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Teaching-Learning Resources

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I feel highly grateful to God, on account of his love and his unfailing presence. Lord, thank you for your help. Your presence has always been driving me through the right path. I wouldn't have been able to carry on this without your support. I love you so much because the mighty one has done great things for me. On the other hand, the deepest feeling of thankfulness to all the people that made this research work possible, particularly to my professors at the Technical University of Cotopaxi for their constant assistance.

Jhonny Tapia

## Dedication

This research work is devoted to my father, mother, and girlfriend who have always been motivating me to get over this project since they have been cheering me up entirely. Special dedication to professors Rodrigo Tovar Viera and Luis Paredes who have definitely made a great contribution to the development of this thesis. Finally, I hope this research work becomes rather useful to those who think of vocabulary as the most important part of language learning.

Jhonny Tapia

## Resumen

El presente trabajo investigativo busca analizar como los puzles influyen la retención de vocabulario en los jóvenes de nivel A1 en la universidad técnica de Cotopaxi. La población consistió de 30 estudiante. Esta investigación se enfocó en un diseño preexperimental que abordó a un grupo experimental. La investigación se basó en un enfoque cualitativo y cuantitativo con un nivel de profundidad descriptivo, explicativo y correlacional. El instrumento usado en esta investigación fue un pretest el cual fue usado para diagnosticar el nivel actual de vocabulario A1 y un post-test para evaluar el progreso de retención de vocabulario en los jóvenes a fin de verificar los resultados positivos de la aplicación de crucigramas (puzzles). La verificación de la hipótesis fue alcanzada a través del uso de la prueba t para muestras emparejadas. Los resultados muestran que el uso de puzles promueve cambios significativos en la retención de vocabulario porque su impacto en el aprendizaje probó ser beneficioso en el proceso enseñanza aprendizaje. Las conclusiones apuntan a un alto grado de mejoría en la retención de vocabulario luego de la aplicación de puzzles.

**Palabras clave:** puzzles, aprendizaje de vocabulario, adquisición de vocabulario, retención de vocabulario, actividades de producción

## Abstract

This research work aims to analyze how puzzles influence the retention of vocabulary in teenagers from level A1 in the Technical University of Cotopaxi. The population consisted of 30 students. This is a research based on a pre-experimental design which involved an experimental group. The research was based on a qualitative and quantitative approach. It is also descriptive, explicative, and correlational. The instruments used in this research were a pretest to diagnose the current level of vocabulary A1 and a post-test to evaluate the progress of vocabulary retention in teenagers in order to verify the positive outcomes of the application of puzzles. The hypothesis verification was achieved through the use of the t-Test: Paired Two Sample for Means. Results showed that the use of puzzles promotes significant changes in vocabulary retention because its impact on vocabulary learning proved to be highly promising in the teaching and learning process. Conclusions highlight the significant improvement in vocabulary retention after the application of puzzles.

**Keywords:** puzzles, vocabulary learning, vocabulary acquisition, vocabulary retention, production tasks

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## **Introduction**

This research work entitled “PUZZLES TO FOSTER A1 VOCABULARY RETENTION IN TEENAGERS” tries to analyze how puzzles influence level A1 vocabulary retention in teenagers. Vygotsky (1986) highlights that a word relates to consciousness as a cell relates to a whole organism, as an atom relates to the universe. A word is a microcosm of human consciousness. Consequently, the importance of words in vocabulary has to do with how they play a substantial role in learning a language. This research contributes with relevant information as to vocabulary acquisition as well as the usefulness of puzzles in retention.

Puzzles are a good resource to encourage students to learn vocabulary because they enhance the retention of word as well as the consolidation of level A1 vocabulary. They promote the improvement of vocabulary learning and contribute to make a positive progress in the learning of words. To make this possible, students will be provided with puzzles to foster A1 vocabulary retention which consolidate the better retention of words through extensive vocabulary exposure. This will become motivating and encouraging resources to have an improvement in the retention of vocabulary A1.

Several research works have drawn a lot of emphasis on vocabulary acquisition and puzzles in recent years. The number of studies is wide in English as a foreign language on account of the primarily significance that vocabulary has. In accordance with lots of researchers, grammar is considered to be a vehicle through which vocabulary moves in an utterance. What is more, they assert that the use of puzzles improves vocabulary retention because they are dynamic and engaging educational tools and it is evident the imperative role that puzzles play on vocabulary acquisition.

Similarly, concerns about vocabulary learning are also highlighted at national scale. For example, Moreno (2019) in a research work entitled “Crossword puzzles and the acquisition of university students vocabulary” explains how crossword puzzles optimized vocabulary

acquisition. Results showed that the application of puzzles did promote effectively the acquisition of vocabulary. Conclusions were drawn under the fact that crossword puzzles had a positive impact in the improvement of vocabulary acquisition.

Therefore, the application of Crossword puzzles is a clear advantage as they helped in the improvement of vocabulary acquisition. Crossword puzzles are supplementary material which can contribute a great deal concerning vocabulary. They can be considered as a massively appealing teaching strategy that engages learning positively.

Globally, thanks to the rise of globalization and its demands, English teaching and learning have become a must all over the world. Therefore, having a considerably good level of this language involves not only having access to academic or cultural knowledge that is meaningful, but also plenty of opportunities to broaden the minds of language learners to new perspectives and insights in terms of job, study, or leisure.

The global changes have provoked a lot of research to be done as to vocabulary acquisition. The research project titled the effectiveness of crossword puzzles in learning vocabulary by Fitriyani (2016), results pointed out the fact that that crossword puzzles proved to be useful. A quasi-experimental design and both pre-test and post-test were applied to obtain the promising results. On the other hand, it was shown that there was an increasing improvement with the use of puzzles with learners. The conclusions' section determined that crossword puzzles came as a big advantage as to a vocabulary size that became bigger and better with the application of puzzles.

Accordingly, the use of puzzles comes in handy due to its usefulness and because of how effective and efficient they are for learners. Indeed, puzzles can contribute positively to the vocabulary size of many language learners. It seems that puzzles are an engaging tool which enhances the retention of words when language learners have practice on difficult words.

Likewise, Suprpto (2017) in a research entitled “The effectiveness of picture crossword puzzle in teaching vocabulary”. He described the difference between the effectiveness of the use of picture crossword puzzles in teaching vocabulary and the translation method. A control group and an experimental group took part in the research. The results have shown that the experimental group got better outcomes as compared to the control group. Conclusions indicate that these puzzles are an engaging and efficient teaching technique to improve vocabulary learning.

Therefore, crossword puzzles can have a positive effect when teaching and learning vocabulary because the outcomes revealed to be better in a group of students who made use of crossword puzzles. It appears that many strategies and teaching techniques can contribute to vocabulary learning. However, crossword puzzles are by far a motivating and appealing form of learning vocabulary.

In South America nowadays, teaching of English as a foreign language has been integrated progressively over time. It is now well-known that the lexicon plays a really important role in learning English. Additionally, new trends concerning vocabulary learning have been implemented into many language classrooms however these old-fashioned methodologies and strategies have proven to be ineffective and as a result a wide range of students struggle to put up with learning words as well as the constant frustration of having to study them.

In Ecuador, the study and practice of English have not been given the right amount of interest owing to poor teaching methodologies, historical changing policies, and controversial decisions as to materials and resources to be used in public institutions. As a result, it is just seen as a subject that is not rather significant in the curriculum.

Not to mention the relatively increasing teaching and learning issues that arise all around Ecuador as time goes by. Such background is probably one condition to place Ecuador in position 81 out of 100 countries with a very low proficiency score marked by the EF English

Proficiency Index (EPI) which is a band score identifying the English level of an average person in every country (EF, 2020).

Therefore, most language teachers often draw their attention to the structural study of language rather than other important features dealing with lexicon. Many universities such as the University of Cotopaxi have got an average number of students who are having problems with learning vocabulary and the assumptions going in favor of this belief is the lack of interest in learning vocabulary.

In truth, English programs at the University of Cotopaxi are probably appealing and friendly to the eye of several students. However, it has been quite evident the increasing problem of learning vocabulary owing to a large number of learners who find it difficult to catch up with new words.

Thus, the problem is highly marked on vocabulary and the way it is retained. Tasks and activities that are often used in textbooks rely quite on repetition and short exposure rather than fun practice and as a result, the community of young learners is affected by all of this since repeating words mechanically, especially, those which have to do with key and active vocabulary is not a good method for retention to happen.

Over the course of years, vocabulary instruction has developed through the principle of memorising extensive wordlists. Some other methods suggest the overuse of translation as part of learning words. This old-fashioned view lacks of deep practice on vocabulary because it does not provide students with a meaningful review and consolidation of words. The role of a teacher goes beyond conventional methods of vocabulary learning. It has to be highlighted on enhancing independent learning, critical thinking skills, and self-study. This research introduces relevant content on the positive influence of the use of puzzles to foster vocabulary retention.

In the University of Cotopaxi, the social reality is rather similar to what has been perceived in different places. When applied the pretest, the average for the whole experimental group was 6,41 which means required learning is not achieved in teenagers from A1.

Results reveal the lack of retention of vocabulary items in teenagers as well as the need of implementing a didactic technique such as puzzles which consolidates vocabulary retention in teenagers. In identifying the problem, it is all set as follows:

To what extent do puzzles influence vocabulary retention in teenagers from level A1 at the Technical University of Cotopaxi?

On the other hand, the hypothesis states that the application of puzzles fosters A1 vocabulary retention in teenagers significantly whereas, the null hypothesis is established on the fact that the application of puzzles does not foster A1 vocabulary retention in teenagers significantly

The objective to be achieved is to analyze how puzzles influence level A1 vocabulary retention in teenagers.

The specific objectives to reach the goals are:

- To determine theoretical foundations of vocabulary development in the teaching and learning process.
- To evaluate vocabulary knowledge among teenagers at the University of Cotopaxi.
- To develop a booklet of puzzles with A1 vocabulary for the retention of vocabulary.
- To implement a booklet of puzzles as a fun and engaging strategy on vocabulary retention.

## **Methodology**

The research methodology entails the steps which took part in order to have an organized and systematic form in the research process. In other words, in general terms methodology is a suitable manner of tackling research problems systematically (Kumar, 2008). Therefore, this research aims to analyze how puzzles influence A1 vocabulary retention in teenagers. This research is based on a pre-experimental design whose focus is qualitative and quantitative.

Besides, this research lies on a descriptive and explanatory level as well as a Socio-educational modality.

The bibliographical research established the key aspects of the state of the art through papers, books, and journals about principles on vocabulary learning and the use of puzzles. On the other hand, the Socio-educational research allowed the analysis of data concerning education. Thus, this modality embraced the social aspects of human interaction to achieve meaningful learning.

This Research has two levels. These levels are descriptive and explanatory. First of all, the descriptive level in this research embraced the compilation of detailed data of the issue and provided it with a great deal of information to define characteristics of the phenomenon of study. This level also allowed a lot of data concerning characteristics of key importance including the means, variation and, correlation of variables. Furthermore, the explanatory level was in charge of identifying the existing problems having to do with A1 vocabulary retention and explained the most common difficulties that learners met in recalling words and the difficulty at the moment of retaining vocabulary in long-term memory.

Population in general terms is defined as a group of people who have perceptive characteristics in a determined space and time (Wigodski, 2011). Therefore, the components in a research have characteristics in common so the population in this research is an experimental group of level A1 students from the University of Cotopaxi. The population consists of 30 students. The sample is a subgroup of individuals from a large population. If population is well defined, sampling is not compulsory as the size is small and workable. (Hernández, Fernández, y Baptista, 2014). Owing to the fact that the population was not that large, the need of a sample was not necessary because the research was carried out with all the population that was in the group of students from level A1. Therefore, the whole group is the mainstay for the proposal so as to demonstrate its validity, functionality, and effectiveness in order to use the results for future research.

This research is justified due to the extensive need of researching new teaching and learning trends and methodologies as effective means in the learning process. Now, this project shows the need to make use of puzzles in the learning process as these come as a big advantage towards vocabulary retention.

On the other hand, this research project is highly feasible on account of the huge impact it can have on the traditional beliefs of teaching English. Puzzles bring up a great advantage to be highly motivating and engaging in the learning of vocabulary. It is a project that counts on the support of the authorities and teachers from the language center of the technical university of Cotopaxi. Moreover, the project has the necessary financial and material resources because it does not depend on a significant budget.

It demonstrates a valuable contribution and promotes the development of better vocabulary because it breaks down the barriers preventing students from learning. This research project proves to be significant and benefits level A1 students in the Technical University of Cotopaxi. They will have a great opportunity to foster their vocabulary and their productive skills.

This research project is relevant and innovative since the retention of words has become an issue of great importance in the teaching and learning process over time. It entails not only recalling and retaining vocabulary but also moving lexicon to long-term memory in order to build up meaningful learning. Thus, this project is more likely to produce positive outcomes about vocabulary learning as compared with traditional learning methods which do not show either effectiveness or efficiency.

## **CHAPTER I. STATE OF ART AND PRACTICE**

### **1.1 Puzzles**

Puzzles are a helpful and engaging learning activity that motivates students to acquire and improve vocabulary through meaningful and fun tasks which promote decision-making skills and consolidate a strong basis of lexicon. They are based on an alternative learning strategy in which learners are requested to complete by reading clues and writing answers on diagrams. So, it is a good resource for boosting cooperative learning. Puzzle-solving increases motivation and promotes apprehension and mental processes. (Jelle,2017).

Thus, puzzles are more likely to promote substantial outcomes as to creativity and apart from that they enhance problem-solving because learners are put to the test to find out solutions in a creative way. In addition, puzzles encourage learners to deal with difficult and tricky situations so as to promote self-awareness when selecting and deciding. It is a fun strategy to make learning more meaningful because puzzle-solving makes learners feel challenged so their impetus to carry on is enhanced.

Although the outlook towards puzzles so often tackles outcomes regarding motivation and problem solving, there is also research suggesting that the use of puzzles can have a great impact on increasing knowledge in general as well as a method of stimulation on the reasoning process. That is, puzzle-solving fortifies skills concerned with the resolution of problems as it directs learners to make use of creativity at the moment of inferencing and distinguishing answers. For example, puzzles motivate students to think much more assertively.

Therefore, when learners are asked to complete a task in class, their motivation is often decreasing owing to the excessive amount of work they are given. However, puzzle-solving attracts the attention of students so much that motivation tends to rise as compared with activities which represent hard work. Besides, puzzle solving encourages learners to be more assertive

because it is a tool that contributes a lot to react with confidence in stressful situations and prevents students from feeling frightened.

Puzzles can certainly be a source of motivation for learners. They can contribute to having a better acquisition of vocabulary since they are comprehensible and flexible to be used in class. The use of puzzles encourages learners to produce vocabulary in a meaningful manner. Moreover, they can be considered as a productive task because learners can have an opportunity to produce vocabulary in written form. It is important to look over the dimensions of puzzles which are the following:

- **Production tasks.** - production tasks are often activities in which learners are asked to use vocabulary through writing activities. So, any task, which requires producing language in written or spoken form is called productive. There has always been some misunderstanding about productive tasks. In the beginning, when learners study a group of words through practice, review, and understanding the way they look or work in a sentence, this becomes part of decision-making tasks. As it is seen, there is no requirement of producing anything but only to have some appreciation of word use.

With regard to what has been mentioned before, Boers and Lindstromberg (2008) sustain, “Productive tasks can foster productive word knowledge but through time unnatural classroom scenarios make it difficult to make sure that communicative task-based instruction will enhance the use of vocabulary for word knowledge to develop” (p. 58).

Consequently, production tasks are a source which come as a key to develop productive vocabulary because they make a way to consolidate the acquisition of word knowledge. Moreover, as if it was not enough, production tasks can reinforce the retention of words because they may give constant and progressive exposure to the use of words in context. The only problem arising is the traditional setting in classrooms, which is a cause of doubt in whether communicative instruction can be helpful to develop productive word knowledge.

Many tasks become productive in nature by simply requesting learners to speak or write. From the outset, if vocabulary is integrated into activities in which it is necessary to write or speak, this is what is well known as a productive task. The types of productive tasks can be highlighted in the sentence and text completion as well as sentence and text creation. They are presented as follows:

- a. Sentence and text completion. - Sentence and text completion are easy to recognise owing to the highly marked gap-fill tasks where learners complete a statement with words that have been removed. Gap fills can be found in tests, exams, and other sorts of activities and they have got a great deal of popularity because they are easy to score. Additionally, Ellis (2003), samples elicited by means of gap-filling exercises are likely to reflect the learners' attention to accuracy. By contrast, gap fills are divided up into open and close. To complete an open gap-fill task, a learner has a clue as the first letter of a word to find out the answer while a close gap-fill quite often has a list of words in a box from which the words are chosen to be written in every incomplete statement.
- b. Sentence and text creation. - Sentence and text creation tasks involve activities in which learners are asked to give context for words. For instance, making sentences with words from a list or writing a paragraph with vocabulary that has been studied, are text creation tasks. Thus, writing statements from lists or paragraphs allow learners the opportunity to explore productive vocabulary by developing ideas through given words so there is a display of many words taking part in a well-organized group of written patterns.

Therefore, these types of activities is a good source for productive vocabulary to grow because learners indeed make use of all the vocabulary that they know to carry out these exercises. In sentence creation exercises, students pick up a word from a wordlist, and then they think of a quick description by writing a definition for such a word while in text creation exercises, language learners may be given a set of phrases to construct a paragraph that is based on the phrases they were given. All these activities activate productive vocabulary and improve vocabulary retention by consolidating all that is learnt.

Other forms of tasks to which puzzles become part of are decision-making tasks because puzzles can certainly help learners to get involved with brain work and they can also get through a selection of activities which require learners to decide on what they are doing when solving the puzzles. The kind of tasks can be described as follows:

- **Decision-making tasks.** – These activities embrace a wide range of brain work owing to the need of making use of critical thinking as well as the effort to make decisions on given tasks. They can help learners boost the retention of words because they provide a great advantage to get more exposure with words that are apparently isolated. Even though decision making tasks are quite useful and allow long-term memory to be better, they can not be good at developing productive skills such as speaking or writing on account of the concentration on decisions that these tasks demand.

On the other hand, Newton (2013) suggested that discussing and negotiating the meaning of words makes it possible to learn much more productive vocabulary as compared to conventional methods of learning. So, whereas traditional methods of learning lexicon prevent vocabulary growth from occurring, activities which involve making decisions and negotiations can certainly be a mainstay to consolidate better learning of vocabulary since this set of tasks helps words become part of long-term memory as well as be a good and balanced way of learning vocabulary.

Additionally, Thornbury (1988), there are decision-making tasks of increasing difficulty which means some need plenty of work at the cognitive level while others are rather simple and do not demand a lot of mental effort. Consequently, these tasks go from low to high cognitive demand and follow an ordered classification that is summed up into identifying, selecting, matching, and sorting. Then, decision-making tasks can be divided into the following classification:

- a. Identifying tasks. - now, it might be obvious that certain types of task are challenging because there are tasks which call for more brain work and identifying tasks are no exception as they are tasks that rely on recognizing, distinguishing, looking for or finding a particular word in

a text, script, dialogue or paragraph. This sort of task usually asks to find, count, observe, underline, list, name, or tick. As if it was not enough this is also an unscrambling process due to the need of solving anagrams or word search puzzles.

In describing identifying tasks, the most important thing is the emphasis on the mental work they involve. These activities help learners memorize unknown words a lot more because when identifying words in a text or paragraph, there is a lot of concentration on words, and the hurry to find them make the mind look for, recognize and distinguish and as a consequence this process is completely useful to help the mind remember words and move these words into long term memory.

b. Selecting tasks. - Selecting is a process in which recognition and decisions among words take place (Thornbury,1988). Therefore, many selecting tasks often test how good learners are to make choices with words and recognize whether these words are similar or different. For example, the most popular exercise based on choosing the odd one out is one highly frequent selecting task. This allows learners to have a chance to pick words and so often to justify their answers. The most important aspect of selecting tasks is the load of mental work and concentration to recognize and select.

Additionally, these kinds of tasks have become popular over the years and are the first choice of many language teachers at the moment of evaluating and testing vocabulary items from textbooks and coursebooks. Quite often selecting tasks allow learners to think carefully and make decisions regarding the sets of words they are learning. This activity is a good resource that promotes independent learners who can decide and think on their own as well as boosting their critical thinking and concentration.

c. Matching tasks. - are all about visualizing and pairing lexical sets with pictures, definitions, translations, or synonyms. As explained by Shrestha (2020), matching tasks drag attention to look at a pair that correlates with one another in some way. For instance, an activity requesting matching would probably be a column with kitchen vocabulary and another one

with some definitions about these kitchen items. Learners associate these words and match them by recognizing and pairing them.

Consequently, matching tasks improve attention and motivate learners to group words, pictures or phrases. So often, these activities become challenging and push learners to make decisions and think of answers carefully. In the end, these sorts of activities help learners consolidate word knowledge by reading and matching lexical sets. Thus, vocabulary retention becomes better by doing decision-making tasks because the consolidation of vocabulary progressively takes part.

d. Sorting tasks. - In addition to this, there are other tasks which request to make decisions with regard to categorizing and these carry a name that is sorting tasks. Therefore, Lewandowska-Tomaszczyk (2007), asserts that sorting tasks call for the relative connotation between words and their hierarchical order, similarity, or difference. In other words, there is a relationship among the order in which words can happen, it may be alphabetical or between nouns, adverbs, adjectives, etc. The key feature of such activities like this is in creating groups or classifications.

Therefore, these tasks' primary objective relies on grouping, categorizing, classifying, or sorting. For instance, a well-marked example might be shown in an exercise where there is a box with plenty of words from which learners have to pick and categorize them depending on whether they are nouns, adjectives, verbs, and so forth. These exercises encourage students to read and comprehend what each set of words has in common and then they can choose words to classify or group them. It comes in handy when comparing and creating division of words in lexical sets.

On the other hand, games are rather significant activities because they transform the traditional learning setting into a promising environment to allow learners the opportunity to get involved with enhancing activities which put them to the test in order to consolidate vocabulary. The key concepts of games and definitions of high importance are discussed in the following dimension:

- **Games.** - They are by definition fun activities whose aim is to turn conventional learning situations into motivating activities. They can increase group competitiveness, be fundamentally used as an educational resource to make learning more productive and meaningful. Besides that, games can typically have a strong influence on the positive performance of many students on account of their dynamic and inclusive nature, not to mention their frequent use in vocabulary learning.

Nowadays, despite the belief learning vocabulary is a matter of hard work so as to get to know the meaning, pronunciation, and use of words, there are stances suggesting that the integration of games would have a better impact on the process of acquisition. Games create an so as interesting and fun learning atmosphere (Lorenzutti, 2016). They can increase both attention and enthusiasm.

Therefore, due to the eye-catching use of games, retention of words in long-term memory can certainly have much more promising outcomes as well as make learners feel more motivated and engaged to participate in class. However, even the implementation of them demands a selective choice because not so many games can be suitable for learners at level A1. To develop vocabulary effectively, word games can be rather useful because they provide students with a lot of exposure to keywords that are a must.

Additionally, as claimed by Schifter (2013), owing to the fact that games are based on actions rather than explanations, they capture the attention and sustain motivation. In other words, they drag learners' interest and drive their concentration to more appealing tasks. Indeed, once learners get involved with games of any kind, there are more possibilities to understand content far better. Furthermore, if games can be part of vocabulary learning, there is a wide range of opportunities in which learners can have exposure to boring topics turning them into interesting ones.

Furthermore, word games are a clear example of this sort since other games may have other aims as pleasure, de-stress the class or perhaps have a fun time. Nevertheless, word games are explicitly regarded with fun with words so they are great activities that encourage and enhance

vocabulary acquisition in learners of any age. In addition, word games help create and grow flexible individuals who can reason and adapt in real-life situations (Zirawaga, Olusanya & Maduku, 2017).

Consequently, word games foster critical thinking skills since they help learners to reason and can boost learners' interest. Decades ago, a great deal of attention was dragged towards the grammar-translation method and quite a few was devoted to turning the individual into an independent learner that is able enough to decide and contribute, word games can help learners become critical and make choices on their own because they create self-awareness of what they do and apart from that games keep learners focused and interested in the task they achieve. Some types of word games can be imperative in vocabulary learning and they are defined as follows:

- a. **Wordsearch.** - It is an educational game consisting of a large chart with lots of letters which in turn let learners look for words on a certain topic. As with any other word game, word search puzzles can increase concentration and competitiveness among students. Furthermore, these strategies drive learners to be more active and enthusiastic to cope with content and vocabulary that is difficult to understand. Wordsearch strategies help the students in increasing vocabulary achievement for both students with high and low interest (Yulianti,2017). In such words, they also can be used as a teaching method where students a chance to be more active. Games like word search puzzles can help create diversity and that can be very helpful in sustaining interest among students in the school.

Thus, the advantage of word search puzzles is based on how much improvement learners have with regard to tricky lexicon that is typically reviewed in class. So often students with low interest tend to feel demotivated with traditional methodologies, however, wordsearch puzzles have proven to be highly effective to boost the impetus of many students. Despite games are usually not seen as a frequently used tool for teaching and learning, they can become a useful resource to sustain the motivation and interest of any language learner.

- b. **Crossword puzzle.** - It is a challenging task consisting of a diagram with numbers and clues. Typically, it is necessary to include words that are written horizontally and vertically in the

answers. The use of crossword puzzles allows learners to have a great deal of practice on both lexicon and reasoning, it calls for a lot of brain work and concentration to determine the answers by looking at the clues which are normally definitions or descriptions that picture the right response. A crossword puzzle consists of a diagram, usually rectangular, divided into blank and white squares (Gupta,2007).

On the other hand, a crossword puzzle is based on both spelling and vocabulary. Wahyuningsih (2009), suggests “a crossword puzzle is a game in which guessed words are inserted into a diagram of white and black squares” (p. 46). Therefore, crossword puzzles make learners think a lot more because they have to fill in squares that are illustrated in diagrams. All of this is highly useful due to the vocabulary and spelling practice it provides.

Additionally, crossword puzzles are beneficial and advantageous in the teaching and learning process because they are somehow an engaging educational tool that promotes mastery in vocabulary and it is a helpful game that deals with words efficiently and effectively. Also, it is one of the most interesting techniques in teaching languages. (Karim & Hasbullah, 1986).

## **1.2 Vocabulary**

Perhaps vocabulary is vaguely seen as a restricted set of words that are sequentially ordered in a sentence to construct a multidimensional group of ideas and thoughts which are part of everyday communication, however, Vygotsky (1986), highlights that “a word relates to consciousness as a cell relates to a whole organism, as an atom relates to the universe. A word is a microcosm of human consciousness” (p. 256).

Therefore, what comes to mind as a key term to understand vocabulary is “word”. A word, as suggested, is marked as the most essential component of vocabulary and more importantly, it is what makes meaning in terms of language. Human beings are well known as individuals whose ability often relies on using tools. So, vocabulary is a tool-like means whose objective is entailed

in all what is communicated in either written or spoken form. Without words, human beings can hardly express anything (Wilkins, 1990).

In addition to this, the success of vocabulary learning depends a lot on how well words are used. So, to make vocabulary work, there are words that need to be employed effectively. The organization of vocabulary generally acknowledges the structures where these words are transferred. In such terms, the words that are tied to vocabulary and grammar are connected to make communication possible. Vocabulary and grammar are tools that any human being needs to use so that language can be understood by others.

Then words are more substantial than grammar in the process of language learning because nearly anything can be done without them. Vocabulary is in fact what provides structures with meanings and the analysis of what occurs to words is the mainstay to have an insight into the general views of vocabulary acquisition. To have a perspective of what happens to words, the following dimensions have been taken into account:

- **Mental Lexicon.** - to define the mental lexicon, it is necessary to know that words become part of the vocabulary and so often these words subsequently become a bigger process in the mind. This process is called lexical competence and it calls for the capability to remember sequences of words in the long-term memory. Typically, this competence involves a mental process by accessing and retrieving words through associations and the existing relationship between them. The existence of what is commonly referred to as “mental lexicon”, makes it possible to understand how a child acquires vocabulary (Marzi, 2015).

Therefore, the mental lexicon has a lot of importance as to learning because it is in charge of the stages of vocabulary acquisition and highlights how substantial it is in getting to know from simple to complex structures so that learners can cope with recalling difficult words and set phrases. Even though the mental lexicon marks an important issue in the field of words, the definition of its content, principles, and cognitive mechanisms remain a challenge for both linguists and scholars.

Likewise, the implications of lexical organisation and content are under a lot of research with morphological aspects (Bloomfield,1933). As explained by the generative view, thousands and thousands of words have been made up with morphemes which in turn become part of the lexical competence. This means there are small and plain constituents that can create mental word blocks of the mental lexical competence.

In other words, lots of experts have agreed on the idea that the mental lexicon generates as a result of the different processes that occur in the mind. The process itself depends upon some constituents which are commonly known as morphemes. Morphemes are the smallest unit in language. For example, it can be a word or part of a word.

Thus, the mental lexicon is free from redundancy because its organization is completely functional and practical to the access and retrieval of words and speech production is similarly important since speech production works in order of milliseconds (Aitchison,1994). Therefore, the rapid response of the human brain when using speech production is much quicker and works with mental lexicon all together to enable speaking to happen in communication. So, it is important to consider the organisation of the mental lexicon, semantic model, and the spread activation model as the key foundation for vocabulary learning as follows:

- a. The organisation of mental lexicon. - the human brain stores words in a really surprising manner. This system is an interconnected and organised engine which is not like a dictionary or a wordlist. Words are interconnected with similar sounds or structures. For example, the word thing and think have a little sound that is similar, and sometimes many language learners confused the use of these words in their speaking. So, the mental lexicon is organised through this interconnection of word similarities.

Additionally, the search for words in the mental lexicon depends on starting by the basic form of a word and then just like a dictionary the brain looks for similar word sounding to determine the right word that is going to be used. Similarly, Emmorey & Fromkin (1988), highlights that the mental lexicon is a component that contains phonological, morphological, semantic, and

syntactic information of words. Therefore, when the brain looks for words, it makes decisions that rely on the functioning of the mental lexicon. Such choices are based on features of phonological, semantic, syntactic, and morphological nature.

Similarly, the brain is an incredible machine that stores and recalls words all the time because language is a communication tool that calls for the brain's ability to make use of words. In fact, mental lexicon makes word search faster through the existing connection between the shared meanings that words have (Jarema, 2008).

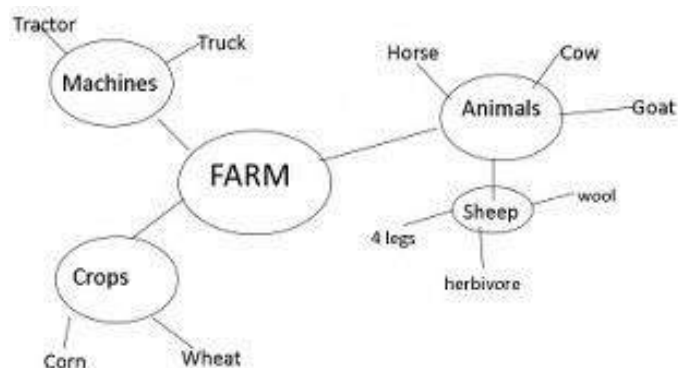
Therefore, the mental lexicon is without any doubt a cognitive system whose main function is its capacity to promote and use the lexical activity that involves communication. Additionally, when needed, the human brain looks for words by making use of the connections that exist between words. For example, the brain can search for words through a mental categorisation of words in which the brain comes up with words needed by thinking of categories such as fruit, vegetables, colors, and so forth.

b. Semantic model. - the definition of semantics entails the study of the existing relationships that words have as well as how these words construct and restructure meaning. On the other hand, the semantic model suggests the idea of an organization of concepts in the mind with plenty of interconnections. It is considered the memory of facts and information because the meaning of words and concepts is closely associated. It is a model which introduces the idea of a mental organization of concepts, with plenty of interconnections (Collins,1990)

Thus, the semantic model is about the theory of meaning and the concordances and connections that exist in concepts. It is a model that involves the definition and meaning of visible objects that are around. For example, the brain recognizes an object that is visible to the eyes, and subsequently the brain gives this object a meaning that correlates with both word and definition to build up a semantic meaning. Additionally, it includes what a bed is and how an individual spells the word bed. That is why it is not only non-emotional or simple information on concepts that are part of the memory.

Consequently, the semantics model highlights the meaning or interpretations that a human being gives to words, signs, and sentence structures. It helps to understand what others mean by what they say. In addition, it strongly relates to language and its meaning.

*Graph 1: Semantic Model*



Source: <https://bit.ly/3ig9WS7>

On the other hand, the organization of words in the mind works as a functional set of nodes that go together and that are activated once they are required. For instance, the word farm may have different sublevels such as machines, animals, and crops. In accordance with the semantic model each sublevel has more information and subsequently, the information from each node enlarges its content and interconnections with other words.

- c. Spreading activation model. - it is indeed suggesting that every individual semantic network develops based on experience and knowledge. So, vocabulary knowledge is a consequence of learners getting exposure to proper learning opportunities because when learners are involved in a language classroom as many times as they can, the opportunity of being immersed in such an atmosphere like that can provoke a great deal of broad experience which in turn becomes knowledge. Therefore, some nodes may be shorter than others and vice versa for several individuals and there may be some higher-order categories depending on every individual experience.

Similarly, Hollan (1975), “the sets associated with a given concept need to be transformed into pairs where the first concepts work as a first element and the second ones work as second

elements” (p.154). Consequently, when an individual activates one concept, then as a result other nodes or links come along with this activation. This reaction that occurs in the mind with the pulling up of concepts is called spreading activation. So, for spread activation to happen, it is necessary to know the first set of words that later get more associations in between them to create a massively bigger and richer vocabulary that usually appears in the mind as nodes and categories.

The implications of the mental lexicon are key to understand how words work and are stored in the mind. Besides, it gives a broad image of the different forms of vocabulary acquisition. Nevertheless, another dimension to be considered is vocabulary knowledge and how it contributes to the knowledge of knowing what a word looks like, how it is written, or what it sounds like. This is organised as follows:

- **Vocabulary knowledge.** - Vocabulary knowledge is about knowing words and it also involves knowing what a word means. Moreover, it does not only depend on giving the description or definition of a word because vocabulary knowledge is strictly focused on knowing how to use a word appropriately with a given context. In addition to this, knowing a word entails the knowledge of how to make use of it in different circumstances and situations (Milton, 2009).

Therefore, if language learners do not have an accurate understanding of how words work, they could hardly comprehend the content and the words that are found in a reading passage or some sort of text from a magazine or book. As a consequence, they are not likely to deal with the content or some details that are in the paragraphs. That is the reason why grammar knowledge is not as important and imperative as vocabulary. The rules of grammar may be part of all the principles of language but vocabulary knowledge is all what allows grammar to be as it is. It is all what allows grammar to occur with visible words.

In the foundations of vocabulary knowledge, there are some aspects which can help to understand what involves having an elaborated frame of knowing words. All of this can be understood in the following:

- a. Active and passive vocabulary. - Vocabulary embraces active and passive knowledge. So often passive vocabulary is also called receptive while active vocabulary closely relates to productive. These are agreements which have to do with some aspects of word knowledge. In addition, passive vocabulary is quite often displayed in listening and reading because words come from the outside. By contrast, active vocabulary tends to be visible in speaking and writing. It is generally thought that a learner's receptive knowledge, the words that are recognised when heard or read, is greater than a learner's productive knowledge (Milton,2009)

In such words, there have been lots of coming assumptions about some important features of word knowledge over time. These beliefs are highly marked on the active or productive vocabulary that is the set of words which usually come out when required in speech or writing and the passive or receptive vocabulary which is the group of lexicon that is understood in words that learners hear from the surroundings or read in a textbook.

Similarly, the advantage of knowing about active and passive vocabulary relies on the practicality it has when designing, publishing materials and, choosing from word lists the words which teachers expect to teach their students actively or passively. For example, the Hungarian National Core Curriculum, suggests that learners should learn some 1600 words by the 8th grade, of which 1200 should be known actively and a further 400 passively (Krizsán, 2003).

In such words, the publishing press is constantly making attempts to offer better and better materials that have been carefully designed and give a great deal of enriching content that comes in handy when studying English. However, there is still some research to be done on materials that implement vocabulary sections and engage students to feel motivated. The curriculum lacks of a deep emphasis on vocabulary words because the ongoing method that is currently used is the grammar translation method.

- b. The four strands. - The four strands are principles of good teaching practice. These principles highlight teaching English through a well-balanced language course that is integrated by

meaning focused input that is some extensive reading and listening based on actual learners' needs, meaning-focused output that is 25% of speaking, language focused learning on motivating learners to read a lot more and fluency development that is mostly on reading fluency. The four strands rely on knowledge of word form, meaning, and use (Nation,1990).

In such words, knowledge of word form might involve knowing what a word looks like, how it is written, or what it sounds like which is the phonological form. The other is knowledge of word meaning that is focused on form and meaning. The other sub-divisions, concepts and referents and associations. Finally, knowledge of word use is divided into grammatical functions, collocations and concerns knowing what part of speech a word is and how it will link with other words as a consequence.

Consequently, to understand word knowledge there are conventions and significant contributions which have marked a great basis for vocabulary learning. For example, the knowledge of how a word is written, its pronunciation and phonology are known as word form. On the other hand, meaning and form are important because meaning relates to the dictionary meaning and collocations and word form refers to the way it is written. Likewise, word use entails the function each word has. For example, nouns, adjectives and verbs.

Additionally, the learning of vocabulary is not enough with the learning of meaning and form since it also requires the knowledge of how to make use of words and what kind of collocations words can make when they go together with other words. For example, when learners know the written form and pronunciation of a word, it means they know the basic level of word knowledge. However, when learners know about the contexts in which these words are used and how they create collocations, then word knowledge is almost understood.

c. Breadth and depth. - the distinction of depth and breadth of word knowledge is quite useful and simple. While vocabulary breadth refers to the whole number of words a learner understands and knows, the other that is depth vocabulary relates to what aspects a learner knows about words. Likewise, Anderson and Freebody (1981), clarify that "Breadth of

knowledge refers to the number of words a learner knows and depth of knowledge refers to what the learner knows about these words”. (p. 14)

In accordance with this convention, the depth of vocabulary knowledge reflects on how much a learner knows about a word and probably how to integrate it into a structure of a given sentence. There is a big difference with breadth of vocabulary knowledge because the term breadth is closely tied to the size of vocabulary a learner knows, in other words, a key element to describe this is in how many words a learner knows and recognizes. Milton (2009), “Vocabulary breadth, for example, might involve the passive recognition of word forms quite separate from meaning”. (p.23). Therefore, this sort of recognition appears when someone knows a word is a word in a foreign language and it can be remembered when it is seen or heard. By contrast, the concept of vocabulary depth entails knowledge of associations, collocations, or word functions.

Eventually, the implications of breadth in vocabulary knowledge embrace a recognition in which a learner looks at words and remembers to have heard or seen them. It has to do with seeing words in a different language and recognizing them passively. On the other hand, the conventions of depth in vocabulary knowledge highly trust on what kind of words a learner uses and the different functions they have. It also includes how a word collocates with others and how a word is associated with others.

Similarly, to measure vocabulary breadth many experts have made use of translation tests in which students write a translation or an explanation. Nevertheless, these tests using a requisite of productive translation and the way they measure breadth does not show a real estimate of vocabulary knowledge as compared with a passive recognition criterion. For example, Meara (1997), implies that “this aspect might be brought together within a framework of links between words, regardless of exactly what that link is” (p. 118).

On the other hand, vocabulary learning is a dimension that depends on a set of processes which allow learners to be able to use words appropriately. These foundations can be conceived as rather imperative aspects to build up a solid basis of vocabulary learning which help to understand what implications play an important role in learning words. These are the following:

- **Vocabulary Learning.** - Learning vocabulary is nowadays seen as a priority as compared to what happened some decades ago. By the 1960s, the idea of studying English was mostly based on the Audiolingualism and the Direct Method. Such methods pushed emphasis on grammar more than anything else in the learning of a language and it was not until the arrival of the communicative approach that vocabulary got a better place in the syllabus and the curriculum of many countries.

What is, more importantly, the communicative approach broadened new perspectives of learning English. This new method to language teaching suggested the idea that learning a language highly depended on communicating real meaning so that students learn to use the language through self-strategies naturally. Besides that, it lied emphasis on vocabulary and subsequently the potential of meaning that words had turned vocabulary into a learning objective. Potential word meaning drove vocabulary to be re-thought and went against grammar for the first time (Aitchison, 1994).

Despite a lot of controversy on vocabulary and the implications of grammar in learning English, the importance of vocabulary is always substantial. For example, Mofareh (2015), asserts that “vocabulary learning is an essential part in foreign language learning as the meanings of new words are very often emphasized, whether in books or in classrooms”. (p. 21)

Hence, it is highly evident that teaching grammar is over most of what teachers currently teach throughout the school year. This truth makes vocabulary learning a bit controversial as not many educators accept the idea of emphasizing on lexicon. Nevertheless, vocabulary learning is probably what brings language to life because it is the engine that gives meaning and sense to all that is being said. Not to mention the fact that it has a high rate of frequency in many textbooks, booklets and resources that are used in language classrooms.

Likewise, many teachers live on the strong emphasis on grammar instruction in their classrooms mostly rather than vocabulary instruction and this is because extensive vocabulary might cause some problems because many teachers are not confident about best practice in vocabulary

teaching and at times don't know where to begin to form an instructional emphasis on word learning (Berne & Blachowicz, 2008). However, there is an increasing number of editors and scholars making contributions to the integration of a well-organized syllabus focused on vocabulary.

Similarly, now all the changes which took part hold the belief that learning English is not only about grammatical rules but also about learning the grammar of words. Thus, the integration of a syllabus is now packed with content that is meaningful in nature and it also has to integrate a rich number of contents which depict the importance of how to use a word and the context in which these words tend to appear. Part of learning English is not only directing the attention towards grammar but also the fundamental use of vocabulary and a meaningful syllabus whose target is also extensive vocabulary instruction.

The importance of vocabulary is reflected in the strong influence it has on communication and its positive effects on productive skills because even though grammar is a basis that helps to structure a lot of sentences, it has to be said vocabulary progressively adds content to those structures and as a result speaking and writing come out to allow this adding to take part and become efficient and effective. Now, vocabulary learning also includes some key principles based on meaning and form, labelling categorising, network building and incidental learning. They are enlisted as follows:

- a. Meaning and form. – the importance of vocabulary is reflected in the strong influence it has on communication and its positive effects on productive skills because even though grammar is a basis that helps to structure a great deal of sentences, it has to be said vocabulary progressively adds content to those structures and as a result speaking and writing come out to allow this adding to take part and become efficient and effective. Among some vocabulary, features are meaning and form.

Meaning and form play a substantial role in teaching a language as this all give learners a complete and trustful basis to tackle language skills such as reading, writing, listening and

speaking. Indeed, if learners do not understand a wide range of words, it is tricky for them to fully comprehend the meaning that is involved in these language skills. Meara (1997), asserts that “Lexical competence is one of the components of communicative competence”.

Therefore, it is highly crucial and imperative to have a considerable understanding of how words and vocabulary, in general, are used because there is a lot of difficulty to cope with writing and speaking if learners do not have a basis of vocabulary before going through activities that require communicating in written or spoken form. The lexical competence provides learners with significant and valuable content to have a successful communicative competence. Thus, having a good domain of lexicon has a positive effect on improving communicative competence since the structures can be formed by strong vocabulary that improves communicative performance.

In addition to this, the knowledge of a word is in truth a bit more complicated than it seems on account of the fact that it entails its form, meaning and usage (Nation, 2001). So often language teachers draw their attention to just pronunciation, spelling and meaning of words. However, there are other aspects of which are a priority in vocabulary learning. These aspects are collocations, the frequency in which words tend to happen, word associations, and register.

The knowledge of form entails the spoken and written form of a word (Nation, 2001). Consequently, the knowledge of these aspects is a complete advantage for learners due to its usefulness when getting involved with reading, speaking and writing. Besides that, to use a word appropriately in a wide variety of contexts, it is necessary to know a bit about phonics and spelling.

b. Labelling. - Labelling by definition is focused on charting words on a set of concepts. Labelling focuses on describing something or someone in a word or short phrase, in other words, it is like a process in which learners refer to a certain word with a particular sign or special mark-like concept to acquire vocabulary words easily. For instance, dad may be labelled by the concept dad or daddy in order to have an interconnection of these words and create associations. Thornbury (1988), asserts that “Knowing a word is one thing. In learning first language, children use labelling that is mapping words onto concepts”

In other terms, the acquisition of words depends on many factors such as mental processes as well as the strategies a language learner may use to have meaningful vocabulary learning come true. Language learners go over identifying animals, people, places and so on since the first stages of life. Indeed, learners start by making use of the recognition of objects in order to assign objects meaning with words that little by little are shaped in the brain.

Similarly, labelling does not only occur in the mind but it also tends to take part in other contexts. To illustrate this better, the context having to do with marketing highlights the idea of labelling as a key to mark the product and recognise its qualities, name, size, price and so on. Thus, labelling is a mental process that gives importance to words in order to give words meaning and a value that is significant to the human mind.

c. **Categorising.** - the acquisition of vocabulary includes categorising skills. This is about classifying and organising words on a set of classes which are divided into blocks with characteristics. For, instance, the concept fish reflects a sea animal but when categorising the term, it is visible the advent of other kinds of fish so as to not include other sea animals. In categorising fish, there can be mentioned, toy fish, illustrations of fish, fish from other places and zones, kinds of fish around the world and so forth. It is all about fish and its different categorization in order to avoid the reference of the same word category but a word that embraces lots of categories.

In categorising a word, the main need is in giving words different properties. For instance, there may be words for higher-order animals such as wild animals to the lower order animals which may be domestic animals. On the other hand, once a category is selected, it is important to know whether the category involves four-legged animals or two legged animals. By doing this, categorizing helps learners recognize and make differences between the broad category that is animals. Then this type of particular grouping provides information to create mental featured blocks for word search to happen.

- d. Network building. - since the very first stages of life, the human brain develops vocabulary through a growing network building which is in charge of creating a massive web of words that are interconnected. It is similar to a device which works in a mental process to reorganize words such as car and father into high-order terms like transport and family. This mental network building is associated with a link that groups all the words into sections and starts a path which is a basis for vocabulary acquisition over the years.

Similarly, the meanings of words are closely interconnected on account of the fact that the retrieval of words is an action that takes place in a little time. In recalling words, the human brain draws its emphasis on a search that is done through a network of some sort. It appears to be rather logical that the existence of relationships in the mind is not coincidences but they show some kind of fundamental network relationships in the mind (Schmitt, 2000).

Therefore, the mind creates word relationships which in turn becomes a mental network that shapes a web of associations, interconnections and collocations. On the other hand, wordlists that associate words with each other such as word sets and opposites may cause difficulty in learning owing to the cross-association in between related words (Read, 2000).

- e. Incidental learning. - Incidental learning is defined as unintentional or inadvertent learning. It is the sort of learning that occurs accidentally. Without even expecting to learn incidentally entails the acquisition of knowledge in an unconscious manner. Additionally, it is a process of consequent reflection of the material and contents that have been studied in class. So often incidental learning happens with later analysis or the notice of unexpected outcomes of the resources and classroom material which were not considered relevant or useful.

According to Morton (1967), incidental learning is rather important in the learning process.

Incidental learning refers to any learning that is unplanned or unintended. It develops while engaging in a task or activity and may also arise as a product of planned learning. It can imply that knowledge is acquired unconsciously or it is an acquisition that is out of conscious awareness.

In other words, what is learned without expecting is considered incidental because it is a kind of learning which takes part as a result of unplanned situations. In learning a language, there has to be a certain amount of content that is unknown for learners in order to have them look over what has been planned as a learning outcome and provide them with a good opportunity to discover new content such as the learning of new vocabulary items which were not part of the planning. For instance, a language teacher could have as goals to teach ten words related to health issues but once students start completing some worksheets, they encounter lots of words which they feel interested in and as a result, they end up acquiring more words than it has previously planned.

## **CHAPTER II. METHODOLOGICAL DESIGN**

### **2.1 Research design**

#### **2.1.1 Research approach**

This research was based on the qualitative and quantitative approach on account of the fact that the quantitative method made a contribution onto the analysis and data recollection related to the problem so as to look over it objectively and deductively. By contrast, the qualitative approach described the situation in this research and qualified the information through descriptors in the studied group. On the other hand, the research design calls for the frame which is utilized to tackle research questions, achieve the objectives, and look over the hypothesis.

This research is based on a pre-experimental design because it shows a scheme in which a group of students was evaluated after the application of a treatment in order to verify if there had been an improvement. Furthermore, the experimental group was not selected at random but it was chosen previously. The group got exposure to an intervention and the use of puzzles was considered in order to see if there was improvement on level A1 vocabulary retention. The instrument to measure the results was a pre-test and a post-test so as to have an analysis and a comparison of the results.

#### **2.1.2 Research Modality**

On the other hand, the Socio-educational research allowed the analysis of data concerning education. Thus, this modality embraced the social aspects of human interaction to achieve meaningful learning.

#### **2.1.3 Research depth level**

This research included different levels. These levels were descriptive, explanatory and correlational. First of all, the descriptive level in this research embraced the compilation of detailed data based on literature review and provided the research with a great deal of

information to define characteristics of the phenomenon of study. This level also allowed a lot of data with respect to characteristics of key importance including the means, variation and correlation of variables. Furthermore, the explanatory level was in charge of identifying the existing problems having to do with A1 vocabulary retention and explained the most common difficulties that learners met in recalling words and the difficulty at the moment of retaining vocabulary in long term memory. Finally, the correlational level points out to the existing relationship between the variables to be studied.

#### **2.1.4 Type of research**

The bibliographical research established the key aspects of the state of the art as well as some principles on vocabulary learning and the use of puzzles. Several contents were selected from different sources such as journals, articles and books from online libraries.

## **2.2 Population**

The population is defined as a group of people who have characteristics in a determined space and time (Wigodski, 2011). The population in this research had characteristics in common so it consisted of a level A1 group of students from the University of Cotopaxi. Thus, the sample is a subgroup of individuals from a large population. Therefore, if population is well defined, sampling is not compulsory as the size is small and workable. (Hernández, Fernández, y Baptista, 2014). Because the population was not that large, the need for a sample was not necessary since the research was carried out with all the population that was an open English course for teenagers aged 19 and whose home address was Latacunga. Most of them with a background related to low performance in English as well as a varying socio economical condition.

*Table 1: Population*

Class	Men	Percentage	Women	Percentage	Total	Percentage
A1	18	60%	12	40%	30	100%

*Elaborated by: the author*

## 2.3 Research techniques and instruments

### 2.3.1 Survey

In the research, the survey was the technique used due to its usefulness and practicality to collect and gather data from language teachers so as to analyze and interpret how the use of puzzles boost vocabulary retention in teenagers from level A1. The survey consisted of 10 Likert scale statements and it was taken by 10 teachers who teach level A1 students in different universities.

*Table 2: Likert Scale*

Frequency	Value
Always	5
Often	4
Sometimes	3
Rarely	2
Never	1

*Source: Vagias, (2006)*

### 2.3.2 Questionnaire

The questionnaire was a key instrument of this research. It was based on vocabulary A1 and consisted of 60 questions divided into parts A, B and C. The questionnaire tested two crucial components of receptive and productive vocabulary Part A had 30 questions to test the passive vocabulary and required students to put a tick on an answer. Then Part B had 10 questions to equally test passive vocabulary by choosing A, B or C. Finally, Part C consisted of 20 questions to test the productive vocabulary by reading and writing. The questionnaire was administered to students during the confinement through virtual sessions.

The total marks for the questionnaire were 60 and the score was calculated by using the arithmetic means to get an average over 10. The total score was achieved through the standardised scale that is 10 out of 10. On the other hand, the results from the pretest and post-test were analyzed and interpreted by using the t-Test: Paired Two Sample for Means that is one of Excel's Data Analysis Tool.

## 2.4 Validity and reliability

### 2.4.1 Validity

The validity of the instrument lied on the idea that such a technique is highly effective to be used in the process of data collection. Consequently, the validity of the instruments in this research was the result of the judgement and expertise from three language teachers from different universities who devoted a lot of extensive work, revision and support in the validation of the instruments in order to approve its validity in the research data collection. The instrument had broad congruence with the independent and dependent variable as well as the objectives and indicators.

The instrument of validation consisted of three categories. The first category was A and it looked for correspondence of the items with the objectives, variables and indicators. Letter A for Appropriate and NA for Not appropriate. Similarly, the second category that is B looked over technical quality and representativity. The statements for this parameter were marked with a letter I for ideal, letter G for good, letter R for regular and letter P for poor. Finally, the last category was C and it was in pursuit of language and grammar. Thus, letter A was used for accuracy and letter I for inappropriate. Consequently, the validation aimed to see if the questionnaire was clear and objective to be applied in teenagers.

*Table 3: Validation of questionnaire*

Categories Items	(A) Correspondence with the objectives, variables and indicators. A: Appropriate NA: Not appropriate		(B) Technical Quality and representativity I: Ideal G: Good R: Regular P: Poor				(C) Language and grammar. A: Accurate I: Inaccurate		Observations
	A	NA	I	G	R	P	A	I	
A. Read the statements and put a tick on the answer you think is right.	3		3				3		

B. Look at the words in bold and choose a, b, or c.	3		3				3		
C. Look at the definitions and use the letters to write words.	3		3				3		

*Elaborated by: the author*

## 2.4.2 Reliability

The reliability was reflected in how good the instrument was to be used as a means of measurement to demonstrate its consistency. In other terms, it all relates to the consistency and congruence of the results that can be achieved when using it repeated times under the same conditions and circumstances. Therefore, the instrument was conducted through a pilot test with 50% of the population. The end of this was to test reliability and assess its functionality and comprehension with respect to the items. The results allowed an estimate of reliability based on Cronbach's Alpha that is also commonly known as Coefficient Alpha and its formula is represented as follows:

*Graph 2: Cronbach's Alpha formula*

$$\alpha = \frac{k}{k-1} \left( 1 - \frac{\sum V_i}{V_t} \right)$$

*Source: <https://bit.ly/37QKXIQ>*

Cronbach's Alpha was used as a measure to evaluate the reliability as well as the internal consistency of the set of items in the instrument. The formula in this coefficient helped to determine if the items in the instrument were considerably consistent when applied repeated times. The table below shows Cronbach's Alpha in detail so as to have an overview of the number of items, the sum of the item variances, variances of total scores and the coefficient itself.

*Table 4: Cronbach's Alpha*

A	Cronbach's Alpha	0,753556
K	Number of items from instrument	60
$\sum v_i$	Sum of the item variances	44,3
Vt	Variance of total scores in the instrument	171,04

*Elaborated by: the author*

According to the table, the results for Cronbach's Alpha showed a coefficient that was 0,753 which means the instrument has an acceptable internal consistency. Therefore, the instrument of measurement is at acceptable reliability because the range of results for Cronbach's Alpha indicates that 0,5 determines poor consistency while 0,6 questionable consistency. Then, the results are on 0,7 which refers to an acceptable consistency. On the other hand, 0,8 shows good consistency and 0,9 excellent consistency.

*Table 5: Cronbach's Alpha – Levels of significance*

Cronbach's Alpha	Internal consistency
$\alpha \geq 0,9$	Excellent
$0,9 > \alpha \geq 0,8$	Good
$0,8 > \alpha \geq 0,7$	Acceptable
$0,7 > \alpha \geq 0,6$	Questionable
$0,6 > \alpha \geq 0,5$	Poor
$0,5 > \alpha$	Unacceptable

*Source: Salkind, (2015)*

## 2.5 Characterization of the institution

The technical University of Cotopaxi was established on January 24<sup>th</sup>, 1995. It is situated in the city of Latacunga in Cotopaxi. Its campus became an important institution to prepare citizens in different areas of study who later graduate as great professionals. The campus has 12 acres and has reached lots of standards to be a reference at a national level. On the other hand, the Language Cultural Center holds the belief of training learners to be able to use English successfully and contribute a lot to society.

## Mission

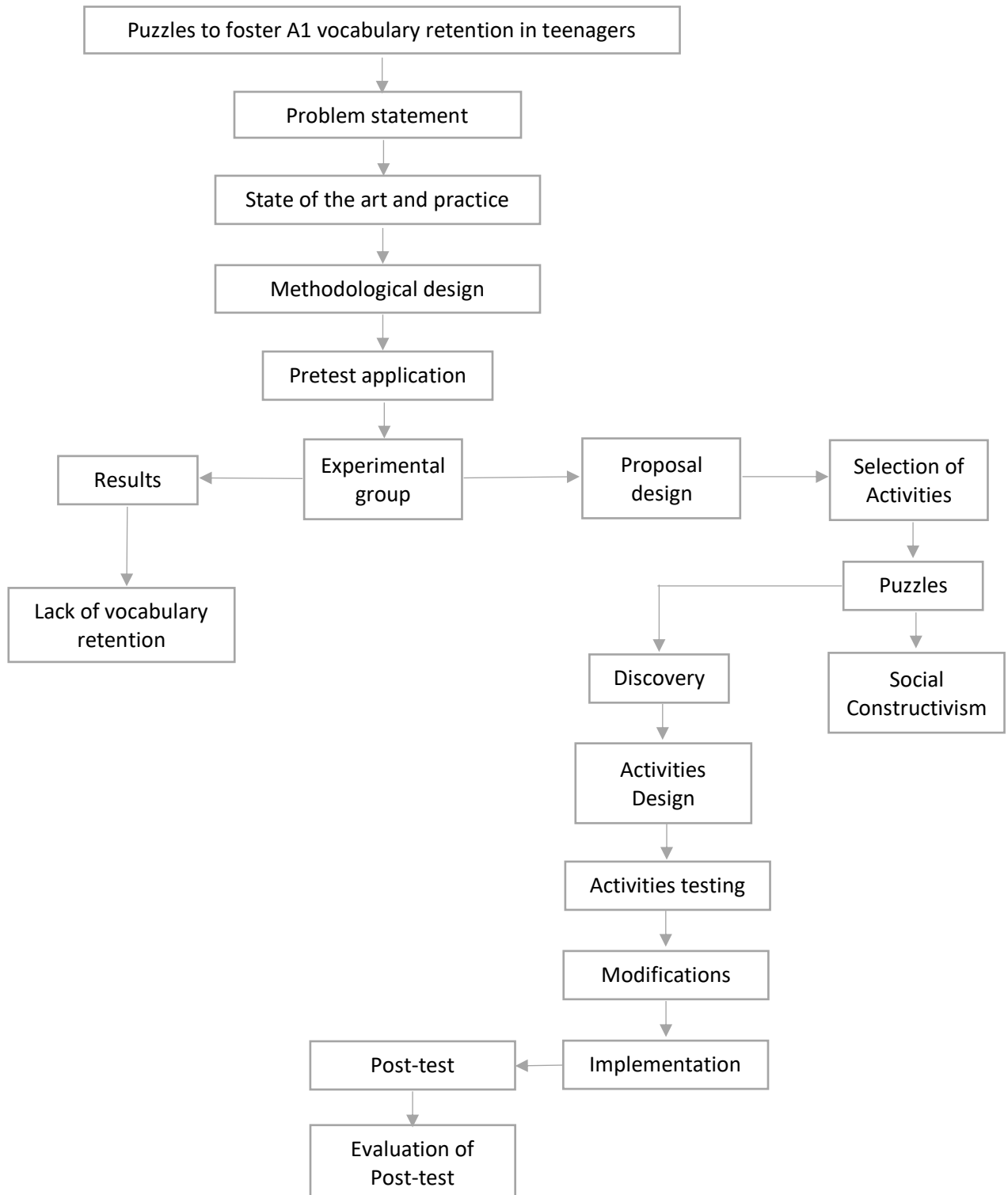
It offers training in the learning of foreign languages and ancestral languages (Kichwa) and it is for students, professionals and the public all over the country. Its aims to improve the professional profile by providing an instrument of personal and work communication through the application of an active methodology and didactic resources which enable the development of linguistic skills of the language.

## Vision

It will become a certified center for English qualifications and promote the study of Kichwa at local, national and international level through processes of excellence in academic management and interinstitutional agreements to achieve the development of communicational and linguistic skills of many students in order to respond to the demands of this globalized world and strengthen the cultural exchange.

## 2.6 Methodological process

*Graph 3: Methodological process*



Puzzles to foster A1 vocabulary retention in teenagers come up with the problem statement which relates to the identification of the current difficulties that learners have to recall words and remember them. It is indeed the overview of the main setbacks which prevent learners from having a meaningful learning of lexicon.

Subsequently, the research looked over the state of the art and practice in order to get an insight into the key variables of the research which are puzzles and vocabulary learning. This allowed the understanding of concepts and definitions to establish procedures and the design of the proposal. On the other hand, the methodological design was focused on the approach, modality, type, population, instruments and techniques so as to apply the pretest and get results which show the current level of vocabulary A1 from learners in the experimental group.

The proposal design relied on the selection of activities which were based on principles of vocabulary learning and puzzles. Once the activities were chosen. The material was designed with a careful selection of activities which foster vocabulary retention. Consequently, there was a period of activities testing which consisted of putting them to the test and look for suitability and appropriacy. Later on, some modifications took place, and, after the intervention stage, a post-test was applied to verify improvement in vocabulary retention.

## 2.7 Diagnosis of puzzles and A1 vocabulary retention

### 2.7.1 Survey for teachers about puzzles to foster A1 vocabulary retention in teenagers

**Is it important to use sentence and text completion exercises such as gap fills in class?**

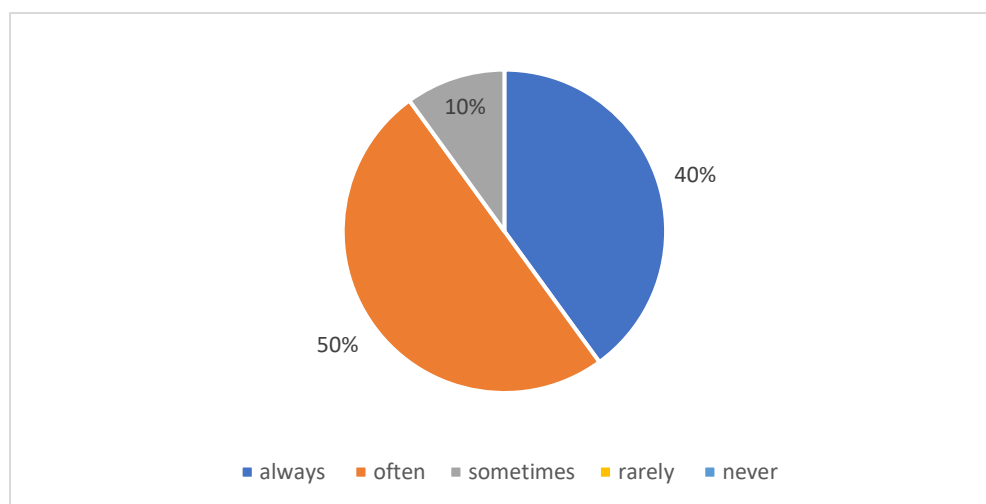
*Table 6: Sentence and text completion exercises*

Scale	Frequency	Percentage	$\Sigma\%$
Always	4	40%	90%
Often	5	50%	
Sometimes	1	10%	10%
Rarely			
Never			
Total	10	100%	100%

Source: Survey for teachers

Elaborated by: the author

*Graph 4. Sentence and text completion exercises.*



Source: Survey for teachers

Elaborated by: Tapia, J. (2020)

With respect to the data from the survey, 90% of teachers assert that it is important to make use of sentence and text completion exercises. However, 10% claim that is not important because the use of completion exercises has a certain level of difficulty which in turn requires more comprehension and understanding. Therefore, the use of sentence and text completion exercises is useful and effective but reflects a considerable margin of difficulty.

**Is it necessary to have practice on sentence and text creation exercises such as guided writing to improve vocabulary?**

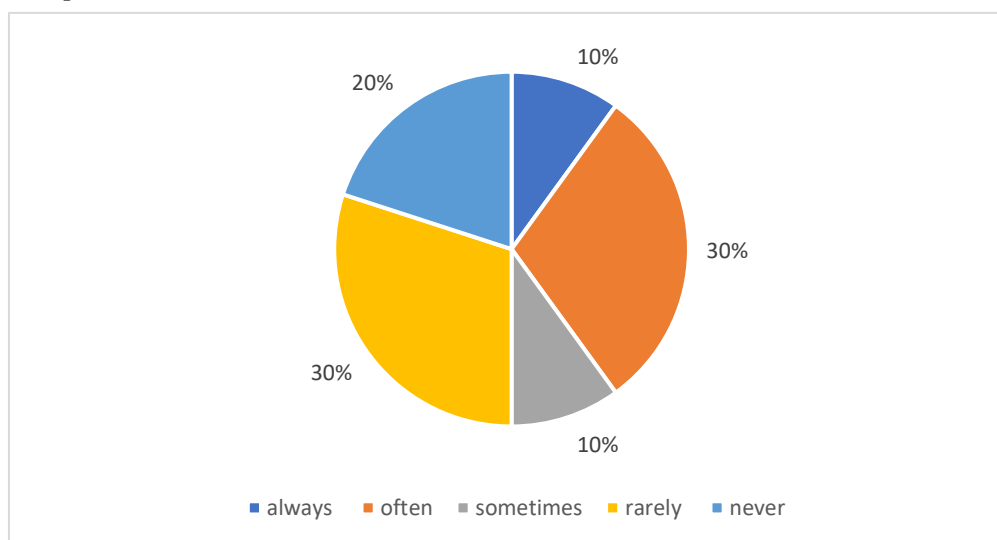
*Table 7: Sentence and text creation exercises*

Scale	Frequency	Percentage	$\Sigma\%$
Always	1	10%	40%
Often	3	30%	
Sometimes	1	10%	60%
Rarely	3	30%	
Never	2	20%	
Total	10	100%	100%

Source: Survey for teachers

Elaborated by: the author

*Graph 5: Sentence and text creation exercises*



Source: Survey for teachers

Elaborated by: the author

In accordance with the data, 60% of teachers think that is not necessary to have practice on sentence and text creation exercises such as guided writing to improve vocabulary. By contrast, 40% claim that it is necessary to use guided writing as a source to shape lexicon. Consequently, there is a lack of emphasis on sentence and text creation exercises due to the belief that these sorts of exercises do not enhance vocabulary improvement.

### Is it effective to use identifying tasks to foster vocabulary retention?

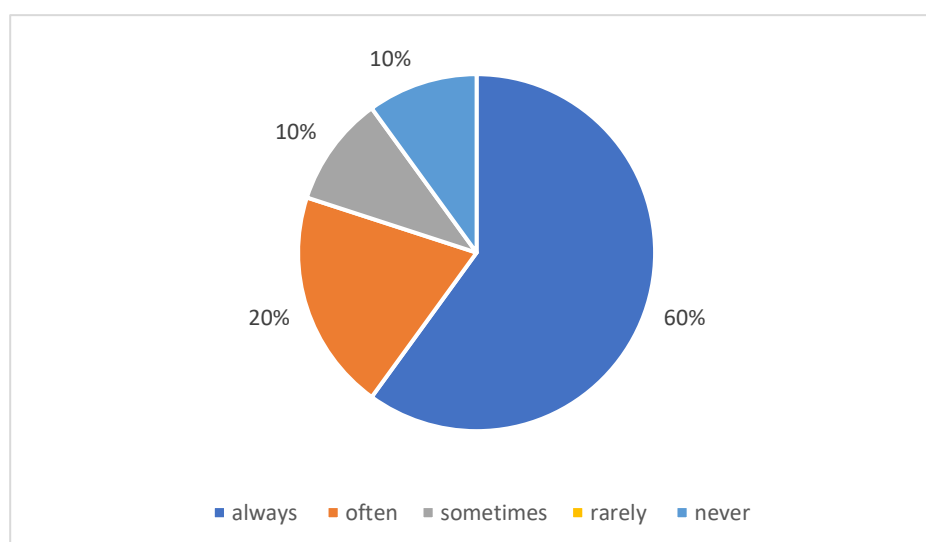
*Table 8: Identifying tasks to foster vocabulary retention*

Scale	Frequency	Percentage	$\Sigma\%$
Always	6	60%	80%
Often	2	20%	
Sometimes	1	10%	20%
Rarely			
Never	1	10%	
Total	10	100%	100%

Source: Survey for teachers

Elaborated by: the author

*Graph 6: Identifying tasks to foster vocabulary retention*



Source: Survey for teachers

Elaborated by: the author

As observed in the graph, 80% of teachers assert that identifying tasks do foster vocabulary retention because identifying tasks require students to have an emphasis on what they see so as to recognize and match. Nevertheless, 20% of language teachers do not believe identifying tasks may have a positive impact on vocabulary retention. Therefore, these tasks can be considered as a good and promising resource to learn and improve vocabulary on account of its beneficial use when practicing with vocabulary items. Identifying tasks just as other decision-making activities drive students to concentrate and focus on retention of words.

### Are matching tasks more suitable than selecting tasks in vocabulary learning?

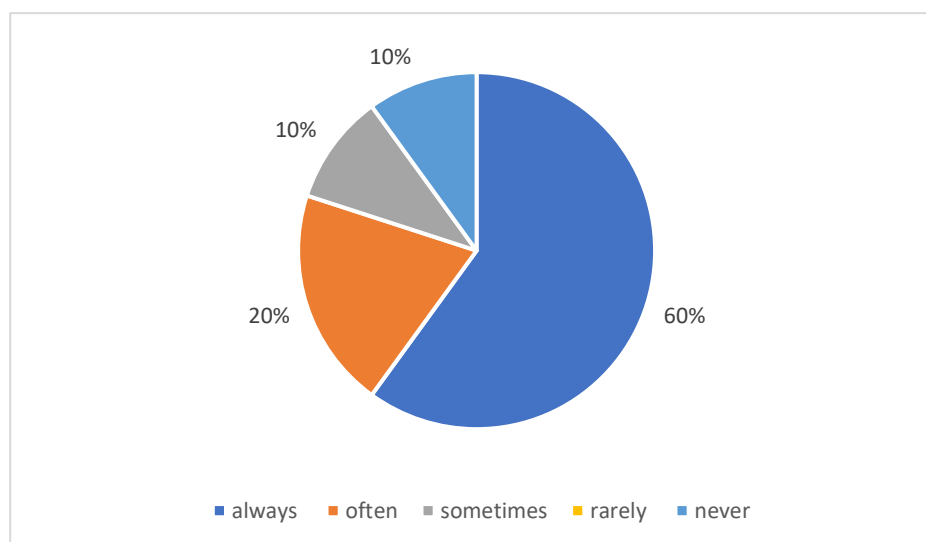
*Table 9: Matching tasks more suitable than selecting tasks*

Scale	Frequency	Percentage	$\Sigma\%$
Always	6	60%	80%
Often	2	20%	
Sometimes	1	10%	20%
Rarely			
Never	1	10%	
Total	10	100%	100%

Source: Survey for teachers

Elaborated by: Tapia, J. (2020)

*Graph 7: Matching tasks more suitable than selecting tasks*



Source: Survey for teachers

Elaborated by: the author

According to the data, 80% of teachers claim that matching tasks are more suitable and appropriate for learners in vocabulary learning. It has to be because selecting tasks demand less brain work than matching tasks. On the other hand, the 20% assures that matching tasks do not appear to be suitable for the improvement of vocabulary. So, it is highly important to look over the relevance of matching tasks because they seem to be more engaging and challenging as matching tasks motivate learners to visualize and pair lexical sets with pictures, definitions, translations, or synonyms. They are indeed more imperative than selecting tasks.

### Is the application of wordsearch and crossword puzzles beneficial for vocabulary growth?

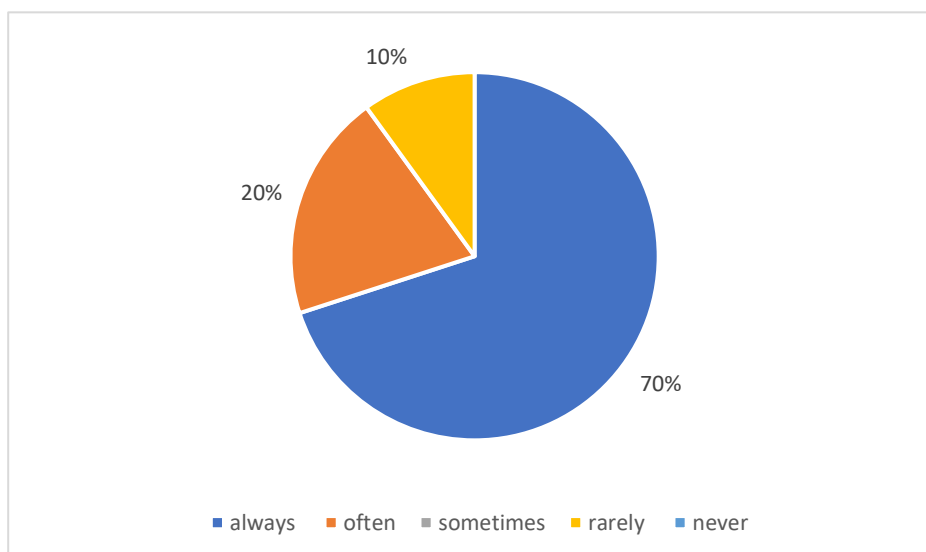
*Table 10: Word search and crossword puzzles*

Scale	Frequency	Percentage	$\Sigma\%$
Always	7	70%	90%
Often	2	20%	
Sometimes			10%
Rarely	1	10%	
Never			
Total	10	100%	100%

Source: Survey for teachers

Elaborated by: the author

*Graph 8: Word search and crossword puzzles*



Source: Survey for teachers

Elaborated by: the author

In accordance with the data, 90% of English teachers highlight that the application of puzzles is beneficial for vocabulary growth whereas 10% of teachers point out that they do not really come in handy in the development of vocabulary. This all reveals that the application of puzzles such as word search and crossword puzzles truly benefit learners in vocabulary growth on account of the review and progressive practice on words that these puzzles can provide.

### Is receptive vocabulary in reading and listening more important than productive vocabulary from speaking and writing?

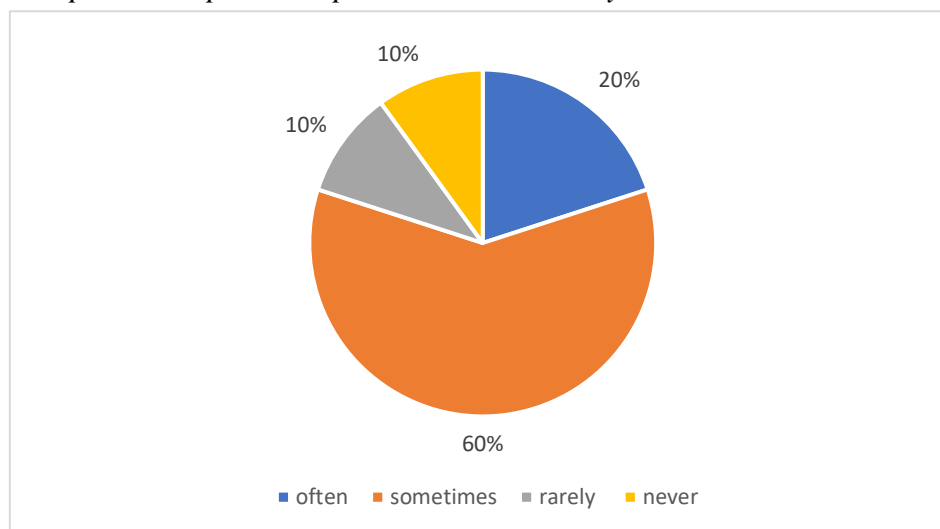
*Table 11: Receptive and productive vocabulary*

Scale	Frequency	Percentage	$\Sigma\%$
Always			
Often	2	20%	20%
Sometimes	6	60%	80%
Rarely	1	10%	
Never	1	10%	
Total	10	100%	100%

Source: Survey for teachers

Elaborated by: the author

*Graph 9: Receptive and productive vocabulary*



Source: Survey for teachers

Elaborated by: the author

With respect to the data, 80% of language teachers state that productive vocabulary in speaking and writing is more important while 20% assure that receptive vocabulary in listening and reading is more necessary than productive vocabulary in speaking and writing. Therefore, it is highlighted the idea that productive vocabulary proves to be more needed in learning because it may involve the most functional parameters of language that are mainly focused on the production of language and facilitate communication rather than receptive vocabulary that is mostly passive in nature.

### Is it significant to have a well-balanced English course to consolidate speaking and writing?

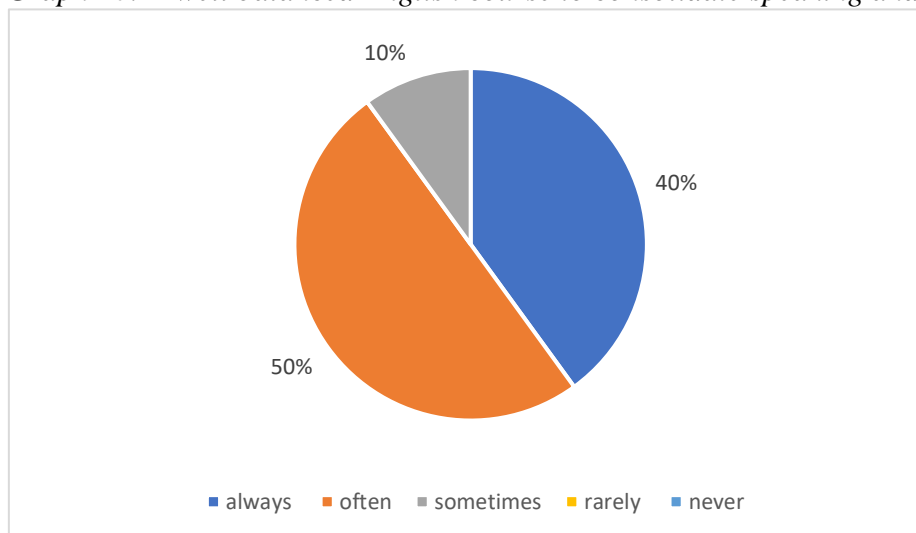
*Table 12: A well-balanced English course to consolidate speaking and writing*

Scale	Frequency	Percentage	$\Sigma\%$
Always	4	40%	90%
Often	5	50%	
Sometimes	1	10%	10%
Rarely			
Never			
Total	10	100%	100%

Source: Survey for teachers

Elaborated by: the author

*Graph 10: A well balanced English course to consolidate speaking and writing*



Source: Survey for teachers

Elaborated by: the author

As observed in the graph, 90% of teachers claim that a well-balanced English course is rather significant to consolidate speaking and writing. However, 10% claim that such courses do not help in the consolidation of speaking and writing. Accordingly, the use of an English course that is balanced enough may have a positive impact on the development of speaking and writing because the organization of contents and the division of timed activities can boost these skills.

### Should word meaning and form play a key role in learning vocabulary items?

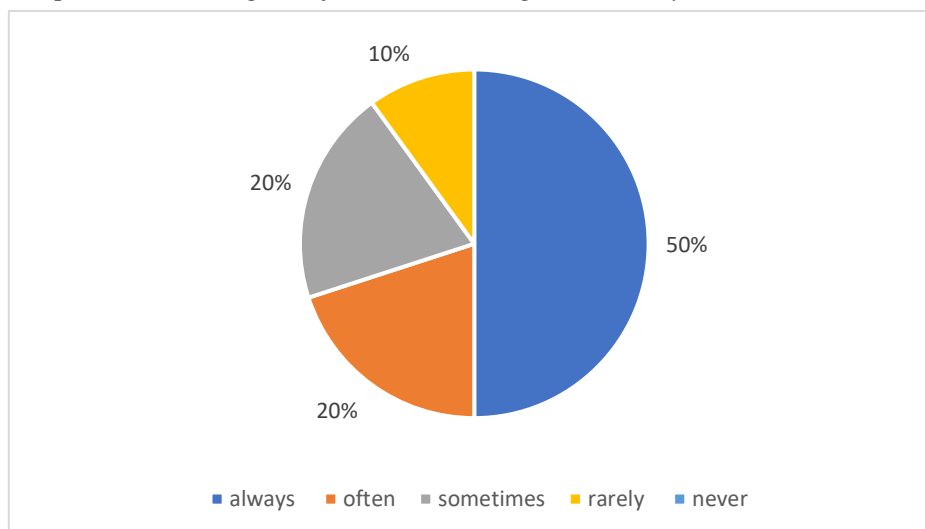
*Table 13: Meaning and form in learning vocabulary items*

Scale	Frequency	Percentage	$\Sigma\%$
Always	5	50%	
Often	2	20%	70%
Sometimes	2	20%	
Rarely	1	10%	30%
Never			
Total	10	100%	100%

Source: Survey for teachers

Elaborated by: the author

*Graph 11: Meaning and form in learning vocabulary items*



Source: Survey for teachers

Elaborated by: the author

According to the data, 70% of teachers state that the meaning and form of words play a key role in learning vocabulary items. By contrast, 30% assert that meaning and form are not really substantial in vocabulary learning. So, the aspects of a word such as meaning and form are without any doubt highly useful in the learning of vocabulary items due to the fact that the features of form and meaning can help understand how a word works and how it is used in sentences to construct meaning.

### Is it network building substantial in the process of vocabulary retention?

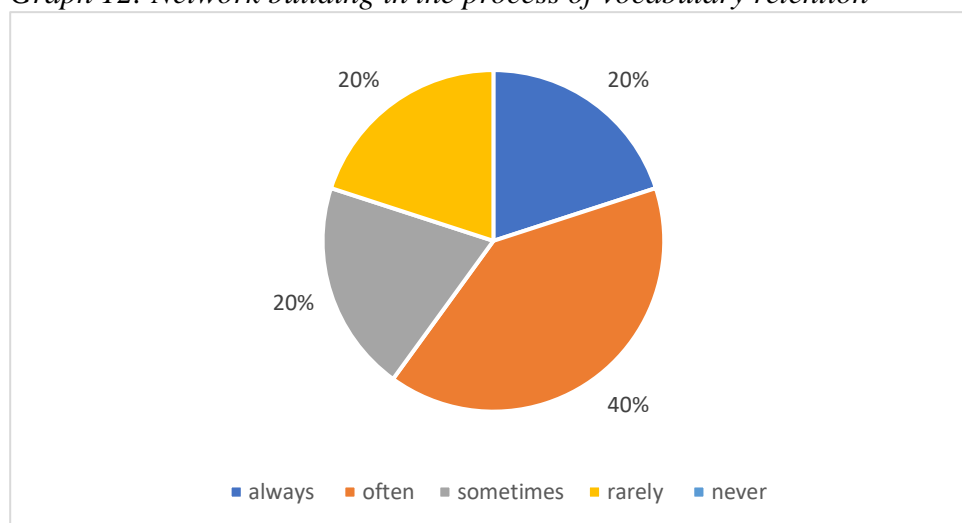
*Table 14: Network building in the process of vocabulary retention*

Scale	Frequency	Percentage	$\Sigma\%$
Always	2	20%	60%
Often	4	40%	
Sometimes	2	20%	40%
Rarely	2	20%	
Never			
Total	10	100%	100%

Source: Survey for teachers

Elaborated by: the author

*Graph 12: Network building in the process of vocabulary retention*



Source: Survey for teachers

Elaborated by: the author

With regard to the data, 60% of language teachers highlight that Network building is substantial in the process of retention. Nevertheless, 40% claim that Network building so often does not come in handy in vocabulary retention. Therefore, it all points out the idea that network building is an outcome whose main aim is that of looking for words through virtually mental webs and associations that get involved in retention to work as a complete unit. Thus, the process of retention relies on characteristics that indeed relate to network building closely.

### Must incidental learning occur in vocabulary courses frequently?

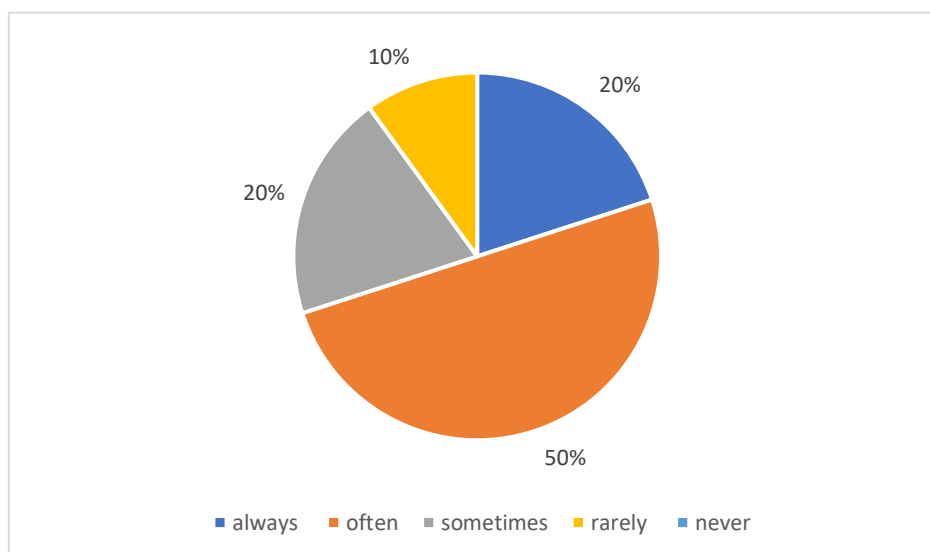
*Table 15: Incidental learning in vocabulary courses*

Scale	Frequency	Percentage	$\Sigma\%$
Always	2	20%	70%
Often	5	50%	
Sometimes	2	20%	30%
Rarely	1	10%	
Never			
Total	10	100%	100%

Source: Survey for teachers

Elaborated by: the author

*Graph 13: Incidental learning in vocabulary courses*



Source: Survey for teachers

Elaborated by: the author

As observed in the graph, 70% of teachers assert that incidental learning definitely must occur in vocabulary courses frequently. On the other hand, 30% do not believe that incidental learning should occur. Accordingly, the frequency in which incidental learning should appear in vocabulary courses is considerable on account of how substantial it can be in the learning process. Indeed, learning vocabulary incidentally or without intention can help learners acquire more words than expected in the outcomes of vocabulary courses.

## **2.8 Research Proposal**

### **2.8.1 Development of proposal**

Discovery is a vocabulary booklet for teenagers and it was designed by the author to achieve the retention of A1 vocabulary. It is established on the social constructivism which has to do with the idea that knowledge is a result of the existing social interaction and the use of language and consolidates vocabulary acquisition under the principles of the four strands by Paul Nation. It encourages learners to improve productive vocabulary through productive tasks and passive vocabulary through decision-making tasks. The key objective is to improve the mental lexicon of language learners and the ability to retain and recall words easily and significantly. The whole programme comes from the extensive exposure to vocabulary words and recycling of topic words that appear over and over throughout the different lessons. Learners work by using engaging activities with puzzles and lots of activities which require them to get through cooperative learning.

Additionally, this vocabulary booklet is based on the foundation of Krashen's input hypothesis which states that language acquisition relies on the idea that human beings acquire language by understanding messages or by receiving comprehensible input. The learning activities in this program become ideal and flexible owing to the input that is comprehensible, flexible but challenging at the same time (Krashen, 1987). Therefore, the tasks and activities are not either hard or difficult to complete so they are suitable for learners and prevent learners from being flooded with frustration.

Each lesson is packed with comprehensible and high-frequency vocabulary content. The activities consist of flexible but challenging tasks which enhance more vocabulary learning than grammar. Every five lessons there are two formative assessment activities where learners put to the test what they have learnt. The first activity request learners to write all the key vocabulary they have acquired as well as have an opportunity to get through guided speaking. Secondly, there is a reading activity which encourages learners to consolidate the vocabulary they looked over during the whole lessons. Finally, there are two summative tests which check if learners

have consolidated vocabulary. The score in every lesson is achieved by getting the arithmetic mean from the total marks. Test A is normally taken at the end. Then if low scores are reported Test B can be taken to see if there is more improvement.

The current classes used to make use of a textbook which consisted of mostly grammar. Nevertheless, after a poor performance, it was necessary the incorporation of an online vocabulary course based on puzzles as a resource for the improvement of vocabulary retention in order to overcome the low scores achieved in the pretest. The intervention took place during the confinement in an online setting and the vocabulary activities did not have to match the contents of the coursebook because all the vocabulary activities from Discovery booklet were aligned to CEFR level A1. Every puzzle incorporated class lasted 2 hours and the group of students had scheduled classes on Monday, Wednesday and Friday which is 6 hours a week for a complete month and a half. Additionally, autonomous work was given to learners so they could make more progress. The autonomous work was 2 more hours and it had to do with some writing based on the lesson they had.

Discovery was used to verify its efficiency in vocabulary A1. Its content and activities are rigorously to learn, practice, review and acquire vocabulary that is displayed extensively throughout every lesson. This vocabulary course showed to be engaging and motivated learners to practice and retain vocabulary in a fun manner. The development of the proposal covers 25 lessons and the following is a sample of the key contents, structure, and components of it.

Graph 14: Lesson 1 content



## 1. Complete with vowels.

- G \_ \_ d m \_ r n \_ n g
- H \_ l l \_
- G \_ \_ d \_ \_ f t \_ r n \_ \_ n
- G \_ \_ d b y \_
- G \_ \_ d \_ \_ v \_ n \_ n g
- G \_ \_ d n \_ g h t

## 2. Label each greeting.



## 3. What is missing?

- G \_ \_ \_ m \_ \_ \_ \_ \_
- G \_ \_ \_ a \_ \_ \_ \_ \_
- G \_ \_ \_ e \_ \_ \_ \_ \_
- G \_ \_ \_ \_ \_
- H \_ \_ \_ \_ \_
- G \_ \_ \_ n \_ \_ \_ \_

## 4. Unscramble the words.

- h o l e l : .....
- t i n g h d o g o : .....
- g e n i v e g o d o : .....
- b o y g e o d : .....
- o d o g t e m o f o n a : .....
- n i n g r o m o g o d : .....

## 5. Trace and match the greetings.







Source: Discovery for teenagers  
Elaborated by: Tapia, J. (2020)

Lesson 1 shows the main chart in which the key topic of vocabulary is displayed. It consists of a heading that is greetings with easy illustrated vocabulary. There is no translation but an association between pictures and words. On the other hand, the content entails five activities whose objective is to test lesson 1 over and over. Extensive vocabulary exposure is showed from activities 1 to 5. In the beginning, activity 1 requires learners to complete whereas activity 2 tests labelling. Then, activity 3 is a completion task where learners have a key letter as a clue to complete. Additionally, activity 4 request learners to unscramble a set of letters to make words. Finally, there is a matching activity in which learners trace vocabulary and draw lines.

Table 16: Lesson 1 planning

Lesson 1 Planning				
Teacher: Jhonny Tapia	Class: A1	Lesson: 1. Greetings	Starting Date: 02/11/2020	Time: 45 mins.
Objectives: To identify when and how to say greetings.				
Evaluation indicators: Can say the greetings.				
Resources: Board Flash cards Photocopies from Discovery booklet				
PROCEDURE:				
Time:	Sequence	Tips for teachers		
9 mins.	Introduction	<b>a.</b> Ask learners look at the greetings' chart and help them associate the greetings' pictures with each of their written form by pronouncing and asking to point at them.		
9mins.	Practise	<b>b.</b> Draw some clocks on the board and choose some students to tell what time each greeting is used.		
9 mins.		<b>c.</b> Prompt the first syllable of a greeting and ask students to write it completely on their notebooks.		
18 mins.	Revision and consolidation	<b>d.</b> Tell the class to make a line and whisper a greeting to one student so he/she whispers it one by one. The last student takes a marker and write it on the board.		
		<b>e.</b> Look at the activities section and encourage learners to give opinions on how to solve the whole tasks.		
		<b>f.</b> Make sure learners have a guidance to complete the activities. For example:		
		<ol style="list-style-type: none"> <li>1. Ask students to complete with vowels in the spaces provided.</li> <li>2. Request students to look and label the pictures about greetings.</li> <li>3. Have students complete with the missing letters to make greetings.</li> <li>4. Tell students to unscramble the different letters to form greetings.</li> <li>5. Encourage learners to match the greetings with lines.</li> </ol>		
15 extra mins	Extra work	<ul style="list-style-type: none"> <li>- Suggest learners to create wordlists for lesson 1</li> <li>- Recommend students to print customized flashcards to improve their vocabulary.</li> <li>- Recommend learners to make voice recordings to check pronunciation.</li> </ul>		
Elaborated by: Jhonny Tapia				

Graph 15: Lesson 1 extra content

<p><b>How are you?</b></p> <p>Fine, thank you. 😊 So – so 😞</p>  <p>1. Complete and answer the questions.</p> <p>a. How ..... you? Fine, ..... you.</p> <p>b. H _ w _ r _ y _ ? F _ n _ t _ k _ y _</p> <p>c. H _ a _ y _ ? F _ _ _ _ _ _ _ _ _</p> <p>d. How are you? .....</p>	<p><b>Where are you from?</b></p> <p>I am from Latacunga.</p>  <p>1. Complete and answer the questions.</p> <p>a. Where are you .....? I ..... from Ambato.</p> <p>b. W h _ r _ _ r _ y _ f r _ m ? _ _ _ m f r _ m Quito.</p> <p>c. W _ _ _ a _ _ y _ f _ _ ? _ _ _ a _ f _ _ Cuenca.</p> <p>d. Where are you from? .....</p>								
<p><b>What is the meaning of cat?</b></p> <p>The meaning of <b>cat</b> is gato.</p>  <p>1. Complete and answer the questions.</p> <p>a. What is the ..... of greetings? The meaning ..... greetings is .....</p> <p>b. W h _ t _ s _ t h _ m _ _ n _ n _ g _ f _ goodbye? T h _ m _ _ n _ n _ g _ f _ goodbye _ s adiós</p> <p>c. What is the meaning of good evening? .....</p>	<p><b>How do you say hola in English?</b></p> <p>You say it.</p>  <p>1. Complete and answer the questions.</p> <p>a. How ..... you say gracias in English? You say it .....</p> <p>b. .... do you ..... dónde in English? You say it .....</p> <p>c. How ..... buenas tardes in English? ..... say it .....</p> <p>d. .... significado in English? .....</p>								
<p>1. Read and match.</p> <table border="0"> <tbody> <tr> <td>a. How are you?</td> <td>- Greetings.</td> </tr> <tr> <td>b. What is the meaning of good night?</td> <td>- I am from Latacunga.</td> </tr> <tr> <td>c. Where are you from?</td> <td>- Fine, thank you.</td> </tr> <tr> <td>d. How do you say saludos in English?</td> <td>- Buenas noches.</td> </tr> </tbody> </table>		a. How are you?	- Greetings.	b. What is the meaning of good night?	- I am from Latacunga.	c. Where are you from?	- Fine, thank you.	d. How do you say saludos in English?	- Buenas noches.
a. How are you?	- Greetings.								
b. What is the meaning of good night?	- I am from Latacunga.								
c. Where are you from?	- Fine, thank you.								
d. How do you say saludos in English?	- Buenas noches.								

Source: Discovery for teenagers  
Elaborated by: Tapia, J. (2020)

As observed, there are 4 activities which are based on key questions that are currently used in class. All charts require learners to look at the presentation of the questions and have a start to complete the exercises by producing the language in written form. Finally, the last activity tests comprehension through the association of answers in a matching exercise that is typically a decision-making task. All the tasks attempt to have a clear understanding of how to use language in the form of patterns.


Table 17: Lesson 1 extra planning

<b>Lesson 1 extra – Planning</b>				
Teacher: Jhonny Tapia	Class: A1	Lesson: 1. Greetings	Starting Date: 02/11/2020	Time: 45 mins.
Objectives: To know currently used questions for classroom purposes.				
Evaluation indicators: Can ask basic questions to get certain information.				
Resources: Board Flash cards Photocopies from Discovery booklet.				
<b>PROCEDURE:</b>				
Time:	Sequence	Tips for teachers		
9 mins.	Introduction	<b>a.</b> Ask learners look at the key questions' chart and help them understand what each is used for by giving examples or modelling answers.		
9mins.	Practise	<b>b.</b> Tell a student "Hello, I am from ....." then ask him/her "Where are you from?". Use the same pattern for other questions.		
9 mins.		<b>c.</b> Write a question on the board and remove a word. Then ask a student to come to the front complete it		
		<b>d.</b> Request two students to act out some questions from the charts and motivate them to use the key questions.		
18 mins.	Revision and consolidation	<b>e.</b> Make sure learners have a guidance to complete the activities. For example:  1. Ask students to look at the sample question and request them to fill in the blanks with missing words. 2. Request students to look at "Where are you from?" Section and ask them to work in pairs to complete it. 3. Have students talk to each other so they follow the patterns in the exercises and they complete them. 4. Tell students to look at the read and match task and encourage them to answer the questions with lines.		
15 extra mins	Extra work	<ul style="list-style-type: none"> <li>- Suggest learners to practice by sending voice messages to their classmates on WhatsApp</li> <li>- Recommend students to try mixing greetings and the key questions to establish a conversation with partners.</li> <li>- Recommend learners to write messages on post-its and share them with other classmates.</li> </ul>		
Elaborated by: Jhonny Tapia				

## Graph 16: Lesson 2 content

**Lesson 2** *Alphabet*

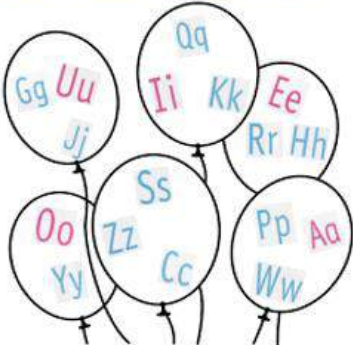
Aa	Bb	Cc	Dd	Ee	Ff	Gg
ej	bi	ci	di	i	ef	lli
Hh	Ii	Jj	Kk	Ll	Mm	Nn
eich	ai	lle	kei	el	em	en
Oo	Pp	Qq	Rr	Ss	Tt	Uu
ou	pi	kiu	ar	es	ti	yu
Vv	Ww	Xx	Yy	Zz		
vi	dábliu	eks	uai	zi		



1. Look and write the letters of the alphabet.

Aa	Ee	Ii	Oo	Uu
Gg	Jj	Cc	Qq	Kk
Ss	Zz	Hh	Yy	Ww















2. Color the balloons and identify the letters.



What is your **name**? My name is .....

What is your **last name**? My last name is .....

3. Write the letters of each word.

	hello: <input type="text"/>
	tree: <input type="text"/>
	eight: <input type="text"/>
	board: <input type="text"/>
	house: <input type="text"/>
	clock: <input type="text"/>
	umbrella: <input type="text"/>
	cake: <input type="text"/>
	orange: <input type="text"/>
	ruler: <input type="text"/>
	table: <input type="text"/>
	boat: <input type="text"/>
	camera: <input type="text"/>
	yellow: <input type="text"/>

How do you spell **dog**? It is D - O - G

Source: Discovery for teenagers  
 Elaborated by: Tapia, J. (2020)

Lesson 2 has to do with vocabulary on the alphabet. It has a chart with a clear explanation of the letter of the alphabet. Additionally, the subsequent activities test the most difficult letters of the alphabet through a labelling. Right below, there are some balloon pictures in which some letters are tested again. On the left side, there are some key questions for A1 learners. Similarly, activity 3 introduces core vocabulary A1 which will appear in the next lessons. At the right side, there is a question which encourages learners to spell words.

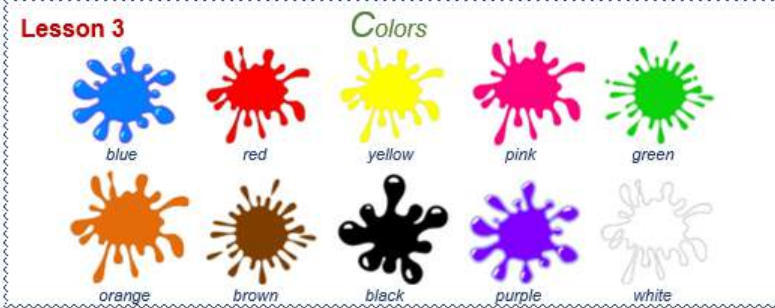
Table 18: Lesson 2 planning

Lesson 2 Planning				
Teacher: Jhonny Tapia	Class: A1	Lesson: 2. Alphabet	Starting Date: 02/11/2020	Time: 45 mins.
Objectives: To know the correct spelling of words.				
Evaluation indicators: Can say the alphabet				
Resources: Board Flash cards Photocopies from Discovery booklet				
PROCEDURE:				
Time:	Sequence	Tips for teachers		
9 mins.	Introduction	<b>a.</b> Ask learners look at the alphabet chart and pronounce vowels firstly so students get used to the different sounds.		
9mins.	Practise	<b>b.</b> Write on the board the most difficult letters of the alphabet (j,g,k,q,s,z,c,u,y,r) and ask two students to come to the front. Then pronounce a letter and see which student can touch it first.		
9 mins.		<b>c.</b> Take a paper slip and write a letter on it. Then ask students to write names with the letter that is on the paper slip.		
18 mins.	Revision and consolidation	<b>d.</b> Look for “What is your name?” and model the answer by saying “My name is.....”. Then ask students to practice and do the same with “What is your last name?” question.		
		<b>e.</b> Make sure learners have a guidance to complete the activities. For example:  1. Ask students to label the most difficult letters of the alphabet by remembering the letters in practice time. 2. Encourage learners to pronounce the letters in the balloons and identify them by coloring. - Have students talk to each other so they can ask for their names and last names. 3. Encourage learners to use “How do you spell .....?” when they say a word letter by letter.		
15 extra mins	Extra work	- Suggest learners to work in pairs so they can practice the spelling of their parents’ names and last names. - Recommend students to talk each other by using all the questions from previous lessons. - Suggest learners to create an alphabet with English word they remember from high school.		
Elaborated by: Jhonny Tapia				

## Graph 17: Lesson 3 content

**Lesson 3**

**Colors**



1. Find the colors in the word search.

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

2. Answer the questions.

a. What color is the tree?  
The tree is .....

b. What color ..... the ruler?  
The ruler is .....

c. What color is ..... banana?  
The ..... is .....

d. What ..... is the table?  
The .....

e. .... color is the house?  
..... is .....

f. What ..... is ..... camera?  
.....

f. .... ice cream?  
.....

g. ....?  
.....

3. Complete and color

.....  
\_ r \_ n g \_      y \_ l l \_ w      g r \_ \_ n

.....  
p \_ n k      b l \_ \_      w h \_ t \_      b l \_ c k

.....  
p \_ r p l \_      b r \_ w n      r \_ d

What is your **favorite color**?  
My favorite color is .....

4. Unscramble the words.

a. neger : .....

b. ronbw : .....

c. welylo : .....

d. tiweh : .....

e. egrona : .....

f. luperp : .....

g. kipn : .....

h. lebu : .....

i. clabk : .....

j. der : .....

Source: Discovery for teenagers  
Elaborated by: Tapia, J. (2020)

Lesson 3 introduces vocabulary on colors in a colorful chart which draws the learner's attention immediately. Activity 1 presents a crossword puzzle to consolidate vocabulary about colors. The second activity is a production activity which enhances the production of vocabulary in written form. On the other hand, activity 3 requests learners to fill with vowels in incomplete words. Then coloring is required to recheck vocabulary. The last activity tests vocabulary again through unscrambling of letters to make words.

Table 19: Lesson 3 planning

<b>Lesson 3 Planning</b>				
Teacher: Jhonny Tapia	Class: A1	Lesson: 3. Colors	Starting Date: 04/11/2020	Time: 45 mins.
Objectives: To recognize colors in different objects.				
Evaluation indicators: Can identify colors in objects.				
Resources: Board Flash cards Photocopies from Discovery booklet				
PROCEDURE:				
Time:	Sequence	Tips for teachers		
9 mins.	Introduction	<b>a.</b> Ask learners look at the colors' chart and present them by asking questions such as "What color is a banana?" etc.		
9mins.	Practise	<b>b.</b> Make sure students know colors by saying the first syllable of a color and asking them to complete the color they hear.		
9 mins.		<b>c.</b> Have students close their eyes and spell a color so students listen to it and say it in turns.		
9 mins.		<b>d.</b> Ask learners stand up. Say "What color starts with y?" and give extra point to the ones who answer correctly.		
18 mins.	Revision and consolidation	<b>e.</b> Make sure learners have a guidance to complete the activities. For example:  1. Ask students to look at the crossword puzzle and request them to find the colors. 2. Encourage learners to follow the pattern in questions and have them answer by looking at the pictures. 3. Have students complete colors with vowels and ask them to paint the missing colors. Finally, show learners how to reply to the "What is your favorite color?" 4. Encourage learners to unscramble the letters to make colors.		
15 extra mins	Extra work	<ul style="list-style-type: none"> <li>- Suggest learners to work in pairs so they can practice colors by asking "What is your favorite color?"</li> <li>- Recommend students to find objects of different colors in their clothes or on the internet.</li> <li>- Suggest learners to create a wordlist for colors so they practice colors productively.</li> </ul>		
Elaborated by: Jhonny Tapia				

## Graph 18: Lesson 4 content

### Lesson 4

## Numbers

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

### How old are you?

I am ..... years old.

- 11 - eleven
- 12 - twelve
- 13 - thirteen
- 14 - fourteen
- 15 - fifteen
- 16 - sixteen
- 17 - seventeen
- 18 - eighteen
- 19 - nineteen
- 20 - twenty

---

1. Find and circle numbers 1 to 10.

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

2. Look at the number and write it

- I am Juan. I am ..... 13 years old.  
I am from Ambato.
- My name is Pablo. I am ..... 15 years old. I am from Latacunga.
- I am Mayra. I am ..... 17 years old.  
My last name is Tovar.
- I am ..... 11 years old. My name is José. I am from Quito.
- My last name is Tapia. I am ..... 19 years old. I am from Guayaquil.

3. Complete and match the numbers.

1	3	_ n _ t w _	4
7	10	t h r _ _ f _ _ r f _ v _ s _ x _ s _ v _ n _ _ g h t n _ n _ t _ n	2
9			8
			6
			5

4. Do the exercises and write numbers in letters

9 - 7 =	
3 + 4 + 2 =	
7 - 3 + 1 =	
5 + 5 - 3 =	
9 - 2 - 6 =	
1 + 7 - 2 =	
9 - 2 - 4 =	
2 + 7 - 6 + 5 =	
9 - 4 - 2 + 1 =	
2 + 4 + 3 + 1 =	

5. Label each number.

1	2	3	4
5	6	7	8
	9	10	

Source: Discovery for teenagers  
Elaborated by: Tapia, J. (2020)

The overview of lesson 4 displays 2 charts in which vocabulary on numbers 1 to 20 is explained. Activity 1 is about a word search puzzle to test numbers 1 to 10. Next, activity 2 is a completion task where learners look at the number and write it in the gaps. On the other hand, activity 3 is a matching task in which learners fill in vowels and use matching. Activity 4 involves math exercises to come up with numbers again. Finally, activity 5 requires labelling.

Table 20: Lesson 4 planning

<b>Lesson 4 Planning</b>				
Teacher: Jhonny Tapia	Class: A1	Lesson: 4. Numbers	Starting Date: 04/11/2020	Time: 45 mins.
Objectives: To count from 1 to 20				
Evaluation indicators: Can count from 1 to 20				
Resources: Board Flash cards Photocopies from Discovery booklet.				
PROCEDURE:				
Time:	Sequence	Tips for teachers		
9 mins.	Introduction	<b>a.</b> Request learners to look at the chart on numbers and say them loudly so students identify which number it is said.		
9mins.	Practise	<b>b.</b> Challenge learners to answer some sums whose answer is numbers 1 to 20.		
9 mins.		<b>c.</b> Have learners listen to some math exercises and enhance them to write the answers on the board.		
18 mins.	Revision and consolidation	<b>d.</b> Explain learners how to say their age by modelling the answer. Say “My name is ..... I am ..... years old.” and ask them “How old are you?”		
		<b>d.</b> Make sure learners have a guidance to complete the activities. For example:  1. Ask students to look at the crossword puzzle and request them to find the numbers 1 to 10. 2. Encourage learners to read and write the number in each gap. 3. Have students complete the missing colors with vowels and then request them to match the colors. 4. Encourage learners to do the sums and write the answers with letters. 5. Ask learners to label the numbers from 1 to t10.		
15 extra mins	Extra work	<ul style="list-style-type: none"> <li>- Suggest learners to work in pairs so they can practice numbers by asking “How old are you?”</li> <li>- Recommend students to create flashcards with numbers.</li> <li>- Suggest learners to start a chat with their partners to engage into a conversation with the question from previous lessons.</li> </ul>		
Elaborated by: Jhonny Tapia				

Graph 19: Lesson 5 content

### Lesson 5

## Articles a / an

a pencil   a notebook   a clock   a ruler   a board  
 an eraser   an umbrella   an ice cream   an egg   an elephant

**1. Write a or an.**

apple	onion	notebook
elephant	box	eraser
board	orange	flower
egg	banana	ice cream
ball	picture	pencil
avocado	umbrella	house

**2. Cross out the odd word and add one more.**

a. brown - yellow - pencil - white : .....

b. three - elephant - cat - dog : .....

c. pencil - board - clock - boat : .....

d. umbrella - six - eight - two : .....

e. onion - cake - eraser - ball : .....

f. banana - egg - clock - ruler : .....

g. apple - ruler - notebook - pencil : .....

**3. Label each picture.**

an _____	an _____	a _____
an _____	a _____	an _____
a _____	a _____	a _____
an _____	a _____	an _____
a _____	an _____	a _____

**4. Write a name for each object.**


What is it?      What color is the .....?  
 It is a .....      The ..... is **brown**

Source: Discovery for teenagers  
 Elaborated by: Tapia, J. (2020)

As shown, lesson 5 explains some classroom vocabulary in detail and recycles some other words from previous lessons and introduces other words in a form of incidental learning. Activity one presents vocabulary and tests the use of a and an. Then, activity two is a decision-making task in which learners cross out the odd word from the group and write one more. Activity 3 enhances learners to produce language in written form. Finally, activity 4 introduces key grammar patterns for upcoming lessons.

Table 21: Lesson 5 planning

Lesson 5 Panning				
Teacher: Jhonny Tapia	Class: A1	Lesson: 5. Articles a and an	Starting Date: 06/11/2020	Time: 45 mins.
Objectives: To understand the use of a and an.				
Evaluation indicators: Can use a and an with nouns.				
Resources: Board Flash cards Photocopies from Discovery booklet.				
PROCEDURE:				
Time:	Sequence	Tips for teachers		
9 mins.	Introduction	<p><b>a.</b> Request learners to look at the chart and ask them if all the words use similar articles by asking “Which words use the article “a” or “an”. Encourage them to make a difference in the use of “a” and “an”</p>		
9mins.	Practise	<p><b>b.</b> Say words starting with consonants or vowels and have students decide on using “a” or “an”</p>		
9 mins.		<p><b>c.</b> Have learners listen to “a” or “an” and encourage them to practice the articles by asking them words with consonants and vowels.</p> <p><b>d.</b> Tell students in the end of the class as a summary that “a” is used with words starting with consonants and “an” with words starting with vowels.</p>		
18 mins.	Revision and consolidation	<p><b>d.</b> Make sure learners have a guidance to complete the activities. For example:</p> <ol style="list-style-type: none"> <li>1. Ask students to complete the exercises by reading and writing “a” or “an”.</li> <li>2. Encourage learners to look at every group of words and tell them to take out the word that does not belong to the group. The learners add one more word.</li> <li>3. Have students complete the exercises by writing the words below every picture.</li> <li>4. Encourage learners to label the pictures and model the answer for “What is it?” question and “what color is the....?”</li> </ol>		
15 extra mins	Extra work	<ul style="list-style-type: none"> <li>- Suggest learners to work in pairs so they can practice the use of “a” and “an” by sending pictures on WhatsApp.</li> <li>- Recommend students to create a crossword puzzle with the words from the lesson to test with other classmates.</li> <li>- Suggest learners to spell the word from the lesson with other Partners so they can consolidate the vocabulary better.</li> </ul>		
Elaborated by: Jhonny Tapia				

*Graph 20: Lesson 1 -5 Assessment*

1. Write the name of each picture and say them



Source: Discovery for teenagers  
Elaborated by: Tapia, J. (2020)

In accordance with the graph, the activity consists of key vocabulary words from lessons one to five. The activity involves plenty of labelling through pictures. First of all, it needs to be completed by looking at the pictures and write the name of the pictures. Next, learners have to work in pairs and ask a question such as: “What is it?” or “What color is the .....?”. Learners consolidate vocabulary productively.

Graph 21: Lesson 1 - 5 Assessment

READING & WRITING: Lesson 1 - 5

1. Read the descriptions and complete the charts.

<p>Hello, My name is Danny. I am ok. My last name is Torres. I am eleven years old. My favorite color is green and brown. What is it? It is my notebook. It is a green notebook.</p> 	<p>Name: ..... Last name: ..... Age: ..... Favorite Color: ..... Hey! What is it? ..... What color is it? .....</p> 
<p>Name: ..... Last name: ..... Age: ..... Favorite Color: ..... Hey! What is it? ..... What color is it? .....</p> 	<p>Good afternoon, I am not bad. My name is Alison. I am thirteen years old. My favorite color is pink and purple. My last name is Rosales. What is it? It is my camera. It is a purple camera.</p> 
<p>Good evening, I am fourteen years old. My name is Bryan and my last name is Paredes. My favorite color is brown and white. What is it? It is an ice cream. It is a delicious ice cream.</p> 	<p>Name: ..... Last name: ..... Age: ..... Favorite Color: ..... Hey! What is it? ..... What color is it? .....</p> 
<p>Name: ..... Last name: ..... Age: ..... Favorite Color: ..... Hey! What is it? ..... What color is it? .....</p> 	<p>Good Afternoon, I am fine. My name is Cleo. My age is twelve years old. My last name is Tapia. My favorite color is orange and yellow. What is it? It is my eraser. It is blue and white.</p> 

2. What are Alison's favorite colors? .....
3. How old is Danny? .....
4. What is Miss Tapia's age? .....
5. How is Cleo? .....
6. What is Mr. Paredes' name? .....
7. What is Mr. Torres' favorite colors? .....
8. How old is Bryan? .....

Source: Discovery for teenagers  
Elaborated by: Tapia, J. (2020)

Formative assessment is carried out through a reading activity in which learners will have an opportunity to see words from previous lessons in context. In addition to this, there will be a good source of unknown words which are part of incidental learning. Reading in a balanced amount can help vocabulary to be consolidated better and if activities are flexible and comprehensible, learners are able to end without frustration or stress. Reading activities need to be flexible but challenging at the same time to keep learners enthusiastic and concentrated.

*Graph 22: Lesson 1 – 5 Assessment test A*

**TEST 1 A**

Name: ..... Score: .....

**A. Read and circle the best answer.**

1. good night, goodbye and hello are .....  
a) colors            b) greetings            c) alphabet
2. How ..... you? Fine, thank you.  
a) are                b) is                      c) old
3. white, purple and pink are .....  
a) numbers          b) alphabet            c) colors
4. What is ..... name? Sebastián  
a) you                b) your                  c) my
5. How ..... are you? Eleven years old  
a) fine                b) is                      c) old
6. eight, three, and nine are .....  
a) numbers          b) greetings            c) classroom
7. It is ..... orange umbrella.  
a) the                b) an                      c) a
8. What ..... is the ruler? Brown  
a) greeting          b) number              c) color
9. I am twelve ..... old  
a) age                b) years                c) how
10. .... do you spell CAT? It is C - A - T  
a) What              b) Where                c) How

**B. Fill in the gaps with one word.**

1. My ..... name is Paredes.
2. It is ..... brown notebook.
3. Good morning! I am eleven years .....
4. How are you? Fine, ..... you!
5. Hey! What color is ..... tree? Green and brown.
6. What is your ..... color? White
7. How ..... are you? I am twelve years old.
8. .... is it? It is a yellow pencil.
9. How do you ..... orange? It is O - R - A - N - G - E
10. It is ..... ice cream for my brother.

Source: Discovery for teenagers  
Elaborated by: Tapia, J. (2020)

The summative assessment consists of a test whose objective is to check if learners made progress through the content that was presented from lessons 1 to 5. This test has two parts. Part A requires learners to choose A, B, or C. On the other hand, Part B has to do with filling in gaps which is a completion task. Learners look at the statements and think of a word that best matches in order to get the right answer.

Table 22: Lesson 1 to 5 Assessment planning

<b>Assessment Planning</b>				
Teacher: Jhonny Tapia	Class: A1	Lesson: Assessment	Starting Date: 06/11/2020	Time: 45 mins.
Objectives: To consolidate vocabulary from lesson 1 to 5				
Evaluation indicators: Can recognize all the vocabulary from lesson 1 to 5				
Resources: Photocopies from Discovery booklet.				
<b>PROCEDURE:</b>				
Time:	Sequence	Tips for teachers		
20 mins.	Speaking and writing	Recommendations: - Have learners sit in different places so they can keep distance to prevent them from cheating. - Use a stopwatch to time the texting time.		
15 mins.	Reading	1. Ask learners to write the vocabulary words from lesson 1 to five below every picture. Then make groups of two and have them sit in front of you to have a conversation. Use these questions: How are you? What is your name? What is your last name? How do you spell your last name? How old are you? What is your favorite color? What is the meaning of .....? How do you say ..... in English? What is it? / What color is the .....?		
10 mins.	Vocabulary - test A	2. Ask learners to read the paragraphs and complete the forms.  3. Look at questions. Part A should be completed by choosing A, B or C in every question. Part B has to be completed by writing one word in every statement.		
10 extra mins	Vocabulary - test B	Students with low scores can take test B to see if achievement is better.		
Elaborated by: Jhonny Tapia				

Once the proposal was designed, a pilot test was taken by the experimental group. The main aim was to look over some changes with respect to content, structure, components and presentation so that the proposal becomes flexible, comprehensible and easy for learners. Subsequently, lesson plans were integrated to enable the proposal implementation.

### **2.8.2 Proposal implementation**

The implementation of the proposal in the experimental group included lesson plans in a booklet called Discovery. It included puzzles and both productive and decision-making tasks as a didactic and innovative resource for the retention of vocabulary at level A1 in teenagers.

The methodology focused on Social Constructivism which states that learning is the result of the exposure to the social interaction of learners and the four strands which the four strands are principles of good teaching practice because these principles highlight teaching English through a well-balanced language course. The learning technique was based on the extensive vocabulary exposure from the four strands through which learners got contact with words with meaning-focused input from reading and the meaning focused output from writing. Thus, learners were able to practice vocabulary productively and receptively.

## CHAPTER III. ANALYSIS OF THE RESEARCH RESULTS

Discovery, the vocabulary booklet with puzzles to foster A1 vocabulary retention, was used in an intervention stage in the experimental group and subsequently a post-test was taken by the experimental group to look over the functionality and effectiveness of the proposal. Thus, the outcomes for the pretest and post-test are the following:

### 3.1 Experimental group data interpretation

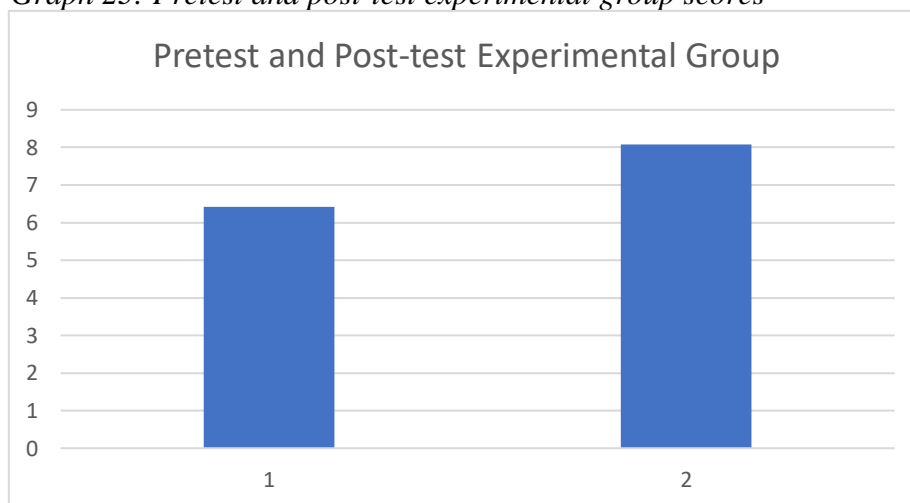
*Table 23: Pretest and post-test experimental group scores*

Pretest	6,41
Post-test	8,07
Expected average	10

*Source:* Experimental group pretest and post-test.

*Elaborated by:* the author

*Graph 23: Pretest and post-test experimental group scores*



*Source:* Experimental group pretest and post-test.

*Elaborated by:* Tapia, J. (2020)

The experimental group took a pretest and later it was part of a 6-week online intervention in order to promote a technique to improve vocabulary retention through puzzles. The instruments for collecting data were a pretest and a post-test. Subsequently, the tests consisted of an equal number of questions which were 60 questions in total. The total expected test score was 10 from

which the result in the pretest is 6,41 and the post-test score is 8,07. Therefore, in making a comparison between both test scores, there is a clear and substantial rise in 1,66. So, there is evidently a key difference between the means before and after the application of the proposal. Thus, the proposal showed to have significant outcomes as to A1 vocabulary retention.

### 3.2 Proposal Validation

The validation of the proposal was carried out through the t-Test: Paired Two Sample for Means which was used to verify the research hypothesis. This is one of Excel's Data Analysis Tool for Hypothesis Testing and it allows to compare the means of two variables so as to see if there are significant changes between them. The information from the pretest and post-test made use of this statistic tool in order to get one of the most appropriate hypotheses which were either the null or the alternative one.

*Table 24: Experimental group pretest and post-test scores*

Experimental group	X	Sd	N
Pretest	6,41	1,080	30
Post-test	8,07	0,557	30

As observed, the analysis of results before the application of the proposal reveals 6,41 out of an expected average of 10 and its standard deviation is 1,080 for a group of 30 students from the experimental group. By contrast, the post-test results showed 8,07 out of 10 and its standard deviation is 0,557.

The comparison of pretest and post-test scores is under descriptors of a qualitative scale which is based on excellent, very satisfactory, satisfactory, little satisfactory and not satisfactory which corresponds with overall performance. Subsequently, the pretest means that is on a scale from 6 to 6,99 which is considered as little satisfactory. The post-test mean is shown on a scale from 8 to 9,99 that is very satisfactory.

### 3.3 Verification of hypothesis

#### a. Hypothesis

Puzzles foster A1 vocabulary retention in teenagers.

Determination of variables

Independent variable: Puzzles

Dependent variable: Vocabulary

Methodology

Null hypothesis  $H_0$

The application of puzzles does not foster A1 vocabulary retention in teenagers significantly.

$H_0 X_1 = X_2$

Alternative Hypothesis  $H_1$

The application of puzzles fosters A1 vocabulary retention in teenagers significantly.

$H_1 X_1 \neq X_2$

#### b. Significance level

The research project relies on  $\alpha=0,05$  which highlights a significance level of 95% which is highly significant. The level of error that is allowed is based on the alpha that is 0,05. So, the  $\alpha$  is 100% - 95% whose equivalent is 5%. This 5% of maximum error represents the hypothesis validation.

#### c. Statistic specifications:

The data was analyzed and tabulated in order to look over the verification of the hypothesis. The population number was  $N=30$ . The degrees of freedom are the result from  $n-1$  which is 30 students -1 for a total of 29. "n" represents the population and "df" stands for the degrees of freedom.

*Table 25: t-Test: Paired Two Sample for Means*

	<i>Pretest</i>	<i>Post-test</i>
Mean	6,413333333	8,073333
Variance	1,167402299	0,310989
Observations	30	30
Pearson Correlation	0,539139558	
Hypothesized Mean Difference	0	
Degrees of freedom	29	
t Stat	-9,98786714	
P(T<=t) one-tail	3,39E-11	
t Critical one-tail	1,699127027	
P(T<=t) two-tail	6,78412E-11	
T Critical two-tail	2,045229642	

Source: Experimental group pretest and post-test.

Elaborated by: Tapia, J. (2020)

### **Analysis and interpretation.**

In accordance with the results, the mean for the pretest was 6,41 and subsequently the mean for the post-test was 8,07. On the other hand, the number of participants is 30 students in the experimental group and there are 29 degrees of freedom since that is the sample size -1. As observed, the t Statistic -9,98786714 is the actual result of the t-Test. Now the result of p value 3,39E-11 is lower than the significance level 0,05. Therefore, there is a rejection of H<sub>0</sub> and as a consequence, H<sub>1</sub> is accepted due to the fact that there have been highly significant changes which took place. In conclusion, the application of puzzles does foster A1 vocabulary retention in teenagers significantly because its impact on vocabulary learning has proven to be vastly promising in the learning process.

## **Conclusions**

The theoretical foundations from the research conducted in primary and secondary resources, it is concluded that the development of vocabulary can be highly influenced by didactic tools such as puzzles which come as a big advantage in terms of study and practice of words. They are without any doubt fun and engaging activities because they turn conventional learning situations into motivating opportunities to learn vocabulary. Puzzles revealed to be highly practical for retaining lexicon owing to its positive influence on reasoning and brain work as well as its impact on concentration and problem-solving. They are a resource that boosts vocabulary learning and can be applied as an innovative strategy to improve retention through practice and consolidation of words from level A1.

The diagnosis allowed to show clear evidence of poor vocabulary from level A1 students in the university of Cotopaxi. To look over this, the results from the pretest conducted on 30 students revealed an average of 6,41/10 which means poor performance. Such results pointed out to the lack of the integration of practical vocabulary learning strategies such as puzzles to foster vocabulary retention.

The development of a booklet of puzzles with vocabulary A1 for the retention of words helped to improve the revision, practice and acquisition of level A1 vocabulary because the use of puzzles could foster retention and facilitated the consolidation of vocabulary as compared with other conventional strategies. The use of puzzles could positively influence better performance in the acquisition of words whose level was A1.

The vocabulary booklet called discovery was used in an intervention stage to consolidate level A1 vocabulary through puzzles in order to promote the study and practice of vocabulary with easy-to-complete and comprehensible activities. Besides, it was evident that lessons through a wide range of well-balanced activities and flexible assessment had a positive impact on the retention of words because of repeated occurrence of high-frequency words and the progressive assessment based on extensive vocabulary exposure that allowed the consolidation of level A1

vocabulary and contributed to the better vocabulary retention through engaging and challenging activities.

### **Recommendations**

It is recommended to make use of puzzles and a set of decision making as well as productive activities in class more frequently to go over vocabulary practice because they can have a significant impact in the teaching and learning process and can provoke vocabulary retention to have an improvement as compared with the use of conventional methods of vocabulary learning.

It is recommended to motivate language teachers from the University of Cotopaxi to make use of puzzles in the teaching and learning process as a promising alternative to have a better consolidation of vocabulary A1 because they provide students with a great deal of enthusiasm and motivation.

It is recommended to use puzzles with vocabulary A1 as an alternative resource for the retention of words. If language teachers apply the use of puzzles in class, they can influence positively significant improvement in the performance of level A1 vocabulary.

The integration of puzzles in language classrooms should be more frequent for the improvement of level A1 vocabulary as well as its retention. Professors from different institutions should consider testing a broader amount of vocabulary rather than only grammar. In doing this, the syllabus could lay more emphasis on vocabulary-related contents primarily.

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# **Annexes**

*Annexe 1: Pretest for students*



**PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR**

Puzzles to foster vocabulary retention in teenagers

**PRE-TEST**

**Instructions:**

- Read every statement carefully and choose one answer.

**A. Read the statements and put a tick on the answer you think is right.**

		avocado	box	house	picture	girl	zoo
1	place a person lives in						
2	big photo in a square						
3	young woman						

		fridge	scissors	expensive	cooker	scarf	key
4	type of clothing for neck						
5	instrument to cut paper						
6	the opposite of cheap						

		kitchen	trainers	square	pet	ugly	sheep
7	something to go running						
8	animal that you own						
9	place for cooking meals						

		tiring	crab	chess	like	mouth	loaf
10	sea animal with big arms						
11	part of body to eat food						
12	game with small pieces						

		offer	healthy	want	help	salt	lorry
13	big means of transport						
14	something nutritious						
15	ingredient for the soup						

		morning	shopping	clean	stories	songs	hobby
16	not dirty						
17	free time activity						
18	buy something outside						

		neighbor	share	worry	ask	sleep	continue
19	take time to rest						
20	keep happening						
21	use together something						

		dance	jump	exercise	sit	stand	run
22	move body with music						
23	go down on a chair						
24	move fast with legs						

		alone	bad	cold	green	loud	main
25	not good						
26	most important						
27	the opposite of hot						

		coach	pie	customer	vehicle	feature	weed
28	someone who buys things						
29	person who trains a team						
30	a special characteristic						

**B. Look at the words in bold and choose a, b, or c**

<p>31. MAINTAIN: Can they <b>maintain</b> it?</p> <p>a. make it larger.</p> <p>b. keep it as it is.</p> <p>c. get a better one than it</p> <p>32. STONE: She sat on a <b>stone</b>.</p> <p>a. part of a tree.</p> <p>b. kind of chair.</p> <p>c. hard thing.</p> <p>33. UPSET: He is <b>upset</b>.</p> <p>a. tired</p> <p>b. unhappy</p> <p>c. famous</p> <p>34. DRAWER: The <b>drawer</b> was empty.</p> <p>a. sliding box to keep things</p> <p>b. place where cars are kept</p> <p>c. animal house</p> <p>35. PATIENCE: I don't have <b>patience</b>.</p> <p>a. have no free time</p> <p>b. will not wait happily</p> <p>c. have no faith</p>	<p>36. SCARED: he was <b>scared</b>.</p> <p>a. frightened</p> <p>b. with no fear</p> <p>c. angry</p> <p>37. CIRCLE: Please make a <b>circle</b>.</p> <p>a. space with nothing in it</p> <p>b. rough picture</p> <p>c. round shape</p> <p>38. VOCABULARY: He needs <b>vocabulary</b>.</p> <p>a. skills</p> <p>b. words</p> <p>c. money</p> <p>39. POCKET: I keep it in my <b>pocket</b>.</p> <p>a. food grown in gardens.</p> <p>b. a space ship</p> <p>c. part of trousers to keep coins</p> <p>40. CAP: I wore this gray <b>cap</b> this morning.</p> <p>a. kind of hat</p> <p>b. cover for letters</p> <p>c. traditional music</p>
--	--

**C. Look at the definitions and use the letters to write words.**

- |   |                     |
|---|---------------------|
| 41. If you want to stay a night, you can have a room.   | h _ _ _ _           |
| 42. They are the main ingredient for French fries.      | p _ _ _ _ _ _       |
| 43. Cheese and yoghurt is made of this.                 | m _ _ _             |
| 44. You may go here, when you are sick.                 | h _ _ _ _ _ _       |
| 45. You can see colorful pictures and letters in this.  | b _ _ _             |
| 46. A girl can wear it at a party.                      | d _ _ _ _           |
| 47. This has a screen and you can watch programs.       | t _ _ _ _ _ _ _ _   |
| 48. You can have a meal here and then pay for it.       | r _ _ _ _ _ _ _ _   |
| 49. You use it to draw and write.                       | p _ _ _ _ _         |
| 50. When it is your birthday, you receive lots of them. | p _ _ _ _ _ _ _     |
| 51. It is played with small pieces on a large board.    | c _ _ _ _           |
| 52. Women often have it to carry their money in it.     | p _ _ _ _           |
| 53. Many boys and girls go here to study                | s _ _ _ _ _         |
| 54. You can play soccer with this.                      | b _ _ _             |
| 55. It is good to take pictures and photos.             | c _ _ _ _ _         |
| 56. A group that sing songs in a concert.               | b _ _ _             |
| 57. If you want a peach, you use this to buy it.        | m _ _ _ _           |
| 58. If you want to buy food, you go to this place       | s _ _ _ _ _ _ _ _ _ |
| 59. You open this to come in and come out.              | d _ _ _             |
| 60. You take this after learning a lot of a subject.    | e _ _ _             |

*Annexe 2: Survey for teachers*



**PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR**  
**SURVEY FOR TEACHERS**

Puzzles to foster vocabulary retention in teenagers

**Directions:**

Mr./Mrs.

Read every statement about vocabulary learning carefully. Then look at the columns and put a tick in the choice which reflects better your criteria. Do not forget to bear in mind the parameters as follow:

Frequency scale: 5: A= always, 4: O=often, 3: S=Sometimes, 2: R=rarely, 1: N=never

**Objective:**

To identify relevant information on vocabulary to consolidate a set of strategies and principles for learning.

		Frequency scale	A	O	S	R	N
n	Items	Quantitative scale	5	4	3	2	1
1	It is important to use sentence and text completion exercises such as gap fills in class.						
2	Students do not need to have practice on sentence and text creation exercises such as guided writing to improve vocabulary.						
3	It is effective to use identifying tasks to foster vocabulary retention.						
4	Matching tasks are more suitable than selecting tasks in vocabulary learning.						
5	The application of wordsearch and crossword puzzles is beneficial in vocabulary growth.						
6	Receptive vocabulary in reading and listening is more important than productive vocabulary from speaking and writing						
7	It is significant to have a well-balanced English course to consolidate speaking and writing.						
8	Word meaning and form should play a key role in learning vocabulary items.						
9	Network building is not substantial in the process of vocabulary retention.						
10	Incidental learning must not occur in vocabulary courses frequently.						

*Annexe 3: Validation of experts*

Latacunga, 20 octubre 2020

Master

Edgar Encalada

Pioneer and highly trained professional on the field of English Teaching and learning. Through this document, I have the delight of asking for your unfailing collaboration in the validation of the instrument to be used in the data collection of the research work entitled “PUZZLES TO FOSTER A1 VOCABULARY RETENTION IN TEENAGERS.”

Please help yourself in following the directions in detail that are enclosed below. Do not forget to have a look at the operationalization of variables and the instruments that have been kindly included.

I will feel rather grateful to your support and help in this research work if accepted my request.

Kind regards,

A handwritten signature in blue ink, appearing to read 'Jhonny Tapia', with a stylized flourish at the end.

Jhonny Tapia

050312734-2

**Directions for the validation of the instrument about “Puzzles to foster A1 vocabulary retention in teenagers”**

Read carefully the objectives, operationalization of variables and survey.

1. Conclude about the correspondence between questions from the instrument with the objectives, variables and indicators in the items.
2. Determine the technical quality of each item as well as the representativity of this instrument.
3. Assign observations in space provided if required.
4. Choose and write every parameter in each item by using the following scale.

A. Correspondence between questions from the instrument with the objectives, variables and indicators.

Mark each box with the following:

A: Appropriate

NA: Not appropriate

In case NA is marked, make an observation in the space provided.

B. Technical quality and representativity.

Mark each box with the following:

I: Ideal

G: Good

R: Regular

P: Poor

In case R or P is marked, make an observation in the space provided.

C. Language

Mark each box with the following:

A: Accurate

I: Inaccurate

In case I is marked, make an observation in the space provided

Thank you for your collaboration



**PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR**  
**SURVEY FOR TEACHERS**

Puzzles to foster A1 vocabulary retention in teenagers

(A) Correspondence between questions from the instrument with the objectives, variables and indicators.

**Mark each box with the following:**

A: Appropriate

NA: Not appropriate

In case NA is marked, make an observation in the space provided.

item	A	Observations
1	A	
2	A	
3	A	
4	A	
5	A	
6	A	
7	A	
8	A	
9	A	
10	A	

---

Validation Signature



**PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR**  
**SURVEY FOR TEACHERS**

Puzzles to foster A1 vocabulary retention in teenagers

(B) Technical quality and representativity

**Mark each box with the following:**

I: Ideal

G: Good

R: Regular

P: Poor

In case R or P is marked, make an observation in the space provided.

item	B	Observations
1	I	
2	I	
3	I	
4	I	
5	I	
6	I	
7	I	
8	I	
9	I	
10	I	

Validation Signature



**PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR**  
**SURVEY FOR TEACHERS**

Puzzles to foster A1 vocabulary retention in teenagers

(C) Language

**Mark each box with the following:**

A: Accurate

I: Inaccurate

In case I is marked, make an observation in the space provided.

item	C	Observations
1	A	
2	A	
3	A	
4	A	
5	A	
6	A	
7	A	
8	A	
9	A	
10	A	

Validation Signature



**PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR**  
**SURVEY FOR TEACHERS**

Puzzles to foster A1 vocabulary retention in teenagers

Validation Data

Name: EDGAR ENCALADA TRUJILLO
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Institution: UNIVERSIDAD TECNICA DE AMBATO
Validation Date: 27 de octubre de 2020
General Observations: The instrument keeps correspondence between questions with the objectives, variables and indicators in the items. The technical quality of each item as well as the representativity of this instrument are optimal for the research.

---

ID: 0501824171



**PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR  
SURVEY FOR TEACHERS**

Puzzles to foster A1 vocabulary retention in teenagers

Validation for the contents of the instrument about “PUZZLES TO FOSTER A1 VOCABULARY RETENTION IN TEENAGERS.”

Correspondence of questions in the PRE-TEST instrument.

<div style="text-align: center;">Categories</div> <div style="text-align: center;">Items</div>	(A) Correspondence of the items with the objectives, variables and indicators. A: Appropriate NA: Not appropriate		(B) Technical Quality and representativity I: Ideal G: Good R: Regular P: Poor				(C) Language and grammar. A: Accurate I: Inaccurate		Observations
	A	NA	I	G	R	P	A	I	
A. Read the statements and put a tick on the answer you think is right.	A		I				A		
B. Look at the words in bold and choose a, b, or c.	A		I				A		
C. Look at the definitions and use the letters to write words.	A		I				A		

Validation Signature

*Annexe 4: Operationalization of variables*

**Table 1**

*Operationalization of Variables*

Independent variable					
Definition	Dimensions	Indicators	Techniques	Instruments	Items
Puzzles are an engaging and enhancing learning activity that motivates students to acquire and improve their vocabulary by using games and applying decision-making skills and production tasks.	Production tasks	Sentence and text completion	Survey	questionnaire	1
		Sentence and text creation			2
	Decision-making activities	Identifying	3		
		Selecting	4		
		Matching Sorting	5		
Games	Word search Crossword puzzle				
Dependent variable					
Definition	Dimensions	Indicators	Techniques	Instruments	Items
Vocabulary  It is a set of words that people use to communicate and entails word knowledge, organization, and learning.			survey	questionnaire	
	Mental lexicon	Semantic model Spreading activation model			6
			Vocabulary Knowledge	Productive and receptive vocabulary	7
	The four strands Breathe and depth	8			
	Vocabulary Learning	Meaning and form Labelling Categorising Network Building		9	
Incidental Learning		10			

Author: Tapia, J. (2020)

*Annexe 5: Discovery booklet*

<b>Lesson 1 Planning</b>				
Teacher: Jhonny Tapia	Class: A1	Lesson: 1. Greetings	Starting Date: 02/11/2020	Time: 45 mins.
Objectives: To identify when and how to say greetings.				
Evaluation indicators: Can say the greetings.				
Resources: Board Flash cards Photocopies from Discovery.				
PROCEDURE:				
Time:	Sequence	Tips for teachers		
9 mins.	Introduction	<b>a.</b> Ask learners look at the greetings' chart and help them associate the greetings' pictures with each of their written form by pronouncing and asking to point at them.		
9mins.	Practice	<b>b.</b> Draw some clocks on the board and choose some students to tell what time each greeting is used.		
9 mins.		<b>c.</b> Prompt the first syllable of a greeting and ask students to write it completely on their notebooks.		
18 mins.	Revision and consolidation	<b>d.</b> Tell the class to make a line and whisper a greeting to one student so he/she whispers it one by one. The last student takes a marker and write it on the board.  <b>e.</b> Look at the activities section and encourage learners to give opinions on how to solve the whole tasks.  <b>f.</b> Make sure learners have a guidance to complete the activities. For example: <ol style="list-style-type: none"> <li>1. Ask students to complete with vowels in the spaces provided.</li> <li>2. Request students to look and label the pictures about greetings.</li> <li>3. Have students complete with the missing letters to make greetings.</li> <li>4. Tell students to unscramble the different letters to form greetings.</li> <li>5. Encourage learners to match the greetings with lines.</li> </ol>		
15 extra mins	Extra work	<ul style="list-style-type: none"> <li>- Suggest learners to create wordlists for lesson 1</li> <li>- Recommend students to print customized flashcards to improve their vocabulary.</li> <li>- Recommend learners to make voice recordings to check pronunciation.</li> </ul>		
Elaborated by: Jhonny Tapia				

## Lesson 1 Greetings!



HOLA

Hello



7 am

Good morning



1 pm

Good afternoon



7 pm

Good evening



9 pm

Good night



ADIÓS

Goodbye

### 1. Complete with vowels.

- G \_ \_ d m \_ r n \_ n g
- H \_ l l \_
- G \_ \_ d \_ f t \_ r n \_ \_ n
- G \_ \_ d b y \_
- G \_ \_ d \_ v \_ n \_ n g
- G \_ \_ d n \_ g h t

### 2. Label each greeting.



### 3. What is missing?

- G \_ \_ \_ m \_ \_ \_ \_ \_
- G \_ \_ \_ a \_ \_ \_ \_ \_
- G \_ \_ \_ e \_ \_ \_ \_ \_
- G \_ \_ \_ \_ \_
- H \_ \_ \_ \_ \_
- G \_ \_ \_ n \_ \_ \_ \_

### 4. Unscramble the words.

- holel : .....
- tingh dogo : .....
- geninve godo : .....
- boygoad : .....
- odog ternofona : .....
- ningrom ogod : .....

### 5. Trace and match the greetings.



HOLA



ADIÓS



Good morning

Goodbye

Good evening

Hello

Good afternoon

<b>Lesson 1 extra - Planning</b>				
Teacher: Jhonny Tapia	Class: A1	Lesson: 1. Greetings	Starting Date: 02/11/2020	Time: 45 mins.
Objectives: To know currently used questions for classroom purposes.				
Evaluation indicators: Can ask basic questions to get certain information.				
Resources: Board Flash cards Photocopies from Discovery.				
PROCEDURE:				
Time:	Sequence	Tips for teachers		
9 mins.	Introduction	<b>a.</b> Ask learners look at the key questions' chart and help them understand what each is used for by giving examples or modelling answers.		
9mins.	Practice	<b>b.</b> Tell a student "Hello, I am from ....." then ask him/her "Where are you from?". Use the same pattern for other questions.		
9 mins.		<b>c.</b> Write a question on the board and remove a word. Then ask a student to come to the front complete it		
		<b>d.</b> Request two students to act out some questions from the charts and motivate them to use the key questions.		
18 mins.	Revision and consolidation	<b>e.</b> Make sure learners have a guidance to complete the activities. For example: <ol style="list-style-type: none"> <li>1. Ask students to look at the sample question and request them to fill in the blanks with missing words.</li> <li>2. Request students to look at "Where are you from?" Section and ask them to work in pairs to complete it.</li> <li>3. Have students talk to each other so they follow the patterns in the exercises and they complete them.</li> <li>4. Tell students to look at the read and match task and encourage them to answer the questions with lines.</li> </ol>		
15 extra mins	Extra work	<ul style="list-style-type: none"> <li>- Suggest learners to practice by sending a voice messages to their classmates on WhatsApp</li> <li>- Recommend students to try mixing greetings and the key questions to establish a conversation with partners.</li> <li>- Recommend learners to write messages on post-its and share them with other classmates.</li> </ul>		
Elaborated by: Jhonny Tapia				

## How are you?

Fine, thank you. 😊  
So - so 😞



1. Complete and answer the questions.

- How ..... you?  
Fine, ..... you.
- H \_ w \_ \_ r \_ \_ y \_ \_ ?  
F \_ n \_ \_ t \_ \_ k \_ \_ y \_ \_
- H \_ \_ a \_ \_ y \_ \_ ?  
F \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_
- How are you?  
.....

## Where are you from?

I am from Latacunga.



1. Complete and answer the questions.

- Where are you .....?  
I ..... from Ambato.
- W h \_ r \_ \_ \_ r \_ \_ y \_ \_ f r \_ m ?  
\_ \_ \_ m f r \_ m Quito.
- W \_ \_ \_ \_ a \_ \_ y \_ \_ f \_ \_ ?  
\_ \_ \_ a \_ f \_ \_ \_ Cuenca.
- Where are you from?  
.....

## What is the meaning of cat?

The meaning of **cat** is gato.



1. Complete and answer the questions.

- What is the ..... of greetings?  
The meaning ..... greetings is .....
- W h \_ t \_ \_ s t h \_ m \_ \_ n \_ n g \_ f  
goodbye?  
T h \_ m \_ \_ n \_ n g \_ f goodbye \_ s  
adiós
- What is the meaning of good evening?  
.....

## How do you say hola in English?

You say it.



1. Complete and answer the questions.

- How ..... you say gracias in English?  
You say it .....
- ..... do you ..... dónde in English?  
You say it .....
- How ..... buenas tardes in English?  
..... say it .....
- ..... significado in English?  
.....

1. Read and match.

- How are you?
- What is the meaning of good night?
- Where are you from?
- How do you say saludos in English?

- Greetings.
- I am from Latacunga.
- Fine, thank you.
- Buenas noches.

<b>Lesson 2 Planning</b>				
Teacher: Jhonny Tapia	Class: A1	Lesson: 2. Alphabet	Starting Date: 02/11/2020	Time: 45 mins.
Objectives: To know the correct spelling of words.				
Evaluation indicators: Can say the alphabet				
Resources: Board Flash cards Photocopies from Discovery.				
PROCEDURE:				
Time:	Sequence	Tips for teachers		
9 mins.	Introduction	<b>a.</b> Ask learners look at the alphabet chart and pronounce vowels firstly so students get used to the different sounds.		
9mins.	Practise	<b>b.</b> Write on the board the most difficult letters of the alphabet (j,g,k,q,s,z,c,u,y,r) and ask two students to come to the front. Then pronounce a letter and see which student can touch it first.		
9 mins.		<b>c.</b> Take a paper slip and write a letter on it. Then ask students to write names with the letter that is on the paper slip.		
18 mins.	Revision and consolidation	<b>d.</b> Look for “What is your name?” and model the answer by saying “My name is.....”. Then ask students to practice and do the same with “What is your last name?” question.		
		<b>e.</b> Make sure learners have a guidance to complete the activities. For example:  1. Ask students to label the most difficult letters of the alphabet by remembering the letters in practice time. 2. Encourage learners to pronounce the letters in the balloons and identify them by coloring. - Have students talk to each other so they can ask for their names and last names. 3. Encourage learners to use “How do you spell .....?” when they say a word letter by letter.		
15 extra mins	Extra work	- Suggest learners to work in pairs so they can practice the spelling of their parents’ names and last names. - Recommend students to talk each other by using all the questions from previous lessons. - Suggest learners to create an alphabet with English word they remember from high school.		
Elaborated by: Jhonny Tapia				

## Lesson 2

## Alphabet

Aa Bb Cc Dd Ee Ff Gg

ej bi ci di i ef lli

Hh Ii Jj Kk Ll Mm Nn

eich ai llei kei el em en

Oo Pp Qq Rr Ss Tt Uu

ou pi kiu ar es ti yu

Vv Ww Xx Yy Zz

vi dábliu eks uai zi



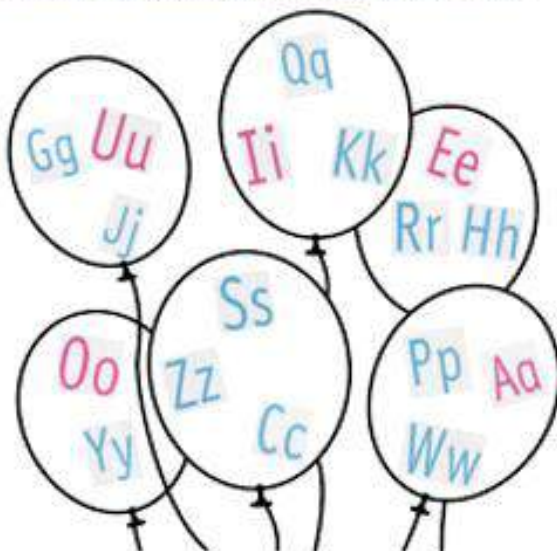
1. Look and write the letters of the alphabet.

Aa Ee Ii Oo Uu

Gg Jj Cc Qq Kk

Ss Zz Hh Yy Ww

2. Color the balloons and identify the letters.



What is your **name**? My name is .....

What is your **last name**? My last name is .....

3. Write the letters of each word.

HOLA hello:

tree:

eight:

board:

house:

clock:

umbrella:

cake:

orange:

ruler:

table:

boat:

camera:

yellow:

How do you spell **dog**? It is D - O - G

<b>Lesson 3 Planning</b>				
Teacher: Jhonny Tapia	Class: A1	Lesson: 3. Colors	Starting Date: 04/11/2020	Time: 45 mins.
Objectives: To recognize colors in different objects.				
Evaluation indicators: Can identify colors in objects.				
Resources: Board Flash cards Photocopies from Discovery.				
PROCEDURE:				
Time:	Sequence	Tips for teachers		
9 mins.	Introduction	<b>a.</b> Ask learners look at the colors' chart and present them by asking questions such as "What color is a banana?" etc.		
9mins.	Practice	<b>b.</b> Make sure students know colors by saying the first syllable of a color and asking them to complete the color they hear.  <b>c.</b> Have students close their eyes and spell a color so students listen to it and say it in turns.		
9 mins.		<b>d.</b> Ask learners stand up. Say "What color starts with y?" and give extra point to the ones who answer correctly.		
18 mins.	Revision and consolidation	<b>e.</b> Make sure learners have a guidance to complete the activities. For example: <ol style="list-style-type: none"> <li>1. Ask students to look at the crossword puzzle and request them to find the colors.</li> <li>2. Encourage learners to follow the pattern in questions and have them answer by looking at the pictures.</li> <li>3. Have students complete colors with vowels and ask them to paint the missing colors. Finally, show learners how to reply to the "What is your favorite color?"</li> <li>4. Encourage learners to unscramble the letters to make colors.</li> </ol>		
15 extra mins	Extra work	<ul style="list-style-type: none"> <li>- Suggest learners to work in pairs so they can practice colors by asking "What is your favorite color?"</li> <li>- Recommend students to find objects of different colors in their clothes or on the internet.</li> <li>- Suggest learners to create a wordlist for colors so they practice colors productively.</li> </ul>		
Elaborated by: Jhonny Tapia				

### Lesson 3

### Colors



blue



red



yellow



pink



green



orange



brown



black



purple



white

1. Find the colors in the word search.

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

2 Answer the questions.

a. What color is the tree?



The tree is .....

b. What color ..... the ruler?



The ruler is .....

c. What color is ..... banana?



The ..... is .....

d. What ..... is the table?



The .....

e. .... color is the house?



..... is .....

f. What ..... is ..... camera?



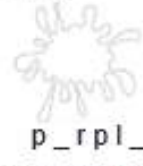
f. .... ice cream?



g. .... ?



3. Complete and color



What is your favorite color?

My favorite color is .....

4. Unscramble the words.

a. neger : .....

b. ronbw : .....

c. welylo : .....

d. tiweh : .....

e. egrona : .....

f. luperp : .....

g. kipn : .....

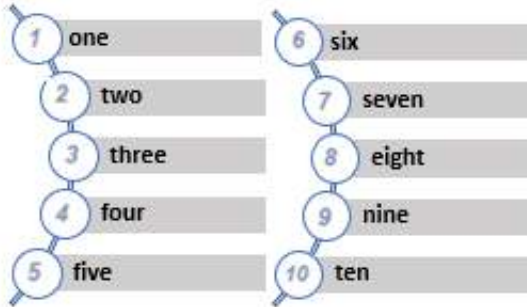
h. lebu : .....

i. clabk : .....

j. der : .....

<b>Lesson 4 Planning</b>				
Teacher: Jhonny Tapia	Class: A1	Lesson: 4. Numbers	Starting Date: 04/11/2020	Time: 45 mins.
Objectives: To count from 1 to 20				
Evaluation indicators: Can count from 1 to 20				
Resources: Board Flash cards Photocopies from Discovery.				
PROCEDURE:				
Time:	Sequence	Tips for teachers		
9 mins.	Introduction	<b>a.</b> Request learners to look at the chart on numbers and say them loudly so students identify which number it is said.		
9mins.	Practice	<b>b.</b> Challenge learners to answer some sums whose answer is numbers 1 to 20.		
9 mins.		<b>c.</b> Have learners listen to some math exercises and enhance them to write the answers on the board.		
18 mins.	Revision and consolidation	<b>d.</b> Explain learners how to say their age by modelling the answer. Say “My name is ..... I am ..... years old.” and ask them “How old are you?”		
		<b>d.</b> Make sure learners have a guidance to complete the activities. For example:  <ol style="list-style-type: none"> <li>1. Ask students to look at the crossword puzzle and request them to find the numbers 1 to 10.</li> <li>2. Encourage learners to read and write the number in each gap.</li> <li>3. Have students complete the missing colors with vowels and then request them to match the colors.</li> <li>4. Encourage learners to do the sums and write the answers with letters.</li> <li>5. Ask learners to label the numbers from 1 to t10.</li> </ol>		
15 extra mins	Extra work	<ul style="list-style-type: none"> <li>- Suggest learners to work in pairs so they can practice numbers by asking “How old are you?”</li> <li>- Recommend students to create flashcards with numbers.</li> <li>- Suggest learners to start a chat with their partners to engage into a conversation with the question from previous lessons.</li> </ul>		
Elaborated by: Jhonny Tapia				

## Lesson 4 Numbers



## How old are you?

I am ..... years old.

- 11 - eleven
- 12 - twelve
- 13 - thirteen
- 14 - fourteen
- 15 - fifteen
- 16 - sixteen
- 17 - seventeen
- 18 - eighteen
- 19 - nineteen
- 20 - twenty



1. Find and circle numbers 1 to 10.



2. Look at the number and write it

- a. I am Juan. I am ..... 13 years old.  
I am from Ambato.
- b. My name is Pablo. I am ..... 15 years old. I am from Latacunga.
- c. I am Mayra. I am ..... 17 years old.  
My last name is Tovar.
- d. I am ..... 11 years old. My name is José. I am from Quito.
- e. My last name is Tapia. I am ..... 19 years old. I am from Guayaquil.

3. Complete and match the numbers.

3	_ n _	4
1	t w _	2
10	t h r _	8
7	f _ r	6
9	f _ v _	5
	s _ x	
	s _ v _ n	
	_ _ g h t	
	n _ n _	
	t _ n	

4. Do the exercises and write numbers in letters

9 - 7 =	
3 + 4 + 2 =	
7 - 3 + 1 =	
5 + 5 - 3 =	
9 - 2 - 6 =	
1 + 7 - 2 =	
9 - 2 - 4 =	
2 + 7 - 6 + 5 =	
9 - 4 - 2 + 1 =	
2 + 4 + 3 + 1 =	

5. Label each number.

1	2	3	4
5	6	7	8
9	10		

<b>Lesson 5 Panning</b>				
Teacher: Jhonny Tapia	Class: A1	Lesson: 5. Articles a and an	Starting Date: 06/11/2020	Time: 45 mins.
Objectives: To understand the use of a and an.				
Evaluation indicators: Can use a and an with nouns.				
Resources: Board Flash cards Photocopies from Discovery.				
PROCEDURE:				
Time:	Sequence	Tips for teachers		
9 mins.	Introduction	<b>a.</b> Request learners to look at the chart and ask them if all the words use similar articles by asking “Which words use the article “a” or “an”. Encourage them to make a difference in the use of “a” and “an”		
9mins.	Practice	<b>b.</b> Say words starting with consonants or vowels and have students decide on using “a” or “an”		
9 mins.		<b>c.</b> Have learners listen to “a” or “an” and encourage them to practice the articles by asking them words with consonants and vowels.		
18 mins.	Revision and consolidation	<b>d.</b> Tell students in the end of the class as a summary that “a” is used with words starting with consonants and “an” with words starting with vowels.		
		<b>d.</b> Make sure learners have a guidance to complete the activities. For example: <ol style="list-style-type: none"> <li>1. Ask students to complete the exercises by reading and writing “a” or “an”.</li> <li>2. Encourage learners to look at every group of words and tell them to take out the word that does not belong to the group. The learners add one more word.</li> <li>3. Have students complete the exercises by writing the words below every picture.</li> <li>4. Encourage learners to label the pictures and model the answer for “What is it?” question and “what color is the....?”</li> </ol>		
15 extra mins	Extra work	<ul style="list-style-type: none"> <li>- Suggest learners to work in pairs so they can practice the use of “a” and “an” by sending pictures on WhatsApp.</li> <li>- Recommend students to create a crossword puzzle with the words from the lesson to test with other classmates.</li> <li>- Suggest learners to spell the word from the lesson with other Partners so they can consolidate the vocabulary better.</li> </ul>		

## Lesson 5

## Articles a / an



a pencil



a notebook



a clock



a ruler



a board



an eraser



an umbrella



an ice cream



an egg



an elephant

### 1. Write a or an.



\_\_\_ apple



\_\_\_ onion



\_\_\_ notebook



\_\_\_ elephant



\_\_\_ box



\_\_\_ eraser



\_\_\_ board



\_\_\_ orange



\_\_\_ flower



\_\_\_ egg



\_\_\_ banana



\_\_\_ ice cream



\_\_\_ ball



\_\_\_ picture



\_\_\_ pencil



\_\_\_ avocado



\_\_\_ umbrella



\_\_\_ house

### 2. Cross out the odd word and add one more.

- brown - yellow - pencil - white : .....
- three - elephant - cat - dog : .....
- pencil - board - clock - boat : .....
- umbrella - six - eight - two : .....
- onion - cake - eraser - ball : .....
- banana - egg - clock - ruler : .....
- apple - ruler - notebook - pencil : .....

### 3. Label each picture.



an \_\_\_\_\_



an \_\_\_\_\_



a \_\_\_\_\_



an \_\_\_\_\_



a \_\_\_\_\_



an \_\_\_\_\_



a \_\_\_\_\_



a \_\_\_\_\_



a \_\_\_\_\_



an \_\_\_\_\_



a \_\_\_\_\_



an \_\_\_\_\_



a \_\_\_\_\_



an \_\_\_\_\_



a \_\_\_\_\_

### 4. Write a name for each object.



What is **it**?

It is a .....

What **color** is the .....

The ..... is **brown**

<b>Assessment Planning</b>				
Teacher: Jhonny Tapia	Class: A1	Lesson: Assessment	Starting Date: 06/11/2020	Time: 45 mins.
Objectives: To consolidate vocabulary from lesson 1 to 5				
Evaluation indicators: Can recognize all the vocabulary from lesson 1 to 5				
Resources: Photocopies from Discovery.				
PROCEDURE:				
Time:	Sequence	Tips for teachers		
20 mins.	Speaking and writing	Recommendations: - Have learners sit in different places so they can keep distance to prevent them from cheating. - Use a stopwatch to time the texting time.  1. Ask learners to write the vocabulary words from lesson 1 to five below every picture. Then make groups of two and have them sit in front of you to have a conversation. Use these questions: How are you? What is your name? What is your last name? How do you spell your last name? How old are you? What is your favorite color? What is the meaning of .....? How do you say ..... in English? What is it? / What color is the .....?		
15 mins.	Reading	2. Ask learners to read the paragraphs and complete the forms.		
10 mins.	Vocabulary - test A	3. Look at questions. Part A should be completed by choosing A, B or C in every question. Part B has to be completed by writing one word in every statement.		
10 extra mins	Vocabulary - test B	Students with low scores can take test B to see if achievement is better.		
Elaborated by: Jhonny Tapia				

1. Write the name of each picture and say them



## READING & WRITING: Lesson 1 - 5

### 1. Read the descriptions and complete the charts.

<p>Hello, My name is Danny. I am ok. My last name is Torres. I am eleven years old. My favorite color is green and brown. What is it? It is my notebook. It is a green notebook.</p> 	<p>Name: ..... Last name: ..... Age: ..... Favorite Color: ..... Hey! What is it? ..... What color is it? .....</p> 
<p>Name: ..... Last name: ..... Age: ..... Favorite Color: ..... Hey! What is it? ..... What color is it? .....</p> 	<p>Good afternoon, I am not bad. My name is Alison. I am thirteen years old. My favorite color is pink and purple. My last name is Rosales. What is it? It is my camera. It is a purple camera.</p> 
<p>Good evening, I am fourteen years old. My name is Bryan and my last name is Paredes. My favorite color is brown and white. What is it? It is an ice cream. It is a delicious ice cream.</p> 	<p>Name: ..... Last name: ..... Age: ..... Favorite Color: ..... Hey! What is it? ..... What color is it? .....</p> 
<p>Name: ..... Last name: ..... Age: ..... Favorite Color: ..... Hey! What is it? ..... What color is it? .....</p> 	<p>Good Afternoon, I am fine. My name is Cleo. My age is twelve years old. my last name is Tapia. My favorite color is orange and yellow. What is it? It is my eraser. It is blue and white.</p> 

2. What are Alison's favorite colors? .....
3. How old is Danny? .....
4. What is Miss Tapia's age? .....
5. How is Cleo? .....
6. What is Mr. Paredes' name? .....
7. What is Mr. Torres' favorite colors? .....
8. How old is Bryan? .....

## TEST 1 A

Name: .....

Score: .....

### A. Read and circle the best answer.

- good night, goodbye and hello are .....  
a) colors                      b) greetings                      c) alphabet
- How ..... you? Fine, thank you.  
a) are                      b) is                      c) old
- white, purple and pink are .....  
a) numbers                      b) alphabet                      c) colors
- What is ..... name? Sebastián  
a) you                      b) your                      c) my
- How ..... are you? Eleven years old  
a) fine                      b) is                      c) old
- eight, three, and nine are .....  
a) numbers                      b) greetings                      c) classroom
- It is ..... orange umbrella.  
a) the                      b) an                      c) a
- What ..... is the ruler? Brown  
a) greeting                      b) number                      c) color
- I am twelve ..... old  
a) age                      b) years                      c) how
- ..... do you spell CAT? It is C - A - T  
a) What                      b) Where                      c) How

### B. Fill in the gaps with one word.

- My ..... name is Paredes.
- It is ..... brown notebook.
- Good morning! I am eleven years .....
- How are you? Fine, ..... you!
- Hey! What color is ..... tree? Green and brown.
- What is your ..... color? White
- How ..... are you? I am twelve years old.
- ..... is it? It is a yellow pencil.
- How do you ..... orange? It is O - R - A - N - G - E
- It is ..... ice cream for my brother.

## TEST 1 B

Name: .....

Score: .....

### A. Read and circle the best answer.

1. brown, white and pink are .....  
a) colors                      b) greetings                      c) alphabet
2. .... are you?    Fine, thank you.  
a) Where                      b) What                      c) How
3. What color is ..... ball?  
a) from                      b) the                      c) an
4. nine, seven and eight are .....  
a) numbers                      b) colors                      c) greetings
5. How old ..... you?    I am eleven years old.  
a) is                      b) the                      c) are
6. eight, three, and nine are .....  
a) numbers                      b) greetings                      c) classroom
7. It is ..... white table.  
a) the                      b) an                      c) a
8. Where are you .....?  
a) the                      b) an                      c) from
9. I am eight years .....  
a) old                      b) from                      c) what
10. How do ..... spell ball?    It is B - A - L - L  
a) of                      b) in                      c) you

### B. Fill in the gaps with one word.

1. The ..... of yellow is amarillo.
2. It is ..... eraser.
3. Good morning! I ..... ten years old.
4. .... are you from?    I am from Ambato.
5. Hey! ..... do you say verde in English?    You say it, green.
6. What is your ..... name?    Alvarez
7. How ..... are you?    I am twelve.
8. .... is it?    It is a brown pencil.
9. How ..... you spell pink?    It is P - I - N - K
10. It is ..... purple umbrella.

<b>Lesson 6 Planning</b>				
Teacher: Jhonny Tapia	Class: A1	Lesson: 6. It is a yellow pencil	Starting Date: 09/11/2020	Time: 45 mins.
Objectives: To know classroom objects.				
Evaluation indicators: Can identify classroom objects				
Resources: Board Flash cards Photocopies from Discovery.				
PROCEDURE:				
Time:	Sequence	Tips for teachers		
9 mins.	Introduction	<b>a.</b> Start by pointing at a classroom object and say “What is it?” so students reply by saying “It is a .....”. - Ask learners “Can you spell .....?” and have them participate by spelling the word.		
9mins.	Practice	<b>b.</b> Make sure students know classroom objects by saying the first syllable of a classroom object and asking them to say it completely.		
9 mins.		<b>c.</b> Have students close their eyes and spell a classroom object so, students listen to it and say it in turns.		
		<b>d.</b> Use your hands to mimic a writing sign and ask students what classroom object it is.		
18 mins.	Revision and consolidation	<b>e.</b> Make sure learners have a guidance to complete the activities. For example: <ol style="list-style-type: none"> <li>1. Have learners look at the crossword puzzle and ask them to complete it by looking at the pictures.</li> <li>2. Encourage learners to see the sentences and tell them to write yes or no by associating sentence and picture.</li> <li>3. Ask students look at the patterns and show them to complete the exercises by writing the patterns in the following way “it is a (color + object)”</li> <li>4. Make sure learners know the correct position of adjectives and nouns</li> </ol>		
15 extra mins	Extra work	<ul style="list-style-type: none"> <li>- Suggest learners to make cards with colors and cards with classroom objects so they give objects different colors.</li> <li>- Recommend students to write wrong sentences in which the Adjective is placed in a wrong position.</li> <li>- Suggest learners to create a wordlist for classroom objects so, they practice them productively.</li> </ul>		
Elaborated by: Jhonny Tapia				

## Lesson 6

It is a yellow pencil.



a pencil



a notebook



a clock



a ruler



a board



a pencil sharpener



an eraser



an umbrella



a backpack



a pencil case



a dictionary



scissors

### CLASSROOM OBJECTS

1. Complete the crossword.



2. Write yes or no.

a. It is a backpack.




b. It is a white eraser.




c. It is a blue dictionary.




d. It is a big board.




e. It is a brown ruler.




f. It is a flower.




g. It is an orange.




1. Answer the questions

a. What is it?

It is a brown box.

brown



b. What is it?

pink



c. What is .....?

green



d. What ..... it?

purple



e. .... is it?

yellow



f. What is .....?

white



g. What ..... it?

orange



h. .... is it?

pink



i. What .....?

red



j. .... it?

brown



k. What is .....?

blue



l. What ..... it?

pink



m. ....?



green



Lesson 7 Planning				
Teacher: Jhonny Tapia	Class: A1	Lesson: 7. They are apples	Starting Date: 09/11/2020	Time: 45 mins.
Objectives: To know the plural form				
Evaluation indicators: Can turn nouns into plural.				
Resources: Board Flash cards Photocopies from Discovery.				
PROCEDURE:				
Time:	Sequence	Tips for teachers		
9 mins.	Introduction	<p><b>a.</b> Tell students apple, egg, and umbrella are singular forms because they show on single object. Then say apples, eggs, umbrellas, by stressing “s” ending.</p> <p><b>b.</b> Make sure students know the plural form normally includes the adding of an “s” at the end.</p>		
9mins.	Practice	<p><b>c.</b> Use vocabulary from previous lessons such as eraser, flower, ball, orange, boat and ask students to make plural forms of them.</p>		
9 mins.		<p><b>d.</b> Have students listen to some numbers 1 – 20 and encourage them to write the numbers accompanied by plural nouns. Finally have students write on the board.</p>		
		<p><b>e.</b> Have learners participate by showing pictures and asking “What are they?”. Students should say: “They are ………”</p>		
18 mins.	Revision and consolidation	<p><b>f.</b> Make sure learners have a guidance to complete the activities. For example:</p> <ol style="list-style-type: none"> <li>1. Have learners Write the plural forms of the pictures in activity 1.</li> <li>2. Encourage learners to look at numbers and pictures and ask them to write the number of things they see.</li> <li>3. Ask students look at the chart about plural forms and have them find out how to complete the exercise. Allow them 2 mins to understand the activity then help by saying look at the pictures “What are they?”. Please write they are <b>oranges.</b></li> </ol>		
15 extra mins	Extra work	<ul style="list-style-type: none"> <li>- Suggest learners to make a complete word list of 40 words with their plural forms.</li> <li>- Recommend students to test each other by saying 3 words for numbers, colors, classroom objects, words with vowels</li> <li>- Suggest learners to work in pairs so one student writes a word in singular and the other writes its plural from</li> </ul>		
Elaborated by: Jhonny Tapia				

# Lesson 7

## They are apples

singular	plural
apple 	apples 
egg 	eggs 
umbrella 	umbrellas 

What are they?  
They are erasers



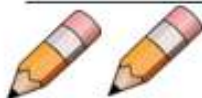
What are they?  
They are trees



What are they?  
They are cameras



1. Write the plural of the following words.



2. Write the number of objects you see.

2		.....
7		.....
5		.....
3		.....
9		.....
4		.....
8		.....
6		.....

3. Answer the questions

a. What are they?



b. .... are they?



c. What ..... they?



d. What are .....?



e. .... are they?



f. What are .....?



g. What .....?



h. .... they?



i. .... are .....?



j. .... ?



k. .... ?



l. .... ?



m. .... ?



Lesson 8 Planning				
Teacher: Jhonny Tapia	Class: A1	Lesson: 8. Where is the orange?	Starting Date: 11/11/2020	Time: 45 mins.
Objectives: To recognize prepositions of place				
Evaluation indicators: Can say where things are.				
Resources: Board Flash cards Photocopies from Discovery.				
PROCEDURE:				
Time:	Sequence	Tips for teachers		
9 mins.	Introduction	<p><b>a.</b> Have students analyze what each preposition is used for by showing examples with a small box and golf ball. Say examples such as: The ball is in the box or the ball is next to the box.</p> <p><b>b.</b> Present the vocabulary for appliances and furniture by making guesses. Say for example, this is a furniture that is used to have a sit. What is it? Or This is used to listen to music. What is it?</p>		
9mins.	Practice	<p><b>c.</b> Make sure students know furniture and appliances by saying the first syllable of a piece of furniture or appliance and asking them to say it completely.</p>		
9 mins.		<p><b>d.</b> Have students close their eyes and spell a piece of furniture or appliances so, students listen to it and say it in turns.</p> <p><b>d.</b> Use your hands to mimic the use of a chair, table or fridge and ask students what it is.</p>		
18 mins.	Revision and consolidation	<p><b>e.</b> Make sure learners have a guidance to complete the activities. For example:</p> <ol style="list-style-type: none"> <li>1. Have learners look at the word search puzzle and ask them to complete it by looking at the pictures below.</li> <li>2. Encourage learners to write prepositions in the gaps.</li> <li>3. Ask students look at exercise A and have students complete the hidden word “backpack”. Say learners “Where is the backpack?”. Then request learners to look at the pictures. The backpack is <b>in front of</b> the clock. Students writhe and do the same thing for exercises from b to m.</li> </ol>		
15 extra mins	Extra work	<ul style="list-style-type: none"> <li>- Suggest learners to talk together so they practice the key question that is: “Where is the .....?”</li> <li>- Recommend students to send a WhatsApp message to a friend asking where something is.</li> <li>- Suggest learners to create a wordlist for prepositions of place so they practice prepositions productively.</li> </ul>		
Elaborated by: Jhonny Tapia				

# Lesson 8

## Where is the orange?

The orange is next to the box.



in



next to



in front of



under



on



behind



school



fridge



cooker



table



chair



computer



radio



TV

FURNITURE AND APPLIANCES

1. Complete the word search.



3. Write a preposition in each gap.



3. Color and answer the following questions.



- Where is the b \_ c k p \_ c k ?
- Where ..... the tr \_ \_ ?
- Where is ..... d \_ g ?
- ..... is the n \_ t \_ b \_ k ?
- Where is ..... \_ c \_ cr \_ m ?
- ..... is the \_ n \_ n ?
- Where ..... the c \_ k \_ r ?
- ..... is ..... fr \_ d g \_ ?
- ..... the c \_ m p \_ t \_ r ?
- Where ..... r \_ d \_ \_ ?
- ..... t \_ b l \_ ?
- ..... is ..... TV ?
- ..... cl \_ c k ?

Lesson 9 Planning				
Teacher: Jhonny Tapia	Class: A1	Lesson: 9. This is an expensive computer	Starting Date: 11/11/2020	Time: 45 mins.
Objectives: To identify this, that, these and those.				
Evaluation indicators: Can use this, that, these and those				
Resources: Board Flash cards Photocopies from Discovery.				
PROCEDURE:				
Time:	Sequence	Tips for teachers		
9 mins.	Introduction	<p><b>a.</b> Show students classroom objects and say this is a pencil. Then ask students “What is this?” and explain that “this” is for things that are near. Next, use “that” by saying What is that? and look at an object that is far from you. Clarify “that” is used for things that are not close.</p> <p><b>b.</b> Have students make sentences using “this” or “that” plus adjectives. For instance, this is a beautiful cooker or that is an old fridge. Then use the same sentences to explain “these” (near) and “those” (far).</p>		
9mins.	Practice	<p><b>c.</b> Make sure students know the right position of adjectives in a sentence and have learners to makes sentences to write on the board.</p>		
9 mins.		<p><b>d.</b> Take objects and ask students “What is this/that?” What are these/those? so students can consolidate the use of demonstratives.</p> <p><b>d.</b> Have students correct sentences by writing a wrong sentence on the board. For example: “This are a new TV”</p>		
18 mins.	Revision and consolidation	<p><b>e.</b> Make sure learners have a guidance to complete the activities. For example:</p> <ol style="list-style-type: none"> <li>1. Have learners look at sentences and write yes or no.</li> <li>2. Ask students to put words in order so that they make Sentences based on this, that, those, these.</li> <li>3. Read every question and answer it by looking at the arrows and deciding if the object if far or near.</li> </ol>		
15 extra mins	Extra work	<ul style="list-style-type: none"> <li>- Suggest learners make sentences by using adjectives and Demonstratives on their notebooks</li> <li>- Recommend students to work in groups and have them ask questions each other.</li> <li>- Suggest learners to create a wordlist for adjectives so they practice them productively.</li> </ul>		
Elaborated by: Jhonny Tapia				

## Lesson 9



This is a big table.



That is a new radio.



These are big tables.



Those are old radios.



big small



expensive cheap



new old



beautiful ugly

**ADJECTIVES**

This is an expensive computer.

### 1. Write yes or no.

a. This is a big fridge.

b. That is an old TV.

c. These are bananas.

d. Those are chairs.

e. This is a black dog.

f. That is a green clock.

### 2. Make sentences.

a. pencil / an / That / is / expensive

b. cheap / This / fridge / a / is

c. is / big / That / clock / a

d. small / This / a / table / is

e. beautiful / Those / computers / are

f. These / ugly / are / chairs

g. cooker / That / a / is / new

h. an / This / old / is / umbrella

i. ice cream / That / expensive / an / is

j. houses / are / Those / cheap

### 3. Answer the questions

a. What is that? b r \_ w n →

b. What is this? \_ x p \_ n s \_ v \_ →

c. What are those? c h \_ \_ p →

d. What are these? n \_ w →

e. What ..... that? \_ l d →

f. What ..... this? b \_ \_ \_ t \_ f \_ l →

g. What ..... that? \_ g l y →

h. What ..... these? b \_ g →

i. What ..... this? s m \_ l l →

j. What ..... those? \_ x p \_ n s \_ v \_ →

k. What ..... that? c h \_ \_ p →

l. What ..... these? s m \_ l l →

m. What ..... that? b \_ g →

n. What ..... this? b \_ \_ \_ t \_ f \_ l →

o. What ..... those? \_ x p \_ n s \_ v \_ →

Lesson 10 Planning				
Teacher: Jhonny Tapia	Class: A1	Lesson: 10. Is this a cheap scarf?	Starting Date: 13/11/2020	Time: 45 mins.
Objectives: To identify this, that, these and those in questions				
Evaluation indicators: Can use this, that, these and those in questions				
Resources: Board Flash cards Photocopies from Discovery.				
PROCEDURE:				
Time:	Sequence	Tips for teachers		
9 mins.	Introduction	<p><b>a.</b> Ask students to look at the pictures and see particular differences between all the examples.</p> <p><b>b.</b> Have students understand how to make questions by modelling questions in real time. For example, take a notebook and say “is this a pencil?” Then students confirm by saying yes or no.</p>		
9mins.	Practice	<p><b>c.</b> Make sure students know the personal items by making guesses. For example: say it goes in your hand, and it tells you the time (watch). You can take pictures with this (camera).</p>		
9 mins.		<p><b>d.</b> Tell students to look at the personal items and point at “wallet” then say “is this a wallet?” And encourage Students to answer with the patterns from the chart.</p>		
18 mins.	Revision and consolidation	<p><b>e.</b> Make sure learners have a guidance to complete the activities. For example:</p> <ol style="list-style-type: none"> <li>1. Look and circle the correct answer by reading the statements and seeing the pictures.</li> <li>2. Have students read the sentences and complete them by choosing words from the box.</li> <li>3. Encourage learners to write the opposites of the words in the lines.</li> <li>4. Ask learners to look at the sample exercises and tell them to complete the exercises by following the patterns.</li> <li>5. Tell students to turn the sentences into questions by moving the verb to the first place and adding a question mark.</li> </ol>		
15 extra mins	Extra work	<ul style="list-style-type: none"> <li>- Suggest learners make a wordlist for the topics that have been studied.</li> <li>- Recommend students to work in pairs and have them make a collage on the vocabulary for personal items.</li> </ul>		
Elaborated by: Jhonny Tapia				

## Lesson 10

### Is this a cheap scarf?



Is this a new table?  
Yes, this is a new table.



Are these big chairs?  
No, these are not big chairs.



watch

wallet

camera

scarf



Is that a cheap apple?  
No, that is not a cheap apple.



Are those small radios?  
Yes, those are small radios.



bracelet

purse

keys

glasses

PERSONAL ITEMS

### 1. Look, circle and write a name.

- a. What is that / are those? .....
- b. What is this / are these? .....
- c. What is this / are these? .....
- d. What is that / are those? .....
- e. What is this / are these? .....
- f. What is that / are those? .....
- g. What is this / are these? .....
- h. What is that / are those? .....

### 2. Choose and write.

not – an – this – scarf – are – these – yellow

- a. .... is a brown watch.  
b. Those ..... purple wallets.  
c. This is not ..... expensive purse.  
d. Are ..... cheap glasses?  
e. That is not a green .....  
f. This is ..... an orange camera.  
g. Those are ..... keys.

### 3. Write the opposite.

- a. expensive: .....
- b. small: .....
- c. new: .....
- d. beautiful: .....
- e. cheap: .....

### 4. Complete the questions and answers.

- a. Is that an apple? →  
Yes, that is an apple.
- b. Is this an expensive wallet? →  
No, this is not an expensive wallet.
- c. Is that a camera? →  
Yes, that .....
- d. .... a yellow scarf? →  
Yes, .....
- e. .... a radio? →  
No, .....
- f. .... a watch? →  
.....
- g. .... a key? →  
.....
- h. .... an orange? →  
.....

### 5. Make questions.

- a. Those are purple keys. ..... ?
- b. This is an expensive box. ..... ?
- c. Those are small onions. ..... ?
- d. That is a cheap egg. ..... ?
- e. This is a beautiful flower. ..... ?
- f. These are delicious ice creams. ..... ?
- g. That is a brown picture. ..... ?
- h. These are expensive cookers. ..... ?

<b>Assessment Planning</b>				
Teacher: Jhonny Tapia	Class: A1	Lesson: Assessment	Starting Date: 13/11/2020	Time: 45 mins.
Objectives: To consolidate vocabulary from lesson 6 to 10				
Evaluation indicators: Can recognize all the vocabulary from lesson 6 to 10				
Resources: Photocopies from Discovery.				
PROCEDURE:				
Time:	Sequence	Tips for teachers		
20 mins.	Speaking and writing	Recommendations: - Have learners sit in different places so they can keep distance to prevent them from cheating. - Use a stopwatch to time the texting time.  1. Ask learners to write the vocabulary words from lesson 6 to 10 below every picture. Then make groups of two and have them sit in front of you to have a conversation. Use these questions: How are you? What is your name? How do you spell your last name? How old are you? What is your favorite color? What is it? / What color is the .....? What are they? Where is the .....? Is this a .....? Are those .....?		
15 mins.	Reading	2. Ask learners to read the paragraphs and complete the forms.		
10 mins.	Vocabulary - test A	3. Look at questions. Part A should be completed by filling in the gaps with one word. Part B has to be completed by choosing A, B, or C. Part C should be completed by choosing words from the Box. Part D has to be completed by correcting the sentences.		
10 extra mins	Vocabulary - test B	Students with low scores can take test B to see if achievement can improve.		
Elaborated by: Jhonny Tapia				






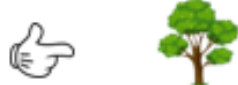
**SPEAKING: Lesson 6 – 10**

1. Write the name of each picture and say them.



## READING & WRITING: Lesson 6 - 10

### 1. Read the descriptions and complete the charts.

<p>This is a pencil. It is a yellow pencil. The pencil is expensive and it is a little big. In my school, there are eight pencils and they are next to the board.</p> 	<p>What is this? ..... What color is it? ..... Where is it? .....</p>
<p>What are those? ..... Where are these? ..... What color are they? .....</p>	<p>There are nine keys in my house. Those are big keys. They are green and blue. The keys are a little cheap. They are behind the computer. In my house, the keys are new.</p> 
<p>That is a fridge. It is a big fridge. The fridge is a little old but it is beautiful. It is in the kitchen in front of the cooker. This fridge is white. In my house, there are three fridges.</p> 	<p>What is that? ..... What color is it? ..... Where is it? .....</p>
<p>What are these? ..... What color are they? ..... Where are they? .....</p>	<p>These are pictures. They are behind the radio. There are four pictures in my school. These pictures are brown. The pictures are a little small and expensive.</p> 
<p>This is a brown backpack. The backpack is big and cheap. There are seven backpacks in my house. They are under the table. These backpacks are a little ugly.</p> 	<p>What is this? ..... What color is it? ..... Where are they? .....</p>
<p>What are those? ..... What color are those? ..... Where are they? .....</p>	<p>In my school there are nine trees and they are green and brown. The trees are behind the garden. Those are very beautiful trees. They are a little old.</p> 

2. How many fridges are there? There are .....
3. What is a little ugly? .....
4. How many pencils are there? There are .....
5. What is a little small? .....
6. How many pictures are there? There are .....
7. What is green and blue? .....

## TEST 2 A

Name: ..... Score: .....

### A. Fill in the gaps with one word.

1. They ..... brown bracelets.
2. .... are the big keys? They are next to the scarf.
3. My table is in ..... of the fridge.
4. .... that a small wallet? Yes!
5. These are ..... new glasses.

### B. Read and circle the best answer.

1. What is it? It is ..... expensive watch.  
a) a                      b) the                      c) an
2. How are you? ....., thank you.  
a) Fine                      b) Old                      c) What
3. Is that an ..... camera?  
a) yellow                      b) ugly                      c) cheap
4. What ..... they? Purple houses.  
a) is                      b) color                      c) are
5. expensive, old, beautiful are .....  
a) adjectives                      b) items                      c) classroom objects

### C. Choose and write.

how - they - keys - old - where - are - color - not

1. What ..... is the radio? Black and white
2. .... is your scarf? On the table.
3. What ..... those? Expensive chairs.
4. How ..... are you? I am eleven years.
5. These are ..... my glasses.
6. What are .....? Small balls.
7. Where are your .....? On the table.
8. .... are you? Fine, thank you!

### D. Correct the words in bold and rewrite the sentences.

1. Is that **a** orange in the fridge? .....
2. **What** is the computer? Next to the school. ....
3. These are cookers **expensive** .....
4. How **ugly** are you? I am eight years old. ....
5. What is your **color** favorite? .....

## TEST 2 B

Name: ..... Score: .....

### A. Fill in the gaps with one word.

1. This ..... a pink umbrella
2. .... is the house? It is in front of the school.
3. My eraser is ..... to the notebook.
4. Those ..... purple cameras.
5. .... last name is Tapia

### B. Read and circle the best answer.

1. What is that? That is ..... ugly fridge.  
a) a                      b) the                      c) an
2. How ..... are you? I am six years.  
a) fine                      b) old                      c) what
3. What are .....? Brown keys.  
a) that                      b) this                      c) those
4. What ..... are the umbrellas? They are pink and white.  
a) old                      b) color                      c) how
5. .... this a yellow banana? Yes!  
a) is                      b) are                      c) the

### C. Choose and write.

you - they - keys - old - where - are - color - not

1. What ..... is the cooker? It is green.
2. .... is the school? It is behind the supermarket.
3. What ..... those? Expensive glasses.
4. How ..... are you? I am six years.
5. This is ..... my backpack.
6. What are .....? Cheap apples.
7. Where are your .....? On the table.
8. How are .....? Fine, thank you!

### D. Correct the words in bold and rewrite the sentences.

1. Is that **a** orange in the fridge? .....
2. **What** is the flower? In the garden. ....
3. This is a scarf **cheap** .....
4. How **big** are you? I am seven years. ....
5. What is your **color** favorite? .....

Lesson 11 Planning				
Teacher: Jhonny Tapia	Class: A1	Lesson: 11. There are seven cakes on the table.	Starting Date: 16/11/2020	Time: 45 mins.
Objectives: To recognize there is and there are in sentences.				
Evaluation indicators: Can use there is and there are in sentences.				
Resources: Board Flash cards Photocopies from Discovery.				
PROCEDURE:				
Time:	Sequence	Tips for teachers		
9 mins.	Introduction	<p><b>a.</b> Encourage students to learn parts of the house by asking “where do people make dinner?” or “where do people sleep?”.</p> <p><b>b.</b> Have students learn how to use there is and there are by explaining that there is and there are determine the existence of things. Clarify that there is refers to singular objects while there are refers to plural objects.</p>		
9mins.	Practice	<p><b>c.</b> Make sure students know parts of the house modelling statements such as “In my house, there is a bedroom with a big clock” or “In my house, there is a kitchen with an old fridge and a cooker.”</p>		
9 mins.		<p><b>d.</b> Encourage learners to tell examples with there is and there are. Then say wrong statements and ask to correct the them. For example, say: “There <b>are</b> a lamp in my bedroom”. Can you please correct the mistake?</p>		
18 mins.	Revision and consolidation	<p><b>e.</b> Make sure learners have a guidance to complete the activities. For example:</p> <ol style="list-style-type: none"> <li>1. Have students look at the picture about the shop and tell them to complete the exercises by choosing a preposition from the box and making sentences. For example: exercise 1 should be written “There is a watch <b>on</b> the shop.” Or exercise 2: “There is an ice cream <b>behind</b> the shop.”</li> <li>2. Encourage learners to do activity 2 by writing there is or there are depending on the sentence.</li> <li>3. Have students look at the group of words and then request them to cross the word that does not belong to the group and encourage learners to write one more.</li> </ol>		
15 extra mins	Extra work	<ul style="list-style-type: none"> <li>- Suggest learners make a wordlist for part of the house.</li> <li>- Recommend students to work in pairs so they can describe their house.</li> </ul>		
Elaborated by: Jhonny Tapia				

# Lesson 11

## There are seven cakes on the table



bedroom



living room



dining room

There is a cake in the dining room.



kitchen



bathroom



garden

There are oranges in the garden.



### PARTS OF THE HOUSE

1. Look, complete and make sentences.



next to - on - under - next to - in front of  
behind - on - in front of - behind

- There / w \_ t c h / the shop  
.....
- There / \_ c \_ c r \_ \_ m / the shop  
.....
- There / b r \_ c \_ l \_ t / the table  
.....
- There / g l \_ s s \_ s / the table  
.....
- There / w \_ l l \_ t / the window  
.....
- There / b \_ x / the door  
.....
- There / k \_ y s / the door  
.....
- There / t \_ b l \_ / the shop  
.....
- There / \_ r \_ n g \_ / the keys  
.....

2. Write there is or there are.

- ..... a **mirror** in the bathroom. 
- ..... three **lamps** in the bedroom. 
- ..... a green **sofa** in the living room. 
- ..... eight **computers** in the garden. 
- ..... a small **picture** in the kitchen. 
- ..... five **windows** in the shop. 
- ..... a big pink **bed** in the house. 
- ..... old **doors** in the dining room. 
- ..... old **TVs** in the dining room. 

3. Cross out the odd word and add one more.

- brown - yellow - egg - white : .....
- wallet - purse - watch - garden : .....
- three - elephant - cat - dog : .....
- new - fridge - small - big : .....
- pencil - board - clock - island : .....
- under - behind - key - next to : .....
- umbrella - six - eight - two : .....
- onion - ice cream - eraser - ball : .....
- expensive - cheap - table - old : .....
- banana - egg - clock - ruler : .....
- cake - kitchen - bathroom - garden : .....
- apple - ruler - notebook - pencil : .....
- bracelet - purse - scarf - beautiful : .....
- bed - restaurant - shop - cinema : .....
- old - cheap - camera - ugly : .....
- sofa - bed - chair - TV : .....

Lesson 12 Planning				
Teacher: Jhonny Tapia	Class: A1	Lesson: 12. Are there pictures in the box?	Starting Date: 16/11/2020	Time: 45 mins.
Objectives: To understand there is and there are in questions.				
Evaluation indicators: Can use there is and there are in questions.				
Resources: Board Flash cards Photocopies from Discovery.				
PROCEDURE:				
Time:	Sequence	Tips for teachers		
9 mins.	Introduction	<p><b>a.</b> Encourage students to learn places in the city by asking “where are there trees and grass?” or “where is there food and a menu?”.</p> <p><b>b.</b> Have students learn how make questions with is there and are there by showing the examples on the right side. Say “is there...? and are there...?” ask for the existence of things.</p>		
9mins.	Practice	<p><b>c.</b> Make sure students know places in the city by asking about the city. Say “are there hospitals in Latacunga?” or “Is there a park near the university?”. Then have students respond by saying yes or no with full answers.</p>		
9 mins.		<p><b>d.</b> Encourage learners to ask you questions by using is there...? Or are there...? Then answer students’ questions by saying “Yes, there is...” or “No, there is not...”</p>		
18 mins.	Revision and consolidation	<p><b>e.</b> Make sure learners have a guidance to complete the activities. For example:</p> <ol style="list-style-type: none"> <li>1. Have students write “Is there” or “Are there” in every gap. Then ask them to compete places with vowels.</li> <li>2. Encourage learners to make negative statements from the sentences in exercise 2.</li> <li>3. Have students complete the crossword puzzle by looking at the pictures and writing the words about places.</li> <li>4. Ask learners to put words in order to make statements such as: affirmative, negative and questions.</li> </ol>		
15 extra mins	Extra work	<ul style="list-style-type: none"> <li>- Suggest learners to look for more places in the city such as pizzeria, mall, hotel, etc.</li> <li>- Recommend students to work in pairs so they can send messages on WhatsApp asking for things that are in their cities.</li> </ul>		
Elaborated by: Jhonny Tapia				

## Lesson 12

### Are there eggs in the box?

No, there are not eggs in the box.



park



restaurant



school

Is there an orange in the hospital?

No, there is not an orange in the hospital.



hospital



cinema



supermarket

Are there boards in the restaurant?

Yes, there are boards in the restaurant.



#### 1. Write is there / are there.

a. .... **mirrors** in the c\_n\_m\_?



b. .... a **lamp** in the h\_s\_p\_t\_l\_?



c. .... **computers** in the s\_c\_h\_l\_?



d. .... a **bed** in the h\_s\_?



e. .... **pictures** in the r\_s\_t\_r\_nt\_?



f. .... a **key** in the s\_p\_r\_m\_r\_k\_t\_?



g. .... a **sofa** in the s\_c\_h\_l\_?



h. .... old and new **TVs** in the p\_r\_k\_?



#### 2. Make a negative sentences.

a. There is an expensive clock in the bedroom.



b. There are new TVs in the school.



c. There is a cheap chair in the house.



d. There are old cookers in the kitchen.



e. There is a blue scarf in the living room.



f. There are black glasses in the cinema.



g. There is a purple camera in the shop.



h. There is a pretty princess in the park.



i. There are tasty ice creams in the restaurant.



#### 3. Complete the crossword puzzle.



#### 4. Put in order and make sentences.

a. chair / the / there / a / living room / in / is / ?

b. six / kitchen / are / the / pictures / in / There

c. not / cinema / the / popcorn / There / in / is

d. balls / the / school / in / there / Are / ?

e. house / There / televisions / in / are / eight / the

f. a / bedroom / the / clock / is / pink / there / in / ?

g. three / the / keys / not / in / are / garden / There

h. nine / the / tables / there / Are / dining room / in / ?

i. white / There / in / pencil / a / the / house / is.

j. keys / Are / the / there / seven / on / table / ?

Lesson 13 Planning				
Teacher: Jhonny Tapia	Class: A1	Lesson: 13. How many triangles can you see?	Starting Date: 18/11/2020	Time: 45 mins.
Objectives: To use how many in questions				
Evaluation indicators: Can use how many in questions.				
Resources: Board Flash cards Photocopies from Discovery.				
PROCEDURE:				
Time:	Sequence	Tips for teachers		
9 mins.	Introduction	<p><b>a.</b> Encourage students to learn shapes by asking “What shape is a ball? Or “What shape is a box?”. Also, draw with fingers a shape imaginarily and ask what shape is it?</p> <p><b>b.</b> Tell students “How many” is used for the number of things. Then encourage them to look at examples on the right side. Finally act out the examples with one student so everyone realizes how to use “How many”</p>		
9mins.	Practice	<p><b>c.</b> Make sure students know shapes by whispering them quietly and loudly. Then say the first syllable of a shape so, students complete the whole word.</p>		
9 mins.		<p><b>d.</b> Have learners draw a number 1 to 20 and a shape next to it. Then, look at students’ drawing and ask “How many shapes can you see?” or “How many shapes are there?”</p>		
18 mins.	Revision and consolidation	<p><b>e.</b> Make sure learners have a guidance to complete the activities. For example:</p> <ol style="list-style-type: none"> <li>1. Have students do exercise “a” by completing the word with vowels and then counting the number of shapes. For example: How many diamonds can you see? – I can see eight diamonds.</li> <li>2. Ask students to look at the group of words and write the name of the category. For example: dog, cat, fish: <b>ANIMALS</b></li> <li>3. Tell students to look at number and picture. Then request them to complete the word with vowels and ask them to write the answer.</li> <li>4. Read the questions and answer them by writing the shape that is seen.</li> </ol>		
15 extra mins	Extra work	<ul style="list-style-type: none"> <li>- Suggest learners to draw shapes and different objects inside them. Then have them talk each other using How many...?</li> <li>- Recommend students to make a wordlist based on shapes.</li> </ul>		
Elaborated by: Jhonny Tapia				

# Lesson 13

## SHAPES



triangle



rectangle



circle



oval



square



star



heart



diamond

# How many triangles can you see?

I can see seven triangles in the picture.

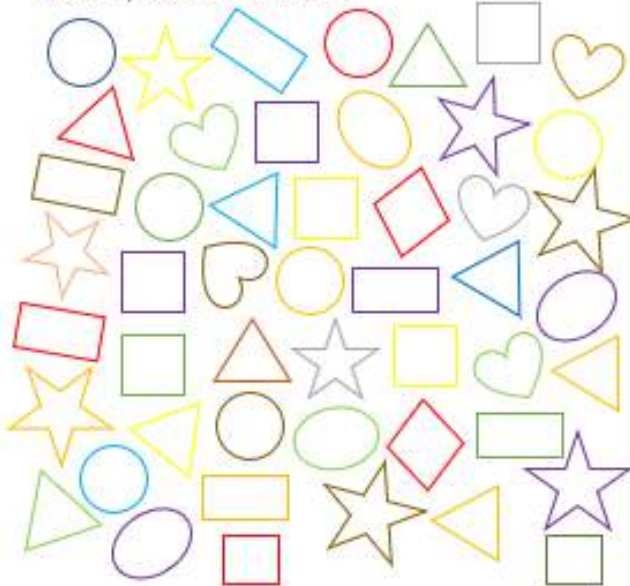
How many triangles can you see?  
I can see three triangles.



How many lamps are there?  
There are five lamps.



### 1. Color, look and answer.



- How many d \_ \_ m \_ n d s can you see?
- How many s q \_ \_ r \_ s are there?
- How many c \_ r c l \_ s can you see?
- How many s t \_ r s are there?
- How many \_ v \_ l s can you see?
- How many r \_ c t \_ n g l \_ s are there?
- How many h \_ \_ r t s can you see?
- How many t r \_ \_ n g l \_ s are there?

### 2. Write the category.

- hello - bye - good morning : .....
- one - nine - three : .....
- white - purple - green : .....
- wallet - purse - bracelet : .....
- beautiful - cheap - small : .....
- garden - bedroom - kitchen : .....

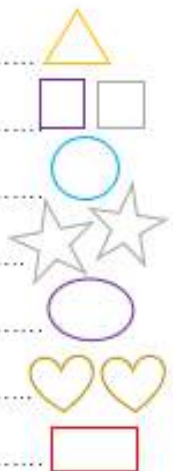
### 3. Read and answer.

- How many l \_ m p s can you see?
- How many c h \_ \_ r s are there?
- How many m \_ r r \_ r s can you see?
- How many t \_ b l \_ s are there?
- How many t r \_ \_ s are there?
- How many f r \_ d g \_ s can you see?
- How many c \_ m p \_ t \_ r s are there?
- How many p \_ c t \_ r \_ s can you see?
- How many T V s can you see?
- How many b \_ l l s are there?
- How many h \_ \_ s \_ s can you see?
- How many g l \_ s s \_ s are there?



### 4. Read and answer.

- What shape is it?
- What shapes are they?
- What shape is it?
- What shapes are they?
- What shape is it?
- What shapes are they?
- What shape is it?



Lesson 14 Planning				
Teacher: Jhonny Tapia	Class: A1	Lesson: 14. What is the chicken's name?	Starting Date: 18/11/2020	Time: 45 mins.
Objectives: To learn the possessive case 's				
Evaluation indicators: Can use how many in questions.				
Resources: Board Flash cards Photocopies from Discovery.				
PROCEDURE:				
Time:	Sequence	Tips for teachers		
9 mins.	Introduction	<p><b>a.</b> Encourage students to learn animals by saying to them this word has five letters. Can you tell me the letters that are part of it? Then students say letters to guess the word.</p> <p><b>b.</b> Have students see animals and choose one student's name and say Juan has a chicken, Sofia has a mouse etc. Then say "Which is Juan's pet?". Students say Juan's pet is a chicken, or Sofia's pet is a mouse.</p>		
9mins.	Practice	<p><b>c.</b> Make sure students know animals by creating a crossword puzzle. Then ask to work in pairs so they can practice animals in written form.</p>		
9 mins.		<p><b>d.</b> Have learners put animals some names. For example, the mouse's name is Lucky etc. Once students have names for all the animals ask them "What is the cow's name?" and request students to answer orally.</p>		
18 mins.	Revision and consolidation	<p><b>e.</b> Make sure learners have a guidance to complete the activities. For example:</p> <ol style="list-style-type: none"> <li>1. Have students read the sentences and request them to write yes or no.</li> <li>2. Ask students to look at the first letter of each picture and encourage them to write the full word.</li> <li>3. Tell students to answer the questions from exercise 3 by reading the question and completing it as follows: "What is the duck's name?" The duck's name is Lucky.</li> <li>4. Have students participate by asking them questions from exercise 4. Say "Which is Maria's pet?" then choose one student to model the answer.</li> </ol>		
15 extra mins	Extra work	<ul style="list-style-type: none"> <li>- Suggest learners to write certain characteristics for the animals. For example, students should write: The frog is green, the chicken is beautiful or the cow is big etc.</li> <li>- Recommend students to make a poster based on animals.</li> </ul>		
Elaborated by: Jhonny Tapia				

# Lesson 14

## ANIMALS

### What is the chicken's name?

The chicken's name is Tony.



chicken



mouse



fish



dog



cat



frog



sheep



horse



duck



cow



Which is Ana's pet?  
Ana's pet is a chicken.












Which is Juan's pet?  
Juan's pet is a sheep.



#### 1. Color and then write yes or no.

- a. This is a fish. 
- b. This is a frog. 
- c. These are horses. 
- d. This is a sheep. 
- e. These are cows. 
- f. This is a cat. 
- g. These are ducks. 
- h. This is a chicken. 








#### 2. Complete the words.

-  h \_ \_ \_
-  f \_ \_ \_
-  s \_ \_ \_
-  f \_ \_ \_
-  m \_ \_ \_
-  c \_ \_ \_
-  c \_ \_ \_
-  d \_ \_ \_
-  d \_ \_ \_

#### 3. Read and answer.

- a. What is the duck's name? - Lucky
- b. What is the mouse's name? - Tony
- c. What is the dog's name? - Firulais
- d. What is the sheep's name? - Malvavisco
- e. What is the cow's name? - Lola
- f. What is the chicken's name? - Rico
- g. What is the horse's name? - Corredor
- h. What is the frog's name? - Reiner
- i. What is the cat's name? - Mimi
- j. What is the fish's name? - Nemo

#### 4. Read and answer.

- a. Which is María's pet? 
- b. Which is Hugo's pet? 
- c. Which is Rocio's pet? 
- d. Which is Santiago's pet? 
- e. Which is Evelin's pet? 
- f. Which is Rodrigo's pet? 
- g. Which is Miguel's pet? 

Lesson 15 Planning				
Teacher: Jhonny Tapia	Class: A1	Lesson: 15. Whose jacket is it?	Starting Date: 20/11/2020	Time: 45 mins.
Objectives: To recognize clothes and whose.				
Evaluation indicators: Can identify clothes				
Resources: Board Flash cards Photocopies from Discovery.				
PROCEDURE:				
Time:	Sequence	Tips for teachers		
9 mins.	Introduction	<p><b>a.</b> Encourage students to learn clothes by describing some students' clothes such as jacket, trainers, trousers etc. Take a jacket and ask for its size, color and property. Say: What color is it? Is it big or small? Is this Estefani's jacket?</p> <p><b>b.</b> Have students look at everyone's clothes and ask What piece of clothing is yellow, red, black, or white? Then encourage students to pronounce clothes on their own.</p>		
9mins.	Practice	<p><b>c.</b> Make sure students know clothes by whispering the words and asking learners to follow you.</p>		
9 mins.		<p><b>d.</b> Have learners listen to some words being spelled and ask them what clothes they could be. Then look at the examples on the right and say them by acting out with some students.</p>		
18 mins.	Revision and consolidation	<p><b>e.</b> Make sure learners have a guidance to complete the activities. For example:</p> <ol style="list-style-type: none"> <li>1. Have students read the sentences and request them to write whose every piece of clothe is by looking at the pictures and names</li> <li>2. Ask students to write words in the gaps by selecting the Them from the box.</li> <li>3. Tell students to color the clothes and label each of them with words.</li> <li>4. Have students complete words with vowels and then request to write is it or are they.</li> <li>5. Encourage students to write the possessive case in each exercise. For example: Jhonny apple turns into Jhonny's apple</li> </ol>		
15 extra mins	Extra work	<ul style="list-style-type: none"> <li>- Suggest learners to make a wordlist about clothes.</li> <li>- Recommend students to record their pronunciation by making full sentences. For example: This is a jacket. It is black. It is Paul's jacket.</li> </ul>		
Elaborated by: Jhonny Tapia				

# Lesson 15

## CLOTHES



T-shirt



shirt



sweater



jacket



trousers



dress



socks



trainers



belt



shoes

## Whose jacket is it?

It is William's jacket

Marcela's dress

Whose dress is it?

It is Marcela's dress.



Whose shoes are they?

They are Raul's shoes.



### 1. Read, look and write.

- a. Whose sweater is it? Lorena  
- b. Whose socks are they? Gustavo  
- c. Whose jacket is it? Lisbeth  
- d. Whose trainers are they? Ana  
- e. Whose shirt is it? Adrian  
- f. Whose shoes are they? Alex  
- g. Whose T-shirt is it? Sammy  
- h. Whose trousers are they? Juan  
- i. Whose belt is it? Paola  
- j. Whose dress is it? Mirian  
- k. Whose cat is it? Daniela  

### 2. Choose and write in every gap.

is - jacket - are - it - whose - green - they

- a. It is Marco's ..... trainers.
- b. .... are Wilson's pink sweaters.
- c. .... shoes are they?
- d. They ..... Juan's brown shoes.
- e. Whose ..... is it?
- f. .... is Mayra's red dress.
- g. Whose T-shirt ..... it?

### 3. Color and write a name.



### 4. Complete and then write is it or are they.

- a. Whose s \_ \_ \_ s .....?
- b. Whose s \_ \_ \_ \_ r .....?
- c. Whose b \_ \_ \_ .....?
- d. Whose j \_ \_ \_ \_ ts .....?
- e. Whose T-s \_ \_ \_ \_ .....?
- f. Whose s \_ \_ \_ ts .....?
- g. Whose d \_ \_ \_ .....?
- h. Whose s \_ \_ k s .....?
- i. Whose tr \_ \_ \_ \_ s .....?

### 5. Write the possessive in each gap.

- a. Jennifer - house: .....
- b. Damian - living room: .....
- c. Lorena - kitchen: .....
- d. Viviana - bedroom: .....
- e. Pamela - dining room: .....
- f. Byron - bathroom: .....

<b>Assessment Planning</b>				
Teacher: Jhonny Tapia	Class: A1	Lesson: Assessment	Starting Date: 20/11/2020	Time: 45 mins.
Objectives: To consolidate vocabulary from lesson 11 to 15				
Evaluation indicators: Can recognize all the vocabulary from lesson 11 to 15				
Resources: Photocopies from Discovery.				
PROCEDURE:				
Time:	Sequence	Tips for teachers		
20 mins.	Speaking and writing	Recommendations: - Have learners sit in different places so they can keep distance to prevent them from cheating. - Use a stopwatch to time the texting time.  1. Ask learners to write the vocabulary words from lesson 11 to 15 below every picture. Then make groups of two and have them sit in front of you to have a conversation. Use these questions: How are you? What is your name? How do you spell your last name? How old are you? How many rooms are there in your house? Is the bedroom big or small? What is there in the bedroom? What about your pets? Which is your pet's name? How many animals can you see in the heart? How many clothes can you see in the square?		
15 mins.	Reading	2. Ask learners to read the paragraphs and complete the forms.		
10 mins.	Vocabulary - test A	3. Look at questions. Part A should be completed by filling in the gaps with one word. Part B has to be completed by choosing A, B, or C. Part C should be completed by choosing words from the box. Part D has to be completed by correcting the sentences.		
10 extra mins	Vocabulary - test B	Students with low scores can take test B to see if achievement can improve.		
Elaborated by: Jhonny Tapia				

# SPEAKING: Lesson 11 – 15

1. Write the name of each picture and say them.



**JACK**  
The dog



## READING & WRITING: Lesson 11 - 15

### 1. Read the descriptions and complete the charts.

<p>Good afternoon, My name is Ramiro. My house a very big. There is a bathroom next to the kitchen. Also, there are three bedrooms with many clothes like seven jackets, trainers and trousers. In the garden, there is a small dog and eight chickens. The dog's name is Jack. I love my house.</p>	<p>There is ..... to the kitchen.</p> <p>In the garden ..... and eight chickens.</p>
<p>The ..... is Gustavo.</p> <p>My bedroom ..... the bathroom.</p>	<p>Good evening, My house is beautiful and there is a living room, four bedrooms and two old bathrooms. Also, in my house, there is a little black mouse. The mouse's name is Gustavo. Now my name is William. I am nine years old. My bedroom is in front of the bathroom. The kitchen has a white cooker, a big fridge, three tables and six chairs.</p>
<p>Hello! My house is really small. There is a bathroom, a kitchen, two bedrooms and a living room that is behind the kitchen. The living room is old. There are old pictures, nine lamps and two new sofas. I have a pet. It is a little yellow fish. My pet's name is Lucky. Oh no! My name is Miriam.</p>	<p>The living room .....</p> <p>I have ..... It is a yellow fish.</p>
<p>I am ..... and this is my favorite park.</p> <p>My ..... expensive.</p>	<p>Good afternoon, My name is Walter. I am thirteen years old and this is my favorite park. In this park, there are seven green trees. Also, there are animals like dogs and cats. My pet is a beautiful horse. My pet is called Spirit. The park is in front of a supermarket. My house is very expensive. There are four bathrooms in my house.</p>
<p>Good morning, There is a sheep that is my pet. The sheep's name is Stuart. My sheep is always behind an old mirror. My bedroom is small and it is behind the bathroom. There are three TVs in my bedroom and my clothes are in a box. I have five sweaters, shoes and two T-shirts. Now my name is Sam and my house is pink.</p>	<p>My bedroom ..... and it is behind the bathroom.</p> <p>I have ..... in a box.</p>

2. Which is Ramiro's pet? .....
3. Whose house is big? .....
4. Whose pet is a yellow fish? .....
5. How many TVs are there in Sam's bedroom? .....
6. What is the name of Walter's pet? .....
7. Which house is pink? .....
8. How many jackets are there in Ramiro's bedroom? .....
9. How old is William? .....

### TEST 3 A

Name: .....

Score: .....

#### A. Fill in the gaps with one word.

1. How ..... mirrors can you see?
2. There ..... twelve T-shirts in the living room.
3. What ..... is it? It is a yellow **triangle**.
4. .... there an expensive house next to the cinema?
5. .... trainers are they? They are Diana's trainers.

#### B. Read and circle the best answer.

1. Whose socks ..... they? Tony's socks.  
a) is                      b) there                      c) are
2. .... are you? Fine, thank you.  
a) Where                      b) How                      c) What
3. .... are the keys? They are on the sofa.  
a) What                      b) How                      c) Where
4. I ..... thirteen years old.  
a) is                      b) am                      c) are
5. There are ..... horses under the tree.  
a) is                      b) now                      c) not

#### C. Choose and write.

which - they - where - whose - where - how - are - there - is

1. Whose trousers are .....? Sofía's trousers
2. How many bathrooms are ..... in Lorena's house? Two bathrooms.
3. The sheep's name ..... Lana.
4. .... sweater is it? It is José's sweater.
5. There ..... not chairs in this school.
6. .... is the supermarket? Next to the restaurant.
7. .... is Ramiro's pet? It is a big brown mouse.
8. .... old is Martín? He is seven years old.

#### D. Correct the words in bold and rewrite the sentences.

1. The living room **are** behind the kitchen .....
2. The cow **is** name is Luisa .....
3. There **not** is a brown sheep next to the house .....
4. **What** is the park? It is in front of my school .....
5. How **much** shoes are there in the box? .....

### TEST 3 B

Name: .....

Score: .....

#### A. Fill in the gaps with one word.

1. There ..... a brown sweater next to the chair.
2. How ..... T-shirts can you see?
3. What shape ..... it?      A green **rectangle**.
4. Is there ..... small living room next to the kitchen?
5. Whose trainers ..... they?      William's trainers.

#### B. Read and circle the best answer.

1. Whose socks are .....?      Tony's socks.  
a) it                              b) there                              c) they
2. .... are you?      Fine, thank you.  
a) Where                              b) How                              c) What
3. .... are the trousers?      They are in the box.  
a) What                              b) How                              c) Where
4. I ..... eight years old.  
a) is                                      b) am                                      c) are
5. There ..... a big monkey on the tree.  
a) are                                      b) am                                      c) is

#### C. Choose and write.

which - they - where - whose - where - how - are - there - is
---

1. Whose trainers are .....? Fernando's trainers.
2. How many bedrooms are ..... in Juan's house? Three bedrooms.
3. The cat's name ..... Max.
4. .... jacket is it?      It is José's jacket.
5. There ..... not tables in this living room.
6. .... is the restaurant?      It is next to the supermarket.
7. .... is José's pet?      It is a green frog.
8. .... old is Andrea?      She is ten years old.

#### D. Correct the words in bold and rewrite the sentences.

1. The house **are** in front of the garden .....
2. The sheep **is** name is Arturo .....
3. There **not** is a chicken in the park .....
4. **What** is the cinema?      It behind my house .....
5. How **much** T-shirts are there on the table? .....

Lesson 16 Planning				
Teacher: Jhonny Tapia	Class: A1	Lesson: 16. A monkey has a long tail.	Starting Date: 23/11/2020	Time: 45 mins.
Objectives: To recognize parts of the body.				
Evaluation indicators: Can identify parts of the body.				
Resources: Board Flash cards Photocopies from Discovery.				
PROCEDURE:				
Time:	Sequence	Tips for teachers		
9 mins.	Introduction	<p><b>a.</b> Encourage students to learn parts of the body by saying: “this is my head”. Then touch your head so students realize what body part is.</p> <p><b>b.</b> Have students follow your instructions and say: Please touch your hands, raise your arms, move your legs etc.</p>		
9mins.	Practice	<p><b>c.</b> Make sure students know body parts by whispering the words and asking learners to repeat. Then give a marker to a student and ask him/her to write on the board body parts by telling their classmates to spell words.</p>		
9 mins.		<p><b>d.</b> Have learners listen to descriptions and ask them to guess the word. For example: say “You use this to take objects” “You can kick a ball with this” or “You use this to drink water” etc.</p> <p><b>e.</b> Encourage learners to describe the words: robot, bear, doll, monster by following the examples on the right part.</p>		
18 mins.	Revision and consolidation	<p><b>f.</b> Make sure learners have a guidance to complete the activities. For example:</p> <ol style="list-style-type: none"> <li>1. Have students look at the pictures and tell them to describe by following the patters in the chart above.</li> <li>2. Ask students to read the sentences and write yes or no.</li> <li>3. Tell students to look at the boxes in activity 3 and have them make words from the mixed letters in the boxes.</li> </ol>		
15 extra mins	Extra work	<ul style="list-style-type: none"> <li>- Suggest learners to look for a photo of their own bodies and have them write the body parts.</li> <li>- Recommend students to practice with other students by explaining to the other the body parts.</li> </ul>		
Elaborated by: Jhonny Tapia				



Lesson 17 Planning				
Teacher: Jhonny Tapia	Class: A1	Lesson: 17. Can you play soccer?	Starting Date: 23/11/2020	Time: 45 mins.
Objectives: To express ability with can				
Evaluation indicators: Can express ability with can				
Resources: Board Flash cards Photocopies from Discovery.				
PROCEDURE:				
Time:	Sequence	Tips for teachers		
9 mins.	Introduction	<p><b>a.</b> Have students learn subjects by asking “What is your favorite subject?” / Is it difficult or easy?</p> <p><b>b.</b> Tell students “I can play soccer. It is easy” Then choose a student and ask “Can you play volleyball?” and have them answer the question by saying Yes or No and a full answer.</p>		
9mins.	Practice	<p><b>c.</b> Make sure students know sports by doing some mimics and giving short descriptions about sports. For example, move your hands like bouncing a ball. Then say: this sport is about throwing a ball in a basket and have a student guess.</p>		
9 mins.		<p><b>d.</b> Motivate learners to say what sport they can practice by saying a sport and then requesting them to use can or can’t in their sentences. If possible, tell them to use “it is easy” with can or “it is difficult” with can’t</p>		
18 mins.	Revision and consolidation	<p><b>e.</b> Make sure learners have a guidance to complete the activities. For example:</p> <ol style="list-style-type: none"> <li>1. Have students complete the sports with vowels in the questions and then request them to answer the questions with their own opinions.</li> <li>2. Ask learners to correct the sentences by reading and finding the mistake.</li> <li>3. Tell students to read the statements and then tell them to complete the gaps by choosing words from the words.</li> <li>4. Request students to read the statements and write “it is easy” or “it is difficult” by looking at the happy face that is easy and the sad face that is difficult.</li> </ol>		
15 extra mins	Extra work	<ul style="list-style-type: none"> <li>- Suggest learners to write sentences that include vocabulary from this lesson. For example: This is about kicking a ball in a field with other players.</li> <li>- Recommend students to make a poster on the abilities they have.</li> </ul>		
Elaborated by: Jhonny Tapia				

**Lesson 17**  
**SPORTS**

**Can you play soccer?**  
Yes, I can. It is easy!



easy



difficult



soccer



basketball



volleyball



tennis



sports



chess



drum



guitar



piano



violin

**Can you play the piano?**  
No, I can't play the piano.  
It is difficult.

**Can you play soccer?**  
Yes, I can play soccer.  
It is easy.

**1. Read, look and write.**

a. Can you play the d r \_ m ?



b. Can you play v \_ l l \_ y b \_ l l ?



c. Can you play the v \_ \_ l \_ n ?



d. Can you play t \_ n n \_ s ?



e. Can you play the p \_ \_ n \_ ?



f. Can you play s p \_ r t s ?



g. Can you play t \_ n n \_ s ?



h. Can you play the g \_ \_ t \_ r ?



i. Can you play b \_ s k \_ t b \_ l l ?



j. Can you play s \_ c c \_ r ?



**2. Correct te sentences.**

a. I can't play the basketball.

b. I can play guitar.

c. I can't play the soccer.

d. I can play piano.

e. I can't play violin.

**3. Choose and write in every gap.**

you - can - soccer - the - play - very - my - I

a. What is your favorite sport?

..... favorite sport is basketball.

b. Can you ..... the drums?

Yes, I can play the drums very well.

c. .... you play volleyball?

No, I can't play volleyball.

d. What sport can ..... play?

I can play .....

e. Can you play ..... violin?

Yes, ..... can play the violin ..... well.

**4. Write it is difficult or it is easy.**

a. I can play the piano.



b. I can't play basketball.



c. I can play the guitar.



d. I can't play the violin.



e. I can play the piano.



f. I can't play tennis.



g. I can play the dums.



h. I can't play soccer.



i. I can play chess.



j. I can't play the violin.



k. I can play sports.



l. I can't play the piano.



Lesson 18 Planning				
Teacher: Jhonny Tapia	Class: A1	Lesson: 18. I like art because it is exciting.	Starting Date: 25/11/2020	Time: 45 mins.
Objectives: To express likes and dislikes.				
Evaluation indicators: Can express likes and dislikes.				
Resources: Board Flash cards Photocopies from Discovery.				
PROCEDURE:				
Time:	Sequence	Tips for teachers		
9 mins.	Introduction	<p><b>a.</b> Have students learn subjects by playing “broken mobile”. Say a subject to a student while the others look at the chart about subjects. Then let the word be whispered through all the class and ask the last student to write it on the board.</p> <p><b>b.</b> Ask students to use positive and negative adjectives in their answers. Say “Do you like History?”. Choose one student. he/she has to answer by saying “Yes, I like it because it is interesting, exciting or relaxing.”</p>		
9mins.	Practice	<p><b>c.</b> Have students draw two columns and ask them to write the subjects they like and the subjects they don’t like. Then make groups to work in pairs so students can talk to their friends about subjects.</p>		
9 mins.		<p><b>d.</b> Motivate learners to write sentences which include subjects.</p>		
18 mins.	Revision and consolidation	<p><b>e.</b> Make sure learners have a guidance to complete the activities. For example:</p> <ol style="list-style-type: none"> <li>1. Have students write the subject each person likes in the gaps.</li> <li>2. Ask students to complete the adjectives with vowels and look at the chart to make sentences like in the patterns.</li> <li>3. Tell students to read the questions and ask them to complete answers based on their own opinions.</li> <li>4. Request students to cross the word that does not belong to the group and then ask to write one more. <ol style="list-style-type: none"> <li>1. Have students write the opposite of the words from activity 5.</li> </ol> </li> </ol>		
15 extra mins	Extra work	<p>- Suggest learners to play “escalera”. First, two learners are given a word such as <b>lamp</b> then they have to write words with the last letter of the words. For example: <b>lamp</b> - potato - onion - nurse - elephant - table. Finally, after a minute, count the number of words to see who wins.</p>		
Elaborated by: Jhonny Tapia				

# Lesson 18

*I like art because it is exciting.*



swimming



Art



History



English



soccer



Geography



Maths



Music

## SUBJECTS

1. Write subjects in each gap.

a. He likes .....



b. She likes .....



c. He likes .....



d. She likes .....



e. He likes .....



2. Use the prompts to make sentences.

a.                     / English



b.                     / Maths



c.                     / Geography



d.                 / Swimming



e.                     / Art



f.                     / soccer



g.                 / History



h.                 / Music



h.                     / Maths



h.                     / Science



h.                     / English



h.                     / volleyball



## ADJECTIVES



easy  
interesting  
relaxing  
exciting

difficult  
boring  
stressful  
tiring



Examples:

I like swimming **because** it is relaxing.

I don't like History **because** it is tiring.

I like English **because** it is interesting.

I don't like Maths **because** it is difficult.

3. Write an answer to these questions.

a. Do you like History? Yes, I like it  
Why? Because .....

b. Do you like Maths? No, I don't like it  
Why? Because .....

c. Do you like soccer? Yes, I like  
Why? .....

d. Do you like Geography? No, I don't  
Why? .....

e. Do you like English? Yes, I  
Why? .....

f. Do you like swimming? No, I  
Why? .....

g. Do you like Art? Yes, .....  
Why? .....

h. Do you like music? No, .....  
Why? .....

i. Do you like Science? .....  
Why? .....

j. Do you like History? .....  
Why? .....

4. Cross out the odd word and add one more.

a. cinema - school - hospital - farmer : .....

b. soccer - sister - mother - brother : .....

c. dentist - nurse - park - waiter : .....

d. sad - happy - bored - teacher : .....

e. swimming - art - tired - maths : .....

f. tiring - easy - boring - friend : .....

5. Write the opposite.

a. easy: .....

b. expensive: .....

c. interesting: .....

d. beautiful: .....

e. relaxing: .....

f. new: .....

g. difficult: .....

h. exciting: .....

Lesson 19 Planning				
Teacher: Jhonny Tapia	Class: A1	Lesson: 19. I like cookies because they are tasty.	Starting Date: 25/11/2020	Time: 45 mins.
Objectives: To express reasons with because				
Evaluation indicators: Can express reasons with because				
Resources: Board Flash cards Photocopies from Discovery.				
PROCEDURE:				
Time:	Sequence	Tips for teachers		
9 mins.	Introduction	<p><b>a.</b> Have students look at food vocabulary and ask students about their favorite food. Say “What is your favorite food?” then write students’ answers on the board. Finally, write if the food is delicious, tasty, yummy or disgusting, awful etc.</p> <p><b>b.</b> Ask students to listen to you and say: I like burgers because they are delicious. Then ask “Do you like burgers?” and choose a student to answer by looking at the examples in the chart.</p>		
9mins.	Practice	<p><b>c.</b> Have students make a restaurant menu with different food and ask them to select they food they like with food adjectives and the food they don’t like with negative adjectives</p>		
9 mins.		<p><b>d.</b> Motivate learners to create a word search puzzle and have them work in pairs so they can exchange their puzzles to complete them.</p>		
18 mins.	Revision and consolidation	<p><b>e.</b> Make sure learners have a guidance to complete the activities. For example:</p> <ol style="list-style-type: none"> <li>1. Have students write the food they see on the picture and a reason why they like that food.</li> <li>2. Ask students to put in order the letters to form food adjectives.</li> <li>3. Tell students to read the sentences and ask them to write it for singular and they for plural nouns.</li> <li>4. Request students to read carefully the questions and have them write some reasons to like or dislike the food on the questions.</li> <li>5. Have students use the prompts to make full sentences about food vocabulary. Ask students to complete with vowels and write full sentences.</li> </ol>		
15 extra mins	Extra work	<ul style="list-style-type: none"> <li>- Suggest learners to make a list of all the food vocabulary and have them put a tick onto the food they enjoyed most.</li> <li>- Have learners make a poster and present it to the group by saying the kind of food, they like or dislike.</li> </ul>		
Elaborated by: Jhonny Tapia				

# Lesson 19

FOOD

I like cookies because they are tasty



cakes



burgers



cookies



French fries



cheese



milk



chicken



juice

Adjectives

delicious  
tasty  
yummy

disgusting  
tasteless  
awful



Examples:

Do you like cakes?

Yes, I like cakes **because** they are delicious.

Do you like yoghurt?

No, I don't like yoghurt **because** it is awful.

1. What food do you like?

a. I like .....  
Why? .....



b. I don't like .....  
Why? .....



c. I like .....  
Why? .....



d. I don't like .....  
Why? .....



e. I like .....  
Why? .....



f. I don't like .....  
Why? .....



g. I like .....  
Why? .....



2. Unscramble the words.

sociudile		gistusnidg	
faluw		mymyu	
tatsy		seltesats	

3. Write it or they in each sentence.

- I like chicken because ..... is delicious.
- I like cakes because ..... are tasty.
- I like juice because ..... is yummy.
- I don't like cookies because ..... are awful.
- I don't like cheese because ..... is disgusting.
- I don't like French fries because ..... are tasteless.
- I like yoghurt because ..... is delicious.
- I don't like hot dogs because ..... are awful.
- I like oranges because ..... are yummy.
- I don't like coffee because ..... is disgusting.
- I like apples because ..... are tasty.
- I don't like onions ..... are tasteless.
- I like coffee because ..... delicious.

4. Write an answer to these questions.

- Do you like cheese? Yes, I like it.  
Because .....
- Do you like milk? No, I don't like it.  
Because .....
- Do you like chicken? Yes, I like .....
- Do you like juice? No, I don't .....
- Do you like yoghurt? Yes, I .....
- Do you like water? No, I .....

5. Use the prompts to make sentences.

- d \_ l \_ c \_ \_ s / burgers  
... I like burgers because they are delicious.
- d \_ s g \_ s t \_ n g / cakes
- t \_ s t \_ / chicken
- \_ w f \_ l / French fries
- y \_ m m \_ / cheese
- t \_ s t \_ l \_ s s / milk
- d \_ l \_ c \_ \_ s / cookies
- t \_ s t \_ / juice
- d \_ s g \_ s t \_ n g / burgers
- \_ w f \_ l / chicken
- y \_ m m \_ / cheese
- t \_ s t \_ l \_ s s / cookies

Lesson 20 Planning				
Teacher: Jhonny Tapia	Class: A1	Lesson: 20. How much is the sugar?	Starting Date: 27/11/2020	Time: 45 mins.
Objectives: To ask for the price				
Evaluation indicators: Can ask for price				
Resources: Board Flash cards Photocopies from Discovery.				
PROCEDURE:				
Time:	Sequence	Tips for teachers		
9 mins.	Introduction	<p><b>a.</b> Have students understand words such as bottle, slice, piece, can, glass, cup etc. by showing them flashcards and introducing collocations with a can of, a glass of, a slice of.</p> <p><b>b.</b> Ask learners to listen and complete the collocations you say. For example: Say a piece of ..... And wait until students complete the phrase</p>		
9mins.	Practice	<p><b>c.</b> Have students listen to some wrong examples and give them a marker so they can correct the mistakes on the board. For example: say “a glass of cake or a slice of water”</p>		
9 mins.		<p><b>d.</b> Motivate learners to make a collage with the vocabulary on this lesson.</p>		
18 mins.	Revision and consolidation	<p><b>e.</b> Make sure learners have a guidance to complete the activities. For example:</p> <ol style="list-style-type: none"> <li>1. Have students complete the crosswords puzzle by having them to look at the pictures and asking what is it? Or How much is the .....</li> <li>2. Ask students complete the questions by looking at the pictures and tell them to write its price.</li> <li>3. Tell students to look at the fridge and have them answering the where each object is with prepositions of place.</li> <li>4. Request students to change the underlined words with the right ones by looking at the wrong ones and replacing them with the correct ones.</li> </ol>		
15 extra mins	Extra work	<ul style="list-style-type: none"> <li>- Suggest learners to make a collage with different food and its prices. Then have them work in pairs to ask for price.</li> <li>- Have learners have a conversation with others so they can practice asking for the price.</li> </ul>		
Elaborated by: Jhonny Tapia				

# Lesson 20

## How much is the sugar?



a slice of pizza



a cup of coffee



a bottle of water



a carton of milk



a glass of juice



a piece of cheese



a loaf of bread



a bag of sugar

Price:



5 cents  
10 cents  
25 cents  
50 cents



1 dollar  
5 dollars  
10 dollars  
20 dollars

Examples:

**How much** is the slice of pizza?

The slice of pizza is 1 dollar.

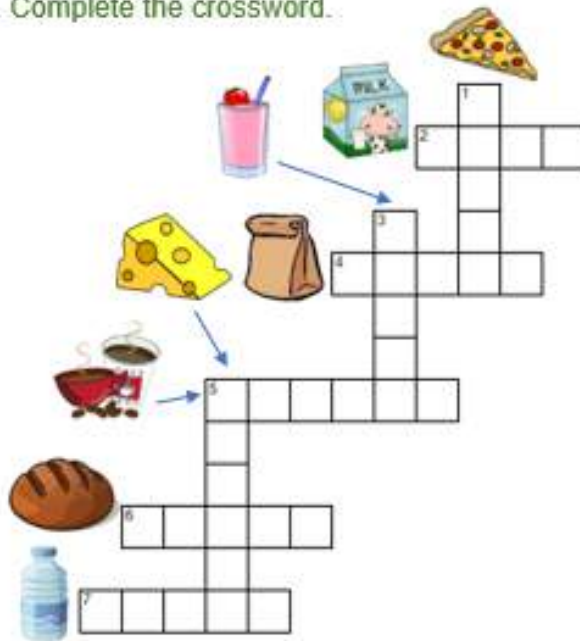
**How much** is the bottle of water?

The bottle of water is 50 cents.

**How much** is the carton of milk?

The carton of milk is 75 cents.

1. Complete the crossword.



2. Correct the sentences.

a. How much is the .....? 0.15 cents



b. How much is the .....? 2.00 usd



c. How much is the .....? 10.00 usd



d. How much is the .....? 1.00 usd



e. How much is the .....? 7.00 usd



f. How much is the .....? 1.00 usd



g. How much is the .....? 0.75 cents



h. How much is the .....? 0.60 cents



i. How much is the .....? 0.50 cents



3. Look at the picture and answer.



a. Where is the ..... water?

b. Where is the ..... juice?

c. Where is the ..... cheese?

d. Where is the ..... pizza?

e. Where is the ..... milk?

f. Where is the ..... coffee?

g. Where is the ..... bread?

4. Correct the underlined words.

a. The glass of cheese is next to the cake.

b. The bag of juice is under the table.

c. The slice of coffee is behind the burgers.

d. The glass of cheese is next to the cake.

e. The cup of pizza is in the fridge.

<b>Assessment Planning</b>				
Teacher: Jhonny Tapia	Class: A1	Lesson: Assessment	Starting Date: 27/11/2020	Time: 45 mins.
Objectives: To consolidate vocabulary from lesson 16 to 20				
Evaluation indicators: Can recognize all the vocabulary from lesson 16 to 20				
Resources: Photocopies from Discovery.				
PROCEDURE:				
Time:	Sequence	Tips for teachers		
20 mins.	Speaking and writing	Recommendations: - Have learners sit in different places so they can keep distance to prevent them from cheating. - Use a stopwatch to time the texting time.  1. Ask learners to write the vocabulary words from lesson 16 to 20 below every picture. Then make groups of two and have them sit in front of you to have a conversation. Use these questions: How are you? What is your name? How do you spell your last name? How old are you? What is your favorite animal? Can you describe your favorite animal? Can you play soccer/basketball/chess? Is it easy or difficult? Do you like history/Geography/English/Art? Why do you like/History/Geography/English? What is your favorite food? Why? How much is the pizza/cake/yoghurt?		
15 mins.	Reading	2. Ask learners to read the paragraphs and complete the forms.		
10 mins.	Vocabulary - test A	3. Look at questions. Part A should be completed by filling in the gaps with one word. Part B has to be completed by choosing A, B, or C. Part C should be completed by choosing words from the box.		
10 extra mins	Vocabulary - test B	Students with low scores can take test B to see if achievement can improve.		
Elaborated by: Jhonny Tapia				

# SPEAKING: Lesson 16 – 20

1. Write the name of each picture and say them.



## READING & WRITING: Lesson 16 - 20

### 1. Read the descriptions and complete the charts.

<p>A. Juan There are many beautiful animals like fish, spiders, monkeys and bears. I like the bears because they are very big and funny. This is a fantastic zoo. My favorite bear has big arms and round eyes. In this zoo, the spiders are behind the monkeys. The ticket for the zoo is cheap. It is two dollars.</p>	<p>I like ..... are very big and funny.</p> <p>The ..... It is two dollars.</p>
<p>I really ..... it is exciting.</p> <p>I don't ..... is boring.</p>	<p>B. Mayra In my school, there are many subjects like History, Music, English and Geography. I really like Music so much because it is exciting and I can play the guitar in the garden. There is a subject that is not my favorite and it is Maths. I don't like math because it is boring.</p>
<p>C. Wilson I like this place. It is next to a big cinema. It has history about soccer, basketball, volleyball, tennis and chess. The sports museum is incredible. I don't like basketball because it is boring and tiring. My favorite sport is chess because it is really relaxing.</p>	<p>The museum has history .....</p> <p>My favorite sport is ..... relaxing.</p>
<p>The food is ..... menu has much food on offer.</p> <p>I don't ..... and cakes.</p>	<p>D. José I am in a very famous restaurant with Richard. The food is delicious and the menu has much food on offer. Richard's favorite food is ice cream, yoghurt, burgers and cakes. I don't like that food. Juice and cookies are my favorite food. The problem is that juice is expensive in this restaurant.</p>
<p>E. Miriam Hello my friends. This place is very interesting but I don't like it because it is small. In this park, I can play volleyball with my brother but I can't play the drums because there are not musical instruments. There is a small yellow doll here. It has long hair and a blue dress. I don't like dolls.</p>	<p>This place is very interesting but ..... is small.</p> <p>I can't play the drums ..... in the park.</p>

2. What is José's favorite food? .....
3. Where are the spiders in paragraph A? .....
4. What is Mayra's favorite subject? .....
5. Is the museum boring? .....
6. What subject does Mayra dislike? .....
7. Is the zoo incredible? .....
8. Is José in a stressful restaurant? .....
9. Why can't Miriam play the drums? .....

## TEST 4 A

Name: .....

Score: .....

### A. Fill in the gaps with one word.

1. How ..... is the slice of pizza? It is 1 dollar.
2. I like cakes because ..... are tasty and yummy.
3. I ..... like Maths because it is difficult.
4. A spider ..... eight long legs and two big eyes.
5. Can you play ..... guitar?
6. The glass of juice is next ..... the cheese.
7. There is a purple octopus in front ..... the house.
8. .... much is the loaf of bread? It is 0.25 cents
9. My ..... of water is behind that blue box.
10. I ..... play the piano very well. It is easy.

### B. Read and circle the best answer.

1. How ..... sweaters are there on the table?  
a) many                      b) much                      c) old
2. I want a ..... of coffee please.  
a) slice                      b) loaf                      c) cup
3. .... is the crab? It is on the tree.  
a) Where                      b) How                      c) What
4. I ..... cookies because they are delicious.  
a) don't like                      b) can                      c) like
5. This is an expensive robot. It ..... long arms and short legs.  
a) is                      b) can                      c) has

### C. Choose and write.

has - they - where - why - are - much - because - do - many - and
---

1. I can play the drums ..... it is easy.
2. I don't like French fries because ..... are expensive.
3. How ..... bears are there in the museum? About thirteen.
4. How ..... is the bag of sugar? It is 1.00 dollar.
5. That is a spider. It is brown. It ..... big eyes and a round face.
6. Why ..... you like History? Because it is interesting ..... entertaining.
7. What food do you like? I like cakes because they ..... yummy.
8. .... do you like swimming? Because it is exciting.
9. .... are the crabs and the onions? They are next to the glass of orange juice.

## TEST 4 B

Name: ..... Score: .....

### A. Fill in the gaps with one word.

1. How much is the ..... of water? It is 0.50 cents.
2. I ..... like cheese because it is disgusting.
3. .... you like Geography? Yes, I like it very much.
4. A robot ..... two legs and two big arms.
5. Can you play ..... drums?
6. The ..... of juice is behind the chicken.
7. .... is a brown monkey next to the tree.
8. How ..... is the bar of chocolate? It is 0.25 cents
9. My ..... of coffee is on the table. I like it with much sugar.
10. I ..... play chess very well. It is really easy.

### B. Read and circle the best answer.

1. How ..... trainers are there on the floor?  
a) many                      b) much                      c) old
2. I want a ..... of bread please.  
a) slice                      b) loaf                      c) cup
3. .... is the doll? It is on the big bed.  
a) Where                      b) How                      c) What
4. I ..... cookies because they are not delicious.  
a) don't like                      b) can                      c) like
5. This is a big spider. It ..... eight long legs and a big head.  
a) is                      b) can                      c) has

### C. Choose and write.

has - they - where - why - are - much - because - do - many - and

1. I can play the guitar ..... it is easy.
2. I don't like cookies because ..... are expensive.
3. How ..... monsters are there in the movie? About seven.
4. How ..... is the slice of pizza? It is 1.00 dollar.
5. That is a brown bear. It is big. It ..... two big arms and a big stomach.
6. Why ..... you like History? Because it is interesting ..... entertaining.
7. What food do you like? I like French fries because they ..... yummy.
8. .... do you like basketball? Because it is exciting.
9. .... are the carrots and the pepper? They are under the box.

Lesson 21 Planning				
Teacher: Jhonny Tapia	Class: A1	Lesson: 21. Would you like some grapes?	Starting Date: 30/11/2020	Time: 45 mins.
Objectives: To make an offer				
Evaluation indicators: Can make an offer				
Resources: Board Flash cards Photocopies from Discovery.				
PROCEDURE:				
Time:	Sequence	Tips for teachers		
9 mins.	Introduction	<p><b>a.</b> Make sure students know vocabulary on fruit and vegetables by giving short descriptions and having them to guess. For example: say “this is the favorite food of a rabbit” or “this is good for making French fries”</p> <p><b>b.</b> Ask learners to listen and say the first syllable of a word such as wa ..... and have students complete the word and pronounce it fully. If students have problems say another syllable like: water ..... and encourage learners to say it completely.</p>		
9mins.	Practice	<p><b>c.</b> Have a student spell any vocabulary related word and ask another to write it on the board.</p>		
9 mins.		<p><b>d.</b> Motivate learners to use “Would you like...?” by making offers with fruit adjectives such as sweet, fresh or bitter and rotten then ask them to reply Yes or No answers.</p>		
18 mins.	Revision and consolidation	<p><b>e.</b> Make sure learners have a guidance to complete the activities. For example:</p> <ol style="list-style-type: none"> <li>1. Have students make words by putting letters in order. ask them to look at the first box and say the first letter of the word so students have a clue to complete it.</li> <li>2. Ask students complete with vowels the adjectives for fruit and vegetables. Then request them to translate the words into Spanish.</li> <li>3. Tell students to answer the questions by filling with vowels in complete words and writing Yes, No answers.</li> <li>4. Request students to write “some” for plural words or “a” for singular words.</li> <li>5. Have students to choose the word from the box and complete the gaps.</li> <li>6. Ask students to complete the exercise by writing only one word in every gap.</li> </ol>		
15 extra mins	Extra work	- Suggest learners to make a list of fruit and vegetables.		
Elaborated by: Jhonny Tapia				

# Lesson 21

## Would you like some grapes?

### FRUIT AND VEGETABLES

Yes, please!

For food:



sweet  
fresh  
nutritious  
healthy

bitter  
sour  
rotten

Would you like a carrot?  
Yes, please!

Would you like some oranges?  
No, thank you.











### 1. Make words.

a	e	t	r	o	n	w	e	s	r
p		c	r	o		i	r	p	g
r		a	r		a	l	e	a	e
i	p	e	o	m	p	p	e	o	m
a	n	p	l		r			o	t
l	p	e	n	e	e	p	t	a	
n	o	t	p	r	t	e	t	a	
i	n	a	t	i	f	g	e	s	
o		a	o	u		e	l	b	v

### 2. Complete and translate.

- sw\_\_t: .....
- fr\_sh: .....
- n\_tr\_t\_\_s: .....
- h\_\_lth\_\_: .....
- b\_tt\_r: .....
- s\_\_r: .....

### 3. Complete and answer the questions.

- Would you like a sw\_\_t pear?   
Yes, .....
- Would you like a r\_tt\_n watermelon?   
No, .....
- Would you like a n\_tr\_t\_\_s carrot?   
Yes, .....
- Would you like a b\_tt\_r pineapple?   
No, .....
- Would you like a fr\_sh tomato?   
Yes, .....
- Would you like a s\_\_r lemon?   
No, .....
- Would you like a h\_\_lth\_y banana?   
Yes, .....
- Would you like some sw\_\_t grapes?   
Yes, .....
- Would you like a r\_tt\_n onion?   
No, .....
- Would you like some fr\_sh potatoes?   
Yes, .....

### 4. Write some or a.

- Would you like ..... pear?
- Would you like ..... pears?
- Would you like ..... carrot?
- Would you like ..... carrots?
- Would you like ..... pineapple?
- Would you like ..... pineapples?
- Would you like ..... watermelon?
- Would you like ..... watermelons?
- Would you like ..... lemon?
- Would you like ..... lemons?

### 5. Choose and write in every gap.

thank - like - grapes - please - sweet - you

- Would you like a ..... orange?  
Yes, please.
- Would you like some healthy .....?  
Yes, .....
- Would ..... like a rotten pizza?  
No, ..... you.
- Would you ..... some yoghurt?  
Yes, please.

### 6. Complete these questions.

- ..... you like some peppers?  
Yes, I would ..... some peppers.
- Would ..... like some .....?  
Yes, I would like some cheese.
- Would you like ..... water?  
Yes, I would like some water.
- ..... you like some juice?  
Yes, I would like some juice.
- Would you ..... some coffee?  
Yes, ..... would like some coffee.
- Would ..... like some chicken and salad?  
Yes, I would like some ..... and salad.
- Would ..... like some sweet .....?  
Yes, I would like ..... sweet apples.
- ..... you like some ..... oranges?  
Yes, ..... would like some nutritious oranges.
- Would you ..... some fresh fruit?  
Yes, ..... would like some fresh .....

Lesson 22 Planning				
Teacher: Jhonny Tapia	Class: A1	Lesson: 22. How can I help you??	Starting Date: 30/11/2020	Time: 45 mins.
Objectives: To ask for help and support				
Evaluation indicators: Can ask for help and support				
Resources: Board Flash cards Photocopies from Discovery.				
PROCEDURE:				
Time:	Sequence	Tips for teachers		
9 mins.	Introduction	<p><b>a.</b> Make sure students know vocabulary on countable and uncountable nouns by giving short descriptions and having them to guess. For example: say “You make this with cheese, bread, tomato, lettuce” or “You put this in the juice to make it sweet”</p> <p><b>b.</b> Ask learners to listen and say the first syllable of a word such as <b>su</b> ..... and have students complete the word and pronounce it fully so it sounds <b>sugar</b></p>		
9mins.	Practice	<p><b>c.</b> Have students learn how to provide help by saying “How can I help you?” Then encourage them to answer “I want .....” or “What do you want?” Then have them answer “I want.....”</p>		
9 mins.		<p><b>d.</b> Motivate learners to use “Excuse me, can you help me?” to request for support by modelling the answer. For example, tell them about a situation in a restaurant and say “How can I help you?” then have students respond I want ...</p>		
18 mins.	Revision and consolidation	<p><b>e.</b> Make sure learners have a guidance to complete the activities. For example:</p> <ol style="list-style-type: none"> <li>1. Have students look at the pictures and request them to write their answers based on the chart.</li> <li>2. Ask students to read the words and write a category in each line. For example, the first line reads: five, eleven, eight. So, students have to write numbers as category.</li> <li>3. Tell students to answer the questions by writing a, an or some in every gap.</li> <li>4. Request students to look at the first letter of each picture and complete with letters. <ol style="list-style-type: none"> <li>1. Have students to choose the word from the box and complete the gaps.</li> </ol> </li> <li>6. Ask students to complete the exercise by writing only one word in every gap.</li> </ol>		
15 extra mins	Extra work	- Suggest learners to make a list of fruit and vegetables.		
Elaborated by: Jhonny Tapia				

# Lesson 22

## FOOD

## How can I help you?



a sandwich



a donut



an ice cream



a hot dog



a lollipop



some yoghurt



some sugar



some salt



some chocolate



some soup

How can I help you?  
I want a hot dog please.



What do you want?  
I want some soup please.



Excuse me, can you help me?  
Yes, what do you want?  
Some chicken and French fries please.

### 1. Complete and answer.

a. How can I help you?

... I want a .....

b. What do you want?

..... some ..... please.

c. How ..... I help you?

..... an .....

d. What do ..... want?

..... please.

e. How can I help ..... ?

..... want .....

f. What ..... you want?

..... I ..... some .....

g. How can ..... help you?

.....

h. .... do you want?

..... I .....

i. How ..... ?

.....

j. What ..... ?

.....

### 2. What category is it?

a. five - eleven - eight : .....

b. black - brown - orange : .....

c. triangle - square - circle : .....

d. happy - tired - bored : .....

e. history - english - art : .....

f. table - chair - sofa : .....

g. sweater - socks - belt : .....

h. cake - cookies - pizza : .....

i. artist - musician - vet : .....

j. cow - sheep - mouse : .....

k. key - scarf - watch : .....

l. onion - carrot - pepper : .....

m. lemon - grapes - pineapple : .....

n. kitchen - bathroom - bedroom : .....

o. mouth - nose - hand : .....

o. burger - cheese - chicken : .....

### 3. Write some, a, or an

a. Good morning! How can I help you?

I want ..... ice cream please.

b. Good afternoon, What do you want?

I want ..... chicken please.

c. Good evening! How can I help you?

I want ..... soup please.

d. Excuse me, can you help me?

I want ..... slice of pizza please.

e. What do you want?

I want ..... sugar in my coffee please.

f. Good morning, How can I help you?

I want ..... orange and ..... water please.

g. Can I help you?

Yes, I want ..... salt in my soup please.

h. Excuse me, can I help you?

Yes, I want ..... grapes please.

i. Good afternoon, how can I help you?

I want ..... banana juice please.

j. Hello, what do you want?

I want ..... sandwich please.

### 4. Complete with vowels.



l



s



d



s



y



s



c



i

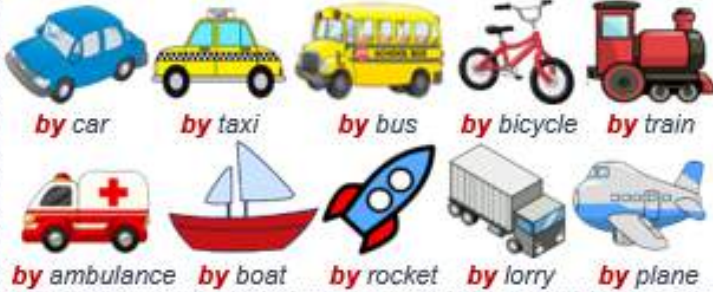
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Lesson 23 Planning				
Teacher: Jhonny Tapia	Class: A1	Lesson: 23. Where are we going now?	Starting Date: 2/12/2020	Time: 45 mins.
Objectives: To learn vocabulary about transportation				
Evaluation indicators: Can identify vocabulary about transportation				
Resources: Board Flash cards Photocopies from Discovery booklet				
PROCEDURE:				
Time:	Sequence	Tips for teachers		
9 mins.	Introduction	<p><b>a.</b> Make sure students know vocabulary on transportation by doing movements. For example, move arms to picture the wings of a plane and have students guess.</p> <p><b>b.</b> Ask learners to listen and say the first syllable of a word such as <b>bo</b> ..... and have students complete the word and pronounce it fully so it sounds <b>boat</b></p>		
9mins.	Practice	<p><b>c.</b> Have students learn where they go by saying: “We are going to the restaurant” Then ask: Where are we going now? And have them to answer “We are going to .....</p>		
9 mins.		<p><b>d.</b> Motivate learners to use the preposition <b>by</b> in their answers to explain how they go somewhere. For example, tell them “How are we going to the restaurant?” then ask a student to say by taxi, bus, car, etc.</p>		
18 mins.	Revision and consolidation	<p><b>e.</b> Make sure learners have a guidance to complete the activities. For example:</p> <ol style="list-style-type: none"> <li>1. Have students read the sentences and look at the pictures. Then ask them to write yes or no.</li> <li>2. Ask students to find the means of transport in the word search puzzle</li> <li>3. Tell students to look at the drawing and have them write the names of the drawings.</li> <li>4. Request students to answer the questions by identifying places in the pictures and writing their answers.</li> <li>5. Have students complete the words with the first letter and then ask them to write how they go somewhere by looking at the transport pictures.</li> </ol>		
15 extra mins	Extra work	- Suggest learners to make a list of transport and places.		
Elaborated by: Jhonny Tapia				

**Lesson 23**  
TRANSPORT

Where are we going now?













Where are we going now?  
We **are going** to the restaurant.



How are we going to the restaurant?  
We **are going** to the restaurant **by car**.



1. Write yes or no.

- a. This is a red bicycle. 
- b. This is a fast train. 
- c. This is a slow taxi. 
- d. This is a fast plane. 
- e. This is a boat. 
- f. This is a fast lorry. 
- g. This is an ambulance. 
- h. This is a bicycle. 
- i. This is a fast rocket. 
- j. This is a boat. 

2. Find the transports.



3. Color and write the names.



4. Look at the pictures and complete.

- a. Where are we going now?  
... We ..... to .....
- b. Where are we ..... now?  
..... are .....
- c. .... are we going now?  
..... the .....
- d. Where are ..... going now?  
..... going .....
- e. Where are we ..... ?
- f. Where ..... ?  
..... to .....

5. Look at the pictures and complete.

- a. How are we going to the r ..... t ?  
... We ..... by .....
- b. How are we ..... to the p ..... ?
- c. .... are we going to the h ..... l ?
- d. How are we going to ..... s ..... t ?  
..... by .....
- e. How are ..... going ..... the s ..... l ?
- f. How ..... to the h ..... ?  
..... going .....
- g. .... the c ..... ?

Lesson 24 Planning				
Teacher: Jhonny Tapia	Class: A1	Lesson: 24. When do you go to school?	Starting Date: 2/12/2020	Time: 45 mins.
Objectives: To say when something is done				
Evaluation indicators: Can say when something is done				
Resources: Board Flash cards Photocopies from Discovery.				
PROCEDURE:				
Time:	Sequence	Tips for teachers		
9 mins.	Introduction	<p><b>a.</b> Make sure students know vocabulary on every day activities by doing movements. For example, move your arms as if you have a glass and simulate drinking. Then ask learners what activity could be.</p> <p><b>b.</b> Ask learners to listen and spell any activity so students can recognize it on the chart. For example, say s-t-u-d-y and ask a learner to say the verb and its noun. <b>Study English</b></p>		
9mins.	Practice	<p><b>c.</b> Have students learn verbs by saying <b>study</b> with other nouns such as English, Math, Geography, Art. Or <b>drink</b> accompanied by water, juice, yoghurt, coffee etc.</p>		
9 mins.		<p><b>d.</b> Motivate learners to use time expressions by asking when an activity is done. Say: "I study English in the morning" then ask a student When do you study English? and have them respond in the same way.</p>		
18 mins.	Revision and consolidation	<p><b>e.</b> Make sure learners have a guidance to complete the activities. For example:</p> <ol style="list-style-type: none"> <li>1. Have students look at the boxes and have them make words with the letters.</li> <li>2. Ask students to complete the verbs with vowels and add a noun then make sentences with a time expression. For example: do ??? morning = I do exercise in the morning.</li> <li>3. Tell students to choose words from the boxes and then ask them to fill in the gaps.</li> <li>4. Request students to complete the questions with verbs and then have them write vowels in the incomplete words. Finally encourage learners to write their answers with time expressions.</li> </ol>		
15 extra mins	Extra work	<p>- Suggest learners to make a poster with their everyday activities.</p>		
Elaborated by: Jhonny Tapia				

# Lesson 24

## MY ACTIVITIES

# When do you go to school?

I go to school in the morning!

## Time

in the morning.  
in the afternoon.  
in the evening.



eat cakes



study English



drink water



do exercise



listen to music



swim in the pool



watch TV



clean the house



do the shopping



play video games

**When** do you play soccer?  
I play soccer in the morning.



**How often** do you sleep?  
I often sleep in the evening.



### 1. Make words.

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

### 2. Make sentences.

a. d\_????? / morning

b. l\_st\_n to ????? / afternoon

c. w\_tch ????? / evening

d. pl\_y ????? / afternoon

e. \_t a ????? / evening

f. st\_d\_ ????? / morning

g. d\_ ????? / afternoon

h. sw\_m ????? / morning

i. drnk ????? / evening



### 3. Choose and write in every gap.

often - it - in - morning - healthy - the

- How often do you drink water?  
I often drink water in the afternoon. It is .....
- When do you do the shopping?  
I do the shopping in the ..... It is relaxing!
- How often do you play video games?  
I ..... play video games in ..... evening. It is nice!
- When do you clean the house?  
I clean my house ..... the afternoon. It is easy!
- How often do you swim in the pool?  
I swim in the pool in the morning. .... is exciting!

### 4. Complete and answer these questions.

- How often do you ..... the h\_\_s\_?
- When do you ..... v\_d\_\_ g\_m\_s?
- How often do you ..... in the p\_\_l?
- When do you ..... c\_k\_s?
- How often do you ..... \_x\_rc\_s\_?
- When do you ..... w\_t\_r?
- How often do you ..... to m\_s\_c?
- When do you ..... \_c\_ cr\_\_m?
- How often do you ..... the sh\_pp\_ng?
- When do you ..... \_ngl\_sh?
- How often do you ..... gr\_p\_s?

Lesson 25 Planning				
Teacher: Jhonny Tapia	Class: A1	Lesson: 20. I enjoy reading stories.	Starting Date: 4/12/2020	Time: 45 mins.
Objectives: To talk about hobbies				
Evaluation indicators: Can talk about hobbies				
Resources: Board Flash cards Photocopies from Discovery.				
PROCEDURE:				
Time:	Sequence	Tips for teachers		
9 mins.	Introduction	<p><b>a.</b> Make sure students know vocabulary on hobbies by saying a hobby and having students make a sentence with the hobby.</p> <p><b>b.</b> Ask learners to listen and say the verb of hobby so students can complete it with its -ing form. For example, say <b>watch</b> and ask a learner to say the full form <b>watching TV</b></p>		
9mins.	Practice	<p><b>c.</b> Have students learn hobbies by saying <b>I enjoy making</b> with other nouns such as pizza, hot dog, a cake, etc. Or <b>I enjoy playing</b> accompanied by the guitar, the violin, the piano, soccer, basketball, volleyball etc.</p>		
9 mins.		<p><b>d.</b> Motivate learners to use hobbies by asking “What is your favorite book about?” Say: “My favorite book is about riding bikes” then ask a student What is your favorite book about? and have them respond in the same way.</p>		
18 mins.	Revision and consolidation	<p><b>e.</b> Make sure learners have a guidance to complete the activities. For example:</p> <ol style="list-style-type: none"> <li>1. Have students look at the pictures about hobbies and tell them to write “I enjoy -ing + noun”.</li> <li>2. Ask students to read the statement and ask them to complete the statements with only one word.</li> <li>3. Tell students to see the books about different hobbies and have them answer by looking at the patterns in the presentation chart.</li> <li>4. Request students to read the descriptions and have them guess what word it is by completing it with the first letter of the words.</li> </ol>		
15 extra mins	Extra work	<p>- Suggest learners to make a collage on their favorite hobbies and books.</p>		
Elaborated by: Jhonny Tapia				

# Lesson 25

## HOBBIES

I enjoy reading stories.



reading stories



making cakes



playing soccer



listening to music



playing the guitar



singing songs



watching TV



riding bikes



running in the park



painting pictures

What is your favorite hobby?  
I **enjoy** reading stories.



How about you?  
I **like** playing soccer.



What is your favorite book about?  
It is **about** making cakes.



### 1. Complete and answer.

- What is your favorite hobby?  
I enjoy .....
- What ..... your favorite .....?  
..... the .....
- What is ..... favorite .....?  
.....
- What is your ..... hobby?  
..... enjoy .....
- What is ..... favorite hobby?  
..... making .....
- What ..... your favorite hobby?  
..... songs .....
- ..... is your ..... hobby?  
.....
- What ..... your favorite .....?  
.....
- ..... is .....?  
.....
- .....?  
.....



### 2. Complete with one word.

- What is ..... favorite hobby?  
I enjoy painting ..... about animals.
- How ..... you?  
I like ..... my bike in the park.
- What ..... your favorite book .....?  
My favorite book is about ..... cakes.
- ..... is your favorite hobby?  
I like ..... in the park.
- ..... about you?  
I love ..... TV in the living room.
- What ..... your favorite .....?  
My favorite book is about ..... to music.
- What is ..... favorite .....?  
I enjoy ..... the guitar ..... my house.

### 3. What is your favorite book about?



- My favorite book is about .....  
..... to music.....
- ..... favorite book is about .....
- My favorite ..... is about .....
- My favorite book ..... about .....
- My ..... book ..... about .....
- My .....

### 4. Complete with one word.

- It has trees, flowers and you can have a picnic in it. p \_ \_ \_
- A fish, a cow, a mouse and a sheep are examples of this. a \_ \_ \_ \_ \_
- You can listen to music when you turn it on. r \_ \_ \_ \_
- In this sport you can kick the ball with your foot and you play it in teams. s \_ \_ \_ \_
- There are many of these in a book. They are about funny animals. s \_ \_ \_ \_ \_
- They are made of metal and you can cut paper with these. s \_ \_ \_ \_ \_
- It is a fruit and it is the favorite food of a monkey. b \_ \_ \_ \_

<b>Assessment Planning</b>				
Teacher: Jhonny Tapia	Class: A1	Lesson: Assessment	Starting Date: 4/12/2020	Time: 45 mins.
Objectives: To consolidate vocabulary from lesson 21 to 25				
Evaluation indicators: Can recognize all the vocabulary from lesson 21 to 25				
Resources: Photocopies from Discovery.				
PROCEDURE:				
Time:	Sequence	Tips for teachers		
20 mins.	Speaking and writing	Recommendations: - Have learners sit in different places so they can keep distance to prevent them from cheating. - Use a stopwatch to time the texting time.  1. Ask learners to write the vocabulary words from lesson 21 to 25 below every picture. Then make groups of two and have them sit in front of you to have a conversation. Use these questions: How are you? What is your name? How do you spell your last name? How old are you? Where are you from? What is your favorite fruit? Why? How much is a/an (fruit/vegetable)? Would you like a/an (fruit/vegetable/food)? Show pictures of food and ask: Excuse me, can you help me? Show pictures of transport and places then ask: Where are we going now? How are we going to the .....? Do you study English? Do you like English? Why? When do you study English? What is your favorite hobby?		
15 mins.	Reading			
10 mins.	Vocabulary - test A	2. Ask learners to read the paragraphs and complete the forms.  3. Look at questions. Part A should be completed by filling in the gaps with one word. Part B has to be completed by choosing A, B, or C. Part C should be completed by choosing words from the box.		
10 extra mins	Vocabulary - test B	Students with low scores can take test B to see if achievement can improve.		
Elaborated by: Jhonny Tapia				



## READING & WRITING: Lesson 21 - 25

### 1. Read the descriptions and complete the charts.

<p>A. Lenin In the morning I go to school by taxi because it is very exciting. I often eat a sandwich and drink some yoghurt. My school is very cool. There are three brown pictures in my classroom. They are about making cakes. I watch TV with my sister in the bedroom in the afternoon. My favorite hobby is listening to music.</p>	<p>Lenin goes to .....</p> <p>The pictures are about .....</p> <p>My favorite hobby is .....</p>
<p>There are ..... in the backpack. Micaela goes to school ..... The bus is .....</p>	<p>B. Micaela I enjoy reading stories in my school. There are seven comic books in the backpack. My favorite books are about riding bikes. Now I often go to school in the afternoon. I go there by bus because it is cheap. I can drink coffee in the bus. The bus is big and really relaxing.</p>
<p>C. Lorena The living room is my favorite place. I can paint pictures in this room. It is an exciting room. There are some pictures about beautiful animals and fruit. I like singing songs here. In the evening I do the shopping at Carlos' supermarket. I study English in my bedroom.</p>	<p>Lorena can ..... in the living room. There are some pictures ..... In the living room. In the evening, Lorena does the .....</p>
<p>In my free time, I .....</p> <p>.....</p> <p>In the morning, I play .....</p> <p>In the afternoon I clean .....</p>	<p>D. Sam My favorite books are about listening to music. In my free time, I often listen to music under a big tree that is in my garden. In the morning I play soccer with some friends. In the afternoon I clean my house and I eat a slice of pizza in the kitchen.</p>
<p>E. Damian In my free time, I like doing exercise in the living room because it is really exciting and it is my favorite hobby. I often make cakes after exercise. In the afternoon I enjoy playing the guitar. Now I go to school by train. It is a fast transport.</p>	<p>In my free time, I like .....</p> <p>After exercise, I often .....</p> <p>I go to ..... It is a fast transport.</p>

2. Who has pictures about beautiful animals? .....
3. Where are Micaela's comic books? .....
4. What can Sam do under a big tree? .....
5. Who drinks coffee in the bus? .....
6. Where does Lorena study English? .....
7. What does Damian do after exercise? .....
8. Where are there three brown pictures? .....
9. Which pictures are about cakes? .....

## TEST 5 A

Name: ..... Score: .....

### A. Fill in the gaps with one word.

1. Would you ..... some coffee? Yes, please!
2. How can I help you? I want a ..... of pizza please.
3. Where are we ..... now? To the restaurant.
4. How ..... do you do exercise? In the morning.
5. I go to the supermarket ..... bus.
6. What is your favorite .....? I enjoy reading stories.
7. I like ..... to music. How about you? Well, I enjoy playing the guitar.
8. Good afternoon! ..... do you want? I want a glass of orange juice please.
9. I often ..... exercise in the living room at night.
10. How are we going to ..... supermarket? By taxi.

### B. Read and circle the best answer.

1. I want ..... salt and flour for making a pizza.  
a) many                      b) some                      c) a
2. Would you like a glass of ..... orange juice?  
a) nutritious                b) boring                      c) exciting
3. .... do you go to the cinema? By train  
a) Where                      b) How                        c) What
4. I ..... listening to romantic music because it is relaxing.  
a) can                        b) would                      c) enjoy
5. My favorite book is about ..... pictures  
a) painting                b) making                      c) singing

### C. Choose and write.

shopping - by - often - because - drinking - study - going - about - want - glass

1. I like running in the park ..... it is a relaxing activity.
2. My favorite book is ..... riding bikes.
3. Would you like a ..... of milk?
4. The cinema is exciting. We are going there ..... bicycle.
5. How ..... do you sleep on the sofa? I sleep on the sofa in the evening.
6. I do the ..... with my mother in the afternoon. It is very exciting!
7. We are ..... to the supermarket by lorry.
8. What do you ..... for breakfast? I just want a cup of coffee and a slice of pizza.
9. When do you ..... English? In the morning.
10. I enjoy ..... water in the afternoon.

## TEST 5 B

Name: .....

Score: .....

### A. Fill in the gaps with one word.

1. .... you like some cookies? Yes, please!
2. How can I ..... you? I want a bottle of water please.
3. Where ..... we going now? To the cinema.
4. .... often do you do read books? In the evening.
5. I go to the restaurant ..... car.
6. What is ..... favorite hobby? I enjoy riding my bike
7. I like running in the park. How ..... you? Well, I enjoy riding bikes.
8. Good afternoon! What ..... you want? I want a glass of banana juice please.
9. I often listen ..... Rock music in the living room.
10. How are we going to ..... museum? By bicycle.

### B. Read and circle the best answer.

1. I want ..... sugar and apples for making a cake.  
a) many                      b) some                      c) a
2. Would you like a cup of ..... tea?  
a) delicious                      b) boring                      c) exciting
3. .... do you go to school? By bus  
a) How                      b) Where                      c) What
4. I ..... studying English because it is entertaining.  
a) can                      b) would                      c) enjoy
5. My favorite book is ..... doing exercise.  
a) of                      b) about                      c) over

### C. Choose and write.

playing - homework - by - often - because - clean - going - riding - want - glass

1. I like reading books ..... It is an interesting activity.
2. My favorite hobby is about..... bikes.
3. Would you like a ..... of yoghurt?
4. The hospital is exciting. We are going there ..... taxi.
5. How ..... do you swim in the pool? I swim in the pool at night.
6. I do my ..... in the living room. It is very relaxing!
7. They are ..... to Guayaquil by plane.
8. What do you ..... for lunch? Just a piece of cake and some juice please.
9. When do you ..... the house? In the afternoon.
10. I enjoy ..... video games in the morning.