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CARRERA DE LENGUA Y LITERATURA INGLESA

“CREATION AND COMPILATION OF DIDACTIC MATERIALS FOR EFL STUDENTS FROM 1<sup>ST</sup> TO 4<sup>TH</sup> GRADE AT EDUARDO CRESPO MALO ELEMENTARY SCHOOL IN BARABON: PHASE I”

*Trabajo de investigación previo a la obtención del Título de Licenciada en Ciencias de la Educación en Lengua y Literatura Inglesa*

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## RESUMEN

El inglés como idioma extranjero debería ser considerado como materia obligatoria en el Ecuador. Sin embargo, hasta el año lectivo anterior esto no sucedía en las escuelas públicas. Un ejemplo de esta situación es el caso de la escuela Eduardo Crespo Malo, en la cual, la materia de inglés no era ofertada en años anteriores debido a determinados cambios en los acuerdos ministeriales. Como consecuencia, la enseñanza del inglés llegó a ser considerada como última prioridad para las autoridades, haciendo difícil de lograr el desarrollo de este lenguaje. No obstante, un último cambio en el currículo ecuatoriano restableció el inglés dentro de la educación básica. Por esta razón, esta investigación se enfocó en la realidad de esta escuela, especialmente en los grados de primero a cuarto, con el propósito de crear y compilar materiales didácticos como materiales auténticos y realia para ayudar al profesor de inglés a reforzar esta adquisición del lenguaje. Además, se aplicó una entrevista a un experto para respaldar su base teórica. En esta investigación se analizó tres sílabos de tres escuelas privadas para obtener temas relevantes para cada grado. Estos materiales, a su vez, fueron creados de acuerdo a las edades de los estudiantes. Así mismo, estos materiales fueron enfocados en el desarrollo de las destrezas hablar y escuchar considerando un enfoque comunicativo. Como último punto, se elaboró un folleto con actividades sugeridas para que el profesor las realice en clase.

**Palabras claves:** materiales didácticos, materiales auténticos, realia, destreza de escuchar, destreza de hablar, edad, enfoque comunicativo.



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## ABSTRACT

English as a foreign language must be considered as a mandatory subject in Ecuador. However, until the last school year, this was not happening in public schools. An illustration of this situation is the case of Eduardo Malo Crespo elementary school where English was not offered in previous years due to certain changes in the Ministry of Education Resolutions. As a consequence, teaching English came to be considered as a last priority for authorities, making the development of this language difficult to accomplish. Nevertheless, a last change in Ecuadorian Curriculum reestablished English in basic education level. For this reason, this research was focused on the reality of this school, especially from first to fourth grades, with the purpose of creating and compiling didactic materials, such as authentic materials and realia, in order to help English teachers reinforce this teaching/learning process. Furthermore, an interview with an expert was applied to support its theoretical background. This research was based on the analysis of the syllabi of three private schools to obtain relevant topics for each grade. At the same time, these materials were created according to students' ages. In addition, these materials are focused on the development of listening and speaking skills considering the Communicative Approach. As a last point, a booklet was elaborated with suggested activities to aid the teacher.

**Key words:** didactic materials, authentic materials, realia, listening skill, speaking skill, age, Communicative Language Teaching (CLT).



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## DEDICATION

To God, for all that he has given me.

To my family, for making me the person who I am.

To my partner, for being the support that I always need.

To my friends, for helping me during the elaboration of this project.

- Katherine

To God, for conceding me the abundance of gifts and blessings.

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- Cecilia



## INTRODUCTION

English is an international language which is commonly used for educational, professional, or personal purposes. Therefore, in the educational field this language needs to be included into the schools' curriculum of non-native English countries from the first years of school.

This claim is based on the results of research studies which explain that learners have to be exposed to a foreign language as soon as possible in order to acquire it successfully. In that regard, many experts appear to describe how children acquire a language in a positive way. For instance, Chomsky and Halliday focus their theories on how grammar is acquired. On the other hand, Piaget explains the capacity of a child has to learn something considering his/her development.

These theories lead this research to select the methodologies and techniques which fit appropriately in children's language acquisition. Therefore, these theories have supported the main aim of this research - to provide didactic materials to help children to develop communicative competence.

This research is divided in six chapters. In the first chapter, the problem is described and justified. In this chapter, the general and specific objectives are also presented. The second chapter includes the literature review. This chapter is organized in five sections: Foreign Language Acquisition in Children, Children's Development's Stages, Language Skills, Communicative Language Teaching, and Ecuadorian English Education Curricular Guidelines. Chapter three relates to the methodology that this research applied. Additionally, in chapter four, there is an analysis about the obtained results. The suggested activities with the



corresponding materials are exposed in chapter five. Finally, the last chapter refers to the conclusions and recommendations that this research has found.





## CHAPTER I: THE PROBLEM

### 1.1 Topic

This project was elaborated with the purpose of creating and compiling didactic material as reinforcement in the teaching-learning process from first to fourth grade English students at Eduardo Crespo Malo Elementary School. These didactic materials included authentic and realia, that is, tangible materials that allow students' manipulation during the learning process. Their development was based on the main characteristics of the Communicative Approach, especially focused on the development of their listening and speaking skills.

In addition, the selection of the topics was carried out through an analysis of the pertinent syllabi of three private schools. As a complement, a booklet was elaborated with the purpose of helping teachers use these materials while teaching. As a final point, it is important to mention that this research was the first phase of a project which consisted of the creation of didactic material for the whole educational institution.

### 1.2 Description of the problem

In Ecuador, the development of Communicative Competence in English, among its inhabitants, faces important obstacles, as evidenced by the survey *English Proficiency Index* applied by Education First (EF) in 2014. This study placed Ecuador in the 35<sup>th</sup> position, among 63 evaluated countries (El Telégrafo, 2015, para. 1). As this project was performed in Cuenca, it is also necessary to mention that, according to the results of a study carried out by Calle et al. (2012), 44% of teachers in public schools in this city continue to use traditional strategies, with the obvious consequences on students' performance (p. 9). The



abovementioned statistics are a reflection of the state of the English teaching and learning processes in Ecuador.

One of the reasons to explain the English situation in Ecuador could be linked to the curriculum changes that the government has established for this subject. The Ministry of Education, through the Ministry Resolution 0041-14 published on March 11, 2014, made official changes in the hourly load of the different subjects given in public educational institutions of basic education (p. 3). A relevant change relates to the fact that foreign language (English) is not considered to be a subject with mandatory teaching hours from first to seventh grade. While it is true, that, since August 2011, the subject was only considered within the curriculum of basic education as an optional subject, it was taught by hired teachers (El Comercio, 2014). Notwithstanding, one effect of this Ministry Resolution involves the removal of the government paid teaching posts for the English subject from first to seventh year of basic education. Although the Ministry Resolution allows and even recommends establishing *educational clubs* to teach English, most public schools do not have qualified teaching staff to do this work. This is the case at Eduardo Crespo Malo Elementary School, where students from first to seventh grade have stopped receiving EFL (English as a foreign language) instruction.

Additionally, this school does not have an English curriculum, English teachers, or even the necessary teaching materials from first to seven grades. For these reasons, the purpose of this research was to contribute didactic material to aid in the teaching of foreign language in this institution.



### 1.3 Justification

Souriyavongsa (2013) states that “the English language is generally used as an international language for communication among people from different language backgrounds in all parts of the world” (p. 181). As previously stated, English has become the most widely used language around the world; therefore, its communicative competence is necessary to accomplish personal and professional goals.

Nowadays, English is considered of great importance not only in the social and political aspects, but also in the field of education. According to Hu (2005), English is “a passport to higher education at home or abroad, lucrative employment in a public or private sector, professional advancement, and social prestige” (p. 6). With the intention of developing English proficiency, governments have created English language programs in schools and high schools to expose students as soon as possible to the language. This, however, as it was noted before, is not the case in Ecuador.

It is the utmost importance to mention the significance of exposing students as soon as possible to the English language. According to Johnson (2012), “there is an ideal ‘window’ of time in a person’s life to acquire language in a linguistically rich environment, after which further language acquisition becomes much more difficult and effortful” (n.p.). In addition, Moon (2005) asserts that when studying English, the better results are achieved -in the long term- in younger students. As these authors explain, there is a specific time in a person’s life in which learning English is easier and profitable. This process is known as Critical Period Hypothesis, which is going to be explained in the following chapter.



Another point to discuss is the importance of the four *macro skills* (listening, speaking, reading, and writing). Experience as students and teachers of the language has shown the authors of this paper that, in Ecuador, people believe that if a person speaks or understands a foreign language, that person is able to communicate. However, as Powers (2010) asserts “[f]or effective communication to occur, people need not only to speak or write but also to understand how others have perceived their messages” (p. 4). Therefore, the holistic development of English Communicative Competence requires the integration of all the *macro skills*. Nevertheless, for this research the listening and speaking skills were taken into account because children develop these skills first, as explained below.

The first skill to be studied is listening because as Scott and Ytreberg (1990) state “listening is the skill that children acquire first” (p. 21). In addition, Everson, as cited by Kasanda (2009), emphasizes that “listening is [a] vital skill of language in the sense that it enables one to be able to understand what other people are saying or communicating” (p. 1). This means that listening is a connecting skill that fosters the development of the others. To support this idea, Scott & Ytreberg (1990) explain that “the more [children] hear, the better they will be able to speak and write” (p. 31). In other words, when children understand the foreign language, they feel the need to express themselves developing the speaking skill.

In relation to the speaking skill, Torkey (2006) defines it as “students' ability to express themselves orally, coherently, fluently and appropriately in a given meaningful context” (p. 32). Rahman (2007) agrees in that this skill allows individuals to appropriately communicate their ideas, feelings, and information



using the language. These statements show that speaking is a necessary skill in the acquisition of the language due to the fact that it is one of the clearest evidence of the students' progress in the learning process.

The analysis of the listening and speaking skills is important for this research because both of them work together when learning English. Listening, as a receptive skill, allows learners to comprehend information; and speaking, as a productive skill, allows learners to use the language properly (Bailey, 2003). Furthermore, the development of reading and writing skills is not really encouraged in students from levels (1<sup>st</sup> to 4<sup>th</sup>) because they are still learning to develop them in the target language. As Lightbown and Spada (2006) explain, children comprehend and use the first language in the pre-school years and these abilities grow during the school years. These are the reasons why this research was focused only in the listening and speaking skills and not in the reading and writing skills.

The next point to discuss is the methodology on which the material was based. Through the years, different kinds of methodologies have appeared in order to improve the English learning process, all of which have some advantages and disadvantages. For the purposes of developing the above mentioned skills, the Communicative Language Teaching (CLT) methodology is considered of great importance because “[t]he goal of communicative language teaching is to develop students' communicative competence, which includes both the knowledge of the language and the knowledge of how to use the language appropriately in communicative situations” (Akram & Malik, 2010, p. 2). Furthermore, one of the purposes of the CLT methodology is to encourage real



communication through communicative activities. In order to accomplish this purpose, the CLT methodology applies the use of different didactic material.

It is important to explain the term *didactic material*. According to Padrón et al., (2005), “[d]idactic material[s] are any kind of aid that assist ... the entire learning process” (p. 2). Among the different types of materials available for English lessons, authentic materials and realia were considered relevant for this project because their usage is one of the main features of the CLT. Newspapers, magazines, catalogs, etc., are authentic materials prepared to be used in real situations, and realia are real objects that allow students to learn from a particular culture (Belward, 1987). Therefore, using authentic materials and realia provide learners a rich language input allowing learners to obtain authentic communication because, as Belward (1987) explains, these materials “contain current language on all topics imaginable and provide constant reinforcement of grammatical forms learned in the classroom” (p. 3). It is important to emphasize that the materials were appropriately adapted and/or created according to the students’ age because they can manipulate, touch, and interact with the material, thus increasing their motivation during the learning process.

Considering the aforementioned, this project was designed with the purpose of providing didactic materials -as an academic support- to help teachers and students at Eduardo Crespo Malo Elementary School reinforce their English learning process. These materials will be applied in the present school year because English has been restored as a main subject through the Ministry Resolution 0052-14, published on February 17<sup>th</sup>, 2016, which established the progressive implementation of Foreign Language Curriculum during the 2016-2017 school year (Ministerio de Educación, 2014) In addition, this research based



its purpose on the main goal of the transitory resolution included in Ministry Resolution 041-14 which stated that Foreign Language would be included in the curriculum when the Ministry of Education has the necessary resources, appropriate didactic material, and well-qualified teachers in this area (Ministerio de Educación, 2014). These facts provided more significance to the project, as the activities become helpful once English classes start.

## **1.4 Objectives**

### **1.4.1 General Objective**

- To provide appropriate didactic material for developing communicative competence involving the listening and speaking skills in students from first to fourth grade at Eduardo Crespo Malo Elementary School.

### **1.4.2 Specific Objectives**

- To analyze the pertinent syllabi of three private schools in order to determine four common topics to be prepared for each level.
- To carry out an interview with an expert about the topics and material features to be considered in this research.
- To develop a booklet with forty eight activities (three activities per topic) that includes the use of authentic material and realia.
- To select, classify, adapt, and / or create the didactic material for each activity.



## CHAPTER II: LITERATURE REVIEW

### 2.1 Foreign Language Acquisition in Children

#### 2.1.1 General principles

English is characterized as “the pre-eminent language of wider communication. It is used as a library language, as the medium of science, technology and international trade, and as a contact language between nations and parts of nations” (Mohammad & Mohammad, 2001, para. 2). For these reasons, when English language is not the person’s native language, it is necessary to learn it as a foreign language with the purpose of getting better opportunities for either educational or professional purposes.

Learning English as a Foreign Language involves two basic terms *Acquisition* and *Learning*. The first term refers to “a subconscious process during which [children] are unaware of grammatical rules” (Haynes, 2005, para. 2). To put it simply, children learn to communicate in a natural way without reflecting about the formal aspects of the language. The second term, learning, is defined as “the result of direct instruction in the rules of language” (Haynes, 2005, para. 3). In this process, the learners try to achieve clear understanding of the grammatical features of the foreign language throughout lessons, grammar explanations, etc.

Additionally, in the Language Learning Process, *Second and Foreign Language Acquisition* are two commonly confused terms. Therefore, it is important to start from the definition of *Foreign Language Learning or Teaching* as the action of “teaching or learning a nonnative language outside of the environment where it is commonly spoken” (Catalano & Moeller, 2015, p. 327). On the other hand, *Second Language Learning or Teaching* is the capacity that





the learner has to learn a language after he has learnt his mother tongue. It “implies that the learner resides in an environment where the acquired language is spoken” (Catalano & Moeller, 2015, p. 327). For instance, in Ecuador, people have Spanish as a native language, but also some communities have Quichua as a Second Language. Therefore, if people want to learn English, this language will be treated as a Foreign Language.

In some cases, “students’ second language may be also a foreign language. Many scholars often use these two concepts to refer to the same reality; however, at other times, the second language and foreign language have nothing in common” (Manga, 2008, para. 6). In other words, there are studies in which some theories from SLA can be applied in FLA. For this reason, different investigations have contributed significantly in the field of education. These are going to be detailed below.

Throughout time, many linguists, sociolinguists, and anthropologists have carried out research processes about how first or second language is acquired, focusing primarily on children’s learning acquisition. As a result, different approaches have appeared to better explain language development such as: Behaviorist, Innatist, Cognitive, and Social Interactionist.

In the 1960s, behaviorism was defined as “a process of habit formation” (Trawiński, 2005, p. 9). Therefore, the learning process of a foreign or second language acquisition is explained by the affirming that “[a foreign/second language] is acquired according to the general laws of learning and is similar to any other learnt behavior” (Trawiński, 2005, p. 9). This means that the process of learning a language is performed in the same way as learning other social habits



like eating, greeting, etc., by following a procedure that involves stimulus, response, and reinforcement.

To clarify these steps, Ratner, as cited by Trawiński (2005), classifies three kinds of learning that are considered within Behaviorism: classical conditioning, operant conditioning, and social learning. In the first place, classical conditioning appears based on Pavlov's theories. This learning is divided in three stages: the first one in which the stimulus and the response are unconditioned; the second one with a conditioned stimulus and response; and the last one that is based on the association of the stimulus and response. Secondly, operant conditioning is based on a repetitive behavior with the purpose of obtaining a reward or avoiding punishment. Finally, social learning involves the fact that "a learner does not need rewards, but he/she learns [by] imitating the people he/she admires" (Trawiński, 2005). Therefore, these three types of learning have contributed in a significant way the language acquisition process.

As abovementioned, "second language learning was viewed as a process of overcoming the habits of the native language to acquire new habits of the second language". (Trawiński, 2005, p.10) In other words, a learner was supposed to learn a language by following many different repetition activities. It is important to mention that despite the criticism that the behaviorism received, teachers, during their classes, realized that children like repetition. For instance, the Audio Lingual Method is marked in the Behaviorism because this methodology involves repetition drills inside its techniques. As a consequence, this technique became very famous in the second language learning process.

Despite the fact that the Behaviorism gave arguments about language learning, another important approach appeared to give a different point of view



about language acquisition: Innatist. This approach considers language as a *human faculty*. Therefore, the main claim for this approach is that “language learning is viewed as a process of hypothesis-testing leading to rule formation” (Trawiński, 2005, p. 12). To clarify this claim, Cook, as cited by Trawiński (2005), explains that learners are exposed to a language without isolating correct or incorrect grammar because they, during the process, will acquire the correct one (p.12). In addition, another relevant point to study is that learners are able to comprehend phrases or sentences which are not presented in their surroundings (Trawiński, 2005). This claim is supported by this explanation “the principles of language are inborn not learnt” (Trawiński, 2005, p. 12). Furthermore, Noam Chomsky, as cited by Tranwinski (2005), makes emphasis on human mind and its inborn mechanism *LAD (Language Acquisition Device)*, which main function is “to initiate, supervise and facilitate the language acquisition process” (p.12). As result, some linguists such as Noam Chomsky, Michael Halliday, Eric Lenneberg, etc. have established different studies in order to comprehend language learning. Because of its considerable importance for Foreign Language Acquisition, some of them are going to be studied later.

It is time to analyze the Cognitive Approach which appears in contrast of the Innatist Approach. This is because this approach is based on the fact that “language learning is viewed as a mental process” (Trawiński, 2005, p.15). To put it in another way, a language learner must understand the definition of a specific word with the purpose of acquiring it (Trawiński, 2005). Nevertheless, in some cases the learner is not able yet to comprehend certain words or definitions. For this reason, Piaget, a famous psychologist, divides human development into five stages which explain how a learning process happens according to the



children's ages. These stages are going to be explained with detail in section number 2.2.

As a last point, the Social Interactionist Approach based its theories on language acquisition in relation with the environment. In this approach, language is “develop[ed] through interaction with other human beings which leads to input modification, adjusting it to the capacity of the learner” (Trawiński, 2005, p.17). That is to say that a student will be able to acquire a language only if he/she is constantly in contact with people, putting in this way to the teacher as a mediator during the language learning process.

In addition, Vigotsky, as cited by Lightbown & Spada (2006), explains that “in a supportive interactive environment, children are able to advance to a higher level of knowledge and performance” (p. 20). This statement brings the explanation of two important concepts to be explained briefly. The first one is the Zone of Proximal Development which means “level of skill or knowledge which is just beyond what the learner currently copes with” (Trawiński, 2005, p. 17). The second one, Mediation which is defined as “the people the learners admires, who select and modify the learning material for the learner helping her/him to move to the next zone of proximal development. Also, Wilson (2008) makes an emphasis in this last concept with the term *scaffolding* which means “support from a teacher or more proficient peer. The support continues until, ideally, the student is able to ‘stand’ (complete tasks) alone, just as buildings lose their scaffolding once the work is completed” (Wilson, 2008, p. 54). For instance, when a teacher gives a task with a higher (but not impossible) difficulty students are in the ZPD, when the teacher modifies this task to make it possible to do, and when the teacher helps them with difficulties until they have all clear, students (when they have



finished the task) will feel confident and proud of their progress in knowledge. These last two concepts show us how the social interaction plays an important role in education.

As can be seen, all these approaches are not only the ones which are going to determine language learning for all the times, because this language learning is always going to be the center of many studies. However, it is important to mention that all these investigations have been the source for Foreign Language Acquisition due to the fact that they have attempted to explain in different ways how a person acquires a language. Besides, this contribution has helped many English teachers to understand how student's mind works.

### **2.1.2 Individual factors that affect Foreign Language Acquisition**

Some learners have the ability to acquire a foreign language more easily than others. As Trawiński (2005) explains, there are seven factors that affect the individual learning process by expediting, delaying, or ceasing it. These factors are: age, general intelligence, language aptitude, cognitive style, personality, motivation and attitude, and learning strategies. As these factors are important for this research, they are going to be explained below.

First of all, Larsen-Freeman, as cited by Trawiński (2005) states four major explanations related to the age factor: social-psychological, cognitive, input, and neurological. First of all, the social-psychological explanation shows that adults have more difficulty acquiring a foreign language and an appropriate pronunciation due to the fact there is interference and transference at the moment of learning because their first language is completely developed. The next point, the cognitive explanation, emphasizes on the adults' advantage to acquire easily a language "because they have reached a formal operations stage, which



involves the ability to think abstractly and gives adults an advantage in solving problems” (Trawiński, 2005, p. 34). However, Krashen, as cited by Trawiński (2005), mentions that the development of this stage causes a disadvantage in the usage of the Language Acquisition Device. The other important point, the input explanation, refers to how a better input and interaction help young learners and children in language acquisition structurally and lexically. Finally, the neurological explanation is focused on *brain lateralization*. It means “the loss of plasticity of the human brain” (Trawiński, 2005, p. 34) on adults which affects their language acquisition in aspects like pronunciation, intonation, etc.

In relation to the general intelligence and language aptitude factors, these are *inborn abilities*. Trawiński (2005) considers intelligence as a factor that facilitates learning/acquisition process, but it does not determine its success despite its multiple types of intelligences. Furthermore, language aptitudes are required in the language process because they, through some components - discriminating codes, recognizing grammatical functions, identifying patterns, associating items, etc.- aid the attainment of the learner’s success. Nevertheless, they are only limited in the development of the academic skills. To conclude, intelligence and aptitude are factors that affect but cannot drastically determine if a student is going to learn a language without presenting difficulties.

It is time to analyze the Cognitive style in which Ellis, as cited by Trawiński (2005), defines this factor as “the manner in which people perceive, conceptualise, organise, and recall information” (p. 37). There are certain cognitive styles that can accomplish foreign language proficiency, but they will be based on other aspects. These cognitive styles classify learners in two types: dependent who are students with the ability to use language in a natural way



helping in this way to better develop the speaking skill; and independent in which learners who are good in imitating aspects making them better develop the listening skill (Trawiński, 2005). As can be seen, here is not a specific cognitive style which allows the complete development of the language. Even in some cases, learners can be in danger because they focusing on developing the skill of their preference.

Another relevant point to analyze is personality. According to Trawiński (2005), “personality has only an indirect influence on FLA by affecting learner’s performance or other individual learner’s differences” (p.40). Within this factor, there are two personality styles to be studied extroverts and introverts. Extroverted learners “do better at acquiring basic interpersonal communication skill” (Trawiński, 2005, p. 41); and introverted learners “do better at developing cognitive academic language ability” (Trawiński, 2005, p. 41). Some problems can be presented not because of their personality types, but because of indirect influence of other factors such as: self-esteem, anxiety, inhibition, risk-taking, and intolerance of ambiguity. One example of this is that self-esteem and anxiety can cause disadvantages in FLA because if a learner presents higher anxiety and a weak self-esteem, he may be in danger to fail in the language learning process (Trawiński, 2005). For this reason, if the teacher does not control these problems in an appropriate time, it is probably that learners will have serious problems in the FLA process.

In addition, motivation and attitude are factors considered important in FLA. For this reason, it is time to analyze some of their principles. The first factor, motivation, is defined as “an inner drive, desire, or need to perform a particular action” (Trawiński, 2005, p. 44). This factor is classified in two types: extrinsic and



intrinsic motivation. The first one is related to the incentives that students obtain from the environment at the moment of learning; while, the intrinsic motivation is based on “a natural human need to be cognitively active, to take pleasure for learning something new” (Trawiński, 2005, p. 45). In other words, a natural desire is evoked in students to encourage an enthusiastic learning. The lack of these motivations can present problems in the learning process because, as noted before, a bad motivation makes students fail in their learning. In relation to the attitude factor Tranwinski (2005) explains this: “positive attitude affects the learning process, leading to success, which additionally strengthens the positive attitude towards second/foreign language” (p.47). Therefore, there are five important sources to contemplate during the language learning process: parents, peers, learning situation, teachers, and ethnicity. Furthermore, these factors are considered as “the supporters of social-educational theories” (Trawiński, 2005, p.48) because researches put their attention on “the importance of the social context in SLA” (Trawiński, 2005, p.48). To clarify, attitude is always related to the social environment that the student has in his life.

As a last point but equally important, Rebecca Oxford (1990), defines Learning Strategies as “steps taken by learners to enhance their own learning (p. 1). Furthermore, this author explains that “strategies are specially important for language learning because they are tools for active, self-directed involvement, which is essential for developing communicative competence” (Oxford, 1990, p.1). In addition, Oxford (1990) classifies these strategies in two categories: *direct strategies*, which “requir[e] mental processing in the language” (p.37) and *indirect strategies* in which “support and manage language learning (in many instances) directly involving the target language” (p. 135). Each of these calssifications are





divided in groups. For example: direct strategies are divided in memory, cognitive, and compensation strategies; and indirect strategies are divided metacognitive, affective, and social strategies. This classification emerges with the purpose of improving learning characteristics. However, these strategies can create a problem during classes because of their heterogeneity; this means that each student is more prone to develop one strategy than another one.

To conclude, all of these factors show the importance of the teacher's role during the class. The teacher must consider all these features to prevent difficulties in the language learning process. The knowledge of them can make the teacher avoid students to fail in their learning.

### **2.1.3 Critical Period Hypothesis**

Over the years, some studies have emerged with the purpose of explaining how language acquisition happens in children. Two important theories, one from Noam Chomsky with Universal Grammar, and one from Michael Halliday with Systemic Functional Linguistics, appear to complement rather than confront Language Acquisition (Mohammad & Firooz , 2008). As these theories are of great importance, they are going to be explained briefly.

The Innatist approach evidences their principles based on the Universal Grammar (UG) Theory stated by Noam Chomsky. Ellis, as cited by Trawiński (2005), explains the main role of UG which is to “constrain the form which the grammars of individual languages can take” (p. 13). This role relies on the fact that Noam Chomsky “support[s] the claim that language acquisition is inborn” (Trawiński, 2005, p. 13). Furthermore, Lightbown and Spada (2006) explain Chomsky's point of view by the statement “all human languages are fundamentally innate and that the same universal principles underline all of them”



(p. 15). To explain with detail this theory, there are two important arguments of Universal Grammar that are going to be discussed.

The first fact to analyze is the *invariant principles* which are “principles that are generally true across language” (Trawiński, 2005, p. 13). The second fact is *parameters* defined as “the rules of a particular language discovered through exposure to the language” (Trawiński, 2005, p. 13). According to Tranwiski (2005), “[t]hese principles provide the learner with a framework to build a grammar of his/her language on” (p.13), and the *parameters* “allow for variation from language to language” (p.13). As noted, the Universal Grammar Theory has contributed to the explanation of grammar acquisition.

On the other hand, Michael Halliday with his Systemic Functional Linguistics theory “focuses on the relationship between the linguistic system and the social structure with a theory with social semiotics” (Angermuller, Maingueneau, & Wodak, 2014, p. 263). To clarify, the study of language needs “to be grounded in functional analysis, since language carries out certain functions, which are necessary for humans beings” (Angermuller, Maingueneau, & Wodak, 2014, p. 261). Additionally, grammar is systematized considering three metafunctions: ideational which means “representing ideas about the world”; interpersonal as “facilitating interpersonal and social interactions”; and textual, that is, “integrating these ideas and interactions into meaningful texts, which might be relevant to their context” (Angermuller, Maingueneau, & Wodak, 2014, p. 263). To put it simply, language is viewed as a part of human lives, where it is applied inside a society to represent and build meaning, and this meaning can be used with different purposes.



The abovementioned studies have ignited in-depth research focused on another important theory: The Critical Period Hypothesis (CPH). Lenneberg's asserts that "the Language Acquisition Device functions correctly only if it is activated before the brain loses its plasticity" (Trawiński, 2005, p. 14). In other words, the best moment to learn a language is until puberty. Once puberty have started, there will be more difficulties in the learning process.

It is moment to explain the definition of CHP which states that there is "a limited period in human life during which language acquisition is possible, natural and effortless" (Trawiński, 2005, p. 13). This hypothesis also claims that "children are biologically programmed for language and that language develops in the child in just the same way that other biological functions develop" (Lightbown & Spada, 2006, p. 15). However, if a learner does not learn his/her first language at this specific period of time during his /her life, the acquisition of the language will result extremely difficult (Lightbown & Spada, 2006). As noted, language is acquired more effortlessly if the learner takes advantages of his/her early ages.

The CPH in the First Language Acquisition claims that "children who are not given access to language in infancy and early childhood (because of deafness or extreme isolation) will never acquire language if these deprivations go on for too long" (Ligthbown & Spada, 2006, p. 17). Researchers of the CPH strongly consider the case of an isolated girl nicknamed Genie. This girl was found in 1970, in a painful situation because she was completely deprived from social interaction; thus, she was unable to complete her language development (Curtiss, 1977, p. p. xi). Many psychologists and linguists put Genie into therapy to make her acquire a language. However, this girl presented many problems at the



moment of learning. As a result, researches use this case study as evidence in favor of CPH.

Another case which the CPH is considered relevant is the case of children who are deaf. There are two cases: deaf children with their parents that they are not; and deaf children with deaf parents. The CPH explains that parents who are not deaf “may not realize that their child cannot hear because the child uses other senses to interact in an apparently normal way” (Lighthown & Spada, 2006, p. 18). Therefore, when parents notice that their child is deaf, they, together with their child, learn sign language (Lighthown & Spada, 2006). However, the case with deaf children with deaf parents is different because these children are exposed to sign language from birth. As a consequence, these different moments of learning, also bring some disadvantages at the moment of learning sign language. Lighthown and Spada (2006) explain that deaf children with deaf parents are better at acquiring sign language than the others. This is another evidence for CPH.

Since the CPH started investigations on First Language Acquisition, different studies appear to explain some hypotheses applied in Second/ Foreign language learning. The Second/Foreign Language Acquisition is analyzed by some linguists such as Ellis, Selinger, and Long who show different arguments of the CPH explained briefly below.

The first author, Rod Ellis, as cited by Trawiński (2005) establishes that “different aspects of language are differently affected by the age of a learner” (p. 14). In other words, children are talented to assimilate a natural pronunciation, adults can accomplish an appropriate grammar and linguistic competence, and there are no significant variances between the way children and adults acquire a



language (Trawiński, 2005). Furthermore, Ellis, as cited by Trawiński (2005) mentions that there is no a CPH but rather a *sensitive period* in which the language learning process is easier.

As noted, there are different periods in which a learner can acquire a language. For this reason, Selinger's argument becomes relevant in Second Language Acquisition because it explains that "there may be multiple critical/sensitive periods for different aspects of language." For instance, "the period for the acquisition of native accent ends sooner than the period for the acquisition of native grammar" (Trawiński, 2005, p. 14).

Finally, the last author Long, as cited by Trawiński, (2005), suggested "a 'mental muscle model' claiming that Language Acquisition Device does not 'disappear' with age, but access to it becomes more limited with age unless it is used and kept plastic" (p. 14). In other words, a learner can face more difficulties at the moment of learning a second/foreign language, but it does not mean the language is impossible to learn/acquire.

### **2.1.3.1 Age range in Critical Period Hypothesis**

One of the important factors to analyze relates to the diverse circumstances that language learning presents. According to the age factor, Lightbown and Spada (2006) explain that some biological differences in children and adults can cause problems in the learning process. For instance, children acquire more easily a language because they have more opportunities to receive and apply the learnt language. Consequently, if a child makes a mistake, the most common response from people is to accept it. On the other hand, adults are constantly required to have better knowledge. As a consequence, they have always the pressure for avoiding mistakes which has an effect of frustration



(Lightbown & Spada, 2006). This leads to the fact that the success of a language learning process depends on how the person is unaware of the language complexity.

Furthermore, there are cases in which children acquire a second/foreign language -while they are living in another country- as a native while, for their parents, this is difficult to accomplish it. In other words, a younger learner is taking advantage of his/her innate *ability* to acquire a second/foreign language. Meanwhile, an older learner can use *general learning abilities* to learn this language, but these abilities cannot be as effective as innate ones.

Regarding the CPH age range; it is emphasized the critical period ends somewhere around puberty, but some researchers suggest it could be even earlier” (Lighthown & Spada, 2006, p. 68). In other words, being exposed more time to the target language, in this language’s environment, helps learners reach a more effective acquisition.

In addition, it has been seen that, to learn a foreign language, it is better to start this process at early ages. However, there are different studies that have shown that “older learners are more efficient than younger learners” in certain aspects (Lightbown & Spada, 2006, p. 93). This is explained by the fact that adults are aware of the grammatical functions and also, because they have a completely development of their metalinguist knowledge (Lightbown & Spada, 2006).

As a conclusion, one has to bear in mind that CPH has not yet acquired a different status from that of hypothesis; nevertheless; the evidence does suggest that starting to learn a second/foreign language at early ages is beneficial.



In other words, even though there is not enough evidence to completely support CPH, there is none to support a belated start of the learning process.

## **2.2 Children´s Development´s stages**

### **2.2.1 Piaget´s theory and Foreign Language Learning Acquisition**

The famous child psychologist, Jean Piaget, provides an important study about how children think and learn since they are young until they are adults. His theory has strongly influenced the field of Education because it allows teachers to know the different learning stages in which students are (Pinter, 2011).

The first point to analyze is that Piaget, as cited by Trawiński (2005), believes that “language is just one aspect of human condition” (p. 15). It means that language learning is a *mental process* in which the learner requires previous knowledge about a specific topic to be able to comprehend it.

Another relevant point to discuss is that Piaget, as cited by Pinter (2011), describes intelligence as “a basic life function that helps organisms to adapt to their environment” (p. 8). In other words, the learner needs to interact with the environment to build meaning. Therefore, the *cognitive development* requires an *experimenting stage* in which the learner, through manipulation, better understands a concept (Trawiński, 2005, p. 15). This author emphasizes on the fact that through this experimenting stage, the learner forms his/ her own language system.

Additionally, the Cognitive Development requires two important processes: *accommodation* which means “modifying incoming information to fit our knowledge” and *assimilation* with the meaning of “modifying our knowledge to include new information” (Trawiński, 2005, p. 16). For example, when an individual learns the concept of ‘house’, this person has to first understand the



meaning of it. Then, he/she has to apply it in a context to make the concept meaningful. Finally, as this concept is already processed, the learner is ready to comprehend a new concept.

After understanding how the language development works, Piaget divides language learning into five important stages: sensori-motor, pre-operational, concrete operational, and formal operational stages. These stages are strongly preceded one after another. Besides, Piaget argues “that all children follow the same stages of development in the exact same order, hence [they are] ‘invariant stages of development’” (Pinter, 2011, p. 9). As these stages are important for this research, they are going to be explained in the following section.

### **2.2.2 Explanation of the stages**

The first stage, the sensori-motor, is considered between the ages from zero to two years. In this stage, children “explore the world through basic senses” (Trawiński, 2005, p. 16). When learners are in this stage, they are able to follow *motor habits*. Another relevant point is that they imitate actions from adults and also, they have a lively curiosity for learning how things fit in specific places.

According to Piaget, as cited by Pinter (2011), the preoperational stage encompasses children from two to seven years (p.9). In this stage, “ideas [are] formed impressionistically, memory and imagination start to play role, actions begin to be internalized” (Trawiński, 2005, p. 16). Therefore, there are different features that the teacher has to consider when working with learners who are in this stage, such as: learners are unable to see a different perspective but theirs –well-known as ‘egocentrism’; they consider inanimate objects as realistic and alive things –animism; and also, children can only focus on one task at the same





–centration (Pinter, 2011). These characteristics should certainly have an influence in the way the teaching/learning process takes place.

For its part, the concrete operational stage includes children from seven to eleven years. This stage is characterized by learners with the “ability to draw conclusions, analyse, but only on concrete level” (Trawiński, 2005, p. 16). There are many different activities that learners are able to do such as: thinking logically; using analogies, working with more than one task at the same time–de-centration; doing mentally change actions; appreciating causality; classifying things, making logical relations; also, there is a decline of their egocentrism (Pinter, 2011). As noted, learners are able to do more things than before, but there is not a complete development of the stages yet.

The final stage, the formal-operational one, encompasses individuals from eleven to twelve and beyond. In this stage, the learner is able to think on mental actions without the necessity of concrete objects, process general ideas to specific ones, test experiments, and reach abstract levels of thought (Pinter, 2011).

### **2.2.3 Other perspectives**

Despite the important contribution that Piaget has provided to Education, there are some researchers like Vigotsky who also contributed significantly. First of all, it is important to remember how Piaget sees language, that is a tool to “represent knowledge that children have acquired through physical interaction with the environmet” (Ligthbown & Spada, 2006, p. 20). On the contrary, Vigtosky, as cited by Ligthbown & Spada (2006), explains that “language develops primarily from social interaction. He argued that in a supportive interactive environment,



children are able to advance to a higher level of knowledge and performance” (p. 20).

In order to have a better idea, Ligthbown and Spada (2006) explain that “Piaget saw language as a symbol system that could be used to express knowledge acquired through interaction through the physical world” ( p. 20). On the other hand, Vigotsky, as cited by Ligthbown and Spada (2006), considers thought as “essentially internalized speech, and speech emerged in social interaction” (p.20). In other words, Piaget’s theory focused in the language laerning process inside the stages, while Vigotsky considers the role that social interaction causes in thelanguage learning process.

## **2.3 Language Skills**

### **2.3.1 Importance of the Macro skills**

English has gained importance around the world as first and second language. In that regard, it is important to make emphasis that English as a foreign language is learnt to accomplish certain personal and professional goals. In relation to these purposes, Troike (2006) describes academic competence and interpersonal competence as two types of communicative competences.

On the one hand, academic competence is focused on “a specific professional or occupational field” (Troike 2006, p. 136). This means that learners are encouraged to develop explicit vocabulary about this field. Both the reading and writing skills receive a somehow greater importance in this perspective.

On the other hand, the interpersonal competence is related to the usage of language to perform face-to-face interactions. Certainly, vocabulary in this competence is different from the academic vocabulary. For this purpose, formal or informal uses of the language are possible. Speaking and listening are the



skills that have great relevance due to the need of producing and interpreting information during interactions (Troike, 2006).

Troike (2006) lists the four macro skills according to the level of priority for each competence. For academic competence, Troike (2006) considers the four skills in this order: reading, listening, writing, and speaking, while for interpersonal competence listening, speaking, reading and writing.

As the main goal of this research was to develop didactic material for the development of the speaking and listening, these skills will be treated in-depth in the next sections.

### **2.3.2 The Listening and Speaking Skills (special features)**

#### **2.3.2.1 The Listening skill**

Listening is considered an important skill for human beings because, unlike animals that only listen to search food or for security purposes, humans develop this skill to obtain information, stimulate their imagination, encourage a response, among others purposes (Wilson, 2008). In addition, listening has great importance because it is acquired first. As Scott and Ytreberg (1990) emphasize “when the pupils start to learn a foreign language, it is going in mainly through their ears and what the pupils hear is their main source of the language” (p. 21). The question now being asked is how the sound comes to the ears? According to Wilson (2008), the sound waves travel through conductors. Then, these sound waves are received and interpreted by the brain. If there is a concentration on understanding the message, the listening process is performed successfully causing a response. On the other hand, if the listener is not taking appropriate attention, this process is only hearing.



Listening thus presents some features that contrast this skill with the others. First of all, listening is a highly interactive skill because it allows direct interaction and provides the opportunity to clarify doubts through questions or interruptions. Besides, listening is an informal skill because it is not necessary to follow specific grammar structure. In addition, in pronunciation, certain sounds are omitted, accommodated, added, or sometimes some words are pronounced as one to get fluency (Wilson, 2008).

### **Difficulties**

At the same way listening is an important skill, it is also a difficult one. These difficulties are grouped in four categories: “the message, the delivery, the listener, and the environment” (Wilson, 2008, p. 12) which are explained briefly.

About the message, Wilson (2008) emphasizes that “knowing the written form of a word is no guarantee that students will recognise the spoken form (p. 13).” This means that a person can dominate the writing skill; however, due to the great variety of spelling ways of an English word, the listening skill can result difficult to accomplish.

In relation to the delivery category, it is important to mention that there are *reciprocal and nonreciprocal listening*. While reciprocal listening allows an appropriate performance of listening because people interact face-to-face and clarify doubts and reinforce ideas, the nonreciprocal conveyance of the message is more difficult because the listeners are passive and do not have the opportunity to interrupt or ask for feedback. In addition, the organization of the topics, time, number of participants, and accent also infer and create difficulty in nonreciprocal listening (Wilson, 2008).



The third category, listener, involves mainly multiple intelligences and the particular way in which each person learns (Wilson, 2008). While a person can learn through music, another one can prefer to do it through logical thinking. Wilson (2008) mentions *age* as another factor that makes it difficult to improve the listening skill. In the case of young learners, “shorter attention spans, fewer cognitive abilities, difficulties concentrating on disembodied voices and the importance of visual stimuli and music,” and in the case of older learners, “declining abilities in hearing in general or problems with short-term memory” (p. 14) can create this difficulty. Finally, Wilson (2008) also implicates “anxiety, tiredness, boredom, or the listener’s having a cold (p. 14)” as factors that can disturb the well-development of the listening skill.

Wilson (2008) suggests that the last category, environment, involves environmental conditions such as the temperature, excessive noise, or equipment problems that can cause distraction and avoid the listening development.

### **Kinds of listening**

After analyzing features and difficulties about listening, it is necessary to explain the two kinds of listening -intensive and extensive listening- as stated by Harmer (2007). On one hand, extensive listening emphasizes materials that are away from classroom and do not require teacher’s control (Harmer, 2007), that is, kind of material used not for learning but for pleasure. On the other hand, intensive listening relates to material used to develop the listening skill. As Harmer (2007) mentions, in this kind of listening, the presence of the teacher is important to control and provide aid. Furthermore, the material has a learning purpose.



## Models

In addition, it is relevant to present two models to explain how the listening process is carried out: bottom-up and the top-down (Wilson, 2008, p. 15). The first model is related to “the decoding of the smallest units –phonemes and syllables - to lead us toward meaning” (Wilson, 2008, p. 15). This is a model that depends on input identified by independent words. On the other hand, the second model is based on “background knowledge to predict content” (Wilson, 2008, p. 15). This means that input is associated with something that is familiar for the listener.

## Principles

Harmer (2007) exposes the following six main listening principles to take into account during its development:

Principle 1: Encourage students to listen as often and as much as possible.

Principle 2: Help students prepare to listen.

Principle 3: Once may not be enough.

Principle 4: Encourage students to respond to the content of a listening, not just to the language.

Principle 5: Different listening stages demand different listening tasks.

Principle 6: Good teachers exploit listening texts to the full.

(p. 136)

These principles show the great importance of getting students involved in as much listening sources as possible. They also emphasize the teacher’s role in previously preparing and engaging students in a listening task, while applying a



variety of listening activities according to the different listening stages, and taking advantage of the listening sources to turn a simple listening task into a productive event.

In the case of listening sources, Harmer (2007) proposes two main groups: recorded extracts and live listening which are sources that provide material to support listening development. “CD, tape or via MP3 players” (p. 134) and even personal production recordings are related to recorded extracts which nowadays can be downloaded from the internet. On the other hand, live listening involves situations created by the teacher such as role-plays or face-to-face interactions not only among teacher and students, but also with a native visitor (p. 134). Without doubt, the main characteristic of this source emphasizes in the creation of a real situation where students can gain experience in their learning.

Another important point emphasized in the listening principles is the teacher’s role. In that regard, Wilson (2008) suggests eight roles such as a tailor, a stand-up comedian, a sleuth, an engineer, a spy, a doctor, a firefighter, and a tour guide” (p. 62-63) which are performed according to the class, the lesson, the activity, among others.

In relation to the tailor role, the teacher needs to provide a listening text appropriate to the class. About a stand-up comedian, the teacher is a storyteller who provides input to his audience. Besides, the teacher, as a sleuth, has the possibility to identify previously if the listening materials will help to allow achieving its purpose. About the teacher’s role as an engineer, it gives emphasis to knowledge about right operation of the equipment used in a listening activity. In addition, the spy role helps teacher to observe students and determine how they are working in the activity. In the case of doctor role, the teacher needs to



prescribe how the listening process was performed and what were its strengths and weakness. The firefighter is another important role where teacher needs to save his students when the listening process fails. Finally, the tour guide role helps teacher to lead students toward interesting points, but disregarding irrelevant ones (Wilson, 2008).

### **Sequence**

Listening principles also emphasize the importance of a variety of activities to effectively develop this skill. In that regard, it is necessary to mention that listening follows a sequence. The listening process is divided in three phases: “pre-listening, while-listening and post-listening” (Wilson, 2008, p. 60). Each one has a great importance in the listening process which is going to be described briefly.

The pre-listening stage is the first phase in listening process. This stage makes emphasis in preparing students to the listening task that is going to be performed. This stage is divided in two parts. The first part leads students to predict the topic through activating the schemata. Among the activities that Wilson (2008) exposes to activate the schemata are:

- 1) Brainstorming;
  - 2) Visuals;
  - 3) Realia;
  - 4) Texts and words;
  - 5) Situations; and
  - 6) Opinions, ideas and facts
- (p. 64).





On the other hand, the second part provides a motive to listen. In that regard, Wilson (2008) states some principles to take into account such as:

- 1 Make the purpose realistic (the task must reflect the type of listening text),
  - 2 Make the goal achievable,
  - 3 Get the students involved”
- (p. 75).

Wilson (2008) also adds “signposting questions” as an appropriate way to achieve these principles (p. 75). These questions lead students to the main points in a listening process and to get it successfully.

The second stage in the listening process is while-listening. In this stage, the listening task is performed. Wilson (2008) points out that the learners listen once and then they have the opportunity to check their answers and clarify certain doubts. The learners can work in group or in pairs in this stage. Some factors such as: “difficulty, length, the pedagogical focus and the potential for boredom” can justify that input can be repeated more than once (p. 61). In the case of lengthier passages, teacher can consider pausing the listening task as many as possible to help students to carry out the activity successfully.

It is important to emphasize that, in Wilson’s (2008) words, the tasks developed during while-listening stage have two main goals: doing the content understandable and getting evidence that this content was understood or not by the listeners. The first goal is performed by carrying out activities such as giving the main idea about the content, facilitating the perception about a grammar structure, helping listeners be concentrated in the process, allowing entertainment, among others. On the other hand, the second goal helps to identify



the facts that listeners have difficulty and require reinforcement. Productive responses and recognition responses are activities that help in this purpose. Among the activities performed in this second stage are: listening for gist, listening for detail, inferring, participating actively, note taking, dictation, listen and do which are described below.

In the case of listening for gist skill, the listener gets a main idea about the content. About listening for detail, it allows listeners get specific information. Inferring skill leads listeners to deduce and predict information. In relation to participating actively, the listener is able to transfer what he listens to a different way such as writing a short description, completing a chart, etc. Through note-taking skill, listeners are capable of making notes of general ideas. In addition, dictation is another important skill. It has benefits as active participation of the listener, engagement of the macro skills, and flexibility. Finally, listen and do skill is associated to Total Physical Response. It means that it requires a response but not necessary an oral one. It is important to emphasize that all these activities are especially enjoyed by children.

Finally, the third stage, the post listening involves “besides checking the answers [...], looking at both top-down features such as the exact setting of the passage or information about the speakers, and bottom-up features such as individual words or phrases” (Wilson, 2008, p. 96). Therefore, in this stage, an appropriate feedback about the work should be provided. The learners can also solve difficulties and clarify doubts about grammar structure, vocabulary working in pairs, in groups, or with the whole class.

Among the activities used in the post listening Wilson (2008) mentions: reflecting, which is performed to *diagnostic* how the process was carried out;



checking and summarizing, which helps to identify success in accomplishing the task through the teacher's role as a monitor; discussion, which reflects interest by the listeners to the content allowing them to debate and discuss about it; critical responses, which links "creative thinking and critical thinking" (p. 103) to help learners to produce own responses based on creativity; information exchange, which is considered an important not only in English, but in any language because people need to share information and exchange knowledge; problem-solving, which helps people to find solutions certain problems through the listening process; deconstructing the listening text, which separates features like vocabulary, pronunciations, discourses markers, etc., through the production of short sections of a recorded content and the usage of transcripts; reconstructing the listening text, which consists in taking fragments and put them together.

### **Mythys**

An inappropriate interpretation of the listening principles can be main cause of myths about Listening teaching process. In that regard, Wilson (2008) considers six myths which are briefly analyzed.

The first myth "You can't teach people how to listen" (p. 21) makes emphasis that it is difficult to teach listen; however, the teacher's role is important because he is responsible of providing the appropriate materials, strategies and techniques in order to get students exposed in effective listening task and in a confidence way. The second myth, "Listening is a 'passive' skill" (p. 21), is also wrong because is an active skill that involves listeners in an active participation during its process. In regards to the myth "It is easier for students to understand native speakers of English than foreign speakers of English" (p. 22), it is important



to point out that the kind of classes –monolingual or multilingual-, the fluency in speaking, and the exposition to the target language are factors involved in this myth. The myth, “the skills involved in listening to a foreign language are the same as those that we use for listening to our native language” (p. 23), certainly emphasizes that the listening skills are valuable for native and foreign language; however, they can differ in the way in which they are applied. About the myth “While listening in class, students shouldn’t try to understand every word” (p. 23), the terms redundancy and automaticity are emphasized because they focus on unknown words ignoring which are known. Consequently, these factors help listeners to focus on specific words but not in all the speech. The last myth “Students shouldn’t be allowed to read the scripts of recordings” (p. 24) points out some disadvantages of using scripts while listening process is applied such as incomplete attention, total confidence on scripts, etc. However, a script can be used at the beginning of the process to help students notice grammar points and form included in it.

### **Develop of listening in young learners**

Now, for the purpose of this research, it is important to analyze how the listening process is performed to young learners. In that regard, it is necessary to make emphasis that “Listening activities with young learners are never just listening activities” (Wilson, 2008, p. 129). In this process, it is necessary to have great creativity to get children to participate actively. To achieve this purpose there are some kinds of materials and tasks suggested by Wilson (2008) which are described below.

Stories are important material to teach listening to young learners. In that regard, Wilson (2008) points out some characteristics about stories such as:



structures that includes frequent characteristics, a sequence, characters and settings, common patterns, plenty of vocabulary, elements like humour, suspense, values, among others. Furthermore, music is another listening material used in teaching listening for young learners (Wilson, 2008).

In relation to appropriate tasks for young learners Wilson (2008) emphasizes *listen and do* as a relevant and main activity. This activity involves mainly “non-verbal responses, such as miming, dancing, pointing to illustrations, colouring pictures, sticking cards onto surfaces, etc.” (p. 130) showing, at the same time, students’ concentration during the process. In addition, a task must include information about children environment and in the present time. The materials need to be familiar to children context. It means, real things that they can recognize. Finally, it is important that children get involved in “game, drama, and movement” (p. 130). These activities activate their participation and motivation.

Besides the mentioned materials and tasks, it is important to consider *good classroom management* as another aspect in teaching listening. Furthermore, the teacher needs to first perform the activities providing a model to children. It is called *scaffolding* which allows preparing students until they can perform the activity independently. A last aspect is repetition. Children feel great motivation when a song or a story is playing more than once (Wilson, 2008).

### **2.3.2.2 The speaking skill**

Speaking is a way “to express emotions, communicate intentions and reactions, explore the language and make fun of it” (Scott and Ytrebegg, 1990, p. 33). In addition, speaking is considered an interactive skill which consists in a nature production of thousands or even more words in daily life and in real time.



The mentioned goals about speaking are relevant in first language acquisition and in second one. However, in the second/foreign language field, because of children are not exposed entirely to it, some limitations are presented during the teaching process such as: the difficulty to predict what children want to say and what language they want to use because they can even mention certain words in their native language when they ignore them; the necessity of a balance between controlled and guided activities to allow students to have more opportunities to practice language in classroom; and, the facility of correction in controlled and guided activities because correction is performed immediately; however, in free activities, it is important to make corrections when children have finished their participation unless they require some aim before (Scott & Ytrebeg, 1990).

### **Importance**

Speaking, as any another skill, is based on three main motives to facilitate its independent and unconscious development and not only a linguistic one; first of all, the opportunity of practicing speaking in real-life situations inside the classroom; also, the possibility of using not only the second language, but also any language creating, at the same time, a source of feedback; finally, the capacity to activating the different language elements stored in the brain and applying in the speaking process (Harmer, 2007).

### **Skills and Kinds of knowledge**

Speaking, as Scott (2005) mentions “needs to be developed and practised independently of the grammar curriculum”, due to the fact that the knowledge of grammatical structure or vocabulary does not necessary mean ability to speak.



On the contrary, speaking requires in addition to skills, different kinds of knowledge (p. iv).

In relation to the different skills that speakers perform when speaking, Scott (2005) lists the following: “speech production, conceptualization and formulation, articulation, self-monitoring and repair, automaticity, fluency, and managing talk” (p. 1). Each one has a main goal which is described below.

First of all, *speech production* is presented by the author as a skill that involves linear sequence and spontaneity feature because each word, phrase or utterance is followed by another one immediately.

In the case of the second skill, conceptualization, on one hand, a content is conceptualized based on three elements – discourse type, topic, and purpose. On the other hand, the content needs to be formulated based on discourse, syntax, and vocabulary. Discourse involves scripts as a usual structure which “have a beginning, middle, and end” (p. 3). In each one of these phases, it is necessary to choose “the specific syntax of each utterance” (p. 3). About the utterance, it is important to mention that it consists of two parts: a topic and a comment. In addition, Scott (2005) makes emphasis in adding a strategy function to convert a short phrase into an extended one. To get it, words or phrases are assigned to different slots. These words are chosen according to speaker’s familiarity with them. However, it is possible that a word has not been chosen in accordance with the content producing slips. Therefore, it is important to apply appropriate vocabulary and grammar markers. Equally important, in the formulation stage, stress and intonation are elements to be considered to get relevance on specific words or phrases (Scott, 2005).



About the third skill, articulation, the author makes emphasis in “the use of organs of speech to produce sounds” (Scott, 2005, p. 5). These organs are important because both consonants and vowels require specific movements of the tongue, the lips, and teeth to produce phonemes. Approximately forty phonemes in English are the result of these movements. Something important to consider is that while a sound is articulated, a neighbor one can vary which need be special treatment because a wrong articulation can cause slips (Scott, 2005).

Scott, (2005) emphasizes that self-monitoring and repair processes occur at the same time as the conceptualization, formulation, and articulation stages. Self-monitoring helps identify any mistakes, wrong words, wrong pronunciations, among others, while repair process consists on an instant amendment.

In addition, automaticity is explained by Scott, (2005) as a skill that “allows speakers to focus their attention on the aspect of the speaking task that immediately requires it, whether it is planning or articulation” (p. 6). The achievement of this skill helps speaker gain fluency. Besides, Scott, (2005) adds that automaticity is possible in formulation, using prefabricated chunks and also in discourse levels through segments. The author concludes that as any other skill, speaking requires practice and the ability to assemble small units and create large ones, and consequently gain fluency.

In the case of fluency, Scott, (2005) states that this skill is not only measured by speed, but also for other factors such as pauses which allow speakers to draw breath. In addition, these pauses need to be placed appropriately. In that regard, it is important to mention “natural-sounding pauses are those that occur at the intersection of clauses, or after groups of words that form a meaningful unit” (Scott, 2005, p. 7). Another factor is *the length of run*. In





that regard, Scott, (2005) exposes that while “the longer the runs, the more fluent the speaker sounds” (p. 7). Another essential point to make emphasis on is the use of *production strategies*. Among these strategies, there are pause fillers like *uh* and *um*; vagueness expressions like *sort of* and *I mean*; and, the repetition of a single word (Scott, 2005).

Finally, managing talk skill discusses aspects as *interaction*, *turn-talking*, and *paralinguistics*. In the case of interaction, the goal is to get a response. Face-to-face is a well-known way of effective interaction. Turn-taking makes emphasis on the allotted times that speakers need to take while maintaining these two important rules: “Long silence are to avoided, [and] listen when other speakers are speaking” (Scott, 2005, p. 8). In addition, these rules involve aspects such as:

- Recognizing the appropriate moment to get a turn.
- Signalling the fact that you want to speak.
- Holding the floor while you have your turn.
- Recognizing when other speakers are signalling their wish to speak.
- Yielding the turn.
- Signalling the fact that you are listening

(Scott, 2005,p. 8).

The purpose of these aspects noticeably is to provide an appropriate development of speaking process and a real interaction. Finally, paralinguistics are defined as “the interactional use of eye gaze and gesture” (Scott, 2005, p. 9) in the case of face-to-face interaction; but in a telephone conversation, paralinguistics are emphasized on intonation, rhythm, certain pauses, among



others. All these signals help identify that a speaker has finished and it is turn to another one (Scott, 2005).

After analyzing the different skill that a speaker should be able to do, two kinds of knowledge – extralinguistic and linguistic knowledge – which are necessary to develop speaking skill are described below.

In the case of extralinguistic knowledge, it refers to the speakers' knowledge about the topic and the cultural context in which it takes place which helps speakers to identify immediate the content. There can be events which require more details, but in those cases, the interlocutors can formulate questions and clarify doubts (Scott, 2005).

Linguistic knowledge, on the other hand, includes some levels like “genre knowledge, discourse knowledge, pragmatic knowledge, grammar, vocabulary, phonology” (Scott, 2005, p. 11). A description of each one is presented below.

Genre is analyzed by Scott, (2005) based on three main aspects. First, Scott, (2005) explains that it is necessary to define the purpose of speaking having as alternatives a transactional and an interpersonal purpose. Then, Scott, (2005) considers participation as a second aspect. At the same way, this aspect has two options: interactive and non-interactive. Finally, planning is the third aspect in genre. This aspect makes emphasis in two events, a planned and an unplanned speech.

Then, discourse knowledge is explained. In that regard, Scott, (2005) mentions that “knowing how to organize and connect individual utterances, as well as how to map this knowledge on to the turn-taking structures of interactive talk is called discourse competence” (p. 14-15).



Another knowledge to be analyzed is pragmatic which “describes the relation between language and its context of use, including the purposes for which language is being used” (Scott, 2005, p. 16). The purpose of this level is achieved through these aspects: *speech acts, the co-operative principle, politeness, register*. In relation to speech acts, they involve functions such as suggestions, requests, etc., which, through language, infers in interlocutors’ actions leading them to do something. When there is a response to a speech act, the interlocutor is paying attention to the conversation, so the co-operative principle is carried out. This principle is regulated by four maxims:

- 1 Quantity: Make your contribution just as informative as required.
  - 2 Quality: Make your contribution one that true.
  - 3 Relation: Make your contribution relevant.
  - 4 Manner: Avoid obscurity and ambiguity. Be brief and orderly
- (Scott, 2005, p. 18).

These maxims need to be performed appropriately avoiding violation of their quality. On the other hand, politeness is considered as “the way we take other speakers’ face needs into account” (Scott, 2005, p. 19). Politeness maintains harmony in a speaking task. Finally, register refers to the context. In that regard, it is important to take into account the tenor – who is going to perform the speech, the field – the reason for the talk- and the mode – the channel through which the speech is carried out.

Grammar is the next level to analyze. It is frequent to have short conversation with single words as answers. However, in a complete conversation, it is difficult to accomplish with short phrases or single words. In this case, grammar is present but not as restricted as in writing. Scott (2005) states *body*,



*head, and tail* as the three parts of an utterance in spoken grammar. In addition, the usage of tags, direct speech, and vague language are features of this grammar.

On the other hand, vocabulary is part of linguistic knowledge. As Scott (2005) cites, spoken language involves *corpora* which is databases that contains the most common words and short phrases, *stance* which consists on phrases that express attitude, *appraisal* which are positive and negative expressions, *deictic* which contains expressions and works that emphasize things about the context. Another aspect in vocabulary that Scott (2005) mentions is the most common types of chunks such as *collocations, phrasal verbs, idioms, catchphrases and sayings, sentence frames, social formulas, and discourse markers*.

Finally, in relation to phonology, Scott (2005) agrees that although words are learnt with their corresponding pronunciation, sometimes this pronunciation is adjusted in concordance with the context, especially in intonation.

### **Skills and kind of knowledge in second/foreign language**

After describing skills and kinds of knowledge, it is needed to make emphasis that as these aspects contribute to achieve fluency in first language, they can also be transferable to the second/foreign language to get the same goal. However, difficulties such as lack of opportunities to practice speaking in real-time situation, the development of only certain grammatical structures, vocabulary can cause “a lack of confidence and often an acute sense of anxiety when it comes to speaking” (Scott, 2005, p. 28), and consequently an inappropriate achievement of this skill. In addition, Scott (2005) considers that the process of formulating an utterance taken by some learners can affect fluency.



An illustration of this can be when learners formulate an utterance in their first language and then try to formulate it in the second language, they apply too much self-monitoring, trying to avoid mistakes, spending a lot of time, and consequently affecting speed in this process (Scott, 2005).

With regard to kinds of knowledge in second language, Scott (2005) argues that the following aspects, described previously for first language, can be applied on second language to develop speaking. Among these aspects are sociocultural knowledge, genre knowledge, speech arts, register, discourse, grammar, vocabulary, and phonology.

Sociocultural knowledge in second language makes emphasis on the development of intercultural competence. It is “the ability to manage cross-cultural encounters irrespective of the culture of the language being used, and taking into account that difference and ambiguity are inherent in all communication” (Scott, 2005, p. 32).

Then, genre knowledge is explained as the particular structure of a speech to a particular event or purpose. In that regard, learners need to know “specific ways of realizing particular interactional moves” (Scott, 2005, p. 32). Next, speech arts underline functions of a speech which need to be learned by a second language learner not as a grammatical structure, but as “extended lexical items” (Scott, 2005, p. 32) applicable in a speech according to the register. It means, the context or status in which the speech is performed.

In relation to discourse, learners need to identify and applied appropriately discourse markers to get cohesion in a conversation.

In the case of Grammar, in first language this knowledge is taken into account as the development of clause-length units to facilitate speed in



production. However, in second language, grammar is taught as complex constructions like in writing. The three parts cited before – body, head, and tail – are not considered here. In that regard, Scott (2005) lists some items which can be included in informal speaking such as “some basic conjunctions [...] a knowledge of the most frequently occurring modal and semi-modal verbs [...]” (p. 34) among others.

About vocabulary, according to Scott (2005) second/foreign language speakers can use about half of the 2,500 words that a first language speaker uses in relation to casual conversations, but in others situations this number can vary. Scott (2005) adds that the knowledge of about 1,500 words is a great advantage. Among these words, *frequent words* and *frequently occurring sets of words*, and even chunks should be included.

Finally, phonology is described as an area that can be influenced for first language in elements like intonation, stress, rhythm. However, Scott (2005) makes emphasis that it can be recognizable if there is not an appropriate fluency, in addition to circumstances like “certain ‘core’ consonants sounds [...] the contrast between long and short vowel [...] consonant clusters [...] sentence stress” (p. 37). Therefore, it is necessary to take into account these main factors to achieve a correct pronunciation

### **Process of speaking**

Scott (2005) states a process of three stages involved in speaking. These stages are awareness, appropriation, and autonomy which are described below.

In relation to the first stage, it is important to mention that the difficulty that a learner can present to response something also affects fluency. In that regard, Scott (2005) explains some awareness activities that help a learner to develop



his knowledge. These activities consist of three main processes: attention, noticing and understanding which require the presence of the teacher.

Attention makes emphasis on appropriate attention to something through activation of curiosity, interest, etc. On the other hand, noticing is a process that helps a learner focus on an event as a priority through surprising, relevant or familiar events observed previously. Finally, understanding involves the ability to recognize a pattern or rule through repetition of items several times.

Some of the proposed activities by Scott (2005) to increase awareness include the use of recording and transcripts. In that regard, own recording is recommended because this kind of recording can be adjusted to the needs and in real-time by maintaining authenticity and getting intelligibility. These advantages give it priority over others recordings such as: recording from a coursebook, which while its construction is easily notable, is focused on specific grammatical points and suffer lack of authenticity; recordings from mass media, which while they are authentic, present difficulties of availability and cultural knowledge because they are focused on very specific audience, and also do not provide a model. In relation to transcripts, it is appropriate to allow learners to write them instead of providing it with the recording. The purpose is to help learners to also develop the listening and writing skills, strengthen as sound as spelling and their corresponding connections through the repetitions of the recording as many times as it is required.

Another source of speaking is the same teacher or a native speaker invited by him to the class. This source is known as *live listening*, which was analyzed in listening section, and provides certain advantages such as direct interaction between students and the speaker through questions, a flexible speech



according to interlocutors' level, more perceptible speech to the ear, motivating interaction because the presence of a known person, among others. These advantages, together with recording can create a technique that helps learners increase their awareness. Scott (2005) calls this *speaking live*.

On the other hand, noticing-the-gap-activities is also proposed to get effectively awareness. In this activity, both input and output are relevant. This activity involves a process that starts with the production of a task by the learners. Then, the teacher performs this activity in order to allow students to observe and compare with their task. Learners identify features about these two presentations and perform the task again incorporating the observed features.

About the second stage, Scott (2005) describes that “making something one’s own” (p. 63) is the goal of appropriation stage. In that regard, *practised control* is proposed as a way to identify the progress and mistakes that can be present in the development of speaking. At the same time, Scott (2005) explains that the appropriation of a skill involves collaboration and the corresponding support.

In addition, *drilling and chants* is an important technique that allows learners to repeat and imitate certain parts of a content after they have heard it. After that, these parts are stored in memory like an I.D. is memorized through repetition of each number. In relation to this technique, Scott (2005) exposes that this technique helps in articulation because, while learners memorize words, phrases or patterns, they get familiarized with them and it subsequently infers in their fluency. The process of this technique makes emphasis firstly a whole class repetition, and then an individual repetition of a model assigned by the teacher.





On the other hand, Scott (2005) mentions that a writing activity can be involved in the development of speaking. While a direct interaction helps learners to use a limit number of expressions stored in their mind, a writing activity can help learners to expand these expressions through the writing reproduction of a speaking task. In this activity, the teacher needs to monitor and reinforce each difficulty.

Reading aloud is another activity that is included in the development of speaking. It provides learners the opportunity to identify features of pronunciation. An important feature of reading aloud is based on a written text produced by the own learners. They get acquainted with the text, and consequently they are using an authentic source (Scott, 2005).

In relation to assisted performance and scaffolding, Scott (2005) makes emphasis that both the teacher's and learners' contribution through opinions, questions, answers can reinforce the speaking skill. Therefore, learners can build a conversation by addressing each other while the teacher helps them through the provision of language that they require.

Dialogues are also part of the appropriation stage which have some advantages. A dialogue can involve a grammar point which can be reviewed through it. A dialogue can incorporate teacher – student interaction as a model to later allow a student – student interaction. Dialogue allows changing roles to help each student can perform each role. Teacher monitors the development of dialogues (Scott, 2005).

Communicative tasks are also part of appropriation. In this phase, practice is emphasized as a relevant process to get fluency. In that regard, Scott (2005) states that communicative tasks are focused on two important points: “they



prepare learners for real-life language use, and they encourage the automatization of language knowledge” (p. 79). These two goals result of the characteristics that communicative tasks involve such as motivation to use language during an activity, real-time to develop the task, interaction involving listening and speaking, non-predictable construction, and non-restriction in using language. Among the suggested activities in this phase, one has: information gap activity, Jigsaw activity, info-gap race, surveys, blocking games, guessing games (Scott, 2005).

Finally, in regards to repetition, Scott (2005) argues that motivation is paramount; therefore, it is not only necessary a simple repetition, but also an extra element such as recording the task. Learners can feel pressure to perform very well their activity if the teacher is going to record their performance.

The third stage, autonomy is seen as the capacity that someone has to regulate his own development, and, at the same time, regulate skills appropriately. In that regard, Scott (2005) cites *real operating conditions* as important features for learners to develop autonomy because their performance is based on spontaneity, unpredictable speech, real-life situations, among others. Therefore, Scott (2005) states certain ways to develop this autonomy which are analyzed below.

First, criteria for speaking tasks is presented as a way to achieve autonomy through main features such as: the usage of productive language, well-defined purpose of the activity, opportunities of interaction, proposed challenges, security about classroom conditions and teacher’s knowledge, and real-life language.

Another way is feedback and correction. There are two alternatives to provide correction and feedback. On one hand, the correction is performed during



the speaking activity. The teacher interrupts the activity and provide the corresponding feedback. It can help learners to work on accuracy, but it infers in fluency. On the other hand, the correction can be performed when the activity has finished. The teacher needs to take note of errors and mistakes, and then provide the appropriate feedback. A proposed alternative is to record the learners' performance in order to analyze, identify, and correct any mistake or error (Scott, 2005).

Next, presentations and talks are recommended to greatly improve speaking because they provide real-life situations and prepare learners to real-life conversations. While the presentation is performed, it is important to maintain interlocutors' interest. An alternative can be to assign a task to the students (Scott, 2005).

Other alternatives are drama, role-play, and simulation. In these activities the learners perform different roles and use language in real-life situations to interact. It is important to mention the different registers that these activities can adopt. Scott (2005) establishes a difference between role-play and simulation. In the first case, "the former involve the adoption of another 'person'" (p. 98), while in the second one "students 'play' themselves in a simulated situation" (p. 98). In addition, drama involves role-plays, simulation as other activities in a general way.

Discussions and debates are also part of the process of getting autonomy. A great source to provide topics of discussion and debate are the students themselves. Personal aspects can be topics for discussion or debate.

Conversation and chat are included in this analysis. In the case of conversation, it is considered as an activity where the language learning can



occur. This kind of activities involves spontaneity and not a planned structure. As a suggestion, a guest can be invited to the classroom allowing students get exposed to different accent, intonation (Scott, 2005).

Finally, outside-class speaking makes emphasis in activities performed outside the classroom where learners have the opportunity to use language that they have developed in real situations. Among the activities for this phase are *tape diaries, audio and video conferencing, human-computer interaction, portfolios and diaries, etc.* (Scott, 2005).

## **2.4 Communicative Language Teaching (Communicative Approach)**

### **2.4.1 Development of CLT**

Throughout time, different methodologies have appeared to improve Foreign Language Teaching. At the beginning of the 1970s, “language was taught by practicing basic structures in meaningful situation-based activities” (Richard & Rodgers, 2001, p.153). It means that students were able to predict language based on situational events, but they were unable to express meaning in a communicative way.

As noted, students were not using the language in a natural way. For this reason, a group of professionals offered a new point of view in which “language that could serve as a basis for developing communicative competence” (Richard & Rodgers, 2001, p.154). This statement evokes Wilkins, as cited by Richard & Rodgers (2001), to “demonstrate the systems of meaning that lay behind the communicative uses of language. He describes two types of meaning: notional categories (concepts such as time, sequence, quantity, location, frequency) and categories of communicative function (requests, denials, offers, complaints)”



(p.154). Consequently, this classification of the meaning opens a discussion about the concept of Communicative Competence.

The term of Communicative Competence relies on the Communicative Language Teaching (CLT) methodology -well-known as the Communicative Approach- because its aim is to “make communicative competence the goal of language teaching” (Larsen-Freeman & Anderson, 2011, p. 115). To clarify, the purpose of the CLT is to make students recognize the appropriate moment to talk with a specific person.

As in the mid-1970s the Communicative Competence had relevance in the teaching process, the CLT became the most applied methodology nowadays because of its necessity to make students communicate in a meaningful way. As Richard & Rodgers (2001) points out, “the CLT means little more than an integration of grammatical and functional teaching” (p.155). Furthermore, Larsen-Freeman & Anderson (2011) assert that students before the CLT appears “could produce sentences accurately in a lesson, but could not use them appropriately when genuinely communicating outside of the classroom” (p.115). As can be seen, this methodology applies many principles that allow students communicate meaningful ideas in the Foreign Language. For these reasons, it is important to study these principles in depth.

#### **2.4.2 Principles**

The success that a teacher can have in the learning process depends on how the principles of this approach are understood and used. Therefore, Klapper, as cited by Freeman & Anderson (2011), explains that:

Because CLT lacks closely prescribed classroom techniques, as compared with some other methods..., CLT is ‘fuzzy’ in teachers’



understanding. This fuzziness has given CLT a flexibility which has allowed it to endure for thirty years. However, its flexibility also means that classroom practices differ widely even when teachers report that they are practicing CLT (p.115).

Once it is clear that CLT can be applied in different ways, it is time to study the principles of this method. Indeed, they are: teacher's and student's roles; characteristics of the teaching/learning process; nature of the student-teacher and student-student interaction; student's feelings; language and culture view; emphasis on language and skills; student's native language role; evaluation accomplishment; and student's response to errors.

In CLT, the teacher is seen as a facilitator of the communication because the main teacher's responsibility "is to establish situations likely to promote communication" (Larsen-Freeman & Anderson, 2011, p. 122). In other words, the teacher is a moderator of the language being a *co-communicator* between students. This teacher's role leads inevitably to analyze student's role which is principally being a communicator. In this role the student is *negotiating meaning* which means the attempt to make understand students' ideas no mattering if the target language is completed (Larsen-Freeman & Anderson, 2011). These roles reflect that the teacher is no longer the center of attention during the learning process, but students are also in control for their knowledge.

In relevance to the characteristics of the teaching/learning process, Larsen-Freeman & Anderson (2001) explain that "everything that is done is done in a communicative intent" (p.122). It means that the teacher has to look for "communicative activities such as games, role-plays, problem-solving tasks" (Larsen-Freeman & Anderson, 2011, p. 122) among others, seeking for real



communication. In addition, there are three features to take into account inside its characteristics: *information gap* which consists in an exchange of knowledge when a person who knows something explains to another person who does not know; *choice* which refers to uncontrolled activities making in this way students use their own ideas to talk about a specific topic; and finally, *feedback* with the function of reviewing through listener's response if the information is correctly achieved.

The third principle, which is the nature of the student-teacher and student-student interaction, emphasizes "situations that prompt communication between and among students" (Larsen-Freeman & Anderson, 2011, p. 123). It means that the teacher rarely works directly with the learners because it is preferred to create situations in which learners have to work with others classmates (Larsen-Freeman & Anderson, 2011). The appropriate activities to be used in order to accomplish this principle can be pair-work, triads, and group-work.

Now, student's feelings, as fourth principle, relies on the fact that "by learning to communicate students will be more motivated to study another language since they feel they are learning to do something useful" (Larsen-Freeman & Anderson, 2011, p. 123-124). Besides, there is a special emphasis on the opportunities that the teacher gives to his/her students to express their feelings- individuality. As a last point, student's security is strongly considered in this principle because it increases cooperative interactions (Larsen-Freeman & Anderson, 2011). For this reason, it is important for teachers to know how the student feels towards the language in order to obtain the best language development.



Another principle to study is the language and culture view. First of all, Larsen-Freeman & Anderson (2011) explain that “language is for communication” (p.124). In this perspective, language considers two aspects: *linguistic competence*; and *social situation*. The first aspect talks about the importance for students to recognize the difference between *forms* and *functions*. That is, students will probably know that the word ‘can’ is used to ask for permission; however, this word can be used for a different function like taking about abilities. The *social situation* fact makes relevance on the usage of the language appropriately. (Larsen-Freeman & Anderson, 2011) For example, a person who is at work cannot talk in the same way as this person talks in his/her house because a formal language is required on the professional field. The last viewed, culture, explains that people use nonverbal behavior, and also language learning has to be considered according to people’s lives (Larsen-Freeman & Anderson, 2011). In other words, the learner has to identify what behavior and what language is accepted inside a society.

As far as the emphasis on language and skills in CLT, teachers must raise student’s knowledge level due to the fact that there are many functions to be learned. Furthermore, the term, discourse or *suprasentential* level is focused on recognizing cohesion and coherence as follows: a student determines if a sentence is correct because of its logical order –cohesion; and when this same sentence demonstrates sense through its words, it is called lack of coherence (Larsen-Freeman & Anderson, 2011). Turning to how language skills are emphasized, CLT emphasizes and organic development of the four macro-skills.

In regards to students’ native language role, CLT allows this language in classes, as long as this native language is not used all the time. Also, there is an





approach on how important the use of the target language is. It is because it allows students to better comprehend instructions in a task (Larsen-Freeman & Anderson, 2011).

In reference to evaluation accomplishment, there are two important facts that the teacher must take into consideration: accuracy and fluency. These facts are connected because they show if a student can communicate in a real way or not. To support this, Larsen-Freeman & Anderson (2011) argue that “the student who has the most control of the structures and vocabulary is not always the best communicator” (p.125).

Last but not least, the student’s response to errors principle shows that “errors of form are tolerated during fluency-based activities and are seen as natural outcome of the development of communication skills” (Larsen-Freeman & Anderson, 2011, p.125). In this part, there is a special emphasis in not correcting errors due to the fact that they are part of the learning process.

### **2.4.3 Techniques**

The different kinds of techniques have appeared due to the fact that there are different ways to apply the CLT. For this reason, Freeman and Anderson (2001) provide a variety of techniques allowing teachers find their appropriate ways of teaching. Among the most common used techniques appear: scrambled sentences, language games, picture strip story, and role-play, and authentic material. Consequently, these techniques are going to be explained.

The first technique, scrambled sentences, refers to activities which allow students to identify cohesion and coherence during the exercise. According to Freeman and Anderson (2001), with this technique “[students] learn how sentences are bound together at the suprasentential level trough formal



linguistics devices such as pronouns, which make a text cohesive, and semantic propositions, which unify a text and make it coherent” (Freeman & Anderson, 2001, p. 126). For developing this technique, teachers can use mixed-up dialogues, picture stories, or writing exercises.

Language games are used in the Communicative Language Teaching because these games are pleasant for learners. In addition, Morrow, as cited by Freeman & Anderson (2001), explains that games which are really communicative “have the three features of communication: information gap, choice, and feedback” (p.127). This implies that this technique is following the principle of the characteristics of teaching/learning process which they were explained above.

In relation to the picture strip story technique, it is strongly attached to student’s role principle because of the negotiating meaning, and also because of the solving-problem task (Freeman & Anderson, 2001). In this case, students participate in a way where they interact with their classmates to find a solution for a specific problem.

In reference to role play, this technique is very useful due to the fact that it contributes to differentiate language according to a specific situation. Furthermore, it allows the student to obtain feedback from their classmates because at the moment of saying something the person can recognize if the message is understood (Freeman & Anderson, 2001). As can it be seen, this technique is one of the techniques that try to accomplish all the principles of the CLT.

The last technique, authentic material, is of great interest for this research. For this reason, it will be discussed in the next section.



### **2.4.3.1 Didactic Material and CLT**

#### **2.4.3.1.1 Authentic materials**

Authentic materials are defined by Harmer, as cited by Tamo (2009), as “materials which are designed for native speakers; they are real texts; designed not for language students, but for the speakers of the language” (p. 74). This definition can be supported by Widdowson, as cited by Wilson (2008), who exposes that “if the text exists for a communicative purpose other than teaching language, then it is authentic” (p. 30). Therefore, learners, through these authentic materials, get involved in real language and consequently in real situations.

Another essential point to analyze is related to the different available sources to get authentic materials. Wilson (2008) exposes three main sources to acquire authentic materials for developing listening which are *radio*, *television*, and *internet*. These materials are available in any time and in vast amount. It is important to emphasize that materials can be adapted according needs. Furthermore, there are other sources such as audioguides or virtual tours. These sources allow students to observe the context and listen main features. Then, they are able to produce them through speaking. Tamo (2009) adds a list of sources such as “newspapers, TV programs, menus, magazines, the internet, movies, songs, brochures, comics, literature (novels, poems and short stories), advertisements for events, course catalogues from schools and so forth” (p. 75).

Moreover, Genhard, as cite by Al Azri and Al-Rashdi (2014), classifies these materials into three categories:

1. Authentic listening materials, such as radio, news, cartoons, songs, etc.



2. Authentic visual materials, such as street signs, magazines and newspapers pictures, post cards, etc.

3. Authentic printed materials, such as sports reports, newspapers, restaurant menus, train tickets, etc.

(p. 251).

In addition to the mentioned sources, authentic materials can be created by the teacher. In that regard, Wilson (2008) provides some options which are describe as follow.

No media: the teacher is the source to provide listening in real situations.

Recording during the lesson: the teacher records his speech during the activity is performed. This record can be played as many times as it is necessary. In this point, podcasts are mentioned as another way.

Recording before lesson: the teacher brings a discussion or a dialogue recorded previously. In this record can be explained specific vocabulary and structures according to the lesson.

These created materials can be stored in electronic media such as CDs, DVDs, cassettes, and also prepared on paper through worksheets.

The use of authentic materials in class provides some advantages. These materials allow learners are exposed to real-life situations and well-informed about what is happening around the world. In addition, learners get motivated to do any activity and feel they are able to achieve it. Furthermore, these materials can be used to perform different activities due to the variety on content that is available on them. Finally, the authentic materials are considered sources that evoke creativity in teaching process (Tamo, 2009).



On the other hand, some disadvantages are mentioned about authentic listening materials. Among them, the difficulty of providing appropriate materials, especially for student who are in very low level, because these materials contain advance vocabulary and grammar structures; the difficulty of finding authentic material for pedagogical purposes because Internet has a lot of authentic sources, but the teacher needs to choose the appropriate for educational goals (Wilson, 2008). In that regard, Tamo (2009) also adds some disadvantages. In relation to vocabulary, it can be irrelevant to learners needs. The grammatical structures can be varied and it can difficult the learning process when the learners' level is low. The variety of accents that these materials involved can create confusion in learners. Teachers can require time to get prepared in using these materials. Some of these materials can require cultural knowledge due to the information that they contain.

A last point to analyze in relation to authentic materials is the level in which these are applicable. In that regard, Al Azri and Al-Rashdi (2014) make emphasis of the views of some researches. On the one hand, there are researchers that consider authentic materials are appropriate for intermediate and advance levels. On the other hand, some researchers argue that these materials can be also applied in low levels. However, Al Azri and Al-Rashdi (2014) conclude that the important point that a teacher needs to take into account is that the materials are applied in the context for which there were created. This means in real-life situations where learners can use real language.

#### **2.4.3.1.1.1 Realia**

Belward (1987) defines realia as “real objects, specimens or artifacts –not copies, models, or representations- from a particular culture” (p. 3). This means,



all the objects that are available in the context where a learning process is carried out.

Among the advantages of using realia in classroom, Belward (1987) emphasizes that realia provides an extensive variety of vocabulary, and a reinforcement in grammar structures. Furthermore, due to the great variety, these can be chosen according to interest and learning purpose. When realia is applied in the classroom, it can be used to clarify doubts about vocabulary and grammar structures, but also it can provide cultural information because realia is directly connected to culture. Then, learners are able to practice these linguistic elements, describe important features about this culture, and share this information through interaction.

Belward (1987) relates realia, authentic materials and mass media as important sources of authenticity that support the effective development of language.

## **2.5 Ecuadorian English Education Curricular Guidelines**

### **2.5.1 Ministry Resolutions**

In general, the educational field must follow certain Ministry resolutions to preserve an appropriate teaching in a country. For the most part, these resolutions are established by the Ministry of Education, which, at the same time, can be changed considering educational needs. In the last year, two Ministry Resolutions appeared to make an impact in the English subject. They are going to be explained below.

The first Ministry Resolution 041-14 (2014) determines that education is a right that all human beings have. As a consequence, it reflects the importance of educating people by respecting human rights, and developing individual



capacities and potentialities in learners. Furthermore, there is an explanation about how institutional entities must work. Another fact is the contribution to human development which is well-known as 'Buen Vivir'. In addition, there is an especial emphasis on that teachers have to train students to make them competent professionals. As an additional point, the Ministry Resolution 041-14 establishes, as obligatory, that all the educational institutions must create a curriculum - involving the educational levels- in which student can see Ecuador as a plurinational and multicultural State. It is also presented the hourly load, leaving English subject without hourly loads in grades 1<sup>st</sup> to 7<sup>th</sup>, by taking into consideration the degree of importance, and explaining that this hourly load must be applied in all the educational institutions. Moreover, it makes emphasis on the effectiveness and efficiency of the development of each of the subjects. Besides, it presents an explanation about how 'Clubes' work by indicating that they are not part of the quantitative evaluation. Before concluding this Ministry Resolution, general dispositions such as: verification of the correct appliance of the new curriculum; application of the established changes in the curriculum; implementation of 'Clubes' in institutions that do not offer; adaptation changes in 'Clubes' in institutions that already have these; are given in order to make this Resolution comply. As a final point, there is a Provisional Resolution in which it is explained that English hourly load can be implemented when all the resources needed for teaching this subject are available for students and teachers.

The second Ministry Resolution 0052-14 (2014), explains certain articles already mentioned in the previous resolution. Besides, this resolution explains that the Ministry of Education is in charge of determining the agreements and resolutions according to needed requirements. Another point is that Bilingual



Education can be performed only if the institution fulfills the established requirements, and if some subjects are taught in the two languages. The new curriculum is presented for 'Educación General'. Furthermore, it is necessary to consider the fact that in this Ministry Resolution, there is an explanation about the problems faced as consequence of the elimination of the English subject in grades 2nd to 7th. This resolution explains that the society saw this language essential and necessary for general communication. This implies that English should be considered again into the hourly load in these grades. For this reason, there is an agreement which explains that English subject must be considered as a mandatory subject. Consequently, this subject has to be restored within educational institutions. Also, there is explanation that English can be taught in 'Clubes'. Another relevant point for the English subject is that in public institutions must reincorporate English teaching staff with a B2 level according to the Common European Framework, and teaching resources are placed at students' disposal. In addition, there is an agreement in which explained that an annual evaluation has to be performed with the purpose of recognizing students' achievements. As last point, it is also mentioned that English curriculum is going to be uploaded to the Ministry of Education Web Site.

### **2.5.2 English Curriculum 2016**

Educational law has to follow many of requirements in order to perform an excellent teaching. As explained above, the curriculum is a required instrument for all the educational institutions. According to the Ministry of Education (2016), the curriculum is defined as the expression of the educational project that members of a country or a nation made in order to promote the development and socialization of new generations and in general of all its members (p.6). As a





consequence, teachers are under an obligation to create micro-curriculum which show their teaching plans.

As can be expected, the Ministry of Education established a guideline to help teachers be focused on what is essential to teach to students and what is going to be evaluated at the end of the academic year. For this reason, in this guideline, there are some elements that the English teacher has to apply in their planning. Due to the fact that these elements are important for the teaching process, they are going to be discussed below.

The first element is the Exit Profile of Ecuadorian High School Students which has as the main objective “to prepare Ecuadorian high school students for successful participation in a globalized, democratic society in the 21<sup>st</sup> century by focusing on the development of life skills, work skills, and entrepreneurship skills” (Ministerio de Educación, 2016, p. 247). Besides, this Exit Profile considers three fundamental values as follows: innovation, justice, and solidarity. Under these circumstances, students are forced to work on their personal thinking and to improve their behavior.

As an additional point, English teachers expect that students -in both EGB and BGU- reach a level of proficiency according to what they have to know considering the Common European Framework, too. These levels in the school are classified in this way:

- Pre A1.1 - second grade of E.G.B.
- Pre A1.2 – third grade of E.G.B.
- A1.1 – fourth grade of E.G.B.
- A1.2 – fifth grade of E.G.B.
- A2.1 – sixth grade of E.G.B.



- A2.2 – seventh grade of E.G.B.

The same levels for the high school vary a little. For example, in this classification there are not Pre A1 levels. These levels contain a little more of difficulty, and they are:

- A1.1 – eight grade of E.G.B.
- A1.2 – ninth grade of E.G.B.
- A2.1 – tenth grade of E.G.B.
- A2.2 – first B.G.U.
- B1.1 - second B.G.U.
- B1.2 - third B.G.U.

The second element to be studied is the curricular objectives of the English as a Foreign Language area for Subnivel which means integrators objectives of the sublevels, which are a sequence towards the Exit Profile and it is strongly attached to the general and specific objectives from the corresponding area. Also, it is important to identify the corresponding subjects for each level.

The next element makes relevance on the Performance Criteria for English as a Foreign Language Area. To better classify these performance criteria “the ELT area has been organized into five sections, or threads: 1) Communication and Cultural Awareness, 2) Oral Communication (Listening and Speaking), 3) Reading, 4) Writing, and 5) Language through the Arts” (Ministerio de Educación, 2016, p. 256 ). The government has written these performance criteria with the purpose of establishing the most important criteria to be taught during clases.

Methodological Orientation for Evaluation Criteria and Indicators for the Performance Criteria are the ways and parameters that the teacher has to establish before evaluating students’ progress. In this part, this guideline gives



teachers different methodologies to be used in order to develop specific performance criteria.

In conclusion, this guideline gives the Ecuadorian teacher the parameters he/she has to consider at the moment of planning. As can be noted, this curriculum tries to integrate all the students' learning and to force the teacher to prepare students to interact in a real life situation.



## CHAPTER III: METHODOLOGY

### 3.1 Type of research:

The basic methodology for this project is qualitative research, which “is based on descriptive data that does not make (regular) use of statistical procedures” (Mackey & Gass, 2005, p. 162). Strauss and Corbin (1998) coincide with this definition and add that this type of research focuses on “...persons' lives, lived experiences, behaviors, emotions, and feelings as well as about organizational functioning, social movements, cultural phenomena, and interactions between nations” (p. 11). Furthermore, according to Mack et al. (2005) there are some relevant aspects allowing the differentiation between quantitative and qualitative research; which are going to be explained briefly.

First, in qualitative research, there is more flexibility with the instrument's style, allowing direct interaction between the researcher and the participants. Additionally, the question format, which is based on open-ended inquiries, facilitates the participant to use their own words to provide information. Moreover, the information is collected in data formats such as: audiotapes, videotapes, and field notes. As a consequence, individual experiences are described in this research (p. 3). Additionally, there are four main terms that a researcher must consider which are credibility, transferability, confirmability, and dependability. It is important to explain how this research project fulfills them.

The first term to be explained is Credibility which allows “qualitative researchers to demonstrate that their findings are credible to their research population” (Mackey & Gass, 2005, p. 180). In addition, Trochim (2006) emphasizes that the goal of credibility is “to describe or understand the phenomena of interest from the participant's eyes; the participants are the only



ones who can legitimately judge the credibility of the results” (Credibility, para. 1). This project fulfills the terms of this feature because it has to reach a specific standard established by the University of Cuenca, as part of a graduation requirement. Furthermore, this research presents a support throughout its theoretical basis because it contains relevant information from different authors. This information is obtained through a comprehensive literature review which was reviewed by a thesis tutor.

The second term is *Transferability* which refers to “the degree in which the research can be transferred to other contexts...” (Trochim., 2006). Trochim (2006) explains that:

The qualitative researcher can enhance transferability by doing a thorough job of describing the research context and the assumptions that were central to the research. The person who wishes to "transfer" the results to a different context is then responsible for making the judgment of how sensible the transfer is (Transferability, para. 1).

Transferability is demonstrated in this project because the results, which are created and compiled materials, could be applied in any educational institution of Ecuador.

The next point is *Confirmability* which explains that “another researcher should be able to examine the data and confirm, modify or reject the first researcher’s interpretations” (Mackey & Gass, 2005, p. 180). In relation to this feature, anyone who wishes to gain access to the original data of the project can do so, after having submitted a formal request to do so.



Finally, *Dependability* “ensures that the research findings are consistent and could be repeated” (Mike, 2011, “Credibility of Research Results,” para. 4). Trochim (2006) adds that Dependability “emphasizes the need for the researcher to account for the ever-changing context within which research occurs. The research is responsible for describing the changes that occur in the setting and how these changes affect the way the research approached the study” (Dependability, para. 2). As a result, this project shows Dependability because the analysis of the three different syllabi provided for the determination of the topics of the created and compiled materials avoiding subjectivity. Therefore, if the process is carried out again, similar results can be expected.

### **3.2 Description of the beneficiaries:**

The created and/or compiled materials during this project are developed with the purpose of being used during the 2016-2017 school year, at Eduardo Crespo Malo Elementary School, in Barabón. For this reason, this research estimates an approximate total of ninety beneficiaries based on the number of students who are studying from year one to year four during this present school.

The approximate total of male and female beneficiaries are distributed among four grades as follows: in first grade 28 students with ages 5 to 6 years; in second grade 16 students between the ages of 6 to 7 years; in third grade 23 students between the ages of 7 to 8 years and in fourth grade 23 students with ages 8 to 9 years.

Another important fact to mention about the participants is the place where the school is located. It is Barabón, a village in a rural area of Cuenca where the economy depends on agriculture, poultry farming, and cattle raising. Therefore, these three sources of income allow people from Barabón to make a living.



Finally, the last point to be analyzed is the students' level of English. This school does not have any native English speakers because their native language is Spanish. As a consequence, this research is based on the assumption that they belong to a Pre-A1 English level.

### **3.3 Data collection techniques:**

In order to create the material, it is necessary to analyze the syllabi to collect information about the topics that children learn in those grades. Furthermore, it is important to interview an expert with the purpose of clarifying the relevance of the established theories in children's learning acquisition.

### **3.4 Description of the syllabi analysis process**

The analysis of three private schools syllabi was carried out with the purpose of determining the topics of the created and/or compiled materials. It is important to emphasize that this analysis was carried out before the new curriculum for public school was published. This analysis started with a general overview of the syllabi. This reading helped to determine three categories which guided the syllabi analysis: situational topic, grammar structures and vocabulary. It was important to emphasize that this research was focused mainly in listening and speaking skills.

Once the three categories were established, a detailed reading was performed in order to identify four sets of topics for each level according. This selection was based on the coincidence of at least two syllabi. Regarding grammar, the focus was not only topical but it also included an analysis of the entire year plan. Conversely, the vocabulary element was developed through an analysis of each topic. The same process was repeated for each one of the years



that were included in this project. The results of the analysis are presented in a systematic way in a chart which is included in chapter four.

### **3.5 Description of the questionnaire for the interview**

A questionnaire of ten open-ended questions is prepared for an interview with an expert. These questions are classified into five topics. The first question is related to curriculum changes. The second and third questions search for information about the Critical Period Hypothesis. The fourth question is focused on Piaget's theory of child development. The fifth, sixth, seventh and eighth questions address listening and speaking skills development and special features. Finally, the ninth and tenth questions refer to the Communicative Language Teaching and the use of authentic materials and realia.

### **3.6 Description of the interview process:**

In this project a personal interview is applied to Sonia Catalina Astudillo Neira who has a degree in Educational Sciences, Specialised in English, and also a Master's degree in Higher Education. She is an expert in the field of English Teaching as a Foreign Language with forty years of experience. This interview was performed in Cuenca, at Astudillo's house, on May 12<sup>nd</sup>, 2016. The interview started at 8:53 P.M. taking about 30 minutes. The interview was carried out in English. The transcription of this interview is included in the Appendix # 1 of this research.

The purpose of this interview is getting relevant information as academic support for this project, regarding the above mentioned topics. This information is used in the organization and drafting of the elements of the literature review, and also when compiling/creating the didactic materials and activities.





## CHAPTER IV: RESULTS

### 4.1 Results of the interview

The interview to Mst. Catalina Astudillo was focused on the following aspects: the importance of the curricular changes, the importance of teaching English in early ages, the principles for listening and speaking skills development, and methodologies and techniques used during the teaching/learning process.

First of all, the interviewee mentioned that the curriculum changes have been beneficial because “authorities of education have understood that English needs to be taught in the schools very early” (S.C. Astudillo, personal communication, May 12, 2016). Nevertheless, administrative circumstances have kept the implementation of these principles from taking place.

Next, she emphasized the need of teaching English in early ages. The expert supported this theory through the Critical Period Hypothesis. She clarified “children need to be exposed in the language from year one to year five” (S.C. Astudillo, personal communication, May 12, 2016) due to the fact that, in this period children are developing their knowledge in an innate way. Therefore, teaching in early ages is the base to get success in the teaching process.

Then, in regards to the listening and speaking skills Master Astudillo explained that it is important to develop comprehensible listening. To accomplish this, she considers it necessary to differentiate between the terms listen and hear. Hearing, which is unconscious, and listening, which is conscious. Master Astudillo also added that the listening activities must be purposeful; this means “listening to do something” (S.C. Astudillo, personal communication, May 12, 2016). After that, the person being interviewed pointed out that the speaking skill must be developed to enable students to communicate. To do this, one has to be tolerant



of errors and mistakes at the beginning of the learning process. In other words, teachers must allow language that is not correct, sentences that are not correct in the class. Furthermore, Master Astudillo also suggested teachers need to avoid frustration by allowing students to communicate using the Foreign Language because “the message is more important than the structure” (S.C. Astudillo, personal communication, May 12, 2016). It shows that the importance of learning a foreign language is not only focusing on knowing the grammar structure but also on creating a meaningful communication.

Finally, the interviewee also explained that the Communicative Language Teaching has innovated the traditional English teaching practices. Also, she explained that CLT increases communication during the learning process. However, at the moment, there are many methodologies and strategies that teachers should take into account to have a successful teaching process where the students participate actively and confidently. These methodologies are based on intelligences, language learning styles, and personal interests. They are focused not only in communicative functions but also in teaching grammar in a communicative way (S.C. Astudillo, personal communication, May 12, 2016).

#### **4.2 Results of the syllabi analysis**

The syllabi analysis led to the selection of four relevant sets of topics for each level. With the purpose of avoiding repetition in the topics, this selection was carried out by taking into account the greatest possible number of coincidences among the three syllabi. This means that the selected topics in some cases presented a double, and in other cases, a triple coincidence. For instance, the topic “The body” in First Grade showed a double coincidence while the topic “Food” had a triple one.



The grammar content for each topic was the result of the analysis and selection among the grammar structures that are reviewed during the whole school year in each level.

The vocabulary was selected from one school syllabi due to the fact that the rest of the syllabi did not present this element. Also, vocabulary was obtained from pertinent books.

The results of the syllabi analysis are presented in the following chart explaining better these results.

<b>Chart # 1: Syllabi analysis.</b>			
<b>FIRST GRADE</b>			
<b>TOPICS</b>	<b>GRAMMAR</b>	<b>VOCABULARY</b>	<b>SCHOOLS</b>
The body	Recognizing the parts of the body. <ul style="list-style-type: none"> <li>• What is this?</li> <li>• What are these?</li> </ul>	Body parts: head, hand, foot, leg, arm, finger.  Senses: ear, nose, mouth, eyes, hands.	School A  School C
Food	Expressing likes and dislikes. <ul style="list-style-type: none"> <li>• I like.</li> <li>• I don't like.</li> </ul>	Food: soup, salad, spaghetti, chicken, french fries, soda, steak, water, cake, cookies, corn, carrots.	School A School B School C
Seasons	Identifying the seasons of the year	Seasons: spring, summer, fall, winter.	School A  School C



	<p>and the clothes that are worn.</p> <ul style="list-style-type: none"> <li>• What do you wear in the spring?</li> </ul>	<p>Clothes: dress, swimsuit, raincoat, jacket.</p>	
Numbers	<p>Learning the numbers from 1 to 20.</p> <ul style="list-style-type: none"> <li>• What number is this?</li> <li>• It's ...</li> </ul>	<p>Numbers 1 – 20</p>	<p>School A School C</p>
<b>SECOND GRADE</b>			
<b>TOPICS</b>	<b>GRAMMAR</b>	<b>VOCABULARY</b>	<b>SCHOOLS</b>
My Family	<p>Identifying each member of the family.</p> <ul style="list-style-type: none"> <li>• This / that</li> </ul>	<p>Family members: brother, father, grandfather, grandmother, mother, (baby) sister</p>	<p>School A School B School C</p>
At school	<p>Describing the school supplies by naming the corresponding color.</p> <ul style="list-style-type: none"> <li>• a / an</li> </ul>	<p>Classroom Items: backpack, book, chair, crayon, desk, eraser, marker, pen, pencil, ruler.</p>	<p>School A School B School C</p>



		Colors: blue, green, red, yellow.	
Toys	Describing what objects a person has. <ul style="list-style-type: none"> <li>• have / has</li> </ul>	Toys: action figure, airplane, ball, bike, blocks, cars, stuffed animals, doll, game, puppet, skates, train.	School A School B School C
At home	Identify the parts of the house and the furniture. <ul style="list-style-type: none"> <li>- Prepositions of place: in, on, under</li> </ul>	Parts of the house: bathroom, bedroom, kitchen, dining room, living room. Furniture.	School A School B School C
<b>THIRD GRADE</b>			
<b>TOPICS</b>	<b>GRAMMAR</b>	<b>VOCABULARY</b>	<b>SCHOOLS</b>
Wild animals	Describing animals and actions <ul style="list-style-type: none"> <li>• can/ can't.</li> </ul>	Animals: cheetah, giraffe, hippo, kangaroo, polar bear, zebra, crocodile, elephant, lion, monkey, peacock, tiger.  Actions: run, swim, fly, walk, jump, and climb.	School B School C



Professions	<p>Determining what you want to be.</p> <ul style="list-style-type: none"> <li>I want to be...</li> </ul>	<p>Professions: actor, artist, dancer, doctor, mail carrier, pilot, singer, soccer player, teacher, vet.</p>	<p>School A School B School C</p>
Classroom	<p>Speaking about classroom activities.</p> <ul style="list-style-type: none"> <li>Commands</li> </ul>	<p>Classroom Actions: coloring a picture, counting pencils, cutting paper, gluing shapes, listening to a story, talking about the pictures, using the computer, writing one's name.</p>	<p>School B School C</p>
Town	<p>Learn how to find out the location of the buildings</p> <ul style="list-style-type: none"> <li>There is / there are</li> </ul>	<p>Places in the Community: bookstore, bus stop, computer store, gas station, movie theater, post office, restaurant, supermarket, train station</p>	<p>School B School C</p>
<b>FOURTH GRADE</b>			
<b>TOPICS</b>	<b>GRAMMAR</b>	<b>VOCABULARY</b>	<b>SCHOOLS</b>



<p>Daily activities</p>	<p>Talking about and describing what people are doing.</p> <ul style="list-style-type: none"> <li>• Present progressive</li> </ul>	<p>Daily activities: wake up, wash my face, eat, breakfast, get dressed, brush my teeth, play soccer, play video games, do my homework, feed the cat, watch TV.</p>	<p>School A School B</p>
<p>Occupations</p>	<p>Talking about what people do.</p> <ul style="list-style-type: none"> <li>• Present tense: do / does</li> </ul>	<p>Occupations: firefighter, chef, police officer, cashier, waiter, farmer, nurse, scientist, teacher, mail carrier.</p> <p>Work places: hospital, fire station, store, farm, police station, laboratory, school, restaurant.</p>	<p>School B School C</p>
<p>Food</p>	<p>Asking and answering for their favorite food.</p> <ul style="list-style-type: none"> <li>• Likes / dislikes</li> <li>• Some / any</li> </ul>	<p>Food: pizza, tomato, sauce, cheeses, green peppers, onions, mushrooms, sausage, pepperoni, sandwich, bread, ham, pickles, lettuce, tomatoes, mustard, ketchup.</p>	<p>School B School C</p>



Weather	Describing the weather and saying how the weather was yesterday. <ul style="list-style-type: none"> <li>• Present tense.</li> <li>• Past tense.</li> </ul>	Types of weather: cold and snowy, warm, cloudy, and cool, hot and sunny, windy, rainy.	School B School C
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As a last point, based on the abovementioned results, the researchers decided to prepare twelve activities per grade. These activities were emphasized basically in listening and speaking skills trying to develop six activities for each skill.





## CHAPTER V: BOOKLET

### 5.1 Description of the booklet:

The present booklet contains four activities for each of the topics presented in chapter four for each grade. The activities are focused on the listening and the speaking skills. Each activity contains the following parts:

**Title**

**Aim:** It presents the purpose of the activity.

**Grammar Structure:** It shows the grammar structure that will be presented / practiced in the activity. When the nature of the activity does not deal with grammar, the acronym N.A. (Non Applicable) will be used.

**Vocabulary:** It refers to the lexical elements that students are going to learn or practice.

**Main Skill:** In a class all the macro skills must be practiced. However, this part shows a special emphasis on specific skills developed during the activity.

**Materials:** In this part, there are descriptions about the characteristics of the materials.

**Procedure:** It describes the steps to be followed to make the activity.

**Interaction:** For this part, some symbols have been considered to explain what kind of interaction will be presented in each on the steps. These are listed below with a short explanation:

- **T → Ss:** Teacher talking to the whole class.
- **T ↔ Ss:** Teacher and students exchange roles or conversations.
- **SS ↔ SS:** Students work exchanging roles or tasks.
- **SS:** Students doing their work individually.



## **5.2 Activities per grade:**

Once the parts of the activities have been explained, the development of them per grade will be described below.



## 5.2.1 First Grade Activities

### Topic 1: The body

**Title:** Head, shoulders, knees & toes song

**Aim:** To present the parts of the body.

**Structure:** N.A.

**Vocabulary:**

- BODY PARTS: head, shoulders, knees, toes, eyes, mouth, ears, and nose.

**Main Skill:** Listening

**Materials:**

- Stereo: Teacher's stereo
- Song: First Grade CD: Track #1: Head, shoulders, knees, & toes.

**Total time:** 20 min. approx.

**Procedure:**



Steps	Interaction	Time	Material
1. The teacher plays the song “head, shoulders, knees & toes.” While the song is playing, the teacher sings and points out the mentioned parts in his body (Appendix # 34).	T→Ss	2 min	Song Stereo
2. The teacher invites students to sing the song and follow the mimics with him.	T↔Ss	2 min	
3. The teacher chooses four students to perform the mimics in front of the class. He plays the song again. The rest of the students and the teacher should follow their classmates' actions. In this part, the teacher corrects students' mistakes by repeating the gestures without interrupting the process. This step will be repeated until all the students have participated in front of the class.	Ss↔Ss	14 min	
4. The whole class is ready to sing and perform the mimics by themselves. In this part, the teacher observes if students have familiarized with the new vocabulary.	T→Ss	2 min	



<b>Extension Activity:</b> The teacher can use the song as an assessment of the acquired vocabulary about body parts.	T→Ss		
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**Title:** My cartoon senses

**Aim:** Identify the five senses.

**Grammar Structure:** What is this? / What are these?

**Vocabulary:**

- BODY PARTS: ear, nose, mouth, eyes, and hands.

**Main Skill:** Listening / Speaking

**Materials:**

- Mickey's shape: the shape of the cartoon in a blue rectangle with the topic "My Senses."
- Minnie's shape: the shape of the cartoon in a blue rectangle with the topic "My Senses."
- Roulette: roulette with different colors and in each color there is a part of the Mickey and Minnie's bodies.
- Body Parts: these parts are stuck on the corresponding Mickey and Minnie's bodies.

**Total time:** 15 min. approx.

**Procedure:**



Steps	Interaction	Time	Materials
<ul style="list-style-type: none"> <li>- The teacher divides the class in two groups. Each group chooses two participants: a speaker and a performer (one for giving the instruction, and another one for performing it).</li> <li>- The teacher places the roulette at a distance of five steps from the cartoons.</li> <li>- The speaker must be next to the roulette turning his/her back on the performer who is next to the cartoon.</li> </ul>			Mickey's shape Minnie's shape Roulette Body parts
1. The teacher explains who the activity is going to be done.	T→Ss	2 min	
2. The speaker spins the roulette. When the roulette stops, the teacher asks to the speaker: What is this/What are these. The student answers aloud using the pattern "It's... They're..."	Ss↔Ss	13 min	Roulette
3. The performer listens to the answer given by the speaker, and he sticks the mentioned part on the corresponding shape.	Ss↔Ss		Mickey's shape Minnie's shape



<p>4. This process will be repeated until the two images are completed trying to make all the students from each groups participate.</p>	<p>Ss↔Ss</p>		<p>Body parts</p>
<p><b>Extension Activity:</b> The teacher can use the assembled cartoon to make questions using the suggested grammar structure pointing out each part of the body or senses. Students should answer: It is .../ They are...The teacher should ensure that students who did not participate in the previous activity can be part in this one.</p>	<p>T↔Ss</p>		<p>Mickey's shape Minnie's shape</p>





**Title:** My Big Body Book

**Aim:** To recognize the parts of the body through images.

**Grammar Structure:** N.A.

**Vocabulary:** BODY PARTS: head, shoulders, knees, toes, eyes, mouth, ears, foot, leg, finger, nose, hand.

**Main Skill:** Listening / Speaking

**Materials:**

- My Big Body Book: It has on the front of the book an image about “El Chavo del Ocho”
- Body part stickers: The body parts are into the big book.

**Total time:** 20 min. approx.

**Procedure:**

Steps	Interaction	Time	Materials
<ul style="list-style-type: none"><li>- The teacher shows the big book where there is a brief description about each body part.</li><li>- The teacher asks one student to stand up in front of the big book.</li></ul>			My Big Body Book



<p>1. The teacher reads the description (he can use gestures to clarify the description) by omitting the body part to make the student identify the missing part from a list of options that is going to be presented below the description.</p>	<p>T→Ss</p>	<p>20 min</p>	<p>My Big Body Book</p>
<p>2. The student takes the corresponding part and sticks it on a frame next to the description.</p>	<p>SS</p>		<p>Body parts stickers</p>
<p>3. Step 1 and 2 are going to be repeated with the participation of different students until the descriptions have been finished.</p>			<p>My Big Body Book Body parts stickers</p>
<p><b>Extension Activity:</b> The teacher can use this book to make students name what they see using the presented grammar structure. Additionally, the teacher can encourage students to point the mentioned word in their bodies.</p>	<p>T↔Ss</p>		<p>My Big Body Book with all the stickers</p>



## Topic 2: Food

**Title:** Do You Like Spaghetti Yogurt? Song

**Aim:** To express likes and dislikes.

**Grammar Structure:** Do you like...? Yes, I do. No, I do not.

**Vocabulary:** spaghetti, yogurt, cookies, salad, tomatoes, pancakes, carrots, cereal, and yucky!

**Main Skill:** Listening / Speaking

### Materials:

- Video: First Grade Videos DVD: Video #1: Do you like spaghetti yogurt?
- Projector: Institutional resource.
- Food Containers: These elements are in a box named "Food".
- Clay: there are four boxes of clay to give one rod for each student.

**Total time:** 16 min. approx.

### Procedure:



Steps	Interaction	Time	Materials
1. Before putting the video, the teacher familiarizes the students with the vocabulary of the video using the food containers, naming one at a time, and making students repeat it aloud after him. It is important that the vocabulary items are presented in the same order as it is in the video.	T→Ss	4 min	Food Containers
2. Once students have practiced the pronunciation of the vocabulary, they watch the video (Appendix # 35).	T→Ss	3 min	Video Projector
3. The teacher repeats the video once again allowing students to answer “Yes, I do” or “No, I do not”, and also putting their thumbs up if they like, or down if they do not like the food.	T↔Ss	3 min	Video Projector
4. When the song has finished, the teacher divides the class in groups of four. He gives each group four food containers to make students interact with them. Students use the grammar structure “Do you like...? Yes, I do. No, I do not” to talk about likes and dislikes.	Ss↔Ss	6 min	Food Containers



<p><b>Extension Activity:</b> The teacher gives each student a piece of clay, and he lets students make their favorite food. Students present their food to the teacher by saying “I like...” In this way the teacher can assess if they recognize the learnt vocabulary. This process can be repeated to make students talk about their dislikes by using the grammar structure “I do not like...”</p> <p>Note: To make this task comprehensible, the teacher can make his own clay food and show the students how to present their food clay.</p>		<p>T↔Ss</p>	<p>Clay</p>
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**Title:** Eat or drink?

**Aim:** To recognize what food a person can eat, and what food a person can drink.

**Grammar Structure:** N.A.

**Vocabulary:**

- Spaghetti, yogurt, cookies, salad, tomatoes, water, pancakes, soda, tea, coffee, carrots, juice, cereal, and milk.

**Main Skill:** Speaking

**Materials:**

- Food and Drinks flashcards: First Grade Folder: section #1: Flashcards.
- Garden Gate Graphic Organizers: Two cardboards drawn two gates.
- Food & Drinks: Worksheet: First Grade Folder: section #1: Worksheets.
- Students' pencils
- Students' colored pencils
- A piece of paper: pack of bond paper.

**Procedure:**



Steps	Interaction	Time	Materials
<ul style="list-style-type: none"> <li>- For this activity the teacher sticks the flashcards on the left side of the board.</li> <li>- On the right side, he has to stick the Garden Gate Graphic Organizers (one for foods and one for drinks).</li> </ul>			Food and Drinks flashcards Graphic Organizers
1. The teacher shows each flashcard one by one and elicits the word (try revealing each picture slowly, by holding a blank piece of paper in front of the picture).	T→Ss	3 min	Food and Drinks flashcards A piece of paper
2. Once the vocabulary has been reviewed, the teacher provides an example about the activity by carrying out the following steps: <ul style="list-style-type: none"> <li>- Take a flashcard.</li> <li>- Say “I eat a hamburger” or “I drink a soda” using mimics.</li> <li>- Stick the flashcard in the corresponding garden gate.</li> </ul>	T→Ss		Food and Drinks flashcard Graphic Organizers
3. The students classify the flashcards by following the same steps as the teacher did.	T↔Ss		



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<b>Extension Activity:</b> In the worksheet, students draw food and drinks. The teacher exhibits their drawings (Appendix # 14).	SS		Food & Drinks: Worksheet
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**Title:** Tongue Twister

**Aim:** To practice pronunciation of the vocabulary.

**Grammar Structure:** N.A.

**Vocabulary:** ice-cream, scream.

**Main Skill:** Listening / Speaking

**Materials:**

- Song: First Grade CD: Track #2: I scream...!
- Stereo: Teacher's resource
- Flashcards: First Grade Folder: Section #2: Flashcards
- Ice-cream Worksheet: First Grade Folder: Section #2: Worksheet

**Total time:** 18 min. approx.

**Procedure:**

Steps	Interaction	Time	Material
1. The teacher presents the tongue twister "I scream you scream we all scream for ice cream..." through a recording (Appendix # 36).	T→Ss	1 min	Song Stereo



<p>2. He repeats the track again and shows the corresponding flashcards.</p>	<p>T→Ss</p>	<p>1 min</p>	<p>Song Flashcards</p>
<p>3. For the next step, the teacher uses the Backward Build-up Drill technique to make students practice the tongue twister by starting from the end to the beginning and following these steps:</p> <ul style="list-style-type: none"> <li>- Divide the tongue twister in four parts.</li> <li>- Make students repeat these parts one by one in this specific order: “for ice cream” “we all scream” “you scream” “I scream” until students repeat them correctly. Besides, the teacher shows a corresponding flashcard for each part.</li> </ul>	<p>T↔Ss</p>	<p>5 Min</p>	<p>Flashcards</p>
<p>4. When students have practiced all the tongue twister, the teacher repeats it once again from the beginning to the end.</p> <p>Note: The teacher should help students to identify the subject pronouns by making mimics.</p>	<p>T↔Ss</p>	<p>2 min</p>	



5. The teacher only does the mimics while the whole class repeats the tongue twister by themselves.	Ss↔Ss	3 min	
6. The teacher identifies the students with difficulty in repeating the tongue twister, so he helps them individually.	T↔Ss	6 min	
<b>Extension Activity:</b> The teacher can use the worksheet of ice cream to make students color and decorate it. (Appendix # 15)			Ice-cream worksheet



### Topic 3: Seasons

**Title:** My season clothes

**Aim:** To identify the clothing vocabulary considering seasons.

**Grammar Structure:** What do you wear ...?

**Vocabulary:** boots, raincoat, pants, scarf, gloves, hat, jacket, dress, swimsuit, sandals, skirt, shorts, shoes, cap, socks, T-shirt, sunglasses, umbrella.

**Main Skill:** Listening / Speaking

**Materials:**

- Clothing Items: Clothing items in a box called “My Clothes”
- Box: A decorated box with the name “My Clothes”
- Season cards: First Grade Folder: Section # 3: Cards

**Total time:** 20 min. approx.

**Procedure:**

Steps	Interaction	Time	Materials
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For this activity, it is necessary a big space where students can run and make noise.			
1. The teacher divides the class in four groups.	T→Ss	1 min	
2. He explains the rules of the game which are: <ul style="list-style-type: none"> <li>- The leaders can only choose one card.</li> <li>- The leaders cannot show the card without the teacher's permission.</li> <li>- The students (one by one) can only pick up one clothes from the box.</li> </ul>	T→Ss	2 min	
3. The teacher chooses a leader for each group who takes a season card without showing it to anybody.	T→Ss	- Min	Season cards
- The teacher is going to count from one to three, and the leaders run to their groups to show the card to their classmates who are waiting in line.	Ss↔Ss	1 min	Season card
- Each leader shows the card and immediately he goes to the line to participate.			



<p>- The teacher says "Start." Students run toward the box, pick up one of the clothes according to their season, get dressed, and go back to the line.</p> <p>Note: the teacher must control that students respect their turns.</p>	<p>SS</p>	<p>10 min</p>	<p>Clothing items Box</p>
<p>- This process will be repeated until all the students have participated.</p>			
<p>- When the game has finished, the teacher is going to ask students: "What do you wear in ...?" This step can be done individually or in groups.</p>	<p>T↔Ss</p>	<p>4 Min</p>	
<p><b>Extension Activity:</b> The teacher chooses a student. He asks him/her "What do you wear in ...?" The student picks up the clothes from the box, and names the clothing.</p>	<p>T↔Ss</p>		<p>Clothing items Box</p>



**Title:** Put on your shoes!

**Aim:** To review the clothing and season vocabulary.

**Grammar Structure:** N.A.

**Vocabulary:** shoes, jacket, scarf, hat, spring, summer, fall, winter.

**Main Skill:** Listening / Speaking

**Materials:**

- Video: First Grade Videos DVD: Video #2: Put on your shoes!
- Projector: Institutional Resource
- Clothing Cutouts: individual clothing items.
- Boy & Girl images: An image of boy and a girl

**Total time:** 17 min. approx.

**Procedure:**

Steps	Interaction	Time	Materials
The teacher sticks the two big images on the board.			Boy & Girl images



<p>1. The teacher reviews the clothing vocabulary by showing the cutouts and asking students the name of each item.</p>	<p>T↔Ss</p>	<p>3 min</p>	<p>Clothing cutouts</p>
<p>2. He chooses different students. He names a clothing cutout and gives it to each student to stick this in the correct image according to the gender.</p> <p>Note: the students should recognize what clothes belongs to a boy and / or a girl. At the end of this step, the teacher has to disassemble the two big images.</p>	<p>T→Ss</p>	<p>3 min</p>	<p>Clothing Cutouts Boy &amp; Girl images</p>
<p>3. The teacher shows the video “Put on your shoes!” and elicit students to point out the mentioned clothing if they are wearing them (Appendix 37).</p>	<p>T↔Ss</p>	<p>4 Min</p>	<p>Video Projector</p>
<p>4. The teacher uses questions to get specific information from the video. For example: “Did you see a boy or a girl?” “Did you see an umbrella?” etc. Students answer the questions using “Yes” or “No” or giving the name of the clothing.</p>	<p>T↔Ss</p>	<p>3 min</p>	





<p>5. The teacher asks students who did not participate to stick the clothes that the boy from the video was wearing.</p>	<p>T↔Ss</p>	<p>4 min</p>	<p>Clothing cutouts Boy &amp; Girl images</p>
<p><b>Extension Activity:</b> The teacher elicits students to describe what they are wearing.</p>	<p>T↔Ss</p>		<p>Students' clothing</p>



**Title:** My paper dolls

**Aim:** To recognize the color of clothes

**Grammar Structure:** N.A.

**Vocabulary:** boots, raincoat, pants, scarf, gloves, hat, jacket, dress, swimsuit, sandals, skirt, shorts, shoes, cap, socks, T-shirt, sunglasses, umbrella, red, blue, yellow, orange, brown, green, black, and white.

**Main Skill:** Listening

**Materials:**

- Printable Paper Dolls: First Grade Folder: Section #4: Paper Dolls
- Students' colored pencils
- Students' scissors
- Recording: First Grade CD: Track # 3: My Clothes Description

**Total time:** 20 min. approx.

**Procedure:**

Steps	Interaction	Time	Materials
The teacher gives each student a printable paper doll (Appendix # 16).			Printable Paper Dolls



<p>1. The teacher reviews the clothing vocabulary that is presented in the worksheet by asking students to point out the mentioned clothing. For example: Point to the shorts! Students should point to the correct image.</p>	<p>T↔Ss</p>	<p>4 min</p>	<p>Printable Paper Polls</p>
<ul style="list-style-type: none"> <li>- For the next step, the teacher gives the following instructions:</li> <li>- Listen carefully to the story.</li> <li>- Point to the clothing.</li> <li>- Color this clothing,</li> </ul> <p>Note: If necessary, the teacher can do the first phrase as an example.</p>	<p>T→Ss</p>	<p>1 min</p>	<p>Printable Paper Polls</p> <p>Students' colored pencils</p>
<p>2. The teacher is ready to play the story "My clothes description". This story describes the clothes and their respective colors that the boy and the girl from the worksheet are wearing.</p>	<p>SS</p>	<p>10 min</p>	<p>Recording</p> <p>Printable Paper Polls</p> <p>Students' colored pencils</p>
<p>3. Students listen to the recording, point out the mentioned item, and color it.</p>			



<p>Note: The teacher must pause the recording to give students time for coloring the items. If necessary, the teacher can repeat the phrase that students do not understand by using his own voice.</p>			
<p>4. When they have finished, the teacher shows a colored worksheet in order to make students correct their mistakes.</p>	<p>T↔Ss</p>	<p>2 min</p>	<p>Printable Paper Polls (colored)</p>
<p>5. Students cut the paper doll and play with it.</p>	<p>SS Ss↔Ss</p>	<p>3 min</p>	<p>Printable Paper Polls Students' scissors</p>
<p><b>Extension Activity:</b> The teacher uses the clothing items to make students dress the doll.</p>	<p>T↔Ss</p>		<p>Cut doll Clothing items</p>



## Topic 4: Numbers

**Title:** My numbers collage.

**Aim:** To recognize the numbers from 1 to 20 through images.

**Grammar Structure:** What number is this? It's ...

**Vocabulary:** Numbers 1 to 20

**Main Skill:** Speaking

**Materials:**

- A3 Cardboard Numbers: Five different cardboards with the name "My numbers collage"
- Magazines: Different kinds of magazines grouped in a black bag.
- Students' scissors
- Students' glue
- Teacher's cardboard numbers: A cardboard with the name "My numbers collage", but this cardboard has all the numbers

**Total time:** 25 min approx.

**Procedure:**



Steps	Interaction	Time	Materials
<p>1. The teacher uses the cardboard of numbers to allow the students identify the name of the numbers. He can use the question “What number is this? and points out a certain number to elicit students answer by using the pattern “It’s ...”</p> <p>Note: The teacher needs to choose a specific student to answer each question.</p>	T↔Ss	4 min	Teacher’s cardboard numbers
2. The teacher divides the class in groups of four.			
3. He presents the A3 cardboards and explains that all of the cardboards contain different numbers.	T→Ss	3 min	A3 Cardboard
4. He gives each group a cardboards and magazines.			
<p>5. The teacher gives the following instructions and performs them:</p> <ul style="list-style-type: none"> <li>- Take an A3 cardboard and choose a number from it.</li> <li>- Recognize the number by naming it. For example: 4: four.</li> </ul>	T→Ss	2 min	Magazines Scissors Glue



<ul style="list-style-type: none"> <li>- Open the magazine and choose (4) things that are similar. For example: 4 shoes.</li> <li>- Count the four things aloud.</li> <li>- Cut and glue these four things on the frame of the corresponding number.</li> </ul>			
<p>6. The students work in groups following the step 5 until completing the task.</p>	Ss↔Ss	10 min	
<p>7. Each group presents its collage to the class by naming the numbers and the things they found.</p>	Ss↔Ss	6 min	A3 Cardboard Numbers (completed)
<p><b>Extension Activity:</b> The teacher shows the completed A3 cardboards and asks students randomly to describe a certain number with the corresponding thing it has.</p>	T↔Ss		A3 Cardboard Numbers (completed)



**Title:** Let's count!

**Aim:** To recognize a given number in order to choose objects.

**Grammar Structure:** N.A.

**Vocabulary:** numbers 1 to 20

**Main Skill:** Listening

**Materials:**

- Pine seeds: 20 seeds for each decorated can
- 5 decorated cans
- Plastic glasses
- Number cards: First Grade Folder: Section #5: Cards (they need to be cut)
- Video: First Grade Videos DVD: Video #3: Let's count to 20
- Plastic glasses: a pack of plastic glasses
- Projector: Institutional resource
- Box: a box with the name of "Numbers"

**Total time:** 15 min. approx.





**Procedure:**

Steps	Interaction	Time	Materials
1. The teacher presents the video “Let’s count to 20” and he elicits students to follow the mimics (Appendix # 38).	T→Ss	2 min	Video Projector
2. The teacher chooses 5 students to count individually until a given number with the help of their fingers.	T↔Ss	3 min	
Now, the teacher divides the class in groups of four, and makes them sit forming a circle. He gives each group a can with pine seeds, and each student a plastic glass.			Pine seeds 5 decorated cans Plastic glasses
3. When all of the students have the required material the next procedure is followed: - The teacher shows the card and pronounces the number. - Students identify the number and put into the glass the required number of seeds.  The teacher checks if students have the correct number of seeds	SS	5 min	Pine seeds 5 decorated cans Number cards



<p>4. Now, the teacher puts a box with pine seeds (no more than 20) in front of the class. The teacher and the students count all the pine seeds that are in the box. This step can be repeated three times with different numbers.</p>	<p>T↔Ss</p>	<p>5 min</p>	<p>Pine seeds  A box</p>
<p><b>Extension Activity:</b> Step number 4 can be repeated but working individually. The teacher chooses a different student, and puts a different number of pine seeds to make the student counts them orally.</p>	<p>T↔Ss</p>		<p>Pine seeds  A box</p>



**Title:** Numbers Maze

**Aim:** To identify the given number

**Grammar Structure:** N.A.

**Vocabulary:** numbers 1 to 20

**Main Skill:** Listening

**Materials:**

- 2 hobbyhorses: these are made of a wooden stick and a sock which contain a horse's face.
- 2 mazes: A maze made on a red cloth ribbon.
- Numbers: numbers made with fluorescent foamy

**Total time:** 20 min approx.

**Procedure:**

Steps	Interaction	Time	Materials
For this activity, the teacher needs to place the mazes in an open space.  The teacher randomly sticks the numbers from 1 to 20 in each corner of the mazes.		5 min	2 hobbyhorses  2 mazes  Numbers



1. The teacher divides the class in two groups: one for boys and one for girls. Students must be waiting in lines.	T→Ss	1 min	
The teacher gives a hobbyhorse to each student who is first in the line.			2 hobbyhorses
2. The teacher mentions a number and both students run following the maze until they arrive at the given number.			
3. The first student who arrives at the correct number wins one point for his/her group.  The teacher must check if students were right or wrong.	T↔Ss SS↔Ss	14 min	2 hobbyhorses  2 mazes
4. Steps 2-3 must be repeated until all the numbers have been mentioned.			
At the end of the activity the class must have a winner group.			
<b>Extension Activity:</b> This activity can be done inside the classroom but making students work individually (taking turns).	T↔Ss		



## 5.2.2 Second Grade Activities:

### Topic 1: My family

**Title:** Family members' puppets

**Aim:** To recognize the main family members.

**Structure:** N.A.

**Vocabulary:** mommy, daddy, brother, sister, baby.

**Main Skill:** Listening

**Materials:**

- Projector: Institutional resource
- Video: Second Grade Videos DVD: Video #1: The Finger Family
- Puppet Worksheets: Second Grade Folder: Section #1: Family Puppets
- Students' colored pencils
- Students' scissors
- Tape.

**Total time:** 25 min. approx.



**Procedure:**

Steps	Interaction	Time	Material
<p>1. The teacher presents the video and shows each family member puppet according to the video (Appendix # 39).</p> <p>Note: This step has the purpose of making students comprehend what they are going to do. The teacher has to do his/her own finger puppets.</p>	T→Ss	2 min	Projector  Video
<p>2. The teacher gives each student a worksheet and makes them color it (Appendix # 17).</p>	SS	5 min	Puppet worksheets  Colored pencils
<p>3. Once they have finished coloring the worksheet, the teacher explains that they are going to make puppets by cutting and sticking the pictures from the worksheet in their fingers.</p> <p>Note: The teacher needs to monitor this step to avoid students damage the material.</p>	T↔Ss	10 min	Puppet worksheets  Colored pencils  Scissors  Tape



<p>4. Before putting the video again, the teacher practices the family members by making students show the corresponding finger puppet.</p>	<p>T↔Ss</p>	<p>8 min</p>	<p>Projector Video Puppets</p>
<p>5. The whole class is ready to sing together with the teacher. Note: The teacher can repeat the video no more than three times.</p>			
<p><b>Extension Activity:</b> The teacher asks individually the family members names. The student names each one and shows the correct puppet.</p>	<p>T↔Ss</p>		



**Title:** Family tree

**Aim:** To reinforce vocabulary related to family members.

**Structure:** This is / that is

**Vocabulary:** brother, father, grandfather, grandmother, mother, baby, and sister.

**Main Skill:** Speaking

**Materials:**

- Family Tree image: A drawn tree on a piece of cloth with the name of “My Family”
- Family members’ flashcards: These are attached to the family tree.
- Pieces of paper: Pack of bond paper.

**Total time:** 25 min. approx.

**Procedure:**

Steps	Interaction	Time	Material
1. The teacher reviews the vocabulary of family members by showing each one of the pictures.	T→Ss	2 min	Flashcards
After step 1, the teacher hangs the Family tree in front of the class.			Family tree image





<p>2. The teacher interacts with the students in this way:</p> <ul style="list-style-type: none"> <li>- The teacher shows one by one the family's pictures and asks "Who is this?"</li> <li>- The students answer it by using the pattern "This is..."</li> <li>- Then, the teacher sticks the picture in the corresponding frame of the tree.</li> </ul>	T↔Ss	5 min	Family tree image Family members' flashcards
<p>3. The teacher points out each picture and asks a specific student "Who is this." Then, the student answers using the grammar structure "This is ..." or "That is..."</p>	T↔Ss	5 min	Family tree image Family members' flashcards
<p>4. The teacher makes students draw their families in a piece of paper.</p>	SS	10 min	Pieces of paper
<p><b>Extension Activity:</b> Students explain what family members they drew by pointing out one by one.</p>	Ss↔Ss		Students' drawings



**Title:** “See my family” poem

**Aim:** To play with words and letters in an imaginative way

**Grammar Structure:** N.A.

**Vocabulary:**

- FAMILY VOCABULARY: family, father, mother, sister, grandpa, grandma, children.
- ADJECTIVES: big, small.

**Main Skill:** Listening/Speaking

**Materials:**

- Cardboard poem: The poem has the topic “See my family” and it is decorated as a portrait.
- A marker: Teacher’s resource
- A board: Teacher’s resource
- Recording application: Teacher’s resource
- Cellphone: Teacher’s resource

**Total time:** 20 min. approx.

**Procedure:**



Steps	Interaction	Time	Materials
<p>1. The teacher starts the class by making a brainstorm activity about “What is a family?”</p> <p>Note: If students do not participate, the teacher can allow them to use their mother tongue. The teacher should translate into English what they say.</p>	T↔Ss	2 min	<p>A marker</p> <p>A board</p>
<p>The teacher hangs the poem in front of the class.</p>			
<p>2. The teacher reads the poem and points out the pictures according to the family members and adjectives that are mentioned in the poem to facilitate children’s comprehension. This process can be repeated once again to make students familiarize with the poem.</p>	T→Ss	4 min	Cardboard poem.
<p>3. The teacher asks students to translate the poem. The teacher corrects any mistakes. It helps to make the poem more understandable.</p> <p>Note: To carry out the translation, the teacher reads the poem line by line. He can also use mimics or the flashcard to help students in the translation.</p>	T↔Ss	8 min	



<p>4. The teacher repeats once again the poem, but this time, students will follow him by repeating it chorally.</p>	<p>T↔Ss</p>	<p>2 min</p>	
<p>5. Now, the teacher disorganizes the verses of the poem to make students reorder them.</p>	<p>T↔Ss Ss↔Ss</p>	<p>4 min</p>	
<p><b>Extension Activity:</b> The teacher elicits students to listen and to repeat aloud the verses of the poem. While students are repeating the teacher records them.</p> <p>Note: This activity can be done only if the teacher has a cellphone with an application to record voices.</p>	<p>T↔Ss</p>		<p>Cardboard poem. Recording application. Cellphone</p>



## Topic 2: At School

**Title:** My classroom cards

**Aim:** To identify the classroom items through images.

**Grammar Structure:** The article a/an

**Vocabulary:**

- Classroom Items: backpack, book, chair, crayon, desk, eraser, marker, pen, pencil, ruler.
- Colors: blue, green, red, yellow.

**Main Skill:** Speaking

**Materials:**

- Classroom cards: Second Grade Folder: Section #2: Classroom cards

**Total time:** 20 min. approx.

**Procedure:**

Steps	Interaction	Time	Materials
For this activity, the teacher makes students sit on the floor forming a big circle.		1 min	Classroom cards



In the center of the circle, the teacher places all the cards upside down.			
<p>1. The teacher follows the next steps:</p> <ul style="list-style-type: none"> <li>- He asks one student to turn a card.</li> <li>- The student shows the card to his teacher and classmates. Then, the teacher makes the following question: What is this? and the student answers using this pattern: It is a/an...</li> <li>- The teacher corrects him if the answer is wrong.</li> <li>- Then, the student has to choose another card to find the pair.</li> </ul> <p>Note: If the student finds the pair, he will have a reward. This process is repeated until all the pairs have appeared trying to make all the students participate.</p>	T↔Ss	15 min	
<p>2. The teacher can use the cards to review the vocabulary by showing the cards and asking: What is it?</p>	T→Ss	4 min	
<p><b>Extension Activity:</b> In pairs, students use the cards to ask and answer: What is it? It is a/an.... What color is it? It's ...</p>	Ss↔Ss		



**Title:** The King Commands

**Aim:** To recognize a classroom object and its color.

**Grammar Structure:** N.A.

**Vocabulary:**

- Classroom Items: backpack, book, chair, crayon, desk, eraser, marker, pen, pencil, ruler.
- Colors: blue, green, red, yellow.

**Main Skill:** Listening

**Materials:**

- Classroom objects: Items that are in the class or that the students have in their school bags.

**Total time:** 10 min. approx.

**Procedure:**

Steps	Interaction	Time	Materials
The teacher must know previously what classroom objects he needs to start the class.			Classroom objects
1. The teacher divides the class in groups of four.	T→Ss	1 min	



<p>2. Each group chooses a leader who receives from his classmates the mentioned items to give them to the teacher.</p>	<p>Ss→Ss</p>	<p>1 min</p>	
<p>3. The game follows these steps:</p> <ul style="list-style-type: none"> <li>- The teacher asks for specific objects, for example: “The king commands to bring two blue backpacks”</li> <li>- Each group should run and look for the required elements as fast as they can.</li> <li>- When they have found the classroom objects, they give them to the leader. Only the leader can run and give the elements to the teacher.</li> <li>- The first group who presents the required objects and if all the objects are correct, has a point.</li> <li>- The teacher writes on the board the points for each group until having a winner group.</li> </ul>	<p>T↔Ss</p>	<p>8 min</p>	<p>Classroom objects</p>





<p><b>Extension Activity:</b> With the collected elements, the teacher can elicit students to describe the color of the corresponding element. For example, what is this? A blue backpack.</p>	<p>T↔Ss</p>		<p>Classroom objects</p>
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**Title:** Classroom Objects Bingo

**Aim:** To reinforce classroom objects vocabulary

**Grammar Structure:** N.A.

**Vocabulary:**

- CLASSROOM ITEMS: backpack, book, chair, crayon, desk, eraser, marker, pen, pencil, ruler, scissors, computer, notebook, pencil case, glue.

**Main Skill:** Listening/Speaking

**Materials:**

- Bingo boards: Second Grade Folder: Section #3: Bingo Boards
- Small classroom cards: Second Grade Folder: Section #3: Classroom Cards
- A bag: it is a purple bag.
- Corn kernels: a bag of corn kernels.

**Total time:** 20 min. approx.

**Procedure:**



Steps	Interaction	Time	Materials
1. The teacher gives each student a bingo board and some corn kernels.	T→Ss	2 min	Bingo boards. Corn kernels.
The teacher needs a bag with the classroom cards.			Small classroom cards Bag
2. The teacher performs the game in this way: <ul style="list-style-type: none"> <li>- The teacher takes out a card from the bag and mentions aloud the picture included in it.</li> <li>- The students identify the mentioned object. They look for it in their bingo boards. If they have it, they put a corn kernel on the image.</li> <li>- The first student who completes the board shouts “Bingo”.</li> <li>- The teacher checks if all the items are correct.</li> </ul>	T↔Ss	18 min	Bingo boards. Corn kernels. Small classroom cards. A bag.



<p><b>Extension Activity:</b> When the game has finished, the teacher asks students working in pairs. They have to describe the corresponding classroom objects included in their bingo boards to their partner.</p>	<p>Ss↔Ss</p>		<p>Bingo boards.</p>
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### Topic 3: Toys

**Title:** Let's go Pocoyo!

**Aim:** To introduce vocabulary about toys.

**Grammar Structure:** I have, He / She has

**Vocabulary:** puzzle, doll, ball, blocks, skateboard, toy box.

**Main Skill:** Listening/Speaking

**Materials:**

- Video: Second Grade Videos DVD: Video # 2: Let's go Pocoyo! - playtime
- Projector: Institutional resource
- Board: Institutional resource
- Whiteboard markers: Teacher's resource
- Students' notebooks
- Students' colored pencils.

**Total time:** 20 min. approx.

**Procedure:**



Steps	Interaction	Time	Materials
1. The teacher presents the video making emphasis on the vocabulary about toys (Appendix # 40).	T→Ss	7 min	Video. Projector.
2. The teacher asks students what toys they could see in the video.  While the students are answering, the teacher is drawing the mentioned toys on the board and writing the corresponding name.	T↔Ss	4 min	Board. Whiteboard markers.
3. The teacher makes students pronounce each of the drawn elements.  Note: The teacher can make students repeat individually.	T↔Ss	4 min	
4. The teacher asks students to draw and decorate in their notebooks what they have watched in the video.	SS	5 min	Students' notebooks.  Colored pencils.
<b>Extension Activity:</b> Students describe and show to their classmates what they drew using the pattern "I have a/an ...". They also can describe the classmates' drawings using the pattern "He/she has a/an..."	Ss↔Ss		Students' notebooks.



**Title:** Toy shop

**Aim:** To familiarize with colors and toy vocabulary.

**Grammar Structure:** N.A.

**Vocabulary:**

- TOYS: roof, 'TOYS' sing, pogo stick, telescope, balloons, mobile, horse, door, ball, teddy, kite, game, car, plane, doll, scooter.
- COLORS: red, blue, yellow, black, pink, green, brown, grey, purple, orange.

**Main Skill:** Listening

**Materials:**

- Toys flashcards: Second Grade Folder: Section # 4: Toys flashcards
- 2 'Toy Shop' worksheets: One for the students and one for the teacher. Second Grade Folder: Section # 4: Worksheet
- Students' colored pencils

**Total time:** 20 min. approx.

**Procedure:**



Steps	Interaction	Time	Materials
1. The teacher introduces the vocabulary about toys (that will be used in listening task) by showing the corresponding flashcards, and making students listen and repeat each word twice.	T↔Ss	3 min	Flashcards
After the vocabulary review, the teacher gives one worksheet for each student. He ensures all the students have the necessary colored pencils for the task. (Appendix # 18)		1 min	‘Toy Shop’ worksheets Students’ colored pencils
2. The teacher explains that he is going to read and they have to color only the mentioned elements.	T→Ss	1 min	
3. The teacher reads sentence by sentence making pauses to make students color the objects. While students are coloring, the teacher monitors students’ work. (Appendix # 19)	T↔Ss	10 min	‘Toy Shop’ worksheets Students’ colored pencils





<p>4. When students have finished the task, they will exchange their worksheets to check comprehension.</p> <p>Note: If necessary, the teacher reads again to help students find mistakes.</p>	<p>Ss↔Ss</p>	<p>5 min</p>	<p>'Toy Shop' worksheets (completed)</p>
<p><b>Extension Activity:</b> For this activity, the teacher has a colored worksheet.</p> <p>He asks individually for a specific toy and its color. For example: Juan!</p> <p>Can you tell me what color the ball is?</p>	<p>T↔Ss</p>		<p>'Toy Shop' worksheets (completed)</p>



**Title:** Preparing Santa’s gifts

**Aim:** To practice the name of some common toys

**Grammar Structure:** N.A.

**Vocabulary:** car, Legos, soccer ball, basket ball, helicopter, Barbie, bike, skateboard, motorcycle.

**Main Skill:** listening

**Materials:**

- Toys: The toys are in the box named “Toys”
- White plastic bags: A pack of white bags
- A big Santa’s bag: This bag is made of red cloth.
- Santa’s letter worksheet: Second Grade Folder: Section #5: Santa’s letter
- A marker: Teacher’s resource.

**Total time:** 20 min. approx.

**Procedure:**

Steps	Interaction	Time	Materials
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The teacher puts the toys and the white plastic bags on the desk to make students prepare classmates' presents. The big Santa's bag is placed next to the desk.		1 min	Toys White plastic bags A big Santa's bag
1. The teacher indicates students to look at the toys that are on the desk.	T→Ss	1 min	Toys
2. After the students have looked at the toys, the teacher asks them to choose two toys from the different exposed elements on the desk and draw it in the Santa's letter worksheet (Appendix # 20).	SS	7 min	Santa's letter worksheet.
3. The teacher collects the letters and chooses six of them.  Note: The selected letters must correspond to the available toys presented on the desk.	T→Ss	1 min	Students' Santa's letter
4. The teacher calls a student and asks him to stand in front of the desk.	T→Ss	10 min	
5. The teacher reads a selected letter.			
6. The student identifies the mentioned toys, picks up these toys from the desk, and puts them into a plastic bag.	SS		Students' Santa's letter



			<p>Toys</p> <p>White plastic bags</p> <p>A big Santa's bag</p>
7. The student gives the bag to the teacher.			<p>Toys</p> <p>White plastic bags</p>
8. The teacher writes the name of the owner bag.	T→Ss		A marker
<p>9. Finally, the gift is put into the big Santa's bag.</p> <p>Note: If the teacher has extra toys, he can repeat the same procedure with them.</p>	T↔Ss		<p>Students' Santa's</p> <p>letter</p>
10. Steps from 4 to 9 are repeated until finishing reading the selected letters			
<b>Extension Activity:</b> Students' letters which were not selected during the previous activity can be read aloud by the students.	SS		<p>Students' Santa's</p> <p>letter</p>



## Topic 4: At home

**Title:** My foldable house

**Aim:** To describe de parts of the house.

**Grammar Structure:** N.A.

**Vocabulary:** bathroom, bedroom, kitchen, dining room, living room, garage, garden.

**Main Skill:** Speaking

**Materials:**

- A big foldable house: It is made on a white cardboard. It has the shape of a house, and its parts are drawn on it.
- Whiteboard marker: Teacher's resource.
- Board: Institutional resource.
- Parts of the house: These are stickers with the name of the parts of the house. They are in the bag "My house"
- Students' notebook

**Total time:** 15 min. approx.

**Procedure:**



Steps	Interaction	Time	Materials
1. The teacher makes a brainstorm activity by asking students the parts of the house that they know. He writes their ideas on the board.	T↔Ss	2 min	Whiteboard marker. Board.
2. The teacher shows the foldable house to the students and let students recognize each part.	T↔Ss	4 min	The big foldable house
When students have practiced the vocabulary, the teacher puts the written parts of the house on the desk, (stickers), and he chooses seven volunteers students.		1 min	Parts of the house (stickers).
3. Each student picks up a sticker, reads it, and puts it in the corresponding part of the house.	SS	5 min	The big foldable house Parts of the house (stickers).
4. The teacher points out each part of the house and makes students pronounce them.	T↔Ss	3 min	The big foldable house



<p>Note: The teacher can assess students' comprehension by pointing a part of the house but giving it an incorrect name.</p>			
<p><b>Extension Activity:</b> The students can draw their own house with the corresponding parts. They do it in their notebooks.</p>	<p>Ss↔Ss</p>		<p>Students' notebook</p>



**Title:** This is my house

**Aim:** To determine the parts of the house and the corresponding furniture for each one.

**Grammar Structure:** N.A.

**Vocabulary:**

- Parts of the house: bathroom, bedroom, kitchen, dining room, living room, garage, garden.
- Furniture: sofa, chairs, table, lamp, fork, knife, plates, glasses, bed, picture, desk, bath, towel, mirror, tap, doll, ball.

**Main Skill:** Listening / speaking

**Materials:**

- Video: Second Grade Videos DVD: Video #3: This is my house
- Projector: Institutional resource
- Furniture worksheets: Second Grade Folder: Section # 6: This is my house worksheet
- Students' pencils
- Students' eraser
- Furniture flashcards: Second Grade Folder: Section # 6: Flashcards

**Total time:** 20 min. approx.





**Procedure:**

Steps	Interaction	Time	Materials
1. The teacher presents a video to show students the parts of the house and their furniture.	T→Ss	4 min	Video Projector
2. The teacher shows the furniture flashcards and makes students repeat each name.	T↔Ss	2 min	Furniture flashcards.
The teacher gives different worksheets to the students (Appendix # 21).		1 min	Furniture worksheets
3. Students match the items with the corresponding part of the house.	SS	8 min	Parts of the house and furniture worksheets Students' pencils Students' eraser



<p>4. In pairs, students interact by using questions to know what elements the other classmate has in his/her worksheet. For example:</p> <p>Student A: What do you have in the kitchen?</p> <p>Student B: I have a fork.</p>	<p>Ss↔Ss</p>	<p>5 min</p>	<p>Parts of the house and furniture worksheets (completed)</p>
<p><b>Extension Activity:</b> The teacher asks individually what elements the student has in his/her house. For example:</p> <p>Teacher: Juan! What do you have in your bedroom?</p> <p>Student: I have a bed.</p>	<p>T↔Ss</p>		



**Title:** Prepositions in the house

**Aim:** To apply correctly the prepositions of place.

**Grammar Structure:** Where is the..? It is on/in/under .....

**Vocabulary:**

- Parts of the house: bathroom, bedroom, kitchen, dining room, living room, garage, garden.
- Prepositions: on, in, under

**Main Skill:** Listening / Speaking

**Materials:**

- Prepositions worksheets: Second Grade Folder: Section # 7: Prepositions of place
- Students' pencils
- Classroom objects: Objects from the classroom

**Total time:** 15 min. approx.

**Procedure:**



Steps	Interaction	Time	Materials
1. The teacher reviews the prepositions of place by using objects from the class. He can put different objects in specific places in order to make students comprehend the meaning of each preposition.	T↔Ss	3 min	Classroom objects
The teacher gives each student a worksheet about prepositions (Appendix # 22).		1 min	Prepositions worksheets
2. The teacher describes each picture from the worksheet and students listen and choose the appropriate option.	T→Ss	8 min	Prepositions worksheet Students' pencils
3. Students check their comprehension by comparing with a classmate the answers.	Ss↔Ss	3 min	Prepositions worksheet (completed)
<b>Extension Activity:</b> The teacher uses students' worksheets to ask about the correct place for specific furniture inside a house. For example:  Teacher: Where can you find a T.V.?	T↔Ss		Prepositions worksheet (completed)



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Student: In the bedroom.			
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### 5.2.3 Third Grade Activities:

#### Topic 1: Wild Animals

**Title:** Guessing the animal

**Aim:** To recognize a specific animal by listening to its characteristics.

**Structure:** Who am I?

**Vocabulary:** bear, camel, rhino, kangaroo, lion, leopard, deer, hippo, elephant, goat.

**Main Skill:** Listening / Speaking

**Materials:**

- Wild animal toys: These toys are in a box with the name of 'Wild Animals.'
- Hippo and elephant worksheet: Third Grade Folder: Section #1: Guessing the Animal: Worksheet
- Students' colored pencils.

**Total time:** 15 min. approx.

**Procedure:**



Steps	Interaction	Time	Material
Teacher asks students to sit in a circle on the ground.		1 min	
1. The teacher randomly chooses five animal toys without showing them to the students.		1 min	Wild animal toys
2. The teacher follows these steps: <ul style="list-style-type: none"> <li>- He gives three clues that describe an animal from the selected toys. The descriptions can be about color, shape, size, etc. For example: This animal is green. He has a large mouth. He has four short legs. Who am I?</li> <li>- Then, he elicits the students to guess the animal.</li> <li>- When students have guessed it, he shows the toy with the correct animal.</li> </ul> Note: This process is repeated until using all the five selected toys.	T↔Ss	8 min	



<p>3. To conclude the activity, the students can work in pairs. One student takes a toy and tries that his classmate guesses the animal by using only mimics or sounds about it.</p>	<p>Ss↔Ss</p>	<p>5 min</p>	
<p><b>Extension Activity:</b> Students complete and color a worksheet about a hippo or an elephant (Appendix # 23).</p>	<p>Ss↔Ss</p>		<p>Guessing the animals worksheets</p>





**Title:** Yes, I can!

**Aim:** To describe actions that wild animals can do.

**Structure:** Can you ... Yes, I can / No, I can't

**Vocabulary:**

- Wild Animals: bird, elephant, fish, gorilla, buffalo.
- Actions: run, swim, fly, jump, stomp, climb, dance, sing, clap.

**Main Skill:** Listening

**Materials:**

- Video: Third Grade Videos DVD: Video #1: Yes, I can!
- Projector: Institutional resource
- Wild animals worksheet: Third Grade Folder: Section #2: Worksheet

**Total time:** 20 min approx.

**Procedure:**

Steps	Interaction	Time	Material
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<p>1. The teacher presents the video “Yes, I can” and asks students to listen carefully (Appendix # 42).</p>	<p>T→Ss</p>	<p>4 min</p>	<p>Projector Video</p>
<p>2. The teacher plays once again the video, but this time, he pauses it and makes students answer if the animal can or cannot do a specific action. Then, the students verify their answers by continuing watching the video.</p>	<p>T↔Ss</p>	<p>7 min</p>	
<p>3. As a reinforcement about actions, the teacher performs the game called “Simon says” using sentences like these:</p> <ul style="list-style-type: none"> <li>- “Simon says, jump as a kangaroo!”</li> <li>- “Simon says, climb like a monkey!”</li> </ul> <p>Note: The teacher needs to explain to the students that the actions will be performed only if they are preceded by “Simon says”</p>	<p>T↔Ss</p>	<p>9 min</p>	
<p><b>Extension Activity:</b> The teacher gives the “Wild animals” worksheet to the students. The teacher reads the instructions and the students complete the task (Appendix # 24).</p>	<p>T↔Ss</p>		<p>“Wild animals” worksheet</p>





**Title:** The lion and the mouse fable

**Aim:** To talk about values.

**Grammar Structure:** N.A.

**Vocabulary:** lion, mouse.

**Main Skill:** Listening/Speaking

**Materials:**

- The lion and the mouse fable: This story is made as a calendar.
- Whiteboard marker: Institutional resource.
- Board: Institutional resource.

**Total time:** 20 min. approx.

**Procedure:**

Steps	Interaction	Time	Materials
1. The teacher makes a brainstorm activity with the help of students about “What is a fable? What fables do they know? Have you ever heard about “The lion and the mouse” fable?	T↔Ss	3 min	Whiteboard marker.  A board.



<p>Note: This brainstorm activity can be done in their mother tongue to make students be able to share ideas.</p>			
<p>2. The teacher reads the fable.</p> <p>Note: In this step the teacher needs to emphasize on the new words and actions that are presented in each scene to help students comprehend the story.</p>	<p>T→Ss</p>	<p>6 min</p>	<p>The lion and the mouse fable</p>
<p>3. The teacher reads the fable once again. However, he needs to do pauses in each scene to elicit that students tell him what happen next. It helps to assess if students are paying attention.</p>	<p>T↔Ss</p>	<p>8 min</p>	
<p>4. The teacher makes questions without using the fable to assess students' comprehension. For example: What happened with the mouse? What happened with the lion? What happened at the end of the fable?</p>	<p>T↔Ss</p>	<p>3 min</p>	
<p><b>Extension Activity:</b> The students can make a role play about this fable.</p>	<p>Ss↔Ss</p>		



## Topic 2: Professions

**Title:** When I Grow Up

**Aim:** To determine their favorite professions.

**Grammar Structure:** I'm gonna be / I want to be

**Vocabulary:** teacher, dentist, baker, pilot, actor, doctor,

**Main Skill:** Listening / speaking

**Materials:**

- Song: Third Grade CD: Track # 1: When I Grow Up
- Stereo: Institutional resource
- I want to be worksheet: Third Grade Folder: Section # 3: Worksheet
- Students' pencils
- Students' colored pencils
- Board: Institutional resource.
- A whiteboard marker: Institutional resource.

**Total time:** 20 min. approx.



**Procedure:**

Steps	Interaction	Time	Materials
1. The teacher plays the song “When I grow up” and performs mimics to make understandable vocabulary about professions (Appendix # 43).	T→Ss	3 min	CD song Stereo
2. The song is played again to get students follow the mimics done by the teacher.	T↔Ss	3 min	CD song Stereo
3. The students mention the different professions that they listened in the song. The teacher helps them making a brainstorm on the board.	T↔Ss	3 min	A board A whiteboard marker
4. Now, the teacher asks for more professions that they know to complete the brainstorm.	T↔Ss	3 min	
5. The teacher gives each student the worksheet and stimulates them to draw “What they want to be in the future” (Appendix # 25).	SS	8 min	I want to be: worksheet
<b>Extension Activity:</b> Students tell their classmates their favorite professions by using the pattern “I want to be a / an ...”	Ss↔Ss		I want to be: worksheet (completed)



**Title:** Who is it!

**Aim:** To relate descriptions with professions.

**Grammar Structure:** Who is it? It's a...

**Vocabulary:** chef, doctor, farmer, fire fighter, mail carrier, nurse, police officer, teacher.

**Main Skill:** Listening / speaking

**Materials:**

- Human body: It is on a green rectangle which is named "Professions"
- Professional clothes: The clothes are in a box with the name of "Professional Clothes"
- Board: Institutional resource
- Whiteboard marker: Institutional resource

**Total time:** 16 min. approx.

**Procedure:**

Steps	Interaction	Time	Materials
The teacher hangs the body and professional clothes on the board.		1 min	Human body Professional clothes





<p>1. The teacher describes a profession by giving clues to motivate students to guess the profession that he has mentioned.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>- Teacher: This person works at a hospital. He heals sick people.</li> </ul> <p>Who is it?</p> <ul style="list-style-type: none"> <li>- Student: It's a doctor.</li> </ul>	<p>T↔Ss</p>	<p>10 min</p>	<p>Human body</p>
<p>2. The student, who has guessed the profession, dresses the human body with the corresponding clothes.</p> <p>Note: Steps one and two are repeated until all the professions have been guessed.</p>	<p>SS</p>		<p style="text-align: center;">Human body</p> <p style="text-align: center;">Professional clothes</p>
<p>3. The teacher interacts with the students by pointing a profession and asking “Would you like to be a ...?”</p>	<p>T↔Ss</p>	<p>5 min</p>	<p style="text-align: center;">Human body</p> <p style="text-align: center;">Professional clothes</p>
<p><b>Extension Activity:</b> The teacher plays the game “Hangman” with the students. The teacher writes on the board underscores for each syllable</p>	<p>T↔Ss</p>		<p style="text-align: center;">A board</p> <p style="text-align: center;">A whiteboard marker</p>



that a profession word has. Students, in turns, mention a vowel or a consonant until guessing the whole word.

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**Title:** The Hot Desk

**Aim:** To express professional preferences.

**Grammar Structure:** N.A.

**Vocabulary:**

- Professions: Teacher, dentist, bus driver, doctor, postman, pilot, police officer, fisherman, baker, waitress, builder, nurse, train driver, flight attendant, chef, and barber.

**Main Skill:** Speaking

**Materials:**

- Professions Worksheet: Third Grade Folder: Section # 4: Worksheet
- Students' colored pencils
- Students' pencils

**Total time:** 16 min. approx.

**Procedure:**



Steps	Interaction	Time	Materials
To start the activity, students have to make a circle with their desks.		1 min	Classroom desks
One student sits on the hot chair which is placed in the center of the circle. Note: The rest of the students must be sat on their desks.		1 min	
The teacher takes away all the empty desks.		1 min	
1. Before starting the dynamic, the teacher chooses a student to make him/her sit in the Hot Desk.	T→Ss		
2. The dynamic functions in this way:  - The student who is sat on the Hot Desk starts the game by saying what he wants to be.  - Then, students who have the same preferences (included the student who is on the Hot Desk) have to change to a different sit.	Ss↔Ss	13 min	



<p>- The student who has sat down on the Hot Desk is going to continue the dynamic by repeating the same phrase but completing it with his/her profession.</p>			
<p><b>Extension Activity:</b> The teacher gives each student a “Professions” worksheet. Students must find and color only the images that belong to professions (Appendix # 26).</p>	<p>SS</p>		<p>“Professions” worksheet</p>



### Topic 3: Classroom

**Title:** Pinwheels Paper

**Aim:** To follow instructions to complete a task.

**Grammar Structure:** Commands

**Vocabulary:** draw, cut, fold, unfold, punch, stick, and play.

**Main Skill:** Listening

**Materials:**

- Shiny paper: Three packages of these materials.
- students' scissors
- Students' rulers
- Students' pencils
- Straws: It is a pack of straws.
- Teacher's hole punch: This is in the corresponding box.
- Attaches: These are in the corresponding box.

**Total time:** 30 min. approx..



**Procedure:**

Steps	Interaction	Time	Materials
The teacher provides students with the materials to carry out the task.	T→Ss	2 min	Shiny paper.
1. The teacher asks students to listen and follow carefully the instructions below: <ul style="list-style-type: none"> <li>- Draw a 4x4 cm. square on the shiny paper.</li> <li>- Cut the square drawn.</li> <li>- Fold the paper in diagonal forming a triangle.</li> <li>- Unfold the paper.</li> <li>- Fold again the paper in diagonal by in opposite way.</li> <li>- Unfold the paper.</li> <li>- Draw diagonal lines following the formed line when the paper was folded but leaving about a centimeter away from the center.</li> <li>- Cut the paper through the lines getting four triangles.</li> </ul>	T↔Ss	28 min	Students' scissors Students' ruler Students' pencil Straws Teacher's hole punch Attaches



<ul style="list-style-type: none"> <li>- Punch the center and one end of each triangle.</li> <li>- Fold the punched ends, one by one, inwards pressing them with the fingers to avoid them move and forming only one hole.</li> <li>- Put the paper fastener into the hole to hold the paper.</li> <li>- Separate the paper fastener legs and attach the straw with them.</li> <li>- Blow the pinwheel to check it moves.</li> </ul>			
<p><b>Extension Activity:</b> Teacher can say commands to make students use their pinwheels.</p>	<p>T↔Ss</p>		<p>Students' pinwheel</p>





**Title:** Bet you can't!

**Aim:** To practice giving commands and expressing ability

**Grammar Structure:** can / can't

**Vocabulary:** color, glue, listen, describe, draw, jump, count, climb, run, sing, dance, cry, stand, write, read, and move.

**Main Skill:** Speaking

**Materials:**

- Whiteboard marker: Institutional resource
- Board: Institutional resource
- Toy money: There are 25 packages of bills for each student.

**Total time:** 20 min. approx.

**Procedure:**

Steps	Interaction	Time	Materials
1. The teacher reviews the commands by writing them on the board and asking students to perform them.  Note: If necessary, the teacher can add more commands.	T↔Ss	4 min	A whiteboard marker  A board.



<p>The teacher divides the class according to the total number of students, and he gives each student one package of money.</p>		<p>1 min</p>	
<p>2. The teacher explains the dynamic with these instructions:</p> <ul style="list-style-type: none"> <li>- Students take turns to bet each other that they cannot do something by following the pattern “I bet you ... that you can’t...” For example:                      Student A: I bet you 1 dollar that you can’t jump 20 times!                      Student B: Yes, I can or No, I can’t.</li> </ul> <p>Note. If student B answers “Yes, I can”, he has to perform the command correctly to receive the money.</p>	<p>Ss→Ss</p>	<p>15 min</p>	<p>Toy money</p>
<p>During the dynamic, the teacher assesses students’ commands.</p>	<p>T→Ss</p>		
<p><b>Extension Activity:</b> The teacher asks who could not perform an action, and with these students, the teacher gives them different commands to help them win money.</p>	<p>T↔Ss</p>		<p>Toy money</p>

**Title:** Pay attention to the sign!



**Aim:** To recognize the usage of a specific signs.

**Grammar Structure:** Commands

**Vocabulary:** stop, do not touch, don't talk, don't run, don't eat or drink, do not smoke, don't walk, don't turn left, don't turn right, and no parking.

**Main Skill:** Speaking

**Materials:**

- Signs: These are real signs grouped in a bag with the name "Signs"
- Tape: It is a white tape.

**Total time:** 20 min. approx.

**Procedure:**

Steps	Interaction	Time	Materials
1. The teacher presents the signs, one by one, and he asks students to say the meaning and to perform the corresponding mimic.	T↔Ss	4 min	Signs



2. Once they have remembered the meaning of the signs, the teacher and the students interact about the places (included the school) where they have seen them.	T↔Ss	4 min	
3. The teacher divides the class in groups of three, and each group chooses a leader.	T→Ss Ss↔Ss	1 min	
4. The teacher gives each group a sign. He asks to go out the classroom and find a correct place to stick the given sign.	Ss↔Ss	6 min	Signs Tape
5. When the group has finished, the leader must show to the teacher where the sign was placed.	T↔Ss	3 min	Signs
6. At the end of the activity, the teacher gives some feedback if he saw mistakes.	T→Ss	2 min	
<b>Extension Activity:</b> Students can draw in their notebooks a sign that they can place in their houses.	SS		Students' notebook



### Topic 4: Town

**Title:** My neighborhood map

**Aim:** To find out the location of the buildings

**Grammar Structure:** N.A.

**Vocabulary:** post office, police station, fire station, hospital, library, school, my house.

**Main Skill:** Listening

**Materials:**

- My neighborhood map worksheet: Third Grade Folder: Section # 5: Worksheet
- Teacher’s neighborhood map: It is a big map which is laminated.

**Total time:** 20 min. approx.

**Procedure:**

Steps	Interaction	Time	Materials
1. The teacher gives each student a map and explains that they have to arrive at a specific place by listening and following instructions (Appendix # 27).	T→Ss	3 min	My neighborhood map worksheet



<p>2. The teacher selects four places from de map and starts giving directions in order to get students move from one place to another.</p> <p>For example: Directions to move from my house to police station.</p> <ul style="list-style-type: none"> <li>- Walk up until the corner.</li> <li>- Turn left.</li> <li>- Walk a few steps.</li> <li>- “You find the place” Make a cross next to it.</li> </ul>	<p>T↔Ss</p>	<p>8 min</p>	<p>My neighborhood map worksheet</p>
<p>3. The teacher checks the students’ worksheet and gives them the appropriate feedback to correct mistakes.</p>	<p>T↔Ss</p>	<p>5 min</p>	<p>My neighborhood map worksheet (completed)</p>
<p>4. The teacher takes out his map and chooses two volunteers to perform step three by themselves.</p> <ul style="list-style-type: none"> <li>- Student A gives the directions.</li> <li>- Student B follows them.</li> </ul> <p>Note: This process can be repeated with three more pairs.</p>	<p>T↔Ss</p>	<p>4 min</p>	<p>Teacher’s neighborhood map.</p>



<b>Extension Activity:</b> The teacher can use his map and repeats step three but this time no one is going to touch the map. There answers are going to be orally.	T↔Ss		Teacher's neighborhood map.
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**Title:** Knowing my town

**Aim:** To identify different places of a town through descriptions.

**Grammar Structure:** There is, Is there a...?, Yes, there is / No, there isn't,

**Vocabulary:** bookstore, bus stop, computer store, gas station, movie theater, post office, restaurant, supermarket, train station.

**Main Skill:** Listening / Speaking

**Materials:**

- Places flashcards: Third Grade Folder: Section # 6: Flashcards

**Total time:** 20 min. approx.

**Procedure:**

Steps	Interaction	Time	Materials
1. The teacher introduces the vocabulary about places through flashcards to get students remember and familiarize with this vocabulary.	T↔Ss	4 min	Places flashcards
2. The teacher places the flashcards on the floor and gets everyone to sit around them in a circle.		2 min	





<p>3. He performs the activity in this way:</p> <ul style="list-style-type: none"> <li>- He describes some characteristics about a place by using the pattern “In my town there is a place where I ...”</li> </ul> <p>For example:</p> <p>Teacher: In my town there is a place where I can get a book.</p> <p>Student: A library.</p> <ul style="list-style-type: none"> <li>- The student that recognizes the described place, runs toward the flashcard, picks it up, and sticks it on the board.</li> </ul> <p>Note: This process is repeated until all the flashcards have been guessed.</p>	<p>T↔Ss</p>	<p>10 min</p>
<p>4. The teacher interacts with the students by pointing out a certain place and asking for own information.</p> <p>For example:</p> <p>Teacher: “Is there a <u>bank</u> in your neighborhood?”</p> <p>Student: Yes, there is / No, there isn't</p>	<p>T↔Ss</p>	<p>4 min</p>



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<b>Extension Activity:</b> The students write five sentences about the places that there are in their neighborhood.	SS		
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**Title:** Like a snake

**Aim:** To determine a place of the town by listening to a description.

**Grammar Structure:** Where are we going?

**Vocabulary:** school, hospital, police station, fire station, bank, library, supermarket, restaurant.

**Main Skill:** Listening/Speaking

**Materials:**

- Posters of places: These are eight posters rolled up together.

**Total time:** 20 min. approx.

**Procedure:**

Steps	Interaction	Time	Materials
For this activity the teacher needs a big space where the students can run and make noise. The teacher hangs the posters in different places. The students line up behind the teacher.		3 min	Posters of places



<p>1. To carry out this game, the students will answer, taking turns, to the teacher's request and run to the mention place moving like a snake.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>- Teacher: I need to buy a book. Where are we going?</li> <li>- Student: To the bookstore!</li> <li>- Teacher: Let's go</li> </ul> <p>Note: This process is repeated with all the students giving them the opportunity to speak. If necessary, the places can be repeated using a different description each time. For example:</p> <ul style="list-style-type: none"> <li>- Teacher: I love reading. Where are we going?</li> <li>- Student: To the bookstore!</li> <li>- Teacher: Let's go</li> </ul>	<p>T↔Ss</p>	<p>17 min</p>	<p>Posters of places</p>
<p><b>Extension Activity:</b> The students describe the posters with the help of the teacher. They classify and write in their notebooks the places of the town and their elements by looking at the posters.</p>	<p>T↔Ss</p> <p>SS</p>		<p>Posters of places</p>





### 1.2.4 Fourth Grade Activities:

#### Topic 1: Daily Activities

**Title:** Mr. Bean's daily routine

**Aim:** To describe their daily routines.

**Grammar Structure:** present tense

**Vocabulary:** wake up, get up, make the bed, shave, do exercises, get dressed, brush his teeth,

**Main Skill:** Speaking

**Materials:**

- Video: Fourth Grade Folder: Video #1: Mr. Bean - Getting up late for the dentist
- Projector: Institutional resource
- Board: Institutional resource
- Whiteboard marker: Teacher's resource
- Students' notebooks
- Students' pencils
- Students' colored pencils



**Total time:** 20 min. approx.

**Procedure:**

Steps	Interaction	Time	Material
1. The teacher plays the video and asks students to watch it carefully (Appendix # 44).	T→Ss	8 min	Video Projector
The teacher draws on the board two charts. One has the title Mr. Bean's daily routine and another one with the title "Your daily routine."		1 min	Board Whiteboard marker
2. With the teacher's help, the students make a brainstorm activity about the daily actions that they watched on the video. The teacher writes their ideas on Mr. Bean's chart.  Note: If the daily actions are described in disorder, the teacher elicits them to reorder them.	T↔Ss	3 min	
3. Now, the students work in pairs. They talk about their daily routines trying to find coincidences.	Ss↔Ss	5 min	



4. The teacher and students complete the second chart by getting general daily routines from the students.	T↔Ss	3 min	
<b>Extension Activity:</b> Students write and draw their daily activities in their notebooks.	SS		Students' notebook Students' pencils Students' colored pencils





**Title:** Organizing daily activities

**Aim:** To order a daily routine by listening to a description.

**Structure:** Simple Present

**Vocabulary:** wake up, wash my face, take a shower, eat breakfast, get dressed, brush my teeth, play soccer, play video games, do my homework, feed the cat, watch TV.

**Main Skill:** Listening

**Materials:**

- Daily Activities adhesive cards: Fourth Grade Folder: Section # 1: Cards
- Clothing hanger: Two decorated hangers with a cloth ribbon in the middle.
- Daily Activities: Teacher’s description: Fourth Grade Folder: Section # 1: My daily routine
- My Daily Activity: Cardboard: Fourth Grade Folder: Section #1: My daily activity

**Total time:** 20 min approx.

**Procedure:**

Steps	Interaction	Time	Material
The teacher sticks the daily activities cards randomly on the board.		1 min	



			Daily Activities adhesive cards Clothing hanger
1. The teacher reviews the vocabulary about daily activities. He shows a card and asks to make a mimic about the action that it represents. He gives feedback to correct mistakes.	T↔Ss	4 min	
2. Students are divided in two groups and receive a set of cards.		1 min	
3. To carry out this activity, it is necessary to follow these steps: <ul style="list-style-type: none"> <li>- The teacher reads the daily routine description (Appendix # 28).</li> <li>- The students listen to this description carefully.</li> <li>- They choose the cards according to the description and stick them in the mentioned order on the clothing hanger.</li> </ul> <p>Note: The teacher makes pauses if students are having trouble in finding the card.</p>	T↔Ss	10 min	Daily Activities adhesive cards Clothing hanger Daily Activities: Teacher's description



<p>4. When they have completed the task, the teacher hangs the two clothing hangers in front of the class and compares them with the description.</p> <p>Note: The group, who has made a minimum of mistakes, will have an extra point.</p>	<p>T↔Ss</p>	<p>4 min</p>	<p>Clothing hanger (completed)</p>
<p><b>Extension Activity:</b> Students make a card with one of their daily activities that was not used in the previous activity (Appendix # 29).</p>	<p>SS</p>		<p>My Daily Activity:  Cardboard  Colored pencils  Pencils</p>



**Title:** Let's play in the forest!

**Aim:** To interact with the language through playground games.

**Grammar Structure:** Present Progressive Tense

**Vocabulary:** I am waking up, I am getting a bath, I am getting dressed, I am putting on my shoes, I am combing my hair.

**Main Skill:** Listening

**Materials:**

- Song: Fourth Grade CD: Track #1: Let's play in the forest!
- A wolf ears costume: It is a diadem with wolf ears.
- Daily Routine Flashcards: Fourth Grade Folder: Section #2: Flashcards

**Total time:** 20 min. approx.

**Procedure:**

Steps	Interaction	Time	Materials
For this activity, the teacher needs an open space.			



<p>1. The teacher previously reviews the vocabulary to be used in the game by showing to the students the flashcards and making them pronounce and mime the daily activity words.</p>	<p>T↔Ss</p>	<p>4 min</p>	<p>Daily Routine Flashcards.</p>
<p>2. The teacher asks for a volunteer to dress up like a wolf and to wait for instructions outside the circle. The rest of the students make a round holding their hands.</p>	<p>T→Ss</p>	<p>1 min</p>	<p>Wolf ears costume</p>
<p>3. The teacher plays the song and students follow this procedure (Appendix # 45):</p> <ul style="list-style-type: none"> <li>- All the students have to sing following the song and walking in a circle.</li> <li>- The student who is outside the circle sing the parts of the wolf aloud.</li> <li>- When all the sentences have been said by the wolf, students have to run before the wolf catches one of them.</li> </ul> <p>Note: If a student is caught by the wolf, he/she has to be the next wolf.</p>	<p>T↔Ss</p>	<p>15 min</p>	<p>CD song</p>



4. Step 3 could be repeated until the established time has finished and different students have played the role of wolf.	T↔Ss		
<b>Extension Activity:</b> The sentences of the song can be changed by students with their own ideas.	T↔Ss		CD song



## Topic 2: Occupations

**Title:** Where is the cat?

**Aim:** To practice vocabulary about occupations

**Grammar Structure:** N.A.

**Vocabulary:** firefighter, chef, police officer, farmer, nurse, mail carrier, clown, builder, magician, sailor.

**Main Skill:** Speaking

**Materials:**

- Professional hats: These hats are in a bag named "My professions hats"
- A cat: It is also in the bag.
- Rhyme cardboard: Fourth Grade Folder: Section # 3: Little cat...

**Total time:** 20 min. approx.

**Procedure:**

Steps	Interaction	Time	Materials
Students sit in a circle on the ground.		1 min	



<p>1. The teacher explains the meaning of the rhyme that will be used during this activity and make students repeat it. The rhyme is:</p> <p>“Little Cat, Little Cat, Are you under the (farmer’s) hat?”</p>	<p>T↔Ss</p>	<p>3 min</p>	<p>Rhyme cardboard</p>
<p>2. Once they have practiced the rhyme, students work in the activity in this way.</p> <ul style="list-style-type: none"> <li>- The teacher places the hats in the middle of the circle sticking previously the cat under an occupation hat</li> <li>- The teacher chooses a student.</li> <li>- This student says the rhyme completing it with an occupation hat.</li> <li>- He/she picks up the mentioned hat. If he/she finds the cat there, he/she gains a point.</li> </ul> <p>Note: The teacher must take care that students do not see where the cat is. This process is repeated until a student finds the cat and all the hats have been used.</p>	<p>T→Ss SS</p>	<p>16 min</p>	<p>Rhyme cardboard Professional hats. A cat.</p>





<p><b>Extension Activity:</b> The students can hold a hat and introduce by themselves using this sample: "Hello! My name is Juan. I am a farmer.</p> <p>Note: The teacher is free to use any grammar structure that students have learnt in class.</p>	<p>Ss↔Ss</p>		<p>Professional hats.</p>
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**Title:** Pocket Matching Game

**Aim:** To talk about places where people work.

**Grammar Structure:** Simple present tense (third person verbs; do/does)

**Vocabulary:**

- Occupations: firefighter, chef, waiter, police officer, cashier, farmer, nurse, doctor, scientist, teacher, postman.
- Work places: fire station, restaurant, police station, bank, farm, hospital, laboratory, school, post office.

**Main Skill:** Speaking

**Materials:**

- Professional half cards: These cards are going to be in a bag named “Half Cards.”
- Places Pocket Matching Postcard: This has many pockets and it is made with gray foamy. It has the name of “Pocket Matching.”

**Total time:** 11 min. approx.

**Procedure:**

Steps	Interaction	Time	Materials
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<p>1. The teacher randomly gives each student a half card.</p>		<p>1 min</p>	<p>Professional half cards.</p>
<p>2. Then the activity is performed in the next order:</p> <ul style="list-style-type: none"> <li>- The teacher chooses a student.</li> <li>- The student describes the profession card that he/she has by saying the following pattern: "I have a part of a nurse. Who has the another one?"</li> <li>- The student who has the another part says: "I have the nurse, too."</li> </ul> <p>Note: If a student has trouble with describing the card, the teacher makes him/her repeats after him</p> <ul style="list-style-type: none"> <li>- Then, both students approach to the Matching Postcard and describe their professional cards and the place where it works. For example: "It is a nurse. She works at a hospital."</li> <li>- Then they put their parts in the corresponding pocket.</li> </ul> <p>Note: If there are mistakes, the teacher gives the appropriate feedback.</p>	<p>T→Ss Ss↔Ss</p>	<p>10 min</p>	<p>Professional half cards. Places Pocket Matching Postcard.</p>



<p>3. Steps 2 is repeated until all the pockets are full.</p>			
<p><b>Extension Activity:</b> The teacher takes out the professional halves cards from the pocket and hides the matching postcard. Then, he asks individually the next questions:</p> <ul style="list-style-type: none"> <li>- Do you remember, who he/she is?</li> <li>- Where does she/he work?</li> </ul>	<p>T↔Ss</p>		<p>Professional half cards.</p>



**Title:** My Matching Book

**Aim:** To identify the profession through characteristics.

**Grammar Structure:** N.A.

**Vocabulary:**

- Occupations: firefighter, chef, waiter, police officer, cashier, farmer, nurse, doctor, scientist, teacher, postman.
- Work places: fire station, restaurant, police station, bank, farm, hospital, laboratory, school, post office.

**Main Skill:** Listening

**Materials:**

- My Matching Book (students): In a bag there are 25 copies of the book for each student.
- Students' notebooks
- Students' colored pencils
- Students' pencils.

**Total time:** 15 min. approx.

**Procedure:**



Steps	Interaction	Time	Materials
The teacher gives each student a book.		1 min	My Matching Book (students)
1. The teacher chooses a page from the book and reads the description on it.	T→Ss	14 min	
2. The students listen to the description and look for it in the book.	SS		
3. The students match the description to another part to complete and discover the profession that the teacher described.			
4. Once students have finished the task, they have to raise their hands to make the teacher check their work.	T↔Ss		
5. Steps 1-4 are repeated until all the professions have been mentioned.			
<b>Extension Activity:</b> In their notebooks, students draw four professions that they like the most and write down the drawing a short description.	SS		Students' notebooks  Students' colored pencils  Students' pencils



### Topic 3: Food

**Title:** My delicious menu.

**Aim:** To ask for food through role plays.

**Grammar Structure:** I like / I do not like/; any/some.

**Vocabulary:** Cheeseburgers, French fries, Chicken fingers, Mustard, Honey, BBQ sauce, chips, fish, pickles, spaghetti, cheese, hamburger, ketchup, tomato, salad, sandwich, ice cream, lemonade, soup, fruit, muffin, pizza, eggs, pancake, milk, apple juice, corn, etc.

**Main Skill:** Speaking

**Materials:**

- Five menus copies: Fourth Grade Folder: Section #4: Menus
- Whiteboard marker: Institutional resource.
- Board: Institutional resource.

**Total time:** 25 min. approx.

**Procedure:**



Steps	Interaction	Time	Materials
1. The teacher makes a brainstorm activity about the food vocabulary in this way: - He writes a word on the board and asks a student to draw it.	T↔Ss	2 min	A whiteboard marker.  A board
2. The teacher divides the class in four groups, and gives each group a menu.	T→Ss	1 min	Five menus copies
3. Each group reads and circles as many words as they recognize about food vocabulary.	T↔Ss	4 min	
4. Once they have finished to circle, each group prepares a role play by assigning a waiter/waitress character to one student and a customer character for each one of the rest of the classmates. Two models dialogue are presented to perform the role play:  DIALOGUE A - A: Can I help you? - B: Yes. Can I have a hamburger, please?	Ss↔Ss	18 min	





<ul style="list-style-type: none"> <li>- A: Here you are.</li> <li>- B: Thank you.</li> </ul> <p>DIALOGUE B:</p> <ul style="list-style-type: none"> <li>- B: Can I help you?</li> <li>- A: Yes. Can I have a glass of orange juice, please?</li> <li>- B. Sorry, I do not have any orange juice.</li> <li>- A: OK!</li> </ul>			
<p>5. Once they have practiced their role plays, the teacher asks them to act in front of the class.</p>			
<p><b>Extension Activity:</b> Students prepare their own menus with their favorite foods in their notebooks.</p>	<p>SS</p>		<p>Notebooks Colored pencils Pencils</p>



**Title:** Fruit and Vegetables

**Aim:** To classify food items according to their types and colors.

**Grammar Structure:** N.A.

**Vocabulary:**

- FRUIT; apple, orange, banana, watermelon, strawberry, pineapple, peach, pear, grapes, lemon, melon, tangerine, blueberry, cherries.
- VEGETABLES; tomato, green pepper, onions, carrots, lettuce, cabbage, cucumber, beans, eggplant, broccoli, yellow pepper.

**Main Skill:** Listening/Speaking

**Materials:**

- Rainbow: It is a painted rainbow on a blue cloth.
- Adhesive fruit and vegetables: These are made with foamy and they are in a box called “Fruit and Vegetables”
- Fruit & Vegetables worksheet: Fourth Grade Folder: Section # 5: Worksheet

**Total time:** 25 min. approx.

**Procedure:**



Steps	Interaction	Time	Materials
<p>The teacher hangs the rainbow on the board, and he puts the fruit and vegetables in a box.</p>			<p>Rainbow</p>
<p>1. The teacher follows the next procedure:</p> <ul style="list-style-type: none"> <li>- He chooses a student to stand up in front of the box.</li> <li>- The student listens to the instruction and performs it. An example of the instruction can be: “Please, choose a <u>yellow fruit</u> and stick it on the corresponding color of the rainbow.”</li> </ul> <p>Note: This process is repeated until all the items have been glued on the rainbow.</p>	<p>T↔Ss</p>	<p>23 min</p>	<p>Rainbow Adhesive fruit and vegetables</p>
<p>2. Now that the rainbow is completed, the teacher interacts with students by asking, for example, the number of items that they see on the rainbow; or, the number of fruit or vegetables in each color.</p> <p>Note: The teacher is free to make students answer in groups or individually.</p>	<p>T↔Ss</p>	<p>2 min</p>	<p>Rainbow (completed)</p>



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<b>Extension Activity:</b> Students make drawings in the corresponding baskets by classifying fruit from vegetables (Appendix # 30).	SS		Fruit& Vegetables worksheet
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**Title:** A pizza or a sandwich?

**Aim:** To reinforce vocabulary about food.

**Grammar Structure:** Do you like ...? Yes, I do / No, I don't

**Vocabulary:**

- pizza: sauce, tomato, cheeses, green peppers, onions, mushrooms, sausage, pepperoni.
- sandwich: bread, ham, pickles, lettuce, tomatoes, mustard, ketchup.

**Main Skill:** Speaking

**Materials:**

- Pizza and sandwich flashcards: Fourth Grade Folder: Section # 6: Flashcards
- Pizza and sandwich: These are made with foamy and they have a part in which ingredients can be stuck.
- Adhesive ingredients: These ingredients are made with foamy and they are in a bag named "Ingredients"

**Total time:** 20 min. approx.

**Procedure:**



Steps	Interaction	Time	Materials
1. The teacher presents one by one the ingredients to help students remember their meanings and practice their pronunciation.	T↔Ss	4 min	Adhesive ingredients
2. Now, he sticks the pizza and sandwich flashcards to interact with the students and know how many of them prefer pizza and how many prefer a sandwich.	T↔Ss	3 min	Pizza and sandwich flashcards.
The teacher forms four groups (two groups to prepare a pizza and two groups to prepare a sandwich). Each group receives the corresponding mold and a set of ingredients.		1 min	
3. Each group has to prepare their food by sticking the adhesive ingredients in the order that they prefer.	Ss↔Ss	8 min	Pizza and sandwich big molds. Adhesive ingredients.
4. When the groups have finished their task, they have to expose what is their food and what are the ingredients they selected to prepare it.	Ss↔Ss	4 min	Pizza and sandwich (completed)



<p><b>Extension Activity:</b> The teacher asks to work in the same groups. Each group has to select two ingredients and invent a different meal. When they have created it, each group exposes its meal.</p>	<p>Ss↔Ss</p>		<p>Two adhesive ingredients</p>
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### Topic 4: Weather

**Title:** Weather calendar

**Aim:** To familiarize types of climate with the picture signs.

**Grammar Structure:** How is the weather on ...? It's ...

**Vocabulary:** sunny, mostly cloudy, partly cloudy, cloudy, rainy, snowy.

**Main Skill:** Speaking

**Materials:**

- Seattle weather calendar report: Fourth Grade Folder: Section #7: Weather report
- Weather Calendar Worksheet: Fourth Grade Folder: Section #7: Weather Calendar

**Total time:** 25 min. approx.

**Procedure:**

Steps	Interaction	Time	Materials
The teacher divides the class in pairs and gives each pair a weather calendar report (Appendix # 31).		1 min	Seattle weather calendar report





<p>1. The teacher reinforces the meaning of the weather vocabulary that is presented in the worksheet by asking individually for the weather in a specific day. For example:</p> <ul style="list-style-type: none"> <li>- Teacher: How is the weather on August 9<sup>th</sup>?</li> <li>- Student: It's cloudy.</li> </ul> <p>Note: This step is repeated four times with different students.</p>	<p>T↔Ss</p>	<p>5 min</p>	
<p>2. Now, each pair follows the dialogue explained in step 3 to ask about the climate in Seattle.</p> <p>Note: The teacher monitors the development of the activity trying to give appropriate feedback.</p>	<p>Ss↔Ss</p>	<p>8 min</p>	
<p>Then the teacher gives each student a calendar worksheet to work individually (Appendix # 32).</p>		<p>1 min</p>	<p>A weather calendar worksheet</p>
<p>3. In this worksheet students have to complete their own calendar by drawing and naming a specific weather for each day.</p>	<p>SS</p>	<p>10 min</p>	



<b>Extension Activity:</b> Students expose their works in front of the class.	SS		weather calendar worksheet (completed)
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**Title:** A stormy weather story

**Aim:** to describe a story using weather vocabulary

**Grammar Structure:** How was the weather in the story?

**Vocabulary:** sunny, cloudy, rainy, stormy, and windy.

**Main Skill:** Listening / Speaking

**Materials:**

- Video: Fourth Grade Videos DVD: Video # 2: Stormy Weather
- Projector: Institutional resource
- Graphic organizer story: It is a printed graphic organizer with the shape as a film.
- Story flashcards: They are in a bag with the name "Stormy Story Flashcards"
- "My Favorite Weather worksheet: Fourth Grade Folder: Section # 8: Worksheet

**Total time:** 25 min. approx.

**Procedure:**



Steps	Interaction	Time	Materials
1. The teacher plays the video story (Appendix # 46).	T→Ss	9 min	“Stormy Weather” video Projector
For the next activity, the teacher sticks the graphic organizer on the left side of the board. Also, he randomly sticks the story flashcards on the right side.			
2. The teacher follows the next procedure: <ul style="list-style-type: none"> <li>- He asks for a volunteer to answer questions like: What happened <u>at the beginning</u> of the story?</li> <li>- The student answers the question and sticks the corresponding flashcard in the correct square.</li> </ul> Note: This process is repeated with different students and different questions trying to complete the sequence of the story.	T↔Ss	8 min	Graphic organizer story Story flashcards.



3. Then the teacher interacts with students about the message from the story and their favorite weathers.	T↔Ss	2 min	
4. The teacher gives each student a worksheet to make them draw and write their favorite weather (Appendix # 33).	SS	6 min	“My Favorite Weather” worksheet
<b>Extension Activity:</b> The teacher classifies students’ worksheets by counting how many people prefer a specific type of weather.	T↔Ss		“My Favorite Weather” worksheet (completed)



**Title:** What's the weather like?

**Aim:** To identify types of weather and temperatures.

**Grammar Structure:** What's the weather like? It's...

**Vocabulary:**

- Weather: sunny, cloudy, partly cloudy, stormy, windy, snowy, rainy.
- Temperature: burning hot, hot, warm, cool, cold, freezing cold.

**Main Skill:** Listening

**Materials:**

- Weather chart: It has seven weather flashcards, and it is named "What's the weather like?"
- Thermometer: It is stuck on the weather chart.
- Two decorated tweezers.
- Teacher's weather description: Fourth Grade Folder: Section #9: Weather description.

**Total time:** 20 min. approx.

**Procedure:**



Steps	Interaction	Time	Materials
The teacher hangs the weather chart on the board.		1 min	A weather chart.
2. The teacher reinforces vocabulary about temperature by making mimics and waiting for students' answers.	T↔Ss	3 min	Teacher's Weather Description
<p>3. The teacher introduces the question "What 's the weather like?" in this way:</p> <ul style="list-style-type: none"> <li>- Teacher: Look out the window. What's the weather like?</li> <li>- The class: Today, it's <u>sunny!</u> (teacher places the tweezers in the sunny flashcard)</li> <li>- Teacher: How is the temperature today?</li> <li>- The class: It's <u>hot!</u> (teacher places the tweezers in the hot option)</li> </ul> <p>Note: This process has to be done by the teacher to give students the idea about the next activity.</p>	T↔Ss	3 min	



<p>4. For this activity the teacher takes out the teacher’s weather description and follows the next steps:</p> <ul style="list-style-type: none"> <li>- The teacher asks for a volunteer to stand in front of the chart.</li> <li>- The teacher reads one description.</li> <li>- The student listens to the weather description carefully and places the tweezers in the corresponding options.</li> </ul> <p>Note: Step three is performed by following the example explained in step two.</p>	<p>T↔Ss</p>	<p>13 min</p>	
<p>Step three is repeated until all the descriptions have been read by the teacher. The teacher can prepare more descriptions to make all the students participate.</p>			
<p><b>Extension Activity:</b> The students draw on their notebooks three cities from Ecuador with their corresponding weather and temperature.</p>	<p>SS</p>		<p>Student’s notebook</p>





**NOTE:** The delivery of the created/compiled materials cannot be described due to the fact that the institutional schedule interfered with it. For this reason, materials will be delivered on September 26<sup>th</sup>, 2016, according to appendix # 48 indicates.



## CONCLUSIONS AND RECOMMENDATIONS

It is important to establish main conclusions and recommendations that this research has provided. One of these conclusions makes emphasis on the importance of exposing children to a foreign language in early ages, as it could be noted in the literature review section.

Furthermore, the classification of Piaget's language development stages brings a strong contribution at the moment of teaching because teachers realize what students are able to do. This should guide the teacher to select appropriate activities, according to his students' ages and language development. For this reason, it is necessary that teachers bear in mind Piaget's stages in order to apply activities that evoke students' motivation while they perform them.

In addition, to achieve effective communicative competence, teachers need to comprehend that the main goal of teaching a language is not only based on the grammar development, but also on the appropriate language use for different real-life situations. In that regard, there are professionals who believe that knowing grammar is the main purpose. However, it does not guarantee that they have a clear development of the language.

In relation to the speaking and listening skills, it shall be noted that an effective listening evokes a coherent response; and, an effective speaking can be seen when people are able to identify what he has to say and how it can be said. Therefore, an appropriate choice of a variety of activities focused on these skills is a meaningful recommendation to take into account to facilitate their development.

Finally, it should be noted that the whole teaching/learning process should be driven by the students' needs; under that circumstance, no single strategy of



techniques should be seen as an unequivocal prescription. Therefore, teachers have to make an effort to identify their students' interests and needs, with the aim of developing an eclectic method that, while incorporating proven and researched principles, adjusts itself to the specific context and serves students in the best possible way.



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## APPENDICES

### Appendix # 1: Interview Transcription

#### 1) QUESTIONNAIRE:

1. In the last years, Ecuadorian education has gone through important curricular changes regarding English teaching. Can you mention some of the pro and cons that these changes have brought?

Ecuadorian Education has gone through important curricular changes, but I think for good because finally the authorities of Education have understood that English needs to be taught in the schools very early and also in the pre-primary school or kindergarten. They teach in the way of clubs, and this is exactly the way English must be taught because formal education in English at early ages is not convenient. I think that children are very social and it needs to be taken as an advantage because while being social they are not afraid of talking and English Language Learning can be taken as an advantage because of the social qualities of the kids.

2. How important do you think children's early exposure to English is?

As I said, now, children are exposed in the very earlier ages. According to Chomsky in the Critical Period Hypothesis, he says that children need to be exposed in the language from year one to year five. This is the period in which human beings can learn up to four, five languages without problem because our brain doesn't think logically. There's not answer why this happens in our brain because research has not gone through that yet, but it happens. There are many situations in which children have been exposed to one, two, three languages and they respond to each language separately with no problem with identification of each language and without any confusion at all.



3. According to your experience, how relevant do you consider Critical Period Hypothesis to be when learning/acquiring a foreign language?

Well, yeah! Chomsky talks about Critical Period Hypothesis, but I really don't have any experience on experimenting this in children. I really don't have any experience! I just have heard that this happens, and if it is a proven theory, it must happen.

4. Do you think Piaget's theory has contributed to the English learning/teaching processes? Can you provide some specific examples?

Well, Piaget talks about the Cognitive Development Theory. He talks about four stages. He, of course, divides the human brain being able to do things at a certain age. For example, children at the age ten do things that children at the age four are not able to do. So, each stage develops differently.

5. Based on your professional experience, how important the development of the listening skill in children is? What are the main aspects to consider while developing this skill?

Listening is one thing, and being able to understand what they listen is something different. So I always talk about comprehensible listening. If the children understand what they listen to or what they hear is different from just listening for the seek of listening. I think I would recommend any teacher that is developing listening in a class to work on comprehensible listening.

About the main aspects to consider while developing this skill, students should understand what they listen, so it is very important to connect ideas and concepts to sentences or words. This is the one of the things that the children must know, and the teachers need to facilitate this connection to the children. Another thing is that the children need to listen to the right pronunciation and



intonation of the word because if the children listen to a very close pronunciation, I mean, standard pronunciation or very proper pronunciation, then the students will develop this pronunciation because children get the musicality, the sound of the language very well. They are very very capable of pronouncing sounds very clearly, so, that is another important thing that teachers must work on.

6. According to your experience, what are the appropriate techniques to develop the listening skill?

The appropriate techniques of listening when the students are listening, especially in children, is listen and do, listen and perform, listen and draw, listen and write, listen and cross out words, listen and paste, listen and identify, in other words, *listen and do something* because this is the way the teacher would identify immediately if the students understand what they are listening to.

7. How important developing speaking skill in children is? What are the main aspects to consider while developing the speaking skill in a classroom?

Well, I think that one of the important elements that everybody or every teacher who is involved in the teaching process or in a second language acquisition with students needs to take into account the language is for communication. Language is not for memorization. Language is not for repetition, and mechanically such a form or such a structure. When you are learning a language, it is for communication. It is one of the primacies that anybody needs to keep in mind.

The main aspects to consider while developing the speaking skill in a classroom are: I think number one is just leave the students talk. Remember that students will always make mistakes. This is part of the language learning process. We have to keep in mind the interlanguage, language that is not correct,



sentences that are not correct. We cannot ask to our students to speak the language perfect from the very beginning. English learning is a process, so the student will say for example, I have thirteen years. Just let the errors go! Don't push your students to make perfect sentences from the very beginning, and so remember interlanguage because it is part of the process. Errors and mistakes are part of the process. Number two, if you want your students to try out the language, you have to give them confidence. You have to say, "Well, It doesn't matter if you make mistakes. Just try to speak the language, try to communicate your ideas." Remember, the message is more important than the structure, so that is number two. Number three, teach in a way that goes progressively. If you don't want your students to make too many mistakes at the end, give them the right steps of the process. First, control the language that you are teaching or the functions that you are teaching. Then, put them in a freeway activity in which they can use the language and produce that part of the language. And then, have them practice this language in a communicative activity, but don't just stop your class or finish your class in a control activity and never have the students use that part of the language. You have to make them practice the language. So, there are so many aspects that you have to consider while developing the speaking skill in the classroom, but I think that these three that I have mentioned are like the most important that I would recommend.

8. What are the difficulties when developing the listening and speaking skills in an EFL classroom?

I think that some of the difficulties are: number one, that the students don't use the language because they didn't understand. That's a frustration. That is a very frustration, but if you don't want to be frustrated -you know, when I say "you",



I am referring to the students who are preparing to become teachers- if you don't want to be frustrated, then you have to mediate or facilitate the process. You have to make everything meaningful. You have to make the students understand. You have to approach the new knowledge, but with a lot of activities -mediation-. You have to make them everything comprehensible for them, so once they have understood, they can use this part of the language and practice this part of the language. I think that students are afraid of participating in the class because they don't understand, they don't have confidence in what they have learnt. I think that they become confident when they have practiced a lot, when they have used that part of the language for their own communication, so they can express their own ideas, their own things. This is the only way they become confident, so, make them be confident. This is the main difficulty. I mean, there are other difficulties like for example, the teachers stressing out, "don't make mistakes, don't make the error," or also all the time just trying to correct all the mistakes and not letting the students become free and able to express their own think.

9. The Communicative Language Teaching has acquired a great deal of importance in current language education models. What is your opinion about this method and the techniques it involves?

I think the Communicative Language Teaching is opened and it revolutions the traditional methodology of English Language Teaching in the previous years, but I think that also there are more innovative methods. I am very happy that Communicative Language Teaching has evolved, and it's not only focusing on communication now we have other methods based on intelligences, based on language learning styles, and it is more focused on how the individuals have become more conscious of their own learning. So communicative Language



Teaching I think was good for maybe 20 years ago, but now there are many other methodological ideas and theories that have become new trends nowadays.

What is your opinion about the method and the techniques it involves? I think Communicative Language Teaching had been my favorite because I started the Communicative Language Teaching, and I was one of the supporters of this, but my opinion now is that it only focuses on communication, leaving aside the linguistic part, so that was one of the drawbacks of the Communicative Language Teaching. When teachers realized this part, we had to modify a little bit the CLT, and we didn't only talk about functions or methodology based on functions, but also we started to talk about how we can teach grammar in a communicative way because we couldn't neglect the grammar at all. We had to teach some grammar to the students in order to structure somehow the language. This is my opinion about the method. When it first appeared, it was something innovated, but when we started to teach with the Communicative Language Teaching, we realized that we need it to teach a little grammar, too, so teachers at that time we had to modify a little bit the Communicative Language Teaching in order to make it practical and useful for the processes.

10. The use of Authentic Materials is one of the techniques that Communicative Language Teaching emphasizes. The use of realia also belongs to the features of this method. What is your opinion about them? What are the benefits and the obstacles of employing them in the EFL classroom?

The first part, the use of authentic materials. The Communicative Language Teaching in the first place, as it is observed for language purpose, I mean for communicative purposes, it used the Authentic Material because the traditional methodology it was really based on dialogues, and dialogues were



structured. Most of these structured dialogues were not very useful because they contained some vocabulary and structures that were not very practical for communication, so the Communicative Language Teaching started to use Authentic Material because, well maybe, the authenticity of the material was closer to communication or to everyday language. For example, if I would use maybe the sign like “one way” or if I ask somebody, “Is this street one way?” then this phrase or this sign “one way” would make me able to use something that I would use in a daily interaction, or in an everyday communication. In other words, it was more authentic and it was not artificial like a dialogue will be.

The use of realia also belongs to the features of this method: now, my opinion about realia, at that time, of course, it was something new but nowadays realia is kind of obvious. I mean, in my opinion, it is very obvious. If I want my class to be interesting instead of just writing or drawing a pot of sugar, I will bring some sugar into my classroom to make it more interesting, but of course, that was for long time ago. Nowadays teaching is focusing more on intelligences, on learning styles, and also having the student being more conscious of their own learning, so instead of me, doing things I could ask my students to do things. It is not teachers' focus, now learning needs to be student's focus what students can do for their own development or language development, so it is kind of now the methodology has just turned the other way it is not focused on the teachers, turned on the student, how the students is the witness of his own learning.

About the benefits and obstacles of employing them in the EFL classroom, realia is always beneficial. I do not see any obstacle of employing it in the classroom, maybe the obstacle can be like how can you bring an animal into the classroom or how do you bring a part of the body to the classroom. Well,



sometimes if you are your own realia, just do not bring any more things because in your body you have lots of realia.





## Appendix # 2: School A Syllabi: First Grade

SCHOOL A	<b>ANUAL TEACHING PLAN</b>	Pages: 1 of 4
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### 1. GENERAL INFORMATION

<b>Target group:</b>	First E.G.B.
<b>Subject Area:</b>	Foreign Language
<b>Subject:</b>	English
<b>Year:</b>	First E.G.B.
<b>Classroom:</b>	"A"
<b>School Year:</b>	2015 – 2016
<b>Teacher:</b>	

### 2. GENERAL TIMING

Loading Weekly Timetable	Weeks of work	ASSESSMENT AND UNEXPECTED EVENTS	TOTAL WEEK CLASSES	TOTAL ANNUAL PERIODS
3 hours	36 weeks	4 weeks	40 weeks	108 periods

### 3. OBJECTIVES

English is unquestionably the world's *lingua franca* at present. Not only is much of our technological, scientific, academic, and social information written in English, but also learning and speaking more than one foreign language is essential in order to interact and communicate in today's globalized world.

Therefore, current education has the challenge of contributing toward the development of students' skills (a) to live together in their local communities, and (b) to take a more proactive role as world citizens.

Exit student's profile	Area profile	Educational objectives per area
<ul style="list-style-type: none"> <li>Understand the main points of clear, standard matters regularly encountered in work, school, leisure, etc.;</li> <li>Deal with most situations likely to arise while travelling in an area where the language is spoken;</li> <li>Produce simple, connected text on topics which are familiar or of personal interest;</li> <li>Describe experiences and events, dreams, hopes, and ambitions; briefly give reasons and explanations for opinions and plans;</li> <li>Understand, identify, and produce longer, more detailed <i>transactional</i> and <i>expository</i> texts, <i>procedural</i> descriptions, and <i>narratives</i> (e.g. business letters, media article, experiments, personal narratives, etc.) as well as short simple <b>persuasive</b> texts (e.g. movie review); and</li> <li>Be aware of and look out for signs of the most significant differences between the customs, usages, attitudes, values, and</li> <li>Beliefs prevalent both in the community concerned as well as in that of their own.</li> </ul>	<p>Focus on real-world contexts: Because students will ultimately have to use the language productively (through speaking and writing) and receptively (through listening and reading) outside the classroom, classroom tasks/activities must equip students with the necessary skills for communication in everyday contexts.</p> <p>Relationship of language forms (grammar, vocabulary, and pronunciation) and function (use): "Language techniques are designed to engage learners in the authentic, functional use of language for meaningful purposes" supported by knowledge of the language structures.</p>	<p>Have a very basic repertoire of words and phrases related to their <b>personal</b> and <b>Educational</b> background.</p> <p>Use basic expressions to impart and elicit factual information as well as socialize</p>



<b>SCHOOL A</b>	<b>ANUAL TEACHING PLAN</b>	Pages: 2 of 4
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**4. INTEGRATED CURRICULUM AXIS**

To ensure high-school graduates reach a minimum language proficiency level according to the Common European Framework of Reference CEFR, and build up learners' **communicative language competence** in its **linguistic**, **sociolinguistic**, and **pragmatic** components through the development of the four language skills: listening, speaking, reading, and writing.

**5. RELATION BETWEEN THE CURRICULUM COMPONENTS**

CURRICULUM BLOCK	LEARNING AXES	LEVEL ATTRIBUTES	CURRICULUM SPECIFICATIONS FOR TEACHING AND LEARNING		PERIODS
			METHODOLOGICAL STRATEGIES	RESOURCES	
<b>Review</b>	Review greetings Tell their names Identify colors and shapes Recognize numbers from 1 to 10	- To ask and answer for personal information <b>What is your name?</b> -To recognize colors and shapes by using the following pattern <b>What color is it? What is it?</b> - To name the numbers.	- Conversations. - Songs and chants. - Repetition and choral practice. -Questioning patterns. -Pair works activities. -Cooperative pair works. -Group work. -Feedback.	-Student Book, - Writing Book, - Student cards, - Marker, - Board, - CDS.	12
<b>My school My Body</b>	Identify the objects school. Introduce <b>this/these adjectives</b> Recognize the parts of the body. Identify the color of the parts of the body. Introduce numbers eleven and twelve	-To recognize the difference between <b>this/these</b> -To ask and answer questions with the grammar structure: <b>What's this? It's....</b> -To talk about <b>What color you can see?</b>	- Conversations. - Songs and chants. - Repetition and choral practice. -Questioning patterns. -Pair works activities. -Cooperative pair works. -Group work. -Feedback.	-Student Book, - Writing Book, - Student cards, - Marker, - Board, - CDS.	12
<b>Feelings A party</b>	Identify feelings. Reinforce family members. Introduce numbers: thirteen, fourteen, and fifteen. Recognize party vocabulary. Ask and answer about age. Describe where objects are.	- To talk about <b>How do your brother feel?</b> - To listen, paint and say about family using <b>this is...</b> -To count objects by looking in the environment using the grammar structure <b>How many...</b> -To describe objects that can find in a party. <b>It's...</b> -To talk about ages with the pattern <b>How old are you?</b> -To recognize prepositions of place: <b>in, on, under.</b>	- Conversations. - Songs and chants. - Repetition and choral practice. -Questioning patterns. -Pair works activities. -Cooperative pair works. -Group work. -Feedback.	-Student Book, - Writing Book, - Student cards, - Marker, - Board, - CDS.	12



SCHOOL A	ANUAL TEACHING PLAN	Pages: 3 of 4
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<b>The seasons My Town</b>	<p>Identify the seasons of the year and the clothes that are worn.</p> <p>Review numbers from one to fifteen.</p> <p>Recognize places in town.</p> <p>Review professions.</p> <p>Introduce numbers sixteen and seventeen.</p>	<p>-To describe clothing according to the season using the grammar structure <b>What do you wear in the ...?</b></p> <p>-To give information using the pattern <b>Where do you work?</b></p> <p>-To count and answer with the grammar structure <b>How many... are in the...? There is/there are ....</b></p>	<p>- Conversations.</p> <p>- Songs and chants.</p> <p>- Repetition and choral practice.</p> <p>-Questioning patterns.</p> <p>-Pair works activities.</p> <p>-Cooperative pair works.</p> <p>-Group work.</p> <p>-Feedback.</p>	<p>-Student Book,</p> <p>- Writing Book,</p> <p>- Student cards,</p> <p>- Marker, - Board,</p> <p>- CDS.</p>	12
<b>At the restaurant Actions</b>	<p>Talk about food.</p> <p>Ask about and expressing like / don't like.</p> <p>Listen and ask/answer simple questions.</p> <p>Introduce numbers from eighteen to twenty.</p>	<p>- To talk about themselves <b>likes and dislikes.</b></p> <p>- To listen and write about <b>food.</b></p> <p>-To choose and describe a picture while using the following pattern <b>What is she doing?</b></p> <p>Perform an action showing comprehension about actions while asking <b>show me your...</b></p>	<p>- Conversations.</p> <p>- Songs and chants.</p> <p>- Repetition and choral practice.</p> <p>-Questioning patterns.</p> <p>-Pair works activities.</p> <p>-Cooperative pair works.</p> <p>-Group work.</p> <p>-Feedback.</p>	<p>-Student Book,</p> <p>- Writing Book,</p> <p>- Student cards,</p> <p>- Marker, - Board,</p> <p>- CDS.</p>	12
<b>At the beach</b>	<p>Talk about actions</p> <p>Review family members and food.</p> <p>Review numbers from 1 to 20</p>	<p>- To identify actions in <b>present continuous tense.</b></p> <p>- To ask and answer questions with this grammar structure: <b>What are you doing? We are (walking).</b></p>	<p>- Conversations.</p> <p>- Songs and chants.</p> <p>- Repetition and choral practice.</p> <p>-Questioning patterns.</p> <p>-Pair works activities.</p> <p>-Cooperative pair works.</p> <p>-Group work.</p> <p>-Feedback.</p>	<p>-Student Book,</p> <p>- Writing Book,</p> <p>- Student cards,</p> <p>- Marker, - Board,</p> <p>- CDS.</p>	12

**6. LEARNING EVALUATION**  
**ESSENTIAL ASSESSMENT INDICATORS**

- Use a series of phrases and sentences linked onto a list to communicate in simple and routine tasks within the personal and educational domains.
- Use a series of phrases and sentences linked onto a list to communicate in simple and routine tasks within the public and vocational domains.
- Handle very short social exchanges within the public to keep a conversation going itself. Use some phrases and sentences to make a short dialogue with friends or relatives.-Understand and identify longer, more complex transactional and expository texts (e.g. formal letters, biographies)



<b>SCHOOL A</b>	<b>ANUAL TEACHING PLAN</b>	Pages: 4 of 4
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- Identify and understand longer more complex transactional expository and informational texts.
- Identify highest vocabulary which include a proportion of shared international vocabulary items (e.g. hamburger, restaurant, hospital).
- Produce longer, more complex detailed transactional and expository texts (e.g. emails imaginary biographies).
- Produce simple procedural and narrative texts with some detail and variety in sentence structure yet may contain some usage error.
- Perceive, memorize and note down words and expressions not previously encountered in the personal educational and public domains.
- Make use of clues such as stress and intonation to identify and understand relevant information in orally produced texts within the personal and educational domains.
- Make use of clues such as structurally relevant pauses, tone of voice, stress and intonation to understand relevant information.

**7. REFERENCES**

TEACHER	STUDENTS
<ul style="list-style-type: none"> <li>- Beep English Teacher's book Richmond, Reprinted by Richmond Publishing, Mexico D.F. 2014.</li> <li>- Beep English Writing book Richmond,</li> <li>- Beep Picture Cards Richmond,</li> <li>- Howard-Williams &amp; Herd Cynthia, WORD GAMES WITH ENGLISH, teacher's resource book, Macmillan Heinemann, 2000.</li> <li>- Various, MACMILLAN ENGLISH DICTIONARY, Bloomsbury Publishing 2003</li> </ul>	<ul style="list-style-type: none"> <li>• Beep English Student's book Richmond, Reprinted by Richmond Publishing, Mexico D.F. 2014</li> <li>• www.richmondelt.com</li> </ul>

**8. OBSERVATIONS**

DONE BY	VALIDATED	APROVED
<b>TEACHER</b> Prof.	<b>AREA DIRECTOR</b> Lcdo.	<b>VICE PRINCIPAL IN CHARGE</b> Abg.
<b>SIGNATURE:</b>	<b>SIGNATURE:</b>	<b>SIGNATURE:</b>
<b>DATE: 15- 09- 2015</b>	<b>DATE:</b>	<b>DATE:</b>



### Appendix # 3: School A Syllabi: Second Grade

<b>SCHOOL A</b>	<b>ANUAL TEACHING PLAN</b>	Pages: 1 of 4
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#### 1. GENERAL INFORMATION

**Target group:** Second E.G.B.  
**Subject Area:** Foreign Language  
**Subject:** English  
**Year:** Second E.G.B.  
**Classroom:** "A"  
**School Year:** 2015 – 2016  
**Teacher:**

#### 2. GENERAL TIMING

Loading Weekly Timetable	Weeks of work	ASSESSMENT AND UNEXPECTED EVENTS	TOTAL WEEK CLASSES	TOTAL ANNUAL PERIODS
3 hours	36 weeks	4 weeks	41 weeks	108 periods

#### 3. OBJECTIVES

English is unquestionably the world's *lingua franca* at present. Not only is much of our technological, scientific, academic, and social information written in English, but also learning and speaking more than one foreign language is essential in order to interact and communicate in today's globalized world.

Therefore, current education has the challenge of contributing toward the development of students' skills (a) to live together in their local communities, and (b) to take a more proactive role as world citizens.

Exit student's profile	Area profile	Educational objectives per area
<ul style="list-style-type: none"> <li>Understand the main points of clear, standard matters regularly encountered in work, school, leisure, etc.;</li> <li>Deal with most situations likely to arise while travelling in an area where the language is spoken;</li> <li>Produce simple, connected text on topics which are familiar or of personal interest;</li> <li>Describe experiences and events, dreams, hopes, and ambitions; briefly give reasons and explanations for opinions and plans;</li> <li>Understand, identify, and produce longer, more detailed <i>transactional</i> and <i>expository</i> texts, <i>procedural</i> descriptions, and <i>narratives</i> (e.g. business letters, media article, experiments, personal narratives, etc.) as well as short simple <b>persuasive</b> texts (e.g. movie review); and</li> <li>Be aware of and look out for signs of the most significant differences between the customs, usages, attitudes, values, and</li> <li>Beliefs prevalent both in the community concerned as well as in that of their own.</li> </ul>	<p>Focus on real-world contexts: Because students will ultimately have to use the language productively (through speaking and writing) and receptively (through listening and reading) outside the classroom, classroom tasks/activities must equip students with the necessary skills for communication in everyday contexts.</p> <p>Relationship of language forms (grammar, vocabulary, and pronunciation) and function (use): "Language techniques are designed to engage learners in the authentic, functional use of language for meaningful purposes" supported by knowledge of the language structures.</p>	<p>Have a very basic repertoire of words and phrases related to their <b>personal</b> and <b>Educational</b> background.</p> <p>Use basic expressions to impart and elicit factual information as well as socialize</p>



<b>SCHOOL A</b>	<b>ANUAL TEACHING PLAN</b>	Pages: 2 of 4
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**4. INTEGRATED CURRICULUM AXIS**

To ensure high-school graduates reach a minimum language proficiency level according to the Common European Framework of Reference CEFR, and build up learners’ **communicative language competence** in its **linguistic**, **sociolinguistic**, and **pragmatic** components through the development of the four language skills: listening, speaking, reading, and writing.

**5. RELATION BETWEEN THE CURRICULUM COMPONENTS**

CURRICULUM BLOCK	LEARNING AXES	LEVEL ATTRIBUTES	CURRICULUM SPECIFICATIONS FOR TEACHING AND LEARNING		PERIODS
			METHODOLOGICAL STRATEGIES	RESOURCES	
<b>At School</b>	Identify classroom objects.  Ask about things in the classroom.  Listen and respond with short answers about school supplies.	- To talk about classroom objects using <b>indefinite article</b> .  - To listen and repeat about <b>What’s this?</b> .  -To use <b>a</b> or <b>an</b> .	- Conversations. - Songs and chants. - Repetition and choral practice. -Questioning patterns. -Pair works activities. -Cooperative pair works. -Group work. -Feedback.	-Student Book, - Writing Book, - Student cards, - Marker, - Board, - CDS.	12
<b>My Family</b>	Identify each member of the family.  Talk about their family.  Listen and respond with short answers using to- be verb.	- To talk about themselves <b>families</b> .  - To listen and repeat about <b>members of the family</b> .  -To ask and answer about ages using to- be verb.	- Conversations. - Songs and chants. - Repetition and choral practice. -Questioning patterns. -Pair works activities. -Cooperative pair works. -Group work. -Feedback.	-Student Book, - Writing Book, - Student cards, - Marker, - Board, - CDS.	12
<b>My Toys</b>	Identify toys.  Ask about toys.  Know the structure color adjective +noun.	- To identify <b>vocabulary about toys</b> .  - To listen, paint and say about toys using the auxiliary do.  -To recognize the color adjective and use correctly with a noun.	- Conversations. - Songs and chants. - Repetition and choral practice. -Questioning patterns. -Pair works activities. -Cooperative pair works. -Group work. -Feedback.	-Student Book, - Writing Book, - Student cards, - Marker, - Board, - CDS.	12



<b>SCHOOL A</b>	<b>ANUAL TEACHING PLAN</b>	Pages: 3 of 4
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<b>In the house</b>	Identify the parts of the house.  Identify the furniture.  Know prepositions: in, on	-To describe and identify the parts of the house.  -To recognize furniture of the house.  - To use correctly the <b>prepositions in, on.</b>	- Conversations. - Songs and chants. - Repetition and choral practice. -Questioning patterns. -Pair works activities. -Cooperative pair works. -Group work. -Feedback.	-Student Book, - Writing Book, - Student cards, - Marker, - Board, - CDS.	12
<b>My favorite food</b>	Ask about and expressing like / don't like.  Talk about food.  Listen and ask/answer simple questions.	- To talk about themselves <b>likes and dislikes.</b>  - To listen and write about <b>food.</b>  -To choose a picture while listening to <b>words and phrases.</b>	- Conversations. - Songs and chants. - Repetition and choral practice. -Questioning patterns. -Pair works activities. -Cooperative pair works. -Group work. -Feedback.	-Student Book, - Writing Book, - Student cards, - Marker, - Board, - CDS.	12
<b>At the beach</b>	Ask about and expressing what can they see.  Talk about seaside.  Listen and ask/answer simple questions using feelings.	- To talk about what can they see.  - To listen and write about <b>seaside.</b>  -To choose a picture while listening to <b>feelings</b>	- Conversations. - Songs and chants. - Repetition and choral practice. -Questioning patterns. -Pair works activities. -Cooperative pair works. -Group work. -Feedback.	-Student Book, - Writing Book, - Student cards, - Marker, - Board, - CDS.	12

**6. LEARNING EVALUATION**

**ESSENTIAL ASSESSMENT INDICATORS**

- Use a series of phrases and sentences linked onto a list to communicate in simple and routine tasks within the personal and educational domains.
- Use a series of phrases and sentences linked onto a list to communicate in simple and routine tasks within the public and vocational domains.
- Handle very short social exchanges within the public to keep a conversation going itself. Use some phrases and sentences to make a short dialogue with friends or relatives.-Understand and identify longer, more complex transactional and expository texts (e.g. formal letters, biographies)
- Identify and understand longer more complex transactional expository and informational texts.
- Identify highest vocabulary which include a proportion of shared international vocabulary items (e.g. hamburger, restaurant, hospital).

<b>SCHOOL A</b>	<b>ANUAL TEACHING PLAN</b>	Pages: 4 of 4
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- Produce longer, more complex detailed transactional and expository texts (e.g. emails imaginary biographies).
- Produce simple procedural and narrative texts with some detail and variety in sentence structure yet may contain some usage error.
- Perceive, memorize and note down words and expressions not previously encountered in the personal educational and public domains.
- Make use of clues such as stress and intonation to identify and understand relevant information in orally produced texts within the personal and educational domains.
- Make use of clues such as structurally relevant pauses, tone of voice, stress and intonation to understand relevant information.

**7. REFERENCES**

TEACHER	STUDENTS
<ul style="list-style-type: none"> <li>- Beep English Teacher’s book Richmond, Reprinted by Richmond Publishing, Mexico D.F. 2014.</li> <li>- Beep English Writing book Richmond,</li> <li>- Beep Picture Cards Richmond,</li> <li>- Howard-Williams &amp; Herd Cynthia, WORD GAMES WITH ENGLISH, teacher’s resource book, Macmillan Heinemann, 2000.</li> <li>- Various, MACMILLAN ENGLISH DICTIONARY, Bloomsbury Publishing 2003</li> </ul>	<ul style="list-style-type: none"> <li>• Beep English Student’s book Richmond, Reprinted by Richmond Publishing, Mexico D.F. 2014</li> <li>• <a href="http://www.richmondelt.com">www.richmondelt.com</a></li> </ul>

**8. OBSERVATIONS**

DONE BY	VALIDATED	APROVED
TEACHER Prof.	AREA DIRECTOR Lcdo.	VICE PRINCIPAL IN CHARGE Abg.
SIGNATURE:	SIGNATURE:	SIGNATURE:
DATE: 15- 09- 2015	DATE:	DATE:





**Appendix # 4: School A Syllabi: Third Grade**

<b>SCHOOL A</b>	<b>ANUAL TEACHING PLAN</b>	Pages: 1 of 4
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**1. GENERAL INFORMATION**

**Target group:** Third E.G.B.  
**Subject Area:** Foreign Language  
**Subject:** English.  
**Year:** Third E.G.B.  
**Classroom:** "A"  
**School Year:** 2015-2016  
**Teacher:**

**2. GENERAL TIMING**

Loading Weekly Timetable	Weeks of work	ASSESSMENT AND UNEXPETD EVENTS	TOTAL WEEK CLASSES	TOTAL ANNUAL PERIODS
3 hours	36 weeks	4 weeks	40 weeks	108 periods

**3. OBJECTIVES**

English is unquestionably the world’s *lingua franca* at present. Not only is much of our technological, scientific, academic, and social information written in English, but also learning and speaking more than one foreign language is essential in order to interact and communicate in today’s globalized world.

Therefore, current education has the challenge of contributing toward the development of students’ skills (a) to live together in their local communities, and (b) to take a more proactive role as world citizens.

Exit student’s profile	Area profile	Educational objectives per area
<ul style="list-style-type: none"> <li>• Understand the main points of clear, standard matters regularly encountered in work, school, leisure, etc.;</li> <li>• Deal with most situations likely to arise while travelling in an area where the language is spoken;</li> <li>• Produce simple, connected text on topics which are familiar or of personal interest;</li> <li>• Describe experiences and events, dreams, hopes, and ambitions; briefly give reasons and explanations for opinions and plans;</li> <li>• Understand, identify, and produce longer, more detailed <i>transactional</i> and <i>expository</i> texts, <i>procedural</i> descriptions, and <i>narratives</i> (e.g. business letters, media article, experiments, personal narratives, etc.) as well as short simple <b>persuasive</b> texts (e.g. movie review); and</li> <li>• Be aware of and look out for signs of the most significant differences between the customs, usages, attitudes, values, and</li> <li>• Beliefs prevalent both in the community concerned as well as in that of their own.</li> </ul>	<p>Focus on real-world contexts: Because students will ultimately have to use the language productively (through speaking and writing) and receptively (through listening and reading) outside the classroom, classroom tasks/activities must equip students with the necessary skills for communication in everyday contexts.</p> <p>Relationship of language forms (grammar, vocabulary, and pronunciation) and function (use): “Language techniques are designed to engage learners in the authentic, functional use of language for meaningful purposes” supported by knowledge of the language structures.</p>	<p>Have a very basic repertoire of words and phrases related to their <b>personal</b> and <b>Educational</b> background.</p> <p>Use basic expressions to impart and elicit factual information as well as socialize</p>



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**4. INTEGRATED CURRICULUM AXIS**

To ensure high-school graduates reach a minimum language proficiency level according to the Common European Framework of Reference CEFR, and build up learners' **communicative language competence** in its **linguistic**, **sociolinguistic**, and **pragmatic** components through the development of the four language skills: listening, speaking, reading, and writing.

**5. RELATION BETWEEN THE CURRICULUM COMPONENTS**

CURRICULUM BLOCK	LEARNING AXES	LEVEL ATTRIBUTES	CURRICULUM SPECIFICATIONS FOR TEACHING AND LEARNING		PERIODS
			METHODOLOGICAL STRATEGIES	RESOURCES	
Time for school	Ask about and describe the school things.  Talk about the location of the school's things.  Listen and spell some words.	- To talk about school's things using <b>be + prepositions</b> .  -Know the alphabet.  -To use <b>to be</b> verb.  - Spell some words.	- Conversations. - Songs and chants. - Repetition and choral practice. -Questioning patterns. -Pair works activities. -Cooperative pair works. -Group work. -Feedback.	-Student Book, - Writing Book, - Student cards, - Marker, - Board, - CDS.	12
My clothes	Ask and talk about the weather.  Talk about adjectives+ noun.  Listen and respond with short answers.	- To talk about the weather.  - To listen and write about <b>clothes</b> .  -To express <b>preferences about clothes</b> .  -To use phrasal verbs.	- Conversations. - Songs and chants. - Repetition and choral practice. -Questioning patterns. -Pair works activities. -Cooperative pair works. -Group work. -Feedback.	-Student Book, - Writing Book, - Student cards, - Marker, - Board, - CDS.	12
Animals	Ask about animals.  Identify animals who can fly, swim or run.  Talk about animals using can/ can't.	- To talk about animals using can/ can't  - To listen, paint and say about animals which can fly, swim or run.  -To identify <b>singular and plural</b> nouns.  -To use <b>it/ they</b> .	- Conversations. - Songs and chants. - Repetition and choral practice. -Questioning patterns. -Pair works activities. -Cooperative pair works. -Group work. -Feedback.	-Student Book, - Writing Book, - Student cards, - Marker, - Board, - CDS.	12



<p style="text-align: center;"><b>Jobs</b></p>	<p>Ask about and describe the professions.</p> <p>Listen and write jobs.</p> <p>Identify the use of has with the third person singular.</p>	<p>-To describe professions using the to-be verb.</p> <p>-To ask about <b>each profession.</b></p> <p>- To identify the use of has with the third person singular.</p>	<p>- Conversations.</p> <p>- Songs and chants.</p> <p>- Repetition and choral practice.</p> <p>-Questioning patterns.</p> <p>-Pair works activities.</p> <p>-Cooperative pair works.</p> <p>-Group work.</p> <p>-Feedback.</p>	<p>-Student Book,</p> <p>- Writing Book,</p> <p>- Student cards,</p> <p>- Marker, - Board,</p> <p>- CDS.</p>	<p style="text-align: center;">12</p>
<p style="text-align: center;"><b>The school garden</b></p>	<p>Count the things.</p> <p>Use how many... correctly.</p> <p>Know some vegetables' vocabulary.</p>	<p>- To look and count some things.</p> <p>- To ask using how many with countable nouns.</p> <p>-To know some vocabulary about the garden.</p>	<p>- Conversations.</p> <p>- Songs and chants.</p> <p>- Repetition and choral practice.</p> <p>-Questioning patterns.</p> <p>-Pair works activities.</p> <p>-Cooperative pair works.</p> <p>-Group work.</p> <p>-Feedback.</p>	<p>-Student Book,</p> <p>- Writing Book,</p> <p>- Student cards,</p> <p>- Marker, - Board,</p> <p>- CDS.</p>	<p style="text-align: center;">12</p>
<p style="text-align: center;"><b>The school show</b></p>	<p>Talk and describe sports.</p> <p>Give information and respond questions using can.</p> <p>Draw, ask and answer about: can as an ability.</p>	<p>-To talk and describe about some sports.</p> <p>- To respond to/ask questions about <b>can.</b></p> <p>- To identify and describe <b>abilities.</b></p> <p>To use auxiliary verbs can and can't.</p>	<p>- Conversations.</p> <p>- Songs and chants.</p> <p>- Repetition and choral practice.</p> <p>-Questioning patterns.</p> <p>-Pair works activities.</p> <p>-Cooperative pair works.</p> <p>-Group work.</p> <p>-Feedback.</p>	<p>-Student Book,</p> <p>- Writing Book,</p> <p>- Student cards,</p> <p>- Marker, - Board,</p> <p>- CDS.</p>	<p style="text-align: center;">12</p>

**6. LEARNING EVALUATION**

**ESSENTIAL ASSESSMENT INDICATORS**

- Use a series of phrases and sentences linked onto a list to communicate in simple and routine tasks within the personal and educational domains.
- Use a series of phrases and sentences linked onto a list to communicate in simple and routine tasks within the public and vocational domains.
- Handle very short social exchanges within the public to keep a conversation going itself. Use some phrases and sentences to make a short dialogue with friends or relatives.-Understand and identify longer, more complex transactional and expository texts (e.g. formal letters, biographies)
- Identify and understand longer more complex transactional expository and informational texts.
- Identify highest vocabulary which include a proportion of shared international vocabulary items (e.g. hamburger, restaurant, hospital).



<b>SCHOOL A</b>	<b>ANUAL TEACHING PLAN</b>	Pages: 4 of 4
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- Produce longer, more complex detailed transactional and expository texts (e.g. emails imaginary biographies).
- Produce simple procedural and narrative texts with some detail and variety in sentence structure yet may contain some usage error.
- Perceive, memorize and note down words and expressions not previously encountered in the personal educational and public domains.
- Make use of clues such as stress and intonation to identify and understand relevant information in orally produced texts within the personal and educational domains.
- Make use of clues such as structurally relevant pauses, tone of voice, stress and intonation to understand relevant information.

**7. REFERENCES**

TEACHER	STUDENTS
<ul style="list-style-type: none"> <li>- Beep English Teacher’s book Richmond, Reprinted by Richmond Publishing, Mexico D.F. 2014.</li> <li>- Beep English Writing book Richmond,</li> <li>- Beep Picture Cards Richmond,</li> <li>- Howard-Williams &amp; Herd Cynthia, WORD GAMES WITH ENGLISH, teacher’s resource book, Macmillan Heinemann, 2000.</li> <li>- Various, MACMILLAN ENGLISH DICTIONARY, Bloomsbury Publishing 2003</li> </ul>	<ul style="list-style-type: none"> <li>• Beep English Student’s book Richmond, Reprinted by Richmond Publishing, Mexico D.F. 2014</li> <li>• <a href="http://www.richmondelt.com">www.richmondelt.com</a></li> </ul>

**8. OBSERVATIONS**

DONE BY	VALIDATED	APROVED
<b>TEACHER</b> Prof.	<b>AREA DIRECTOR</b> Lic.	<b>VICE PRINCIPAL IN CHARGE</b> Abg.
SIGNATURE:	SIGNATURE:	SIGNATURE:
DATE: 15-09-2015	DATE:	DATE: 30-09-2015



**Appendix # 5: School A Syllabi: Fourth Grade**

<b>SCHOOL A</b>	<b>ANUAL TEACHING PLAN</b>	Pages: 1 of 4
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**1. GENERAL INFORMATION**

**Target group:** Fourth E.G.B.  
**Subject Area:** Foreign Language  
**Subject:** English  
**Year:** Fourth E.G.B.  
**Classroom:** "A"  
**School Year:** 2015 – 2016  
**Teacher:**

**2. GENERAL TIMING**

Loading Weekly Timetable	Weeks of work	ASSESSMENT AND UNEXPECTED EVENTS	TOTAL WEEK CLASSES	TOTAL ANNUAL PERIODS
3 hours	36 weeks	4 weeks	36 weeks	108Periods

**3. OBJECTIVES**

English is unquestionably the world’s *lingua franca* at present. Not only is much of our technological, scientific, academic, and social information written in English, but also learning and speaking more than one foreign language is essential in order to interact and communicate in today’s globalized world.

Therefore, current education has the challenge of contributing toward the development of students’ skills (a) to live together in their local communities, and (b) to take a more proactive role as world citizens.

Exit student’s profile	Area profile	Educational objectives per area
<ul style="list-style-type: none"> <li>• Understand the main points of clear, standard matters regularly encountered in work, school, leisure, etc.;</li> <li>• Deal with most situations likely to arise while travelling in an area where the language is spoken;</li> <li>• Produce simple, connected text on topics which are familiar or of personal interest;</li> <li>• Describe experiences and events, dreams, hopes, and ambitions; briefly give reasons and explanations for opinions and plans;</li> <li>• Understand, identify, and produce longer, more detailed <i>transactional</i> and <i>expository</i> texts, <i>procedural</i> descriptions, and <i>narratives</i> (e.g. business letters, media article, experiments, personal narratives, etc.) as well as short simple <b>persuasive</b> texts (e.g. movie review); and</li> <li>• Be aware of and look out for signs of the most significant differences between the customs, usages, attitudes, values, and</li> <li>• Beliefs prevalent both in the community concerned as well as in that of their own.</li> </ul>	<p>Focus on real-world contexts: Because students will ultimately have to use the language productively (through speaking and writing) and receptively (through listening and reading) outside the classroom, classroom tasks/activities must equip students with the necessary skills for communication in everyday contexts.</p> <p>Relationship of language forms (grammar, vocabulary, and pronunciation) and function (use): “Language techniques are designed to engage learners in the authentic, functional use of language for meaningful purposes” supported by knowledge of the language structures.</p>	<p>Have a very basic repertoire of words and phrases related to their <b>personal</b> and <b>Educational</b> background.</p> <p>Use basic expressions to impart and elicit factual information as well as socialize</p>



<b>SCHOOL A</b>	<b>ANUAL TEACHING PLAN</b>	Pages: 2 of 4
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**4. INTEGRATED CURRICULUM AXIS**

To ensure high-school graduates reach a minimum language proficiency level according to the Common European Framework of Reference CEFR, and build up learners' **communicative language competence** in its **linguistic**, **sociolinguistic**, and **pragmatic** components through the development of the four language skills: listening, speaking, reading, and writing.

**5. RELATION BETWEEN THE CURRICULUM COMPONENTS**

CURRICULUM BLOCK	LEARNING AXES	LEVEL ATTRIBUTES	CURRICULUM SPECIFICATIONS FOR TEACHING AND LEARNING		PERIODS
			METHODOLOGICAL STRATEGIES	RESOURCES	
<b>Days of the week</b>	Ask questions about days of the week.  Talk about daily activities.  Answer questions about what do you do on ....?	- To respond to / ask questions about weekly life using <b>present tense</b> .  -To ask and answer about <b>weekly activities</b> .  -To identify the letters and <b>spell</b> words and phrases.  -To talk about what <b>sport practices</b> today.	- Conversations. - Songs and chants. - Repetition and choral practice. -Questioning patterns. -Pair works activities. -Cooperative pair works. -Group work. -Feedback.	-Student Book, - Writing Book, - Student cards, - Marker, - Board, - CDS.	12
<b>Can I have a ...?</b>	Ask for permission.  Respond to requests for permission.  Listen and respond about : Can I have a ...?	- To answer <b>permission questions</b> .  - To identify and describe <b>what can I do?</b>  - To listen and say <b>permitted activities</b> in the classroom.	- Conversations. - Songs and chants. - Repetition and choral practice. -Questioning patterns. -Pair works activities. -Cooperative pair works. -Group work. -Feedback.	-Student Book, - Writing Book, - Student cards, - Marker, - Board, - CDS.	12
<b>Do you like ...?</b>	Ask about and expressing likes/dislikes.  Talk about school subjects.  Listen and respond with short answers.	- To talk about them self <b>likes and dislikes</b> .  - To listen and write about <b>school subjects</b> .  -To express <b>wants and wants of others</b> .  -To use auxiliary <b>do/does</b> .	- Conversations. - Songs and chants. - Repetition and choral practice. -Questioning patterns. -Pair works activities. -Cooperative pair works. -Group work. -Feedback.	-Student Book, - Writing Book, - Student cards, - Marker, - Board, - CDS.	12



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<b>Where were you?</b>	Ask about and describe the location of things.  Listen and write about where are personal things.  Describe and compare where are located something.	-To describe locations using <b>prepositions of place</b> .  -To ask about <b>where is the ...?</b>  - To identify where are <b>located something</b> .	- Conversations. - Songs and chants. - Repetition and choral practice. -Questioning patterns. -Pair works activities. -Cooperative pair works. -Group work. -Feedback.	-Student Book, - Writing Book, - Student cards, - Marker, - Board, - CDS.	12
<b>What are you doing?</b>	Talk about and describe what people are doing.  Ask about and describe present activities.  Read aloud and comprehend short passages.	-To talk about <b>daily activities</b> .  - To respond to / ask questions about daily life using <b>present progressive</b> .  -To use correctly <b>end-verb</b> with ing.	- Conversations. - Songs and chants. - Repetition and choral practice. -Questioning patterns. -Pair works activities. -Cooperative pair works. -Group work. -Feedback.	-Student Book, - Writing Book, - Student cards, - Marker, - Board, - CDS.	12
<b>Body part's</b>	Talk about parts of the body.  Give and respond to commands.  Ask about and identify possessions.	-To talk about parts of the body using <b>imperatives</b> .  - To respond to/ask questions about <b>possessive pronouns</b> .  - To identify and describe <b>whose toys are?</b>	- Conversations. - Songs and chants. - Repetition and choral practice. -Questioning patterns. -Pair works activities. -Cooperative pair works. -Group work. -Feedback.	-Student Book, - Writing Book, - Student cards, - Marker, - Board, - CDS.	12

**6. LEARNING EVALUATION**

**ESSENTIAL ASSESSMENT INDICATORS**

- Use a series of phrases and sentences linked onto a list to communicate in simple and routine tasks within the personal and educational domains.
- Use a series of phrases and sentences linked onto a list to communicate in simple and routine tasks within the public and vocational domains.
- Handle very short social exchanges within the public to keep a conversation going itself. Use some phrases and sentences to make a short dialogue with friends or relatives.-Understand and identify longer, more complex transactional and expository texts (e.g. formal letters, biographies)
- Identify and understand longer more complex transactional expository and informational texts.
- Identify highest vocabulary which include a proportion of shared international vocabulary items (e.g. hamburger, restaurant, hospital).

<b>SCHOOL A</b>	<b>ANUAL TEACHING PLAN</b>	Pages: 4 of 4
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- Produce longer, more complex detailed transactional and expository texts (e.g. emails imaginary biographies).
- Produce simple procedural and narrative texts with some detail and variety in sentence structure yet may contain some usage error.
- Perceive, memorize and note down words and expressions not previously encountered in the personal educational and public domains.
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**8. OBSERVATIONS**

DONE BY	VALIDATED	APROVED
<b>TEACHER</b> Prof.	<b>AREA DIRECTOR</b> Lic.	<b>VICE PRINCIPAL IN CHARGE</b> Abg.
<b>SIGNATURE:</b>  DATE: 15-09-2015	<b>SIGNATURE:</b>  DATE:	<b>SIGNATURE:</b>  DATE: 30- 09-2015





**Appendix # 6: School B Syllabi: First Grade**

**SCHOOL B  
FIRST GRADE "A"-“B”**

<b>AREA: ENGLISH LANGUAGE</b>	<b>SCHOOL YEAR: 2015-2016</b>	<b>TARGET GROUP: First Grade</b>
<b>Teacher:</b> <b>ENGLISH LEVEL:</b> In this level, students will be able to understand basic commands, express some requests, say their names, recognize the rules of the class, identify classroom items, understand action words, recognize the short and long vowels sounds, recognize the letters and sound of the alphabet, spell short words, identify and discriminate shapes, colors, numbers.		

**1. OBJECTIVES**

**By the end of First Grade, students will be able to:**

<p><b>Linguistic Component:</b></p> <ul style="list-style-type: none"> <li>- Have a basic repertoire of words and use them into communicative phrases related to their social background, which is complementary to the personal and educational background.</li> <li>- Employ basic and short sentences referring to the use of language in social contexts in order to understand meanings through language.</li> </ul> <p><b>Sociolinguistic Component:</b></p> <ul style="list-style-type: none"> <li>- Use every day polite forms to make requests, express gratitude, apologize, and greet, etc. in accordance with the most important conventions of the community concerned.</li> </ul> <p><b>Pragmatic Component:</b></p> <ul style="list-style-type: none"> <li>- Produce short sentences, understand, and use language in real context situations.</li> <li>- Execute commands expressed by action verbs.</li> </ul>
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**LANGUAGE SKILLS OBJECTIVES**

<b>LISTENING</b>	<b>SPEAKING</b>	<b>READING</b>	<b>WRITING</b>



<ul style="list-style-type: none"> <li>- Execute basic commands.</li> <li>- Expand auditory memory.</li> <li>- Increase auditory discrimination.</li> <li>- Develop longer attention and concentration.</li> <li>- Listen and follow instructions.</li> </ul>	<ul style="list-style-type: none"> <li>- introduce him/herself.</li> <li>- Express some petitions politely.</li> <li>- Pronounce with the correct intonation.</li> <li>- Say short phrases.</li> <li>- Associate words with pictures and communicative phrases.</li> <li>- Sing the songs.</li> <li>- Express likes and dislikes about food.</li> <li>- Say short sentences.</li> </ul>	<ul style="list-style-type: none"> <li>- Say the sounds of the alphabet letters.</li> <li>- Identify letters.</li> <li>- Develop visual discrimination.</li> <li>- Read along.</li> <li>- Read applying phonics rules.</li> <li>- Read Short stories.</li> </ul>	<ul style="list-style-type: none"> <li>- Build words.</li> <li>- Blend letters to build words.</li> <li>- Write the letters of the alphabet.</li> <li>- Write simple words.</li> <li>- Writes uppercase and lower case letters.</li> </ul>
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**2. METHODOLOGICAL STRATEGIES**

Based on the Constructivism Theory, Significant Learning, and Critical thinking.

**3. CONTENTS**

TIME FRAME	SKILLS	OBJECTIVES	GRAMMAR	Vocabulary
<p><b>PARTIAL 1</b></p> <p><b>Emotions, Commands, requests, short vowels and letters B and M.</b></p>	<p><b>Listening:</b> In simple spoken words, understand expressions, words, and vocabulary related to the learner's personal and educational background.</p> <p><b>Speaking:</b> Follow speech which is very slow and carefully articulated</p> <p><b>Reading:</b> reads simple sight words and phrases.</p> <p><b>Writing:</b> Writes up to what is required.</p>	<p>Commands and requests.</p> <ul style="list-style-type: none"> <li>• To say the name</li> <li>• To talk about reactions in front of specific situations.</li> <li>• To say "sorry"</li> <li>• To remember English vocabulary.</li> <li>• To follow commands.</li> <li>• To dance and follow a choreography.</li> <li>• To understand transition songs meaning.</li> <li>• To make polite requests.</li> <li>• To differentiate between listen to and hear.</li> <li>• To play games</li> </ul>	<p>Commands</p> <p>Phrases: I am ... / My name is ....</p>	<p>Listen, pay attention, quiet please, make a line, make a circle, walk, stand up and sit down, put the things on the place. water please, personal pronouns: he, she and it</p> <p>May I go to the bath room?</p> <p>Toilette paper please.</p> <p>Water, please.</p> <p>A candy, please.</p> <p>I finished.</p> <p>Statement Vocabulary:</p> <p>Color, circle, match, point and draw. cut, draw an X, draw a .. around the..., cross out, and paste.</p> <p>Phonics Vocabulary:</p> <p>A: apple, ambulance, ant, alligator, anchor, astronaut, ambulance.</p> <p>E: elbow, elf, elephant, egg,</p> <p>I: igloo, iguana, insect,</p> <p>O: octopus, ostrich, orange,</p>



		<ul style="list-style-type: none"> <li>• To listen and guess who is talking.</li> <li>• To reproduce series of sounds.</li> <li>• Reads the beginning letter.</li> <li>• Understands the readings and is able to answer questions about it.</li> <li>• Spell words.</li> <li>• Writes short words.</li> <li>• . Copies simple words.</li> </ul>		<p>U: up, umbrella                  B: baby, ball, book, bat, bus.                  M: moon, mother, milk, monster, monkey.</p>
<b>PARTIAL 2</b>	<p><b>Listening:</b> In simple spoken words, understand expressions, words, and vocabulary related to the learner’s personal and educational background.  <b>Speaking:</b> Follow speech which is very slow and carefully articulated.  <b>Reading:</b> reads simple sight words and phrases.  <b>Writing:</b> Writes up to what is required.</p>	<ul style="list-style-type: none"> <li>• To identify the letter N, P and D.</li> <li>• To identify words that begins with n.</li> <li>• To name words that begins with N, P and D                      To Complete words that begins with a N, P and D</li> <li>• To identify colors.</li> <li>• To identify shapes.</li> <li>• To introduce oneself and exchange greetings</li> <li>• To identify the Christmas vocabulary.</li> <li>• To make polite requests.</li> <li>• Describe objects.</li> <li>• Express likes and dislikes.</li> <li>• Describe objects by color, shape and size.</li> <li>• Reads the beginning letter.</li> </ul>	<p>Present simple.                  Answer questions with What, Where.                  Answer yes/no questions with yes or no</p>	<p>Days of the week,                  Christmas vocabulary:                  ornament, nativity, tree, gifts, elf , lights, mistletoe, bows.</p> <p>Phonics vocabulary                  N: nest, newspaper, noodles, net, nine, numbers, nurse.                  P: pig, popcorn, pear, pen, pencil, pasta, pan.                  D: doll, dance, deer, dinosaur, dog, dress, drum.</p>



		<ul style="list-style-type: none"> <li>• Understands the readings and is able to answer questions about it.</li> <li>• Spell words.</li> <li>• Writes short words.</li> <li>• Copies simple words</li> </ul>		
<b>PARTIAL 3A-3B</b>	<p><b>Listening:</b> In simple spoken words, understand expressions, words, and vocabulary related to the learner’s personal and educational background.</p> <p><b>Speaking:</b> Follow speech which is very slow and carefully articulated</p> <p><b>Reading:</b> reads simple sight words and phrases.</p> <p><b>Writing:</b> Writes up to what is required.</p>	<ul style="list-style-type: none"> <li>• To talk about the topic.</li> <li>• To identify words that begins with t, S, R and L.</li> <li>• To name words that begins with T,S,R and L.</li> <li>• To count objects and recognize numbers up to 100.</li> <li>• To name days of the week.</li> <li>• Reads the beginning letter.</li> <li>• Understands the readings and is able to answer questions about it.</li> <li>• Spell words.</li> <li>• Writes short words.</li> <li>• Copies simple words</li> </ul>	<p>Simple present. Answers: yes/no questions. Pronouns: He and She. Phonics rules.</p>	<p>T: turtle, tomatoes, tent, train, table, toothbrush, tree, tiger. S: soup, snake, seven, sock, sun, star, sandwich. R: rabbit, radio, robot, ring, rain, rainbow, rocket. L: lollipop, lemon, lion, log, leg, lamp, lips.</p>



<p><b>PARTIAL 4</b></p>	<p><b>Listening:</b> In simple spoken words, understand expressions, words, and vocabulary related to the learner's personal and educational background. <b>Speaking:</b> Follow speech which is very slow and carefully articulated. <b>Reading:</b> reads simple sight words and phrases. <b>Writing:</b> Writes up to what is required.</p>	<ul style="list-style-type: none"> <li>• To talk about topic.</li> <li>• To identify words with j,c v, g.</li> <li>• To recognize letters j,v,c,q.</li> <li>• To recognize numbers and count objects up to one hundred.</li> <li>• To express likes and dislikes.</li> <li>• To make polite requests.</li> <li>• To name words with j,v,c,q.</li> <li>• Reads the beginning letter.</li> <li>• Understands the readings and is able to answer questions about it.</li> <li>• Spell words.</li> <li>• Writes short words.</li> <li>• . Copies simple words</li> </ul>	<p>Present simple. Phonics rules.</p>	<p>Phonics vocabulary: J: jar, juggle, jungle, jam, juice, jacket, jump. C: cookies, corn, carrot, cow, cake, cat, cap. V: Violin, volcano, vacuum, vet, vest. G: game, gum, goose, girl, giraffe, ghost, glasses.</p>
<p><b>PARTIAL 5</b></p>	<p><b>Listening:</b> In simple spoken words, understand expressions, words, and vocabulary related to the learner's personal and educational background. <b>Speaking:</b> Follow speech which is very slow and carefully articulated <b>Reading:</b> reads simple sight words and phrases. <b>Writing:</b> Writes up to what is required.</p>	<ul style="list-style-type: none"> <li>• To identify letters H, F, K, Q</li> <li>• To recognize words that begins with H, F, K, Q</li> <li>• To express likes and dislikes.</li> <li>• To make polite requests.</li> <li>• To name words with H, F, K, Q</li> <li>• Reads the beginning letter.</li> <li>• Understands the readings and is able to</li> </ul>	<p>Simple present. Answer questions. Phonics rules.</p>	<p>Phonics vocabulary: F: fish, fork, father, fan, frog, fox, flower. K: kite, key, king, kangaroo, kitchen, ketchup, kitten. H: horse, hen, hat, hello, horn, hot, hair. Q; queen, quarter, quiz, question, quiet.</p>



		<p>answer questions about it.</p> <ul style="list-style-type: none"> <li>• Spell words.</li> <li>• Writes short words.</li> <li>• . Copies simple words.</li> </ul>		
<b>PARTIAL 6</b>	<p><b>Listening:</b> In simple spoken words, understand expressions, words, and vocabulary related to the learner’s personal and educational background.  <b>Speaking:</b> Follow speech which is very slow and carefully articulated.  <b>Reading:</b> reads simple sight words and phrases.  <b>Writing:</b> Writes up to what is required.</p>	<ul style="list-style-type: none"> <li>• To identify letters w, x, y, z.</li> <li>• To recognize words that begins with w, x, y, z.</li> <li>• To talk about the letters W,X, Y, z.</li> <li>• To review days of the week.</li> <li>• To make polite requests</li> <li>• Reads the beginning letter.</li> <li>• Understands the readings and is able to answer questions about it.</li> <li>• Spell words.</li> <li>• Writes short words</li> </ul>	<p>Simple Present.                  Ask and answer questions.                  Prepositions.                  Phonics Rules.</p>	<p>Phonics vocabulary;                  W: window, worm, watch.                  X: box, ox, ax.                  Y: yolk, yarn, yawn.                  Z: zebra, zoo, zipper                  Long vowels sounds.</p>

TEACHER

COORDINATOR



**Appendix # 7: School B Syllabi: Second Grade**

**SCHOOL B**

<b>AREA: ENGLISH LANGUAGE</b>	<b>SCHOOL YEAR: 2015-2016</b>	<b>TARGET GROUP: 2ND YEAR EGB</b>
<b>Teacher:</b>		

**2. OBJECTIVES**

**By the end of 2<sup>nd</sup> year EGB, students will be able to:**

<p>Linguistic Component:</p> <ul style="list-style-type: none"> <li>• Have a very basic repertoire of words and phrases related to their personal and educational background.</li> <li>• Have limited control over a few simple grammatical structures and sentence patterns in a learned repertoire, which relates to their personal and educational background.</li> </ul> <p>Sociolinguistic Component:</p> <ul style="list-style-type: none"> <li>• 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')</li> </ul> <p>Pragmatic Component:</p> <ul style="list-style-type: none"> <li>• Link words or groups of words with very basic linear connectors like <i>and</i> or <i>or</i>.</li> </ul>
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**LANGUAGE SKILLS OBJECTIVES**

<b>LISTENING</b>	<b>SPEAKING</b>	<b>READING</b>	<b>WRITING</b>
In simple spoken texts, understand expressions, words, and sentences related to the learner's personal and educational background.	Produce slow, hesitant, planned Monologues with frequent pauses to search for expressions, backtracking, and errors.	Understand and identify very simple stories, fairy tales, labels, messages, postcards, posters, a single phrase at a time,	Produce very simple <i>informational</i> texts that can have little or no detail,



<p>Students will be able to understand</p> <ul style="list-style-type: none"> <li>• Greetings</li> <li>• My family</li> <li>• My body</li> <li>• My favorite clothes</li> <li>• Busy at home</li> <li>• On the farm</li> <li>• Party time</li> <li>• Fun and games</li> <li>• Play time</li> </ul> <p>Follow speech which is very slow and carefully articulated, with long pauses for them to assimilate meaning within the personal and educational domains.</p>	<p>Interact in a simple way by asking and answering simple questions about the learners' personal and educational background by repetition, paraphrasing and repair.</p>	<p>picking up familiar names, words, and basic phrases and rereading as required.</p> <p>Extract the main idea and key information items from very simple stories and tales,</p>	<p>can have little variety in sentence structure, and may have some usage error.</p>
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3. CONTENTS

TIME FRAME		FUNCTIONS	GRAMMAR	VOCABULARY
<p><b>PARTIAL 1</b></p> <p><b>Classroom objects</b></p>	<p><b>Listening:</b> In simple spoken texts, understand expressions, words, and sentences related to the learner's personal and educational background.</p> <p><b>Speaking:</b> Follow speech which is very slow and carefully articulated</p> <p><b>Reading:</b> Understand and identify very simple stories, fairy tales, labels. Extract the main idea from simple stories.</p> <p><b>Writing:</b> Produce very simple <i>informational</i> texts that can have little or no detail</p>	<p><b>Unit 1</b></p> <ul style="list-style-type: none"> <li>• To use greetings and introductions</li> <li>• To count to ten</li> <li>• To talk about classroom objects and colors</li> <li>• To say the alphabet</li> <li>• To write your name</li> </ul>	<p>Contractions with It and what and simple present: to be</p>	<p><b>Classroom Items</b> backpack, book, chair, crayon, desk, eraser, marker, pen, pencil, ruler</p> <p><b>Colors</b> blue, green, red, yellow</p>
<p><b>PARTIAL 2</b></p>	<p><b>Listening:</b> In simple spoken texts, understand expressions, words, and</p>	<p><b>Unit 2</b></p> <ul style="list-style-type: none"> <li>✓ To talk about family members</li> </ul>	<p>Questions with How many? Simple present: to have</p>	<p><b>Family Members</b> brother, father, grandfather,</p>





<p><b>My Family</b></p> <p><b>My body</b></p>	<p>sentences related to the learner's personal and educational background  <b>Speaking:</b> Follow speech which is very slow and carefully articulated  <b>Reading:</b> Understand and identify very simple stories, fairy tales, labels                  Extract the main idea from simple stories  <b>Writing:</b> Produce very simple <i>informational</i> texts that can have little or no detail</p>	<ul style="list-style-type: none"> <li>✓ To say how many brothers and sisters you have</li> <li>✓ To listen and write d and t</li> </ul> <p style="text-align: center;"><b>Unit 3</b></p> <ul style="list-style-type: none"> <li>➤ To identify parts of the body</li> <li>➤ To describe people and animals</li> <li>➤ To listen and write d and t</li> </ul>	<p>Simple present: to have Does/Doesn't</p>	<p>grandmother, mother, (baby) sister</p> <p><b>Parts of the Body</b> arm, eye, ear, fingers, foot, feet, hand, leg, mouth, nose, toes, head, hair Size Words small, big, long, short</p>
<p><b>PARTIAL 3</b></p> <p><b>MY FAVORITE CLOTHES</b></p>	<p><b>Listening:</b> In simple spoken texts, understand expressions, words, and sentences related to the learner's personal and educational background  <b>Speaking:</b> Follow speech which is very slow and carefully articulated  <b>Reading:</b> Understand and identify very simple stories, fairy tales, labels                  Extract the main idea from simple stories  <b>Writing:</b> Produce very simple <i>informational</i> texts that can have little or no detail</p>	<p style="text-align: center;"><b>Unit 4</b></p> <ul style="list-style-type: none"> <li>✓ To identify clothing</li> <li>✓ To describe clothing</li> <li>✓ To listen and write c and g</li> </ul>	<p>Present progressive: <b>wearing</b> What is she wearing? What are you wearing?</p> <p>Questions: where is/ where are</p>	<p><b>Clothing Items</b> boots, dress, gloves, hat, jacket, pants, blouse, shirt, shoes, skirt Describing Words new, old, favorite</p>





				Wednesday, Thursday, Friday, Saturday
<b>PARTIAL 6</b>	<b>Listening:</b> In simple spoken texts, understand expressions, words, and sentences related to the learner's personal and educational background <b>Speaking:</b> Follow speech which is very slow and carefully articulated <b>Reading:</b> Understand and identify very simple stories, fairy tales, labels Extract the main idea from simple stories <b>Writing:</b> Produce very simple <i>informational</i> texts that can have little or no detail.	<b>Unit 8</b> <ul style="list-style-type: none"> <li>To talk about toys</li> <li>To say where things are</li> <li>To state one's wants</li> <li>To listen and write the short o sound</li> </ul> <b>Unit 9</b> <ul style="list-style-type: none"> <li>✓ To talk about actions</li> <li>✓ To identify healthy actions</li> </ul> To listen and write words with the short u sound	<b>Questions:</b> where is/ where are <b>Prepositions</b> Is – on- under <b>Items in the bedroom</b>  Prepositions of location Present progressive: <b>verbs</b> Action words	<b>Toys</b> action figure, airplane, ball, bike, blocks, cars, stuffed animals, doll, game, puppet, skates, train Items in the Bedroom shelf, bed, table, toy box  <b>Action Words</b> catching, throwing, hitting, kicking, jumping, dancing, singing, skating, riding, running
<b>FUN AND GAMES</b>				
<b>PLAY TIME</b>				

**4. METHODOLOGICAL STRATEGIES: Based on the The Constructivism, The Significant Learning Theory, and The Critical Thinking.**

LISTENING	SPEAKING	READING	WRITING
<ul style="list-style-type: none"> <li>Identify the relation between the sound and spelling of English words within their lexical range.</li> <li>Recognize and distinguish the words, expressions, and sentences in simple spoken texts related to the learner's personal and educational background.</li> <li>Distinguish phonemically distinct</li> </ul>	<b>Production</b> <ul style="list-style-type: none"> <li>Pronounce words, expressions, and statements in their personal and educational repertoire intelligibly, phonetically differentiating distinct words so as to avoid Misunderstandings.</li> <li>Place stress on the correct syllables of monosyllabic words and sentences in their repertoire.</li> <li>Use simple phrases and sentences</li> </ul>	Recognize cognate words and loan words from their L1.(first language) <ul style="list-style-type: none"> <li>Follow single-step written instructions.</li> <li>Understand adapted and authentic texts which are simple and short.</li> <li>Understand and identify short, Simple stories, tales, texts (</li> </ul>	<ul style="list-style-type: none"> <li>Spell personal and educational details (e.g. own name, numbers and dates, nationality, address, age, date of birth, school, etc.).</li> <li>Take down in writing a dictated or recorded message within the limits of their repertoire for the level.</li> </ul>



<p>words related to the learners' <i>personal</i> and <i>educational</i> background</p> <ul style="list-style-type: none"> <li>• Recognize syllable, word, and sentence stress.</li> <li>• Understand instructions addressed to them carefully and slowly.</li> <li>• Understand speech that is clear, standard, and delivered slowly and intentionally.</li> <li>• Extract the main idea and key information items from simple informational texts.</li> </ul>	<p>to describe themselves, what they do, where they live, what they have, and what they want.</p> <ul style="list-style-type: none"> <li>• Read aloud a short set of written instructions which are clear and simple.</li> </ul> <p><b>Interaction</b></p> <ul style="list-style-type: none"> <li>• Deliver a very short, rehearsed monologue introduce, greetings, expressions.</li> <li>• Participate in short conversations on very familiar topics within the personal and educational domains.</li> <li>• Ask and answer simple questions delivered directly to them in clear, slow non- idiomatic speech and in areas of immediate need.</li> <li>• Ask people for things and give people things.</li> <li>• Ask and answer questions about themselves and other people, where they live, people they know, things they have.</li> <li>• Respond with simple, direct answers given that the interviewer is patient and co-operative.</li> <li>• Speech is clear at times, though it exhibits problems with pronunciation, intonation or pacing and so may require significant listener effort.</li> </ul>	<p>labels, messages, postcards, timetables, etc.) by making use of clues such as visuals, text shape and layout, and reading one phrase at a time.</p> <ul style="list-style-type: none"> <li>• Extract the main idea and key information items from short, simple stories, tales, and texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Write isolated phrases and sentences for simple stories, tales and texts such as labels, messages, forms, cards, etc. by using basic Appropriate punctuation marks upper case and period.</li> </ul>
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**5. RESOURCES**

- **Cd rooms**
- **Posters**
- **Student book**
- **Workbook**
- **Computer**
- **Platform**
- **Videos**
- **Flashcards**



**6. EVALUATION**

- **Work**
- **Work in group**
- **Work Individually**
- **Quiz**
- **Exam**
- **Oral presentations**
- **Home works**
- **Questions guide**

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English Teacher

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English Department/ Area Coordinator



**Appendix # 8: School B Syllabi: Third Grade**

**SCHOOL B**

<b>AREA: ENGLISH LANGUAGE</b>	<b>SCHOOL YEAR: 2014-2015</b>	<b>TARGET GROUP: 3TH GRADE</b>
<p><b>Teacher:</b></p> <p><b>Level: A 1.1:</b></p> <p>This 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.</p>		

**3. OBJECTIVES**

**By the end of 3<sup>th</sup> year EGB, students will be able to: Level A1.1**

<p><b>Linguistic Component:</b></p> <ul style="list-style-type: none"> <li>• Have a very basic repertoire of words and phrases related to their personal and educational background.</li> <li>• Have limited control over a few simple grammatical structures and sentence patterns in a learned repertoire which relates to their personal and educational background.</li> </ul> <p><b>Sociolinguistic Component:</b></p> <ul style="list-style-type: none"> <li>• Use basic expressions to impart and elicit factual information as well as socialize (e.g. Greetings, addressing forms, introducing oneself and others and saying “goo-bye”, etc)</li> </ul> <p><b>Pragmatic Component:</b></p> <ul style="list-style-type: none"> <li>• Link words or groups of words with very basic linear connectors like <u>and</u> or <u>or</u>.</li> </ul>
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**LANGUAGE SKILLS OBJECTIVES**

<b>LISTENING</b>	<b>SPEAKING</b>	<b>READING</b>	<b>WRITING</b>





	<b>Writing:</b> Produce very simple <i>informational</i> texts that can have little or no detail			
<b>PARTIAL II</b>  <b>UNIT 2:</b> <b>Playground Fun</b>	<b>Listening:</b> In simple spoken texts, understand expressions, words, and sentences related to the learner’s personal and educational background. <b>Speaking:</b> Follow speech which is very slow and carefully articulated <b>Reading:</b> Understand and identify very simple stories, fairy tales, labels. Extract the main idea from simple stories. <b>Writing:</b> Produce very simple <i>informational</i> texts that can have little or no detail	<ul style="list-style-type: none"> <li>To talk about playground activities.</li> <li>To identify the location of items.</li> <li>To say what people like to do.</li> <li>To listen and write m and n.</li> </ul>	<b>DO &amp; DOES</b> <b>LIKE TO / LIKES TO</b> <b>PERSONAL PRONOUNS HE, SHE, &amp; THEY</b> <b>NUMBERS FROM 1 – 100</b> <b>M &amp; N SOUNDS</b>  Like to + verb: <ul style="list-style-type: none"> <li>What does (he) like to do? -He likes to jump rope.</li> <li>What do they like to do? -They like to fly kites.</li> </ul>	Outdoor Activities <ul style="list-style-type: none"> <li>play basketball,</li> <li>kick a soccer ball,</li> <li>hit a baseball,</li> <li>play on the slide,</li> <li>jump rope,</li> <li>skate,</li> <li>skateboard, ride (my) bike</li> </ul> Locations <ul style="list-style-type: none"> <li>behind, between, in front of,</li> <li>next to.</li> </ul>
		<ul style="list-style-type: none"> <li>To say whom an item belongs to.</li> <li>To talk about where things are located.</li> <li>To name family members.</li> <li>To listen and write f and v</li> </ul>	<b>CONTRACTIONS IT’S &amp; THEY’RE</b> <b>POSSESSIVE NOUNS</b> <b>F &amp; V SOUNDS.</b>  <ul style="list-style-type: none"> <li>Where’s the TV? -It’s on the table.</li> <li>Where are the (chairs)? -They’re in the living room. -Ben’s keys are on the table.</li> </ul>	Household Objects <ul style="list-style-type: none"> <li>bed, closet, dresser, lamp, sofa, phone, DVD player, refrigerator, sink, sofa, stove, tub</li> </ul> Expressions: <ul style="list-style-type: none"> <li>She’s texting her friends.</li> <li>Oh, that’s nice!</li> </ul> Content words: <ul style="list-style-type: none"> <li>Cook, new, old sleep, wash.</li> </ul>
	<b>Listening:</b> In simple spoken texts, understand	<ul style="list-style-type: none"> <li>To locate and describe places on a map.</li> </ul>	<b>WANT TO / WANTS TO</b> <b>IS THERE, THERE IS, TERE</b> <b>ISN’T</b>	Places in the Community <ul style="list-style-type: none"> <li>bookstore, bus stop, computer</li> </ul>





<p><b>PARTIAL III</b></p> <p><b>Unit 4: In My town</b></p>	<p>expressions, words, and sentences related to the learner’s personal and educational background.</p> <p><b>Speaking:</b> Follow speech which is very slow and carefully articulated</p> <p><b>Reading:</b> Understand and identify very simple stories, fairy tales, labels. Extract the main idea from simple stories.</p> <p><b>Writing:</b> Produce very simple <i>informational</i> texts that can have little or no detail</p>	<ul style="list-style-type: none"> <li>• To use reading strategies to comprehend and appreciate a story</li> <li>• To use the phrase verb there is, is there, and there isn’t when asking and giving information about locations.</li> <li>• To read and write words that contain s and z</li> <li>• To learn how to cross the street safely</li> <li>• To describe what they or somebody else want to do.</li> </ul>	<p><b>S &amp; Z SOUNDS</b></p> <p>Want to + verb:</p> <ul style="list-style-type: none"> <li>• We want to mail a letter.</li> <li>• She wants to go to the park.</li> </ul> <p>Verbal expression “There is”</p> <ul style="list-style-type: none"> <li>• Is there a post office near here?</li> <li>• Yes, there is.</li> <li>• No, there isn’t.</li> </ul>	<p>store, gas station, movie theater, post office, restaurant, supermarket, train station</p> <p>Expressions:</p> <ul style="list-style-type: none"> <li>• Great, let’s go, OK.</li> </ul> <p>Content words:</p> <ul style="list-style-type: none"> <li>• Cute, east, everywhere, north, south, west,</li> </ul>
<p><b>PARTIAL IV</b></p> <p><b>Unit 5: My Dream Job</b></p> <p><b>Unit 6: My Day</b></p>	<p><b>Listening:</b> In simple spoken texts, understand expressions, words, and sentences related to the learner’s personal and educational background.</p> <p><b>Speaking:</b> Follow speech which is very slow and carefully articulated</p> <p><b>Reading:</b> Understand and identify very simple</p>	<ul style="list-style-type: none"> <li>• To talk about jobs.</li> <li>• To say what you want to be.</li> <li>• To listen and write l and r.</li> </ul>	<p><b>DO / DOES WANT TO BE / WANTS TO BE L &amp; R SOUNDS</b></p> <ul style="list-style-type: none"> <li>• What do you <b>want to be</b>? -I <b>want to be</b> an actor.</li> <li>• What does she <b>want to be</b>? -She <b>wants to be</b> a doctor.</li> </ul>	<p>Occupations</p> <ul style="list-style-type: none"> <li>• actor, artist, dancer, doctor, mail carrier, pilot, singer, soccer player, teacher, vet</li> </ul> <p>Expressions:</p> <ul style="list-style-type: none"> <li>• What do you want to be?</li> <li>• Wow.</li> </ul>
		<ul style="list-style-type: none"> <li>• To tell time.</li> <li>• To say when people do things.</li> <li>• To talk about daily activities.</li> </ul>	<p><b>VERBS DO &amp; DOES W &amp; Y SOUNDS</b></p> <ul style="list-style-type: none"> <li>• When does he get up? -He gets up at 6:00</li> </ul>	<p>Time</p> <ul style="list-style-type: none"> <li>• one o’clock to twelve o’clock</li> </ul> <p>Activities</p>



	<p>stories, fairy tales, and labels. Extract the main idea from simple stories. <b>Writing:</b> Produce very simple <i>informational</i> texts that can have little or no detail</p>	<ul style="list-style-type: none"> <li>To identify the W and Y sounds.</li> </ul>	<ul style="list-style-type: none"> <li>When do you go to bed? -I go to bed at 8:00</li> <li>When does the movie start? -It starts at 7:00</li> </ul>	<ul style="list-style-type: none"> <li>wake up, get up, take a shower, eat breakfast, dress up, brush my teeth, go to school, do homework, eat lunch, watch TV, play with my friends, have dinner, go to bed.</li> </ul> <p>Content words:</p> <ul style="list-style-type: none"> <li>alarm clock, chime, hourglass, measure, water clock</li> </ul>
<p><b>PARTIAL V</b></p> <p><b>Unit 7: Food</b></p>	<p><b>Listening:</b> In simple spoken texts, understand expressions, words, and sentences related to the learner’s personal and educational background. <b>Speaking:</b> Follow speech which is very slow and carefully articulated <b>Reading:</b> Understand and identify very simple stories, fairy tales, labels. Extract the main idea from simple stories. <b>Writing:</b> Produce very simple <i>informational</i> texts that can have little or no detail.</p>	<ul style="list-style-type: none"> <li>To talk about food and drink items.</li> <li>To ask and answer questions about what you like.</li> <li>To listen and write h and j</li> <li>To learn how to choose healthy foods</li> </ul>	<p><b>DO / DON'T LIKE &amp; DOES / DOESN'T LIKE</b></p> <p>Simple present with like.</p> <ul style="list-style-type: none"> <li>Do you like fruit? -Yes I do. / No I don't</li> <li>Do they like vegetables? -Yes they do. / No they don't.</li> <li>Does she like fruit? -Yes she does. / No she doesn't.</li> </ul>	<p>Unit 7 Food</p> <ul style="list-style-type: none"> <li>bananas, pineapple, strawberries, tomatoes, carrots, potatoes, chicken, spaghetti, cheese, yogurt, lemonade, water</li> </ul> <p>Expressions:</p> <ul style="list-style-type: none"> <li>OK, kids.</li> </ul> <p>Content words:</p> <ul style="list-style-type: none"> <li>apples, avocados, carrots, celery, cookies, fruit, healthy, mangoes</li> </ul>
		Unit 8	<b>CAN / CAN'T Q, K, &amp; X SOUNDS</b>	Animals



<p><b>PARTIAL VI</b></p> <p><b>Unit 8: Wild Animals</b></p> <p><b>Unit 9 Fun All Year</b></p>	<p><b>Listening:</b> In simple spoken texts, understand expressions, words, and sentences related to the learner's personal and educational background.</p> <p><b>Speaking:</b> Follow speech which is very slow and carefully articulated</p> <p><b>Reading:</b> Understand and identify very simple stories, fairy tales, labels. Extract the main idea from simple stories.</p> <p><b>Writing:</b> Produce very simple <i>informational</i> texts that can have little or no detail</p>	<ul style="list-style-type: none"> <li>To identify and name wild animals</li> <li>To describe animals features and actions</li> <li>To use can and can't</li> <li>To learn about animal's habitat</li> <li>To say and read words that contain Q, K, and X</li> <li>To learn the value of appreciating animals.</li> </ul>	<ul style="list-style-type: none"> <li>Can a kangaroo jump? -Yes it can</li> <li>Can snake jump? -No it can't.</li> <li>Can snakes jump? -No they can't.</li> </ul>	<ul style="list-style-type: none"> <li>cheetah, giraffe, hippo, kangaroo, polar bear, zebra, crocodile, elephant, lion, monkey, peacock, tiger</li> </ul> <p><b>Animal body Parts and Features</b></p> <ul style="list-style-type: none"> <li>arm, claw, feather, feet, fur, leg, mouth, neck, spots, tail, teeth, trunk, pouch, wings, spots.</li> </ul> <p><b>Animal Actions</b></p> <ul style="list-style-type: none"> <li>catch a fish, climb a tree, hang from a tree.</li> </ul> <p>Expressions:</p> <ul style="list-style-type: none"> <li>What's that?</li> <li>Well, ...</li> </ul> <ul style="list-style-type: none"> <li>Content words: desert, forest, habitat, jungle, koala, llama, ocean, wild.</li> </ul>
		<ul style="list-style-type: none"> <li>To name the months of the year</li> <li>To match months with special events.</li> <li>To use the calendar.</li> <li>To say what people do during the year.</li> <li>To review letters and sounds</li> <li>To learn the value of being active all year.</li> </ul>	<p><b>ADVERBS OF FREQUENCY: ALWAYS AND NEVER:</b></p> <ul style="list-style-type: none"> <li>What do you do in the spring? -They always play baseball in the park.</li> <li>Do you go on vacations in the winter?</li> </ul>	<p>Months of the Year</p> <ul style="list-style-type: none"> <li>January, February, March,</li> <li>April, May, June, July,</li> <li>August, September, October,</li> <li>November, December</li> </ul> <p>Expressions:</p>



			-No, I don't. I never go on vacation in the winter.	<ul style="list-style-type: none"> <li>Cool!, great! I see, Right! Why not?</li> </ul> <p>Content Words:</p> <ul style="list-style-type: none"> <li>Day of the Dead. Freedom Day, Independence Day, King's Birthday, May Day, Mid-Autumn Festival Day. St. Andrew's Day, Unity Day.</li> </ul>
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**4. METHODOLOGICAL STRATEGIES**

LISTENING	SPEAKING	READING	WRITING
<ul style="list-style-type: none"> <li>Identify the relation between the sound and spelling of English words within their lexical range.</li> <li>Recognize and distinguish the words, expressions, and sentences in simple spoken texts related to the learner's personal and educational background.</li> <li>Distinguish phonemically distinct words related to the learners' <i>personal</i> and <i>educational</i> background (e.g. name, address, pencil, etc.).</li> <li>Recognize syllable, word, and sentence stress.</li> <li>Understand instructions addressed to them carefully and slowly.</li> </ul>	<p>Production:</p> <ul style="list-style-type: none"> <li>Pronounce words, expressions, and statements in their personal and educational repertoire intelligibly, phonetically differentiating distinct words so as to avoid misunderstandings.</li> <li>Place stress on the correct syllables of mono- and polysyllabic words and sentences in their repertoire.</li> <li>Use simple phrases and sentences to describe themselves, what they do, where they live, what they have, etc.</li> <li>Read aloud a short set of written instructions which are clear and simple.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize cognate words and loanwords from their first language.</li> <li>Follow single-step written instructions.</li> <li>Understand adapted and authentic texts which are simple and short. □</li> <li>Understand and identify short, simple <i>informational</i> texts (e.g. labels, messages, postcards, timetables, etc.) by making use of clues such as visuals, text shape and layout, and reading one phrase at a time.</li> <li>Extract the gist and key information items from short, simple <i>informational</i> texts—especially if there is visual support.</li> </ul>	<ul style="list-style-type: none"> <li>Spell personal and educational details (e.g. own name, numbers and dates, nationality, address, age, date of birth, school, etc.).</li> <li>Take down in writing a dictated or recorded message within the limits of their repertoire for the level.</li> <li>Write isolated phrases and sentences for simple <i>informational</i> texts such as labels, messages, forms, cards, etc. by using basic appropriate punctuation marks (i.e. commas and periods).</li> </ul>



<ul style="list-style-type: none"> <li>• Understand speech that is clear, standard, and delivered slowly and intentionally.</li> <li>• Extract the gist and key information items from simple informational texts.</li> </ul>	<p>Interaction</p> <ul style="list-style-type: none"> <li>• Deliver a very short, rehearsed monologue (e.g. introduce a speaker and use basic greeting and saying 'good-bye' expressions).</li> <li>• Participate in short conversations on very familiar topics within the personal and educational domains.</li> <li>• Ask and answer simple display questions delivered directly to them in clear, slow non- idiomatic speech and in areas of immediate need.</li> <li>• Ask people for things and give people things.</li> <li>• Ask and answer questions about themselves and other people, where they live, people they know, things they have, etc.</li> <li>• Respond with simple, direct answers given that the interviewer is patient and co-operative.</li> <li>• Speech is clear at times, though it exhibits problems with pronunciation, intonation or pacing and so may require significant listener effort.</li> </ul>		<ul style="list-style-type: none"> <li>• Carry out correspondence (e.g. e-mail) with a partner, by giving and eliciting personal and educational information.</li> </ul>
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**5. RESOURCES**



- **Cd rooms**
- **Posters**
- **Student book**
- **Workbook**
- **Computer**
- **Platform**
- **Videos**
- **Flashcards**

#### **6. EVALUATION**

- **Work**
- **Work in group**
- **Work Individually**
- **Quiz**
- **Exam**
- **Oral presentations**
- **Home works**

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English Teacher

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English Department/ Area Coordinator



**Appendix # 9: School B Syllabi: Fourth Grade**

**SCHOOL B**

<b>AREA: ENGLISH LANGUAGE</b>	<b>SCHOOL YEAR: 2015-2016</b>	<b>TARGET GROUP: 4TH GRADE</b>
<p><b>Teacher:</b> <b>Level A 1.2:</b></p> <p>This 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.</p>		

**4. OBJECTIVES**

**By the end of 4<sup>th</sup> year EGB, students will be able to:**

<p>Linguistic Component:</p> <ul style="list-style-type: none"> <li>• Have a very basic repertoire of words and phrases related to their personal and educational background.</li> <li>• Have limited control over a few simple grammatical structures and sentence patterns in a learned repertoire which relates to their personal and educational background.</li> </ul> <p>Sociolinguistic Component:</p> <ul style="list-style-type: none"> <li>• 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 and saying “goo-bye”.</li> </ul> <p>Pragmatic Component:</p> <ul style="list-style-type: none"> <li>• Link words or groups of words with very basic linear connectors like and or or.</li> </ul>
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**LANGUAGE SKILLS OBJECTIVES**

<b>LISTENING</b>	<b>SPEAKING</b>	<b>READING</b>	<b>WRITING</b>



<p>-In simple spoken texts, understand expressions, words, and sentences related to the learner’s personal and educational background.</p> <ul style="list-style-type: none"> <li>• Every day</li> <li>• In our community</li> <li>• Working hard</li> <li>• Awesome animals</li> <li>• Sunny days</li> <li>• The five senses</li> <li>• Fabulous food</li> <li>• Healthy living</li> <li>• Field trip</li> </ul> <p>Follow speech which is very slow and carefully articulated, with long pauses for them to assimilate meaning within the personal and educational domains.</p>	<p>-Produce slow, hesitant, planned monologues with frequent pauses to search for expressions, backtracking, and errors.</p> <p>-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.</p>	<p>-Understand and identify very simple stories fairy tales, labels, messages, postcards, posters, a single phrase at a time, picking up familiar names, words, and basic phrases and rereading as required.</p> <p>-Extract the main idea and key information items from very simple stories, tales and texts.</p>	<p>Produce very simple informational texts that can have little or no detail, can have little variety in sentence structure, and may have some usage error.</p>
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**3. CONTENTS**

TIME FRAME	FUNCTIONS	GRAMMAR	VOCABULARY
September	Unit 1 <ul style="list-style-type: none"> <li>• To discuss different times of the day</li> <li>• To discuss activities before and after school</li> <li>• To identify the subject and verb in a sentence</li> </ul>	Unit 1 <ul style="list-style-type: none"> <li>• Adverbs before and after</li> <li>What does he do before school?</li> <li>What do you do after school?</li> </ul>	Unit 1 <p>Daily activities</p> <p>Wake up, wash my face, eat, breakfast, get dressed, brush my teeth, play soccer, play video games, do my homework, feed the cat, watch TV.</p>
October	Unit 2 <ul style="list-style-type: none"> <li>• to talk about what people do</li> <li>• to talk about where people work</li> <li>• to use compound subjects and verbs</li> </ul>	Unit 2 <ul style="list-style-type: none"> <li>• Simple present:</li> <li>Do and Does</li> </ul>	Unit 2 <p>Occupations</p> <p>Firefighter, chef, police officer, cashier, waiter, farmer, nurse, scientist, teacher, mail carrier</p>





November	<p>Unit 3</p> <ul style="list-style-type: none"> <li>To talk about how often people do things</li> <li>To talk about what people have to do</li> <li>To talk about chores</li> <li>To write the title of a paragraph</li> </ul>	<p>Unit 3</p> <ul style="list-style-type: none"> <li><b>Have to +verb</b> What does he have to do?  He has to feed the dog.</li> </ul>	<p>Work places Hospital, fire station, store, farm, police station, laboratory, school, restaurant.</p> <p>Unit 3 <b>Chores and other activities</b> Make the bed, walk the dog, practice the piano, take out the trash, wash the dishes, go the soccer practice, study, feed the cat. <b>Adverbs of frequency</b> Always, usually, sometimes, never.</p>
December	<p>Unit 4</p> <ul style="list-style-type: none"> <li>to identify animals in their habitats</li> <li>to identify the topic sentence of a paragraph</li> </ul>	<p>Unit 4</p> <ul style="list-style-type: none"> <li>Simple present can't What can a penguin do?</li> </ul>	<p>Unit 4 <b>Animals</b> Bear, deer, owl, sea lion, penguin, snake, lizard, camel, shark, fish, parrot, duck <b>Habitats</b> Desert, forest, ice and snow, lake, ocean, rain forest.</p>
January	<p>Unit 5</p> <ul style="list-style-type: none"> <li>to describe the weather</li> <li>To say how the weather was yesterday</li> <li>To identify clothing for different types of weather</li> <li>To write detail sentences of paragraph</li> </ul>	<p>Unit 5</p> <p>Simple present and simple past: Is and was</p>	<p>Unit 5 <b>Types of weather</b> Cold and snowy, warm, cloudy, and cool, hot and sunny, windy, rainy. <b>Clothing and accessories</b> sandals, sunglasses, shorts, sweater, scarf, raincoat, umbrella, boots, coat, hat, gloves</p>
February	<p>Unit 6</p> <ul style="list-style-type: none"> <li>to describe things using the five senses</li> <li>to write a final sentence for a paragraph</li> </ul>	<p>Unit 6</p> <p>Simple present verbs</p>	<p>Unit 6 <b>Verbs</b> Feel, look, smell, sound, taste. <b>Adjectives</b> Pretty, awful, delicious, nice, terrible, soft, tight, sweet, bad.</p>
March	<p>Unit 7</p>	<p>Unit 7</p>	<p>Unit 7</p>



	<ul style="list-style-type: none"> <li>to talk about favorite foods</li> <li>to talk about things you have or don't have</li> <li>to write a paragraph about a favorite meal</li> </ul>	<ul style="list-style-type: none"> <li>Some and any.</li> </ul>	<p><b>Food</b> Pizza, tomato, sauce, cheeses, green peppers, onions, mushrooms, sausage, pepperoni, sandwich, bread, ham, pickles, lettuce, tomatoes, mustard, ketchup.</p>
April	<p>Unit 8</p> <ul style="list-style-type: none"> <li>to talk about healthy and unhealthy habits</li> <li>To talk about activities in the past</li> <li>To ask classmates about their habits</li> <li>To write compound sentences</li> </ul>	<p>Unit 8</p> <ul style="list-style-type: none"> <li>Simple past to do Did/ Did not/ didn't</li> </ul>	<p>Unit 8</p> <p><b>Healthy habits</b> Eat a healthy breakfast Get enough sleep Get enough exercise Drink lots of water Ride your bike after school</p>
May	<p>Unit 9</p> <ul style="list-style-type: none"> <li>to talk about actions in the past</li> <li>to ask for and give opinions about activities</li> <li>to talk about famous paintings</li> </ul>	<p>Unit 9</p> <p>Simple past verbs</p>	<p>Unit 9</p> <p><b>Places</b> Science, museum, art museum, theater, concert hall, dairy farm, national park, zoo, aquarium</p> <p><b>Activities</b> Saw a movie, looked at paintings, saw a play, heard some music, learned about rocks, saw elephants, saw a penguin show</p>
June	Review		

**4. METHODOLOGICAL STRATEGIES**

LISTENING	SPEAKING	READING	WRITING
<ul style="list-style-type: none"> <li>Identify the relation between the sound and spelling of English words within their lexical range.</li> <li>Recognize and distinguish the words, expressions, and</li> </ul>	<p>Production</p> <ul style="list-style-type: none"> <li>Pronounce words, expressions, and statements in their personal and educational repertoire intelligibly, phonetically differentiating distinct</li> </ul>	<ul style="list-style-type: none"> <li>Recognize cognate words and loanwords from their first language.</li> <li>Follow single-step written instructions.</li> </ul>	<ul style="list-style-type: none"> <li>Spell personal and educational details (e.g. own name, numbers and dates, nationality, address, age, date</li> </ul>



<p>sentences in simple spoken texts related to the learner's personal and educational background</p> <ul style="list-style-type: none"> <li>• Distinguish phonemically distinct words related to the learners' <i>personal</i> and <i>educational</i> background (e.g. name, address, pencil, etc.).</li> <li>• Recognize syllable, word, and sentence stress.</li> <li>• Understand instructions addressed to them carefully and slowly.</li> <li>• Understand speech that is clear, standard, and delivered slowly and intentionally.</li> <li>• Extract the gist and key information items from simple informational texts.</li> </ul>	<p>words so as to avoid misunderstandings.</p> <ul style="list-style-type: none"> <li>• Place stress on the correct syllables of mono- and polysyllabic words and sentences in their repertoire.</li> <li>• Use simple phrases and sentences to describe themselves, what they do, where they live, what they have, etc.</li> <li>• Read aloud a short set of written instructions which are clear and simple.</li> </ul> <p>Interaction</p> <ul style="list-style-type: none"> <li>• Deliver a very short, rehearsed monologue (e.g. introduce a speaker and use basic greeting and saying 'good-bye' expressions).</li> <li>• Participate in short conversations on very familiar topics within the personal and educational domains.</li> <li>• Ask and answer simple display questions delivered directly to them in clear, slow non- idiomatic speech and in areas of immediate need.</li> <li>• Ask people for things and give people things.</li> <li>• Ask and answer questions about themselves and other people, where they live, people they know, things they have, etc.</li> <li>• Respond with simple, direct answers given that the interviewer is patient and co-operative.             <ul style="list-style-type: none"> <li>• Speech is clear at times, though it exhibits problems with pronunciation, intonation or pacing and so may require significant listener effort.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Understand adapted and authentic texts which are simple and short. □</li> <li>• Understand and identify short, simple <i>informational</i> texts (e.g. labels, messages, postcards, timetables, etc.) by making use of clues such as visuals, text shape and layout, and reading one phrase at a time.</li> <li>• Extract the gist and key information items from short, simple <i>informational</i> texts— especially if there is visual support.</li> </ul>	<p>of birth, school, etc.).</p> <ul style="list-style-type: none"> <li>• Take down in writing a dictated or recorded message within the limits of their repertoire for the level.</li> <li>• Write isolated phrases and sentences for simple <i>informational</i> texts such as labels, messages, forms, cards, etc. by using basic appropriate punctuation marks (i.e. commas and periods).</li> <li>• Carry out correspondence (e.g. e-mail) with a partner, by giving and eliciting personal and educational information.</li> </ul>
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## 5. RESOURCES

- Cd rooms
- Posters
- Student book
- Workbook
- Computer
- Platform
- Videos
- Flashcards

## 6. EVALUATION

- Work
- Work in group
- Work Individually
- Quiz
- Exam
- Oral presentations
- Home works

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English Teacher

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English Department/ Area Coordinator



**Appendix # 10: School C Syllabi: First Grade**

<b>SCHOOL C</b>	<b>AÑO LECTIVO</b> 2015 – 2016
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**ANNUAL TEACHING PLAN**

**1. Datos Informativos**

<b>ÁREA/ASIGNATURA</b>	Foreign Language/English	<b>NOMBRE DEL DOCENTE</b>		<b>AÑO/CURSO</b>	First
<b>CARGA HORARIA SEMANAL</b>	3	<b>CARGA HORARIA ANUAL</b>	111	<b>PARALELO</b>	“A”

**3. OBJETIVOS**

<b>OBJETIVOS DE AÑO</b>			<b>OBJETIVOS DE ÁREA</b>
By the end of First year EGB, students will be able to:			English: To ensure high-school graduates reach a minimum B1 language proficiency level according to the CEFR.  To build up learners’ communicative language competence in its linguistic, sociolinguistic, and pragmatic components through the development of the four language skills: listening, speaking, reading, and writing.  Français: Les élèves apprennent à interagir dans la langue Française, dans le niveau A1, A2, ils seront en mesure de parler de renseignements personnels, exprimer
<b>Linguistic Component</b>	<b>Sociolinguistic Component</b>	<b>Pragmatic Component</b>	
Can recognize, understand and say a limited range of basic vocabulary which has been	Can distinguish basic words after listening.	Can pronounce a very limited repertoire of learnt and familiar words.	



used repeatedly in class or has been specifically taught.			ses goûts, parler en futur et passé, réagir à des situations réelles qui se posent lorsque nous vivons en France.
			English for tourism: Students will learn about how to work in tourism industry, for example how to handle with difficult clients, and also they are going to learn a lot of tourism vocabulary to interact with foreigners. They will learn all about airplanes, types of jobs, accommodations, and the importance of English. The subject is more interactive and they will learn how to react in real situations.

**4.2 TEMPORALIZACIÓN**

<b>BLOQUES CURRICULAR/MÓDULO</b> Según oficio circular 067-VGE-2012 se debe planificar 6 bloques curriculares, de los cuales, tres se desarrollan en el primer quimestre y los restantes en el segundo quimestre.	<b>NÚMERO DE SEMANAS LABORABLES</b>				
	<b>NÚMERO DE SEMANAS DESTINADAS AL BLOQUE/MÓDULO</b>	<b>NÚMERO DE PERIODOS DESTINADOS PARA EL DESARROLLO DE LA PROGRAMACIÓN</b>			
		<b>NÚMERO DE PERIODOS SEMANALES</b>	<b>NÚMERO TOTAL DE PERIODOS</b>	<b>NÚMERO DE PERIODOS PARA EVALUACIONES E IMPREVISTOS</b>	<b>NÚMERO DE PERIODOS DESTINADOS PARA EL DESARROLLO DE BLOQUE/MÓDULO</b>
<b>1. Numbers</b> <b>2. Toys</b>	7	3	21	3	18
<b>3. Colors</b>	6	3	18	3	15
<b>4. School</b> <b>5. Clothes</b>	6	3	18	3	15
<b>6. Families</b>	6	3	18	3	15
<b>7. The senses</b>	6	3	18	3	15



<b>8. Food</b>					
<b>9. The weather GRAMMAR REVIEW</b>	6	3	18	3	15
<b>TOTAL</b>	37	<b>TOTAL</b>	93		

<b>4.3. DESARROLLO DE BLOQUES CURRICULARES</b>	
<b>TÍTULO DEL BLOQUE</b>	<b>DESTREZAS CON CRITERIO DE DESEMPEÑO A DESARROLLARSE</b>
<b>1. Numbers</b> <b>2. Toys</b>	<ul style="list-style-type: none"> <li>– Learn the difference between hello/hi and goodbye/bye.</li> <li>– Learn to ask someone’s name</li> <li>– Learn numbers from 1 to 6</li> <li>– Learn the names of toys</li> </ul>
<b>3. Colors</b>	<ul style="list-style-type: none"> <li>– Learn to ask questions to find out the color of an object</li> <li>– Ask for information by using the pattern <b>“What color is it?”</b></li> <li>– Talk about likes by using the pattern <b>“My favorite color is...”</b></li> <li>– Identify color by looking at the nature.</li> </ul>
<b>4. School</b> <b>5. Clothes</b>	<ul style="list-style-type: none"> <li>– Learn the names of classroom objects</li> <li>– Describe an object according to its color by using the pattern <b>“My (school object) is (color)”</b></li> <li>– Learn the names of different items of clothing.</li> <li>– Describe their clothes considering the colors.</li> </ul>
<b>6. Families</b>	<ul style="list-style-type: none"> <li>– Learn the names of family members</li> <li>– Learn to use demonstrative adjectives</li> </ul>



	<ul style="list-style-type: none"> <li>- Describe family members by using the pattern <b>“This is my...”</b></li> <li>- Determine the importance of a family.</li> </ul>
<p><b>7. The senses</b> <b>8. Food</b></p>	<ul style="list-style-type: none"> <li>- Learn body parts</li> <li>- Learn the difference between <b>“This is /these are...”</b></li> <li>- Learn food names</li> <li>- Learn to express likes and dislikes.</li> </ul>
<p><b>9. The weather</b> <b>GRAMMAR REVIEW</b></p>	<ul style="list-style-type: none"> <li>- Learn names of different weather types.</li> <li>- Learn to ask about the weather by using the grammar structure <b>“How it’s the weather today?”</b></li> <li>- Describe the weather by using the pattern <b>“It’s ...”</b></li> <li>- Practice previously learned language.</li> </ul>
<b>5. RECURSOS</b>	
<b>FOR STUDENTS</b>	<b>FOR TEACHERS</b>
<ul style="list-style-type: none"> <li>• Student’s Book and workbook</li> <li>• Class CDs</li> <li>• Notebook</li> <li>• Color clay</li> <li>• Paper or plastic shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher’s Book 3 with Teacher’s Resources Multi-ROM</li> <li>• Class CDs</li> <li>• MPO- MACMILLAN PRACTICE ONLINE</li> <li>• Pictures</li> <li>• Flash cards</li> <li>• Board</li> <li>• Markers</li> <li>• Worksheets</li> <li>• Puppets</li> <li>• Game materials</li> </ul>





**6. METHODOLOGY**

<b>METHODS</b>	<b>Listening</b>	<b>Speaking</b>
*The audio- lingual method *Desuggestopedia method *Total physical response(TPR) *The silent way method *Direct method	Listen and color Let's mimic Listen and sing Guess what am I drawing?	Singing Repetition activities Run and point Touch and say Follow the clue I see, I see

**7. Evaluation**

<b>Listening</b>	<b>Speaking</b>
<ul style="list-style-type: none"> <li>- Identify the learned vocabulary when it is mentioned.</li> <li>- Experiment with different objects and materials to find solutions.</li> <li>- Identify different colors through real objects.</li> <li>- Identify basic words in simple dialogues</li> <li>- Identify the sequence of the numbers from 1 to 10</li> <li>- Classify objects according to their shapes.</li> <li>- Establish a relationship between times of day and meals.</li> <li>- Identify personal appearance</li> </ul>	<p><b>Production</b></p> <ul style="list-style-type: none"> <li>- Use simple words and phrases to start communicating.</li> <li>- Produce simple sentences in English by using the learned pattern.</li> <li>- Mention the seasons of the year through the environment and nature.</li> <li>- Recognize talents and abilities</li> </ul> <p><b>Interaction</b></p> <ul style="list-style-type: none"> <li>- Talk about the importance of family activities.</li> <li>- Be aware of their own feelings.</li> <li>- Learn the importance if following rules.</li> </ul>

<b>7. BIBLIOGRAFÍA/ WEBGRAFÍA:</b> Utilizar normas APA vigentes	<b>8. OBSERVACIONES</b>
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<p>Lorena Peimbert, Lulu Campbell, Juli Kniveton, Angel Llanas. Bounce Now Starter, Teacher's Edition. Thailand: Macmillan, 2011. Print                  Lorena Peimbert, Lulu Campbell, Juli Kniveton, Angel Llanas. Bounce Now Starter, Student's Book. Thailand: Macmillan, 2011. Print</p>	
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ELABORADO	REVISADO	APROBADO
<b>DOCENTE:</b>	<b>NOMBRE:</b>	<b>NOMBRE:</b>
<b>Firma:</b>	<b>Firma:</b>	<b>Firma:</b>
<b>Fecha:</b> July 20 <sup>th</sup> , 2015.	<b>Fecha:</b> July 20 <sup>th</sup> , 2015.	<b>Fecha:</b> July 20 <sup>th</sup> , 2015.



**Appendix # 11: School C Syllabi: Second Grade**

<b>SCHOOL C</b>		<b>AÑO LECTIVO</b> 2015 – 2016
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**ANNUAL TEACHING PLAN**

**1. Datos Informativos**

<b>ÁREA/ASIGNATURA</b>	Foreign Language/English	<b>NOMBRE DEL DOCENTE</b>		<b>AÑO/CURSO</b>	Second
<b>CARGA HORARIA SEMANAL</b>	3	<b>CARGA HORARIA ANUAL</b>	111	<b>PARALELO</b>	“A”

**3. OBJETIVOS**

<b>OBJETIVOS DE AÑO</b>			<b>OBJETIVOS DE ÁREA</b>
By the end of Second year EGB, students will be able to:			
<b>Linguistic Component</b>	<b>Sociolinguistic Component</b>	<b>Pragmatic Component</b>	
GENERAL: Can recognize, understand and say a limited range of basic vocabulary which has been used repeatedly in class	GENERAL: Can copy key words from the board, flash cards or posters. Can copy or write his/her name,	GENERAL: Can pronounce a very limited repertoire of learnt and familiar words.  DETAILED:	English: To ensure high-school graduates reach a minimum B1 language proficiency level according to the CEFR.  To build up learners’ communicative language competence in its linguistic, sociolinguistic, and pragmatic components through the development of the four language skills: listening, speaking, reading, and writing.  Français:



<p>or has been specifically taught. DETAILED:</p> <ul style="list-style-type: none"> <li>• Use verb to be- questions- short answers.</li> <li>• Use This/That to introduce the family and people.</li> <li>• Express likes and dislikes.</li> <li>• Use There is/ There are to offer and give opinions about food.</li> <li>• Use vocabulary for greetings and farewells.</li> <li>• Use to be, to have for commands and verb to be for congratulations.</li> </ul>	<p>address and the name of the school. DETAILED:</p> <ul style="list-style-type: none"> <li>• Talk about likes and dislikes.</li> <li>• Talk about family members.</li> <li>• Give opinion about food.</li> <li>• Use vocabulary for greetings to say Hi to people.</li> <li>• Use questions words and verb to be to ask questions and say our personal information.</li> <li>• Be able to describe the parts of the body.</li> <li>• Use prepositions to say where things and</li> </ul>	<ul style="list-style-type: none"> <li>• Borrowing: May I borrow your bike?</li> <li>• Vocabulary for congratulations.</li> <li>• Expressing likes and dislikes.</li> <li>• Use Wh-questions for several occasions and situations.</li> </ul>	<p>Les élèves apprennent à interagir dans la langue Française, dans le niveau A1, A2, ils seront en mesure de parler de renseignements personnels, exprimer ses goûts, parler en futur et passé, réagir à des situations réelles qui se posent lorsque nous vivons en France.</p> <p>English for tourism: Students will learn about how to work in tourism industry, for example how to handle with difficult clients, and also they are going to learn a lot of tourism vocabulary to interact with foreigners. They will learn all about airplanes, types of jobs, accommodations, and the importance of English. The subject is more interactive and they will learn how to react in real situations.</p>
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	people are located.	
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4.2 TEMPORALIZACIÓN					
<b>BLOQUES CURRICULAR/MÓDULO</b> Según oficio circular 067-VGE-2012 se debe planificar 6 bloques curriculares, de los cuales, tres se desarrollan en el primer quimestre y los restantes en el segundo quimestre.	NÚMERO DE SEMANAS LABORABLES				
	NÚMERO DE SEMANAS DESTINADAS AL BLOQUE/MÓDULO	NÚMERO DE PERIODOS DESTINADOS PARA EL DESARROLLO DE LA PROGRAMACIÓN			
		NÚMERO DE PERIODOS SEMANALES	NÚMERO TOTAL DE PERIODOS	NÚMERO DE PERIODOS PARA EVALUACIONES E IMPREVISTOS	NÚMERO DE PERIODOS DESTINADOS PARA EL DESARROLLO DE BLOQUE/MÓDULO
<b>10. Family</b> <b>11. Toys and Colors</b>	7	3	21	3	18
<b>12. Animals</b>	6	3	18	3	15
<b>13. At School</b> <b>14. Transportation</b>	6	3	18	3	15
<b>15. At Home</b>	6	3	18	3	15
<b>16. On the Farm</b> <b>17. In the Country</b>	6	3	18	3	15



<b>18. Numbers and Shapes GRAMMAR REVIEW</b>	6	3	18	3	15
<b>TOTAL</b>	37	<b>TOTAL</b>			93

<b>4.3. DESARROLLO DE BLOQUES CURRICULARES</b>	
<b>TÍTULO DEL BLOQUE</b>	<b>DESTREZAS CON CRITERIO DE DESEMPEÑO A DESARROLLARSE</b>
<b>1. Family</b> <b>2. Toys and Colors</b>	<ul style="list-style-type: none"> <li>- Introduce their family members.</li> <li>- Identify the vocabulary of toys in pictures or real objects.</li> <li>- Describe what objects have by using the pattern <b>“I have a/an”</b></li> <li>- Recognize and name the colors of a specific object.</li> </ul>
<b>3. Animals</b>	<ul style="list-style-type: none"> <li>- Learn the vocabulary for animals</li> <li>- Distinguish the use of <b>a/an</b></li> <li>- Learn the grammar structure <b>“What is it? It’s a/an...”</b></li> <li>- Identify the animals by listening or reading their names or characteristics.</li> </ul>
<b>4. At School</b> <b>5. Transportation</b>	<ul style="list-style-type: none"> <li>- Describe the school supplies by naming the corresponding color.</li> <li>- Learn how to write the numbers from 1 to 10</li> <li>- Talk about their age and someone’s else.</li> <li>- Identify the types of transportation a city has.</li> <li>- Identify and ask for types of transportation by using the pattern <b>“Is it a..?”</b></li> </ul>
<b>6. At Home</b>	<ul style="list-style-type: none"> <li>- Identify the furniture a house can have</li> <li>- Identify the position of the objects</li> <li>- Identify the parts of the house.</li> </ul>



	<ul style="list-style-type: none"> <li>- Ask for the position of objects by using the pattern <b>“Where is ...”</b></li> </ul>
<p><b>7. On the Farm</b> <b>8. In the Country</b></p>	<ul style="list-style-type: none"> <li>- Name the farm animals in singular and plural.</li> <li>- Describe an unknown animal by using the pattern <b>“What are they? Or What is it?”</b></li> <li>- Identify the names of the fruits</li> <li>- Learn how to deny something in singular or plural</li> <li>- Ask and answer where a person or thing is</li> </ul>
<p><b>9. Numbers and Shapes</b> <b>GRAMMAR REVIEW</b></p>	<ul style="list-style-type: none"> <li>- Identify the geometric figures.</li> <li>- Ask and answer about quantities.</li> <li>- Learn the numbers from 1 to 20</li> <li>- Learn how to add and subtract numbers</li> <li>- Identify how to write each number.</li> </ul>
<b>5. RECURSOS</b>	
<b>FOR STUDENTS</b>	<b>FOR TEACHERS</b>
<ul style="list-style-type: none"> <li>• Student’s Book and workbook</li> <li>• Class CDs</li> <li>• Notebook</li> <li>• Color clay</li> <li>• Paper or plastic shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher’s Book 3 with Teacher’s Resources Multi-ROM</li> <li>• Class CDs</li> <li>• MPO- MACMILLAN PRACTICE ONLINE</li> <li>• Pictures</li> <li>• Flash cards</li> <li>• Board</li> <li>• Markers</li> <li>• Worksheets</li> <li>• Puppets</li> <li>• Game materials</li> </ul>



**6. METHODOLOGY**

<b>METHODS</b>	<b>Listening</b>	<b>Reading</b>	<b>Writing</b>	<b>Speaking</b>
<ul style="list-style-type: none"> <li>• <b>The audio- lingual method</b></li> <li>• <b>Desuggestopedia method</b></li> <li>• <b>Total physical response(TPR)</b></li> <li>• <b>The silent way method</b></li> <li>• <b>Direct method</b></li> <li>• <b>The natural approach</b></li> </ul>	Chain game Listen and color Listen and write Listen and sing Miming Put your hands up	Making crosswords Reading aloud simple words Reading a word	Filling the blanks Making crosswords Completing the spaces	Singing Repetition of key words Modelling Using minimal responses

**7. Evaluation**

<b>DIAGNOSTIC EVALUATION</b>
Written texts can be used for diagnostic evaluation that takes place at the beginning of the school year so that a student or class is built and teaching can be planned appropriately.
<b>FORMATIVE EVALUATION</b>
For ongoing or formative assessment, written tests that include a listening, reading, language use (i.e. grammar), and writing section should ideally be administered at the end of each studied content unit along with other assessment tools (e.g., oral lessons, homework, projects, etc.) every test should be graded and counted as a partial score that will contribute to the 80% of the learners final score at the end of every school term (i.e. quimestre)
<b>SUMMATIVE EVALUATION</b>





According to the new bylaws of the Education Law (Reglamento a la Ley Orgánica de Educación Intercultural- LOEI, 2012), which have currently established regulations and procedures for summative evaluation in all areas of knowledge, an exam at the end of each term (or quimestre) should also be administered and graded.

This will account for 20% of the final score.

<b>INDICADORES ESENCIALES DE EVALUACIÓN</b>			
<b>Listening</b>	<b>Reading</b>	<b>Speaking</b>	<b>Writing</b>
<ul style="list-style-type: none"> <li>• Understand familiar words and very basic phrases concerning themselves, their family and immediate concrete surroundings when people speak slowly and clearly.</li> <li>• Listen and write simple words.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize familiar names and words on posters or flashcards.</li> <li>• Identify simple vocabulary in areas of immediate need or on very familiar topics.</li> </ul>	<p><b>Production</b></p> <ul style="list-style-type: none"> <li>• Use simple words and phrases to describe feelings</li> </ul> <p><b>Interaction</b></p> <ul style="list-style-type: none"> <li>• Interact in a simple way by being prepared to repeat or rephrase things at a slower rate of speech.</li> <li>• Answer simple questions in areas of immediate need or very familiar topics.</li> </ul>	<ul style="list-style-type: none"> <li>• Write simple and short words in areas of immediate need or on very familiar topics.</li> <li>• Complete simple words related to the learned vocabulary.</li> </ul>
<p><b>7. BIBLIOGRAFÍA/ WEBGRAFÍA:</b> Utilizar normas APA vigentes</p>			<p><b>8. OBSERVACIONES</b></p>



Kniventon, Angela Llanas. Bounce Now 1, Teacher´s Edition. Macmillan, 2011. Print Kniventon, Angela Llanas. Bounce Now 1, Student´s book. Macmillan, 2011. Print.	
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ELABORADO	REVISADO	APROBADO
<b>DOCENTE:</b>	<b>NOMBRE:</b>	<b>NOMBRE:</b>
<b>Firma:</b>	<b>Firma:</b>	<b>Firma:</b>
<b>Fecha:</b> July 20 <sup>th</sup> , 2015.	<b>Fecha:</b> July 20 <sup>th</sup> , 2015.	<b>Fecha:</b> July 20 <sup>th</sup> , 2015.



**Appendix # 12: School C Syllabi: Third Grade**

<b>SCHOOL C</b>	<b>AÑO LECTIVO</b> 2015 – 2016
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**ANNUAL TEACHING PLAN**

**1. Datos Informativos**

<b>ÁREA/ASIGNATURA</b> A	Foreign Language/English	<b>NOMBRE DEL DOCENTE</b>		<b>AÑO/CURSO</b>	Third
<b>CARGA HORARIA SEMANAL</b>	3	<b>CARGA HORARIA ANUAL</b>	111	<b>PARALELO</b>	“A”

**3. OBJETIVOS**

<b>OBJETIVOS DE AÑO</b>			<b>OBJETIVOS DE ÁREA</b>
By the end of Third year EGB, students will be able to:			English: To ensure high-school graduates reach a minimum B1 language proficiency level according to the CEFR.  To build up learners’ communicative language competence in its linguistic, sociolinguistic, and pragmatic components through the development of the four language skills: listening, speaking, reading, and writing.  Français: Les élèves apprennent à interagir dans la langue Française, dans le niveau A1, A2, ils seront en mesure de parler de
<b>Linguistic Component</b>	<b>Sociolinguistic Component</b>	<b>Pragmatic Component</b>	
GENERAL: Can recognize, understand and say a limited range of basic vocabulary which has been used repeatedly in	GENERAL: Can copy key words from the board, flash cards or posters. Can copy or write his/her name,	GENERAL: Can pronounce a very limited repertoire of learnt and familiar words. Native speakers who are aware of what the pupil has been	



<p>class or has been specifically taught. SPECIFIC:</p> <ul style="list-style-type: none"> <li>• Use properly the demonstrative adjectives, the verb to have in present continuous forms, and prepositions of place.</li> </ul>	<p>address and the name of the school. Can use a very limited number of grammatical structures and simple sentence patterns that he/she has learned by repeated use (e.g. "My name is...") SPECIFIC:</p> <ul style="list-style-type: none"> <li>• Use polite expressions like: Here, Thanks, You are welcome.</li> </ul>	<p>learning and familiar with the pronunciation patterns of pupils from different language backgrounds can understand his/her pronunciation, but sometimes with difficulty.  SPECIFIC:</p> <ul style="list-style-type: none"> <li>• Giving and receiving objects.</li> <li>• Expressing opinions, likes and dislikes.</li> <li>• Giving personal information.</li> <li>• Encouraging people.</li> <li>• Praising.</li> <li>• Telling the time.</li> </ul>	<p>renseignements personnels, exprimer ses goûts, parler en futur et passé, réagir à des situations réelles qui se posent lorsque nous vivons en France.  English for tourism: Students will learn about how to work in tourism industry, for example how to handle with difficult clients, and also they are going to learn a lot of tourism vocabulary to interact with foreigners. They will learn all about airplanes, types of jobs, accommodations, and the importance of English. The subject is more interactive and they will learn how to react in real situations.</p>
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4.2 TEMPORALIZACIÓN		
BLOQUES CURRICULAR/MÓDULO	NÚMERO DE SEMANAS LABORABLES	
Según oficio circular 067-	NÚMERO DE SEMANAS	NÚMERO DE PERIODOS DESTINADOS PARA EL DESARROLLO DE LA PROGRAMACIÓN



VGE-2012 se debe planificar 6 bloques curriculares, de los cuales, tres se desarrollan en el primer quimestre y los restantes en el segundo quimestre.	DESTINADAS AL BLOQUE/MÓDULO	NÚMERO DE PERIODOS SEMANALES	NÚMERO TOTAL DE PERIODOS	NÚMERO DE PERIODOS PARA EVALUACIONES E IMPREVISTOS	NÚMERO DE PERIODOS DESTINADOS PARA EL DESARROLLO DE BLOQUE/MÓDULO
1. My Body 2. Let's go (Imperatives)	7	3	21	3	18
3. Professions	6	3	18	3	15
4. Ready for School 5. Toys and Snacks	6	3	18	3	15
6. Feeling and Appearances	6	3	18	3	15
7. Wild Animals 8. School Objects	6	3	18	3	15
9. Around Town GRAMMAR REVIEW	6	3	18	3	15
<b>TOTAL</b>	37	<b>TOTAL</b>			93

4.3. DESARROLLO DE BLOQUES CURRICULARES	
TÍTULO DEL BLOQUE	DESTREZAS CON CRITERIO DE DESEMPEÑO A DESARROLLARSE
1. My Body 2. Let's go (Imperatives)	<ul style="list-style-type: none"> <li>- Learn the alphabet</li> <li>- Identify the body parts with the help of pictures or their own body</li> <li>- Demonstrate possessions by using the grammar structure "This is my..." or "these are my ..."</li> <li>- Identify imperatives verbs in order to perform the corresponding action.</li> </ul>



<p><b>3. Professions</b></p>	<ul style="list-style-type: none"> <li>- Determine how to identify my profession by using the grammar structure <b>“I am a/an...”</b></li> <li>- Determine how to identify which isn't my profession</li> <li>- Identify the profession of another person by using the grammar structure <b>“He's.../She's...”</b></li> <li>- Learn to identify other people's professions in the plural by using the pattern <b>“they are/ they are not...”</b></li> </ul>
<p><b>4. Ready for School</b> <b>5. Toys and Snacks</b></p>	<ul style="list-style-type: none"> <li>- Identify the names of school supplies.</li> <li>- Talk about other people's possessions by using the grammar structure <b>“(Sally) has a/an (lunch box)”</b></li> <li>- Learn vocabulary about lunch</li> <li>- Learn the names of toys.</li> </ul>
<p><b>6. Feeling and Appearances</b></p>	<ul style="list-style-type: none"> <li>- Identify adjectives in order to describe a person, animal or object.</li> <li>- Describe a person, animal or object by using the pattern <b>“he's/She's...”</b></li> <li>- Learn how to describe yourself by using the pattern <b>“I am ...”</b></li> <li>- Learn how to describe people and animals by following the pattern <b>“They are.../ They aren't...”</b></li> </ul>
<p><b>7. Wild Animals</b> <b>8. School Objects</b></p>	<ul style="list-style-type: none"> <li>- Identify the names of wild animals.</li> <li>- Identify the primary school subjects.</li> <li>- Identify the present day of the week by using the question <b>“What day is today?”</b></li> <li>- Learn how to ask and answer about what happens on the days of the week by using the pattern <b>“When is the (English class)”</b></li> <li>- Learn to talk about days of the week.</li> </ul>
<p><b>9. Around Town</b> <b>GRAMMAR REVIEW</b></p>	<ul style="list-style-type: none"> <li>- Learn the names of different types of shops and public buildings.</li> <li>- Produce simple sentences in order to describe a person's position.</li> <li>- Identify the prepositions of place.</li> <li>- To ask for information about a specific place.</li> <li>- Learn how to find out the location of the buildings by using the pattern <b>“Where is the...?”</b></li> <li>- Review vocabulary related to stores and public places.</li> </ul>
<p><b>5. RECURSOS</b></p>	



FOR STUDENTS	FOR TEACHERS
<ul style="list-style-type: none"> <li>• Student’s Book and workbook</li> <li>• Class CDs</li> <li>• Notebook</li> <li>• Color clay</li> <li>• Paper or plastic shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher’s Book 3 with Teacher’s Resources Multi-ROM</li> <li>• Class CDs</li> <li>• MPO- MACMILLAN PRACTICE ONLINE</li> <li>• Pictures</li> <li>• Flash cards</li> <li>• Board</li> <li>• Markers</li> <li>• Worksheets</li> <li>• Puppets</li> <li>• Game materials</li> </ul>

6. METHODOLOGY				
METHODS	Listening	Reading	Writing	Speaking
<p><b>Direct method</b></p> <p style="text-align: center;"><u>Techniques</u></p> <ul style="list-style-type: none"> <li>• Reading aloud</li> <li>• Question and answer exercise</li> <li>• Getting students to self-correct</li> <li>• Conversation practice.</li> <li>• Fill in the blank exercise</li> <li>• Dictation</li> </ul>	<p>“Listen and do” activities</p> <ul style="list-style-type: none"> <li>• Drawings</li> <li>• Listen and color</li> <li>• Put up your</li> <li>• Listen and repeat activities</li> <li>• Listening for specific information</li> </ul> <p>“Listen and repeat” activities</p> <ul style="list-style-type: none"> <li>• Rhymes</li> </ul>	<ul style="list-style-type: none"> <li>• Look and say</li> <li>• Reading aloud</li> <li>• Reading for the mistake.</li> <li>• Whole sentence reading</li> <li>• Reading for specific information.</li> <li>• Phonics</li> </ul>	<ul style="list-style-type: none"> <li>• Controlled writing activities.</li> <li>• Filling the blanks.</li> <li>• Matching</li> <li>• Organizing and copying.</li> <li>• Delayed Copying</li> <li>• Guided writing activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Controlled practice</li> <li>• Guided practice</li> <li>• Pair work</li> <li>• Whole class activities</li> <li>• Singing and performing</li> <li>• Listen and repeat</li> <li>• Broken phone</li> <li>• Dialogues</li> </ul>



<p><b>Suggestopedia method</b></p> <p><u>Techniques</u></p> <ul style="list-style-type: none"> <li>- Classroom set-up</li> <li>- Peripheral Learning</li> <li>- Positive Suggestion</li> <li>- Visualization</li> <li>- Role Play</li> </ul> <p><b>The audio- lingual method</b></p> <p><b>Total physical response(TPR)</b></p> <ul style="list-style-type: none"> <li>- <u>Techniques</u></li> <li>- Using Commands to direct behavior.</li> <li>- Role reversal</li> <li>- Action Sequence</li> </ul> <p><b>The audio lingual method</b></p> <ul style="list-style-type: none"> <li>- <u>Techniques</u></li> <li>- Dialogue</li> <li>- Backwards build-up drill</li> <li>- Repetition drill</li> </ul>	<ul style="list-style-type: none"> <li>• Songs</li> <li>• Listening to stories</li> </ul> <p>Listening to individuals pupils but provide feedback to all.</p>	<p>*Teacher provides good, clear examples of letters, whole words, phrases, etc. on charts posters and labels in the classroom.</p>	<ul style="list-style-type: none"> <li>• Putting letters in order.</li> <li>• Filling in exercises</li> <li>• Filling missing information.</li> <li>• Crosswords</li> <li>• Dictation.</li> <li>• Free writing activities.</li> </ul> <p>*Charts and lists should be left on the classroom wall to allow for re-cycling, consolidation and support when needed.</p> <p>*Promote the preparation of classrooms charts,</p>	<p>*Repetition of key words</p> <p>*Paraphrase</p> <p>*Miming and gesture to support spoken words.</p> <p>*Modeling</p>
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<ul style="list-style-type: none"> <li>- Chain drill</li> <li>- Multi-slot substitution drill</li> <li>- Transformation drill</li> <li>- Question and answer drill</li> </ul> <p><b>Communicative</b></p> <p><b>Language learning method</b></p> <ul style="list-style-type: none"> <li>- <u>Techniques</u></li> <li>- Tape-recording student conversation</li> <li>- Reflective Learning</li> <li>- Reflection on experience</li> <li>- Small group tasks</li> </ul>			<p>labeled pictures, word collection, etc.</p>	
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**7. Evaluation**

<p><b>DIAGNOSTIC EVALUATION</b></p>
<p>Written texts can be used for diagnostic evaluation that takes place at the beginning of the school year so that a student or class is built and teaching can be planned appropriately.</p>



**FORMATIVE EVALUATION**

For ongoing or formative assessment, written tests that include a listening, reading, language use (i.e. grammar), and writing section should ideally be administered at the end of each studied content unit along with other assessment tools (e.g., oral lessons, homework, projects, etc.) every test should be graded and counted as a partial score that will contribute to the 80% of the learners final score at the end of every school term (i.e. quimestre)

**SUMMATIVE EVALUATION**

According to the new bylaws of the Education Law (Reglamento a la Ley Orgánica de Educación Intercultural- LOEI, 2012), which have currently established regulations and procedures for summative evaluation in all areas of knowledge, an exam at the end of each term (or quimestre) should also be administered and graded.  
  
This will account for 20% of the final score.

**INDICADORES ESENCIALES DE EVALUACIÓN**

Listening	Reading	Speaking	Writing
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<ul style="list-style-type: none"> <li>• Understand familiar words and very basic phrases concerning themselves, their family and immediate concrete surroundings when people speak slowly and clearly.</li> <li>• Recognize and understand basic vocabulary when it is spoken or read aloud</li> <li>• Listen, understand and repeat simple words and sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand familiar names and words and very simple sentences, for example on notices and posters or in catalogues.</li> <li>• Recognize and understand basic vocabulary which has been acquired.</li> <li>• Understand and pronounce correctly while reading short stories.</li> </ul>	<p><b>Production</b></p> <ul style="list-style-type: none"> <li>• Use key words and simple phrases/sentences to answer basic questions.</li> <li>• Say the name of different objects used in everyday speech.</li> <li>• Use simple sentences to describe people and objects they know.</li> </ul> <p><b>Interaction</b></p> <ul style="list-style-type: none"> <li>• Interact in a simple way by repeating or rephrasing things at a slower rate of speech.</li> <li>• Ask and answer simple questions in areas of immediate need or on very familiar topics.</li> </ul>	<ul style="list-style-type: none"> <li>• Write simple and short words in areas of immediate need or on very familiar topics.</li> <li>• Fill in forms with personal details, for example entering their names, nationality and address on a hotel registration form.</li> <li>• Complete short sentences according to their vocabulary level.</li> </ul>
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7. BIBLIOGRAFÍA/ WEBGRAFÍA: Utilizar normas APA vigentes	8. OBSERVACIONES
Kniventon, Angela Llanas. Bounce Now 2, Teacher’s Edition. Macmillan, 2011. Print Kniventon, Angela Llanas. Bounce Now 2, Student’s book. Macmillan, 2011. Print.	

ELABORADO	REVISADO	APROBADO
DOCENTE:	NOMBRE:	NOMBRE:



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<b>Firma:</b>	<b>Firma:</b>	<b>Firma:</b>
<b>Fecha:</b> July 20 <sup>th</sup> , 2015.	<b>Fecha:</b> July 20 <sup>th</sup> , 2015.	<b>Fecha:</b> July 20 <sup>th</sup> , 2015.



**Appendix # 13: School C Syllabi: Fourth Grade**

<b>SCHOOL C</b>	<b>AÑO LECTIVO</b> 2015 – 2016
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**ANNUAL TEACHING PLAN**

**1. Datos Informativos**

<b>ÁREA/ASIGNATURA</b>	Foreign Language/English	<b>NOMBRE DEL DOCENTE</b>		<b>AÑO/CURSO</b>	Fourth
<b>CARGA HORARIA SEMANAL</b>	3	<b>CARGA HORARIA ANUAL</b>	111	<b>PARALELO</b>	“A”

**3. OBJETIVOS**

<b>OBJETIVOS DE AÑO</b>			<b>OBJETIVOS DE ÁREA</b>
By the end of Fourth year EGB, students will be able to:			
<b>Linguistic Component</b>	<b>Sociolinguistic Component</b>	<b>Pragmatic Component</b>	
GENERAL: Can recognize, understand and say a limited range of basic vocabulary which has been used repeatedly	GENERAL: Can copy key words from the board, flash cards or posters.	GENERAL: Can pronounce a very limited repertoire of learnt and familiar words.	English: To ensure high-school graduates reach a minimum B1 language proficiency level according to the CEFR.  To build up learners’ communicative language competence in its linguistic, sociolinguistic, and pragmatic components through the development of the four language skills: listening, speaking, reading, and writing.  Français:



<p>in class or has been specifically taught. SPECIFIC:</p> <ul style="list-style-type: none"> <li>Use properly the demonstrative adjectives, the verb to have in present continuous forms, and prepositions of place.</li> </ul>	<p>Can copy or write his/her name, address and the name of the school. Can use a very limited number of grammatical structures and simple sentence patterns that he/she has learned by repeated use (e.g. "My name is...") SPECIFIC:</p> <ul style="list-style-type: none"> <li>Use polite expressions like: Here, Thanks, You are welcome.</li> </ul>	<p>Native speakers who are aware of what the pupil has been learning and familiar with the pronunciation patterns of pupils from different language backgrounds can understand his/her pronunciation, but sometimes with difficulty. SPECIFIC:</p> <ul style="list-style-type: none"> <li>Giving and receiving objects.</li> <li>Expressing opinions, likes and dislikes.</li> <li>Giving personal information.</li> <li>Encouraging people.</li> <li>Praising.</li> <li>Telling the time.</li> </ul>	<p>Les élèves apprennent à interagir dans la langue Française, dans le niveau A1, A2, ils seront en mesure de parler de renseignements personnels, exprimer ses goûts, parler en futur et passé, réagir à des situations réelles qui se posent lorsque nous vivons en France.</p> <p>English for tourism: Students will learn about how to work in tourism industry, for example how to handle with difficult clients, and also they are going to learn a lot of tourism vocabulary to interact with foreigners. They will learn all about airplanes, types of jobs, accommodations, and the importance of English. The subject is more interactive and they will learn how to react in real situations.</p>
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<b>4.2 TEMPORALIZACIÓN</b>					
<b>BLOQUES CURRICULAR/MÓDULO</b> Según oficio circular 067-VGE-2012 se debe planificar 6 bloques curriculares, de los cuales, tres se desarrollan en el primer quimestre y los restantes en el segundo quimestre.	<b>NÚMERO DE SEMANAS LABORABLES</b>				
	<b>NÚMERO DE SEMANAS DESTINADAS AL BLOQUE/MÓDULO</b>	<b>NÚMERO DE PERIODOS DESTINADOS PARA EL DESARROLLO DE LA PROGRAMACIÓN</b>			
		<b>NÚMERO DE PERIODOS SEMANALES</b>	<b>NÚMERO TOTAL DE PERIODOS</b>	<b>NÚMERO DE PERIODOS PARA EVALUACIONES E IMPREVISTOS</b>	<b>NÚMERO DE PERIODOS DESTINADOS PARA EL DESARROLLO DE BLOQUE/MÓDULO</b>
<b>10. Special Days</b> <b>11. The Weather</b>	7	3	21	3	18
<b>12. Leisure Time</b>	6	3	18	3	15
<b>13. On Vacation</b> <b>14. Numbers</b>	6	3	18	3	15
<b>15. At the Hospital</b>	6	3	18	3	15
<b>16. At the Restaurant</b> <b>17. The Concert</b>	6	3	18	3	15
<b>18. The Time</b> <b>GRAMMAR REVIEW</b>	6	3	18	3	15
<b>TOTAL</b>	37	<b>TOTAL</b>			93

<b>4.3. DESARROLLO DE BLOQUES CURRICULARES</b>	
<b>TÍTULO DEL BLOQUE</b>	<b>DESTREZAS CON CRITERIO DE DESEMPEÑO A DESARROLLARSE</b>



<p><b>1. Special Days</b> <b>2. The Weather</b></p>	<ul style="list-style-type: none"> <li>– Identify the months of the year.</li> <li>– Recognize the holidays</li> <li>– Describe what they are wearing by using the Grammar <b>“What are you wearing? I am wearing...”</b></li> <li>– Identify the different types of weather.</li> </ul>
<p><b>3. Leisure Time</b></p>	<ul style="list-style-type: none"> <li>– Learn some action verbs</li> <li>– Ask and answer about the actions a person is performing.</li> <li>– Learn how to use the verbs in negatives.</li> <li>– Read a text in order to comprehend the acquired vocabulary.</li> </ul>
<p><b>4. On Vacation</b> <b>5. Numbers</b></p>	<ul style="list-style-type: none"> <li>– Identify the vocabulary to be used at the beach.</li> <li>– Talk about things other people are not doing by using the grammar structure <b>“they aren’t...”</b></li> <li>– Learn the expressions used to talk about free time.</li> <li>– Learn the numbers from 20 to 100.</li> </ul>
<p><b>6. At the Hospital</b></p>	<ul style="list-style-type: none"> <li>– Listen to a story, reorder it, and answer the given questions.</li> <li>– Write and read a short story in present tense</li> <li>– Identify the professions</li> <li>– Talk about the importance of taking care animals.</li> </ul>
<p><b>7. At the Restaurant</b> <b>8. The Concert</b></p>	<ul style="list-style-type: none"> <li>– Ask and answer for their favorite food</li> <li>– Learn the vocabulary in order to prepare a party.</li> <li>– Ask about the preparation of a party by using the pattern <b>“Are you (designing posters)? Yes, I am/ No, I am not”</b></li> <li>– Invite people through an e-mail</li> </ul>
<p><b>9. The Time</b> <b>GRAMMAR REVIEW</b></p>	<ul style="list-style-type: none"> <li>– Identify the parts of a day.</li> <li>– Identify the exact time.</li> <li>– Ask about time by using the grammar structure <b>“What time is ti?”</b></li> <li>– Write simple sentences to make a diary.</li> </ul>
<b>5. RECURSOS</b>	
<b>FOR STUDENTS</b>	<b>FOR TEACHERS</b>





<ul style="list-style-type: none"> <li>• Student’s Book and workbook</li> <li>• Class CDs</li> <li>• Notebook</li> <li>• Color clay</li> <li>• Paper or plastic shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher’s Book 3 with Teacher’s Resources Multi-ROM</li> <li>• Class CDs</li> <li>• MPO- MACMILLAN PRACTICE ONLINE</li> <li>• Pictures</li> <li>• Flash cards</li> <li>• Board</li> <li>• Markers</li> <li>• Worksheets</li> <li>• Puppets</li> <li>• Game materials</li> </ul>
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**6. METHODOLOGY**

<b>METHODS</b>	<b>Listening</b>	<b>Reading</b>	<b>Writing</b>	<b>Speaking</b>
<p><b>Direct method</b></p> <p><u>Techniques</u></p> <ul style="list-style-type: none"> <li>• Reading aloud</li> <li>• Question and answer exercise</li> <li>• Getting students to self-correct</li> <li>• Conversation practice.</li> <li>• Fill in the blank exercise</li> <li>• Dictation</li> </ul>	<p>“Listen and do” activities</p> <ul style="list-style-type: none"> <li>• Drawings</li> <li>• Listen and color</li> <li>• Put up your</li> <li>• Listen and repeat activities</li> <li>• Listening for specific information</li> </ul> <p>“Listen and repeat” activities</p> <ul style="list-style-type: none"> <li>• Rhymes</li> <li>• Songs</li> </ul>	<ul style="list-style-type: none"> <li>• Look and say</li> <li>• Reading aloud</li> <li>• Reading for the mistake.</li> <li>• Whole sentence reading</li> <li>• Reading for specific information.</li> <li>• Phonics</li> </ul>	<ul style="list-style-type: none"> <li>• Controlled writing activities.</li> <li>• Filling the blanks.</li> <li>• Matching</li> <li>• Organizing and copying.</li> <li>• Delayed Copying</li> <li>• Guided writing activities.</li> <li>• Putting letters in order.</li> </ul>	<ul style="list-style-type: none"> <li>• Controlled practice</li> <li>• Guided practice</li> <li>• Pair work</li> <li>• Whole class activities</li> <li>• Singing and performing</li> <li>• Listen and repeat</li> <li>• Broken phone</li> <li>• Dialogues</li> </ul>



<p><b>Suggestopedia method</b></p> <p><u>Techniques</u></p> <ul style="list-style-type: none"> <li>- Classroom set-up</li> <li>- Peripheral Learning</li> <li>- Positive Suggestion</li> <li>- Visualization</li> <li>- Role Play</li> </ul> <p><b>The audio- lingual method</b></p> <p><b>Total physical response(TPR)</b></p> <p><u>Techniques</u></p> <ul style="list-style-type: none"> <li>- Using Commands to direct behavior.</li> <li>- Role reversal</li> <li>- Action Sequence</li> </ul> <p><b>The audio lingual method</b></p> <p><u>Techniques</u></p> <ul style="list-style-type: none"> <li>- Dialogue</li> <li>- Backwards build-up drill</li> <li>- Repetition drill</li> <li>- Chain drill</li> <li>- Multi-slot substitution drill</li> <li>- Transformation drill</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to stories</li> </ul> <p>Listening to individuals pupils but provide feedback to all.</p>	<p>*Teacher provides good, clear examples of letters, whole words, phrases, etc. on charts posters and labels in the classroom.</p>	<ul style="list-style-type: none"> <li>• Filling in exercises</li> <li>• Filling missing information.</li> <li>• Crosswords</li> <li>• Dictation.</li> <li>• Free writing activities.</li> </ul> <p>*Charts and lists should be left on the classroom wall to allow for re-cycling, consolidation and support when needed.</p> <p>*Promote the preparation of classrooms charts,</p>	<p>*Repetition of key words</p> <p>*Paraphrase</p> <p>*Miming and gesture to support spoken words.</p> <p>*Modeling</p>
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<ul style="list-style-type: none"> <li>- Question and answer drill</li> </ul> <p><b>Communicative</b></p> <p><b>Language learning method</b></p> <ul style="list-style-type: none"> <li>- <u>Techniques</u></li> <li>- Tape-recording student conversation</li> <li>- Reflective Learning</li> <li>- Reflection on experience</li> <li>- Small group tasks</li> </ul>			labeled pictures, word collection, etc.	
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**7. Evaluation**

<p><b>DIAGNOSTIC EVALUATION</b></p>
<p>Written texts can be used for diagnostic evaluation that takes place at the beginning of the school year so that a student or class is built and teaching can be planned appropriately.</p>
<p><b>FORMATIVE EVALUATION</b></p>
<p>For ongoing or formative assessment, written tests that include a listening, reading, language use (i.e. grammar), and writing section should ideally be administered at the end of each studied content unit along with other assessment tools (e.g., oral lessons,</p>



homework, projects, etc.) every test should be graded and counted as a partial score that will contribute to the 80% of the learners final score at the end of every school term (i.e. quimestre)

**SUMMATIVE EVALUATION**

According to the new bylaws of the Education Law (Reglamento a la Ley Orgánica de Educación Intercultural- LOEI, 2012), which have currently established regulations and procedures for summative evaluation in all areas of knowledge, an exam at the end of each term (or quimestre) should also be administered and graded.

This will account for 20% of the final score.

<b>INDICADORES ESENCIALES DE EVALUACIÓN</b>			
<b>Listening</b>	<b>Reading</b>	<b>Speaking</b>	<b>Writing</b>
<ul style="list-style-type: none"> <li>• Understand familiar words and very basic phrases concerning themselves, their family and immediate concrete surroundings when people speak slowly and clearly.</li> <li>• Recognize and understand basic vocabulary when it is spoken or read aloud</li> </ul>	<ul style="list-style-type: none"> <li>• Understand familiar names and words and very simple sentences, for example on notices and posters or in catalogues.</li> <li>• Recognize and understand basic vocabulary which has been acquired.</li> <li>• Understand and pronounce correctly</li> </ul>	<p><b>Production</b></p> <ul style="list-style-type: none"> <li>• Use key words and simple phrases/sentences to answer basic questions.</li> <li>• Say the name of different objects used in everyday speech.</li> <li>• Use simple sentences to describe people and objects they know.</li> </ul>	<ul style="list-style-type: none"> <li>• Write simple and short words in areas of immediate need or on very familiar topics.</li> <li>• Fill in forms with personal details, for example entering their names, nationality and address on a hotel registration form.</li> </ul>



<ul style="list-style-type: none"> <li>• Listen, understand and repeat simple words and sentences.</li> </ul>	<p>while reading short stories.</p>	<p><b>Interaction</b></p> <ul style="list-style-type: none"> <li>• Interact in a simple way by repeating or rephrasing things at a slower rate of speech.</li> <li>• Ask and answer simple questions in areas of immediate need or on very familiar topics.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete short sentences according to their vocabulary level.</li> </ul>
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7. BIBLIOGRAFÍA/ WEBGRAFÍA: Utilizar normas APA vigentes	8. OBSERVACIONES
<p>Kniventon, Angela Llanas. Bounce Now 3, Teacher’s Edition. Macmillan, 2011. Print                  Kniventon, Angela Llanas. Bounce Now 3, Student’s book. Macmillan, 2011. Print.</p>	

ELABORADO	REVISADO	APROBADO
<b>DOCENTE:</b>	<b>NOMBRE:</b>	<b>NOMBRE:</b>
<b>Firma:</b>	<b>Firma:</b>	<b>Firma:</b>
<b>Fecha:</b> July 20 <sup>th</sup> , 2015.	<b>Fecha:</b> July 20 <sup>th</sup> , 2015.	<b>Fecha:</b> July 20 <sup>th</sup> , 2015.



**Appendix # 14: Food & Drinks worksheet**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**FOOD & DRINKS: WORKSHEET**

**1. Draw food and drinks:**

<p><b>EAT</b></p> 	<p><b>DRINK</b></p> 

### Appendix # 15: Ice-cream worksheet



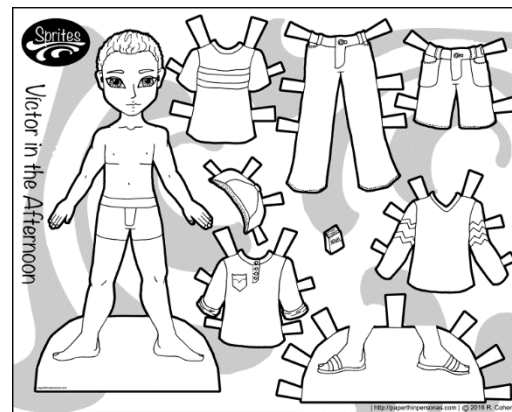
National Ice Cream Day Coloring Worksheet

Name \_\_\_\_\_



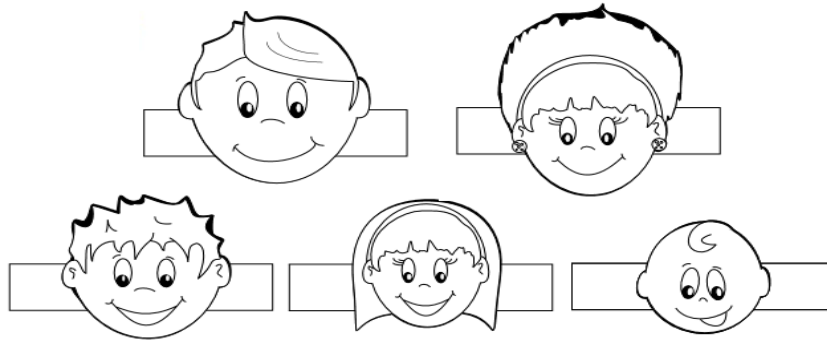
Worksheet for coloring. Adapted from "National Ice Cream Day Coloring Worksheet," by KindergartenWorksheets.net, 2016. Copyright 2016 by Kindergarten worksheets.

### Appendix # 16: Printable paper doll



Printable Paper Dolls. Ac  
Printable Paper  
paperthinpersonas.com,  
Copyright 2009-2015 by R:  
Printable Paper Dolls. Adapted from "Paper  
Thin Personas," by paperthinpersonas.com,  
2009 - 2015. Copyright 2009-2015 by Rachel  
Cohen.

### Appendix # 17: Puppets worksheet



Family members puppets. Adapted from “English Corner’s Blog,” by English Corner’s Blog, 2015.

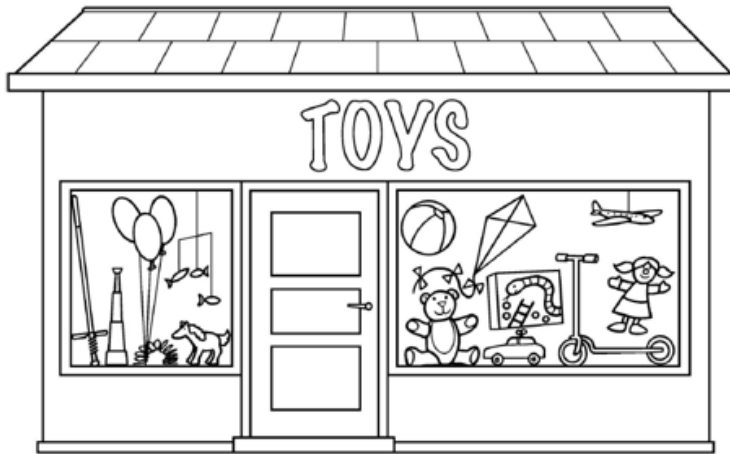
### Appendix # 18: Toy shop worksheet

Name: \_\_\_\_\_

Date: \_\_\_\_\_

#### TOY SHOP: WORKSHEET

1. Listen and color:



Listen and color worksheet. Adapted from “Top shop,” by British Council, n.d. Copyright n.d. by British Council.



## Appendix # 19: Toy shop worksheet

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### TOY SHOP: TEACHER'S WORKSHEET


1. Color the roof red.
2. Color the "TOYS" title blue.
3. Color de pogo stick yellow.
4. Color the telescope black.
5. Color the balloons pink and blue.
6. Color the mobile green.
7. Color de horse brown.
8. Color de door red.



9. Color de ball green and blue.
10. Color the teddy brown.
11. Color the kite red and yellow.
12. Color the game grey and purple.
13. Color the car orange.
14. Color the plane grey.
15. Color the doll pink and purple.
16. Color the scooter orange.

Listen and color worksheet.  
Adapted from "Top shop," by  
British Council, n.d. Copyright n.d.  
by British Council.

## Appendix # 20: Santa's letter worksheet



Date: \_\_\_\_\_

**Santa Claus**  
North Pole

Dear Santa,

My name is \_\_\_\_\_ and I am  
\_\_\_\_\_ years old.

I'd really like it if you could bring me these things:

Love,

\_\_\_\_\_

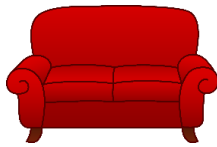
## Appendix # 21: This is my house worksheet

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### THIS IS MY HOUSE: WORKSHEET

#### 1. Match a part of the house and a furniture



Furniture image. Adapted from "Red sofa clip art," by clipart panda, 2014. Copyright 2014 by ClipartPanda.com



Parts of the house image. Adapted from "Modern kitchen stove refrigerator clipart," by Classroom Clipart, n.d. Copyright n.d. by classroomclipart.com



Furniture image. Adapted from "Plates," by whus.dvrlists.com, n.d. Copyright 2014 by whus.dvrlists.com



Parts of the house image. Adapted from "Wonder shozen playroom," by Laura, 2012. Copyright n.d. by animationinsider.com



Furniture image. Adapted from "Imágenes de stock," by dreamstime, 2000 - 2016. Copyright 2000 - 2016 by dreamstime.



Parts of the house image. Adapted from "Bedroom interior," by Naddya, 2003 - 2016. Copyright 2003 - 2016 by Shutterstock., Inc.



Furniture image. Adapted from "Stuffed fruit dolls," by Alibaba, 1999 - 2016. Copyright 1999 - 2016 by Alibaba.com.



Parts of the house image. Adapted from "Bedroom interior," by Naddya, 2003 - 2016. Copyright 2003 - 2016 by Shutterstock., Inc.



Furniture image. Adapted from "Bed clipart," by cliparting.com, 2016. Copyright 2016 by cliparting.com.



Parts of the house image. Adapted from "Huge bathroom Clipart," by clipartkid.com, 2016. Copyright 2016 by cloudflare.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## THIS IS MY HOUSE: WORKSHEET

### 1. Match a part of the house and a furniture



Furniture image. Adapted from "Download table knife clipart," by Clipart Panda, 2014. Copyright 2014 by ClipartPanda.com.



Parts of the house image. Adapted from "Bedroom interior," by Naddya, 2003 - 2016. Copyright 2003 - 2016 by Shutterstock., Inc.



Furniture image. Adapted from "Imágenes de toallas de baño," by Judith Arias Sarmiento, 2014. Copyright 2014 by PazenlaTormenta.



Parts of the house image. Adapted from "Bedroom interior," by Naddya, 2003 - 2016. Copyright 2003 - 2016 by Shutterstock., Inc.



Furniture image. Adapted from "Soccer ball clip art free vector," by All-free-download.com, 2015. Copyright 2015 by All-free-download.com.



Parts of the house image. Adapted from "Wonder shozen playroom," by Laura, 2012. Copyright n.d. by animationinsider.com



Furniture image. Adapted from "Vocales y dífonos," by ClipProject.info,n.d.. Copyright n.d. by Clipartsfree.de.



Parts of the house image. Adapted from "Huge bathroom Clipart," by clipartkid.com, 2016. Copyright 2016 by cloudflare.



Furniture image. Adapted from "Vector set of ceiling lamp," by Shutterstock, 2003 - 2016. Copyright 2003 - 2016 by Shutterstock, Inc.



Parts of the house image. Adapted from "Modern kitchen stove refrigerator clipart," by Classroom Clipart, n.d. Copyright n.d. by classroomclipart.com

**Appendix # 22: Prepositions worksheet**

**PREPOSITIONS OF PLACE: WORKSHEET**

in on Under

Worksheet number: \_\_\_\_\_  
Name: \_\_\_\_\_  
Date: \_\_\_\_\_

Where is the ant?

Look and tick (✓) the correct preposition.

 <div style="display: flex; flex-direction: column; gap: 5px;"> <input type="checkbox"/> in                 <input type="checkbox"/> on                 <input type="checkbox"/> under             </div>	 <div style="display: flex; flex-direction: column; gap: 5px;"> <input type="checkbox"/> in                 <input type="checkbox"/> on                 <input type="checkbox"/> under             </div>
 <div style="display: flex; flex-direction: column; gap: 5px;"> <input type="checkbox"/> in                 <input type="checkbox"/> on                 <input type="checkbox"/> under             </div>	 <div style="display: flex; flex-direction: column; gap: 5px;"> <input type="checkbox"/> in                 <input type="checkbox"/> on                 <input type="checkbox"/> under             </div>
 <div style="display: flex; flex-direction: column; gap: 5px;"> <input type="checkbox"/> in                 <input type="checkbox"/> on                 <input type="checkbox"/> under             </div>	 <div style="display: flex; flex-direction: column; gap: 5px;"> <input type="checkbox"/> in                 <input type="checkbox"/> on                 <input type="checkbox"/> under             </div>

www.teachenglishstepbystep.com

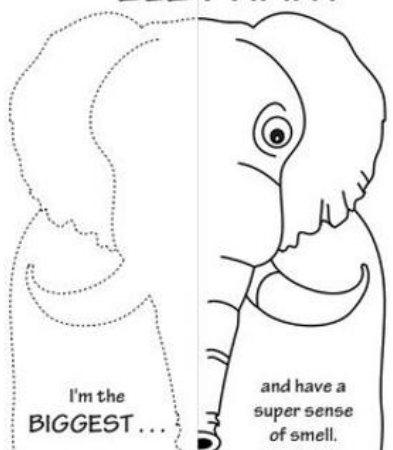
Prepositions worksheet. Adapted from "ESL Resources," by Sandra Mendonça, 2016. Copyright 2016 by Sandra Mendonça.

**Appendix # 23: Guessing the animal worksheet**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

GUESSING THE ANIMAL: WORKSHEET

ELE PHANT



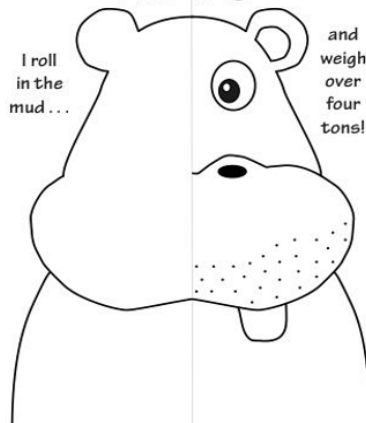
I'm the **BIGGEST** ... and have a super sense of smell.

Prepositions worksheet. Adapted from "ESL Resources," by Sandra Mendonça, 2016. Copyright 2016 by Sandra

Name: \_\_\_\_\_ Date: \_\_\_\_\_

GUESSING THE ANIMAL: WORKSHEET

HIP PO



I roll in the mud ... and weigh over four tons!

Prepositions worksheet. Adapted from "ESL Resources," by Sandra Mendonça, 2016. Copyright 2016 by Sandra

## Appendix # 24: Wild animals worksheet

Name: \_\_\_\_\_

Grade: \_\_\_\_\_

### WILD ANIMALS: TEACHER'S WORKSHEET

1. Listen and follow the instructions:

- Circle the "elephant."
- Draw a square onto the "monkey."
- Cross the "lion."
- Draw a triangle onto the "giraffe."



Note: If necessary, the teacher can add more instructions to complete the worksheet.

Name: \_\_\_\_\_

Grade: \_\_\_\_\_

### WILD ANIMALS: WORKSHEET

1. Listen and follow the instructions:



Wild animals worksheet. Adapted from "Video touch - Wildlife," by SoundTouch Interactive, 2016. Copyright 2016 by App Annie.



**Appendix # 25: I want to be worksheet**

NAME: \_\_\_\_\_ GRADE: \_\_\_\_\_

**I WANT TO BE: WORKSHEET**

1. Think about what you want to be. Draw and write your favorite profession:



When I grow up I want to be \_\_\_\_\_

**Appendix #**

Draw professions worksheet. Adapted from "dbsenk.files," by Lavinia Pop, 2013. Copyright 2013 by Lavinia Pop.

**26:**

**Professions**

**worksheet**

**PROFESSIONS: WORKSHEET**

**Job Match** My name is \_\_\_\_\_

What does he / she do?  
He's/She's a/an \_\_\_\_\_

 nurse			
			
			
			
teacher dentist bus driver doctor postman pilot police officer fisherman baker waitress builder nurse train driver flight attendant chef barber			

Jobs worksheet. Adapted from "Group picture," by KeywordPictures n.d. Copyright n.d. by KeywordPictures.

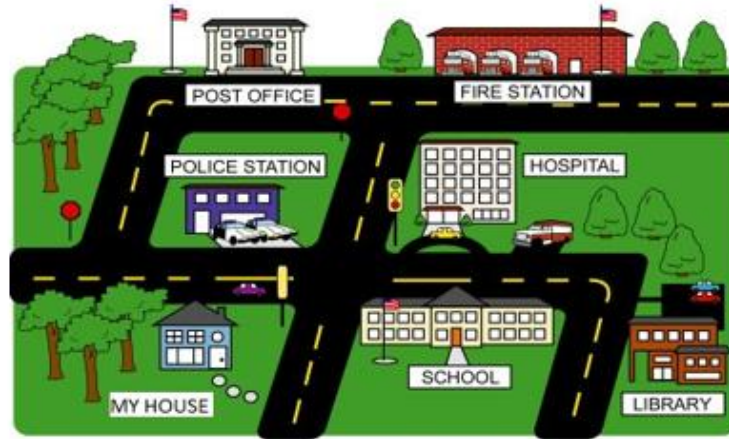
## Appendix # 27: My neighborhood map worksheet

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### MY NEIGHBORHOOD MAP: WORKSHEET

1. Listen and find the place:



Neighborhood map worksheet. Adapted from "Community and Neighborhood Map," by clipartkid.com n.d. Copyright n.d. by CloudFlare.

## Appendix # 28: Daily activities teacher's description





**DAILY ACTIVITIES: TEACHER'S DESCRIPTION**

MY DAILY ROUTINE

Hello my friend!

From Monday to Friday, my day starts very early. First of all, I wake up and take a shower. Then, I get dressed and comb my hair. When I am ready, my mom and I have breakfast. I usually have milk and cereal. Before going to school, I brush my teeth. In the school, I always pay attention to my teacher. I also, love playing soccer with my friends. When the school has finished, I go home, as soon as possible, to do my homework. In my free time, I play video games, and sometimes I watch TV. At night, I eat dinner and feed the cat. After a happy day, I go to bed very tired.









**Appendix # 29: My daily activity cardboard**



Name: _____ Date: _____ <p style="text-align: center;"><b>MY DAILY ACTIVITY: CARDBOARD</b></p> 1. Draw an additional daily activity.	Name: _____ Date: _____ <p style="text-align: center;"><b>MY DAILY ACTIVITY: CARDBOARD</b></p> 1. Draw an additional daily activity.
---	---

**Appendix # 30: Fruit and vegetables worksheet**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**FRUIT AND VEGETABLES: WORKSHEET**

1. Draw five fruit and five vegetables in the corresponding basket. Then, write their names:

<b>FRUIT</b>	<b>VEGETABLES</b>
	
<b>NAMES:</b> 1. _____ 2. _____ 3. _____ 4. _____ 5. _____	<b>NAMES:</b> 1. _____ 2. _____ 3. _____ 4. _____ 5. _____

Cesta image. Adapted from "Cesta y huevos de pascua," by Bayard Revistas S.A. 2014. Copyright 2014 by Bayard Revistas S.A.

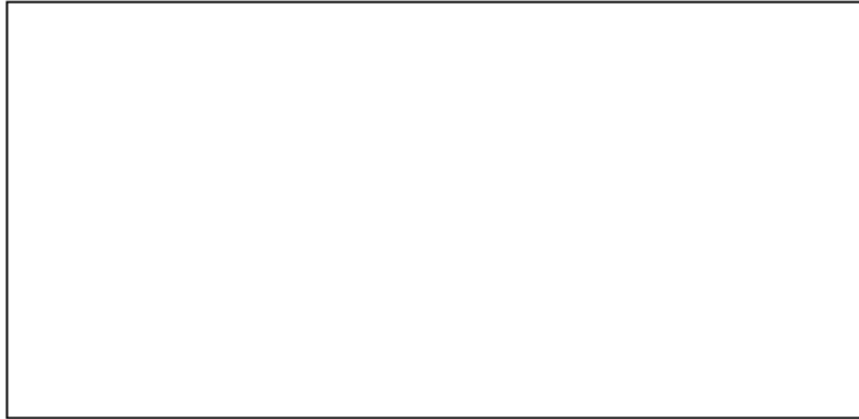


### Appendix # 33: My favorite weather worksheet

NAME: \_\_\_\_\_ GRADE: \_\_\_\_\_

#### MY FAVORITE WEATHER: WORKSHEET

1. Draw and write your favorite season:



My favorite season is \_\_\_\_\_

### Appendix # 34: Head, shoulders, knees & toes song



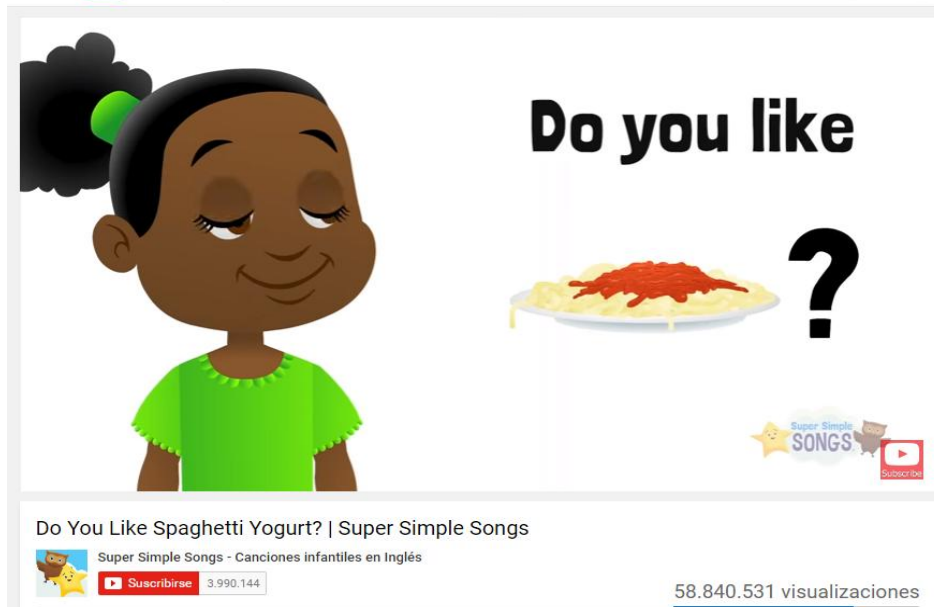
Head Shoulders Knees & Toes (Sing It)

Super Simple Songs - Canciones infantiles en Inglés  
Suscribirse 3.990.964

14.196.852 visualizaciones

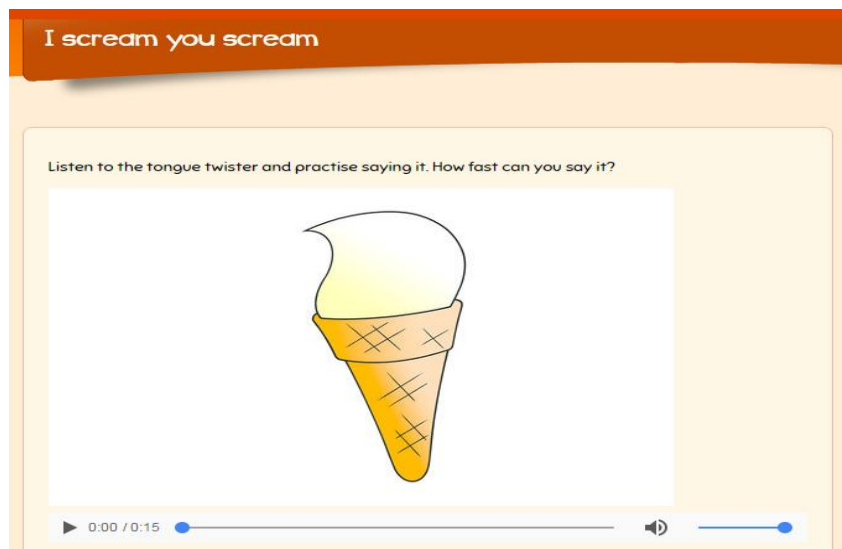
Song. Adapted from "Super Simple Songs - Canciones infantiles en Inglés," by Super Simple Songs, 2013. Copyright 2013 by Super Simple Learning.

### Appendix # 35: Do you like spaghetti? Video



Video. Adapted from “Super Simple Songs - Canciones infantiles en Inglés,” by Super Simple Songs, 2015. Copyright 2014 by Super Simple Learning.

### Appendix # 36: Ice-cream tongue twister.



Song. Adapted from “British Council,” by “British Council, n.d.

### Appendix # 37: Put on your shoes video

Video. Adapted from "Super Simple Songs - Canciones infantiles en Inglés," by Super Simple Songs, 2014. Copyright 2014 by Super Simple Learning.

Put On Your Shoes | Clothing Song for Kids

Super Simple Songs - Canciones infantiles en Inglés

Suscribirse 3,990,144

60.146.184 visualizaciones

### Appendix # 38: Let's count to 20 video

Let's Count to 20 Song For Kids

Dream English Kids

Suscribirse 303,132

5.145.558 visualizaciones

013.

### Appendix # 39: The family fingers video



Video. Adapted from "Muffin Song," by "Muffin Song," 2011.

### Appendix # 40: Let's go Pocoyo video



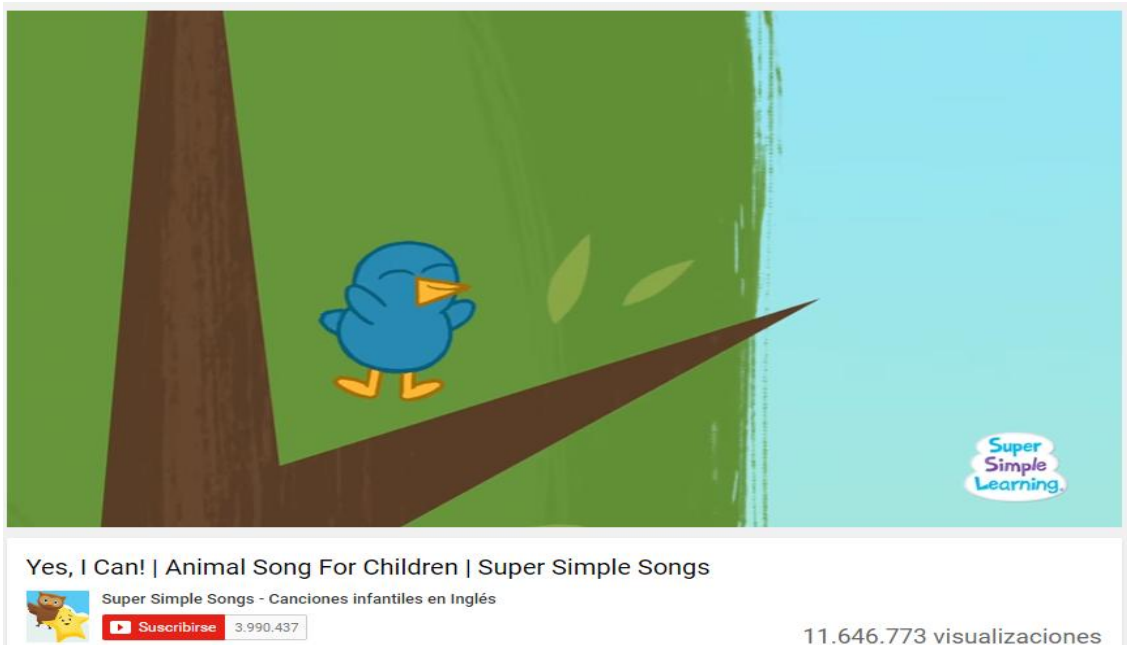
Video. Adapted from "Pocoyo," by Pocoyo, 2011.

### Appendix # 41: This is my house video



Video. Adapted from "Terra das Ideias," by Terra das ideias, 2008.

### Appendix # 42: Yes, I can! Video



Video. Adapted from "Super Simple Songs - Canciones infantiles en Inglés," by Super Simple Songs, 2015. Copyright 2015 by Super Simple Learning.


### Appendix # 43: When I grow up song



When I grow up by Tessa [with lyrics]  
Jocelyn Tan  
[Suscribirse](#) 79 79.310 visualizaciones

Song. Adapted from "Simon Wiltshire," by Tessa, 2009.

### Appendix # 44: Mr. Bean video



Mr Bean - Getting up late for the dentist  
Mr. Bean   
[Suscribirse](#) 3.116.781 27.784.193 visualizaciones

Video. Adapted from "Mr. Bean," by Oficial Mr. Bean Channel, 2009.



### Appendix # 45: Let's play in the forest song



Juguemos en el bosque (en inglés)



toycantando



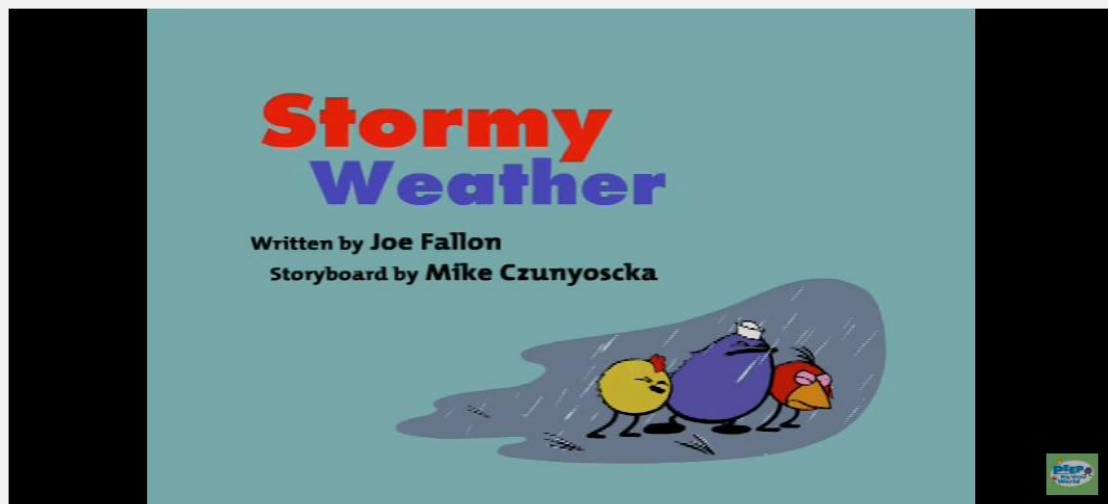
Suscribirse

1.485.408

500.656 visualizaciones

Song. Adapted from "toycantando," by toycantando, 2013.

### Appendix # 46: Stormy weather video



Peep and the Big Wide World: Stormy Weather



Peep and the Big Wide World



Suscribirse

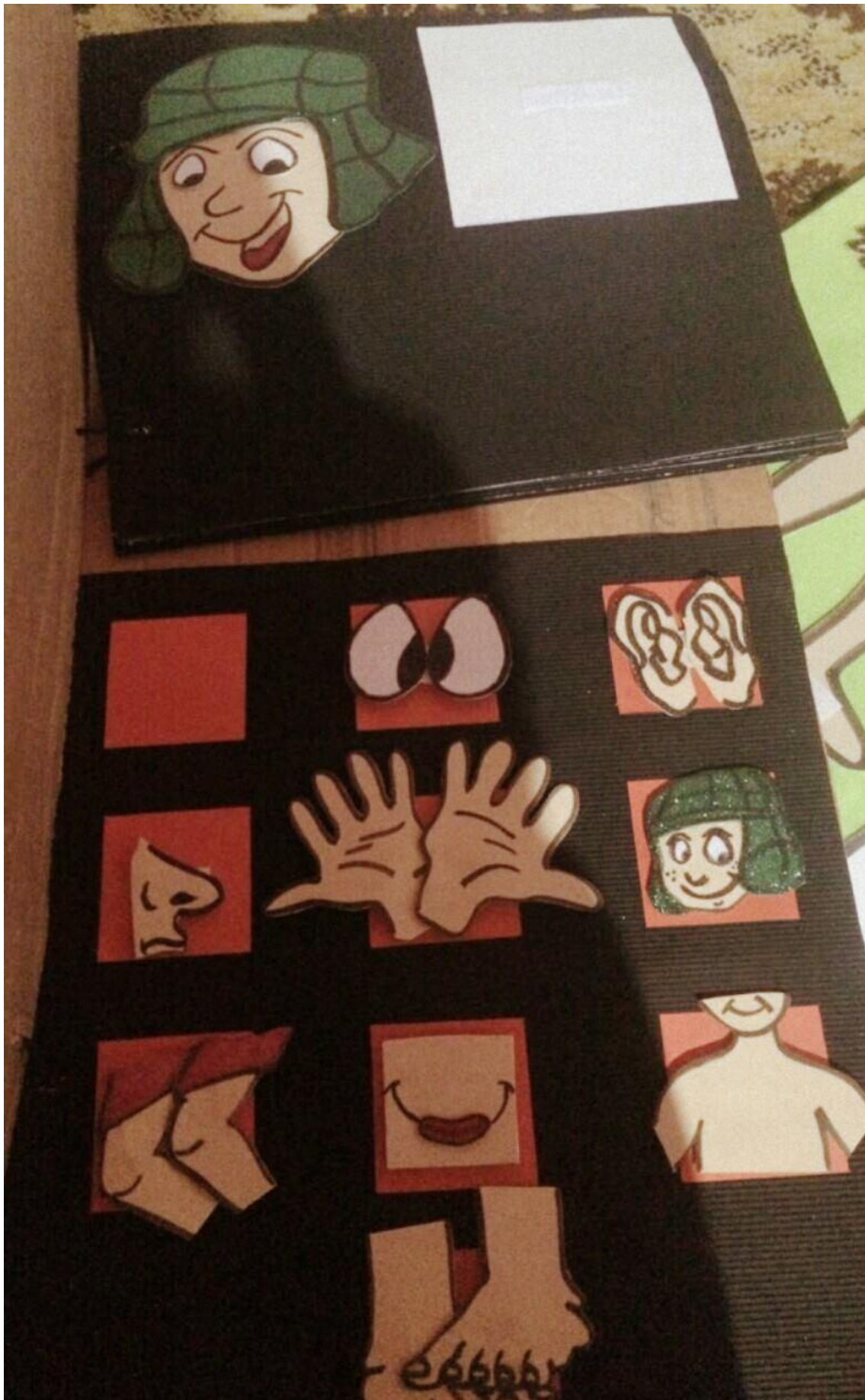
72.194

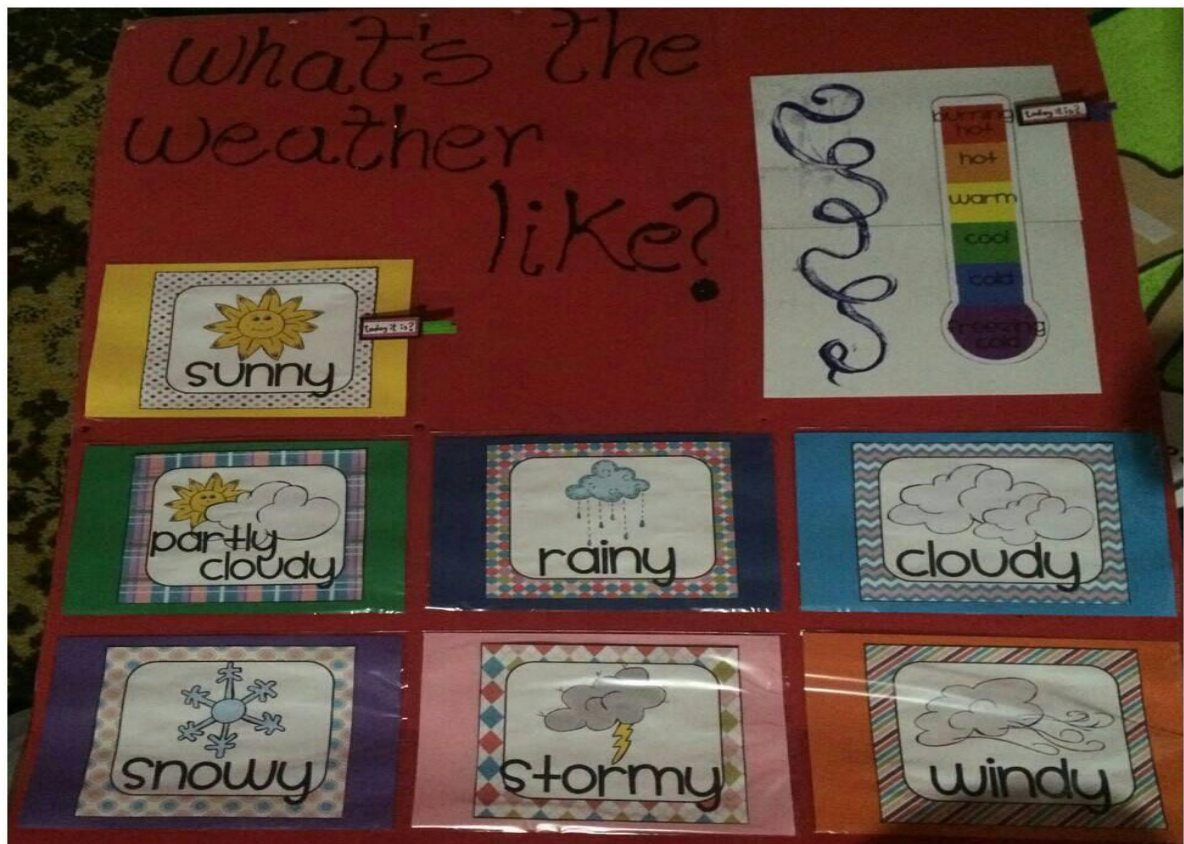
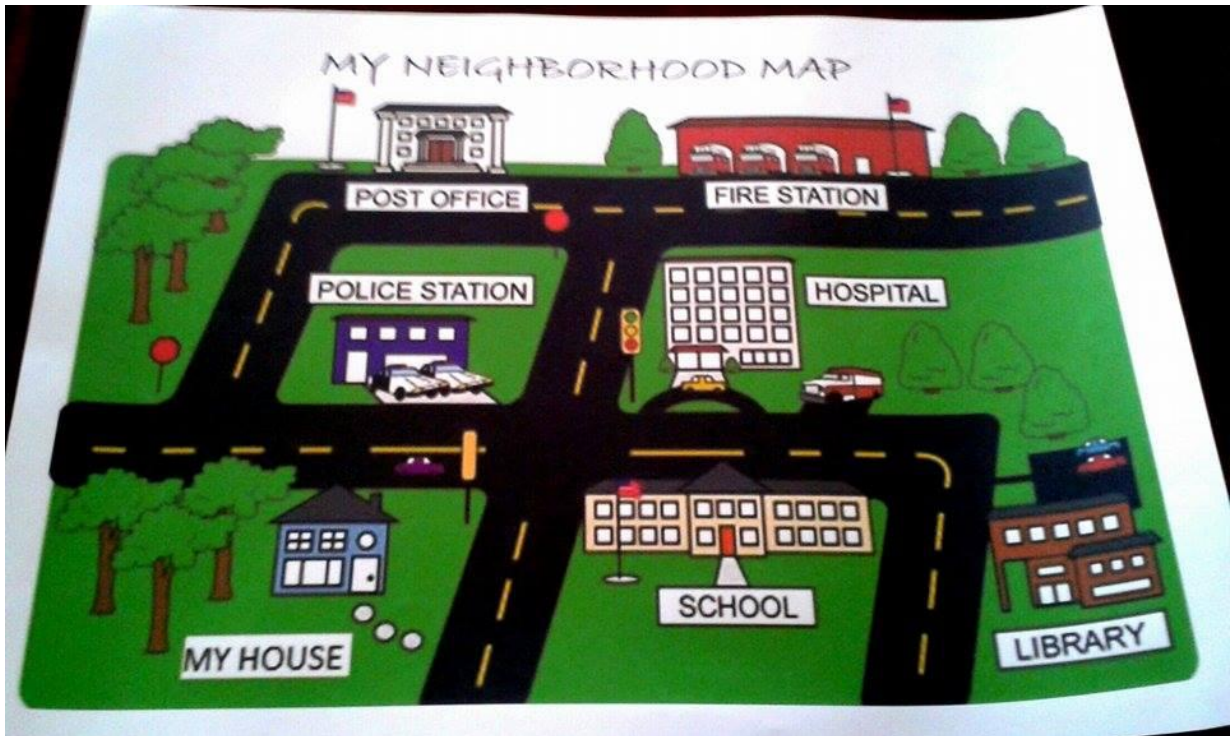
2.827.322 visualizaciones

Video. Adapted from "Peep and the Big Wide World," by Peep and the Big World, 2011.

**Appendix # 47: Examples of created material pictures**

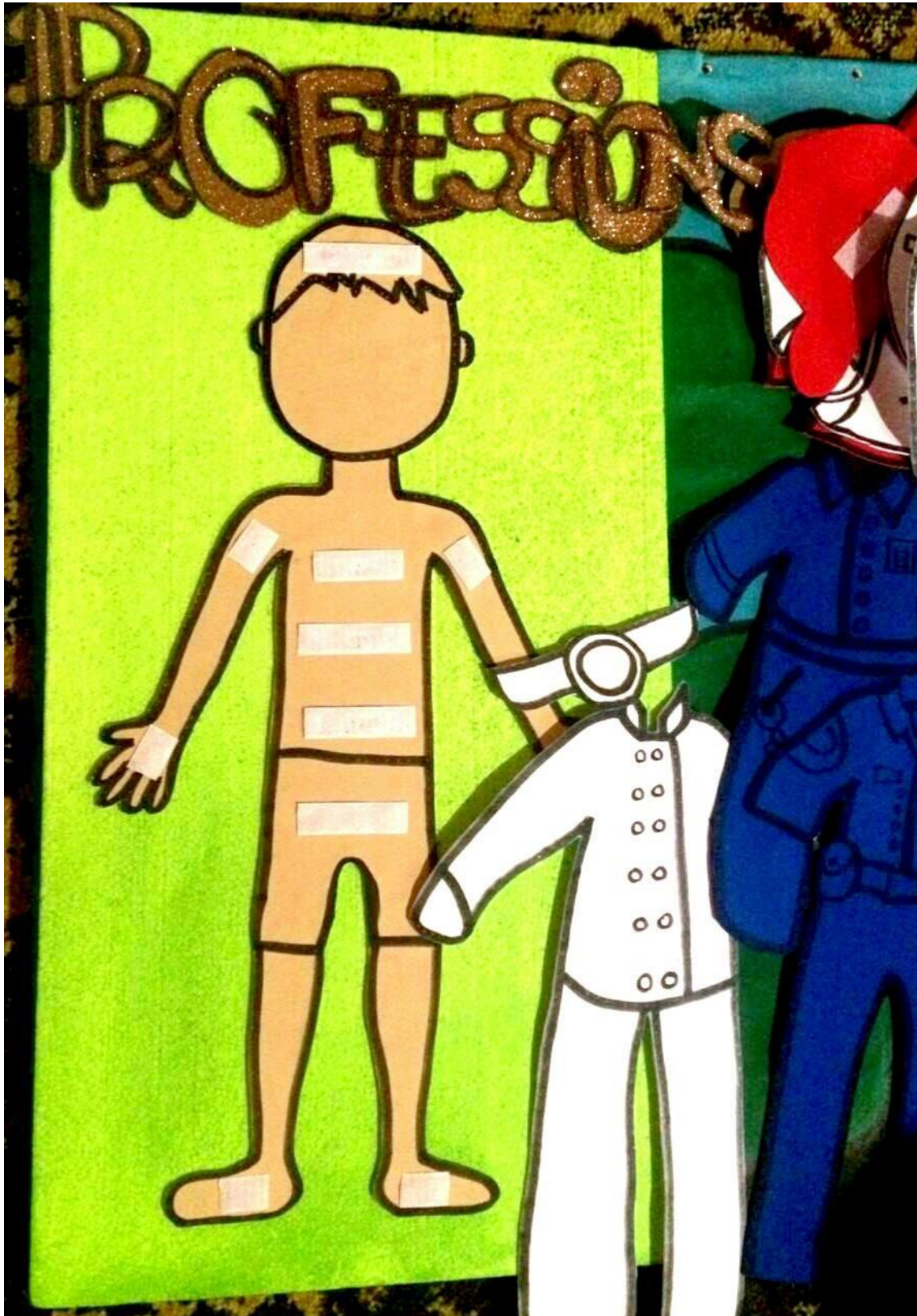




















**Appendix # 48: The request for delivering materials.**

