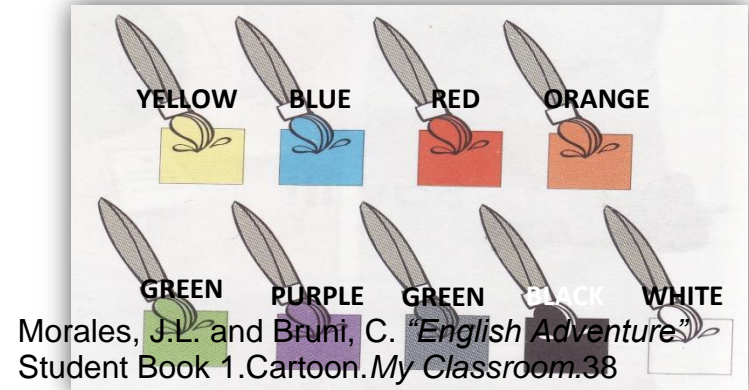
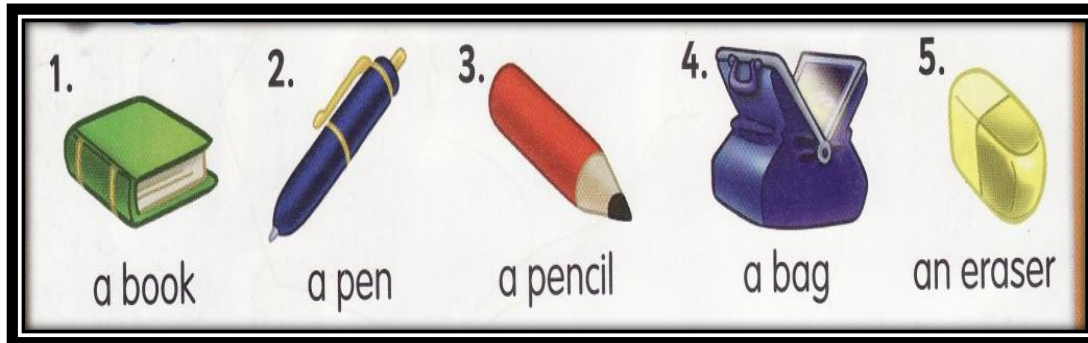
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ANNEX 10

PICTURES FOR VOCABULARY



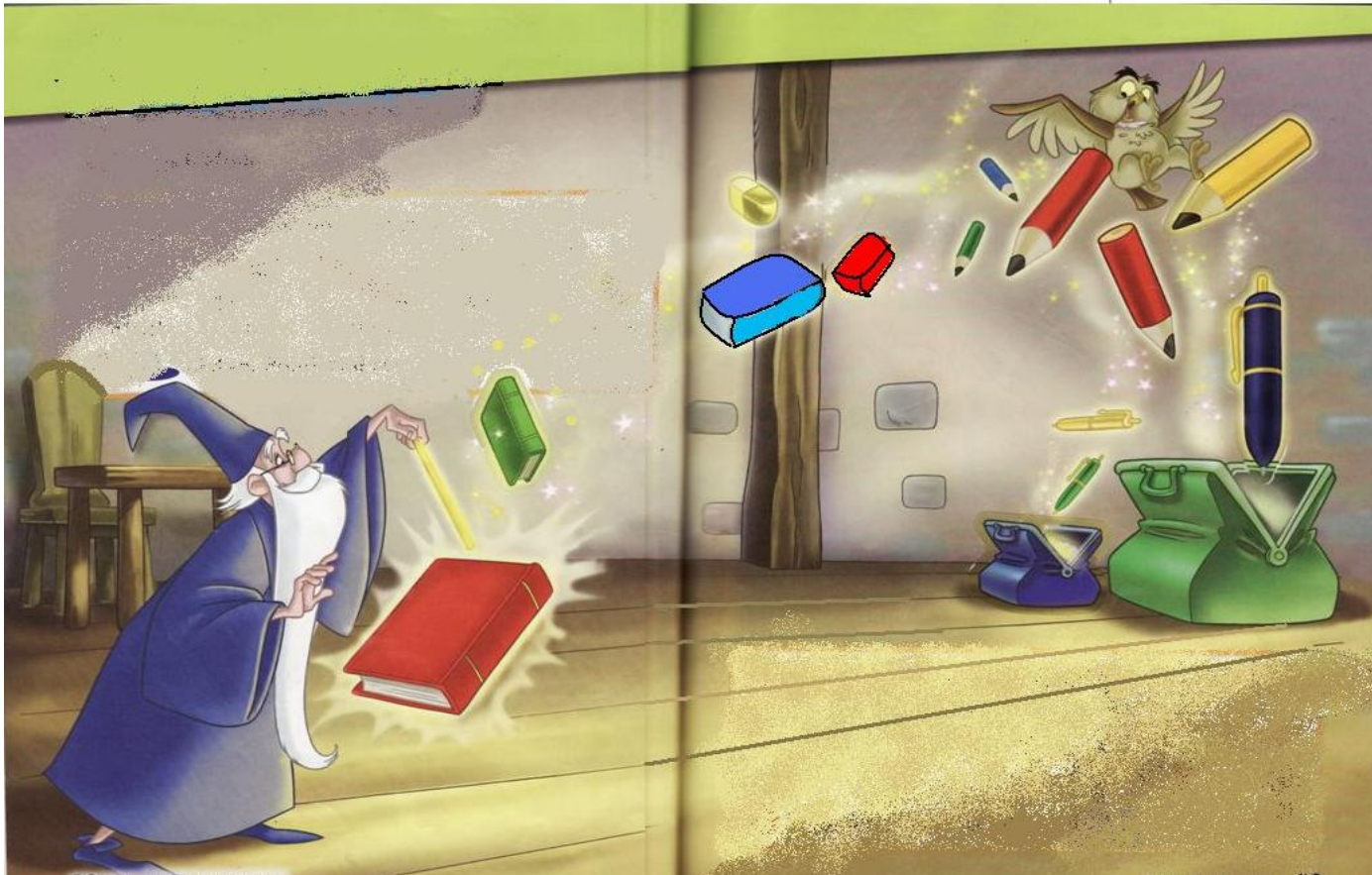
Morales, J.L. and Bruni, C. "English Adventure" Student Book 1. Cartoon. My Classroom. 42

Morales, J.L. and Bruni, C. "English Adventure" Student Book 1. Cartoon. My Classroom. 38

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ANNEX 11

MY CLASSROOM



Morales, J.L. and Bruni, C. "English Adventure" Student Book 1. Cartoon. *My Classroom*. 38, 39

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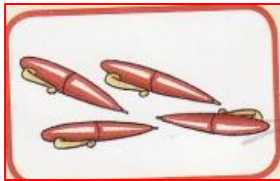
ANNEX12

Match the following pictures with the correct number, color, and name.

1.



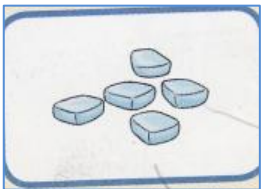
2.



3.



4.



Four

red pens

Two

green pencils

three

yellow bags

Five

blue erasers

Morales, J.L. and Bruni, C. *“English Adventure”* Student Book 1. Cartoon. Match. 40

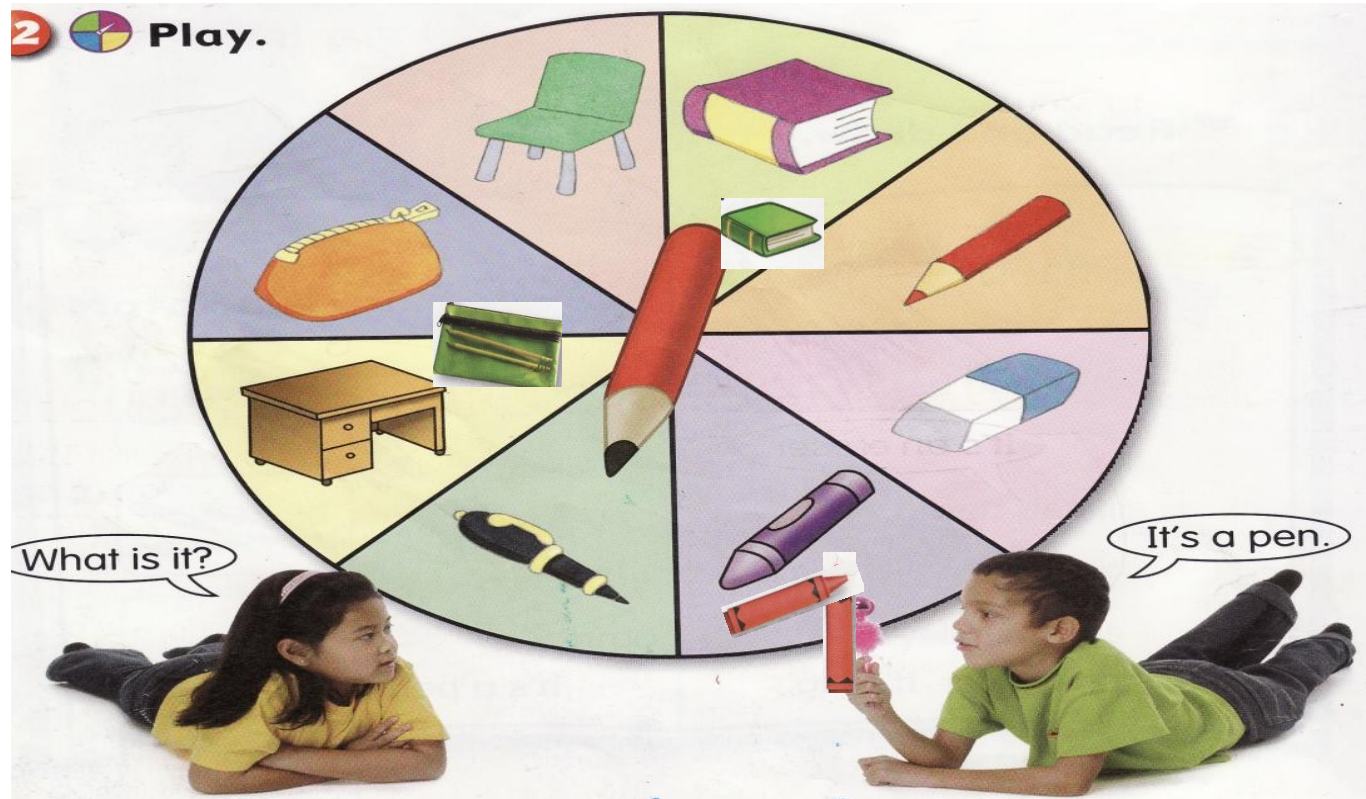
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ANNEX 13

GAME



Morales, J.L. and Bruni, C. "English Adventure" Student Book 1. Cartoon. Play. 42

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Paulina Verdesoto

ANNEX 14

STUDENT A:



Morales, José Luis. *"English Adventure" Activity Book 1. Cartoon. Listen and number. 28*

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Paulina Verdesoto

ANNEX 15

STUDENT B:






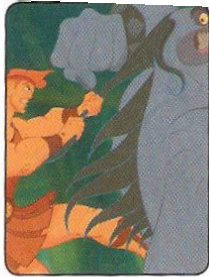
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Morales, José Luis. "English Adventure" Activity Book 1. Cartoon. *Listen and number. 28*

ANNEX 16

FLASH CARDS

1.		2.		3.		4.	
	run fast		jump high		swim well		fight bravely

Morales, J.L. and Worrall, A. "English Adventure". Student Book 4. Cartoon. *Run Fast, Jump High. 22*

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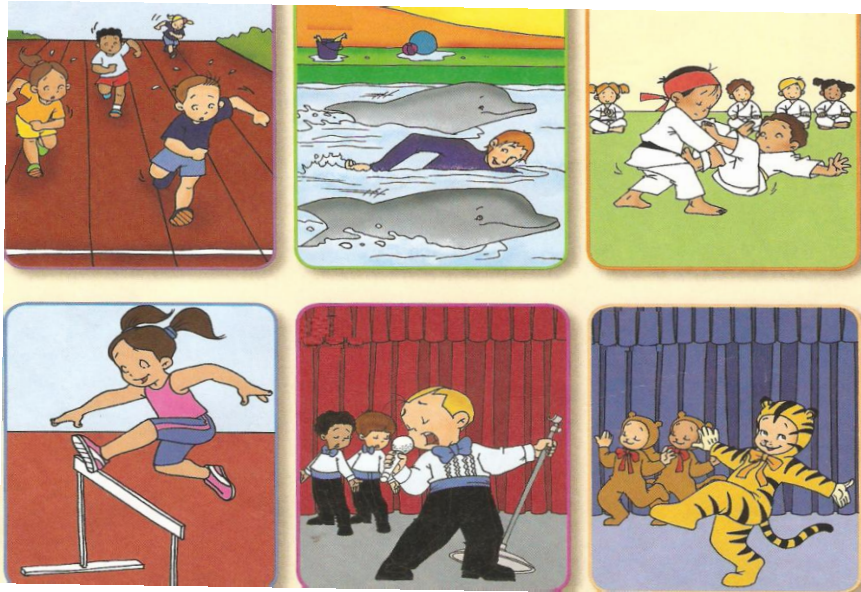


Morales, J.L. and Worrall, A. "English Adventure". Student Book 4. Cartoon. Role-Play. 27

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ANNEX 17

PICTURES TO PRESENT TO STUDENTS



Morales, J.L. and Worrall, A. *“English Adventure”*. Student Book 4. Cartoon. Listen and number. 24

LOOK AND WRITE

	<p>1. Can he ride well _____ ? No, he can't _____ .</p>
	<p>2. _____ ? Yes, _____ .</p>
	<p>3. _____ ? Yes, _____ .</p>
	<p>4. _____ ? No, _____ .</p>

Morales, J.L. and Worrall, A. *“English Adventure”*. Student Book 4. Cartoon. Look and write. 25

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ANNEX 18

ASK AND ANSWER.



NAME	run fast	jump high	sing well	dance well

Morales, J.L. and Worrall, A. "English Adventure". Student Book 4. Cartoon. Listen and say. 23

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ANNEX 19

VOCABULARY FLASHCARD



Kniveton, J. and Llanas, A. "Bounce" Student Book 3. Cartoon. *Write the sentence.* 22



Brockschmidt, Kev. "Action verbs". *Cartoon. Children's illustration.* Oct. 08-2011

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ANNEX 20

DO THE PUZZLE

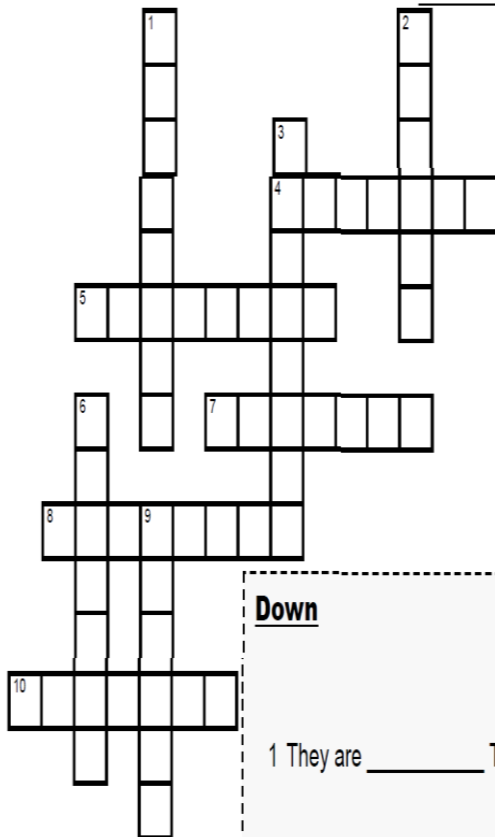


What are they doing?


Name: _____

Class: _____


Action Verbs Crossword




Across

4 She is _____ a book. 


5 He is _____ fast. 

7 He is _____ slowly. 


8 The dog is _____. 


10 He is _____ fast. 


Down

1 They are _____ TV. 

2 He is _____ a kite. 

3 She is _____ milk. 

6 She is _____ quickly. 

9 The boy is _____ a burger. 

Kisito, Futonge. "What are they doing". Cartoon. English 4 Kids. Copyright, 2006. Oct. 15-2011

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Paulina Verdesoto



ANNEX 21

What are you doing?

by Richard Graham

I'm eating
I'm drinking
I'm reading
I'm sleeping

What are you doing?
What are you doing?
What are you doing?
What are you doing?

I'm singing
I'm cooking
I'm dancing
I'm fishing

(Repeat Chorus)

Changing the song:

He's writing
He's painting
He's running
He's dancing

What is he doing?
What is he doing?
What is he doing?
What is he doing?

He's reading
He's washing
He's walking

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Paulina Verdesoto



ANNEX 22

Write about ... what you are doing.

1 Read the e-mail to Becky Bounce.

To ...	becky@bouncemail.com
From ...	cyberfriend@bouncemail.com

Dear Becky Bounce,
I'm in my bedroom but I'm not sleeping. I'm not doing my homework. I'm not reading a book and I'm not watching television. I'm listening to music and I'm eating a snack. I'm writing an e-mail to you.
See you soon,
Your cyberfriend

2 Write an e-mail to a friend.

To ...	
From ...	

Dear _____,
I'm in _____ but I'm not _____.
I'm not _____ and I'm not _____.
I'm _____

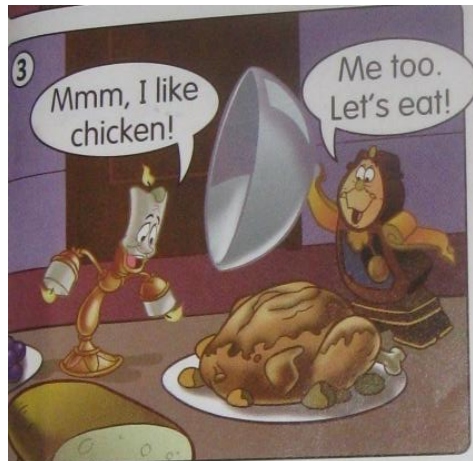
See you soon,

Kniveton, J. and Llanas, A. "Bounce" Student Book 3. Cartoon. *Write about... what you are doing.* 42

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Paulina Verdesoto

ANNEX 23

STORY



Morales, J.L. and Bruni, C. "English Adventure" Student Book 1. Cartoon. Listen to the story. 107

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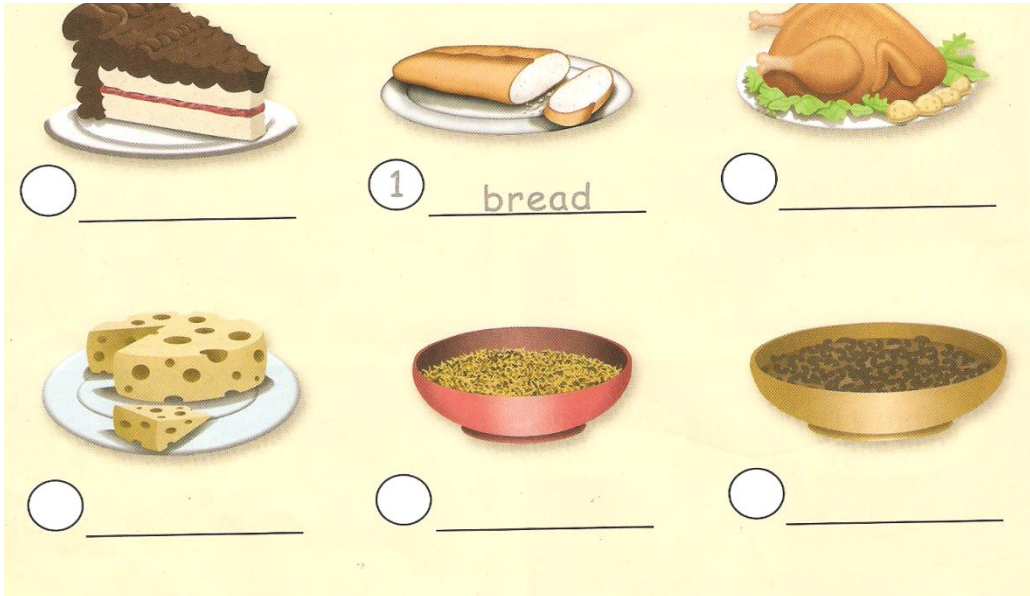
ANNEX 24**VOCABULARY**

Futonge, NzembayieKisito. "Food Vocabulary flashcards".Cartoon.Copyright © Since 2008.eslkidslab.com. Oct 17, 2011

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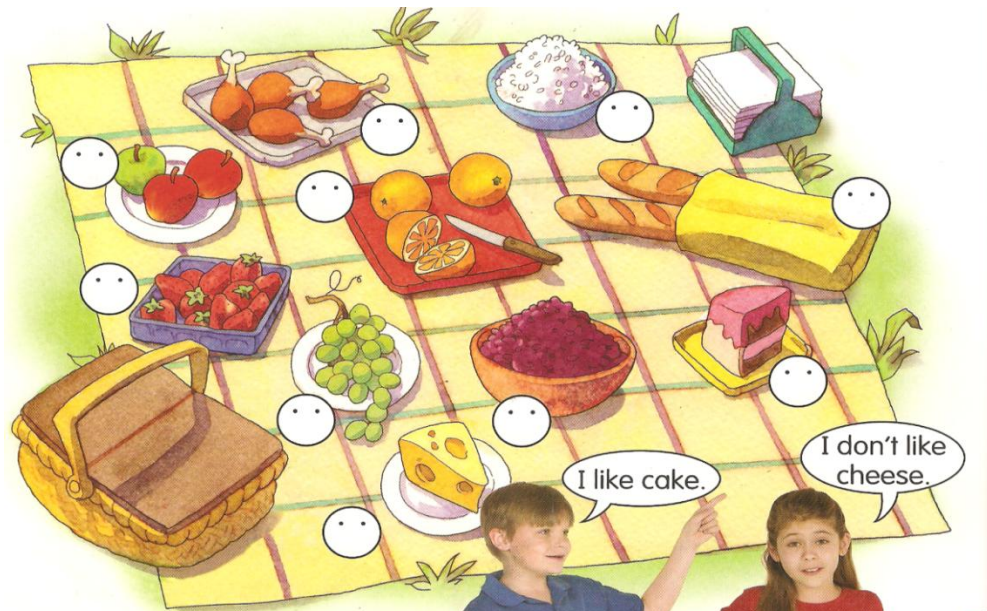
ANNEX 25

Listen and number. Then write



Morales, J.L. and Bruni, C. *“English Adventure”* Student Book 1. *Cartoon. Listen and number. Then write.* 108

**Draw a happy or sad face according to what do you like or do not like.
Show and talk.**



Morales, J.L. and Bruni, C. *“English Adventure”* Student Book 1. *Cartoon. What about you?* 106

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ANNEX 26

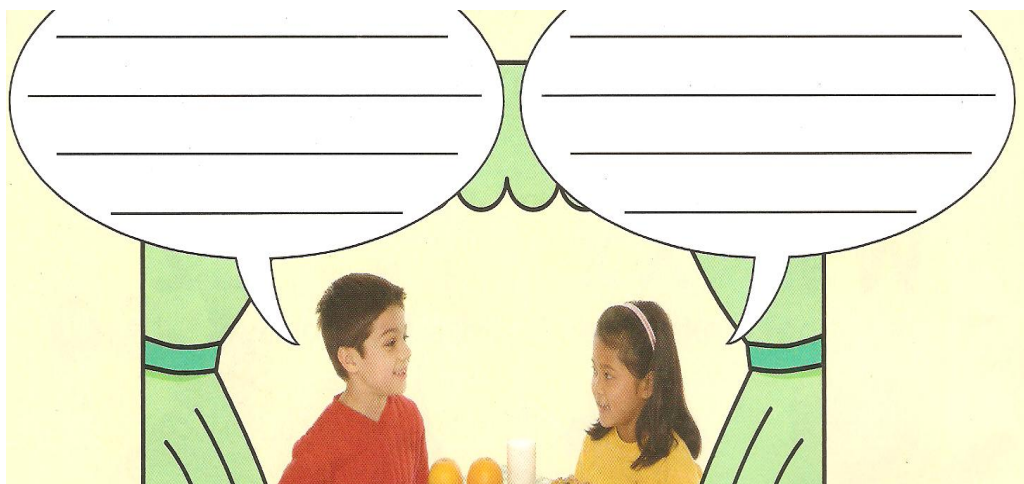
Check (✓) and talk



	Me		My Friend	
apples		✓	✓	
beans				
bread				
cheese				
oranges				
rice				

Morales, J.L. and Bruni, C. *“English Adventure”* Student Book 1. Cartoon. *Check and talk.* 108

LISTEN AND WRITE











Morales, J.L. and Bruni, C. *“English Adventure”* Student Book 1. Cartoon. *Listen and write.* 112

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ANNEX 27

VOCABULARY



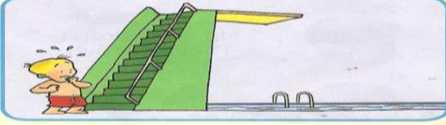

1.  brave	2.  scared	3.  good	4.  bad
5.  strong	6.  weak	7.  beautiful	8.  handsome

Morales, J.L. and Worrall, A. "English Adventure". Student Book 4. Cartoon. Listen and say. 36

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Paulina Verdesoto

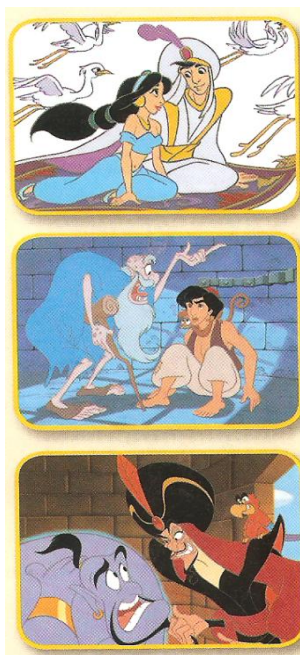
ANNEX 28

WRITE

 <p>1. <u>He isn't bad</u> (good / bad) <u>He's</u> (good / bad)</p>	 <p>2. _____ (strong / weak) _____ (strong / weak)</p>
 <p>3. _____ (brave / scared) _____ (brave / scared)</p>	 <p>4. _____ (handsome / beautiful) _____ (handsome / beautiful)</p>

Morales, J.L. and Worrall, A. "English Adventure". Student Book 4. Cartoon. Write.38

Write a negative sentence and a positive one, according to the pictures.








<p>1.-Are Jasmine and Aladdin sad? No they aren't. _____ They are happy. _____</p> <p>2.- Are Aladdin and the monkey scared? _____ _____</p> <p>3.- Are Jafar and the bird good?</p>
--

Morales, J.L. and Worrall, A. "English Adventure". Student Book 4. Cartoon. Write.39

AUTORAS:
María Teresa Rivera
Paulina Verdesoto



ANNEX 29

The Martinez family has a  in the kitchen! Maria's baby brother is scared of the mouse, so Maria gets a . The mouse is scared of the cat. But her baby brother is scared of the cat too. "I know!" says Maria. She gets a . The cat is scared of the dog. But her baby brother is scared of the dog too. "I know!" says Maria. She gets a . "The dog is scared of the crocodile. But her baby brother is scared of the crocodile too. "I know!" says Maria. She gets an . The crocodile is scared of the elephant. But her baby brother is scared of the elephant too. "I know!" says Maria. She gets a mouse.

1. What's scared of the cat? The mouse is scared of the cat _____.
2. What's scared of the dog? _____.
3. What's scared of the crocodile? _____.
4. What's scared of the elephant? _____.
5. What's scared of the mouse? _____.

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Paulina Verdesoto

ANNEX 30

Ask a yes/no question. Use the vocabulary given.

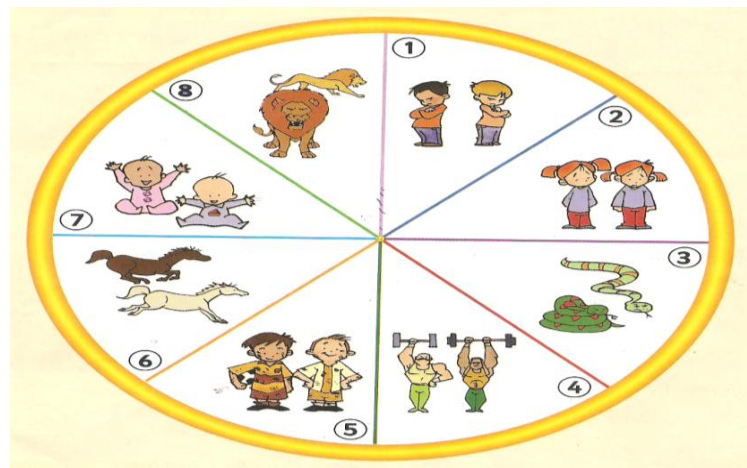
angry brave happy sad scared strong tired weak



Morales, J.L. and Worrall, A. "English Adventure". Student Book 4. Cartoon. Play.39

GAME

ASK A QUESTION ABOUT EACH ONE OF THE PICTURE. WRITE THE ANSWER.



Morales, J.L. and Worrall, A. "English Adventure". Student Book 4. Cartoon. Play.42

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María Teresa Rivera
Paulina Verdesoto



1.- They're angry, not happy_____.

2.-

_____.

3.-

_____.

4.-

_____.

5.-

_____.

6.-

_____.

7.-

_____.

8.-

_____.

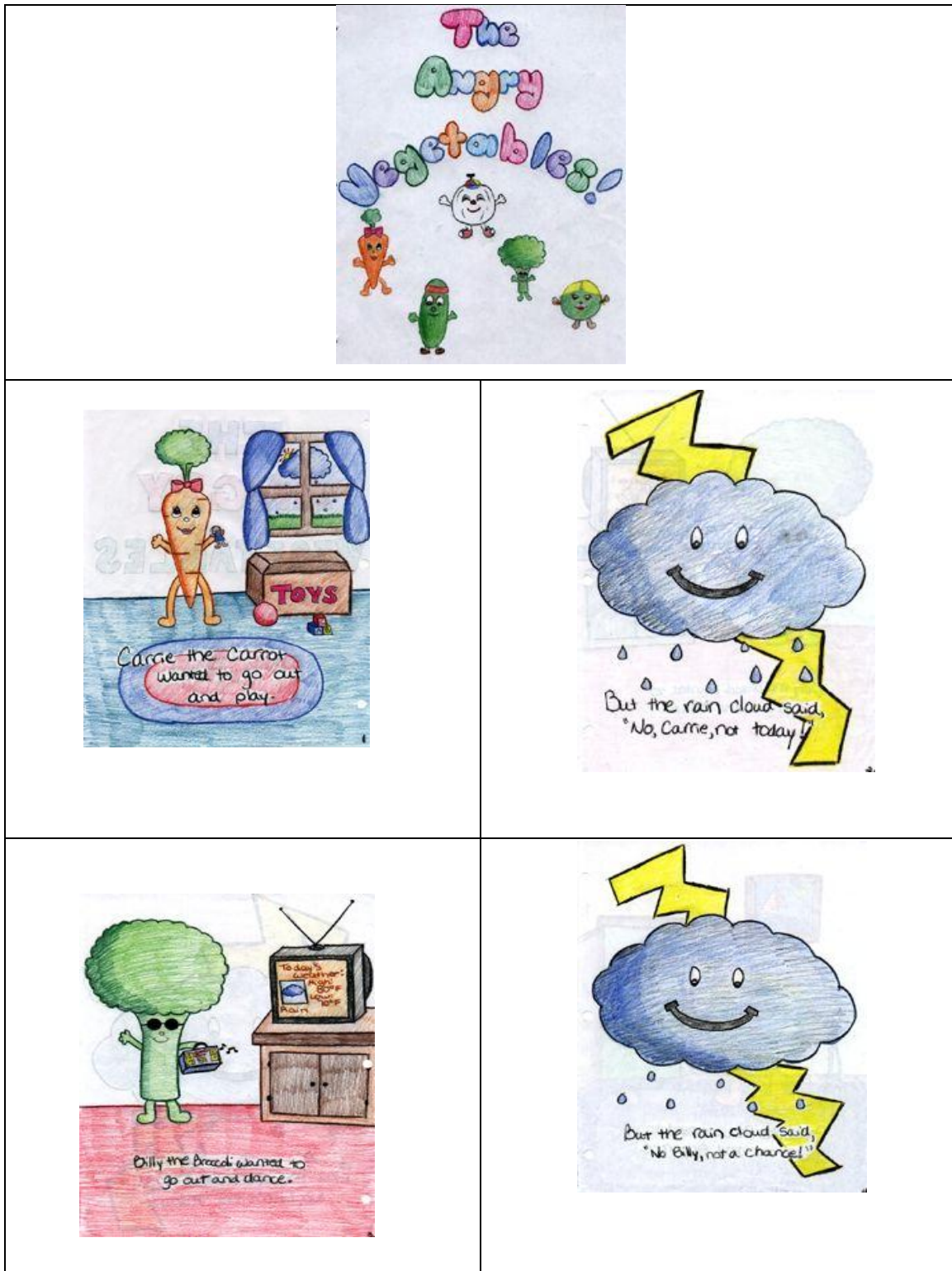
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Paulina Verdesoto

ANNEX 31

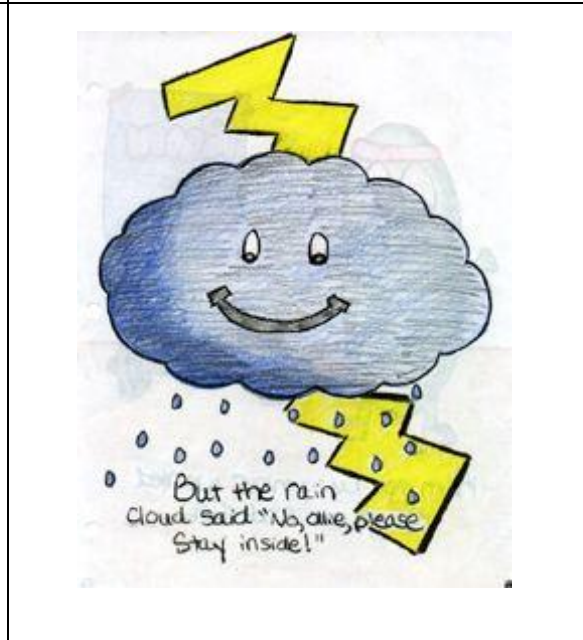
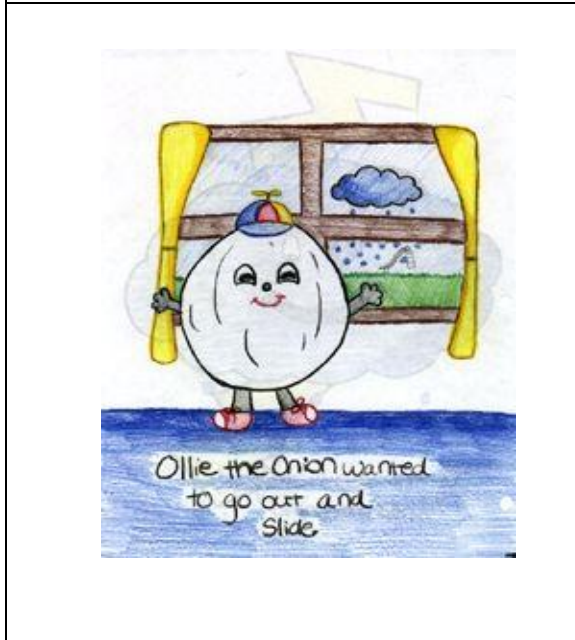
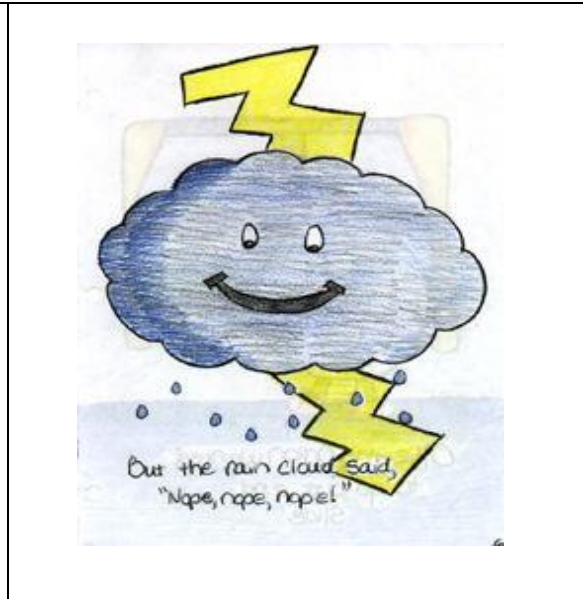
PICTURES



AUTORAS:

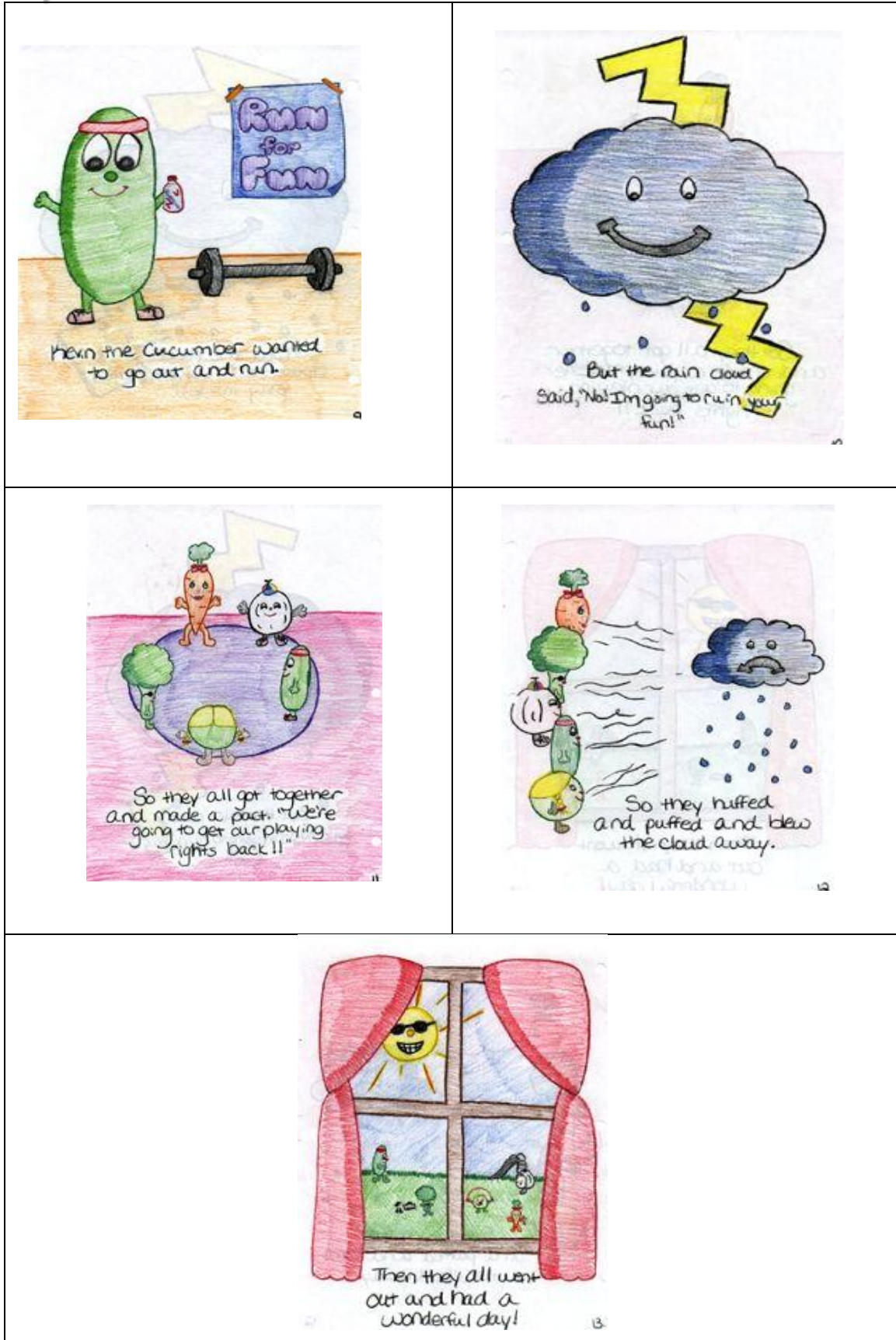
María Teresa Rivera

Paulina Verdesoto



AUTORAS:

María Teresa Rivera
Paulina Verdesoto



AUTORAS:

María Teresa Rivera

Paulina Verdesoto

ANNEX 32

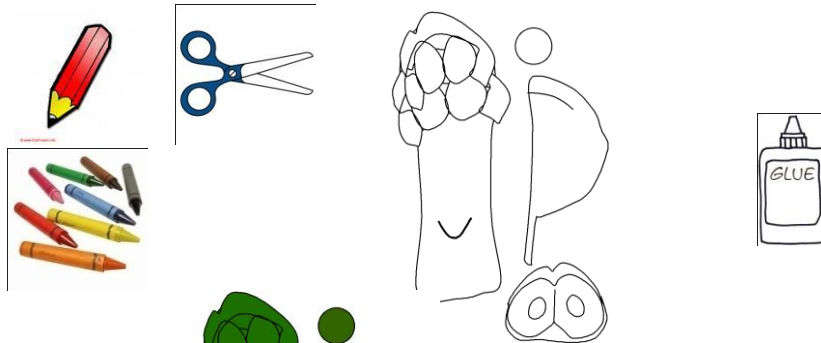
THE CIRCUS POSTER



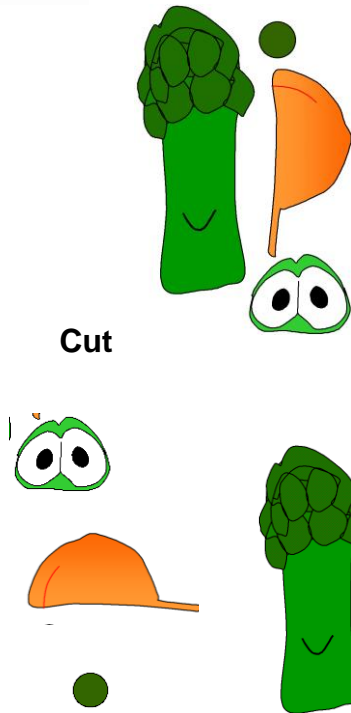
AUTORAS:
María Teresa Rivera
Paulina Verdesoto

ANNEX 33

Draw any vegetable.



Cut



Glue all the parts



ANNEX 34



Taken from: Verdesoto Paulina and Maria Teresa

ANNEX 35



Taken from: Verdesoto Paulina and Maria Teresa

ANNEX 35



Taken from: Verdesoto Paulina and Maria Teresa

María Teresa Rivera
Paulina Verdesoto

ANNEX 37



Taken from: Verdesoto Paulina and Maria Teresa