

All you need is vocabulary

From theory
to practice

BOOK 1
A1 STUDENTS

Angela Cecibel Moreno Novillo ★
Daniela Fernanda Guano Merino ★
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Learn
english

2024

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INTRODUCTION

Globalization has been providing us with significant advancements in all aspects of life and at an ever-increasing pace, and English is its lingua franca. Therefore, it stands to reason that learning the English language has become a basic skill needed in all professions or areas of study, wielding a great influence on people's lives as movies, video games, music, recipes, magazines, business meetings, education, among others are created in this language. Intercultural communication, international business, world politics, and science are carried out in English worldwide, creating permanent community with speedy rates of information exchange

It should be noted that speaking English gives the user a myriad of advantages as well communication skills like improving their resume to access better jobs, receiving updated and complete information, knowing about and obtaining technological advances and information on academic texts before non-English users, scientific research and news originally written in English without having to wait for the translation, which actually decreases the quality of the information to be received.

One of the most important tools for learning the English language is vocabulary because without a sufficient familiarity with words, phrases or idioms, communication will be hindered, because if a person cannot express themselves well about different topics, they are less likely to understand what the other people want to say, making fluid and coherent communication quite challenging.

It is important to note that the learning of vocabulary is a permanent endeavor as a user's language corpus will increase in different areas or topics of study according to their needs. Acquiring vocabulary is exciting, as one's knowledge increases gradually and further still with the aid of technological and scientific developments, giving its users more tools and skills to grow in their area of specialty, in addition to motivating people to know more and more to function correctly.

This investigative book has been developed in four chapters, in which it has been possible to create a compendium on the importance of learning vocabulary in the English language, creating a work aid for teachers and students that will allow them to develop and enhance the linguistic skills of this language, increasing their knowledge.

The first chapter covered the fundamentals of vocabulary, various language learning strategies, and specifics of the resources that teachers might use to help their students learn effectively, quickly, and permanently incorporating English terminology into their everyday conversations, underscoring the significance of mastering this language for students' personal and professional futures.

In the second chapter, the goal of the exercises and tools, which are designed to be helpful to teachers, is also to help students gradually acquire the vocabulary of the English language based on their area of study and basic daily needs. By connecting the vocabulary with everyday objects and routines, students can achieve adequate learning.

The third chapter examined teaching tools that can be used to help students learn the English language. These tools can make the learning process more dynamic, engaging, and ensure that students retain the information by connecting newly learned material to their prior knowledge. Additionally, the communication tools that students have access to were examined.

To conclude chapter four, a number of exercise examples were created. These exercises can be used as tools by teachers to impart knowledge to their students, helping them build English language skills and talents that will help them communicate both orally and in writing.

CHAPTER I: VOCABULARY

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1.1. Definition

It can be determined that the vocabulary is made up of all those words that are part of a certain language that you want to learn, for this reason, vocabulary is also known as a lexicon, which is defined as the set of lexical units that are part of a language. (Coelho, 2011)



VOCABULARY



During the teaching and learning process, many people consider that vocabulary is only the acquisition of words, but in reality, it is analyzing the context, learning lexical pieces, phrases of two or more words or independent lexical units, which make up the complexity of a language. (Antunez, 2014)

Vocabulary is often considered to be a list of words, so students commonly memorize these words in a systematic way. However, the success of learning lies in studying the lexicon formed by a single word and also the one made up of multiple elements, with the aim of using various combinations of lexical elements that allow more effective and fluid communication. (Martín, 2019)

1.2. *Receptive - passive knowledge of the language*

(Gamboa, 2017) Say, when a person is learning a new language, they must be able to receive the information that another person transmits and have knowledge of the vocabulary that the other person will use, thus understanding the context of the conversation. For this reason, the following skills must be developed:

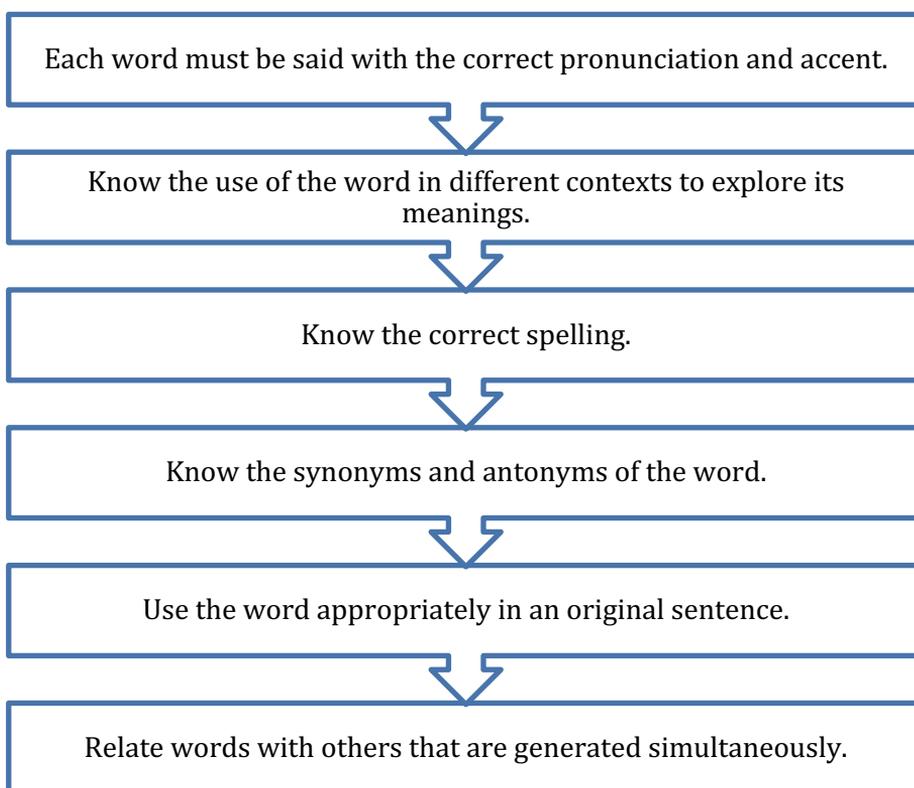
- Recognize what word it is when you hear it.
- Many words are spelled one way and pronounced another, so we should get used to it.
- Consider the context in which the words are used to understand what the other person is saying.
- It must be known that there are interrelated words according to their semantic category.
- Know that each word is made up of roots, suffixes or prefixes, so you must recognize them and know their meaning.
- Know the idioms, colloquialisms and jargon typical of the place, to avoid confusion when starting a conversation.
- Know that all words are common, but their meaning changes according to the context or intention with which it is used.

It is important to emphasize that after complying with the learning techniques explained above, students are expected to develop receptive and productive skills according to the vocabulary being learned, which becomes a feasible and valuable tool for the development of the student's skills. (Marva, 2018)

1.3. *Productive knowledge - active of the language*

One of the most important things required in the English language is ensuring that other people understand it correctly, transmitting clear and concise information. (Ziauddin, 2015) Therefore, it is necessary to have a wide vocabulary of words that are used in various situations, for this reason, the following skills must be developed:

Figure 1.1. Productive knowledge-active of the language.



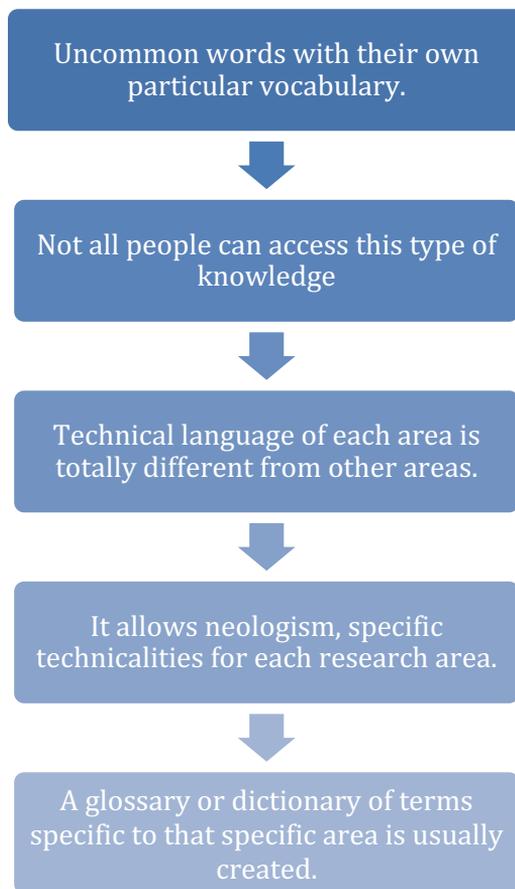
Source: Authors' own creation.

1.4. *Technical vocabulary*

Technical vocabulary is considered as the set of words typical of a specific discipline, such as tasks, professions, or areas of knowledge, which are generally used by the group or guild to which they belong. In this way, they are classifications of objective words, which cannot be interpreted in any

other way, that is, their meaning is univocal, among their main characteristics, the following can be highlighted: (Brieger, 2019)

Figure 1.2. Technical vocabulary.



Source: Authors' own creation.

1.5. Importance of vocabulary in the English language

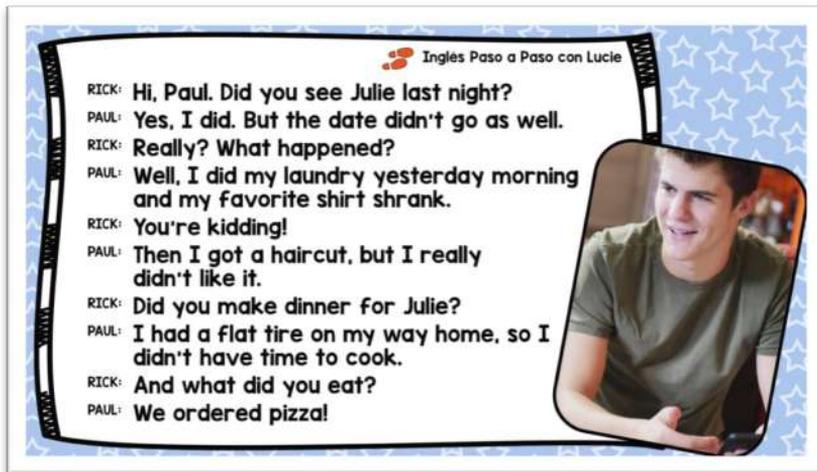
For the learning and teaching of the English language, it is considered that vocabulary is essential because, without the necessary knowledge, it would be impossible to understand what other people say and express yourself correctly (López, 2019). Without reaching an understanding, so the following advice can be followed:

Use Word Family:

- Trying to memorize long lists of vocabulary without relating them to each other is considered difficult work and not very useful, but instead you should try to learn and practice new words that are within a common theme and associated with a specific context.
- Put stickers on things you normally have at home in English, to relate them visually and make it easier to learn the words that are used most frequently.

Avoid translation:

- Translating should be avoided, as it is the fastest way to forget the meaning of a word, so it is preferable to analyze it in context and if you still do not understand their relationship, you should review its meaning in English or look for its synonyms. (Tovar, 2017)



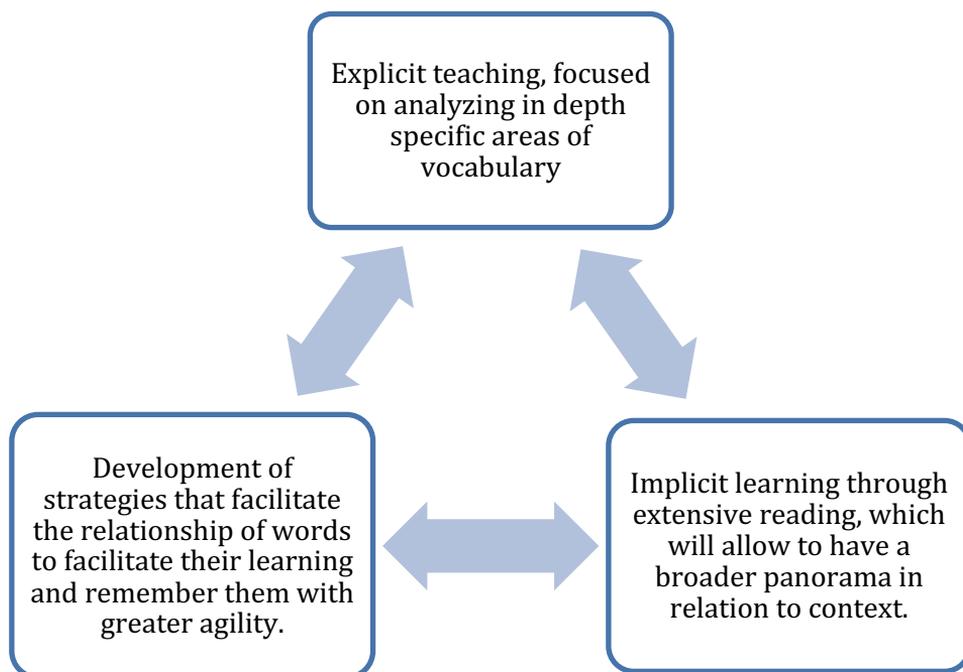
1.6. Didactics for vocabulary learning

In a teaching-learning dynamic, it is important that teachers and students know what the process will be for the acquisition of vocabulary, a calendar must be established, and the progress made must be analyzed. This aims to guarantee a quality learning without neglecting the relevance of this

knowledge being permanent by raising awareness of what has been studied in each class.

It is important to emphasize that students who make use of successful strategies to learn vocabulary do so much faster, obtaining more information and creating better quality messages. For this reason, it is currently proposed to work on three aspects that will allow a better focus on the teaching-learning process. (Cervero, 2000)

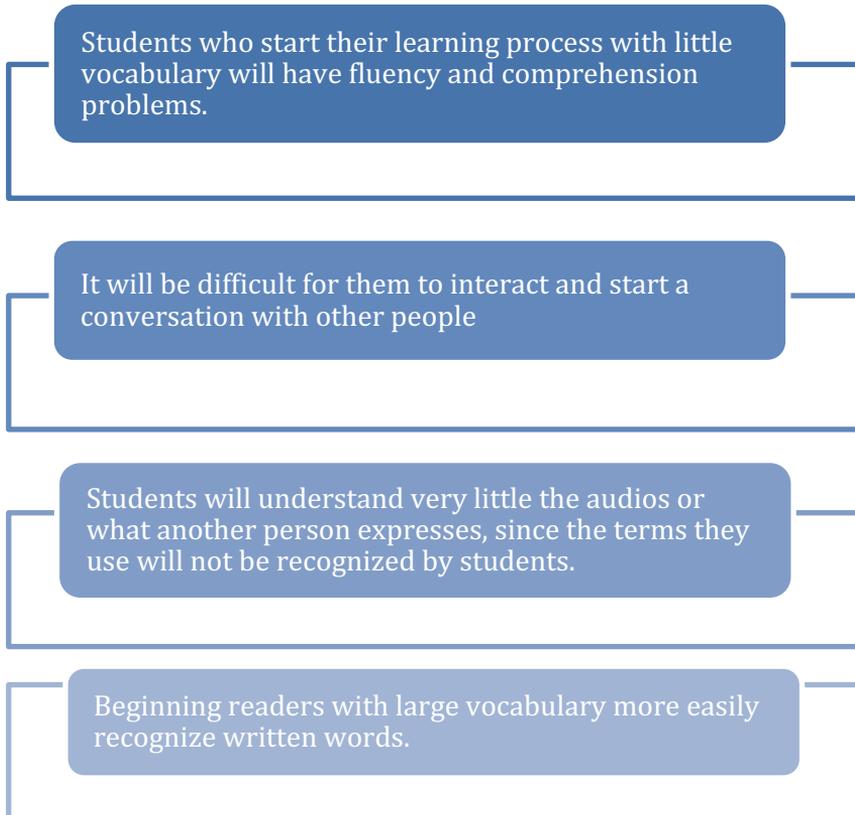
Figure 1.3. Didactics for vocabulary learning.



Source: Authors' own creation.

1.7. *Why should you learn vocabulary?*

Figure 1.4. Why should vocabulary be learned?

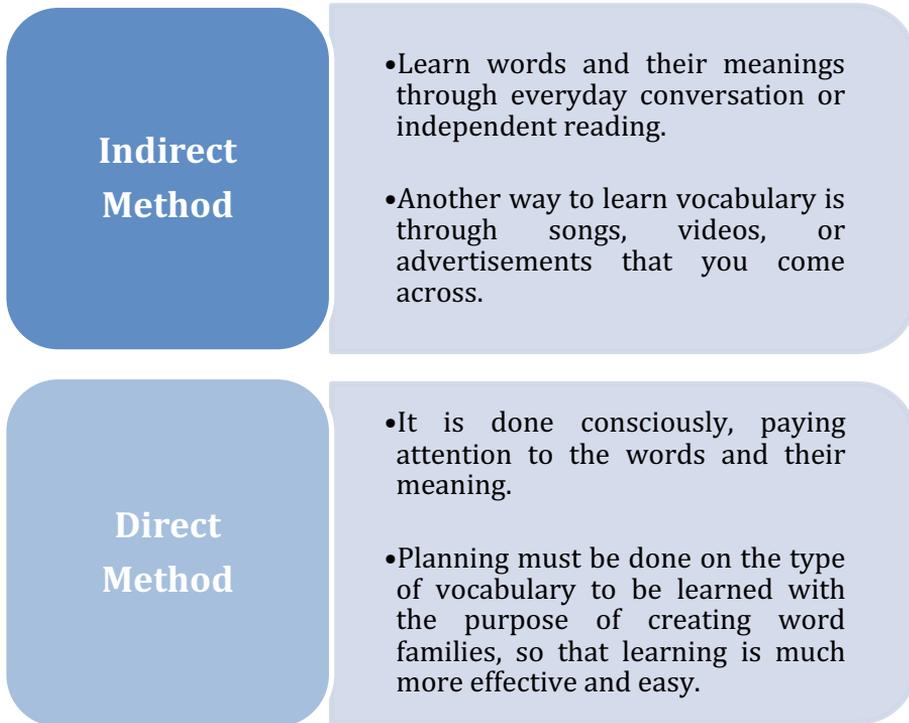


Source: (Vasu, 2017)

1.8. *How to learn vocabulary?*

(Cumbe, 2021) It is considered that the learning of vocabulary occurs constantly, with the purpose that the student can express himself correctly in all areas, and have the necessary knowledge to be able to establish assertive communication. For this reason, students learn new words through the following methods:

Figure 1.5. Learning methods.



Source: Authors' own creation.



1.9. Vocabulary instruction

Table N° 1: Vocabulary instruction.

LEARN VOCABULARY			
METHOD	¿QUÉ ES?	DESCRIPTION	IMPLEMENTATION
Direct	Explicit Vocabulary Instruction	The teacher must convey the meaning of a word through explanation or demonstration	<p>Use of examples, images, or explanations of new words to be learned.</p> <p>Look for a real relationship between the word with the continuity of students.</p> <p>Create activities for the use of learned words</p>
Indirect	Secondary education	Words are learned naturally by interacting in a much more relaxed environment and by chance.	<p>Interaction must be created with students learning new words.</p> <p>Play songs that contain new vocabulary.</p> <p>Encourage students to read books or magazines with new vocabulary.</p>

Source: Authors' own creation.

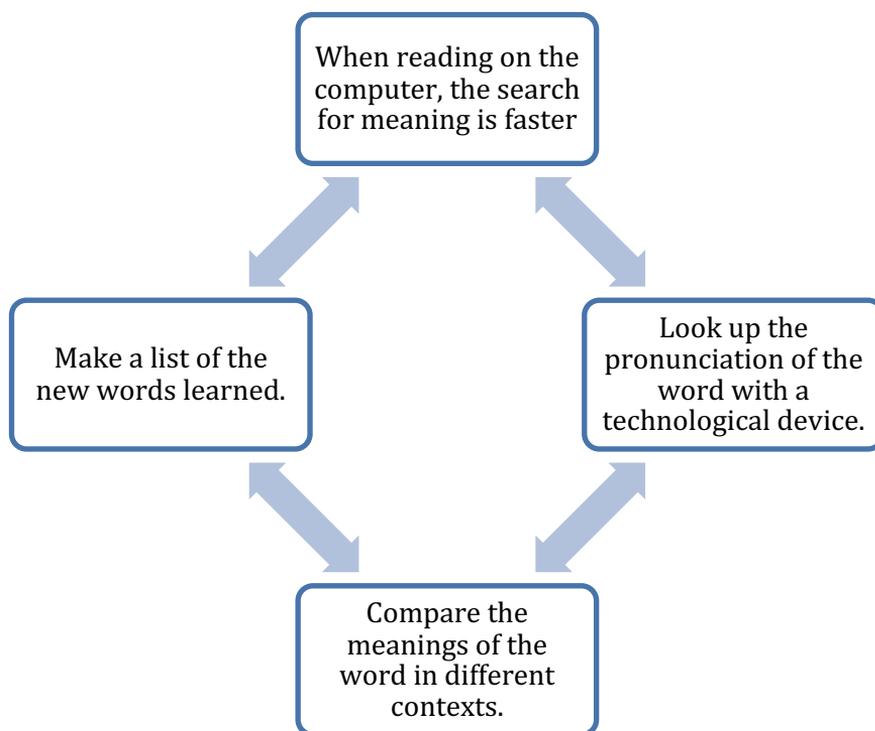
1.10. Active reading in English

This type of reading consists of aiming to recognize the words of the text that is being read, and identify the meaning of the word, either because it was previously known or because of the context of the sentence or Figure in which it is located.

The importance of this type of reading consists in allowing the assimilation of new vocabulary progressively, increasing the difficulty of the texts being read to be able to work periodically and fulfill the objectives set within a set time. Therefore, measuring the progress that has been made personally when using this type of strategy. (Ortega, 2019)

This strategy must be carried out with the help of a dictionary, which in the end will provide several advantages such as:

Figure 1.6. Reading in English.



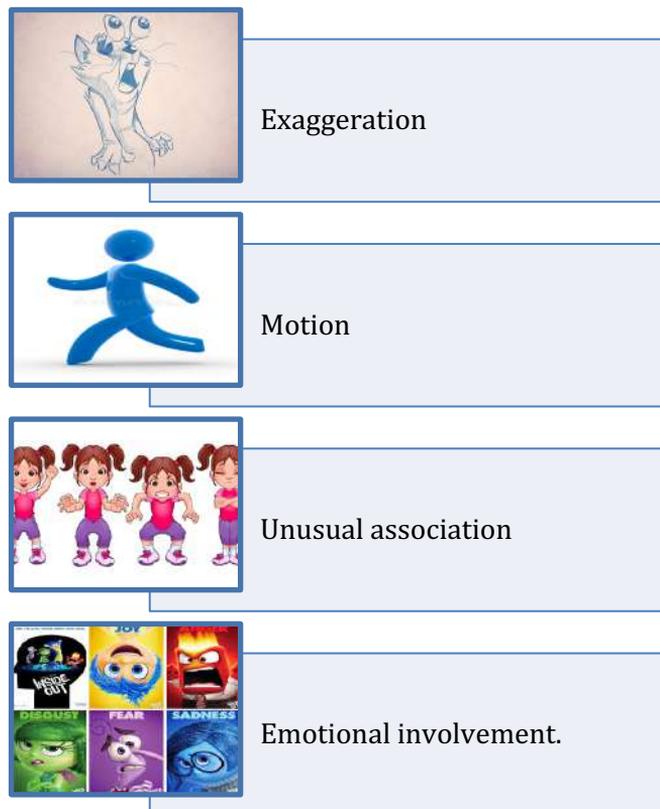
Source: Authors' own creation.

1.11. Reasoning through pictures

It is important to emphasize that to learn a new language, memory is a fundamental part of this process, since it is necessary to retain the information learned, avoiding falling into the forgetfulness curve. For this reason, it is recommended for having a good memory, it is necessary to create mental illustrations, associating words with familiar images that allow for creating a more intimate and personal relationship. (Lorenzo, 2020)

To achieve an effective mental illustration, you must have four essential characteristics that are:

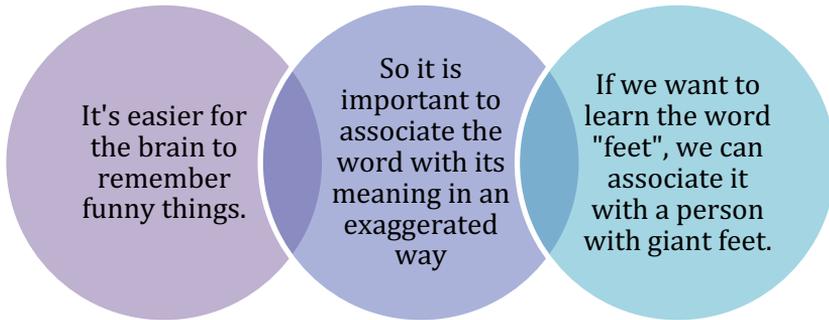
Figure 1.7. Picture.



Source: Authors' own creation.

1.11.1. Exaggeration

Figure 1.8. Exaggeration.

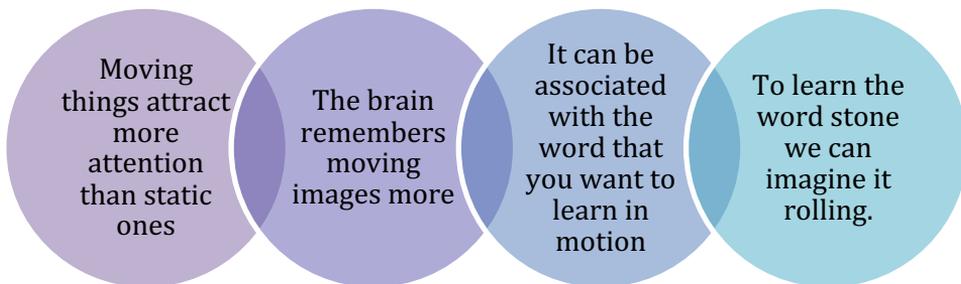


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1.11.2. Movement

Figure 1.9. Movement.

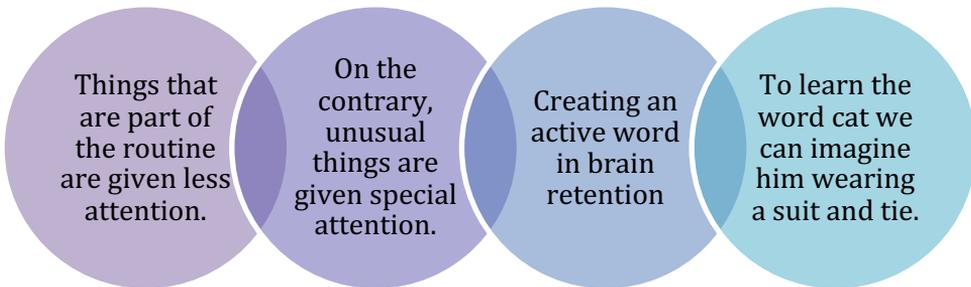


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1.11.3. Unusual association

Figure 1.10. Unusual association.

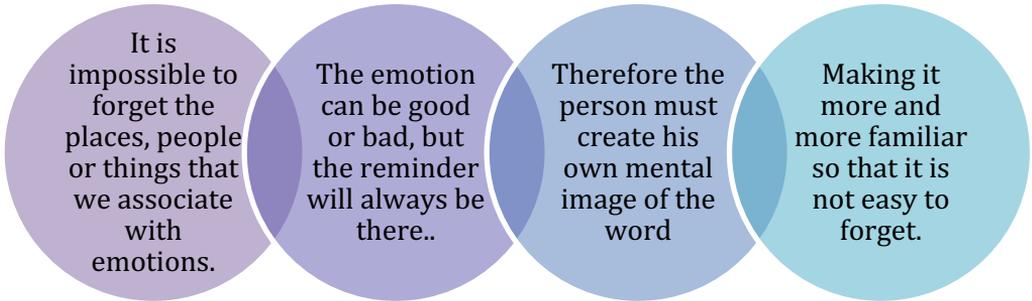


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1.11.4. Emotional involvement

Figure 1.11. Emotional involvement.

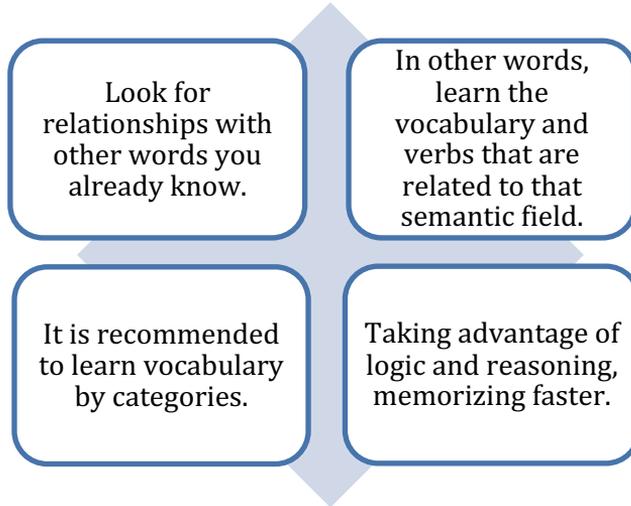


Source: Authors' own creation.



1.12. *Links and relationships between words*

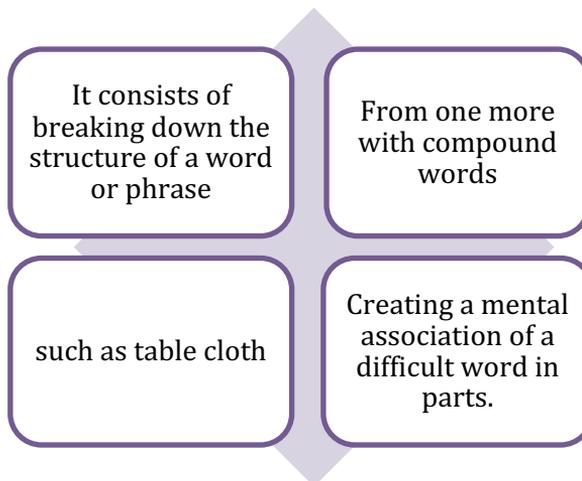
Figure 1.12. Relationships between words.



Source: Authors' own creation.

1.13. *Split the words*

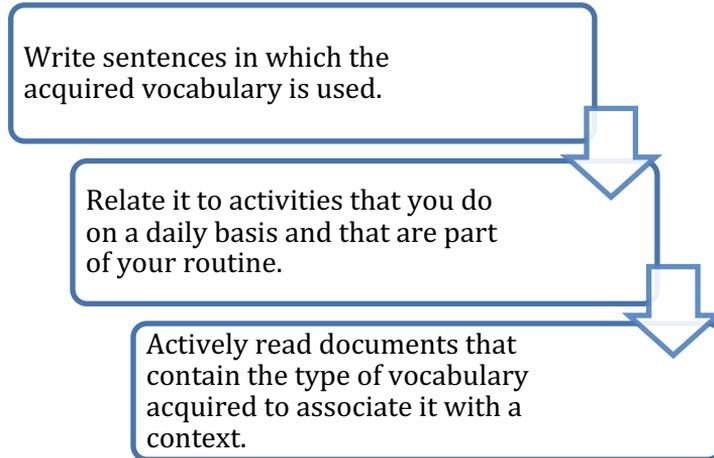
Figure 1.13. Split the words.



Source: Authors' own creation.

1.14. Use the vocabulary learned

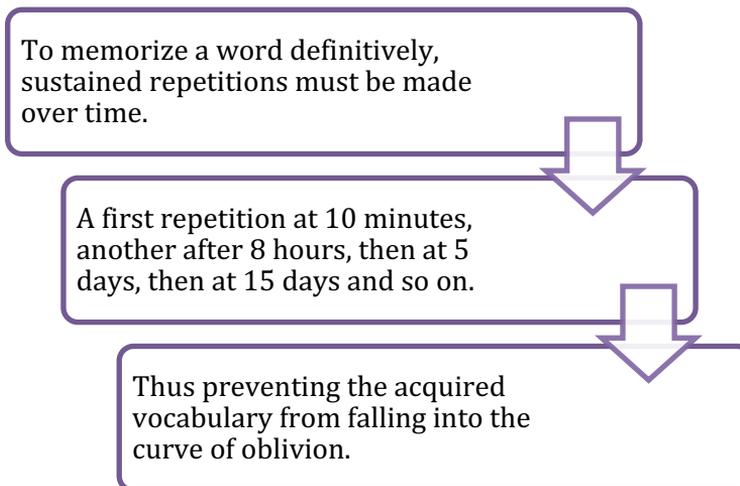
Figure 1.14. Use the vocabulary.



Source: (Nation, 2017)

1.15. Reactivate the acquired knowledge

Figure 1.15. Reactivate the acquired knowledge.



Source: (Chicaiza, 2021)

1.16. Suggestions for learning vocabulary

Figure 1.16. Suggestions for learning vocabulary.

		<p>I'll buy a Ford.</p> <hr/> <p>One does not buy happiness.</p> <hr/> <p>Do you think money will buy her happiness?</p>
<p>Being aware of the abilities and weaknesses when learning English.</p>	<p>Identify the type of vocabulary you want to learn.</p>	<p>Use the learned word in different contexts.</p>
		
<p>Using the word repeatedly.</p>	<p>Read books in English on different topics</p>	<p>Study the prefixes, suffixes and roots of words</p>



Learn varied vocabulary with self-education.



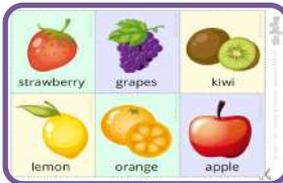
Investigate the synonyms and antonyms of the word learned.



Place learned vocabulary in familiar contexts.



Clearly identify the meaning of the word and its different uses.



Make groups of words to learn vocabulary about specific topics.



Watch movies in English that have been seen before in your native language.

Source: (Cabezas, 2019); (Barrionuevo, 2021)

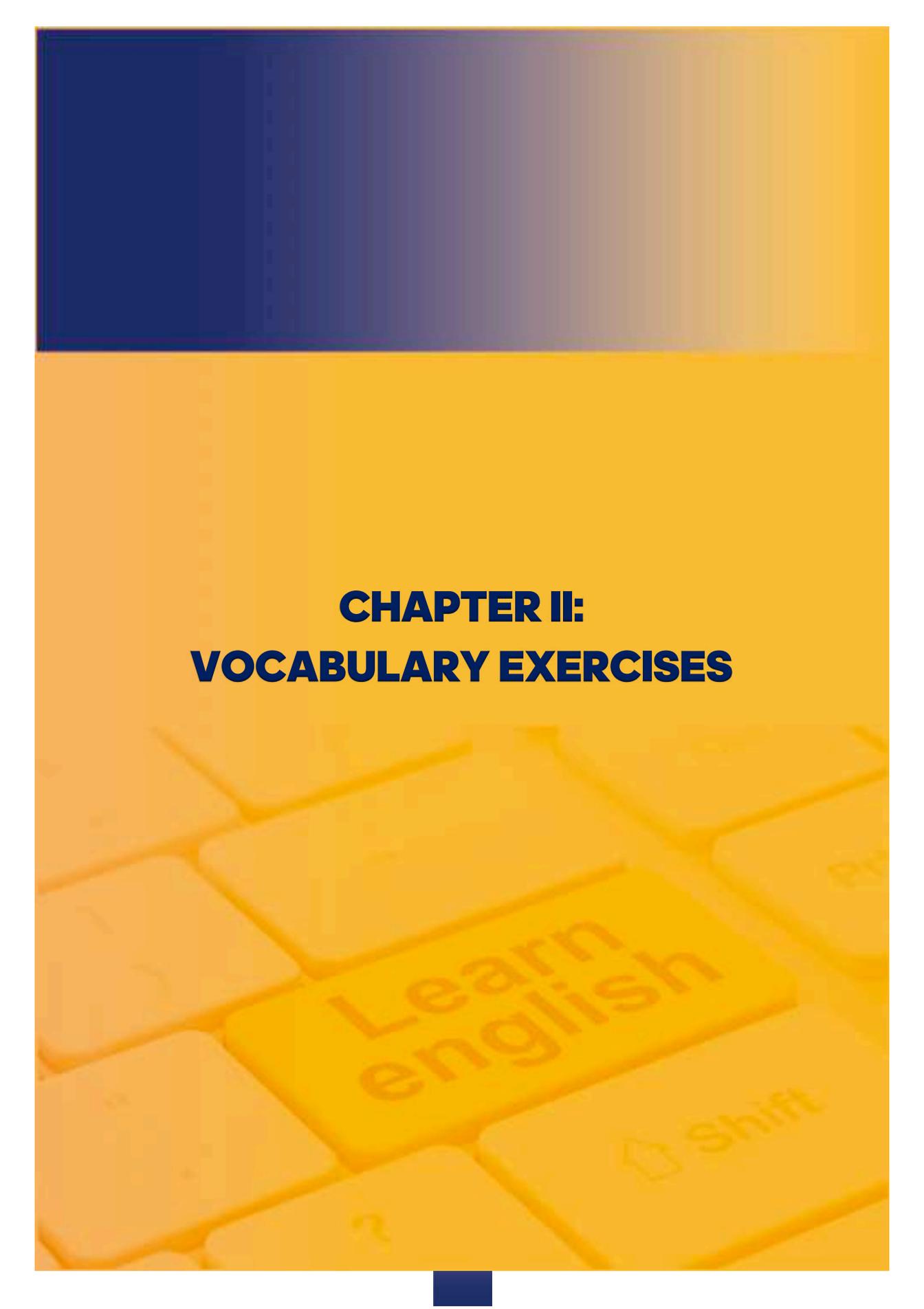
1.17. How to increase vocabulary in English?

Figure 1.17. How to increase vocabulary in English.



Source: (Estupiñán, 2021)

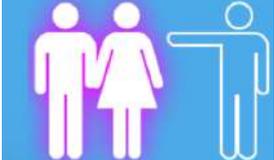




CHAPTER II: VOCABULARY EXERCISES

2.1. Pronouns exercise

Match with a line the pronoun that corresponds to the image.

THEY		
YOU		
WE		
SHE		
I		
IT		
HE		

Choose the correct answer.

- Who is Leonardo? Leonardo is my neighbor. _____ is a doctor.

He She It We

- I don't see them. Do _____ see them?

He I You They

- I love this movie! Did you watch _____?

They	He	It	I
-------------	-----------	-----------	----------

- Where is Mary? _____ is in the house.

They	He	It	She
-------------	-----------	-----------	------------

- It is John's birthday today. I called _____ this afternoon.

They	Him	It	Her
-------------	------------	-----------	------------

- Where are Angela and Jessy living? _____ live in front to my house.

They	She	I	Her
-------------	------------	----------	------------

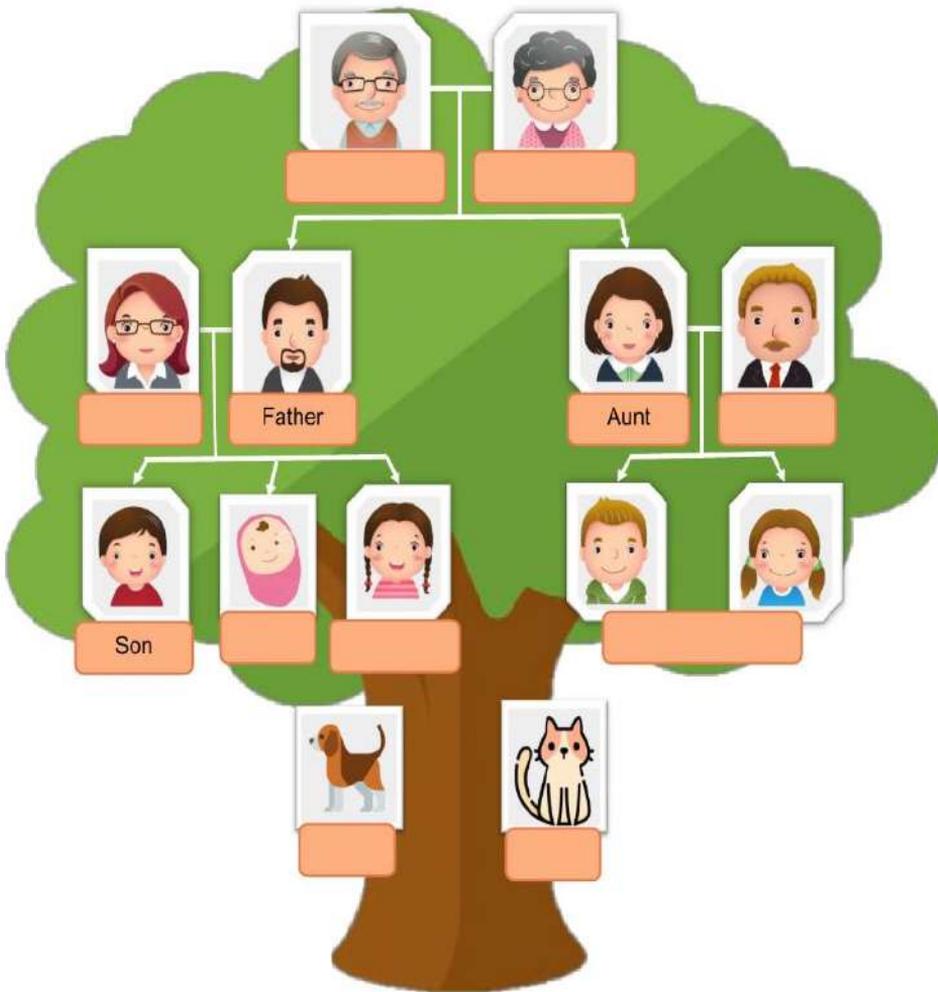
- We are going to the restaurant. Do you want to come with _____?

Them	Us	We	I
-------------	-----------	-----------	----------

2.2. Family members exercise

Place under the image the relationship of each family member to the child.

Brother	Grandmother	Sister	Cousin	Cat
Mother	Dog	Uncle	Grandfather	Cousin



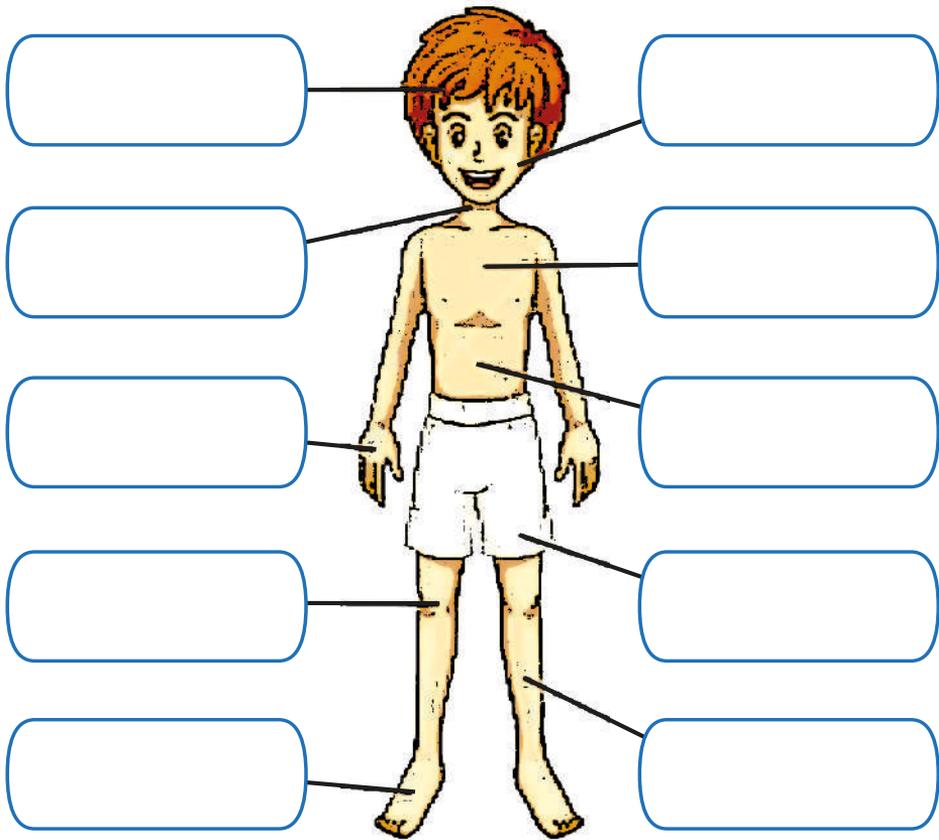
Write a story about your family members.

A large, empty light blue rectangular area intended for writing a story.



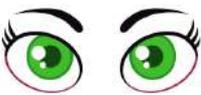
2.3. *The parts of the human body Exercise*

Write the correct name of each part of the human body.



Replace the drawing with the correct human body part in each sentence.

- Last week, I broke my  _____ in my house.

- Her  _____ are beautiful. They are green.

- He fell down and broke his  _____.

- I like the red color of your  _____.

- Your  _____ are very cold tonight.

- Her  _____ fit perfectly in those shoes.

- My niece has a very sweet  _____

2.4. Characteristics to describe a person

2.4.1. Vocabulary to describe physical characteristics

Black	Attractive	Fat
Child	Asian	Handsome
Appearance	Boy	Beard
Elderly	Complexion	Girl
Chap	Freckles	Adolescent / Teenager
Gentleman	Adult / Grown up	Moustache
Lady	Good-looking	Beautiful
Middle - aged	Baby	Old
People	Hair	Man
Person	Skinny	Short
Slim	Thin	Stocky
White	Pretty	Toddler
Tall	Young	Ugly
Adorable	Miss	Young

2.4.2. Vocabulary of personality characteristics

Arrogant	Friendly / kind	Cheerful
Bad - tempered	Anxious	Enthusiastic
Character	Naughty	Lazy
Silly	Sensible	Amusing
Decisive	Charming	Nasty
Funny	Absent - minded	Polite
Mischievous	Crazy	Serious
Nervous	Gentle	Cruel
Optimist	Calm - quiet	Brave
Ambitious	Shy	Conceited
Mean	Modest	Sweet
Pessimist	Nice	To behave
Generous	Bad	Sensitive
Positive	Innovative	Intelligent

2.4.3. Hair color



Blonde / Fair hair



Brown hair



Red hair / Redhead



Black hair



Grey hair

2.4.4. Hair type



Long hair



Short hair



Bald



Curly hair



Wavy hair



Straight hair

2.4.5. Exercises

Put the following words in the correct column, the same word can go in several classifications.

Adorable	Blue	Polite	Anxious
Blonde	Modest	Green	Asian
Baby	Nasty	Pretty	Grey hair
Fair	Black	To behave	Brave
Miss	Thin	Curly hair	Attractive
Optimist	Bald	Cheerful	Tanned

Skin	Personality	Eyes	Physical characteristics	Complexion	Hair

Describe the physical characteristics of the following people.



2.5. Clothes and Accessories Vocabulary

Match the clothes to the corresponding to the image.

GLOVE	
SHIRT	
BLOUSE	
JEANS	
TIE	
COAT	

Write sentences to describe what is used and what is not according to the image. Use the words in the box.

Scarf	Boots	Blouse	Sweater	Pajamas	Heels	Belt
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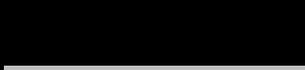
	

Sandals	Tie	Shorts	T-shirt	Hat	Earmuffs	Shirt
---------	-----	--------	---------	-----	----------	-------

2.6. Color vocabulary

Write the name of the corresponding color.



2.7. Animal Vocabulary

Find the following animals in the alphabet soup.

Bear	Dog	Horse	Rabbit	Cat	Donkey	Koala	Snail
Chicken	Duck	Mouse	Turkey	Cow	Hen	Pig	Wolf

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

What is that Pokémon?

	Giraffe			Cat	
		Toucan			Fox
		Hen			Bear

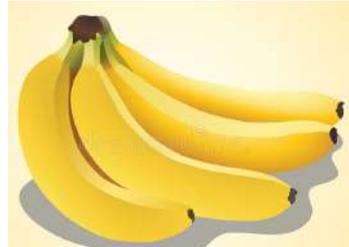
	Pig			Tiger	
		Chicken			Crocodile
		Penguin			Bear

	Monkey			Frog	
		Duck			Horse
		Sheep			Dog

	Turkey			Bull	
		Toucan			Whale
		Rabbit			Flamingo

2.8. Fruit vocabulary

Rearrange the letters to discover the name of the following fruits.



S	R	G	P	A	E	A	B	N	N	A	A
---	---	---	---	---	---	---	---	---	---	---	---



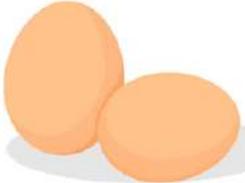
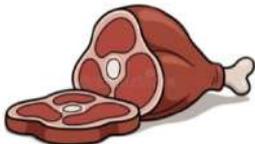
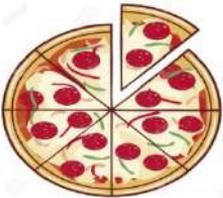
R	Y	H	R	C	E	G	R	E	O	A	N
---	---	---	---	---	---	---	---	---	---	---	---



A	P	C	H	E	A	L	P	E	P
---	---	---	---	---	---	---	---	---	---

2.9. Food vocabulary

Write the name of the food that corresponds to the image.

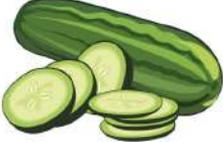
Sugar	Bread	Rice	Meat	Chocolate	Vegetables
Biscuit	Egg	Pizza	Cheese	Fish	Ice cream
					
					
					
					

Make sentences with the vocabulary learned about food.

Sugar	
Biscuit	
Bread	
Egg	
Rice	
Pizza	
Meat	
Cheese	
Chocolate	
Fish	
Vegetables	
Ice cream	

2.10. Vegetable vocabulary

Draw a line to the vegetable that corresponds to the image.

ONION	
EGGPLANT	
POTATOES	
TOMATO	
CUCUMBER	
GARLIC	
CARROT	

2.11. Activities vocabulary

Replace the picture with the activity in each sentence.



- You know you can _____ to her whenever you want.



- Always _____ both ways before crossing the street.



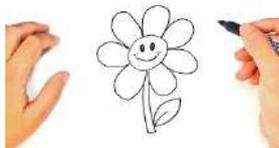
- The only person Maria will _____ to is her mother.



- Lucia has the sweetest _____ I have ever seen.



- I _____ the Bible to my child every night.



- I am going to _____ an flower.



- Some babies _____ more easily than others.



- My neighbor's dog wouldn't let me _____ all night.



- I have to _____ on the computer all night to finish my essay.



- Currently I am _____ the story of my life.

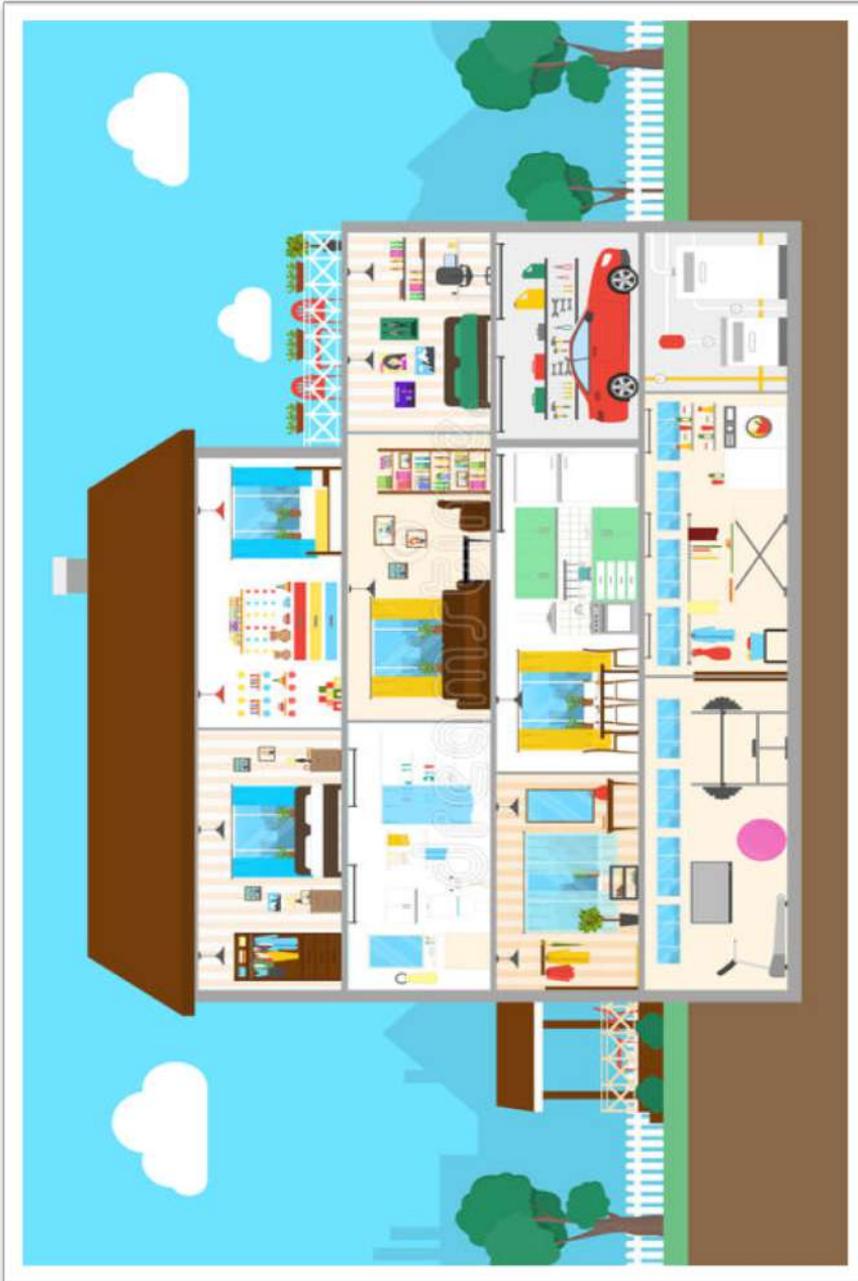


- They did not _____ chocolates, because they are on diet.



- Fernando _____ with his friends in the park.

2.12. House vocabulary



Make sentences with the parts of the house in the image above.

2.13. Bedroom vocabulary

Find the parts of the bedroom in the alphabet soup.

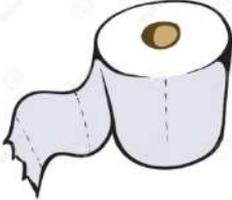
Blanket Carpet Pillow Single bed Sheet Wardrobe

Duvet	Alarm clock	Double bed	Lamp	Bedside table
-------	-------------	------------	------	---------------

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

2.14. Bathroom vocabulary

Place the name of the bathroom elements.

Toothbrush	Tap	Soap	Towel	Mirror	Toothpaste
Toilet paper	Bath	Toilet	Washbasin	Shampoo	Shower
					
					
					
					

2.15. Kitchen vocabulary

Read the definition and choose the correct word.

Coffeemaker	Pot	Fridge	Oven
Dishwasher	Stove	Knife	Blender

DEFINITION	WORD
An instrument composed of a blade fixed into a handle, used for cutting or as a weapon.	
A small electrical machine that makes coffee.	
The part of a cooker with a door is used to bake or roast food.	
An apparatus for cooking or heating that operates by burning fuel or using electricity.	
A piece of kitchen equipment that uses electricity to preserve food at a cold temperature.	
An electric mixing machine used in food preparation for liquefying, chopping, or pureeing.	
A container, typically rounded or cylindrical, used for storage or cooking.	
A machine that washes dirty plates, cups, forks,	

2.16. Jobs vocabulary

Describe the characteristics of the following jobs.



ASTRONAUT



CONSTRUCTION WORKER



DOCTOR



NURSE



DENTIST



CHEF



TEACHER



ARTIST



FIREFIGHTER



VETERINARIAN

2.17. The vocabulary of nature

Choose the name that corresponds to the image.

	Rainbow		Flower
	Sky		Thorn
	Land		Sheet

	Rock		Tree
	Stone		Grass
	Forest		River

	Hill		Island
	Plant		Sky
	Mountain		Beach

	Fire		Lake
	Tree		Rock
	Rainbow		Puddle

2.18. Vocabulary of nature

Rearrange the letters to discover the name of the sport.



F C G E N I N C Y I C G L N



O N G B I X K I H N G I



I S I H G N F C M B N I I L G





O O B L A F L T B S B L A A L E



C Y O J K E A A K T R E



K N S I T G A R G F S U N I

2.19. Football vocabulary

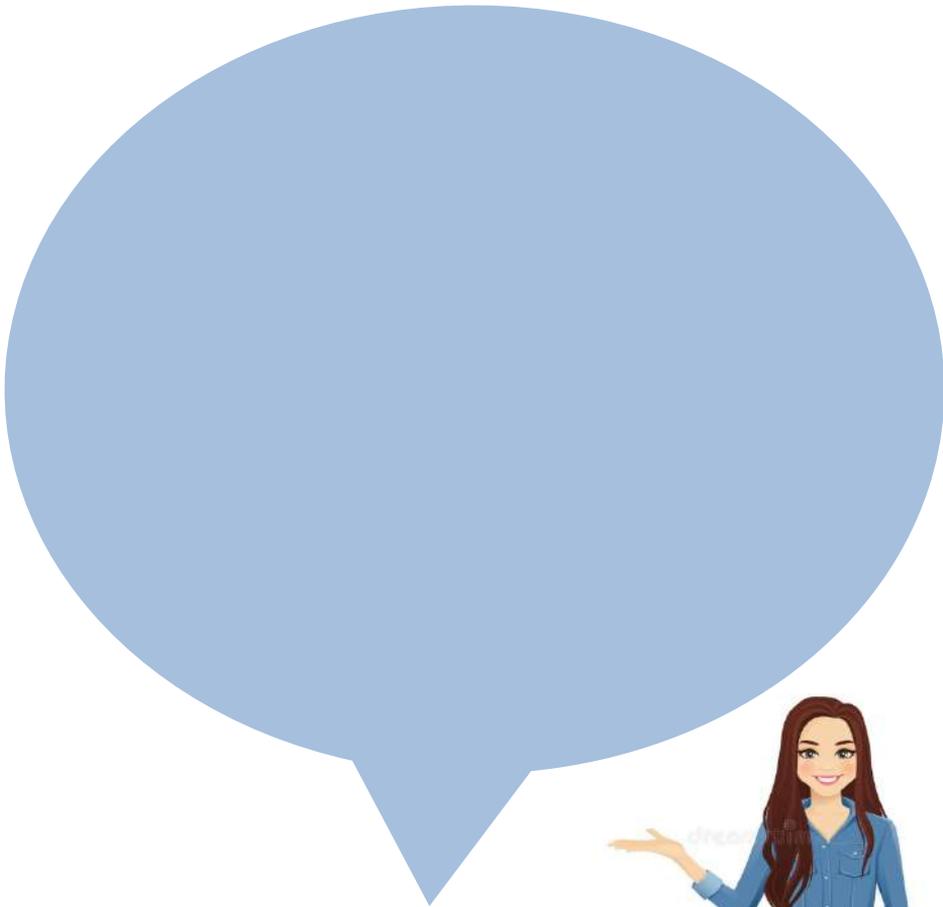
Draw a line to match the word that corresponds to the image.

FAN	
PENALTY BOX	
CUP	
WHISTLE	
REFEREE	
TEAM	
CENTRE CIRCLE	

2.20. Daily routine vocabulary

Write your daily routine, using the vocabulary in the box.

Have dinner	Go to work	Go home	Do homework
Go to University	Have lunch	Have breakfast	Get up
Go to bed	Have a shower	Wake up	Brush your teeth



2.21. Vocabulary of daily use objects

Place the name of the elements of daily use.

Glasses	Briefcase	Contact lenses	Ticket	Computer	Keys
Landline	Rucksack	Mobile phone	Letter	Purse	Wallet
					
					
					
					

Make sentences with everyday things.

Glasses	→
Briefcase	→
Contact lenses	→
Ticket	→
Computer	→
Keys	→
Landline	→
Rucksack	→
Mobile phone	→
Letter	→
Purse	→
Wallet	→

2.22. Vocabulary about types of drinks

Find the types of drinks in the alphabet soup.

Beer	Coffee	Fizzy Drinks	Tea	Ice cubes	Juice
Lemon	Milk	Hot Chocolate	Water	Wine	Milkshake

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

2.23. Qr codes to carry out vocabulary exercises



Food Vocabulary



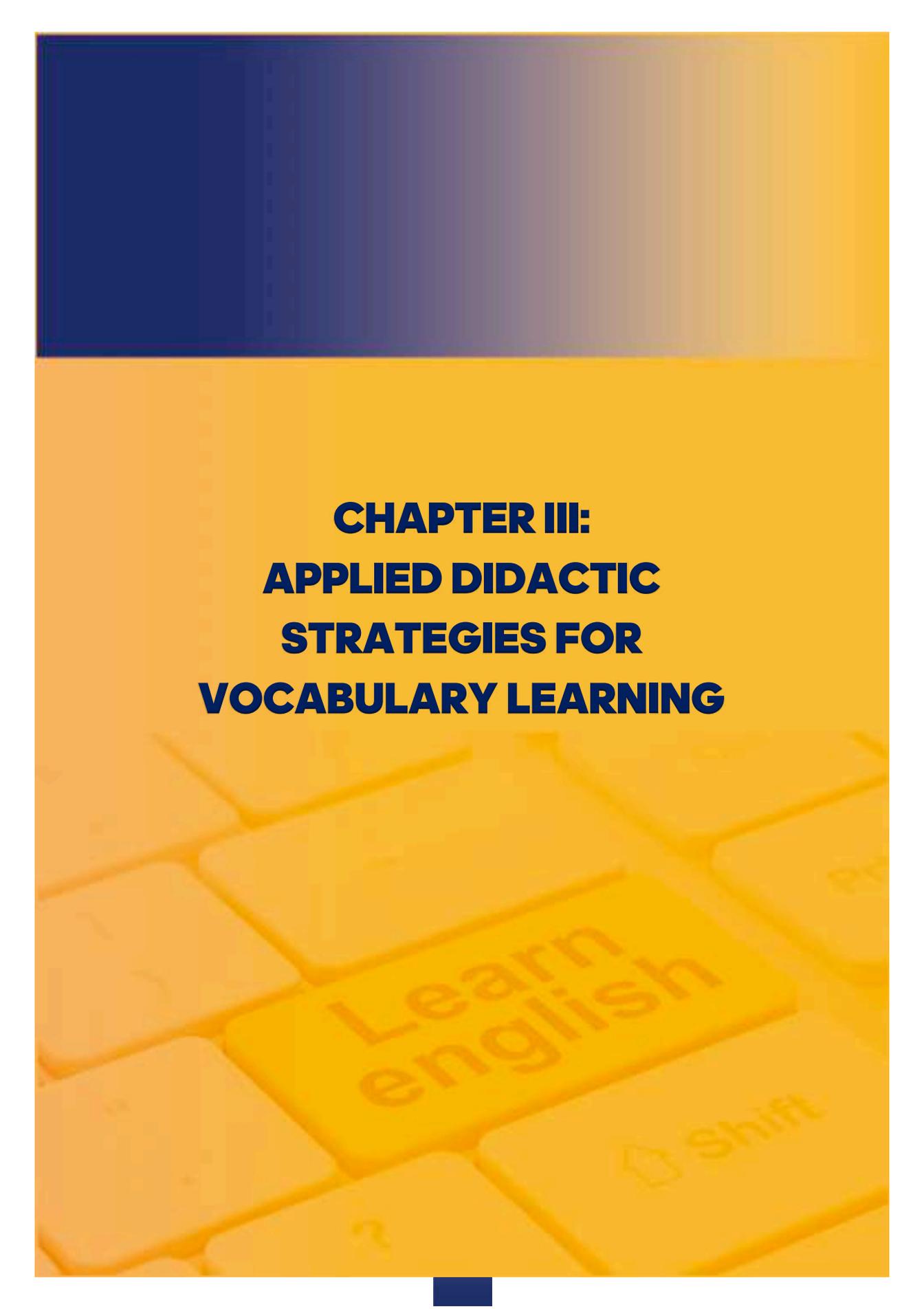
Jobs Vocabulary



House Vocabulary



Clothes Vocabulary

The background of the slide is a warm, yellowish-orange gradient. In the lower half, there is a faint, semi-transparent image of a computer keyboard. One of the keys in the center is highlighted with the text "Learn english" in a light, sans-serif font. The overall design is clean and modern, with a dark blue header and footer bar.

**CHAPTER III:
APPLIED DIDACTIC
STRATEGIES FOR
VOCABULARY LEARNING**

3.1. *Didactic strategies*

Figure N° 3.1. Didactic strategies.

Didactic strategies contribute significantly to meaningful learning in students, as opposed to memorizing and repeating the class material several times. Rather, it seeks to achieve meaningful learning, awakening the student's interest. (Vivanco, 2015)



Source: Authors' own creation.

3.2. *What are teaching strategies?*

Figure 3.2. Definition of didactic strategies.

Didactic strategies are a set of actions that are planned and executed in a systematic and orderly manner with the goal of achieving a pre-established purpose. For this reason, in the educational area it is defined as an action plan that the teacher implements to achieve the learning of his students. (Rosemberg, 2019)



To enrich the teaching and learning process, didactic strategies must be developed, which are procedures that are implemented flexibly with the aim of achieving meaningful learning, using the means and resources that are in accordance with the proposed strategies. (Menti, 2016)

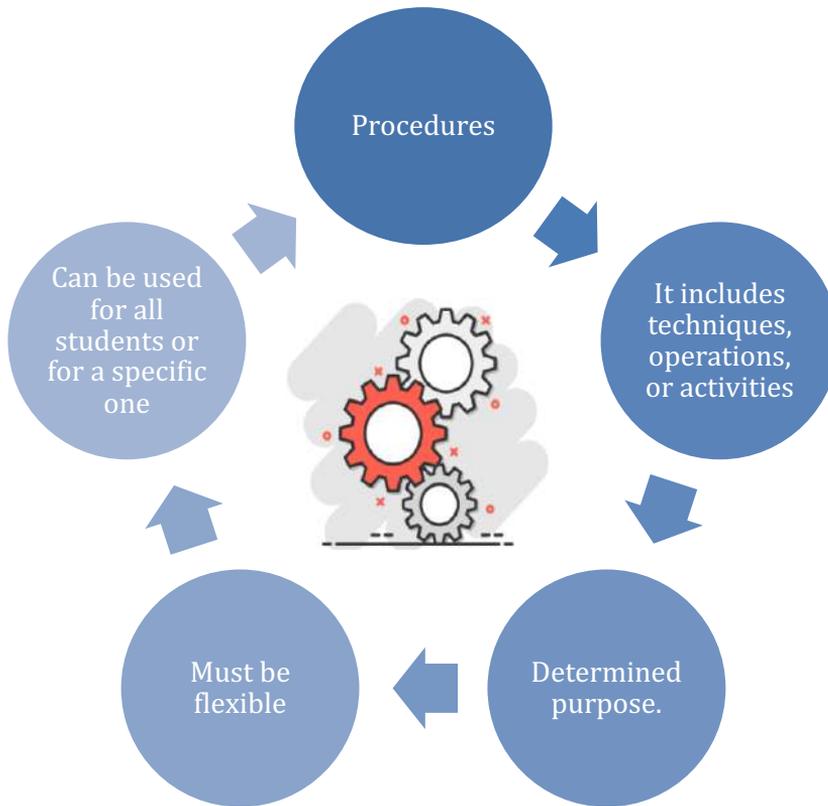


They are planned actions by the teacher whose purpose is for the student to learn the knowledge taught, their application in practice goes hand in hand with the improvement of the procedures and techniques chosen by the teacher. (Schmith, 2014)

Source: Authors' own creation.

3.3. *What does the didactic strategy involve?*

Figure 3.3. Implication of didactic strategies.



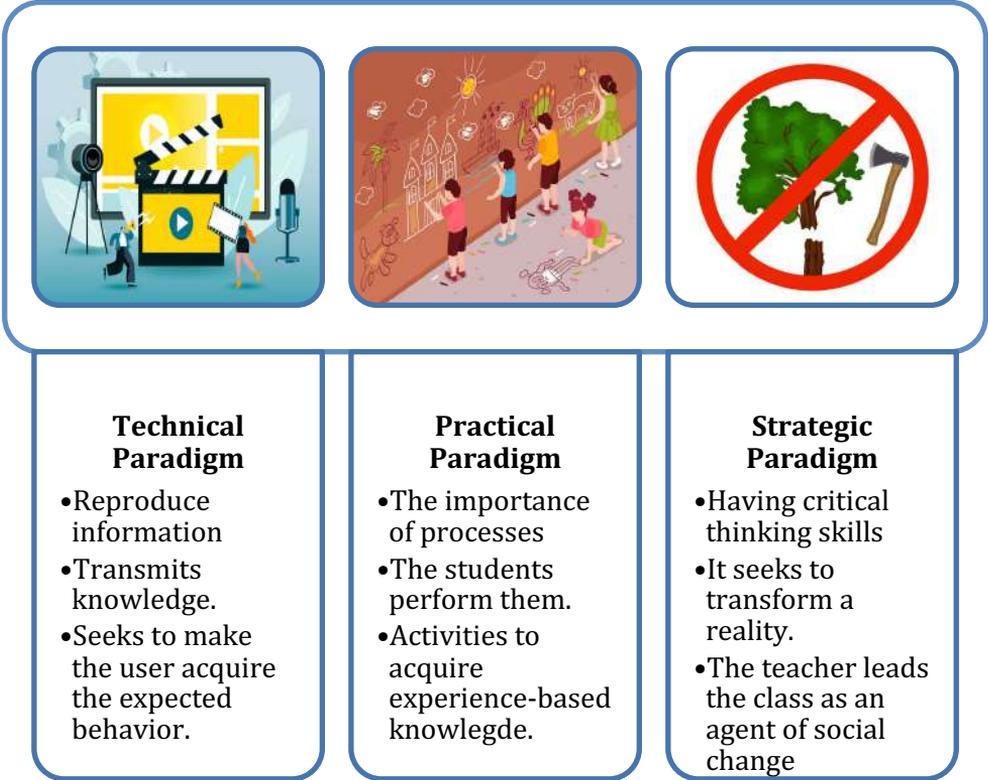
Source: (Morrison, 2021)



3.4. Methodology for developing a didactic strategy

For a strategy to have a didactic connotation, it must go hand in hand with the differences that can be found in students such as their interests, the learning styles and needs of each student. The following models are presented for this. (Nobre, 2020)

Figure 3.4. How to develop a didactic strategy?

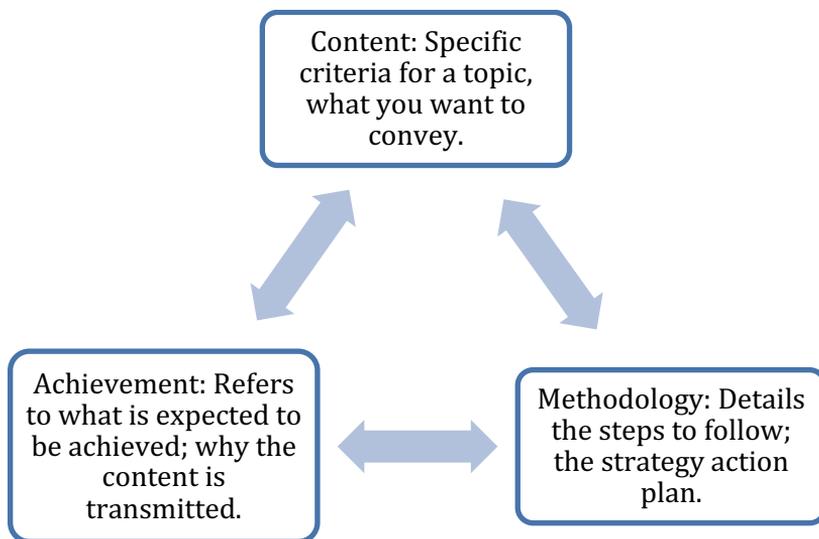


Source: (Criollo, 2013)

3.5. *Design of a didactic strategy*

(Ruiz, 2018) To achieve better results in the learning process, the design of strategies must be accompanied by actions, activities and tasks that facilitate the development of the strategies themselves, for this reason, the content that is transmitted, the methodology that will be used and the achievements that are expected to be achieved are considered, aspects that are detailed below:

Figure 3.5. Designing a didactic strategy.



Source: (Oseda, 2020)

3.6. Strategy, techniques, and activities

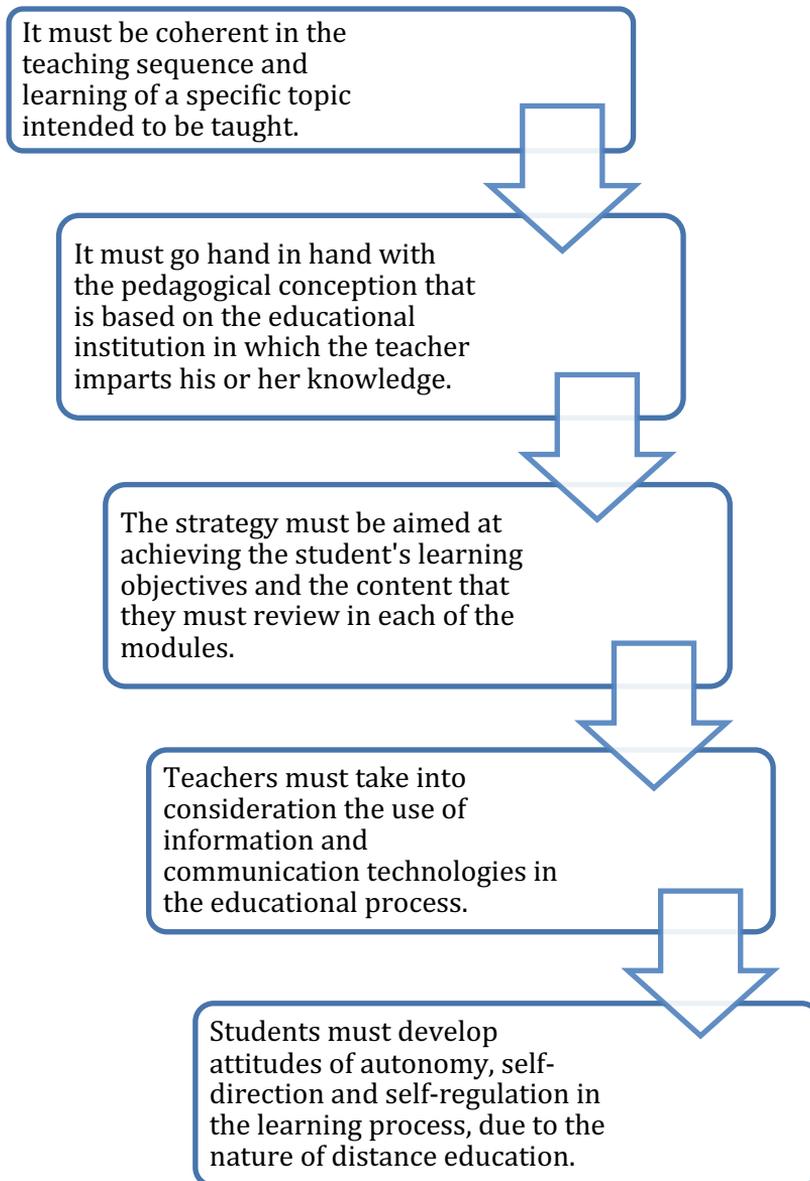
Table N° 2. Techniques and activities.

STRATEGY	TECHNIQUE	ACTIVITY
Self-instruction	<ul style="list-style-type: none">• Personal study.• Personal tasks.• Development of own projects.• Research on topics of personal interest.	<ul style="list-style-type: none">• Reading Comprehension• Preparation of summaries.• Exercise Resolution• Daily Frequency
Interactive Learning	<ul style="list-style-type: none">• Teachers' presentation.• External teacher training.• Interviews.• Visits to institutions.	<ul style="list-style-type: none">• Participate in debates• Participate in focus groups• Reviewing blogs.
Collaborative learning	<ul style="list-style-type: none">• Solve problems.• Conduct a round of questions.• Create Student Discussions	<ul style="list-style-type: none">• Group discussions.• Virtual forums.• Elaboration of topics of group interest.

Source: (Jarzabkowski, 2018)

3.7. *How should a didactic strategy be formulated?*

Figure 3.6. How should a teaching strategy be formulated?

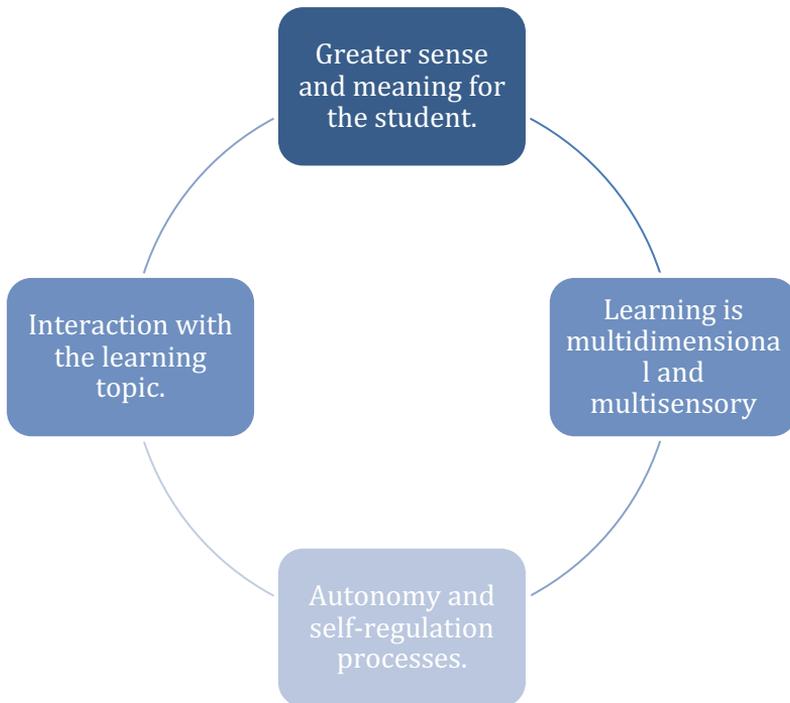


Source: Authors' own creation.

3.8. *Meaningful learning*

According to (Waring, 2012), didactic learning strategies are directly related to achieving its objectives, for this reason, it is essential to promote strategic learning, which gives rise to mental representations of the student's context, creating relevance in their daily life, expressing it in the following way:

Figure 3.7. Meaningful learning.



Source: Authors' own creation.

3.9. How is strategic didactic learning promoted?

Figure 3.8. Promoting strategic didactic learning.



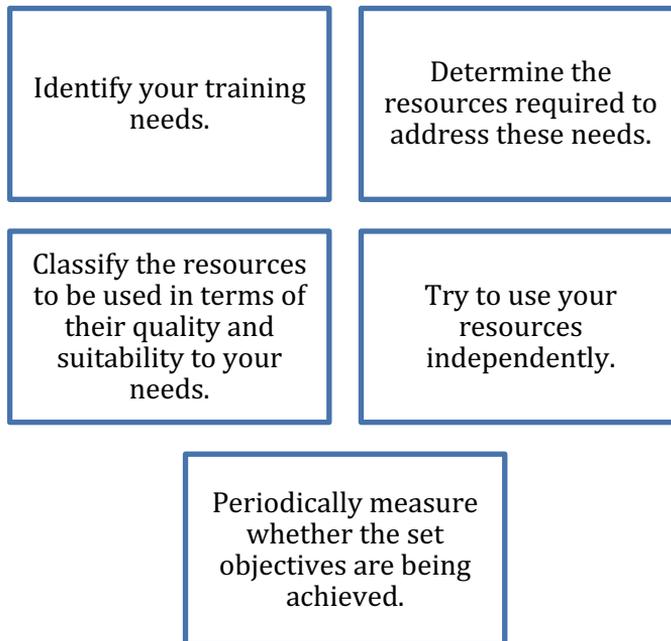
Source: Authors' own creation.



3.10. Self-regulated learning

For (Rosemberg, 2019) Self-regulated learning leads to self-determination, self-realization and transcendence. For this reason, it is a competence that the student must acquire in order to maintain a systematic training, so he must develop the following skills:

Figure 3.9. Self-regulated learning.

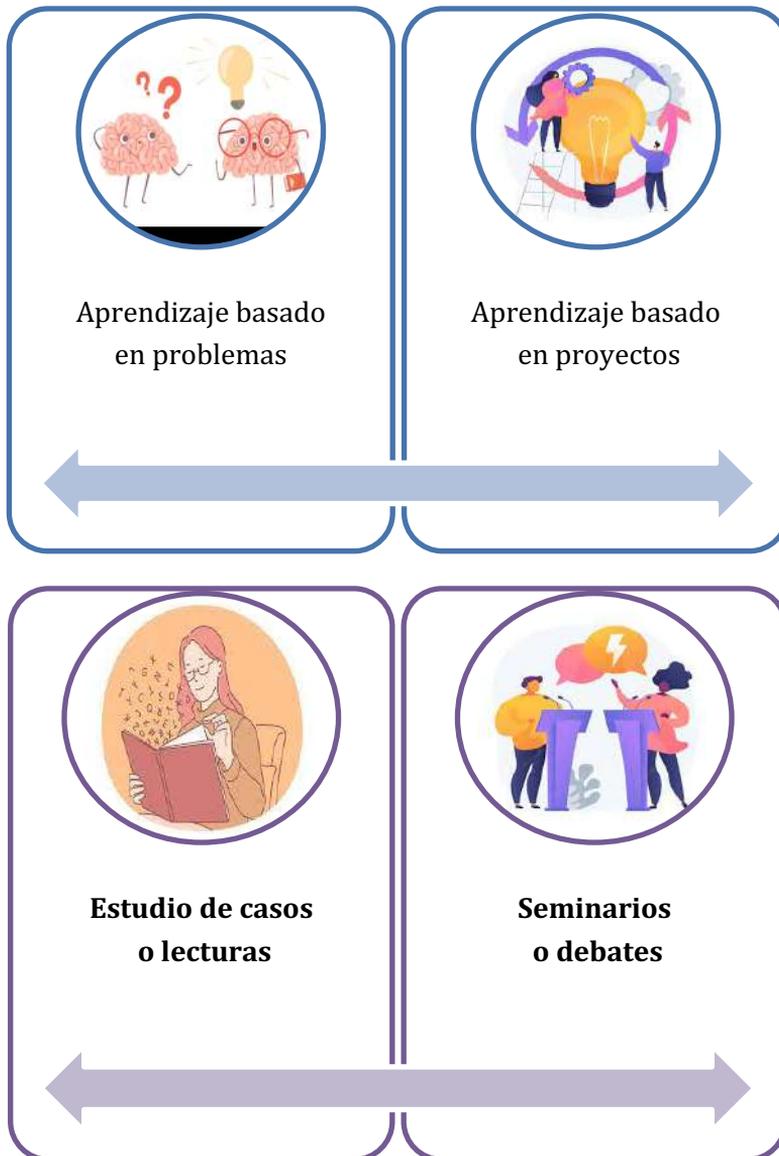


Source: Authors' own creation.



3.11. Didactic strategies to promote learning

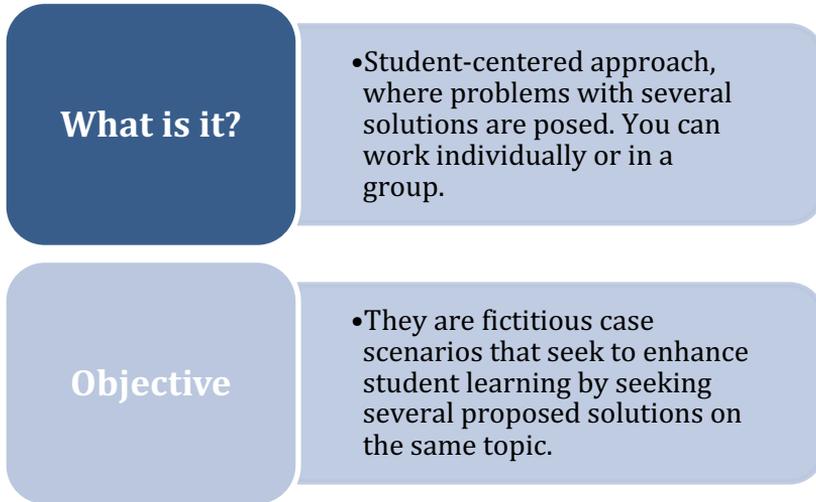
Figure 3.10. Fostering Learning.



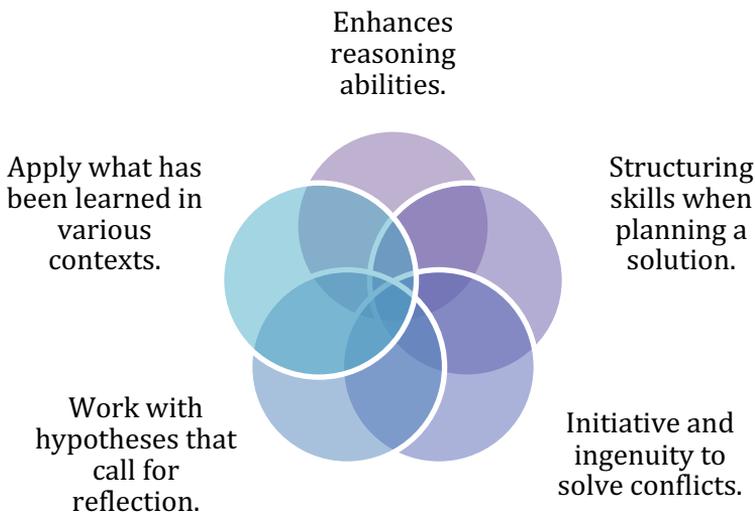
Source: Authors' own creation.

3.11.1. Problem-based learning

Figure 3.11. Problem-based learning.



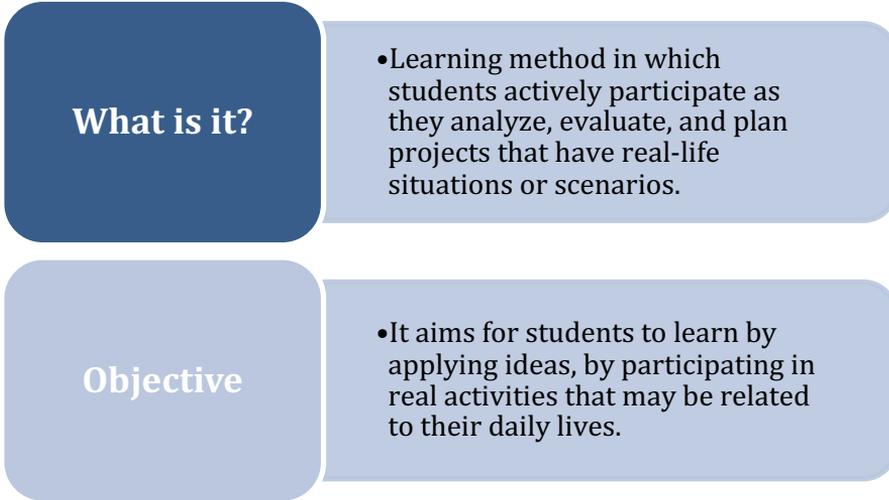
The student develops the following skills:



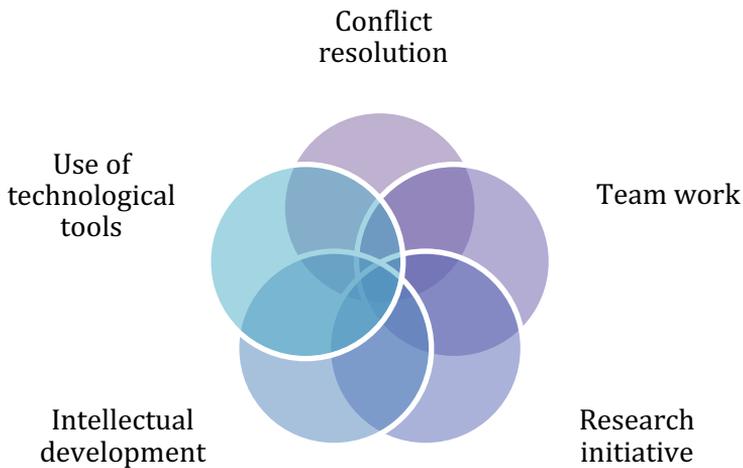
Source: Authors' own creation.

3.11.2. Project-based learning

Figure 3.12. Project-based learning.



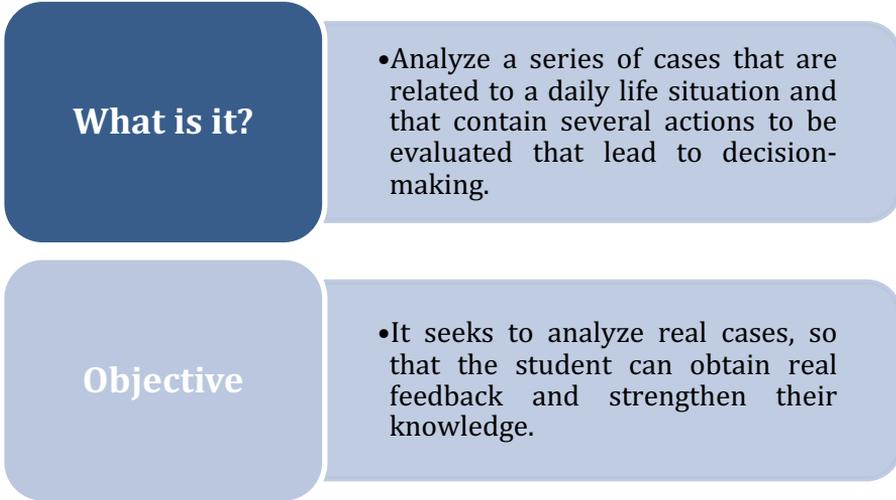
The student develops the following skills:



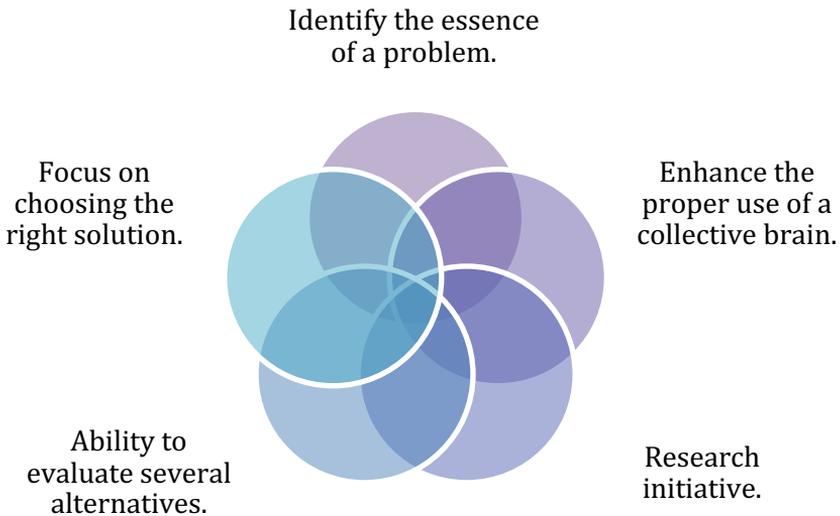
Source: Authors' own creation.

3.11.3. Case studies or readings

Figure 3.13. Case studies or readings.



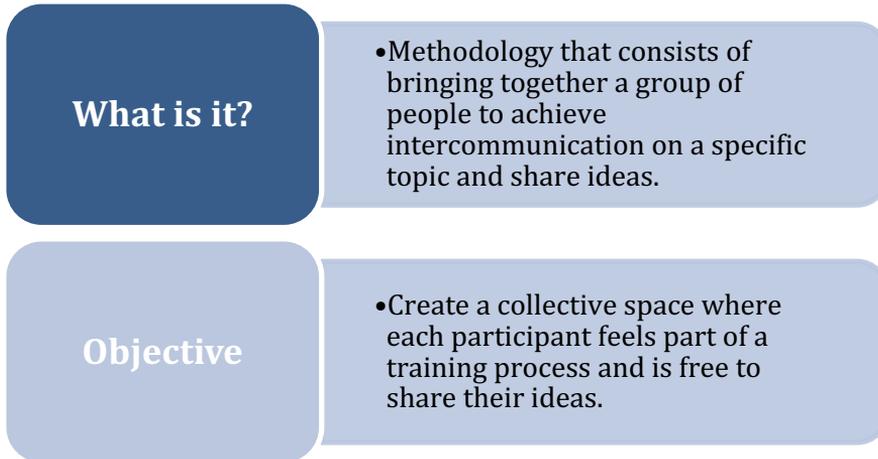
The student develops the following skills:



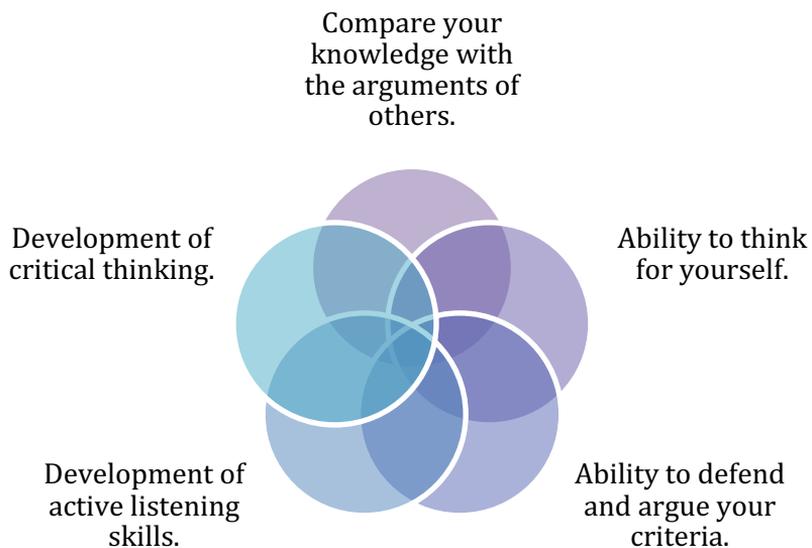
Source: Authors' own creation

3.11.4. Seminars or debates

Figure 3.14. Seminars or debates.



The student develops the following skills:



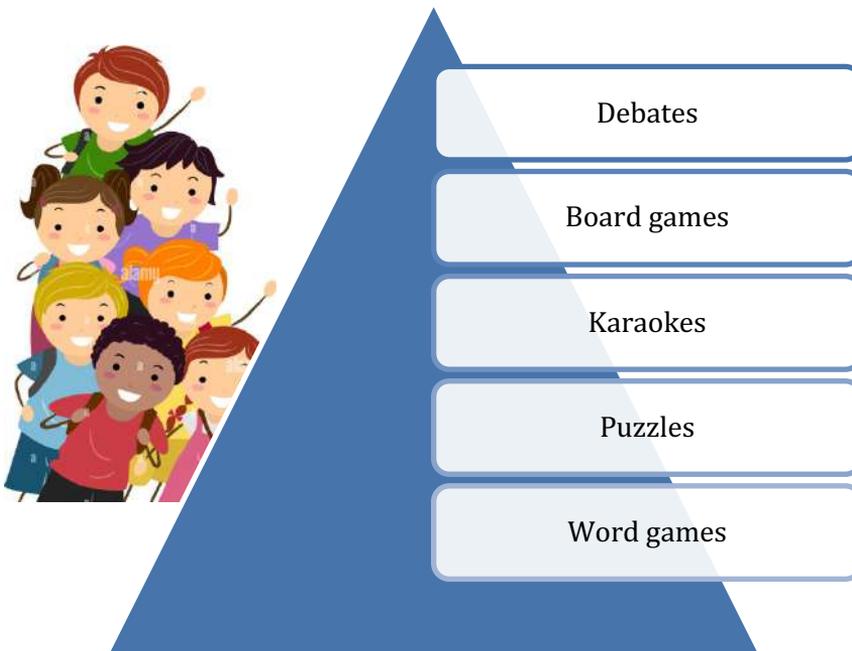
Source: Authors' own creation.

3.12. Didactic strategies for learning vocabulary

3.12.1. Teaching through playful activities

For many years, traditional strategies have been used for the teaching of English vocabulary, in which students limited themselves to memorizing long lists of words without any context or relationship. As the months pass by, they completely forget them, since they did not associate them with a reality. For this reason, according to (Waring, 2012), several techniques have been developed that facilitate learning and also allow the student to really learn, such as playful activities, which are made up of games that are the most effective way to learn, among some activities are:

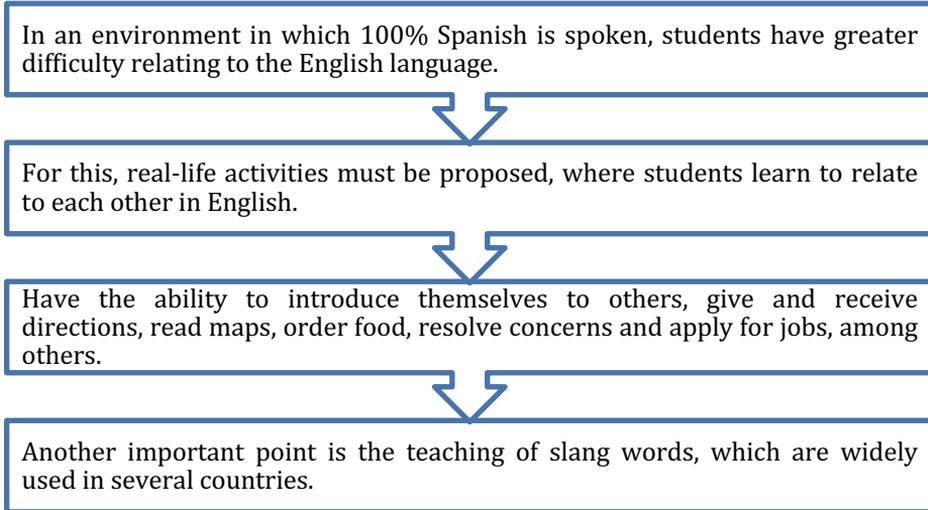
Figure 3.15. Recreational activities.



Source: Authors' own creation.

3.12.2. Immerse students in real-life situations

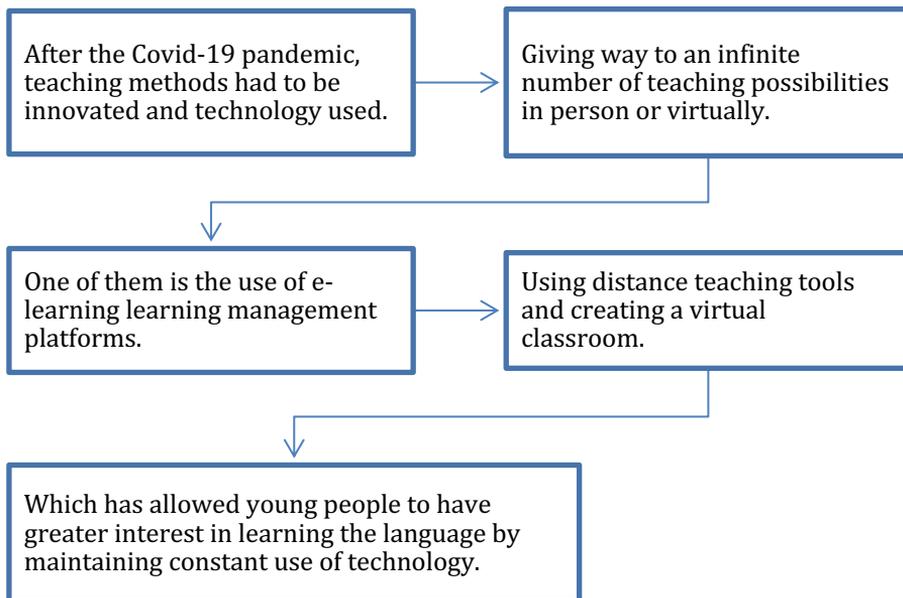
Figure 3.16. Real situations.



Source: Authors' own creation.

3.12.3. Implement a learning management platform

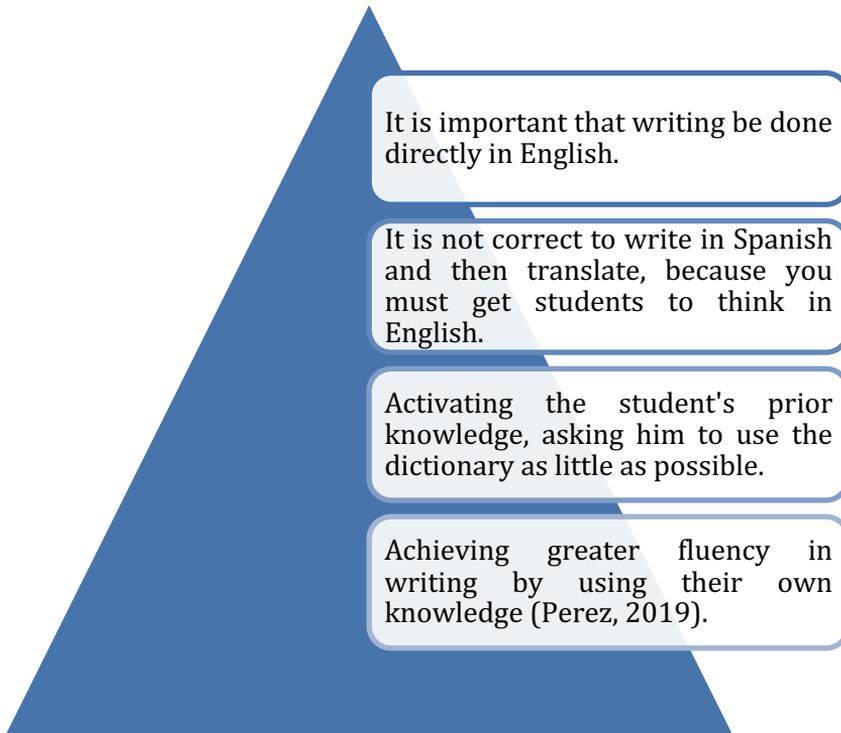
Figure 3.17. Learning management.



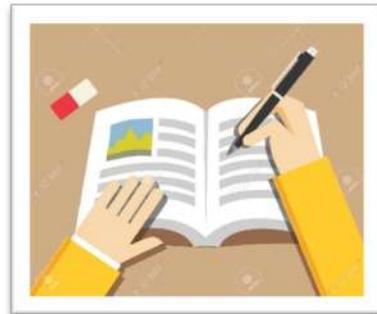
Source: Authors' own creation.

3.12.4. Writing in English

Figure 3.18. Writing in English.

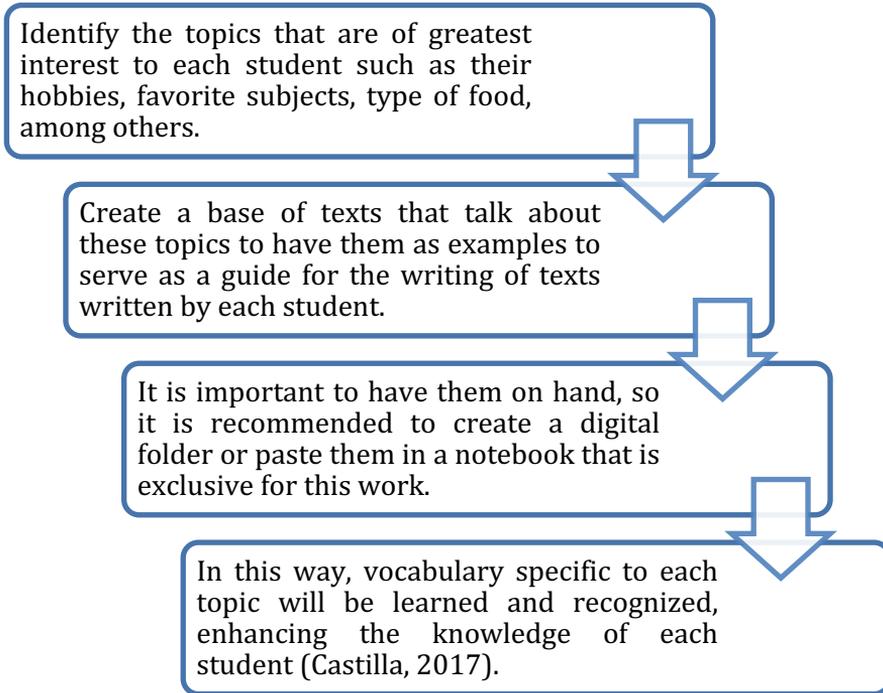


Source: Authors' own creation.

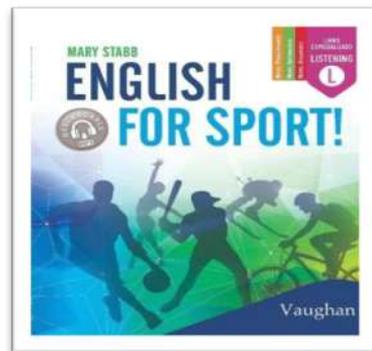


3.12.5. Base of models and examples

Figure 3.19. Model base.



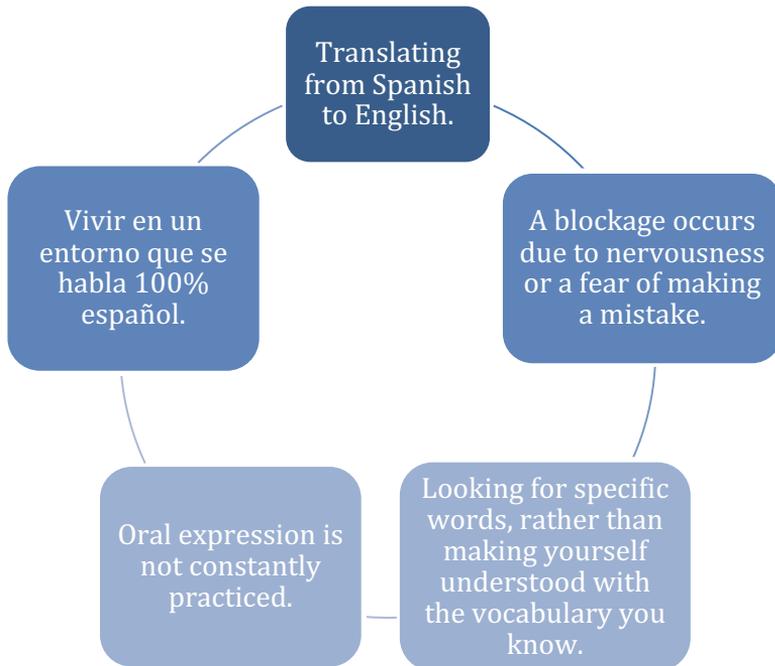
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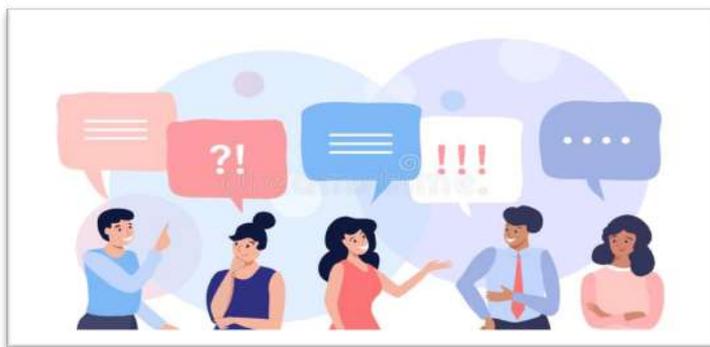
3.12.6. Strategies for oral expression

One of the most complicated skills to develop in students is oral expression and comprehension, the main reasons can be:

Figure 3.20. Oral expression.



Source: Authors' own creation.



Using common expressions

For (Cervero, 2000), there are expressions that are frequently used in a conversation, which make it much more fluid and also help to generate more confidence in students and allow them to create cordial conversations that will help them to start any type of interaction:

Table N° 3. Before starting a conversation.

	To introduce yourself	Possible answers
	Hi, I am.....	Hi, I am.....
	Hello, I am	Nice to meet you, I am.....
	Hello. My name is	It is nice to meet you. My name is
	How do you do? My name is	It is a pleasure to meet you. My name is

Source: Authors' own creation.

Table N° 4. During the conversation.

	To continue with the conversation	Possible answers
	What about you?	Well.....
	How about you?	Well.....
	Interesting, Tell me more,	Ok
	Really?... Why? Or Why not?	Because
	You don't say..... Could you tell me more about.....?	I'd be happy to

Source: Authors' own creation.

Table N° 5. To express that you are about to end the conversation.

	Signs that a conversation is about to come to an end	Possible answers
	Ok..... great talking to you.	Same here.
	Thanks a lot for the information.	No problema.
	Well, I'm afraid I have to go.	I think so too.

Source: Authors' own creation.

Table N° 6. To end a conversation.

	To end	Possible answers
	See you later.	Take it easy.
	Talk to you later.	Bye.
	Good - bye	Good – bye

Source: Authors' own creation.

All the phrases or expressions that were placed above are classified from the least formal to the most formal, since depending on the situation or type of conversation that is being held. It should be emphasized that students need to have a wide and varied vocabulary that facilitates the fluency of communication and have the necessary tools.

3.12.7. Communication strategy

If during the conversation you do not have the necessary vocabulary to express yourself, you can use other means to make yourself understood, since the objective is to communicate with the other person, but you should not make excessive use of strategies, because what you are looking for is to practice the language as much as possible. Among the strategies that can be used are the following: (Merino, 2019)

Table N°7. Communicative strategy.

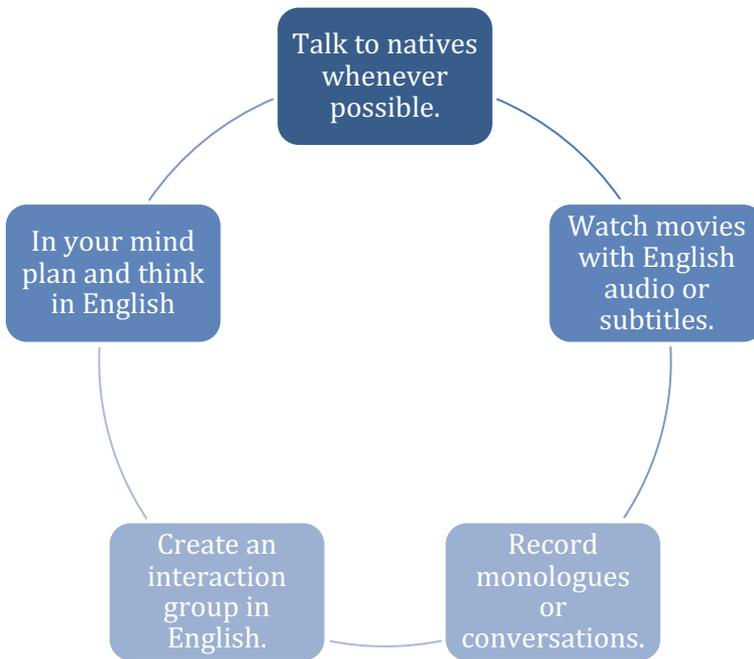
Strategy	Definition	Example
Definition	Give the name of the term you know.	It is a way of life of a group of people (culture)
Word in Spanish	Use a word in Spanish and continue speaking in English.	I need some cookies for the breakfast.
Time-saving expressions	Phrases like I mean, kind of, basically, actually, while searching for the right word.	I need a, I mean, a new shelf to keep my shoes.
Mimicry or gestures	Point out or express with mimes what cannot be said with words.	Point to a desk when you don't know how to say it in English.
Approximation	Use a word similar or synonymous with what you want to say.	Flower instead of rose.
Asking for help	Ask the teachers or look up the word you don't know in a dictionary.	How do you say.....
Foreign-ize	Use Spanish terms but with English pronunciation.	Can you give me my eraser, please?.

Source: Authors' own creation.

3.12.8. Internship opportunities

Despite the fact that the student lives in a country where 100% Spanish is spoken, English can be practiced, the opportunity should only be created, in this way the student's learning will be potentiated and this would be more lasting, since it is necessary to practice all the vocabulary to avoid forgetting what has been learned, for this you can do the following:

Figure 3.21. Opportunities for practice.



Source: Authors' own creation.



3.12.9. Affective strategies

In this type of strategy, things like attitude, emotions and values must be taken into consideration, that is, the affective side of the student. It is undoubtedly one of the most influential aspects to succeed or fail in learning the language, since it is reflected in the student's performance, so attention can be paid to the following:

Figure 3.22. Affective strategies.

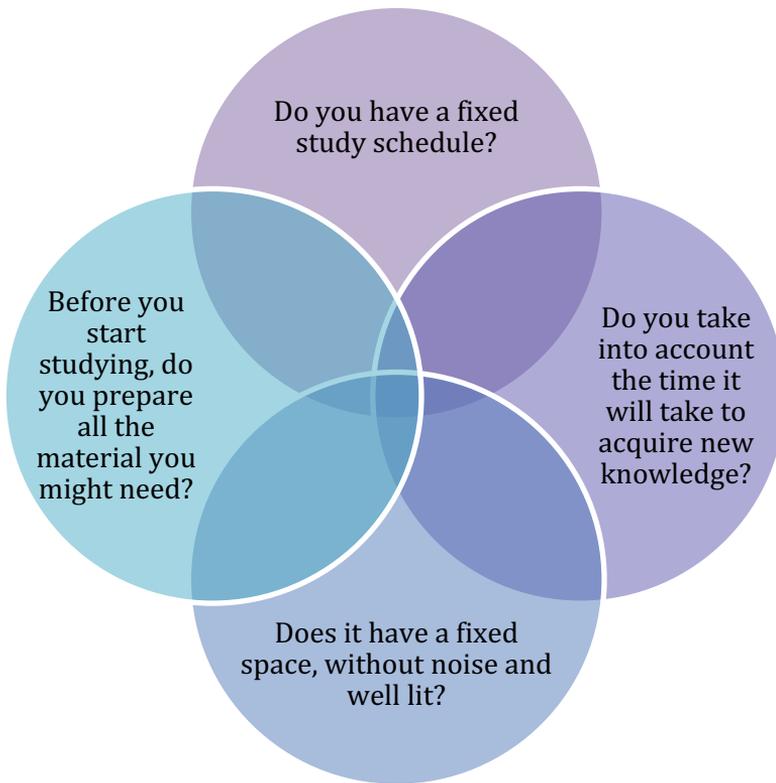
	Reduce anxiety <ul style="list-style-type: none">- Progressive relaxation, meditation or deep breathing.- Listen to pleasant music for 5 or 10 minutes.- Encourage fun while learning.
	Motivate students towards self-esteem <ul style="list-style-type: none">- Positive affirmations in English such as; Writing helps me discover what is on my mind or I enjoy understanding the new language.- Or in Spanish: Taking risks intelligently or rewarding yourself
	Emotional Check list <ul style="list-style-type: none">- Using a checklist- Asking students to write a diary where they can analyze attitudes, feelings and perceptions about the English language

Source: Authors' own creation.

3.12.10. Metacognitive strategies

These types of strategies refer to the planning, analysis, monitoring and evaluation of the process that will be used for learning the English language, so to begin with, the following questions should be asked:

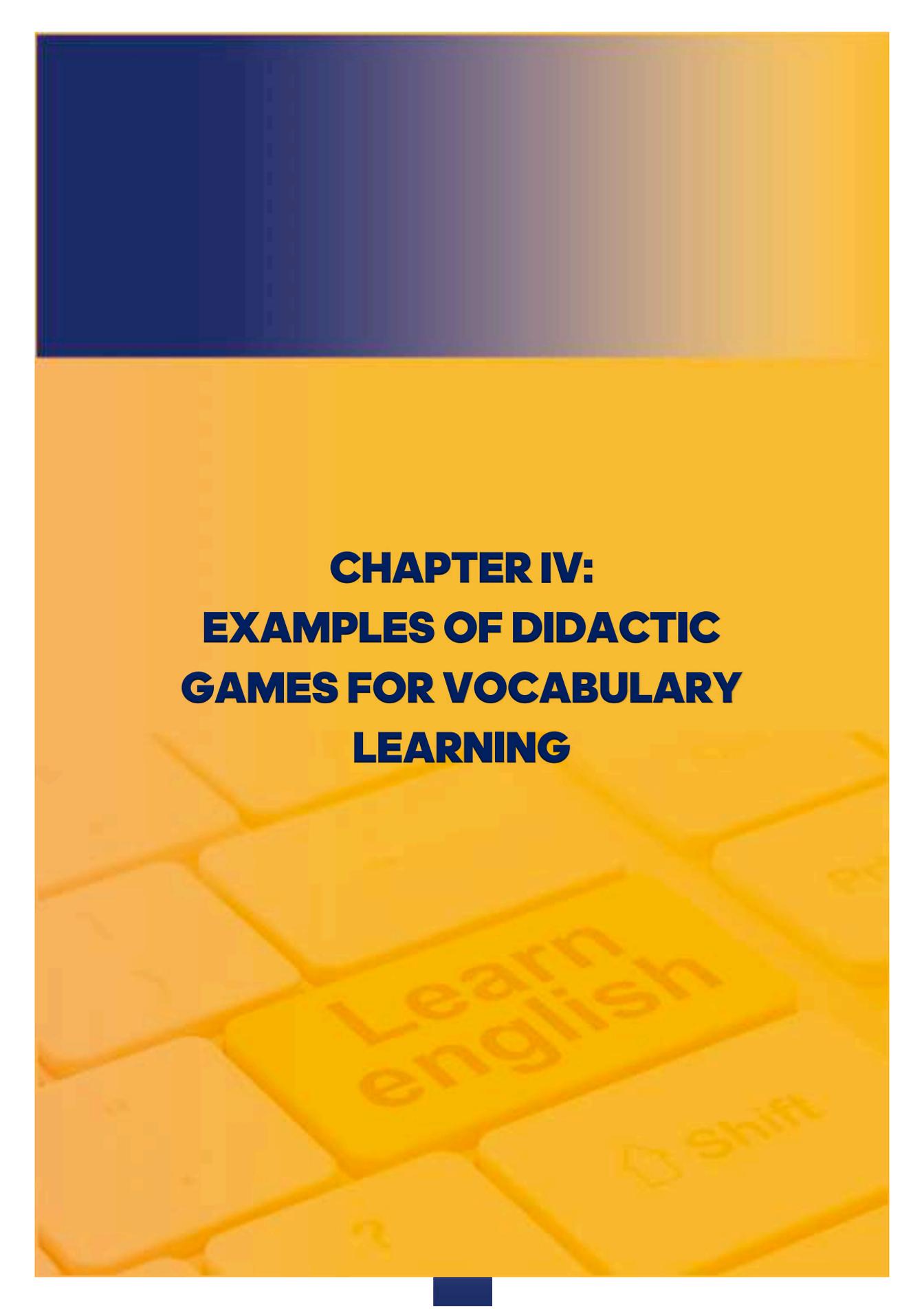
Figure 3.23. Metacognitive strategies.



Source: Authors' own creation.

If most of the answers were to be negative, more work should be done on it, since the organization of the physical space, the study material and the time will help to have an efficient and quality study.

Therefore, the progress in learning must be monitored, checking if the learning objectives have been met in the estimated time.

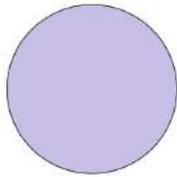


**CHAPTER IV:
EXAMPLES OF DIDACTIC
GAMES FOR VOCABULARY
LEARNING**

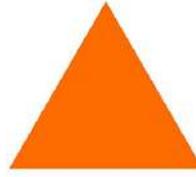
4.1. Visual strategies

4.1.1. Flash cards

4.1.1.1. Learning geometric shapes



CÍRCULO - CIRCLE



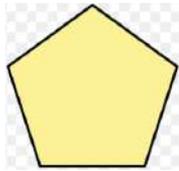
TRIÁNGULO - TRIANGLE



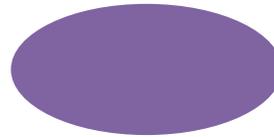
CUADRADO - SQUARE



RECTÁNGULO RECTANGLE



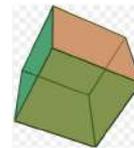
PENTÁGONO - PENTAGON



OVALO - OVAL



CILINDRO - CYLINDER



CUBO - CUBE



ESFERA - SPHERE



PIRÁMIDE - PYRAMID

4.1.1.2. Learn the types of drinks



CAFÉ - COFFEE



LECHE - MILK



CHOCOLATE - CHOCOLATE



REFRESCO - SODA



ZUMO DE FRUTAS - FRUIT JUICE



CERVEZA - BEER



TÉ DE HIERBAS - HERBAL TEA



CHAMPAÑA - CHAMPAGNE



LIMONADA - LEMONADE



CÓCTEL - COCKTAIL

4.1.2. Images

4.1.2.1. Create a story

With the following images, create a story using all the vocabulary you've learned.





4.1.3. Sparking ideas

4.1.3.1. What is it?

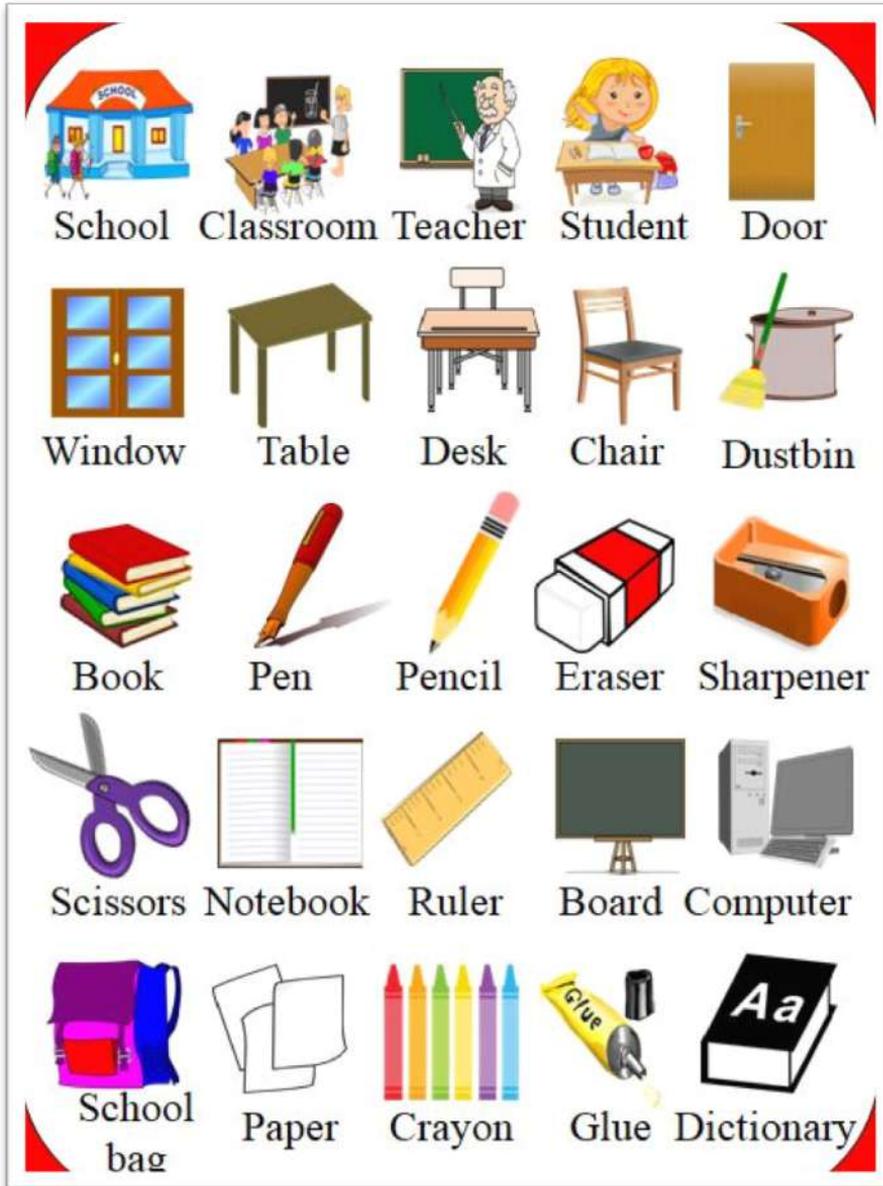
Show what you see in each picture with a single word.

IMAGE	WHAT IS IT?	IMÁGEN	WHAT IS IT?
			
			
			
			
			

4.1.4. Using real objects

4.1.4.1. What elements are there in a classroom?

Label each of the items you find in your classroom.



Circle all of the items that you find in your home.

	Roof		Chimney Pot		Terrace		Backyard
	Window		Door		Garden		Garage
	Basement		Fence		Mail Box / Letter Box		Laundry Room
	Balcony		Living Room		Stairs		Bedroom
	Dining Room		Pool		Kitchen		Bathroom

	Study Room		Hallway		Satelite Disc		Wall
	Front yard		Garden Shed		Hanging Basket		Keys
	Water Pipes		Attic		Lock		Bricks
	Shelf		Tree		Floor		Plant
	Car		Peephole		Flowers		Streetlight

4.2. Verbal strategies

4.2.1. Definition

Read the definition and choose the correct word.

Cell phone	Video camera	Play Station
Earphones	Computer	Clock

DEFINITION	WORD
Electronic machine capable of storing information and processing it automatically through mathematical and logical operations controlled by computer programs.	
Instrument for measuring time or for indicating the time of day; can be fixed or portable.	
It is a generally portable device that allows recording images and sounds, converting them into electrical signals that can be reproduced by a specific device.	
Electronic wireless device that allows access to the telephone network. It is called cellular due to the repeater antennas that make up the network.	
Devices capable of transforming electrical waves into sound waves and which, attached by a generally curved and adjustable strap to the head, are attached to the ears for sound reception.	
Video game console created by SONY, very famous throughout the world.	

4.2.2. Synonyms

Write 3 synonyms for the following words.



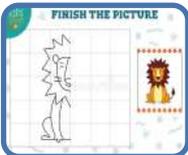
Beautiful:



Bright:



Wait:



Copy:



Scent:



Dream:

4.2.3. Antonyms

Write 3 antonyms of the following words.



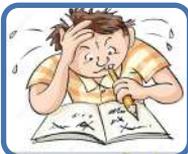
Cheerful:



Add:



Sage:



Difficult:



Eat:



Build:

4.3. *Listening strategies*

4.3.1. **Speaking drills**

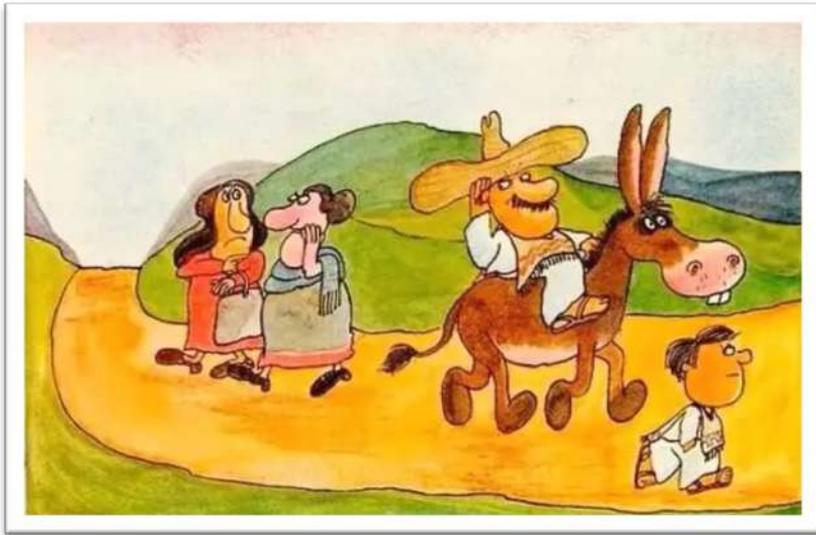
Read the following stories out loud.



Once upon a time, during a civil war in feudal times, there was a small town where Sen master lived. One day, news reached them that a fearsome general was heading their way to invade and take over the area. The day before the arrival of the army, the entire village fled, with the exception of the old teacher. When the general arrived, after finding the village practically deserted and knowing of the existence of the old man, he ordered the Sen master to appear before him, but he did not.

The general quickly went to the temple where the teacher rested. Furious, the general drew his sword and brought it up to his face, yelling at him that if he did not realize he was just standing in front of someone who could run him through in an instant. Quite calmly, the old teacher replied that the general was precisely before someone who could be crossed in an instant. The general, surprised and confused, ended up bowing to him and leaving the place.

This short story reflects the quality of emotional self – control and the value of having the ability to remain calm in any circumstance. The point is that anything can happen to us at any time, and being disturbed by it leads us nowhere.



Once upon a time there was a grandfather and a grandson who decided to go on a journey together with a donkey. Initially, the old man made the boy ride the animal, so that he would not get tired. However, upon reaching a village, the locals began to comment and criticize that the old man had to ride while the younger and more vital child was mounted. The criticism finally made grandfather and grandson change positions, now the old man riding the donkey and the child walking next to it.

However, as they passed through a second village, the locals cried out for the poor boy to walk while the older man comfortably mounted. They both decided then to ride the animal. But upon reaching a third village, the villagers criticized both of them, accusing them of carrying the poor donkey excessively.

Given this, the old man and his grandson decided to both go on foot, walking next to the animal. But in a fourth town they were laughed at, since they had a mount and none of them rode on it. The grandfather took advantage of the situation to make his grandson see the fact that, whatever they did, there would always be someone who would find it wrong and that the important thing was not what others said, but what one believed.

4.4. *Practical strategies*

4.4.1. Classification activities

From the following sentences, classify the comparative and superlative words as appropriate:

- Riobamba is not the biggest city in Ecuador, and it is not one of the most cosmopolitan, but it is definitely one of the coldest.
- Riobamba is cheaper than a lot of other cities: the most expensive places are probably Cuenca and Guayaquil.
- What Ambato used to have was one of the fastest growth rates of any city in Ecuador. It was able to grow faster than other cities because of all the construction.
- The biggest province in Ecuador is Manabí, and the one with the most people is Guayas. Manabí is much bigger than Guayas, but the population is much smaller.
- The Amazon is the most famous river in Ecuador.
- Asia is the largest continent in the world.
- The city's town hall is the oldest building in the region.
- Sirius is the most brilliant star that can be seen from Earth.

Comparatives

Superlatives

4.4.2. Identification activities

Underline all words ending in -ing.

The school's principal is talking to the teachers. His secretary is sending some mails to the students' parents. The parents are working at the time. And the principal needs a meeting to talk with them about their children. The children are studying nine subjects, and they want to add one more. The meeting is planned for the next week.



Underline all verbs in the past tense.

One Sunday, Fatima woke up early; she had breakfast with her grandmother, took a shower and left the house to go to the park. While Fatima was walking, a handsome boy approached her and asked her where the Spanish embassy was, Fatima explained how to get there, and the boy named Andres invited her to have a coffee.

A beautiful friendship was created, they went to the movies, they went to dance and time later they fell in love.



4.4.3. Selection activities

Underline words that do not apply to each group.

TOOLS



Hammer	Cooking pot	Duct tape
Screwdriver	Clamp	Spirit Level
Hacksaw	Tape Measure	Dessert

CAJA DE PRIMEROS AUXILIOS



Aspirins	Flowers	Band aids
Gauze	Hynjection	Cake
Alcohol	Thermometer	Tablets

SCHOOL SUPPLIES



Pen	Book	Cream
Car	Ruler	Stapler
Notebook	Glue	Eraser

HAIR SALON



Hairbrush	Curlers	Razor
Gel	Straighteners	Hair spray
Bald	Hampoo	Scissors

Pick 5 of your physical characteristics and describe yourself.



Blonde	Short Hair	Green eyes	Tall
Red hair	Bald	Bown eyes	Short
Black hair	Dark eyes	Thin	Young
Long hair	Blue eyes	Fat	Old

Choose 5 physical characteristics and describe a family member.



Blonde	Short Hair	Green eyes	Tall
Red hair	Bald	Bown eyes	Short
Black hair	Dark eyes	Thin	Young
Long hair	Blue eyes	Fat	Old

4.4.4. Relación

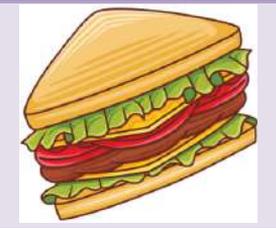
Join the word describing the image with a line.

<p>SUN FLOWER</p>	
<p>GLADIOLUS</p>	
<p>ROSE</p>	
<p>TULIP</p>	
<p>LAVENDER</p>	

SCAMBLED EGGS



JAM



FRUIT



SANDWICH



CORN FLAKES



4.4.5. Complete

Complete sentences with the correct word.

- Would you like to go to the _____ to sunbathe?

Beach Mountain Lake Park

- I would like to go for a walk in the _____

River Ocean Park Lake

- I like to go to the _____ to lift weights.

Gym Mall Restaurant School

- In Mrs. Maria's _____ the soup is delicious.

Café Ice cream shop Restaurant She

- I went with my family to _____ to pray.

Park Church Mall Gym

- My cousin had a stomachache and we went to the _____

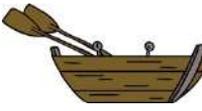
Hospital Restaurant Café Lake

4.4.6. Visual Identification

Change the image to the appropriate word.

It is my mom's birthday and we gave her a  _____.

I signed up for a cycling competition to release my new  _____.

In the park we can take a  _____ ride.

This  _____ is very modern and fast.

My cousin had a  _____ accident because he was reckless.

To go on vacation to the beach I will travel by  _____.

My husband and I saved for two years to buy the  _____.

On summer vacation we will go to Mexico by  _____.

4.4.7. Create Sentences

Create two sentences with each of the following words.



Kettle:



Breadbox:



Blender:



Colander:



Jug:



Toaster:



Spoon:



Fork:



Knife:



Cup:

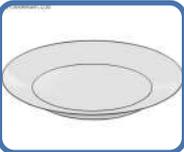
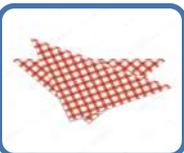


Plate:



Glass:

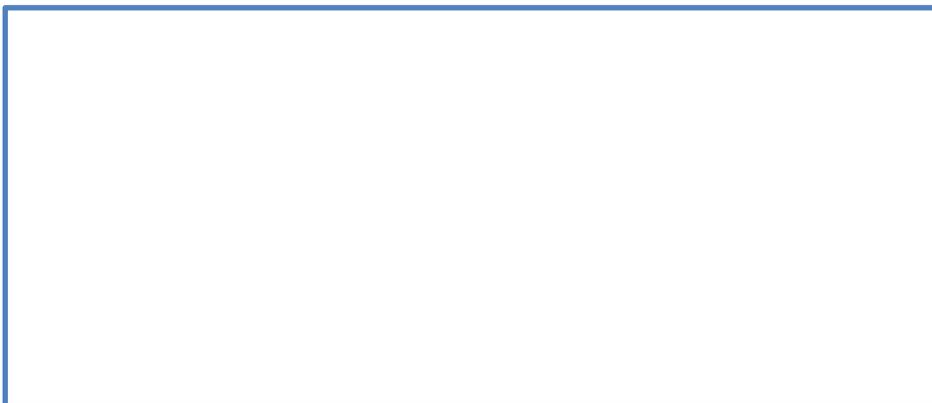
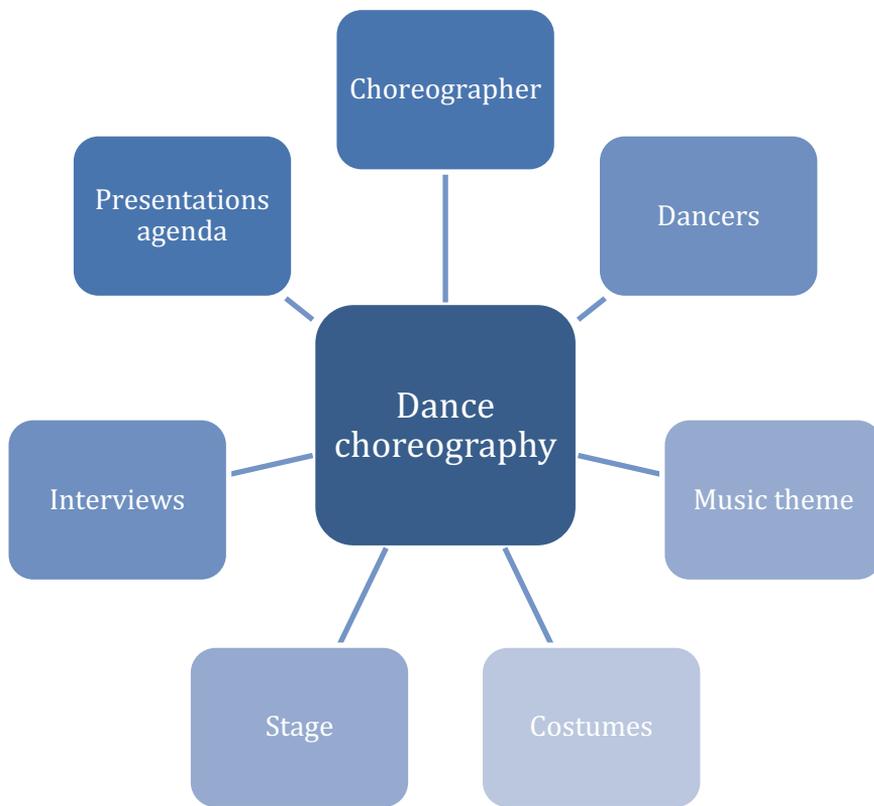


Napkin

4.4.8. Brainstorming

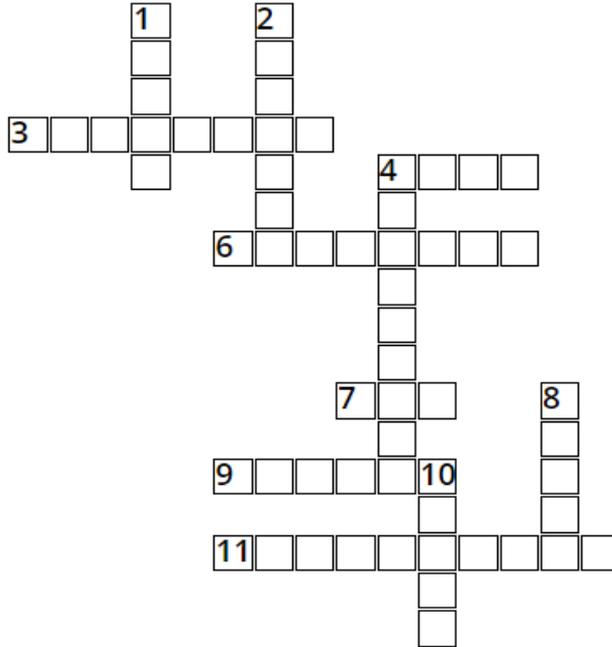
Brainstorm from the following words and create a story.





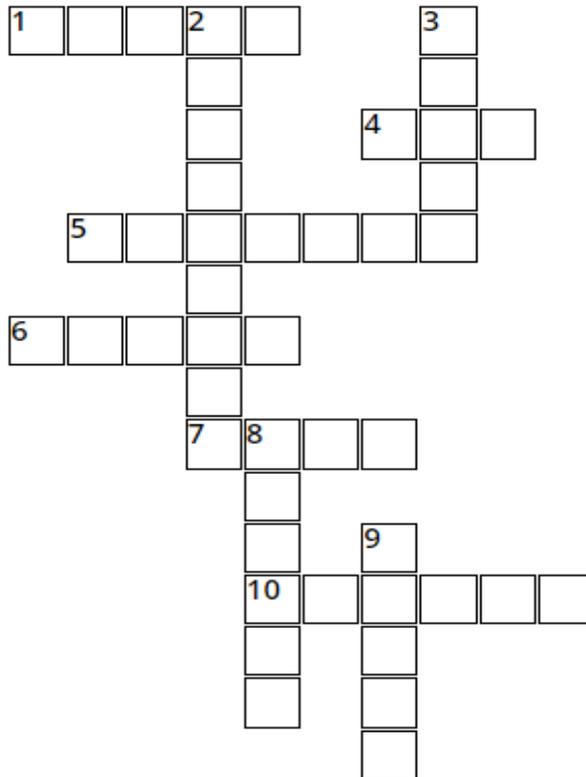
4.4.9. Crossword puzzles

Complete the crossword puzzle with the following descriptions.



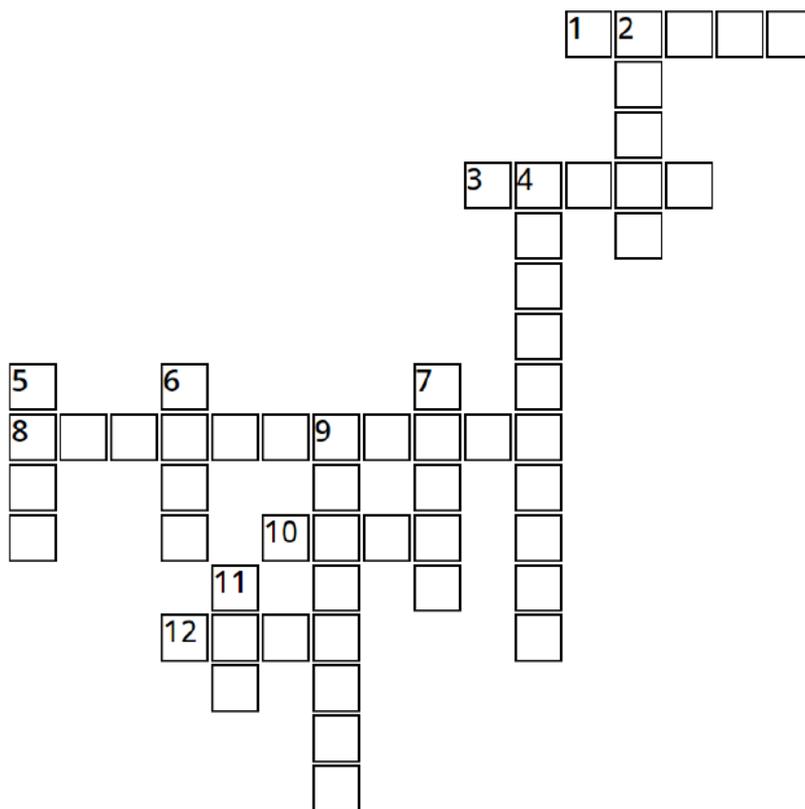
1. Characteristic garment worn by a woman	7. Garment worn by both men and women that partially covers the legs, starting from the waist
2. Article worn on the head to cover the sun	8. Garment to cover the hand, and has a cover for each finger
3. Are used for walking	9. Metal ring, almost always precious, that some women wear as an ornament crossed in the lobe of each of the ears
4. It is a cosmetic product that gives color and texture to the lips.	10. Strip provided with a buckle, used to fasten or cinch a garment at the waist
5. A cosmetic used to darken, thicken, curl and define the eyelashes.	11. It is an element that folds in half and allows you to store and carry money, cards and documents in a pocket
6. Quick-drying lacquers cosmetic, used to color nails and give them shine.	

Synonyms Crossword.



SYNONYMS	
1. Link	6. Start
2. Insane	7. Simple
3. Mean	8. High priced
4. Scared	9. Silent
5. Forever	10. Succeed

Antonyms crossword puzzle.



ANTONYMS

1. Scarce

7. Right

2. Slim

8. Smooth

3. Soft

9. Pull

4. Intentional

10. Negative

5. Cry

11. Heavy

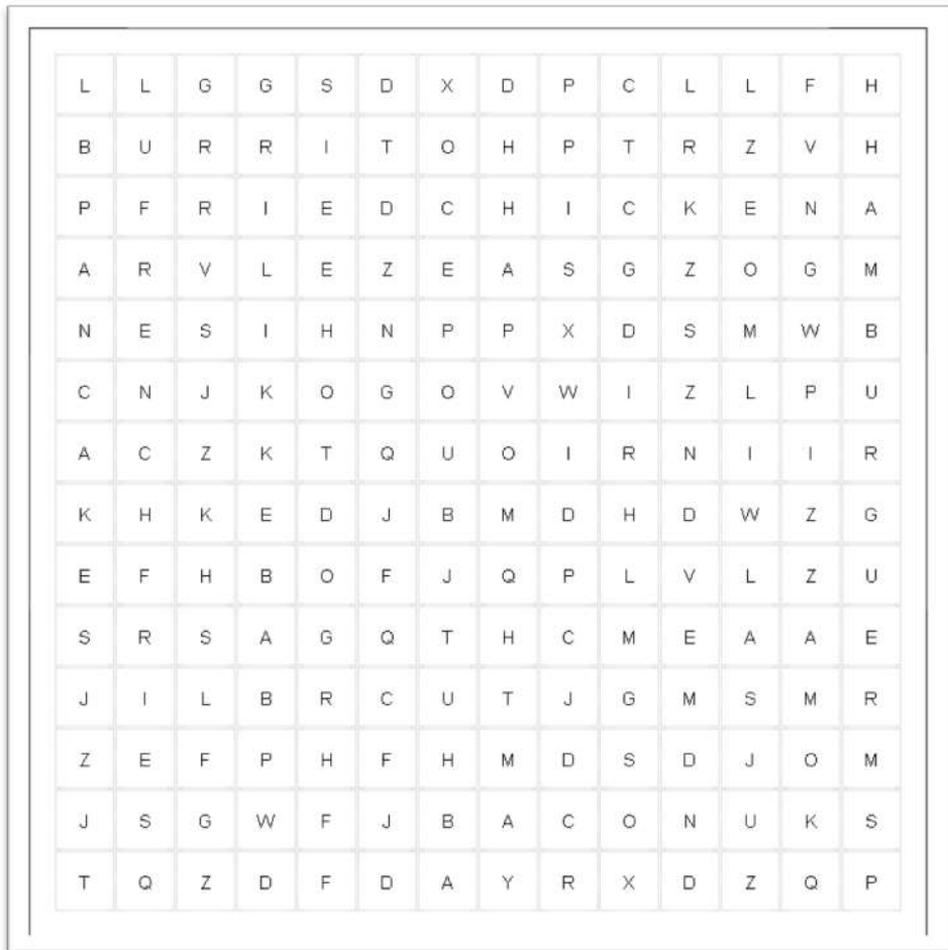
6. Poor

12. Cold

4.4.10. Word Search

Find the following words in the word search.

FAST FOOD				
Hamburguer	Hotdog	Bacon	Pancakes	Fired chicken
Pizza	Burrito	Noodles	French fries	Kebab



ELECTRONIC DEVICES

Radio	Scanner	Hairdryer	Mixer	Electricity
Lead	Lamp	Television	Socket	Video

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

TOOLS

Nut	Blowtoch	Riveter	Hacksaw	Shovel
Pincers	Saw	Roller	Press	Trowel

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

4.5. *QR code to make tools for vocabulary learning*



Crossword puzzle generator



Word puzzle generator



Puzzles



Didactic Strategy Games

Conclusions

English is currently the most widely spoken language in the world, allowing people from every continent to communicate with each other and create an intercultural exchange, in addition to being a basic tool to develop in the workplace, education, tourism, among others.

Learning the English language offers a global vision, as you can access information that is only written in this language, allowing you to be at the forefront of technological and scientific advances, with truthful and real-time information on topics of interest, according to your area of specialty.

The English language is a means that facilitates increasing the network of contacts of a person, who has the necessary tools to communicate with people from all over the world and exchange knowledge or experiences on similar topics or tastes, creating interest groups for their personal or professional life.

Learning vocabulary in the English language is essential to ensure fluid and coherent communication between people, as new words are created on all topics every time, through the advances in research, creation and innovation that are constant.

Creating several strategies to facilitate the learning of English language vocabulary guarantees a much easier and far more effective process, since the retention of English words by students will be much longer lasting.

Recommendations

Motivating students to self-study various types of English words and expressions will ensure greater reading comprehension and fluency when communicating and interacting with other people.

Creating different methods for teaching vocabulary in English will allow students to have greater attention and create their own interest in the language by making it much more fun and dynamic.

It is important to encourage students to study and learn English vocabulary constantly, since new words are created every day as there is a constant growth in terms of research and knowledge.

It should be emphasized that each student has specific English language learning needs, so strategies or teaching methods must be created that adjust to the requirements of each student, achieving a personalized education that will improve their learning process.

It is recommended to continue developing tools such as this book to create various teaching-learning strategies that facilitate this process and in turn guarantee the expected results for the teacher and the student.

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All you need is vocabulary

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to practice
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