



NATIONAL UNIVERSITY OF LOJA
AREA OF EDUCATION, ART AND COMMUNICATION
ENGLISH LANGUAGE CAREER

**METHODOLOGICAL STRATEGIES OF TEACHING-LEARNING
TO DEVELOP COMMUNICATIVE SKILLS IN ENGLISH AS A
FOREIGN LANGUAGE WITH CHILDREN OF 3RD YEAR OF
BASIC EDUCATION AT “VICTOR EMILIO VALDIVIESO”
NEIGHBORHOOD SCHOOL PERIOD 2010-2011**

THIS IS PREVIOUS TO OBTAIN THE
LICENTIATE'S DEGREE IN SCIENCES OF
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SPECIALIZATION

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CERTIFICATION

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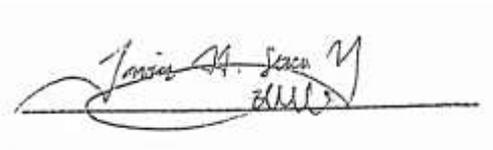
Lic. Javier Neptalí Saca Valarezo

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CERTIFIES:

That The present research work entitled: **METHODOLOGICAL STRATEGIES OF TEACHING-LEARNING TO DEVELOP COMMUNICATIVE SKILLS IN ENGLISH AS A FOREIGN LANGUAGE WITH CHILDREN OF 3RD YEAR OF BASIC EDUCATION AT “VICTOR EMILIO VALDIVIESO” NEIGHBORHOOD SCHOOL PERIOD 2010-2011.** Of the responsibility of the ungraduate student **ANDREA STHEFANIA CARRIÓN FÉRNANDEZ** . if has been thoroughly revised and fully analyzed I therefore authorize its presentation for the pertinent legal alms.

Loja, november 23, 2011

A handwritten signature in black ink, appearing to read 'Javier N. Saca V.', is written over a horizontal line. The signature is stylized and somewhat cursive.

Javier Neptalí Saca Valarezo

THESIS DIRECTOR

AUTORSHIP

The whole criteria, analysis, concepts presented in this action research work, are of the author's responsibility. They can be used as a consultant bibliography.

Andrea Sthefanía Carrión Fernández

ACKNOWLEDGEMENT

I want to express my gratitude to the National University of Loja, the Area of Education, Art and Communication, English Language Career by their hard work and dedication; because the teachers had developed an excellent teaching learning process with me.

In the same way my thankfulness to the teachers of the English Language Career, especially to Mgs. Mariano Castillo who has given me all his support and time as my thesis Director to finish this action thesis report.

Also I want to thank to the Community of the “Victor Emilio Valdivieso” neighborhood especially to the children, who came to classes frequently to learn the English Language and share nice moments.

THE AUTHOR

DEDICATION

I want to dedicate this work to first God, because he gave me the strength to go on, and of course to my dear family who have trusted in me, and also to my dear children of the “Victor Emilio Valdivieso” neighborhood, because their beautiful faces were the main reason to undertake and continue with this hard but rewarding work.

Thank you and God always guide our lives.

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a. HEME

METHODOLOGICAL STRATEGIES OF TEACHING-LEARNING TO DEVELOP COMMUNICATIVE SKILLS IN ENGLISH AS A FOREIGN LANGUAGE WITH CHILDREN OF 3RD YEAR OF BASIC EDUCATION AT "VICTOR EMILIO VALDIVIESO" NEIGHBORHOOD SCHOOL PERIOD 2010-2011.

b. SUMMARY

The present research work entitled: methodological strategies of teaching-learning to develop communicative skills in English as a foreign language with children of 3rd year of basic education at “Victor Emilio Valdivieso” neighborhood, school period 2010-2011, has as purpose to develop methodological strategies during the teaching learning process. The methods applied were audio lingual, total physical response, communicative language teaching, direct, and notional functional. The strategies applied were role-plays, songs, games etc; besides the instrument applied was a diagnostic test; and for planning the English classes was used an annual plan, unit plans and lesson plans; through them it was possible to develop the communicative skills of English as a foreign language. The principal results that I found during the community program intervention was that the applied methodological strategies helped to develop the communicative skills in children during the teaching-learning process, which is evident in the children since they began to use the foreign language in a satisfactory level.

c. INTRODUCTION

The methodological strategies are very important since the same help to the students learn well during the teaching-learning process.

The communicative skills should be developed in an advanced way because these are the most used and applied in the life.

The general objective of this work was to apply methodological strategies to develop communicative basic skills in English as a foreign language with children of Basic Education in the "Victor Emilio Valdivieso" neighborhood of the Loja city.

To achieve the proposed objective first I diagnosed the English language necessities in the children. Then we proposed to develop the communicative skills through experiential workshops applying the best English language strategies. The last objective was to evaluate continuously and at the end of the Community Program Intervention the level of the development of the skills in the children.

The methods applied were the audio lingual, total physical response, communicative language teaching, direct, and notional functional. The strategies, techniques and resources applied were

role-plays, songs, games, videos, puzzles etc; besides the instruments used to facilitate the teaching-learning process was a diagnostic test; for planning the English classes was used an annual plan, unit plans and unit lesson plans for every class.

The teacher needs to get into a kind of immersion process through the use of Audio-lingual method. It is necessary the use of songs, chants, riddles, tongue twisters and other techniques that let children to adapt their ears to the new language in this case English Language. This also will help the teacher to catch the children's interest by learning the foreign language.

The Total Physical Response Method involves to the teacher and students, the teacher directs and students act, for example the instructor is the director of the stage play in which the students are the actors. During the teaching learning process, teacher gives interconnected directions which create a sequence of actions called an "operation" as student's progress and proficiency; more and more commands are added to the action sequence.

I used an innovation method called Notional-Functional Syllabuses; it lets to share feelings and thoughts between the teachers and

students with the purpose to have a good communication inside the classroom.

The Direct Method applied in a class is so important, because it is employed for a small group of students. Regularly this method is used by private schools, but in this case the number of student in the “Victor Emilio Valdivieso” neighborhood is a good option to work in a personalized way. In this case the students receive more attention by the teachers.

For all of this is so important to say that the methodology applied during the Community Program intervention was the most suitable and necessary to achieve the proposed objectives.

At the beginning of the Intervention, we did not count with the support of the English Language Career teachers and for this reason we planned the main topics that we considered that are important, but then everyone of us presented lesson plans for every class to the thesis project director.

Is important to mention that sometimes was difficult to perform the lesson plans during the class time set because there were some drawbacks; for example: the weather sometimes was terrible, the

students did not come to classes frequently, and they take care of his brothers and sisters. For all of these reasons the number of students in each class always was different.

d. REVIEW OF THE LITERATURE

1. What is method?

“In the century spanning the mid-1880s to the mid-1980s the language teaching profession was involved in a search. That search was for what was popularly called “methods” or ideally a single method, generalizable across widely varying audiences that would successfully teach students a foreign language in the classroom. Historical accounts of the profession tend therefore to describe a succession of methods, each of which is more or less discarded as a new method takes its place. We will turn to that “methodical” history of language teaching in a moment, but first we should try to understand what we mean by method. Method was described as an overall plan for systematic presentation of language based upon a selected approach”. (H. DOUGLAS BROWN, Teaching by Principles-2001, page 14)

2. What is technique?

“Techniques were the specific activities manifested in the classroom that were consistent with a method and therefore were in harmony with an approach as well. Any of a wide variety of exercises, activities, or tasks used in the language

classroom for realizing lesson objectives”. (H. DOUGLAS BROWN, Teaching by Principles-2001 page 14 and 16)

3. What is approach?

“An approach, according to Anthony, was a set of assumptions dealing with the nature of language, learning and teaching. Theoretically well-informed positions and beliefs about nature of language, the nature of language learning, and the applicability of both to pedagogical setting.” (H.DOUGLAS BROWN, Teaching by Principles-2001page 14 and 16)

4. What is strategy?

“Is a method or plan chosen to bring about a desired future, such as achievement of a goal or solution to a problem.” (H. DOUGLAS BROWN, Teaching by Principles-2001, page 14)

5. What is education?

“Education in the largest sense is any act or experience that has a formative effect on the mind, character, or physical ability of an individual. In its technical sense, education is the process by which society deliberately transmits its

accumulated knowledge, skills, and values from one generation to another” (UNESCO, Education For All Monitoring Report 2008, Net Enrollment Rate in primary education)

6. What is learning?

“Human learning may occur as part of education, personal development, school or training. It may be goal-oriented and may be aided by motivation. The study of how learning occurs is part of neuropsychology, educational psychology, learning theory, and pedagogy” (Sandman, Wadhwa, Hetrick, Porto & Peeke 2007).

7. What is evaluation?

“Evaluation is the analysis and comparison of actual progress vs. prior plans, oriented toward improving plans for future implementation. It is part of a continuing management process consisting of planning, implementation, and evaluation; ideally with each following the other in a continuous cycle until successful completion of the activity”(LinguaLinks Library, Version 4.0, published on CD-ROM by SIL International, 2009. [Ordering information])

8. MEHTODS

8.1 THE AUDIO LINGUAL METHOD

The Audio-lingual Method (AML) was firmly grounded in linguistic and psychological theory. Structural linguists of the 1940s and 1950s were engaged in what they claimed was a “scientific descriptive analysis” of various languages; teaching methodologists saw a direct application of such analysis to teaching linguistic patterns (Fries 1945) At the same time, behaviorist psychologists advocated conditioning and habit-formation models of learning that were perfectly married with the mimicry drills and pattern practices of audio-lingual methodology.

For a number of reasons, the ALM enjoyed many years of popularity, and even to this day, adaptations of the ALM are found in contemporary methodologies. The ALM was firmly rooted in respectable theoretical perspectives of the time. Materials were carefully prepared, tested and disseminated to educational institutions. “Success” could be overtly experienced by students as they practice their dialogues in off-hours. But the popularity was not to last forever.

Challenged by Wilga Rivers's (1964) eloquent criticism of the misconceptions of the ALM and by its ultimate failure to teach long-term communicative proficiency, ALM's popularity waned. We discovered that language was not really acquired through a process of habit formation and overlearning, that errors were not necessarily to be avoided at all costs, and that structural linguistic did not tell us everything about language that we needed to know. While ALM was a valiant attempt to reap the fruits of language-teaching methodologies that had preceded it in the end it still fell short as all methods do. But we learned something from the very failure of the ALM to do everything it had promised, and we moved forward. The audio-lingual method objective is to create on students communicative competences. It is done through extensive repetition and a variety of elaborated drills. It works out the phonemes, morphemes, words, structures and sentences types.

The characteristics of the ALM may be summed up in the following list (adapted from Prator and Celce- Murcia 1979)

- New material is presented in dialogue form.

- There is dependence on mimicry, memorization of set phrases, and over-learning.
- Structures are sequenced by means of contrastive analysis and taught by inductive analogy rather than by deductive explanation.
- Structural patterns are taught using repetitive drills.
- There is little or no grammatical explanation. Grammar is taught by inductive analogy rather than by deductive explanation.
- Vocabulary is strictly limited and learned in context.
- There is much use of tapes, language labs and visual aids.
- Great importance is attached to pronunciation.
- Very little use of mother tongue by teachers is permitted.
- Successful responses are immediately reinforced.
- There is a great effort to get students to produce error-free utterances.
- There is a tendency to manipulate language and disregard content. (H. DOUGLAS BROWN, Teaching by Principles-2001, page 22 and 23)

a) Techniques and Learning activities

1. Dialogue Memorization

Students memorize an opening dialog using mimicry and applied a role-playing.

2. Backward Build-up (Expansion Drill)

Teacher breaks a line into several parts; students repeat each part starting at the end of the sentence and "expanding" backwards through the sentence, adding each part in sequence.

3. Repetition Drill

Students repeat teacher's model as quickly and accurately as possible.

4. Chain Drill

Students ask and answer each other one-by-one in a circular chain around the classroom.

5. Single Slot Substitution Drill

Teacher states a line from the dialog, and then uses a word or a phrase as a "cue" that students, when repeating the line, must substitute into the sentence in the correct place.

6. Multiple-slot Substitution Drill

Same as the Single Slot drill, except that there are multiple cues to be substituted into the line.

7. Transformation Drill

Teacher provides sentences that must be turned into something else, for example a question to be turned into a statement, an active sentence to be turned into a negative statement, etc.

8. Question-and-answer Drill

Students should answer or ask questions very quickly.

9. Use of Minimal Pairs

Using contrastive analysis, teacher selects a pair of words that sound identical, except for a single sound that typically poses difficulty for the learners - students are to pronounce and differentiate the two words.

10. Complete the Dialogue.

Selected words are erased from a line in the dialog - students must find and insert.

11. Grammar Games

Various games designed to practice a grammar point in context, using lots of repetition.

b) Activities

The use of drills and patterns practice is one the features of the Audio-lingual Method.

1. Repetition: the students repeat an utterance aloud as soon as they hear it.

2. Inflection: One word in an utterance appears in other form when is repeated.

3. Replacement: One word in an utterance is replaced by another.

4. Restatement: The students rephrase an utterance and address it to someone else, according to instructions.

5. Completion: the students hear an utterance that is uncompleted just for one word, then they repeats the utterance in complete form.

6. Transposition: A change in word order is necessary when a word is added.

7. Expansion: when a word is added, it takes a specific place in the sequence.

8. Contraction: a single word stands for a phrase or clause.

9. Transformation: A sentence is transformed by being made negative or interrogative or through changes in tense, mood, voice, aspect or modality.

10. Integration: Two separates utterances are integrated into one.

11. Rejoinder: the students make an appropriate rejoinder to a given utterance.

12. Restoration: The students are given a sequence of that have been cut from a sentence, they have to put in the correct order by adding some words.

8.2 TOTAL PHYSICAL RESPONSE METHOD

Already in the late 1800s, a French teacher of Latin by the name of Francois Gouin was hard at work devising a method of language teaching that capitalized on the way children naturally learn their first language, through the transformation of perceptions into conceptions and then the expression of those conceptions using language. His approach became known as the *Series Method*, involving direct conceptual teaching of language using series of inter-connected sentences that are simple and easy to perceive, because the language being used can be directly related to whatever the speaker is doing at the immediate time of utterance. His thinking was well ahead of his time, and the Series Method became swamped in the enthusiasm surrounding the other new approach at the time in the form of the Direct Method.

One of the primary objectives underlying Asher's Total Physical Response methodology was that learning needed to become more enjoyable and less stressful. Asher thought that a natural way to accomplish this was to recreate the natural way children learn their native language, most notably through facilitating an appropriate "listening" and "comprehension" period, and encourage learners to respond using right-brain motor skills rather than left-brain language "processing".

Some features of the Total Physical Response method:

1. The teacher directs and students "act" in response - "The instructor is the director of a stage play in which the students are the actors"
2. Listening and physical response skills are emphasized over oral production.
3. The imperative mood is the most common language function employed, even well into advanced levels. Interrogatives are also heavily used.

4. Whenever possible, humor is injected into the lessons to make them more enjoyable for learners.

5. Students are not required to speak until they feel naturally ready or confident enough to do so.

6. Grammar and vocabulary are emphasized over other language areas. Spoken language is emphasized over written language.

a) Techniques and Learning activities

Larsen-Freeman, in her book *Techniques and Principles in Language Teaching* (1986:118-120) provides expanded descriptions of some common/typical techniques closely associated with TPR. The listing here is in summary form only.

1. Using Commands to Direct Behavior

The use of commands requiring physical actions from the students in response is the major teaching technique.

2. Role Reversal

Students direct the teacher and fellow learners.

3. Action Sequence

Teacher gives interconnected directions which create a sequence of actions also called an "operation" - as students' progress in proficiency, more and more commands are added to the action sequence. Most everyday activities can be broken down into a sequence of action.

b) Activities

1. Imperative drills: are the major classroom activities in the TPR. They are used to elicit physical actions and activity from the part of the learners.
2. Role-plays: they are center on everyday situations.
3. Slide presentation: teach students by showing picture actions.
4. Giving commands: teacher gives the commands and students do them.

8.3 COMMUNICATIVE LANGUAGE TEACHING METHOD.

All the methods described so far are symbolic of the progress foreign language teaching ideology underwent in the last century.

These were methods that came and went, influenced or gave birth to new methods - in a cycle that could only be described as competition between rival methods or even passing fads in the methodological theory underlying foreign language teaching. Finally, by the mid-eighties or so, the industry was maturing in its growth and moving towards the concept of a broad "approach" to language teaching that encompassed various methods, motivations for learning English, types of teachers and the needs of individual classrooms and students themselves. It would be fair to say that if there is any one umbrella approach to language teaching that has become the accepted "norm" in this field, it would have to be the Communicative Language Teaching Approach. This is also known as CLT.

a) Basic Features of CLT

David Nunan (1991:279) lists five basic characteristics of Communicative Language Teaching:

1. An emphasis on learning to communicate through interaction in the target language.

2. The introduction of authentic texts into the learning situation.
3. The provision of opportunities for learners to focus, not only on the language but also on the learning process itself.
4. An enhancement of the learner's own personal experiences as important contributing elements to classroom learning.
5. An attempt to link classroom language learning with language activation outside the classroom.

b) Techniques

1. Dialogues: through these activities students develop confidence, fluency, and accuracy. These activities are based on grouping students build a dialogue up or practice one.
2. Role plays: Let`s students to practice a dialogue, the two students practice it and each of them has the opportunity of interviewing.
3. Dramatization: This activity allows students to dramatize a character of a story, novel or fable.
4. Vocabulary: The vocabulary can be taught trough flashcards, matching pictures with their meaning,

memorization, building up sentences and so on. Besides, each new vocabulary is practiced.

8.4 DIRECT METHOD

The “naturalistic”-simulating the “natural” way in which children learn first languages-approaches of Gouin and a few of his contemporaries did not take hold immediately. A generation later, applied linguistics finally established the credibility of such approaches. Thus it was that at the turn of the century, the Direct Method became quite widely known and practiced.

The basic premise of the Direct Method was similar to that of Gouin’s Series Method, namely, that second language learning should be more like first language learning-lost of oral interaction, spontaneous use of the language, no translation between first and second languages, and little or no analysis of grammatical rules.

Richards and Rodgers summarized the principles of the Direct Method:

a) Principles of the Direct Method

1. Classroom instruction was conducted exclusively in the target language.
2. Only everyday vocabulary and sentences were taught.
3. Oral communication skills were built up in a carefully graded progression organized around questions and answer exchanges between teachers and students in small, intensive classes.
4. Grammar was taught inductively.
5. New teaching points were taught through modeling and practice.
6. Concrete vocabulary was taught through demonstration, objects and pictures; abstract vocabulary was taught by association of ideas.
7. Both speech and listening comprehension were taught.
8. Correct pronunciation and grammar were emphasized.

The Direct Method enjoyed considerable popularity at the beginning of the twentieth century. It was most widely accepted in private language schools where students were highly motivated and where native speaking teachers could be employed. One of the best known of its popularizers was Charles Berlitz (who never used the term Direct Method and chose instead to call his the

Berlitz Method). To this day “Berlitz” is a household word; Berlitz language is thriving in every country of the world.

But almost any “method” can succeed when clients are willing to pay high prices for small classes, individual attention, and intensive study. The Direct Method did not take well in public education, where the constraints of budget, classroom, size, time and teacher background made such a method difficult to use. Moreover, the Direct Method was criticized for its weak theoretical foundations. Its success may have been more a factor of the skill and personality of the teacher than of the methodology itself.

By the end of the first quarter of the twentieth century, the use of the Direct Method had declined both in Europe and in the US. Most language curricula returned to the Grammar Translation Method or to a “reading approach” that emphasized reading skills in foreign languages. But it is interesting that by the middle of the twentieth century, the Direct Method was revived and redirected into what was probably the most visible of all language teaching “revolutions” in the modern era, the Audio-lingual Method. So even this somewhat short-lived movement in language teaching would reappear in the changing winds and shifting sands of

history. (H. DOUGLAS BROWN, Teaching by Principles-2001, Pages 21 and 22)

b) Techniques

Speaking and listening are practiced.

Grammar is taught inductively

Every class vocabulary and sentences are taught

New teaching points are introduced orally

Vocabulary is taught through demonstrations, pictures, mime.

Classroom instructions are conducted in target language.

Emphasize in the correct pronunciation and grammar.

8.5 NOTIONAL FUNCTIONAL METHOD

As the innovative methods of the 1970s were being touted by some and criticized by many, some significant foundations for future growth were being laid in what soon came to be popularly known as the Notional Functional Syllabus. Beginning with the work of the Council of Europe (Van Ek and Alexander 1975) and later followed by numerous interpretations of "notional" syllabuses (Wilkins 1976), Notional-Functional Syllabuses (hereafter referred to as NFS) began to be used in the United Kingdom in the 1970s.

The distinguishing characteristics of NFS were its attention to functions as the organizing elements of English Language Curriculum, and its contrast with a structural syllabus in which sequenced grammatical structures served as the organizers. Reacting to methods that attended too strongly to grammatical form. The NFS focused strongly and in some of its interpretation, exclusively on the pragmatic purposes to which we put language. As such, it was not a method at all. It was close to what we can call “approach” but it was more specifically focused on curricular structure than a true approach would be.

“Notions”, according to Van Ek and Alexander (1975), are both general and specific. General notions are abstract concepts such as existence, space, time, quantity and quality.

The “functional” part of NFS corresponded to language functions. Curricula were organized around such functions as identifying, reporting, denying, accepting, declining, asking permission, apologizing, etc. Van Ek and Alexander listed some seventy different language functions.

The NFS quickly provided popular underpinnings for the development of communicative textbooks and materials in English language courses. The functional basis of language programs has

continued to the present day. In Brown (1999), for example, the following functions are covered in the first several lessons of an advanced beginner's textbooks:

a) Techniques

The following functions are covered in the first several lessons of advanced beginners textbook:

Introducing self and other people.

Exchanging personal information

Asking how to spell someone's name

Giving commands

Apologizing and thanking

Identifying and describing people.

Asking for information

8.6 Testing

By Testing your students you can realize what your students know and in what aspects they need to improve. Tests are means of checking the results of your teaching and if the students are learning.

The three purpose of testing are:

To determine appropriate types of test placement

To diagnose problems

To check on achievement and progress.

These are the different types of test that best go with these purposes.

Placement test: it helps to determine the level of students in order to place them in the appropriate level.

Diagnostic test: let teacher realize of students' strength and weakness in the macro-skills of reading, writing, listening, speaking. Its purpose is to give feedback.

Achievement test: assesses what students have achieved so far in the course.

Progress test: measures or assesses the extent that short-term course objectives have been achieved by the students and to measure how much progress they are doing towards the final goals of the course.

Final achievement test: measure if the students have achieved the course objectives or not.

Proficiency test: the purpose is to measure the students' ability without regard the course they had followed.

9. COMMUNICATIVE COMPETENCES

Communicative competences are the skills that the learners need to know in order to communicate appropriately within a particular language. It involves not only know the vocabulary or grammar and other aspects of linguistic structure but also when to speak, what to say to whom and how to say it in any given situation.

9.1 LISTENING

Listening is a receptive skill and it involves responding to language rather than producing it. It center in the meaningful sounds of the language. This skill is sometime neglected by teachers and not sufficiently practiced. It is vital, however, that language learners get lots of opportunities to hear the language being spoken, they need to get used to the sounds and rhythms of the new language so they can understand it and so they can learn to produce it themselves.

There is a large variety of different types of listening in real life, look at some of the more common situations in which leaving in a modern environment could need to use their listening skills.

Someone who only needs to handle casual social contacts with speaker of English will be more interested materials that involve

conversational skills than in the sort of materials that could be used to develop the skills necessary for successful listening to lectures. Not all the students will have a precise set of reasons for learning English, but in many cases you will be able to draw up a rough list of the situations in which your students need, or would like to be able to listen with success. This will be very useful as a first step to deciding what materials and exercises to choose or create.

a) Sub-skills

1. Listening for gist: Is to identify the main idea of the listening.

2. Listening for individual sounds: To hear the differences between common sounds and how the mood of people is.

3. Listening for detail: Identify important words or information in what someone has just said.

4. Listening for specific information: To listen for specific information such as: addresses, directions.

5. Note-taking: to write down what is listened.

6. Understanding body language: To see how a person is feeling while you are listening.

b) Teaching Activities

Among Teaching Activities we have:

1. Predicting through vocabulary: Students are given a list of new vocabulary before start listening a conversation. It helps students when they are listening.

2. Listening for specific information: Students have to listen to a record, conversation and so forth, and they have to check the statements true or false

3. Putting items in the right order: Students have to listen to the track and then number the items, statements in the right order.

4. True-false statements: the same as the before task learners have to listen and after circle if the sentences are true or false.

5. Opened-Ended questions: students have to answer with short answer to informative or yes-no questions.

6. Multiple choice questions: Students have to choose the best answer among some answers. They have to circle or underline it.

7. Note-taking: As the students listen they have to write down details about the topic given.

8. Authentic listening: They have to listen for specific information.

9.2 SPEAKING

As you know the speaking skill is really important and necessary to practice, however the most of students have different abilities and levels of confidence about speaking in English. Some may, be shy about speaking English, be nervous about making mistakes, be embarrassed if they get sometimes wrong, give up very easily if they don't know the right word, are more willing to take risk and as long as they get their message across, don't worry too much about making mistakes. Speaking is a productive skill. It involves using speech to communicate other people the message.

a) Sub-skills

Among speaking skills we have:

1. Appropriacy: The style of the language in a particular situation. It can be formal or informal.

Intonation: It is the movement of the level of the voice.

Accuracy: Is the correct use of grammar, vocabulary and pronunciation while speaking.

2. **Fluency or accuracy:** An important part of developing autonomy for a learner is understanding the process of learning and becoming actively involved by making informed choices it is important to be very explicit about what we are doing and why. It means to speak without hesitation, repetition, and self-correction and with a normal speech.
3. **Contractions:** It is reduced a word by contracting it.
4. **Connected speech:** All words join together to make a connected stream of sounds.
5. **Interaction:** to communicate by using eye-contact or facial expressions.
6. **Word Stress:** When the speaker says the word with energy, with more length and sound.

b) Teaching Activities

1. **Making corrections when eliciting responses:** When you elicit responses from students you should correct the mistakes they make but not being too rigid. It is better to correct errors after the student has finished talking.
2. **Restricted oral Practice:** Give students a topic to speak and also give them time.

3. Repetition: give students a sentence and make them to repeat it.

4. Echo questions: Give students sentences in order they change them into questions.

5. Question and Answers: Give students some questions and they have to answer them changing the answers.

6. Simple Substitution: Give a model of question to students and they have to substitute a word from it. It can be done using a four-line dialogue.

7. Chaining: It is a good activity to practice pronunciation and length of the words. Students are given a sentence and they have to tell the teachers sentence and add their own one.

8. Games: Give students a speaking game that let them practice speaking. There are varieties of games to develop all the four skills.

9. Role plays: give students a model of conversations where they can switch roles and practice it. You can ask students to tell it in front of the class. (DÁVILA Carmen, and BRAVO VALDIVIESO, Amable, La Comunicación en Idioma Inglés-2007)

e. METHODS AND MATERIALS

To carry out our Intervention Program at “Victor Emilio Valdivieso” neighborhood, firstly I applied a diagnostic evaluation (Annex 5) in order to know the students weakness and their learning necessities of the English language. With the diagnostic results I organized the contents to be taught, which were planned in a general plan and by units (Annex 2 and Annex 3).

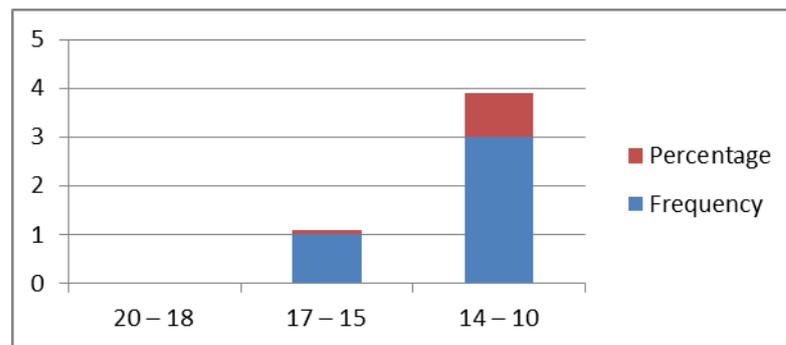
Since the purpose of our project is to develop communicative skills of the English language, I chose the best methods, techniques and strategies to improve the listening and speaking skills; which were planned through daily lesson plans (Annex 4), and applied in every single class.

In order to know the students learning level and to identify the teaching problems found during the process, I applied a continuous and formative evaluation through classroom activities, dialogues, role-plays, worksheets, homework and unit lessons. Besides, at the end of our teaching learning process with my group of students (Annex 1), I performed a “Pedagogical demonstration” in order to let parents, teacher and community know the communicative skills acquired by the children.

f. RESULTS

DIAGNOSTIC TEST RESULTS

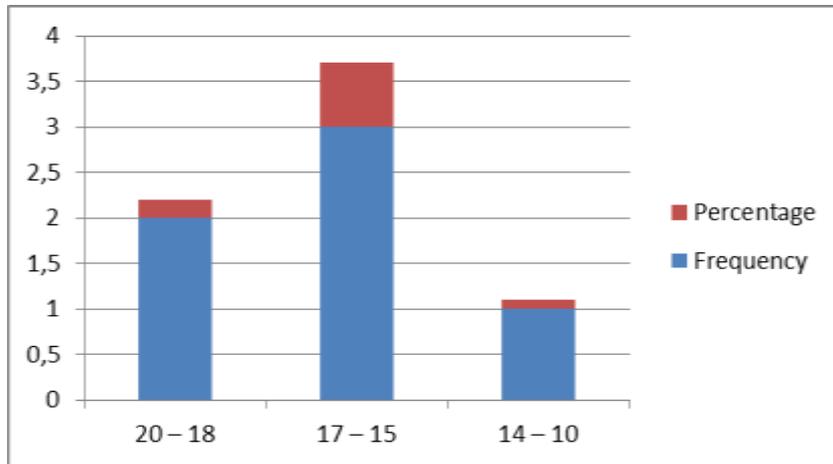
Knowledge level of the children	Frequency	Percentage
20 – 18	0	0%
17 – 15	1	10%
14 – 10	3	90%



As the graphic shows, nobody of students has English Language knowledge from 20-18 and it represents the 0%. One student has English Language knowledge from 17-15 and it represents the 10%. Four students have English Language knowledge from 14-10 and it represents the 90%.

CONTENTS LEARNED RESULTS

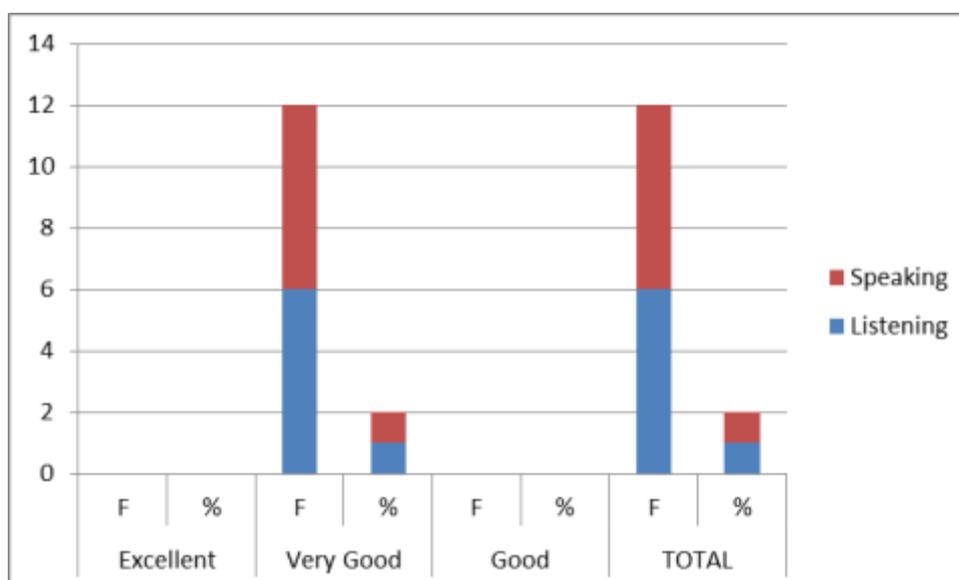
Knowledge level of the children	Frequency	Percentage
20 – 18	2	20%
17 – 15	3	70%
14 – 10	1	10%



As the graphic shows, two students has English Language knowledge from 18-20 and it represents the 20%. Three students have English Language knowledge from 17-15 and it represents the 70%. One student has English Language knowledge from 10-14 and it represents the 10'.

**RESULTS OF THE DEVELOPMENT OF THE COMMUNICATIVE
COMPETENCES LEVEL**

COMPETENCES	Excellent		Very Good		Good		TOTAL	
	F	%	F	%	F	%	F	%
Listening	0	0	6	100%	0	0	6	100%
Speaking	0	0	6	100%	0	0	6	100%



As the graphic shows, nobody of students has an excellent English Language level and it represents the 0%. All the students have a very good English Language level and it represents the 100%. Nobody of students has a good English Language level and it represents the 0%.

g. DISSCUSION

- Didactic strategies as process to develop knowledge.

“A method or plan chosen to bring about a desired future, such as achievement of a goal or solution to a problem.” (Cambridge University Press, 2010)

Classroom Activities: Classroom activity is a teaching approach and a set of techniques. The approach is that the more you know about what and how students are learning; the better you can plan learning activities to structure your teaching. The techniques are mostly simple, non-graded, anonymous, in-class activities that give both you and your students useful feedback on the teaching-learning process. (DÁVILA Carmen, BRAVO Amable, Universidad Nacional de Loja Modulo 4-2007)

Dialogues were good strategy, because they are useful when children are learning the English language as a second language, through dialogues the children could develop the speaking skill and improve their pronunciation. But some of them, they would not like to talk and for that reason they didn't like to participate.

I used role- plays as a strategy many times; role plays were useful, because they liked to imagine and demonstrate the acquired knowledge through a role play. Sometimes they did not like to do a role play with their partner because they didn't have a good friendship.

They loved to play while they were learning. For every class I planned different games about to the classroom topic. Through games children learn the English Language in an enjoyable way.

The songs are good and excellent strategy to develop the Listening skill and for that reason I applied a lot of songs to my students especially at the beginning of each unit. They were motivated for learning in a good and way. Many times we did not have the enough and adequate resources and environment to develop the Listening skill. They didn't have a tape recorder and we didn't have silence for this reason they couldn't pay attention and concentrate.

The most of students did not like to do homework, because they said that they do not have time, they have to do homework from their schools, and they have to help in their houses etc.

2. The elements of a lesson plan as a system and didactic process

Lesson plan has to be done before very lesson. Unless your work with another teacher in the classroom, you should do it alone. If you have done a unit plan, then the lesson plan is easier, because you know what's gone before and you know what's coming after. Lessons Plans have been developed in coherent units of work. They have identified the learning objectives and outcomes and indicate the activities that will enable these to be achieved. They show a sequence of activities that will promote progression and some information about the amount of time needed to cover the objectives. The Lessons Plans that we are going to

use will be done during the program intervention. (DÁVILA Carmen, BRAVO Amable, Universidad Nacional de Loja- Módulo 3 Julio 2007).

The lesson plans were an excellent and essential strategy for teaching to the children, in the lesson plan I wrote and planned the topic of the class with the purpose to introduce the topic in a good way. Sometimes the time was not enough and students did not come to classes regularly and I had to continue with my lesson plans and some of the students acquired more knowledge than others.

3. Results of the Community Program Intervention

Diagnostic Test Results: With the purpose to diagnose the English knowledge level of each student was applied a diagnostic test at the beginning of the Community Program Intervention and the results were the following: nobody of students has English Language knowledge from 20-18 and it represents the 0%. One student has English Language knowledge from 17-15 and it represents the 10%. Three students have English Language knowledge from 14-10 and it represents the 90%.

Contents Learned Result: After a hard but rewarding work the contents learned results were evaluated through a pedagogical demonstration and the obtained results were the following: two students have English Language knowledge from 18-20 and it represents the 20%. Three students have English Language knowledge from 17-15 and it represents the 70%. One student has English Language knowledge from 10-14 and it represents the 10%.

Results of the development of the communicative competences level: Communicative competences are the skills that the students need to know in order to communicate appropriately in any particular situation. It involves not only know the vocabulary or grammar and other aspects; it involves what to say to whom and how to say it in any given situation. For these reasons Listening and Speaking are the most suitable communicative competences taught in the children of “Victor Emilio Valdivieso” neighborhood and the obtained results were the following: nobody of students has an excellent English Language level and it represents the 0%. All the students have a very good English Language level and it represents the 100%. Nobody of students has a good English Language level and it represents the 0%.

h. CONCLUSIONS

Once I have developed the research work about the methodological strategies of teaching-learning to develop communicative skills in English as a foreign language with children of 3rd year of basic education at “Victor Emilio Valdivieso” neighborhood school period 2010-2011, I have the following conclusions.

- The use of appropriate strategies help to students develops communicative skills in a good level.
- Listening and Speaking are the communicative competences that must be developed in the children that live in this neighborhood because these help to students to communicate and give information to the foreign people that visit the place.
- The didactic material made by the thesis applicants allow motivate to the children and achieve better results in the teaching-learning process.
- The motivation is essential as an incentive for children to continue attending classes and develop the English language in a good level.

i. RECOMMENDATIONS

- The thesis applicants find good and appropriate strategies for teaching the English Language in a better and dynamic way.
- The thesis applicants should plan according to the learning necessities and level of the children.
- The community of “Victor Emilio Valdivieso” neighborhood improve the infrastructure of the Communal House; because the children need an adequate space for learning in a good way and developing the Listening skill into the English teaching learning process.
- The authorities of the National University of Loja continue work with the Community Program Intervention “Caminemos Juntos” at “Victor Emilio Valdivieso” neighborhood.

j. BIBLIOGRAPHY

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MG. CARMEN DÁVILA DE T and DR. AMABLE BRAVO VALDIVIESO, Julio 2007, La Comunicación en Idioma Inglés.

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HORMY A.S, "The Situational Approach in Language Teaching" A Series of Three Articles in English Language Teaching, 1950.

NAIMAN, N (1992) "A Communicative Approach to Pronunciation Teaching" Oxford University Press.

k. ANNEXES



NATIONAL UNIVERSITY OF LOJA
AREA OF THE EDUCATION, ART AND COMMUNICATION
ENGLISH LANGUAGE CARRER

LESSON PLAN ONE

1. INFORMATIVE DATA

1.1 Programa de desarrollo comunitario:	"Caminemos Juntos"
1.2 AREA:	Foreign language
1.3 CLASS:	3rd Year of Basic Education
1.4 LEVEL AND NUMBER OF LEARNERS:	Beginners (2)
1.5 THESIS ADVISOR:	Mg Sc. Mariano Castillo
1.6 THESIS APPLICANT:	Andrea Sthefania Carrión
1.7 DATE:	January 25 th , 2011
1.8 TIMING:	16h00 to 17h30
1.9 SCHOOL YEAR:	2010-2011
1.10 TOPIC:	"Colors and Classroom Objects"

2. MAIN AIMS.

- ❖ To talk about classroom objects
- ❖ To identify the colors

3. METHODOLOGY.

METHODS

Communicative language teaching
Audio-lingual
Total physical response

TECHNIQUES

Dialogues
role-play
Questions and answers
Individual work
Pair work

4. INTRODUCTORY ACTIVITIES (lead in)

To sing a song

Hello

Hello. I'm a Ricky Red.
Look! I have one pen and
I'm ready for school

Hello. I'm Gracie Green
Look! I have two books and
I'm ready for school

Hello. I'm Bobby Blue.
Look! I have three erasers and
I'm ready for school.

Hello. Do you hear the bell ring?
It's time for school and
We're ready to go.

5. TIMETABLE FIT.

This lesson takes place from 16h00 to 17h30 pm. On Tuesday. The students develop some listening and speaking skills.

6. PRESENTATION TECHNIQUES.

BEGINNING

- ❖ Teacher sticks some flashcards on the board and asks to students "Do you know What color is it?"
- ❖ Teacher accepts student's answers.
- ❖ T. says the topic of the class to the students.

DURING

Task 1:

- T. says the colors to the students (yellow,blue,red,green,orange,pink, brown and black).
- T. says to the students repeat and identify each color.
T. gives to students a sheet of paper and they paint with watercolors the color that teacher says.

For example:

Paint the color blue

Paint the color yellow

AFTER

- ❖ Teacher takes notes and makes observations about the class.

7. ACHIVEMENT LEVEL.

- ❖ Students know what color is it?

8. TEACHING AIDS: MATERIALS.

- ❖ Flashcards
- ❖ Work sheet.
- ❖ Tape Recorder
- ❖ CD
- ❖ Watercolors

9. EVALUATION.

- ❖ Teacher says to students:

For example:

Take the color blue and stick on the board.

10. BIBLIOGRAPHY.

HERRERA Mario and PINKLEY Diane, **Backpack 1**. Second Edition.

11. OBSERVATIONS.

12. SIGNATURES.

Dr. Vicente Riofrio
COORDINATOR OF THE PROGRAM

Mg Sc. Dr. Mariano Castillo
THESIS ADVISOR

Andrea Sthefania Carrión
THESIS APPLICANT



NATIONAL UNIVERSITY OF LOJA
AREA OF THE EDUCATION, ART AND COMMUNICATION
ENGLISH LANGUAGE CARRER

LESSON PLAN TWO

1. INFORMATIVE DATA

1.1 Programa de desarrollo comunitario:	"Caminemos Juntos"
1.2 AREA:	Foreign language
1.3 CLASS:	3rd Year of Basic Education
1.4 LEVEL AND NUMBER OF LEARNERS:	Beginners (2)
1.5 THESIS ADVISOR:	Mg Sc. Mariano Castillo
1.6 THESIS APPLICANT:	Andrea Sthefanía Carrión
1.7 DATE:	January 27 th , 2011
1.8 TIMING:	16h00 to 17h30
1.9 SCHOOL YEAR:	2010-2011
1.10 TOPIC:	"Numbers and Classroom Objects"

2. MAIN AIMS.

- ❖ To make introductions
- ❖ To talk about classroom objects
- ❖ To identify the numbers from 1 to 10

3. METHODOLOGY.

METHODS

Communicative language teaching
Audio-lingual
Total physical response

TECHNIQUES

Dialogues
role-play
Questions and answers
Individual work
Pair work

a. INTRODUCTORY ACTIVITIES (lead in)

Dynamic

Have pairs of students role- play. The teacher with her students will use their names for doing a dialogue.

For example:

Teacher: Hi My name is Miss Andrea. What is your name?

Marianella: My name is Marianella

Olger: Hi My name is Olger.

4. TIMETABLE FIT.

This lesson takes place from 16h00 to 17h30 pm. On Thursday. The students develop some listening and speaking skills.

5. PRESENTATION TECHNIQUES.

BEGINNING

- ❖ Teacher shows to students some flashcards about the classroom objects. Teacher names each classroom object.
- ❖ Teacher shows to students flashcards about numbers from 1 to 10 and they have to recognize and memorize the numbers.
- ❖ T. says the topic of the class to the students.

DURING

Task 1:

- ❖ T. gives to students the workbook and they have to write his or her name.
- ❖ T. invites to students to draw and color themselves.
- ❖ T. gives to students some sticker of numbers from 1 to 10 and they have to stick on a sheet of paper the numbers that teacher says.

For example:

Stick on the paper number 5

Stick on the paper number 8

AFTER

- ❖ Teacher takes notes and makes observations about the class.

6. ACHIVEMENT LEVEL.

- ❖ Students know what number is it?

7. TEACHING AIDS: MATERIALS.

- ❖ Flashcards
- ❖ Work sheet.
- ❖ Tape Recorder

❖ CD

8. EVALUATION.

Teacher says to students:

For example:

Give me number 4 and the teacher keeps the number in a bag.

9. BIBLIOGRAPHY.

HERRERA Mario and PINKLEY Diane, **Backpack 1**. Second Edition.

10. OBSERVATIONS.

11. SIGNATURES.

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NATIONAL UNIVERSITY OF LOJA
AREA OF THE EDUCATION, ART AND COMMUNICATION
ENGLISH LANGUAGE CARRER

LESSON PLAN THREE

1. INFORMATIVE DATA

1.1 Programa de desarrollo comunitario:	"Caminemos Juntos"
1.2 AREA:	Foreign language
1.3 CLASS:	3rd Year of Basic Education
1.4 LEVEL AND NUMBER OF LEARNERS:	Beginners (2)
1.5 THESIS ADVISOR:	Mg Sc. Mariano Castillo
1.6 THESIS APPLICANT:	Andrea Sthefania Carrión
1.7 DATE:	January 1 st , 2011
1.8 TIMING:	16h00 to 17h30
1.9 SCHOOL YEAR:	2010-2011
1.10 TOPIC:	"Colors, Numbers and Classroom Objects"

2. MAIN AIMS.

- ❖ To talk about classroom objects
- ❖ To identify the colors
- ❖ To ask and answer What's this? And What color is it?

3. METHODOLOGY.

METHODS

Communicative language teaching
Audio-lingual
Total physical response

TECHNIQUES

Dialogues
role-play
Questions and answers
Individual work
Pair work

a. INTRODUCTORY ACTIVITIES (lead in)

To sing a song again

Hello

Hello. I'm a Ricky Red.
Look! I have one pen and

I'm ready for school!

Hello. I'm Gracie Green
Look! I have two books and
I'm ready for school

Hello. I'm Bobby Blue.
Look! I have three erasers and
I'm ready for school.

Hello. Do you hear the bell ring?
It's time for school and
We're ready to go.

4. TIMETABLE FIT.

This lesson takes place from 16h00 to 17h30 pm. On Tuesday. The students develop some listening and speaking skills.

5. PRESENTATION TECHNIQUES.

BEGINNING

- ❖ Teacher sticks some flashcards on the board and asks to students "Do you know What color is it?".
- ❖ Teacher accepts student's answers.
- ❖ T. says the topic of the class to the students.

DURING

Task 1:

- ❖ T. remembers the colors to the students
(yellow,blue,red,green,orange,pink, brown and black).
- ❖ T. remembers the numbers to the students.
- ❖ T. remembers the classroom objects to the students.
- ❖ T. writes on the board the two questions? What is this? and What color is it?. T. makes sure to students and shows some classroom objects and asks to students.

For example:

T. shows to students a pencil and asks.

Teacher: What is this?

Students: It is a pencil.

Teacher: What color is it?

Students: It is red

AFTER

- ❖ Teacher takes notes and makes observations about the class.

6. ACHIVEMENT LEVEL.

Students know what is this and what color is it?

7. TEACHING AIDS: MATERIALS.

- ❖ Flashcards
- ❖ Work sheet.
- ❖ Tape Recorder
- ❖ CD

8. EVALUATION.

- ❖ T. shows to students two flash cards and asks:
It is a pencil or a pen?
It is a backpack or a crayon?

9. BIBLIOGRAPHY.

HERRERA Mario and PINKLEY Diane, **Backpack 1**. Second Edition.

10. OBSERVATIONS.

11. SIGNATURES.

Dr. Vicente Riofrio
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NATIONAL UNIVERSITY OF LOJA
AREA OF THE EDUCATION, ART AND COMMUNICATION
ENGLISH LANGUAGE CARRER

LESSON PLAN FOUR

1. INFORMATIVE DATA

1.1 Programa de desarrollo comunitario:	"Caminemos Juntos"
1.2 AREA:	Foreign language
1.3 CLASS:	3rd Year of Basic Education
1.4 LEVEL AND NUMBER OF LEARNERS:	Beginners (2)
1.5 THESIS ADVISOR:	Mg Sc. Mariano Castillo
1.6 THESIS APPLICANT:	Andrea Sthefania Carrión
1.7 DATE:	February 8 th ,2011
1.8 TIMING:	16h00 to 17h30
1.9 SCHOOL YEAR:	2010-2011
1.10 TOPIC:	"The alphabet"

2. MAIN AIMS.

- ❖ To identify the letters of the alphabet
- ❖ To sing a song
- ❖ To identify family members

3. METHODOLOGY.

METHODS

Communicative language teaching
Audio-lingual
Total physical response

TECHNIQUES

Dialogues
role-play
Questions and answers
Individual work
Pair work

4. INTRODUCTORY ACTIVITIES (lead in)

To sing a song

My family song

F is for Fred. He is my father
A is for Ann. She is my mother
M is for me. I'm in the middle
I is for Isaac. He is my brother
L is for Lucy. She is my sister
Y is for Yoli. She is the baby
F-A-M-I-L-Y. Put them all together
They spell family.
F-A-M-I-L-Y. Put us all together.
This is my family!

5. TIMETABLE FIT.

This lesson takes place from 16h00 to 17h30 pm. On Tuesday. The students develop some listening and speaking skills.

6. PRESENTATION TECHNIQUES.

BEGINNING

- ❖ Teacher shows a few pictures of different families. Have students identify any family members they can.
- ❖ Teacher explains that they will talk about people in the family in this unit.
- ❖ Teacher writes the names of the students, and helps them discover which the letter is with begins their names. Teacher reminds students that letters are used to make words.

DURING

Task 1:

- ❖ Teacher writes on the board the entire alphabet and learns to students the letters of the alphabet. Teacher says that the alphabet in English is composed by vowels and consonants like in the Spanish Alphabet.

AFTER

- ❖ Teacher takes notes and makes observations about the class.

7. ACHIVEMENT LEVEL.

- ❖ Students know what color is it?

8. TEACHING AIDS: MATERIALS.

- ❖ Flashcards
- ❖ Work sheet.
- ❖ Tape Recorder
- ❖ CD

9. EVALUATION.

- ❖ Teacher gives to students a worksheet with the alphabet and only paint the letters that teacher says.

10. BIBLIOGRAPHY.

HERRERA Mario and PINKLEY Diane, **Backpack 1**. Second Edition.

11. OBSERVATIONS.

12. SIGNATURES.

Dr. Vicente Riofrio
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Mg Sc. Dr. Mariano Castillo
THESIS ADVISOR

Andrea Sthefania Carrión
THESIS APPLICANT

1. Paint the letter that teacher says.

A B C

D E F G

H I J K

L M N

O P Q R

S T U V

W X Y Z



NATIONAL UNIVERSITY OF LOJA
AREA OF THE EDUCATION, ART AND COMMUNICATION
ENGLISH LANGUAGE CARRER

LESSON PLAN FIVE

1. INFORMATIVE DATA

1.1 Programa de desarrollo comunitario:	"Caminemos Juntos"
1.2 AREA:	Foreign language
1.3 CLASS:	3rd Year of Basic Education
1.4 LEVEL AND NUMBER OF LEARNERS:	Beginners (2)
1.5 THESIS ADVISOR:	Mg Sc. Mariano Castillo
1.6 THESIS APPLICANT:	Andrea Sthefania Carrión
1.7 DATE:	February 15 th , 2011
1.8 TIMING:	16h00 to 17h30
1.9 SCHOOL YEAR:	2010-2011
1.10 TOPIC:	"Family members"

2. MAIN AIMS.

- ❖ To identify family members
- ❖ To use pronouns he and she

3. METHODOLOGY.

METHODS

Communicative language teaching
Audio-lingual
Total physical response

TECHNIQUES

Dialogues
role-play
Questions and answers
Individual work
Pair work

4. INTRODUCTORY ACTIVITIES (lead in)

Introduce He and she

Teacher writes He in large letters on the board. Then teacher brings two boys to the front of class. Group them by the word on the board. Teacher says this is Olger. He is a boy. This is Daniel. He is a boy. This is Patricio. He is a boy. After teacher repeats the activity but with girls.

5. TIMETABLE FIT.

This lesson takes place from 16h00 to 17h30 pm. On Tuesday. The students develop some listening and speaking skills.

6. PRESENTATION TECHNIQUES.

BEGINNING

- ❖ Teacher gives to students a photo with the members of the family. And they have to identify the members. (father, mother, brother, sister, me, baby)

DURING

Task 1:

T. gives to students a sheet of paper and they have to draw the member of the family that he or she loves.

AFTER

- ❖ Teacher takes notes and makes observations about the class.

7. ACHIVEMENT LEVEL.

- ❖ Students know who are the members of the family?

8. TEACHING AIDS: MATERIALS.

- ❖ Flashcards
- ❖ Work sheet.
- ❖ Tape Recorder
- ❖ CD

9. EVALUATION.

- Teacher asks to students to say who the members of the family that they remember are.

10. BIBLIOGRAPHY.

HERRERA Mario and PINKLEY Diane, **Backpack 1**. Second Edition.

11. OBSERVATIONS.

12. SIGNATURES:

Dr. Vicente Riofrio
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NATIONAL UNIVERSITY OF LOJA
AREA OF THE EDUCATION, ART AND COMMUNICATION
ENGLISH LANGUAGE CARRER

LESSON PLAN SIX

1. INFORMATIVE DATA

1.1 Programa de desarrollo comunitario:	"Caminemos Juntos"
1.2 AREA:	Foreign language
1.3 CLASS:	3rd Year of Basic Education
1.4 LEVEL AND NUMBER OF LEARNERS:	Beginners (2)
1.5 THESIS ADVISOR:	Mg Sc. Mariano Castillo
1.6 THESIS APPLICANT:	Andrea Sthefania Carrión
1.7 DATE:	February 17 th , 2011
1.8 TIMING:	16h00 to 17h30
1.9 SCHOOL YEAR:	2010-2011
1.10 TOPIC:	"Family members"

2. MAIN AIMS.

- ❖ To identify family members
- ❖ To use pronouns he and she

3. METHODOLOGY.

METHODS

Communicative language teaching
Audio-lingual
Total physical response

TECHNIQUES

Dialogues
role-play
Questions and answers
Individual work
Pair work

4. INTRODUCTORY ACTIVITIES (warm-up)

Hands up
Hands down
Hand to the left
Hands to the right

5. TIMETABLE FIT.

This lesson takes place from 16h00 to 17h30 pm. On Thursday. The students develop some listening and speaking skills.

6. PRESENTATION TECHNIQUES.

BEGINNING

- ❖ Teacher gives to students a magazine. They have to cut many people and form a family.

DURING

Task 1:

T. gives to students a sheet of paper and they have to stick the different persons and form a family.

T says to students write the name of each member of the family.
(mother, father, me, sister, brother)

AFTER

- ❖ Teacher takes notes and makes observations about the class.

7. ACHIVEMENT LEVEL.

- Students know who are the members of the family?

8. TEACHING AIDS: MATERIALS.

- ❖ Flashcards
- ❖ Work sheet.
- ❖ Tape Recorder
- ❖ CD
- ❖ Scissors
- ❖ Glue

9. EVALUATION.

- ❖ Teacher shows in front of the students the family that they formed and each one have to repeat who are the members of the family.

10. BIBLIOGRAPHY.

HERRERA Mario and PINKLEY Diane, **Backpack 1**. Second Edition.

11. OBSERVATIONS.

12. SIGNATURES.

Dr. Vicente Riofrio
COORDINATOR OF THE PROGRAM

Mg Sc. Dr. Mariano Castillo
THESIS ADVISOR

Andrea Sthefania Carrión
THESIS APPLICANT



NATIONAL UNIVERSITY OF LOJA
AREA OF THE EDUCATION, ART AND COMMUNICATION
ENGLISH LANGUAGE CARRER

LESSON PLAN SEVEN

1. INFORMATIVE DATA

1.1 Programa de desarrollo comunitario:	"Caminemos Juntos"
1.2 AREA:	Foreign language
1.3 CLASS:	3rd Year of Basic Education
1.4 LEVEL AND NUMBER OF LEARNERS:	Beginners (2)
1.5 THESIS ADVISOR:	Mg Sc. Mariano Castillo
1.6 THESIS APPLICANT:	Andrea Sthefania Carrión
1.7 DATE:	February 22 th , 2011
1.8 TIMING:	16h00 to 17h30
1.9 SCHOOL YEAR:	2010-2011
1.10 TOPIC:	"How many? and Who?"

2. MAIN AIMS.

- ❖ To identify family members
- ❖ To use pronouns he and she

3. METHODOLOGY.

METHODS

Communicative language teaching
Audio-lingual
Total physical response

TECHNIQUES

Dialogues
role-play
Questions and answers
Individual work
Pair work

4. INTRODUCTORY ACTIVITIES (lead in)

Brothers and sisters

Teach students the following chant.

One brother, two brothers,
Three brothers, four.
Five brothers, six brothers,
How many more?

How many brothers
Do you have?
I have (two) brothers

5. TIMETABLE FIT.

This lesson takes place from 16h00 to 17h30 pm. On Tuesday. The students develop some listening and speaking skills.

6. PRESENTATION TECHNIQUES.

BEGINNING

- ❖ Teacher reinforces who the members of the family are? Students says the members of the family to the teacher.

DURING

Task 1:

T. asks to students how many member of the family are? Teacher first counts with students and then answer. For example: There are four members.

T. asks who is he, who is she? She is a mother, He is a father.

AFTER

- ❖ Teacher takes notes and makes observations about the class.

7. ACHIVEMENT LEVEL.

- Students know who are the members of the family?

8. TEACHING AIDS: MATERIALS.

- ❖ Flashcards
- ❖ Work sheet.
- ❖ Tape Recorder
- ❖ CD

9. EVALUATION.

- ❖ Teacher shows in front of the students the family that they formed and asks, for example
How many fathers are?
How many sisters are?

10. BIBLIOGRAPHY.

HERRERA Mario and PINKLEY Diane, **Backpack 1**. Second Edition.

11. OBSERVATIONS.

12. SIGNATURES.

Dr. Vicente Ríofrío
COORDINATOR OF THE PROGRAM

Mg Sc. Dr. Mariano Castillo
THESIS ADVISOR

Andrea Sthefania Carrión
THESIS APPLICANT



NATIONAL UNIVERSITY OF LOJA
AREA OF THE EDUCATION, ART AND COMMUNICATION
ENGLISH LANGUAGE CARRER

LESSON PLAN EIGHT

1. INFORMATIVE DATA

1.1 Programa de desarrollo comunitario:	"Caminemos Juntos"
1.2 AREA:	Foreign language
1.3 CLASS:	3rd Year of Basic Education
1.4 LEVEL AND NUMBER OF LEARNERS:	Beginners (2)
1.5 THESIS ADVISOR:	Mg Sc. Mariano Castillo
1.6 THESIS APPLICANT:	Andrea Sthefania Carrión
1.7 DATE:	February 24 th , 2011
1.8 TIMING:	16h00 to 17h30
1.9 SCHOOL YEAR:	2010-2011
1.10 TOPIC:	"How many and Who?"

2. MAIN AIMS.

- ❖ To talk about family members
- ❖ To ask and answer How many? and Who?

3. METHODOLOGY.

METHODS

Communicative language teaching
Audio-lingual
Total physical response

TECHNIQUES

Dialogues
role-play
Questions and answers
Individual work
Pair work

4. INTRODUCTORY ACTIVITES (lead in)

Sing a song again

My family song

F is for Fred. He is my father

A is for Ann. She is my mother
M is for me. I'm in the middle
I is for Isaac. He is my brother
L is for Lucy. She is my sister
Y is for Yoli. She is the baby
F-A-M-I-L-Y. Put them all together
They spell family.
F-A-M-I-L-Y. Put us all together.
This is my family!

5. TIMETABLE FIT.

This lesson takes place from 16h00 to 17h30 pm. On Thursday. The students develop some listening and speaking skills.

6. PRESENTATION TECHNIQUES.

BEGINNING

- ❖ Make and ABC book

Teacher writes the alphabet on the board. It helps students think of words that begin with each letter. Teacher encourages them to think of words they have learned in class such as: alphabet, baby, crayon, book, desk, eraser, pen, father etc

DURING

Task 1:

Teacher gives students a paper and crayons or colors. Teacher helps them draw a picture of something that begins with that letter. Teacher works with students to put the pages in order, punch holes, and then bind the book with yarn.

AFTER

- ❖ Teacher takes notes and makes observations about the class.

7. ACHIVEMENT LEVEL.

- ❖ Students know who the members of the family are.

8. TEACHING AIDS: MATERIALS.

- ❖ Flashcards

- ❖ Work sheet.
- ❖ Tape Recorder
- ❖ CD
- ❖ Paper
- ❖ Scissors
- ❖ Glue
- ❖ Colors

9. EVALUATION.

- ❖ Teacher encourages them to talk about their drawings by asking each other what it is?. What letter is it?. Students says (A) is for (alphabet)

10. BIBLIOGRAPHY.

HERRERA Mario and PINKLEY Diane, **Backpack 1**. Second Edition.

11. OBSERVATIONS.

12. SIGNATURES.

Dr. Vicente Riofrio
COORDINATOR OF THE PROGRAM

Mg Sc. Dr. Mariano Castillo
THESIS ADVISOR

Andrea Sthefania Carrión
THESIS APPLICANT



NATIONAL UNIVERSITY OF LOJA
AREA OF THE EDUCATION, ART AND COMMUNICATION
ENGLISH LANGUAGE CARRER

LESSON PLAN NINE

1. INFORMATIVE DATA

1.1 Programa de desarrollo comunitario:	"Caminemos Juntos"
1.2 AREA:	Foreign language
1.3 CLASS:	3rd Year of Basic Education
1.4 LEVEL AND NUMBER OF LEARNERS:	Beginners (2)
1.5 THESIS ADVISOR:	Mg Sc. Mariano Castillo
1.6 THESIS APPLICANT:	Andrea Sthefania Carrión
1.7 DATE:	March 1 st ,2011
1.8 TIMING:	16h00 to 17h30
1.9 SCHOOL YEAR:	2010-2011
1.10TOPIC:	"Body parts"

2. MAIN AIMS.

- ❖ To identify the body parts
- ❖ To sing a song

3. METHODOLOGY.

METHODS

Communicative language teaching
Audio-lingual
Total physical response

TECHNIQUES

Dialogues
role-play
Questions and answers
Individual work
Pair work

4. INTRODUCTORY ACTIVITES (lead in)

Listen and sing
Look at me
Look at me! I'm in the ocean
What do you see?
Two arms in the shape of a V
Two arms in the shape of a V

Look at me! I'm in the chair;
What do you see?
A big blue towel and long brown hair
A big blue towel and long brown hair

Look at me! I'm in the sand
What do you see?
A white hat and just one hand
A white hat and just one hand

5. TIMETABLE FIT.

This lesson takes place from 16h00 to 17h30 pm. On Tuesday. The students develop some listening and speaking skills.

6. PRESENTATION TECHNIQUES.

BEGINNING

- ❖ Teacher begins by touching the parts of the body by modeling commands such as Touch your eyes or Touch your hair. Invites students to follow the commands

DURING

Task 1:

T. draws a large picture of a body on the board. T. points to a body parts and have students points to the corresponding body parts on their bodies and, if they can say the name for it.

AFTER

- ❖ Teacher takes notes and makes observations about the class.

7. ACHIVEMENT LEVEL.

- ❖ Students know which the parts of the body are?

8. TEACHING AIDS: MATERIALS.

- ❖ Flashcards
- ❖ Work sheet.
- ❖ Tape Recorder
- ❖ CD
- ❖ Marker

9. EVALUATION.

- Teacher says students to look closely as the teacher touch your eyes and then touch your nose. Teacher stops and gesture for students to touch the same two body parts. Then teacher continues with other body parts.

10. BIBLIOGRAPHY.

HERRERA Mario and PINKLEY Diane, **Backpack 1**. Second Edition.

11. OBSERVATIONS.

12. SIGNATURES.

Dr. Vicente Riofrio
COORDINATOR OF THE PROGRAM

Mg Sc. Dr. Mariano Castillo
THESIS ADVISOR

Andrea Sthefania Carrión
THESIS APPLICANT



NATIONAL UNIVERSITY OF LOJA
AREA OF THE EDUCATION, ART AND COMMUNICATION
ENGLISH LANGUAGE CARRER

LESSON PLAN TEN

1. INFORMATIVE DATA

1.1 Programa de desarrollo comunitario:	"Caminemos Juntos"
1.2 AREA:	Foreign language
1.3 CLASS:	3rd Year of Basic Education
1.4 LEVEL AND NUMBER OF LEARNERS:	Beginners (2)
1.5 THESIS ADVISOR:	Mg Sc. Mariano Castillo
1.6 THESIS APPLICANT:	Andrea Sthefania Carrión
1.7 DATE:	March 3 rd ,2011
1.8 TIMING:	16h00 to 17h30
1.9 SCHOOL YEAR:	2010-2011
1.10 TOPIC:	"Sizes"

2. MAIN AIMS.

- ❖ To identify sizes
- ❖ To identify colors
- ❖ To use the simple present

3. METHODOLOGY.

METHODS

Communicative language teaching
Audio-lingual
Total physical response

TECHNIQUES

Dialogues
role-play
Questions and answers
Individual work
Pair work

4. INTRODUCTORY ACTIVITES (warm up)

CLAP, CLAP, CLAP YOUR HANDS
STAMP, STAMP, STAMP YOUR FEET
TURN, TURN, TURN AROUND
ALL STUDENTS SIT DOWN

5. TIMETABLE FIT.

This lesson takes place from 16h00 to 17h30-pm. On Thursday. The students develop some listening and speaking skills.

6. PRESENTATION TECHNIQUES.

BEGINNING

- ❖ Teacher shows students some flash cards:

For example:

She is little..... She is big

It is long..... It is short

DURING

Task 1:

T. gives to students a box of plasticine and invites to students to do some objectives.

For example:

Make a little girl..... Make a big boy

Make a long pencil..... Make a short pencil

Make a a mother with long hair..... Make a father with short hair

AFTER

- ❖ Teacher takes notes and makes observations about the class.

7. ACHIVEMENT LEVEL.

- ❖ Students know the sizes

8. TEACHING AIDS: MATERIALS.

- ❖ Flashcards
- ❖ Work sheet.
- ❖ Marker
- ❖ Plasticine

9. EVALUATION.

- Teacher invites students to review the drawings that they made, and they have to try the sizes.

10. BIBLIOGRAPHY.

HERRERA Mario and PINKLEY Diane, **Backpack 1**. Second Edition.

11. OBSERVATIONS.

12. SIGNATURES.

Dr. Vicente Riofrio
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UNIVERSIDAD NACIONAL DE LOJA
ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE CAREER

LESSON PLAN ELEVEN

1. INFORMATIVE DATA

1.1	INSTITUTION	National University of Loja
1.2	PROGRAMA DE DESARROLLO COMUNITARIO:	"Caminemos Juntos"
1.3	AREA:	Foreign language
1.4	CLASS:	3rd Year of Basic Education
1.5	LEVEL AND NUMBER OF LEARNERS:	Beginners (2)
1.6	THESIS ADVISOR:	Mgs. Edgar M. Castillo C.
1.7	THESIS APPLICANT:	Andrea Sthefania Carrión
1.8	DATE:	March 3 rd ,2011
1.9	TIMING:	16h00 to 17h30
1.10	SCHOOL YEAR:	2010-2011
1.11	UNIT:	"Head to toes"

2. CONTENTS

- ❖ Body parts

3. OBJECTIVES

- ❖ To identify body parts by touching his/her body parts.
- ❖ To identify body parts by singing a song

4. METHODOLOGY

METHODS

Communicative language teaching
Audio-lingual
Total physical response

TECHNIQUES

Patterns
Repetition
Questions and Answers
Dialogues
Listen a song
Commands

5. CLASS DEVELOPMENT

5.1 STARTING ACTIVITIES

Lead in: (Annex 1)

Teacher sings the song "Look at me" and students follow her.

Review: Teacher shows to students some pictures of family members, students identify them and stick on the board to form a family.

5.2 PRESENTATION PRACTICE

Teacher touches her body parts and says the names of them.

Teacher asks students to repeat the body parts.

5.3 TASKS

Task 1:

Students listen to the teacher orders, to color a human being.

For example:

Blue ears

Red nose

5.4 ASSESSMENT / EVALUATION

Through asking questions the students answer using the picture of the human being

For example:

What are blue?

Ears

What are red?

Nose

5.5 ACHIEVEMENT INDICATORS

Students name the parts of the body.

6. TEACHING AIDS: MATERIALS

- ❖ Realia
- ❖ CD
- ❖ Tape recorder
- ❖ Photocopies
- ❖ Colors

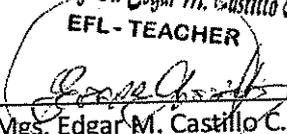
7. BIBLIOGRAPHY

HERRERA Mario and PINKLEY Diane, **Backpack 1. Second Edition.**
Catch up/ Richmond
Dictionary

8. OBSERVATIONS

9. SIGNATURES

Dr. Vicente Riofrío
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Lic. Mg. Sc. Edgar M. Castillo C.
EFL - TEACHER


Mgs. Edgar M. Castillo C.
THESIS ADVISOR

Andrea Sthefania Carrión
THESIS APPLICANT

ANNEXES :

Lead in (Annex 1)

Sing a song

Look at me!

Look at me! I'm in the ocean!

What do you see?

Two arms in the shape of a V

Two arms in the shape of a V

Look at me! I'm in the chair!

What do you see?

A big blue towel and long brown hair

A big blue towel and long brown hair

Look at me! I'm in the sand

What do you see?

A white hat and just one hand

A white hat and just one hand.

Look at me!



UNIVERSIDAD NACIONAL DE LOJA
ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE CAREER

LESSON PLAN ELEVEN

1. INFORMATIVE DATA

1.1 INSTITUTION	National University of Loja
1.2 PROGRAMA DE DESARROLLO COMUNITARIO:	"Caminemos Juntos"
1.3 AREA:	Foreign language
1.4 CLASS:	3rd Year of Basic Education
1.5 LEVEL AND NUMBER OF LEARNERS:	Beginners (2)
1.6 THESIS ADVISOR:	Mgs. Edgar M. Castillo C.
1.7 THESIS APPLICANT:	Andrea Sthefania Carrión
1.8 DATE:	March 8 th ,2011
1.9 TIMING:	16h00 to 17h30
1.10 SCHOOL YEAR:	2010-2011
1.11 UNIT:	"Head to toes"

2. CONTENTS

- ❖ Body parts

3. OBJECTIVES

- ❖ To identify body parts by touching his/her body parts.
- ❖ To identify body parts by singing a song

4. METHODOLOGY

METHODS

Communicative language teaching
Audio-lingual
Total physical response

TECHNIQUES

Patterns
Repetition
Questions and Answers
Dialogues
Listen a song
Commands

5. CLASS DEVELOPMENT

5.1 STARTING ACTIVITIES

Lead in: (Annex 1)

Teacher sings the song "Look at me" and students follow her.

Review: Teacher shows to students some pictures of family members, students identify them and stick on the board to form a family.

5.2 PRESENTATION PRACTICE

Teacher touches her body parts and says the names of them.
Teacher asks students to repeat the body parts.

5.3 TASKS

Task 1:

Students listen to the teacher orders, to color a human being.

For example:

Blue ears

Red nose

5.4 ASSESSMENT / EVALUATION

Through asking questions the students answer using the picture of the human being

For example:

What are blue?

Ears

What are red?

Nose

5.5 ACHIEVEMENT INDICATORS

Students names the parts of the body.

6. TEACHING AIDS: MATERIALS

- ❖ Realia
- ❖ CD
- ❖ Tape recorder
- ❖ Photocopies
- ❖ Colors

7. BIBLIOGRAPHY

HERRERA Mario and PINKLEY Diane, **Backpack 1**. Second Edition.
Catch up/ Richmond

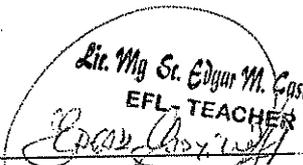
Dictionary

8. OBSERVATIONS

I couldn't develop this lesson plan in March 3rd, because Children didn't have classes. The Communal Home was close.

9. SIGNATURES

Dr. Vicente Riofrío
COORDINATOR OF THE PROGRAM



Lic. Mg. Sr. Edgar M. Castillo C.
EFL-TEACHER
Mgs. Edgar M. Castillo C.
THESIS ADVISOR

Andrea Sthefania Carrión
THESIS APPLICANT

ANNEXES :

Lead in (Annex 1)

Sing a song

Look at me!

Look at me! I'm in the ocean!

What do you see?

Two arms in the shape of a V

Two arms in the shape of a V

Look at me! I'm in the chair!

What do you see?

A big blue towel and long brown hair

A big blue towel and long brown hair

Look at me! I'm in the sand

What do you see?

A white hat and just one hand

A white hat and just one hand.

Look at me!



UNIVERSIDAD NACIONAL DE LOJA
ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE CAREER

LESSON PLAN ELEVEN

1. INFORMATIVE DATA

1.1	INSTITUTION	National University of Loja
1.2	PROGRAMA DE DESARROLLO COMUNITARIO:	"Caminemos Juntos"
1.3	AREA:	Foreign language
1.4	CLASS:	3rd Year of Basic Education
1.5	LEVEL AND NUMBER OF LEARNERS:	Beginners (2)
1.6	THESIS ADVISOR:	Mgs. Edgar M. Castillo C.
1.7	THESIS APPLICANT:	Andrea Sthefania Carrión
1.8	DATE:	March 10 th ,2011
1.9	TIMING:	16h00 to 17h30
1.10	SCHOOL YEAR:	2010-2011
1.11	UNIT:	"Head to toes"

2. CONTENTS

- ❖ Body parts

3. OBJECTIVES

- ❖ To identify body parts by touching his/her body parts.
- ❖ To identify body parts by singing a song

4. METHODOLOGY

METHODS

Communicative language teaching
Audio-lingual
Total physical response

TECHNIQUES

Patterns
Repetition
Questions and Answers
Dialogues
Listen a song
Commands

5. CLASS DEVELOPMENT

5.1 STARTING ACTIVITIES

Lead in: (Annex 1)

Teacher sings the song "Look at me" and students follow her.

Review: Teacher shows to students some pictures of family members, students identify them and stick on the board to form a family.

5.2 PRESENTATION PRACTICE

Teacher touches her body parts and says the names of them.

Teacher asks students to repeat the body parts.

5.3 TASKS

Task 1:

Students listen to the teacher orders, to color a human being.

For example:

Blue ears

Red nose

5.4 ASSESSMENT / EVALUATION

Through asking questions the students answer using the picture of the human being

For example:

What are blue?

Ears

What are red?

Nose

5.5 ACHIEVEMENT INDICATORS

Students names the parts of the body.

6. TEACHING AIDS: MATERIALS

- ❖ Realia
- ❖ CD
- ❖ Tape recorder
- ❖ Photocopies
- ❖ Colors

7. BIBLIOGRAPHY

HERRERA Mario and PINKLEY Diane, **Backpack 1**. Second Edition.
Catch up/ Richmond

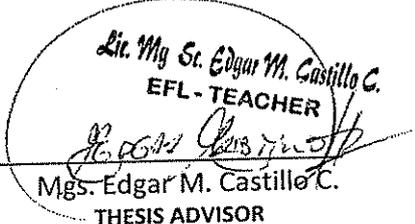
Dictionary

8. OBSERVATIONS

Today I could develop this lesson plan that I couldn't develop two times before.

9. SIGNATURES

Dr. Vicente Riofrío
COORDINATOR OF THE PROGRAM



Edgar M. Castillo C.
Mgs. Edgar M. Castillo C.
EFL-TEACHER
THESIS ADVISOR

Andrea Sthefania Carrión
THESIS APPLICANT

ANNEXES :

Lead in (Annex 1)

Sing a song

Look at me!

Look at me! I'm in the ocean!

What do you see?

Two arms in the shape of a V

Two arms in the shape of a V

Look at me! I'm in the chair!

What do you see?

A big blue towel and long brown hair

A big blue towel and long brown hair

Look at me! I'm in the sand

What do you see?

A white hat and just one hand

A white hat and just one hand.

Look at me!



UNIVERSIDAD NACIONAL DE LOJA
ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE CAREER

LESSON PLAN TWELVE

1. INFORMATIVE DATA

1.1 INSTITUTION	National University of Loja
1.2 PROGRAMA DE DESARROLLO COMUNITARIO:	"Caminemos Juntos"
1.3 AREA:	Foreign language
1.4 CLASS:	3rd Year of Basic Education
1.5 LEVEL AND NUMBER OF LEARNERS:	Beginners (2)
1.6 THESIS ADVISOR:	Mgs. Edgar M. Castillo C.
1.7 THESIS APPLICANT:	Andrea Sthefania Carrión
1.8 DATE:	March 8 th ,2011
1.9 TIMING:	16h00 to 17h30
1.10 SCHOOL YEAR:	2010-2011
1.11 UNIT:	"Head to toes"

2. CONTENTS

- ❖ Sizes

3. OBJECTIVES

- ❖ To identify people and thing sizes by using flashcards to contrast (big/little, long/ short)
- ❖ To use the simple of verb to be.

4. METHODOLOGY

METHODS

Communicative language teaching
Audio-lingual
Total physical response

TECHNIQUES

Patterns
Repetition
Commands

5. CLASS DEVELOPMENT

5.1 STARTING ACTIVITIES

Warm up: (Annex 1)
Physical Exercise

Review: Teacher and students touch the body parts and name them.

5.2 PRESENTATION PRACTICE

Teacher calls to the front of the class the biggest and the littlest student to teach (big/little)-
Teacher calls to the front of the class two girls, one with the longest and other with the shortest hair to teach (long/ short)

5.3 TASKS

Task 1: (Annex 1)

Students circle the drawing that they listen

For example:

Circle the little kite.

5.4 ASSESSMENT / EVALUATION

Students answer by watching the pictures to identify and contrast the sizes (big,little,long,short)

5.5 ACHIEVEMENT INDICATORS

Relates people or thing with sizes, and distinguishes sizes.

6. TEACHING AIDS: MATERIALS

- ❖ Realia
- ❖ Photocopies
- ❖ Flashcards
- ❖ Pictures

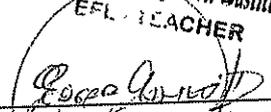
7. BIBLIOGRAPHY

HERRERA Mario and PINKLEY Diane, **Backpack 1. Second Edition.**
Catch up/ Richmond
Dictionary

8. OBSERVATIONS

9. SIGNATURES

Dr. Vicente Riofrío
COORDINATOR OF THE PROGRAM

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EFL. TEACHER

Mgs. Edgar M. Castillo C.
THESIS ADVISOR

Andrea Sthefania Carrión
THESIS APPLICANT

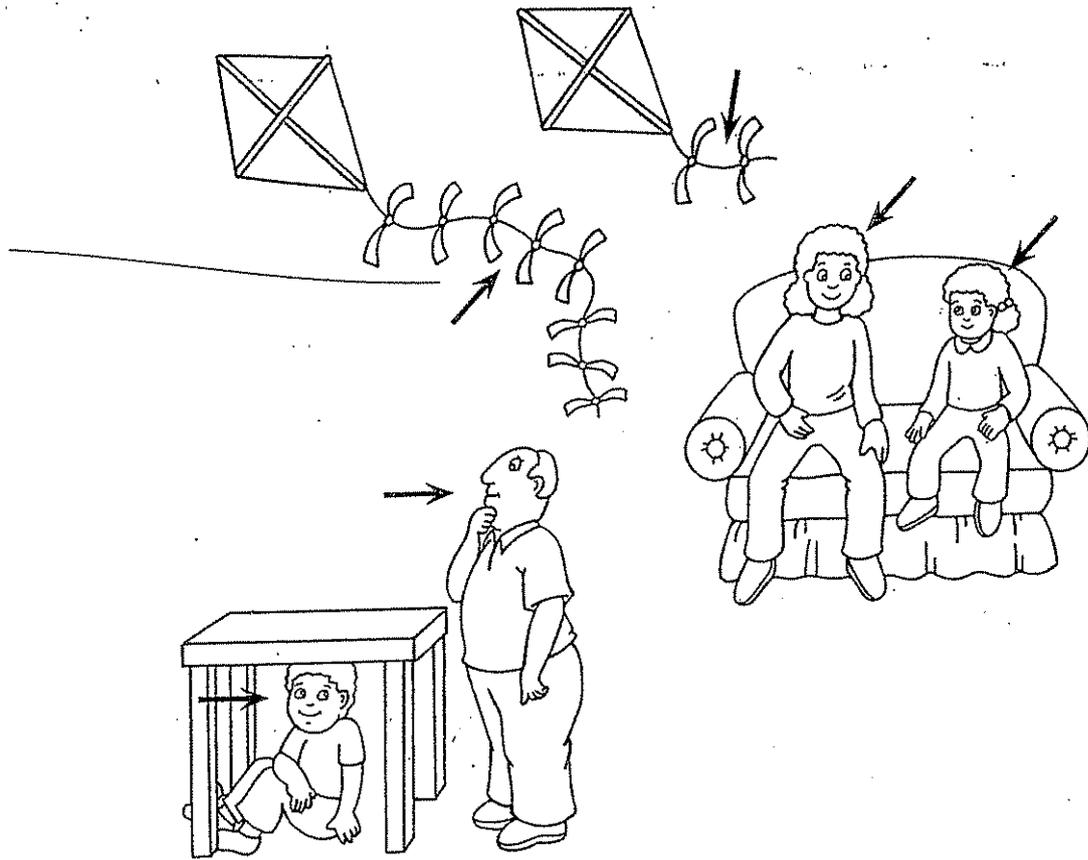
ANNEXES :

Warm up (Annex 1):

Physical Exercise

Hands up, hands down
Hands to the left, hands to the right
And Turn, turn, turn around.

Annex 1





UNIVERSIDAD NACIONAL DE LOJA
ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE CAREER

LESSON PLAN TWELVE

1. INFORMATIVE DATA

1.1 INSTITUTION	National University of Loja
1.2 PROGRAMA DE DESARROLLO COMUNITARIO:	"Caminemos Juntos"
1.3 AREA:	Foreign language
1.4 CLASS:	3rd Year of Basic Education
1.5 LEVEL AND NUMBER OF LEARNERS:	Beginners (2)
1.6 THESIS ADVISOR:	Mgs. Edgar M. Castillo C.
1.7 THESIS APPLICANT:	Andrea Sthefania Carrión
1.8 DATE:	March 15 th ,2011
1.9 TIMING:	16h00 to 17h30
1.10 SCHOOL YEAR:	2010-2011
1.11 UNIT:	"Head to toes"

2. CONTENTS

- ❖ Sizes

3. OBJECTIVES

- ❖ To identify people and thing sizes by using flashcards to contrast (big/little, long/ short)
- ❖ To use the simple of verb to be.

4. METHODOLOGY

METHODS

Communicative language teaching
Audio-lingual
Total physical response

TECHNIQUES

Patterns
Repetition
Commands

5. CLASS DEVELOPMENT

5.1 STARTING ACTIVITIES

Warm up: (Annex 1)
Physical Exercise

Review: Teacher and students touch the body parts and name them.

5.2 PRESENTATION PRACTICE

Teacher calls to the front of the class the biggest and the littlest student to teach (big/little)-
Teacher calls to the front of the class two girls, one with the longest and other with the shortest hair to teach (long/ short)

5.3 TASKS

Task 1: (Annex 1)

Students circle the drawing that they listen

For example:

Circle the little kite.

5.4 ASSESSMENT / EVALUATION

Students answer by watching the pictures to identify and contrast the sizes (big,little,long,short)

5.5 ACHIEVEMENT INDICATORS

Relates people or thing with sizes, and distinguishes sizes.

6. TEACHING AIDS: *MATERIALS*

- ❖ Realia
- ❖ Photocopies
- ❖ Flashcards
- ❖ Pictures

7. BIBLIOGRAPHY

HERRERA Mario and PINKLEY Diane, **Backpack 1**. Second Edition.

Catch up/ Richmond

Dictionary

8. OBSERVATIONS

I couldn't develop this lesson plan on March 8th, because Children didn't have classes. The Communal Home was close because children celebrated Carnival.

9. SIGNATURES

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Edgar M. Castillo C.
Mgs. Edgar-M. Castillo C.
THESIS ADVISOR

Andrea Sthefania Carrión
THESIS APPLICANT

ANNEXES :

Warm up (Annex 1):

Physical Exercise

Hands up, hands down
Hands to the left, hands to the right
And Turn, turn, turn around.



UNIVERSIDAD NACIONAL DE LOJA
ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE CAREER

LESSON PLAN THIRTEEN

1. INFORMATIVE DATA

1.1	INSTITUTION	National University of Loja
1.2	PROGRAMA DE DESARROLLO COMUNITARIO:	"Caminemos Juntos"
1.3	AREA:	Foreign language
1.4	CLASS:	3rd Year of Basic Education
1.5	LEVEL AND NUMBER OF LEARNERS:	Beginners (2)
1.6	THESIS ADVISOR:	Mgs. Edgar M. Castillo C.
1.7	THESIS APPLICANT:	Andrea Sthefania Carrión
1.8	DATE:	March 10 th ,2011
1.9	TIMING:	16h00 to 17h30
1.10	SCHOOL YEAR:	2010-2011
1.11	UNIT:	"Head to toes"

2. CONTENTS

❖ "How many"

3. OBJECTIVES

❖ To answer to the question "How many" by looking to the teacher to answer according to her body parts.

4. METHODOLOGY

METHODS

Communicative language teaching
Audio-lingual
Total physical response

TECHNIQUES

Patterns
Repetition
Questions and Answers
Commands

5. CLASS DEVELOPMENT

5.1 STARTING ACTIVITIES

Lead in: (Annex 1)

Teacher gives to students a photocopy. Students identify the body parts and then they count to answer "How many" (fingers) the monster has.

Review: Teacher asks to students Who is big/ Who is little? What is long/ What is short? in the class.

5.2 PRESENTATION PRACTICE

Teacher invites students to the board to draw a monster and then teacher points to monster and asks "How many (eyes) does your monster have?"

5.3 TASKS

Task 1: (Annex 2)

Students work with a worksheet. Students answer to the question "How many" by counting the parts of the spider.

5.4 ASSESSMENT / EVALUATION

Students answer questions using the spider worksheet given by the teacher.

For example:

How many legs does the spider have?

5.5 ACHIEVEMENT INDICATORS

Counts and answers to the question "How many"

6. TEACHING AIDS: *MATERIALS*

- ❖ Realia
- ❖ Photocopies

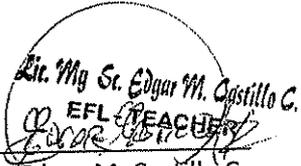
7. BIBLIOGRAPHY

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Catch up/ Richmond
Dictionary

8. OBSERVATIONS

9. SIGNATURES

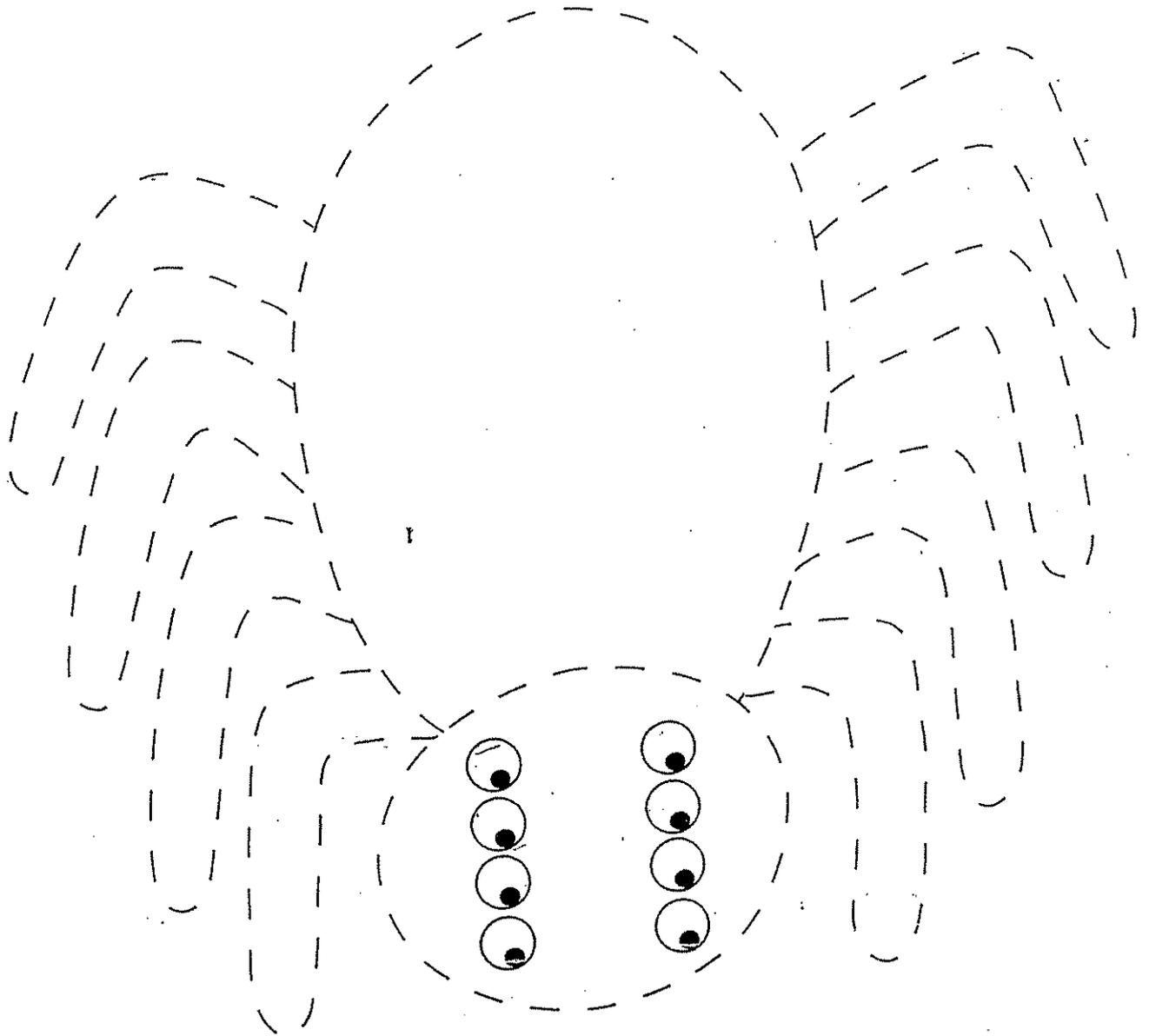
Dr. Vicente Riofrío
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Mgs. Edgar M. Castillo C.
THESIS ADVISOR

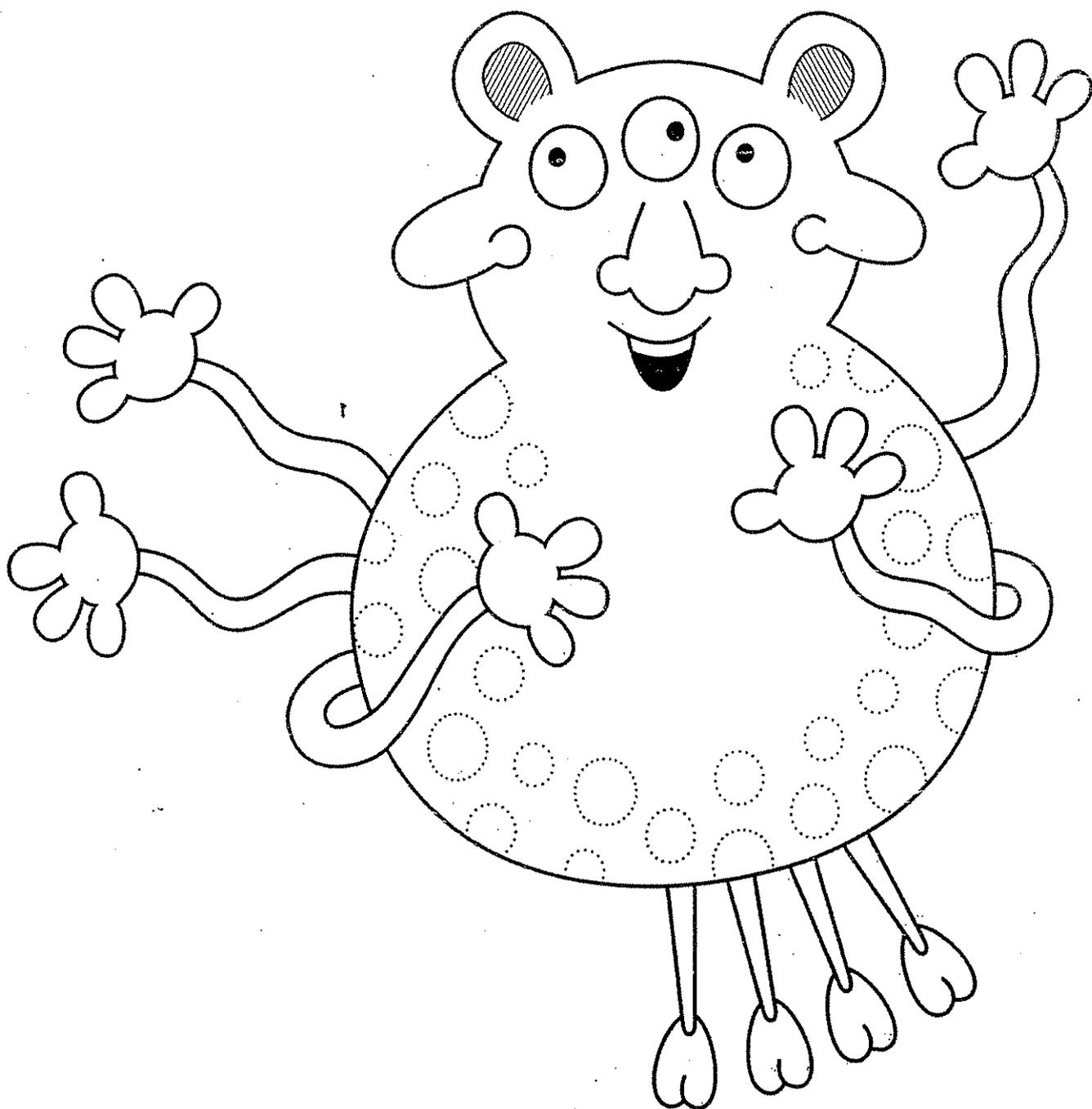
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THESIS APPLICANT

Annex 2



ANNEXES :

Annex 1





UNIVERSIDAD NACIONAL DE LOJA
ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE CAREER

LESSON PLAN THIRTEEN

1. INFORMATIVE DATA

1.1 INSTITUTION	National University of Loja
1.2 PROGRAMA DE DESARROLLO COMUNITARIO:	"Caminemos Juntos"
1.3 AREA:	Foreign language
1.4 CLASS:	3rd Year of Basic Education
1.5 LEVEL AND NUMBER OF LEARNERS:	Beginners (2)
1.6 THESIS ADVISOR:	Mgs. Edgar M. Castillo C.
1.7 THESIS APPLICANT:	Andrea Sthefania Carrión
1.8 DATE:	March 17 th ,2011
1.9 TIMING:	16h00 to 17h30
1.10 SCHOOL YEAR:	2010-2011
1.11 UNIT:	"Head to toes"

2. CONTENTS

- ❖ "How many"

3. OBJECTIVES

- ❖ To answer to the question "How many" by looking to the teacher to answer according to her body parts.

4. METHODOLOGY

METHODS

Communicative language teaching
Audio-lingual
Total physical response

TECHNIQUES

Patterns
Repetition
Questions and Answers
Commands

5. CLASS DEVELOPMENT

5.1 STARTING ACTIVITIES

Lead in: (Annex 1)

Teacher gives to students a photocopy. Students identify the body parts and then they count to answer "How many" (fingers) the monster has.

Review: Teacher asks to students Who is big/ Who is little? What is long/ What is short? in the class.

5.2 PRESENTATION PRACTICE

Teacher invites students to the board to draw a monster and then teacher points to monster and asks "How many (eyes) does your monster have?"

5.3 TASKS

Task 1: (Annex 2)

Students work with a worksheet. Students answer to the question "How many" by counting the parts of the spider.

5.4 ASSESSMENT / EVALUATION

Students answer questions using the spider worksheet given by the teacher.

For example:

How many legs does the spider have?

5.5 ACHIEVEMENT INDICATORS

Counts and answers to the question "How many"

6. TEACHING AIDS: MATERIALS

- ❖ Realia
- ❖ Photocopies

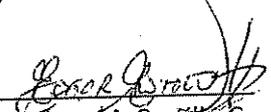
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UNIVERSIDAD NACIONAL DE LOJA
ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE CAREER

LESSON PLAN THIRTEEN

1. INFORMATIVE DATA

1.1 INSTITUTION	National University of Loja
1.2 PROGRAMA DE DESARROLLO COMUNITARIO:	"Caminemos Juntos"
1.3 AREA:	Foreign language
1.4 CLASS:	3rd Year of Basic Education
1.5 LEVEL AND NUMBER OF LEARNERS:	Beginners (2)
1.6 THESIS ADVISOR:	Mgs. Edgar M. Castillo C.
1.7 THESIS APPLICANT:	Andrea Sthefania Carrión
1.8 DATE:	March 22 th ,2011
1.9 TIMING:	16h00 to 17h30
1.10 SCHOOL YEAR:	2010-2011
1.11 UNIT:	"Head to toes"

2. CONTENTS

- ❖ "How many"

3. OBJECTIVES

- ❖ To answer to the question "How many" by looking to the teacher to answer according to her body parts.

4. METHODOLOGY

METHODS

Communicative language teaching
Audio-lingual
Total physical response

TECHNIQUES

Patterns
Repetition
Questions and Answers
Commands

5. CLASS DEVELOPMENT

5.1 STARTING ACTIVITIES

Lead in: (Annex 1)

Teacher gives to students a photocopy. Students identify the body parts and then they count to answer "How many" (fingers) the monster has.

Review: Teacher asks to students Who is big/ Who is little? What is long/ What is short? in the class.

5.2 PRESENTATION PRACTICE

Teacher invites students to the board to draw a monster and then teacher points to monster and asks "How many (eyes) does your monster have?"

5.3 TASKS

Task 1: (Annex 2)

Students work with a worksheet. Students answer to the question "How many" by counting the parts of the spider.

5.4 ASSESSMENT / EVALUATION

Students answer questions using the spider worksheet given by the teacher.

For example:

How many legs does the spider have?

5.5 ACHIEVEMENT INDICATORS

Counts and answers to the question "How many"

6. TEACHING AIDS: MATERIALS

- ❖ Realia
- ❖ Photocopies

7. BIBLIOGRAPHY

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UNIVERSIDAD NACIONAL DE LOJA
ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE CAREER

LESSON PLAN FOURTEEN

1. INFORMATIVE DATA

1.1	INSTITUTION	National University of Loja
1.2	PROGRAMA DE DESARROLLO COMUNITARIO:	"Caminemos Juntos"
1.3	AREA:	Foreign language
1.4	CLASS:	3rd Year of Basic Education
1.5	LEVEL AND NUMBER OF LEARNERS:	Beginners (2)
1.6	THESIS ADVISOR:	Mgs. Edgar M. Castillo C.
1.7	THESIS APPLICANT:	Andrea Sthefania Carrión
1.8	DATE:	March 24 th ,2011
1.9	TIMING:	16h00 to 17h30
1.10	SCHOOL YEAR:	2010-2011
1.11	UNIT:	"Head to toes"

2. CONTENTS

- ❖ Simple present
- ❖ Verb Have

3. OBJECTIVES

- ❖ To use the verb have in order to talk about the body parts and classroom objects.

4. METHODOLOGY

METHODS

Communicative language teaching
Audio-lingual
Total physical response

TECHNIQUES

Patterns
Repetition
Questions and Answers
Commands

5. CLASS DEVELOPMENT

5.1 STARTING ACTIVITIES

Lead in: (Annex 1)

Sing a song.

Review: Teacher shows to students flashcards with some body parts drawing in them. Students answer to the question "How many (mouths) are there?"

5.2 PRESENTATION PRACTICE

Teacher puts on the table a box with different classroom objects. Students take the objects and answer to the question:

"How many (pencils) do you have?"

I have 3 pencils.

5.3 TASKS

Task 1: (Annex 2)

Teacher asks to the students and they match the body parts one by one with the numbers to show. "How many " parts of the body they have.

5.4 ASSESSMENT / EVALUATION

Complete in an oral way:

I have.....

Teacher starts:

I have 1 mouth

I have 2 legs

5.5 ACHIEVEMENT INDICATORS

Uses the verb "have" to talk about the parts of the body and classroom objects

6. TEACHING AIDS: MATERIALS

- ❖ Realia
- ❖ Flashcards
- ❖ Box
- ❖ Photocopies

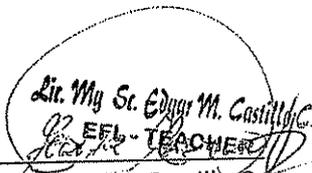
7. BIBLIOGRAPHY

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ANNEXES :

Lead in (Annex 1):

Sing a song

I have two hands

I have two hands

Here they are, here they are

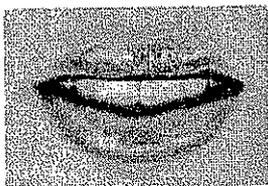
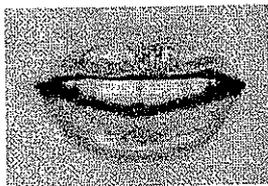
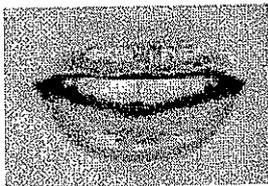
Can you see my two hands

Can you see my two hands

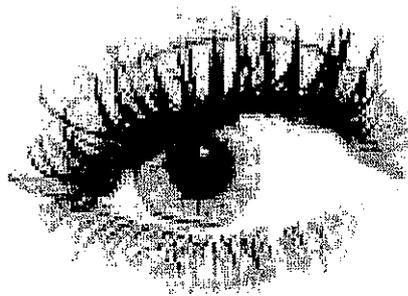
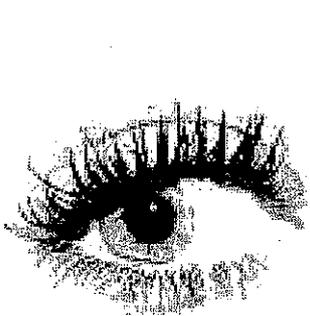
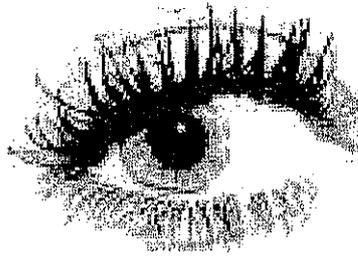
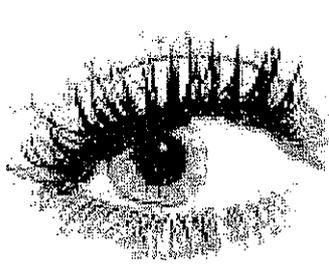
One and two, one and two.

Review: (Annex 2)

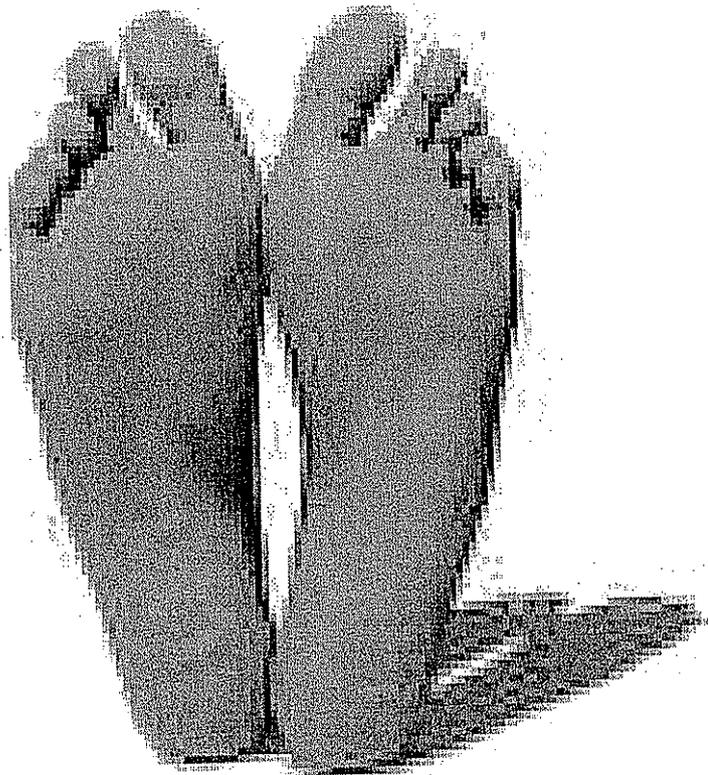
MOUTHS



EYES



FEET

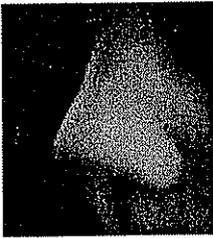


Task: (Annex 3)

1. Match the body parts.



1



3



2



UNIVERSIDAD NACIONAL DE LOJA
ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE CAREER

LESSON PLAN FIFTEEN

1. INFORMATIVE DATA

1.1	INSTITUTION	National University of Loja
1.2	PROGRAMA DE DESARROLLO COMUNITARIO:	"Caminemos Juntos"
1.3	AREA:	Foreign language
1.4	CLASS:	3rd Year of Basic Education
1.5	LEVEL AND NUMBER OF LEARNERS:	Beginners (2)
1.6	THESIS ADVISOR:	Mgs. Edgar M. Castillo C.
1.7	THESIS APPLICANT:	Andrea Sthefania Carrión
1.8	DATE:	March 29 th ,2011
1.9	TIMING:	16h00 to 17h30
1.10	SCHOOL YEAR:	2010-2011
1.11	UNIT:	"Head to toes"

2. CONTENTS

- ❖ Body parts

3. OBJECTIVES

- ❖ To ^{name}remember body parts by using a chart of body parts.
- ❖ To identify body parts by making a sausages puppet.

4. METHODOLOGY

METHODS

Communicative language teaching
Audio-lingual
Total physical response

TECHNIQUES

Patterns
Repetition
Commands

5. CLASS DEVELOPMENT

5.1 STARTING ACTIVITIES

Lead in: Captain says (Annex 1)

Review: Teacher touches her body parts and says "I have two (eyes)" and says the same with each body part.

5.2 PRESENTATION PRACTICE

Teacher shows ~~to~~ students a chart about body parts and asks ~~to~~ them identify the body parts.

Teacher shows ~~to~~ students a model of a sausage puppet and explains Which are the body parts that the puppet has.

Teacher gives to student the sausages and some pepper pieces and with these materials they have to do theirs sausage puppet.

5.3 TASKS

Task 1:

Students make the sausages puppet and identify the body parts.

5.4 ASSESSMENT / EVALUATION

Students name the body parts (head, ears, eyes, nose, mouth, fingers, arms, legs, feet) using the sausage puppet.

5.5 ACHIEVEMENT INDICATORS

Identifies and remembers the body parts making a sausage puppet.

ham

6. TEACHING AIDS: MATERIALS

- ❖ Realia
- ❖ Sausages
- ❖ Peppers

7. BIBLIOGRAPHY

HERRERA Mario and PINKLEY Diane, **Backpack 1**. Second Edition.
Catch up/ Richmond
Dictionary

8. OBSERVATIONS

9. SIGNATURES

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Edgar M. Castillo C.
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Andrea Sthefania Carrión
THESIS APPLICANT

ANNEXES :

Lead in: (Annex 1)

Captain says:

Captain says move your head

Captain says open your mouth

Captain says close your eyes

Captain says touch your ears

Captain says move your arms

Captain says clap your hands

Captain says move your fingers

Captain says stamp your feet

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ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE CAREER

LESSON PLAN SIXTEEN

1. INFORMATIVE DATA

1.1 INSTITUTION	National University of Loja
1.2 PROGRAMA DE DESARROLLO COMUNITARIO:	"Caminemos Juntos"
1.3 AREA:	Foreign language
1.4 CLASS:	3rd Year of Basic Education
1.5 LEVEL AND NUMBER OF LEARNERS:	Beginners (2)
1.6 THESIS ADVISOR:	Mgs. Edgar M. Castillo C.
1.7 THESIS APPLICANT:	Andrea Sthefania Carrión
1.8 DATE:	April 5 th ,2011
1.9 TIMING:	16h00 to 17h30
1.10 SCHOOL YEAR:	2010-2011
1.11 UNIT:	"1, 2, 3"

2. CONTENTS

- ❖ Introduce Yourself
- ❖ Numbers
- ❖ Colors
- ❖ Classroom Objects
- ❖ Body parts

3. OBJECTIVES

- ❖ To review the contents studied through (speaking activities) in order to reinforce the knowledge.

4. METHODOLOGY

METHODS

Communicative language teaching
Audio-lingual
Total physical response

TECHNIQUES

Repetition
Questions and Answers
Dialogues
Commands

5. CLASS DEVELOPMENT

5.1 STARTING ACTIVITIES

Warm up: (Annex 1)

Teacher sings the song "Hello" and students ask her.

5.2 PRESENTATION PRACTICE

Teacher introduces herself. My name is Andrea and asks to students What's your name?

Teacher shows flashcards to students. students repeat the numbers (1 to 10)

Teacher tells to students to color the flowers.

Teacher invites to students to asks and answer each other about Classroom Objects (What it is? It is a pencil)

Teacher names the body parts.

5.3 TASKS

Task 1: Students answer to the question "What's your name?"

Task 2: Students repeat the numbers (1 to 10).

Task 3: (Annex 2)

Students color the flowers according to the teacher's instructions.

For example:

Color the flower number 1 blue.

Task 4: Students touch his/her body parts.

5.4 ASSESSMENT / EVALUATION

Teacher will assess through students' tasks.

5.5 ACHIEVEMENT INDICATORS

Introduces themselves

Recognizes the numbers

Names the colors

Identifies Classroom Objects

Recognizes body parts

6. TEACHING AIDS: MATERIALS

- ❖ Realia
- ❖ Flashcards
- ❖ Sheet of Paper

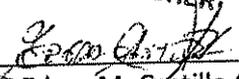
7. BIBLIOGRAPHY

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Mgs. Edgar M. Castillo C.
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Andrea Sthefania Carrión
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ANNEXES :

Warm up: (Annex 1)

Sing a song

Hello!

Hello Hello Hello

What`s your name

My name is _____

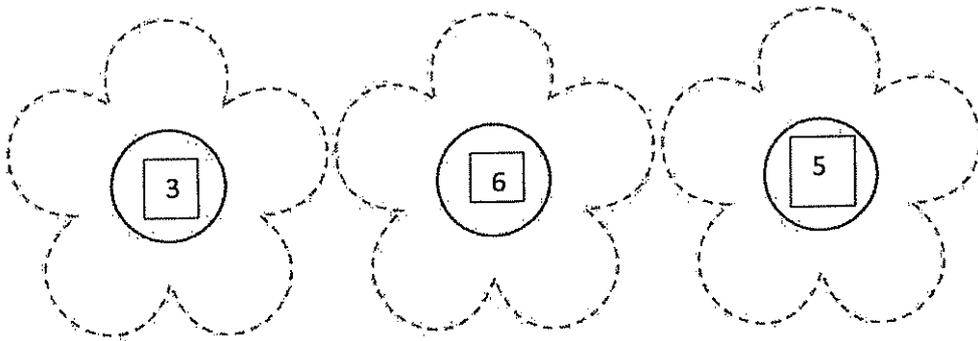
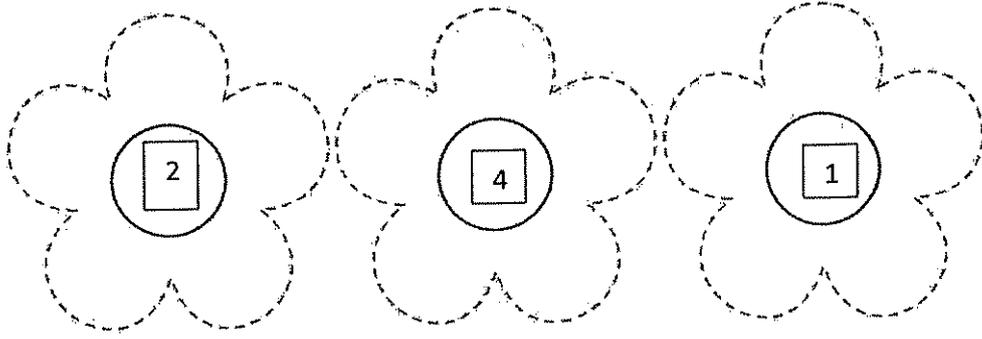
Hello Hello Hello

What`s your name

My name is _____

(Anexx 2)

1. Color the flowers.



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ENGLISH LANGUAGE CAREER

LESSON PLAN SEVENTEEN

1. INFORMATIVE DATA

1.1	INSTITUTION	National University of Loja
1.2	PROGRAMA DE DESARROLLO COMUNITARIO:	"Caminemos Juntos"
1.3	AREA:	Foreign language
1.4	CLASS:	3rd Year of Basic Education
1.5	LEVEL AND NUMBER OF LEARNERS:	Beginners (2)
1.6	THESIS ADVISOR:	Mgs. Edgar M. Castillo C.
1.7	THESIS APPLICANT:	Andrea Sthefania Carrión
1.8	DATE:	April 7 th ,2011
1.9	TIMING:	16h00 to 17h30
1.10	SCHOOL YEAR:	2010-2011
1.11	UNIT:	"1,2,3"

2. CONTENTS

- ❖ Evaluation

3. OBJECTIVES

- ❖ To evaluate students' knowledge through of a formal evaluation.

4. METHODOLOGY

METHODS

Communicative language teaching
Audio-lingual
Total physical response

TECHNIQUES

Commands

5. CLASS DEVELOPMENT

5.1 STARTING ACTIVITIES

5.2 PRESENTATION PRACTICE

Teacher presents to students the evaluation
Teacher reads the instructions

Teacher helps to students to develop the evaluation

5.3 TASKS

Students develop the evaluation.

5.4 ASSESSMENT / EVALUATION

5.5 ACHIEVEMENT INDICATORS

Listens and identifies the numbers

Recognizes the colors

Identifies Classroom objects

Follows commands and identifies parts of the body.

6. TEACHING AIDS: MATERIALS

❖ Sheet of Paper/Evaluation

7. BIBLIOGRAPHY

HERRERA Mario and PINKLEY Diane, **Backpack 1**. Second Edition.

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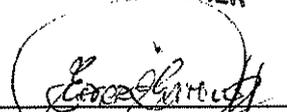
Dictionary

8. OBSERVATIONS

9. SIGNATURES

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ANNEXES :

Evaluation: (Annex 1)

Universidad Nacional de Loja

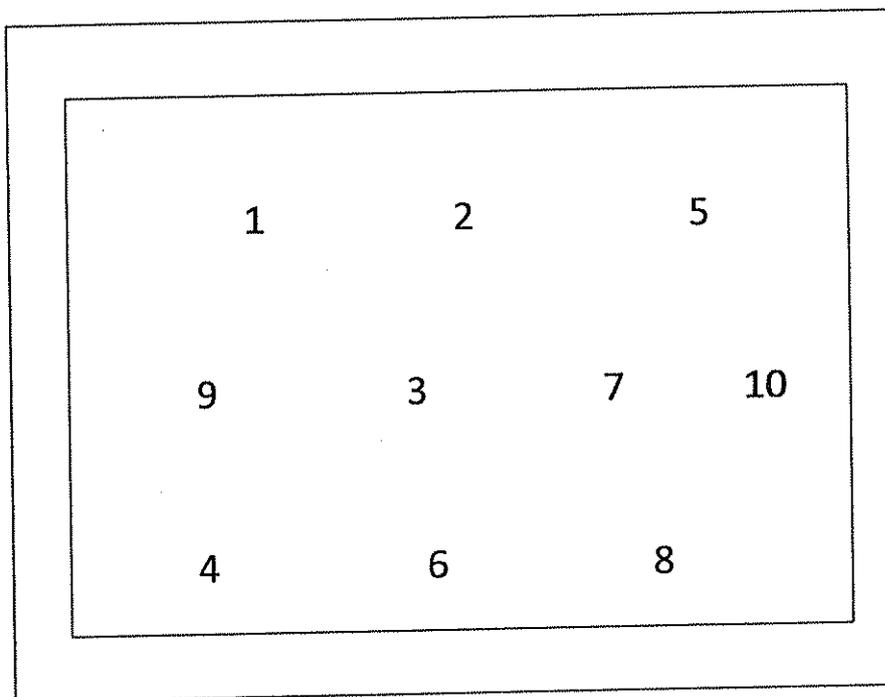
Programa de Intervención Comunitario "Caminemos Juntos"

Evaluation

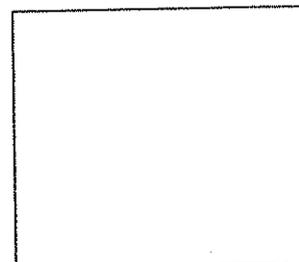
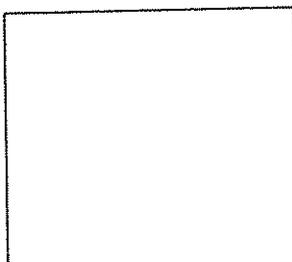
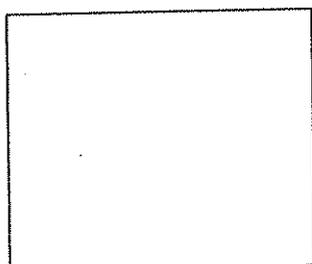
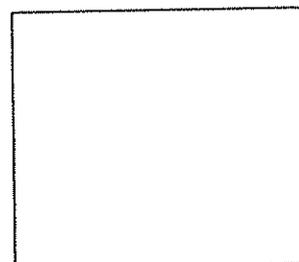
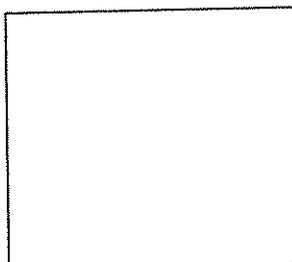
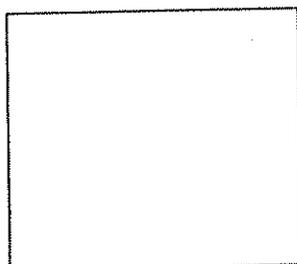
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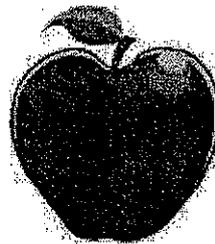
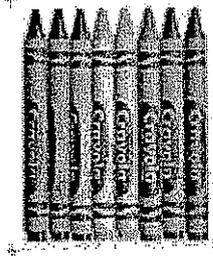
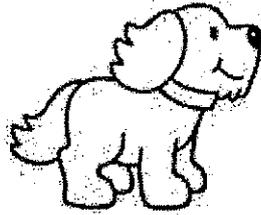
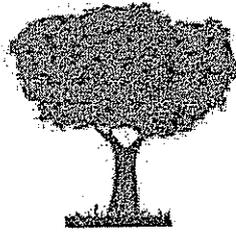
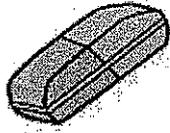
1. Circle the numbers.



2. Glue the colors



3. Underline the classroom objects



Lit. Mg. Sr. Edm. ...
EFL-TEACHER

[Handwritten Signature]
2011-08-07



UNIVERSIDAD NACIONAL DE LOJA
ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
 ENGLISH LANGUAGE CAREER

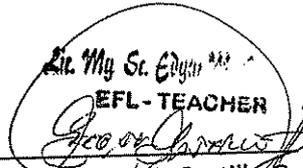
COMMUNITY PROJECT

OBSERVATION VISIT GUIDE

INFORMATIVE DATA	PLACE: "Victor Emilio Valdivieso" neighborhood DATE: March 31 st /2011 TIME: 16h00 to 17h40	
OBJECTIVES	- To reinforce the friendship between the students and teachers. -To share experiences through recreational activities.	
ACTIVITIES	-Recreational Games (colocale el cascabel a Doraemon, el baile del tomate, reventar globos, el baile de la silla). -Dances -Having lunch.	
RESOURCES	-Sound System -Tomatoes -Gifts (a pencil for everyone) -Prizes -Cardboard	-Balloons -CDs
NOURISHMENT	-Children will eat: A delicious sandwich Snacks Soda Fruits.	
PEOPLE IN CHARGE	Paulina Cabrera Azucena Sánchez Dolores Minga Mercy Benitez	Fredy Maza Rosa Quishpe Jackeline Pinta Andrea Carrion

SIGNATURES:

 Dr. Vicente Riofrío
 PROJECT COORDINATOR


 Mgs. Edgar M. Castillo C.
 EFL - TEACHER
 THESIS ADVISOR

 Andrea S. Carrión F.
 THESIS APPLICANT



UNIVERSIDAD NACIONAL DE LOJA
ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE CAREER

LESSON PLAN EIGHTEEN

1. INFORMATIVE DATA

1.1 INSTITUTION	National University of Loja
1.2 PROGRAMA DE DESARROLLO COMUNITARIO:	"Caminemos Juntos"
1.3 AREA:	Foreign language
1.4 CLASS:	3rd Year of Basic Education
1.5 LEVEL AND NUMBER OF LEARNERS:	Beginners (4)
1.6 THESIS ADVISOR:	Mgs. Edgar M. Castillo C.
1.7 THESIS APPLICANT:	Andrea Sthefania Carrión
1.8 DATE:	April 12 th ,2011
1.9 TIMING:	16h00 to 17h30
1.10 SCHOOL YEAR:	2010-2011
1.11 UNIT:	"Things I wear"

2. CONTENTS

- ❖ Clothes

3. OBJECTIVES

- ❖ To learn the clothes by identifying in order to name them.

4. METHODOLOGY

METHODS

Communicative language teaching
Audio-lingual
Total physical response

TECHNIQUES

Singing
Repetition
Using realia

5. CLASS DEVELOPMENT

5.1 STARTING ACTIVITIES

Lead in: (Annex 1)

Sing a song.

Teacher plays the song "I want shoes" and students listen.

Review: Teacher reminds to students the colors (yellow, blue, red, green, orange, pink, black) using flashcards.

5.2 PRESENTATION PRACTICE

Teacher plays the song by verses.

Teacher presents real clothes to students in order they identify.

Teacher asks students show the clothes that they listen in the song.

5.3 TASKS

Task 1:

Students listen to the song

Task 2:

Students identify the clothes while they listen to the song "I want shoes".

5.4 ASSESSMENT / EVALUATION

Teacher encourages students to participate in contest related to clothes.

For example:

Put on a shirt

Put on pants

5.5 ACHIEVEMENT INDICATORS

Learn the clothes by identifying in order to name them.

6. TEACHING AIDS: MATERIALS

- ❖ Realia
- ❖ CD
- ❖ Tape recorder
- ❖ Flash cards with colors

7. BIBLIOGRAPHY

HERRERA Mario and PINKLEY Diane, **Backpack 1**. Second Edition.

ZANATTA Theresa, **Catch 1**. Richmond Publishing.

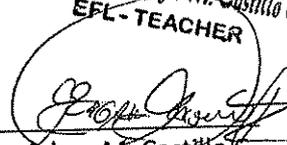
CAMBRIDGE COMPACT/Dictionary

8. OBSERVATIONS

9. SIGNATURES

Dr. Vicente Riofrío
COORDINATOR OF THE PROGRAM

Lic. Mg. Sr. Edgar M. Castillo C.
EFL-TEACHER



Mgs. Edgar M. Castillo C.
THESIS ADVISOR

Andrea Sthefania Carrión
THESIS APPLICANT

ANNEXES :

Lead in (Annex 1):

Sing a song

I want shoes

I`m wearing a jacket, a shirt, and pants
a shirt and pants.

I need one thing so I can dance
So I can dance

My jacket is blue, and my shirt is new
My shirt is new
My clothes are blue
Now I want some shoes

I`m wearing a jacket, a shirt, and a pants
I want some shoes so I can dance,
So I can dance
So I can dance



UNIVERSIDAD NACIONAL DE LOJA
ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE CAREER

LESSON PLAN NINETEEN

1. INFORMATIVE DATA

1.1 INSTITUTION	National University of Loja
1.2 PROGRAMA DE DESARROLLO COMUNITARIO:	"Caminemos Juntos"
1.3 AREA:	Foreign language
1.4 CLASS:	3rd Year of Basic Education
1.5 LEVEL AND NUMBER OF LEARNERS:	Beginners (4)
1.6 THESIS ADVISOR:	Mgs. Edgar M. Castillo C.
1.7 THESIS APPLICANT:	Andrea Sthefania Carrión
1.8 DATE:	April 14 th ,2011
1.9 TIMING:	16h00 to 17h30
1.10 SCHOOL YEAR:	2010-2011
1.11 UNIT:	"Things I wear"

2. CONTENTS

- ❖ Clothes
- ❖ Present Progressive

3. OBJECTIVES

- ❖ To answer about the clothes that the students are wearing.

4. METHODOLOGY

METHODS

Communicative language teaching
Audio-lingual
Total physical response

TECHNIQUES

Repetition
Singing
Commands

5. CLASS DEVELOPMENT

5.1 STARTING ACTIVITIES

- Lead in: (Annex 1)
Sing a song.

Teacher and students sing the song "I want shoes" again.

Review: Teacher invites to each student to show the clothes that they are wearing.

For example:

Joel is wearing:

Blue pants, yellow shirt, black shoes.

5.2 PRESENTATION PRACTICE

Teacher gives to each student a "KUKA" and asks to identify the clothes.

Teacher mentions different pieces of clothes in order to they cut them.

Teacher says to student what he/she is wearing in order to uses "I am wearing _____"

5.3 TASKS

Task 1: (Annex 1)

Students point different clothes that they identify in the "KUKA"

For example:

Point the pants

Point the shoes

Task 2:

Students cut the pieces of clothes in the "KUKA" and save in a bag for the next class.

Task 3:

Students answer the question "What are you wearing"

They answer: I am wearing a pink blouse.

I am wearing a blue dress

5.4 ASSESSMENT / EVALUATION

Teacher gives to students a sheet of paper and asks draw ^{themselves} yourself and color the clothes. Then they show his/her drawing and talk about it.

For example:

I am wearing a yellow shirt.

5.5 ACHIEVEMENT INDICATORS

Answers to the question "What are you wearing?"

6. TEACHING AIDS: MATERIALS

- ❖ Realia
- ❖ KUKAS

- ❖ Scissors
- ❖ Sheet of paper
- ❖ Colors

7. BIBLIOGRAPHY

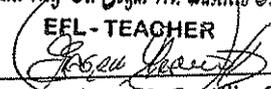
HERRERA Mario and PINKLEY Diane, **Backpack 1**. Second Edition.
ZANATTA Theresa, **Catch 1**. Richmond Publishing.
CAMBRIDGE COMPACT/Dictionary

8. OBSERVATIONS

I couldn't develop the lesson plan this day because the weather was terrible. The Communal House didn't have light and Students didn't come. For all these reason I will develop the lesson plan in the next class.

9. SIGNATURES

Dr. Vicente Riofrío
COORDINATOR OF THE PROGRAM

Lic. Mg. Sr. Edgar M. Castillo C.
EEL - TEACHER

Mgs. Edgar M. Castillo C.
THESIS ADVISOR

Andrea Sthefania Carrión
THESIS APPLICANT

ANNEXES :

Lead in (Annex 1):

Sing a song

I want shoes

I'm wearing a jacket, a shirt, and pants

a shirt and pants.

I need one thing so I can dance

So I can dance

My jacket is blue, and my shirt is new

My shirt is new

My clothes are blue

Now I want some shoes

I'm wearing a jacket, a shirt, and a pants

I want some shoes so I can dance,

So I can dance

So I can dance.



UNIVERSIDAD NACIONAL DE LOJA
ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE CAREER

LESSON PLAN TWENTY

1. INFORMATIVE DATA

1.1	INSTITUTION	National University of Loja
1.2	PROGRAMA DE DESARROLLO COMUNITARIO:	"Caminemos Juntos"
1.3	AREA:	Foreign language
1.4	CLASS:	3rd Year of Basic Education
1.5	LEVEL AND NUMBER OF LEARNERS:	Beginners (4)
1.6	THESIS ADVISOR:	Mgs. Edgar M. Castillo C.
1.7	THESIS APPLICANT:	Andrea Sthefania Carrión
1.8	DATE:	April 26 th ,2011
1.9	TIMING:	16h00 to 17h30
1.10	SCHOOL YEAR:	2010-2011
1.11	UNIT:	"Things I wear"

2. CONTENTS

- ❖ Clothes
- ❖ Present Progressive

3. OBJECTIVES

- ❖ To answer about the clothes that the students are wearing.

4. METHODOLOGY

METHODS

Communicative language teaching
Audio-lingual
Total physical response

TECHNIQUES

Questions and answers
Commands

5. CLASS DEVELOPMENT

5.1 STARTING ACTIVITIES

Lead in: (Annex 1)
Sing a song.

Teacher and students sing the song "I want shoes" again.

Review: Teacher invites to each student to show the clothes that they are wearing.

For example:

Joel is wearing:

Blue pants, yellow shirt, black shoes.

5.2 PRESENTATION PRACTICE

Teacher gives to each student a "KUKA" and asks to identify the clothes.

Teacher mentions different pieces of clothes in order to they cut them.

Teacher says to student what he/she is wearing in order to uses "I am wearing _____"

5.3 TASKS

Task 1: (Annex 1)

Students point different clothes that they identify in the "KUKA"

For example:

Point the pants

Point the shoes

Task 2:

Students cut the pieces of clothes in the "KUKA" and save in a bag for the next class.

Task 3:

Students answer the question "What are you wearing?"

They answer: I am wearing a pink blouse.

I am wearing a blue dress

5.4 ASSESSMENT / EVALUATION

Teacher gives to students a sheet of paper and asks draw yourself and color the clothes.

Then they show his/her drawing and talk about it.

For example:

I am wearing a yellow shirt.

5.5 ACHIEVEMENT INDICATORS

Answers to the question "What are you wearing?"

6. TEACHING AIDS: MATERIALS

- ❖ Realia
- ❖ KUKAS

- ❖ Scissors
- ❖ Sheet of paper
- ❖ Colors

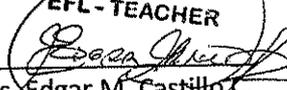
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CAMBRIDGE COMPACT/Dictionary

8. OBSERVATIONS

9. SIGNATURES

Dr. Vicente Riofrío
COORDINATOR OF THE PROGRAM

Lic. Mg. Sr. Edgar M. Castillo C.
EFL - TEACHER

Mgs. Edgar M. Castillo C.
THESIS ADVISOR

Andrea Sthefania Carrión
THESIS APPLICANT

ANNEXES :



UNIVERSIDAD NACIONAL DE LOJA
ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE CAREER

LESSON PLAN TWENTY-ONE

1. INFORMATIVE DATA

1.1 INSTITUTION	National University of Loja
1.2 PROGRAMA DE DESARROLLO COMUNITARIO:	"Caminemos Juntos"
1.3 AREA:	Foreign language
1.4 CLASS:	3rd Year of Basic Education
1.5 LEVEL AND NUMBER OF LEARNERS:	Beginners (4)
1.6 THESIS ADVISOR:	Mgs. Edgar M. Castillo C.
1.7 THESIS APPLICANT:	Andrea Sthefania Carrión
1.8 DATE:	April 28 th ,2011
1.9 TIMING:	16h00 to 17h30
1.10 SCHOOL YEAR:	2010-2011
1.11 UNIT:	"Things I wear"

2. CONTENTS

- ❖ Clothes
- ❖ Present Progressive

3. OBJECTIVES

- ❖ To answer about the clothes by recognizing what his or her classmate is wearing.

4. METHODOLOGY

METHODS

Communicative language teaching
Audio-lingual
Total physical response

TECHNIQUES

Answering questions
Using Commands
Using realia

5. CLASS DEVELOPMENT

5.1 STARTING ACTIVITIES

Lead in: Describing "What a doll is wearing?"

Teacher shows to students the doll and they describe her.

Review: Students remember through the Lead in.

5.2 PRESENTATION PRACTICE

Teacher gives to students a sheet of paper and the bag with the pieces of clothes that they cut before in order to recognize the clothes.

5.3 TASKS

Task 1:

Students glue the pieces of clothes (they cut in the last class) according to the teacher's say.

For example:

Glue the pants

Glue the shoes

Glue the shirt

Glue the sweater

5.4 ASSESSMENT / EVALUATION

(Annex 1)

Teacher gives to students a worksheet. They paint, the boy and the girl according to what his/her partner is wearing.

5.5 ACHIEVEMENT INDICATORS

Answers to the question "What is she/he wearing?"

6. TEACHING AIDS: MATERIALS

- ❖ KUKAS
- ❖ Glue
- ❖ Sheet of Paper
- ❖ Worksheet
- ❖ Doll
- ❖ Realia

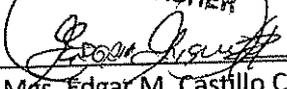
7. BIBLIOGRAPHY

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8. OBSERVATIONS

9. SIGNATURES

Dr. Vicente Riofrío
COORDINATOR OF THE PROGRAM

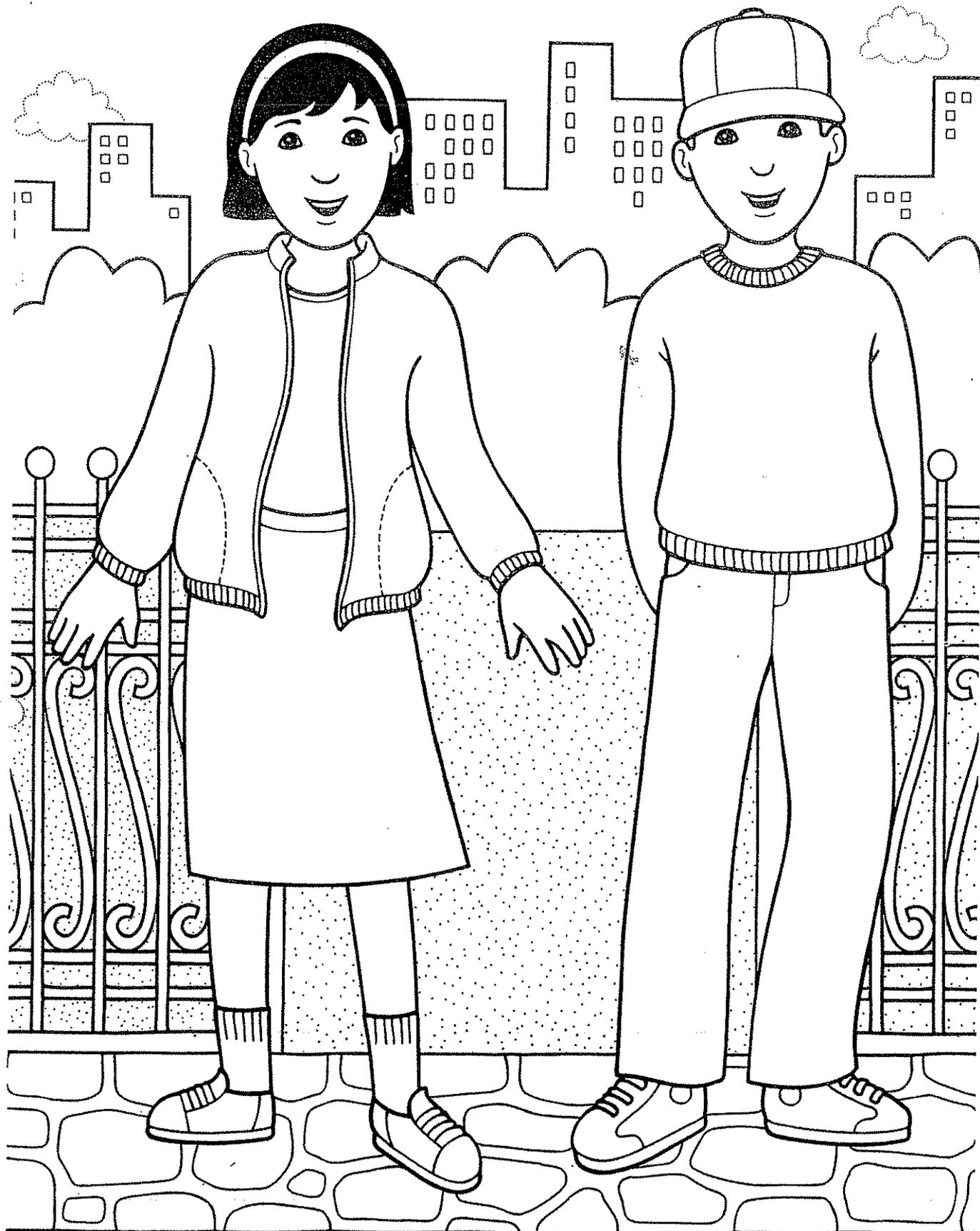
Lic. Mgs. Sr. Edgar M. Castillo C.
EFL - TEACHER

Mgs. Edgar M. Castillo C.
THESIS ADVISOR

Andrea Sthefania Carrión
THESIS APPLICANT

Review

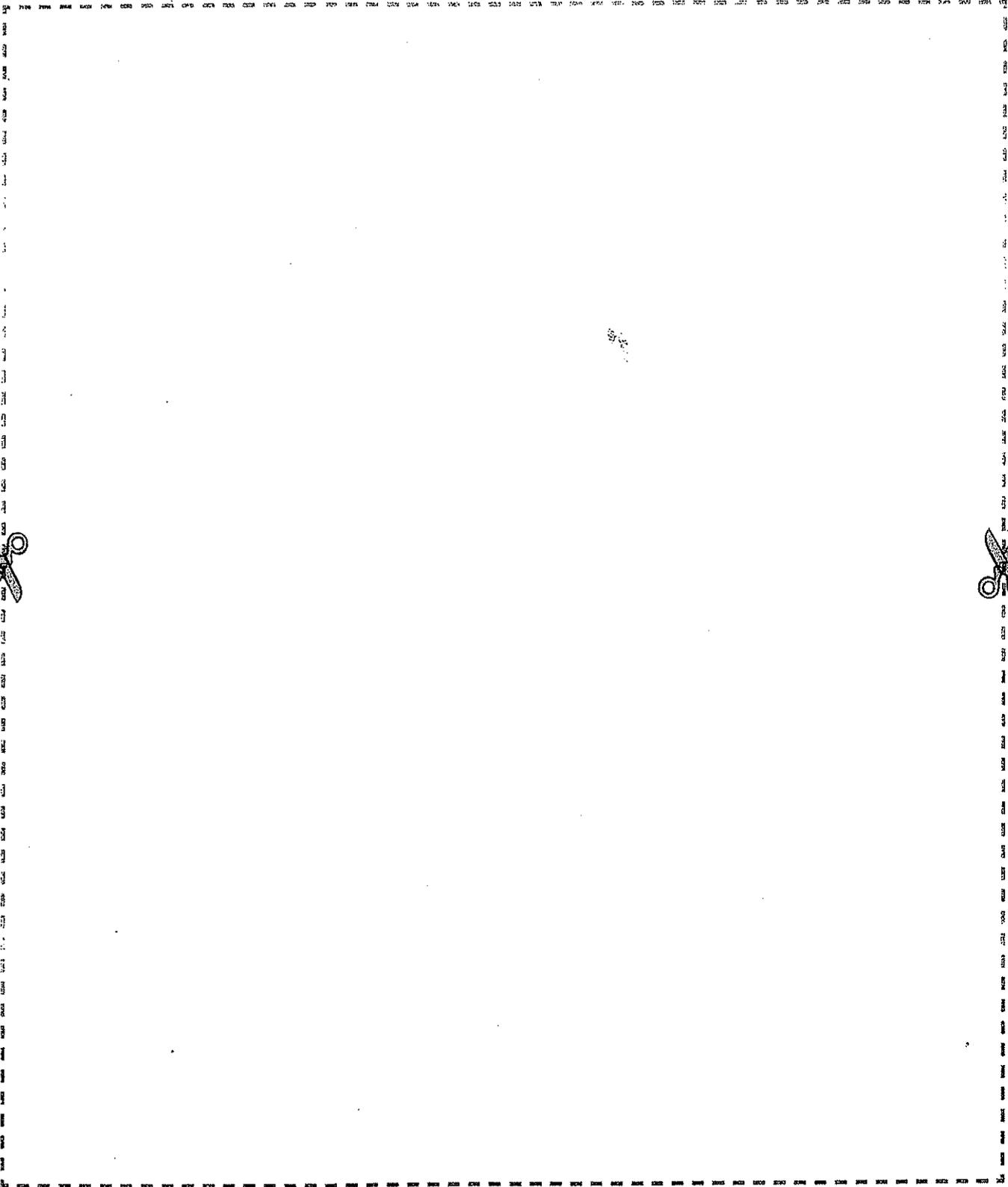


Listen and color.



Cut-out Activity

- A. Find a partner. Take turns.
- B. What is she wearing? Say.
Listen and draw.



Student A tells Student B to draw a boy and his clothing according to instructions. (*Draw a shirt. Draw a jacket.*) Student B follows the instructions. Then Student B tells Student A to draw a girl and her clothing according to instructions.

Cut-out Activity

- A. Find a partner. Take turns.
- B. What is he wearing? Say.
Listen and draw.



A large rectangular area with a dashed border, intended for drawing. The border is composed of small, repeating decorative patterns. The interior of the rectangle is blank, providing space for a student to draw based on the activity instructions.



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ENGLISH LANGUAGE CAREER

LESSON PLAN TWENTY-TWO

1. INFORMATIVE DATA

1.1 INSTITUTION	National University of Loja
1.2 PROGRAMA DE DESARROLLO COMUNITARIO:	"Caminemos Juntos"
1.3 AREA:	Foreign language
1.4 CLASS:	3rd Year of Basic Education
1.5 LEVEL AND NUMBER OF LEARNERS:	Beginners (5)
1.6 THESIS ADVISOR:	Mgs. Edgar M. Castillo C.
1.7 THESIS APPLICANT:	Andrea Sthefania Carrión
1.8 DATE:	May 5 th ,2011
1.9 TIMING:	16h00 to 17h30
1.10 SCHOOL YEAR:	2010-2011
1.11 UNIT:	"Things I wear"

2. CONTENTS

- ❖ Clothes
- ❖ Singular and Plural

3. OBJECTIVES

- ❖ To practice and use the singular and plural of the clothes items.
- ❖ To ask and answer about quantify through clothes items.

4. METHODOLOGY

METHODS

Communicative language teaching
Audio-lingual
Total physical response

TECHNIQUES

Answering questions
Repetition

5. CLASS DEVELOPMENT

5.1 STARTING ACTIVITIES

Warm up: A chant

Teacher asks to students repeat a chant while they hit a ball.

Yellow Sweater

Green Shirt

Blue Pants

Black Shoes

Review: Students take the worksheet that they did in the last class and say to their classmates (what is she/he wearing).

5.2 PRESENTATION PRACTICE

Teacher takes and shows some pieces of clothes (1 sweater, 2sweaters, 1 shirt, 2 shirts, pants, 2 pants and 1 shoe, 2shoes) and presents to the class with the purpose that students differentiate the singular from the plural.

Teacher gives to students a worksheet in order to they draw the pieces of clothes using singular and plural.

5.3 TASKS

Task 1: Students repeat and distinguish the name of the pieces of clothes using singular and plural.

Task 2: (Annex 1)

Students listen to the teacher and draw the pieces of clothes according to the teacher's instructions.

Draw a shirt----- draw 2 shirts

Draw pants----- draw 3 pants

Draw a shoe-----draw 4 shoes

Draw a sweater-----draw 5 sweaters

5.4 ASSESSMENT / EVALUATION

Students ask and answer about the quantify of clothes items that they have drawn.

5.5 ACHIEVEMENT INDICATORS

Practices and use the singular and plural of the clothes items.

❖ Pencil colors

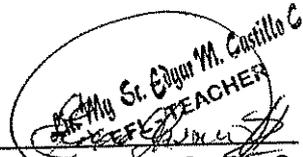
7. BIBLIOGRAPHY

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ZANATTA Theresa, **Catch 1**. Richmond Publishing.
CAMBRIDGE COMPACT/Dictionary

8. OBSERVATIONS

9. SIGNATURES

Dr. Vicente Riofrío
COORDINATOR OF THE PROGRAM



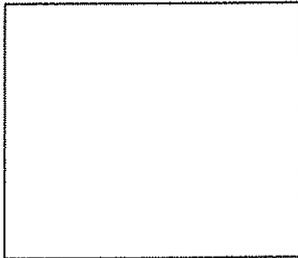
Mgs. Edgar M. Castillo C.
THESIS ADVISOR

Andrea Sthefania Carrión
THESIS APPLICANT

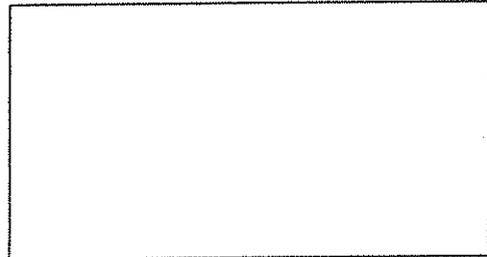
ANNEXES :

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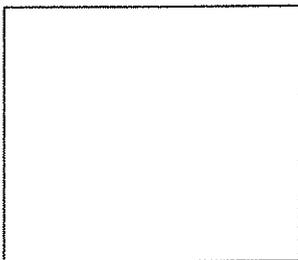
1. Listen, draw and color.



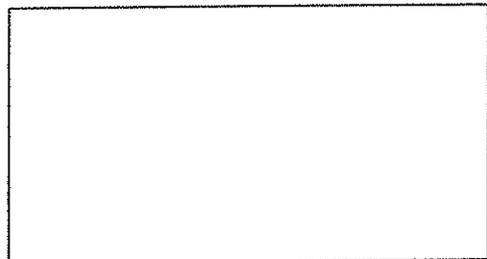
Shirt



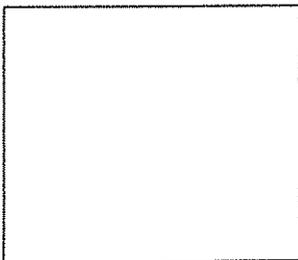
2 shirts



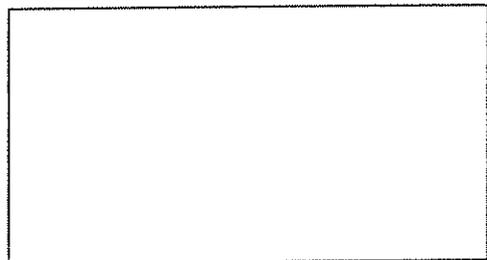
Pants



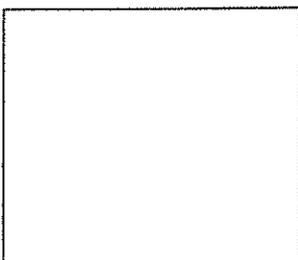
3 Pants



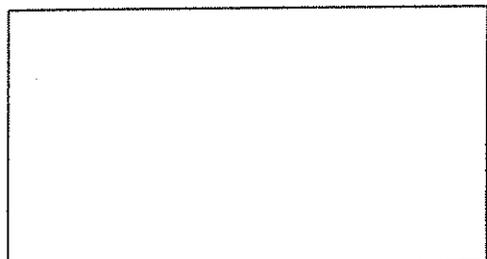
Shoe



4 shoes



Sweater



5 Sweaters



UNIVERSIDAD NACIONAL DE LOJA
ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE CAREER

LESSON PLAN TWENTY-THREE

1. INFORMATIVE DATA

1.1 INSTITUTION	National University of Loja
1.2 PROGRAMA DE DESARROLLO COMUNITARIO:	"Caminemos Juntos"
1.3 AREA:	Foreign language
1.4 CLASS:	3rd Year of Basic Education
1.5 LEVEL AND NUMBER OF LEARNERS:	Beginners (5)
1.6 THESIS ADVISOR:	Mgs. Edgar M. Castillo C.
1.7 THESIS APPLICANT:	Andrea Sthefania Carrión
1.8 DATE:	May 3 rd ,2011
1.9 TIMING:	16h00 to 17h30
1.10 SCHOOL YEAR:	2010-2011
1.11 UNIT:	"Things I wear"

2. CONTENTS

- ❖ Clothes
- ❖ Singular and Plural

3. OBJECTIVES

- ❖ To practice and use the singular and plural of the clothes items.
- ❖ To ask and answer about quantify through clothes items.

4. METHODOLOGY

METHODS

Communicative language teaching
Audio-lingual
Total physical response

TECHNIQUES

Repetition
Commands
Using realia

5. CLASS DEVELOPMENT

5.1 STARTING ACTIVITIES

Lead in:

Teacher displays some pictures of men and women and asks students to pick up them according to her descriptions.

Pick up the picture

For example:

She is wearing a white shirt, yellow pants and blue shoes.

Review: Students pick and describe what she/he is wearing in the picture.

5.2 PRESENTATION PRACTICE

Teacher shows to students some real clothes in order to they reinforce the singular from plural.

(1 shoe-----shoes)

(1 sock.....socks)

Teacher gives to students a worksheet in order to they repeat the pieces of clothes and distinguish the singular and plural. (Annex 1)

5.3 TASKS

Task 1: (Annex 1)

Students take the real clothes and present to the class that they have.

Task 2:

Students listen and circle to recognize singular and plural (Annex 1).

5.4 ASSESSMENT / EVALUATION

(Annex 1)

Teacher evaluates through task 2. (Students listen and circle to recognize singular and plural)

5.5 ACHIEVEMENT INDICATORS

Practices and use the singular and plural of the clothes items.

Asks and answer about quantify through clothes items.

6. TEACHING AIDS: *MATERIALS*

- ❖ Clothes
- ❖ Pencil
- ❖ Pictures

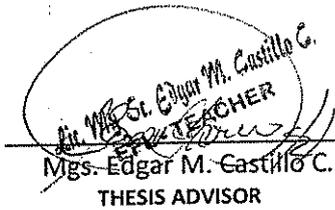
7. BIBLIOGRAPHY

HERRERA Mario and PINKLEY Diane, **Backpack 1**. Second Edition.
ZANATTA Theresa, **Catch 1**. Richmond Publishing.
CAMBRIDGE COMPACT/Dictionary

8. OBSERVATIONS

9. SIGNATURES

Dr. Vicente Riofrío
COORDINATOR OF THE PROGRAM



Mgs. Edgar M. Castillo C.
TEACHER
Mgs. Edgar M. Castillo C.
THESIS ADVISOR

Andrea Sthefania Carrión
THESIS APPLICANT

ANNEXES :

(Annex 1)

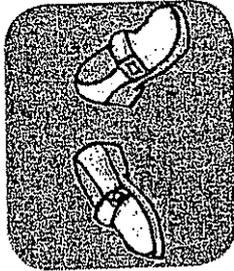


Listen and circle.

1.

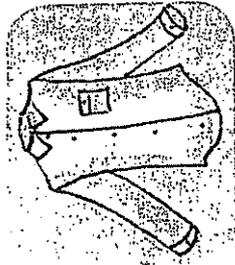


shoe

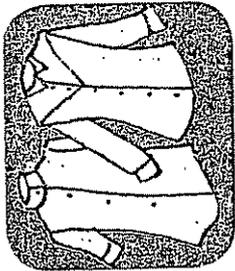


shoes

3.

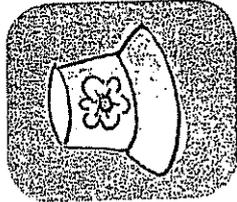


shirt



shirts

2.

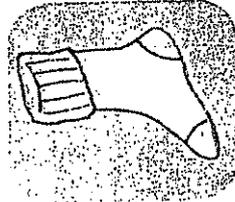


hat

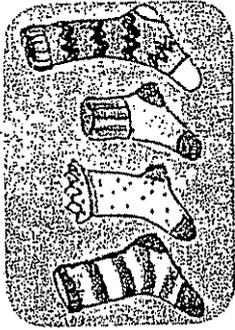


hats

4.



sock



socks

National University of Loja
English Language Career

"Victor Emilio Valdivieso" Community

Group: 3^{ro} Teacher: Andrea S. Carrion F.
Name: Joselin Quinche

ENGLISH DIAGNOSTIC TEST

LISTENING

1. Do the following commands

Stand up

Sit down

Open the door/Close the door

Open the window/Close the window

2. Touch the parts of the body

Move your head

Touch your mouth

Touch your nose

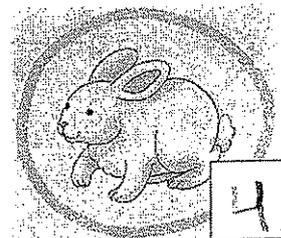
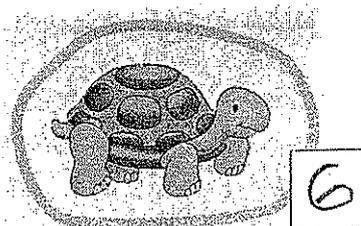
Touch your eyes

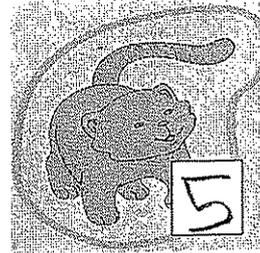
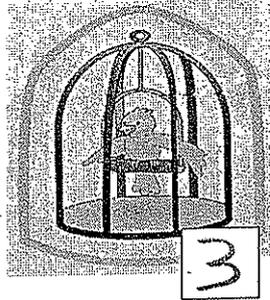
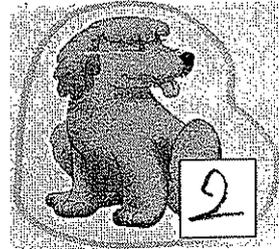
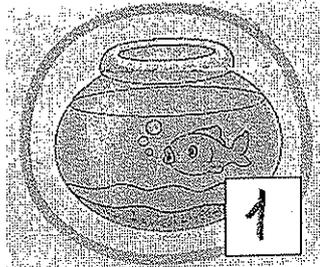
Touch your ears

Raise your hands

Stamp your feet

3. Listen the numbers that teacher said and number the animals.





SPEAKING

1. Answer the following questions

Are you a boy or a girl?

What's your name?

How old are you?

Who is he/she?

2. Answer the questions

How the weather is today?

It is hot

It is cold

MARKS

Bad= 10
Excellent= 40

Good=20

Very good=30

LISTENING

1.

Bad ✓
Excellent

Good

Very good

2.

Bad ✓
Excellent

Good

Very good

3.

Bad
Excellent

Good ✓

Very good

SPEAKING

1.

Bad ✓
Excellent

Good

Very good

2.

Bad ✓ Good Very good
Excellent

VOCABULARY

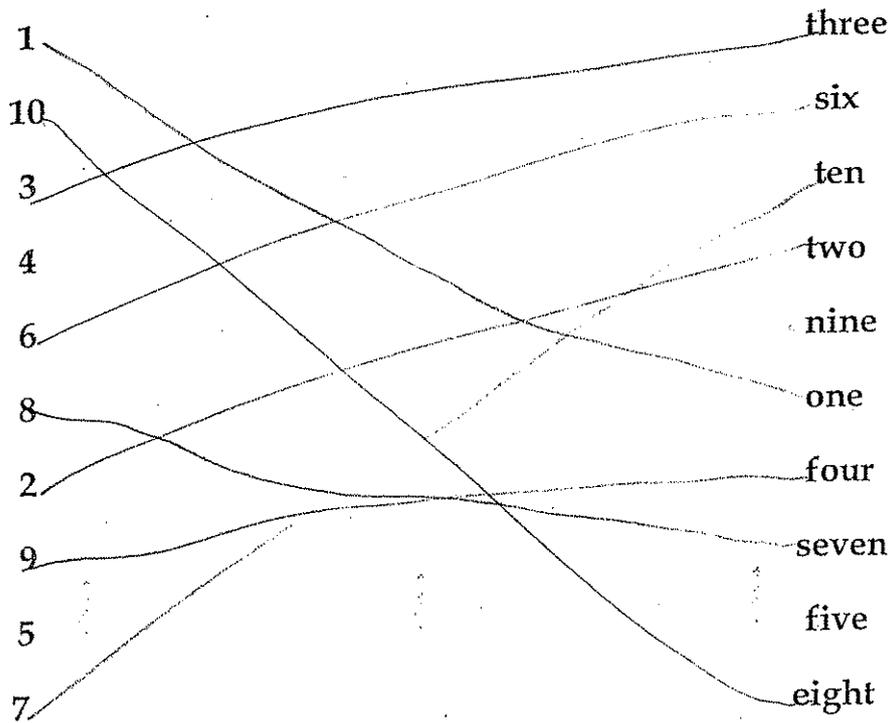
10 questions/ everyone over 10 TOTAL=100 points

NAME: _____ Score: ____/100

VOCABULARY

1. Match the number with the correct word
points

10



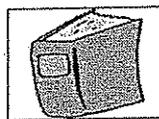
2. Label the classroom objects

10 points

Crayon chair desk notebook eraser pen pencil



book



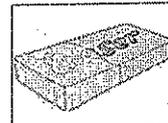
desk



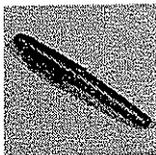
chair



pen



eraser



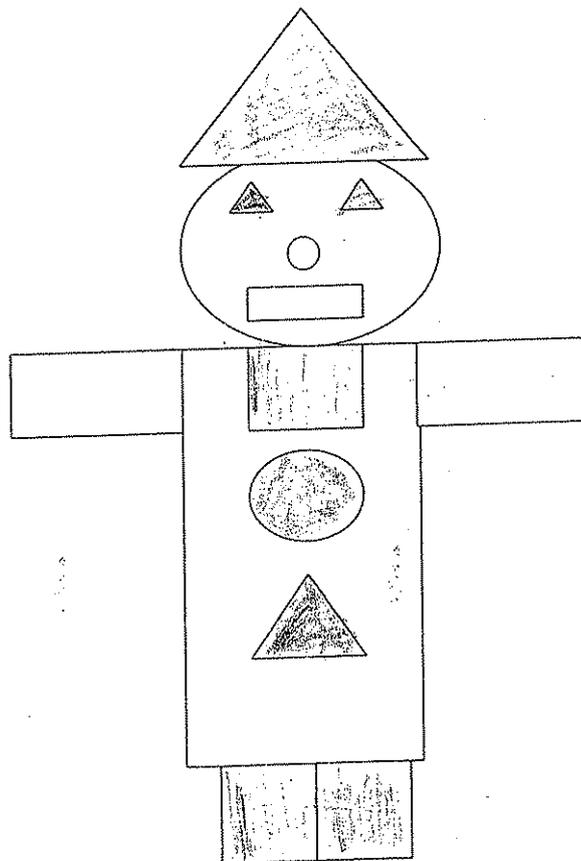
crayon



pencil

3. Color the shapes in the drawing:
10 points

Triangle ----- Yellow
Square ----- Red
Circle ----- Blue
Rectangle ----- Green



4. Match the members of the family
10 points

MOTHER



FATHER



BROTHER



SISTER



5. Complete:
10 points

With the prepositions of the box

Under

in

on

7. Unscramble and write the days of the week
10 points

M D O N Y A
M N Y A D

T A Y U S E D
T U S D A Y

W E Y D N S E D A
W E D S N D A Y

T U R H S Y A D
T U R

F D A Y R I
F R I

8. Circle the pieces of cloth
10 points

Pants

apple

T-shirt

Cat

Shoes

Sweater

Pen

Jacket

Mini-skirt

GRAMMAR

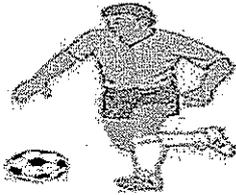
1. Possessives
10 points

Match the personal pronoun with the possessive

I	her
He	My
She	His

2. Present Continuous
10 points

Look at the pictures and complete the sentences with the verbs



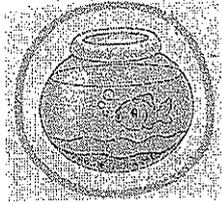
He is _____.

play



They are _____.

dance



The fish is _____.

swim

National University of Loja

English Language Career

“Victor Emilio Valdivieso” Community

Group: _____

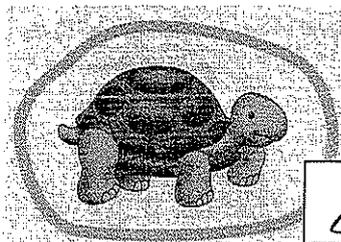
Teacher: Andrea Stefanica Carrion Fernández

Name: Joselyn Romero Gualaguiza

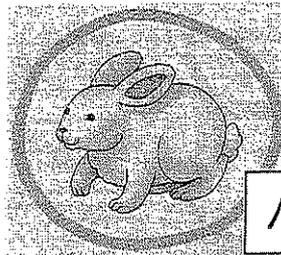
ENGLISH DIAGNOSTIC TEST

LISTENING

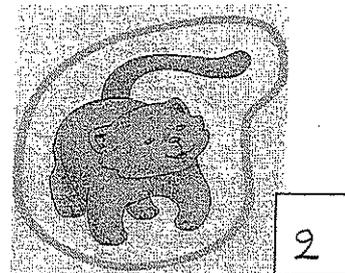
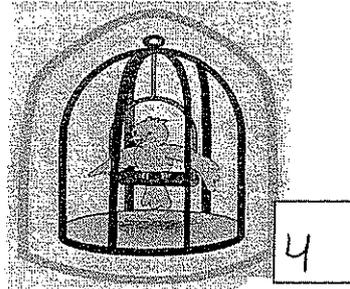
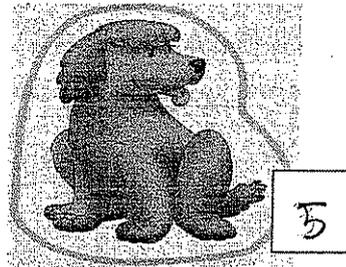
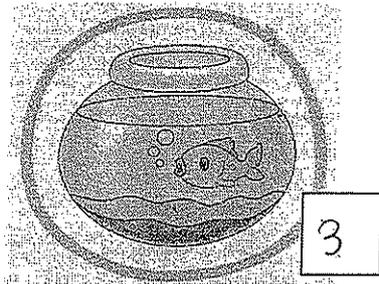
1. Do the following commands
Stand up
Sit down
Open the door/Close the door
Open the window/Close the window
2. Touch the parts of the body
Move your head
Touch your mouth
Touch your nose
Touch your eyes
Touch your ears
Raise your hands
Stamp your feet
3. Listen the numbers that teacher said and number the animals.



6



1



SPEAKING

1. Answer the following questions

Are you a boy or a girl?

What's your name?

How old are you?

Who is he/she?

2. Answer the questions

How the weather is today?

It is hot

It is cold

It is rain

Joselyn

MARKS

Bad= 10

Good=20

Very good=30

Excellent= 40

LISTENING

1.

Bad

Good ✓

20

Very good

Excellent

2.

Bad

✓ 10

Good

Very good

Excellent ✓

3.

Bad ✓

Good ✓

20

Very good

Excellent

SPEAKING

1.

Bad

✓ 10

Good

Very good

Excellent

2.

Bad

✓ 10

Good

Very good

Excellent

VOCABULARY

10 questions / everyone over 10 TOTAL=100 points

43/100

NAME: Jhosely Romero Score: /100

VOCABULARY

1. Match the number with the correct word

10 points

1	three
10	six
3	ten
4	two
6	nine
8	one
2	four
9	seven
5	five
7	eight

(Handwritten lines connect 1 to 10, 10 to 3, 3 to 4, 4 to 6, 6 to 8, 8 to 2, 2 to 9, 9 to 5, 5 to 7, and 7 to 10. There is a handwritten '5' next to the word 'nine'.)

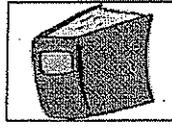
2. Label the classroom objects

10 points

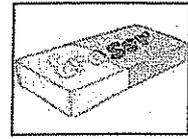
Crayon chair desk notebook eraser pen pencil



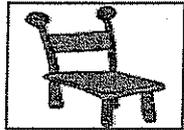
crayon



chair



desk



notebook



eraser



Pen

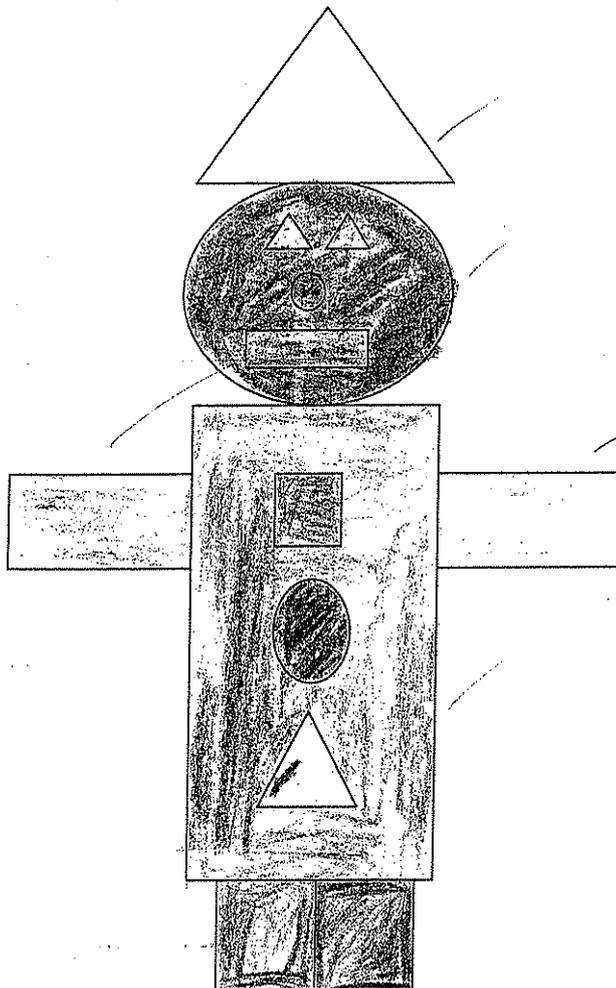


Pencil

3. Color the shapes in the drawing:

10 points

- Triangle ----- Yellow
- Square ----- Red
- Circle ----- Blue
- Rectangle ----- Green



4. Match the members of the family

10 points

MOTHER

FATHER

BROTHER

SISTER



Handwritten marks: checkmarks next to the first and last photos, and an 'X' next to the second and third photos. A handwritten number '2' is next to the third photo.

5. Complete:

10 points

With the prepositions of the box

Under	in	on
-------	----	----

Where is the mouse?

The mouse is Under the table.



Where is the child?



The child is in the box

Where is the book?



The book is on the table.

6. Complete the crossword puzzle with the fruits of the box.

10 points

Banana apple grapes pear pineapple strawberry


 BANANA
 STRAWBERRY
 PINEAPPLE
 PEACH


7. Unscramble and write the days of the week

10 points

M D O N Y A

T A Y U S E D

W E Y D N S E D A

T U R H S Y A D

F D A Y R I

8. Circle the pieces of cloth

10 points

Pants

apple

T- shirt

Cat

Shoes

Sweater

Pen

Jacket

Mini-skirt

6

GRAMMAR

1. Possessives

10 points

Match the personal pronoun with the possessive

I her
He My
She His

X 0

2. Present Continuous

10 points

Look at the pictures and complete the sentences with the verbs



He is _____

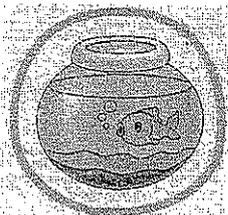
play

0



They are _____

dance



The fish is _____

swim

National University of Loja

English Language Career

“Victor Emilio Valdivieso” Community

Group: _____

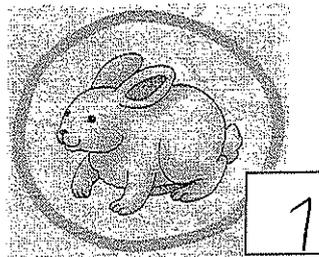
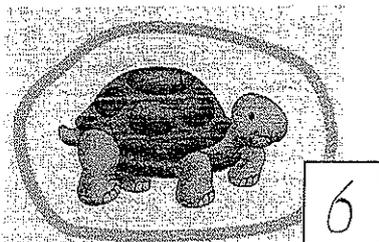
Teacher: Andrea Sthefania Carrión Fernández

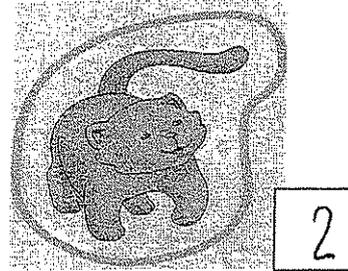
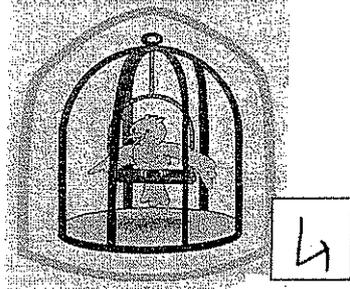
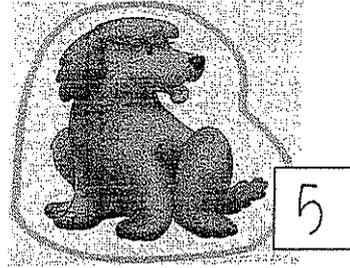
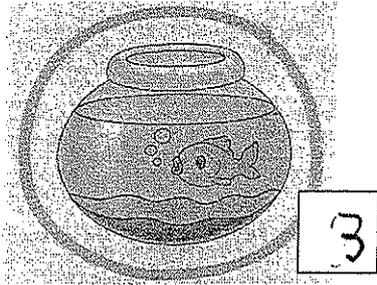
Name: Olger Osvaldo Ochoa Ordoñez

ENGLISH DIAGNOSTIC TEST

LISTENING

1. Do the following commands
Stand up
Sit down
Open the door/Close the door
Open the window/Close the window
2. Touch the parts of the body
Move your head
Touch your mouth
Touch your nose
Touch your eyes
Touch your ears
Raise your hands
Stamp your feet
3. Listen the numbers that teacher said and number the animals.





SPEAKING

1. Answer the following questions

Are you a boy or a girl?

What's your name?

How old are you?

Who is he/she?

2. Answer the questions

How the weather is today?

It is hot

It is cold

It is rain

Olger Osvaldo Ochoa

MARKS

Bad= 10

Good=20

Very good=30

Excellent= 40

LISTENING

1.

Bad

Good

Very good ✓

Excellent

2.

Bad ✓

Good

Very good

Excellent ✓

3.

Bad ✓

Good

Very good

Excellent

SPEAKING

1.

Bad ✓

Good

Very good

Excellent

2.

Bad ✓

Good

Very good

Excellent

VOCABULARY

10 questions / everyone over 10 TOTAL=100 points

NAME: Olger Ochoa Score: /100

VOCABULARY

1. Match the number with the correct word 10 points

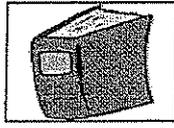
1	three
10	six ✗
3	ten ✓
4	two ✗
6	nine ✗ 3
8	one ✓
2	four ✓
9	seven ✗
5	five ✗
7	eight ✗

2. Label the classroom objects 10 points

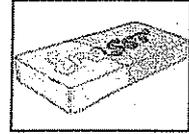
Crayon chair desk notebook eraser pen pencil



crayon



notebook



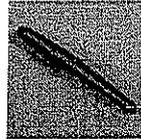
eraser



chair



pen



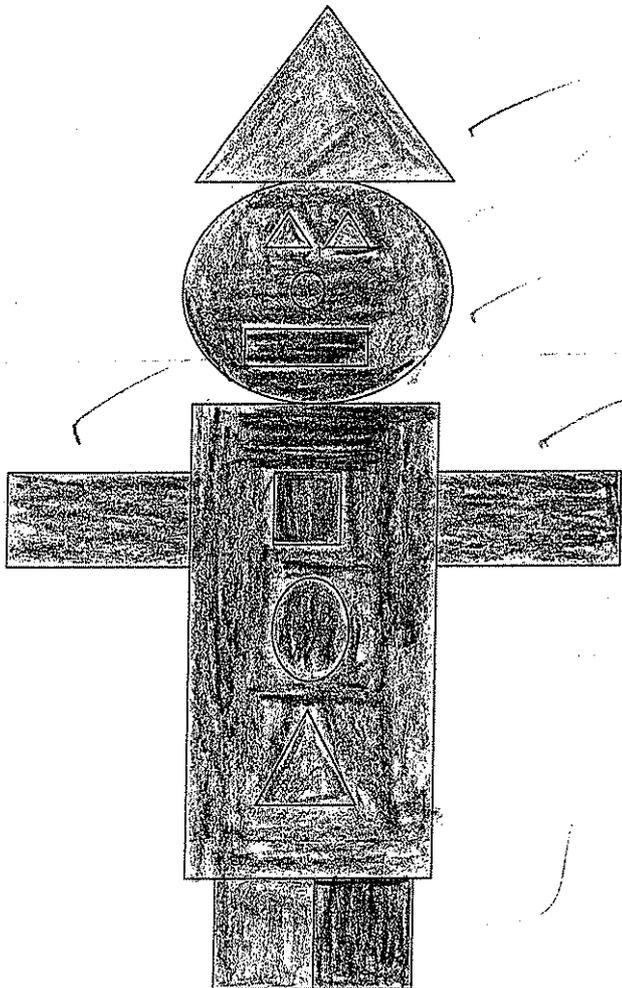
pencils

5

3. Color the shapes in the drawing:

10 points

- Triangle ----- Yellow
- Square ----- Red
- Circle ----- Blue
- Rectangle ----- Green



10

4. Match the members of the family

10 points

MOTHER

FATHER

BROTHER

SISTER

The matching exercise consists of four labels on the left and four photographs on the right. The labels are: MOTHER, FATHER, BROTHER, and SISTER. The photographs are: a woman, a man, a boy, and a girl. Lines connect the labels to the photos: MOTHER to the woman, FATHER to the man, BROTHER to the boy, and SISTER to the girl.

5. Complete:

10 points

With the prepositions of the box

Under	in	on
-------	----	----

Where is the mouse?

The mouse is under the table.



Where is the child?

The child is in the box



Where is the book?

The book is on the table.



6. Complete de crossword puzzle with the fruits of the box.

10 points

Banana apple grapes pear pineapple strawberry

The crossword puzzle grid is filled with the following words:

- Vertical word 1: **Pineapple** (with a pineapple icon to its left)
- Horizontal word 1: **Banana** (with a banana icon to its left)
- Horizontal word 2: **Strawberry** (with a strawberry icon to its left)
- Horizontal word 3: **Pineapple** (with a pineapple icon to its left and the number '3' to its right)

There are also some empty cells and a small number '3' next to the second 'Pineapple' word.

7. Unscramble and write the days of the week

10 points

M D O N Y A

m

T A Y U S E D

W E Y D N S E D A

T U R H S Y A D

0

F D A Y R I

8. Circle the pieces of cloth

10 points

Pants

apple

T- shirt

Cat

Shoes

Sweater

Pen

Jacket

Mini-skirt

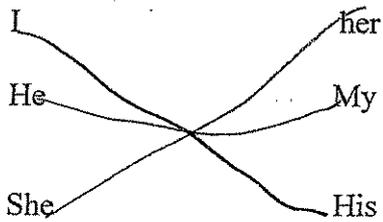
2

GRAMMAR

1. Possessives

10 points

Match the personal pronoun with the possessive



2. Present Continuous

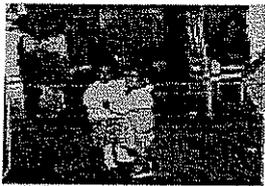
10 points

Look at the pictures and complete the sentences with the verbs



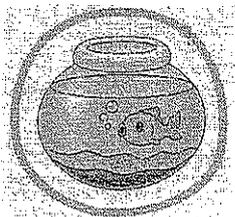
He is play.

play



They are _____.

dance



The fish is _____.

swim

National University of Loja

English Language Career

"Victor Emilio Valdivieso" Community

Group: Zero

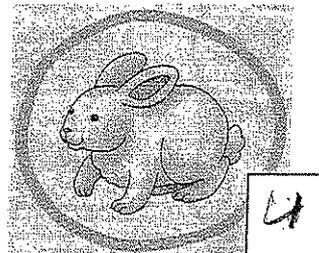
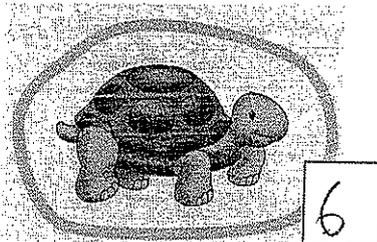
Teacher: Andrea Carrion

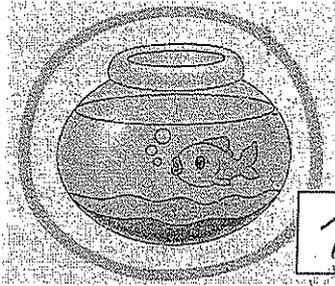
Name: Marianela Calderon Vera

ENGLISH DIAGNOSTIC TEST

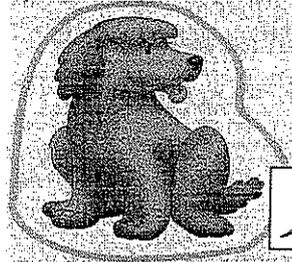
LISTENING

1. Do the following commands
Stand up
Sit down
Open the door/Close the door
Open the window/Close the window
2. Touch the parts of the body
Move your head
Touch your mouth
Touch your nose
Touch your eyes
Touch your ears
Raise your hands
Stamp your feet
3. Listen the numbers that teacher said and number the animals.

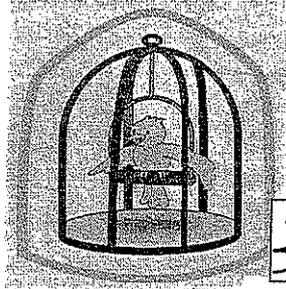




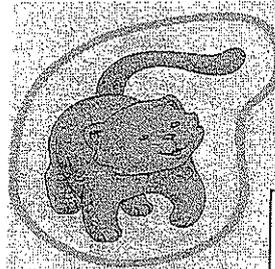
1



2



3



4

SPEAKING

1. Answer the following questions

Are you a boy or a girl?

What's your name?

How old are you?

Who is he/she?

2. Answer the questions

How the weather is today?

It is hot

It is cold

It is rain

MARKS

Bad= 10

Good=20

Very good=30

Excellent= 40

LISTENING

1.

Bad



Good

Very good

Excellent

2.

Bad



Good

Very good

Excellent

3.

Bad

Good



Very good

Excellent

SPEAKING

1.

Bad



Good

Very good

Excellent

2.

Bad



Good

Very good

Excellent

VOCABULARY

10 questions / everyone over 10 TOTAL=100 points

NAME: MARIANELLA Score: /100

VOCABULARY

1. Match the number with the correct word

10 points

1 three
10 six
3 ten
4 two
6 nine
8 one
2 four
9 seven
5 five
7 eight

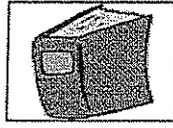
2. Label the classroom objects

10 points

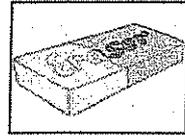
Crayon chair desk notebook eraser pen pencil



crayon



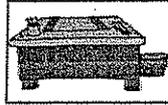
desk



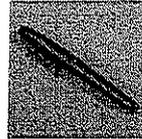
pencil



chair



cupboard



pen



pencil holder

3. Color the shapes in the drawing:

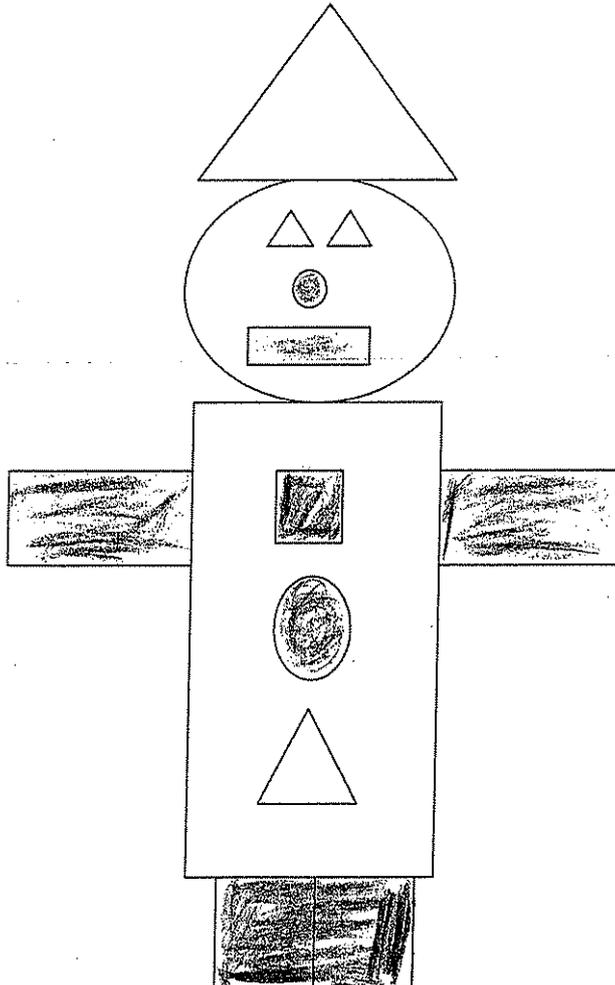
10 points

Triangle ----- Yellow

Square ----- Red

Circle ----- Blue

Rectangle ----- Green



4. Match the members of the family

10 points

MOTHER



FATHER



BROTHER



SISTER



5. Complete:

10 points

With the prepositions of the box

Under in on

Where is the mouse?

The mouse is under the table.



7. Unscramble and write the days of the week

10 points

M D O N Y A

M D O N Y A

T A Y U S E D

T A Y U S E D

W E Y D N S E D A

W E Y D N S E D A

T U R H S Y A D

T U R H S Y A D

F D A Y R I

F D A Y R I

8. Circle the pieces of cloth

10 points

Pants

apple

T- shirt

Cat

Shoes

Sweater

Pen

Jacket

Mini-skirt

GRAMMAR

1. Possessives

10 points

Match the personal pronoun with the possessive

I her

He My

She His

2. Present Continuous

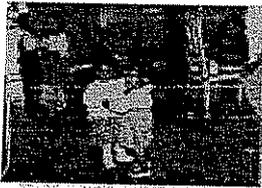
10 points

Look at the pictures and complete the sentences with the verbs



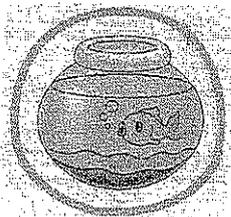
He is _____.

play



They are _____.

dance



The fish is _____.

swim