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CARRERA DE LENGUA Y LITERATURA INGLESA

**Developing an Advanced English Curriculum for the Third and Fourth
Grade of the Asian American School**

*Trabajo de Titulación previo a la
obtención del Título de Licenciado en
Ciencias de la Educación en Lengua y
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RESUMEN

El tema de este trabajo de graduación surge ante la necesidad de garantizar la efectividad en la enseñanza del idioma inglés en la Escuela Particular Asian American School. Por esta razón el objetivo de este proyecto es proporcionar a la escuela un currículo para el tercero y cuarto años de educación general básica, teniendo en cuenta que en estos niveles los estudiantes empiezan a desarrollar y consolidar sus destrezas de lectura y escritura, bases fundamentales para desarrollar las cuatro destrezas del idioma inglés, Listening, Speaking, Reading, y Writing.

Para el diseño de este currículo se han tomado en cuenta las siguientes teorías y metodologías de enseñanza: la Teoría de las Inteligencias Múltiples, la Teoría del Constructivismo, la Teoría del Aprendizaje Significativo, el Aprendizaje Basado en Tareas y el Enfoque Comunicativo. Todas éstas han servido de base para la selección de las actividades que se realizarán en cada nivel.

Los resultados obtenidos en un examen diagnóstico a los estudiantes de los dos niveles mencionados, demostraron que no alcanzaban los parámetros propuestos por el Marco Común Europeo de Lenguas Extranjeras en el nivel A1.1. Por este motivo fue necesario crear un currículo con objetivos claros y contenidos cronológicamente establecidos que ayuden a controlar su avance tanto al final como durante todo el proceso de aprendizaje para de esta manera garantizar que al final del período los parámetros propuestos sean alcanzados.

Palabras claves: Currículo, efectividad, enseñanza, destrezas, Marco Común Europeo de Lenguas Extranjeras.



ABSTRACT

This graduation project emerged from the need to guarantee an effective teaching-learning English process at the Asian American School. Therefore, the purpose of this project is to provide the school with a curriculum for the third and fourth grades because at these levels the students start to consolidate their reading and writing skills, which are important facts to develop the four skills (Listening, Speaking, Reading, and Writing) in the acquisition of the English language.

Some theories of education and approaches have been the basis to develop the present curriculum: The Meaningful Learning Theory, The Multiple Intelligences Theory, The Communicative Approach, The Task Based Learning, and The Constructivism.

The results obtained in a diagnostic test showed that students did not reach the level proposed by the Common European Framework of Reference. For this reason, it was necessary to develop a curriculum based on students' needs with clear objectives in order to help teachers control students' progress during the learning process. It will also help determine if students reach the parameter established by the Common European Framework at the end of each level.

Key words: curriculum, effectiveness, teaching, Common European Framework, skills.



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DEDICATION

To God, since nothing would be possible without his help. To my husband Milton, for giving me his love and support in every moment of my life. To my kids Adriana, Cristian, and Danny, for being patient and for encouraging me to accomplish my dreams. To my mom, for giving me strength and for keeping me strong in despite of the difficulties.

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INTRODUCTION



Although English is not the most spoken language in the world, it is considered a global lingua franca in most countries. Speaking English has opened the gates for developing countries to exchange knowledge and technology, improving their economy, industry and overall lifestyle (Met and Galloway 2). For this reason, teaching the English language has become a priority in the field of education. It has motivated people to search for the best ways to assure an effective teaching-learning process.

Studies have demonstrated the importance that a curriculum has in the acquisition of English as a foreign language. For instance, a study carried out in 2010 by Shangzhi Cai at Yunnan Normal University in China, has demonstrated that designing an English curriculum based on students' needs improves students' outcomes. According to Cai, All curricula should be introduced in order to fulfill the expectations of students at different schools and from different backgrounds (3).

Due to the fact that the National Curriculum designed by the Ecuadorian Ministry of Education includes only high schools, those schools which want to impart English classes to their students have to create their own curriculum. This is the case of the Asian American School. As a school that has been operating for only five years, it does not have an established English curriculum on which teachers can rely.

Therefore, an English curriculum based on students' needs has been created for the third and fourth grades of the Asian American School. The curricula created have been aligned to the standards of the Common European Framework of Reference (CEFR). The Common European Framework of Reference for Languages was developed by the Council of Europe to establish



international standards for Language Learning, Teaching and Assessment in all modern European languages. It provides a common basis for the drafting of language syllabi, curriculum, examinations, and textbooks across Europe. It also describes in a comprehensive way what language learners have to learn in order to use a language for communication and what knowledge and skills they have to develop to be able to act effectively. The description also covers the cultural context in which language is set (Council of Europe).

The third and four grades of basic education were chosen, considering that in these grades students have mastered their oral and written skills. Furthermore, according to Piaget, at the age of seven an important cognitive change known as the Intellectual Revolution takes place. At this age, children begin to understand abstract concepts and perform specific operations (Wood 23).

The main philosophy of this curriculum is the Communicative Approach. Therefore, the activities gathered and selected are focused on real-world contexts. This work is divided into six units. Every unit has clearly identified its aims, topics, grammar, vocabulary, phonics, and evaluation indicators. All the material has been gathered and selected according to the students' needs in order to make their learning experience enjoyable and meaningful. In addition, a value has been included in each unit to contribute to students' personal growth. This curriculum will be established at the school serving as a guide in the teaching learning process.



CHAPTER ONE: THE PROBLEM

1.1 Topic

The aim of the present project is to develop an advanced English curriculum for the third and fourth grades of the Asian American School in order to improve the students' English level. The Common European Framework of Reference for Languages will serve as a guide to determine the level that will be reached at the end of each level. The material and activities will be collected according to the different learning theories that support the elaboration of this curriculum.

1.2 Delimitation of the problem

One of the main problems that the Asian American School faces is the lack of an English curriculum. This has led to the problem of having unmotivated classes due to the fact that on many occasions the classes have been repeated. Also, there are frequent rotation of teachers because they have found it difficult to work without an established annual plan on which they can base their lesson plans.

Learning English as a foreign language is difficult, especially if students do not have the opportunity to use the language in a real context. Therefore, it is necessary to plan and search for teaching strategies that will help teachers prepare classes providing real communicative opportunities. Moreover, the topics must be encouraging and appropriate to the students' age to make classes more interesting. An English class should not be too easy or difficult because students can lose interest in using the English language. All these



problems could be avoided if teachers do not improvise their classes but rather follow an established school curriculum (Willis 15).

According to Bloom, Curriculum-developers enhance students' cognition not only at the knowledge level; but also at the comprehension, application, analysis, synthesis, and evaluation levels. They also enable students to apply abstract learning to concrete situations. Hence, having a curriculum in the teaching practice helps clarify what will be taught and how students will learn. At the same time it allows students and teachers to have their goals clear and, therefore, improve their performance in the English language acquisition (4).

1.3 Justification

Learning English is a fundamental key in all fields due to its importance in various areas of knowledge and to its need as a language of global communication. For this reason, the Asian American School seeks to provide a significant English language education that prepares students to meet the demands of today's world.

According to the results of the diagnostic test applied at the beginning of the school year, it can be inferred that the absence of a curriculum for the English area is creating cognitive gaps in students. A curriculum with clear objectives and output profiles can help evidence the development of the language acquisition at the end of each level.

As Biggs notes, one way to maximize the quality of student learning outcomes is by developing courses in ways that provide students with teaching and learning materials tasks and experiences which are authentic, real-world



and relevant. These materials have to be sequential, inter-linked, and at the same time, involve and engage students with progressively higher order cognitive processes, provide challenge, interest, and motivation to learn (4).

Taking into account all these important principals, an English curriculum for the Asian American School has been developed. These curricula includes topics, vocabulary, objectives of each level, skills to develop, evaluation indicators, teaching strategies, activities, and final aims. These final aims will be based on the Common European Framework of Reference (CEFR), which indicates the parameters that should be considered to ensure that students reach the level set by this reference.

The aim is to establish the curricula that will serve as a guide for national and foreign teachers who come to work in this school, ensuring a sequential and interlinked instruction.

1.4 Objectives

1.4.1 General objective

- To improve students' English level by designing an advanced English curriculum for the third and fourth grades of the Asian American School.

1.4.2 Specific objectives

- To evaluate the students' English level at the Asian American School.
- To collect meaningful topics and motivating activities to promote skills, experiences, and constructive learning.
- To propose an English curriculum for the third and fourth grades based on the ideas of the Communicative Approach.
- To establish evaluation indicators to verify students' progress.



CHAPTER TWO: LITERATURE REVIEW

2.1 The Curriculum and its Importance

The curriculum is an essential part in all educational fields. It sets goals for the students and provides a focus for the class. A curriculum also guides students and teachers about what they will learn and how they have progressed during the teaching-learning process.

A great number of researchers and educators have contributed to what curriculum is. According to Pratt, quoted in Shao-Wen Su, the curriculum is a plan for teaching or instruction (2). On the other hand, Caswell and Campbell, instead of regarding curricula narrowly as formalized classroom content or prescriptive learning objectives, think more holistically. They define the curriculum as “all experiences children have under the guidance of the teacher and all the learning opportunities provided by the school” (3). In this regard, the curriculum should contain all the experiences needed by the children to learn and a teacher should only act as a guide or facilitator. Marsh defines curriculum as “an interrelated set of plans and experiences which a student completes under the guidance of the school” (4). In this definition, “plans” are referred to as situations considered in advance, and “experiences” refer to unplanned happenings in the classroom.

In other words, teaching is rarely entirely spontaneous or planned. It is an interplay between impulse and intention. Farther on, Stenhouse underscores that a curriculum is an educational and active process that the teacher and students develop in a symbolic and meaningful goal of action that are embedded in words, images, sounds, games, and real life situations (66).



Shean considers that an effective curriculum provides teachers, students and administrators a measurable plan that is well structured to deliver a quality education by comprising all the information that will be covered in the school year (41 - 43). Shower also mentions that since this document is a guide for learning, it must be properly planned, designed and developed. According to him, a curriculum generally entails four elements: objectives, content, methods, and evaluation (7). However, Brady points out that a curriculum designer should consider a learners' issues such as learning difficulties and strategies as well as the situational conditions such as resources available in schools (27).

Teaching English as a foreign language is a difficult challenge for schools in Cuenca, Ecuador, especially because the hours distributed by the Board of Education are not enough to achieve language competence. For this reason, the teacher's role is to find out the best way to help students to acquire communicative competence. According to Gerald Brooks, one of the ways to improve students' learning acquisition is by creating a curriculum according to students' interests and necessities (25).

Washington State University carried out a study about the difference between teachers who developed an English curriculum according to the students' needs and teachers who depended only on their textbooks. The results indicated that teachers who developed their own curricula based on the students' realities, had students with a higher performance and were more motivated to learn the language. On the other hand, those students whose teachers only used textbooks, showed a lack of interest, and they did not acquire a good communicative competence (Snyder et al. 410). According to O'Neill, marketed textbooks cannot anticipate and cover the necessities of all



schools and cannot satisfy the different learning capabilities (35). Carter, Hughes, and McCarthy state that instead of depending on textbooks, “teachers should construct learning situations which capture students’ interests and engage them in real interaction and intellectual processes” (102). In other words, an important feature of a well-organized curriculum is that it does not depend on textbooks as a class guide, but rather on the students’ cognitive and social needs.

2.2 History of the Curriculum Design

Curriculum design starts with the notion of syllabus. Syllabus can be referred to as a specification of the content in a course that only details what is going to be taught and tested. Curriculum, on the other hand, is a more comprehensive process that includes ways to determine the needs of a group of learners in order to define core structure, teaching methods, teaching materials, and evaluation (Nunan 35).

Different types of language curriculum designs have appeared in the last years. One of the most important models is Tyler’s linear model. This curriculum was criticized because it left evaluation at the final stage. In 1989, Brown quoted by Federe, presented the systematic curriculum development. This curriculum involves six components: needs analysis, goals and objectives, language testing, material development, language teaching and program evaluation which is applied in the whole learning process and not only in the last stage (5).



In recent years, social and technological changes have caused teachers to search for effective ways to prepare students to face these changes. In this way, the focus shifts from teacher- centered to learner- centered. In this case, the learner is the center of the learning process and therefore, the first step to develop a curriculum for English as a Foreign Language (EFL), should be to consider the learners´ needs (Liang and Chen 4).

One clear example of the importance of taking into account the learners´ needs is offered by the University of China. In 2003, the requirements for the elaboration of a College English curriculum were reformed. The College English requirements were completed and presented in 2007; however, the results of the reform were not as expected. The objectives were not selected according to the learners´ needs. As a result, few students could apply the language efficiently in practical situations. Most of them could hardly communicate with others. Because of this, many college students in China have problems acquiring a professional job (Liang and Chen 4).

A detailed analysis of elementary schools in Saudi Arabia showed that the acquisition of English as a foreign language was insufficient. This was due to the fact that the teaching methods did not consider the students´ needs. Therefore, the students did not have motivation to learn the foreign language since they did not have a purpose to use it (Liang and Chen 2).

A similar study developed in 2014 with a group of 400 accounting students in the same country demonstrated that finding students´ needs is important, but it is not the only aspect to be considered when designing a curriculum. It is also essential to determine the resources that are needed to



motivate students and the willingness of students to adapt to these changes. In many cases, it is necessary to develop a new curriculum rather than just adjusting new material (Liang and Chen 6).

2.3 Important Theories when Developing a Curriculum

In the development of a curriculum, it is important to take into consideration all of the theories that have been proven to improve the teaching-learning process. Some of these theories have served as a basis for the elaboration of curricula.

For the development of the present curriculum, the following theories have been taken into account:

- The Meaningful Learning Theory
- The Multiple Intelligences Theory
- The Constructivism Theory

2.3.1 The Meaningful Learning Theory

David Ausubel developed the Meaningful Learning Theory in the 1950s. Since then, it has contributed to the fields of education. According to Ausubel's Theory, the acquisition of learning can be of two different types: rote learning and meaningful learning. Rote learning takes place when learners make little or no effort to relate new information to the previous knowledge they possess. In this case, the learning is mechanical and difficult to recall. On the other hand, meaningful learning occurs when the new information is related and incorporated with the learner's previous knowledge. This process of assimilation



strengthens the learner's knowledge structure and the new information is easy to recall when necessary (7).

Ausubel also mentioned that to construct meaningful learning three important factors are necessary: to start from the student's prior knowledge, the importance of having meaningful material, and the necessity of motivating students.

Regarding teaching methodology, Ausubel points out that information can be learned in two ways: by reception or by discovery. Receptive learning takes place when the whole content is presented to the student. On the other hand, discovery learning happens when students discover the content before assimilating it. This author underlines the importance of changing receptive learning to rote learning and discovery learning to meaningful learning. However, it is important to note that meaningful learning does not depend on the method used, but rather on the way it is integrated into the students' cognitive structure.

According to Julian Zubiria, in his book, "Los Modelos Pedagógicos", the school's role should be to guarantee a meaningful learning. This means to recall students' prior knowledge and link it with the new information. Therefore, he points out that the current school problem is not about methods, but about learning types (21).

Ausubel also mentions some suggestions about presenting material for learning. He underscores the importance of providing meaningful material. He suggests the use of advance organizers because they activate the learner's prior knowledge. An advance organizer is a tool that teachers can use to help students incorporate new knowledge and information with what they already



know. These organizers have three purposes. First, students can focus on the core information of the lesson. Second, students can relate and compare the information presented, and third they allow students to recall previous information.

According to Kirkman and Shaw, advance organizers may be presented to begin a lesson, a unit or to introduce a whole area of study. They can be verbal or graphic. Graphic organizers indicate thinking processes like comparisons (Ven diagram, charts, analysis, category, systems, etc.). With the organizers, students are not passive, but they will actively process information, understand domain, and then use the information for problem solving (9).

Another way to achieve meaningful learning is the use of concept maps. These maps define the central idea and indicate the relative importance of each idea. It allows students to figure out the links among the key ideas and encourage students' high level of critical thinking.

There are four different types of advance organizers that will be explained in the following chart.

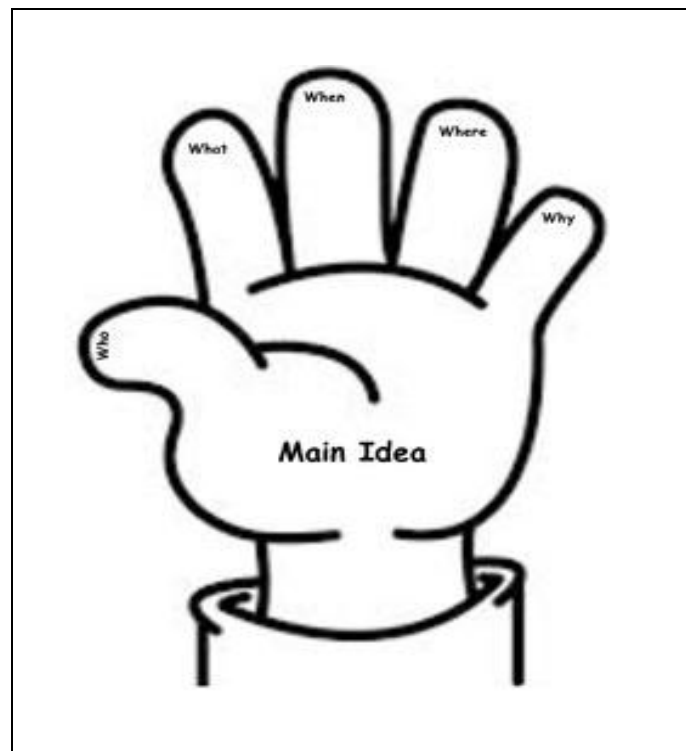
Chart 1: Types of Advance Organizers

ADVANCE ORGANIZERS	
Expository	Describes new knowledge
Narrative	Presents new information into story format
Skimming	Skimming through information
Graphic Organizers	Pictographs, descriptive or conceptual patterns, concept maps

Source: Dell'Olio

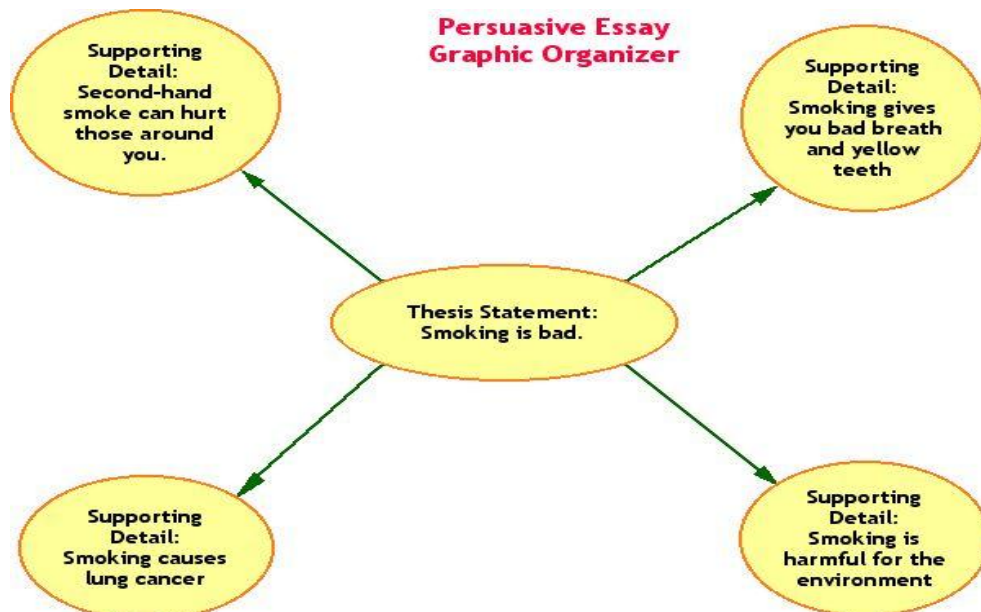
Examples of advance organizers that can be used in the classroom:

Image 1: Narrative Advance Organizer



Source: www.payteachers.com

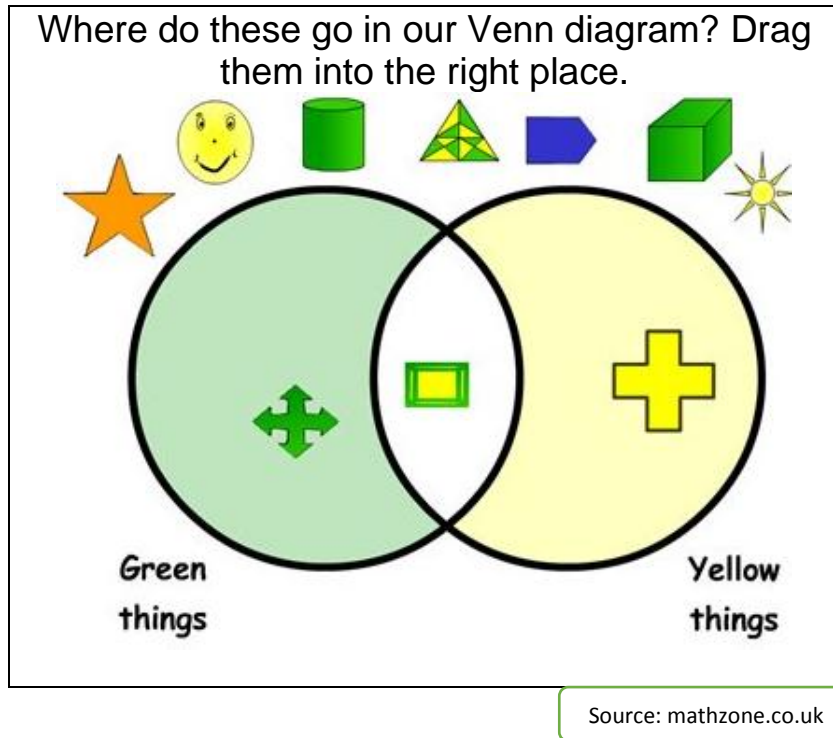
Image 2: Expository Advance Organizer



Source: enchaninlearning.com


Image 3: Graphic Advance Organizer

Where do these go in our Venn diagram? Drag them into the right place.



Source: mathzone.co.uk

Chart 2: Skimming Advance Organizer

What's the issue / question / topic?	What do I think about it?	What does my partner think?	What will we share?
			

Think, Pair, Share

Blogspot.com



There are many ways to incite meaningful learning in a classroom.

According to Ausubel, a teacher does not have to give all the information, but rather guide students to construct knowledge. Teachers can highly influence the learning process when they have a deep knowledge of what they teach. Also, teachers can encourage meaningful learning by using tasks that actively engage the learner in searching for relationships between their previous knowledge and the new information and by using assessment strategies that reward meaningful learning.

2.3.2 The Multiple Intelligences Theory

Howard Gardner developed the Multiple Intelligence Theory in 1983. He concluded that human talents and intelligences are not reflected only in an IQ test. It is not about how intelligent people are, but how their intelligence works. This wider view about intelligences show us that there are different types of intelligences and therefore, children can learn in different ways. It is necessary to have a variety of approaches and activities. He suggests that instead of relying on one form of curriculum, schools should offer individualized education so that the curriculum meets the needs of each child (61).

One of the best ways to help students acquire a foreign language is by motivating them. It is important to help them find their strengths and use them. It is also important that teachers know how to work with the different intelligences and choose activities that involve different intelligences together.

Gardner quoted by Fasko says that linguistic and Logical-Mathematical intelligences have been considered to measure the intelligence of the person. However, he points out that it is important to pay attention to other gifts that



people possess such as artists, architects, musicians, naturalists, designers, dancers, therapists, entrepreneurs, and others. Unfortunately, many children who have these gifts do not receive much reinforcement in schools. In fact, many of these students are labeled learning disabled or “ADD” (attention deficit disorder) because they do not function in the typical classroom environment (126).

The Multiple Intelligences Theory offers a major transformation in the way that schools run. It suggests that teachers present their lessons in a wide variety of ways using music, cooperative learning, art activities, role plays, multimedia, field trips, inner reflection and much more to optimize learning for the whole class. According to Nolan, teachers who use the Multiple Intelligences Theory see the benefits such as having active learners and successful students. He also suggests that almost everyone has the ability to develop all eight intelligences if they are given the appropriate encouragement, enrichment, and instructions. Besides, teachers who use this theory can allow students to discover their own strengths, to learn in many ways, and at the same time help them to be in control of their own learning (119).

The Multiple Intelligences Theory identifies eight different types of intelligences that should be considered in the elaboration of a curriculum.

Chart 3: Types of Multiple Intelligences

Intelligences	Description	Activities they may enjoy
Verbal- Linguistic	The ability to analyze information and create products involving oral and written language such as speeches, books, and memos.	Writing, speaking, publishing, vocabulary, word puzzles, puns, tongue-twisters
Logical mathematical	The ability to develop equations and proofs. Make calculations and solve abstract problems.	Math games, logic puzzles, experiments, codes, analogies, numbers, mysteries
Visual-Spatial	The ability to recognize and manipulate large-scale and fine-grained spatial images.	Maps, charts, diagrams, drawings, sculptures, graphic organizers, models, puppets, photographs
Musical	Ability to produce, remember, and make meaning of different patterns of sound.	Musical instruments, listening, recording, rhythmic language, poetry, songs clapping
Naturalistic	An ability to identify and distinguish among different types of plants, animals, and weather formations that are found in the natural world.	Outdoor experiences, plants, pets, bugs, classifying natural objects, environmental topics
Bodily kinesthetic	An ability to use one's own body to create products or solve problems.	Movement, dance, manipulative, drama, building, role-playing sports
Interpersonal	An ability to recognize and understand other people's mood, desires, motivations, and intentions.	Board games, cooperative groups, collective problem solving, interviewing, peer tutoring, think-pairs-share, discussions
Intrapersonal	An ability to recognize and understand his or her own moods, desires, motivations, and intentions.	Journaling, scrapbooks, reflection, goal-setting, self-directed projects, debates, memoirs

Source:teachmagnifier.com

2.3.3 The Constructivism Theory

Another theory that was taken into account to develop this curriculum is the Constructivism Theory. This refers to the way in which students learn.

According to this theory, the teacher is not the expert who deposits the information in the learners. Learners construct their own understanding and



knowledge of the world through experiencing things and reflecting on those experiences. When students encounter something new, they link it with their previous ideas and experiences, sometimes changing what they believe, or maybe discarding the new information as irrelevant. In any case, they are active creators of their own knowledge (Uric 2).

Constructivism has emerged as one of the greatest influences on education in the last twenty years. It has had a great impact on instruction and curriculum development since it seems to focus on integration. According to Jean Piaget, the founder of the Constructivism Theory, the three mechanisms used in this theory are the following:

- **Assimilation** – combining a new experience into an existing mental structure (schema).
- **Accommodation** – revising an existing schema because of new experiences.
- **Equilibrium** – Seeking cognitive stability through assimilation and accommodation (Andersen 5).

The main assumption of this theory is the fact of solving problems in the classroom. Students use methods to ask questions, investigate a topic, and use different resources to find solutions and answers. As students explore the topic, they draw conclusions. The teacher is only a guide providing students with opportunities to test the adequacy of current understanding.

The following chart specifies the roles that the students and teachers have when applying constructivism in the classroom.



Chart 4: Teacher's and Students' Roles

Teacher's Role	Students' Role
<ul style="list-style-type: none"> To consider students' knowledge and experiences. 	<ul style="list-style-type: none"> To actively participate in their own education.
<ul style="list-style-type: none"> Learners construct their knowledge to a process of active enquiry. 	<ul style="list-style-type: none"> To accommodate and assimilate new information with their current understanding.
<ul style="list-style-type: none"> Discovery is facilitated by providing the necessary resources. 	<ul style="list-style-type: none"> Controlling their own learning by reflecting on their experiences.
<ul style="list-style-type: none"> Knowledge is actively constructed and learning is presented as a process of active discovery. 	<ul style="list-style-type: none"> Students need guidance through the ZDP.
<ul style="list-style-type: none"> Provide assistance with assimilation of new and old knowledge. 	<ul style="list-style-type: none"> Students need to learn how to learn.
<ul style="list-style-type: none"> Learning program should be sufficiently flexible to permit development along lines of student enquiry. 	<ul style="list-style-type: none"> Students need to receive different lenses to see things in new ways.
<ul style="list-style-type: none"> Create situations to encourage where the students feel safe questioning and reflecting on their own process. 	<ul style="list-style-type: none"> Students need to know how to learn or change their thinking-learning style.
<ul style="list-style-type: none"> Present authentic tasks to contextualize learning to real-world environments. 	<ul style="list-style-type: none"> Because knowledge is so communally-based, learners deserve access to knowledge of different communities.
<ul style="list-style-type: none"> Construct knowledge, no competition. 	<ul style="list-style-type: none"> For students to learn they need to receive different 'lenses' to see things in new ways.
<ul style="list-style-type: none"> Providing scaffolding at the right time and the right level. 	<ul style="list-style-type: none"> Learners need guidance through the ZDP.
<ul style="list-style-type: none"> Provide opportunities for more expert and less expert participants to learn from each other. 	<ul style="list-style-type: none"> Tutors play a vital role in learning.

Source: <http://www.ucdoer.ie>



In summary, as the studies mentioned before and the lack of the curriculum at the Asian American School indicate, a curriculum is a very important tool in the teaching-learning process. We have found many experiences from different professionals in education who have developed their own curricula to improve their English learning and the theories they have used. These findings have served as a reference for the development of this thesis.

This curriculum and the strategies that each teacher incorporates into their lesson plans will help students improve their English level.

2.3.4 The Communicative Learning Teaching Approach

The communicative era arose in the 1970's and remains as the dominant model for language teaching and learning today (Hunter 16). In fact, it began when educators started to question if they were reaching their goals in the right way. Some of them noticed that students could produce sentences grammatically correct. However, they could not use these sentences outside the classroom. Therefore, they realized that to be able to communicate is not only mastering linguistics, but it requires communicative competence structures (Hayes 102). It means to use the language in real situations and not just in the classroom. The Communicative Approach or Communicative Language Teaching (CLT) aims to make communicative competence the goal of language teaching.

2.3.4.1 Principles of the CLT Approach

- The goal of the teacher is to enable the students to communicate in the target language; in other words, students need to know the linguistic



form, meanings and functions. Students need to know that different forms can be used to perform a function and that a single form can often serve a variety of functions; they should be able to choose the appropriate form according to the situation.

- The role of the teacher is to facilitate communication in the classroom. The educator guides the activities. Errors are not corrected immediately. They are noted by the teacher to be corrected later.
- The activities based on the communicative approach involve games, role-plays and problem-solving tasks. According to Johnson and Morrow, the activities that are truly communicative have three features in common: information gap, choice, and feedback. To complete an information gap activity one person needs the information that the other person knows. It is also important to use the language in real situations. Finally, these activities are carried out in small groups in order to maximize the time assigned to each student to communicate (78).
- As the teacher is a facilitator he doesn't always interact with the students. Most of the time students interact with one another. It can be in pairs, triads, small groups, or in a whole group.
- One of the basic assumptions of CLT is that students will be more motivated because they will use the language to communicate and therefore feel that something useful is being learned.
- Linguistic competence is only one part of communicative competence. It is necessary to know about grammatical rules and forms. But it is also essential to use this knowledge and take into consideration the social situation in order to convey the meaning appropriately.



- Although students can use their native language, the target language should be used whenever possible.

2.3.4.2 How to use the Communicative Approach in the classroom

One of the ways to help students transfer what they learn in the classroom to the outside world is to expose them to natural language in a variety of situations. Among the activities that can be used in the classroom these are the following:

- **Scramble sentences:** this type of exercise teaches students about cohesion and coherence properties of language. Example:

- **Breakfast / six / at / o'clock / I / have**

I have breakfast at six o' clock.

- **Language games:** they give students valuable communicative practice in an enjoyable way. For example: an *information gap*.

Image 4: Information Gap

Sheet A Dan's Big Date *What do you think Dan is going to do on this date?*
 A Shopping Information Gap Activity

What did he buy at London Rolls? He bought a chocolate cake.
 How much was it? It was \$12.50.
 How did he pay? He paid with cash.

London Rolls Bakery	Emily's Cosmetics	The Jean Shop
Chocolate Cake \$12.50	Men's Cologne . . . \$55.00	
Cash . . . \$20.00	Visa . . . \$55.00	
Change . . \$7.50		

Penny's Flowers	POP MUSIC	GRAND JEWELER
2 Dozen Roses \$40.00		Diamond Ring \$1200
Cash . . . \$100.00		Check . . \$1200
Change . . \$60.00		

Stanley's	Hot Mart	AB Chocolates
	Gift Wrap . . \$2.99	
	Candles . . . \$5.99	
	Total \$8.49	
	Cash \$10.00	
	Change . . . \$1.51	

Sheet B Dan's Big Date *What do you think Dan is going to do on this date?*
 A Shopping Information Gap Activity

What did he buy at London Rolls? He bought a chocolate cake.
 How much was it? It was \$12.50.
 How did he pay? He paid with cash.

London Rolls Bakery	Emily's Cosmetics	The Jean Shop
Chocolate Cake \$12.50		Pants . . . \$49.99
Cash . . . \$20.00		Check . . \$49.99
Change . . \$7.50		

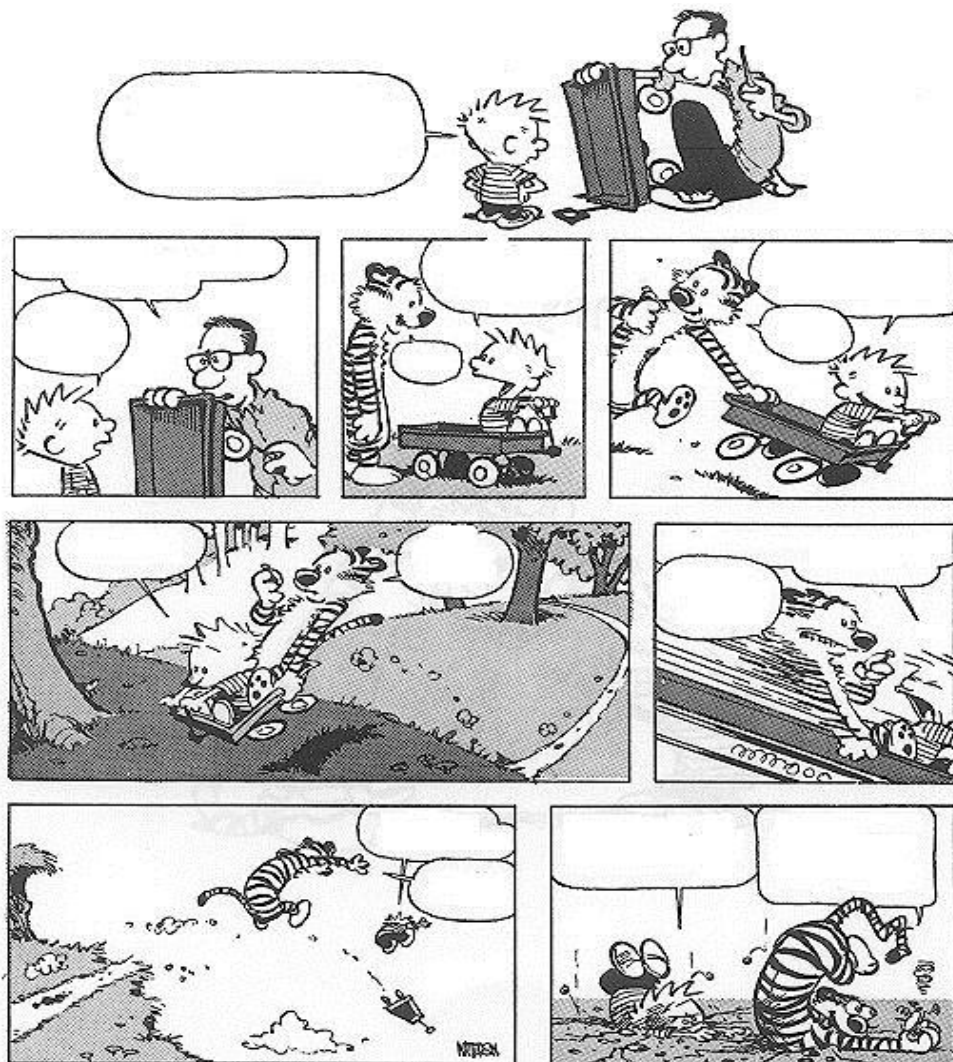
Penny's Flowers	POP MUSIC	GRAND JEWELER
	CD: Love Tonight \$12.99	
	CD: Romance \$14.99	
	Total \$27.98	
	Cash . . . \$30.00	
	Change . . \$2.02	

Stanley's	Hot Mart	AB Chocolates
Shirt . . . \$34.50		Chocolates \$35.00
Tie \$10.99		Visa . . . \$35.00
Total . . . \$45.49		
Visa . . . \$45.49		

Source: <http://booglesworldesl.com>

- **Picture strip story:** Many activities can be done with picture strip stories. For example: the class is divided into groups; one picture is presented to the group and the students have to predict the next part of the story. Then, the next picture is presented and the students compare their predictions with the story. Example:

Image 5: Strip Story



Source: <https://es.pinterest.com/pin/105834659970549815/>

- **Role plays:** Role plays are very important in CLT since they give students the opportunity to practice communicating in a different context and in different social roles. Role plays can be very structured or less structured. In the first case, the teacher tells the students who they are and what they should say. In the latter, the teacher tells the students who they are, and what the situation is, but the students decide what to say.



The Communicative Language Teaching Approach has the goal of developing "communicative competence", which implies acquiring both an ability and knowledge to use language. In other words, communicative competence considers language a tool for communication. Since our aim is to develop communicative competence in our students we will base our teaching strategies on the Communicative Language Teaching Approach (CLT). Canale and Swain also remarked the importance of a communicative approach to language teaching, particularly the communicative acts underlying the ability to use language for different purposes and the relationship between linguistic systems and their communicative values in texts and discourses (47). As Jelena Basta denotes "children learn to communicate through socialization in their surroundings. By means of various interactions with the external world, by learning family and social values, norms, conditions, culture, in that way a child develops their identity" (128).

An English curriculum for the Asian American school is a must, since every teacher that had worked there has always found difficulty in not having a curriculum as a guide in order to know where to start, what teaching strategy to follow and what level students should be able to achieve by the end of the school period. Therefore, the aim of this monograph is to design and establish an advanced English curriculum that will suit teachers and students' necessities.

The curriculum for the Asian American School will be designed taking into account David Ausubel's Meaningful Learning Theory which emphasizes that students learn only if their previous knowledge is connected with the new information. Only in this way the new information becomes meaningful to them



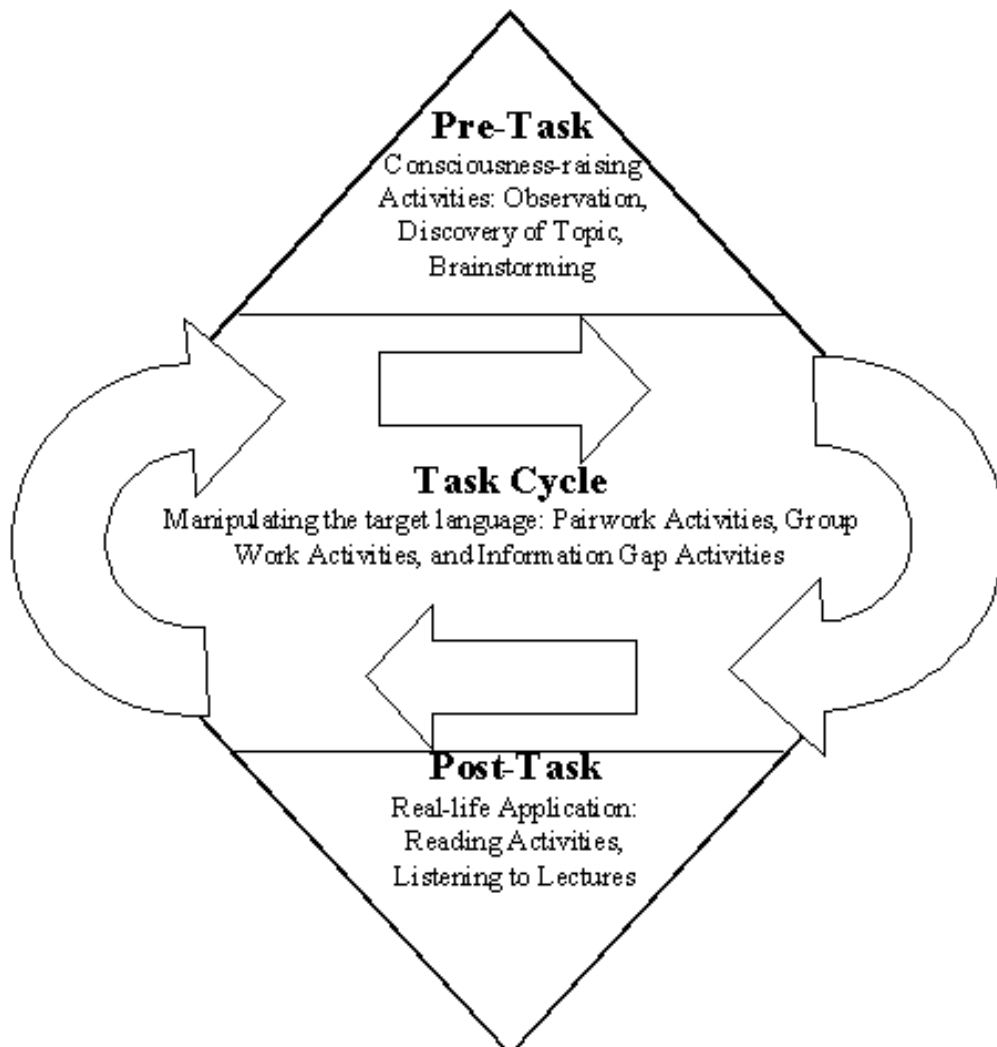
and will be stored in the long-term memory. Furthermore, the tasks and activities will be selected based on Gardner's Multiple Intelligences Theory. According to this theory, not all the students learn in the same way; they have different abilities to develop and this is taken into account. Developing activities based on students' interest and abilities will motivate them and increase their self-esteem which are important features in the acquisition of a foreign language. (DeLong and Winter 40-41).

2.3.5 Task Based Language Teaching (TBLT)

Task Based Language Teaching (TBLT) is a good example of the strong version of the communicative approach where language is acquired by use. This approach helps students learn the language they would use in real life situations. According to Willis, "tasks are activities where the target language is used by the learner for a communicative purpose in order to achieve an outcome". This means that oral communication is essential to fulfill a task that can go from doing a puzzle to planning a trip itinerary (4)

The lessons based on Task Based Language Teaching follows certain stages: pre-task, task, and post-task, as it is explained in the image below.

Image 6: Stages of the Task Bases Language Teaching



SOURCE: <http://www.languages.dk/archive/pools-m/manuals/final/taskuk.pdf>

- **Pre-task:** In this stage, the teacher and the students work together in the completion of a task as an example of what they are being asked to do.
- **Task:** The students do the tasks in groups, following the teacher's instructions. They are given some of the information needed to complete the task. The students have to complete the task using only the target language.



- **Post-task:** Once the task is completed, the students present it to the class. It is also known as the outcome. This could be done through reading activities, oral presentations, writings, etc.

2.3.5.1 Tips to use tasks in the classroom

Completing tasks in the classroom encourages students to use the target language. However, if teachers do not help students to expand this, they can complete tasks using only the language they know, rather than using new expressions. To avoid this, the teacher can pair students who are at a higher level with those who are at a lower level; this way the lower students can improve their linguistic level. The student who is on a higher level will need the help of a teacher to practice the new language.

Another important fact to consider is that students should be aware of what they accomplished and what they did wrong in order to get better and improve.

In summary, a curriculum is a very important tool in the teaching-learning process of a foreign language. Many experiences have been found from different professionals in education who have developed their own curricula to improve their English learning. These findings have served as a reference for the development of this thesis.

This curriculum and the strategies that each teacher incorporates into their lesson plans will help students improve their English level.



2.4 How to use the curriculum in the classroom

It is important for teachers who are going to use the curriculum to be aware of the theories and methodologies mentioned in this curriculum since they are considered important tools when improving students' language acquisition.

Here is an example of the procedure that should be applied in each lesson:

- **Warm Up:** At the beginning of each lesson, it is important to start with a warm-up activity in order to grab students' attention. According to Leblanc, warm-up activities can help students turn off the outside world and focus on the task at hand. By the end of the warm-up activity, students are motivated and are able to focus on their language lesson.
- **Lead in:** Following with the lesson, it is necessary to retrieve students' prior knowledge and connect it with the new information in order to have a meaningful learning. This could be done by asking questions about the topic, about the pictures presented in the lesson, or any other questions that help students recall the information they already know. According to Ausubel quoted in Rhalmi, the most important single factor influencing learning is what the learner already knows (10).
- **Presentation:** The new vocabulary is presented through a real social context. It could be done by using pictures, realia, mimics, gestures, illustrations, among others. The translation should be the last resource.
- **Practice:** There are many different ways to practice the language. Most of the activities included in the curriculum involve the practice of the four skills. As John Adams says, "the more you practice, the better your skills are. Practice makes perfect" (12).



- **Production:** It is important to have students produce what they have learned through the lesson. In this way, teachers can note students' progress and evidence if the goals are being reached.



CHAPTER THREE: METHODOLOGY

The curriculum development for the third and fourth grades of the Asian American School is supported by the results obtained through a survey administered to a group of ten students from each level.

3.1 Sample: Description of the participants

At the beginning of this project, a survey was carried out to the four English teachers of the school. All the teachers were Spanish native speakers. Their opinions were valuable to support the aim of the investigation since they were the ones working without an English curriculum. Besides, they were aware of the students' English level and necessities. This survey included questions about the English level in the school and the importance of having an English curriculum in the institution. It is important to mention that the survey was considered relevant to deliver reliable information.

In addition, a diagnostic test was carried out with two groups of students of third and fourth grades. There were 24 students in third grade (15 boys and nine girls), from which 10 were randomly selected to take the test. In fourth grade, from 26 students, (15 girls and 11 boys), 10 were selected for the test. The results obtained in these procedures helped determine each student's necessities and therefore, find the appropriate activities to satisfy those needs.

3.2 Description of the survey and the diagnostic test

A qualitative descriptive study was applied to accomplish this investigation. The results obtained through the survey and the diagnostic test were analyzed and described in charts to find out students' lacks. Then, the



collected information served as a starting point to search the content, the grammar, and the different activities that were incorporated in the curriculum.

The experiences obtained by researchers regarding curriculum development served to apply the principles of some theories when collecting materials and activities to be presented in the classroom. The results of the survey revealed information about the hours of English students had on a week. This information was important to determine the number of units that should be incorporated in the curriculum. On the other hand, the results obtained in the diagnostic test were useful to determine students' lacks and needs. It served as a starting point to determine the content and grammar.

Besides that, the Common European Framework of Reference was analyzed to see the level of English that students had to reach at the different levels of the English Learning process. The National English Curriculum was also reviewed to determine its contents and whether it contained annual work plans for elementary school. However, it was concluded that the National English Curriculum only involves eighth, ninth, and tenth grades of EGB and first, second, and third grades of Bachelors degree.

After analyzing all the information, the activities were selected and then, the curriculum was created. The curriculum includes six units. It begins with a section of vocabulary. This is presented in whole sentences rather than in simple words. Many researches have recognized the advantages of presenting vocabulary in this way. Nattinger and DeCarrico underline that lexical chunks of language are retrieved and processed as whole units, which may not only enhance accuracy and fluency of the language, but also speed up language



processing significantly, especially for EFL learners (3). Students can practice the vocabulary through different activities. These activities are presented as games and task that make classes more interesting.

Second, the curriculum provides students' input of the language by means of listening activities. Third, once students internalize the input, they move on to practice their speaking skills through a communicative activity. Students have the chance to communicate with their classmates about real context situations. Since grammar is an important aspect of the language to communicate properly in a written and oral way, a grammar section was created to teach some grammatical structures. Once students identify the structures required for the unit, they practice easy readings with topics of their interest. Afterwards, students have the opportunity to express what they think through a writing activity.

Additionally, a phonics section was developed in order to help students practice their pronunciation. Furthermore, a value section was designed for students' personal growth and social commitment in order to become good citizens of the community. Lastly, the curriculum implies evaluations in order to measure students' progress.

3.3 Presentation and Analysis of the Results: Survey

A survey (see appendix 7) was administered to the four English teachers of the Asian American School in order to find out the students' English level. Furthermore, it was important to know the teachers' opinions about developing



a new English curriculum for the school. The results of the survey were tabulated and analyzed as seen in the following charts.

QUESTION 1: How many hours a week do the students receive an English class?

Chart 5: English Hours a Week

GRADE	NUMBER OF HOURS
FIRST	5
SECOND	5
THIRD	5
FOURTH	5
FIFTH	5

Source: Authors

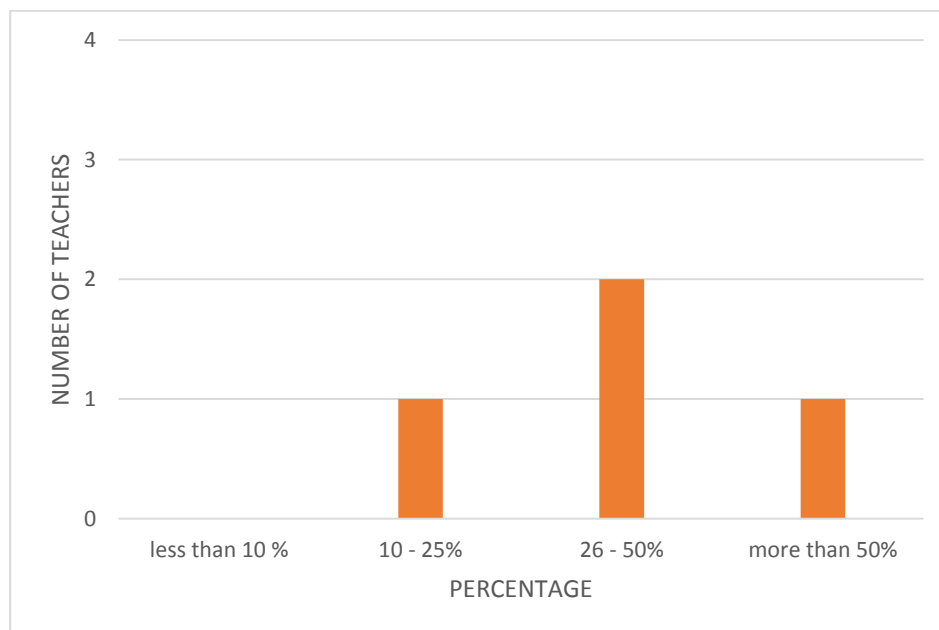
In this question, the teachers specified the number of hours a week their students receive English classes. At the Asian American School, from the first grade forward, students receive five hours of English weekly. The National English Curriculum establishes that in public schools from the eighth grade forward, students must have five hours of English mandatorily. Regarding elementary schools, some of them have decided to implement English classes to their institutional curriculum. The Asian American School has five hours of English a week. Thus, starting the English learning acquisition from the first grade with five hours can benefit students since they can start interacting with the language from a very early age. However, since the only time that students can practice the foreign language is in class, it is not enough time to guarantee



an effective learning. For this reason, it is important to search for meaningful activities that can assure effective learning.

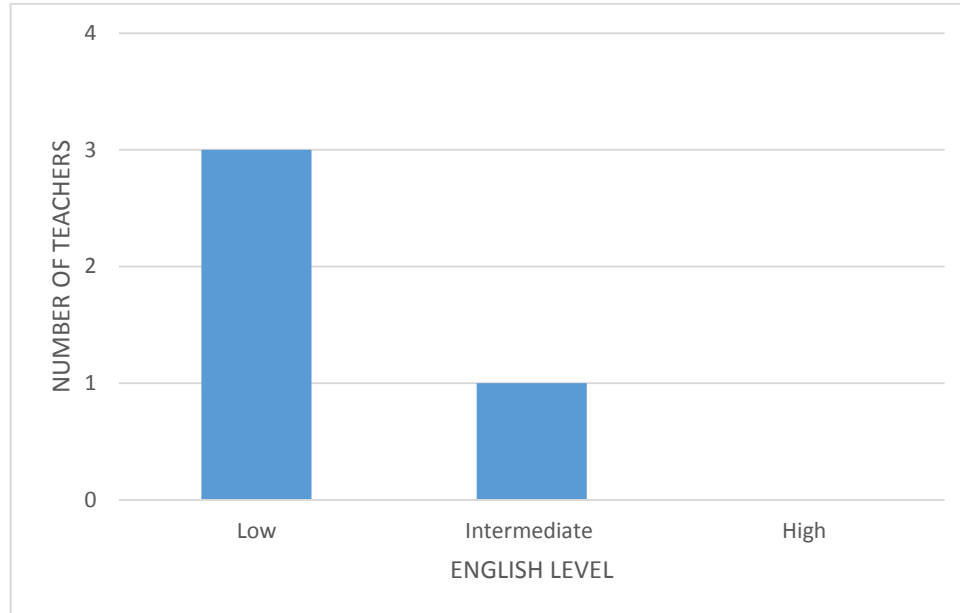
QUESTION 2: What percentage of students in the target class has limited English proficiency?

Chart 6: Students with limited proficiency



Source: Authors

According to the survey, two of the four teachers state that from 26 to 50 percent of the students in the target class have limited English proficiency. One teacher says that only 10 to 25 percent have limited English proficiency, while the last teacher mentions that it is more than fifty percent. These results lead us to think that the language teaching process at the school is not effective. This could be due to an insufficient syllabus or an inadequate teaching methodology.

QUESTION 3: How do you evaluate the English level at the school?**CHART 7: School English Level**

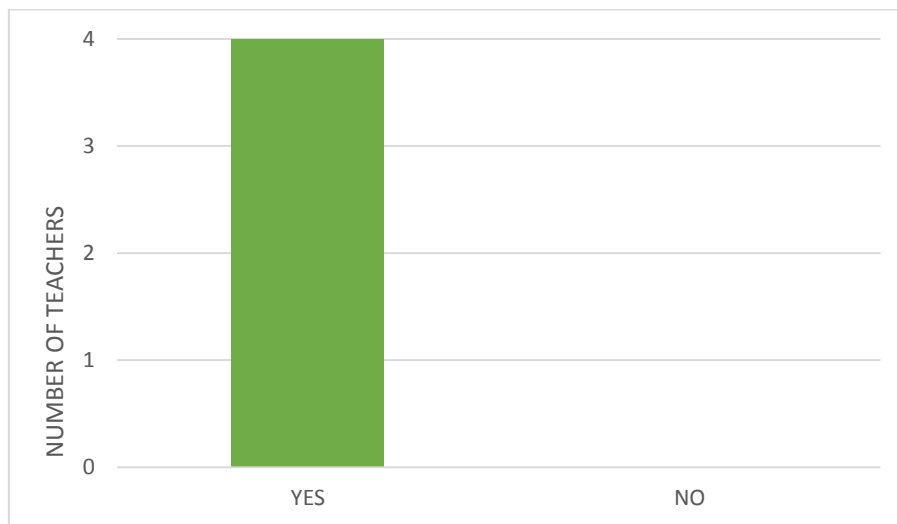
Source: Authors

Three of the four English teachers at the Asian American School believe that the English level is low. The other teacher believes that the school has an intermediate level of English. These results lead us to believe that the absence of a continuous English program can cause students' gaps in the learning process. It also indicates that teachers should consider the multiple intelligences theory. According to Gardner, a person can have different types of intelligences, therefore, every person learns in a different way. It is recommended to present activities that can motivate and attract students' attention. It is also essential to help students be aware of the techniques that help them learn in a better way.



QUESTION 4: Do you believe that an English curriculum should be developed for the school?

CHART 8: Developing an English Curriculum

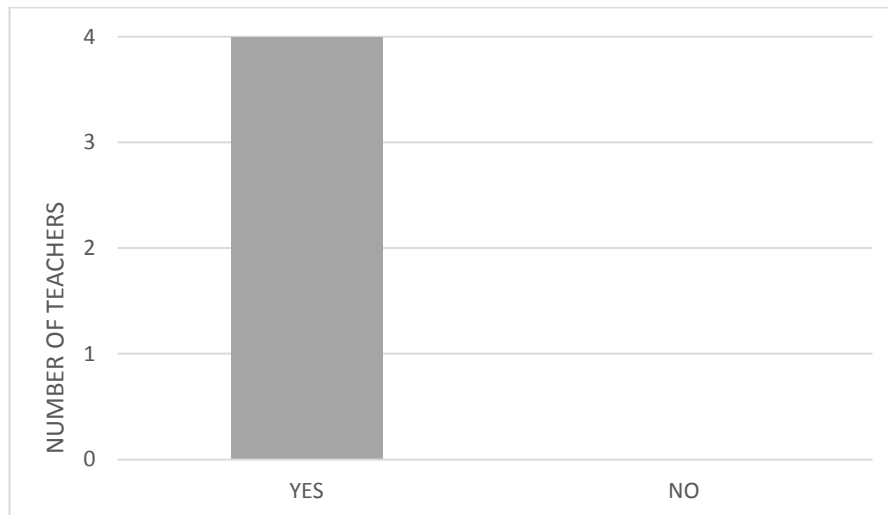


Source: Authors

The four English teachers agreed that it is necessary to develop an English curriculum for the school. An English curriculum will help teachers avoid the repetition of classes in different levels, establish goals, and keep a continuous learning program.

QUESTION 5: Do you think that an English curriculum will help students improve their English level?

CHART 9: Students' English level improvement by means of a curriculum.

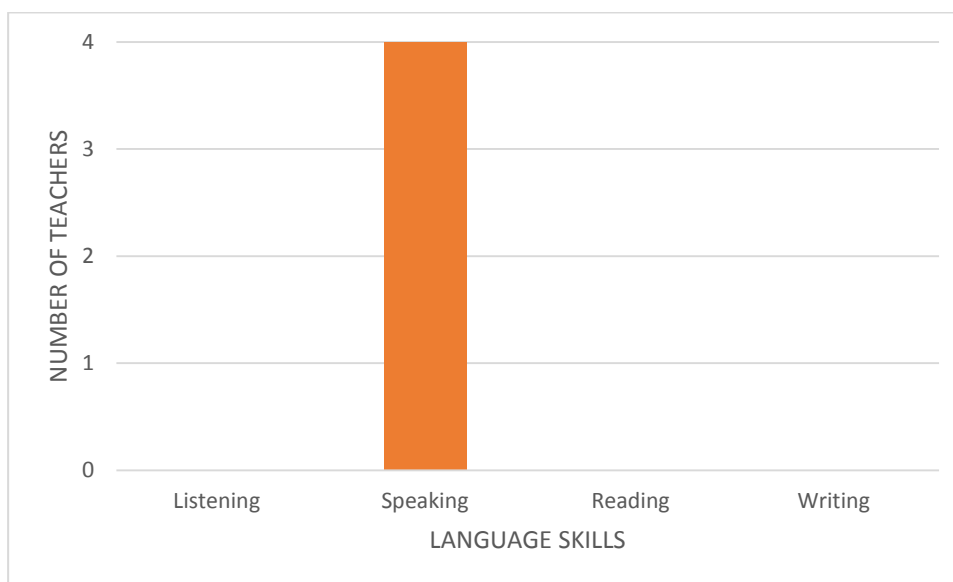


Source: Authors

The survey shows that all four teachers agree that applying an English curriculum to the school will improve students' English level. The recommendation from most of the teachers was that the curriculum should be meaningful for the students providing real contexts and topics of their interests. Also, teachers stated that the content for every school year had to be linked with the content of the previous year to have a meaningful learning experience.

Question 6: Which one of the four language skills (Listening, Speaking, Reading, and Writing) do you think needs to be taken a closer look?

CHART 10: The Four Skills



Source: Authors

According to the teachers of this school, the skill that needs the most care is the Speaking skill. They imply that the students have a well-developed Listening skill. However, it has been seen that students are not using the target language in the classroom. This situation is because the students are feeling bored towards learning English due to repetitive drills and activities. Furthermore, it seems that most of the students are beginning to feel scared and embarrassed of speaking English with their classmates. For this reason, the Communicative English Language Approach is the solution to allow students to practice the target language by using authentic real life situations, which have to be created constantly by the teacher at the time students have to be monitored and guided by the educator during the whole process.

3.4 Presentation and Analysis of the Results: Diagnostic Tests

The results from the diagnostic test were analyzed and tabulated into four groups based on a grade over ten (Ecuadorian grading system):

- Dominates (9 - 10)
- Reaches (7 – 8.9)
- Next to reach (4.1 – 6.9)
- Doesn't reach (0 - 4)

CHART 11: Third Grade – Diagnostic Test

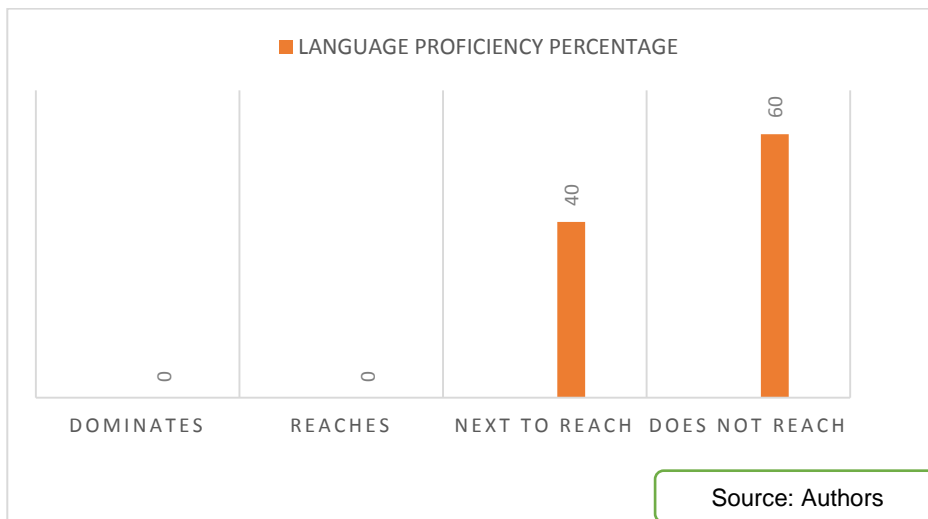
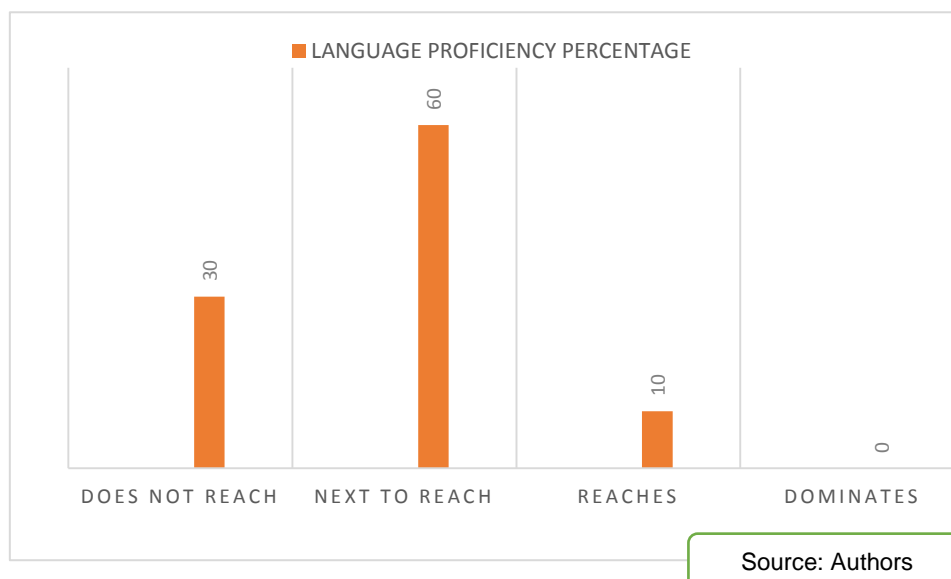


CHART 12: Fourth Grade - Diagnostic Test





These results were the starting point for the research and selection of the appropriate contents for each level in the curriculum. According to the data collected in the diagnostic test applied in the third grade, it can be noted that 40 percent of the students are in the range of *Next to Reach* while the remainder 60 percent are in the range of *Does not Reach*. None of the students reached the level of *Reaches* or *Dominates*.

Regarding to the fourth grade, 30 percent of students are in the range of *Does not Reach*, 60 percent are in the range of *Next to Reach* and only 10 percent of the students reaches the learning required for that level. Nobody dominates the language for that level.

These results demonstrated that there were no students reaching the A1.1 level language proficiency according to the CEFR for beginner students in neither of the two grades. It is important to mention that this level is accomplished when language learners are capable of understanding and using everyday expressions that are used frequently to satisfy immediate needs. At this level, for example, learners are able to introduce themselves, introduce others and provide personal information about their home and belongings to people that know them as long as the interlocutor speaks slowly and clearly (Common European Framework 24).

The possible reason for these results is that teachers did not have clear objectives to be reached in each level. Presenting an English curriculum would help teachers to avoid this problem.



CHAPTER FOUR: CURRICULUM DESIGN: CONTENTS, ACTIVITIES, AND EVALUATIONS

4.1 THIRD GRADE ENGLISH CURRICULUM

GRADE: 3rd Grade

LEVEL: A.1.1

This level is accomplished when language learners are capable of understanding and using everyday expressions that are used frequently to satisfy immediate needs. At this level, for example, learners are able to introduce themselves and introduce others and provide personal information about their home and belongings to people that know them as long as the interlocutor speaks slowly and clearly (Common European Framework 24).

OBJECTIVES:

By the end of third grade students will be able to:

Linguistic Component:

- Have a very basic repertoire of words and phrases related to their personal and educational background.
- Have limited control over a few simple grammatical structures and sentence patterns in a learned repertoire which relates to their personal and educational background.

Sociolinguistic Component:

- Use basic expressions to impart and elicit factual information as well as socialize (e.g. greetings, addressing forms, introducing oneself and others and saying “good-bye”).

Pragmatic Component:

- Link words or groups of words with very basic linear connectors like *and* or *or*.



LANGUAGE SKILLS OBJECTIVES

LISTENING	SPEAKING	READING	WRITING
<ul style="list-style-type: none"> ➤ In simple spoken texts, understand expressions, words, and sentences related to the learner's personal and educational background. - "Our New Things" - "Having Fun In The Classroom" - "What Sports Do You like?" - "They Are Happy Now!" - "What Time Is It?" - "Do You Have a Milkshake?" - "Let's Go To The Zoo!" - "Where Does She Work?" - "It's Hot Today!" - "Today Is My Birthday!" ➤ Follow speech, which is very slow and carefully articulated with long pauses for them to assimilate meaning within the personal and educational domains. 	<ul style="list-style-type: none"> ➤ Produce slow, hesitant, and planned monologues with frequent pauses to search for expressions, backtracking, and errors. ➤ Interact in a simple way by asking and answering simple questions about the learners' personal and educational background. Communication is highly dependent on repetition at a slower rate of speech, rephrasing, and repair. 	<ul style="list-style-type: none"> ➤ Understand and identify very simple stories or short tales (e.g. labels, messages, postcards, posters, etc.) a single phrase at a time, picking up familiar names, words, and basic phrases and rereading as required. ➤ Extract the main idea and key information items from very simple informational texts. 	<ul style="list-style-type: none"> ➤ Write simple connected texts on topics which are familiar or of personal interest.



UNIT 1

TITLE	OBJECTIVES	CONTENT / GRAMMAR	VOCABULARY	EVALUATION STANDARDS
<p style="text-align: center;">IN MY CLASSROOM!</p>	<p>Listening:</p> <ul style="list-style-type: none"> ➤ To identify different activities people are doing in the classroom. <p>Speaking:</p> <ul style="list-style-type: none"> ➤ To talk about classroom activities being done at the moment of speaking. <p>Reading:</p> <ul style="list-style-type: none"> ➤ To use reading strategies to comprehend a picture story. <p>Writing:</p> <ul style="list-style-type: none"> ➤ To write sentences using contractions and the correct form of the verb in the present continuous tense. 	<ul style="list-style-type: none"> ➤ PRESENT CONTINUOUS TENSE + CONTRACTIONS /HE’S/, /SHE’S/, /THEY’RE/. ➤ THERE IS / THERE ARE ➤ MATH: NUMBERS 10 – 20 ➤ PHONICS: THE ENGLISH ALPHABET ➤ VALUES: SHARING! <p>- What’s he/she doing? He’s/She’s reading a book.</p> <p>- What are they doing? They’re gluing pictures.</p> <p>- How many pictures are there? There are 3 pictures.</p>	<p>Classroom Activities:</p> <ul style="list-style-type: none"> - She’s reading a book. - They’re coloring pictures. - He’s cutting paper. - She’s listening to music. - He’s gluing shapes. - She’s writing on the board. - They are talking about pictures. - He’s drawing a picture. - She’s writing her name. - He’s using the computer. - They’re playing a game. <p>Extra:</p> <ul style="list-style-type: none"> - equal - minus - add - plus - subtraction 	<p>Listening:</p> <ul style="list-style-type: none"> ➤ Students identify the activities and number the pictures being said by the teacher. <p>Speaking:</p> <ul style="list-style-type: none"> ➤ Students describe pictures and find their differences using the present continuous structure. <p>Reading:</p> <ul style="list-style-type: none"> ➤ Students read a picture story and match the sentences with the pictures. <p>Writing:</p> <ul style="list-style-type: none"> ➤ Students answer questions using the correct form of the verb in the present continuous tense.



UNIT 2

TITLE	OBJECTIVES	CONTENT / GRAMMAR	VOCABULARY	EVALUATION STANDARDS
IN THE PLAYGROUND!	<p>Listening:</p> <ul style="list-style-type: none"> ➤ To identify and recognize outdoor activities. <p>Speaking:</p> <ul style="list-style-type: none"> ➤ To ask and answer questions about likes and dislikes when talking about sports. ➤ To ask and answer questions about the location of people and things using the prepositions of place. <p>Reading:</p> <ul style="list-style-type: none"> ➤ Read and classify the sports you can do by yourself or with other people. <p>Writing:</p> <ul style="list-style-type: none"> ➤ To write a short paragraph about what sports they like and don't like to practice. 	<ul style="list-style-type: none"> ➤ LIKE TO / LIKES TO DO - DOES ➤ MATH: NUMBERS 20 – 100 ➤ PHONICS: /S/ AND /Z/ SOUNDS ➤ VALUES: The importance of being active. <p>What do you like to do? I like to play on the slide.</p> <p>Whas does she like to do? She likes to play basketball.</p> <p>Where's the bike? It's next to the skates.</p> <p>Where are the skates? They are in front of the baseball bat.</p>	<p>Outdoor activities:</p> <ul style="list-style-type: none"> - I like to ride a bike. - They like to play on the swings. - He likes to play on the monkey bars. - They like to play soccer. - They like to play basketball. - He likes to play on the slide. - He likes to catch the ball. - She likes to throw the ball. - They like to skate. <p>Prepositions of place:</p> <ul style="list-style-type: none"> - behind, - in front of, - next to, - between, - under, - on. <p>Extras:</p> <ul style="list-style-type: none"> - anywhere, hiding, stop. - He's good at. 	<p>Listening:</p> <ul style="list-style-type: none"> ➤ Students listen and label the pictures. <p>Speaking:</p> <ul style="list-style-type: none"> ➤ Students interview their classmates about their likes and dislikes and present it to the class. <p>Reading:</p> <ul style="list-style-type: none"> ➤ Students read a story and answer Yes / No questions. <p>Writing:</p> <ul style="list-style-type: none"> ➤ Students write a short paragraph about what sports they like and don't like to practice. (guided writing)



UNIT 3

TITLE	OBJECTIVES	CONTENT / GRAMMAR	VOCABULARY	EVALUATION STANDARDS
<p style="text-align: center;">IN MY HOUSE!</p>	<p>Listening:</p> <ul style="list-style-type: none"> ➤ To identify the rooms of the house and their items. <p>Speaking:</p> <ul style="list-style-type: none"> ➤ To ask and answer questions about descriptions of houses using where and what. <p>Reading:</p> <ul style="list-style-type: none"> ➤ To learn how to use reading strategies to understand a story. <p>Writing:</p> <ul style="list-style-type: none"> ➤ To write a paragraph describing houses and furniture inside the house. 	<ul style="list-style-type: none"> ➤ SIMPLE PRESENT OF THE VERB TO BE ➤ QUESTIONS WITH WHERE'S AND WHERE ARE ➤ POSSESSIVE NOUNS. ➤ PHONICS: /CH/, /SH/, /TH/ SOUNDS. ➤ VALUES: I Can Help! <p>Where's the jacket? It's on the chair.</p> <p>Where are the keys? They are on the desk.</p> <p>Where's your mom's room? My mom's room is on the second floor.</p> <p>My mom's phone is on the dresser.</p>	<p>Rooms of the House</p> <ul style="list-style-type: none"> - bedroom - bathroom - dining room - kitchen - living room <p>Furniture</p> <ul style="list-style-type: none"> - bed, cabinets, chair, dresser, lamp, mirror, shelves, sofa, table. <p>Household Objects</p> <ul style="list-style-type: none"> - clock, machine, computer, curtain, phone, pictures, plants, radio, refrigerator, rug, sink, stove, toilet, towel. <p>Extra</p> <ul style="list-style-type: none"> - Family members. 	<p>Listening:</p> <ul style="list-style-type: none"> ➤ Students identify rooms and house objects. <p>Speaking:</p> <ul style="list-style-type: none"> ➤ Students draw the rooms in their house and describe them to the class. <p>Reading:</p> <ul style="list-style-type: none"> ➤ Students read a story and answer Yes/No questions. <p>Writing:</p> <ul style="list-style-type: none"> ➤ Students write a paragraph describing the rooms of their house.



UNIT 4

TITLE	OBJECTIVES	CONTENT / GRAMMAR	VOCABULARY	EVALUATION STANDARDS
<p>IN MY TOWN</p>	<p>Listening & Speaking:</p> <ul style="list-style-type: none"> ➤ To interact by asking and answering questions about directions of places. <p>Reading:</p> <ul style="list-style-type: none"> ➤ To identify important ideas in a story. <p>Writing:</p> <ul style="list-style-type: none"> ➤ To describe the location of places using there is, there are and the prepositions of place. 	<ul style="list-style-type: none"> ➤ THERE IS - THERE ISN'T – IS THERE? ➤ Want to / wants to ➤ PREPOSITIONS OF PLACE: (IN, ON, BETWEEN, NEXT TO, ON THE CORNER OF) ➤ PHONICS: /f/ and /v/ sounds. ➤ VALUES: Crossing the street safely. <p>- Where's the library? It's on the corner of Main Street and Apple Street.</p> <p>- I want to buy a computer. There's a computer store near here. It's on First Street next to the supermarket.</p> <p>- Is there a bus stop near here? Yes, it is. It's on Second Street between the post office and the movie theater.</p>	<p>Places:</p> <ul style="list-style-type: none"> - bookstore - bus station - train station - post office - supermarket - movie theater - book store - restaurant - gas station <p>Prepositions of place:</p> <ul style="list-style-type: none"> between next to in front of on the corner of. 	<p>Listening</p> <ul style="list-style-type: none"> ➤ Students identify locations in a map. <p>Speaking</p> <ul style="list-style-type: none"> ➤ Students ask and give information about finding places in the town. <p>Reading:</p> <ul style="list-style-type: none"> ➤ Students read a story and complete a task by writing <i>Yes</i> or <i>No</i> in different statements. <p>Writing:</p> <ul style="list-style-type: none"> ➤ Students draw and describe their neighborhood.



UNIT 5

TITLE	OBJECTIVES	CONTENT / GRAMMAR	VOCAULARY	EVALUATION STANDARDS
<p>MY DAY!</p>	<p>Listening:</p> <ul style="list-style-type: none"> ➤ To recognize the time and the activities that people do during the day. <p>Speaking:</p> <ul style="list-style-type: none"> ➤ To talk about the activities they do during the day. <p>Reading:</p> <ul style="list-style-type: none"> ➤ To read a text about somebody's daily routine to find specific details. <p>Writing:</p> <ul style="list-style-type: none"> ➤ To write a short paragraph about their daily routines by using the simple present tense. 	<ul style="list-style-type: none"> ➤ SIMPLE PRESENT TENSE ➤ DO - DOES ➤ CONNECTORS THEN & AND ➤ WHAT TIME IS IT? ➤ PHONICS: /PH/ SOUND ➤ VALUES: Do your chores! <p>- What time is it? It's seven o'clock.</p> <p>- When do you have lunch? I have lunch at 12 o'clock.</p> <p>- What time do you get up? I get up at 6:30.</p> <p>- What time does she get up? She gets up at 7 o'clock.</p>	<p>Everyday activities:</p> <ul style="list-style-type: none"> - I wake up at 6 o'clock. - She gets up at seven thirty. - I take a shower in the morning. - She gets up before breakfast. - They have breakfast at 7 o'clock. - He brushes his teeth after lunch. - She goes to school every day. - She goes home after school. - They have lunch at 2 o'clock. - I do my homework after lunch. - I watch TV after dinner. - She goes to bed at 9 o'clock. <p>Times of the day:</p> <ul style="list-style-type: none"> - In the morning - in the afternoon - in the evening - at night <p>Extra:</p> <ul style="list-style-type: none"> -every day, a lot, dark, stars, sky, it's time to, before, after. 	<p>Listening:</p> <ul style="list-style-type: none"> ➤ Students listen to a boy describing his father's day and draw the time. <p>Speaking:</p> <ul style="list-style-type: none"> ➤ Students interview their partners and fill a chart. Then, they read the chart to the class. <p>Reading:</p> <ul style="list-style-type: none"> ➤ Students identify and number the pictures. <p>Writing:</p> <ul style="list-style-type: none"> ➤ Students write a paragraph describing a day in their lives using <i>then</i>, connectors, and the conjunction <i>and</i>.



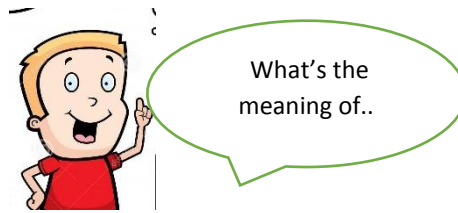
UNIT 6

TITLE	OBJECTIVES	CONTENT / GRAMMAR	VOCABULARY	EVALUATION STANDARDS
<p>MY DREAM JOB!</p>	<p>Listening:</p> <ul style="list-style-type: none"> ➤ To identify jobs and duties in different listening activities. <p>Speaking:</p> <ul style="list-style-type: none"> ➤ To produce short dialogues about jobs and duties. ➤ To express what they want to be when they grow up using <i>want to</i> and the connector "because". <p>Reading:</p> <ul style="list-style-type: none"> ➤ To use reading strategies to comprehend and appreciate a story. <p>Writing:</p> <ul style="list-style-type: none"> ➤ To write a short letter to a friend about what they want to be when they grow up. 	<ul style="list-style-type: none"> ➤ SIMPLE PRESENT ➤ WANT TO BE/ WANTS TO BE ➤ DON'T WANT TO BE DOESN'T WANT TO BE ➤ WH QUESTIONS. ➤ PHONICS: I + MAGIC E ➤ VALUE: Apologizing <p>- What does he want to be? He wants to be a doctor because he likes to cure people.</p> <p>- What do you want to be? I want to be a police officer because I like to protect people.</p> <p>- Where does a doctor work? He / She works in a hospital.</p>	<p>Professions:</p> <ul style="list-style-type: none"> - A doctor works in a hospital. - A vet works with animals - A dentist takes care of our teeth. - A firefighter works in a fire station. - A pilot works in an airport. - A soccer player plays soccer. - A teacher works in a school. - A lawyer solves people's problems. - An artist draws pictures. - A police officer protects people. - A cashier works in a store. <p>Actions:</p> <ul style="list-style-type: none"> - cure people, rescue people from fire, protect animals, dance, paint, play soccer, help people, teach children. <p>Extra:</p> <ul style="list-style-type: none"> - job, wow, work, fantastic, place. 	<p>Listening:</p> <ul style="list-style-type: none"> ➤ Students listen what people are doing. Then they identify and write their professions. <p>Speaking:</p> <ul style="list-style-type: none"> ➤ Students talk about their dream job using <i>want to, like(s) to</i> and connectors. <p>Reading:</p> <ul style="list-style-type: none"> ➤ Students read a story and answer questions by circling the correct answer. <p>Writing:</p> <ul style="list-style-type: none"> ➤ Students write a short paragraph about their dream job.

Vocabulary used in the classroom



I don't understand!
Could you repeat,
please?



How do you spell
J O H N ?



May I come in, please?



Can I
borrow
your pencil,
please?

Classroom Commands!



Open your book, please!



Listen, please!



Raise your hand to speak,
please!



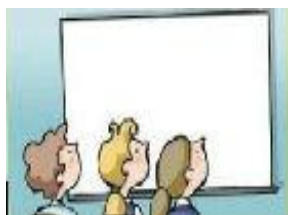
Stand up,
please!



Sit down, please!



Listen, please!



Pay attention, please!



Line up, please!



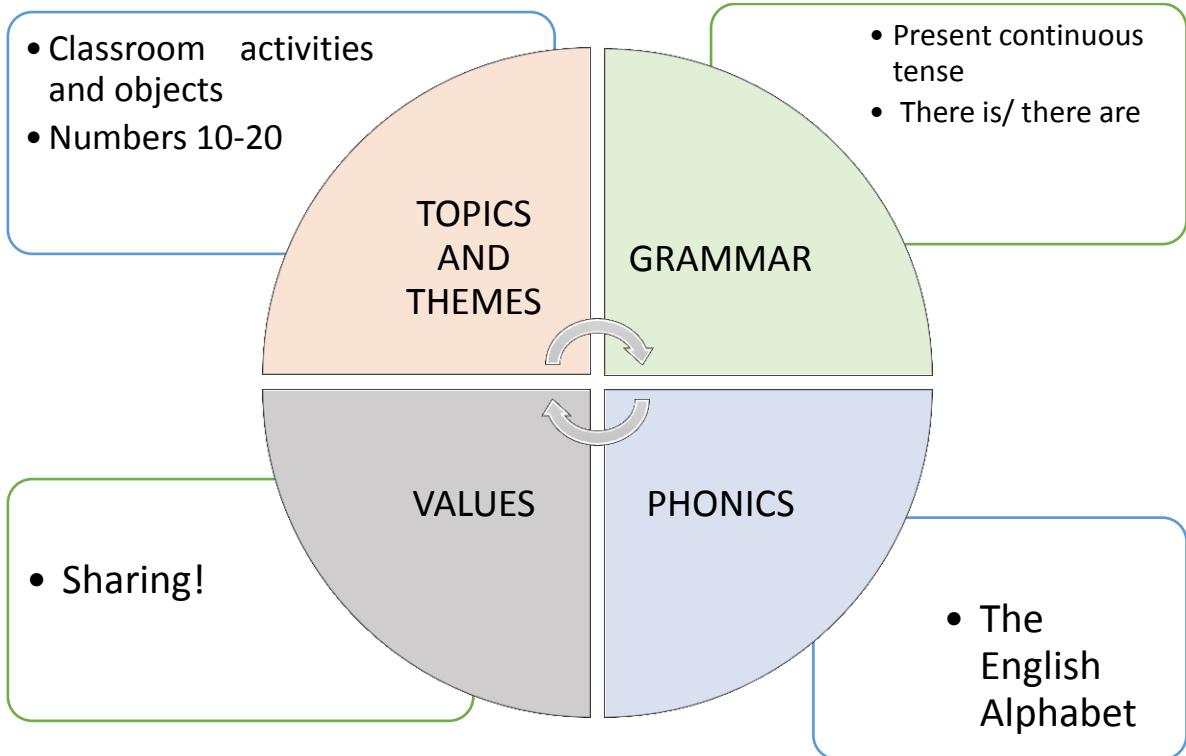
**UNIT
1**

IN MY CLASSROOM!



AIMS: To use the present progressive tense to speak about classroom activities.

To solve simple math equations using the numbers until 20.



KEY VOCABULARY

Classroom Activities	Math	Classroom objects	Extra
reading a book coloring pictures cutting paper listening to music gluing shapes writing on the board talking about pictures drawing a picture writing their names using the computer playing a game	numbers from 10 -20 equal minus add plus subtraction	board book chair computer desk lockers paper pen pencil projector sharpener teacher	audio CD He's She's They're There is There are We can help!

1.1 VOCABULARY



They're coloring pictures.



She's reading a book.



He's cutting paper.



She's listening to music.



He's gluing shapes.



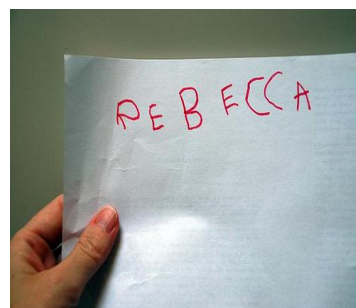
She's writing on the board.



They are talking about pictures.



He's drawing a picture.



She's writing her name.



He's using the computer.



They're playing a game.

1.2 VOCABULARY PRACTICE

a) What classroom activities can you find?

IN MY CLASSROOM!

Find the classroom activities.







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

1. listening to music
2. talking about pictures
3. writing his name
4. drawing a picture
5. coloring a picture
6. using the computer
7. gluing shapes
8. counting pencils
9. cutting paper
10. playing a game

1.3 LISTENING

(CD 1 -Track1) What are they doing? Listen to the descriptions and write the numbers under the corresponding pictures.

 <p>_____</p>	 <p>_____</p>	 <p style="text-align: center;">1</p>	 <p>_____</p>
--	--	--	--



1.4 SPEAKING

a) Read and practice the dialogue with a partner.

Student A: Look, Michael. The teacher is drawing a picture on the board and the girl is singing.

Student B: Yes, and two children are using the computers.

a) Find the differences.

	
<p>Source: Big english Book Pearson education</p>	

In Picture A, the teacher is drawing a picture. In picture B, the teacher is writing numbers.



In picture A, the girl is singing. In picture B, the girl is dancing.





THERE IS- THERE ARE.

There's	a one an	pencil. book. eraser.	There are	two some	books.
----------------	----------------	-----------------------------	------------------	-------------	--------

b) Read and complete the sentences. Use *there is* and *there are*.

1. There are ten books in the shelf.
2. _____ one birthday cake.
3. _____ one sharpener on the table.
4. _____ 24 students in the class.



IS THERE? – ARE THERE?

There is a teacher in the classroom. Is there a teacher in the classroom?	Yes, there is. No, there isn't.
There are two students in the classroom. Are there two students in the classroom?	Yes, there are. No, there aren't.

b) Change the sentences into questions.

1) There is a projector in the classroom.

Is there a projector in the classroom?

2. There are 28 students in the classroom.

3. There is a dog in the park.

4. There are two windows in my house.

1.6 READING

a) Read the story.

Panel 1: A boy asks, "What's Maria doing?" A girl replies, "She's cutting paper."

Panel 2: A boy says, "No, she isn't. She's using the computer."

Panel 3: A boy says, "No, she isn't. Look!" A girl points to the board and says, "Now Maria is writing on the board. Maria"

Panel 4: A boy says, "No! Look over here. Maria is gluing a picture."

Panel 5: A boy asks, "How many Marias are there in our class?" A girl replies, "There's one Maria here."

Panel 6: A boy says, "And there's one Maria here." A girl replies, "Yes, there are two Marias!"

Big English 2 Pearson Education (I)

b) Match the sentences with the pictures.

1. She's cutting paper.
2. She's gluing shapes.
3. She's using the computer.
4. She's writing on the board.



1.7 WRITING

a) Look at the pictures and answer the questions.



What's he doing?

He's gluing shapes.



What are they doing?



What's she doing?



What's he doing?

b) What can you see in your classroom? Write 2 sentences with *there is* and 2 sentences with *there are*.

1. *There is a blackboard on the wall.*
2. _____
3. _____
4. _____
5. _____

MATH EQUATIONS.



plus

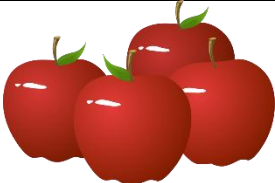







minus



equals

Solve and read the equations:

 4	+	 2	=	_____ apples
 9	+	 9	=	_____ balls
 10	-	 7	=	_____ pencils
_____ _____	+	_____ _____	=	_____ _____

4 apples plus 2
apples equals 6
apples.

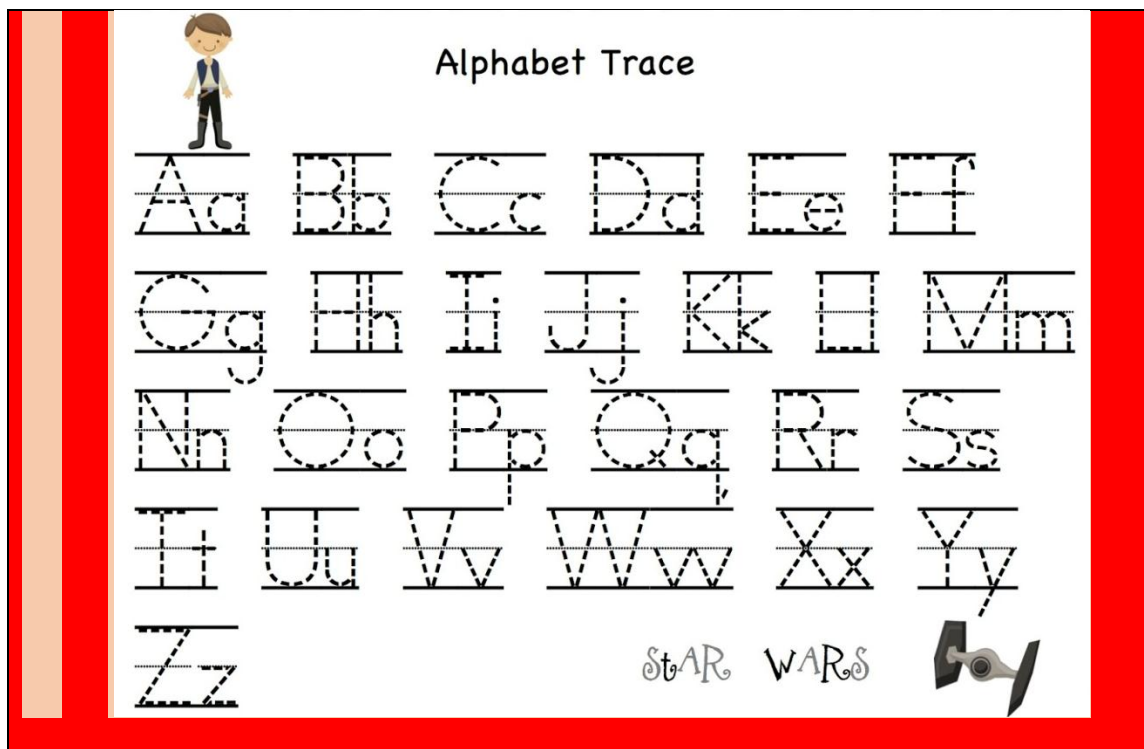


1.8 PHONICS

Procedure

1. Write students' names on index cards. First, read the names and then spell them. Have students repeat. Distribute students their name cards.
2. Write your name on the board and spell it. Circle the capital letter and explain students the difference between capital and lower case letters.
3. Have students circle the capital letter on their name cards.
4. Have students listen, trace and repeat the letters.

Look and listen. Trace, point, and say the letters of the alphabet.



Source: pinterest.com

Practice

a) Circle the capital letters and underline the lower case letters.




1. Martha
2. Rebecca
3. school
4. Mr. Brown
5. Colombia

GAME: Place two set of cards on different desks. (capital and lowercase letters). Divide the class into two groups. One member of the group goes and pick up the card mentioned by the teacher. The group who has more cards wins.

1.9 VALUES

Sharing!

a) Read the story and answer the question.

 <p>Working with friends is fun.</p>	 <p>We can share toys.</p>	 <p>We can do projects together.</p>
 <p>We can share books and read together.</p>	 <p>We can help our friends when they need.</p>	 <p>We can clean the classroom.</p>
 <p>We can always work as a team!</p>		

b) Discussion Questions.

2. What other activities can your friends and you do together?

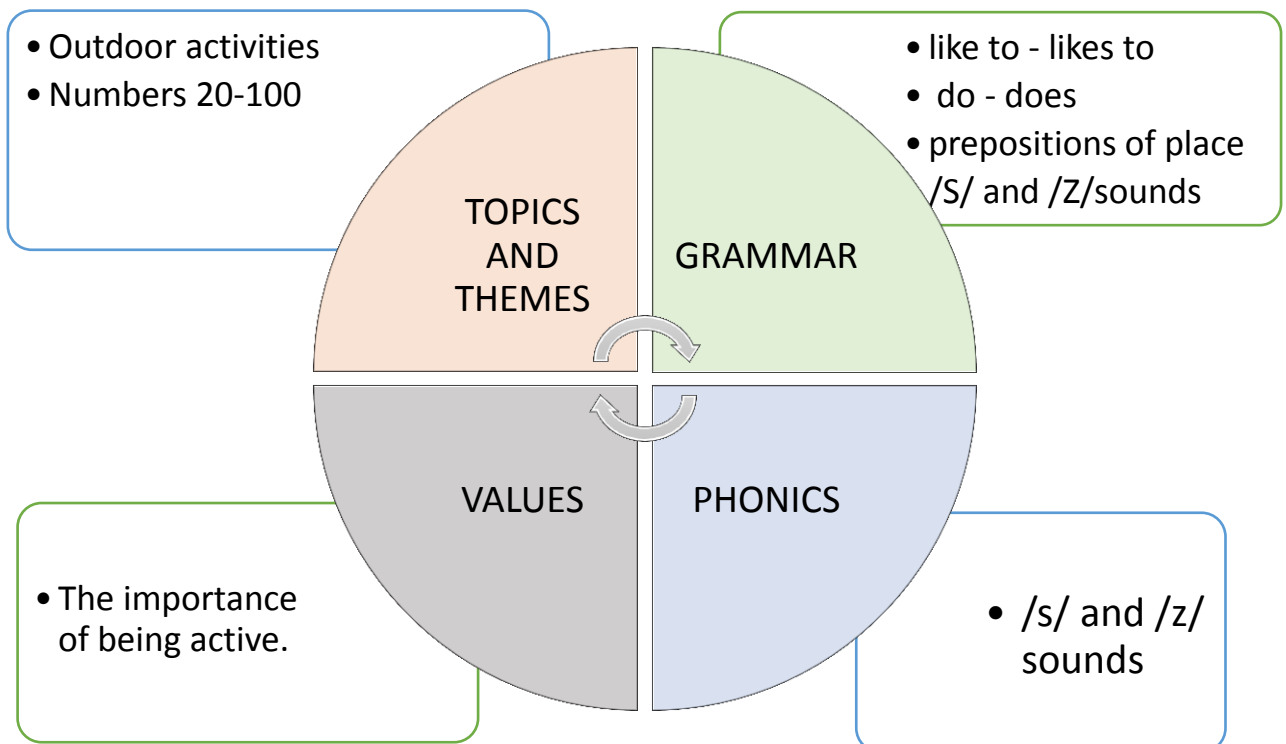
We can...

**UNIT
2**

**IN THE
PLAYGROUND**



AIMS: To talk about playground activities by using the Simple Present Tense (*do / does/ like to and likes to*).
To solve math problems using the numbers to 100.



KEY VOCABULARY

Outdoor Activities	Math	Outdoor objects	Extra
ride a bike play on the swings play on the monkey bars play soccer play basketball play on the slide catch the ball throw the ball skate	twenty thirty forty fifty sixty seventy eighty ninety one hundred	Swings Monkey bars Slide See- Saw	like to / likes to do – does behind in front of next to between under on



I **like to** ride the bike.



They **like to** play on the swings.



He **likes to** play on the monkey bars.



They **like to** play soccer.



He **likes to** play basketball.



He **likes to** play on the slide.



He **likes to** catch the ball.



She **likes to** throw the ball.



They **like to** skate.

2.2 VOCABULARY PRACTICE

a) Look at the pictures and complete the sentences. Use the words from the box.

1. ride a bike 2. play soccer 3. play basketball	4. play on the seesaw 5. jump the rope 6. hit the ball	7. skate 8. catch the ball 9. play on the slide
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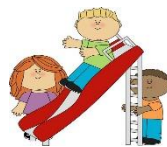
She likes to play soccer.



He likes to _____.



They like to _____.



They like to _____.



He likes to _____.



She likes to _____.



She likes to _____.



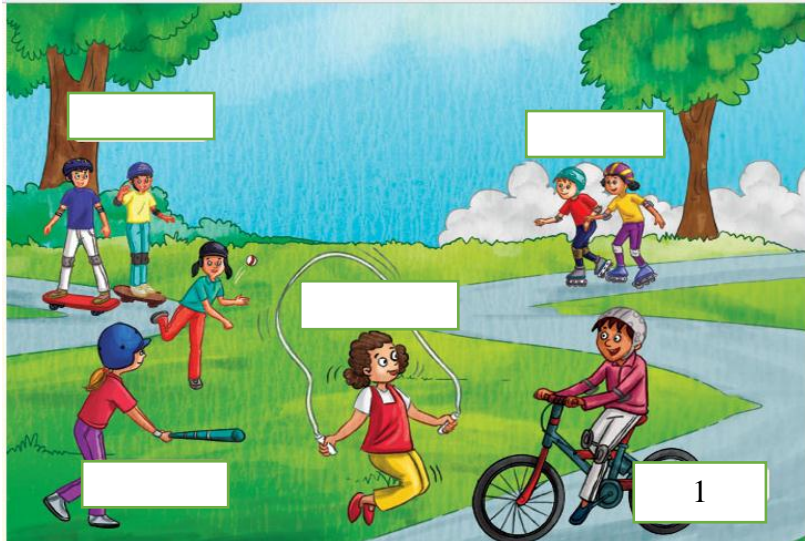
He likes to _____.



They like to _____.

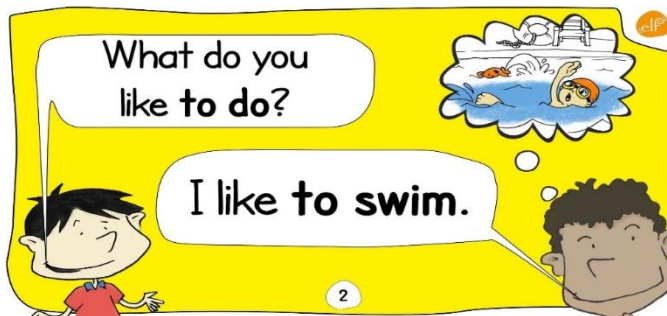
2.3 LISTENING

(CD 1 - Track 2) Listen and label the pictures.



2.4 SPEAKING

a) Ask your partners what they like to do.



b) Fill in the chart and read it to the class.

Name						Other
Me						
1. Luis		✓	✓		✓	
2.						
3.						

Luis likes to skate, play basketball, and play soccer.



2.5 GRAMMAR

What does he / she like to do ?	He / She likes to skate.
What do they like to do ?	They like to play soccer.

a) Complete the questions using *do* or *does*. Then, answer the questions using *likes to* or *like to*.

1. What does Martin like to do?

He _____ play on the slide.



2. What _____ Sonia and Brian like to do?

They _____ skate.



3. What _____ she like to do?

She _____ ride her bike.



 between	 Next to	 In front of	 behind
--------------------	--------------------	------------------------	-------------------

Where's the ball?	It's between the two boxes.
Where are the trees?	They are next to the seesaw.





(CD 1 – Track 3) Find Milo. Where's he? Listen and write the number.

1

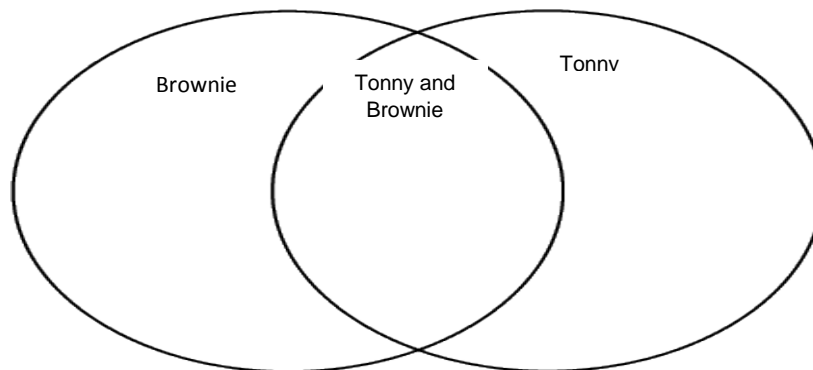
2.6 READING

a) Read and write B (Brownie) or T (Tonny)

	<p>Brownie is a bear. Tonny is a bear too. Brownie likes fish. Tonny likes fish, too.</p> <p>Brownie is a circus bear. Tonny lives at the zoo.</p> <p>Brownie likes to play soccer. Tonny likes to play soccer, too.</p> <p>Brownie likes to dance and ride a bike. Tonny likes to dance and swim, but he doesn't like to ride a bike.</p>	
---	--	---

- | | |
|--|-----------------------------------|
| 1. It lives in the zoo. ___ <u>T</u> ___ | 4. It likes to dance. _____ |
| 2. It lives in the circus. _____ | 5. It likes to swim. _____ |
| 3. It likes to play soccer. _____ | 6. It likes to ride a bike. _____ |

b) What does Brownie like to do? What does Tonny like to do? What do they both like to do? Complete the diagram.



2.7 WRITING:

a) What do you like to do?

I like to...

b) What don't you like to do?

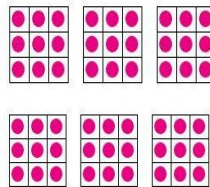
I don't like to...

LET'S DO MATH

Numbers

10	ten	60	sixty
20	twenty	70	seventy
30	thirty	80	eighty
40	forty	90	ninety
50	fifty	100	One hundred

a) How many items are there? Write the number.



Twenty-five _____

Solve the equations.



FROGS

Sam likes to catch frogs. He caught eleven frogs and put them in a bucket. Three of the frogs jumped out of the bucket. How many frogs does Sam have left?

Drawing

Write and solve the equation.


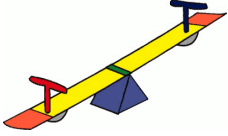

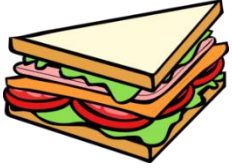

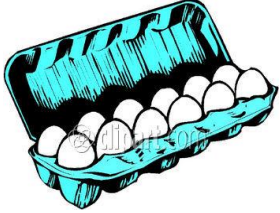


_____ - _____ = _____

2.8 PHONICS:

/S/ and /Z/ sounds.

Procedure:

1. Make two columns on the board and write the letters S and Z.
2. Explain the sound of /s/. This sound doesn't make vibrate the vocal cords as the /z/ sound. To notice the difference between these two sounds, have students place their two fingers on their neck and make the sounds.
3. Practice the words on each column.
4. Give more examples and have students repeat the words.

 student	 seesaw	 bus	 sandwich
 zoo	 dozen	 prize	 zebra

Practice:

Complete the sentences and read them to the class.

1. We like to play on the seesaw.
2. My mom buys one _____ of eggs.
3. Juliana is one of the _____ in my classroom.
4. I go to school by _____.
5. Luies wins first _____ for his singing.
6. We see a lot of animals in the _____.
7. I eat a _____ for lunch.
8. _____ is my favorite animal.

2.9 VALUES

The Importance of Being Active.

a) Read the story and answer the questions.



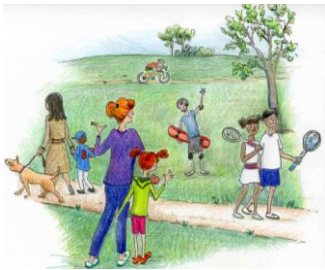
Tammy likes to eat junk food and watch TV all day. She doesn't like to go out and play with her friends.



She doesn't like to help her mom cleaning the house neither. But Sara doesn't feel good.



One day, Sara and her mom went for a walk. Sara felt really good. She wanted to do that every day.



Now, Sara likes to go to the park and play with her friends.



She likes to wash her hands after playing.



She likes to eat healthy food and take care of herself.



She likes to brush her teeth after dinner.



She likes to spend time with her mom too.



Tammy feels very good. She only has one problema.



She wants to help her brother feel good, too.

b) Discussion questions.








1. Why Tammy didn't feel good?

2. What does Tammy like to do now?

3. How does Tammy feel now?

4. Do you think it is important to do exercise and eat healthy food? Why?

5. What of these foods are healthy for you? Circle the healthy food.

 milk	 bananas	 candies	 apples
 Chips	 salad	 grapes	

6. Figuring out what to do:

Children sometimes like to eat junk food and stay up late.

a) Why isn't a good idea to do these things all the time?



b) What are some things you can do to stay healthy and feel good?





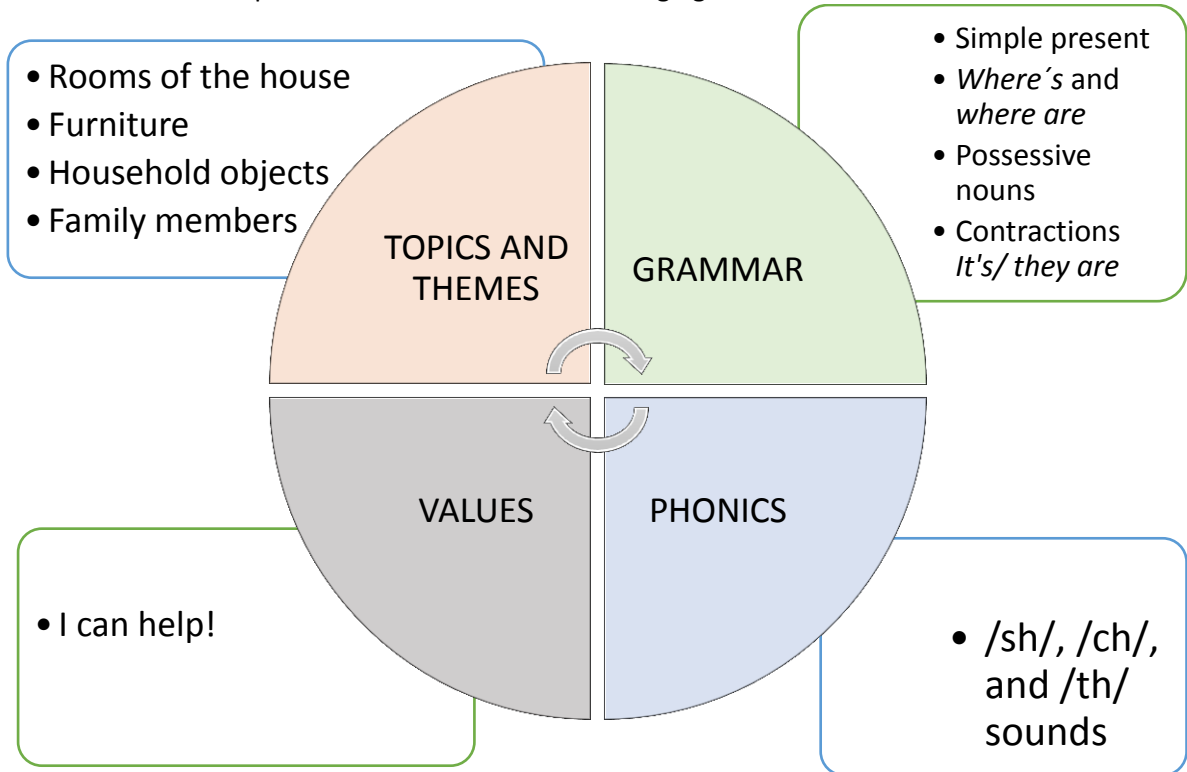
UNIT 3

IN MY HOUSE!



AIMS: To describe a house and the rooms of the house using the contractions *It's* and *they're*.

To use possessive nouns to indicate belonging.



KEY VOCABULARY

Rooms of the House	Furniture	Household Objects	Extra
<ul style="list-style-type: none"> - bedroom - bathroom - dining room - kitchen - living room 	<ul style="list-style-type: none"> - bed - cabinets - chair - dresse - shelves - sofa - table 	<ul style="list-style-type: none"> - clock - machine - computer - curtain - phone - radio - refrigerator - rug - sink - stove - toilet - towel 	<ul style="list-style-type: none"> - where's - where are - family members

3.1 VOCABULARY

Rooms of the House



Bedroom



bathroom



living room



kitchen



dining room



porch

Furniture and Household Items



bed



cabinets



dresser



lamp



Shelves



sink



shower













sofa



toilet

3.2 VOCABULARY PRACTICE

a) Read the paragraph and write the words.

In my house there's a (1) , a (2) , and three (3) . In the living room there's a big (4) . There are beige (5)  and a red (6) . There are four (7) . There's a (8) , and a (9)  of the family. I love my .

- | | |
|-----------------------|-----------|
| 1. <u>living room</u> | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

b) Ask a partner about his or her house.

Your house			
Is there a _____ in your house?	Yes, there is.	No, there isn't.	Where is it?
CD player	✓		It's in the kitchen.
computer			
TV			
tree			
mirror			
(your idea) _____			
Are there any _____ in your house?	Yes, there are.	No, there aren't.	Where are they?
chairs	✓		In the dining room.
cabinets			
(your idea) _____			

3.3 LISTENING

Source: Authors



(CD 1, Track 4) Listen and write T for True or F for False.

1. T
2. _____
3. _____
4. _____
5. _____

1.

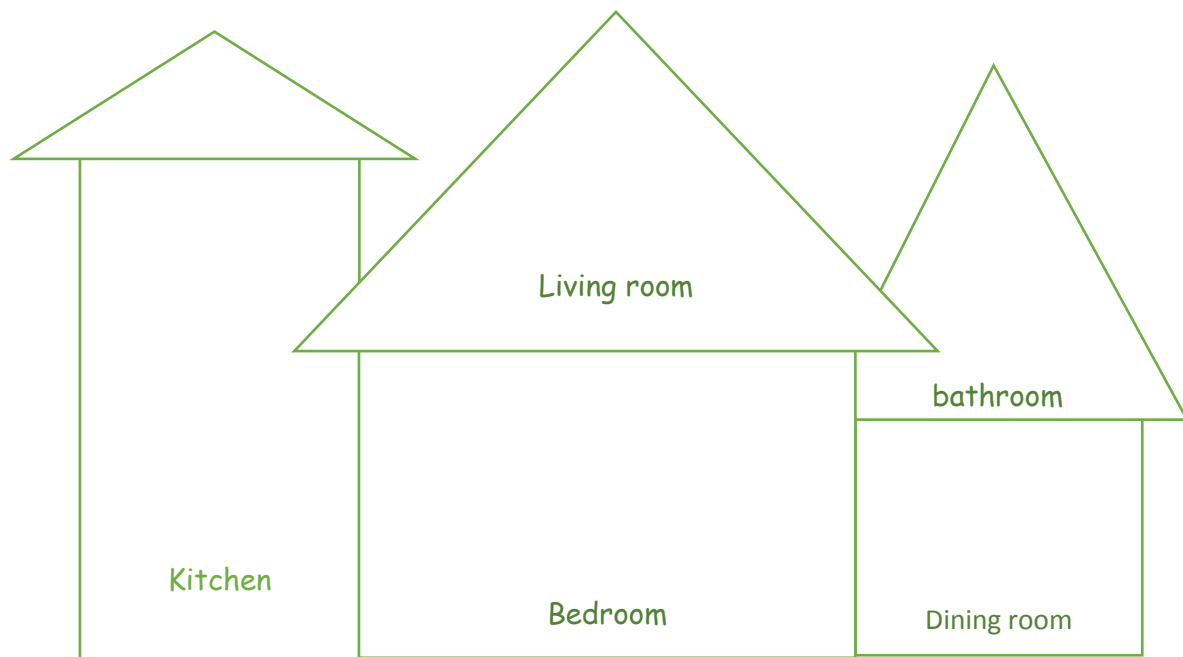


2.



3.4 SPEAKING

How many rooms are there in your house? Can you draw them?
Describe your drawings.



This is my bedroom. There is a red chair and a dresser. There are red curtains and...

3.5 GRAMMAR

Questions with where is and where are.

Where's the picture?	It's in the living room. It's on the wall.
Where are the windows?	They're in the living room.



a) Look at the picture and answer the questions.

1. Where's green sofa?

It's in the living room. It's in front of the shelf.

2. Where's the brown lamp?

3. Where's the bed?

4. Where are the pillows?

POSSESSIVE NOUNS

Where's your mom's room?	My mom's room is on the second floor.
Where are Ben's keys?	Ben's keys are on the table.

Complete the sentences. Use the names in parentheses.

1. Where's _____ jacket? (Sonia)

2. I see _____ phone. It's next to the TV. (Paul)

3. _____ keys are in his jackets. (my dad)

4. Your _____ bike is in the backyard. (brother)

3.6 READING

a) Read the story.



Moving Day

Brian's family is moving. "Good bye bedroom!" says Brian. "I'm moving to a new house, and I have a new bedroom now."

My old bed is in my new bedroom. My old rug, table, and lamp are here too. My old curtains are in the window. I like my new bedroom.

"We have a living room and a dining room in the new house. There's a kitchen and a bathroom too. There are two bedrooms." They are on the second floor.

"I love my new house, I'm am so happy here."



b) Read the sentences and circle Yes or No.

- | | | |
|---|-----|-------------------------------------|
| 1. Brian is moving to a new apartment. | Yes | <input checked="" type="radio"/> No |
| 2. He feels sad. | Yes | <input type="radio"/> No |
| 3. His new house has 2 bedrooms. | Yes | <input type="radio"/> No |
| 4. There are two bathrooms in his new house. | Yes | <input type="radio"/> No |
| 5. This story is sad. | Yes | <input type="radio"/> No |
| 6. Moving day is a good title for this story. | Yes | <input type="radio"/> No |

3.7 WRITING

a) Read the paragraph and answer the questions.



Hello, my name is Peter and this is my house.

My house is quite big. It has two floors.

On the ground floor, there's a living room, a kitchen, a dining room, and a toilet.

On the first floor, there are three bedrooms, one bathroom and a big corridor. My bedroom is between my parent's bedroom and the bathroom. My sister's bedroom is in front of mine.

In the back of the house, there is a big backyard and a garage where my parents park the family car. There is also a garden. It's in front of the house.

I love my house. It's very comfortable.

b) Answer the questions.

1. Is Peter's house big or small?

2. Where's his parents' bedroom?

3. How many rooms are there?

3. Where's the living room?

c) How's your house? Can you describe it?

3.8 PHONICS

/sh/, /th/, /ch/ sounds







Procedure:

1. Make three columns on the board.
2. Write *sh*, *th*, and *ch*.
3. Point /sh/ and make the corresponding sound. Students repeat.
4. Say /sh/ shoe, /sh/– sharpener, /sh/ – shorts, /sh/- sheep, shark, shell, shirt,
5. Do the same with the /th/ sound. Make sure students notice that the tongue goes between the teeth. Practice the sound.
6. Say /th/ – thing, /th/ – three, /th/ – thin, thirty, thirteen, think.
- 7 Now, explain the /ch/ sound. Explain that this sound is short.
8. Say /ch/ – chair, /ch/ – children, /ch/ – church, cheese, chocolate.

sh	th	ch
shark sharpener sheep shirt shoe	thin thirteen three thirty thumb	church cheese chair children chocolate

Practice

Listen and circle the odd word in each line.

sh					
th					
ch					

Source: Authors

3.9 VALUES

I'm a Big Kid, I Can Help!

 <p>I'm a big kid. I can help. I can get dressed all by myself.</p>	 <p>I'm a big kid. I can help. I can brush my teeth all by myself.</p>	 <p>I'm a big kid. I can help. I can feed the cat and clean my room.</p>
 <p>I can set the table and wash the dishes after dinner.</p>	 <p>I can water the flowers.</p>	 <p>I can trash the garbage and recycle.</p>
 <p>I can also zip my jacket and be clean.</p>	 <p>I am a big kid. I can help. I'm very proud of myself!</p>	

Discussion Questions

1. How did the children in the story help at home?
2. How did the children in the story feel?
3. Do you help at home? What do you do?
4. What are the things you can do by yourself?
5. What are the things you shouldn't do by yourself? Why?

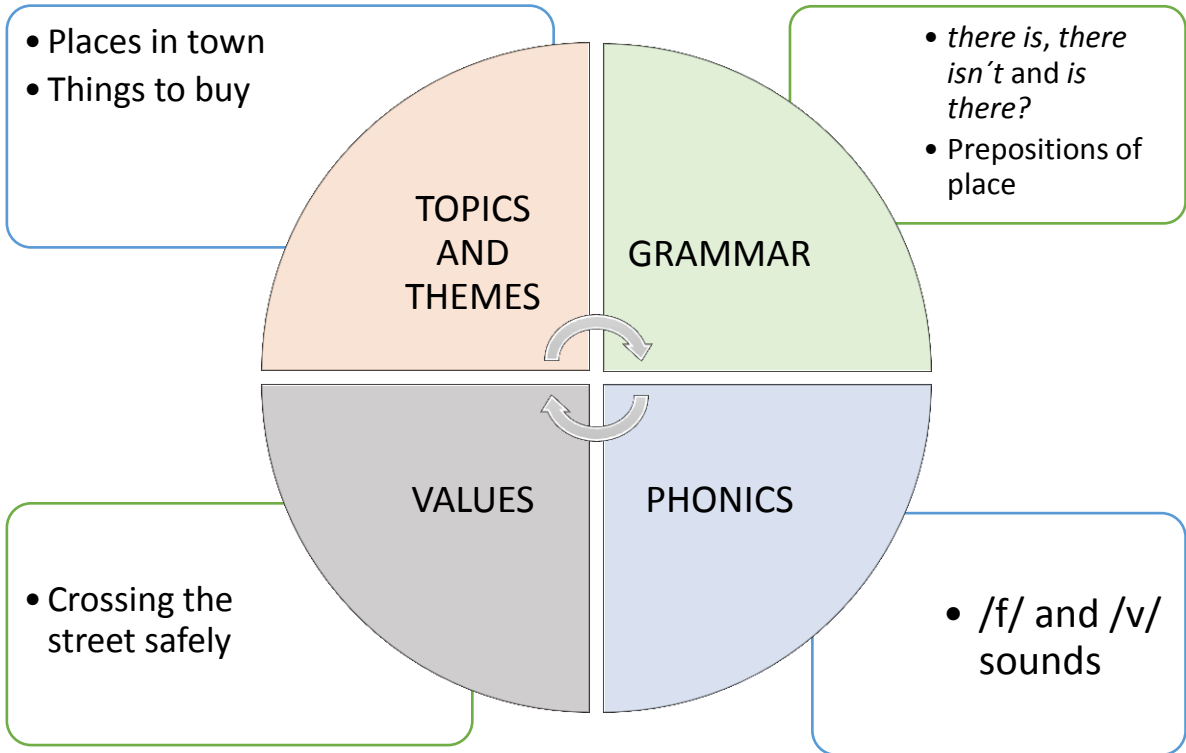


UNIT 4

IN MY TOWN!



AIM: To ask for and give information about the location of places in town using the verb phrases **there is, is there, and there isn't.**



KEY VOCABULARY

Places	Prepositions	Extra	Expressions
bookstore fire station bus station train station post office supermarket movie theater bookstore restaurant gas station school	between next to in front of on the corner of	crosswalk stop sign traffic light mail ticket fire truck fuel	There is There are Isn't there Can you help me, please?

4.1 VOCABULARY



A library



A police station



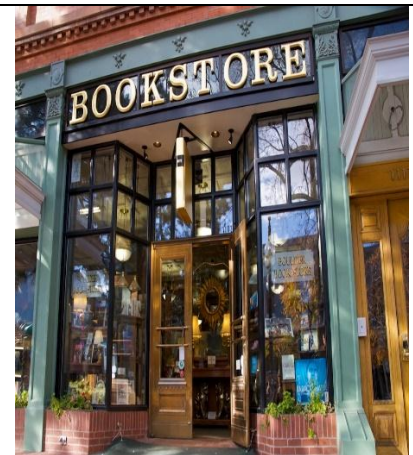
A fire station



A restaurant



A post office



A bookstore



A supermarket



A movie theater



A train station

4.2 VOCABULARY PRACTICE

a) Complete the sentences and match them with the pictures.

1. You can eat at the restaurant.

2. You can find a doctor at the _____.

3. You can buy computers at the _____.

4. You can mail letters at the _____.

5. You can get help at the _____.

6. You can buy books at the _____.

7. You can shop for food at the _____.

8. You can watch a movie at the _____.

9. You can get the train at the _____.





4.3 LISTENING

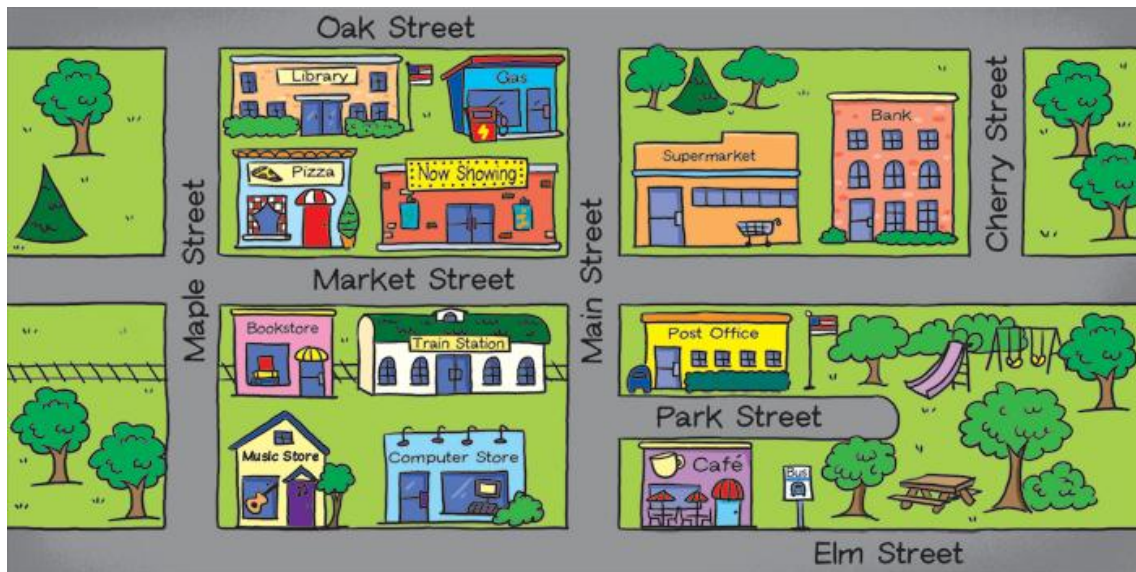
 (CD 1-Track 5) Listen to the tape and complete the sentences with the words from the box.

next to on between ~~in front of~~ on the corner of

1. The bank is _____ in front of _____ the post office.
2. The movie theater is _____ the supermarket and the restaurant.
3. The gas station is _____ First Street and North Street.
4. The bookstore is _____ Apple Street.
5. The hospital is _____ the library.

4.4 SPEAKING

a) Can you help me, please? I want to buy something!



Source: Big English by Pearson Eduationn



1.	2.	3.
4.	5.	6.

4.5 GRAMMAR

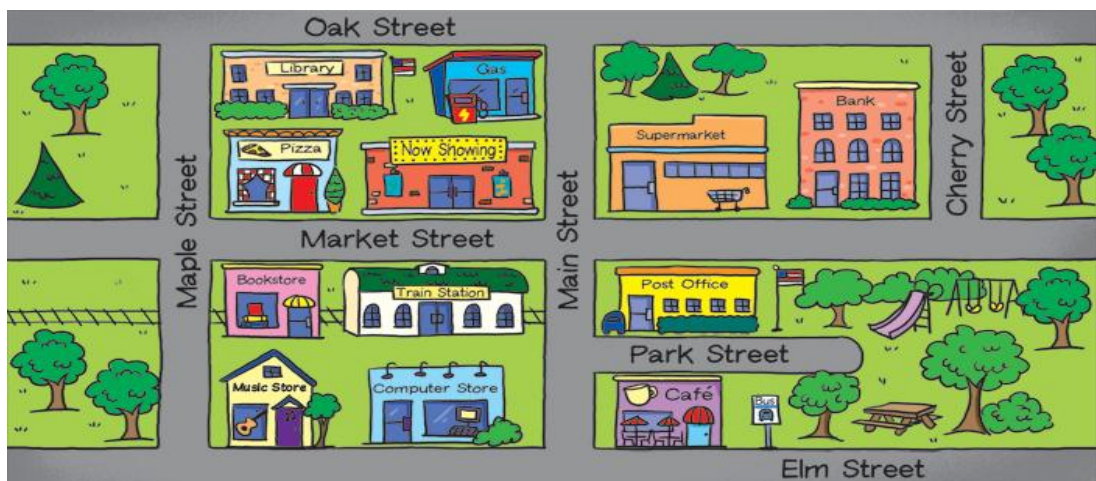
I/We/They/You want to mail a letter.	There's a post office near here.
He / She wants to buy milk.	There's a supermarket near here.

a) Write *want to* or *wants to*.

1. My brother wants to buy medicine.
2. I _____ buy a book.
3. My brother and I _____ go to the train station.
4. My parents _____ put gas in the car.
5. Emily and Rick _____ to see a movie.

Is there a post office near here?	Yes, there is . It's on the corner of Main Street and Park Street.
Is there a bank on Road Street?	No, there isn't .

b) Look at the map and write answers.








Source: myenglishlab.com

1. Is there a supermarket on Elm Street? No, there isn't.
2. Is there a post office on Maple Street? _____
3. Is there a café on Market Street? _____
4. Is there a gas station on Oak Street? _____

4.6 READING

a) Read the story.

In The City

 <p>Mom and Tom are in the city. "Look at all those cars! Look at all those stores!", says Mom. Tommy sees the toy store. "Can I get a toy?", asks Tommy. "First, let's go to the bank," says Mom.</p>	 <p>In the bank, there are a lot of people. "Look at all these people," says Mom. "Can we go to the store now?", asks Tommy. "First, let's go to the shoe store," says Mom.</p>
 <p>In the shoe store, there are a lot of shoes. "Wow! Look at all those shoes!", says Mom. "Can we go to the toy store now?", asks Tommy. "First, let's go to the restaurant," says Mom.</p>	 <p>In the restaurant, there are a lot of hamburgers. "Mmm these hamburgers are great!", says Mom. "Can we go to the toy store now?", asks Tommy. "Yes, let's go to the toy store," says Mom.</p>
	<p>Mom and Tommy are in the car. But Tommy is sleeping. "Tommy, Tommy! Wake up, wake up!", says Mom. "Oh well. We'll go to the toy store the next time," says Mom.</p>

a) Read the sentences and write Yes or No.

1. They are in the city Yes
2. They go to the bank. _____
3. They go to the museum. _____
4. They go to the restaurant. _____
5. They go to the movie theater. _____



4.7 WRITING

My Town

Read Sara's letter.

Hello! My name is Sara. Let me tell you about my town. I live in Peekskill, NY. It is a very nice town. My house is next to the drugstore. The restaurant where I eat with my family is next to the supermarket. A couple of blocks down the street is the movie theater. It is between the park and the toy store. I love to go to the toy store! The hospital where I was born is next to the bank. We also have a museum in Peekskill. It is next to the bank. Now, can you tell me something about your neighborhood? Where do you live?

Write soon,

Sarah.

Now, can you draw your neighborhood and write about it?

MY NEIGHBORHOOD



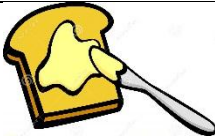
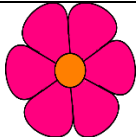



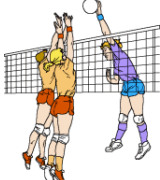
My name is... _____

4.8 PHONICS

/f/ and /v/ sounds

Procedure

1. Have students sit in a circle. Explain that feet begin with /f/. Have students move their feet up and down.
2. Write on the boards words beginning with f. Have students move their feet every time they hear a word with the sound. Do the same with the /v/ sound.
3. Explain to students the mouth is in similar position for /f/ and /v/, although the sound is different.
4. If they put their fingers on their neck, they can feel vibrations with /v/ and no vibrations with /f/.
5. Place the flashcards on the board and practice the pronunciation.

 sofa	 friends	 knife	 flower
 stove	 vegetables	 waving	 volleyball

Practice

Complete the sentences with the pictures.

1. You can sleep on the



2. Susie and Paul are best



3. We like to eat fresh



4. Don't touch the hot





5. They are playing



4.9 VALUES

Crossing the Street Safely

a) Read the steps for crossing a Street.

 <p>Do not cross a busy street by yourself. Cross it with an adult.</p>	 <p>Find a safe place to cross.</p>	 <p>Stop at the edge.</p>
 <p>Look and listen for traffic. Look left, look right, look left again.</p>	 <p>Cross quickly and safely. Do not run or turn back.</p>	 <p>Be extra cautious in bad weather. Wear bright colors.</p>

b) Write the steps to cross a street safely.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

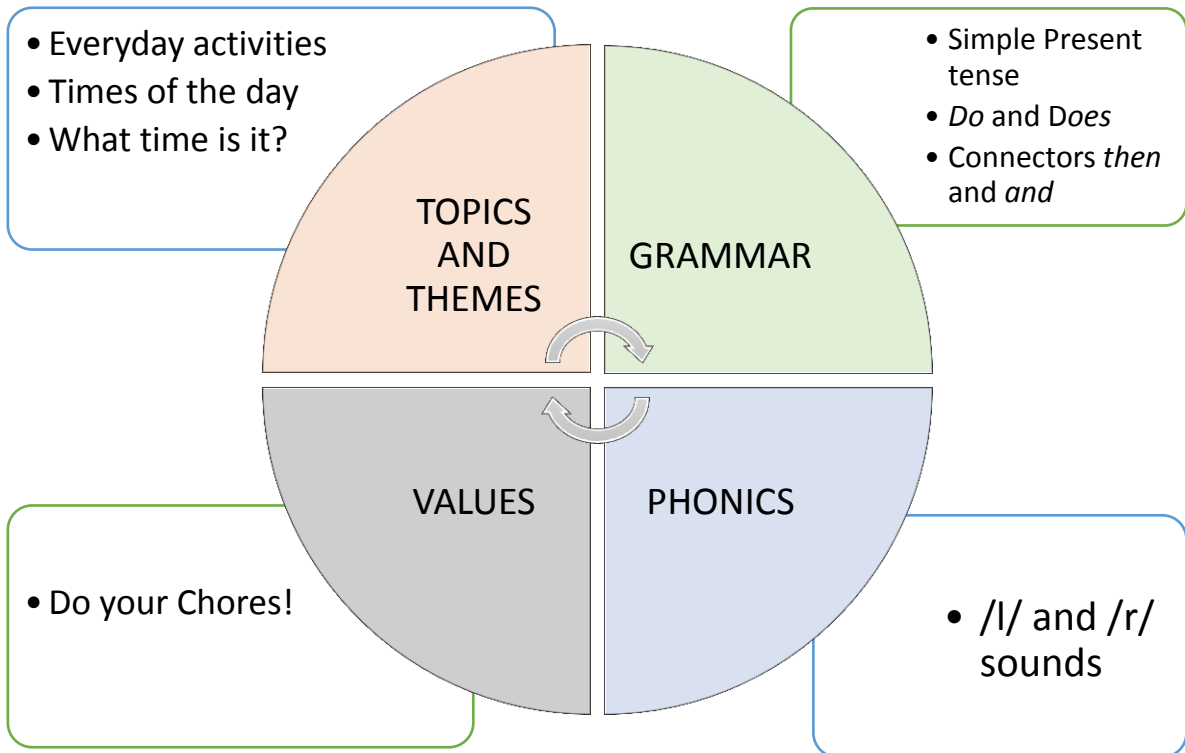


UNIT 5

MY DAY!



AIM: To describe daily routines in simple present tense using the connectors **and** and **then**.



KEY VOCABULARY

Everyday activities	Times of the day	Extra	Expressions
<ul style="list-style-type: none"> - wake up - get up - take a shower - have breakfast - brush your teeth - go to school - go home - have lunch - do homework - watch TV - go to bed 	<ul style="list-style-type: none"> - In the morning - In the afternoon - In the evening - At night 	<ul style="list-style-type: none"> - every day - a lot - dark - stars - sky - it's time to - before - after 	<ul style="list-style-type: none"> - What time is it?

5.1 VOCABULARY



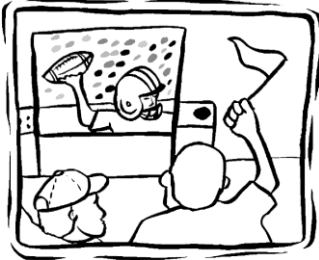
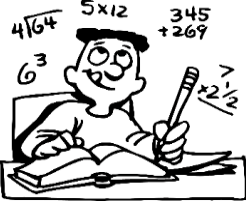


 <p>I wake up at 6:00 o'clock.</p>	 <p>I get up at six thirty.</p>	 <p>I dress up at six forty-five.</p>
 <p>I have breakfast at 7:00 o'clock.</p>	 <p>I brush my teeth after breakfast.</p>	 <p>I go to school at 7:00.</p>
 <p>I have lunch at 2 o'clock.</p>	 <p>I do my homework after eating.</p>	 <p>I play with my friends in the afternoon.</p>
 <p>I have dinner at 7 o'clock.</p>	 <p>I watch TV before going to bed.</p>	 <p>I go to bed at 9 o'clock.</p>

5.2 VOCABULARY PRACTICE

a) Look at the numbers. Write the letters and color the images.

a	b	c	d	e	f	g	h	i	j	k	l	m
1	2	3	4	5	6	7	8	9	10	11	12	13

n	o	p	q	r	s	t	u	v	w	x	y	z
14	15	16	17	18	19	20	21	22	23	24	25	26

 <p><u>H a v e</u> 8 1 22 5</p> <p><u>b r e a k f a s t</u> 2 18 5 1 11 6 1 19 20</p>	 <p><u>23 1 11 5 21 16</u></p>
 <p><u>23 1 20 3 8 20 22</u></p>	 <p><u>4 15</u></p> <p><u>8 15 13 5 23 15 18 11</u></p>
 <p><u>2 18 21 19 8</u></p> <p><u>13 25 20 5 5 20 8</u></p>	 <p><u>16 12 1 25</u></p>

5.3 LISTENING



(CD 1-Track 6) Listen to a boy talking about his dad's day.

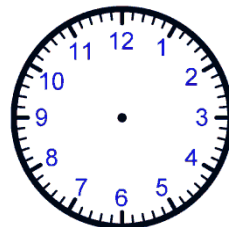
Then, draw the time.

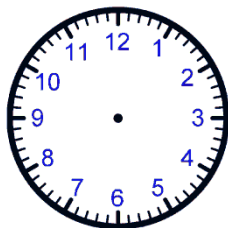


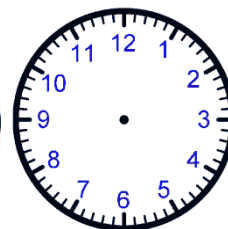
Hi, this is my dad's day.



He wakes up at 5:30 am.

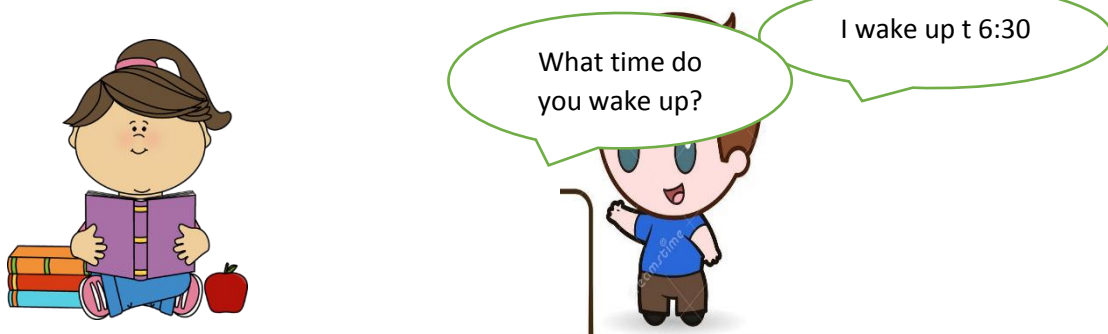









5.4 SPEAKING

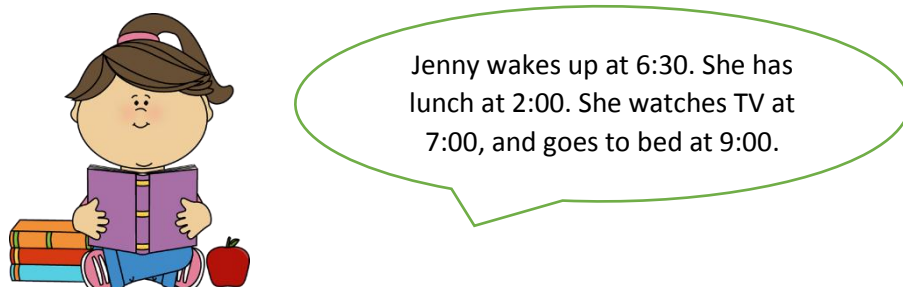
a) Interview your partner and fill the chart.



Name	 wake up	 have lunch	 watch TV	 go to bed	 _____
me					
Jenny	6:30	2:00	7:00	9:00	

Source: authors







b) Share the information with the class!



5.5 GRAMMAR

When does he / she get up ?	He / She gets up at 6:00
When do you/they go to bed ?	I / They go to bed at 9:00
When does the movie start ?	It starts at 4:00

a) Look at the pictures and complete the questions. Write *do* or *does*.

<p>9:00</p> <p>1. </p>	<p>6:30</p> <p>2. </p>	<p>6:45</p> <p>3. </p>
<p>1:30</p> <p>4. </p>	<p>7:30</p> <p>5. </p>	<p>6:45</p> <p>6. </p>

c) Look at the pictures and complete the questions by using *do* or *does*. Then, answer the questions.

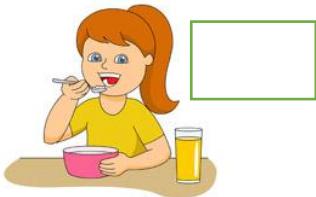
- When _____ she go to bed? She goes to bed at 9:00 o'clock.
- When _____ they eat dinner? _____
- When _____ he brush his teeth? _____
- When _____ school end? _____
- When _____ school start? _____
- When _____ she go to bed? _____

5.6 READING

Read the sentences and write the time.

My Day!

1. I wake up at six o'clock.
2. I have breakfast at six forty-five.
3. I go to school at 7 o'clock.
4. I do my homework at four o'clock.
5. I eat dinner at seven o'clock.
6. I go to bed at nine o'clock.



5.7 WRITING

Write about your day.

I get up at ...




5.8 PHONICS

// and /r/ sounds


//

Procedure


/r/




lunch



ball



lamb




pilot

1. Teach students the song “Mary Had a little Lamb” and “Row, row, row your boat”.
2. Show students the locations of the tongue when you make the // and /r/ sound. Then, show them how /r/ is made in the back of the throat and the tongue does not touch the roof of the mouth.
3. Have students listen and repeat the words. (lead, light, low, ball, play, pilot, fly, lunch, and lamb). (red, read, right, row, bar, pray, pirate, pilot, fry, doctor, horse, and artist).

Practice

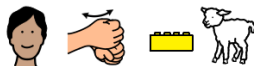
// sound. Read and underline the // sound.

This is Lucas. 

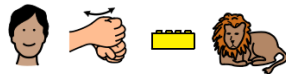
Lucas loves to play legos.



Lucas makes a lego lamb.



Lucas makes a lego lion.



Lucas puts the lego lamb and the lego lion in the laundry basket.



Now Lucas can leave for Legoland.









See you later Lucas.



/r/ sound

Complete the sentences.

	has	a		ring
	has	a		
	has	a		



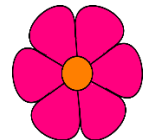
artist



horse



doctor



Flower

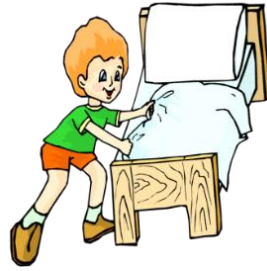
5.9 VALUES

Do Your Chores!

Feed your pet!



Every day, Erick feeds his dog in the morning and at night. He loves his dog and always takes care of him.



Make your bed!

John usually makes his bed before breakfast.

He sometimes makes it after breakfast.



Set the table!

Martin always sets the

table for dinner. He sometimes has to set the table for lunch too.

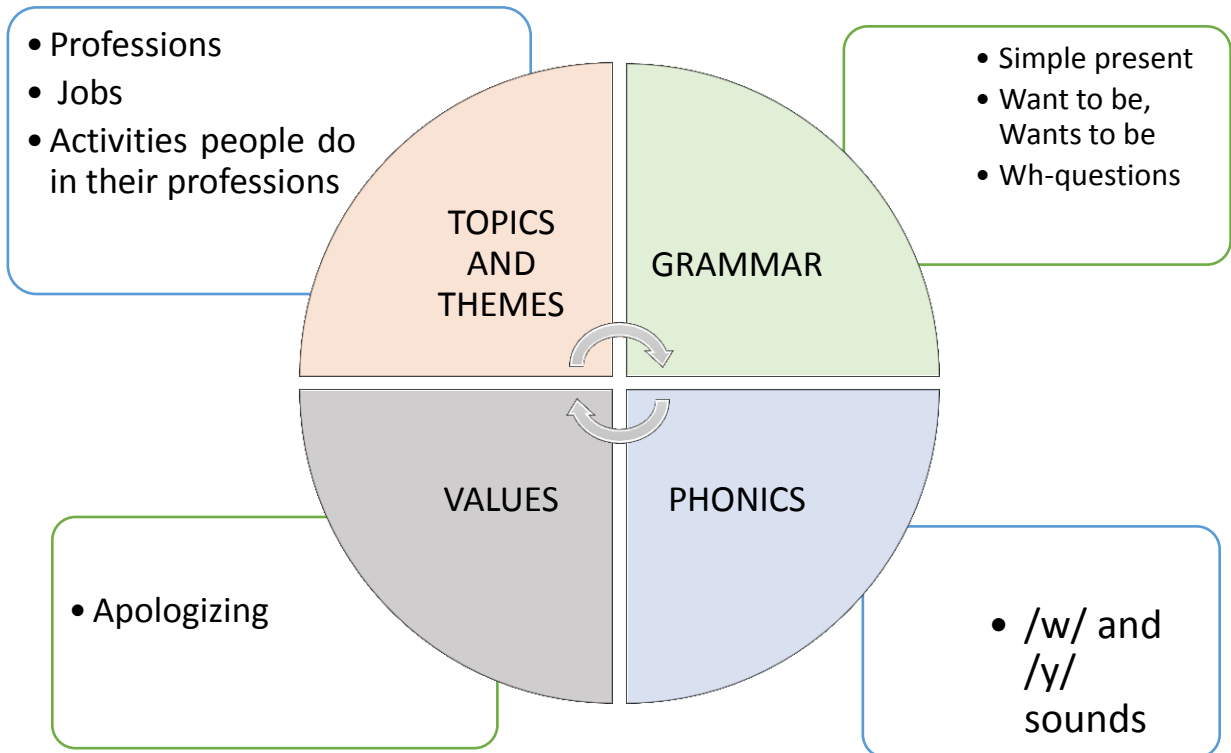
What chores do you have to do at home? Talk and write.

UNIT
6

MY DREAM
JOB!



AIM: To differentiate and use the phrasal verbs *want to* and *wants to* when talking about jobs and professions.



KEY VOCABULARY			
Professions	Actions	Extra	Expressions
doctor vet dentist firefighter pilot soccer player teacher lawyer artist police officer / policeman cashier mail man	cure people rescue people protect animals dance paint play soccer help people teach children	job work fantastic place grow up because	I want to be I don't want to be He wants to be who what where when

6.1 VOCABULARY



A doctor cures sick people.



A teacher teaches children.



A vet cures sick animals.



A firefighter rescues people from fire.



A pilot flies planes.



An artist draws pictures.



A soccer player kicks the ball.



A cashier works in a supermarket.



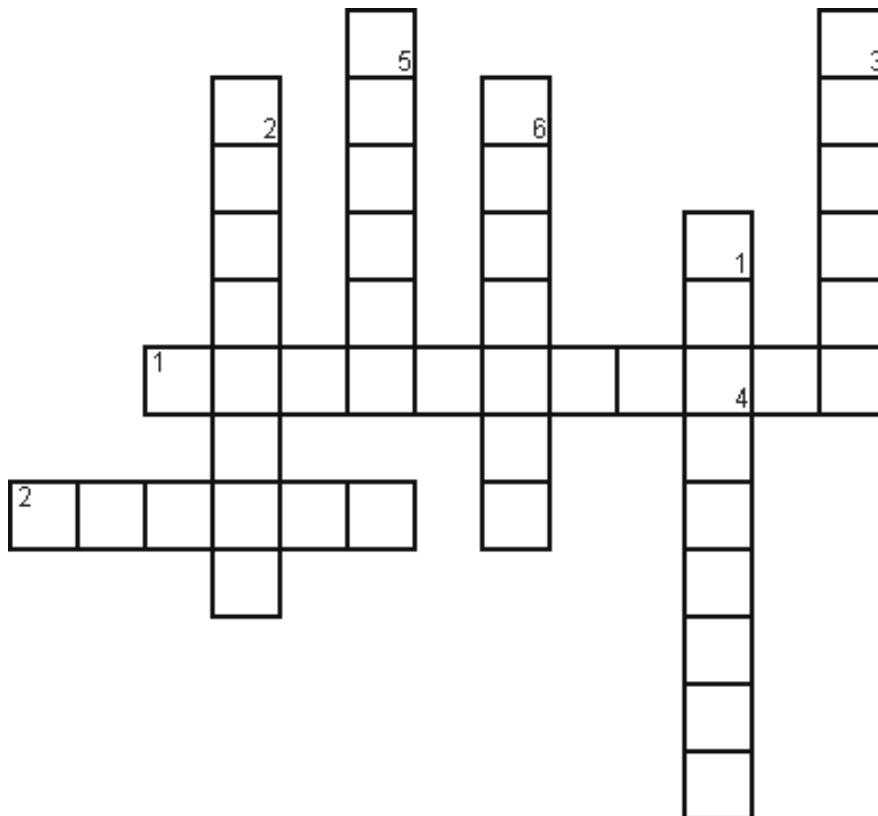
A police officer helps people.

6.2 VOCABULARY PRACTICE

Look at the pictures and fill in the crossword puzzle with the correct words.

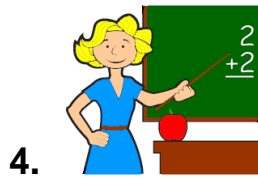
JOBS

Across



Down





6.3 LISTENING

(CD 1-Track 7) Listen and write the jobs.

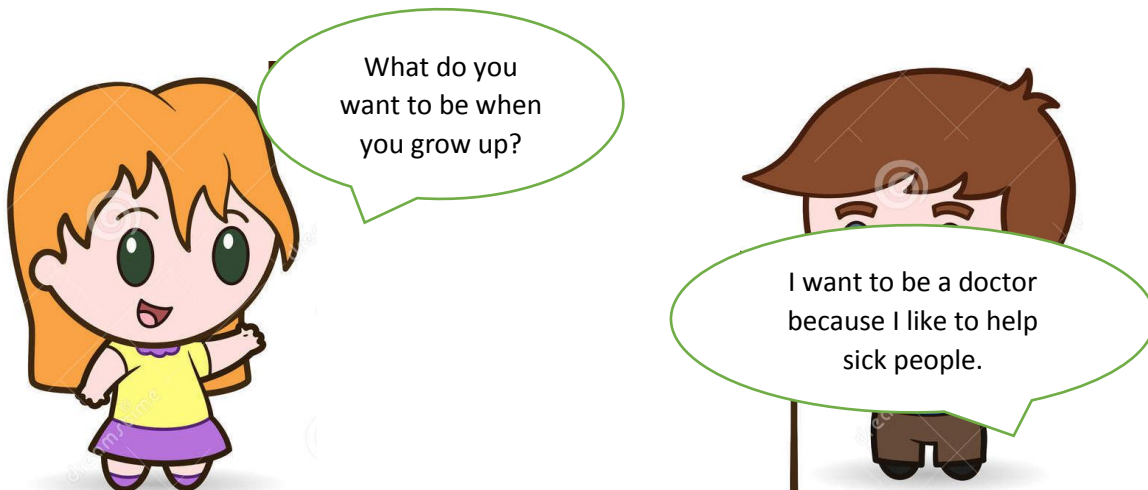


1. _____ doctor _____
2. _____
3. _____
4. _____
5. _____



6.4 SPEAKING:

Interview your partners and fill the chart. Read the information to the class. (e.g. Joseph wants to be a doctor because he likes to help sick people).



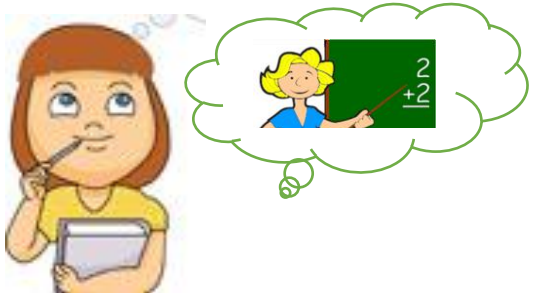



Name	What do you want to be?	What do you like to do?
------	-------------------------	-------------------------

1. Me		
2. Joseph	doctor	help sick people
3.		
4.		

6.5 GRAMMAR

What do you want to be ?	I want to be an actor.
What does he/she want to be ?	He / She wants to be a doctor.

a) What do they want to be? Look at the picture and answer the questions.

 <p>1. What does she want to be?</p> <p>_____</p>	 <p>2. What does he want to be?</p> <p>_____</p>
 <p>3. What does Molly want to be?</p> <p>_____</p>	 <p>4. What does Carlos want to be?</p> <p>_____</p>

b) Write *do* or *does* to complete the questions.

1. What _____ does he want to be?

2. What _____ you want to be?
3. What _____ they want to be?
4. What _____ your cousin want to be?

6.6 READING

a) Read the story.



Hello! My name is Melissa. I live in Sao Paolo, Brazil with my family. My father is a doctor and he works in a hospital. My mother is a music teacher and works in a high school.

I'm in eighth grade now and my favorite subjects are Science and Math. When I grow up, I want to be a vet because I love animals. I don't want to be an artist because I'm shy. I don't like to be in front of a lot of people.

b) Circle the correct answer according to the story.

1. Where does Melissa live?

- a) She lives in Mexico.
- b) She lives in Brazil.
- c) She lives in Ecuador.

2. What does Melissa's father do?

- a) He's a doctor.
- b) He's a music teacher.
- c) He's a vet.

3) What does Melissa want to be?

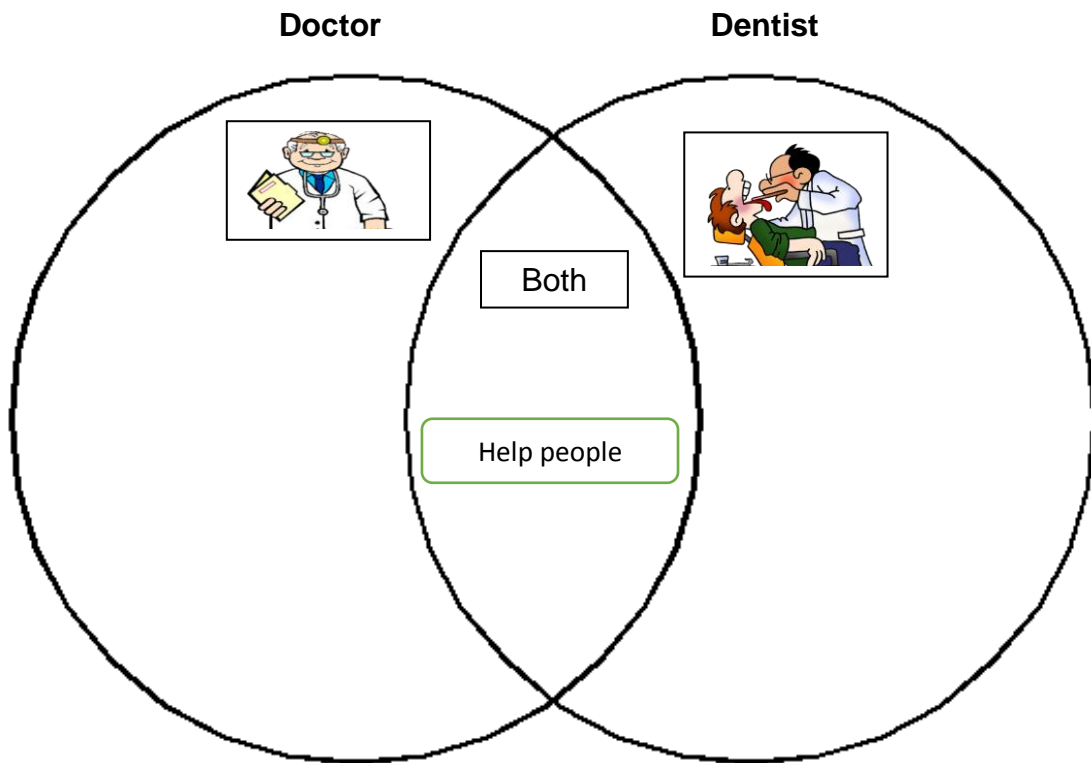
- a) She wants to be a vet.
- b) She wants to be a doctor.

c) She wants to be an artist.

6.7 WRITING

a) Compare and Contrast.

What do these professions have in common and what is specific to each of them?



a) What do you want to be when you grow up? Why?




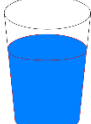


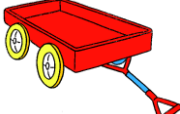

b) What don't you want to be? Why?

6.8 PHONICS



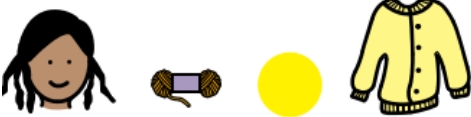


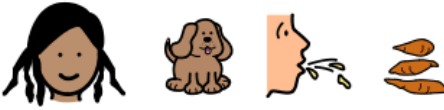

/W/ AND /Y/ SOUNDS

Procedure

1. Have students stand and show them how to wiggle their bodies. Have them say wiggle. Now, instruct them to wiggle their body every time you say a word that begins with /w/. Say: watch, wish, color, walk, wing, dance, watermelon, yogurt, vet, water.
2. Have students mimic yawning. Have them say yawn. Instruct students to act like they are yawning each time you say a word that begins with /y/. Say: yogurt, yellow, read, yarn, little, yummy, twelve, new, yell, window, year.
3. Show students flashcards and have them practice the words.

 window	 whale	 waffle	 water
 shower	 whistle	 wagon	 watch

Read the story and underline the /y/ sound.

<p>Yasmin is having a picnic in her yard.</p>  <p>Yasmin brings yummy yams and yogurt.</p>  <p>Yasmin brings yarn to make a yellow sweater.</p> 	<p>Yasmin yells to her dog to come with her.</p>  <p>Yasmin's dog yaps and yaps for a yam.</p>  <p>Yasmin's dog spits out the yams.</p>  <p>Yuck says Yasmin.</p> 
---	--

Source: mommyspeechtherapy.com/

6.9 VALUES

Apologizing

 <p>Ramon is in the classroom. He is working hard at making a project.</p>	 <p>"That's ugly!", says Sarah.</p>	 <p>Ramon feels sad.</p>
---	--	---

 <p>The teacher comes over to the table. "Ramon, when someone hurts your feelings, tell them how you feel," she says.</p>	 <p>Ramon doesn't know how to tell Sarah how he feels. Finally, he says, "I feel bad when you say mean things to me."</p>	 <p>Sarah thinks about how she feels when someone makes fun of her.</p>
 <p>She remembers when someone says something mean to her.</p>	 <p>"I'm sorry I hurt your feelings," says Sarah. "I won't say mean things anymore."</p>	 <p>"That makes me feel better," Ramon said. "Do you want to build something with me?"</p>
	<p>"Okay!", Sarah exclaimed. "Let's see what we can make together."</p>	

Discussion:

- 1) Why was Ramon sad?
- 2) What did the teacher tell Ramon to do?
- 3) What do you do when someone tells you mean things?

Figuring out what to do:

Children are sometimes mean to other children. They hurt each other's feelings when they say mean things, make faces at them, or talk about them to other children. Think about how you feel sometimes.

- a) Do you feel sad when someone is mean to you?
- b) What can you do when someone is mean to you?



- c) Have you ever been mean to another child?
- d) What can you do instead of being mean to someone?

THINK ABOUT IT!



1. John comes to school wearing a new jacket. Maria says she doesn't like it. What is the best thing for John to do?

- a) He can tell Maria she hurt his feelings when she says mean things.
- b) He can cry and not say anything.
- c) He can hit her.

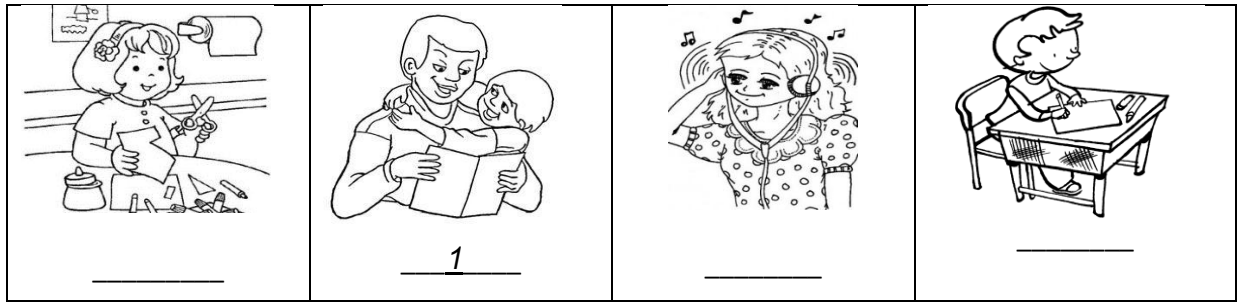
2. Jose pushes Arianna when they're playing in the school yard. Arianna starts crying. What is the right thing for Jose to do?

- a) Jose can walk away.
- b) Jose can say he's sorry and ask Chantalle if she's okay.
- c) Jose can laugh.

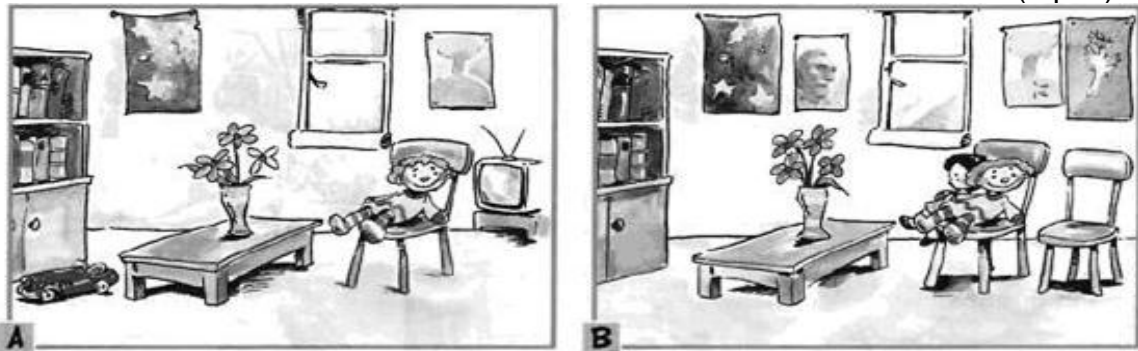
EVALUATION TESTS

 UNIVERSIDAD DE CUENCA <small>desde 1867</small>	ENGLISH EVALUATION THIRD GRADE UNIT 1	
EGB Level: Third Grade		# Diff. _____ / 29
Teacher's Name:		Score: _____ / 10
Student's Name:		

1. Listen to the tape and write the correct number. (3 pts.)







2. Find the differences and write sentences. Use there is and there are. (4 pts.)



- In picture A, there is one chair. In picture B, there are two chairs.
- _____
- _____
- _____
- _____

3. Read and answer the questions. (3 pts.)

<p>1. What's she doing?</p> <p><u>She's listening to music.</u></p>	
<p>2. What's he doing?</p> <p>_____</p>	

<p>3. What are they doing?</p> <p>_____</p>	
<p>4. What's she doing?</p> <p>_____</p>	

4. Rearrange the words and write sentences. (3 pts.)

computer	they're	a	new	game	playing
----------	---------	---	-----	------	---------

1. They're playing a new computer game.

there	in	my	girls	class	are	eleven
-------	----	----	-------	-------	-----	--------

2. _____

about	are	pictures	they	talking
-------	-----	----------	------	---------

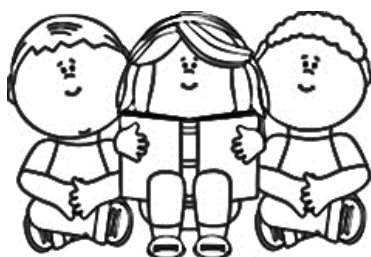
3. _____

a	my	there	teacher	in	is	classroom
---	----	-------	---------	----	----	-----------

4. _____

5. Read the story. (4 pts.)

At School



Today is Monday. All the children are in the classroom. Mike and James are drawing pictures, Sara is reading a book, and Sofia is writing his name on the blackboard. Three students are using the computer. They are watching videos.

5.1 Read the sentences. Circle the wrong word and write the correct word.

1. Today is Tuesday. True False Monday

2. Sofia is reading a book. True False _____

3. Mike and James are listening to music. True False _____





4. Three students are watching videos. True False _____
5. The children are in the playground. True False _____

6. Speaking: (12 pts.)

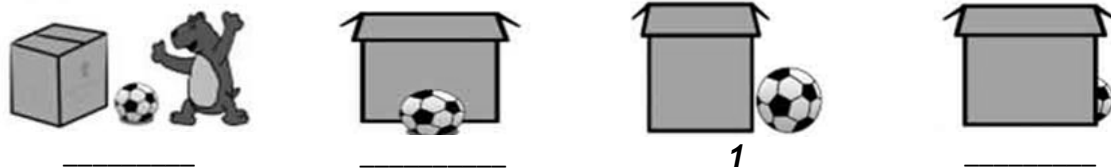
Questions	Score
1. Answer teacher's greetings and personal information.	_____
2. Look at the pictures and describe them using there is and there are	_____
3. Compare two picture and describe the differences using the present progressive tense.	_____

Rubric for the Oral Assessment

4 points	Student produces intelligible utterances with appropriate use of vocabulary and grammar. Few pronunciation difficulties.
3 points	Student produces mostly intelligible utterances with occasional pauses for recall or vocabulary or grammar. Occasional misuse of words. Some pronunciation difficulties but understandable.
2 points	Student produces a moderate number of intelligible utterances, but often pauses for recall of vocabulary items of grammar. Often misuses words. Pronunciation difficulties.
1 point	Student produces few intelligible utterances with many stops due to lack of vocabulary. Misuse of grammar. Pronunciation difficulties.
0 points	Student cannot produce intelligible responses.

 UNIVERSIDAD DE CUENCA <small>desde 1867</small>	ENGLISH EVALUATION THIRD GRADE UNIT 2	
EGB Level: Third Grade		# Diff. ___ / 39 Score: ___ / 10
Teacher's Name: _____		
Student's Name: _____		

1. Listen to the descriptions and number the pictures in the order they Happen. (3 pts.)





2. Complete the sentences. Use the words from the box. (5 pts.)

kick jump play ride write use

- 1. Danna likes to use the computer.
- 2. Ronald likes to _____ his name in the notebook.
- 3. Maria likes to _____ her bike.
- 4. My friends like to _____ the ball.
- 5. My brother Cesar likes to _____ on the slide.
- 6. Arthur likes to _____ rope.

3. Read the sentences. Circle like to or likes to according to the subject. (3 pts.)

- 1. Benny **like** to / **likes to** play soccer.
- 2. Sonia **like** to / **likes to** play on the swings.
- 3. Mike **like** to / **likes to** kick the ball.
- 4. My parents **like** to / **likes to** eat pizza.

4. What do they like to do? Look at the pictures and answer the questions. (3 pts.)

1. What does Maria like to do?

She likes to play soccer.



2. What do they like to do?



3. What does Pedro like to do?





4. What does Sofia like to do?



5. Read and write (B) for Brownie or (T) for Tonny.
pts.)

(5

 <p style="text-align: center;">Brownie</p>	<p>Brownie is a bear. Tonny is a bear too. Brownie likes fish. Tonny likes fish, too. Brownie is a circus bear. Tonny lives at the zoo. Brownie likes to play soccer. Tonny likes to play tennis. Brownie likes to dance and ride a bike. Tonny likes to jump the rope and swim. He doesn't like to ride a bike.</p>	 <p style="text-align: center;">Tonny</p>
--	--	--

- | | |
|--------------------------------------|-------------------------------------|
| 1. He lives in the zoo. <u> T </u> | 4. He likes to dance. _____ |
| 2. He lives in the circus. _____ | 5. He likes to swim. _____ |
| 3. He likes to play soccer. _____ | 6. He likes to ride a bike. _____ |

6. Match each word with its number. (5 pts.)

- | | |
|--------------|----|
| 1. fifty | 90 |
| 2. eighty | 30 |
| 3. seventeen | 15 |
| 4. ninety | 80 |
| 5. thirty | 50 |
| 6. fifteen | 17 |

7. Write about the things you like to do and don't like to do. Write three sentences. (3 pts.)

8. Speaking



(12 pts.)



Questions	Score
1) Look at the picture, find, and name all the pieces of equipment. (jump rope, slide, soccer ball, skateboard, swings)	_____
2) Answer question about the location of things using the prepositions of place. e.g. (Where is the skateboard?)	_____
3) Answer the question: What do you like to do? What does your best friend like to do? What don't you like to do?	_____


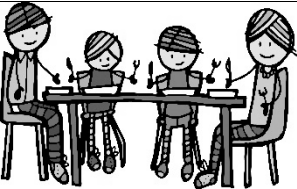
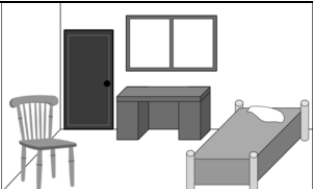

Rubric for the Oral Assessment

4 points	Student produces intelligible utterances with appropriate use of vocabulary and grammar. Few pronunciation difficulties.
3 points	Student produces mostly intelligible utterances with occasional pauses for recalling vocabulary or grammar. Occasional misuse of words. Some pronunciation difficulties but understandable.
2 points	Student produces a moderate number of intelligible utterances, but often pauses for recalling vocabulary items of grammar. Often misuses words. Pronunciation difficulties.
1 point	Student produces few intelligible utterances with many stops due to lack of vocabulary. Misuse of grammar. Pronunciation difficulties.
0 points	Student cannot produce intelligible responses.

 UNIVERSIDAD DE CUENCA desde 1867	ENGLISH EVALUATION THIRD GRADE UNIT 3	
EGB Level: Third Grade		# Diff. ___ / 26
Teacher's Name:		Score: ___ / 10
Student's Name:		

1. Listen to the story and number the pictures in the order it happens.

(3 pts.)

 _____	 _____	 <u> 1 </u>	 _____
--	--	--	--



On the first floor, there's a living room, a kitchen, a dining room, and a bathroom.

On the second floor, there are three bedrooms. My parents' bedroom is between my bedroom and my sister's bedroom. The bathroom is next to my bedroom. There is a big hall in front of my sister's bedroom. I like my house because it's nice and comfortable.

4.1 Read the sentences and circle Yes / No according to the story.

(5 pts.)

- | | | |
|--|-----|-------------------------------------|
| 1. Martin's house is small. | Yes | <input checked="" type="radio"/> No |
| 2. His house has four bedrooms. | Yes | <input type="radio"/> No |
| 3. The bathroom is next to Martin's bedroom. | Yes | <input type="radio"/> No |
| 4. Martin doesn't like his house. | Yes | <input type="radio"/> No |
| 5. Martin's bedroom is on the first floor. | Yes | <input type="radio"/> No |

5. Describe your house and your favorite room by using *there is* and *there are*.



(4 pts)

6. Speaking

(8 pts.)

Questions	Score
-----------	-------



	ENGLISH EVALUATION THIRD GRADE UNIT 4	
EGB Level: Third Grade		# Diff. ____ / 24
Teacher's Name:		

a) Answer to greetings and personal information.	_____
b) Make a collage about the rooms of your house and present it to the class.	_____

Rubric for the Oral Assessment

4 points	Student produces intelligible utterances with appropriate use of vocabulary and grammar. Few pronunciation difficulties.
3 points	Student produces mostly intelligible utterances with occasional pauses for recalling vocabulary or grammar. Occasional misuse of words. Some pronunciation difficulties but understandable.
2 points	Student produces a moderate number of intelligible utterances, but often pauses for recall of vocabulary items of grammar. Often misuses words. Pronunciation difficulties.
1 point	Student produces few intelligible utterances with many stops due to lack of vocabulary. Misuse of grammar. Pronunciation difficulties.
0 points	Student cannot produce intelligible responses.



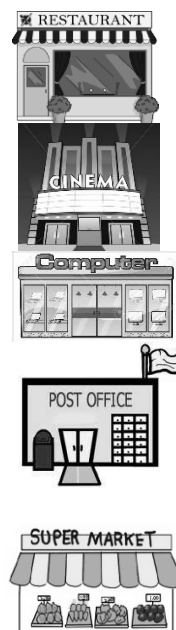
Student's Name:	Score: ____ / 10
------------------------	-------------------------

1. Listen to the descriptions and complete the sentences by using the prepositions of place. (4 pts.)

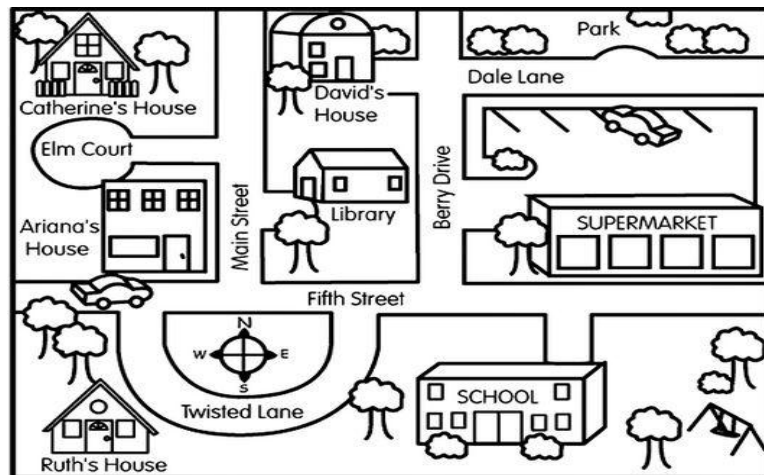
- The bank is next to the supermarket.
- The bookstore is _____ the movie theater.
- The post office is _____ the restaurant and the computer store.
- The café is _____ Main Street and Fremont Street.
- The gas station is _____ the bus stop.

2. Complete the sentences. Write *want to* or *wants to* according to the subject. Then, connect the sentences with the correct pictures. (4 pts.)

- She wants to buy a computer.
- My parents _____ buy some milk.
- I _____ send a letter.
- They _____ eat a sandwich.
- He _____ watch a movie.



3. Look at the map and answer the questions. (2 pts.)



Source: skinnurse.wordpress.com

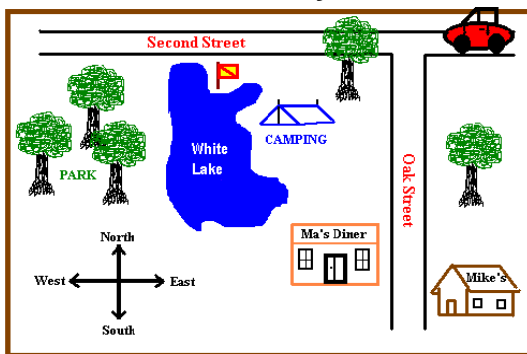
1. Is there a library on Dale Lane?

No, there isn't. It's on Main Street. It's next to David's house.

2. Is there a supermarket on Main Street?

3. Is there a school on Fifth Street?

4. Read the story and answer the questions. (2 pts.)



Hello, my name is Mike and this is my neighborhood. I live at 129 Oak Street. In front of my house, there's a diner. Next to the diner, there's a big park with a big lake. I like to go to the park with my cousins. There is also a camping place on the corner of Second Street and Oak Street. I like my neighborhood because it is nice and

quiet.

1. Where does Mike live?

_____.

3. Why does Mike like his neighborhood?

5. Describe what you can find in your neighborhood. (4 pts.)





6. Speaking

(8 pts.)




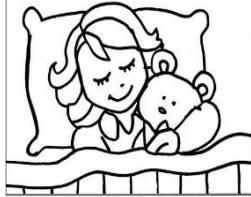
Questions	Score
1) Answer to greetings and personal information.	_____
2) Draw your town and share it with the class.	_____

Rubric for the Oral Assessment

4 points	Student produces intelligible utterances with appropriate use of vocabulary and grammar. Few pronunciation difficulties.
3 points	Student produces mostly intelligible utterances with occasional pauses for recall or vocabulary or grammar. Occasional misuse of words. Some pronunciation difficulties but understandable.
2 points	Student produces a moderate number of intelligible utterances, but often pauses for recall of vocabulary items of grammar. Often misuses words. Pronunciation difficulties.
1 point	Student produces few intelligible utterances with many stops due to lack of vocabulary. Misuse of grammar. Pronunciation difficulties.
0 points	Student cannot produce intelligible responses.

 UNIVERSIDAD DE CUENCA desde 1867	ENGLISH EVALUATION THIRD GRADE UNIT 5	
EGB Level: Third Grade		# Diff: ____ / 36
Teacher's Name: _____		Score: ____ / 10
Student's Name: _____		

1. Listen to Danny's daily routines and circle the correct time. (4 pts.)

 6:45 6:30 6:50	 3:00 2:00 2:30	 6:50 7:15 6:15	 9:00 9:30 8:30
---	---	--	---

2. Read and number the events in the order they occur. (7 pts.)

- _____ I have lunch at 12:30.
- _____ I brush my teeth after breakfast.
- ___ 1 ___ I get up at 6:30 am.
- _____ I go to school at 7:00 o'clock.
- _____ I do my homework after lunch.
- _____ I take a shower after dinner.
- _____ I go to bed at 9:00 o'clock.
- _____ I have breakfast at 6:45.



**3. Look at the pictures and complete the questions by using *do* or *does*.
Then, answer the questions. (10 pts.)**

<p>9:00</p> <p>1.</p>	<p>6:30</p> <p>2.</p>	<p>6:45</p> <p>3.</p>
<p>1:30</p> <p>4.</p>	<p>7:30</p> <p>5.</p>	<p>6:45</p> <p>6.</p>

1. When does he go to bed? She goes to bed at 9:00 o'clock.
2. When _____ they eat dinner? _____
3. When _____ he brush his teeth? _____
4. When _____ school end? _____
5. When _____ school start? _____
6. When _____ she get up? _____

4. Write about your daily routine. What do you do every day? (5 pts.)



5. Speaking



(10 pts.)

Questions	Score
Greetings and personal information	_____
What do you do in the morning?	_____
What do you do in the afternoon?	_____
What do you do at night?	_____

Rubric for the Oral Assessment

2.5 points	Student produces intelligible utterances with appropriate use of vocabulary and grammar. Few pronunciation difficulties.
2 points	Student produces mostly intelligible utterances with occasional pauses for recall or vocabulary or grammar. Occasional misuse of words. Some pronunciation difficulties but understandable.
1.5 points	Student produces a moderate number of intelligible utterances, but often pauses for recall of vocabulary items or grammar. Often misuses words. Pronunciation difficulties.
1 point	Student produces few intelligible utterances with many stops due to lack of vocabulary. Misuse of grammar. Pronunciation difficulties.
0 points	Student cannot produce intelligible responses.



	ENGLISH EVALUATION THIRD GRADE UNIT 6	
EGB Level: Third Grade		# Diff: ____ / 33
Teacher's Name:		Score: ____ / 10
Student's Name:		

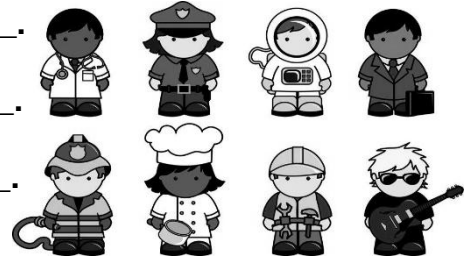
1. Listen to the descriptions and complete the sentences with the name of the job. (5 pts.)

a) Daniel wants to be a vet. _____.

b) Sara _____.

c) Emily _____.

d) _____.



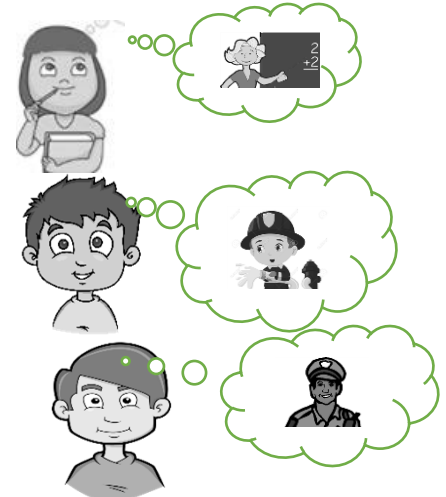
2. Complete the sentences using do or does. Then, answer the questions. (3 pts.)

1) What does she want to be?
She wants to be a teacher.

2) What does your brother want to be?
_____.

3) What does he want to be?
_____.

4) What do you want to be?
_____.





3. Complete the questions by using do or does.

(4 pts.)

1. What does Daniela want to be?
2. What _____ your sister want to be?
3. What _____ Ronny want to be?
4. What _____ Emily's brother want to be?
5. What _____ you want to be?



4. Read about Sara's job and answer the questions.

(5 pts.)



Hi, my name is Sara and I live in Michigan. I am a third grade teacher and I love to teach and spend time with children. I teach from 8:00 am. to 2:00 pm. In the afternoon, I coach soccer. I'm always busy, but that's the way I like it!

1. Where does Sara live?

_____.

2. What time does she work at school?

_____.

3. What's Sara's profession?

_____.

4. Does she like to teach?

_____.

5. What does she do after school?

_____.



4. Write a paragraph introducing yourself. What do you want to be when you grow up? Why? (4 pts.)

Horizontal lines for writing the paragraph.

5. Speaking (12 pts.)

Table with 2 columns: Questions, Score. Rows include: 1. Introduce yourself, 2. Describe your house, 3. What's your hobby?, 4. What do you want to be when you grow up? Why?, 5. What don't you want to be when you grow up? Why?

Rubric for the Oral Assessment

Rubric table with 2 columns: Points, Description. Rows include: 2.5 points, 2 points, 1.5 points, 1 point, 0 points.



4.2 FOURTH GRADE ENGLISH CURRICULUM

GRADE: 4th Grade

LEVEL: A.1.2

This level is accomplished when language learners are capable of understanding and using everyday expressions that are used frequently to satisfy immediate needs. At this level; for example, learners are able to introduce themselves and introduce others, and provide personal information about their home and belongings to people that know them as long as the interlocutor speaks slowly and clearly (Common European Framework 24).

OBJECTIVES:

By the end of fourth grade, students will be able to:

Linguistic Component:

- Have a very basic repertoire of words and phrases related to their personal and educational background.
- Have limited control over a few simple grammatical structures and sentence patterns in a learned repertoire which relates to their personal and educational background.

Sociolinguistic Competence:

- Use basic expressions to impart and elicit factual information as well as socialize. Students will be able to use basic expressions such as greetings, addressing, forms, introducing oneself and others, saying “good-bye”.

Pragmatic Competence:

- Link words or group of words with very basic linear connectors like *and* or *or*.



LANGUAGE SKILLS OBJETIVES

LISTENING	SPEAKING	READING	WRITING
<ul style="list-style-type: none"> ➤ In simple spoken texts, understand expressions, words, and sentences related to the learner's personal and educational background. <ul style="list-style-type: none"> - "My Family" - "My Weekends" - "My Chores" - "I would like a Melon" - "What's the Fattest Animal in the Zoo?" - "In the Park" - "In the Museum" - "A Clever Baby!" - "The Ancient Mayans" - "We Are Going To Have Fun In Summer" ➤ Follow speech, which is very slow and carefully articulated with long pauses for them to assimilate meaning within the personal and educational domains. 	<ul style="list-style-type: none"> ➤ Produce slow, hesitant, and planned monologues with frequent pauses to search for expressions, backtracking, and errors. ➤ Interact in a simple way by asking and answering simple questions about the learner's personal and educational background. Communication is highly dependent on repetition at a slower rate of speech, rephrasing, and repair. 	<ul style="list-style-type: none"> ➤ Understand and identify very simple stories or short tales (e.g. labels, messages, postcards, posters, etc.) a single phrase at a time, picking up familiar names, words, and basic phrases and rereading as required. ➤ Extract the main idea and key information items from very simple informational texts. 	<ul style="list-style-type: none"> ➤ Write simple connected texts on topics which are familiar or of personal interest.



UNIT 1

TITLE	OBJECTIVES	CONTENT / GRAMMAR	VOCABULARY	EVALUATION STANDARDS
<p>FAMILIES AROUND THE WORLD</p>	<p>Listening:</p> <ul style="list-style-type: none"> ➤ To identify details about age, birthday, country, and family members. <p>Speaking:</p> <ul style="list-style-type: none"> ➤ To exchange personal information about their age, birthday, country, and the members of their family. <p>Reading:</p> <ul style="list-style-type: none"> ➤ To read a story and identify the message of the story. <p>Writing:</p> <ul style="list-style-type: none"> ➤ To write an autobiography. 	<ul style="list-style-type: none"> ➤ SIMPLE PRESENT (BE, HAVE) ➤ WH QUESTIONS ➤ PHONOLOGY: MAGIC E ➤ VALUES: The Selfish Giant! <p>- Where are you from? I'm from Ecuador.</p> <p>- Where do you live? I live in Cuenca.</p> <p>- Where is he from? He's from Brazil.</p> <p>- Where are they from? They are from Colombia.</p> <p>- How old is she? She's nine years old.</p> <p>- How many brothers and sisters Does she have? - She <i>has</i> 3 brothers and 1 sister.</p>	<p>Members of the family:</p> <ul style="list-style-type: none"> - grandma, grandpa, mom, dad, aunt, uncle, brother, sister, cousin, siblings. <p>Countries:</p> <ul style="list-style-type: none"> - I'm from Japan. - He's from Brazil. - She's from Italy. - They're from Spain. - She's from China. - We're from Mexico. - They're from the United States. - He's from Germany. - He's from France. <p>Extra:</p> <ul style="list-style-type: none"> - Selfish Giant, summer, sunny, hot, vacation, drinks, trips, fall, leaves, windy, cold, winter, snow, spring, Christmas, freezing, warm, snowman, snowflakes, flowers, garden, colorful. 	<p>Listening:</p> <ul style="list-style-type: none"> ➤ Students identify details about age, birthday, country, and family members and write the information on a chart. <p>Speaking:</p> <ul style="list-style-type: none"> ➤ Students perform a dialogue by asking and answering questions about their age, birthday, country, and family members. <p>Reading:</p> <ul style="list-style-type: none"> ➤ Students read a story (The Selfish Giant). Then, they explain the message of the story in their own words. <p>Writing:</p> <ul style="list-style-type: none"> ➤ Students write an autobiography using information about their name, age, country, and their family members.



UNIT 2

TITLE	OBJECTIVES	CONTENT / GRAMMAR	VOCABULARY	EVALUATION STANDARDS
<p>MY CHORES</p>	<p>Listening:</p> <ul style="list-style-type: none"> ➤ To recognize and differentiate the activities when listening about chores people do at home. <p>Writing & Speaking:</p> <ul style="list-style-type: none"> ➤ To write a dialogue using <i>can</i> and <i>can't</i> for permission and <i>have to / has to</i> when talking about chores at home. <p>Reading:</p> <ul style="list-style-type: none"> ➤ To read a short paragraph about somebody's day in order to express the main idea. 	<ul style="list-style-type: none"> ➤ HAVE TO / HAS TO + VERB ➤ CAN / CAN'T FOR PERMISSION AND REQUEST. ➤ POSSESSIVE PRONOUNS (YOUR, OUR, THEIR) ➤ PHONICS: /OW/ AND /OU/ SOUNDS (COW, CLOWN, FLOWER, HOUSE, ROUND, MOUSE) ➤ VALUES: HELPING AT HOME. <p>- What does he have to do? He has to make his bed.</p> <p>- Can you go to play outside, Tom? No, I can't. I have to do my homework.</p> <p>- Can I use your computer now? I have to do my homework. Yes, you can.</p> <p>- Is this your computer? Yes, it's our computer.</p>	<p>Chores at Home:</p> <ul style="list-style-type: none"> - I have to clean my room. - She has to make the bed. - We have to go shopping. - They have to take the bus. - He has to walk the dog. - She has to practice the piano. - I have to take out the trash. - You have to wash the dishes. - She has to go to the soccer Practice. - You have to study - She has to feed the cat. <p>My things:</p> <ul style="list-style-type: none"> - TV, DVD player, CD player, MP3 player, camera, turn on, turn off. 	<p>Listening:</p> <ul style="list-style-type: none"> ➤ Students listen to people talking about their chores at home and fill in the blanks. <p>Witing & Speaking:</p> <ul style="list-style-type: none"> ➤ Students write a dialogue about chores at home using <i>can</i>, <i>can't</i>, <i>have to</i> and <i>has to</i>. ➤ Students present the dialogue to the class. <p>Reading:</p> <ul style="list-style-type: none"> ➤ Students read a paragraph about a busy day and answer questions.



UNIT 3

TITLE	OBJECTIVES	CONTENT / GRAMMAR	VOCABULARY	EVALUATION STANDARDS
<p>WHAT'S THE FASTEST ANIMAL IN THE WORLD?</p>	<p>Listening:</p> <ul style="list-style-type: none"> ➤ To identify and compare differences between things. <p>Speaking:</p> <ul style="list-style-type: none"> ➤ To describe a picture of animals at the zoo using the comparative and superlative adjectives. <p>Reading:</p> <ul style="list-style-type: none"> ➤ To read an article about the world records and match the sentence halves. <p>Writing:</p> <ul style="list-style-type: none"> ➤ To differentiate and write the correct form of comparatives and superlatives in sentences. 	<ul style="list-style-type: none"> ➤ COMPARATIVE AND SUPERLATIVE ADJECTIVES ➤ WH QUESTIONS ➤ LONG VOWEL SOUND /a/ (RAIN, TRAIN, MONDAY, TRAY, CASE, RACE) ➤ VALUES: KIDS AGAINST BULLYING! <p>- Comparatives: <i>-er</i> ending after a noun.</p> <p>- Superlatives: <i>-est</i> ending after a noun.</p> <p>- What's the biggest city in the country? The biggest city in the country is Guayaquil.</p>	<p>Adjectives:</p> <ul style="list-style-type: none"> - The lake is wider than the river. - The ocean is deeper than the lake. - The mountain is higher than the hill. - My dad is taller than my mom. - The cheetah is the fastest animal in the zoo. - Mount Everest is the tallest mountain in the world. - My sister is the smallest person in the house. <p>Extra:</p> <ul style="list-style-type: none"> - lake, mountain, waterfall, hill, ocean. 	<p>Listening:</p> <ul style="list-style-type: none"> ➤ Students listen to descriptions about different things, and answer questions using comparative and superlative adjectives. <p>Speaking:</p> <ul style="list-style-type: none"> ➤ Students describe a picture of animals using comparative and superlative adjectives. <p>Reading:</p> <ul style="list-style-type: none"> ➤ Students read an article about the world records and match the sentences halves given by the teacher. <p>Writing:</p> <ul style="list-style-type: none"> ➤ Students write the correct form of comparatives and superlatives in sentences given by the teacher.



UNIT 4

TITLE	OBJECTIVES	CONTENT / GRAMMAR	VOCABULARY	EVALUATION STANDARDS
<p>I WOULD LIKE A PIZZA!</p>	<p>Listening:</p> <ul style="list-style-type: none"> ➤ To listen and identify what people like to buy at the supermarket. <p>Speaking:</p> <ul style="list-style-type: none"> ➤ To perform a role play about ordering at the restaurant. <p>Reading:</p> <ul style="list-style-type: none"> ➤ To read a recipe about how to prepare a fruit salad. <p>Writing:</p> <ul style="list-style-type: none"> ➤ To write their favorite recipe using <i>a</i>, <i>an</i>, and <i>some</i> for countable and uncountable nouns. 	<ul style="list-style-type: none"> ➤ COUNTABLE AND UNCOUNTABLE NOUNS ➤ A, AN, SOME, ANY ➤ I'D LIKE / WOULD YOU LIKE? ➤ LONG VOWEL SOUND /E/ (DREAM, ICE CREAM, QUEEN, GREEN, JELLY, HAPPY). ➤ VALUES: THE IMPORTANCE OF CHOOSING HEALTHY FOOD. <p>- Would you like some cheese? Yes, please. No, thanks.</p> <p>- I'd like a melon. Here you are!</p> <p>- We'd like some milk.</p> <p>- Would you like some coffee? No, thanks.</p>	<p>Food:</p> <ul style="list-style-type: none"> - I'd like some noodles. - She'd like some cereal. - He'd like some meat. - They'd like a cucumber. - I'd like an apple. - He'd like some onions. - We'd like two lemons. - She'd like some potatoes. - He wouldn't like any butter. - They'd like some salt. - I'd like some pepper. - She wouldn't like any peas. <p>Expressions:</p> <ul style="list-style-type: none"> - It's over here - It's over there - Can you get it? <p>Extra:</p> <ul style="list-style-type: none"> - hand, pond, plant, tent, lamp, camp, healthy, any, unhealthy, sugar, diet, greasy, salty, fat, vegetables. 	<p>Listening:</p> <ul style="list-style-type: none"> ➤ Students listen and draw a list of a grocery shopping list. <p>Speaking:</p> <ul style="list-style-type: none"> ➤ Students perform a role play about ordering at the restaurant using <i>a</i> and <i>an</i> to refer to countable and uncountable nouns. <p>Reading:</p> <ul style="list-style-type: none"> ➤ Students read a recipe and prepare a fruit salad. They explain the procedure and the ingredients they used to make the recipe. <p>Writing:</p> <ul style="list-style-type: none"> ➤ Students write their favorite recipe using <i>a</i>, <i>an</i>, and <i>some</i> for countable and uncountable nouns.



UNIT 5

TITLE	OBJECTIVES	CONTENT / GRAMMAR	VOCABULARY	EVALUATION STANDARDS
<p>A CLEVER BABY!</p>	<p>Listening:</p> <ul style="list-style-type: none"> ➤ To recognize and differentiate the characteristics of a person when they are young and old. <p>Reading:</p> <ul style="list-style-type: none"> ➤ To read a story about grandma's life and illustrate the changes he had. <p>Speaking & Writing:</p> <ul style="list-style-type: none"> ➤ To relate the important changes a person had in his/her life using the adjectives to describe personal features. 	<ul style="list-style-type: none"> ➤ SIMPLE PAST WITH BE AND HAVE: affirmative and negative ➤ LONG VOWEL // (NIGHT, LIGHT, SKY, DRY, SMILE, SHINE) ➤ VALUES: RESPECTING ELDERLY PEOPLE! <p>- I wasn't tall when I was five.</p> <p>- He had a book when he was a baby.</p>	<p>Adjectives to describe people.</p> <ul style="list-style-type: none"> - I was young. - He was clever. - He was handsome. - She was pretty. - She was short. - They were tall. - They weren't friendly. - She wasn't cheerful. - He was relaxed at the beach. - He was worried about his homework. - She was mean to him! - He wasn't generous! <p>Extra:</p> <ul style="list-style-type: none"> - nose, stone, snow, elbow, coat, soap. 	<p>Listening:</p> <ul style="list-style-type: none"> ➤ Students listen to a story about grandma's life and answer True or False questions. <p>Reading:</p> <ul style="list-style-type: none"> ➤ Students read a story about grandpa's life and illustrate the changes he had. <p>Speaking & Writing:</p> <ul style="list-style-type: none"> ➤ Students choose a person in their lives to write and speak about the changes that this person had during his/her life.



UNIT 6

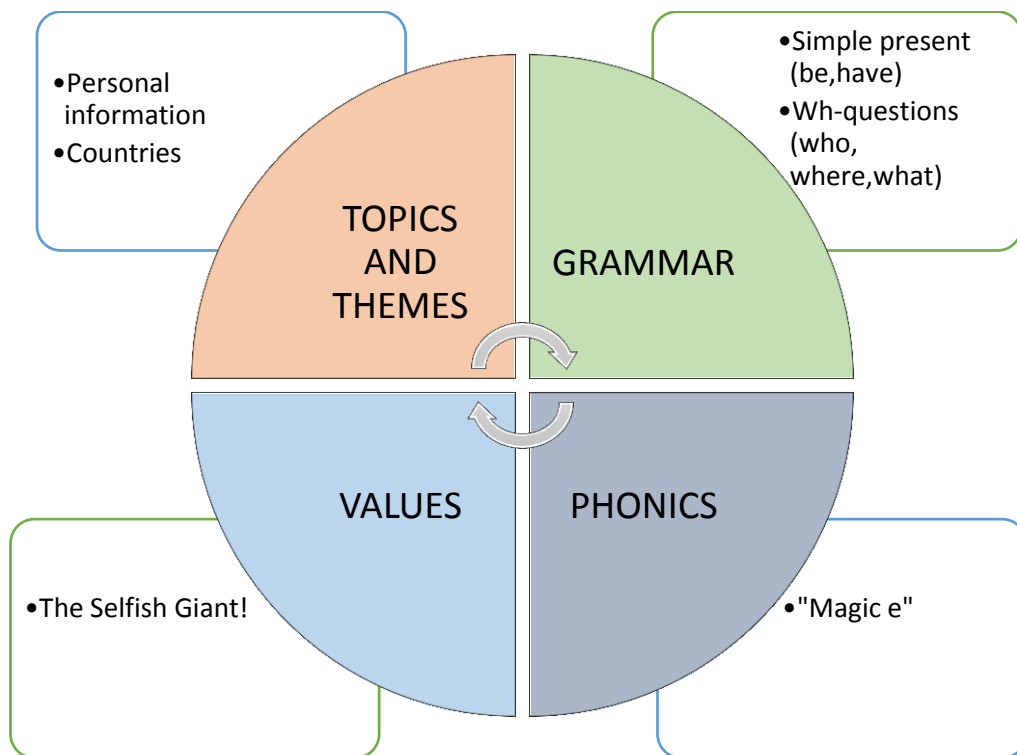
TITLE	OBJECTIVES	CONTENT / GRAMMAR	VOCABULARY	EVALUATION STANDARDS
WE ARE GOING TO HAVE FUN ON VACATION	<p>Listening:</p> <ul style="list-style-type: none"> ➤ Identify the activities people are planning to do in the future. <p>Speaking:</p> <ul style="list-style-type: none"> ➤ Interact with their classmates about their future plans for vacation. <p>Reading:</p> <ul style="list-style-type: none"> ➤ Predict the possible outcomes of situations by reading the events that occurred before. <p>Writing:</p> <ul style="list-style-type: none"> ➤ Express their future plans through a letter to a friend. 	<ul style="list-style-type: none"> ➤ GOING TO + VERB ➤ WILL + VERB ➤ PRESENT CONTINUOUS FOR FUTURE PLANS ➤ PHONOLOGY: LONG VOWEL /O/ (SNOW, ELBOW, COAT, SOAP, NOSE, STONE) ➤ VALUES: NEVER GIVE UP! <p>- He's going to play basketball tomorrow.</p> <p>- I will probably go to Quito next week.</p> <p>- We're playing basketball tonight.</p> <p>- Are they going to swim in the ocean? Yes, they are. No, they aren't.</p>	<p>Vacation things:</p> <ul style="list-style-type: none"> - suitcase - sunscreen - towel - soap - shampoo - toothpaste - toothbrush <p>Words for possible plans:</p> <ul style="list-style-type: none"> - maybe - probably <p>Time words:</p> <ul style="list-style-type: none"> - tomorrow, tonight, this afternoon, soon, next week. <p>Phonology: /</p> <ul style="list-style-type: none"> - elephant, delphin, photo, phone, microphone, pharmacy. 	<p>Listening:</p> <ul style="list-style-type: none"> ➤ Students identify the activities people are going to do to complete a chart. <p>Speaking:</p> <ul style="list-style-type: none"> ➤ Students will talk about their future plans by means of a game called "chair of the future" using the three structures for the future: <i>going to</i>, <i>will</i>, and the present continuous tense. <p>Reading:</p> <ul style="list-style-type: none"> ➤ Students predict the possible outcomes of situations by answering questions of multiple choices. <p>Writing:</p> <ul style="list-style-type: none"> ➤ Students express their future plans by writing a letter to a friend.

UNIT
1

FAMILIES AROUND THE WORLD



AIM: To exchange personal information about their age, birthday, country, and the members of their family.



KEY VOCABULARY		
Countries	Family members	Extras
Mexico	Grandma	Selfish Giant,
United States	Grandpa	Summer
Germany	Mom	Sunny
France	Dad	Hot
England	Aunt	Vacation
Brazil	Uncle	Drinks
China	Brother	Trips
Japan	Sister	Play.
Italy	Cousin	Fall
Spain	Siblings	Leaves
Canada		windy
Italy		cold
Australia		

RY

 <p>Where are you from? I'm from Japan.</p>	 <p>Where are you from? I'm from Mexico.</p>	 <p>Where are you from? I'm from France.</p>
 <p>Where's he from? He's from Italy.</p>	 <p>Where's he from? He's from China.</p>	 <p>Where's he from? He's from Canada.</p>
 <p>Where's she from? She's from Ecuador.</p>	 <p>Where's she from? She's from Brazil.</p>	 <p>Where's she from? She's from Australia.</p>
 <p>Where are they from? They are from the United States.</p>	 <p>Where are they from? They are from Germany.</p>	 <p>Where are they from? They are from Spain.</p>

1.2 VOCABULARY PRACTICE

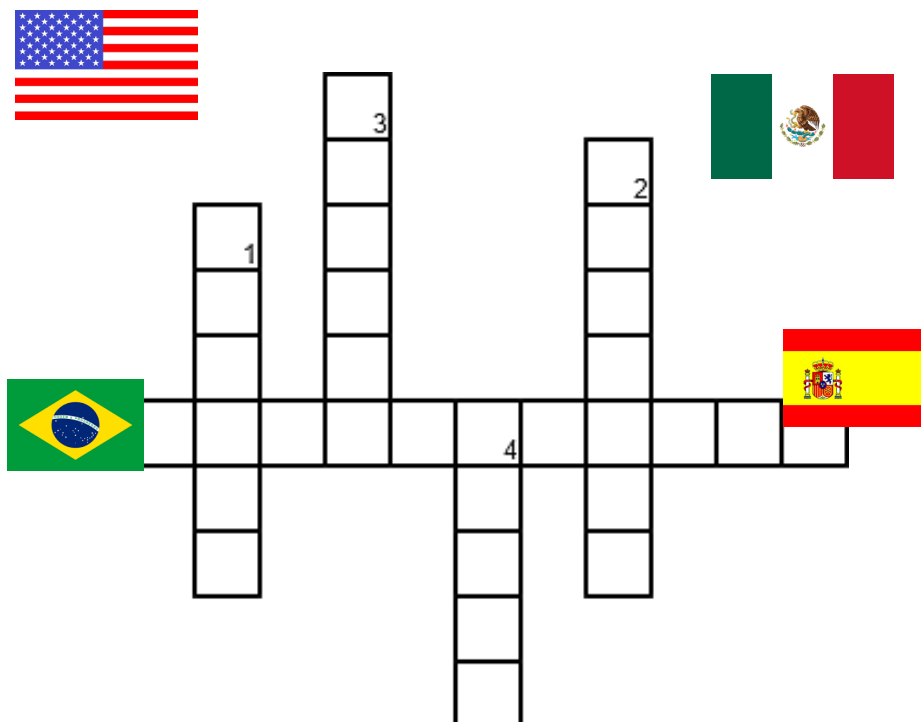
Across:

1. Blue, red, stars

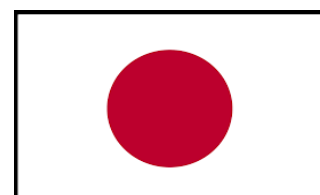
Down:

1. green, White
2. black, red, yellow
3. red, blue white
4. red, yellow

a) Complete the crossword puzzle with the name of the countries.



b) Unscramble the words and write the name of the countries.



nadaCa

Asrliauta

napJa

Canada

1.3 LISTENING (CD 2 – Track 1)

Listen to the information about Pete. Then, answer the questions.

<p>How old is Pete?</p> <p>_____ <i>He's 9 years old.</i></p>	<p>When is his birthday?</p> <p>_____</p>
<p>Where is he from?</p> <p>_____</p>	<p>What is his favorite season?</p> <p>_____</p>

1.4 SPEAKING

Work with a partner. Choose a character. Ask and answer questions about their nationality and age. Follow the example.

<p>Mai Chan 7 years old June 19 Spring</p>	<p>John Krebs 9 years old February 7 Summer</p>	<p>Kyle Scout 12 years old May 14 Winter</p>
--	---	--

Example:

<p>Student A: Where is Mai from?</p>	<p>Student B: She is from China</p>
---	--

<p>How old is she? When is her birthday? What's her favorite season?</p>	<p>She is 7 years old. Her birthday is on June 19. Her Favorite season is Spring.</p>
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1.5 GRAMMAR

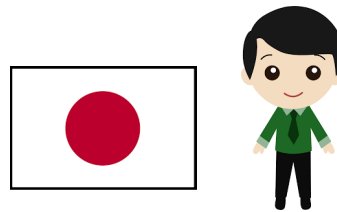
Where are you from?	I'm from China.
Where is he from?	He's from Brazil.
Where are they from?	They're from Spain.

a) Look at the pictures and answer the questions.



Where is he from?

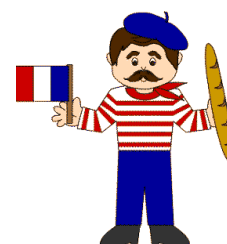
He's from Mexico.



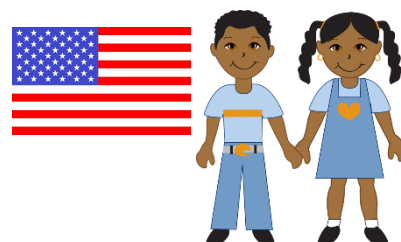
Where is he from?



Where is he from?



Where is he from?



Where is she from?

Where are they from?

1.6 READING

a) Read the story and answer the questions.

I want a Bike!



January 19 is Mike's birthday. He will be nine years old. He is from Ecuador. He is in the third grade and goes to Kreps Elementary School. It is only 7 blocks away from his home. Mike walks to school every day

because it takes only 15 minutes. When it rains, he wears a raincoat and use to take his favorite yellow umbrella. One day he lost the umbrella, so his mother gave him another one but he broke that one too. For his ninth birthday, Mike wants a bicycle so he can ride the bike to school and afterwards with his friends. He wants to ride the bike to the swimming pool and to the library. His mom and dad will take him to the bike store in December so Mike will have a new bike. The only think that his parents want is for him not to lose his bike like he lost the umbrella.

a) Choose the correct answer for the questions.

1. When is Mike's birthday?

- a. June 9
- b. July 29
- c. January 19

2. Where is Mike from?

- a. The United States
- b. Japan
- c. Ecuador

3. What color was his first umbrella?

- a. yellow
- b. blue

4. What does Mike want for his birthday?

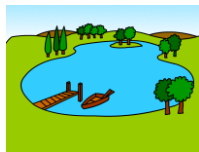
- a. teddy bear
- b. kite

1.8 PHONOLOGY

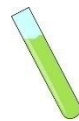
1.8 PHONICS

“Magic E”

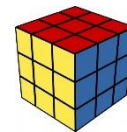
Explain the kids that the letter “e” at the end of some words is not pronounced and becomes a “Silent e”. For example:



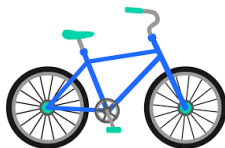
lake



tube



Cube



bike



cake



kite

- a) Listen to the song. Circle the words with “magic e” and chant. 
(CD 2 – Track 2)



Let's play together, me and you
I have a kite. And a jump rope too.
I have a cube,
And a toy from space.
Look. It has a purple face.

- a) Fill in the missing blanks with the words from the box.

a_e i_e o_e u_e

3. The giant builds a wall around the garden. _____
4. There aren't any flowers or birds in the giant's garden. _____
5. There are birds in the giant's garden. _____
6. The giant is happy. _____

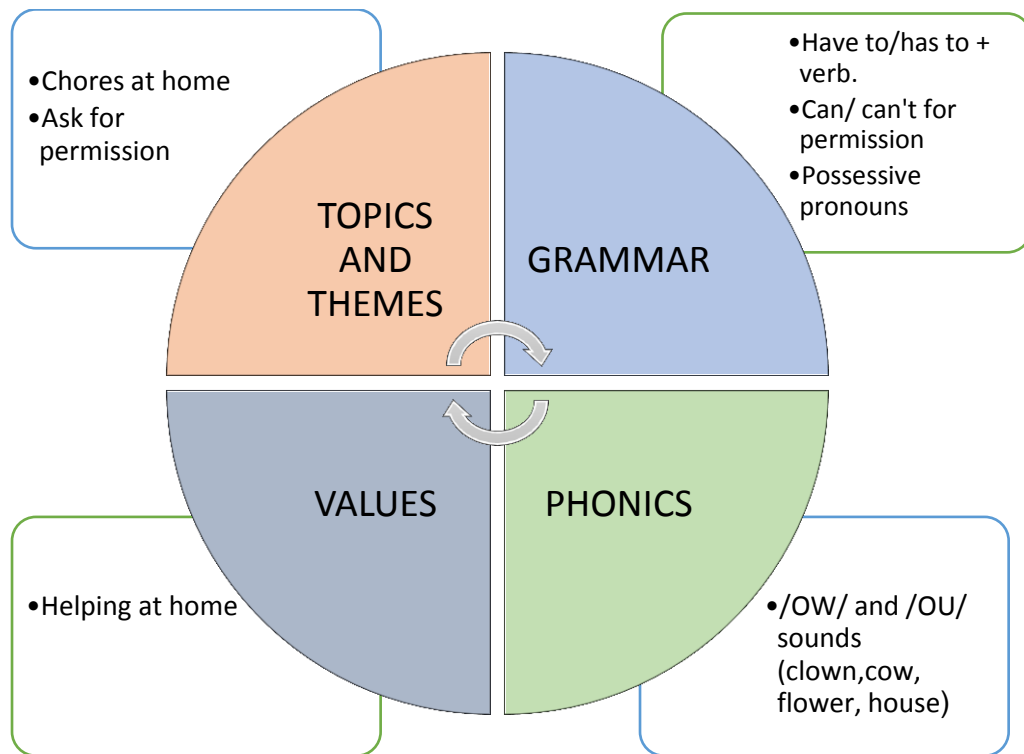
**UNIT
2**

MY CHORES



AIMS: To use have to / has to when talking about chores at home.

To use can and can't when asking for permission.



<i>KEY VOCABULARY</i>		
Chores at home	My things	Extras
clean the room	TV	chores
make the bed	DVD player	fun
go shopping	CD player	I'm busy
take the bus	MP3 player	great
walk the dog	camera	You're welcome
practice the piano	turn on	Thanks

take out the trash
wash the dishes
feed the cat
study

turn off

It's too late

2.1 VOCABULARY



They have to **take the bus**.



She has to **practice the piano**.



He has to **sweep the floor**.



He has to **walk the dog**.



She has to **make her bed**.



She has to **take out the trash**.



They have to **go shopping**.



He has to **wash the dishes**.




I have to **study**.

 <p>She has to iron clothes.</p>	 <p>He has to do laundry.</p>	 <p>She has to set the table.</p>
--	---	---

2.2 VOCABULARY PRACTICE

a) Find the chores

do laundry practice piano sweep the floor	set the table iron clothes	study walk the dog go shopping
---	-------------------------------	--------------------------------------



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



b. Match the sentences with the pictures.



She has to take out the trash.



She has to practice piano.



He has to do laundry



He has to walk the dog.



They have to go shopping



He has to sweep the floor.

2.3 LISTENING (CD 2- Track 3)

Listen to Sam's chores and complete the blanks.

SAM'S CHORES



My name is Sam. Every day, I do a different chore in my house. On _____, I always wash my _____. On Tuesday, I clean the _____ and the toilet. On Wednesday, I _____ the dog to the park. On Thursday, I cut the yard and sweep the porch. I mop the _____ floor and iron all my clothes on Friday. There are some things I do _____. I make my bed, make _____ and do the dishes. When I finish my chores I watch TV or sleep. There is a lot to do in my house.

2.4 SPEAKING

a) Find a partner, ask and answer the questions about the boy and the girl. Follow the example.

Student A: What does she have to do on Monday?

Student B: She has to wash the dishes.

Days of the week	What does she have to do on.....?	What does he have to do on.....?
------------------	-----------------------------------	----------------------------------

Monday		
Tuesday		
Wednesday		
Thursday		

2.5 GRAMMAR

a) Look at the pictures and answer the questions using *has, have, can* or *can't*.

Can you play soccer today?	No, I can't. I have to wash the dishes.
Can I use your computer?	Yes, you can. No, you can't
What do you have to do today?	I have to study.
What does he have to do today?	He has to take out the trash.



What does she have to do?

She has to make the bed.



What does he have to do?



Can we turn on the TV?



Can I listen to my radio and read books?

b) Look at the picture and answer the question. Use possessive nouns.

This is your CD.	That's our camera.
That's their CD player.	This is my TV.
Is this your MP3 player?	Yes it is. No, It isn't. It's my brother's MP3 player.



Is this your computer?

2.6 **READING**

a) Read the chores that Sandy has to do at home.

My chores at home



My name is Sandy. I'm ten years old. I live in Mexico in a beautiful farm house. There are always many things to do at home. Every day, after school, I eat lunch and wash the dishes. Every Tuesday and Thursday, I take out the trash. On Saturday morning, I mop the floor. In the afternoon, I help my mom to clean the kitchen and the bathroom. On Sundays, I go with my parents to do the grocery shopping.

b) Match the pictures with the correct days of the week.



Mauricio Cardoso Balarezo
Mary Noemí Patiño Astudillo

Every day



Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday



2.7 WRITING

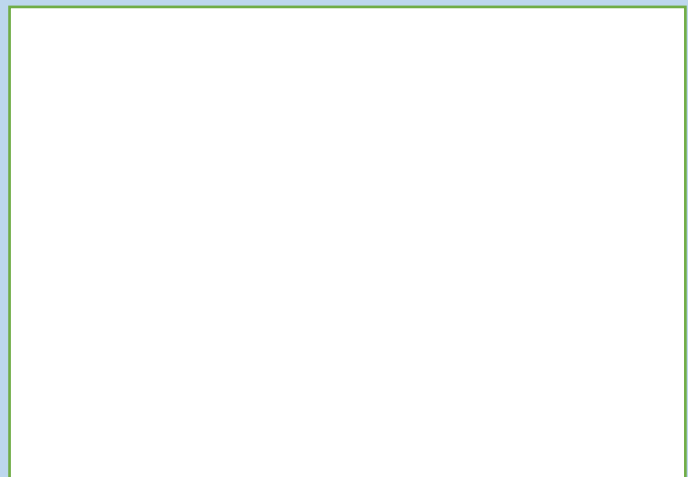
a) Find the chores you do at home and write the days that you do them.

wash the dishes _____	walk the dog _____
clean the bedroom _____	do laundry _____
take out the trash _____	clean the kitchen _____
practice an instrument _____	make the bed _____

b) Write about yourself, the chores you do at home and draw them.









My name is Pete. At home, I make my bed every day. On Tuesdays, I go shopping with my mom. On Saturdays I clean my bedroom. On Sundays, I walk my dog.




My name is...

2.8 PHONICS

Words with /ou/ and /ow/

 <p>owl</p>	 <p>flowers</p>	 <p>house</p>
 <p>town</p>	 <p>mouse</p>	 <p>round</p>

- a)  Listen to the song, circle the words with /ou/ /ow/ and chant.
(CD 2- TRACK 4)

	<p>The clown has some red and blue flowers. He has a round nose, but only one shoe.</p>
	<p>He has orange hair. He's in his house. He jumps on a chair. He's scared of a mouse!</p>

b) Circle the odd word out.

- 1 cow house flower 2 clown cow round
 3 flowers house mouse 4 round clown house

2.9 VALUES

Helping at Home!

<p>Doing chores is a tradition in many families. Chores help kids to learn responsibilities. Also, sharing chores is a great way to share time in family.</p>	<p>Don't you like doing chores? Well, doing chores is not as bad as you may think. Here are some chores that you can do at home.</p>
	<p>Wash your dad's car: You can have fun washing your dad's car, especially in sunny days. Remember to do this with your dad.</p>
<p>Help your mom helping her cook That way you and cooking.</p>	 <p>cook: Yes! You can start by simple things like desserts. your mom can have fun while</p>

a) Answer the questions about the reading?

1. What chores can you do with your dad?

2. What chores do you do at home?

b) Divide the class into two groups and discuss about the chores kids should do and shouldn't do at home.

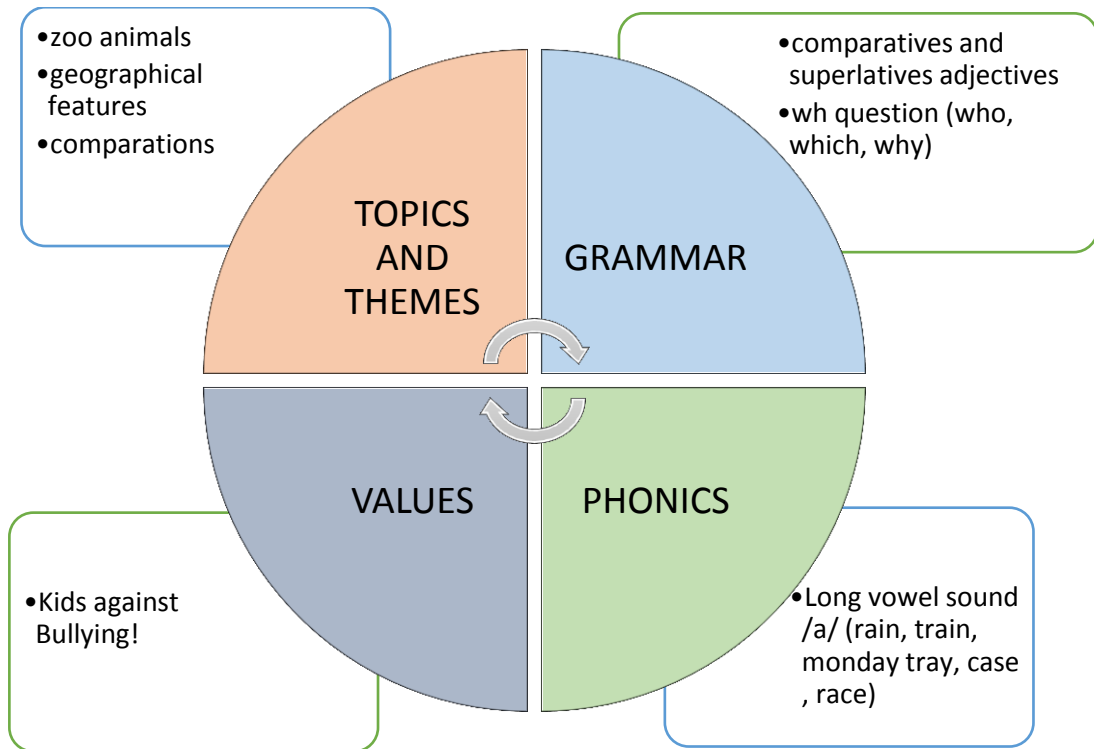
UNIT

3

WHAT'S THE FASTEST ANIMAL IN THE WORLD?





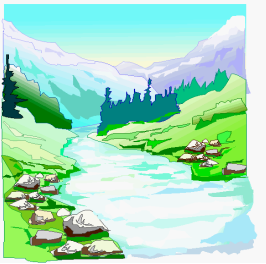



AIM: To differentiate animals and things using comparatives and superlatives.



KEY VOCABULARY		
Adjectives	Geographical Features	Extras
small	mountain	born
strong	hill	motor
big	lake	wheel
weak	ocean	size
short	cloud	bridesmade
tall	river	circus
wide	waterfall	tank
high	continent	metal
low		
deep		
fast		
slow		
quiet		
loud		

3.1 VOCABULARY



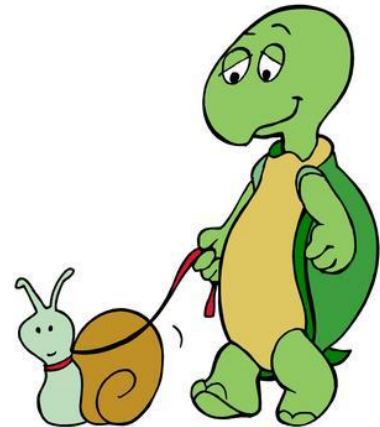
<p>The car is faster than the bike.</p>	<p>The mountain is higher than the tree.</p>	<p>The snail is slower than the turtle.</p>
 <p>The giraffe is taller than the mouse.</p>	 <p>The mouse is smaller than the giraffe.</p>	 <p>The river is wider than the lake.</p>
 <p>The radio is louder than the boy.</p>	 <p>She is the quietest of the class.</p>	 <p>He is stronger than me.</p>
 <p>He is the weakest of the class.</p>		

3.2 VOCABULARY PRACTICE

a) Unscramble the words and fill in the squares.







Mauricio
Mary Noe

LOSW	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
GIB	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>



b) Look at the pictures and complete the sentences with the words from the box.

fast high strong wide tall strong weak

 <p>This is a <u>wide</u> river.</p>	 <p>This is a _____ mountain.</p>	 <p>This is a _____ car.</p>
 <p>This is a _____ man.</p>	 <p>This is a _____ giraffe.</p>	 <p>This is a _____ man.</p>

3.3 LISTENING (CD 2 – Track 5)

a) Listen to the descriptions and answer the questions.

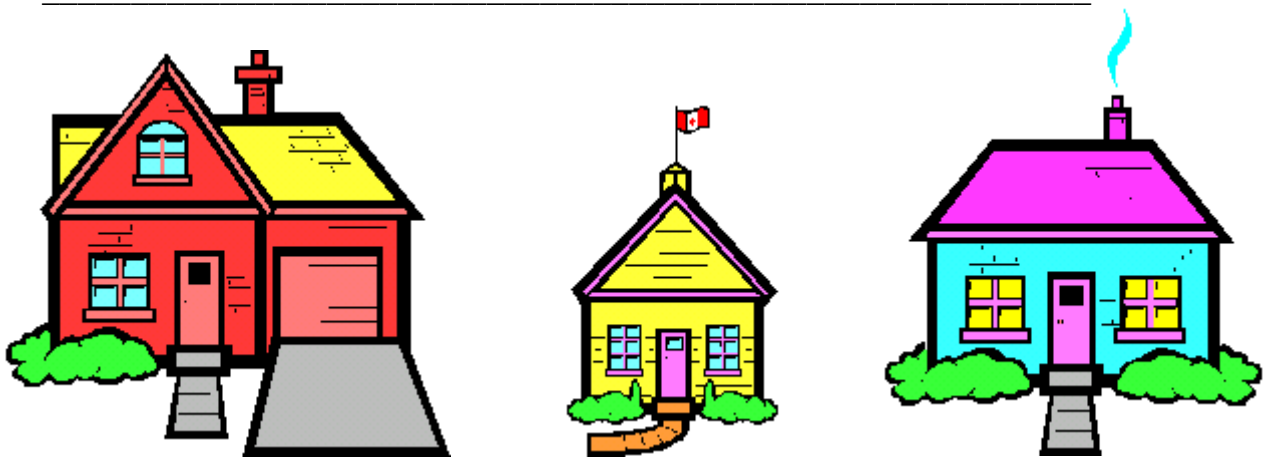


1. Which car is the fastest?

_____ The red car is the fastest car. _____

2. Which car is the slowest?

3. Which car is the most expensive?



4. Which house is the smallest?

5. Which house is the oldest?

6. Which house is the biggest?

7. Which house is the widest?

3.4 SPEAKING

a) Complete the “You” column by yourself. Then, ask your classmates the questions. Write their answers on the chart.

Which animal is faster a penguin or a cat? → A cat is faster than a penguin.		
Which animal is faster a penguin or a cat? → Tony said a cat is faster than a penguin.		
<u>Questions</u>	<u>You</u>	<u>Classmates</u>
Which animal is faster a dog or a penguin?		
Which animal is bigger a cat or a shark?		
Which animal is more intelligent a zebra or a dolphin?		
Which animal is a better swimmer a lion or a turtle?		
Which animal is scarier a spider or a whale?		
Which animal is more dangerous a panda or a jaguar?		

I would like a melón

3.5 GRAMMAR

COMPARATIVES - SUPERLATIVES

A horse is **faster than** a mouse.

An ocean is **wider than** a lake.

The Pacific Ocean is **the widest** ocean in the world.

a) Write the comparative for these sentences.

- The U.S.A is bigger (big) than Thailand.

- Mount Everest is the _____ (high) mountain in the world.

- Cars are _____ (fast) bikes.

- Grapes are _____ (small) apples.

QUESTIONS

What's the fastest animal in the world? Cheetah is **the fastest** animal in the world.

Who is bigger the elephant **or** the gorilla? The elephant **is bigger** than the gorilla.

b) Look at the pictures and answer the questions.



Source: Family and friends 3

1. **Who is the fastest boy in the race?**

2. **Who is the slowest boy in the race?**

3. **Who is the tallest boy in the race?**

3.6 READING

The Weirdest Record Guinness

a) Match the pictures with the descriptions in the box.

Matthew McGrory from the USA wears size 28½ shoes.

A baby boy was born in London in 1924 with 14 fingers and 15 toes.

A sofa powered by a mini motor is very fast. The wheel is a pizza.

Flossie Bennett was 97 years old when she was a Bridesmaid.

Thomas Wedders from a circus in England in the 1770s had a nose 19 cm long.

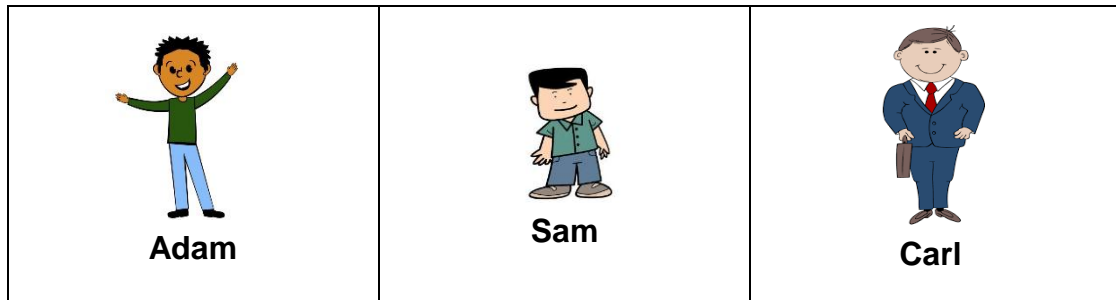
LiJian Hua from China lifted bricks on his ear and held the weight for 9.3 seconds in 1998.

Shadow the dog regularly goes diving with his owner to a depth of 4 metres. They share an air tank.

Yim Byung Nam held a piece of hot metal in his mouth for 14 seconds.



3.7 WRITING



1. Adam is taller than Sam.
2. Carl is the tallest.
3. Adam is shorter than Carl.
4. Sam is the shortest.

a) Circle the adjectives you can use to compare a lion, a cat, and a dog.

fast strong short weak wide slow big small loud quiet

b) Now, can you write 4 comparisons about these three animals?
Follow the example below.



1. The dog is smaller than the cat.
2. _____
3. _____
4. _____
5. _____

3.8 PHONICS

Long /a/



Face



Rain



ape

Explain to the kids that in some words with these letters **ai**, **ay** and **a_e** the /a/ sound is prolonged.

- a) Listen to the song, circle the words with long /a/ and chant. (CD 2 – Track 6)

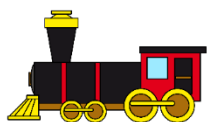
	<p>Today is <u>Monday</u>, I want to play outside. It is raining, so I am in with my trains.</p> <p>I open my case, and the trains have a race!</p>
--	---

- b) Match and write.



Monday





ai

ay

a_e







3.9 VALUES



Kids against bullying

What is bullying?

Bullying is hurting a person or a group by another person or a group. It can happen face-to-face or by means of the Internet, and it comes up in many different ways:

Verbal: Name calling, persistent teasing, mocking, taunting, and threats.

Physical: Any form of physical violence, intimidating behavior, theft or the intentional damage of possessions. This includes hitting, kicking, and pushing.

Emotional: Excluding, tormenting, ridiculing, humiliating, setting people up and spreading rumors.



Dealing with bullying

You have to tell someone if you or someone you know has this problem. You can tell a teacher, parents, or the principal of your school. Be a hero and stop bullying!

Write what you can do to be a hero and stop bullying.

a) Now, in pairs make a poster and present it to the class. Follow the example.

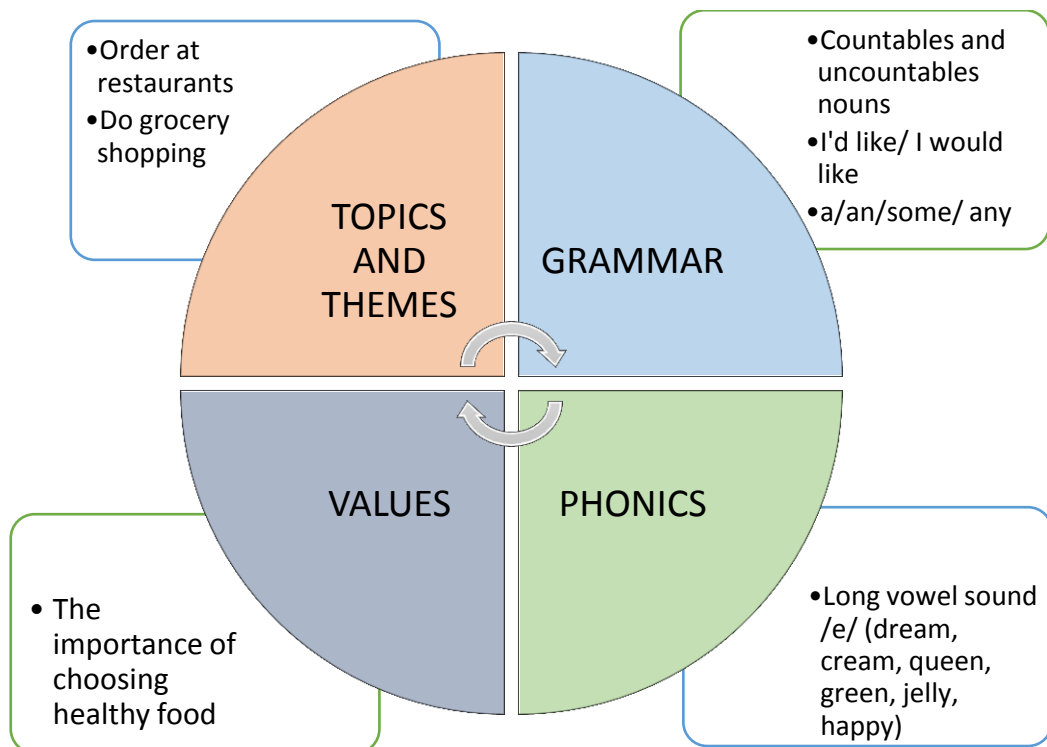


UNIT
4

I'D LIKE SOME NOODLES,
PLEASE!


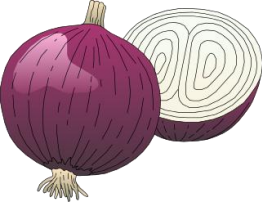









AIM: To use countable and uncountable nouns when talking about food preferences.



KEY VOCABULARY		
Food	Expressions	Extras
noodles	It's over here.	hand
cereal	Can you get it?	pond,
meat	I'm ready to order.	plant
cucumber	That sounds good.	tent
onions	Can I have the menu?	healthy
lemons	I would like the check, please.	unhealthy
potatoes	Here you are.	sugar
butter	Keep the change.	diet
salt		greasy
pepper		salty
peas		fat
		vegetables

4.1 VOCABULARY

 <p>I would like some butter.</p>	 <p>I would like onions.</p>	 <p>He would like some cereal.</p>
 <p>She would like lemons.</p>	 <p>They would like potatoes.</p>	 <p>I would like cucumbers.</p>
 <p>I would like some soup.</p>	 <p>I would like some meat.</p>	 <p>I would like some peas.</p>

4.2 VOCABULARY PRACTICE

a) Can you find the words from the letter soup?



Word list:

1. bread
2. butter
3. peas
4. meat
5. onions
6. lemons
7. cereal
8. noodles
9. cucumber

b) Unscramble the words.



larece

cereal



oestatop



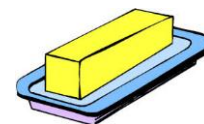
snoion



osnlme



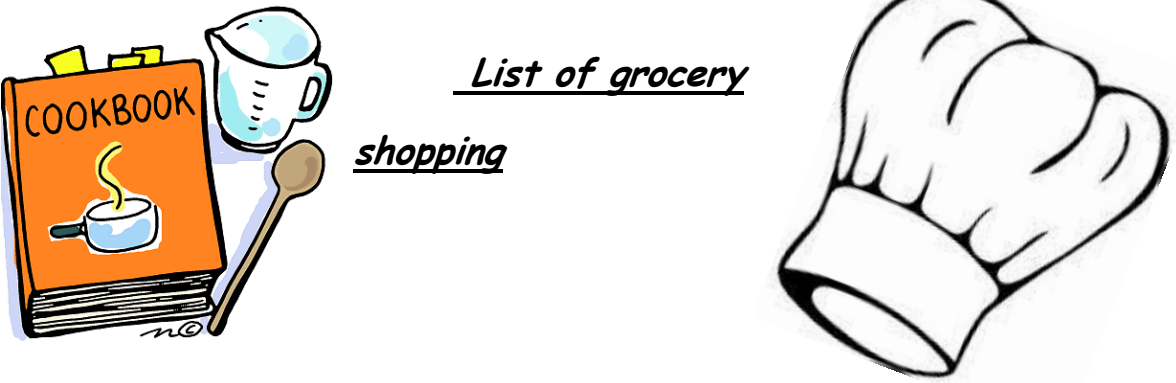
erbmucuc



ertbut

4.3 LISTENING  (CD-2 track 7)

a) Listen to the list of grocery shopping and draw it in this box below.



List of grocery
shopping

The illustration shows a collection of kitchen-related items: an orange cookbook with the word 'COOKBOOK' and a picture of a pot on the cover; a light blue pitcher; a wooden spoon; and a white chef's hat. The text 'List of grocery shopping' is written in a cursive font, with 'List of grocery' underlined and 'shopping' underlined. The entire scene is enclosed in a large rectangular box.

4.4 SPEAKING

a) Read and act the dialogue with a partner.

At the restaurant:

Waiter: Hi, how are you doing this afternoon?

Client: Fine, Thank you. Can I have the menu?

Waiter: Sure.

Client: Thank you. What's the special for today?

Waiter: Today is spaghetti and meat balls.

Client: That sounds good! I would have that.

Waiter: Would you like something to drink?

Client: Yes, I would like an orange juice.

Waiter: Thank you (returning with the food) here you are, enjoy your food!

Client: Thank you.

Waiter: Can I get you anything else?

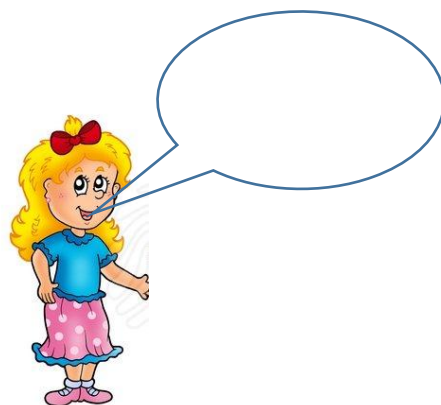
Client: No, thanks. I would like the check.

Waiter: Yes, this is \$7,99.

Client: Here you are, keep the change.



b) Work with a partner. Change the underlined words with your own information.



4.5 GRAMMAR

Countable Nouns	Uncountable Nouns
one lemon	some bread
two lemons some apples three lemons	some butter
an Apple a banana	some cereal

a) Choose *a*, *an* or *some*. Write the words in the correct boxes.

apple cookie egg salad rice melon bread juice water orange

Countable Nouns	Uncountable Nouns
<i>an</i> apple	

I'd like some melons.
We'd like some meat.
Would you like some cereal? Yes, please. No, thanks.



What would he like to eat?

He'd like to eat _____.

4.6 READING

a) Read the recipe and make a fruit salad



Ingredients:

1. seasonal fruits (strawberries, apple, banana, peach, pineapple, mango, blueberries, kiwi, etc.)
2. half cup of yogurt



Instructions:

5. Wash, peel (if necessary) and chop the fruits.
6. In an empty cup put yogurt up to half of the cup.
7. Pour the chopped fruit in the cup.
8. Add chopped banana just before serving and mix with other fruits.
9. Enjoy the fruit salad.

4.7 WRITING

a) Write instructions for making your favorite sandwich. Follow the

First, put...

Enjoy it!



example above

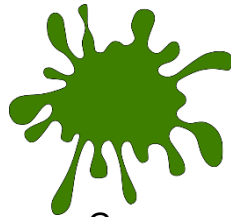
4.8 PHONICS

Long /e/

Explain to the kids that in some words with these letters **es**, **ee** and **y** the /e/ sound is prolonged.



Queen



Green



Ice cream



(CD-2 track 8) Listen to the song, circle the words with long /e/ and chant.

	<p>In my dream, I'm a <u>queen</u>, queen queen. I eat green jelly, and ice cream, cream, cream.</p> <p>I'm very happy. In my dream, dream, dream.</p>
--	---

~~tree~~ teacher family funny week sheep eat please twenty

a) Write the words in the correct box.

<div style="border: 1px solid black; padding: 5px; display: inline-block;">ea</div>

<div style="border: 1px solid black; padding: 5px; display: inline-block;">ee</div>

<div style="border: 1px solid black; padding: 5px; display: inline-block;">y</div>

4.9 VALUES

The Importance of Choosing Healthy Food!



“No, thank you, no milk for me,” Jenny tells her mom.

Jenny’s mother is sad because she knows how important it is for Jenny to drink milk. Milk has calcium and helps build strong teeth and bones.

Several days later, Jenny brings a special book home from school.

Jenny’s teacher, Mrs. Jones, gave it to her. The book is “Casper Kitten.”

Jenny loves to read. She also loves cats. It was the perfect book for Jenny.

After school, Jenny sat in the kitchen table and read her book.

After a few minutes, Jenny said, “oh, Poor Casper Kitten, he can’t climb a tree because her paws hurt.”

Jenny’s mom sees her sad and asks, “Jenny, Are you okay? Why are you sad?”

“Nothing, mom, I’m fine. It’s just that Casper Kitten is having a hard time moving and walking”

“I’m sure Casper Kitten will be fine. Read for a few minutes; then we can have dinner,” Jenny’s mom said.

That night, Jenny finished reading “Casper Kitten,” and drank her very first glass of milk.



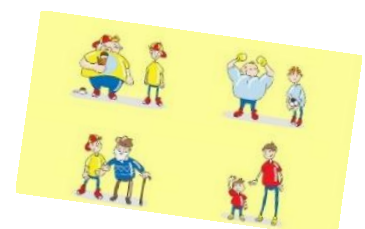
- a) **Divide the class in groups of four. Make healthy food by using construction paper. Follow the example below.**



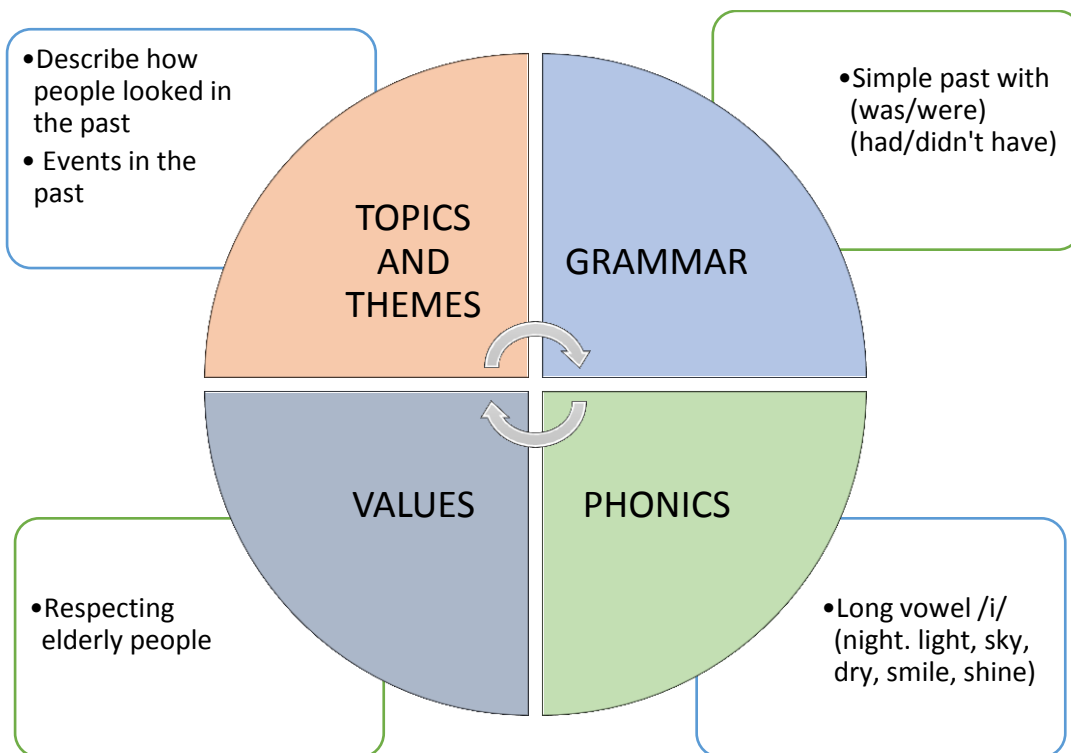
UNIT
5

A CLEVER BABY!

Cardoso Balarezo
Astudillo



AIM: To use the simple past of the verb to be to make comparisons about people and their changes.



<i>KEY VOCABULARY</i>		
Adjectives	Time Expressions	Extras
young	Last year	daughter in law
clever	Five years ago	sick
handsome	One month ago	cough
pretty	Last week	tears
short	Time goes fast	wood
tall	When I was born	sweetly
friendly	In 1973	gently
cheerful		tablecloth
relaxed		
worried		
generous		
mean		

5.1 VOCABULARY



He was clever when he **was** a boy.



He was handsome when he **was** 20 years old.



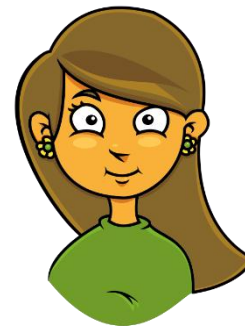
He was worried last week.



They were friendly when they **were** kids.



She was shy when she **was** little.



She was pretty when she **was** young.



She was generous with her friends.

12



She was relaxed last year at the beach.



My brother **was** young in this picture.

5.2 VOCABULARY PRACTICE

a) Order the letters and write the words.



lcerv

clever



gnuyo



gsuneroe



ulfchree



ydfiernl



dewoeri

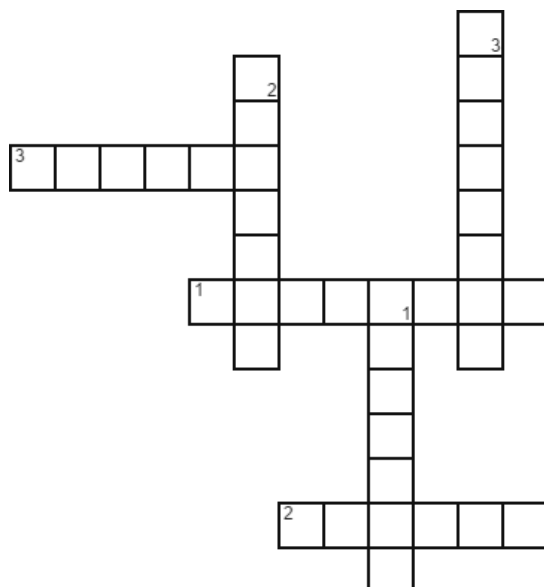


saohdnme



ypttre

b) Complete the word puzzle. Use the cues to help you.



Across:

1. presents
2. beautiful, women
3. intelligent, smart

Down:

1. sunny, beach
2. problems
3. happy

5.3 LISTENING (CD-2, Track 9)

Mauricio Santiago Cardoso Balarezo
Mary Noemí Patiño Astudillo

Listen to Alexandra talking about herself and write true (T) or false (F).

Alexandra



9 years old



Now

- a. When Alexandra was nine she was very cheerful. F
- b. When Alexandra was nine she was mean.
- c. When Alexandra was nine she was worried.
- d. Now Alexandra is cheerful.
- e. Now Alexandra is shy.

5.4 SPEAKING

Work with a partner. Look at the pictures and say what she looked like and what she looks like now. Follow the example.

long hair short hair short tall shy friendly



Three years old



Now



GRAMMAR

What did she look like when she was three years old?

She had long hair. Now, she has short hair.

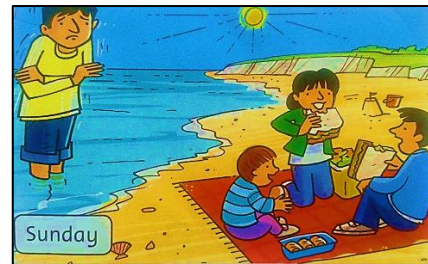


He was handsome then.

I **wasn't** tall when I was five.
 We **were** happy when we were younger.
 You **weren't** shy when you were six.
 He had a book when he was a baby.
 You **didn't have** gray hair when you were young.

a) Look at the picture and circle the correct option (was/were/wasn't/weren't).

1. They **were/weren't** at the park on Sunday.
2. It **was/wasn't** sunny.
3. The ocean **was/wasn't** hot.
4. The children **were/weren't** hungry.
5. The sandwiches **were/weren't** small.



Source: Family and friends 3

a. Look at the pictures and write *had/didn't have* to complete the statements.



They had pizza for lunch last Friday.



The boys _____ a party last weekend.



He _____ a lesson yesterday.



The boys _____ a picnic last Saturday.

5.6 READING

Mauricio Santiago Cardoso Balarezo
 Mary Noemí Patiño Astudillo



My Grandma

When my grandma was a girl, her eyes were bright and blue. She had long black hair. Her face was pretty too. In this photo, I can see, what grandma looked like. Then, Grandma was a lot like me when she was only ten.



Grandma had her wedding day when she was twenty-two. She was a very pretty bride. The groom was handsome, too. That young groom is my Grandpa now, and I am very glad. Then, they had a baby boy, that boy is my dad.



Now my grandma is seventy. Her hair is short and gray. She is very cheerful all the time. She's happy every day. She's always nice and generous. I think that you can see how much I love my grandma. I am sure she loves me, too.

a) Read the story. Then write true (T) or false (false).



1. When grandma was ten, her eyes were green. F
2. When grandma was ten, she had short brown hair.
3. When grandma was ten, she was pretty.
4. When grandma was twenty two, she got married.
5. When grandma was twenty-two, she was very pretty.
6. When grandma was twenty-two, she had a baby girl.
7. Now grandma's hair is long and white.
8. Now grandma is very worried all the time.
9. Now grandma is always nice and generous.




5.7 WRITING

a) What did you look like when you were 4 years old?	Picture of you when you were 4 years old
When I was 4 years old... _____ _____	
b) What do you look like now?	
Now I'm... _____ _____ _____ _____ _____	


5.8 PHONICS


Long /i/

Explain to the kids that in some words with these letters **igh, y** and **i_e** the /e/





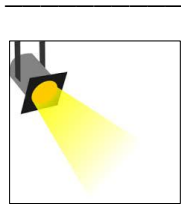

 <p style="text-align: center;">smile</p>	 <p style="text-align: center;">sky</p>	 <p style="text-align: center;">night</p>
--	--	--

sound is prolonged.

- a)  (CD-2, track 10). Listen to the song. Circle the words with the long /i/ and chant it.

	<p>In the dry, <u>night</u> sky There's a light so white. It makes me smile, As it shines all night.</p>
--	---

- b) Match the picture with the correct sound and write the word that represents the picture.

	<div style="border: 1px solid black; padding: 5px; display: inline-block;">igh</div>	
<p>shine</p>		
	<div style="border: 1px solid black; padding: 5px; display: inline-block;">y</div>	
	<div style="border: 1px solid black; padding: 5px; display: inline-block;">i_e</div>	

5.9 VALUES

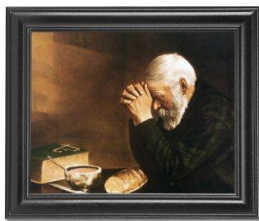
GRANDPA'S TABLE



An Old man went to live with his son, daughter-in-law, and a four-year old grandson. The old man was very sick. His hands shook and he coughed a lot. The family ate together at the table. But the elderly grandfather's shaky hands made eating difficult. The old man spilled food all the time.



Everyone was angry. "We must do something about our grandfather," said the son. "I've had enough of his spilled milk, noisy eating, and food on the floor." So the husband and wife set a small table on the corner of the dining room.



There, the grandfather ate alone while the rest of the family enjoyed dinner together. The old man was very sad. He sometimes had a tear in his eyes because he sat alone. The Little kid watched it all in silence.

One evening, before dinner, the father saw his son playing with wood on the floor. He asked the child sweetly, "What are you making?". The boy answered, "Oh, I am making a little bowl for you and Mama to eat your food in when I grow up." The kid smiled and went back to work. The parents were surprised. No word was spoken; both knew what they had to do.



That evening, the husband took the grandfather's hand and gently led him back to the family table. The grandfather ate every meal with the family. And for some reason, neither husband nor wife seemed to care any longer when a fork was dropped, milk was spilled, or the tablecloth soiled.

- a) What is the moral of the story?
- b) Talk with your partner about what you can do to help elderly people.

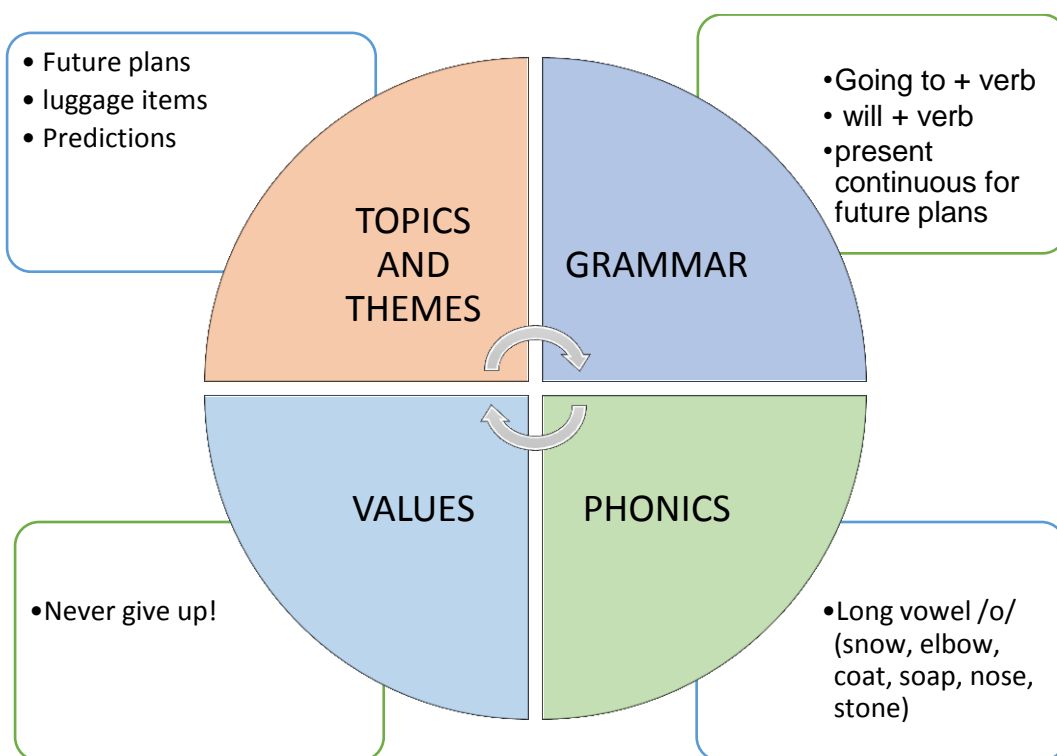
UNIT
6

WE'RE GOING TO HAVE
FUN ON VACATION!



AIM: To use the present continuous tense when making plans.

To talk about the future using **going to** + verb and **will** + verb.



<i>KEY VOCABULARY</i>		
Luggage items	Time Expressions	Extras
suit case	next time	Maybe!
sunscreen	tonight	Probably!
towel	tomorrow	Could be!
soap	soon	Possibly!
shampoo	this afternoon	Persistent
tooth paste	soon	Trainer
tooth brush	next week	Rope
sunglasses		Believe
underwear		Never give up!
gloves		
luggage		



6.1

VOCABULARY

 <p>I'm going to take the towel to the pool.</p>	 <p>I'm going to use the toothbrush every day.</p>	 <p>We're going to need the shampoo to wash our hair.</p>
 <p>They're going to need the toothpaste to wash their teeth.</p>	 <p>He's going to use the soap to take a shower.</p>	 <p>We're going to need sunscreen to protect our skin.</p>
 <p>I'm going to use sunglasses at the beach.</p>	 <p>We're going to need under wears for our vacations.</p>	 <p>You're going to need luggages to take your things.</p>
		



	I'm going to use gloves at night.	
--	--	--

6.2 VOCABULARY PRACTICE

a) Find the words in the letter soup.

suitcase sunscreen towel soap shampoo toothbrush toothpaste

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



a) Look at the pictures and order the words.

 welto <u>towel</u>	 ootht aspte _____	 Hsapmoo _____
 oaps _____	 esvolg _____	 seglass _____

6.3 LISTENING (CD 2 -Track 11)

a) Listen to “Marti’s vacation” and circle what he is going to do.



Marti’s Vacation

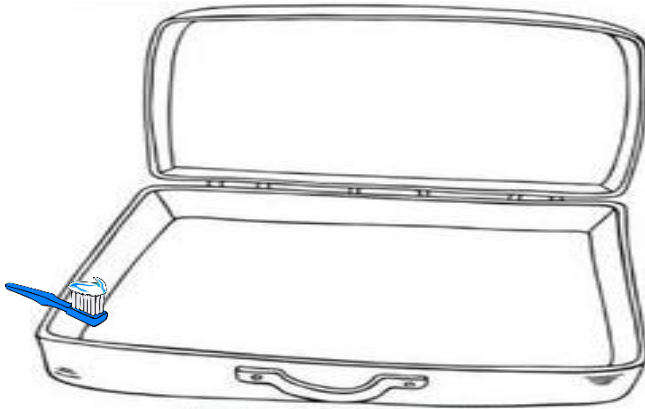


Monday	Tuesday	Wednesday	Thursday	Friday
visit the zoo	help my dad	watch TV	watch TV	ride my bike
play soccer	ride my bike	help my dad	visit the zoo	play soccer

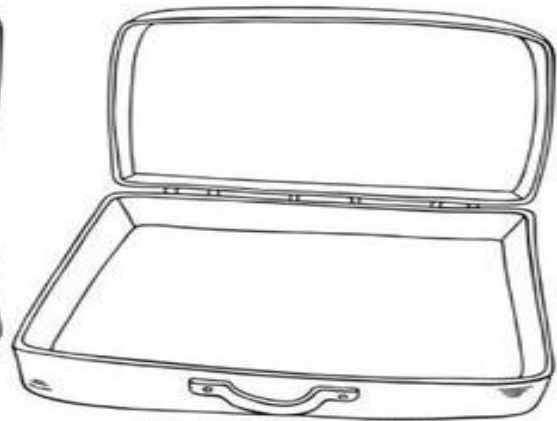
6.4 SPEAKING

a) Draw an item that you are going to take on your vacation. Ask your partner ,“*What are you going to take on your vacation?*” and draw. Follow the example.

Me



My friend



What are you going to take on your vacation?

I’m going to take a toothbrush to wash my teeth.



tiago Cardoso Balarezo
Patiño Astudillo






6.5 GRAMMAR

I'm going to skateboard every day.	Are you going to swim in the ocean? Yes, I am. No, I'm not.
He's going to play basketball tomorrow.	Is she going to visit her cousin tomorrow? Yes, she is. No, she isn't.
We're going to have a great vacation.	Are they going to swim in the ocean? Yes, they are. No, they aren't.

a) Read the sentences and circle the correct verb.

1. We is/are going to go on vacation next week.
2. I 'm/'re going to take my shampoo on vacation.
3. Mom and Dad **am/are** going to buy soap and toothpaste tomorrow.
4. Jack is/are going to put sunscreen on when he goes to the beach.

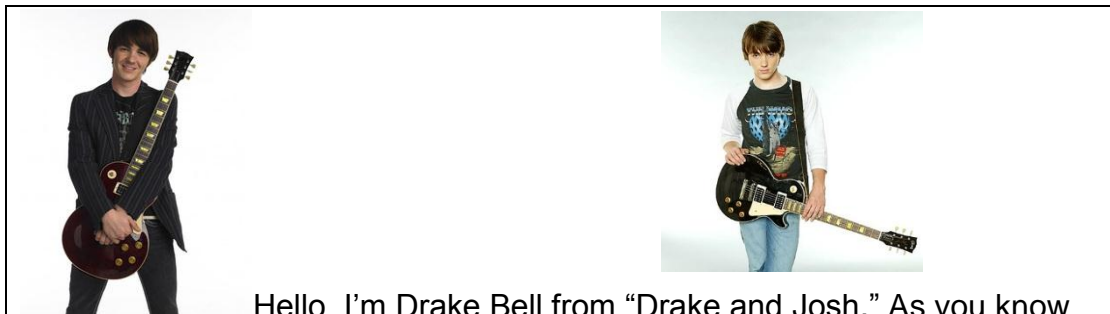
Where are you going to go this summer?	I'm going to the beach.
What are you going to do next week?	I am going to travel.

<p>What are they going to do this weekend?</p> 	
	
	

6.6 READING

a) Read “Jake visits Peru” and answer the questions.

Jake visits Peru



Hello, I'm Drake Bell from “Drake and Josh.” As you know I'm also a singer. I'm going to travel to Peru in June. I'm going to stay in Lima for one week. I'm going to visit some friends there, and I will probably have a conference at Sheraton Hotel. At night, my band and I are going to have a concert at the Monumental stadium on June 19th. I am going to visit the National Museum in San Borja, and my band and I are going to have lunch in Chosica. We are going to stay at “Los Delfines” hotel in San Isidro. Finally, I'm going to travel to Machu Pichu on June 22. I'm going to buy many souvenirs there. I want to remember Peru for the rest of my life.

a) Where is Jake Bell going to travel?

1. He is going to travel to Ecuador.
2. He is going to travel to Spain.
3. He is going to travel to Peru.

b) For how long is Jake going to stay In Peru?

1. He is going to stay in Peru for one month.
2. He is going to stay in Peru for one week.
3. He is going to stay in Peru for two weeks.

c) What is Jake going to do in Machu Pichu?

1. He is going to buy souvenirs.
2. He is going to have a concert.
3. He is going to meet some friends.



6.7 WRITING

a) Fill in the information about your dream vacation.

Place: _____

When: _____

What are you going to take? Circle your options.

luggage toothbrush sunscreen towel sunglasses gloves boots

What are you going to do?



Hi, my name is Jacob. I'm going to go to the beach in August.

I'm going to take my sunglasses and my sunscreen with me. I will probably do kayaking at the beach. I'm going to swim in the ocean and go surfing. I can picture myself at the beach.

b) Write your plans for your vacations. Follow the example above.

6.8 PHONICS

Long /o/

Explain to the kids that in some words with these letters **ow**, **o** and **oa** the /e/ sound is prolonged.



snow



coat



nose




Boat




Home



bone

- a)  (CD 2 – Track 12) Listen to the song. Circle the words with long /o/ and chant.

	<p>I put on my <u>coat</u>, And go out in the snow. There is snow on my nose, And on my elbow.</p>
---	--

- b) Circle the odd word out.

1 snow soap show slow

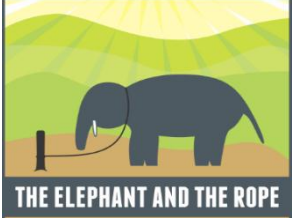

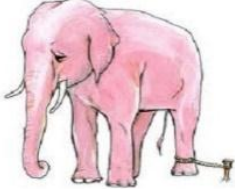



2 home bone snow stone

3 soap rope coat boat

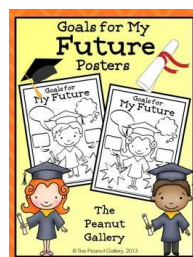
4 boat coat goat bone

6.9 VALUES

NEVER GIVE UP!



 <p>This is a story about the importance of being persistent and never giving up.</p>	 <p>A man was spending his vacations in Africa. One day, he watched the elephants passing by. He was surprised that these giant strong animals were being held only by a small rope, tied to their leg. They could easily run away any moment. However, they did not, he thought.</p>	 <p>Then he saw a trainer and asked him, “why don’t the elephants try to be free?” The trainer explained; “When the elephants are very young, we use the same size rope to tie them, and at that time it is enough to hold them.”</p>
 <p>“They grow up, get stronger, but they never try to get away, because they believe that the rope will still hold them.”</p>	 <p>The man was scared. These strong animals could break free any time, but they did not, because they believed that this was impossible.</p>	 <p>Sometimes people act like elephants. When they give up after the first failure. Remember that failures are part of learning. If we want to succeed, we should never give up, but try and try again.</p>

- a) Divide the class in groups of 5. Make a poster about the goals you want to accomplish and share it with the class. Follow the examples.






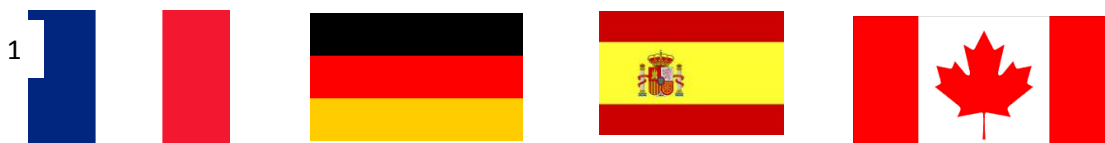
FOURTH GRADE EVALUATION TESTS

	ENGLISH EVALUATION FOURTH GRADE UNIT 1	
EGB Level: Fourth Grade		# Diff: ____ / 26
Teacher's Name:		Score: ____ /10
Student's Name:		

1. Listen to the information about Pete and complete the chart. (3 pts.)

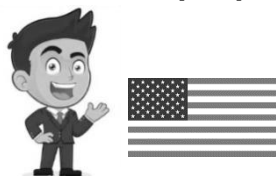
	Birthday	Age	Country	Favorite season
	<u>February 19</u>	_____	_____	_____

2. Look at the flags and write the names of the country. (3 pts.)



France _____

3. Look at the people in the pictures. Where are they from? (2 pts.)

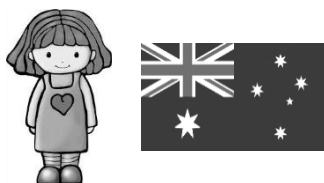


Where is he from?

He is from the United states



Where is he from?



Where is she from?



4. Read Lionel Messi's biography and select the correct options. (3 pts.)

Hi, my name is Leonel Messi. My birthday is on June 24. I'm 28 years old. I'm from Argentina. My favorite season of the year is spring because it's a great time to play soccer. I love playing soccer. Some people say I'm the best soccer player in the world.





- **When is Lionel Messi's birthday?**
 - a) January 19
 - b) July 24
 - c) June 24
 - c) December 14
- **How old is Leonel Messi?**
 - a) 27 years old
 - b) 18 years old
 - c) 38 years old
 - d) 28 years old
- **Where is Leonel Messi from?**
 - a) Italy
 - b) Spain
 - c) Argentina
 - d) Colombia
- **What is Leonel Messi's favorite season?**
 - a) winter
 - b) summer
 - c) fall
 - d) spring

4. Write about yourself. (name, country, age, and favorite season) (5 pts.)

Speaking:

5. Answer the teacher's questions. (10 pts)



Do you have a brother or a sister? How old are they?	_____
Where is your mother from?	_____
Where is your father from?	_____
  Mai Chan 7 years old	
Where is Mai from?	_____
How old is she?	_____




Rubric for the Oral Assessment

2 points	Student produces intelligible utterances with appropriate use of vocabulary and grammar. Few pronunciation difficulties.
1.5 points	Student produces mostly intelligible utterances with occasional pauses for recall or vocabulary or grammar. Occasional misuse of words. Some pronunciation difficulties but understandable.
1 points	Student produces a moderate number of intelligible utterances, but often pauses for recall of vocabulary items or grammar. Often misuses words. Pronunciation difficulties.
0.5 point	Student produces few intelligible utterances with many stops due to lack of vocabulary. Misuse of grammar. Pronunciation difficulties.
0 points	Student cannot produce intelligible responses.







	ENGLISH EVALUATION FOURTH GRADE UNIT 2	
EGB Level: Fourth Grade		# Diff: _____ / 29 Score: _____ / 10
Teacher's Name:		
Student's Name:		





1. Listen to the activities that Liss do on the weekends. Circle the correct option. (3pts.)

MY CHORES			LISS, 10 YEARS OLD	
<ul style="list-style-type: none"> • When does she walk the dog? a) On Friday b) <u>On Saturday</u> c) On Monday d) on Sunday 		<ul style="list-style-type: none"> • What does she do on Friday? a) She goes shopping. b) She makes the bed. c) She walks the dog. d) She cleans the room. 		
<ul style="list-style-type: none"> • What does she do on Sunday morning? a) She takes out the trash. b) She takes the bus. c) She cleans the bedroom. d) She walks the dog. 		<ul style="list-style-type: none"> • When does she have to cook dinner? a) Monday b) Friday c) everyday d) Sunday 		

2. Look at the pictures and complete the sentences. (3pts.)


 <p>He has to <u>make the bed.</u></p>	 <p>He has to _____.</p>
 <p>She has to _____.</p>	 <p>She has to _____.</p>

3. Look at the pictures and answer the questions. (3pts.)

 <p>What does he have to do? <u>He has to cook.</u></p>	 <p>What does he have to do? _____</p>	 <p>What does she have to do? _____</p>	 <p>What does he have to do? _____</p>
--	---	---	---



4. Read Adam's chores and write true (T) or False (F). (6pts.)

 <p>Hi my name is Adam. I live with my family in a big house. I have two sisters and one brother. We share many chores with our parents. My brother and I take the garbage out. We also wash our father's car on weekends. Every Friday, I cut the grass and my brother waters the plants. I also make my bed in the morning. My sister Emily, sweeps the floor every day and washes the dishes after dinner. She also helps mom with shopping every Thursday. My mother cooks for us and washes our clothes. My father fixes everything broken at home.</p>	<p>a) He lives in a small house. <u> F </u></p> <p>b) He has two brothers and one sister. <u> </u></p> <p>c) Adam and his brother take out the trash. <u> </u></p> <p>d) They wash their father's car on Mondays. <u> </u></p> <p>e) They cut the garden and water the plant every Friday. <u> </u></p> <p>f) Emily sweeps the floor every day. <u> </u></p> <p>g) Emily helps mom every Thursday. <u> </u></p>
---	---

5. Write about the chores you do at home. Circle the days that you do those chores? (4 pts.)

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Everyday
My name is _____							

Speaking:

6. Answer the teacher's questions. (10 pts.)



Questions	Score
• What chores do you have to do at home?	_____
• What chores you don't have to do at home?	_____
• What day do you clean your room?	_____
• Do you help your dad to wash the car? What day?	_____
• Do you make your bed? What day?	_____



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0.5 point	Student produces few intelligible utterances with many stops due to lack of vocabulary. Misuse of grammar. Pronunciation difficulties.
0 points	Student cannot produce intelligible responses.



	ENGLISH EVALUATION FOURTH GRADE UNIT 3	
EGB Level: Fourth Grade		# Diff: _____ / 26 Score: _____ / 10
Teacher's Name:		
Student's Name:		

1. Listen and answer the questions using comparatives and superlatives. (3 pts.)

Which country is bigger, Russia or China?

Russia is bigger than China.





Which country is smaller, Spain or Italy?

Which river is longer the Nile River or the Amazon River?

Which country is the biggest China, Russia, or the United States?

2. Look at the pictures and complete the sentences with an adjective from the box. (3 pts.)

Tall fast high strong

 This is a <u>tall</u> giraffe.	 This is a _____ mountain	 This is a _____ bike.	 This is a _____ man.
---	---	---	---

3. Read the sentences and correct the mistakes. (3pts.)

a) A train is faster than a plane.

A train is slower than a plane.

b) A mouse is taller than a horse.

c) A plane is slower than a car.

d) A giraffe is shorter than a horse.



Rubric for the Oral Assessment





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0 points	Student cannot produce intelligible responses.

	ENGLISH EVALUATION FOURTH GRADE UNIT 4	
EGB Level: Fourth Grade		# Diff: _____ / 20 Score: _____ / 10
Teacher's Name:		
Student's Name:		

1. Listen and circle the correct option. (2 pts.)

- **What does he order first?**
 a) Normal cheese burger **b) double cheese burger** c) burger with chips.
- **What would Andi want for dessert?**
 a) an ice cream b) a chocolate cake c) a banana cake
- **What would Andi want for a drink?**
 a) an apple juice b) a soda c) milk

2. Unscramble the words and write the vocabulary about food. (3 pts.)

 taem <u>meat</u>	 utterb _____	 erbmucuc _____	 ousp _____
--	--	---	--

3. Look at the picture and write what these people would like to eat.

bread apple egg meat cereal

 (3 pts.)









He'd like some cereal.



4. Read and complete the instructions to make a grape sandwich. (3 pts.)

butter bread grapes cheese

How to make my favorite sandwich

1. First, You take some bread .
 2. Second, You put some _____ on the bread.
 3. Next, You take _____ and you put it on the bread.
 5. Then, you take some _____ and you put them on top.
 7. This is my favorite sandwich. It's great!

5. Write instruction for making your favorite sandwich. (3 pts.)

Speaking:

6. Answer the teacher's questions. (6 pts.)

\$ 1	\$1.50	\$0.25	\$ 1.25	\$0.25	\$ 0.50

Imagine that you are in a restaurant, and you want to order something. Play a little role play with the teacher.



A: Hello, would you like to order something?
 B: _____
 A: OK, what would you like to drink?
 B: _____
 A: That would be \$ _____
 B: _____



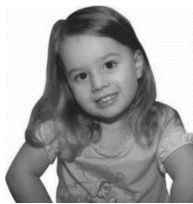
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	ENGLISH EVALUATION FOURTH GRADE UNIT 5	
EGB Level: Fourth Grade		# Diff: ____ / 32 Score: ____ / 10
Teacher's Name:		
Student's Name:		

1. Listen to Beth talking about herself when she was 4 and 9 years old.
Answer true or false. (4 pts.)



4 years old

9 years old



- When Beth was 4 years old, she was shy. T
- When Beth was 4 years old, she was pretty.
- When Beth was 4 years old, she wasn't clever.
- When Beth was 9 years old, she wasn't friendly.
- When Beth was 9 years old, she wasn't shy.

2. Unscramble the words to form adjectives. (3 pts.)



derriwo
worried



gnuyo



ypttre



saohdnme

3. Write about yourself when you were 4 years old. (3 pts.)

4 years old When I was 4 years old, _____ _____ _____ _____
--

4. Complete the sentences with *he had* or *didn't have*. (3 pts.)



Yesterday....

He had cereal for breakfast.

He _____ a music lesson.

He _____ sandwiches and a bottle of water for lunch.

He _____ dinner with his friends.

5. Complete the poem with *had* or *was*. (9 pts.)

<p>When my grandpa was a boy When my grandpa <u>was</u> a boy, He _____ a lot like me. He _____ a nice apartment, and a happy family. Grandpa _____ a happy boy, And he _____ lots of friends. They _____ lessons every day, and they _____ fun on the weekends. When my grandpa _____ a boy, he _____ fun every day. He _____ lots of games to play.</p>	
---	--------------

Speaking:

6. Answer the teacher's questions. Use the simple past tense. (10 pts.)

What did you look like when you were 4 years old?	_____
What were you like when you were 4 years old?	_____
<p>Maggy</p>	_____
What was Maggy like when she was 4 years old?	_____
What did Maggy look like when she was 5 years old?	_____



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0 points	Student cannot produce intelligible responses.

	ENGLISH EVALUATION FOURTH GRADE UNIT 6	
EGB Level: Fourth Grade		# Diff: _____ / 25 Score: _____ / 10
Teacher's Name:		
Student's Name:		

1. Listen and complete the chart about Dani's vacation. (3 pts.)

Dani's Vacation

Friday	Saturday	Sunday	Monday
<u>play video games</u>	_____	_____	_____

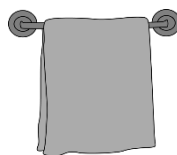
2. Look at the pictures and complete the sentences. (3 pts.)



1



2



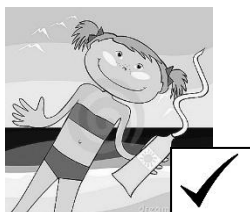
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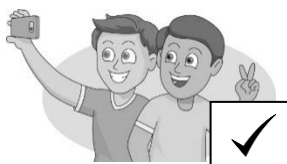
4

- I'm going to take my 1 luggage.
- We're going to take a 2 _____.
- She's going to take a 3 _____.
- I'm going to take my 4 _____.

3. Look at the picture. Write sentences with *is*, *isn't*, *are*, *aren't*, *going to* and the verb. (2 pts)



Lili is going to take her sunscreen.



They _____.






Billy _____.

4. Read “My vacation to France” and answer True (T) and False (F). If false, circle the incorrect word and write the correct one. (8 pts.)

My vacation to France

Hello, my name is Carlos. I’m from Ecuador. This June 15th I’m going to France for vacation. On the first day, I’m going to visit the Eiffel Tower. On June 17th, I’m going to visit Musee du Louvre. I can’t wait to visit this great museum. On June 18th, I’m going to ride the big rollercoasters at Disneyland Paris. Finally, on June 19th, I’m going to eat lunch at the famous restaurant “Le Meurice,” and I’m visiting the arch of triumph in Paris.

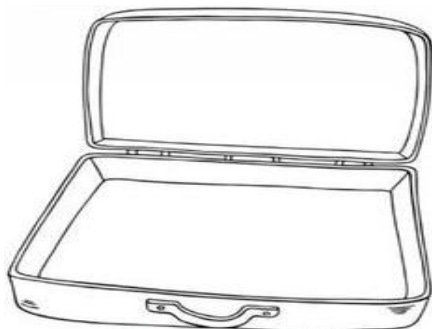
<ul style="list-style-type: none"> • Carlos is from <u>Canada</u>. • He is going to Spain on June 15th. • The first day he is going to visit Disney world. • On June 17th he is going to visit” Musee du Louvre”. • June 19th he is going to eat lunch at “Marzellas restaurant.” 	<u> F </u> <hr/> <hr/> <hr/> <hr/>	<u> Ecuador </u> <hr/> <hr/> <hr/> <hr/>
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5. Write you plans for the vacations. Use *going to* + verb. (3 pts.)

This vacation I’m going to...

Speaking:

6. Talk with the teacher about a vacation at the beach. Draw things you can take on the luggage. (6 pts.)



- What are you going to take to the beach? _____
- What activities are you going to do at the beach? _____
- What places are you going to visit? _____

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0 points	Student cannot produce intelligible responses.



CONCLUSIONS AND RECOMMENDATIONS

Based on a survey applied to the English teachers of the Asian American School (see Appendix 7), the results revealed some shortcomings in the teaching-learning process of the English language which lead to the necessity to create a new English curriculum. This new curriculum was designed taking into account three learning theories (The Meaningful Theory, The Constructivism Theory and the Multiple Intelligences Theory) and two teaching methodologies (Communicative Language Teaching and Task Based Language Teaching).

In order to know the students' current English level, a diagnostic test was administered. The results revealed a low use of grammatical structures which was followed by an insufficient communicative competence. Because of these findings, it was believed that the students were not reaching the level expected by the Common European Framework of Languages for a student in the third and fourth grades. For this reason, the curriculum is considered helpful for the teachers to plan their lessons and guide their students in order to learn English in a fun and creative way.

Thus, a curriculum has been designed for the Asian American School, based on the students' abilities, needs and social context. In order to apply the activities in the classroom, it is important for the teacher to know the fundamental bases of the curriculum which are the learning theories and the teaching strategies. Thus, the teacher can guide their students to build their own knowledge in an active way by constructing their own knowledge rather than acquiring it (Vigotsky 66).



This curriculum has been designed in a structural way so that students can easily follow any teacher's lesson plan. First, the curriculum begins by teaching vocabulary. Second, it provides the student with an input of the language through listening activities. Third, once students internalize the input, they move on to practice their Speaking skills by means of communicative activities. Students have the chance to communicate with their classmates in real context situations.

Since grammar is an important aspect of the language to communicate properly in a written and oral manner, a grammar section was developed to teach some common grammatical structures. Once the students can identify the structures required in each topic of every unit, they practice simple readings with themes of their interest. Then, students have the opportunity to express what they think through a writing activity. A phonics section was also created in order for students to practice their pronunciation. Finally, a value section was created for students' personal growth and social commitment.

Developing all of these skills will help the students of the third and fourth grades of the Asian American School to improve their English level considerably. It is necessary for teachers to know that this curriculum is a flexible working guide, adaptable to any change. Therefore, it is recommended that new teachers use this curriculum and evaluate it in terms of practicality and viability.

Another recommendation is for the authorities of this school to use this curriculum as a pilot model to create a new curriculum for the entire school. By doing this the English teachers will have a clear idea of what to teach, how to



teach, and what results to expect from the students at the end of each school year.



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APPENDICES



APPENDIX 1: SURVEY APPLIED TO THE ENGLISH TEACHER OF THE INSTITUTION.

**University of Cuenca
Philosophy School
English Language Major**

Survey prior to the development of the English curriculum for the third and fourth grade of the Asian American School

1. How many hours in a week do the students receive English class?

2. What percentage of students in the target classes are limited English proficient?

- a) Less than 10%
- b) 10% to 25%
- c) 26% to 50%
- d) More than 50%

3. How do you evaluate the English level at this school?

- a) High
- b) Intermediate
- c) Low

4. Do you believe that an English curriculum should be developed for the school?

() Yes () No



Why?

5. Do you think that an English curriculum will help students improve their English level?

() Yes () No

Explain your answer:

6. Which one of the four language skills (Listening, Speaking, Reading, and Writing) do you think needs to be taken a closer look?

	DIAGNOSTIC TEST SCHOOL YEAR _____	
EGB Level: Third Grade		Difficulties: 40 Score: _____
Teacher's Name: _____		
Code: _____	Date: _____	

APPENDIX 2: THIRD GRADE DIAGNOSTIC TEST

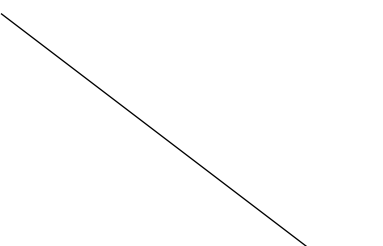
1. Listen and write the numbers. Follow the example. (3 pts.)

1. How many books are there? There are 9 books.
2. How many dogs are there? There is _____ dog.
3. How many apples are there? There are _____ apples.
4. How many hats are there? There are _____ hats.

2. Look at the picture. How many items and people are there? (4 pts.)

<ol style="list-style-type: none"> a) <u> 9 </u> books b) _____ children c) _____ teacher d) _____ desks e) _____ pencils 	
--	--

3. Read and match. Draw lines. (4 pts.)

- | | | |
|---|--|---|
| <ol style="list-style-type: none"> a) What's your name? b) How old are you? c) What's this? d) What day is today? |  | <p>Today is Monday.</p> <p>It's a pencil.</p> <p>I'm seven years old.</p> <p>I'm fine, thank you.</p> |
|---|--|---|



e) How are you?

My name is Sonia.

4. Write the numbers.

(5 pts.)

1. fifteen 15

3. eighteen _____

5. thirteen _____

2. twelve _____

4. nineteen _____

6. twenty _____

5. Read and complete the dialogue. Use the words from the box. (4 pts.)

have	mom	I	big	brothers
------	-----	---	-----	----------

Peter: Hi, Amanda!

Amanda: Hi Peter. Look at this picture. This is my family.

Peter: Who's she?

Amanda: She's my sister, and they are my _____.

Peter: How many brothers do you _____?

Amanda: _____ have three brothers.

Peter: Wow. You have a _____ family.

6. Look at the pictures. Read the sentences and check (✓) Yes or No. (2 pts.)



a) She's wearing an orange dress and a yellow hat. Yes ✓ No _____

b) He's wearing a blue jacket and green jeans. Yes _____ No _____

c) She's wearing red pants and a blue hat. Yes _____ No _____



7. Write “has” or “have” to complete the sentences. (4 pts.)

- a) They have a cake and many candies on their birthday.
- b) She _____ long hair.
- c) How many brothers do you _____?
- d) My mom _____ two sisters and one brother.
- e) Sonia _____ a big family.

8. Answer the questions.

a) What does your mom look like? (1 pt.)

b) What does your favorite toy look like? (1 pt.)

9. Speaking (12 pts.)

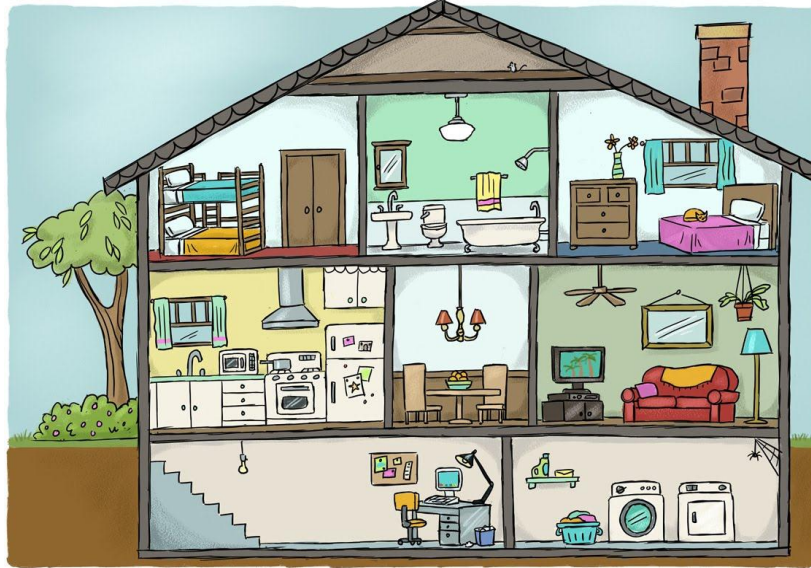
- 1. Answer to greetings _____
- 2. Name the rooms of the house and the location of objects _____
- 3. How many brothers and sisters do you have? _____
- 4. Describe a person. What is she wearing? _____
- 5. Describe the parts of the body using has and have _____

Rubric for the Oral Assessment

2.5 points	Student produces intelligible utterances with appropriate use of vocabulary and grammar. Few pronunciation difficulties.
2 points	Student produces mostly intelligible utterances with occasional pauses for recall or vocabulary or grammar. Occasional misuse of words. Some pronunciation difficulties but understandable.
1.5 points	Student produces a moderate number of intelligible utterances, but often pauses for recall of vocabulary items or grammar. Often misuses words. Pronunciation difficulties.
1 point	Student produces few intelligible utterances with many stops due to lack of vocabulary. Misuse of grammar. Pronunciation difficulties.
0 points	Student cannot produce intelligible responses.

Images for the Oral Assessment

1. Name the rooms of the house and the location of objects.





4. What are they wearing?

5. How many eyes does the monster have?





	DIAGNOSTIC TEST SCHOOL YEAR _____	
EGB LEVEL: FOURTH GRADE		
TEACHER'S NAME: _____		# Difficulties (54): _____
CODE: _____		DATE: _____

APPENDIX 3: FOURTH GRADE DIAGNOSTIC TEST

Circle the correct options and fill in the blanks using adverbs of frequency. (4 pts.)

sometimes	never	always	often	usually
-----------	-------	--------	-------	---------

1. He *watch / watches* TV every day. He always watches TV.
2. They *eat / eats* fish five days a week. They _____ eat fish.
3. I *play / plays* basketball on weekends. I _____ play basketball.
4. She *doesn't make / makes* her bed. She _____ makes her bed.
5. We *brush / brushes* our teeth seven days a week. We brush them _____.

2. Read the text and complete it by using the past form of the verbs. (10 pts.)

eat	go	drink	get	break	steal	is	play	buy	rain	take
-----	----	-------	-----	-------	-------	----	------	-----	------	------

Last year, Susan went to England with her family. They didn't have a good time. It _____ all the time. They _____ fish and chips and _____ tea, and Susan _____ sick. They _____ cricket and Susan's brother _____ his arm. They _____ some great T-shirts, but a thief _____ them. They couldn't sleep at night because it _____ very cold. They _____ lots of pictures but then they lost the camera.



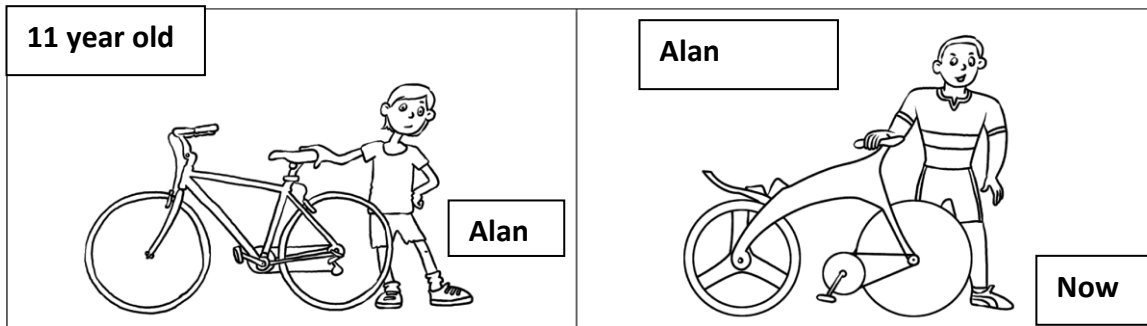
3. Complete the questions using wh- questions. (3 pts.)

what when where

1. _____ did Susan and her family go? (to England)
2. _____ did they eat? (fish and chips)
3. _____ was it cold? (at night)

4. Complete the sentences using comparatives adjectives. (6 pts.)

expensive tall strong fast rich modern short



1. Today Alan is shorter than when he was 11.
2. He's _____ when he was 11.
3. He's _____ when he was 11.
4. His hair is _____ when he was 11.
5. His bike is _____ and _____.
6. His clothes are _____.

5. Read and underline the correct words. (4 pts.)



The Ancient Mayans ¹ **didn't live** / **didn't lived** twenty years ago.






The women ² **didn't cook** / **didn't cooked** pizza.

The men ³ **didn't worked** / **didn't work** in office.

The children ⁴ **didn't watch** / **didn't watched** TV.

6. Look at the pictures and complete the sentences. (4 pts.)

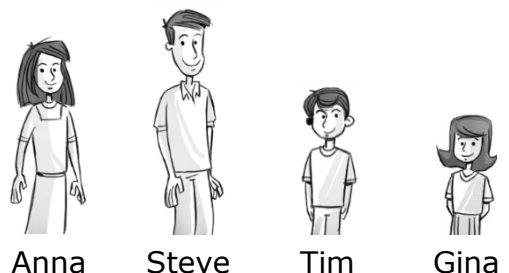
Yesterday at 10:30 a.m.

① 	② 	③ 	④ 	⑤ 
TOM	ANNA and KIM	PAUL and ROBERT	CLARK	CINDY

1. Yesterday at 10:30, Tom was sleeping.
2. Anna and Kim _____.
3. Paul and Robert _____.
4. Clark _____.
5. Cindy _____.

7. Check (✓) the correct sentence. (4 pts.)

- 1 Gina is smaller than Tim.
Gina is smaller than Tim.
- 2 Steve is tall than Anna.
Steve is taller than Anna.
- 3 Gina is smallest.









- Gina is the smallest.
- 4 Tim is shorter than Steve.
- Tim is the shorter than Steve.
- 5 Steve is the tallest.
- Steve is the taller.

8. Write about the activities you do on the weekend using the simple present. (5 pts.)



9. Listen and check the things that there were in the past (✓). (5 pts.)

1 What means of transport did the town have?



a  b 



2 What was there in the town square?

a  b 

3 What did Joe have first at the café?

a  b 

4 What did he have to drink after that?

a  b 

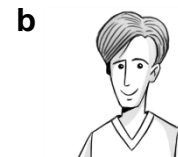
5 What did Joe see on the walls of the café?





6 What color was Dimitri's hair when he was young?





Speaking

10. Answer the questions.

(10 pts.)

- 1 Do you have any brothers and sisters? if yes, what color are their hair and eyes?
- 2 Do you live in an apartment? Is it big or small?
- 3 Does your grandma and grandpa live with you? Where do they live?
- 4 Do you like playing sports? Which is your favorite sport?
- 5 What's your favorite subject at school?

RUBRIC FOR THE ORAL EVALUATION

2.5 points	Student produces intelligible utterances with appropriate use of vocabulary and grammar. Few pronunciation difficulties.
2 points	Student produces mostly intelligible utterances with occasional pauses for recall or vocabulary or grammar. Occasional misuse of words. Some pronunciation difficulties but understandable.
1.5 points	Student produces a moderate number of intelligible utterances, but often pauses for recall of vocabulary items of grammar. Often misuses words. Pronunciation difficulties.
1 point	Student produces few intelligible utterances with many stops due to lack of vocabulary. Misuse of grammar. Pronunciation difficulties.
0 points	Student cannot produce intelligible responses.



APPENDIX 4: THIRD GRADE LISTENING ACTIVITIES

LISTENING ACTIVITIES

UNIT 1

a) Listen and write the numbers. (CD1-Track 1) pg. 68 activity 1.3

- | | |
|-------------------------|------------------------------|
| 1. What are they doing? | They are listening to music. |
| 2. What's she doing? | She's cutting paper. |
| 3. What's he doing? | He's gluing shapes. |
| 4. What's she doing? | She's writing on the board. |

UNIT 2

a) Listen and label the pictures. (CD1-Track 2) page 79 activity 2.3

1. He likes to ride his bike.
2. They like to skateboard.
3. She likes to hit the ball.
4. They like to skate.
5. She likes to catch the ball.

b. Find Milo. Where's he? (CD1-Track 3) page 80 activity 2.5b

1. Milo is in front of the tree.
2. Milo is next to the slide.
3. Milo is between the bikes.
4. Milo is behind the bushes.

UNIT 3 (CD1-Track 4) page 89 activity 3.3

Listen and write T for True and F for False.

1. This is the bedroom. There is a bed, a dresser, and a rug. There's also a girl. She's reading a book.
2. This is a dining room. There's a table and two chairs in it. This is my mom's favorite room.
3. This is the living room. There's a purple sofa, a table, and a chair. There are also two pictures on the wall.



4. Emily and Joseph are in the bathroom, they are playing on the swing.
5. This is the bathroom. There is a tub, a sink, and a toilet. There are also two pink towels.

UNIT 4: (CD1-Track 5) page 98 activity 4.3

Listen and compete the sentences with the words from the box.

1. The bank is in front of the post office.
2. The movie theater is between the supermarket and the restaurant.
3. The gas station is on the corner of First Street and North Street.
4. The bookstore is on Apple Street.
5. The hospital is next to the library.

UNIT 5: (CD-1 Track 6) page 108 activity 5.3

Listen to a boy talking about his dad's day. Then, draw the time.

- Hi, my name is Diego and my father's name is David. He wakes up at 5:30 in the morning. Then, he takes a shower, has breakfast, and goes to work. He starts work at 7 o'clock. Then, he has lunch at 2 o'clock. He comes home at 5:30. He changes his clothes, watches TV and helps me with my homework. At night, he has dinner at 7:30 and then he goes to sleep.

UNIT 6:

Listen to the descriptions and write their jobs. (CD-1 Track 7) page 117 activity 6.3

1. He works in a hospital and he cures sick people. (*doctor*)
2. They go through the city in a big red truck. They rescue people from fires. (*firefighters*)
3. She works with animals. She cures sick animals. (*vet*)
4. He works at a supermarket. He receives and gives money back. (*cashier*)
5. He teaches little children. He loves working with children. (*teacher*)

TEST UNIT 1

Listen and write the correct number. (CD-1 Tack 8) page 124

1. They're reading a book.
2. She's cutting paper.
3. He's writing on the paper.



4. She's listening to music.

TEST UNIT 2

(CD-1 Track 9) page 127

Listen to the description and number the pictures.

1. The ball is next to the box.
2. The ball is behind the box.
3. The ball is in front of the ball.
4. The ball is between the bear and the box.

UNIT 3 TEST

(CD-1 Track 10) page 131

Listen to the description and number the pictures.

1. This is Marco's bedroom. It has a bed, a desk, and a chair. It also has a window.
2. Emilia is in the living room. She is watching her favorite TV program.
3. Michael is in the bathroom. He's washing his face and brushing his teeth.
4. This is Daniela's family. They are in dining room. It has a big table and 4 chairs.

UNIT 4 TEST

(CD 1- Track 11) page 134

Listen and complete the sentences using the preposition of place.

1. The bank is *next to* the supermarket.
2. The bookstore is *in front of* the movie theater.
3. The post office is *between* the restaurant and the computer store.
4. The café is *on the corner of* Main Street and Fremont Street.
5. The gas station is *behind* the bus stop.

Unit 5 TEST

(CD 1 – Track 12) page 137

Listen to Emily's day and circle the correct time.

- This is Emily. She wakes up at 6:45 am. She has breakfast, brushes her teeth, and goes to school. After lunch, she rests a while and at two thirty, she starts her homework. At 7:15 she has dinner with her family, and at 9:00 she goes to bed.

Unit 6 TEST

(CD 1 – Track 13) page 140

Listen to the description and write the name of the job.

1. Daniel likes animals. He helps them when they are hurt. What does he want to be?
2. Sara likes to help people when they are sick. She wears a white robe when she is taking care of her dolls. What does she want to be?
3. Emily likes to draw and color pictures. All the time she's drawing something. What does she want to be?
4. Now, What do you want to be?



APPENDIX 5: FOURTH GRADE LISTENING ACTIVITIES

LISTENING ACTIVITIES



UNIT 1

(CD-2 track 1) pg. 154 activity

1.3

a. Listen for the information about Pete and answer the questions.

- | | |
|---------------------------------|------------------------------|
| 1. How old is Pete? | He's 9 years old |
| 2. When is his birthday? | It's on April 15. |
| 3. Where is he from? | He's from Germany. |
| 4. What is his favorite season? | His favorite season is fall. |

PHONICS activity 1.8a

(CD 3 – TRACK 1) pg. 158

UNIT 2

(CD-2 Track 2) pg. 163 activity 2.3

a. Listen to Sam's chores and complete the blanks

My name is Sam. Every day I do a different chore in my house. On Monday, I always wash my clothes. On Tuesday, I clean the bedroom and the toilet. On Thursday, I cut the yard and sweep the porch. I mop the floor and iron all my clothes on Friday. There are some things I do on the weekends. I make my bed, make dinner and do the dishes. When I finish my chores I watch TV or sleep. There is always lots to do in my house.

PHONICS activity 2.8a

(CD 3 – TRACK 2) pg. 167

UNIT 3

(CD-2 Track 3) pg. 172 activity 3.3

a. Listen and answer the questions.

- | | |
|---|------------------------------------|
| Which car is faster the yellow or blue car? | The red car is the faster car. |
| Which is the slowest car? | The yellow car is the slowest car. |
| Which car is the most expensive? | The red car is the most expensive. |



Which house is the smallest?

The yellow house is the smallest.

Which house is the oldest?

The red house is the oldest.

Which house is the biggest?

The red house is the biggest.

Which house is the widest?

The blue house is the widest.

PHONICS activity 3.8a

(CD 3 – TRACK 3) pg. 177

UNIT 4

(CD- 2 Track 4) pg. 182 activity 4.3

a. Listen to the grocery shopping and draw it in the list below.

My mom sent me to do the grocery shopping today. She would like: three cucumbers, two cereal boxes, twelve potatoes, two pounds of meat, ten onions, some butter and five bottles of milk.

PHONICS activity 4.8a

(CD 3 – TRACK 4) pg. 186

UNIT 5 5.3

(CD-2 Track 5) pg. 191 activity

a. Listen to Alexandra talk about herself and write (T) or (F)

Hello, I'm Alexandra. I'm 25 years old now. I'm from France. This is a picture of me when I was 9 years old. I remember that I was very shy, I was worried about getting good grades all the time and I wasn't very cheerful. However, now I'm very cheerful, I'm not shy and I'm happy all the time. I hope you are happy all the time like me.

PHONICS activity 5.8a

(CD 3 – TRACK 5) pg. 195

UNIT 6

(CD-2 Track 6) pg. 200 activity 6.3

a. Listen to "Marti's Vacation" and circle what he is going to do.

Hi there, my name is Marti. Next week is summer vacation. I planned many activities to do on the first week. I'm going to visit the National zoo on Monday. On Tuesday I'm going to ride my bike with my friends. On Wednesday, I'm going to help my dad wash his car. On Thursday I will watch T.V all day. I love cartoons. On Friday I will play soccer at the park.

PHONICS activity 6.8a

(CD 3 – TRACK 6) pg. 204

Unit 1 TEST

(CD-2 Track 7) pg. 206



1. Listen to the information about Pete and complete the chart.

Hello, my name is Pete, I'm eight years old. My birthday is on February 19. I'm from Canada. I love winter because I like to play with the snow.

Unit 2 TEST

(CD-2 Track 8) pg. 209

1. Listen to the activities that Lis does on the weekends. Circle the correct option.

Hi, my name is Liss, I'm ten years old. This weekend I have to do many chores at home. On Friday, I have to make my bed and my parents' bed. On Saturday I have to walk the dog in the morning and at night I have to cook dinner. On Sunday morning I have to clean my bedroom and in the afternoon I get to go to the swimming pool. I love swimming.

Unit 3 TEST

(CD-2 Track 9) pg. 212

1. Listen to the geographical information and answer the questions using comparatives and superlatives.

Which country is bigger, China or Russia? China is bigger than Russia.

Which country is smaller, Spain or Italy? Italy is smaller than Spain.

Which river is longer the Nile River or the Amazon River? The Amazon River is longer than the Nile River.

Unit 4 TEST

(CD-2 Track 10) pg.

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Waiter: Hello, what would you like to order?

Client: I would like a double cheeseburger please.

Waiter: Ok. Would you like something to drink? We have soda, fruit juice or yogurt.

Client: I would like an apple juice.

Waiter: What would you like for dessert?

Client: I would like a banana cake.

Waiter: Ok. That would be five dollars in total.

Client: Here you go, thank you.

Unit 5 TEST

(CD-2 Track 11) pg.

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Hello, I'm Beth. I'm nine years old now. I remember when I was 4 years old. I was shy, but I had a lot of friends. I wasn't very clever, I used to think that there



were monsters in the basement . However, I liked to share my toys and I was very pretty. Everyone loved me.

Unit 6 TEST
221

(CD-2 Trck 12) pg.

Hi, I'm Dany. This weekend I have a 4 day vacation. On Friday I'm going to play video games all day long. On Saturday I'm going to watch T.V. I like to watch soccer games. On Sunday I'm going to the park with my entire family, we play volleyball together. On Monday I'm going to the swimming pool with Mike, my best friend.