



**UNIVERSIDAD TÉCNICA DEL NORTE**

**(UTN)**

**FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA**

**(FECYT)**

**CARRERA: PEDAGOGIA DE LOS IDIOMAS NACIONALES Y  
EXTRANJEROS**

**ANTEPROYECTO DEL TRABAJO DE TITULACIÓN, MODALIDAD: PRESENCIAL**

**TEMA:**

Communicative Language Teaching to Improve Speaking Skills on Sixth Graders at  
Yaguachi School in Ibarra

**Trabajo de titulación previo a la obtención del título de** Licenciatura en Idiomas Nacionales  
y Extranjeros

**Línea de investigación:** Gestión, calidad de la educación, procesos pedagógicos en idiomas

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**Ibarra-2024**



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<b>PROGRAMA:</b>	<input checked="" type="checkbox"/> <b>PREGRADO</b> <input type="checkbox"/> <b>POSGRADO</b>
<b>TITULO POR EL QUE OPTA:</b>	Licenciatura en Pedagogía de los Idiomas Nacionales y Extranjeros-Mención Inglés
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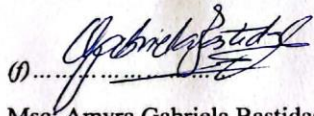
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## **DEDICATORY**

The current research project is dedicated to all people who believed in my dream. Therefore, I am grateful to my god and my family who the first moment they were my support throughout my whole life. I am nothing without them. also, to the university to open its doors and allow me to study with better teachers. To my Parents, for giving me their conditional support and advice.

## **ACKNOWLEDGEMENTS**

I want to thank God and my family for supporting me to fulfill my dreams. To my parents for all their sacrifices and for teaching me that with effort and persistence. I can make all my dreams a reality.

All my gratitude to Técnica del Norte University, which allowed me to study to become a professional. Besides, thank all the teachers for transmitting their knowledge and experiences. Also, a special thanks to my tutor, Msc. Gabriela Bastidas for guiding me to complete my thesis. Besides, I also thank my graduation work teacher, Msc. Ruben Congo for his orientation and for giving me advice.

Finally, I want to thank all teachers and students from Unidad Educativa "Yaguachi" for collaborating on this research Project.

## **ABSTRACT**

The present research was carried out to improve speaking skills with the Communicative Language Teaching on Sixth Graders students at Yaguachi School in Ibarra in the province of Imbabura. The objective of this research was to design teaching strategies to improve speaking skills and avoid frustration and fear when they are speaking in Second Language. Therefore, this research was based on the theoretical foundation with the purpose to know the method of Communicative language teaching that improves speaking skills. Besides, this work was developed with a mixed method, qualitative and quantitative. Moreover, information was obtained through surveys applied to students and an interview with the teacher on the subject of English After, analyzing the information obtained, some strategies to improve speaking skills in a foreign language were proposed.

**Keywords:** Communicative language teaching, students, strategies, approach, speaking skills.

## **RESUMEN**

La presente investigación se llevó a cabo para mejorar las habilidades orales con el enfoque comunicativo de la enseñanza del lenguaje en los estudiantes de sexto grado en la escuela Yaguachi de la localidad de Ibarra de la provincia de Imbabura. El objetivo de esta investigación fue diseñar estrategias de enseñanza para mejorar las habilidades orales y evitar la frustración y el miedo cuando están hablando en una segunda lengua. Por lo tanto, esta investigación se basó en la fundamentación teórica con el propósito de conocer el método de enseñanza del lenguaje Comunicativo que mejora la habilidad de hablar. Además, este trabajo se desarrolló con un método mixto, cualitativo y cuantitativo. Además, se obtuvo información a través de encuestas aplicadas a los estudiantes y una entrevista al docente sobre el tema de Listening & Speaking. Luego, analizando la información obtenida se elaboró estrategias para mejorar la habilidad de hablar en un idioma extranjero.

**Palabras claves:** Enfoque comunicativo de la enseñanza del lenguaje, estrategias, método mixto, idioma extranjero

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## **INTRODUCTION**

Studying a foreign language gives some opportunities in numerous fields, such as medicine, business, education, etc. Furthermore, learning a foreign language has more job opportunities to work at home and overseas, in a global society. For this reason, the study of distinct languages and cultures is an entrance to magnificent understanding and recognition of a wide range of subjects like music, art, science, and philosophy. Besides, studying a second language the learners have contact with other persons and their cultures which are distinctive from their own. Therefore, is a manner that incites appreciation for diversity. This exhibition breaks the obstacle that is often the origin of fear and distrust of others (Why You Should Study a Foreign Language, 2023).

In addition, English is generalized globally around the world as a second language. Therefore, it is a manner to communicate with other people all over the place in the world. However, most people are learning this language to keep in contact with others, to do research, to write books, and to educate others. In Addition, most of the information are in English such as books, scientific studies and websites. Moreover, the main objective of learning a second language is to communicate. For this reason, the population is focused on oral production without ignoring the three skills in language learning, because each skill is a complement to the other to develop the English language (Larsen, 2004).

However, the ability to speak is significant to develop in class. Despite this, learning a new language is difficult for learners due to less opportunity to practice in class. For this reason, it is necessary to promote an adequate learning environment where they can improve their participation and have more freedom to speak confidently. Furthermore, teachers could encourage strategies with the objective that students can enhance their speaking skills. Therefore, using different approaches and methodologies might change the strategy of teaching how to learn English in the classroom.

## **BACKGROUND**

In this investigation, it is acceptable to introduce more research that can promote the growth of this study through the inquiry into theoretical information with articles and books of different authors who have contributed in their manuscripts with connection to the theme. Therefore, the research could apply in the theoretical construction and history quote authors who had been in constant studies on Communicative Language Teaching.

Communicative Language Teaching emerged in Europe in the 1970s. Furthermore, The CLT has been acquired beginning with a multi-disciplinary view that implicates, linguistics, psychology, philosophy, sociology, and educational research. Therefore, these have been in the clarification, and purpose of plans and methodologies that promote the progress of serviceable speech ability through apprentice contribution in communicative events. (Marianne, 2001).

Richards & Rodgers (2014) introduce that there is more information about Communicative Language Teaching than Learning theory. Therefore, they think it is significant to interpret the three parts of the study theory that can be eminently in Communicative Language Teaching practices. The principal factor is the communication principle, which describes the movements consolidated about the purpose of genuine messages. The other is the homework fundamental. It is centered on the application of idioms to implement meaningful assignments. Finally, the third one is the meaningfulness fundamental because a second language could become indispensable to learning. Consequently, the learners could use a number of tasks that pretend to elaborate learners' communicative competencies by assuming communicative proceedings as data sharing, where the probability of negotiation signification and interplay exists. Similarly, utilizing a variety of activities such as role plays, simulations, and task-based communication activities is indispensable to assist classrooms in which the Communicative Language Teaching approach is applied. Similarly, this argument of Colker (2007 as cited in Toro et al, 2018) refers to students recognizing best due to their senses when they see, hear, touch, move, examine smell, and even when they can flavor things. Consequently, she thinks that learners acquire knowledge when the students are in continual contact with the equipment. Furthermore, Abe (2013) declares that classification movements and personal progress, argumentation, and introduction are meaningful in the schoolroom where the CLT approach is used. Besides, the perpetrator asserts that the ordinary use of English among learners best their speaking, even though it could result in stress for them. Hence, it is necessary to find efficient ways to conform English teaching using group activities.

On the other hand, enforcing Communicative Language Teaching has a guide to the benefit of schooling English as a Second Language: contrary to audio lingua and grammar-translation methods. Communicative teaching focuses on "task-oriented, student-centered". Consequently, idiom teaching practice proportions the learners to understand the usefulness of the English language, for communication of opportunities (Richards & Rodgers, 2014)

## **Justification**

In this research, the motive for achieving this investigation on sixth graders students at Yaguachi School in Ibarra is to understand the failures in speaking skills find a solution to the problem inside of the institution and generate strategies for speaking skills.

However, developing speaking skills is important because the learners can interact with others and share their thoughts or knowledge. Therefore, this research is focused on sixth-grader students at Yaguachi School in Ibarra to help in their development at the moment to speak inside the classroom where they have facilitated the sense of the situation in a way instructive, effective, and unplanned. Furthermore, the learners can establish communication outside the country. Consequently, through the use of good strategies, they can develop their speaking skills. Also, teachers must always be creative, and informative, and do not forget to make a class plan that involves performing various activities. Nevertheless, these actions will help some students to learn and enjoy their learning

On the other hand, speaking skills are fundamental to promoting communication in English so the learners can progress their education beginning at a quick age to be serviceable orators and

beneficiaries of the English language throughout their lifetime. Therefore, this action gives more accessibility to students with new job opportunities and grow professionally.

Finally, this investigation was not only focused on students improving their speaking skills. Also, is presented as a suggestion for teachers to apply different strategies which could be enjoyable for all the members like teachers and students. However, their learning must be based on creative games like role play, picture description or story completion, etc. These types of strategies help students to prepare themselves for real-life.

## **Impacts**

In this investigation, this project has how objective develop abilities to speak utilizing Communicative Language Teaching elaboration use of the methods to enhance speaking skills in learners in a second language. Therefore, the study hopes to produce three distinct incidents language, educational, and sociable impacts.

### **Linguistic impact**

In this investigation gives cooperation to sixth- grade learners since Yaguachi school in Ibarra in the province of Imbabura, learners will to capable to enhance their abilities to speak through Communicative Language Teaching which will allow interaction between learners- learned and teacher- learners. Therefore, students are open to using the language through communicative activity, where they have the advisability to articulate their conception and judgment.

### **Academic impact**

Through of use of the Communicative Language Teaching the sixth-grader students at "Yaguachi" school, they will improve their speaking skills using activities that help their capacity to speak. Then, the teachers need to know good strategies to help students to the instant to communicate in the schoolroom. Therefore, is necessary to suggest new alternatives to teaching and learning.

### **Social impact**

The social impact has the objective to help on sixth-grade students at "Yaguachi" school through different ways using activities where students can produce a language inside the classroom with cooperation in pair groups where they promote oral production. Then, this facilitates learning with the teacher and classmates.

## **Objectives**

### **General**

Use the communicative language teaching to improve the speaking skills on sixth- graders students at Yaguachi School in Ibarra

### **Specific**

- Establish theoretical bases to develop speaking skills through Communicative Language Teaching
- Identify the strategies that teachers use in the classroom to develop speaking skills
- Design an academic proposal through dynamic activities based on communicative language teaching to strengthen the ability to speak on sixth graders students at Yaguachi School in Ibarra.

### **Structure of the research**

This project was separate in 4 parts. Chapter I is about the theoretical framework where we find relevant information, and concepts with the relation of the topic to understand. Chapter II is focused on the methodology and tools that are related to this field. Chapter III is the study and conversation in respect of collected information by means of the implement, Finally, Chapter IV, is the proposal with different activities and strategies presented.

## **CHAPTER I: THEORETICAL FRAMEWORK**

The first chapter is about the theoretical data for the investigation concerning Communicative Language Teaching to enhance the speaking skills of sixth-grader learners at Yaguachi School in Ibarra. Then, this chapter presents the academic data to elaborate this investigation to obtain the appropriate goals.

### **1.1 English as a Foreign Language ( EFL)**

A second language is considered essential around the world. Therefore, the expression conventional to distinguish the study of the English language by different speakers in many distinct countries where the foreign language is not predominant. Consequently, this refers principally to learning English as a new citizen in an English – speaking country (Nordquist, 2020).

On the one hand, learning English as a foreign language can have some contributions to personal life. Furthermore, it can give more accessibility to establish in the workforce. Moreover, not only is English beneficial for non-native English speakers, but this also could be favourable for natural English speakers who are looking for gratifying jobs teaching English to learners around the world.

On the other hand, there are some advantages to learning a second language. However, apprenticeship English has numerous uses that can help in a bright future. Therefore, among their benefits are; access to higher education, interaction with native speakers, a better job, social, and cultural benefits. First, the learners can have the possibility to be in the best university in the world or ingress to different programs. Second, learning English allows one to transmit data to folk who do not dominate another native speech, and there is a possibility to change different opinions. Third, major people who know the language will have more access to a lot of roles and opportunities in their life. Fourth, by learning English as Second language there is the probability to expand the social circle and make new friends around the world (How Can Learning English As A Foreign Language Benefit You?).

Second, learning English allows one to transmit data to folk who do not dominate another native speech, and there is a possibility to change different opinions.

In short, learning English can give opportunities to have connections with different people around the world. Therefore, the importance of a second language can contribute to some aspects such as access to education, obtaining a better job, and making new friends for this reason, English as a second language promotes a great diversity of opportunities for people who are studying English.



On the other hand, there are some advantages to learning a second language. However, apprenticeship English has numerous uses that can help in a bright future

## **1.2 English Education in Ecuador**

Garzon (2018) says that referring to English as a second language implies knowing the system and the present position shows that in Ecuador. There is a reduced efficiency scale in English, which involves a great group of students in class, classrooms with little space, and unqualified educators. However, Ecuador has been many changes in education since 1996; nevertheless, primary and secondary schools have not benefited. Therefore, some institutions were established in the country due to the value of idiom in the universal world. Thus, this will allow them to have connections with other people and also give them the possibility to become a professional empowered to build a more fortunate, equitable society.

On the one hand, English education in Ecuador in the past had many problems. However, the English language was developed and applied in schools in 1912. Under the government of Galo Plaza Lasso in 2016. Furthermore, during this time were presents a great variety the problems for example the lack of teachers, deficient balance of English, and learners not have schoolbook. For this reason, studying English was more difficult to learn. Also, after a few years, the formation was educator- center, which implies teachers were in charge of speaking and transmitting information to their students. Besides, another negative aspect was that the teachers had to work as English teachers but they did not know about the subject. Then, the learners did not develop their capacity to learn English.

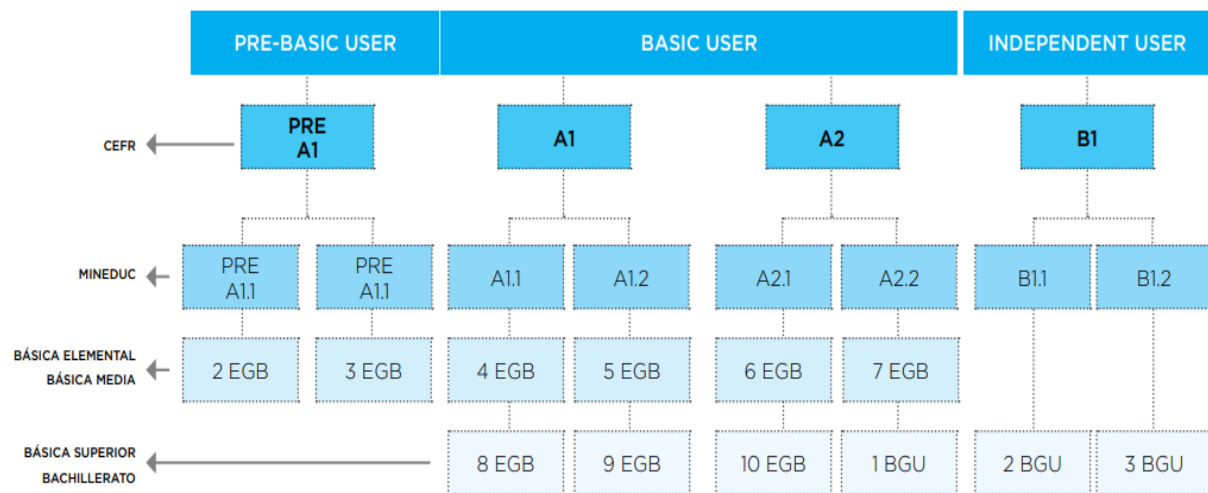
Moreover, the study in Ecuador has been constantly transforming. The first change was to increase the number of hours in public school. Also, the teacher must demonstrate a higher level in the idiom to educate. Therefore, in two years, teachers will have a test to acquire a certificate with level B2. Furthermore, education in Ecuador is more student-centered, which is favorable for learners because this permits them to connect in the apprenticeship. Then, the learners obtain intelligence in the simplest and best way (Cifuentes et al, 2019).

Additionally, the Department of Education ( 2014) established that the English syllabus conforms with the goal that students use communication in the way oral expression and written to promote independence in schoolchildren. Therefore, a second language admits the importance of the ability to speak centered on some characteristics such as interactivity, understanding, and dialogue. Consequently, create a sequence of exercises of cooperation, imagination, and stimulation to learn a second language with the implementation in the curriculum. For this reason, learning a second language has been essential because this speech can apply outside of the class. For this reason, Ecuador has the benefit of promoting good conditions for its population.

As a result, the syllabus was designed to encourage language-producing by idiom examination and understanding the oral and handwritten text., where this needs interpretative thought with examination study and synthesis. Therefore, the EFL curriculum guides learners in the instruction of being capable of informing and acquiring in the Second Language. For this motive, the English emphasize transparently oral statement declaration according to the international level (CEFR). Furthermore, Studies mention that foreign languages induce critical thinking with imagination and tolerance in the children's minds. Consequently, the EFL syllabus promotes progress in rational interpretative and productive thought.

Moreover, Ministerio de Educacion (2019) mentions that students can produce a level with B1 recognized by the Common European Framework (CEFR). At this level, the learners could speak in different circumstances in another language. They can determine simple complications and speak in distinct circumstances such as school, travel, and work. Furthermore, at the end of the period of BGU, the students have shown their abilities in the CFR to obtain a level B1 with appropriate language, which implies they manipulate good speech in different conditions. Whereas in Education General Basica Media, from 7th EGB need to have an A2 level in instance graduating. In another case, Education General Basic Superior (8th, 9th, 10th ) applies a distinct context and combines them with a good idiom more suitable for the issue of adolescence.

In this case, show a chart that describes the different levels and capacity of English, which the learners should obtain at the end of each grade.



**Figure 1 Levels of proficiency. Taken from. Ministerio de Educación (2019)**

### 1.3 Common European Framework of Reference (CEFR)

A Second Language has been known with level balance by the Common European Framework of relation (CEFR) and is classified between A1, A2, B1, B2, C1, and C2 because this initiates basic proficiency. Therefore, these scales are considered with respect to each level. Based on

speech acquisition through different materials such as books, classes, and courses which support their learning process in foreign language.

**Tabla 1.**

*Global-scale according to Common European Framework Reference Levels*

<b>Proficiency user</b>	<p><b>C2</b> At this level, the learners can comprehend skills such as hearing and reading. Besides, they can recapitulate data from distinct talks and written support, rebuilding assertions and explanations in a reasonable presentation. Therefore, they can articulate immediately and develop eloquently in a pattern systematic in hang-up circumstances.</p>
	<p><b>C1</b> At this level, the learners can comprehend an extensive sequence of formidable, considerable communication and identify constructive significance. They can articulate eloquently and immediately look for proclamation. The learners can utilize a speech modifiable and adequate for collective education with vocational motivation. Also, they can induce transparent, very- organized, explicit text on hang-up branches of knowledge, demonstrating disciplined utilization of directive arrangement, adapter, and close-knit implements.</p>
<b>Independent User</b>	<p><b>B2</b> At this level, the learners can comprehend the principal concept of complicated text, which is a tangible and conceptual matter, incorporating a practical discussion on their territory of proficiency. Besides, they can collaborate with a grade of eloquence and facility that produces a systematic interactivity with natal orator absolutely sustainable out of tension in someplace. The learners can present clear, gestured text in grade sequence and expose a frame of reference on a topical problem, showing some superiorities in different options.</p>
	<p><b>B1</b> At this level, the learners can comprehend the principal objectives of transparent scale entrance on relative cases automatically located in labor, college, time, etc. Besides, they can accord with some position to emerge while moving in a field where the idiom is utilized and could generate easily attached text on a theme because this is confidential or of particular interest. Also, they can explain experiences, ideals, expectations, and aspirations and present opinions and projects.</p>

---

**Basic User**

At this level, the students can comprehend phrases and usually utilize words associated with the locality of importance for elemental individual and household data, shopping, community earth science, and occupation. The learners can talk in single and humdrum labor needing an easy and continual change data over family and procedure situation, where they can narrate in single expression characteristic of his /her circumstances, instant atmosphere, and issue in the district of speedy requirement.

---

At this level, the students can comprehend and utilize everyday articulation, daily day expression, and simple words to pretend the gratification of requirement about tangible character. Besides, the learners can introduce themselves/and other members and ask for personal information such as where they live or what people they know. Moreover, the learners can connect with other people to speak slowly and clearly, and they are ready to assist.

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Take from: (Common European Framework of Reference for Languages, 2001)

#### **1.4 Methods and Approaches**

Methods refer to educating an idiom, whereas the methods contribute to some hypothesis of knowing a second language. Therefore, a second language has been in charge of researchers to explore structure, technique, scheme, and equipment to teach a new language. Besides, there exist different idioms on how to educate and acquire knowledge with methods and approaches, which the teacher can help their students in a way educate adequately. However, these contribute to the development of foreign languages.

##### **1.4.1 The Grammar-Translation Method**

This technique was used for a long time as a new language to teach. Therefore, this method has been use to educate idioms such as Latin and Greek. Furthermore, this approach implicates few conversations and the capacity to hear. However, their principal skills are reading and writing, which implies that learners could acquire semantic guidelines in a foreign language. Besides, each student could lecture and interpret in a second language exactly into the natural idiom. (Benati, 2018). Additionally, teachers with this method had centered on recollection of semantic guidelines and glossary, traducing documents, and writing notes. Furthermore, among their characteristic are traduce books from L2 to L1 and a few considerations with oral communication (Brown & Lee, 2015).

### **1.4.2 The Direct Method or Natural Method**

This approach was established with a direction that implies that learners can talk and hear in a second language. Therefore, there exists an oral communication casual utilization of an idiom, no traduce some examination on relation to rules with the language. Furthermore, this approach is carried out to incite attraction and emotion. However, this approach is not accessible to apply in the class because there is a need to have a comfortable class and not small and where the learners feel motivated to learn (Taylor, 2003) .

Additionally, this method has a very elemental rule. It does not allow translation. For this reason, this approach gets its concept granted immediately in a second language to utilize a manifestation and visible assistance. There is no support for the learner's native language. Therefore, the educator who uses the direct method considers the student's need to connect interpretation in a second language precisely. However, the teacher proposes to include words and expressions where they can show an explanation through images or illustrations. However, teachers at no time translate into the native language of learners. Therefore, the learners converse in the second language and speak in actual positions (Larsen-Freeman & Martin, 2011).

### **1.4.3 The Audio-Lingual Method**

This approach concentrates on hearing and speaking before reading and writing. In this approach, utilize conversation as the principal idiom with demonstration and instructions central teaching performance. However, this is considerable popularity in teaching English. Furthermore, this method emphasizes the priority of sentence patterns. So, if necessary, it will demand students repeatedly imitate, read, and even memorize (Mei, 2018) Additionally, Rhalmi (2009) mentions that the main objective of this approach is exact speech patterns and rules of language, where learners need the capacity to make a response immediately in speaking circumstances with enough glossary to utilize in rules of language through dialogues. Moreover, the study on the class had established an appropriate emulation of the educator on the learners.

### **1.4.4 Total physical respond**

This method was developed by Dr. James Asher in 1997 in the 1997s. It is usually known as a language learning method that has body movement with the acquisition of the new language. Move the torso to sing and dance. Furthermore, this method is present through physical demonstration with or to objects, where the learners receive the language by listening and obtain interpretation by seeing and doing the physical actions (Rambe, 2019) Additionally, Johnson (2003) mentions the most important about TPR tension decrease. For this motive, it is called a tension – gratis that learners do not talk. Therefore, there is no absolute tension. Then, the students can build their understanding of the language. It also generates the development of exceedingly pleasurable. Besides, this procedure can be employed for any level

of proficiency in case the learners can not interpret. Also, the learners could look at and simulate teachers again. Hence, learner increases confidence in building their language skills.

#### **1.4.5 Silent way**

This method was created by Calen Gattegno. It was founded on the assertion that the educator should keep speechless about how much is realizable in the schoolroom, whereas the students are animated to create as many idioms as necessary (Richards & Rodgers, 2010). Furthermore, Brown & Lee (2015) mention that students could promote liberty, freedom, and importance. Moreover, the learners in this method can cooperate with others in the process of solving problems. Besides, the silent way integrates the use of props, pictures, and gestures which help learners internalize new concepts.

Moreover, the silence way uses some techniques called echoing and teacher talk. The first consists of repeating words said by students whereas role the teacher makes with the correct pronunciation. Finally, talk refer to when the teacher asks questions or give fast comment in English, but does not implement any translation in the second language. Therefore, this action motivates students to listen meticulously and try to understand what the teacher said (Saikat, 2022).

#### **1.4.6 Community Language Learning**

This method was planned with the help of monolingual discussion. Therefore, the educator-assessor could talk to students in the natal language. Furthermore, Community Language Learning mightily from constructivism the students can learn from others and construct their prior knowledge. In Addition, the main central points of Community Language Learning are naturalness and correctness. Therefore, this has two skills to take situations with activities like sharing- gathering information, role play, and expressing point of view. Accordingly, with the exercises, the educator inspires the learners using their achievements and deficiencies in the idiom. Therefore, the learners are the axis for acquiring knowledge. For that reason, the learners are implicated in different exercises and knowledgable promote for the educator. (Educational research techniques, s.f).

#### **1.4.7 Communicative Language Teaching**

This method appeared in the 1980s. Therefore, this method stimulates learners' participation in class and provides learners with a set of instruments for developing idioms. Furthermore, CLT investigates facilitating permanent language among students that expands well beyond classroom activities. Therefore, this method concentrates on schoolroom applications that significantly stimulate students to develop the maximum possibility (Brown & Lee, 2015). Additionally, this method is recognized as a proposal to educate a foreign language through the cooperation to learn a second language. Therefore, CLT is attributed to having a

conversational method to teach a new idiom. Undoubtedly, it is considered the best competent method to focus on the abilities of learners (Kaisheng, 2007).

Moreover, this method has aimed to achieve communication through learner interaction. Also, the principal objective is to promote communicative proficiency between learners. Additionally, CLT doesn't focus on grammar and vocabulary but is more focused on oral production. Additionally, this approach has communicative competencies introducing grammatical competencies, sociolinguistics, and strategies. Therefore, the communicative language teaching method develops the capacity to communicate in distinct circumstances, using monotonous verbal exercises and learners-learners collaboration. (Richards, 2006).

### ❖ **Communicative competences**

Communicative competence refers to education in a second language that supports multiple linguists' works of some authors like Widdowson, Savigno, Palmer, and Bachman. However, the communicative competencies began in the 1960s with Chomsky. This research utilized grammatical competencies for teaching, learning, and demonstrating language. Moreover, communicative competence is created of four competencies: linguistics, sociolinguistics, discourse, and strategies. Nevertheless, two of them are centered on the practical aspect of communication, whereas the other refers to the linguist system. In short words, communicative competencies indicate how productively a person transmits a message (Rangelova, 2022).

Moreover, these competencies are appropriate to learners' ability to talk favorably with idioms. That involves developing language among interactions and installing relevant contexts. However, each one of the students can understand and apply language accordingly to communicate in an accurate environment. Besides, communication competencies represent the capacity to utilize idioms precisely to speak adequately and successfully with the diversification of social occasions. (Communicative competence, s.f)

### ❖ **Linguistic Competences**

Linguistic competence details the understanding of grammar, vocabulary, and syntax. This competence introduces punctuation, spelling, and pronunciation. Therefore, this characteristic of communicative competence is applied in schools where the learners can know the rules that control word formation, tenses, sound interaction, collocation, word phrases, and meaning and sentence structure so that pass most English classe (Rangelova, 2022) Additionally, for Nordquist ( 2020) mentions that the word attribute insensible rules of knowledge which concede an orator to practice also appreciate a idiom. Besides, this competence is recognized as a grammatical expertise that contracts a linguist's achievement.

Otherwise, linguistic competence, known as grammatical competence, is a definition practiced with verbal communication proficiency to relate the idiom about systematic in a population of orators. Therefore, the name implemented a connection with sound and other rules of knowledge. Furthermore, this competence needs to use the rules to speak and establish an inexhaustible adequate of assertions. (Bishop, 2023).

#### ❖ **Sociolinguistics Competence**

Sociolinguistic competence is interested in the education and social directive for correct idiom utilization. For this motive, it incorporates significant scenes and reputable to demonstrate education and give the right direction to persons. Also, how speak some themes. Therefore, this competence focused on making a dialogue appropriate considering the correct rules. Then, this sociolinguistics are elaborate for a standard of idiom eloquence. (Rangelova, 2022)

Finally, this competence can speak adequately through correct phrases, words, and positions toward a particular theme, sitting, and connection. Therefore, this competence concerns folk regulations of utilization and the significance of the convenience of communication in different sociocultural contexts. Besides, this competence is famed as sociocultural, which associates communication or writing with an adequate standard of responsibility about circumstances of cultural patterns, which is recognizing and using varieties or dialects of English. (Martinez & De Vera, 2019).

#### ❖ **Discourse competences**

This competence is known as the ability of a student to establish order in a phrase to construct a logical expansion of the idiom. Therefore, it incorporates awareness and capacity to dominate the organization of expressions in the name of theme ability or construction and control communication in the domination of topic corporation and cohesion. Furthermore, this competence has been considered as the capacity to comprehend, introduce, and promote idiomatic with adequate consistency and good coordination to associate points. (Trujillo & Martín, s.f)

#### ❖ **Strategies Competences**

Strategic competence is about how a person can communicate in a second language. Also, this competence plays a role in communicating whit another person. Therefore, people can think and act strategically to take decisions in specific situations. Nevertheless, the use of strategic competence can make up for inadequate abilities in other conditions of language competence.

This competence is the basis of knowledge and the way to use it to speak with an appropriate significance. In the second idiom, Learners can promote capacity in all areas at distinct rates. Therefore, all of them are essential in developing communication competence (Tarone, 1983). Furthermore, according to (Nordquist, 2019) mentions that a plan of action mentions remunerative in the instance of grammatical, sociolinguist, and conversation trouble as application about the relation provenance, and semantic and grammatical paraphrases, where



the most significant part is clarification or a request for repetition to achieve a communicative or language-learning goal.

### **1.5 What is the role of the teachers within a Communicative Language Approach?**

The teachers give more opportunities to participate in a group. Therefore, the teaching must transmit to a student not only a transfer of knowledge it is important to have interaction between teachers and students. Besides, using communicative language teaching is significantly crucial for teaching. Because a class CLT is centered principally on generating an atmosphere centered on the students more than the educator. Also, in this situation, the roles of teachers change in different aspects from class- dominator to supporter. Furthermore, the eventual educator must be qualified in practice and academically. Consequently, the educator in the schoolroom of Communicative Language Teaching can be tractable and creative when using the approach to realize competent teaching.

This argument of Breen and Candling (1980, as cited in Castella, 2017). the educators possess two significant aspects. Firstly, the role is to promote a message between the teenagers in the class and the participation in different exercises in the books. Secondly, is to proceed in the form of independent, inside the teaching-learning collective group. Otherwise, teachers are flexible depending on different situations where they stand out in various profiles such as driver, scheduler, organizer, and facilitator to support the learning of their students. Therefore, the educator needs to implement tests about books or another approach, which requires that the educator take the role of adviser, analyzer, and action director like a good contributor. Similarly, in Communicative Language Teaching, it is fundamental that educators realize adequate interrogation, wait for the student's response with enthusiasm, and promote student interest in-class exercises. Furthermore, it focuses on the role of the educator who promotes class message transition and determines position and situation to encourage transmission. Also, the educator is a broadcaster and needs to participate in exercises with their students. The educator ought to be a mentor during different activities and examine each work in class.

### **1.6 What is the role of the learners within a Communicative Language Approach?**

The role of the students in the class is to share ideas and complete meaningful tasks. Furthermore, students capture a significant role in message and interplay. Therefore, students participate vigorously in school exercises and take responsibility for their learning. Besides, students raise a reciprocal explanation by interchanging thought and concepts about others.(Breen & Candlin, 1980).

According to the authors Larsen-Freeman & Anderson (2011), Communicative Language Teaching students are energetically engaged in their grades to increase their messaging capabilities. Therefore, the protagonist presenter intends to understand the other and reach an agreement through different interactions with the other's characters. In other terms, when the students establish a conversation in the class, they need to arrange, understand, mention data, and cooperate with peers to realize different tests applying a second language when their knowledge is incomplete.

In this argument of Ossetic (2010, as cited in Castella, 2017) in the Communicative Language Teaching schoolroom, the learners -center is not supposed to educators during the period. Therefore, learners could continue justly affirmative roles, utilizing communication between themselves and not disregarding it. They value the improvement and collaborate to share their knowledge and learn in the best manner. However, the principal goal is that learners assist another student by employing a message. For example, the learners could have complicated trouble during the homework. Then, the learners have an alternative to request help from the educator or intend to solve the trouble alone.

## **1.7 Activities in CLT**

### **1.7.1 Information Gap activities**

The Information Gap presents exercises for doing between two or more students. Therefore, these exercises utilize the idiom while supporting data and prudent listening for the beneficiary. Also, this allows the evolution of productive examination, response, and notes (British Council, s.f) According to Richards (2006) in this aspect of communication in CLT, the learners can utilize language and conversational tools to acquire data.

### **1.7.2 Jigsaw Activities**

This activity is a reciprocal exercise because it facilitates all learners to transform proficiency about a specific theme, using messages and arguments with other members about the precise unit. After, they share the information with the authentic team. Therefore, each member of the team is formed with their theme and joins together with other members of the team to decide on the better parts and share with the original group where they need to help the equal understanding. Therefore, the jigsaw activity is focused on learner-centered activities that enhance the learner's involvement, giving motivation inside the environment. However, this procedure includes listening, reading, writing, and speaking abilities. Besides, learners develop their abilities to promote the message and cooperate with other members. (Strategies, s.f)

### **1.7.3 Task-completion activities**

Task completion strategies can be helpful to students of all ages-preschool employing high schools. Where they could use in all scenes for everyone and have success in their environment. Also, among their strategies, there are puzzles, games, and map-reading which are focused on using tools to conclude a homework.

#### **1.7.4 Information-gathering activities**

In this activity, learners perform an analysis, conversation, and investigation, which learners need to utilize their language provenance to recover data. Additionally, this strategy could be an enforcer to learners in the primary. Besides, learners use a language that is indispensable for obtaining quest data.

#### **1.7.5 Opinion-sharing activities**

Opinion-sharing is a good strategy to apply in the classroom because the learners can share opinions or beliefs about any topic. Therefore, the learner can listen and understand different points of view of their classmate. However, each opinion is equally important.

#### **1.7.6 Information – transfer activities**

This activity implicates a transmission of data from charts, tables, and diagrams, which include exercises that are appropriate to promote the message in the learners through an attractive interpretation of an average concentrated message (The Communicative Approach, s.f) .

#### **1.7.7 Reasoning -gap activities**

This type of strategy normally refers to critical thinking skills like analysis, evaluation, and synthesis. Also, with these activities, the learners can interpret new information. However, using gap activities the students develop their creative thinking and capacity for problems-solving. Besides, inside the classroom, students can present arguments and recognize the counterarguments of their partners, which helps them learn to support their logic and appraise the viewpoints of others. Furthermore, teachers can encourage friendly controversy in their learning through the use of activities like reasoning games (Marzano, s.f)

#### **1.7.8 Role-play**

This activity consists of distributing roles and improvising scenes or exchanges established on the offer data and indication during the exercises. Furthermore, role play is essential in CLT because the learners have to form messages in distinct collective situations (Richards, 2006).

### **1.8 The Importance of Interaction in CLT**

According to Eisenring & Margana (2019) mention that interaction is really important in English language teaching. Because, the students and teachers can exchange their ideas, feelings, opinions, views, and perceptions. Moreover, Hall & Walsh (2002) refer to the the interaction assumes a specially symbolic position, in which educators and learners establish a current case of abilities and awareness. Additionally, these authors Yanfen & Yuqin (2010). Develop that achievement of education revolves around how the teacher talks and the

interactions that take place between teachers and learners. Therefore, the teacher takes control and balances the interaction in the classroom with the student-centered approach.

### **1.9 English language skills**

English language skills are when a person can communicate orally or in writing in English. Therefore, this is the center of the four abilities of language. For example, writing, reading, speaking, and listening. Furthermore, many investigations have proposed the four skills promote a message through the linguistics abilities of students.

For reading skills, learners need to understand prided words or symbols. Furthermore, reading is the capacity to comprehend, clarify, and interpret writing language and texts. (Herrity, 2023) Moreover, reading is a fundamental skill for language learners. Because, when they are reading develop their listening, speaking, and writing skills progress too. Besides, when students read, they have the freedom to choose their reading preferences (Reading Skills Guide, s.f).

For listening skills, learners need to develop their ability to meticulously receive information to establish communication with others. Furthermore, developing good listening correctly can benefit interpreting the message and increase conversation and communication efficiency (Listening Skills: Definition, Importance and How To Practice, 2022). Additionally, concentrate on hearing implies receiving sound, understanding the information, evaluating the message, and responding to it. Therefore, students with good listening skills can understand and respond appropriately (Doyle, 2022).

For writing skills, it is the capacity to demonstrate thoughts or opinions competent at the moment to write. However, Richards & Renandya (2002) refers that the most complicated ability is writing for students because they are required to think and put in order their ideas in a way readers can perceive the message. Furthermore, another significant aspect is spelling, a complicated issue in written language.

Speaking skills consist of developing a language skill in which the students can have advisability to articulate their ideas or information to others in speaking form. However, speaking is complicated because the students need to find the ideas before speaking to give a message that is understood by the receiver.

#### **1.10 What is Speaking**

This skill is a collective development of performing meaningful, which implies inducing accepting and treatment of data. Furthermore, the ability to speak determines the capacity that allows communication effectively.

Therefore, speaking is a way of mentioning ideas, knowledge, and feelings to other people. Also, speaking can be divided into two ways formal and informal with a diversity of contexts throughout life. Therefore, informal speaking skills are crucial for conversation with friends and family, thus helping to have an emotional connection. Whereas, formal speech is fundamentally for workplaces in presentations or where there are conversations with society.

Nevertheless, speaking is a manner to transmit ideas, knowledge, and feelings to another person. (What are Speaking Skills, s.f.)

### **1.11 Teaching speaking**

Developing speaking skills is an essential section of whichever idiom teaching schoolroom. However, teaching speaking continues to be challenging for some English teachers. Furthermore, speaking is a very complicated and energetic ability that implicates using different concurrent procedures – perceivable, tangible, and social – cultural. Therefore, teaching speaking is through good strategies such as role-play, discussion, presentation, or debates. However, by applying a plan of exercises, the students can have the opportunity to practice speaking and better their abilities (Burns, 2019).

Otherwise, teaching speaking skills in a second language implies that learners can realize a verbal statement, while the role of the educator is to use the idiom-employing exercises to attract learners with the glossary, which they appreciate. Then, the students can collaborate with other students in the classroom and develop new words to promote a glossary to any activity or conversation (Kayi, 2006).

Additionally, the principal goal of the apprenticeship is to promote meaningful speaking capacity, which could allow admissible messages speaking English (Khamkhien, 2010). Otherwise, many years ago, the rules of language were the initial technique practiced to study an idiom. Consequently, this approach was applied for many years. However, in the schoolroom, most of the educators utilized to focused on glossary and phrase term sequence. Then, this achieved consideration from educators, who forgot other linguistic forms (Ketabi, 2011).

## **1.12 The four elements of speaking skills**

### **1.12.1 Vocabulary**

This attribute to phrases that we can interpret to inform adequately. Therefore, teachers recognize four categories of glossary, which include abilities such as listening, reading, writing, and speaking. Accordingly, the category in listening vocabulary indicates the words we need to appreciate when we pay attention to them. The speaking vocabulary resides in the phrases when we speak. Reading vocabulary introduces the phrase, which requires recognition and comprehension while reading, and the last is writing vocabulary, which resides in various expressions that we utilize in writing (Reading Rockets, s.f.).

Additionally, in speaking can be possible to estimate vocabulary. Vocabulary is essential in producing sentences. Moreover, having a large varied vocabulary, people can express their ideas or opinions. Also, this can express with extensibility and appropriacy the diversity of themes such as work, tourism, household, pastime, and travel. Therefore, glossary means appropriate diction that can used in a conversation (State Islamic University of Sultan Syarif Kasim Riau, s.f.).

### **1.12.2 Grammar**

Grammar is a system of rules that allows us to structure sentences. Furthermore, grammar is a set of sounds, words, and other factors, such as combination and interpretation. Therefore, is necessary to know their rules to speak or write correctly. Also, using grammar can help to learn a language more rapidly and more efficiently. Then, grammar can help to understand many things without the need to ask a teacher or look in a textbook. (EnglishClub, s.f.) Additionally, according to (Nordquist, 2020) mentions that the grammar of language consists of basic axioms such as verb tenses, articles, and adjectives. Therefore, language cannot operation without grammar. This is important and requires grammar to communicate productively with the population.

### **1.12.3 Pronunciation**

Pronunciation in speaking is very essential because helps to understand when a person speaks in the community. Moreover, there are two types of speakers. Firstly, there is a speaker who can speak to be understood. Secondly, there are speakers can utilize the under-abilities of intonation to indicate and introduce the demonstrative impact of their discourse. (English BINUS University, s.f.) In this argument, Cook (1996, as cited in Gilakjani, 2016) determine intonation with the making of English resonate. Nevertheless, intonation is acquired by repetition of resonance and introduces corrections to learners when they generate incorrect sounds.

### **1.12.4 Fluency**

This ability includes characteristics such as comfortably, intelligently, and rapidly speaking, where there is no need to stop. Anyway, this is an ability where the learners can talk when using fluency, and they can express their ideas. Furthermore, they can hear phrases and comprehend them. Also, there are ways to develop fluency. For example, read passages out loud. Another way is to mention loudly at the front of the schoolroom. However, this can help to promote their expectation and best their pronunciation.

## **1.13 The Importance of Speaking**

According to Rao (2019), Speak takes an essential role in obtaining achievement in the environment. Therefore, the idiom is used as an implement for the message. However, society cannot achieve its goals and objectives using suitable idioms. Consequently, it is indispensable to establish communication with people who live all around the globe with distinct zones, nations, territories, and the mainland. Moreover, the ability to speak is very significant because it allows us to talk with more people and communicate ideas and sentiments.

Otherwise, the significance of communication takes place in an environment where language has become an international language age. Therefore, it is applied in different situations including medicine, engineering, education, advanced studies, and technology. However, speaking skills are important for career success and also can improve on personal life (Kadamovna, 2021)

### **1.14 Speaking Problems**

Currently, the students have a big problem with speaking in real life. Therefore, they have inadequate learning of grammar, listening, reading, and writing. Consequently, this becomes an interference to speak in a second language (ElNaggar, 2019). In this argument, Ur (1996, as cited in Hosni, 2014) mentions that there are three factors that impossibility to speak in English. First is inhibition, in which learners are anxious concerning fallacy, afraid of critique, or honestly timid. Second, they do not speak, which implies learners do not keep the inspiration to say something or produce speech. Third, low or uneven participation, in this aspect there are differences between the learners because are the students who want to participate or dominate the class. Whereas, other students speak little or nothing in class. The last is mother-tongue use, in this aspect, some learners share the same mother tongue then is easier to speak and share more without feeling discovered to talk in their natural language.

According to (Ghaleb, 2005) mention that there are some motives which difficulty in speaking. Therefore, these factors are associated with students themselves, with the preparation Plan of action, syllabus and the atmosphere. However, some students lack the essential vocabulary to transmit the meaning. Therefore, the learners cannot keep interacting in the classroom. Also, having inappropriate strategies can be another motive that does not permit the progress of the ability to speak. Consequently, learners lack of motivation to speak English. Then, this is a problem because they do not see the necessity to learn a second language or speak English.

### **1.15 Psychological Problems Relate to the Students in Speaking Classroom**

This investigation shows that intellectual difficulty and trouble appropriating the research center are poverty of determination, shortage of incentives, insecurity, and anxiety. Therefore, these are aspects that are correlative between themselves.

#### **Anxiety**

Anxiety is a sensation or worry when anything serious could occur. Therefore, this is considered a prevalent emotional problem impacting learner's second language learning. Furthermore, there are other words to refer to it like anxiousness, nervousness, stage fright, etc. Moreover, anxiety occurs when the learners need to speak in class (Arifin, 2017). Additionally, Brown (2001) mentions that " The biggest impediment students have to beat in studying to communicate is angst caused by the contingency of exclaiming some words such as incorrect, ignorant, or no compressible ". When learners feel nervous or anxious, their communication could be affected. For example, in some situations, angst carries anxiety, which means the student can speak nothing.

Furthermore, the anxiety is a concept recurring within the ambit of learning a second language. Therefore, many individuals have experienced how the ability to express oneself orally degenerate when feeling anxiety, since we tend to forget what we know. Therefore, this anxiety can manifest in various ways, such as fear to speak, to not be able to understand what others

tell us, not to achieve a comprehensible expression or to be objects of ridicule (Dewaele, 2027 as cited in Mantilla & Betancourt, 2019).

### **Shyness**

In terms of shyness, it implies the learner's feeling of shyness when speaking English. due to fear of making mistakes and lack of vocabulary. Furthermore, shy students can be the result of not interacting too often with peers. Then, this student can feel fear when the teachers ask or give answers inside the classroom or speak in front of their classmates. Moreover, the principal element of exaggerated timidity in students is trouble speaking, stuttering, trembling, and sweating hands when the learners are in front of others. Besides, students have problems reasoning things to mention to the person in this situation learners do not make eye contact or give an easy smile (Arifin, 2017) .

### **Fear and mistake**

The learners have a fear of making errors when they speak English. Therefore, their principal reason is their worry about obtaining negativistic replication between their classmates. Furthermore, the students are concerned because they could feel humiliated by other learners when they start to say erroneous phrases. Consequently, students are shy and cannot remember sentences when they speak. Then, they could feel confused and panicked because they do not want their friends to mock them or they don't desire to appear ridiculous in the foreheads of classmates. Also, on some occasions, overheard bad feedback can make everything worse. (Krismanti & Siregar, 2017)

### **Lack-Confidence**

Having a lack of confidence can have a negative effect on people like in their relationships, work, or studies. Also, this too could harm their mental and physical health. Furthermore, feeling belief in oneself is the most significant aspect of education. Additionally, Jln et al. (2012) established that a lower capacity to speak English is the principal agent of a learners below confidence. Learners do not possess security and worse sensations when they cannot communicate in the second language well.

## **1.16 Possible Solution to overcome the fear of mistake**

There are some reasons to fear mistakes in foreign English. However, some possibilities deal with this problem. First, have a pleasant connection with educators and students' which learners can feel conform with their teachers and they can think that the teachers will help them when making mistakes. Second, the teachers may improve the concentration of each student when learning English, Finally, is important that educator establish an agreeable environment, which could diminish learners' anxiety. Therefore, the teacher needs to lead with a mistake in conversational English to discuss and emphasize that making an error in communication is vital to carrying out communication.



### **1.17 Possible Solutions to Overcome Anxiety.**

It is possible to surpass angst, Koichi Sato (2003), mentions that to improve students' speaking skills is important that teachers have more prudent with anxiety in the learners to implement strategies that allow students to cooperate in activities speaking. Furthermore, Khusnia (2017), mentions that the role teacher is essential to mitigate anxiety, more vital than a particular methodology this is the person who applies non-treating teaching methods. The argument of Nunna (1999 cited in Nakhalah, 2016) give a reason for confronting the relationship of learners' fear, educators can admit different types of responses. The learners can feel sure to respond to some questions and to be active in every activity during the lesson.

### **1.18 Possible Solutions to Overcome Lack of Confidence**

According to Kubo (2009) mentions that to create learners' determination in communication. The educator needs to offer regular facilities to practice English. However, the teacher must generate a comfortable atmosphere where the students are enthusiastic to talk English and admirable for all the members of the class. Furthermore, Teachers need to increment students' self-confidence in a manner that in a way that motivates them to take on bigger and better challenges, improve their work ethics, and implement the tools they need to succeed.

### **1.19 Possible Solution to solve the shyness**

In a manner, possible solutions surpass timidity. According to Pesce (2011), Mentions that educators should design a favorable class with an agreeable atmosphere. When timid learners can feel the sensation magnificently of making errors in their process of speaking English. Therefore, students will not be anguished by their inexact pronunciation and grammar. Thus, , the learners dare to talk in class. Furthermore, teachers must allow the students to talk about things they know or enjoy doing but not speak about things where the students do not have an idea. Moreover, teachers need to give them the opportunity they can express themselves freely with no pressure.

### **1.20 A possible solution to solve students' lack of motivation**

The argument of Aftat (2008 as cited in Juhana 2012) proposes that to inspire student In incentives, educators could contribute persistent stimulus and backing by asking for interrogation, which shows the elemental of a student's difficulty. Therefore, making these things can be essential due to stimulus learners for safety and appreciation of their apprenticeship. . According to Liu & Huang (2010), mention that to confront learners' insufficiency of motivation, educators could perform different exercises to promote learners' awareness about the significance of English, increase learners' enthusiasm for learning a second language, and develop their security.

Furthermore, in Argument of Ospina (2006 as cited in Andrade et al., 2021) mentions that the motivation is the generator of learning it is that glow catches it and inspires the progress. Therefore, the motivation is a convoluted construct that describes the motive why people determine to take any process.

On the other hand, in the argument of Martines (2003 as cited in Williams et al., 2018) mentions that some educators look for lesson plans that are captivating for them, but these do not incite some stimulus in their learners. However, learners are not inspired equally. For this reason, there is a requirement to detect and realize persuading exercises that implicate learner contribution.

## **1.21 The Roles of the Teacher in Speaking Class**

Teachers play important roles in the lives of each student inside the classroom. Therefore, teachers are known for their role as educators. Furthermore, teachers must apply for different roles during the class and especially in speaking activities. Nevertheless, they have three appropriate relevance if teachers have how objective that their students speak with fluency.

### **Prompter**

The teacher inspires students to participate in the activity. However, teachers give their help when the students lose their ideas or cannot think to say. Then, teachers could help students when necessary. Therefore, the role of the prompter, need to be careful not to take initiative to the student. Moreover, in this role, promote activities and then they act as guides or a coach through the apprenticeship procedures. In other words, the educators roll can be the same manner who cheering her team on the goal line (Bordia, 2020). Additionally, a good teacher motivates his students to be actively participating in the class. Teachers promote learning and help learners to speak their minds (Monde, 2019)

### **Participant**

In special cases is necessary the participation of the teachers during different activities such as debates or group discussions. Therefore, it increases the interest of the students and motivates them to participate more. Furthermore, the teacher might cooperate in role-plays as an equal, not as a teacher but as a participant teacher; it is fundamental not to dominate the activity or focus attention on the teacher. Consequently, is necessary to build harmony and good relationships with the learners to have an interaction with them. Nevertheless, teachers need to dominate but not become a class with high overpowering. In summary, the role is to create an atmosphere in the class where the teacher can keep their interaction in an activity (Dunsmore, 2019)

### **Feedback Provider**

The teacher has the responsibility to present feedback to the student but with the purpose of avoiding feeling defeated. Therefore, giving feedback means explaining what things were developed correctly and incorrectly. However, the focal point of the feedback must be relation essential on what the students are doing right. Then, is more productive for the student to learn

when they have an appropriate explanation and example as to what is precise and imprecise about their work (Reynolds, 2018)

## **1.22 Activities to promote speaking**

In this situation exist exercises to apply in talking class. Where the teachers have the authority to choose which activity to do. Therefore, is important to take some conditions, for example, knowing which students' language proficiency level, specific learning goals, and resource availability. Nevertheless, taking this kind of aspect can help you to realize success in whichever activity you choose.

### **1.22.1 Dialogue**

Dialogue is an ambiguous term, that can be understood or interpreted in different ways. Therefore, many people use dialogue to interact in society. Thus, having a dialogue is also striving to obtain a grade of mutual understanding (Combs, 2019). In the argument of Nation (2014, as cited in Suban, 2021), a dialogue is applied for different reasons or functions such as asking for help, greeting, and asking for information.

Therefore, the use of dialogue is extraordinarily beneficial for developing oral fluency at elementary levels. It provides the student facility to communicate successfully in a second language. In this argument Natkare (2015, as cited in Suban, 2021) mentions that having good conversations is indispensable to applying delicacy, and patience also establishes a cordial and friendly atmosphere, which disponsibility to willing misunderstandings and solves problems.

### **1.22.2 Surveys**

Surveys are a good activity to produce the language. According to (British Council, s.f.) doing surveys during class can be beneficial because the learners have the opportunity to interact and also produce question forms, and collect and analyze information. Therefore, this can help students activate all their language knowledge and produce new ideas in designing the survey. Additionally, using the surveys has some benefits. First, the class is focused and learner-centered. In this case, the learners can develop their ideas with the help of the teacher in this first benefit the learners can talk more than the teacher. Second, the learners can move in the class (physical movement) and avoid sitting for a long time. Finally, using this type of activity promotes a great variation of interaction with a topic such as mobile phone use, transport, and musical preferences (Suba, 2021)

### **1.22.3 Picture Description**

Using picture descriptions is the best way to improve speaking between learners. Therefore, this strategy can make a process more enjoyable to produce speaking. Furthermore, this activity is very convenient, because the learners can use their five senses which help in their description,

where they can use their eyes to see, their ears to listen and their mouths to speak. Thus, with the use of picture descriptions, students are more active in class (Rachmawati & Darma, s.f.) According to Novitasari (2020), using picture descriptions the students some benefits in the teaching process. First, the student can learn more interactively and attractively. Second, the quality of learning can be improved and finally, the students can have positive reactions toward their learning. Moreover, also means that the adoption of pictures could give freedom to both teachers- students and students interaction.

#### **1.22.4 Picture Differences**

In this type of exercise, students can do lessons in teams, and each group could work on two distinct paintings, for example, an illustration of eating in a restaurant and another picture eating in the countryside. Then, the students can talk about the likeness and contrast between the illustrations (Hoxhalli, 2021) Besides, the argument of Ur (20212, cited in Suban, 2021), mentions that the students can identify the pictures, and embossment the details that are shown on the picture. After identifying the contrast between the two pictures this action leads to making questions and answer exchanges. Moreover, with this activity, the teachers take the role like a monitor's students and prevent them from cheating.

#### **1.22.5 Information Gap**

This activity, known as the idiom gap activity, is an exercise where the students need to complete a task, and therefore the students need to work collaboratively with other classmates. Consequently, the information gap is frequently used to assist the English language (Richter, s.f.).Also, in this activity, the learners must work in pairs to collect information and share their information. Therefore, these exercises are essential given that the learners can talk in the second language (Kayi, 2006)

#### **1.22.6 Role Play**

In argument of Hammer (1984, as cited in Kayi, 2006) this activity is crucial for speech preparation because it allows learners to perform in distinct social conditions and social occupations. Therefore, it permits students to be original, establish themselves with others, and take the same place as others. According to Daniastuti (2018) mentions role play is the manner that allows learners to examine realistic situations by cooperating with other people which can develop experience and increment motivation. Additionally, this type of activity could be actuated and relevant using role-play such as a coffee shop, an inspection at the airport, and observation of abandoned objects (Budden, et al. s.f)

### **1.22.7 Story Completion**

Story completion is a style for teaching oral communication, in this case, the teacher must start to express a history afterward a little phrase the teacher ends recitation. Subsequently, the students must continue narrating from the point where was the last historical. Moreover, this type of activity is very pleasant because students can incorporate, events, new characters, and descriptions. Therefore, is an available -speaking exercises in which learners must stay around a figure and interact among themselves (Kayi, 2006) .

### **1.22.8 Storytelling**

Storytelling is an explanation of concepts, credence personal life, existence, and personal experiences, through tale history that provokes potent sensation and comprehension. Also, this activity can be in formal speech. Therefore, provides some aspects very important like; allowing expression, developing the possibility for significant learning – dividing, helping in structure, and promoting apprenticeship (Serrat, 2008). Additionally, with this type of activity, the students can develop their creative thinking in the form of starting, evolving, and termination the Storytelling, the learners could include riddles and jokes. For example, in each class session, the educator might promote learners to relate brief quandaries or pranks as an aperture with the manner students increment their communication capacity and obtain a concentration in the grade

### **1.22.9 Debate**

A debate is an argument idea where the participants discuss a topic from two opposing sides. Therefore, the students are who involved in debate must use argumentation and refutation. With this type of activity, the students can express themselves, promoting high thinking, and preventing natural memorization (Syamdianita & Maharia, 2019). According to Rubiati (2010) mention that debate is a technique to be practiced in the classroom. Also, has many benefits for the learners. For example: improving students' critical thinking and developing students' communication skills.

## **Chapter II: METHODOLOGY**

### **2 Methodology**

This chapter shows the investigation procedure and incorporates data about the distinct study approach that was applied to reply to investigation situations. " Communicative Language Teaching to Improve Speaking Skills on Sixth Graders at Yaguachi School in Ibarra ". In the same way, this segment indicates the study tool of the information selection approach, the learning location, and the number of applicants. Accordingly, examine the impact of the progress of talking ability to enhance the oral management of English students.

#### **2.1 Type of Research**

This research project focused on both methods, called mixed methods. According to Hayes et al.(2013) mention that the term 'mixed method research' is generally accepted to attribute to research that integrates both qualitative and quantitative data within a single study. Moreover, this method was effective for this research because helps to pick up beneficial data about the educator and learners. Therefore, it is essential to examine the information about implementing strategies to enhance speaking abilities.

##### **2.1.2 Qualitative Research**

This investigation applied the method of qualitative research to accumulate information about the experiences and thoughts of the of the authority and the teacher about the teaching strategies to develop oral ability in sixth-grade students. According to Pathak, et al.( 2013) mention that the investigation focuses on understanding research questions as personal and visionary. Furthermore, this approach is applied to comprehend the population´s experiences, ideologies, positions, conduct, and interplay. It develops non-numerical data. Consequently, Mcleod (2023) mentions that is the process of collecting, analyzing, and interpreting information. Also, this method is focus on subjective experiences, opinions, and reactions, often through observation and interviews. Furthermore, there are different varieties of qualitative research methods, which incorporate, documents, text, video, and audio recordings.

##### **2.1.3 Quantitative Research**

This research uses this method to collect data and analyze a statistical representation of sixth-grade. According to Watson (2015) mentions that quantitive implicates estimation and considers that the reality below could be steady. Therefore, this investigation presents collected information applying estimation to interpret information for tendency and relationship to demonstrate the measurement produced. However, some elements that are accessible to calculate, like what the population believes or how the citizens perceive a sensation, are

complicated to estimate. Furthermore, this investigation includes a complete scale. In other words, enforce to confirm, compute, and analyze information for everyone of a kind of dimension. Consequently, this investigation could be a respected manner of thought in the world. It is substantially deducible which estimations are performed in the examination and destined to obtain inference.

## **2.2 Methods**

This research is established around two methods to carry out the research.

### **2.2.1 Deductive Method**

This method, according to Streefkerk (2019) refers to a deductive approach that starts from general to specific. It is a validation of the conditions and incidents to complete consciously. Consequently, this plan implicated the deductive method due to the data obtained establishing the investigation trouble. Besides, it decided through researching the common elements to achieve a particular characteristic to research. According to Burney & Saleen (2008) mention that the deductive method develops hypotheses established on existing theory before designing a research plan to test the hypothesis.

### **2.2.2 Inductive Method**

According to Streefkerk (2019) the inductive method elaborates a conjecture implicating monitoring and inspection of information to generate rational interpretation for investigation. Therefore, the approach was complementary to the realization of surveys and interviews. Furthermore, According to Gabriel (2013) mentions that the need to research begins with an open mind without any preconceived information about what will be found. The purpose is to develop a new theory based on the data.

## **2.3 Technique and research instruments**

This part of the research showed all techniques and instruments used to collect valuable information as survey and interview. Additionally, surveys were utilized for the sixth-grade learners, whereas the interviews were used with the school Director and English teacher of sixth-grade students at "Yaguachi" school.

### **2.3.1 Survey**

This survey was applied to obtain quantitative information at Yaguachi School with sixth-grader students in Ibarra to get results that can be highly important in the implementation of the communicative approaches designed to develop speaking skills. Therefore, the survey is very important for obtaining information with a predetermining collective of defendants to achieve data and perceptions on several themes of attraction. Based on the method, this investigation utilized an organized set of eight multiple-choice questions. Then, the survey was created for sixth-graders from Yaguachi School. Also, it is significant to say that the survey was discussed through the natural language. Then, the questionnaire survey consisted of items that asked for specific information about speaking skills, and which activities the teacher uses to develop orality in the class. Therefore, the information was transcendent for obtaining numerical inspection established in the impact designed the proposal.

### **2.3.2 Interview**

This research used an interview to understand the ideas of educators of the English subject about CLT to develop speaking abilities. Furthermore, this research was purposeful to the school director of Yaguachi School and the English teacher. Additionally. According to Easwaramoorthy & Zarinpoush (2006) mention that the applying interview is a transmission development where there is a possibility to interact between two people and the interviewer to obtain data from another individual. Also, maybe applied vis-à-vis or virtual class. Thus, in this project, the researcher implemented interviews "At Yaguachi school" with the English educator of sixth-grader learners of Education General Basica. Therefore, the interviews were realized face to face with a duration of fifteen to twenty minutes.

### **2.3.3 Research Questions**

- What is the main factor in which the learner is not competent in developing their speaking skills?
- 
- Do you believe using Communicative Language Teaching as a strategy would benefit learners in developing their speaking skills?
- 
- What class of exercises do you implement to promote learners speaking skills in the English class?

## **2.4 Study Site**

For this investigation, the Yaguachi School was chosen with AMIE: 10H00046 cipher, that is situated on Avenue 17 de Julio 1-20 General Jose Maria Cordoba streets. This school is located in the Ibarra canton, province of Imbabura in an urban area. Besides, this school is a public institution with modality face to face with sessions in the morning.



## 2.5 Population and Sample

This research has a population of students at Yaguachi School in Ibarra. This is a small school. Therefore, is conformed with one parallel total of 15 students. Furthermore, is integrated by the Director and one English teacher who participated in this research.

**Tabla 2.**  
*“Yaguachi” population*

Educational Institution	Course	Director	English teacher	Total
	A			
Yaguachi	15	1	1	17

Note: Research elaboration.

## 2.6 Procedure

The procedure to elaborate this research started with the investigation of the conceptual fundamentals to create instruments. Furthermore, the information taken for the investigation was elaborated with tools such as surveys and interviews. However, the inquiry of the tools was projected on the appointed goals, taking into account that all data can promote to progress of the definitive project. Then, the investigation tools were authorized and accepted for English teachers (See annex1). Besides, the authorization of the letter was solicited at Tecnica del Norte University to communicate with the headmistress of “Yaguachi School” to apply the investigation in the school (See annex2). Subsequently, the director authorized the petition the investigator organized with the director a particular day to obtain information on English teachers of sixth-grade learners (see annex 3). Therefore, the investigator goes to the Institution to enforce the instruments vis-a-vis. Before, starting the instruments the researcher carries out a permission letter communicating with the director of the objective of the investigation (See annex 4). Besides, the interview was utilized for English teachers with a time of around ten minutes. (See annex 5). Afterward, the guided survey was utilized for sixth-grader learners to achieve information. So, the investigator explicates each interrogative in case the learners can ask questions when they have doubts with the objective of obtaining the exact results of the investigation. However, it is substantial comment that in the course of the survey, the educator was present in the classroom. (See annex 6). Consequently, the director accepted the letter for the socialization of the proposal. (See annex 7). Subsequently, the proposal was socialized in the Institution. (See annex 8). Finally, the institution conceded a certificate for socialization to investigator.

Besides, for the inspection of this data, two methods such as quantitative and qualitative each one with a principal objective. Therefore, the data was significant to realize the proposal. In the end, utilizing the investigation with tools like interviews and a survey, the corresponding examination and argumentation were carried out in the incoming chapter.

### **3 CHAPTER III: DATA ANALYSIS AND DISCUSSION**

In this chapter indicates about the result of instruments that were applied to different people such as the Director, English teachers, and students. For this project, were used two interviews and surveys. First, the interview was with the Director of the School, where the points to talk were about the student's learning process. Afterward, the interview was applied to English teachers to obtain information about what kind of methods and strategies are used to develop students' speaking skills. Finally, the survey was applied for students to identify the problems that they face in the development of their speaking skills. Consequently, in this chapter expo charts and the relevant explanation of the results.

#### **3.1 Qualitative Interpretation of Interviews**

##### **3.1.1 Director Interview Translated into English**

#### **1. Question 1: Do you consider that students are reaching the level required by the Ministry of Education?**

In this question, the Director mentions that the students are obtaining the level by the Ministry of Education because, as an institution, they are working with different activities and skills contemplated in the curriculum. Therefore, the teacher has the appropriate strategies so that the children can obtain these goals.

#### **2. Question 2: Do you consider it is necessary that students can communicate in English?**

According to the Director, communicating in English is a necessity that is becoming increasingly urgent. So, children require to be capable to speak and express themselves yourself in the speech.

#### **3. Question 3: Do you consider that students have difficulties to Communicative in English?**

The third question is about the obstacles to Communication in English. In this case, the Director answered that children have to have more experience and contact with English to express themselves. Therefore, they do need to reinforce these skills.

#### **4. Question 4: Do you consider it is beneficial to implement an activity guide at the school?**

In response to these questions focused about to provide a guide in the institution, the Director comments that it is very important that a guide to implemented and socialized

with the children to improve communication in the language.

**5. Question 5: Do you consider that the English teacher should apply different teaching strategies to help student learning?**

In this question, the Director answered that all teachers must constantly improve and innovate bring themselves up to date, and continuously promote strategies which is a quality that teachers must have.

**6. Question 6: Does the institution have the necessary resources and materials to implement English language learning, especially in the development of speaking skills in the student of sixth year?**

The sixth question is about the necessary resources to implement in the English language. According to the Director mentions that, unfortunately, the school does not possess the fundamental tools and materials to develop the skills.

**7. Question 7: Does the institution have the necessary resources for the adequate development of English classes?**

The Director says that the school is situation precarious. They do not have supplies with materials that can help or improve the development of a second language.

**8. Question 8: Do you consider that some students using a foreign language in public may generate anxiety, fear, and insecurity?**

This question is about the negative effects that can be generated the use of a second language in public. The Director answered that students might be because they do not feel very safe about their abilities very reinforced.

**9. Question 9: Do you consider it is useful to have an academic guide that includes didactic activities based on Communicative Language Teaching so that teachers can apply it in English classes, to improve speaking skills on sixth- graders?**

Yes, all research and innovation help in working with children, then welcome a guide that can guide the English teacher above all so that she can reinforce the work she does with children.

### **3.1.2 Director Interview Interpretation and Analysis**

According to the Yaguachi School Director, students are achieving the level of the Ministry of Education by using appropriate strategies that teachers apply in class. Therefore, it is fundamental that all teachers must constantly improve and innovate bring themselves up to date, and continuously promote strategies. Furthermore, the Director mentions that for students to communicate in English is a necessity that is becoming increasingly urgent. On the other hand, the students of the institution have problems Communicating in English due to the need for more experience and more contact with English and the absence of possessions and

equipment to develop their English language skills. Finally, she considered having a guide that can help English teachers reinforce the work with students.

## **3.2 English teacher interview**

### **3.2.1 Director Interview Translated into English**

#### **1. Question 1: Do you develop group work during speaking activities?**

Yes, for the few minutes that are possible, oral activities are also carried out, such as a topic that is given to them more than anything else in pairs, since there are not many, it is better to work in pairs.

#### **2. Question 2: Do you believe that the students feel fear or nervousness when speaking in English?**

Yes, in certain cases yes nervousness, some others for fear of being mocked yes.

#### **3. Question 3: What is the main factor that students are not able to develop their speaking skills?**

In some, they lack vocabulary, the students miss classes they also come to, but they are not updated with the topics that are being given. They are late, and when they come, they do not know what it is about. They do not get up to date on the class topic either.

#### **4. Question 4: Do you think that students can understand everything explained in the English class? Why or why not?**

Not everything also has to be given the part in Spanish. Not everything is known in the instructions when used several times. If one student understands, others deduce it, But I should always give the part in Spanish. I have to give them that part so that it is fully understood.

#### **5. Question 5: What types of strategies do you implement to develop students speaking skills in the English class?**

Putting a part in a model, you can say a short part in English. A space for the part that they can use exchanging, giving them game roles so that they can work.

#### **6. Question 6: What types of activities do you use in class to improve your students' speaking skills?**

Games, songs, maybe there are also some word exercises, more than all vocabulary, I would also say for them to practice, and some small conversation. In other words, not very long cannot be done.

#### **7. Question 7: How often do you use Role-plays in the classroom?**

Not always. It can sometimes be said depending on the activity that has pending some issue that has

**8. Question 8: Can your students communicate easily?**

No, they can't do it easily. It's hard. I'm telling you, we just try to make the most of it in the classroom, and at that moment they use it.

**9. Question 9: Do you think that the implementation of Communicative Language Teaching as a strategy would benefit students to improve their speaking skills?**

Yes, because they need it, that is, it is the part that has not yet been achieved for them to be quite communicative. The oral form is quite difficult to achieve it has not yet been achieved.

**10. Question 10: Would you like to have a guide with activities based on Communicative Language Teaching to apply in class?**

Of course, it is good to have a new strategy, and let's not forget that all teachers have a way of working, so according to the experience of each one, we are all enriched.

**3.2.2 English Teacher Interview Interpretation and Analysis**

In accordance with the teacher of English at Yaguachi School. She mentions that students cannot develop speaking skills due to a lack of vocabulary, sometimes they miss classes, or they are late for class. Furthermore, the teacher in her class develops group work for a few minutes that is possible in a topic that is better to work in pairs. Moreover, she says that students, in some cases, feel nervousness and fear of being mocked by other students. In addition, the teacher usually uses different strategies and activities to improve speaking skills, such as games, songs, role plays, and word exercises. However, the teacher does not always use role plays depending on the activity. In the same way, she considers that students cannot communicate in English easily which is difficult for them. Consequently, the student has not achieved the ability to speak. Finally, the teacher agreed to obtain a guide based on Communicative language teaching. She says that it is good to have new strategies to help the learning process of each student.

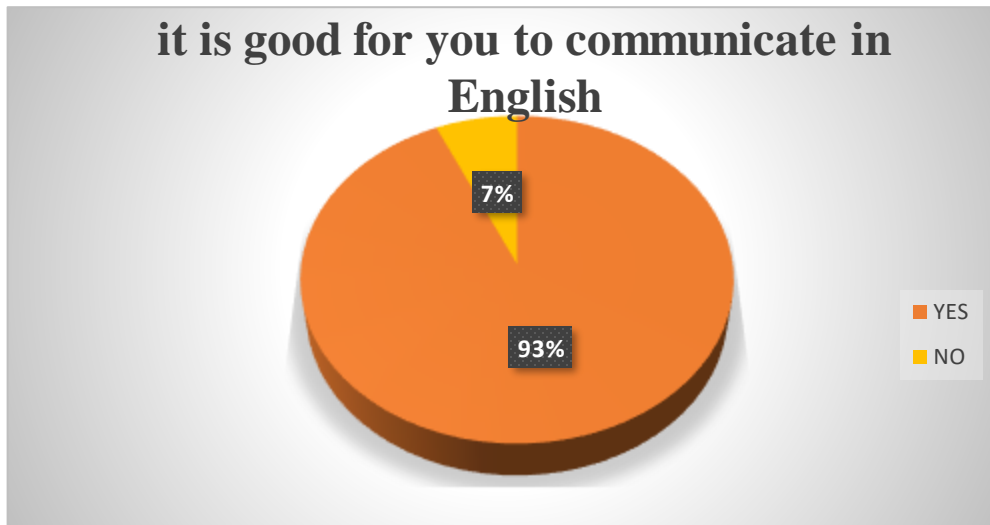
**3.3 Quantitative interpretation of survey from students**

**3.3.1 Results of Students' Survey**

**1. Question 1: Do you consider that it is good for you to communicate in English?**

**Figure 2**

*it is good for you to communicate in English*



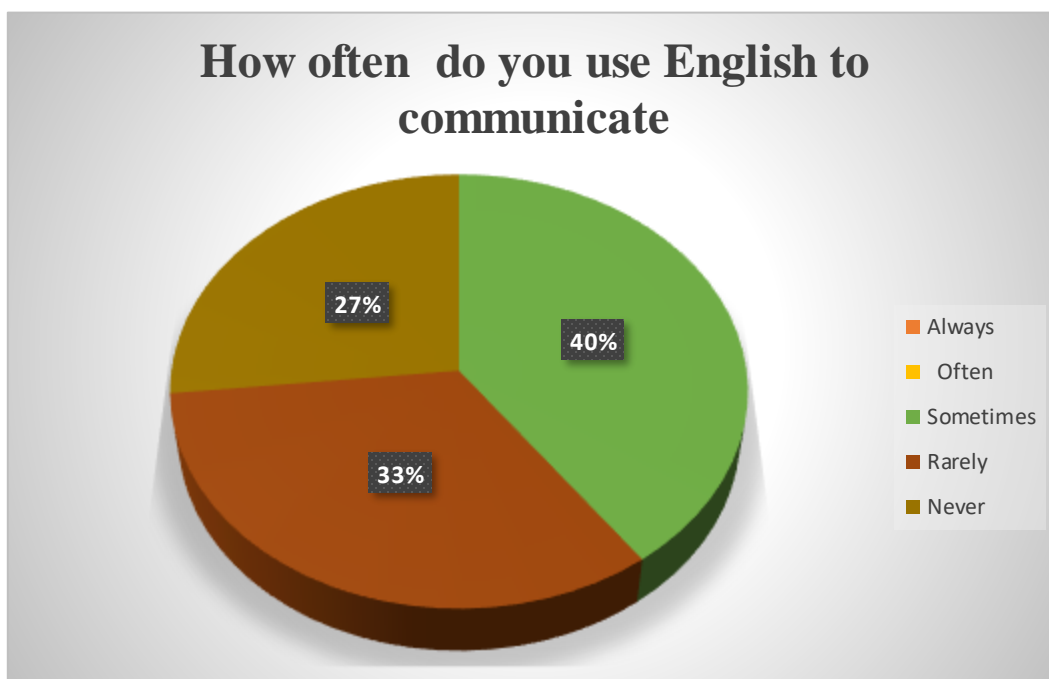
*Note: Researcher elaboration*

This graph demonstrates the percentage of learners who consider that is good to communicate in English. It can be appreciated that 93 % the learners choose yes, which is good for communicating in English. On the other hand, there is a minority, with 7 % of students choosing No. However, they consider that it is not good to communicate in English. In conclusion, there are a majority of percentages which means that learners think that communicating in English is good. Therefore, this information is appropriate for the development of the thesis.

## **2. Question 2: How often do you use English to communicate in the class?**

**Figure 3**

*How often do you use English to communicate?*



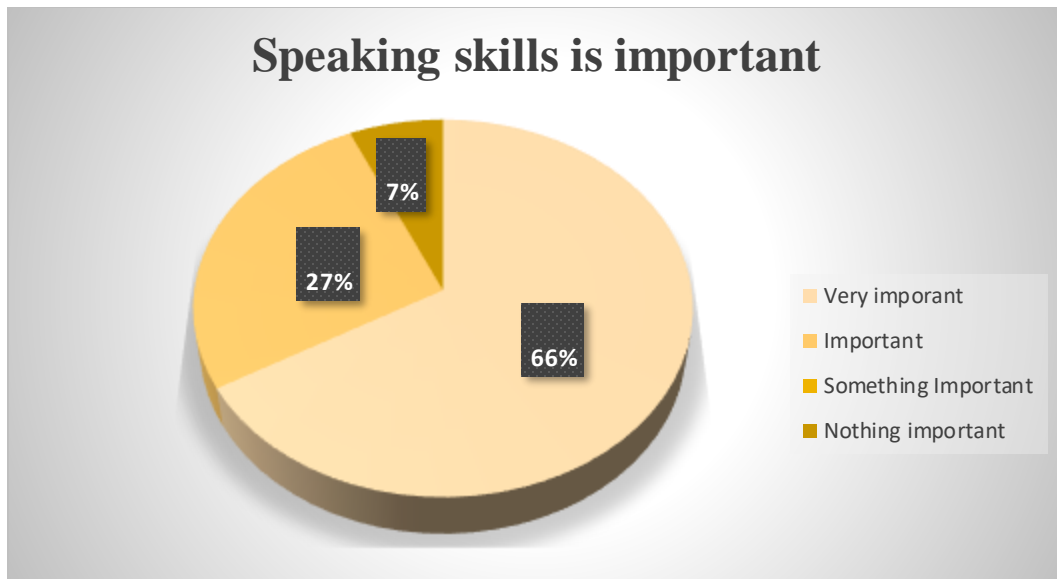
*Note: Researcher elaboration*

The pie chart shows how often the students use English to communicate in class. It can be appreciated that 40 % the learners choose Sometimes, which means that they use English to communicate. It is followed by 33 % of students choosing rarely they are communicating with their classmates in English. On the other hand, there is 27% of the students chose never, which means that they do not use English to communicate in class. In conclusion, almost of students want to communicate in class, while others prefer not to use English to communicate.

### 3. Question 3: Do you think the development of speaking skills is important?

**Figure 4**

*Speaking skills is important.*



*Note: Researcher elaboration*

This graph shows the percentages of learners in the progress of abilities in talking are significant. It can be seen that 66 % of students choose very important insomuch as they think that development of speaking is really important. In contrast, 27 % of students believe that it is significant to promote speaking skills. And finally, only 7 % of students choose Nothing important. Instead, this percentage becomes in the lower category that learners consider evolve speaking skills. In conclusion, the vast majority of the students think that the growth of their speaking skills is very significant during the English class.

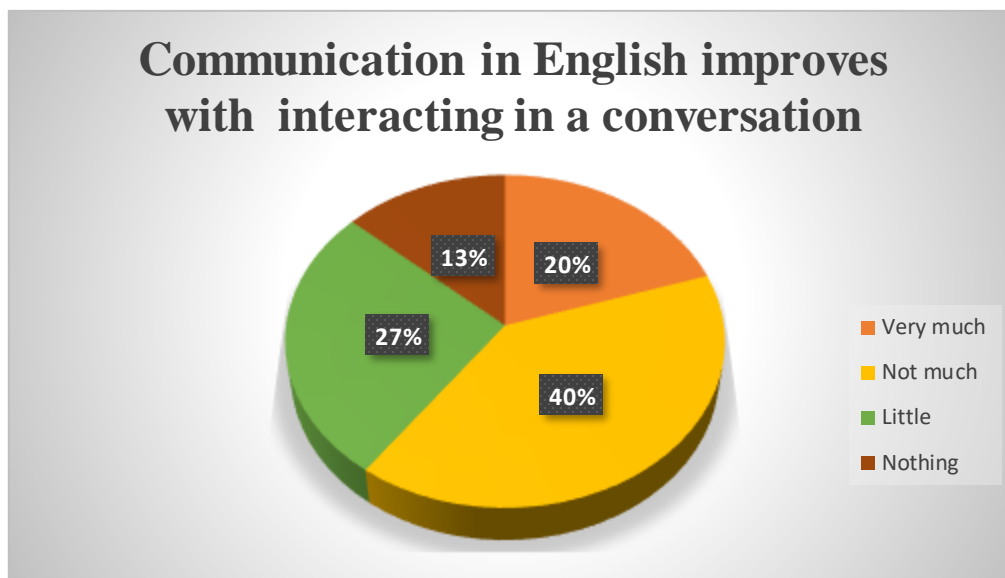
**4. Question 4: Does your communication in English (speaking) improve when interacting in a conversation with classmates?**

**Figure 5**

*Communication in English improves with interacting in a conversation.*



## Communication in English improves with interacting in a conversation



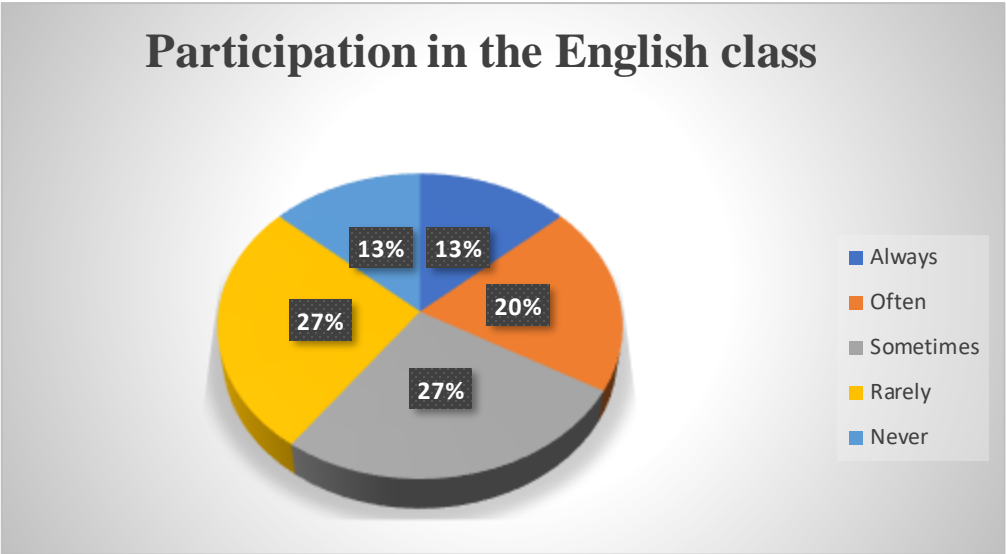
*Note:* Researcher elaboration

The figure shows percentages of student who establish that communication in English improve when interacting in a conversation with classmates. It can be seen that only 20 % of students choose very much who consider that it improves their communication through conversation, unlike the 40 % the students consider that it does not much promote their communication English when intreating with their classmates. It is followed by 27% of students choosing little, which means that their progress is remote when interacting in a conversation. Finally, we can see that 13 % of students choose nothing; in other words, they do not consider that communicating in English helps them with a conversation in class. In conclusion, most of the students conclude that they do not develop communication in English, which difficulty their learning process.

### 5. Question 5: Do you participate actively in the English class?

#### Figure 6

*Participate in the English class.*



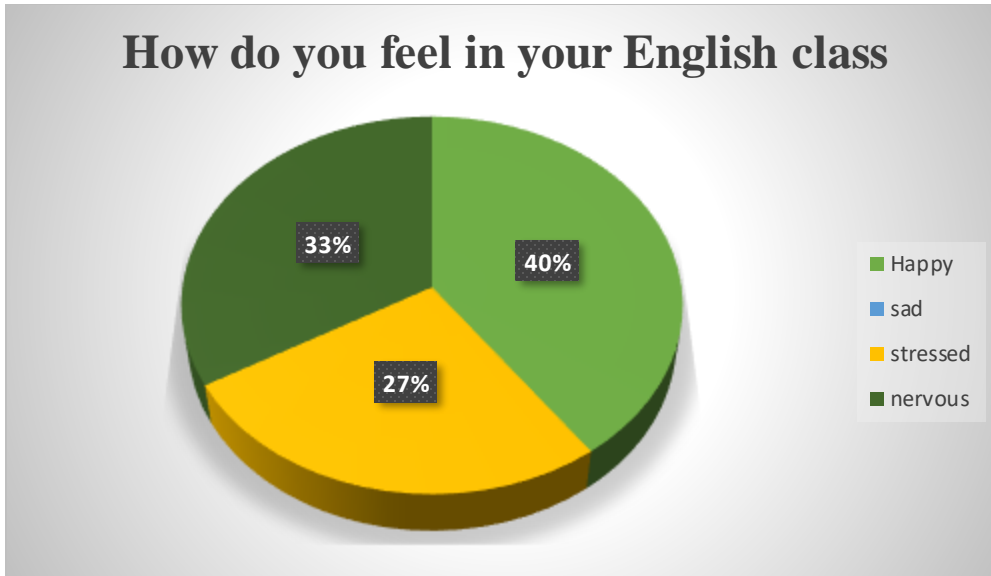
*Note:* Researcher elaboration

This pie chart shows of percentages of students participating actively in the English class. In fact,13 % of students chose always they are participating actively in English class. But in the same way, 13 % of students designate that they never participate in English class. It is followed by 20 % of students who prefer to participate vigorously in class. Moreover, there is the same percentage of 27 % of learners chose sometimes and never, which means that their class participation is biased. In conclusion, the vast majority of learners agree with participation in the English class due to that they could increase retention and transfer new information inside the class.

**6. Question 6: How do you feel in your English class?**

**Figure 7**

*How do you feel in your English class?*



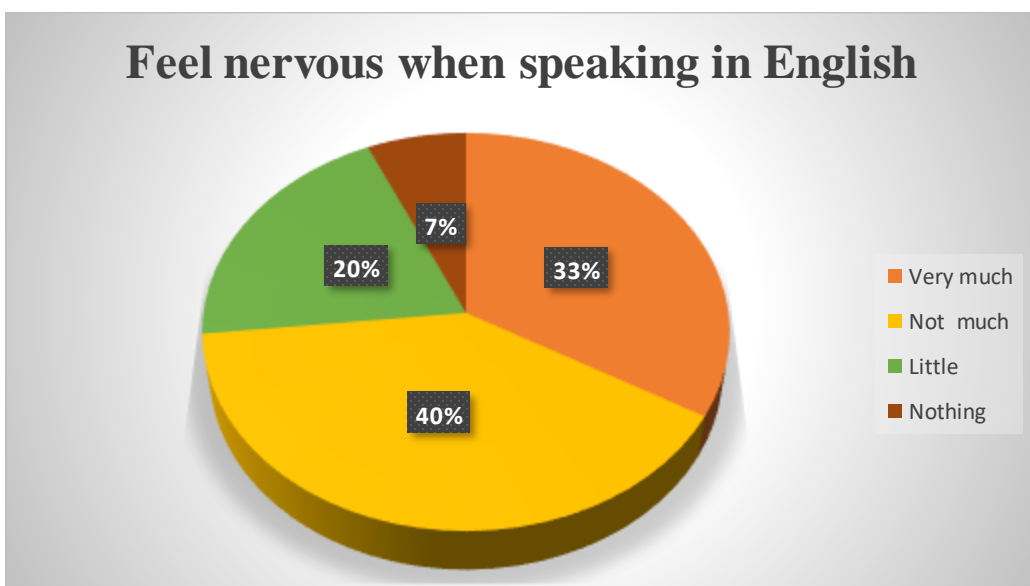
*Note: Researcher elaboration*

This graph shows percentages of the students how they feel in English classroom. It can be appreciated that 40 % of learners choose Happy during in English classroom. It is followed by 33 % of the students who choose to be nervous during the class. The next was 27 % of students determined to be stressed when they have English class. In conclusion, most of the students feel content during the English class.

**7. Question 7: Do you feel nervous when speaking in English?**

**Figure 8**

*Feel nervous when speaking in English.*

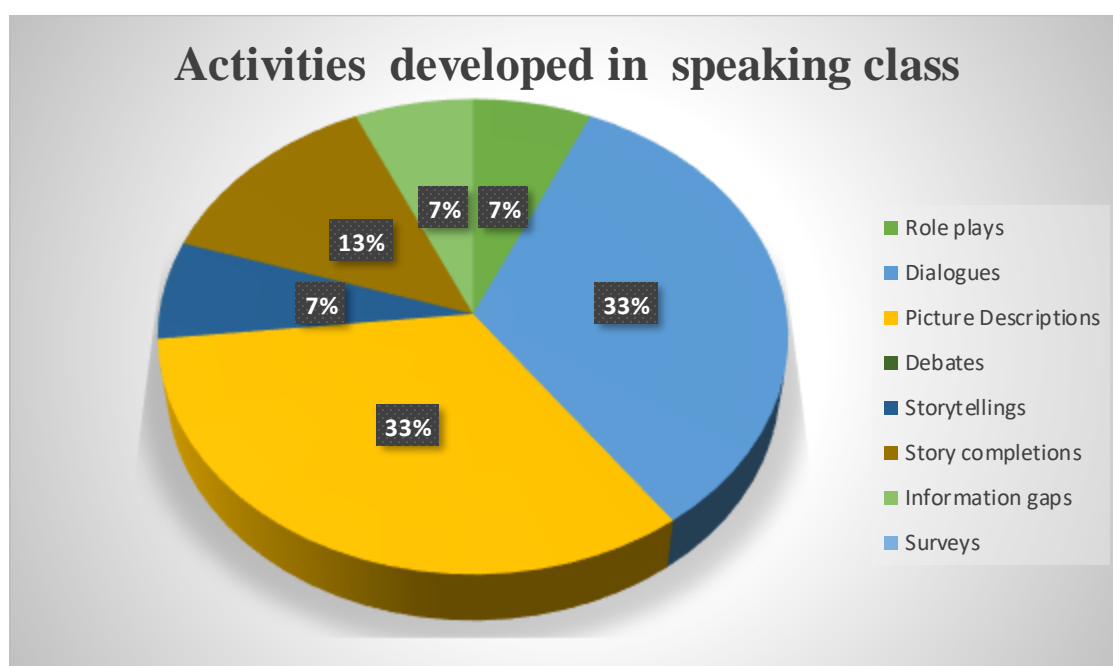


Note: Researcher elaboration

This pie chart shows percentages of students who perceive nervousness when they are talking in English. It can be appreciated by 33% of learners choose very much during the speak in English, which means that perceive extremely nervous when they need to talk in English. It is followed by 40 % of learners choosing not much perceive nervous when speak in English class. On this occasion, the learners do not feel not much concerned when talking English. The next was 20 % of students chose little when talking in English. This indicates that they are in a position a little more relaxed due to their capacity to speak in English. And finally, there is 7 % of students choose nothing to feel nervous about speaking English. Therefore, these learners do not perceive nervous when talking in English class. Finally, few students do not perceive nervousness when speaking English.

**8. Question 8: Which of the following activities does your teacher use for you to develop speaking in the classroom?**

**Figure 9**  
*Activities develop in speaking class.*



Note: Researcher elaboration

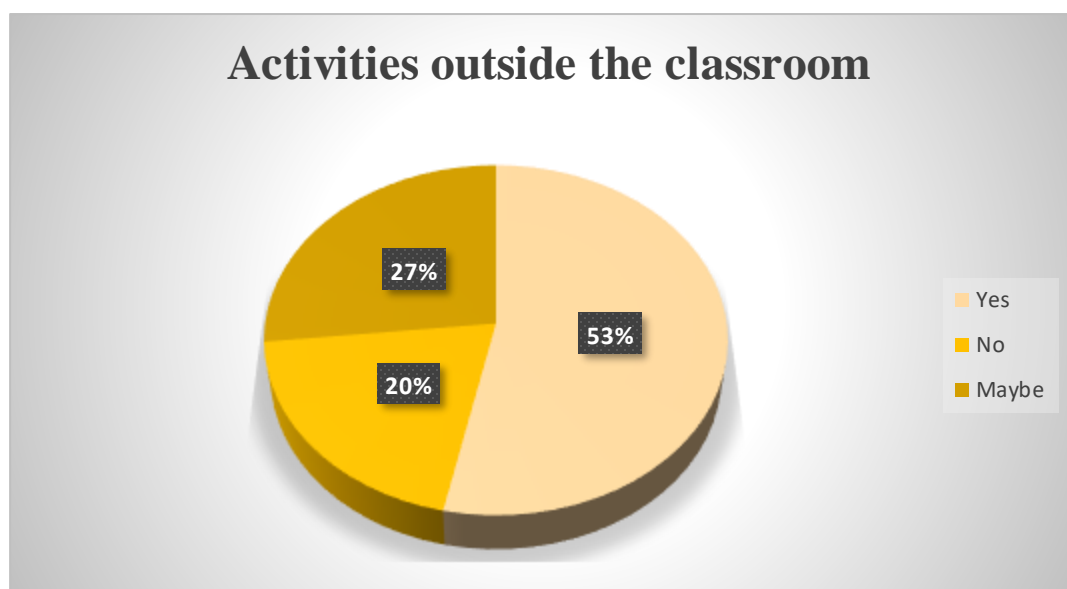
This graph shows percentages of students about the activities that teachers utilized to develop communicate in the schoolroom. It can see that 7 % of students choose the activity of role-play. Therefore, the teacher used to develop speaking skills in the schoolroom. Moreover, there

are two exercises between storytelling and information gap; the students choose those activities with the same percentages of 7 %, which means that their teacher applies in class to develop speaking in class. The next was 13 % of the students designated information gaps activity, which means that the teacher used it during the speaking activities. And finally, two activities between dialogues and picture descriptions with the same percentages of 33 % which means that practice the teacher to develop speaking in class. In conclusion, the teacher's use of two activities during the class became more effective in developing a speaking class.

**9. Question 9: Would you like the teacher to implement activities outside the classroom that will help you improve your English-speaking skills?**

**Figure 10**

*Activities outside the classroom.*



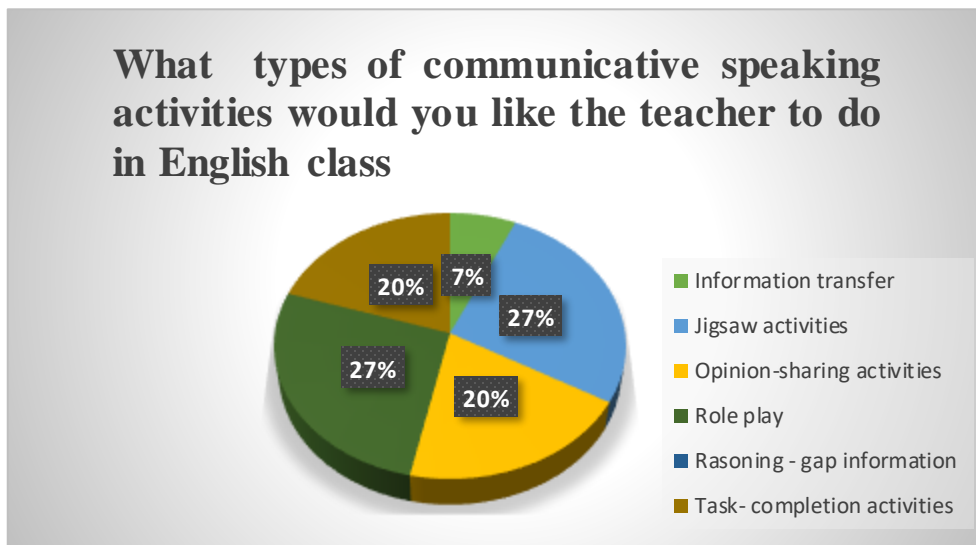
*Note: Researcher elaboration*

The figure shows percentages of students who would like the teacher to implement activities outside the classroom to enhance English-speaking skills. It can be appreciated that 53 % of learners choose. Yes, which implies that it is a good option to apply activities outside the classroom. It is followed by 20 % of students choosing No. Therefore, those students do not agree to implement activities outside the classroom. The next was 27 % of students chose Maybe, which means that they would like to implement activities outside the class to develop speaking skills. In conclusion, the vast majority of learners would like to develop different exercises outside the schoolroom to improve their speaking skills.

**10. Question 10: Which of the following communicative speaking activities would you like your teacher to do in English class?**

**Figure 11**

*What types of communicative speaking activities would you like your teacher to do in English class?*



*Note:* Researcher elaboration

This graph shows percentages of students about what types of communicative speaking activities they would like the teacher to do in English class. It can be appreciated that 7% of learners choose information transfer to be the percentage lower in the graph. Therefore, this means that the learners would not like this type of activity applied by the teacher to develop communicative speaking. In addition, there are two activities, Jigsaw and Role play; the students choose with the same percentages of 27%. Then, the learners would like the teacher to use those two activities to develop communicative speaking in class. The next was 20% of students chose opinion-sharing activities. In the same way, they chose task-completion activities with the same percentages to promote communicative speaking in English class. In conclusion, the majority of students prefer activities such as jigsaw activities and role play to expand the communicative speaking in English class.

**3.3.2 Students' survey summary**

The results of the survey were brushed over to sixth-graders at Yaguachi School to identify the problems that students face in the progress the speaking skills. The first inquiry was focused it is good for them to communicate in English. Therefore, most of 93% of learners consider that communicating in a second language is good. The second question was about how often they use English to communicate. As a result, 40% of students choose sometimes consider that use English to communicate in class. The third question is about if the development of speaking

skills is important. Thus, we can see that 66 % of the learners choose Very important, becoming the high percentage. The fourth question was about whether their communication in English improved when interacting in a conversation with classmates. As a result, 40 % of students consider that it does not promote their communication English when interacting with their classmates. The fifth question is about if the students participate actively in the English class. For that reason, 27 % of the students chose sometimes and never, being their partial participation. The sixth question was about how they felt in the English class. That is why 40 % of the students chose Happy during the English class.

Meanwhile, the seventh question was about whether they feel nervous when speaking in English. As a result, 40 % of students chose Not Much, and 33 % of students chose very much. The eighth question is about which activities that teachers use to develop speaking in the classroom. Therefore, 33 % of students chose between dialogues and picture descriptions, while that minor was 7 % with activities such as role plays, storytelling, and information gaps. The ninth question was if they would like the teacher to implement activities outside the classroom to develop English-speaking skills. Subsequently, 53 % of students choose Yes, and 20 % of students choose No. Finally, the tenth question was about what types of communicative speaking activities they would like the teacher to do in English class. We can see that 27 % of the students choose Jigsaw and Role-play.

### **3.4 Discussion**

This research was carried out through a consultation with the educator and Director. Also, the survey applied to the sixth-graders at Yaguachi School. Therefore, they contribute specific information that contributes to this investigation. Consequently, the students of the institution have problems Communicating in English due to the need for more experience and more contact with English and the deficiency of tool and equipment's to develop their abilities in English. Moreover, the outcome of the interview regarding students can communicate easily. They do not achieve the ability to speak. Students consider that their communication does not improve when interacting in a conversation.

In this case, there is a correlation between the information between students, the teacher, and the director regarding the utilize the lesson plan to enhance speaking skills. The learners considered that using different activities such as dialogues and picture descriptions helped them develop speaking skills. Otherwise, the educator uses different activities to promote speaking skills like games, songs, and others. more than all vocabulary is essential for them for their practice and do small conversations to realize in the class. According to Šafranĵ (2012), mentions that Language learning strategies appear between the most important variables of achievement in a second language. Because the teacher needs to become more conscious of them through appropriate training. Then, the teacher can help their students by planning instructions that meet the needs of individuals with distinct preferences in the way to teaching students and how to improve their learning. On the one hand, the Director considers that all teachers must constantly improve and innovate bring themselves up to date, and continuously promote strategies for the development of the learners.

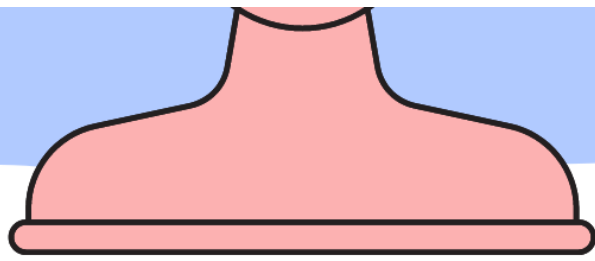
Besides, there are similitudes in commentaries between the teacher, Director, and students regarding feeling nervous when speaking in English. The students considered that do not perceive anxious when talking English in class. However, if there is little feeling of nervousness when interacting with their classmates or speaking in class. According to Craig N Sawchuk (2017), mentions that fear of public speaking is a natural form of anxiety. Therefore, it can range from remote nervousness to fear panic. However, many people or students with this fear escaped public speaking situations. Therefore, these persons could suffer from shaking hands or quavering voices. On the other hand, the teacher mentions that in some instances they feel nervous or fear of being mocked. On the one hand, the Director considers that learners could perceive that way because they do not perceive very safe about their abilities and need to be reinforced.

Moreover, the English educator and director share the same point of view about acquiring a guide based on communicative language teaching. The director considers having a guide that can help English teachers reinforce the work with the students. The English teacher, meanwhile, recognizes obtaining a guide is good for having new strategies to help the learning process of learners. Last of all, the learners would like Communicative speaking activities the teacher to do in English class, such as role plays and Jigsaw, to improve speaking skills. Besides, the students with this guide can improve their learning because they will have the opportunity to know the different activities based on Communicative language teaching and develop their speaking skills.



## **CHAPTER IV: PROPOSAL**

This chapter attribute the proposal of strategies to promote speaking skills on sixth graders at Yaguachi School in Ibarra.



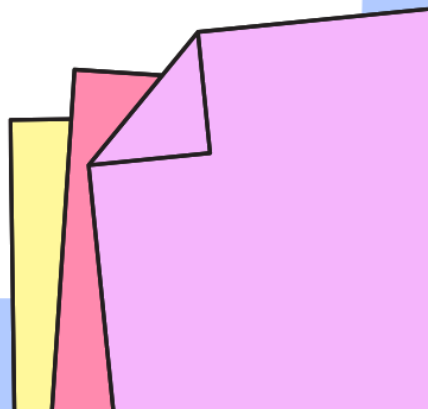
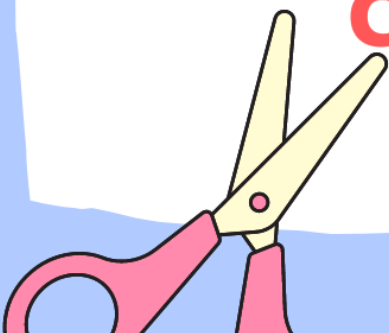
# PRACTICE

- GUIDE

IMPROVEMENT OF SPEAKING  
SKILLS THROUGH  
COMMUNICATIVE LANGUAGE  
TEACHING

AUTHOR

**Carol Estrada**



# index

**INTRODUCTION**



**JUSTIFICATION**



**Objectives**



## UNITS

**1**

**Food and drinks**



**2**

**Free time with my family**



**3**

**Travel and tourism**





# Introduction

Communication plays a vital role in obtaining success in all fields. Therefore, language is used as a tool for communication. However, society cannot obtain its goals and aims without using appropriate language to communicate. Consequently, it is necessary to establish communication with other people who live in different regions, states, countries, and continents of the world. Moreover, speaking skill is the most important skill we learn, because it allows us to communicate with others and express thoughts and feelings.

On the one hand, Communicative Language Teaching is known as an approach to teaching a second or foreign language that addresses learner's interaction to learn a target language. Therefore, CLT is attributed to a communicative approach to teaching a second language or a foreign language as well. Undoubtedly, it is considered the most competent approach to focus on the communicative competence of learners in some countries. For this reason, Communicative language teaching is an approach that aims to achieve communication through learner interaction. Also, the main goal of language teaching is to develop communicative proficiency between students.

On the other hand, this chapter presents details of the proposal of Communicative Language Teaching to improve the speaking. Therefore, the main objective of the proposal is to improve speaking skills through Communicative Language Teaching. Furthermore, all the activities and strategies will help to learn English. Moreover, this guide will contribute to the teacher in the English class with an atmosphere more comfortable where the learners can enjoy while acquiring the knowledge.



# JUSTIFICATION





It is elemental to identify the possible problems that learners have to develop their speaking skills and promote specific activities that help them productively with adequate strategies. This project will execute a guide for teachers to know the different strategies to improve the students' speaking skills while they learn the manner of fun. For this reason, the guide will contribute to the teacher's teaching. Therefore, it will improve students' language proficiency through the different activities and strategies that help develop their communication and expression.

## OBJECTIVES

### General :

- Design a didactic guide with activities based on Communicative Language Teaching to Improve Speaking Skills on Sixth Graders at Yaguachi School in Ibarra

### Specific:

- Create activities based on Communicative Language Teaching to Improve Speaking Skills on Sixth Graders students
  - Develop didactic activities to Improve Speaking Skills on Sixth Graders students
  - Provide opportunities for students to develop speaking skills through Communicative Language Teaching strategies
- 
- 





UNIT 1

FOOD



AND

DRINKS



# LESSON PLAN A

## MY TASTES IN FOOD

### Student's Instructions

**Topic:** My tastes in food

**Objective:** At the end of the class, the students will be able to use food-related adjectives, sweet, salty, bitter, sour, and verbs such as like and don't like in positive and negative statements, yes / no questions to talk about taste in food in a role play.

**Strategy :** Role Play

**School level:** Sixth-grader

**Grammar:**  
Present Simple

**Time :** 60 minutes

**Vocabulary :**

Spicy  
Bitter  
Crispy  
Sour  
Salty

**Materials:**

Canva  
Worksheet



### Teacher's Instructions

#### Pre

The teacher will ask some questions about the food.

**Example :**

What is your favorite food?  
What kinds of food can you cook?  
Do you like cheese?

The teacher will present vocabulary about the food and adjectives about tastes and textures.

The teacher will present the grammar of the Simple Present.

The teacher will present exercises about the Simple Present.

#### During

The teacher will present three worksheets to do in class.

**Activity 1**

The teacher will present the worksheet to complete the Simple Present using the correct grammar.

**Activity 2**

The teacher will make some groups to work in pairs to complete the worksheet activity.

**Activity 3**

The teacher will share a worksheet to obtain information on applying a survey and give the order for them to move into the class.

#### After

The teacher will make groups to work in pairs to carry out the activity about role play.

#### Pre

The students will pay attention to the questions and give their respective answers.

The students will pay attention to the class and vocabulary.

The students will analyze the grammar and rules presented in the presentation.

The students will complete the exercises about the Simple Present.

#### During

The students will complete the different worksheets.

**Activity 1**

The students will remember the structure to complete the worksheet in positive and negative statements.

**Activity 2**

The students will work in pairs to complete the activity about the food ( tastes and texture).

**Activity 3**

The students will apply a survey to their partner to obtain information about food.

#### After

- The Students will work in pairs and take different roles. For example: (A - B).
- The students will enjoy the role-play during the short time while using appropriate language.

# PRE

## Teacher's Instructions

The teacher will ask some questions about the food.

Example :

What is your favorite food?

What kinds of food can you cook?

Do you like cheese?

The teacher will present vocabulary about the food and adjectives about tastes and textures.

The teacher will present the grammar of the Simple Present.

The teacher will present exercises about the simple present.

## Student's Instructions

The students will pay attention to the questions and give their respective answers.

The students will pay attention to the class and vocabulary.

The students will analyze the grammar and rules presented in the presentation.

The students will complete the exercises about the simple Present.

## WARM-UP

Questions

- What is your favorite food?
- What kinds of food can you cook?
- Do you like cheese?



Retrieved from:  
<https://us.macmillan.com/books/9781250623386/whatsyourfavoritefood>



# PRESENTATION

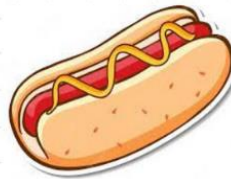
## Vocabulary

sandwich



Retrieved from:  
<https://elhornpanaderia.com.ec/sandwich-para-el-break/>

hotdog



Retrieved from:  
<https://www.freepik.es/fotos-vectores-gratis/hot-dog>

pizza



Retrieved from:  
<https://www.saborusa.com/nl/blog/deliciosa-pizza-salchicha/>

fruits



Retrieved from:  
<https://www.healthyeating.org/nutrition-topics/general/food-groups/fruits>

butter



Retrieved from:  
<https://www.southernliving.com/food/fats/butter/is-expensive-butter-worth-it>

meat



Retrieved from:  
<https://www.futurefit.co.uk/blog/nutrition-war-red-vs-white-meat/>

# PRESENTATION

## Vocabulary

### TASTES & TEXTURES

#### TASTE

Spicy  
Bitter  
sweet  
Tasteless

sour  
salty  
stale



#### TEXTURE

crispy  
greasy  
smooth  
tough  
creamy  
chewy





# PRESENTATION

## Grammar

### Present Simple

#### STRUCTURE

+	<b>Structure</b>	o S + Verb(V1)+s/es + O
	<b>Example</b>	o I take my meals at night.
-	<b>Structure</b>	o S + do(es) + not + Verb(V1) + O
	<b>Example</b>	o I do not take my meals at night.
?	<b>Structure</b>	o Do(es)+ S + Verb(V1) + O + ?
	<b>Example</b>	o Do I take my meals at night?

Retrieved from:

<https://in.pinterest.com/pin/343540277829722901/>

**PRESENT SIMPLE**

<b>AFFIRMATIVE</b>	<b>NEGATIVE</b>	<b>INTERROGATIVE</b>
I play you play <b>he plays</b> <b>she plays</b> <b>it plays</b> you play we play they play	I <b>don't</b> play you <b>don't</b> play he <b>doesn't</b> play she <b>doesn't</b> play it <b>doesn't</b> play you <b>don't</b> play we <b>don't</b> play they <b>don't</b> play	Do I play...? Do you play...? <b>Does</b> he play...? <b>Does</b> she play...? <b>Does</b> it play...? Do you play...? Do we play...? Do they play...?

Remember the third person is different!

✓ + infinitive verb  
!! cuando es 3ª pers. (she, he, it)  
añadimos **+s / +es**

✗ + **DONT** (I, YOU, WE, THEY) + infinitive verb  
**DOESNT** (SHE, HE, IT)

? **DO** **DOES** + + infinitive verb ... ?  
Yes, **do/does.**  
No, **don't/doesn't.**

PRESENT SIMPLE

Retrieved from: <https://teacherpolo.wixsite.com/hello/present-simple-present-continuous>

The simple present is used to describe habits or general truth.

# USES

## PRESENTATION

### EXERCISES

#### Grammar

##### 1 Circle the correct answers.

- She **doesn't** / **don't** play tennis in the morning.
- She **read** / **reads** a magazine.
- **Do** / **Does** he get up early?
- She doesn't **go** / **goes** to work at 8am
- Does David **studies** / **study** at college?
- In the evening, she **listen** / **listens** to music.
- Does he **cooks** / **cook** dinner?

/ doesn't / reads / Does / go /  
study / listens / cook /



# DURING

## Teacher's Instructions

The teacher will present three worksheets to do in class.

### Activity 1

The teacher will present the worksheet to complete the simple present using the correct grammar.

### Activity 2

The teacher will make some groups to work in pairs to complete the worksheet activity. Also, practice a dialogue in class.

### Activity 3

The teacher will share a worksheet to obtain information on applying a survey and give the order for them to move into the class.

## Student's Instructions

The students will complete the different worksheets.

### Activity 1

The students will remember the structure to complete the worksheet in positive and negative statements.

### Activity 2

The students will work in pairs to complete the activity about the food ( tastes and texture). After, they will practice a little dialogue in pairs.

### Activity 3

The students will apply a survey to their partner to obtain information about food.

# Activity 1

# PRACTICE

## Simple Present

Name:

Level: 6th Grader

Look at the picture and answer using (I LIKE OR I DON'T LIKE

	 <small>Retrieved from: <a href="https://www.healthycaring.org/nutrition-topics/general-food-groups/fruits">https://www.healthycaring.org/nutrition-topics/general-food-groups/fruits</a></small>		FRUITS
	 <small>Retrieved from: <a href="https://www.healthy.com/recipes/milk">https://www.healthy.com/recipes/milk</a></small>		MILK
	 <small>Retrieved from: <a href="https://www.healthy.com/recipes/pizza">https://www.healthy.com/recipes/pizza</a></small>		PIZZA
	 <small>Retrieved from: <a href="https://www.healthy.com/recipes/cheese">https://www.healthy.com/recipes/cheese</a></small>		CHEESE
	 <small>Retrieved from: <a href="https://www.healthy.com/recipes/chocolate">https://www.healthy.com/recipes/chocolate</a></small>		CHOCOLATE
	 <small>Retrieved from: <a href="https://www.healthy.com/recipes/rice">https://www.healthy.com/recipes/rice</a></small>		RICE

Activity 2

What does it taste like?

Practice with the partner

Soledad : Do you like chocolate?  
Juan : No, I don't like sweet food.  
Soledad : Oh... Do you like coffee?  
Juan : No, coffee is too bitter?  
Soledad : I see, what do you like then?  
Juan : I like sour foods, like lemon.

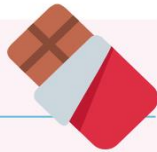


Retrieved from : <https://stock.adobe.com/images/pareja-de-ninos-hablando-entre-ellos/262595303>

Think of the least 2 more foods with each taste and texture group



Sweet



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Salty



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Greasy



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



creamy



\_\_\_\_\_







\_\_\_\_\_

\_\_\_\_\_

Activity 3

# Do you like ?

Complete with ✓ (I like ) ✗ (I don't like ) or ♥ (I love)

Name								





## AFTER

### Teacher's Instructions

**The teacher will make groups to work in pairs to carry out the activity about role play.**

### Student's Instructions

- **The Students will work in pairs and take different roles. For example: (A - B).**
- **The students will enjoy the role-play during the short time while using appropriate language.**

## Activity 1

## PRODUCTION

# Role Play



Retrieved from:  
<https://www.edutopia.org/blog/role-play-sel-teaching-tool-kristin-stuart-valdes>

**SSTUDENT A: HI ALBERTO, HOW ARE YOU?**

**STUDENT B: HI, JANE. I'M FINE THANK YOU. HOW ABOUT YOU?**

**STUDENT A: PRETTY GOOD, THANKS.**

**STUDENT B: THANK YOU FOR THE INVITATION. WHAT LOOKS GOOD ON THE MENU.**

**STUDENT A: I ALWAYS ORDER THE NOODLES. DO YOU LIKE NOODLES? IT'S ON ME.**

**STUDENT B: THANK YOU, YOU ARE SO GENEROUS. I ALSO LOVE NOODLES, BUT IT'S EXPENSIVE. MEAT LOAF ALWAYS SOUND GOOD TO ME.**

**STUDENT A: DO YOU LIKE FRUIT SHAKES?**

**STUDENT B: I LOVE FRUIT SHAKES! MY FAVORITE IS STRAWBERRY.**

**STUDENT A: THAT'S COOL. STRAWBERRY BANANA IS MY FAVORITE TOO.**

**STUDENT B: DO YOU LIKE PIZZA AND HAMBURGER?**

**STUDENT A: NO, I DON'T LIKE. IT IS SALTY.**

**STUDENT B: I SEE WHAT DO YOU LIKE THEN?**

**STUDENT A: I LIKE RICE AND PASTA.**

**STUDENT B: OK, WE ENJOY THE DINNER.**

**STUDENT A: GOOD IDEA.**



# ROLE PLAY RUBRIC

Category	4	3	2	1
<b>Collaboration</b>	Always willing and focused during assigned tasks and presentation.	Usually willing and focused during assigned tasks and presentation.	Sometimes willing and focused during assigned tasks and presentation.	Rarely willing and focused during assigned tasks and presentation.
<b>Preparation</b>	Convincing communication of character 's role, feelings, and motives.	Compentent communication of character 's role, feelings, and motives.	Adequate communication of character 's role, feelings, and motives.	Limited communication of character 's role, feelings, and motives.
<b>Gestures , eye contact</b>	An impressive variety of non-verbal used in an exemplary way.	A good variety (3 or more) non-verbal cues were used in a competent way.	An acceptable variety of non-verbal cues were used in an adequate way.	Limited variety of non-verbal cues were used in a developing way.

<b>Overall Score</b>	16-14	13-10	9-6	5-1
----------------------	-------	-------	-----	-----



ANSWER

SHEETS

UNIT





**ANSWER  
SHEETS  
LESSON A**



# PRESENTATION

## EXERCISES

### Grammar

#### 1 Circle the correct answers.

- She **doesn't** / **don't** play tennis in the morning
- She **read** / **reads** a magazine.
- **Do** / **Does** he get up early?
- She doesn't **go** / **goes** to work at 8am
- Does David **studies** / **study** at college?
- In the evening, she **listen** / **listens** to music.
- Does he **cooks** / **cook** dinner?

/ doesn't / reads / Does / go /  
study / listens / cook /

## Simple Present

Name:

Level: 6th Grader

Look at the picture and answer using (I LIKE OR I DON'T LIKE

	 <small>Retrieved from: <a href="https://www.healthystart.org/nutrition-topics/essential-food-groups/fruits">https://www.healthystart.org/nutrition-topics/essential-food-groups/fruits</a></small>	I LIKE	FRUITS
	 <small>Retrieved from: <a href="http://www.healthykids.com/milk">http://www.healthykids.com/milk</a></small>	I DON'T LIKE	MILK
	 <small>Retrieved from: <a href="https://www.healthystart.org/nutrition-topics/essential-food-groups/pizza">https://www.healthystart.org/nutrition-topics/essential-food-groups/pizza</a></small>	I LIKE	PIZZA
	 <small>Retrieved from: <a href="https://www.healthykids.com/food-groups/cheese">https://www.healthykids.com/food-groups/cheese</a></small>	I DON'T LIKE	CHEESE
	 <small>Retrieved from: <a href="https://www.healthykids.com/food-groups/chocolate">https://www.healthykids.com/food-groups/chocolate</a></small>	I LIKE	CHOCOLATE
	 <small>Retrieved from: <a href="https://www.healthykids.com/food-groups/rice">https://www.healthykids.com/food-groups/rice</a></small>	I DON'T LIKE	RICE



# What does it taste like?

## Practice with the partner

Soledad : Do you like chocolate?  
Juan : No, I don't like sweet food.  
Soledad : Oh... Do you like coffee?  
Juan : No, coffee is too bitter?  
Soledad : I see, what do you like then?  
Juan : I like sour foods, like lemon.

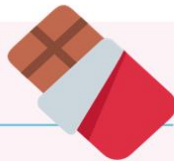


Retrieved from : <https://stock.adobe.com/images/pareja-de-ninos-hablando-entre-ellos/262595303>

Think of the least 2 more foods with each taste and texture group



**Sweet**



♥ Candy

♥ Chocolate



**Salty**



♥ Bread

♥ pizza



**Greasy**



♥ Potato chips

♥ French fries



**creamy**



♥ Ice cream









♥ Milkshake





# Do you like ?

Complete with ✓ (I like ) ✗ (I don't like ) or ♥ (I love)

Name								
Angel	✓	♥	♥	✗	✓	✗	✓	♥
Adriana	✗	✓	♥	✗	♥	✗	♥	✓

# LESSON PLAN B

## HEALTHY EATING

### Teachers' Instructions

#### Pre

The teacher will present some expressions with emotions while asking the student.  
How do you feel today?

Example:

happy

Sad

Nervous

Tired

Angry

Confuse

- The teacher will present vocabulary about healthy and unhealthy food.
- The teacher will introduce the grammar of the Modal Verbs.
- The teacher will present exercises about Modal Verbs.

#### During

The teacher will present three activities to work in the class.

Activity 1

The teacher will give a worksheet to complete sentences using the positive and negative statements of the Modal Verbs.

Activity 2

The teacher will give a set of cards for each group. After, the teacher will divide the students into groups of four.

Activity 3

The teacher will distribute one activity handout to each learner. Have your students stand and find different classmates to interview.

#### After

- The teacher will present a document about healthy food to lose weight.
- The teacher will make groups of 4 students and give the document to each group.
- The teacher will give the order to move into the different groups to talk about healthy food to lose weight after they will return to their group to support the ideas.

### Student's Instructions

#### Pre

- The students will look at the expression and give their answers while the teacher asks the questions.
- The students will pay attention to the vocabulary and grammar.
- The students will complete the worksheet with different activities using the Modal Verbs.
- The students will complete the exercises.

#### During

The students will complete the different worksheets.

Activity 1

The student will complete the worksheet using the Modal Verbs with should and shouldn't.

Activity 2

The students will give the best advice they can using the modal verb should.

The student will take turns picking up a card, reading out the situation on the card, and asking for advice. Afterward, students tell the class the best advice they were given for each situation.

Activity 3

The students will interview their classmates. When a classmate answers "Yes" the interviewer should write the classmate's name and ask for record additional information.

When a classmate answers with "No" The interviewer should leave empty. Another classmate may later answer. Yes for this question.

#### After

- The students will read the document to interpret the information.
- The students will need to meet with classmates and share their ideas.
- The students will meet other members of different groups to listen and share their opinions after they will go back to their groups to support the information with details.

**Topic : Healthy Eating**

**Objective :** At the end of the class, the students will be able to use healthy and unhealthy food vocabulary and modal verbs like should and shouldn't in positive, negative, and wh- questions to talk about healthy eating in a Jigsaw.

**Strategy : Jigsaw**

**School level: Sixth- grader**

**Grammar: Modal verbs**

**Time : 60 minutes**

**Vocabulary:**

helathy food

Milk

Natural juice

Apple

Orange

Water

Banana

Unhealthy food

Pizza

Hamburger

Donuts

Muffins

Cookies

Soft drink

**Meterial :**

Worksheet

canva



# PRE

## Teacher's Instructions

- The teacher will present some expressions with emotions while asking the student.

How do you feel today?

Example:

happy

Sad

Nervous

Tired

Angry

Confuse

- The teacher will present vocabulary about healthy and unhealthy food.
- The teacher will introduce the grammar of the Modal Verbs.
- The teacher will present exercises about modal verbs.

## Student's Instructions

- The students will look at the expression and give their answers while the teacher asks the questions.
- The students will pay attention to the vocabulary and grammar.
- The students will complete the worksheet with different activities using the Modal Verbs.
- The students will complete the exercises.

## Warm-up

**THE EMOTIONS**

**HOW DO YOU FEEL TODAY?**

**NERVOUS**

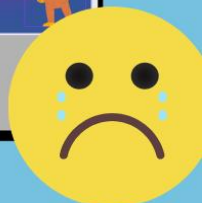
**SAD**

**ANGRY**

**TIRED**

**HAPPY**

**CONFUSE**

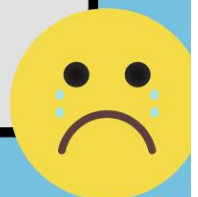




# PRESENTATION

## Vocabulary

# Healthy and Unhealthy Food







# PRESENTATION

## Vocabulary

**Milk**



Retrieved from:  
<https://www.britannica.com/topic/milk>

**Natural juice**



Retrieved from:  
<https://www.modernhoney.com/healthy-juice-cleanse-recipes/>

**Apple**



Retrieved from:  
[https://www.collinsdictionary.com/es/diccionario/ingles/apple#google\\_vignette](https://www.collinsdictionary.com/es/diccionario/ingles/apple#google_vignette)

**Orange**



Retrieved from:  
<https://www.britannica.com/plant/orange-fruit>

**Water**



Retrieved from:  
<https://www.hsph.harvard.edu/nutritionsource/water/>

**Broccoli**



Retrieved from:  
<https://www.health.harvard.edu/heart-health/vegetable-of-the-month-broccoli>

**VEGETABLES**



Retrieved from: <https://lingua.edu/es/26-nombres-de-vegetales-en-ingles/>

**CARROTS**



Retrieved from:  
<https://www.knowyourproduce.com/how-to-grow-carrots/>

**BANANA**



Retrieved from:  
<https://agroempresario.com/publicacion/7602/propiedad>





# PRESENTATION

## Vocabulary

### FRIED POTATOES



Retrieved from: <https://www.allrecipes.com/recipe/35963/french-fried-potatoes/>

### PIZZA



Retrieved from: <https://www.saborusa.com/hn/blog/deliciosa-pizza-salchicha/>

### Hamburger



Retrieved from: <https://www.allrecipes.com/recipe/49404/juiciest-hamburgers-ever/>

### Donuts



Retrieved from: <https://www.donutexpress.ec/>

### Muffins



Retrieved from: <https://www.lactaidexpress.com/recipes/giant-blueberry-muffins>

### Soft drink



Retrieved from: <https://igourmet.com/top-10-carbonated-soft-drinks-in-egypt/>

### Milkshake

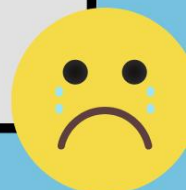


Retrieved from: <https://www.tastesoflizzyt.com/how-to-make-a-milkshake-with-ice-cream/>

### Cookies



Retrieved from: <https://www.allrecipes.com/recipe/11943/cookies/>





# PRESENTATION

## Grammar

	SHOULD	Examples
Positive	I should ... You should ... He should ...	<i>I <u>should</u> get up early.</i> <i>You <u>should</u> sleep 7 hours.</i> <i>He <u>should</u> eat more vegetab</i>
Negative	I shouldn't ... You shouldn't ... He shouldn't ...	<i>I <u>shouldn't</u> go to bed late.</i> <i>You <u>shouldn't</u> eat chocolate.</i> <i>He <u>shouldn't</u> drink coffee.</i>
Question	Should I ...? Should you ...? Should he ...?	<i><u>Should</u> I go to the gym?</i> <i><u>Should</u> you drink more water?</i> <i><u>Should</u> he do sports?</i>

Retrieved from: <https://funlessons.wordpress.com/should-shouldnt/>

## USES

We use the modal auxiliary verb *should* to say something is a good idea or the right thing to do. We use it when we want to give advice or make a recommendation.

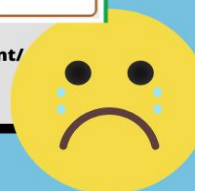
## SHOULD / SHOULDN'T – FORM

test-english.com

POSITIVE	I You He She It We They	should go.	NEGATIVE	I You He She It We They	should not go. shouldn't go.
----------	---	------------	----------	---	---------------------------------

QUESTION	Should	I you he she it we they	go?	SHORT ANSWER	Yes, I you he she it we they	should.	No, I you he she it we they	should not shouldn't.
----------	--------	---	-----	--------------	--	---------	---	--------------------------

Retrieved from: <https://test-english.com/explanation/a2/should-shouldnt/>



# PRESENTATION

## Exercises

Complete the sentences with the modal verbs.

should - shouldn't

- You \_\_\_\_\_ drink some water.
- She \_\_\_\_\_ visit the doctor.
- You \_\_\_\_\_ be late for school.
- He \_\_\_\_\_ smoke.
- You \_\_\_\_\_ clean your teeth.
- You \_\_\_\_\_ shout in class.
- He \_\_\_\_\_ do more exercise.

1)should, 2) should, 3)shouldn't,  
4)shouldn't, 5)should,  
6)shouldn't 7)should.





## DURING

### Teacher's Instructions

The teacher will present 3 activities to work in class.

#### Activity 1

The teacher will give a worksheet to complete sentences using the positive and negative statements of the Modal Verbs.

#### Activity 2

The teacher will give a set of cards, for each group. After, the teacher will divide the students into groups of four.

#### Activity 3

The teacher will distribute one activity handout to each learner. Have your students stand and find different classmates to interview.

### Student's Instructions

- The students will complete the different worksheets.

#### Activity 1

The student will complete the worksheet using the Modal Verbs with should and shouldn't.

#### Activity 2

The students will give the best advice they can using the modal verb should. The student will take turns picking up a card, reading out the situation on the card, and asking for advice. Afterward, students tell the class the best advice they were given for each situation.

#### Activity 3

The students will interview their classmates. When a classmate answers "Yes" the interviewer should write the classmate's name and ask for record additional information.



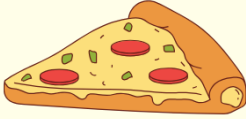









When a classmate answers with "No" The interviewer should leave empty. Another classmate may later answer. Yes for this question.

# Activity 1

# PRACTICE

## HOW CAN YOU STAY HEALTHY?

Complete the following sentence by using " should or shouldn't "

 <p>Retrieved from: <a href="https://www.britannica.com/topic/vegetable">https://www.britannica.com/topic/vegetable</a></p> <p>You _____ eat vegetables</p>	 <p>Retrieved from: <a href="https://www.knowyourproduce.com/how-to-grow-carrots/">https://www.knowyourproduce.com/how-to-grow-carrots/</a></p> <p>You _____ eat carrots</p>	 <p>Retrieved from: <a href="https://www.saborusa.com/hn/blog/deliciosa-pizza-salchicha">https://www.saborusa.com/hn/blog/deliciosa-pizza-salchicha</a></p> <p>You _____ eat pizza</p>	 <p>Retrieved from: <a href="https://www.hsph.harvard.edu/nutritionsource/water/">https://www.hsph.harvard.edu/nutritionsource/water/</a></p> <p>You _____ drink water</p>
 <p>Retrieved from: <a href="https://recetasdecocina.elmundo.es/2015/09/cookies-chocolate-receta-facil.html">https://recetasdecocina.elmundo.es/2015/09/cookies-chocolate-receta-facil.html</a></p> <p>You _____ eat cookies</p>	 <p>Retrieved from: <a href="https://www.donutexpress.ec/">https://www.donutexpress.ec/</a></p> <p>You _____ eat donuts</p>	 <p>Retrieved from: Retrieved from: <a href="https://www.health.harvard.edu/heart-health/vegetable-of-the-month-broccoli">https://www.health.harvard.edu/heart-health/vegetable-of-the-month-broccoli</a></p> <p>You _____ eat broccoli</p>	 <p>Retrieved from: Retrieved from: <a href="https://www.lactaidenpanol.com/recipes/giant-blueberry-muffins">https://www.lactaidenpanol.com/recipes/giant-blueberry-muffins</a></p> <p>You _____ eat muffins</p>
 <p>Retrieved from: Retrieved from: <a href="https://www.modernhoney.com/healthy-juice-cleanse-recipes/">https://www.modernhoney.com/healthy-juice-cleanse-recipes/</a></p> <p>You _____ drink more natural juice</p>	 <p>Retrieved from: Retrieved from: <a href="https://www.tastesoflizzyt.com/how-to-make-a-milkshake-with-ice-cream/">https://www.tastesoflizzyt.com/how-to-make-a-milkshake-with-ice-cream/</a></p> <p>You _____ drink milk shake</p>	 <p>Retrieved from: Retrieved from: <a href="https://www.collinsdictionary.com/es/diccionario/ingles/apple#google_vignette">https://www.collinsdictionary.com/es/diccionario/ingles/apple#google_vignette</a></p> <p>You _____ eat apple</p>	 <p>Retrieved from: Retrieved from: <a href="https://www.allrecipes.com/recipe/4944/juiciest-hamburgers-ever/">https://www.allrecipes.com/recipe/4944/juiciest-hamburgers-ever/</a></p> <p>You _____ eat hamburger</p>

# Speaking Game: giving advice (group work)

## Activity 2

## PRACTICE



How much weight should I aim to lose?  
What should I do?

I'd like to buy a pet but I live in an apartment.  
What pet should I buy?

I want to improve my English pronunciation.  
What should I do?

I have problems getting to sleep at night.  
What should I do?

I want to do some exercise but I have bad knee.  
What exercises should I do?

I want to learn to dance.  
What kind of dancing should I learn?

How to lose weight fast?  
What should I do?

I want to make some new friends.  
What should I do?



## Activity 3

# Find Someone Who ...



Should you eat healthy food?

## SHOULD

	CLASSMATE'S NAME	Who...? What...? Where...?	ADDITIONAL INFORMATION	When...? Why...? How...?
... should eat healthy food.				
... should consult your diet with a doctor or nutritionist				
... should exercise to lose weight.				
...should watch less TV.				
... should cook dinner tonight.				
... should drink water.				
... should try to spend less money.				

A: Should you eat healthy food?

B: Yes, I should!

A: Why should you eat healthy food?

B: I feel more healthful.





# AFTER

## Teacher's Instructions

- The teacher will present a document about healthy food to lose weight.
- The teacher will make groups of 4 students and give the document to each group.
- The teacher will give the order to move into the different groups to talk about healthy food to lose weight after they will return to their group to support the ideas.

## Student's Instructions

- The students will read the document to interpret the information.
- The students will need to meet with classmates and share their ideas.
- The students will meet other members of different groups to listen and share their opinions after they will go back to their groups to support the information with details.



# JIGSAW

## Healthy food to lose weight



Retrieved from:  
<https://www.healthline.com/nutrition/fruits-vs-vegetables>

**For most people to lose weight, they should choose nutrients rich food or protein and fiber-rich foods which help to maintain weight.**

**After doing much research and experiments, the scientists concluded that few foods impact our health like gaining or losing weight when they are incorporated healthy diet and a good lifestyle.**

**Mostly fruits, vegetables, nuts, yogurt, and whole grains are recommended for people looking got weight loss.**

**Sugary beverages, potato chips, red meat, or processed meat promote weight gain and obesity.**





# JIGSAW



## GROUP 1

## GROUP 2



Retrieved from: <https://www.alamy.es/imagenes/lecci%C3%B3n-en-grupos-peque%C3%B1os.html?imgt=8&sortBy=relevant>



Retrieved from: <https://www.freepng.es/png-y4095p/>

## GROUP 3

## GROUP 4



Retrieved from: <https://larryferlazzo.edublogs.org/2019/01/20/a-look-back-heres-the-hand-out-i-use-for-jigsaw-activities/>



Retrieved from: <https://www.freepik.es/vectores/ninez>

# JIGSAW RUBRIC

Category	4	3	2	1
<b>Contributions</b>	Routinely provides useful ideas when participating in the group and in Classroom discussion. A definite leader who contributes a lot of effort.	Usually provides useful ideas when participating in the group and in classroom discussion. A strong group member who tries hard!	Sometimes provides useful ideas when participating in the group and in classroom Discussion. A satisfactory group member who does what is required.	Rarely provides useful ideas when participating in the group and in Classroom discussion. May refuse to participate.
<b>Quality of Work</b>	Provides work of the highest quality	Provides high quality work.	Provides work that occasionally needs to be checked/redone by other group members to ensure quality.	Provides work that usually needs to be checked/redone by others to ensure quality.
<b>Focus on the task</b>	Consistently stays focused on the task and what needs to be done. Very self-directed.	Focuses on the task and what needs to be done most of the time. Other group members can count on this person.	Focuses on the task and what needs to be done some of the time. Other group members must sometimes nag, prod, and remind to keep this person on-task.	Rarely focuses on the task and what needs to be done. Lets others do the work.
<b>Working with Others</b>	Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.	Usually listens to, shares, with, and supports the efforts of others. Does not cause "waves" in the group.	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.

<b>Overall Score</b>	16-14	13-10	9-6	5-1
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**ANSWER  
SHEETS  
LESSON B**

# PRESENTATION

## Exercises

Complete the sentences with the modal verbs.













should - shouldn't

- You should drink some water.
- She should visit the doctor.
- You shouldn't be late for school.
- He shouldn't smoke.
- You should clean your teeth.
- You shouldn't shout in class.
- He should do more exercise.

1)should, 2) should, 3)shouldn't,  
4)shouldn't, 5)should,  
6)shouldn't 7)should.

# HOW CAN YOU STAY HEALTHY?

Complete the following sentence by using " should or shouldn't "

 <p>Retrieved from: <a href="https://www.britannica.com/topic/vegetable">https://www.britannica.com/topic/vegetable</a></p> <p><b>You should eat vegetables</b></p>	 <p>Retrieved from: <a href="https://www.knowyourproduce.com/how-to-grow-carrots/">https://www.knowyourproduce.com/how-to-grow-carrots/</a></p> <p><b>You should eat carrots</b></p>	 <p>Retrieved from: <a href="https://www.saborusa.com/hn/blog/deliciosa-pizza-salchicha">https://www.saborusa.com/hn/blog/deliciosa-pizza-salchicha</a></p> <p><b>You shouldn't eat pizza</b></p>	 <p>Retrieved from: <a href="https://www.hsph.harvard.edu/nutritionsource/water/">https://www.hsph.harvard.edu/nutritionsource/water/</a></p> <p><b>You should drink water</b></p>
 <p>Retrieved from: <a href="https://recetasdecocina.elmundo.es/2015/09/cookies-chocolate-recipe-facil.html">https://recetasdecocina.elmundo.es/2015/09/cookies-chocolate-recipe-facil.html</a></p> <p><b>You shouldn't eat cookies</b></p>	 <p>Retrieved from: <a href="https://www.donutexpress.ec/">https://www.donutexpress.ec/</a></p> <p><b>You shouldn't eat donuts</b></p>	 <p>Retrieved from: Retrieved from: <a href="http://www.health.harvard.edu/heart-health/vegetable-of-the-month-broccoli">http://www.health.harvard.edu/heart-health/vegetable-of-the-month-broccoli</a></p> <p><b>You should eat broccoli</b></p>	 <p>Retrieved from: Retrieved from: <a href="https://www.lacalidestepand.com/recipes/giant-blueberry-muffins">https://www.lacalidestepand.com/recipes/giant-blueberry-muffins</a></p> <p><b>You shouldn't eat muffins</b></p>
 <p>Retrieved from: Retrieved from: <a href="https://www.modernhoney.com/healthy-juice-cleanse-recipes/">https://www.modernhoney.com/healthy-juice-cleanse-recipes/</a></p> <p><b>You should drink more natural juice</b></p>	 <p>Retrieved from: Retrieved from: <a href="https://www.tastesoflizzyt.com/how-to-make-a-milkshake-with-ice-cream/">https://www.tastesoflizzyt.com/how-to-make-a-milkshake-with-ice-cream/</a></p> <p><b>You should drink milk shake</b></p>	 <p>Retrieved from: Retrieved from: <a href="https://www.collinsdictionary.com/es/diccionario/ingles/apple#google_vignette">https://www.collinsdictionary.com/es/diccionario/ingles/apple#google_vignette</a></p> <p><b>You should eat apple</b></p>	 <p>Retrieved from: Retrieved from: <a href="https://www.allrecipes.com/recipe/48044/juiciest-hamburgers-ever/">https://www.allrecipes.com/recipe/48044/juiciest-hamburgers-ever/</a></p> <p><b>You shouldn't eat hamburger</b></p>



## Speaking Game: giving advice (group work)

You should eat vegetables.

You should make water aerobics for people with knee pain.

You should buy a cat.

You should learn salsa and bachata.

You should read books.

You should eat more fiber.

You should do exercises every day.

You should invite people over for coffee, dinner, or playdates



# Find Someone Who ...



Should you eat healthy food?

**SHOULD**

	CLASSMATE'S NAME	Who...? What...? Where...?	ADDITIONAL INFORMATION	When...? Why...? How...?
... should eat healthy food.	Alexa		I need to strengthen my bones.	
... should consult your diet with a doctor or nutritionist				
... should exercise to lose weight.	Soledad		I need to walk, jog and run.	
...should watch less TV.				
... should cook dinner tonight.	Ethan		I want to improve my physical and mental health.	
... should drink water.				
... should try to spend less money.	Eliza		OK, but I need to buy some things.	

- A: Should you eat healthy food?  
 B: Yes, I should!  
 A: Why should you eat healthy food?  
 B: I feel more healthful.





## LESSON PLAN C

### COOKING TOGETHER

#### Teacher's Instructions

Topic : Cooking together

Objective : At the end of the class, students will be able to use vocabulary kitchen equipment, and kitchen verbs in the Present Continuous. In positive, negative, and interrogative to make an oral presentation about a recipe.

Strategy : Oral Presentation

Time : 60 minutes

School level: Sixth - grader

Grammar: Present Continuous

Vocabulary:

kitchen equipment

plate

fork

grater

blender

casserole

Frying pan

Kitchen verbs

cut

add

steam

break

mix

slice

chop

peel

saute

Materials :

Worksheets

Canva



#### Student's Instructions

##### Pre

The students will be able to choose one card of the different categories and do the miming. Then, who guessed the mimic correctly is the next student to do a mime.

The students will pay attention to vocabulary and grammar about Present Continuous.

The students will complete the exercises with Present Continuous.

##### During

The students will complete the different worksheets.

##### Activity 1

The students will remember the structure to complete the correct sentences

##### Activity 2

The students will throw the dice and make correct sentences with the present continuous form, but they cannot repeat the same sentences. Also, the students will continue until someone reaches the finish.

##### Activity 3

The students will choose a representative in the group and this person chooses the flash card to talk all about the topic.

The students will speak for a minute giving their different arguments.

##### After

The students will read the document to complete the information remembering the vocabulary about food, and kitchen equipment.

The students will complete the recipe to give an oral presentation in class.

##### Pre

The teacher will present some cards with different colors and categories. For example, red is musical instruments, orange is jobs, and green is action.

The teacher will present the rules of the game. Also, the teacher will choose some students who are nominated to stand in front of the group.

They choose a card, look at the picture, and then start their mime. They are allowed to sound, but they must not use any words. Other students have to guess what they are miming.

The teacher will present the vocabulary and grammar.

##### During

The teacher will present worksheets with three different activities.

##### Activity 1

The teacher will present the worksheet to put with the correct verb and form sentences.

##### Activity 2

The teacher will present the game board to make correct sentences with the Present Continuous form.

##### Activity 3

The teacher will present some flash cards to talk about cooking. After, The teacher will make some groups of four people.

The teacher will establish a time to talk in the group. Then, each member has 1 minute to speak.

##### After

The teacher will present a document with instructions for writing a recipe step by step.

The teacher will order an oral presentation on their favorite recipe in class.

# PRE

## Teacher's Instructions

The teacher will present some cards with different colors and categories. For example, red is musical instruments, orange is jobs, and green is action.

The teacher will present the rules of the game. Also, the teacher will choose some students who are nominated to stand in front of the group.

They choose a card, look at the picture, and then start their mime. They are allowed to sound while but they must not use any words, Other students have to guess what they are miming.

the teacher will present the vocabulary and grammar.

The teacher will present a exercise about Present Continuous.

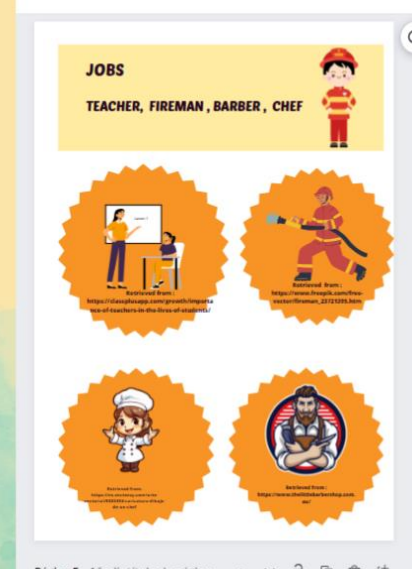
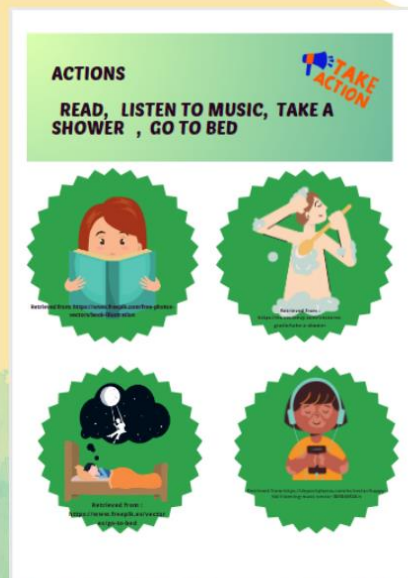
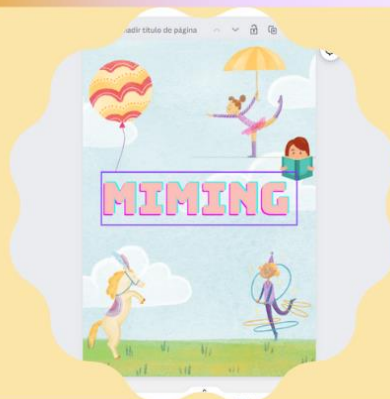
## Student's Instructions

The students will be able to choose one card of the different categories and do the miming whoever guesses the mimic correctly is the next student to do a mime.

The students will pay attention to vocabulary and grammar about Present Continuous.

The students will complete the exercises wit Present Continuous.

## Warm-up





# PRESENTATION

## Vocabulary

### KITCHEN EQUIPMENT



Retrieved from:  
<https://dictionary.cambridge.org/es/diccionario/ingles/plate>

**plate**



Retrieved from:  
<https://www.libertytabletop.com/product/annapolis-dinner-fork/>

**Fork**



Retrieved from:  
<https://falconebooks.com/292738/verl-tinge-herb-2-cm-18-18-herb-grater.html>

**Grater**



Retrieved from:  
<https://www.freepik.com/free-photos-vectors/knife>

**knife**



Retrieved from:  
<https://www.alamy.es/imagenes/cartoon-juice-blender.html?sort=relevant>

**Blender**



Retrieved from:  
<https://www.bbcgoodfood.com/recipes/collection/casserole-recipes>

**Casserole**



Retrieved from:  
<https://greenpan.co.uk/products/copenhagen-frying-pan>

**Frying pan**

### KITCHEN VERBS



**Cut**



**Add**



**Steam**



**Break**



**Mix**



**Slice**



**Chop**



**Peel**



**Sauté**

Retrieved from:  
<https://www.vedantu.com/english/cooking-verbs-for-kids>

# PRESENTATION

Grammar

Spelling Rules

## PRESENT CONTINUOUS

POSITIVE	I am working
	You/We/They are working
	He/She/It is working
NEGATIVE	I'm not working
	You/We/They aren't working
	He/She/It isn't working
QUESTION	Am I } working?
	Are you/we/they } working?
	Is he/she/it } working?
SHORT ANSWER	Yes, { I am
	{ You/We/They are
	{ He/She/It is
	No, { I'm not
	{ You/We/They aren't
	{ He/She/It isn't

a. For most verbs, add -ing.	Talk- talking Say- saying Go- going
b. If the verb ends in a silent -e, delete e and add -ing.	Live- living Make- making write- writing
c. For be and see, don't drop the e because it is not silent.	be- being see- seeing
d. If the verb ends in -ie, change the ie to y and add -ing.	lie - lying
e. If the verb has one syllable and follows the pattern consonant-vowel-consonant (cvc), double the last letter and add -ing.	sit- sitting put- putting get- getting
f. Do not double the consonant if the verb ends in -w, -x, or -y	grow- growing fix- fixing say- saying

Retrieved from: <https://promova.com/es/english-grammar/present-continuous-spelling-rules>

Retrieved from: <https://test-english.com/explanation/b1/present-simple-present-continuous/>

Uses



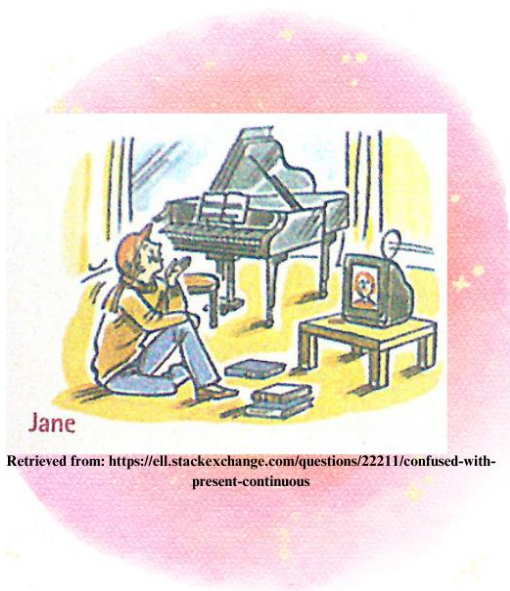
- The present continuous is used to describe an action that is happening at the moment and is progressive in nature.
- Indicates that an action or condition is happening now, frequently, and may continue into the future.



## PRESENTATION

### Exercises

Look at the picture. Write sentences about Jane.  
Use She's -ing or She isn't -ing



Jane

Retrieved from: <https://ell.stackexchange.com/questions/22211/confused-with-present-continuous>

1. ( have dinner)  Jane isn't having dinner.
2. ( watch television)  She's watching television.
3. ( sit on the floor) \_\_\_\_\_
4. (read a book) \_\_\_\_\_
5. (play the piano) \_\_\_\_\_
6. ( wear a hat) \_\_\_\_\_
7. (write a letter) \_\_\_\_\_

having, watching, sitting, reading, playing, wearing,  
writing



# DURING

## Teacher's Instructions

The teacher will present worksheets with three different activities.

### Activity 1

The teacher will present the worksheet to put with the correct verb and form sentences.

### Activity 2

The teacher will present the game board to make correct sentences with the Present Continuous form.

### Activity 3

The teacher will present some flash cards to talk about cooking. After, The teacher will make some groups of four people.

The teacher will establish a time to talk in the group. Then, each member has 1 minute to speak.

## Student's Instructions

The students will complete the different worksheets.

### Activity 1

The students will remember the structure to complete the correct sentences

### Activity 2

The students will throw the dice and make correct sentences with the present continuous form, but they cannot repeat the same sentences. Also, the students will continue until someone reaches the finish.

### Activity 3

The students will choose a representative in the group and this person chooses the flash card to talk all about the topic.

The students will speak for a minute contrib their different arguments.

# Activity 1

# PRACTICE

## COOKING

Put the verbs in brackets in the correct tense

Peel



Retrieved from :  
<https://theconversation.com/fruit-and-veg-is-it-better-to-peel-them-192113>

Mix



Retrieved from :  
<https://preparedcooks.com/how-long-does-pancake-batter-last-in-the- fridge/>

Cut



Retrieved from :  
<https://cabinetcountrylic.com/blog/cutting-or-placing-hot-pots-on-kitchen-countertops>

Add



Retrieved from :  
<https://www.istockphoto.com/es/search/2/image?phrase=adding-ingredient>

Break



Retrieved from:  
[https://es.123rf.com/photo\\_36565790\\_cooking-cake-break-an-egg.html](https://es.123rf.com/photo_36565790_cooking-cake-break-an-egg.html)

slice



Retrieved from:  
<https://www.tasteofhome.com/recipes/sliced-ham-with-roasted-vegetables/>

sauté



Retrieved from :  
<https://www.bhg.com/recipes/how-to-cooking-basics/how-to-saute/>

steam



Retrieved from:  
<https://www.thekitchn.com/5-ways-to-steam-vegetables-without-a-basket-231385>

Retrieved from:  
<https://myenglishteacher.co.uk/2020/08/20/cooking-verbs-in-english/>



# Activity 2

# PRESENT CONTINUOUS PRACTICE

board game



The board game board consists of a path of spaces. The path starts at a blue oval labeled "START" and ends at a blue oval labeled "END". The path is divided into three main sections by arches. The cards on the path are as follows:

- Section 1 (Left):**
  - Card 1: A girl cooking. Checkmark.
  - Card 2: A man with a hammer. Checkmark. "my grandpa".
  - Card 3: A cat. Question mark. "a cat".
  - Card 4: Mr. King. Checkmark.
- Section 2 (Middle):**
  - Card 1: Gary. Cross.
  - Card 2: A woman washing dishes. Question mark.
  - Card 3: "Oh no! Go back to Start!".
  - Card 4: A boy eating. Checkmark.
  - Card 5: Pat. Cross.
- Section 3 (Right):**
  - Card 1: "Move ahead 2 spaces!".
  - Card 2: A woman cutting a banana. Cross.
  - Card 3: "Puu!". A woman dancing. Question mark. "Judy".
  - Card 4: "Oh no! Go back to Start!".
  - Card 5: Monica. Question mark.
- Section 4 (Far Right):**
  - Card 1: A couple kissing. Checkmark. "they".
  - Card 2: "Move ahead 4 spaces!".
  - Card 3: A woman running. Cross. "they".
  - Card 4: Olivia. Cross.
  - Card 5: A chef and a woman. Question mark.

www.storyboardthat.com

StoryboardThat

**Activity 3**

**PRACTICE**

**COOKING  
CONVERSATION  
CARDS.**



Talk about who are better cooks, women and men



Retrieved from: <https://www.freepik.com>

Would you like to be a chef ? why or why not



Retrieved from: <https://es.123rf.com>

Talk about what you ususally eat for breakfast / lunch/ dinner



Retrieved from: <https://es.123rf.com>

What are some things that you can cook well ? Who taught you how to cook?



Retrieved from: <https://www.freepik.es>

Do you prefer cooking at home or eating out at a restaurant ? why?



Retrieved from: <https://es.123rf.com>

What are some of the advantages of cooking your meals at home?



Retrieved from : <https://www.pinterest.es>

Talk about the healthy food is important



Retrieved from: <https://www.freepik.es>

Talk about the best food for a party



Retrieved from: <https://www.whatscookitalianstyleuisine.com>

## AFTER

### Teacher's Instructions

The teacher will present a document with instructions for writing a recipe step by step.

The teacher will order an oral presentation on their favorite recipe in class.

### Student's Instructions

The students will read the document to complete the information remembering the vocabulary about food, and kitchen equipment.

•The students will complete the recipe to give an oral presentation in class.



# Activity 1

## Writing a Recipe

PRODUCTION

Follow the instructions

### 1. NAME OF THE DISH

Be original and make up a trendy name for your dish

### 2. INGREDIENTES

Write the ingredients that you need



Retrieved from:  
<https://lifesedlatam.com>



Retrieved from:  
<https://www.recipeica.com>

**types of vegetables, fruit, meat, drinks, and others**

### 3. COOKING TOOLS

Write the cooking tools that you need

**Knives, plates, casserole, spoons, others**



Retrieved from:  
<https://www.gettyimages.es>

### 4. LEVEL OF DIFFICULTY

Mark the level of difficulty for cooking dish

**EASY, MEDIUM, DIFFICULT, EXPERT**

### 5. TIME

Say how much time you will need

**00:00:00**

### 6. Preparations

Large empty rectangular box for writing the preparation steps.

# Writing a Recipe

## 1. NAME OF THE DISH



Retrieved from:  
<https://lifeseedlatam.com>

## 2. INGREDIENTES



Retrieved from:  
<https://www.gettyimages.com>

## 3. COOKING TOOLS



Retrieved from:  
<https://www.gettyimages.es>

## 4. LEVEL OF DIFFICULTY

## 5. TIME

**00:00:00**

## 6. Preparations

# RUBRIC FOR RECIPE

ÍTEMS	LEVEL 4 (N/A)	LEVEL 3 (N/A)	FEEDBACK (N/A)
TITTLE AND PURPOSE	<p>USES AN ENGAGING TITLE TO INTRIGUE THE READER.</p> <p>THE STUDENT HAS A PERSUASIVE PURPOSE THAT CAN MOTIVATE THE READER TO MAKE THIS RECIPE.</p>	<p>HAS A CLEAR TITLE.</p> <p>THE STUDENT HAS A PERSUASIVE PURPOSE.</p>	FEEDBACK
INGREDIENTS AND MATERIALS	<p>HAS ALL INGREDIENTS AND MATERIALS NEEDED FOR THE RECIPE IN THE ORDER THEY ARE USED.</p> <p>THE STUDENT USES A LOGICAL SEQUENCE OF STEPS.</p>	<p>HAS MOST OF INGREDIENTS NEEDED FOR THE RECIPE.</p> <p>THE STUDENT HAS MOST OF THE STEPS IN A LOGICAL SEQUENCE</p>	FEEDBACK
GRAMMAR USE OF VERBS AND ADVERDS	<p>USES ADVERBS (CAREFULLY, OPEN, GENTLY TURN, SLOWLY PUSH, STIR SLOWLY) IN THEIR RECIPE TO DESCRIBE EACH STEPS.</p> <p>USES ADVERBS (MIX, STIR, PLACE, ETC.) IN THEIR RECIPE TO BEGIN EACH STEP</p>	<p>USES VERBS AND ADVERBS IN THEIR RECIPE IN MOST STEPS.</p>	FEEDBACK
EVALUATION	<p>HAS A DETAILED CONCLUSION THAT SUMMARIZES THE RECIPE. IT TELLS HOW THE FINAL PRODUCT SHOULD LOOK, TASTE LIKE AND MAKES YOU FEEL.</p>	<p>HAS A CONCLUSION THAT SUMMARIZES THE RECIPE. IT TELLS HOW THE FINAL PRODUCT SHOULD LOOK, TASTE LIKE AND/OR MAKES YOU FEEL.</p>	FEEDBACK

Retrieved from: <https://www.rcampus.com/rubricshowc.cfm?sp=yes&code=LX5BXBB&>





**ANSWER  
SHEETS  
LESSON C**



## PRESENTATION

### Exercises

Look at the picture. Write sentences about Jane.  
Use She's -ing or She isn't -ing



Retrieved from: <https://ell.stackexchange.com/questions/22211/confused-with-present-continuous>

1. ( have dinner)  Jane isn't having dinner.
2. ( watch television)  She's watching television.
3. ( sit on the floor)  She's sitting on the floor
4. (read a book)  She isn't reading a book.
5. (play the piano)  She isn't playing the piano.
6. ( wear a hat)  She isn't wearing a hat.
7. (write a letter)  She isn't writing a letter.

having, watching, sitting, reading, playing, wearing,  
writing



# COOKING

Put the verbs in brackets in the correct tense



RETRIEVED FROM :  
<https://theconversation.com/fruit-and-veg-is-it-better-to-peel-them-192113>

My father is **peeling** potatoes to help to mum



Retrieved from :  
<https://preparedcooks.com/how-long-does-pancake-batter-last-in-the-fridge/>

He is **mixing** sugar , eggs and butter to make a cake



Retrieved from :  
<https://cabinetcountryllc.com/blog/cutting-or-placing-hot-pots-on-kitchen-countertops>

She is **cutting** some peppers for the salad



Retrieved from :  
<https://www.istockphoto.com/es/search/2/image?phrase=adding+ingredient>

Pedro and Maria are **adding** salt in the food



Retrieved from :  
[https://es.123rf.com/photo\\_36565700\\_cooking-cake-break-an-egg.html](https://es.123rf.com/photo_36565700_cooking-cake-break-an-egg.html)

Maria is **breaking** eggs to her breakfast



Retrieved from :  
<https://www.tasteofhome.com/recipes/sliced-ham-with-roasted-vegetables/>

Andrea is **slicing** ham for her brother



Retrieved from :  
<https://www.king.com/recipes/how-to-cooking-basics/how-to-saute/>

Juan is **sautéing** the meat



Retrieved from :  
<https://www.thekitchen.com/5-ways-to-steam-vegetables-without-a-basket-231385>

Andres is **steaming** the noodles

Retrieved from :  
<https://myenglishteacher.co.uk/2022/08/20/cooking-verbs-in-english/>



# PRESENT CONTINUOUS

board game

The board game layout consists of three vertical paths of colored squares. Each path starts with a blue square at the bottom and ends with a grey square at the top. The squares are colored as follows: blue, red, yellow, green, yellow, red, blue, grey. The text on the squares is as follows:

- Path 1 (Left):**
  - Blue: She is **cutting** some peppers for the salad.
  - Red: My grandparent is **reading** a newspaper.
  - Yellow: Is it a cat **sleeping**?
  - Green: Mr King is **playing** the violin.
- Path 2 (Middle):**
  - Red: **Move ahead 2 spaces!**
  - Red: Peter is **drinking** his natural juice.
  - Yellow: He is **mixing** sugar, eggs, and butter to make a cake.
  - Grey: Pat is not **brushing** her hair.
- Path 3 (Right):**
  - Blue: They are **kissing** with love.
  - Red: **Move ahead 4 spaces!**
  - Yellow: She is **slicing** ham for her brother.
  - Blue: Juan is not **shouting** the meat.

Action cards are placed on the paths:

- Yellow square (Path 1): **Oh no! Go back!**
- Red square (Path 2): **Oh no! Go back to Start!**

Other elements include a 'START' circle at the bottom left and an 'END' circle at the bottom right. The background features a beach scene with a palm tree, a seagull, an ostrich, and a rock.

# UNIT 2

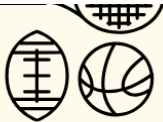
## FREE TIME

### WITH MY

### FAMILY







## Lesson Plan A

### Sport

#### Teacher's Instructions

#### Student's Instructions

##### Topic : Sport

**Objective :** At the end of the class, students will be able to use sports nouns such as basketball, tennis, golf, and judo in the Simple Present Wh- questions to talk about sports through a survey.

**Strategy :** Survey

**School level:** Sixth-grader

**Grammar:** Simple present (Wh- Questions)

**Time :** 60 minutes

##### Vocabulary:

Football

Tennis

Basketball

Swimming

Boxing

Volleyball

Hockey

Cycling

Judo

Golf

Horse racing

Materials :

Worksheet

Canva



##### Pre

The teacher will introduce the topic using a brainstorm.

For example:

What is your favorite sport?

The teacher will present the vocabulary about sports.

The teacher will present the grammar of Simple Present Wh-Questions.

The teacher will present exercises about Simple Present (Wh-questions)

##### During

The teacher will present the worksheets with different activities.

##### Activity 1

The teacher will present a worksheet about Simple Present Wh - Questions with questions in disarray.

##### Activity 2

The teacher will present a worksheet to complete with Simple Present Wh- Questions and a little conversation.

##### Activity 3

The teacher will Give each student a question card about routine activities to find information about their classmates' habits and routines by asking and answering Wh questions.

##### After

The teacher will give a survey to each student to apply in class for 10 minutes.

##### Pre

The students will remember their favorite sport to write on the board.

The students will pay attention to the class about the vocabulary and grammar.

The students will complete the exercises with the Simple Present (Wh-questions)

##### During

The students will realize the worksheets.

##### Activity 1

The students will put in the correct order for the questions.

##### Activity 2

The students will complete the conversation with the correct Wh - Questions words. After, they will practice with a partner and compare their answers.

##### Activity 3

The students will go around the class asking and answering their questions and noting down their classmates' responses. When the students have finished, they will report to the class with the information that they found out.

##### After

The students will apply a survey in the class while other students pay attention to the questions and give their answers.

# PRE

## Teacher's Instructions

The teacher will introduce the topic using a brainstorm.

For example:

What is your favorite sport?

The teacher will present the vocabulary about sports.

The teacher will present the grammar of Simple Present Wh-Questions.

The teacher will present exercises about Simple Present (Wh-questions).

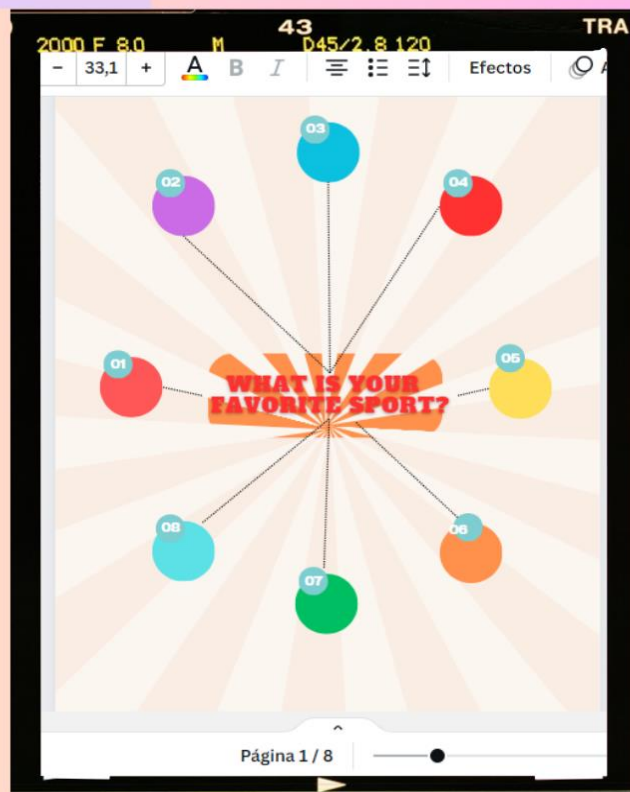
## Student's Instructions

The students will remember their favorite sport to write on the board.

The students will pay attention to the class about the vocabulary and grammar.

The students will complete the exercises with the Simple Present (Wh-questions).

## Warm-up





# PRESENTATION

## Vocabulary

# SPORTS



Retrieved from: <https://www.alamy.es>

**FOOTBALL**



Retrieved from: <https://www.freepik.es>

**TENNIS**



Retrieved from: <https://www.gettyimages.es>

**BASKETBALL**



Retrieved from: <https://elements.envato.com>

**SWIMMING**



Retrieved from: <https://es.lovepik.com>

**BOXING**



Retrieved from: <https://www.shutterstock.com>

**VOLLEBAY**



Retrieved from: <https://es.vecteezy.com>

**HOCKEY**



Retrieved from: <https://www.istockphoto.com>

**CYCLING**



Retrieved from: <https://judo sport.com>

**JUDO**



Retrieved from: <https://golf sport.com>

**GOLF**



Retrieved from: <https://horse-racing.com>

**HORSE RACING**



Retrieved from: [https:// Table-Tennis.com](https://Table-Tennis.com)

**TABLE TENNIS**

# PRESENTATION

## Grammar

### Simple Present Wh-Questions

WH- QUESTION:	HELPING VERB:	SUBJECT:	MAIN VERB:	
Who	Do	I	go	?
		you	work	
When	Does	he	sleep	
What		she	write	
Where		it	study	
Why		Do	you	
How	we		have	
		they	eat	

Retrieved from: <https://www.oysterenglish.com>

## WH QUESTIONS WORDS

## USES

- When** - ask about time
- Why** - ask about reason
- Which** - ask about choices
- Whom** - ask about people
- What** - ask for information
- Where** - ask about places
- Whose** - ask about possession
- Who** - ask about people
- How** - ask about process, manner



- We use them to ask for information. The answer cannot be yes or no.
- These words are often used when we want to request information from someone.

Retrieved from: <https://englishspeakingcourse.net/daily-use-wh-question-words/>

# PRESENTATION

## EXERCISES

Complete with Wh- Questions words in the sentences.

Where, What, Why, When, Which,  
Whom, How

- \_\_\_\_\_ do you live?
- \_\_\_\_\_ does the class start?
- \_\_\_\_\_ do you prefer chicken or steak?
- \_\_\_\_\_ do you take English class?
- \_\_\_\_\_ do you want to meet?
- \_\_\_\_\_ do you want to watch on TV?
- \_\_\_\_\_ do you feel?





## DURING

### Teacher's Instructions

The teacher will present the worksheets with different activities.

#### Activity 1

The teacher will present a worksheet about Simple Present Wh -Questions with questions in disarray.

#### Activity 2

The teacher will present a worksheet to complete with Simple Present Wh- Questions and a little conversation.

#### Activity 3

The teacher will Give each student a question card about routine activities to find information about their classmates' habits and routines by asking and answering Wh questions.

### Student's Instructions

The students will realize the worksheets.

#### Activity 1

The students will put in the correct order for the questions.

#### Activity 2

The students will complete the conversation with the correct Wh - Questions words. After, they will practice with a partner and compare their answers.

#### Activity 3

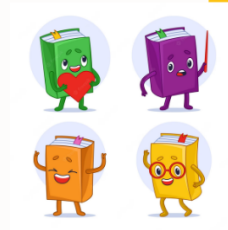
The students will go around the class asking and answering their questions and noting down their classmates' responses. When the students have finished, they will report to the class with the information that they found out.

.



# Activity 1

# PRACTICE



RETRIEVED FROM: <https://www.freepik.es/fotos-vectores-gratis/libro-de-dibujos-animados>

Retrieved from: <https://www.totalsportal.com/sports/>



**PUT IN ORDER THE WORDS TO ASK QUESTIONS**

SPORTS	WHAT	YOU	PLAY?	DO	
BASKETBALL	YOU	WITH?	DO	WHO	PLAY
PLAY?	WHERE	YOU	DO		
YOU	HOW OFTEN	PRACTICE?	DO		
PRACTICE?	YOU	WHEN	DO		
DO	START?	YOU	WHAT TIME		

## Activity 2

## PRACTICE

Complete the conversation with the correct Wh-questions words . Then practice with a partner

**A:** \_\_\_\_\_ do you go bike riding?  
**B:** Oh, about once a month. \_\_\_\_\_

**A:** I love to go bike riding. I go every Saturday.  
**B:** Really? \_\_\_\_\_ do you go?  
\_\_\_\_\_

**A:** Usually at about one o'clock.  
\_\_\_\_\_

**B:** Oh, yeah? \_\_\_\_\_ do you usually go with?  
**A:** My sister. Come with us next time!

**A:** \_\_\_\_\_  
**B:** I like a lot of sports, but I really love volleyball!  
\_\_\_\_\_

**A:** \_\_\_\_\_  
**B:** I usually play with my sister and some friends.  
\_\_\_\_\_

**A:** \_\_\_\_\_  
**B:** We practice on Saturdays.  
\_\_\_\_\_

**A:** \_\_\_\_\_  
**B:** We start at about noon.  
\_\_\_\_\_

**A:** \_\_\_\_\_  
**B:** We usually play in our yard, but sometimes we play at the beach.  
\_\_\_\_\_

# Present Simple "Wh Question"

## Information Gathering

### Activity 3

### PRACTICE



Find out....  
.....What people do to  
celebrate their birthday.



Find out.....  
.....What people do to  
help the environment.



Find out.....  
.....What people do to  
stay healthy.



Find out....  
.....What people go to  
eat a delicious meal.



Find out.....  
.....Where people go to  
buy clothes.



Find out.....  
.....What people do to  
keep fit.



Find out.....  
.....Where people go to  
meet friends.



Find out.....  
.....Where people do to  
improve their English



# AFTER

## Teacher's Instructions

The teacher will give a survey to each student to apply in class for 10 minutes.

## Student's Instructions

The students will apply a survey in the class while other students pay attention to the questions and give their answers.





**Activity 1**

# SPORTS SURVEY

1. What do you like to do in your free time?

Play soccer	
Watch tv	
Listen to music	
Dance	

2. Do you play sports at school?

Yes	
No	

3. What sports do you play?

Basketball	
Golf	
tennis	
swimming	

4. What sports do you prefer to watch?

Boxing	
Volleyball	
Cycling	
Gymnastics	
Judo	

5. Who do you play basketball?

Alone	
friends	
Mother	
Cousin	
Brothers	

6. How often do you practice sports?

Sometimes	
Never	
Always	
Frequently	

7. Where do you like to do exercises?

In the gym	
In the park	
On the beach	
At home	
Sport club	

# RUBRIC SURVEY



**GOOD**

**NEED IMPROVEMENT**

**LOW PERFORMANCE**

**IDEAS / CONTEN**

Survey questions are sufficient and help answer the essential questions.

Survey questions are limited and give a little help in answering the essential questions.

Survey questions are limited and give no help in answering the essential questions.

**ORGANIZATION & CONVENTIONS**

Survey questions are asked in logical sequence that respondent can follow . No more than two misspellings and or gramatical errors

Survey questions are not listed or asked in a logical format. There are more than two misspellings and or grammatical errors.

Survey questions are not appropriate for requested information . There are more than 4 spellings errors and or grammatical errors.

**RESEARCH & GATHER INFORMATION**

Collect some basic information most relates to the topic.

Collects very little information some relates to the topic

Does not collect any information that relates to the topic.



# ANSWER SHEETS UNIT 2





ANSWER



SHEETS

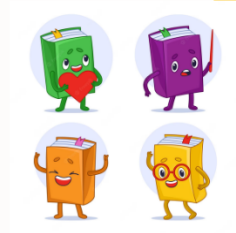


LESSON A





# SPORTS



RETRIEVED FROM: <https://www.freepik.es/fotos-vectores-gratis/libro-de-dibujo-animados>

Retrieved from: <https://www.totalsportal.com/sports/>



**PUT IN ORDER THE WORDS TO ASK QUESTIONS**

SPORTS	WHAT	YOU	PLAY?	DO	
WHAT	DO	YOU	SPORTS	PLAY?	
BASKETBALL	YOU	WITH?	DO	WHO	PLAY
WHO	DO	YOU	PLAY	BASKETBALL	WITH?
PLAY?	WHERE	YOU	DO		
WHERE	DO	YOU	PLAY?		
YOU	HOW OFTEN	PRACTICE?	DO		
HOW OFTEN	DO	YOU	PRACTICE?		
PRACTICE?	YOU	WHEN	DO		
WHEN	DO	YOU	PRACTICE?		
DO	START?	YOU	WHAT TIME		
WHAT TIME	DO	YOU	START?		

Complete the conversation with the correct Wh-questions words . Then practice with a partner

A: **How often** do you go bike riding?

B: Oh, about once a month.

A: I love to go bike riding. I go every Saturday.

B: Really? **What time** do you go?

A: Usually at about one o'clock.

B: Oh, yeah? **Who** do you usually go with?

A: My sister. Come with us next time!

A: **What sports** do you like

B: I like a lot of sports, but I really love volleyball!

A: **Whose** are the person do you play

B: I usually play with my sister and some friends.

A: **When** we do practice?

B: We practice on Saturdays.

A: **What time** do you start?

B: We start at about noon.

A: **Where** do you play?

B: We usually play in our yard, but sometimes we play at the beach.

# Present Simple "Wh Question" Information Gathering



The people decorate the room with candies, balloons, and cake.



The people Conserve water and plant a tree.



The people eat vegetables and fruits.



.The people eat Sushi and Ramen.



The people go to buy clothes in online store.



The people go to the gym.



The people meet friends Through sports/fitness activity and work.



The people use multiple research sources.



Lesson Plan B  
Outdoors activities

Teacher's  
Instructions

Student's  
Instructions

Topic : :Outdoor activities

Objective : At the end of the class, the students will be able to use outdoor activities such as camping, fishing, water parks, photography, and picnics in the Present Progressive in affirmative, negative, and information questions to talk about outdoor activity in Simulations.

Strategy : Simulations

School level: Sixth- grader

Grammar : ·Future with be going to or present progressive

Time: 60 minutes

Vocabulary:

Gardeniing

Picninc

Camping

Fishing

Photographic

Water park

Horse riding

Bungee Jumping

Rock climbing

Meterials:

Worksheets

Canva

Pre

The teacher will present the instructions about the numbers in my life game. Therefore, each student thinks of a number that is important in their life. For Example, a date number, a telephone number, a house number, and an age. After, a volunteer writes their number on the board.

The teacher will present the vocabulary about outdoor activities.

The teacher will present the grammar about the future with be going to or present progressive.

The teacher will present a worksheet about going to.

During

The teacher will present three worksheets with different activities.

Activity 1

The teacher will present a worksheet with activities about Present Progressive to complete the correct form. After the next exercise, students should look at the picture and circle with T (true) or F (false ) for each sentence. Also, the next activity is to present two images with different actions to write sentences their differences.

Activity 2

The teacher will present a worksheet to complete clues about a person's jobs using be going to and the verbs provided.

Activity 3

The teacher will present a worksheet describing people's weekend plans using is going to and isn't going to.

After

The teacher will present some pictures to use in the class through the simulation.

The teacher will make some groups to perform the activity of camping.

Pre

The students will listen and pay attention to the game.

The students will look at the numbers and try to guess why is important these numbers.

The students will pay attention to the vocabulary and analyze the grammar.

The students will complete the exercises.

During

The students will comprehend the worksheet with different activities.

Activity 1

The students will identify the form of the verbs and add- Ing in the correct column. The students will look at the picture and read the sentences to choose T or F according to the image. Also, the students will look at the figure and write sentences to describe their differences.

Activity 2

The students will make pairs to take turns to read their clues to their partner, who guesses what job each person is going to do by making a sentence. The student with the most correct guesses at the end of the game wins.

Activity 3

The students will work in pairs telling their partner what a person from the worksheet is and isn't going to do at the weekend. A thumbs-up indicates that the person is going to do the activity, and a thumbs-down shows what the person isn't going to do, After. The students will compare each person's list of activities to find pairs of people who are going to do the same things. Also, they will write the name as indicated.

After

The students will use the pictures to make a simulation in the class.

The students will form a small group to realize the simulation of camping.



# PRE

## Teacher's Instructions

The teacher will present the instructions about the numbers in my life game. Therefore, each student thinks of a number that is important in their life. For Example, a date number, a telephone number, a house number, and an age. After, a volunteer writes their number on the board.

The teacher will present the vocabulary about outdoor activities.

The teacher will present the grammar about the future with be going to or present progressive. The teacher will present a worksheet about going to.

## Student's Instructions

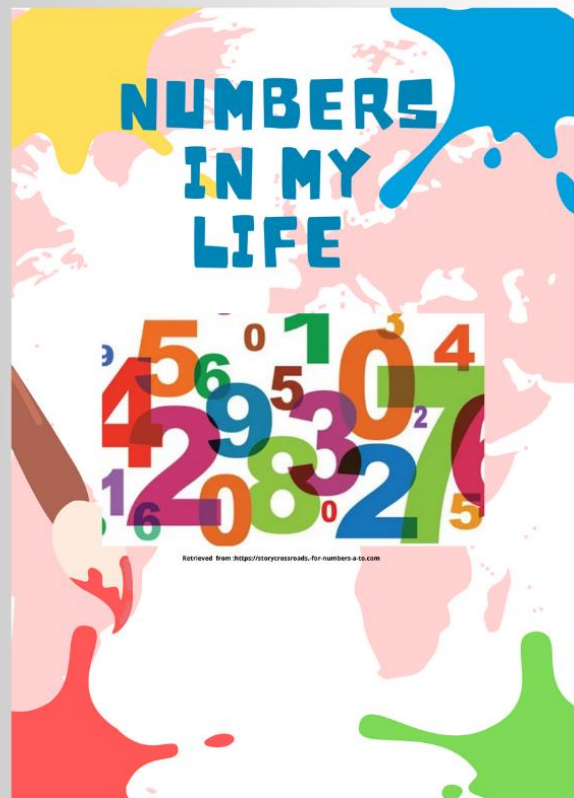
The students will listen and pay attention to the game.

The students will look at the numbers and try to guess why is important these numbers.

The students will pay attention to the vocabulary and analyze the grammar.

The students will complete the exercises.

**Warm-up**



# Presentation

## Vocabulary

### outdoor activities



Retrieved from : <https://www.gardening.com>

**Gardening**



Retrieved from : <https://www.freepik-picnic.com>

**Picnic**



Retrieved from : <https://www.camping.com>

**Camping**



Retrieved from : <https://es.vecteezy-pescar-en-el-lagocm>

**Fishing**



Retrieved from : <https://www.freemages-photographer.com>

**Photografic**



Retrieved from : [https://www.freepik-riding-horse\\_2342377.as](https://www.freepik-riding-horse_2342377.as)

**Horse riding**



Retrieved from : <https://www.freepik-bungee-jumping.com>

**bungee jumping**



Retrieved from : <https://www.freepik-escalada-roca.com>

**Rock climbing**



Retrieved from : <https://www.freepik-jugando-parque-acuatico.com>

**water park**



# Presentation

## Grammar

### FUTURE WITH BE GOING TO OR PRESENT PROGRESSIVE

BE GOING TO – FORM & USE																																																																																											
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Retrieved from: <https://test-english.com/explanation/a1/be-going-to-plans-predictions/>

## USES

1. We expect something to happen or there is evidence in the present.
2. We have already made arrangements to do something in the future.
3. We use for plans and intentions.

## Examples

- I am going to buy a new computer.
- We are going to take the train next time.
- Hugo is going to watch the match on TV.

# PRESENTATION

## EXERCISES

What are they going to do?

1. Look at the pictures and write sentences using GOING TO

1



2



3



4



5



6



7



8

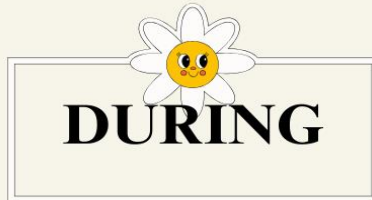


9



- 1 *Pablo is going to eat noodles and chicken.*
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_
- 9 \_\_\_\_\_





### **Teacher's Instructions**

The teacher will present three worksheets with different activities.

#### **Activity 1**

The teacher will present a worksheet with activities about Present Progressive to complete the correct form. After the next exercise, students should look at the picture and circle with T (true) or F (false ) for each sentence. Also, the next activity is to present two images with different actions to write sentences their differences.

#### **Activity 2**

The teacher will present a worksheet to complete clues about a person's jobs using be going to and the verbs provided.

#### **Activity 3**

The teacher will present a worksheet describing people's weekend plans using is going to and isn't going to.

### **Student's Instructions**

The students will comprehend the worksheet with different activities.

#### **Activity 1**

The students will identify the form of the verbs and add- Ing in the correct column. The students will look at the picture and read the sentences to choose T or F according to the image. Also, the students will look at the figure and write sentences to describe their differences.

#### **Activity 2**

The students will make pairs to take turns to read their clues to their partner, who guesses what job each person is going to do by making a sentence. The student with the most correct guesses at the end of the game wins.

#### **Activity 3**

The students will work in pairs telling their partner what a person from the worksheet is and isn't going to do at the weekend. A thumbs-up indicates that the person is going to do the activity, and a thumbs-down shows what the person isn't going to do, After. The students will compare each person's list of activities to find pairs of people who are going to do the same things. Also, they will write the name as indicated.

# Activity 1

Write the ing- form of the verbs in the correct column

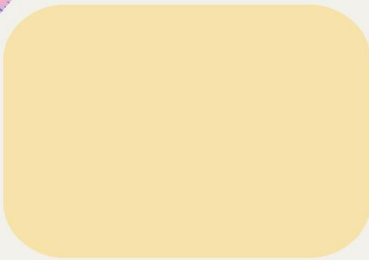
# PRACTICE

study - write - run- swim- fish- wait- plan -  
win- have- happen- talk - live-take

Add-ing

Drop e and add-ing

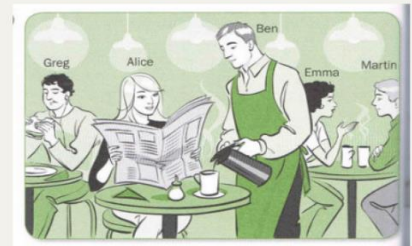
Double final consonant and add -ing



Look the picture and circle T (true) or F (false) for each sentence.

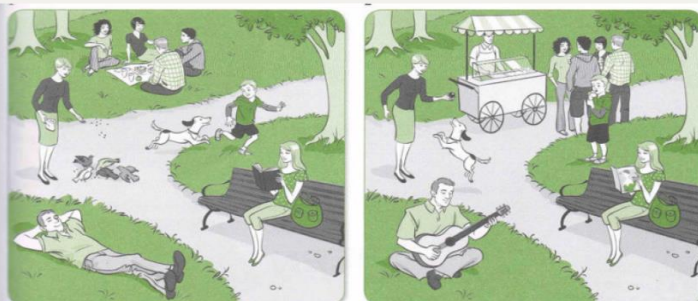
- Ben is drinkng coffe
- Alice is reading a newspaper
- Martin and Emma are eating lunch
- Emma is eating pizza
- Greg is listening to his MP3 player
- Greg is drinking a soda

T F  
T F  
T F  
T F  
T F  
T F



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Write sentences to describe the difference in the picture



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- in the picture the boy is playing with a dog.
- ..... (the girl)
- ..... ( man)
- ..... ( the woman)
- .....( the student)

## Activity 2

## PRODUCTION

### Student A

The people below are all going to start new jobs tomorrow. Complete the spaces with "be going to" and the verbs provided to describe each jobs.

<p>1. Kick - practice</p> <p>Ivan..... on a team.</p> <p>He..... many balls.</p> <p><b>He is going to be a footballer.</b></p>	<p>2. Entertain – wear</p> <p>Sandra and John ..... costumes.</p> <p>They ..... a theatre.</p> <p><b>They are going to be a doctor.</b></p>
<p>3. Visit - talk</p> <p>Lucy ..... famous places.</p> <p>She ..... to many tourists.</p> <p><b>She is going to be a guide tour.</b></p>	<p>4. Cut – work</p> <p>Peter and Jose ..... outside.</p> <p>They ..... Grass.</p> <p><b>They are going to be gardeners.</b></p>
<p>5. Talk - serve</p> <p>Sam .....to passengers</p> <p>He ..... Lots of meals.</p> <p><b>He is going to be flight attendant.</b></p>	<p>6. Protect - wear</p> <p>Mario ..... a uniform</p> <p>He ..... his country</p> <p><b>He is going to be a soldier.</b></p>
<p>7. Wear - <u>work</u></p> <p>Anne ..... a uniform.</p> <p>She ..... in a station.</p> <p><b>She is going to be a police officer.</b></p>	<p>8. Use – work</p> <p>He ..... in a studio.</p> <p>He ..... a camara.</p> <p><b>He is going to be a photographer.</b></p>





























B. Now, take turns to read your class to your partner who has to try to guess what job each person is going to do by making the sentences in bold. Put a tick next to each correct guess.



# Activity 3

# PRACTICE

What are they going to do?

<p style="text-align: center;"><b>Alex</b> Is / isn't going to</p> <p style="text-align: center;">His friend is.....</p> <ul style="list-style-type: none"> <li>• Watch a movie </li> <li>• ..... </li> <li>• Read a book </li> <li>• ..... </li> <li>• Make a lunch </li> <li>• ..... </li> </ul>	<p style="text-align: center;"><b>Alza</b> Is / isn't going to</p> <p style="text-align: center;">Her friend is.....</p> <ul style="list-style-type: none"> <li>• Do his homework </li> <li>• ..... </li> <li>• buy sweets </li> <li>• ..... </li> <li>• paint pictures </li> <li>• ..... </li> </ul>
<p style="text-align: center;"><b>Carla</b> Is / isn't going to</p> <p style="text-align: center;">Her friend is.....</p> <ul style="list-style-type: none"> <li>• Watch a movie </li> <li>• ..... </li> <li>• Read a book </li> <li>• ..... </li> <li>• Make a lunch </li> </ul>	<p style="text-align: center;"><b>Mario</b> Is / isn't going to</p> <p style="text-align: center;">His friend is .....</p> <ul style="list-style-type: none"> <li>• Picnic with the family </li> <li>• ..... </li> <li>• Read a book </li> <li>• ..... </li> <li>• Fishing in the river </li> <li>• ..... </li> </ul>
<p style="text-align: center;"><b>Dennis</b> Is / isn't going to</p> <p style="text-align: center;">Their plan is .....</p> <ul style="list-style-type: none"> <li>• Camping in the desert </li> <li>• ..... </li> <li>• Read books </li> <li>• ..... </li> <li>• Horse riding in the mountains </li> <li>• ..... </li> </ul>	<p style="text-align: center;"><b>Sandra</b> Is / isn't going to</p> <p style="text-align: center;">Her friend is .....</p> <ul style="list-style-type: none"> <li>• Play video games </li> <li>• ..... </li> <li>• Paint pictures </li> <li>• ..... </li> <li>• Buy sweets </li> </ul>



## AFTER

### Teacher's Instructions

The teacher will present some pictures to use in the class through the simulation.

The teacher will make some groups to perform the activity of camping

### Student's Instructions

The students will use the pictures to make a simulation in the class.

The students will form a small group to realize the simulation of camping.

PRODUCTION

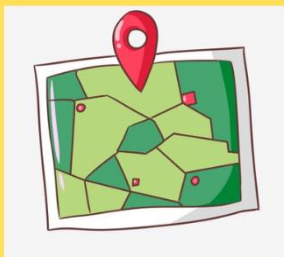
Activity 1



# SIMULATIONS GOING TO THE CAMPING



Map



Retrieve from : <https://es.pngtree.com>

Tend



Retrieved from : <https://www.venuereport-tent.com>.

Compass



Retrieved from : <https://es.pngtree/freepng/compass.com>

Binoculars



Retrieved from : <https://www.freepik-es-animados-binoculares.com>

Gas stove



Retrieved from : <https://es.dreamstime-estufas.com>

sleeping bag



Retrieved from : <https://www.istockphoto.com>

# SPEAKING RUBRIC

ÍTEMS

5

3

1

VOCABULARY

Uses a range of appropriate vocabulary to talk about everyday situations.

Uses appropriate vocabulary to talk about everyday situations.

- Uses a vocabulary of isolated words and phrases.

GRAMMAR

Shows a good degree of control of simple grammatical forms.

Shows sufficient control of simple grammatical forms.

Shows only limited control of a few grammatical forms.

PRONUNCIATION

Is mostly intelligible and has some control of phonological features at both utterance and word levels.

Is mostly intelligible despite limited control of phonological features.

- Has very limited control of phonological features and is often unintelligible.

INTERACTIVE COMMUNICATION

-Maintains simple exchanges.  
-Requires little prompting and support.

-Maintains simple exchanges despite some difficulty.  
- Requires prompting and support

Has considerable difficulty maintaining simple exchanges.  
-Requires additional prompting and support

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<https://static.cambridge.org/content/id/urn:cambridge.org:id:article:S1366728920000747/resource/name/S1366728920000747sup001.pdf>



**ANSWER**

**SHEETS**

**LESSON B**



# PRESENTATION

## EXERCISES

What are they going to do?

1. Look at the pictures and write sentences using GOING TO

1



2



3



4



5



6



7



8



9



1 Pablo is going to eat noodles and chicken.

2 Marta is going to watch television.

3 Samuel is going to sleep in his new bed.

4 Manuel is going to walk in the park.

5 They are going to play football.

6 He is going to read a book.

7 Jose is going to drink water.

8 Carla is going to brush her teeth.

9 Amanda is going to clean the window.

Write the ing- form of the verbs in the correct column

study - write - run- swim- fish- wait- plan -  
win- have- happen- talk - live- take

Add-ing

waiting  
having  
fishing  
studying  
talking

Drop e and add-ing

living  
taking  
writing

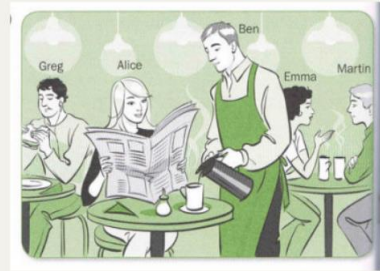
Double final consonant and add -ing

planning  
winning  
happening  
running  
swimming

Look at the picture and circle T (true) or F (false) for each sentence.

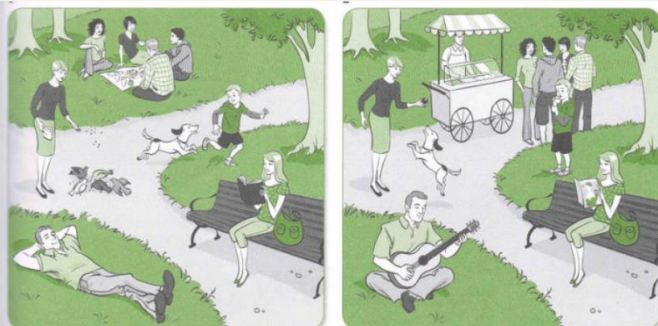
- Ben is drinking coffee
- Alice is reading a newspaper
- Martin and Emma are eating lunch
- Emma is eating pizza
- Greg is listening to his MP3 player
- Greg is drinking a soda

T F  
T F  
T F  
T F  
T F  
T F



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Write sentences to describe the difference in the picture



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- in the picture the boy is playing with a dog.
- The girl is reading a book (the girl)
- The man is sitting in the park (the man)
- The woman is walking in the park (the woman)
- The students are buying hot dog (the student)

Student A

The people below are all going to start new jobs tomorrow. Complete the spaces with "be going to" and the verbs provided to describe each jobs.

<p>1. Kick - practice</p> <p>Ivan <b>is going to practice</b> on a team.</p> <p>He <b>is going to kick many</b> balls.</p> <p>He is going to be a footballer.</p>	<p>2. Entertain – wear</p> <p>Sandra and John <b>are going to wear</b> costumes.</p> <p>They <b>are going to entertain</b> a theatre.</p> <p>They are going to be a doctor.</p>
<p>3. Visit - talk</p> <p>Lucy <b>is going to visit famous</b> places.</p> <p>She <b>is going to talk to many</b> tourists.</p> <p>She is going to be a guide tour.</p>	<p>4. Cut – work</p> <p>Peter and Jose <b>are going to work</b> outside.</p> <p>They <b>are going to cut</b> Grass.</p> <p>They are going to be gardeners.</p>
<p>5. Talk - serve</p> <p>Sam <b>is going to talk to</b> passengers</p> <p>He <b>is going to serve</b> lots of meals.</p> <p>He is going to be flight attendant.</p>	<p>6. Protect - wear</p> <p>Mario <b>is going to wear</b> a uniform.</p> <p>He <b>is going to protect</b> his country.</p> <p>He is going to be a soldier.</p>
<p>7. Wear - work</p> <p>Anne <b>is going to wear</b> a uniform.</p> <p>She <b>is going to work</b> in a station.</p> <p>She is going to be a police officer.</p>	<p>8. Use – work</p> <p>He is <b>going to work in</b> a studio.</p> <p>He is <b>going to use</b> a camara.</p> <p>He is going to be a photographer.</p>

B. Now, take turns to read your class to your partner who has to try to guess what job each person is going to do by making the sentences in bold. Put a tick next to each correct guess.

What are they going to do?

Alex  
Is / isn't going to

His friend is... **Mario**.....

- Watch a movie
- .....
- Read a book
- .....
- Make a lunch
- .....



Alza  
Is / isn't going to

Her friend is... **Mateo**.....

- Do his homework
- .....
- buy sweets
- .....
- paint pictures
- .....



Carla  
Is / isn't going to

Her friend is... **Naomi**....

- Watch a movie
- .....
- Read a book
- .....
- Make a lunch



Mario  
Is / isn't going to

His friend is ... **Liam**...

- Picnic with the family
- .....
- Read a book
- .....
- Fishing in the river
- .....



Dennis  
Is / isn't going to

Their plan is ... **Victoria**....

- Camping in the desert
- .....
- Read books
- .....
- Horse riding in the mountains
- .....



Sandra

Is / isn't going to

Her friend is ..... **Aurora**.

- Play video games
- .....
- Paint pictures
- .....
- Buy sweets





# LESSON PLAN C

## AT THE MOVIES

### Teacher's Instructions

**Topic :** At the movie

**Objective :** At the end of the class, students will be able to use types of films such as Fantasy, comedy, action, drama, and adventure in the Simple Past Tense affirmative, negative, and yes/no questions to talk about the movie in an oral report.

**Strategy :** Oral report

**School level:** Sixth - grader

**Grammar :** Simple Past tense

**Time:** 60 minutes

**Vocabulary:**

Fantasy

Comedy

Action

Adventure

Drama

Horror

Romance

Documentary

Science Fiction

**Materials:**

Worksheet

canvas

#### Pre

- The teacher will present some pictures of different types of movies.
- The teacher will show the vocabulary and grammar of Simple Past Tense.
- The teacher will give a worksheet with exercises about Past Simple.

#### During

The teacher will present the worksheet with different activities.

##### Activity 1

The teacher will present a worksheet to realize the activity. Then, the teacher will expose a video about photo stories to complete the correct sequence with the sentences.

##### Activity 2

The teacher will give each student a copy of the worksheets to complete past simple affirmative sentences on their worksheets with exact information about what they did in the past.

##### Activity 3

The teacher will give a worksheet with a short paragraph to answer the questions with information about the Harry Potter movie.

The teacher will make groups to talk about films and share their experiences watching movies.

#### After

The teacher will present a worksheet to complete the information about the movie.

### Student's Instructions

#### Pre

- The students will guess the names of different types of movies.
- The students will pay attention to the vocabulary and grammar
- The students will complete the exercises about the Past Simple.

#### During

The students will complete the different activities.

##### Activity 1

The students will pay attention to the short video with different scenes while they are Watching the short film. They will try to remember all the events that could happen in the video to put them in the correct order.

##### Activity 2

The students will go around the class and try to find someone who did the same as them when everyone has finished. The students will tell the classroom what they found out.

##### Activity 3

The students will read the information about the Harry Potter movie to answer the questions.

The students will think about the movies they watched to mention their experiences to their classmates about the best and worst parts.

#### After

The students will read and complete their movie review. After, they will give an oral report in class about their favorite movie.

# PRE

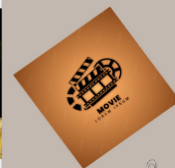
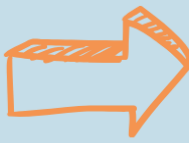
## Teacher's Instructions

- The teacher will present some pictures of different types of movies.
- The teacher will show the vocabulary and grammar of Simple Past Tense.
- The teacher will give a worksheet with exercises about Past Simple.

## Student's Instructions

- The students will guess the names of different types of movies.
- The students will pay attention to the vocabulary and grammar.
- The students will complete the exercises about the Past Simple.










## Warm-up



# PRESENTATION

## Vocabulary

### Types of films

 <p><b>FANTASY</b></p> <p>Retrieved from <a href="https://movieswithplot.com/lady-in-the-water/">https://movieswithplot.com/lady-in-the-water/</a></p>	 <p><b>COMEDY</b></p> <p>Retrieved from <a href="https://www.cinemahind.com/news/Key-Power-10-Movies-Info-4-Need-Info-1387.html">https://www.cinemahind.com/news/Key-Power-10-Movies-Info-4-Need-Info-1387.html</a></p>	 <p><b>ACTION</b></p> <p>Retrieved from <a href="https://en.wikipedia.org/wiki/Action_film">https://en.wikipedia.org/wiki/Action_film</a></p>
 <p><b>ADVENTURE</b></p> <p>Retrieved from <a href="https://www.cinemahind.com/news/Welcome-to-the-Jungle">https://www.cinemahind.com/news/Welcome-to-the-Jungle</a></p>	 <p><b>DRAMA</b></p> <p>Retrieved from <a href="https://production.com/best-movies/best-drama-movies.html">https://production.com/best-movies/best-drama-movies.html</a></p>	 <p><b>HORROR</b></p> <p>Retrieved from <a href="https://www.youtube.com/watch?v=...">https://www.youtube.com/watch?v=...</a></p>
 <p><b>ROMANCE</b></p> <p>Retrieved from <a href="https://www.bollywood.com/best-romantic-movies-177233">https://www.bollywood.com/best-romantic-movies-177233</a></p>	 <p><b>DOCUMENTARY</b></p> <p>Retrieved from <a href="https://vetanary.com/ocean-documentaries">https://vetanary.com/ocean-documentaries</a></p>	 <p><b>SCIENCE FICTION</b></p> <p>Retrieved from <a href="https://www.Bollywood.com/charbaga/gene-science-fiction">https://www.Bollywood.com/charbaga/gene-science-fiction</a></p>



# PRESENTATION

## Grammar

### USES

There are two reasons to use the simple past verb tense. It describes:

1. Situation or activities that began in the past and finished in the past.
2. Describes someone's emotional state in the past.
3. Used to refer to actions or states that happened in the past and are finished and completed.

### Past Simple

Form / Structure:

**AFFIRMATIVE:** Subject + verb + -ed or -d + object

Example: You liked coffee.  
She liked coffee.

**NEGATIVE:** Subject + did / didn't + verb INFINITIVE + object

Example: You didn't like coffee.  
She didn't like coffee.

**INTERROGATIVE:** Did + subject + verb + object ?

Example: Did you like coffee?  
Did she like coffee?

Retrieved from: <https://www.brickfieldidioms.com/past-simple-forms-grammar-tips/>

### Rules

Rule	Examples
GENERAL RULE: root form of the verb + -ed	look → looked
Verb that end in -e: verb + -d	ignite → ignited
Verbs that end in -y: change the -y to -i + -ed	cry → cried
Some verbs that end in -d: change the -d to -t	build → built

Retrieved from:  
<https://www.thesaurus.com/e/grammar/simple-past-tense/>



# PRESENTATION

## EXERCISES

### PAST SIMPLE

Write the past tense for each ver.

Base form add -ed

Listen \_\_\_\_\_  
Cook \_\_\_\_\_  
Look \_\_\_\_\_  
Walk \_\_\_\_\_  
wash \_\_\_\_\_  
brush \_\_\_\_\_  
follow \_\_\_\_\_



Verbs that end in -e Add -d

close \_\_\_\_\_  
like \_\_\_\_\_  
share \_\_\_\_\_  
use \_\_\_\_\_  
love \_\_\_\_\_  
move \_\_\_\_\_

Verb that end with vowel & consonant  
double the consonant (2x) Add -ed

Shop \_\_\_\_\_  
Stop \_\_\_\_\_  
Plan \_\_\_\_\_  
Travel \_\_\_\_\_  
Rob \_\_\_\_\_



Verbs that end in -y remove -y  
add -ied

cry \_\_\_\_\_  
fly \_\_\_\_\_  
try \_\_\_\_\_  
study \_\_\_\_\_  
marry \_\_\_\_\_  
copy \_\_\_\_\_

## DURING

### Teacher's Instructions

The teacher will present the worksheet with different activities.

#### Activity 1

The teacher will present a worksheet to realize the activity. Then, the teacher will expose a video about photo stories to complete the correct sequence with the sentences.

#### Activity 2

The teacher will give each student a copy of the worksheets to complete past simple affirmative sentences on their worksheets with exact information about what they did in the past.

#### Activity 3

The teacher will give a worksheet with a short paragraph to answer the questions with information about the Harry Potter movie.

The teacher will make groups to talk about films and share their experiences watching movies.

### Student's Instructions

The students will complete the different activities.

#### Activity 1

The students will pay attention to the short video with different scenes while they are watching the short film. They will try to remember all the events that could happen in the video to put them in the correct order.

#### Activity 2

The students will go around the class and try to find someone who did the same as them when everyone has finished. The students will tell the classroom what they found out.

#### Activity 3

The students will read the information about the Harry Potter movie to answer the questions.

The students will think about the movies they watched to mention their experiences to their classmates about the best and worst parts.

# Activity 1

# PRACTICE

## Grammar Practice Past Simple photo Story video



Retrieved from:  
[https://www.youtube.com/watch?v=N\\_w\\_p7lto84](https://www.youtube.com/watch?v=N_w_p7lto84)

### Instructions

- 1 Watch the short film. try to remember all the events that occur.
2. After watching the short film, put the events below into the correct order , from 1st to 15 th

- |   |  |
|---|--|
| a. They studied together at the library.                          | j. They went for a walk in the park and fed the ducks.           |
| b. He met a girl called Melissa.                                  | k. Aaron picked Melissa up and they went for ice cream together. |
| c. Aaron went to a party with some friends.                       | l. Aaron drove them home, but he was feeling tired.              |
| d. They had fun talking to each other at the party.               | m. He crashed the car.   |
| e. Aaron gave Melissa a necklace as a gift.                       | n. Both of them were seriously injured.                          |
| f. They went bowling with a group of friends.                     | o. They were taken to hospital in an ambulance.                  |
| g. Both of them were seriously injured.                           |  |
| h. They became friends on Facebook.                               |  |
| i. Melissa gave him back his necklace and didn't see him anymore. |  |

- 1st .....
- 2nd.....
- 3r .....
- 4th .....
- 5th .....
- 6th .....
- 7th .....
- 8th .....
- 9th .....
- 10th.....
- 11th.....
- 12th .....
- 13th .....
- 14th .....
- 15th .....

## Activity 2

Past Simple Affirmative  
Who did the same.

A. Complete the past simple affirmative sentences with true information about what you did in the past. Write one more true past simple sentence at the end.

Past simple affirmative sentences	Name
1. I woke up at ..... this morning.	
2. Last night, I .....	
3. The last sport I played was .....	
4. Today, I came to class .....	
5. I ate ..... for lunch yesterday.	
6. The last film I saw was .....	
7. I went to ..... for my last holiday.	
8. I ..... yesterday afternoon.	
9. The last time I had a holiday was .....	
10. The last website I looked at was .....	
11. I ..... last weekend.	
12. Yesterday, I went .....	
13. Last week, I wrote .....	

B. Read your sentences to the other students and try to find someone who did the same as you. When you find someone who did the same as you, write their name next to the sentence.

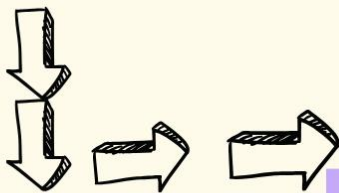


# Harry Potter



Retrieved from : <https://www.businesswire.com>

## Answer the questions



**Think about the movies that you saw recently: one good and one bad. tell a partner about the best and worst parts of these movies**

Harry Potter is a series of seven films. It is a fantastic and science fiction film. David Yates is the director of the film. Daniel Radcliffe, Rupert Grint and Emma Watson are stars. It is not a real story. The events are very fantastic and exciting. They are not real. It is about a magical boy and his adventures. The boy's name is Harry. He has magical ability. He makes magic. He learns magic in a school. Its name is Hogwarts School of Witchcraft and Wizardry. Sometimes he makes funny things but sometimes he makes wrongs. I think he is brave and good boy. He doesn't like bad people. He helps people. He has close friends. They are Ron, Hermione. He has a big enemy. His name is Lord Voldemort.

1. What is the type of film?
2. What is the topic of the film?
3. Who is the director?
4. What are the enemies in the film?
5. What are the names of Harry's friends?

## AFTER

### Teacher's Instruction

The teacher will present a worksheet to complete the information about the movie.

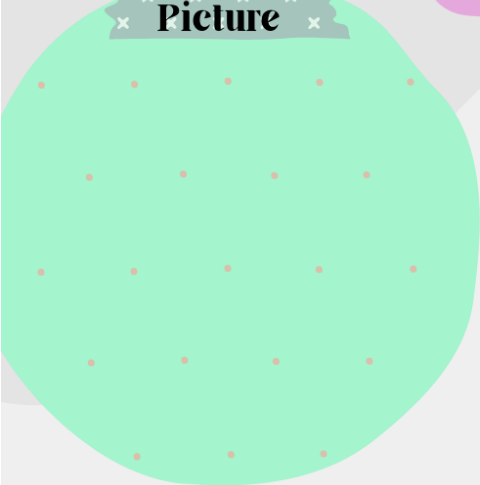
### Student's Instruction

The students will read and complete their movie review. After, they will give an oral report in class about their favorite movie.

Activity 1

# Movie Review

Movie Picture



By : \_\_\_\_\_

The name of the movie is

\_\_\_\_\_

the main character are :

\_\_\_\_\_

The movie's genre is

\_\_\_\_\_

I [ Liked/ didn't like] this movie because

\_\_\_\_\_  
\_\_\_\_\_

What was the movie about ( 5 sentences)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

My favorite person is \_\_\_\_\_, because

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I would recommend this movie to ( name )

reason : \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# MOVIE REVIEW RUBRIC

Category	1	2	3
<b>Knowledge/ Understanding</b>	Does not incorporate the elements and or fails to adequately demonstrate a thorough understanding of the purpose of a review .	Incorporates some of the elements and demonstrates some understanding of the purpose of a review.	Incorporates most elements and demonstrates a good understanding of the purpose of a review.
<b>Thinking/Inquiry</b>	Little or no significant summary; no details from the movie and little evidence from summary to support reviewer's opinion.	Summary is either much too short or much too long; may be vague or tell too much; few details from the movie and little evidence from summary to support reviewer's opinion.	Summary is either a little too long or not long enough but does not give away ending; not quite as compelling; fewer details from the movie and evidence from summary to support reviewer's opinion.
<b>Communication</b>	Applies grammar, usage, spelling and punctuation with limited accuracy and effectiveness	Applies grammar, usage, spelling and punctuation with some accuracy and effectiveness	Applies grammar, usage, spelling and punctuation with considerable accuracy and effectiveness





**ANSWER**

**SHEETS**

**LESSON C**



# PRESENTATION

## EXERCISES

### PAST SIMPLE

Write the past tense for each verb.

Base form add **-ed**

Listen listened  
Cook cooked  
Look looked  
Walk walked  
watch watched  
brush brushed  
follow followed



Verbs that end in **-c** Add **-d**

close closed  
like liked  
share shared  
use used  
love loved  
move moved

Verb that end with vowel & consonant  
double the consonant (2x) Add **-ed**

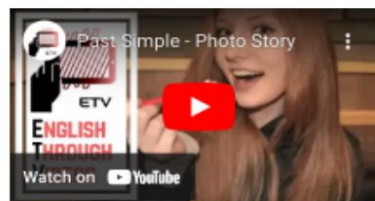
Shopped \_\_\_\_\_  
Stopped \_\_\_\_\_  
Planned \_\_\_\_\_  
Travelled \_\_\_\_\_  
Robbed \_\_\_\_\_



Verbs that end in **-y** remove **-y**  
add **-ied**

cried \_\_\_\_\_  
fied \_\_\_\_\_  
tried \_\_\_\_\_  
smiled \_\_\_\_\_  
married \_\_\_\_\_  
copied \_\_\_\_\_

## Grammar Practice Past Simple photo Story video



Retrieved from:  
[https://www.youtube.com/watch?v=N\\_w\\_p7Ito84](https://www.youtube.com/watch?v=N_w_p7Ito84)

### Instructions

- 1 Watch the short film, try to remember all the events that occur.
2. After watching the short film, put the events below into the correct order, from 1st to 15th

- |   |  |
|---|--|
| a. They studied together at the library.                          | j. They went for a walk in the park and fed the ducks.           |
| b. He met a girl called Melissa.                                  | k. Aaron picked Melissa up and they went for ice cream together. |
| c. Aaron went to a party with some friends.                       | l. Aaron drove them home, but he was feeling tired.              |
| d. They had fun talking to each other at the party.               | m. He crashed the car.   |
| e. Aaron gave Melissa a necklace as a gift.                       | n. Both of them were seriously injured.                          |
| f. They went bowling with a group of friends.                     | o. They were taken to hospital in an ambulance.                  |
| g. Both of them were seriously injured.                           |  |
| h. They became friends on Facebook.                               |  |
| i. Melissa gave him back his necklace and didn't see him anymore. |  |

- 1st Aron went to a party with some friends.
- 2nd He met a girl called Melissa
- 3rd They had fun talking to each other at the party
- 4th They became friends on Facebook
- 5th Aron picked Melissa up and they went for ice cream together
- 6th They went for walk in the park and fed the ducks
- 7th They went bowling with a group of friends
- 8th Aaron give Melissa a necklace as a gift
- 9th They studied together at the library
- 10th He crashed the car
- 11th Aaron drove them home, but he was feeling tired
- 12th Both of them were seriously injured
- 13th They were taken to hospital in an ambulance
- 14th Melissa gave him back his necklace and didn't see him anymore
- 15th Both of them were seriously injured

## Past Simple Affirmative Who did the same.

A. Complete the past simple affirmative sentences with true information about what you did in the past. Write one more true past simple sentence at the end.



Past simple affirmative sentences	Name
1. I woke up at one clock this morning.	Soledad
2. Last night, I arrived home.	Carlos
3. The last sport I played was football.	Efrain
4. Today, I came to class late.	Gabriel
5. I ate meal with some rice for lunch yesterday.	Angel
6. The last film I saw was romantic comedy.	Anna
7. I went to my grandmother's house for my last holiday.	Simon
8. I visited my mother yesterday afternoon.	Romina
9. The last time I had a holiday was six years ago.	Gloria
10. The last website I looked at was dynamics websites.	Transito
11. I visited Colombia last weekend.	Zoila
12. Yesterday, I went to eat with my mom and sister.	Berta
13. Last week, I wrote a letter.	Julio

B. Read your sentences to the other students and try to find someone who did the same as you. When you find someone who did the same as you, write their name next to the sentence. □

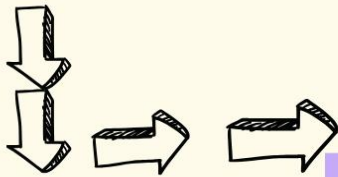


# Harry Potter



Retrieved from : <https://www.businesswire.com>

## Answer the questions



Think about the movies that you saw recently: one good and one bad. tell a partner about the best and worst parts of these movies

Harry potter is a series of seven films. it is a fantastic and science fiction film. David Yates is the director of the film. Daniel Radcliffe, Rupert Grint ve Emma Watson are starings. It is not real story. The events are very fantastic and exciting. They are not real. it is about a magical boy and his adventures.. The boy's name is Harry . He has magical ability. He makes magics. He learnis magics in a school. Its name is Hogwarts School of Witchcraft and Wizardry . Sometimes he makes funny things but sometime he makes wrongs . I think he is brave and good boy. He doesn't like bad people. He helps people . He has close friends. They are Ron, Hermione. He has a big enemy .His mane is Lord Voldemort

1. What is the type of film?  
**Science Fiction**
2. What is the topic of the film?  
**Harry Potter**
3. Who is the director ?  
**David Yates**
4. What are the enemies in the film ?  
**Lord Voldemort**
5. What are the manes of Harry's friends?  
**Ron and Hermione**

UNIT 3  
TRAVEL  
AND  
TOURISM



# LESSON PLAN A

## TOURIST DESTINATIONS

### Teacher's Instructions

#### Pre

The teacher will present a bag to collect various objects from the students around the class.

The teacher will put the objects in a bag. Then, the teacher holds the bag and asks students to feel the things.

The teacher will present the vocabulary about tourist destinations and travel essentials.

The teacher will present the grammar about There is / There are.

The teacher will give the worksheet with exercises about There is / There are.

#### During

The teacher will present different activities.

#### Activity 1

The teacher will present a worksheet about There is, and there are to complete sentences.

#### Activity 2

The teacher will present a worksheet with a picture to identify different things "What do you see in the picture" using there is and there are.

#### Activity 3

The teacher will make in pairs or groups of three. Then, lay the ten cut-up questions – face-down – between the students.

#### After

The teacher will present some pictures to describe in class.

### Student's Instructions

#### Pre

The students will put some objects in the bag.

The students will touch the bag and try to guess the object giving the name.

The students will pay attention to the vocabulary and grammar.

The students will complete the exercises with There is & There are.

#### During

The students will pay attention to the different activities to do.

#### Activity 1

The students complete the worksheet by writing the correct grammar with there is, and there are.

#### Activity 2

The students will see the picture to complete the words with the missing letters. After, the students will complete the correct term by looking at the first letter to identify the correct names.

#### Activity 3

The students will take turns randomly selecting questions to ask their partners.

#### After

The students will do descriptions using pictures of tourist destinations with there are & there is.

### Topic : Tourism Destination

**Objective :** At the end of the class, students will be able to use tourism destinations vocabulary such as Natural areas, beach areas, Town and cities, winter sports, Cultural tourism, Mountain areas, and Countryside areas, and the use of There is / There are in positive, negative, and questions to talk about tourist destinations in an oral presentation Picture description.

**Strategy :** Presentation

**School level:** Sixth- grader

**Grammar :** There is / There are

**Time :** 60 minutes

**Vocabulary:**

Natural areas,  
beach areas,  
Town and cities,  
winter sports,  
Cultural tourism,  
Mountain areas  
Countryside areas

**Materials:**

Worksheet  
Canva



## PRE

### Teacher's Instructions

The teacher will present a bag to collect various objects from the students around the class.

The teacher will put the objects in a bag. Then, the teacher holds the bag and asks students to feel the things.

The teacher will present the vocabulary about tourist destinations and travel essentials.

The teacher will present the grammar about There is / There are.

The teacher will give the worksheet with exercises about There is / There are.

### Student's Instructions

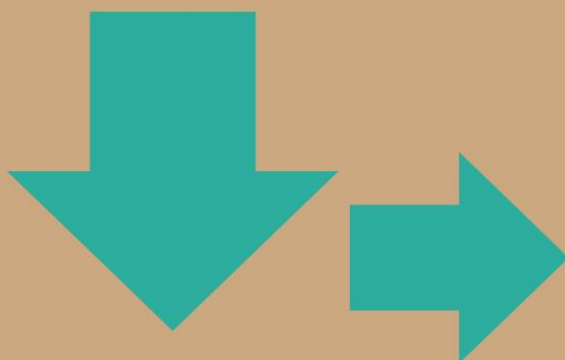
The students will put some objects in the bag.

The students will touch the bag and try to guess the object giving the name.

The students will pay attention to the vocabulary and grammar.

The students will complete the exercises with There is & There are.

### Warm-up





# PRESENTATION

## Vocabulary

### TRAVEL ESSENTIAL

map



passport



sunglasses

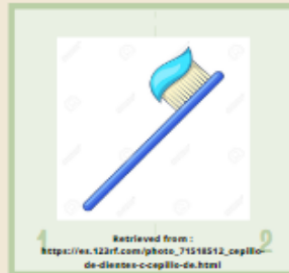


sunscreen



### TRAVEL ESSENTIAL

toothbrush



wallet



tickets












suitcase



# PRESENTATION

## Vocabulary

### Types of tourist destinations

- Natural areas**  
  
Reference from: <https://www.visitbritain.com/en/visit/destinations/natural-areas>
- Beach areas**  
  
Reference from: <https://www.visitbritain.com/en/visit/destinations/beach-areas>
- Town and cities**  
  
Reference from: <https://www.visitbritain.com/en/visit/destinations/town-and-cities>
- Winter sports**  
  
Reference from: <https://www.visitbritain.com/en/visit/destinations/winter-sports>
- Cultural tourism**  
  
Reference from: <https://www.visitbritain.com/en/visit/destinations/cultural-tourism>
- Visiting historical sites**  
  
Reference from: <https://www.visitbritain.com/en/visit/destinations/visiting-historical-sites>
- Educational tourism**  
  
Reference from: <https://www.visitbritain.com/en/visit/destinations/educational-tourism>
- Mountain areas**  
  
Reference from: <https://www.visitbritain.com/en/visit/destinations/mountain-areas>
- Countryside areas**  
  
Reference from: <https://www.visitbritain.com/en/visit/destinations/countryside-areas>

# PRESENTATION

## Grammar

### THERE IS / THERE ARE

There is/are		
<b>Positive</b>		
There	is	a table.
	are	two desks.
<b>Negative</b>		
There	isn't	a table.
	aren't	any desks.
<b>Yes/No Questions</b>		
Is	there	a table?
Are		any desks?
<b>Short Answers</b>		
Yes, <b>there is.</b> / No, there isn't.		
Yes, <b>there are.</b> / No, there aren't.		

Retrieved from: <https://hagarlanguages.wordpress.com/2015/08/24/how-to-use-there-is-and-there-are/>

## USES

We use **there is** and **there are** to say that something exist.

We use **there is** for singular and **there are** for plural.

## Examples

**There is** *one table* in the classroom.  
**There are** *three chairs* in the classroom.  
**There is** *a spider* in the bath.  
**There are** *many people* at the bus stop.

# PRESENTATION

## EXERCISES

Write the correct answers.



Write there's or there are

1. \_\_\_\_\_ two parrots.
2. \_\_\_\_\_ a lion.
3. \_\_\_\_\_ three turtles.
4. \_\_\_\_\_ a hippo.
5. \_\_\_\_\_ a mouse.
6. \_\_\_\_\_ two rabbits.
7. \_\_\_\_\_ a cat.



## DURING

### Teacher's Instructions

The teacher will present different activities.

#### Activity 1

The teacher will present a worksheet about There is, and there are to complete sentences.

#### Activity 2

The teacher will present a worksheet with a picture to identify different things "What do you see in the picture" using there is and there are.

#### Activity 3

The teacher will make in pairs or groups of three. Then, lay the ten cut-up questions – face-down – between the students.

### Student's Instructions

The students will pay attention to the different activities to do.

#### Activity 1

The students complete the worksheet by writing the correct grammar with there is, and there are.

#### Activity 2

The students will see the picture to complete the words with the missing letters. After, the students will complete the correct term by looking at the first letter to identify the correct names.

#### Activity 3

The students will take turns randomly selecting questions to ask their partners.

## Activity 1

## PRACTICE



### THERE IS & THERE ARE

1-Look at the picture. Complete the sentences. Use is or are.



a) There ..... a black dog.



b) There ..... three fish.



c) There ..... four cats.



d) There ..... a snake.

2-Fill in "There is" or "There are".

Example: **There is** a teacher in the classroom.

- a) ..... five pencils on the desk.
- b) ..... three windows in my room.
- c) ..... a chair in kitchen.
- d) ..... two girls in the garden.
- e) ..... six notebooks in the classroom.
- f) ..... a cat in the house.
- g) ..... four donkeys in the farm.
- h) ..... two apples on the table.
- i) ..... a blackboard the classroom.
- j) ..... a lion in the zoo.
- k) ..... lots of trees in the forest.
- l) ..... one bird on the tree.

LEARNING  
IS  
FUN

Activity 2

PRACTICE

What do you see in this picture?

*There is*

*There are*



Work in pairs to complete the words with the missing letters.

There is (**only one**) |

a \_o\_  
a f\_x  
a \_ell  
a p\_th  
a st\_r\_  
a b\_r\_'s n\_\_t  
a b\_\_t\_r\_\_y  
a \_r\_ct\_r  
a b\_\_k\_\_ of water  
a l\_\_y\_\_rd

There are (**more than one**)

five a\_\_l\_ t\_\_e\_  
two ho\_\_e\_  
three h\_\_s\_\_c\_s  
fourteen b\_r\_s  
nine m\_sh\_\_om\_  
sixteen fl\_w\_\_s

There is a word starting with the letter **w**: \_\_\_\_\_.

There are three words starting with the letter **b**: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

There is a word starting with the letter **s**: \_\_\_\_\_.

There are two words starting with the letter **h**: \_\_\_\_\_, \_\_\_\_\_.

There is a word starting with the letter **p**: \_\_\_\_\_.

There are two words starting with the letter **f**: \_\_\_\_\_, \_\_\_\_\_.

There is a word starting with the letter **t**: \_\_\_\_\_.

There is a word starting with the letter **m**: \_\_\_\_\_.

There is a word starting with the letter **a**: \_\_\_\_\_.

There is a word starting with the letter **d**: \_\_\_\_\_.

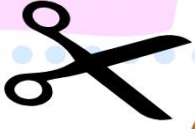
There is a word starting with the letter **i**: \_\_\_\_\_.



### Activity 3

### PRACTICE

# THERE IS / THERE ARE



## CUT THE QUESTIONS

•	How many people are there in your family?
•	How many letters are there in the English alphabet?
•	About how many countries are there in the world?
•	How many months are there in one year?
•	Are there any parks near here?
•	How many legs are there on a butterfly?
•	How many students are there in the classroom?
•	Are there any fun things to do in your town or city? What?
•	Is there an easy way to learn English? What?
•	How many seconds are there in one minute?



## **AFTER**

### **Teacher's Instructions**

**The teacher will present some pictures to describe in class.**

### **Student's Instructions**

**The students will do descriptions using pictures of tourist destinations with there are & there is.**

**Activity 1**

**Description of the pictures**



Retrieved from : <https://www.elconfidencial-camping.com>



Retrieved from : <https://www.afar.com/magazine/10-historical-places-around-the-world-that-are-totally-worth-visiting>



Retrieved from: <https://harddy.com/blogs/how-to-guides/the-benefits-and-importance-of-gardening-with-your-family>



Retrieved from: <https://www.freepik-tropical-beach.com>

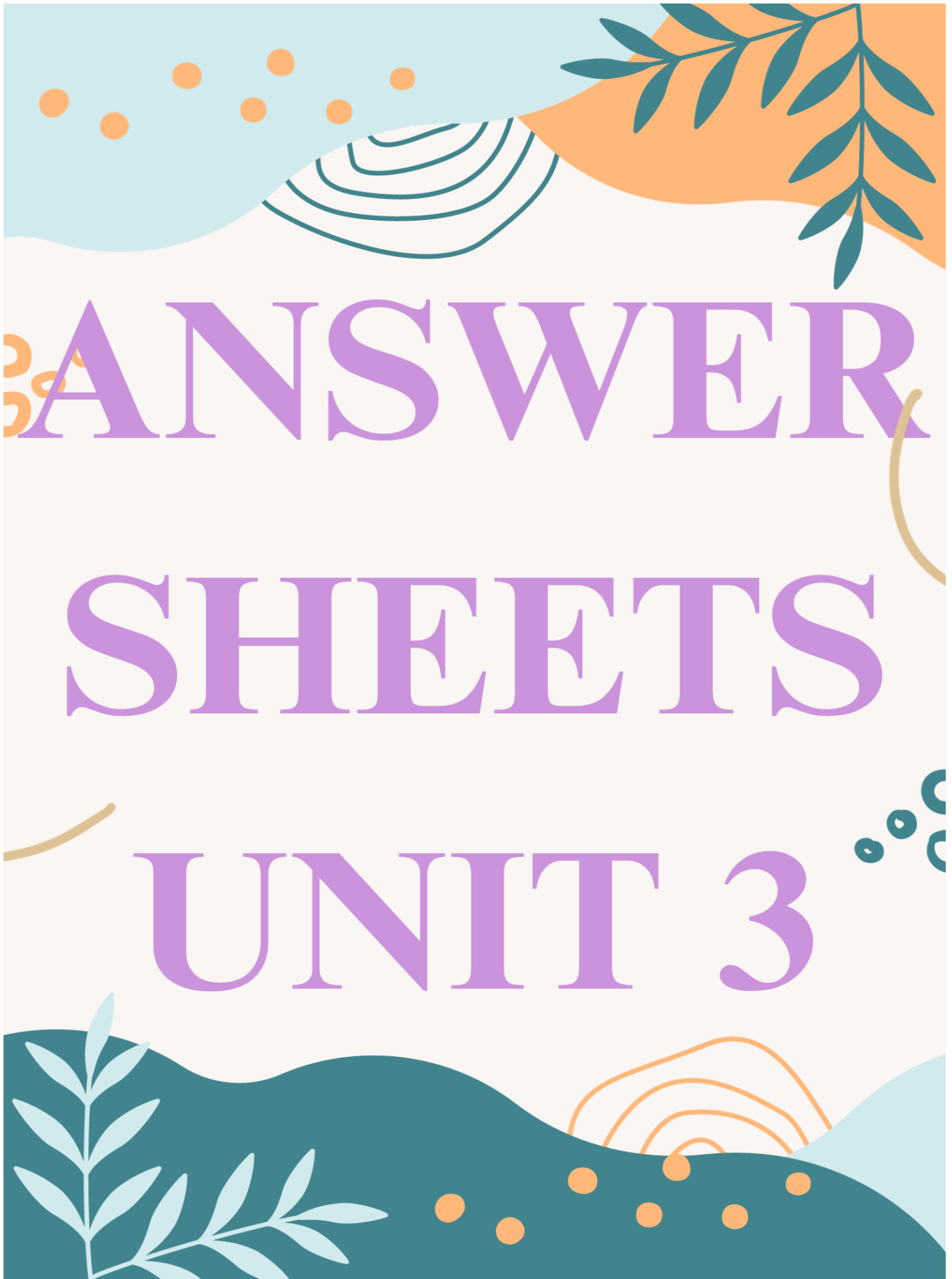
# SPEAKING RUBRIC

ÍTEMS	5	3	1
VOCABULARY	Uses a range of appropriate vocabulary to talk about everyday situations.	Uses appropriate vocabulary to talk about everyday situations.	- Uses a vocabulary of isolated words and phrases.
GRAMMAR	Shows a good degree of control of simple grammatical forms.	Shows sufficient control of simple grammatical forms.	Shows only limited control of a few grammatical forms.
PRONUNCIATION	Is mostly intelligible and has some control of phonological features at both utterance and word levels.	Is mostly intelligible despite limited control of phonological features.	- Has very limited control of phonological features and is often unintelligible.
INTERACTIVE COMMUNICATION	-Maintains simple exchanges. -Requires little prompting and support.	-Maintains simple exchanges despite some difficulty. - Requires prompting and support	Has considerable difficulty maintaining simple exchanges. -Requires additional prompting and support

Retrieved from:

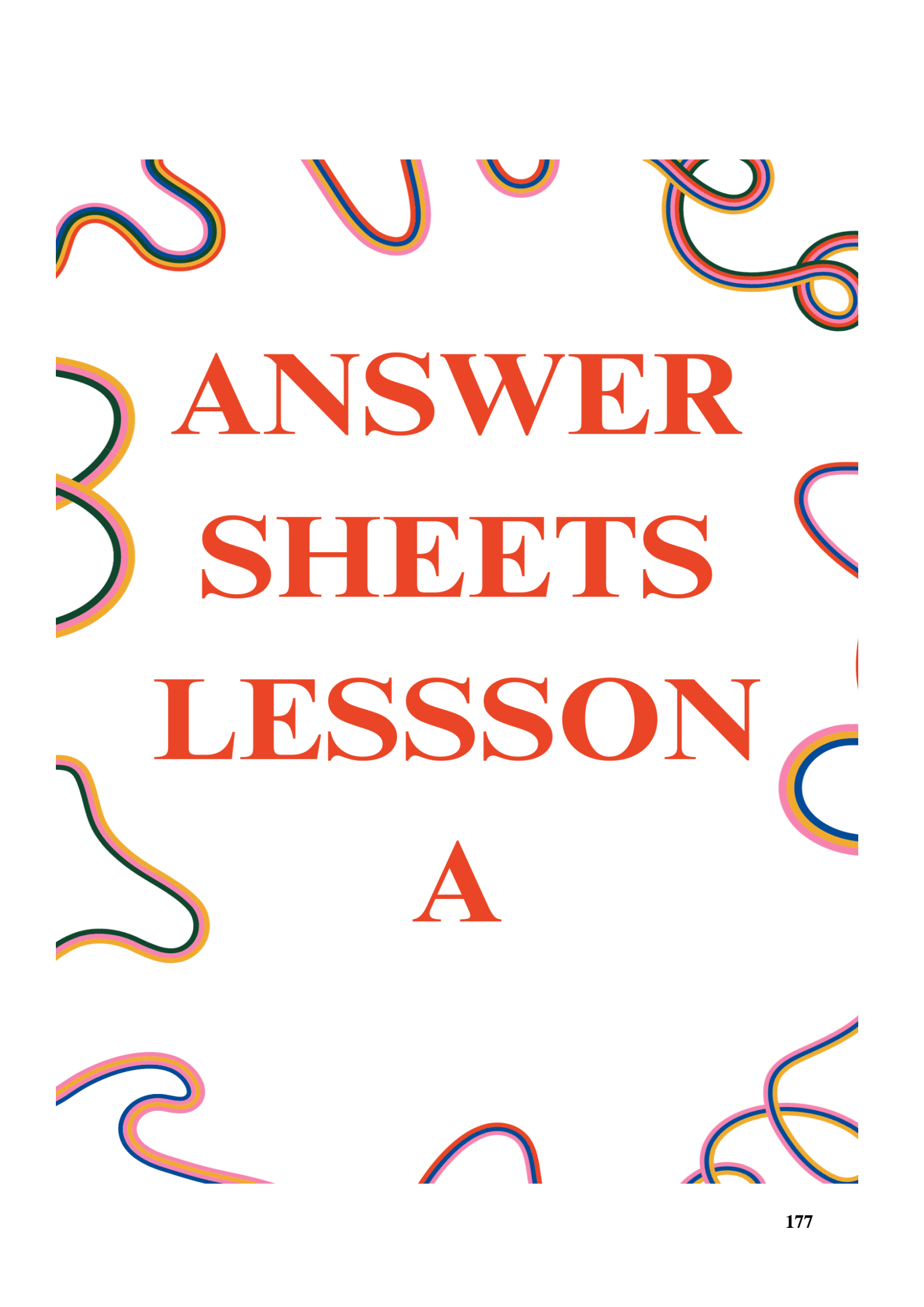
<https://static.cambridge.org/content/id/urn:cambridge.org:id:article:S1366728920000747/sup001.pdf>





ANSWER  
SHEETS  
UNIT 3



A decorative border of colorful, wavy lines in shades of red, orange, yellow, green, and blue surrounds the central text. The lines are thick and have a slightly irregular, hand-drawn appearance.

**ANSWER  
SHEETS  
LESSSON  
A**

# Presentation

Write the correct answers



Write there's or there are

1.            There are            two parrots.
2.            There's            a lion.
3.            There are            three turtles.
4.            There's            a hippo.
5.            There's            a mouse.
6.            There are            two rabbits.
7.            There's            a cat.

# hello

## THERE IS & THERE ARE

1-Look at the picture. Complete the sentences. Use *is* or *are*.



a) There **is** a black dog.



b) There **are** three fish.



c) There **are** four cats.



d) There **is** a snake.

2-Fill in "*There is*" or "*There are*".

Example: **There is** a teacher in the classroom.

- a) **There are** five pencils on the desk.
- b) **There are** three windows in my room.
- c) **There is** a chair in kitchen.
- d) **There are** two girls in the garden.
- e) **There are** six notebooks in the classroom.
- f) **There is** a cat in the house.
- g) **There are** four donkeys in the farm.
- h) **There are** two apples on the table.
- i) **There is** a blackboard the classroom.
- j) **There is** a lion in the zoo.
- k) **There are** lots of trees in the forest.
- l) **There is** one bird on the tree.
- m) **There is** a car in front of our house.

LEARNING  
IS  
FUN



What do you see in this picture?

*There is*



*There are*





Complete the words with the missing letters.

There is (**only one**)

a dog  
a fox  
a well  
a path  
a stork  
a bird's nest  
a butterfly  
a tractor  
a bucket of water  
a ladybird

There are (**more than one**)

five apple trees  
two horses  
three haystacks  
fourteen birds  
nine mushrooms  
sixteen flowers

There is a word starting with the letter **w**: well.

There are three words starting with the letter **b**: birds, butterfly, bucket.

There is a word starting with the letter **s**: stork.

There are two words starting with the letter **h**: haystacks, horses.

There is a word starting with the letter **p**: path.

There are two words starting with the letter **f**: fox, flowers.

There is a word starting with the letter **t**: tractor.

There is a word starting with the letter **m**: mushrooms.

There is a word starting with the letter **a**: apple trees.

There is a word starting with the letter **d**: dog.

There is a word starting with the letter **l**: ladybird.

---



# LESSON PLAN B

## CULTURE FROM AROUND THE WORLD

### Teacher's Instructions

#### Pre

The teacher will introduce the topic using two questions.

For example

What is culture?

What are traditions?

The teacher will present the vocabulary about culture. After, the teacher will show the grammar of the simple Present Wh-Questions.

The teacher will present worksheets about Present Simple.

#### During

The teacher will present worksheets with different activities.

#### Activity 1

The teacher will present a worksheet to read a paragraph and complete the words with the missing letters. Also, to respond with True and False.

#### Activity 2

The teacher will present a worksheet to complete the two columns in the chart.

#### Activity 3

The teacher will give a worksheet to talk about the culture and traditions.

#### After

The teacher will present the worksheet to work in pairs to create a culture. After, they will make notes in their presentation in class

### Student's Instructions

#### Pre

The students will read the questions and give their respective answers.

The students will pay attention to the vocabulary and grammar.

The students will complete the sentences with Present Simple.

#### During

The students will complete the worksheets with different activities.

#### Activity 1

The students will read the paragraph to answer and identify the correct information with true and false. Furthermore, the students will complete the missing letters in the words.

#### Activity 2

The students will respond to the questions in the first box. After, they will ask the same questions to their classmates to respond in the second box.

#### Activity 3

The students will complete the activity response to the questions in the respective boxes after they are going to speak about their culture.

#### After

The students will choose a partner to work with on the project. After, they will read the list of responsibilities for each partner. Then, They will decide who will be partner A and who will be partner B. Consequently, they will prepare some notes for their presentations. Moreover, they will present their culture to the class.

Topic : Culture from around the world

Objective : At the end of the class, the students will be able to use cultural vocabulary such as language, food, music, religion, sports, and customs in the simple Present to talk about cultures from around the world in a presentation.

Strategy : Presentation.

School level: Sixth- grader

Grammar : Simple Present

Wh- Questions

Time : 60 minutes

Vocabulary:

Language

Food

Music

Religion

Sport

Customs

Materials:

Worksheet

Canva



# PRE

## Teacher's Instructions

The teacher will introduce the topic using two questions.

For example

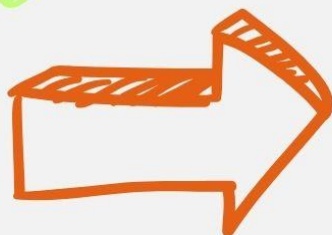
**What is culture?**

**What are traditions?**

The teacher will present the vocabulary about culture. After, the teacher will show the grammar of the simple Present Wh-Questions.

The teacher will present worksheets about Present Simple.

## Warm-up

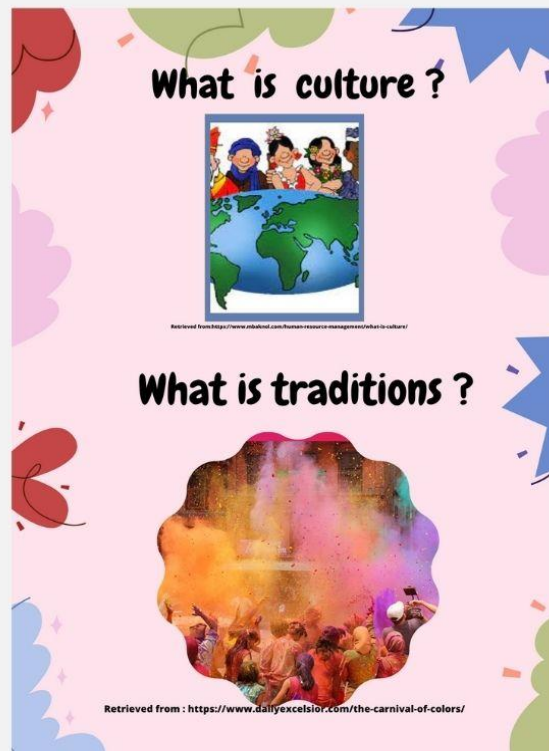


## Student's Instructions

The students will read the questions and give their respective answers.

The students will pay attention to the vocabulary and grammar.

The students will complete the sentences with Present Simple.





# PRESENTATION

## Vocabulary

### culture vocabulary

#### Language



Retrieved from:  
<https://bilingualkidspot.com/2022/07/27/characteristics-of-language/>

#### Food



Retrieved from:  
<https://www.rd.com/article/america-favorite-food/>

#### Music



Retrieved from:  
<https://www.pcc.edu/community/1-on-1-classes/music-lessons/>

#### Religion



Retrieved from:  
<https://www.magsnet.com/2020/11/la-assignatura-de-religion-lejos-de-sus-estereotipos/>

#### Sports



Retrieved from:  
<https://www.freepik.com/free-photos-vectors/sport>

#### customs



Retrieved from:  
<https://www.pouted.com/15-strangest-traditions-customs-people-have/>

# PRESENTATION

## Grammar

**PRESENT SIMPLE FORM**  
test-english.com

<p><b>POSITIVE</b></p> <table border="0"> <tr><td>I</td><td rowspan="2">}</td><td rowspan="2">work</td></tr> <tr><td>You</td></tr> <tr><td>He</td><td rowspan="3">}</td><td rowspan="3">works</td></tr> <tr><td>She</td></tr> <tr><td>It</td></tr> <tr><td>We</td><td rowspan="2">}</td><td rowspan="2">work</td></tr> <tr><td>They</td></tr> </table>	I	}	work	You	He	}	works	She	It	We	}	work	They	<p><b>NEGATIVE</b></p> <table border="0"> <tr><td>I</td><td rowspan="2">}</td><td>do not work</td></tr> <tr><td>You</td><td>don't work</td></tr> <tr><td>He</td><td rowspan="3">}</td><td>does not work</td></tr> <tr><td>She</td><td>doesn't work</td></tr> <tr><td>It</td></tr> <tr><td>We</td><td rowspan="2">}</td><td>do not work</td></tr> <tr><td>They</td><td>don't work</td></tr> </table>	I	}	do not work	You	don't work	He	}	does not work	She	doesn't work	It	We	}	do not work	They	don't work	<p><b>QUESTION</b></p> <table border="0"> <tr><td>Do</td><td rowspan="2">}</td><td rowspan="2">I</td><td rowspan="2">}</td><td rowspan="2">work?</td></tr> <tr><td></td><td>you</td></tr> <tr><td>Does</td><td rowspan="3">}</td><td rowspan="3">she</td><td rowspan="3">}</td><td rowspan="3">work?</td></tr> <tr><td></td><td>he</td></tr> <tr><td></td><td>it</td></tr> <tr><td>Do</td><td rowspan="2">}</td><td rowspan="2">we</td><td rowspan="2">}</td><td rowspan="2">work?</td></tr> <tr><td></td><td>they</td></tr> </table>	Do	}	I	}	work?		you	Does	}	she	}	work?		he		it	Do	}	we	}	work?		they
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					they																																																	

<p><b>SHORT ANSWER</b></p> <table border="0"> <tr><td rowspan="6" style="vertical-align: middle;">Yes,</td><td rowspan="2">}</td><td>I</td><td rowspan="2">}</td><td>do.</td></tr> <tr><td>you</td></tr> <tr><td rowspan="3">}</td><td>he</td><td rowspan="3">}</td><td>does.</td></tr> <tr><td>she</td></tr> <tr><td>it</td></tr> <tr><td rowspan="2">}</td><td>we</td><td rowspan="2">}</td><td>do.</td></tr> <tr><td>they</td></tr> </table>	Yes,	}	I	}	do.	you	}	he	}	does.	she	it	}	we	}	do.	they	<table border="0"> <tr><td rowspan="6" style="vertical-align: middle;">No,</td><td rowspan="2">}</td><td>I</td><td rowspan="2">}</td><td>do not.</td></tr> <tr><td>you</td><td>don't.</td></tr> <tr><td rowspan="3">}</td><td>he</td><td rowspan="3">}</td><td>does not.</td></tr> <tr><td>she</td><td>doesn't.</td></tr> <tr><td>it</td></tr> <tr><td rowspan="2">}</td><td>we</td><td rowspan="2">}</td><td>do not.</td></tr> <tr><td>they</td><td>don't.</td></tr> </table>	No,	}	I	}	do not.	you	don't.	}	he	}	does not.	she	doesn't.	it	}	we	}	do not.	they	don't.	<p><b>⚠️ NEGATIVE</b></p> <p><input checked="" type="checkbox"/> He doesn't works.</p> <p><input checked="" type="checkbox"/> He doesn't work.</p> <p><b>⚠️ QUESTION</b></p> <p><input checked="" type="checkbox"/> Does she works?</p> <p><input checked="" type="checkbox"/> Does she work?</p>
Yes,			}		I	}		do.																															
		you																																					
		}	he	}	does.																																		
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they		don't.																																					

Retrieved from: <https://dinosenglish.edu.vn/ejercicios-de-present-simple-y-present-continuous-con-soluciones-169041975351057/>

## USES

Present Tense	
Spelling Rules	Examples
With most verbs, add <b>s</b>	live - live <b>s</b> sit - sit <b>s</b> stay - stay <b>s</b>
Ending in <b>consonant + y</b> change <b>y to i</b> and add <b>es</b>	<b>try</b> - try <b>es</b> carry - carry <b>es</b>
Ending in <b>s, z, ch, or x</b> add <b>es</b>	miss - miss <b>es</b> buzz - buzz <b>es</b> catch - catch <b>es</b> fix - fix <b>es</b>
Exceptions	go - go <b>es</b> do - do <b>es</b>

Retrieved from:  
<https://www.adda247.com/school/present-tense/>

The simple Present tense is often used in English to describe an action that is real, true, or normal.

We use it to describe facts, habits, and routines.



## PRESENTATION

### EXERCISES

CHOOSE THE CORRECT ANSWER.



Retrieved from: <https://facil-english.com/present-simple-grammar-guide-and-practice/>

- 1- My Grammy **visit** – **visits** us every weekend.
- 2- My brother and I **share** – **shares** a room.
- 3- Your cousin **look**- **looks** fabulous.
- 4- I seldom **do**-**does** the shopping by myself.
- 5- Danny usually **catch**-**catches** a bus to school.
- 6- We always **eat**-**eats** dinner in the dining room.
- 7- I **wake**- **wakes** up at 7:30 every morning.
- 8- Kids **like**- **likes** watching cartoons.
- 9- Peter and Tom **live** – **lives** next door.
10. We **play** – **plays** volleyball at school.

**visits, shares,  
looks, do, catches,  
eat, wake, like,  
live, play**

## DURING

### Teacher's Instructions

The teacher will present worksheets with different activities.

#### Activity 1

The teacher will present a worksheet to read a paragraph and complete the words with the missing letters. Also, to respond with True and False.

#### Activity 2

The teacher will present a worksheet to complete the two columns in the chart.

#### Activity 3

The teacher will give a worksheet to talk about the culture and traditions.

### Student's Instructions

The students will complete the worksheets with different activities.

#### Activity 1

The students will read the paragraph to answer and identify the correct information with true and false. Furthermore, the students will complete the missing letters in the words.

#### Activity 2

The students will respond to the questions in the first box. After, they will ask the same questions to their classmates to respond in the second box.

#### Activity 3

The students will complete the activity response to the questions in the respective boxes after they are going to speak about their culture.



# Activity 1

# PRACTICE



## Exploring Countries of the World United Kingdom

### Famous Landmarks

Tower of London - Central London



Millennium Wheel - London



United Kingdom is also known as United Kingdom of Great Britain and Northern Ireland. It is in Western Europe. Its area is 242,495 km<sup>2</sup> and it ranks 21st in the world's population. It has 12 regions. Most of the people in the United Kingdom follow Christianity. Some of the most famous cities are London, Birmingham and Manchester.



### Currency



### Good to Know:

Capital City: London  
Language: English  
Population: 67,886,011 by 2020

True and false	Missing Words
1. United Kingdom is also known as United Kingdom of Great Britain and Northern Ireland. _____	1. L_nd_n
2. It has 14 regions. _____	2. M_n_h_s_e_
3. Most of the people in the United Kingdom follow Islam. _____	3. E_ro_e
4. Its area is 242,495 km <sup>2</sup> . _____	4. E_g_is_
	5. K_n_d_m

# Activity 2

# PRACTICE



Published from  
<https://www.oxfordlearners.com/standards>

Complete the two columns. Answer yourself and then ask your classmates the questions. Use the present tense in your answer.

Where do you play?	→	I play in the park.
Where do you play?	→	Tom said, he plays in the park.

Questions	You	Classmates
1. Where do you live?		
2. Do you speak English?		
3. Which do you prefer Chinese food or Mexican food?		
4. What sports do you like?		
5. What is the famous place in your country?		
6. How many religions do you know?		

## Activity 3

## PRACTICE

# MY CULTURE AND TRADITIONAL!

Talk about the culture and the traditions of your family.

Language my family and  
I speak

My favorite traditions!

My favorite food to eat!

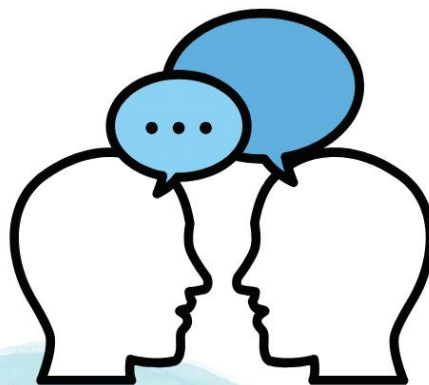
My favorite sport to play!

Holiday celebrate in my  
culture!

My favorite music in my  
culture!



Retrieved  
from: <https://www.canva.com/design/DAFjmsIajw/dgcBe3ledcXsDNkgOAOQbuA/edit>



Retrieved  
from: <https://www.canva.com/design/DAFjmsIajw/dgcBe3ledcXsDNkgOAOQbuA/edit>



## AFTER

### Teacher's Instructions

The teacher will present the worksheet to work in pairs to create a culture. After, they will make notes in their presentation in class.

### Student's Instructions

The students will choose a partner to work with on the project. After, they will read the list of responsibilities for each partner. Then, They will decide who will be partner A and who will be partner B. Consequently, they will prepare some notes for their presentations. Moreover, they will present their culture to the class.



## Activity 1

# PRODUCTION

## Present the culture



Retrieved from:  
<https://thptnganamst.edu.vn/detalle-31-imagen-dibujos-sobre-la-diversidad-cultural/>

As the world has become more globalized and very big of the earth has been explored, new people groups have been discovered whenever this happens anthropologists get very excited because it is a chance to learn about a totally new culture. For the purpose of this activity, imagine that you are a member of a culture that has just been discovered. You have been selected to represent your culture by the elders in your community! Follow the steps below and prepare a presentation of your new culture for your classmates and teacher

**STEP 1: Choose a partner to work with on the project**

**STEP 2: Read the list of responsibilities for each partner. Decide who will be partner A and who will be partner B.**

Introduce the culture (name, location, and flag)

Describe the culture's traditions food

Describe religions

Describe the culture's sport

describe traditional music

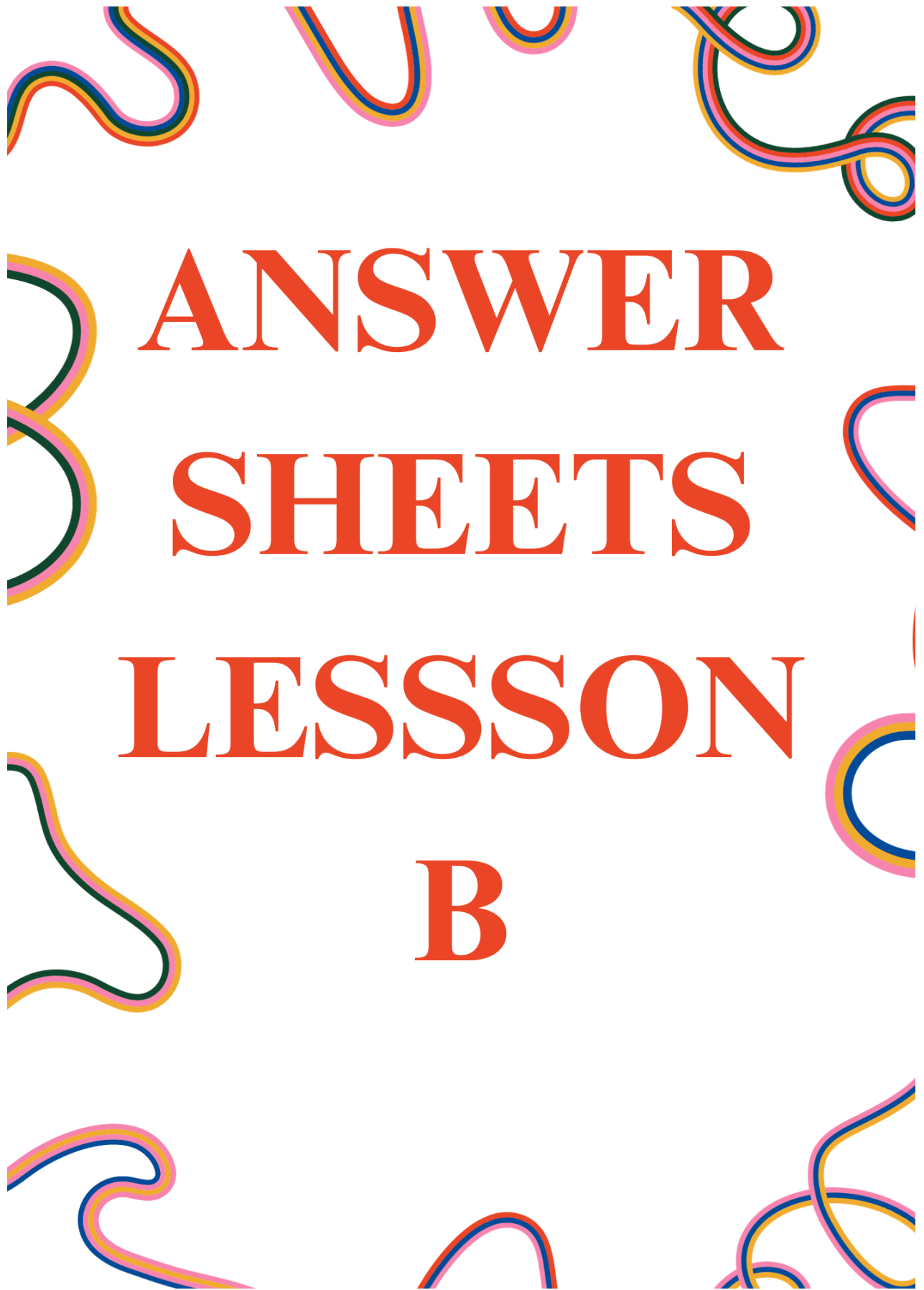
describe the traditional customs

**STEP 3 . Prepare some notes to use for you presentations**

**STEP 4. Present your culture to the class**

# SPEAKING RUBRIC

ÍTEMS	5	3	1
VOCABULARY	Uses a range of appropriate vocabulary to talk about everyday situations.	Uses appropriate vocabulary to talk about everyday situations.	- Uses a vocabulary of isolated words and phrases.
GRAMMAR	Shows a good degree of control of simple grammatical forms.	Shows sufficient control of simple grammatical forms.	Shows only limited control of a few grammatical forms.
PRONUNCIATION	Is mostly intelligible and has some control of phonological features at both utterance and word levels.	Is mostly intelligible despite limited control of phonological features.	- Has very limited control of phonological features and is often unintelligible.
INTERACTIVE COMMUNICATION	-Maintains simple exchanges. -Requires little prompting and support.	-Maintains simple exchanges despite some difficulty. - Requires prompting and support	Has considerable difficulty maintaining simple exchanges. -Requires additional prompting and support



**ANSWER  
SHEETS  
LESSSON  
B**



## PRESENTATION

### EXERCISES

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- 6- We always **eat**-**eats** dinner in the dining room.
- 7- I **wake**- **wakes** up at 7:30 every morning.
- 8- Kids **like**- **likes** watching cartoons.
- 9- Peter and Tom **live** – **lives** next door.
10. We **play** – **plays** volleyball at school

**visits, shares,  
looks, do, catches,  
eat, wake, like,  
live, play**





## Exploring Countries of the World

# United Kingdom

### Famous Landmarks

Tower of London - Central London



Millennium Wheel - London



United Kingdom is also known as United Kingdom of Great Britain and Northern Ireland. It is in Western Europe. Its area is 242,495 km<sup>2</sup> and it ranks 21st in the world's population. It has 12 regions. Most of the people in the United Kingdom follow Christianity. Some of the most famous cities are London, Birmingham and Manchester.



### Currency



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Language: English  
Population: 67,886,011 by 2020

True and false	Missing Words
1. United Kingdom is also known as United Kingdom of Great Britain and Northern Ireland. <u>  T  </u>	1. L <u>o</u> n <u>d</u> <u>o</u> n
2. It has 14 regions. <u>  F  </u>	2. M <u>a</u> n <u>c</u> h <u>e</u> s <u>t</u> e <u>r</u>
3. Most of the people in the United Kingdom follow Islam. <u>  F  </u>	3. E <u>u</u> r <u>o</u> p <u>e</u>
4. Its area is 242,495 km <sup>2</sup> . <u>  T  </u>	4. E <u>n</u> g <u>l</u> i <u>s</u> h
	5. K <u>i</u> n <u>g</u> d <u>o</u> m



Attribution: <https://www.illustrations.com/illustrations>

Complete the two columns. Answer yourself and then ask your classmates the questions. Use the present tense in your answer.

Where do you play?	→	I play in the park.
Where do you play?	→	Tom said, he plays in the park.



Questions	You	Classmates
1. Where do you live?	I live in Manta.	I live in Quito.
2. Do you speak English?	Yes, I do.	Yes, I do.
3. Which do you prefer Chinese food or Mexican food?	I prefer Chinese food is really delicious.	I prefer Mexican food.
4. What sports do you like?	I like football and basketball.	I like tennis and golf.
5. What is the famous place in your country?	The famous place is Galapagos Islands.	The famous place is Baños de Agua Santa.
6. How many religions do you know?	I know five religions such as Christianity, Islam, Hinduism, Buddhism and Judaism.	I know 2 religions such as Christianity and Catholicism.

# MY CULTURE AND TRADITIONAL!

Talk about the culture and the traditions of your family.

**Language my family and i speak**

My family speaks Spanish and English.

**My favorite traditions !**

My favorite traditions is Carnival and Day of the Dead

**My favorite food to eat!**

My favorite food to eat is Ramen and Pizza.

**My favorite sport to play!**

My favorite sport is Tennis.

**Holiday celebrate in my culture!**

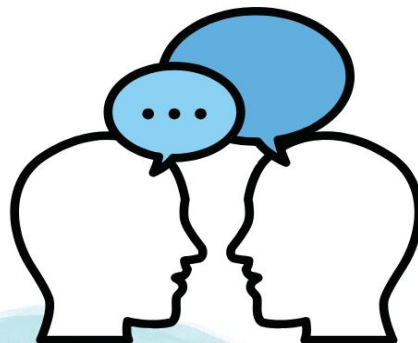
My country celebrates different holidays such as New Year, Holy Week, Carnival, Festival of the Sun.

**My favorite music in my culture!**

My music favorite is Afro-Ecuadorian music and San Juanito



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# LESSON PLAN C

## Teacher's Instructions

**Topic :** Natural Atraccions

**Objective :** At the end of the class, the students will be able to use places attractions vocabulary like Galapagos Islands, Cajas National Park, The beaches west of Atacames, and The rainforest of Ecuador's El Oriente in the Comparative and Superlative to talk about natural attractions in the comparison between pictures in an oral presentation.

**Strategy :** Oral Presentation

**School level:** sixth- grader

**Grammar :** Comparative-Superlative

**Time :** 60 minutes

**Vocabulary:**

Galapagos Islands

Cajas National Park

Baños de Agua Santa

The rainforest of Ecuador's el oriente

The beaches west of Atacames

**Meterials:**

Worksheets

Canva

### Pre

The teacher will present the warm-up about what Simon says. Then, they will give the instructions about the game.

The teacher will explain the rules of the "Simon Says" game.

-Give the directions for the next activity. (Commands to perform)

Example:

-Touch your nose

-Clap hands

-Close your eyes

-Touch your knees

Shake your head

The teacher will present vocabulary about Natural Attractions and grammar about Comparative and superlative.

The teacher will give a worksheet about the Superlatives and Comparatives.

### During - task

The teacher will present a worksheet with different activities.

#### Activity 1

The teacher will give a worksheet to complete two distinct activities.

#### Activity 2

The teacher will give the order for learners to stand up and share the worksheet to ask questions in the classroom.

#### Activity 3

The teacher will give each student a worksheet to complete the survey.

### After

The teacher will present two pictures to make a comparison between the pictures using comparatives and superlatives.

## Student's Instructions

### Pre

The students will obey all commands that begin with

the words "Simon says". If Simon says, "Simon says

touch your nose ".Then, all players must touch their noses.

The students will pay attention to vocabulary and grammar.

The students will complete the sentences using the comparative and superlative as appropriate in the sentence

### During

The students will complete the different worksheets.

#### Activity 1

The students will complete the activities. For the first activity, look at the picture and put the correct name under the picture. In the second activity, the students will complete the conversations using Comparative and Superlative.

#### Activity 2

The students will move in the class to ask questions of their classmates and have a conversation.

#### Activity 3

The students will apply the survey in the class. First, the students will complete and write their information in the first column. After, they will use the questionnaire with their classmates and put the information in the survey, and finally, they will work in groups to write three sentences with Comparative and Superlative.

### After

The students will present pictures to make a comparison using comparatives and superlatives.



# PRE

## Teacher's Instructions

The teacher will present the warm-up about what Simon says. Then, they will give the instructions about the game.

The teacher will explain the rules of the "Simon Says" game.

•Give the directions for the next activity. (Commands to perform)

Example:

•Touch your nose

•Clap hands

•Close your eyes

•Touch your knees

Shake your head

The teacher will present vocabulary about Natural Attractions and grammar about Comparative and superlative.

The teacher will give a worksheet about the Superlatives and Comparatives.

## Student's Instructions

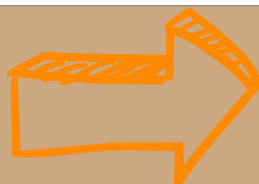
The students will obey all commands that begin with the words "Simon says". If Simon says, "Simon says touch your nose ".Then, all players must touch their noses.

The students will pay attention to vocabulary and grammar.

The students will complete the sentences using the comparative and superlative as appropriate in the sentence.



# Warm-up



Retrieved from:  
<https://icebreakerideas.com/simon-says-game/>

# Presentation

## Vocabulary

### Natural Attractions

#### Galapagos Islands



Retrieved from: <https://www.travelandleisure.com/trip-ideas/adventure-travel/how-to-travel-to-galapagos-islands>

#### Cajas National Park



Retrieved from: <https://www.moon.com/travel/outdoors/ecuadors-el-cajas-national-park/>

#### Baños de Agua Santa



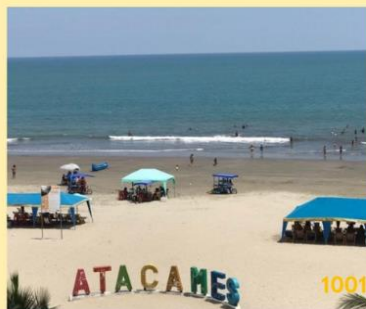
Retrieved from: <https://pasaportesindestino.net/banos-de-agua-santa-ecuador/>

#### Mitad del mundo



Retrieved from : <https://mitadelmundo.gob.ec/>

#### The beaches west of Atacames



Retrieved from: [https://1001beach.com/en/south\\_america/ecuador/](https://1001beach.com/en/south_america/ecuador/)

#### The rainforest of Ecuador's el oriente



Retrieved from: <https://www.planetandes.com/es/ecuador/amazona>

# Presentation

## Grammar

### Comparatives- Superlatives

COMPARATIVE & SUPERLATIVE ADJECTIVES			
test-english.com			
1 SYLLABLE	OLD	OLDER	THE OLDEST
+ -ER/-EST	CHEAP	CHEAPER	THE CHEAPEST
	HIGH	HIGHER	THE HIGHEST
1 SYLLABLE CONS.-VOWEL-CONS.	HOT	HOTTER	THE HOTTEST
	BIG	BIGGER	THE BIGGEST
DOUBLE CONSONANT + -ER/-EST	THIN	THINNER	THE THINNEST
2 SYLLABLES ENDING -Y*	HEALTHY	HEALTHIER	THE HEALTHIEST
-Y → -IER/IEST	HAPPY	HAPPIER	THE HAPPIEST
*ADVERBS → MORE/MOST MORE SLOWLY (NOT SLOWLIER)	NOISY	NOISIER	THE NOISIEST
2 OR MORE SYLLABLES	FAMOUS	MORE FAMOUS	THE MOST FAMOUS
MORE/MOST + ADJECTIVE	GENEROUS	MORE GENEROUS	THE MOST GENEROUS
IRREGULAR ADJECTIVES	GOOD	BETTER	THE BEST
	BAD	WORSE	THE WORST
	FAR	FARTHER FURTHER	THE FARTHEST THE FURTHEST

Retrieved from: <https://test-english.com/explanation/a2/comparative-superlative-adjectives-adverbs/>

## USES

### EXAMPLES

#### Comparatives and Superlatives



Juan



Pedro



Luis

Luis is **tall**.

Pedro is **taller** than Luis.

Juan is **the tallest** man.

Retrieved from: <https://www.slideserve.com/chakra/comparatives-and-superlatives>

#### COMPARATIVES

Comparative is the name for the grammar used when comparing two things or people. The two basic ways to compare are using *as.. as* or *than*.

#### SUPERLATIVES

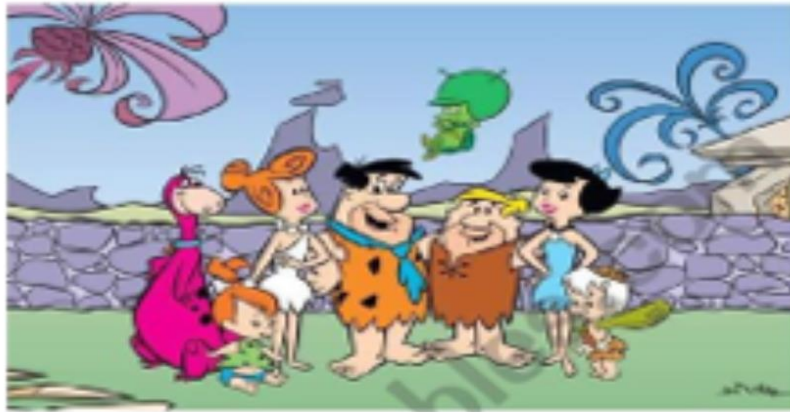
When we use the superlative we talk about one thing only and how it is the best, worst, etc. We do not compare two things.



# PRESENTATION

## EXERCISES

### COMPARATIVE AND SUPERLATIVE



Retrieved from: <https://www.pinterest.es/pin/697424692289202053/>

#### COMPLETE THE SENTENCES WITH COMPARATIVE AND SUPERLATIVE

#### COMPARATIVE



1. Fred is \_\_\_\_\_ (short) than Barney.
2. Wilma is \_\_\_\_\_ (tall) than Fred.
3. Barney is \_\_\_\_\_ (silly) than Fred.
4. Betty is \_\_\_\_\_ (thin) than Barney.
5. Wilma \_\_\_\_\_ (intelligent) than Fred.
6. Pebble is \_\_\_\_\_ (young) than Bam Bam.
7. Barney is \_\_\_\_\_ (fat) than Betty.

#### SUPERLATIVE



1. Pebble is the \_\_\_\_\_ (short)
2. Wilma is the \_\_\_\_\_ (tall)
3. Fred is the \_\_\_\_\_ (fat)
4. Bam Bam is the \_\_\_\_\_ (strong)
5. Dion is the \_\_\_\_\_ (fast)
6. Pebble is the \_\_\_\_\_ (young)
7. The great Gazoo is the \_\_\_\_\_ (powerful)



## DURING

### Teacher's Instructions

The teacher will present a worksheet with different activities.

#### Activity 1

The teacher will give a worksheet to complete two distinct activities.

#### Activity 2

The teacher will give the order for learners to stand up and share the worksheet to ask questions in the classroom.

#### Activity 3

The teacher will give each student a worksheet to complete the survey.

### Student's Instructions

The students will complete the different worksheets.

#### Activity 1

The students will complete the activities. For the first activity, look at the picture and put the correct name under the picture. In the second activity, the students will complete the conversations using Comparative and Superlative.

#### Activity 2

The students will move in the class to ask questions of their classmates and have a conversation.

#### Activity 3

The students will apply the survey in the class. First, the students will complete and write their information in the first column. After, they will use the questionnaire with their classmates and put the information in the survey, and finally, they will work in groups to write three sentences with Comparative and Superlative.

# Activity 1

# PRACTICE

## Natural Attractions

1 Match the pictures with the correct word from the box.

**Galapagos Islands**, **Cajas National Park**, **The beaches west of Atacames**, **The rainforest of Ecuador's El Oriente**







## SUPERLATIVE ADJECTIVES

Remember these rules:

We use superlative adjectives to identify the top thing or person in a group.

- We always write **THE** before a superlative
- For most **short adjectives**, add **-est** to the adjective to form the superlative.
  - When the adjective ends in **-e**, we add **-st**.
  - When the adjective ends in **-y**, change the **y** to **i** before adding **-est**.
  - When the adjective ends in **consonant-vowel-consonant**, **double the last consonant** before adding **-est**.
- For **long adjectives**, add **most** before the adjective.
- Some superlative adjectives are **irregular**: *bad* → *worst*, *good* → *best*

2. Complete the conversation with the correct superlatives.



1 I think caves are  (bad) natural feature in the world!

2 Really? I think caves are  (good) feature!  
Why don't you like them?

3 Caves are  (dark) place I know. I don't like the dark.

4 Maybe cave explorers bring  (bright) flashlights!

5 Maybe. But there are bats, too. They're  (scary)!

6 No way! I think they're  (interesting) animals!

## Conversations questions

- 1) Where is the most beautiful place in your country?  
Have you been there?
- 2) How tall is the highest mountain in your country?  
What is it called?
- 3) What is the most popular sport in your country? Do  
you like to play it?
- 4) Where could you find the purest fresh water in your  
country?
- 5) Where do you think is the wettest place on earth?  
What country is it in?
- 6) Where are the most beautiful beaches?
- 7) What country is the best to live? Why
- 8) Where is the best place to go in your city for a  
vacation?
- 9) Which is healthier, salad or pizza?
- 10) Which is better, English or math?

# Activity 3

# PRACTICE

## COMPARATIVE AND SUPERLATIVE SURVEY

A) Answer the questions below. Write your answer in the column marked. "You"

How old are you?

How tall are you?

What mobile phone do you have?

What do you know about natural attractions?

What country is safe to live in?



	You					
Age						
Height						
Mobil phone						
Natural Attractions						
Safe to live in						

B) Work in group, write the other students name at the top of the table. Interview each students using the questions above and complete the table with their answers.

C) Working, use the results to write three comparatives and superlatives sentences about the students in your group.

Example: I am oldest in my group

My mobile phone is more expensive than Jane's mobile phone

.....

.....

.....



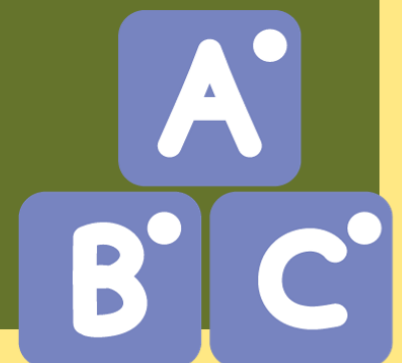
## AFTER

### Teacher's Instructions

The teacher will present two pictures to make a comparison between the pictures using comparatives and superlatives.

### Student's Instructions

The students will present pictures to make a comparison using comparatives and superlatives.



## Activity 1

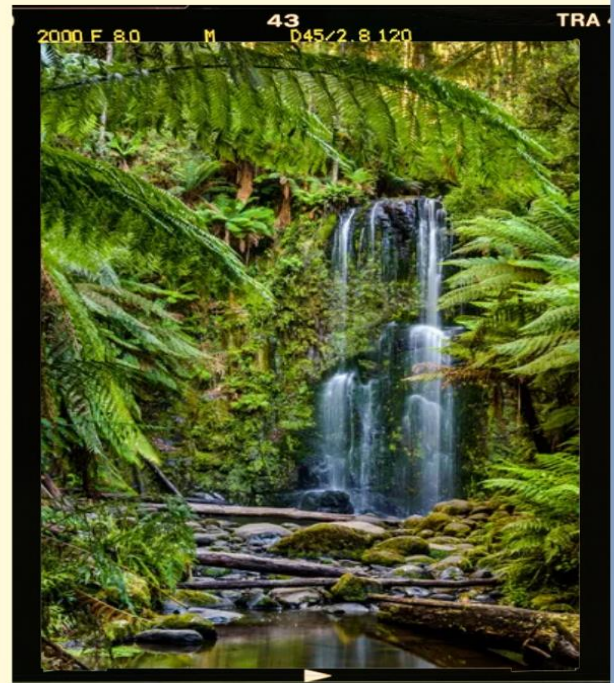
### Making comparison between two different pictures

#### Beach



Retrieved from:  
<https://escales.ponant.com/en/top-5-beaches/>

#### Rainforest



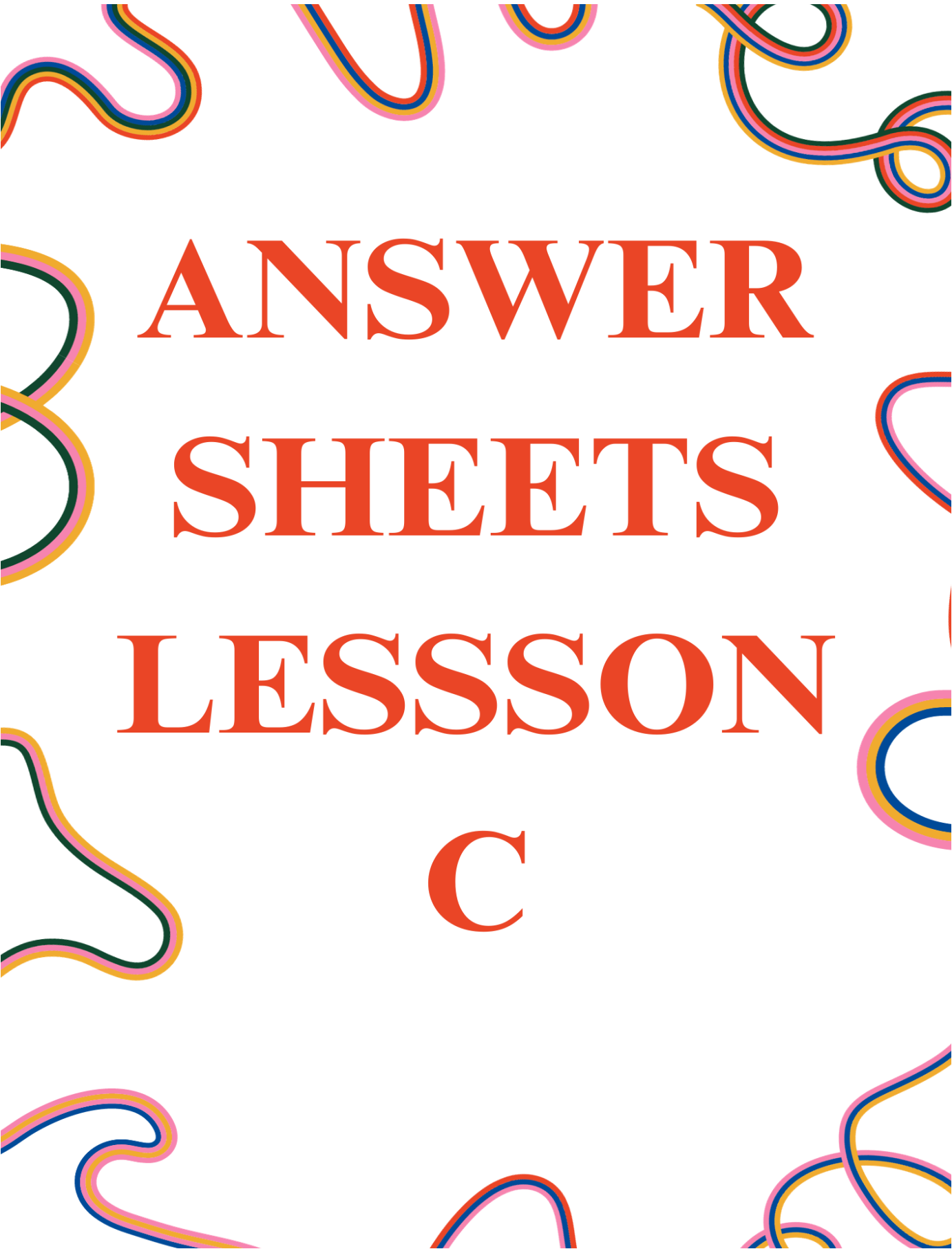
Retrieved from:  
<https://www.mapquest.com/travel/the-most-amazing-rainforests-in-australia/>

# SPEAKING RUBRIC

ÍTEMS	5	3	1
VOCABULARY	Uses a range of appropriate vocabulary to talk about everyday situations.	Uses appropriate vocabulary to talk about everyday situations.	- Uses a vocabulary of isolated words and phrases.
GRAMMAR	Shows a good degree of control of simple grammatical forms.	Shows sufficient control of simple grammatical forms.	Shows only limited control of a few grammatical forms.
PRONUNCIATION	Is mostly intelligible and has some control of phonological features at both utterance and word levels.	Is mostly intelligible despite limited control of phonological features.	- Has very limited control of phonological features and is often unintelligible.
INTERACTIVE COMMUNICATION	-Maintains simple exchanges. -Requires little prompting and support.	-Maintains simple exchanges despite some difficulty. - Requires prompting and support	Has considerable difficulty maintaining simple exchanges. -Requires additional prompting and support

Retrieved from:

<https://static.cambridge.org/content/id/urn:cambridge.org:idi:article:S1366728920000747sup001.pdf>



**ANSWER  
SHEETS  
LESSSON  
C**





# Conversations questions

1) Where is the most beautiful place in your country?

Have you been there?

**The most beautiful is Baños de Agua Santa.**

2) How tall is the highest mountain in your country?

What is it called?

**Mount Chimborazo is the tallest mountain in Ecuador.**

3) What is the most popular sport in your country? Do you like to play it?

**The most popular sport is football.**

4) Where could you find the purest fresh water in your country?

**Cuichocha Lake**

5) Where do you think is the wettest place on earth?

What country is it in?

**Mawsynram, Meghalaya, India is the wettest place on the Earth**

6) Where are the most beautiful beaches?

**The most beautiful beaches are in Montañita beach, Mompiche beach, and Salinas Beach.**

7) What country is the best to live? Why?

**Ecuador is the best place to live with our family.**

8) Where is the best place to go in your city for a vacation?

**The best place to visit is Galapagos Islands.**

9) Which is healthier, salad or pizza?

**Salad is better than pizza.**

10) Which is better, English or math?

**English is easier than math.**



### COMPARATIVE AND SUPERLATIVE SURVEY

A) Answer the questions below. Write your answer in the column marked. "You"

How old are you?

How tall are you?

What mobile phone do you have?

What do you know about natural attractions?

What country is safe to live in?



	You	Sara	Simon	Teodoro	Amanda	Luisa
Age	26	23	21	27	18	20
Height	1.57	1.65	1.50	1.57	1.50	1.70
Mobil phone	0980232900	0990272908	0980272807	0997472605	0997372508	0997372807
Natural Attractions	Cajas National Park.	Galapagos Islands	Atacames beach	Baños de agua Santa	Chimborazo National Park	Mindo
Safe to live in	Ecuador	Mexico	Panama	EE. UU	China	India

B) Work in group, write the other students name at the top of the table. Interview each students using the questions above and complete the table with their answers.

C) Working, use the results to write three comparatives and superlatives sentences about the students in your group.

Example: I am oldest in my group

My mobile phone is more expensive than Jane's mobile phone.

- o Teodoro is oldest in the class.
- o Luis is tallest in the classroom.
- o Galapagos Island is the most beautiful place to visit. |

## **CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS**

This chapter presents the conclusions and recommendations of the project.

### **CONCLUSIONS**

- Communicative language teaching has become the most competent method to develop speaking skills through different strategies such as role-play, debate, dialogues, Jigsaw activities, and Picture description. Therefore, the teacher prefers to use these strategies in class and become more interactive and fun while the students learn English.
- In the English class, the learners present some problems speaking during the development of speaking due to nervousness, stress, anxiety, shyness, and lack of confidence. However, the teacher needs to apply tools to help students to better their psychological problems. Therefore, the teacher can implement strategies that allow students to feel comfortable in the class with their participation more interactive in every activity.
- During the interview with the principal and English teacher showed a correlation between their opinions. Therefore, they agree that using different teaching strategies helps students learn. For this reason, it is fundamental that all teachers are constantly innovating to promote activities and strategies to improve the learning process.
- A didactic guide developed on Communicative language teaching that will facilitate to promote speaking skills on sixth graders at Yaguachi school. Besides, these are designed based on the lesson plan with three parameters (Pre, During, and After task) adopting originality and creativity through different activities.



## RECOMMENDATIONS

- The teacher of the English area needs to know the Communicative Language Teaching method to use in English class through different strategies of CLT to promote speaking skills on sixth graders at Yaguachi School.
- The teacher needs to adopt good strategies during the English class so that the learners can enjoy the learning process and share their knowledge with other activities like role-play and Jig saw that help them to perceive more security in the instant to obtain education.
- It is advisable that the teachers investigate new strategies that promote speaking skills and that learners have the susceptibility to learn with dedication and attention. Therefore, these strategies should be flexible and adaptable to the needs of learners to accomplish meaningful learning.
- The application of didactic guide based on Communicative Language teaching with the use of different strategies will help to improve the capacity to speak on sixth graders at Yaguachi School.

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## ANNEXES

### Annex 1. Approbation of research



UNIVERSIDAD TÉCNICA DEL NORTE  
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT  
PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Ibarra, 14 de junio de 2023

Magister

Rubén Congo

DOCENTE UTN

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se dignen validar la encuesta y la entrevista de Investigación del Proyecto "Communicative Language Teaching to Improve Speaking Skills on Sixth Graders at Yaguachi School in Ibarra". Previo al título de: Licenciatura En Pedagogía De los Idiomas Nacionales y Extranjeros Mención Inglés. para lo cual, se dignará encontrar adjunto la encuesta y entrevista y los instrumentos de validación.

Por la atención que se sirva dar al presente, le anticipo mis debidos agradecimientos.

Atentamente,

Carol Estrada

C.C.C.: 100478872-3



Thesis topic:	Communicative Language Teaching to Improve Speaking Skills on Sixth Graders at Yaguachi School in Ibarra
Survey for students	
Objective:	Identify the problems that students face in the development of their speaking skills
Directions:	Mark with a tick the option that you consider is appropriate

1. Do you consider that it is good for you to communicate in English?

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>

2. How often do you use English to communicate in the class?

• Always	<input type="checkbox"/>
• Often	<input type="checkbox"/>
• Sometime	<input type="checkbox"/>
• Rarely	<input type="checkbox"/>
• Never	<input type="checkbox"/>

3. Do you think the development of speaking skills is important?

• Very important	<input type="checkbox"/>
• Important	<input type="checkbox"/>
• Something Important	<input type="checkbox"/>
• Nothing Important	<input type="checkbox"/>

4. Does your communication in English (speaking) improve when interacting in a conversation with classmates.

• Very much	<input type="checkbox"/>
• Not much	<input type="checkbox"/>
• Little	<input type="checkbox"/>
• Nothing	<input type="checkbox"/>

5. Do you participate actively in the English class?

• Always	<input type="checkbox"/>
• Often	<input type="checkbox"/>
• Sometimes	<input type="checkbox"/>
• Rarely	<input type="checkbox"/>
• Never	<input type="checkbox"/>

6. How do you feel in your English class?

• Happy	<input type="checkbox"/>
• sad	<input type="checkbox"/>
• stressed	<input type="checkbox"/>
• nervous	<input type="checkbox"/>

7. Do you feel nervous when speaking in English?

• Very much	<input type="checkbox"/>
• Not much	<input type="checkbox"/>
• Little	<input type="checkbox"/>
• Nothing	<input type="checkbox"/>

8. Which of the following activities does your teacher use for you to develop speaking in the classroom?

• Role plays	<input type="checkbox"/>
• Dialogues	<input type="checkbox"/>
• Picture descriptions	<input type="checkbox"/>
• Debates	<input type="checkbox"/>
• Storytellings	<input type="checkbox"/>
• Story completions	<input type="checkbox"/>
• Information gaps	<input type="checkbox"/>
• Surveys	<input type="checkbox"/>



9. Would you like the teacher to implement activities outside the classroom that will help you improve your English speaking skills?

• Yes	<input type="checkbox"/>
• No	<input type="checkbox"/>
• Maybe	<input type="checkbox"/>

10. Which of the following communicative speaking activities would you like your teacher to do in English class?

• Information transfer-activities	<input type="checkbox"/>
• Jigsaw activities	<input type="checkbox"/>
• Opinion-sharing activities	<input type="checkbox"/>
• Role play	<input type="checkbox"/>
• Reasoning-gap activities	<input type="checkbox"/>
• Task-completion activities	<input type="checkbox"/>



**UNIVERSIDAD TÉCNICA DEL NORTE**

Acreditada Resolución Nro. 173-SE-33-CACES-2020

FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT

PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS




<b>Thesis topic:</b>	Communicative Language Teaching to Improve Speaking Skills on Sixth Graders at Yaguachi School in Ibarra
Interview for teacher	
<b>Objective:</b>	Know what kind of methods and strategies the teacher uses to develop students' speaking skills
<b>Directions:</b>	The teacher should listen attentively to each question and answer honestly.

1. Do you develop group work during speaking activities?
  
2. Do you believe that the students feel fear or nervousness when speaking in English?
  
3. What is the main factor that students are not be able to develop their speaking skills?
  
4. Do you think that students can understand everything explained in the English class? Why or why not?
  
5. What types of strategies do you implement to develop students' speaking skills in the English class?
  
6. What types of activities do you use in class to improve your students' speaking skills?

8. Do you consider that some students using a foreign language in public may generate anxiety, fear, and insecurity?
  
9. Do you consider it is useful to have an academic guide that includes didactic activities based on Communicative Language Teaching, so that teachers can apply it in English classes, to improve speaking skills on sixth- graders?

A continuación, marque con una X en el criterio de evaluación según el análisis de cada pregunta que conforma el cuestionario, las cuales se encuentran representadas en el siguiente instrumento de evaluación como ítem. De ser necesario realice la observación en el casillero correspondiente.

INSTRUMENTO DE EVALUACIÓN CUANTITATIVO				
CRITERIOS DE EVALUACIÓN				OBSERVACIONES
Ítem	Dejar	Modificar	Eliminar	
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2	/			
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10	/			

  
 .....  
 Firma del Evaluador Msc. Rubén Congo

C.C.: 1001417235

Apellidos y nombres completos	Congo Maidonado Rubén Agapito
Título académico	MSc.
Institución de Educación Superior	UNIVERSIDAD TÉCNICA DEL NORTE
Correo electrónico	racongo@utn.edu.ec
Teléfono	



A continuación, marque con una X en el criterio de evaluación según el análisis de cada pregunta que conforma el cuestionario, las cuales se encuentran representadas en el siguiente instrumento de evaluación como ítem. De ser necesario realice la observación en el casillero correspondiente.

INSTRUMENTO DE EVALUACIÓN CUANTITATIVO				
CRITERIOS DE EVALUACIÓN				OBSERVACIONES
Ítem	Dejar	Modificar	Eliminar	
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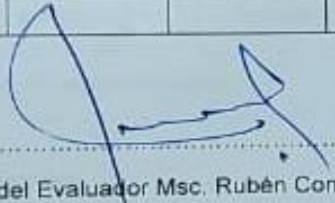
Firma del Evaluador Msc. Rubén Congo

C.C.: 1001417235

Apellidos y nombres completos	Congo Maldonado Rubén Agapito
Título académico	MSc.
Institución de Educación Superior	UNIVERSIDAD TECNICA DEL NORTE
Correo electrónico	racongo@utn.edu.ec
Teléfono	

A continuación, marque con una X en el criterio de evaluación según el análisis de cada pregunta que conforma el cuestionario, las cuales se encuentran representadas en el siguiente instrumento de evaluación como ítem. De ser necesario realice la observación en el casillero correspondiente.

INSTRUMENTO DE EVALUACIÓN CUANTITATIVO				
CRITERIOS DE EVALUACIÓN				OBSERVACIONES
Ítem	Dejar	Modificar	Eliminar	
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 .....  
 Firma del Evaluador Msc. Rubén Congo

C.C.: 1001417235

Apellidos y nombres completos	Congo Maldonado Rubén Agapito
Título académico	MSc.
Institución de Educación Superior	UNIVERSIDAD TECNICA DEL NORTE
Correo electrónico	racongo@utn.edu.ec
Teléfono	



Fecha de envío para la evaluación del experto:	14/6/2023
Fecha de revisión del experto:	

En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ÍTEMS	CRITERIOS DE EVALUACIÓN		
	MUCHO	POCO	NADA
Instrucción breve, clara y completa.	/		
Formulación clara de cada pregunta.	/		
Comprensión de cada pregunta.	/		
Coherencia de las preguntas en relación con el objetivo.	/		
Relevancia del contenido	/		
Orden y secuencia de las preguntas	/		
Número de preguntas óptimo	/		

Observaciones:

**Annex 2. A request to the principal asking for permission to apply research instruments**

 <p>REPÚBLICA DEL ECUADOR</p>	<p><b>UNIVERSIDAD TÉCNICA DEL NORTE</b> Acreditada Resolución Nro. 173-SE-33-CACES-2020 <b>FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA</b> <b>DECANATO</b></p>	 <p>UNIVERSIDAD TÉCNICA DEL NORTE UTN TENA, ECUADOR</p>
<p><b>Oficio nro. UTN-FECYT-D-2023-0112-O</b> Ibarra, 21 de junio de 2023</p>		
<p><b>PARA:</b> Diplomada Nancy Erazo DIRECTORA DE LA UNIDAD EDUCATIVA YAGUACHI</p>		
<p><b>ASUNTO:</b> Trabajo de integración curricular Srta. Carol Soledad Estrada Hernández</p>		
<p>A nombre de la Facultad de Educación, Ciencia y Tecnología de la Universidad Técnica del Norte, reciba un cordial saludo, a la vez que le auguro el mejor de los éxitos en las funciones que viene desempeñando.</p>		
<p>Me dirijo a Usted de la manera más comedida, con la finalidad de solicitarle su autorización para que la señorita estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros: CAROL SOLEDAD ESTRADA HERNÁNDEZ, portadora de la cédula de ciudadanía 1004788723, ingrese a la Institución que Usted tan acertadamente dirige para obtener información y aplicar los instrumentos de investigación para el desarrollo del trabajo de integración curricular con el tema: "COMMUNICATIVE LANGUAGE TEACHING TO IMPROVE SPEAKING SKILLS ON SIXTH GRADERS AT YAGUACHI SCHOOL IN IBARRA".</p>		
<p>Por su favorable atención, le agradezco.</p>		
<p>Atentamente, <b>CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO</b></p>		
<p>JOSE LUCIANO REVELO RUIZ</p>	<p>Firmado digitalmente por JOSE LUCIANO REVELO RUIZ Fecha: 2024.01.05 11:24:02 -05'00'</p>	
<p>MSc. José Revelo Ruiz <b>DECANO</b></p>		
<p>JRR/M. Báez.</p>		



### Annex 3. Approbation letter to do the research in the institution

 **UNIVERSIDAD TÉCNICA DEL NORTE**  
Acreditada Resolución Nro. 173-SE-33-CACES-2020  
**FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA**  
DECANATO 

Oficio nro. **UTN-FECYT-D-2023-0112-O**  
Ibarra, 21 de junio de 2023

**PARA:** Diplomada Nancy Erazo  
DIRECTORA DE LA UNIDAD EDUCATIVA YAGUACHI

**ASUNTO:** Trabajo de integración curricular Srta. Carol Soledad Estrada Hernández

A nombre de la Facultad de Educación, Ciencia y Tecnología de la Universidad Técnica del Norte, reciba un cordial saludo, a la vez que le auguro el mejor de los éxitos en las funciones que viene desempeñando.

Me dirijo a Usted de la manera más comedida, con la finalidad de solicitarle su autorización para que la señorita estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros: **CAROL SOLEDAD ESTRADA HERNÁNDEZ**, portadora de la cédula de ciudadanía 1004788723, ingrese a la Institución que Usted tan acertadamente dirige para obtener información y aplicar los instrumentos de investigación para el desarrollo del trabajo de integración curricular con el tema: **"COMMUNICATIVE LANGUAGE TEACHING TO IMPROVE SPEAKING SKILLS ON SIXTH GRADERS AT YAGUACHI SCHOOL IN IBARRA"**.

Por su favorable atención, le agradezco.

Atentamente,  
**CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO**

**JOSE LUCIANO REVELO RUIZ**  
Firmado digitalmente por JOSE LUCIANO REVELO RUIZ Fecha: 2024.01.05 11:24:02 -05'00'

**MSc. José Revelo Ruiz**  
**DECANO**

JRR/M. Báez.



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Ciudadela Universitaria Barrio El Olivo  
Av. 17 de Julio 5-21 y Gral. José María Córdova  
Ibarra-Ecuador  
Teléfono: (06) 2997-800 RUC: 1060001070001  
[www.utn.edu.ec](http://www.utn.edu.ec)

Página 1 de 1

#### Annex 4. Consent letters Principal



**UNIVERSIDAD TÉCNICA DEL NORTE**  
**FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA**  
**Pedagogía De Los Idiomas Nacionales Y Extranjeros con Mención Inglés**

Acepto participar voluntariamente en esta investigación, conducida por Carol Soledad Estrada Hernandez estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros mención Inglés de la Universidad Técnica del Norte. He sido informado (a) de que la meta de este estudio es Recolectar información sobre el Método Communicative Language Teaching para mejorar la expresión oral en los estudiantes de sexto grado de la Escuela Yaguachi de Ibarra.

Me han indicado también que tendré que responder cuestionarios y preguntas en una entrevista, lo cual tomará aproximadamente de 10 a 15 minutos.

Reconozco que la información que yo provea en el curso de esta investigación es estrictamente confidencial y no será usada para ningún otro propósito fuera de los de este estudio sin mi consentimiento. He sido informado de que puedo hacer preguntas sobre el proyecto en cualquier momento y que puedo retirarme del mismo cuando así lo decida, sin que esto acarree perjuicio alguno para mi persona.

Entiendo que una copia de esta ficha de consentimiento me será entregado, y que puedo pedir información sobre los resultados de este estudio cuando éste haya concluido.

**Nombre del participante : Diplm. Nancy Erazo**  
**Cargo : Directora**

  
**Firma del participante**

**Nombre del investigador : Carol Estrada**

  
**Firma del investigador**

---

## Annex 5. English Teacher



UNIVERSIDAD TÉCNICA DEL NORTE  
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA  
Pedagogía De Los Idiomas Nacionales Y Extranjeros con Mención Inglés

Acepto participar voluntariamente en esta investigación, conducida por Carol Soledad Estrada Hernandez estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros mención Inglés de la Universidad Técnica del Norte. He sido informado (a) de que la meta de este estudio es Recolectar información sobre el Método Communicative Language Teaching para mejorar la expresión oral en los estudiantes de sexto grado de la Escuela Yaguachi de Ibarra

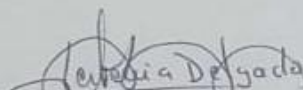
Me han indicado también que tendré que responder cuestionarios y preguntas en una entrevista, lo cual tomará aproximadamente de 10 a 15 minutos.

Reconozco que la información que yo provea en el curso de esta investigación es estrictamente confidencial y no será usada para ningún otro propósito fuera de los de este estudio sin mi consentimiento. He sido informado de que puedo hacer preguntas sobre el proyecto en cualquier momento y que puedo retirarme del mismo cuando así lo decida, sin que esto acarree perjuicio alguno para mi persona.

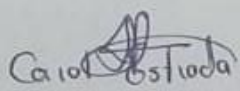
Entiendo que una copia de esta ficha de consentimiento me será entregado, y que puedo pedir información sobre los resultados de este estudio cuando éste haya concluido.

Nombre del participante : Msc. Yesenia Delgado


Cargo : Docente de área de Inglés

  
Firma del participante

Nombre del investigador : Carol Estrada

  
Firma del investigador

## Annex 6. Survey Student



UNIVERSIDAD TÉCNICA DEL NORTE  
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA  
Pedagogía De Los Idiomas Nacionales Y Extranjeros con Mención Inglés

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Me han indicado tambien que tendré que responder cuestionarios y preguntas en una entrevista, lo cual tomará aproximadamente de 10 a 15 minutos.

Reconozco que la informacion que yo provea en el curso de esta investigación es estrictamente confidencial y no será usada para ningún otro propósito fuera de los de este estudio sin mi consentimiento. He sido informado de que puedo hacer preguntas sobre el proyecto en cualquier momento y que puedo retirarme del mismo cuando así lo decida, sin que esto acarree perjuicio alguno para mi persona.

Entiendo que una copia de esta ficha de consentimiento me será entregado, y que puedo pedir información sobre los resultados de este estudio cuando éste haya concluido.

Angel Cevallos  
Estudiante del Sexto Año



Angel Cevallos  
Firma del participante

Nombre del investigador : Carol Estrada

Carol Estrada  
Firma del investigador



## Annex 7. Acceptance letter for socialization of the proposal

 **UNIVERSIDAD TÉCNICA DEL NORTE**  
Acreditada Resolución Nro. 173-SE-33-CACES-2020  
**FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA**  
**DECANATO** 

Oficio nro. **UTN-FECYT-D-2023-0164-O**  
Ibarra, 20 de noviembre de 2023

**PARA:** Diplomada Nancy Erazo  
DIRECTORA DE LA UNIDAD EDUCATIVA YAGUACHI

**ASUNTO:** Socialización propuesta del Trabajo de integración curricular Srta. Carol Soledad Estrada Hernández

A nombre de la Facultad de Educación, Ciencia y Tecnología de la Universidad Técnica del Norte, reciba un cordial saludo, a la vez que le auguro el mejor de los éxitos en las funciones que viene desempeñando.

Me dirijo a Usted de la manera más comedida, con la finalidad de solicitarle su autorización para que la señorita estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros: CAROL SOLEDAD ESTRADA HERNÁNDEZ, portadora de la cédula de ciudadanía 1004788723, ingrese a la Institución que Usted tan acertadamente dirige para que socialice la propuesta: "DESIGN A DIDACTIC GUIDE WITH ACTIVITIES BASED ON COMMUNICATIVE LANGUAGE TEACHING TO IMPROVE SPEAKING SKILLS ON SIXTH GRADERS AT YAGUACHI SCHOOL IN IBARRA", perteneciente al trabajo de integración curricular con el tema: "COMMUNICATIVE LANGUAGE TEACHING TO IMPROVE SPEAKING SKILLS ON SIXTH GRADERS AT YAGUACHI SCHOOL IN IBARRA".


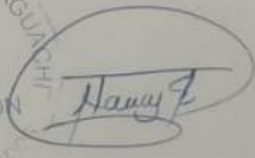
Por su favorable atención, le agradezco.

Atentamente,  
**CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO**

JOSE LUCIANO REVELO RUIZ  
Firmado digitalmente por JOSE LUCIANO REVELO RUIZ  
Fecha: 2024.01.05 11:30:14 -0500

MSc. José Revelo Ruiz  
DECANO

JRR/M. Báez.

   
20-Nov-2023

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Ciudadela Universitaria Barrio El Olivo  
Av.17 de Julio 5-21 y Gral. José María Córdova

Página 1 de 1

**Annex 8. Evidence of socialization**




## Annex 9. Certificate for socialization.

 REPUBLICA DEL ECUADOR Ministerio de Educación

**ESCUELA DE EDUCACIÓN BÁSICA  
"YAGUACHI"**

Ciudad José María Cordero N 1-20 y Av. 17 de Julio - El Olivo  
Teléfono: 062607522  
IBARRA - ECUADOR



Ibarra, 20 de noviembre del 2023

MSc.  
José Revelo  
DECANO  
Presente

De mi consideración

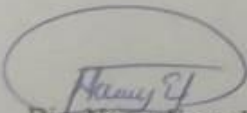
Reciba un cordial saludo, deseándole éxitos en las funciones que a diario las realiza en beneficio de la educación de nuestra ciudad.


En respuesta al oficio No. UTN-FECYT-D-2023-0164-O sobre la Socialización propuesta del Trabajo de Integración Curricular de la estudiante CAROL SOLEDAD ESTRADA HERNÁNDEZ se recibe la propuesta en físico con el tema COMMUNICATE LANGUAGE TEACHING TO IMPROVE SPEAKING SKILLS ON SIXTH GRADERS AT YAGUACHI SCHOOL IN IBARRA.

Expresemos nuestro sincero agradecimiento al trabajo de investigación realizado con los niños de nuestra institución que servirá de referente y su respectiva aplicación desarrollando destrezas y habilidades que beneficiarán en el proceso de aprendizaje de nuestros estudiantes.

Agradecemos su valiosa contribución.

Atentamente

  
Dra. Nancy Erazo V.,  
DIRECTORA EEB YAGUACHI



DIRECCIÓN DISTRITAL 10D01 IBARRA- PIMAMPIRO- SAN MIGUEL DE URQUQUÍ – EDUCACIÓN  
Dirección: Luis Jaramillo Pérez 4-133 y Tray Bartolomé de las Casas  
Código postal: 100101 / Ibarra – Ecuador  
Teléfono: +593 – 06 2950331  
www.educacion.gob.ec

