

UNIVERSIDAD MAYOR DE SAN ANDRÉS
FACULTAD DE HUMANIDADES Y CIENCIAS DE LA EDUCACIÓN
CARRERA LINGÜÍSTICA E IDIOMAS



**“PUPPETS AS PEDAGOGICAL RESOURCES TO TEACH ENGLISH LANGUAGE
TO CHILDREN AT ‘COMPASION INTERNACIONAL’ - NGO OF PAMPAHASI IN
THE CITY OF LA PAZ”**

**TRABAJO DIRIGIDO PARA OPTAR AL TITULO DE LICENCIATURA EN
LINGÜÍSTICA E IDIOMAS MENCIÓN LENGUA INGLESA**

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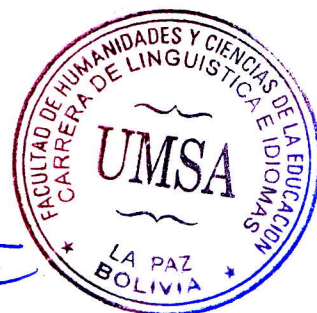
Presentado por: Univ. Claudina Chirinos Amba

Para optar el grado académico de **Licenciado en Lingüística e Idiomas**
Mención Lengua Inglesa

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La Paz, 10 de Noviembre de 2017

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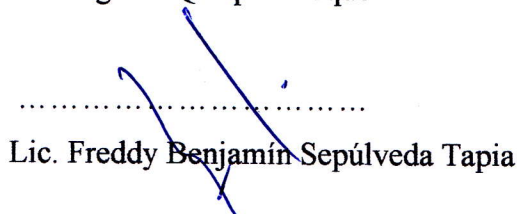
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La Paz, 10 de Noviembre de 2017

*With great love to my two sons
Randal and Cristian, who are my
reasons to live and helped me to
achieve my dream.*

Claudina Chirinos Amba

*I submit the following work to our
God, who encouraged my spirit; I also
thank my parents Isaac and Basilia,
who always helped me from my birth;
and I feel grateful to my brothers
Edwin Fernanda and Eloy, my
nephews Tatiana David and Eliot,
who usually gave me their sincere
support. I want to express my
gratitude to my teachers, classmates
and friends for their constant
motivation.*

*Mainly I dedicate this guided work to
my daughter Wara, who is the reason
of my life. Thanks a lot to all of them.*

Basilia Abelo Ticona

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GENERAL INDEX

| | |
|---|----|
| Dedication | |
| Acknowledgement | |
| Abstract | |
| Summary | |
| Introduction | 1 |
| CHAPTER I | 3 |
| DIAGNOSTIC SECTION | 3 |
| 1.1. Identity of the institution | 3 |
| 1.1.2. History | 4 |
| 1.1.3. Mission of the institution | 4 |
| 1.1.4. Vision of the institution | 4 |
| 1.1.5. Function | 5 |
| 1.1.6. Location | 5 |
| 1.1.7. Population | 6 |
| 1.2. Organization of the institution | 6 |
| 1.3. Needs analysis and swot (strengths, weaknesses, Opportunities and threats of the institution) | 7 |
| 1.3.1. Strengths | 7 |
| 1.3.2. Weaknesses | 7 |
| 1.3.3. Opportunities | 8 |
| 1.3.4. Threats | 8 |
| CHAPTER II | 10 |
| THEORETICAL FRAMEWORK | 10 |
| 2.1. What is teaching? | 10 |
| 2.1.2. What skills do teachers need? | 10 |
| 2.1.3. Teaching children | 12 |
| 2.2. The learning process | 13 |
| 2.2.1. What is learning? | 14 |
| 2.2.2. What is taught and what is learned? | 14 |

| | |
|---|----|
| 2.2.3. Vocabulary teaching..... | 17 |
| 2.3. Communicative approach..... | 18 |
| 2.3.1. In the classroom..... | 20 |
| 2.3.2. Academic influences..... | 21 |
| 2.3.3. Communicative syllabuses..... | 22 |
| 2.3.4. Communicative language teaching..... | 23 |
| 2.3.5. Language learning through communicative method..... | 26 |
| 2.4. Written communication..... | 27 |
| 2.5. Oral communication..... | 27 |
| 2.5.1. Defining types of oral communication..... | 28 |
| 2.5.2. Advantages of oral communication..... | 28 |
| 2.6. Vocabulary teaching..... | 29 |
| 2.7. Basic principles and techniques for teachers..... | 29 |
| 2.8. Techniques to teach English Language to Students..... | 30 |
| 2.8.1. Playing games..... | 30 |
| 2.8.2. Reading aloud..... | 31 |
| 2.8.3. Practicing..... | 31 |
| 2.8.4. Changing reading materials..... | 31 |
| 2.8.5. Role-playing..... | 32 |
| 2.8.6. Dramatization..... | 32 |
| 2.8.7. Choral Practice..... | 32 |
| 2.8.8. Story telling..... | 32 |
| 2.8.9. Song singing..... | 32 |
| 2.9. Strategies to teach English Language..... | 33 |
| 2.9.1. Communicative Interactive Strategy..... | 33 |
| 2.9.2. Ludic strategy..... | 33 |
| 2.9.3. Communitarian work strategy..... | 33 |
| 2.9.4. Investigative Strategy..... | 33 |
| 2.9.5. Contrasting Strategy..... | 34 |
| 2.9.6. Communitarian lively strategy..... | 34 |
| 2.10. Puppets as pedagogical resources to teach English Language..... | 34 |

| | |
|--|-----------|
| 2.10.1. Brief history..... | 34 |
| 2.10.2. What is a puppet?..... | 35 |
| 2.10.3. Puppets for teaching..... | 35 |
| 2.10.4. Basic tips for teaching with puppet power..... | 35 |
| 2.10.5. Techniques involved in the communicative method..... | 36 |
| 2.10.6 Using puppets for general learning..... | 36 |
| 2.10.7. Using puppets to teach conversation..... | 37 |
| 2.11. Syllabus..... | 37 |
| 2.12. Lesson Planning..... | 38 |
| 2.13. Evaluation..... | 39 |
| 2.13.1. Integral..... | 39 |
| 2.13.2. Permanent..... | 39 |
| 2.13.3. Systemic..... | 39 |
| 2.13.4. Guidancing..... | 40 |
| 2.13.5. Communitary..... | 40 |
| 2.13.6. Productive..... | 40 |
| CHAPTER III..... | 41 |
| PROPOSAL OF GUIDED WORK..... | 41 |
| 3.1. Rationale of the work | 41 |
| 3.2. Justification..... | 42 |
| 3.3. Objectives..... | 42 |
| 3.3.1. General objective..... | 42 |
| 3.3.2. Specific objectives..... | 42 |
| 3.4. Achievment Indicators..... | 43 |
| 3.5. Methodology..... | 44 |
| 3.6. Activities..... | 45 |
| 3.6.1. Playing games..... | 45 |
| 3.6.2. Reading aloud..... | 45 |
| 3.6.3. Repeating..... | 46 |
| 3.6.4. Reading material changing..... | 46 |
| 3.6.5. Role Playing..... | 46 |

| | |
|--|-----------|
| 3.3.6. Dramatization..... | 47 |
| 3.6.7. Choral Practice..... | 47 |
| 3.6.8. Song Singing..... | 47 |
| 3.7. Resources..... | 47 |
| 3.7.1. Materials..... | 48 |
| 3.8. Syllabus Design..... | 48 |
| 3.8.1. Syllabus design description..... | 49 |
| 3.8.1.1. Syllabus charts..... | 50 |
| 3.9. Lesson Planning..... | 56 |
| 3.9.1. Lesson Plan N° 1 | 56 |
| 3.10. Evaluation..... | 59 |
| 3.10.1. Formative Evaluation..... | 60 |
| 3.10.2. Formal Evaluation..... | 60 |
| 3.10.2.1. First Evaluation..... | 61 |
| 3.10.2.2. Second Evaluation..... | 61 |
| 3.10.2.3. Third Evaluation..... | 61 |
| 3.10.2.4. Last Writing Evaluation | 61 |
| 3.10.2.5. Last Oral Speaking Evaluation..... | 61 |
| 3.11. General Development Chronogram..... | 61 |
| 3.12. Action Plan..... | 64 |
| 3.12.1. Schedule of activities..... | 64 |
| CHAPTER IV..... | 66 |
| PROPOSAL DEVELOPMENT..... | 66 |
| 4.1. Length of the project..... | 66 |
| 4.2. Stage Development..... | 66 |
| 4.2.1. First Stage..... | 66 |
| 4.2.2. Second Stage..... | 67 |
| 4.2.3. Third Stage..... | 67 |
| 4.2.4. Fourth Stage..... | 68 |
| 4.3. Learning Involvement..... | 68 |
| 4.4. Initial achievements..... | 69 |

| | |
|---|----|
| 4.5. Experience of the Teaching and Learning Process | 71 |
| CHAPTER V | 72 |
| GENERAL FINDINGS AND RESULTS | 72 |
| 5.1. Evaluation of the Results | 72 |
| 5.1.1. Diagnostic Evaluation Results | 72 |
| 5.1.2. Formal evaluation results | 73 |
| 5.1.2.1. First evaluation | 73 |
| 5.1.2.2. Second evaluation | 74 |
| 5.1.2.3. Third evaluation | 75 |
| 5.1.2.4. The writing and oral final evaluation | 76 |
| 5.2. Achieved Indicators | 77 |
| CHAPTER VI | 79 |
| CONCLUSION AND RECOMMENDATIONS | 79 |
| 6.1. Conclusion | 79 |
| 6.2. Recommendations | 80 |
| Bibliography | 82 |
| Appendix A: DIAGNOSTIC EVALUATION CHARTS | |
| Appendix B: DIAGNOSTIC RESOURCES AND DESIGNED MATERIALS | |
| Appendix C: LESSON PLAN AND ASSESSMENTS | |
| Appendix D: BASIC TEXT | |
| Appendix E: MAYOR DE SAN ANDRES UNIVERSITY AND CENTRO DE DESARROLLO INTEGRAL ONG AGREEMENT | |

ABSTRACT

The present guided work deals with the teaching of English at the beginning level from seven to twelve year-old children who attend at Compasión Internacional NGO of Pampahasi, La Paz. The children come from economically poor families, also they go to public schools where English language learning is just two period session a week. Consequently, this project attempt to provide with specific English classes during fourteen months. In short, the guided work was developed for seventeen (17) months. This guided work pretends to help children in learning basic vocabulary through the communicative approach by using puppets. For doing so, Syllabus Design encouraged us to make a careful planning and development of the different lessons achieved during this work.

In doing so, the guided work has five chapters. The first chapter makes reference to the identity, organization and the SWOT analysis of the institution; it also contains the justification of the present guided work. The second chapter presents the theoretical framework, which takes into account the English teaching and learning, the communicative approach, the vocabulary teaching and the use of techniques and strategies. It also develops the main technique, which is the use of 'Puppets as pedagogical resources to teach English language. The third chapter describes the proposal of the guided work, the justification, the general and specific objectives, the achievement of indicators, the development of strategies and the action planning. The fourth chapter presents the proposal developed in stages and steps, where we show the sequence of activities, the initial achievements, the experiences and results that we got during the process of the guided work. The fifth chapter presents the findings and results of evaluation and the achieved indicators.

Finally, the sixth chapter presents the general conclusion of the work and the recommendations for further work.

At last, but not the least, this guided work is going to help teachers to improve the teaching methodology using puppets as a learning resource in classroom activities.

RESUMEN

El presente trabajo está dirigido a la enseñanza del Inglés en el nivel inicial de niños de 7 a 12 años de edad, quienes asisten a la ONG Compasión Internacional en Pampahasi La Paz. Los niños provienen de familias de escasos recursos económicos quienes también asisten a las escuelas públicas, por lo que este proyecto facilita el aprendizaje del idioma Inglés.

Este proyecto pretende ayudar a los niños a aprender el vocabulario básico del inglés a través del Enfoque Comunicativo usando títeres. Es así que el diseño curricular elaborado ayudó para realizar el plan de clase con las diferentes lecciones llevados a cabo durante el proyecto.

El presente trabajo dirigido tiene 6 capítulos. El primer capítulo hace referencia a la identidad, organización y análisis del FODA de la institución. El segundo, presenta el marco teórico sobre la enseñanza y aprendizaje del Inglés, el enfoque comunicativo, la enseñanza del vocabulario y el uso de las técnicas y estrategias a la vez, el desarrollo de la principal técnica utilizando títeres como recurso pedagógico en la enseñanza del idioma inglés. El tercer, describe la propuesta del trabajo justificación, objetivo general y específicos, los indicadores de logro, el desarrollo de las estrategias y el plan de acción. El cuarto, presenta la propuesta desarrollada en etapas y pasos, donde mostramos la secuencia de actividades, los logros iniciales, las experiencias y resultados que obtuvimos durante el proceso del trabajo dirigido. El quinto, presenta los resultados generales de la evaluación y los indicadores logrados.

Finalmente, el sexto capítulo presenta las conclusiones generales y las recomendaciones.

En resumen este trabajo pretende ayudar a los docentes a mejorar la metodología de la enseñanza usando títeres como recurso pedagógico en actividades de aula.

INTRODUCTION

Language is the main instrument of communication for human beings; it is like the air to breath. By using language, people can share feelings and information, as well as knowledge about all they want. Language is a means of communication that chains one's mind to others. Nowadays, in this modern world, learning English plays an important role in the development as well as the improvement of the students' educational training.

Today, in our country the government, through the Ministry of Education, requires that students learn three languages: one native language, which can be Aymara, Quechua or Tupi-guaraní according to the district regions of the country; the official language that is Spanish and one foreign language, in this case, the English language. As a result English is going to be taught since the first level in schools, because English is becoming the most widely used language all over the world, and many sources of knowledge are written in English. Moreover, the new educational social communitarian productive model demands the study of a foreign language not only as technical preparation but also as an integral education. Learning a foreign language gives students a broader view of the world by exposing them to other ways of thinking and understanding different cultures that exist in the world. For these reasons, English learning is very important . In Bolivia, English has an important role for the development of our country, therefore, it is important to improve the teaching and learning process to ensure students learn English effectively.

Besides, the new techniques and strategies to teach English in our country were recently included in the new school curricula, involving both primary and secondary levels. However, the students often face serious problems in learning English. The most important objective is to empower students to give them the choice to learn this language at an early age.

That is why primary school curriculum also contains some receptive skills such as reading texts and learning vocabulary, which is involved in the four skills that the students have to use.

As teachers, we must be prepared to teach using many tools. Thus, we are going to use puppets as a pedagogical resource to teach English. The use of puppets prepares the brain for learning English and it is a powerful motivation in learning English at an early age. We notice that puppets' play in the classroom stimulates the brain and provides communication for all ages, specifically for children. For many students puppet performing are less intimidating than an individual one. Puppet presentations can help us to teach speaking, especially for apprehensive or shy students who are typically reluctant to lecturing.

The main method that we used is the communicative approach, using puppets as pedagogical resources for teaching English to children at Compassion International NGO, located in Pampahasi La Paz.

This guided work has been held for seventeen months. It started on April 11, 2011 and finished on November 12, 2012. In this institution children attended classes only in the morning. But, during the winter and end-of-year vacation, which includes the beginning of the next year, they attended in the morning and in the afternoon.

CHAPTER I

DIAGNOSTIC SECTION

1.1. IDENTITY OF THE INSTITUTION

The present guided work has been carried out at Compassion International (CI) NGO Pampahasi La Paz. It was founded in 1952 by Everett Swanson¹ with the inspiration of Jesus Christ's words on Mathew 15:32, "I have compassion on the multitude,... . And I do not want to send them away hungry, ...". It is registered as a non-profit organization. In addition, it is a member of the Evangelical Council for Financial Accountability (ECFA), in a sense Compassion International is expanding the Christianity voice throughout the world.

Besides, CI's programs provide concrete benefits such as education, health monitoring and food, as well as developmental opportunities that can include formal schooling, skills training, health education, presenting the Gospel, and empower the students to acquire meaningful social skills.

Compassion's work in Bolivia began in 1975. Currently, more than 50,900 children have participated in one hundred seventy (170) child development centers. Compassion together with evangelical churches help them provide Bolivian children with the opportunity to get over their own circumstances and become happier as God had promised to grant.

Compassion International, "Centro de Desarrollo Integral Pampahasi BO – 177 NGO", uses the following legend to express its mission: "In response to the Great Commission, Compassion International exists as a defender for children, to release them from their spiritual, economic, social and physical poverty and enable them to become responsible and fulfilled Christian adults".

¹ Source: [www.EverettSwanson\(1952\).org](http://www.EverettSwanson(1952).org).

1.1.2. HISTORY

Compassion International began in the second century A.D. C.I. is an evangelical Christian child development ministry dedicated to addressing the needs of children around the world. More than a relief program, CI focuses spiritually, physically, economically and socially on the real life needs of children.

1.1.3. MISSION OF THE INSTITUTION

Their misión is “En respuesta de la gran Comisión, Compassion International existe como defensor de niños, para liberarlos de su pobreza espiritual, económica, social y física y habilitarlos para ser adultos cristianos responsables y realizados”².

Our translation into English. “As an answer to the Great Committee Plan, Compassion International exists to defend and protect children, to make them free as human beings. Therefore they can grow up away from economical, social, spiritual and physical poverty, and letting them become responsible and mature Christian adults.”³.

1.1.4. VISION OF THE INSTITUTION

Their visión is: “Como resultado de nuestro ministerio con los niños en pobreza, Compassion será reconocida por la Iglesia mundial como autoridad líder en el campo del desarrollo integral del niño y será el punto de referencia global sobre la excelencia en el patrocinio”⁴

Our translation is: “As a result of our ministry with poor children, Compassion is considered as a leadership authority by the world church. So in the scope of the children’s integral social development, CI is the global base point reference about providing excellence by sponsoring”⁵

² Source: Compassion Centro de Desarrollo Integral Pampahasi, 2013.

³ Source: Compassion Centro de Desarrollo Integral Pampahasi, 2013.

⁴ Source: Compassion Centro de Desarrollo Integral Pampahasi, 2013.

⁵ Source: Compassion Centro de Desarrollo Integral Pampahasi, 2013.

1.1.5. FUNCTION

C.I. is a non-profit organization and contributions to it are fully tax deductible to the extent allowed by law. In addition, it is a member of the Evangelical Council for Financial Accountability (ECFA). The sponsors send a letter every month; through the letter they have continuous communication with them. They usually ask about the studies, relationship with parents, God, etc. Each child has his/her own sponsor from different countries, but most of them are from the United States. When children of the CI stumble upon a big problem often they do not understand English language, C.I. staff tell them that it is very necessary to learn English in order to have a good communication and comprehension.

For example, some of beneficiaries who are in sixth grade learn the foreign language in public schools, but there they take an English class only two periods in a week, that is to say, about one hour and a half session.

Among other benefits, in the institution are health monitoring and food supplies. CI's programs give tangible help in the area of general education, including formal schooling, skills training and health education. They emphasize the foreign language learning, which is a principal need for writing.

1.1.6. LOCATION

The Headquarter of Compassion International around the world is located at 12290 Voyager Parkway Colorado Springs, CO 80921- 0921 U.S.A. (EE.UU.) and the head office in Bolivia is in Cochabamba. In La Paz city, Centro de Desarrollo Integral Compassion International is located in Pampahasi neighborhood in the east of La Paz. As long as this institution depends on different countries which give a lot of money for children's needs.

1.1.7. POPULATION

It is necessary to say that the Compassion International center where has 745 children to young people, and among them teenagers from 13 to 18 years.

In this project children aged from 7 to 12 years were taught. The infrastructure of CI is comfortable for children. They have the comfort of having big tables. The boards are acrylic; the windows are big. Parents are in continuous contact with the tutors. This is greatly positive because we can see parents' interest in their children's education.

The institution has a library where the children go to read or borrow books in their free time. The library has a television and a DVD player. Tutors take advantage of some of these books and DVDs which are used as additional material in different subjects. However, the library does not have specific material to learn English, such as books or magazines in English.

1.2. ORGANIZATION OF THE INSTITUTION

The institution is organized as follows:

1. A manager
2. An Elder
3. A secretary
4. An accountant
5. Tutors
6. A librarian
7. A door keeper

The manager of Compassion International NGO Pampahasi La Paz, is Miss Gladys Ibañez; The Elder is Jaime Cano who is in charge of strengthen the Gospel words in the church where the children attend. The tutors who work there get some registration and stationary assistance from the secretary in order to teach them different subjects, such as Maths, Language, Physics, Chemistry and Computing.

However, they do not teach English Language to children, because there is not any tutor who knows English Language teaching⁶.

1.3. NEEDS ANALYSIS AND SWOT (STRENGTHS, WEAKNESSES, OPPORTUNITIES AND THREATS OF THE INSTITUTION)

In order to identify the benefits and needs of the institution we are going to describe the SWOT (Strengths, Weaknesses, Opportunities and Threats) because it is a useful tool to analyze an educational organization like this one.

1.3.1. STRENGTHS

- They have their own infrastructure
- They have international sponsors
- They offer breakfast and lunch to children
- They have teachers for different subjects.
- They offer computing classes
- They use many materials in order to learn different subjects

Compassion International is well known in the whole world. In addition, the pupils who attended to this project were provided with tutors who were willing to contribute to our society. through their knowledge, experience and culture. Also people who belonged to this mission are avid learners with lots of new ideas, and had a positive attitude towards acquiring a second language. They also had the need to produce it because all of their sponsors are from English speaking countries.

1.3.2. WEAKNESSES

- They do not have English teachers
- They do not have any chances to practice English

⁶ Source: Compassion Centro de Desarrollo Integral Pampahasi, 2013.

- The parents do not take into account the attendance of their children in English classes.
- They do not have English teaching materials

The Project Compasion Internacional (Centro de Desarrollo Integral), needed teachers of English to help children learn this language. Also spaces and chances to learn English were required.

1.3.3. OPPORTUNITIES

- They can get scholarships in order to study abroad
- They can visit their sponsors
- They can communicate with foreign people
- They can learn English in order to help improving their knowledge in school

This program gives children the opportunity to carry out some of the principles they learned in the institution. Also, there is the opportunity to get a scholarship in order to study abroad because they have foreign people as sponsors, so they have many possibilities with English. The final product illustrates that teaching English with puppets is not only effective but also enjoyable for children.

1.3.4. THREATS

- The institution may be closed by the government
- They can change or alter part of their own culture

One of the serious threats of the institution is that there is the possibility to be closed by the government because it does not agree with NGOs. Today, the Government thinks that Non Governmental Organizations are only stealing in some cases or are spies in other ones. Other reason is that they never pay taxes. Another danger could be alienation; there will usually be the tendency to change part of children's culture for English speaking cultures.

It is observed that based on the SWOT analysis, the institution does not have English teachers or English materials in order to learn a foreign language. So this project gives children the chance to learn English because they do not have the opportunity to go to English institutes due to their economic situation. This is the reason to design the syllabus and at the same time to elaborate the Basic English text based on puppets as a resource to teach English language for children. Since learning a foreign language is a challenge for the children to have more opportunities in this society and in the world. Considering that most children have continuous contact with their godparents through writing letters and mail exchanging, they need English to keep direct contact with them.

CHAPTER II

THEORETICAL FRAMEWORK

In this section of the guided work, it is going to be described some important theories and concepts about some authors' points of view related with this project, which will give a supporting structure to this work.

2.1. WHAT IS TEACHING?

Teaching refers to the process of imparting knowledge and skills from a teacher to a learner. It encompasses the activities of educating or instructing. It is an act or experience that has a formative effect on the mind, character or physical ability of an individual.

The range of professional duties performed by teachers is wide and extensive. At the heart of a teacher's role is the promotion of learning for all students⁷.

2.1.2. What skills do teachers need?

- They need to know how to employ the most effective teaching and learning strategies to enable children and young people to make progress.
- They need to be able to assess what their students know, understand and can do, and then use this assessment to plan future teaching and learning activities.
- They need to have high expectations for all their students, of whatever social class, race, sex, gender or ability.
- They need to know how to motivate their students - to do this, they need to be effective role models for the students they teach.

⁷ William, N. y Burder, R.L. (1999). Psicología para profesores de idiomas enfoque del constructivismo visual: Madrid.

For Kris Boulton teaching is a tiresome question because no one can tell us how to teach and his argument was that we can only become a teacher through years of hard-won experience on teaching and everyone is going to become better at anything through time and practice, but there are so many ways to teach mathematics that one has simply been told by a colleague over the years, one just needed to know it, and that could have been achieved long before we got into the classroom⁸.

Teaching will always present us challenges; He says that we do not need to work to make it sound more complicated than it needs to be. If we can tell a new teacher how to teach something, then by all means let's do it. If new teachers find something that does not quite work, by all means let's think about why, simultaneously. The irony is that this is happening all the time in schools; he is not sure why there is such aversion to it on a wider scale from some range in the community. Where he has seen this fall down is when the teaching methods being advocated are (again) unnecessarily complex – things involving lots of group work, moving around the classroom and collaborating to find colored bits of card. Those complex ideas might work in some schools, for some teachers working with some kids (in the sense that children go along with it and are engaged – whether or not the levels of academic learning time were high is another question), but certainly not all; he supposes this might lead some people to conclude that it is always the case that 'different things work in different contexts.

If, when we think of teaching, we are thinking about whether students should be 'lined up outside the classroom or moved off the corridor as quickly as possible, well he has seen both of those succeed and fail depending on school context. If we are talking about complex delivery vehicles for ideas, then he has seen them fail or succeed as well. If we are talking about a simple delivery vehicle, like a good explanation... well he has never really seen a good teacher explanation fail in any

⁸ Ellis, Rod (2003). Task-based Language Learning and Teaching. Oxford, New York: Oxford Applied Linguistics. ISBN 0-19-442159-7. ris Boulton Posted on February 23, 2014

meaningful way – though he supposes by definition that would have to be the case for it to be ‘good’!

According to the authors, quoted above, we can say that a simple teacher explanation and a simple series of activities questions that help students experience a sense of success might not be the most innovative classroom environment one could conjure up, but it is likely to see more success in the more challenging schools, and therefore more likely to succeed overall. That is why we focused on this simple definition of teaching; from that solid foundation, if people wish to develop in new ways, taking advantage of some form of context unique to them, by all means let them be. Building a foundation of this kind does not need to take decades though; these are the aspects of teaching that could be communicated and understood quickly by all.

2.1.3. Teaching children

Teaching children is enjoyable because they begin to talk after some time, depending on the frequency of English sessions; each student begins to say single words or ready – made short phrases (e.g. a: - What is that? , b: - It is my book, c: - That is a car) in dialogues or as unexpected statements. The student has memorized them, imitating the pronunciation exactly without realizing that some may consist of more than one word. After that they are ready to create their own phrases.

Gradually students build up phrases consisting of a single memorized word to which they add words from their own vocabulary (i.e. ‘a pen’, ‘a red pen’, ‘a red and black pen’), or a single memorized phrase to which they add their own input (i.e. ‘That is my chair’, ‘Time to sing’). Depending on the frequency of exposure to English and the quality of experience, students gradually begin to create whole sentences.

That is, we hope our students and the puppets together are going to help us develop our teaching. Teaching, being as multi-faceted as it is, allows people to choose their areas of focus. From that point, people talk about 'teaching' and what they think leads to 'good teaching,' without ever really defining what they mean by teaching.

We agree with these authors because in different contexts where we work we can get new experiences to teach, so we use different kind of resources, techniques and strategies depending on who are going to be our students. For these reasons, we chose children in order to get a new experience in English teaching-learning.

2.2. THE LEARNING PROCESS

Sometimes students find it more difficult to pick up English if they are not provided with the right type of experiences, by adult support using parental techniques. Also they need to be sure and know that there are some obvious reasons for using English. Activities need to be linked to some interesting everyday activities which they already know about, often sharing an English picture book, sometimes saying rhymes in English or having an English snack.

English sessions are fun and interesting because they concentrate on concepts students have already understood in their first language. So students are not learning two things, something like new concepts of a new language, but merely teaching English to talk about things they already know. Activities are backed up by specific objects where learning is possible, as this helps understanding and arouses general interest. Thus students learn managing puppets in order to make a dialogue based on their own experiences and in their home language.

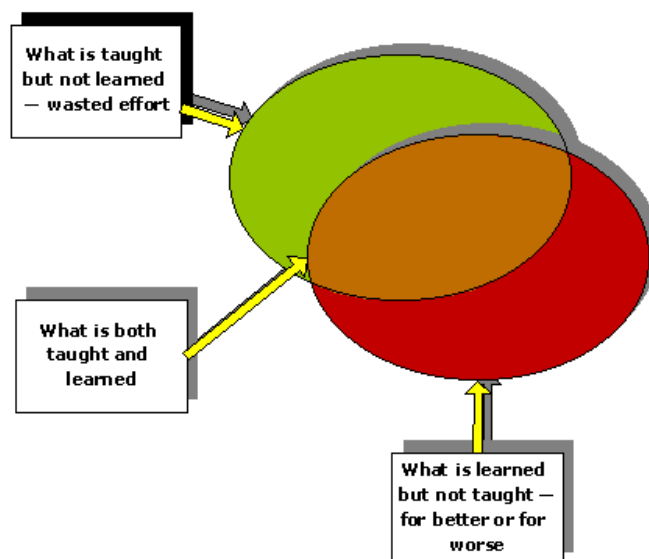
2.2.1. What is Learning?

Learning is often defined as a relatively lasting change in behavior that is the result of experience⁹. Learning became a major focus of study in psychology during the early part of the twentieth century as behaviorism rose to become a major school of thought. Today, learning remains an important concept in numerous areas of psychology, including cognitive, educational, social, and developmental psychology.

Even if psychologists ever agree about what learning is, in practice educationalists will not, because education introduces prescriptive notions about specifying what ought to be learnt, and there is considerable controversy about whether this ought only to be what the teacher wants the learner to learn (implicit in behavioral models), or what the learner wants to learn (as in humanistic models)¹⁰.

2.2.2. What is Taught and what is Learned

It is a simple point that what is taught is not the same as what the students learn, but it does have a number of implications.



⁹ Larsson, Jon (2001). "Problem-Based Learning: A possible approach to language education?" Polonia Institute, Jagiellonian University.

¹⁰ Ellis, Rod (2003). Task-based Language Learning and Teaching. Oxford, New York: Oxford Applied Linguistics. ISBN 0-19-442159-7.

In the figure above, it is clear that some of what we teach is wasted effort: but the diagram is a representation of only one learner's learning. It may be that within a class as a whole, everything we teach is learned by someone. The shape representing the teaching is smaller than that for learning because students are also learning from other sources, including colleagues and the sheer experience of being in the educational system, as well as more conventional for other resources such as books.

It is an open question in any given case as to whether what they learn apart from what they are taught is a "good" thing or not. It includes the "hidden curriculum", which is a phrase used by Snyder (1971) to describe what students learn by default in educational settings. His original observations at MIT in the late 'fifties' were about how students with an over-loaded curriculum acquired survival tactics to get through their courses, such as mugging up only the parts which were likely to come up in the exams, and thus losing the point of much of the teaching. This selective learning is one of the characteristics of what is now called "surface learning", although that tends to be seen as an attribute of the learner, Snyder saw it as a problem of the institution.

Besides, there is a relatively permanent and measurable change in behavior through experience, instruction, or study. Whereas individual learning is selective, group learning is essentially political for its outcomes depend largely on power playing in the group. Learning itself cannot be measured, but its results can be. In the words of Harvard Business School psychologist Chris Argyris, learning is "detection and correction of error" where an error means "any mismatch between our intentions and what actually happens."

Learning involves far more than thinking: it involves the whole personality - senses, feelings, intuition, beliefs, values and will. If we do not have the will to learn, we will not learn and if we have learned, we are actually changed in some way. If the learning makes no difference, it can have very little significance beyond being

random ideas that float through our consciousness. Learning needs to meet some personal need. Therefore recognizing and identifying such needs enables us to evaluate whether the learning has been worthwhile and successful¹¹.

According to Jane Willis¹², the act of acquiring is new, or at least modifies and reinforces the prior existing knowledge, behaviors, skills, values, or preferences; and it may involve synthesizing different types of information. The ability to learn is possessed by humans, animals and some machines. Progress over time tends to follow learning curves. Learning is not compulsory; it is contextual. It does not happen all at once, but builds upon and is shaped by what we already know. To that end, learning may be viewed as a process, rather than a collection of factual and procedural knowledge. Learning produces changes in the organism and the produced changes are relatively permanent.

Human learning may occur as part of education, personal development, schooling, or training. It may be goal-oriented and may be aided by motivation. The study of how learning occurs is part of educational psychology, neuropsychology, learning theory, and pedagogy. Learning may occur as a result of habituation or classical conditioning, seen in many animal species, or as a result of more complex activities such as play, seen only in relatively intelligent animals. Learning may occur consciously or without conscious awareness. Learning that an aversive event can't be avoided or escaped is called learned helplessness. There is evidence for human behavioral learning prenatally, in which habituation has been observed as early as 32 weeks into gestation, indicating that the central nervous system is sufficiently developed and primed for learning and memory to occur very early in the own development.

Play has been approached by several theorists as the first form of learning. Children experiment with the world, learn the rules, and learn how to interact through play. Lev Vygotsky agrees that play is pivotal for children's development,

¹¹ Source: www.skillsyouneed.com/general/learning.html#ixzz3Ayvgzi6W

¹² Willis, Jane (1996). *A Framework for Task-Based Learning*. Longman.

since they make meaning of their environment through play. Eighty five percent (85%) of brain development occurs during the first five years of a child's life.

Now we think that learning is a continuous process that starts at birth and continues until death, almost every action we take is the result of past learning, yet for some people, learning still remains an activity undertaken in, or associated with, an educational context. As babies we learn to eat, to gain attention, to crawl, to walk, etc. and as we develop into children, our bodies become more functional. That is to say, we learn an inordinate range of skills.

A lot of our learning occurs randomly throughout life, from new experiences, gaining information and from our perceptions, for example: reading a newspaper or watching a news broadcast, talking with a friend or colleague, chance meetings and unexpected experiences. Many experiences in life provide us with learning opportunities from which we can choose whether or not to learn. This type of experiential learning is in contrast to more formal approaches to learning such as training, mentoring, coaching and teaching, all of which have some type of structure in that they are planned learning involving a facilitator.

2.2.3. Vocabulary Teaching

According to Montijano¹³, vocabulary plays an important function in English language teaching because a learner needs to know how to communicate with others and understand what one is saying or reading. Also vocabulary is the main part of the language. So children need to learn in order to understand what the words mean and how they are used.

In this guided work, following the previous idea, we have to teach children the meaning of words creating different contexts through the communicative method

¹³ Montijano, M.P. (2001). Claves didácticas para la enseñanza de la lengua extranjera Ed. Aljibe.

asking and answering with useful expressions and reinforcing with other methods in order to understand little by little, giving examples in different situations.

2.3. COMMUNICATIVE APPROACH

To teach any language we need a methodology to carry out a good learning during the process. Despite their diversity, all methods have one thing in common. They all assume that there is a single set of principles which will determine whether or not learning will take place. Thus they all propose a single set of precepts for teacher and learner classroom behaviour, and assert that if these principles are faithfully followed, they will result in learning for all. They also say that the methods are fulfilled at the level of classroom action in the ways intended by their creators.

Nunan¹⁴ reminded us that syllabus design is concerned with what, why and when; methodology is concerned with how. All the methodologies are important in language teaching and we use them but one is the principal.

Methodology is of course an attempt to solve specific practical problems, and insofar as it relates to the complexities of real people and real institutions it must embody attitudes drawn from a number of different theoretical disciplines.¹⁵

Nowadays a strategic methodology is a collection of procedures and activities that activate the curricular contents to achieve holistic objectives focusing on the development of the dimensions of being, knowing, doing and deciding. It is conscientious and intentional and it relates practice, theory, assesment, and production through the permanent investigation.

That is why we chose mainly a methodology that helped us to develop during the process of teaching, namely, the communicative approach.

¹⁴ Nunan, David, (2005) important tasks of English, Education: Asia - Wide and Beyond the Asian EFL Journal, Vol. 7 (3) .

¹⁵ Rodgers, T.S. 2003 Language Teaching Methodology, center for applied linguistics digest

The Communicative approach is characterized for being a general teaching method with five characteristics by Nunan (1996).

1. It emphasizes communication in the foreign language through interaction.
2. It enters actual texts in the learning situation.
3. It provides students with opportunities to think about the learning process and not only on the tongue.
4. It gives importance to the personal experiences of students as contributing to classroom learning.
5. It tries to relate the language learned in the classroom with activities outside it.

These five characteristics are advocated by the proponents of communicative approach to show that they are so interested in the needs and desires of their students and the relationship between the languages taught in class and used outside the classroom.

So the communicative approach¹⁶ precisely defines objectives headed by free communication through conversation, reading, listening comprehension and writing. For those aims, the communicative approach uses contemporary elements of radio-tele communication, etc. which are natural in the world of exchanging information. Nevertheless, a book remains the main but not the only tool of language learning at school. A teacher can choose any book which corresponds to his/her purposes and defines his/her methodological approach towards language teaching. But a book should be both interesting and accessible for students. A textbook should help learning the language, but not give interesting or boring facts about it. On the other hand, even the most attractive textbook will not give any results if its contents (drills, exercises, rules, etc.) are separated from the communicative learning with the help of a teacher as a professional counsellor. An English language teacher must know English as well as his mother tongue. The

¹⁶ Mitchell, Rosamond (1994). "The communicative approach to language teaching". In Swarbick, Ann. Teaching Modern Languages. New York: Routledge. pp. 33–42.

teacher must be aware of the laws according to which language functions. The teacher must be acquainted with the last methodological points of view, but he is not obligated to acquire those if they do not conform to his purposes and aims. The teacher ought to know the difference between general linguistics and applied linguistics (i.e. pedagogical branch of linguistics as a science) in order not to convert lessons at school into linguistic seminars.

The communicative approach is based on the idea that learning language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language¹⁷.

Practicing question forms by asking learners to find out personal information about themselves is an example of the communicative method, as it involves meaningful communication.

2.3.1. In the classroom

Classroom activities guided by the communicative method are characterized by trying to produce meaningful and real communication at all levels. As a result there may be more emphasis on skills than systems, lessons are more learner-centered, and there may be use of authentic materials.

This increased demand put pressure on educators to change the teaching methods. Traditional methods such as grammar translation assumed that students were aiming for mastery of the target language, and that students were willing to study for years before expecting to use the language in real life. However, these assumptions were challenged by adult learners who were busy with work, and by schoolchildren who were less academically able. Educators realized that to

¹⁷ Richards, Jack C.; Rodgers, Theodore S. (2001). *Approaches and Methods in Language Teaching* (2nd ed.). Cambridge, New York: Cambridge University Press. ISBN 978-0-521-00843-3.

motivate these students an approach with a more immediate payoff was necessary.

The trend of progressivism in education provided a further pressure for educators to change their methods. Progressivism holds that active learning is more effective than passive learning, and as this idea gained traction in schools there was a general shift towards using techniques where students were more actively involved, such as group work. Foreign-language education was no exception to this trend, and teachers sought to find new methods that could better embody this shift in thinking.

2.3.2. Academic influences

The development of communicative language teaching was also helped guests such as Christopher Candlin and Henry Widdowson began to see that a focus on structure was also not helping language students. They saw a need for students to develop communicative skill and functional competence in addition to mastering language structures.

In the United States, the linguist and anthropologist Dell Hymes developed the concept of communicative competence. This was a reaction to Chomsky's concept of the linguistic competence of an ideal native speaker. Communicative competence redefined what it meant to "know" a language; in addition to speakers having mastery over the structural elements of language, according to communicative competence they must also be able to use those structural elements appropriately in different social situations. This is neatly summed up by Hymes's statement, "There are rules of use without which the rules of grammar would be useless." Hymes did not make a concrete formulation of communicative competence, but subsequent authors have tied the concept to language teaching, notably Michael Canale.

2.3.3. Communicative syllabuses

An influential development in the history of communicative language teaching was the work of the Council of Europe in creating new language syllabuses. Education was a high priority for the Council of Europe, and they set out to provide syllabuses that would meet the needs of European immigrants. Among the studies used by the council when designing the course was one by the British linguist, D. A. Wilkins, that defined language using “notions” and “functions”, rather than more traditional categories of grammar and vocabulary. Notional categories include concepts such as time, location, frequency, and quantity, and functional categories include communicative acts such as offers, complaints, denials, and requests. These syllabuses were widely used.

Communicative language-learning materials were also developed in Germany. There was a new emphasis on personal freedom in German education at the time, an attitude exemplified in the philosophy of Jürgen Habermas. To fulfill this goal, educators developed materials that allowed learners to choose what they wanted to communicate freely. These materials concentrated on the various different social meanings a given item of grammar could have, and were structured in such a way that learners could choose how to progress through the course themselves. The materials were used in teacher training courses and workshops to encourage teachers to change to using a communicative syllabus. Two similar projects were also undertaken by Candlin at Lancaster University, and by Holec at the University of Nancy.

Meanwhile, at the University of Illinois, there was a study that investigated the effects of the explicit teaching of learning strategies to language learners. The study encouraged learners to take risks while communicating, and to use constructs other than rote memorized patterns. At the study’s conclusion, students who were taught communicatively fared no worse on grammatical tests than students that had been taught with traditional methods, but they performed significantly better in tests of communicative ability. This was the case even for

beginners. As a result of this study, supplemental communicative activities were created for the French CRÉDIF course *Voix et Visages de la France*. These materials focused on classroom autonomy, and learners were taught various phrases they could use to negotiate meaning, such as “What’s the word for ...” and “I don’t understand”.

2.3.4. Communicative Language Teaching

Communicative language teaching makes use of real-life situations that need communication. The teacher sets up a situation that students are likely to encounter in real life. Unlike the audiolingual method of language teaching, which relies on repetition and drills, the communicative method can leave students in suspense as to the outcome of a class exercise, which will vary according to their reactions and responses. The real-life simulations change from day to day. Students' motivation to learn comes from their desire to communicate in meaningful ways about meaningful topics.

Savignon, an expert in the field of communicative language teaching, writes in explaining Firth's view that "language is interaction; it is interpersonal activity and has a clear relationship with society. In this light, language study has to look at the use (function) of language in context, both its linguistic context (what is uttered before and after a given piece of discourse) and its social, or situational, context (who is speaking, what their social roles are, why they have come together to speak)".¹⁸

Communication is first of all exchanging opinions, information, notions of social, cultural, political and other aspects of everyday life. Communication always has associations with written and oral discourse. But communication includes a surprised face, a smile, a nervous movement or a smoke above the fire of Indians, as well. Communication is also advertising the color of the president's suit, flags,

¹⁸ Savignon, Sandra J. (2000). "Communicative language teaching". In Byram, Michael. *Routledge Encyclopedia of Language Teaching and Learning*. London: Routledge. pp. 125–129.

posters or a whistle of a boy under the window of his sweetheart. The world around us is the world of communication in various spheres. And only at language lessons the only means of communication are textbooks and the lecturing teacher. In the classroom, the teacher is the source of information. And this communication is under control rather than free. In this case, the purpose of a teacher is to transform the communication with students to a pleasant, attractive and emotional lesson.

Real communication is always informative, unpredictable and unexpected. If the teacher is always informative, interesting and unexpected, then even before the beginning if the lesson students will be disposed for a good lesson. But if the previous lesson is just the same as the next one, students will be bored with it before the lesson starts.

According to Harmer, the method to language teaching that can be broadly labelled as communicative language teaching emerged in the 1970s and 1980s as the emphasis switched from the mechanical practice of language patterns associated with the Audiolingual Method to activities that engaged the learner in more meaningful and authentic language use. Twenty years on it is interesting to look at the legacy of the communicative method and to observe how current practice has been affected by its basic principles.

Most present-day practitioners would probably like to think that their classes are "communicative" in the widest sense of the word. Their lessons probably contain activities where learners communicate and where tasks are completed by means of interaction with other learners. To this end there will probably be considerable if not extensive use of pair, group and mingling activities, with the emphasis on completing the task successfully through communication with others rather than on the accurate use of form. During these activities the teacher's role will be to facilitate and then to monitor, usually without interruption, and then to provide feedback on the success or otherwise of the communication and, possibly, on the linguistic performance of the learners in the form of post-activity error correction. In

terms of the organization of the lesson, the classic present, practice and perform model, where careful input of a particular structure is typically followed by controlled, less controlled and freer practice is likely to have been replaced by a more task-based approach, possibly on the lines of test, teach, test, where the learners are given a communicative task which is monitored by the teacher and then their language use while performing the task is fine-tuned by the teacher in a lesson stage which focuses on error correction or a particular form that is causing difficulties. This is typically followed by a further task-based stage, where the initial task is repeated or a similar task is performed, ideally with a greater degree of linguistic accuracy than during the first attempt.

Another feature will probably be that the traditional grammatical method of starting the beginner's syllabus by presenting the present tense of the verb 'to be' will have been replaced by a more communicative focus, with basic introductions, requests and questions enabling learners to begin communicating in English from the very first lesson. It is probably fair to say that, as we look at the language classroom of 2001, there will probably be a certain degree from stepping back from the extremes of the totally communicative classroom, with its obsession about reducing teacher talking time to a minimum and maximizing the opportunities for communication.

This type of approach tended to give the impression of a syllabus without direction and a sense of communication for communication's sake, producing the valid comment from at least one aggrieved learner: "Groups, groups, groups. Why do I have to talk all the time to my fellow students?. I can do this in the coffee-bar!" What we will probably find now is a more balanced approach with opportunities for structural input (including practice of language patterns). There will, however, almost certainly be an emphasis on more authentic contexts with example sentences being at the very least semi-authentic and potentially of communicative use rather than arbitrary examples of form with little or no communicative value. In today's classroom we will probably also see a lot of authentic listening and reading material being used and far fewer contrived texts designed to illustrate grammatical

form or present items of vocabulary and with no attempt to communicate a meaningful message to the listener or reader. Perhaps the most enduring legacy of the communicative approach will be that it has allowed teachers to incorporate motivating and purposeful communicative activities and principles into their teaching while simultaneously retaining the best elements of other methods and approaches rather than rejecting them wholesale¹⁹.

2.3.5. Language learning through communicative method

C.J. Brumfit and K Johnson²⁰ say that communicative language teaching has in recent years become a fashionable term to cover a variety of developments in syllabus design and to a lesser extent, in the methodology of teaching foreign languages.

For C.J. Brumfit and K. Johnson, Language teaching, is a practical rather than a theoretical activity and it has been used to some communicative purpose in classroom practice (for greeting, requesting giving information, giving commands and the like).

C.I. Brumfit and K. Jhonson say that communication only takes place when we make use of sentences to perform a variety of different acts of an essentially social nature. The contextualization of language items by presenting them in situational setting in the classroom does provide for the communicative function of language.

So, we say that it is so important to teach the four linguistic skills in order to have a communicative competence. In this work we start with vocabulary in order to make different short dialogues related to the context, creating situations as it says C.J. Brumfit and K. Johnson that learning objectives must be geared towards learners needs. We must define the group of learners whose needs we wish to cater for, the

¹⁹ Harmer, Jeremy (2001). The Practice of English Language Teaching (3rd Ed.). Essex: Pearson Education.

²⁰ C.J. Brumfit and K. Johnson, (1979). The communicative approach to language teaching Oxford University.

target group. First, teaching the vocabulary because the acquisition of an adequate vocabulary is essential for success. Second language use because, without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication. And we must begin by teaching the new items in context.

2.4. WRITTEN COMMUNICATION

There are two main types of communication, oral and written. Written communication involves any type of message that makes use of the written word. Written communication is the most important and the most effective of any mode of business communication. But in this case it is going to use in this work the oral communication.

2.5. ORAL COMMUNICATION

Oral communication is the expression of thinking through the spoken word with communicative goals. The most complete way to express is the verbal integration of a person who is in the community in order to exchange the opinions and make a dialogue.

In the present design we are going to distinguish with more emphasis the communitarian strategies. Teaching a foreign language needs a system of methods that answer the context and needs of the students. In this case the teacher must be innovator because it will allow combining pertinent aspects to each situation, taking always an active position and paying attention to the gradual needs that are present in the process to achieve arising objectives. The students have to find learning a foreign language pertinent, interesting and comprehensible; not as an obligation. It must be a dynamic, interesting a funny process so that students enjoy and reach it in this way avoiding that the affective filter interfere in a negative way during this process. The teacher can work for example with spelling contest short story telling, singing in English, dramatizing and others.

2.5.1. Defining Types of Oral Communication

Great communication skills are your ticket to success in the academic and business world. But have you ever been overcome by fear or anxiety prior to going on a job interview or speaking in front of an audience? Knowing when to choose oral communication and polishing your speaking skills can help you at every stage of your career.

Oral communication is the process of verbally transmitting information and ideas from one individual or group to another. Oral communication can be either formal or informal. Examples of informal oral communication include face-to-face conversations, telephone conversations, or discussions that take place at business meetings. More formal types of oral communication include presentations at business meetings, classroom lectures, or a commencement speech given at a graduation ceremony.

With advances in technology, new forms of oral communication continue to develop. Video phones and video conferences combine audio and video so that workers in distant locations can both see and speak with each other. Other modern forms of oral communication include podcasts (audio clips that you can access on the Internet) and Voice over Internet Protocol (VoIP) which allows callers to communicate over the Internet and avoid telephone charges. Skype is an example of VoIP.

2.5.2. Advantages of Oral Communication

There are many situations in which to choose oral over written communication makes sense. Oral communication is more personal and less formal than written communication. If time is limited and a business matter requires quick resolution, it may be best to have a face-to-face or telephone conversation. There is also more flexibility in oral communication - you can discuss different aspects of an issue and make decisions more quickly than you can in writing. Oral communication can be

especially effective in addressing conflicts or problems. Talking things over is often the best way to settle disagreements or misunderstandings. Finally, oral communication is a great way to promote employee morale and maintain energy and enthusiasm within a team.

2.6. VOCABULARY TEACHING

According to Montijano, vocabulary plays an important function in English language teaching because a learner needs to know how to communicate with others and understand what one is saying or reading. Also vocabulary is the main part of the language. So children need to learn in order to understand what the words mean and how they are used.

Vocabulary is very important for the four skills in the process of language learning and the communicative process. Also it is a factor that leads to comprehension of a text. Chall (1958: 157) says vocabulary knowledge is more important than structure when inferring the meaning of a word. So it is considered as a determinant factor for the learners to understand expressions, sentences and a text.

In this guided work, following the previous idea, we have to teach children the meaning of words creating different contexts through the communicative method asking and answering with useful expressions and reinforcing with other methods in order to understand little by little, giving examples in different situations.

2.7. BASIC PRINCIPLES AND TECHNIQUES FOR TEACHERS

- A teacher's main role is to be a facilitator and monitor rather than leading the class.
- Lessons are built around situations, functional, practical and authentic in the real world: asking for information, complaining, apologizing, and job interviewing telephoning.
- Dialogues are centered on communicative functions such as socializing, giving directions, making telephone calls.
- Emphasis on communication and meaning rather than accuracy.

- Communicative competence is the desired goal, being able to survive, converse and be understood in the language.
- Feedback and correction is usually given by the teacher after tasks have been completed, rather than at the time of errors.
- Learners are often more motivated with this approach as they find the topic or theme interesting.
- Learners practise the target language, a number of times, slowly building accuracy.
- But we observed that each learner is a world so as teachers we must have to know how to stimulate student's attention and motivation in order they are not bored in the class.

2.8. TECHNIQUES TO TEACH ENGLISH LANGUAGE TO STUDENTS

Montijano says, when we teach the English alphabet to the students we must know which sound is correlated with each letter. For example, we could consider some pronunciation changes that are presented in the case of "S" blends, whose mistake is pronounced by beginners adding a letter e- at the starting point (i.e. *student*, instead of *student, for example*).

2.8.1. Playing games

After learning sounds, we must try playing games that will teach students how to read. For example, a connecting game will help students learn how different sounds are connected. If a student learns the "D" sound and the "A" sound we must have her try to connect letters to form the word "dad" and start with more common sounds (like a hard "C" as in cat" as opposed to the "S" sound of "city") When students have learned basic sounds, move up teaching letters with multiple sounds.

2.8.2. Reading aloud

Before students begin reading on their own, we must read aloud to them, pointing to words as we say them. Students will be able to connect how the words look in print with the way it sounds. We make sure the students are watching the words as we read them.

Let students read to us. After a few lessons of reading to students, students should try to read back to us to help them learn to read English.

2.8.3. Practicing

We must encourage repetition and constant practice of reading English. Learning to read English will not be easy without a lot of practice. Students must constantly be reading and studying English in order to pick up the language. We have to make students read for thirty minutes to an hour every day, if possible.

2.8.4. Changing reading materials

Re- reading from the same book may encourage memorization rather than reading. Reading from different books very often help children learn to read different sentence structures. As children skills improve, increase the skill level of books. We start with a student's book with few words and many pictures, after that the book has much more text.

We must not worry about rules. When leaning to read, it is more important to focus on sounding out words than the reasons behind grammatical structures and punctuation. It is more important to let students get the hang of reading the language first without confusion and then learn the rules later.

We must encourage children. Reading is challenging, so it will be easy for students to get frustrated and want to give up. This is why it is imperative to positively

encourage students to keep trying when teaching them to read and to note their progress and improvement.

2.8.5. Role playing

This is where the learner takes on other people's roles for example: father, mother, teacher etc. For this, first we must identify a situation. For example, mother in the kitchen preparing supper for the family members. Second, we must let students take on different relationships in different situations. Third, we must let them use appropriate language.

2.8.6. Dramatization

Here story events are given. After the story or a description of event children build their own dialogue.

2.8.7. Choral practice

In this technique, the class gets engaged in chorus work.

2.8.8. Story telling

This is a technique which deals with the whole section of language vocabulary, structure and other language aspects. It puts language learning in a more meaningful context.

2.8.9. Song Singing

Students learn to sing before they speak, in this way they learn the correct pronunciation therefore they enjoy doing that,²¹ to improve their grammar and accents. Songs are powerful means of teaching English and we can use them as a classroom activity to enrich children's English vocabulary.

²¹ Montijano, M.P. 2001 Claves didácticas para la enseñanza de la lengua extranjera Ed. Aljibe.

Thus, it has been applied each one of these techniques that helped us in the process of teaching and learning the English language. The difference is that we taught with puppets that made students enjoy and create communication in real life situations.

2.9. STRATEGIES TO TEACH ENGLISH LANGUAGE

2.9.1. Communicative interactive strategy

The objective is to achieve the disinhibition and fear to speak in other language, it does not matter if students make some mistakes when they exchange the messages. They should learn speaking little by little correcting mistakes for themselves. The teacher must not correct the mistakes when the students are expressing, but later or in other circumstances.

The teacher looks a collection of sequential and organized activities in order to recreate a discussion for the students to speak.

2.9.2. Ludic strategy

This strategy is applied in any didactical situation that is going to play an important role in the process guided by the teacher who is going to design, select and adapt according to the topic; it must not be repetitive before continuing with other topics.

2.9.3. Communitarian work strategy

In this part the students have to work with their partners since its pacification, organization, realization and evaluation.

2.9.4. Investigative strategy

The communitarian investigation allows students to use different kinds of reference materials in search of information and organization, like videos, songs, films, etc.,

in order to continue exploring his or her social community, his country, the changing world and the universe.

2.9.5. Contrasting strategy

This kind of strategy is to put two opposite ideas or similar ideas in order to contrast, discuss and draw conclusions that help to answer the needs of a determinate sociocultural and linguistic context. For example, how to say an specific expression in Aymara, Quechua and English, then analyse it phonologically, semantically, morphologically and syntactically like “linguistic modisms”.

2.9.6. Communitarian lively strategy

It means to develop the communicative process in the place where the language is spoken but it is impossible, so the teacher must invite a foreign language speaker in order to exchange the culture and understand them.

2.10. PUPPETS AS PEDAGOGICAL RESOURCES TO TEACH ENGLISH LANGUAGE

2.10.1. Brief history

One knows where puppetry first began though most scholars seem to agree that puppetry as an art form started in China with the introduction of the shadow puppet. It is very ancient, and is believed to have originated 30,000 years BC. Puppetry takes many forms but they all share the process of animating inanimate performing objects. Puppetry is used in almost all human societies both as an entertainment – in performance – and ceremonially in rituals and celebrations such as carnivals. Most puppetry involves storytelling.

2.10.2. What is a puppet?

A puppet is an inanimate object or representational figure animated or manipulated by a puppeteer. It is usually a depiction of a human character, and is used in puppetry, a play or representation that is a very ancient form of theatre²².

2.10.3. Puppets for teaching

Children love to be entertained with puppets. Before using a puppet in the class, it has been made a plan, select, discover a voice and create a personality for a particular puppet that will portray a commanding character, someone the kids can look up and respect. The use of puppets in teaching children can be used for teaching proper behavior and making good choices. The author says that it is a very good idea for beginners, when setting classroom and playground rules. Morning circle is a good time to talk to children and remind them of the rules.

2.10.4. Basic Tips for Teaching with Puppet Power

- Practice with your puppet in a mirror.
- Plan a few gimmicks for your puppet.
- Keep the puppet “alive!” One mistake people make is letting the puppet “go to sleep” while it’s on their hand. When you are talking to the children, make sure to keep making small, gentle movements with the puppet so it stays “alive” while out in front of the children.
- Choose puppets carefully.
- Do not forget that small movements keep your puppet “alive.”

It is also said that puppets may be used to help a shy student feel comfortable and express his or her feelings. It helps problems be solved, agreements and disagreements may be resolved with the use of a puppet.

²² Source: Programa de Estudio, documento de trabajo (2012) Ministerio de Educación.

2.10.5. Techniques involved in the communicative method

The author shows us the different following techniques that have been applied in this project.

2.10.6. Using puppets for general learning

In TV programs puppets have been used to teach and entertain. Teachers have to use carefully in order to arouse students' interest in learning. For language purposes, puppets can be used when teaching dialogue or conversation. They are ideal for children because they are adaptable and can be made from scrap materials like a glove, the operator's fingers can move the head and arms.

In puppet playing, children should be given the opportunity to improve their own language through relevant actions. Even shy students develop confidence when acting behind a screen, especially when puppets controlled by strings are used. With each hand puppet that we acquire, we attach to it a name, a personality and a storyline using different real life scenarios. This way, each time introduce a puppet to help teach, motivate or inspire, the student is going to work with good will when he becomes familiar with each individual puppet character. One might keep a few puppets on hand for the children to give names and storylines to.

To talk about real-life scenarios and solutions puppet play can help children open up and talk about their thoughts, worries and everyday problems. By putting puppets into real-life scenarios similar to the child we are working with, it may encourage the child to consider his/her own situation.

Encourage children to tell stories through puppet play, must offer a child the opportunity to tell stories of her own with puppets. This is a great chance for a child to build upon many skills, including social, motor, language and even creativity. Not only does it encourage her to find her voice, but it also allows her own ideas, thoughts, worries and imagination to shine through in a safe and secure.

The benefits of the use of puppets in the classroom are many and varied. The use of puppets provides an opportunity for student expression through the social aspects of communication. Students who are working in a group to prepare and present a puppet play are learning to work cooperatively with others and they also share ideas. This offers the students the advantage of establishing group cohesion Leaver²³ the experience affords the student a sense of belonging to a group.

2.10.7. Using puppets to teach conversation

The author says using puppets is a great way to teach conversation to children. Younger may find a big grown up foreigner quite scary, but when we use a puppet, this breaks down the barrier and helps to get them talking. It is much easier to talk to a puppet, this breaks down the barrier and helps to get them talking. So puppets are a great resource to align creativity, inspiration, flexibility and humor in language teaching.

2.11. SYLLABUS

A syllabus is a work plan and thus essential for the teacher, as a guide line for class development. It describes the language and skills to be covered on a course, and the order in which they will be taught.

According to David Nunan²⁴ a syllabus is the selection and grading of content: it acts as a guide for both teacher and learner by providing some goals to be attained, while the methodology is the selection of learning tasks and activities.

According to Penny Ur²⁵, the syllabus is an expression of opinion on the nature of language and learning, it acts as a guide for both teacher and learner by providing some goals to be attained. Syllabus to design a syllabus is to decide what gets

²³ Leaver, Betty Lou; Willis, Jane Rosemary (2004). Task-Based Instruction in Foreign Language Education: Practices and Programs. Georgetown University Press. ISBN 978-1-58901-028-4.

²⁴ Numan, David. (1396). El Diseño de las tareas para la clase comunicativa. CUP.

²⁵ UR, Penny. (2002). "Course in Language Teaching". Cambridge University Press.

taught and in what order. For this reason, the theory of language underlying the language teaching method will play major role in determining what syllabus should be adopted. Theory of learning also plays an important part in determining the kind of syllabus used. For example, a syllabus based on the theory of learning evolved by cognitive code teaching would emphasize language forms and whatever explicit descriptive knowledge about those forms. A syllabus based on an acquisition theory of learning, however, would emphasize unanalyzed and carefully selected experiences of the new language.

2.12. LESSON PLANNING

According to this author²⁶, a lesson plan is a teacher's plan for teaching a lesson. It can exist in the teacher's mind, on the back of an envelope, or on one or more beautifully formatted sheets of A4 paper. Its purpose is to outline the "programme" for a single lesson. That is why it is called a lesson plan. It helps the teacher in both planning and executing the lesson. And it helps the students, unbeknownst to them, by ensuring that they receive an actual lesson with a beginning, a middle and an end, that aims to help them learn some specific thing that they did not know at the beginning of the lesson (or practice and make progress in that specific thing).

A lesson plan is developed by a teacher to guide instruction throughout the day. It is a method of planning and preparation. A lesson plan traditionally includes the name of the lesson, the date of the lesson, the objective the lesson focuses on, the materials that will be used, and a summary of all the activities that will be used. Lesson plans are a terrific set of guidelines for substitute teachers.

To summarize, and in very basic terms: a lesson plan is the teacher's guide for running a particular lesson, and it includes the goal (what the students are

²⁶ O'Bannon B. (2011). What is lesson plan? Innovative Technology Center. University of Tennessee.

supposed to learn), how the goal will be reached (the method, procedure) and a way of measuring how well the goal was reached (test, worksheet, homework etc).

2.13. EVALUATION

Evaluation is used as a way of permanent detection to verify if the objectives are being achieved according to the plan. Evaluation does not have to fail as a goal, it is to detect difficulties on time and apply strategies to improve them and guarantee promotion. (Ministerio de Educación 2011).

Evaluation answers to the following criteria:

2.13.1. Integral

It is integral because, knowing and knowledge are evaluated through the development of the dimensions of being, knowing, doing and deciding in order to be good in a community and consolidate the unit of Plurinational State with intercultural view.

2.13.2. Permanent

It is permanent because, evaluation is constant, procedural and cyclic, at first taking into account previous knowledge, during all activities and in the final of the process the capability of production and criticism related to give contribution in order to generate and make the local development strong.

2.13.3. Systemic

It is systemic because, with clear objectives, adequate techniques and tools and with defined criteria.

2.13.4. Guidancing

It is guiding because it allows the teacher readjust, reformulate and apply methodological strategies and contents to improve the educational process.

2.13.5. Communitary

It is communitary because it promotes auto evaluation, co-evaluation, and hetero evaluation which allow us to see the achievement and difficulties identified in the process of contents learning. Evaluation is not individual but in group, that is to say implicated to the educational community.

2.13.6. Productive

It is productive because it is oriented to the quality of the generated products in the educational process, such as texts, researchs, projects on one hand, and also values, attitudes, feelings of belonging and identity on the other hand.

So in this project the communicative approach has been applied with different techniques and strategies, taking into account some criteria of evaluation, the only difference is that it has been emphasized using puppets in oral communication, which is the principal resource to teach English language.

CHAPTER III

PROPOSAL OF GUIDED WORK

This section describes and presents the structure of the proposal, justification, objectives, achievement indicators, methodology, activities, materials, the syllabus design, the lesson and action plan as well as evaluation.

Many students are afraid of participating in the classroom since they have fear that other students may laugh at their pronunciation or speaking. Some students are embarrassed to stand up or to go to the front of the class. Using the puppets, they imagine that they are other people, not themselves representing different occupations, people, students, etc. That is why, we consider that the puppet as a pedagogical resource to teach English to children from 7 to 12 years old is important.

3.1. RATIONALE OF THE WORK

By using puppets, it is expected that the teacher will be able to motivate the students to learn and pay attention to the material, so that they will not get bored. Some teachers say that the students are very outgoing and enthusiastic when they are participating; they feel very happy and express their ideas freely; shy students talk in a less threatening manner in front of the class. Using puppets contributes to a better meaningful understanding of the new words, so the children's creativity and imagination are activated.

Besides, the children have the choice to express their feelings, that is to say how they feel while they are learning English; so the teachers have to make continuous evaluation of the students' learning. Furthermore, through using puppet, the students acquire social attitudes and verbal reactions that often help them to become socially adaptable entities in a heteroclass society. Other children's parents who have economical possibilities send them to some institutions where English is taught in order to balance the situation, this group of children are taught through the use of puppets so that the class can be more enjoyable and each

student could be represented by a puppet in order to participate in different activities.

3.2. JUSTIFICATION

The reasons to provide these techniques on these students are described as follows. First of all the puppets are wonderful toys that can be controlled by an operator, in this case the teacher, and the activities developed should be followed by both children and teenagers in an enthusiastic and positive way. In this way the students show an affirmative behaviour to start learning English too. Hence, it has been seen that children of this NGO do not have the opportunity to learn English language, such as other children whose parents have different economical situation. In short, we decided to teach these students through the use of puppets so that the class can be more enjoyable and each student could be represented by a puppet in order to participate in different activities.

3.3. OBJECTIVES

3.3.1. General Objective

- To teach English language vocabulary, reading skills and basic grammar at elementary level in order to make students acquire the L 2 through activities based on the communicative approach by using puppets as learning resources with a group of children at Centro de Desarrollo Integral Pampahasi, NGO identified as BO-177, in the city of La Paz.

3.3.2. Specific Objectives

- To use the communicative approach in order to teach new vocabulary and expressions through choral practice and reading aloud strategies, activities that are usually guided by the puppets.
- To design, develop and elaborate the contents of the syllabus.
- To prepare, build and design learning materials for each unit.

- To make the students practice the new dialogues through changing reading materials and role playing at a further stage of learning.
- To promote the acquisition of English language through singing songs and dramatization using puppets, making the students repeat and practice the dialogues, in order to pronounce correctly and perform in the L2.
- To provide elementary writing through activities where the puppets dictate phrases and sentences based in the grammar topics that students have learned and the words involved are part of the different lessons the students have in their copybooks.
- To make students perform in the learning language through story telling, role playing and even dramatizing the different language situations they have been exposed to.
- To apply ludic and communitarian work strategies in order to make students learn the language through practicing and playing games.
- To perform in front of the students, changing the voice pitch and intonation since we are using the lively speaking puppets.

3.4. ACHIEVEMENT INDICATORS

The achievement indicators describe and assess the skills, knowledge attitudes and willing habits showed by students during the learning process, which are going to be evaluated. Besides, these results are going to help us to reach the objectives during their own progress. Due indicators are:

- Use the puppet activities in order to acquire more vocabulary on one hand, and to communicate in short dialogues on the other hand.
- Design the syllabus in order to teach the six units carefully, making students learn the foreign language step by step.
- Elaborate materials according to the students' needs in the process of teaching-learning.
- Evaluate students every period of time in order to know if students are learning or not.

- Adjust and adapt some extra materials for students who have some difficulties in the process.

3.5. METHODOLOGY

The chosen method was the communicative one. Each lesson, which always has a topic, is based on short conversations according to the context in order to increase children knowledge to learn English in a funny way, using puppets in every class activities.

In every class children worked individually, in pairs, in group of three, four or five-student, depending on the previously planned activity, usually using the same materials in order they practice the target language. Most of these activities were guided by puppets' monitoring, that helped children to be interactive and felt so enthusiastic that they very often enjoyed the class. That is, puppets were the pedagogical resources to represent each student when the English language was taught. These tools helped the facilitator to work out with shy students who have a strong fear to speak in another language. They also contribute to develop confidence, increase their self-esteem, etc. Besides, they perform better in the class and are not reluctant to develop the different activities. As they follow the procedures, and arrive at the stage period, they feel confident to their classmates when they perform with puppets. In this way they often participate in different activities organized by the church fellows of the NGO Pampahasi.

The important techniques that were applied during the different stages of English learning were: role playing, reading aloud, playing games, practicing, dramatization, choral practice, storytelling and song singing.

The communicative method using the puppets as pedagogical resources helped to develop all the lesson plans in the following way.

- ✓ Children learn to introduce themselves and to make short conversations.
- ✓ They practice the reading dialogues following the puppets.

- ✓ Children perform and talk sequential dialogues in a funny way using their favorite puppets.
- ✓ They learn how to participate and work in groups.
- ✓ Children lose the fear on speaking in another language by using puppets.
- ✓ They feel confident and willing to make the different activities with their classmates.

3.6. ACTIVITIES

During the teaching and learning process different activities have been used to develop the topics of each unit.

3.6.1. Playing games

Playing games has been applied in each activity for example “tic-tac”, “bingo”, “Simba says”, “the snake” and so on. These games helped children to learn how different sounds are pronounced and they asked and answered each item step by step making progress in the English language. In this way we applied communicative method working in pairs or groups making some expressions at first to practice orally.

Thus, in order to play and perform “tic tac” and “bingo”, children have been divided in two groups and identified with a name. With this game children practiced the vocabulary in oral and written form. The game “Simba says” helped children to be quick in their participation and it also helped to take notice of who knew more than others and who needed help.

3.6.2. Reading aloud

This activity deals with reading a text aloud with the teacher modeling. That is to say, children began reading on their own. Teacher read the text and emphasized the new words to be learned or corrected. Children were able to connect how the

words looked in print with the way it sounds. After a couple of lessons children read aloud for the class therefore children practiced and learned reading skills.

3.6.3. Repeating

In this activity children practiced another stage of reading aloud, that is through the repetition of phrases or sentences in a referring text. To explain this part, students were given a short time of about ten minutes in the reading session in order to improve their pronunciation and make it better through repeating practice.

3.6.4. Reading material changing

Re- reading from the same book may encourage memorization rather than reading itself. Reading from different books frequently helps children to learn reading different sentence structures. As children's reading skills improve, the skill level of books increases too. Starting with short full of picture texts or material; then, in order to increase skills continue reading with small books with some pictures. This material must include reading comprehension exercises.

As it is said that teacher must not worry about rules when learning to read, it is more important to focus on sounding out or saying aloud words than the reasons behind punctuation and grammatical structures. It is more important to let students get the hang of reading the language first without confusion and then learn the rules later.

The reading skills worked out with children in this way, but these activities were always presented with puppets' monitoring.

3.6.5. Role playing

This is where children performed on other people's roles represented by puppets, for example: father, mother, teacher etc. For this purpose, first a situation is identified, for example: mother in the kitchen preparing supper for the family

members. Second, it let students take on different relationships according to this different situation. Third, it encouraged them to use appropriate language.

3.6.6. Dramatization

Here story events are given. After the story or a description of events children build their own dialogue changing some words.

3.6.7. Choral practice

This technique helps students to pronounce and read well.

3.6.8. Song singing

This is a good activity where children learn to sing before they speak so they learn the correct pronunciation, therefore, they enjoy doing what Montijano said²⁷ to improve their grammar and accent.

Songs were powerful strategies of teaching English and they were used as classroom activities to enrich children's English vocabulary.

Children represented by puppets helped us to improve the teaching and learning of English language. The difference was that all the activities were taught with puppets that made students enjoy and create communication in real life situations.

3.7. RESOURCES

In this guided work puppets have been used as pedagogical resource during different activities of teaching and learning where the principal puppets were Simba and Panda. Children practiced vocabulary making that puppets participate in everything.

²⁷ Montijano, M.P. 2001 Claves didácticas para la enseñanza de la lengua extranjera Ed. Aljibe

3.7.1. MATERIALS

To improve teaching and learning the English language, first of all it has been used puppets, hand outs, number cards, real objects, animal toys, real fruits, vegetables, alphabet cards, songs, cross words, market pictures, alasitas bills. In the second unit, it has been used puppets family, real clothes and puzzles. In unit three, it has been used conversation cards, flash cards, national and international flags. In unit four, it has been used action verb flash cards, hand outs, pictures about famous people, place cards. In unit five, it has been used hand outs, puppets, calendars, pictures and time adverb cards. In unit six, it has been used hand outs, puppets, crosswords, puzzles, flash cards and adverb of time cards.

It is necessary to state that the institution, NGO of Pampahasi, does not have an English text so it has been elaborated one English Basic Textbook for every class, containing different activities and exercises according to each topic and unit. (See appendix D)

3.8. SYLLABUS DESIGN

The syllabus has been elaborated with six units, each unit had different lessons it has been as a guide to have a systematic advance. Each lesson has been adapted with puppets as a pedagogical resource to make English classes very funny and didactic during the learning and teaching process in oral and written expression. Students have been evaluated during the process is detailed in the syllabus design in the following pages.

The content of lessons one presented including different topics divided in six units. Each unit has different lessons of English vocabulary specifically for elementary level. The project has been developed in 17 months from April 2011 to August 2012. It started with simple vocabulary and expressions emphasizing communicative approach to achieve our objectives little by little.

3.8.1. SYLLABUS DESIGN DESCRIPTION

This section will describe the components of the syllabus:

First of all, it contains the pedagogical objective in each unit. Students will be able to develop each topic with the teacher's guide. It is organized like this:

- **Lesson**, describes the general title and topic of the lesson.
- **Grammar**, in this part students learn the grammatical categories;
- **Form**, where we have the interrogative, negative and affirmative sentences;
- **Function**, is the situation context; topic vocabulary, where we include vocabulary in context and abilities. In this part, the speaking, listening and a little of reading and writing skills are involved.
- **Topic vocabulary**, which is the range of words used in the different lessons.
- **Skills**, that help the students improve and develop their own language abilities
- **Time**, where the learning stages are divided by minutes and hours;
- **Material aids**, where the main tool is the puppets, more than other materials. Finally the teaching aims, where we have the different sessions in order to achieve the knowledge in each topic.
- **Aims**, which are the previously written targets that teachers think to achieve.

The following pages show the Syllabus Design charts.

3.8.1.1. SYLLABUS CHARTS

CHART OF UNIT 1

Pedagogical Objective: Students will be able to acquire the vocabulary in order to introduce himself or herself, following some commands and saying some expressions in English language.

| LESSON | GRAMMAR | FORM | FUNCTION | TOPIC VOCABULARY | SKILLS | TIME | MATERIAL AIDS | AIMS |
|--|--|--|--|--|------------------------|------------|---|--|
| Lesson 1 Greetings | Interrogative pronoun | Formal and informal Greetings | Introduce himself and herself Greet to teacher and classmates | Good morning Good afternoon Good evening Good night Hello Hi | Listening and speaking | 1 session | Puppets school materials | To create a situation where students use greetings |
| Lesson 2 The use of imperative verbs in the class | Verbs in imperative | Action in the class | To follow the commands and do it. | Stand up, sit down, listen, read, speak, write, come, go, open, close, copy, erase, look at. | Speaking and reading | 1 session | Puppets Student's action Board Role play | To act in class using the imperative verbs |
| Lesson 3 The class objects. | Interrogative pronoun What? Demonstrative pronouns This – That These – Those | What is this? It's a pen What is that? What are these? What are those? | To name and show the objects in the classroom | Book, notebook, pen, pencil, eraser, sharpener, ruler, board, paper, chair, table, chalk. | Speaking and writing | 2 sessions | Class real objects Puppets Song 1 | To know what objects students use to study in high school. |
| Lesson 4 The English Alphabet | Spelling | Could you spell it? | To make a dialogue spelling names and the objects of the class. | To spell names, Ferdinand, Robert, Peter, George, Alexander, Susan, Katherine etc. | Speaking and listening | 2 sessions | Flash cards song 2 puppets | To spell the words. |
| Lesson 5 Numbers are your friends. | Interrogative pronoun How old? Personal pronoun I, you, he, she | How old are you? Is she? Is he? | To make a dialogue asking the name, last name, and age. | Numbers 1 to 100 | Speaking and writing | 2 sessions | Flash cards crosswords | To count numbers and apply in the dialogue |

| | | | | | | | | |
|----------------------------------|--|---|--|--|-----------------------|------------|--|---|
| Lesson 6 The colors | Verb to have Position of adjective | I have two blue pens. She has three white erasers | To resolve arithmetical operation | Red, yellow, green, black, white, brown, blue, orange, light blue, pink. | Reading and writing. | 2 sessions | Toys pictures Puppets Song 4 | To identify the colours and show the object |
| Lesson 7 I like fruits | Qualified adjectives Verbs: like, peel, mix, cut, eat. | What is your favourite fruit? Like and do not like. | To make a salad fruit. | Orange, banana, pear, lime, pineapple, apple etc. sour, bitter, sweet, delicious | Writing and listening | 2 sesiones | Real fruits crosswords, hand outs puppets | To prepare a salad fruit using the name of fruits in English. |
| Lesson 8 The animals | Qualified adjectives, definite article and indefinite article. | What is your favourite animal? My favourite animal is ... | To say the favourite animal and to use the qualified adjectives. | The, a, an, Small, big, fat, thin. Farm and wild animals. | Writing and listening | 2 sesiones | Toys Pictures Puppets Song 4 | To identify the type of animals and apply in a dialogue. |
| Lesson 9 Food and Vegetables. | Verbs: cook, need, buy... Interrogative pronoun How much? How many? | How much is it? How many? Twenty five onions here you are Thanks The cow give us | To buy vegetables in a market What the animals give us | Sellers and costumers meat, chicken, cheese, eggs, oil, sugar, coffee, rice, corn, bean, water ,milk, onion, carrot, tomatoes, potatoes | Speaking and Writing. | 2 sesiones | Pictures of a market -song 5 puppets alitas bills | To identify what we need to cook some Bolivian food. |

CHART OF UNIT 2

| Pedagogical objective: Students will be able to present and describe her or his family, friends, actors, singers etc. in order to practice the four abilities. | | | | | | | | |
|--|--|---|--|--|------------------------|------------|--|---|
| LESSON | GRAMMAR | FORM | FUNCTION | TOPIC VOCABULARY | SKILLS | TIME | MATERIAL AIDS | AIMS |
| Lesson 1 The family | Interrogative pronoun Who? Possesive pronouns My, your, his, her. | Who is she or he? She is my mother. | To present their family | Grandfather, grandmother, father, mother, sister, brother, cousin, uncle, aunt | Speaking and listening | 1 sesión | Tree family Puppet's family | To identify the components of family. |
| Lesson 2 What is she wearing? | The verb wear Simple present tense. | What is she or he wearing? She is wearing a blue sweater. | To describe people and write about he or she. | Men and Women clothes. | Writing and reading. | 2 sesiones | Puppet's clothes and real clothes | To describe what the boy or girl is wearing. |
| Lesson 3 Occupations | The verb work and third singular pronoun with "s" | My father is a taxi driver and he works on the streets and avenues. | To talk about occupations and where does he or she work. | Teacher, nurse, secretary, engineer etc. | Speaking and writing | 2 sesiones | pictures crosswords Hand outs. Pictures Hand outs puppets | To know the occupations and say where each one works. |

CHART OF UNIT 3

| Pedagogical objective: Students will be able to make question and answer using the verb to be in order to communicate with their sponsors | | | | | | | | |
|---|--|--|---|---|------------------------|------------|---|---|
| LESSON | GRAMMAR | FORM | FUNCTION | TOPIC VOCABULARY | SKILLS | TIME | MATERIAL AIDS | AIMS |
| Lesson 1 I AM A STUDENT | Personal pronouns and verb to be. | I am a teacher My name is... | To present one self, him, herself, themselves talking about his or her ages, occupations nationalities etc. | I,you,he,she,it, we,you. they. | Speaking and writing | 3 sesiones | Role play of puppets hand outs | The students know of them using the personal pronouns |
| Lesson 2 Are you from Bolivia? | Yes/ no question and answers Qualified adjectives | Are you from Bolivia? Yes, I am No, I am not. | To ask about nationalities, countries, ages, and emotional feelings. | Be -am - is - are New qualified adjectives: Sad, happy, worried, tired, afraid, bored bad, sad. | Speaking and listening | 1 sesión | Role play of students Hand out Puppets | To make a conversation using qualified adjectives. |
| Lesson 3 Where are you from? | Question words: Where? When? | Where are you from? What is your nationality? How are you? When is your birthday? | To make a conversation talking about his or her ages, occupations, nationalities at school. | Numbers, occupations, adjectives. Months of the year | Speaking | 2 sesión | Role play of studies Hand out Puppets | To present a conversaton. |

CHART OF UNIT 4

Pedagogical Objective: Students will be able to acquire 20 verbs in order to describe what a person is doing into the classroom and out of the classroom, in a park in a square training abilities.

| LESSON | GRAMMAR | FORM | FUNCTION | TOPIC VOCABULARY | SKILLS | TIME | MATERIAL AIDS | AIMS |
|----------------------------------|--|--|---|--------------------------------------|-------------------------|-----------|-----------------------------------|--|
| Lesson 1 What are you doing? | The structure of present progressive -ing. | I am reading a book . I am not writing. Am I doing well? | Talking about what they are doing in the classroom. | Verbs: study, read, write, talk etc. | Speaking and listening. | 3 session | Pictures Hand outs puppets | Students say what their partners doing in class. |
| Lesson 2 Where are you going? | Question words | Where is he going? What is he doing? Who is he talking with? | Working as a spy | Verbs: study, read, write, talk etc. | Reading and writing | 2 sesión | Pictures Hand outs Puppets. | Students make a conversation applying to question words. |

CHART OF UNIT 5

Pedagogical objective: Students will be able to talk in past tense using the verb to be in order to practice the language abilities.

| LESSON | GRAMMAR | FORM | FUNCTION | TOPIC VOCABULARY | SKILLS | TIME | MATERIAL AIDS | AIMS |
|--|--|--|--|--|------------------------|----------|-------------------------------------|---|
| Lesson 1 Where were you yesterday? | Verb to be in past tense Adverbs of time. | Where were you yesterday? I was at home. | To talk about where was he or she yesterday, last week, last Monday etc. | Was- were yesterday, before yesterday, yesterday morning, last Monday, last week, last year etc. | Speaking and listening | 3 sesión | Hand outs puppets pctures | The students make a conversation using verb to be and adverb of the time. |
| Lesson 2 What were you doing yesterday? | Past progressive | What was Mery doing yesterday afternoon? She was with me. | To talk about what they were doing 2, 3,4 hours before. | 25 verbs go, do, work, cook... | Speaking and writing | 2 sesión | Flash cards Hand outs Puppets | To make a conversation using past progressive structure. |

CHART OF UNIT 6

Pedagogical objective: Students will be able to talk every day activities and talk in the past in order to practice the language abilities.

| LESSON | GRAMMAR | FORM | FUNCTION | TOPIC VOCABULARY | SKILLS | TIME | MATERIAL AIDS | AIMS |
|--|---|---|---|--|----------------------|-----------|--|--|
| Lesson 1 What do you do every day? | Simple present Affirmative, negative and interrogative form Auxiliary "do" and "does" | I have breakfast at eight o'clock. Do you study? Where do you study? | To perform what they do everyday To make their own schedule. | In the morning, afternoon, evening | Speaking and writing | 5 session | Flash cards Hand outs Puppets | To talk in class what they do every day. |
| Lesson 2 What did you do yesterday? | Verbs in past tense Auxiliary did. | What do you do every day? | To write in present and past tense. | 25 verbs in past tense Did/ didn't places | Writing and reading. | 6 session | Flash cards Crosswords Puzzles Hand outs Puppets | To talk about past tense. |
| Lesson 3 What will you do tomorrow? | Simple future Auxiliary will. Adverb of time | What did you do yesterday? What will you do tomorrow? I will be at home | To talk about future actions. | Tomorrow, tomorrow morning, afternoon, evening, next Saturday. | Speaking and writing | 6 session | Flash cards Crosswords Puzzles Hand outs Puppets | To talk about future tense. |

3.9. LESSON PLANNING

A lesson plan is the teacher's guide for running a particular lesson, and it includes the goal (what the students are supposed to learn), how the goal will be reached (the method, procedure), and a way of measuring how well the goal was reached (test, worksheet, homework etc).

In this project, six units have been elaborated with different topics and each unit with different lessons according to children interest with different communicative activities and songs too.

A lesson plan presents the following components.

1. Course
2. Place of teaching
3. Topic
4. Functional Objectives
5. Lingüístic Objectives
6. Materials
7. Warm up
8. Procedure
9. Follow up

Now it presents an example of a lesson plan that was applied in a class during the English teaching process.

3.9.1. LESSON PLAN Nº 1

Course: English for elementary level

Place of teaching: Compassion International “Centro de Desarrollo Integral Pampahasi BO – 177 NGO.

Topic: Greetings

a) Functional objective:

- To introduce greeting and myself introduction
- To practice greeting
- To learn a song

b) Linguistic objectives:

- To teach questions and answers: verb To Be.
- To teach expressions of the time: morning, afternoon, evening and farewells too.

c) Materials:

- Puppets
- Flashcards
- Hand outs

d) Warm up

Time: 10 minutes

We introduce showing flashcards with drawings about the morning, afternoon, and evening. Two main puppets perform giving introductions repeating them three times in order students catch the pronunciation.

Panda: Hello. My name is Panda. What is your name?

Simba: My name is Simba

Panda: Nice to meet you.

Simba: Nice to meet you too. Panda

Panda: bye

Simba: good bye

e) Procedure

Time: 30 minutes

Activity 1

We make students choose the puppet that they like most and they put their names in a piece of paper. Then we give the first hand out with different examples. Two principal puppets start performing, then each puppet addresses toward students making a short conversation.

Activity 2

Time: 40 minutes

Each student asks the whole class. Two circles are made, then students work in pairs in order to work face to face and practice. Example:

Puppet 1: Good Morning Miss, Mr., Excuse me, what is your name?

Puppet 2: My name is Peter. And you?

Puppet 1: My name is Paulo.

Puppet 2: Nice to meet you.

Puppet 1: Nice to meet you too.

Puppet 2: Bye.

Puppet 1: Good Bye.

Activity 3

Time: 25 minutes.

Students learn a song practicing greetings.

Hello, teacher, hello teacher

How are you? How are you?

Very well thank you. Very well thank you

How are you? How are you?

Good morning teacher, good morning teacher.

How are you? How are you?

Very well thank you. Very well thank you

How are you? How are you?

Good afternoon teacher,

f) Follow up

Time: 20 minutes

In pairs students present a conversation in front of the class represented by different puppets and famous people. Then we give exercises in order to write similar conversation for writing ability.

3.10. EVALUATION

Evaluation is used to detect difficulties on time and apply strategies to improve them and thus achieve the objectives of each lesson plan.

The evaluation method that it used in this work has been the integral evaluation through the development of being, knowing, doing and deciding dimensions in order to be good in a community and consolidate the unit of Plurinational State with intercultural view. But also taking into account that the evaluation is permanent, is constant, procedural and cyclic. It is systemic because it is the product of application of plans, methodologies and strategies, with clear objectives, adequate techniques and tools and with defined criteria. It is guidancering because it allows the teacher readjust, methodological strategies and contents to improve the educational process, because not all the children are equal. It is communitary because evaluation is not individual, is also in group that is implicated to the educational community. It is productive because it is oriented to the quality of the generated products in the educational process like short dialogues texts, and also values, attitudes, feelings of belonging and identity.

For example:

- Individual work, pair work and group work as well as cooperation, responsibility and respect in different work activities are evaluated in *being* dimension.
- Children were evaluated during the process of learning the English vocabulary, expression and grammar part in *knowing* dimension.
- Children's ability in creating materials like vocabulary flash cards, games, verb flash cards are evaluated in *doing* dimension.
- Presentation of activities using appropriate puppets in each topic: individual, in pair or group work in oral and written part are evaluated in *deciding* dimension.

3.10.1. FORMATIVE EVALUATION

Children have been evaluated permanently in different criteria like: showing interest in learning English, participation in activities, cooperation with other children, paying attention, respect to other children and making effort in order to learn English; understanding and recognising words, structures and expressions; participating talking to others in English language, practicing in oral and written part. Finally, responding to questions, participating in speaking activities, using English in the classroom, pronouncing well and making different conversations according to the situations.

3.10.2. FORMAL EVALUATION

To evaluate the exam of units, we have used the following qualitative parameters:

- Very good
- Good
- Regular
- Need improvement

Three formal evaluations have been carried out during the work of the project in teaching and learning process.

3.10.2.1. First Evaluation

In the first evaluation vocabulary was evaluated. It included: alphabet, numbers, colors, animals, food and vegetables, over 100 points.

3.10.2.2. Second Evaluation

In the second evaluation clothing, family and the occupations were evaluated.

3.10.2.3. Third Evaluation

The third was about the verb to be, the structure of the present progressive and past progressive tense. Over 100 points

3.10.2.4. Last Writing Evaluation

In the last written evaluation it was taken into account the use of the simple present, simple past and simple future structure in short dialogues. These activities were taken over 100 points.

3.10.2.5. Last Oral Speaking Evaluation

The last oral speaking evaluation, considered some important dialogues that were provided to all the students involved in this project. These oral activities were also taken over 100 points.

3.11. GENERAL DEVELOPMENT CHRONOGRAM

This Project is based on the general chronogram for development and advance of units during the seventeen months including the evaluation activities designed in this project.

| ACTIVITIES | CHRONOGRAM 2011 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|-----------------|--|--|-------|---|---|---|-----|---|---|---|------|---|---|---|------|---|---|---|--------|---|---|---|-----------|---|---|---|---------|---|---|---|----------|---|---|--|
| | MARCH | | | APRIL | | | | MAY | | | | JUNE | | | | JULY | | | | AUGUST | | | | SEPTEMBER | | | | OCTOBER | | | | NOBEMBER | | | |
| Agreement between Linguistic department and NGO, March 11 th | X | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| General diagnostic | | | | X | X | X | X | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Elaboration of the profile | | | | | | | | X | X | X | X | X | X | X | | | | | | | | | | | | | | | | | | | | | |
| To request approval of the profile | | | | | | | | | | | | | | | X | X | | | | | | | | | | | | | | | | | | | |
| Approval of the profile | | | | | | | | | | | | | | | | X | | | | | | | | | | | | | | | | | | | |
| Development of unit one with nine topics | | | | | | | | | | | | | | | | | X | X | X | X | X | X | X | X | X | X | | | | | | | | | |
| First Evaluation for nine topics | | | | | | | | | | | | | | | | | | | | | | | | | | | X | | | | | | | | |
| Development of three topics of unit two | | | | | | | | | | | | | | | | | | | | | | | | | | | | X | X | X | X | X | X | | |
| Second evaluation oral and written evaluation with presence of tutor | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | X | |

| ACTIVITIES | CHRONOGRAM 2012 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|-----------------|---|---|---|---------|---|---|---|----------|---|---|---|-------|---|---|---|-------|---|---|---|-----|---|---|---|------|---|---|---|------|---|---|---|--------|---|--|
| | DECEMBER | | | | JANUARY | | | | FEBRUARY | | | | MARCH | | | | APRIL | | | | MAY | | | | JUNE | | | | JULY | | | | AUGUST | | |
| Development of unit 3 with 3 topics – unit 4 with 2 topics - unit 5 with 2 topics | X | X | X | X | X | X | X | X | X | X | X | X | X | | | | | | | | | | | | | | | | | | | | | | |
| Third evaluation observed by the tutors | | | | | | | | | | | | | X | | | | | | | | | | | | | | | | | | | | | | |
| Development of unit six and review all units | | | | | | | | | | | | | | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | | | | | |
| Last written evaluation | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | X | | | | |
| Last oral evaluation with the presence of tutors and director of NGO | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | X | X | | |
| Presentation of final report to director Gladly Ibañez | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | X | |

3.12. ACTION PLAN

3.12.1. Schedule of activities:

The course design was applied from three days to a week, that is to say from Monday, Wednesday and Friday for two hours in the morning; Tuesday and Thursday also two hours in the afternoon. On vacation and at the end of the year and at the first month of the year two hours, it means in the morning and the afternoon.

The teaching and learning process was carried out in four stages:

| STAGES | TIME | ACTIVITIES |
|-----------------------|--|---|
| 1 st STAGE | From April 8 th 2011 to June 30 th . | <ul style="list-style-type: none">•We started with general diagnostic to see the necessities that the students had related with English language.•During this time we elaborated the profile and we presented it in the Linguistics and Languages department for its approval. Later we presented it in the NGO. Then the syllabus was elaborated in order to start teaching the English language. |
| 2 nd STAGE | From July to November 2011 | <ul style="list-style-type: none">•In this stage students learned 9 topics in the first unit. 3 topics in the second unit.•The first evaluation was held on August 8th 2011, about 9 topics.•The second evaluation was held on August 19th., about 3 topics.•We had a general oral evaluation with the presence of a tutor of NGO. |
| 3 rd STAGE | From December 3 rd | <ul style="list-style-type: none">•The students learned 3 topics in unit 3; 2 topics in unit 4 and also 2 topics in unit five. |

| | | |
|-----------------------|--|---|
| | 2011 to March 12 th 2012. | <ul style="list-style-type: none"> •The third evaluation was taken on March 12th observed with tutors. |
| 4 th STAGE | From March 16 th to August 17 th . | <ul style="list-style-type: none"> •In this stage we taught the unit six and we reviewed other units that we had taught before. •The last written evaluation was held on July 30th. •The last oral evaluation was held from August 3rd. to August 17th.2012. •We presented the final report of English accomplishment to the Director, Gladys Ibañez, on August 25th. |

During and at the end of the project we were evaluated by Lic. Rodolfo Duran, Tutor, and the Director of NGO Gladys Ibañez.

The students enjoyed performing with puppets during the course because they smiled at every stage of the activities they did. Students participated in some extra activities that the NGO did, for example in “talent night” where many students sang, danced and recited in English. For instance, they sang the colour song, it was fantastic.

CHAPTER IV

PROPOSAL DEVELOPMENT

4.1. LENGTH OF THE PROJECT

Working on this project has been very interesting because we have learned many things about learning and teaching children, and of course about methodology, techniques and materials that we have used. This project has been developed for 17 months. It started on April 8th 2011 and ended on August 17th 2012. The first week has been used to take a diagnostic evaluation to thirty one (31) children: 15 boys and 16 girls. During this period, the classes were in the morning. For this stage it has been elaborated the profile and it has been presented to Linguistic Department authorities and NGO representatives. Then, according to the results of the diagnostic evaluation it has been elaborated the syllabus design developed in agreement with the children's needs. Before this stage, it has been carried out a meeting with children's parents in order to communicate the length and lasting of English classes inside the NGO rooms. Also it has been held to ask them not to let their children miss a class; we told them the class attendance is primarily important. The English classes were in the morning during the regular school classes, and in winter vacation and ending-year vacation, they were in the morning and afternoon. Besides, they had classes in January with the double type schedule, that is to say morning and afternoon classes.

The course design for this group consisted on six units and each unit has been different lessons that have been shown in chapter III, it has been designed according to the children's needs. The course has been divided in four stages.

4.2. STAGE DEVELOPMENT

4.2.1. First Stage

First of all it was done a visit to the international NGO in order to make an agreement with Linguistic Department while it has carried out the diagnostic

evaluation. At the same the profile and the syllabus design were elaborated according to the children's needs during the three months.

4.2.2. Second Stage

From July to November 2011 the first unit was carried out. It has nine lessons, in this part the teaching was more about the English vocabulary. The first lesson was about greetings. Children learned with the communicative method using main puppets called Simba and Panda and also singing a song called "Hello teacher". In the second lesson, we used imperative verbs, where Simba and Panda performed doing the action. The third lesson was about the class objects, Simba, the puppet, is the teacher and asks Panda; then children answered the questions with: "What is this?", "what is that?", and "Could you lend me...?". The fourth lesson was the English alphabet, where children were represented by puppets; they sang the alphabet song very funnily. The fifth lesson was about numbers and their friends' age. Children learned with the question, "How old are you?" and number cards. The sixth lesson was about colours, all children, represented by puppets, learned through colour songs, showing flags of different countries. The seventh lesson was about fruits, children learned preparing a fruit salad. The eight lesson was about animals. Children learned playing "Tic, tac, toe". The last lesson was about food and vegetables, so children learned preparing sandwiches.

The second unit had three lessons. The first lesson was about the family, children brought family puppets and introduced them in the class. The second lesson was about clothes, therefore children described the clothes of their puppet families. The third lesson was about occupations, then children described family occupations. Also, in this second stage, the first evaluation was taken on August 8th. about nine topics of the first unit.

4.2.3. Third Stage

The third unit had three lessons, the first lesson was about personal pronoun, the second lesson was about qualified adjectives, and the last lesson was about

nationalities. Children talked about their nationalities. The unit four had two lessons, the first lesson was about the structure of present progressive (ing), children talk about actions into the classroom and out of the classroom and the second lesson was about question words (where are you going?) in this part children reviewed the places of the city.

In this last part of the stage, two units were involved: units five and six. The unit five had two lessons, the first lesson was about verb to be in past tense and adverbs of time, the second lesson was about past progressive (What were you doing yesterday?); so children reviewed action verbs and other vocabulary words.

4.2.4. Fourth Stage

The sixth unit had three lessons; the first lesson was about simple present affirmative, negative, interrogative forms and use of auxiliaries “do” “does”. The second lesson was about verbs in past tense using auxiliary “did”. The third lesson was about simple future, adverbs of time, where children practiced and reviewed all the vocabulary learned during these classes.

4.3. LEARNING INVOLVEMENT

The Syllabus, an important designed corpus elaborated after we got the results of need analysis. It gives us the theoretical concepts, unit contents and the necessary schema to be put into practice inside the classroom. In our work, the syllabus provides us the fundamentals, unit development including lesson plans and the charts. that are very necessary to pursue our aims.

Lesson plan, which is the pre-conceived idea and the learning procedures of the development of a unit. In our work, we will design the aims, the learning steps and the follow up activities to make students learn through puppet use.

Material design, which involves all the tools, paper material and card boards that were used during the project. Thus, our main instrument is the puppet,

4.4. INITIAL ACHIEVEMENTS

In this chart we will show the initial achievements of each stage:

| STAGES | STARTING AND FINISHING TIME | DIDACTIC OBJECTIVES | OUTCOMES | OBSERVATIONS |
|--------------|--|---|---|--|
| FIRST STAGE | From April 8 th 2011 to June 30 th . | <ul style="list-style-type: none"> ✓ To start with general diagnostic to see the necessities that the students have related with English language. ✓ To elaborate the profile and present it in the Linguistics and Languages departament for its approval. ✓ To present it in the NGO. Then ✓ To elaborate the syllabus in order to start teaching the English language | <p>Children help answering to diagnostic evaluation.</p> <p>The Linguistic and Languages department accept the profile.</p> <p>Teachers finish the elaboration of the syllabus.</p> | <p>Some children did not understand anything.</p> <p>Lic. Virginia Coronado said go ahead.</p> <p>At first the syllabus present some mistakes after it corrected.</p> |
| SECOND STAGE | From July to November 2011 | <ul style="list-style-type: none"> ✓ To introduce himself and herself. ✓ To sing the song "hello teacher". ✓ To name and show the objects of the class ✓ To make a conversation spelling names and objects of the class. ✓ To make a conversation asking the name, last name and the age. ✓ To sing color song "What color is this" ✓ To solve arithmetical operation ✓ To make salad fruit naming fruits in English. ✓ To say the favourite animal and to use the qualified adjectives. ✓ To buy vegetables and food in a market and prepare a sandwich. | <p>Students are able to acquire the vocabulary.</p> <p>Students learned to make a conversation applying the vocabulary learned.</p> <p>Children are able to present and describe his or her family, friends actors and singers.</p> | <p>Some children need more practice in pronunciation.</p> <p>Children did not come every class.</p> <p>Some children did not attendance some classes.</p> <p>Some children need learn vocabulary and practice the pronunciation.</p> |

| | | | | |
|-----------------|--|---|---|--|
| | | <ul style="list-style-type: none"> ✓ -Children present their family represented by puppets. ✓ To describe people and write about he or she. ✓ To talk about occupations and where does he or she work. | | |
| THIRD STAGE | From December 3 rd 2011 to March 12 th 2012. | <ul style="list-style-type: none"> ✓ To present and ask about nationalities, countries, ages, and emotional feelings. ✓ To make a conversation using verbs in present progressive. ✓ To talk about past actions using "was and were" | <p>Students are able to make conversations using the verb to be correctly.</p> <p>Children are able to say what their partners are doing in the classroom.</p> <p>Children ask and answer using the past structure of verb to be.</p> | <p>Some children are shy and need more practice in pronunciation.</p> <p>Some children missed the class so they do not know verbs to do a description.</p> <p>Some Children missed the class</p> |
| FOURTH STAGE | From March 16 th to August 17 th . | <ul style="list-style-type: none"> ✓ To perform what they do everyday ✓ To make their own schedule. ✓ To write in present and past tense. ✓ To talk about future actions. | Children are able to talk about every day activities, past actions and future actions. | Some children need more practice about learning vocabulary and the pronunciation. |

4.5. Experience of the Teaching and Learning Process

It is important to mention, working with children from Centro de Desarrollo Integral Pampahasi BO -177 has been interesting because children learned English language manipulating different puppets. So they were very satisfied with this course.

So, there were positive and negative experiences that are necessary to mention about teaching. First of all, a good experience happened when the Greetings and farewells were taught to children; so they started participating and then introduced her or himself using puppets. When children performed in different activities, they imagined that the puppets were actors and actresses, so they learned very fast.

Another experience was when children sang the alphabet song making puppets. They sang and danced enjoyably. Later, they participated in an activity that the institution prepared in order to dance and praise God. It was presented a song about colors, where each child had flags of different countries and when they sang they showed the colors of flags. It was fantastic.

Another good experience was when fruit, food and vegetables were taught, students learned preparing fruit salad, sandwiches and vegetables. They brought the ingredients in order to prepare it.

In oral skills they learned practicing in different dialogues with their favorite puppets. But also there was a negative experience during the teaching because there were two main puppets, “Simba” and “Panda” and all the children wanted to participate with them. So we decided to give these puppets to responsible children who did not miss the class and it was a motivation for being in each class.

CHAPTER V

GENERAL FINDINGS AND RESULTS

5.1. EVALUATION OF THE RESULTS

5.1.1. Diagnostic Evaluation Results

A diagnostic evaluation was administered at the beginning of the project, while the profile of the project was elaborated. After that, it helped us to see and know 7-12 year old children's basic knowledge about English language. This diagnostic evaluation was done to identify the institution and children's needs, skills and preoccupation. This evaluation had five questions in Spanish but the questions were about how much English vocabulary they knew.

All the children knew how to write numbers, colors, or other words in English. For instance they learned how to say number one, but actually they did not know how to write it correctly.

Most of the children were from Delia Gambarte public school, where in primary level they are taught English language.

Through the oral diagnostic evaluation, we realized that children could only count numbers from 1 to 5 and could only name some colors. This situation was due to the fact that they listened on TV or learned from some partners. On the other hand, the writing diagnostic evaluation has shown that almost all of the students could not write in English.

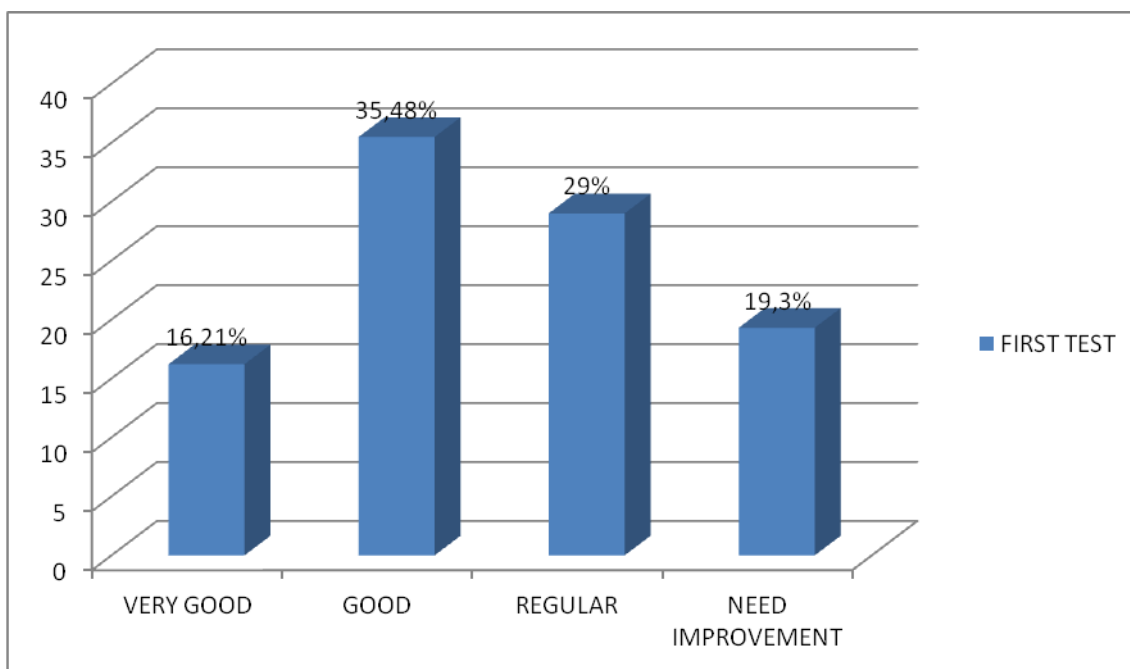
According to the results in the graphics it can be observed specifically in oral questions about vowels, colors and numbers that 10% of students had a general knowledge and 40% of students had knowledge about numbers and colors and a high percentage of students with a poor rating in bars of words.

So, the results of written questions were the following:

- 1 – 2 students are good and excellent.
- 3 – 6 students were regular, obtaining satisfactory results.
- Over more than 6 students could not write English. Statistically, it represents 90 of students.

5.1.2. Formal Evaluation Results

5.1.2.1. FIRST EVALUATION

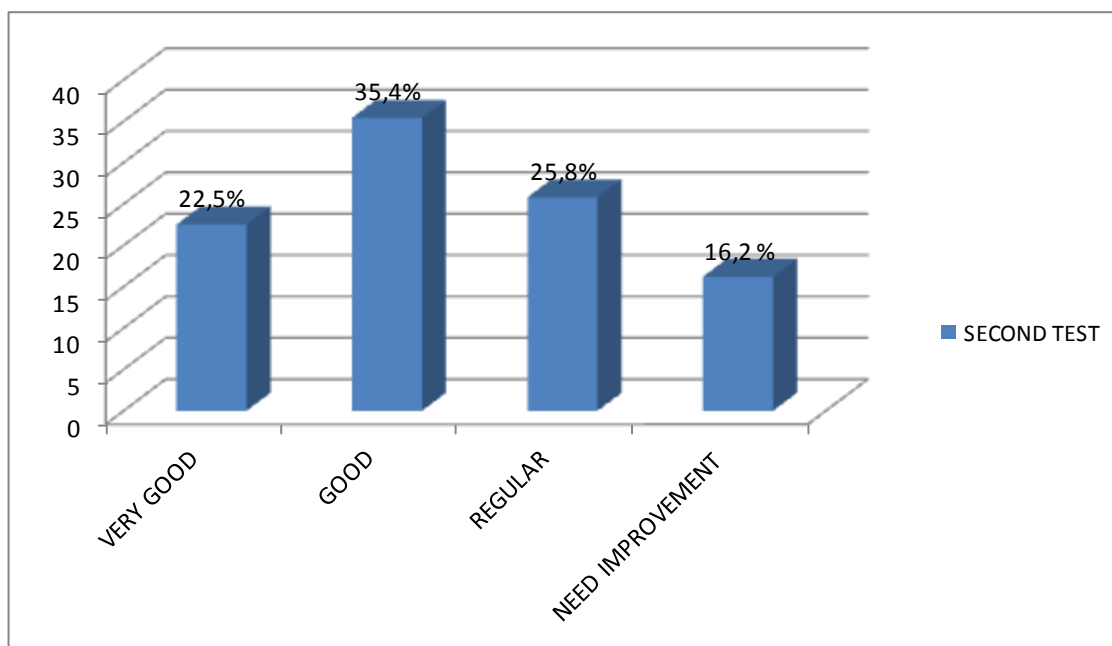


During the first achievement test, these topics were evaluated: greetings (Good morning...), commands (stand up...), objects of classroom (What is this? It is a pen), alphabet (ei-bi-ci-di..., etc.). Also, they wrote some short dialogues spelling names and objects of the class (Could you spell it? Yes p-e-n), numbers (1 – 100), colors, fruits, animals and vegetables. Regarding the results of the first test the 16,21% of children obtained a very good level, this means these children acquired the vocabulary very well and assimilated the unit one with their 9 lessons. The other 35,48% of children had a good assimilation of vocabulary and basic grammar topics. The 29% of children acquired the vocabulary and understood the units with some difficulties. The 19,3% of children had problems concerning the assimilation and use of vocabulary learned in the first unit. In addition, they also learnt songs

about greetings, objects, colours, fruits and animals, that is to say, they reinforced the vocabulary and elementary grammar that they have already learnt..

They knew how to introduce their family, describing what they were wearing and what their occupation was. And all of this was represented by puppets.

5.1.2.2. SECOND EVALUATION



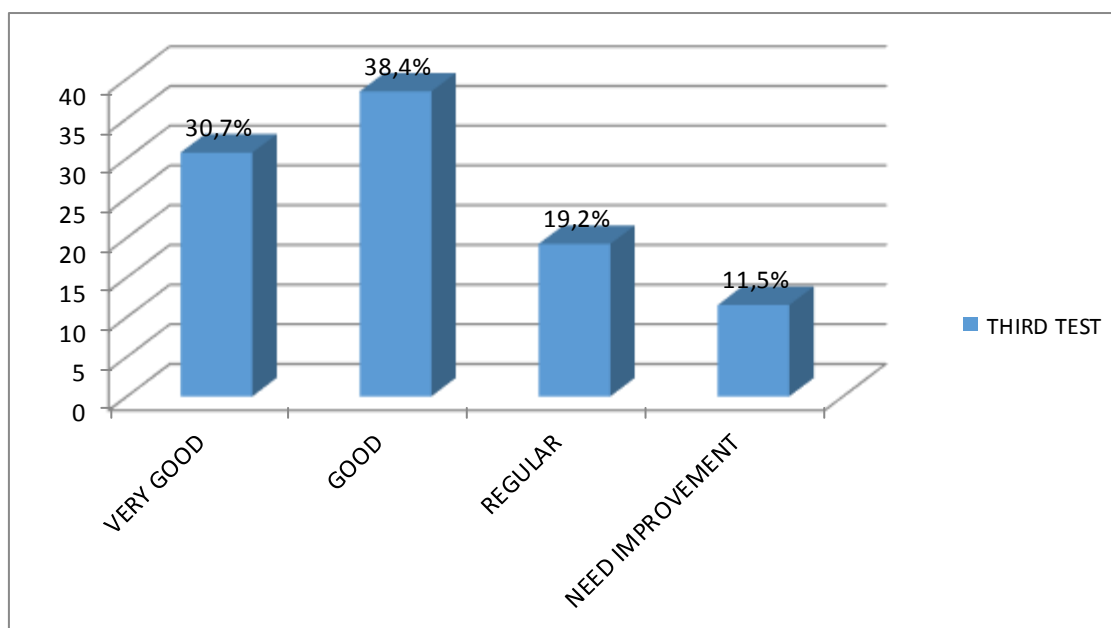
Concerning the assessment progress of unit two with three lessons it was evaluated the next topics: the family (Who is she or he? She is my mother), the clothes (What is she or he wearing? She is wearing a blue sweater), and occupations (What do you do? I am a student).

About the second assessment results, they are: 22,5% of children had an optimum assimilation of the vocabulary and lessons of these units. 35,4% had a good assimilation about the vocabulary and lessons. In a similar percentage with 25,8% of students had an assimilation of vocabulary and lessons with some difficulties. And 16,2% of children had a poor progress in their learning process because of their frequent absences to classes.

In this part children made a conversation talking about the names, last names, ages, nationality, occupation, telephone number, favourite colour, fruit, animal, food, vegetable, and what they were doing in that moment or where they were going.

Children knew 20 verbs and places too. They also learnt how to talk in past tense, for example what they did. Where was he or was he going. They knew how to introduce their friends or famous people.

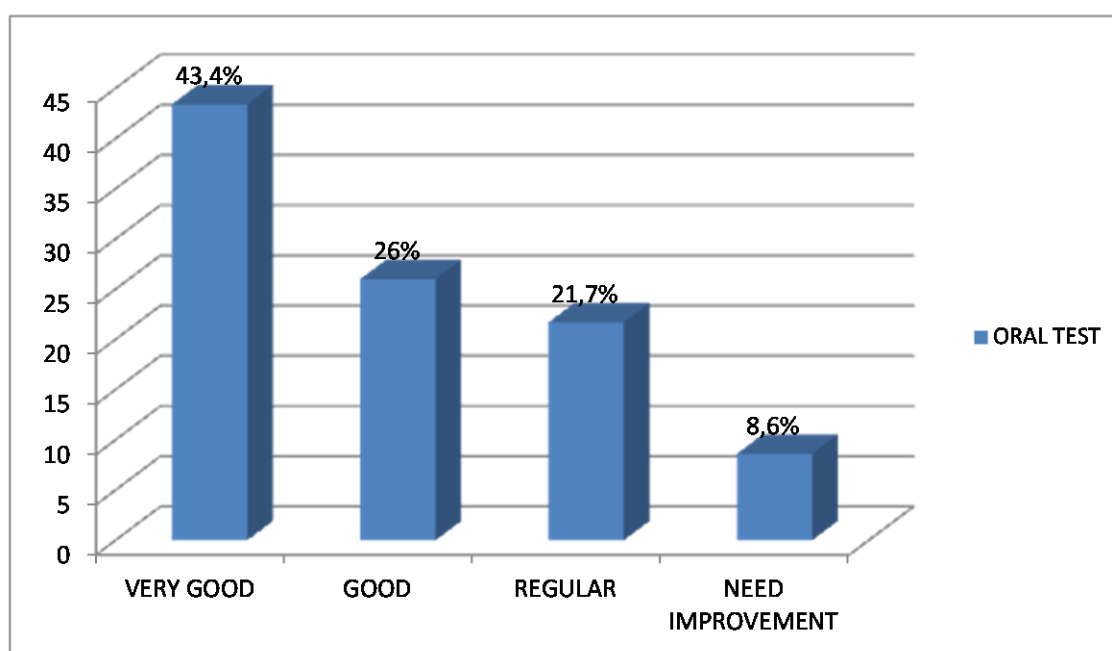
5.1.2.3. THIRD EVALUATION



Considering the third evaluation, where we have three units. The first one, unit three had three lessons; unit four with two lessons and unit five with two lessons. The evaluation quiz take into account the following: personal pronouns and possessives, questions asking for what and who, their answers to those questions, and qualified adjectives. Also, questions with where? When? What is your nationality?, What are you doing?, Where are you going?, Where were you yesterday?, What were you doing yesterday?. And the evaluation results of units three, four and five showed the following.

As it can be observed, in the chart 30,7% of students had excellent assimilations about vocabulary and topics of units that mentioned. The 38,4% of students has a good level concerning to the assimilation of the vocabulary using dialogues. The 19,2% of students did not have efficient scores but not so bad assimilation of the vocabulary and lessons. As result of missing classes, the 11,5% of the students had difficulties with the assimilation of the related lessons.

5.1.2.4. THE WRITING AND ORAL FINAL EVALUATION



In the final evaluation, which was oral, unit six was involved with three lessons and the most important vocabulary of the previous five units. The topics evaluated topics were simple present (affirmative, negative and interrogative form), verbs in past tense, simple future, and adverbs of time. Also, the previous vocabulary containing colors, numbers, alphabet, clothing and occupations.

The evaluation results, which are the most relevant, are referred to the contents of the six previous units as well as the evaluating students' progress backup material and assessment quizzes of English language learning during these 17 months. That

is, 43,4% of students have obtained a very good score and they have had an outstanding level of learning. The 26% of students have had a satisfactory good level of learning. The 21,7% of students have not had so satisfactory grades because of many situations during the year. Finally, the 8,6% of students did not assimilate the vocabulary and topics during the seventeen months because of their frequent absences from the English classes.

In this final evaluation children used a lot of vocabulary and verb tenses. For example, they talked about daily activities using verb tenses, that is, they talked in past tense if the questions were done in that tense; and they expressed in simple future if the questions were about their forthcoming plans. Besides, they built short conversations using the puppets and created book topic situations using these tools as a pedagogical resource and applying the communicative method mentioned in our project.

According to the results shown above; the objectives proposed in this project have been reached in 85% of achievement, because our students have learned the basic knowledge of English language vocabulary and grammar using didactic resources, the puppets themselves, and applying techniques which were very effective when the students got to use those instruments. Actually, the puppets helped us so much to make the students learn somehow easily. At last, the students who attended the classes every day have constantly gotten higher scores than those who have not attended daily.

5.2. ACHIEVED INDICATORS

The indicators that have been used were very effective by means of the results that were obtained. Therefore, they describe the skills, knowledge, attitudes and learning habits that were evaluated. Also, they helped us to reach the objectives during the process. In other words, we are going to mention the successful points we have collected during the development of this project.

| INDICATORS | ACHIEVEMENTS |
|-----------------|--|
| USE OF PUPPETS | We used puppets during the all the project to make students acquire more vocabulary and start talking in L2 through dialogue and conversation practice; both activities guided by the puppets we introduced in previous section. |
| SYLLABUS | We have designed the syllabus in order to teach and learn step by step. The syllabus contain six units with different lessons that helped to achieve our objectives. |
| MATERIALS | We elaborated materials according to the needs in the process of teaching with communicative activities. |
| EVALUATION | We evaluated the students' learning in order to know if the results provided were effective or not. We took 3 general evaluations and final oral and written evaluations. |
| EXTRA MATERIALS | We adjusted and adapted some extra materials for students who were not learning in a good way with flash cards, paper materials, snake games, puzzles |

CHAPTER VI

CONCLUSION AND RECOMMENDATIONS

6.1. CONCLUSION

This project was developed to teach English to poor children, aged between seven and twelve years, who attended at Centro de Desarrollo Integral Pampahasi BO-177. So, First our main general objective was “To teach basic English language vocabulary, reading skills and basic grammar at elementary level in order to make students acquire the L 2 through activities based on the communicative approach. We achieved this objective by using puppets as a pedagogical resource, the techniques in the teaching and learning processes were successful, because they gave us the opportunity to teach in a good way. That is to say, the puppets stimulated children’s imagination, encouraged them to be creative. Apart from teaching children with puppets, they assimilated language vocabulary and basic grammar quick and easily. Finally the classes were fun.

Furthermore, to get our specific objectives, the communicative approach was applied successfully during the process of teaching and learning because children interacted in common dialogues manipulating their favourite puppets in different activities and they were able to communicate in the second language.

One of the most important resources was the puppet that helped our children in their communication because they demonstrated a good aptitude to memorize words and expressions by repetition. Besides it was also important in order to pronounce everything and read well. Also, flash cards helped children to learn vocabulary and make short expressions. Children wanted to make short dialogues represented by puppets a lot. In the other hand, it has been observed that children received letters written in English from their sponsors and they could understand the message.

Moreover, the syllabus design was constructed topic by topic and also the teacher has planned tasks that were prepared to reinforce the lessons. And the lesson plans were elaborated in a better way for the teaching, learning process. So, it is important to mention the positive attitude of children in learning and assimilating the topics and a good aptitude to play in different games that were implemented. The children all the time have been identified with puppets, these resources were designed for each student in order to learn in the class. They enjoyed with the didactic activities, working individually, in pairs and in groups, the puppets made the class be dynamic so helped students to assimilate the English language.

The designed materials were implemented with communicative activities during the teaching and learning process in each unit. For example reading and complementing sentences, mimics to guess action verbs, role- plays, snake game and Tic Tac Toe activities in order to learn and keep the vocabulary and make short dialogues.

Also children were very happy to play some games and sang some songs in order to acquire more vocabulary and to improve the communicative and expressive competence in English language.

In short, all the steps that our project developed and the results reached helped us to make the NGO children start talking with basic English structures, and of course to make them able to write to their sponsoring godparents in the language they are learning.

6.2. RECOMMENDATIONS

One of the most important points was to support the children who are economically poor, that is they needed some money to live for; this is the main reason why these lively experiences were effective, so most students wanted to share some of these experiences. Then, the teachers can continue helping her children in different areas of learning according to their social classes. Therefore, we recommend that the people acquainted, specially teachers, who want to apply this guided work, will

be able to think that there are many children waiting for them in order to get the English language learning through these technics and strategies and make some progress in this way.

Another point to mention is that the teachers must think that children learn, acquire and improve a second language by using Puppets, which are the main resource for both teaching and learning purposes. In this way, the teachers can use their different techniques while using motivational materials such as songs, games, dialogues, all of them emphasizing the communicative approach.

The institutions in general, and this Centro de desarrollo Integral Pampahasi ONG, particularly has to consider and make an effort to continue these English classes for their children from now on and in order to make the children increase their English knowledge and not to lose their level acquired. Also, parents and relatives have to attempt additional help and reinforce what their children learned throughout this learning period, asking them even some isolated words in English, so they cannot forget the vocabulary that they have learnt.

As a contribution, the lesson plans and syllabus could be used by future degree students of the university and, of course, the teachers can use them as a reference material for teaching their children.

Finally we have to thank Mr. Elder Jaime Cano, the shepherd of the institution, and Miss Gladys Ibañez, the manager, and all the people who have been working at this Centro de Desarrollo Integral Pampahasi ONG. Also, we have to express our acknowledgement to the people who supplied classroom equipment such as a color television, a DVD player, a tape recorder and white board markers.

Finally, all the people involved in this learning-teaching project, including the ONG managers, the teachers in charge and the parents and students, expressed their personal satisfaction with the results of the guided work. And of course, the results identified and obtained at Centro de Desarrollo Integral Pampahasi BO-177 have to be imitated in other English learning areas.

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APPENDIX A

DIAGNOSTIC EVALUATION CHARTS

DIAGNÓSTICO

NOMBRE:FECHA:

CURSO:INSTITUCION:

I. DIAGNÓSTICO ORAL

1. ¿Qué vocal es ésta? (Responda en inglés)



.....



.....



.....

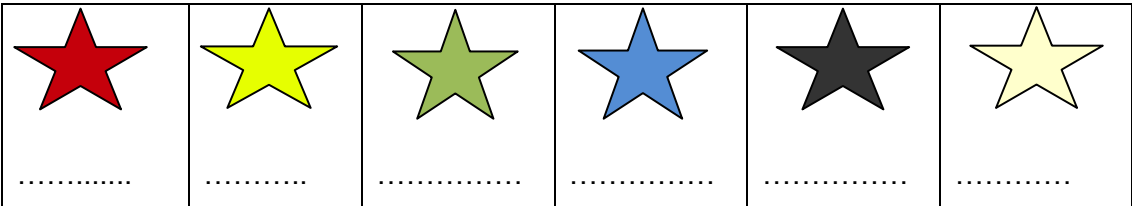


.....

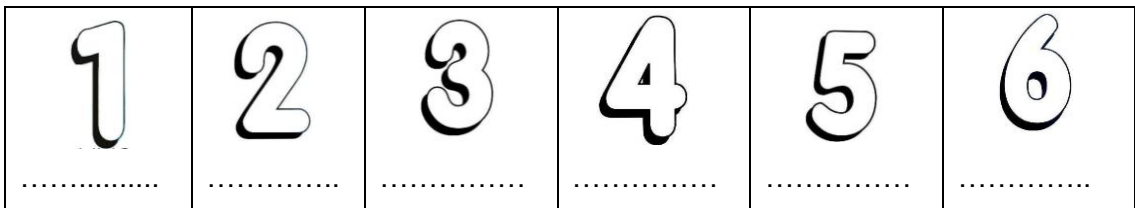


.....

2. ¿Qué color es esto? (responda en ingles)



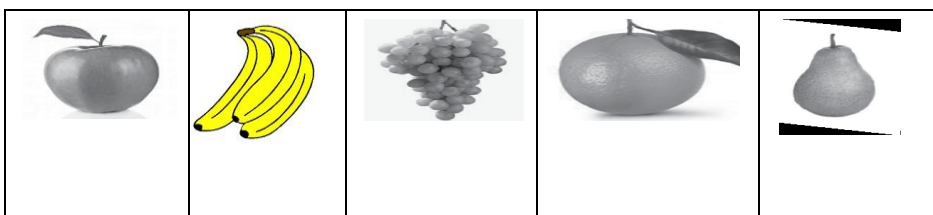
3. Escriba en ingles los siguientes números (responda en ingles)



4. Escribe los nombres de los animales en inglés

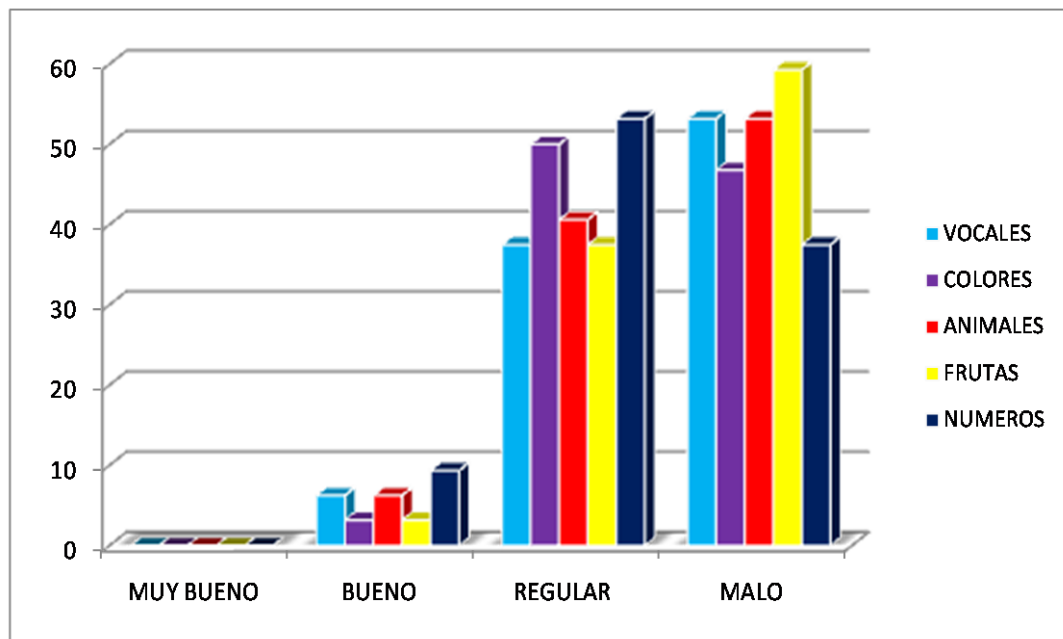


5. Escribe los nombres de las frutas en inglés

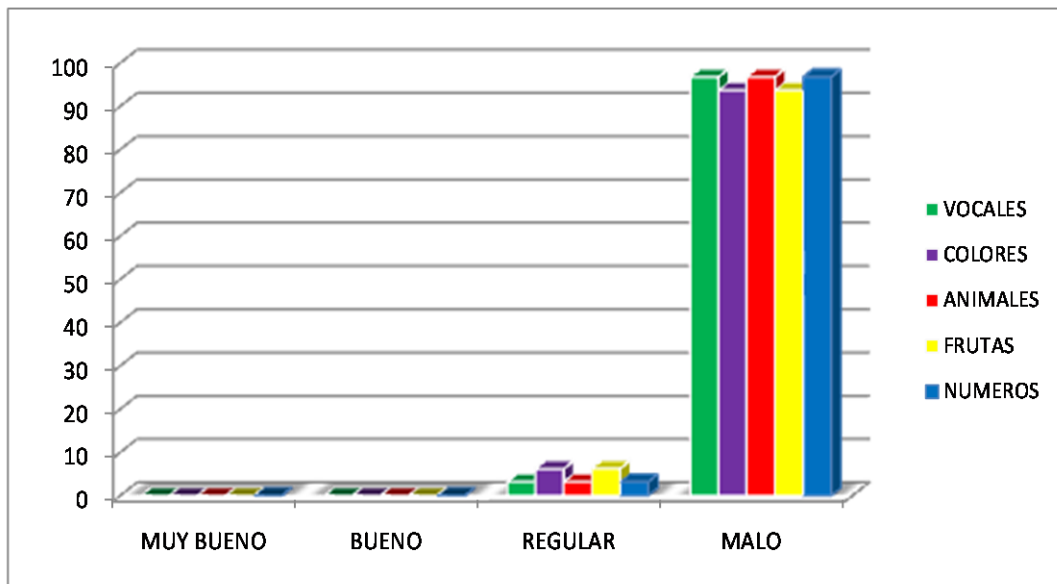


DIAGNOSTICS

Appendix A – 1 Oral test



Appendix A – 2 Written test



APPENDIX B

DIAGNOSTIC RESOURCES AND DESIGNED MATERIALS



Learning the alphabet, colors and fruits



Flash cards in order to learn numbers



Learning colors and fruit



Practicing names of colors, fruit, vegetables and animals



Children learning food and vegetables



Children learning animals and clothes



Children presenting their family and saying their occupations



Children making a conversation using puppets



Children practicing with these verb flash cards.



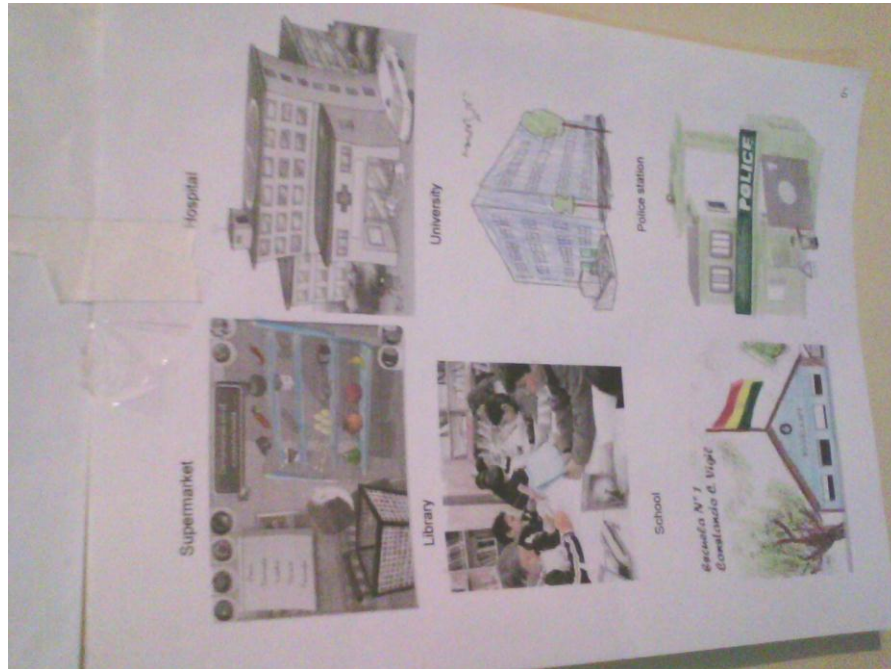
Practicing with these verb cards.



Children using present progressive tense



Children making a conversation while using the past progressive tense



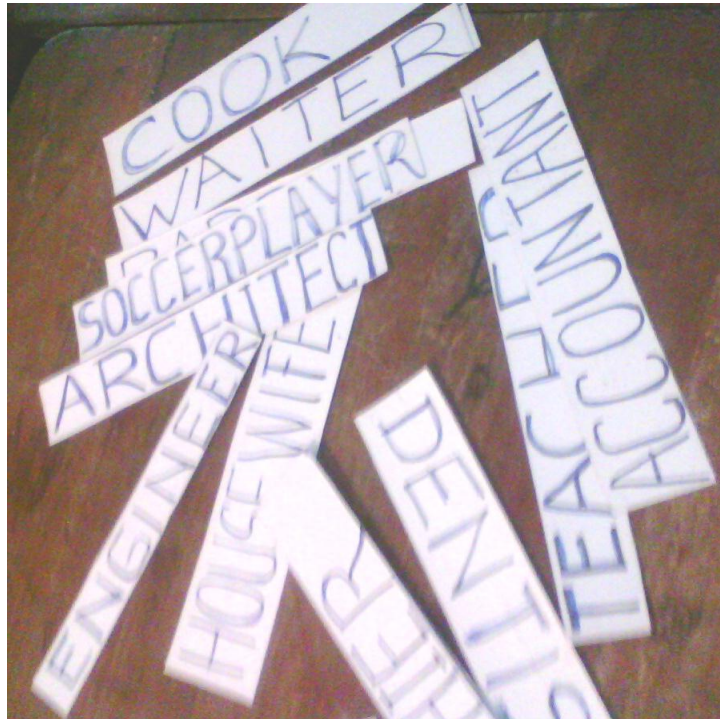
Learning places in a city



Children talking about future actions represented by puppets



A child playing roulette and below two children are talking about their lives.



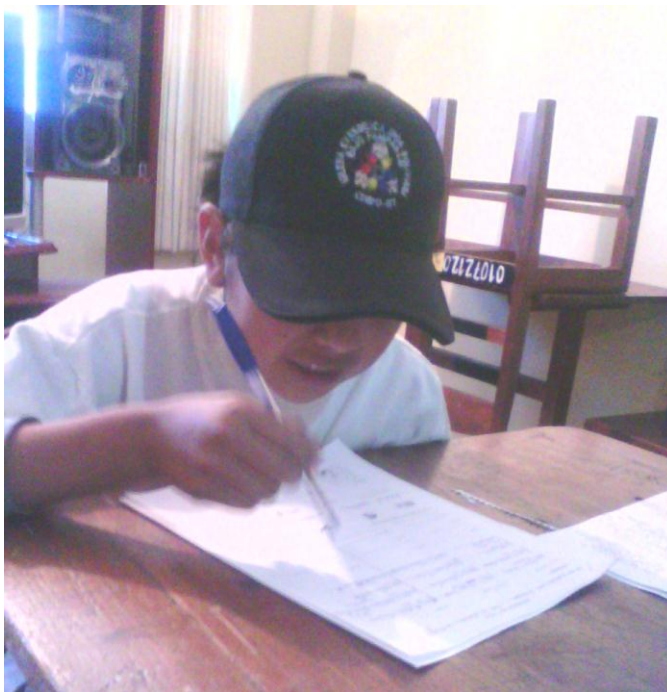
Playing with occupation cards



Solving final test



Children describing
action verbs



Child practicing writing
exercises



Children making a conversation



Children making a conversation



Children reviewing all the vocabulary



Children reviewing English songs

APPENDIX C

LESSON PLAN AND ASSESSMENTS

LESSON PLAN 1

Unit: One
Level: Beginners

Lesson: one
Time: 2 hours

Topic: Greetings
Materials: Puppets and flash cards

Linguistic Objective: To teach formal and informal Greetings

Functional Objective: To use Greetings into the class, to
create situations where Sts use Greetings.

| Stage | Time In minutes | Focus | Educational Sequence |
|-----------|-----------------------|-----------------------------------|---|
| To be | 10 m. 10 m. | T- sts T-whole class | <ul style="list-style-type: none">➤ A puppet called Simba starts (teacher) greeting using formal Greetings and informal Greetings.➤ Students participate with puppets working in groups |
| To know | 30 m. | Sts- sts | <ul style="list-style-type: none">➤ Teacher gives <u>hand out 1</u> with Greetings➤ Students practice with their partners using the interrogative pronouns what?➤ Students write on their note books. |
| To do | | St.- T T- Sts Sts – St. | <ul style="list-style-type: none">➤ Students go in front of the class and make a conversation.➤ Teacher teaches a greeting song.➤ Students practice in class |
| To decide | | Sts. | <ul style="list-style-type: none">➤ Students introduce himself or herself.➤ Students perform making a dialogue. |

FIRST TEST UNIT ONE

NAME:..... DATE:.....

1. Look at the pictures and fill the blanks

What letter is this?

A




What number is this?

9





What color is this?

★

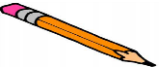




2. Write the correct name of the pictures

| | | |
|---|---|---|
|  |  |  |
| 1..... | 1..... | 1..... |
| 2..... | 2..... | 2..... |
| 3..... | 3..... | 3..... |

3. Write the correct names of the objects of the class

| | | | |
|---|---|--|---|
|  |  |  |  |
| _____ | _____ | _____ | _____ |

4. Look at the pictures and find the correct names

| | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|
|   | R | A | L | I | C | N | E | P | D |    |
| | R | U | L | E | R | F | H | Y | T | |
| | L | K | L | O | H | O | R | S | E | |
| | C | O | W | E | L | O | P | R | L | |
| | B | L | A | C | B | O | A | R | D | |

SECOND TEST UNIT TWO

NAME:..... DATE:.....

1. Look at the pictures and write the names of the clothes



1. sweater

2.....

3.....

4.....

5.....

2. Describe the family

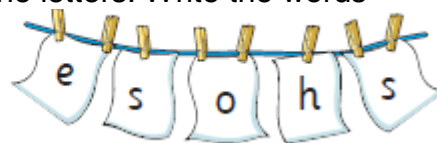


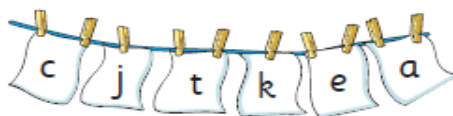
3. Write the occupations



4. Look at the pictures. Look at the letters. Write the words













THIRD TEST **UNITS THREE, FOUR AND FIVE**

NAME:..... DATE:.....

1. Look at the pictures and complete the blanks.

| | | |
|--|--|--|
| <p>She a nice player.</p>  | <p>We <i>friends</i>.</p>  | <p>You soccer players.</p>  |
| <p>It <i>a suitcase</i></p>  | <p>I <i>a student</i>.</p>  | <p>They <i>brothers</i></p>  |

2. Complete the blanks

She _____ is a dc
It _____ a pencil
You _____ a stud



He _____ a pilot.
We _____ teachers
They _____ waiters

3. Complete the answers

Are you from Bolivia?

Are you from Mexico?

4. Look and read. Answer Yes or No



| | |
|--|-----|
| There are two children in the sea. | Yes |
| The duck is walking behind the two elephants | |
| The girls are playing with a ball | |
| The crocodile is eating a coconut | |
| The woman in the boat has got a camera | |

ENGLISH TEST

Name and Last names: _____ Age: _____

Present Progressive

Fill the blanks with (am ,is, are)

1.- I _____ playing basketball.

2.- You _____ studying Spanish.

3.- He _____ working at school.

4.- She _____ speaking with me.

5.- It _____ eating carrots.

6.- We _____ listening to music.

6.- _____you reading magazines?

7.- They _____ writing letters.

8.- My sister _____ eating apples.

9.- Your father _____ drinking water.

10.- Her brother _____ not dancing.

11.- His mother _____ cooking.

12.- The child _____ singing.

13.- My cat _____ sleeping.

14.- I _____ going to the Zoo.

15.- Boys _____ doing the exercises.

16.- Girls _____ sweeping.

17.- Children _____ crying.

18.-The students _____ laughing.

19.-The woman _____ washing.

20.- They _____ not talking.

PRESENT

Past Progressive

Fill the blanks with (was , were)

I _____ playing basketball yesterday afternoon.

You _____ studying Spanish.

He _____ working at school.

She _____ speaking with me.

It _____ eating carrots.

We _____ listening to Latin music.

_____you reading magazines?

They _____ writing letters.

My sister _____ eating apples.

Your father _____ drinking water.

Her brother _____ dancing yesterday evening.

His mother _____ cooking yesterday morning.

The child _____ singing yesterday.

My cat _____ sleeping.

I _____ going to the Zoo.

Boys _____ doing the exercises.

Girls _____ sweeping.

Children _____ crying.

The students _____ laughing.

The woman _____ washing the car.

They _____ not talking.

PAST

FUTURE

| | | |
|-----------------------------|----------------------------------|-------------------------------|
| I write a poem. | I wrote a poem. | I will write a poem. |
| She eats watermelon. | She _____ watermelon. | She _____ |
| You _____ milk. | You drank milk. | You _____ |
| He sings every Sundays. | He _____ last Saturday. | He _____ |
| They _____ at 10:00. | They slept at 10:00. | They _____ |
| I go to school. | I _____ to school. | I _____ |
| He goes to the supermarket. | He _____ to the supermarket. | He _____ |
| You do the practice | You _____ the practice. | You _____ |
| My sister eats pineapples. | My sister _____ pineapples. | My sister _____ |
| Your father drinks water. | Your father _____ water. | Your father _____ |
| Her brother doesn't dance. | Her brother _____ dance. | Her brother _____ |
| His mother doesn't cook. | His mother _____ cook. | His mother _____ |
| The child _____ sing. | The child didn't sing yesterday. | The child _____ |
| My cat sleeps. | My cat _____ | My cat _____ |
| I don't go to the Zoo. | I _____ go to the Zoo. | I _____ to the Zoo. |
| The boys do exercises. | The boys _____ exercises. | The boys _____ |
| The girls sweep the floor. | The girls _____ the floor. | The girls _____ |
| Children don't cry. | Children _____ cry. | Children _____ |
| Do the students laugh? | _____ the students laugh? | _____ the students laugh? |
| _____ the woman wash? | _____ the woman wash the car? | _____ the woman wash the car? |

APPENDIX D

TEXT

LEARNING ENGLISH IS FUNNY!!!



UNIT I/ A

LESSON 1

GREETINGS

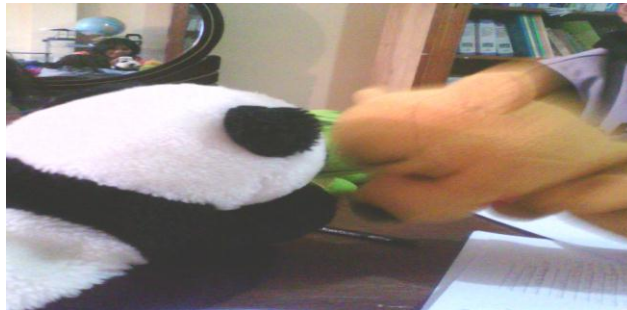
Formal greetings:

A. My name is Panda.
What is your name?

B.- My name is Simba.

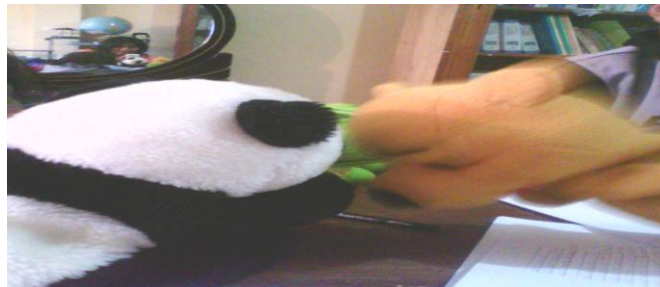


B.Nice to meet you
too. Panda



A: Bye,

B: Good bye



UNIT I/ B

A: Good morning
Mrs. Smith,

B: Good morning
Mr. Jefferson.

A: Nice to meet you.

B: Nice to meet you too.

A: Bye.

B: Good bye.



A: Good afternoon
teacher..

B: Good afternoon Peter.

A: Nice to meet you.

Nice to meet you too.

A: Bye,

B: Good bye.



UNIT I/ C

A: Good evening Miss..

A. Nice to meet you.

A: Bye,



B. Good evening.

B. Nice to meet you too.

B: Good bye.

Informal greetings:

A: - Hello, Peter
- How are you?
- Fine too.

B: - Hi.
- Fine thanks. And you



SONG 1

Hello teacher, hello teacher
How are you? How are you?
Very well thank you.
Very well thank you.
How are you? How are you?



UNIT I/ D

LESSON 2

THE USE OF IMPERATIVE VERBS IN CLASS.

Stand Up



sit down



listen



read



Speak



write



erase



rise your hand



Open



close



UNIT I/ E

Match

Sit down student.



Stand up please.



Listen to me



Read page number 5



Speak aloud



Write in your note books



Open the door please.



Erase the board please



Rise your hand



Close the door.



UNIT I /F

LESSON 3

THE CLASS OBJECTS

Demonstrative pronouns

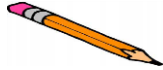
This

That

These

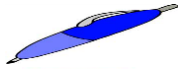
Those

What is this?



It's a pencil

What is this?



It's a pen

What is this?



It's a sharpener

What is this?



It's a book

What is this?



It's a board

What is this?



It's a ruler

What is this?



It's an eraser

What is this?



It's a school bag

What is this?



It's a chair

What is this?

It's a table

What is this?



It's a computer



What is this?

It's a garbage can.



What is this?

It's a clock.

What is that?



That is a sharpener

What is that?



That is a school bag.

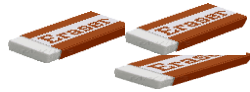
UNIT I/ G

What are these?



They are sharpeners

What are these?



They are erasers.

What are these?



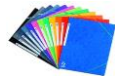
They are notebooks

What are those?



Those are markers.

What are those?



Those are files.

What are those?



Those are chalks.

What are these?



They are scissors.

What are these?



They are colours.

FIND OUT CLASS OBJECTS

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| N | O | T | E | B | O | O | K | B | O | O | K | S |
| M | L | J | G | F | S | D | G | Y | J | T | P | H |
| A | E | R | U | T | C | I | P | G | A | G | A | A |
| R | A | S | S | D | I | F | T | B | D | F | P | R |
| K | F | G | H | F | S | F | L | G | H | J | E | P |
| E | F | I | L | E | S | E | A | S | D | F | R | E |
| R | D | F | H | R | O | G | R | I | A | H | C | N |
| D | C | O | L | O | R | S | R | E | S | A | R | E |
| B | O | A | R | D | F | G | H | R | E | L | U | R |
| G | A | R | B | A | G | E | C | A | N | T | H | J |
| P | E | N | C | I | L | P | E | N | C | V | B | M |

Class song

This is my pencil, that is my ruler
 this is my school bag, that is my book,
 pencil, ruler, school bag, book
 pencil, ruler, school bag, book
 pencil, ruler, school bag, book ooh!!!

This is my marker, that is my paper,
 this is my eraser, that is my pen,
 marker, paper, eraser, pen
 marker, paper, eraser, pen
 marker, paper, eraser, pen ooh!!!



UNIT I/ H
LESSON 4

ENGLISH ALPHABET



ALPHABET SONG

A, B, C, D, E, F, G,
H, I, J, K, L, M, N, O, P
Q, R, S, T, U, V,
W, X, Y, Z
Now you know my A, B, C
Count 27 letters of A, B, C.



A. - Good morning children.
- How are you today?
- Excuse me. What is your name?
- I am sorry. Could you spell it please?
- J-A-C-K?



-Good morning teacher
-Fine
-Jack
-Of course. J- A- C- K
-That's right

Exercises
Spelling

1.- board

2.- note book

3.- eraser

bi- ou- ei- ar- di

4.- sharpener

5.- ruler

6.- marker

7.- school bag

8.- paper

9.- chair

10.- crayons

11.- pencil

12.- file

UNIT I/ I
LESSON 5

NUMBERS ARE YOUR FRIENDS



1. eleven
2. twelve
3. thirteen
4. fourteen
5. fifteen
6. sixteen
7. seventeen
8. eighteen
9. nineteen
10. twenty
30. thirty

40. forty
50. fifty
60. sixty
70. seventy
80. eighty
90. ninety
100. one hundred
200. two hundred
1000. one thousand.

WRITING
Math Practice

Example:

$$\begin{array}{r} 3 \quad \text{three} \\ + \quad 9 \quad \text{nine} \\ \hline 12 \quad \text{twelve} \end{array}$$

$$\begin{array}{r} 2 \\ + \quad 8 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + \quad 3 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ + \quad 19 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + \quad 8 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + \quad 4 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 9 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ - 8 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ - 3 \\ \hline \end{array}$$

$$3 \times 8 =$$

$$4 \times 5 =$$

$$3 \times 9 =$$

$$5 \times 8 =$$

$$3 \times 7 =$$

$$6 \times 6 =$$

$$24 \div 2 =$$

$$66 \div 2 =$$

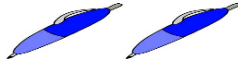
$$45 \div 3 =$$

UNIT I/ J
COUNT THE OBJECTS

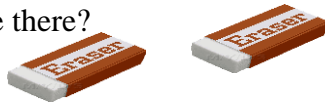
1. How many school bags are there?



2. How many pens are there?



3. How many erasers are there?



4. How many tables are there?



5. How many sharpeners are there?



6. How many books are there?



7. How many scissors are there?



8. How many rulers are there?



9. How many chairs are there?



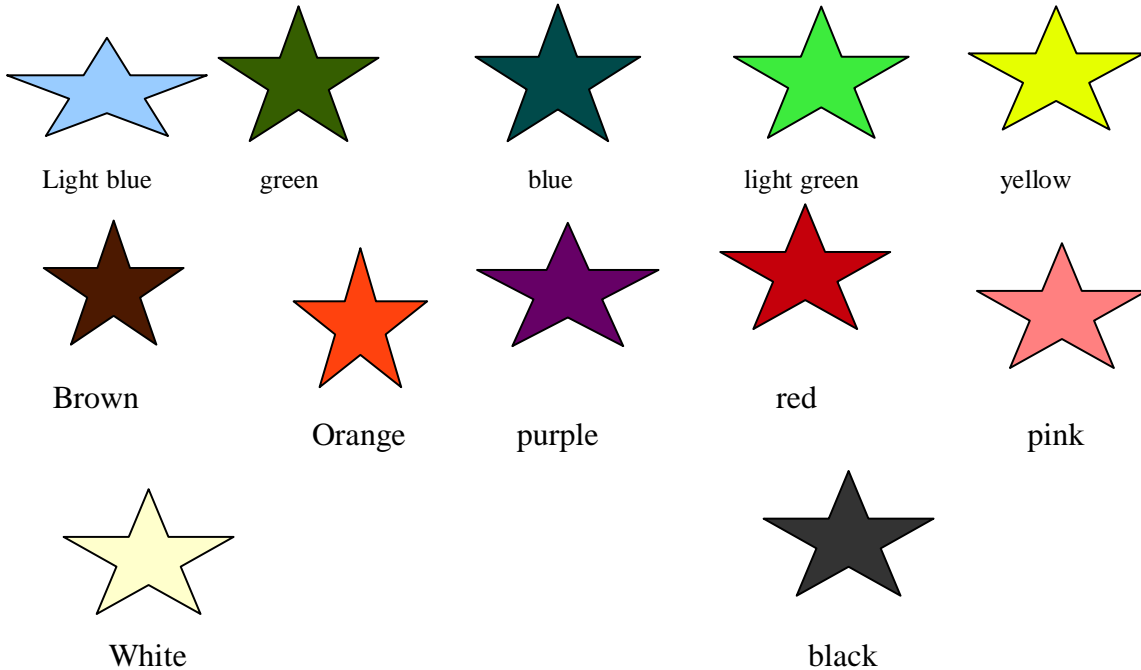
10. How many chalks are there?



UNIT I/ K

LESSON 6

THE COLOURS



SONG THE COLOURS

What colour is this? What colour is that?
It's green. It's green. It's red. It's red. (bis)
What colour is this? What colour is that?
It's white. It's white. It's black. It's black. (bis).

Green, red, yellow and blue
Colours are pretty and so are you (bis)

What colour is this? What colour is that?
It's red white and blue it's the American flag. (bis)



UNIT I/ L

DRAW PICTURES BELOW THESE.

1.- a red pen

2.- two black erasers

3.- five white rulers

4.- eight light blue sharpeners

5.- three green school bags

FIND OUT COLOURS

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

UNIT I / M
LESSON 7

I LIKE FRUITS

A. Do you like apples?



B. Yes, I do.

A. Do you like oranges?



B. No, I don't

A. Do you like watermelons?



B. Yes, I do.

A. Do you like pears?



B. No, I don't

A. Do you like strawberries?



B. Yes, I do.

A. Do you like grapes?



B. No, I don't

A. Do you like bananas?



B. Yes, I do.

A. Do you like pineapples?



B. Yes, I do.

Do you like figs?



B. No, I don't

UNIT I/ N WRITE:

LIKE

1. I like watermelons

2. _____

3. _____

4. _____

5. _____

6. _____

DISLIKES

1. I don't like grapes

FIND OUT NAME OF THE FRUITS

FIND OUT NAME OF FRUITS

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

UNIT I/ O
LESSON 8

THE ANIMALS

FARM ANIMALS

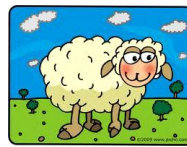
COW



ROOSTER



SHEEP



PIG



DUCK



DOG



CHICKEN



HEN



WILD ANIMALS



Fox



wolf



donkey



owl



tiger



giraffe



bear



birds



lion

Ask and answer the questions

What is your favourite animal?

My favourite animal is the lion

What is Mariana's favourite animal?

Mariana's favourite animal is the _____

What is Josue's favourite animal?

Josue's favourite animal is the _____

Choose

Farm animals

wild animals

UNIT I/ P
LESSON 9

FOOD AND VEGETABLES



Chicken



butter



cake



icecream



chocolate



water



fish



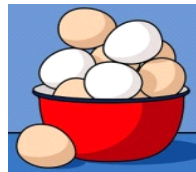
milk



cookies



orange juice



eggs



green pepper



turnip



lettuce



carrots



garlic



parsley



tomatoe



onions



potatoe



corn



rice



meat

What do you like to eat?
I like to eat fish and corn

Do you like fish?
Yes, I do. I like fish.

What do you like to drink?
I like to drink orange juice.

What do you like to eat?

What do you like to drink?

What does your mother like to eat?

What does your mother like to drink?

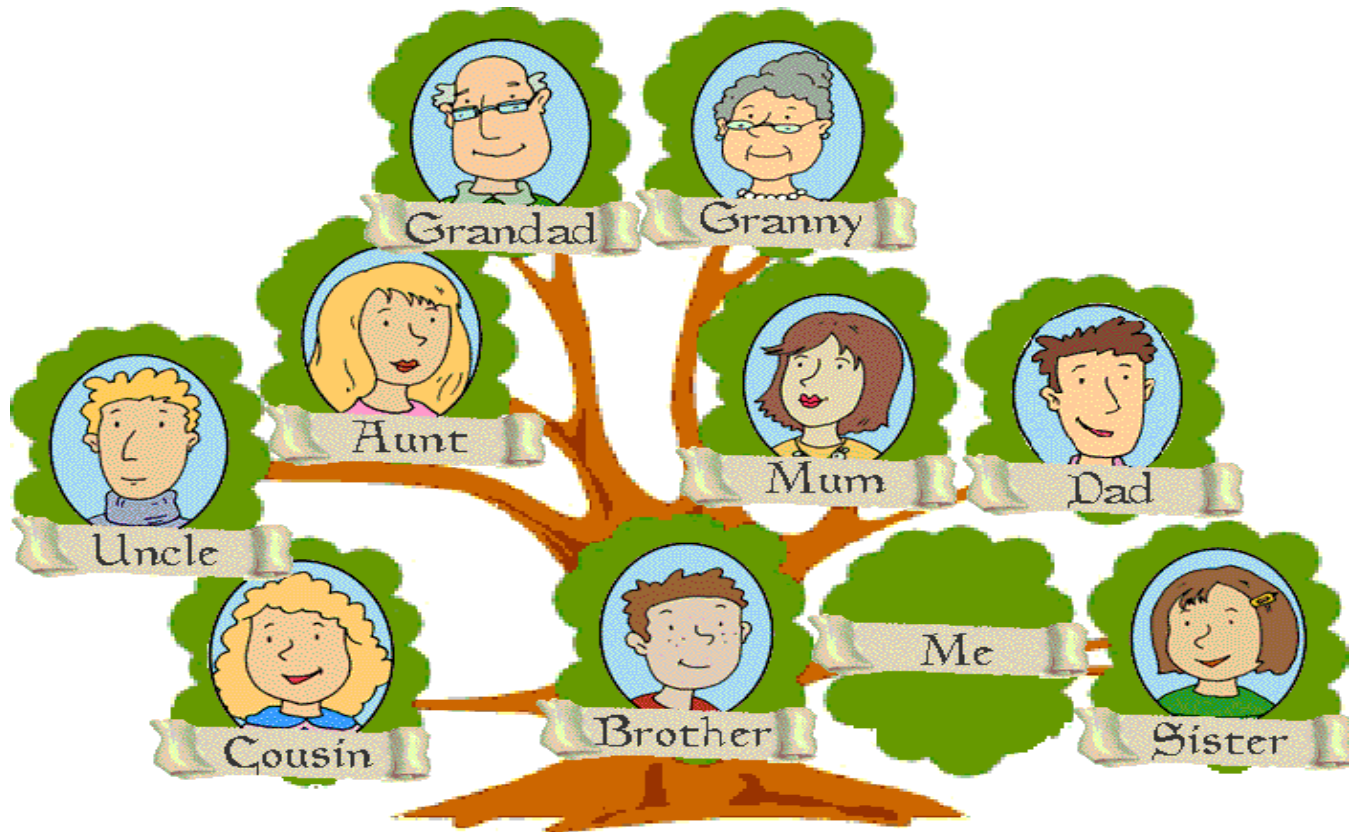
What does your father like to eat?

What does your father like to drink?

What is your favorite food?

UNIT II/ A

THE FAMILY



Present my family

Who is she?
Who is he?
Who are they?
Who is he?
Who are they?

She is my grand mother
He is my father.
They are my brothers.
He is my uncle.
They are my cousins.

Make a sentence

1.- Mark my brother is

2.- is my Sheila sister

3.- George and Gabriel brothers are

4.- She my is sister

5.- my grandfather he is

6.- aunt she is my

UNIT II/B

LESSON 2

WHAT IS SHE WEARING?

Clothes



skirt



socks



blouse



sweater



pants



jeans



dress



sneakers



cap



ties



shirt



shoes



coat



jacket



helmet

Make the word

1.- srhti = _____

2.- kajcet = _____

3.- eshos = _____

4.- wetaesr = _____

5.- esti = _____

6.- skosc = _____

7.- kersnaes = _____

8.- ssdre = _____

9.- letham = _____

10.- kitrs = _____

UNIT II/ C
LESSON 3

OCCUPATIONS

1.-What is the nurse wearing?



The nurse is wearing a white..... a white_____ and white _____

2.- What is the policewoman wearing?



The policewoman is wearing green_____a white _____ green_____ and black _____.

3.- What is the fireman wearing?



The fireman is wearing a yellow_____a grey_____blue _____and red _____.

4.-What is the mailman wearing?



The mailman is wearing a blue _____blue _____ a light blue _____ a black_____, white _____, yellow _____and a brown_____.

5.- What is the student wearing?



The student is wearing a red _____,blue jeans and a_____ backpack.

UNIT II/ D

6.- What is the secretary wearing? She is wearing a dark green blouse, light green_____ and black _____.



7.- What are the dancers wearing? They are wearing white _____.



8.- What is the carpenter wearing? The carpenter is wearing red t-____, blue____and black



9.- What is the driver wearing? The driver is wearing a red ____and a red t-____



10.- What is the architect wearing? He is wearing a yellow _____ a green_____, a white _____ a blue _____and blue _____ .



11.- What is the engineer wearing? He is wearing a yellow _____ a blue _____and black _____.



UNIT II/ E

12.- What is the pilot wearing?

He is wearing a transparent helmet, black glasses and a blue jacket.



13.- What is the accountant wearing? He is wearing a green _____, a white _____ and a black _____.



14.- What is the singer wearing?

She is wearing a light blue _____, blue _____ and white _____.



15.- What is the lawyer wearing?

She is wearing glasses and black _____.



16.-What is the cheff wearing?

He is wearing _____.



17.-What is the teacher wearing?

She is wearing a pink _____.



UNIT II/ F

WHAT ARE YOU WEARING

1.-What are you wearing?
shoes.

I am wearing a green _____, purple _____ and beige



2.-What are you wearing?
_____ and red sneakers.



3.-What are you wearing?
woollen hat.



I am wearing a red _____, a white _____, and a brown

4.-What are you wearing?
white t-shirt.

I am wearing a blue sport clothes, white _____, and



UNIT III/ A
LESSON ONE

I AM A STUDENT

PERSONAL PRONOUNS:

I



YOU



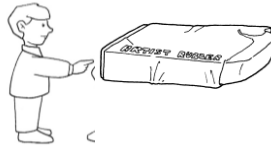
HE



SHE
SHE



IT



WE



YOU



THEY



Nosotros

VERB TO BE

IN THE PARK

A: Good morning

B: Good morning

A: How **are** you?

B: Very well, thank you.

A: What do you do?

B: I **am** a student. and what do you do?

A: I **am** a soccer player. what does your mother do?

B: She **is** a nurse?

A: And, what does your father do?

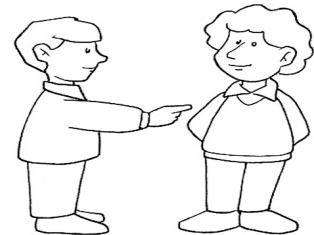
B: He **is** a bus driver

A: Ok. nice to meet you.

B: Nice to meet you too.

A: Bye

B: Bye,bye



UNIT III/ B

VERB TO BE IN AFFIRMATIVE FORM

SUBJECT + VERB + COMPLEMENT

I **am** a student.



He **is** a cheff



You **are** exelent.

She **is** nice.
players.



We **are** friends.



You **are** soccer



It **is** a suitcase



They **are** brothers



FILL THE BLANKS WITH (AM - IS -ARE)

She _____ is a doctor.

It _____ a pencil

You _____ a student.

He _____ a barber.

It _____ a sweater.

She _____ my mother.

It _____ a sharpener

You _____ a bus driver.

He _____ the son.

It _____ a cap.

She _____ a woman.

It _____ an apple

You _____ an engineer.

He _____ a barber.

It _____ a skirt.

She _____ your grand mother.

It _____ a donkey

You _____ my teacher.

He _____ my uncle.

He _____ a pilot.

We _____ teachers

They _____ waiters

She _____ a secretary.

You _____ lawyers.

He _____ my father.

We _____ students

They _____ brothers

She _____ the doughter.

I _____ an architect

He _____ a man.

We _____ parents

They _____ students

She _____ a lawyer.

You _____ secretaries.

He _____ your grand father.





We _____ pilots

They _____ children

She _____ my aunt .

UNIT III/ C

VERB TO BE IN NEGATIVE FORM

| | Subject | Verb + not | object / complement |
|---|---------|----------------|---------------------|
|  | I | am not | a student. |
|  | You | are not | happy. |
|  | He | is not | John. |
| | She | is not | in the car. |
| | It | is not | hot day. |
|  | We | are not | David's parents. |
| | You | are not | from Madrid. |
| | They | are not | brothers |

EXERCISES

1.- I _____ a secretary

2.- You _____ a bus driver

3.- We _____ journalists.

4.- I _____ a teacher.

5.- I _____ your friend.

6.- It _____ a peach.

7.- My sister _____ a nurse.

8.- My father _____ a busdriver.

9.- He _____ a pilot.

10.- My brother _____ a dentist.

11.- He _____ a policeman.

12.- She _____ a nurse.

13.- You _____ lawyers.

14.- They _____ children

15.- He _____ my brother

16.- It _____ an orange.

17.- We _____ soccer players.

18.- She _____ a house wife.

19.- I _____ from Mexico.

20.- You _____ lawyers.

UNIT III/D

VERB TO BE INTERROGATIVE FORM



| Verb | Subject | object / complement |
|------|---------|---------------------|
| Am | I | fat. ? |
| Are | you | sad?. |
| Is | he | bad?. |
| Is | she | a nurse? |
| Is | it | cold?. |
| Are | we | happy ? |
| Are | you | teachers? |
| Are | they | sisters? |

EXERCISES

Write am is or are

- 1.- _____ it a grapefruit?
- 2.- _____ those pineapples?
- 3.- _____ she your sister?
- 4.- _____ it a sharpener?
- 5.- _____ that a monkey?
- 6 - _____ that a ruler?
- 7.- _____ you from England?
- 8.- _____ that a cow?
- 9.- _____ he your father?
- 10.- _____ they journalists?

VERB TO BE CONTRACTED FORM

| | | | |
|---------|----------|----------|-----------|
| I am | = I'm | It is | = It's |
| You are | = You're | We are | = We're |
| He is | = He's | You are | = you're |
| She is | = She's | They are | = They're |

FILL THE BLANKS

He is _____ You are _____ She is _____
We are _____ It is _____ They are _____
I am _____

UNIT III/ E

YES / NO ANSWERS

- 1.- Are you an engineer?
- 2.- Are you a student?
- 3.- Is he from Sucre?
- 4.- Is she 13 years old?
- 5.- Are they at school?

No, I am not.
Yes, I am.
No, he is not
Yes, she is.
Yes, they are.

Practice.

- 1.- Are you 17 years old?
- 2.- Is he your brother?
- 3.- Is Michael Jackson your favourite singer?
- 4.- Are Carly and Susan friends?
- 5.- Is she a lawyer?

Translation to personal pronouns

- 1.- Joseph is a journalist.

- 3.- George and Paul are friends.

- 5.- Your mother is at home.

- 7.- My brothers are singers.

- 9.- Mark is an accountant.

- 2.- Peter is an engineer.

- 4.- Susan is a nurse.

- 6.- His father is at the university.

- 8.- My aunt is an architect.

- 10.- The lawyers are in the office.

UNIT III/ F

LESSON 2

ARE YOU FROM BOLIVIA?

VOCABULARY

COUNTRY

Bolivia
Argentina
Brazil
Mexico
Spain
The United States
Peru



NATIONALITIES

bolivian
argentinian
brasilian
Mexican
spanish
american
peruvian

Yes/ No question about countries

Are you from Bolivia?
Are you from Mexico?
Is she from Brazil?
Is he from Argentina?
Are they from Spain?
Is Shakira from Bolivia?



Yes, I am.
No, I am not.
Yes, she is.
No, he is not.
Yes, they are.
No, she is not.

Yes/ No question about nationalities

Are you bolivian?
Are you mexican?
Is she brasilian?
Is he argentinian?
Are they spanish?
Is Shakira bolivian?

Yes, I am.
No, I am not.
Yes, she is.
No, he is not.
Yes, they are.
No, she is not.

ANSWER THE QUESTION



Are you from Bolivia?
Is your mother from Bolivia?
Is your father from Brazil?
Are you bolivian?
Is your brother mexican?

UNIT III/ G

QUALIFIED ADJECTIVES

Fill the blanks with am - is - are

1.- I _____ sad.



2.- She _____ happy.



3.- You _____ worried.



4.- He _____ tired.



5.- We _____ afraid



6.-They _____ bored

7.- He _____ bad.



8.- You _____ beautiful.



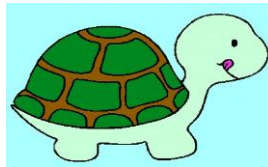
9.-She _____ good.



10.- The cow _____ thin.



11.- The turtle _____ slow



12.- The rabbit _____ fast.



14.- They _____ ugly.



15.- The sweater _____ clean.



16. They _____ fat.



UNIT III/ H

LESSON THREE

WHERE ARE YOU FROM?



QUESTION WORDS

Where...?

How....?

When...?

What...?

WE ARE FRIENDS

Katty: Hello

Mike: Hi

Katty: How _____ you?

Mike: I _____ fine. And you?

Katty: Me too. Where _____ you from?

Mike: I _____ from Cochabamba. And you?

Katty: I _____ from La paz.

Mike: What do you do?

Katty: I _____ a student. And you?

Mike: I _____ a singer?

Katty: Nice to meet you.

Mike: Nice to meet you too.

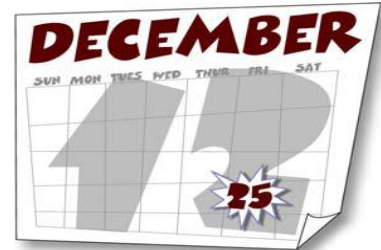
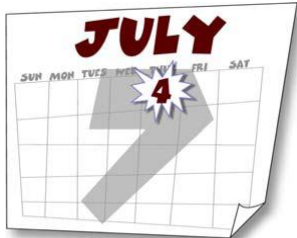
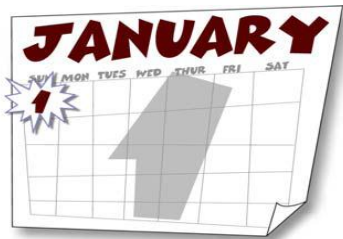
Katty: See you

Mike: Bye, bye.



UNIT III/ I

Months of the year and the Days of the week



Practice:

- 1.- What day is today?
Today is Monday
- 2.- What day is tomorrow?
Tomorrow is Tuesday.
- 3.- What day was yesterday?
Yesterday was Sunday
- 4.- When is your birthday?
It's in March 25th.
- 5.- What date is the Student's Day in your country?
It's in September 21st



UNIT III/ J

CONVERSATION AT SCHOOL

- A.- Hello Simba
B.- Hi Panda.
A.- How are you?
B.- Very well thank you. And you?
A.- Fine too. Simba , When is your birthday?
B.- My birthday is in March 21st. And What about you?
A.- My birthday is in September 18th.
B.- OK. I will be in your birthday.
A.- Good. Me too.
B.- See you.
A.- Bye



EXERCISES

Match

- | | |
|----------------------------------|--|
| 1. What is your name? | I am from La Paz – Bolivia |
| 2. When is your birthday? | My birthday is in January 15 th |
| 3. How are you? | My name is Alexander. |
| 4. What is your last name? | My favourite colour is black. |
| 5. What do you do? | My last name is Quisberth. |
| 6. Where are you from? | I am a student. |
| 7. What is your favourite color? | I am very well. Thank you. |
| 8. How old are you? | I am 15 years old. |

Make a sentence.

- 1.- I / not an architect / am
- 2.- He / a fireman / is.
- 3.- She / my sister / is.
- 4.- They / children /are.
- 5.- are /We / students.
- 6.- You / my grandfather /are
- 7.- It / my cat / is.
- 8.- from Bolivia?/ Are you.
- 9.- a student?/ is she.
- 10.- a sharpener ?/ is it.

UNIT III/ K

Write the questions and answers:

- | | |
|---|---|
| 1.- Are you from Brazil? | Yes, I am. I am from Sao Paulo Brazil. |
| 2.- ____ you ____ Peru? | No, I am not. I ____ Argentina. |
| 3.- ____ you ____ Bolivia? | Yes, we _____. We _____ La Paz Bolivia. |
| 4.- ____ they ____ México? | No, _____. They _____ Colombia. |
| 5.- ____ they ____ Spain? | Yes, They _____. They _____ Madrid Spain. |
| 6.- Is your father from Oruro? | No, he is not. He ____ from La Paz. |
| 7.- ____ your brother ____ Sucre? | Yes, he _____. He _____ Sucre. |
| 8.- Is the English teacher ____ Santa Cruz? | No, she ____ not. She ____ from La Paz. |
| 9.- ____ your sisters from Beni? | No, they ____ not. They ____ from Pando. |
| 10.- ____ Jhonn from Tarija? | No, he ____ not. _____. |

Answer the questions.

- 1.-Where are you from?
- 2.-Where is she from?
- 3.-Where is he from?
- 4.- Where are they from?
- 5.- Where is Esther from?
- 6.- Where is Gustavo from?
- 8.- Where is Ruth from?
- 9.- Where is Massiel from?
- 10.- Where are Sarahi and Esther from?



Listen the question and fill the blanks.

- 1.- _____ ?
- 2.- _____ Mexico?
- 3.- Where _____ ?
- 4.- _____ ?
- 5.- _____ ?



Yes, I am. I am from Bolivia.
 No, he is not. He is from Brazil.
 I am from La Paz Bolivia.
 She is from Cochabamba.
 They are from Santa cruz.

Ordinal Numbers

| | | | | |
|------------|-------------------|-----------------|------------------|----------------|
| 1° First | 1 st . | 11° Eleventh | 11 th | 30° Thirtieth. |
| 2° Second | 2 nd . | 12° Twelfth | 12 th | |
| 3° Third | 3 rd . | 13° Thirteenth | 13 th | |
| 4° Fourth | 4 th | 14° Fourteenth | 14 th | |
| 5° Fifth | 5 th | 15° Fifteenth | 15 th | |
| 6° Sixth | 6 th | 16° Sixteenth | 16 th | |
| 7° Seventh | 7 th | 17° Seventeenth | 17 th | |
| 8° Eight | 8 th | 18° Eighteenth | 18 th | |
| 9° Ninth | 9 th | 19° Nineteenth | 19 th | |
| 10° Tenth | 10 th | 20° Twentieth | 20 th | |

UNIT III/ L

Talking about birthdays:

When is your birthday?
When is your father's birthday?
When is your sister's birthday?



My birthday is in June fourth
My father's birthday is in April 2nd.
My sister's birthday is in July 20th.

Practice with occupations.

1. What do you do?
2. What does he do?
3. What does she do?
4. What does your mother do?
5. What does your father do?
6. What does Yessica do?
7. What do they do?



I am a student.
He is a singer.
She is a doctor.
My mother is a teacher.
My father is a Bus driver.
She is a secretary.
They are actors.

Answer these questions:

1. How are you?
2. What is your name?
3. What is your last name?
4. What do you do?
5. How old are you?
6. When is your birthday?
7. Where are you from?
8. What is your telephone number?
9. What is your favourite color?
10. What is your favourite animal?
11. What is your favourite fruit?
12. What is your favourite vegetable?



My birthday is in _____

It's _____

UNIT III/M

Talk about this. Pair practice use her and his

Name: Lionel
Last Name: Messi
Occupation: Soccer player
Age: 21 years
Date of birth: January 12th.
Country: Buenos Aires – Argentina
Color: white
Fruit: pineapple
Vegetable: carrot and tomatoe
Animal: monkey and parrot



What is his name?
What is his last name?
What does he do?
How old is he?
When is his birthday?
Where is he from?
What is his favourite color?
What is his favourite fruit?
What is his favourite vegetable?
What is his favourite animal?

Pair practice

Name: Casimira
Last Name: Lema
Occupation: Journalist
Age: 42 years
Date of birth: March 15th.
Country: Tarija – Bolivia
Color: pink
Fruit: grapes
Vegetable: cucumber
Animal: bear



What is her name?
What is her last name?
What does she do?
How old is she?
When is her birthday?
Where is she from?
What is her favourite color?
What is her favourite fruit?
What is her favourite vegetable?
What is her favourite animal?

UNIT IV/ A
Lesson 1

WHAT ARE YOU DOING?

VOCABULARY

| VERBS | SPORTS | PLACES | GENERAL VOCABULARY |
|---|---|--|---|
| Play  | Basquet ball  | Supermarket  | Clothes |
| Study  | Volleyball  | Hospital  | Television  |
| Work  | Soccer  | Library  | The car |
| Speak  | Football  | University  | Math practice |
| Listen  | Tennis  | School  | Exercises |
| Read  | Chess  | Police station  | Pizza |
| Write  | cycling | Gas station  | Fish |
| Eat  | golf | Theater  | milk |
| Drink  | Dance  | Raquet  | |

UNIT IV/ B

SOLVE THE PUZZLE

Find out verbs

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| s | t | u | d | y | s | l | e | e | p | e | a | t |
| w | l | a | d | f | i | f | h | l | j | w | c | s |
| r | d | i | b | s | n | d | a | g | n | o | r | p |
| i | b | e | s | t | g | y | y | h | b | r | y | e |
| t | r | u | n | t | y | h | s | a | w | k | l | a |
| e | c | n | a | d | e | w | a | t | c | h | a | k |
| m | g | o | k | u | r | n | r | e | a | d | u | b |
| i | u | , | c | o | o | k | t | w | e | r | g | n |
| w | p | a | i | n | t | t | a | l | k | d | h | m |
| s | k | l | a | w | t | u | k | d | r | a | w | d |
| d | r | i | n | k | d | o | m | k | a | e | p | s |

PRESENT PROGRESSIVE

Affirmative form

S + BE + Main verb - ing + c

Examples

I am playing basket ball



You are studying at the university



He is working at school



She is speaking English



It is eating carrots



We are reading books



You are writing poems



They are dancing chacarera



UNIT IV/ C

Write verbs

1. I am at the University.
2. My father is to music.
3. My mother is fish.
4. Your brother is in the library.
5. Mark and Paul are coke.
6. Sheyla is to music.
7. We are magazines.
8. They are soccer.
9. He is at the supermarket.
10. You are on the board.

WRITE 5 SENTENCES

1.
2.
3.
4.
5.



ORAL SPEAKING

CONVERSATION

A: Hello

B: Hi

A: What are you doing?

B: I am reading a newspaper and you?

A: I am writing poems






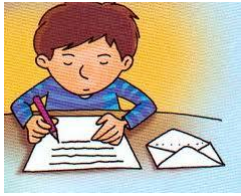









B: Ok that's interesting!!!

A: Thanks















UNIT IV/ D

WRITE SENTENCES ACORDING THE PICTURES

| | | | |
|---|---|--|---|
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

UNIT IV/ E

VERBS

| | | | |
|---|--|--|--|
| <p>Cook</p>  | <p>Sing</p>  | <p>Sleep</p>  | <p>Go</p>  |
| <p>Do</p>  | <p>Sweep</p>  | <p>Cry</p>  | <p>Laugh</p>  |
| <p>Wash</p>  | <p>Watch</p>  | <p>talk</p>  | <p>Paint</p>  |

UNIT IV/ F

NEGATIVE FORM

S + be + NOT + main verb ING + C

Examples:

I am not crying



You are not sleeping



She is not cooking



They are not doing exercises



We are not sweeping



UNIT IV/ G

EXERCICES

WRITE IN AFFIRMATIVE FORM

He is not cooking fish

He is



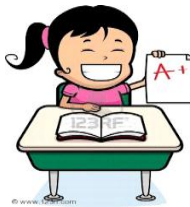
They are not laughing

They are



They are not sleeping

They are



She is not sweeping

She is



Mary is not singing

Mary is



UNIT IV/ H

- Susan and Mary are not going to school

.....



- Your friends are not doing the practice

.....



- The child is not crying

The child is



- My brother is not washing the car

.....



- I am not watching TV

I am.....to the radio



UNIT IV/ I

ORAL PRACTICE: SPEAKING

CONVERSATION (work in pairs)

A: Hello

B: Hi

A: Are you doing the task?

B: No, I am not. I am reading a book.

A: Okay



PRESENT PROGRESSIVE INTERROGATIVE FORM

Be + S Main verb + ING + C + ?

Is your mother cooking?

Yes, she is. She is cooking now

- Are you working?

No, I am not. I am resting

- Is Peter playing in the class?

Yes he is. He is playing in the class

- Are you eating?

No I am not. I am washing my cloth

- Are you washing the dishes?

Yes I am, I am washing the dishes

UNIT IV/ J

ANSWER THE QUESTION

- Is he playing in the park?

No.....

- Is she working hard?

.....

- Are they going to school?

.....

CHOOSE a OR b THEN REWRITE THE QUESTION AND THE CORRECT ANSWER.

1. What do you do?

- a. I am a carpenter
- b. How do you do
- What do you do?

I am a carpenter

2. How about you?

- a. Fine, thanks
- b. I am a nurse

-
.....

3. Who is that?

- a. That's St Mary's hospital
- b. That's my sister

-
.....

4. What does your sister do?

- a. She works in a law office
- b. He is a secretary

-
.....

UNIT IV/ K

5. Is she working now?

- a. Yes she is. She is working now
- b. No he is not. He is sleeping

-
.....

6. How old is she?

- a. She is 25 years old
- b. She works in hospital

-
.....

7. What does he do?

- a. He is a lawyer.
- b. He is from Bolivia.

.....
.....

8. What does she do?

- a. She is 24 years old.
- b. She is a nurse.

.....
.....

9.- What are you doing?

- a. I am watching a soap opera
- b. I am a soccer player.

.....
.....

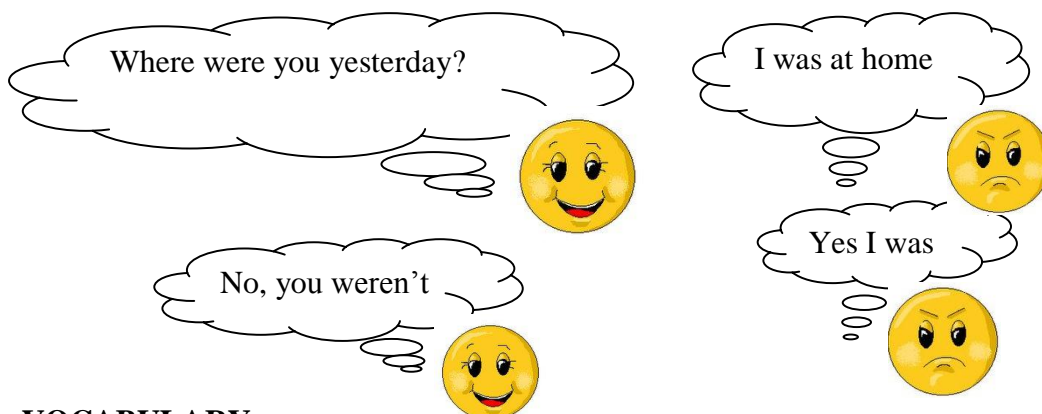
10.- Where is he going?

.....
.....

UNIT V/ A

Lesson 1

WHERE WERE YOU YESTERDAY?



VOCABULARY

Adverb of time

Yesterday
Yesterday morning
Yesterday afternoon
Yesterday evening
Last week



Last weekend
Last month
Last year
Before yesterday



VERB TO BE IN PAST TENSE

Affirmative form

You
We were at home yesterday.
They

I
He was at home yesterday.
She

Examples

- I *was* at home yesterday
- He *was* at School yesterday afternoon
- You *were* at the library yesterday morning
- They *were* in Oruro last month



Negative form

You
We *were not* at home.
They

Negative form

I
He *was not* at home.
She
It

Contracted form

You
We *weren't* at home.
They

Contracted form

I
He *wasn't* at home.
She
It

UNIT V/B

Examples:

I was not at home yesterday

I wasn't at home yesterday

They were not at the supermarket yesterday morning.

They weren't at the supermarket yesterday morning.

Interrogative form

| | | | | | |
|-------------|------|----------|------------|-----|----------|
| <i>Were</i> | you | at home? | <i>Was</i> | I | at home? |
| | we | at home? | | he | at home? |
| | they | at home? | | she | at home? |
| | | | | it | at home? |

Examples:

Were you at School yesterday?

Yes, I was

Was she in the class yesterday morning?

No, She wasn't

Fill the blanks with was / were

1. My brother at home yesterday evening
2. Inot at School yesterday morning
3. Your friendsin the park
4. they in the class yesterday afternoon?
5. I..... not a scientist
6. Henot in his office
7. Theyin the hospital
8. Wenot 35 years old
9. Sheplaying soccer
10. Youcooking fried chicken

WRITE A CONVERSATION WITH THESE WORDS

Hello

Wasn't

Yesterday

Yesterday morning

Thanks

How

You

Are

Fine

A: _____

B: _____

A: _____

B: _____

A: _____

B: _____









UNIT V/ C
Lesson 2

WHAT WERE YOU DOING YESTERDAY?



GRAMMAR: PRESENT PROGRESSIVE

| AFFIRMATIVE FORM | NEGATIVE FORM | INTERROGATIVE FORM |
|---|---|--|
| <p>I was working</p>  | <p>I was not cooking</p>  | <p>Was I sleeping?</p>  |
| <p>You were working</p>  | <p>You were not working</p>  | <p>Were You dancing?</p>  |

ANSWER THESE QUESTIONS

1. What were you doing yesterday?

2. What was he doing yesterday morning?

He

was _____

3. What was your mother doing yesterday evening?

She

was _____

4. What were Marcos and Carlos doing yesterday?

They

were _____

5. What were your friends doing yesterday morning afternoon?

They

were _____

UNIT V/ D
CHOOSE A or B

1. Where were you going yesterday afternoon?
 - a. To school
 - b. At school
2. Where was she going yesterday evening?
 - a. She was going to the library
 - b. He was going to the drug store
3. Were you at home yesterday morning?
 - a. Yes, I was
 - b. No, You weren't
4. Was He studying?
 - a. No, She was not
 - b. No, he wasn't
5. Were you watching films?
 - a. Yes we were
 - b. No, we are not



PRESENT A CONVERSATION IN CLASS

A: Hello

B: Hi

A: How are you?

B: I am fine and you?

A: Fine too. What were you doing yesterday?

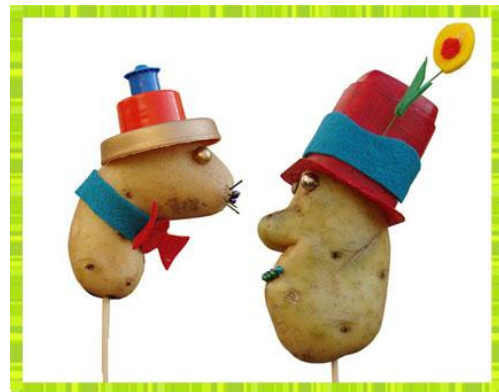
B: I was studying in the morning

I was playing in the afternoon

I was cooking in the evening.

A: Oh, you were very busy.

B: Of course.



UNIT VI/ A

Lesson 1 WHAT DO YOU DO EVERY DAY?

Remembering the verbs












(For 3rd person only in affirmative form)

- | | | | |
|-----------|-------|--------------------|-------|
| 1. Play | (s) | 14. Go | (es) |
| 2. Study | (ies) | 15. Do | (es) |
| 3. Work | (s) | 16. Sweep | (s) |
| 4. Speak | (s) | 17. Cry | (ies) |
| 5. Listen | (s) | 18. Laugh | (s) |
| 6. Read | (s) | 19. Wash | (es) |
| 7. Write | (s) | 20. Watch | (es) |
| 8. Eat | (s) | 21. Have breakfast | (has) |
| 9. Drink | (s) | 22. Have lunch | (has) |
| 10. Dance | (s) | 23. Have dinner | (has) |
| 11. Cook | (s) | 24. Teach | (es) |
| 12. Sing | (s) | 25. Drive | (s) |
| 13. Sleep | (s) | | |



SIMPLE PRESENT AFFIRMATIVE FORM

S + V + C

1. I play soccer every day 
2. I drink orange juice every morning 
3. He washes the car every Sunday morning 
4. She studies every afternoon 
5. You work every week ends
6. My father drives the blue car 
7. Mark reads magazines every Friday mornings 
8. Jesus writes poems every years 
9. Your friend speaks English and French 
10. My sister cooks delicious 
11. I have break fast at 8:00 every morning 
12. I have lunch at 12:00 every day 

UNIT VI/ B

WRITE 25 DIFFERENT SENTENCES

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.
15.
16.
17.
18.
19.
20.



READ AND UNDERSTAND

Dear Esther

Hello; How are you? Fine I hope.

Well, this is my first trip to France, and its great, I am visiting my friend Vivian Gomez in Paris. Vivian is from Paris, but her husband Robert is from California. He is very nice.

Roberto`s brother Fernando, lives her too.

Next, I am going to Greece.

Good bye for now

Yosseline

THESE STATEMENTS ARE WRONG. CORRECT THEM

1. Yosseline is in England
2. Yosseline and Vivian are sisters
3. Vivian is visiting Yosselin
4. Vivian and her husband live in Colombia
5. Roberto and Fernando are friends
6. Fernando is from Greece
7. Fernando lives in Colombia
8. Yosseline is going to Japan and China

UNIT VI/ C

LISTENING

1.
2.
3.
4.
5.



SIMPLE PRESENT

NEGATIVE FORM

S + **do** + **not** + V + C

does + not

| | |
|------|--------------------------|
| I | |
| You | |
| We | do not work every day. |
| They | |
| He | |
| She | does not work every day. |
| It | |

NEGATIVE CONTRACTED FORM

S + **don't** + V + C

doesn't

| | |
|------|------------------------|
| I | |
| You | |
| We | don't work every day |
| They | |
| He | |
| She | doesn't work every day |
| It | |

EXAMPLES

I *do not* play basket ball on Fridays
 He *does not* study every days
 She *does not* read books
 We *do not* sing
 They *do not* eat grapes

I *don't* play basketball on Fridays
 He *doesn't* study every days
 She *doesn't* read books
 We *don't* sing
 They *don't* eat grapes

PRACTICE

Fill the blanks *do not* or *does not*

1. You speak French
2. He drink orange juice
3. My friend cook on Thursday
4. your sistersdance Caporales
5. I understand Spanish

don't or *doesn't*

- You speak French
 He drink orange juice
 My friendcook on Thursday
 Your sistersdance Caporales
 Iunderstand Spanish

SIMPLE PRESENT

INTERROGATIVE FORM

DO + S + V + C + ?
 DOES

| | | |
|----|------|--------|
| | I | |
| DO | You | Study? |
| | We | |
| | They | |

| | | |
|------|-----|--------|
| | He | |
| Does | She | Study? |
| | It | |

UNIT VI/ D**QUESTIONS AND SHORT ANSWERS****DO**

- | | |
|-----------------------------------|----------------|
| 1. Do you speak Japanese? | Yes, I do |
| 2. Do you have erasers? | No, I don't |
| 3. Do they eat carrots every day? | Yes, They do |
| 4. Do they dance Chacarera? | No, They don't |
| 5. Do you study English? | Yes, I do |

**DOES**

- | | |
|--|----------------|
| 1. Does he work on Sundays? | No, he doesn't |
| 2. Does she cook every morning? | Yes, she does |
| 3. Does he understand the word "occupation"? | No, he doesn't |
| 4. Does she speak English well? | Yes, she does |
| 5. Does he want to study English? | No, he doesn't |

**EXERCISES**

- | | |
|-------------------------------|----------------|
| 1. your mother work? | Yes,does |
| 2.you study English? | No, |
| 3.she cook on Sundays? | Yes, |
| 4.he wash his clothes? | No, |
| 5.they work on Saturday? | Yes, |

**MAKE A CORRECT SENTENCE (DO-DOES - DON'T -DOESN'T)****Examples:**

1. Aff. He plays volleyball every Sunday morning.
2. Neg. He.....play volleyball every Sunday morning.
3. Int.he play volleyball every Sunday morning?
4. Q.W. Yes, he does / No, he doesn't

1. Aff. I cook every day
2. Neg. I cook every day
3. Int.I cook every day?
4. Q.W. Yes, you do. No, you.....

1. Aff. Shein English
2. Neg.in English
3. Int.in English
4. Q.W. Yes, she..... No, She.....

1. Aff. They read magazines
2. Neg. Theyread magazines
3. Int.they read magazines?
4. Q.W. Yes, they..... No, they.....

UNIT VI/ E

WRITE IN AFFIRMATIVE FORM

1. My mother doesn't dance Morenada



2. Your father doesn't play soccer



3. I don't speak Quechua



4. She doesn't read newspapers



5. They don't eat hamburgers



WRITE IN INTERROGATIVE FORM

1. I sing in French

2. She goes to School

3. He does the practice

4. They sleep every afternoon



WRITE IN NEGATIVE FORM

- 1.- I laugh every day.

- 2.- My sister goes to the park.

- 4.- His brother cries a lot.

- 5.- Charly and his friend do the practice.



UNIT VI/ F

LISTEN

CHOOSE A, B or C

1. Are you from Bolivia?
 - a. Yes, I do.
 - b. Yes, I was.
 - c. Yes, I am.
2. Is he a student?
 - a. Yes, he does.
 - b. Yes, he was.
 - c. Yes, he is.
3. Does she study every day?
 - a. Yes, she does.
 - b. Yes, she is.
 - c. Yes, she was,
4. Do you speak English?
 - a. Yes, I do.
 - b. Yes, I am.
 - c. Yes, I was.
5. Do they work in Obrero Hospital?
 - a. Yes, they do.
 - b. Yes, they are.
 - c. Yes, they have.
6. Are they drinking milk?
 - a. Yes. they do.
 - b. Yes, they are.
 - c. Yes, they were.
7. Was he at home yesterday?
 - a. Yes, he was.
 - b. Yes, he is.
 - c. Yes, he does.
8. Were you doing the practice?
 - a. Yes, we are.
 - b. Yes, we do.
 - c. Yes, we were.
9. Are you going to School?
 - a. Yes, I am.
 - b. Yes, I do.
 - c. Yes, I was.
10. Was Massiel playing?
 - a. Yes, she was.
 - b. Yes, she does.
 - c. Yes, she is.

PRESENT THIS DIALOGUE IN THE CLASS

A: Hello
B: Hi
A: Do you watch, "I Carly" program?
B: Yes, I do
A: Does your mother watch that program?
B: No, she doesn't
A: Do you like the program?
B: So, so, and you?
A: I like it. Its enjoying
B: Yeh!!!



QUESTION WORDS

What? Where? How old? When? Who? How many?

UNIT VI/ G

ANSWER THE QUESTION

1. Where do you live?
2. Where do you study?
3. Where are you from?
4. Where does your mother work?
5. How old are you?
6. How many brothers do you have?
7. How old are they?
8. When is your birthday?
9. What were you doing yesterday?
10. Who is crying?

READING AND WRITING

I play soccer every day
But today I am not playing
Because, I feel bad.

My friend was sick last week
Now she looks well
And she is playing good.



WRITE ABOUT YOU

.....
.....
.....

FILL THE BLANKS WITH CORRECT VERBS

1. She is on the board.
2. He does notEnglish books.
3. Your brothersat the University
4. The childa lot.
5. I amthe English practice.
6. My friendto the library .
7. The teachers areto eat hamburgers.











Write – writing
read – reading
study – studying
laughs – laughing
do – doing
goes – going
go – going

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

UNIT VI/ H

LESSON 2

WHAT DID YOU DO YESTERDAY?

| VERBS PRESENT | VERBS PAST | VERBS PRESENT | VERBS PAST |
|--|------------|---------------|------------|
| play  | played | cook | cooked |
| study  | studied | sing | sang |
| work  | worked | go | went |
| speak  | spoke | do | did |
| listen  | listened | swim | swam |
| read  | read | talk | talked |
| write  | wrote | wash | washed |
| eat  | ate | cry | cried |
| drink  | drank | sweep | Swept |
| dance  | danced | laugh | Laughed |

UNIT VI/ I

Find out verbs in past tense:

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| s | t | u | d | i | e | d | p | l | a | y | e | d |
| w | o | r | k | e | d | e | h | s | a | w | l | s |
| r | p | a | i | n | t | e | d | h | a | d | a | p |
| o | s | a | n | g | d | a | y | a | r | f | u | o |
| t | d | r | e | w | e | j | l | j | n | f | g | k |
| e | y | o | p | e | n | e | d | k | k | c | h | e |
| r | e | a | d | e | e | a | t | e | e | l | e | j |
| n | i | o | m | e | t | r | t | t | i | d | d | d |
| a | i | a | y | t | s | c | r | i | e | d | i | d |
| r | w | e | n | t | I | c | o | o | k | e | d | j |
| s | l | e | p | t | L | d | r | a | n | k | j | u |

| | | | |
|-------|-------|-------|-------|
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |

PRACTICE THE CONVERSATION

A: Hello

B: Hi

A: What did you do yesterday?

B: I went to school.

A: What did you do at school?

B: I wrote short stories.

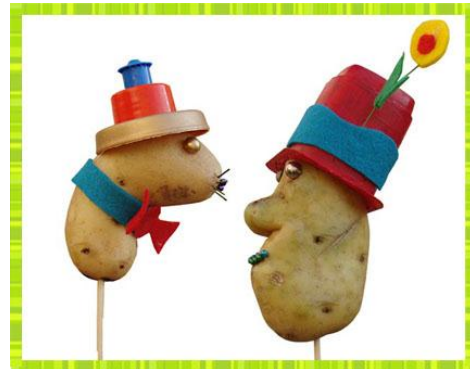
A: That's fantastic!!!

B: And you?

A: I was at home.

I couldn't finish the English practice.

B: Don't worry. The teacher didn't say anything.



Grammar

Simple past

Affirmative form

S + PAST VERB + C



1. I played soccer with my friends yesterday afternoon.
2. My parents wrote many history books last year,
3. She sang English songs in the concert.
4. They studied in San Patricio High School last year.
5. He understood the message.

UNIT VI/ J

Practice

FILL THE BLANKS WITH THESE VERBS

wrote - cooked - drank - laughed - painted - ate - wet - did - danced - worked

1. He _____ the picture.
2. You _____ hamburger yesterday afternoon.
3. We _____ a lot yesterday because the film was enjoying.
4. Children _____ water.
5. They _____ to the drugstore because her mother is sick.
6. Your friend _____ delicious last weekend.
7. He _____ the practice.
8. My brother _____ with me in the party.
9. His grand mother _____ a letter to me.
10. Her father _____ in American Embassy last year.

Simple Past

Negative form

S + DID NOT + PRESENT VERB + C
(DIDN'T)

1. I *did not* play soccer with my friends yesterday afternoon.
2. I *didn't* play soccer with my friends yesterday afternoon.
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____



Simple Past

Interrogative form.

DID + S + PRESENT VERB + C + ?

1. *Did* I play soccer with my friends yesterday afternoon?
2. _____
3. _____
4. _____
5. _____



UNIT VI/ K

Yes / No question and answers.

Questions:



Answers:

1. Did you study for the exam?
2. Did she work yesterday?
3. Did he do the English practice?
4. Did they have lunch at the restaurant?
5. Did your brother drink coke?
6. Did your friends come yesterday afternoon?

Yes, I did.
No, she didn't.

Choose the correct answer:

1. Did you watch TV yesterday evening?
 - a. Yes, I am.
 - b. Yes, I did.
 - c. Yes, I do.
 - d. Yes, I was.
2. Did they go to the library yesterday morning?
 - a. Yes, they do.
 - b. Yes, they were.
 - c. Yes, they did.
 - d. Yes, they are.
3. Did Esther come yesterday afternoon?
 - a. No, she doesn't.
 - b. No, she isn't.
 - c. No, she wasn't.
 - d. No she didn't
4. Do you live alone?
 - a. No, I don't.
 - b. No I didn't
 - c. No I wasn't.
 - d. No, I am not.
5. Does he eat fruits?
 - a. Yes, he did.
 - b. Yes, he does.
 - c. Yes, he is.
 - d. Yes, he was.

UNIT VI/ L

Choose the complete answer:

1. Where did you go yesterday?
 - a. I went to visit my brothers.
 - b. I go to visit my brothers.
 - c. I am going to visit my brothers.
2. When did your friend come?
 - a. My friend comes today.
 - b. My friend came yesterday afternoon.
 - c. My friend is coming today.
3. What did you do in Spain last year?
 - a. I worked very hard.
 - b. I studied in the best university.
 - c. I drink water.
4. What did he do last week?
 - a. He is playing basketball.
 - b. He plays a lot.
 - c. He played with his cousins.
5. What did Miriam eat yesterday?
 - a. She eats fried chicken.
 - b. She ate fried chicken.
 - c. She is eating fried chicken.

READING:



My name is Susan and my last name is Gutierrez. I am 12 years old. I am from La Paz Bolivia. I live on Murillo street # 567. I studied in San Andrés high school last year. Now I want to study in San Calixto high school, but I don't know if my parents accept it.

Answer the questions:

- 1.- What is her name? _____
- 2.- What is her last name? _____
- 3.- Where is she from? _____
- 4.- How old is she? _____
- 5.- Where does she live? _____

Writing about yourself.

UNIT VI/ M

Her name is Samira. Her last name is Mendez. She is 15 years old. She is studying in San Patricio high school. She likes to play basketball. Her favourite color is black. Her favourite fruit is pineapple and her favourite animal is the sheep. She doesn't like vegetables.

- 1.- What is her name? _____
- 2.- What is her last name? _____
- 3.- Where is she from? _____
- 4.- How old is she? _____
- 5.- Where is she studying? _____
- 6.- What is her favourite fruit? _____
- 7.- What is her favourite color? _____
- 8.- What does she do? _____
- 9.- What is her favourite animal? _____
- 10 . Does she like vegetables? _____

Write about your best friend.

His name is Micky. His last name is Paterson. He lives in Miami but, he is from Canada. He has a nice house and a blue car. He is very rich. He has a lot of money. He is married. His wife's name is Dianne. She is an actress. They have three sons. Two of them are actors and the other one is an engineer. Until last year they lived in Miami. Now they are in La Paz – Bolivia.

They said that La Paz city is wonderful. The food is delicious and the people is kindly So they decided to stay in it.

- 1.- What is his name? _____
- 2.- What is his last name? _____
- 3.- Where is he from? _____
- 4.- Does he have a car? _____
- 5.- What color is his car? _____
- 6.- Does he have money? _____
- 7.- What is his wife's name? _____
- 8.- What does she do? _____
- 9.- How many sons do they have? _____
- 10 . What do they do? _____

Write about your family

For example about your grand father, father, uncle or brother.

UNIT VI/ N
LESSON 3

WHAT WILL YOU DO TOMORROW?

What will you do tomorrow morning?



I think, I will be at home. And you?



I think. I will be in my mother's cloth store.

Can we see in the afternoon?



Could be.

Okay, bye.



Bye bye.



Adverbs of time:

Past

Yesterday
Yesterday morning
Last Monday
Last week
Last month
Last year

Present

today
today morning
This Monday
This week
This month
This year

Future

tomorrow
tomorrow morning
next Monday.
next week
next month
next year

Grammar

Affirmative form.

I *will* work tomorrow.
She *will* be at home.

Negative form

I *will not* work tomorrow.
She *will not* be at home.

Interrogative form

Will I work tomorrow?
Will she be at home?

Contracted negative form.

I *won't* cook next week.
They *won't* be at school.

UNIT VI/ O

PRESENT THESE DIALOGUES IN CLASS

AT SCHOOL

- A.- Hello, How are you?
B.- I am fine. And you?
A.- Very well thank you.
B.- What's your name?
A.- My name is _____.
B.- What's your last name?
A.- My last name is _____.
B.- Nice to meet you.
C.- Nice to meet you too.



AT SCHOOL

- A: Hello
B: Hi
A: What is _____ favourite colour?
B: My _____ colour is black.
A: What is your favourite animal?
B: My favourite animal _____ the rabbit.
A: What _____ your favourite fruit?
B: My favourite _____ is the pineapple.
A: _____ is your favourite vegetable?
B: My favourite vegetable is the _____.
A: And what is your telephone number?
B: My telephone number is _____.
A: Thanks for the information.
B: You are welcome.



IN THE SQUARE

- A. Good morning
B. Good morning
A. Excuse me. What _____ your name?
B. My name is _____.
A. Where _____ you from?
B. I _____ from La Paz Bolivia. And you?
A. I am _____ Sucre.
And how old are you?
B. I am _____ years old
A. What do you do?
B. I _____ a student.
A. Where do you study?
B. I study in _____ High School.
A. And, where do you live?
B. I live in _____ street. And you?
A. I live in _____ avenue.
B. Nice to meet you.
A. Nice _____ meet you too.



UNIT VI/ P

TALKING ABOUT OCCUPATIONS

A: Hello. What do you do?
B: I am a student.
A: What does your father do?
B: My father is an engineer.
A: What does your mother do?
B: My mother is a nurse.
A: What does your brother do?
B: My brother is a lawyer.
A: What does your sister do?
B: My sister is a secretary.



IN THE CLASSROOM

A: Hello
B: _____.
A: Could you lend me _____pencil please?
B: Of course. Here you are.
A: Thank _____.
B: You're welcome.



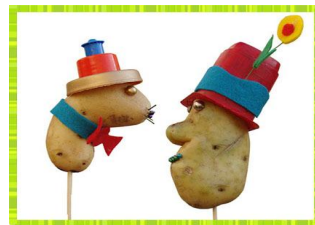
AT SCHOOL

A: Hello
B: Hi
A: How ____ you?
B: I ____ fine and you?
A: Fine too. Where were you yesterday?
B: I was at home.
A: What were you doing at home?
B: I was studying..
A: Oh, you were very busy.
B: Of course.



AT HOME

A: Hello
B: Hi
A: Do you watch, "I Carly" program?
B: Yes, I ____
A: Does your mother watch that program?
B: No, ____ doesn't
A: Do you like the program?
B: So, so, and what about you?
A: I like it. It's enjoying



UNIT VI/ Q

IN THE CLASSROOM

A: Hello
B: Hi
A: What did you do yesterday?
B: I went to the park.
A: What did you do in the park?
B: I played soccer with my friends.
A: That's fantastic!!!
B: And did you do the homework?
A: No, I didn't
B: Don't worry. The teacher is not here.
A: Are you sure?
B: Yes, I am.



PREDICTIONS

A: Good afternoon Mr. Adviser.
B: Good afternoon. Can I help you?
A: Well, I want to know about my future.
B: OK. You will travel next year, you will buy a house,
 You will buy a new car and you will have a lot of money.
A: Will I be rich????
B: Of course!!!
A: THANK YOU!!!
B: You are welcome.



VERBS

PRESENT

1.- dystu _____
2.- slpee _____
3.- nkdr _____
4.- tewri _____
5.- ate _____
6.- ings _____
7.- peaks _____
8.- og _____
9.- od _____
10.- eepsw _____
11.- vedri _____
12.- rkwo _____
13.- tenlis _____
14.- adre _____
15.- nceda _____

distued
ptsle
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PAST



PRESENT

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



PAST

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| s | t | u | d | i | e | d | p | l | a | y | e | d |
| w | o | r | k | e | d | e | h | s | a | w | l | s |
| r | p | a | i | n | t | e | d | h | a | d | a | p |
| o | s | a | n | g | d | a | y | a | r | f | u | o |
| t | d | r | e | w | e | j | l | j | n | f | g | k |
| e | y | o | p | e | n | e | d | k | k | c | h | e |
| r | e | a | d | e | e | a | t | e | e | l | e | j |
| n | i | o | m | e | t | r | t | t | i | d | d | d |
| a | i | a | y | t | s | c | r | i | e | d | i | d |
| r | w | e | n | t | I | c | o | o | k | e | d | j |
| s | l | e | p | t | L | d | r | a | n | k | j | u |

TALKING ABOUT SOMEONE

Her name is Samira. Her last name is Mendez. She is 15 years old. She is studying in San Patricio high school. She likes to play basketball. Her favourite color is black. Her favourite fruit is pineapple and her favourite animal is the sheep. She doesn't like vegetables.

His name is Micky. His last name is Paterson. He lives in Miami but, he is from Canada. He has a nice house and a blue car. He is very rich. He has a lot of money. He is married. His wife's name is Dianne. She is an actress. They have three sons. Two of them are actors and the other one is an engineer. Until last year they lived in Miami. Now they are in La Paz – Bolivia.

They said that La Paz city is wonderful. The food is delicious and people is kindly So they decided to stay in it.

PERSONAL IDENTIFICATION

Name:

Last name:

Adress:

Telephone number:

Age:

Sex:

Nationality: _____
 Country: _____
 City: _____
 Profession/occupation: _____
 Primary school: _____
 Secondary high school: _____
 University: _____
 Place of work: _____
 Identity card: _____
 Family: _____
 Like and dislikes: _____

REVIEW OF TENSES

A: Good morning Sir./Miss./Mr./Mrs. Smith.
 B: Good morning.
 A: What is your name?
 B: My name is _____
 A: What is your last name?
 B: My last name is _____
 A: What is your Nick name?
 B: My Nick name is _____
 A: What is your address?/ Where do you live?
 B: I live on campero street # 452 Miraflores/ My address is Camacho avenue # 46
 A: What is your telephone number?
 B: My telephone number is _____
 A: When were you born/ When is your birthday?
 B: I was born in 1988/ My birthday is in july sixth.
 A: How old are you?
 B: I am 23 years old
 A: Are you married or single?
 B: I am married
 A: What is your nationality?
 B: I am bolivian.
 A: Where are you from?
 B: Iam from La Paz – Bolivia.
 A: What do you do? / What is your occupation?
 B: I am a student.
 A: What school did you study in?
 B: I studied in San Calixto school ,primary: and in American high school , secondary.
 A: Where do you study now?
 B: I study in La Salle university.
 A: What are you studying?
 B: I am studying engineering.
 A: Do you work?
 B: No, I don't
 A: What is your Identity Card?

B: It's 4578957 L.P.
 A: Members in your family?
 B: seven
 A: What do you like to do?/ What don't you like to do?
 B: I like to study, play soccer, play chess, watch TV/ I don't like to be at home., to play volley ball.
 A: Where were you yesterday?
 B: I was at home. And you?
 A: Me too. But I was doing the math practice.
 B: Did you finish ?
 A: Yes, I did. Later I went to visit an adviser.
 B: What for?
 A: In order to ask about my future.
 B: What did he say?
 A: He told me that I will be rich and I will have a lot of money.
 B: Will it be true?
 A: I don't know.
 B: And where are you going to work next year?
 A: I am going to work in a company
 B: Oh, no. I am going to miss you.
 A: Me too. But I am going to come every weekend.
 B: Ok don't forget us!!!
 A: Of course.

1. TALKING ABOUT THE FAMILY

A: Hello
 B: Hi
 A: What are you wearing?
 B: I am wearing a blue sweater, black pants and black shoes
 A: What is she wearing?
 B: Ok. She is my mother. She is a secretary. she is wearing a brown blouse, a beige skirt , brown shoes and a brown hand bag.
 A: And who is he?
 B: He is my brother. He is an actor. And he is wearing a white shirt, a blue tie, black belt, dark blue pants and black shoes.

2. ENGLISH CLASS

A: Good morning Miss?
 B: God morning. Can I help you?
 A: Yes. I want to take an English class. Please.
 B: Of course. What is your name?
 A: Alexander
 B: Could you spell it please?
 A: A-L-E-X-A-N-D-E-R
 B: What is your last name?
 A: My last name is Quiroga.

B: Spell it please.
A: Q-U-I-R-O-G-A
B: Ok. Tomorrow at 9 o'clock please.
A: Ok. Thank you Miss.
B: You are welcome.

3. TALKING ABOUT NEW THINGS

A: Hello
B: Hi
A: Today is the first class, you have new objects.
B: Yes. I have two red pens, a white eraser..... And you?
A: I have a blue school bag
B: That's good.
A: Yesss!!!!

4. EVERY DAY ACTIVITY

A: Hello. How are you
B: Fine
A: What do you do every day?
B: Well, I get up at 7 oclock, after I drink a glass of milk with cookies then I go out to school. I return my house at 1:00. I have lunch. In the afternoon I do my homework Later I have dinner and sleep. And you?
A: I get up at 6, I wash my face, brush my teeth, comb my hair , have my breakfast, go to school, later I have lunch, do my homework Finally I have dinner and sleep.
B: Good!!!

5 THE DAYS OF THE WEEK AND THE MONTHS OF THE YEAR

A: What day is today?
B: Today is Monday
A: What day is tomorrow?
B: Tomorrow is Tuesday
A: What day is after?
B: It's Wednesday
A: After?
B: It's Friday
A: After?
B: It's Saturday
A: After?
B: It's Sunday
A: And do you know the months of the year?
B: Of course. January, February, March, April, May, June, July, August, September, October, November and December
A: You are very smart student
B: Thank you.

ENGLISH TEST

Name and Last names: _____ Age: _____

Present Progressive

Fill the blanks with (am ,is, are)

- 1.- I _____ playing basketball.
- 2.- You _____ studying Spanish.
- 3.- He _____ working at school.
- 4.- She _____ speaking with me.
- 5.- It _____ eating carrots.
- 6.- We _____ listening to music.
- 6.- _____ you reading magazines?
- 7.- They _____ writing letters.
- 8.- My sister _____ eating apples.
- 9.- Your father _____ drinking water.
- 10.- Her brother _____ not dancing.
- 11.- His mother _____ cooking.
- 12.- The child _____ singing.
- 13.- My cat _____ sleeping.
- 14.- I _____ going to the Zoo.
- 15.- Boys _____ doing the exercises.
- 16.- Girls _____ sweeping.
- 17.- Children _____ crying.
- 18.- The students _____ laughing.
- 19.- The woman _____ washing.
- 20.- They _____ not talking.

Past Progressive

Fill the blanks with (was , were)

- I _____ playing basketball yesterday afternoon.
- You _____ studying Spanish.
- He _____ working at school.
- She _____ speaking with me.
- It _____ eating carrots.
- We _____ listening to Latin music.
- _____ you reading magazines?
- They _____ writing letters.
- My sister _____ eating apples.
- Your father _____ drinking water.
- Her brother _____ dancing yesterday evening.
- His mother _____ cooking yesterday morning.
- The child _____ singing yesterday.
- My cat _____ sleeping.
- I _____ going to the Zoo.
- Boys _____ doing the exercises.
- Girls _____ sweeping.
- Children _____ crying.
- The students _____ laughing.
- The woman _____ washing the car.
- They _____ not talking.

PRESENT

I write a poem.

She eats watermelon.

You _____ milk.

He sings every Sundays.

They _____ at 10:00.

I go to school.

He goes to the supermarket.

You do the practice

My sister eats pineapples.

Your father drinks water.

Her brother doesn't dance.

His mother doesn't cook.

The child _____ sing.

My cat sleeps.

I don't go to the Zoo.

The boys do exercises.

The girls sweep the floor.

Children don't cry.

Do the students laugh?

____the woman wash?

PAST

I wrote a poem.

She _____ watermelon.

You drank milk.

He _____ last Saturday.

They slept at 10:00.

I _____ to school.

He _____ to the supermarket.

You _____ the practice.

My sister _____ pineapples.

Your father _____ water.

Her brother _____ dance.

His mother _____ cook.

The child didn't sing yesterday.

My cat _____

I _____ go to the Zoo.

The boys _____ exercises.

The girls _____ the floor.

Children _____ cry.

____the students laugh?

____the woman wash the car?

FUTURE

I will write a poem.

She _____

You _____

He _____

They _____

I _____

He _____

You _____

My sister _____

Your father _____

Her brother _____

His mother _____

The child _____

My cat _____

I _____ to the Zoo.

The boys _____

The girls _____

Children _____

____the students laugh?

____the woman wash the car?

APPENDIX E

**MAYOR DE “SAN ANDRES”
UNIVERSITY AND CENTRO DE
DESARROLLO INTEGRAL ONG
AGREEMENT**



CONVENIO INTERINSTITUCIONAL

Conste por el presente convenio interinstitucional, suscrito entre el Centro de Desarrollo Integral BO-177 dependiente de Compassion International a cargo de la Hna. Eva Flores Ulori (Directora) y Pastor Jaime Cano Catacora, y la Carrera de Lingüística e Idiomas de la Facultad de Humanidades de la Universidad Mayor de San Andrés, cuyo contenido y alcance están enmarcados en el ordenamiento jurídico vigente y las competencias y las atribuciones de las entidades mencionadas, bajo los términos y condiciones descritas en las siguientes cláusulas.

PRIMERA (PARTES INTERVINIENTES)

Son partes del presente convenio interinstitucional;

El Centro de Desarrollo Integral BO-177 "Hna. Eva Flores Ulori y Hno. Pastor Jaime Cano Catacora" es una Institución sin fines de lucro que fue fundada en el año 1989, representado por el Pastor Everett Swanson, para brindarles apoyo a familias sobre todo de escasos recursos que tienen en su seno un niño o niña dándoles la atención necesaria para su bienestar social en los ámbitos (espiritual, físico, cognitivo y socioemocional), que para fines del presente Convenio se denominara Centro de Desarrollo Integral.

La Carrera de Lingüística e Idiomas de la Facultad de Humanidades y Ciencias de la Educación de la Universidad Mayor de San Andrés, representado por la Dra. Filomena Miranda Casas, Directora Interina de Carrera, y el Dr. Fernando Cajías de la Vega, Decano Interino de la Facultad de Humanidades y Ciencias de la Educación, quienes para fines del presente convenio se denominarán CARRERA DE LINGÜÍSTICA E IDIOMAS.

SEGUNDA (ANTECEDENTES)

El Centro de Desarrollo Integral BO-177 "Hna. Eva Flores Ulori y Pastor Jaime Cano Catacora" es una entidad sin fines de lucro, cuya misión principal es contribuir al proceso de una mejor vivencia integral de los niños (as), y así



alcanzar su autonomía e independencia de acuerdo a sus posibilidades reales, reconociéndolo como persona primero en su familia, mejorar la calidad de vida en un futuro e integrarlo a la sociedad.

Por su parte la Carrera de Lingüística e Idiomas, en el marco de sus fines y principios orientados a formar profesionales comprometidos con la problemática social y que afecta a la población y la practica comunitaria, tiene previsto en su plan curricular la realización de prácticas pre-profesionales para su graduación.

TERCERA (OBJETO DE CONVENIO)

El presente convenio interinstitucional, tiene por objeto desarrollar mediante las cuatro habilidades del lenguaje para mejorar su aprendizaje del idioma Inglés en niños de 7 a 14 años del Centro de Desarrollo Integral BO-177 Compassion International Hna. Eva Flores Ulori, con el objetivo de mejorar y reconducir el habla de los niños (as) en ingles y así desarrollar acciones conjuntas con el Centro de Desarrollo Integral y la Carrera de Lingüística e Idiomas, de este modo establecer una línea de cooperación y fortalecimiento institucional de ambas entidades, para incorporar acciones que las beneficien.

CUARTA (DE LOS ALCANCES DEL CONVENIO)

El presente convenio interinstitucional, pretende coadyuvar al desarrollo de los programas y proyectos, en dependencias del Centro de Desarrollo Integral "Hna. Eva Flores Ulori y Pastor Jaime Cano Catacora" donde realizan actividades de nivelación integral en niños y niñas, mediante la elaboración de estrategias para la estimulación del habla en los niños (as), por parte de los estudiantes egresados que obtienen su licenciatura en la modalidad de Trabajo dirigido, con el seguimiento de docentes tutores de la Carrera de Lingüística e Idiomas.

QUINTA (DE LAS RESPONSABILIDADES DEL CONVENIO)

Las partes se responsabilizan y se someten al cumplimiento de las siguientes obligaciones:



El Centro de Desarrollo Integral Compassion International "Hna. Eva" se compromete a:

1. Facilitar las prácticas de los pre-profesionales de la Carrera de Lingüística e Idiomas otorgando información necesaria de las actividades y proyectos.
2. Otorgar a los facilitadores, los espacios físicos y el material logístico necesarios para la realización de la práctica en el marco de los requisitos exigidos para ambas instituciones.
3. Entregar la lista de alumnos para cada curso determinado.
4. Participar en los procesos de evaluación parcial y final de los estudiantes, en sujeción de los lineamientos establecidos por la carrera de Lingüística e Idiomas.
5. Presentar el informe final con las respectivas calificaciones otorgadas a los facilitadores.
6. De acuerdo a estatutos universitarios el pasante tiene derecho a recibir viáticos de transporte y alimentación, los mismos corren por cuenta de la institución en la que se realiza el Trabajo Dirigido.

La Carrera de Lingüística e Idiomas se compromete a:

1. Definir las áreas de aplicación en coordinación con el Centro de Desarrollo Integral "Hna. Eva".
2. Asegurar, la continuidad de las prácticas de los pre-profesionales mientras dure el presente convenio.
3. Asignar y apoyar con el número suficiente de estudiantes de la Carrera de Lingüística e Idiomas, para la enseñanza y rehabilitación del lenguaje.
4. Brindar, asesoramiento teórico, metodológico, técnico de los profesionales para este efecto, los requerimientos académicos con las políticas institucionales y las demandas de la población.
5. Los postulantes a Trabajo Dirigido presentarán, antes de cada curso, el proyecto implementado en la enseñanza y rehabilitación del lenguaje.
6. Comprometer a los estudiantes, en las actividades de apoyo en el ámbito social a través de elementos motivacionales y de desarrollo personal.



7. Presentar un informe final con los respectivos avances en la rehabilitación del lenguaje de cada niño y niña del Centro Parma.

SEXTA (DE LA MODALIDAD DE EJECUCIÓN)

Para efectivizar el presente convenio la Carrera de Lingüística e Idiomas, realizará la evaluación de los estudiantes que estén en condiciones de realizar sus prácticas pre profesionales.

OCTAVO (DURACIÓN Y VIGENCIA DEL CONVENIO)

El presente convenio tendrá la duración de tres años, entrando en vigencia a partir de la fecha de suscripción, al cabo del cual podrá confirmarse, modificarse o disolverse previo acuerdo de partes y con causales justificadas.

En caso de que alguna de las partes decida resolver el convenio antes de que concluya el periodo de vigencia, dará aviso circunstanciado por escrito con tres meses de anticipación a la otra parte.

NOVENA (CONFORMIDAD)

En señal de conformidad con todas y cada una de las cláusulas precedentes firman las partes al pie en el presente convenio, en la ciudad de La Paz el once de marzo de dos mil once años.

Hna. Eva Flores Lluri
DIRECTORA
CENTRO DE DESARROLLO INTEGRAL BO-177
COMPASSION INTERNATIONAL

Hno. Jaime Cano Catacora
PASTOR
IGLESIA EVANGÉLICA DE DIOS BOLIVIANA

Dra. Filomena Miranda Casas
DIRECTORA a.i.
CARRERA LINGÜÍSTICA E IDIOMAS

Dr. Fernando Cajías de la Vega
DECANO a.i.
FACULTAD DE HUMANIDADES
CIENCIAS DE LA EDUCACIÓN



Centro de Desarrollo Integral BO - 177 ISRAEL

Iglesia de Dios Boliviana "Bajo Pampahasi"

La Paz, 15 de Octubre del 2012

Lic. Virginia Coronado Conde
DIRECTORA DE CARRERA DE LINGÜÍSTICA E IDIOMAS
UNIVERSIDAD MAYOR DE SAN ANDRES
Presente.-

Ref: Envío de Informe Evaluativo final

Señora Directora:

Por medio de la presente le remito el informe evaluativo de las universitarias Claudina Chirinos Amba y Basilia Abelo Ticona sobre el trabajo dirigido realizado en "Compassion International NGO of Pampahasi La Paz City CDI BO-177. CON EL TEMA "PUPPETS AS PEDAGOGICAL RESOURCES TO TEACH ENGLISH LANGUAGE TO CHILDREN".

Con este motivo aprovecho para hacerle conocer el agrado por el aporte brindado por sus estudiantes a esta Institución principalmente a los niños que son de bajos recursos económicos y que necesitan un apoyo en la parte educativa con el idioma de Ingles que es esencial para sus estudios superiores.

Por lo cual se les otorga un puntaje de 60 sobre 65pts. A las mencionadas universitarias. Asimismo reitero mi satisfacción y deseo de seguir trabajando para el bien de los niños y jóvenes de nuestra ciudad y porque no decir para contribuir a la mejora de las situaciones de los diferentes sectores de nuestro país en la parte educativa.

Me despido de usted asegurándole las consideraciones más distinguidas hacia su persona.

Atentamente

Ptr. Jaime Cano

PASTOR



Gladys Ibañez

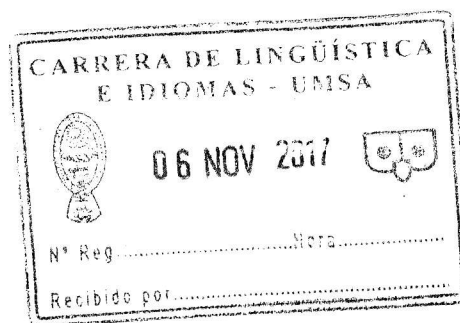
DIRECTORA

La Paz, 6 de Noviembre de 2017.

Señora

Lic. Teresa Soliz Estrada
DIRECTORA a.i. DE LA CARRERA
LINGÜÍSTICA E IDIOMAS

Presente.-



Ref.- Informe Final del Trabajo Dirigido de las
Universitarias Claudina Chirinos y Basilia Abelo

Distinguida Licenciada:

Mediante la presente me dirijo a su persona para hacerle llegar el informe final de las Universitarias Claudina Chirinos Amba y Basilia Abelo Ticona, quienes culminaron su Trabajo dirigido titulado "PUPPETS AS A PEDAGOGICAL RESOURCES TO TEACH ENGLISH LANGUAGE TO CHILDREN AT COMPASION INTERNATIONAL NGO OF PAMPAHASI LA PAZ CITY".

Los puntajes obtenidos en las evaluaciones son las siguientes:

Nota asignada por el Tutor Académico

| | |
|--------------|-------|
| 1er. Informe | 60/65 |
| 2do. Informe | 60/65 |
| 3er. Informe | 60/65 |

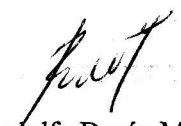
Nota Final del Tutor Acad. 60/65 puntos

Nota Final del Tutor Institucional

Nota Final de Tutor Institucional 60/65

Realizando el promedio de la nota del Tutor Académico y el Tutor Institucional tenemos que la Nota Final obtenida por las Universitarias Claudina Chirinos Amba y Basilia Abelo Ticona es de 60 puntos sobre 65.

Sin otro particular, deseándole éxito en sus funciones me despido atentamente.


Lic. Rodolfo Durán Mollinedo
C.I. 3325701 L.P.
TUTOR ACADÉMICO