

	LICEO CULTURAL MOSQUERA	Código MCP-FR-30
		Versión: 01 Fecha: 20-NOV-2012
	PROYECTO INTERAREAS ÁREA DE INGLES	Página 1 de 10

I.- Identificación

Subject	English
Project's name	"How to approach the students of L.C.M to the English culture and its context".
Date	Mayo 30 de 2017
Members	Andrés Muñoz José Miguel Dávila Herrera Lizeth Ortiz Sonia Chaparro Ana Sannit
OBJECTIVES	-To improve vocabulary skills in primary and secondary school students. -To improve student's vocabulary through the implementation of reading plans.

II.- ESTRUCTURE

INTRODUCCIÓN

This project is carried out in Liceo Cultural Mosquera school, a private school located in the south of the city, locality of Kennedy; there were four researchers who used the theory of reading to design a proposal to teach English as a foreign language to primary and secondary students of this institution. This entire process has an all year round duration in which the theoretical framework is conducted, the classes are planned, the teachers apply their classes following readings' theories, they collect the data from each class, so they can finally analyze it and explain if the proposal showed relevant results in the population or not, and why did it happen.

"Una educación para la convivencia la tolerancia y la vida".

	LICEO CULTURAL MOSQUERA	Código MCP-FR-30
		Versión: 01 Fecha: 20-NOV-2012
	PROYECTO INTERAREAS ÁREA DE INGLES	Página 2 de 10

According to the necessities evidenced during the diagnostic proces, the lack of resources, students with low level of English, very little vocabulary in English, we decided to adopt a model in which the students learn English through reading, considering that students learn in a different way, that is why we adopted reading strategies for the development of this proposal that is carried out with primary and secondary students.

“As children are drawn into culture, ‘what is to hand’ becomes more and more that which the culture values and therefore makes readily available. The child’s active, transformative Reading practice remains, but it is more and more applied to materials which are already culturally formed. In this way children become the agents of their own cultural and social making.” Kress (1997,p.13).

Justification

This project’s objective is to design a reading plan at Liceo Cultural Mosquera school since all the teachers/researchers involve in this project want to start getting involved with goal of getting a high level respect to the vocabulary acquisition to improve reading skills and so apply this knowledge to get high level in the other language skills, then, our responsibility as teachers is not only to assist to the classes and apply them, taking into account the reality of the school and its population, but to give solutions to the necessities observed on this primary and secondary school community, that is how we see the opportunity to work our critical sense and to propose solutions for the problems evidenced.

“Una educación para la convivencia la tolerancia y la vida”.

	LICEO CULTURAL MOSQUERA	Código MCP-FR-30
		Versión: 01 Fecha: 20-NOV-2012
	PROYECTO INTERAREAS ÁREA DE INGLES	Página 3 de 10

Theoretical Framework

Language

(Krammer and Catalano, 2015, p. 327) define Language as the vehicle required for effective human to-human interactions and it yields a better understanding of one's own language. Besides, culture speaking of language refers to the ability of human beings to express their ideas. The concept of language can be related to a tool that humans develop to make communication possible.

This is one of the reasons why it can be said that language is essential for the human being since it allows establishing communication with others of his kind to be able to live as a community. Language is a fundamental way of interaction with whom around us, since across it we can express how we feel, what we need and to give response to our questions. All those by means of a linguistic native code created by the humanity, in the same way without taking into account what type of communication the human beings use, to guarantee the ability of interact in different ways both verbal and nonverbal in order to achieve an aim of communication.

According to Peng, F. (2005, p.48) "Language is a behavior which utilizes body parts: the vocal apparatus and the auditory system for oral language; the brachial apparatus and the visual system for sign language. . . Such body parts are controlled by none other than the brain for their functions." and Sapir, (1921) stated that "Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols."

For this reason, it is valid to state that language is an essential part to our social and daily basis. Therefore, communication is not only verbal, it can present itself by many different means, as the author mentioned, through body language and symbols, then, those facts could be understood and interpreted culturally, each

"Una educación para la convivencia la tolerancia y la vida".

	LICEO CULTURAL MOSQUERA	Código MCP-FR-30
		Versión: 01 Fecha: 20-NOV-2012
	PROYECTO INTERAREAS ÁREA DE INGLES	Página 4 de 10

society could create their own forms of communication according to their necessities.

Language learning

The learning of a second language is essential for the development of the culture, and the process of communication between a society. In addition, the accompaniment of the teachers is important during this learning process keep in mind the different strategies for the teaching of SLA.

According to Kramer. A & Catalano. T. (327) language scholars distinguish between the terms acquisition and learning: 'acquisition' refers to the process of learning first and second languages naturally, without formal instruction, whereas 'learning' is reserved for the formal study of second or foreign languages in classroom settings. One usually distinguishes between the relatively effortless process of SLA by children and the more formal and difficult SLA by adults.

Second language acquisition

According to Krashen (1987), the language is the skill of transmitting ideas and emotions by through of signs and symbols being these the key for a good communication. These signs and symbols are in use for codifying and decoding the information. It is possible to affirm that there are many languages spoken in the world so that, the first language learned by a baby is called mother language or first language (L1). These languages to that the babies listen from his development. For this, any other learned or acquired language is known as the second language (L2). For these reason, the acquisition of a second language makes possible to develop in different social areas allowing enforce a conscious process of accumulation of knowledge by means of different pedagogic strategies and activities that the teacher can development in the classroom. As mentioned (Krashen ,1988, pp. 179) "The best methods are therefore those that supply comprehensible input in low anxiety situations, containing messages that students really want to hear. These methods so not force early production in the second language, but allow students to produce when they are 'ready',

"Una educación para la convivencia la tolerancia y la vida".

	LICEO CULTURAL MOSQUERA	Código MCP-FR-30
		Versión: 01 Fecha: 20-NOV-2012
	PROYECTO INTERAREAS ÁREA DE INGLES	Página 5 de 10

recognizing that improvement comes from supplying communicative and comprehensible input, and not from forcing and correcting production”.

Krashen's theory (1988) with regard to the acquisition of the second language consists of five such principal hypotheses as: the hypothesis that learns acquisition, the hypothesis of Monitor, the hypothesis of Natural Order, the Input hypothesis and the Affective Hypothesis with filter. Being these the principal ones for the development and the constant progress of the second language. These hypotheses allow a good acquisition of the foreign language. Every learned language needs from a variety of cognitive processes that they can be monotonous and progressive during the diary to live of a person. These cognitive skills qualify as writing, speaking, listening and writing where each one fulfills an aim during the learning of the foreign language, it is possible that every human being develops to fullness a good that other one but all abilities are important during the process.

Foreign language acquisition

It is said that primary and secondary students at Liceo Cultural Mosquera school will be learning English as a foreign language, not as a second language, this, taking into account that foreign language involves a group of students learning the target language on a simulated environment, as (Kramer. A & Catalano. T. 2015, pp 327). State: “Foreign language learning and teaching refer to the teaching or learning of a nonnative language outside of the environment where it is commonly spoken.” Even though the ideal scenario would be the one where the students have contact with the target language both, inside and outside of the classroom, the reality of the context is the complete opposite.

“Foreign language education refers to the teaching of a modern language that is neither an official language nor the mother tongue of a significant part of the population.” (Kramer. A & Catalano. T. 2015. pp 327) this word can perfectly explain the context of the school in which this research will be lead on. Thus, since our experience last semester, we could see for ourselves how those kids have not had a real English teacher in a very long time, neither do they have had any contact with the language from their homes, with friends, through television or

“Una educación para la convivencia la tolerancia y la vida”.

	LICEO CULTURAL MOSQUERA	Código MCP-FR-30
		Versión: 01 Fecha: 20-NOV-2012
PROYECTO INTERAREAS ÁREA DE INGLES		Página 6 de 10

music. That leaves us with the certainty that during all the sessions, the only contact that the students will have with English will be at the researcher's classes, only one hour once a week.

1. Pedagogical implementation:

GRADE	1 st TERM	2nd TERM	3rd TERM
Kindergarden	ACTIVITY: - Free reading English tales - English book Reading and writing book (Support material) ✓ Listening activities English music for children: songs, chants	ACTIVITY: - Free reading English tales - English book Reading and writing book (Support material) ✓ Listening activities English music for children: songs, chants	ACTIVITY: - Free reading English tales - English book Reading and writing book (Support material) ✓ Listening activities English music for children: songs, chants, carols. Drams
Transition	ACTIVITY: - Free reading English tales - English book Reading and writing book (Support material) ✓ Listening activities English music for children: songs,	ACTIVITY: - Free reading English tales - English books Reading and writing book (Support material) Tale: The bear went over the mountain	ACTIVITY: READING PLAN PROJECT - Free reading English tales - English book Reading and writing book (Support material) ✓ Listening activities

“Una educación para la convivencia la tolerancia y la vida”.

	LICEO CULTURAL MOSQUERA	Código MCP-FR-30
		Versión: 01 Fecha: 20-NOV-2012
	PROYECTO INTERAREAS ÁREA DE INGLES	Página 7 de 10

	chants	The three little bears.	English music for children: songs, chants, carols
1º	<p style="text-align: center;">ACTIVITY:</p> <ul style="list-style-type: none"> - Free reading English tales - English book Reading and writing comprehension <p style="text-align: center;">Tale: Playing Games: (Support material)</p> <ul style="list-style-type: none"> ✓ Listening activities <p style="text-align: center;">English music for children: songs, chants</p>	<p style="text-align: center;">ACTIVITY:</p> <p style="text-align: center;">READING PLAN PROJECT</p> <ul style="list-style-type: none"> - Free reading English tales - English book Reading and writing book <p style="text-align: center;">Tale: Playing games</p> <ul style="list-style-type: none"> ✓ Listening activities <p style="text-align: center;">English music for children: songs, chants.</p>	<p style="text-align: center;">ACTIVITY:</p> <ul style="list-style-type: none"> - Free reading English tales - English book Reading and writing comprehension -Tales Book - (Support material) <ul style="list-style-type: none"> ✓ Listening activities <p style="text-align: center;">English music for children: songs, chants, carols. Drams</p>

	LICEO CULTURAL MOSQUERA	Código MCP-FR-30
		Versión: 01 Fecha: 20-NOV-2012
PROYECTO INTERAREAS ÁREA DE INGLES		Página 8 de 10

2°	<p style="text-align: center;">ACTIVITY:</p> <ul style="list-style-type: none"> - English book Reading and comprehension - Listening activities - Story tales <p>The students began their activities with music en English, like songs, chants, music for children.</p>	<p style="text-align: center;">ACTIVITY:</p> <ul style="list-style-type: none"> - English book Reading and comprehension - Listening activities <p>With the material included in “Martes de Prueba” the students should to read a short stories to start the reading comprehension activities. For that reason it’s important to explore the English culture, and also the Colombian culture to have an idea about the differences according to the life.</p>	<p style="text-align: center;">ACTIVITY READING PLAN</p> <ul style="list-style-type: none"> - William Shakespeare <p>He wrote at least 37 plays, 154 sonnets and a number of poems! That we know of. In addition there are a number of “lost plays” and plays that Shakespeare collaborated on. This means Shakespeare wrote an average 1.5 plays a year since he first started writing in 1589}</p> <p>English music for children: songs, chants, carols. Drams</p>
3°	<p style="text-align: center;">ACTIVITY</p> <ul style="list-style-type: none"> - English book Reading and comprehension. - Listening activities - Story tales 	<p style="text-align: center;">ACTIVITY</p> <ul style="list-style-type: none"> - English book Reading and comprehension - Listening activities - In each class the students used the material, like 	<p style="text-align: center;">ACTIVITY READING PLAN</p> <ul style="list-style-type: none"> - William Shakespeare <p>William was an important writer in England, whose the students have the opportunity to know about his culture, and</p>

“Una educación para la convivencia la tolerancia y la vida”.

	LICEO CULTURAL MOSQUERA	Código MCP-FR-30
		Versión: 01 Fecha: 20-NOV-2012
PROYECTO INTERAREAS ÁREA DE INGLES		Página 9 de 10

	<p>The students began their activities with music en English, like songs, chants, music for children.</p>	<p>“Martes de prueba”, to takes reference of some little stories of the daily routines, or something that can happen. Moreover after finish the class, the students have a new vocabulary according to the theme view in the class, with this vocabulary they can expand it.</p>	<p>also the importance of his work as a playwright</p> <ul style="list-style-type: none"> - United Kingdom - How to carve a Jack O’ lantern <p>The students can understand the differences between the two different cultures, which both have the English as a native language.</p>
4°	<p style="text-align: center;">ACTIVITY</p> <ul style="list-style-type: none"> - English book Reading and comprehension - Listening activities - Story tales - The students began their activities with music en English, like songs, chants, music for children. 	<p style="text-align: center;">ACTIVITY</p> <ul style="list-style-type: none"> - English book Reading and comprehension. - Daily routine - In each class the students used the material, like “Martes de prueba”, to takes reference of some little stories of the daily routines, or something that can happen. Moreover after finish the class, the students have 	<p style="text-align: center;">ACTIVITY READING PLAN</p> <ul style="list-style-type: none"> - William Shakespeare <p>He is almost universally considered as one of the finest writers in the English language, his contemporaries were not always as impressed.</p> <ul style="list-style-type: none"> - An Easter Story - Valentine’s day - The Independence day in United States

“Una educación para la convivencia la tolerancia y la vida”.

	LICEO CULTURAL MOSQUERA	Código MCP-FR-30
		Versión: 01 Fecha: 20-NOV-2012
PROYECTO INTERAREAS ÁREA DE INGLES		Página 10 de 10

		a new vocabulary according to the theme view in the class, with this vocabulary they can expand it.	This Reading plan is important to understand, because it help to interpret the different culture in USA from our culture.
5°	<p style="text-align: center;">ACTIVITY: RHYTHMS Get familiar with English</p> <p>Pick some of your favourite international artists and listen to plenty of songs with English lyrics. This will allow you to get used to hearing the language, focus on your pronunciation and understand the different rhythms and tones of English.</p> <p>Break it down In addition to digesting the music, it's important that you review the lyrics on a regular basis. Break the song down, word by word, and try to master each word so that it becomes part of your vocabulary. Of course, there's no</p>	<p style="text-align: center;">ACTIVITY: READING COMPREHENSION</p> <p>With the material included in the module and "Martes de Prueba" the students should be read in order to develop the following skills:</p> <ul style="list-style-type: none"> -Identify upper and lower case letters, their sounds and names -Recognize names and words in context; read own name, read picture icons to select computer programs -Join in familiar stories, songs & poems <p>Connect books read aloud to experiences</p>	<p style="text-align: center;">ACTIVITY: READING PLAN WILLIAM SHAKESPEARE</p> <p>William Shakespeare, also known as the "Bard of Avon," is often called England's national poet and considered the greatest dramatist of all time. Shakespeare's works are known throughout the world, but his personal life is shrouded in mystery</p> <p>According to the five tragedies of Shakespeare: Macbeth, Cymbeline, Hamlet, Romeo and Juliet and Othello, every student exposed short information about general aspects like: Time, place, protagonists, tone, genre, etc</p>

"Una educación para la convivencia la tolerancia y la vida".

	LICEO CULTURAL MOSQUERA	Código MCP-FR-30
		Versión: 01 Fecha: 20-NOV-2012
PROYECTO INTERAREAS ÁREA DE INGLES		Página 11 de 10

	<p>better way to practise your pronunciation than to sing along. It doesn't matter if you're the worst singer in the world, singing can help you remember your new words and get used to saying them.</p>	<p>-Put three events in sequence using pictures, use illustrations to tell stories, begin to make meaningful predictions</p>	
--	---	--	--

GRADE	1 st TERM	2nd TERM	3rd TERM
6°	<p>ACTIVITY: RHYTMS Really listen to the lyrics</p> <p>Songs and lyrics contain useful vocabulary, phrases and expressions – including both everyday language and up-to-date colloquial speech. The language used in lyrics can be casual, tell a simple story or convey strong emotions. These lyrics should help give you a connection to the language, possibly giving you new ways to express your feelings in different situations.</p>	<p>ACTIVITY: READING COMPREHENSION</p> <p>With the material included in the module and “Martes de Prueba” the students should t oread in order to developed the following skills:</p> <ul style="list-style-type: none"> -Read books with simple patterns using phonics, meaning, and picture cues -Read independently for short periods of time and point to words as she/he reads -Retell a story with approximate sequence 	<p>ACTIVITY: READING PLAN WILLIAM SHAKESPEARE</p> <p>A Shakespearean tragedy is a play penned by Shakespeare himself, or a play written in the style of Shakespeare by a different author. Shakespearean tragedy has got its own specific features, which distinguish it from other kinds of tragedies. It must be kept in mind that Shakespeare is mostly indebted to Aristotle's theory of tragedy in his works.</p>

“Una educación para la convivencia la tolerancia y la vida”.

	LICEO CULTURAL MOSQUERA	Código MCP-FR-30
		Versión: 01 Fecha: 20-NOV-2012
PROYECTO INTERAREAS ÁREA DE INGLES		Página 12 de 10

	<p>Break it down In addition to digesting the music, it's important that you review the lyrics on a regular basis. Break the song down, word by word, and try to master each word so that it becomes part of your vocabulary. Of course, there's no better way to practise your pronunciation than to sing along. It doesn't matter if you're the worst singer in the world, singing can help you remember your new words and get used to saying them.</p>	<p>and identify main characters</p> <p>-Begin to build sight word vocabulary</p> <p>-Read simple then more difficult early-reader books and read independently for 10 to 15 minutes</p>	<p>According to the five tragedies of Shakespeare: Macbeth, Cymbeline, Hamlet, Romeo and Juliet and Othello, every student exposed specific information about general aspects like: Time, place, protagonists, tone, genre, etc</p>
7°	<p style="text-align: center;">ACTIVITY: RHYTHMS</p> <p>Sing from memory After a while, you should find that you're starting to memorise the song. And then you're ready to take the next big leap – try singing the song without looking at the lyrics. By this point, you should be able to find that you can embrace your new vocabulary and start including it in your</p>	<p style="text-align: center;">ACTIVITY: READING COMPREHENSION</p> <p>With the material included in the module and "Martes de Prueba" the students should t oread in order to developed the following skills:</p> <p>-Identify basic genres (fiction, nonfiction, poetry)</p>	<p style="text-align: center;">ACTIVITY: READING PLAN WILLIAM SHAKESPEARE</p> <p>In William Shakespeare's Romeo and Juliet, a long feud between the Montague and Capulet families disrupts the city of Verona and causes tragic results for Romeo and Juliet. Revenge, love, and a secret marriage force</p>

"Una educación para la convivencia la tolerancia y la vida".

	LICEO CULTURAL MOSQUERA	Código MCP-FR-30
		Versión: 01 Fecha: 20-NOV-2012
PROYECTO INTERAREAS ÁREA DE INGLES		Página 13 de 10

	<p>everyday speech.</p> <p>Break it down In addition to digesting the music, it's important that you review the lyrics on a regular basis. Break the song down, word by word, and try to master each word so that it becomes part of your vocabulary. Of course, there's no better way to practise your pronunciation than to sing along. It doesn't matter if you're the worst singer in the world, singing can help you remember your new words and get used to saying them.</p>	<p>-Retell the main idea of a story and participate in group discussions</p> <p>-Use basic punctuation when reading orally, notice own errors and begin correcting own mistakes</p> <p>-Read words using consonant blends; identify compound words and understand the meaning of contractions</p>	<p>the young star-crossed lovers to grow up quickly — and fate causes them to commit suicide in despair. Contrast and conflict are running themes throughout Shakespeare's play, Romeo and Juliet — one of the Bard's most popular romantic tragedies.</p> <p>According to tragedy of Shakespeare: Romeo and Juliet, every student exposed a scene of the each act in the work, they talked about general aspects of the work.</p>
8°	<p style="text-align: center;">ACTIVITY:</p> <p>Making Mental Images Visualizing helps the students to experience the text in ways that make it personal to them. No two people will hear the same text and envision it the same way. Visualizing also helps readers remember what they've read because it attaches a vivid picture to the written word.</p>	<p style="text-align: center;">ACTIVITY:</p> <p>Asking Questions: A good question begs an answer. One of the things that good readers do is ask themselves questions as they read. This makes them want to keep reading to find the answer.</p> <p>Summarizing: Teaches to the students how to discern</p>	<p style="text-align: center;">ACTIVITY:</p> <p>Role play Macbeth by William Shakespeare The role play "Help students to understand that there are casual relationships between people behavior and the outcomes of events" (Drake & Corbin, 1993). This understanding is enhanced because the consequences of behaviors can be</p>

“Una educación para la convivencia la tolerancia y la vida”.

	LICEO CULTURAL MOSQUERA	Código MCP-FR-30
		Versión: 01 Fecha: 20-NOV-2012
PROYECTO INTERAREAS ÁREA DE INGLES		Página 14 de 10

	<p>Mental images can change as we read through the text (much like our predictions can change), creating a “movie in the mind”.</p> <p>Students can use that knowledge and apply it to help them comprehend the texts they read; like "Martes de Prueba"</p>	<p>the most important ideas in a text, how to ignore irrelevant information, and how to integrate the central ideas in a meaningful way, this strategy teaching students to summarize improves their memory for what is read.</p>	<p>immediately observed and self-image.</p> <p>Role-play is any speaking activity when you either put yourself into somebody else’s shoes, or when you stay in your own shoes but put yourself into an imaginary situation.</p> <p>Imaginary people: The joy of role-play is that students can ‘become’ anyone they like for a short time, for example: Macbeth by William Shakespeare, students can also take on the opinions of someone else; also students can use "imaginary situations" functional language for a multitude of scenarios can be activated and practiced through role-play. for example, in Macbeth, students can use specific places like: castle, desert, park, house etc.</p>
9°	<p style="text-align: center;">ACTIVITY: Making Inferences</p> <p>Inferring could simply be defined as “reading between the lines”. It’s</p>	<p style="text-align: center;">ACTIVITY: Text-to-World:</p> <p>Things we read can remind us of events happening in our world.</p>	<p style="text-align: center;">ACTIVITY: Role play Cymbeline by William Shakespeare</p> <p>The role play "Help students to understand</p>

“Una educación para la convivencia la tolerancia y la vida”.

	LICEO CULTURAL MOSQUERA	Código MCP-FR-30
		Versión: 01 Fecha: 20-NOV-2012
PROYECTO INTERAREAS ÁREA DE INGLES		Página 15 de 10

<p>what the students can guess is going on, even if the author doesn't spell it out. The students may have to infer the setting of the book, characters' feelings, the lesson or moral of the story, or the author's purpose.</p> <p>Words to learn from the specific article:</p> <ul style="list-style-type: none"> • A semantic map: is a graphic organizer that helps students visually organize the relationship between one pieces of information. <p>Researchers have identified "this strategy as a great way to increase students' grasp of vocabulary words".</p> <p>Sematic mapping can be used as a pre-reading activity to active prior knowledge, or to introduce key words.</p>	<p>It might be something from history, something currently happening in our church/schools, or in our community. Students can use that knowledge and apply it to help them comprehend the texts they read; like "martes de prueba"</p> <p>A good text-to-world connection might be: For example: -This reminds us of something we heard on the news -we think this has happened in history before -This is the same problem we're facing right -</p> <ul style="list-style-type: none"> • Re-read. • Context clues: use picture or sentence(s) surrounding the unknown word offer to help you comprehend now in Colombia 	<p>that there are casual relationships between people behavior and the outcomes of events" (Drake & Corbin, 1993). This understanding is enhanced because the consequences of behaviors can be immediately observed and self-image.</p> <p>Role-play is any speaking activity when you either put yourself into somebody else's shoes, or when you stay in your own shoes but put yourself into an imaginary situation.</p> <p>Imaginary people: The joy of role-play is that students can 'become' anyone they like for a short time, for example: Cymbeline by William Shakespeare, students can also take on the opinions of someone else; also students can use "imaginary situations" functional language for a multitude of scenarios can be activated and practiced through role-play. for example, in Cymbeline,</p>
---	--	--

"Una educación para la convivencia la tolerancia y la vida".

	LICEO CULTURAL MOSQUERA	Código MCP-FR-30
		Versión: 01 Fecha: 20-NOV-2012
	PROYECTO INTERAREAS ÁREA DE INGLES	Página 16 de 10

			students can use specific places like: castle, park, house etc.
10°	<p style="text-align: center;">ACTIVITY:</p> <p>Use pictures to retell the story and help your students to remember main plot points, characters and events of the text. Here's how:</p> <p>To prepare, you'll need to make a worksheet of a bunch of pictures that are labeled with either numbers or letters. Make sure that there are spaces or lines immediately below the pictures so your students can label the pictures based on what they see. Depending on the level of your students, you can turn the labeling exercise into the perfect drill for practicing spelling and sentence construction.</p>	<p style="text-align: center;">ACTIVITY:</p> <p>When we think about reading comprehension materials, stories and short stories are usually the top resources that come to our minds. However, ESL teachers can do some hands-on activities to encourage students to read and thrive in a fun environment.</p> <p>The treasure hunt reading comprehension game does just the trick. To play:</p> <ol style="list-style-type: none"> 1. Hide different treasures (cards, small balls and beanies) in the classroom or schoolyard. 2. Write a short story and clues that tell where to find each treasure. 3. Divide students in 	<p style="text-align: center;">ACTIVITY:</p> <p>Let's help students to personalize the "read information" in applicable and meaningful manners with fun reading comprehension activities.</p> <p>In the process, you will have opportunities to clarify misunderstandings, discuss points of ambiguities and enhance students' vocabulary, word usage and interpretation skills.</p> <p>Who knows, with a few dashes of drama, entertainment and creativity, your ESL students will "read" happily ever after</p> <p>This time the students make a play about OTHELLO's tragedy by</p>

"Una educación para la convivencia la tolerancia y la vida".

	LICEO CULTURAL MOSQUERA	Código MCP-FR-30
		Versión: 01 Fecha: 20-NOV-2012
	PROYECTO INTERAREAS ÁREA DE INGLES	Página 17 de 10

		<p>groups and give them a map and a clue sheet to locate the treasure.</p> <p>The map can be hand drawn or printed. Give unique names to the basic geographic features of the classroom/schoolyard so students can navigate the rain forest or dark caves without getting lost!</p>	Shakespeare.
11°	<p style="text-align: center;">ACTIVITY:</p> <p>This is a great activity, especially for your drama lovers. Story re-creation is about reading a text or story and acting it out to other students.</p> <p>Depending on the level of your students, you can read the story together in class before dividing them into groups for further discussions.</p> <p>If you want to have</p>	<p style="text-align: center;">ACTIVITY:</p> <p>Cause and effect questions help students to think outside the box and better understand the ripple effect of events. Text materials that have a mysterious plot or a historical background are excellent choices because they require students to understand the context of the mystery, the clues and the characters to fully appreciate the thrills of</p>	<p style="text-align: center;">ACTIVITY:</p> <p>Let's help students to personalize the "read information" in applicable and meaningful manners with fun reading comprehension activities.</p> <p>In the process, you will have opportunities to clarify misunderstandings, discuss points of ambiguities and enhance students' vocabulary, word</p>

"Una educación para la convivencia la tolerancia y la vida".

	LICEO CULTURAL MOSQUERA	Código MCP-FR-30
		Versión: 01 Fecha: 20-NOV-2012
PROYECTO INTERAREAS ÁREA DE INGLES		Página 18 de 10

	<p>students figure out the plot on their own, make sure the group you create has members with different English skill sets. In other words, you don't want to put all the strong readers in one single group. Spread them out so they can help others to succeed.</p>	<p>crime solving.</p> <p>Give this interesting <u>crime scene</u> a try by reading it together with your students in class. The story also ends with the question: <i>Why isn't Inspector Coderre satisfied with Ms. Webb's version of the event?</i></p> <p>Divide students in groups and answer this question together:</p> <p>1. Create a cause and effect map to capture the first part of Ms. Webb's testimony, which ends right before the sentence, "The inspector was very sympathetic and told her that it was very natural to not want to damage somebody's property."</p>	<p>usage and interpretation skills.</p> <p>Who knows, with a few dashes of drama, entertainment and creativity, your ESL students will "read" happily ever after!</p> <p>This time the students make a play about HAMLET's tragedy by Shakespeare.</p>
--	---	--	--

2. Evidences of the experience

"Una educación para la convivencia la tolerancia y la vida".

	LICEO CULTURAL MOSQUERA	Código MCP-FR-30
	PROYECTO INTERAREAS ÁREA DE INGLES	Versión: 01 Fecha: 20-NOV-2012
		Página 19 de 10

When it comes to finding teaching and learning strategies for foreign language acquisition, we found that Liceo Cultural Mosquera School is a good place to put them into practice, since the teacher will be constantly working with many students who have very different learning styles as well as their own pace to learn a new language.



3. Indicators and monitoring

1. The students will identify the unknown vocabulary with the help of visual material (a caterpillar taped on the board), videos and a worksheet that they will complete.
2. The students will identify the context clues through posters with images, videos and colored worksheets that they will make.
3. Students will be able to create a short flashcard book using all the key words given in class during every term.

“Una educación para la convivencia la tolerancia y la vida”.

	LICEO CULTURAL MOSQUERA	Código MCP-FR-30
		Versión: 01 Fecha: 20-NOV-2012
	PROYECTO INTERAREAS ÁREA DE INGLÉS	Página 20 de 10

José Miguel Dávila Herrera
Responsable del proyecto

Nubia González
Coordinación académica

CONTROL DE CAMBIOS

CONTROL DE CAMBIOS EN EL DOCUMENTO		
FECHA	VERSIÓN	DESCRIPCIÓN DEL CAMBIO
30-MAY-2017	03	Los cambios efectuados en el proyecto interareas fue en su totalidad comenzando por el nombre del proyecto, seguido de esto se cambiaron las actividades ya que como tambien se realizo un cambio en todo el plan de estudios. El proyecto interáreas de inglés se reestructuró con el fin de que el estudinate comprenda la segunda lengua partiendo de lectura de textos partiendo de sus gustos, intereses y necesidades del context. De igual manera se involucran actividades que le permiten al estudinate tener una visionde temas mundiales involucrando el inglés. SE plantean actividades para cada curso y para cada periodo.

AUTORIZACIONES

AUTORIZACIONES		
ELABORADO POR	REVISADO POR	APROBADO POR
FIRMA NOMBRE: CARGO: JEFE DE ÁREA Fecha: 30 MAYO-2017	COMITÉ DE REVISIÓN DOCUMENTAL	ROSAURA BECERRA PALACIOS RECTORA

“Una educación para la convivencia la tolerancia y la vida”.

	LICEO CULTURAL MOSQUERA	Código MCP-FR-30
		Versión: 01 Fecha: 20-NOV-2012
PROYECTO INTERAREAS ÁREA DE INGLES		Página 21 de 10

	SECRETARIO	
--	------------	--

COPIA CONTROLADA

“Una educación para la convivencia la tolerancia y la vida”.