TECHNICAL UNIVERSITY OF COTOPAXI

ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC SCIENCES

SCIENCES OF EDUCATION: ENGLISH MAJOR

THEME:

THE LEXICAL AND VOCABULARY DEVELOPMENT IN THE ENGLISH TEACHING – LEARNING PROCESS WITH STUDENTS OF EIGHTH YEAR OF GENERAL BASIC EDUCATION AT "SAN JOSÉ DE GUAYTACAMA" EDUCATIVE UNIT, DURING THE ACADEMIC CYCLE APRIL - AUGUST 2015.

Thesis presented previous to get the Sciences of Education Degree with major in the English Language.

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Latacunga – Ecuador

December, 2015

AUTHORSHIP

The criteria issued in this research work **"THE LEXICAL AND VOCABULARY DEVELOPMENT IN THE ENGLISH TEACHING – LEARNING PROCESS WITH STUDENTS OF EIGHTH YEAR OF GENERAL BASIC EDUCATION AT "SAN JOSÉ DE GUAYTACAMA" EDUCATIVE UNIT, DURING THE ACADEMIC CYCLE APRIL – AUGUST 2015."** is exclusively author's responsibility.

………………………….………
Laura Elizabeth Unaucho Sánchez
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THESIS DIRECTOR'S ENDORSEMENT

As a Thesis Director of this investigative work about: "THE LEXICAL AND VOCABULARY DEVELOPMENT IN THE ENGLISH TEACHING – LEARNING PROCESS WITH STUDENTS OF EIGHTH YEAR OF GENERAL BASIC EDUCATION AT "SAN JOSÉ DE GUAYTACAMA" EDUCATIVE UNIT, DURING THE ACADEMIC CYCLE APRIL - AUGUST 2015.", belong to Unaucho Sánchez Laura Elizabeth applicant of the English career; consider this research work meets the investigative, and methodological requirements, and scientific-technical contributions which are enough to be evaluated by the thesis validation court that the Honorable Academic Board from the Academic Unit of Administrative and Humanistic Sciences at Technical University of Cotopaxi designates for the corresponding study and qualification.

Latacunga, December 2015

Sincerely,

…………………………..

M.Sc. Nelly Patricia Mena Vargas

Thesis Director

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COURT APROVAL

As Members of the Court we agree with the present Grade Research Report in accordance with the regulations issued by the Technical University of Cotopaxi, and the Academic Unit of Administrative and Humanistic Sciences; the postulant: Unaucho Sánchez Laura Elizabeth. Thesis presented previous obtaining the Sciences of Education Degree with mention in the English language with the theme: **"THE LEXICAL AND VOCABULARY DEVELOPMENT IN THE ENGLISH TEACHING – LEARNING PROCESS WITH STUDENTS OF EIGHTH YEAR OF GENERAL BASIC EDUCATION AT "SAN JOSÉ DE GUAYTACAMA" EDUCATIVE UNIT, DURING THE ACADEMIC CYCLE APRIL - AUGUST 2015."**, They have considered the recommendations issued timely and is qualified enough to be submitted to the Thesis Defense act.

By the above, we authorize the corresponding pasted, as institutional norms.

Latacunga, December 2015

For constancy sign:

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M.Sc. Sonia Jimena Castro Bungacho   M.Sc. Jorge Luis Rosero Méndez
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OPPONENT

THANKS

My sincere thanks to God who guided each step on my life and who provided the strength during my educational process. I also want to thank to my professors who have helped me in my training process with lots of patience and dedication, especially to my teacher Patricia Mena who guided me to do this work.

Finally, I am so grateful with my family for their unconditional support that they gave me to go on with my studies, thanks so much.

Laura Unaucho

DEDICATION

This research work is dedicated to my mother who is the reason to my efforts, she is my biggest motivation to go on.

Furthermore, she was always my example because she taught me that with constancy and perseverance anyone can reach their dreams.

Laura Unaucho

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Autor: Unaucho Sánchez Laura Elizabeth

ABSTRACT

This present investigate work was focused on fortifying the communicative area through the use of lexical and vocabulary in the English Teaching-Learning Process in order that students can understand and develop the communicative skills. The main problem was that students were not developing their vocabulary and it makes that they cannot speak in English. Even though that teachers have focused on teaching English language, there has been a little inconvenience at moment to teach and develop the students' lexical and vocabulary. That is the reason why, it has been designed a Mini Dictionary and some activities to develop them. This investigation was focused on design a Mini Dictionary based on Lexical and Vocabulary with different group of words and useful expressions which are necessary to do different activities. It is important to mention that, the beneficiary of this investigation were the students and the teachers because they had access to use this educational resource, so in this way the development of lexical and vocabulary became interesting and meaningful. Thus, thanks to the scientific importance of this project, there is the possibility in the future to do a digital dictionary which will be designed according to students' needs and interests. Finally, this research was conducted through the descriptive method which was used to obtain enough and important information to develop the proposal.

KEY WORDS: Lexical, Vocabulary, Teaching, Learning, Dictionary.

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Author: Unaucho Sánchez Laura Elizabeth

RESUMEN

El presente trabajo investigativo estuvo enfocado en fortalecer el área comunicativa a través del uso del léxico y vocabulario en el Proceso de Enseñanza-Aprendizaje del idioma Inglés con el fin que los estudiantes puedan comprender y desarrollar las habilidades comunicativas. El problema principal fue que los estudiantes no estaban desarrollando su vocabulario y esto hace que ellos no puedan hablar en Inglés. A pesar que los maestros se han centrado en la enseñanza del idioma Inglés, ha existido un pequeño inconveniente a la hora de enseñar y desarrollar el léxico y el vocabulario de los estudiantes. Esa es la razón por la cual, se ha diseñado un Mini Diccionario y algunas actividades para desarrollarlo. Esta investigación estuvo enfocada en diseñar un Mini Diccionario basado en léxico y vocabulario con diferentes grupos de palabras y expresiones útiles las cuáles son necesarias para realizar diferentes actividades de esta forma se facilita la comprensión del idioma Inglés. Es importante mencionar que, los beneficiarios de esta investigación fueron los estudiantes y los maestros porque tuvieron acceso a utilizar este recurso educativo, por lo que de esta manera el desarrollo del léxico y el vocabulario llegaron a ser interesantes y significativos. Así, gracias a la importancia científica de este proyecto, existe la posibilidad en el futuro hacer un diccionario digital el cual será diseñado de acuerdo a las necesidades e intereses de los estudiantes. Finalmente, esta investigación se llevó a cabo a través del método descriptivo el cual se utilizó para obtener suficiente e importante información para desarrollar la propuesta.

PALABRAS CLAVES: Léxico, Vocabulario, Enseñanza, Aprendizaje, Diccionario.

INDEX

INDEX OF CHARTS AND GRAPHICS

INTRODUCTION

Taking into account the importance of teaching English in many educational institutions, this thesis introduces an extraordinary resource in order to carry out an excellent English Teaching - Learning Process. That is the reason why, this research has a proposal to design a Mini Dictionary in order that students develop their communicative area. The use of this Dictionary is a key resource to improve lexical and vocabulary and get a better English learning.

Nowadays, people know that learning English Language is quite essential to development in any occupational field. So, it has been taught since first school years, however, students are not able to communicate in English still because they do not have a wide lexical and vocabulary. A relevant aspect of this project is the fact that is the first time that is created a mini dictionary focused on the development of students' lexical and vocabulary based on the book called Postcard A1. The use of this Mini Dictionary can be a powerful resource for pedagogical change, as students use the Mini Dictionary to take a more active role in personalizing their own knowledge and teachers take on facilitators of knowledge.

The variables taken into account were the English language and the resources to develop the students' lexical and vocabulary, the population was a total of 65 students, 4 English teachers and 3 authorities from "San José de Guaytacama" Educative Unit, this is a non-experimental investigation because it does not involve manipulation of any situation or experience with the participants.

This research is based on the descriptive method because it allows the researcher to describe different situations and contexts, detailing how they are manifested and also to analyze many events and of the relevant aspects of the investigation. It is necessary to know that, the information on this project is ensued through surveys and results applied at "San José de Guaytacama" Educative Unit. Giving as a result the creation of a Mini Dictionary based on lexical and vocabulary to improve the students' English language.

The present thesis investigation has been divided into three chapters:

Chapter I is a clear description that allows understanding the scientific part of this research, that is the reason why there is the THEORETICAL FRAMEWORK which is focused on fundamental categories all of them supported by their corresponding bibliography and websites according to the present topic.

Chapter II it is related to ANALYSIS AND INTERPRETATION OF RESULTS, it encloses a quantitative analysis and interpretation of survey results which were applied to the students of the Eighth year of General Basic Education, 65 surveys were applied to the students. Also, 4 surveys were applied for English teachers and 3 surveys to the principal authorities at "San José de Guaytacama" Educative Unit. It is important to mention that, these surveys were argued, according to the theory of the first chapter. It is essential to consider that, these surveys were so fundamental to create the proposal, which was planned having the results of the surveys at once is made the conclusions and recommendations.

Chapter III THE PROPOSAL, consists of the development and application of this present research work in this case the design of a Mini Dictionary based on the development of students' lexical and vocabulary, it contains different group of words and useful expressions which are described in alphabetical order and it is divided into 6 units each word has its respective phonetic transcription in order that learners know what the correct pronunciation is. At the same way, each word has its respective example whose purpose is that students know the meaning and function about it in a better way. This research work involves lots of idiomatic expressions which can be used at any time.
Finally, it includes lots of activities to develop the students' lexical and vocabulary.

CHAPTER I

1.1. BACKGROUND

A language attracts people because of the wealth of literature and knowledge enshrined in it. The English Language Learning has acquired a wider importance around the world. Then, The English language has become one of our principal assets in getting a global leadership. That is the reason why, English Language is used as a foreign language by millions of people. English language is our window to the world.

It is completely essential to expand the knowledge and use of the words in this way everybody will be able to communicate in a clear and concise way; either spoken or written way. Also, learning new words is a fun activity which can be made inside or outside the classroom.

The English language is now spoken as a first language by millions of people around the world. Nowadays, the English Language Learning has become a vital importance for the relevancy that it has acquired through the years and different involvements. The University of California, Los Angeles has a research whose author was Johanna Stirling. Her objective was to help students to learn the Vocabulary that teachers teach them. This research was carried out at "Diversified Vocational" College which is located in California.

Johanna mentions that, organized material is easier to learn than seemingly random lists. Also, shallower processing is more sensory than semantic, remembering by seeing or hearing the item only, not fully engaging with the meaning. Additionally, she asserts that, new lexical and vocabulary should be integrated into language already known by the learners.

Also, a similar research was developed by Sulay Rodríguez Bersinger at "Universidad Industrial de Santander" in Colombia whose objective was to improve lexical knowledge in sixth grade students from secondary school. This research was developed at "Floridablanca" school in Colombia. It was carried out with 30 students aged between 11 and 13 who resided nearby the school. The researcher used the vocabulary learning strategies to increase the students' lexical corpus in English. The researcher applied the memory strategies proposed in the taxonomy of Schmitt. Furthermore, the researcher analyzed the effects of using these strategies on students, so different tests and evaluations were used by her.

Sulay claims that, in order that students improve their lexical English knowledge it is necessary to apply different Vocabulary learning strategies. The researcher concluded that strategies can be a good instrument to enhance student vocabulary level. After comparing the results of different tests, most of students presented an improvement in their vocabulary acquisition in English.

In Cotopaxi Province, there are not any investigative work about the factors which have influence in the learning of lexical and vocabulary of English Language. That is the reason why this research has become an approval with students and teachers at "San José de Guaytacama" Educative Unit.

This research project is based on the previous studies, in which the studens' lexical and vocabulary has an important part in learning English. In general the results of these studies suggest that students practice and develop their vocabulary to get better results in the learning of a foreign language, so the researcher will take as basis to focus on this research.

THE ENGLISH
LANGUAGE

ENGLISH TEACHING
LEARNING PROCESS

ENGLISH LEARNING
PRINCIPLES

ENGLISH LEARNING
STRATEGIES

LEXICAL AND
VOCABULARY
DEVELOPMENT
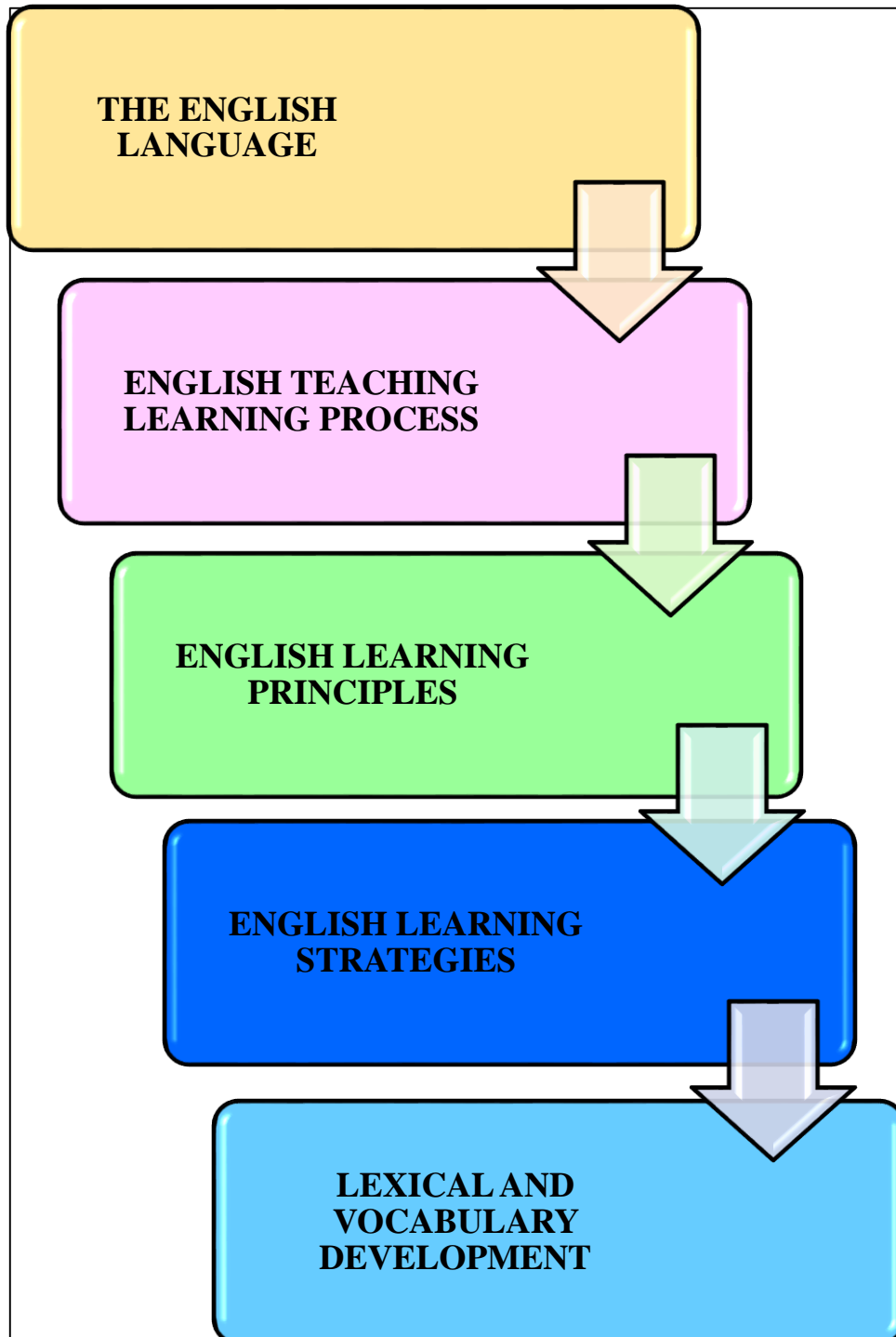
1.3. THEORETICAL FRAMEWORK

1.3.1. THE ENGLISH LANGUAGE

English is the world's common language. Then, English has come of age as a global language it is spoken by a quarter of the world's population, enabling a true single market in knowledge and ideas. The English language is used as a foreing language, thus it could be defined as the language of education, science, tourism, and so on. English is spoken in other developed countries where it plays a key part in the cultural, political and economic life. It is defined as the second most spoken language in the world**.**

PRAKASH, David. "**English is one of the most important languages in the world. It can even be said or be the single most important language**". (2010) Pg. 56

http://www.saching.com/Article/The-importance-of-English-Language-/3556

David asserts that, English language is maybe one of the most important around the world because it is a language used in many fields such as education, business, literature, Internet. The English language has become in an extraordinary language which is used for millions of people. Thus, learn English is so important because through it people can understand the language of other countries, at the same time, they can know the problems, novelties, news which happens around the world.

ROJO, Tamara. **"English, to me, is the international language of dance. The English language has allowed me to communicate all over the world with artists, designers, composers, teachers, fellow dancers and choreographers and has been essential to initiating and developing both my professional and personal relationships**." (2007) Pg. 15

http://www.britishcouncil.org/sites/britishcouncil.uk2/files/english-effect-report.pdf

Tamara states that, English is the international language of dance because through English language she has achieved to communicate with lots of people as teachers, designers, artists and more. Then, the English language has lots of advantages which help to have a wide communication with different people. To learn English language is very valuable because it creates many opportunities around the world since it is the second most spoken language.

1.3.1.1 English History

The English language belongs to the West Germanic branch of the Indo-European family of languages. The closest undoubted living relatives of English are Scots and Frisian. The English language is a complex area of gradual developments and short changes, of borrowings and mutual influences.

CRYSTAL, David. "**English has been this vacuum cleaner of a language, because of its history meeting up with the Romans and then the Danes, the Vikings and then the French and then the Renaissance with all the Latin and Greek and Hebrew in the background**." (2008) Pg. 45

http://www.brainyquote.com/quotes/quotes/d/davidcryst513681.html

David asserts that, English has become in a vacuum cleaner of a language because this language contains lots of borrowings from Romans, Danes, Vikings. Also, it has been mixed with french, Latin and Hebrew. English language is the most widespread language in the world used by millions of people for many purposes than any other language on Earth.

English language is focused to the arrival of three Germanic tribes to the British Islands during the 5th Century AD. These tribes were Angles, Saxons and Jutes they traversed the North Sea from what is the present day Denmark and northern Germany. So, an Anglo-Saxon inscription dated between 450 and 480 AD is the oldest sample of the English language.

Old English (450-1100 AD)

The invading Germanic tribes spoke similar languages, which in Britain developed into what everybody nows call Old English. Native English speakers now would have great difficulty understanding Old English. However, about half of the most commonly used words in Modern English have Old English roots. The vocabulary of Old English comprised an Anglo Saxon base with lent words from the Scandinavian languages and Latin.

Middle English (1100-1500)

In 1066 William the Conqueror invaded and conquered England. The Normans brought with them a kind of French, which became the language of the Royal Court, and the ruling and business classes. For a determined period there was a kind of linguistic class division, where the lower classes spoke English and the upper classes spoke French.

Early Modern English (1500-1800)

Towards the end of Middle English, a sudden and distinct change in pronunciation, with vowels being pronounced shorter and shorter. From the 16th century the British had contact with many peoples from around the world. The Renaissance of Classical learning, meant that many new words and phrases entered the language. The invention of printing played a fundamental role at this stage.

Late Modern English (1800-Present)

Late Modern English has many more words, rising from two main areas: the Industrial Revolution and technology created a need for new words; and the British Empire at its height covered one quarter of the earth's surface, and the English language adopted foreign words from many countries.

1.3.1.2 Importance of English Language

One of the most important factor to learn the English Language is the globalization. Then, nowadays learn a second language is so vital because it opens different doors and everybody can develop in any field. Therefore, the learning of English Language is view like a necessity of overcoming among society.

The importance of English in education is totally relevant subsequently students should increase the knowledge to participate in any kind of events in an oral or written way because this language has a widespread importance in any field. In this way, students in the future will not have any difficulty to interact with other foreign society, thus they could establish friendship, business, etc.

The classroom is the most suitable educational context to give students an excellent acquisition of the English language. So, institutions give the necessary support to students to enhance the opportunities in their personal life. To learn this essential language, there are different ways where anybody can learn, no matter age, sex or social condition since everybody has right to study and in this way to go ahead.

1.3.1.3 Dialects of English Language

It is important to know that everybody who speaks the same language do not speak it the same way. That is why; a language is subdivided into some of the dialects which each of them can vary in some way from the original language. Dialects are varieties differing in pronunciation, vocabulary and grammar from each other and from Standard English. To develop a new dialect it is necessary to take account people who live in other places because they are immersed in that dialect.

The dialects have been mixed continually due to people moved into all the country for lots of migrations. So, people and countries have suffered different changes in many aspects like language, culture, customs, etc. The main dialects of English language include the following:

British English

It is a kind of the English language which is used in Great Britain. It is one of the two most popular kinds of English in the world. The biggest difference between British English and American English is in pronunciation. Differences in vocabulary and grammar are quite small. People who speak British and American English can easily understand each other.

American English

The varieties of the English language spoken and written in the United States and Canada. The varieties of English used in the U.S. American English were the first major variety of the language that developed outside of Britain.

Scottish English

Scottish English refers to the varieties of English spoken in Scotland. The main, formal variety is called Scottish Standard English or Standard Scottish English. This dialect may be defined as the characteristic speech of the professional and the accepted norm in schools. In addition, to distinct pronunciation, grammar and expressions, Scottish English has distinctive vocabulary.

Irish English

English was brought to Ireland as a result of the Norman invasion of the late 12th century. Initially, it was mainly spoken in an area known as the Pale around Dublin, with mostly Irish spoken throughout the rest of the country.

Canadian English

Canadian English was a severely understudied national variety of English. Reliable sociolinguistic data on a national scope have been especially hard to come by and, until the mid-1990s, was virtually inexistent. The geographical proximity to the American superpower is quite unique to Canadian English and contrasts it with other varieties of English.

Australian English

This language is spoken by the majority of Australians. It is used by people who are born and raised in this country and also by those who immigrate during childhood.

England English

The English language spoken and written in England encompasses a diverse range of accents and dialects. The dialect forms part of the broader British English, along with other varieties in the United Kingdom.

Indian English

Indian English is any of the forms of English characteristic of the Indian subcontinent. English has slowly become one of the lingua francs of the Indian subcontinent and is the language of their cultural and political elites, offering significant economic, political, and social advantage to fluent speakers.

1.3.1.4 The Advantages and Disadvantages of learning English language.

There are a number of reasons to learn another language. In this case English, it has its own advantages and disadvantages in the same way that a unified currency or an effective communication with foreign people. So, a unified language code, or at least a common tongue, can help and get a better dialogue and obviously a good understanding. One of these advantages is in International business, aviation and media use English almost exclusively because through this language people can interact among them and do different business.

English language helps people to get better opportunities of work development. For example; there are lots of multilateral institutions and special agencies that recruit professionals who know the English language. They also offer numerous employment opportunities to those who understand and communicate in English.

The disadvantages just depend on the nationality of the person who is learning English. For instance, Chinese students see learning English as an insult to their Chinese ancestry, it is according to their beliefs. In the same way, Arabs perceive this language as the sounds of an enemy. Then, some trainings do not realize the need for individual thoughts and expressions. It is a difficult language to learn with nearly every rule having an exception.

The most important benefit or advantage about the English language is getting a better understanding of your first language. You can transfer the skills learned in English and apply them to your first language. Learning another language always is seeing the world through a different lens.

1.3.2. ENGLISH TEACHING LEARNING PROCESS

Teaching - Learning Process is the heart of education. Everyone is passing through a great transition. Then, the old is becoming obsolete and new is still in the process of emergence. Thus, the old ways of learning and teaching is found to be too rigid and too outdated. That is why; a great opportunity for change is being really needed. It has been advised that the training of the young requires.

ORTIZ, Kadir. "**English Teaching-Learning Process is the movement of students' cognitive activity under the master's direction, toward the domain of the English language, knowledge, skills, habits and the formation to get a better conception of this language**." (2005) Pg. 265

http://www.eumed.net/librosgratis/2009c/583/englishteachinglearningprocess:htm

Kadir claims that, the English Teaching-Learning Process is linked with students' cognitive activity under the teacher's direction. This cognitive activity is focused on the domain of the English language, skills and habits to get a better conception of this language. It is fundamental that teachers be able to guide for their students in this way a significant English Teaching-Learning Process will be obtained.

YADAV, Binod. "**The English Teaching-Learning Process means the relationship that teachers have with their students for transferring and receiving knowledge about the English language**." (2008) Pg.25

https://www.englishclub.com/tefl-articles/english-teaching-learning-process.htm

Binod claims that, English Teaching-Learning Process includes two parts, one who transfers knowledge and another one who receives it. So, teachers play an essential part in this process because they are who must search for different strategies and methodologies to develop the students' skills.

It is necessary to find positive, respectful, enjoyable aspects in order to get good results into this process. Taking into account that human life takes its inception in a society where multiple actions are supposed to get successfully completed only if they are done in proper harmony with one another. Then, communicative activities in the English language inside or outside the classroom are social actions wherein each member must develop a sense of social relationship particularly between teachers and students. Teachers need to use different resources in order that students can interact and communicate with them. Hence, teachers need to consider the possible threats that will find in this educational process. That is the reason why; teachers need to organize and apply different and interesting activities which allow for students to maintain a good attention.

English Teaching-Learning Process involves different tools that teacher must use in order that students catch the knowledge in a good way since students learn in different ways. Thus, the teacher must be able to teach to all their students since the process of learning has different problems which teacher must solve. Therefore, either teacher and students play a fundamental role in the English Teaching-Learning Process they should create a friendship in order to achieve the purpose of education.

1.3.2.1 Components of the English Teaching-Learning Process

Inside the components there are:

Preparation

Content and language objectives are associated with local standards from frame each lesson. Teachers must incorporate supplemental materials to assist ELLs in the lesson. These help students make connections between new knowledge and prior experience. Teachers must plan meaningful, relevant learning activities to enable those connections.

Building Background

Lessons must be linked new content to students' background, experience and previous learning. Singular activities build vocabulary related to specific content as well as to academic language.

Comprehensible Input

Lessons current content information in this way students can comprehend. Linguistic input both teacher's speech and text are adjusted to maximize student comprehension, without decreasing content or expectations for achievement.

Strategies

Teachers must find strategies, working toward independent competence. Teachers also must push students beyond content knowledge to higher order skills, including critical analysis and inquiry.

Interaction

Lessons provide regular opportunities for students to interact with different groups of partners and others in this way students acquire language fluency. Also, students

need opportunities to produce real, determined language and to direct the course of conversations and arguments.

Practice/Application

The English language learners have opportunities in the classroom to practice and apply the language skills and content knowledge they have acquired. Subsequently, trying out new knowledge and practicing new skills in a safe environment, supported by teacher leads to mastery.

Lesson Delivery

Throughout the lesson, learning activities support and reinforce the content and language objectives established at the beginning of the lesson. Students engage in the lesson activities. Effective lesson delivery maximizes students' understanding.

Review and Assessment

English teachers must look at student performance analytically with regard to criteria established in the preparation phase. Both content-based products and language-related processes are taken into account. Assessment must be a continuous and interactive process between teacher and student.

1.3.2.2 Methods to develop the English Teaching - Learning Process

English Teaching - Learning Process includes different methods and strategies that help to get successful students. It is important to take into account other aspects which take an important part in the Teaching – Learning Process these aspects can be the environment, attitudes, behavior and others.

Additionally, interesting activities can help to enhance the abilities of students because they have different interests. So, it is important to recognize some methods that help in the education of the students. Inside the methods to teach English language are:

Audio - Lingual Method

This method is focused on the way how students can develop their speaking skill. Also, it involves the performing of dialogues, role plays, useful language and useful expressions. The purpose of this method is to improve the pronunciation of students through speaking; in this way learners can communicate with other people.

Direct Method

It is known also as a natural method. Thus, it focuses on the pronunciation and it has not accentuated on grammar rules. It is important to consider that, this method is based on the first language in the way how students acquired it. Hence, the second language would be a simulation of the first language.

Grammar Translation Method

This method refers to the grammar development, thereby the Grammar Translation method includes all grammatical rules that help students to learn new structures and vocabulary. What is more, in this method, it is necessary to translate full text, that is, word by word in order that students can understand the text.

Natural Approach Method

This method refers to the increase of the communicative aspect; also it involves the listening skill. In few words, Natural Approach is an excellent way to develop the speaking. That is the reason why; this method helps to maintain a good communication among students because in this way they can give their point of view, opinions. What is more, they can share their experiences and ideas.

Suggestopedia

The main feature of this method is the use of gestures because through gestures, students have a better notion about the topic what is studied at that moment. To

keep in mind, the "suggestology" fulfill an essential role in the development of this method.

Total Physical Response Method

This method focuses on physical activities. So, it involves the coordination and memory connection that students should develop. The idea is to have the students' ability to concentrate on this kind of activities. To keep in mind, this method is quite active which helps in the Teaching – Learning Process.

1.3.3 ENGLISH LEARNING PRINCIPLES

The English Learning Principles are mainly to apply in the English Learning Process. Then, many pedagogues and Educational psychologists have recognized different principles of English learning. Those principles have been found, tested, and used in practical situations like English Teaching-Learning Process. The aims of the principles of learning are to provide additional information in order that people learn most effectively. So, the knowledge of these principles helps the teacher for better understanding of learning behaviors of their students.

BASS, Jossey. "**English Learning Principles refer to ideas or concepts that have been taken as a guide in planning by teachers in the use of strategies, in different didactic moments**." (2010) Pg.131

https://books.google.com/books?isbn=131768698–principles-of-english-learning

Jessey asserts that, English Learning Principles are those ideas which take part in the planning. These are used by teachers in different lessons. English Learning Principles, help teacher better understand the way that they can teach.

FINGERMANN, Hannah. "**English Learning Principles are primary postulates and initials which are used to guide the process towards an effective end. They are not fixed, neither prescriptive nor immutable, but are discovered in the daily practice, and are vulnerable to review**." (2011) Pg. 95

https://books.google.com/books?isbn=8497325842-english-learning-principles-

Hannah mentions that, the English Learning Principles are used by teachers to guide the English Learning Process towards a successful end. These principles are not rigid, but these are exposed in the daily practice. Also, the English Learning Principles can be reviewed and changed after it.

1.3.3.1 Principles of English Learning for (ELLs)

Inside the Principles of English Learning for (ELLs) are:

Implement Challenging Curriculum with High Expectations

A curriculum designed for the ELLs must include not only basic skills and basic thinking, but also higher level thinking. Teachers must challenge ELLs on the content being taught and establish high expectations for them.

Design Standard Academic Content and make it more accessible

Teachers must make sure that they keep the standards for academic content while using every possible means to make it more accessible to students. The language of the teaching materials must be authentic and culturally relevant.

Offer Explicit and Culturally Relevant Instruction

Teachers must take into account students' background knowledge and culture and make their instruction culturally relevant. Teachers must understand the English language developmental levels of their students and select the appropriate instructional strategies for each level.

Support Metacognitive Strategies and Specific Learning Strategies

Teachers must make explicit metacognitive and specific learning strategies for ELLs. They must make sure that students understand the strategies and know when

and where it is appropriate to apply the strategy. Teachers must teach students how to use their metacognitive strategies to help with their learning.

Use ELLs' First Language Strategically with difficult concepts

Teachers must view the first languages of the ELLs as a resource and use them in an appropriate way. The use of the first language will benefit those ELLs who have received some formal education in their first language.

Teach Vocabulary within multiple contexts

Teachers must pay attention not only to extensiveness but also in depth and association of vocabulary learning. They must insert words in multiple contexts and use them frequently in class.

Build Reading Comprehension Ability

Teachers must adopt the instructional practices they use with native English speakers to improve ELLs' reading comprehension. Reading aloud frequently, connecting reading materials with ELLs' cultural background knowledge as well as content background knowledge.

Offer Strong Oral and Written Language Models for students to follow

Teachers must cultivate students' ability to use oral English and create opportunities for them to use it. Before asking ELLs to produce English either in oral or written form, teachers must set a good model for ELLs to follow.

Integrate Reading, Writing, Speaking, and Listening Skills

Teachers must integrate reading, writing, speaking, and listening skills in their teaching. They must teach ELLs to concurrently develop their four language skills in academic English. Teachers must create more opportunities for students to use the English language.

1.3.4 ENGLISH LEARNING STRATEGIES

English Learning Strategies are seen as "tricks" to help that learners can understand better and to do tasks in an efficient way. The English Learning Strategies are an academic support for students. The aim of English Learning Strategies is to help to fine harmony the students' skills, and enhance the students' skills trying to extend their academic potential.

Thus, learning strategies are used by students because these help them to understand information and solve any kind of problems. Students who do not know or use good learning strategies often learn passively and the end they fail in school. To keep in mind, Learning Strategy is mainly focused on making students successful.

SCARELLA, Elizabeth & **OXFORD,** Rebecca. "**English Learning strategies are defined as "specifications, behaviors, steps, or techniques: such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task used by students to enhance their own learning**". (2000) Pg. 63

http://research.ncl.ac.uk/ARECLS/volume7/lee_vol7.pdf

Elizabeth and Rebecca assert that, the English Learning Strategies are specific actions applied by teachers to make the students' learning easier, faster, more enjoyable and more effective. Then, the learning strategies are quite useful for students since through these, they are able to solve problems and to get a significant learning.

WENDEN, Ray**. "English Learning Strategies can be defined from the aspect of language learning behaviors, such as learning and regulating the meaning of a second or foreign language, cognitive theory, such as learners' strategic knowledge of language learning, and the affective view, such as learners' motivation, attitude, etc**." (2009) Pg. 141

http://www.ikiu.ac.ir/public..../090ad_1413789673.doc

Ray claims that, the English Learning Strategies are used by students who have an interest in learning a foreign language. It is to say, students choose and select the strategy according their needs. Then, the behavior is an important factor in the learning strategies since it helps to carry out the learning of any language.

OXFORD, Rebecca. "**English learning strategies include two main classifications: direct strategies and indirect strategies. Direct strategies are specific ways that involve the use of language, sub-divided into memory, cognitive and compensation strategies. Indirect strategies do not directly involve using the language, but they support language learning and are further divided into metacognitive, affective, and social strategies**." (2000) Pg.140

http://iteslj.org/Articles/Hismanoglu-Strategies.html

Rebecca mentions that, there are two kinds of learning strategies, these can be direct and indirect. Obviously, each group has its divisions so, all and each of them takes an essential part in the learning process because it helps to develop an excellent educational process.

1.3.4.1 Classification of English Learning Strategies

The English learning strategies are divided into:

Direct Strategies

Inside the Direct strategies are:

Memory strategies

It refers to the aspect for remembering and receiving new information. Thus, memory strategy can help to memorize numbers, vocabulary, sounds, body movements, images and much more. It helps to enhance the student learning since all students learn in a different way.

Cognitive strategies

It works for understanding and producing the language. Therefore, this strategy helps to the students to produce the language in any way like writing, speaking, in this way they can express what they have understood.

Compensation strategies

It is based on the use of language despite lack of knowledge about it. In fact, does not matter how much students have understood; the only important thing is that, they are able to use it somehow. However, those students must develop their knowledge the sooner, the better.

Indirect Strategies

Inside the Indirect Strategies there are:

Metacognitive strategies

It involves the coordination of the learning process. Consequently, students should be able to recognize the learning process since it has an order and learners should respect it. In few words, students should follow the learning process step by step.

Affective strategies

It denotes that emotion must be regulated. The idea is that students are able to control their emotions, these can be about happiness, sadness, anxiety, etc. It helps to avoid any kind of problems in their academic performance and in their personal life.

Social strategies

It states to the learning with others. Well, in this case it is so relevant that students can interact with others in this way they can share their own ideas, experiences,

anecdotes, dreams and so on. As a consequence, learners have lots of motivation to study and go ahead in their educational life.

English Learning Strategies are quite useful and necessary in the English Teaching-Learning Process. It is important that students search and find a strategy according to their needs because it helps to develop their knowledge and to get a successful learning process. So, it implies the collaboration of all educational communities.

1.3.4.2 Learning Strategies to learn Vocabulary

Learning strategies to learn Vocabulary are intuitively appealing to teachers and learners. It has also become a popular research topic among researchers in the last two decades.

Picture glossary

To learn vocabulary of the English language is in pictorial flash cards. A picture of the concept is on one side while the term is on the reverse. Students learn to correlate concepts directly with words, eliminating the need for translation.

Common lexical

Learners construct understanding by integrating new ideas with pre-existing knowledge. Ask students what they already know, then develop a common classroom vocabulary that can be used to develop new understandings.

Root words

The knowledge of root words can greatly enhance student understanding of academic terms and facilitate a better understanding of the English language because the vast majority of vocabulary is based on root words.

Word Wall

Stuck new vocabulary terms on the wall in an organized, grouped way. For example, students may wish to post new biology terms in columns according to the level of organization.

Graffiti Vocabulary

The vocabulary words are associated with specific concepts. Students can create word posters. Provide recognition for good work by transforming the student work into the class word wall.

Vocabulary Cartoons

It is an excellent way to help students to visualize new words. The vocabulary cartoons as the terms come up in the lessons.

Words plash

A words plash is a collection of key words or concepts chosen from a passage or chapter that students are about to read. This strategy gives students the chance to relate the new words or concepts to the main topic of the reading.

1.3.5 LEXICAL AND VOCABULARY DEVELOPMENT

The English language is quite common in different particular areas such as education, science, technology, medicine, industry, business and others. These areas develop multiplies lexical and vocabulary are needed, in order to express new ideas, thought, proposals, applications among others.

PINKER, Steven. "**Vocabulary are the words of a language, including single items and phrases or chunks of several words which convey a particular meaning, the way individual words do**."(2007) Pg. 86

http://stevenpinker.com/content/profiles-interviews

Steven states that, Vocabulary are the words of a language. Vocabulary development is much more than just increase single words. Vocabulary helps students to understand and communicate with others in English.

ANGLIN, Jeremy. "**Vocabulary development is the process whereby speakers of language enhance it with new words**" (2000) Pg. 43

http://www.wiley.com/WileyCDA/WileyTitle/productCd-0631224432.html

Jeremy claims that, the Vocabulary development is a process where people acquire new words and enhance it. The vocabulary development plays a vital key in the understanding of the English language in order that students can communicate in a better way.

BARCROFT, Joe. "**Lexical refers to all the words in a language, the entire vocabulary of a language**." (2011) Pg.571

http://www.tesol.org/docs/books/bk_ELTD_Vocabulary_974

Joe asserts that, Lexical refers to all the words in a language. It is related to the words or vocabulary of a language, especially as distinguished from its grammatical and syntactical aspects. Lexis is the core or heart of language. The lexical is meaning of a word considered in isolation from the sentence containing it, and regardless of its grammatical context. For example, of love in or as represented by loves, loved, loving.

The use of the lexical and vocabulary is quite essential in the learning of students because without these aspects almost nothing can be conveyed; at least when it is a second language since it requires more effort than first language.

1.3.5.1 Kinds of vocabulary

Recognition vocabulary

Words one can pronounce and understand when encountering them in print.

Meaning vocabulary

Words one knows the meaning of even if one cannot yet recognize them in print.

Both recognition and meaning vocabularies develop at the same time as students learn to read and write. The recognition vocabulary becomes the student's sight vocabulary

1.3.5.2 Components to develop the lexical

The components to develop the lexical are:

Phonological component

It is the first component and it involves the ability that somebody has to determine the words of the target language. It means that, some of the students have the ability to identify different words that target language has in this way they are able to understand in a faster way any king of reading, dialogue and more.

Semantic component

This component does emphasis in to give different meanings to words. That's means, (content words) or grammatical (function words). So, it is so important that students can assign the meaning of different words, according to the context because according to it, most of the words have different meaning and different grammatical function. This implies that, a word can fulfill different functions like noun, verb, adjective or adverb. The strategies can vary according to students' different levels of lexical acquisition.

Syntactic component

It refers to the loss of sequence among words, mainly with some word classes. Then,

when a word lost the connection with another one, this sentence becomes meaningless, since there is not a correct structure of words. It is most common in the sentence formation.

Morphological component

This component is related to study of the internal morphological structure of words, it permits the connections among them and also with others words of the same family. This means that, a word can develop a specific function into the sentence and also it can turn in others parts of speech depending of suffixes and prefixes and so on. Thus, it is quite fundamental that students know what the function of all words which there is in a sentence. In this way, they acquire a wide knowledge about the part of speech and also about the morphological aspect.

Language can influence on other second languages. All and each one of these components takes an important part into of the development of the lexical. It is important to take into account, students take as first patterns the influence from a second language. The acquisition of lexical is a vital factor for getting meaning from any text, it could be written or oral. As a consequence, learners without knowledge about lexical and vocabulary, they could have serious issues at the moment of understanding the message.

1.3.5.3 Development of Lexical

In order to teach vocabulary in a second language, it is necessary to consider different aspects such as: denotation, polysemy, connotation, cultural aspects, so that the students have an effective learning. In this way those students will be able to get meaning from any kind of texts.

Denotation and polysemy

The meaning of a word can vary according to context since words have different meanings. In fact, a word in English can have more that denotation. This singularity

is known as polysemy. Therefore, students need to know and practice words in context in order to understand the meaning. By contrast, students can fall into any kind of confusion. Then, students should recognize the real meaning of the words in this way they improve their knowledge.

Connotation

It means that words can propose different meanings related to context. So, those students who do not understand the connotation of a certain word, maybe they fail to get a meaning and understand the message of the text. That is why; students should read carefully and understand the meaning of the words since these can differ. Then, if the students do not understand the meaning of the words, they will not be able to catch the message of a reading, passage, paragraph, article, etc.

Sociocultural context

Another of the strongest aspect about the development of lexical is related to use of a certain language by a group of people. It involves values, beliefs, customs, attitudes, and more. Therefore, to learn a language, it is necessary to understand and interpret the culture of which it is part. The idea is that students can develop the ability to interpret texts from different perspectives other that their own.

The most recent age to have a wide knowledge of lexical and vocabulary is quite important in any field because if somebody has this knowledge he or she can work in any field and in a better way. Instead, if someone has a lexical and vocabulary more or less he or she will not be able to carry out something that is with a high level of difficulty.

1.3.5.4 Strategies to develop the lexical

In the process of investigating and classifying Language learners involve the strategies specifically applicable to lexical learning. Nonetheless, studies on lexical

development tend to focus on a limited number of strategies, such as guessing meaning from context and certain mnemonics like the Keyword.

Guessing meaning from context

This strategy refers that students will improve their reading skills and the speed with which they can read. Since, they do not have a dictionary in the test so there are likely to be a lot of words from the reading text that students do not understand and you cannot check. This means working out what it means of the words that are around it and from the topic of the paragraph.

Mnemonics like the Keyword

A mnemonic is an instructional strategy designed to help students improve their memory of important information. This strategy connects new learning to prior knowledge through the use of visual and acoustic cues. The basic types of mnemonic strategies rely on the use of key words, rhyming words, or acronyms.

CHAPTER II

2 ANALYSIS AND INTERPRETATION OF RESULTS

2.1.BRIEF HISTORICAL OUTLINE OF "SAN JOSÉ DE GUAYTACAMA" EDUCATIVE UNIT

A group of people who live in Guaytacama parish concerned about the education of their children began proceedings with the creation of a new Educative Unit and at the head of that work was Master Flavio Sosa.

The current "San José de Guaytacama" Educative Unit is the result of the join between "Santa Mariana of Jesús" school and "San José de Guaytacama" high school. The "San José of Guaytacama" Educative Unit is located in the Guaytacama parish on Juan Montalvo Street (way to Saquisilí) canton.

On January 20th, 2014 the provincial authorities request the national authorities that a new Educative Unit be designated by the name of "San José de Guaytacama", as a result this noble institution was born.

On May 13th, 2014 this Educative Unit began its educational work with 1700 students; 46 teachers; 6 administrators and 4 people for service personnel. In the last years, hundreds of young students have graduated guided by human talents among Authorities, Teachers; Administrative and Support services and at the head of this team is M.Sc. Flavio Sosa Santana.

One year ago, it offered a Science Bachelor's degree with specializations of Chemical-Biologist; Physical-Mathematical, Social Sciences. But, nowadays, this Educative Unit offers the International Bachelor's degree Certificate. Apart from that, it offers the Unified General Bachelor's degree and General Basic Education.

MISION

The "San José de Guaytacama" Educative Unit creates innovative leaders with equity, people of integrity, competitive and a humanistic vision. This Educative Unit is committed to the economic, political, social and cultural development of their community. To become useful people in their family and society.

VISION

To become a quality educational unit with high academic standards. In the next two years, it will be consolidated as a model institution within the local, national and international context, providing a quality education consistent in advancing science and technology; enabling the comprehensive training of our human talent: create a better and more peaceful world in the context of mutual respect and intercultural understanding.

2.2. ANALYSIS AND INTERPRETATION OF RESULTS, OF THE SURVEYS APPLIED TO STUDENTS OF EIGHTH YEAR OF GENERAL BASIC EDUCATION AT "SAN JOSÉ DE GUAYTACAMA" EDUCATIVE UNIT

1. Do you like to learn English?

CHART Nº 1

VARIABLE	FREQUENCY	PERCENT
YES	53	82%
NO	12	18%
TOTAL	**65**	**100%**

GRAPHIC Nº 1
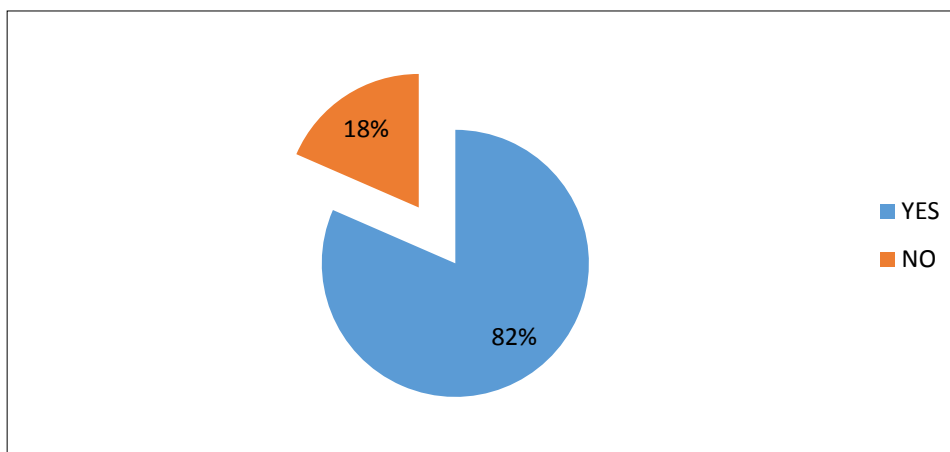
Source: Students at "San José de Guaytacama" Educative Unit
Elaborated by: Laura Unaucho

As the survey data shows, there are 53 students corresponding to the 82% who assert that they like to learn English language. However, 12 students represented by 18% express they do not like learning English language.

The research points out that, the vast majority of respondents like to learn English. Those respondents mention that, learning of the English language is important because everybody needs to speak a second language. In fact, there is no doubt that English language opens many doors around the world.

2. How often do you use technological resources to do your homework?

CHART Nº 2

VARIABLE	FREQUENCY	PERCENT
ALWAYS	17	26%
ALMOST ALWAYS	19	29%
SOMETIMES	26	40%
NEVER	3	5%
TOTAL	**65**	**100%**

GRAPHIC Nº 2
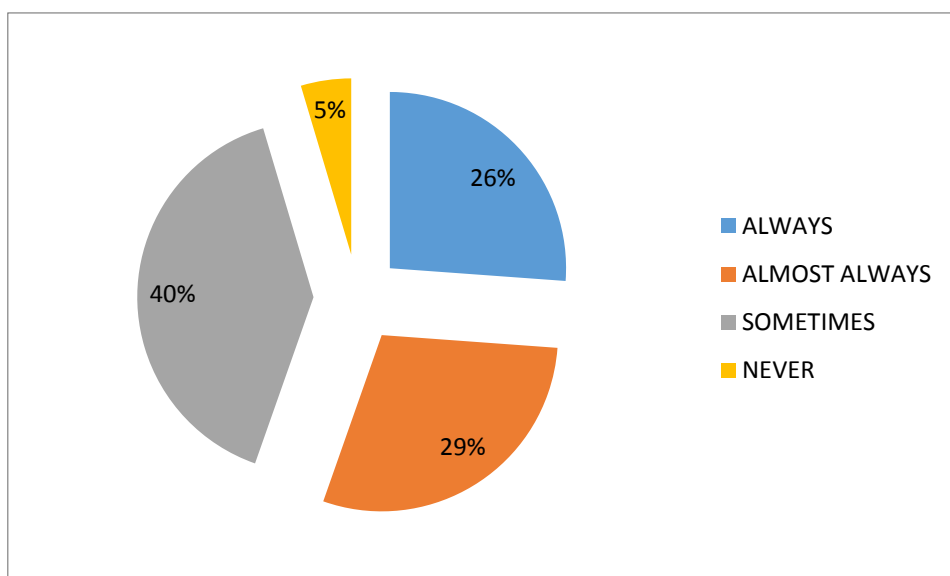
Source: Students at "San José de Guaytacama" Educative Unit
Elaborated by: Laura Unaucho

According to the question 2, the 40% represented by 26 students express that sometimes use technological resources to do their homework. However, the 29%, corresponding to 19 students says that almost always. On the other hand, 17 students represented by 26% assert that always. Whereas, just 3 students represented the 5% states that never use technological resources to do their homework.

This result shows that, the majority of respondents just sometimes uses the technological resources to do their homework. Technological resources are used to execute academic tasks, so technological resources are quite useful to perform tasks in a better way.

3. What abilities do you develop more?

CHART Nº 3

VARIABLE	FREQUENCY	PERCENT
LISTENING	22	34%
SPEAKING	10	15%
READING	14	22%
WRITING	19	29%
TOTAL	**65**	**100%**

GRAPHIC Nº 3
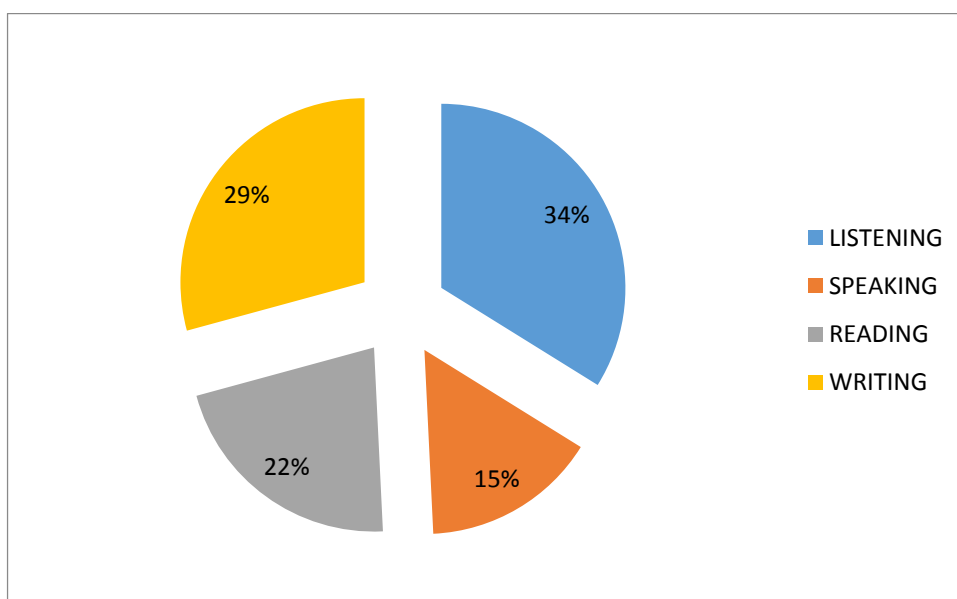
Source: Students at "San José de Guaytacama" Educative Unit
Elaborated by: Laura Unaucho

According to this result, 22 students corresponding to the 34% claim that the ability which they develop more is the listening. Also, the 29%, corresponding to 19 students mention the writing. However, 14 students corresponding to the 22% assert the reading. In the end, 10 students corresponding to the 15% argue the speaking.

According to this result, most of students learn more through listening because they like to hear different songs, movies, stories in English. So, it is quite essential the use of audios, CDs and more. At the same way, it is important to create activities which allow them to increase the rest of abilities.

4. Do you know what lexical and vocabulary are?

<p style="text-align:center">CHART Nº 4</p>

VARIABLE	FREQUENCY	PERCENT
YES	23	35%
NO	42	65%
TOTAL	**65**	**100%**

<p style="text-align:center">GRAPHIC Nº 4</p>
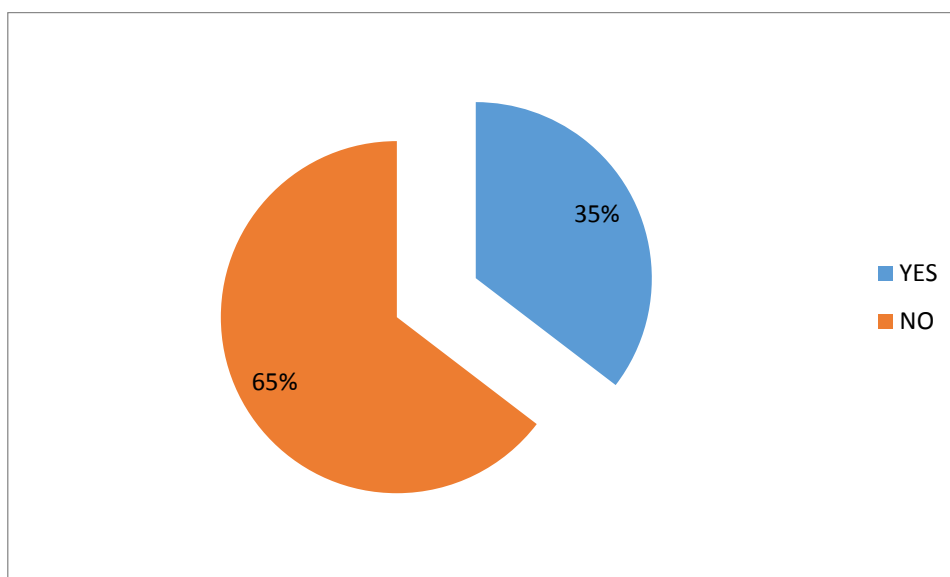
Source: Students at "San José de Guaytacama" Educative Unit
Elaborated by: Laura Unaucho

According to the question 4, the 65% represented by 42 students claim that they do not know what the lexical and vocabulary are. While, 23 students corresponding to the 35% say that they know what the lexical and vocabulary are.

In concordance to the collected information, there is no doubt that most of the students do not know what are the lexical and vocabulary because they do not differentiate those terms well. It is necessary that teachers give students some information and examples about them.

5. Do you consider that the use of lexical and vocabulary in context are important in the learning of English Language?

CHART Nº 5

VARIABLE	FREQUENCY	PERCENT
YES	60	92%
NO	5	8%
TOTAL	**65**	**100%**

GRAPHIC Nº 5
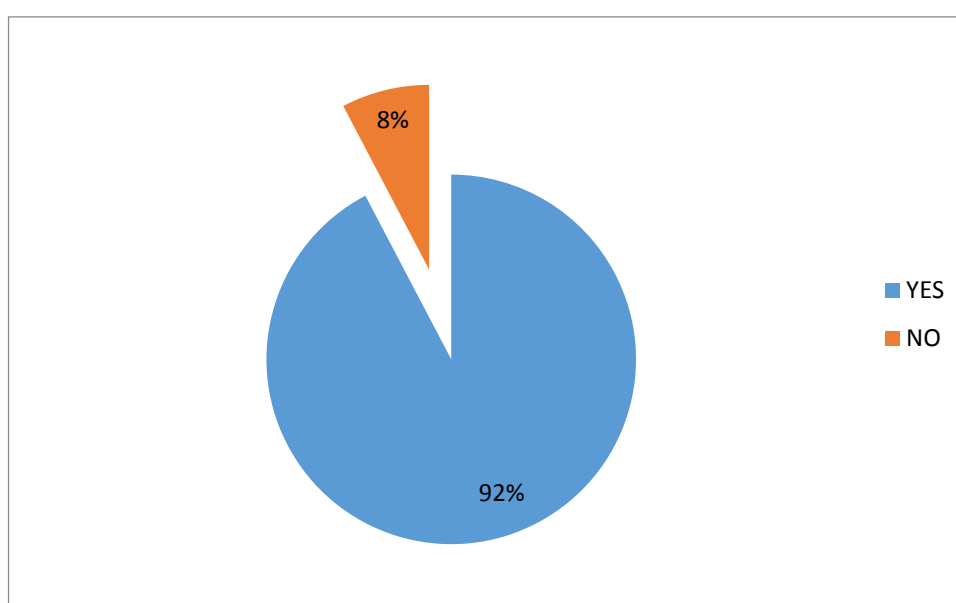
Source: Students at "San José de Guaytacama" Educative Unit
Elaborated by: Laura Unaucho

As the survey data suggests, 92%, represented by 60 students consider that the use of lexical and vocabulary in context are important in the Learning of English Language. Whereas, just 5 learners equaling the 8% say that the use of lexical and vocabulary in context are not important in the Learning of English Language.

According to this result, most of the students consider that the use of lexical and vocabulary in context are important in the learning of English Language because those aspects help to students to get a better knowledge about it. Thus, the use of lexical and vocabulary in context have become quite important in the communicative area.

6. Do you consider that memorization, repetition and application of lexical and vocabulary in oral and written exercises are the basis to learn them?

CHART Nº 6

VARIABLE	FREQUENCY	PERCENT
YES	47	72%
NO	18	28%
TOTAL	**65**	**100%**

GRAPHIC Nº 6
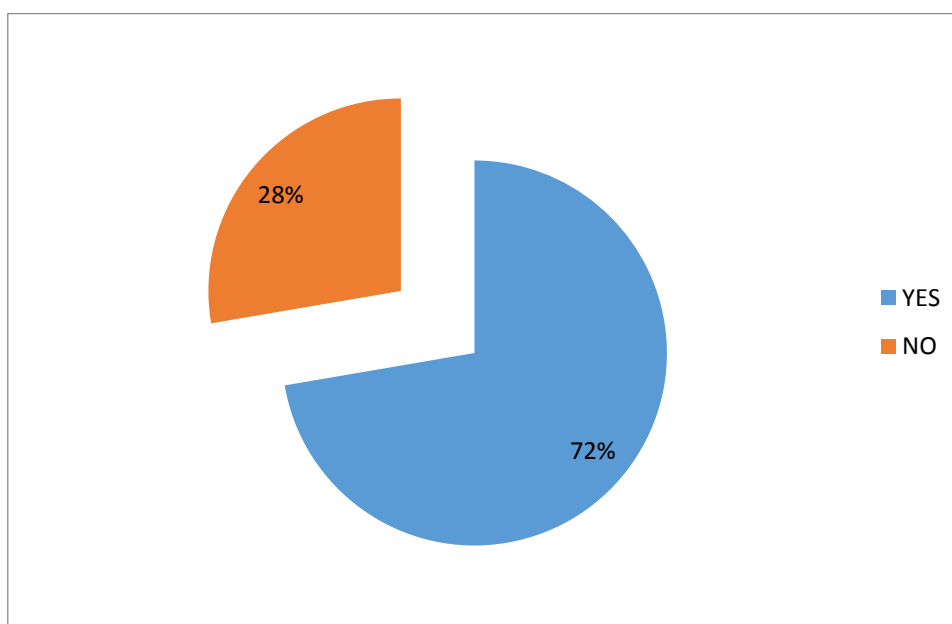
Source: Students at "San José de Guaytacama" Educative Unit
Elaborated by: Laura Unaucho

According to the survey and data collected, there are 47 students corresponding to the 72% who assert that memorization, repetition and application of lexical and vocabulary in oral and written exercises are the basis to learn them. However, 18 students equaling to 28% say that these factors are not the basis to learn them.

The research points out that, memorization, repetition and application of lexical and vocabulary in oral and written exercises are the basis to learn and develop them because students can apply the lexical and vocabulary acquired in their lessons in this way they develop their communicative area.

7. How important is the learning lexical and vocabulary?

CHART Nº 7

VARIABLE	FREQUENCY	PERCENT
VERY IMPORTANT	28	43%
IMPORTANT	37	57%
NON IMPORTANT	0	0%
TOTAL	**65**	**100%**

GRAPHIC Nº 7
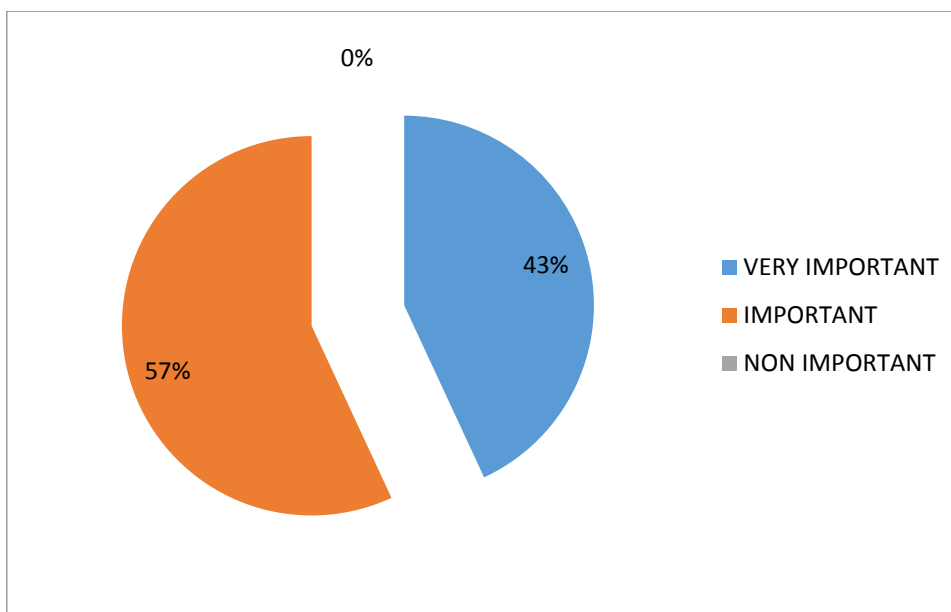
Source: Students at "San José de Guaytacama" Educative Unit
Elaborated by: Laura Unaucho

The question number 7 shows that, the 57%, corresponding to 37 students claim that is important the learning of lexical and vocabulary. On the other hand, 28 students that represent the 43% assert that the learning of lexical and vocabulary is very important.

These results represent that the learning of lexical and vocabulary is important in order to get a better communication in any field. So, the learning of lexical and vocabulary is a fundamental aspect to understand articles, written texts, lectures, point of view in a better way.

8. Does your teacher use a suitable lexical and vocabulary dictionary in your English class?

CHART Nº 8

VARIABLE	FREQUENCY	PERCENT
YES	10	15%
NO	55	85%
TOTAL	**65**	**100%**

GRAPHIC Nº 8
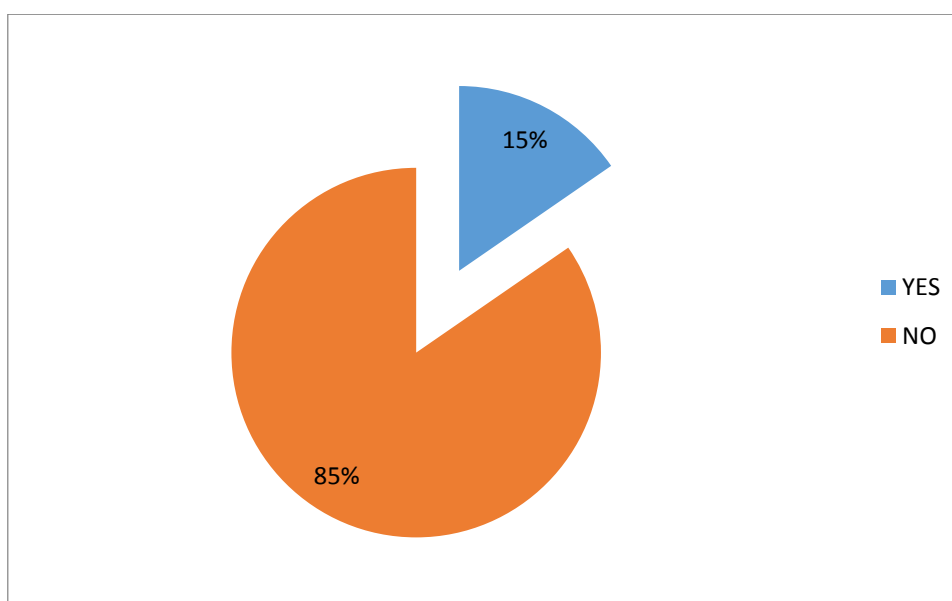
Source: Students at "San José de Guaytacama" Educative Unit
Elaborated by: Laura Unaucho

According to the question 8, 55 students represent the 85% assert saying that their teachers do not use a suitable lexical and vocabulary dictionary in their English class. However, the 15%, corresponding to 10 students mention that their teachers use a suitable lexical and vocabulary dictionary.

This result shows that, the vast majority of students surveyed report that their teachers does not use a suitable lexical and vocabulary during their English classes. Therefore, it is important to consider that teachers must begin to develop their lexical and vocabulary in order that students to learn and use them.

9. Do you believe that the design of a mini dictionary of lexical and vocabulary will contribute to the learning of the English language?

CHART Nº 9

VARIABLE	FREQUENCY	PERCENT
YES	55	85%
NO	10	15%
TOTAL	**65**	**100%**

GRAPHIC Nº 9
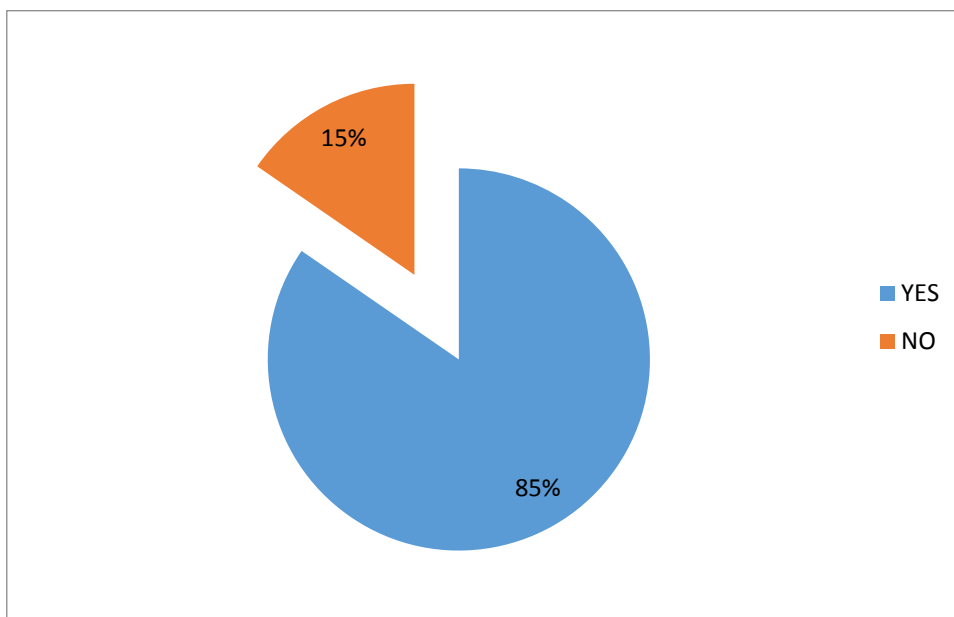
Source: Students at "San José de Guaytacama" Educative Unit
Elaborated by: Laura Unaucho

As the survey data suggest, 55 students equaling the 85% believe that the design of a mini dictionary of lexical and vocabulary will contribute to the learning of the English language. Instead of, 10 students that represent the 15% do not believe it.

In accordance to, the majority of students believe that the design of a mini dictionary of lexical and vocabulary will contribute to the learning of the English language, subsequently it could help to get a good develop of lexical and vocabulary due to in this mini dictionary students will find different words with each meaning. It will allow to develop the students' communicative area.

10. Would you like to use a mini dictionary in order to develop your lexical and vocabulary?

CHART Nº 10

VARIABLE	FREQUENCY	PERCENT
YES	59	91%
NO	6	9%
TOTAL	**65**	**100%**

GRAPHIC Nº 10
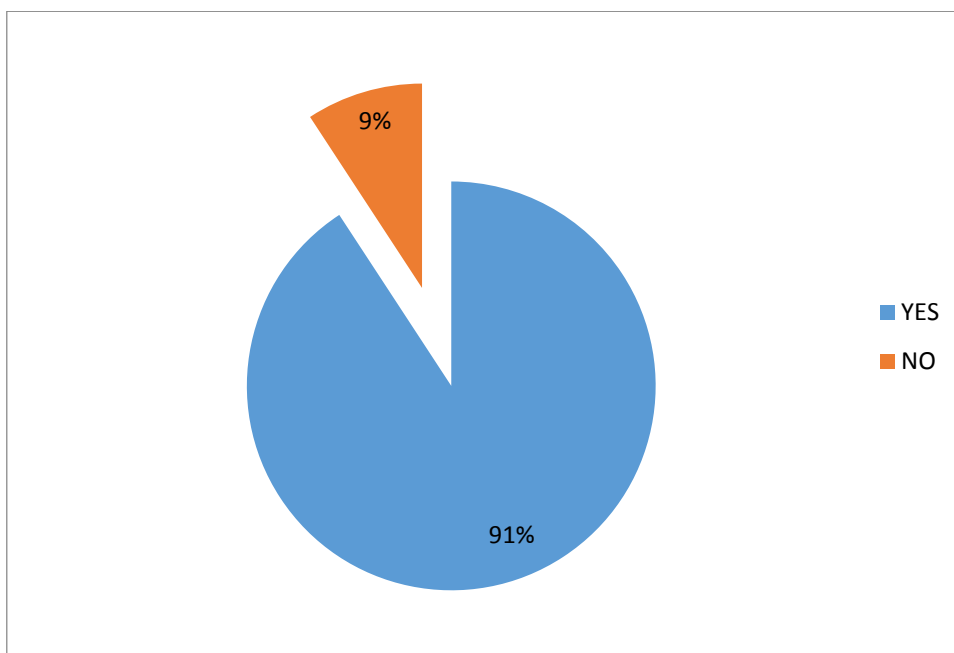
Source: Students at "San José de Guaytacama" Educative Unit
Elaborated by: Laura Unaucho

According to the survey and data collected, the 91%, corresponding to 59 students saying they would like to use a mini dictionary in order to develop their lexical and vocabulary. Otherwise, 6 students reflecting the 9% are the minority indicating that they would not like use it.

According to this result, the majority of the students would like to use a mini dictionary in order to develop their lexical and vocabulary because they assert that an interesting didactic resource will help them to develop their communicative area.

2.3. ANALYSIS AND INTERPRETATION OF RESULTS, OF THE SURVEYS APPLIED TO THE ENGLISH TECHERS AT "SAN JOSÉ DE GUAYTACAMA" EDUCATIVE UNIT

1. **Do you know what lexical and vocabulary are?**

<p align="center">**CHART Nº 11**</p>

VARIABLE	FREQUENCY	PERCENT
YES	4	100%
NO	0	0%
TOTAL	**4**	**100%**
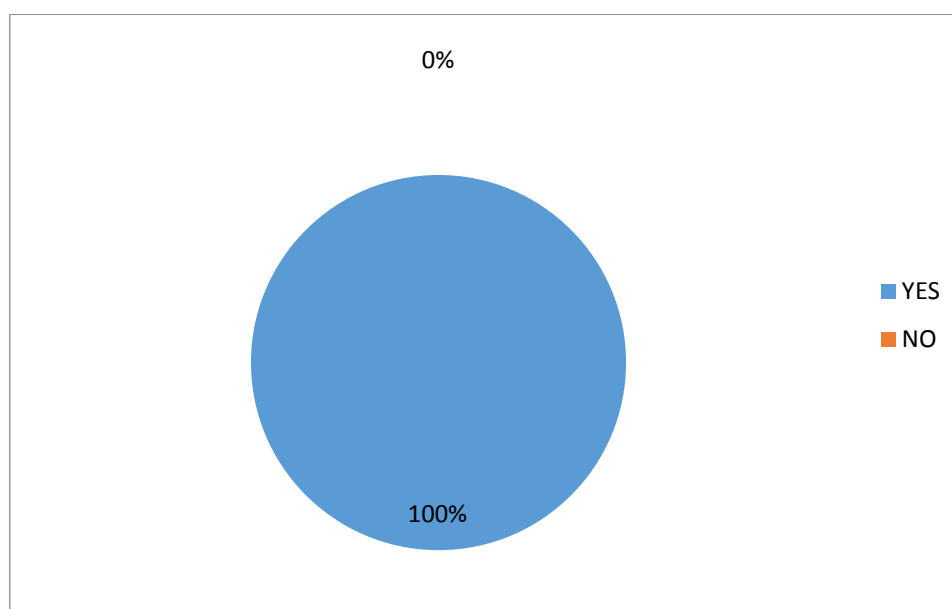
<p align="center">**GRAPHIC Nº 11**</p>

Source: English teachers at "San José de Guaytacama" Educative Unit
Elaborated by: Laura Unaucho

The question number 1 shows that 4 teachers which represent 100% know what are lexical and vocabulary.

In concordance to the collected information, all teachers know what lexical and vocabulary are because they assert that is so important to know and develop them. So, if they know what the lexical and vocabulary are, they would be able to teach them to their students.

2. Do you consider teaching lexical and vocabulary to students is important?

<div align="center">

CHART Nº 12

VARIABLE	FREQUENCY	PERCENT
YES	4	100%
NO	0	0%
TOTAL	**4**	**100%**
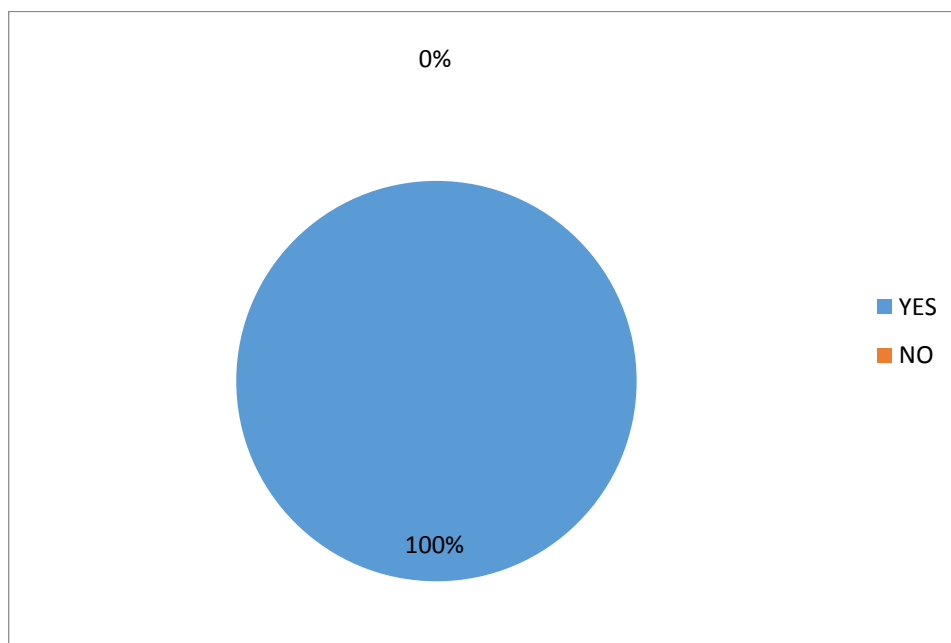
</div>

<div align="center">

GRAPHIC Nº 12

</div>

Source: English teachers at "San José de Guaytacama" Educative Unit
Elaborated by: Laura Unaucho

As the survey data suggests, the 100% represented by 4 teachers claim that is important the teaching lexical and vocabulary to students.

In accordance to, it is essential the teaching lexical and vocabulary to students because they can express some ideas, point of view, suggests in a better way. Apart from that, through lexical and vocabulary students can improve the four skills, in this way they will increase their knowledge.

3. Can your students identify the lexical and vocabulary in the productive skills?

<div align="center">

CHART Nº 13

</div>

VARIABLE	FREQUENCY	PERCENT
YES	1	25%
NO	3	75%
TOTAL	**4**	**100%**

<div align="center">

GRAPHIC Nº 13
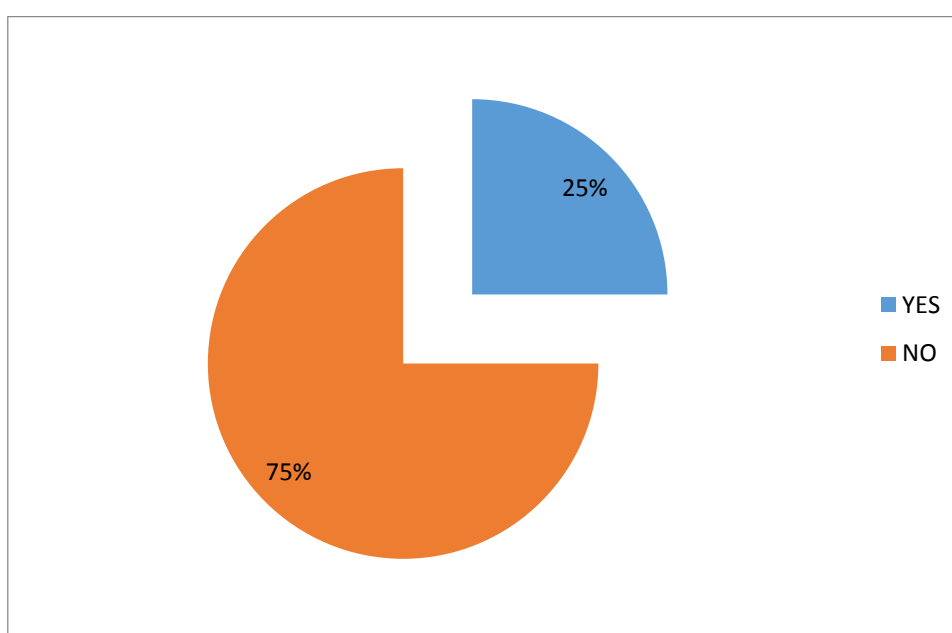
</div>

Source: English teachers at "San José de Guaytacama" Educative Unit
Elaborated by: Laura Unaucho

According to the question 3, there are 3 teachers, corresponding to the 75% assert that their students cannot identify the lexical and vocabulary in the productive skills. However, just 1 teacher equaling 25% states that their students can identify the lexical and vocabulary in the productive skills.

According to this result, students cannot identify the lexical and vocabulary in the productive skills because they do not have a wide knowledge about them. It is important to consider that, teachers must focus on those areas in order that students can develop them.

4. What is the best method for developing the lexical and vocabulary in the teaching English language?

CHART Nº 14

VARIABLE	FREQUENCY	PERCENT
AUDIO LINGUAL METHOD	2	50%
DIRECT METHOD	0	0%
GRAMMAR TRANSLATION	0	0%
THE NATURAL APPROACH	1	25%
TOTAL PHYSICAL RESPONSE	1	25%
OTHERS	0	0%
TOTAL	**4**	**100%**
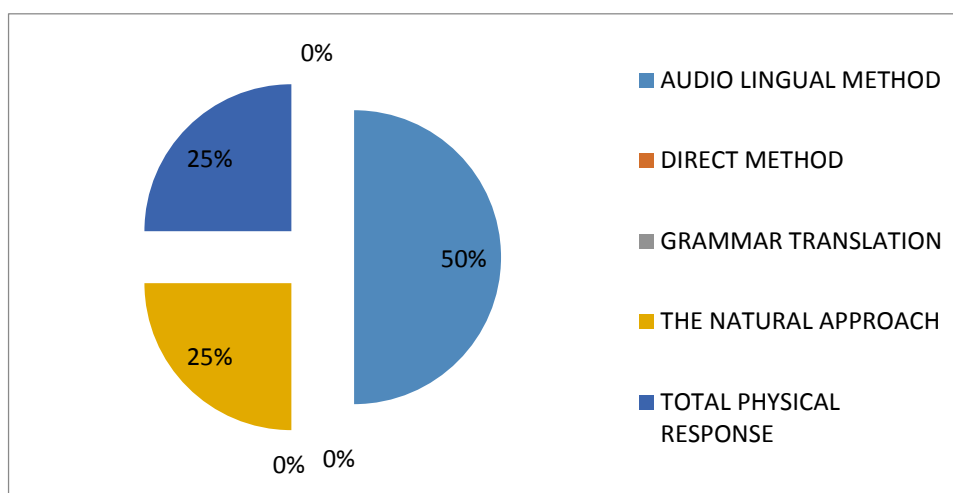
GRAPHIC Nº 14

Source: English teachers at "San José de Guaytacama" Educative Unit
Elaborated by: Laura Unaucho

The question 4 shows that, 2 teachers that is the 50% claim, saying that the best method for developing the lexical and vocabulary in the teaching English language is the Audio Lingual Method. Also, the 25%, corresponding to 1 teacher mentions the best method is the Natural Approach. In the end, 1 teacher reflecting the 25% asserts that the best method is the Total Physical Response.

The research points out that, the best method for developing the lexical and vocabulary in the teaching English language is the Audio Lingual Method because it focuses on speaking skill. So, it allows that students develop their communicative area.

5. What activities do you apply in your English class in order to increase the lexical and vocabulary in your students?

CHART Nº 15

VARIABLE	FREQUENCY	PERCENT
LISTENING MUSIC	1	25%
CROSSWORDS	2	50%
ROLE-PLAYS	1	25%
OTHERS	0	0%
TOTAL	**4**	**100%**
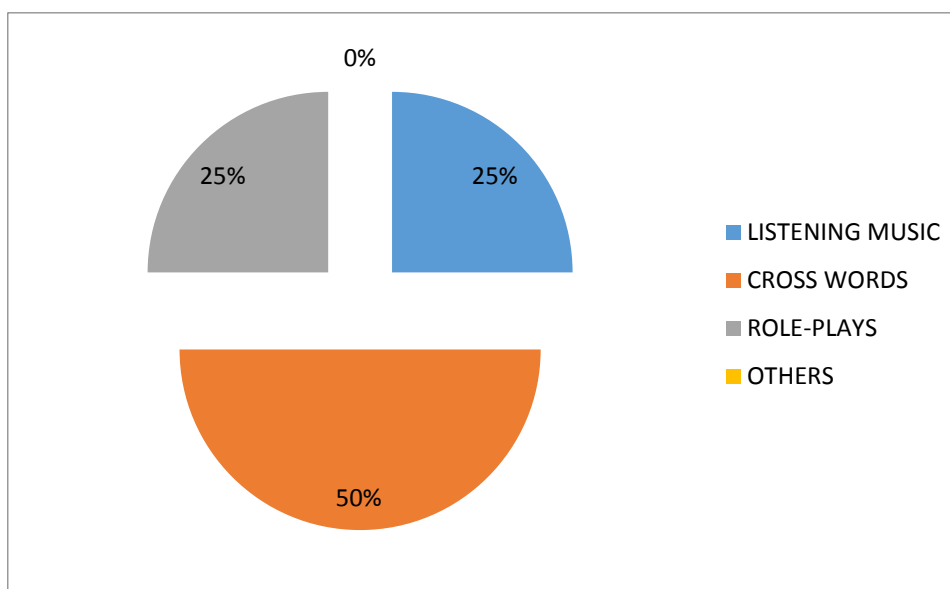
GRAPHIC Nº 15

Source: English teachers at "San José de Guaytacama" Educative Unit
Elaborated by: Laura Unaucho

According to this question, there are 3 teachers, corresponding to the 50% claim that in their class they apply activities as crosswords in order to increase the lexical and vocabulary in their students. While, 1 teacher that represent the 25% asserts that apply listening music activities. Finally, 1 teacher equaling the 25% says that apply role-play activities.

According to this result, the majority of teachers applies crosswords activities in their class in order to increase the lexical and vocabulary in their students because in this kind of activities students have many options so they can choose the correct words.

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6. Do you apply group work activities in your English class?

<div align="center">

CHART Nº 16

VARIABLE	FREQUENCY	PERCENT
YES	4	100%
NO	0	0%
TOTAL	**4**	**100%**
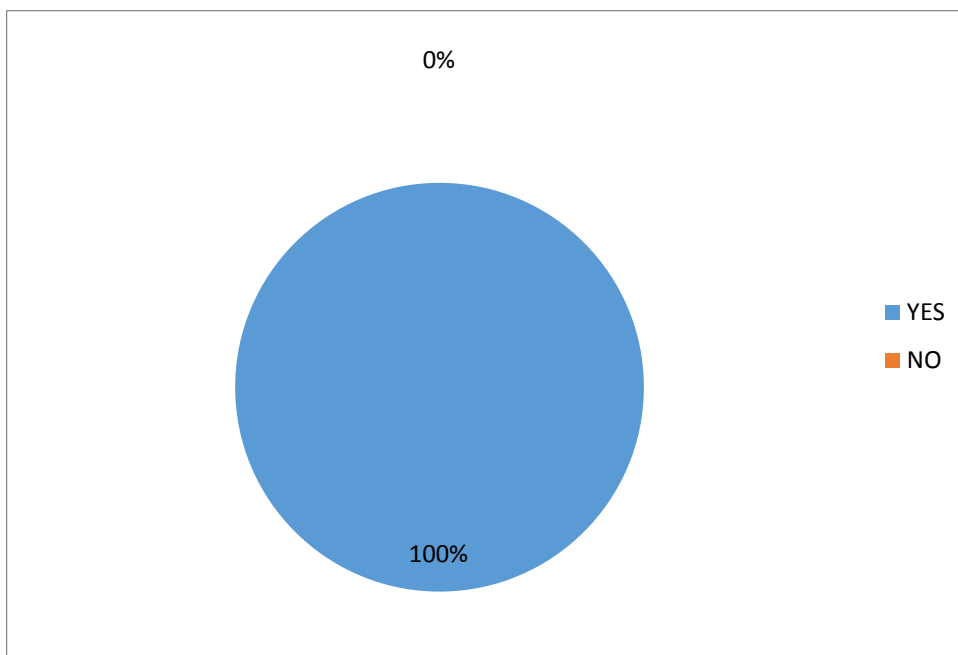
</div>

<div align="center">

GRAPHIC Nº 16

</div>

Source: English teachers at "San José de Guaytacama" Educative Unit
Elaborated by: Laura Unaucho

According to the survey and data collected, the 100%, corresponding to 4 teachers, state that they apply group work activities in their English class.

According to this result, teachers mention that group work activities are quite essential in the English class because students have the opportunity to interchange ideas, experiences, and point of view in this way they can communicate in a better way. Also, they can learn from each other one.

7. Do you apply enough resources for teaching lexical and vocabulary?

CHART Nº 17

VARIABLE	FREQUENCY	PERCENT
YES	2	50%
NO	2	50%
TOTAL	**4**	**100%**

GRAPHIC Nº 17
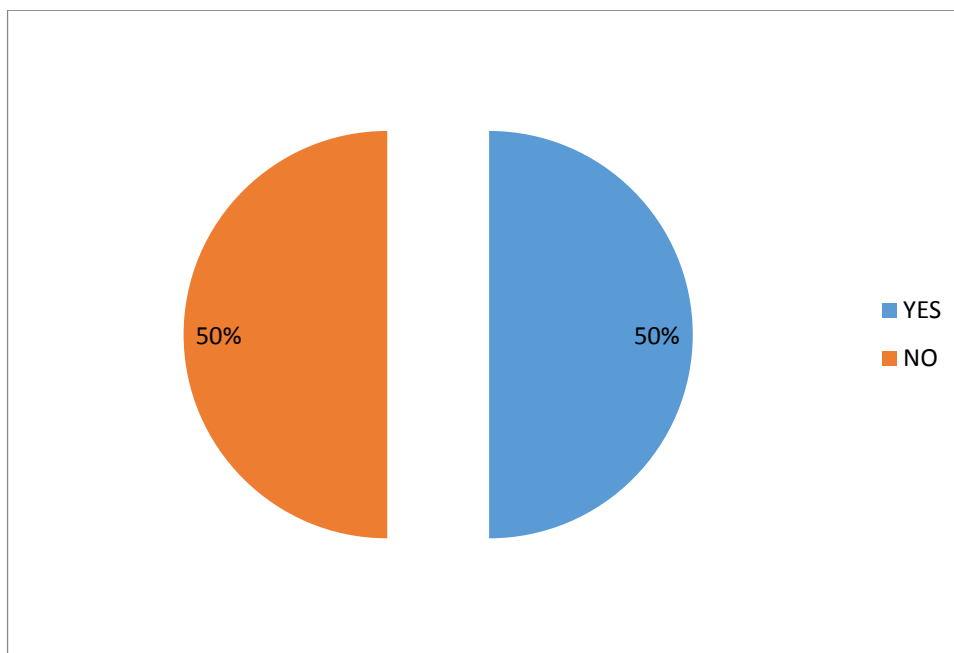
Source: English teachers at "San José de Guaytacama" Educative Unit
Elaborated by: Laura Unaucho

According to the question 7, 2 teachers that is the 50% assert saying that they apply enough resources for teaching lexical and vocabulary. On the other hand, 2 teachers equaling the 50% mention that they do not apply them.

In concordance to, half of teachers mention that they apply enough resources for teaching lexical and vocabulary because teaching must be comprehensible and efficient. However, another half of teachers assert that they do not apply them because this institution does not have enough resources.

8. Do the dictionaries contribute with meaningful content to teach lexical and vocabulary?

<div align="center">

CHART Nº 18

</div>

VARIABLE	FREQUENCY	PERCENT
YES	4	100%
NO	0	0%
TOTAL	**4**	**100%**
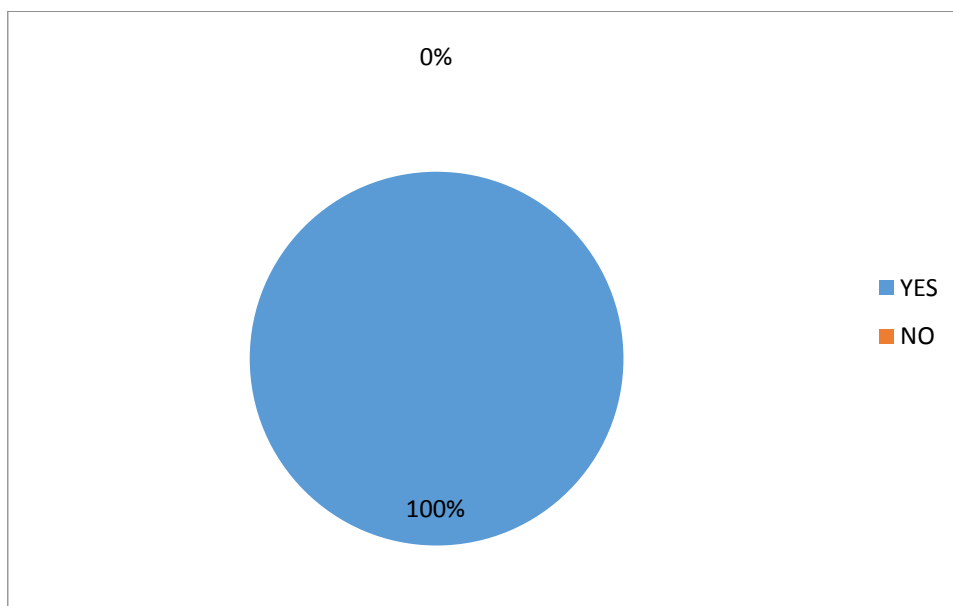
<div align="center">

GRAPHIC Nº 18

</div>

Source: English teachers at "San José de Guaytacama" Educative Unit
Elaborated by: Laura Unaucho

According to the survey and data collected, 4 teachers equaling the 100% assert that dictionaries contribute with meaningful content to teach lexical and vocabulary.

In concordance to the collected information, dictionaries contribute with meaningful content to teach lexical and vocabulary because dictionaries have lots of words that students need to develop their lexical and vocabulary in this way students can learn new and useful words. Furthermore, dictionaries are practical and portables.

9. Do you believe that the design of a mini dictionary will contribute to the learning of lexical and vocabulary for your students?

CHART Nº 19

VARIABLE	FREQUENCY	PERCENT
YES	4	100%
NO	0	0%
TOTAL	**4**	**100%**
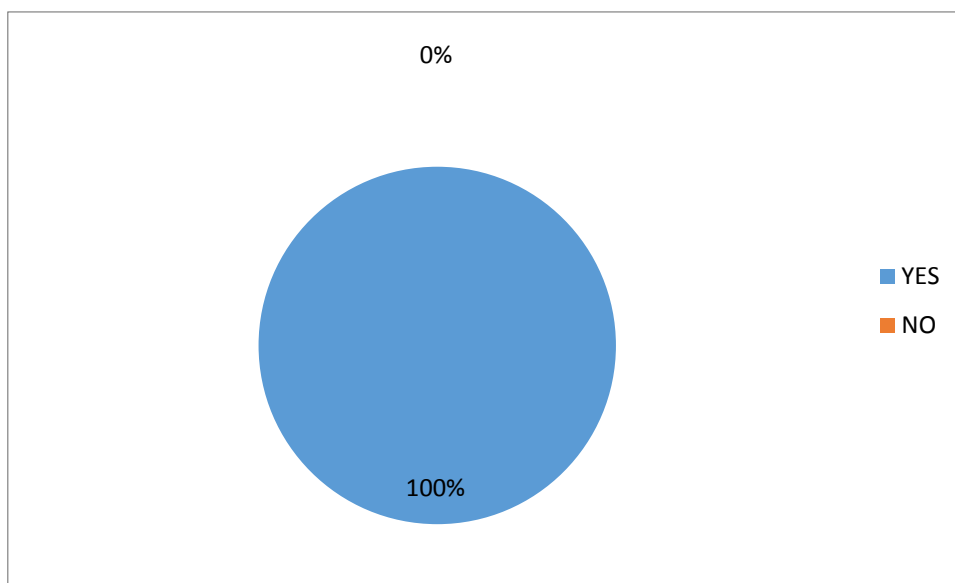
GRAPHIC Nº 19

Source: English teachers at "San José de Guaytacama" Educative Unit
Elaborated by: Laura Unaucho

According to the question 9, the 100%, corresponding to 4 teachers believe that the design of a mini dictionary will contribute to the learning of lexical and vocabulary for their students.

The research points out that, the design of a mini dictionary will contribute to the learning of lexical and vocabulary because it will be a useful resource which will contain lots of words with different parts of speech. Thus, through the use of the mini dictionary students will enhance their lexical and vocabulary and develop their communicative area.

10. What group of words must have the mini dictionary to increase the lexical and vocabulary?

CHART Nº 20

VARIABLE	FREQUENCY	PERCENT
NOUNS	1	25%
VERBS	1	25%
PHRASAL VERBS	1	25%
ADJECTIVES	1	25%
ADVERBS	0	0%
TOTAL	**4**	**100%**

GRAPHIC Nº 20
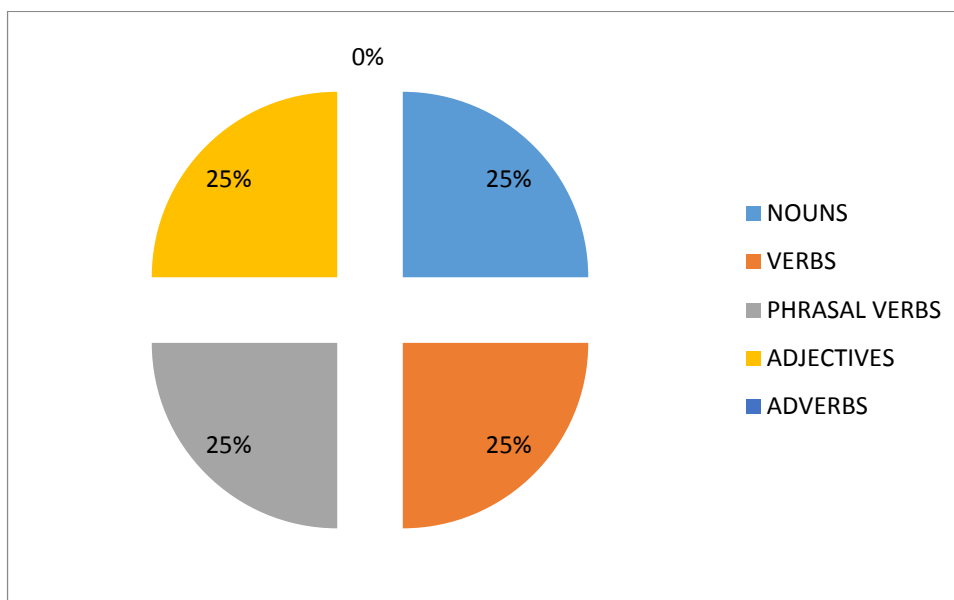
Source: English teachers at "San José de Guaytacama" Educative Unit
Elaborated by: Laura Unaucho

The question number 10 shows that, the 25% represented by 1 teacher claims that the word groups that the mini dictionary must have to increase the lexical and vocabulary are nouns. Also, the 25%, corresponding to 1 teacher mentions verbs. As the same way, the 25%, equaling to 1 teacher asserts phrasal verbs. Finally, the 25% represented by 1 teacher states adjectives.

In accordance to, the mini dictionary must comprise a wide word groups like nouns, verbs, adjectives in order to increase the lexical and vocabulary in the students.

2.4. ANALYSIS AND INTERPRETATION OF RESULTS, OF THE SURVEYS APPLIED TO THE AUTHORITIES AT "SAN JOSÉ DE GUAYTACAMA" EDUCATIVE UNIT

1. Do you consider that to teach English in your institution is important?

CHART   Nº 21

VARIABLE	FREQUENCY	PERCENT
YES	3	100%
NO	0	0%
TOTAL	**3**	**100%**
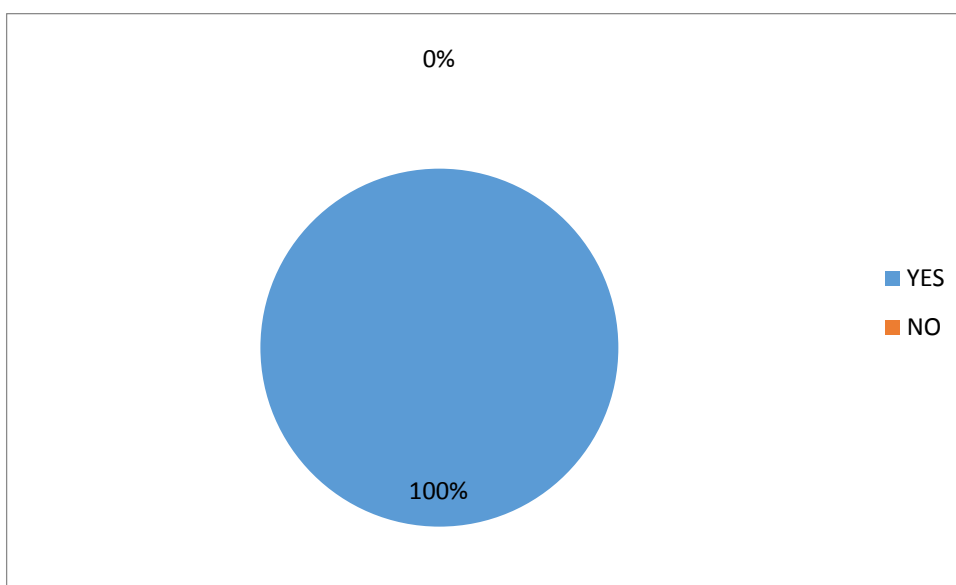
GRAPHIC   Nº 21

Source: Authorities at "San José de Guaytacama" Educative Unit
Elaborated by: Laura Unaucho

The question number 1 shows that, the 100%, corresponding to 3 authorities consider that is important to teach English in their institution.

In concordance to the collected information, the teaching of the English language is important in that institution because English is the second spoken language in the world.

2. Do you believe that the lexical and vocabulary are important in communication?

<div align="center">

CHART Nº 22

</div>

VARIABLE	FREQUENCY	PERCENT
YES	3	100%
NO	0	0%
TOTAL	**3**	**100%**
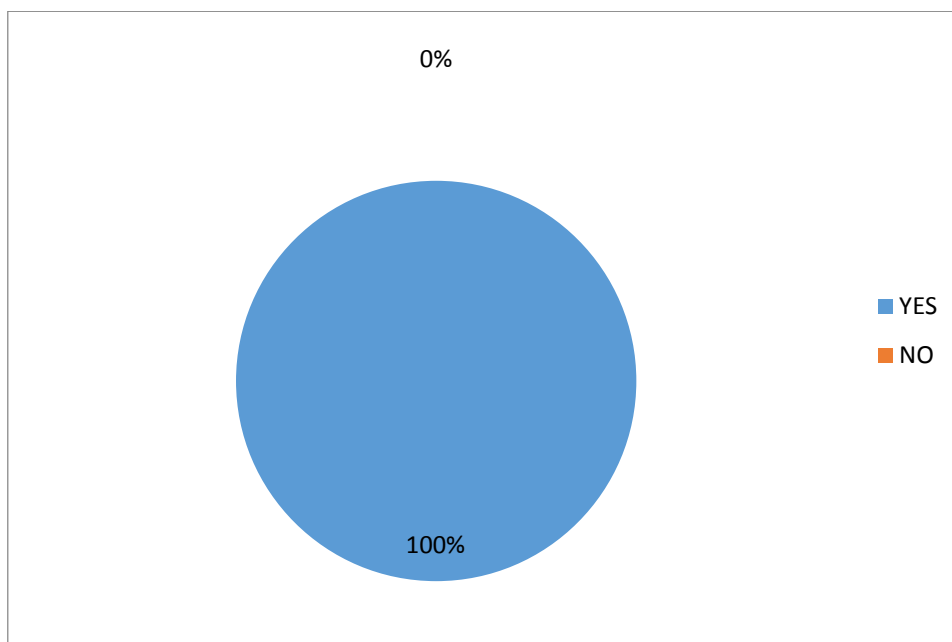
<div align="center">

GRAPHIC Nº 22

</div>

Source: Authorities at "San José de Guaytacama" Educative Unit
Elaborated by: Laura Unaucho

As the survey data suggests, the 100% represented by 3 authorities believe that the lexical and vocabulary are important in communication.

The research points out that, the lexical and vocabulary are important in communication because it must be efficient and convincing. So, if people do not know lexical and vocabulary they cannot communicate among them.

3. Do you think that is necessary to teach lexical and vocabulary in English?

<p style="text-align:center">CHART   Nº 23</p>

VARIABLE	FREQUENCY	PERCENT
YES	3	100%
NO	0	0%
TOTAL	**3**	**100%**
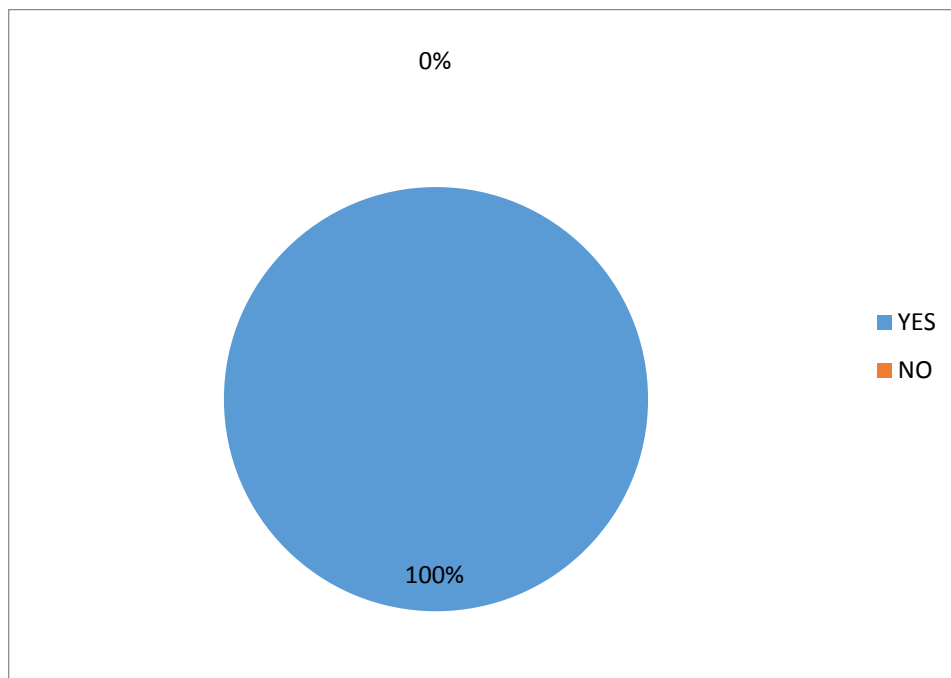
<p style="text-align:center">GRAPHIC   Nº 23</p>

Source: Authorities at "San José de Guaytacama" Educative Unit
Elaborated by: Laura Unaucho

According to the survey and data collected, the 100%, corresponding to 3 authorities' report that is necessary to teach lexical and vocabulary in English.

According to this result, teaching lexical and vocabulary is quite necessary because it plays a relevant role at moment to communicate. Without lexical and vocabulary cannot be expressed anything.

4. How relevant is the role of teachers in teaching of lexical and vocabulary?

CHART   Nº 24

VARIABLE	FREQUENCY	PERCENT
VERY RELEVANT	2	67%
RELEVANT	1	33%
ALMOST RELEVANT	0	0%
NON RELEVANT	0	0%
TOTAL	**3**	**100%**
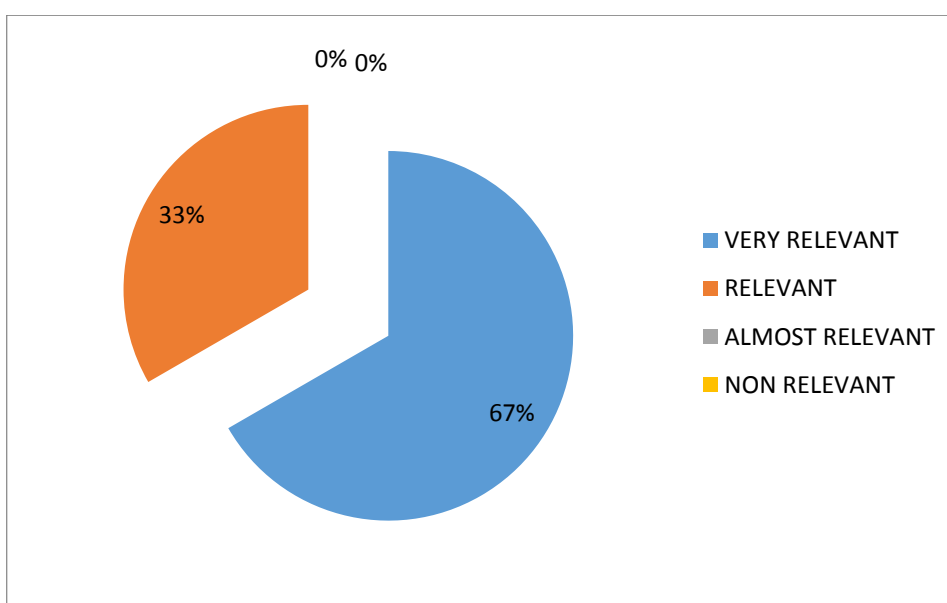
GRAPHIC   Nº 24

Source: Authorities at "San José de Guaytacama" Educative Unit
Elaborated by: Laura Unaucho

According to the question 4, 2 authorities that is the 67% assert saying that the role of teachers in teaching of lexical and vocabulary is very relevant. On the other hand, 1 authority equaling the 33% mention that is relevant.

In concordance to the collected information, teachers in the teaching of lexical and vocabulary play a vital role because they are responsible for teaching English language. So, they must have a high level of English Language, in order to fulfill a good role in the teaching process.

5. How important is the role of students in the learning of lexical and vocabulary?

CHART Nº 25

VARIABLE	FREQUENCY	PERCENT
VERY IMPORTANT	1	33%
IMPORTANT	2	67%
NON RELEVANT	0	0%
TOTAL	**3**	**100%**
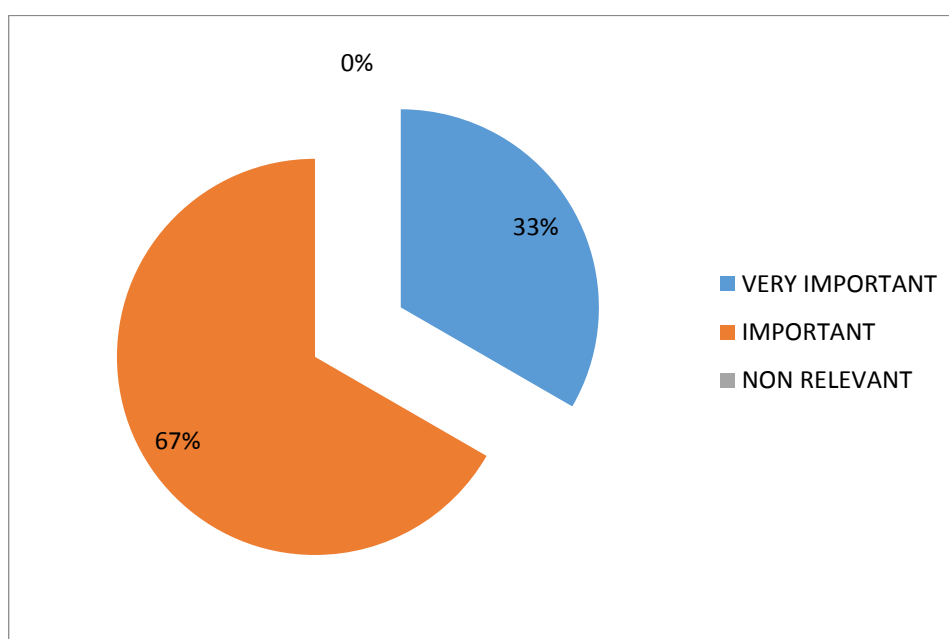
GRAPHIC Nº 25

Source: Authorities at "San José de Guaytacama" Educative Unit
Elaborated by: Laura Unaucho

As the survey data suggests, 2 authorities that is the 67% claim that the role of students in the learning of lexical and vocabulary is important. However, the 33% represent by 1 teacher mentions that it is very important.

The research points out that, students in the learning of lexical and vocabulary fulfill an important role because it depends how much interest students have to learn and develop lexical and vocabulary.

6. Do you consider that teachers use a suitable lexical and vocabulary in their English class?

CHART   Nº 26

VARIABLE	FREQUENCY	PERCENT
YES	2	67%
NO	1	33%
TOTAL	**3**	**100%**

GRAPHIC   Nº 26
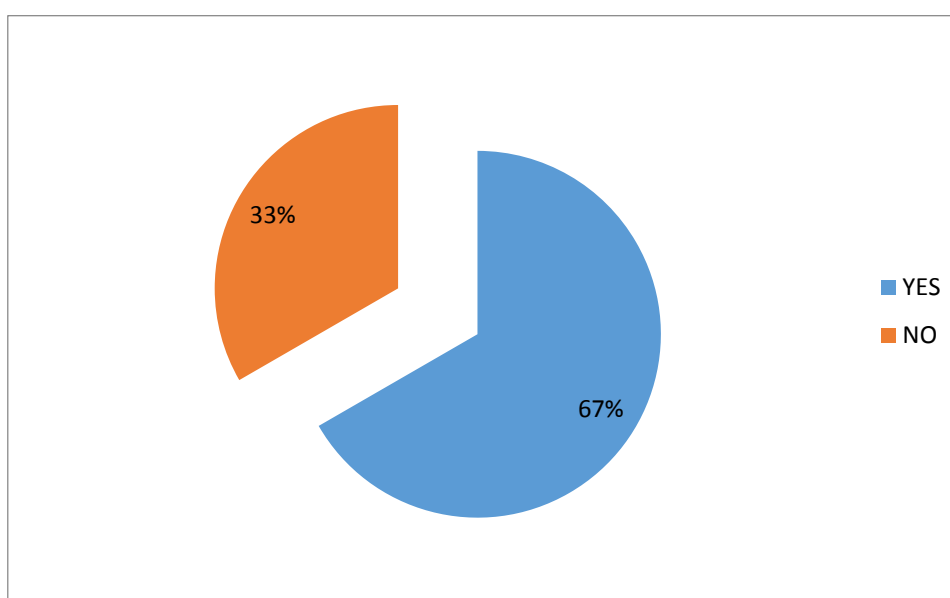
Source: Authorities at "San José de Guaytacama" Educative Unit
Elaborated by: Laura Unaucho

According to the question 6, the 67% represented by 2 authorities consider that teachers use a suitable lexical and vocabulary in their English class. While, 1 authority corresponding to the 33% consider that not.

In concordance to, teachers use a suitable lexical and vocabulary in their English class because they are guide for their students. Through the suitable use of lexical and vocabulary students can understand and catch the correct information. Thus, students will be able to improve their English language.

7. Do the dictionaries contribute with meaningful content to teach lexical and vocabulary?

<p style="text-align:center">CHART Nº 27</p>

VARIABLE	FREQUENCY	PERCENT
YES	3	100%
NO	0	0%
TOTAL	**3**	**100%**
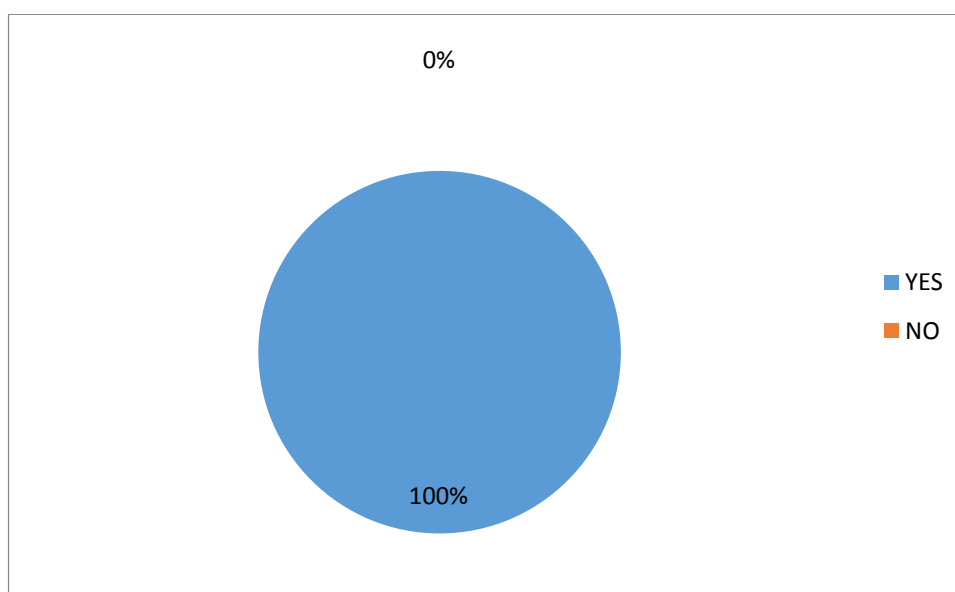
<p style="text-align:center">GRAPHIC Nº 27</p>

Source: Authorities at "San José de Guaytacama" Educative Unit
Elaborated by: Laura Unaucho

The question number 1 shows that, the 100% represented by 3 authorities report that the dictionaries contribute with meaningful content to teach lexical and vocabulary.

According to this result, the dictionaries contribute with meaningful content to teach lexical and vocabulary because these are useful materials subsequently here students can find meaning for different words.

8. Do you believe that the design of a mini dictionary will contribute to the learning of lexical and vocabulary?

CHART   Nº 28

VARIABLE	FREQUENCY	PERCENT
YES	3	100%
NO	0	0%
TOTAL	**3**	**100%**
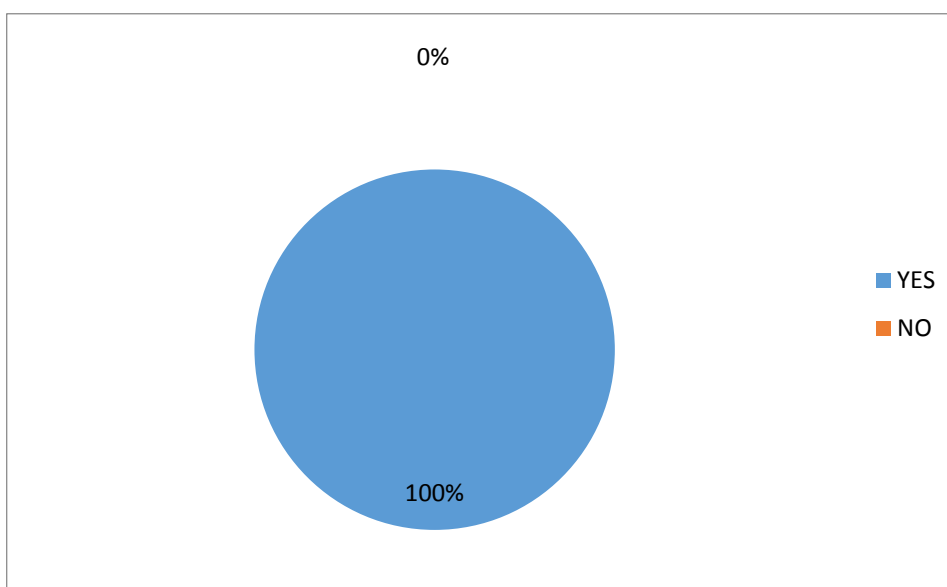
GRAPHIC   Nº 28

0%

100%

YES
NO

Source: Authorities at "San José de Guaytacama" Educative Unit
Elaborated by: Laura Unaucho

As the survey data suggests, the 100%, corresponding to 3 authorities who believe that the design of a mini dictionary will contribute to the learning of lexical and vocabulary.

This result shows that, the design of a mini dictionary will contribute to the learning of lexical and vocabulary because this useful resource will help for students to increase their communicative area.

2.5.CONCLUSIONS AND RECOMMENDATIONS

2.5.1. Conclusions

According to these results from surveys of students, teachers and authorities at "San José de Guaytacama" Educative Unit, the researcher establishes the following conclusions:

- The vast majority of eighth year students like learning English. It shows that they are willing to continue learning this essential language.

- Most of the students reflect that the use of lexical and vocabulary is important to learn the English Language.

- Most teachers consider that teaching lexical and vocabulary is a crucial part in the communication because through it students can express ideas, thoughts, suggestions, and point of view.

- The use of a mini dictionary will contribute to the learning of lexical and vocabulary in the students in this way they can develop their English language.

- The mini dictionary must have different group of words due to each of them fulfill a specific function in the English language.

2.5.2. Recommendations:

- Create activities according to students' needs since they like learning the English language those activities will focus on developing the lexical and vocabulary.

- Elaborate different activities that include oral and written activities in order to develop the students' lexical and vocabulary.

- Increase the teaching of lexical and vocabulary in the students through different interesting activities like crosswords, matching, puzzles since it fulfills a great role in the students' academic performance.

- Design a mini dictionary according to the level and necessities for students. Taking into account the requirements of students in order to motivate them and facilitate the acquisition of a meaningful learning.

- Emphasize on all groups of words that the mini dictionary must contain in order to facilitate the learning and developing of students' lexical and vocabulary.

CHAPTER III

3. PROPOSAL DESIGN

DESIGN OF A MINI DICTIONARY OF LEXICAL AND VOCABULARY TAKING INTO ACCOUNT THE BASIS OF POSTCARDS 1A IN ORDER TO DEVELOP THE LEXICAL AND VOCABULARY INTO THE ENGLISH TEACHING – LEARNING PROCESS WITH THE STUDENTS OF EIGHTH YEAR OF GENERAL BASIC EDUCATION AT "SAN JOSÉ DE GUAYTACAMA" EDUCATIVE UNIT DURING THE ACADEMIC CYCLE APRIL – AUGUST 2015.

INFORMATIVE DATA

Institution: "San José de Guaytacama" Educative Unit

Location: Urban area (Juan Montalvo Street, way to Saquisilí).

Province: Cotopaxi

City: Latacunga

Parish: Guaytacama

Educators' staff: 46

Administrative staff: 6

Specialties: General Unified Bachelor, Basic General Education and
     International Bachelor.

Researcher: Laura Elizabeth Unaucho Sánchez

3.1. IMPORTANCE

English language is one of the most important around the world that is the reason why, this language has been taught many years ago since this language has become so useful to communicate among society in any situation in life. Despite the importance of the English language, for years it has been taught with the same resources. Teachers have not focused on the development of students' lexical and vocabulary. Nowadays, there are some students who reject learning this language for several reasons, as follows it is a difficult language to learn and also teachers do not apply the correct resources in order their students feel encouraged to learn it.

This problem is that, through this research a way of learning lexical and vocabulary in context is proposed. This is based on the book called Postcard 1A, which students at "San José de Guaytacama" Educative Unit use in the actuality. Then, this research becomes relevant and interesting because none has used this resource to develop the lexical and vocabulary of students at this educational institution. Additionally, it is unique as learners acquiring this important language allowing them to feel familiarized with it, since the early years.

This research is significant because the use of a mini dictionary has more influence than every student may realize. Some students prefer to recall information and even the words English teachers choose. On the other hand, a mini dictionary based on lexical and vocabulary with a wide of grouping words will help to thousands and thousands of students to improve and get the most useful information to develop their skills through them.

A mini dictionary focused on lexical and vocabulary in the classroom will aid the learning process since it will improve the students' comprehension facilitating the teaching process. Thus, students will learn in an easy way the English language that will be useful in any circumstance of students' life.

3.1. JUSTIFICATION

The interest for this research work grew when the researcher was developing the pre-professional practices with children in the Eighth year some months ago. The researcher realized that one of the most important needs that learners have is to acquire a foreign language in an efficient way. This research work is directed to improve the communicative area thorough uses of lexical and vocabulary.

The purpose of this proposal is to design a mini dictionary based on lexical and vocabulary because it is going to facilitate the understanding of the English language and to fortify the communicative area taking into account the book Postcards 1A. The development of lexical and the vocabulary is a vital element in the English Teaching-Learning Process because it helps the comprehension of reading and speaking. Then, the purpose is to aid to students to develop their lexical and vocabulary in context.

The lexical and vocabulary will contribute the learning of English Language carrying out an excellent educational process. Thus, students will have a wide vocabulary what will allow interaction among students, teachers and society. As a result, the English teaching-learning process is going to be meaningful. The design of a mini dictionary focused on lexical and vocabulary will have a great educational impact where students of the eighth year of General Basic Education at "San José de Guaytacama" Educative Unit are the principal beneficiaries but also, teachers will have the opportunity to apply and improve their lexical and vocabulary. Then, the learning process of English language is going to be interesting and students are going to develop their writing and speaking skills, getting in this way a good communication.

It is feasible to develop this project in the institution before mentioned because it is supported by the authorities and teachers who work there. However, the possible constraints to accomplish this project may be the limit of economic resources, or a change in opinion of the community at "San José de Guaytacama" Educative Unit.

The design of a lexical and vocabulary mini dictionary is fundamental so that lexical and vocabulary knowledge are the most important area of a second language competence regarding academic competence.

3.2. FOUNDATIONS

3.2.1. Psychological Foundation

Psychological foundation plays an essential role in the proposal because it links to acquisition theories as Levenston, 1979 and Beck, McKeown, and Kucan's 2002 theories about vocabulary learning strategies. Thus, teachers know how learners acquire vocabulary of a foreign language and elements which interfere to this change.

According to these authors, numerous studies have been conducted comparing the retention effects of different vocabulary presentation strategies. In fact, the vocabulary field has been especially productive in the last two decades.

The researcher had considered Levenston' theory because of students acquire and develop vocabulary through tasks, exercises where are immersed audios, reading, and so on. Thus, students can develop their lexical and vocabulary at the same time they can improve their skills in this way they can communicate in English among them also they can interchange ideas and knowledge, so they are going to fortify their lexical and vocabulary and their learning of English Language. The researcher has focused on students uses the Mini Dictionary based on Lexical and Vocabulary inside and outside the classroom in order that they develop them.

Beck, McKeown, and Kucan's theory are taken into account because they assert that, teachers and parents will have the means to develop ELLs' vocabulary through reading, direct instruction, and reinforcement activities and games. Teachers and parents can use these strategies before, during, and after reading, and thus provide students with a set of tools they can use independently as they read. Then, the researcher agrees with this argument because students learn and develop their

lexical and vocabulary through exercises and activities that focus their attention on vocabulary. In this case, those exercises include word-building exercises, guessing words from context when this is done as a class exercise, learning words in lists, and vocabulary games.

Students need support in the learning of the English language. So, the learning and development of lexical and vocabulary is fundamental because it helps not only to understand abstract concepts, multiple meaning words, articles, lectures, and so on; but also, it involves the ability to interact with other people either in speaking or writing way. For example, if students are able to understand the vocabulary into any content about reading or listening, they will have a better understanding about it. For that cause, the learning of vocabulary fulfills an indispensable part in the English learning process.

3.2.2. Pedagogical Foundation

The role at "San José de Guaytacama" Educative Unit in this proposal paper is fundamental because this is a perfect place where the researcher may propose a mini dictionary focused on lexical and vocabulary based on Postcard 1Abook. With reference to, Schmitt's, 1997 theory (learning of second language vocabulary acquisition and use) which include different kind of elements.

According to this author, there is no "right" or "best" way to teach vocabulary. The best practice in any situation will depend on the type of student being taught, the words targeted, the school system and curriculum, and many other factors. Learners can have a little knowledge about vocabulary, but if they wish to go ahead in the English language without a wide knowledge. It becomes a big problem. The point is that, students must learn a large number of words to become proficient in English, so teachers must help them to learn as much vocabulary as possible. It is necessary to know, while more a learner engages with a new word, the more likely he or she is to learn it. The acquisition and the development of lexical and vocabulary has been quite essential since through them, students will be able to understand any text, lecture, article, academic book and so on.

Pedagogical foundation is so useful in order to know what, how, when and why to learn and develop the lexical and vocabulary in context. So, all and each of one of the above elements are essential in this proposal to realize any change.

3.2.3. Sociolinguistics Foundation

The researcher has taken into account Decarrico´s, 2001 theory relates to approach in the field of linguistic because it has a concordance to acquire and develop the lexical and vocabulary since, author's agreement among vocabulary specialists that lexical competence is at the very heart of communicative competence. Therefore, vocabulary learning is central to language acquisition, whether the language is first, second, or foreign.

Vocabulary has not always been recognized as a priority in language teaching, interest in its role in second language (L2) learning has grown rapidly in recent years and specialists now emphasize the need for a systematic and principled approach to vocabulary by both the teacher and the learner.

Sociolinguistics foundation will be fundamental to English teacher because of this foundation refers linguistic phenomena on social factors, so during English class students will expose some linguistics variations which depend on some situations and speakers' attitudes. Since teachers must promote the acquisition of the English language. Taking into account this reference, sociolinguistics; the teacher has to persuade an effective Teaching-Learning Process in this way, students could acquire new words focused on lexical and vocabulary.

Teachers have the job to encourage students to recognize clues to word meanings in context and to use dictionaries and textbooks emphasized inferring word meaning from context. However, while acknowledging that exposure to words in various contexts is extremely important to a deeper understanding of a word's meaning.

Second language learners need to acquire and develop their lexical and vocabulary, so the learning of these aspects is necessary, and should be seen as complementary.

To keep in mind, certain important words make excellent targets for explicit attention, for example, the most frequent words in a language and technical vocabulary. Sociolinguistics foundation is based on linguistic complications among educators communicative. Therefore, all of this can change if students use a mini dictionary focused on lexical and vocabulary all the time.

3.3. OBJECTIVES

3.3.1. General

To fortify the communicative area through the use of lexical and vocabulary in the English Teaching-Learning Process to improve student's English knowledge in students of the eighth year of General Basic Education at "San José de Guaytacama" Educative Unit.

3.3.2. Specifics

- To analyze the contents which are immersed in the different units taking into account the book called Postcard 1A in order to facilitate the learning of lexical and vocabulary.

- Identify the most relevant lexical and vocabulary based on the book Postcard 1A in order to develop them.

- To design a lexical and vocabulary mini dictionary based on the book Postcard 1A to contribute the learning of lexical and vocabulary in context of the English language.

3.4. PROPOSAL DESCRIPTION

English Teaching-Learning Process needs to be interesting and meaningful. So, it requires different activities which are going to improve the learning of lexical and vocabulary about the English language. Then, this mini dictionary will content different group words and useful expressions which will be quite useful to do activities, subsequently students require different resources what help them to understand and develop their lexical and vocabulary.

It is important to consider that, students and teachers will access to this resource so that they will be the main benefit because teachers will have the opportunity to use, in this way, they will enhance their lexical and vocabulary. Also, students will have the chance to become good learners of the English language. Thus, students will open their minds and they will like to acquire a foreign language.

Using this resource to facilitate the communicative area, students can acquire different new words by developing lots of activities which English book called Postcard 1A has, at the same time they will develop their lexical and vocabulary. That is the reason why, this revolutionary instrument will help to enhance the lexical and vocabulary in students of the Eighth year of General Basic Education at "San José de Guaytacama" Educative Unit.

It is important to take into account, all and every single resource that is created to improve the educational process have powerful acceptance and this is the case for this renovation project inside the English Teaching-Learning Process because through the use of a mini dictionary will get successful learners with a wide lexical and vocabulary. The main purpose of this mini dictionary is to contribute to the establishment of some new and more feasible way the development of lexical and vocabulary through the use of it. The mini dictionary will have a great range of words with their respective meaning so, students will get a high level of vocabulary becoming to have a good interaction among classmates; understanding and creating their own and positive knowledge.

3.5.MINI DICTIONARY DESCRIPTION

The mini dictionary is based on lexical and vocabulary in context proposed by the researcher. It will have the following elements which will be described taking into account the book called Postcard 1A.

Structure: This dictionary will be divided into 6 units, each unit in alphabetical order.

Content: This is proposed in units and in alphabetical order it focuses on relevant words. It is necessary to mention, each word has its respective example, in English and in Spanish in order that students know the meaning and function of it in a better way. This research work contains lots of idiomatic expressions which can be used at any time. And the end, this research has lots of activities to develop the lexical and vocabulary in students.

Description: A phonetic description for each word, it will facilitate students the understanding of every word, at the same time they will practice the pronunciation of them.

There are a variety about the group of words that teachers and students need to apply to enhance their lexical and vocabulary, not only inside the classroom, but also outside it, keeping in mind to develop the communicative area.

DEVELOP YOUR LEXICAL AND VOCABULARY

SCHOLAR

DICTIONARY
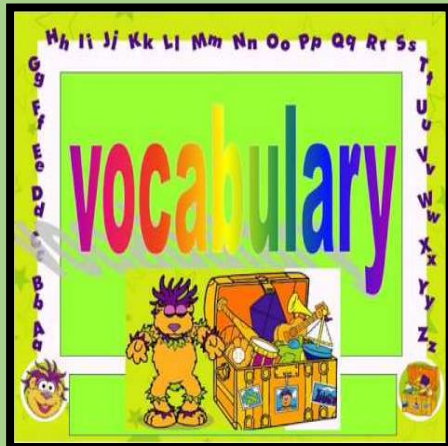
By Laura Unaucho

Unit	Title	Vocabulary
1	What's your name?	Useful vocabulary for a suitable presentation among classmates.
2	This is Brian.	Useful vocabulary for describing personality of student.
3	Where are you from?	Useful vocabulary to give information about the place where student live.
4	Can you repeat that, please'	Useful vocabulary to ask requests using the verb "can".
5	I have two sisters.	Useful vocabulary to describe Family members and their physical descriptions.
6	I'm not crazy about hip-hop.	Useful vocabulary to express students' likes and dislikes.

Introduction

English is the international language applied in many fields. Thus, this resource will allow students to access knowledge and information and that will become an instrument of personal and professional enablement to build a more affluent, equitable society.

The present mini dictionary is focused on lexical and vocabulary in context in order that students can communicate among them in any circumstance. So, students could understand in a better way the foreign language.

Students can account with this educational resource inside and outside the classrooms. Therefore, teachers and students are invited to use this mini dictionary based on lexical and vocabulary since, this resource will give them the opportunity to expand their understanding and developing the communicative area.

Abbreviations / Abreviaturas

adj   adjective / adjetivo

adv   adverb / adverbio

conj   conjunction / conjunción

interj   interjection / interjección

expr   expression / expresión

prep   preposition /   preposición

pron   pronoun / pronominal / pronombre/ pronominal

vtr   transitive verb / verbo transitivo

Postcards 1A

Unit 1

Title: What's your name?

Aa

Add [æd] vtr. añadir

Julieth *adds* another lemon to her lemonade.

Julieth **añade** otro limón a su limonada.

They *add* one stamp every day to their collection.

Ellos **añaden** una estampilla cada día para su colección.

Admire [ədˈmaɪə] vtr. admirar

Brian *admires* to his parents for teaching him lots of values.

Brian **admira** a sus padres por enseñarle muchos valores.

I *admire* to my little sister for studying five languages.

Admiro a mi hermana menor por estudiar cinco idiomas.

Actress [ˈæktrəs] n. actriz

My favorite *actress* is Jennifer Lopez.

Mi **actriz** favorite es Jennifer Lopez.

Amazement [əˈmeizmənt] n. asombro

To my *amazement*, the flowers still looked beautiful.

Para mi **asombro**, las flores todavía se veían hermosas.

Bb

Beach [biːtʃ] n. playa

Children love playing on the *beach*.

Los niños aman jugar en la **playa**.

Benefit [ˈbenəfit] n. beneficio

At that time, I had the *benefit* of a healthy diet.

En ese momento, tenía el **beneficio** de una dieta saludable.

Blank [blæŋk] n. espacio en blanco

       adj. en blanco

Mateo is going to fill the *blank* with the correct words.

Mateo va a llenar el **espacio en blanco** con las palabras correctas.

Tom left in *blank* his test yesterday.

Tom dejó en **blanco** su prueba de ayer.

Bibliography [bibliˈogrəfi] n. bibliografía

Do not forget to include a *bibliography* at the end of your essay.

No te olvides de incluir una **bibliografía** al final de su ensayo.

Boat [bəut] n. bote

Cecilia went on a rowing *boat*.

Cecilia fue en un **bote** de remos.

Cc

Cover [ˈkʌvə] n. cubierta

        vtr. cubrir

You could *cover* more area than Joseph.

Tú puedes **cubrir** más área que Joseph.

That *cover* is so big and pretty.

Esa **cubierta** es tan grande y bonita.

Cool [kuːl] adj. fresco, frío

        n. fresco

        vtr. enfriar

In spite of the *cool* day, moisture broke out on her forehead.

A pesar del día **frío**, la humedad se desató en su frente.

It looked *cool* and casual, but not provocative.

Esto se veía **fresco** y casual, pero no provocativo.

Your soup is going to *cool*.

Su sopa se va a **enfriar**.

Dd

Decorate [ˈdekəreit] vtr. decorar

Belén *decorates* her bedroom.

Belén **decora** su dormitorio.

We *decorate* the Christmas tree with glass balls.

Decoramos el árbol de Navidad con bolas de cristal.

Democracy [diˈmokrəsi] n. democracia

Emanuel believes in *democracy*.

Emanuel cree en la **democracia**.

Dentist [ˈdentist] n. dentista

Alejandra hate going to the *dentist*.

Alejandra odia ir al **dentista**.

Depth [depθ] n. profundidad

Coal is mined at a *depth* of 1.000m.

El carbón se extrae a una **profundidad** de 1.000 metros.

Ee

Early [ˈəːli] adv. temprano

Nathaly and her cousin arrived *early*.

Nathaly y su prima llegaron **temprano**.

Eatable [ˈiːtəbl] adj. comestible

The meal was scarcely *eatable*.

La comida era apenas **comestible**.

Efficiency [ɪˈfɪʃnsi] n. eficiencia, eficacia

She did the work with great *efficiency*.

Ella hizo el trabajo con gran **eficiencia**.

Effort [ˈefət] n. esfuerzo

Learning a foreign language requires *effort*.

El aprendizaje de una lengua extranjera requiere **esfuerzo**.

Electricity [elekˈtrisəti] n. electricidad

The pump is powered by *electricity*.

La bomba funciona con **electricidad**.

Ff

Faithful [ˈfeɪθfl] adj. fiel

I am a *faithful* reader of "Vistazo" magazine.

Soy un **fiel** lector de la revista "Vistazo".

Famous [ˈfeɪməs] adj. famosa

Paulette is *famous* for her determination to win.

Paulette es **famosa** por su determinación para ganar.

Fantastic [fænˈtæstɪk] adj. fantástico

The weather was absolutely *fantastic*.

El clima fue absolutamente **fantástico**.

Favorite [ˈfeɪvərɪt] adj. favorito

January is my least *favorite* month.

Para mi Enero es el mes menos **favorito**.

Feasible [ˈfiːzəbl] adj. factible, viable

That is a *feasible* solution to the problem.

Esa es una solución **viable** al problema.

Gg

Generous [ˈdʒenərəs] adj. generoso

It is very *generous* of you to pay for our holiday.

Es muy **generoso** de su parte por paga nuestras vacaciones.

Good looking [ɡʊd ˈlʊkɪŋ] adj. bien parecido

Marjorie is **good looking**.

Marjorie es **bien parecida**.

Gloss [ɡlos] n. brillo, lustre

Her hair has a lovely *gloss*.

Su cabello tiene un hermoso **brillo**.

Graceful [ˈɡreɪsfl] adj. elegante, gracioso

He gave a *graceful* bow to the audience.

Él dio un arco **elegante** a la audiencia.

Great [ɡreɪt] adj. magnífico

　　　　　　n. grandes

Karen and Lori are doing a *great* job.

Karen and Lori están haciendo un trabajo **magnífico**.

The Beatles, Bob Dylan, all the *greats*.

Los Beatles, Bob Dylan, todos los **grandes**.

Hh

Habitable [ˈhæbitəbl] adj. habitable

The house is no longer *habitable*.

La casa ya no es **habitable**.

Handsome [ˈhæn.səm] adj. atractivo, simpático

He is the most *handsome* man I've ever met.

Él es el hombre más **atractivo** que he conocido.

Honey [ˈhʌni] n. miel, cariño

I love to eating *honey*.

Me encanta comer **miel**.

Have you seen my keys, *honey*?

¿Has visto mis llaves, **cariño**?

Harmful [ˈhɑːm.fəl] adj. dañino

Many household products are potentially *harmful*.

Muchos productos de uso doméstico son potencialmente **dañinos**.

Hopeful [ˈhəʊpfl] adj. optimista, esperanzado.

He is not very *hopeful* about the outcome of the interview.

Él no es muy **optimista** sobre el resultado de la entrevista.

Ii

Identical [aɪˈden.tɪ.kəl] adj. idénticas, similares

The two rooms were virtually *identical*.

Las dos habitaciones eran prácticamente **idénticas**.

Incorrect [ˌɪn.kərˈekt] adj. incorrecto

His version of what happened is *incorrect*.

Su versión de lo sucedido es **incorrecta**.

Indefinite [ɪnˈdefɪnət] adj. indefinido

She will be away for the *indefinite* future.

Ella va a estar fuera durante un futuro **indefinido**.

Indispensable [indiˈspensəbl] adj. indispensable

Sally is an *indispensable* member of the team.

Sally es un miembro **indispensable** del equipo.

Insignificant [insigˈnifikənt] adj. insignificante

They paid me an *insignificant* sum of money.

Me pagaron una suma **insignificante** de dinero.

Jj

Jealous [ˈdʒeləs] adj. celoso, envidioso

Sharon is *jealous* of her sister.

Sharon está **celosa** de su hermana.

Emilio is a *jealous* husband.

Emilio es un marido **celoso**.

Joint [dʒoint] n. junta, juntura, unión

The plumber tightened up all the *joints* in the pipes.

El plomero aprieta todas las **uniones** en las tuberías.

Joke [dʒəuk] n. chiste, broma

He dressed up as a ghost for a *joke*.

Se vistió para arriba como un fantasma para una **broma**.

Jungle [ˈdʒaŋgl] n. selva

Tigers are found in the *jungle* of Asia.

Tigres se encuentran en la **selva** de Asia.

Justice [ˈdʒastis] n. justicia

Everyone has a right to *justice*.

Toda persona tiene derecho a la **justicia**.

Kk

Keen [ki:n] adj. entusiasta

He is a *keen* golfer.

Él es un **entusiasta** del golf.

King [kiŋ] n. rey

He became *king* when his father died.

Se convirtió en **rey** cuando su padre murió.

Kitchen [ˈkitʃin] n. cocina

Romina wants a house with a large *kitchen*.

Romina quiere una casa con una **cocina** grande.

Knee [ni:] n. rodilla

Eduardo fell and cut his *knee*.

Eduardo cayó y se cortó la **rodilla**.

Knot [not] n. nudo

Valery tied the rope in a *knot*.

Valery la cuerda con un **nudo**.

Ll

Label [ˈleɪbl̩] n. etiqueta

vtr. etiquetar, rotular

The *label* on the blouse said 'Do not iron'.

La **etiqueta** de la blusa dijo 'No planchar'.

Students are going to *label* those folders.

Los estudiantes van a **etiquetar** aquellas carpetas.

Large [laːdʒ] adj. grande en medida

This house is too *large* for two people.

Esta casa es demasiado **grande** para dos personas.

Lack [ˈlæk] n. falta

vtr. carecer de

The problem is a *lack* of money.

El problema es la **falta** de dinero.

The novel *lacks* imagination.

La novela **carece** de imaginación.

Late [ˈleɪt] adj. final

adv. tarde

We had a *late* spring this year.

Tuvimos una primavera a **finales** de este año.

She arrived at work a half hour *late*.

Ella llegó en el trabajo una media hora **tarde**.

Mm

Magic [ˈmædʒik] n. magia

The prince was turned by *magic* into a frog.

El príncipe se convirtió por arte de **magia** en una rana.

Measure [/ˈmeʒə/] n. medida

There is a glass *measure* for liquids.

Hay un vaso de **medida** para líquidos.

Mobile [ˈmoubail] adj. móvil

This factory has a *mobile* equipment.

Esta fábrica tiene un equipo **móvil**.

Mystery [ˈmistəri] misterio

The *mystery* of his disappearance.

El **misterio** de su desaparición.

Nn

Narrow [ˈnærəu] adj. estrecho

The bridge is too *narrow* for large lorries.

El puente es demasiado **estrecho** para grandes camiones.

Native [ˈneitiv] adj. natal, native

This animal is *native* to Australia.

Este animal es **originaria** de Australia.

Nervous [ˈnɜːvəs] adj. nervioso

The horse may be *nervous* of cars.

El caballo puede estar **nervioso** de los coches.

Oo

Obtrusive [əbˈtruːsiv] adj. molesto

Loud music can be very *obtrusive*.

La música alta puede ser muy **molesto**.

Oil [oil] n. aceite, petróleo

The car's engine is in need of *oil*.

El motor del coche está en la necesidad de **petróleo**.

Offside [ˌɒfˈsaɪd] adj. fuera de juego

He was *offside* when he scored.

Estaba **fuera de juego** cuando anotó.

Own [əun] vtr. poseer, tener, ser dueño de

Angélica **owns** an expensive car.

Angélica **posee** un coche caro.

We *own* many scientific books.

Somos **dueños** de muchos libros científicos.

Pp

Peaceful [ˈpiːsfl] adj. pacífico, tranquilo

He is a very *peaceful* person.

Él es una persona muy **pacífica**.

Peanut [ˈpiːnat] n. nueces, cacahuetes

She is doing roast *peanuts*.

Ella está haciendo **cacahuetes** asados.

Poor [puə] adj. pobre

She is too *poor* to buy clothes for her son.

Ella es demasiado **pobre** para comprar ropa para su hijo.

Profile [ˈprəʊfaɪl] n. perfil

She has a beautiful *profile*.

Ella tiene un hermoso **perfil**.

Qq

Quality [ˈkwoləti] adj.calidad

We're looking for *quality* rather than quantity.

Estamos buscando a la **calidad** más que la cantidad.

Queen [kwiːn] n. reina

The king and his *queen* were both present.

El rey y su **reina** estuvieron presentes.

Rr

Receptive [rəˈseptiv] adj. receptive

He seemed quite *receptive* to my suggestion.

Parecía muy **receptivo** a mi sugerencia.

Recyclable [ˌriːˈsaɪkləbl] adj. reciclables

Glass products are completely *recyclable*.

Productos de vidrio son completamente **reciclables**.

Relaxed [rɪˈlækst] adj. relajado

I'm feeling more *relaxed* about the future now.

Me siento más **relajada** sobre el futuro ahora.

Ss

Switch [swɪtʃ] vtr. cambiar

              n. interruptor

The company *switched* the boats to other routes.

La empresa **cambió** los barcos a otras rutas.

The *switch* is down when the television is off.

El **interruptor** está abajo cuando el televisor está apagado.

Sad [sæd] adj. triste, melancólico

She's *sad* because her son is ill.

Ella está **triste** porque su hijo está enfermo.

Sadness [ˈsædnəs] n. tristeza, melancolía

She was overcome by a sense of intense *sadness*.

Ella fue superada por un sentimiento de intensa **tristeza**.

Tt

Tall [to:l] adj. alto

Fabricio is a *tall* man.

Fabricio es un hombre **alto**.

Talent [ˈtælənt] n. talento

Maykel has a *talent* for drawing.

Maykel tiene un **talento** para el dibujo.

Taste [teist] vtr. notar/sentir el sabor, probar, degustar

I can *taste* ginger in this cake.

Puedo **saborear** el jengibre en este pastel.

Isabel **taste**s this coffe and she tell me that it is too sweet.

Isabel **prueba** este café y ella dice que está demasiado dulce.

Uu

Ugly [ˈagli] adj. feo

That is an *ugly* building.

Es un edificio **feo**.

Unable [anˈeibl] adj. incapaz

I am *unable* to get out of bed.

Soy **incapaz** de levantarse de la cama.

Usage [ˈjuː.sɪdʒ] n. uso

It's not a word in common *usage*.

No es una palabra de **uso** común.

Vv

Vegetable [ˈvedʒtəbl] n. verdura, hortaliza

We sow potatoes, beans, and other *vegetables*.

Sembramos papas, frijoles y otros **vegetales**.

Volcano [volˈkeinəu] n. volcán

An active *volcano* may erupt at any time.

Un **volcán** activo podría erupcionar en cualquier momento.

Ww

Welcome [ˈwelkəm/] adj. bienvenido

He is a *welcome* visitor at our house.

Él es un visitante **bienvenido** en nuestra casa.

Whenever [wɛnˈɛvə] adv. cuando, siempre que

conj. cuando, siempre que

Come and see me *whenever* you want to.

Ven a verme **cada vez** que desees.

I go to the theatre *whenever* I get the chance.

Voy al teatro **cada vez** que tengo la oportunidad.

Wife [waif] n. esposa

Sally is his second *wife*.

Sally es su segunda **esposa**.

Wind [wind] n. viento, aire

There wasn't much *wind* yesterday.

No había mucho **viento** ayer.

Yy

Yeah [jeə] interj. Sí

Did you remember to buy some milk? '*Yeah*.'

¿Se acordó de comprar un poco de leche? '**Sí**.'

Yuck [jʌk] interj. ¡Qué asco!

Do you want to hold the snake? "*Yuck*, no thanks."

¿Quieres mantener la serpiente? "¡**Qué asco**!, no, gracias."

Yup [jʌp] adv. sí

Can you see it? "*Yup*, there it is."

¿Puedes verlo? "**Sí**, ahí está."

Unit 2

Title: This is Brian

Aa

After [ˈɑːftə] adv. después

        prep. después de

        conj. después de que

After 5 o'clock, we were free to go home.

Después de las cinco, nosotros estuvimos libres para ir a casa.

After winning the prize she became famous overnight.

Después de ganar el premio se hizo famosa durante la noche.

Let's meet to our aunt *after* tomorrow.

Vamos a conocer a nuestra tía **después de** mañana.

Airport [ˈeəpɔːt] n. aeropuerto

Mariscal Sucre International *Airport* is the Ecuador's busiest airport.

El **aeropuerto** internacional Mariscal Sucre es el más concurrido del Ecuador.

Along [əˈlɒŋ] prep. a lo largo de

James and Lily were walking *along* the Amazonas Street.

James y Lily estaban caminando **a lo largo de** la calle Amazonas.

Answer [ˈænsər] n. respuesta, contestación

The *answer* to your transport difficulties is to buy a car.

92

La **respuesta** a sus dificultades de transporte es comprar un coche.

Appropriate [əˈprəʊpriət] adj. apropiado, adecuado

Kathleen will have to complete the *appropriate* form.

Kathleen tendrá que completar el formulario **correspondiente**.

Ask [ˈɑːsk] vtr. preguntar

Janeth *asks* the price of that scarf.

Janeth **pregunta** el precio de esa bufanda.

We *ask* the teacher's name.

Nosotros **preguntamos** el nombre del maestro.

Bb

Backyard [ˌbækˈjɑːd] n. patio trasero

Martha grows vegetables in her *backyard*.

Martha cultiva hortalizas en su **patio trasero**.

Bags of [bægz of] n. bolsas de

They got *bags of* money.

Ellos obtuvieron **bolsas de** dinero.

Beautiful [ˈbjuːtəfl] adj. bonita, hermosa, preciosa, guapa

Cuenca is a *beautiful* city and this is the third more habited in Ecuador.

Cuenca es una ciudad **hermosa** y es la tercera más habitada del Ecuador.

Beauty [ˈbjuːti] n. belleza

Michelle was a great *beauty* in her youth.

Michelle tuvo una gran **belleza** en su juventud.

Best [best] adv. mejor

n. el mejor, lo mejor

Justin is the *best* student at San Isidro School.

Justin es el **mejor** estudiante de la escuela San Isidro.

Pamela is my *best* friend.

Pamela es mi **mejor** amiga.

Bring [brɪŋ] vtr. traer

Peter *brings* an enormous box on his back.

Peter **trae** una enorme caja sobre su espalda.

You *bring* lots of movies to watch tonight.

Ustedes **traen** muchas películas para ver esta noche.

Cc

Cart [kɑːt] n. carro, carreta

vtr. acarrear, transportar por

Patrick has a farm *cart*.

Patrick tiene un **carro** de granja.

The produce was packed in crates and *carted* to Quevedo City.

El producto fue empacado en cajas y fue **acarreado** a la ciudad de Quevedo.

Chance [tʃɑːns] n. oportunidad, ocasión

This is the only *chance* to study French at Cerit School.

Ésta es la única **oportunidad** para estudiar Francés en la escuela Cerit.

Chart [tʃɑːt] n. gráfico, cuadro

This *chart* shows the weather for tomorrow.

Este **gráfico** muestra el tiempo para mañana.

Check [tʃek] vtr. comprobar, verificar

Could you *check* that I have added up these figures correctly?

¿Podría **comprobar** que he añadido a estas cifras correctamente?

Sonia *checks* the oil and water before setting off.

Sonia **comprueba** el aceite y el agua antes de salir.

Correctly [kəˈrektli] adv. correctamente, exactamente

They reasoned, *correctly*, that she was away for the weekend.

Ellos razonaron, **correctamente**, que estaba lejos para el fin de semana.

Count [kaʊnt] vtr. contar, enumerar

n. cuenta, recuento

Teresa can *count* up to 10 in Italian.

Teresa puede **contar** hasta 10 en italiano.

At the last *count*, fifteen applications were still outstanding.

En el último **recuento**, quince aplicaciones quedaban pendientes.

Dd

Dad [dæd] n. papá

My *dad* works in a big factory.

Mi **papá** trabaja en una gran fábrica.

Damage [ˈdæmɪdʒ] n. daño

She suffered a brain *damage* as a result of the accident.

Ella sufrió un **daño** cerebral como consecuencia del accidente.

Dangerous [ˈdeɪndʒərəs] adj. peligroso, arriesgado

Crocodiles are *dangerous* animals.

Los cocodrilos son animales **peligrosos**.

Deal [diːl] n. trato, acuerdo, pacto

Enma and Lucy have a business *deal*.

Enma y Lucy tienen un **acuerdo** de negocios.

It's your turn to *deal*.

Es tu turno para hacer **frente**.

Direction [dɪˈrekʃn̩] n. dirección, rumbo

They were heading in my *direction*.

Ellos estaban dirigiéndose en mí **dirección**.

Ee

Easy [ˈiːzi] adj. fácil

It was an *easy* decision to make.

Fue una decisión **fácil** de tomar.

Easygoing [ˈiˑziˈɡoʊˑɪŋ] adj. tolearante

I wish I had such *easygoing* parents.

Me gustaría tener unos padres tan **tolerantes**.

Edge [ˈɛʤ] n. borde

They built the church on the *edge* of the village.

Ellos construyeron la iglesia en el **borde** de la aldea.

Edition [ɪˈdɪʃən] n. edición

The latest *edition* of the software was in 2013.

La última **edición** del software fue en 2013.

Excellent [ˈeksələnt] adj. excelente

Paola has an *excellent* plan for next week.

Paola tiene un **excelente** plan para la próxima semana.

Ff

Few [fjuː] adj. pocos

adv. poco

Few people visit me nowadays.

Pocas personas me visitan hoy en día.

I need a *few* of coffee right now.

Necesito un **poco** de café en este momento.

Fill [fɪl] vtr. llenar, rellenar

Katty *fills* the cupboard with books.

Katty **llena** el armario con los libros.

Her eyes suddenly *filled* with tears.

Sus ojos de repente se **llenaron** de lágrimas.

Find out [faɪnd aʊt] vtr. averiguar, descubrir, hallar

I *find out* about my uncle's birthday party.

Yo **averiguo** sobre la fiesta de cumpleaños de mi tío.

Fine [faɪn] n. multa

      adj. fino, Bueno

      v. multar

Maritza had a *fine* performance on her job.

Maritza tuvo una **buena** actuación en su puesto de trabajo.

The police *fined* to those men who were drunk.

La policía **multó** a los hombres que estaban borrachos.

Fun [fʌn] n. diversion

      vtr. bromear

They had a lot of *fun* at the party.

Ellos tuvieron un montón de **diversión** en la fiesta.

The children were throwing stones for *fun*.

Los niños estaban tirando piedras por **bromear**.

Gg

Generate [ˈdʒenəreit] v. generar

Paulina *generates* new ideas all the time.

Paulina **genera** nuevas ideas todo el tiempo.

Windmills used to *generate* electricity.

Los molinos de viento son utilizados para **generar** electricidad.

Genuine [ˈdʒenjuin] adj. genuino

Don't fall for cheap imitations; this is the *genuine* article.

No caiga en imitaciones baratas; este es el artículo **genuino**.

Give [gɪv] vtr. dar

       n. elasticidad

Samantha wants a job that *gives* her more responsibility.

Samantha quiere un trabajo que le **dé** más responsabilidad.

They couldn't *give* me any more information.

Ellos no podían **dar** más información.

Good [gʊd] adj. buen, bueno

The piano was in *good* condition.

El piano estaba en **buenas** condiciones.

It's *good* that he's back to his old self.

Es **bueno** que ha vuelto a ser el mismo.

Great [ˈgreɪt] adj. magnífico

The concert has been a *great* success.

El concierto ha sido un **gran** éxito.

Hh

Happen [ˈhæpən] v. pasar

It just so *happens* I have the key in my pocket.

Lo que **pasa** es que tengo la llave en el bolsillo.

Hairstyle [ˈheəstaɪl] n. peinado

I like your new *hairstyle*.

Me gusta su nuevo **peinado**.

Here [hɪə] adv. aquí, acá, por aquí

He lives not far from *here*.

Él no vive lejos de **aquí**.

Home [həʊm] n. hogar, domicilio

We will have to find a *home* for the kitten.

Vamos a tener que encontrar un **hogar** para el gatito.

Ii

Introduce [ˌɪntrəˈdjuːs] vtr. presentar a alguien, introducir

She was *introduced* to me as a well-known novelist.

Ella me **presentó** como un novelista muy conocido.

Edward *introduced* the guests to each other.

Edward **presentó** a los invitados entre sí.

Dangerous bees were i*ntroduced* into Ecuador from Colombia.

Abejas peligrosas se **introdujeron** en Ecuador desde Colombia.

Item [ˈaɪtəm] adv. ítem

n. artículo

Did you see the *item* about dogs in the newspaper?

¿Has visto el **tema** de los perros en el periódico?

Luis ticked the *items* as he read through the list.

Luis enumeró los **artículos** mientras leía a través de la lista.

Kk

Knock [nɒk] vtr. golpear, llamar

Just then, someone *knocked* at the door.

En ese momento, alguien **llamó** a la puerta.

Lisbeth *knocks* against the table and spills his cup of coffee.

Lisbeth **golpea** contra la mesa y derrama su taza de café

Knocker [nɒkə] n. aldaba

My uncle has a brass door **knocker** in his house.

Mi tío tiene una **aldaba** de bronce en su casa.

Kindle [ˈkindl] vtr. encender

She *kindles* a fire using twigs and grass.

Ella **enciende** un fuego utilizando ramas y hierba.

We watched as the fire slowly *kindled*.

Vimos como el fuego **encendió** lentamente.

Ll

Link [ˈlɪŋk] n. enlace, vínculo

Police suspect there may be a *link* between the two murders.

La policía sospecha que puede haber un **vínculo** entre los dos asesinatos.

Little [ˈlɪtl] adj. poco, pequeño

adv. poco

Kevin is only a *little* boy.

Kevin es solamente un niño **pequeño**.

George has *little* knowledge about his Maths' homework.

George tiene **poco** conocimiento acerca de la tarea de Matemáticas.

Look [lʊk] n. mirada, vistazo

vtr. mirar

Henry *looks* out of the window.

Henry **mira** por la ventana.

If you *look* carefully you can just see my house from here.

Si usted **mira** cuidadosamente usted puede ver mi casa desde aquí.

Mm

Match [mætʃ] n. partido, encuentro

vtr. igualar, emparejar

They have a soccer *match* with those mercenaries.

Ellos tienen un **partido** de fútbol con los mercenarios.

We bought green and blue curtains to *match* the bedspread.

Compramos cortinas verdes y azules para que se **igualen** con la colcha.

Meet [miːt] vtr. encontrarse, encontrarse con, ir a recibir

She *meets* a man on the train.

Ella **conoce** a un hombre en el tren.

Maybe we will *meet* again some time.

Tal vez nos volveremos a **ver** un poco de tiempo.

Missing [ˈmɪsɪŋ] adj. que falta, desaparecido

The child has been *missing* since Tuesday.

El niño se encuentra **desaparecido** desde el martes.

I've found those *missing* papers.

He encontrado esos papeles que **faltan**.

Nn

Near [nɪə] adv. cerca

prep. cerca de

adj. cercano

The station is quite *near*.

La estación se encuentra muy **cerca**.

Christmas is getting *near*.

La Navidad se **acerca**.

Nice [naɪs] adj. bonito, agradable

This summer was a *nice* weather.

Este verano fue un **buen** tiempo.

James is a *nice* person.

James es una **buena** persona.

Oo

Okay [ˌoʊˈkeɪ] n. bueno, aprobado, está bien

vtr. dar el visto bueno a

I will pay you back tomorrow." *OK*, no problem.

Te devolveré mañana. **Está bien**, no hay problema.

Over [ˈəʊvə] prep. sobre, por arriba, por encima

Gioconda hangs that picture *over* the fireplace.

Gioconda cuelga ese cuadro **sobre** la chimenea.

Hernán jumped *over* the gate.

Hernán saltó **por encima** de la cerca.

Pp

Painful [peinful] adj. doloroso

Diane got a *painful* sunburn last week.

Diane obtuvo una quemadura **dolorosa** la semana pasada.

Partner [ˈpɑːtnə] n. compañero, socio

vtr. estar asociado con

She was made a *partner* in an engineering firm.

Ella se hizo **socio** de una empresa de ingeniería.

Young farmers who *partnered* with Isabel to the village dance"

Los jóvenes agricultores que se **asociaron** con Isabel al baile del pueblo.

Paste [peɪst] vtr. pegar, empastar

  n. pasta, engrudo

Karen *pastes* many papers on the wall.

Karen **pega** muchos papeles en la pared.

She mixed the flour and water to a smooth *paste*.

Ella se mezcla la harina y el agua hasta formar una **pasta** suave.

Peace [piːs] n. paz

I need some *peace* and quiet.

Necesito un poco de **paz** y tranquilidad.

Provided [prəˈvaɪdɪd] conj. puesto que

We can buy it *provided* that we have enough money.

Podemos comprarlo **puesto** que tenemos suficiente dinero.

Qq

Qualify [ˈkwolifai] vtr. calificar, reunir las condiciones

A degree in Science does not *qualify* you to teach the subject.

Un grado en la ciencia no significa que usted **califica** para enseñar la materia.

She is too young to *qualify* for a place in the team.

Ella es demasiado joven **para tener derecho** a un lugar en el equipo.

Quickly [ˈkwɪkli] adv. de prisa, rápidamente

My sister *quickly* got dressed.

Mi hermana se vistió **rápidamente**.

Rr

Raise [reɪz] vtr. elevar, alzar

         n. aumento, subida

Martin *raises* his right hand.

Martin **levanta** la mano derecha.

We *raise* the flag.

Nostros **levantamos** la bandera.

Joe wants a *raise* and some perks.

Joe quiere un **aumento** de sueldo y algunas ventajas

Really [ˈrɪəli] adv. realmente, en realidad

He looks a fool but he is *really* very clever.

Él se ve un tonto pero es **realmente** muy inteligente.

Response [rɪˈspɒns] n. respuesta, responsorio

My suggestions met with little *response*.

Mis sugerencias se reunieron con poca **respuesta**.

Ss

Say [ˈseɪ] vtr. decir, afirmar

What do you *say*?

¿Qué **dices**?

Short [ʃɔːt] adj. corto, bajo

You look nice with your hair *short*.

Te ves bien con tu pelo **corto**.

Timoteo is a *short* man.

Timoteo es un hombre **de baja estatura**.

Show [ʃəʊ] vtr. mostrar

n. show, espectáculo

Please *show* your membership card.

Por favor **muestre** su tarjeta de membresía.

I went to a spectacular *show* of bluebells.

Fui a una espectacular **muestra** de campanillas.

Silently [ˈsaɪlənt] adv. silenciosamente

The audence *silently* listened to his every word.

La audiencia escuchaba **silenciosamente** cada palabra suya.

Space [speɪs] n. espacio

vtr. espaciar

I couldn't find a *space* for my car.

No pude encontrar un **espacio** para mi coche.

Have you enough *space* to turn round?

¿Tiene suficiente **espacio** para dar la vuelta?

Sure [ʃʊə] adj. seguro, cierto

adv. de verdad

I'm *sure* that I gave him the book.

Estoy **seguro** de que le di el libro.

I thought the idea was good, but now I'm not so *sure*.

Pensé que la idea era buena, pero ahora no estoy tan **seguro**.

Tt

Team [ti:m] n. equipo

vtr. asociar

My cousin is president of a football *team*.

Mi primo es el presidente de un **equipo** de fútbol.

Jack *teams* up with the band to produce the album.

Jack se **une** a la banda para producir el álbum.

Tired [ˈtaɪəd] adj. cansado, fatigado

I were too *tired* to continue.

Estaba demasiado **cansado** para continuar.

Together [təˈgeðə] adv. juntos, junto, juntamente

adj. junto, a la vez

She seems a very *together* young woman.

Juntos ella parece una mujer muy joven.

Tita and Ronny travelled *together*.

Tita y Ronny viajaron **juntos**.

Too [tu:] adv. demasiado, también

He's *too* fat for his clothes.

Él es **demasiado** gordo para su ropa.

My husband likes cycling, and I do, *too*.

Mi marido le gusta el ciclismo, y lo hago, **también**.

True [truː] adj. verdadero, verídico

That is a *true* statement.

Esa es una declaración **verdadera**.

Try [traɪ] vtr. intentar, probar, tratar de

Helen *tries* to answer the questions.

Helen **trata** de responder a las preguntas.

Let's *try* and climb that tree!

Vamos a **tratar** de subir ese árbol.

Uu

Usually [ˈjuːʒəli] adv. por lo general, normalmente, generalmente, habitualmente

We are *usually* at home in the evenings.

Estamos **por lo general** en casa por las noches.

Yy

Yeah [jeə] part. Sí

We are off to Guayaquil soon. Oh *yeah*? When's that?

Nos vamos a Guayaquil pronto. ¿Ah, **sí**? ¿Cuándo es eso?

Unit 3

Title: Where are you from?

Aa

Acceptable [əkˈseptəbl] adj. aceptable

The water was *acceptable* for drinking.

El agua era **aceptable** para beber.

Accredited [əˈkreditid] adj. acreditada

This is an *accredited* college.

Esta es una universidad **acreditada**.

Accumulative [əˈkjuː.mjʊ.lə.tɪv] adj. acumulativo

The eventual *accumulative* effect of these substances.

El eventual efecto **acumulativo** de estas sustancias.

Awesome [ɑsəm] adj. impresionante, increíble

An *awesome* challenge lies ahead of them.

Un reto **increíble** está por delante de ellos.

Bb

Backpack [ˈbækˌpæk] n. mochila

The tent fits comfortably inside a *backpack*.

La carpa se adapta cómodamente dentro de una **mochila**.

Below [bɪˈloʊ] adv. abajo, debajo, más abajo, por debajo

prep. debajo de, debajo de

She hurt her leg just *below* the knee.

Se cortó su pierna **debajo** de la rodilla.

The tunnel *below* the crags.

El túnel **por debajo** de los peñascos.

Building [ˈbɪldɪŋ] n. edificio, construcción

The new supermarket is a very ugly *building*.

El nuevo supermercado es un **edificio** muy feo.

Cc

Change [ʧeɪnʤ] n. cambio, vuelto de dinero

vtr. cambiar

They have **changed** the time of the train.

Ellos han **cambiado** la hora del tren.

Checkout [ʧɛkaʊt] n. caja

There was a long queue at the *checkout*.

Había una larga cola en la **caja**.

Comfortable [ˈkʌmfɜrtəbəl] adj. cómodo, confortable

He looked very *comfortable* in his chair.

Se veía muy **cómodo** en su silla.

Country [ˈkʌntri] n. país

Canada is a larger *country* than Spain.

Canadá es un **país** más grande que España.

Dd

Desk [dɛsk] n. escritorio, mesa de trabajo, pupitre

She kept the pile of letters in a drawer in her *desk*.

Ella guardó el montón de cartas en un cajón de su **escritorio**.

Discuss [dɪˈskʌs] vtr. discutir, debatir, tratar un tema

We had a meeting to *discuss* our plans for the future.

Tuvimos una reunión para **discutir** nuestros planes para el futuro.

We *discuss* about this subject.

Nosotros **discutimos** acerca de este tema.

Ee

Electronic [ɪˌlɛkˈtrɑnɪk] adj. electrónico

Norka has an *electronic* calculator.

Norka tiene una calculadora **electrónica**.

Email [imeɪl] n. correo electrónico

Charlie sent her an *email*.

Charlie le envió un **correo electrónico**.

Entertainment [ˌɛntərˈteɪnmənt] n. entretenimiento, diversión

There will be live *entertainment* at the party.

Habrá **entretenimiento** en vivo en la fiesta.

Exchange [ɪksˈʧeɪnʤ] vtr. intercambiar, canjear

Can you *exchange* a dollar note for two 50-cent pieces?

¿Puedes **intercambiar** una moneda de un dólar por dos piezas de 50 centavos?

They *exchange* amused glances.

Ellos **intercambian** miradas divertidas.

Exciting [ɪkˈsaɪtɪŋ] adj. emocionante, excitante

My friends had an *exciting* adventure.

Mis amigos tuvieron una aventura **emocionante**.

Ff

Far [fɑr] adv. lejos

      adj. lejano, de lo lejos

How *far* is it from here to his house?

¿Qué **distancia** hay de aquí a su casa?

Kimberly and Matías went *far* away.

Kimberly and Matías se fueron **lejos**.

Friendly [ˈfrɛndli] adj. amable, amistoso

Emily is very *friendly* to everybody.

Emily es muy **amigable** con todo el mundo.

Gg

Grade [greɪd] n. grado

I need several *grades* of sandpaper.

Necesito varios **grados** de papel de lija.

Guide [gaɪd] n. guía

             vtr. guiar, orientar

Marlon is an excellent *guide*.

Marlon es un excelente **guía**.

Your comments *guided* me in my final choice.

Sus comentarios me **guiaron** en mi elección final.

The teacher *guides* the child's hand as he write.

El profesor **guía** la mano del niño mientras escribe.

Guys [gaɪz] n. chicos

Come on, you *guys*, let's go.

Vamos, **chicos**, vamos.

Hh

Happy [ˈhæpi] adj. feliz, contento, alegre

I feel *happy* today.

Me siento **feliz** hoy.

Heart [hɑːt] n. corazón

How fast does a person's *heart* beat?

¿Qué tan rápido late el **corazón** de una persona?

Helpful [ˈhelpfəl] adj. útil, servicial

Sorry I can't be more *helpful*.

Lo siento, no puedo ser más **útil**.

Hey [heɪ] interj. Oye

Hey! What are you doing here?

¡**Oye**! ¿Qué estás haciendo aquí?

Ii

Identical [aiˈdentikəl] adj. idéntico

This is the *identical* room we stayed in before.

Esta es la habitación **idéntica** a la que estuvimos antes.

Immobile [iˈməubail] adj. inmóvil

His leg was put in plaster and he was *immobile* for several weeks.

Su pierna se puso en yeso y estaba **inmóvil** durante varias semanas.

Interesting [ˈɪntrəstɪŋ] adj. interesante

Valeria is reading an *interesting* book.

Valeria está leyendo un libro **interesante**.

Jj

Jacket [ˈdʒækɪt] n. chaqueta

Thalia is wearing a brown skirt and a blue *jacket*.

Thalia está usando una falda marrón y una **chaqueta** azul.

Kk

Key [kiː] n. clave, tecla, llave

Have you got the *key* for this door?

¿Tienes la **llave** de esta puerta?

Doris knows the *key* to the whole problem.

Doris conoce la **clave** de todo el problema.

Know [nəʊ] vtr. saber, conocer

He thinks he *knows* everything.

Él cree que lo **sabe** todo.

I *know* he is at home because his car is in the drive.

Yo **sé** que él está en casa porque su coche está en la unidad.

Ll

Mm

Map [mæp] n. mapa

I need a sticker about the *map* of the world.

Necesito una pegatina sobre el **mapa** del mundo.

Maybe [ˈmeɪbiː] adv. tal vez, quizá, puede ser

Maybe he will come, and *maybe* he won't.

Tal vez pueda venir, y **tal vez** no lo hará.

Nn

Nah [ˈnɑː] interj. No

You must do your task right now! ¡*Nah*!

¡Usted debe hacer su tarea en este momento! ¡**No**!

Nationality [ˌnæʃəˈnælɪti] n. nacionalidad

What *nationality* are you? I'm Ecuadorian.

¿De qué **nacionalidad** es usted? Yo soy ecuatoriana.

Oo

Oops [ˌəʊˈpiːz] interj. ¡huy!

¡*Oops*! I didn't mean to press that key.

¡**Huy**! no me refiero a pulsar esa tecla.

Pp

Post [pəʊst] n. correo, puesto

My application got lost in the *post*.

Mi aplicación se perdió en el **correo**.

Pretty [ˈprɪti] adj. bonita

I'm going to have to find a new house *pretty* soon.

Voy a tener que encontrar una casa nueva y **bonita** muy pronto.

Rr

Relaxed [rɪˈlækst] adj. relajado, tranquilo

She had a very *relaxed* manner.

Tenía una manera muy **relajada**.

Replace [rɪˈpleɪs] vtr. reemplazar, sustituir

He *replaces* the cup he broke with a new one.

Él **reemplaza** la copa rota por una nueva.

I must *replace* that broken lock.

Debo **reemplazar** esa cerradura rota.

Response [rɪˈspɒns] n. respuesta, responsorio

I received an encouraging *response* to my advertisement.

Recibí una **respuesta** alentadora a mi anuncio.

Ss

Smart [smɑːt] adj. listo, inteligente

We need a *smart* boy to help in the shop.

Necesitamos un chico **listo** para ayudar en la tienda.

Smile [smaɪl] n. sonrisa

                vtr. sonreir

Your *smile* is charming.

Tu **sonrisa** es encantadora.

He *smiles* to think how naive he used to be.

Sonríe al pensar en lo ingenuo que solía ser.

You *smile* with relief.

Usted **sonríe** con alivio.

So [ˈsəʊ] adv. así, tan, tanto

        conj. por tanto, por consiguiente

They couldn't all get into the room, there were *so* many of them.

No podían todos entrar en la habitación, no había **tantos** de ellas.

The snake was about *so* long.

'La serpiente estaba **por tanto** tiempo.

Statement [ˈsteɪtmənt] n. declaración

Your *statement* is misleading.

Su **declaración** es engañosa.

Story [ˈstɔːri] n. relato, historia, cuento

Edwin told me a *story* about time travel.

Edwin me contó una **historia** sobre viajes en el tiempo.

Support [səˈpɔːt] n. apoyo, soporte

vtr. apoyar

That chair won't *support* him his weight.

Esa silla no le **soportará** su peso.

Geovany always *supports* our cause.

Geovany siempre **apoya** nuestra causa.

My parents *support* him in his decision.

Mis padres lo **apoyan** en su decisión.

Tt

Talk [ˈtɔːk] vtr. hablar, platicar, charlar, conversar

My parrot *talks* everyday.

Mi loro **habla** todos los días.

We *talk* about it with your friends.

Hablamos de eso con tus amigos.

You can't stay here because people will *talk*!

¡No puedes quedarte aquí porque la gente va a **hablar**!

Tell [tel] vtr. contar, decir

I don't like to talk with you because you *tell* me lies.

No me gusta hablar con usted porque me **dice** mentiras.

They want to *tell* us a story.

Nos quieren **contar** una historia.

Tonight [təˈnaɪt] adv. esta noche

Here is *tonight*'s weather forecast.

Aquí está el pronóstico del tiempo de **esta noche**.

Totally [ˈtəʊtəli] adv. totalmente

I was *totally* unaware of his presence.

Yo estaba **totalmente** inconsciente de su presencia.

Toy [tɔɪ] n. juguete

      adj. de juguete, de jugar

He got lots of *toys* for Christmas.

Obtuvo un montón de **juguetes** por Navidad.

My brother has a *toy* soldier.

Mi hermano tiene un soldado de **juguete**.

Trick [trɪk] n. engaño, truco

The message was just a *trick* to get her to leave the room.

El mensaje era sólo un **truco** para hacer que se salga de la habitación.

Uu

Umbrella [ʌmˈbrelə] n. paraguas, sombrilla

Take an *umbrella* because it is going to rain.

Tome un **paraguas** porque va a llover.

Underline [ˌʌndəˈlaɪn] vtr. subrayar

He writes down the title of his essay and *underlines* it.

Él escribe el título de su ensayo y lo **subraya**.

In my speech I *underline* several points.

En mi discurso **subrayo** varios puntos.

Useful [ˈjuːsfəl] adj. útil

Some products can be recycled at the end of their *useful* life.

Algunos productos pueden ser reciclados al final de su vida **útil**.

Vv

Very [ˈveri] adv. muy

You came *very* quickly.

Usted vino **muy** rápidamente

Ww

Wallet [ˈwɒlɪt] n. cartera, billetera

His *wallet* has been stolen.

Su **cartera** ha sido robado.

Website [ˈwebsaɪt] n. página web

I found this information on their *website*.

He encontrado esta información en su **página web**.

World [wɜːld] n. mundo

  adj. mundial

The whole *world* is waiting for a cure for cancer.

El **mundo** entero está a la espera de una cura para el cáncer.

English is a *world* language.

El Inglés es un idioma **mundial**.

Unit 4

Title: Can you repeat that, please?

Aa

About [əˈbaʊt] prep, acerca de

adv. aproximadamente

What's the book *about*?

¿**De qué** es el libro?

They waited for *about* an hour.

Esperaron durante **aproximadamente** una hora.

Afraid [əˈfreɪd] adj. asustado, atemorizado

Ronald was *afraid* to go to the dentist.

Ronald fue **miedoso** de ir al dentista.

Anything [ˈeniθɪŋ] pron. cualquier cosa, algo

Can you see *anything*?

¿Puedes ver **algo**?

Bb

Bad [bæd] adj. malo

He is *bad* at remembering birthdays and anniversaries.

Él es **mala** para recordar los cumpleaños y aniversarios.

Bold [bəuld] adj. valiente, audaz, atrevido

Anderson has a *bold* plan of attack.

Anderson tiene un **audaz** plan de ataque.

Budget [ˈbʌdʒət] n. presupuesto

The government has cut the *budget* for education.

El gobierno ha recortado el **presupuesto** para la educación.

Cc

Carefully [ˈkeəfəli] adv. cuidadosamente, con cuidado

She *carefully* carried the baby upstairs.

Ella lleva **cuidadosamente** el bebé arriba.

Carry [ˈkæri] vtr. llevar, acarrear, portar

Yamileth *carries* the child over the river.

Yamileth **lleva** el niño sobre el río.

They *carry* their babies in their arms.

Ellas **llevan** a sus bebés en sus brazos.

Contents [kənˈtents] n. contenido, índice de materias

He tipped the *contents* of the bag onto the table.

Inclinó el **contenido** de la bolsa sobre la mesa.

Where is the *contents* of this book?

¿Dónde está el **contenido** de este libro?

Dd

Dance [dɑːns] vtr. bailar, danzar

              n. danza, baile

Sheila *dances* the waltz with her husband.

Sheila **baila** el vals con su marido.

We *dance* with our old friends.

Bailamos con nuestros viejos amigos.

The poem Barong Dance is about the link between the music and the *dance*.

El poema Barong danza es acerca de la relación entre la música y la **danza**.

Date [deɪt] n. fecha, plazo

           vtr. datar (de), remontarse (a)

I can't read the *date* on this letter.

No puedo leer la **fecha** de esta carta.

Their quarrel *dates* back to last year.

Su disputa se **remonta** al año pasado.

Digit [ˈdɪdʒɪt] n. dígito

325 is a number with three *digits*.

325 es un número con tres **dígitos**.

Down [daʊn] adv. hacia abajo, para abajo

He climbed *down* to the bottom of the ladder.

Subió hasta la parte **inferior** de la escalera.

Drama [ˈdrɑːmə] n. drama. Tragedia

Yolanda has just produced a new *drama*.

Yolanda acaba de producir un nuevo **drama**.

Ee

Enroll [ɪnˈrəʊl] vtr. inscribir, inscribirse, matricular, matricularse

Omar *enrolls* all adults who want to study.

Omar **inscribe** a todos los adultos que quieren estudiar.

I *enrolled* eighty children in this day-care program.

Inscribí ochenta niños en este programa de atención diurna.

Estimate [ˈestɪmeɪt] vtr. estimar, apreciar

Tito *estimates* that the journey would take two hours.

Tito **estima** que el viaje tomará dos horas.

I *estimate* my chances of escape are not very good.

Calculo que mis posibilidades de escapar no son muy buenos.

Event [ɪˈvent] n. evento, acontecimiento, suceso

That night a terrible *event* occurred.

Esa noche se produjo un **acontecimiento** terrible.

Exact [ɪgˈzækt] adj. exacto, preciso

For this recipe the quantities must be absolutely *exact*.

Para esta receta las cantidades deben ser absolutamente **exactas**.

Ff

Fall [fɔːl] vtr. caer, caerse

The apple *falls* from the tree.

La manzana **cae** del árbol.

Easter *fell* early this year.

Pascua **cayó** a principios de este año.

Fax [fæks] n. fax

Iwill send you a *fax*.

Te voy a enviar un **fax**.

Floor [flɔː] n. piso, suelo

My office is on the third *floor*.

Mi oficina está en el tercer **piso**.

The baby was crawling about on the *floor*.

El bebé se arrastraba por el **suelo**.

Gg

Game [ɡeɪm] n. juego

We are going to the volleyball *game*.

Vamos al **juego** de voleibol.

Guest [ɡest] n. huésped, invitado

        adj. invitado

We are having a *guest* for dinner.

Vamos a tener un **invitado** para la cena.

Sandy has a *guest* bedroom.

Sandy tiene un dormitorio de **invitados**.

Hh

Heavy [ˈhevi] adj. pesado

I wonder how *heavy* the suitcase is.

Me pregunto cuán **pesada** es la maleta.

Help [help] vtr. ayudar

He always *helps* with the housework.

Él siempre **ayuda** con las tareas domésticas.

I need contacts that could *help* in finding a job.

Necesito contactos que podrían **ayudar** en la búsqueda de un empleo.

Honest [ˈonist] adj. honesto

My secretary is absolutely *honest*.

Mi secretaria es absolutamente **honesto**.

Kk

Kids [kɪds] n. niños, chiquillos

A bunch of *kids* were playing around outside.

Un grupo de **niños** estaban jugando por fuera.

Kindly [ˈkaɪndli] adv. amablemente

He has *kindly* agreed to help.

Ha accedido **amablemente** a ayudar.

Kiss [kis] vtr. besar

Damaris *kisses* him when he arrives home.

Damaris lo **besa** cuando él llega a casa.

We lifted the trophy up and *kiss* it.

Levantamos el trofeo y lo **besamos**.

Knit [nit] vtr. tejer, hacer punto

She *knits* a beautiful scarf.

Ella **teje** una hermosa bufanda.

They *knit* a sweater for Christmas.

Ellos **tejen** un suéter para la Navidad.

Ll

Last [lɑːst] adj. ultimo

We caught the *last* bus home.

Cogimos el **último** autobús a casa.

The *last* time I saw him was in May.

La **última** vez que lo vi fue en mayo.

Mm

Many [ˈmeni] adj. muchos

Many languages are spoken in Africa.

Muchas lenguas se hablan en África.

Minute [ˈmɪnɪt] n. minuto, instante,

The journey takes thirty *minutes*.

El trayecto dura treinta **minutos**.

Nn

Notice [ˈnəʊtɪs] n. aviso

                   vtr. hacer caso, notar

He stuck a *notice* on the door, saying that he had gone home.

Él puso un **aviso** en la puerta, diciendo que había ido a casa.

Take no *notice* of what he says.

No **hagas caso** de lo que dice.

He never takes any *notice* of what his father says.

Él nunca **hace caso** de lo que dice su padre.

Oo

Obey [əˈbei] vtr. obedecer

I *obey* the order.

Obedezco la orden.

Caroline *obeys* the order of her mother.

Caroline **obedece** la orden de su madre.

Offering [ˈɒfərɪŋ] n. ofrenda, ofrecimiento

Lucy did a birthday *offering*.

Lucy hizo una **ofrenda** de cumpleaños.

Owner [ˈəʊnə] n. dueño, propietario

Are you the *owner* of that car?

¿Eres **dueño** de ese coche?

Pp

Pass [pɑːs] vtr. pasar

I *pass* the shops on my way to work.

Paso las tiendas en mi camino al trabajo.

The procession *passed* along the corridor.

La procesión **pasó** por el pasillo.

Pattern [ˈpætn̩] n. modelo, patrón

The dress is nice, but I don't like the *pattern*.

El vestido es bonito, pero no me gusta el **modelo**.

Pick up [pɪk ʌp] vtr. recoger, coger, levanter

Dalia *picks up* the child.

Dalia **recoge** al niño.

Bladimir and Fabricio *pick up* the chairs.

Bladimir y Fabricio **recogen** las sillas.

Polite [pəˈlaɪt] adj. cortés, educado

Ximena asked her a *polite* apology.

Ximena le pidió una disculpa **cortés**.

Andy is a *polite* child.

Andy es un niño **educado**.

Possible [ˈpɒsəbl̩] adj. possible, dable

This wouldn't have been *possible* without you.

Esto no habría sido **posible** sin ti.

Qq

Question [ˈkwestʃən] n. cuestión, pregunta,

There is the *question* of how much to pay him.

Existe la **cuestión** de cuánto pagarle.

The *question* is, how much are they going to pay you?

La **pregunta** es, ¿cuánto se les va a pagar?

Rr

Random [ˈrændəm] adj. aleatorio, fortuito, casual, hecho al azar

The opinion poll was based on a *random* sample of adults.

El sondeo de opinión se basó en una muestra **aleatoria** de adultos.

Request [rɪˈkwest] n. petición, solicitud, requerimiento

They made a *request* for further aid.

Ellos hicieron una **petición** de más ayuda.

Response [rɪˈspɒns] n. respuesta, reacción

The news provoked an angry *response*.

La noticia provocó una **respuesta** airada.

Review [rɪˈvjuː] n. revisión, repaso,

I have just enough time for a quick *review* of my speech.

Tengo el tiempo justo para una **revisión** rápida de mi discurso.

Ss

Scan [skæn] vtr. escanear, hechar un vistazo a

Timoteo *scans* the horizon for any sign of a ship.

Timoteo **escanea** el horizonte en busca de cualquier señal de un barco**.**

You *scan* the newspaper for news of the murder.

Usted **explora** el periódico por noticias del asesinato.

Schedule [ˈʃedjuːl] n. horario, programa

I have a new work *schedule* for next month.

Tengo un nuevo **horario** de trabajo para el próximo mes.

Spell [spel] vtr. deletrear

I asked him to **spell** his name for me.

Le pedí que **deletrear** su nombre para mí.

Karina *spells* her surname.

Karina **deletrea** su apellido.

Start [stɑːt] vtr. comenzar, empezar, iniciar

He *starts* working at six o'clock every morning.

Él **comienza** a trabajar a las seis de la mañana

We shall have to *start* at 5.30 a.m.

Tendremos que **empezar** a las 5.30 de la mañana.

Summer [ˈsʌmə] n. verano

I went to Cuenca last *summer*.

Fui a Cuenca el pasado **verano**.

Tt

Tap [tæp] n. golpecito, palmadita

I heard a *tap* at the door.

Oí un **golpecito** en la puerta.

Time [ˈtaɪm] n. tiempo, época, momento, hora

             vtr. cronometrar, medir el tiempo

The changing seasons mark the passing of *time*.

Los cambios de estación marcan el paso del **tiempo**.

She *timed* her arrival for shortly after 3.

Ella **programó** su llegada para poco después de las 3.

Trouble [ˈtrʌbl̩] n. problema, apuro, dificultad, molestia

We have had a big *trouble* with our children.

Hemos tenido un **problema** grande con nuestros hijos.

Type [taɪp] n. tipo, tipos

They are marketing a new *type* of washing powder.

Ellos son la comercialización de un nuevo **tipo** de detergente.

Uu

Understand [ˌʌndəˈstænd] vtr. entender, comprender

She *understands* to children.

Ella **entiende** a los niños.

I'm not sure that I *understand*. Go over it again.

No estoy seguro de que **entiendo**. Revise de nuevo.

Unscramble [ˌʌnˈskræmbl̩] vtr. descifrar, desenredar

His job was to *unscramble* messages sent by the enemy.

Su trabajo consistía en **descifrar** los mensajes enviados por el enemigo.

Tamara *unscrambles* all messages.

Tamara **decodifica** todos los mensajes.

Vv

Voice [vɔɪs] n. voz

He spoke in a quiet kind *voice*.

Habló en una especie de voz **tranquila.**

Ww

Wait [weɪt] vtr. esperar, dejar, aplazar, aguardar

She rings the bell and *waits*. The President agree to speak to journalists.

Ella toca el timbre y **espera**. El Presidente se compromete a hablar con los periodistas.

We *wait* to buy. It opens at 8 o'clock.

Esperamos para comprar. Abre a las 8:00.

Unit 5

Title: I have two sisters

Aa

Affect [əˈfekt] vtr. afectar, influir, enternecer

Your opinion does not *affect* my decision.

Tu opinión no **afecta** mi decisión.

The condition *affects* one in five women.

La condición **afecta** a una de cada cinco mujeres.

Age [eɪdʒ] n. edad, era, época

This machine was the wonder of the *age*.

Esta máquina era la maravilla de la **época**.

Also [ˈɔːlsəʊ] adv. también, además

He is studying German but he is *also* studying French

Él está estudiando alemán, pero **también** está estudiando francés

Bb

Busy [ˈbɪzi] adj. ocupado, concurrido, atareado

I will be too *busy* to come to the meeting.

Voy a estar **demasiado** ocupado para venir a la reunión.

Cc

Category [ˈkætɪɡəri] n. categoría, grado

Various *categories* of goods were on sale.

Las distintas **categorías** de bienes estaban a la venta.

Correctly [kəˈrektli] adv. correctamente, exactamente

Julissa was having *correctly* the cellphone.

Julissa estaba teniendo **correctamente** el teléfono móvil.

Cross [krɒs] n. cruz

The *cross* on the map indicates where the treasure was buried.

La **cruz** en el mapa indica dónde estaba enterrado el tesoro.

Cute [kjuːt] adj. lindo, linda

Danna has a *cute* baby.

Danna tiene un **lindo** bebé.

Dd

Dawn [doːn] vtr. amanecer

As soon as the day **dawned**, we went to Babahoyo.

Tan pronto como **amaneció**, nos fuimos a Babahoyo.

Delicious [diˈliʃəs] adj. delicioso, rico

This dish is *delicious* with cream.

Este plato es **delicioso** con crema.

Describe [dɪˈskraɪb] vtr. describir, relatar

The road *describes* a long circuito around the town.

El camino **describe** un largo circuito alrededor de la ciudad.

Describe how you did it.

Describa cómo lo hiciste.

Ee

Embarrassed [ɪmˈbærəst] adj. avergonzado

I have never felt so *embarrassed* in my life.

Nunca me he sentido tan **avergonzado** de mi vida.

Encouraged [ɪnˈkʌr.ɪdʒd] adj. anima, alentado

Banks *encouraged* people to borrow money.

Bancos **animan** a las personas para pedir dinero prestado.

Entertainer [ˌentəˈteɪnə] n. artista, animador

Roger is a circus *entertainer*.

Roger es un **artista** de circo.

Ff

Fabulous [ˈfæbjʊləs] adj. fabuloso, adjetivo

Anastacia is a *fabulous* cook.

Anastacia es una cocinera **fabulosa**.

Faster [ˈfɑːstə] adj. más rápido

I can run *faster* than you.

Puedo correr **más rápido** que tú.

Gg

Guess [ɡes] vtr. adivinar, conjeturar

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I can *guess* his reasons for marrying.

Puedo **adivinar** sus razones para casarse.

Keyla *guesses* the following winner number.

Keyla **adivina** el siguiente número ganador.

Mm

Magazine [ˌmægəˈziːn] n. revista

There is a regional news *magazine* on TV.

Hay una **revista** regional de noticias en la televisión.

Movie [ˈmuːvi] n. película, cine

Rob Cohen is a famous *movie* director.

Rob Cohen es un famoso director de **cine**.

Oo

Once [wʌns] adv. una vez

If I could see her *once* again I would be happy.

Si pudiera verla **una vez** más yo sería feliz.

Pp

Possible [ˈpɒsəbl̩] adj. possible, dable

We spend every *possible* moment on the beach.

Pasamos cada momento **posible** en la playa.

Qq

Quiet [ˈkwaɪət] adj. tranquilo, silencioso, reservado

They had a *quiet* wedding.

Tuvieron una boda **tranquila**.

Rr

Relationship [rɪˈleɪʃnʃɪp] n. relación, parentesco, conexión, afinidad

He finds it very difficult to form a lasting *relationship*.

Le resulta muy difícil formar una **relación** duradera.

Remember [rɪˈmembə] vtr. recordar, acordarse de, tener, presente

I don't *remember* my first day at school.

No me **acuerdo** de mi primer día en la escuela.

Dayana does not *remember* to her pet.

Dayana no *recuerda* a su mascota.

Ss

Seriously [ˈsɪərɪəsli] adv. seriamente, en serio

Smoking can *seriously* damage your health.

Fumar puede dañar **seriamente** su salud.

Still [stɪl] adv. todavía, aún

There is *still* time to change your mind.

Todavía hay tiempo para cambiar de opinión.

Tt

Team [tiːm] n. equipo

A *team* of experts has been called in to investigate.

Un **equipo** de expertos ha sido llamado para investigar.

Test [test] n. prueba, ensayo, test, exámen

Marilyn got a good grade on the *test*.

Marilyn obtuvo una buena calificación en la **prueba**.

Ww

Web [web] n. red, telaraña,

She discovered a *web* of intrigue in the Company.

Ella descubrió una **red** de intriga en la empresa.

Unit 6

Title: I'm not crazy about hip-hop.

Aa

Adult [ˈædʌlt] n. adulto,

        adj. adulto

Children must be accompanied by an *adult*.

Los niños deben estar acompañados por un **adulto**.

He should have behaved in a more *adult* way.

Debería haberse comportado de una forma más **adulta**.

Annoying [əˈnɔɪɪŋ] adj. molesto, fastidioso

Her most *annoying* habit was eating with her mouth open.

Su hábito más **molesto** fue comer con la boca abierta.

Another [əˈnʌðə] adj. otro

The CD I bought was damaged so the shop gave me *another* one.

El CD que compré fue dañado por lo que la tienda me dio **otro**.

Appropriate [əˈprəʊpriət] adj. apropiado, adecuado

An *appropriate* action can be taken.

Una acción **apropiada** puede ser tomada.

Bb

Babysitter [ˈbeɪbisɪtə] n. niñera

I cannot find a *babysitter* for tonight.

No puedo encontrar una **niñera** para esta noche.

Behavior [bɪˈheɪvjə] n. comportamiento, conducta

His *behavior* towards her was becoming more aggressive.

Su **comportamiento** hacia ella era cada vez más agresivo.

Birthday [ˈbɜːθdeɪ] n. cumpleaños

My *birthday* is on July 16th.

Mi **cumpleaños** es el 16 de julio.

Blame [bleɪm] n. culpa, error

vtr. culpar

Which driver was to *blame* for the accident?

¿Qué conductor fue el **culpable** del accidente?

Alexander *blames* to her sister to buy a new car.

Alexander **culpa** a su hermana para comprar un nuevo coche.

Boarding [ˈbɔːdɪŋ] n. embarque, carga

You can print your *boarding* card out from the Internet.

Puede imprimir su tarjeta de **embarque** a cabo a través de Internet.

Boring [ˈbɔːrɪŋ] adj. aburrido

This book is *boring*.

Este libro es **aburrido**.

Break [breɪk] vtr. romper, quebrar, quebrantar

He *break**s* the chocolate in two.

Él **rompe** el chocolate en dos.

We *break* all the cups.

Rompemos todas las copas.

Cc

Cake [keɪk] n. pastel, tarta

He ate a piece of *cake*.

Se comió un pedazo de **pastel**.

Candy [ˈkændi] n. caramelo, golosina

That child eats too much *candy*.

Ese niño come demasiados **caramelos**.

Celebration [ˌselɪˈbreɪʃn̩] n. celebración, festejo

Her triumph was a cause for *celebration*.

Su triunfo fue un motivo de **celebración**.

Certain [ˈsɜːtn̩] adj. cierto, certero, exacto, seguro

She looks *certain* to win an Oscar.

Ella se ve **segura** de ganar un Oscar.

Compare [kəmˈpeərɪŋ] n. comparar, comparar con

Nelly *compare**s* her situation with mine.

Nelly **compara** su situación con la mía.

We *compare* these two reports carefully.

Comparamos estos dos informes cuidadosamente.

Crazy [ˈkreɪzi] adj. loco, demente, disparatado

She must be *crazy* to lend him money.

Ella debe estar **loco** para prestarle dinero.

Dd

Debate [dɪˈbeɪt] n. debate, discusión, disputa

The minister opened the *debate* programmed.

El ministro abrió el **debate** programado.

Desert [dɪˈzɜːt] n. desierto

adj. desierto

vtr. desertar, desamparar

Somalia is mostly *desert*.

Somalia es en su mayoría **desierto**.

The overgrazing has created *desert* conditions.

El sobrepastoreo ha creado las condiciones del **desierto**.

Why did you *desert* me?

¿Por qué me **abandonas**?

Devil [ˈdevl̩] n. diablo, demonio

That woman is a *devil*!

¡Esa mujer es un **diablo**!

Dinner [ˈdɪnə] n. cena, comida

Let's invite them to *dinner* tomorrow.

Vamos a invitarlos a **cenar** mañana.

Dress [dres] n. vestido, indumentaria

            vtr. vestir, vestirse

Mariela has a long white *dress*.

Mariela tiene un **vestido** largo blanco.

Lilian *dress**es** the children with their best clothes.

Lilian **viste** a los niños con sus mejores galas.

We *dress* in a hurry.

Nos **vestimos** de prisa.

Drug [drʌg] n. medicamento, fármaco, droga

            vtr. drogar, administrar narcóticos

Many of teenagers consume *drugs*.

Muchos de los adolescentes consumen **drogas**.

It is illegal to *drug* horses before a race.

Es ilegal caballos **drogar** caballos antes de una carrera.

Dry [draɪ] n. seco

        vtr. secar

Store onions in a cool *dry* place.

Guarde las cebollas en un lugar fresco y **seco**.

The sun *dri**es** up the puddles in the road.

El sol **seca** los charcos en la carretera.

You wash the dishes and I *dry* them.

Usted lava los platos y yo los **seco**.

Ee

Else [els] adv. más, de otro modo

I do not want anything *else*, thanks.

No quiero nada **más**, gracias.

Enjoy [ɪnˈdʒɔɪ] vtr. disfrutar, gozar, divertirse, pasar bien

Christopher *enjoys* his time in New York.

Christopher **disfruta** de su tiempo en Nueva York.

Mercedes and Georgina *enjoy* playing tennis and volleyball.

Mercedes and Georgina **disfrutan** de jugar al tenis y voleibol.

Enlarged [ɪnˈlɑːdʒd] adj. engrandecido, ampliada

Andrew wants an *enlarged* photo.

Andrew quiere una foto **ampliada**.

Envelope [ˈenvələʊp] n. envoltura, sobre

The letter arrived in a long *envelope*.

La carta llegó en un **sobre** largo.

Everybody [ˈevrɪˌbɒdi] pron. todos, todo el mundo

Everybody thinks I'm right.

Todo el mundo piensa que tengo razón.

Everyone [ˈevrɪwʌn] pron. todos, todo el mundo

His name was Henry but *everyone* called him Harry.

Su nombre era Henry, **pero todos** lo llamaban Harry.

Expensive [ɪkˈspensɪv] adj. caro, costoso

Maribel bought *expensive* clothes.

Maribel compró ropa **cara**.

Experience [ɪkˈspɪərɪəns] n. experiencia, vivencia

vtr. experimentar

The earthquake was a terrible *experience*.

El terremoto fue una **experiencia** terrible.

Everyone *experiences* these problems at some time.

Todo el mundo **experimenta** estos problemas en algún momento.

I *experience* a moment of panic as I board the plane.

Yo **experimento** un momento de pánico cuando me subo al avión.

Ff

Fact [fækt] n. hecho, dato

I could no longer ignore the *fact* that he was unhappy.

Ya no podía pasar por alto el **hecho** de que él era infeliz.

Firework [ˈfaɪəwɜːk] n. fuegos artificiales, petardo

The *firework* spluttered and went out.

El **fuego artificial** balbuceó y salió.

Flavor [ˈfleɪvə] n. sabor, gusto, condimento

The tomatoes give extra *flavor* to the sauce.

Los tomates dan **sabor** a la salsa.

Focus [ˈfəʊkəs] n. centro, atención

vtr. enfocar

They were the main *focus* of attention at the meeting.

Fueron el principal **foco** de atención en la reunión.

Each exercise *focuses* on a different grammar point.

Cada ejercicio **se centra** en un punto de la gramática diferente.

It took a few moments for her eyes to *focus* in the dark.

Le tomó unos momentos para los ojos para **concentrarse** en la oscuridad.

Gg

Ghost [gəʊst] n. fantasma

Miguel thought he saw his father's *ghost*.

Miguel creyó ver el **fantasma** de su padre.

Goal [gəʊl] n. objetivo, finalidad, meta

My *goal* in life is to write a book.

Mi **objetivo** en la vida es escribir un libro.

Gorgeous [ˈgɔːdʒəs] adj. maravilloso, espléndido, magnífico

These colors are *gorgeous*.

Estos colores son **magníficos**.

Hh

Hate [heɪt] n. odio

          vtr. odiar, detestar

This is a strange relationship built on love and *hate*.

Esta es una extraña relación basada en el amor y el **odio**.

I *hate* the way she always criticizes me.

Odio la forma en que ella siempre me critica.

Ibeth *hates* coming home late.

Ibeth **odia** llegar tarde a casa.

Hit [hɪt] vtr. golpear

The ball *hits* him on the head.

La pelota le **golpea** en la cabeza.

Lupe and I *hit* that old door.

Lupe y yo **golpeamos** esa vieja puerta.

Hot [hɒt] adj. calor, caliente, caluroso, acalorado

It was *hot* and getting hotter.

Hacía **calor** y cada vez más caliente.

Huge [hjuːdʒ] adj. enorme, inmenso,

Their new house is *huge*.

Su nueva casa es **enorme**.

Hunt [hʌnt] n. caza, búsqueda, cacería

vtr. cazar

The *hunt* is on for a suitable candidate.

La **caza** ha comenzado por un candidato adecuado.

That man *hunts* deer each year.

Ese hombre **caza** ciervos cada año.

Ii

Include [ɪnˈkluːd] vtr. incluir, abarcar

Marlon *includes* a beautiful poem in his letter.

Marlon **incluye** un hermoso poema en su carta.

Your duties *include* making the tea.

Sus deberes **incluyen** hacer el té.

Inside [ɪnˈsaɪd] adj. interior, dentro

prep. dentro de

The *inside* of this apple is quite rotten.

El **interior** de esta manzana está bastante podrido.

Inside the box was a gold watch.

Dentro de la caja había un reloj de oro.

Interview [ˈɪntəvjuː] n. entrevista

He has an *interview* next week for the counter's job.

Él tiene una **entrevista** la próxima semana para el trabajo de contador.

Into [ˈɪntə] prep. en, dentro de, hacia el interior de

She dived *into* the water.

Ella se zambulló **en** el agua.

Island [ˈaɪlənd] n. isla

The *island* lay a mile off the coast.

La **isla** estaba a una milla de la costa.

Jj

Jewelry [jewelry] n. joyas, joyería, alhajas

This is a costume *jewelry*.

Se trata de una **joyería** de fantasía.

Just [dʒəst] adv. justo, justamente

This jacket is *just* my size.

Esta chaqueta es **justamente** mi tamaño.

Kk

Kind [kaɪnd] adj. amable, cariñoso, bondadoso

n. tipo, ralea

Mariuxi is a very *kind* and helpful person.

Mariuxi es una persona muy **amable** y servicial.

Exercises of this *kind* are very popular.

Ejercicios de este **tipo** son muy populares.

Ll

Left [left] adj. izquierdo

She wore an engagement ring on her *left* hand.

Llevaba un anillo de compromiso en su mano **izquierda**.

Leisure [ˈleʒə] n. ocio, tiempo libre

Soraya enjoys reading and gardening in her *leisure* time.

Soraya disfruta de la lectura y la jardinería en su **tiempo de ocio**.

Long [ˈlɒŋ] adj. largo

Janeth had *long* dark hair.

Janeth tenía el pelo **largo** y oscuro.

Loud [laʊd] adj. ruidoso, estrepitoso

Margaret spoke in a very *loud* voice.

Margaret habló en voz muy **alta**.

Lucky [ˈlʌki] adj. afortunado, que tiene suerte

He was very *lucky* to escape alive.

Él fue muy **afortunado** de escapar con vida.

Mm

Mad [mæd] adj. loco, demente

Inventors are not *mad* scientists.

Los inventores no son científicos **locos**.

Matter [ˈmætə] n. materia, asunto

Our problem is a private *matter*.

Nuestro problema es un **asunto** privado.

Meter [ˈmiːtə] n. medidor, metro

vtr. franquear

A man came to read the gas *meter*.

Un hombre vino a leer el **medidor** de gas.

My friend is searching a *meter*.

Mi amigo está buscando un **metro**.

Middle [ˈmɪdl̩] adj. medio, intermedio

n. medio

I danced in the *middle* of a circle.

Bailé en el **medio** de un círculo.

The musical note C near the *middle* of the piano keyboard.

La nota musical C está cerca de la **mitad** del teclado del piano.

Musicians [mjuːˈzɪʃn̩z] n. músicos

The concert features dancers and *musicians* of all nationalities.

El concierto cuenta con bailarines y **músicos** de todas las nacionalidades.

Nn

Neither [ˈnaɪðə] adv. ni, ninguno

conj. ni, tampoco

Neither of them has a car.

Ninguno de ellos tiene un coche.

Neither John nor David could come.

Ni Juan ni David pudieron venir.

Noisy [ˈnɔɪzi] adj. Ruidoso, bullicioso

This car has a *noisy* engine.

Este coche tiene un motor **ruidoso**.

Oo

Of course [əv kɔːs] interj. ¡Por supuesto!, ¡Desde luego!, ¡Claro está!, ¡Cómo no!

Of course I can swim.

Por supuesto que puedo nadar.

Only [ˈəʊnli] adv. sólo, solamente, únicamente

adj. único

The bar is for members *only*.

El bar es **sólo** para miembros.

Samm is an *only* child.

Samm es hijo **único**.

Out [aʊt] adv. fuera, hacia afuera

We had a day *out*.

Tuvimos un día **fuera**.

She ran *out* into the corridor.

Salió corriendo al pasillo.

Pp

Paper [ˈpeɪpə] n. papel, documento

There is a package wrapped in brown *paper*.

Hay un paquete envuelto en **papel** marrón.

Paragraph [ˈpærəgrɑːf] n. párrafo

There is a *paragraph* about the bank robbery on page three.

Hay un **párrafo** sobre el robo de un banco en la página tres.

Party [ˈpɑːti] n. fiesta, partido

She is having a *party* tonight.

Ella está **teniendo** una fiesta esta noche

Performer [pəˈfɔːmə] n. desempeño, ejecutante, intérprete

He was a poor *performer* at school and left with no qualifications.

Tenía un mal **desempeño** en la escuela y se fue sin cualificaciones.

Pouch [paʊtʃ] n. bolsa, bolsa pequeña

Lidia stores her food in a big *pouch*.

Lidia almacena su comida en una **bolsa** grande.

Prefer [prɪˈfɜː] vtr. preferir, dar prioridad a

I *prefer* reading to watching television.

Prefiero leer a ver la televisión.

Steeven *prefers* to come with you rather than stay there.

Steeven **prefiere** venir con usted en lugar de quedarse allí.

Present [prɪˈzent] adj. presente, actual

       n. regalo, presente, obsequio

vtr. presentar

My father was *present* on that occasion.

 Mi padre estuvo **presente** en esa ocasión.

What can I get him for a birthday *present*?

¿Qué le puedo conseguir para un **regalo** de cumpleaños?

The child *presents* his essay.

El niño **presenta** su ensayo.

Qq

Quickly [ˈkwɪkli] adv. rápidamente, aprisa

He replied to my letter *quickly*.

Él respondió a mi carta **rápidamente**.

Rr

Raise [reɪz] vtr. elevar, alzar

  n. subida, elevado

Jonathan *raises* the window and leans out.

Jonathan **levanta** la ventana y se asoma.

We *raise* our hands in greeting.

Levantamos nuestras manos en señal de saludo.

Reaction [rɪˈækʃṇ] n. reacción

My immediate *reaction* was one of shock.

Mi **reacción** inmediata fue una de shock.

Recording [rɪˈkɔːdɪŋ] n. grabación

Mayte has a video *recording* of her wedding.

Mayte tiene una **grabación** de vídeo de su boda.

Reef [riːf] n. arrecife

The ship got stuck on a *reef*.

El barco quedó atascado en un **arrecife**.

Relative [ˈrelətɪv] n. pariente, familiar

                 adj. relativo

Those are her friends and *relatives*.

Esos son sus amigos y **parientes**.

Ivanova has the *relative* merit of this plan.

Ivanova tiene el mérito **relativo** de este plan.

Responsibility [rɪˌspɒnsəˈbɪlɪti] n. responsabilidad

Brigitte takes his *responsibility* very seriously.

Brigitte toma muy en serio su **responsabilidad**.

Ridiculous [rɪˈdɪkjʊləs] adj. ridículo, absurdo

They ate and drank a *ridiculous* amount.

Comieron y bebieron una cantidad **ridícula**.

Rumor [ˈruːmə] n. rumor, habladuría

I heard a *rumor* that they are getting married.

He oído un **rumor** de que se van a casar.

Ss

Scary [ˈskeəri] adj. asustadizo, de miedo, aterrador

It was a really *scary* moment.

Fue un momento realmente **aterrador**.

See [ˈsiː] vtr. ver

I hate to *see* you unhappy.

Odio **verte** infeliz.

Dalila *sees* to her sister in the garden.

Dalila **ve** a su hermana en el jardín.

Share [ʃeə] vtr. compartir, partir, dividir

Susan *shares* a house with three other students.

Susan **comparte** una casa con otros tres estudiantes.

We *share* the pizza between the four of us.

Compartimos la pizza entre los cuatro de nosotros.

Shark [ʃɑːk] n. tiburón

The *shark* is a dangerous animal.

El **tiburón** es un animal peligroso.

Sharp [ʃɑːp] adj. agudo, afilado

Ivonne has a *sharp* knife in her kitchen.

Ivonne tiene un cuchillo **afilado** en su cocina.

Some [sʌm] adj. algunos

I can see *some* people walking across the field.

Puedo ver **algunas** personas caminando por el campo.

Special [ˈspeʃl̩] adj. especial, particular, extraordinario

There is something *special* near this place.

Hay algo **especial** cerca de este lugar.

Spend [spend] vtr. gastar, expender

The company *spends* thousands of dollars buying of uniforms.

La compañía **gasta** miles de dólares en la compra de uniformes.

We *spend* our time doing cakes.

Pasamos nuestro tiempo haciendo pasteles.

Strange [streɪndʒ] adj. extraño, desconocido

You are in a *strange* country.

Usted está en un país **extraño**.

Tt

Tail [teil] n. cola

The dog wagged its *tail*.

El perro meneó su **cola**.

Teenager [ˈtiːneɪdʒə] n. adolescente

Jean is a crazy *teenager*.

Jean es un **adolescente** loco.

Thirst [θəːst] noun. Sed

I have a terrible *thirst*.

Tengo una **sed** terrible.

Tidy [ˈtaidi] adj. ordenado

Her hair never looks *tidy*.

Su pelo nunca luce **ordenado**.

Title [ˈtaɪtl̩] n. título

The *title* of the painting is 'A Winter Evening'.

El **título** de la pintura es "Una tarde del invierno".

Toast [təust] vtr. tostar

Pilar *toasts* lots of cheese.

Pilar **tuesta** mucho queso.

We *toast* many slices of bread for tea.

Tostamos muchas rebanadas de pan para el té.

Traditional [trəˈdɪʃn̩əl] adj. tradicional

Their marriage is very *traditional*.

Su matrimonio es muy **tradicional**.

Uu

Understanding [ˌʌndəˈstændɪŋ] n. comprensión, entendimiento

She has very *understanding* parents.

Ella tiene padres muy **comprensivos**.

Unfamiliar [ˌʌnfəˈmɪlɪə] adj. desconocido

He felt nervous about walking along *unfamiliar* streets.

Se sentía nervioso por caminar por calles **desconocidas**.

Unusual [ʌnˈjuːʒʊəl] adj. raro, poco común, inhabitual

It is *unusual* for him to arrive late.

Es **inusual** para que él llegara tarde.

Vv

Violence [ˈvaɪələns] n. violencia, crueldad

I was amazed at the *violence* of his temper.

Me quedé sorprendido por la **violencia** de su temperamento.

Violent [ˈvaɪələnt] adj. violento, impetuoso

There was a *violent* storm at sea.

Hubo una **violenta** tormenta en el mar.

Visit [ˈvɪzɪt] vtr. visitar

       n. visita

Yuribeth *visits* to her dentist twice a year.

Yuribeth **visita** a su dentista dos veces al año.

We *visit* to our grandparents in Quito.

Visitamos a nuestros abuelos en Quito.

It's my first *visit* to New York.

Es mi primera **visita** a Nueva York.

Ww

Way [ˈweɪ] n. manera, camino, vía

His house is on the *way* from here to the school.

Su casa está en el **camino** de aquí a la escuela.

Whenever [wenˈevə] conj. siempre que, todas las veces que

We try to help *whenever* possible.

Tratamos de ayudar **siempre que** sea posible.

Whole [həʊl] adj. todo, entero,

The *whole* staff collected the money for her present.

Todo el personal recogió el dinero para su presente.

Wide [waɪd] adj. amplio, ancho

Her face broke into a *wide* grin.

Su rostro se iluminó con una **amplia** sonrisa.

With [wɪð] prep. con, según, de acuerdo con

Gissela lives *with* her parents.

Gissela vive **con** sus padres.

Without [wɪðˈaʊt] prep. Sin

Stalin found the place *without* difficulty.

Stalin encontró el lugar **sin** dificultad.

Wrong [rɒŋ] adj. equivocado, incorrecto, errado

Sorry, I dialed the *wrong* number.

Lo siento, marqué el número **equivocado**.

Idiomatic expressions / Expresiones idiomáticas

Idiomatic expressions are a type of informal English that have a meaning different from the meaning of the words in the expression.

Examples:

And that's me! [ənd ðæts miː] ¡Y ese soy yo!

Example: *And that's me*! I have the best profile.

     ¡**Y ese soy yo**! Tengo el mejor perfil.

Bend over backwards. [bend ˈəʊvə ˈbækwədz] Lo imposible

Example: He *bent over backwards* to please his new wife.

     Él hizo **lo imposible** para complacer a su nueva esposa.

Break the ice. [breɪk ði aɪs] Romper el hielo

Example: Mike tried to *break the ice* by telling a joke.

     Mike trató de **romper el hielo** contando una broma.

Can't afford. [kɑːnt əˈfɔːd] No puede permitir

Example: I *can't afford* to buy an iPod.

     No **puedo permitir** comprar un iPod.

Can't stand [kɑːnt stænd] Yo odio.

Example: She *can't stand* rap music.

     Ella **odia** la música rap.

Could you give me a hand? [kəd ju ɡɪv miː ə hænd] Me puedes echar una mano.

Example: *Could you give me a hand* with my project.

¿**Podrías darme una mano** con mi proyecto.

Cross your mind. [krɒs jə maɪnd] Pasar por la mente.

Example: That thought never even *crossed my mind*.

Ese pensamiento nunca **cruzó por mi mente**.

Cut it out! [kʌt ɪt aʊt] ¡Cortalo!

Example: That noise is really annoying. *Cut it out*!

Ese ruido es muy molesto. ¡**Cortalo**!

Deliver the godos. [dɪˈlɪvə ðə ɡʊdz] Entrega la mercancía.

Example: I gave my car for repair, hope he *delivers the goods*.

Di mi coche para su reparación, espero que **entregue la mercancía**.

Frolic of its own. [ˈfrɒlɪk əv ɪts əʊn] A su antojo.

Example: Junior does the things *frolic of its own*.

Junior hace las cosas **a su antojo**.

Get out of here! [ˈɡet aʊt əv hɪə] ¡Estás bromeando!

Example: You met Barak Obama? *Get out of here*!

¿Conociste a Barak Obama? ¡**Estás bromeando**!

Get well soon! [ˈɡet wel suːn] Mejórate pronto

Example: *Get well soon*! We are with you.

¡**Mejórate pronto**! Estamos contigo.

Give it a shot! [ɡɪv ɪt ə ʃɒt] Inténtelo!

Example: *Give it a shot*! You are able to dance very well!

¡**Inténtelo**! ¡Usted es capaz de bailar muy bien!

Have mixed feelings.[həv mɪkst ˈfiːlɪŋz] Sentimientos encontrados.

Example: Jaime *has mixed feelings* about his new job.

Jaime **tiene sentimientos encontrados** acerca de su nuevo trabajo.

Here you go. [hɪə ju ɡəʊ] Aquí tienes.

Example: *Here you go*. Thanks very much.

Aquí tienes. Muchas gracias.

Hold on! [həʊld ɒn] Espera un momento.

Example: *Hold on*! I think I hear something.

¡**Espera un momento**! Creo que escucho algo.

I messed up! [ˈaɪ skruːd ʌp] Metí la pata.

Example: *I messed up*. I need to start from the beginning.

Metí la pata. Tengo que empezar desde el principio.

I'll call you back. [aɪl kɔːl ju ˈbæk] Te vuelvo a llamar

Example: I'm sorry, I can't talk now. *Can I call you back*?

Lo siento, no puedo hablar ahora. ¿**Puedo volver a llamarte**?

I'm just not into it. [aɪm dʒəst nɒt ˈɪntə ɪt] No estoy en eso.

Example: *I'm just not into it*. I have other projects.

No estoy en eso. Tengo otros proyectos.

I'm not crazy about it! [aɪm nɒt ˈkreɪzi əˈbaʊt ɪt] No estoy loco por eso.

Example: *I'm not crazy about* buying a new book.

No estoy loco por la compra de un nuevo libro.

It still isn't right. [ɪt stɪl ˈɪznt raɪt] Todavía no está bien.

Example: **It still isn't right**. You must improve your essay.

Todavía no está bien. Debe mejorar su ensayo.

It's nothing to write home about. [ɪts ˈnʌθɪŋ tə ˈraɪt həʊm əˈbaʊt] No es nada fantástico.

Example: The food was good but *nothing to write home about*.

La comida era buena pero **no fantástica**.

Let me get back to you. [let miː ˈget ˈbæk tə ju] Déjame contestarte más tarde.

Example: I don't have an answer now. *Can I get back to you*?

No tengo una respuesta ahora. ¿**Le puedo contestar más tarde**?

Let's cut to the chase. [lets kʌt tə ðə tʃeɪs] Vayamos al punto

Example: *Let's cut to the chase*. We all know the real reason.

Vayamos al punto. Todos nosotros sabemos la verdadera razón.

Piece of cake. [piːs əv keɪk] Pan comido.

Example: The test was a *piece of cake*. I finished it in 20 minutes.

La prueba fue **pan comido**. Lo terminé en 20 minutos.

That's a lot. [ðæts ə lɒt] Eso es mucho.

Example: *That's a lot*. I need just a little of honey.

Eso es mucho. Necesito sólo un poco de miel.

Think on your feet. [ˈθɪŋk ɒn jə fiːt] Debe pensan en sus pies.

Example: A sales man must *think on his feet* to close the deal.

Un hombre de ventas **debe pensar en sus pies** para cerrar el trato.

This is driving me crazy. [ðɪs ɪz ˈdraɪvɪŋ miː ˈkreɪzi] Esto me está volviendo loco.

Example: Mayra was *driving me crazy*.

Mayra **me estaba volviendo loco**.

Wait up! [weɪt ʌp] ¡Espera!

Example: *Wait up*! I going to catch my cell phone.

¡**Espera**! Voy a coger mi teléfono celular.

We've got it made. [wiv ˈgɒt ɪt ˈmeɪd] Tenemos todo lo que queremos.

Example: With the hotel, swimming pool, *we have got it made*.

Con el hotel, la piscina, **tenemos todo lo que queremos**.

What's the matter? [wɒts ðə ˈmætə] Cuál es el problema.

Example: *What's the matter*? I do not like chocolate.

¿**Cuál es el problema**? No me gusta el chocolate.

What's up? [wɒts ʌp] ¿Qué onda?

Example: *What's up*? Do you have any problem with Carla?

¿**Qué onda**? ¿Tiene algún problema con Carla?

You're pulling my leg. [jə ˈpʊlɪŋ maɪ leg] Me estás tomando del pelo.

Example: Brad Pitt is not coming to the party. *You are pulling my leg*.

Brad Pitt, no viene a la fiesta. **Me estás tomando del pelo**.

UNIT 1: WHAT IS YOUR NAME?

Objective: To develop the speaking skill through activities in order that students can apply useful vocabulary for presentation among classmates.
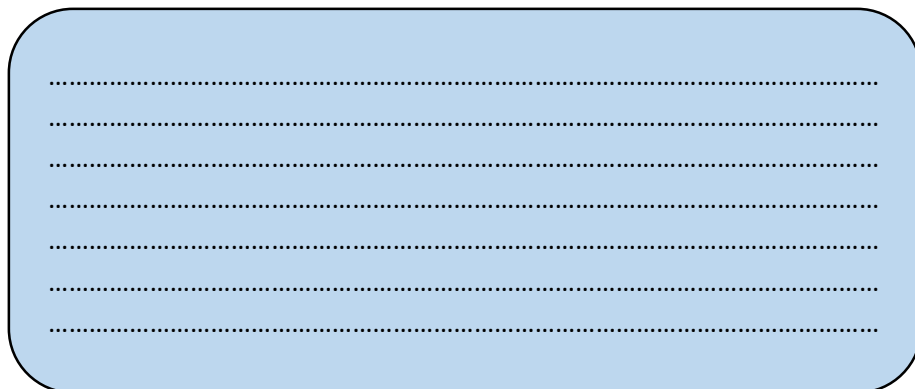
ACTIVITY 01

You need to remember about your personal presentation. You must write the missing words in the blanks to complete the paragraph.

> Hello. My name's ……….. I'm ……. years old, and I'm in ……. grade. I study at…………….. I live in …………. I like …….. and ……. My favorite ………… is………. I'm a ……….. student. I like playing ………..

ACTIVITY 02

Write your own personal presentation. You must take as example the activity 01.

> ....
> ....
> ....
> ....
> ....
> ....
> ....

ACTIVITY 03

In pairs, talk about your personal presentation based on activity 02. Change of pairs and practice the same activity.

Now it's time to talk!

ACTIVITY 04

You need to find these words in this puzzle.

Depth, efficiency, effort, fantastic, feasible, gloss, graceful, honey, joint, jungle, knee, king, magic.

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

ACTIVITY O5

You need to look at the pictures. Then matching them with the correct word.

Electricity

Generosity

Beach
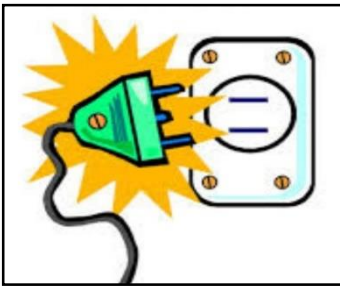
Decorate

Boat

ACTIVITY 06

You need to give the correct names to following pictures.

………………………   ………………………   ……………………

………………………   ………………………   ……………….......

………………………   ………………………   ………………..

………………………   ………………………   ……………………
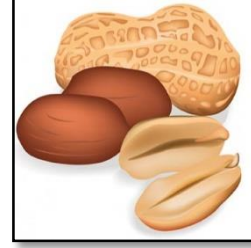
UNIT 2: THIS IS BRIAN.

Objective: To encourage the students to use the vocabulary of this unit in order to get an excellent description of their personality.

ACTIVITY 01

You need to complete these sentences with correct words from the box.

> airport, backyard, beautiful, best, chance, damage, direction.

Manta is a …………….. city.

Latacunga has a large………………….

Maggy is the ……………… student of her class.

Janneth has a small…………………

Peter lost the unique ………………. to travel.

The ………….. is N45-678 Avenue.

Maite suffered a ………. in her left arm.

ACTIVITY 02

You need to create short sentences with these verbs.

(Fill) …………………………………………………

(Generate)………………………………………….

(Give) …………………………………………………

(Happen) ………………………………………….

(Introduce) ………………………………….......

(Knock) …………………………………………..

(Look)…………………………………………………

ACTIVITY 03

You need to fill the missing letters to complete these words.

e _ _ c _ _ n	e_ g _	_ a _ g _ _ _o _ s	e _ c e _ l _ _ n _
k _ o _ _ e r	h _ m _	p a _ _ f _ _	q u _ _ _ f _
_ i n _ _ e	l a _ _ r	p _ r _ _ e _	q u _ c _ _ y

ACTIVITY 04

You need to write the correct word from the box.

....

....

....

....

....

....

....
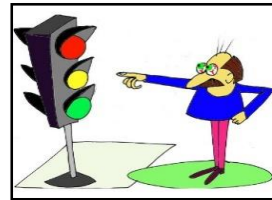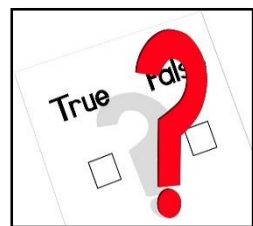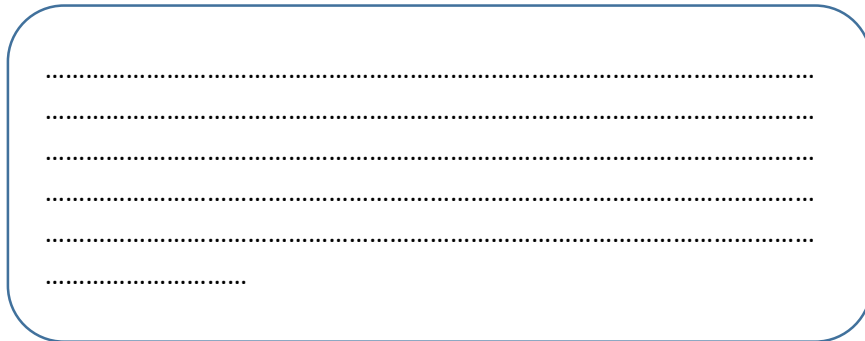
team

raise

short

true

tired

show

ACTIVITY 05

Write a short paragraph about your personality. Use these adjectives to describe you.

> Good - responsible - shy - talkative, intelligent - creative - dangerous - easygoing

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

ACTIVITY 06

In groups, select an inspirational person. Talk about his/her personality and other aspects of his/her life.

Now speak!

UNIT 3: WHERE ARE YOU FROM?

Objective: To motivate to use of vocabulary through speaking activities in order that students can give information about the place where they live.

ACTIVITY 01

In pairs, students need to create a role play about your personal information and nationalities.

A: Hi. ….….….How are you?
B: Hello. ……….. I'm fine thank you.
A: How old are you?
B: I'm …… years old.
A: What is your nationality?
B: I'm Ecuadorian and you?
A: I'm …………………..
B: …………………………
A: …………………………
B: …………………………
A: …………………………
B: …………………………

ACTIVITY 02

Complete the next acrostic with vocabulary that you used in this unit.

E……………….
N………………
G………………
L……………….
I………………..
S……………….
H………………

I………………..
S……………….

F……………….
U………………
N………………

ACTIVITY 03

You need to complete this crossword with this Words.

Words

accumulative, awesome, below, guide, map, nah, pretty, hope, toy, Spanish, island, truck, useful.

					Y		T		Y		
A											E
				E		O				A	
				N		L					U
				G				E			
		B		**L**		W					
				I					D		
N				**S**						H	
	E			**H**		T				K	

ACTIVITY 04

You need to write the correct word according to each picture.

Word Bank

umbrella, heart, exchange, smile, tonight, happy.

..……………….   ………………   ……………………

…………………   ……………… …   …………………..
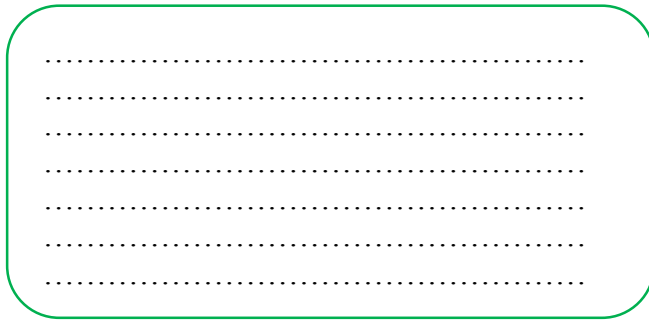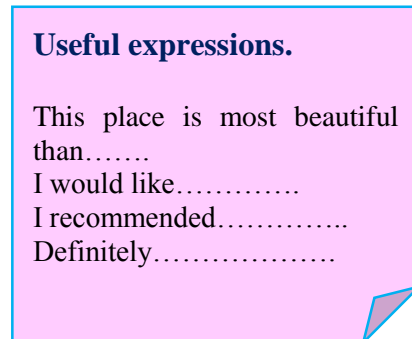
ACTIVITY 05

Write a short paragraph about the place where you live. Use some of these words.

……………………………………………
……………………………………………
……………………………………………
……………………………………………
……………………………………………
……………………………………………
……………………………………………

Beautiful
Fantastic
Popular
Buildings
Buses
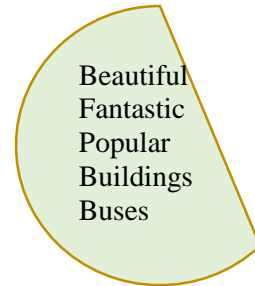
ACTIVITY 06

In groups of four students, discuss about different places to live. State your opinion clearly and support it strongly. Use the useful expressions.

Now speak!

Useful expressions.

This place is most beautiful than…….
I would like………….
I recommended…………..
Definitely……………….

UNIT 4: CAN YOU REPEAT THAT PLEASE?

Objective: To ask for favors through different real situations order that students can do different requests.

ACTIVITY 01

Complete this chart with 4 words by each letter. Use verbs

E	N	G	L	I	S	H
Evacuate				Inform		
	Notice				Send	
		Give				Help
			Lend			

ACTIVITY 02

Listen to this song carefully and fill in the blanks with correct words.

HERE WITH ME

I didn't hear you………
I wonder how am I still here.
I don't want to move a thing.
It………. change my memory.

Oh, I am what I am.
I'll do what I want.
But I can't……..
I won't go.
I won't sleep.
I can't……….
Until you're resting
Here with me.
I won't leave.
I can't……….
I cannot be
Until you're resting
Here with me.

I don't want to
Call my friends.
They might……….. me
From this dream.
And I can't leave this bed,
…………….forgetting all that's been.

ACTIVITY 03

Draw and paint figures according to these words.

Dance	fall	floor
Heavy	kids	knit
Many	owner	summer

ACTIVITY 04

You need to remember the vocabulary of this unit. Then, unscramble the verbs words below.

a. vieg
b. yub
c. atceh
d. lden
e. rwite
f. pone
g. mvoe
h. teak
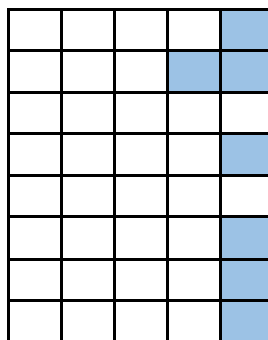
ACTIVITY 05

In pairs, ask for common favors to these situations. Use "Can" for requests. Here, there are Useful Expressions.

- You forgot your cell phone at home and you need to call your mother.

- You missed the bus and you need to arrive on time for classes.

- You do not understand math and next week you have a test.

- You do not have money and you need to buy an academic book.

- There are lots of chairs and you need a lot of space.

- You are punished and you need to go out tonight.

Useful Expressions.
Can you lend me…….I need……….
Can you take me with you…..I need….
Can you teach me….I have……
Can you lend me…….I need……….
Can you move…….. I need…….
Can you excuse me…… I need….

Possible Answers.

Yes, of course.
No, I'm sorry.
Maybe later.
No problem.
Okay, but just this once.
I'd be glad to.
I'd be happy to help you.

UNIT 5: I HAVE TWO SISTERS.

Objective: To describe family members through photos to discern the vocabulary of this unit.

ACTIVITY 01

Read the paragraph below and discuss with your classmates about what do you think of family?

FAMILY

Family is an integral part of every human. Every man is incomplete without family. Man is a social animal; in his life family plays an important role. A family means to have a man, his parents, his wife and his children all are living together. All family members share equal part of the all responsibilities within the family. This will make the family complete and all members are happy.

I think that……
I believe that…….
I agree with you…..

ACTIVITY 02

You need to complete this graphic with adjectives only.

| Generous | → | .... | → | .... | → | .... |

| .... | → | .... | → | .... | → | .... |

| .... | → | .... | → | .... |
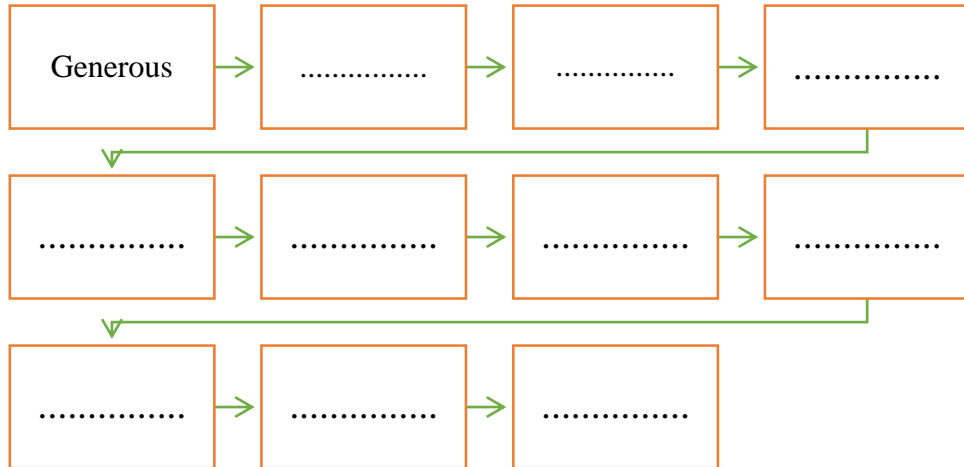
ACTIVITY 03

Write a paragraph about your family and their physical descriptions.

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

ACTIVITY 04

Show photos of your family and describe them. Use some of jobs below.

```
                    ┌─────────────────────┐
                    │  His / Her name is…. │
                    └─────────────────────┘
                              │

┌─────────────────┐       [photo]       ┌──────────────────────┐
│  He / She is….  │─────            ────│  He / She dislikes…. │
└─────────────────┘                     └──────────────────────┘

        ┌─────────────────────┐   ┌─────────────────────┐
        │  He / She likes….   │   │  He / She hates….   │
        └─────────────────────┘   └─────────────────────┘
```
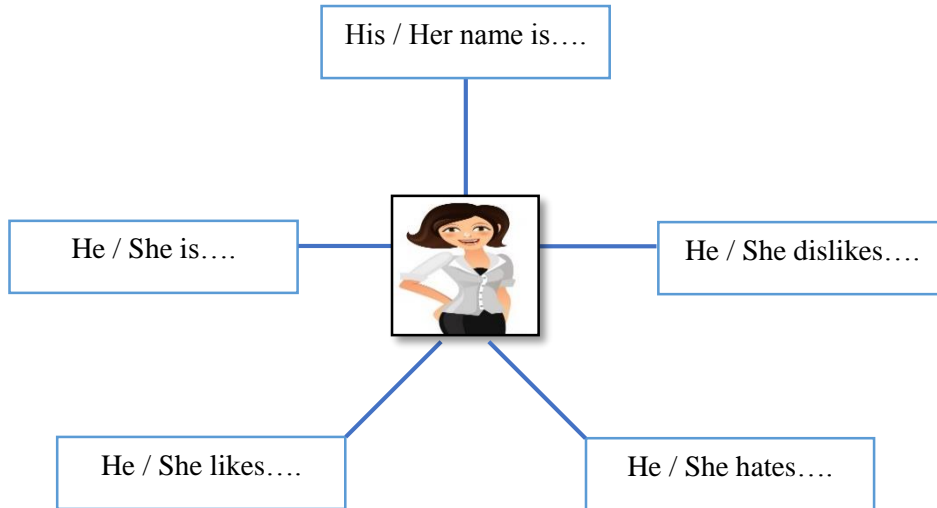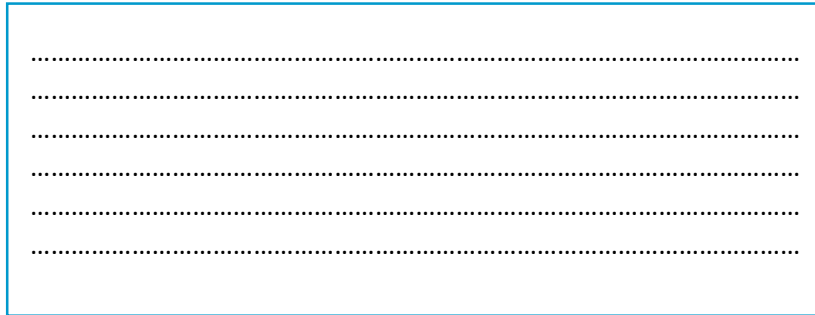
Jobs
Secretary
Housewife
Doctor
Mechanic
Teacher
Ingenier
Nurse
Farmer

Now talk!

ACTIVITY 05

Think of a famous person and write his / her physical description.

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

ACTIVITY 06

Now talk about the physical description of your famous person.

It's time to talk!

UNIT 6: I'M NOT CRAZY ABOUT HIP-HOP.

Objective: To express students' likes and dislikes through speaking activities to fortify the vocabulary learnt.

ACTIVITY 01

Read the paragraph below and discuss with your classmates about what do you think about this type of music?

HIP HOP MUSIC

Hip hop music, also called rap music, it is a music genre consisting of a stylized rhythmic music that commonly accompanies rapping, a rhythmic and rhyming speech that is chanted. It developed as part of hip hop culture, a subculture defined by four key stylistic elements: MCing/rapping, DJing/scratching, break dancing, and graffiti writing. Other elements include sampling and beatboxing.

I believe that…..
That's rigth!
I'm sure that…..
I don't think so!
I disagree…..

ACTIVITY 02

Complete these sentences with correct words from the box.

An ……………….. solution was taken.

Yolanda was a ……………… for five years.

Helen's …………….. was On June 24th.

This novel is ……………………

My chidren ate too much ………..

Caroline is ……………..

birthday

boring

appropiate

babysitter

candy

crazy
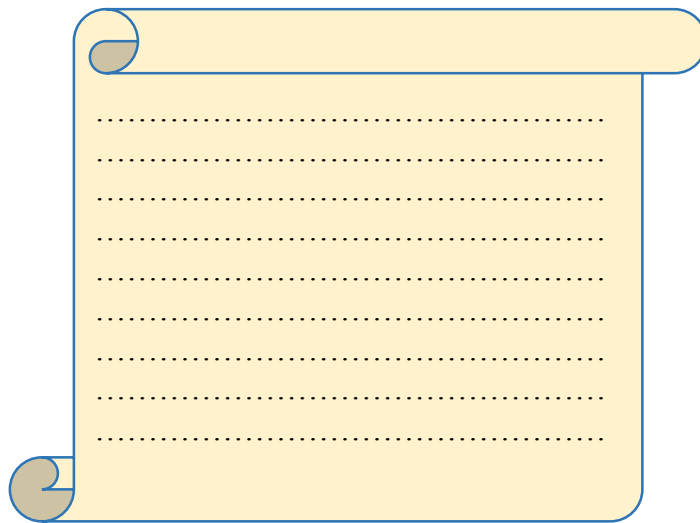
ACTIVITY 03

You need to complete this chart with different kinds of music that you know.
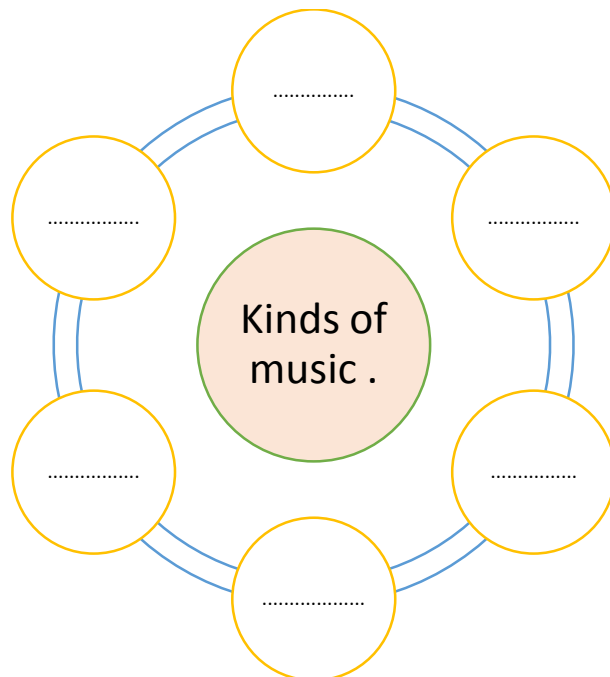
ACTIVITY 04

Read about this kind of music and do a short summary.

> **Reggaetón** is a music genre with roots in Latin and Caribbean music. Its sound is derived from the Reggae en Español from Panama. This rhythm came to Puerto Rico and achieved a greater worldwide popularity. After its mainstream exposure in 2004, it spread to North American, European, Asian and African audiences.

…………………………………………………
…………………………………………………
…………………………………………………
…………………………………………………
…………………………………………………
…………………………………………………
…………………………………………………
…………………………………………………
…………………………………………………

ACTIVITY 05

In pairs, discuss about what kind of music you like do.

> What kind of music do you like?
> I like………..
> I prefer………
> I think……..
> I believe…….

ACTIVITY 06

Talk about these topics. Ask questions to your classmates about it.

```
                    ┌─────────────┐
                    │    Food     │
                    └─────────────┘
                           │
┌──────────┐          ╱─────────╲          ┌──────────┐
│  Music   │─────────│   What    │─────────│  Fruit   │
└──────────┘         │   kind    │         └──────────┘
                     │ of……do    │
                     │ you like? │
┌──────────────┐     ╲───────────╱     ┌──────────┐
│ TV programs  │────────            ────│  Sport   │
└──────────────┘                        └──────────┘
```
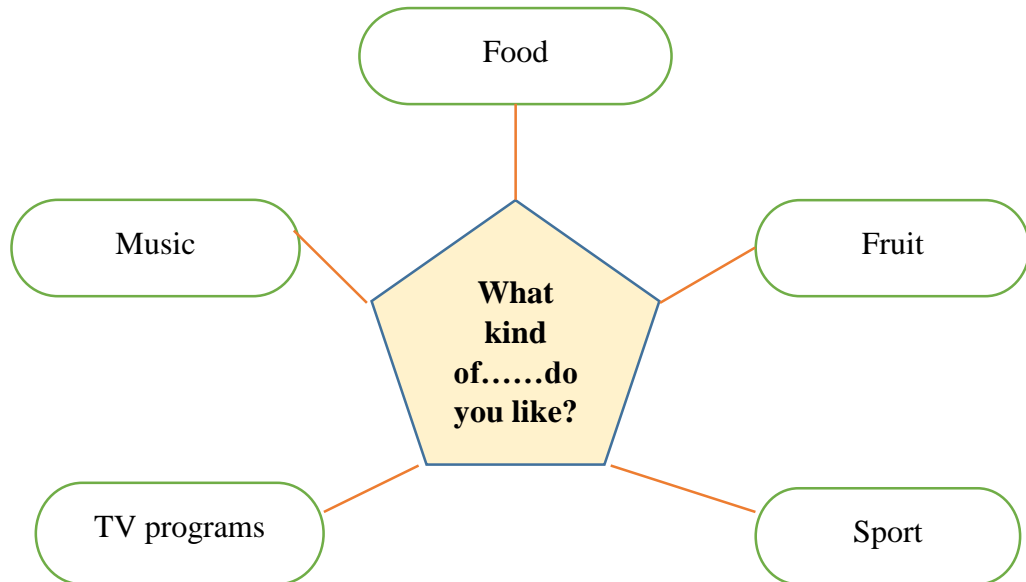
IDIOMATIC EXPRESSIONS

Objective: To encourage students to use the different idiomatic expressions to express feelings and thoughts.

ACTIVITY 01

You need to look at the pictures. Then, matching them with the correct word.

Get out of here!

Can't afford.

Could you give me a hand?

Break the ice.

And that's me!

ACTIVITY 02

You need to give the correct name to following idiomatic expressions.

Hold on! /I'm just not into it. /Have mixed feelings. /What's the matter? /I'm not crazy about it! / Get well soon! / What's up? / Let's cut to the chase.

………………………

…………………..

……………………

………………………

……………………….

……………………….

……………………….

……………………….

……………………….

ACTIVITY 03

In pairs, create a role play with some idiomatic expressions and present to your classmates use the activity 01 and 02.

Now it's time to talk!
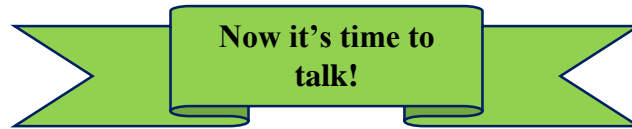
ACTIVITY 04

Create a short writing. Integrate different idiomatic expressions in your task.

………………………………………
………………………………………
………………………………………
………………………………………
………………………………………
………………………………………

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ANNEXES

TECHNICAL UNIVERSITY OF COTOPAXI

ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC SCIENCE

ENGLISH CAREER

THEME: The lexical and vocabulary development in the English Teaching – Learning Process.

SURVEY DIRECTED TO THE STUDENTS OF EIGHTH YEARS OF GENERAL BASIC EDUCATION AT "SAN JOSÉ DE GUAYTACAMA" EDUCATIVE UNIT.

OBJECTIVE: To determine how to increase the lexical and vocabulary in the Teaching - Learning Process at "San José de Guaytacama" Educative Unit.

INSTRUCTION: Please read carefully each question and select the correct answer.

1.   Do you like to learn English?

Yes ( )   No ( )

Why?..
....

2.   How often do you use technological resources to do your homework?

Always   ( )

Almost always   ( )

Sometimes   ( )

Never   ( )

3.   What abilities do you develop more?

Listening   ( )

Speaking   ( )

Reading   ( )

Writing   ( )

4.   Do you know what lexical and vocabulary are?

Yes ( )   No ( )

Why?...
....

5.   Do you consider that the use of lexical and vocabulary in context are important in the learning of the English Language?

Yes ( )   No ( )

Why?...
....

6.   Do you consider that memorization, repetition and application of lexical and vocabulary in oral and written exercises are the basis to learn them?

Yes ( )   No ( )

Why?...
....

7.   How important is the learning lexical and vocabulary?

Very important   ( )

Important   ( )

Non important   ( )

8.   Does your teacher use a suitable lexical and vocabulary dictionary in your English class?

Yes ( )   No ( )

Why?...
....

9.   Do you believe that the design of a mini dictionary of lexical and vocabulary will contribute to the learning of the English language?

Yes ( )   No ( )

Why?...
....

10.   Would you like, use a mini dictionary in order to develop your lexical and vocabulary?

Yes ( )   No ( )

Why?...
....

THANK YOU SO MUCH.

TECHNICAL UNIVERSITY OF COTOPAXI

ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC SCIENCE

ENGLISH CAREER

THEME: The lexical and vocabulary development in the English Teaching – Learning Process.

SURVEY DIRECTED TO THE ENGLISH TEACHERS AT "SAN JOSÉ DE GUAYTACAMA" EDUCATIVE UNIT.

OBJECTIVE: To determine how to increase the lexical and vocabulary in the Teaching- Learning Process at "San José de Guaytacama" Educative Unit.

INSTRUCTION: Please read carefully each question and select the correct answer.

1.   Do you know what lexical and vocabulary are?

Yes ( )   No ( )

Why?..
....

2.   Do you consider teaching lexical and vocabulary to students is important?

Yes ( )   No ( )

Why?..
....

3.   Can your students identify the lexical and vocabulary in the productive skills?

Yes ( )   No ( )

Why?………………………………………………………………………………
……………………………………………………….…………………………........

4.   What`s the best method for developing the lexical and vocabulary in the teaching English language?

Audio- Lingual Method   ( )

Direct Method ( )

Grammar Translation Method ( )

The Natural Approach ( )

Total Physical Response ( )

Others ( )

……………………………………………………………………………………

5.   What activities do you apply in your English class in order to increase the lexical and vocabulary in your students?

Listening music   ( )

Crosswords   ( )

Role-plays   ( )

Others   ( )

………………………………………………………………………………….

6.   Do you apply group work activities in your English class?

Yes ( )   No ( )

Why?…………………………………………………………………………………
……………………………………………………………………………………

7.   Do you apply enough resources for teaching lexical and vocabulary?

Yes ( )   No ( )

Why?..
....

8.   Do the dictionaries contribute with meaningful content to teach lexical and vocabulary?

Yes ( )   No ( )

Why?..
....

9.   Do you believe that the design of a mini dictionary will contribute to the learning of lexical and vocabulary for your students?

Yes ( )   No ( )

Why?..
....

10.   What group of words must have the mini dictionary must have to increase the lexical and vocabulary?

Nouns   ( )

Verbs   ( )

Phrasal verbs   ( )

Adjectives   ( )

Adverbs   ( )

THANKS FOR YOUR COLLABORATION.

TECHNICAL UNIVERSITY OF COTOPAXI

ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC SCIENCE

ENGLISH CAREER

THEME: The lexical and vocabulary development in the English Teaching – Learning Process.

SURVEY DIRECTED TO THE AUTHORITIES AT "SAN JOSÉ DE GUAYTACAMA" EDUCATIVE UNIT.

OBJECTIVE: To determine how to increase the lexical and vocabulary in the Teaching - Learning Process at "San José de Guaytacama" Educative Unit.

INSTRUCTION: Please read carefully each question and select the correct answer.

1.   Do you consider that to teach English in your institution is important?

Yes ( )   No ( )

Why?...
....

2.   Do you believe that the lexical and vocabulary are important in communication?

Yes ( )   No ( )

Why?...
....

3.   Do you think that is necessary to teach lexical and vocabulary in English?

Yes ( )   No ( )

Why?...
....

4.   How relevant is the role of teachers in teaching of lexical and vocabulary?

Very relevant   ( )

Relevant   ( )

Almost relevant   ( )

Non relevant　　　　( )

5.　　How important is the role of students in the learning of lexical and vocabulary?

Very important　　　( )

Important　　　　( )

Non important　　　( )

6.　　Do you consider that teachers use a suitable lexical and vocabulary in their English class?

Yes ( )　　　　　　　　　　　No ( )

Why?...
....

7.　　Do the dictionaries contribute with meaningful content to teach lexical and vocabulary?

Yes ( )　　　　　　　　　　　No ( )

Why?...
....

8.　　Do you believe that the design of a mini dictionary will contribute to the learning of lexical and vocabulary?

Yes ( )　　　　　　　　　　　No ( )

Why?...
....

THANKS FOR YOUR COLLABORATION.