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Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

Mnemonic technique for increasing EFL vocabulary among ninth-year students at a public school in the city of Loja during the 2021-2022 school year

Técnica mnemónica para incrementar el vocabulario de EFL en estudiantes de noveno año de un colegio público de la ciudad de Loja durante el año escolar 2021-2022

> Trabajo de Integración Curricular previo a la obtención del título de Licenciada en Pedagogía del Idioma Inglés.

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Dedication

This work is a fruit of countless and arduous sacrifices. This work is heartily and proudly dedicated to the people who serves as an inspiration. Especially to my mother Elvia Rojas and my kids Giacomo and Kaled, my life partner Cesar who have been my strength during this process. To my classmates and my circle of friends whom extended their help in midst of problems, whom also have surrounded me with their care and affection while doing this work.

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Rosa Elizabeth Luzón Rojas

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1. Title

Mnemonic Technique for Increasing EFL Vocabulary among ninth-year students at a public school in the city of Loja during the 2021-2022 school year

2. Resumen

El objetivo principal de este estudio de investigación fue incrementar el vocabulario de EFL en 26 estudiantes de noveno año de Educación General Básica de un colegio público de la ciudad de Loja del año escolar 2021-2022 mediante el uso de la técnica mnemónica. El investigador utilizó un método mixto. Para los datos cuantitativos se aplicó un pretest y un posttest y se calculó la diferencia de los resultados mediante el Test de Wilcoxon que mostró que la diferencia fue estadísticamente significativa p≤ 0,05. Por lo tanto, la técnica mnemónica para aumentar el vocabulario de EFL demostró ser beneficiosa. Por otro lado, se desarrolló un método cualitativo en el que el investigador realizó una entrevista para explorar las actitudes de los estudiantes hacia las técnicas mnemónicas. La aplicación de la técnica mnemónica para aumentar el vocabulario de EFL resultó eficaz, ya que los alumnos fueron capaces de comprender, identificar y recordar la forma, el significado y el uso del vocabulario, con estrategias específicas como el método de la clavija, las rimas y las canciones, las fotografías o imágenes, el método de la palabra clave y los cuentos. El uso de estas estrategias resultó útil e interesante y, además, los alumnos disfrutaron de las actividades que se aplicaron durante el desarrollo del aprendizaje para aumentar su vocabulario.

Palabras clave: forma del vocabulario, significado del vocabulario, técnica mnemotécnica, , uso del vocabulario

2.1 Abstract

The main objective of this research study was to increase EFL vocabulary among 26 ninth-year students of Educación General Básica at a public school in the city of Loja from 2021-2022 school year through the use of the mnemonic technique. The researcher used a mixed method. For the quantitative data, a pretest and posttest were applied and the difference of the results were calculated by using the Wilcoxon Test which showed that the difference was statistically significant $p \leq 0.05$. Therefore, the mnemonic technique for increasing EFL vocabulary proved to be beneficial. On the other hand, a qualitative method was developed where the researcher conducted an interview to explore students' attitudes towards mnemonic techniques. The implementation of the mnemonic technique to increase EFL vocabulary was effective since the students were able to understand, identify and remember the form, meaning and use of the vocabulary, with specific strategies such as the peg method, rhymes and songs, pictures, or images, the keyword method, and stories. The use of these strategies proved to be useful and interesting and also, students enjoyed the activities that were applied during the development of learning to increase their vocabulary.

Keywords: mnemonic technique, vocabulary form, vocabulary meaning, vocabulary use

3. Introduction

The main purpose of the English as a Foreign Language (EFL) stated in the Ecuadorian Curriculum is to make students proficient users of the English language. As it is stated by Harmer (2007) vocabulary is the basis for developing receptive and productive skills. Vocabulary plays a crucial role in teaching and learning a foreign language. Anyone will have difficulty in speaking, reading, listening, and writing without a proportional quantity of vocabulary. Furthermore, according to Ministerio de Educación del Ecuador (2014), students in the ninth grade of EGB need to achieve certain standards according to their educational level as well as focus on real-world contexts, the relationship of language forms (grammar, vocabulary, and pronunciation), and function (use).

Regardless of the previously stated expectations, these requirements were not met by students in the ninth grade of middle school. This occurs because most of them have low or lack vocabulary, due to that this aspect of the language is considered less important during the lesson as mentioned by Fasih et al. (2018) Intan (2017), Marjun et al. (2019). In addition, as the researcher noticed during the previous practicums, students with multiple intelligences in the same classroom, lack of technology, and the significant change made by the pandemic situation, made students' interest and attention change quickly, and they lost their focus on the language learning by becoming more passive participants.

Therefore, a great tool such as the mnemonic technique was suggested to be implemented in the classroom of EFL learners as it refers to memory aids that can assist in the acquisition of vocabulary, memory, and/or retention, all of which are crucial in learning a new language Intan (2017). Additionally, mnemonics is primarily about how improving memory allows for more efficient learning, which is critical for individuals learning a foreign language. In order to facilitate encoding, mnemonic techniques make use of association, organizing, elaboration, and imagination, which impacts both storage and retrieval Worthen & Hunt (2011).

The goal of this research was to increase vocabulary through mnemonic techniques, based on the above evidence, was to find an answer to the following central question: "How does mnemonic technique increase EFL vocabulary among ninth-year students during the 2021-2022 school year?", and as sub-question: "What are the advantages and disadvantages of using the mnemonic techniques to increase EFL vocabulary?"

As a matter of fact, several previous research intended to give solutions to the problem that learners face in the classrooms at the moment to learn English language vocabulary. Some authors such as Amoli & Karbalaei (2012), Fasih et al. (2018), Intan (2017), Marjun et al. (2019), Putri (2020), Rochimah (2016), and Siriganjanavong (2013), showed that there were positive improvements on students' vocabulary acquisition through the use of mnemonics. This result was exactly supported by the process of teaching and learning, which indicated that students' interest in learning vocabulary increased. The use of mnemonics was useful in assisting students to memorize vocabulary targets in the learning process.

Even though the favorable outcomes of using mnemonics to improve EFL vocabulary, the majority of these studies were conducted with university students Siriganjanavong (2013), and the results obtained cannot be generalized; consequently, more study in a variety of educational contexts is required. As a result, this topic had to be addressed in the Ecuadorian setting among ninth grade of educación general básica level in order to have a better understanding of the topic's benefits and how well it functioned with Ecuadorian learners.

Thus, the present research was able to help ninth-grade students in middle school achieve the objectives of the Ecuadorian English curriculum established by the MinEduc (2014) in which it is stated that students must be able to communicate with others using the target language properly. Besides that, the present study helped the researcher to develop professionally in the field through hands-on learning, and it can benefit future pre-service and in-service teachers as they will have a starting point for new research projects to continuously develop in their educational field.

Furthermore, the current study mnemonic technique to increase EFL vocabulary as an innovative proposal contributed to the Facultad de Educación, Arte y Comunicación's research line as well as the subject matter for the major Pedagogía de los Idiomas Nacionales y Extranjeros. The research given should contribute to the development of an innovative proposal that can aid in the teaching and learning of the English language, according to the general objectives of these programs Universidad Nacional de Loja (2021). At the same time, this research satisfies objective number 7 of the Secretaría Nacional de Planificación (2021) Sustainable Development Objectives (ODS), which states that a continuous modernization of the educational model and teaching process should be promoted at all times through the use of innovative proposals and technological tools.

In order to fulfill the purpose of this study, its main objective was to increase EFL vocabulary among ninth-year students. To accomplish this objective, the following specific objectives were established: to implement an intervention plan based on the Mnemonic technique; to analyze the effectiveness, and to investigate the effect of Mnemonic technique to increase EFL vocabulary among ninth-year students at public school in Loja during 2021-2022 school year.

Finally, due to the nature of the research, the study focused on mnemonic technique for 8 weeks through the use of lesson plans based on specific strategies such as stories, images, and linking words, among others, to improve the aspects of vocabulary, which were the grammatical behavior such as form, meaning and use. Thus, the population for this study was 26 students in ninth-grade at a public school in the city of Loja during the 2021-2022 school year. Despite these limitations, it should be noted that no control group was available for the intervention process, so the results cannot be generalized. The researcher also believes that the short period of time spent during the intervention did not allow for a lasting improvement in vocabulary. The lack of technology in the classroom, as well as the students' level of knowledge, are also a factor of limitation. Further investigation is suggested on mnemonic techniques for improving EFL vocabulary to gain better memory retention and retrieve easily new vocabulary.

<h1 style="text-align:center">4. Theoretical Framework</h1>

The overall goal of this chapter was firstly to answer the following questions of the research (1) "How does mnemonic technique increase vocabulary among ninth-year students?" and (2) "What are advantages and disadvantages of using mnemonic techniques for increasing EFL vocabulary?". This chapter presents theories focused on vocabulary definitions, concepts, and utilization of the mnemonic techniques in the classroom to develop and increase the amount of retention and easily retrieve of information taught to use the proper vocabulary of EFL learners. Previous studies on mnemonic technique and vocabulary are presented in detail below:

4.1 Mnemonic Technique

4.1.1 Concept of mnemonic technique

Mnemonic is a certain term whose origin comes from Ancient Greek mythology, Mnemosyne, an ancient Greek Goddess of memory. There are two types of memory; short-term memory which contains limited items or size or memory which is being processed and long-term memory which has a large capacity in storing the memory but is relatively slow. Furthermore, as Schmitt (Davoudi and Yousefi 2016) explains, the goal of memorizing vocabulary is to transfer information from short-term memory to a long-term memory device. As a result, when students learn, it becomes easier for them to memorize and recall the memory of the most recent material or even the very first material.

The concept of memorizing vocabulary, on the other hand, should be represented by the subway system. According to Aitchinson (Marthila, 2020), the process of storing information in our brain is always linked in indistinctive ways. Furthermore, finding mental lexical elements to the new lexical items is an important method for transferring vocabulary mastery from short-term to long-term memory and producing a strong connection.

Mnemonics, which derives from memorizing and linking concepts, focuses on connecting new information or vocabulary with students' old memories or vocabulary. Furthermore, Solso (Marthila, 2020) defines a mnemonic as a device or technique that uses verbal or visual cues to aid in the input and storage of new information and recall material. As previously stated, mnemonic works by linking to the sounds that refer to the target language, which is called an acoustic link, or imaging through the visual aid to be argued to have more meaningful communication.

Bruning (Marthila, 2020) describes the fifteen types of mnemonic techniques, but I will be focused only on some of them, which were discussed briefly below:

1) The Peg Method (linguistic mnemonics)

The peg method easily connects two unrelated items and makes it easier for learners to memorize the two items. There are two items that serve as pegs, as well as the target words. This method helps students become acquainted with the sounds or rhymes.

Typically, the pegs or hooks are no longer or even more difficult to pronounce than the target words. Furthermore, there are two stages in this method: (1) The first stage requires students to remember 10 rhyme pairs (one – run or two – blue or eight – said) the first stage is intended to introduce students to the rhyme or sounds and try to link with the pegs and the target language in a sentence. In the second stage, students are instructed to visualize the words and connect the target words to the hooks.

Putnam (Marthila, 2020) explains that in order to make it easier, target words should be integrated into the picture. For instance, if the target words are exploration, the peg could be John. After the meaning (the target words) is defined to the students, they can use the picture to form a complete sentence to improve their knowledge.

2) The Keyword Method (linguistic mnemonics)

Tavakoli & Gerami (2013) mentions Husltijn, who describes different stages in applying this method in the keyword method, which consists of three strategies: 1- An L1 or L2 word, preferably referring to a concrete object, is selected based on acoustic/orthographic similarity with the L2 target word. 2- A strong association between the target word and the keyword must be created so that the learner is immediately reminded of the keyword when seeing or hearing the word; 3- A visual image combining the referents of the keyword and the target word must be created, preferably in a salient, odd, or bizarre fashion to increase its memorability.

The keyword method has been shown to be an effective procedure for vocabulary acquisition in L2 learning.

3) The Loci Method (spacial mnemonics)

This is the most ancient method of mnemonic devices or mnemonic techniques. Mirhassani and Eghtesadedi (Marthila, 2020) explain that in this method, learners must visualize the target situation in relation to their prior knowledge. Each student may have a different place to imagine and different ideas to come up with.

According to Derwinger (Behr, 2012), the loci method can be useful for remembering word lists and recovering vocabulary through visualization. It is based on the idea that you can best evoke familiar places. So, if you can associate something you need to remember with a location you are closely associated with, the location will serve as an indicator.

Even though students learn more words and expressions, the imaginary city will grow and facilitate you in expanding your vocabulary in many different areas. According to Behr (2012), an imaginary place does not have to be a city; it can be anywhere you feel comfortable visualizing in your mind.

4) The Link Method

To make it easier to remember, this method requires students to create a link between one thing and another. However, the most basic thing to link is the most familiar thing, which is that the learners are familiar with both the L1 and the target words. For example, if a student is asked to memorize the words laboratory jacket, goggles, gloves, and notebook. The students must know the words Chemistry Class Project in order to link every word that is related to the words.

5) Stories

Putnam (Marthila, 2020) explains that when remembering something, it is possible to group it into one story to make it easier to remember. For instance, if the teacher wishes to teach about hat, run, fat, bird, green, and grandfather. The students are required to create a story based on those words. I see a man wearing a very tall hat, I call him, and he flees, but he collides with a large, fat bird sitting on the village green. My grandfather appears from nowhere and grabs him for me.

6) Rhymes and songs

Songs, according to Governor et al., (2012), are effective mnemonic devices for improved recall. It is indeed a useful strategy for improving students' understanding of concepts in a variety

of ways. Emotional reactions to music improve memory by focusing attention, promoting the formation of stronger and more balanced interactions.

According to Shaeffer (Marthila, 2020), a rhythm is a musical sound that helps students recognize the meaning or the tempo. If it could be sung as a song, the rhyme techniques would be improved. Before the invention of writing, poetry evolved as a mnemonic system for preserving and transmitting valued traditions. A rhythm is a poetry that contains the repetition of similar sounds in two or more words. Rhythms and rhymes have long been used as mnemonic devices because they are both effective memory cues.

7) Pictures (visual mnemonics)

According to Amiryousefi (Marthila, 2020), pictures help students recognize the meaning or define the information in the area. The use of pictures not only improves students' visual abilities but also motivates students to be interested in learning new material.

Mahdi and Gubeily (2018) argue that, mnemonics can be enhanced with images to create an effective environment for vocabulary learning. The use of photos, drawings, or graphic representations of new words learned is beneficial to their learning. Memory conjures up mental images of what people want to remember. Learners will be able to comprehend the words in their entirety if positive, pleasant, and vivid images are used, as well as attractive images. Finally, the use of images can promote long-term retention, which is the goal of education.

Furthermore, as Oxford (Marthila, 2020) points out, the mind's storage capacity for visual information exceeds that for verbal materials. Furthermore, a large proportion of students are fascinated by visual images.

4.1.2 Principles of mnemonic technique

A broader perspective has been adopted by Highbee (Marthila, 2020), when mentions that using any type of mnemonics technique, five principles are used to ensure that the procedure runs smoothly.

1. Meaningfulness refers to the situation or background knowledge of the learners, as well as the material that the students will learn. In this case, the teacher must understand the students' very basic backgrounds as well as the purpose of the material being taught in

order for there to be a connection and for the students to understand the material in a meaningful way.

2. Organization refers to the activities of the class. The class should be filled with a variety of activities. As a result, in order for the activities to run smoothly, they should be rationally linked one to the other.

3. Association concerns with the link that will be implemented during the class activity. The link here refers to the connection between the target words that will be studied and the basic words, peg words, words, or L1 words that will serve as the guide for the entire material.

4. Visualization is essential in applying the mnemonic. Because the activity's very foundation is imagining the situation or condition. In other words, visualization is the technique's central harmonic. As a result, the teacher must exercise caution during the visualization phase.

5. The goal of using the mnemonic is to get people's attention and interest. This technique will increase students' attention and interest because it will encourage them to use their own imagination and experience.

4.1.3 How to implement mnemonic technique

Implementing mnemonics in language teaching classrooms encourages students to participate in linking things and creating a story as a result. Given this example, it is critical to understand the principles of mnemonics in order to apply them in language classroom activities.

As a result, the teaching-learning activity adapted from the mnemonic principle and also derived from Solso in Kayaalti (Marthila, 2020) is briefly discussed below; in this case, the teacher will teach the content words (noun, verb, adjective, and adverb):

1. The teacher gives a picture to the students and asks them to imagine the nouns and the adjective in the picture.

2. Students translate the noun and the adjective. Also, teachers examine what words have not been translated to be the target learning.

3. Teacher helps students to translate by using pictures

4. Students have 2 minutes to memorize the words

5. Students write a simple sentence using the noun and adjectives which have been written. (In this step teacher assess students' proficiency in using both of action verb and be verb)

6. The teacher gives indirect feedback to each incorrect sentence.

7. Students fix the incorrect sentence with the teacher's help

8. The teacher explains the adverb of manner and frequency and gives examples of them.

9. Students add an appropriate an adverb of manner or frequency in their own sentence.

10. Students write the story about the target words.

This is a teaching-learning activity that employs the mnemonic technique, specifically the story method. Students will be required to imagine and connect the pegs to the target words. At the end of the research, the students should be able to understand the meaning of the target words as well as how to use them correctly. In addition to the teaching-learning procedure, three topics will be covered. They are as follows: bedroom, bathroom, and classroom. Regarding the goal of mastering the vocabulary, it is hoped that the students acquire at least ten new words and understand not only the meaning but also how to use them.

4.1.4 Advantages and disadvantages of mnemonic technique

Every method used in the classroom has advantages and disadvantages in terms of teaching-learning activities. Here are the benefits and drawbacks of using mnemonic techniques, particularly the stories method. As explained below, Amiryousefi and Ketabi (Marthila, 2020) elaborate on the benefits and drawbacks.

Advantages of Stories Method from Mnemonic

-Students are able to imagine the target words.

-Students are able to understand the meaning of the target words and also use it well.

-The teaching-learning activities are more interactive and meaningful because the students will use their own experiences.

-This technique enables students to activate their subconscious learning.

Disadvantages of Stories Method from Mnemonic

-The teaching-learning activities take more time.

-The teachers should be sensitive to students' ability because the students will be active enough to run the activity.

-Teachers should be creative in enhancing students' imagination.

-The class needs at least one dictionary for pairs of students.

In short, when it comes to the benefits and drawbacks of using the Mnemonic technique to teach vocabulary, it is concluded that it can improve students' vocabulary mastery and retention in memorizing, as well as enable students to use the vocabulary properly.

4.1.5 Mnemonic technique as a cognitive strategy

As it is stated by O'Malley et al., (2008) the cognitive theory refers to the psychology that attempts to explain human behavior by understanding the thought process. It is emphasized in conscious thought. The theory was born in the 1950s. There are four factors that influenced its development. They are experimental psychology, the shift from behaviorism to cognition, language acquisition, and computer artificial intelligence. In this case, cognitivism is divided into three important cognitive theories that emphasize conscious thoughts.

They are Piaget's cognitive development theory, Vygotsky's socio-cultural cognitive theory, and the information processing approach. All the types of cognitive theory stress the importance of the process that is happening inside the human mind. The application of cognitive theory can be applied through problem-based learning, discovery learning, cognitive strategies, and project-based learning. Overall, the goal of its application is to encourage the students to be active in the teaching-learning process as it is mentioned by O'Malley et al., (2008)

Suharno (2010) stated that the Cognitive Method in Language Learning refers to a more specific way of learning than other approaches. From the view of the cognitive method, learning strategy (students) and teaching method (teacher) should be centered around students' mental processes rather than the external behavior and it is the teachers' role in guiding individuals to focus on the internal learning process and learning style should be noted.

Cognitive strategies include repetition, organizing new language, summarizing meaning, guessing meaning from context, and using imagery for memorization, all of these strategies involve delivering manipulation of language to improve learning. The teaching method encompasses content enhancement, content evaluation, determination of necessary approaches and routines, and instructional support. As Bulgren&Scalon (Bradley et al., 2013) stated that Content-based methods and student-led seminars are two favored ways in cognitive language learning classes.

The strength of the cognitive approach in language learning unlike the behavioral approach aims to discover what might be the better way the acquisition of language in our minds. It highlights how mental process greatly influences behavior and the disparity of learning effects. This has positive significance for those who want to use cognition to change their learning behavior for the better. The cognitive approach is, furthermore, a flexible theory that can be easily combined with other theories to make more positive results.

A cognitive theory of learning sees second language acquisition as a conscious and reasoned thinking process, involving the deliberate use of learning strategies describe O'Malley et al., (2008). Learning strategies are special ways of processing information that enhance comprehension, learning, or retention of information. This explanation of language learning contrasts strongly with the behaviorist account of language learning, which sees language learning as an unconscious, automatic process.

The cognitive view leads to a classroom focused on using learning strategies that have been observed in successful language learners and to a view of the learner as an information-processor, with limitations as to how much new information can be retained, and who need strategies to be able to transfer information into memory.

In the classroom, relevant activities include review and revision, class vocabulary bags, using a scaffolding approach with young learners, analysis, and discussion of language and topics, inductive approaches, and learner training. Scaffolding is a teaching method that involves guiding students to learn independently by gradually removing support little by little as they progress.

4.1.6 Principles of cognitivism

Cognitivism involves the study of mental processes such as sensation, perception, attention, encoding, and memory that behaviorists were reluctant to study because cognition occurs inside the" black box" of the brain as it is stated by Jordan et al. (2008). In this case, sensation perception, attention, encoding, and memory are the principle of cognitivism. The following is an explanation of them.

The first principle is sensation. It shows how the stimuli derived from external stimuli are registered in the sensory before it is sent to the following process. The second principle is perception which shows as the process to interpret and make sense of something that can be seen through our senses. It consists of pattern recognition, object recognition, bottom-up or top-down

processing, and conscious perception. The third principle is attention which stresses concentrating on one thing, that the more important than the others. It is important to determine conscious awareness.

The fourth principle is encoding as the principle of cognitive theory focuses on the importance of encoding information, after something is perceived and attended to stimuli. The way to encode the information can be done through organizing and then forming it in the form of a schema. In this case, encoding the information in the form of experience can be conducted in two ways. They are bottom-up and top-down Jordan et al. (2008) mentions. Bottom-up is the way to encode experience by transferring the information that is gained through the external world. It is mediated through attention and perception. While top-down is another way to encode experience. It is in the form of activating prior knowledge in order to help in interpreting the bottom up.

The fifth principle is memory. Memory is the ability to keep and remember the information in our minds. It consists of short-term memory, long-term memory, and sensory. Short-term memory consists of a limited amount of data and short duration. It is also known as the working memory because it consists of some functions. They are rehearsal (repetition), coding, decision making, and retrieval. The information that can be maintained is approximately 5-9 bits. According to Vinci (2000) long-term memory can hold a huge amount of information-facts, data, and rules for how to use and process them and the information can be maintained for long period. It means that long-term memory consists of a very large amount of data and a very long duration. The way to keep the information can be maintained in this type of memory is by using cues.

Mnemonics is ultimately about how the improvement of memory enables more efficient learning, something of great importance for those attempting to master a foreign language. All of the established mnemonic methods make use of association, organization, elaboration, and imagination in order to facilitate encoding, which, in turn, affects both storage and retrieval as it is mentioned by Worthen & Hunt (2011). They are also linear in their applications proceeding from the device to the information to be remembered. The method of loci, which is the oldest mnemonic, begins with the visualization of a familiar physical space, such as a room or street. The next step is to place the to-be-remembered items or information in particular locations within the space.

By associating new material with acquired knowledge, retrieval occurs when the mind traverses the physical space, locating the target information along the way explained by Yates (1999). The loci method demonstrates not only the importance of visual stimuli but also the role of the organization in facilitating memory processes. While it assists with remembering the main points or topics of a speech, for example, it does not help with learning details. It clearly has applications for learning rhetorical patterns of oral or written discourse and points toward the potential benefits of spatial analysis for complex orthographic scripts.

4.1.7 Scaffolding support

Bruner and Vygotsky emphasize a child's environment, especially the social environment, more than Piaget did. Both agree that adults should play an active role in assisting the child's learning. Bruner, like Vygotsky, emphasized the social nature of learning, citing that other people should help a child develop skills through the process of scaffolding. Scaffolding refers to the steps taken to reduce the degrees of freedom in carrying out some tasks so that the child can concentrate on the difficult skill she is in the process of acquiring' as it is mentioned by Bruner (1978).

The concept of scaffolding is very similar to Vygotsky's notion of the zone of proximal development, and it's not uncommon for the terms to be used interchangeably. Scaffolding involves helpful, structured interaction between an adult and a child with the aim of helping the child achieve a specific goal. The purpose of the support is to allow the child to achieve higher levels of development by simplifying the task or idea, motivating and encouraging the child, highlighting important task elements or errors and giving models that can be imitated.

From a sociocultural perspective, research shows that L1 enables learners to work effectively in the zone of proximal development (ZPD) and the role it plays in the production of L2. Scaffolding is an important teaching strategy that traces the concept of the (ZPD). Scaffolding refers to the assistance offered by others to be able to achieve more than he or she would be able to achieve alone in the ZPD. It provides individualized support based on ZPD (Chang et al. 2002).

Scaffolding, in educational contexts, refers to temporary assistance from a mentor, a teacher, or a more knowledgeable peer who prompts the learner through the steps of a problem, process, or task. Through this temporary and gradual assistance, the learners' cognitive performances rise to higher levels than they would if the learners worked alone; and in this way, learners can successfully complete tasks that are beyond their independent abilities (Bruner, 1978).

As Gibbons (2002) argues, scaffolding "is not simply another word for help. It is a special kind of help that assists learners to move toward new skills, concepts, or levels of understanding".

In this entry, scaffolding refers to providing English learners with guides, materials, and vocabulary strategies that they should master and use first under controlled guidance from their teachers and then independently, in new contexts. The scaffolding process involves modeling. Through modeling, teachers can demonstrate, for example, how to use a particular strategy. Modeling gradually decreases and finally disappears, as learners gain more independence and autonomy in completing the task or in solving the problem.

Nowadays, technology has improved the quality of living of the people as well as the classroom environment, it has given a new dimension to the enrichment of knowledge. The use of technology during class instruction has allowed students to foster their interest, attention, and engagement in the learning process. In addition, integrating simple technologies such as PowerPoint presentations, online games, and interactive homework assignments enhance students' retention of knowledge, as well as get them immersed in the technological and competitive world.

4.2 Vocabulary

4.2.1 Concept of vocabulary

Vocabulary plays an important role in the learning of English since it is the foundation for developing receptive and productive skills, as well as making proficient users of the English language, which is the main purpose of the English as a Foreign Language (EFL) Ecuadorian Curriculum. Furthermore, according to the Ministry of Education (MinEduc, 2012), students need to achieve certain standards according to their educational level. For instance, students from Educación Básica Superior (EGBS) need to use their vocabulary as means to create personal stories; while for Bachillerato General Unificado (BGU) students should use their vocabulary to follow the main ideas and topics that are covered within the curricular activities.

When we communicate with others, we can deliver and process an idea because they understand the language spoken by the speaker or are capable of processing the linguistic forms. This implies that the speaker or listener must comprehend the language forms or structures. Vocabulary has been regarded as one of the most important factors in language learning. As stated by David Wilkins (Marthila, 2020): "Without grammar, very little can be conveyed; without vocabulary, nothing can be conveyed." However, Thornbury (Marthila, 2020) asserted that

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students should also be aware of word collocation, connotation, and cultural significance. Furthermore, he observed that many students know a word receptively but not productively.

Learning a large number of vocabulary words will make it easier for students to learn the target language. The term "mastering the vocabulary" refers to understanding the meaning of the words as well as how to use them in context. Vocabulary mastery, on the other hand, refers to a set of words that someone is familiar with and should be able to produce correctly. Furthermore, in order to use words effectively, the ability to recognize the word class must be supported by the ability to understand them.

According to Siriganjanavong (2013), vocabulary mastery is the importance of motivating students to participate in teaching-learning activities involving the collection and definition of new items. Students can either list the new words or create maps to use them in an interesting way. As a result, mastery of vocabulary includes not only understanding the level but also knowing how to use and produce it effectively.

Because learning English is about more than just understanding what the speaker says to the listener; it is also about how the listener reacts to the speaker's idea. Both receptive and productive knowledge, as mentioned by Siriganjanavong (2013), provide a genuine way to measure the learners' vocabulary knowledge. Receptive knowledge is concerned with words identified by language learners in specific texts. Productive knowledge, on the other hand, is based on the use of vocabulary by language learners in both writing and speaking.

4.2.2 Concept of vocabulary teaching by using mnemonics

When it comes to teaching vocabulary in the classroom, the teacher may find it difficult to explore the method or activities during the class. As a result, some activities in vocabulary teaching bore students or the material used by teachers does not support meaningful activities.

According to Illes and Akcan (Marthila, 2020), most language learners do not participate in the English-speaking community because English is not their native language. As a result, when teaching, the teacher must give clear instructions and reflect on the students' daily lives.

In other words, teachers' creativity is critical in transforming the classroom into engaging activities. Furthermore, the goals of teaching are to enable students to provide clear information by giving instructions and providing new language knowledge, as well as to influence students to learn.

The fundamental concept of language teaching activities is based on three major aspects. Richard explains the three fundamental aspects of language teaching: receiving knowledge, processing it through repetition, and applying it in a real-world setting. As a result, the teaching-learning process of foreign languages, particularly vocabulary, necessitates a variety of processes to encourage learners to memorize and implement the input.

4.2.3 Aspects of vocabulary

It is possible to define a word in many different ways, but teachers need to be aware of and pay attention to three essential aspects: form, meaning, and use.

Traditional grammar analyses made by Celce-Murcia et al., (1999) attempt to view grammar with a communicative end in mind. Recognizing that grammar is more than just a collection of forms, but also involves three dimensions of linguistics known as (morpho) syntax, semantics, and pragmatics. Grammatical structures are used to express meaning (semantics) in context-appropriate use in addition to having a morph syntactic form (pragmatics). These are known as the dimensions of form, meaning, and use.

As explained by Nation (Coxhead, 2013), a word's form is determined by its pronunciation (spoken form), spelling (written form), and any word parts that make it up (such as prefixes, roots, and suffixes). The example below shows how word parts function in "uncommunicative", where un- means negative or opposite; communicate is the root word, and -ive is a suffix that indicates someone or something is capable of doing something. As a group, they refer to someone or something that is unable to communicate, thus uncommunicative.

Celce-Murcia et al., (1999) also points out that since the three are interconnected, any change in one will result in a change in the others. The term "form" primarily refers to how it is formed. (Accuracy), we are interested in how a specific grammar structure is built, as well as its morphology and syntax. What does it mean when it comes to meaning? (Meaningfulness) We want to know what a specific English grammar structure means and what semantic contribution it makes when it is used. Finally, the third stage is use, which tells us when and why it is used. (Appropriateness).

Nation (Coxhead, 2013) notes that meaning encompasses both the form and the meaning, that is, what a concept means and what items it refers to, and what associations one has when one thinks of a certain word or expression. Its use, Nation (Coxhead, 2013) writes, involves the

grammatical functions of the term or phrase, the collocations that normally accompany it, and lastly any restrictions that limit its usage, such as its frequency, level, and so on. Likewise, Nation (Coxhead, 2013) asserts that meaning, form, and use have a receptive and productive element, which means lexical knowledge pertaining to these three aspects involves 18 variations. So, as teachers teach vocabulary in the classroom to help students become knowledgeable of words and phrases, helping them learn and use any and all of these different components helps them build their vocabulary knowledge and use.

As it is mentioned by Rylance & Kevech (2018) the structure of a phrase or clause is referred to as its form. Certain forms of English are required in a given context to be considered accurate. Form denotes either a required word form or a required word order. The form is frequently described in terms of rules that speakers follow, and it is likely that this is what most people think of when they think of grammar.

Rylance & Kevech (2018) also mention that grammar ability entails not only openly learning or describing rules, but also actually using language for communicative purposes. Since rules provide helpful guidelines for understanding grammar and have a clear place in the grammar classroom, simply knowing a grammar rule does not imply that one can apply it.

Grammar includes a semantic (meaning) component in addition to form. Indeed, what would be the point of communication if people did not pay attention to meaning? So, in order to achieve the intended meaning, students must understand how to use the proper structure.

4.3 Previous studies

This chapter includes studies that attempted to investigate the effectiveness of using mnemonic strategies to improve students' vocabulary. It consists of two main components: firstly, it tries to establish the background and context study. And secondly it helps to explain how it contributes to knowledge and research on vocabulary improvement through the mnemonics technique.

Six research articles were selected (Table 1) for the analysis. The studies chosen represent a large range of settings such as Thailand, Indonesia, and Iran. As can be seen in table 1. Three of six papers were conducted at public high schools in Iran and Indonesia, two in public primary schools in Indonesia, and one at public university students in Thailand. The execution of the

mnemonic technique to improve students' vocabulary demonstrated effectiveness in the six research paper samples.

Table 1

Previous Studies that have Researched on Vocabulary and Mnemonic Techniques

Study	Country	Population	Methods	Level of education	Type of research
Siriganjanavong, (2013)	Thailand	44	Mixed methods	University students	Research Paper
Davoudi & Yousef, (2016)	Iran	38	Mixed methods	Senior high school students	Research Paper
Intan, (2017)	Indonesia	20	Mixed methods	First-grade primary school students	Research Paper
Fasih et al., (2018)	Iran	256	Mixed methods	Third-year senior high school students (6 different schools)	Research Paper
Marjun et al., (2019)	Indonesia	27	Mixed methods	Second-grade primary school	Action Research Paper
Putri, (2020)	Indonesia	22	Mixed methods	Eight-grade high school students	Thesis

Note: this table shows some previous studies carried out in different countries and with different level of students for developing vocabulary by using the mnemonic technique

Another factor that led to the selection of these studies was that researchers investigated the effectiveness of the mnemonic technique and its various strategies to help students increase their vocabulary. For example, Putri (2020), when examining the improvement of students' vocabulary by using a mnemonic strategy, indicated that there was a significant improvement in the students' vocabulary through the use of the mnemonic technique.

On the other hand, Davoudi and Yousefi (2016), Fasih et al., (2018), Intan (2017), and Siriganjanavong (2013) focused on keyword methods as mnemonic strategies to enhance vocabulary retention and mastery of students' vocabulary. This kind of strategy uses visual images to base memory for a new word's meaning, and the results demonstrated that the keyword method can help learners acquire and retain L2 words more efficiently.

Other relevant research, such as that conducted by Marjun et al., (2019), used a strategy known as the mnemonic loci methodology to develop students' vocabulary acquisition. The Loci method emphasizes that everything in the environment can be used as an

This research review's purpose is to help the reader understand different aspects posed by the research on the mnemonic techniques to improve vocabulary. This is significant because vocabulary is considering an important factor while learning a new language and with proper and meaningful techniques such as mnemonic. There has been much research and discussion conducted on these opinions of vocabulary and mnemonic techniques, including the different strategies used in the classroom, the principles of mnemonics, how to implement these techniques during the lesson, the amount of vocabulary taught during the lessons. Most of the research found was on the mnemonic techniques and vocabulary. More research and testing are required to gain a better understanding on how to implement the mnemonic techniques in the classroom to improve students' vocabulary. It is important to conduct more studies on the results and reasons to implement a meaningful technique to gain more attention and interest from all students.

5. Methodology

The main objective of this research study was to increase EFL vocabulary among ninth-year students of Educación General Básica at a public school in the city of Loja from 2021-2022 school year through the use of the mnemonic technique. According to the research context, it was important to bear in mind the most effective methodology to examine the research questions: (1) "How does mnemonic technique increase vocabulary among ninth-year students during the 2021-2022 academic period?" (2) "What are advantages and disadvantages of using mnemonic techniques for increasing EFL vocabulary?" Therefore, a mixed-method approach had been selected where quantitative and qualitative analysis collected the results allowing the analysis and exploration of the issue in order to gain a better understanding of it.

5.1 Research Setting

This study was conducted in the city of Loja in Ecuador, a nation in South America. Loja city lies at a latitude of -3.99313 and a longitude of -79.20422, and it is located in the southern hemisphere of the country.

5.2 Procedure

5.2.1 Research Methods

A mixed methodology was used to conduct this study. According to Gay et al. (2012) by combining both quantitative and qualitative data in a single study, mixed methods research designs allow for blending quantitative and qualitative approaches with no difficulty. The goal of mixed methods research is to take advantage of the cooperation and effectiveness of quantitative and qualitative research methodologies to better comprehend a problem.

Furthermore, as Rose & McKinley (2020) point out, there was no control group or random selection of participants in this quasi-experimental study; instead, the independent variable was manipulated. A pre-posttest instruments were used to collect quantitative data in this scenario, which was used to assess students' vocabulary. The quantitative data was utilized to assess and explain the impact of the mnemonic strategy on vocabulary knowledge among students. Students' attitudes and impressions of the teaching and learning process were also assessed through diaries and interviews.

To conduct a narrative inquiry, quantifiable data was collected to measure the students' opinions toward mnemonic strategies to expand vocabulary utilizing diaries and interviews with

students. In essence, both methods highlighted how the variables interact while illustrating the process.

To conduct this research, the researcher first approached a public school and obtained permission from the principal and the institution's in-service teacher. Following approval, the ninth-year of general basic education was chosen by cluster sampling from among all the grades available to work with. During the eight-week intervention, two types of data were collected: quantitative and qualitative data. The quantitative data was gathered through pre and post-tests administered to students by the researcher to determine learners' vocabulary knowledge.

As a preliminary step, a pretest was administered to ninth-year students in the first intervention class, which facilitated the researcher in determining students' weaknesses and strengths in order to develop purposeful material to help students improve their vocabulary skills. Following that, the lesson plans, which were aligned with Gagne's 9 elements of instruction, were implemented. Throughout the intervention, qualitative information was gathered through diaries created by the researcher after each class session.

Subsequently, in the final intervention class, the researcher took the posttest. The posttest results enabled the study in identifying the level of improvement in students' vocabulary following the intervention process. Furthermore, unstructured interviews were conducted with a small group of students to obtain their perspectives on the use of mnemonic techniques and the specific activities used to improve their vocabulary.

The research took place over an eight-week period, with five sessions each week and each class lasting 35 minutes. In order to conduct the research, the following timetable was established: Mondays from 3:55 pm to 5:05 pm (2 periods), Tuesdays from 3:55 pm to 4:30 pm (1 period), and Thursdays from 3:55 pm to 5:05 pm (2 periods), which amounted to 40 hours in total. A pretest was given to 26 students in session 1 after an introduction and ethical approval. Participants also got 35 minutes to answer to the questions. They were taken away from the tests and did not receive them back.

Lesson plans for each session were created to apply the various mnemonics techniques, including aspects such as meaningfulness, organization, association, visualization, attention, and interest. As a first point, meaningfulness refers to the situation or background knowledge of the students, as well as the materials they will be taught. To ensure a meaningful connection and for

the students to comprehend the material in a meaningful way, the teacher must understand the very basic backgrounds of the students, as well as the purpose of the material being taught.

The second principle is a class organization, which is the way the class conducts its activities. It is important that the class is filled with a variety of activities. Thus, for the activities to run smoothly, they must be rationally linked to one another taking into account the level of knowledge of the students. Thirdly, is the association, which is related to the link that will be established during class exercises. Link refers to the connection between the target words that will be studied, and the basic words, peg words, words, or L1 words that will serve as the guide for the entire material to conduct the teaching and learning process.

In addition, the fourth point is the importance of visualization when applying the mnemonic, because the ability to imagine something is fundamental to the activity. Or, to put it another way, visualization is the mnemonic technique's central harmonic. The researcher must, therefore, enter the visualization phase with caution. Finally, according to Highbee (Marthila, 2020), the goal of using the mnemonic is to get people's attention and interest. This technique will increase students' attention and interest because it will encourage them to use their own imagination and experience to increase their vocabulary easily.

To accomplish with the research, the following elements were including: gain students' attention, inform learning objectives, stimulate recall of prior knowledge, present the content, provide learning guidance, elicit performance, provide feedback, assess performance, and enhance retention and transfer are the nine elements for instruction proposed by Gagné et al. (1992).

These nine instructions elements can be divided into four learning stages: opening, presentation, practice, and closing/production. According to Gagné et al. (1992), three elements of instruction should be considered in the initial stage: gaining students' attention, informing learning objectives, and stimulating recall of prior knowledge. The researcher used warm-ups such as the board race game, hangman, tic-tac-toe, bingo, charades, and so on to get students' attention. These activities included both new and old English language information.

The following two elements of instruction are included in the presentation stage: present the content and provide learning guidance. The lessons were delivered using both explicit and implicit teaching methods, as well as taking into account the students' various intelligences, such as visual-spatial, interpersonal, linguistic, and others. Elicit performance and provide feedback are

included in the four stages (practice). The teacher required students to correct their mistakes in their work by performing self- or peer-assessment. Finally, as part of the final stage (practice and closing/production), assess performance and improve retention and transfer. Students created activities to test whether students understood the content during lessons or as homework.

5.2.2 Data collection sources and techniques

For the purposes of getting and analyzing information about the subject under study, the present research used both quantitative and qualitative methods. Quantitative techniques consist of numerical pieces of information, while qualitative ones are mainly narratives.

Therefore, as a quantitative technique, researchers used the paper and pencil method to measure students' knowledge of vocabulary. Consequently, a pre-posttest (see annex 3) was created and was applied so that it allowed to identify the student's weak points and strengths so that later conclusions can be drawn about the teaching and learning process in relation to the vocabulary mastery through the use of the mnemonic technique.

On the other hand, the qualitative data was obtained from the diaries (see annex 4) that the research used to write down each important aspect that occurs in each class to later use this information to figure out how the innovative proposal impact the students learning process, and interviews (see annex 5) to students to assess their attitudes toward mnemonic techniques instructions that were developed during the lessons to students while the intervention plan was executed.

5.2.3 Research participants

The sample size of the population for this research was 26 students, around the age of 13-15 years old, including 13 males and 13 females of ninth-year Educación General Básica students at a public school in the city of Loja during the 2021-2022 school year. The researcher first approached a public school and obtained permission from the principal and the institution's in-service teacher. Following the approval, the ninth year of general basic education from among all the grades available to work with.

The participants were chosen via cluster sampling, which, according to Gay et al. (2012), consists of a random selection of (a) group(s), not individuals, at any location with similar features, it is an intact group. Because it saves time and money, it is employed in educational research. Furthermore, collaborators actively participated in this research effort throughout the intervention

process, helping to build and refine lesson plans for increasing EFL vocabulary using the mnemonic technique. According to the Ministry of Education (2014), these students corresponded to the A1.2 English proficiency level.

5.3 Data analysis

The data was analyzed using statistics formulas, which provided brief summaries of the sample and measures in order to make sense of the data more easily. It was mostly used to compare the pre-posttest/criterion-referenced tests scores and compare with the educational Ecuadorian grading scale provided by the Ministry of Education (see annex 6).

Additionally, the researcher tabulated the data, presented it in a frequency table, and used the most relevant measurement method the Wilcoxon Table, to examine the central tendency of the data. To further analyze the data (diaries and interviews), the researcher employed a thematic analysis, which simply determines patterns emerging from the answers and the shared experiences of the interviewees Gay et al., (2012).

6. Results

Results of data collection and analysis are presented in the following sections: Pretest and Posttest. These were used to measure the students' knowledge of vocabulary (form, meaning, and use). In addition, a student interview was conducted to assess attitudes and thoughts about the mnemonic technique to improve students' vocabulary skills through writing, reading, listening, and speaking activities.

6.1 Pre-test and Post-test Results

Using the pretest and posttest results, the researcher developed an intervention plan and analyzed the effectiveness of Mnemonic technique for increasing EFL vocabulary skills among ninth-year students at the public school in Loja during the 2021-2022 school year.

Table 2

Wilcoxon Test comparison of the Pretest and Posttest scores on vocabulary.

Students' code	Pre-test	Post-test	Difference	Ranks
9NOEGB023	6,25	6,25	0,0	
9NOEGB025	6,00	6,00	0,0	
9NOEGB014	5,50	6,50	-1,0	1
9NOEGB004	6,00	7,20	-1,2	2
9NOEGB015	4,25	5,50	-1,3	3
9NOEGB024	3,50	5,66	-2,2	4
9NOEGB007	5,75	8,00	-2,3	5
9NOEGB019	4,00	6,33	-2,3	6
9NOEGB009	5,00	7,50	-2,5	8,5
9NOEGB010	5,00	7,50	-2,5	8,5
9NOEGB020	4,00	6,50	-2,5	8,5
9NOEGB022	4,00	6,50	-2,5	8,5
9NOEGB001	5,00	7,70	-2,7	11
9NOEGB017	6,50	9,30	-2,8	12
9NOEGB018	6,25	9,20	-3,0	13
9NOEGB021	4,00	7,00	-3,0	14
9NOEGB026	6,75	9,80	-3,1	15
9NOEGB008	3,50	7,00	-3,5	16
9NOEGB002	5,50	9,20	-3,7	17
9NOEGB013	4,50	8,50	-4,0	18

9NOEGB016	5,75	9,80	-4,1	19
9NOEGB012	3,00	7,50	-4,5	20
9NOEGB006	4,25	9,30	-5,1	21
9NOEGB003	4,00	9,30	-5,3	22
9NOEGB011	2,00	7,70	-5,7	23
9NOEGB005	1,00	9,30	-8,3	24
Median	4,75	7,50		

Note: This table shows the pre and posttest results of the intervention. **9NOEGB**= Nith year of Educación General Básica. 001=students´ code.

Table 3

Wilcoxon Ranks

Pre-test scores	**Ranks**	**N**	**Sum of ranks**
Posttest scores	Negative ranks	24	300
	Positive ranks	0	0
	Ties	2	
	Total population	26	
	Critic value	98	
	p≤ 0,05		

Note: This table shows the pre and posttest ranks gotten from the intervention plan. **N**=numbers

As seen above, the Ranks Table 2 summarizes the overall measurement results for the pre and posttest scores. As a matter of fact, the study compares ninth-year students' performance with the one that was conducted before (Pretest) and after (Posttest) the plan of intervention based on Mnemonic technique to increase EFL vocabulary. We can see from the table's legend that 24 out of 26 participants had a higher level of vocabulary skills after the treatment compared to their results in the pretest. However, 2 participants did not have a significant level of improvement in their vocabulary skills after it. Therefore, the Wilcoxon test showed that this difference was statistically significant $p \leq 0.05$, which means that there is a high probability of 95% that the treatment was effective. Moreover, this effectiveness will also be confirmed by the interview which explore students' perceptions towards the mnemonic technique as an effective treatment to improve their vocabulary skills.

Figure 1

Pre and Posttest Results
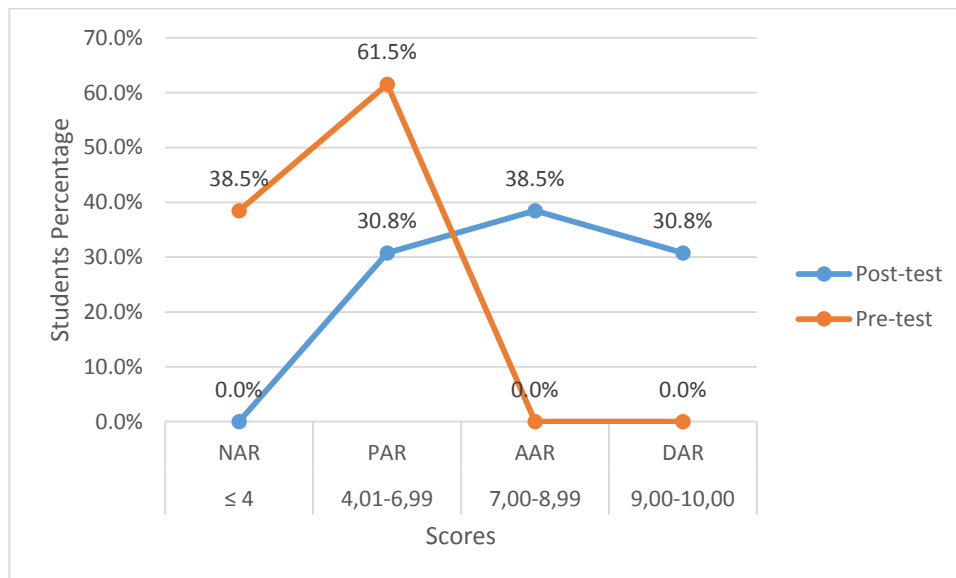
There is no doubt, as illustrated in Figure 1, where a pretest was given to ninth-year students before the intervention plan, in order to get an idea of where they started when it came to their vocabulary skills. Thus, the results gathered show that all of the students did not achieve the average level of 7 (AAR) as expected by the national grading scale according to the Ministerio de Educación (2014). That means that 100% of students had difficulty recognizing new words its form, meaning, and use in different sentences or paragraphs related to specific topics.

With regard to the aspect of form, it was observed that most of the students were not able to complete a sentence with accuracy, due to the fact that students needed to know how the specific grammar structure is built, as well as its morphology and syntax, or put it simply, the form involves spelling or written form of the words. Further, in terms of meaning, the results from the pretest showed that it was a challenge for the majority of students because meaning encompasses both form and meaning, that is, what a concept means and what items it refers to, or, how students use grammatical structures to express meaning. In addition, students had difficulty using language in the aspect of use, which informs us when and why words are used, as well as their grammatical functions, due to grammar is the ability that entails not only learning or describing rules but also using language for communicative purposes.

Consequently, it can be summarized that students had short lexical understanding and an inadequate vocabulary. They could not perceive the form, meaning or the correct use of words. At the moment they were given the pretest they could not complete simple or complex sentences and paragraphs with appropriate words. In this regard, the researcher faced an issue to carry out the investigation in this classroom.

On the other hand, in the same Figure 1, the posttest demonstrated a high level of students' performance on vocabulary skills. Significantly, 69,3% of the students met the expectations according to the national grading scale, ranging from 7,00 to 10,00 where students achieved and even mastered the required learning. Consequently, they were able to accomplish the given task with some minor errors that did not affect their performance.

To sum up, in the aspect of form that involves the spelling or written form of the words, they were able to complete sentences with accuracy. In relation to meaning that is the concept and what items it refers to (semantics) the majority of the students could complete short paragraphs and sentences. And finally, the element of use that involves the grammatical functions of the words or phrases, they could recognize appropriately the words to complete a sentence or paragraph given, they evidently increased their vocabulary. In the same way, 30,8% of students attained the scale from 4,01 to 6,99 which means that they were close to achieving the required level. The researcher also conclude that the short period of time spent during the intervention plan did not allow for a lasting improvement in vocabulary with this group of students.

6.2 Interview results

Apart from the Wilcoxon pre and posttest results which presented a statistically significant ($p\leq 0,05$) evidence of students' improvement on vocabulary skills, the researcher conducted an interview to explore students' attitudes towards mnemonic techniques such as the peg method, rhymes and songs, pictures or images, the keyword method, and stories, all this after the treatment, as it is presented in the next section.

6.2.1 The peg method

For the first question of the interview on keywords (peg method) to remember new vocabulary, the most recurrent response was positive due to that some students mention that keywords allowed them to remember new information easily. Also, keywords helped them to improve their memory retention of information because these worked like clues when they are

learning a foreign language, clues can be used in any topic or aspect, when they attempt to use the language inside and outside the classroom to put in practice what they have learned it was easier for them to remember clues.

6.2.2 Rhymes and songs

In the case of the question about rhymes and songs to remember easily new vocabulary, respondents were asked to indicate whether if it helped them or not, most of the students mentioned that the use of rhymes and songs helped them because when a topic is difficult to understand the use of rhymes allows them to remember new vocabulary, because repeating and hearing something one another makes words of new information keep in mind for longer, as well as the use of songs that are fascinating for them motivated their interest in learning new vocabulary. On the other hand, only one student indicated that this strategy did not fit his interest, in fact, it was boring to him.

6.2.3 Pictures or images

In the question about pictures or images to improve vocabulary, the findings indicated that all learners found it really helpful because when they saw something instead of only listening or reading a word by observing an image, makes it keeps for longer in their memory, and also the meaning of specific words or phrases they can remember by only observing a familiar picture or image. So that, if they see the picture or image in any context the information will be recalled to their memory with accuracy. In fact, it was the strategy they enjoyed the most, as one of them mentions "…images are worth than thousand words…".

6.2.4 The keyword method

Regarding to the next question about the association of words that have similar meanings with their mother tongue, interestingly students specified that the use of the mother tongue when they are learning a foreign language makes it easier to understand, also they mentioned that they were able to recognized the idea about what the new words mean as well as the context they needed to use for those words, and finally when they tried to communicate their ideas with friends using the foreign language is less difficult.

6.2.5 Stories

In the final part of the interview, the question was related to stories to recall new vocabulary, the analysis showed that students agreed that the fact that when they are reading and listening something new, and through the repetition helped them to retain new words for longer in the memory. Not only the meaning of words but also stories help students to infer the meaning of the context they are reading, by only understanding some words they can guess the meaning of the whole story, so that this strategy used during the development of the classes helped them to improve their vocabulary in a meaningful way.

7. Discussion

This section is aimed to answer the research questions of this study. Therefore, the researcher makes a contrast using the results gotten during the investigation with the existing literature and previous studies, also some limitations and suggestions for further research will be discussed.

With respect to the first question: how does mnemonic technique increase EFL vocabulary among ninth-year students during the 2021-2022 school year, the researcher used quantitative analysis, applying a pretesst and posttest to gather information, which showed that the mnemonic technique for increasing EFL vocabulary proved to be beneficial, as students moved from inefficient or partially effective vocabulary to achieved and even mastered the required learning in the aspects of form, meaning and use of the vocabulary skills. As it is mentioned by Rylance & Kevech (2018) the structure of a phrase or clause is referred to as its form. Specific forms of English are required in a given context to be considered accurate. Form denotes a required word form or a required word order. As well as Nation (Coxhead, 2013) notes that meaning encompasses both the form and the meaning, that is, what a concept means and what items it refers to, and what associations one has when one thinks of a certain word or expression. And finally, Rylance & Kevech (2018) argue that grammar ability entails not only openly learning or describing rules, but also actually using language for communicative purposes.

With regard to the second question, what are the advantages and disadvantages of using the mnemonic technique to increase EFL vocabulary, a qualitative analysis was developed where the researcher conducted an interview to explore students' attitudes towards mnemonic techniques such as the peg method, rhymes and songs, pictures or images, the keyword method, and stories. The results obtained during this process showed that most of the students found the strategies useful and interesting and also, and they enjoyed the activities that were applied during the development of learning to increase their vocabulary. Centered on these, the study's findings demonstrated that the mnemonic technique is a methodology that can be applied to improve English language learning, as Amoli & Karbalaei (2012), Rochimah (2016), and Siriganjanavong (2013) argued that when we communicate with others, we can deliver and process an idea because they understand the language spoken by the speaker or are capable of processing the linguistic forms. This implies that the speaker or listener must comprehend the language forms or structures.

So, vocabulary has been regarded as one of the most important factors in language learning, as stated by Wilkins (Marthila, 2020): "Without grammar, very little can be conveyed; without vocabulary, nothing can be conveyed."

However, some limitations were found during the intervention plan, to mention some of them, a large number of students and their different levels of knowledge affect negatively the classroom environment, because the researcher had to spend more time with some students in the class trying to explain meaningfully the activities than to others, also because the researcher needed to manage all students in a single group to avoid distractions and noise. As the researcher applied a pretest and posttest in a time that was limited with a specific group, not control group to carry out the research, results gathered cannot be generalized. Based on these limitations it is suggested to apply mnemonic technique to increase vocabulary with a specific number of students taking into account their level of knowledge in order to obtain more significant results as well as the active participation of students during the lesson development.

8. Conclusions

The implementation of the mnemonic technique to increase EFL vocabulary among ninth-year students during the 2021-2022 school year was effective since the results gotten from pretest and posttest demonstrated that students were able to understand, identify and remember the form, meaning and use of the vocabulary from the different topics worked during the classes' development such as simple and complex sentences as well short paragraphs, and stories.

Therefore, this means that the mnemonic technique was an effective tool to improve and increase EFL vocabulary among ninth-year students during 2021-2022 school year, by using some strategies such as the peg method, rhymes, songs, pictures, images, the keyword method, and stories. The use of this strategies allowed learners to comprehend the meaning of words, their form, and how and when to use the new vocabulary, without no difficulty in remembering that specific information taught.

It is concluded that students of the ninth-year of the 2021-2022 school year faced many problems with their vocabulary, especially at the moment of identifying the form, meaning, and use of vocabulary words in simple and complex sentences according to their age and level of knowledge required by the ministry of education. Thus, after the treatment students show a great improvement in their vocabulary skills, since the results gotten from the quantitative inquiry demonstrated that the strategies developed during the learning process fit to their necessities and also, they enjoyed them.

9. Recommendations

Based on the above section, some suggestions are offered to English lecturers, trainee teachers and other researchers.

Before implementing the mnemonic technique to improve and increase vocabulary is worth identifying the level of knowledge of students as well as taking into account the students' interests and the time required to develop each mnemonic techniques in order to ensure meaningful learning. In the same way, be innovative in designing activities to stimulate the motivation of all learners, to get them immersed in the learning process, thus preventing students from becoming bored and stressed.

Additionally, it is suggested to recognize the value of the different mnemonic techniques like the peg method, rhymes and songs, pictures or images, the keyword method, and stories to enhance and maximize students' interest before, during and after the teaching and learning process, also it is important to bear in mind the different learning styles that each strategy fits to.

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11. Annexes

Annex 1. Certificado de Pertinencia y Coherencia

![Universidad Nacional de Loja logo]

Loja, 29 de abril del 2022

Mg.
Paola Moreno Ordoñez
DIRECTORA DE LA CARRERA DE PEDAGOGÍA DE LOS IDIOMASNACIONALES Y EXTRANJEROS

Para los fines pertinentes, me permito informar que luego de haber revisado el proyecto de tesis denominado **Mnemonic Technique for increasing EFL vocabulary among ninth-year students at a public school in the city of Loja during the 2021-2022 school year**, de autoría de ROSA ELIZABETH LUZÓN ROJAS, en el que se ha podido evidenciar que la autora ha incorporado todas las sugerencias y observaciones. Por lo tanto, se emite el **informe favorable en cuanto a la Estructura, Coherencia y Pertinencia**, puesto que cumple con los elementos establecidos en el Art. 226 del Reglamento de Régimen Académico de la Universidad Nacional de Loja.

Firmado electrónicamente por:
JHIMI BOLTER
VIVANCO
LOAIZA

_____
Mg. Sc. Jhimi Bolter Vivanco Loaiza,
DOCENTE CARRERA DE PEDAGOGÍADE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Annex 2. Designación de Director de Tesis

FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
CARRERA DE IDIOMA INGLÉS
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Ofc.172-DC.II/PINE-NG-AEAC-UNL
Loja, mayo 9 del 2022

Licenciado M.Sc.
Jhimi Bolter Vivanco Loaiza,
DOCENTE DE LA CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS DE LA FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN DE LA UNIVERSIDAD NACIONAL DE LOJA;
Ciudad

De mis consideraciones:

De conformidad con el Art.228 del Reglamento de Régimen Académico de la Universidad Nacional de Loja, me permito designarle **DIRECTORA** del Trabajo de Integración intitulado: **MNEMONIC TECHNIQUE FOR INCREASING EFL VOCABULARY AMONG NINTH-YEAR STUDENTS AT A PUBLIC SCHOOL IN THE CITY OF LOJA DURING THE 2021- 2022 SCHOOL YEAR**, de autoría de **ROSA ELIZABETH LUZÓN ROJAS**, estudiante del Ciclo 8 de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Facultad de la Educación, el Arte y la Comunicación, correspondiente al período académico Abril 22/2022 – Septiembre 9 /2022.

Aprovecho la ocasión para expresarle los sentimientos de mi especial consideración y estima.

Atentamente,

EN LOS TESOROS DE LA SABIDURÍA
ESTÁ LA GLORIFICACIÓN DE LA VIDA

Firmado electrónicamente por:
ROSA PAOLA MORENO ORDOÑEZ

Lcda.M.Sc. Rosa Paola Moreno Ordoñez,
DIRECTORA ACADÉMICA

Elaborado por:
Dra.M.Sc. Nela Aguilera Asanza,
ANALISTA DE APOYO A LA GESTIÓN ACADÉMICA

Ciudadela Universitaria "Guillermo Falconí Espinosa"
Campus A. Bloque 46. Piso 3. Ambiente. 14

UNIVERSIDAD NACIONAL DE LOJA

FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS
DATA COLLECTION SOURCE: PRE / POST TEST

Year: 9th year of EGB

Date:

Code: UEDMBV9B001

Please answer the following test. The answers will be anonymous.

1. MEANING (The concept and what items it refers to)

a. **Complete the sentences with one word from the box. There's one extra option. (2p)**

champion	score	tied	tournament	team

a. This _____ is short. It has only twelve matches.

b. The match is _____ . The score is 2-2

c. I don't want my favorite _____ to lose, but the score is 1-0.

d. Real Madrid is the _____ this year.

b. **Match the sentences with the pictures. Pay attention to the words**
   in black. Write the letters (2p)

a. There aren't many **races** in my city.

b. My coach is **strict**.

c. My training is **exhausting**.

d. **Athletes** run on a track.

2. USE (it involves the grammatical functions of the word or phrases)

c. Match the descriptions with the choices in front. Write the letter in the circle. There's one extra option.   (2 p)

Tomorrow land is ⭕

Richard Caparaz is ⭕

A handicraftsman is ⭕

An adventure video game is ⭕

A- a traditional market

B- an electronic music festival

C- an Ecuadorian athlete

D- a talented artist

E- a challenge for players

d. Complete the sentences with one verb from the box. Use the simple present or present continuous. (2 p)

play	win	talk	train	take	sign

a. Right now, the reporters _____ to Lionel Messi about his last match.

b. Many soccer teams _____ games at Estadio Olimpico Atahualpa.

c. Antonio Valencia _____ some autographs, and he _____ selfies with his fans after every game.

d. Both Barcelona and Emelec _____ in Guayaquil. However, they _____ games in Quito at this moment.

3. FORM (it involves the spelling or written form of the words)

e. Circle the word that fits the sentence. (2 p)

a. Susan and Mike are CYCLING/ENJOYING/VISITING/TAKING Otavalo.

b. Susan and Mike are CYCLING/ENJOYING/VISITING/TAKING their trip to Otavalo a lot.

c. Susan and Mike are going CYCLING/ENJOYING/VISITING/TAKING in two hours.

d. Mike is CYCLING/ENJOYING/VISITING/TAKING some pictures right now.

Thank you for your collaboration!

Annex 4. Diaries

Diaries

Setting	
Observation #	
Date/time	

Facultad de la Educación, el Arte y la Comunicación

Carrera de Pedagogía en Idiomas Nacionales y Extranjeros

Interview

Student:

Date:

Interview to know students' attitudes towards mnemonics instruction

1. Does the use of keywords helps to remember new vocabulary easily?

2. Do you think that new vocabulary is easy to remember when rhymes and songs are used?

3. Do you think that using images with vocabulary words can improve your vocabulary?

4. Do you think that associating words that have similar meanings with your mother tongue in class makes you feel more excited to learn vocabulary?

5. Does using stories help you to recall new vocabulary?

Annex 6. Grading Scale for Student Learning

Qualitative Scale	Quantitative Scale
A = Masters the necessary learning components	9,00 - 10,00
B = Understands the necessary learning components	7,00-8,00
C = Almost reaches the necessary learning components	4.01 - 6,99
D = Does not reach the necessary learning components	≤ 4

Lesson plan 1

Class: 9no EGB N^O Students: 29	School year: 2021-2022
Language Level: A1.2	Topic: Pre-test
Date: May 5th, 2022	Type of institution: Public
Teacher Student: Elizabeth Luzón	Schedule: 1h55- 17h05 Time per lesson: 70 minutes
Lesson Objectives	**Resources**
● Apply the first step of the intervention plan, make students fill-up the pre-test.	-Pre-test worksheet
Warm-up and Objective Discussion	
As it is the first class, the teacher presents herself to the whole class and explains what the intervention plan is about.	
Instruct (Teach) and Model(presentation)	
Instruct (explain) -The teacher gives students a pre-test worksheet and explains each parameter of it and what they need to do to complete it.	
Guided Practice(development)	
Students are given enough time to complete the pre-test worksheet.	
Independent practice(assesment)	
Assessment	

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FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS
DATA COLLECTION SOURCE: PRE / POST TEST

Year: 9th year of EGB
Date:
Code: UEDMBV9B

Please answer the following test. The answers will be anonymous.

1. MEANING (The concept and what items it refers to)

a. **Complete the sentences with one word from the box. There's one extra option. (2p)**

champion	score	tied	tournament	team

a. This _____ is short. It has only twelve matches.

b. The match is _____ . The score is 2-2

c. I don't want my favorite _____ to lose, but the score is 1-0.

d. Real Madrid is the _____ this year.

b. **Match the sentences with the pictures. Pay attention to the words in black. Write the letters (2p)**

a. There aren't many **races** in my city.

b. My coach is **strict**.

c. My training is **exhausting**.

d. **Athletes** run on a track.

2. USE (it involves the grammatical functions of the word or phrases)

c. Match the descriptions with the choices in front. Write the letter in the circle. There's one extra option.   (2 p)

A- a traditional market

B- an electronic music festival

○ Tomorrowland is

C- an Ecuadorian athlete

○ Richard Caparaz is

○ A handicraftsman is

D- a talented artist

○ An adventure video game is

E- a challenge for players

d. Complete the sentences with one verb from the box. Use the simple present or present continuous. (2 p)

play	win	talk	train	take	sign

a. Right now, the reporters _____ to Lionel Messi about his last match.

b. Many soccer teams _____ games at Estadio Olimpico Atahualpa.

c. Antonio Valencia _____ some autographs, and he _____ selfies with his fans after every game.

d. Both Barcelona and Emelec _____ in Guayaquil. However, they _____ games in Quito at this moment.

3. FORM (it involves the spelling or written form of the words)

e. Circle the word that fits the sentence. (2 p)

a. Susan and Mike are CYCLING/ENJOYING/VISITING/TAKING Otavalo.

b. Susan and Mike are CYCLING/ENJOYING/VISITING/TAKING their trip to Otavalo a lot.

c. Susan and Mike are going CYCLING/ENJOYING/VISITING/TAKING in two hours.

d. Mike is CYCLING/ENJOYING/VISITING/TAKING some pictures right now.

Thank you for your collaboration!

Lesson plan 2

Class: 9no EGB **N^O Students:** 29	**School year:** 2021-2022
Language Level: A1.2	**Topic:** Adjectives
Date: May 6th, 2022	**Type of institution:** Public
Teacher Student: Elizabeth Luzón	**Schedule:** 15h55- 17h05 **Time per lesson:** 70 minutes
Lesson Objectives	**Resources**
At the end of the lesson and after explaining the adjectives, students will be able to: ● Recognize accurately what is an adjective. ● Use and describe the different types of adjectives, especially those used to describe a place.	-worksheets -flashcards -pedagogical module -board -markers -slides
Warm-up and Objective Discussion	
Onion ring game: teacher divide students into 2 groups, and then explains what the activity is about. Group A is given a set of questions about travel to ask group B, once group A finishes it, the role switch to group B. The teacher explains that they will learn about the different types of adjectives especially adjectives to describe a place.	
Instruct (Teach) and Model(presentation)	
Instruct (explain) **Show slide 1:** What is an adjective? (Flashcard) **show slide2:** Explain the different types of adjectives (Flashcard) **show slide3:** Explain the most known adjectives used to describe a place (Flashcard) **Model** Show some pictures and students write sentences in their notebooks describing what they can see there, using the adjectives for describing a place	

Guided Practice(development)	
Students are divided into 7 different groups and are given a worksheet with sentences to complete with the right adjective. After completing the sentences each group will choose a partner to write it on the board, and another group is selected in order to verify if the sentence written is correct.	
Independent practice(assesment)	
Each group of the students will work on a word search about the adjectives to describe a place.	
Assessment	
Students will develop the worksheet handed out by the teacher for the next class.	

Annexes

set of questions for the warm-up activity   adjectives

- What countries have you travelled to?
- What cities have you travelled to?
- Tell me about a bad travel experience you had.
- Tell me about a funny travel experience you had.
- Why do people like to travel?
- Why don't some people like to travel?
- Is it better to travel by plane or by train? Why?
- Is it better to travel by yourself, or with others? Why?
- What three countries would you like to travel to? Why?
- Do you like to stay at hotels when you travel? Why? / Why not?
- Do you enjoy travelling? Why? / Why not?
- What can you learn by travelling to other countries?
- What are some great places to travel to in your country?
- Do you plan to travel soon? If 'yes', where?
- What are three important things to take when you travel?
- How can you travel, but not spend too much money?

ADJECTIVES

An adjective is a word that describes a noun or pronoun such as person, place, thing, or idea.

An adjective can tell...

Color	Size	Shape	Taste
black	big	boxy	bitter
blue	huge	oval	sour
coral	large	round	sweet
green	little	square	tangy
pink	short	triangular	tart

Odor	Texture	Sound	Number	Weather
flower	bumpy	faint	few	clear
fresh	furry	harmonious	fifty	dry
musty	slimy	loud	many	foggy
salty	smooth	pleasant	sparse	rain
stinky	squishy	quite	two	windy

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adjectives to describe places

GRAMMAR WORKSHEET
ADJECTIVES (Describing Places)

ADJECTIVE	OPPOSITE	ADJECTIVE	OPPOSITE	ADJECTIVE	OPPOSITE
beautiful	ugly	large	small	relaxing	stressful
bright	dark	modern	traditional	spacious	cramped
clean	dirty	neat	messy	terrific	terrible
empty	crowded	new	old	unusual	ordinary
interesting	boring	quiet	noisy	well-known	unknown

Places to describe

worksheet to complete in the group　　　　**word search**

NAME: _____　　DATE: _____

GRAMMAR WORKSHEET
ADJECTIVES (Describing Places)

ADJECTIVE	OPPOSITE	ADJECTIVE	OPPOSITE	ADJECTIVE	OPPOSITE
beautiful	ugly	large	small	relaxing	stressful
bright	dark	modern	traditional	spacious	cramped
clean	dirty	neat	messy	terrific	terrible
empty	crowded	new	old	unusual	ordinary
interesting	boring	quiet	noisy	well-known	unknown

● *Fill in the blanks below to complete the sentences. Use the words in the box above.*

1. I like to study at our school library. It isn't noisy, it's very *quiet* .
2. Many people from all over the world visit that museum. It's quite _____.
3. Our living room has many large windows, so it's _____, especially in the morning.
4. Many people eat at that restaurant. It's always _____. It's never empty.
5. My apartment building is very _____. I live on the 36th floor.
6. The park near my home is _____. It has many flowers and trees.
7. I don't like that shopping mall. There's nothing to do there. It's _____.
8. My bedroom was too _____, so my mother asked me to pick up my toys.
9. That department store was built just a few months ago. It's _____.
10. My home isn't unusual, it's really quite _____.
11. The fish market in our town is the same as fish markets a hundred years ago. I guess you could say it's very _____.
12. Unfortunately, my office is too noisy, busy and crowded, so it's _____.
13. There's a _____ coffee shop near here. I really think it's great! Let's go.
14. Hospitals are always very _____. They're not dirty.
15. A: Is your new home spacious?　B: No, it's small and _____.

b. Find the following adjectives in the word search.

modern	interesting	incredible	amazing	ugly
old	safe	calm	quiet	noisy
large	small			

b	e	a	u	t	i	f	u	l	s	u	m
s	d	f	l	h	j	f	k	l	a	p	o
a	u	q	w	a	x	r	t	y	f	q	d
m	a	g	s	d	r	f	q	g	e	w	e
a	v	b	l	n	m	g	k	u	c	e	r
z	q	w	e	y	t	u	e	b	i	r	n
i	a	s	m	a	l	l	d	f	g	e	z
n	b	m	k	l	p	c	a	l	m	t	t
g	s	o	l	d	d	f	n	o	i	s	y
j	i	n	t	e	r	e	s	t	i	n	g
l	p	q	r	t	v	s	t	y	v	y	c
i	n	c	r	e	d	i	b	l	e	i	b

activity to complete as homework

c. Select 3 adjectives from the word search to describe your city.

City:

Adjective   Sentence

1.
2.
3.

Lesson plan 3

Class: 9no EGB	School year: 2021-2022
Nº Students: 29	
Language Level: A1.2	Topic: present simple tense
Date: May 9th, 2022	Type of institution: Public
Teacher Student: Elizabeth Luzón	Schedule: 15h55- 16h30
	Time per lesson: 35 minutes
Lesson Objectives	**Resources**
At the end of the lesson and after explaining the present simple tense, students will be able to: ● Identify accurately the simple present tense. ● Comprehend the simple present tense rules and its uses.	-worksheets -flashcards -pedagogical module -board -markers -slides/flipchart -song

Warm-up and Objective Discussion
"**Bingo** about adjectives to describe a place": Students are given a scorecard and they have to complete five in a row, horizontally, vertically, or diagonal, the one who completes it first, is the winner. The teacher explains that they will learn the grammar composition for the present simple tense.

Instruct (Teach) and Model(presentation)	

Instruct (explain) **Show slide 1:** explains when we use the simple present tense? (slides/flipchart) **show slide2:** Explain the rules used with the verbs in the present simple tense (slides/flipchart) **show slide3:** Explain the grammatical structure of the simple present tense for its affirmative, negative, interrogative with short answers forms (slides/flipchart) **Model** Writes some verbs in the board and ask to students to make a sentence with it. Then teacher uses the same sentence to change it into other grammatical form such as negative, interrogative and the short answers for it.

Guided Practice(development)	

Students are given a worksheet with the lyrics of a song and then students have to choose the right verb to complete each sentence of the song. The song will be repeated twice to three time.

Independent practice(assesment)	

After completing the lyrics of the song, each one of the students have to read aloud one sentences and the option selected, and teacher will give feedback and says the right answers. Also students need to complete an activity related to the lyrics of the song.

Assessment	

Students will develop the worksheet handed out by the teacher for the next class.

Annexes

Slides/flipchart used to explain the uses, rules and grammatical rules for the simple present tense

Use

We use the **Present Simple**:

- for **habits** and actions that we do regularly:
  He visits his friends every Sunday.
  She goes to school by bus.

- for **general truths**:
  The sun rises in the East.

- for **permanent situations**:
  He lives in Athens.

Third person singular

We add –s to the verb to form the third person singular (**he, she, it**).
  I drink – he drinks
  I run – he runs

BUT

- We add –es to verbs that end in –ss, -sh, -ch, -x, -o.
  I watch – he watches

- With verbs ending in **consonant + y**, we change the –y to –ies.
  I cry – he cries
  But with verbs ending in **vowel + y**, we just add –s as usual.
  I play – he plays

GENERAL RULE:
Verb
+
-s

Run → Runs   Smile → Smiles

Read → Reads   Write → Writes

VERBS ENDING IN -y

VOWEL + y — Add s

consonant + y — Change the "y" by "i" and add es

Play → Plays   Study → Studies

Pay → Pays   Cry → Cries

VERBS ENDING IN -o -ss -sh -ch -x -z
Add -es

Go → Goes   Watch → Watches

Kiss → Kisses   Relax → Relaxes

Wash → Washes   Spritz → Spritzes

Present Simple (1)

Form

Afirmative	Negative	Interrogative
I walk	I don't walk	Do I walk?
You walk	You don't walk	Do you walk?
He walks	He doesn't walk	Does he walk?
She walks	She doesn't walk	Does she walk?
It walks	It doesn't walk	Does it walk?
We walk	We don't walk	Do we walk?
You walk	You don't walk	Do you walk?
They walk	They don't walk	Do they walk?

Short answers

Affirmative	Negative
Yes, I / you / we / they do	No, I / you / we / they don't
Yes, he / she / it does	No, he / she / it doesn't

Song

Feel-Robbie Williams

1.Come and **hold / cold** my hand
I wanna contact the living
Not sure I **comprehend / understand**
This role I've been given

2.I sit and **walk /talk** to God
And he just **laughs/ laugh** at my plans
My head **speaks/speak** a language
I don't understand

3.I just wanna **feel/heal** real love
Feel the home that I live in
'Cause I got too much life
Running through my veins
Going to waste

4.I don't wanna _____ (**die/lie**)
But I ain't keen on living either
Before I _____ in love (**fall/call**)
I'm preparing to leave her
I scare myself to death
That's why I _____on running (**seek/keep**)
Before I've arrived

I can _____ myself coming (**see/hear**)

5.I just wanna **feel/heal** real love
Feel the home that I live in
'Cause I got too much life
Running through my veins
Going to waste
And I need to **feel/heal** real love
And a life ever after
I cannot **set/get** enough

I just wanna **feel/heal** real love ...

6.And I need to **feel/heal** real love
In a life ever after
There's a hole in my soul
You can **see/hear** it in my face
It's a real big place

Come and hold my hand ...

Homework worksheet

1. Write ten verbs from the song. Then change them to the third person. (he,she,it)

1._____ _____
2._____ _____
3._____ _____
4._____ _____
5._____ _____
6._____ _____
7._____ _____
8._____ _____
9._____ _____
10._____ _____

Present Simple Tense

1. We often _____ our grandparents in Arima. (visit / visits)

2. You always _____ tea at night. (drink , drinks)

3. They sometimes _____ to church on Sundays. (go , goes)

4. My sisters _____ the ironing on weekends. (do , does)

5. My father and I _____ tennis every morning. (play , plays)

6. The children _____ their teeth every night. (brush , brushes)

7. My cousins _____ in France. (live , lives)

8. My family and I _____ lunch at 12pm every day. (has , have)

9. My parents _____ to the market on Saturdays. (go , goes)

10. Jill's brothers _____ playing the guitar. (love , loves)

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Lesson plan 4

Class: 9no EGB **Nº Students:** 29	**School year:** 2021-2022
Language Level: A1.2	**Topic: unusual hobbies, unusual souvenirs**
Date: May 12th, 2022	**Type of institution:** Public
Teacher Student: Elizabeth Luzón	**Schedule:** 15h55- 17h05 **Time per lesson:** 70 minutes

Lesson Objectives	Resources
At the end of the lesson and after explaining the unusual hobbies and souvenirs, students will be able to: ● Recognize accurately the unusual hobbies and unusual souvenir around the world. ● Comprehend and describe the unusual hobbies and souvenirs using the proper vocabulary.	**-**worksheets -flashcards -pedagogical module -board -markers -slides -stories

Warm-up and Objective Discussion
"**Tic-Tac-Toe**": the classroom will be divided into 2 groups, on the whiteboard, the tic-tac-toe is drawn, there are written some words related to hobbies and jobs, and the teacher read aloud a sentence and the group need to identify if it refers to a hobby or a job, the group who completes its first is the winner. The teacher explains that they will learn how to use the proper vocabulary to describe unusual hobbies and souvenirs.

Instruct (Teach) and Model(presentation)	

Instruct (explain)
show slide 1: first the teacher shows to students a flashcard and then writes on the board a list of words making students infer and understand the meaning of each one. (Flashcard) **show slide 2:** show and read each one of the short stories to students. (Flashcard) **show slide 3:** Explain that students need to infer the title for each story (Flashcard) **Model** Show some pictures and students guess the meaning of each one.

Guided Practice(development)	

Students are divided into 7 different groups and are given a worksheet with the short stories to read and complete with the right title for each one. After completing filling, the blank spaces, students need to match the hobbies with the right image that correspond to. After that each group will choose a partner to read and write it on the board, and another group is selected in order to verify if the sentence written is correct.

Independent practice(assesment)	

Each group of the students will work on a table in order to complete with the data from the stories.

Assessment	

> **Students will write about their hobby, in a paragraph no more than 40 words, explain what is it about.**

Annexes

List of words

Carving   Clay   Bargain   Wood   Wool

Eggshells   Sculptures   Handicraftsmen   Jewelry

Stories

1.- 1.- Read the blog and write the right topic of each on the line, using the phrases in the box according reading.

a) Carving eggshells   b) Shell jewelry   c) Dragons in the street   d) Soap or art?

1. _____ In Thailand, handicraftsmen make beautiful pieces of art with soap. This art started many centuries ago. Nowadays, it is really common to see these pieces of art at markets for fair prices. Tourists can find all types of soap at many different prices.

2. _____ What do you do with eggshells? Do you throw them out? Well, in Beijing, China, they don't. They make sculptures with eggshells. This piece of art is a perfect birthday or wedding gift. Tourists and local people can find them in shops and street markets.

3. _____ If you love jewelry, this is the perfect gift for yourself. In some cities on the Ecuadorian Coast like Atacames or Tonsupa, handicraftsmen collect all kind of shells from the seashore. They make earrings, necklaces, even clothes. People buy them in local markets at great prices. They sometimes bargain with the handicraftsmen.

4. _____ Can you imagine dragons in Latin America? This is not a dream; it's a reality. A fantasy artist from Buenos Aires, Argentina, creates and sells dragons. The material he uses is clay. Every Sunday, tourists can visit San Telmo and buy this unusual gift.

Activities to complete after reading and analyzing the stories

2.- Match the unusual hobbies with right picture.

- Soap or art?

- Carving eggshells

- Shell jewelry

- Dragons in the street.

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3.- Choose the right answer to complete the phrases according the blog about unusual hobbies in the world.

a. In Thailand, handicraftsmen make beautiful pieces of art with…

[⌄]

Soap
Paper
Metal

b. In Beijing make sculptures with….

[⌄]

Clay
Eggshells
Orange peel

c. Ecuadorians make earrings, necklaces, even clothes with...

[⌄]

Shell
Wool
Wood

d. A fantasy artist from Buenos Aires, Argentina, creates and sells dragons made with…

[⌄]

Metal
Plastic
Clay

4.- Read again and choose the right information about each item.

Worksheet to complete in the independet practice

4.- Read again and choose the right information about each item.

	PLACE	MATERIAL	INTERESTING CHARACTERISTIC
1. SOAP OR ART?	[⌄]	[⌄]	[⌄]
2. CRAVING EGGSHELLS	[⌄]	[⌄]	[⌄]
3. SHELL JEWELRY	[⌄]	[⌄]	[⌄]
4. DRAGONS IN STREET	[⌄]	[⌄]	[⌄]

Flashcards of vocabulary

What's your hobby?

LIVEWORKSH

Hobbies. Vocabulary

1. fishing
2. listening to music
3. working out
4. surfing the web
5. going to the cinema
6. walking with my dog
7. drawing
8. swimming
9. riding a bike
10. riding a horse
11. flying a kite
12. travelling
13. doing gymnastics
14. playing phone games
15. reading
16. watching TV
17. making videos
18. taking photos
19. playing the guitar
20. playing the drums
21. playing football
22. dancing
23. shopping
24. hanging out with friends
25. cooking
26. singing
27. skateboarding
28. skiing

Lesson plan 5

Class: 9no EGB **Nº Students:** 29	**School year:** 2021-2022
Language Level: A1.2	**Topic: Travel and shopping**
Date: May 13th, 2022	**Type of institution:** Public
Teacher Student: Elizabeth Luzón	**Schedule:** 15h55- 17h05 **Time per lesson:** 70 minutes
Lesson Objectives	**Resources**
At the end of the lesson and after explaining the topic trave and shopping, students will be able to: ● Recall the proper vocabulary to talk about travel and shopping. ● Distinguish the vocabulary used to describe while we are traveling or shopping.	-worksheets -flashcards -pedagogical module -board -markers -slides/flipchart - short story
Warm-up and Objective Discussion	
"Talk for 1 minute" teacher divides the classroom into two groups and then gives a flashcard with some questions that students need to ask to a partner in from on them and talk for 1 minute. Then	

switch to other classmate and change the question and continue talking for 1 minute more till then change again. The teacher explains that they will learn the proper vocabulary to use when we are travelling or shopping.

Instruct (Teach) and Model(presentation)	

Instruct (explain)
Step 1: teacher writes on the board a set of words related to travel and shopping, and makes students repeat the words aloud (Flashcard)
Step 2: Explain the meaning of each word by translating into the Ss mother tongue (Flipchart)
Step 3: Explain the most known adjectives and words used to describe a when we travel and shopping (Flashcard)
Model
Choses and writes some words from the set of words and writes on the board a simple present tense sentence, and then asks to students to write down on their notebooks 2 simple sentences using any word from the set of words.

Guided Practice(development)	

Students are divided into 7 different groups and are given a worksheet about Huda's shopping trip, to read, then teacher reads aloud the story and students follow the reading. After reading twice the story Ss read some sentences and then complete with the right vocabulary
words.

Independent practice(assesment)	

Each group of the students will work on a worksheet related to travel

Assessment	

Students will develop the worksheet handed out by the teacher for the next class, they need to complete a short paragraph with the proper vocabulary as well as answer some question about travel.

Annexes

Flashcard for the warm up activity   set of new vocabulary words

TALK for 1 MINUTE
TRAVELING

1 Talk about countries you have visited.	**2** Talk about your dream vacation.	**3** Talk about countries you would never visit.
4 Talk about 5 things you always take for vacation.	**5** Talk about the best place to go for honeymoon.	**6** Talk about the best way to travel (by plane/car/train etc.)
7 Talk about why people should visit your country.	**8** Talk about what you think of hitchhiking.	**9** Talk about the best countries for shopping vacations.
10 Talk about the strangest food you've eaten on vacation.	**11** Talk about the pros and cons of traveling.	**12** Talk about a type of accommodation you prefer and why.
13 Talk about the best time of year to travel and why.	**14** Talk about the most beautiful place you've ever been to.	**15** Talk about what souvenirs you usually buy.

Flat   bills   butcher   minced   greengrocer's

Stamps   post office   sightseeing   trekking

Camping   biking   horse-back riding   hiking

Worksheet to complete during the guided practice   **worksheet to complete during the independent practice**

Name:	Date:

Huda's Shopping Trip

Listen to and read the following:

Last weekend, Huda needed a lot of things so she went shopping near her flat in London. There are many good small shops in her area. First, she went to the bank to get some money because she had to pay the electric and gas bill. Then she went to the butcher to buy two baby chickens and a kilo of minced meat. At the greengrocer's she bought potatoes, onions, green beans and oranges. She wanted some stamps but the post office was closed because it was lunchtime. She then went to the bakery and bought fresh bread, buns and four small cakes. On her way home she got a book of ten stamps with her newspaper from the newsagent.

Circle T (True) or F (False).

1	Huda needed groceries.	T	F
2	Huda lives in Middlesbrough.	T	F
3	She went to the bank to pay her bills.	T	F
4	The butcher was closed.	T	F
5	She doesn't like onions.	T	F
6	Huda bought stamps from the post office.	T	F
7	The bakery sells cakes.	T	F
8	The newsagent sells newspapers & stamps.	T	F
9	Greengrocers sell fruit & vegetables.	T	F
10	Huda took a taxi to the shopping area.	T	F

Traveling

A) Look at the picture and complete the word.

1) _ _ _ ch   2) c _ _ _   3) mo_ _ ta_ n   4) _ e s e _ _   5) c _ _ ntrys _ _ e

B) Match the activity with the description.

a) go sightseeing
b) visit monuments and museums
c) go shopping
d) go trekking
e) go swimming
f) go on nature walks
g) go camping
h) go biking
i) go horse- back riding
j) take pictures

1) use a camera
2) look at interesting places
3) ride on the back of a horse
4) play in the pool, river or ocean
5) go to a famous building or see old things
6) ride a bike
7) look in shops and buy things
8) sleep in a tent or camper
9) short walk in the forest, jungle, or mountain
10) go hiking for days and only stop to eat and sleep

Activities to complete during the assessment

C) Fill in the blanks with the best verb. Choose from the verb bank.

a) make   b) do   c) go   d) visit   e) take

Next month I will go to Jeju Island in South Korea. There are many things I can do! I can
(1)_____ pictures of interesting things. I can (2)_____ the Teddy Bear Museum. Also,
I want to (3)_____ swimming in the beautiful ocean! I think it will be really fun!

D)   Answer the questions in a complete sentence.

1) Where do you want to go on vacation? _____

2) What activities can you do there?   _____

3) Who do you want to go on vacation with? _____

Class _____ Name _____

Lesson plan 6

Class: 9no EGB NO Students: 29	School year: 2021-2022
Language Level: A1.2	Topic: a visit to Otavalo
Date: May 16th, 2022	Type of institution: Public
Teacher Student: Elizabeth Luzón	Schedule: 15h55- 16h30 Time per lesson: 35 minutes
Lesson Objectives	**Resources**
At the end of the lesson and after explaining a visit to Otavalo students will be able to: ● Recognize accurately what is an adjective. ● Use and describe the different types of adjectives, especially those used to describe a place.	-worksheets -flashcards -pedagogical module -board -markers -slides
Warm-up and Objective Discussion	
"The word chain game": the teacher gives to students a ball and throws it to each other and names a word that starts with the last letter of the previous work creating a word chain. The teacher explains that they will learn some vocabulary to use for describe touristic places.	
Instruct(Teach) and Model(presentation)	
Instruct (explain) **Step 1:** Teacher writes on the board a set of question related to the topic to work on classes and shows some pictures and students try to guess the meaning of each picture. (Flashcard) **Step 2:** Explain the meaning of each new word using the Ss mother tongue. **Step 3:** Explain the most known word used to describe a place when we are travelling **Model** Creates a discussion about what are the most touristic places of Ecuador, students talk freely and give important information about the place they have chosen and know.	

Guided Practice(development)	
Students are given a worksheet with a short reading about A visit to Otavalo. After reading, analyzing and understanding the reading they have to complete some questions. After that teacher selects randomly students to read aloud the answers and provide feedback.	
Independent practice(assesment)	
Each group of the students will work on a word search about the adjectives to describe a place.	
Assessment	
Students are asked to search for touristic information about a place they know or they want to travel to and bring it for the next class.	

Annexes

Set of words for new vocabulary   Reading passage

visitors
amazing
all over the world
souvenirs
market
festivals
sightseeing tours
free time
cycling
trekking
kayaking
lakes
typical food

What can people do in Otavalo?

A Visit to Otavalo

People from all over the world visit Ecuador, and they go to famous places. One of these places is *Plaza de los Ponchos* in Otavalo. In this place, visitors can take amazing pictures, and, of course, choose from thousands of souvenirs to buy. Also, this is the perfect place for people who enjoy taking photos because the market is an interesting place. For everybody who loves going to festivals or going sightseeing in their free time, Otavalo is perfect. The city offers a lot of cultural activities for the whole family. For example, adventurers can go cycling, trekking in the mountains, or kayaking. Visiting the lakes and traditional restaurants is a good idea to enjoy the views and try typical food.

Guided practice activity   Independent practice activity

1. Answer the following questions:

a. What can people do in the *Plaza de los Ponchos*?

_____

_____

_____

b. Describe the *Plaza de los Ponchos*. Use your own words.

_____

_____

_____

c. What else can people do in Otavalo?

_____

_____

_____

2. Get into groups of 4 students and ask your classmates the following questions:

a. Why is it important for us to visit traditional places to buy gifts like *Plaza de los Ponchos*? Support your answers.

_____

_____

b. What other traditional places to buy souvenirs do you know?

_____

c. How are traditional places like the *Plaza de los Ponchos* related to Ecuadorian culture? Support your answers.

_____

_____

Lesson plan 7

Class: 9no EGB	School year: 2021-2022
N^O Students: 29	
Language Level: A1.2	Topic: how to write a paragraph
Date: May 19th, 2022	Type of institution: Public
Teacher Student: Elizabeth Luzón	Schedule: 15h55- 17h05
	Time per lesson: 70 minutes
Lesson Objectives	**Resources**
At the end of the lesson and after explaining how to write a paragraph, students will be able to: ● Recognize accurately the parts of the paragraph. ● Use and describe the different parts of the paragraph.	-worksheets -flashcards -pedagogical module -board -markers -slides
Warm-up and Objective Discussion	
Charades": students stand up and make a semi-circle, the teacher gives one student a flashcard with an image about a city, and the rest of the Ss name some words that describe the city without saying the name of it and the Ss guess what is the city and then switch the role to other Ss. The teacher explains that they will learn how to write a paragraph.	
Instruct (Teach) and Model(presentation)	
Instruct (explain) **Show slide 1:** What is a paragraph? (Flipchart) **show slide2:** Uses a hamburger to explain each part of a paragraph (Flashcard) **show slide3:** Explains through a simple paragraph the parts of the paragraph (Flashcard) **Model**	

Writes on the board some sentences and ask to students to help to organize the sentences to make a single paragraph.	
Guided Practice(development)	
Students are joined in small groups and are given some sentences, they have an specific time to organize the sentences and make a paragraph. After completing the sentences each group will choose a partner to write it on the board, and another group is selected in order to verify if the sentence written is correct.	
Independent practice(assesment)	
Each group of the students will work on a worksheet handed out by the teacher about the parts of the paragraph and Ss have to complete the hamburger with the sentences.	
Assessment	
By using the hamburger paragraph scheme Ss will write a paragraph about a touristic place they like the most.	

Annexes
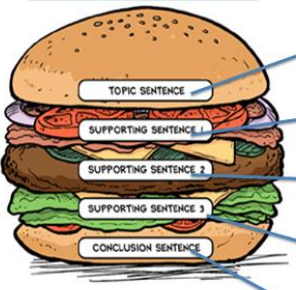
Flipchart with the parts of the paragraph

Guided practices activity   **independent practice activity**

Put the sentences into the correct order to form a paragraph.

We run through the water and scream each time!
I play under the sprinkler with my brother.
At night, I play hide and seek with my friends.
I usually hide behind a big bush.
The warm weather allows me to play outside.
I love it when the weather is warm.

_____

_____

_____

_____

_____

_____

Lesson plan 8

Class: 9no EGB	School year: 2021-2022
N^o Students: 29	
Language Level: A1.2	Topic: Free time activities- the importance of music
Date: May 20th, 2022	Type of institution: Public
Teacher Student: Elizabeth Luzón	Schedule: 15h55- 16h30
	Time per lesson: 35 minutes
Lesson Objectives	**Resources**
At the end of the lesson and after explaining the free time activities- the importance of music, students will be able to: ● Recognize accurately the vocabulary for the free time activities, specifically for the importance of music. ● Distinguish the proper vocabulary used to describe free time activities.	-worksheets -flashcards -pedagogical module -board -markers -slides -short reading

Warm-up and Objective Discussion
"The broken phone": The teacher asks students to divide the class in two groups in order to play the broken phone. Teacher gives to students a phrase about music and free time activities and they have to pass the message to all members of the group. Then, the last student of each group has to write on the board the message he/she received. Then the teacher explains that they will learn about the free time activities, the importance of music.

Instruct (Teach) and Model(presentation)	

Instruct (explain)
Show slide 1: Describe the different types of activities that we do in our free time (Flashcard) **show slide2:** Explain the meaning of each word related to the free time activities making use of the mother tongue to help students understand when and how to use that vocabulary (Flashcard) **show slide3:** Explain by using sentences the new vocabulary (Flashcard) **Model** By writing on the board some words and making write on the notebook simple sentences the teacher helps students understand clearly the vocabulary used to describe their favorite free time activities.

Guided Practice(development)	

Students are given a worksheet, they have to read it and comprehend what is reading about, then teacher clarifies any doubt about it, to complete some questions about that reading passage.

Independent practice(assesment)	

Students work on a worksheet handed by the teacher matching the images with the right words.

Assessment	

Students have to work on in a worksheet where they have to order some words and make a sentence.

Annexes

Free time activities flashcard, worksheet

Free Time Activities

Match
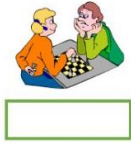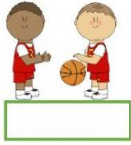
playing table tennis

reading comics

playing basketball

riding a bike

playing chess

playing with marbles

reading a book

listening to music

watching cartoons

listening to stories

colouring the book

flying a kite

Instruct and model activities

Time Management is the Key to Success and Having Fun

It's common for everybody to spend their free time doing interesting activities. For example, playing sports, listening to music, reading books, etc.

Nowadays, people can choose from a lot of hobbies to have fun or learn something new. There are indoor and outdoor activities, paid or free, in groups or alone. You decide, the time you spend on yourself is priceless.

- What do you usually do after school?
- Are you interested in starting a new hobby? Which one? Why?

Vocabulary

stress. feeling of pressure and anxiety

cure. to make an illness or injury better

illness. sickness, not feeling well

mistake. error, not correct

Guided practice

Communication and Cultural Awareness

What kind of music do you like?

The Importance of Music

Did you know that you can manage stress and cure an illness with music? In some universities in the United Kingdom (UK), professors offer their students the opportunity to lower their stress level by listening to music or learning to play an instrument. It works effectively because people who relax with music before or after any activity feel better and they study happily.

All the courses start in a quiet environment. Participants listen to classical or instrumental music in a quiet room. Then, a lovely voice says: "Breathe, and feel the music in your heart." After this short meditation, students go to their different classes. For example, guitar, piano lessons, or hip-hop. They learn about instruments and music theory. Finally, students have the opportunity to compose songs and play in a band. As Nietzsche said: "Without music, life is a mistake."

1. Answer the questions below in complete sentences using your own words.

   a. According to the reading, what are the two main benefits of music therapy?

   _____

   b. How do the courses start?

   _____

   c. Why is it important to relax before a difficult task?

   _____

Independent practice   **assessment activity**

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Free-time activities

1) Look at the picture and name the free time activities

DANCING/ FISHING / MEDITATION/ PHOTOGRAPHY
/PLAYING TENNIS /READING /VOLLEYBALL/WATCHING TV

Free time activities

	1. book / He / a / reads _____.
	2. guitar / He / plays / the _____.
	3. to / listens / music / He _____.
	4. games / He / plays _____.

2. Complete these students' opinions about music therapy. Choose an adjective from the box and write its corresponding adverb in the blank.

quick	happy	effective	correct

"For me, music therapy works _____. My performance in class is great." –Kelly

"After piano lessons, I study _____. I always smile." –Robert

"I do all my math homework _____. I get only 10." –Mia

"I run _____ in Physical Education class. I'm fast." –Ben

Grammar Tip

Adverbs are words that describe verbs. In English, many of them end in –*ly*:

- Adjective + *ly*: sad = sadly
  They sadly walked home.

- Adjective ending in "y" = change "y" to "i", add "-*ly*"
  Happy = happily
  They happily sang the song.

Lesson plan 9

Class: 9no EGB **Nᴼ Students:** 29	**School year:** 2021-2022
Language Level: A1.2	**Topic: Music festivals- Tomorrowland**
Date: May 23rd, 2022	**Type of institution:** Public
Teacher Student: Elizabeth Luzón	**Schedule:** 15h55- 16h30 **Time per lesson:** 35 minutes
Lesson Objectives	**Resources**

At the end of the lesson and after explaining the music festivals- Tomorrowland, students will be able to: ● Indicate the proper vocabulary used for describing music festivals. ● Differentiate when and how to use the right vocabulary for music festivals.	-worksheets -flashcards -pedagogical module -board -markers -slides

Warm-up and Objective Discussion	
"Spinning ball": The teacher throws a ball to a student in order to play the spinning ball and asks him/her to tell a word related to music festivals in Ecuador or in other country. The student answers and throws the ball to another classmate and asks for another word and the game continues in the same way until everyone has played. The teacher explains that they will learn about music festival in Ecuador and others celebrated in other countries.	

Instruct (Teach) and Model(presentation)	
Instruct (explain) **Show slide 1:** Show some new words and explain their meaning using the mother tongue to help Ss understand the meaning and when and how use them adequately. (Flashcard) **show slide2:** Makes students describe the images and its content and guess the country that it refers to. (Flashcard) **show slide3:** makes students some questions about the festivals that are celebrated in our country (Flashcard) **Model** Writes on the board some new words related to music festivals, mainly those ones used to describe the Tomorrowland festival and Ecuadorian celebrations.	

Guided Practice(development)	
Students are divided into 7 different groups and are given a worksheet with a short reading. Each group read and them they need to answer some question from the reading.	

Independent practice(assesment)	
Students work on a worksheet handed by the teacher and complete a short paragraph by choosing the right word.	

Assessment	
Students will write a paragraph no more than 40 words, describing a music festival they know or also they can investigate any one of their personal interest.	

Annexes

Instruct and model activities

Vocabulary

theme. a topic/subject for an event or party

accommodation. a place to sleep away from home like a hotel

mind-blowing. amazing, incredible

Value: Freedoom of speech

Pop, hip-hop, reggaeton, *salsa, cumbia, vallenato*, etc. It does not matter what your favorite music is, just do not forget an important thing: Music does not define you as a person, your values and actions do.

-WHAT KIND OF MUSIC IS TRADITIONAL FROM YOUR COUNTRY?

-Is there any special dancing from your country?

-What kind of music do you hear at Christmas?

-What kind of song do you play on your birthday?

-Do you know any musical festival of your country? What kind of music do they play? Is it a night or day festival?

-What importance does music have for you at your festivities?

Guided practice   **Independent practice**

Why do you think electronic music is popular?

Music Festivals: Tomorrowland

Do you love electronic music? Go to Tomorrowland. It happens once a year (every summer in June or July) and it takes place in Belgium. A lot of people go every year. Electronic music lovers of all ages go there to experience the music with DJs and music producers. Each festival has a different theme. For example, the 2018 theme was "The Story of Planaxis". What about the tickets and their price? This is the difficult part: the tickets are sold out in minutes. The prices depend on the type of ticket and the accommodation you choose. People spend between 98€ and 6000€. Yes, it's very expensive! The performers are musicians and DJs like David Guetta, Martin Solveig, Armin van Buuren, Steve Angelo, Axwell Ingrosso, Dimitri Vegas, and others. Tomorrowland is not only about music; it is an amazing theatrical production with mind-blowing sets.

1. Answer the following questions in your own words based on the reading.

   a. How old are the people who go to this event?

   _____

   b. How much do people spend on the tickets?

   _____

   c. Are you interested in this event? Why or why not?

   _____

2. Some friends are considering going to the Tomorrowland festival. Choose the correct verb and write it in the *present simple* or *present continuous* form. Add words if needed (is, are).

plan	love	buy	like

   Joseph _____ Tomorrowland festival, so he _____ a trip to Belgium for the next year. Charles and Stephanie _____ pop music, but they know nothing about electronic music. Today they _____ a David Guetta CD to listen to this kind of music.

Lesson plan 10

Class: 9no EGB	School year: 2021-2022
Nº Students: 29	
Language Level: A1.2	**Topic: Urban music**
Date: May 26th, 2022	**Type of institution:** Public
Teacher Student: Elizabeth Luzón	**Schedule:** 15h55- 16h30
	Time per lesson: 35 minutes
Lesson Objectives	**Resources**
At the end of the lesson and after explaining the urban music topic, students will be able to: ● Recognize and use the vocabulary related to the urban music. ● Distinguish and relate the proper vocabulary used to describe music genres.	-worksheets -flashcards -pedagogical module -board -markers -slides -song
Warm-up and Objective Discussion	
"Let's talk about": Students are divided into two different groups and form two lines looking to each other, teacher gives some conversation cards about pop music. Each student has one minute to ask and answer the question, after that time, move the line and switch the question for another classmate, the game continue till the teacher says game over. The teacher explains that they will learn about urban music focusing on vocabulary skills.	
Instruct (Teach) and Model(presentation)	
Instruct (explain)	

Show slide 1: makes infer the meaning of each one the images showed, Ss give plenty of detail about what they are looking. (Flashcard)

show slide2: Explain and describe each one of the images that are presented, as well as they are presented a group of new words (Flashcard)

show slide3: Explain why each music genre is famous and what kind of people listen more each genre (Flashcard)

Model

Creates a debate with the whole class by selecting students randomly to ask which he/she prefers to listen and why, and then ask to the rest of the class if they like it too o not.

Guided Practice(development)	

Students are given a worksheet with a short reading about urban music, Ss follow the reading and are aloud to make questions if them don't understand something so that teacher can provide feedback

Independent practice(assesment)	

Students work on a worksheet handed by the teacher and complete the questions related to the previous reading. Also, they need to complete a worksheet about a urban and modern song.

Assessment	

Students will complete two activities where they need to match the pictures with the right images for the next class.

Annexes

Instruct and model activities

Let's talk about POP MUSIC

Conversation cards

Who's your favourite singer? What's your favourite band? Explain why.	What's the hottest band (or singer) at the moment? Why are they popular?	Which songs currently top the charts? Which music programmes or channels do you watch?
Have you ever been to a pop concert? Talk about it.	What's you favourite music video? Describe it.	What kind of music do you like? Do your parents share your taste?
How important is music to you? Could you live without it?	Do you play in a band? If so, explain. If not, would you like to?	Where do you get your music? How often do you buy songs or CDs?
What's the best band (or singer) ever? Say why.	What kind of popular music styles do you know? Make a list with examples.	MP3 player, CD player, cassette player, radio. Which do you use to listen to music?
Do you try to understand the lyrics of the music you listen to?	Do you usually like a song because of the music or the lyrics?	Do you like singing karaoke? Why or why not?
'Anything that is too stupid to be spoken is sung.' Do you agree? Discuss.	'MTV is to music as KFC is to chicken.' Explain. Do you agree?	Has your taste in music changed over the years? Explain.

Guided practice

How do you describe urban music?

Urban Music

Defining urban music is very difficult because the most popular music belongs to this genre, and it changes every day. Urban music began in the 1980s and includes a multicultural diversity of amazing artists. A large, mostly young audience listens to this music. Today's popular artists belong to the urban genre. Some examples of urban music are reggaeton and hip-hop. It has influences from traditional rhythms such as Latin pop, dance, soul, *salsa, cumbia*, and *merengue*, but it isn't related to jazz or rock. Those are different genres. The Latin Grammy Awards is an important ceremony that gives prizes to the best urban songs, singers, and bands.

Independent practice

Everybody has the right to express themselves as they like. Music, no matter the genre, is a way of cultural expression.

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genre. a specific type of music or movie such as rock, hip hop, fiction, comedy

1. Circle the correct answers based on the article.

- Urban music is:

  | a. a modern genre | b. old Latin music | c. easy to define |

- Urban music genre is related to:

  | a. rock music | b. hip-hop | c. jazz |

- Young audiences listen to

  | a. jazz | b. urban music | c. soul |

2. Each of these people are interested in music, but in different ways. Match the sentence parts to make simple present sentences.

Irene usually	○	○	dance hip-hop music with my friends.
Peter doesn't like to	○	○	listen to music while he works.
I like to	○	○	create a dance school in our neighborhood.
My cousin and I want to	○	○	sings reggaeton while she is cooking.

Selena Gomez

Love You Like a Love Song

Ex. 1 *Put the lines in the correct order:*

___And I guess right now here's another one
___Every beautiful thought's been already sung
___So your melody will play on and on, with the best of 'em
___It's been said and done

Ex. 2 *Fill in the gaps with the words from the box:*

| again | incredible | know | miracle |

You are beautiful, like a dream come alive, _____
A sinful, _____, lyrical
You've saved my life _____
And I want you to _____ baby

[Chorus]
I, I love you like a love song, baby
I, I love you like a love song, baby
I, I love you like a love song, baby

And I keep hitting re-peat-peat-peat-peat-peat-peat

I, I love you like a love song, baby
I, I love you like a love song, baby
I, I love you like a love song, baby

And I keep hitting re-peat-peat-peat-peat-peat-peat

Ex. 3 *Fill in the gaps with the words you hear:*

Constantly, boy you **p**_____ through my mind like a symphony
There's no way to **d**_____ what you do to me
You **j**_____ do to me, what you do
And it **f**_____ like I've been rescued
I've been set **f**_____
I am hypnotized by your **d**_____
You are **m**_____, lyrical, beautiful
You are... And I want you to know baby

[Chorus]

Ex. 4 *Put the lines in the correct order:*

___You stand alone, to every record I own
___No one compares
___ A song that goes on and on
___ Music to my heart that's what you are

Assessment

Match	
AC/DC	
Beyonce	
Black Eyed Peas	
Red Hot Chilli Peppers	
Shakira	
The Beatles	
The Rolling Stones	
Vanessa May	

Match			
1	Eminem	a	disco
2	Bon Jovi	b	hard rock
3	Rihanna	c	rock
4	U2	d	punk rock
5	Son de Madre	e	R&B
6	Blink 182	f	hip hop
7	Donna Summer	g	country music
8	Shania Twain	h	salsa

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Lesson plan 11

Class: 9no EGB Nº Students: 29	School year: 2021-2022
Language Level: A1.2	Topic: Ss oral presentation
Date: May 27th, 2022	Type of institution: Public
Teacher Student: Elizabeth Luzón	Schedule: 15h55- 16h30 Time per lesson: 35 minutes

Lesson Objectives	Resources
This is the end of the first project planned by the institution so that it means that students are able to: ● Describe and give specific details about a touristic place as well as activities that people can do in that place by using the right vocabulary.	-worksheets -flashcards -pedagogical module -board -markers -slides

Warm-up and Objective Discussion
"Hangman game about adjectives to describe a place": Students participate collaboratively in order to complete the word written on the whiteboard. The teacher explains that they need to make an oral presentation about a touristic place.

Instruct (Teach) and Model(presentation)	

Instruct (explain)
Show slide 1: they need to present information, give all the details possible using the proper vocabulary to help listeners understand and keep interested during the whole presentation. **Model** Teacher shows and explains a rubric that will be used for the oral presentation.

Guided Practice(development)	

Students oral presentation in groups of 4 persons.

Independent practice(assesment)	

Students oral presentation

Assessment	

Annexes

Oral Presentation Rubric

Name: _____

Category	Excellent (4)	Great (3)	Good (2)	OK (1)
Time Limit	Presentation is 4 minutes long	Presentation is 3 minutes long	Presentation is 2 minutes long	Presentation is less than 1 minutes OR more than 5 minutes long
Content	Shows a **full** understanding of the topic	Shows a **good** understanding of the topic	Shows a **good** understanding of **parts** of the topic	**Does not** seem to understand the topic well
Preparedness	Student is **completely** prepared and has obviously rehearsed	Student seems **pretty prepared** but might have needed a couple more rehearsals	Student is **somewhat** prepared but it is clear that rehearsal is lacking	Student **does not** seem at all prepared to present
Enthusiasm	Facial expressions and body language **generate a strong** interest and enthusiasm about the topic	Facial expressions and body language **sometimes** generate a strong interest and enthusiasm about the topic	Facial expressions and body language are used to **try generate** enthusiasm about the topic	**Very little** use of facial expression or body language. Did not generate much interest in the topic being presented
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time and mispronounces no words	Speaks clearly and distinctly all (100-95%) *the time but* and mispronounces a few words	Speaks clearly and distinctly most (94-85%) the time and mispronounces no more than one word	Often **mumbles** or cannot be understood OR mispronounces more than a few words
Creativity	Student referred to **1 or more props** that show considerable work/creativity and which make the presentation better	Student had **1 prop** that show considerable work/creativity and which make the presentation better	Students had **1 prop** which makes the presentation better	Student had no props

Score: _____   Notes: _____

Lesson plan 12

Class: 9no EGB N° Students: 29	School year: 2021-2022
Language Level: A1.2	Topic: Present progressive
Date: May 30th, 2022	Type of institution: Public
Teacher Student: Elizabeth Luzón	Schedule: 15h55- 16h30 Time per lesson: 35 minutes

Lesson Objectives	Resources
At the end of the lesson and after explaining the present progressive tense, students will be able to: ● Recognize accurately the grammar related to the present continuous or progressive tense. ● Comprehend the usages, forms and rules of the present continuous tense.	-worksheets -flashcards -pedagogical module -board -markers -slides

Warm-up and Objective Discussion
"Hangman game about activities they like to do": Students participate collaboratively in order to complete the word written on the whiteboard. The teacher explains that they will learn about the simple continuous tense grammar.

Instruct (Teach) and Model(presentation)	

Instruct (explain)
Show slide 1: When do we used the present continuous tense? (Flashcard) **show slide2:** Explain the positive and negative form of the present continuous tense (Flashcard) **show slide3:** Explain the question form of the present continuous tense (Flashcard) **Model** Writes on the board an affirmative sentence using the present continuous tense, and then change it into the negative form, and lastly into the interrogative form.

Guided Practice(development)	

Students are given some verbs and students make a sentence with them. Firt in affirmative form, then change it into negative form and lastly in question form.

Independent practice(assesment)	

Students work on a worksheet handed by the teacher and complete the sentences changing the verbs into the present continuous tense.

Assessment	

Students will write some sentences using the present continuous tense for the next class.

Annexes

Flashcards for the instruct and model

Guided practice activity

Independent practice activity

1. They _____ (play) the football.

2. He_____ (sing).

3. She _____ (read) a book.

4. Tom _____ (jump).

5. My mum _____ (make) a cake for me.

6. Martin _____ (play) the guitar.

7. The chef_____ (cook).

8. They _____ (ride a bike) in the garden.

9. The bird_____ (fly).

10. We _____ (make) a snowman.

Lesson plan 13

Class: 9no EGB **N° Students:** 29	**School year:** 2021-2022
Language Level: A1.2	**Topic: Sports- FIFA world cup**
Date: June 2nd, 2022	**Type of institution:** Public
Teacher Student: Elizabeth Luzón	**Schedule:** 15h55- 17h05 **Time per lesson:** 70 minutes
Lesson Objectives	**Resources**
At the end of the lesson and after explaining sports- FIFAS world cup, students will be able to: ● Indicate the vocabulary used to talk about sports. ● Recognize the FIFA sports vocabulary	**-**worksheets -flashcards -pedagogical module -board -markers -slides
Warm-up and Objective Discussion	
"Find someone who": a sheet activity is a handout to each learner, they are allowed to ask one classmate one question and the answer, no matter 'Yes' or 'No', is written in the box. After a mutual	

interview exchange, they can move on to find another classmate to speak with. The teacher explains that they will learn about the vocabulary related to sports, especially the ones of the FIFA world cup.	
Instruct(Teach) and Model(presentation)	
Instruct (explain) **Show slide 1:** a set of vocabulary with some words related to sports. (Flashcard) **show slide2:** Explain the meaning of each one of the words, using the mother tongue to assure that students fully understand the meaning (Flashcard) **show slide3:** Explain the most known words used to describe a sport (Flashcard) **Model** Hand out a sheet with a short reading passage about the FIFA world cup, and students follow the reading twice.	
Guided Practice(development)	
Students are giving a sheet of paper with the FIFA world cup reading. After reading Ss need to complete the sentences, teacher selects randomly a person to share the answers on the board, and the resto of the students argue if the answers are right or wrong.	
Independent practice(assesment)	
Each student will work on a sheet with some simple sentences and so that, Ss need to complete by choosing the right option.	
Assessment	
Students will develop the worksheet handed out by the teacher for the next class where they need to match the images with the right words.	

Annexes

Sheet for warm-up activity   **Vocabulary set**

Find Someone Who...

Did you exercise this morning?

EXERCISE and SPORTS

	CLASSMATE'S NAME	Who...? What...? Where...? ADDITIONAL INFORMATION When...? Why...? How...?		
... exercised this morning.				
... played a sport yesterday.				
... is a member of a sports team .				
... loves to watch sports on TV.				
... wants to exercise after class.				
... swims almost every week.				
... played basketball with friends last month.				

Do you ...?	Did you ...?	Are you ...?	Were you ...?
Yes, I do. No, I don't.	Yes, I did. No, I didn't.	Yes, I am. No, I'm not.	Yes, I was. No, I wasn't.

Popular sports
Field
Lose
Soccer fans
Championship
Famous
Tournament
Matches
Playoff
Score
Tie(d)
Team
Win

Vocabulary

tournament. a series of games

play-off. game to decide who is playing in the final

tie(d). both teams have the same score

Vocabulary

expert. someone who knows a lot about something

sign. to write your name on a receipt, check, photograph, etc.

Reading passage

What are your favorite sports to play and watch?

FIFA World Cup

Value: Interculturality

Soccer is a very popular sport in many countries around the world. At any time, people are playing this sport on a field, in a park, or in school. There are millions of soccer fans. There are also many local and international championships. The most famous is, of course, the FIFA World Cup every four years.

The FIFA U-20 World Cup is a championship in which male players under twenty years old participate. Twenty-four teams from different countries participate in this tournament every two years.

The FIFA World Cup is another great championship, and professional male players are the stars. There are a total of sixty-four matches. FIFA organizes it every four years. The champion in 2018 was France. In the play-off against Belgium, the score was 1-0, and in the final game against Croatia it was 4-2.

activity to complete during the guided practice

1. Answer the following questions in complete sentences.

   a. What are two different kinds of FIFA competitions?
   _____

   b. What's your favorite Ecuadorian team?
   _____

   c. Why do you think soccer is a popular sport in your country?
   _____

2. Complete the sentences with one word from the box. There's one extra option.

champion	score	tied	tournament	team

   a. This _____ is short. It has only twelve matches.

   b. The match is _____. The score is 2-2.

   c. I don't want my favorite _____ to lose, but the score is 1-0.

   d. Real Madrid is the _____ this year.

3. Create your own sentences with these words:

   a. play-off: _____

   b. championship: _____

   c. win: _____

   d. lose: _____

Activity to complete during the independent practice

5. Complete the sentences with one verb from the box. Use the simple present or present continuous.

play	win	talk
train	take	sign

   a. Right now, the reporters _____ to Lionel Messi about his last match.

   b. Many soccer teams _____ games at *Estadio Olimpico Atahualpa*.

   c. Antonio Valencia _____ some autographs, and he _____ selfies with his fans after every game.

   d. Both Barcelona and Emelec _____ in Guayaquil. However they _____ games in Quito at this moment.

Assesment

3. Match the sentences with the pictures. Pay attention to the words in blue. Write the letters.

a. There aren't many races in my city.

b. My coach is strict.

c. My training is exhausting.

d. Athletes run on a track.

Lesson plan 14

Class: 9no EGB Nᴼ Students: 29	School year: 2021-2022
Language Level: A1.2	Topic: Comparative adjectives
Date: June 3rd, 2022	Type of institution: Public
Teacher Student: Elizabeth Luzón	Schedule: 15h55- 17h05 Time per lesson: 70 minutes
Lesson Objectives	**Resources**
At the end of the lesson and after explaining the comparative adjectives, students will be able to: ● Recognize accurately the comparative adjectives ● Use and identify the rules used to make comparative adjectives.	-worksheets -flashcards -pedagogical module -board -markers -slides
Warm-up and Objective Discussion	
"Spelling game": Ss are divided into 2 groups in front of the whiteboard, the teacher starts saying a letter, so one Ss for each group is called to write it on the whiteboard, and once he does is the turn for another Ss, the group whose participants write faster and complete the word is the winner. The teacher explains that they will learn about the comparative adjectives.	
Instruct(Teach) and Model(presentation)	
Instruct (explain) **Show slide 1:** What is a comparative adjective? (Flashcard)	

show slide2: Explain the rules of the comparative adjectives (Flashcard)

show slide3: Explain through some images the comparative adjectives (Flashcard)

Model

Show some pictures and students write sentences in their notebooks describing what they can see there, using the comparative adjectives.

Guided Practice(development)	
Students are divided into 7 different groups and are given a worksheet with 3 different characters and some information about them, Ss write the word written in parenthesis using the comparative adjectives rules to complete it. After completing the sentences each group will choose a partner to write it on the board, and another group is selected in order to verify if the sentence written is correct. And then the teacher provide feedback.	

Independent practice(assesment)	
Each group of the students will work on a word search about the adjectives to describe a place.	

Assessment	
Students will write 8 sentences using the comparative adjectives and its rules for the next class.	

Annexes

Instruct and model activities

Comparative Definition

Comparatives are used to compare and clarify the difference between two nouns. In other words, comparative adjectives are used when two persons or objects being compared.

COMPARATIVE ADJECTIVES

One-syllable adjectives	long – longer	tall – taller
	straight – straighter	large – larger
	big – bigger	hot – hotter
Two-syllable adjectives	honest–more honest	famous–more famous
	happy – happier	crazy – crazier
	narrow – narrower	gentle – gentler
Three or more syllables	expensive–more expensive	dangerous–more dangerous
	popular–more popular	beautiful–more beautiful
	confident–more confident	difficult–more difficult
Irregular adjectives	good – better	many – more
	bad – worse	little – less
	far – farther	far - further

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Comparison of Adjectives

We use comparative adjectives to describe people and things.

This car is better but it's much more expensive

I'm feeling happier now!

We use "than" when we want to compare one thing with another.

He's two years younger than me

Actions speak louder than words

Guided practice activity

ELEPHANT
Lifespan: 60-70 years
Age: 37 years old
Weight: 7,000 kg
Length: 7,5 metres
Population: 1,3 million
Characteristics: intelligent, sensitive, wild, sociable, friendly, with a good memory

CROCODILE
Lifespan: 80-100 years
Age: 10 years old
Weight: 500 kg
Length: 6,2 metres
Population: 300,000
Characteristics: aggressive, fast, unfriendly, wild, lonely, a good swimmer
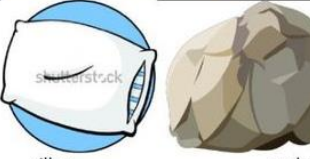
LION
Lifespan: 25-30 years
Age: 18 years old
Weight: 250 kg
Length: 2 metres
Population: 21,000
Characteristics: adventurous, fast, wild, proud, a good hunter, strong

Comparative

a) Lions have a _____ (short) lifespan than elephants.

b) Elephants live_____ (long) than lions.

c) Lions are _____ (rare) than Elephants.

d) Crocodiles are _____ (aggressive) than elephants.

e) Elephants are _____(intelligent) than crocodiles.

f) Lions are _____ (good) hunters than crocodiles.

g) Elephants are _____(strong) than lions.

h) The elephant in the picture is _____(old) than the lion.

i) The crocodile in the picture is _____(young) than the elephant.

j) The crocodile is _____(heavy) than the lion.

k) The elephant is _____(sociable) than the crocodile.

l) The crocodile has a _____(bad) memory than the elephant.

m) Elephants have a _____ (good) memory than crocodiles.

Independent practice activity

Read and choose the correct answer:

1) Noora is -------------- than Nasser.

   a) lovelier
   b) lovely

Noora   Nasser

2) Snake is -------------- than worm.

   a) long
   b) longer

snake   worm

3) Theme park is -------------- than the beach.

   a) fun
   b) more fun

4) The desert is-------------- the beach.

   a) hotter than
   b) hoter than

5) Pillow is -------------- than a rock.

   a) softter
   b) softer

pillow   rock

Lesson plan 15

Class: 9no EGB **Nᴼ Students:** 29	**School year:** 2021-2022
Language Level: A1.2	**Topic: Superlative adjectives**
Date: June 6th, 2022	**Type of institution:** Public
Teacher Student: Elizabeth Luzón	**Schedule:** 15h55- 16h30 **Time per lesson:** 35 minutes
Lesson Objectives	**Resources**
At the end of the lesson and after explaining the superlative adjectives, students will be able to: ● Comprehend appropriately the superlative adjectives.	-worksheets -flashcards -pedagogical module -board -markers

● Recognize the rules of the superlative adjectives.	-slides

Warm-up and Objective Discussion	

"Comparative board race": Ss are divided into 2 groups in front of the whiteboard, it is divided into 2 sections, and the teacher writes a list of adjectives on it, so each member of the team writes it again but in the comparative form. The team who completes its first is the winner. At the end of the game, the teacher asks to form short sentences with each adjective.

The teacher explains that they will learn about the different types of adjectives especially the superlative adjectives.

Instruct (Teach) and Model(presentation)	

Instruct (explain)

Show slide 1: What is a superlative adjective? (Flashcard)

show slide2: Explain the different rules to make superlative adjectives (Flashcard)

show slide3: Explain through some images what are the superlative adjectives (Flashcard)

Model

Show some pictures and students write sentences in their notebooks describing what they can see there, using the p adjectives for describing it.

Guided Practice (development)	

Students are divided into 7 different groups and are given a worksheet with 3 different characters and some information about them, Ss write the word written in parenthesis using the superlative adjectives rules to complete it. After completing the sentences each group will choose a partner to write it on the board, and another group is selected in order to verify if the sentence written is correct. And then the teacher provide feedback.

Independent practice (assesment)	

Each group of the students will work on a crossword sheet about the superlative adjectives.

Assessment	

Students will write 8 sentences using the different rules to make superlative adjective for the next class.

Annexes

Instruct and model activities

Superlative Definition

When an adjective compares three or more things, the superlative form of the adjective is used. Superlatives indicate that the quality or quantity is at its highest or is most intense.

Guided practice activity

Superlative

a) The elephant is _____ (big) of the three.

b) The lion is _____ (light).

c) The elephant is _____ (heavy).

d) The crocodile is _____ (aggressive)

e) The elephant is _____ (peaceful)

f) The lion is _____ (proud)

g) The elephant is _____ (old)

h) The crocodile in the picture is _____ (young)

i) The crocodile has _____ (long) lifespan.

j) The lion has _____ (short) lifespan.

k) The lion is _____ (adventurous)

l) The lion is _____ (good) hunter.

m) The elephant is _____ (bad) hunter.

n) The crocodile has _____ (strong) jaw.

o) The lion has _____ (small) population.

p) The elephant is _____ (common)

q) The elephant has _____ (good) memory.

ELEPHANT
Lifespan: 60-70 years
Age: 37 years old
Weight: 7,000 kg
Length: 7,5 metres
Population: 1,3 million
Characteristics: intelligent, sensitive, wild, sociable, friendly, with a good memory

CROCODILE
Lifespan: 80-100 years
Age: 10 years old
Weight: 500 kg
Length: 6,2 metres
Population: 300,000
**Characteristics**: aggressive, fast, unfriendly, wild, lonely, a good swimmer

LION
Lifespan: 25-30 years
Age: 18 years old
Weight: 250 kg
Length: 2 metres
Population: 21,000
Characteristics: adventurous, fast, wild, proud, a good hunter, strong

Independent practice activity

Superlative Adjectives Crossword "In the World"

Solve the crossword puzzle using superlative adjectives

1→ Deserts are the _____ places on Earth.

2↓ 123 years is the _____ a man has ever lived in the world.
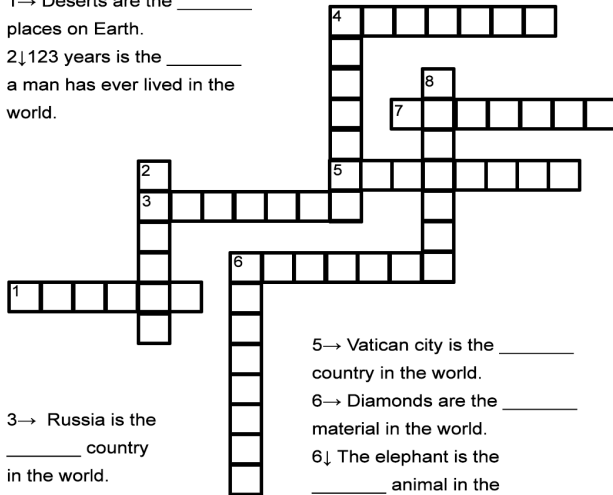
3→ Russia is the _____ country in the world.

4↓ Antarctica is the _____ continent in the world.

4→ Mercury is the _____ planet to the sun.

5→ Vatican city is the _____ country in the world.

6→ Diamonds are the _____ material in the world.

6↓ The elephant is the _____ animal in the world.

7→ The cheetah is the _____ animal in the world.

8↓ Mount Everest is the _____ mountain in the world.

Lesson plan 16

Class: 9no EGB	School year: 2021-2022
N^O Students: 29	
Language Level: A1.2	Topic: Giving advice-obligation modal verb should
Date: June 9th, 2022	Type of institution: Public
Teacher Student: Elizabeth Luzón	Schedule: 15h55- 17h05
	Time per lesson: 70 minutes

Lesson Objectives	Resources
At the end of the lesson and after explaining the modal verb should for giving advice and obligation, students will be able to: ● Recognize accurately the modal verb should and shouldn't for giving advice and obligation. ● Identify when and how to use the modal verb should and shouldn't for giving advice and obligation.	-worksheets -flashcards -pedagogical module -board -markers -slides -Story

Warm-up and Objective Discussion	

"Spot the difference images": Ss are given a sheet of paper with two images on it and they join with a partner to find all the differences. The couple who completes its first is the winner.
The teacher explains that they will learn about the modal verb should for giving advice and obligation.

Instruct (Teach) and Model(presentation)	

Instruct (explain)
Show slide 1: When we use the modal verb should (Flashcard)
show slide2: Explain the advice and obligation usage of the modal verb should (Flashcard)
show slide3: Explain the grammatical forms of should such as affirmative, negative, interrogative and short answers (Flashcard)
Model
Writes on the board two simple sentences and explain in detail the usage of the modal verb should for given advice as well as for obligation. Also asks to students to write down in their notebooks to transform the same sentences into negative, interrogative and short answers.

Guided Practice(development)	

Students are divided into 7 different groups and are given a worksheet with short story that will be read by the teacher twice and Ss have to complete some activities that are related to the story.

Independent practice(assesment)	

By separate Ss have to write option for each sentence written on the worksheet handed by the teacher.

Assessment	

Students will write 5 sentences using the modal verb should and transform each into negative, question and give shorts answers for them, for the next class.

Instruct and model activities

Modal Verbs - Should

Advice
- You **should** eat more fruits and vegetables.
- I think we **should** wait for her now.
- You **should** take a break and get some rest.

Obligation
- You **should** to walk to work.
- You **should** save some money.
- You **should** do more exercise.

SHOULD

should + *verb* *

* The base form of the infinitive = to go, to study, to speak, etc.

I	should
You	should
He	should
She	should
It	should
We	should
They	should

You	should	to go. ✖
You	should	go. ✔
He	should	waits. ✖
He	should	wait. ✔

SHOULD / SHOULDN'T – FORM

test-english.com

POSITIVE

I / You / He / She / It / We / They → should go.

NEGATIVE

I / You / He / She / It / We / They → should not go. / shouldn't go.

QUESTION

Should → I / you / he / she / it / we / they → go?

SHORT ANSWER

Yes, I / you / he / she / it / we / they → should.

No, I / you / he / she / it / we / they → should not. / shouldn't.

Guided practice activity

SHOULD AND SHOULDN'T

John wants to know what a student should do to be a good student, so he asks his teacher Mrs. Sanchez. This is what she replies.

You should pay attention in class. You should be organized. You should do your homework. You should prepare for upcoming tests and quizzes. You should remain calm during tests. You should go to school with an attitude to learn. You should participate in class discussions. You should study in a quite place. You should write legibly. You should take good notes. You should have good attendance.

John then asks Mrs. Sanchez what a good student shouldn't do, and she replies.

You shouldn't bully other students, you shouldn't fall asleep in class. You shouldn't complain about homework. You shouldn't be impolite to your classmates and John you should tell me what you think should and shouldn't be done in class.

I will try Mrs. Sanchez, but there certainly are a lot of shoulds and shouldn'ts to learn.

John wants to know what a student _____ do to be a good student, so he asks his teacher Mrs. Sanchez. This is what she replies.

You _____ pay attention in class. You _____ be organized. You should do your homework. You _____ prepare for upcoming tests and quizzes. You _____ remain calm during tests. You _____ go to school with an attitude to learn. You _____ participate in class discussions. You _____ study in a quite place. You _____ write legibly. You _____ take good notes. You _____ have good attendance.

John then asks Mrs. Sanchez what a good student _____ do, and she replies.

You _____ bully other students, you _____ fall asleep in class. You _____ complain about homework. You _____ be impolite to your classmates and John you _____ tell me what you think_____ and _____ be done in class.

I will try Mrs. Sanchez, but there certainly are a lot of _____ and _____ to learn.

ANSWER THESE QUESTIONS

1. Should a student have good attendance?
....
2. Should a student bully other students?
....
3. Should a student complain about homework?
....
4. Should a student fall asleep in class?
....
5. Should a student write legibly?
....
6. Should a student participate in class discussions?
....

Independent practice activity

Lesson plan 17

Class: 9no EGB **N^O Students:** 29	**School year:** 2021-2022
Language Level: A1.2	**Topic:** Adverbs of manner
Date: June 10th, 2022	**Type of institution:** Public
Teacher Student: Elizabeth Luzón	**Schedule:** 15h55- 17h05 **Time per lesson:** 70 minutes

Lesson Objectives	Resources

At the end of the lesson and after explaining the adverbs of manner, students will be able to:
   ● Differentiate and recognize the adverbs of manner.
   ● Use the adverbs of manner.
	-worksheets
	-flashcards
	-pedagogical module
	-board
	-markers
	-slides

Warm-up and Objective Discussion
"Tic tac toe adjectives": Ss are divided into 3 groups and are stood in front of the whiteboard that is divided into three sections and some adjectives are written there. The teacher read aloud some sentences and students cross out the adjective words and the group who completes the tic tac toe first is the winner. The teacher explains that they will learn about the adverbs of manner.

Instruct (Teach) and Model(presentation)	

Instruct (explain) **Show slide 1:** What are the adverbs (Flashcard) **show slide2:** Explain the different rules to form the adverbs of manner (Flashcard) **show slide3:** make a comparison between the positive and negative adverbs of manner (Flashcard) **Model**	

Show some pictures to help students identify the adverbs of manner and students write some sentences in their notebooks, using the adverbs of manner.	
Guided Practice(development)	
Students are given a worksheet about the adverbs of manner with some rules explanation and some sentences to complete, after reading and completing the sentences the teacher selects randomly to some Ss to read aloud the answers in order to verify if it is correct or wrong.	
Independent practice(assesment)	
Each student work on a sheet handed by the teacher, Ss need to organize the words and make sentences.	
Assessment	
Students will write 8 sentences using the adverbs of manner for the next class.	

Annexes

Instruct and model activities

ADVERBS OF MANNER

ENGLISH GRAMMAR

An adverb of manner is an adverb (such as strongly or slowly) that describes how and in what way the action of a verb is carried out.

FORMING ADVERBS FROM ADJECTIVES:

1 In a large number of the cases, the adverb can be formed by simply adding '-ly' to the adjective.

ADJECTIVE	ADVERB
Cheap	Cheaply
Quick	Quickly
Strong	Strongly

2 If the adjective ends in with 'y', replace the 'y' with an 'i' and add '-ly'.

ADJECTIVE	ADVERB
Ready	Readily
Merry	Merrily
Easy	Easily

3 If the adjective ends with '-le', replace the 'e' at the end with 'y'.

ADJECTIVE	ADVERB
Understandable	Understandably
Forcible	Forcibly
Possible	Possibly

4 If the adjective ends with '-ic', add '-ally'. An exception: public -> publicly

ADJECTIVE	ADVERB
Idiotic	Idiotically
Tragic	Tragically
Basic	Basically

5 Some adjectives do not change form at all.

ADJECTIVE	ADVERB
Fast	Fast
Straight	Straight
Hard	Hard

6 In a large number of the cases, the adverb can be formed by simply adding '-ly' to the adjective.

www.eslgrammar.org

List of Adverbs of manner

Negative Manner

- Stupidly
- Nervously
- Noisily
- Greedily
- Foolishly
- Shyly
- Rudely
- Violently
- Awkwardly
- Angrily
- Selfishly
- Recklessly
- Cruelly
- Lazily
- Inadequately
- Hungrily
- Sadly
- Poorly
- Carelessly
- Suspiciously
- Painfully
- Blindly
- Tensely
- Badly
- Anxiously
- Roughly
- Loudly
- Irritably
- Madly
- Hastily

Positive Manner

- Promptly
- Openly
- Honestly
- Quietly
- Powerfully
- Faithfully
- Cheerfully
- Carefully
- Kindly
- Equally
- Eagerly
- Justly
- Joyously
- Elegantly
- Obediently
- Bravely
- Beautifully
- Politely
- Gently
- Easily
- Quickly
- Perfectly
- Generously
- Rapidly
- Neatly
- Gladly
- Patiently
- Cautiously
- Calmly
- Well

Guided practice activity

ADVERBS OF MANNER

Activity 1. WRITE THE ADVERB.

1. Warm
2. Slow
3. Late
4. Good
5. Sudden
6. Angry
7. Bad
8. Happy
9. Honest
10. Serious

Adverbs are formed by adding < -ly > to the adjective

Kind –kindly

There are some irregular adverbs

Good- Well

Some don't change

Fast- Fast

Hard- hard

Activity 2. COMPLETE WITH THE CORRECT ADVERB.

1. Luisa is playing with the teddy bear ………………………… (happy)
2. The boy behaves ………………………… (serious)
3. You defend me ………………………… (brave)
4. George protects his house ………………………… (honest)
5. Sheila is nervous and can't talk ………………………… (clear)
6. My mom talks to our neighbour ………………………… (calm)
7. Do you answer the questions …………………………? (correct)
8. Virginia solves the problem ………………………… (easy)
9. He asks me to wait ………………………… (patient)
10. I play the piano ………………………… (terrible)

Independent practice activity

ADVERBS OF MANNER

Drag the words into the correct place

cake   He   at   hungrily   looked   the

reading   We   quietly   were

happily   were   playing   children   The

street   Let`s   carefully   cross   the

angrily   barking   The   dog   big   was

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Lesson plan 18

Class: 9no EGB	School year: 2021-2022
N^O Students: 29	
Language Level: A1.2	Topic: some differences between Ecuador and USA-Video Games
Date: June 13th, 2022	Type of institution: Public
Teacher Student: Elizabeth Luzón	Schedule: 15h55- 16h30
	Time per lesson: 35 minutes

Lesson Objectives	Resources
At the end of the lesson and after explaining some differences between Ecuador and USA-Video Games, students will be able to: ● Identify the differences between Ecuador and USA, focusing on Video games mainly. ● Use and describe the proper vocabulary to talk about video games and the differences between Ecuador and USA.	-worksheets -flashcards -pedagogical module -board -markers -slides

Warm-up and Objective Discussion
"Hangman about video games": Teacher draws on the whiteboard a gallow and an underline for each letter of the unknown word. Ss says some words trying to guess the right word. The teacher explains that they will learn about some differences between Ecuador and USA-Video Games.

Instruct(Teach) and Model(presentation)	
Instruct (explain) **Show slide 1:** vocabulary used for describe the differences between Ecuador and USA-Video Games (Flashcard) **show slide2:** Explain the new vocabulary words trough the use of images (Flashcard) **Model** Show some pictures and students write sentences in their notebooks describing what they can see there giving plenty of details, using the new and old vocabulary.	

Guided Practice(development)	
Students are given a worksheet with a reading passage to read and later complete some questions related the reading. After completing the sentences, the teacher selects randomly students to write it on the board, in order to verify if the sentence written is correct.	

Independent practice(assesment)	
Each group of the students will work on a venn diagraman to complete with the differences between Ecuador and USA-Video Games. After that they are join in groups of 4 persons and complete some sentences related to Video Games.	

Assessment

Students will write search information about their favorite Video Games for the next class.

Annexes

Instruct and model activities

- Most Popular Video Gar
- Pacman.
- Tetris.
- Wii Sports.
- Sonic the HedgeHog.
- The Sims.
- Diablo III.
- Super Mario Bros.

competitive
competitiveness
typical
teens
idioms
perceive
seriously
fun
healthy
competition

Vocabulary

teen. teenager, younger people between 13 - 19 years old

idiom. a phrase used in a specific culture or circumstance

go big or go home. make every single effort

taught. past of teach

competitive

teens

pixtastock.com – 58511285

fun

healthy

Guided practice activity

Do you think it is important to be competitive? Who is the most competitive person you know?

Some Differences Between the USA and Ecuador

b. What does a typical American teen movie usually involve?

Value: Interculturality

How competitive are people in the United States? In many aspects of life, people in the United States are taught how to compete when they are young children. This competitiveness often continues when they are adults in many parts of the lives.

When you see a typical American teen movie, competitions are often involved! Actually idioms like, "Go big or go home!" or "Give it your all!" reflect the way people in the United States perceive what being competitive means. This includes many parts of life: sports, school, work, even video games.

Teens in Ecuador may be competitive as well, but usually they don't take it too seriously because it's just for fun. They can enjoy sports, school, or video games and appreciate healthy competition. The emphasis is more on having fun in the process, and not who wins or loses... except maybe in soccer!

c. Do you consider yourself a competitive person? Do you think being competitive has positive or negative effects on people?

Independent practice activity

Venn diagram to write the differences between USA and Ecuador

USA   Ecuador
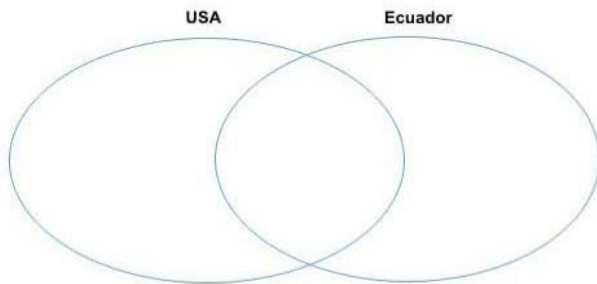
2. What kind of video game(s) are you interested in? Answer the question, form groups according to the types of video games you have in common with your classmates. Share opinions and details.

_____

_____

_____

_____

3. What kind of video game is the most popular in the class? (Do you think that kind of video game reflects the class behavior?)

_____

_____

_____

_____

Lesson plan 19

Class: 9no EGB **Nᴼ Students:** 29	**School year:** 2021-2022
Language Level: A1.2	**Topic: Types of video games**
Date: June 16th, 2022	**Type of institution:** Public
Teacher Student: Elizabeth Luzón	**Schedule:** 15h55- 17h05 **Time per lesson:** 70 minutes
Lesson Objectives	**Resources**
At the end of the lesson and after explaining the types of video games, students will be able to: ● Describe the types of video games using the proper vocabulary. ● Comprehend how to give details about the types of video games.	-worksheets -flashcards -pedagogical module -board -markers -slides
Warm-up and Objective Discussion	
"Tic tac toe adjectives": Ss are divided into 3 groups and are stood in front of the whiteboard, it is divided into three sections and some words related to video games which are written there. The teacher read aloud some sentences and students cross out the verbs and the group who completes the tic tac toe first is the winner. The teacher explains that they will learn about the types of video games.	
Instruct (Teach) and Model(presentation)	
Instruct (explain) **Show slide 1:** New vocabulary related to the type of video games (Flashcard) **show slide2:** Explain the meaning of each of new words by using the mother tongue to help students understand the meaning of each new word (Flashcard) **show slide3:** Explain through images the new vocabulary (Flashcard)	

Model	
Show some pictures and students describe what they can see giving all the details possible by using the new vocabulary.	
Guided Practice(development)	
Students are divided into groups of 4, and are given a worksheet with a reading passage and some sentences. After completing the sentences each group will choose a partner to write the answers on the board, and another group is selected in order to verify if the sentence written is correct.	
Independent practice(assesment)	
Students will work on an activity about the types of video games they need to match the words with the correct meaning.	
Assessment	
Students will write a short paragraph no more than 40 words about their favorite video game for the next class.	

Annexes

Instruct and model activities

shooting   attacking   fighting

Chasing   athletics   stress

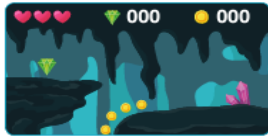### Vocabulary set of words

Popular   shooting   attacking   fighting   games   action   racing
release   chases   athletics   stress   adventure   strategy

Guided practice activity

Types of Video Games

Video games are so popular with teens that it may seem they could spend days playing them. They are a way to release stress and to have a good time. There are many different types of video games. Some of them are listed below:

- Action video games: They involve shooting, attacking, and fighting. E.g. Call of Duty.
- Adventure video games: They follow a story line and they look like movies. E.g. Minecraft
- Racing video games: They include cars and chases. E.g. Need for Speed.
- Strategy video games: They develop thinking skills. E.g. Plants vs Zombies.
- Sports video games: They are related to sports or athletics. E.g. FIFA.

1. Answer the following questions in your own words based on the reading.

   a. What does playing video games do for teens?

   _____

   b. What type of video game seems the most violent?

   _____

   c. What type of video game makes you think a lot?

   _____

Video Games

Before listening

Do you like video games? What is your favorite one?

1. Listen to Steve and Tammy talk about video games. Decide if the following statements are True(T) or False(F).

   a. Steve likes violent video games. ◯

   b. Tammy doesn't like violent video games. ◯

   c. Steve's favorite video game is FIFA. ◯

   d. They are playing video games after school. ◯

2. Listen again and answer the following questions in complete sentences.

   a. How does Tammy know Steve likes FIFA?

   _____

   b. What does Steve invite Tammy to do?

   _____

   c. Do you enjoy playing video games? Why? Share your answer with your classmate next to you and talk about it.

   _____

3. Pair work. After answering the following questions, share your answers with your classmates. Discuss why you agree or disagree.

   a. Do you think it is acceptable for a person to be violent just because this person loves violent video games?

   _____

   b. Why do some people think violence makes them look cool?

   _____

   c. How can video games cause societies to be more violent in real life? Explain.

   _____

Independent practice activity

ENGLISH

Read about "Types of Video Games" and answer the followings items.

1.- Match the Types of Video games with right picture.

1° Strategy video games

2° Adventure video games

3° Racing video games

4° Action video games

5° Sports video games

2.- Read the sentences and write the right topic of each on the line, using the phrases in the box according reading.

a) Action video games   b) Sports video games   c) Adventure video games
d) Racing video games   e) Strategy video games

1. [   ] They include cars and chases. E.g. Need for Speed.

2. [   ] They follow a story line and they look like movies. E.g. Minecraft.

3. [   ] They are related to sports or athletics. E.g. FIFA.

4. [   ] They involve shooting, attacking, and fighting. E.g. Call of Duty.

5. [   ] They develop thinking skills. E.g. Plants vs Zombies.

Lesson plan 20

Class: 9no EGB N^O Students: 29	School year: 2021-2022
Language Level: A1.2	Topic: clash of clans- video games
Date: June 20th, 2022	Type of institution: Public
Teacher Student: Elizabeth Luzón	Schedule: 15h55- 16h30 Time per lesson: 35 minutes
Lesson Objectives	Resources
At the end of the lesson and after explaining clash of clans- video games, students will be able to: ● Use the proper vocabulary for describing video games.	-worksheets -flashcards -pedagogical module -board -markers -slides

● Comprehend the vocabulary and meaning of words related to video games.	

Warm-up and Objective Discussion
"Board race game": the class is split into two teams and give each team a colored marker. Teacher raw a line down the middle of the board and write a topic at the top. The students must then write as many words as they require related to the topic in the form of a relay race. Each team wins one point for each correct word. Any words that are unreadable or misspelled are not counted. The teacher explains that they will learn about clash of clans- video games.

Instruct (Teach) and Model(presentation)	

Instruct (explain)
Show slide 1: explain the new vocabulary that will be used during the class (Flashcard) **show slide2:** Explain the meaning of each new word by giving some prompts to make students guess what it means (Flashcard) **show slide3:** Explain through images the meaning of each new word using the mother tongue to help students understand when and how to use that vocabulary (Flashcard) **Model** Show some pictures and students explain what they can see, and then teacher asks to make a single sentence and read it aloud.

Guided Practice(development)	

Students are given a worksheet with a reading passage and some sentences related to the same topic to complete. After completing the activity, the teacher selects randomly at one student to write it on the board, and the rest of students give their opinion about it, so that teacher verify if the sentence written is correct or not.

Independent practice(assesment)	

Each student will work on a worksheet about the clash of clans- video games.

Assessment	

Students will prepare material for describe their favorite video game for the next class.

Annexes

Instruct and model activities

strategy   army   opponent

castle   native   shield

Vocabulary

customize. modify to your personal likes

crush. defeat, destroy

clan. a group of people with things in common, sometimes from the same family

Vocabulary set of words
strategy   opponents
Clash   castle
clans   native   Nowadays
skills   shield
customize
village   crush
army

Guided practice activity

Clash of Clans

In 2012, Supercell created a strategy game for cellphones called Clash of Clans. Nowadays, a lot of young people from different parts of the world play this game. What is interesting about this game is the possibility of practicing your writing skills in the language you choose. This awesome game allows you to customize a village, build an army, crush your opponents, and either join or establish a clan. As soon as you build your clan castle, you can start joining clans and getting to know other players who will help you practice your writing and reading skills and learn a lot of new vocabulary. This is a great opportunity to have fun while practicing your English with native speakers!

Circle the correct answers based on the reading.

- Clash of Clans is:

    a. an adventure game

    b. a strategy game

    c. a race game

- The skills you can practice in this game are:

    a. listening and speaking

    b. reading and listening

    c. reading and writing

- You can join a clan once you:

    a. build your clan castle

    b. customize your village

    c. crush your enemies

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Independent practice activity

Read about "Clash of Clans" and answer the followings items.

1.- Match the sentences with right picture.

1.- We have got a red flag.

2.- Bob hasn't got money.

3.- They have got a new laptop.

4.- Alice has got a house, hasn't she?

3.- Complete the affirmative, negative sentences or question using "have/has got" and you write the right answer.

1.- You _____ a book.. (Affirmative)

2.- John _____ to go to the supermarket. (Negative)

3.- _____ Mary and George _____ an English dictionary? (Yes /No question)

4.- Your father _____ a company, _____ He? (Tag question)

Group work. Get into groups and imagine you have your own clan in Clash of Clans. Does it have rules? If so, what are the rules? Does it have a shield? If so, what color is it? Brainstorm as many ideas as you can. Then, share your ideas with the whole class.

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Lesson plan 21

Class: 9no EGB **Nᴼ Students:** 29	**School year:** 2021-2022
Language Level: A1.2	**Topic: Describing your favorite video game**
Date: June 23rd, 2022	**Type of institution:** Public
Teacher Student: Elizabeth Luzón	**Schedule:** 15h55- 17h05 **Time per lesson:** 70 minutes
Lesson Objectives	**Resources**
At the end of the lesson and after explaining the steps to follow for writing an email letter to describe their favorite game, students will be able to: ● Recognize accurately what are the element that an email contains ● Use and describe their favorite video game.	**-**worksheets -flashcards -pedagogical module -board -markers -slides

Warm-up and Objective Discussion
"Tic tac toe verbs": Ss are divided into 3 groups and are stood in front of the whiteboard that is divided into three sections and some verbs are written there. The teacher read aloud some sentences and students cross out the verbs the group who completes the tic tac toe first is the winner. The teacher explains that they will learn about the steps to follow for writing an email letter to describe their favorite game.

Instruct(Teach) and Model(presentation)	
Instruct (explain) **Show slide 1:** how to write an email? (Flashcard) **show slide2:** Explain the tips for writing an email (Flashcard) **show slide3:** Explain through a flipchart the aspect to take into account at the moment to write an email. (Flashcard) **Model** Show an slide of an email and explains all the details that it contains.	

Guided Practice(development)	
Students are given a worksheet with 2 different email letters to students read and analyze and later identify the parts of the email by highlighting it with different colors. Some students are asked to stand in front and show their work to provide feedback.	

Independent practice(assesment)	
Ss are given a worksheet where they need to write an email to a friend, using the previous explanation about how to write an email.	

Assessment	
Students will write an email about their favorite video game for the next class.	

Annexes

Instruct and model activities

How to Write Email?

Starting the e-mail
- Hi Samuel!
- My dear father...
- Dear Alex...
- Hello Michael...
- Dear Mr, Mrs, Ms...

Giving news
- Guess what. I've...
- I've got some good news my friend.
- Great news Mary, I've...
- Unfortunately, I've got bad news
- I'm afraid I have some bad news ☹
- Bad news Mary ☹

Opening sentence
- How are you?
- How's life treating you?
- How's life?
- How are things?
- Any news?
- Anything strange?
- What are you up to these days?

Closing sentence
- Well, that's all for now
- I'd better get back to work here
- I must go
- Looking forward to...
- Take care
- All the best
- All my love

Grammar Tip

Intensifiers with adjectives:
Intensifiers are words that
are placed before adjectives
to make them have
a stronger meaning.
- *Quite* easy
- *Extremely* violent
- *Really* complicated
- *Exceptionally* entertaining
- *Very* difficult
- *Totally* awesome
- *So* exciting

How to write a
Letter / email

The Perks of Learning Languages

1. Write an opening formula
2. Introduction: Initial greetings and reason why you are writing
3. Body: Divided in two paragraphs. Information that you want to transmit.
4. Conclusion: Say what you expect from the person you are writing to.
5. Closing fomula, Signature

Top Tips for writing
1. Use formulaic expressions to start and finish your email.
2. Use *'I'd prefer' + infinitive* to say which option you want to do.
3. Use informal words and expressions.
4. Respond to your friend's email in a friendly, chatty style.
5. Use a variety of structures for giving advice.
6. Don't forget to respond to all the points in your friend's email.

Guided practice activity

To: Chris Stewart
Subject: Re: Coming to Glasgow

Hi Chris,

Thanks for your email. It's great to hear from you. I can't wait to come and visit!

So, about Friday ... I'd love to see your friend's band! What kind of music do they play? I'm thinking of starting my own band so it'll be good to meet your friends and ask them about it.

On Saturday, I'd prefer to go on the boat trip on the river. I'm not really a football fan to be honest. The boat trip sounds much more chilled out!

So, you're learning Italian? I'm impressed! Why don't you try and find an Italian to practise speaking with? If you find someone who's learning English, you could do a language exchange. It's the best way to learn. You should try to read some books in Italian as well.

You asked about my skateboard. I'm sorry but I can't bring it with me to Scotland. I've got loads of stuff and it's too big to fit in my suitcase.

I'm really looking forward to seeing you!

Best wishes,

Sira

Answer this question.

You are going to spend a weekend with your friend from Scotland called Chris Stewart. Read the email you have just received from Chris and the notes you've made. Write a reply to Chris using **all** the notes (in red). You should write approximately **150 words**.

New message from Chris Stewart

Subject: Coming to Glasgow

Hi,

I'm really happy that we'll see each other next weekend! A friend of mine plays in a band and they're going to play a small concert on Friday evening. Would you like to go and see my friend playing with her group?

Great idea!

We need to decide what to do on Saturday. We could either take a trip down the River Clyde in a boat (I'm sure you'd love the beautiful scenery) or we could go and see a football match. Can you tell me which activity you'd rather do?

Tell Chris.

I wanted to ask your advice about something. I've just started to learn Italian but I only have one hour of lessons every week. Can you give me some advice on how to improve my Italian as quickly as possible?

Give some advice.

Just one final thing. You told me in your last message that you have a new skateboard. Could you bring it with you to Scotland? I'd love to have a go on it.

Not possible. Say why.

All the best,

Chris

Independent practice activity

Describing your Favorite Video Game

1. Imagine you receive an email from a friend, John, about your favorite game or video game. Your friend asks you these questions:

   a. What is the name of your favorite game or video game?

   b. Why do you like it?

   c. Do you play alone, with one other person, or in groups?

   d. Is it easy to play?

   e. What are the rules?

2. Respond to John's e-mail, by following these simple steps:

   a. Write your friend's email address:
      To: thisisanexample@live.com

   b. Write the topic of your e-mail in the subject line.
      Subject: Crash Video game.

   c. Write a greeting with your friend's name, followed by a comma.
      Hi John,

   d. Thank your friend for their email.

   e. Answer the question(s) using present tense and intensifiers (like,very, so too, totally).

   f. Finish with an informal email closing line, followed by a comma.
      See you soon,

   g. Write your name.

From: _____
(your email)
To: _____
(your friend's mail)

Subject: Video games.

Hi _____

_____

_____

_____

See you _____ ,

_____

Lesson plan 22

Class: 9no EGB Nº Students: 29	School year: 2021-2022
Language Level: A1.2	Topic: Posttest
Date: June 24th, 2022	Type of institution: Public
Teacher Student: Elizabeth Luzón	Schedule: 15h55- 17h05 Time per lesson: 70 minutes
Lesson Objectives	**Resources**
● Apply the last step of the intervention plan, make students fill-up the posttest.	-Posttest worksheet
Warm-up and Objective Discussion	
As it is the last class, the teacher gives the thanks by the time shared during the intervention plan to the whole class.	
Instruct (Teach) and Model(presentation)	
Instruct (explain) -The teacher gives students a posttest worksheet and explains each parameter of it and what they need to do to complete it.	
Guided Practice(development)	
Students are given enough time to complete the pre-test worksheet.	
Independent practice(assesment)	

Assessment	

Annex Posttest

UNIVERSIDAD NACIONAL DE LOJA

FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS
DATA COLLECTION SOURCE: PRE / POST TEST

Year: 9th year of EGB
Date:
Code: UEDMBV9B

Please answer the following test. The answers will be anonymous.

1. MEANING (The concept and what items it refers to)

c. Complete the sentences with one word from the box. There's one extra option. (2p)

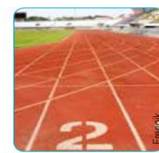| champion	score	tied	tournament	team

a. This _____ is short. It has only twelve matches.

b. The match is _____ . The score is 2-2

c. I don't want my favorite _____ to lose, but the score is 1-0.

d. Real Madrid is the _____ this year.

d. Match the sentences with the pictures. Pay attention to the words in black. Write the letters (2p)

a. There aren't many **races** in my city.

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b. My coach is **strict**.

c. My training is **exhausting**.

d. **Athletes** run on a track.

2. USE (it involves the grammatical functions of the word or phrases)

c. Match the descriptions with the choices in front. Write the letter in the circle. There's one extra option.   (2 p)

A- a traditional market

B- an electronic music festival

◯

Tomorrowland is

◯

Richard Caparaz is

C- an Ecuadorian athlete

D- a talented artist

◯

A handicraftsman is

◯

An adventure video game is

E- a challenge for players

d. Complete the sentences with one verb from the box. Use the simple present or present continuous. (2 p)

play	win	talk	train	take	sign

a. Right now, the reporters _____ to Lionel Messi about his last match.

b. Many soccer teams _____ games at Estadio Olimpico Atahualpa.

c. Antonio Valencia _____ some autographs, and he _____ selfies with his fans after every game.

d. Both Barcelona and Emelec _____ in Guayaquil. However, they _____ games in Quito at this moment.

3. FORM (it involves the spelling or written form of the words)

e. Circle the word that fits the sentence. (2 p)

a. Susan and Mike are CYCLING/ENJOYING/VISITING/TAKING Otavalo.

b. Susan and Mike are CYCLING/ENJOYING/VISITING/TAKING their trip to Otavalo a lot.

c. Susan and Mike are going CYCLING/ENJOYING/VISITING/TAKING in two hours.

d. Mike is CYCLING/ENJOYING/VISITING/TAKING some pictures right now.

Thank you for your collaboration!