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RESEARCH WORK

**PRIOR TO OBTAINING THE BACHELOR DEGREE IN LANGUAGES;
ENGLISH MAJOR.**

TOPIC

Motivation and its impact in the teaching/learning process of English language in the 8th year students of basic education at “Hugo Benjamin Cruz Andrade” educational unit, El Carmen, 2016/2017 academic period.

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El Carmen. March, 2017

TUTOR'S CERTIFICATION

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Motivation and its impact in the teaching/learning process of English language in the 8th year students of basic education at "Hugo Benjamin Cruz Andrade" educational unit, El Carmen, 2016/2017 academic period.

as prepared by **Carla Gabriela Moreira Mendoza** has been carefully supervised and reviewed by her tutor and hence, is due for presentation and subsequent defense.

El Carmen, March, 2017.

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AUTHOR'S DECLARATION

I, **CARLA GABRIELA MOREIRA MENDOZA**, with identity card #130796611-7 do hereby declare that the ideas, opinions, criteria and results gathered from the application of different research tools and which are summarized in the recommendations and conclusions of this investigative work belong to me and, supported by the criteria of professionals of different natures as presented in the theoretical framework or literature review that underlies this work.

And, that the intellectual heritage of this investigative work belongs to "Eloy Alfaro" Secular University of Manabí, El Carmen Extension.

Carla Gabriela Moreira Mendoza

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El Carmen. March, 2017.



UNIVERSIDAD LAICA "ELOY ALFARO" DE MANABI

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APPROVAL OF RESEARCH WORK

The members of the tribunal of examiners hereby approve the report of investigation on: Motivation and its impact in the teaching/learning process of English language in the 8th year students of basic education at “Hugo Benjamin Cruz Andrade” educational unit, El Carmen, 2016/2017 academic period.

For the career of the sciences of education.

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DEDICATION

This investigative project is dedicated to God, the creator of mankind and my fountain of knowledge.

To my mother, Ana, who ensured my welfare from childhood and for her support all through while believing in my intelligence and ability to live my life.

To my son, Mateo Andres, who is my source of strength and the main reason to move on and be better every day.

It is for them that I am what I am now. I dedicate this work that is fruit of their sacrifices and ongoing efforts.

I love both of you with my being.

Carla Gabriela Moreira Mendoza

APPRECIATION

I appreciate God for having guided my path with wisdom and perseverance all through these years of sacrifice, dedication and study.

My sincere appreciation also goes to all those who in one way or the other contributed to the culmination of this work and achievement of the objective.

I am grateful to my mother for her lifelong support, both sentimental and economic; to my son for being my motivation, strength and everything.

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For these, I am grateful.

Carla Gabriela Moreira Mendoza

INDEX

HOME.....	I
DECLARATION OF THE AUTHOR.....	II
STATEMENT OF AUTHORSHIP.....	III
APPROVAL OF RESEARCH WORK.....	IV
DEDICATION.....	V
ACKNOWLEDGEMENT.....	VI
INDEX.....	VII
ABSTRACT.....	X
INTRODUCTION.....	1

CHAPTER I

1 THEORETICAL FRAMEWORK.....	4
1.1. MOTIVATION.....	4
1.1.1. ¿WHAT IS THE MOTIVATION?.....	4
1.1.2 MOTIVATION AND BEHAVIOR.....	4
1.1.3 MOTIVATIONAL CYCLE.....	5
1.1. LEARNING AND MOTIVATION.....	6
1.1.6. PERSPECTIVES THEORY ABOUT THE MOTIVACIÓN.....	8
1.2 PROCESS TEACHING AND LEARNING.....	8
1.2.1. LEARNING SIGNIFICANT.....	8
1.2.2. PROCESSES OF THE LEARNING MEANINGFUL.....	9

1.2.3. MEANINGFUL LEARNING PHASES.....	9
1.2.4 STRATEGIES TO PROMOTE THE MEANINGFUL LEARNING.....	12
1.2.5 ACTIVITIES IN THE TEACHING LEARNING PROCESS.....	13
1.2.6. THE IMPORTANCE OF MOTIVATION IN THE TEACHING PROCESS LEARNING.....	14
1.3 ENGLISH LANGUAGE.....	15
1.3.1. THE IMPORTANCE OF THE LANGUAGE ENGLISH IN THE EDUCATION BASIC.....	16
1.3.1. THE MOTIVATION IN ENGLISH.....	17

CHAPTER II

2 DIAGNOSIS OR FIELD STUDY.....	18
2.1 SURVEY RESULTS APPLIED TO STUDENTS OF EIGHTH OF BASIC EDUCATIONAL UNIT "HUGO BENJAMIN CRUZ ANDRADE".....	18
2.2. RESULTS OF THE INTERVIEW MADE TO THE TEACHING OF ENGLISH OF THE UNIT EDUCATIONAL "HUGO BENJAMIN CRUZ ANDRADE".....	18

CHAPTER III

3 PROPOSAL.....	33
3.1 DESIGN OF THE PROPOSAL.....	33
3.2. DATA COMPUTER.....	33
3.3.BACKGROUND.....	33
3.4 DESCRIPTION OF THE PROPOSAL.....	34
3.5 USEFULNESS OF DIDACTIC MANUAL.....	34
3.6 THE INDEX.....	34

3.7 JUSTIFICATION.....	35.
3.9. DEVELOPMENT OF THE PROPOSED.....	35
CONCLUSIONS.....	39
RECOMMENDED.....	40
ANNEXES.....	42
BIBLIOGRAPHY.....	43

SUMMARY

This research work focuses on the importance of motivation and its influence on the process of teaching students of the 8th year of basic education English language at “Hugo Benjamin Cruz Andrade” educational unit during the 2016/2017 academic period. The general objective was to determine the level of motivation and its impact on the teaching and learning process.

The categories of motivation, factors affecting the teaching/learning processes, types and significance of learning strategies were all made mention of in the theoretical framework section of this study. Furthermore, the qualitative and quantitative research instruments such as surveys and questionnaires were applied in the field in the course of gathering information which were thereafter analyzed as to be able to reach the conclusions and recommendations hereinafter put forward. These were also supported by citing the works of various authors on the issues in the bibliography.

At the end, it was determined that there is a notable lack of motivation in the students in English language as a school subject. This brought about the proposal of the design of a motivational educational teaching manual for the 8th year students of basic education at “Hugo Benjamin Cruz Andrade” educational unit for the academic period in question.

INTRODUCTION

The lack of motivation in the teaching/learning process of English language is one of the problems that is most notably present in the 8th year students of the generalized basic education at "Hugo Benjamin Cruz Andrade" educational unit. This is mainly due to physiological, psychological, pedagogical and sociological factors that have made it increasingly more difficult to achieve meaningful learning of the language. In this paper, two key issues were deepened as teaching and learning, as well as the motivation and the process that are detailed below.

(Mora, 2007) says that: "motivation should not be mistakenly taken as a technical or a method of teaching but as a factor that is present in all educational processes". Motivation is one of the key factors in the teaching - learning process and when teaching English language especially to the 8th year of basic education.

Nowadays, it is even more essential to learn English language because it is now even more needed in all areas of human knowledge and development: in the educational, social, cultural, political and professional circles. Practically it can be said that it is the language of today's world.

According to (Ausubel, 1968): "new knowledge are incorporated in substantive form in the cognitive structure which is linked with the previously acquired new knowledge".

Prior knowledge are basically used to construct new learning.

The teacher only becomes the mediator between this new knowledge and the students. It is not only the teacher that simply teaches but instead, students getting involved in what they learn. The factors that help the teen student is being ready and motivated to learn. As such, we should seek to achieve the integration of the students in the process.

Motivation plays a very important role that the pre-teen 8th year of basic education student learn and acquire a meaningful learning of the language, and can carry the teaching/learning process to its highest level since it is not only the work of the teacher to motivate the students to learn the language. The students must also have the desire and willingness to learn.

This topic is chosen because it is necessary that both the teacher as well as the students know the importance of the motivation and its incidence in the process of teaching and learning English language to achieve that the students feel the interest to learn this foreign language and simultaneously learn in the best way and be able to apply such knowledge in different sociolinguistic environments.

Chapter I is an analysis of the subject matter through the projection of two variables; the dependent and independent variables. The first is motivation, its importance and types while the second variable is the teaching/learning process which allows us appreciate the educational environment to which our young people are exposed on a daily basis and the importance of applying motivation at the time of imparting knowledge in an adequate manner for the welfare of the above mentioned students.

In chapter II, the diagnostic field study and data analysis contains research population and sample on which the tools and instruments were administered to obtain information, collection, validation, and presentation.

Chapter III covers the proposal with their respective index, objectives, structure, methodology and content and further does to talk about the conclusions and general recommendations grouped by size that have been obtained after the analysis of the research data.

CHAPTER I

1. THEORETICAL FRAMEWORK

1.1 MOTIVATION.

The word **motivation** derives from the Latin word *motivus* or *motus*, which means 'cause of movement'.

(DiCaprio, 2009) Motivation can be defined as "the signaling or emphasis that is discovered in a person towards a given means of satisfying a need, thereby creating or increasing the impetus needed to put into action that means or that action, or Well to stop it."

Motivation can be defined as 'action or emphasis that you discover when a person move towards a particular means of meeting a need, creating or increasing the necessary impetus put at work for that means or action to be done». Other authors define motivation as «root of dynamic behavior»; i.e. 'internal factors or determinants which incite to act' motivation is an internal state that activates, directs and keeps behavior.

A motivation is based on those things that impel an individual to carry out certain actions and to maintain its behavior firm until achieving to fulfill all the raised objectives.

1.1.2 WHAT IS THE MOTIVATION?

(Tantoyuca, 2008) Today is an important element in the teaching-learning process so it is necessary to know it, and more than that, to master it, only so the educational institution will be able to train future professionals capable of developing in any field and Obtain solid and reliable knowledge.

Motivation is constituted of all the factors capable of causing, maintaining and directing behavior toward a goal.

It has become an important element in the process of teaching and learning. This is all in a bid for the educational institution to be able to train future

professionals that would be engaged in any field and get solid and reliable knowledge.

Motivation is also considered as the impulse that leads a person to choose and perform an action between those alternatives that arise in a given situation.

1.1.3 MOTIVATION AND BEHAVIOR

(HUERTAS, 2009) In order to explain the motivation-related behavior, is important from some theoretical positions presuppose certain laws or principles based on the accumulation of empirical observations.

To explain the relationship between motivation and behavior, it is important to split some of the theoretical positions that presuppose the existence of certain laws or principles based on the accumulation of empirical observations.

(a) Behavior is caused. Namely, there is an internal or external cause which originates the human behavior, the influence could be hereditary or a product of the environmental.

(b) Behavior is motivated by impulses, desires, needs or trends, there are reasons for behavior.

(c) Behavior is oriented towards objectives. There is a purpose for all human behaviors and given that there is a cause for it be generated. Behavior is always directed towards some goal.

1.1.4 THE MOTIVATIONAL CYCLE

According to (Ajello, 2003), points out that motivation must be understood as the plot that sustains the development of those activities that are meaningful to the person and in which it takes part. If we focus on motivation as a process to meet needs, then comes what is known as the motivational cycle, whose stages are as follows:

(a) Homeostasis. I.e., at one time the human organism remains in balance.

(b) Stimulation. It appears when a stimulus and generates a need.

- (c) Need. This need, yet unsatisfied, a state of tension.
- (d) State of tension. Stress produces a momentum that leads to a behavior or action.
- (e) Behavior, when activated, goes to meet this need. It reaches the target successfully.
- (f) Satisfaction. If the need is fulfilled, the body returns to its state of equilibrium, until another stimulus is presented.

However, to round the basic concept, fits noted that when a need is not satisfied within a reasonable time, it can lead to certain reactions as follows:

- (a) Disorganization of the behavior (illogical conduct and without apparent explanation).
- (b) Aggression (physical, verbal, etc.)
- (c) Emotional reactions (anxiety, grief, nervousness and other manifestations such as insomnia, circulatory and digestive problems etc.)
- (d) Alignment, apathy and lack of interest.

1.1.5 LEARNING MOTIVATION

(Tapia, 2010) Some behaviors are fully learned; precisely, society is molding personality in part. We are born with an instinctive baggage, with an organic team; But, culture shapes our behavior and creates our needs.

From my opinion in this definition the author gives us to understand that motivation is being as an engine if we compare it with an automobile, if people are motivated they work like the car, otherwise they would have to push them, But how much energy would not be spent throughout this process.

Some behaviors are fully learned; precisely, the society partly shapes personality. We are born with an instinctive background, with an organic team; but culture shapes our behavior and creates our needs.

The moral standards, laws, customs, ideologies and religion also influence human conducts and those influences are expressed in different ways.

(ALONSO Bishop, 2010) It happens that what a person regards as an important reward, another person could consider it as useless. For example, a glass with water would probably be more motivating for a person who has spent many hours walking in a hot desert, than for someone who took three cold drinks in the same desert. And even having a reward that is important to individuals is no guarantee that it will motivate them.

The mechanism by which society molds people to behave in a certain way is given as follows:

1. The stimulus being active.
2. A person will respond to stimulation.
3. The society, through the medium of a member with greater hierarchy (parent, chief, priest, etc.), tries to teach, judged the behavior and decide if this is right or not.
4. The reward (incentive or award) is given to be positive. If it is judged as inappropriate, provides a sanction (punishment).
5. The punishment is less effective; it decreases the probability of repeating that behavior for fear of similar stimuli.

(Merani 2002, Bedoya O. M. 2012) define that every individual or motivated subject has a motive, considering the latter as the agent that determines that individual to act in a certain sense or that determines the volition; The motive's function is to motivate.

(BEQUER, 2013) Serve as an incentive for an activity; Provide an incentive or a goal that responds to that activity. It is explained as a temporary boosting arising out of a need, lack or alteration of welfare (by excess or default) that mobilizes one entirely: thoughts, feelings, and behaviors, to intervene any amount of

power required that lets you find and incorporate what supplements your lack, remove what bothers you or restore well-being.

1.1.6 TYPES OF MOTIVATION

- **INTEGRAL MOTIVATION**

As its name indicates, consists of an integral desire that is in an educational community, with the firm purpose of gathering knowledge within a social environment that is suitable for the process of achieving effective learning.

- **INSTRUMENTAL MOTIVATION**

Refers to a practical motive as passing exams or that today's requirement is a second language to get a job better and therefore better economic situation.

- **EXTRINSIC MOTIVATION**

(DAZA, 2014) It is the one that comes and is developed in the social environment that the student is, is an external factor related to the results. Students study to pass exams, to get some kind of reward or reward (usually from their parents or teachers) or to avoid punishment and not to scold them. Is what comes and performs in the social environment that the student is an external factor related to the results. Students that are studying to pass the exams get some kind of prize or reward; (usually, from their parents or teachers) or to avoid punishment.

1.1.7 PERSPECTIVES ON MOTIVATION THEORY:

- **THE BEHAVIORIST, THE HUMANIST AND THE COGNITIVE**

(Chiavenato, 2009) The behaviorist emphasizes the role of rewards in motivation, the humanist in the human capacities to develop and the cognitive emphasizes in the power of thought. The behaviorist underlines the role of the rewards in motivation; the humanist in the capabilities of the human being to develop self and; while the cognitive emphasizes on the power of thought.

- **BEHAVIORAL PERSPECTIVE**

(Santrock, 2002). External rewards and punishments are central in determining the motivation of people the rewards are positive or negative events that can motivate behavior.

(Cruz, 2010) People often conduct behaviors with the objective of obtaining some benefit and avoid or stop doing those behaviors that involve harm. For this approach any behavior change is basically made through reinforcements, rewards or by avoiding or omitting what is unpleasant.

1.2 THE TEACHING/LEARNING PROCESS

(AGUIRRE, 2008) In the process of teaching learning, motivation plays an important role in the performance of the student, as in all spheres of action of man. Motivation helps to achieve the objectives of that process. Students do one or another activity satisfactorily if the level of motivation towards it is adequate.

In the process of teaching and learning motivation plays an important role in the performance of the trainee, as in all areas of action of man. Motivation helps to the achievement of the objectives of this process. Students take one or another activity satisfactorily if the level of motivation towards the same is appropriate.

The motivation to study is a general process by which begins and heads a behavior towards the achievement of a goal in order to raise a subject learning, starting to achieve motivation towards the same.

The activity of the teacher and their relationships with the student become motivational element. The sample of apathy, unfair decisions and even an improper personal presence do not stimulate the student and it negatively affects mood. By the contrary, the activity of the professor has of characterize is by its available before the work, his try affable and firm, by introduce measures to encourage to their students, by provide it helps timely to which presented difficulties.

(Álvarez, 2009) On the contrary, the teacher's activity must be characterized by his willingness to work, his affable and firm treatment, to introduce measures to encourage his students, by providing timely assistance to those who present difficulties.

(BARCA, 2010) When students have the possibility to investigate, to confront criteria and points of view, their interest in learning increases and this contributes to the development of deeper motivations towards learning and a greater involvement of them in the process Educational Teacher, the students assume greater responsibility in their own learning. They realize that they can only learn if they do it for themselves, if they are actively and voluntarily involved in the process.

1.2.1. MEANINGFUL LEARNING

(BERNAD, 2013) Learning implies an active restructuring of the perceptions, ideas, concepts and schemes that the learner possesses in his / her cognitive structure. He also sees the student as an active processor of information, says that learning is systematic and organized, because it is a complex phenomenon that is not reduced to simple associations memory.

For example in process of teaching learning of the language English, is known verbs, words in English and the present simple in Spanish already exist in the

structure cognitive of the student, these will serve of connectors for new knowledge referred to the present simple in the language of the English; the process of the new information with the existing interaction produces a new modification of the well-known concepts, this implies that the connectors between the previous and the new information can be large, clear, stable or unstable concepts.

(Arruabarrena, 2010) The process of interacting new information with existing information produces a new modification of known concepts. This implies that the connectors between the former and the new information can be broad, clear, stable or unstable concepts.

1.2.2 PROCESSES FOR MEANINGFUL LEARNING

Meaningful learning refers to the assimilation and adaptation of the concepts.

According to (Ausubel, 1983) there are four processes by which meaningful learning can occur is the cognitive psychologist, and these are:

- **SUBSUMPTION DERIVATIVE**

According to (García, 2008), who believes that people are motivated to do things and strive to achieve high performance to achieve a goal if they believe in their value, if they are sure that what they will do will contribute to achieve it and if they know That once they reach the goal they will receive a reward, in such a way that the effort made has been worth it.

(Arruabarrena, 2010) This process details the situation in which new information is acquired is a case or an example of a concept that has already been learned. This process details the situation in which the information new that is acquired is a case or an example of a concept that is has learned already. Thus, can be inferred that the pre-adolescente student has reached a basic concept in English such as < tree > which in Spanish means < tree >. Is knows that a < tree > has its parts as it are: the trunk, branches, leaves, and can

produce any class of fruit, also that, when has grown can get to measure at least 4 meters of high.

Now well teenager students learn about a particular kind of tree, for example < apple tree > which conforms to the former understanding of < tree >. He new knowledge of < tree of manzano > is ata to the concept of < tree >, without alter substantially that concept. Thus, a person who identifies with Ausubel theory would say that it has been learned about < apple tree > or < Apple tree > through the derived subsumption process.

- **CORRELATIVE SUBSUMPTION**

(DAZA, 2014) the example above, means that the student is a new kind of tree < green apple tree >, < Green Apple >. To adapt this new information, is has that alter or expand the concept of tree for include the possibility of < network apple >; < Apple Red >. The student has learned about this new kind of tree with the correlative subsumption process.

In a way, is that this learning is more valuable than the derived subsumption, since it enriches the concept of superior knowledge.

- **SUPERORDINAL LEARNING**

(BARCA, 2010) Now the teen student is familiar with the < tree >; < tree > Apple, Red Apple, green, etc., but I did not know, until they taught you, that these are all examples of < Apple tree >, < Apple tree >. In this case, I knew already many examples of the concept, but I didn't know the concept itself until it was taught. This is called the superordinal learning.

1.2.3 PHASES OF THE LEARNING MEANINGFUL

According to (Shuell, 1990). "Occur in order, finally learning have a valid meaning and is given in a context known by which learn".

(Loredo-Abdalá, 2010) The phases of meaningful learning allow to correctly apply this type of learning, because there is an initial, an intermediate and an end.

Meaningful learning phases allow to correctly apply this type of learning, because there is an initial phase, an intermediate and another final

- **INITIAL PHASE: PERCEPTION**

At this stage the pre-adolescent student discovers how structured by isolated with conceptual link parts information. Usually memorizing or interpret these pieces as fairly as possible, and for this reason used their schematic knowledge. In this phase the learned information is concrete and linked to the specific context.

- **PHASE INTERMEDIATE: FORMATION OF STRUCTURES**

At this stage there is the formation of structures from parts of the isolated information.

Pre-adolescent student not yet can drive autonomously. The understanding of the content becomes deeper, because they apply them in different situations. Exists which tends to interpret any matter without perceiving its nuances. Relationship of similarity between things different.

- **FINAL PHASE: KNOWLEDGE**

In this the last phase them knowledge that began to be made in schemes or maps cognitive mentioned in the phase previous, are more integrated and work autonomously and by ende, them executions begin to be more automatic and to sue a minor control aware.

1.2.4 STRATEGIES TO PROMOTE LEARNING SIGNIFICANT

(BERNAD, 2013) Strategies to promote meaningful learning constitute a range of alternatives and options for producing intentional "interventions", that is, actions that teachers implement in order to guarantee meaningful school learning, using Materials suitable for working with well selected content.

These strategies to promote learning significant, constitute a range of alternative and options to produce "interventions", pedagogical intentional, i.e., actions that these teachers / as put in practice with the purpose of ensure learning school significant, using materials appropriate for work with content well selected.

Some strategies to promote meaningful learning are:

- Recovery of individual perception of students / as, which recovered the popular knowledge and patterns and ensure the meaningful learning of elaborated knowledge.
- Exhibition strategy of knowledge developed or accumulated, using oral resources and various written materials.
- Questioning strategy. Through it contrasts or put into questioning the above, what is perceived, what was observed, acting it in the environment, the solutions proposed.
- Strategies of discovery and inquiry, for the learning methodological of search and identification of information bibliographic and of forms appropriate of experimentation according to their ages, their content to work and their equipment available.
- Project strategies. In terms General a project is the process that leads to the creation, modification or put in realization of equipment and artifacts or of a procedure linked to the satisfaction of a need or the resolution of a problem.
- Strategies for inclusion of teachers / ACE and students in the environment. Within the framework, these strategies may resort to some activities mentioned in the recovery strategies of the individual, like visits or excursions perceptions.
- Socialization strategies focused on group activities. The group allows the free expression of opinions, the identification of problems and solutions in an atmosphere of cooperation and solidarity.

1.2.5 ACTIVITIES IN THE PROCESS TEACHING LEARNING

(Barberá, 2012) This renewed vision of what school activities should be involves assuming the need to replace the detailed lists of activities to be carried out by

the students in the English language in order to have the appropriate guidance to generate a great diversity of motivational activities within the permanent and well-planned classroom.

The planning of teaching and learning activities is a challenge for the expression of the creativity of teachers, working with students who cooperate in its selection and design.

This renewed vision of what should be school activities implies to assume the need to replace the detailed listings of activities to be carried out the students, in the field of English for thus having the proper orientation to generate a variety of motivational activities within the classroom permanent and well-planned.

In addition to have in has the conditions and criteria before exposed is necessary have very in has the following components:

- The educational purposes of the level, cycle and especially the degree and the corresponding area.
- Types of content to work and strategies to implement, since the possibility of adequacy between the two depend on much the relevance of the activities to be carried out.
- The forecast of all aspects and factors involved, from the same teacher and their ability to effectively lead the activities proposed, to the characteristics of the students and all other issues to which reference has been made in relation to the teaching and learning strategy.
- Its potential flexibility, i.e. the possibility of adjusting to the different rhythms of the students in the construction of knowledge.
- His character of shared task among the teachers with the students and among the students, only when the students assume as their own activities and not as routines or duties to fulfil, these can contribute to the development of their capacities.
- Your organization as the successive steps that are integrated to facilitate the children to achieve increasing degrees of autonomy.

- **THE EVALUATION**

As part of the teaching-learning processes, evaluation should serve to detect problems, inform and establish corrective actions that allow their actors play increasingly more than is most satisfactory.

Allows to the student know their capabilities and limitations, build an image realistic of yes same, pose is goals viable to develop their capabilities cognitive, effective and social.

(BERNAD, 2013) The evaluation techniques and instruments to be used will depend on the purposes, the specific nature of the levels, cycles and degrees, as well as the actors. In their choice will have a fundamental place the particular characteristics of each area or subject; As well as the strategies and activities that were designed and used to promote teaching-learning processes.

The techniques and instruments of evaluation to be used will depend on the purposes, nature specified levels, cycles and degrees, as well as the actors. In selecting the particular characteristics of each area or course; will have a fundamental place as well as the strategies and activities that are designed and employed to promote the teaching and learning processes.

1.2.6 THE IMPORTANCE OF MOTIVATION IN THE TEACHING PROCESS LEARNING

According to (Harmer, 2001) "Motivation is that inner strength that encourages the individual to do things to a target"

How known, the motivation of students and their desire to learn is plays a very important role in the process of teaching and learning.

The relationship between learning and affective factors which include the motivation has been subject of many investigations, which have yielded

interesting on how theories how this process should be attending such a relationship.

According to (Jensen, 1995 ;) (Krashen, 1981, 1985), a motivated student will develop a positive attitude that will allow you to learn better, while an anxious student and little motivated will create a mental block that will significantly interfere with their learning. However, some students this motivation does not come by itself, and in some cases, this depends on external factors which include coworkers, the content, materials, time and up to the same teacher.

Still, Professor, one of the decisive factors in the learning process of students, worth review carefully our own motivation and how this influence our practice. In the same way as a motivated student will do everything possible to learn, a motivated teacher will do its utmost to help students learn.

It is undeniable that there are students whose attitudes and willingness to learn beyond any approach and put "in check" our patience and good intentions; However, wouldn't be very boring our practice if all students were the same? We periodically review our motivation, our teaching methods and its effect on the process of the students. Worth auto examine ourselves from time to time, and why not, auto - criticise us; of this way will grow as professionals and our work will be more productive and successful.

3.1 ENGLISH LANGUAGE

According to (Baugh and Cable, 1993), the language English is the more spoken in the globe. This phenomenon is linked to the power that United States, and before Great Britain, have come exercising since makes some two centuries. The evolution of English has been divided into periods, which vary according to different authors, but which agree on dates and names, as well as with the historical facts to which they relate. In this way, in old English, middle and modern it is possible to include certain subsections, such as which correspond to the periods of the history of England and United States.

(Graddol 1996) States that during the preceding period English, tongues were mainly of Celtic origin for several Celtic tribes had long settled in the British Isles.

According to (Trevelyan, 1984) the English continued to evolve with the time, three centuries later, the bases were more seated, but remained having differences between County and County. These facts witnessed William Caxton, who lived from 1422-1491. This young man began by translating books from French to English, the first printed books in English this work helped cement the literary language.

(Tejada, 1999) Says that the English, until then, is the result of a mixture of Celtic languages, from the Germanic, of other languages brought by the Vikings, latin and even French.

Between 1750 and 1950 is developed the English modern late, that includes historically it revolution Industrial and the consolidation of United States as a power.

3.2. THE IMPORTANCE OF THE LANGUAGE ENGLISH IN BASIC EDUCATION.

(Rumelhart, 1980) Meaningful learning of the English language of students depends largely on the prior knowledge and motivation they possess.

The importance of the teaching of the English for the education basic is that them students obtain them knowledge necessary to participate in practices social of language oral and written with speakers native and not native of the English through activities specific with the language. In others words, through activities that with carry the production and interpretation of various texts oral and written-of nature everyday, academic and literary, them students will be capable of meet needs basic of communication in different situations ordinary, family and known.

For this reason, we must learn to use language to organize his thinking and his speech, to analyze and solve problems, and to access different cultural expressions and of other countries.

It is also essential to recognise the role of language in the construction of knowledge and cultural values, and develop an analytical and responsible attitude toward the problems that affect the world.

3.3 MOTIVATION IN THE ENGLISH LANGUAGE

(Skehan, 1993) Manifest that them expectations with regard to bilingualism, combined with them attitudes towards the second language and the culture of this form the base of what is the attitude of the individual towards the learning of languages.

Likewise, suggests a model that introduces the four individual differences, believed to have the most influence in the acquisition of a second language. These include the variables of intelligence, aptitude for languages, motivation and situational anxiety.

Among the various activities to be carried out, it is important that students learn to recognize his position and that of his own country in today's globalized world, especially when a lot of people in the world, even in countries with high rates of poverty, speak two or more languages.

CHAPTER II

2. DATA ANALYSIS, PRESENTATION AND INTERPRETATION

2.1 RESULTS OF THE QUESTIONNAIRE ADMINISTERED ON THE 8TH YEAR STUDENTS OF BASIC EDUCATION AT "HUGO BENJAMIN CRUZ ANDRADE" EDUCATIONAL UNIT.

1. DO YOU KNOW OF ANY MOTIVATIONAL STRATEGY THAT YOUR TEACHER USES IN CLASS?

TABLE N° 1

ORDER	ALTERNATIVES	N.	%
A	Yes	15	42
B	No	9	34
C	Not answered	6	24
TOTAL		30	100

Source: Questionnaire on the 8th year students at "Hugo Benjamin Cruz Andrade" Edu. Unit

Author: Carla Gabriela Moreira Mendoza

Date: July 2016.

(Chacón, 2009) Consequently, despite the fact that students know motivational strategies, performance is relatively low, that is, there is no inter-learning. Keeping the student motivated ensures a better development during class and improvement in academic performance.

The results shown in table 1 give the following results, 42% of the sampled students know motivation strategies that the teacher apply. 34% of same student population do not know of any motivational strategy while the other 24% of the students did not answer. Consequently, although students know the motivational strategies, yield is relatively low, i.e. no inter-learning.

2. WHAT ARE THE MOTIVATIONAL STRATEGIES ADOPTED BY YOUR TEACHER IN CLASS?

TABLE N ° 2

ORDER	ALTERNATIVES	F	%
a	Games	9	30
b	Songs	7	20
c	Dialogues	10	35
d	Others	3	10
e	None	1	5
TOTAL		30	100

Source: Questionnaire on the 8th year students at "Hugo Benjamin Cruz Andrade" Edu. Unit

Author: Carla Gabriela Moreira Mendoza

Date: July 2016.

(Forteza, Fuertes, & Agost, 2015) "Motivation should not be confused as a technique or method of teaching but as a factor that is present in every educational process."

The results shown in table 2 give the following results, 30% of the students asserted that the teacher uses games while 20% of same sample size opted for songs. The other 35% of the students said it is dialogues and 10% of the students chose others. Only 5% of the students said that the teacher does not use any motivational strategies.

The strategies used by the teacher in the classroom are fundamental to the process of teaching and learning because they help get the students motivated and learning more interesting.

3. WHAT DIDACTIC INSTRUMENTS DOES YOUR TEACHER USE DURING THE CLASS?

TABLE N° 3

ORDER	ALTERNATIVES	F	%
a	Posters	8	27
b	Sheets with graphics	6	20
c	Recorders	4	13
d	Songs	2	7
e	Movies	-	-
f	Videos	-	-
g	None	10	33
TOTAL		30	100

Source: Questionnaire on the 8th year students at “Hugo Benjamin Cruz Andrade” Edu. Unit

Author: Carla Gabriela Moreira Mendoza

Date: July 2016.

(García L. and Fumero, 2009) In order to make the students find the classes interesting enough, it is necessary to strengthen their intrinsic motivation, that is, the interest that comes from the interior of the student or student. It is also important to help the child find a value in learning that can help in their daily lives.

The results shown by table 3 give the following results, 27% of the students asserted that the teacher uses posters. The other 20% of the students opted for sheets with graphics. Furthermore, 13% of the sample size opined that the teacher uses recorders while 7% of same sample size asserted that it is songs. Finally, 33% of the student population said the teacher does not use any of these. Teaching resources facilitate the teacher’s job of teaching English language and also help the students to understand and accept it better.

4. DO YOU THINK IT IS MORE MOTIVATING TO LEARN USING THE TEACHING RESOURCES LISTED ABOVE?

TABLE N° 4

ORDER	ALTERNATIVES	F	%
a	Yes	19	63
b	No	11	37
c	Not answered	-	-
TOTAL		30	100

Source: Questionnaire on the 8th year students at “Hugo Benjamin Cruz Andrade” Edu. Unit

Author: Carla Gabriela Moreira Mendoza

Date: July 2016.

(BEQUER, 2013) "Motivation should not be confused as a technique or method of teaching but as a factor that is present in every educational process.". The results shown in the table 4 give the following results, 63% of the sampled students asserted that it is more motivating using the aforementioned resources in class while the other 37% of the students declared that it is not.

Teaching resources are the main tool for teaching English as they facilitate learning in students and is a fun way to acquire new knowledge.

A teaching resource is key for teaching of English language since they facilitate learning in students and it is a fun way of acquiring new knowledge.

5. HOW WOULD YOU DESCRIBE THE RATE OF EXPOSURE OF YOUR ENGLISH LANGUAGE TEACHER?

TABLE N° 5

ORDER	ALTERNATIVE	F	%
a	Outstanding	5	17
b	Very good	9	30
c	Good	6	20
d	Regular	7	23
e	Insufficient	3	10
TOTAL		30	100

Source: Questionnaire on the 8th year students at “Hugo Benjamin Cruz Andrade” Edu. Unit

Author: Carla Gabriela Moreira Mendoza

Date: July 2016.

(ALONSO Bishop, 2010) Although from time to time it may be necessary, and even stimulating, some kind of "masterful" type where the professor confines himself to exposing his theories, concepts, analyzes and conclusions, it is advisable to make the students Very participants in the class.

The results shown in table 5 give the following results, 17% of the students population responded that the teacher's level of exposure is outstanding, 30% said it is very good. The other 20% opined that it is just good. Another 23% of the students said it is regular while 10% of the students asserted that it is insufficient.

When you first see English is a little complicated to understand, but everything becomes relative and as time goes by, little by little the desired level of knowledge is reached. I think that the student can be motivated in many ways but everything depends on whether the student wants to learn.

6. DO THE TEACHER'S EXPLANATIONS SHOW THAT HE/SHE IS PREPARED FOR THE CLASS?

TABLE No. 6

ORDER	ALTERNATIVES	F	%
a	Yes	22	73
b	No	8	27
c	Not answered	-	
TOTAL		30	100

Source: Questionnaire on the 8th year students at "Hugo Benjamin Cruz Andrade" Edu. Unit

Author: Carla Gabriela Moreira Mendoza

Date: July 2016.

(Forteza, Fuertes, & Agost, 2015) A motivated student will develop a positive attitude that will allow him to learn better, while an anxious and less motivated student will create a mental block that will interfere in his learning.

The results shown in table 6 give the following results, 73% of the sampled students asserted that the teacher's explanations of the lessons show good preparation while the other 27% of the students responded on the negative. Teaching resources are the main tool for the teaching of the English language since they facilitate learning in students and it is a fun way of acquiring new knowledge.

Teaching resources are the main tool for teaching English as they facilitate learning in students and is a fun way to acquire new knowledge.

7. DOES THE TEACHER TEACH THE SUBJECT WITH DYNAMISM AND ENTHUSIASM?

TABLE N° 7

ORDER	ALTERNATIVES	F	%
a	Yes	30	100.
b	No	-	-
c	Not answered	-	-
TOTAL		30	100

Source: Questionnaire on the 8th year students at “Hugo Benjamin Cruz Andrade” Edu. Unit

Author: Carla Gabriela Moreira Mendoza

Date: July 2016.

(Mullins, 2009) Motivation is also contagious. For this reason, a very effective strategy is for the teacher to communicate his / her own interest in the subject to the students. The boys are the first to detect the passion of a teacher for the subject, but also their reluctance or lack of interest.

The results shown in table 8 give the following results, 100% of the interviewed students asserted that the teacher always enters the class and teaches same in an enthusiastic and dynamic way and thus makes them learn better during the process.

Dynamism and a positive attitude are fundamental bases to maintain an excellent pupil-teacher relationship.

8. DOES THE TEACHER MAKE THE CLASS FUN AND ENTERTAINING?

TABLE N° 8

ORDER	ALTERNATIVES	F	%
a	Yes	30	100
b	No	-	-
c	Not answered	-	-
TOTAL		30	100

Source: Questionnaire on the 8th year students at “Hugo Benjamin Cruz Andrade” Edu. Unit

Author: Carla Gabriela Moreira Mendoza

Date: July 2016.

(Forteza, Fuertes, & Agost, 2015) A motivated student will develop a positive attitude that will allow him to learn better, while an anxious and less motivated student will create a mental block that will interfere in his learning.

The results shown in table 9 give the following results, 100% of the sampled students are of the opinion that the teacher always makes the class fun and entertaining and in a constant contact with the students and their needs within the classroom. The results of the research concludes that it is of vital importance to learn in an environment of fun and dynamism

When you first see English is a little complicated to understand, but everything becomes relative and as time goes by, little by little the desired level of knowledge is reached. I think the student can be motivated in many fun ways, but it all depends on whether the student wants to learn.

2.2 RESULTS OF THE QUESTIONNAIRE ADMINISTERED ON THE ENGLISH LANGUAGE TEACHERS AT "HUGO BENJAMIN CRUZ ANDRADE" EDUCATIONAL UNIT.

1. DO YOU THINK THAT THE USE OF MOTIVATIONAL STRATEGIES IMPROVE THE PERFORMANCE OF YOUR STUDENTS?

TABLE N° 1

ORDER	ALTERNATIVES	F	%
a	Yes	5	100
b	No	0	0
TOTAL		5	100

Source: Questionnaire on the language teachers at "Hugo Benjamin Cruz Andrade" Edu. Unit

Author: Carla Gabriela Moreira Mendoza

Date: July 2016.

(Asieev, 2013) In general we could define the motivation in the school as a psychological process that is based on the affective sphere of the personality and allows the dynamic orientation of the activity towards a specific objective, conditioned by the needs and motives of learning, mobilizing and maintaining their attitude towards the study. Following the information gathered from the applied questionnaire, 100% of the language teachers agreed that the use of motivational strategies improve the performance of their students.

Consequently, it is vital for the teacher and the students to use these strategies because they make the classes more enjoyable and productive.

2. DO YOU BELIEVE THAT MOTIVATED STUDENTS PERFORM BETTER IN CLASS?

TABLE N° 2

ORDER	ALTERNATIVES	F	%
a	Yes	5	100
b	No	0	0
TOTAL		5	100

Source: Questionnaire on the language teachers at “Hugo Benjamin Cruz Andrade” Edu. Unit

Author: Carla Gabriela Moreira Mendoza

Date: July 2016.

(González Serra, 2009) Consequently, it is of vital importance for the teacher and the student to use motivational strategies during the process of teaching English as this helps to improve communication and class development. Productive.

Following the results gathered from the questionnaire applied on the language teachers, 100% of the teachers asserted that motivated students perform better in class. It is logical and as such, teachers are advised to place more emphasis on getting their students motivated as to be able to achieve their objectives in the classroom.

3. DO YOU GIVE INCENTIVES FOR POSITIVE BEHAVIORS AND THE STRENGTHS OF YOUR STUDENTS IN THE CLASSROOM?

TABLE N° 3

ORDER	ALTERNATIVES	F	%
a	Yes	5	100
b	No	0	0
TOTAL		5	100

Source: Questionnaire on the language teachers at “Hugo Benjamin Cruz Andrade” Edu. Unit

Author: Carla Gabriela Moreira Mendoza

Date: July 2016.

(Mediavilla & Molina, 2009) In this subject, the teacher's imagination to use these resources with an original and motivating touch is fundamental. For example, one can use the video viewing of a historical film for students to find Failures and inconsistencies, while at the same time fostering their critical spirit. With regards to the information represented in table 3 above, 100% of the teachers opined that the use of motivational strategies improve the performance of the students.

Consequently, it is of vital importance for the teacher and the student to use motivational strategies during the process of teaching English as this helps to improve communication and class development is enjoyable and productive.

4. DO YOU ENCOURAGE THE HABIT OF TEAM WORK IN YOUR STUDENTS DURING CLASSES?

TABLE N° 4

ORDER	ALTERNATIVES	F	%
a	Yes	5	100
b	No	0	0
TOTAL		5	100

Source: Questionnaire on the language teachers at “Hugo Benjamin Cruz Andrade” Edu. Unit

Author: Carla Gabriela Moreira Mendoza

Date: July 2016.

(González Rey, 2010) The integration in the process of teaching and learning between school and motivation, are linked students to put into practice the knowledge gained offers positive advantages. 100% of the teachers agree that teamwork is one of the major tools for integration and promotes fellowship and the students feel motivated. This allows them to perform the tasks and obtain good results in their studies.

Teamwork allows the student to be motivated and, above all, the teacher maintains good and constant communication with the students and creates room for improvement in the process of the teaching and learning of English language.

It is important to know that motivation is a necessary element in the learning of a student and that from external influences is that they conform to their experiences.

5. COULD YOU INDICATE WHAT MOTIVATIONAL STRATEGIES YOU USE IN CLASS?

TABLE N° 5

ORDER	ALTERNATIVES	F	%
a	Games	2	45
b	Pictures	1	10
c	Songs	2	45
TOTAL		5	100

Source: Questionnaire on the language teachers at “Hugo Benjamin Cruz Andrade” Edu. Unit

Author: Carla Gabriela Moreira Mendoza

Date: July 2016.

(Arruabarrena, 2010) A motivated student will develop a positive attitude that will allow him to learn better, while an anxious and not very motivated student will create a mental block that will interfere in his learning

.Following the data obtained from the questionnaire administered on the language teachers, 45% of the teachers asserted that they use games, while 10% opted for the use of pictures to aid the visual appreciation of their students. The last 45% of the teachers declared that they use songs in their classes.

Maintaining proper planning lets teachers know at what point of the class they should implement each resource to explain each topic or lesson. This is important for the students. It has been proven that students learn better and with greater interest when the class is explained through a game or dynamics that make them feel good and motivated.

6. DO YOU BELIEVE THAT THE USE OF DIDACTIC RESOURCES IN CLASS CAN MOTIVATE STUDENTS' LEARNING?

TABLE N° 6

ORDER	ALTERNATIVES	F	%
a	Yes	5	100
b	No	0	0
TOTAL		5	100

Source: Questionnaire on the language teachers at "Hugo Benjamin Cruz Andrade" Edu. Unit

Author: Carla Gabriela Moreira Mendoza

Date: July 2016.

(BARCA, 2010) A motivated student will develop a positive attitude that will allow him to learn better, while an anxious and unmotivated student will create a mental block that will interfere in the learning process.

Going by the information depicted in table 6 above, 100% of the teachers responded in the affirmative, i.e. they all believe that the use of teaching resources in class can motivate students learning.

Teaching resources are very important tools when teaching the subject of English language because the use of these resources can facilitate the teaching/ learning process of a non-native language.

7. AT WHAT POINT OF THE CLASS DO YOU CONSIDER IT IMPORTANT TO USE DIDACTIC RESOURCES?

TABLE N° 7

ORDER	ALTERNATIVES	F	%
a	At the start	1	25
b	During	4	75
c	At the end	-	-
d	At no time	-	-
TOTAL		5	100

Source: Questionnaire on the language teachers at “Hugo Benjamin Cruz Andrade” Edu. Unit

Author: Carla Gabriela Moreira Mendoza

Date: July 2016.

(BEQUER, 2013) Traditionally we have confused motivation with the art of stimulating and orienting student interest in school work. I try to make clear both concepts, at the same real level that should be clear the activities that correspond to the teacher than those that correspond to the student. Following the information depicted in table 7 above, 25% of the teachers opined that it is better to use these materials at the start of the lesson while the other 75% asserted that it is better to apply them in the course of the lesson. None responded at the end or at no time.

The use of the teaching materials have currently become a great support in facilitating the teaching/learning process for students and teachers alike; hence, the use of these resources during the process of the class keeps students motivated throughout the class.

CHAPTER III

3. PROPOSAL

3.1 THE PROPOSAL DESIGN

Didactic motivational manual of activities to develop the English Language Learning in Students of the eighth grade at “HUGO CRUZ ANDRADE” Highs School.

3.2 DATA COMPUTER

INSTITUTION: "HUGO BENJAMIN CRUZ ANDRADE" EDUCATIONAL UNIT

PROVINCE: MANABI

TOWN: EL CARMEN.

SECTOR: KM 40, CHONE AVENUE

SUPPORT: MUNICIPAL

NUMBER OF STUDENTS: 850.

NUMBER OF TEACHERS OF ENGLISH: 5

3.3 BACKGROUND.

This is a Training Manual of motivational activities in the teaching/learning process of the English language in the 8th year of basic education at “Hugo Benjamin Cruz Andrade” educational unit. As all Manual teaching, has as purpose be a guide practice for those teachers of language foreign, focused towards the process of teaching/learning with pre-teen students.

This teaching Manual of motivational educational activities have a variety of active activities such as:

Dynamic initials of group, roles and play words, reading comprehension, puzzles, exercises of logical order, fill spaces, to describe images, multiple selection, comparison, with the use of flash/Word cards; designed to motivate students of eighth of basic learning the English language not only by external factors as: qualifications, approve the course, and others... but also to teach them to use the language in daily life situations and contexts and as not make them aware of the importance of language in today's world.

3.4 DESCRIPTION OF THE PROPOSAL

The training manual is a structured document of didactic communication, through specific texts and graphic elements, serves as a pedagogical tool in the service of teachers offering them concrete activities for working with teenage students and contribute to create a climate of participation and academic harmony.

3.5. UTILITY OF THE TRAINING MANUAL

Didactic Manual contributes to the continuous improvement of the educational process, strengthening the learning process, optimizing the experience and teaching practice with dynamic and active contributions so they are put into practice during the process of acquisition of a second language.

The manual teaching is structure of the following way:

3.6. THE INDEX

This part you will find all the themes and sub-themes at all levels with their respective page number; which will be useful when the teacher you are going to use the manual need to locate a particular activity will make it fast and accurately.

3.7 JUSTIFICATION

This teaching Manual of motivational activities in the process teaching learning is done is because of the lack of interest in learning the language English, which has been observed in the eighth year of basic of the educational unit Hugo Benjamin Cruz Andrade students. This training manual is focused to encourage teenage students learning the English language in a meaningful way; IE so that they use and put into practice what they learned during English classes in different contexts and situations in your daily life.

Motivation in the language learning process English, especially at the stage of students teenagers is of great importance since it is one of the factors that most influence within the academic development of the students of this age. Motivation that these students receive will depend on the meaningful learning of the English language make them pleasant to learn it.

This manual will help to the master to promote in them students of eighth year of basic an attitude positive towards the learning of the language in question, also that with them different activities motivations educational that is presented to be applied in a process motivational initial, middle and end of each class of English is achieved a learning significant, that will lead to the student pre-adolescent to assimilate the language foreign in the classroom and out of she which will be a contribution very important within their personal and professional development.

3.8 TARGET.

To implement a didactic motivational manual for developing the English Language learning.

3.9 PROPOSAL DEVELOPMENT.

IMPLEMENTATION OF A DIDACTIC MOTIVATIONAL OF ACTIVITIES TO DEVELOP THE ENGLISH LANGUAGE LEARNING IN STUDENTS OF EIGHTH GRADE AT "HUGO CRUZ ANDRADE" HIGH SCHOOL.

UNIDAD EDUCATIVA
"HUGO BENJAMIN CRUZ ANDRADE"



<http://4.bp.blogspot.com/-44XkGwOAcjU/VEwffFXYYmI/AAAAAAAAABZ3g/KZkDvNnLUVU/s1600/yomikikase%5B1%5D.gif.jpg>

**DIDACTIC MANUAL OF MOTIVATIONAL ACTIVITIES FOR
EDUCATING THE 8TH YEAR STUDENTS OF BASIC EDUCATION
AT "HUGO BENJAMIN CRUZ ANDRADE" EDUCATIONAL UNIT,
EL CARMEN, 2016/2017 ACADEMIC PERIOD.**

(Alexandra Elizabeth Criollo Ñato)

EL CARMEN
2016 - 2017

TOPICS:

1. REVIEW UNIT: OUR WORLD
2. FAMILY LIFE
3. HEALTH
4. THE ENVIRONMENT
5. ENGLISH SPEAKING COUNTRIES: THE USA
6. ACTIVE CITIZENSHIP
7. ANCIENT CIVILIZATIONS
8. TECHNOLOGY
9. TOURISM
10. CAREERS

PRESENTATION

The present work is a teaching Manual of motivational activities and its incidence in the process teaching English language learner students in eighth year of basic of the unit education Hugo Benjamin Cruz Andrade. As all training Manual, it is intended to be a practical guide for teachers of a foreign language, focusing on the meaningful learning with students teenagers.

This teaching Manual of motivational activities and its impact on the teaching and learning process are equipped with a variety of active activities such as:

Dynamic initials of group, roles and play words, exercises of comprehensive reading, crossword puzzles, exercises of logical order, fill spaces, to describe images, multiple selection, comparison, with the use of flash/cards; designed to motivate students of eighth year of basic learning the English language not only by external factors such as: qualifications, approve the course, and others... but also to teach them that English is a very interesting subject and fun to use so the language in contexts and situations of everyday life and how not to make them aware of the importance of language in today's world.

Motivation and its impact play a very important role in the process for this reason English language teaching and learning, motivational activities aims to make students feel motivated to learn the English language and not having to learn it because they feel forced. Achieving of this form to the end of each class a learning significant of the language that them will be of great utility in your life daily. The following teaching activities motivational Manual is developed based on different strategies of learning as a process: strategies of tasks or activities that involve the active repetition of content, strategies which consist in making connections between the new and the familiar, organizing strategies which grouped the information to make it easier to remember it, understanding control strategies which consist of staying aware of what you are trying to learn , and strategies of planning same help to the administration of the time in each activity to develop it. All these strategies have been applied in every activity of the manual taking into account different factors both physiological and psychological, pedagogical, and sociological affecting in the teaching-learning process, also it has analyzed how to motivate students pre - teenagers from

eighth of basic and develop in them a meaningful learning of the English language.

4. CONCLUSIONS

- Motivation is an element that has great importance in the learning teaching process, as it creates and stimulates the student's interest in deepening their knowledge
- Research on motivation has shown that students face the study with greater enthusiasm and dedication if they are in a constant state of motivation.
- The level of achievement achieved by a student is a function of their knowledge and skills as well as their motivation.
- Learning means understanding and for this it is indispensable to take into account that the student's mood influences a lot when it comes to acquiring new knowledge.

5 RECOMMENDATIONS

- It is recommended to help the student to become self-confident and enhance your state of mind when he learns English through initial motivational activities with active initial dynamics, games and group exercises.
- It is recommended to use motivational in the teaching-learning process with dialogues, role play exercises, dynamic group active activities, guided to awaken in students of basic eighth interest for the learning of English and of course considering the emotional state, the socio-economic and cultural situation of teenage students.

- It is recommended the application of activities motivational in the process teaching-learning with flash / Word cards, game of words, crosswords, exercises of selection multiple to wake the interest in the student of eighth of basic by the learning of the language and help it to form structures in the activities as them numbers, the verb to be, etc. it is little complex, thus achieving a better result in the process of meaningfully learning English language.
- It is recommended develop activities motivational in the process teaching learning with exercises of the information question, role plays, with flash / Word cards, exercises to complete, compare, fill spaces, for of this mode maximize the feedback of it learned during and after the classes of English.

ANNEXED



<https://previews.123rf.com/images/primeproud/primeproud1201/primeproud120100061/11804430-Nueva-hoja-de-papel-y-la-libreta-con-un-l-piz-sobre-tabla-de-madera--Foto-de-archivo.jpg>:

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UNIVERSIDAD LAICA "ELOY ALFARO" DE MANABI

EXTENSION EN EL CARMEN

SCHOOL OF EDUCATIONAL SCIENCES

**QUESTIONNAIRE ADMINISTERED ON THE 8TH YEAR OF BASIC
EDUCATION AT "HUGO BENJAMIN CRUZ ANDRADE"
EDUCATIONAL UNIT**

Topic: Motivation and its impact in the teaching/learning process of English language in the 8th year students of basic education at “Hugo Benjamin Cruz Andrade” educational unit, El Carmen, 2016/2017 academic period.

Aim: Determine the incidence of motivation in the teaching/learning process of English language on the 8th year students of basic education at "Hugo Benjamin Cruz Andrade” educational unit, El Carmen, Manabí.

1. Do You Know Of Any Motivational Strategy That Your Teacher Uses In Class?

YES ()

NO ()

NOT ANSWERED ()

2. What Are The Motivational Strategies Adopted By Your Teacher In Class?

- GAMES ()
- SONGS ()
- DIALOGUES ()
- OTHERS ()
- NONE ()

3. What Didactic Instruments Does Your Teacher Use During The Class?

- POSTERS ()
- SHEETS WITH GRAPHICS ()
- RECORDERS ()
- SONGS ()
- MOVIES ()
- VIDEOS ()
- NONE ()

4. Do You Think It Is More Motivating To Learn Using The Teaching Resources Listed Above?

YES () NO () NOT ANSWERED ()

5. How Would You Describe The Rate Of Exposure Of Your English Language Teacher?

- OUTSTANDING ()
- VERY GOOD ()
- GOOD ()
- REGULAR ()
- INSUFFICIENT ()

6. Do The Teacher's Explanations Show That He/She Is Prepared for the Class?

YES () NO () NOT ANSWERED ()

7. Does The Teacher Teach The Subject With Dynamism And Enthusiasm?

YES () NO () NOT ANSWERED ()

8. Does The Teacher Make The Class Fun And Entertaining?

YES ()

NO ()

NOT ANSWERED ()



**UNIVERSIDAD LAICA "ELOY ALFARO" DE MANABI
EXTENSION EN EL CARMEN**

SCHOOL OF EDUCATIONAL SCIENCES

**QUESTIONNAIRE ADMINISTERED ON THE ENGLISH LANGUAGE
TEACHERS AT BASIC EDUCATION AT "HUGO BENJAMIN CRUZ
ANDRADE" EDUCATIONAL UNIT**

Topic: Motivation and its impact in the teaching/learning process of English language in the 8th year students of basic education at "Hugo Benjamin Cruz Andrade" educational unit, El Carmen, 2016/2017 academic period.

Aim: Determine the incidence of motivation in the teaching/learning process of English language on the 8th year students of basic education at "Hugo Benjamin Cruz Andrade" educational unit, El Carmen, Manabí

1. Do You Think That The Use Of Motivational Strategies Improve The Performance Of Your Students?

YES () NO () NOT ANSWERED ()

2. Do You Believe That Motivated Students Perform Better In Class?

YES () NO () NOT ANSWERED ()

3. Do You Give Incentives For Positive Behaviors And The Strengths Of Your Students In The Classroom?

YES () NO () NOT ANSWERED ()

4. Do You Encourage The Habit Of Team Work In Your Students During Classes?

YES () NO () NOT ANSWERED ()

5. Could You Indicate What Motivational Strategies You Use In Class?

- GAMES ()
- PICTURE ()
- SONGS ()

6. Do You Believe That The Use Of Didactic Resources In Class Can Motivate Students' Learning?

YES () NO () NOT ANSWERED ()

7. At What Point Of The Class Do You Consider It Important To Use Didactic Resources?

- AT START ()
- DURING ()
- AT THE END ()
- AT NO TIME ()



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EDUCATIONAL MOTIVATIONAL ACTIVITIES



TEACHER'S GUIDE



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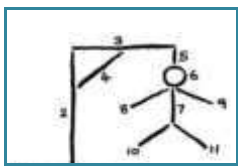
MOTIVATIONAL WARM-UP ACTIVITIES

MOTIVATIONAL WARM-UP ACTIVITY N° 1

Skill:	Writing
Aim:	Use vocabulary related to jobs in the area of environment.
N° of Unit:	Unit 1: Unit Revision - Our World
Activity Topic:	Don't say a word
Level:	Pre-Intermediate
Learner:	Teenager
Resources:	Pieces of card, colored pencils.
Time:	5 minutes
Function:	Drawing words about jobs.
Grammar:	Review of simple present, second conditional imperatives.
Vocabulary:	Tour guide, sales assistant, marine, biologist, manager...
Motivational Technique:	Describing pictures
<p>Process:</p>   <p>http://imagenywhatsapp.com/wp-content/uploads/2016/04/carita-feliz.png</p>	<p>Write ten Jobs on separate pieces of card/strips of paper. Make one set of job per group.</p> <ul style="list-style-type: none"> • Students in fours/fives/sixes. Give each group a set of cards face down /in an envelope. • When you say Start!, one student en each group takes a job card and has forty seconds to draw the word an sheet of paper. One student must not speak or use any words or letters in the drawing. • While one student is drawing the other members of the group have to try and guess the word (saying exactly what is in the card). <p>After forty second shout stop! Ask each group if they guessed the</p> <p>word correctly and give them one point of they did. Then another student takes a card, you say Start!, etc.</p> <ul style="list-style-type: none"> • The team with the most points at the end is the winner. <p>Tip you can also use Don`t say a word for: word groups, tenses, past tense forms. You can follow the same procedure but instead of drawing the word and phrases students do a mime.</p> <p>Source: www.eslflow.com/games (accessed and adapted for academic purpose only).</p>

MOTIVATIONAL WARM-UP ACTIVITY N° 2

Skill:	Speaking
Aim:	Present the family members.
N° of Unit:	Unit:2 Family Life
Activity Topic:	Hangman
Level:	Pre-Intermediate
Learner:	Teenager
Resources:	a piece of paper, a pencil
Time:	5 minutes
Function:	Spelling to remember family members.
Grammar:	Review the simple present and past, possessive ,s.
Vocabulary:	Mother, father, brother, sister, grandmother, daughter, grandfather, uncle, aunt, soon, ...
Motivational Technique:	Spelling
Process:	<p>Think of a word of three or more letters, e.g. Father</p> <ul style="list-style-type: none"> • Write a dash on the board for each letter of the word: <div style="text-align: center;">_ _ _ _ _</div> • Students call out letter once a time. If the letter's in the word (e.g. E) fill it in each time it occur, e.g. <div style="text-align: center;">_ _ _ _ E _</div> <p>Only accept correctly pronounced netter and elicit ideas from a many different students as possible.</p> • If the netter is not in the word, draw the first line of this picture on the board. • Write any wrongly guessed letters under the picture so that students do not repeat them. The object of the game is to guess the word before the man is hanged. Students can make guesses at any time but each wrong guess is punished by another line being drawn. • The student who correctly guesses the word comes to the board and chooses a new word. • Students can also play in pairs/groups, drawing on a piece of paper and choosing words form the word bank / previous lessons. <p>Source: www.eslflow.com/games (accessed and adapted for academic purpose only).</p>



MOTIVATIONAL WARM-UP ACTIVITY N° 3

Skill:	Listening
Aim:	Know about their bodies.
N° of Unit:	Unit: 3Body and Health
Activity Topic:	Simon Says
Level:	Pre-Intermediate
Learner:	Teenager
Resources:	Pictures, photographs.
Time:	5 minutes
Function:	Identifying student`s body parts.
Grammar:	Review of first conditional, simple present and past, should and should have.
Vocabulary:	Head, arm, shoulders, legs, back, waist,...
Motivational Technique:	Role play
Process:	<p>Get the students all up on their feet.</p> <p>Explain that you are going to give them some physical orders.</p> <p>They only obey you when the order ends in PLEASE</p> <p>E.g.: one step forward, please (anybody who does not obey is out of the game)</p> <p>Step back! (Anyone who does obey is out) etc.....</p> <p>There are many other versions of the Simon says game.</p> <p>When you say to the class: Simon says.... they obey you</p> <p>" " " " "Slow says..... They obey you but very slowly</p> <p>" " " " "Quick says They obey you very fast</p> <p>" " " " "Inside-out says..... They do the opposite action</p> <p>When you give a straight order, they do nothing</p> <p>• Source: www.htmag.co.uk (accessed and adapted for academic purpose only).</p>



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MOTIVATIONAL WARM-UP ACTIVITY N° 4

Skill:	Speaking
Aim:	Review the content of the unit vocabulary.
N° of Unit:	Unit:4 The Environment
Activity Topic:	The last letter game
Level:	Pre-Intermediate
Learner:	Teenager
Resources:	Blackboard, markers
Time:	5 minutes
Function:	Describing causes and effects of environmental problems.
Grammar:	Review of simple present and past, cause and effects because, because of, as a result, Passive voice, Modals
Vocabulary:	Waste, gas, pollute, lead, give off, atmosphere, acid rain, effluent...
Motivational Technique:	Word Game
Process:	<ul style="list-style-type: none"> • A student says a Word, e.g. waste. A second student has to quickly say a word, e.g. environment. a third student makes a word with the last letter of second student`s word, e.g. turtle, etc. The object of the game is for the class to complete a round / (or rounds) without anybody making a mistake. • Each time students make a mistake or cannot think of a word after about five seconds, encourage others to make suggestions. If nobody can think of a word, the student to the left of the one that made the mistake says a new word for the next round. • Illustrate how o play with examples on the board. Then say a word and point to the first student on your left. The game continues briskly round the class.



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Tip You can play this in small groups / pairs. With a small class you can make it competitive and eliminate students who make a mistake / cannot think of a word. You can also give each student three “lives”. Students have to lose all three lives before they are eliminated.

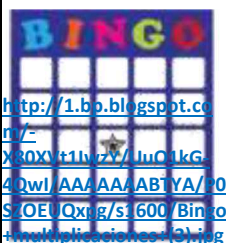
Source: www.eslflow.com/games (accessed and adapted for academic purpose only).

MOTIVATIONAL WARM-UP ACTIVITY N° 5



Skill:	Speaking
Aim:	Identify which are the English speaking countries.
N° of Unit:	Unit: 5 English Speaking Countries
Activity Topic:	Ten guesses
Level:	Pre-Intermediate
Learner:	Teenager
Resources:	Pieces of card, pencils.
Time:	10-20 minutes
Function:	Relating English with other areas of the curriculum.
Grammar:	Tag questions, Review of imperatives, simple present and past.
Vocabulary:	Australia, Canada, England, Ireland, New , Zealand, Northern Ireland, Scotland, South Africa, Wales, The United States of America
Motivational Technique:	Questions and answers
Process	<p>Tell students you like doing something; write it on a piece of paper (e.g. Australia) but keep it hidden form the class. The object of the game is for students to guess the verb with a maximum of ten guesses.</p> <p>Tell them that you can only give short yes/no answers.</p> <p>Students call out questions. Insist on the full question, e.g. where is that place? Before answering In the U.S.A.</p> <p>Give clues if they`re struggling (e.g. give the first letter).</p> <p>Count their guesses and build tension (e.g. Only two more guesses)</p> <p>If students cannot guess it in ten, tell them the answer or encourage them to keep going until they do. Then they play in groups.</p> <p>Tip You can use Ten guesses for: any tense.</p> <p>Source: www.eslflow.com/games (accessed and adapted for academic purpose only).</p>

MOTIVATIONAL WARM-UP ACTIVITY N° 6

Skill:	Listening
Aim:	Develop student`s ability to be faster.
N° of Unit:	Unit: 6 Active Citizenship
Activity Topic:	Bingo Card
Level:	Pre-Intermediate
Learner:	Teenager
Resources:	Bingo card, pencils.
Time:	5 minutes
Function:	Practicing vocabulary
Grammar:	Simple past and present, Nouns and Adjectives.
Vocabulary:	Australia, Canada, England, Ireland, New , Zealand, Northern Ireland, Scotland, South Africa, Wales, The United States of America
Motivational Technique:	Flash/ Word cards
Process:	<p>Make copies of bingo (see below) or copy it onto the board for students to make their own card.</p> <p>Rehearse the shout Bingo!</p> <ul style="list-style-type: none"> • Students complete their card with any numbers (1 to 29). • Call out the numbers 1 to 29 in random order, repeating each number twice. Make sure you write down the numbers you call • (or prepare them beforehand and cross them off as you call them). <p></p> <p>Students cross of any numbers you call out which are on their card. The winner is the first student to cross out all the numbers on his/her card and shout Bingo!</p> <p></p> <p>Check the winning student`s card. If he/she has made a mistake, the game continues.</p> <p></p> <p>You can also use Bingo! for teaching: vocabulary related to any topic, tenses, etc.</p> <p>Source: www.matefl.org (accessed and adapted for academic purpose only).</p>



MOTIVATIONAL WARM-UP ACTIVITY N° 7

Skill:	Speaking
Aim:	Introduce the topic with imaginary situations.
N° of Unit:	Unit: 7 Ancient Civilizations
Activity Topic:	If I were
Level:	Pre-Intermediate
Learner:	Teenager
Resources:	Handout
Time:	5 minutes
Function:	Learning information about the past
Grammar:	Review of simple past , Second conditional, Imperatives.
Vocabulary:	Incas, Aztecs, romans, Egyptians,
Motivational Technique:	Describing pictures
<p>Process:</p> <p>https://us.123rf.com/450wm/lenm/lenm1411/lenm141100092/33396998-ilustraci-n-con-un-hombre-romano-conducir-un-carro.jpg?ver=6</p>   <p>https://us.123rf.com/450wm/lenm/lenm1411/lenm141100092/33396998-ilustraci-n-con-un-hombre-romano-conducir-un-carro.jpg?ver=6</p>	<p>Ask the students to complete the statement at the top using a different word from the list each time. If necessary give an example...if I were a verb I would be „think“ because I always do, even in my sleep.</p> <p style="padding-left: 40px;">Inca Azteca Roman Greece Egyptian</p> <p>You can either give these words on a worksheet or write them down on cards which are then passed round among the students.</p> <p>Conduct a short feedback.</p> <p>Source: www.matefl.org (accessed and adapted for academic purpose only).</p>

MOTIVATIONAL WARM-UP ACTIVITY N° 8

Skill:	Speaking
Aim:	Introduce the topic about famous people.
N° of Unit:	Unit: 8 People Around the World
Activity Topic:	Who are you?
Level:	Pre-Intermediate
Learner:	Teenager
Resources:	Pieces of card, magazine photos
Time:	5 minutes
Function:	Describing personal information about people.
Grammar:	Review of simple present and past, would like, adjectives to describe physical appearance
Vocabulary:	Alive, dead, woman, man, married, single, singer, actor,
Motivational Technique:	Describing Pictures
Process:	<p>Write the names of famous people on cards or use magazines photos.</p> <ul style="list-style-type: none"> • Demonstrate the activity yourself first. Choose the identity of one of famous people. Students have a maximum of then guesses to find out who you are. • You can only answer Yes, I am, /No, I am not. <p>Help students by writing on the board the kind of questions they have to ask, e.g. Are you alive /dead? Are you a man /woman? Are you (American)? Are you married/single/divorced? Are you a politician/actor/actress/sportsperson/singer? Are you (Messi)? Etc.</p> <p>You can play the game in pairs/group/as a class. The student who</p> <p>guesses correctly is given the next famous name.</p> <p>Tip this works mush better if you give students the names rather than ask them to think of their own. You can also use Who are you? For: adjectives, 3rd person singular, simple past, etc.</p> <p>Source: www.eslflow.com/games (accessed and adapted for academic purpose only).</p>



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MOTIVATIONAL WARM-UP ACTIVITY N° 9

Skill:	Speaking
Aim:	Built knowledge to describe tourism and travel.
N° of Unit:	Unit:9 Tourism and Travel
Activity Topic:	Find someone who...
Level:	Pre-Intermediate
Learner:	Teenager
Resources:	Things and objects inside the class.
Time:	5 minutes
Function:	Telling real experiences.
Grammar:	Review There is/are, simple present perfect, modals.
Vocabulary:	Eaten, played, visited, lived, scared, ever, have, bought..
Motivational Technique:	Questions and Answers
Process:	<p>Students are given a number of questions to which they should attach</p> <p>a name. Students get up and ask each other questions e.g.</p> <p>Have you ever eaten Japanese food? _____</p> <p>Have you ever been to Australia? _____</p> <p>Have you ever been scared? _____</p> <p>Have you ever _____</p> <p>If they get a "No", they should change person. If they get a "Yes" they should write down the name and ask another question. First</p> <p>person with all the names sits down. Have the students tell the rest of the class who they found.</p> <p>Source: downloaded for www.matefl.org (accessed and adapted for academic purpose only).</p>



MOTIVATIONAL WARM-UP ACTIVITY N° 10

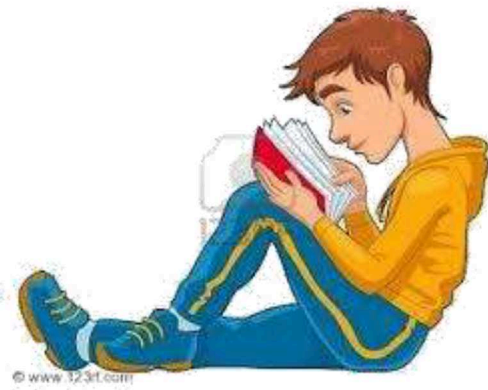
Skill:	Reading
Aim:	Introduce the topic celebrate thoughts
N° of Unit:	Unit:10 Careers
Activity Topic:	Fortune cookie Icebreaker
Level:	Pre-Intermediate
Learner:	Teenager
Resources:	Small pieces of paper.
Time:	5 minutes
Function:	Discussing ideas about phrases.
Grammar:	Review simple present, gerund and infinitives.
Vocabulary:	Socrates, Winston Churchill , William Arthur Ward , Oscar Wilde
Motivational Technique:	Role Play
Process:	<p>Identify quotations that are appropriate for your students. Use the education-related quotes below.</p> <ul style="list-style-type: none"> • Write quotations on strips of paper and insert them in fortune cookies. If time is limited simply fold them and place them in a container. • Distribute the fortune cookies to individuals, pairs or teams. • Display on board and open to discussion. • Some examples: <ul style="list-style-type: none"> • I cannot teach anybody anything. I can only make them think. Socrates • The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. • The great teacher inspires. William Arthur Ward • What I hear, I forget What I see, I remember. What I do, I understand. Confucius <p>Source: www.matefl.org (accessed and adapted for academic purpose only).</p>



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MOTIVATIONAL ENGAGEMENT ACTIVITIES


MOTIVATIONAL ENGAGEMENT ACTIVITY N° 1

Skill:	Reading
Aim:	Review vocabulary related to personality
N° of Unit:	Unit 1: Unit Revision - Our World
Activity Topic:	Start Signs
Level:	Pre-Intermediate
Learner:	Teenager
Resources:	Worksheet
Time:	10-20 minutes
Function:	Describing people and things.
Grammar:	Review of simple present, second conditional imperatives.
Vocabulary:	Critical, outgoing, extrovert, introvert, open, silly, frank, cowardly,..
Motivational Technique:	Multiple choice
<p>Process:</p>  <p>http://2.bp.blogspot.com/_hb-8AmwCjXo/SbjJ4Fb3pZI/AAAAAAAAABvE/Hpl4RACpdFk/s400/zodiaco.gif</p>	<ul style="list-style-type: none"> • Ask students for their start signs and discuss about the adjectives that characterize those signs. • Make some photocopies. • Give students a part of the paper corresponding to their start signs. • Tell them to choose the best option a, b, or, c. according to the adjectives relate to each start sign. • Form groups of 4 or 5 students. • Compare the answers. • And make students to discuss about the results. <p>Source: By the Author</p>

MOTIVATIONAL ENGAGEMENT ACTIVITY N° 2

Skill:	Writing
Aim:	Review vocabulary about family relationships.
N° of Unit:	Unit: 2 My Family
Activity Topic:	Family Members
Level:	Pre-Intermediate
Learner:	Teenager
Resources:	Worksheet
Time:	10-20 minutes
Function:	Describing family links..
Grammar:	Review the simple present and past, possessive „s.
Vocabulary:	nephew, niece, great grandmother, great grandfather, mother in law, father in law, sister in law, brother in law, daughter in law.
Motivational Technique:	Describing pictures
Process:  <p>https://previews.123rf.com/images/idesign2000/idesign20001207/idesign2000120700104/14662183-Familia-feliz-Foto-de-archivo.jpg</p>	<ul style="list-style-type: none"> ● Give students the worksheet. ● Remember them one by one the family members. ● Ask them to complete the exercise writing the relationship between the members of the family. <p>Source: By the Author</p>

MOTIVATIONAL ENGAGEMENT ACTIVITY N° 3

Skill:	Writing
Aim:	Awareness on the importance of preventing diseases.
N° of Unit:	Unit: 3 Body and Health
Activity Topic:	Health Problems and Treatments
Level:	Pre-Intermediate
Learner:	Teenager
Resources:	Flash/Word cards
Time:	10-20 minutes
Function:	Taking care of students bodies.
Grammar:	Review of first conditional, simple present and past, should and should have.
Vocabulary:	Fever, colic, backache, earache, cold , headache, sore throat, stomachache,...
Motivational Technique:	Flash Cards description
Process:	<div style="display: flex; align-items: flex-start;">  <div style="margin-left: 20px;"> <ul style="list-style-type: none"> • Give students copies of the words and flash cards. • Ask them to read and look the cards. • Then encourage them to put the correct word over the correct picture without translating the meaning. • The first student to complete the exercise is the winner. <p>Source: By the Author</p> </div> </div> <p>http://comps.canstockphoto.es/can-stock-photo_csp16404813.jpg</p>

MOTIVATIONAL ENGAGEMENT ACTIVITY N° 4

Skill:	Writing
Aim:	Rise student`s awareness on environmental problems.
N° of Unit:	Unit:4 The Environment
Activity Topic:	The Environmental Crossword
Level:	Pre-Intermediate
Learner:	Teenager
Resources:	Worksheet
Time:	10-20 minutes
Function:	Describing environmental problems.
Grammar:	Review of simple present and past, cause and effects because, because of, as a result, Passive voice, Modals
Vocabulary:	Deforestation, pesticides, contamination, save, recycling, organic,
Motivational Technique:	Crossword
Process:	<p>Tell the students to :</p> <ul style="list-style-type: none"> • Read the sentences once. • Try to put in order the highlighted words. • Complete de crossword with vocabulary about the environment. • At the end check the answers. <p>Source: By the Author</p>


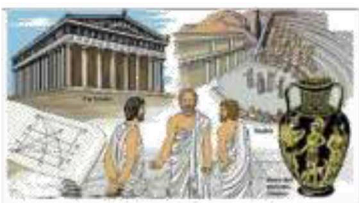


MOTIVATIONAL ENGAGEMENT ACTIVITY N° 5


Skill:	Reading
Aim:	Know about other cultures.
N° of Unit:	Unit:5 English Speaking Countries
Activity Topic:	Canada
Level:	Pre-Intermediate
Learner:	Teenager
Resources:	Worksheet
Time:	10-20 minutes
Function:	Describing English speaking countries.
Grammar:	Tag questions, Review of imperatives, simple present and past.
Vocabulary:	Inuit, English and French, Toronto, U.S.A., CN Tower, Ottawa..
Motivational Technique:	Reading comprehension
Process:	<p>Tell students to:</p> <ul style="list-style-type: none"> • Look at the pictures and discuss the ideas • Read the sentences and try to guess the answers • Read the paragraph twice. • Complete the exercises. • Finally, check the answers with the teacher. • <p>Source: By the Author</p>





MOTIVATIONAL ENGAGEMENT ACTIVITY N° 7

Skill:	Speaking
Aim:	Raise knowledge about past events.
N° of Unit:	Unit:7 Ancient Civilizations
Activity Topic:	Ancient Civilizations Role Play
Level:	Pre-Intermediate
Learner:	Teenager
Resources:	Flash cards, Worksheet.
Time:	10-20 minutes
Function:	Telling facts of ancient cultures.
Grammar:	Review of simple past , Second conditional, Imperatives
Vocabulary:	Suspension bridges, civilization, network, empire,, metalworker, emperor, weavers,
Motivational Technique:	Role Play
<p>Process:</p>  <p>https://i.vtimg.com/vi/9qbVdjYutMg/hqdefault.jpg</p>  <p>https://i.vtimg.com/vi/9qbVdjYutMg/hqdefault.jpg</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Tell students to picture themselves as travelers <input type="checkbox"/> Tell students that they are explorers who go to the Middle-East to gain an understanding of the cultures which exist there. <input type="checkbox"/> Explain them the time frame: year to year. <input type="checkbox"/> The cultures: a list of cultures. <input type="checkbox"/> As a traveler, students seek one thing: knowledge. <input type="checkbox"/> This knowledge will be profit to students. <input type="checkbox"/> Start to ask and answers question about ancient cultures as Romans, Aztecs, Incas, etc.... <p>Source: By the Author</p>


MOTIVATIONAL ENGAGEMENT ACTIVITY N° 8

Skill:	Speaking
Aim:	Speak about a favorite person.
N° of Unit:	Unit:8 People around the World
Activity Topic:	Today People
Level:	Pre-Intermediate
Learner:	Teenager
Resources:	Magazines, internet, pictures
Time:	5 minutes
Function:	Discussing information.
Grammar:	Review of simple present and past, would like, adjectives to describe physical appearance
Vocabulary:	Nationalities, ages, likes and dislikes, free-time activities...
Motivational Technique:	Describing pictures
Process:  http://www.cartoonclipart.co/amp/images/shaggy-scooby-doo3.png	<p>Give students pictures of famous people around the world,</p> <ul style="list-style-type: none"> • singers or music groups, actors, actress, names of athletes, politicians, scientists, etc. • Ask students to write a short composition about the picture with simple sentences. • Encourage students one by one to read it in front of the class. • Discuss with all the class about the information. • Finally, check or correct the ideas about the picture. <p>Source: By the Author</p>

MOTIVATIONAL ENGAGEMENT ACTIVITY N° 9

Skill:	Speaking
Aim:	Develop vocabulary about unit topic.
N° of Unit:	Unit:9 Tourism and Travel
Activity Topic:	Travelling
Level:	Pre-Intermediate
Learner:	Teenager
Resources:	Worksheet. Flash cards.
Time:	5 minutes
Function:	Suggesting useful tips to travel.
Grammar:	Review There is/are, simple present perfect, modals.
Vocabulary:	Plane, hotel, Passport, ticket, bag pack, reception.
Motivational Technique:	Fill in the blanks
<p>Process:</p>  <p>https://s-media-cache-ak0.pinimg.com/236x/0e/38/b0/0e38b0272483313a193dca48eb09edf6.jpg</p>  <p>http://static2.bigstockphoto.com/thumbs/1/8/1/large/500/18108284.jpg</p>	<p>Teach students vocabulary related to travelling</p> <ul style="list-style-type: none"> • Make them to repeat in orally and written way. • Show them flash card. • Make them to identify the pictures. • And give them the worksheet in order that students complete the exercises. <p>Source: By the Author</p>

MOTIVATIONAL ENGAGEMENT ACTIVITY N° 10


Skill:	Writing
Aim:	Review vocabulary related to jobs.
N° of Unit:	Unit:10 Careers
Activity Topic:	Making Sentences
Level:	Pre-Intermediate
Learner:	Teenager
Resources:	Worksheets.
Time:	5 minutes
Function:	Describing positions and duties in jobs
Grammar:	Review simple present, gerund and infinitives.
Vocabulary:	Fireman, police officer, nurse, vet, footballer, chef,...
Motivational Technique:	Ordering Prompts
<p>Process:</p>  <p>https://previews.123rf.com/images/virinka/virinka1309/virinka130900030/22095314-Personajes-de-dibujos-animados-de-diferentes-profesiones-Foto-de-archivo.jpg</p>	<p>Look at the pictures in the worksheet.</p> <ul style="list-style-type: none"> • Guess the different jobs. • Order the words given. • Write sentences using the words. • Check the answers • Practice orally the sentences. • <p>Source: By the Author</p>




<https://us.123rf.com/450wm/iimages/iimages1504/iimages150400604/39163015-cierre-de-ni-a-levendo-un-libro-por-s-solo.jpg?ver=6>

MOTIVATIONAL WRAP-UP ACTIVITIES



MOTIVATIONAL WRAP-UP ACTIVITY N° 1

Skill:	Speaking
Aim:	Review vocabulary related to physical appearance.
N° of Unit:	Unit 1: Unit Revision - Our World
Activity Topic:	Things that happen
Level:	Pre-Intermediate
Learner:	Teenager
Resources:	Flash and Word cards.
Time:	5 minutes
Function:	Describing likes and dislikes.
Grammar:	Review of simple present, second conditional imperatives.
Vocabulary:	Ugly, hideous, pretty, gorgeous hungry, starving, big, huge, small, tiny, tasty, delicious, nice, awesome, bad, awful, boiling, hot, cold, freezing, tired, exhausted...
Motivational Technique:	Comparing pictures
<p>Process:</p>  <p>http://cdn5.dibujos.net/dibujos/pintados/2010/46/9d3a0086ca10a62e87647e66007f641f.png</p> <p>https://image.freepik.com/vector-gratis/sol-feliz-con-gafas-de-sol-y-la-ilustracion-de-dibujos-animados-paraguas_23-2147501512.jpg</p>	<p>Show students the flash cards.</p> <ul style="list-style-type: none"> • Encourage them to describe the pictures. • Make students to complete the sentences with the correct adjective. • Tell them to choose the correct adjective to describe the pictures. • Remember them that: very/quite + gradable adj. • Really/ absolutely + extreme adj. <p>Source: By the Author</p>

MOTIVATIONAL WRAP-UP ACTIVITY N° 2

Skill:	Speaking
Aim:	Practice vocabulary related to family members.
N° of Unit:	Unit: 2 My Family
Activity Topic:	Family links
Level:	Pre-Intermediate
Learner:	Teenager
Resources:	Pictures, photographs.
Time:	5 minutes
Function:	Practicing vocabulary.
Grammar:	Review the simple present and past, possessive „s.
Vocabulary:	Son- in- law, daughter-in-law, parents-in-law, grandfather, grandmother...
Motivational Technique:	Describing pictures
Process:	<div style="display: flex; align-items: flex-start;"> <div style="flex: 1;">  <p>http://www.abueling.com/Imagenes/176356.jpg</p> </div> <div style="flex: 2; padding-left: 20px;"> <ul style="list-style-type: none"> • Show students the picture of a family tree. • Ask them to make their own family trees with pictures that they have in their houses. • Encourage them to talk about their family trees in class. <p>Source: By the Author</p> </div> </div>

MOTIVATIONAL WRAP-UP ACTIVITY N° 3


Skill:	Speaking
Aim:	Describe symptoms of illness.
N° of Unit:	Unit: 3 Body and Health
Activity Topic:	Health and Illness
Level:	Pre-Intermediate
Learner:	Teenager
Resources:	Flash cards and worksheet.
Time:	5 minutes
Function:	Taking care bodies.
Grammar:	Review of first conditional, simple present and past, should and should have.
Vocabulary:	Pills, bandages, cure, virus, infected, needle, syringe, stage, spread, eye drops, plaster cast...
Motivational Technique:	Multiple choice
<p>Process:</p>  <p>http://st.depositphotos.com/1967477/4276/v/950/depositphotos-42765325-stock-illustration-sick-boy.jpg</p>  <p>http://www.vectorportal.com/thumb_new/exercise-static-bike-vector.jpg</p>	<ul style="list-style-type: none"> • Tell students to: • Look at the pictures • Read the vocabulary. • Then write advices to each health problem. Using the vocabulary learned. <p>Source: By the Author</p>

MOTIVATIONAL WRAP-UP ACTIVITY N° 4


Skill:	Speaking
Aim:	Review the content of the unit
N° of Unit:	Unit:4 The Environment
Activity Topic:	Energy and Environmental Vocabulary
Level:	Pre-Intermediate
Learner:	Teenager
Resources:	Flash/Word cards
Time:	5 minutes
Function:	Describing
Grammar:	Review of simple present and past, cause and effects because, because of, as a result, Passive voice, Modals
Vocabulary:	Monitor, fine, improve, drains, maintain, dam, reservoir, irrigation, reforestation, banks, dredge...
Motivational Technique:	Labeling pictures
Process:	<p>Tell students to:</p> <ul style="list-style-type: none"> • Have a look at the pictures. • Review words related to the Environment. • Give them copies of the worksheet. • Ask them to label the words with the correct pictures. • Check with them the correct answers. • Finally make them to repeat orally the correct answers. • <p>Source: By the Author</p>



MOTIVATIONAL WRAP-UP ACTIVITY N° 5

Skill:	Writing
Aim:	Present some useful general knowledge about the unit.
N° of Unit:	Unit:5 English Speaking Countries
Activity Topic:	English speaking Countries Crossword
Level:	Pre-Intermediate
Learner:	Teenager
Resources:	worksheets
Time:	5 minutes
Function:	Guessing new vocabulary of unit topic.
Grammar:	Tag questions, Review of imperatives, simple present and past.
Vocabulary:	Moose, koala, zebra, bulldog, eagle, kiwi...
Motivational Technique:	Crossword
Process:	 <ul style="list-style-type: none"> • Tell students to: • Look at the flags. • Read the sentences. • And try Complete the crossword. • Check the answers with a partner. <p>Source: By the Author</p>

MOTIVATIONAL WRAP-UP ACTIVITY N° 6

Skill:	Speaking
Aim:	Practice vocabulary of the unit.
N° of Unit:	Unit:6 Active Citizenship
Activity Topic:	More Places
Level:	Pre-Intermediate
Learner:	Teenager
Resources:	Flash cards.
Time:	5 minutes
Function:	Giving information about activities daily life.
Grammar:	Simple past and present, Nouns and Adjectives.
Vocabulary:	Bookshop, restaurant, museum, school, church, bank...
Motivational Technique:	Describing places
<p>Process:</p>  <p>http://images.gofreedownload.net/vector-cartoon-food-240700.jpg</p>	<ul style="list-style-type: none"> • Show students some pictures of the unit vocabulary. • Ask them to get more pictures in magazines, newspaper... • Make them to do sentences about the places. • And finally ask them to expose their works orally, describing places. <p>Source: By the Author</p>

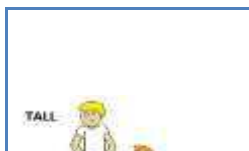
MOTIVATIONAL WRAP-UP ACTIVITY N° 7

Skill:	Speaking
Aim:	Review vocabulary of the unit topic.
N° of Unit:	Ancient Civilizations
Activity Topic:	Associations
Level:	Pre-Intermediate
Learner:	Teenager
Resources:	Flash cards.
Time:	5 minutes
Function:	Making deduction about the past.
Grammar:	Review of simple past , Second conditional, Imperatives
Vocabulary:	Suspension bridges, civilization, network, masterpiece, staircases, metalworker, empire, emperor, line up, priestess, weavers, feasting, potters.
Motivational Technique:	Brainstorming
Process:	<p>Start by suggesting an evocative word, for example Incas. A student says what the word suggests to him, e.g. warrior. The next student suggests an association with „warrior“ and so on. You could start with: any word related to the topic.</p> <ul style="list-style-type: none"> • If there’s time, after you have completed a chain of about 15-25 associations, take the final word suggested, write it on the board, • and together with the class, try to reconstruct the entire chain back to the original idea. <p>To help students show the pictures about the topic vocabulary.</p> <p>Source: www.matefl.org (accessed and adapted for academic purpose only).</p>



MOTIVATIONAL WRAP-UP ACTIVITY N° 8

Skill:	Speaking
Aim:	Review vocabulary related to adjectives.
N° of Unit:	Unit:8 People around the World
Activity Topic:	Physical Appearance
Level:	Pre-Intermediate
Learner:	Teenager
Resources:	Flash cards, Worksheets.
Time:	5 minutes
Function:	Describing physical characteristics of people and thing.
Grammar:	Review of simple present and past, would like, adjectives to describe physical appearance
Vocabulary:	Tall, short, long, small, dark, fair, strong, weak,...
Motivational Technique:	Describing pictures
Process:	<p>Show students flash cards about adjectives.</p> <p>Explain them the opposites of each adjective.</p> <ul style="list-style-type: none"> • Make students repeat orally the vocabulary learned. • Give students the worksheet. • • Ask them to make sentences of the people in the pictures • describing them with the adjectives. <p>Source: By the Author</p>

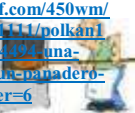





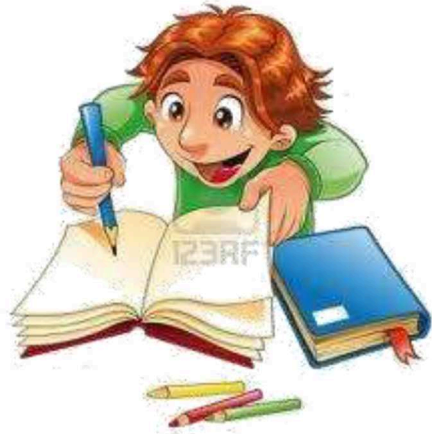
<https://www.clipartset.com/image/14644808-school-girls-one-short-clipart.jpg>



<https://st.depositphotos.com/1024568/1289/v950/depositphotos-22895474-stock-illustration-small-cat-and-big-dog.jpg>

MOTIVATIONAL WRAP-UP ACTIVITY N° 10

Skill:	Speaking
Aim:	Introduce how to apply for a job.
N° of Unit:	Unit:10 Careers
Activity Topic:	Jobs Role Play
Level:	Pre-Intermediate
Learner:	Teenager
Resources:	Handout.
Time:	5 minutes
Function:	Raising vocabulary by means of a group activity.
Grammar:	Review simple present, gerund and infinitives.
Vocabulary:	How long, where, what, when, like, dislike, ...
Motivational Technique:	Role Play
<p>Process:</p> <p>https://us.123rf.com/450wm/polkan/polkan1111/polkan11110032/1151487/ana-ilustraci-n-de-the-manadero-con-pan.jpg?ver=6</p>  <p>https://s-media-cache-ak0.pinimg.com/originals/7b/92/3b/7b923b363989167426144ff2ca35111d.jpg</p>  <p>https://thumbs.dreamstime.com/z/personaje-de-dibujos-animados-sonriente-alegre-del-ajo-42076387.jpg</p>  <p>http://images.clipart30.com/files/ss/original/388/388526/the-happy-man-is-going-to-eat-a.jpg</p> 	<p>Introduce on students vocabulary about careers, jobs, activities, likes and dislikes.</p> <ul style="list-style-type: none"> • Form pairs and give them the dialogues. • To star it is necessary to choose a career. • Make some questions about the career. • Student or teacher stars with the dialogue. • The other student continues. • Finally the roles can change. <p>Source: By the Author</p>



http://2.bp.blogspot.com/_VlOnWUGkFeA/S5JErGShQrI/AAAAAAAAAA0/IB-fdmLD4Ao/s320/nino_estudiando%5B1%5D.gif

MOTIVATIONAL ENGAGEMENT ACTIVITIES

STUDENT'S WORKSHEETS

MOTIVATIONAL ENGAGEMENT ACTIVITY WORKSHEET N° 1

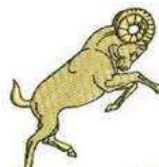
UNIT 1: Our World

Start Signs

In groups read the paper and chose the best answers according to the students' start signs, at the end discuss the answers.

Aries: Mar 21- Apr 20

1. You won't stand in the corner at the party.
a) Outgoing b) easy-going c) critical
2. You can do the can-can on the table.
a) Introvert b) extrovert c) selfish
3. You tell no lies.
a) Open b) truthful c) introvert
4. You will tell if you don't like somebody's after shave.
a) Cowardly b) silly c) frank



Taurus: Apr 21-May 20

You never give up without a

1. fight.
a) Open b) determined c) self-confident
2. You know that you are good.
b) strong-willed
a) Extrovert c) self-confident
- You work 18 hours a day and still have the strength for
3. parties.
a) Shy b) energetic c) cowardly



Gemini: May 21-Jun 20

1. You think you are good.
a) Self-conscious b) ridiculous c) proud
2. You think you are better than everybody else.
a) Arrogant b) brave c) carefree
3. You spend half of the day in front of the mirror.
a) Vain b) proud c) moody



Cancer: Jun 21- Jul 20

1. You are like a donkey.
a) Selfish b) stubborn c) silly
2. You love money.
a) Messy b) moody c) materialistic
3. You won't share your presents with anyone.
a) Arrogant b) selfish c) proud



Leo: Jul 21- Aug 21

1. You behave like the weather in April.
a) Brave b) two-faced c) changeable
2. You can only see one side of things.
a) Narrow-minded b) self-centered c) self-assured
3. You hate to lose.
a) Easy-going b) funny c) competitive



Virgo: Aug 22- Sep 22

1. You aren't brave.
a) Cowardly b) silly c) moody
2. You don't do much.
a) Lazy b) messy c) easy-going



3. You won't give money to charity.
 a) generous b) narrow-minded c) mean

Libra: Sep 23- Oct 22

1. You use your common sense.
 a) sad b) sensible c) sorry
2. You won't hurt a fly.
 a) kind b) honest c) dishonest
3. You give money to poor people.
 a) kind b) gentle c) generous



Scorpio: Oct 23- Nov 22

1. You are always in the corner.
 a) shy b) extrovert c) outgoing
2. You don't mind green hair.
 a) tolerant b) intolerant c) truthful
3. You understand people's problems.
 a) critical b) open-hearted c) understanding



Sagittarius: Nov 23- Dec 20

1. You are not afraid of climbing mountains.
 a) passionate b) brave c) cowardly
2. You want to go to wild places
 a) brave b) funny c) adventurous
3. You are very energetic.
 a) lively b) pessimistic c) narrow-minded



Capricorn: Dec 21- Jan 19

1. You don't like standing in a queue.
 a) impassionate b) impolite c) impatient
2. Everybody can count on you.
 a) easy-going b) reliable c) shy
3. Your room is always clean
 a) messy b) tidy c) silly



Aquarius: Jan 20- Feb 18

1. You have memory like a sieve.
 a) funny b) forgetful c) frank
2. You can change a simple thing into a piece of art.
 a) irresponsible b) messy c) creative
3. You don't like cleaning your room.
 a) messy b) tidy c) dishonest



Pisces: Feb 19- Mar 20

1. You are afraid that the whole world is looking at you.
 a) self-conscious b) self-assured c) self-confident
2. You don't have secrets.
 a) forgetful b) shy c) open
3. People can easily upset you.
 a) worried b) sensitive c) shy

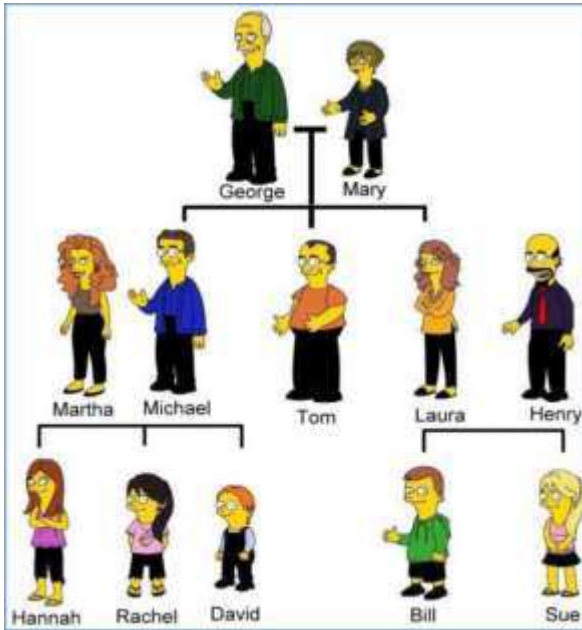


MOTIVATIONAL ENGAGEMENT ACTIVITY WORKSHEET N° 2

UNIT 2: My Family

Family Members

Look at the picture and write at least 10 sentences about family relationships. Use the vocabulary provided in the box.



Father, mother, son, daughter, husband, wife, cousin, aunt, uncle, niece, nephew, brother, sister, brother-in-law, sister-in-law, father-in-law, mother-in-law, son-in-law, daughter-in-law, parents-in-law, grandfather, grandmother, grandson, granddaughter, grandparents, grandchildren.

<https://eriguezp.files.wordpress.com/2013/02/simpsons2.png>

For example: **Bill is Henry's son.**

- 1) David is Mary's.....
- 2) Tom is Laura's
- 3) Mary is Rachel's.....
- 4)
- 5)
- 6)
- 7)
- 8)
- 9)
- 10)

Source: By the Author








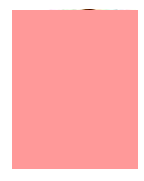


MOTIVATIONAL ENGAGEMENT ACTIVITY WORKSHEET N° 3

UNIT 3: Body and Health

Health Problems and Treatments

Look at the pictures and label, then in pairs in a separate sheet of paper describe them and give an advice for each health problem.

FEVER, COLIC, BACKACHE, EARACHE, COLD, HEADACHE, SORE THROAT, STOMACHACHE, TOOTHACHE, COUGH.

 https://st2.depositphotos.com/3440865/8879/v/950/depositphotos_88798842-stock-illustration-coughing-man-cartoon-vector-illustration.jpg	 _____	 _____
 _____	 _____	 _____
 _____	 _____	 _____
 _____		

Source: By the Author

MOTIVATIONAL ENGAGEMENT ACTIVITY WORKSHEET N° 4

UNIT 4: The Environment

The Environmental Crossword

Look at the pictures, read the sentences and try to complete the crossword with the highlighted words.

https://upload.wikimedia.org/wikipedia/commons/8/86/American_crossword.png

			1																	
		2																		
4																				
5																				
			6																	
	8																			
10																				

<https://previews.123rf.com/images/idesign2000/idesign20001205/idesign2000120500174/13496375-oso-de-dibujos-animados-Foto-de-archivo.jpg>

<https://i.vimg.com/vi/7tJHF6Jx0CM/hqdefault.jpg>

<https://previews.123rf.com/images/ddraw/ddraw1503/ddraw150300005/37370316-Casa-con-jardn-int-el-campo-Ilustraci-n-vectorial-de-dibujos-animados-Foto-de-archivo.jpg>

<https://i.vimg.com/vi/vn1Ypd2sMsc/maxresdefault.jpg>

https://upload.wikimedia.org/wikipedia/commons/8/86/American_crossword.png



1. We live on planet **herat**.
2. The panda, tiger and polar bear are **dangerneed** species.
3. We must **asev** these animals from extinction.
4. Farmers use **icidepests** to kill insects.
5. Cutting down trees in forest is called **stationforede**.
6. Factory smoke, chemical waste, cars and rubbish cause **lloputation**.
7. Wind turbines and solar panels are alternative forms of **genery**.
8. Global **ingmraw** is making the world hotter.
9. Please put plastic, metal and paper in **eringcycl** bins.
10. Foods produced naturally are called **cinagro** foods.
11. We cannot live without fresh, clean drinking **artwe**.

Source: www.eslflow.com (accessed and adapted for academic purpose only).

MOTIVATIONAL ENGAGEMENT ACTIVITY WORKSHEET N° 5

UNIT 5: English Speaking Countries

Canada

Read the article about Canada and complete the exercises.



Canada is the northern neighbor of the United States of America. The capital of Canada is Ottawa, but the biggest city is Toronto. In Toronto you can see -the CN Tower, which is 553 meters high-the tallest building in Canada.

Canada has two national languages-English and French.

Every Canadian pupil studies both languages in school. The French-speaking Canadians live mainly in a region called Quebec.

The native Canadians are Inuit (once called "Eskimos"). The word Inuit "means human beings.

The Inuit live in the cold Arctic region in the north. They build their houses from whale bones.







The Inuit hunt for whales, seals and fish. When they go hunting, they build igloos. Igloos are made of blocks of hard snow.

InTheCanada**most**thefamous tourist attraction is the Niagara Falls. The waterfalls are between the U.S.A. and Canada.





The Canadian part of the falls is 49 meters high-higher and more exciting than the American part. Millions of tourists come to see the Niagara Falls every year.

EXERCISES - CANADA

In Canada:

-  Capital City is: _____ 1
-  Biggest City is: _____ 2
-  Tallest Building is: _____ 3
-  National Languages are: _____ 4
-  Native Population is: _____ 5
-  Southern Border is: _____ 6

The most well known attraction in

-  Canada is _____ 7
-  Ottawa is _____ 8
-  Toronto is _____ 9
-  The CN Tower is _____ 10

Extra information:

- The Inuit were once called _____ 11.
- They live in _____ 12 Canada.
- They use _____ 13 to build their houses.
- When they go hunting, they _____ 14 in igloos.
- The igloos are made of _____ 15.

Source: www.englishexercises.org (accessed and adapted for academic purpose only).

MOTIVATIONAL ENGAGEMENT ACTIVITY WORKSHEET N° 6

UNIT 6: Active Citizenship

Places in the City

Look at the pictures, imagine the places and complete the sentences with the name of the different places in the city.



http://images.telemetro.com/vidayestilo/turismo/lugares-geniales-seguros-viajar-sola_MEDIMA20160106_0164_24.jpg

Type the correct places!



A: Where can we watch movies?

B: In a _____.



A: What's the place where you buy books?

B: In a _____.

A: This place has a lot of stores and restaurants!

B: It's a _____.



A: What's the place where you wait for buses?

B: It's a _____.



A: Where can we buy medicine?

B: In a _____.



A: You see different animals in this place.

B: It's a _____.

Source: www.englishexercises.org (accessed and adapted for academic purpose only).

MOTIVATIONAL ENGAGEMENT ACTIVITY WORKSHEET N° 7

UNIT 7: Ancient Civilizations

Ancient Civilizations Role Play

Read the texts and in groups choose what character of the game you want to be, then imagine the environment and start to play.



The Traveler is an explorer. The traveler seeks material and non-material goods. The merchant, the scholar and the princess are all travelers. Each traveler, however, has different goals and intentions. You must choose to be one of the travelers. You will be treated differently depending on which traveler you choose to be.

THE TRAVELER



The Time is the period in which a certain civilization existed. Technology changes with the times.

THE TIME

You may not be able to do something in one time period that you are able to do in another. Beliefs can also be different in each time frame. Certain beliefs may lead a civilization to base its religion or laws around those beliefs.



The Civilization is ancient Greece. You will travel to the city of Athens and other legendary areas of Greece. But beware, many wars are raging in Greece and around the country. Make sure you are educated about Greece's fighting history.

THE CIVILIZATION



Begin the journey.

Source: www.library.thinkquest.org (accessed and adapted for academic purpose only).

MOTIVATIONAL ENGAGEMENT ACTIVITY WORKSHEET N° 8

UNIT 8: People

Famous People

Look at the pictures, read the texts then think of your favorite person and try to do a composition about him or her (from 8 to 10 lines).

Examples:

LADY GAGA

This is Lady Gaga, a famous American singer.
Her real name is Stefani Joanne Angelina Germanotta.
She is 25 years old. Her birthday is on 28th March.
Her mum and dad are Italian but they live in New York.
She has got a sister called Natali.
She's pretty. She's got straight black hair, brown eyes and a long nose.
Her favourite color is light purple. Her favourite food is spaghetti.
She likes very much the pop star Madonna.
Lady Gaga can play the piano very well.



https://pbs.twimg.com/profile_images/833109600660512772/ss9-oiz7.jpg

CRISTIANO RONALDO

This is Cristiano Ronaldo dos Santos Aveiro, a famous football player.
He plays in Real Madrid football team.
He is 26 years old. His birthday is on 5th February.
He comes from Portugal.
He's got a brother and two sisters.
He's handsome. He's got brown hair and brown eyes.
He's 185 cm tall. He can run very fast and he scores many goals.
His favourite number is 7. His favourite colour is red.



http://ep01.epimg.net/elpais/imagenes/2017/06/29/gente/1498723387_597568_1498723605_noticia_normal.jpg

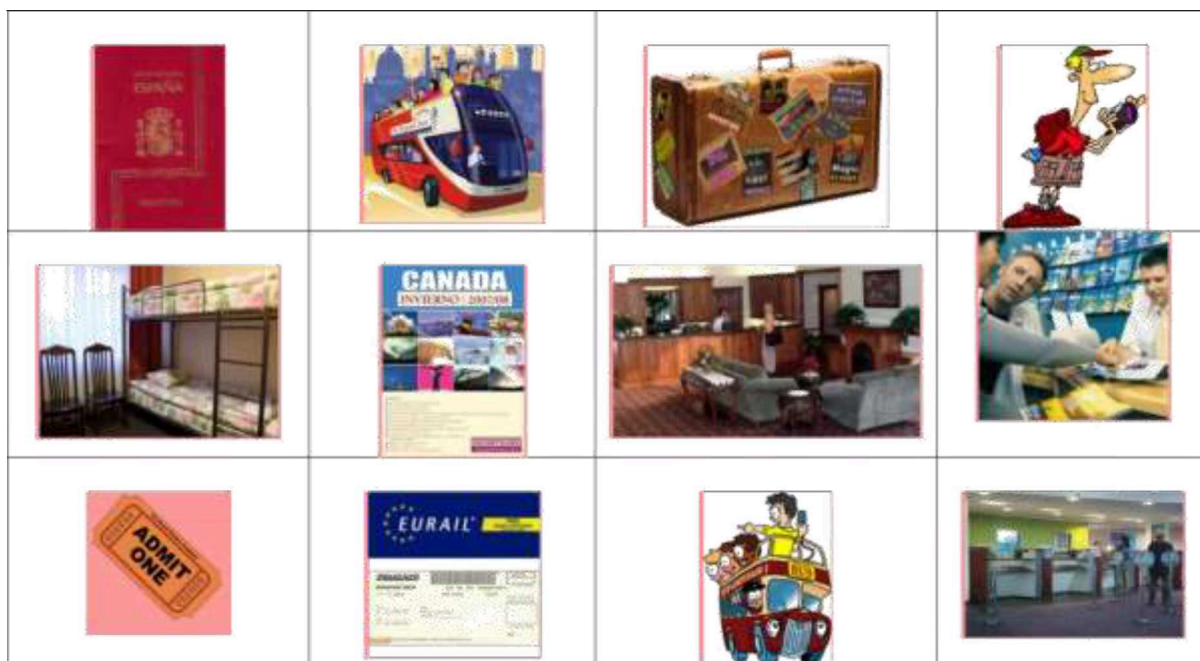
Source: By the Author

MOTIVATIONAL ENGAGEMENT ACTIVITY WORKSHEET N°9

UNIT 9: Tourism and Travel

Travelling

Look at the flash cards, read the sentences and fill the gaps using the following verbs:



<http://www.guiadealemania.com/wp-content/uploads/2009/08/Sitios-turisticos-de-Munich1.jpg>

RIDE - DRIVE - GET ON - GET OFF - SAIL - LAND - TAKE OFF - GET INTO - GET OUT OF - RIDE ON

- A) When the aircraft leaves the ground it _____.
- B) We are going to _____ from Ibiza to Mallorca.
- C) I am always scared when the plane is about _____.
- D) I will _____ my uncle's car on Saturday.
- E) _____ the car please, we are going to be late!
- F) You have to _____ the train at Atocha Station.
- G) You can _____ the bus now, it's cold outside!
- H) You can't _____ the car until I say so.
- I) I want to _____ a horse this summer.
- J) I will _____ your bike tomorrow.
- K) We will _____ your car to town.

Source: By the Author

MOTIVATIONAL ENGAGEMENT ACTIVITY WORKSHEET N° 10

UNIT 10: Careers

Jobs

Look at the flash cards, read the prompts and make sentences about jobs.



http://3.bp.blogspot.com/-sxIThk6KOe8/ToI9WE-QqJI/AAAAAAAAABvw/mjcW0EUGk4/w1200-h630-p-k-no-nu/lamina_PROFESIONES_WEB.jpg



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uniform a A wears fireman

people police helps A officer

A in hospital nurse works a

vet animals A helps

football footballer plays A

A up chef early gets

http://3.bp.blogspot.com/-sxIThk6KOe8/ToI9WE-QqJI/AAAAAAAAABvw/mjcW0EUGk4/w1200-h630-p-k-no-nu/lamina_PROFESIONES_WEB.jpg

Example:1 A fireman wears a uniform.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

Source: By the Author



MOTIVATIONAL WRAP-UP ACTIVITIES

<https://us.123rf.com/450wm/sbego/sbego1202/sbego120200009/12352587-ni-o-de-dibujo-dibujo-vectorial-con-fondo-blanco.jpg?ver=6>

STUDENT'S WORKSHEETS

MOTIVATIONAL WRAP-UP ACTIVITY WORKSHEET N° 1

UNIT 1: Our World

Things that happen

Look at the pictures carefully and complete the sentences using the vocabulary provided.

UGLY, HIDEOUS, PRETTY, GORGEOUS HUNGRY, STARVING, BIG, HUGE, SMALL, TINY, TASTY, DELICIOUS, NICE, AWESOME, BAD, AWFUL, BOILING, HUT, COLD, FREEZING, TIRED, EXHAUSTED...

Example:



1) These shoes are very ugly, but these are really hideous.



2) The actress is quite _____, but at the party she was absolutely _____.



3) She's very _____. She's really _____.



4) This hamburger is very _____, but this one is absolutely _____.



5) This burger is quite _____, and this one is really _____.



6) This food doesn't look very _____, but this cake looks absolutely _____.



7) This restaurant is very _____. The Under Sea Crazy Restaurant is really _____.



8) Sweets are quite _____ for you, but fried food is really _____.



9) The weather is very _____. The weather is really _____.



10) She's very _____. She's absolutely _____.

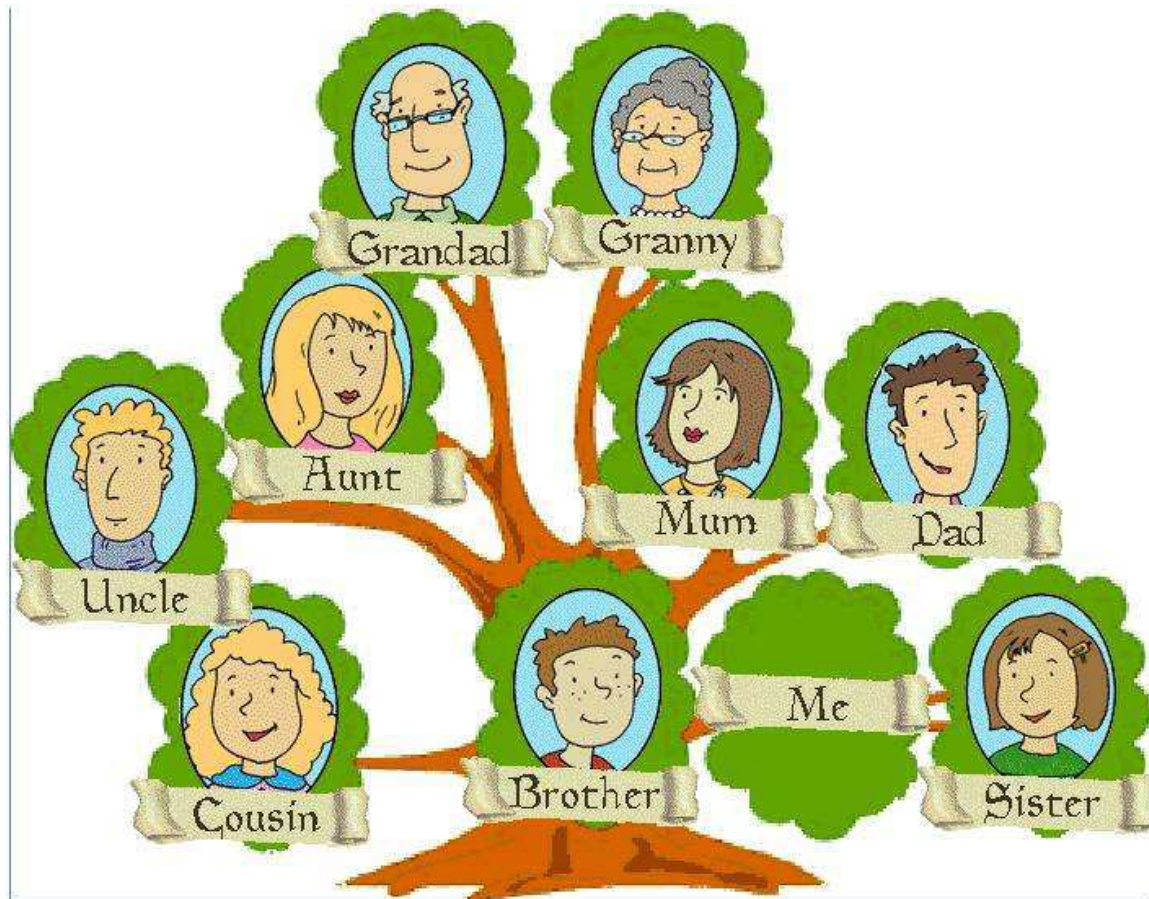
Source: www.englishexercises.org (accessed and adapted for academic purpose only)

MOTIVATIONAL WRAP-UP ACTIVITY WORKSHEET N° 2

UNIT 2: Family Life

Family Tree

Join some pictures about your family using the example built your own family tree then talk about them to your class.



<http://www.granada.escolapiosemaus.org/blogs/primariaingles/wp-content/uploads/sites/9/2015/10/family-tree.jpg>

Source: By the Author



MOTIVATIONAL WRAP-UP ACTIVITY WORKSHEET N° 3











UNIT 3: Body and Health





Health and Illness






Instructions:

SOME USEFUL VOCABULARY





 Pills, tablets, capsules	 bandage	 Ointment	 Badage (band aid)	 Eye drop
 crutches	 Cough mixture	 Plaster cast	 Surgery, surgeon	 Aspirine

1. I have the flu	2. I have Stomacha-che	3. I have headache	4. He is coughing
			


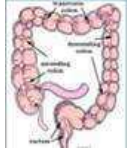


- a) He should take some cough mixture ()
- b) Why don`t you take an aspirine? ()
- c) You should go to bed and take some pills. ()
- d) You shouldn`t eat so much spicy food. ()

1. I have blood presure	2. He is sneezing all the time	3. I have a backache	4. He has a toothache
			

- a) You shouldn`t take much fat or salt ()
- b) You shouldn`t carry heavy things. ()
- c) I think he is allergic to something. ()
- d) Don`t eat so many sweets. ()

1. I have and infection	2. He has got a Temperatur	3. I have a sore	4. He fainted troat
			

- a) You should rest and go to the doctor. ()
- b) Don't speak and take this pill. ()
- c) I'll prescribe you some antibiotics. ()
- d) He should have had breakfast. ()

1. Hehas some warts	2. I am constipate	3. He has sore eyes	4. I have broken my leg
			

- a) You should rest use these eye drops. ()
- b) I will have to use this plaster for 20 days. ()
- c) Take this laxative. ()
- d) A surgeon should remove them. ()

1. He has twisted his ankle	2. I cut my finger	3. I have a cold	4. I have burnt my hand
			

- a) Clean the cut and put a bandage on it. ()
- b) I will have to use the crutches for 15 days.()
- c) Go to bed and rest. ()
- d) Clean your hand, put some ointment on the bunt area and cover it with a bandage. ()

Source: www.englishexercises.org (accessed and adapted for academic purpose only)








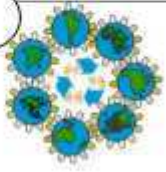







MOTIVATIONAL WRAP-UP ACTIVITY WORKSHEET N° 4

UNIT 4: The Environment

Energy and Environment

Label the pictures with the correct word then in pair describe the picture orally and discuss about them.

* PROTECT ENVIRONMENT * SOLAR ENERGY * EMISSIONS * COAL *TSUNAMI * COLLECT LITTER * GLOBAL PROBLEM * ELECTRICITY * NUCLEAR POWER* WIND ENERGY * RECYCLING BOX * PROTECT ENVIRONMENT *AIR POLLUTION * POWER PLANT * OIL * DEFORESTATION.

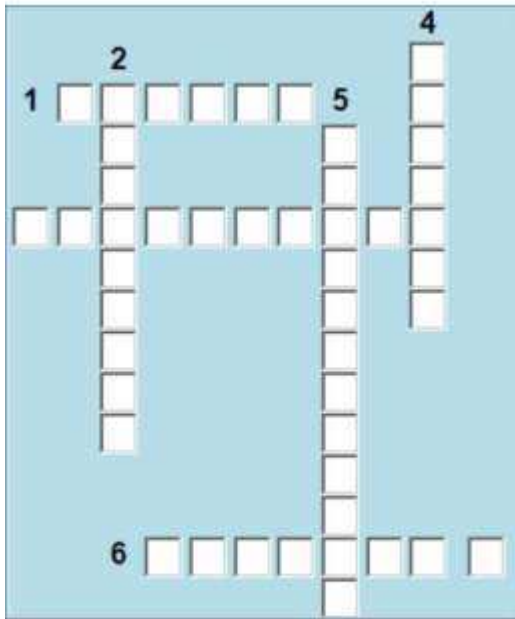
<p>1</p> 	<p>2</p> 	<p>3</p> 	<p>4</p> 
<p>5</p> 	<p>6</p> 	<p>7</p> 	<p>8</p> 
<p>9</p> 	<p>1</p> 	<p>1</p> 	<p>12</p> 
<p>1</p> 	<p>1</p> 	<p>1</p> 	

MOTIVATIONAL WRAP-UP ACTIVITY WORKSHEET N° 5

UNIT 5: English Speaking Countries

English Speaking Countries Crossword

Read the sentences and try to guess the answer then complete the crossword with the correct word.



1) Moose lives in



2) Koala is from



3) Zebra comes from



4) Bulldog lives in



5) Eagle loves the



6) Kiwi is from



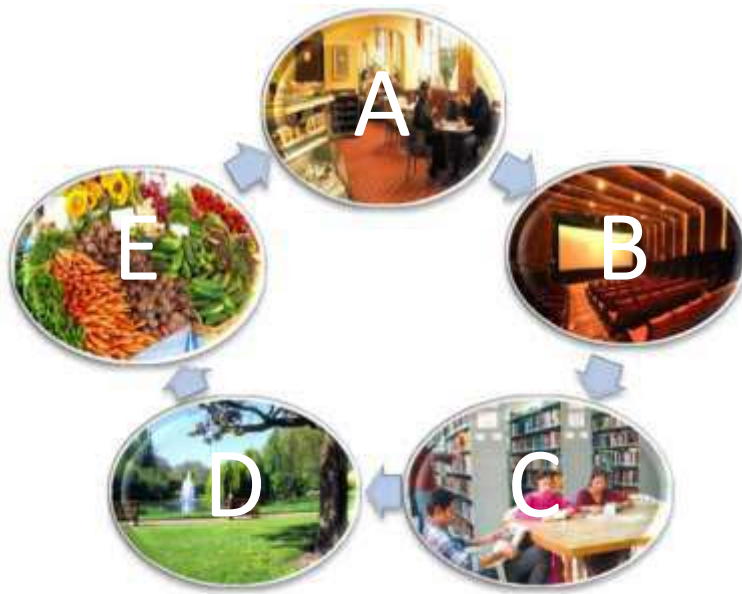
Source: www.englishexercises.org (accessed and adapted for academic purpose only).

MOTIVATIONAL WRAP-UP ACTIVITY WORKSHEET N° 6

UNIT 6: Active Citizenship

Places

Look at the flash cards, describe each one and make sentences about the places use any tense.



Picture A

Picture B

Picture C

Picture D

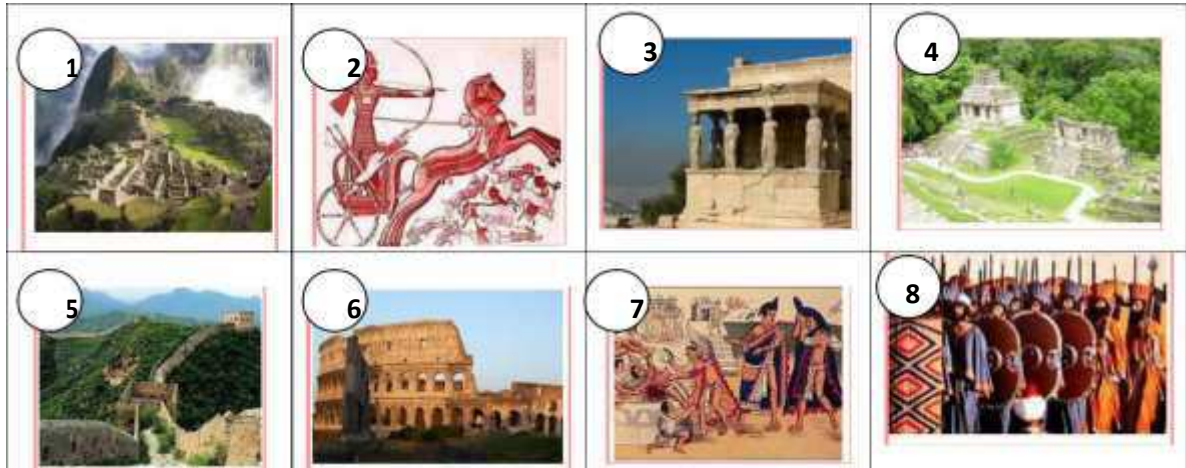
Source: By the Author

MOTIVATIONAL WRAP-UP ACTIVITY WORKSHEET N° 7

UNIT 7: Ancient Civilizations

Past Habits

Look at the flash cards, try to guess the name of the culture of each picture, make a brainstorming of each culture and in pairs try to do sentences about them.



1) -----.

2) -----.

3) -----.

4) -----.

-----.)

6) -----.

7) -----.

8) -----.

Source: By the Author

MOTIVATIONAL WRAP-UP ACTIVITY WORKSHEET N° 8

UNIT 8: People

Physical Appearance

Look at the flash cards read the note and the example and make sentences about the pictures.

	<ul style="list-style-type: none"> Do not forget to tell students that when they use more than one adjective, they have to put them in the right order. 		

Example:

1) *She has e got long wavy fair hair.*

- 2).....
- 3).....
- 4).....
- 5).....
- 6).....
- 7).....
- 8).....

Source: By the Author

MOTIVATIONAL WRAP-UP ACTIVITY WORKSHEET N° 9

UNIT 9: Tourism and Travel

Advices for Tourist

A. Imagine the pictures, then read the questions and answer them according to your opinion.

1. A: We're going hiking in the mountains this weekend. What should we take?

B: Well, you should



2. A: I'm planning a beach trip to Galapagos. The weather's nice there.

B: But it's easy to get a sunburn. You should



3. A: I want to go to St.Moritz ski resort on my next vacation.

B: You should



4. A: My wife and I are planning a shopping trip to New York.

B: You really should



B. Work in pairs Look at the brochures. Choose the right suggestions for people going on the trips. And talk about the trip with your partner.



Source: www.englishexercises.org (accessed and adapted for academic purpose only).

MOTIVATIONAL WRAP-UP ACTIVITY WORKSHEET N° 10

UNIT 10: Careers

Applying for a Job Role Play

Work in pairs, read the dialogues and play asking and answering the questions. You can change the job for any other.

Student A: Good morning

Student B: Welcome to

Student A: I hear you have a vacancy for a chef?

Student B: Yes, but first I'd like to ask you a few questions.

How long chef?

Where worked?

Student A: What's your favorite ingredient, recipe, dessert, etc.

Student A: Where did you learn how to stirfry, grill, bake, cook Italian food, bake pies, etc.

Student A: What do you like to cook?

Student A: What do you like to do with garlic, fish, banana, etc.

Student A: What would you do if a customer complained about..... ?

Student B: Finally, do you have any questions?

Student A: Yes, What salary?

Student A: How many hours..... ?

Student A: When..... ?

Student A: Who..... work with? etc.

Student B: Thanks for your time. We'll be in touch.



Source: www.eslflow.com/games (accessed and adapted for academic purpose only).



ANSWER KEY

<http://media.gettyimages.com/photos/3d-white-man-with-green-tick-picture-id479998016?s=170667a&w=1007>

ENGAGEMENT ACTIVITIES

Unit 1: Our World

Activity° 1: Don't say a word?

Aries

- 1 Outgoing
- 2 Extrovert
- 3 Truthful

Taurus

- 1 Determined
- 2 Self-confident
- 3 Energetic

Gemini

- 1 Proud
- 2 Arrogant
- 3 Vain

Cancer

- 1 Stubborn
- 2 Materialistic
- 3 Selfish

Leo

- 1 Changeable
- 2 Narrow-minded
- 3 Competitive

Virgo

- 1 Silly
- 2 Lazy
- 3 Mena

Libra

- 1 Sensible
- 2 Kind
- 3 Generous

Scorpio

- 1 Shy
- 2 Talent
- 3 Understanding

Sagittarius

- 1 Brave
- 2 Adventurous
- 3 Lively

Capricorn

- 1 Impatient
- 2 Reliable
- 3 Tidy

Aquarius

- 1 Forgetful
- 2 Creative
- 3 Messy

Pieces

- 1 Self-conscious

- 2 Open
- 3 Sensitive

Unit 2: Family Members

Activity° 2: My Family?

Many answers will be possible.

Unit 3: Body and Health

Activity° 3: Health Problems and Treatments

Many answers will be possible.

Unit 4: The Environment

Activity 4: The Environment crossword

N°	Key
1	Heart
2	Endangered
3	Save
4	Pesticides
5	Deforestation
6	Pollution
7	Energy
8	Warming
9	Recycling
10	Organic
11	Water

Unit 5: English Speaking Countries

Activity 5: Canada

N°	Key
1	Otawa
2	Toronto
3	CN. Tower
4	English & French
5	Inuit
6	U.S.A.
7	Niagara Falls
8	The Capital City
9	The Biggest City
10	The Tallest Building
11	Eskimos
12	Northern
13	Wale Bones
14	Live
15	Snow

Unit 6 : Active Citizenship

Activity 6 : Places in the City

- 1 Cinema
- 2 Bookshop
- 3 Mall center
- 4 Bus Station
- 5 Drugstore
- 6 Zoo

Unit 7: Ancient Civilizations

Activity^o7: Ancient Civilizations Role Play

Many answers will be possible.

Unit 8: People

Activity^o8: Famous People

Many answers will be possible.

Unit 9: Tourism and Travel

Activity^o9: Travelling

- 1 ride
- 2 drive
- 3 get on
- 4 get off
- 5 sail
- 6 land
- 7 take off
- 8 get into
- 9 get out
- 10 ride on

Unit 10: Careers

Activity^o10: Jobs

- 1 A fireman wears uniform
- 2 A police officer helps people
- 3 A Nurse works in a hospital
- 4 A vet helps animals
- 5 A footballer plays football
- 6 A chef gets up early

WRAP-UP ACTIVITIES

Unit 1: Our World

Activity 1: Don't say a word?

- 1 Ugly –hideous
- 2 Pretty – gorgeous
- 3 Hungry – starving
- 4 Big –huge
- 5 Small – tiny
- 6 Tasty – delicious
- 7 Nice – awesome
- 8 Bad – awful
- 9 Boiling – hut
- 10 Cold – freezing
- 11 Tired – exhausted

Unit 2: Family Members

Activity^o 2: My Family?

Many answers will be possible.

Unit 3 Body and health

Activity³: Health and illness

- a) 4
 - b) 3
 - c) 1
 - d) 2
-
- a) 1
 - b) 3
 - c) 2
 - d) 4
-
- a) 2
 - b) 3
 - c) 1
 - d) 4
-
- a) 3
 - b) 4
 - c) 2
 - d) 1
-
- a) 2
 - b) 1
 - c) 3
 - d) 4

Unit 4

Activity : Energy and Environment Vocabulary

- 1 wind energy
- 2 air pollution
- 3 coal
- 4 collect litter
- 5 deforestation
- 6 electricity
- 7 emission
- 8 protect environment
- 9 nuclear power
- 10 solar energy
- 11 power plant
- 12 oil
- 13 tsunami
- 14 recycling box
- 15 protect environment

Unit 5

Activity: English Speaking Countries Crossword

- 1 Canada
- 2 Australia
- 3 South Africa
- 4 Ireland
- 5 United States
- 6 New Zealand

Unit 6 : Active Citizenship

Activity 6 : Places

Many answers will be possible.

Unit 7: Ancient Civilizations

Activity^o7: Past Habits

Many answers will be possible.

Unit 8: People

Activity^o8: Physical Appearance

Many answers will be possible.

Unit 9: Tourism and Travel

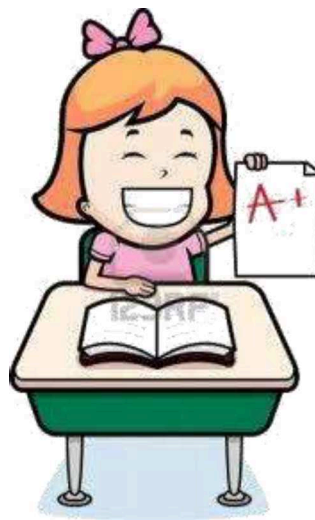
Activity^o9: Advices for Tourists

Many answers will be possible.

Unit 10: Careers

Activity^o10: Applying for a Job

Many answers will be possible.



http://static4.depositphotos.com/1009919/327/v/950/depositphotos_3275116-stock-illustration-back-to-school-small-cute.jpg

RUBRICS FOR STUDENTS SELF-EVALUATION

UNIT 1: Our World

Student's Name:

Now, I can...	Very well	Well	A little	Almost nothing	Nothing
talk about start signs					
identify people					
recognize physical adjectives.					
discuss opinions about personality adjectives.					
describe people and things.					

UNIT 2: Family Life

Student's Name:

Now I can...	Very well	Well	A little	Almost nothing	Nothing
recognize the members and relationships in my family.					
compare my family with another family of a different country.					
discuss opinions about families in Ecuador.					
describe my family.					
find information about my family tree.					

UNIT 3: Body and Health

Student's Name:

Now I can...	Very well	Well	A little	Almost nothing	Nothing
remember information about health					
talk about common diseases.					
give opinion health problems.					
talk about treatments					
give advices to prevent illness.					

UNIT 4: The Environment

Student's Name:

Now I can...	Very well	Well	A little	Almost nothing	Nothing
describe some problems related to water.					
talk about the different types of water pollution.					
talk about the increase in the number of cars in my city.					
talk about and endangered species.					
write the results of an experiment.					

UNIT 5: English Speaking Countries

Student's Name:

Now I can...	Very well	Well	A little	Almost nothing	Nothing
describe some important places of the United States.					
remember the English speaking countries					
use vocabulary of the unit.					
use the past tense to describe facts.					
remember the colors of some flags .					

UNIT 6: Citizenship

Student's Name:

Now I can...	Very well	Well	A little	Almost nothing	Nothing
mention some characteristics of active citizenship-					
talk about how different people are.					
identify places in my city.					
remember vocabulary of the unit.					
recognize the places of the city.					

UNIT 7: Ancient Civilizations

Student's Name:

Now I can...	Very well	Well	A little	Almost nothing	Nothing
remember some facts of ancient civilization.					
talk about some of the beliefs of the ancient people.					
use the expression I „rather Verbs					
follow instructions to practice a role play.					
identify ancient civilizations in the world.					

UNIT 8: People

Student's Name:

Now I can...	Very well	Well	A little	Almost nothing	Nothing
Remember vocabulary of the unit.					
Recognize some famous people.					
Describe physical characteristics of a person.					
Contrast some adjectives.					
Talk about famous people likes and dislikes.					

UNIT 9: Tourism and Travel

Student's Name:

Now I can...	Very well	Well	A little	Almost nothing	Nothing
give and request hotel information					
make notes about travelling.					
ask for information in airports.					
write information about travelling					
Recommend some useful tips to travel.					

UNIT 10: Careers

Student's Name:

Now I can...	Very well	Well	A little	Almost nothing	Nothing
describe jobs in oral and written forms.					
relate personality to jobs.					
describe my personality and talents.					
choose a career taking into account different factors.					
remember vocabulary related to careers.					