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I thank God and my parents for giving me life and for their endless support; to all those who were part of this research students and colleagues who encouraged me day by day in the development of this study: to my tutor M.Sc. Ximena Calero, for contributing with her knowledge and experience during the development of this research.

Elizabeth Calle

DEDICATORIA

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To all those teachers, who in search of improvement of strategies, feel the need to innovate their teaching techniques within their classes, and to increase their students' knowledge when learning English. Finally, this study goes to all teachers around in my country and the world who are willing to find a different way to teach students, contributing to their learning.

Elizabeth Calle

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AUTOR: *Licenciada, Mirian Elizabeth Calle Riera*

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RESUMEN EJECUTIVO

Currently, the learning of English content through different subjects like Social Studies, Math, Science, Chemistry, Physics, among others, has increased within the educational field, thanks to the application of the method Content Language and Integrated Learning (CLIL); which allows to combine the target language learning with a subject content. Nevertheless, since some difficulties in learning new vocabulary are evident, this study aimed to analyze the effectiveness of the CLIL methodology on reading lessons to improve vocabulary in A2 students' level. This study was carried out at Unidad Educativa Particular Emanuel in Morona Santiago province, Ecuador. The approach used throughout the study was quantitative which helped to provide valid and reliable data. The quantitative approach encompasses the collection, assessment, and numerical presentation of data, enabling researchers to conduct precise and dependable statistical analysis. Additionally, this study was quasi-experimental because two groups were involved, and

10 interventions were applied in both groups control and experimental, CLIL methodology were developed in the experimental group. On the other hand, the participants of this study were 50 EFL students from seventh year divided as follow: Class A control group (25 participants) and Class B experimental group (25 participants). During the first stage of the study, both groups took a pre-test. For the implementation of CLIL reading activities an intervention was designed. Once the interventions were completed, both groups took the post-test. The collected results were analyzed by means of the statistical software SPPS, Kolmogorov-Smirnov and Shapiro Wilk Test of normality were necessary to apply as well T-Wilcoxon test had to be used to accept or reject the hypothesis. The results demonstrated that the vocabulary content presented through reading activities and combined with the application of the CLIL method substantially increased the experimental group's knowledge of vocabulary. Therefore, it was concluded that CLIL is an effective method for vocabulary learning and improvement in the teaching and learning process.

KEYWORDS: *ACTIVITIES, CONTENT LANGUAGE INTEGRATED LEARNING, ENGLISH FOREIGN LANGUAGE, READING, VOCABULARY*

CHAPTER I

THE RESEARCH PROBLEM

1.1 Introduction

In today's world the English language has become one the most spoken languages around the world and used for different academic, business, projects, among other purposes. According to Owen-Hill (2022), English is number 1 of the top 5 among the most spoken languages overseas; in fact, it currently has 1,348 million speakers who use this language either as native or foreign/second language.

Since the acquisition of the English language has become an important part of learners who are willing to learn this language, teachers have found it necessary to adapt different techniques, methods, or approaches to create better English environments of acquisition for learners, especially for those who are exposed to learn different subject contents in English. As a result, and based on the new demanding exposure to English subject content given at different school levels, teachers have found the necessity to combine English content through the application of the Content and Language Integrated Learning method (CLIL) which allows a better acquisition of the target language during long class periods. The integrated acquisition of content and a foreign language is one of the main features of CLIL. Hence CLIL places a strong emphasis on acquiring both language and content (De Diezmas, 2016). Dalton-Puffer (2021) states CLIL is very beneficial for specific language areas like receptive skills such as vocabulary, morphology, creativity, and fluency. Therefore, CLIL is mainly based on learning skills that enable the integration of content and language acquisition. The process of learning content through the use of a second language involves the use of cognitive abilities as well as intercultural communication techniques (De Diezmas, 2016). The introduction of CLIL into academic environments has created a better connection between language acquisition and content which helps learners understand and use the language in different contexts. In Ecuador, CLIL is also considered an innovative approach due to the different benefits it offers to students such as: fostering cross-cultural knowledge and understanding, learning about specific neighboring countries regions and or minority groups, introducing the wider cultural

context, developing intercultural communication skills, preparing for internationalization, among others. On the other hand, within the Ecuadorian English Curriculum CLIL is recognized as the approach that encompasses the learning of language by means of cultural and cognitive elements of learning which allow students a better language development (Ministerio de Educación del Ecuador, 2019)

Moreover, based on the different concepts and benefits that the CLIL approach offers when learning English, the present study focuses on the analysis of the effectiveness of CLIL methodology on reading lessons through a series of activities that help learners improve their English vocabulary learning and acquisition.

This research study embraces the following chapters:

- **Chapter I:** It presents the research problem with a brief explanation about the introduction, justification, and general and specific objectives.
- **Chapter II:** It explores the research background which provides the theorical support of the proposed topics based on two variables CLIL reading activities and vocabulary. This chapter also shows a brief review of some previous studies that support this research.
- **Chapter III:** It shows the methodology implemented in this research. This details location, tools and techniques, research approach, data collection, etc.
- **Chapter IV:** It deals with the results of the application with a brief analysis of the findings and explains them using graphs and statistics.
- **Chapter V:** It is based on conclusions and recommendations obtained from the research. This section also presents bibliographic and annexes.
- **Chapter VI:** It contains a booklet with CLIL reading activities.

1.2 Justification

Content and Language Integrated Learning also known as CLIL is considered as a fundamental element for vocabulary and communicative skills acquisition in the classroom in which learners are immersed in the acquisition of content and language synchronously (Avila, 2020). According to Coyle et al. (2010) the CLIL method is highly demanded in different teaching disciplines through the target language; in fact, CLIL is applied to develop basic Interpersonal Communication Skills as well as Cognitive Academic Language Proficiency. The same authors point out that by the development of

this approach teachers highly demand the use of this method since it is connected to the development of different skills.

In this sense, the present study is focused to determine the effectiveness of CLIL reading activities to improve vocabulary. At the same time, both students and teachers will get some benefits from how the CLIL approach is one of the alternatives that can be applied within the classroom to learn vocabulary through a variety of reading activities effectively.

Moreover, exploration and practices through the CLIL method in increasing vocabulary by means of reading and comprehension activities should be considered an important point in the acquisition of the English language since this method promotes some advantages for language development like increasing learning through the target language by means of learning different subjects within the curriculum, generating intercultural and intercultural awareness, among others (Pengnate, 2013). In fact, the present study demonstrates that CLIL reading activities promote a better learning and understanding of the English vocabulary which results on a better vocabulary learning and acquisition of words for students.

At the same time, it is necessary to point out that the CLIL method focuses on the improvement of different skills, being reading one of them, as it helps learners to develop better reading comprehension skills, vocabulary acquisition, and memory skills (Sanad & Ahmed, 2017). Hamidavi et al. (2016) state that the CLIL method helped a group of students with high and low reading learning intelligence to read and comprehend junior high school English subjects' contents. Moreover, Zarobe and Zenotz (2015) point out that learners exposed and trained by means of CLIL reading methods seem to raise metacognitive awareness among students.

On the other hand, regarding the instruction of vocabulary knowledge through the CLIL method, authors like Catalán and De Zarobe (2009); Schmitt, Schimitt, and Clapham (2001); Arribas (2016); Canga-Alonso and Arribas (2015) affirmed that the implementation of the CLIL method to teaching vocabulary showed a significant performance and vocabulary acquisition among learners; in fact, students presented a higher acquisition of new words and their use in different contexts.

As a matter of fact, the impact of this study allowed learners to develop a better capacity of English vocabulary learning by the implementation of reading activities, as well as to discover and explore the benefits of the CLIL method when learning a foreign language.

1.3 Objectives

1.3.1 General

To determine the effectiveness of CLIL reading activities to improve vocabulary.

1.3.2 Specific

- To provide a theoretical foundation based on CLIL in reading activities to improve vocabulary.
- To diagnose students' knowledge of vocabulary through the application of a pretest.
- To analyze the impact of CLIL reading activities to improve vocabulary.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Research background

Since the main principles of the CLIL approach are content, cognition, communication, and culture, some previews research has been done in order to demonstrate the effects of the CLIL approach in Reading and Vocabulary. This section will focus on the different studies and the results obtained.

Ramirez and Mena (2021) conducted a study which aimed to provide evidence on the effectiveness of CLIL in reading skill development. This research was carried out in Riobamba, Ecuador. In the first year of Bachillerato at Unidad Educativa Riobamba. The methodology applied for this study was quantitative and quasi-experimental. The number of participants that were part of this study consisted of a group of 60 students divided as follows: group one 30 students (experimental) and group two 30 students (control group). In order to determine the statistical differences in the reading comprehension process between the two groups of participants, CLIL reading texts were applied to a population. In fact, the control group was evaluated after using the textbook being the only class material available, while the experimental group was evaluated after receiving CLIL lessons. The results demonstrated that the experimental group showed a significant development on reading comprehension and vocabulary after the treatment. As a result, it was concluded that the application of CLIL material had a positive impact on the development of reading comprehension.

BinSaran (2021) presented the results obtained from her research about The Use of Content and Language Integrated Learning (CLIL) for Teaching Reading Skills in Saudi Universities. This study endeavored to evaluate, assess, and assert the expediency and efficacy of employing content and language integrated learning (CLIL) in teaching Reading skills to EFL students. This study consisted of qualitative research that examined and underscored the usefulness of developing EFL reading comprehension skills by using CLIL teaching. A collection of studies was analyzed and demonstrated that the application of CLIL in classrooms regarding the acquisition and retention of EFL reading and

vocabulary skills among college students proved to be very helpful and noticeable at the graduate and undergraduate levels in Saudi universities.

Quintana et al. (2019) conducted some research which aimed to analyze the effect of CLIL on the development of reading comprehension skills in a group of 21 English learners of eleventh grade in Colombia. To do so, a diagnostic test and a survey of reading strategies were administered to establish the students' level of reading comprehension in English and the reading strategies they applied. Some interventions to develop reading skills were carried out by means of instructional material based on the CLIL approach. The data collection was carried out by applying qualitative instruments like field journal, an observation protocol, and a focus group. Main findings suggest CLIL significantly influenced the development of their reading ability.

Pinto (2018) conducted an action research study that aimed at exploring the impact of six worksheets based on CLIL and reading strategies to foster reading comprehension. This study consisted of action research in which the grounded approach was used to conduct data analysis. On the other hand, the instruments applied to collect data were students' artifacts, field notes, focus group interviews. The theoretical constructs underpinning this study were materials development, CLIL and reading, reading strategies and reading comprehension. The study concluded that the design and implementation of materials based on CLIL and reading strategies impacted students' reading comprehension in a positive way.

Yusty (2017) explored the effects that reading strategies had in developing reading comprehension competence in English, in a group of 6th graders in Cali, Colombia, associated with a Cambridge International Program. Data collected through skills charts filled with exams results and the information collected through a rubric assessment adapted from the reading continuum (Christopher-Gordon Publishers) showed evidence of advance in most learners of the group according to their individual abilities, learning styles and development. The assessment rubric allowed to categorize the developmental stages of learners, most learners were in bridging and fluent developmental stages, which could be linked to the scaffolding process done through the strategies. Although results showed these advances, deeper analysis of the rubric categories evidenced lack of language structure and awareness of language use. As a result, this research feedbacks the

teachers' practice in schools that use methodologies like CLIL, that requires a proper adaptation to the context considering learners' needs in a monolingual country like Colombia. Language scaffolding training, grammar in context, and strategies to develop skills should be part of teaching training to improve their classroom practice.

These previous studies and data gathered are crucial to the investigation, because they respond to proposed objectives in a theoretical way. These sources found accurate and helpful information. As a result, it was found that the use of CLIL in reading activities helps to improve vocabulary knowledge on the learners.

2.2 Independent Variable

2.2.1 Teaching Learning Process in English as a Foreign Language

Undoubtedly, English has currently become a very significant language used and applied in professional, academic, social, and economic settings. Since English is one of the most spoken around the globe, English educators need to develop and create appropriate language environments in which the core language skills like Reading, Writing, Speaking, and Listening are well developed in order to get the desire language proficiency (Benzerroug, 2021). In fact, English has a dominated impact in terms of foreign language and its acquisition guarantees the obtainment of different opportunities like employment, traveling, universities, and higher life opportunities (Crystal, 1997).

In the process of teaching and learning English as a Foreign or Second Language the main actors are teachers and learners who play a very essential role in the effectiveness of learning a new language. According to Al-Mahrooqi et al. (2015), different factors and elements have a relevant impact in the learning, teaching, and acquisition of English based on the appropriate and accurate teaching practices given by teachers (Celik, 2013). The correct application of teaching practices results on identifying students' needs and expectations when learning a foreign language as well as the improvement of pedagogical practices that adapt to the learners' pedagogical needs; as a result, good EFL/ESL teachers teaching learning practices result on effective English acquisition (Al-Mahrooqi et al.,2015). Moreover, Yagyaeva and Zokirov (2019) highlight that in today's world teachers need to encourage innovative pedagogy across all the learning communities, in order to have a successful teaching and learning process.

On the other hand, teachers also need to be focused on the best methods and tools to ensure an appropriate learning development (Yagyaeva & Zokirov, 2019). As a result, within the teaching process, teachers should consider the following aspects; firstly, in order to engage students' interests', teachers should apply material regarding to the culture and customs of the target language; secondly, teachers must create a pleasant teaching-learning environment so that learners develop a high interest on the content and subject they learn; finally, teachers should carry out more activities related to language learning so that students can practice what they have learned (Sun, 2019). Borg (2006) adds that some meaningful characteristics in the teaching and learning process of English as a foreign language demand teachers creating interesting classes, developing correct pronunciation of the language, giving clear explanations, and speaking good English.

2.2.2 Teaching methods

In the process of learning a foreign language, it is essential to know the different teaching-learning methods in order to be proficient in the language. Learning a new language can be a challenge, however, the role of teachers and students is to face them.

To learn each English skill, leaners need to overcome difficulties. For instance, when developing reading skills there are some issues such as those that learners do not have enough vocabulary knowledge, or they have problems with understanding (Kasim & Raisha, 2017). In this case the role of the teachers is essential because they need to be aware of what students learn and how they learn (Hulobova, 2008). Therefore, learning methods take place as a useful tool of language learning.

2.2.3 Content and Language Integrated Learning CLIL Approach

Marsh and Frigols (2013) describe Content and Language Integrated Learning (CLIL) as a dual-focused educational approach that includes a certain language that is utilized to teach and acquire both content and language; the authors make emphasis to the term "dual-focused" since CLIL contains two core functions: the first one to teach the language itself and the second one focused on the content of the subject use. Bruton (2013) claims that CLIL is different to other approaches as language is implemented as a way of learning content and this content itself is employed as a vehicle for language acquisition. In fact, Graham et al. (2018) explains that CLIL is commonly identified like an "umbrella term" to describe classrooms.

Besides, CLIL is classified in two parts, the first one encompasses subject knowledge also known as "hard CLIL" which makes emphasis in the acquisition and learning of content and how this content is taught in the school curriculum by means of the target language (Prasetianto, as cited in Paredes et al., 2018). The second one "soft CLIL" is focused on learning the target language and the process in which a subject becomes part of an ELT class and this is necessary because both language-focused and multiple content topics contribute to the teachability of the target language (Prasetianto, as cited in Paredes et al., 2018).

Since the objective of CLIL is the integration of learning a target language and subject content, Frigols-Martín (2012) claims that CLIL is an alternative to learn languages, but it is rarely applied to teach languages; in other words, it should be also considered to teach languages since the essence of CLIL is integration (Tisalema, 2022). In fact, this CLIL integration is divided in two main cores: 1) Language instruction (that can be found in subjects like: Math, History, Geography, Science, Social Studies, among others) is focused on the organization of information so that it could be easier to acquire and comprehend; some tools that can be used for this organization are charts, graphs, drawings, pictures, and the development of important content as well as vocabulary; 2) Subject-specific content that is applied within language-learning classes; in classroom-sessions teachers make combinations of vocabulary, terms, and texts with the target language so that learners acquisition of content and language become more productive, in fact, students learn the target language and discourse patterns necessary to analyze and apply within a subject-content and class (Frigols-Martín,2012).

Because CLIL has different advantages in the language acquisition and content learning, Darn (2006) highlights applying the CLIL method in the classroom gives students the opportunity to study teaching-content by means of: different stages, access subject-specific, target language terminology, and future studying/professional preparation and opportunities. Additionally, Georgiou (2011) states that another important factor that turns CLIL into a successful approach is the fact that it gives learners the opportunity to use the target language within different meaningful learning contexts, no matter the subject they are learning or studying. As a result, based on the meaningfulness of the CLIL approach

it can be concluded that learners are hooked on discovering and exploring the outer world while applying and learning a foreign language (Georgiou, 2011).

Although the CLIL method is one good alternative for learning a foreign language, there is a negative aspect that could delimitate the appropriate development of CLIL in the classroom. For example, Pérez (2016) points out that there is not enough preparation for teachers to appropriate use this approach within classroom and it could result in a lack of language and content acquisition among students; therefore, the use of this approach demands teachers to be well prepared and aware of the correct application of CLIL and the positive impact of it among learners. For this reason, Georgiou (2011) mentions that there could be a certain danger to the failure of CLIL if not properly applied, and it could lead to a loss of features that make CLIL reliable to the learning of content and language acquisition.

2.2.3.1 Coyle's CLIL Concepts: The 4Cs framework

As previously mentioned, the Content and Language Integrated Learning approach (CLIL) is focused on the connection between subject and language; thereby, it is necessary to identify some elements that constitute this approach and the connections that exist to each other. To do so, Coyle et al. (2010) presents the 4Cs of curriculum and language triptych which have been widely used, applied, and accepted by CLIL practitioners.

According to Coyle (2010) the 4Cs Framework is based on four guidelines principles that teachers can apply as the main core for developing a CLIL curriculum. These 4Cs framework incorporates content, communication, cognition, culture and context in which a big emphasis is given to the development of cognitive skills, creative learning, and collaborative social interactions.

1. **Content:** It basically refers to the study and analysis of a subject matter within the classroom, which means the development and acquisition of relevant information, skills as well as comprehension. Content focuses on providing reflection and interpretation of contents that allow cognitive skills development. Besides, Krathwohl (2002) mentions that the acquisition of content knowledge focuses on the development of metacognitive skills as well as personalized learning. Pokrivčáková et al. (2015) emphasizes that it is necessary to consider the following questions when applying this pillar "what will I teach,

what will students learn, what would be the teaching aims and the learning outcomes". Therefore, when referring to content, teachers need to consider that class content ought to be in line with the learners' content interests by means of different topics presented during the class such us: science, social studies, math, language, chemistry, among others (Tsuchiya & Pérez, 2019). Additionally, Marsh (2012) reflects upon the idea that by means of content awareness, linguistic content is also immersed as a result linguistic forms and meanings are frequently considered and assessed through plurilingual techniques that enable a learner to generate the content.

2. **Communication:** this pillar is intrinsically linked to learning a foreign language and it recognizes the meaningfulness of three important components of the Language Triptych: language of/for/through learning. Language *of* learning refers to the comprehension of various subjects, that require a higher learning of content rather than only vocabulary; the language *for* learning refers to the language used for academic purposes and speaking acts; the language *through* learning refers to the language generated along the learning process and acquisition (Martin del Pozo, 2016). Moreover, learners' second language acquisition and instruction are encompassed by the combination of both content and learning which allows an accurate communicative interaction addressed to social cultural contexts (Mariño, 2014; Meyer, 2010).

3. **Cognition:** Both language and content learning are two key elements of cognition since they allow learners to use cognitive skills along the educational process. CLIL challenges learners to use different cognitive abilities that make students create new knowledge and abilities by means of reflection and participation from higher to lower thinking. In fact, thinking skills allow students to become critical and independent learners thanks to the implicit cognition presented in tasks and activities given and developed within the class. For instance, it is necessary that teachers create CLIL activities that support learner's cognition development (Coyle, Hood, & Marsh, 2010; Gabillon, 2020; Mariño, 2014; Mehisto et al., 2008).

4. **Culture:** In CLIL culture refers to the understanding and awareness of one's identity, citizenship, and progress toward oneself and the other participants in the educational process are referred to as one's culture.

2.2.4 CLIL Reading Activities

As it has been previously mentioned the CLIL approach integrates subjects from different fields such as: Science, History, Arts, Geography, Physical Education, Medicine, and

more through a foreign language or any other additional language. In this sense, learners are exposed and motivated to experience academic content by means of a foreign language based on a natural way of learning acquisition (Marsh, 2012). In other words, this method leads learners to activate their mental process of contextual construction and concept construction in an interactive and practical way where the foreign language acquisition, through academic content and activities, seems to be practical and natural for both teachers and students (Llinares & Whittaker, 2012).

The CLIL approach can be applied to increase different skills of a foreign language, one of those is reading. In this regard, reading is a fundamental skill at any language teaching context as it fosters language comprehension and vocabulary construction, and which are necessary in the language acquisition; without them a language might never be learned or acquired. Two important objectives of reading are understanding and conception and this is why the importance of vocabulary improvement cannot be taken for granted. In other words, a plenty of vocabulary acquisition gives a hand in the awareness and proficiency of different language skills; like in the CLIL lessons, where the subject content and the foreign language are both blended in language teaching and acquisition (Wolff, 2005).

Moreover, fostering reading comprehension is fundamental within the CLIL approach as it allows learners to integrate language by means of contents. The CLIL reading contents and texts are modeled for teaching proposes of a certain subject selected by learners for them to succeed and accomplish their academic careers. In CLIL classes, reading is basically necessary and mandatory as it triggers the learners' knowledge of the subject and in the storage of new information and content, no matter the subject (Wolff, 2005; Yang, 2015).

Mehisto et al. (2008) mention that the bases of CLIL consist of teaching and learning content in which language is the key element for a complete understanding of subject acquisition. In fact, when the word comprehension comes out, it basically refers to reading comprehension and this term is commonly applied in the teaching and learning acquisition of a subject (Straková & Sepešiová, 2015). Goodman (1996) points out that reading is like a psycholinguistic guessing game as through it the teaching development of grammar, vocabulary, and pronunciation is done. Based on this idea, it can be undoubtedly said that reading is a key element that helps in the improvement of different aspects of a language

as well as its skills. In fact, Mikulecky and Jeffries (2005) refer to reading as one of the most relevant skills when teaching EFL/ESL language as it creates imagination and curiosity, lexical competence increasement, etc.

Finally, for a better comprehension and interaction of the reading skill, it is divided in three levels of textual comprehension with respect to Barret's Taxonomy explained by Gordillo and Flórez (2009) as explained in table 1:

Table 1

Description of Levels of Textual Comprehension

Level of textual comprehension	Description
Literal level	This aims to identify ideas and information that are visible or explicit in the text and responds to the recognition of the elements, the main ideas and the central theme of it.
Inferential level	This level is characterized by finding out and showing the relationships of meanings that give the reader the opportunity to read between the lines (Cassany, 2004); that is, while someone is reading, it is also deducing the implicit by means of the search for relationships that go beyond what is seen directly in the text, explaining, adding information through experiences and, generating hypotheses and new positions are also part of this level.
Critical level	In this level, the reader makes value judgments about what is reading through arguments, rejecting or accepting what is proposed. The type of reading has an evaluative character in which the reader's training, knowledge and criteria are directly proportional to the type of judgment that can be issued.

Note. This table shows a brief description of levels of textual comprehension, edited from Gordillo and Flórez (2009).

2.3 Dependent Variable

2.3.1   Communication

People's lives depend on communication in one way or another. To express our thoughts, feelings, knowledge, abilities, and ideas, we communicate in a variety of ways. Communication is the verbal and non-verbal conveyance of knowledge (Sutiyatno, 2018). Nonverbal communication is defined as communication that takes place without using words. Face expressions, touching, body movements, posture, and even spatial distance can all be used in this type of communication. On the other hand, Verbal communication is defined as a communication that take place verbally (Johnson, 1999).

Successful communication, especially in the educational area, depends on the capacity to articulate thought and opinions with confidence and concisely, maintaining a constant class appropriate tone and material (Muste, 2016). According to Sutiyatno (2018), one of the many elements that contribute to effective teaching is the manner in which teachers interact with their students, and how the students interpret this interaction may have an impact on both their effective and cognitive learning as well as how they feel throughout the learning process.

One of the requirements for effective communication of the teaching and learning process in a foreign language is compliance between verbal and nonverbal signals. Teachers' emotional behavior, or their capacity to demonstrate understanding for their students' thoughts and conduct, have a significant influence in improving the comfort and success of the teaching and learning process (Sutiyatno, 2018).

2.3.2   Language

A human being is a social person who interacts with others in different ways in order to socialize and build different social bounds; to create an appropriate interaction between one person and another, language is the vehicle to do so. In other words, language is the main core that is applied to conduct social lives and when it is applied in different communicative social contexts it is linked and manifested in society cultures based on practices and beliefs (Alousque, 2010).

The definition of language regards a collection of words put together in sentences, but each word has a unique identity and meaning, therefore a social group's opinions and

feelings can be expressed through language. Language is a crucial ability that aims to communicate information and impart knowledge in human minds (Husain, 2015). Language involves four sub-skills classified in productive skills (speaking and writing) and receptive skills (reading and listening). Speaking and writing are referred to as "productive skills" because they require the learners to be active and make sounds when speaking, and symbols such as letters when writing. On the other hand, reading and writing are receptive abilities because, in these situations, the learners are often passive and receive information through reading and listening (Husain, 2015).

According to Vygotsky (1978), human beings interaction occurs based on tools such as physical and symbolic language; so, based on this domain learning is seen as a social process in which people are engaged in the process of communication which includes culturally-valued activities. Language is a system that works with sounds, words, and structure. All of these words are put together to form the intricate system known as language. Phonics, grammar and vocabulary are systems that together make up a language (Husain, 2015).

2.3.2.1 Language Learning Strategies

The main objective of language learning strategies is to identify what good language learners do when learning a second or foreign language (Wenden & Rubin, 1987). Based on this objective different concepts regarding language learning strategy has been presented and defined by many researchers for example: Wenden and Rubin (1987) mention that learning strategies consist on a set of operations, instructions, routines used by the students in order to obtain and process information; Richards and Platt (1992), explain that learning strategies are based on intentional behaviors and ideas that are applied by the students while learning, both make students comprehend, acquire, and remember new information. Faerch and Kasper (1983) state that learning strategy consists of how learners feel engaged in different activities that allow them to achieve specific goals and learning strategies as well as learning techniques. In fact, these language strategies can be used either consciously or unconsciously by students and their use might

be based on each learner's goal and they are free to use or apply the one that adjusts to their needs.

Table 2 presents some taxonomy of language learning strategies proposed by different scholars:

Table 2

Taxonomy of Language Learning Strategies

Scholars	Language Learning Strategies
Rubin (1987)	Learning Strategies: • Cognitive Learning Strategies • Metacognitive Learning Strategies Cognitive Learning Strategies: • Clarification / Verification • Guessing / Inductive Inferencing • Deductive Reasoning • Practice • Memorization • Monitoring
Oxford (1990)	**Direct strategies** Memory • Creating mental linkages • Applying images and sounds • Reviewing well • Employing action Cognitive • Practicing • Receiving and sending messages strategies • Analyzing and reasoning • Creating structure for input and output **Indirect strategies** Metacognitive Strategies • Centering your learning • Arranging and planning your learning • Evaluating your learning Affective Strategies • Lowering your anxiety • Encouraging yourself • Taking your emotional temperature Social Strategies • Asking questions • Cooperating with others • Empathizing with others

O'Malley (1985)	• Metacognitive Strategies
	• Cognitive Strategies
	• Socio-affective Strategies
Stern (1992)	• Management and Planning Strategies
	• Cognitive Strategies
	• Communicative - Experiential Strategies
	• Interpersonal Strategies
	• Affective Strategy

Note. This table describes some language learning strategies, information adapted from Hismanoglu (2000).

2.3.3 English Language Learning

As previously mentioned, language is the core of communication as it allows the flow of ideas, information, emotions, etc. Since language is the tool used to transmit ideas, it also allows the learning process of different languages, like English. Currently learning English in today's world is considered an important part in the academic and professional world is it is used all around the world for communicative proposes. In fact, English is the language of the world as it allows better educational opportunities as well as job opportunities, and an accepted social status (Charise, 2007).

A high level of exposure to the language is required for accurate acquisition of English language; by exposure to the language Benson (2001) states that English should not be limited to the classroom, but to the outside too; he also manifests that the outside-of-class-language exposure encompasses self-instruction, realistic learning and naturalistic learning. Some forms that are included in this outside exposure include: listening to English radio programs, watching English programs (series, films), traveling overseas to English speaking countries, having conversations to native English speakers, exposing to real English life situations, navigating on the net in English, reading English stories, novels, magazines, etc. (Benson, 2001; Charise, 2007).

However, not only exposure to the English language is enough for the learning and acquisition of it, but also the application of appropriate techniques is necessary for the development and learning of English. Appropriate application of techniques allows learners to become better communicative competent of the English language as well as to improve their English skills and express their ideas accurately (Benson 2001). The

following list of methods/techniques are proposed by different authors who suggest their use for learners to learn, practice, and produce the correct development and acquisition of the English language:

Grammar Translation Method: It is a highly teacher-centered approach, and this is the reason that now it is not a preferred teaching method in many developed countries. GTM emphasizes learning grammar rules and vocabulary through the deductive approach (Mart, 2013).

Natural Approach / Direct Method: It emphasizes only the use of the target language in the classroom as an instructional medium. In this method, mother tongue interference is almost zero (Elizabeth & Rao, 2010).

Task-based Language Teaching (TBLT/TBI): It emphasizes the use of authentic language, and students are engaged in meaningful activities using the target language (Richards & Rodgers, 2001).

Communicative Language Teaching (CLT): Learner-centered pedagogies aim at making language learners grammatically accurate and communicatively fluent (Kumaravadivelu, 2006).

As a matter of fact, the correct exposure and the appropriate use of teaching techniques, will allow learners and accurate learning of the English language. For instance, inside and outside classroom learning gives learners a lot of opportunities for learning English, plus the combination of different techniques and methods used by teachers will create a better English performance among students as well as to help them reach academic professional goals (Mahmoud, 2018; d'Ydewalle, G., & De Bruycker, 2007).

2.3.4 Vocabulary

One important part when learning a language is the acquisition of vocabulary. Moreover, vocabulary is defined as a set of words that need to be learned in order to communicate effectively. Its importance demands to be the core of language communication and its acquisition is highly important in the learning of a language (Neuman & Dwyer, 2009; Coady, J., & Huckin, 1998). Based on this concept it can be inferred that the learning, acquisition, and knowledge of vocabulary is necessary since through it, ideas and opinions can be transmitted in both written and spoken language (Avila, 2020).

On the other hand, the acquisition of vocabulary is based on two types: receptive and productive. Hatch and Brown (1995) refer to receptive vocabulary as the recognition of words that learners make when exposed to them, but not able to pronounce it; on the other hand, productive vocabulary refers to the words that learners have been already taught and which are expected to be productively applied. For the correct reception and production of vocabulary use, Rhalmi (2019) proposes some methods:

Receptive:

- Multiple choice
- Matching
- Sentence completion
- Fill the gaps
- Translation
- Word Association

Productive

- Describing pictures
- Reading aloud
- Conversation-discussion
- Role play
- Explanations
- Giving instructions

Since the acquisition of vocabulary is receptive and productive, one alternative to get good results in the process of learning vocabulary is by means of the CLIL approach. This approach offers multiple chances to learn vocabulary as it is applied in contexts where real communication is produced so that the learning process is meaningful and real. Some studies demonstrate certain positive effects of CLIL to learn vocabulary within the classroom, for example: Jimenez and Ruiz de Zarobe (2009) point out that there are meaningful receptive results among students when learning vocabulary through CLIL; nevertheless, in terms of productive vocabulary, the results are not conclusive. Xanthou (2007) mentions that CLIL gives opportunities for learning vocabulary not only to activate student's previews knowledge, but also to promote learners to actively process new

vocabulary. As a matter of fact, it can be stated that CLIL approach is one way to actively learn vocabulary and increase language lexicon when learning a new language.

CHAPTER III

METHODOLOGY

3.1 Location

The present study took place at *Unidad Educativa Particular Emanuel* located in Morona Santiago province, Ecuador. It has approximately 400 students and 32 teachers. This school offers grades from K1 to K12. From the K1 grade to K8 grades, learners take 5 English hours per week, and from K9 high to K12 grades students take 6 hours of English classes.

3.2 Tools and Techniques

This research was carried out by means of two tests: a pre-test (See Annex 1) and post-test (See Annex 2). Both were applied at the beginning and at the end of the study to the control and the experimental group. The tests present multiple-choice questions and gap filling. These were adapted from Pearson Education Limited A2 and Test your Vocabulary Standardized tests.

The pre-test involves 5 aspects, such as: food and drink, word groups, animals, clothes, adjectives and nouns. This pre-test measured the level of knowledge in terms of vocabulary, based on word-image assimilation and gap filling.

Moreover, 10 worksheets were developed, based on focused themes, in the activities already described with a level A2 vocabulary. These lesson plans presented a structure that covers the four fundamental skills in the teaching of a foreign language: Reading, Writing, Speaking, and Listening; however, the skill that had more focus on was reading. The activities lasted 40 minutes each. It should be noted that the activities were carried out with the experimental group while the control group developed the same topics through a traditional methodology.

Finally, a post-test that presents the same number of reagents was developed and it had the same degree of difficulty as the pre-test, but with different content.

Additionally, it was necessary to use worksheets, pens, pencils, laptop, speakers and other school supplies, to develop the activities prepared by the researcher.

3.3 Research Approach

The aim of this study was to analyse the effectiveness of the use of the CLIL approach on reading activities to improve vocabulary. The approach of this research was quantitative which provided valid and reliable data obtained with the instruments applied in this project. The quantitative analysis is utilized to address inquiries through statistical methods, involving the computation of frequencies and percentages (Hernández et al., 2010). The quantitative approach encompasses the collection, assessment, and numerical presentation of data, enabling researchers to conduct precise and dependable statistical analysis. This, in turn, facilitates the validation or refutation of the hypothesis (Creswell, 2015). Two groups of students were chosen. The control group was 25 students, and the experimental group was 25 learners, too.

On the other hand, this study involved the use of statistical and numerical tools that helped in the analysis of the results. To achieve reliable data, a pre-test and post-test were given to the target groups. Additionally, this study was quasi-experimental because two groups were involved (Cohenet at., 2007), and 10 interventions were applied in both groups and CLIL methodology were developed in the experimental group.

The research modality is bibliographic with a review of the relevant literature about CLIL and Vocabulary.

3.4 Population and sample:

This research was carried out in a private school named Unidad Educativa Particular Emanuel located in Morona Santiago province. Two groups of 25 students were the participants of this research, grades "A" and "B". Group A was part of the control group, whereas Group B was part of the experiment group. Both groups learned English as a curricular subject. The students were in the 7th-grade academic year, and they were between 10 to 11 years old.

Therefore, the sampling technique employed was non-probabilistic. This approach offers the benefit of choosing cases that the researcher can readily access and subsequently incorporate into the study (Gabor, 2007).

3.5 Data collection:

In this research for data collection, it is necessary to describe the following stages:

Stage 1: A pre-test was applied to diagnose students' vocabulary knowledge at the beginning of the intervention in both the experimental and control group. The results from pre-test provided information regarding students' vocabulary knowledge before the treatment.

Stage 2: Ten CLIL reading worksheets were applied in 5 weeks in ten sessions in total. In the experimental group learners were provided with CLIL reading worksheets which were monitored by the researcher to follow up the development of all the activities provided during the classes, whereas in the control group students worked in traditional EFL reading activities. In each section students needed to develop their reading skills and work on them.

Stage 3: After the intervention, the post-test was applied and the results of those were analysed and compared with pre-test results. To collect numerical data each test was graded over 10 points; 10 being the highest score and 1 the lowest.

3.6 Data processing and statistical analysis:

Once the intervention was completed, an analysis of the results of the pre-test and post-test were needed to see if the students from experimental group improved their vocabulary knowledge by using CLIL reading activities. Therefore, the statistical software SPPS and excel graphics were utilized to show the results of this research.

3.7 Hypothesis Verification - Hypothesis Approach

Both the alternative hypothesis and the null hypothesis were verified using the statistical formula T-Students of the SPSS (Statistical Package for Social Sciences) software.

The two hypotheses that guided this research were the following:

- **Alternative Hypothesis:** The use of CLIL approach through reading activities improves vocabulary knowledge.
- **Null Hypothesis:** The use of CLIL approach through reading activities does not improve vocabulary knowledge.

CHAPTER IV

RESULTS AND DISCUSSION

4.1 Analysis of the results and data interpretation

This chapter presents the results obtained in this research and the relevant aspects of it, analyzing the data collected from the pretest and posttest and making meaningful conclusions:

4.1.1 Pre-Test

Once the control group and the experimental group were selected, a Pre-Test was applied. It had a total of 50 points where the rule of three was applied to obtain the final score out of 10 points. The same assessment was applied for both groups with 25 participants each. When comparing two groups there is the possibility of finding two types of qualitative and quantitative variables; however, since this is a research work that measures, analyzes, and interprets the results obtained in the pre-test, the research is purely quantitative. Also, since the samples of this study are related, control and experimental group, it was decided to apply the T-student test for related data, resulting in the values shown in Table 3.

Table 3

Results: Pre-test application.

Statistical Description						
	N	Minimum	Maximum	Mean		Standard deviation
	Statistical	Statistical	Statistical	Statistical	Typical error	Statistical
Final Score - Control Group	25	3.33	8.44	6.5688	.27116	1.35582
Final Score - Experiemental Group	25	4.22	8.67	6.6120	.26668	1.33340

Note. Results obtained from the pretest in both control and experimental group. *Data obtained from SPSS statistical analysis.*

Analysis and interpretation

Table 3 shows the results obtained from both the control group and the experimental group, where the arithmetic mean was 6,568 and 6,612 respectively, showing that the results obtained are symmetrical, that is, the level of knowledge is similar in both groups. Therefore, approximately 65.68% of vocabulary mastery is shown in the control group.

On the other hand, the experimental group showed 66.12% of knowledge. This data was obtained by evaluating 50 reagents with a standard deviation of 1.3.

Figure 1

Pre-test results
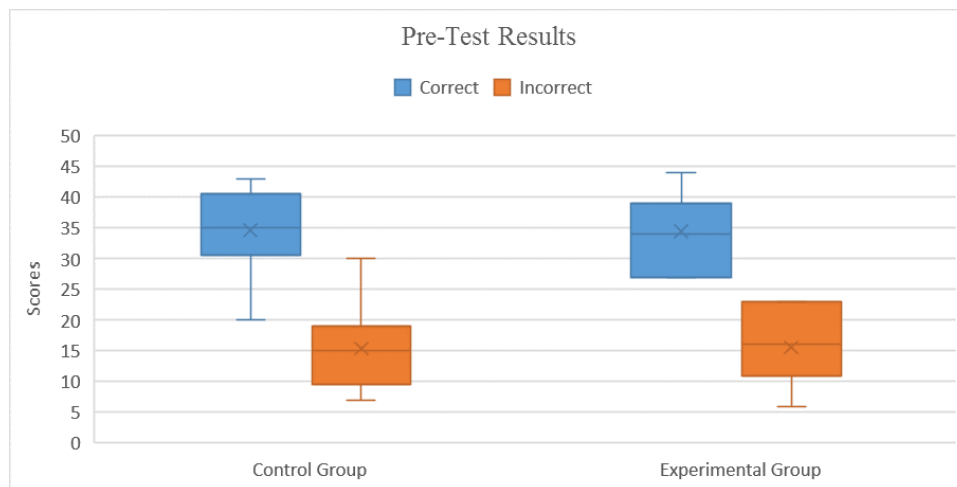
Note. Pre-Test results obtained from control and experimental group

In Figure 1, the range of grades for the control group goes from 0 to 50, where 0 is the lowest score and 50 was the highest or the equivalent to 10 points. It resulted in an average of 6.57, the number of correct answers was between 30 to 40 points and the wrong ones were between 10 and 19 points in the control group. On the other hand, the experimental group obtained an average of 6.61 out of 10, with a range of correct answers of 27 to 37 points, and a range in erroneous answers of 11 to 23, thus evidencing a slight cognitive disadvantage compared to the second group.

4.1.2 Post Test

After the intervention, learners took a post-test which results are shown in Table 4.

Table 4

Comparative Results Using T-Students for Related Post Test data.

Statitistics Description							
	N	Rango	Minim um	Maxi mum	Mean	Standa rd deviati on	Varian za

|	Statistical	Statistical	Statistical	Statistical	Statistical	Typical error	Statistical	Statistical
Final Score - Control Group	25	3.00	5.60	8.60	6.9520	.16136	.80680	.651
Final Score - Experimental Group	25	2.20	7.60	9.80	8.3120	.12441	.62204	.387

Note. Posttest results after the intervention in both control and experimental group. *Data obtained from SPSS statistical analysis.*

Analysis and interpretation

Once the data of both the control group and the experimental group were tabulated, the minimum grade for the control group was 5.60 and in the experimental group, the grade obtained was 7.60, which shows a significant difference of 2 points. Likewise, the control group obtained 8.60 as a maximum score and the experimental group reached 9.80 showing a difference of 2.20 between both results. That is to say that the implementation of CLIL reading activities to improve vocabulary suggests that vocabulary learning increased in the experimental group, while the control group maintained an average of 6.22 out of 10, evidencing a significant improvement in performance compared to the experimental group.
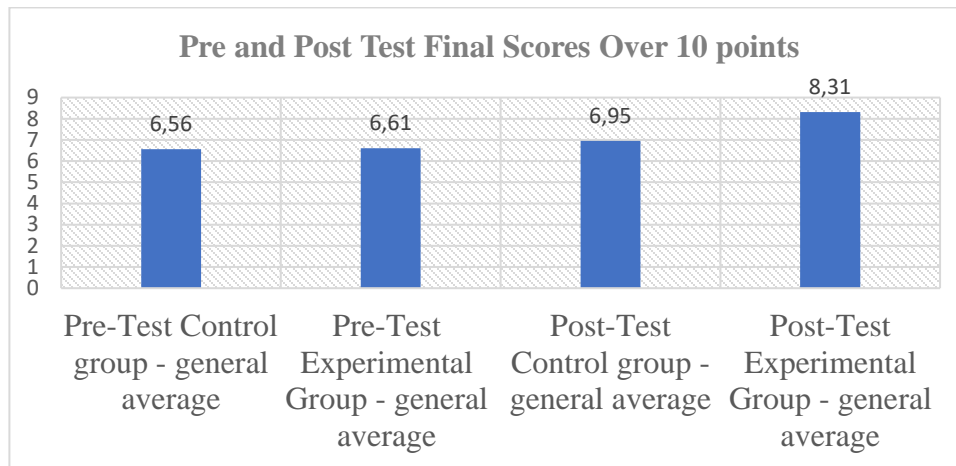
Figure 2

Post-test results
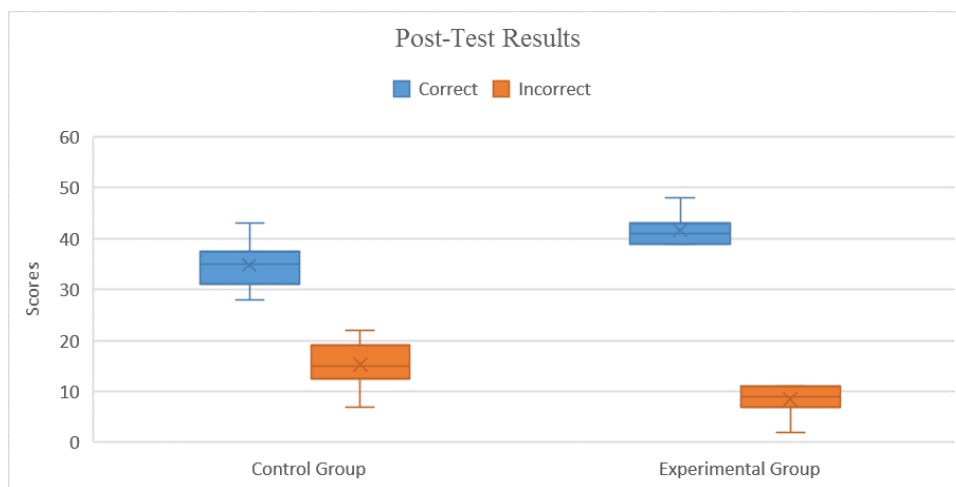
Note. Post test results obtained from control and experimental group

In Figure 2, the results of the experimental group gradually increased from 40 to 50 correct answers, with a maximum deviation of 10 points. In contrast, the control group demonstrated a tendency to decrease, with scores ranging from 30 to 40 hits and errors ranging from 10 and 22 points. It can be evidenced that the experimental group got more correct answers than the control group.

Figure 3

Pre and Post Test results final scores

Pre and Post Test Final Scores Over 10 points

Note. Results obtained from pre and posttest before and after the intervention

In figure 3, the final averages are presented to show the students' improvement in vocabulary knowledge through a grade of 10 points which was calculated by means of a rule of 3 in reference to the number of correct answers in which the tests had 50 hits, therefore 10 points represent the highest score. Thus, before the intervention in the control group, the students got an average of 6.56 out of 10, while after the intervention the students had a grade of 6.95, hence, there is no significant improvement in this group. On the other hand, in the experimental group in the pre-test, the final grade was 6.61 and after CLIL intervention the students had a better score of 8.31. Therefore, this study emphasizes its successes in improving vocabulary knowledge through the use of CLIL reading activities.

4.2 Students T-test Results

Results of both experimental and control group are presented with the following analysis. In the control group the average obtained in the pre-test was 6.5688 while in the post-test the average was 6.95, which means that there was no significant progress in the

performance of this group. It is worth mentioning that the standard deviation decreased from 1.35 to 0.86 which shows that the ratings maintain a range of approximately 65.68%. On the other hand, the experimental group obtained an average of 6.62 which indicates that, before the intervention of the CLIL reading activities, the students did not have a vocabulary domain. Once the intervention was conducted, it was proceeded to evaluate the group through a post-test obtaining an arithmetic mean of 8.2689 which demonstrates that participants achieved a great mastery of vocabulary.

4.3 Hypothesis Verification

4.1.3   Variables

- Independent variable: Using CLIL reading activities
- Dependent variable: vocabulary

4.1.4   Hypothesis Formulation

Null hypothesis H0: CLIL reading activities do **not** improve vocabulary knowledge.

Alternative hypothesis H1: CLIL reading activities improve vocabulary knowledge.

4.4 Population Description

There is an experimental group and a control group with 25 participants each, where a quasi-experimental investigative modality was applied.

4.5 Mathematical model

Single tailed Student's t-test for paired samples was applied using the following mathematical model:

H0: $\mu 2 \leq \mu 1$

H0: $\mu 2 > \mu 1$

Where:

$\mu 1$ = population mean in the Pre-test

$\mu 2$ = population mean in the Post-test

4.6 Data collection and calculation of statistics

The tabulated Students t-value is 0.8086 in both groups, according to the significance level of 0.05 and 25 degrees of freedom. The purpose of calculating the student t is to determine if there are significant differences between the scores given by the students applying CLIL reading activities. The calculated t-values are calculated using the following formula:

$$t = \frac{\bar{x}_d}{\frac{s_d}{\sqrt{n}}}$$

Where:

t = student's t-test from the data

$\bar{x}$d = differences mean in the sample

n = pre-test and post-test data

sd = standard derivation of the differences

4.7 Decision Making

The null hypothesis is rejected and the alternative hypothesis is accepted, If the calculated Student's t-value is higher than the tabulated Student's t-value, it is in the rejection region.

Table 5

Test of normality

Tests of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
PRETTEST	.151	25	.143	.945	25	.192
POSTTEST	.212	25	.005	.851	25	.002
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

Note. Kolmogorov-Smirnov and Shapiro Wilk, Test of normality. *Date obtained from SPSS statistical analysis*

Analysis and interpretation

Table 5 shows a significance of 0.192 in the pre-test, meanwhile, in the post-test is 0.002, which demonstrates that a normal distribution of the results was not followed. Therefore, a nonparametric test (T-Wilcoxon) had to be used to ascertain if the hypothesis is accepted or rejected.

Table 6

Non-parametric test (T-Wilcoxon test)

Hypothesis Test Summary			
Null Hypothesis	Test	Sig.	Decision

1	The median of differences between PRETTEST and POSTTEST equals 0.	Related-Samples Wilcoxon Signed Rank Test	.000	Reject the null hypothesis.
Asymptotic significances are displayed. The significance level is .050.				

Note. Non-parametric test. *Date obtained from SPSS statistical analysis*

Analysis and interpretation

Non-parametric statistical test, that is used to compare the means of two samples, shows the following results. Table 6 reveals a significant level of ,000 which means, the null hypothesis (H0) is rejected due to it is less than 0,05. Therefore, the alternative hypothesis is accepted (H1). Thus, it is concluded the use of CLIL reading activities improves learners' vocabulary knowledge.

4.8 Discussion

The main purpose of this research was to analyze the effectiveness of CLIL approach on reading activities to improve vocabulary in 7th grades students at the Unidad Educativa Particular Emanuel. Therefore, a pre-test (See Annex 1) and post-test (See Annex 2) were carried out to answer the hypothesis that the use of CLIL approach through reading activities improves vocabulary knowledge. The results of the application showed that the use of CLIL reading activities improved significantly the students' vocabulary knowledge. Thereby, all the preceding research done and described in the literature review agrees with these findings. Consequently, the outcomes of this study are similar to the ones presented by Ramirez and Mena (2021), A BinSaran (2021), Quintana et al. (2019), Pinto (2018), Yusty (2017). These authors point out that the use of CLIL in reading show a positive learners' impact.

Ramirez and Mena (2021) explain that the results obtained presented a significant development in reading comprehension and vocabulary, results that were similar to this investigation in which students increased their vocabulary knowledge. Additionally, in the study presented by A. BinSaran (2021) based on qualitative research, it was analyzed and highlighted the value the employing CLIL teaching to help EFL students to improve their reading comprehension as well in this study in which the participants evidenced a significant interest in the content of the CLIL activities.

In a study conducted by Pinto (2018) where 6 worksheets with CLIL content were applied, the main findings state they also had a positive impact on students' comprehension showing similar findings as this research. Therefore, considering all the findings previously mentioned, it can be stated that the use of CLIL reading activities to improve vocabulary has a positive impact on the learners.

A variety of reading sub-skills can be developed with CLIL, for instance, vocabulary development learners encounter subject-specific vocabulary in context and teachers can use different reading materials to introduce and reinforce new words. Additionally, learners have showed an improvement in their reading comprehension due to they learn to understand content-specific information and extract meaning from specialized texts, as well in the vocabulary acquisition they become familiar with specialized terminology and concepts (Sanad & Ahmed 2017).

CHAPTER V

CONCLUSIONS, RECOMMENDATIONS

5.1 Conclusions

Based on the research and application of CLIL, it can be concluded that:

- The use of CLIL in EFL classes represents a significant improvement in the students' knowledge and development in reading skills as shown in the results presented in this research as well as some previous studies already mentioned. This study proves that CLIL aim is focused on both content and use of language in which students learn content based on culture learning a foreign language, and additionally, learners find a wide variety of vocabulary in a meaningful context that helps them to absorb new words in their memory. This allows learners the opportunity to develop language skills and knowledge simultaneously, that results in increasing language proficiency in real-life contexts.

- After the CLIL reading activities application, students from experimental group showed a significant improvement in their vocabulary knowledge compared to the control group, concluding that this research presents alike positive results as previous studies mentioned above. Therefore, CLIL implementation in reading skills had a positive impact in vocabulary improvement.

- Based on the results and after the application, the impact of CLIL reading activities is analyzed stating that the use of CLIL reading activities improves learners' vocabulary. The use of the worksheets applied in this study allowed students to explore their knowledge through authentic material that was useful for them. The learners not only improved their vocabulary, but they also acquired knowledge about cultural aspects in different areas such as science or social studies, etc. It is also important to mention that through CLIL reading activities, students feel engaged because the topics are commonly based on real life and students' contexts. They not only improved vocabulary through reading, but they also enhanced language skills since these worksheets allowed them to develop writing, listening, and speaking skills.

5.2 Recommendations

- CLIL reading activities are truly recommended due to several benefits such as: the improvement of the English language skills, the enhancement of cultural awareness in different areas, the engagement of students, and the increment of students' motivation to

be involved in the topics. Since CLIL is part of the Ecuadorian curriculum all teachers should know how to apply CLIL activities in their classrooms, and the benefits it brings when learning English as foreign language.

- It is recommended to use pictures since this material helps participants to infer the context of the text. The use of images gets students' attention and helps them to remember difficult English words. At the beginning of the application, the reading of the text was basically carried out by the research with few volunteers to participate, but while the application continued more volunteers wanted to participate with the reading. It means the topics of the texts were interested in the learners. These encouraged participants to be aware of completing the activities and motivated. As a result, CLIL also increases motivation to learn and be involved with the development of activities.

- At the same time, English teachers should be aware that students not only need to improve their English language skills, but also their cultural and cognitive awareness. In fact, teachers' activities are oriented to solve students' needs and reinforce their knowledge.

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5.4 Annexes

CHAPTER VI

PROPOSAL

6.1 Informative data

Topic: Booklet of CLIL reading activities to improve vocabulary

Name of the Institution: Unidad Educativa Particular Emanuel

Beneficiaries: students with A2 English level

Location: Morona Santiago province

Estimated time for the execution: From January 3rd, 2023 to February 3rd, 2023.

Person in charge:

Researcher: Elizabeth Calle

Cost: 57$ (worksheets copies)

6.2 Background of the proposal

Based on the results from the pre-test in the target groups, students do not have a vocabulary proficiency according to their English knowledge level to face this issue. This booklet presents some interesting CLIL reading activities to help learners to improve their vocabulary knowledge through reading skills. According to Dalton-Puffer (2021) CLIL is particularly helpful for developing receptive language abilities like vocabulary, morphology, and fluency. As a result, the foundation of CLIL is learning skills that allow for the integration of content and language learning. Moreover, CLIL is seen as a vital component for the development of vocabulary and communicative skills (Avila, 2020). Learners find it difficult to learn new vocabulary because of the lack of interactive reading activities. Therefore, one of the alternatives teachers can consider is to use this booklet of CLIL reading activities to be applied in their classrooms. Thanks to this, students can get knowledge of vocabulary and at the same time, they are learning cultural awareness. At this point, 10 CLIL reading activities focused on Content Language Integrated Learning are presented to be applied to in the English classes.

6.3 Justification

This proposal is presented with the aim of designing a booklet based on CLIL reading activities to improve student´s vocabulary knowledge. CLIL approach is one of the options that may be used in the classrooms to efficiently teach vocabulary through a

variety of reading activities, and it has various advantages for both students and teachers. Thereby, the use of CLIL reading activities allows students to have an interactive learning based on real context in which students feel motivated to get involved in the activities. Based on this, the use of CLIL focused on reading allows students to reinforce their language skills and at the same time they acquire new knowledge since they get involved in the activities and show enthusiasm in using these kinds of activities. Moreover, student's vocabulary learning and word acquisition are improved through CLIL reading exercises, which encourage better English vocabulary and comprehension. It is important to note that the CLIL technique have a strong emphasis on the development of a variety of abilities, reading being one of them, since it aids students in improving their reading comprehension, vocabulary development, and memory skills (Sanad & Ahmed, 2017)

6.4 Objectives

6.4.1   General

To design a booklet based on CLIL reading activities to improve students' vocabulary

6.4.2   Specific

- To select the most common and useful CLIL reading activities.
- To elaborate lesson plans according to students' interests.
- To propose the application of CLIL reading activities in their classrooms to English teachers, to help students to improve vocabulary knowledge.

6.5 Feasibility analysis

This present proposal is feasible because the content of its activities is based on students' cultural background, which allows them to be engaged and interested in the activities. The proposal can also help students to improve their English vocabulary.

Economic - financial

This proposal is feasible since the resources are not expensive. Students and teachers can print or make copies to be delivered.

6.6 Theoretical foundation

Utilizing the CLIL (Content and Language Integrated Learning) approach to enhance vocabulary through reading and comprehension exercises should be regarded as a crucial

aspect of English language acquisition. This method offers various benefits for language development, such as enhancing learning through the medium of the target language while engaging with diverse subjects from the curriculum, fostering cross-cultural and intercultural awareness, and more (Pengnate, 2023).

Simultaneously, it´s important to highlight that the CLIL method places emphasis on enhancing various skills, with reading being a significant component. This approach aids learners in honing their reading comprehension abilities, expanding their vocabulary, and improving memory skills (Sanad & Ahmed, 2017). Moreover, authors like Canga-Alonso and Arribas (2015) confirm that incorporating the CLIL method into vocabulary instructions yields noteworthy results in terms of learners' performance and vocabulary acquisition. Indeed, students demonstrate a heightened ability to acquire new words and apply them in various context.

Therefore, teachers should bear in mind that the content they deliver in class should align with the interests of their learners, incorporating a variety of topics that engage and resonate with them (Tsuchiya & Pérez, 2019). Coyle (2010) states CLIL challenges students to employ diverse cognitive skills, enabling them to generate new knowledge and capabilities through reflection and creative engagement, fostering a transition from higher-order thing and lower-order thinking.

The CLIL approach can be effectively employed to enhance various skills in learning a foreign language, with reading being a crucial focus. Reading holds a pivotal role in language instructions because it nurtures language comprehension and the development of vocabulary, both of which are indispensable for language acquisition. Without a strong foundation in these aspects, mastering a language becomes a daunting challenge. Reading serves two significant objectives: understanding and conceptualization, understanding the vital importance of vocabulary enhancement. In essence, an extensive vocabulary not only contributes to proficiency but also bolsters proficiency in various language skills. This is particularly evident in CLIL lessons, where subject content and the foreign language are seamlessly integrated in the teaching and acquisition learning.

6.7 Operational Model

Methodology

Phase 1: Ten CLIL reading activities were selected by reviewing several resources

Phase 2: Ten lesson plans were prepared to work in two sections of 40 minutes each week.

Phase 3: Teachers' training in the use and management of CLIL reading activities to help teachers handle their classes and students' vocabulary knowledge.

Stages	Objetives	Activities	Resources	People in charge	Time
Selecting	To select 10 reading activities to be applied	To research and prepare the most appropriate and useful activities	Laptop Digital books Internet	Researcher	3 weeks
Planning	To create 10 lesson plans for each reading activity	To plan how to develop each reading text with the learners	Laptop Digital books Internet Lesson plans	Researcher	3 weeks
Application	To apply the activities	To apply each reading activity in two section of 40 minutes each week	Worksheets Dictionaries Learners Teacher Speakers Laptop	Rearchers Learners	5 weeks

BOOKLET

CLIL

READING

WORKSHEETS

BOOKLET

ELIZABETH CALLE

2023

INTRODUCTION

Content and Language Integrated Learning CLIL has become one of the most useful

tools to involve students learning through the language and content. Therefore, the use

of CLIL to teach and learn English as a foreign language has successful results to

improve students learning skills.

This booklet presents 10 reading worksheets to work mainly in reading skills to improve

vocabulary knowledge. Learners will find it interesting to complete those activities

based on interactive activities and refreshing content. On the other hand, teachers will

discover a helpful guide to apply in their classes and to encourage students to learn

content and language.

In this sense, 10 CLIL reading activities with their corresponding lesson plans and

answer keys are proposed to be used by teachers or professionals who want to reinforce

their teaching and learning process in their classrooms.

Table of Contents

LESSON PLAN 1

Lesson Plan: 1	Level: A2
Topic: The Weather	Section: One section of 40 minutes

Objective: By the end of this lesson the students will be able to use more vocabulary about weather.			

Stages	Activities	Resources	Time
Pre-Reading **Experience** Culture	**Kind of work:** whole-class work **Technique:** guessing, asking, and answering questions. **Skills**: speaking, listening, and writing. **Warm up:** Teacher will start the class talking about the representation of a picture and will ask students to look at the photograph and guess the topic of the worksheet. Then ask them, "*What's the weather like in this picture? Is it hot or cold? Is it rainy or dry? What's the weather like today in the city, etc*." Finally, the teacher will tell students that they will learn about weather and seasons. **Development**: 1. The teacher will start the activity by playing a recording of the new words. Students repeat the words while pointing to the pictures. Then students will match the vocabulary. 2. Students will read and complete the missing words.	Worksheet 1: Recordings Laptop Video	10 minutes

While-Reading Abstract reflection Cognition Conceptualization Content	**Skills:** writing, listening, and reading **Kind of work:** individual work **Technique:** analyzing **Development:** 3. Play the recording and ask students to listen and repeat. 4. Play a video *the video will be presented from Cambridge platform.* *https://www.youtube.com/watch?v=JfUE8VYFEcg* 5. Students will read a text about *What do the shadows in a painting tell us?* 6. Students will answer comprehension questions and compare in pairs.		20 minutes
Post-Reading Active experimentation Communication	**Skills:** writing, reading **Kind of work:** individual work **Technique:** answering **Development** 7. Students will read the text again and match 8. Answer questions 9. Finally, students will draw and write about things they can see outside and their shadows.		10 minutes

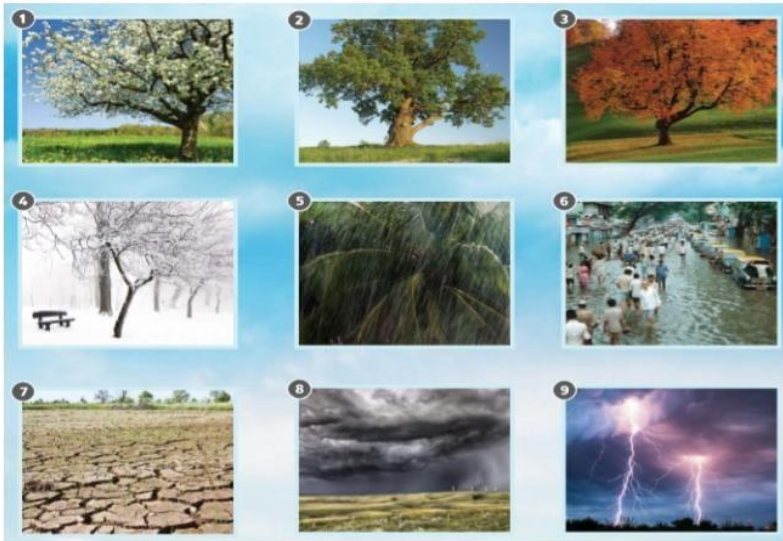*Taken from Guess What book, by Cory, K., & Hadfield, J. (2018).*

WORKSHEET 1

Seasons and weather

Vocabulary

1. **Listen the audio and repeat. Then match words with the pictures.**

a. Fall _____ b. Drought _____ c. Flood_____ d. Monsoon_____ e. Spring

f. storm_____ g. Summer_____ h. Thunder and lightning_____ i. winter

2. **Read and write the words.**

   a. This is the hottest season. _____
   b. This is the coldest season. _____

b. This is the coldest season. _____

c. This is when it rains too much, and there's water in the streets and buildings. _____

d. Leaves change color and fall from the trees in this season. _____

e. This is the light we see in the sky in a storm. _____

f. This is when it doesn't rain for a long time, and the land is very dry. _____

What do the shadows in a painting tell us?

3. Listen and repeat

shadow | light from above | light from the side

4. Watch the video

The video will be presented from Cambridge platform.

https://www.youtube.com/watch?v=JfUE8VYFEcg

5. Read the text

What do the shadows in a painting tell us?

Artists use shadows to show different seasons and times of day. To show summer, artists often paint short shadows. This is because the Sun is high in the sky in summer, and when the light comes from above, it makes short shadows. İn winter, the Sun is lower in the sky. The light comes from the side and makes longer shadows. Artists also paint long shadows to show the morning or the evening and short shadows to show midday. The shadows in paintings can also tell us where the Sun is in the sky. When the shadows are on the right of the objects, the Sun is on the left. When the shadows are in front, the Sun is behind.

Taken from Guess What book, by Cory, K., & Hadfield, J. (2018).

6. Answer the questions.

a. What's different about shadows in summer paintings and in winter paintings?

b. Why do we see long shadows in winter paintings?

2. Shadows are long _____
3. Artists paint shadows on the right _____
4. The shadows are on the left _____
5. In winter paintings, we often _____
   a. When the Sun is on the right
   b. When the light comes from the side
   c. When the Sun is on the left.
   d. When the light comes from above
   e. See long shadows

8. **Circle the shadow in the two drawings. Then answer the questions.**

   a. **Where's the shadow in each picture?**
      In the picture a, it's on the right of the tree.

   b. **Where's the Sun in each picture?**
      _____
      _____

   c. **Is the shadow in each picture long or short?**
      _____
      _____

   d. **What season is it in each picture?**
      _____
      _____

9. **In your notebook, draw and write about the things you can see outside and their shadows.**

Taken from Guess What book, by Cory, K., & Hadfield, J. (2018).

LESSON PLAN 2

Lesson Plan: 2		Level: A2	
Topic: Traditional costumes: Clothes		Section: One section of 40 minutes	
Objective: By the end of this lesson the students will be able to use more vocabulary about clothes and learners will appreciate and respect the cultural diversity of Ecuador by examining clothing traditions of different regional and indigenous groups.			
Stages	Activities	Resources	Time
Pre-Reading **Experience** Culture	**Kind of work:** whole-class work **Technique:** guessing, asking and answering questions. **Skills**: speaking, listening, writing. **Warm up:** Brainstorm about the different cities, weather, animals, fruits, music, languages, and people of Ecuador. Teacher will tell the students *Today we are going to learn about traditional costumes in Ecuador.* **Development**: 1. The teacher will start the activity asking students the question *which cities and provinces in Ecuador have you visited? What did people wear.*	Worksheet 2: Laptop	10 minutes

While-Reading **Abstract** **reflection** Cognition **Conceptualization** Content	**Skills:** Speaking, reading. **Kind of work:** individual work **Technique:** analyzing **Development:** 2. Encourage students to answer questions like: Which clothes can you name in English? Describe their hats. Tell the students to look at the picture. 3. Point to the map on the board and tell students. They are going to read an article about typical clothes in Ecuador. Teacher and students will read the first paragraph together. Teacher will ask *Can you see a photo of a man in a black hat, a white shirt, white pants, and with a long braid? Which picture is it?* Elicit photo 1. Ask students to read the rest of the article and math paragraphs 2-6 to the photos (a-e) on their own. Then check the answers.		20 minutes
Post-Reading **Active** **experimentation** Communication	**Skills:** writing, reading, speaking **Kind of work:** individual work		10 minutes

	Technique: answering and speaking		
	Development		
	4. The teacher will ask students to read and complete Why do people choose their clothes?		
	5. Ask students to answer questions like: *What do you wear for protection? What do you wear for comfort? What do you wear for identity?, etc.*		
	6. Finally, students will draw an Ecuadorian doll that tourists would like to see.		

Taken from Guess What book, by Cory, K., & Hadfield, J. (2018).

WORKSHEET 2

WORKSHEET 2

Traditional costumes: Clothes

1. **Which cities and provinces in Ecuador have you visited? What did people wear?**

2. **Look at the people's costumes. Talk in pairs.**

   1. Which clothes can you name in English?
   2. Describe their hats.

3. **Read and match.**

Traditional Costumes

In Ecuador, there are about twenty indigenous groups. Each group has its own traditions, music, art, languages, and costumes. Their clothes tell you where they are from.

The North

1. Men from Otavalo usually wear a back felt hat, white shirt, short white pants, and blue poncho. They also wear their hair in a *chimba* (long braid)
2. Women from Otavalo wear a long blue skirt, a white shirt, and a blue shawl (which they put on their head when it's hot). The women usually wear red and gold jewelry to decorate their clothes.

The central highlands

3. Clothes are very colorful in the provinces of Chimborazo, Cotopaxi, and Bolivar. Women wear thick wool stockings, felt hats, shawls or ponchosm, and *anaco*. The *anaco* is a long piece of material (tela espejo) that becomes a skirt. They also wear colorful belts (guato).
4. To protect themselves from the cold, men wear ponchos and felt hats.

The South

5. Women from Cuenca usually have two braids, not one, and they wear white straw hats (*paja*). Their *anaco* skirts are short and are usually very bright colors, with little bits of gold or silver. Most people wear flat shoes.
6. Loja is different from Cuenca. The Saraguro people wear black and white (black hats, pants, and shawls). The women wear black and white striped skirts.

Taken from Guess What book, by Cory, K., & Hadfield, J. (2018).

Braids – costumes – cotton – felt – flat – jewelry – straw

There are six main reasons why people choose their clothes:

1. **For protection.** To protect themselves against the cold, people wear ponchos and _____ hats.

2. **For comfort.** Many indigenous women wear_____ shoes for work because they´re comfortable.

3. **For identity.** The Cuencans wear white _____ hats to show where they're from. Otavalan men have their hair in _____ . Some men from Santo Domingo still color their hair red.

4. **For fashion.** In Guayaquil, the men wear white _____ shirts called *guayaberas,* but they aren't in fashion today. İn many parts of Ecuador, people prefer clothes from the U.S. or Europe.

5. **For festivals.** İn Baños, children wear special _____ for festivals.

6. **For decoration.** Many indigenous people, like Otavalan women, wear gold _____ .

5. **What clothes do you wear for these reasons? Ask and answer.**

   1. What do you wear for protection?
   2. What do you wear for comfort?
   3. What do you wear for identity?
   4. What do you wear for fashion?
   5. What do you wear for festivals?
   6. What do you wear for decoration?

Language through the arts

6. **Draw an Ecuadorian doll that tourists would like to buy.**

Taken from Guess What book, by Cory, K., & Hadfield, J. (2018).

LESSON PLAN 3

Lesson Plan: 3		Level: A2	
Topic: Food		Section: One section of 40 minutes	
Objective: By the end of this lesson, students will be able to use vocabulary about food.			
Stages	Activities	Materials	Time
Pre-Reading Experience Culture	**Skill**: speaking **Kind of work:** group work **Technique:** finish the sentence **Development**: **Warm up** The teacher will challenge students to write one food beginning with each letter in the alphabet. Teacher will explain students they are going to learn about street food in Ecuador.	**Worksheet 3:**	5 minutes
While-Reading **Conceptualization** CONTENT **Abstract reflection** COGNITION	**Skills:** writing, listening, and reading **Kind of work:** group work **Technique:** Ordering, understanding, analyzing. **Development:** 1. The teacher will get students in pairs and tell them to look at the pictures of street food and encourage students to say		20 minutes

	the names of each picture. Find out which food students like best. 2. Look at the pictures, which food looks safe and unsafe to eat? Ask them to give reasons. For each picture the teacher will write two students' responses on the board. Then, ask students to read the article and check whether the sentences teacher has written on the board are true, false, or neither. After that, put students in pairs. Ask them to change the sentences that are not true into sentences that are true.		
Post-Reading **Active experimentation** COMMUNICATION	**Skills:** speaking, writing, reading **Kind of work:** Individual work **Technique:** Understanding **Development** 3. Students will look at the pictures and they will say "yes" or "no". start a short conversation about which place looks safer? Why? Then ask students to share their thoughts.		15 minutes

	4. Finally, students will read and complete exercise number 4.		

Taken from Guess What book, by Cory, K., & Hadfield, J. (2018).

WORKSHEET 3

WORKSHEET 3

Safety Street food in Ecuador

1. **Look the pictures and answer the following questions.**

   a. Can you name the food?

   b. Which food do you like?

   c. Which food do we usually eat hot?

   d. Which food has the vendor wrapped in plastic?

2. **Look at the pictures. Read and check.**

Which food looks safe or unsafe to eat?

Temperature

Always check the temperature of your food to make sure it's safe. At 60° C, some bacteria can´t live. At 71° C no bacteria can live. So, hot food should always be hotter than 70° C. Cold food and drinks should be below 5° C. Below 5° C, bacteria can't grow. Most street food is hot, but not all. How do you know if it is hot or cold enough?

Tips

   a. Food at 71° C hurts your mouth when you taste it!

   b. Cold food should be in a refrigerator. İf it isn't, it probably has bacteria.

Time

Fresh food is the best, but did you know that fresh meat has bacteria on it, too? When you cook it at 71° C, the bacteria can't live. But bacterias quickly grow on the food again! Some vendors sell the same cooked food for days! That's not safe. So, how do we know if food is fresh? How do we know how long the food has been there?

Tips

   a. Choose popular vendors because they're probably cooking and selling fresh food.

   b. Choose people who cook the food in front of you. Then you know it's safe.

Taken from Guess What book, by Cory, K., & Hadfield, J. (2018).

3. **Look at the pictures. Read and say "yes" or "no"**

   a. The vendors are touching the food with their hands.
   b. They're preparing or cooking the food in front of the customer.
   c. The vendors have wrapped or covered the food
   d. They've covered their hair.
   e. There are no flies near the food.

4. **Read and complete**

   Customers – kitchen - sell – soap – temperature – wrapped

   İnspector's list

   The people who prepare the food wash their hands with _____ .

   The vendor has covered or _____ the food in plastic.

   The people who work in the _____ have covered their hair.

   The _____ can enter and move around without falling.

   The Café doesn´t _____ food that is more than 48 hours old.

   The _____ of the refrigerator is below 4° C.

   Taken from Guess What book, by Cory, K., & Hadfield, J. (2018).

LESSON PLAN 4

Lesson Plan: 4		Level: A2	
Topic: Natural science Yasuní National Park: Animals		Section: One section of 40 minutes	
Objective: By the end of this lesson the students will have to use vocabulary about the animals, and they will learn about the ecology and indigenous people of Yasuní National Park			
Stages	Activities	Materials	Time
Pre-Reading Experience CULTURE	Skills: reading, speaking Kind of work: whole-class work Technique: Remembering Development: Warm up: Teacher will show students a map of Ecuador. Ask them how many national parks there are in Ecuador, encourage students to mention them. Let students know they are going to learn about different kinds of animals from the Yasuní National Park. 1. Tell students to read the three short texts and match the words in bold in the correct photo.	Worksheet 4 Ecuador map Laptop	7 minutes

While-Reading **Abstract reflection** COGNITION **Conceptualization** CONTENT	**Skills:** writing and reading **Kind of work:** individual work **Technique:** critical thinking **Development:** 2. Read and label the picture. Before, students read, ask them what they can see in the picture Ask students which part of the forest is the brightest? Ask students to read the description of each layer and label the picture.		20 minutes
Post-Reading **Active experimentation** COMMUNICATION	**Skills:** reading, writing **Kind of word:** Individual work **Technique:** Identify **Development** 3. Read and complete. Ask the students to share their ideas with the class. Encourage learners to read the paragraph and fill in the blanks using the words in the box. Check students' answers and the discussion with the class. 4. The teacher will ask students to imagine they are in Yasuní National		13 minutes

	Park and ask students to say "yes" for the things they should do and "no" for the things they should not do.		

Taken from Guess What book, by Cory, K., & Hadfield, J. (2018).

WORKSHEET 4

WORKSHEET 4

Natural science Yasuní National Park: Animals

1. **Read the following text and match the pictures with the corresponding description.**

_____   _____   _____

Yasuní National Park

The biggest **national park** in Ecuador is Yasuní, a beautiful rain forest in the eastern part of Ecuador. İt has a warm climate with lots of sun, rain, and fresh air. Who and What lives there?

Yasuní is home to many **indigenous people**: the Waorani, Secoyas, Sionas, and Tagaeri. They have lived in the rain forest for thousands of years and have protected its way of life. They eat the fish, fruit, and animals in the forest. They use the plants for medicine and to make their homes.

In Yasuní you can hear the sounds of monkeys, caimans, frogs, and parrots. Sometimes you can see endangered **species** like jaguars. There are tens of thousands of species of beautiful trees, flowers, and fruit. You can see food plants, too, including cacao and coffee.

Read and label the picture

Layers of a rain forest

There are four layers of a rain forest. Each part is very different:

1. The **forest floor** is dark and wet. Everything dies quickly because the sun doesn't shine here. The dead leaves and insects, jaguars, and people live here.
2. The **understory** is also dark, so the plants are small. They grow big leaves to get more sunlight. Many animals live here including jaguars, frogs, snakes, and insects.
3. The **canopy** is like a roof. İt's a bright and colorful place. Some plants grow in the tall trees. Many animals like monkeys and birds live here because there's lots of food.
4. The **emergent layer** has the tallest trees. They're green, dry, and strong. Birds like this part.
5.

Taken from Guess What book, by Cory, K., & Hadfield, J. (2018).

3. **Read and complete**

Floor – habitat – ~~medicine~~ – species – wood

Everyone wants a part of the Yasuni rain forest. The indigenous people want their home. They want the fruit, fish, and animals for food. They want the plants for (1) **medicine.** The animals want to live in their natural (2)_____ . Tourists want to see lots of animals in the rain forest, especially endangered (3)_____ , but they also want hotels and more hotels mean cutting down more trees. What do we want? We want the (4)_____ from the trees so that we can have furniture. We also want the oil that is under the forest (5) _____ because our cars, and factories need oil, but we all need the oxygen from the plants in the Yasuní National Park so that we can breathe.

4. **Read and write "yes" or "no"**

1. To hear the sounds of the animals, we should walk quietly. _____

2. We should take flashlights to see in the dark. _____

3. We should wear a hat when we feel the sun on our heads. _____

4. When we go by boat, we should touch the caimans. _____

5. We should leave food on the forest floor for the animals. _____

6. Before we taste fruit, we should ask someone if it's safe. _____

Language through the arts

5. **Say a brief description about the pictures.**

Taken from Guess What book, by Cory, K., & Hadfield, J. (2018).

LESSON PLAN 5

Lesson Plan: 5			Level: A2	
Topic: Why is it important to drink water?			Section: One section of 40 minutes	
Objective: By the end of this lesson the students will learn the importance of drink water				
Stages	Activities		Materials	Time
Pre-Reading Experience CULTURE	Skill: reading Kind of work: whole-class work Technique: guessing Development: Warm up: Encourage students to think in their body parts and illnesses. Show a picture and ask how does she feels? What is she doing? How much water does she usually drink a day? How many glasses? 1. The teacher will play the recording, pausing for students to repeat. Watch a video, play a video *https://www.youtube.com/watch?v=xlsvpZk1L2U* the video will be shown though Cambridge platform.		Worksheet 5	10 minutes
While-Reading Abstract reflection COGNITION	Skills: writing and reading Kind of word: individual work Technique: critical thinking Development: 2. Read the text. Then the teacher will ask questions, for example, why do our stomachs			20 minutes

Conceptualization CONTENT	need water? How do we put water back into our bodies? How many glasses of water do we need to drink every day? 3. Answer the questions. Students will read and answer the questions about the text. 4. Encourage students to share their ideas about when they think they should drink more water. Ask students to think of times when they drink more water.		
Post-Reading **Active experimentation** COMMUNICATION	**Skills:** reading, speaking, writing **Kind of word:** individual work **Technique:** answering **Development** 5. Students will read and circle the correct words. 6. Students will look at the bar chart and answer the questions. 7. Finally, the students will complete questions 1 and 2, write a third one and then ask and answer in pairs.		10 minutes

Taken from Guess What book, by Cory, K., & Hadfield, J. (2018).

WORKSHEET 5

WORKSHEET 5

CLIL Science

1. **Listen and repeat**

humans   blood   brain   skin   perspiration

2. **Watch a video**

   The video will be presented from cambridge platform.

   https://www.youtube.com/watch?v=xlsvpZk1L2U

3. **Read and listen**

Why is it important to drink water?

All, plants, animals, and humans need water to live. That's because our bodies need water for nearly everything they do. Our blood needs water to move around the body. Our stomachs need water to digest food. More than 70% of our brains are water, so drinking water helps us think better.

When we do sports and when it's hot, we lose water through our skin. This body water is called perspiration. We put water into our bodies when we drink and eat. When we lose more water than we put into our bodies, we feel tired and we sometimes have a headache. That's why it's important to drink 6 – 8 glasses of water a day.

Taken from Guess What book, by Cory, K., & Hadfield, J. (2018).

4. **Answer the questions**

   a. Why does our blood need water?

   b. How much of our brain is water?

   c. From which part of our body do we lose water when it's hot?

   d. What happens when we don't drink much water?

5. **When do you think you should drink more water?**

6. **Read and circle the correct words**

   a. **Some / Most / All** of the brain is water.

   b. The water we lose when we're very hot is called **perspiration / blood / skin.**

   c. When we don't drink water, we sometimes have **a toothache / an earache / a headache.**

   d. It´s important to drink **4-6 / 6-8 / 8-10** glasses of water a day.

7. **Look at the bar chart and line graph. Answer the questions.**

   Number of glasses of water Juan drank each day.

   Number of glasses of water Carolina drank each day.
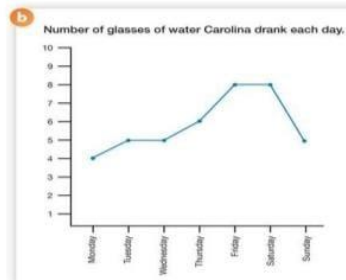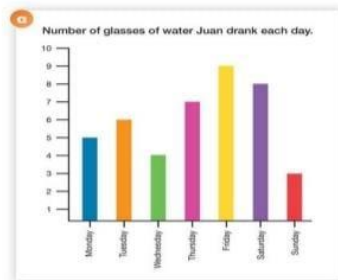
   a. Who drank five glasses of water on Sunday? _Carolina_____

   b. Which day did Juan drink the most water? _____

   c. Which day did Carolina drink six glasses of water? _____

   d. Which day did the children drink the same number of glasses of water? _____

   e. Who drank the most water this week? _____

8. **Look at activity 2. Write questions and ask a friend.**

   a. Who drank _____ glasses of water on_____?

   b. How many glasses of water _____?

   c. _____

Taken from Guess What book, by Cory, K., & Hadfield, J. (2018).

LESSON PLAN 6

Lesson Plan: 6		Level: A2	
Topic: Making documentaries about animals		Section: One section of 40 minutes	
Objective: Bu the end of this lesson students will learn vocabulary related to animals			
Stages	**Activities**	**Materials**	**Time**
Pre-reading Experience CULTURE	**Skills:** speaking and listening **Kind of work:** group and individual work **Technique:** To develop comprehension skills **Development:** **Warm up:** 1. Teacher will start the class asking students: what do they know about documentaries?. Then mention different topics for documentaries, for example, famous people, places, or wildlife. Discuss as a group what we learn about in wildlife documentaries and, finally ask them if they enjoy watching documentaties.	Worksheet 6 Laptop	10 minutes
While – reading **Abstract reflection** COGNITION **Conceptualizacion** CONTENT	**Skills:** reading and listening **Kind of work:** individual and pair work **Technique:** To develop comprehension skills **Development:**		20 minutes

	2. Read and listen to the reading *making documentaries about animals.* Teacher will ask the class to look at the pictures and make predictions about what the text is about. 3. Students will get in pairs and write weather the sentences are true or false.		
Post-Reading **Active experimentation** COMMUNICATION	**Skills:** reading and writing **Kind of work:** Individual work **Technique:** To develop comprehension skills **Development:** 4. Students will develop their understanding by doing exercises number 4 and 5 5. Finally, the students will answer the question: *Do you like documentaries about, animals, planets, dinosaurs, science, or history?*.		10 minutes

Taken from Go International book, by Dune, B., & Newton, R., (2021)

WORKSHEET 6

WORKSHEET 6

1. Start a short dialogue about what is a documentary?

2. Read and listen the following text

Making documentaries about animals

Hello, I´m Jhon. I´m a photographer. İ´m making a documentary about great white sharks. Great white sharks are four to six meters long and have sharp teeth. They eat fish and seats. Today, I´m on a boat, and I'm filming a shark. It can swim at thirty kilometers an hour. İt can jump in the air too. İt is amazing! Now, I'm in a metal cage in the ocean, and I´m filming with a waterproof camera. The shark is looking at me. It can't attack me, so I´m not afraid.

Hi! I´m Angela. I´m a photographer. I´m making a documentary about a big birds called cranes. İ put a camera near the cranes' nest. İ film the mother and father birds when they feed the chicks. They eat insects, plants, and small fish. Now, I'm filming the cranes in the air. I´m flying in an ultralight with the cranes. İ have my camera. The cranes fly over cities and mountains. It's very exciting!

Taken from Go International book, by Dune, B., & Newton, R., (2021)

3. **Read and write *True* or *False***

   a. Great white sharks eat fish and seals. _____

   b. John goes in a plastic cage. _____

   c. The Shark can't attack John. _____

   d. The father crane doesn´t feed the chicks. _____

   e. Crane chicks eat lizards and rabbits. _____

   f. Angela flies in an ultralight. _____

4. **Look and find the vocabulary. Then write under the pictures.**

   _____ _____ _____ _____

_____ _____ _____ _____

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

5. **Read and complete, use the words above.**

I'm making a documentary about white _____. Great white sharks are four to six meters long, and they have sharp _____ A great white shark can swim at _____ kilometers an hour. İ go under water in a metal _____ I film the shark with a waterproof _____.

İ'm making a _____ about _____ I put a camera near the cranes' _____. They eat insects, _____, and small fish. İ fly behind the cranes in an _____. They fly over cities and _____. It´s very exciting!

6. **Read and draw for you**

    Do you like documentaties about?

    Animals – planets – dinosaurs – science – history

Taken from Go International book, by Dune, B., & Newton, R., (2021)

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LESSON PLAN 7

Lesson Plan: 7		Level: A2	
Topic: Seasons on a farm		Section: One section of 40 minutes	
Objective: By the end of this lesson students will be able to expand season vocabulary			
Stages	Activities	Materials	Time
Pre-reading experience CULTURE	Skills: listening and reading Kind of work: individual work Technique: understanding Development: Warm up: 1. Teacher will write some scrambled words on the board. For example, *mermus (summer), twiner (winter), ect.* Students solve these words in their notebooks.	Worksheet 7 laptop	10 minutes
While – reading **Abstract reflection** COGNITION **Conceptualization** CONTENT	Skills: Listening and reading Kind of work: Individual work Technique: Understanding Development: 2. Teacher will ask students to look at the pictures and introduce the seasons. 3. Students will start to read, then teacher and students will check comprehension with some true or false statements.		20 minutes
Post-Reading **Active experimentation**	Skill: writing Kind of work: Individual work Technique: Understanding		10 minutes

COMMUNICATION	**Development:**		
	4. Students will develop exercises which they have to identify, match and write new vocabulary.		

Taken from Go International book, by Dune, B., & Newton, R., (2021)

WORKSHEET 7

WORKSHEET 7

SEASONS ON A FARM

1. **Unscramble words**

   mermus (summer), twiner (winter), etc.

2. **Listen and read the following text**

   The farmer drives his tractor. He plants seeds for vegetables and wheat. It's rainy and warm. The rain helps the vegetables grow. The sheep have lambs. The lambs drink the mothers' milk.

   It's very hot and sunny. On the farm, the vegetables and wheat grow. The farmer picks strawberries and cherries. The lambs are big. Now, they don't drink milk, they eat grass.

   The farmer picks apples, pears, and vegetables. When it's dry and sunny, the farmer cuts the wheat in the fields.

   It's cold and snowy. The farmer gives food to the sheep. The farmer picks cauliflowers and broccoli in January and February.

   Taken from Go International book, by Dune, B., & Newton, R., (2021)

3. **Write true or false in the following statements.**
   a. The farmer plants seeds for vegetables and wheat in the winter.
   b. The farmer picks cauliflower and broccoli in March and April.
   c. In the winter, the farmer cuts the wheat in the fields.
   d. The sheep have lambs in the summer.
   e. In the summer, the farmer picks pears and cherries.
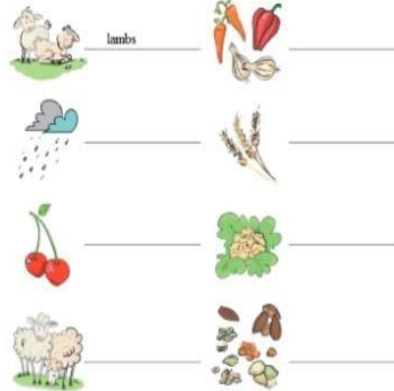   f. The farmer grows apples, pears, and vegetables in the fall.

4. **Look the pictures and write**

winter - summer - fall - spring

_____ _____ _____ _____

_____

5. **Match and write**

la   tables
sh   eds
vege   flower
che   mbs
cauli   in
wh   rries
se   eat
ra   eep

lambs _____

_____ _____

_____ _____

_____ _____

6. **Read and complete with words from activity 4.**

   a. In the spring, the farmer plants _____ for vegetables and wheat.

   b. In the summer, there are _____ and strawberries.

   c. In the fall, the farmer cuts the _____ .

   d. In the spring, the sheep have _____ .

   e. In January and February, the farmer picks _____ and broccoli.

   f. In the winter, the farmer gives food to the _____ .

Taken from Go International book, by Dune, B., & Newton, R., (2021)

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LESSON PLAN 8

Lesson Plan: 8	Level: A2
Topic: Ocean Animals	Section: One section of 40 minutes

Objective: By the end of this lesson students will be able to expand their vocabulary related to ocean animals.			

Stages	Activities	Materials	Time
Pre-reading **Experience** CULTURE	**Skill:** reading **Kind of work:** individual work **Technique:** To develop comprehension skills **Development:** **Warm up:** 1. The teacher will present a picture about a map of the world and explain that about 70% of the Earth's surface is ocean or sea. Ask students to name the oceans: the Atlantic Ocean, the Pacific Ocean, the Indian Ocean, the Arctic Ocean, and the Southern Ocean. Ask students which place they would visit if they want to learn more about creatures found in the ocean. (An aquarium)	Worksheet 8 Flashcard Laptop	10 minutes
While-reading **Abstract reflection** COGNITION **Conceptualization**	**Skills:** Reading and listening **Kind of work:** Individual and group work **Technique:** Guessing **Development:**		20 minutes

CONTENT	2. Teacher will ask students to read the title and ask questions about aquariums: *In there an aquarium in your city or town? Which animals live in an aquarium?*. Then students will start with the reading, read each paragraph and pause after each text to check comprehension and understanding of vocabulary. 3. Teacher will ask students to do exercises 3. Teacher will write the first sentence on the board. Then, learners will work in pairs and find the mistakes. After that elicit the correct answer.		
Post-reading **Active experimentation** COMMUNICATION	**Skills:** Reading and Writing **Kind of work:** Individual work **Technique:** Guessing and understanding **Development:** 4. Learners will complete unscrambling exercises. 5. In the exercise, five students will read and identify the correct answer. 6. Finally, students will identify and classify the correct answer.		

Taken from Go International book, by Dune, B., & Newton, R., (2021)

WORKSHEET 8

OCEAN ANIMALS

1. **Look at the picture and point the oceans**

2. **Listen and read the following text.**

Ocean Animals

Crabs

This crab is walking. Crabs have ten legs. The first pair of legs are claws. They can walk on the ocean floor and on land. Crabs eat plants and small animals. They don´t have teeth. They don´t have teeth. They cut food with their claws.

Octopuses

This is on octopus. Octopuses have eight arms. They can swim and crawl on the ocean floor too. Octopuses are carnivores. Their mouths have beaks. They use the beak to open shells and eat the animals inside.

Seahorses

This is a seehorse. Seahorses have long tails. They can hold onto plants and rocks with their tails. Look at this seahorse. İt's holding onto a plant. Seahorses can swim, but they are very slow.

Jellyfish

This beautiful creature is a jellyfish. Look! It has long tentacles, Jellyfish don't have bones or eyes. They eat small plants, fish, and crabs.

Taken from Go International book, by Dune, B., & Newton, R., (2021)

3. **Rewrite and correct the mistakes.**

    a. Crabs have six legs and two claws.

    _____
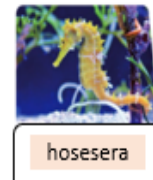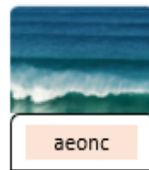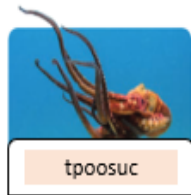
    b. Crabs cut food with their teeth.

    _____

    c. Octopuses have eight claws.

    _____

    d. Seahorses have short tails.

    _____

    e. Jellyfish don't have mouths or eyes.

    _____

    f. Crabs don't have claws.

    _____

4. **Look and put the letters in order**

tpoosuc	lsehl	aeonc	hosesera
_____	_____	_____	_____
brac	swalc	alit	ejshfiyll
_____	_____	_____	_____

5. **Read and complete with words from Activity 3**

    a. It can hold onto plants and rocks with its tail. _____

    b. It opens shells and eats the animals inside. _____

    c. It has long tentacles. _____

    d. It can walk on the ocean floor and on land._____

    e. Jellyfish and seahorses live here._____

    f. It eats plants and small animals._____

6. Look and classify

g. swim and crawl

h. long tentacles

i. ~~two claws~~

j. slow swimmers

k. walk on land

l. no eyes

m. beak

n. long tails

two claws _____

_____

_____

_____

_____

_____

_____

Taken from Go International book, by Dune, B., & Newton, R., (2021)

LESSON PLAN 9

Lesson Plan: 9		Level: A2		
Topic: Animal migration		Section: One section of 40 minutes		
Objective: By the end of this lesson, students will be able to expand their knowledge of animal migration.				
Stages	**Activities**		**Materials**	**Time**
Pre-reading experience CULTURE	**Skill:** reading **Kind of work:** Individual work **Technique:** guessing **Development:** **Warm up:** 1. Teacher will show students a picture about a map of the world. Ask volunteers to find their country. Then ask them to find the Arctic and the Antarctic. Ask learners what these places have in common.		Worksheet 9 Flashcard	10 minutes
While-reading **Abstract reflection** COGNITION **Conceptualization** CONTENT	**Skills:** listening and reading **Kind of work:** Individual work **Technique:** Understanding **Development:** 2. Teacher will write the word *migration* on the board and ask the meaning. Then, ask students if they know any animal that migrates. Ask some reasons why the animals need to migrate. Tell students to look at the pictures and identify what animals they can see. Start with the reading "Animal			20 minutes

	Migration" and after that have a short dialogue about it. 3. In exercise number 3 students will identify if the statements are true or false.		
Post-reading **Active experimentation** COMMUNICATION	**Skills:** reading and writing **Kind of work:** Individual work **Technique:** Understanding **Development:** 4. Students will complete exercise number 4 based on their understanding. 5. Students will unscramble the words based on the pictures. 6. Students will read and complete the statements of exercise number 6.		10 minutes

Taken from Go International book, by Dune, B., & Newton, R., (2021)

WORKSHEET 9

ANIMAL MIGRATION

1. **Look at the picture and point the country you live.**

2. **Listen and read the following text**

Animal Migration

In the air

Artic tern live in the arctic from May to September. It´s summer, and there are lots of insects and fish to eat. In October, the weather changes and it´s cold. Arctic terns fly south to Antarctica to find food. It´s an amazing journey of 35000 kilometers, and it takes about forty days.

On land

These are caribou. They live in Canada. Caribou live in a big group called a herd. In the summer, the herd goes north. There are lots of plants to eat, and the mother caribou have babies. In the fall, It's cold, and it starts to snow. The herd goes south to find food and warm weather.

In the ocean

Gray whales migrate to have babies. In the winter, they live in the Arctic Ocean. There are lots of fish to eat, but the weather is cool. In the summer, they swim 10,000 kilometers south to the coast of Mexico. The water is warm there, and it's a good place for the mother whales to have babies.

Taken from Go International book, by Dune, B., & Newton, R., (2021)

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1. Arctic terns eat fish and plants. _____

2. Arctic terns fly north in October. _____

3. Gray whales have their babies in cool water. _____

4. Caribou go south in the spring. _____

5. A big group of gray whales is called a herd. _____

6. Gray whales live in the Arctic Ocean in the summer. _____

4. **Read and write the animal. Use the words from the box.**

> **gray whales - arctic terns - caribou**

    a. They live a big group called a herd _____

    b. They migrate to have babies _____

    c. Their journey takes about forty days. _____

    d. They travel 10,000 kilometers in the summer. _____

5. **Look and put the letters in order**

April

y a M

| hnotr | tnlsap | lhfs | uhsto | dclo |

_____ _____ _____ _____

June

6. **Read and complete with words from activity 5.**

1. Arctic terns live in the Arctic from_____ to september.

2. In October, it's _____ in the Arctic, and Arctic terns migrate.

3. Gray whales swim_____ to the coast of Mexico in the summer.

4. In the winter, gray whales find_____ to eat in the Arctic Ocean.

5. The caribou herd goes _____ in the summer.

6. In the summer, caribou eat _____, and the mothers have babies.

Taken from Go International book, by Dune, B., & Newton, R., (2021)

LESSON PLAN 10

Lesson Plan: 10	Level: A2
Topic: Portraits	Section: One section of 40 minutes

Objective: By the end of this lesson the students will be able to develop their cultural awareness of types of portrait paintings, and learners will develop their comprehension skills.

Stages	Activities	Materials	Time
Pre-reading experience CULTURE	**Skills:** reading and speaking **Kind of work:** Individual work **Technique:** asking and answering questions **Development:** **Warm up:** 1. Teacher will introduce the word *portrait* and ask learners, *where can they see portraits? Do you have portraits of family at home? Who draws portraits? Can you name any famous portraits?*	Worksheet 10	10 minutes
While-Reading **Abstract reflection** COGNITION **Conceptualization** CONTENT	**Skills:** reading, writing and speaking **Kind of work:** Individual work **Technique:** describing and answering **Development:** 2. Look at the picture and ask the class to describe it: *It's a*		20 minutes

	woman. She has brown hair. She is outdoors. -Then students will read the text "Portraits". -Teacher will explain new words. - Students will have a short conversation about the reading with the following questions *What's your favorite portrait? Why do you like it? Do you draw or paint portraits of your friends or family?* -Students will use the words from the reading and then they will complete the statements.		
Post-reading **Active experimentation** COMMUNICATION	**Skills:** writing and reading **Kind of work:** individual work **Technique:** infer meaning of words **Development:** 3. Learners will complete exercises four and five based on their understanding from the reading. Finally, students will follow the steps to draw a portrait.		10 minutes

WORKSHEET 10

WORKSHEET 10

1. **Dialogue:**

   Brainstorn about *portrait*

   Dialogue about the following questions:

   - Where you can see portraits?
   - Do you have portraits at home?

2. **Listen and read the following text**

   PORTRAITS

   A profile portrait

   This portrait is by the French painter Renoir. It's a profile portrait. We can see one side of the woman's head. Renoir's portraits have lots of light and color.

   An abstract portrait

   This is a portrait of a woman by the Spanish artist Picasso. It's an abstract portrait. Abstract portraits do not look like a real person. The colors and the face are not realistic.

   A self-portrait

   When you paint or draw a picture of yourself, it's called a self-portrait. This is a self-portrait by the Dutch painter Van Gogh. There are 35 self-portraits by Van Gogh.

   A realistic portrait

   This portrait of a girl with her dog is by the American artist Sargent. Realistic portraits look like a person, and the colors are realistic.

   Taken from Go International book, by Dune, B., & Newton, R., (2021)

3. **Use the words of the reading and and complete the following statements.**

   a. A _____ is a portrait you paint of yourself.

   b. In a _____ portrait, you can see on side of the head.

   c. _____ portraits do not have realistic faces and colors.

   d. The picture of the girl and her dogs is a _____ portrait.

   e. In Picasso's portrait, the woman has _____ hair.

   f. In Van Gogh's self-portrait, he has red hair and a _____

4. **Read and match**

In a profile portrait,   looks like a real person.

An abstract portrait   is a picture of yourself.

A realistic portrait   you see the side of a head.
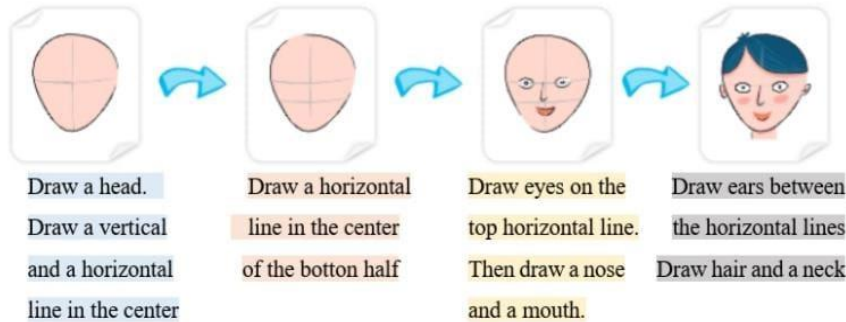
5. **Complete and write the letter**

portrait - beard - hat - Picasso - straight - Van Gogh - hair - Sargent

1. There's a girl in this portrait by _____ . She has _____ brow hair.
2. There's a woman wearing a _____ in this profile _____ by Renoir.
3. This is a self-portrait by _____ . He has red hair and a _____ .
4. This is an abstract portrait by _____ . The woman has green _____ .

6. **Look and read. Then draw a portrait**

Draw a head.   Draw a horizontal   Draw eyes on the   Draw ears between
Draw a vertical   line in the center   top horizontal line.   the horizontal lines
and a horizontal   of the botton half   Then draw a nose   Draw hair and a neck
line in the center   and a mouth.

Taken from Go International book, by Dune, B., & Newton, R., (2021)

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ANSWER KEY
Worksheet 1
1. **Listen to the audio and repeat. Then match words with the pictures.**
   AUDIO 1
   1 spring **2** summer **3** fall **4** winter **5** monsoon **6** flood **7** drought **8** storm **9** thunder and lightning
   MATCH
   1 e **2** g **3** a **4** i **5** d **6** c **7** b **8** f **9** h
2. **Read and write the words**
   a summer **b** winter **c** flood **d** fall **e** lightning **f** drought
3. **Listen and repeat**
   1 shadow **2** light from above **3** light from the side
4. **Watch the video**
   Play the video
5. **Read the text**
6. **Answer the questions**
   1 the shadows in summer paintings are short, in winter paintings they are long
   2 Because the light comes from the side
   3 they are shorter at midday
7. **Read and match**
   1 d **2** b **3** c **4** a **5** e
8. **Circle the shadows in the two drawings. Then answer the questions**
   Students circle the shadows
   a In picture b, it's on the left of the tree **b** picture a, it's on the left. In picture b, it's on the right. **c** in picture a, the shadow is long. In picture b the shadow is short. **d** in picture a, it's winter. In picture b, it's summer.
9. **In your notebook, draw and write about things you can see outside and their shadows.**
   Students draw a picture showing shadows and write a description.

Worksheet 2
1. **Which cities and provinces in Ecuador have you visited? What did people wear?**
   Students' responses based on their personal experiences
2. **Look at the people's costumes. Talk in pairs.**
   Students' responses may vary
3. **Read and match**
   1 f **2** c **3** e **4** d **5** a **6** b
4. **Read and complete**
   1 felt **2** flat **3** straw **4** cotton **5** costumes **6** jewelry
5. **What clothes do you wear for these reasons? Ask and answer.**
   Students' responses can vary
6. **Draw an Ecuadorian doll that tourists would like to buy.**
   Students create their own Ecuadorian doll based on Ecuadorian culture

Worksheet 3
1. **Look the pictures and answer the following questions**

Students' responses can vary
2. **Look at the pictures. Read and check**
   Students read the text
3. **Look at the pictures. Read and say "yes" or "no"**
   a no **b** yes **c** picture a yes picture b no **d** picture a no picture b yes **e** no
4. **Read and complete**
5. **a** soap **b** wrapped **c** kitchen **d** customers **e** sell **f** temperature

Worksheet 4
1. **Read the following text and match the pictures with the corresponding description.**
   a indigenous people **b** species **c** national park
2. **Read and label the picture**
   1 d **2** c **3** b **4** a
3. **Read and complete**
   1 medicine **2** habitat **3** species **4** wood **5** floor
4. **Read and write "yes" or "no"**
   1 no **2** yes **3** yes **4** no **5** no **6** yes
5. **Say a brief description about the pictures.**
   Students' responses can vary

Worksheet 5
1. **Listen and repeat**
   1 human **2** blood **3** brain **4** skin **5** perspiration
2. **Watch the video**
   Play the video
3. **Read and listen**
   Teacher read the text
4. **Answer the questions**
   a to move around the body **b** More than 70% **c** our skin **d** we feel tired and we sometimes have a headache.
5. **When do you think you should drink more water?**
   In hot weather, when we get up in the morning, after eating something salty, after playing a sport or walking, cycling somewhere.
6. **Read and circle the correct words**
   a most **b** perspiration **c** a headache **d** 6 – 8
7. **Look at the bar chart and line graph. Answer the questions**
   b Friday **c** Thursday **d** Saturday **e** Juan
8. **Look at activity 2. Write questions and ask a friend.**
   Answers will vary.

Worksheet 6
1. **Start a short dialogue about what is a documentary?**
   Describe a documentary what it is? *It's a type of TV show where we learn things.* Mention different topics for documentaries, for example, famous people, places, or wildlife. Discuss what we learn about in wildlife documentaries. Ask students if they enjoy watching documentaries?

2. **Read and listen the following text**
   Students read the text
3. **Read and write true or false**
   a true **b** false **c** true **d** false **e** false **f** true
4. **Look and find the vocabulary. Then write under the pictures.**
   Left column: camera, nest, chick, *bottom:* ultralight, mountains, *right column:* cage, crane, shark.
   Picture 1 camera **Picture 2** chick **Picture 3** ultralight **Picture 4** nest **Picture 5** mountains **Picture 6** cage **Picture 7** crane **Picture 8** shark
5. **Read and complete, use the words above.**
   Sharks, teeth, thirty, cage, camera, documentary, cranes, nest, plants, ultralight, mountains.
6. **Read and draw for you**
   Students' own answers

Worksheet 7
1. **Unscramble words**
   mermus (summer), twiner (winter), etc.
2. **Listen and read the following text**
   Teacher read the text with students
3. **Write true or false in the following statements.**
   a false **b** false **c** false **d** false **e** false **f** false
4. **Look the pictures and write**
   Picture 1 summer **Picture 2** winter **Picture 3** fall **Picture 4** spring
5. **Match and write**
   Pictures from top to bottom lambs, rain, cherries, sheep, vegetables, wheat, cauliflower, seeds.
6. **Read and complete with words from activity 4.**
   a seeds **b** cherries **c** wheat **d** lambs **e** cauliflower **f** sheep

Worksheet 8
1. **Look at the picture and point the oceans**
   Pacific Ocean, Atlantic Ocean, Indian Ocean, Arctic Ocean, and Southern Ocean.
2. **Listen and read the following text.**
   Students read the text
3. **Rewrite and correct the mistakes.**
   a Crabs have eight legs and two claws **b** Crabs cut food with their claws **c** Octopuses have eight arms **d** Seahorses have long tails **e** Jellyfish don't have bones or eyes **f** Crabs don't have teeth
4. **Look and put the letters in order**
   1 octopus **2** shell **3** ocean **4** seahorse **5** crab **6** claws **7** tail **8** jellyfish
5. **Read and complete with words from Activity 3**
   a seahorse **b** octopus **c** octopus **d** crab **e** ocean **f** crab
6. **Look and classify**
   Crab: walk on land **seahorses:** slow swimmers, long tails **Octopus:** swim and crawl, beak **Jellyfish:** long tentacles, no eyes.

Worksheet 9
1. **Look at the picture and point the country you live.**
    Ecuador, teacher can ask students to point different countries
2. **Listen and read the following the text**
    Students read the text
3. **Write true or false in the next statements**
    1 Arctic terns eat fish and insects **2** Arctic terns fly south in October **3** Gray whales have their babies in warm water **4** Caribou go south in the fall **5** A big group of caribou is called a herd **6** Gray whales live in the Arctic Ocean in the winter.
4. **Read and write the animal. Use the words from the box.**
    a caribou **b** gray whales **c** Arctic terns **d** gray whales
5. **Look and put the letters in order**
    From left to right: north, plants, fish, south, cold, May
6. **Read and complete with words from activity 5**
    1 May **2** cold **3** south **4** fish **5** north **6** plants

Worksheet 10
1. **Dialogue:**
    Students' responses can vary
2. **Listen and read the following text**
    Students read the text "portraits"
3. **Use the words of the reading and complete the following statements.**
    1 self-portrait **2** profile **3** Abstract **4** realistic **5** green **6** beard / mustache
4. **Read and match**
    A self-portrait is a picture of yourself, in a profile portrait, you see the side of a head, an abstract portrait does not look like a real person, a realistic portrait looks like a real person.
5. **Complete and write the letter**
    1 Sargent, straight: B **2** hat, portrait: C **3** Van Gogh, beard: A **4** Picasso, hair: D
6. **Look and read. Then draw a portrait**
    Answers can vary

(Annex 1)

PRE-TEST

UNIVERSIDAD TÉCNICA DE AMBATO
CENTRO DE POSGRADOS
MAESTRÍA EN ENSEÑANZA DE INGLÉS COMO LENGUA EXTRANJERA

VOCABULARY PRE-TEST

AIM: To diagnose students' knowledge of vocabulary. **Level:** A2

Name: _____

Instructions:

- Read the instructions carefully and answer the questions
- Write your responses clearly

Food and drink

1. **Complete the crossword. Each answer is related to food.**

   Across

      1. You can make it with lettuce and tomatoes.
      2. The meat from a pig.
      3. People often eat it at the cinema.
      4. They are not good for your teeth.
      5. Hot _____ is a good drink for winter nights.
      6. It's made from milk and tastes a bit sour.

   Down

      1. You look at it before you order food in a restaurant.
      2. It's sweet and is made by bees.
      3. It's usually on the table with the salt.
      4. Spaghetti and ravioli are types of _____.
      5. _____ cola doesn't have sugar in it.
      6. Mineral water that has gas in it is _____.
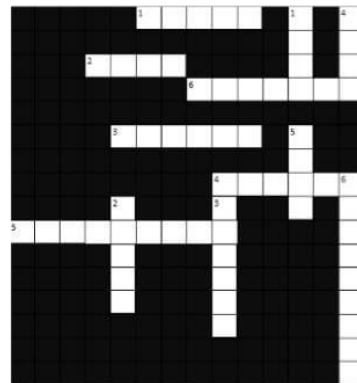
   Words group

Taken from Test your Vocabulary 2 by Jones, P. W., & Johnston, O. (2002)

2. **Complete each group of words on the left with a word from the box.**

1. Beer, water, petrol, _____.
2. Keyboard, flute, guitar, _____.
3. Pound, dollar, yen, _____.
4. Cleaner, writer, engineer, _____.
5. Snake, crocodile, tortoise, _____.
6. Sofa, bookcase, wardrobe, _____.

Milk
Stool
Euro
Trumpet
Lizard
Cashier

Animals

3. **Write the numbers 1 to 10 next to the correct words**

ant _____   cheetah _____   eagle _____   kangaroo ____

butterfly _____   deer _____   fox _____   koala bear ____

calf _____   dolphin _____
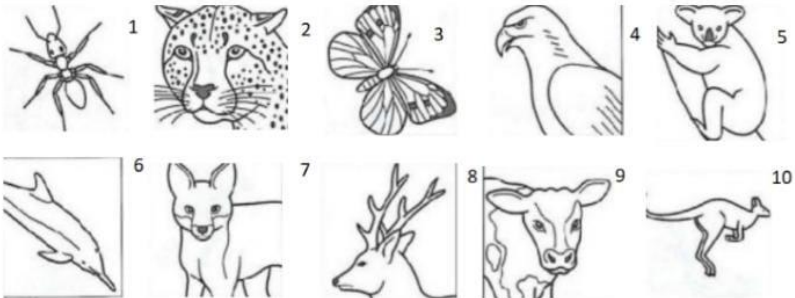
Clothes

4. **Write the number 1 to 10 next to the correct words.**

knickers _____   tights _____   T-shirt _____

pyjamas _____   fleece _____   swimming trunks _____

sweatshirt _____   scarf _____   shorts _____

bikini _____

Taken from Test your Vocabulary 2 by Jones, P. W., & Johnston, O. (2002)

Adjective

5. **What's the opposite of each word on the left? Choose from the box.**

complicated – careless - boring - weak – mean – lazy

1. Strong   _____
2. Generous   _____
3. Exciting   _____
4. Simple   _____
5. Hard-working   _____
6. Careful   _____

6. **Complete the sentences below with abstract nouns. Choose from the following.**

Reason - War – Memory - Shape – Results - Accident -

1. He had a car _____ because he was driving to fast.
2. The rock is a very strange _____. It looks like a horse.
3. Can you tell me the _____ of the match? Who won?
4. When two countries fight, there is a _____ between them.
5. I have got an excellent _____ for names and facts. I never forget them.
6. The _____ I'm late is that I didn't hear my alarm this morning.

Taken from Test your Vocabulary 2 by Jones, P. W., & Johnston, O. (2002)

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(Annex 2)

POST-TEST

VOCABULARY POST-TEST

AIM: To diagnose students' knowledge of vocabulary. **Level:** A2

Name: _____

Instructions:

- Read the instructions carefully and answer the questions
- Write your responses clearly

Food and drink

1. **Write the numbers 1 to 12 next to the correct words**

   Across

   1. Tomate _____ is popular on spaghetti.
   2. People often eat it at the cinema.
   3. _____ floss in pink, very sweet and looks like cotton wool.
   4. They are small dry fruits. They are sometimes in cereals, chocolate or on top of ice cream.
   5. _____ drinks are drinks that don't have alcohol in them.
   6. The meat from cows _____.

   Down

   1. An egg dish. It can be made with cheese or potatoes, for example. _____.
   2. They are very small meals.
   3. A lot of people have a bowl of it with milk and sugar for breakfast.
   4. The meat from young sheet.
   5. _____ oil is made in most Mediterranean countries.
   6. Food that isn't cooked is _____.
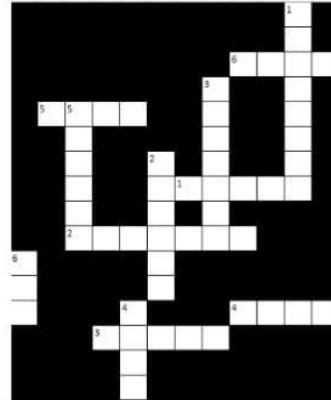
Word groups

Taken from Test your Vocabulary 2 by Jones, P. W., & Johnston, O. (2002)

2. **Complete each group of words on the left with a word from the box.**
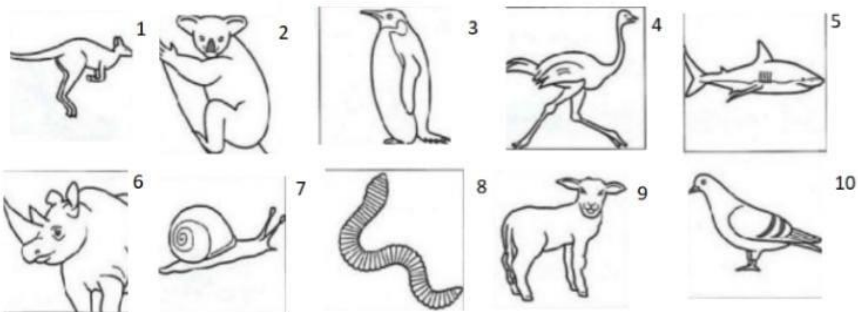
1. Shark, seal, monkey, _____.
2. Wavy, straight, blonde, _____.
3. Raincoat, anorak, fleece, _____.
4. Pigeon, goose, eagle, _____.
5. Cousin, uncle, aunt, _____.
6. Bee, ant, fly, _____.

Whale
Pullover
Curly
Beetle
Nephew
swan

Animals

3. **Write the numbers 1 to 10 next to the correct words**

penguin _____   shark _____   kangaroo _____   lamb _____

pigeon_____   snail _____   koala bear_____   ostrich_____

rhinoceros_____   worm _____

Clothes

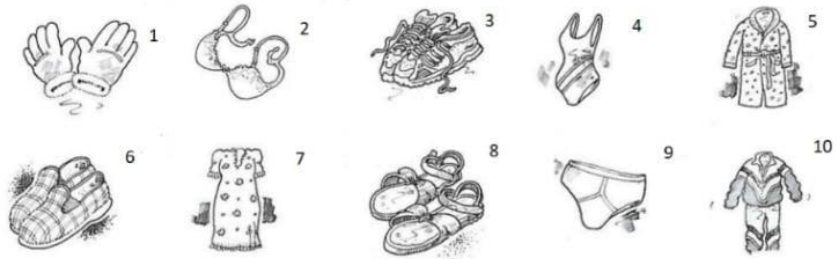4. **Write the number**

bra _____   dressing gown _____   gloves _____

nightie _____   sandals _____   slippers _____

tracksuit _____   trainers _____   underpants _____

swimming costume _____

Taken from Test your Vocabulary 2 by Jones, P. W., & Johnston, O. (2002)

Adjective

5. **What's the opposite of each word on the left? Choose from the box.**

Old fashioned – untidy – calm – sensible - attractive – ordinary -

1. Ugly _____
2. Tidy _____
3. Unusual _____
4. Modern _____
5. Nervous _____
6. Silly _____

6. **Complete the sentences below with abstract nouns. Choose from the following.**

Rule – Memory - Rest – Secret – Description – Adventure

1. I travelled around Europe with a _____ of students from all over the world.
2. We had an exciting _____ on our last holiday. We went for a camel ride in the desert.
3. Can you give us a _____ of the man how stole your bag?
4. We are tired. We need a _____ .
5. The _____ is no mobile phones in the classroom.
6. It's a _____ . Please don't tell anyone else.

Taken from Test your Vocabulary 2 by Jones, P. W., & Johnston, O. (2002)

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