



UNIVERSIDAD DE CUENCA

**FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN.
CARRERA DE LENGUA Y LITERATURA INGLESA**

**THE USE OF METACOGNITIVE STRATEGIES TO IMPROVE
THE LISTENING SKILL IN NINTH GRADERS**

Trabajo de titulación previo a la obtención del Título de Licenciado en Ciencias de la Educación en Lengua y Literatura Inglesa.

Autores:

Wilson Javier Morocho Dutan

C.I 0302158050

Byron Teodoro Astudillo Tapia

C.I 0104634415

Tutor:

Mgst. Adriana Patricia Mora Jaramillo

C.I 0103809828

CUENCA-ECUADOR

2017



RESUMEN

Esta investigación bibliográfica se realizó con el objetivo de recolectar información que argumente la utilidad de las estrategias metacognitivas en la habilidad de escuchar con estudiantes de noveno grado. Se diseñó un folleto para estudiantes y un manual de profesores para mostrar cómo las estrategias metacognitivas pueden ayudar a los alumnos a mejorar su competencia auditiva. El libro "Postcards 1B", que fue utilizado por el Ministerio de Educación para los alumnos de noveno grado, sirvió de base para la implementación de las actividades descritas en los folletos. El primer folleto da a los estudiantes ejercicios para trabajar en clase, reflexionar sobre su propio proceso de aprendizaje, y centrarse en su habilidad de escuchar. Finalmente, la guía del docente apoya a los educadores para explicar de qué forma las estrategias metacognitivas pueden ser utilizadas junto con las actividades dadas en el folleto de los estudiantes. Estos folletos aportan un modelo de cómo las estrategias metacognitivas podrían ser aprovechadas para desarrollar la competencia auditiva de los estudiantes de noveno grado.

Palabras clave: actividades de escuchar, estrategias metacognitivas, estudiantes de noveno grado, folletos.

Autores: Wilson Morocho y Byron Astudillo



ABSTRACT

This bibliographical research was carried out with the purpose of gathering information to support the benefit of metacognitive strategies in the listening skill with school ninth graders. A student booklet and a teacher handbook have been designed to show how the metacognitive strategies help students improve their listening skill. The book "Postcards 1B", used by ninth graders and elaborated by the Ministry of Education, has served as a basis for implementing the outlined activities described in the brochures. The student booklet presents exercises to work in class, reflecting on the student learning process and focusing on their listening skill. The teacher handbook, on the other hand, supports educators to explain how the metacognitive strategies must be used along with the activities in the student booklet. These brochures provide a model that explains the possible use of the metacognitive strategies within a ninth-grade classroom to enhance the listening skill.

Keywords: listening activities, metacognitive strategies, ninth graders, booklets

Autores: Wilson Morocho y Byron Astudillo



TABLE OF CONTENTS

COVER.....	1
RESUMEN.....	2
ABSTRACT.....	3
TABLE OF CONTENTS.....	4
CLAUSULAS DE DERECHO DE AUTOR.....	7
DEDICATION.....	11
ACKNOWLEDGEMENT.....	12
INTRODUCTION.....	13
CHAPTER I.....	15
DESCRIPTION OF THE PROJECT.....	15
1.1 Background and Justification.....	15
1.2 Problem Statement.....	17
1.3. General Objective.....	19
1.4 Specific Objectives.....	19
CHAPTER II.....	20
LITERATURE REVIEW.....	20
2.1 Language Learning Strategies.....	20
2.1.1 Types of learning strategies.....	21
2.2 Metacognition.....	21
2.3 Metacognitive strategies.....	22
2.3.1 Advantages of teaching metacognitive strategies.....	27
2.3.2 Disadvantages of teaching metacognitive strategies.....	27
2.3.3 Metacognitive strategies and listening skill.....	27

Autores: Wilson Morocho y Byron Astudillo



2.4 Ninth grades and the listening skill.....	36
CHAPTER III.....	38
3.1 Methodology and Potential Action Plan.....	38
3.2 Potential Participants and Resources.....	38
3.3 Analysis of the book “Postcards 1B”.....	49
3.4 What is the contribution of this research?	40
3.4.1 Students' booklet benefits.....	41
3.4.2 Teachers' handbook benefits	41
CHAPTER IV.....	42
4.1Conclusions.....	42
4.2 Reflections and recommendations.....	43
4.3 Recommendations for future research.....	45
REFERENCES.....	46
APPENDICES.....	52



UNIVERSIDAD DE CUENCA

LIST OF FIGURES

Figure 1. Applying indirect strategies to the four language skills (metacognitive strategies)	24
-----------------------------------------------------------------------------------------------------	----

LIST OF TABLES

Table 1. Metacognitive strategies and activities	25
Table 2. Listening comprehension strategies and practice activities	28
Table 3. Stages of Listening Instruction and related Metacognitive strategies.....	32

LIST OF APPENDICES

Student´s Booklet.....	53
Teacher´s Handbook.....	105



Universidad de Cuenca
Clausula de derechos de autor

Yo, Wilson Javier Morocho Dután autor del Trabajo de Titulación "THE USE OF METACOGNITIVE STRATEGIES TO IMPROVE THE LISTENING SKILL IN NINTH GRADERS", reconozco y acepto el derecho de la Universidad de Cuenca, en base al Art. 5 literal c) de su Reglamento de Propiedad Intelectual, de publicar este trabajo por cualquier medio conocido o por conocer, al ser este requisito para la obtención de mi título de Licenciado en Ciencias de la Educación en Lengua y Literatura Inglesa. El uso que la Universidad de Cuenca hiciere de este trabajo, no implicará afección alguna de mis derechos morales o patrimoniales como autor.

Cuenca, 16 de Enero del 2017

Wilson Javier Morocho Dután

C.I: 0302158050



Universidad de Cuenca
Clausula de propiedad intelectual

Yo, Wilson Javier Morocho Dután, autor del Trabajo de Titulación "THE USE OF METACOGNITIVE STRATEGIES TO IMPROVE THE LISTENING SKILL IN NINTH GRADERS", certifico que todas las ideas, opiniones y contenidos expuestos en la presente investigación son de exclusiva responsabilidad de su autor.

Cuenca, 16 de enero del 2017

Wilson Javier Morocho Dután

C.I: 0302158050



UNIVERSIDAD DE CUENCA



Universidad de Cuenca
Clausula de derechos de autor

Yo, *Byron Teodoro Astudillo Tapia* autor del Trabajo de Titulación "THE USE OF METACOGNITIVE STRATEGIES TO IMPROVE THE LISTENING SKILL IN NINTH GRADERS", reconozco y acepto el derecho de la Universidad de Cuenca, en base al Art. 5 literal c) de su Reglamento de Propiedad Intelectual, de publicar este trabajo por cualquier medio conocido o por conocer, al ser este requisito para la obtención de mi título de Licenciado en Ciencias de la Educación en Lengua y Literatura Inglesa. El uso que la Universidad de Cuenca hiciere de este trabajo, no implicará afección alguna de mis derechos morales o patrimoniales como autor.

Cuenca, 16 de Enero del 2017

Byron Teodoro Astudillo Tapia

C.I: 0104634415



UNIVERSIDAD DE CUENCA



Universidad de Cuenca
Clausula de propiedad intelectual

Yo, Byron Teodoro Astudillo Tapia, autor del Trabajo de Titulación "THE USE OF METACOGNITIVE STRATEGIES TO IMPROVE THE LISTENING SKILL IN NINTH GRADERS", certifico que todas las ideas, opiniones y contenidos expuestos en la presente investigación son de exclusiva responsabilidad de su autor.

Cuenca, 16 de enero del 2017

Byron Teodoro Astudillo Tapia

C.I: 0104634415



DEDICATORY

To my parents, Luis and Luz, with heartfelt gratitude for their love and encouragement. To my sisters, Anita, Mayra and Mercy who have taught me to be kind with people. To my second parents, Michael and Maria, who have taught me to be humble. To all my relatives who have seen me grow up personally and academically. To all my friends especially to Natalia and Daysi, who have inspired me to be firm on my decisions. Love you all!

Javier

TO

To The people who have believed and motivated me to go forward in life. Especially, to my mother and my brothers who are the reason of this whole process. To my girlfriend for being there by my side. Thank you all.

Byron



ACKNOWLEDGEMENT

First of all, we want to thank God for giving us health and patience. To our families for being there unconditionally . Also, to our professors who let us be part of this amazing adventure by sharing their knowledge, listening to our doubts and leading us in the right way. Finally, we must thank everybody who put confidence on us.

Thanks a lot!



UNIVERSIDAD DE CUENCA

INTRODUCTION

When people want to contribute to the development of a society, nothing is more important than education. This is the key to construct a significant knowledge in this globalized world. Teaching English as a Foreign Language is a subject that attempts good communication among people from different cultural backgrounds. For this reason, the use of language learning strategies within EFL classrooms is crucial to support the fact that everyone can learn if the environment is the adequate to the students' educational needs.

“The use of metacognitive strategies to improve the listening skill in ninth graders” is a bibliographic research made to argue the usefulness of using these strategies in the teaching learning process. Therefore, a student booklet and a teachers' handbook have been designed to illustrate how the metacognitive strategies may be beneficial to the students' listening performance. Ninth graders and their respective teachers will be the primary beneficiaries of this project. The significance of enhancing the listening competence through the use of metacognitive strategies will give them the opportunity to achieve successfully their learning goals.

to four main chapters.

In the first chapter, general information about this proposal is provided as follows: background and justification, problem statement, general objective and specific objectives. The second chapter describes concepts, researches and points of view to support the main ideas of the topic. In the third chapter, the methodological framework illustrates information about methodology, potential participants and resources

Autores: Wilson Morocho y Byron Astudillo



regarding the guidelines for a future application of this project. The fourth chapter establishes conclusions, recommendations and reflections for future research, showing evidence concerning the outcomes of this project. Finally, in the appendix section, there is a description of the listening activities based on metacognitive strategies to be applied in class, material and content gathered as in the student booklet as the teacher handbook.

In conclusion, the data collected in this study requires a future application to corroborate what has been stated here. The analysis of the information showed that the metacognitive strategies could help ninth grade students develop their listening performance.



CHAPTER I

DESCRIPTION OF THE PROJECT

1.1 Background and Justification

Nowadays, it is possible to find different viewpoints about learning processes but all of them have in common the consideration that educational systems, methodology, and technology are important and interrelated. In consequence, learning a foreign language such as English is also part of the fundamentals of education.

The educational environment and the strategies used are constantly evolving. Therefore, educators must use all the available material in order to enhance their students' language performance. However, learners of a foreign language have traditionally struggled while acquiring a new language.

As this study is meant to develop listening skills, it will focus on improving listening input. The goal is to use language learning strategies to help ninth graders enhance their academic competences. According to Goh (2008), "Learners of a second language fail broadly in the listening skill because they have not developed it sufficiently". She adds that "it is a matter of time, planning, organizing, monitoring, and evaluating" (p.3).

Students' lack of proper preparation results in many problems, such as they having problems taking notes, distinguishing important points, remembering the meanings, not recognizing sounds of words and understanding single words and not the overall meaning.



The English language plays an important role in many foreign countries, and it is important to reflect on the development of new methodologies as a way to improve teaching-learning processes. Appropriate strategies allow students to provide indirect feedback for language learning through focusing, planning, evaluating, seeking opportunities, controlling anxiety, and many other aspects associated with the learning environment. Metacognitive strategies as a subdivision of the indirect strategies assist students by allowing them to center, arrange, plan, and evaluate their learning to gain better acquisition of different skills.

This bibliographic research with an emphasis on future applications will help students to acquire better listening competencies. The analysis of these strategies may be important to future investigations about the use of language teaching strategies in the classroom. By doing this, students may utilize metacognitive strategies in order to achieve a better comprehension through the development of effective listening skills.

In conclusion, the authors will design a student booklet and a teacher handbook which will be based on the literature review. Moreover, these brochures will contain associated activities, using metacognitive strategies, to the listening exercises in the book “Postcards 1B”, taught in ninth grade classrooms in public institutions.



1.2 Problem Statement

Ninth graders spend so much time in their classrooms trying to learn English as a foreign language. Nevertheless, most of them have not been able to reach their learning goals successfully.

The use of adequate textbooks to cover the student's academic requirements is extremely important in order to enhance the learning atmosphere within the classroom. The text provided by the Ministry of Education, "Postcards 1B" for ninth-graders, contains significant information related to the use of the four skills in EFL Ecuadorian classrooms, but it does not pay the necessary attention to the listening skill.

Burgess & Head (2005), described the current structure of listening activities in student textbooks as a weak model to catch their interest. Students feel frustrated because the topics of the exercises do not belong to their typical concerns, needs and personal experiences (p.78). Consequently, the students only hear the provided information but they do not assimilate details nor they can complete effectively the assignments to assess their listening skill.

This bibliographic research is specifically related to ninth graders. This group of students was chosen since some EFL teachers in Cuenca have mentioned the inconveniences that they have had while working in the improvement of ninth graders' language skills, specially listening. Besides the problems with the textbook or the learning methodologies, it is necessary to understand that ninth graders, because of their age, are experimenting a physically, psychologically and emotionally change. Nield (2009) stated that "ninth grade coincides with life-course changes that are independent of the structure or academic requirements of schooling itself." (p. 58).



Focusing the educational and biological aspect of learning is one of the main findings to aim in this research.

The implementation of a student booklet and a teacher handbook will improve the listening competence in ninth graders. These texts give teachers and pupils additional activities to work in class. The main aspect of these exercises is the use of the metacognitive strategies as a base to improve the listening skill in ninth graders.



1.3 General Objective

- To design a student booklet and a teacher handbook based on metacognitive strategies to improve the listening skill of ninth graders.

1.4 Specific Objectives

- To support the contents, strategies and activities of the booklet and handbook through a bibliographic research.
- To analyze the importance of using metacognitive strategies to develop listening skills and improve the listening performance in ninth graders.
- To promote the use of metacognitive strategies in the listening activities contained in the student booklet and the teachers' handbook.



CHAPTER II

LITERATURE REVIEW

This bibliographic research focus is the design of a booklet based on metacognitive strategies for ninth graders. Therefore, the authors mentioned in this literature review describe the necessary concepts for the clear understanding of the relationship of metacognitive strategies and the listening skill development. Along with it, it is shown a teacher handbook with the necessary steps about using metacognitive strategies to enhance and work the listening skill.

2.1 Language Learning Strategies

The pedagogical dictionary AMEI-WAECE (n.d), defines strategy as “A conscious and intentional guide, which provides students and teachers, general regulations of the activity, giving meaning and coordination to everything that is done to reach a goal, taking into account the characteristics of each context and the concrete circumstances.” This concept gives a clear clue about the purpose of a strategy within a classroom. It is important that teachers design activities that encourage students to learn by implementing the adequate strategies.

Oxford (2003), also defined learning strategies as: “Specific actions, behaviors, steps, or techniques such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task used by students to enhance their own learning” (p. 15).



Therefore, it is important to clarify the perception of learning strategies and its subdivision in order to help learners understand their significance.

2.1.1 Types of learning strategies

Oxford (2003), explained that language learning strategies are divided into two types: Direct and indirect categories. Direct strategies consist of handling language directly, using procedures that enhance the mental acquisition of language. On the other hand, indirect strategies are related to support the language learning process indirectly, using the external and internal factors of students. (p.16)

Furthermore, Oxford (2003), stated the definition of indirect strategies across three main categories: metacognitive, affective and social strategies. This investigation focuses on the metacognitive strategies and their benefits to the listening performance in ninth graders

2.2 Metacognition

Ridley pointed out that Metacognition is the analysis of metacognitive development as “a conscious development in one’s metacognitive abilities.” This conscious process can include “a move to greater knowledge, awareness, control of one’s learning, selecting strategies, monitoring the progress of learning, correcting errors, analyzing the effectiveness of learning strategies, and changing learning behaviors and strategies when necessary”. (as cited in Coskun, 2010, p.36)

Kuhn and Dean (2004) noted that “...metacognition is what enables a student who has been taught a particular strategy in a particular context to retrieve and deploy that strategy in a similar but new context” (para. 8).

Therefore, students retrieve what they already know by being aware of their own thoughts and experiences throughout life. Later, they make an association with new
Autores: Wilson Morocho y Byron Astudillo



language knowledge. Accordingly, students can remember effortlessly and develop a true meaning of those relations in their metacognition and the new material. (as cited in Lai,2011, p.5)

Desoete, Roeyers and Buysse (2001) found that there are three areas of metacognition:

First, Metacognitive knowledge refers to a deeper understanding of cognitive processes and products. Second, Metacognitive skills include the ability to predict, plan, evaluate and monitor knowledge effectively and accurately. Finally, Metacognitive beliefs are broader, general ideas people have about their own and others' metacognitive processes, including concepts such as attribution, motivation, and self-esteem. (p.435)

It may be inferred that metacognition is a higher-level thinking, which allows people to understand better their cognitive processes and helps them obtain clearer ideas of what they want. That is to say; people become conscious of the mental processes they use during learning by developing awareness, perception, reasoning and judgment. To conclude, the metacognitive strategies make students “thinking about their thinking” and being conscious about the learning context.

2.3 Metacognitive strategies

Metacognitive strategies are also defined by Oxford (2003) as “...actions which go beyond purely cognitive devices and which provide a way for learners to coordinate their own learning process” (p.136). The use of metacognitive strategies can create independent, critical and conscious learners who obtain more substantial benefits in their learning acquisition and development.



On the other hand, Brown (1994) suggested that metacognitive strategies “have executive roles in the learning process such as help students planning to learn something, thinking about learning processes as they occur, monitoring one's production or comprehension, and evaluating what has been learned after an activity is completed”(p.5)

Metacognitive strategies are of great importance because they allow students to reflect on their learning process. Cognitive strategies manage the information that students are able to learn. Socio-affective strategies help students to feel more comfortable in a learning environment by managing their emotions and working with other language learners to improve language skills

According to Oxford (2003), there are three categories of indirect strategies, and these are as follows: metacognitive, affective, and social. First, metacognitive strategies identify one's learning preferences. Second, affective strategies identify one's mood and anxiety level. Third, social strategies explore cultural and social norms. As mentioned before, the focus of this study is to fully understand what metacognitive strategies are and what subdivisions are involved; these subdivisions are presented as follows:

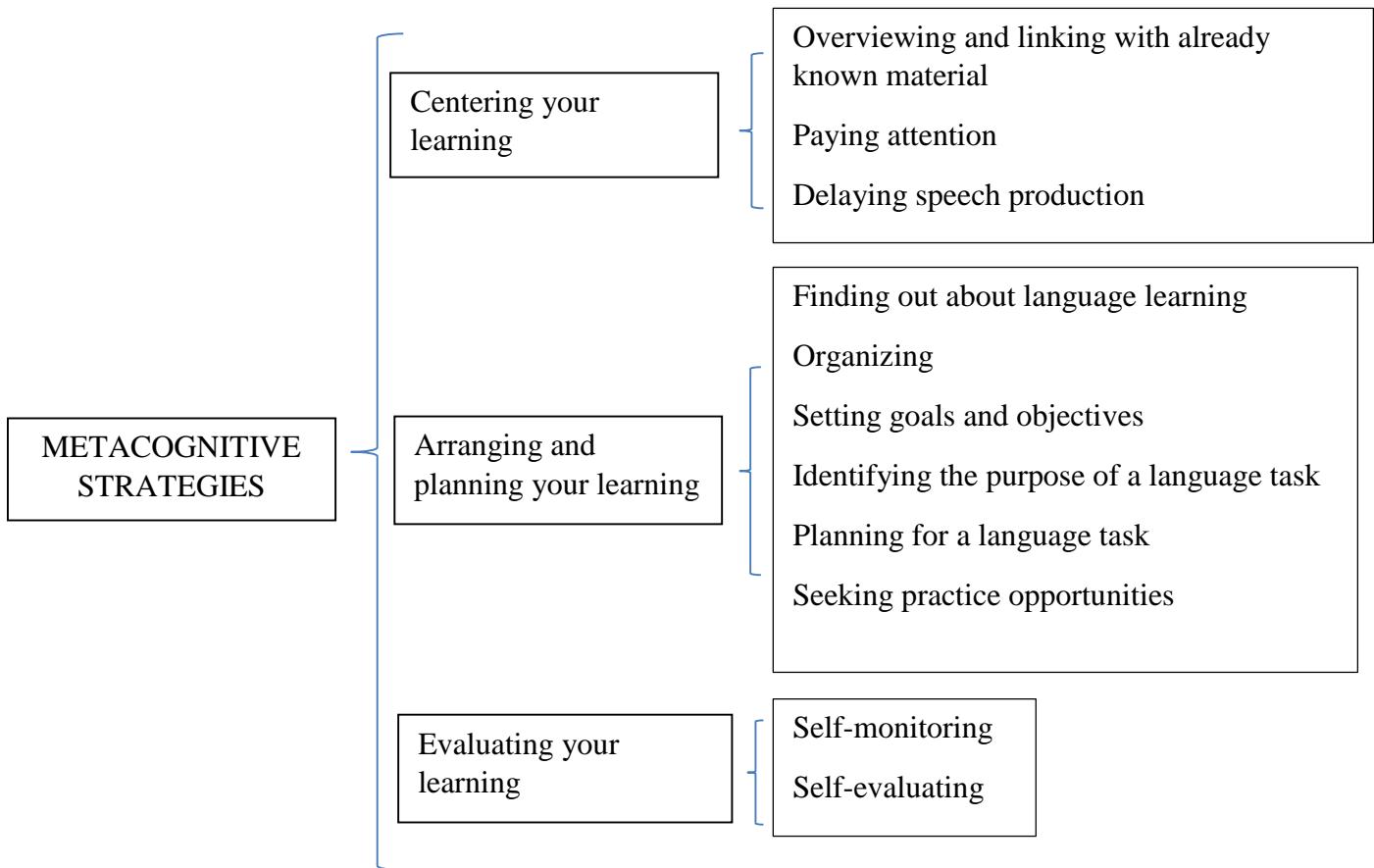


Figure 1. Metacognitive Strategies (Oxford 2003. p.153)

Metacognitive strategies help students to center their learning by helping them create relationships, which allows them to look for specific information in the listening task. These strategies help students by orienting them about the topic and the necessary steps for accomplishing a task. Next, metacognitive strategies also help to assimilate and enhance students' learning processes by organizing, setting goals and objectives, planning for a language task and seeking practice opportunities.

In order to give some examples about the use of metacognitive strategies, Nosratina et al (2015), presented the following table.



Table 1.

Metacognitive strategies and examples

Metacognitive strategies	Examples
Planning and organizing for learning	<p>Previewing the next unit of the course book</p> <p>Deciding in advance to pay attention to general or specific aspects of language input</p>
Finding ways to make learning more effective	<p>Making word cards</p> <p>Categorizing words in semantic groups</p>
Self-monitoring while learning	<p>Reviewing one's notes while studying</p> <p>Monitoring one's production of tenses while speaking</p>
Evaluating one's work on language	<p>Reading the teacher's comments and corrections on a written work</p> <p>Checking one's writing for accuracy</p>

Source: (as cited in Rashtchi & Keyvanfar, 2010, p. 181)

Oxford (2003), also mentioned that metacognitive strategies involve arrangements for achieving a learning task. If the mentioned viewpoints about metacognitive strategies are applied for language tasks, students may improve their language learning performance within the classroom.

Autores: Wilson Morocho y Byron Astudillo



In this sense, Campos (2012) mentioned that "...the use of metacognitive strategies is conditioned not only by the task at hand, but, to varying extents, to multiple factors. Among them, those related to the individual differences such as motivation, anxiety and others" (p.125). The impact of metacognitive strategies can be different for every student according to their previous knowledge and personal feelings. For this reason, it is essential to plan suitable tasks to make the students succeed in their learning process.

For example, a study of language acquisition by Salazar (2013) discovered that

"Students succeeded with plans of improvements through the use of metacognitive strategies. Learners were provided with tools that allowed them to monitor and assess their proficiency level as well as design and carry out pedagogical activities intended to enhance their target language proficiency. Emphasis is placed on observation, analysis and reflection upon the students' behaviors, which positively affect their learning process."(p.293).

Subsequently, students develop different skills while they are learning a language such as listening, reading, speaking, and writing. One of these skills necessary when learning a foreign language is listening. As it is this investigation's purpose to argue the utility of metacognitive strategies in the listening skill. It is important to describe advantages and disadvantages of teaching metacognitive strategies and the association between the metacognitive strategies and the listening skill.



2.3.1 Advantages of teaching Metacognitive Strategies

ALshammari (2015) stated that “The implementation of metacognitive strategies, for instance, self-monitoring or awareness helps in developing self-learners who have the ability to plan on their studies for the rest of their learning periods.” (p.51.). Also Latifi et al (2014), noted that the metacognitive strategies can be useful for less skilled learners in order to enhance their language performance.

2.3.3 Disadvantages of teaching Metacognitive Strategies

However, Cullen (2013) noted that students cannot develop properly their skills because of their poor self-esteem. Therefore, this group of students do not value the utility of planning, arranging and evaluating their language processes. Also, Latifi et al (2014) mentioned high-skilled learners cannot use adequately the metacognitive strategies because their language dominance.

2.3.3 Metacognitive Strategies and the Listening skill

According to O’Bryan and Kegelheimer (2009), “...listening is an active and complex process in which listeners must identify sounds and lexical items and make meaning of them through their grammatical structures, verbal and non-verbal cues and cultural context” (p. 35). Children start learning a language at a very early age through their parents’ utterances. The listening skill encompasses a wide variety of natural processes where children can develop it through their social context. They first assimilate the language through their ears and later produce it sometimes with simple sounds, gestures, incomplete words or by pointing.

As a way to demonstrate listeners’ understanding, it is necessary to respond to a variety of tasks that are encountered in a real situation. Then, the listening skill is tested



by applying its subskills which give a clear idea of what they are. The assessment of the listening skill is indispensable to help listeners overcome any possible difficulties.

Burgess and Head (2005), revealed that the listening skill can be assessed through:

- Locating and understanding specific information
- Understanding detail
- Understanding the overall message, or gist, of what is being said
- Recognizing or inferring the speaker's attitude or emotions
- Identifying genre, e.g. recognizing an advertisement, a voicemail message, a formal meeting, etc.
- Recognizing the topic of a conversation
- Following the development of an argument or narrative
- Matching spoken to written information
- Following instructions or direction. (p.81)

Liubinienė (2009) also exemplified some listening activities that can be implemented by using the indirect strategies. (p.91). The following chart gives a clear illustration of what can be done in order to enhance listening competencies in the classroom.

Table 2.

Listening comprehension strategies and practice activities

Activities for metacognitive strategies	Activities for cognitive strategies	Activities for socio affective strategies
-----------------------------------------	-------------------------------------	-------------------------------------------

<ol style="list-style-type: none"> 1. Preview the content in different forms. 2. Rehearse the pronunciation of potential content words. 3. Establish the purpose for listening. 4. Practice perception regularly. 5. Take short notes of important content words. 6. Check current comprehension with the context of the message and prior knowledge. 7. Continue to listen for clarification in spite of difficulty. 8. Evaluate comprehension using contexts, prior knowledge, and external resources. 	<ol style="list-style-type: none"> 1. Use prior knowledge and knowledge about the target language to elaborate and complete interpretation. 2. Infer missing or unfamiliar words using contextual clues, familiar content words, and visual clues. 3. Draw on knowledge of the world. 4. Apply knowledge of the target language. 5. Visualize scenes, objects, events, etc. being described. 6. Reconstruct meaning using words heard. 7. Relate one part of the text to another. 	<ol style="list-style-type: none"> 1. Paraphrase what speakers say to check understanding. 2. Ask speaker for clarification and repetition. 3. Learn to relax before and during listening. 4. Encourage oneself to continue listening
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



<p>9. Determine potential value of subsequent parts of input.</p> <p>10. Listen selectively according to purpose.</p> <p>11. Listen for gist.</p> <p>12. Determine the potential value of subsequent parts and vary the intensity of attention accordingly.</p> <p>13. Memorize words or phrases for later processing.</p> <p>14. Pay attention to discourse markers, visuals and body language, tones and pauses.</p>	<p>8. Relate limited interpretation to a wider social/linguistic context.</p> <p>9. Assess the importance of problematic parts and decide whether to ignore them or actively seek clarification.</p> <p>10. Find L1 equivalents for selected keywords.</p> <p>11. Translate a sequence of utterance.</p> <p>12. Predict general contents before listening using contexts and prior knowledge.</p> <p>13. Predict details and unfinished utterances using contexts and prior knowledge.</p>	
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Source: Liubiniene (2009, p.91)

Also, it is important to mention that listening activities cannot be as significant as they should if the students do not comprehend their main purpose in the learning process. Saricoban (1999), described the comprehension of the listening competence as follows:

Autores: Wilson Morocho y Byron Astudillo



Listening to and understanding speech involves a number of basic processes, some depending upon linguistic competence, some depending upon previous knowledge that is not necessarily of a purely linguistic nature, and some depending upon psychological variables that affect the mobilization of these competence and knowledge in the particular task situation. (para. 4)

The use of metacognitive strategies in the development of listening skills can help listeners get the main purpose of a task. Nosratina et al (2015) argued that metacognitive strategies play an important role in the development of listening competencies within the classroom. Therefore, the autonomy of learners in their learning process guarantees the acquisition of significant knowledge (p.1234).

The metacognitive strategies support students that need to enhance their language skills. A study conducted by Latifi et al (2014), showed that among three groups (high skill learners, less skilled learners and a control group) applying metacognitive strategies, the less skilled learners made noticeable progress via the use of metacognitive instruction. It should also be noted that the intervention resulted in a significant improvement for the high skilled learners as well, but to a lesser extent.

Bozorgian (2015), similarly mentioned that metacognitive strategies are much more effective for less skilled learners than high skill learners. This is because the less skill group pays more attention to something that is new for them and their brains easily grasp newer ways of presenting material. However, high skilled learners perform not far better because of their self-esteem and confidence in acquiring the knowledge. (p.6)

Lovett (2008) reported that “The use of metacognitive strategies and students’ beliefs produce consequences for students’ learning and performance,”(p.5). She found that metacognitive strategies had better results in novice learners as opposed to **Autores:** Wilson Morocho y Byron Astudillo



experienced learners. In addition, Maiko (2013), found that applying metacognitive strategies in advanced learners who have failed previously to learn a new language leads to a lack of motivation and the result varies by just two percent over the initial levels. As described above, the application of metacognitive strategies is more effective in primary levels as opposed to an advanced level. However, metacognitive strategies can have an impact on either beginners or advanced learners.

The relationship between metacognitive strategies and the listening skill is necessary in order to give concepts that support its benefit.

According to Vandergrift (2004), metacognitive strategies help listeners become more aware of how they can use what they already know to perform successfully any listening task.

The following chart indicates the stages of listening instruction and metacognitive relationship:

Table 3.

Stages of listening instruction and related metacognitive strategies

Stage of Listening Instruction	Related Metacognitive Strategies
Planning/predicting stage 1. Once students know topic and text type, they predict types of information and possible words they may hear.	1. Planning and directed attention.

First verification stage	2. Students verify initial hypotheses, correct as required, and note additional information understood. 3. Students compare what they have written with peers, modify as required, establish what needs resolution and decide on details that still need special attention.	2. Monitoring 3. Monitoring, planning, and selective attention
Second verification stage	4. Students verify points of disagreement, make corrections, and write down additional details understood. 5. Class discussion in which all contribute to the reconstruction of the text's main points and most pertinent details interspersed with reflections on how students arrived at the meaning of certain words or parts of the text.	4. Monitoring and problem-solving 5. Monitoring and evaluation
Final verification stage	6. Students listen for information that they could not decipher earlier in the class discussion	6. Selective attention and monitoring
Reflection stage		7. Evaluation



<p>7. Based on the discussion of strategies used to compensate for what was not understood, students write goals for next listening activity.</p>	
---------------------------------------------------------------------------------------------------------------------------------------------------	--

Source: Vandergrift (2004, p.101)

This chart describes how metacognitive strategies can be applied to the development of listening skills within a classroom. These approaches can help learners to develop an independent learning process and give students the appropriate tools to acquire a new language.

Goh (2006), commented some of the positive effects of metacognitive strategy instruction on listening comprehension of EFL learners. She suggested that teaching metacognitive strategies enhances learners' confidence and reduces learners' anxiety while listening to oral input. Therefore, the metacognitive make students feel more confident while they are working in listening tasks.

Some studies reinforce the significance of the metacognitive training in the classroom. Research by Rahimi and Katal (2012), has maintained "...metacognitive strategies as the most important strategies to develop learners' skills" (para. 13). They analyzed the significance of metacognitive strategies as an educational tool for enhancing students' listening performance. Ultimately, they proved that metacognitive strategies have great influence on students because they provide students with the necessary steps to improve the listening practice in class, improving attentiveness by a variation of tasks at hand.

Additional support by Malik et al (2003), has found that students who took metacognitive listening strategy training performed far better than students who were in



the control group. They also experienced a widened strategy repertoire and used these strategies more frequently in their learning of the language.

Rahimi and Katal (2013) conducted a study showed that teaching L2 through metacognitive strategies in which there are an experimental and a control group, the experimental group significantly outperformed the control group in the final comprehension measure.

Vandergrift and Tafaghodtari (2010) also stated that:

“Metacognitive strategies such as analyzing the requirements of a listening task, activating the appropriate listening processes required, making appropriate predictions, monitoring their comprehension, and evaluating the success of their approach can be the point of difference between skilled and less skilled listeners” (p. 474).

Another investigation, which gives clear evidence of the impact of metacognitive strategies in learners, is the one conducted by Zuñiga and Sandoval (2010). The objective of this study was to find empirical evidence for the improvement in listening comprehension tasks. The study used an experimental and a control group, both performing the same listening comprehension tasks though only the experimental group used the following three categories of metacognitive strategies: planning, monitoring and evaluating. Results demonstrated that the use of these strategies improved ESL learners' performance in listening comprehension tasks.

In summary, authors have agreed on the effectiveness of metacognitive strategies in developing listening skills. Moreover, they noted that metacognitive instruction involves the cooperation of students and educators within the classroom. It is



important to select a determined group of pupils that require to enhance their listening skill. For this reason, this study focuses on ninth graders as follows:

2.4 Ninth Graders and the Listening Skill

The ninth grade is an especial part of the educational system since they are about to go through several changes in their psychological and physical areas of development. Sullivan (2009) recommends that ninth graders "...set clear and specific long-term goals for themselves and then work incrementally over a period of time to meet them" (p.18). Setting goals is an important aspect for pupils who want to acquire a foreign language.

The same author considered that "Good listeners bring to any interaction with others a number of important qualities, including patience, empathy, personal generosity, emotional intelligence, and respect for others".(Sullivan, p. 65). The development of listening skills in ninth graders is important for the creation of an appropriate environment for language learning acquisition. For this purpose, motivation can be a significant tool to help students perform any listening activity successfully.

Another elemental aspect of metacognition is its relationship with motivation. Wadhawan (2015), described it as "...the connection between metacognition and motivation goes beyond just the emotions involved in both" (p.67). Also, Wadhawan (2015), stated that "Metacognition also affects motivation by helping students to understand their individual struggles in context and offering solutions and techniques to help them improve" (p.68)

The role of motivation in the listening process is also mentioned by Oxford (2003) who notes that motivation is a powerful instrument for learning, but it becomes stronger



when developed inside the student. Self-motivation may benefit pupils to learn significantly and teachers to improve the learning environment in the classroom.

The information contained in this research has explained the significance of metacognition and metacognitive strategies, and how they both influence and enhance the listening process. Previous studies have revealed the influence of the metacognitive strategies in EFL learners and how it can enhance students' performance inside the classroom environment. Also, this bibliographical research has aimed to establish a starting point for those teachers who want to apply these strategies along with motivation, so students may begin to see the importance of using the target language across a wide variety of situations, making the learning of the language meaningful and less stressful.

In conclusion, it is essential that educators take the necessary time to teach the use of metacognitive strategies within the classroom, so students may improve their learning and enhance their listening performance. The use of metacognitive strategies can also improve students' self-confidence. However, the most important element is that it can also develop English skills such as listening.



CHAPTER III

3.1 Methodology and Potential Action Plan

This bibliographic research collects studies and investigates how to use metacognitive strategies with the listening skill. The procedure employed in this research is mainly bibliographic. The authors have gathered necessary information about the concepts that are involved in this study. Therefore, some theories have explained how metacognitive strategies are used to improve the listening skill and have significantly results.

The design of this research aims for listening activities, which are intended for the development of the listening skill through the use of metacognitive strategies (centering your learning, planning and arranging your learning and evaluating your learning). The development of listening skills through different listening tasks with metacognitive strategies is proposed as a main goal.

3.2 Potential Participants and Resources.

The potential participants required for this research should be ninth graders from public schools in Cuenca. It is imperative to say that this group of participants was chosen as they could start developing different and more complex cognitive skills than younger students, so the authors believed that the proposed activities could be developed easier and in a more meaningful way with this group.



The authors analyzed the listening activities on the book “Postcards 1B”, presented by the Ministry of Education in Ecuador, for ninth grades in public high schools. The topics of this book served as the basis to develop the students’ booklet and the teacher’s handbook. After the examination of the listening exercises contained in the book Postcards 1B, the authors have designed two brochures. The booklet for teachers provides step by step guidelines on how to improve the listening skill in ninth graders through the use of metacognitive strategies by implementing the projected activities. The students’ one gives exercises that help them improve their listening performance along with the activities given in the book Postcards 1B.

3.3 Analysis of the Book “Postcards 1B”

The following text presents an analysis of the book “Postcards 1B” that is used as a fundamental reference for this bibliographical research. It is important to take into consideration the following:

- It contains 6 units in which presents activities for learning vocabulary, reading, writing, listening, speaking.
- Almost all of the listening activities are centered in repetitive grammatical points.
- The audio tracks contained in the CD are too long and complex for ninth grade students.
- The listening activities are not related to the students’ cultural and social background.
- The book focusses mainly in the grammar skill.



- It only includes the metacognitive strategies (seeking practice opportunities) in three activities that are not totally related with the listening skill.

3.4 What is the contribution of this research?

This study may contribute to enhance the students' listening performance towards the use of metacognitive instruction. The authors have decided to add extra listening activities through the use of metacognitive strategies. This resolution have been made because the exercises provided by the book "Postcards 1B" do not encompass enough language strategies and suitable material for learning the listening skill. Metacognitive strategies offer different ways to practice the listening competency in significant and conscious ways. The booklets that are placed at the end of this work provides guidelines for teachers and students to use the metacognitive strategies and improve the listening skill of ninth graders but based on the topics of the book "Postcards 1B". The benefits of designing these booklets are presented as follows:



3.4.1 Students' booklet

- Extra listening activities that complement the given exercises in “Postcards 1B”.
- The use of metacognitive strategies that helps students create, evaluate, analyze, apply, understand, remember and reflect about their learning.
- Connected material to the students' cultural and social background.

3.4.2 Teachers' handbook

- Guidelines of how apply the metacognitive strategies in listening exercises.
- Brief descriptions of each activity contained in the students' booklet.



UNIVERSIDAD DE CUENCA

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

After gathering the necessary bibliographic information to support this research, a series of conclusions could be made:

- First, the use of metacognitive strategies may be helpful for those teachers who need to increase their students' self- confidence. That is because many of them usually feel incapable of achieving some tasks. The metacognitive process supports them to believe in their advancement.
- Second, creativeness and motivation play a crucial role within an EFL classroom. In this research, the emotional part acts as an important aspect to catch students' attention and allow teachers to use the metacognitive strategies more advantageously.
- Third, the use of metacognitive strategies helps not only to students who want to reflect in their own knowledge in academic situations. It also helps to use these strategies in everyday situations.
- Fourth, patience is very important while teachers are trying to guide their students to use the metacognitive strategies. There is a considerable



difference among each student in the process of understanding the value of reflecting on their knowledge.

- Finally, ninth graders represent a multifaceted teaching group in which the educator's role may be decisive to their foreign language acquisition process. There is a considerable difference among each student in the process of understanding the value of reflecting on their knowledge

4.2 Reflections and Recommendations

Learning involves the cooperation of every part of the educational field, having as a main goal, that students develop all their capacities and talents without distinctions. Educators have been working every day on improving the mechanisms of a normal EFL class.

The teaching- learning process is always innovating. Most students are focused only on learning by just paying attention to what the teacher says. Some teachers want to change that situation. Teachers, as leaders, are ready to support and guide students throughout the activities they implement in class. They use many tools to help students enhance their performance.

The use of different language learning strategies is one of the main challenges that educators have faced for many years. Teachers are trying to change such realities with which the current educational system is experimenting.

Methodological strategies benefit students and teachers to feel comfortable in their corresponding roles. Innovation is a key issue for improving skills in students. Teachers have proposed various activities, based on different methodologies, to improve their pupils' performance.



Metacognitive strategies help students to be aware of their progress. If we connect metacognition and listening skills, we are helping our students to process the surrounding environment in the best possible way.

This proposal aims for students to improve their ability to listen but critically, based on reflections and appropriate reasoning. The main goal is to strengthen students' knowledge. Critical knowledge helps in the construction of a better world for them with many more opportunities.

Finally, in this proposal there are many things that teachers can use in order to improve their students' performance. Every student is a different world, so patience and passion are necessary values for always giving the best.



4.3 Recommendations for Future Research

Researchers must consider some aspects in order to find better and useful information for future research.

First, there are other language skills that can be improved by using metacognitive strategies such as reading and writing. Also, teachers can apply the metacognitive strategies to different grammatical points according to students' needs

Second, the application of this proposal is very important in order to corroborate what has been stated here. Students require to enhance their listening performance much more. The metacognitive approach can help them achieve such goals.

Third, investigators can work with other age groups: primary school children, adults, etc. The procedure can be the same but emphasizing different aspects according to their perspectives.

Fourth, these booklets contain 6 units and 5 activities for each part. It is possible to design more activities for each chapter in order to work in depth. The use of more material will be useful to apply more appropriate the metacognitive strategies.

Fifth, motivation plays an important role in the metacognitive approach. It is imperative for the teacher to transmit a cordial feeling to the students. The environment plays a crucial role in the application of metacognitive strategies.

Finally, metacognitive strategies should not be used simply to enhance English skills. It is significant to explore what would happen if they were used to improve the main skills of all scholar subjects.



REFERENCES

Abbs, B. Barker, C. Freebairn, I. & Wilson, J. (2008) Postcards 1B. Ecuador. Pearson Education.

ALshammari, M. (2015). The effect of using metacognitive strategies for achievement and the trend toward social studies for intermediate schools students in Saudi Arabia. *International Journal of Education, Learning and Development*, 3, 7th ser., 47-54. Retrieved from <http://www.eajournals.org/wp-content/uploads/The-Effect-of-Using-Metacognitive-Strategies-for-Achievement-and-the-Trend.pdf>

Bozorgian, H. (2015). Less-skilled learners benefit more from metacognitive instruction to develop listening comprehension. *International Journal of Research Studies in Language Learning*, 4(1), 3-12. Retrieved from <http://www.consortiacademia.org/index.php/ijrsll/article/view/748/345>

Brown, A. (1994). The Advancement of Learning. *Educational Researcher*, 23(8), 4-12. Retrieved from <http://journals.sagepub.com/doi/pdf/10.3102/0013189X023008004>

Burgess, S., & Head, K. (2005). *How to teach for exams*. Harlow: Longman.

Campos, C. (2012). The use of metacognitive strategies in L2 reading. *Lenguas Modernas*, (40), 125-147. Retrieved from <http://search.proquest.com/docview/1492232213?accountid=36749>



Coskun, A. (2010). The Effect of Metacognitive Strategy Training on the Listening Performance of Beginner Students. *Novitas Royal*. 4 (1), 35-50. Retrieved from <http://www.acarindex.com/dosyalar/makale/acarindex-1423909848.pdf>

Cullen, J. L. (2013). Children's ability to cope with failure: Implications of a metacognitive approach for the classroom. *Metacognition, cognition, and human performance*, 2, 26- 3

Desoete, A., Roeyers, H., & Buysse, A. (2001). Metacognition and Mathematical Problem Solving in Grade 3. *Journal of Learning Disabilities*, 34(5), 435-447. Retrieved from <http://www.cimm.ucr.ac.cr/resoluciondeproblemas/PDFs/Annemie%20Desoete.pdf>

Goh, C. (2006). Metacognitive instruction in listening for young learners. *ELT Journal*, 60(3), 222-232. doi:10.1093/elt/ccl002

Kuhn, D., & Dean, D. (2004). Metacognition: A Bridge between Cognitive Psychology and Educational Practice. *Theory into Practice*, 43(4), 268-273. Retrieved from <http://www.jstor.org/stable/3701534>

Lai, E.R. (2011). *Metacognition: A literature review*. Pearson Academics. 1-40. Retrieved from http://images.pearsonassessments.com/images/tmrs/Metacognition_Literature_Review_Final.pdf



Latifi, M., Tavakoli, M., & Dabaghi, A. (2014). The effect of metacognitive instruction on improving listening comprehension ability of intermediate EFL learners (Doctoral dissertation, University of Isfahan, 2014) [Abstract]. *International Journal of Research Studies in Language Learning*, 21-33.

Liubinienė, V. (2009). Metacognition. Developing Listening Skills in CLIL. *Studies about Languages*, 14, 89-93. Retrieved from
https://www.kalbos.lt/zurnalai/15_numeris/14.pdf

Lovett, M. (2008). *Teaching Metacognition* [PPT]. Eberly Center for Teaching Excellence. Retrieved from
<https://net.educause.edu/upload/presentations/eli081/fs03/metacognition-eli.pdf>

Maiko I. (2013) How Do Learners Incorporate the Metacognitive Strategies Taught in the Classroom into their Strategy Repertoires? *Japanese Educational Department*. Retrieved from
https://www.kansai-u.ac.jp/fl/publication/pdf_department/08/115ikeda.pdf

Malik, A., Sarudin, I., Jariah, A., Muhamad, A., Haliza, E., & Ibrahim, E. (2013). Effects of Metacognitive Listening Strategy Training on Listening Comprehension and Strategy Use of ESL Learners. *World Applied Sciences Journal* 21, 57-66. Retrieved from
[http://www.idosi.org/wasj/wasj21\(SLTL\)13/8.pdf](http://www.idosi.org/wasj/wasj21(SLTL)13/8.pdf)



Neild, R. (2009). Falling Off Track during the Transition to High School: What We Know and What Can Be Done. *The Future of Children*, 19(1), 53-76. Retrieved from <http://www.futureofchildren.org/publications/journals/article/index.xml?journalid=30&articleid=38§ionid=84>

Nosratinia, M., Ghavidel, S., & Zaker, A. (2015). Teaching Metacognitive Strategies through Anderson's Model: Does It Affect EFL Learners' Listening Comprehension? *Theory and Practice in Language Studies*, 5(6), 1233-1243. Retrieved from <http://www.academypublication.com/tpls/authorguide.htm>

Oxford, R. (2003). *Language learning styles and strategies: An overview*. Hawaii University Press

O'bryan, A. & Hegelheimer V.(2009). Using a Mixed Methods Approach to Explore Strategies, Metacognitive Awareness and the Effects of Task Design on Listening Development. *Canadian Journal of Applied Linguistics*, 12(1), 9-38. Retrieved from <http://eric.ed.gov/?id=EJ845980>

Rahimi, M., & Katal, M. (2012). Metacognitive Strategies Awareness and Success in Learning English as a Foreign Language: An overview. *Procedia-Social and Behavioral Sciences* 31, 73-81. Retrieved from <http://www.sciencedirect.com/science/article/pii/S187704281102948X>



Rahimi, M., & Katal, M. (2013). The Impact of Metacognitive Instruction on EFL Learners' Listening Comprehension and Oral Language Proficiency (Doctoral dissertation, University, Tehran) [Abstract]. *The Journal of Teaching Language Skills (JTLS)* , 69-90. Retrieved from http://jtls.shirazu.ac.ir/article_1555_9229fbb278dc5765180ef0d4060fda43.pdf

Rashtchi, M. & Keyvanfar, A. (2010). ELT: Quick 'n' easy. Tehran: Rahnama Press

Salazar, E. Z. (2013). Plans of improvement: A resource to enhance performance and autonomy in EFL courses. *Revista De Lenguas Modernas*. (18), 285-300. Retrieved from <http://search.proquest.com/docview/1492232900?accountid=36749>

Saricoban, A. (1999). The teaching of listening. *The Internet TESL Journal*, 5. Retrieved from <http://iteslj.org/Articles/Saricoban-Listening.html>

Strategy [Def. 1]. (n.d.). In *Diccionario Pedagógico Amei-Waece*. Retrieved from: <http://www.bibme.org/bibliographies/169802116?new=true>

Sullivan P. (2009). An open letter to ninth graders. American Association of University Professors. Retrieved from <http://www.aaup.org/article/open-letter-ninth-graders#.VtM0OCjhDW>



Shannon, S. (2008). Using Metacognitive Strategies and Learning Styles to Create Self-Directed Learners. *Institute for Learning Styles Journal*. 14-28. Retrieved from <http://www.auburn.edu/academic/education/ilsrj/Journal%20Volumes/Fall%202008%20Volume%201%20PDFs/Metacognitive%20Strategies%20and%20Learning%20Styles.pdf>

Vandergrift, L. (2004). Listening to learn or learning to listen? *Annual Review of Applied Linguistics*, (24), 3-25. Retrieved from <http://dx.doi.org/10.1017/S0267190504000017>

Vandergrift, L. & Tafaghdtari, M. (2010). Teaching L2 Learners How to Listen Does Make a Difference: An Empirical Study. *A Journal of Research in Language Studies*. 470 -492. Retrieved from. <http://onlinelibrary.wiley.com/doi/10.1111/j.1467-9922.2009.00559.x/abstract>

Wadhawan , K. (2015). Metacognition and motivation: In context with the academic success of students. *International Journal of Multidisciplinary Research and Development*, 66-68. Retrieved from <http://www.allsubjectjournal.com/search?q=metacognitionandmotivation>

Zúñiga & Sandoval. (2010). Estrategias Metacognitivas en la Comprensión Auditiva del Inglés como Segunda Lengua. *Lenguas Modernas*, (36), 25-44. Retrieved from <http://search.proquest.com/docview/922775524?accountid=36749>



APPENDICES



THE USE OF METACOGNITIVE STRATEGIES TO IMPROVE THE LISTENING SKILL IN NINTH GRADERS

STUDENT'S BOOKLET

Byron Astudillo – Javier Morocho



UNIVERSIDAD DE CUENCA
Educamos para el desarrollo



DESIGN OF THE BOOKLET

As it has been stated from the beginning, the listening skill is usually tested at the end of the units by having students listen to audio recording materials and fulfill written tasks. Once students take their tests only some of them get a good score. However, if we think about those students who do not get good grades, teachers must look for new approaches to help these students overcome this issue throughout the whole teaching learning process. Also, teachers should be able to identify students' weaknesses to get their attention and interest to obtain better results.

As it is stated in our proposal, this study is meant to design a booklet using metacognitive strategies with extra listening activities for each unit to improve the listening skill. These activities and the main topics were based on the book "POSTCARDS" from the Ministry of Education. It is important to mention that the units of this book contain different activities for each skill: reading, listening, speaking, writing, vocabulary, grammar.

Each unit contains a planning your learning part and a post-content evaluation. Also, there are 5 activities which encompass the use of metacognitive strategies as it is explained in the teacher's handbook. It is really important to be honest about what students write in this booklet in order to evaluate their progress properly.

Metacognitive strategies follow a sequential order of the process that a learner generally goes through in accomplishing any task. What do I do before I start?

(Organize/Plan) What do I do while I am working on the task? (Manage) How do I make sure I am doing the task correctly? (Monitor) What do I do after I have finished the task? (Evaluate) It is important to remember that learners are not as linear as our models suggest. In reality, we go back and forth: planning, then monitoring, then planning again, managing, organizing, etc.



CONTENTS

□ UNIT 1: CAN YOU COUNT?

- ACTIVITY 1: MATEO'S CLASS SCHEDULE
- ACTIVITY 2: RICHARD'S MORNING ACTIVITIES
- ACTIVITY 3: ABILITIES AND TALENTS
- ACTIVITY 4: HAVE A CAN DO ATTITUDE

□ UNIT 2: I ALWAYS GET UP AT SIX THIRTY

- ACTIVITY 1: MR. BEAN'S DAILY ROUTINES
- ACTIVITY 2: INTERVIEWING YOUR BEST FRIEND
- ACTIVITY 3: LET'S TALK ABOUT YOU!
- ACTIVITY 4: THIS IS MY CLASS
- ACTIVITY 5: WEEKLY PLAN

□ UNIT 3: MIAMI A GREAT PLACE TO BE

- ACTIVITY 1: LISA'S TOWN
- ACTIVITY 2: LET'S TRAVEL TO MIAMI
- ACTIVITY 3: GREAT PLACES YOU CAN VISIT
- ACTIVITY 4: TOURISM IN ECUADOR
- ACTIVITY 5: I AM LOST. WHERE IS.....?

□ UNIT 4: WHAT'S BRIAN DOING?

- ACTIVITY 1: VERBS
- ACTIVITY 2: WHAT ARE THEY DOING?
- ACTIVITY 3: HOME SWEET HOME
- ACTIVITY 4: I AM GOING TO DO IT
- ACTIVITY 5: SUPER START

□ UNIT 5: DID HE CALL HER AGAIN TODAY?

- ACTIVITY 1: TIME EXPRESSIONS
- ACTIVITY 2: GREAT INVENTIONS
- ACTIVITY 3: QUESTIONING
- ACTIVITY 4: HOW OLD WERE YOU?
- ACTIVITY 5: TIMELINE

□ UNIT 6 I REALLY HAD A GREAT TIME

- ACTIVITY 1: OCCUPATIONS
- ACTIVITY 2: HE IS A CHEF
- ACTIVITY 3: MY FAMILY
- ACTIVITY 4: HAVE A CAN DO ATTITUDE



UNIVERSIDAD DE CUENCA

UNIT 1

Can you count?



Goals:	At the end of this unit, you will be able to:
	Describe clock times according to daily routines
	Plan your own schedule
	Talk about abilities and talents



PLANNING YOUR LEARNING

Select the option from 1 to 5 according to your opinion

1. *Very satisfied* 2. *Satisfied* 3. *Neutral* 4. *Dissatisfied* 5. *Very dissatisfied*

UNIT 1

Can you count?

BEFORE STARTING

QUESTIONS	1	2	3	4	5
Can I talk about clock times?					
Can I distinguish the different parts of the day?					
Can I plan my day?					
Can I describe abilities and talents?					

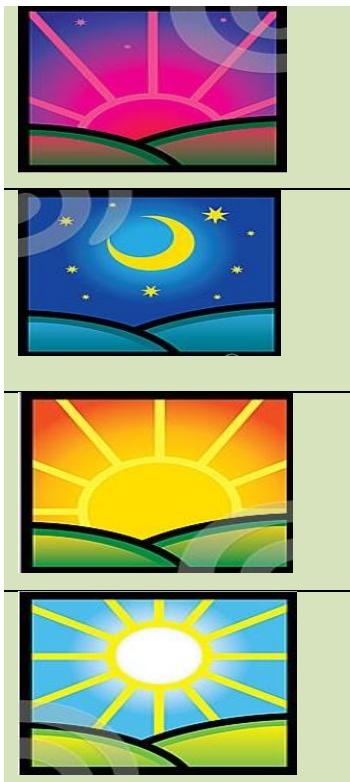
ADD UP YOUR SCORES

My score is:

Score	DESCRIPTION
19 - 20	Poor
16 - 18	Regular
13 - 15	Fair
8 - 12	Good
4 - 7	Excellent

 PREVIEW

Take a look at the following pictures. Then, match the words with the corresponding images.



Morning

Afternoon

Evening

Night

ACTIVITY 1: MATEO'S CLASS SCHEDULE

a)  Listen and complete Mateo's class subjects. Does he have a busy schedule?
Do you have a busy schedule too?

Math- Sports- Science- Geography- Physics

MATEO'S CLASS SCHEDULE

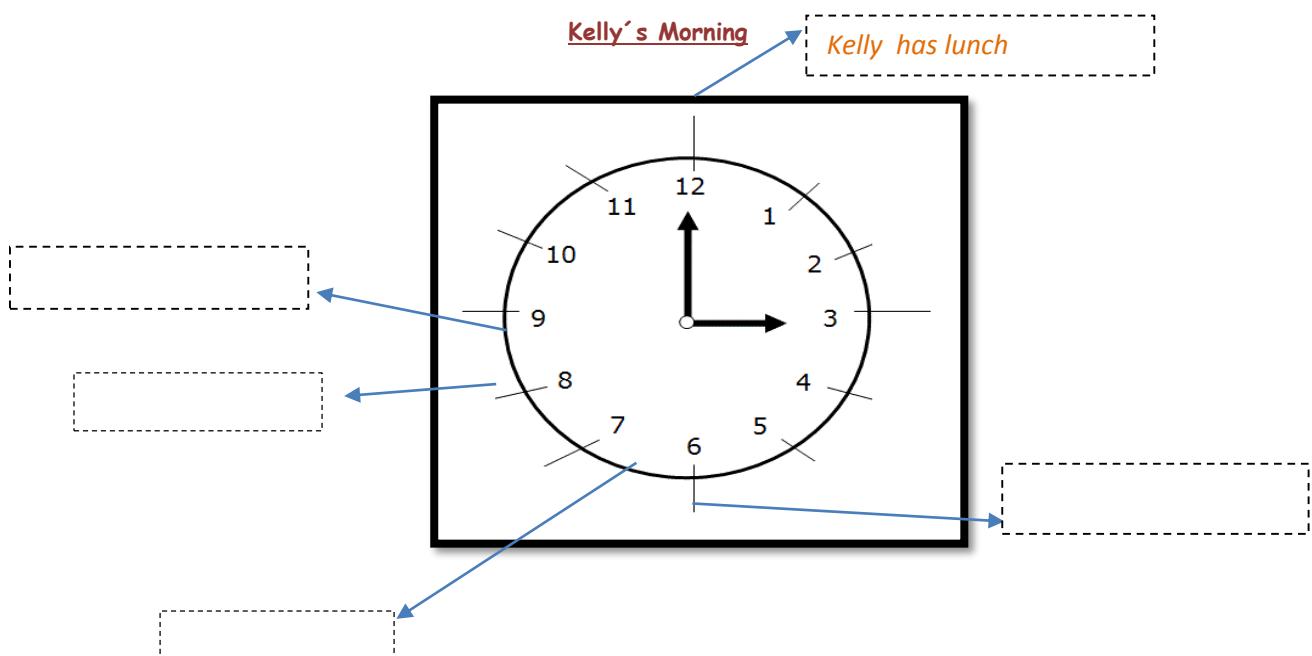
Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:00	Math				
8:00					
9:00			Science		
10:00					
11:00					
12:00					
13:00					
14:00					

ACTIVITY 2: RICHARD'S MORNING ACTIVITIES

a) Listen to *Richard's Morning Activities* and complete the sentences.

		
Richard gets up at _____ every morning.	He takes a shower at _____ six.	His friends take him to his job at _____ o'clock.
		
He starts working at _____ to nine.	He has lunch at <i>twelve</i> o'clock	

b) Listen to ...





UNIVERSIDAD DE CUENCA

c. Ask a relative's itinerary and complete the chart.

E.g.

Relative's Name:	
Time:	Activity: <i>Getting Home</i>
Time:	Activity: <i>Having Lunch</i>
Time:	Activity: <i>Having Dinner</i>
Time	Activity: <i>Doing homework</i>
Time	Activity: <i>Going to bed</i>

Time: 12:00

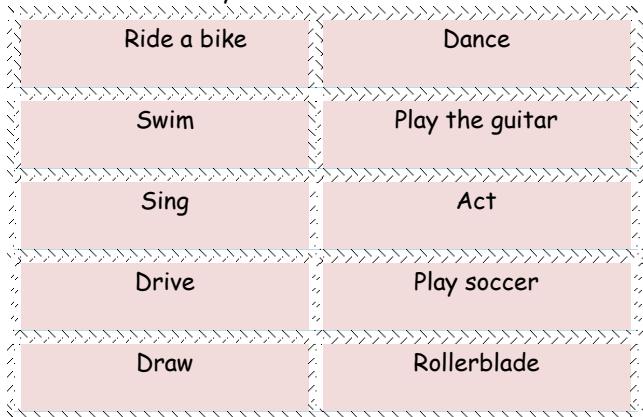


UNIVERSIDAD DE CUENCA



ACTIVITY 4: ABILITIES AND TALENTS

a) Listen to the correct pronunciation of the activities. Work in pairs. Ask who can do each activity below?



Example:

A: Who can speak English?

B: Jim can speak English. Who can sing?





ACTIVITY 5: HAVE A CAN-DO ATTITUDE.

a) Think positively. Say "I can," not "I can't."

B. Think about your English skills. What can you do in English? Check

(✓) the boxes.

- I can speak some English.
- I can understand audiotapes in English.
- I can pronounce English words well.
- I can understand simple readings in English.
- I can speak in front of the class.
- I can write simple sentences in English

b) Compare your results. Choose at least one skill you didn't check. What can you do to help each other to improve that skill?

a. _____

b. _____



POST-CONTENT EVALUATION

Select the option from 1 to 5 according to your opinion

UNIT 1

Can you count?

AFTER FINISHING

1. *Very satisfied* 2. *Satisfied* 3. *Neutral* 4. *Dissatisfied* 5. *Very dissatisfied*

QUESTIONS	1	2	3	4	5
Can you recognize the different parts of the day?					
Can you talk about clock time?					
Can you describe abilities and talents?					
Can you plan your daily schedule?					

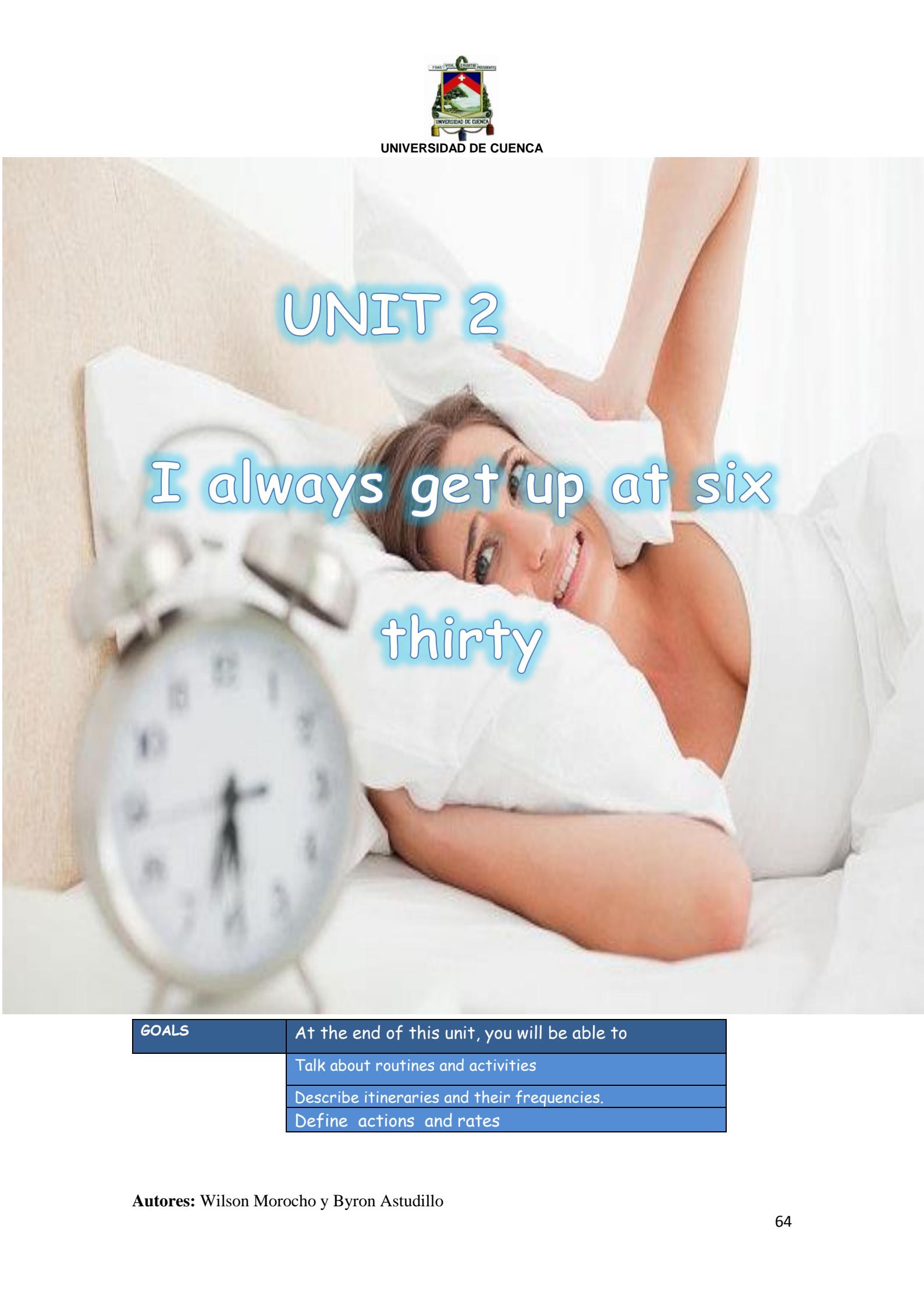
ADD UP YOUR SCORES
My final score is:

Score	DESCRIPTION
19 - 20	Poor
16 - 18	Regular
13 - 15	Fair
8 - 12	Good
4 - 7	Excellent



UNIVERSIDAD DE CUENCA

UNIT 2



I always get up at six
thirty

GOALS	At the end of this unit, you will be able to
	Talk about routines and activities
	Describe itineraries and their frequencies.
	Define actions and rates



PLANNING YOUR LEARNING

Select the option from 1 to 5 according to your opinion

UNIT 2

I always get up at six thirty

BEFORE STARTING

1. Very Good 2. Good 3. Fair 4. Poor 5. Bad

QUESTIONS	1	2	3	4	5
Can I talk about daily routines?					
Can I describe actions by referring to the frequency that they occur?					
Can I describe other people's daily routines?					
Can I plan my daily and weekly routine?					

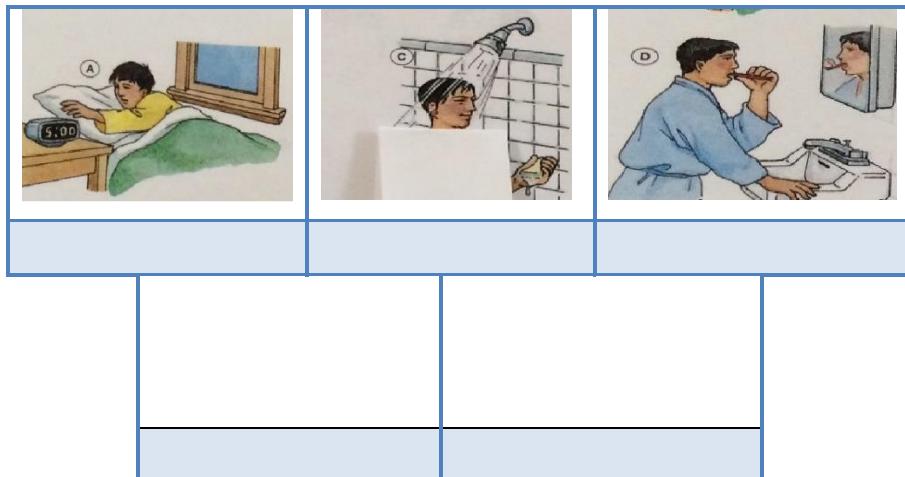
ADD UP YOUR SCORES

My score is:

Score	DESCRIPTION
19 - 20	Poor
16 - 18	Regular
13 - 15	Fair
8 - 12	Good
4 - 7	Excellent

 PREVIEW

Take a look at the following pictures. Are they daily routines? What time do you usually do them? Draw two more about yourself.



 ACTIVITY 1: MR. BEAN'S DAILY ROUTINES

Listen and select T (true) or F (false) according to Mr. Bean's daily routine.

Mr. Bean daily routine	T	F
Mr. Bean usually gets up before 6 am.		
Mr. Bean eats a big breakfast.		
Mr. Bean leaves at seven thirty in the morning.		
He has lunch around eleven o'clock		
He has lunch around twelve fifteen.		
He gets home about five o'clock.		
He gets home about 6 pm.		
He watches TV in the evening.		
He goes to bed at midnight.		
He goes to bed after midnight.		

Daily routines



What does Mr Bean do?



UNIVERSIDAD DE CUENCA

ACTIVITY 2 INTERVIEWING YOUR BEST FRIEND

a) Interview a classmate asking the questions below

<i>What do you have for breakfast?</i>	Always	Usually	Often	Sometimes	Rarely	Never
Coffee						
Juice						
Milk						
Cereal						
Bread and butter						
Other....						
<i>What do you do after school?</i>						
Meet friends						
Do homework						
Play sports						
Other....						
<i>What do you do in the evenings?</i>						
Use your computer						
Play video games						
Watch TV						

b. Discuss your findings with the class



ACTIVITY 3 LET'S TALK ABOUT YOU!

a) Listen to the following conversation and fill the blanks

Always - Never - Often - Usually

What do you do at the weekend?

I _____ go out on Saturday. Sometimes I go to a restaurant, and sometimes I watch a movie. I _____ go to concerts, but I often go to my friend's house. I _____ have a good time!

What kind of person are you?

Well, I'm friendly and outgoing, and I'm _____ very happy. I don't often complain, and I _____ shout or get really angry. How about you?

I'm friendly too, and I'm a little shy.

I'm _____ happy, but sometimes I'm very busy. I always try to have a happy face.

Me too!

What are some customs in your country?

We always bow to people we meet, and we _____ joke about people's names.

That's good. Here we _____ ask about people's salary, it's rude. Also we _____ aren't late for meetings.

That's good too



ACTIVITY 4 THIS IS MY CLASS

a) Find one student who does each one of the activities below. Write his or her name on the line.

Q: Who.....?

1. Usually sings in the class.

2. Always arrives late to school

3. Never does homework

4. Usually wants to go to the bathroom

5. Never pays attention in class

6. Rarely plays sports

b) Discuss the findings with the rest of your class





ACTIVITY 5 WEEKLY PLAN

Group work

a) Interview five people about their daily activities. What do they usually do? Listen to specific and the most important activities. Later decide who has the best itinerary and discuss in class.

Weekly plan	Person 1	Person 2	Person 3	Person 4	Person 5
Name	Steven				
Monday	Meet friends				
Tuesday	Practice swimming				
Wednesday	Study Science				
Thursday	Visit Grandma				
Friday	Go camping				

The person who has the best itinerary is_____.



POST CONTENT EVALUATION

Select the option from 1 to 5 according to your opinion

1. Very Good 2. Good 3. Fair 4. Poor 5. Very Poor

UNIT 2

I always get up at six thirty

AFTER FINISHING

QUESTIONS	1	2	3	4	5
Can you talk about daily routines?					
Can you use new words to describe a daily routine?					
Can you describe actions by referring to the frequency that they occur?					
Can you describe other people's daily routines?					
Can you plan your daily and weekly routines?					

ADD UP YOUR SCORES

My final score is:

Score	DESCRIPTION
19 - 20	Poor
16 - 18	Regular
13 - 15	Fair
8 - 12	Good
4 - 7	Excellent



UNIVERSIDAD DE CUENCA

UNIT 3

Miami a great place to
be

GOALS

At the end of this unit, you will be able to

Talk about leisure activities

Talk about favorite places

Make suggestions about places to visit.



PLANNING YOUR LEARNING

Select the option from 1 to 5 according to your opinion

1. *Far too much* 2. *Too much* 3. *About right* 4. *Too little* 5. *Far too little*

UNIT 3

Miami a great place to be

BEFORE STARTING

QUESTIONS	1	2	3	4	5
Can I talk about cities?					
Can I talk about touristic places?					
Can I talk about leisure activities?					
Can I make suggestions ?					
Can I describe my city or favorite places on it?					

ADD UP YOUR SCORES

My score is:

Score	DESCRIPTION
19 - 20	Poor
16 - 18	Regular
13 - 15	Fair
8 - 12	Good
4 - 7	Excellent

 PREVIEW

Listen to the following descriptions and place each place with its definition.



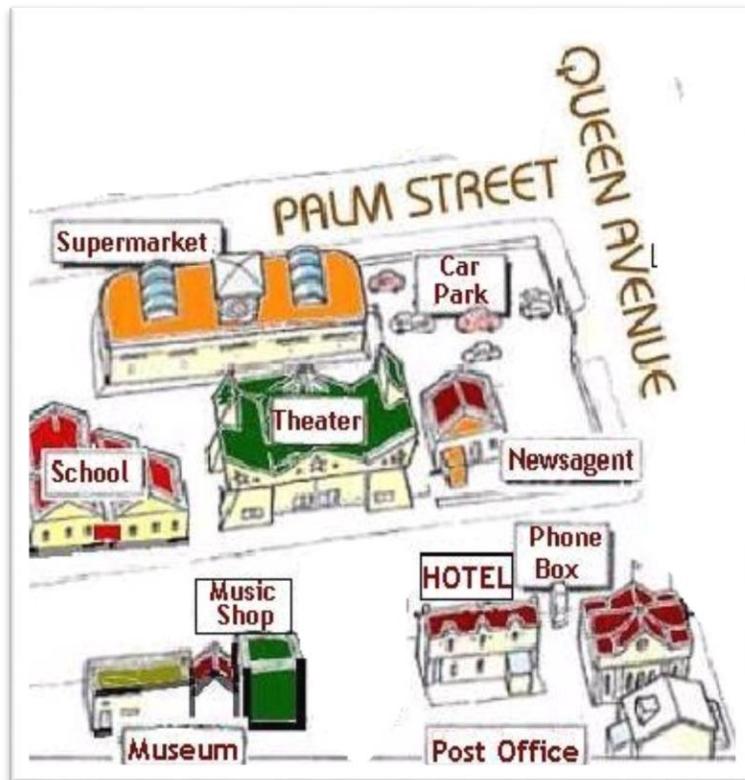
	Independence Day is on the 4 th of July.
	It is 2850 meters above sea level.
	It is the second largest city in Brazil.
	It is the hottest vacation destination in the world
	They represent the primordial mound from which the Egyptians believe the earth was created.
A	It is a global cultural icon of France



UNIVERSIDAD DE CUENCA

ACTIVITY 1: LISA'S TOWN

a. Listen to the following information about Lisa's town and complete.



Information	Location
A place where Lisa can buy her favorite meat	
A place where Lisa goes to park her Chevrolet	
In this place Lisa takes math classes	
Lisa enjoys soap operas, she can enjoy some of them in this place	

b. Pair work .Ask your classmate about his/her favorite place in the city. Next, draw a little picture about it and show it to the class.



Activity 2: MIAMI

Listen to the following information about Miami. Then complete the chart

Miami

Written by Lana Law

Miami lies on the southeast side of the Florida Peninsula. The city's pleasant winter climate makes it a very popular holiday destination. Outside the city is Everglades National Park, known for its unique ecosystem and wildlife. Miami is known for its popular and sunny beaches. Its weather is the best to practice many sports and leisure activities such as: workout, Windsurf, surfing, golf, practice basketball, scuba diving, swimming, tennis, rollerblading, jogging, cycling, billiards, etc.

Some of the best things to do in Miami are.....

Listen one more time and answer the questions about Miami

Questions	Answer
Where is Miami located?	<i>Miami is located in the southeast part of the Florida Peninsula.</i>
How is the weather in Miami?	
Which place is near Miami?	
What is the main attraction of Miami?	
What sports can you practice in Miami	
Describe Miami's nightlife	
What is a favorite place for tourists in Miami?	



ACTIVITY 3: GREAT PLACES YOU CAN VISIT.

Work in pairs



Listen to the next advertisements and choose which one you would prefer.

ENGLAND	FRANCE
	
BCM TOURS™	LE MONDE TOURS
<i>If you want to have your dream vacations, BCM TOURS is your best option. For only 499\$ adults and 199\$ children. Enjoy a 3 days/ 3 nights stay. You have places such as The Blue House and the Mills where nights are awesome. There are many sports that you can practice over there: canoeing, horse-riding, hiking, etc. You mustn't miss this opportunity. Come on!!</i>	<i>This vacation is your chance for having everything you want for this vacation. Don't forget to subscribe to our plans and promos. Le Monde Tours offers a 3 days/2 days tour visiting the most exciting city in France, Paris. For only 699\$ adults and 399\$ children, you can visit the Eiffel Tower and Louvre. If you like sports, you would love visiting Roland Garros. Nightlife is not a problem, Paris offers the best options such as Louisville and Tagna.</i>

Country		Touristic places	
Price for adults		Sports you can practice over there?	
Price for kids		Nightlife you heard about the place you choose:	
Days tour			



ACTIVITY 4: TOURISM IN ECUADOR

a. Complete the information below about a place in Ecuador, write a short paragraph about it, and recommend it your classmates,

My favorite place in Ecuador is:

ACTIVITY 5: I AM LOST. WHERE IS?

Watch the following video and complete the sentences

Next to - Across - Between - Around

Describing Locations

Where is the restaurant?

Where is the supermarket?

Where is the school?

Where is the post office?

Where is the police station?

Where is the movie theater?

Where is Jefferson Street?



Autores: Wilson Morocho y Byron Astudillo



POST CONTENT EVALUATION

UNIT 3

Miami a great place to be

AFTER FINISHING

1. Far too much 2. Too much 3. About right 4. Too little 5. Far too little

QUESTIONS	1	2	3	4	5
Can you talk about the touristic places of your or another country?					
Can you talk about leisure activities?					
Can you know how to make suggestions?					
Can you describe your city or favorite places on it?					

ADD UP YOUR SCORES

My final score is:

Score	DESCRIPTION
19 - 20	Poor
16 - 18	Regular
13 - 15	Fair
8 - 12	Good
4 - 7	Excellent



UNIVERSIDAD DE CUENCA

UNIT 4

What's Brian Doing?

GOALS

At the end of this unit, you will be able to:

Talk about actions in progress

Define what is happening around you

Ask what someone is doing right now



PLANNING YOUR LEARNING

Select the option from 1 to 5 according to your opinion

1. *Very Good* 2. *Good* 3. *Fair* 4. *Poor* 5. *Very Poor*

UNIT 4

What's Brian doing?

BEFORE STARTING

QUESTIONS	1	2	3	4	5
Can I describe actions in progress?					
Can I define what is happening around me?					
Can I ask what someone else is doing right now?					
Can I characterize actions in real life circumstances?					

ADD UP YOUR SCORES

My score is:

Score	DESCRIPTION
19 - 20	Poor
16 - 18	Regular
13 - 15	Fair
8 - 12	Good
4 - 7	Excellent



PREVIEW

Think about what they are doing now. Let's draw some pictures about it. Share your ideas with the rest of the class

ME	
DAD	
MOM	
TEACHER	
BEST FRIEND	

ACTIVITY 1: VERBS

a. Look at the following list of verbs and write down their meanings next to them in your language.

Rest <i>Resting=Descansar</i>	Write	Play
Do	Take	Smoke
Water	Read	Sing
Clean	Wash	Sleep
Get	Swim	Dance



UNIVERSIDAD DE CUENCA

b. By using the previous list of verbs find their gerund form (do + ing =DOING) in the word puzzle, then color the words.

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

c. Do you know other verbs apart from the previous ones? If you do. Write at least 4 of them and their meaning in your language

VERB	SPANISH FORM
<i>Build</i>	<i>Construir</i>

ACTIVITY 2: WHAT ARE THEY DOING?

Look at the pictures and make distinctions. Are they related? Write Yes or No.



🔊 ACTIVITY 3: **HOME SWEET HOME**

Listen to **HOME SWEET HOME** and put a check next to the activities described . Then Listen again and number each one according to the audio track.

My name is Deniss. Today, we have many visitors at home and I am very happy. Let me tell you what everyone is doing.

My father is resting in his bedroom. Next to him, my mom is looking in the mirror. My little brothers are





ACTIVITY 4: LET'S DO IT !

Pair work



Listen to your classmate and do the action he/she is requesting. Take turns and change roles.

Students A listen: I am walking



Students B will do the action:

Students A	Students B
I am going to vacation next week.	I am going to celebrate.
I am going to work.	I am going to eat.
I am going to cry.	I am going to play soccer.
I am going to take a walk.	I am going to do some exercise.
I am going to take the bus	I am going to play the piano

ACTIVITY 5: SUPER START

Let's plan activities for this weekend.

Write down what you are going to do this weekend. Share your answers with the class.

What am I going to do on the weekend?

Time	Saturday	Time	Sunday
8:00	I am going to visit my grandparents	8:00	I am going to help mom until 10:00
	I am going		I am going
	I am going _____		I am going _____
	I am going _____		I am going _____



POST CONTENT EVALUATION

Select the option from 1 to 5 according to your opinion

1. *Very Good* 2. *Good* 3. *Fair* 4. *Poor* 5 *Very Poor*.

UNIT 4

What's Brian doing?

AFTER FINISHING

QUESTIONS	1	2	3	4	5
Can you describe actions in progress?					
Can you describe what is happening around you?					
Can you ask what someone else is doing right now?					
Can you characterize past actions in real life circumstances?					

ADD UP YOUR SCORES

My final score is:

Score	DESCRIPTION
19 - 20	Poor
16 - 18	Regular
13 - 15	Fair
8 - 12	Good
4 - 7	Excellent

UNIT 5

Did he call her again
today?

GOALS	At the end of this unit, you will be able to
	Talk about past events
	Learn time expressions in the past
	Listen for specific information in the past tense



PLANNING YOUR LEARNING

Select the option from 1 to 4 according to your opinion

1. *Substantially*

2. *Some*

3. *Little*

4. *Nothing*

UNIT 5

Did he call her again?

BEFORE STARTING

QUESTIONS	1	2	3	4
Can I describe actions in the past				
Can I write sentences talking about the past?				
Can I tell what happened in different times in the past?				
Can I pronounce correctly the past form of the verbs (regular/irregular)?				
Can I characterize past actions in real life circumstances?				

ADD UP YOUR SCORES

My score is:

Score	DESCRIPTION
19 - 20	Poor
16 - 18	Regular
13 - 15	Fair
8 - 12	Good
4 - 7	Excellent

 PREVIEW

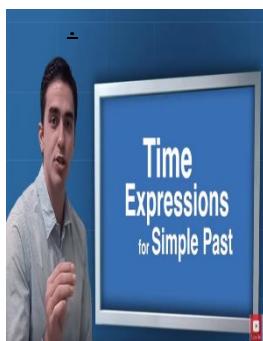
Watch the following video and listen.



- Do you think that situation is strange?
- Did he have bad luck?
- Did his friends make fun of him?
- Did any similar situation happen to you?

ACTIVITY 1: TIME EXPRESSIONS

Watch and listen to the video and write down their meaning in your own language below



Yesterday	last night	last week
last year	last Monday	a month ago
a week ago	a year ago	three days ago



ACTIVITY 2: GREAT INVENTIONS

a. Listen and read

Great inventions

There are great inventions throughout time that are made to improve people's life. There are thousands of objects and advances that made life easier as the following:

The cotton gin

In 1793, Eli Whitney watched slaves picking the seeds from cotton. He thought about a way to do this job faster and economical

The steamboat

It was created in 1765 by Robert Fulton, which went from New York to Albany the first time.

The telephone

Alexander Graham Bell tried to make an aid for the hard of hearing. His efforts instead lead to the invention of the telephone in 1876.

The light bulb

Probably the greatest inventor in history, Thomas Alva Edison developed hundreds of devices, one of them is the light bulb, invented in 1879.

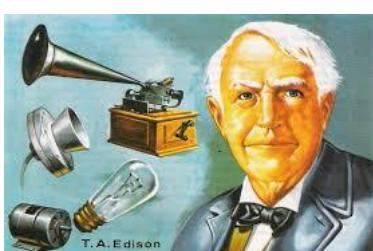
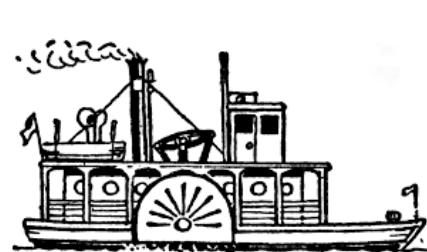
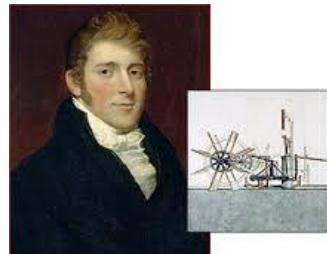
The airplane

After years of experimenting with flying machines, the Wright brothers finally constructed one that worked in 1903.



UNIVERSIDAD DE CUENCA

b. Place the pictures in the chart below.





UNIVERSIDAD DE CUENCA

YEAR	INVENTOR	INVENTIONS
<u>1903</u>		
<u>1765</u>		
<u>1876</u>		
<u>1879</u>		
<u>1793</u>		

ACTIVITY 3: QUESTIONING

By looking at the previous activities think about the following

In the last decade what other great inventions appeared? Do you know any of them? Which ones?	
What was one of the greatest inventions of all time?	
Have you heard stories about successful men or women who have changed the world?	
If you had the chance to create something new, what would it be?	



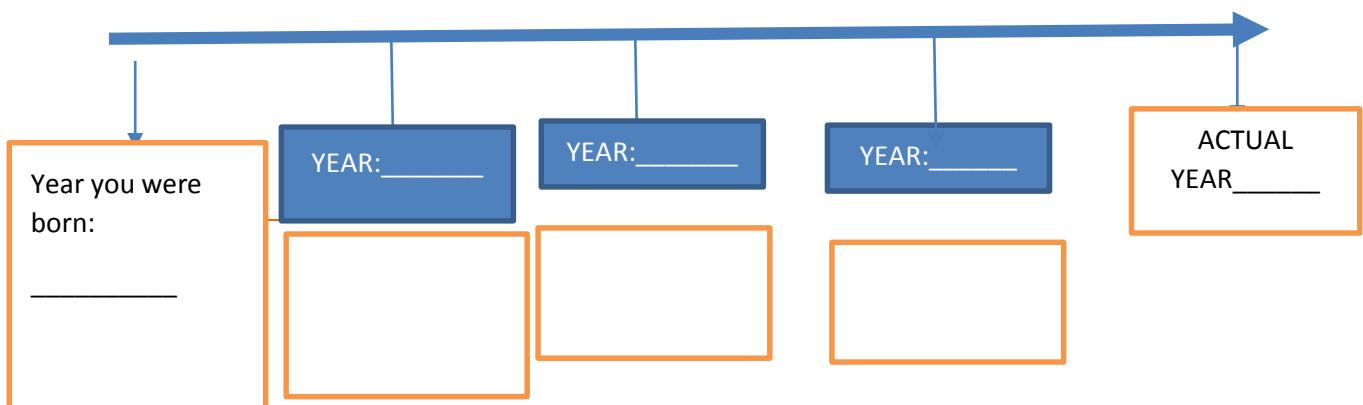
ACTIVITY 4: LISTENING AND CALCULATING AGES

Interview five people in your family and calculate how old they are

<u>Name</u>	<u>Year you were born</u>	<u>His or Her Age at that time</u>	<u>Deduce how old is he or she?</u>
JAMES	2004	34	46

ACTIVITY 5 TIMELINE

Write down three important dates in the past for you, explain to the class why they are important.





POST CONTENT EVALUATION

Select the option from 1 to 4 according to your opinion

1. *Substantially* 2. *Some* 3. *Little* 4. *Nothing*

UNIT 5

Did he call her again?

AFTER FINISHING

QUESTIONS	1	2	3	4
Do you know how to describe actions in the past				
Can you tell what happened in different times in the past?				
Can you pronounce correctly the past form of the verbs (regular/irregular)?				
Can you characterize past actions in real life circumstances?				

ADD UP YOUR SCORES

My final score is:

Score	DESCRIPTION
19 - 20	Poor
16 - 18	Regular
13 - 15	Fair
8 - 12	Good
4 - 7	Excellent

UNIT 6

I really had a great
time

GOALS	At the end of this unit, you will be able to
	Identify and describe jobs and occupations
	Talk about your favorite job or occupation
	Describe past events related to jobs and occupations



PLANNING YOUR LEARNING

BEFORE STARTING

1. Excellent 2. Good 3. Average 4. Low 5. Poor

UNIT 6

I really had a great time

QUESTIONS	1	2	3	4	5
Can I talk about occupations and jobs?					
Can I describe people's jobs and occupations?					
Can I characterize past events related to jobs and occupations?					
Can I talk about weird situations that happened to me?					

ADD UP YOUR SCORES

My score is:

Score	DESCRIPTION
19 - 20	Poor
16 - 18	Regular
13 - 15	Fair
8 - 12	Good
4 - 7	Excellent

 PREVIEW

Watch the following video and listen to the jobs and occupations

- *What would be your favorite occupation?*
- *In pairs talk about your parents' occupations.*

ACTIVITY 2 OCCUPATIONS



Read the words on the left side and write the correct letter next to each definition.

1	Firefighter		A person who works in a laboratory and does experiments.
2	Scientist	18	Someone whose job it is to welcome people at a hotel.
3	Carpenter		A person who makes things out of wood and repairs them.
4	Police officer		A person who teaches at a primary school, high school or university
5	Judge		A person whose job it is to advise people about legal problems and defend them in court.
6	Seller		A well prepared person who does operations in a hospital.
7	Chef		A person who makes melodious sounds.
8	Teacher		A trained person engaged in a branch of engineering.
9	Pilot		One who practices any of the fine arts like painting or music.
10	Driver		A person who writes as an occupation.
11	Writer		A person who cares for animals.
12	Translator		A person who translates into another language.
13	Vet		A person trained in pharmacy and licensed to practice.
14	Lawyer	10	One that drives, as the operator of a motor vehicle.
15	Doctor		One who operates or is licensed to operate an aircraft in flight.
16	Engineer		One who judges in the supreme court.
17	Pharmacist		A person who takes care of the city order.
18	Receptionist		One that sells, a vender
19	Singer		One who cooks (food) for eating by applying heat.
20	Artist		A member of the fire department who fights fire.



ACTIVITY 2: LISTENING AND DRAWING PEOPLE'S JOB

- Listen to these people talking about their previous jobs.

Conversation 1: Tom and Lina

Tom: Hey, Lina tell me about your last job

Lina: It was not very interesting. I worked in a shopping center as a cashier. It was a full time job.

Tom: Was it full of customers all the time?

Lina: Yes, I was sick and tired of that job

Tom: Now, I see.

Conversation 2: Javier and Katherine

Katherine: Where do you work?

Javier: I am not working anymore

Katherine: How come?

Javier: I decided not to work because I started school again.

Javier: I was working as a receptionist at a hotel but it required full time. I quit because I did not have enough time to study

Katherine: Ooh! You decided well.

Javier: I decided not to work because I started school again.



UNIVERSIDAD DE CUENCA

Conversation 3:

Jane and Mark

Mark: I waited for you two hours that day

Jane: Sorry! It was not my fail!

Mark: My boss told me to work extra time.

Jane: Really! it is so sad. We were very happy shopping at the mall.

Mark: That is why I resigned. I looked for another job and found something better.

Mark: What were you doing at that place

Jane: I was a chef.

Conversation 4: Mary and Lucas

Lucas: HI, how was your vacation?

Mary: It was excellent I went to Madrid with my son

Lucas: Lucky you. How long were you there?

Mark: About a week. But I received a call from my boss telling me to come back immediately to work.

Lucas: It really bothered me, so I decided to quit my job.

Mark: Where were you working?

Lucas: I was working in a restaurant, as a waiter

b. Write down the occupation and draw what you listened to. Use your imagination!!! The first is already done

LINA	Javier	Mark	Lucas
			
Cashier			



ACTIVITY 3 **MY FAMILY**

a. Answer the questions about some members of your family.

1. Where were you yesterday at 5:00 P.M.?

I was at a friend's house.

2. Where were you last Saturday?

3. Where was your dad last night?

4. Where was your mom last Saturday?

5. Where were your grandparents last Sunday?

6. Where were some of your cousins last weekend?



ACTIVITY 4: **HAVE A CAN-DO ATTITUDE.**

c) Think positively. Say "I can," not "I can't."

C. Think about your English skills. What can you do in English? Check (✓) the boxes.

- I can speak some English.
- I can understand audiotapes in English.
- I can pronounce English words well.
- I can understand simple readings in English.
- I can speak in front of the class.
- I can write simple sentences in English

d) Compare your results. Did you improve some skills so far? What else can you suggest to help each other improve that skill?

1. _____

2. _____



POST CONTENT EVALUATION

AFTER FINISHING

1 Excellent 2. Good 3. Average 4. Low 5. Poor

UNIT 6

I really had a great time

QUESTIONS	1	2	3	4	5
Can you talk about occupations and jobs?					
Can you describe people's jobs and occupations?					
Can you characterize past events related to jobs and occupations?					
Can you talk about weird situations that happened to you?					

ADD UP YOUR SCORES

My final score is:

Score	DESCRIPTION
19 - 20	Poor
16 - 18	Regular
13 - 15	Fair
8 - 12	Good
4 - 7	Excellent



THE USE OF METACOGNITIVE STRATEGIES TO IMPROVE THE LISTENING SKILL IN NINTH GRADERS

TEACHER'S HANDBOOK

Byron Astudillo – Javier Morocho



UNIVERSIDAD DE CUENCA
Educamos para el desarrollo



DESIGN OF THE BOOKLET

As it has been stated from the beginning, the listening skill is usually tested at the end of the units by having students listen to audio recording materials and fulfill written tasks. Once students take their tests only some of them get a good score. However, if we think about those students who do not get good grades, teachers must look for new approaches to help these students overcome this issue throughout the whole teaching learning process. Also, teachers should be able to identify students' weaknesses to get their attention and interest to obtain better results.

As it is stated in our proposal, this study is meant to design a booklet using metacognitive strategies with extra listening activities for each unit to improve the listening skill. These activities and the main topics were based on the book "POSTCARDS" from the Ministry of Education. It is important to mention that the units of this book contain different activities for each skill: reading, listening, speaking, writing, vocabulary, grammar.

Each unit contains a planning your learning part and a post-content evaluation. Also, there are 5 activities which encompass the use of metacognitive strategies as it is explained in the teacher's handbook. It is really important to be honest about what students write in this booklet in order to evaluate their progress properly.

Metacognitive strategies follow a sequential order of the process that a learner generally goes through in accomplishing any task. What do I do before I start? (Organize/Plan) What do I do while I am working on the task? (Manage) How do I make sure I am doing the task correctly? (Monitor) What do I do after I have finished the task? (Evaluate) It is important to remember that learners are not as linear as our models suggest. In reality, we go back and forth: planning, then monitoring, then planning again, managing, organizing, etc.



CONTENTS

■ UNIT 1: CAN YOU COUNT?

- ACTIVITY 1: MATEO'S CLASS SCHEDULE
- ACTIVITY 2: RICHARD'S MORNING ACTIVITIES
- ACTIVITY 3 ABILITIES AND TALENTS
- ACTIVITY 4: HAVE A CAN DO ATTITUDE

■ UNIT 2: I ALWAYS GET UP AT SIX THIRTY

- ACTIVITY 1: MR. BEAN'S DAILY ROUTINES
- ACTIVITY 2 INTERVIEWING YOUR BEST FRIEND
- ACTIVITY 3: LET'S TALK ABOUT YOU!
- ACTIVITY 4: THIS IS MY CLASS
- ACTIVITY 5: WEEKLY PLAN

■ UNIT 3: MIAMI A GREAT PLACE TO BE

- ACTIVITY 1: LISA'S TOWN
- ACTIVITY 2: LET'S TRAVEL TO MIAMI
- ACTIVITY 3: GREAT PLACES YOU CAN VISIT
- ACTIVITY 4: TOURISM IN ECUADOR
- ACTIVITY 5: I AM LOST. WHERE IS.....?

■ UNIT 4: WHAT'S BRIAN DOING?

- ACTIVITY 1: VERBS
- ACTIVITY 2: WHAT ARE THEY DOING?
- ACTIVITY 3: HOME SWEET HOME
- ACTIVITY 4: I AM GOING TO DO IT
- ACTIVITY 5: SUPER START

■ UNIT 5: DID HE CALL HER AGAIN TODAY?

- ACTIVITY 1: TIME EXPRESSIONS
- ACTIVITY 2: GREAT INVENTIONS
- ACTIVITY 3: QUESTIONING
- ACTIVITY 4: HOW OLD WERE YOU?
- ACTIVITY 5: TIMELINE

■ UNIT 6 I REALLY HAD A GREAT TIME

- ACTIVITY 1: OCCUPATIONS
- ACTIVITY 2: HE IS A CHEF
- ACTIVITY 3: MY FAMILY
- ACTIVITY 4: HAVE A CAN DO ATTITUDE



UNIVERSIDAD DE CUENCA

UNIT 1

Can you count?

Goals:

At the end of this unit, your students will be able to:

Describe clock times according to daily routines

Plan their own schedule

Talk about abilities and talents



PLANNING YOUR LEARNING

Select the option from 1 to 5 according to your opinion

1. Very satisfied 2. Satisfied 3. Neutral 4. Dissatisfied 5. Very dissatisfied

UNIT 1

Can you count?

BEFORE STARTING

QUESTIONS	1	2	3	4	5
Can I talk about clock times?					
Can I distinguish the different parts of the day?					
Can I plan my day?					
Can I describe abilities and talents?					

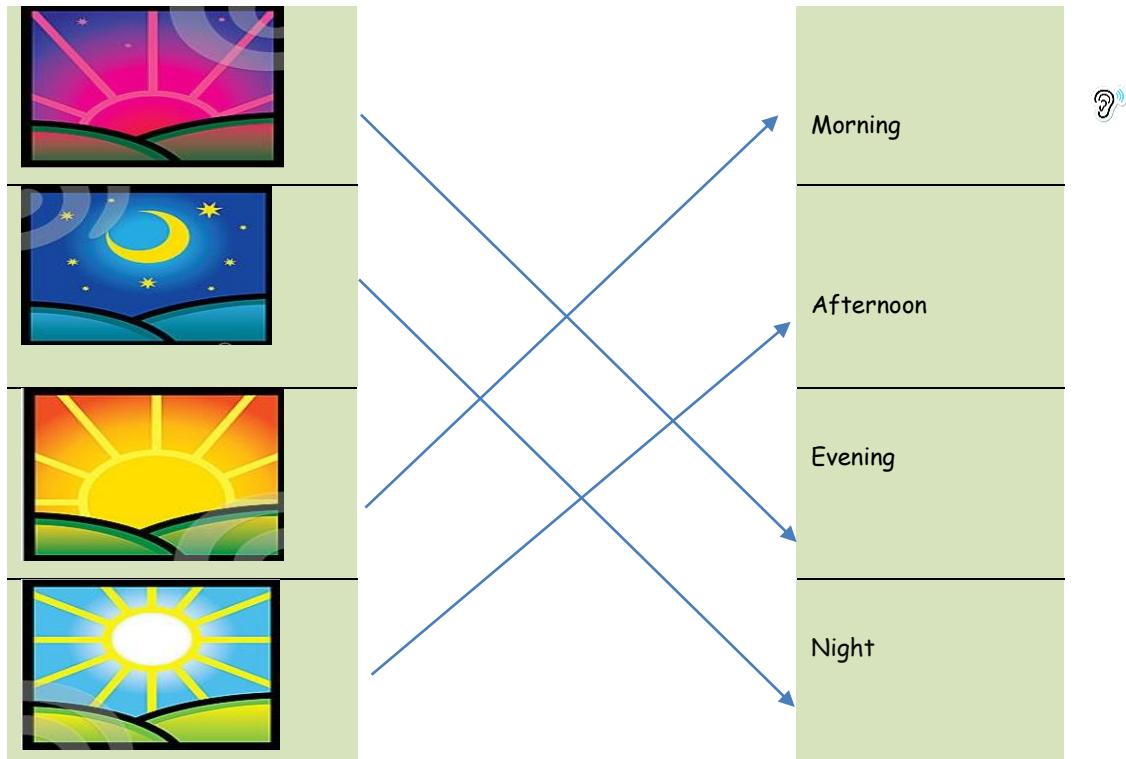
ADD UP YOUR SCORES

My score is:

Score	DESCRIPTIONS
19 - 20	Poor
16 - 18	Regular
13 - 15	Fair
8 - 12	Good
4 - 7	Excellent

 PREVIEW

Take a look at the following pictures. Then, match the words with the corresponding images.



ACTIVITY 1: MATEO'S CLASS SCHEDULE

b)  Listen and complete Mateo's class subjects. Does he have a busy schedule?

Do you have a busy schedule too?

Math- Sports- Science- Geography- Physics

MATEO'S CLASS SCHEDULE

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:00	Math	Science			
8:00		Science		Math	
9:00			Science	Math	
10:00				Sports	
11:00	Sports				
12:00	Sports				
13:00					Geography
14:00		Geography			Geography



PLANNING YOUR LEARNING

First. Ask the students about describing times and frequencies. Also, if they can describe abilities and talents.

Encourage and motivate your pupils to fill this chart being conscious of their knowledge. Talk about the importance of developing some new strategies to learn using what they already know.

PREVIEW

In this activity you can ask your students about the differences between each part of a normal day. Point out the differences between times and activities that they usually do at morning, afternoon, evening and night.

ACTIVITY 1: MATEO'S CLASS SCHEDULE

METACOGNITIVE STRATEGY: PAYING ATTENTION (selective attention)

Talk about a normal school day for your students. Elicit some information about subjects and extra activities that they typically do. Play Audio Track 1 at least twice. The students are going to pay selective attention in order to complete the chart with the subjects they listen to in the audio.

TRANSCRIPTION

MATEO'S CLASS SCHEDULE

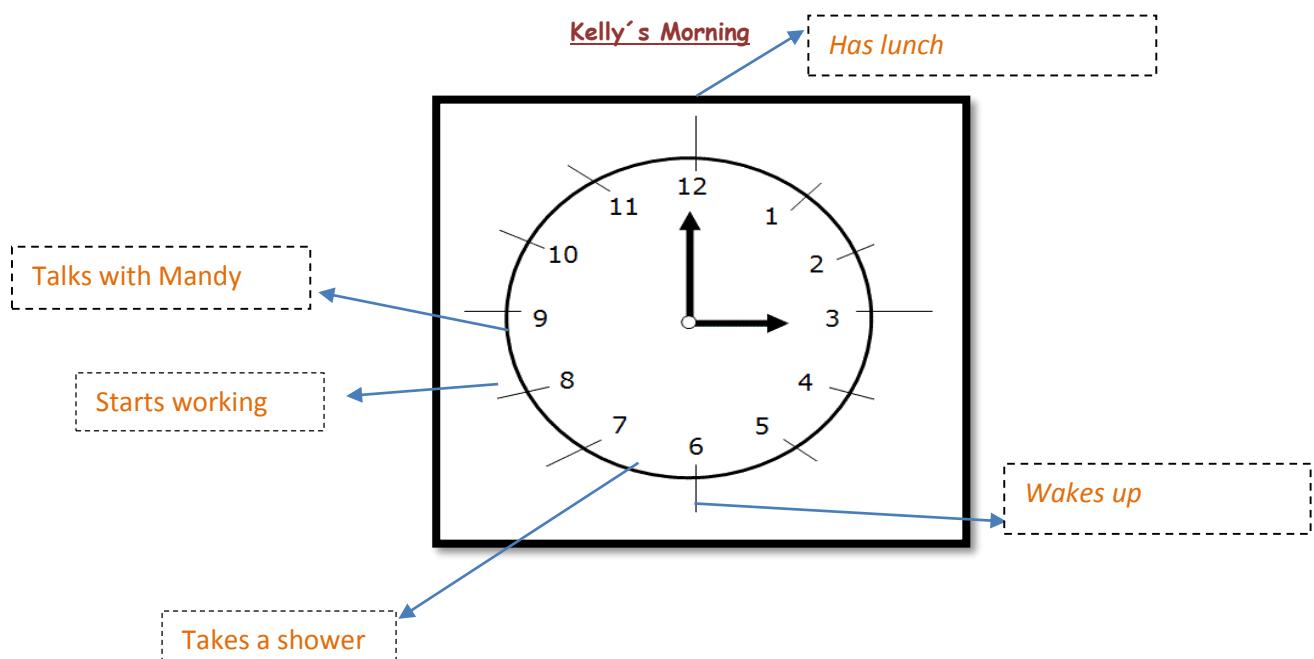
Mateo has 3 hours of class per day. It is Monday. His schedule starts with math at seven o'clock, it lasts one hour; sports class after eleven o'clock, two hours. It is Tuesday. He starts at 7 o'clock with science class until 9 o'clock and he takes geography at two o'clock. It is Wednesday. He starts at nine with science and at 10 with sports.. It is Thursday, he starts at 8 o'clock with only two math hours and finally on Friday, he has geography at one o'clock for two hours.

ACTIVITY 2: RICHARD'S MORNING ACTIVITIES

c) Listen to *Richard's Morning Activities* and complete the sentences.

		
Richard gets up at <i>five o'clock</i> every morning.	He takes a shower at <i>quarter to six</i> .	His friends take him to his job at <i>eight o'clock</i> .
		
He starts working at <i>twenty five to nine</i> .	He has lunch at <i>twelve o'clock</i>	

d) Listen and write the information in the boxes about Kelly's Morning.





ACTIVITY 2: RICHARD'S MORNING ACTIVITIES

METACOGNITIVE STRATEGY: PAYING ATTENTION

First of all, talk about your students' daily routines: Ask them about the most common habits they do. Next, play Audio Track 2 and ask them to listen about what is the tape recording about. The students will be attentive to the general idea of this activity (directed attention). After that, play the audio track again and ask your pupils to complete the chart with the information in the box. Also, in this task, students will be listening for specific information (selective attention.)

TRANSCRIPTION

RICHARD'S MORNING ACTIVITIES

My friend Richard is a nice guy from California. He always gets up at 5' clock. Takes a shower at quarter to six. Charles and Sarah, his friends, take him to his job at 8 o' clock. He starts working at twenty five to nine. Finally, he has lunch at 12 o' clock

PART B: KELLY'S MORNING

METACOGNITIVE STRATEGY: PAYING ATTENTION

Draw a watch in the whiteboard and ask your students to listen to Audio Track 3. Then, ask for volunteers to come to the front and write the activity and the clock time in which Kelly does each activity.

TRANSCRIPTION

KELLY'S MORNING ACTIVITIES

Let's talk about Kelly. Kelly wakes up at 6' clock. She takes a shower at six and a half. She starts working at 8 o' clock. Also, she has lunch at ten to 12 o'clock. After that, she gets home at seven o' clock. Finally she goes to bed at 11 pm.



UNIVERSIDAD DE CUENCA

d. Ask about relative's itinerary and complete the chart.

E.g.

Relative's Name:	
Time:	Activity: Getting home.
Time:	Activity: Having Dinner
Time:	Activity: Having Lunch
Time	Activity: Doing homework
Time	Activity: Going to bed

PART C: WRITE DOWN RELATIVE'S ITINERARY

METACOGNITIVE STRATEGY: SEEKING PRACTICE OPPORTUNITIES

In the following activity, students ask a family member about their own itineraries (homework).

Then, get the papers and make a list of the common activities among them. Finally, students share ideas with the class.

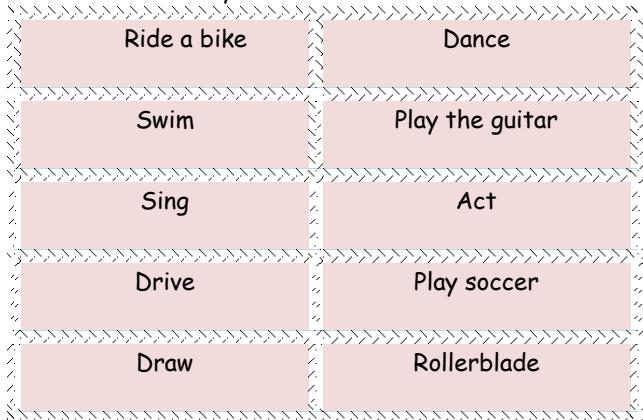


UNIVERSIDAD DE CUENCA



ACTIVITY 3: ABILITIES AND TALENTS

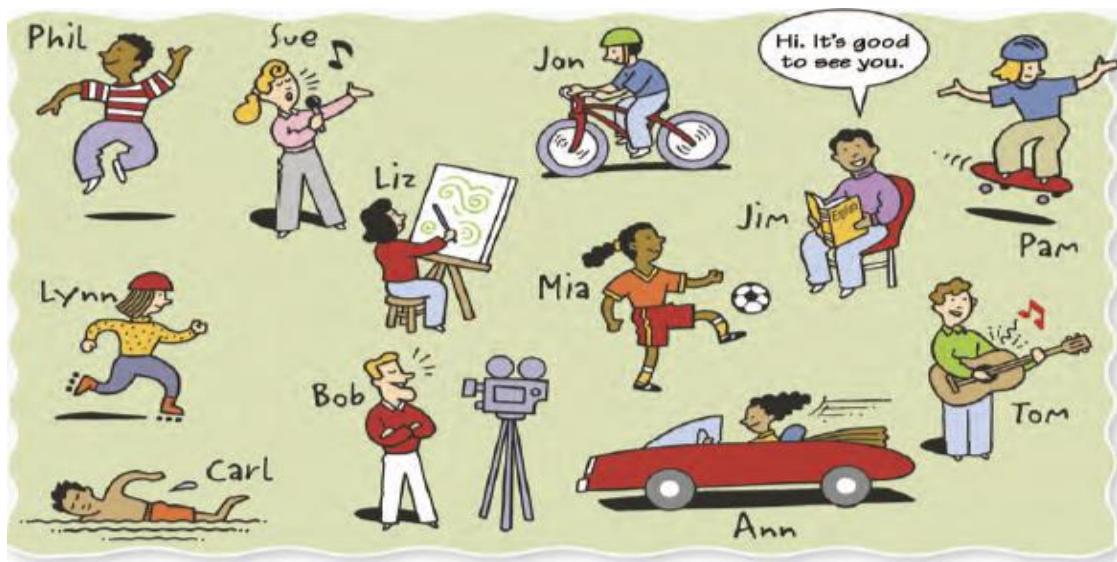
a) Listen to the correct pronunciation of the activities. Work in pairs. Ask who can do each activity below?



Example:

A: Who can speak English?

B: Jim can speak English. Who can sing?





ACTIVITY 4: HAVE A CAN-DO ATTITUDE.

e) Think positively. Say "I can," not "I can't."

D. Think about your English skills. What can you do in English? Check

(✓) the boxes.

- I can speak some English.
- I can understand audiotapes in English.
- I can pronounce English words well.
- I can understand simple readings in English.
- I can speak in front of the class.
- I can write simple sentences in English

f) Compare your results. Choose at least one skill you didn't check. What can you do to help each other to improve that skill?

c. _____

d. _____



ACTIVITY 3: ABILITIES AND TALENTS

METACOGNITIVE STRATEGY: OVERVIEWING AND LINKING WITH ALREADY KNOWN MATERIAL

First, tell the students to listen to the correct pronunciation of the verbs by playing Audio Track 4. Next, ask them to make relations with the images below. Then, get them in pairs and request their names by asking who can do each action?

Finally, encourage them to identify themselves with at least three activities that they usually do.

ACTIVITY 4: HAVE A CAN DO ATTITUDE

METACOGNITIVE STRATEGY: FINDING OUT ABOUT LANGUAGE LEARNING

At the end of this unit, students can talk about their weaknesses and strengths in the learning process. This is done in order to have a base for working in the next units. Check their answers and encourage them to be honest. Finally, students can give ideas and strategies to improve weaknesses and enforce abilities

POST CONTENT EVALUATION

At the end of this unit, ask your students to fill the charts at the end of Unit 1. Let's check their answers and encourage them to improve their scores in the next unit. Make them think about their first and their final scores (self-evaluation)



POST-CONTENT EVALUATION

Select the option from 1 to 5 according to your opinion

UNIT 1

Can you count?

AFTER FINISHING

1. Very satisfied 2. Satisfied 3. Neutral 4. Dissatisfied 5. Very dissatisfied

QUESTIONS	1	2	3	4	5
Can you recognize the different parts of the day?					
Can you talk about clock time?					
Can you describe abilities and talents?					
Can you plan your daily schedule?					

ADD UP YOUR SCORES

My final score is:

Score	DESCRIPTIONS
19 - 20	Poor
16 - 18	Regular
13 - 15	Fair
8 - 12	Good
4 - 7	Excellent



UNIVERSIDAD DE CUENCA

UNIT 2

I always get up at six
thirty

GOALS	At the end of this unit, your students will be able to:
	Talk about routines and activities
	Describe itineraries and their frequencies.
	Define actions and rates



PLANNING YOUR LEARNING

Select the option from 1 to 5 according to your opinion

UNIT 2

I always get up at six thirty

BEFORE STARTING

1. Very Good 2. Good 3. Fair 4. Poor 5. Very Good

QUESTIONS	1	2	3	4	5
Can I talk about daily routines?					
Can I describe actions by referring to the frequency that they occur?					
Can I describe other people's daily routines?					
Can I plan my daily and weekly routine?					

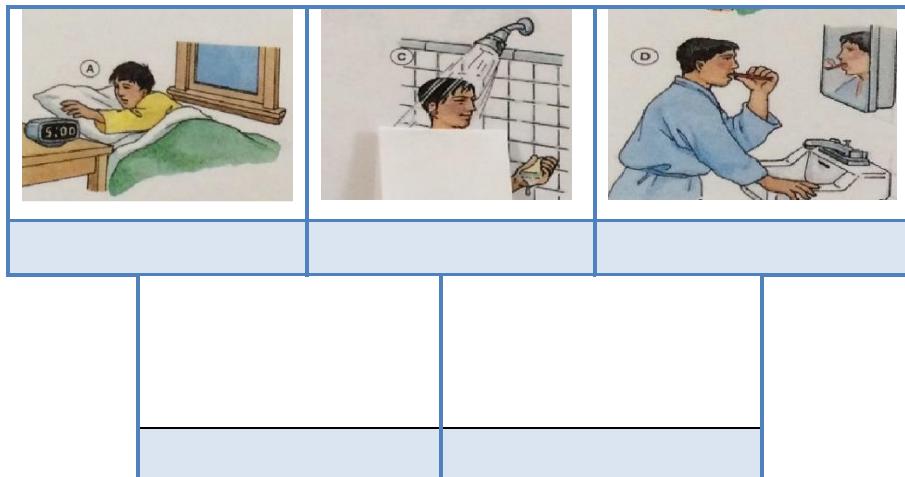
ADD UP YOUR SCORES

My score is:

Score	DESCRIPTIONS
19 - 20	Poor
16 - 18	Regular
13 - 15	Fair
8 - 12	Good
4 - 7	Excellent

 PREVIEW

Take a look at the following pictures. Are they daily routines? What time do you usually do them? Draw two more about yourself.



 ACTIVITY 1: MR. BEAN'S DAILY ROUTINES

Listen and select T (true) or F (false) according to Mr. Bean's daily routine.

Mr. Bean daily routine	T	F
Mr. Bean usually gets up before 6 am.		
Mr. Bean eats a big breakfast.		
Mr. Bean leaves at seven thirty in the morning.		
He has lunch around eleven o'clock		
He has lunch around twelve fifteen.		
He gets home about five o'clock.		
He gets home about 6 pm.		
He watches TV in the evening.		
He goes to bed at midnight.		
He goes to bed after midnight.		

Daily routines



What does Mr Bean do?



PLANNING YOUR LEARNING

First. Ask the students about describing morning activities.

Encourage and motivate your pupils to fill this chart being conscious of their knowledge. Talk about the importance of developing some new strategies to learn by using what they already know.

PREVIEW

In this activity you can ask your students about morning activities and their importance . Ask them to write the time according to each one. Also, they can draw two more according to their personal routines.

ACTIVITY 1: MR BEAN DAILY ROUTINES

METACOGNITIVE STRATEGY: PAYING ATTENTION

In this activity, your students can define some information about Mr. Bean . Play the video at least twice and ask them about some personal experiences.

Youtube: Mr. Bean daily routine

Channel: Havinga Yarn

Link: <https://www.youtube.com/watch?v=YwmIDHm3kOk>



UNIVERSIDAD DE CUENCA

ACTIVITY 2 INTERVIEWING YOUR BEST FRIEND

b) Interview a classmate asking the questions below

<i>What do you have for breakfast?</i>	Always	Usually	Often	Sometimes	Rarely	Never
Coffee						
Juice						
Milk						
Cereal						
Bread and butter						
Other....						
<i>What do you do after school?</i>						
Meet friends						
Do homework						
Play sports						
Other....						
<i>What do you do in the evenings?</i>						
Use your computer						
Play video games						
Watch TV						

b. Discuss your findings with the class



ACTIVITY 3: INTERVIEWING YOUR BEST FRIEND

METACOGNITIVE STRATEGY: SEEKING PRACTICE OPPORTUNITIES

The students can practice what they have just watched by asking their best friends about the frequency they do certain activities.

First, describe the new vocabulary and explain the difference between frequencies. It is important to motivate them to link this information with known aspects of their personal lives.

After finishing, check answers with each one of them and give conclusions.



ACTIVITY 3 LET'S TALK ABOUT YOU!

b) Listen to the following conversation and fill the blanks

Always - Never - Often - Usually

What do you do at the weekend?

I **ALWAYS** go out on Saturday. Sometimes I go to a restaurant, and sometimes I watch a movie. I **OFTEN** go to concerts, but I often go to my friend's house. I **USUALLY** have a good time!

What kind of person are you?

Well, I'm friendly and outgoing, and I'm **USUALLY** very happy. I don't often complain, and I **NEVER** shout or get really angry. How about you?

I'm friendly too, and I'm a little shy.

I'm **OFTEN** happy, but sometimes I'm very busy. I always try to have a happy face.

Me too!

What are some customs in your country?

We always bow to people we meet, and we **USUALLY** joke about people's names.

That's good. Here we **OFTEN** ask about people's salary, it's rude. Also we **USUALLY** aren't late for meetings.

That's good too



ACTIVITY 4 THIS IS MY CLASS

c) Find one student who does each one of the activities below. Write his or her name on the line.

Q: Who.....?

7. Usually sings in the class.

8. Always arrives late to school

9. Never does homework

10. Usually wants to go to the bathroom

11. Never pays attention in class

12. Rarely plays sports

d) Discuss the findings with the rest of your class





ACTIVITY 3: LET'S TALK ABOUT YOU

METACOGNITIVE STRATEGY: PAYING ATTENTION

Play Audio Track at least twice . Then ask your students students to fill the blanks by using the words in the box.

ACTIVITY 4: THIS IS MY CLASS

METACOGNITIVE STRATEGY: SEEKING PRACTICE OPPORTUNITIES

Ask your students to stand up and ask who does each one of the described activities. Then write the corresponding names to each item.

After that, check the answers and discuss with them.



ACTIVITY 5 WEEKLY PLAN

Group work

b) Interview five people about their daily activities. What do they usually do? Listen to specific and the most important activities. Later decide who has the best itinerary and discuss in class.

Weekly plan	Person 1	Person 2	Person 3	Person 4	Person 5
Name	Steven				
Monday	Meet friends				
Tuesday	Practice swimming				
Wednesday	Study Science				
Thursday	Visit Grandma				
Friday	Go camping				

The person who has the best itinerary is_____.



ACTIVITY 5: WEEKLY PLAN

METACOGNITIVE STRATEGY: SEEKING PRACTICE OPPORTUNITIES

In this activity, students can talk to 5 people about some main activities they usually do on weekdays. Encourage them to find useful information to complete this activity.

After finishing, each student must select which one of the itineraries is the best and give reasons.

POST CONTENT EVALUATION

At the end of this unit, ask your students to fill the chart at the end of Unit 2. Let's try to be confident in order to make them feel comfortable.

After filling this chart, they can use this information in order to see their development through the use of metacognitive skills.



POST CONTENT EVALUATION

Select the option from 1 to 5 according to your opinion

1. Very Good 2. Good 3. Fair 4. Poor 5. Very Poor

UNIT 2

I always get up at six thirty

AFTER FINISHING

QUESTIONS	1	2	3	4	5
Can you talk about daily routines?					
Can you use new words to describe a daily routine?					
Can you describe actions by referring to the frequency that they occur?					
Can you describe other people's daily routines?					
Can you plan your daily and weekly routines?					

ADD UP YOUR SCORES

My final score is:

Score	DESCRIPTIONS
19 - 20	Poor
16 - 18	Regular
13 - 15	Fair
8 - 12	Good
4 - 7	Excellent

UNIT 3

Miami a great place to
be

GOALS	At the end of this unit, your students will be able to
	Talk about leisure activities
	Talk about favorite places
	Make suggestions about places to visit.



PLANNING YOUR LEARNING

Select the option from 1 to 5 according to your opinion

1. Far too much 2. Too much 3. About right 4. Too little 5. Far too little

UNIT 3

Miami a great place to be

BEFORE STARTING

QUESTIONS	1	2	3	4	5
Can I talk about cities?					
Can I talk about touristic places?					
Can I talk about leisure activities?					
Can I make suggestions?					
Can I describe my city or favorite places on it?					

ADD UP YOUR SCORES

My score is:

Score	DESCRIPTIONS
19 - 20	Poor
16 - 18	Regular
13 - 15	Fair
8 - 12	Good
4 - 7	Excellent

 PREVIEW

Listen to the following descriptions and place each consonant with its definition.



E	Independence Day is on the 4 th of July.
F	It is 2850 meters above sea level.
D	It is the second largest city in Brazil.
B	It is the hottest vacation destination in the world
C	They represent the primordial mound from which the Egyptians believe the earth was created.
A	It is a global cultural icon of France



PLANNING YOUR LEARNING

First. Ask the students about favorite cities they would like to visit. Also, if they can describe some places in their city.

Also, talk about some activities you can do in touristic places in your city.

Encourage and motivate your pupils to fill this chart being conscious of their knowledge.

PREVIEW

In this activity you can ask your students about some famous cities around the world. Play Audio Track at least twice and check answers. Finally, you can ask them to give a short description of their city.

TRANSCRIPTION

STATUE OF LIBERTY

This towering monument to liberty was a gift from france on the centenary of american independence in 1886. Standing at the entrance of new york Harbour, it has welcomed millions of immigrants to the united states ever since. It represents the day of the indepence on july 4th

EGYPT PYRAMIDS

The ancients Egyptians built pyramids as tombs for their kings and queens They represent the primordial mound from which the Egyptians believe the earth was created

THE EIFFEL TOWER

The magnificents monumrnt the eiffeltower built in 1887. Nowadays ut is used for radio transssmitions. It is also a landmark for Paris turism attraction, it is a global cultural icon of france.

Quito

The Middle of the World City, located in Quito in the country of Ecuador. One of the main attractions for domestic and international visitors. Inside the monument Equatorial perched on Latitude 0 ° 0'0 ", which can be in two hemispheres at the same time. It is 2850 meters above sea level

Miami

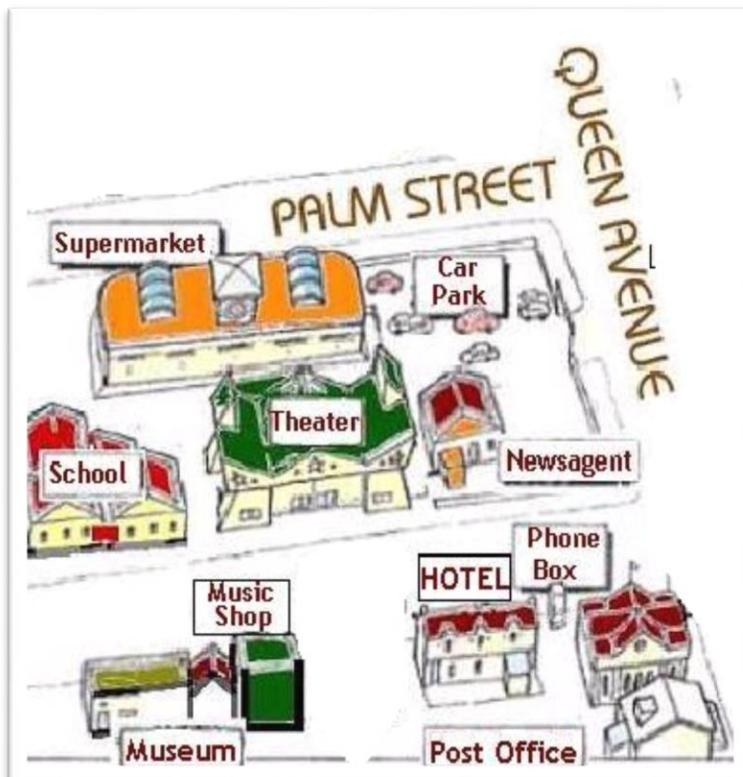
Miami was named by the Mayamis, a native tribe who lived in the area. It has more than 800 parks. It is the hottest vacation destinations in the world

Rio de janeiro

Rio de janeiro , the caspital city of the state of rio de janeiro and the seond largest city of brazil. It is known for its natural settings. Carnival celebrations, samba and beaches.

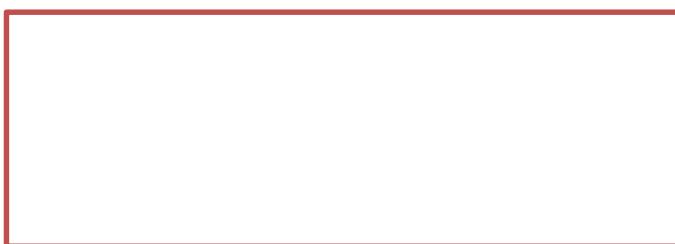
ACTIVITY 1: LISA'S TOWN

c. Listen to the following information about Lisa's town and complete.



Information	Location
A place where Lisa can buy her favorite meat	SUPERMARKET
A place where Lisa goes to park her Chevrolet	CAR PARK
In this place Lisa takes math classes	SCHOOL
Lisa enjoys soap operas, she can enjoy some of them in this place	THEATER

d. Pair work .Ask your classmate about his/her favorite place in the city. Next, draw a little picture about it and show it to the class.





ACTIVITY 1: LISA'S TOWN

METACOGNITIVE STRATEGY: PAYING ATTENTION

Students write the place they listen to in Lisa's town. Play the audio track at least twice and check answers.

TRANSCRIPTION

LISA'S TOWN

Hi. My name is Lisa. I am 18 years old. I buy my favorite meat at the supermarket. I love chicken and bacon. But I don't have a place to park my Chevrolet. Oh wait! I think the supermarket has a car park.

After buying my groceries, I have to go to the school to take math classes. Tonight, I also can appreciate my favorite soap opera "Romeo and Juliet" in the theater.



Activity 2: MIAMI

Listen to the following information about Miami. Then complete the chart

Miami

Written by Lana Law

Miami lies on the southeast side of the Florida Peninsula. The city's pleasant winter climate makes it a very popular holiday destination. Outside the city is Everglades National Park, known for its unique ecosystem and wildlife. Miami is known for its popular and sunny beaches. Its weather is the best to practice many sports and leisure activities such as: workout, Windsurf, surfing, golf, practice basketball, scuba diving, swimming, tennis, rollerblading, jogging, cycling, billiards, etc.

Some of the best things to do in Miami are.....

Listen one more time and answer the questions about Miami

Questions	Answer
Where is Miami located?	<i>Miami is located in the southeast part of the Florida Peninsula.</i>
How is the weather in Miami?	
Which place is near Miami?	
What is the main attraction of Miami?	
What sports can you practice in Miami	
Describe Miami's nightlife	
What is a favorite place for tourists in Miami?	



ACTIVITY 2: MIAMI

METACOGNITIVE STRATEGY: PAYING ATTENTION

Students listen to the record and complete the information in the charts. Play the audio track at least three times and check answers.

TRANSCRIPTION

MIAMI A GREAT PLACE TO VISIT

Miami lies on the southeast side of the Florida Peninsula. The city's pleasant winter climate makes it a very popular holiday destination. Outside the city is Everglades National Park, known for its unique ecosystem and wildlife. Miami is known for its popular and sunny beaches. Its weather is the best to practice many sports and leisure activities such as: workout, Windsurf, surfing, golf, practice basketball, scuba diving, swimming, tennis, rollerblading, jogging, cycling, billiards, etc.

Some of the best things to do in Miami are best done after dark: when the lights are low, the music is up, and the drinks are flowing. It's a city well known for its amazing nightlife.

The most favorite place for many tourists is a park called Jungle Island which is surrounded by tropical plants and trees and offers a floating beach water park - Rainforest Riptide, with water obstacles, trampolines, slide, swings and a climbing wall. The beach is free with entrance to Jungle Island but the water park is an additional fee.



ACTIVITY 3: GREAT PLACES YOU CAN VISIT.

Work in pairs



Listen to the next advertisements and choose which one you would prefer.

ENGLAND	FRANCE
	
BCM TOURS™	LE MONDE TOURS
<i>If you want to have your dream vacations, BCM TOURS is your best option. For only 499\$ adults and 199\$ children. Enjoy a 3 days/ 3 nights stay. You have places such as The Blue House and the Mills where nights are awesome. There are many sports that you can practice over there: canoeing, horse-riding, hiking, etc. You mustn't miss this opportunity. Come on!!</i>	<i>This vacation is your chance for having everything you want for this vacation. Don't forget to subscribe to our plans and promos. Le Monde Tours offers a 3 days/2 days tour visiting the most exciting city in France, Paris. For only 699\$ adults and 399\$ children, you can visit the Eiffel Tower and Louvre. If you like sports, you would love visiting Roland Garros. Nightlife is not a problem, Paris offers the best options such as Louisville and Tagna.</i>

Country	FRANCE	Touristic places	The Blue House The Mills
Price for adults	699\$	Sports you can practice over there?	Canoeing Horse-riding
Price for kids	399\$	Nightlife you heard about the place you choose:	Nights are awesome
Days tour	3		



ACTIVITY 3: GREAT PLACES YOU CAN VISIT

METACOGNITIVE STRATEGY: PAYING ATTENTION

Talk about famous places around the world and the available options for visiting each one of them. Then play audio track and check answers .

TRANSCRIPTION

If you want to have fun this vacations, here are some options you can think about:

BCM TOURS™

If you want to have your dream vacations, BCM TOURS is your best option. For only 499\$ adults and 199\$ children. Enjoy a 3 days/ 3 nights stay. You have places such as The Blue House and the Mills where nights are awesome. There are many sports that you can practice over there: canoeing, horse-riding, hiking, etc. You mustn't miss this opportunity. Come on!!

LE MONDE TOURS

This vacation is your chance for having everything you want for this vacation. Don't forget to subscribe to our plans and promos. Le Monde Tours offers a 3 days/2 days tour visiting the most exciting city in France, Paris. For only 699\$ adults and 399\$ children, you can visit the Eiffel Tower and Louvre. If you like sports, you would love visiting Roland Garros. Nightlife is not a problem, Paris offers the best options such as Louisville and Tagna.



ACTIVITY 4: TOURISM IN ECUADOR

b. Complete the information below about a place in Ecuador, write a short paragraph about it, and recommend it your classmates,

My favorite place in Ecuador is:

ACTIVITY 5: I AM LOST. WHERE IS?

Watch the following video and complete the sentences

Next to - Across - Between - Around

Describing Locations

Where is the restaurant?

It's next to the bank

Where is the supermarket?

It's across from the movie theater

Where is the school?

It's between the library and the park

Where is the post office?

It's around the corner from the hospital

Where is the police station?

It's between the school and the movie theater.

Where is the movie theater?

It's next to the police station

Where is Jefferson Street?

It's around the corner from this building





ACTIVITY 4: TOURISM IN ECUADOR

METACOGNITIVE STRATEGY: OVERVIEWING AND LINKING WITH ALREADY KNOWN MATERIAL

First, tell the students to think about a touristic place in Ecuador. Get them in pairs and write some information on the board about the necessary aspects to take into consideration.

ACTIVITY 5: I AM LOST. WHERE IS?

METACOGNITIVE STRATEGY: PAYING ATTENTION

The last activity of this unit is about recognizing the different places of a particular city. Play the video and check answers with the students.

Youtube: Describing Location

Channel: LANGUAGE PLANET TOLUCA

Link: <https://www.youtube.com/watch?v=uWwH30CcIOQ>

POST CONTENT EVALUATION

At the end of this unit, ask your students to fill the charts at the end of Unit 3. Let's check their answers and encourage them to improve their scores in the next unit. Make them think about their first and their final scores (self- evaluation)



POST CONTENT EVALUATION

Select the option from 1 to 5 according to your opinion

UNIT 3

Miami a great place to be

AFTER FINISHING

1. Far too much 2. Too much 3. About right 4. Too little 5. Far too little

QUESTIONS	1	2	3	4	5
Can you talk about the touristic places of your or another country?					
Can you talk about leisure activities?					
Can you know how to make suggestions?					
Can you describe your city or favorite places on it?					

ADD UP YOUR SCORES

My final score is:

Score	DESCRIPTIONS
19 - 20	Poor
16 - 18	Regular
13 - 15	Fair
8 - 12	Good
4 - 7	Excellent



UNIVERSIDAD DE CUENCA

UNIT 4

What's Brian Doing?

GOALS

At the end of this unit, your students will be able to:

Talk about actions in progress

Define what is happening around them

Ask what someone is doing right now



PLANNING YOUR LEARNING

Select the option from 1 to 5 according to your opinion

1. Very Good 2. Good 3. Fair 4. Poor 5. Very Poor

UNIT 4

What's Brian doing?

BEFORE STARTING

QUESTIONS	1	2	3	4	5
Can I describe actions in progress?					
Can I define what is happening around me?					
Can I ask what someone else is doing right now?					
Can I characterize actions in real life circumstances?					

ADD UP YOUR SCORES

My score is:

Score	DESCRIPTIONS
19 - 20	Poor
16 - 18	Regular
13 - 15	Fair
8 - 12	Good
4 - 7	Excellent



► PREVIEW

Think about what they are doing now. Let's draw some pictures about it. Share your ideas with the rest of the class

ME	
DAD	
MOM	
TEACHER	
BEST FRIEND	

ACTIVITY 1: VERBS

d. Look at the following list of verbs and write down their meanings next to them in your language.

Rest *Resting=Descansar*

Do

Water

Clean

Get

Write

Take

Read

Wash

Swim

Play

Smoke

Sing

Sleep

Dance



UNIVERSIDAD DE CUENCA

e. By using the previous list of verbs find their gerund form (dance + ing = DANCING) in the word puzzle, then color the words.

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

f. Do you know other verbs apart from the previous ones? If you do. Write at least 4 of them and their meaning in your language

VERB	SPANISH FORM
<i>Build</i>	<i>Construir</i>



PLANNING YOUR LEARNING

First. Ask the students to think about what things are happening at this time.

Encourage and motivate your pupils to fill this chart being conscious of their knowledge. Talk about the importance of developing some new strategies to learn using what they already know.

PREVIEW

In this activity you can ask your students to draw in the blanks some actions that their beloved ones are doing at that moment. After that, check answers and make them share their ideas with the class.

ACTIVITY 1: VERBS

METACOGNITIVE STRATEGY: LINKING WITH ALREADY KNOWN MATERIAL

Talk about some normal verbs that your students use in their daily activities. Explain them the use of *ing* next to each verb. After that, make them complete Part A. Finally, students read aloud the answers.

PART B :

On the whiteboard, write some answers from the previous activity and make students complete the crossword.

PART C:

Ask your students to complete this activity by using known vocabulary. Encourage them to use new verbs.

ACTIVITY 2: WHAT ARE THEY DOING?

Look at the pictures and make distinctions. Are they related? Write Yes or No.

	YES	
	NO	
	NO	
	YES	
	YES	



ACTIVITY 2: WHAT ARE THEY DOING?

METACOGNITIVE STRATEGY: PAYING ATTENTION

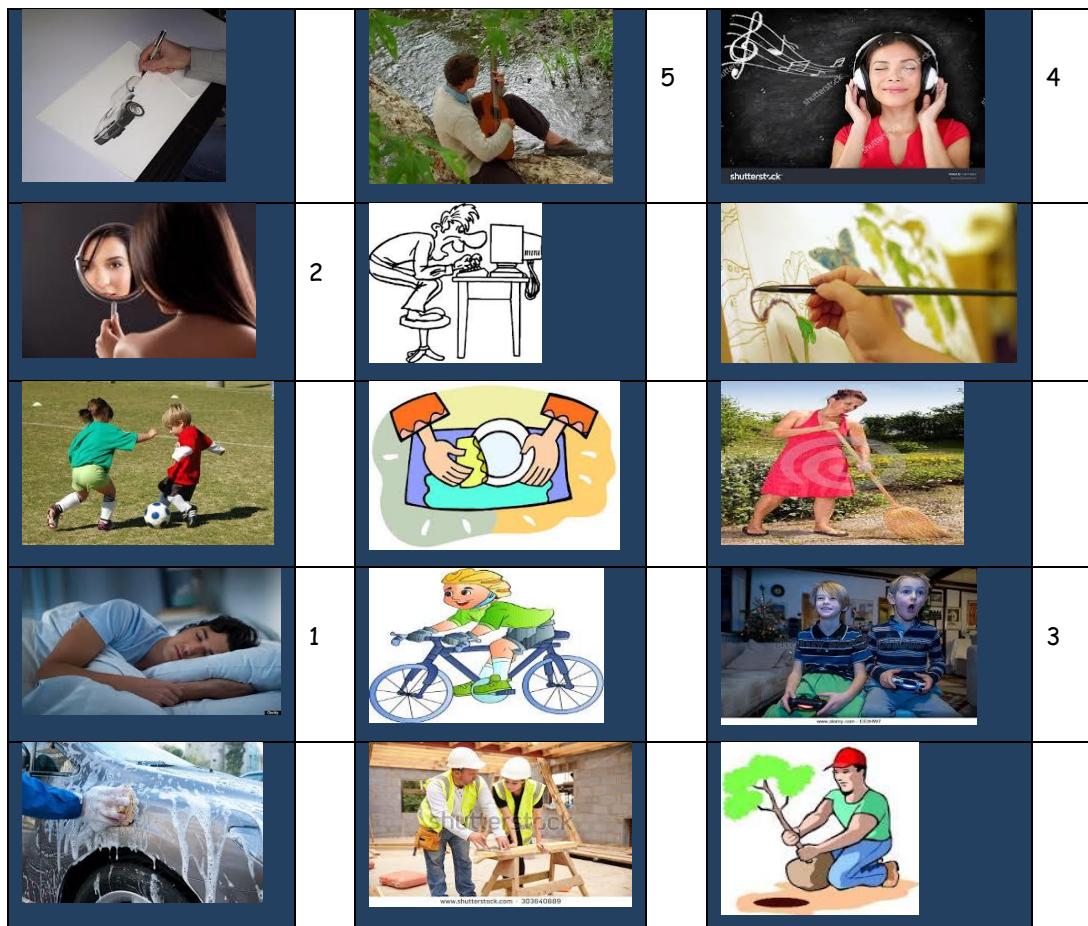
First, talk about some activities your students do and the corresponding results for each activity. Next, make them complete Activity 2 and check answers. Share ideas with your pupils in order to reflect about actions and consequences.

ACTIVITY 3: HOME SWEET HOME

Listen to HOME SWEET HOME and put a check next to the activities described . Then Listen again and number each one according to the audio track.

My name is Deniss. Today, we have many visitors at home and I am very happy. Let me tell you what everyone is doing.

My father is resting in his bedroom. Next to him, my mom is looking in the mirror. My little brothers are playing video games. On the other side, my sister is





ACTIVITY 3: HOME SWEET HOME

METACOGNITIVE STRATEGY: PAYING ATTENTION

Talk about a normal day for your students. After, that play Auido track twice and complete Activity 3.

Finally, check answers.

TRANSCRIPTION

My name is Deniss. Today, we have many visitors at home and I am very happy. Let me tell you what everyone is doing.

My father is resting in his bedroom. Next to him, my mom is looking in the mirror. My little brothers are playing video games. On the other side, my sister is *listening to music*. A friend of mine is *calling me on the phone*. And I am *playing guitar in my favorite place, the tree house*.



ACTIVITY 4: LET'S DO IT !

Pair work



Listen to your classmate and do the action he/she is requesting. Take turns and change roles.

Students A listen: I am walking



Students B will do the action:

Students A	Students B
I am going to vacation next week.	I am going to celebrate.
I am going to work.	I am going to eat.
I am going to cry.	I am going to play soccer.
I am going to take a walk.	I am going to do some exercise.
I am going to take the bus	I am going to play the piano

ACTIVITY 5: SUPER STAR

Let's plan activities for this weekend.

Write down what are you going to do this weekend? Comment your answers with the class.

What am I going to do on the weekend?

Time	Saturday	Time	Sunday
8:00	I am going to visit my grandparents	8:00	I am going to help mom until 10:00
	I am going		I am going
	I am going _____		I am going _____
	I am going _____		I am going _____



ACTIVITY 4: LET'S DO IT

METACOGNITIVE STRATEGY: DELAYING SPEECH PRODUCTION

In thiss activity your students can practice some actions. Make your students focus just on listening. Get them in pairs and complete the activity

ACTIVITY 5: SUPER STAR

METACOGNITIVE STRATEGY: LINKING WITH ALREADY KNOWN MATERIAL

The students are going to think about some options about their weekend and write them on activity 5. Encourage them to use known material in order to do this activity better.

POST CONTENT EVALUATION

At the end of this activity your students can evaluate themselves and check their own progress. Encourage them to be honest as much as possible , It's important to make theam notice the use of metacognitive strategies in order to improve their listening skills.



POST CONTENT EVALUATION

Select the option from 1 to 5 according to your opinion

1. Very Good 2. Good 3. Fair 4. Poor 5. Very Poor.

UNIT 4

What's Brian doing?

AFTER FINISHING

QUESTIONS	1	2	3	4	5
Can you describe actions in progress?					
Can you describe what is happening around you?					
Can you ask what someone else is doing right now?					
Can you characterize past actions in real life circumstances?					

ADD UP YOUR SCORES
My final score is:

Score	DESCRIPTIONS
19 - 20	Poor
16 - 18	Regular
13 - 15	Fair
8 - 12	Good
4 - 7	Excellent

UNIT 5

Did he call her again
today?

GOALS	At the end of this unit, your students will be able to
	Talk about past events
	Learn time expressions in the past
	Listen for specific information in the past tense



PLANNING YOUR LEARNING

Select the option from 1 to 4 according to your opinion

1. *Substantially*

2. *Some*

3. *Little*

4. *Nothing*

UNIT 5

Did he call her again?

BEFORE STARTING

QUESTIONS	1	2	3	4
Can I describe actions in the past				
Can I write sentences talking about the past?				
Can I tell what happened in different times in the past?				
Can I pronounce correctly the past form of the verbs (regular/irregular)?				
Can I characterize past actions in real life circumstances?				

ADD UP YOUR SCORES

My score is:

Score	DESCRIPTIONS
19 - 20	Poor
16 - 18	Regular
13 - 15	Fair
8 - 12	Good
4 - 7	Excellent

► PREVIEW

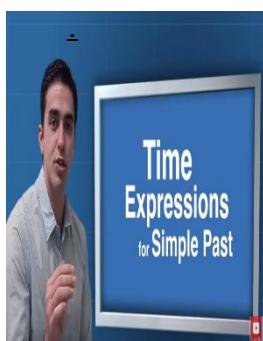
Watch the following video and listen.



- Do you think that situation is strange?
- Did he have bad luck?
- Did his friends make fun of him?
- Did it happen any similar situation to you?

ACTIVITY 1: TIME EXPRESSIONS

Watch and listen to the video and write down their meaning in your own language below



Yesterday	last night	last week
last year	last Monday	a month ago
a week ago	a year ago	three days ago



PLANNING YOUR LEARNING

At the beginning of this unit ask your students to complete this part and check scores.

After that, encourage them to improve their listening skills. Set goals and objectives in order to help them to be confident about their learning process.

PREVIEW

First. Ask the students describe some weird situations that happened to them. After that, play the video tape at least twice and discuss the questions stated in this question.

ACTIVITY 1: TIME EXPRESSIONS

METACOGNITIVE STRATEGY: OVERVIEWING AND LINKING WITH ALREADY KNOWN MATERIAL

: Talk about some normal time expressions in your city. After that, play the video tape and make your students complete this activity. Also, this activity contains paying attention (metacognitive strategies)



ACTIVITY 2: GREAT INVENTIONS

c. Listen and read

Great inventions

There are great inventions throughout the time that are served to improve people's life. There are thousands of objects and advances that made life easier as the following:

The cotton gin

In 1793, Eli Whitney watched slaves picking the seeds from cotton. He thought about a way to do this job faster and economical

The steamboat

It was created in 1765 by Robert Fulton, which went from New York to Albany the first time.

The telephone

Alexander Graham Bell tried to make an aid for the hard of hearing. His efforts instead lead to the invention of telephone in 1876.

The light bulb

Probably the greatest inventor in history, Thomas Alva Edison developed hundreds of devices, one of the hundreds device is the light bulb in 1879.

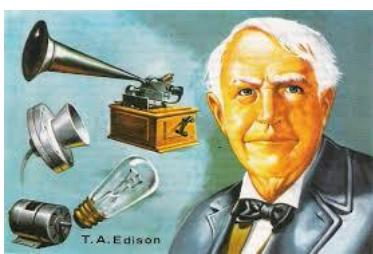
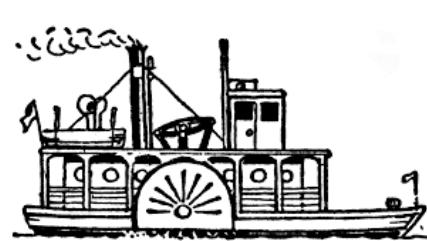
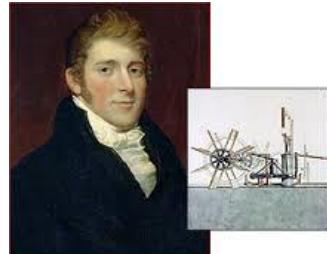
The airplane

After years of experimenting with flying machines, the Wright brothers finally constructed one that worked in 1903.



UNIVERSIDAD DE CUENCA

d. Place the pictures in the chart below.





<u>YEAR</u>	<u>INVENTOR</u>	<u>INVENTIONS</u>
<u>1903</u>		
<u>1765</u>		
<u>1876</u>		
<u>1879</u>		
<u>1793</u>		

ACTIVITY 3: QUESTIONING

By looking at the previous activities think about the following

In the last decade what other great inventions appeared? Do you know any of them? Which ones?	
What was one of the greatest inventions of all time?	
Have you heard stories about successful men or women who have changed the world?	
If you had the chance to create something new. What would it be?	



ACTIVITY 2: GREAT INVENTIONS

METACOGNITIVE STRATEGY: PAYING ATTENTION

First play audio track and make your students read the given text and at the same time listen to the audio tape.

ACTIVITY 3. QUESTIONING

METACOGNITIVE STRATEGY: OVERVIEWING AND LINKING WITH ALREADY KNOWN MATERIAL

In this activity your student are going to answer some general questions about technology and related issues. Give them enough time in order to complete this activity.



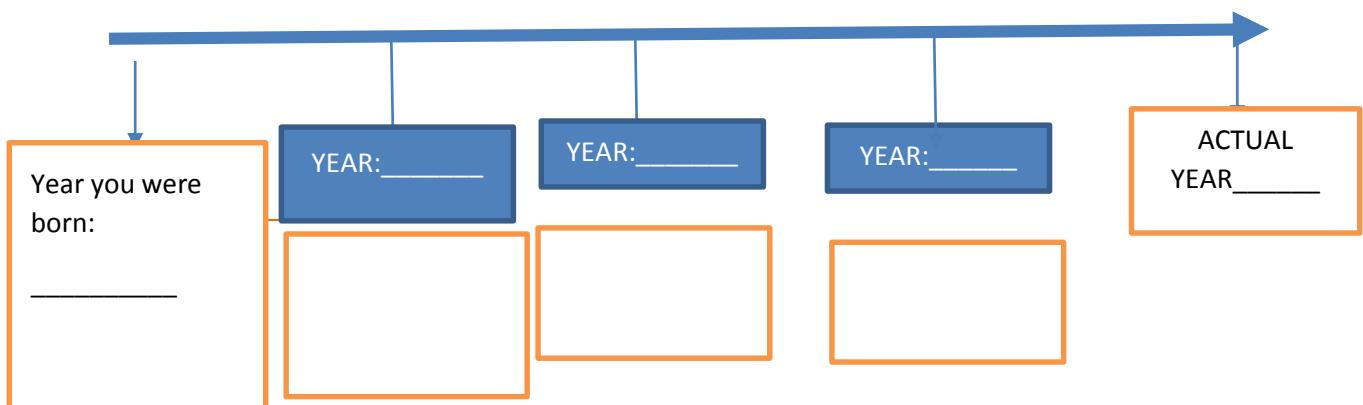
ACTIVITY 4: LISTENING AND CALCULATING AGES

Interview five people in your family and calculate how old they are

<u>Name</u>	<u>Year you were born</u>	<u>His or Her Age at that time</u>	<u>Deduce how old is he or she?</u>
JAMES	2004	34	46

ACTIVITY 5 TIMELINE

Write down three important dates in the past for you, explain to the class why they are important.





ACTIVITY 4: LISTENING AND CALCULATING AGES

METACOGNITIVE STRATEGY: SEEKING PRACTICE OPPORTUNITIES

It is very important to do this activity in any place outside the classroom. That is because they need to understand the use of this given material in their lives.

ACTIVITY 5: TIMELINE

METACOGNITIVE STRATEGY: LINKING WITH ALREADY KNOWN MATERIAL

The students are going to complete this activity by using what they remember.

POST CONTENT EVALUATION

At the end of this activity your students can evaluate themselves and check their own progress. Encourage them to be honest as much as possible, It's important to make them notice the use of metacognitive strategies in order to improve their listening skills.



UNIVERSIDAD DE CUENCA

POST CONTENT EVALUATION

Select the option from 1 to 4 according to your opinion

1. *Substantially*

2. *Some*

3. *Little*

4. *Nothing*

UNIT 5

Did he call her again?

AFTER FINISHING

QUESTIONS	1	2	3	4
Do you know how to describe actions in the past				
Can you tell what happened in different times in the past?				
Can you pronounce correctly the past form of the verbs (regular/irregular)?				
Can you characterize past actions in real life circumstances?				

ADD UP YOUR SCORES

My final score is:

Score	DESCRIPTIONS
19 - 20	Poor
16 - 18	Regular
13 - 15	Fair
8 - 12	Good
4 - 7	Excellent



UNIVERSIDAD DE CUENCA

UNIT 6

I really had a great
time

GOALS	At the end of this unit, your students will be able to
	Identify and describe jobs and occupations
	Talk about their favorite job or occupation
	Describe past events related to jobs and occupations



PLANNING YOUR LEARNING

BEFORE STARTING

1. Excellent 2. Good 3. Average 4. Low 5. Poor

UNIT 6

I really had a great time

QUESTIONS	1	2	3	4	5
Can I talk about occupations and jobs?					
Can I describe people's jobs and occupations?					
Can I characterize past events related to jobs and occupations?					
Can I talk about weird situations that happened to me?					

ADD UP YOUR SCORES

My score is:

Score	DESCRIPTIONS
19 - 20	Poor
16 - 18	Regular
13 - 15	Fair
8 - 12	Good
4 - 7	Excellent

 PREVIEW

Watch the following video and listen to the jobs and occupations

- *What would be your favorite occupation?*
- *In pairs talk about your parents occupations.*

ACTIVITY 1 OCCUPATIONS



Read the words on the left side and write the correct letter next to each definition.

1	Firefighter		A person who works in a laboratory and does experiments.
2	Scientist	18	Someone whose job it is to welcome people at a hotel.
3	Carpenter		A person who makes things out of wood and repairs them.
4	Police officer		A person who teaches at a primary school, high school or university
5	Judge		A person whose job it is to advise people about legal problems and defend them in court.
6	Seller		A well prepared person who does operations in a hospital.
7	Chef		A person who makes melodious sounds.
8	Teacher		A trained person engaged in a branch of engineering.
9	Pilot		One who practices any of the fine arts like painting or music.
10	Driver		A person who writes as an occupation.
11	Writer		A person who cares of animals.
12	Translator		A person who translates into another language.
13	Vet		A person trained in pharmacy and licensed to practice.
14	Lawyer	10	One that drives, as the operator of a motor vehicle.
15	Doctor		One who operates or is licensed to operate an aircraft in flight.
16	Engineer		One who judges in the supreme court.
17	Pharmacist		A person who takes care of the city order.
18	Receptionist		One that sells, a vender
19	Singer		One who cooks (food) for eating by applying heat.
20	Artist		A member of the fire department who fights fire.



PLANNING YOUR LEARNING

First. Ask the students about describing professions and occupations. Also, if they can describe what skills are necessary for each one of them.

Encourage and motivate your pupils to fill this chart being conscious of their knowledge. Talk about the importance of use metacognitive strategies to enhance their progress.

PREVIEW

Play the video tape and make your students discuss about their parents' professions and occupations.

ACTIVITY 1: OCCUPATIONS

METACOGNITIVE STRATEGY: PAYING ATTENTION

Make your student read to each definition and pay attention to the answers. After that, check answer with them and discuss another occupations that are important in your community.



ACTIVITY 2: LISTENING AND DRAWING PEOPLE'S JOB

c. Listen to these people talking about their previous jobs.

Conversation 1: Tom and Lina

Tom: Hey, Lina tell me about your last job

Lina: It was not very interesting. I worked in a shopping center as a cashier. It was a full time job.

Tom: Was it full of customers all the time?

Lina: Yes, I was sick and tired of that job

Tom: Now, I see.

Conversation 2: Javier and Katherine

Katherine: Where do you work?

Javier: I am not working anymore

Katherine: How come?

Javier: I decided not to work because I started school again?

Javier: I was working as a receptionist at a hotel but it required a full time. I quit because I did not have enough time to study

Katherine: Ooh! You decided well.

Javier: I decided not to work because I started school again.



UNIVERSIDAD DE CUENCA

Conversation 3:

Jane and Mark

Mark: I waited for you two hours that day

Jane: Sorry! It was not my fail!

Mark: My boss told me to work extra time.

Jane: Really! It is so sad. We were very happy shopping at the mall.

Mark: That is why I resigned. I looked for another job and found something better.

Mark: What were you doing at that place

Jane: I was a chef.

Conversation 4: Mary and Lucas

Lucas: HI, how was your vacation?

Mary: It was excellent I went to Madrid with my son

Lucas: Lucky you. How long were you there?

Mark: About a week. But I received a call from my boss telling me to come back immediately to work.

Lucas: It really bothered me, so I decided to quit my job.

Mark: Where were you working?

Lucas: I was working in a restaurant, as a waiter

d. Write down the occupation and draw what you listened to. Use your imagination!!! The first is already done

Tom	Javier	Mark	Lucas
Cashier			



ACTIVITY 2: LISTENING AND DRAWING PEOPLE'S JOBS

METACOGNITIVE STRATEGY: PAYING ATTENTION

Make your student pay attention to the conversation and read each one of them in order to complete the final part.



ACTIVITY 3 **MY FAMILY**

a. Answer the questions about some members of your family.

1. Where were you yesterday at 5:00 P.M.?

I was at a friend's house.

7. Where were you last Saturday?

8. Where was your dad last night?

9. Where was your mom last Saturday?

10. Where were your grandparents last Sunday?

11. Where were some of your cousins last weekend?



ACTIVITY 4: **HAVE A CAN-DO ATTITUDE.**

2 Think positively. Say "I can," not "I can't."

E. Think about your English skills. What can you do in English? Check (✓) the boxes.

- I can speak some English.
- I can understand audiotapes in English.
- I can pronounce English words well.
- I can understand simple readings in English.
- I can speak in front of the class.
- I can write simple sentences in English

3 Compare your results. Did you improve some skills so far? What else can you suggest to help each other improve that skill?

1. _____

2. _____



ACTIVITY 3: MY FAMILY

METACOGNITIVE STRATEGY: SEEKING PRACTICE OPPORTUNITIES

It is very important to do this activity at home. Also, students need to complete each part of these items.

ACTIVITY 4: HAVE A CAN DO ATTITUDE

METACOGNITIVE STRATEGY: THINKING ABOUT LANGUAGE LEARNING

This is the last activity of this booklet. By completing this activity they can notice their progress. Talk to them about the importance of being honest and confident. Point that reflections is a crucial element for learning.

POST CONTENT EVALUATION

At the end of this unit your students can evaluate themselves and check their own progress. Encourage them to be honest as much as possible, It's important to make them notice the use of metacognitive strategies in order to improve their listening skills. Make them compare all the final scores of the booklet and be aware of their own progress.



POST CONTENT EVALUATION

AFTER FINISHING

1 Excellent 2. Good 3. Average 4. Low 5. Poor

UNIT 6

I really had a great time

QUESTIONS	1	2	3	4	5
Can you talk about occupations and jobs?					
Can you describe people's jobs and occupations?					
Can you characterize past events related to jobs and occupations?					
Can you talk about weird situations that happened to me?					

ADD UP YOUR SCORES

My score is:

Score	DESCRIPTIONS
19 - 20	Poor
16 - 18	Regular
13 - 15	Fair
8 - 12	Good
4 - 7	Excellent