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UNIVERSIDAD AUTÓNOMA DE NUEVO LEÓN



UNIVERSIDAD AUTÓNOMA DE NUEVO LEÓN  
Facultad de Filosofía y Letras

Área de Estudios de Posgrado

Maestría en Lingüística Aplicada a la Enseñanza de Lenguas Extranjeras

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**ANALYSIS OF LEARNING OUTCOMES OF A FOREIGN LANGUAGE IN  
ADULTS WITH A DISTANCE EDUCATION METHOD**

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Ciudad Universitaria, San Nicolás de los Garza, N.L., a mayo de 2021



**ACTA DE APROBACIÓN**

(De acuerdo al RGSP aprobado el 12 de junio de 2012 Arts. 77, 79, 80,104, 115, 116, 121,122, 126, 131, 136, 139)

**PROPUESTA DIDÁCTICA**

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## **Abstract**

Nowadays, the importance of learning a foreign language has increased, so, not only young students need to study a foreign language for being well prepared to face their challenges, but also adult pupil. For them, it is important to be prepared and the teacher's job is to guide them and to support them. For this, we try to find the skills and attitudes needed by adult learners a foreign language and the challenge that it represents for them.

This project is based on the "Analysis of Learning Outcomes of a Foreign Language in Adults with a Distance Education Method". This research was carried out in a Community Center in Salinas Victoria, Nuevo Leon.

The purpose of this research it is to Design a pedagogical proposal to facilitate learning English as a foreign language in the group of adults considered in the study taking into account the influence of age in foreign language learning in adulthood as well as the difficulties faced in language learning, the advantages, the importance of motivation in foreign language learning, and the long period without studying, because their age of the most part of the students has. It means that, most of them, are in adulthood, it's the reason of the Action Research Method, with the purpose of finding the appropriate way to help students improve their learning.

**Key words:** distance education, foreign language learning, adult students, and critical period hypothesis.

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## **Introduction**

This project is based on the "Analysis of Learning Outcomes of a Foreign Language in Adults with a Distance Education Method". The purpose is to learn about the influence of age in foreign language learning in adulthood, difficulties faced in foreign language learning, advantages, importance of motivation in foreign language learning, and enough time for studying by themselves, in their home. Besides, it was important to find the appropriate method that would help these students to improve their learning.

One way to achieve meaningful learning in a foreign language is to employ favorable techniques. It is also important to understand which the internal processes in learning a foreign language are. Those are the reasons of making an allowance for the different methods and strategies for foreign language learning. There are some circumstances that could influence learning, such as the social and classroom environments, and if learning has been acquired during students' childhood or adulthood.

In this study, it was important to observe students' development. They are high school students, of different ages; therefore their learning is completely different. The differences in the students learning were identified in order to know if there exist some factors bound not only to their age but to motivation, and social environment, among others. Frequently the complexity of foreign language learning can be harder for the adults because of maturity and cognitive changes as Kim (2008) states; he says that there are personal and social benefits when learning

happens, and that by promoting health and integration, the quality of life may increase.

Nowadays learning English as a foreign language (FL) is currently undertaken by a rising number of older adults, then, this project attempts to analyze a more appropriate way of learning for them.

As claimed by Artieda & Muñoz, (2013) learners' age may be the factor that has received the most attention in the area of adult learning, but it is not the only variable that plays a significant role. A second individual difference that has been considered a strong determinant of success among adult learners is motivation, also frequently examined in the research.

## CHAPTER 1

The first chapter it is based in finding the way to know about the previous knowledge of the students (talking about as an English language as foreign language), in order to:

- Achieve their learning needs for the best methods for their learning.
- The time that students spend on their own learning.
- The reason that prompted to the students to continue studying.
- The age, motivation, and others as a factor of learning, the 50 minutes class time per week in person at the Community Center.
- And the teacher as a facilitator of their learning didactic materials. (Most of them are not included in the syllabus, are adapted or modified according their needs).
- Identifying the development of the English learning process in young people and adults.
- Some authors mention that it is almost impossible to learn a foreign language, but by other hand, others mention the opposite.



## CHAPTER 1. PROBLEM STATEMENT

This study, named *Analysis of Learning Outcomes of a Foreign Language in Adults with a distance education method*, has the aim to analyze the case of a group of adults and young adults (from 15 to 47 years old) learning a foreign language, to reflect on the attitudes and beliefs about learning English as a foreign language, the time that the students spent studying it, how it affected their learning and how motivation could help them in some cases. For this reason, it was important to know how these students achieved their goals, how the teacher helped them and look for material that could help them improve their language learning.

One of the most important problems faced in this project is the age of the students, as Boping Yuan (2003) says; adults could lose their ability to learn a foreign language after certain age. In addition to this, Lightbown & Spada (2013) mention that there is a Critical Period Hypothesis (CPH) where it is almost impossible to acquire a language, if children do not do it during their infancy, or as in other cases if there is deafness or extreme isolation, and Abello-Contesse (2009) states that the optimal age for a foreign language learning is at puberty.

On the other hand, Scheffler (2008) mentions that success for adult learners and perfect mastery of the language should not be the main objective of the students, the success might be to acquire the communication ability in order to use the foreign language when they travel; talking about the success of the other skills, learning can be measured by the goals that the students set by themselves.

Marinova-Todd, Marshall and Snow (2000, p. 10), claim that "the misconception

that adults cannot master a foreign language is as widespread as it is erroneous". The expectations about learning for adults depend on cognition, and emotions as Baxter, (1999); Kegan, (1982, 1994); Loevinger, (1976) and Perry, (1970) mention, that during more than 40 years certain researchers have demonstrated that adults can continue their learning and develop interpersonally, cognitively and emotionally, and they can follow moving through predictable patterns of increasingly complex ways of constructing meaning (p. 27). Besides, Ellis & Sagarra (2010) mention that motivation plays an important role for adults when learning a foreign language, their language acquisition typically falls far short of native-like competence.

It was observed that the students considered as participants in this study had difficulties for learning English as a foreign language: they are adults who belong to a Distance Education Program, who deal with motivation issues and who did not have appropriate facilities and equipment in the Community Center where they studied. They had a 50 minute class on Saturdays and had some activities to work on during the week. They also received feedback through Nexus; an institution Platform, Whatsapp, e-mail, and phone calls.

## **1.1 Literature Review**

Some studies related to learning foreign language in adults are described in this section with the purpose of showing the importance of the present research.

Ricoy and Alvarez (2016) researched about teaching English in basic education to young people and adults. This research had the objective of identifying the development of the English learning process in young people and

adults. It was noted that the pedagogical strategies used in teaching English are linked to traditional methodologies that emphasize the development of routine teaching activities; it was supported in the official language, in the inclusion of a limited variety of teaching resources, as well as in a reduced usage in the infrastructures of the school. The specific objectives were: to determine what type of activities they carried out, to discover the teaching strategies applied in the learning teaching process, to disclose the type of content developed, and to research on the use of teaching resources, and to reveal the space organization and the tendency in classroom grouping. This contribution was enclosed in narrative research, through a case study, of a qualitative nature. The greatest strength of this type of research is that it allows registering and recognizing, from a real environment, the behavior of a small group of people, their situation or the facts under analysis. It has enabled the systematic recording of information from the observed sessions in a field notebook; while the one generated by the interview was transcribed so that it could, in both cases, analyze it.

To obtain the information, this study used the technique of non-participating observation and a script of structured questions, based on research objectives, to conduct the interview with the English teacher. The participants of this study were, in an initial vocational qualification course. In total, 26 people participated in the research. It was a group of 25 students who attended class regularly in the English language subject, as well as their English teacher. About the students: 6 were women and 19 male, and their average age was 19 years. In addition, through a systematic procedure, he transcribed the observations made to a field notebook,

describing in detail the development and work that was being carried out in the class.

It was observed that the activities carried out in the English class by young adults and adult students focused on the grammatical aspects of the language (inciting the memorization of verbs) and the acquisition of vocabulary. These practices Mexican Journal of Educational Research that 397 Teaching English in the basic education of young adult and adult students, were basically addressed in handwritten format, through the realization of multiple and repeated exercises, which the students routinely completed in their notebook or, sometimes, in the photocopies delivered by the teacher. These are standardized activities that do not take into account the uniqueness of young people and adults. In the development of English language activities, with the collective, little variety of teaching resources was used and it was not usual to use printed material that was part of the context of the students: brochures, newspapers, and comics, however, it was perceived that textbooks were very used.

It should be noted that a specific teaching methodology is not used for adult education, to consider the uniqueness of young people and adults, for example, taking into account their experience and involvement in the typology of activities carried out, as the definition of the present study was explained.

Regarding the development of the contents, promoted by the typology of activities carried out, there is a remarkable decompensation between those of a conceptual character and the attitudinal ones. The construction and strengthening

of the attitude content require the development of the process of socialization among people and the internalization of values and norms.

González and Rodríguez (2017) researched about the adults' motivating factors to study a foreign language. The study aimed to look for the reasons adult students study a foreign language and which were the variables that could affect their election. The sample consisted of 90 individuals who were enrolled in foreign language courses in the UNED Associated Center in Pontevedra. The research is framed within the interpretative approach in order to know, analyze and interpret what type of motivation students show in their language training. A quantitative methodology was selected. As a result, the procedure of this research corresponds to the evaluative method, since it is a study of social nature which focuses on measuring or assessing the motivation of students who study a foreign language.

The applied instrument was an adaptation of the Educational Motivation Scale. This instrument included 28 items that evaluated three types of motivation (extrinsic motivation, intrinsic motivation and lack of motivation) and seven subtypes. Regarding the motivation dimension ( $\alpha = .87$ ) the factor analysis determined that the seven subscales corresponding to knowledge-oriented intrinsic motivation, achievement-oriented intrinsic motivation, intrinsic motivation oriented towards stimulating experiences, external regulation, interjected regulation, identified regulation and lack of motivation are consistent for its construct. A demographic questionnaire was also used to collect information on gender, age and education level. The participants were 90 individuals, from which 59 were

women and 31 men. The average age was 42.23 and the ages varied between the ages of 21 and 68.

The results showed significant differences between the variables under study. In addition, they highlighted the importance of enhancing intrinsic motivation and the relevance of the teachers' role in motivating the students' learning process.

It is important to mention that the results showed that there were several factors that play an important role in adults' motivation to learn a foreign language. A few to mention are attitudes, aptitudes, receiving academic recognition, achieving a personal goal, a job promotion, or the desire to become better. Therefore, adult learners need special attention to improve and help their learning process as in the present research.

Another study is the one performed by Valenzuela (2018), he saw that adults and young adults had difficulty in learning, which was based on prejudices about the difficulty of learning English but in the experiences too, because they were exposed to traditional teaching methodologies based on memorization skills that had low effectiveness and affected their motivation too. Therefore his approach was to apply teaching-learning methodologies based on playful and meaningful learning so it would increase the learners' motivation. The objectives of the study were: to implement a ludic teaching methodology for the English learning of the adult population in SENA's complementary courses, to propose a ludic methodology for SENA's English learning complementary courses, to consolidate the ludic as a transversal element for English learning complementary courses, to evaluate the impact of the implemented ludic methodology. A qualitative research

was used: action research and the applied instruments were observations, diary, and the Cambridge Assessment Test. At the end, a statistic comparison was made through the T-student test. The participants of the study were 340 students from Centro de Desarrollo Agroempresarial participants between an age ranged between 16 to 36 years old (both men and women).

The author concluded that the fact of having fun while learning makes a big difference and that it is also an incredible tool for learning and teaching. The author also mentions that it is important to take into account the context and the environment of the learner because there may be limitations and things that make it harder for them to learn. The ludic approach helps a lot with learning concepts; it makes it faster and easier. The action research allows the learner to be more involved with his or her learning process; they do not fear the process anymore.

Glazkova, Markova, and Zaborova (2017) did a research about the problems that students have with distance learning; with the use of technological tools to carry out online classes. Sometimes, for some students it is easy to learn through these means, but for others, it is the opposite, it is difficult to learn perhaps due to lack of material or tools and each one has different kind of learning, among others. This paper aimed to present the results of the survey conducted at the Ural State University of Economics and Ural Federal University (Yekaterinburg, Russia) on student-focused quality indicators: interaction and collaboration; instructional design and delivery; student assessment; student support services. This article is based in a quantitative method since an online survey was used for around 800 students between 19-54 years of age, from two different universities, and was

made in order to improve the quality of online learning. As results, it was reflected that the students do like to experience online learning, most of them had good results when learning and the rest (which were fewer) prefer it in person. In these cases, the role of the teacher is important, since it is a fundamental guide for a person's learning, either in the way that one likes to take both remotely or in person.

Another study is the one did by Brown, Hughes, Keppell, Hard and Smith (2015) who researched about the main difficulties that distance learning students have at the time to enroll in a class. The objectives of the study were: to develop a conceptual framework for identifying the most effective use of various intervention tools, supports and resources at early stages of the study lifecycle, to investigate the experiences of being a first-time distance learner from a student's perspective in their own words, and to produce a set of overarching principles to help institutions enhance distance learner engagement and success. It is based in a mixed methodology with the application of a survey and a five minute-worth video diaries per week. The research findings advise institutions that while some students are open to being engaged by support services, others are not. A future challenge for distance providers is to not only design relevant services that can be made available at the point of need, but to dissuade learners from taking a "lone wolf" approach to distance study from the outset. The findings also indicate that technology now presents distance learners with the opportunity to interact with teachers and peers to an extent that rivals traditional campus-based teaching and learning.



In conclusion, it can be said that adults have certain needs to learn a foreign language, and that they require special material and more time to achieve tasks, compared with their younger classmates. Thus, this type of students is a group with special learning characteristics which are related to their age, as Morales (2018) states.

## **1.2 Importance of the study**

In a panorama dominated by globalization, English is considered as a Lingua Franca because it has become important to face the challenges of the 21st century; where many people in the world uses this language to communicate, in other words, speaking English provides jobs and education opportunities.

For this case, we have to take into account that most of Salinas Victoria Community Center, most of the young and adult students, did not have the previous contact with the English language before. So, if they would have been in contact with the English language in childhood, maybe the learning process of this language could have been easier for them. In the first contact with the language, the teacher has to use her didactic material with images to facilitate the student's learning. The idea of this project is to know how to help them with this problem of learning and motivate them to continue their studies.

As maintained by Nunan (1999), "in traditional classrooms, learners usually have to rely only on the textbook as an aid to language learning. Often these textbooks are not specially provided with interesting visuals and supporting material, and rapidly become boring and uninteresting to the learner" (p. 81).

On the other hand, another reason of this project is to identify the factors involved in learning foreign language learning in adulthood as well as to find a way to help them to provide the necessary tools for students to achieve meaningful learning. One important variable in foreign language learning is age, and how this factor is an influence in it. Moreover, Palea & Bostina Bratu (2015) state that "it seems preferable to refer to a range of factors of age, rather than a single factor age" (p. 431).

As mentioned above about age, the aspect of motivation, "clear learning goals and motivation, as well as the target language and cultural interests, often bring some strong learning motivations to people" (Dai, N, C, 2012, p. 779 in Deng, Zou, 2016).

To talk about motivation is to talk about a process of giving someone a reason for doing something; some students need motivation to help them go through school. As Gardener, D. & Miller, L. (2002, cited in Deng, Zou, 2016) say, some people may have a comprehensive motivation or an inherent interest in the target language; some people may have an instrumental motivation, they treat the target language as a tool or a need, for instance, in order to further learning as well as upgrading. Moyer (cited in Artieda & Muñoz, 2013) mentions that motivation is an important affective factor in adult learners' scores, since this author reports one exceptional learner performing within native speaker controls because of his high integrative orientation and his strong desire to acculturate.

Then, this project may benefit not only students who are adults but teachers who may provide them much better classes considering their students' needs and motivating them to learn a foreign language.

### **1.3 Objectives**

General objective

Implement a didactic proposal for teaching English as a foreign language, based in the specific characteristics and needs of a group of adult students.

\*Target group: the group of students being researched.

### **1.4 Research Questions**

Research questions	Specific objectives
What are the characteristic of the target group expecting to learn a foreign language?	Identify the characteristics of the group of students that expect to learn the foreign language.
What are the difficulties and problems detected in the process of foreign language learning in adulthood, specifically in the target* group?	Detect the problems and difficulties the group of adults considered in the study face when learning a foreign language.
How can the process of learning a	Research about the different methods

foreign language in adulthood be facilitated?	and techniques to teach English to determine the best way to facilitate learning in adulthood.
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In this chapter we will see some concepts about the difficulties faced by adults' students in English language as a foreign language; also, we can see some definitions of learning, foreign language learning, foreign language issues, factors that affect language learning, distance learning, critical period hypothesis in foreign language learning and more concepts concerned about it.

## **CHAPTER 2. THEORETICAL FRAMEWORK**

For this project it was necessary to search different concepts which may show the importance of English as a foreign language and the difficulties faced by adults as students of this foreign language, and the Critical Period Hypothesis as an important factor in learning.

### **2.1. Learning definitions**

As Smith (1999-2020) states, the concept 'learning' has been gaining importance in the educational field over the last three decades, nonetheless, there has not been a lot of research and articles on what it is and what it actually implicates.

Smith (1999-2020) also states that as society changes, the definition of 'learning' has also changed throughout the years. For example, in the 1960s and the 1970s, it was thought as a change in behavior, and in the 1990s it was thought to be a change that could or could not be related to the process of growing as a human. As a result, there are several definitions that have survived and gained popularity in the educational field. In this section two different perspectives of how 'learning' is viewed or considered are discussed.

First, 'learning' is considered as a product. Thompson (2017, Introduction) describes that people who consider 'learning' as a product often consider that learning consists of "...a quantitative increase in knowledge; memorizing or storing information that can later be retrieved; and acquiring facts, skills and methods that can be retained and used as necessary"(Page?). Another author that agrees with Thompson's definition is Nina (2017, Body). She mentions that "...learning as a

product can also refer to [surface approaches](#) in learning, where learning is a) quantitative increase in knowledge, b) memorizing information to be reproduced, and c) acquiring facts, skills and methods to be used later” (page?). She further explains that in a product-centered environment, students may become detached from learning since the product is a grade rather than them actually acquiring knowledge on a subject or matter.

In summary, this perspective of learning focuses in the result of teaching, such as a grade in assessments, tests or homework.

Second, while some consider ‘learning’ as a product, other authors, such as Kelly (2002, Introduction), have considered ‘learning’ to be a process. She has stated that “Learning is a very individual, complex, and, to some degree, an indescribable process: something we just do, without ever thinking too much about it” (p. 1). Another author that describes learning as a process is Thompson (2017, Body). He considers that learning “...might also be seen to involve individuals having to make sense of who they are and develop an understanding of the world in which they live. From this perspective, learning can be seen as a continuing process of participation rather than a discrete instance of acquisition” Bruner (1996, p.146).

Thompson (2017, Body) further describes that when educators consider learning as process they tend to give several other definitions such as the following: “Learning as making sense or abstracting meaning, learning that involves relating parts of the subject matter to each other and to the real world;

Learning as interpreting and understanding reality in a different way, learning that involves comprehending the world by reinterpreting knowledge”.

In this second perspective, learning is considered to be a constant change in behavior and knowledge of a person. Rather than memorizing concepts, students understand them and relate the meaning to real-life-situations that they may encounter.

In summary, both perspectives have positive and negatives characteristics, nonetheless it is important to have knowledge and updated information about them to understand the concept of learning in the educational and academic field.

## **2.2. Foreign language learning**

Nowadays the acquisition of a new language has an important role in our lives. It can be whether to improve the scholar life, or to acquire a better opportunity in the professional area. No matter the language a person chooses to learn or if it is the second or third language that the person is going to learn, there will always be challenges to face.

When a person wants to start learning another language, it is important to take into count some obstacles. Thus, as in every new activity, there is a big motivation at the beginning of the journey. Although time goes by, the learner starts to feel stalled and not good enough to keep the process, such as the lack of motivation. Despite this, it is important to keep in mind the self-confidence factor. Thus, as Noels and Clement have established: “self-confidence can be described

as self-perceptions of communicative competence and concomitant low levels of anxiety in using the second language” (1996, p.214).

Noels and Clement (1996) provided evidence that, in contexts where different language communities live together; the quality and quantity of the contact between the members will be a major motivational factor, determining future desire for intercultural communication and the extent of identification with the FL group. This can happen into a classroom, a neighborhood, with friends or even in the social media.

In addition to motivation, it is also important to encourage the improvement of the foreign language in all the areas. To do this, several of different solutions may need to be used. These solutions cover a range of affective, cognitive, and resource approaches and thus can be seen as complementary rather than as alternatives. For example, when the learners share the same first language in classes, there is necessary to look for options and encourage them to use the foreign language as much as possible (Nation 1997). Otherwise, they will never improve their abilities as much as they could.

Language learning strategies are used to refer to all strategies foreign language learners use in learning the target language and communication strategies are one type of language learning strategies. It follows from this that language teachers aiming at developing the communicative competence of the students and language learning should be familiar with language learning strategies.



That is the reason besides developing the communicative competence of the learners, teachers who train students to use language learning strategies can help them become better language learners. Helping students understand good language learning strategies and training them to develop and use such good language learning strategies can be considered to make a better impact in the process of each one.

Learning a foreign language is never going to be easy, every language has its own richness and only if the person is really committed to learn, he or she will succeed. There will always be techniques and methods to improve but as it has been mentioned, it depends a lot on the persons and their desire to know or look for acquiring it.

Talking about foreign language learning, Ramirez, D. (2016) mentions that, several studies have recently showed evidence of the cognitive benefits of learning a Second Language (L2), which has increased the appeal of this activity among older adults and may position it in the near future as a powerful preventative and therapeutic mechanism to decrease cognitive decline, despite, this field has not yet developed methods and teaching materials directed specifically at this age group and adapted to the group's cognitive, psychological and social characteristics. In fact, empirical researches on older Foreign Language learners are limited and still at a descriptive stage.

Gunderson (2009) mentions that English as a Foreign Language (EFL), is learned in environments, where the language of the certain community and the school is not necessarily English. But referring to EFL, Brown, (2000), Dornyei,

(2001), Ehrman, (1996), Haussermann & Piepho, (1996), Noels, Clement, & Pelletier, (1999), Oxford, (1990), Storch, (2001), Vester, (2002), and Wlodkowski, (1999) said that, the results have had significant implications for foreign language learning that allow modifications in the way learners are instructed today.

### **2.3 Foreign language issues**

Foreign language faced some issues in learning and Ganschow & Sparks (2001) mention that, for many years, foreign language teachers have faced an issue of how to assist learners who struggle to learn a foreign language. In the 1960s Paul Pimsleur referred to this group as "underachievers" and projected that 10-20% of apprentices in a foreign language classroom in the United States are probable to do less well in languages than in their other courses. Nowadays in this country, several federal laws in education have had a significant influence on the foreign language field; as an outcome, there has been increasing cross-disciplinary research on foreign languages by special and foreign languages professors. To sum up, one of the definitions of Foreign Language is mentioned by (Oxford, 1997) as a formal study of another language that is not the official language of the country in which the language is studied.

### **2.4 Factors that affect language learning**

In recent years, learning foreign languages has been of great importance in our society. This is due to different causes such as the globalization process in which we are immersed and also that it brings us advantages in the work aspect as well as achieving some prestige within it. In this way, it can be said that there are

certain factors that affect language learning in order to find a way to cope and improve the performance of one or more languages successfully.

Richards, et al. (1985) define second language acquisition as “the process by which people develop proficiency in a second or foreign language” (p. 252). On the other hand, according to Ellis (1986) some of the many factors that influence language learning are age, aptitude, intelligence, cognitive style, attitudes, motivation, and personality (p. 115).

In this way, Rifai (2010) points out that motivation is an affective variable that influences behavior, therefore it is important to activate the motivation of students since it involves their reasons for wanting to learn a language (p. 5216). Furthermore, Gardner & Lambert (1972) state that motivation can be divided into two general orientations: instrumental motivation and integrative motivation (p. 121). Given this, motivation is such an important factor to take into account since it may be a reason why students do not perform well in the second language.

On the other hand, Khamkhien (2010) reviews many articles that indicate that female students tend to make use of various types of strategies (including affective strategies, memory strategies, social strategies, metacognitive strategies, compensation strategies) more frequently than men (p. 71). According to these articles, it can be seen that there is a remarkable difference between genres, because women look for various strategies that can help them improve their performance in learning the foreign language they are studying.

Clearly, another important factor that affects language learning has to do with the attitude. Then, Ellis (1986) defines attitudes as sets of beliefs that involve

certain factors, such as their culture, the target language culture, the teacher's culture and the learning task that they are asked to do (p. 292). In this way, the positive or negative feelings a student will have toward language will depend on whether they have difficulty or ease of learning. However, Wen & Wang (1996) in their study found out that there are five other factors that affect EFL achievement scores, these include: first language proficiency, second language proficiency, vocabulary learning, ambiguity tolerance, and mother tongue avoidance.

Additionally, Khasinah (2014) points out that age is another important factor to consider since it is believed that children acquire a language more easily than adults (p. 259). However, it is known that this assumption depends on what stage of life the student is. Moreover, Ellis (1986) states that intelligence is an ability to master academic skills that is also immersed in language learning. According to this, learners with high IQ tend to get very good grades (p. 293).

Richards (1985) points out that aptitude, is another factor that indicates a natural ability to learn a language. In addition, he also mentions that language aptitude refers to a combination of varied abilities, such as the ability to identify different sounds in the target language, the ability to recognize the different grammar tenses, etc (p. 154). Furthermore, Richards (1985) also states that learning styles refer to a certain way in which a learner attempts to learn something. In this way, it depends on whether the student learns best by receiving an explanation, which would be an audio learner; or if the student tends to write notes to remember the important things, it would be a kinesthetic learner; and, in other cases, students who learn best by relating concepts to images, which would

be a visual learner. Therefore, according to Khasinah (2014), personality is described as a set of characteristics in which an individual is characterized (p. 264).

It is necessary to take into account all these factors mentioned above since so teachers could take different measures such as making use of various strategies with which the student manages to have a better understanding of the content seen during the course of a foreign language. In addition, it is interesting that it is not only up to intelligence that one student successfully learns one language and another does not as many people believe, but there are many more factors that are involved. In this way, we can say that these factors are an essential part in the process of learning a foreign language.

#### **2.4.1 Importance of student's age in foreign language learning as a second language**

Talking about the role of age in second language learning/acquisition, Bettoni-Techio, M. (2008) mention that, age in SLA has been an important topic in the last decades, in the other hand the critical age in learning as claimed by Penfiel and Robert, (1959) the limit in term of successful language learning was a nine years old and it's due to biological limitations as a brain plasticity lost. Some researchers as Gass, Selinker, (2001), Nikolov; Djigunovic, (2006), identified disadvantages and advantages in Critical Period Hypothesis and they found related to children and adult learners, adult learners are faster than children talking about final achievement but in competencies, children achieve higher levels.

Some authors' mention that the most affected skill in language learning is the pronunciation in the Critical Period and also believes that the sensitive period (SP) that is harder talking about the literature, consistent with that, they mention that there are diverse abilities or fields (Beebe, 1988; Ellis, 1994). As some authors as Bridsong, state, the Critical Period Hypothesis or SP doesn't exist in learning, Bridsong, (2006) on the contrary said that some researches just is a clearly shows reduction of cognitive capacity related with age.

There are also, theories that show us that adults learn in different ways as Ramirez (2016) mentions that some studies focused on older adults have been conducted from the loss-deficit perspective, Wagner (2009) mentions that those studies centers on the causes of cognitive turn down or in a few words what older adults 'are not able to do anymore,' and they have not explored in depth the mechanisms that older learners may use to compensate for any deficit. A 'negative' view of older adults' cognitive abilities can persuade scholars to concentrate their attention on learners who are theoretically not limited by age-related changes and who are, more likely to accomplish high-level results in the learning process.

#### **2.4.2 Distance Learning**

Nowadays, distance learning has a potential impact on education, based on different technologies, opportunities, and necessities. It is important to review the different aspects that can emerge by distance learning like the meaning of this concept, the pros, and cons, and the implementation of it.

As the internet has a huge impact in all industries, colleges, and universities, distance learning gains the popularity every day, expanding different necessities to

teach and learn. The fact is the technologies emphasizes the importance of knowledge, so, education has to be continuously developing for new knowledge, because everything is changing, aspects like globalization, and the most important the education, and for that reason it is necessary to make education available to everybody and motivate all the people to join to this journey of education.

The meaning of distance learning is a process that provides access to learn when the student is separated by time and distance from the university, a classroom, the teacher, or the institution. "Distance learning is a field of education that focuses on teaching methods and technology with the aim of delivering teaching, often on an individual basis, to students who are not physically present in a traditional educational setting such as a classroom" (Buselic, 2012, p. 2).

Distance learning can also refer to another aspect of education, "educational web sites such as those offering worksheets and interactive exercises for children" (Al-Arimia, 2014, p. 2) that means that it can be used as a business sector.

"Distance learning, implementing information technologies, especially through mobile learning, is considered as the present and the future of learning and an integral part of any kind of educational process in the future" (Buselic, 2012, p.9). So, the implementation of this new method in the process of learning has positive and negatives results. In this case the obligation of implementation in this year 2020 due to the pandemic COVID 19. This is a traumatic event, and we need to prioritize mental health, because the situation of this pandemic was unforeseen, and all the movements and personal situation of students had a big impact in the education. So, the reason to employ new methods like distance learning can be the

pandemic, but also it is a necessity to all students and teachers. All the people has to adapt their environment of now a days where are working at home because a actual situation, like the teachers, they must learn in a continuous way the use of new platforms, including the students, they have to adapt a best place in their house to do videoconferences with the teachers and take their classes. Base on that, the teachers are also worrying about student well-being more than ever before and having to figure out how to reach out to them from their own homes. When schools closed abruptly, teachers were forced to design remote-learning plans quickly. "The plans they created were all over the map, says Helenrose Fives, PhD, a professor of educational foundations at Montclair State University and president of APA's Div. 15 (Educational Psychology)" (Weir, 2020)

So, learning using new technology always has challenges, because everything has changed, and we have learn to learn, and redact an essay. The students have to learn different platforms to elaborate their homework. The employees have to learn how to make in a good way their job from home. Distance learning saves a lot of money for the companies. It is flexible, fast and convenient. It saves time, money, and resources. Everyone has to learn how to adapt their lives in pandemic times. Also, it is important to have the faculties to work and learn from home, based on that we cannot go out like we used to. "Every teacher might be using different tools, and that puts a heavy cognitive load on students" (Weir, 2020). It requires a timetable to be organized.

The use of resources and technologies is very important as it increases education accessibility. "Such characteristic offers new opportunities to create very



interesting course material while representing a substantial challenge for the educator for its requirement to rethink the course content in the light of new technologies” (Buselic, 2012, p. 5).

In modern life, the increased popularity of internet and the technology, are receiving all the attention as means of delivering distance learning. “The implementation of distance learning and its supporting technologies require careful planning. This process includes four basic steps: conduction of needs assessment, outlining instructional goals and producing instructional materials, providing training and practice for instructors and facilitators and implementing the program” (Buselic, 2012, p. 7).

Distance learning offers different benefits; it can be evaluated from technical, social, and economic perspectives. Distance learning has benefits like the flexibility and the cost, because students stop spending money on traveling to the university or going out of work. With distance learning the student does not have to travel to attend a class, these courses or programs are flexible (Al-Arimia, 2014).

Another advantage is the convenience because it is easier to find different resources or material like virtual libraries. “Distance learning increases access to learning and training and provides opportunities for updating, and for personal enrichment, improves cost effectiveness of educational resources, supports the quality and variety of existing educational structures, enhances and consolidates capacity. (p. 82, Al-Arimia, 2014). In this way, pupils can develop their role as a committed student; they have more opportunities to find themselves as better

human beings. Distance learning provides education to a more vast number of students; there is an expansion of education access for larger audiences, it can also let students combine education with work or family life, etc.

Nowadays, in modern educational environments, success of distance learning also depends on the perspective of teachers. “Many of them are questioning the effectiveness of online education and refer to time factors and technical problems” (Leontyeva, 2018, p. 3). Then, teachers should consider many factors when planning their classes, so they may motivate their students to learn. Students from disadvantaged backgrounds and those with special needs may face the biggest educational challenges (Weir, 2020), because they may feel not supported or lost, and as a result, they may not learn appropriately or drop out a course, in other words, they may face learning problems. The most important issues in distance learning are teachers’ preparation and students’ attitude. If students do not perceive technology as useful, they will not be open to receive education (Buselic, 2012).

Also, the inability of teachers to develop the necessary skills to adopt a positive attitude is other important problem that affects the distance learning. Likewise, the privacy is affected by this method of distance learning, as the students are more vulnerable in their home, because distance learning is another factor in the personal development. Also, family aspects can obstruct the time zones of the classes in a community center. This process of distance learning “requires forms of institutional support to be projected to distant students” (Al-Arimia, 2014, pp.4).

Distance learning has a great potential to set a high standard for valuable learning experiences in virtual environments. It is also important to know about it, because this century of technology has a big impact on our lives, so, an effective online course has the integration of different tools and resources for students to learn in this way because. Distance learning has the flexibility to learn wherever we are, and the students' success can be improved by themselves.

However, distance learning is not temporary method, is a tool that facilitates the future world Distance education continues to be the fastest growth area within high education. All this process of distance learning must be monitored to develop the best teaching options, and have positive results for students. Some experts are hopeful that this experience could be the shake-up that schools needed to improve education for all children. As this unfolds, we need to look to the research to see what we can learn, and how we can incorporate it into high-quality education.”

## **2.5 Critical period hypothesis**

About to the previous topic, CPH, now, Birdsong, (1999) talks about the cognitive aging and CP as some scholars support the same idea about that, adult's struggles in second language learning it is because a CP where to learn or acquire a foreign language is easier in childhood than adulthood. Others claim that any successes past the CP invalidate this theory. Regardless of which position holds more merit, little is known about second language learning in late adulthood, although analyses of census data have found less English proficiency in individuals who immigrate at older ages, and Bialystok & Hakuta, (1999); Chiswick, (1993, 1997); Stevens, (1999) have suggested that this is due to cognitive decline. Some

investigations show that a lot of skills as attention and de facilities of processing information in memory, going declining throughout the lifespan.

Wilson (et al., 2002), mention that there exists a variation in elders' cognitive skills, and some have shown improved abilities. According, Kusler, (1994), Willis & Nesselroade, (1990), states that older adults are capable of learning, but they may slowly and need more repetition than younger individuals, talking about CPH as other authors mentioned before, Cepik and Sarandin, (2012) mention that, young learners over aged learners in which the CPH claims that they have to face certain difficulties in learning a new language, but it is not impossible, some authors believe that learning after puberty a foreign language, is harder and may decline and the effort and production decreases.

Some researchers mention as Marinova-Todd, Marshall, & Snow, (cited in Cepik and Sarandin, 2012), that one reason regarding the difficulties in learning is because the maturation changes, such as lateralization and plasticity-loss, that brain goes through which in turn affects the processing of a new language. as believed by Grass and Selinker (2008), some authors state that there are reasons why adults do not have the same level of learning a foreign language as a child, these are: neurological, psychological, and cognitive.

On the contrary, Singleton and Ryan (2004) these authors state that learning in relation regarding learning in adulthood, has been as a consequence of some factors, and that is not only because the maturity or neurological or biological factors, in agreement with CPH, but it can be due to lack of motivation, commitment, and support, in comparison with children learning capacity.

Finally, proposals such as the critical period hypothesis (CPH) have been tremendously influential. The CPH, in particular, posits that individuals who start their first-language (L1) acquisition process late, this means after puberty, (we will see the biological reasons for this). This notion has guided research on L2 acquisition, that means, L2 learning in the L2 community and FL learning means, L2 learning in a formal setting in the L1 community, and it has led scholars and instructors to assume that an early onset of the L2/FL learning process is more advantageous than starting the process after puberty, let alone in old age.

From this perspective, the limited research on FL learning in older learners seems justified. Recent works on this issue render CPH notions inapplicable to L2 acquisition and – more importantly in our discussion – to FL learning. In sum, the research on older FL learners is limited; therefore, there is no evidence-based FL methodology specifically directed at this age group. Regardless of any justification for this situation, the absence of teaching techniques adapted to older learners naturally causes feelings of frustration and incompetence in many of them.

## **2.6 Motivation as a factor in foreign language learning**

People's desire to learn English as a foreign language comes from very different needs in their lives. Some people need to learn because of their jobs, others because they have to leave their homes behind and start a new life in a country with a completely different language. For some others, the fact of learning English is linked with daily life; since globalization, the internet, and social media established a bridge between different cultures. Countries where English is not spoken now are teemed by ads, stores, and movies in this language, creating in

people the need to learn English to be able to understand the new environment in which they are living.

Motivation plays an important role in foreign language learning. Learning motivation is a dialectical relationship, which learning can produce motivation, and motivation can promote language learning (Long, Ming & Chen, 2013, p. 136). As Long, Ming & Chen proposed, motivation is an essential part of learning English as a Foreign Language, because the people that commit to study, practice, and improve a language that is totally different from their native language, have demonstrate some interest in learning English for some diverse reasons, and also they are willing to have a positive attitude towards what they are learning.

Attitudes towards a particular language might be either positive or negative. Some learners may have negative attitude towards the second language and want to learn it in order to prevail over people in the community, but generally positive attitude strengthens the motivation (Youssef, 2013, p. 367). As it was stated, the attitude people have towards something is what decide if they success in the learning of that something or not. If people have a positive attitude meanwhile learning process is more probably that they end up acquiring more information, leading them to master that new ability.

Attitude influences over motivation and learning, but there are some other pieces that complete the picture of what motivation is. For authors like Gardner (1985) motivation is not a whole concept, motivation is something you fulfill by following steps or a path of which you are not fully aware of. Motivation of learning

a foreign language is more a state of mind you reach once you set a goal, try hard, desire to attain the goal and have a positive attitude (Gardner, 1985).

Even though in some societies around the world there is a belief that learning English language will assure a better job and by consequent money, a good house and a better life, motivation to learn something, in this case a second language is given by other reasons more than material things or money. Some people started learning English by accident, maybe while playing a videogame, when they discovered a new artist and his/her music, maybe someone started learning this language looking through a bilingual dictionary and their wish to continue their learning took them to ask for English classes, to see videos on YouTube or even to learn by themselves, and in these cases, money had nothing to do. What took them to keep learning was the curiosity, and the attitude they had to this new language.

Adult students often have great motivation and attitude to learn English as a foreign language. Then, there is a necessity to create a Foreign Language teaching methodology, specific for this age group, particularly taking into consideration the recent evidence of the cognitive benefits of FL learning. Hubenthal (2004) mentions some factors that affect elder's language learning; that it is a process that is influenced by an environment. There are some characteristics and factors that can affect their participation in courses and influence their learning. Cognitive changes within aging are determined by the attitudes and effort of the elder's, and at the same time, this determines their success in learning English language skills.

As a result, Hubenthal (2004) mentions that, eventually, motivation and affection are factors that influence learning a foreign language, and he also mentions that anxiety affects the achievement on the elder's students but nothing compares with the desire to learn a foreign language, by the contrary this helps to develop their skills and confidence. Then, Ehrman and Oxford (1995), made a study in which they included some people over the age of 60, they found that self-confidence and motivation are very important factors for endorsing the success in foreign language learning. Although, Moyer (cited in Bongaerts, 2005) investigated some variables that affect learning: motivation, expertise in learning, and linguistic experience and he found that age of acquisition influences their final achievement.

This project is intended to show, what the authors said about (Critical Period Hypothesis) and what it means. As Penfield and Roberts (2014) state that, the Critical Period Hypothesis was introduced by brain surgeons; and they also mention that, a person is more likely to acquire a language if the process is started before the age of nine as the most opportune period for language learning ends before puberty, on the contrary, Singleton (1989) determines the critical period as a limited time in which an individual can learn a certain skill in order to incorporate into her or his behavior; Griffiths (2008) even mentions the probable existence of a sensitive period (SP) instead of a critical period (CP), in this case he said that the Second Language Learning is much probably after this period has passed and that the CPH is more determinative. In chapter two, adult learning is analyzed, as well as the difficulties they face when learning a foreign language. The theory of the critical period hypothesis in learning is also shown.



## **CHAPTER 3. METHODOLOGY**

This project is based on Action Research methodology. Its approach, design, context, and population are described in this chapter, as well as the data, gathering techniques and instruments applied to collect data.

For this project, the authorization of the principal of the Program in a Community Center was requested. First of all a Diagnostic Evaluation test was applied, which was validated and designed by the Direction of Distance Education UANL. Through this diagnostic test, students' learning difficulties were identified. The test contains 7 items (Appendix 1) after doing so, a Middle Term test (appendix 2), which is in process of validation, was applied and its content was designed in congruence with the content of the Learning Unit. This instrument has 25 items (pilot evaluation, because it is in revision), then a survey was applied which was designed by Antje Carlson(year) and was adapted for this group of students. These instruments are shown in the appendix section.

### **3.1 Context and population and sample**

The population consists of a group of high school students, in a Community Center in Salinas Victoria Nuevo Leon. For this project, a 50-students group is under investigation. Of those, 34 are female (68%) and 16 male (32%). The age of those students ranges between 15 and 47 years old. Fifteen to 20 years old are 56%, 21 to 25 years old are 24%, 26 to 30 years old are 4%, 31 to 35 years old are 4%, 36 to 40 years old are 2%, 41 to 45 years are 8% and 46 to 50 years are 2%).

## **3.2 Action Research**

Action research focuses its attention specifically on a practice but in a prolonged period. Some authors as Dana and Yendol-Hoppey (2008) called "doubts" to all what teachers want to analyze. Through investigation, teachers want to discover about their own practices. The authors, who make action research, make it public and examine it. At the same time, they compromise to make something about it. Dewey (1929) believes that action research as a value of the discovering gives a reason to extend an education instructional supervision: "The discovery is never made; it is always making"(p.74), and "each day of teaching ought to enable a teacher to revise and better in some respects the objectives aimed at in previous work" (p.74), in comparison with this author we will see the definition of Action Research in the next point.

### **3.2.1 Action Research definitions**

In the opinion of Mills (2007), some teacher-researchers conduct any research about teaching/learning in order to gather information about the operation of their schools or how they teach and how their students learn. This information is gathered with the intention to develop a reflexive practice and to get information. They attempt to make positive changes in the school environment, in order to improve the students' results and their lives.

Talking about, action research, Goodnough (2011) mentions that action research poses and examines relevant problems, for his own practice in order to create meaning and adopt new pedagogies. At the same time, teacher-researchers reflect on how their actions are impacting students and themselves; and they

create new knowledge concerning to share it. Thus, Lewin (1948) promoted doing research in a natural setting in contemplation to change the setting or actions in it. His process is reflected in today's idea of Action Research as an ongoing cycle of planning, acting, observing, and reflecting on change. As stated by MCFarland & Stansell (1993), Lewin coined the term "Action Research" as a description of a work that did not separate the investigation from their action needed to solve the problem.

To clarify the purpose of action research, Glanz (2007) makes some questions:

What is the purpose of action research?

What do I want to accomplish, or what are my objectives?

Why is such a study important? Why do I want to spend my time doing this?

How will information gleaned from my study help to improve the overall instructional program?

In its own actions, action research engages teachers to actions as collecting, reflecting, and analyzing as a modify practice. By doing so, teachers can use the cycles of the clinical model as pre-observation, extended observation, and post-observation conference. Thus, the explanation about action research, as believed by McKay (1992), Johnson's (1993) points to its cyclical nature:

Action research is a deliberate, solution-oriented investigation that is a group or personally owned and conducted. It is characterized by spiraling cycles of problem identification, systematic data collection, reflection, analysis, data-driven action taken, and, finally, problem redefinition. The linking of the terms "action"

and "research" highlights the essential features of this method: trying out ideas in practice as a means of increasing knowledge about and/or improving curriculum, teaching, and learning. Glanz (2007, p. 3).

As claimed by Zepeda, (2015), action research enables teachers to examine real-life practices and experiences in the very place in which these practices and experiences occur: the classroom.

Use a systematic approach (which may become a cyclical and continuous vehicle for ongoing action research);

Develop deeper meanings about their practices with the assistance of a colleague;

Experiment with their practices based upon extended reflection and analysis of data;

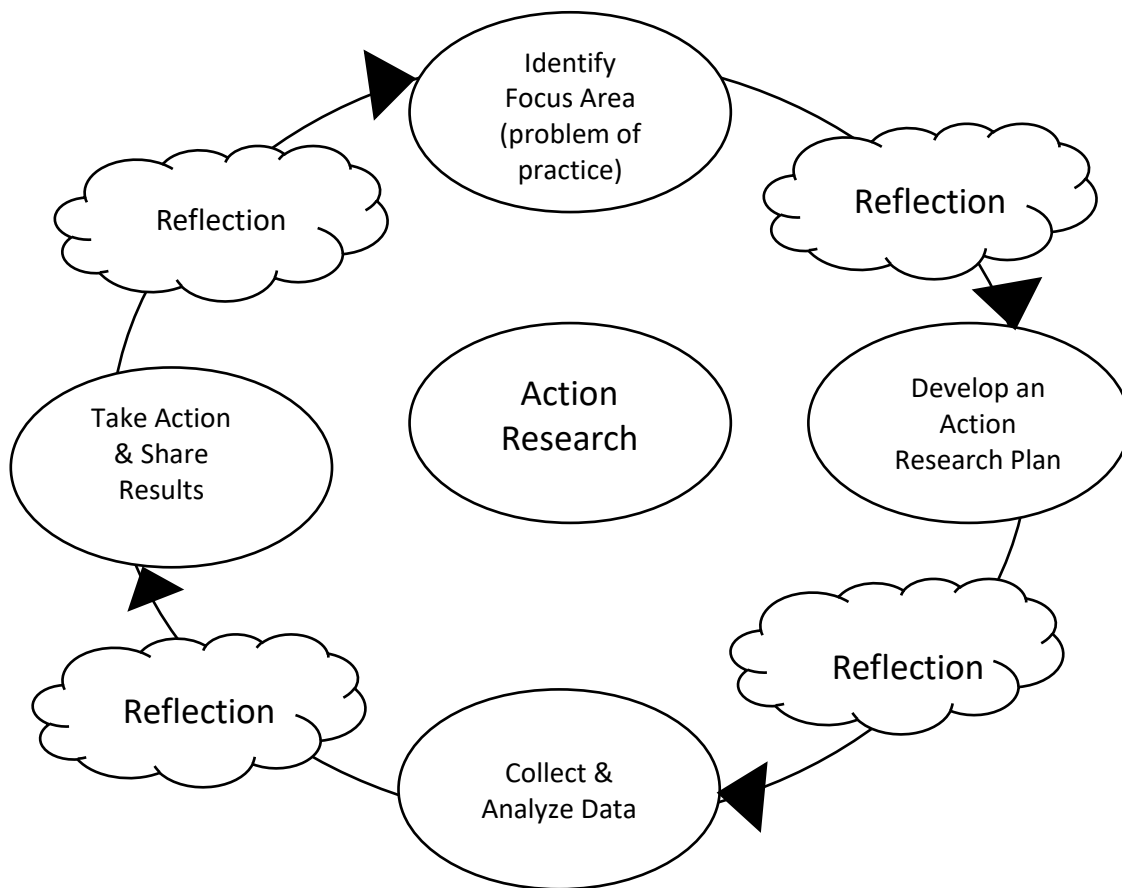
Implement change.

Schön (1983) mentions those action research models advocated by Bold (2011), Glanz (2014), and Sagor (2011) (See Figure 1). They mention that action research follows a similar process. Each model highlights in a cyclical process that supports planning, action, collecting, observing, analyzing, reacting, and evaluating data collected by the teacher. Each of these processes is punctuated by reflection on action and in action.

Marshak (1997) characterizes action research as a methodology in which teachers systematically,

- Form a research question that is central to their own professional practice

- Devise methods of collecting data pertinent to that question
- Collect data
- Analyze data
- Articulate findings and conclusions that inform teaching practice
- Change teaching in ways indicated by the research findings and conclusions (p. 107).



*Figure 1 The Processes of Action Research Adapted from the works of Glanz (2014); Sagor (2011).*

Glanz illustrates action research in more complete detail in different stages with subtopics. Those Stages of Action research can be seen in Figure 2 in more detail. This study is based on the stages Glanz (2014) proposes.

**Stage 1: Selecting a focus**

- a. Know what you want to investigate
- b. Develop questions about your chosen questions
- c. Establish a plan to answer the chosen questions

**Stage 2: Collecting data**

- a. Organize the data to be shared with others

**Stage 3: Analyzing and interpreting data**

- a. Describe or summarize data clearly
- b. Search for consistent patterns or themes among the data
- c. Answer the question and/or prove the hypothesis

**Stage 4: Taking action**

- a. Continue the practice as originally established, or
- b. Discontinue the practice, or
- c. Modify the practice.

*Figure 2. Glanz's Stages Action research (1999, p. 22-23)*

One of the main ideas of using Action Research in this project is to analyze the behavior of the students and how they can use the different methods of learning; also it can be noticed through a survey how age influences their learning.

On the report of Ferrance (2000), "Action Research projects influence thinking skills, sense of efficacy, willingness to share and communicate, and attitudes toward the process of change. Through Action Research, teachers learn about themselves, their students, their colleagues, and can determine ways to continually improve".

### **3.3 Collection Data**

#### **Steps of the Didactic Proposal applied in Action Research**

- Identify Focus Area (problem of practice)

For this case, it was taken into account that most of the students did not have previous contact with English as a foreign language.

- Develop an Action Research Plan

In the first contact with the language, the teacher has to use her didactic material with images to facilitate the student's comprehension. The idea of this project is to know how to help them with this problem of learning and motivate them to continue their studies.

- Collect and Analyze Data

Firstly, a Diagnostic test was applied, in order to evaluate the students' knowledge of English language.

Secondly, a mid-term valuation (pilot test, because it is in revision), was applied looking for to know if they enhanced their foreign language learning.

Thirdly, an adapted "Heuristic Study by Antje Carlson" was carrying out, with the goal of to learn about their difficulties, motivation, and the relevance in their foreign language learning.

- Take Action and share Results

A Didactic proposal was carried out through suitable to the needs of the students, and faced to bring about this proposal, in my opinion, we achieve the desired results.

### **3.4 Instruments**

#### **3.4.1. Diagnostic evaluation**

The first instrument it is a diagnostic evaluation, this evaluation was designed with a purpose: to investigate about the previous knowledge of the students in the foreign language, in this case English . The diagnostic test applied was designed and validated by the Dirección de Educación a Distancia, nowadays known as Dirección de Educación Digital of the UANL.

#### **3.4.2. Middle Term Evaluation**

Middle Term evaluation test, which is in process of validation (pilot evaluation, which it is in evaluation, appendix 2), was designed according to the Learning Unit content, in order to identify the achievement in the students grades.

#### **3.4.3. Adults' Experiences in Learning a Foreign Language in a University Classroom: A Heuristic Study by Antje Carlson" (Adapted).**

In the instrument of "Adults' Experiences in Learning a Foreign Language in a University Classroom: A Heuristic Study by Antje Carlson" (Adapted), which main objective of this heuristic study was to understand the adult Foreign language learning process from an adult education perspective, this survey was applied to 43 adult students, 25 questions to in order to know some factors of their achievement in their foreign language learning.



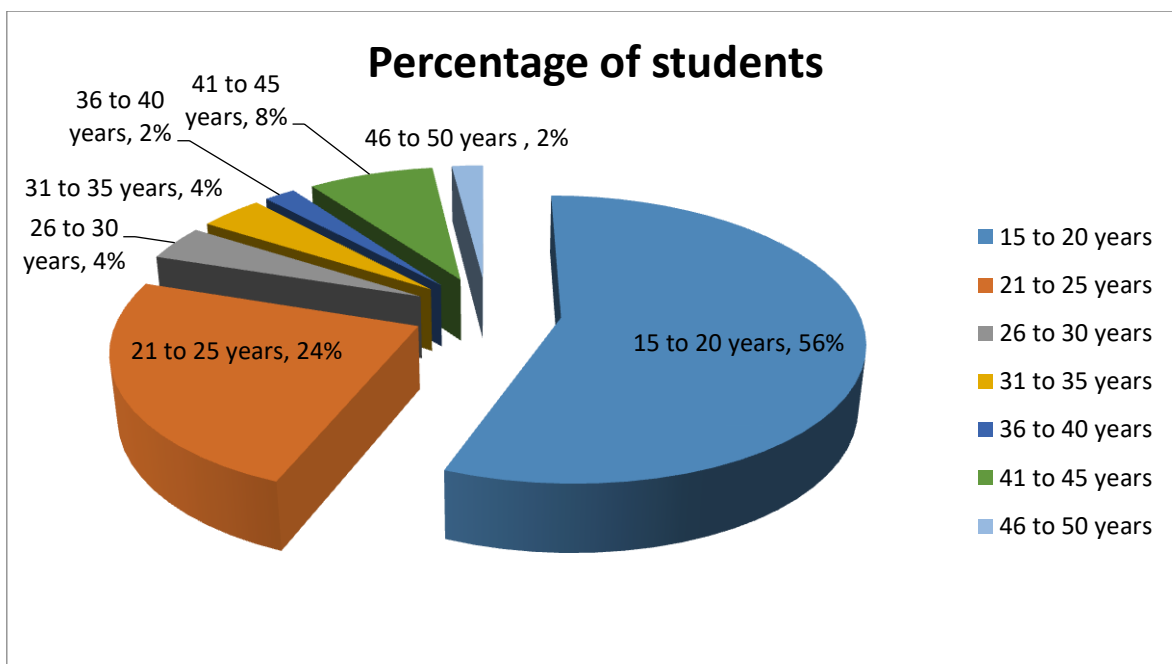
### **3.6 Analysis and Interpretation of Results**

For this investigation, the authorization of the principal of the Program in a Community Center was requested. First of all, a Diagnostic Evaluation was applied. The test was validated and was designed by the Direction of Distance Education. Through this diagnostic test, students' learning difficulties were identified. The test contains 7 items (Appendix 1) afterwards, the program were applied to the students, using the didactic proposal (Chapter 4) in order to discover which learning method is easier for them, then, a Middle Term test was applied, which is in process of validation yet (pilot evaluation, appendix 2), and was designed according to the Unit content Learning, in order to identify the achievement of the students through grades.

The purpose of getting the results of the two tests, was to contrast of each one to get an analysis to the achievement of the students, finally, A Heuristic Study by Antje Carlson (Appendix 3) was applied and adapted for this group of students. The instrument has 25 items, and is included in the appendix section 3, in the next stage we can find the description and some graphics and tables of each one of the instruments.

In graphic 1, we can see the sample for this study in percentages. The sample consists of high school students in a Community Center of Salinas Victoria Nuevo Leon. For this project, the group under investigation is composed of 50 students. Thirty-four are female (68%) and 16 male (32%). The age of those students ranges between 15 and 47 years old (15 to 20 years old are 56%, 21 to

25 years old are 24%, 26 to 30 years old are 4%, 31 to 35 years old are 4%, 36 to 40 years old are 2%, 41 to 45 years old are 8%, 46 to 50 years old are 2%).



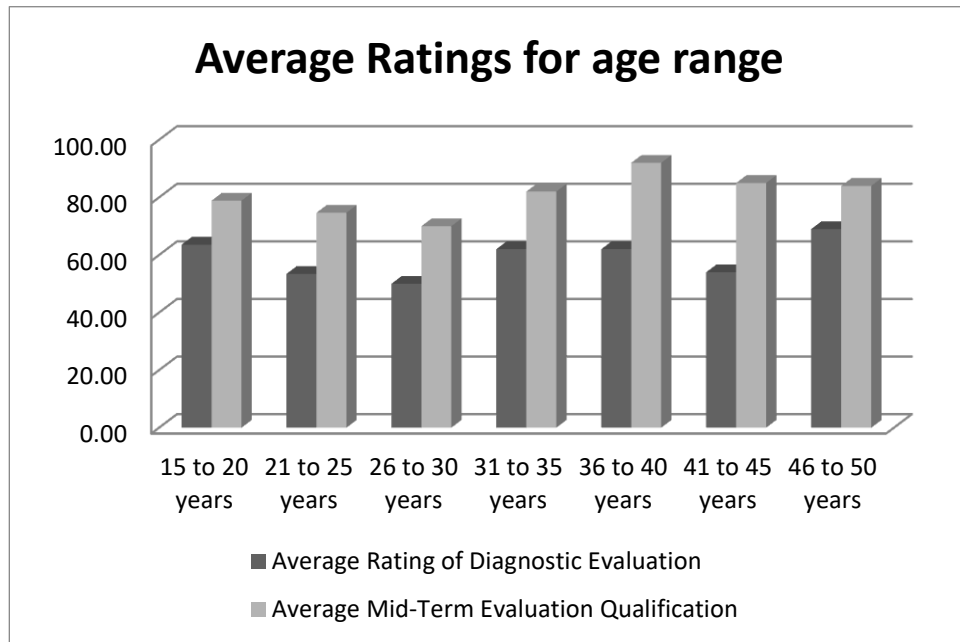
*Graphic 1 Percentage of Students age*

Table 1 shows the averages between Diagnostic Evaluation and Mid – Term Evaluation. The content of this table also shows the age range in which the range starts in 15 years to 50 The grades are displayed according to the student’s ages.

<i>Age range</i>	<i>Number of students</i>	<i>Average Rating of Diagnostic Evaluation</i>	<i>Average Mid-Term Evaluation Qualification</i>
15 to 20 years	28	63.56	78.86
21 to 25 years	12	53.42	74.67
26 to 30 years	2	50	70
31 to 35 years	2	62	82
36 to 40 years	1	62	92
41 to 45 years	4	54	85
46 to 50 years	1	69	84

*Table 1 General information*

Graphic 2 Average rating between Diagnostic and Mid - Term Evaluation shows the average rating by age range and it compares between Diagnostic Evaluation and Average Mid - Term Evaluation

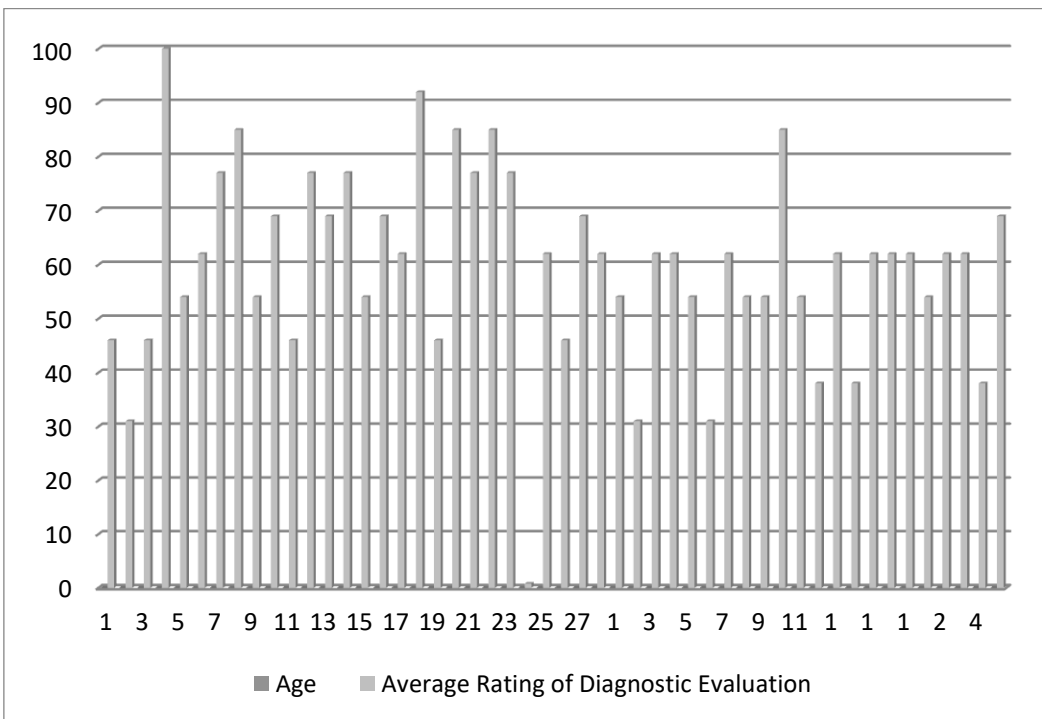


*Graphic 2 Average rating between Diagnostic and Mid - Term Evaluation*

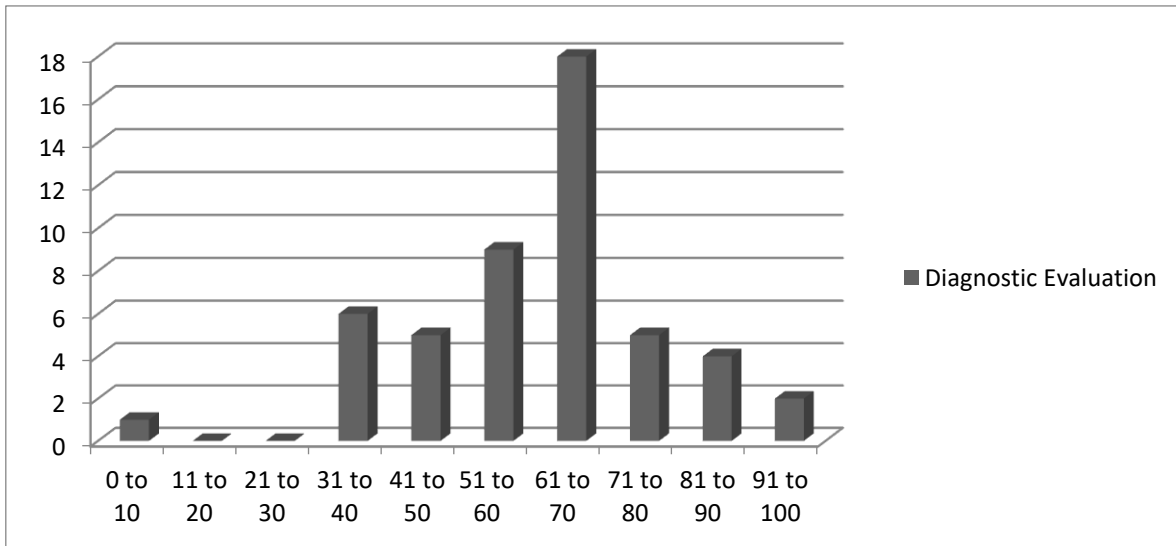
Graphic 3 shows the average Rating of a Diagnostic Evaluation where the lower rating was 0.8 and the highest rating was 100. Most of their ratings are under 60. Among the 50 students that were evaluated the ranges were from 0 to 10 (1), 11 to 30 (0), 31 to 40 (6), 41 to 50 (5), 51 to 60 (9), 61 to 70 (18), 71 to 80 (5), 81 to 90 (4), 91 to 100 (2), in which most of the students' rate falls between to 61 to 70.

Rating range	50 Diagnostic Evaluation
0 to 10	1
11 to 20	0
21 to 30	0
31 to 40	6
41 to 50	5
51 to 60	9
61 to 70	18
71 to 80	5
81 to 90	4
91 to 100	2

Table 2Rate Diagnostic Evaluation



Graphic 3 Quantity and rating of students in Diagnostic Evaluation

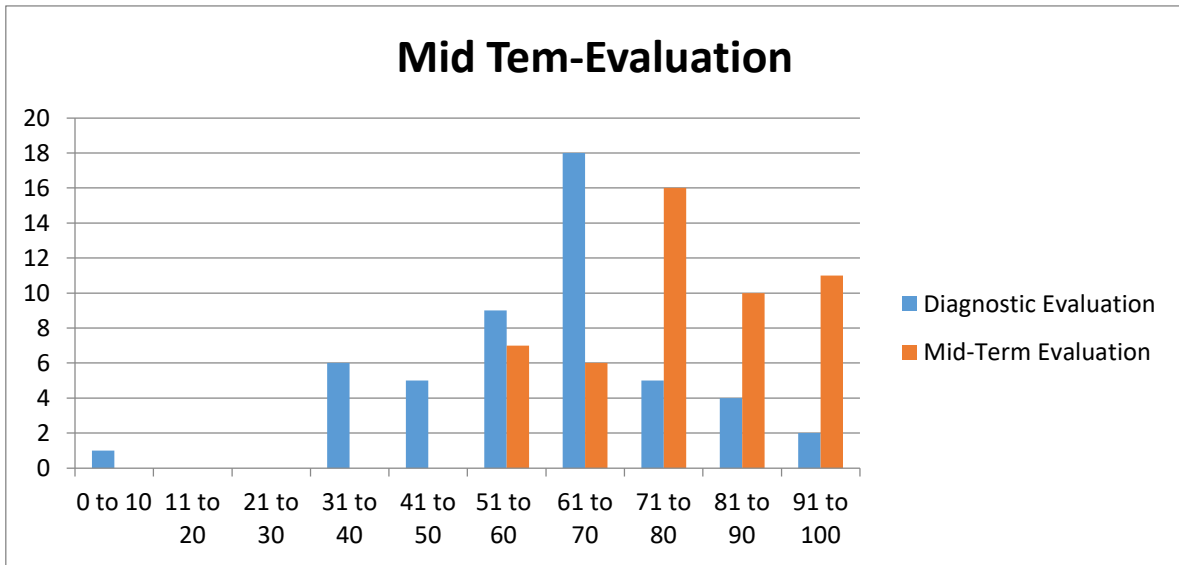


*Graphic 4 Diagnostic Evaluation for ranges to 0 to 100*

Table 3 shows the amount and the rating range of Mid-Term evaluation, also the graphics 4 shows the average Rating of a Mid- Term Evaluation where the lower rating was 56 and 100 the highest rating was 100 and most of their rating are over 71. Among the 50 students that was evaluated the range was 0 to 50 (0), 51 to 60 (7), 61 to 70 (6), 71 to 80 (16), 81 to 90 (10), 91 to 100 (11), in which most of the students' rate falls between the range of 71 to 80.

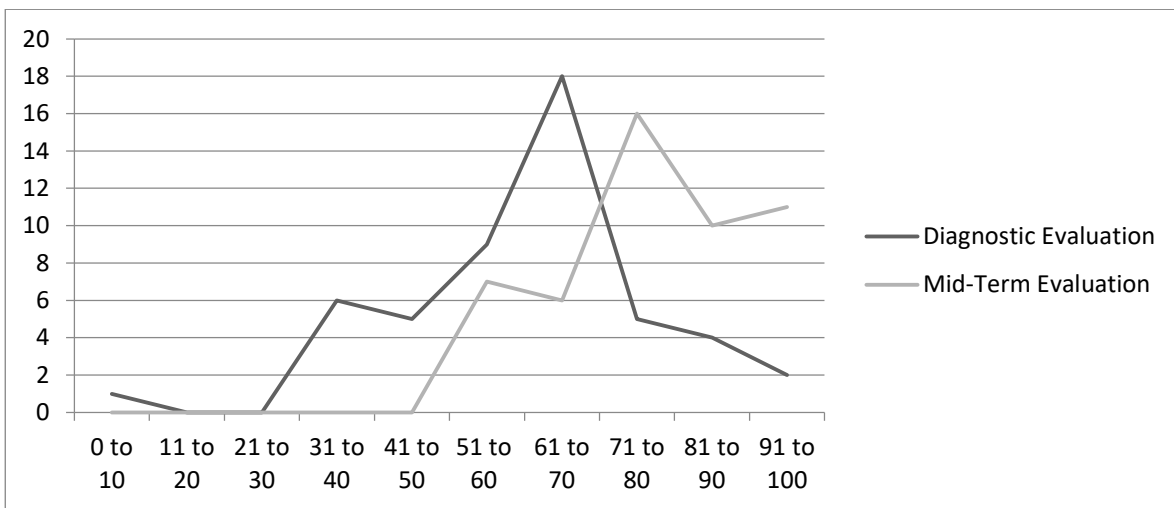
<i>Rating range</i>	<i>50 Mid Term Evaluation</i>
<i>0 to 10</i>	<i>0</i>
<i>11 to 20</i>	<i>0</i>
<i>21 to 30</i>	<i>0</i>
<i>31 to 40</i>	<i>0</i>
<i>41 to 50</i>	<i>0</i>
<i>51 to 60</i>	<i>7</i>
<i>61 to 70</i>	<i>6</i>
<i>71 to 80</i>	<i>16</i>
<i>81 to 90</i>	<i>10</i>
<i>91 to 100</i>	<i>11</i>

*Table 3 Rate Mid -Term Evaluation*



*Graphic 5 Rate Mid-Term Evaluation*

The graphic 6 shows the contrast between Diagnostic Evaluation and Mid – Term Evaluation in which shows the changes and advances of the students.



*Graphic 6 Diagnostic Evaluation contrasting Mid-Term Evaluation*

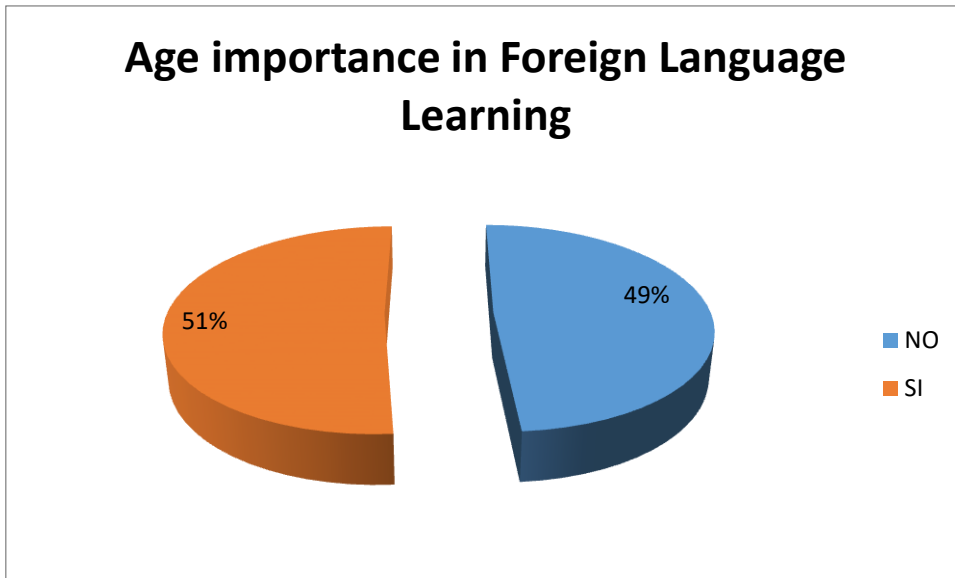
**Results of “Adults’ Experiences in Learning a Foreign Language in a University Classroom: A Heuristic Study by Antje Carlson” (Adapted).**

In this part of the research we can find the results about what the students think about their foreign language learning also they answer the questions of this research as are the relevance of learn a foreign language in adulthood, the motivation, difficulties faced in a Foreign Language Learning, the time that some of the students have been without study, the importance of the social context for learn an English language and finally, based on the Didactic Proposal project for this research, which is the learning method that facilitates their learning.

In the instrument of “Adults’ Experiences in Learning a Foreign Language in a University Classroom: A Heuristic Study by Antje Carlson” (Adapted), which main objective of this heuristic study was to understand the adult FL learning process from the adult education perspective, in this survey were applied to 43 adult students, 25 questions to know some factors of their achievement in their foreign language learning.

As well as to know what they feel, that means their motivations, frustrations, concerns and fears moreover, the importance of the age as another factor in their foreign language learning . Due lack of knowledge in the English as a FL, therefore of better understanding of the students, the instrument were applied in their mother tongue.

We can see this instrument in the Appendix 3.

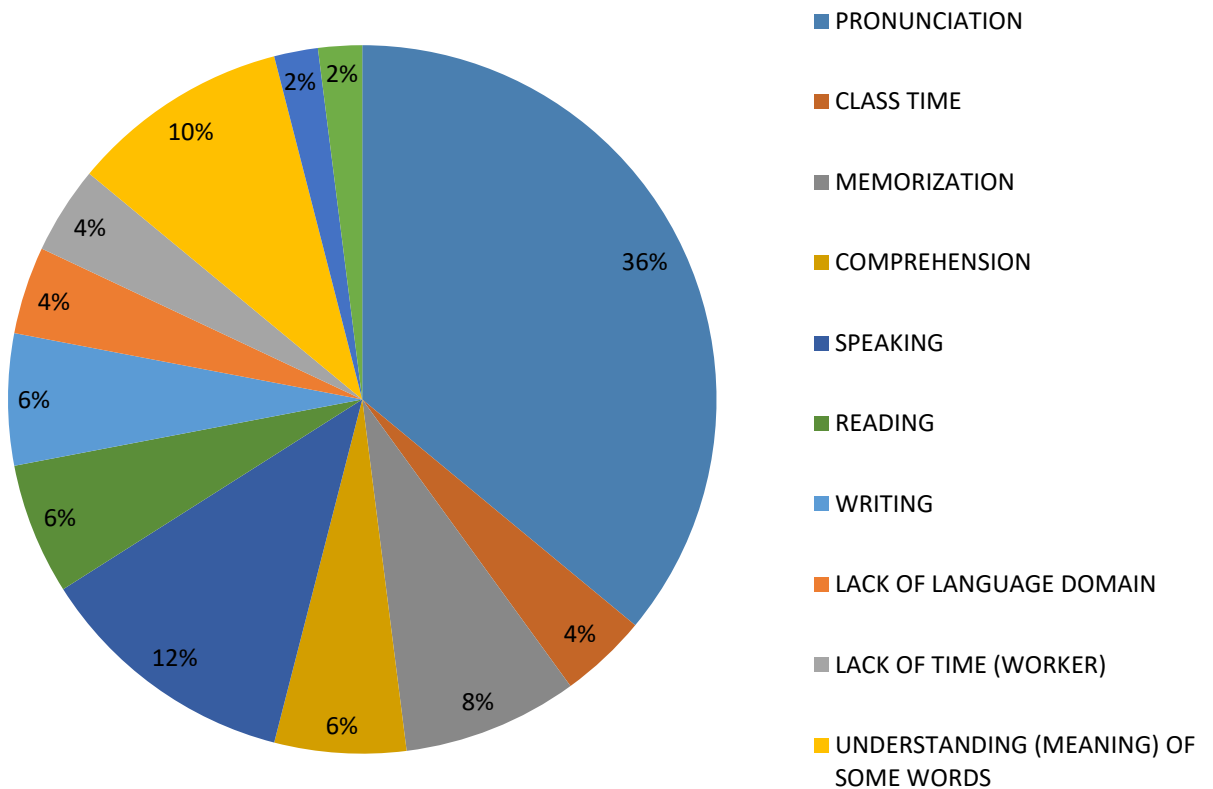


*Graphic 7 Age importance in foreign Language Learning*

Graphic 7 shows the percentage that the students' agreed about the Age as a factor in foreign language learning, this study was applied to 43 adult students and (51%) answered that the age is important in foreign language learning and the (49%) think that age in foreign language learning, is not important, so in conformity with the statistics, Age matters in foreign language learning.

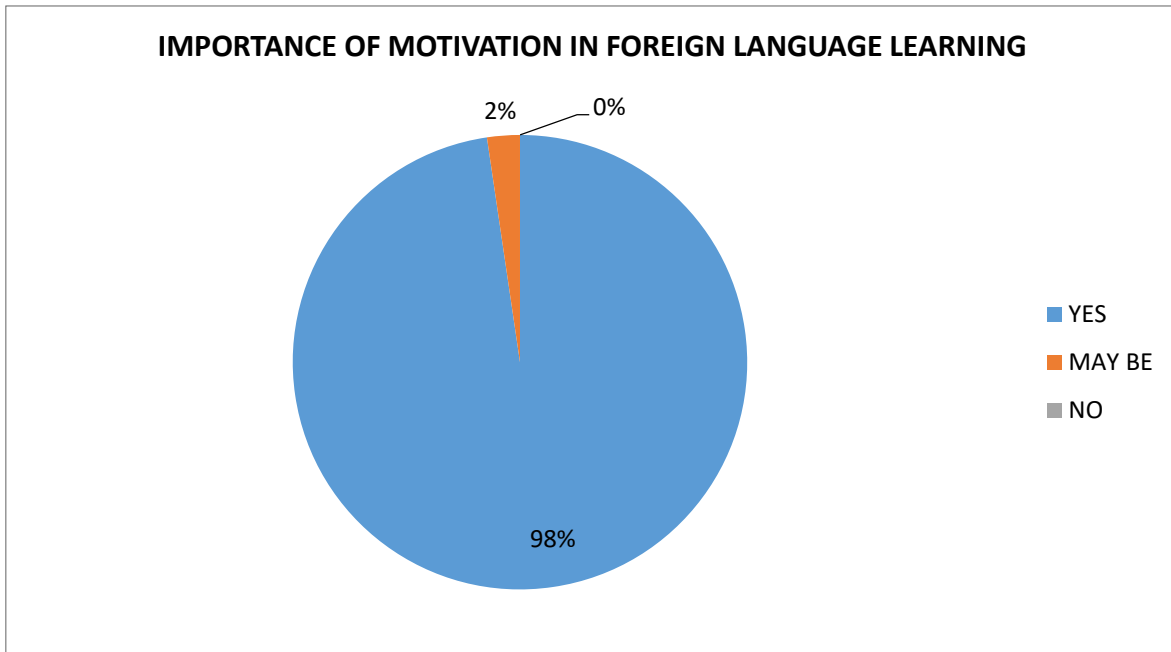


## Difficulties faced in a Foreign Language Learning



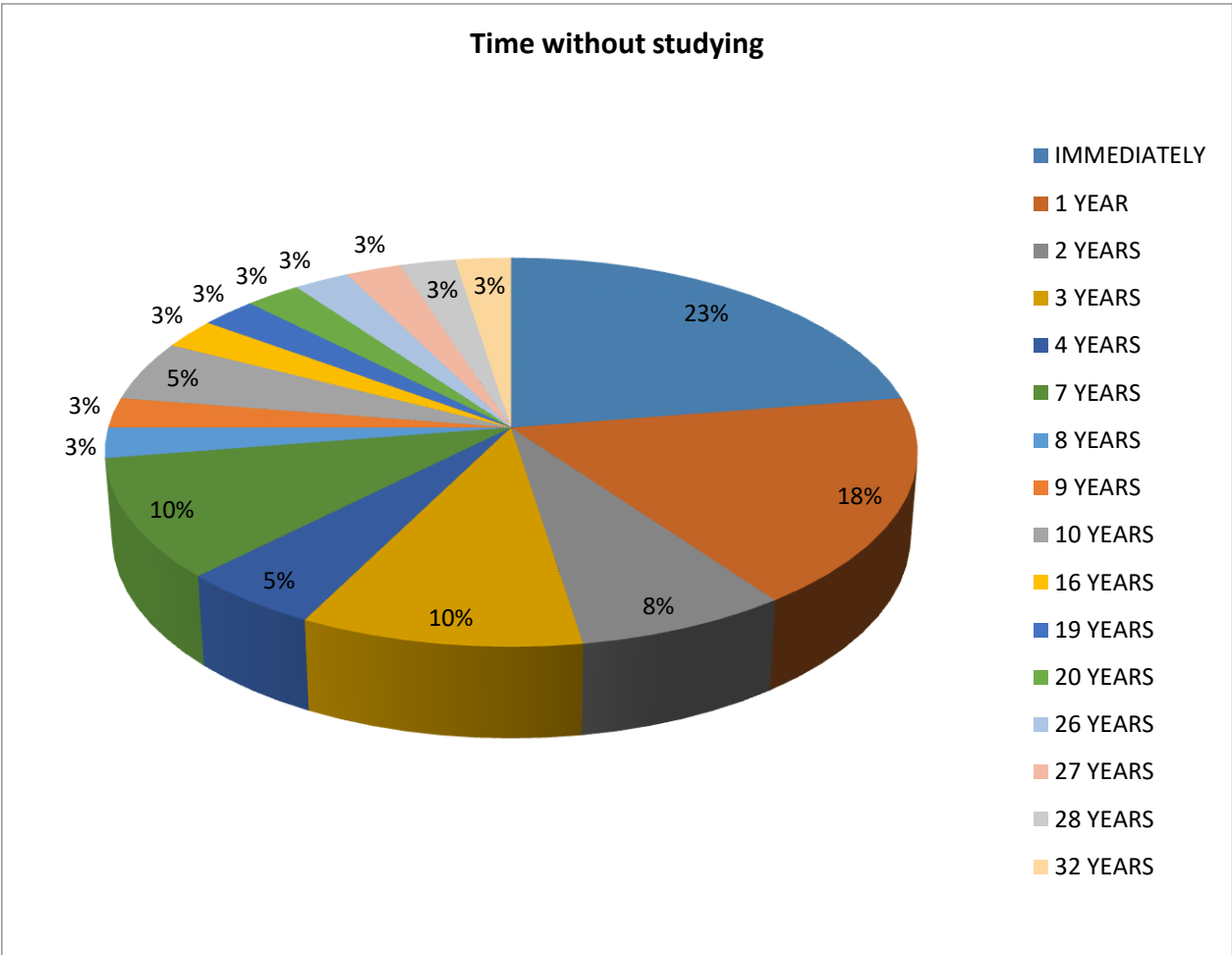
*Graphic 8 Difficulties faced in a Foreign Language Learning*

Graphic 8 shows the percentage that the students' mention as a difficulties faced in a Foreign Language Learning, (36%) said that pronunciation is the main difficulty in foreign language learning, (4%) mention the class time as a factor, (4%) mention lack of time (because they have not enough time because their work schedules) as a factor, (8%) mention the memorization of the vocabularies as a factor, (6%) mention the reading skill as a factor, (12%) think that speaking skill as a factor, (6%) said that writing skill as a factor, (4%) mention the lack of language domain as a factor and (6%) mention the understanding (meaning) of some words as a factor in foreign language learning.



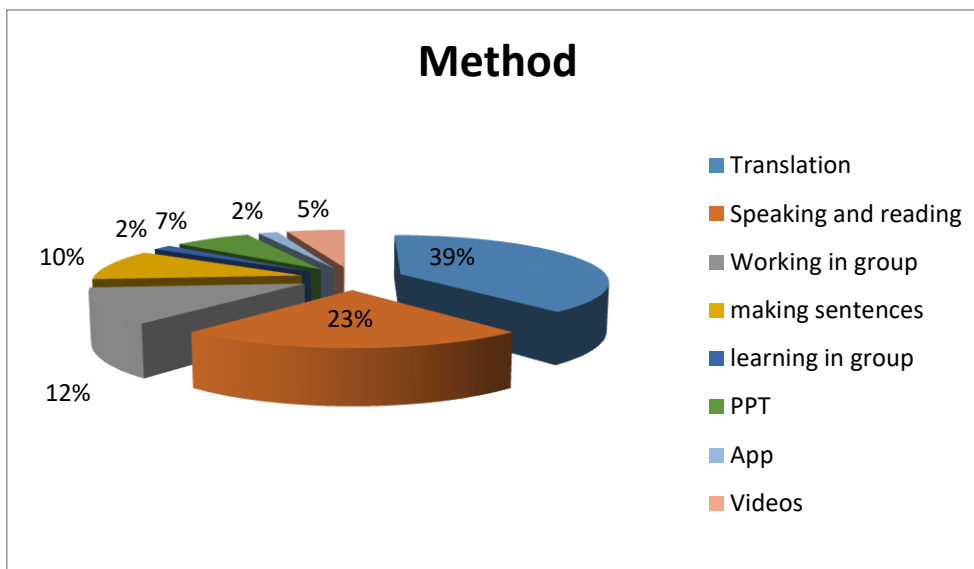
*Graphic 9 Importance of Motivation in Foreign Language Learning*

Graphic 9 shows the Importance for the students of motivation, in this question, (98%) mention that in fact, it is important to be motivated for continuing studying , and (2%) mention that may be motivation can be a factor of foreign language learning.



*Graphic 10 Elapsed Time without studying*

Graphic 10 show the percentage of lapsed time without studying, (23%) of students start to study immediately finishing high school, (18%) begins to study after 1 year, (8%) 2 years, (10%) 3 years, (5%) 4 years, , (10%) 7 years, (3%) 8 years, (3%) 9 years, (5%) 10 years, (3%) 16 years, (3%) 19 years, (3%) 20 years, (3%) 26 years, (3%) 27 years, (%) 28 years, (3%) 32 years after conclude their high school.



*Graphic 11 Selected Method that facilitate a Foreign Language Learning*

Graphic 11 show the learning methods that facilitates adult foreign language learning, (39%) mention Translation method as the best method that facilitates their foreign language learning after this, (23%) mention that speaking and reading activities, help them in their foreign language learning, (12%) working group activities, (10%) mention that create sentences trough looking for the meaning of misunderstanding words activity, help them in improving their foreign language learning, (7%) mention that the Power Point Presentations in which the teacher gave them class and shown visual aids, (5%) said that videos presented with the pronunciation of a list of vocabulary in each step of the didactic proposal was the best method in foreign language learning, (%) said that learning in group through working in group class with worksheets, help them in their foreign language learning and lastly the (2%) of the students mention the use of an app in their cellphone was the best option in foreign language learning.

## **As a conclusion**

In this chapter, we discussed the methodology used in this project, as well as the instruments used for action research as the Diagnostic test, mid-term test and finally the adapted Heuristic Study by Antje Carlson. These instruments measure the results of this research, we can see the action research methodology moreover, we saw the results of the applied instruments, tables and graphics of each of them were included, as well as the interpretation.

In spite of the issues that adults present, as foreign language learners; this project agreed with the statement of some authors according to CPH, this, due to the brain's lost plasticity in adults, because, in this research, we can find in the applied survey to the students, in which shown below:

36% of students said that pronunciation is the main difficulty in their point of view,

51 % students said that the age is relevant in learning,

39 % students mention that they find as the best way in learning, the translation method, 98% of them proved their improvement in the comparison of the diagnostic test and mid-term test grades.

On the other hand, and in regards to the importance the age in foreign language learning, due to the effort and motivation and after 37 years without studying, it is important for me, mention that, in conclusion, that proudly as her teacher, my older student was the first place in better achievement of her generation.

## CHAPTER 4. DIDACTIC PROPOSAL

In the first instance, the original idea of this project was to analyze the learning PROCESS of foreign language LEARNING in adults, and ALSO, the three variables (age, motivation and learning method) that lead to the adjustment of the title are handled, in order to a clearer focus on the intention of the draft. These variables arise from an evaluation, from which the learning of a foreign language in adults is derived, which are the object of study and thus find a strategy to solve the problem.

In this case of study, we can find that most students need to reactivate their previous knowledge as most of them have not studied for a certain time (and this was shown in the results of the **adapted “Heuristic Study by Antje Carlson”** instrument). In other cases, in agreement with the results of the diagnostic evaluation test, they did not have previous knowledge of the foreign language. On the other hand, we could find the need to promote self-learning since the schedule for this Learning Unit is once a week. This time is not enough for students to achieve the learning of the objectives of the classes.

In this chapter, it is intended to describe how Action Research was applied in this research, and the process will be described step by step below.

First, and because the relevance of this research, the main idea was to find an appropriate group for this study, and this group of adult students was found in a rural area of the stet of Nuevo Leon

#### **4.1 Proposal title**

Analysis of learning outcomes of a foreign language in adults with a distance education method

#### **4.2 Proposal Presentation**

This project is designed for a group of adult students. The students' range age, is between 15 and 47 years old, all in the same classroom. It is important to mention that most of those students do not have previous knowledge of English as a foreign language. On the other hand, it is important to consider that the Distance Learning Program was designed with the main idea of the students developing autonomous learning. On the other hand, the English class is only 50 minutes per week. This didactic proposal was designed with the idea to find strategies and didactic materials to facilitate foreign language learning.

#### **“Introduction Course of English Vocabulary”**

The main objective of teaching English as a foreign language is to contribute to develop communicative competence in a second language. This ability is of vital importance since it contributes to the vision that the UANL has established in its transverse axis, which emerges from its guiding axis with respect to the achievement of internationalization.

This proposal is based on the results of a diagnosis in a group of adult students made through an adapted survey named "Adults' Experiences in Learning a Foreign Language in a University Classroom: A Heuristic Study by Antje

Carlson". And this method is a combination of several methods, getting out the best of each one of them, according to the characteristics of the students.

In those results, most of the students answered that the heuristic method facilitates their foreign language learning (English). One of them is the translation method is supported by Zainudin (2011, p. 64), he said that reading is also a goal for learning a language. It means that learning a language is not only for communicating but also for reading. By mastering the grammar through Grammar Translation Method, the students can read and understand a text easily by identifying the structure of a sentence in a text.

Celce Murcia mentions (1979, p. 3), that there are seven characteristics of this method that the writer will mention as follows:

1. Classes are taught in the first language, with little active use of the target language;
2. Much of the vocabulary is in the form of lists of isolated words;
3. Detail explanation about the structure of grammar is given;
4. Grammar provides the rules for putting words together, and instruction often focuses on the form and the inflection for words;
5. Reading of difficult classical texts at the beginning of the class;
6. Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis;
7. In teaching grammar, it is important to make language situations and language material as realistic as possible. After explaining the lesson, the teacher can



provide a chance for the students to use the language that they learn in the classroom.

It is needless to say that, those students don't have enough previous knowledge of English as a foreign language. It is important to consider that the "Distance Education Program", was designed for autonomous learning of the students, so considering this, the students has 50 minutes per week for an English class; in the hope this didactic proposal is to design strategies and materials in order to facilitate the English as a Foreign Language learning using a translation methodology.

In this case for this course, Power Point Presentations, flashcards, videos, and some links are used as basic materials to facilitate learning.

### **4.3 Results**

This research is about a group of 50 adults and young adults between 15 from 47 years old, and the main objective in this project is to identify the best method that facilitates their learning of a foreign language (English). Nevertheless, motivation is the main factor that influences their learning. It is important to know how the adults' foreign language learners achieve their goals and which material could improve their language learning.

For this project, 50- students were investigated. 34 of those students are female (68%) and 16 male (32%). The age of those students ranges between 15 and 47 years old. Fifteen to 20 years old are 56%, 21 to 25 years old are 24%, 26

to 30 years old are 4%, 31 to 35 years old are 4%, 36 to 40 years old are 2%, 41 to 45 years are 8% and 46 to 50 years are 2%).

The inquiry shows that 31 students prefer translation method for the better understanding of the vocabulary, 9 mention that the reading exercises, in which they also use a translation method, 2 students mention, the sentences elaboration, 1 student mention the PPT, 4 mention group activities, which refer to the out-loud readings performed in class it's referred to the readings, because in these activities all group have to participate), 1 student mention, dynamic's practices (it's referred to the readings, because in these activities all group have to participate), 1 student mention oral test, (it's referred to the readings, because in these activities all group have to participate in reading aloud), and 1 student mention that all activities used in class.

As a conclusion, the results of this research, concludes that, the heuristic method, taking the best from different methodologies, was used to facilitate adults' learning.

## **OBJECTIVE**

Find a method that facilitates the students learning of the English language as a foreign language.

## **CONCRETE OBJECTIVE**

According to the distance learning program, the class time that the students have per week, (50 minutes) and the ages of the students, first of all the didactic proposal pretends that the students identify and learn properly the bases of the English as an Foreign Language, and the program have a list vocabulary based in

the curriculum content of the of the semester and for this purpose, some links are provided for students to practice the vocabulary as well as the content of the program.

1. To propose a didactic material that facilitates the foreign language learning of the students.

### **1. Diagnostic evaluation**

The purpose of applying a diagnostic evaluation is to know the previous knowledge that students have. The diagnostic test applied was validated by the Dirección de Educación a Distancia.

#### **Evidence of Learning: 1.1 Verb To Be**

Activities:

The students must work from Monday to Friday with their reading and writing activities in order to solve them, also a vocabulary with images in order for the students to identify each word related with the image, each word it is translated in the mother tongue of the student for better understanding. By the other hand, some videos were selected for this topic in order to help them in reading and listening skills.

For this topic it is necessary to use a power point presentation in order to know about the Verb To Be, after seeing the PPT a work sheet is used in order to practice about the topic (the students don't know that this activity it is also an evaluation of the class), and a link is provided to the students in order to practice the listening, reading and pronunciation skills.

<https://www.youtube.com/watch?v=2jabuswvH3M>

### **Evidence of Learning: 1.2 Family Members**

Activities:

The students must work from Monday to Friday with their reading and writing activities in order to solve them, also a vocabulary with images in order that the students identify each word related with the image, each word it is translated in the mother tongue of the student for better understanding. Some videos were selected for each topic in order to help them in reading and listening skills.

For this topic it is used a PPT with the Family Members vocabulary, after seeing the PPT a worksheet is used in order to practice about the topic, in this task they have to create their own family tree in order to practice the vocabulary (the students don't know that this activity is also an evaluation of the class), also a link is provided to the students in order to practice the listening, reading and pronunciation skills.

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

### **Evidence of Learning: 2.1 Daily Activities**

Activities:

The students must work from Monday to Friday with their reading and writing activities in order to solve them, also a vocabulary with images in order that the students identify each word related with the image, each word it is translated in the mother tongue of the student for better understanding.

For this topic it is used a PPT with some of the Daily Activities vocabularies, after seeing the PPT a worksheet is used in order to practice about the topic in order to practice the vocabulary (the students don't know that this activity is also an evaluation of the class), also a link is provided to the students in order to practice the listening, reading and pronunciation skills.

[https://www.youtube.com/watch?time\\_continue=78&v=liewpZIIYWE](https://www.youtube.com/watch?time_continue=78&v=liewpZIIYWE)

[https://www.youtube.com/watch?v=qD1pnquN\\_DM](https://www.youtube.com/watch?v=qD1pnquN_DM)

### **Evidence of Learning: 2.2 Free Time and Outdoor Activities**

Activities:

The students must work to Monday from Friday with their reading and writing activities in order to solve them, also a vocabulary with images in order that the students identify each word related with the image, each word it is translated in the mother tongue of the student for better understanding.

For this topic is used a PPT with some of the Free Time and Outdoor Activities vocabulary, after seeing the PPT a worksheet is used in order to practice about the topic in order to practice the vocabulary (the students don't know that this activity is also an evaluation of the class), another activity is to make 10 sentences using one of the Free Time and Outdoor Activities each one, also a link is provided to the students in order to practice the listening, reading and pronunciation skills.

<https://www.youtube.com/watch?v=N1o4oOXLOZc>

<https://www.youtube.com/watch?v=tZdNh5p0WBw>

### **Evidence of Learning: 3.1 Professions**

### Activities:

The students must work to Monday from Friday with their reading and writing activities in order to solve them, also a vocabulary with images in order that the students identify each word related with the image, each word it is translated in the mother tongue of the student for better understanding.

For this topic it is used a Flashcards with images of some professions with the name of each image, after that a PPT is presented using a whiteboard, the PPT contains one slide for a profession without name, and the student has to come on the front and write in the whiteboard the name of one profession, and so on. after this activity a worksheet is used in order to practice the topic, which contains images of the same professions in order to practice the vocabulary, but for this worksheet everybody have the answer all names of the profession which are presented in the Flashcards (the students don't know that this activity is also an evaluation of the class), also a link is provided to the students in order to practice the listening, reading and pronunciation skills.

<https://www.youtube.com/watch?v=R69YKFmlcnA>

### **Evidence of Learning: 3.2 Clothing**

#### Activities:

The students must work to Monday from Friday with their reading and writing activities in order to solve them, also a vocabulary with images in order that the students identify each word related with the image, each word it is translated in the mother tongue of the student for better understanding.

For this topic it is used a PPT with Clothing vocabulary, after seeing the PPT a work sheet is used in order to practice about the topic, another task is that some of the students have to come on the front of the classroom and the rest of the classmates one by one have to describes the outfit that their partners are wearing, this is in order to practice the vocabulary, also a link is provided to the students in order to practice the listening, reading and pronunciation skills.

[https://www.youtube.com/watch?v=Q\\_EwuVHDb5U](https://www.youtube.com/watch?v=Q_EwuVHDb5U)

### **Evidence of Learning: 4.1 Shopping**

Activities:

The students must work from Monday to Friday with their reading and writing activities in order to solve them, also a vocabulary with images in order that the students identify each word related with the image, each word it is translated in the mother tongue of the student for better understanding.

For this topic is used a PPT with a Shopping vocabulary, after see the PPT a worksheet is used in order to practice about the topic (the students don't know that this activity is also an evaluation of the class), after that, the students have to describe in a piece of paper their favorite stores, using sentences, also a link is provided to the students in order to practice the listening, reading and pronunciation skills.

<https://www.youtube.com/watch?v=cZlloQIFC3c>

### **Other Activities**

In the course were selected some readings from a textbook, the students have to read aloud one or two lines of the reading in order to practice pronunciation, also, students have to make 10 sentences, using the words that they don't understand of the reading, in this case, they also use a translation method.

### **Final Project**

As a part of the final activity and according to a four-stage project, first of all, a video was shown as an example of a conversation using the vocabulary which corresponds to the project of each topic.

Activity:

1 The students have to write dialogue in teams in order to make a sketch in teams, they have to present their sketch in the classroom or make a video.

<https://www.youtube.com/watch?v=8irSFvoyLHQ>

### **Final Evaluation**

In the final evaluation, the worksheets that students use during a course, a mid-term evaluation test, are created as a pilot project, the purpose is to know the achievement of the students during the project.

Activity:

A mid-term test was applied. The student will get a final evaluation to assess their learning during the project time, in this way the student will get a final score using the final grades, which were provided from scholar department of the school at the end of the semester.



Implement a didactic proposal for teaching English as a foreign language, based in the specific characteristics and needs of a group of adult students.

#### Specific objectives

Identify the characteristics of the group of students that expect to learn the foreign language.

Detect the problems and difficulties the group of adults considered in the study face when learning a foreign language.

Research about the different methods and techniques to teach English to determine the best way to facilitate learning in adulthood.

#### **Conclusions / Findings**

The diagnostic evaluation applied to the students shows that 39 out of the total 50 have grades between 0 and 70. Meanwhile, 11 students achieved grades from 71 to 100. The mid-term evaluation exhibits that 13 of the 50 students obtained grades between 0 and 70 while the other 37 students reached grades between 71 and 100. The final grades, which were provided by the school department from the high school where the community center is located, convey that 1 student attained grades from 0 to 70 whilst 49 students achieved grades between 71 and 100. It's relevant to point out that the required grade to pass the course is 70, which was earned by the student who is within the 0 to 70 range. All of this is illustrated down below.

<i>Rating range</i>	<i>50 Diagnostic Evaluation</i>	<i>50 Mid Term Evaluation</i>	<i>50 Final Grades</i>
<i>0 to 10</i>	<i>1</i>	<i>0</i>	<i>0</i>
<i>11 to 20</i>	<i>0</i>	<i>0</i>	<i>0</i>
<i>21 to 30</i>	<i>0</i>	<i>0</i>	<i>0</i>
<i>31 to 40</i>	<i>6</i>	<i>0</i>	<i>0</i>
<i>41 to 50</i>	<i>5</i>	<i>0</i>	<i>0</i>
<i>51 to 60</i>	<i>9</i>	<i>7</i>	<i>0</i>
<i>61 to 70</i>	<i>18</i>	<i>6</i>	<i>1</i>
<i>71 to 80</i>	<i>5</i>	<i>16</i>	<i>11</i>
<i>81 to 90</i>	<i>4</i>	<i>10</i>	<i>16</i>
<i>91 to 100</i>	<i>2</i>	<i>11</i>	<i>22</i>

*Table 4 Rate Diagnostic evaluation, Mid -Term Evaluation, and final grades.*

The final results exhibit that the course in which the didactic proposal of this investigation was implemented had a passing rate of 100%. Therefore the result is satisfactory since every objective set for this project was accomplished. Even though age seemed to be a negative factor against the learning of the foreign language, the results and the heuristic study used in this project show that the most relevant influence was motivation.

It is important to highlight that according to the process of action research, the didactic proposal had a positive result. For this research, the contents of the learning unit could've been adapted with those of the didactic project. However, due to the change in the study program, which went from distance learning to mixed-modality, the proposal couldn't be implemented. The results obtained by this action research were informally handed over to the responsible department. There's a proposal to develop didactic material based on the one employed in this project.

The main finding of this action research is relevant in the area of foreign language learning and learning in general. It proved that age is not a negative factor when it comes to learning, since the first and third highest places on the honor roll from the generation of students that took part in this project were achieved by the oldest students. The previous finding is extremely positive for the conclusion of this project, in which 2 evaluations were applied. The diagnostic evaluation conveyed the previous knowledge of the students. Subsequently, the didactic proposal was worked on, and later on, the mid-term evaluation was applied simultaneously to the heuristic instrument. Both of them had the purpose of analyzing the functionality of the didactic proposal. Once the mid-term evaluation results were collected they were compared to the ones from the diagnostic evaluation; students achieved better results. The didactic proposal was concluded based on the final grades, which were provided by the school department in charge. The passing rate of the students was found to be 100%. Lastly, it is important to remark that this didactic proposal will continue to be tested by myself. The main objective is to completely implement the proposal by doing the corresponding adjustments according to the current study program.

Finally, if we take a look at the original research questions and objectives, a conclusion can be reached:

Research questions	Specific objectives
What are the characteristic of the target group expecting to learn a foreign language?	Identify the characteristics of the group of students that expect to learn the foreign language.
What are the difficulties and problems detected in the process of foreign language learning in adulthood, specifically in the target* group?	Detect the problems and difficulties the group of adults considered in the study face when learning a foreign language.
How can the process of learning a foreign language in adulthood be facilitated?	Research about the different methods and techniques to teach English to determine the best way to facilitate learning in adulthood.

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## ANNEXES

### Appendix 1 Diagnostic Test

The image shows the cover of a diagnostic test document. It features a blue header section and a light gray footer section. In the top left corner, there is the UANL logo (Universidad Autónoma de Nuevo León) and the text 'DIRECCIÓN DE EDUCACIÓN DIGITAL' in the top right. The main title 'PREPARATORIA A DISTANCIA INGLÉS I PRIMER SEMESTRE' is centered in the blue section, with 'PRIMER SEMESTRE' in yellow. Below this, 'EVALUACION DIAGNOSTICA' is written in blue on the gray background. At the very bottom, a small line of text lists the university and various administrative departments.

UNIVERSIDAD AUTÓNOMA DE NUEVO LEÓN  
UNIVERSIDAD AUTÓNOMA DE NUEVO LEÓN

DIRECCIÓN DE EDUCACIÓN DIGITAL

PREPARATORIA A DISTANCIA  
INGLÉS I  
PRIMER SEMESTRE

EVALUACION DIAGNOSTICA

UNIVERSIDAD AUTÓNOMA DE NUEVO LEÓN | SECRETARÍA ACADÉMICA | DIRECCIÓN DE EDUCACIÓN DIGITAL | DIRECCIÓN DEL SISTEMA DE ESTUDIOS DEL NIVEL MEDIO SUPERIOR

Evaluación Diagnóstica  
Inglés I

Nombre: \_\_\_\_\_ Grupo: \_\_\_\_\_

Matrícula: \_\_\_\_\_

1. What \_\_\_\_\_ your name?

- a) are
- b) do
- c) is
- d) its



2. One, two, three, \_\_\_\_\_, five

- e) For
- f) Four
- g) Foot
- h) Floor



3. My mom is a teacher. My dad is an \_\_\_\_\_

- a) Doctor
- b) Teacher
- c) Singer
- d) Architect



4. Today we have a party. Are you busy \_\_\_\_\_ afternoon?  
a) That  
b) This  
c) These  
d) Those



5. Lucy is cleaning the house. Max is \_\_\_\_\_ the car.  
a) Washing  
b) Eating  
c) Jumping  
d) Walking



6. Oranges, apples, \_\_\_\_\_, melons.  
a) Onions  
b) Beans  
c) Eggs  
d) Bananas



7. I really like to go shopping. You should visit the \_\_\_\_\_. There are some delicious chocolate cakes.  
a) Drugstore  
b) Bakery  
c) Flower shop  
d) Music store

## Appendix 2 Mid-Term Evaluation

Name: \_\_\_\_\_

Group: \_\_\_\_\_

### I. Match what each person is doing with the picture that best describes it.

A)



B)



C)



D)



E)



F)



G)



H)

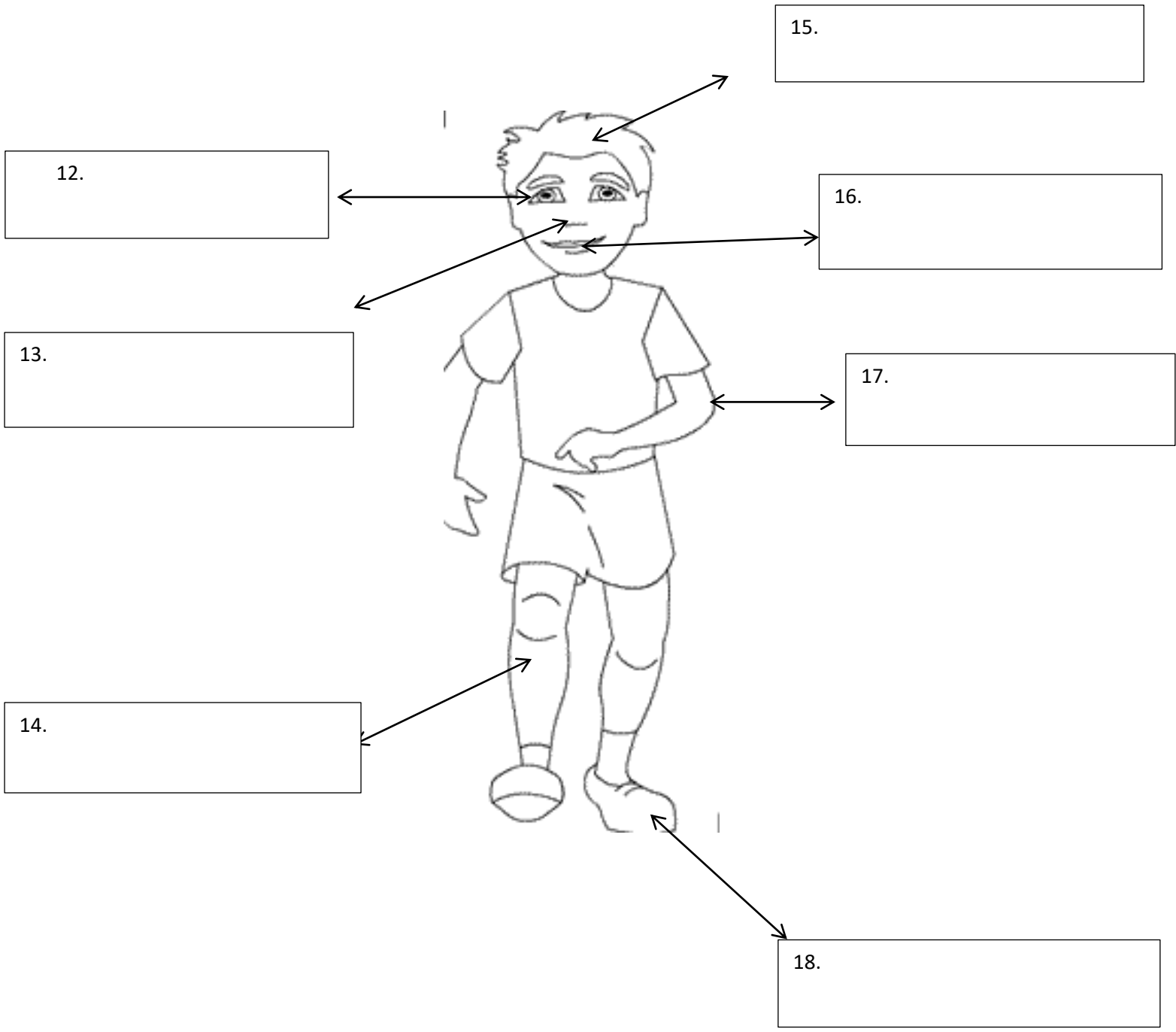


1. He is skateboarding. \_\_\_\_\_
2. She is climbing a mountain. \_\_\_\_\_
3. They are kayaking. \_\_\_\_\_
4. He is making a fire. \_\_\_\_\_
5. They are playing baseball. \_\_\_\_\_
6. They are playing with snowballs. \_\_\_\_\_

**II. Match the columns with the correct store, writing in the blank the correct word for each statement.**

7. I usually go to the \_\_\_\_\_ to buy my books. a. ( ) Shoe shop
8. My grandma brings me a donut that she bought at the \_\_\_\_\_. b. ( ) Toy shop
9. My sister loves to go to the \_\_\_\_\_ and buy high heel shoes. c. ( ) Restaurant
10. Bobby and I, went for have a dinner at a \_\_\_\_\_. d. ( ) Bakery
11. My mom went to the \_\_\_\_\_ to buy a present for my cousin's party. e. ( ) Book shop
- f. ( ) Market

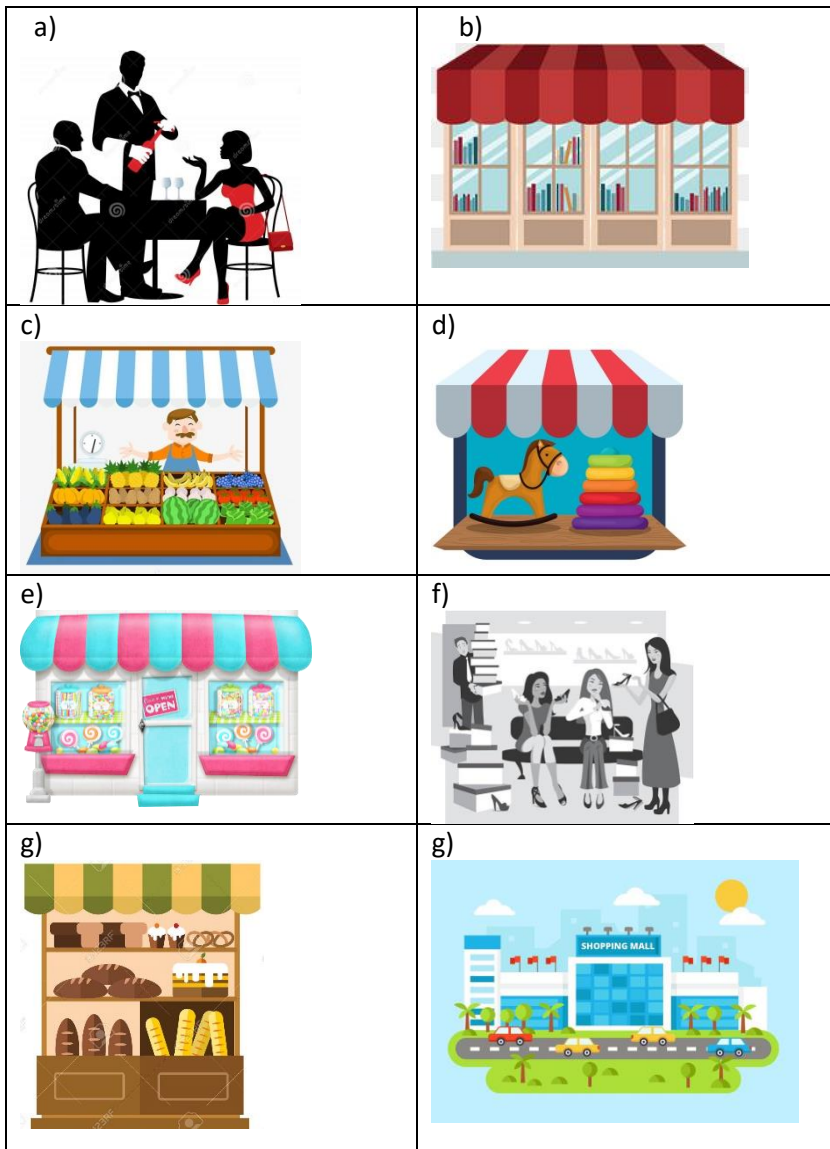
III. Choose and write the part of the body in the correct place.



- |     |      |       |       |
|-----|------|-------|-------|
| Leg | Hair | Mouth | Elbow |
| Eye | Foot | Nose  | Neck  |

IV. Select the correct image and fill in the parenthesis with the correct letter.

- |         |            |
|---------|------------|
| 19. ( ) | Shoe shop  |
| 20. ( ) | Toy shop   |
| 21. ( ) | Restaurant |
| 22. ( ) | Bakery     |
| 23. ( ) | Book shop  |
| 24. ( ) | Market     |
| 25. ( ) | Candy shop |





### Appendix 3 Study by Antje Carlson (adapted)

Adults' Experiences in Learning a Foreign Language in a University Classroom: a  
Heuristic Study by Antje Carlson (ADAPTED)

Estudio Heurístico por Antje Carlson (adaptado)

Nombre

Edad

Género

1. ¿Consideras que la edad es un factor importante para el aprendizaje de una lengua extranjera (Inglés) y por qué?
2. ¿Cómo te sientes sobre el aprendizaje de una lengua extranjera?
3. ¿Por qué te sientes así?
4. ¿Cómo te sientes cuando cometes un error en clase de la lengua extranjera?
5. ¿Cómo calificas tu progreso en la lengua extranjera?
6. Una vez que hayas agotado todas las posibilidades de aprender una lengua extranjera de la Unidad de aprendizaje, ¿qué piensas hacer para mantener o mejorar tu dominio de la lengua extranjera?
7. ¿Qué esfuerzo haces en el aprendizaje de la lengua extranjera?
8. ¿Cómo te sientes sobre el aprendizaje de una lengua extranjera?
9. ¿Qué papel juega tú tutor con respecto a tú esfuerzo de aprendizaje?
10. ¿Con cuánto tiempo de anticipación y qué tan intensamente te preparas para un examen de la lengua extranjera?

11. ¿Cómo te sientes acerca de las pruebas escritas y orales en la lengua extranjera?
12. ¿Qué es lo que te hizo empezar con los estudios?
13. ¿Cuánto tiempo pasó entre la culminación de tus estudios de secundaria y el ingreso a preparatoria?
14. ¿Consideras que la motivación es importante para estudiar?
15. ¿Por qué?
16. ¿Por qué crees que es importante esta lengua en particular?
17. Si tú necesitas tomar más clases para acreditar esta Unidad de Aprendizaje, ¿qué haces para continuar estudiando este idioma?
18. ¿Te sientes motivado para asistir a la clase de la lengua extranjera?
19. ¿Por qué?
20. ¿Has notado cambio en cómo te sientes durante el período escolar?
21. ¿Qué te hace perder tu motivación en un período de clase en particular?
22. ¿Qué te hace sentir motivado durante un periodo particular de clase?
23. ¿Qué tipo de ejercicios y / o actividades en clase te motivan?
24. ¿Qué dificultades enfrentas con referencia al aprendizaje de una lengua extranjera (Inglés)?
25. ¿Qué consideras que sería útil para mejorar el aprendizaje de ésta lengua extranjera?

<https://goo.gl/forms/JesMqVivUw6xOflo1>





### Evaluación Diagnostica

31

Nombre: Ana Laura Rivas Quiroga Grupo: 60

Matrícula: \_\_\_\_\_

1. What is your name? ✓

- a) are
- b) do
- c) is
- d) its



4

2. One, two, three, four, five ✓

- e) For
- f) Four
- g) Foot
- h) Floor



3. My mom is a teacher. My dad is an teacher

- a) Doctor
- b) Teacher
- c) Singer
- d) Architect



4. Today we have a party. Are you busy that afternoon?

- a) That
- b) This
- c) These
- d) Those



5. Lucy is cleaning the house. Max is washing the car. ✓

- a) Washing
- b) Eating
- c) Jumping
- d) Walking



6. Oranges, apples, Onions, melons.

- a) Onions
- b) Beans
- c) Eggs
- d) Bananas



7. I really like to go shopping. You should visit the flower shop. There are some delicious chocolate cakes.

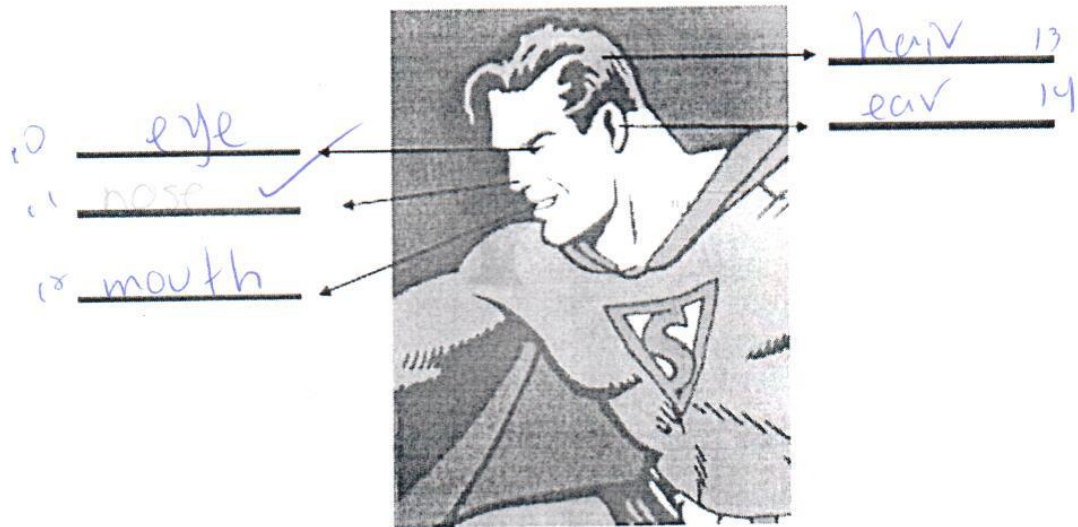
- a) Drugstore
- b) Bakery
- c) Flower shop
- d) Music store

flower shop



8. These earrings are Smallest than your watch.  
a) Darker  
b) More delicious  
c) More expensive  
d) Smallest

9. Write on the lines the name of each part of Superman's face.



Tengo 15 años, estoy aquí por que quiero superar mi  
calidad de vida y en un futuro poder ayudar a mis  
padres quiero llegar a la universidad y hacer mi  
carrera en administración de empresas para  
tener un buen trabajo



### Evaluación Diagnostica

60

Nombre: Luisa Fernanda Aguirre Domz

Grupo: 360

Matrícula: 1939443

1. What is your name?

- a) are
- b) do
- c) is
- d) its



2. One, two, three, four, five

- e) For
- f) Four
- g) Foot
- h) Floor



3. My mom is a teacher. My dad is an architect

- a) Doctor
- b) Teacher
- c) Singer
- d) Architect



4. Today we have a party. Are you busy these afternoon?

- a) That
- b) This
- c) These
- d) Those



5. Lucy is cleaning the house. Max is washing the car.

- a) Washing
- b) Eating
- c) Jumping
- d) Walking



6. Oranges, apples, Bananas, melons.

- a) Onions
- b) Beans
- c) Eggs
- d) Bananas



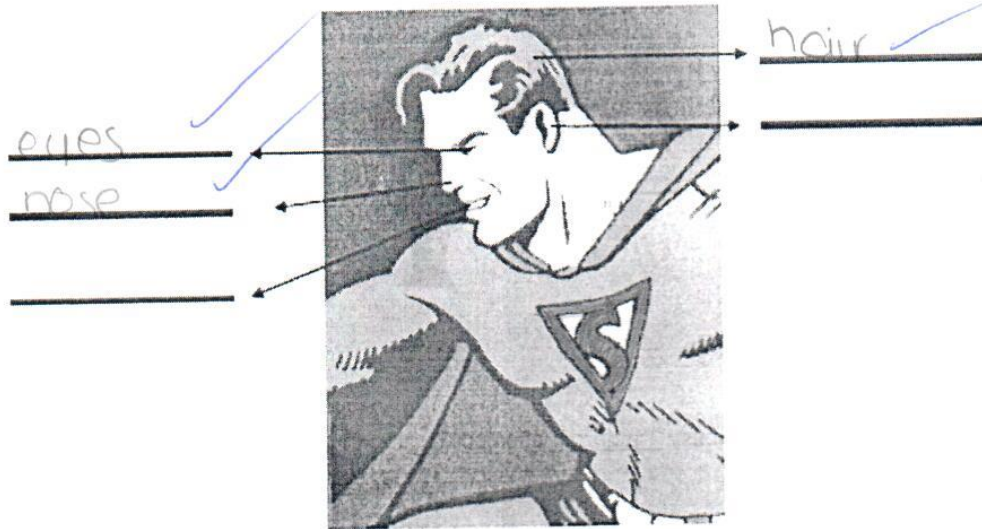
7. I really like to go shopping. You should visit the bakery. There are some delicious chocolate cakes.

- a) Drugstore
- b) Bakery
- c) Flower shop
- d) Music store



8. These earrings are more expensive than your watch.  
a) Darker  
b) More delicious  
c) More expensive  
d) Smallest

9. Write on the lines the name of each part of Superman's face.



Me llamo Luisa Fernanda, tengo 16 años, no trabajo, estoy soltera.

Cuando yo entre a la prepa la verdad no era porque quería tener una carrera, ahora todo cambió me gusta la idea de tener una carrera universitaria y quiero que sea leyes



### Evaluación Diagnóstica

85

Nombre: Alex Maises Mejia Vasquez  
 Matricula: 1935457

Grupo: 360

1. What \_\_\_\_\_ your name?

- a) are
- b) do
- c) is
- d) its



2. One, two, three, \_\_\_\_\_, five

- e) For
- f) Four
- g) Foot
- h) Floor



3. My mom is a teacher. My dad is an \_\_\_\_\_

- a) Doctor
- b) Teacher
- c) Singer
- d) Architect



4. Today we have a party. Are you busy \_\_\_\_\_ afternoon?

- a) That
- b) This
- c) These
- d) Those



5. Lucy is cleaning the house. Max is \_\_\_\_\_ the car.

- a) Washing
- b) Eating
- c) Jumping
- d) Walking



6. Oranges, apples, \_\_\_\_\_, melons.

- a) Onions
- b) Beans
- c) Eggs
- d) Bananas



7. I really like to go shopping. You should visit the \_\_\_\_\_. There are some delicious chocolate cakes.

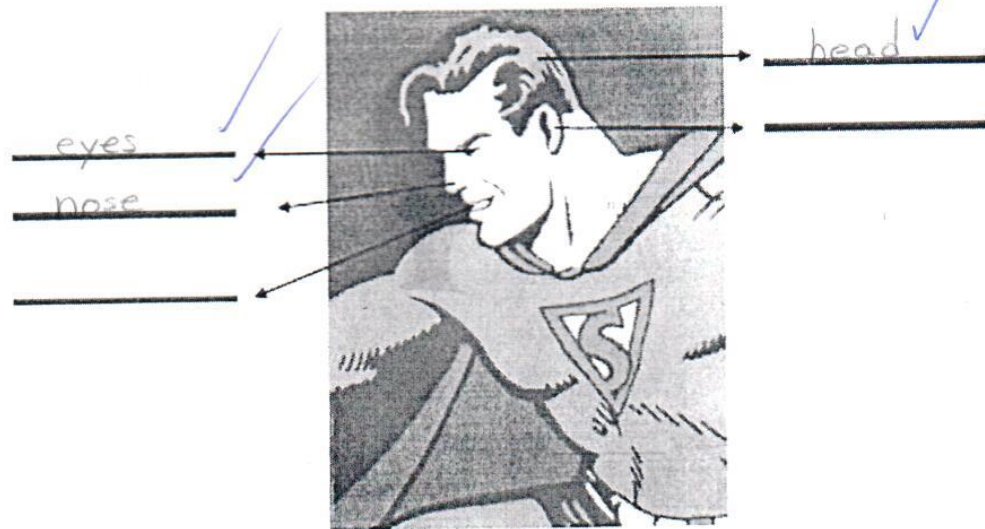
- a) Drugstore
- b) Bakery
- c) Flower shop
- d) Music store





8. These earrings are \_\_\_\_\_ than your watch.
- a) Darker
  - b) More delicious
  - c) More expensive
  - d) Smallest

9. Write on the lines the name of each part of Superman's face.



Alex Moises Mejia Vasquez  
Tengo 18 años  
Trabajo en AFL telecomunicaciones de lunes a viernes. Actualmente estudio la preparatoria, acabando la prepa quiero seguir estudiando una ingeniería en Fime



### Evaluación Diagnóstica

54

Nombre: Janeth Alejandra Alvarez Guerra

Grupo: 360

Matricula: 1935451

1. What is your name?

- a) are
- b) do
- c) is
- d) its



7

2. One, two, three, four, five

- e) For
- f) Four
- g) Foot
- h) Floor



3. My mom is a teacher. My dad is an architect

- a) Doctor
- b) Teacher
- c) Singer
- d) Architect



4. Today we have a party. Are you busy these afternoon?

- a) That
- b) This
- c) These
- d) Those



5. Lucy is cleaning the house. Max is washing the car.

- a) Washing
- b) Eating
- c) Jumping
- d) Walking



6. Oranges, apples, bananas, melons.

- a) Onions
- b) Beans
- c) Eggs
- d) Bananas



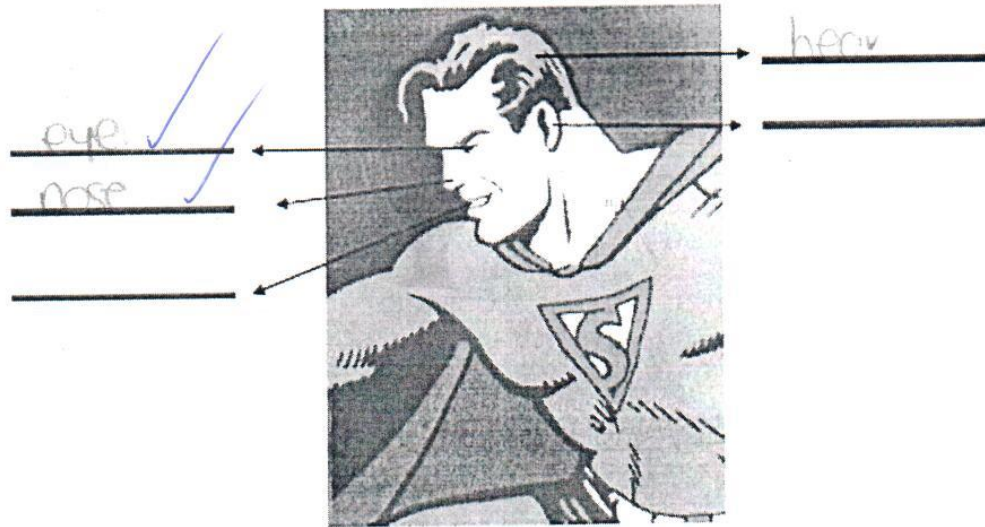
7. I really like to go shopping. You should visit the drugstore. There are some delicious chocolate cakes.

- a) Drugstore
- b) Bakery
- c) Flower shop
- d) Music store



8. These earrings are more expensive than your watch.
- a) Darker
  - b) More delicious
  - c) More expensive
  - d) Smallest

9. Write on the lines the name of each part of Superman's face.



Soy Janeth Alvarez tengo 23 años, tengo un hijo de 2 años y medio vivo en casa de mis papás, actualmente estoy en una relación de casi 2 años, mi último trabajo fue en una guardería en el área de maternal, hoy trabajo 6 horas diarias, actualmente no trabajo y estoy en proceso de conseguir un trabajo.

Algunas de mis metas son, terminar la prepa, empezar una carrera el diseño o en comercio y un futuro para darle a mi hijo una vida cómoda y feliz.



### Evaluación Diagnóstica

62

Nombre: Yaridey de la Cruz Graciano

Grupo: 60

Matricula: \_\_\_\_\_

1. What is your name?

- a) are
- b) do
- c) is
- d) its



8

2. One, two, three, four, five

- e) For
- f) Four
- g) Foot
- h) Floor



3. My mom is a teacher. My dad is an Architect

- a) Doctor
- b) Teacher
- c) Singer
- d) Architect



4. Today we have a party. Are you busy \_\_\_\_\_ afternoon?

- a) That
- b) This
- c) These
- d) Those



5. Lucy is cleaning the house. Max is washing the car.

- a) Washing
- b) Eating
- c) Jumping
- d) Walking



6. Oranges, apples, Bananas, melons.

- a) Onions
- b) Beans
- c) Eggs
- d) Bananas



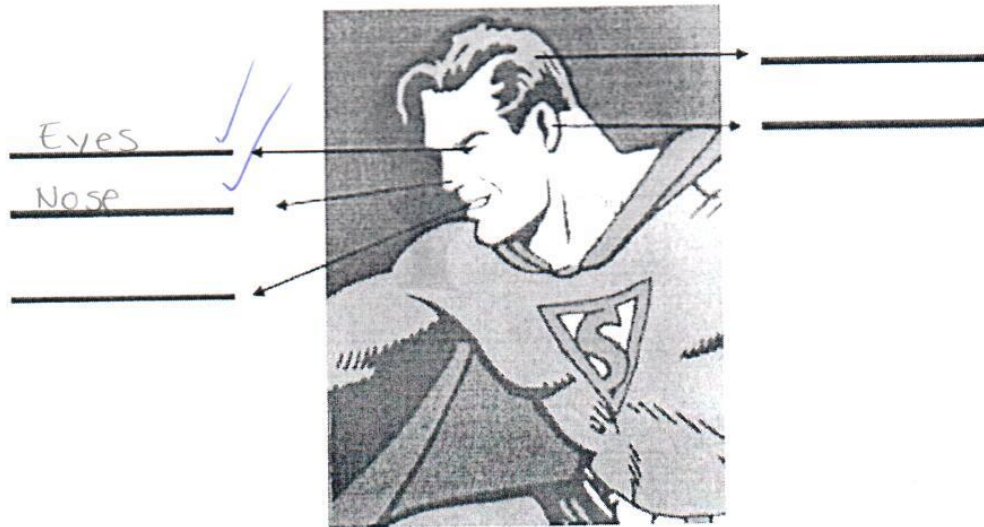
7. I really like to go shopping. You should visit the Drugstore There are some delicious chocolate cakes.

- a) Drugstore
- b) Bakery
- c) Flower shop
- d) Music store



8. These earrings are More expensive than your watch.  
a) Darker  
b) More delicious  
c) More expensive  
d) Smallest

9. Write on the lines the name of each part of Superman's face.



Tengo 22 año, tengo un bebe de 2 años, trabajo 12 hrs y estoy aqui estudiando por que me quiero superar para darle una mejor vida a mi bebe estoy casada y quisiera seguir estudiando psicología



85

**Evaluación Diagnóstica**

Nombre: Debanhi Mendoza Galindo

Grupo: 60

Matrícula: 19 35 465

1. What \_\_\_\_\_ your name?

- a) are
- b) do
- c) is
- d) its



2. One, two, three, \_\_\_\_\_, five

- e) For
- f) Four
- g) Foot
- h) Floor



3. My mom is a teacher. My dad is an \_\_\_\_\_

- a) Doctor
- b) Teacher
- c) Singer
- d) Architect



4. Today we have a party. Are you busy \_\_\_\_\_ afternoon?

- a) That
- b) This
- c) These
- d) Those



5. Lucy is cleaning the house. Max is \_\_\_\_\_ the car.

- a) Washing
- b) Eating
- c) Jumping
- d) Walking



6. Oranges, apples, \_\_\_\_\_, melons.

- a) Onions
- b) Beans
- c) Eggs
- d) Bananas



7. I really like to go shopping. You should visit the \_\_\_\_\_. There are some delicious chocolate cakes.

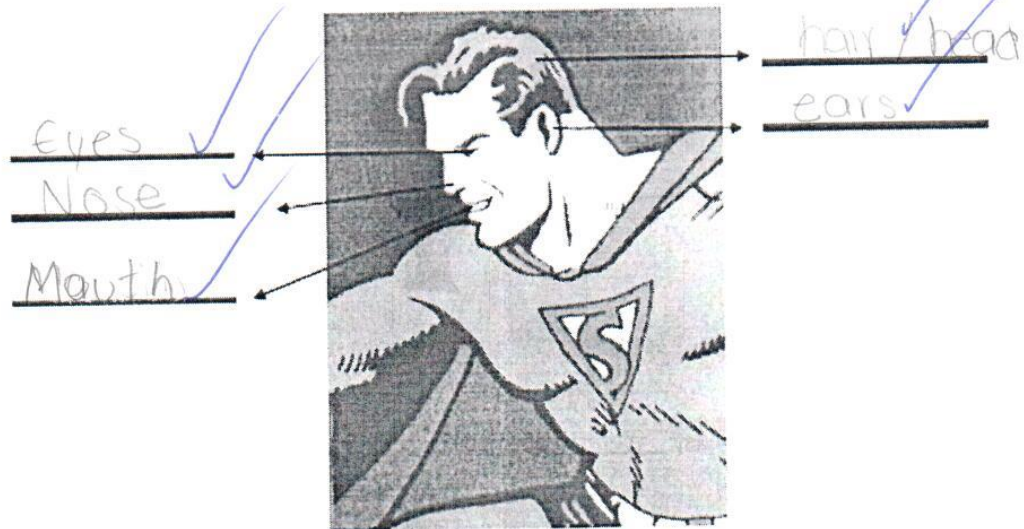
- a) Drugstore
- b) Bakery
- c) Flower shop
- d) Music store



8. These earrings are \_\_\_\_\_ than your watch.

- a) Darker
- b) More delicious
- c) More expensive
- d) Smallest

9. Write on the lines the name of each part of Superman's face.



Debanhi Mendoza, 16 años, Saltillo.

Ayudo a mis padres en un negocio familiar

Aun no se que estudiar, Sin embargo, quiero ser escritora, tomare alguna carrera como apoyo.



Evaluación Diagnostica

77

Nombre: Dora Aduana Medina

Grupo: 60

Matrícula: 1935484

1. What is your name?

- a) are
- b) do
- c) is
- d) its



10

2. One, two, three, four, five

- e) For
- f) Four
- g) Foot
- h) Floor



3. My mom is a teacher. My dad is an architect

- a) Doctor
- b) Teacher
- c) Singer
- d) Architect



4. Today we have a party. Are you busy that afternoon?

- a) That
- b) This
- c) These
- d) Those



5. Lucy is cleaning the house. Max is washing the car.

- a) Washing
- b) Eating
- c) Jumping
- d) Waking



6. Oranges, apples, bananas, melons.

- a) Onions
- b) Beans
- c) Eggs
- d) Bananas



7. I really like to go shopping. You should visit the bakery. There are some delicious chocolate cakes.

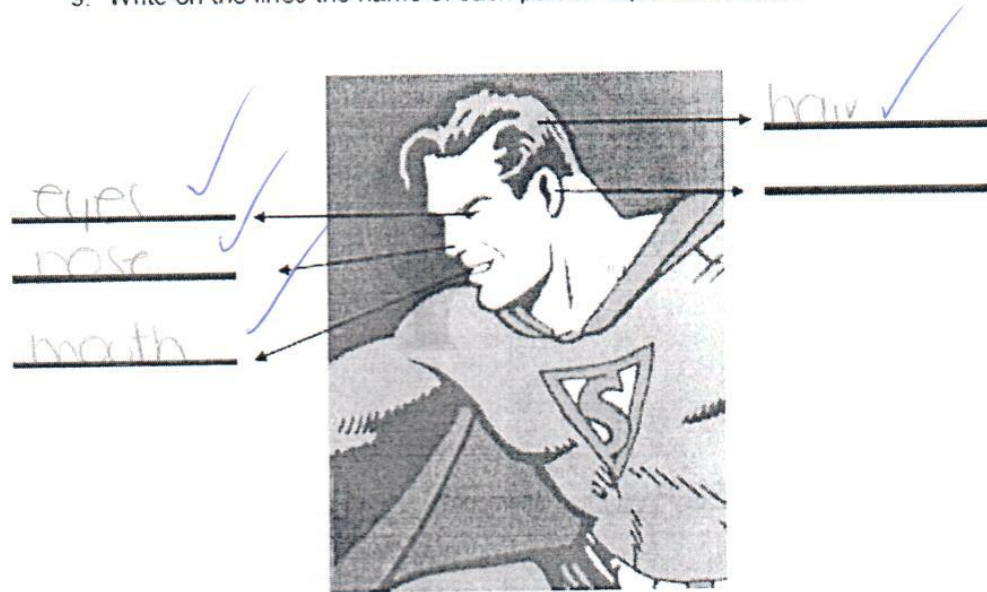
- a) Drugstore
- b) Bakery
- c) Flower shop
- d) Music store





8. These earrings are \_\_\_\_\_ than your watch.  
a) Darker  
b) More delicious  
c) More expensive  
d) Smallest

9. Write on the lines the name of each part of Superman's face.



-clav  
-qu  
-d  
para q  
exp  
en  
ver

Tengo 16 años, soy estudiante  
actualmente estoy cursando la  
prepa estoy aqui pa que  
quiero estudiar y espero poder terminar  
Y en cuanto haria donde quiero  
llegar a mi casa



**Evaluación Diagnóstica**

62  
60

Nombre: Maria Ernestina Silva Orbina Grupo: \_\_\_\_\_

Matrícula: \_\_\_\_\_

1. What is your name?

- a) are
- b) do
- c) is
- d) its



8

2. One, two, three, four, five

- e) For
- f) Four
- g) Foot
- h) Floor



3. My mom is a teacher. My dad is an teacher

- a) Doctor
- b) Teacher
- c) Singer
- d) Architect

4. Today we have a party. Are you busy that afternoon?

- a) That
- b) This
- c) These
- d) Those



5. Lucy is cleaning the house. Max is washing the car.

- a) Washing
- b) Eating
- c) Jumping
- d) Walking



6. Oranges, apples, Bananas, melons.

- a) Onions
- b) Beans
- c) Eggs
- d) Bananas



7. I really like to go shopping. You should visit the drugstore. There are some delicious chocolate cakes.

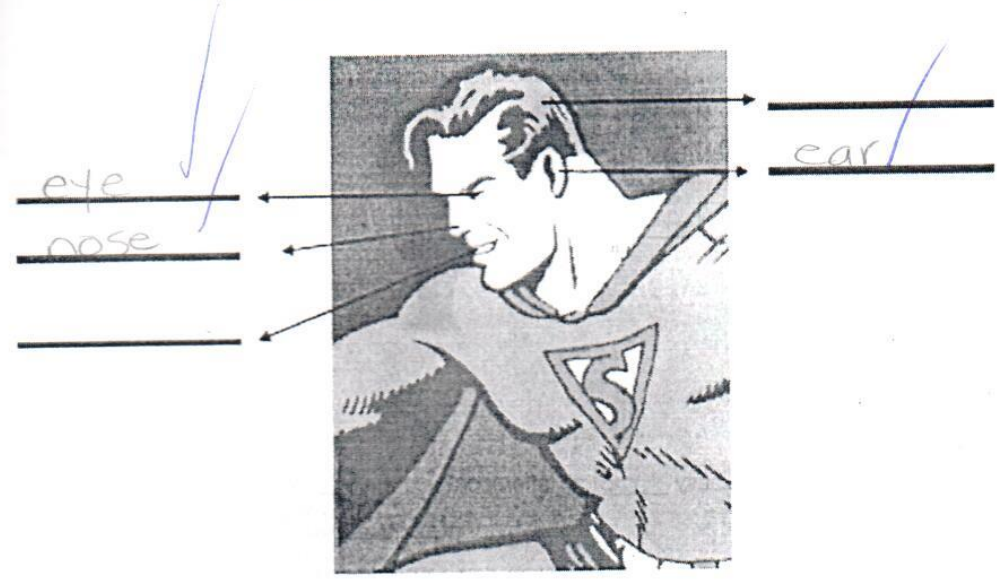
- a) Drugstore
- b) Bakery
- c) Flower shop
- d) Music store



80

8. These earrings are More expensive than your watch.  
a) Darker  
b) More delicious  
c) More expensive  
d) Smallest

9. Write on the lines the name of each part of Superman's face.



Edad: 33 años  
Casada tengo 2 hijas  
me dedico al Hogar  
Estoy aqui para superarme cada dia y ser  
mejor y aprovechar todo lo bueno para un  
mejor futuro  
y quiero llegar a ser alguien de gran preparacion  
para lograr metas

#10



### Evaluación Diagnóstica

(54)

Nombre: Dana Paola Contreras López Grupo: 60  
Matrícula: \_\_\_\_\_

1. What is your name? ✓

- a) are
- b) do
- c) is
- d) its



7

2. One, two, three, four, five ✓

- e) For
- f) Four
- g) Foot
- h) Floor



3. My mom is a teacher. My dad is an Teacher ✓

- a) Doctor
- b) Teacher
- c) Singer
- d) Architect



4. Today we have a party. Are you busy \_\_\_\_\_ afternoon?

- a) That
- b) This
- c) These
- d) Those



5. Lucy is cleaning the house. Max is washing the car. ✓

- a) Washing
- b) Eating
- c) Jumping
- d) Walking



6. Oranges, apples, Bananas, melons. ✓

- a) Onions
- b) Beans
- c) Eggs
- d) Bananas



7. I really like to go shopping. You should visit the Bakery. There are some delicious chocolate cakes. ✓

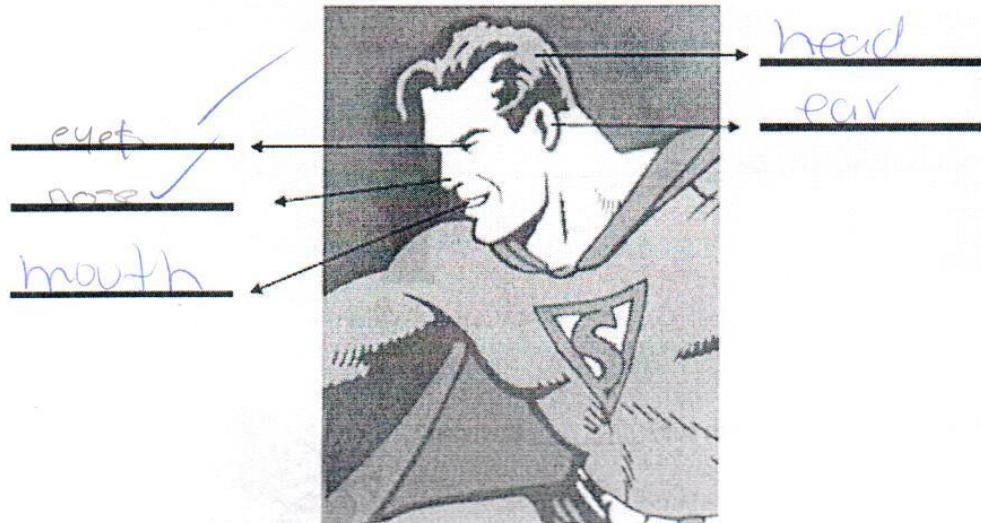
- a) Drugstore
- b) Bakery
- c) Flower shop
- d) Music store



8. These earrings are \_\_\_\_\_ than your watch.

- a) Darker
- b) More delicious
- c) More expensive
- d) Smallest

9. Write on the lines the name of each part of Superman's face.





## Evaluación Diagnóstica

Nombre: Artemio Gilberto Cantú Ramírez

Grupo: 60

Matrícula: \_\_\_\_\_

100  
Excellent

1. What is your name?

- a) are
- b) do
- c) is
- d) its



2. One, two, three, four, five

- e) For
- f) Four
- g) Foot
- h) Floor



3. My mom is a teacher. My dad is an teacher

- a) Doctor
- b) Teacher
- c) Singer
- d) Architect



4. Today we have a party. Are you busy this afternoon?

- a) That
- b) This
- c) These
- d) Those



5. Lucy is cleaning the house. Max is washing the car.

- a) Washing
- b) Eating
- c) Jumping
- d) Walking



6. Oranges, apples, bananas, melons.

- a) Onions
- b) Beans
- c) Eggs
- d) Bananas



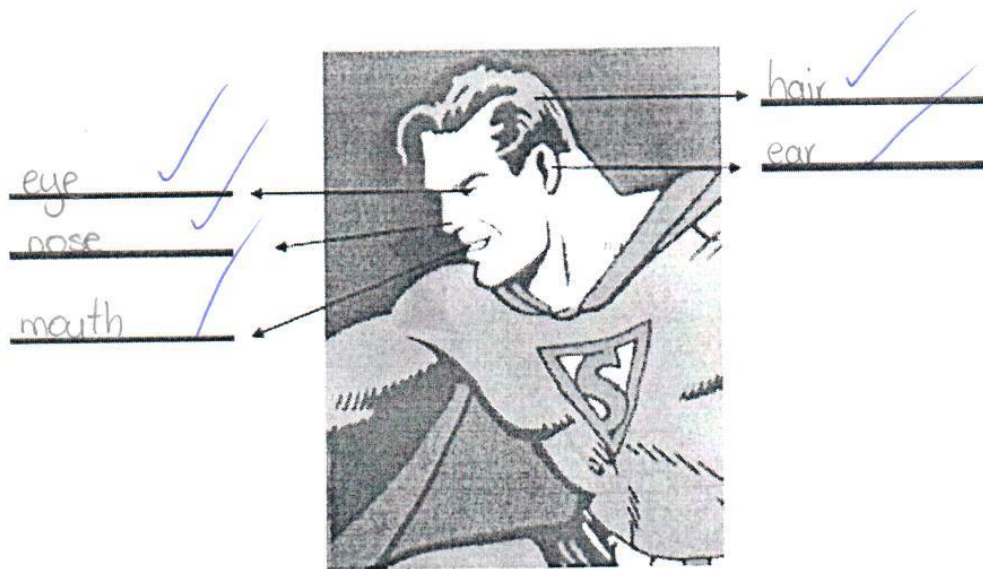
7. I really like to go shopping. You should visit the bakery. There are some delicious chocolate cakes.

- a) Drugstore
- b) Bakery
- c) Flower shop
- d) Music store



8. These earrings are more expensive than your watch.
- a) Darker
  - b) More delicious
  - c) More expensive
  - d) Smallest

9. Write on the lines the name of each part of Superman's face.



Edad: 16 años

Soltero

Me dedico ser discípulo de mi papá en un negocio,  
y los sigo siendo.



### Evaluación Diagnóstica

92

Nombre: Juan Alexander Castro Estrada

Grupo: 360

Matrícula: 1936109

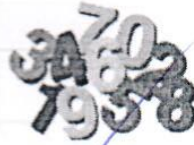
1. What is your name?

- a) are
- b) do
- c) is
- d) its



2. One, two, three, four, five

- e) For
- f) Four
- g) Foot
- h) Floor



3. My mom is a teacher. My dad is an Architect

- a) Doctor
- b) Teacher
- c) Singer
- d) Architect



12

4. Today we have a party. Are you busy This afternoon?

- a) That
- b) This
- c) These
- d) Those



5. Lucy is cleaning the house. Max is washing the car.

- a) Washing
- b) Eating
- c) Jumping
- d) Walking



6. Oranges, apples, Bananas, melons.

- a) Onions
- b) Beans
- c) Eggs
- d) Bananas



7. I really like to go shopping. You should visit the Bakery. There are some delicious chocolate cakes

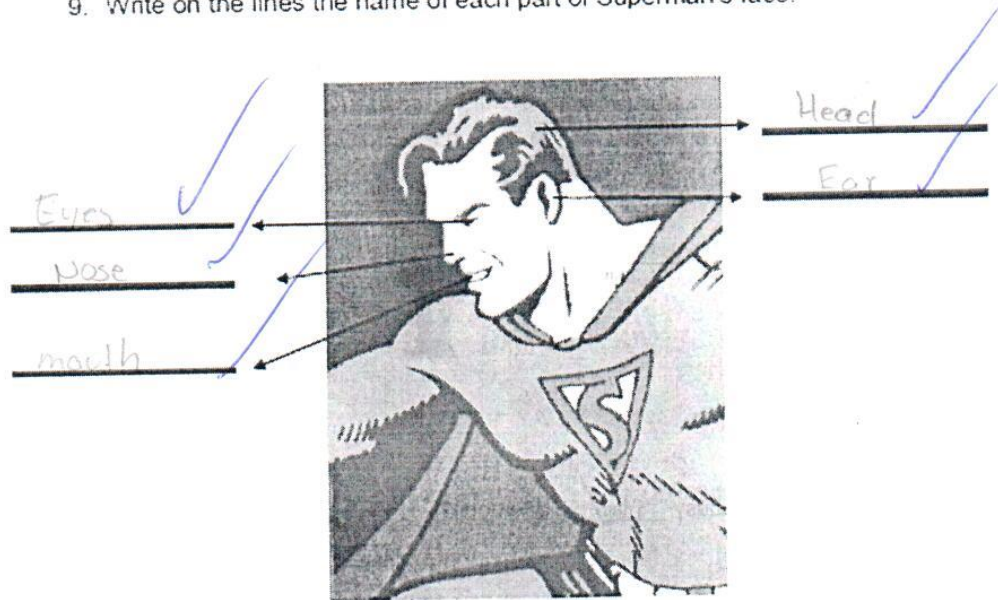
- a) Drugstore
- b) Bakery
- c) Flower shop
- d) Music store





8. These earrings are Smallest than your watch.  
a) Darker  
b) More delicious  
c) More expensive  
d) Smallest

9. Write on the lines the name of each part of Superman's face.



Edad: 18

vivo: Juarez, Nuevo León

Estoy aquí por que me quiero superar a mi mismo

voy a graduarme e ir a la facultad por una carrera

actualmente no trabajo



Evaluación Diagnostica

46

Nombre: José Francisco Balderramos C

Grupo: 360

Matrícula: \_\_\_\_\_

1. What \_\_\_\_\_ your name?

- a) are
- b) do
- c) is
- d) its



6

2. One, two, three, \_\_\_\_\_, five

- e) For
- f) Four
- g) Foot
- h) Floor



3. My mom is a teacher. My dad is an \_\_\_\_\_

- a) Doctor
- b) Teacher
- c) Singer
- d) Architect



4. Today we have a party. Are you busy \_\_\_\_\_ afternoon?

- a) That
- b) This
- c) These
- d) Those



5. Lucy is cleaning the house. Max is \_\_\_\_\_ the car.

- a) Washing
- b) Eating
- c) Jumping
- d) Walking



6. Oranges, apples, \_\_\_\_\_, melons.

- a) Onions
- b) Beans
- c) Eggs
- d) Bananas



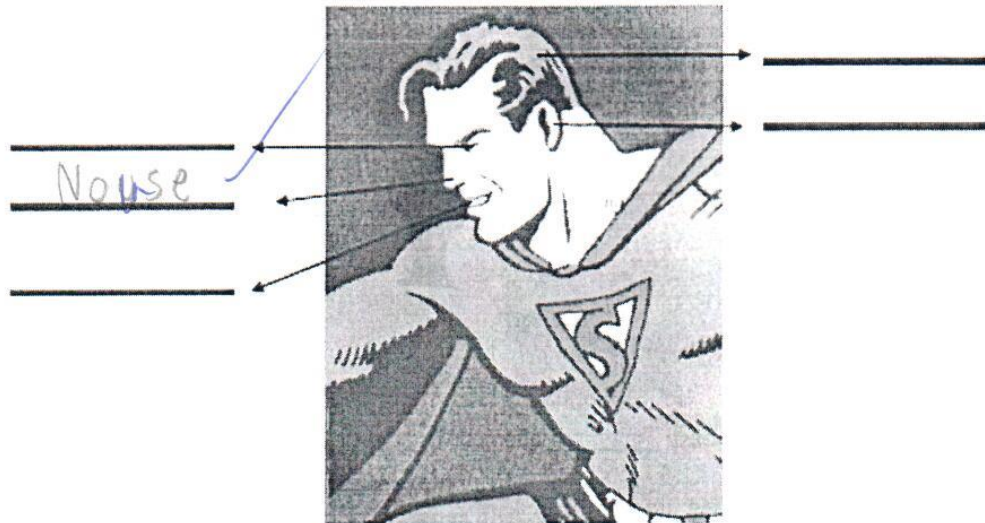
7. I really like to go shopping. You should visit the \_\_\_\_\_. There are some delicious chocolate cakes.

- a) Drugstore
- b) Bakery
- c) Flower shop
- d) Music store



8. These earrings are \_\_\_\_\_ than your watch.
- a) Darker
  - b) More delicious
  - c) More expensive
  - d) Smallest

9. Write on the lines the name of each part of Superman's face.



Edad: 16

Soltero

Trabajo en: Una Tienda

Estoy aquí para: Quiero lograr terminar mis estudios



## Evaluación Diagnóstica

Nombre: Ricardo Francisco Mata Vega  
Matrícula: 1935431

Grupo: 46

1. What are your name?

- a) are
- ~~b) do~~
- ~~c) is~~
- d) its



2. One, two, three, four, five

- e) For
- ~~f) Four~~
- g) Foot
- h) Floor



3. My mom is a teacher. My dad is an Singer

- a) Doctor
- b) Teacher
- ~~c) Singer~~
- d) Architect



4. Today we have a party. Are you busy this afternoon?

- a) That
- ~~b) This~~
- c) These
- d) Those



5. Lucy is cleaning the house. Max is washing the car.

- ~~a) Washing~~
- ~~b) Eating~~
- c) Jumping
- d) Walking



6. Oranges, apples, Bananas, melons.

- a) Onions
- b) Beans
- c) Eggs
- ~~d) Bananas~~



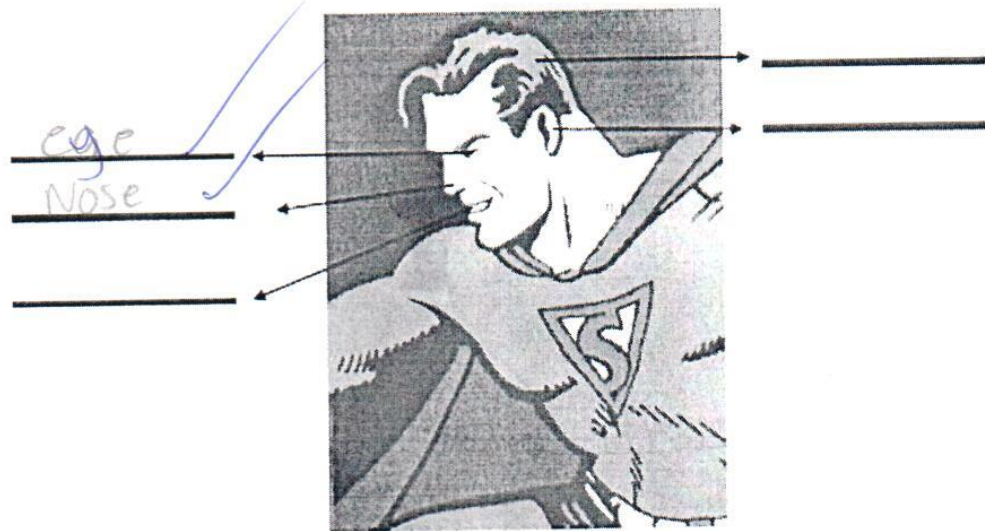
7. I really like to go shopping. You should visit the Flower shop there are some delicious chocolate cakes.

- a) Drugstore
- b) Bakery
- ~~c) Flower shop~~
- d) Music store



8. These earrings are More delicious than your watch.
- a) Darker
  - b) More delicious
  - c) More expensive
  - d) Smallest

9. Write on the lines the name of each part of Superman's face.



Ricardo Francisco Mata Vega

19 años.

Trabajo de chofer de Uber, trabajo Sam - 5:00pm, anoche  
5pm - 2:00am

Estoy aqui porque quiero terminar algo que empeze en otra  
peepa y si me da quisiera estudiar la universidad

Tengo Nouia



### Evaluación Diagnostica

77

Nombre: Narisa Mendoza Perez

Grupo: 350

Matrícula: 1935472

1. What is your name?

- a) are
- b) do
- c) is
- d) its



10

2. One, two, three, four, five

- e) For
- f) Four
- g) Foot
- h) Floor



3. My mom is a teacher. My dad is an teacher

- a) Doctor
- b) Teacher
- c) Singer
- d) Architect



4. Today we have a party. Are you busy this afternoon?

- a) That
- b) This
- c) These
- d) Those



5. Lucy is cleaning the house. Max is washing the car.

- a) Washing
- b) Eating
- c) Jumping
- d) Walking



6. Oranges, apples, bananas, melons.

- a) Onions
- b) Beans
- c) Eggs
- d) Bananas



7. I really like to go shopping. You should visit the Bakery. There are some delicious chocolate cakes.

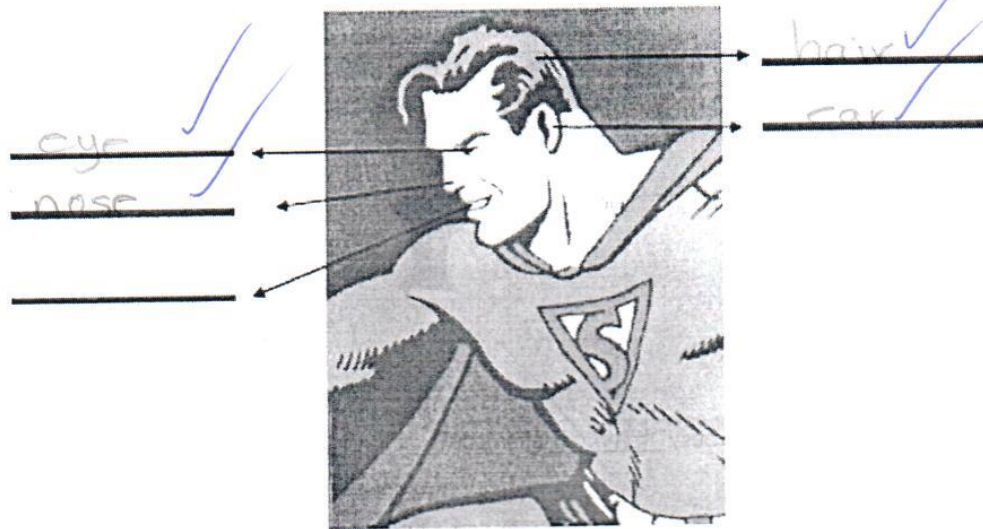
- a) Drugstore
- b) Bakery
- c) Flower shop
- d) Music store

shop



8. These earrings are more expensive than your watch.  
a) Darker  
b) More delicious  
c) More expensive  
d) Smallest

9. Write on the lines the name of each part of Superman's face.



tengo 17 años,  
tengo un trabajo  
de dos turnos, en total  
al día trabajo 9 hrs  
Estoy estudiando  
la preparatoria  
abierta, espero  
a futuro poder  
terminar una  
carrera y sacar  
adelante a mi  
familia.



### Evaluación Diagnostica

77  
60

Nombre: Gabriela Pérez Arviz

Grupo: 60

Matricula: 1935486

1. What is your name?

- a) are
- b) do
- c) is
- d) its



2. One, two, three, four, five

- e) For
- f) Four
- g) Foot
- h) Floor



3. My mom is a teacher. My dad is an Doctor

- a) Doctor
- b) Teacher
- c) Singer
- d) Architect



4. Today we have a party. Are you busy this afternoon?

- a) That
- b) This
- c) These
- d) Those



5. Lucy is cleaning the house. Max is washing the car.

- a) Washing
- b) Eating
- c) Jumping
- d) Walking



6. Oranges, apples, Bananas, melons.

- a) Onions
- b) Beans
- c) Eggs
- d) Bananas



7. I really like to go shopping. You should visit the Bakery. There are some delicious chocolate cakes.

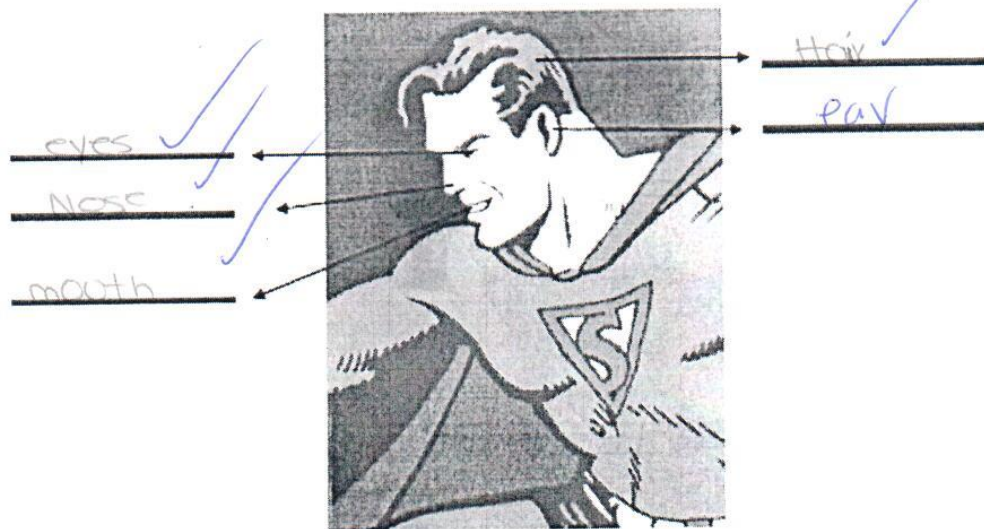
- a) Drugstore
- b) Bakery
- c) Flower shop
- d) Music store





8. These earrings are smallest than your watch.  
a) Darker  
b) More delicious  
c) ~~More expensive~~  
d) ~~Smallest~~

9. Write on the lines the name of each part of Superman's face.



Gabriela Pérez Anas, 18 años

Trabajo en una fábrica de lunas a viernes de 8:00 am a 8:36 pm

Soltera.

Estoy estudiando en esta preparatoria porque quiero seguir estudiando para superarme y tener un buen trabajo con mejores ingresos.



### Evaluación Diagnostica

69  
60

Nombre: Iran Alejandra Silvo Lopez  
 Matricula: 1935496

Grupo: \_\_\_\_\_

1. What is your name?

- a) are
- b) do
- c) is
- d) its



9

2. One, two, three, four, five

- e) For
- f) Four
- g) Foot
- h) Floor



3. My mom is a teacher. My dad is an architect

- a) Doctor
- b) Teacher
- c) Singer
- d) Architect



4. Today we have a party. Are you busy that afternoon?

- a) That
- b) This
- c) These
- d) Those



5. Lucy is cleaning the house. Max is washing the car.

- a) Washing
- b) Eating
- c) Jumping
- d) Walking



6. Oranges, apples, Bananas, melons.

- a) Onions
- b) Beans
- c) Eggs
- d) Bananas



7. I really like to go shopping. You should visit the \_\_\_\_\_. There are some delicious chocolate cakes.

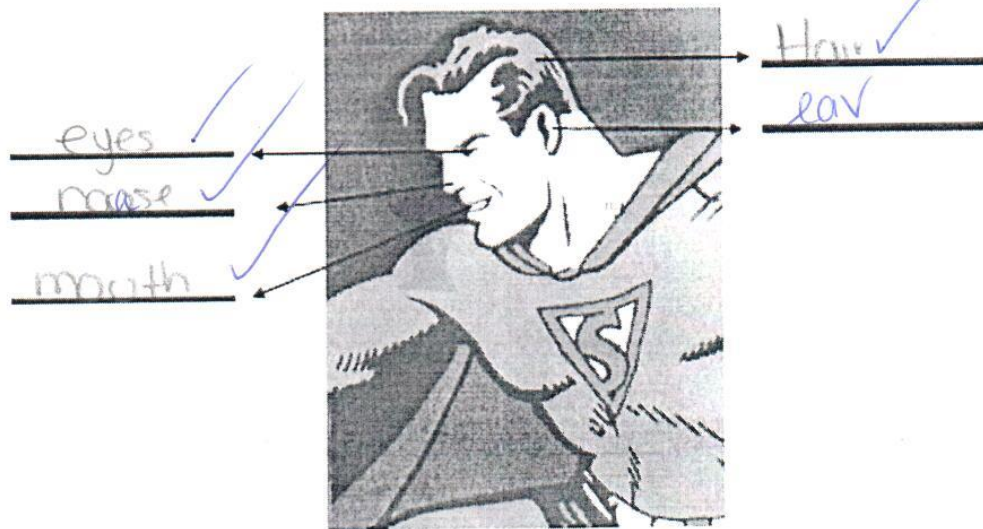
- a) Drugstore
- b) Bakery
- c) Flower shop
- d) Music store



8. These earrings are \_\_\_\_\_ than your watch.

- a) Darker
- b) More delicious
- c) More expensive
- d) Smallest

9. Write on the lines the name of each part of Superman's face.



Soy Iron Alejandro Silva Lopez tengo 16 años  
soy de la Colonia Emiliano Zapata, vivo con  
mis abuelos maternos, estudio la preparatoria  
porque se me ha dado la oportunidad de seguir  
estudiando, me gustaria entrar a la facultad  
pero aún no decido que estudiar, estoy entre  
estudiar administración empresarial o contaduría.



### Evaluación Diagnostica

69

Nombre: Lizet Anahy Ruero Rdz

Grupo: 300

Matricula: \_\_\_\_\_

1. What is your name?

- a) are
- b) do
- c) is
- d) its



9

2. One, two, three, four, five

- e) For
- f) Four
- g) Foot
- h) Floor



3. My mom is a teacher. My dad is an architect

- a) Doctor
- b) Teacher
- c) Singer
- d) Architect



4. Today we have a party. Are you busy that afternoon?

- a) That
- b) ~~This~~
- c) These
- d) Those



5. Lucy is cleaning the house. Max is washing the car.

- a) Washing
- b) Eating
- c) Jumping
- d) Walking



6. Oranges, apples, bananas, melons.

- a) Onions
- b) Beans
- c) Eggs
- d) Bananas



7. I really like to go shopping. You should visit the bakery. There are some delicious chocolate cakes.

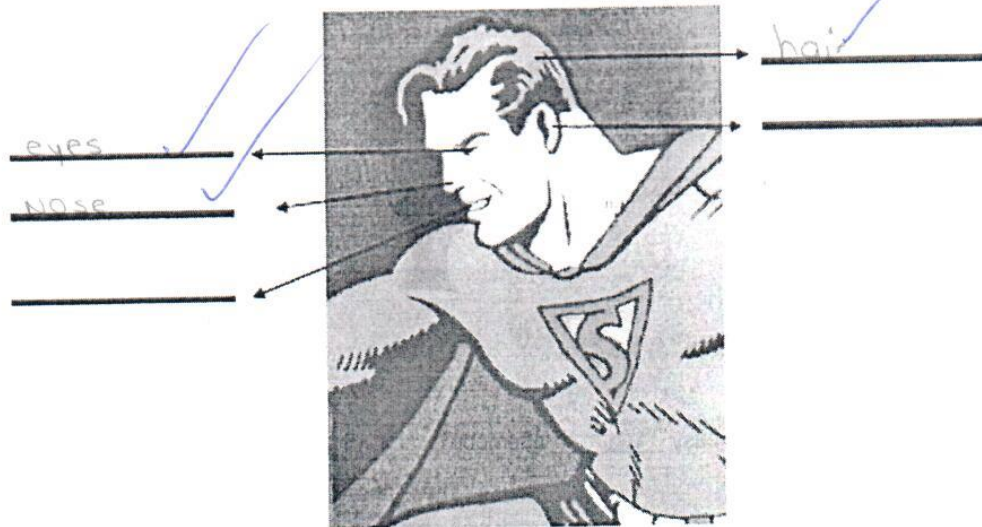
- a) Drugstore
- b) Bakery
- c) Flower shop
- d) Music store



8. These earrings are darker than your watch.

- a) Darker
- b) More delicious
- c) More expensive
- d) Smallest

9. Write on the lines the name of each part of Superman's face.



Tengo 17 años, estoy estudiando la preparatoria número 7 y estoy aquí porque quiero tener un mejor futuro para mí, me dirijo a ser una psicóloga o una Lic. de enfermería. Soy soltera



### Evaluación Diagnostica

60

Nombre: Jennifer Montserrat De La Luz Bongel  
Matricula: 1935539

Grupo: 60

1. What is your name?

- a) are
- b) do
- c) is
- d) its



2. One, two, three, Four, five

- e) For
- f) Four
- g) Foot
- h) Floor



3. My mom is a teacher. My dad is an Architect.

- a) Doctor
- b) Teacher
- c) Singer
- d) Architect



4. Today we have a party. Are you busy Here afternoon?

- a) That
- b) This
- c) These
- d) Those



5. Lucy is cleaning the house. Max is Washing the car.

- a) Washing
- b) Eating
- c) Jumping
- d) Walking



6. Oranges, apples, Bananas, melons.

- a) Onions
- b) Beans
- c) Eggs
- d) Bananas



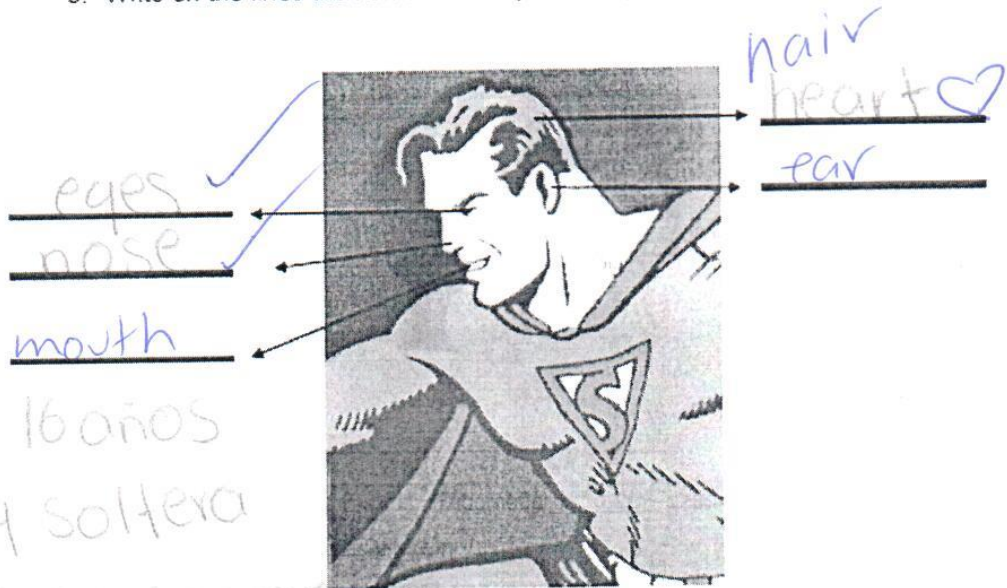
7. I really like to go shopping. You should visit the Drugstore. There are some delicious chocolate cakes.

- a) Drugstore
- b) Bakery
- c) Flower shop
- d) Music store



8. These earrings are Darker than your watch.  
a) Darker  
b) More delicious  
c) More expensive  
d) Smallest

9. Write on the lines the name of each part of Superman's face.



Tengo 16 años  
Soy soltera

Estoy aquí porque  
quiero en futuro seguro para mí,  
para ser un ejemplo a seguir.

Dónde voy?

A seguir estudiando para ser secretaria o psicóloga.



## Evaluación Diagnóstica

0.8

Nombre: Paolo Aide Contreras López

Grupo: 300

Matrícula: \_\_\_\_\_

1. What is your name?

- a) are
- b) do
- c) is
- d) its



2. One, two, three, four, five

- e) For
- f) Four
- g) Foot
- h) Floor



3. My mom is a teacher. My dad is an singer

- a) Doctor
- b) Teacher
- c) Singer
- d) Architect



4. Today we have a party. Are you busy this afternoon?

- a) That
- b) This
- c) These
- d) Those



5. Lucy is cleaning the house. Max is walking the car.

- a) Washing
- b) Eating
- c) Jumping
- d) Walking



6. Oranges, apples, beans, melons.

- a) Onions
- b) Beans
- c) Eggs
- d) Bananas



7. I really like to go shopping. You should visit the flower shop. There are some delicious chocolate cakes.

- a) Drugstore
- b) Bakery
- c) Flower shop
- d) Music store

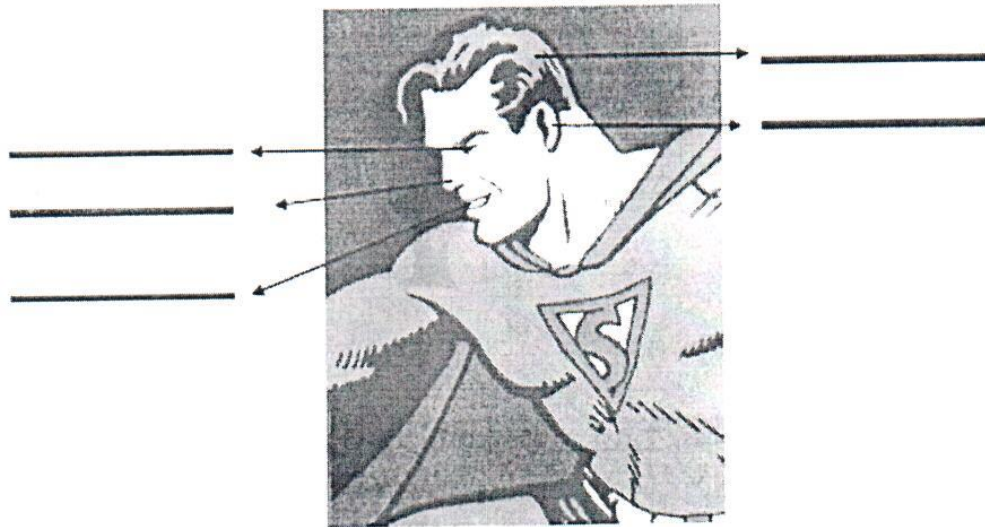




8. These earrings are darker than your watch.

- a) Darker
- b) More delicious
- c) More expensive
- d) Smallest

9. Write on the lines the name of each part of Superman's face.



Me llamo Paola Aide Contreras López  
tengo 19 años  
trabajo en farmacia Guadalupe y trabajo de  
lunes a domingo 8 horas  
estoy casada  
y estoy aquí porque quiero seguir estudiando  
quiero estudiar veterinaria zootecnia



### Evaluación Diagnostica

67

Nombre: Nimsi Lucero Forlano Ortiz

Grupo: 350

Matricula: 1935452

1. What is your name?

- a) are
- b) do
- c) is
- d) its



8

2. One, two, three, four, five

- e) For
- f) Four
- g) Foot
- h) Floor



3. My mom is a teacher. My dad is an teacher

- a) Doctor
- b) Teacher
- c) Singer
- d) Architect



4. Today we have a party. Are you busy this afternoon?

- a) That
- b) This
- c) These
- d) Those



5. Lucy is cleaning the house. Max is washing the car.

- a) Washing
- b) Eating
- c) Jumping
- d) Walking



6. Oranges, apples, bananas, melons.

- a) Onions
- b) Beans
- c) Eggs
- d) Bananas



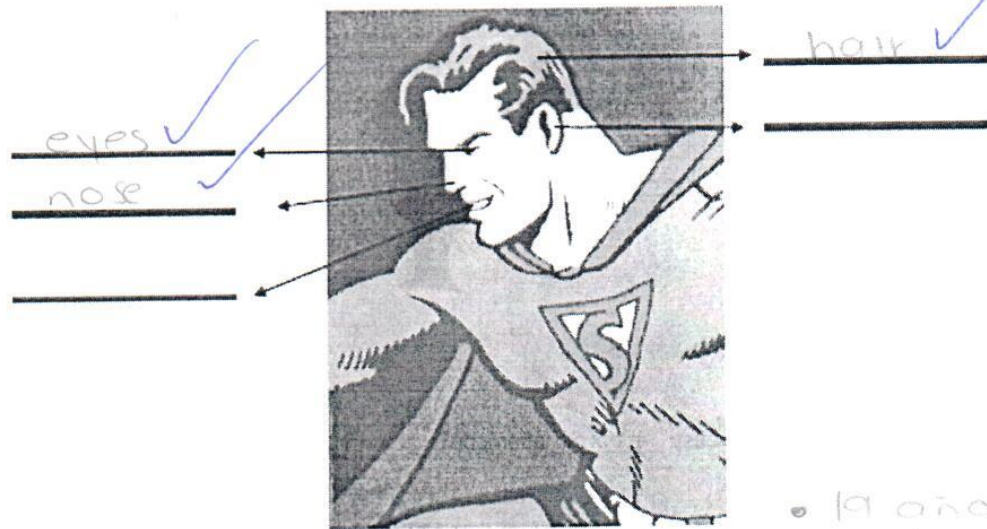
7. I really like to go shopping. You should visit the \_\_\_\_\_. There are some delicious chocolate cakes.

- a) Drugstore
- b) Bakery
- c) Flower shop
- d) Music store



8. These earrings are \_\_\_\_\_ than your watch.
- a) Darker
  - b) More delicious
  - c) More expensive
  - d) Smallest

9. Write on the lines the name of each part of Superman's face.



- 19 años
- Soltero
- Soy enfermero
- Próximamente madre
- Trabajo de Lunes a Jueves de 7am a 7pm
- Estoy aquí porque sé que cuando salga adelante y para todo tiene trabajo
- Próximamente estudio
- Próximamente reserpo m. Dios. Llegar a ser nutriólogo



### Evaluación Diagnóstica

85

Nombre: Patricia Yuliana Esquivel Rincon  
Matricula: 1935421

Grupo: 80

1. What is your name?

- a) are
- b) do
- c) is
- d) its



2. One, two, three, four, five

- e) For
- f) Four
- g) Foot
- h) Floor



3. My mom is a teacher. My dad is an Architect

- a) Doctor
- b) Teacher
- c) Singer
- d) Architect



4. Today we have a party. Are you busy This afternoon?

- a) That
- b) This
- c) These
- d) Those



5. Lucy is cleaning the house. Max is washing the car.

- a) Washing
- b) Eating
- c) Jumping
- d) Walking



6. Oranges, apples, Bananas melons.

- a) Onions
- b) Beans
- c) Eggs
- d) Bananas



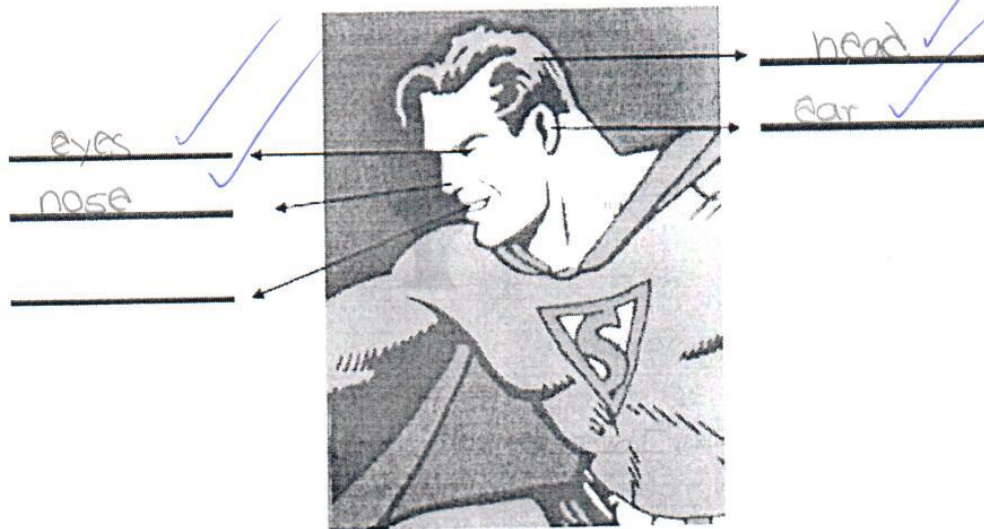
7. I really like to go shopping. You should visit the Bakery. There are some delicious chocolate cakes.

- a) Drugstore
- b) Bakery
- c) Flower shop
- d) Music store



8. These earrings are smallest than your watch.  
a) Darker  
b) More delicious  
c) More expensive  
d) Smallest

9. Write on the lines the name of each part of Superman's face.



mi nombre es Patricia Yuliana Esquivel Rincón  
tengo 23 años soy casada y tengo un hijo de 6 años,  
en estos momentos me dedico al hogar,  
estoy aquí porque es una meta que quiero cumplir, y  
darle el ejemplo a mi hijo, que no hay obstáculos cuando  
realmente se quiere lograr algo.  
mi siguiente meta por cumplir es comenzar una carrera  
Universitaria en Criminología.



Evaluación Diagnostica

46

Nombre: Andrés Guadalupe Andrade Grupo: 60  
Matricula: \_\_\_\_\_

1. What \_\_\_\_\_ your name?

- a) are
- b) do
- c) is
- d) its



2. One, two, three, \_\_\_\_\_, five

- e) For
- f) Four
- g) Foot
- h) Floor



60

3. My mom is a teacher. My dad is an \_\_\_\_\_

- a) Doctor
- b) Teacher
- c) Singer
- d) Architect



4. Today we have a party. Are you busy \_\_\_\_\_ afternoon?

- a) That
- b) This
- c) These
- d) Those



5. Lucy is cleaning the house. Max is \_\_\_\_\_ the car.

- a) Washing
- b) Eating
- c) Jumping
- d) Walking



6. Oranges, apples, \_\_\_\_\_, melons.

- a) Onions
- b) Beans
- c) Eggs
- d) Bananas



7. I really like to go shopping. You should visit the \_\_\_\_\_. There are some delicious chocolate cakes.

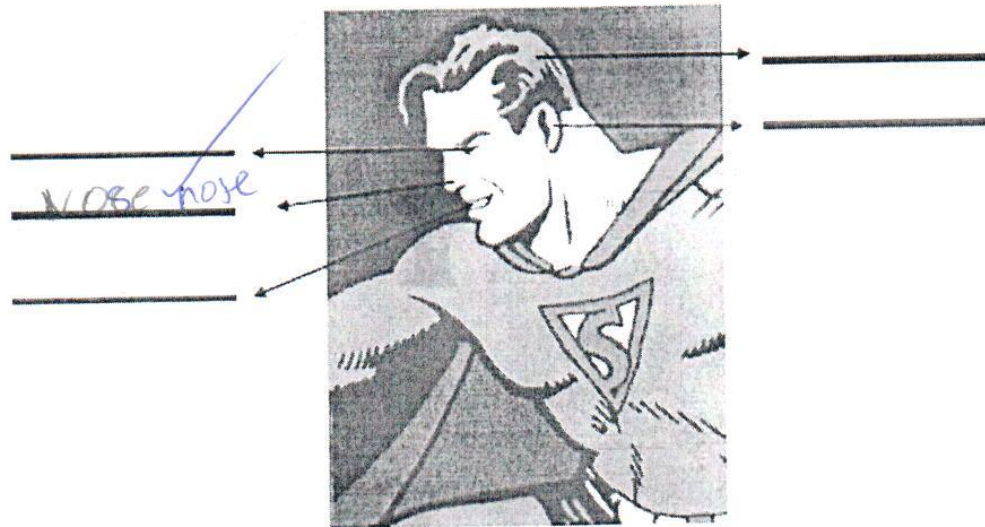
- a) Drugstore
- b) Bakery
- c) Flower shop
- d) Music store



8. These earrings are \_\_\_\_\_ than your watch.

- a) Darker
- b) More delicious
- c) More expensive
- d) Smallest

9. Write on the lines the name of each part of Superman's face.



Mi nombre es Andrés, tengo 18 años, mi objetivo es terminar la prepa y seguir estudiando para ser un ingeniero en sistemas, soy soltero y estoy aquí para terminar mis estudios, y me gusta la música, se tocar un instrumento y actualmente no trabajo.



### Evaluación Diagnostica

54

Nombre: Oziel Lara Limón

Grupo: 60

Matrícula: \_\_\_\_\_

1. What do your name?

- a) are
- b) do
- c) is
- d) its



7

2. One, two, three, Four, five

- e) For
- f) Four
- g) Foot
- h) Floor



3. My mom is a teacher. My dad is an Architect

- a) Doctor
- b) Teacher
- c) Singer
- d) Architect



4. Today we have a party. Are you busy These afternoon?

- a) That
- b) This
- c) These
- d) Those



5. Lucy is cleaning the house. Max is Washing the car.

- a) Washing
- b) Eating
- c) Jumping
- d) Walking



6. Oranges, apples, Bananas, melons.

- a) Onions
- b) Beans
- c) Eggs
- d) Bananas



7. I really like to go shopping. You should visit the Bakery. There are some delicious chocolate cakes.

- a) Drugstore
- b) Bakery
- c) Flower shop
- d) Music store

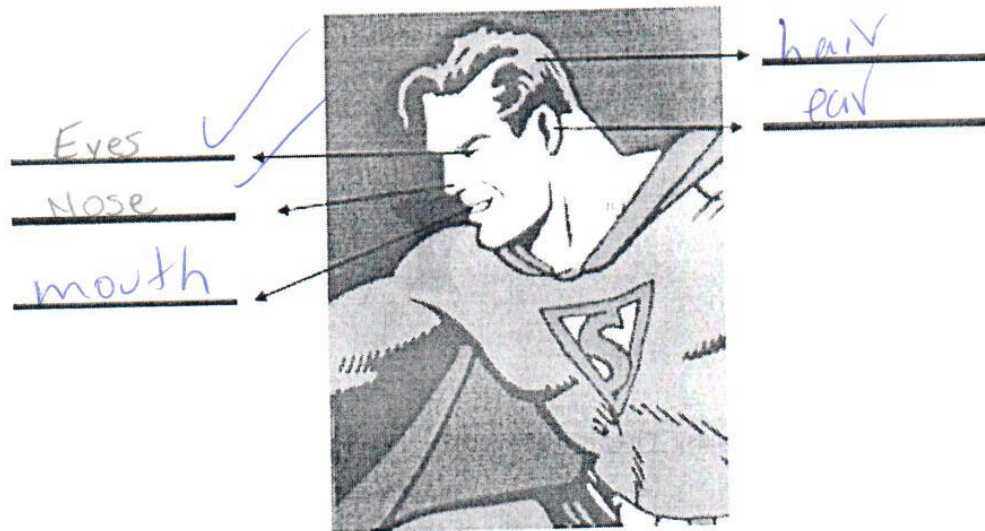




8. These earrings are smallest than your watch.

- a) Darker
- b) More delicious
- c) More expensive
- d) Smallest

9. Write on the lines the name of each part of Superman's face.



Edad = 22 años  
Estado Civil = Casado  
Tengo 1 hijo

Trabajo horarios: 12 horas 4x4

Estoy Aquí porque quiero Estudiar la prepa y Estudiar la Facultad y Poder Conseguir un Trabajo mejor como Ingeniero o Técnico.



54

### Evaluación Diagnóstica

Nombre: Esméralda Vianey Rentería González

Grupo: 60

Matrícula: \_\_\_\_\_

1. What is your name?

- a) are
- b) do
- c) is
- d) its



2. One, two, three, four, five

- e) For
- f) Four
- g) Foot
- h) Floor



3. My mom is a teacher. My dad is an teacher

- a) Doctor
- b) Teacher
- c) Singer
- d) Architect



4. Today we have a party. Are you busy that afternoon?

- a) That
- b) This
- c) These
- d) Those



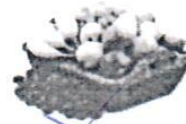
5. Lucy is cleaning the house. Max is washing the car.

- a) Washing
- b) Eating
- c) Jumping
- d) Walking



6. Oranges, apples, bananas, melons.

- a) Onions
- b) Beans
- c) Eggs
- d) Bananas



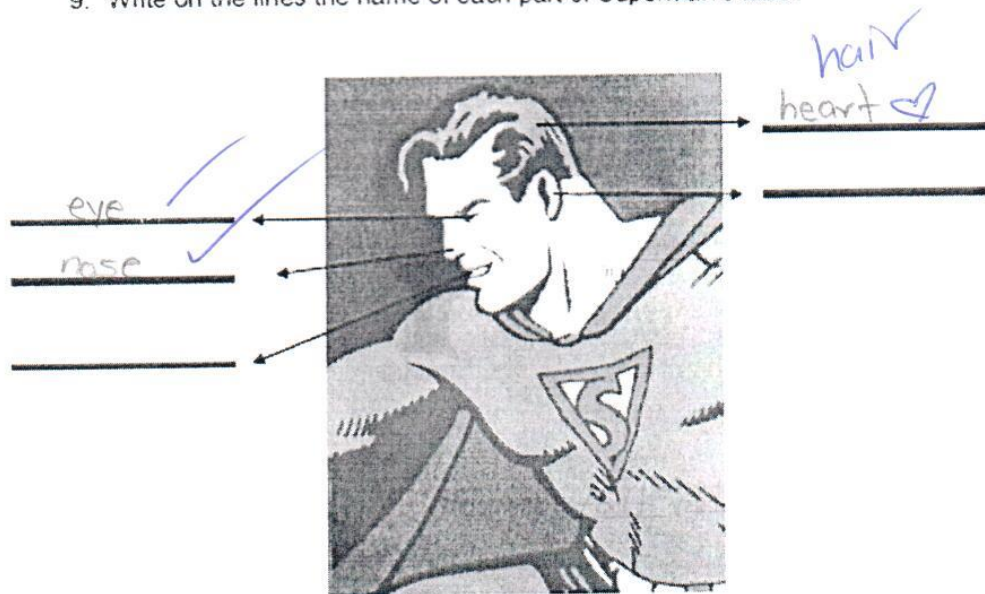
7. I really like to go shopping. You should visit the Drugstore. There are some delicious chocolate cakes.

- a) Drugstore
- b) Bakery
- c) Flower shop
- d) Music store



8. These earrings are more expensive than your watch.  
a) Darker  
b) More delicious  
c) More expensive  
d) Smallest

9. Write on the lines the name of each part of Superman's face.



Tengo 17 años, trabajando en una empresa de transportes (de material) saliendo de la prepa planeo entrar a la Facultad aun no decido bien que es lo que quiero estudiar, no tengo hijos.



**Evaluación Diagnóstica**

77

Nombre: Paulina Barrios Martínez

Grupo: 3-60

Matrícula: 1935414

1. What is your name?

- a) are
- b) do
- c) is
- d) its



10

2. One, two, three, four, five

- e) For
- f) Four
- g) Foot
- h) Floor



3. My mom is a teacher. My dad is an Architect

- a) Doctor
- b) Teacher
- c) Singer
- d) Architect



4. Today we have a party. Are you busy that afternoon?

- a) That
- b) This
- c) These
- d) Those



5. Lucy is cleaning the house. Max is washing the car.

- a) Washing
- b) Eating
- c) Jumping
- d) Walking



6. Oranges, apples, Bananas, melons.

- a) Onions
- b) Beans
- c) Eggs
- d) Bananas



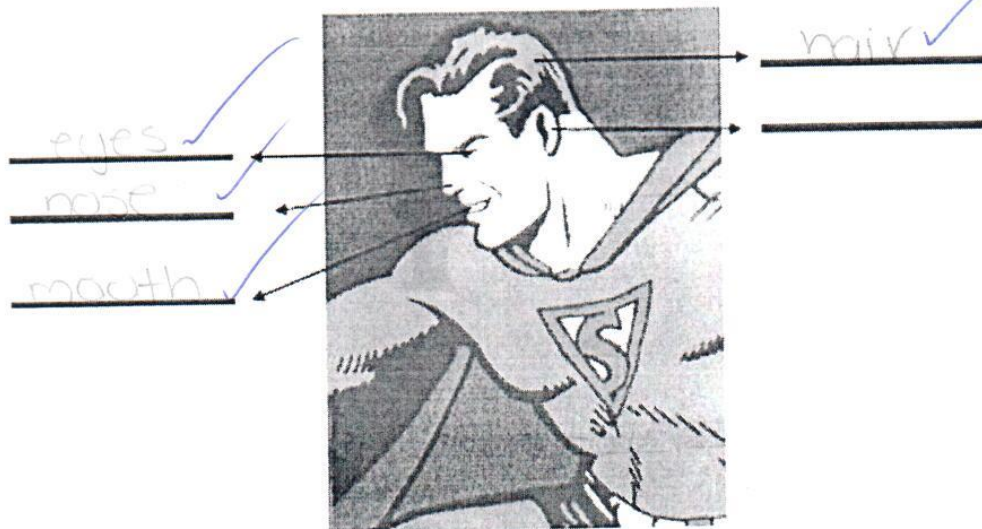
7. I really like to go shopping. You should visit the Music store. There are some delicious chocolate cakes.

- a) Drugstore
- b) Bakery
- c) Flower shop
- d) Music store



8. These earrings are More expensive than your watch.  
a) Darker  
b) More delicious  
c) More expensive  
d) Smallest

9. Write on the lines the name of each part of Superman's face.



Mi nombre es Paulina tengo 19 años, estoy casada tengo un hijo, actualmente soy ama de casa. Estoy aquí porque tengo muchos sueños y deseos de ser alguien en la vida, y también gracias<sup>a</sup> que dan oportunidades como esta a personas como yo sin recursos. Mi meta es ser enfermera especializada en obstetricia, tener farmacias y poder regresar algún día la ayuda que me han dado.



### Evaluación Diagnóstica

Nombre: Gothia Vianey Cantú Lara Grupo: \_\_\_\_\_

Matrícula: \_\_\_\_\_

1. What is your name?

- a) are
- b) do
- c) is
- d) its



46

2. One, two, three, four, five

- e) For
- f) Four
- g) Foot
- h) Floor



6

3. My mom is a teacher. My dad is an Singer

- a) Doctor
- b) Teacher
- c) Singer
- d) Architect



4. Today we have a party. Are you busy These afternoon?

- a) That
- b) This
- c) These
- d) Those



5. Lucy is cleaning the house. Max is washing the car.

- a) Washing
- b) Eating
- c) Jumping
- d) Walking



6. Oranges, apples, Bananas, melons.

- a) Onions
- b) Beans
- c) Eggs
- d) Bananas



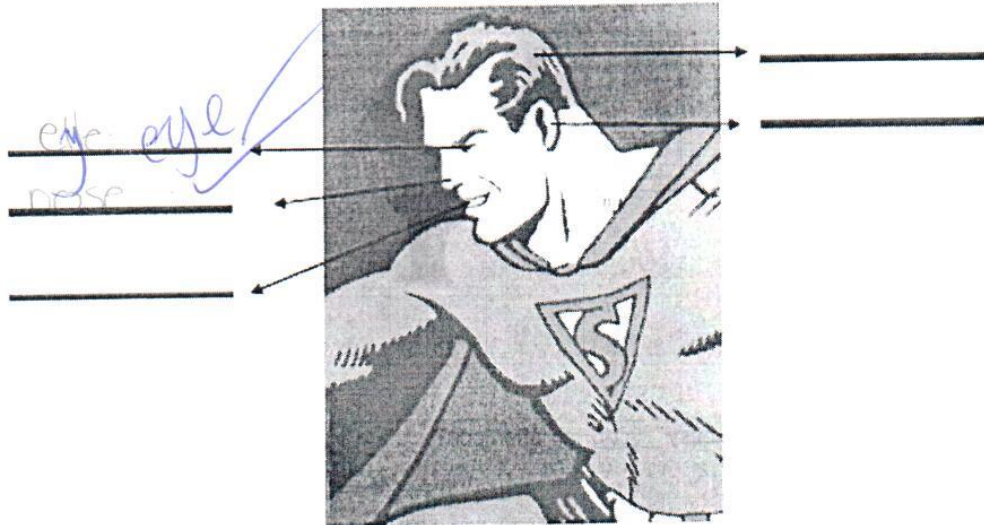
7. I really like to go shopping. You should visit the Drugstore. There are some delicious chocolate cakes.

- a) Drugstore
- b) Bakery
- c) Flower shop
- d) Music store



8. These earrings are Smallest than your watch.  
a) Darker  
b) More delicious  
c) More expensive  
d) Smallest

9. Write on the lines the name of each part of Superman's face.



Edad: 15 años

estoy aquí porque quiero terminar la preparatoria  
y futuramente estudiar la universidad.



### Evaluación Diagnostica

54  
60

Nombre: Ana Karina Solis Mendoza

Grupo: \_\_\_\_\_

Matrícula: \_\_\_\_\_

1. What IS your name?

- a) are
- b) do
- c) is
- d) its



2. One, two, three, for, five

- e) For
- f) Four
- g) Foot
- h) Floor



7

3. My mom is a teacher. My dad is an \_\_\_\_\_

- a) Doctor
- b) Teacher
- c) Singer
- d) Architect

Architect



4. Today we have a party. Are you busy those afternoon?

- a) That
- b) This
- c) These
- d) Those



5. Lucy is cleaning the house. Max is washing the car.

- a) Washing
- b) Eating
- c) Jumping
- d) Walking



6. Oranges, apples, Eggs, melons.

- a) Onions
- b) Beans
- c) Eggs
- d) Bananas



Pollo

7. I really like to go shopping. You should visit the Bakery There are some delicious chocolate cakes.

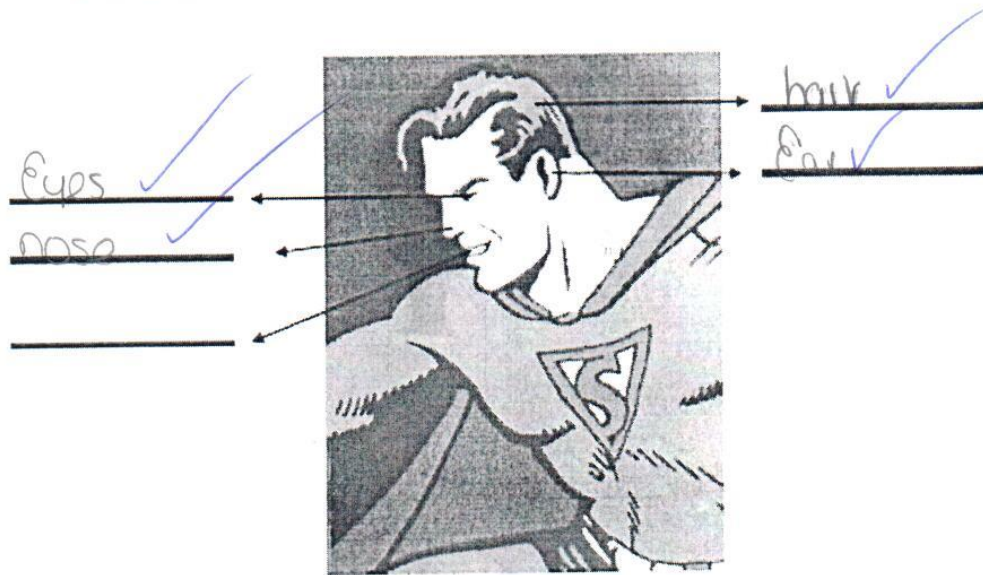
- a) Drugstore
- b) Bakery
- c) Flower shop
- d) Music store





8. These earrings are Smallest than your watch.  
a) Darker  
b) More delicious  
c) More expensive  
d) Smallest

9. Write on the lines the name of each part of Superman's face.



22-años  
2-hijos 5 y 2 años  
niña niño  
(Casada)  
Primero  
acabar  
la preparatoria y si Dios quiere  
ir a la Universidad



### Evaluación Diagnostica

31

Nombre: Jonathan Loner Holz

Grupo: 055

Matrícula: \_\_\_\_\_

1. What is your name?

- a) are
- b) do
- c) is
- d) its



4

2. One, two, three, four, five

- e) For
- f) Four
- g) Foot
- h) Floor



3. My mom is a teacher. My dad is an Doctor

- a) Doctor
- b) Teacher
- c) Singer
- d) Architect



4. Today we have a party. Are you busy \_\_\_\_\_ afternoon?

- a) That
- b) This
- c) These
- d) Those



5. Lucy is cleaning the house. Max is washing the car.

- a) Washing
- b) Eating
- c) Jumping
- d) Walking



6. Oranges, apples, Bananas, melons.

- a) Onions
- b) Beans
- c) Eggs
- d) Bananas



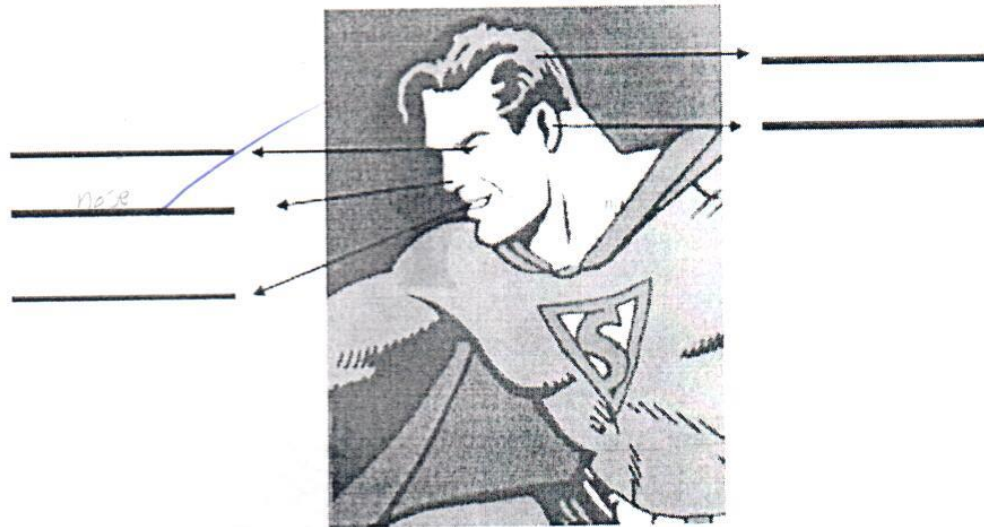
7. I really like to go shopping. You should visit the \_\_\_\_\_. There are some delicious chocolate cakes.

- a) Drugstore
- b) Bakery
- c) Flower shop
- d) Music store



8. These earrings are \_\_\_\_\_ than your watch.  
a) Darker  
b) More delicious  
c) More expensive  
d) Smallest

9. Write on the lines the name of each part of Superman's face.



Tengo 22 años trabajo en una empresa llamada Consorcio Industrial 1 de lunes a viernes de 7:00 a 6:00 pm soy casado sin hijos y mi meta es terminar una carrera en administración de empresas o contador.



### Evaluación Diagnóstica

54

Nombre: Kassandra Nataly Pérez Cardenas

Grupo: 60

Matrícula: \_\_\_\_\_

1. What is your name?

- a) are
- b) do
- c) is
- d) its



2. One, two, three, four, five

- e) For
- f) Four
- g) Foot
- h) Floor



3. My mom is a teacher. My dad is an Teacher

- a) Doctor
- b) Teacher
- c) Singer
- d) Architect



4. Today we have a party. Are you busy that afternoon?

- a) That
- b) This
- c) These
- d) Those



5. Lucy is cleaning the house. Max is Washing the car.

- a) Washing
- b) Eating
- c) Jumping
- d) Walking



6. Oranges, apples, bananas, melons.

- a) Onions
- b) Beans
- c) Eggs
- d) Bananas



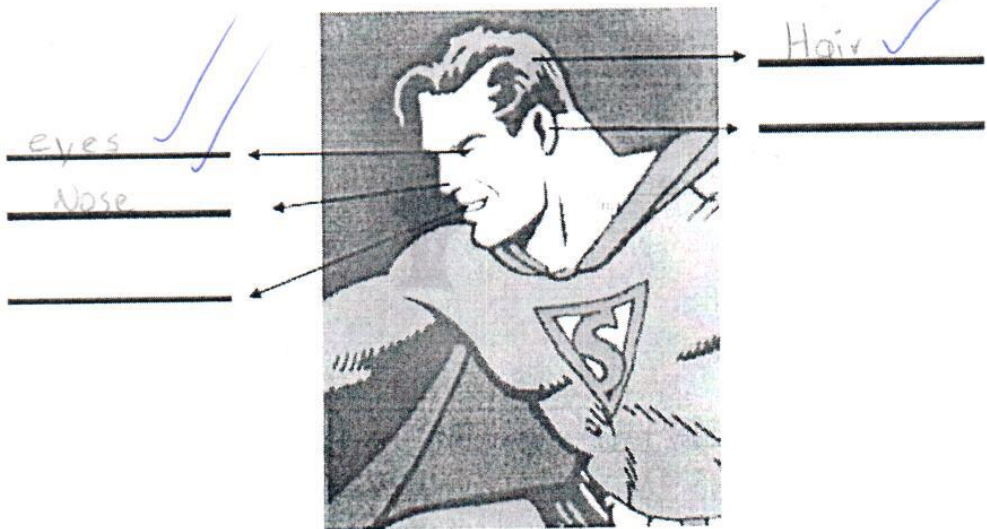
7. I really like to go shopping. You should visit the \_\_\_\_\_. There are some delicious chocolate cakes.

- a) Drugstore
- b) Bakery
- c) Flower shop
- d) Music store



8. These earrings are \_\_\_\_\_ than your watch.  
a) Darker  
~~b) More delicious~~  
c) More expensive  
d) Smallest

9. Write on the lines the name of each part of Superman's face.



My name is Kossandwa Nataly Peirez Cardenas, tengo 16 old year and I'm study, not work. Estoy aqui porque quiero acabar mis estudios y quiero aprender a Pintar y dibujar



### Evaluación Diagnóstica

69  
360

Nombre: Jesus Adrian Rachel Ariza

Grupo: 360

Matricula: 1935487

1. What is your name?

- a) are
- b) do
- c) is
- d) its



9

2. One, two, three, Four, five

- e) For
- f) Four
- g) Foot
- h) Floor



3. My mom is a teacher. My dad is an Teacher.

- a) Doctor
- b) Teacher
- c) Singer
- d) Architect



4. Today we have a party. Are you busy This afternoon?

- a) That
- b) This
- c) These
- d) Those



5. Lucy is cleaning the house. Max is Washing the car.

- a) Washing
- b) Eating
- c) Jumping
- d) Walking



6. Oranges, apples, Bananas, melons.

- a) Onions
- b) Beans
- c) Eggs
- d) Bananas



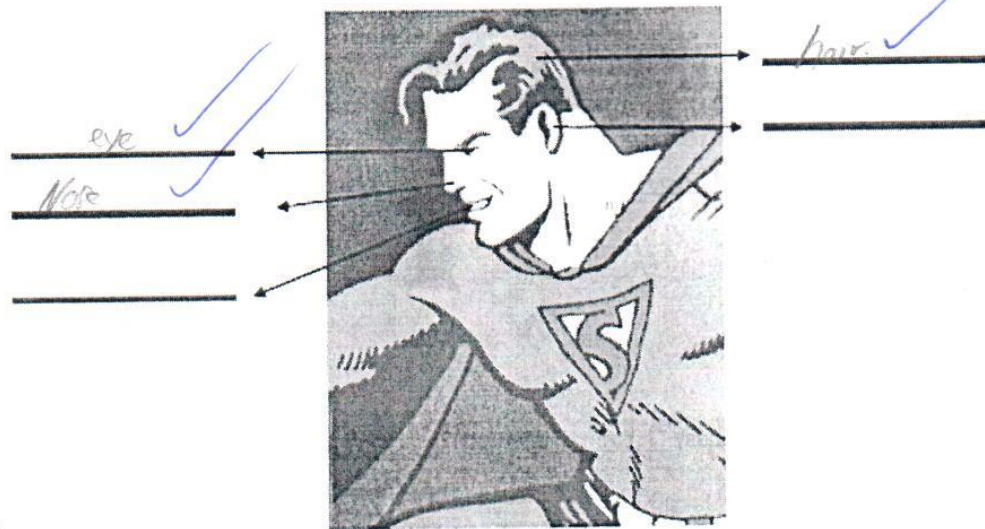
7. I really like to go shopping. You should visit the Drugstore. There are some delicious chocolate cakes.

- a) Drugstore
- b) Bakery
- c) Flower shop
- d) Music store



8. These earrings are More expensive than your watch.  
a) Darker  
b) More delicious  
c) More expensive  
d) Smallest

9. Write on the lines the name of each part of Superman's face.



Adrian Rachel Arayza.  
19 años.  
Si trabajo.  
Llegar a cumplir la meta de graduarme  
Estoy aquí para poder superarme.



### Evaluación Diagnostica

Nombre: Maria Dolores Vazquez Salazar Grupo: 61  
Matrícula: \_\_\_\_\_

69

57

1. What is your name?

- a) are
- b) do
- c) is
- d) its



2. One, two, three, four, five

- e) For
- f) Four
- g) Foot
- h) Floor



3. My mom is a teacher. My dad is an Doctor

- a) Doctor
- b) Teacher
- c) Singer
- d) Architect



4. Today we have a party. Are you busy this afternoon?

- a) That
- b) This
- c) These
- d) Those



5. Lucy is cleaning the house. Max is washing the car.

- a) Washing
- b) Eating
- c) Jumping
- d) Walking



6. Oranges, apples, Bananas, melons.

- a) Onions
- b) Beans
- c) Eggs
- d) Bananas



7. I really like to go shopping. You should visit the Drugstore. There are some delicious chocolate cakes.

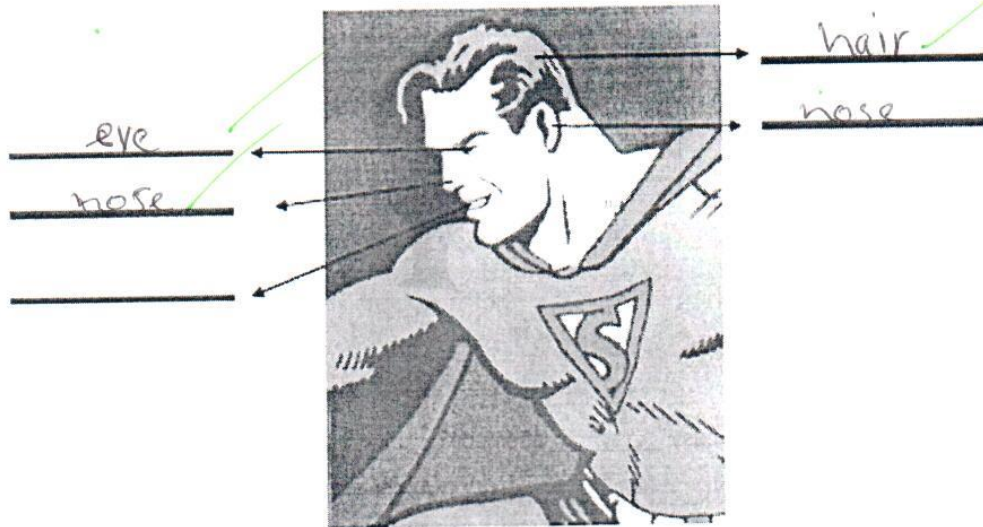
- a) Drugstore
- b) Bakery
- c) Flower shop
- d) Music store





8. These earrings are more expensive than your watch.  
a) Darker  
b) More delicious  
c) More expensive  
d) Smallest

9. Write on the lines the name of each part of Superman's face.



fortyseven years old

47 años

casado

Hogar y estudiante

4 hijos 29, 28, 24, 16

Estoy aquí por que quiero, por satisfacion propia

adonde voy: quiero demostrarme que puedo lograr la meta  
y si el tiempo se da seguir asta el final. Licencia



### Evaluación Diagnostica

60

Nombre: Alma Delia Vázquez Salazar  
Matricula: 1935 4834

Grupo: 361

857

1. What is your name?

- a) are
- b) do
- c) is
- d) its



2. One, two, three, four, five

- e) For
- f) Four
- g) Foot
- h) Floor



3. My mom is a teacher. My dad is an Singer

- a) Doctor
- b) Teacher
- c) Singer
- d) Architect



4. Today we have a party. Are you busy this afternoon?

- a) That
- b) This
- c) These
- d) Those



5. Lucy is cleaning the house. Max is Washing the car.

- a) Washing
- b) Eating
- c) Jumping
- d) Walking



6. Oranges, apples, Bananas, melons.

- a) Onions
- b) Beans
- c) Eggs
- d) Bananas



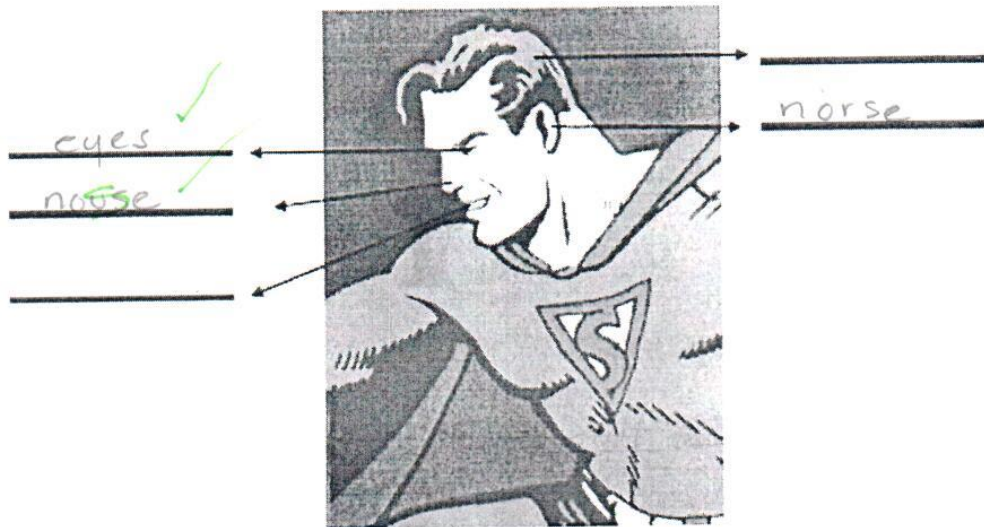
7. I really like to go shopping. You should visit the Bakery. There are some delicious chocolate cakes.

- a) Drugstore
- b) Bakery
- c) Flower shop
- d) Music store



8. These earrings are \_\_\_\_\_ than your watch.  
a) Darker  
b) More delicious  
c) More expensive  
d) Smallest

9. Write on the lines the name of each part of Superman's face.



Edad- 44

Separada

Gerente de ventas 8:30 a 6:30  
L a V

tengo 3 hijos

23, 20, 17

Pasa

estoy aquí  
porque creo que nunca es tarde  
para superarse, y si mi  
trabajo y horarios me lo  
permite me gustaría seguir  
estudiando  
Administración de empresas



# 1

**Evaluación Diagnóstica**

8 = 62

Nombre: Omar Abdur Alanís Polanco

Grupo: 61

Matrícula: \_\_\_\_\_

64.28  
 14  
 9  
 0.76 1.5555

1. What \_\_\_\_\_ your name?

- a) are
- b) do
- c) is/
- d) its



2. One, two, three, \_\_\_\_\_, five

- e) For
- f) Four
- g) Foot
- h) Floor



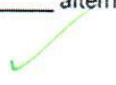
3. My mom is a teacher. My dad is an \_\_\_\_\_

- a) Doctor
- b) Teacher
- c) Singer
- d) Architect



4. Today we have a party. Are you busy \_\_\_\_\_ afternoon?

- a) That
- b) This/
- c) These
- d) Those



5. Lucy is cleaning the house. Max is \_\_\_\_\_ the car.

- a) Washing
- b) Eating
- c) Jumping
- d) Walking



6. Oranges, apples, \_\_\_\_\_, melons.

- a) Onions
- b) Beans
- c) Eggs
- d) Bananas



7. I really like to go shopping. You should visit the \_\_\_\_\_. There are some delicious chocolate cakes.

- a) Drugstore
- b) Bakery
- c) Flower shop
- d) Music store

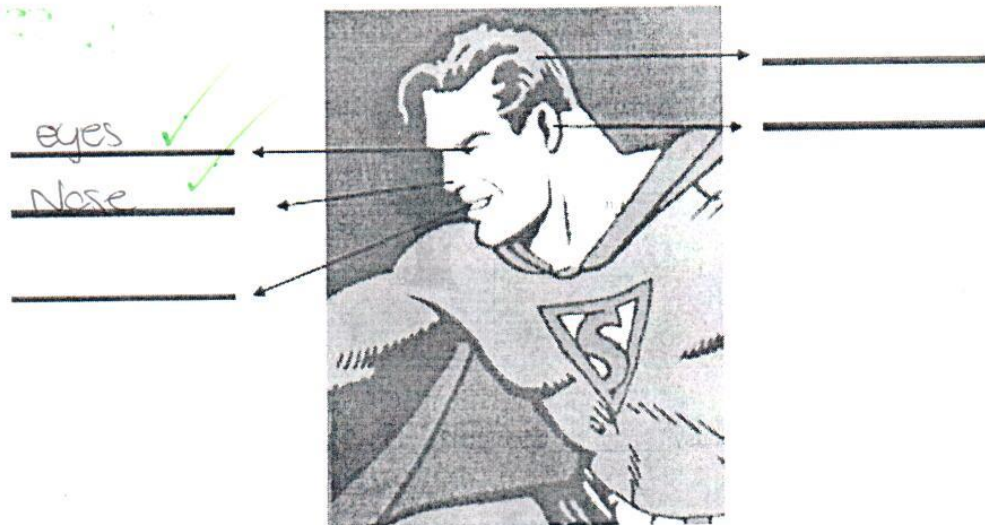




8. These earrings are \_\_\_\_\_ than your watch.

- a) Darker
- b) More delicious
- c) More expensive
- d) Smallest

9. Write on the lines the name of each part of Superman's face.



Nombre : Omar Abdair Alanis Palacios

Edad : 21

Trabajo : Asistente financiero

Por que estudio : quiero un trabajo mejor vivir mejor.

A donde quiero llegar : terminar estudios para tener un buen trabajo



### Evaluación Diagnóstica

7-54

Nombre: Brendan Camano Varquez Grupo: 60

Matrícula: \_\_\_\_\_

50  
7

1. What is your name?

- a) are
- b) do
- c) is
- d) its



2. One, two, three, four, five

- e) For
- f) Four
- g) Foot
- h) Floor



3. My mom is a teacher. My dad is an Architect

- a) Doctor
- b) Teacher
- c) Singer
- d) Architect



4. Today we have a party. Are you busy That afternoon?

- a) That
- b) This
- c) These
- d) Those



5. Lucy is cleaning the house. Max is washing the car.

- a) Washing
- b) Eating
- c) Jumping
- d) Walking



6. Oranges, apples, Bananas, melons.

- a) Onions
- b) Beans
- c) Eggs
- d) Bananas



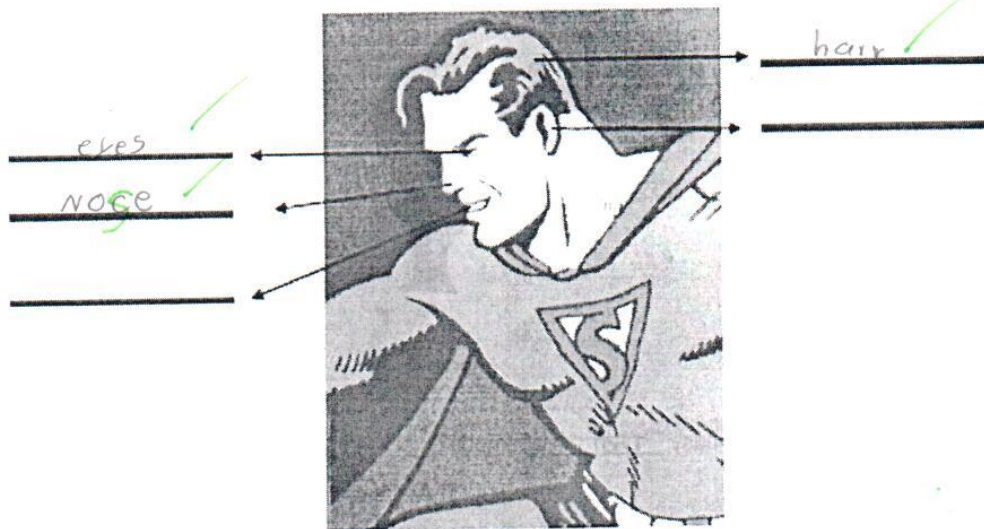
7. I really like to go shopping. You should visit the Drugstore. There are some delicious chocolate cakes.

- a) Drugstore
- b) Bakery
- c) Flower shop
- d) Music store



8. These earrings are \_\_\_\_\_ than your watch.  
a) Darker  
b) More delicious  
c) More expensive  
d) Smallest

9. Write on the lines the name of each part of Superman's face.



Soltero

EDAD: 24

ocupacion: sin trabajo/actualmente

hijos: sin hijos

Por que estoy aquí: Para poder superarme, seguir con la universidad terminar tener un buen trabajo



### Evaluación Diagnostica

54

Nombre: Javier Eduardo De León Cáceres

Grupo: 60

Matrícula: \_\_\_\_\_

50  
7

1. What is your name? ✓

- a) are
- b) do
- c) is
- d) its



2. One, two, three, Four, five ✓

- e) For
- f) Four
- g) Foot
- h) Floor



3. My mom is a teacher. My dad is an Teacher

- a) Doctor
- b) Teacher
- c) Singer
- d) Architect



4. Today we have a party. Are you busy that afternoon?

- a) That
- b) This
- c) These
- d) Those



5. Lucy is cleaning the house. Max is washing the car.

- a) Washing
- b) Eating
- c) Jumping
- d) Walking



6. Oranges, apples, Bananas, melons.

- a) Onions
- b) Beans
- c) Eggs
- d) Bananas



7. I really like to go shopping. You should visit the Bakery. There are some delicious chocolate cakes.

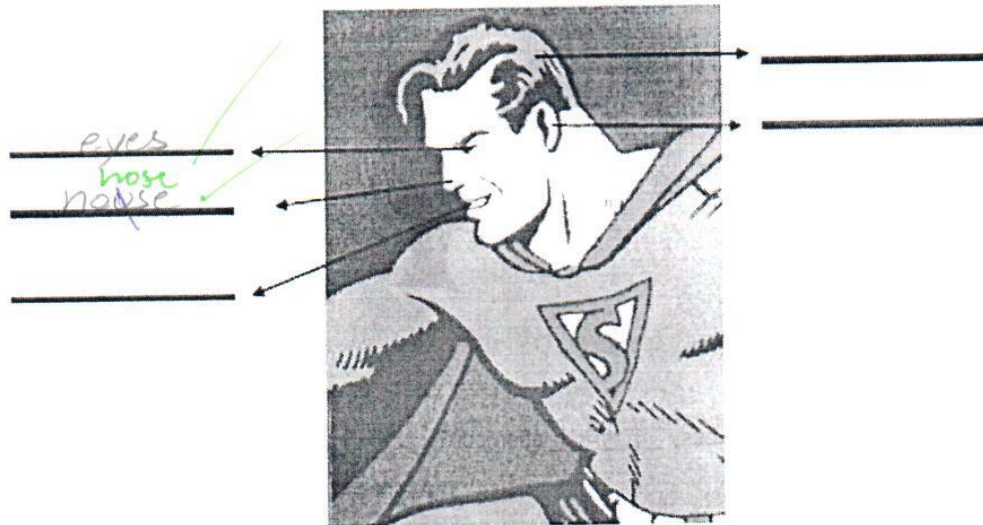
- a) Drugstore
- b) Bakery
- c) Flower shop
- d) Music store





8. These earrings are more delicious than your watch.  
a) Darker  
b) More delicious  
c) ~~More expensive~~  
d) Smallest

9. Write on the lines the name of each part of Superman's face.



edad: 21 años  
ocupación: estudiar  
estado civil: soltero  
hijos: 0  
trabajo: de albanilería y soldadura por cuenta propia.  
Por que estoy aqui: por que quiero mejorar  
Adonde voy: espero continuar estudiando



60

### Evaluación Diagnostica

Nombre: Anna Julieta Estrada G22

Grupo: 361

Matrícula: 1935439

1. What is your name?

- a) are
- b) do
- c) is
- d) its



8

2. One, two, three, Four, five

- e) For
- f) Four
- g) Foot
- h) Floor



3. My mom is a teacher. My dad is an Architect

- a) Doctor
- b) Teacher
- c) Singer
- d) Architect



4. Today we have a party. Are you busy This afternoon?

- a) That
- b) This
- c) These
- d) Those



5. Lucy is cleaning the house. Max is walking the car.

- a) Washing
- b) Eating
- c) Jumping
- d) Walking



6. Oranges, apples, bananas, melons

- a) Onions
- b) Beans
- c) Eggs
- d) Bananas



7. I really like to go shopping. You should visit the Flower shop. There are some delicious chocolate cakes.

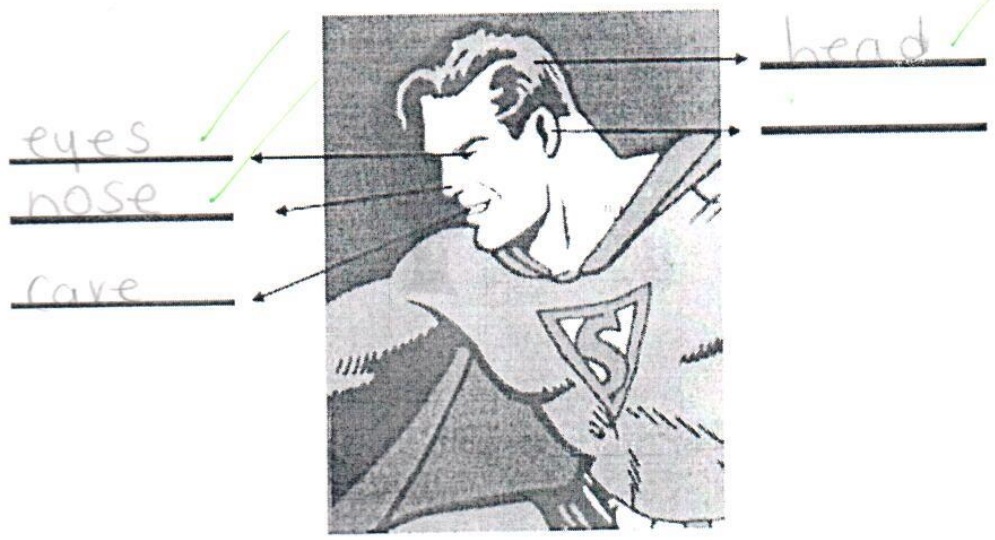
- a) Drugstore
- b) Bakery
- c) Flower shop
- d) Music store

Flower shop



8. These earrings are smallest than your watch.  
 a) Darker  
 b) More delicious  
 c) ~~More expensive~~  
 d) Smallest

9. Write on the lines the name of each part of Superman's face.



Edad 33 años  
 Soltera Union Libre  
 Trabajo Mesera Restaurant Lun a Dom 11am a 8:30  
 Descanso entre semana P  
 Porque Superación Personal  
 que espero Una profesion para futuro y dejar  
 de mi trabajo actual



### Evaluación Diagnostica

Nombre: Robert Dante Flores Quiroga

Grupo: 361

Matricula: 1935413

1. What is your name?

- a) are
- b) do
- c) is
- d) its



2. One, two, three, four, five

- e) For
- f) Four
- g) Foot
- h) Floor



3. My mom is a teacher. My dad is an architect

- a) Doctor
- b) Teacher
- c) Singer
- d) Architect



4. Today we have a party. Are you busy this afternoon?

- a) That
- b) This
- c) These
- d) Those



5. Lucy is cleaning the house. Max is washing the car.

- a) Washing
- b) Eating
- c) Jumping
- d) Walking



6. Oranges, apples, bananas, melons.

- a) Onions
- b) Beans
- c) Eggs
- d) Bananas



7. I really like to go shopping. You should visit the drugstore. There are some delicious chocolate cakes.

- a) Drugstore
- b) Bakery
- c) Flower shop
- d) Music store

*Handwritten scribbles in blue ink*

*Handwritten number 19 in blue ink*

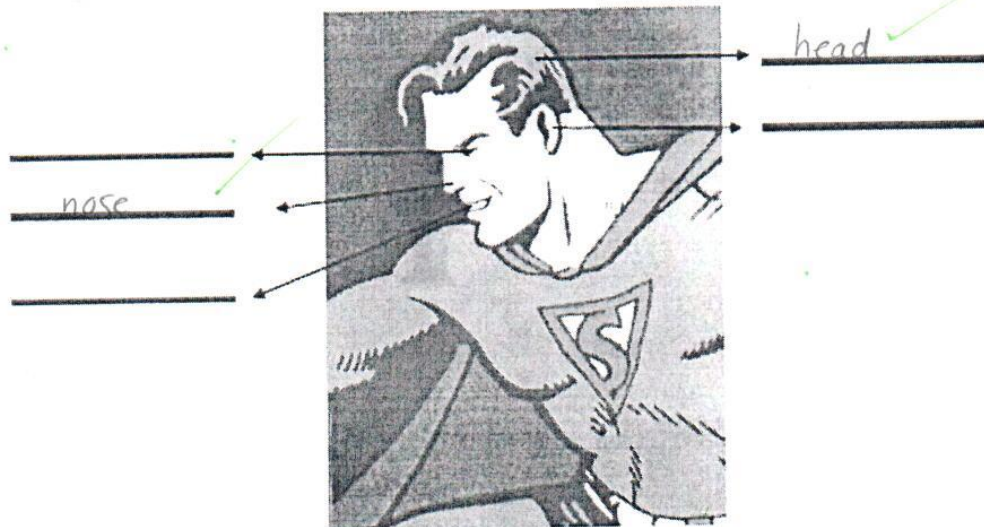
*Handwritten number 64 in blue ink*



8. These earrings are darker than your watch.

- a) Darker
- b) More delicious
- c) ~~More expensive~~
- d) Smallest

9. Write on the lines the name of each part of Superman's face.



22 años

Soltero

Transportes Aguirre de 8am - 6pm

Estoy en la prepa para continuar con mis estudios y  
me voy a preparar para ser preparador físico



### Evaluación Diagnostica

62

Nombre: María del Carmen Hurtado Lara

Grupo: 361

Matrícula: \_\_\_\_\_

1. What are your name?

- a) are
- b) do
- c) is
- d) its



2. One, two, three, for, five

- e) For
- f) Four
- g) Foot
- h) Floor



3. My mom is a teacher. My dad is an Architect

- a) Doctor
- b) Teacher
- c) Singer
- d) Architect



Handwritten notes in green and blue ink, including a large '62' and some illegible scribbles.

4. Today we have a party. Are you busy \_\_\_\_\_ afternoon?

- a) That
- b) This
- c) These
- d) Those



5. Lucy is cleaning the house. Max is washing the car.

- a) Washing
- b) Eating
- c) Jumping
- d) Walking



6. Oranges, apples, Bananas, melons.

- a) Onions
- b) Beans
- c) Eggs
- d) Bananas



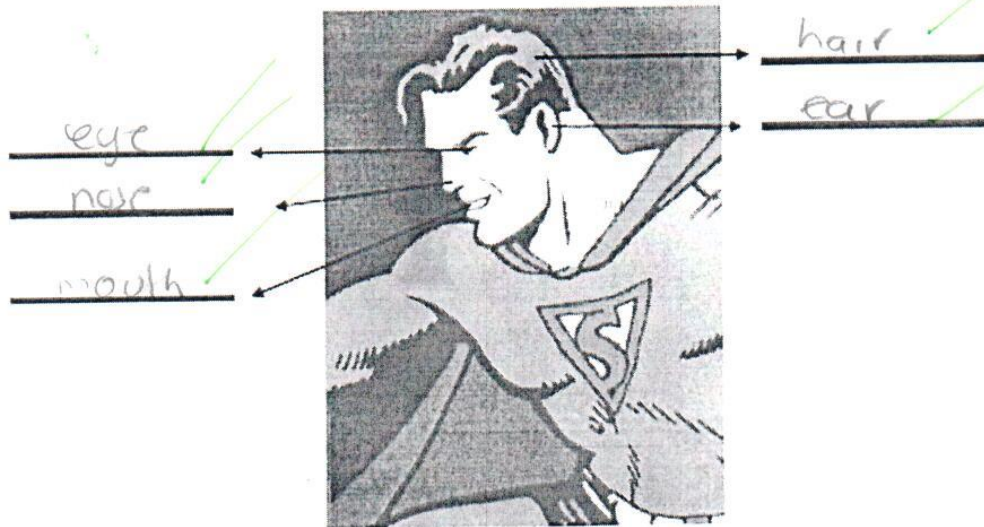
7. I really like to go shopping. You should visit the Bakery There are some delicious chocolate cakes.

- a) Drugstore
- b) Bakery
- c) Flower shop
- d) Music store



8. These earrings are More delicious than your watch.  
a) Darker  
b) More delicious  
c) ~~More expensive~~  
d) Smallest

9. Write on the lines the name of each part of Superman's face.



Medico a ser encargada de oficinas de 9:00 AM a 6:00 PM.  
Tengo 3 hijos, Hector de 24, Jonathan de 22 y Melany 1  
Edad: 42  
Casada con Hector 622 Rdz 50 años

Estoy aqui porque quiero superarme y seguir con mis estudios para mi satisfaccion en esta vida.



## Evaluación Diagnóstica

85

Nombre: Paola Estefanía Longoria Escalante

Grupo: 361

Matrícula: \_\_\_\_\_

1. What is your name?

- a) are
- b) do
- c) is
- d) its



2. One, two, three, four, five

- e) For
- f) Four
- g) Foot
- h) Floor



3. My mom is a teacher. My dad is an teacher

- a) Doctor
- b) Teacher
- c) Singer
- d) Architect



4. Today we have a party. Are you busy this afternoon?

- a) That
- b) This
- c) These
- d) Those



5. Lucy is cleaning the house. Max is washing the car.

- a) Washing
- b) Eating
- c) Jumping
- d) Walking



6. Oranges, apples, bananas, melons.

- a) Onions
- b) Beans
- c) Eggs
- d) Bananas



7. I really like to go shopping. You should visit the bakery. There are some delicious chocolate cakes.

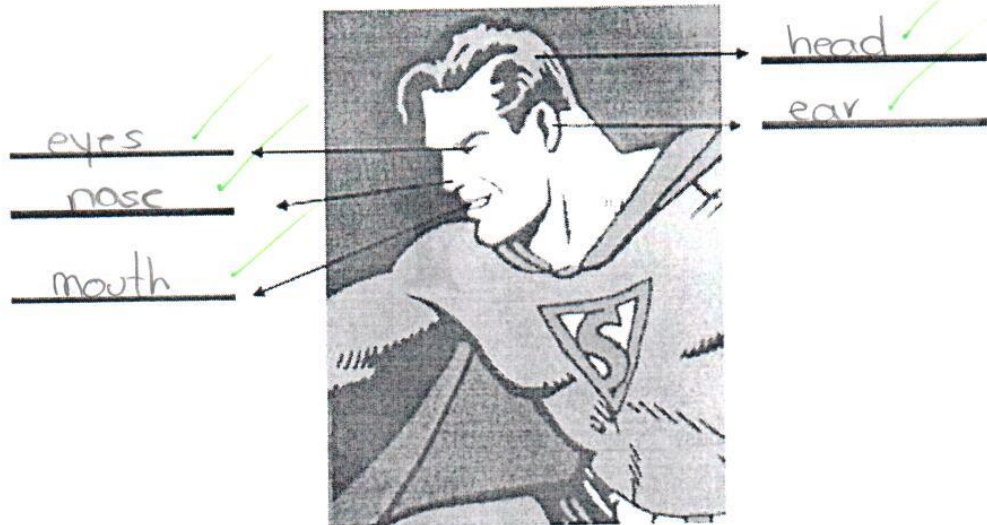
- a) Drugstore
- b) Bakery
- c) Flower shop
- d) Music store





8. These earrings are \_\_\_\_\_ than your watch.  
a) Darker  
b) More delicious  
c) ~~More expensive~~  
d) Smallest

9. Write on the lines the name of each part of Superman's face.



18 años

No trabajo

Soltera

Estoy aquí porque quiero seguir estudiando, tener una carrera estar preparada para tener un trabajo y un buen futuro



### Evaluación Diagnostica

31

Nombre: Oscar Anderson Torres

Grupo: 61

Matrícula: \_\_\_\_\_

1. What is your name?

- a) are
- b) do
- c) is
- d) its



29

2. One, two, three, for, five

- e) For
- f) Four
- g) Foot
- h) Floor



4

3. My mom is a teacher. My dad is an Doctor

- a) Doctor
- b) Teacher
- c) Singer
- d) Architect



4. Today we have a party. Are you busy this afternoon?

- a) That
- b) This
- c) These
- d) Those



5. Lucy is cleaning the house. Max is jumping the car.

- a) Washing
- b) Eating
- c) Jumping
- d) Walking



6. Oranges, apples, Bananas, melons.

- a) Onions
- b) Beans
- c) Eggs
- d) Bananas



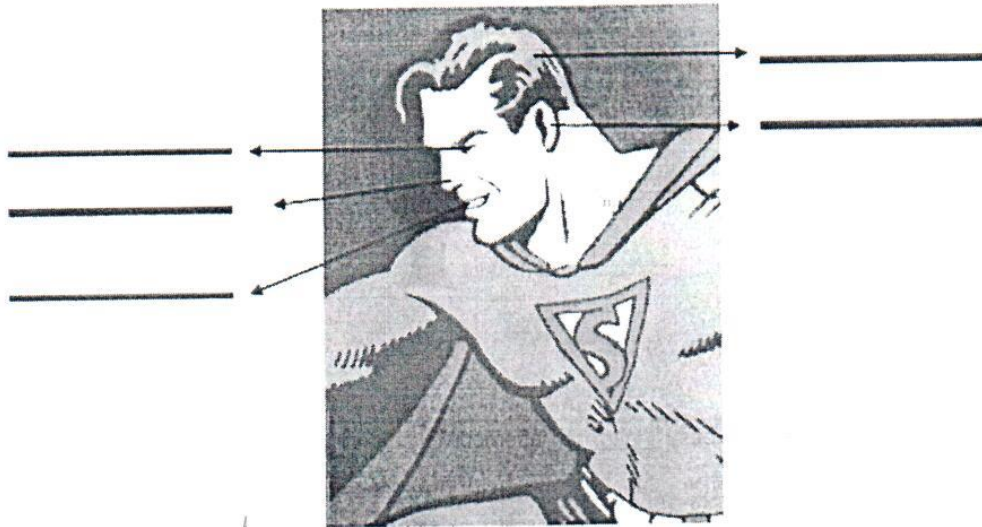
7. I really like to go shopping. You should visit the Bakery. There are some delicious chocolate cakes.

- a) Drugstore
- b) Bakery
- c) Flower shop
- d) Music store



8. These earrings are More delicious than your watch.
- a) Darker
  - b) More delicious
  - c) More expensive
  - d) Smallest

9. Write on the lines the name of each part of Superman's face.



Oscar Mendez Torres 22 años  
Trabajo en una Empresa - Soy Ayudante de Mantenimiento  
Para superarme, y poder Aspirar Mas de Mi



**Evaluación Diagnostica**

#13  
38  
42.85

Nombre: Mayela Sarahi Paredones Garcia  
Matrícula: 1935911

Grupo: 61  
42.85

1. What are your name?

- a) are
- b) do
- c) is
- d) its



2. One, two, three, four, five

- e) For
- f) Four
- g) Foot
- h) Floor



3. My mom is a teacher. My dad is an Teacher

- a) Doctor
- b) Teacher
- c) Singer
- d) Architect



4. Today we have a party. Are you busy this afternoon?

- a) That
- b) This
- c) These
- d) Those



5. Lucy is cleaning the house. Max is washing the car.

- a) Washing
- b) Eating
- c) Jumping
- d) Walking



6. Oranges, apples, bananas, melons.

- a) Onions
- b) Beans
- c) Eggs
- d) Bananas



7. I really like to go shopping. You should visit the \_\_\_\_\_. There are some delicious chocolate cakes.

- a) Drugstore
- b) Bakery
- c) Flower shop
- d) Music store

61  
93



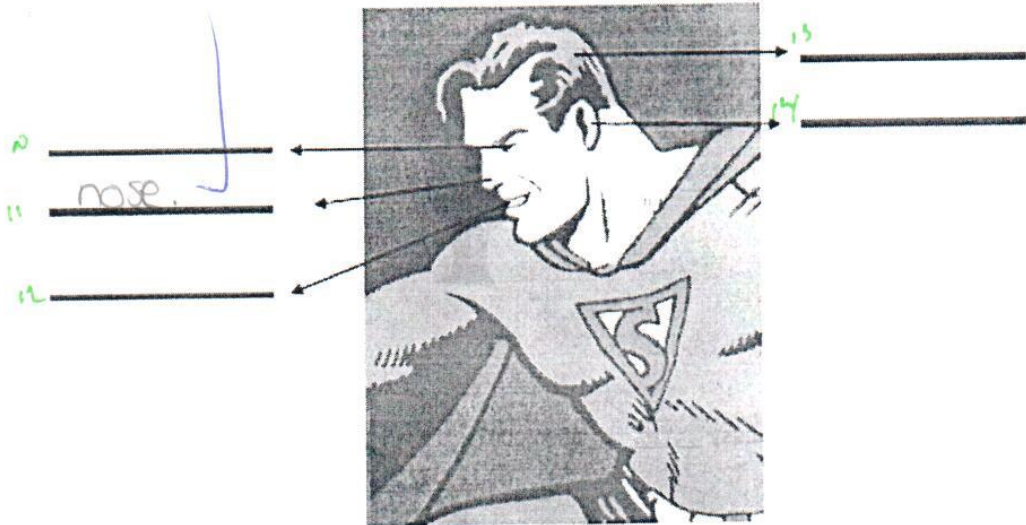
8. These earrings are darker than your watch.

- a) Darker ✓
- b) More delicious
- c) More expensive
- d) Smallest

. 13

1.96

9. Write on the lines the name of each part of Superman's face.



27.44

Madre Soltera -/ tengo 24 años/ mi cumpleaños es 2/11/1994  
 2 hijas, (1 año, 9 meses Morian) (9 años Paola Denis)

Trabajo en un corporativo en el area de compras, llevo algo de administración y de ventas.

Mi horario de trabajo es de 8:30 - 6:00 pm.

Estoy aqui porque me quiero superar y llegar hacer  
 Licenciada en Administración o Licenciada en Recurso Humano

Maestra no me acuerdo de las respuesta  
 Sorry. ☺



**Evaluación Diagnostica**

46

Nombre: Pablo Abigail Martinez Varela

Grupo: 361

Matricula: 1936046

1. What is your name?

- a) are
- b) do
- c) is
- d) its



2. One, two, three, four, five

- e) For
- f) Four
- g) Foot
- h) Floor



3. My mom is a teacher. My dad is an teacher.

- a) Doctor
- b) Teacher
- c) Singer
- d) Architect



4. Today we have a party. Are you busy that afternoon?

- a) That
- b) This
- c) These
- d) Those



5. Lucy is cleaning the house. Max is washing the car.

- a) Washing
- b) Eating
- c) Jumping
- d) Walking



6. Oranges, apples, Bananas, melons.

- a) Onions
- b) Beans
- c) Eggs
- d) Bananas



7. I really like to go shopping. You should visit the Drugstore. There are some delicious chocolate cakes.

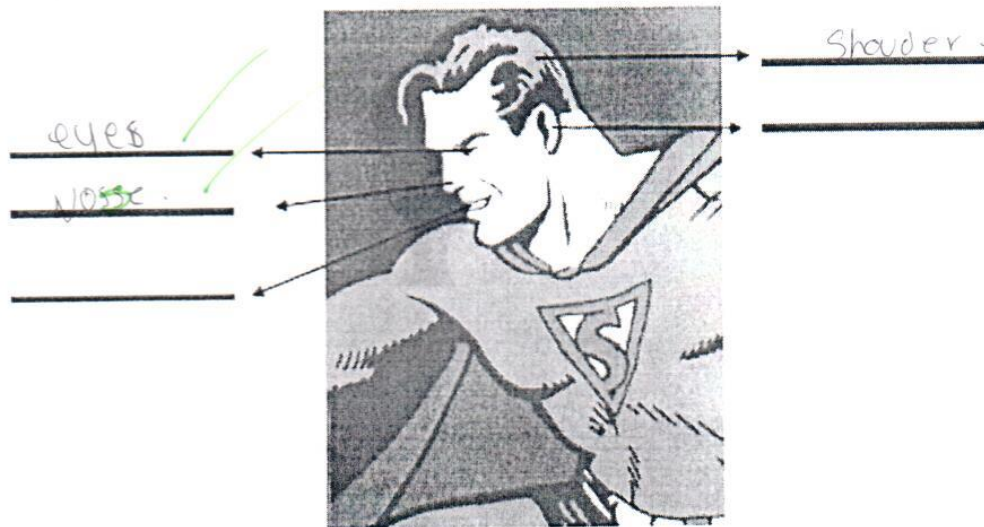
- a) Drugstore
- b) Bakery
- c) Flower shop
- d) Music store

50



8. These earrings are Darker than your watch.  
a) Darker  
b) More delicious  
c) More expensive  
d) Smallest

9. Write on the lines the name of each part of Superman's face.



Tengo 16 años, estoy soltera, trabajo en una cromadora, no tengo hijos, estoy aquí porque me quiero superar quiero ser alguien en la vida porque veo que en mi familia solo han llegado hasta la secundaria. En mi trabajo entro a las 8:00 y salgo a las 6:00. Quiero estudiar una carrera técnica.



### Evaluación Diagnostica

62

Nombre: Alfonso Emanuel Maldonado Cruz

Grupo: 361

Matricula: \_\_\_\_\_

1. What is your name?

- a) are
- b) do
- c) is
- d) its



2. One, two, three, four, five

- e) For
- f) Four
- g) Foot
- h) Floor



3. My mom is a teacher. My dad is an teacher

- a) Doctor
- b) Teacher
- c) Singer
- d) Architect



4. Today we have a party. Are you busy this afternoon?

- a) That
- b) This
- c) These
- d) Those



5. Lucy is cleaning the house. Max is washing the car.

- a) Washing
- b) Eating
- c) Jumping
- d) Walking



6. Oranges, apples, onions, melons.

- a) Onions
- b) Beans
- c) Eggs
- d) Bananas



7. I really like to go shopping. You should visit the bakery. There are some delicious chocolate cakes.

- a) Drugstore
- b) Bakery
- c) Flower shop
- d) Music store

Handwritten signature

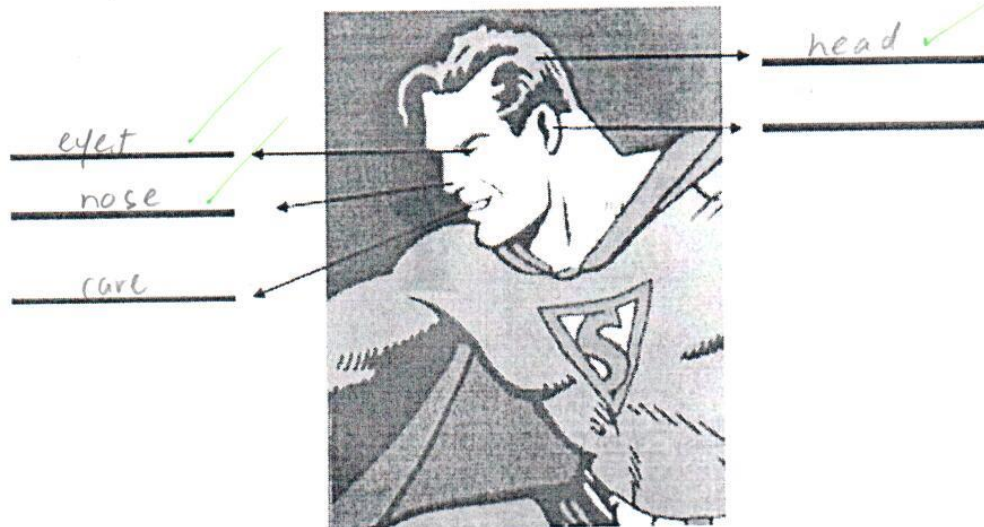
Handwritten initials





8. These earrings are Darker. than your watch.  
a) Darker  
b) More delicious  
c) ~~More expensive~~  
d) Smallest

9. Write on the lines the name of each part of Superman's face.



Edad: 26.

E civil: soltero

trabajo: negocio propio

horario: indefinido.

Estoy aquí para cumplir con un requisito académico para si llega necesitarlo en el futuro.



### Evaluación Diagnostica

77

Nombre: Dulce Ivonne Pérez Sánchez

Grupo: 061

Matrícula: 1935489

79  
10

1. What is your name?

- a) are
- b) do
- c) is
- d) its



2. One, two, three, four, five

- e) For
- f) Four
- g) Foot
- h) Floor



3. My mom is a teacher. My dad is an Architect

- a) Doctor
- b) Teacher
- c) Singer
- d) Architect



4. Today we have a party. Are you busy these afternoon?

- a) That
- b) This
- c) These
- d) Those



5. Lucy is cleaning the house. Max is washing the car.

- a) Washing
- b) Eating
- c) Jumping
- d) Walking



6. Oranges, apples, Bananas, melons.

- a) Onions
- b) Beans
- c) Eggs
- d) Bananas



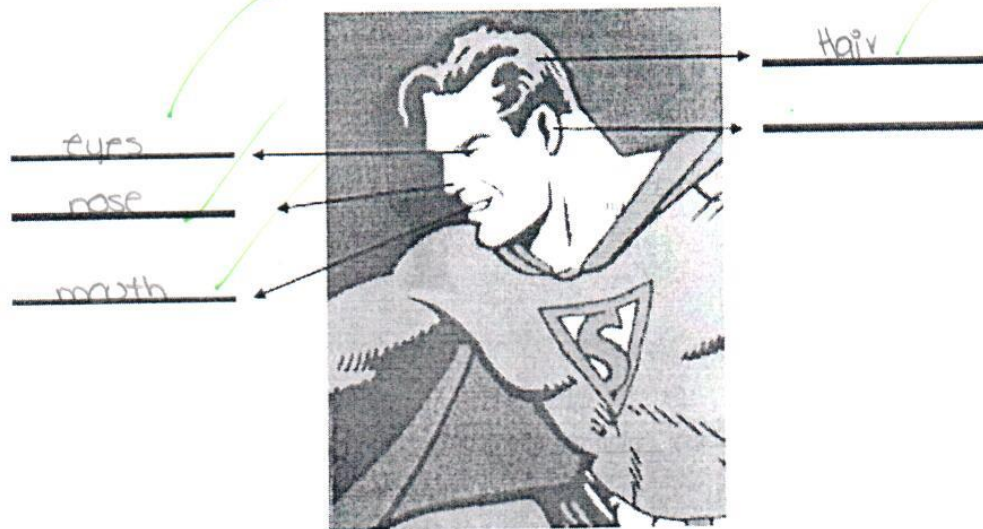
7. I really like to go shopping. You should visit the Bakery. There are some delicious chocolate cakes.

- a) Drugstore
- b) Bakery
- c) Flower shop
- d) Music store



8. These earrings are darker than your watch.  
a) Darker  
b) More delicious  
~~c) More expensive~~  
d) Smallest

9. Write on the lines the name of each part of Superman's face.



- 16 años
- Soltera
- Estudiante
- NO trabajo

• Vengo a estudiar para que pueda tener una mejor vida tanto económica como de conocimientos, estoy aprendiendo 3 idiomas para más oportunidades. Terminando la preparatoria pienso seguir estudiando es alguna de mis 3 opciones:  
Lic. en Ciencias de la comunicación  
Lic. en lenguaje y digital  
Lic. en danza contemporánea.

Espero terminar mi carrera de forma efectiva y después poder conocer más países. (Y probablemente llegar a vivir en alguno de ellos, y no solo yo también de parte de mi familia)



### Evaluación Diagnóstica

Nombre: Natalia Reyna Hdz

Grupo: 361

Matrícula: 1935480

38

36

5

1. What are your name?

- a) are
- b) do
- c) is
- d) its



2. One, two, three, four, five

- e) For
- f) Four
- g) Foot
- h) Floor



3. My mom is a teacher. My dad is an Architect

- a) Doctor
- b) Teacher
- c) Singer
- d) Architect



4. Today we have a party. Are you busy this afternoon?

- a) That
- b) This
- c) These
- d) Those



5. Lucy is cleaning the house. Max is Washing the car.

- a) Washing
- b) Eating
- c) Jumping
- d) Walking



6. Oranges, apples, Bananas, melons.

- a) Onions
- b) Beans
- c) Eggs
- d) Bananas



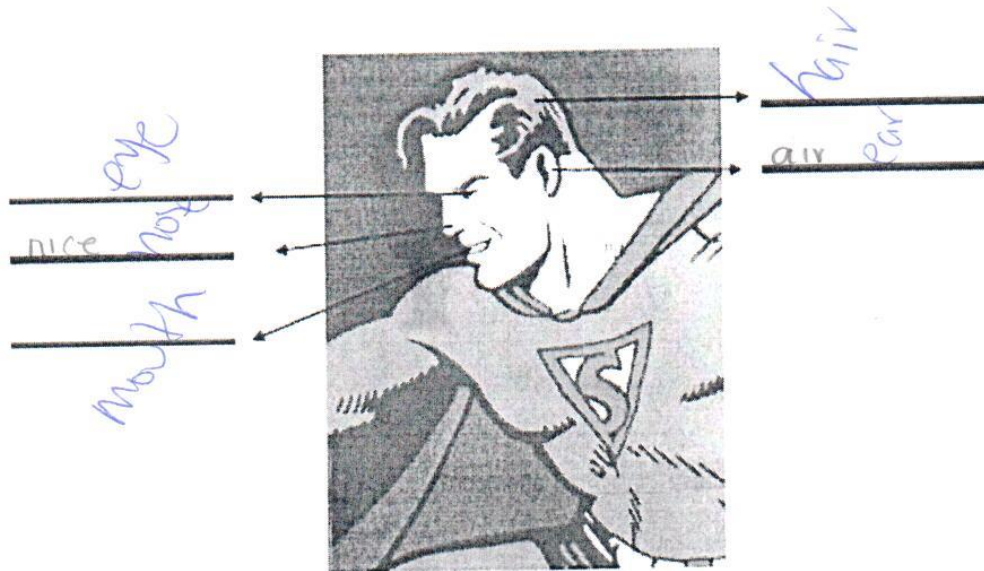
7. I really like to go shopping. You should visit the Music store. There are some delicious chocolate cakes.

- a) Drugstore
- b) Bakery
- c) Flower shop
- d) Music store



8. These earrings are \_\_\_\_\_ than your watch.  
a) Darker  
b) More delicious  
c) More expensive  
d) Smallest

9. Write on the lines the name of each part of Superman's face.



Natalia Reyna Hdz

Secretaria en el Ce Re 50 de "Apodaca"  
Casada - Separada

Edad 44 años

Horario Laboral 8:00 a 18:00 hrs Lunes a Viernes

2. hijos Edad 20 y 15 años.

Visión: Superación personal, laboral y

Estoy aquí para aprender y superarme

quiero Estudiar Leyes por que es la rama en la me desempeño.



### Evaluación Diagnostica

69

Nombre: Citlali Robledo Herrera

Grupo: 364

Matrícula: \_\_\_\_\_

1. What is your name?

- a) are
- b) do
- c) is
- d) its



9

2. One, two, three, Four, five

- e) For
- f) Four
- g) Foot
- h) Floor



3. My mom is a teacher. My dad is an Architect

- a) Doctor
- b) Teacher
- c) Singer
- d) Architect



4. Today we have a party. Are you busy These afternoon?

- a) That
- b) This
- c) These
- d) Those



5. Lucy is cleaning the house. Max is Washing the car.

- a) Washing
- b) Eating
- c) Jumping
- d) Walking



6. Oranges, apples, Bananas, melons.

- a) Onions
- b) Beans
- c) Eggs
- d) Bananas



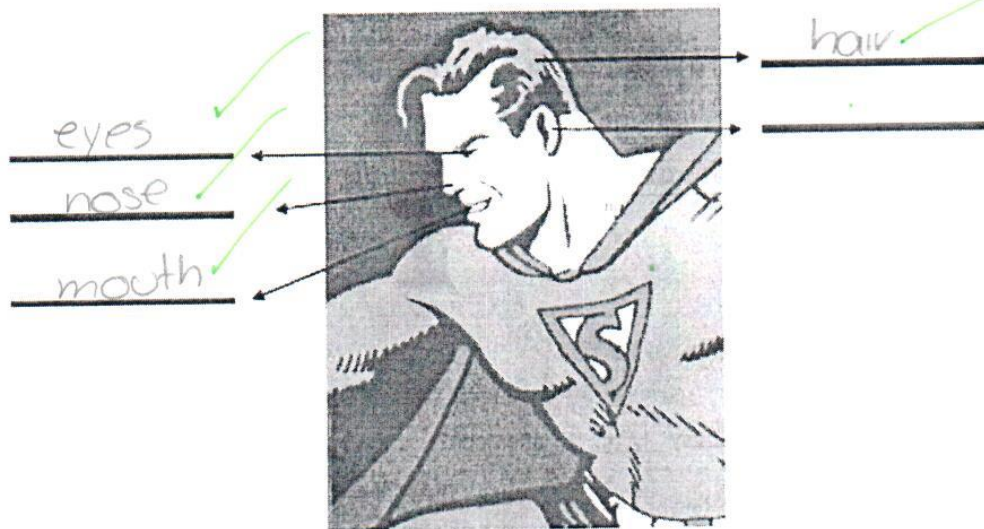
7. I really like to go shopping. You should visit the Drugstore. There are some delicious chocolate cakes.

- a) Drugstore
- b) Bakery
- c) Flower shop
- d) Music store



8. These earrings are smallest than your watch.  
a) Darker  
b) More delicious  
c) More expensive  
d) Smallest

9. Write on the lines the name of each part of Superman's face.



16 años , Estudiante

Soltera , No trabajo

Estudio porque me gusta y porque quiero tener un buen trabajo y futuro.



### Evaluación Diagnóstica

38

Nombre: Janet Sanchez Gonzalez

Grupo: 361

Matricula: \_\_\_\_\_

36

1. What is your name?

- a) are
- b) do
- c) is
- d) its



2. One, two, three, Four, five

- e) For
- f) Four
- g) Foot
- h) Floor



3. My mom is a teacher. My dad is an Teacher

- a) Doctor
- b) Teacher
- c) Singer
- d) Architect



5

4. Today we have a party. Are you busy this afternoon?

- a) That
- b) This
- c) These
- d) Those



5. Lucy is cleaning the house. Max is Eating the car.

- a) Washing
- b) Eating
- c) Jumping
- d) Walking



6. Oranges, apples, Eggs, melons.

- a) Onions
- b) Beans
- c) Eggs
- d) Bananas



7. I really like to go shopping. You should visit the Bakery. There are some delicious chocolate cakes.

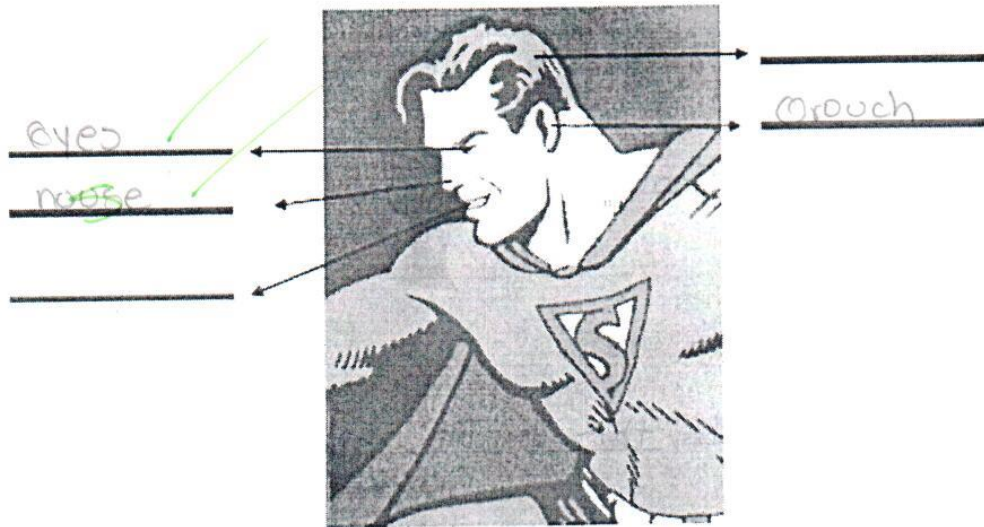
- a) Drugstore
- b) Bakery
- c) Flower shop
- d) Music store





8. These earrings are Smallest than your watch.  
a) Darker  
b) More delicious  
c) More expensive  
d) Smallest

9. Write on the lines the name of each part of Superman's face.



- ¿Cuántos años tienes? 30 años  
¿Eres casado? Si  
¿Cuántos hijos tienes? 3, una niña y dos niños  
¿Eres profesor? soy catequista  
¿Que haces aquí? estudiar y hacer una lic  
¿A donde quieres llegar?  
Pretendo ayudar a niños de discapacidades diferentes en  
el catecismo.



### Evaluación Diagnóstica

54

Nombre: Noelia Torres Flores Grupo: 361

Matrícula: \_\_\_\_\_

50

7

1. What c your name?

- a) are
- b) do
- c) is
- d) its



2. One, two, three, f, five

- e) For
- f) Four
- g) Foot
- h) Floor



3. My mom is a teacher. My dad is an d

- a) Doctor
- b) Teacher
- c) Singer
- d) Architect



4. Today we have a party. Are you busy c afternoon?

- a) That
- b) This
- c) These
- d) Those



5. Lucy is cleaning the house. Max is a the car.

- a) Washing
- b) Eating
- c) Jumping
- d) Walking



6. Oranges, apples, d, melons.

- a) Onions
- b) Beans
- c) Eggs
- d) Bananas



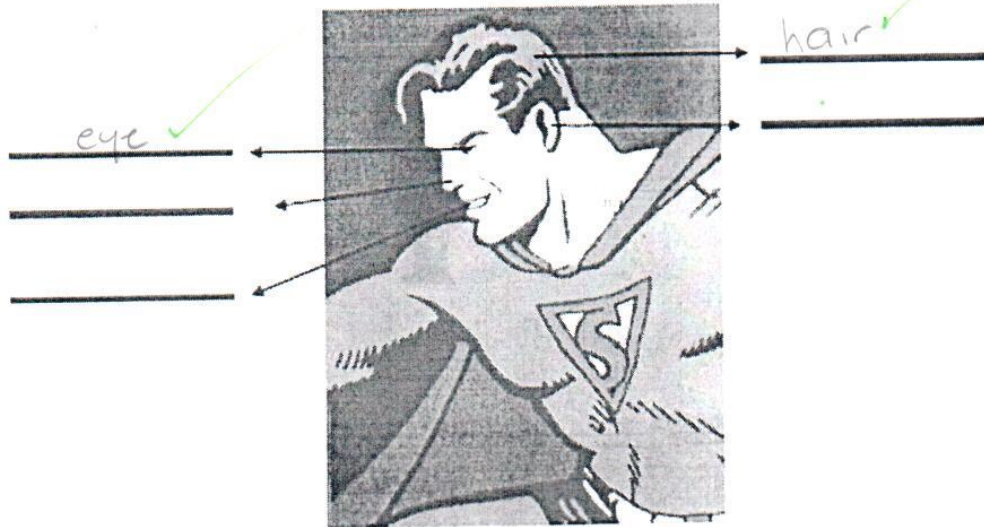
7. I really like to go shopping. You should visit the c. There are some delicious chocolate cakes.

- a) Drugstore
- b) Bakery
- c) Flower shop
- d) Music store



8. These earrings are \_\_\_\_\_ than your watch.  
a) Darker  
b) More delicious  
c) More expensive  
d) Smallest

9. Write on the lines the name of each part of Superman's face.



Edad : 41

Ocupación: Asistente de oficina Jurídica

Estado civil: casada

hijos : 2

Porque estas aquí, que aspiras?

1- Para terminar la prepa,

2- Estudiar la carrera de derecho



### Evaluación Diagnostica

60

Nombre: William Alfonso Valdez Rde

Grupo: \_\_\_\_\_

Matrícula: \_\_\_\_\_

1. What is your name?

- a) are
- b) do
- c) is
- d) its



8

2. One, two, three, four, five

- e) For
- f) Four
- g) Foot
- h) Floor



3. My mom is a teacher. My dad is an teacher

- a) Doctor
- b) Teacher
- c) Singer
- d) Architect



4. Today we have a party. Are you busy this afternoon?

- a) That
- b) This
- c) These
- d) Those



5. Lucy is cleaning the house. Max is washing the car.

- a) Washing
- b) Eating
- c) Jumping
- d) Walking



6. Oranges, apples, bananas, melons.

- a) Onions
- b) Beans
- c) Eggs
- d) Bananas



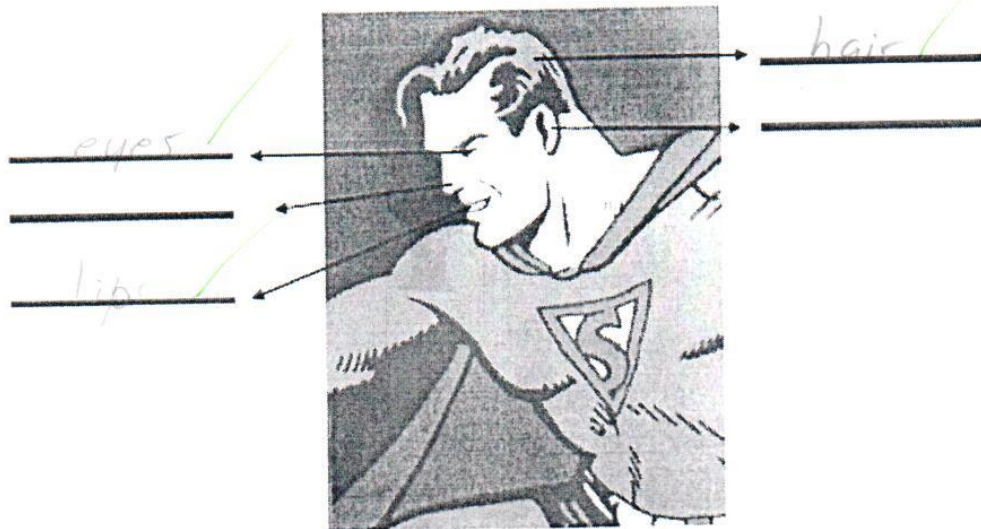
7. I really like to go shopping. You should visit the bakery. There are some delicious chocolate cakes.

- a) Drugstore
- b) Bakery
- c) Flower shop
- d) Music store



8. These earrings are \_\_\_\_\_ than your watch.
- a) Darker
  - b) More delicious
  - c) More expensive
  - d) Smallest

9. Write on the lines the name of each part of Superman's face.



edad : 37

ocupacion: Soldador calificado

estado c: casado

hijos : 3 hijos

horario de trab: 7 a 3 y de 3 a 10:30

que hace en trabajo: soldar equipos de alta presión en grandes dimensiones y hacer pruebas de líquidos en las soldaduras

por que estas aqui: por tener un mejor ejemplo para mis hijos y subir de puesto en mi trabajo gracias a estudiar aqui

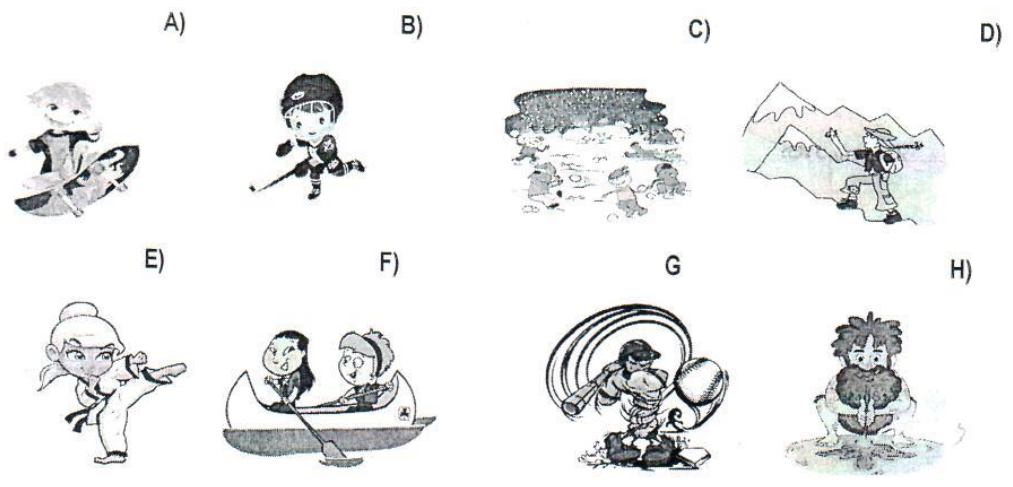
adonde quiere ir: llegar a un mejor puesto y tener un mejor estudio

84

Name: Maria Ernestina Silva Urbina  
Group: 60

21

I. Match what each person is doing with the picture that best describes it.



1. He is skateboarding. A ✓
2. She is climbing a mountain. D ✓
3. They are kayaking. E F ✓
4. He is making a fire. H ✓
5. They are playing baseball. G ✓
6. They are playing with snowballs. C ✓

II. Match the columns with the correct store, writing in the blank the correct word for each statement.

- |  |                        |
|--|------------------------|
| 7. I usually go to the _____ to buy my books.                        | a. (9) ✓ Shoe shop     |
| 8. My grandma brings me a donut that she bought at the _____.        | b. (11) ✓ Toy shop     |
| 9. My sister loves to go to the _____ and buy high heel shoes.       | c. (10) ✓ Restaurant 5 |
| 10. Bobby and I, went for have a dinner at a _____.                  | d. (8) ✓ Bakery        |
| 11. My mom went to the _____ to buy a present for my cousin's party. | e. (7) ✓ Book shop     |
|  | f. ( ) Market          |

6

III. Choose and write the part of the body in the correct place.

12. Eye ✓

13. Nose ✓

14. leg ✓

15. Hair ✓

16. Mouth ✓

17. Elbow ✓

18. Neck foot

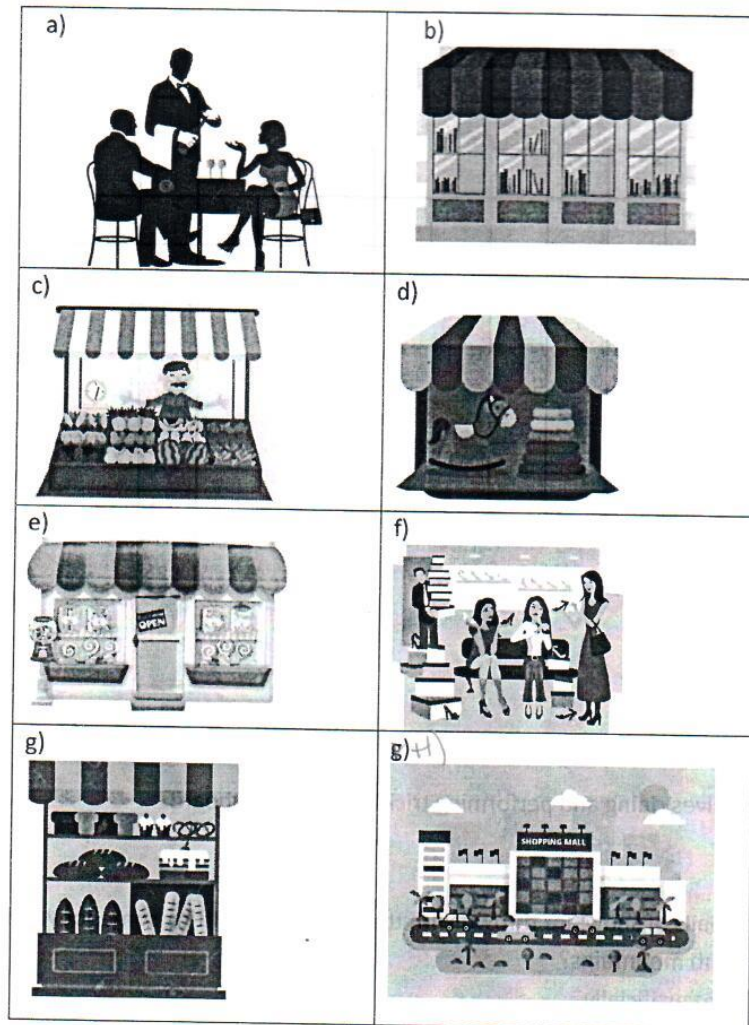
- |                |                 |                 |       |
|----------------|-----------------|-----------------|-------|
| Leg            | Hair            | Mouth           | Elbow |
| <del>Eye</del> | <del>Foot</del> | <del>Nose</del> | Neck  |

5

### Go Shopping

18. Select the correct image and fill in the parenthesis with the correct letter.

- |             |            |
|-------------|------------|
| 19. (f) ✓   | Shoe shop  |
| 20. (H) d ✓ | Toy shop   |
| 21. (g) ✓   | Restaurant |
| 22. (d) a ✓ | Bakery     |
| 23. (b) ✓   | Book shop  |
| 24. (c) ✓   | Market     |
| 25. (e) ✓   | Candy shop |

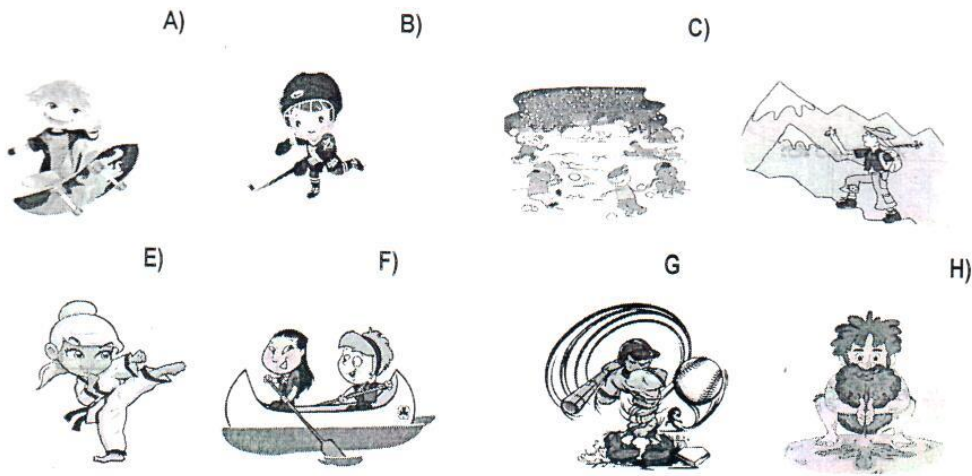




Name: Ivan Alejandra Silva Lopez  
 Group: 602

23/100  
 Congrats!

I. Match what each person is doing with the picture that best describes it.



1. He is skateboarding. a
2. She is climbing a mountain. d
3. They are kayaking. f
4. He is making a fire. h
5. They are playing baseball. g
6. They are playing with snowballs. c

II. Match the columns with the correct store, writing in the blank the correct word for each statement.

- |  |                               |
|--|-------------------------------|
| 7. I usually go to the <u>Book shop</u> to buy my books.                       | a. (9) <del>Shoe shop</del>   |
| 8. My grandma brings me a donut that she bought at the <u>Bakery</u> .         | b. (11) <del>Toy shop</del>   |
| 9. My sister loves to go to the <u>shoe shop</u> and buy high heel shoes.      | c. (10) <del>Restaurant</del> |
| 10. Bobby and I, went for have a dinner at a <u>Restaurant</u> .               | d. (8) <del>Bakery</del>      |
| 11. My mom went to the <u>Toy shop</u> to buy a present for my cousin's party. | e. (7) <del>Book shop</del>   |
|  | f. ( ) <del>Market</del>      |

■ Choose and write the part of the body in the correct place.

12. eye

13. Nose

14. Elbow leg

15. Hair

16. Mouth

17. elbow leg

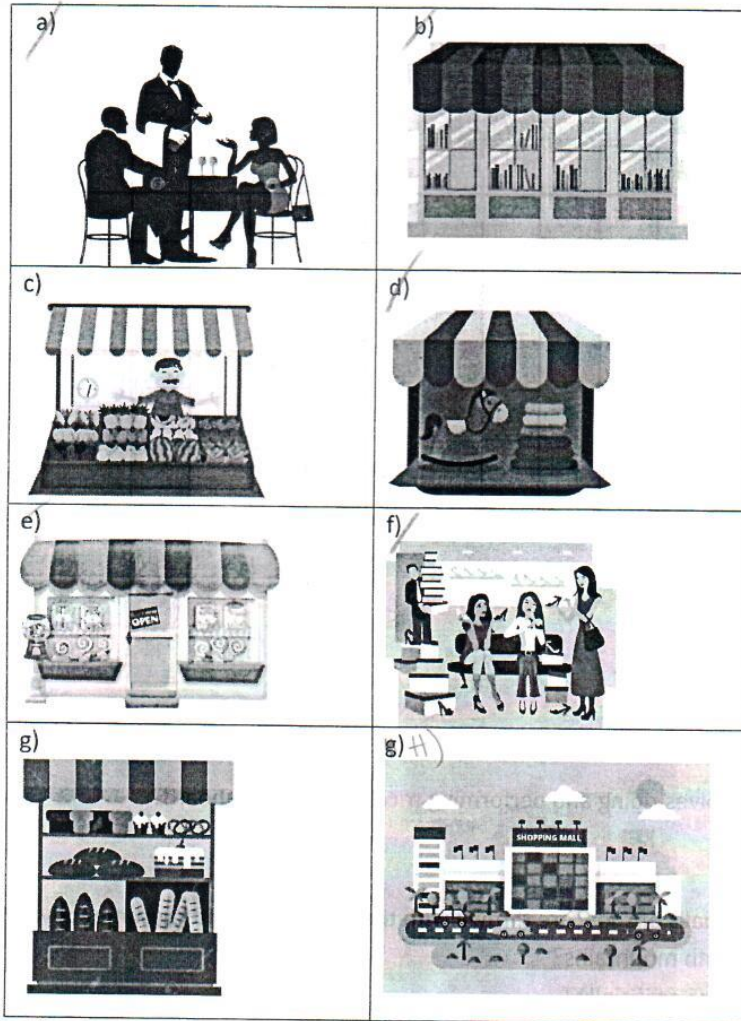
18. Foot

Leg	Hair	Mouth	Elbow
Eye	Foot	Nose	Neck

Go Shopping

20. Select the correct image and fill in the parenthesis with the correct letter.

- |         |            |
|---------|------------|
| 19. (F) | Shoe shop  |
| 20. (D) | Toy shop   |
| 21. (A) | Restaurant |
| 22. (G) | Bakery     |
| 23. (B) | Book shop  |
| 24. (C) | Market     |
| 25. (E) | Candy shop |



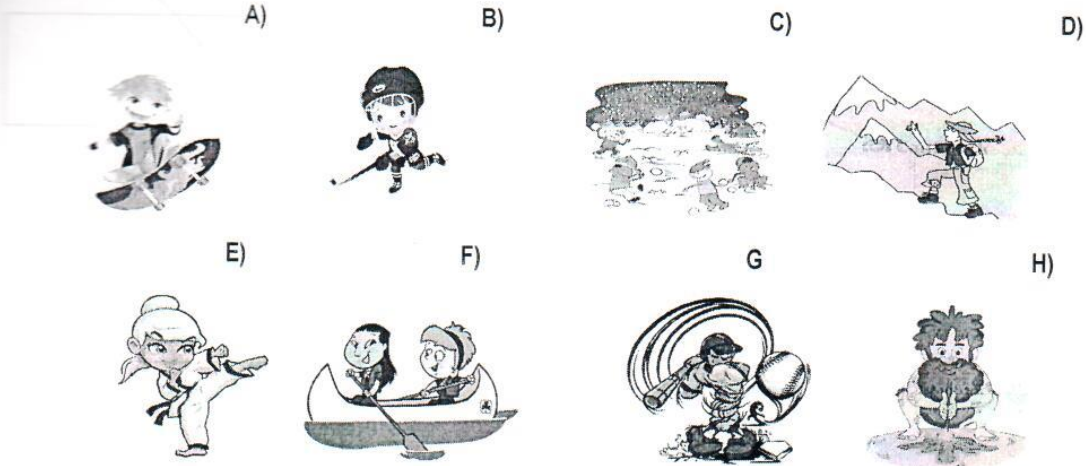
88

Name: Esméralda Vianey Restrepo González

Group: 80

22

I. Match what each person is doing with the picture that best describes it.



1. He is skateboarding. A ✓
2. She is climbing a mountain. D ✓
3. They are kayaking. F ✓
4. He is making a fire. H ✓
5. They are playing baseball. G ✓
6. They are playing with snowballs. C ✓

II. Match the columns with the correct store, writing in the blank the correct word for each statement.

7. I usually go to the Book shop to buy my books. a. (9) ✓ Shoe shop
8. My grandma brings me a donut that she bought at the Bakery. b. ( ) Toy shop
9. My sister loves to go to the shoe shop and buy high heel shoes. c. (10) ✓ Restaurant
10. Bobby and I, went for have a dinner at a restaurant. d. (8) ✓ Bakery
11. My mom went to the Market to buy a present for my cousin's party. e. (7) ✓ Book shop
- f. (11) ✓ Market

III. Choose and write the part of the body in the correct place.

12. Eye ✓

13. Nose ✓

14. Leg ✓

15. Hair ✓

16. Mouth ✓

17. Elbow ✓

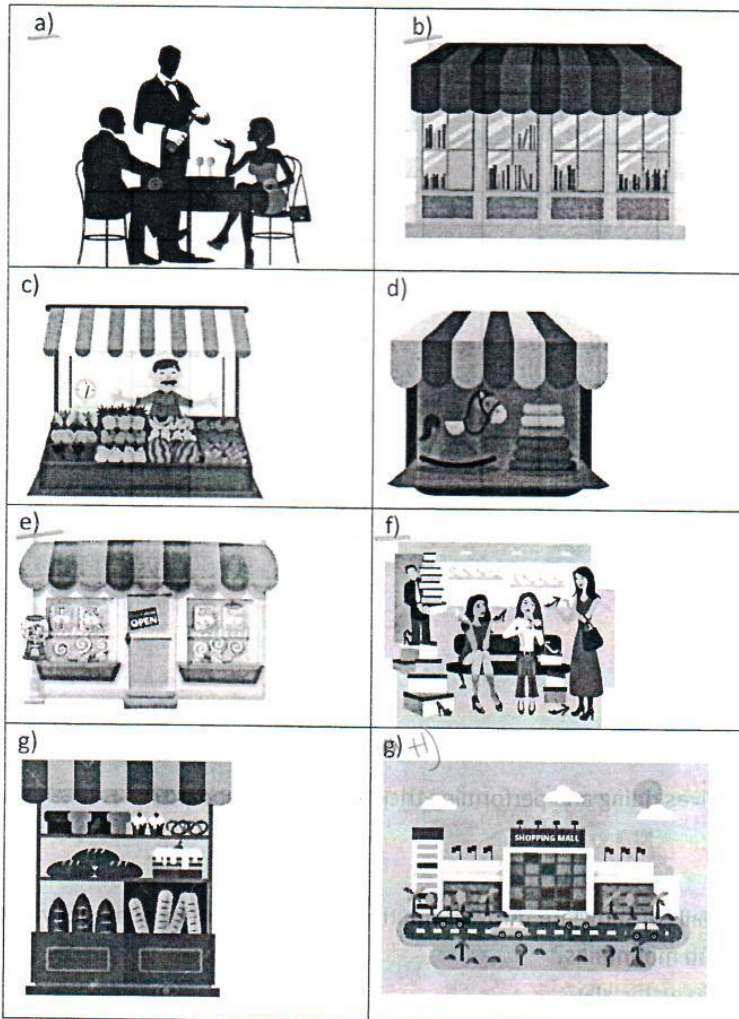
18. Neck ✓ foot

Leg	Hair	Mouth	Elbow
Eye	Foot	Nose	Neck

Go Shopping 5

IV. Select the correct image and fill in the parenthesis with the correct letter.

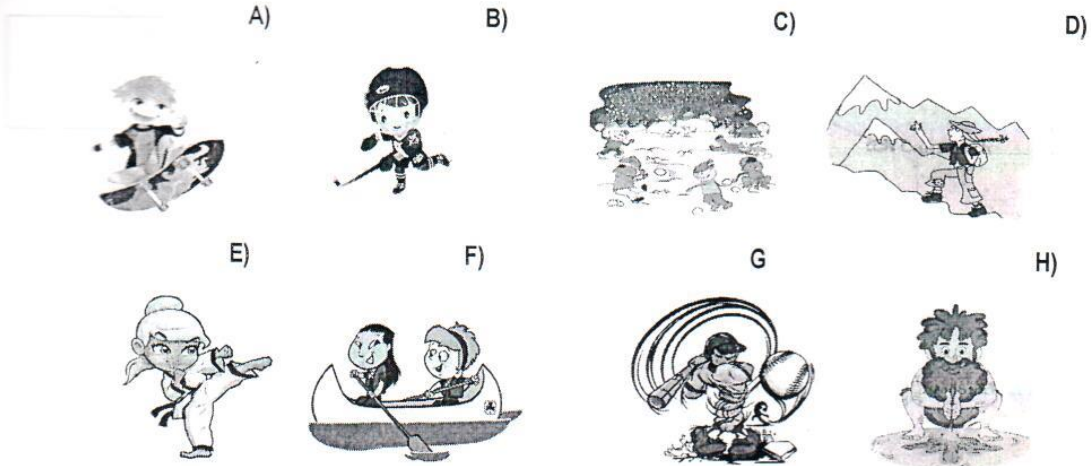
- 19. (F) ✓ Shoe shop
- 20. (H) ✓ Toy shop
- 21. (a) ✓ Restaurant
- 22. (g) ✓ Bakery
- 23. (b) ✓ Book shop
- 24. (e) ✓ Market
- 25. (e) ✓ Candy shop



Name: Daia Aide Contreras Lopez  
 Group: \_\_\_\_\_

10

I. Match what each person is doing with the picture that best describes it.



1. He is skateboarding. A ✓
2. She is climbing a mountain. D ✓
3. They are kayaking. E F ✓
4. He is making a fire. H ✓
5. They are playing baseball. G ✓
6. They are playing with snowballs. F C ✓

4

II. Match the columns with the correct store, writing in the blank the correct word for each statement.

7. I usually go to the \_\_\_\_\_ to buy my books. a. (9) ✓ Shoe shop
8. My grandma brings me a donut that she bought at the d. b. ( ) Toy shop
9. My sister loves to go to the \_\_\_\_\_ and buy high heel shoes. c. (8) X Restaurant
10. Bobby and I, went for have a dinner at a c. d. ((0) X Bakery
11. My mom went to the f/b to buy a present for my cousin's party. e. (7) ✓ Book shop
- f. (11) ✓ Market

3

III. Choose and write the part of the body in the correct place.

12. Eye ✓

13. Nose ✓

14. Hair leg

15. elbow hair

16. Mouth ✓

17. leg elbow

18. Neck foot

- |       |      |         |         |
|-------|------|---------|---------|
| Leg ✓ | Hair | Mouth ✓ | Elbow ✓ |
| Eye ✓ | Foot | Nose ✓  | Neck    |

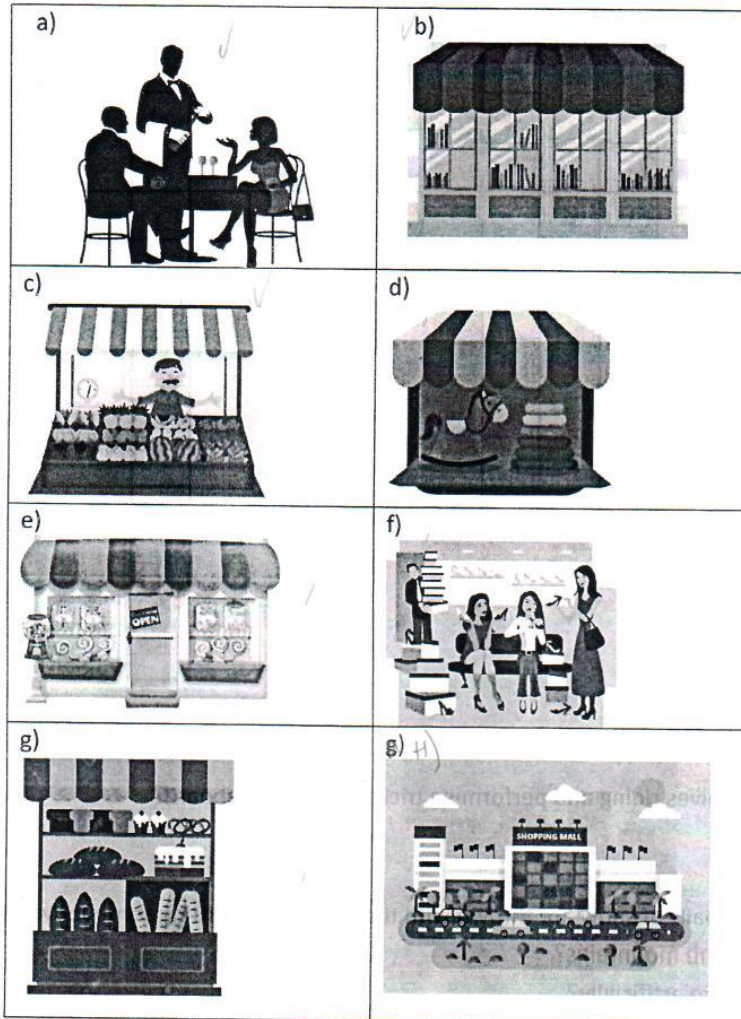


G

Go Shopping

IV. Select the correct image and fill in the parenthesis with the correct letter.

- 19. ( F ) ✓ Shoe shop
- 20. ( d ) ✓ Toy shop
- 21. ( a ) ✓ Restaurant
- 22. ( H ) g ✓ Bakery
- 23. ( b ) ✓ Book shop
- 24. ( C ) ✓ Market
- 25. ( e ) ✓ Candy shop

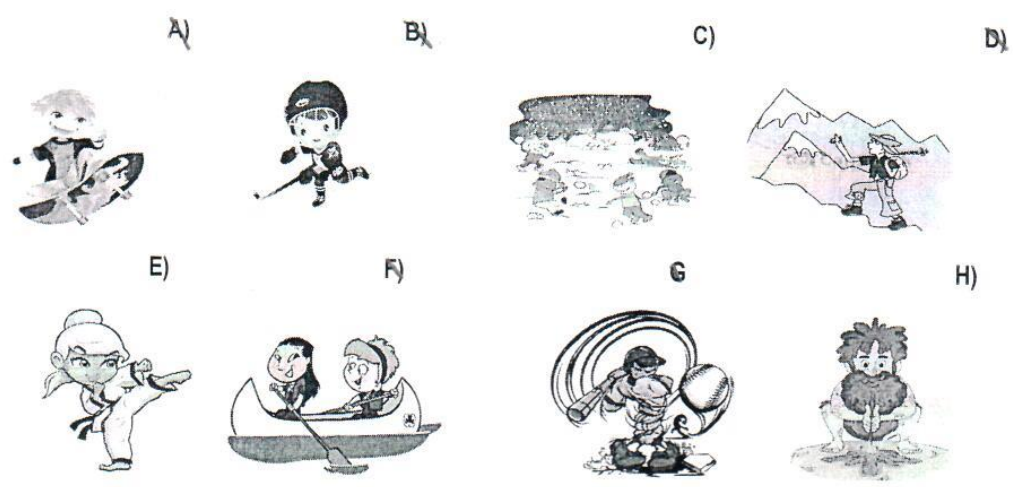


72

Name: Joneth Alejandra Alvarez Gauri  
Group: 360

18

I. Match what each person is doing with the picture that best describes it.



1. He is skateboarding. A
2. She is climbing a mountain. D
3. They are kayaking. F
4. He is making a fire. H
5. They are playing baseball. G
6. They are playing with snowballs. BC

II. Match the columns with the correct store, writing in the blank the correct word for each statement.

- |  |   |
|--|---|
| 7. I usually go to the _____ to buy my books.                        | a. (9) ✓ Shoe shop  |
| 8. My grandma brings me a donut that she bought at the _____.        | b. (11) ✓ Toy shop  |
| 9. My sister loves to go to the _____ and buy high heel shoes.       | c. (8) ✗ Restaurant <span style="margin-left: 20px;">3</span> |
| 10. Bobby and I, went for have a dinner at a _____.                  | d. (10) ✗ Bakery  |
| 11. My mom went to the _____ to buy a present for my cousin's party. | e. (7) ✓ Book shop  |
|  | f. ( ) Market   |

III. Choose and write the part of the body in the correct place.

12. eye ✓

13. nose ✓

14. Elbow leg

15. Hair ✓

16. mouth ✓

17. elbow neck

18. leg foot

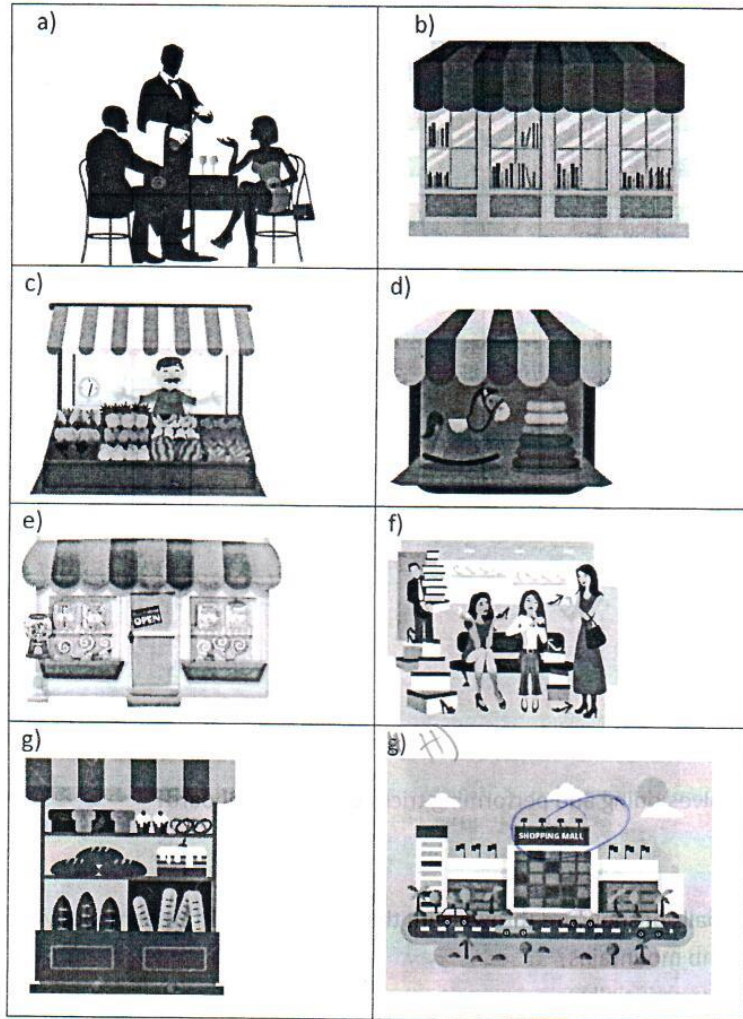
Leg Eye	Hair Foot	Mouth Nose	Elbow Neck
------------	--------------	---------------	---------------

6

Go Shopping

IV. Select the correct image and fill in the parenthesis with the correct letter.

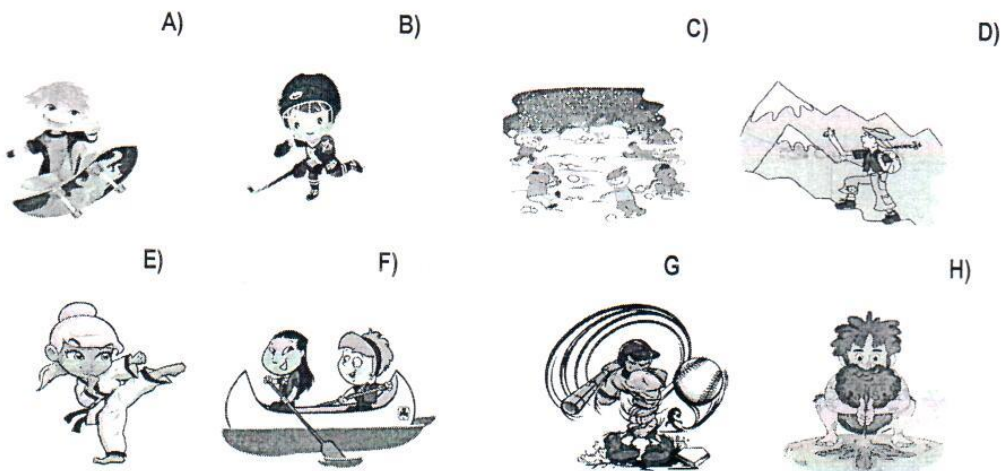
- 19. (f) ✓ Shoe shop
- 20. (d) ✓ Toy shop
- 21. (a) ✓ Restaurant
- 22. (H) ✓ Bakery
- 23. (b) ✓ Book shop
- 24. (c) ✓ Market
- 25. (e) ✓ Candy shop



Name: Jared Alexander Castro Estrada  
 Group: 350

100  
 Congrats!

I. Match what each person is doing with the picture that best describes it.



1. He is skateboarding. A ✓
2. She is climbing a mountain. D ✓
3. They are kayaking. F ✓
4. He is making a fire. H ✓
5. They are playing baseball. G ✓
6. They are playing with snowballs. C ✓

II. Match the columns with the correct store, writing in the blank the correct word for each statement.

7. I usually go to the Bookshop to buy my books. a. (9) Shoe shop
8. My grandma brings me a donut that she bought at the Bakery. b. (11) Toy shop
9. My sister loves to go to the shoe shop and buy high heel shoes. c. (10) Restaurant
10. Bobby and I, went for have a dinner at a restaurant. d. (8) Bakery
11. My mom went to the Toy shop to buy a present for my cousin's party. e. (7) Book shop
- f. ( ) Market

III. Choose and write the part of the body in the correct place.

7

12. Eye

13. Nose

14. Leg

15. Hair

16. Mouth

17. Elbow

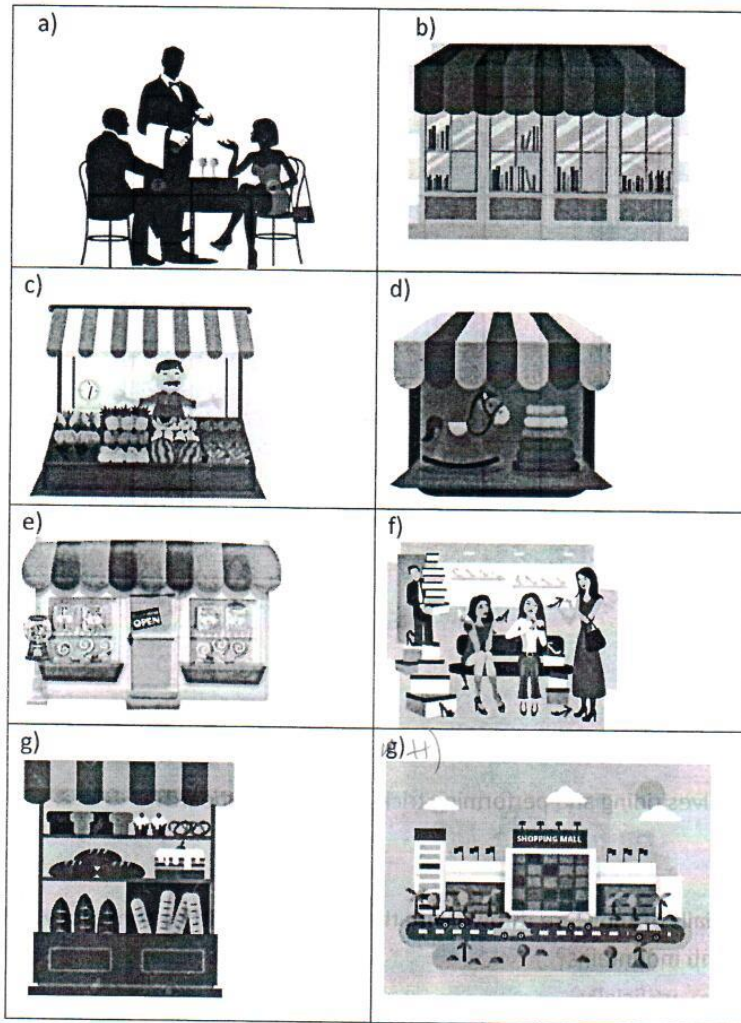
18. Foot

- |                |      |       |       |
|----------------|------|-------|-------|
| <del>Leg</del> | Hair | Mouth | Elbow |
| Eye            | Foot | Nose  | Neck  |

Go Shopping

IV. Select the correct image and fill in the parenthesis with the correct letter.

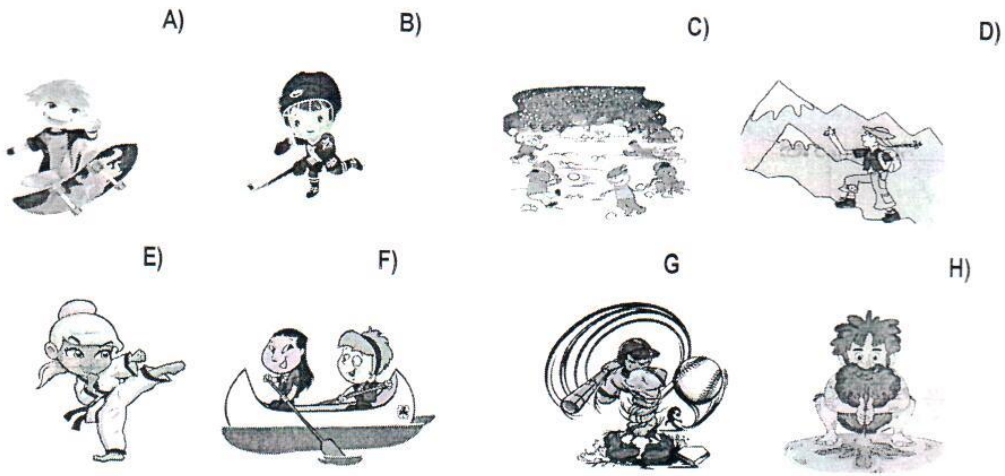
- |         |            |
|---------|------------|
| 19. (f) | Shoe shop  |
| 20. (d) | Toy shop   |
| 21. (a) | Restaurant |
| 22. (g) | Bakery     |
| 23. (b) | Book shop  |
| 24. (h) | Market     |
| 25. (e) | Candy shop |



Name: Patricia Yuliana Esquivel Rincon  
 Group: 380

*Congrats!!!*  
100  
 23

I. Match what each person is doing with the picture that best describes it.



1. He is skateboarding. A ✓
2. She is climbing a mountain. D ✓
3. They are kayaking. F ✓
4. He is making a fire. H ✓
5. They are playing baseball. G ✓
6. They are playing with snowballs. C ✓

II. Match the columns with the correct store, writing in the blank the correct word for each statement.

- |  |                      |
|--|----------------------|
| 7. I usually go to the <u>BOOK SHOP</u> to buy my books.                       | a. (9) ✓ Shoe shop   |
| 8. My grandma brings me a donut that she bought at the <u>Bakery</u> .         | b. (11) ✓ Toy shop   |
| 9. My sister loves to go to the <u>Shoe Shop</u> and buy high heel shoes.      | c. (10) ✓ Restaurant |
| 10. Bobby and I, went for have a dinner at a <u>Restaurant</u> .               | d. (8) ✓ Bakery      |
| 11. My mom went to the <u>Toy shop</u> to buy a present for my cousin's party. | e. (7) ✓ Book shop   |
|  | f. ( ) Market        |



III. Choose and write the part of the body in the correct place.

12. eye ✓

13. Nose ✓

14. Elbow leg

15. Hair ✓

16. Mouth ✓

17. leg/bow

18. Foot ✓

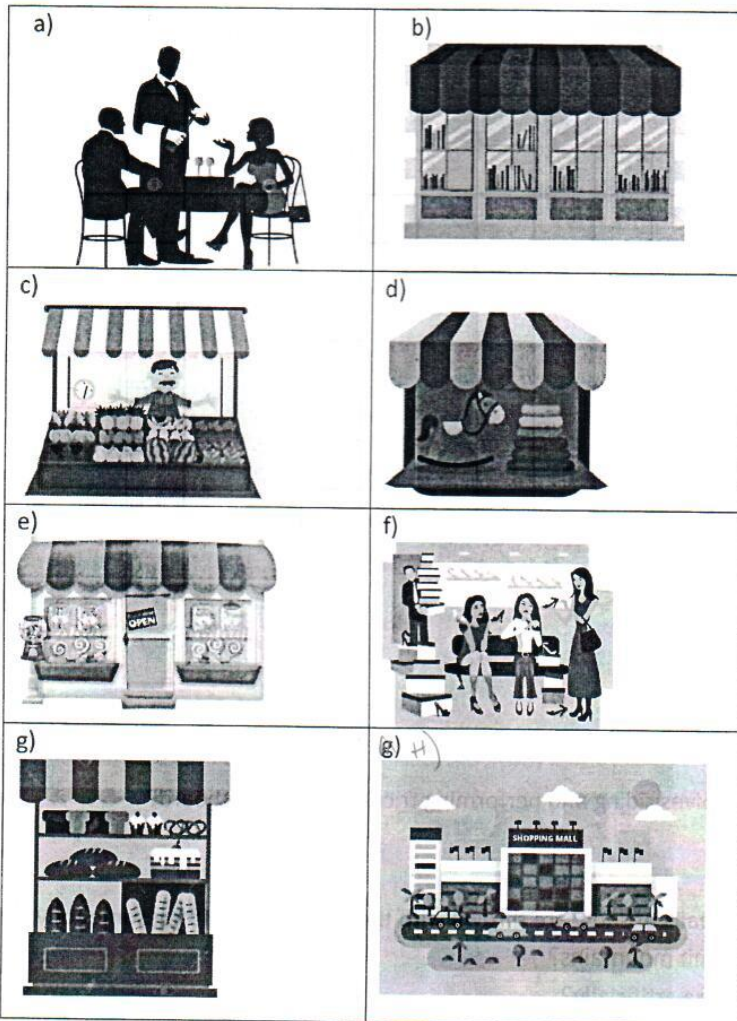
Leg	Hair	Mouth	Elbow
Eye	Foot	Nose	Neck

7

Go Shopping

IV. Select the correct image and fill in the parenthesis with the correct letter.

- 19. (P) ✓ Shoe shop
- 20. (d) ✓ Toy shop
- 21. (a) ✓ Restaurant
- 22. (g) ✓ Bakery
- 23. (b) ✓ Book shop
- 24. (C) ✓ Market
- 25. (e) ✓ Candy shop



20

Name: Jesus Adrian Rachel Ariza  
Group: 360

20

I. Match what each person is doing with the picture that best describes it.

A)

B)

C)

D)



E)

F)

G)

H)



1. He is skateboarding. A ✓
2. She is climbing a mountain. D ✓
3. They are kayaking. F ✓
4. He is making a fire. H ✓
5. They are playing baseball. G ✓
6. They are playing with snowballs. C ✓

6

II. Match the columns with the correct store, writing in the blank the correct word for each statement.

- |  |                    |
|--|--------------------|
| 7. I usually go to the <u>Book shop</u> ✓ to buy my books.                         | a. (9) Shoe shop   |
| 8. My grandma brings me a donut that she bought at the <u>Bakery</u> ✓.            | b. ( ) Toy shop    |
| 9. My sister loves to go to the <u>shoe shop</u> ✓ and buy high heel shoes.        | c. (11) Restaurant |
| 10. Bobby and I, went for have a dinner at a <u>Market</u> ✓.                      | d. (8) Bakery      |
| 11. My mom went to the <u>Restaurant</u> ✓ to buy a present for my cousin's party. | e. (7) Book shop   |
|  | f. (10) Market     |

3

5

III. Choose and write the part of the body in the correct place.

15. Hair ✓

12. Eye ✓

16. Mouth ✓

13. Nose ✓

17. Elbow ✓

14. Neck leg



18. Foot ✓

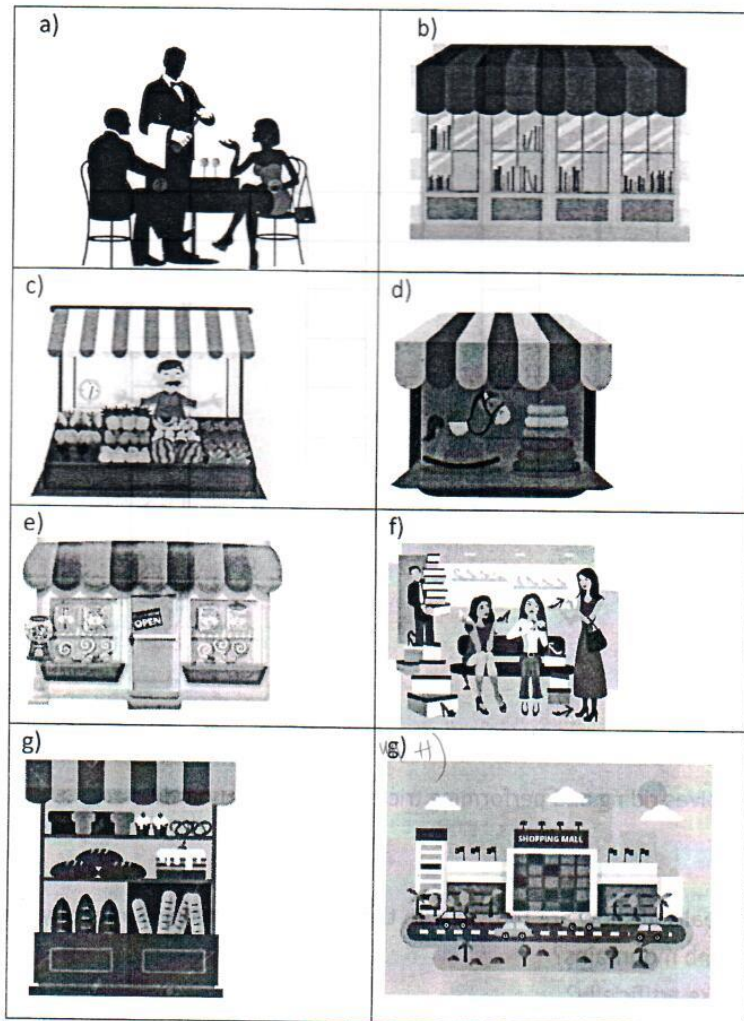
- |     |      |       |       |
|-----|------|-------|-------|
| Leg | Hair | Mouth | Elbow |
| Eye | Foot | Nose  | Neck  |

Go Shopping

IV. Select the correct image and fill in the parenthesis with the correct letter.

- 19. ( f ) ✓ Shoe shop
- 20. ( d ) ✓ Toy shop
- 21. ( o ) ✓ Restaurant
- 22. ( g ) ✓ Bakery
- 23. ( b ) ✓ Book shop
- 24. ( c ) ✓ Market
- 25. ( e ) ✓ Candy shop

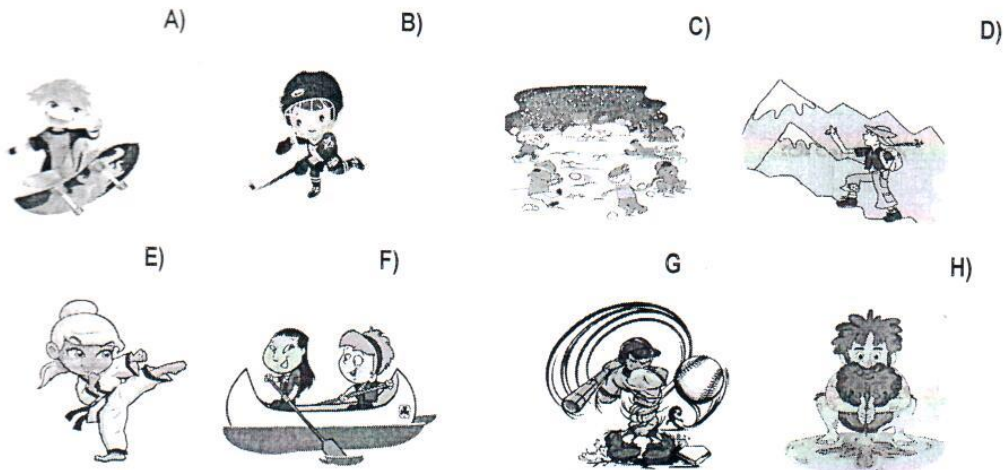
G



Name: Clarisa Yamileth Mendoza Perez  
 Group: 360

100  
Congrats!

I. Match what each person is doing with the picture that best describes it.



1. He is skateboarding. A ✓
2. She is climbing a mountain. D ✓
3. They are kayaking. FF ✓
4. He is making a fire. H ✓
5. They are playing baseball. G ✓
6. They are playing with snowballs. C ✓

II. Match the columns with the correct store, writing in the blank the correct word for each statement.

7. I usually go to the Book shop to buy my books. a. (9) ✓ Shoe shop
8. My grandma brings me a donut that she bought at the Bakery. b. ( ) Toy shop
9. My sister loves to go to the Shoe shop and buy high heel shoes. c. (10) ✓ Restaurant
10. Bobby and I, went for have a dinner at a Restaurant. d. (8) ✓ Bakery
11. My mom went to the Market to buy a present for my cousin's party. e. (7) ✓ Book shop
- f. (11) ✓ Market

7

III. Choose and write the part of the body in the correct place.

12. Eye

13. Nose

14. Leg

15. Hair

16. Mouth

17. Elbow

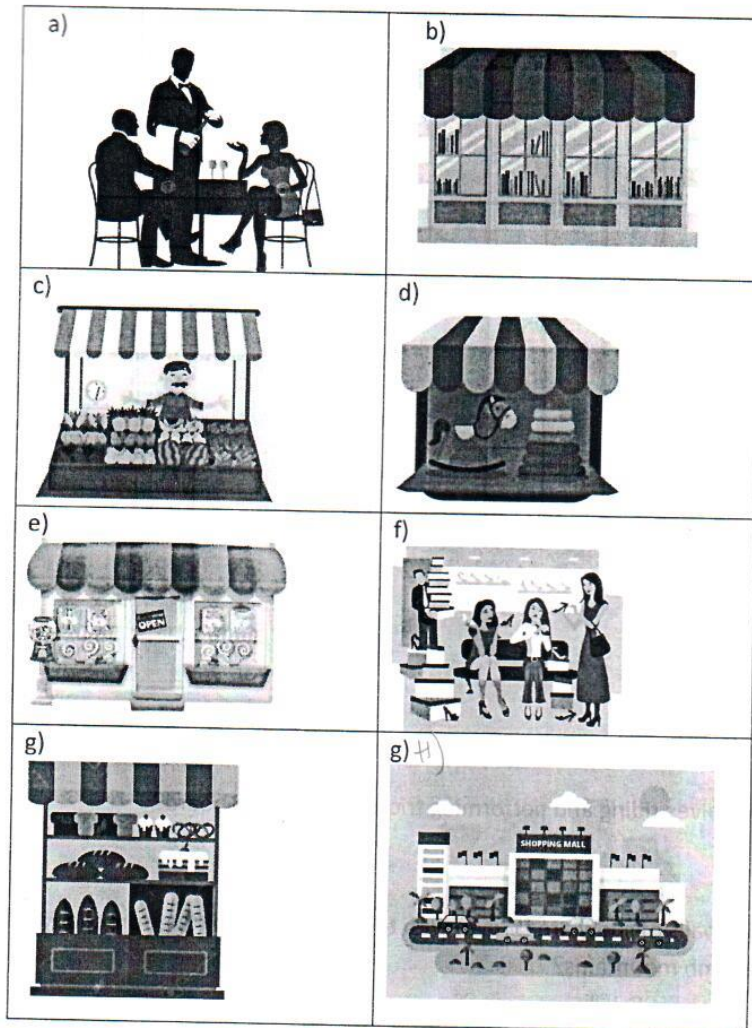
18. Foot

- |                |                 |                 |                  |
|----------------|-----------------|-----------------|------------------|
| <del>Leg</del> | <del>Hair</del> | Mouth           | <del>Elbow</del> |
| Eye            | Foot            | <del>Nose</del> | Neck             |

Go Shopping

IV. Select the correct image and fill in the parenthesis with the correct letter.

- 19. ( D ) Shoe shop
- 20. ( d ) Toy shop
- 21. ( a ) Restaurant
- 22. ( g ) Bakery
- 23. ( b ) Book shop
- 24. ( H ) Market
- 25. ( e ) Candy shop

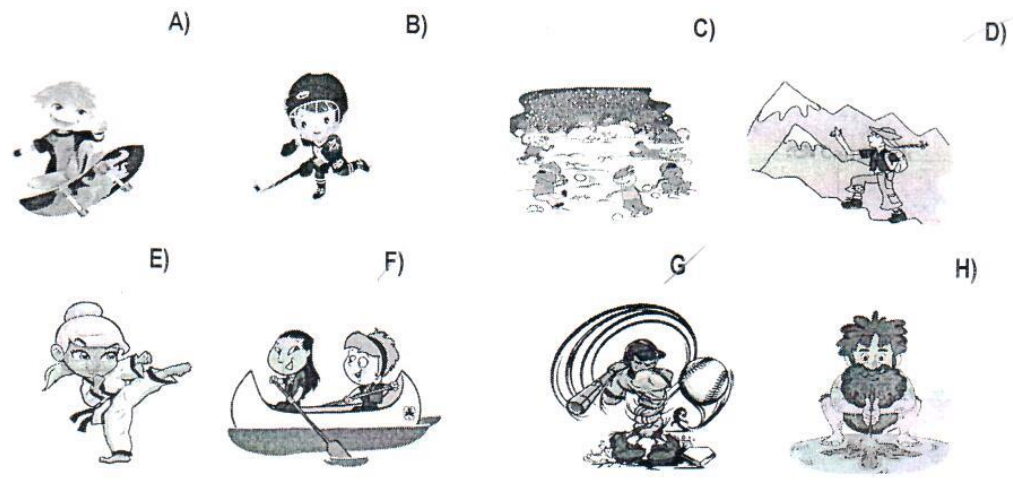




Name: Diana Paola Contreras Lopez  
Group: 360

14

I. Match what each person is doing with the picture that best describes it.



1. He is skateboarding. A ✓
2. She is climbing a mountain. D ✓
3. They are kayaking. F ✓
4. He is making a fire. C ✓
5. They are playing baseball. E ✓
6. They are playing with snowballs. G ✓

II. Match the columns with the correct store, writing in the blank the correct word for each statement.

- |  |                    |
|--|--------------------|
| 7. I usually go to the _____ to buy my books.                        | a. (9) Shoe shop   |
| 8. My grandma brings me a donut that she bought at the _____.        | b. (10) Toy shop   |
| 9. My sister loves to go to the _____ and buy high heel shoes.       | c. (11) Restaurant |
| 10. Bobby and I, went for have a dinner at a _____.                  | d. (8) Bakery      |
| 11. My mom went to the _____ to buy a present for my cousin's party. | e. (7) Book shop   |
|  | f. (12) Market     |

III. Choose and write the part of the body in the correct place.

12. Eye ✓

13. Nose ✓

14. Elbow leg

15. Hair ✓

16. leg mouth

17. Mouth elbow

18. Foot ✓

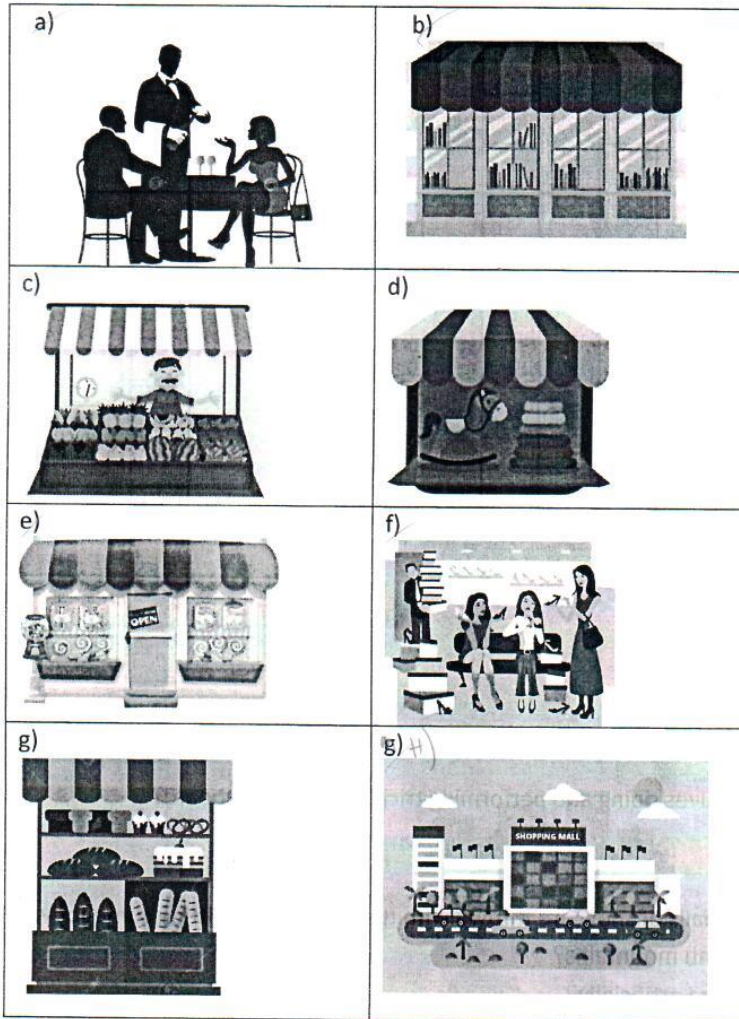
Leg	Hair	Mouth	Elbow
Eye	Foot	Nose	Neck

5

Go Shopping

IV. Select the correct image and fill in the parenthesis with the correct letter.

- 19. ( f ) ✓ Shoe shop
- 20. ( d ) ✓ Toy shop
- 21. ( a ) ✓ Restaurant
- 22. ( g ) ✓ Bakery
- 23. ( b ) ✓ Book shop
- 24. ( # ) ✓ Market
- 25. ( e ) ✓ Candy shop

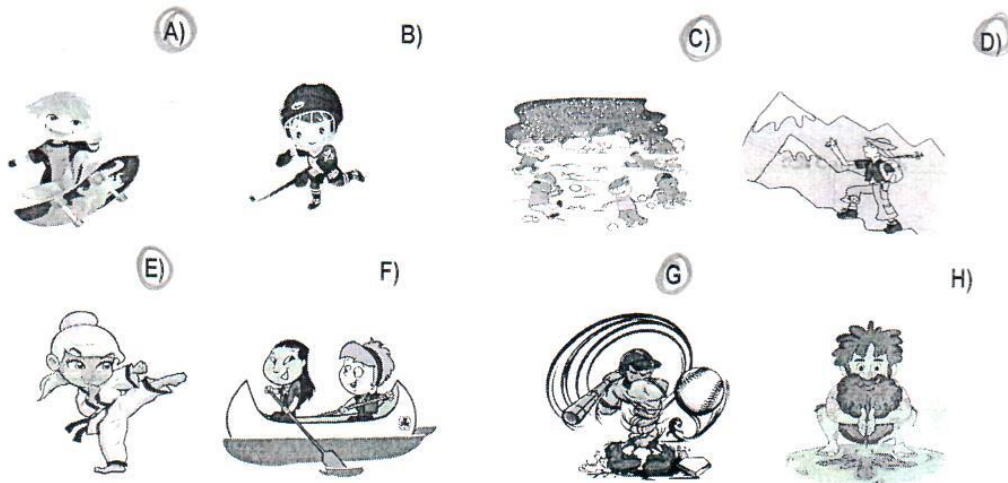


76

Name: Paulina Beltrán Barrios Martínez  
Group: 60

18

I. Match what each person is doing with the picture that best describes it.



1. He is skateboarding. A ✓
2. She is climbing a mountain. D ✓
3. They are kayaking. F ✓
4. He is making a fire. H ✓
5. They are playing baseball. G ✓
6. They are playing with snowballs. C ✓

II. Match the columns with the correct store, writing in the blank the correct word for each statement.

- |  |                             |
|--|-----------------------------|
| 7. I usually go to the _____ to buy my books.                        | a. (9) ✓ Shoe shop          |
| 8. My grandma brings me a donut that she bought at the _____.        | b. ( ) Toy shop             |
| 9. My sister loves to go to the _____ and buy high heel shoes.       | c. (11) Restaurant <b>3</b> |
| 10. Bobby and I, went for have a dinner at a _____.                  | d. (8) ✓ Bakery             |
| 11. My mom went to the _____ to buy a present for my cousin's party. | e. (7) ✓ Book shop          |
|  | f. (10) Market              |

4

III. Choose and write the part of the body in the correct place.

15. hair ✓

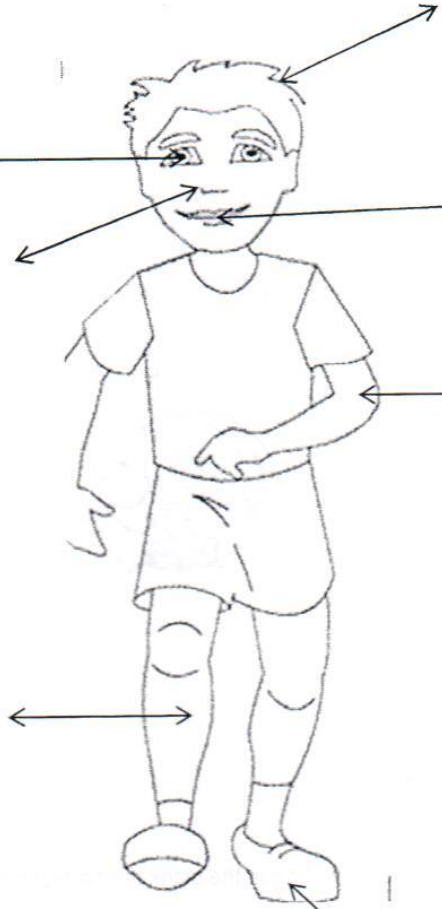
12. eye ✓

16. mouth ✓  
~~nose~~

13. nose

17. Leg ✓  
~~leg~~ elbow

14. Elbow ✓  
leg



18. Neck ✓  
foot

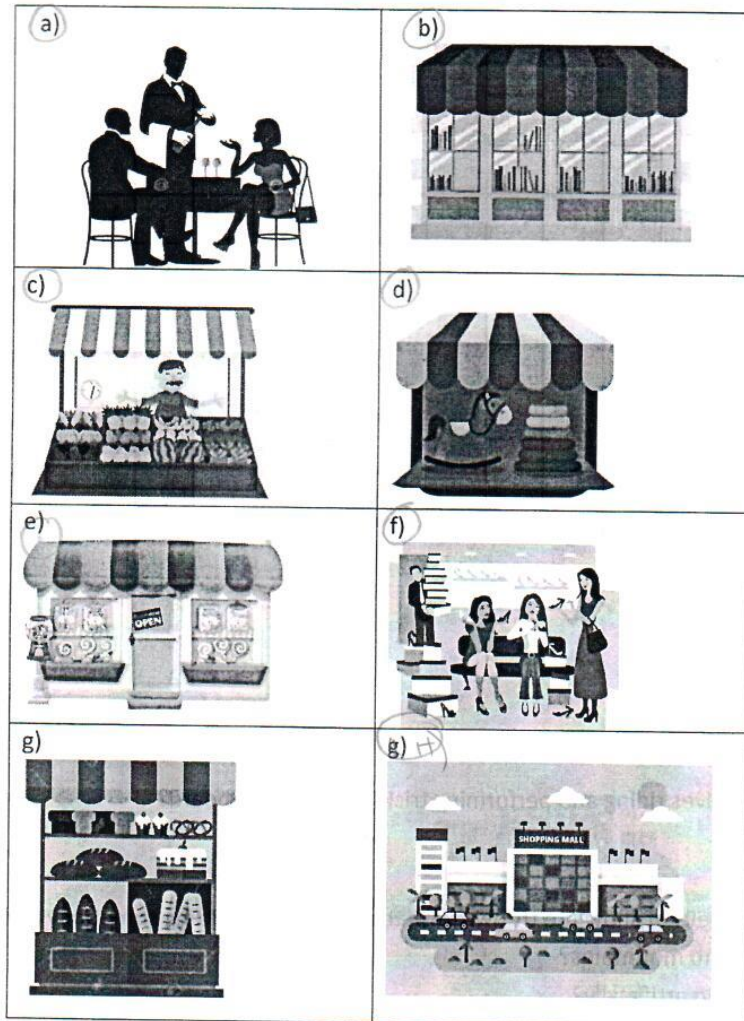
- |     |      |       |       |
|-----|------|-------|-------|
| Leg | Hair | Mouth | Elbow |
| Eye | Foot | Nose  | Neck  |

Go Shopping

IV. Select the correct image and fill in the parenthesis with the correct letter.

- 19. (f) ✓
- 20. (d) ✓
- 21. (a) ✓
- 22. (g) ✓
- 23. (b) ✓
- 24. (c) ✓
- 25. (e) ✓

- Shoe shop
- Toy shop
- Restaurant
- Bakery
- Book shop
- Market
- Candy shop

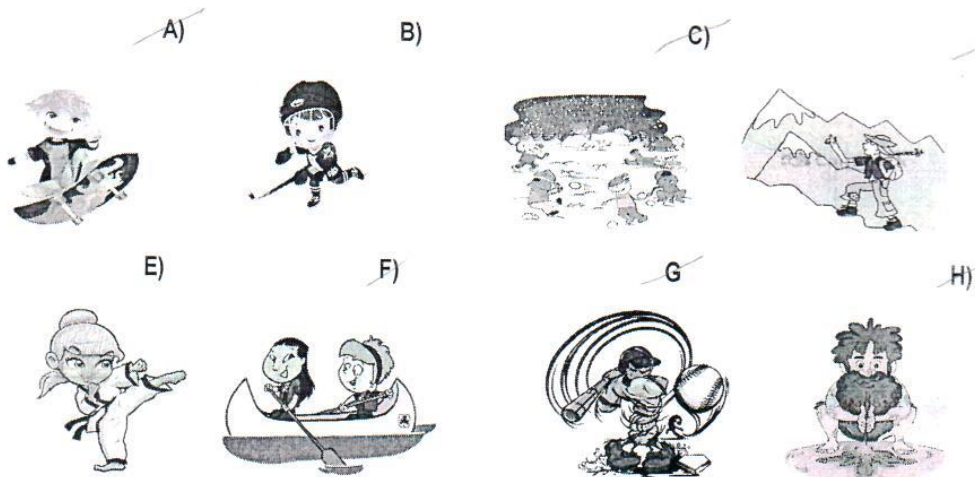


Name: Htzel Anahy Rivera Rdz  
 Group: 360

100

Congrats!

I. Match what each person is doing with the picture that best describes it.



1. He is skateboarding. a ✓
2. She is climbing a mountain. d ✓
3. They are kayaking. f ✓
4. He is making a fire. h ✓
5. They are playing baseball. g ✓
6. They are playing with snowballs. c ✓

II. Match the columns with the correct store, writing in the blank the correct word for each statement.

- |  |                        |
|--|------------------------|
| 7. I usually go to the <u>book shop</u> to buy my books.                     | a. (9) ✓ Shoe shop     |
| 8. My grandma brings me a donut that she bought at the <u>bakery</u> .       | b. ( ) Toy shop        |
| 9. My sister loves to go to the <u>shoe shop</u> and buy high heel shoes.    | c. (10) ✓ Restaurant 5 |
| 10. Bobby and I, went for have a dinner at a <u>restaurant</u> .             | d. (8) ✓ Bakery        |
| 11. My mom went to the <u>market</u> to buy a present for my cousin's party. | e. (7) ✓ Book shop     |
|  | f. (11) ✓ Market       |

III. Choose and write the part of the body in the correct place.

12. Eye ✓

13. NOSE ✓

14. leg ✓

15. hair ✓

16. Mouth ✓

17. Elbow ✓

18. Foot ✓

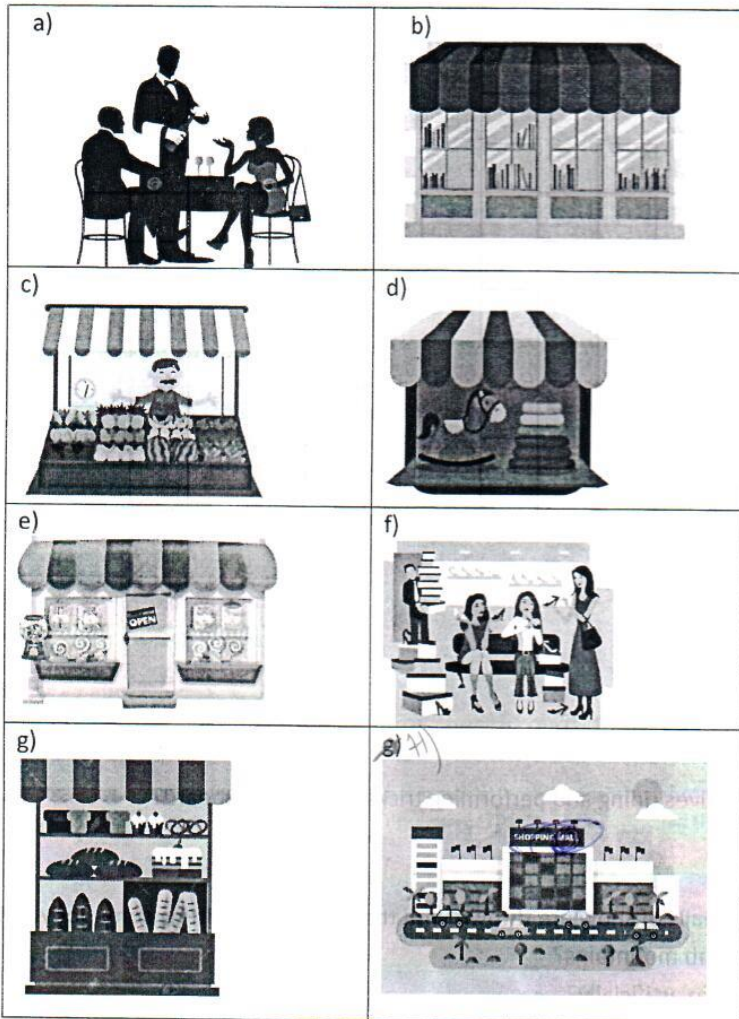
<del>Leg</del>	<del>Hair</del>	<del>Mouth</del>	<del>Elbow</del>
<del>Eye</del>	<del>Foot</del>	<del>Nose</del>	<del>Neck</del>



Go Shopping

IV. Select the correct image and fill in the parenthesis with the correct letter.

- 19. ( f ) ✓ Shoe shop
- 20. ( d ) ✓ Toy shop
- 21. ( g ) ✓ Restaurant
- 22. ( b ) ✓ Bakery
- 23. ( b ) ✓ Book shop
- 24. ( h ) ✓ Market
- 25. ( e ) ✓ Candy shop

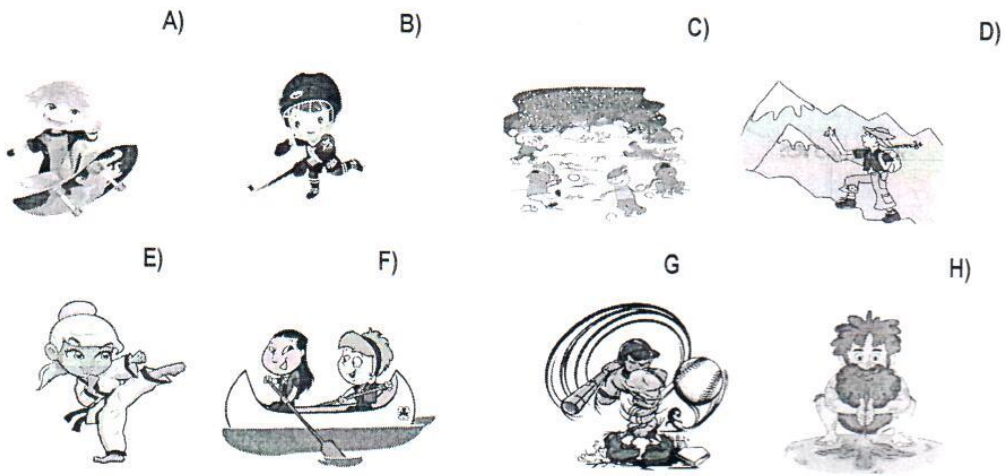


72

Name: Luisa Fernanda Aguirre Dominguez  
Group: \_\_\_\_\_

18

I. Match what each person is doing with the picture that best describes it.



1. He is skateboarding. A ✓
2. She is climbing a mountain. D ✓
3. They are kayaking. F ✓
4. He is making a fire. H ✓
5. They are playing baseball. G ✓
6. They are playing with snowballs. C ✓

4

II. Match the columns with the correct store, writing in the blank the correct word for each statement.

- |  |                    |
|--|--------------------|
| 7. I usually go to the _____ to buy my books.                        | a. (9) ✓ Shoe shop |
| 8. My grandma brings me a donut that she bought at the _____.        | b. (10) ✓ Toy shop |
| 9. My sister loves to go to the _____ and buy high heel shoes.       | c. (10) Restaurant |
| 10. Bobby and I, went for have a dinner at a _____.                  | d. (8) ✓ Bakery    |
| 11. My mom went to the _____ to buy a present for my cousin's party. | e. (7) ✓ Book shop |
|  | f. (11) ✓ Market   |

4

5

III. Choose and write the part of the body in the correct place.

15. hair ✓

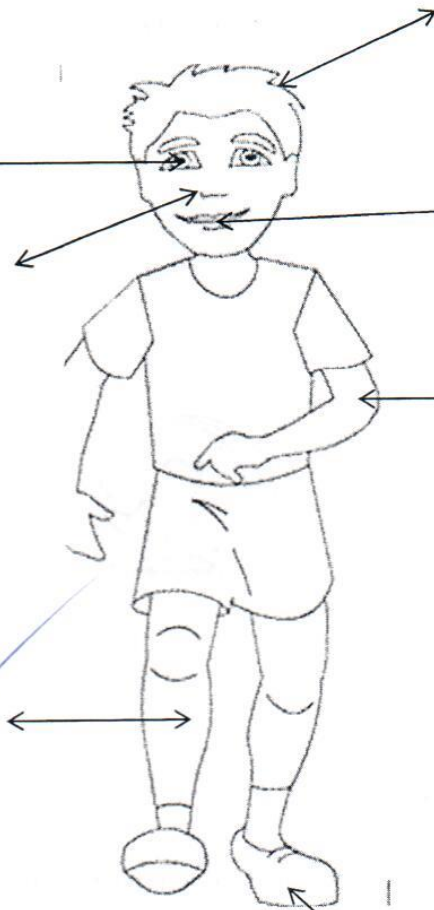
12. eye ✓

16. lips  
mouth

13. nose ✓

17. elbow  
mouth

14. leg ✓



18. Foot ✓

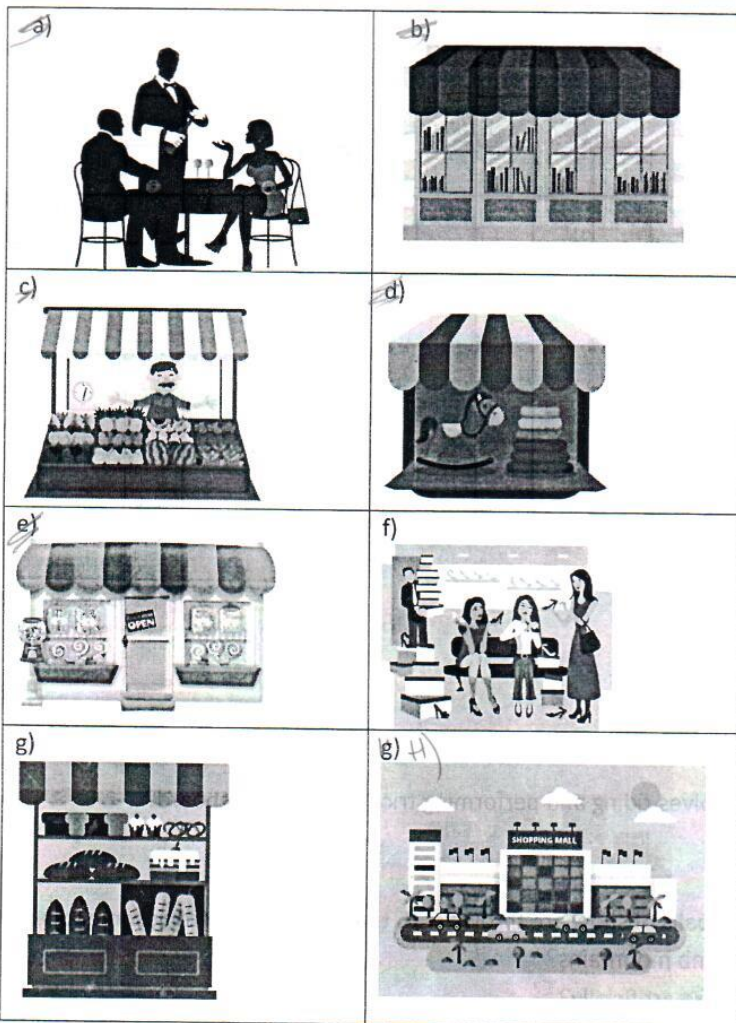
Leg	<del>Hair</del>	<del>Mouth</del>	Elbow
Eye	Foot	Nose	Neck

H

Go Shopping

IV. Select the correct image and fill in the parenthesis with the correct letter.

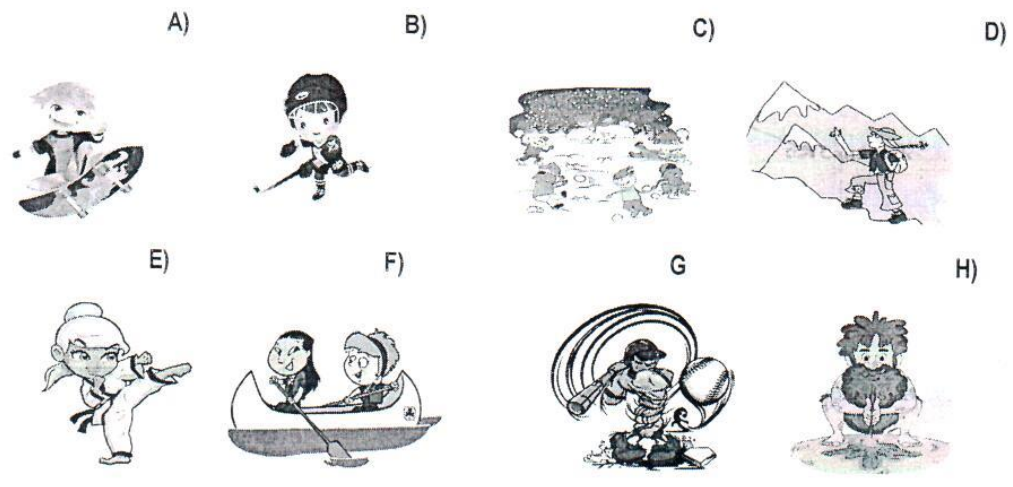
- 19. (H) ✓ Shoe shop
- 20. (d) ✓ Toy shop
- 21. (a) ✓ Restaurant
- 22. (c) ✓ Bakery
- 23. (b) ✓ Book shop
- 24. (f) ✓ Market
- 25. (e) ✓ Candy shop



Name: Alex Moises Mejia Vazquez  
Group: 360

21

I. Match what each person is doing with the picture that best describes it.



1. He is skateboarding. A ✓
2. She is climbing a mountain. D ✓
3. They are kayaking. F ✓
4. He is making a fire. H ✓
5. They are playing baseball. \_\_\_\_\_
6. They are playing with snowballs. C ✓

II. Match the columns with the correct store, writing in the blank the correct word for each statement.

- |  |                      |
|--|----------------------|
| 7. I usually go to the <u>Book shop</u> to buy my books.                       | a. (9) ✓ Shoe shop   |
| 8. My grandma brings me a donut that she bought at the <u>Market</u> .         | b. (11) ✓ Toy shop   |
| 9. My sister loves to go to the <u>Shoe shop</u> and buy high heel shoes.      | c. (10) ✓ Restaurant |
| 10. Bobby and I, went for have a dinner at a <u>Restaurant</u> .               | d. (8) ✓ Bakery      |
| 11. My mom went to the <u>Toy shop</u> to buy a present for my cousin's party. | e. (7) ✓ Book shop   |
|  | f. (8) Market        |

III. Choose and write the part of the body in the correct place.

12. eye

13. nose

14. leg

15. hair

16. Mouth

17. Elbow

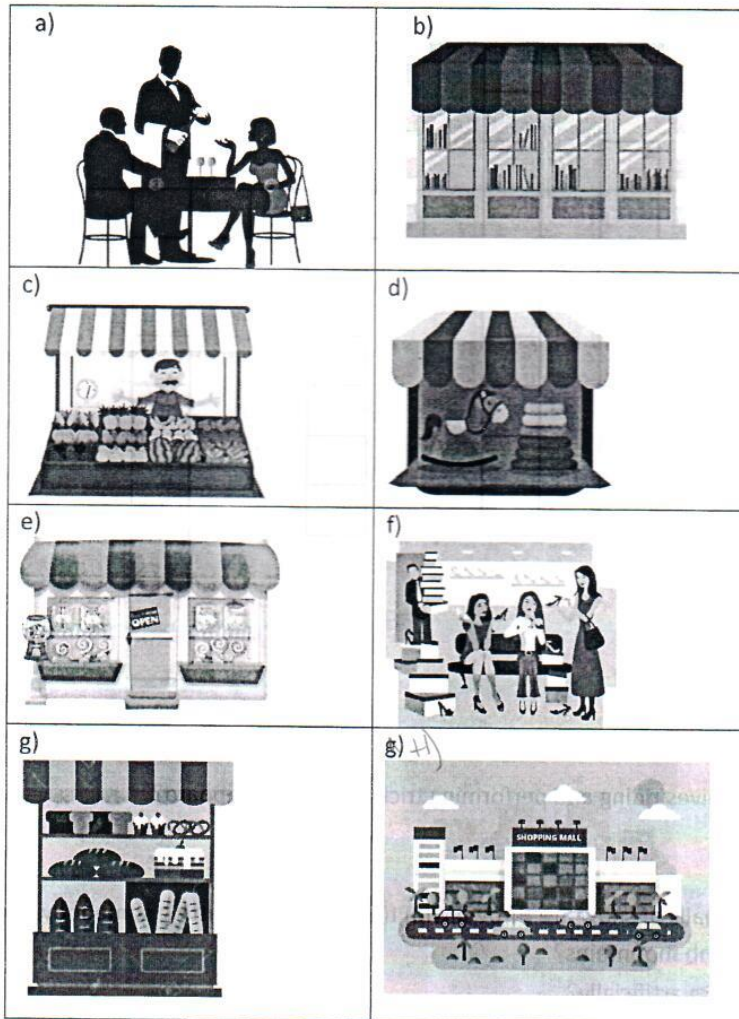
18. Foot

Leg	Hair	Mouth	Elbow
Eye	Foot	Nose	Neck

Go Shopping

IV. Select the correct image and fill in the parenthesis with the correct letter.

- |             |            |
|-------------|------------|
| 19. ( F ) ✓ | Shoe shop  |
| 20. ( d ) ✓ | Toy shop   |
| 21. ( a ) ✓ | Restaurant |
| 22. ( c ) ✓ | Bakery     |
| 23. ( b ) ✓ | Book shop  |
| 24. ( H ) ✓ | Market     |
| 25. ( e ) ✓ | Candy shop |

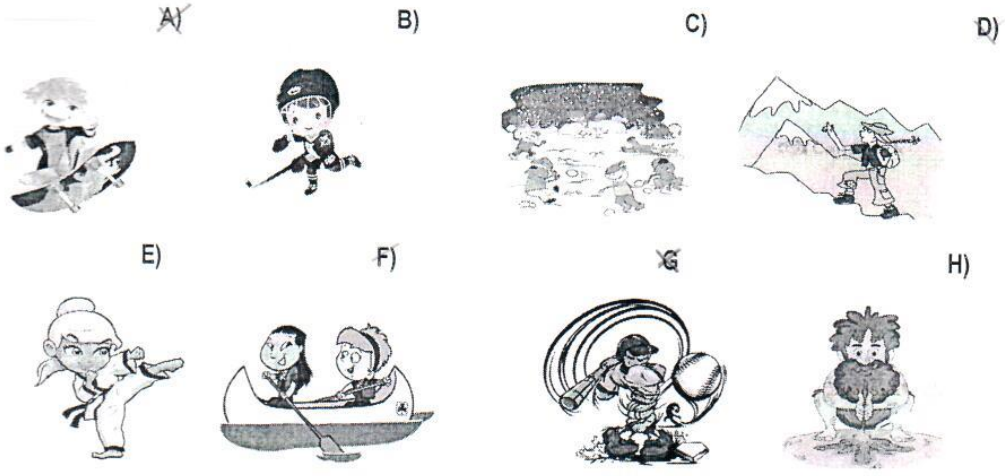


Name: Yandey de la Cruz Graciano  
 Group: 360

80

20

L Match what each person is doing with the picture that best describes it.



1. He is skateboarding. A
2. She is climbing a mountain. D
3. They are kayaking. F
4. He is making a fire. B
5. They are playing baseball. G
6. They are playing with snowballs. C

II. Match the columns with the correct store, writing in the blank the correct word for each statement.

- |  |                    |
|--|--------------------|
| 7. I usually go to the <u>book shop</u> to buy my books.                       | a. (9) Shoe shop   |
| 8. My grandma brings me a donut that she bought at the <u>Bakery</u> .         | b. ( ) Toy shop    |
| 9. My sister loves to go to the <u>shoe shop</u> and buy high heel shoes.      | c. (10) Restaurant |
| 10. Bobby and I, went for have a dinner at a <u>Restaurant</u> .               | d. (8) Bakery      |
| 11. My mom went to the <u>Market/B</u> to buy a present for my cousin's party. | e. (7) Book shop   |
|  | f. (11) Market     |

Toy Shop



III. Choose and write the part of the body in the correct place.

4

15. Hair ✓

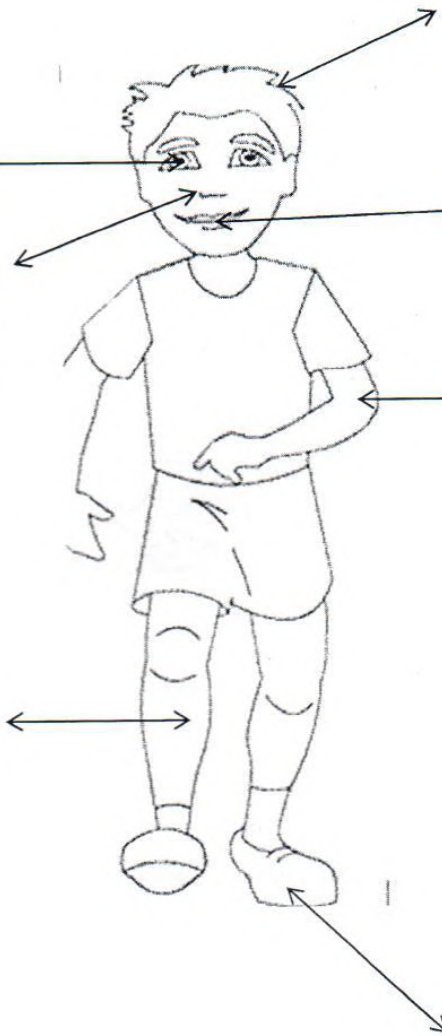
12. Eye ✓

16. Mouth

13. Nose ✓

17. elbow

14. leg  
neck



18. Foot ✓

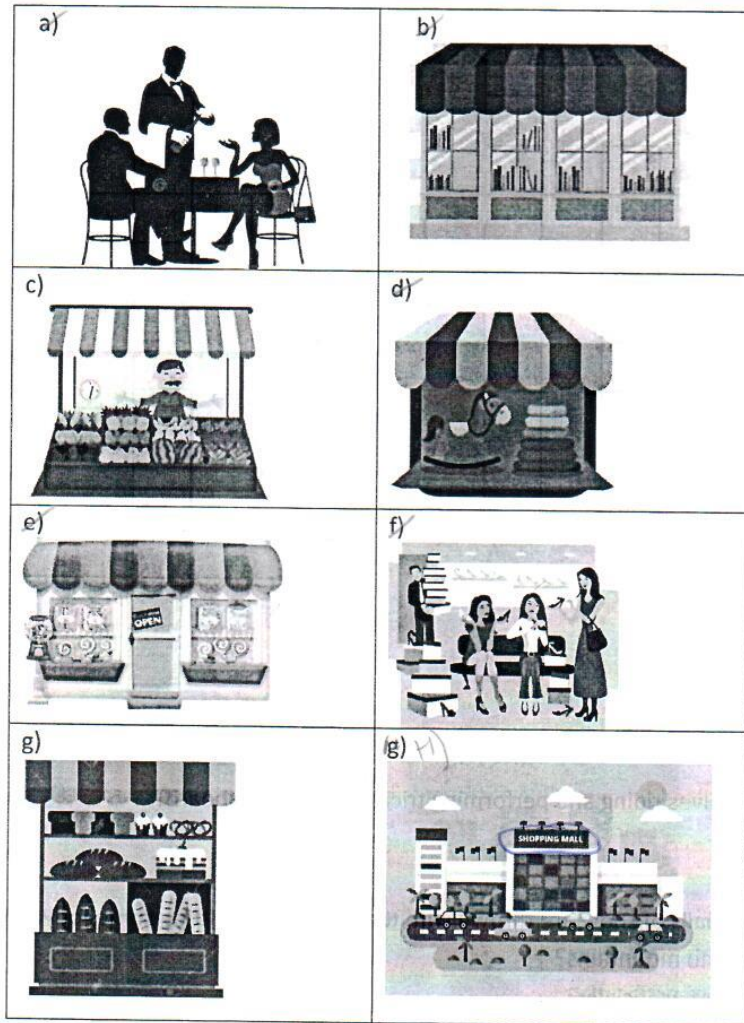
Leg	Hair	Mouth	Elbow
Eye	Foot	Nose	Neck

Go Shopping

IV. Select the correct image and fill in the parenthesis with the correct letter.

- |             |              |
|-------------|--------------|
| 19. ( F ) ✓ | Shoe shop ✓  |
| 20. ( d ) ✓ | Toy shop ✓   |
| 21. ( a ) ✓ | Restaurant ✓ |
| 22. ( g ) ✓ | Bakery       |
| 23. ( b ) ✓ | Book shop ✓  |
| 24. ( H ) ✓ | Market ✓     |
| 25. ( e ) ✓ | Candy shop ✓ |

6

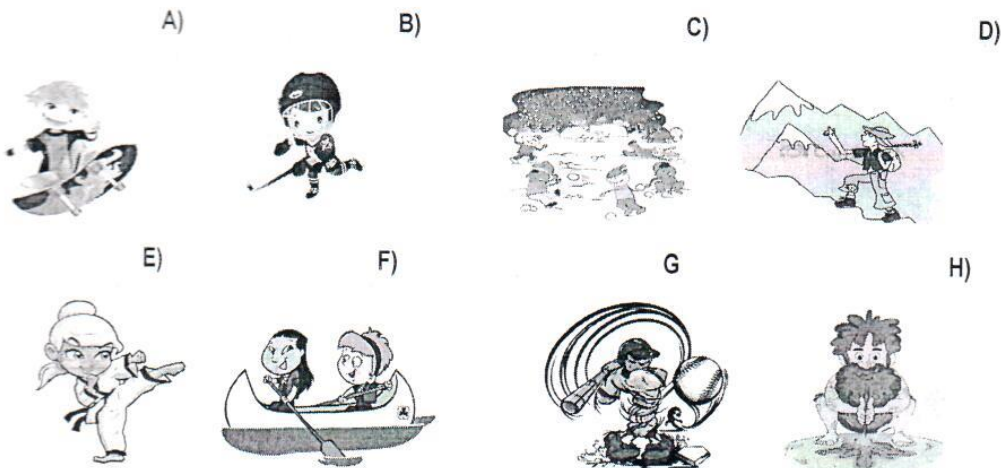


Name: Oziel Lara Limón  
 Group: 360

20

20

I. Match what each person is doing with the picture that best describes it.



1. He is skateboarding. A ✓
2. She is climbing a mountain. D ✓
3. They are kayaking. F ✓
4. He is making a fire. H ✓
5. They are playing baseball. G ✓
6. They are playing with snowballs. C ✓

II. Match the columns with the correct store, writing in the blank the correct word for each statement.

- |  |                      |
|--|----------------------|
| 7. I usually go to the <u>BOOK SHOP</u> to buy my books.                     | a. (9) ✓ Shoe shop   |
| 8. My grandma brings me a donut that she bought at the <u>Bakery</u> .       | b. ( ) Toy shop      |
| 9. My sister loves to go to the <u>shoeshop</u> and buy high heel shoes.     | c. (10) ✓ Restaurant |
| 10. Bobby and I, went for have a dinner at a <u>Restavient</u> .             | d. (8) ✓ Bakery      |
| 11. My mom went to the <u>Market</u> to buy a present for my cousin's party. | e. (7) ✓ Book shop   |
|  | f. (11) ✓ Market     |

5

III. Choose and write the part of the body in the correct place.

12. Eye ✓

13. Nose ✓

14. Elbow ~~leg~~

15. Hair ✓

16. mouth  
Leg

17. elbow  
Neck

18. Foot ✓

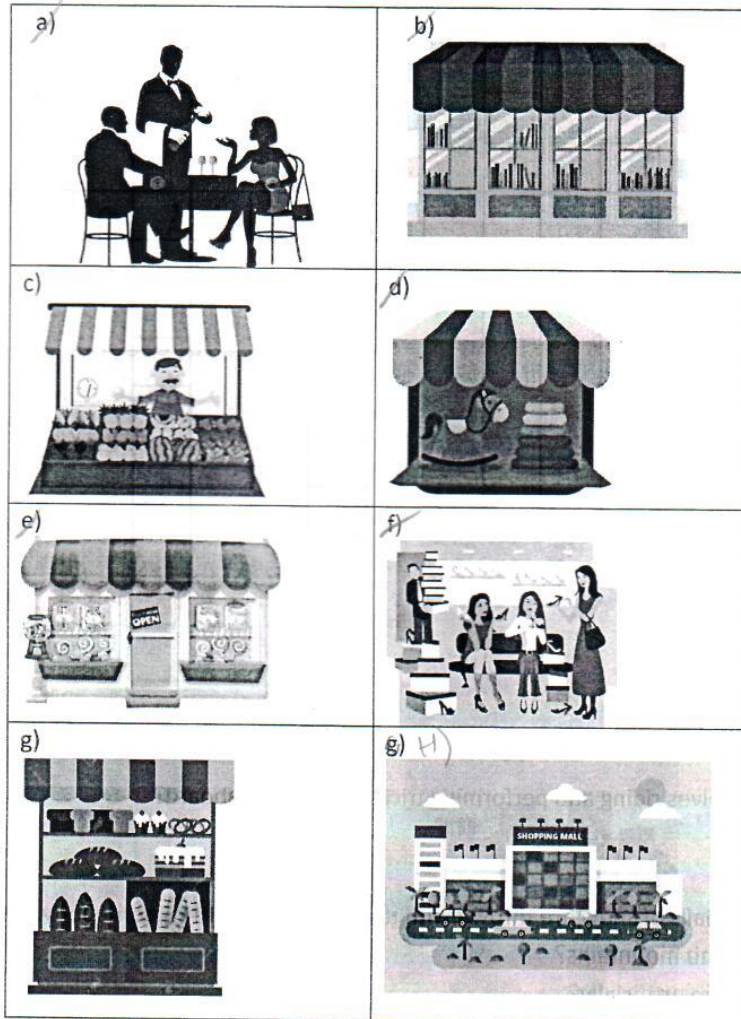
Leg	Hair	Mouth	Elbow
Eye	Foot	Nose	Neck

5

Go Shopping

IV. Select the correct image and fill in the parenthesis with the correct letter.

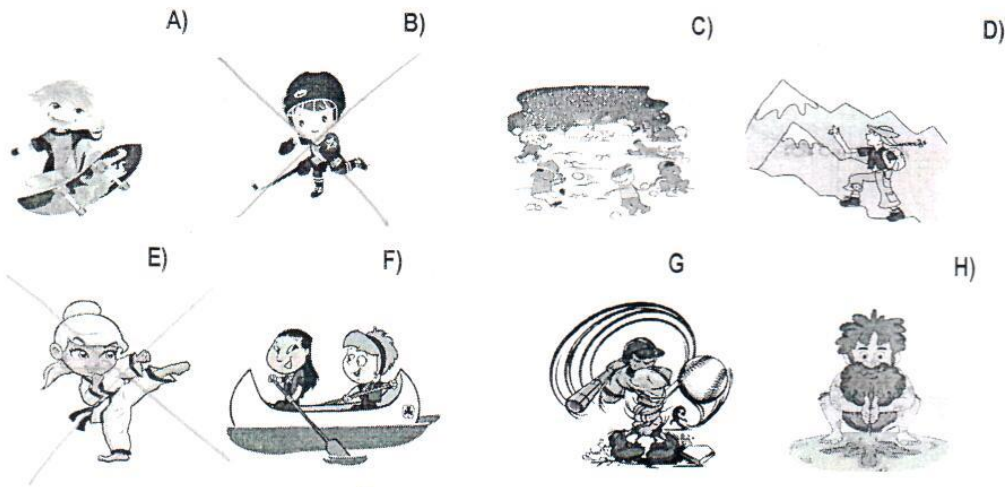
- 19. (F) ✓ Shoe shop
- 20. (d) ✓ Toy shop
- 21. (a) ✓ Restaurant
- 22. (c) ✓ Bakery
- 23. (b) ✓ Book shop
- 24. (H) ✓ Market
- 25. (e) ✓ Candy shop



Name: Artemio Gilberto Cantó Ramírez  
 Group: 60

100  
 Congrats!!!

I. Match what each person is doing with the picture that best describes it.



1. He is skateboarding. a
2. She is climbing a mountain. d
3. They are kayaking. f
4. He is making a fire. h
5. They are playing baseball. g
6. They are playing with snowballs. c

II. Match the columns with the correct store, writing in the blank the correct word for each statement.

- |  |                    |
|--|--------------------|
| 7. I usually go to the <u>book shop</u> to buy my books.                     | a. (9) Shoe shop   |
| 8. My grandma brings me a donut that she bought at the <u>bakery</u> .       | b. ( ) Toy shop    |
| 9. My sister loves to go to the <u>shoe shop</u> and buy high heel shoes.    | c. (10) Restaurant |
| 10. Bobby and I, went for have a dinner at a <u>restaurant</u> .             | d. (8) Bakery      |
| 11. My mom went to the <u>Market</u> to buy a present for my cousin's party. | e. (7) Book shop   |
|  | f. (1) Market      |

III. Choose and write the part of the body in the correct place.

7

12. eye ✓

13. nose ✓

14. leg ✓

15. hair ✓

16. mouth ✓

17. elbow ✓

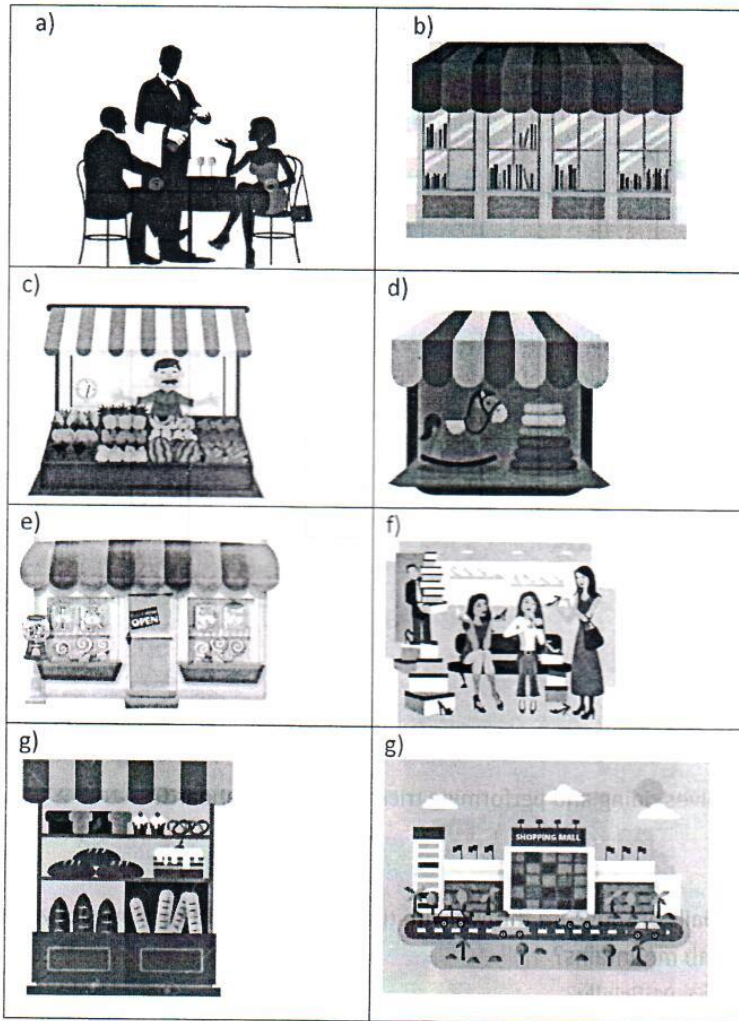
18. foot ✓

- |                |                 |                  |                  |
|----------------|-----------------|------------------|------------------|
| <del>Leg</del> | <del>Hair</del> | <del>Mouth</del> | <del>Elbow</del> |
| <del>Eye</del> | <del>Foot</del> | <del>Nose</del>  | <del>Neck</del>  |

Go Shopping

IV. Select the correct image and fill in the parenthesis with the correct letter.

- |         |            |
|---------|------------|
| 19. (f) | Shoe shop  |
| 20. (d) | Toy shop   |
| 21. (a) | Restaurant |
| 22. (g) | Bakery     |
| 23. (b) | Book shop  |
| 24. (c) | Market     |
| 25. (e) | Candy shop |

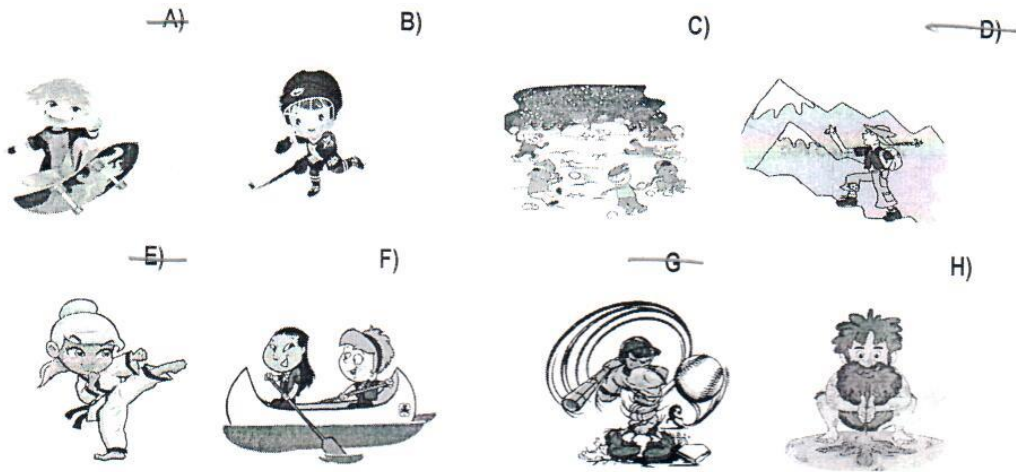




Name: Ang Karinga Solis Mendoza  
Group: 60

10

I. Match what each person is doing with the picture that best describes it.



1. He is skateboarding. A ✓
2. She is climbing a mountain. D ✓
3. They are kayaking. F
4. He is making a fire. C
5. They are playing baseball. G ✓
6. They are playing with snowballs. B

3

II. Match the columns with the correct store, writing in the blank the correct word for each statement.

- |  |                       |
|--|-----------------------|
| 7. I usually go to the _____ to buy my books.                        | a. (9) ✓ Shoe shop    |
| 8. My grandma brings me a donut that she bought at the _____.        | b. ( ) " Toy shop     |
| 9. My sister loves to go to the _____ and buy high heel shoes.       | c. (11) 10 Restaurant |
| 10. Bobby and I, went for have a dinner at a _____.                  | d. (10) 8 Bakery      |
| 11. My mom went to the _____ to buy a present for my cousin's party. | e. (7) ✓ Book shop    |
|  | f. (8) " Market       |

2

III. Choose and write the part of the body in the correct place.

12. Eye ✓

13. NOSE ✓

14. leg ✓

15. Hair ✓

16. mouth ✓

17. Elbow ✓

18. Neck foot ✓

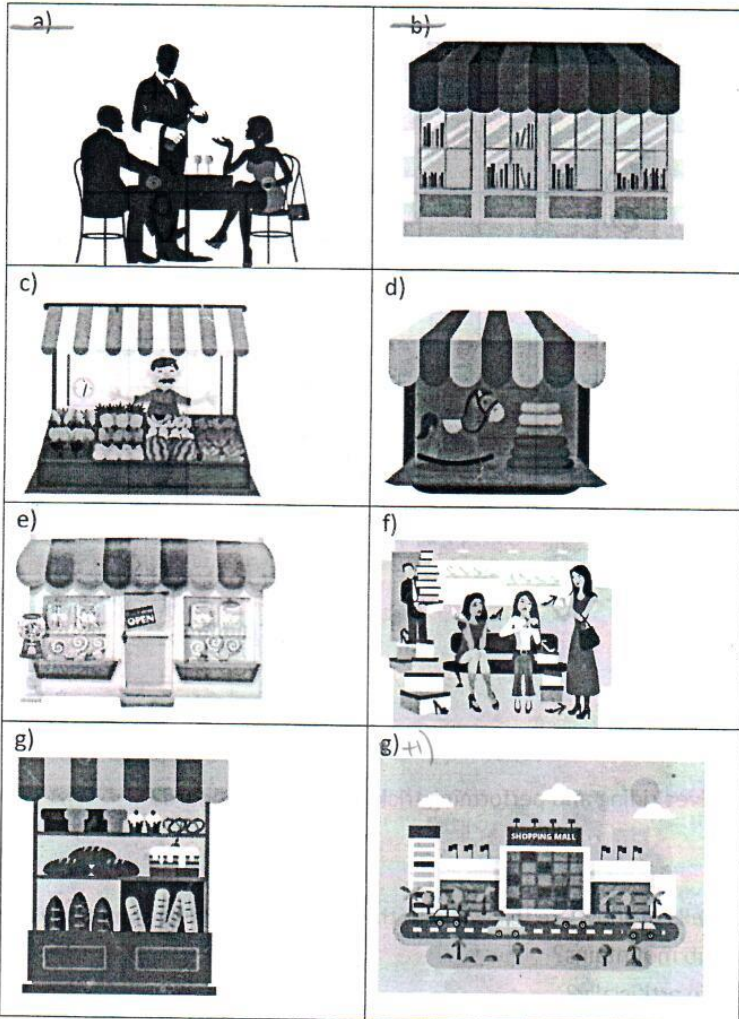
<del>Leg</del>	<del>Hair</del>	<del>Mouth</del>	Elbow
<del>Eye</del>	Foot	<del>Nose</del>	Neck

5

Go Shopping

IV. Select the correct image and fill in the parenthesis with the correct letter.

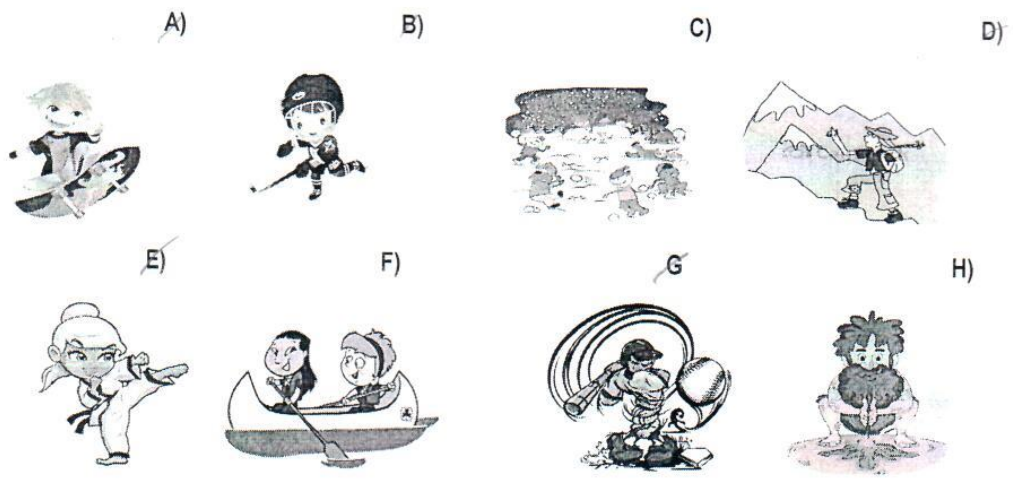
- 19. (H) Shoe shop
- 20. (f) Toy shop
- 21. (a) Restaurant
- 22. (g) Bakery
- 23. (B) Book shop
- 24. (C) Market
- 25. (e) Candy shop



Name: Cynthia Vianey Cantú Lara  
Group: 69

14

I. Match what each person is doing with the picture that best describes it.



1. He is skateboarding. A ✓
2. She is climbing a mountain. D ✓
3. They are kayaking. FF ✓
4. He is making a fire. CH ✓
5. They are playing baseball. G ✓
6. They are playing with snowballs. BC ✓

3

II. Match the columns with the correct store, writing in the blank the correct word for each statement.

- |  |                      |
|--|----------------------|
| 7. I usually go to the _____ to buy my books.                        | a. (9) ✓ Shoe shop   |
| 8. My grandma brings me a donut that she bought at the _____.        | b. (11) ✓ Toy shop   |
| 9. My sister loves to go to the _____ and buy high heel shoes.       | c. (10) ✓ Restaurant |
| 10. Bobby and I, went for have a dinner at a _____.                  | d. (9) 8x Bakery     |
| 11. My mom went to the _____ to buy a present for my cousin's party. | e. (7) ✓ Book shop   |
|  | f. (8) Market        |

4

3

III. Choose and write the part of the body in the correct place.

12. eye ✓

13. nose ✓

14. foot leg

15. mouth

16. hair

17. ~~elbow~~

18. leg

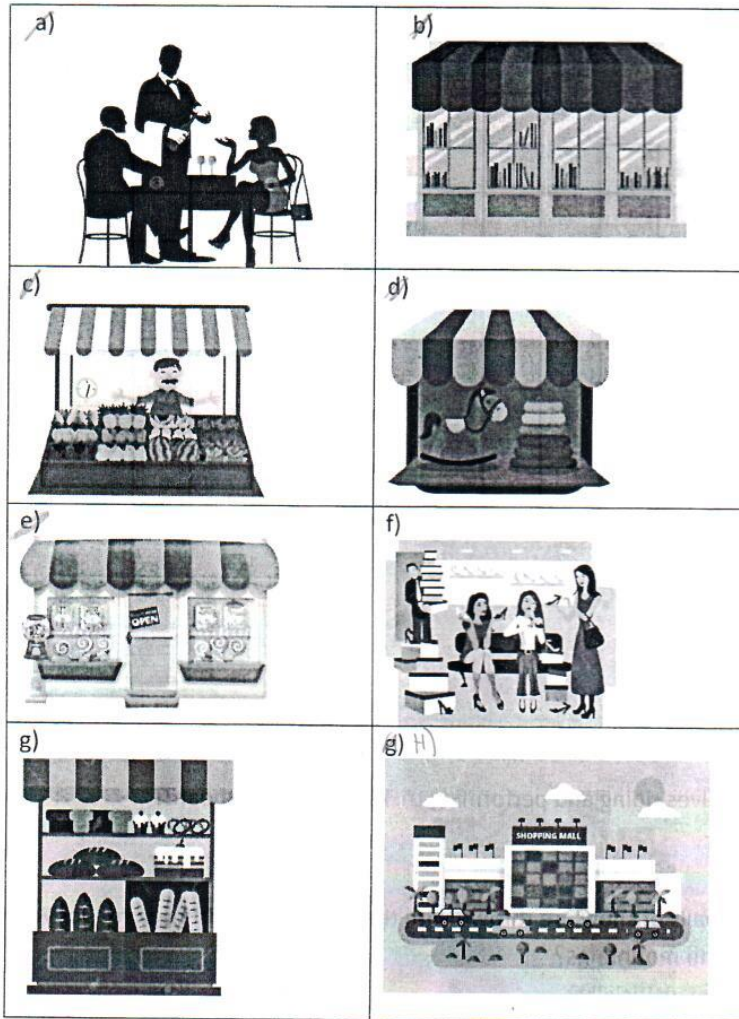
Leg	Hair	Mouth	Elbow
Eye	Foot	Nose	Neck

A

Go Shopping

IV. Select the correct image and fill in the parenthesis with the correct letter.

- 19. (g) x f Shoe shop
- 20. (f) x d Toy shop
- 21. (a) ✓ Restaurant
- 22. (d) g Bakery
- 23. (b) ✓ Book shop
- 24. (c) ✓ Market
- 25. (e) ✓ Candy shop

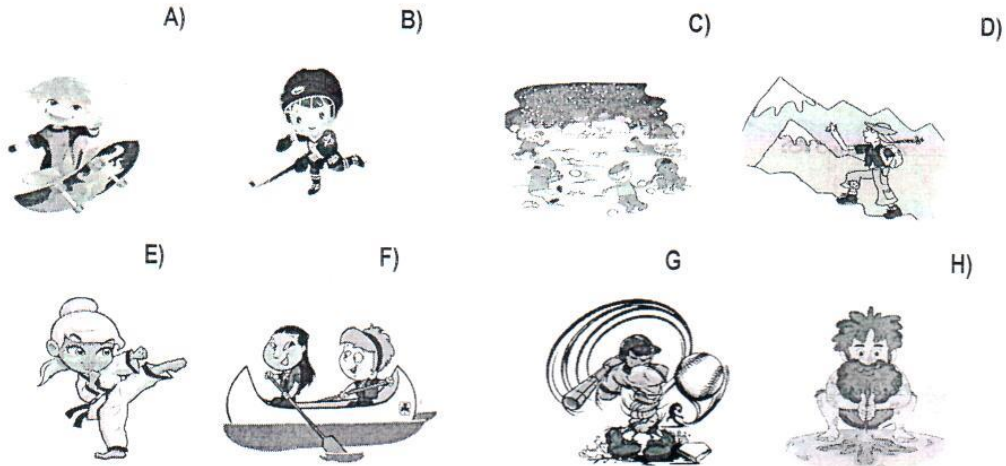


60

Name: Ricardo Francisco Mata Vega  
Group: 360

15

I. Match what each person is doing with the picture that best describes it.



1. He is skateboarding. A ✓
2. She is climbing a mountain. D ✓
3. They are kayaking. F ✓
4. He is making a fire. H ✓
5. They are playing baseball. G ✓
6. They are playing with snowballs. B C ✓

II. Match the columns with the correct store, writing in the blank the correct word for each statement.

- |   |                    |
|---|--------------------|
| 7. I usually go to the <u>Book shop</u> to buy my books.                  | a. (1) ✓ Shoe shop |
| 8. My grandma brings me a donut that she bought at the <u>Market</u> .    | b. (16) Toy shop   |
| 9. My sister loves to go to the <u>shoe shop</u> and buy high heel shoes. | c. (10) Restaurant |
| 10. Bobby and I, went for have a dinner at a <u>Toy Shop</u> .            | d. (8) Bakery      |
| 11. My mom went to the _____ to buy a present for my cousin's party.      | e. (7) ✓ Book shop |
|   | f. (8) Market      |

2

III. Choose and write the part of the body in the correct place.

15.  hair

12.  eyes

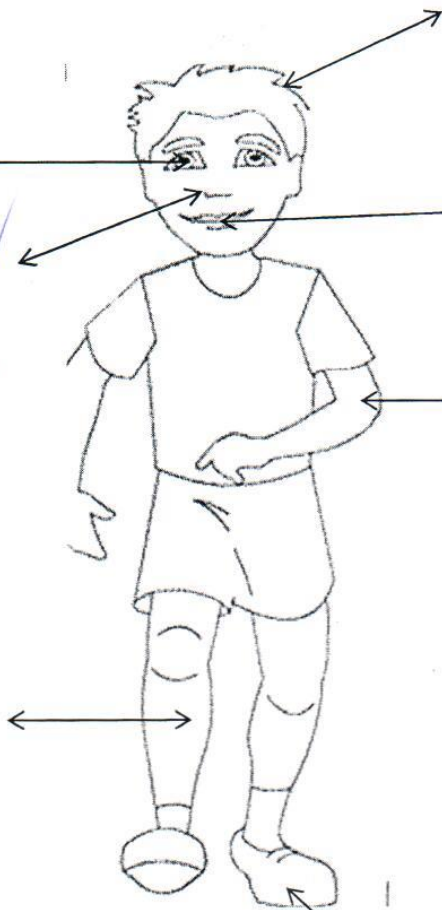
16.  Lips  
 mouth

13.  Nose

17.  Elbow

14.  Foot  leg

18.  Foot  
 Neck



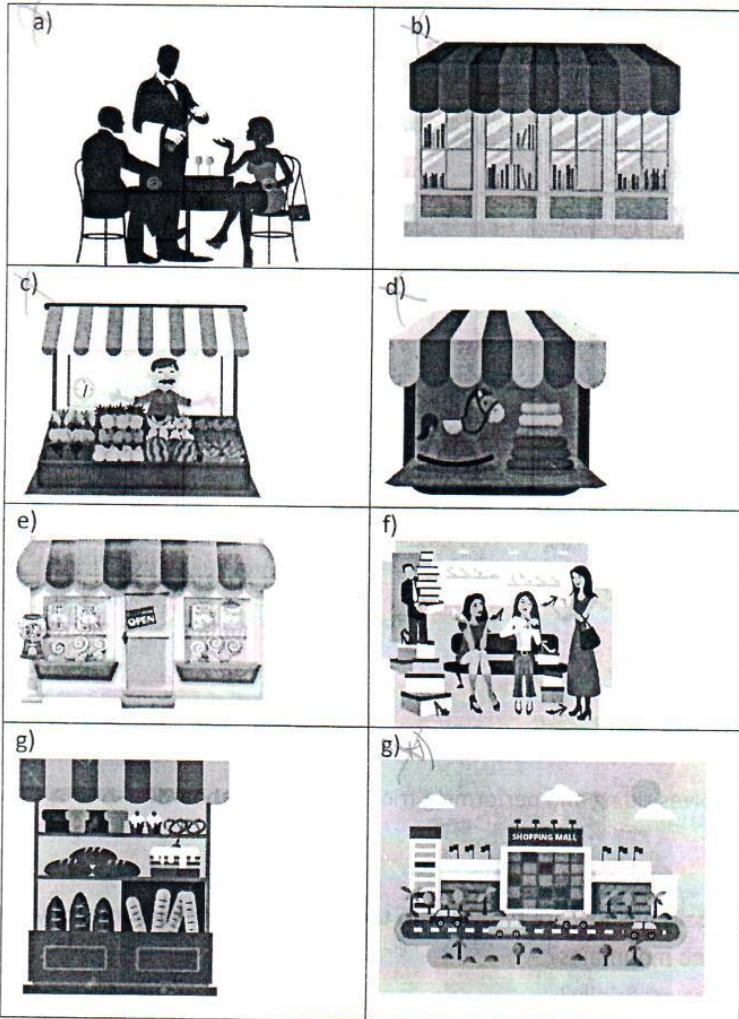
- |            |              |               |               |
|------------|--------------|---------------|---------------|
| Leg<br>Eye | Hair<br>Foot | Mouth<br>Nose | Elbow<br>Neck |
|------------|--------------|---------------|---------------|



Go Shopping

IV. Select the correct image and fill in the parenthesis with the correct letter.

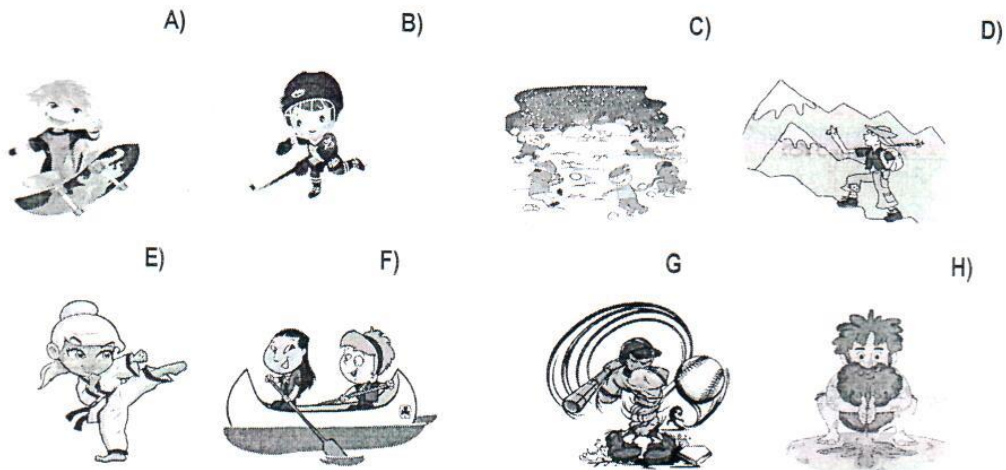
- 19. (H) *f* Shoe shop
- 20. (d) *✓* Toy shop
- 21. (a) *✓* Restaurant
- 22. (c) *g* Bakery
- 23. (b) *✓* Book shop
- 24. (g) *c* Market
- 25. (e) *✓* Candy shop



Name: Debanhi Mendoza Galindo  
 Group: 60

100  
 Congrats

I. Match what each person is doing with the picture that best describes it.



1. He is skateboarding. A ✓
2. She is climbing a mountain. D ✓
3. They are kayaking. F ✓
4. He is making a fire. H ✓
5. They are playing baseball. G ✓
6. They are playing with snowballs. C ✓

II. Match the columns with the correct store, writing in the blank the correct word for each statement.

- |  |                             |
|--|-----------------------------|
| 7. I usually go to the _____ to buy my books.                        | a. (9) ✓ Shoe shop          |
| 8. My grandma brings me a donut that she bought at the _____.        | b. (11) ✓ Toy shop <u>S</u> |
| 9. My sister loves to go to the _____ and buy high heel shoes.       | c. (10) ✓ Restaurant        |
| 10. Bobby and I, went for have a dinner at a _____.                  | d. (8) ✓ Bakery             |
| 11. My mom went to the _____ to buy a present for my cousin's party. | e. (7) ✓ Book shop          |
|  | f. ( ) Market               |

7

III. Choose and write the part of the body in the correct place.

12. Eye ✓

13. Nose ✓

14. Leg ✓

15. Hair ✓

16. Mouth ✓

17. Elbow ✓

18. foot ✓

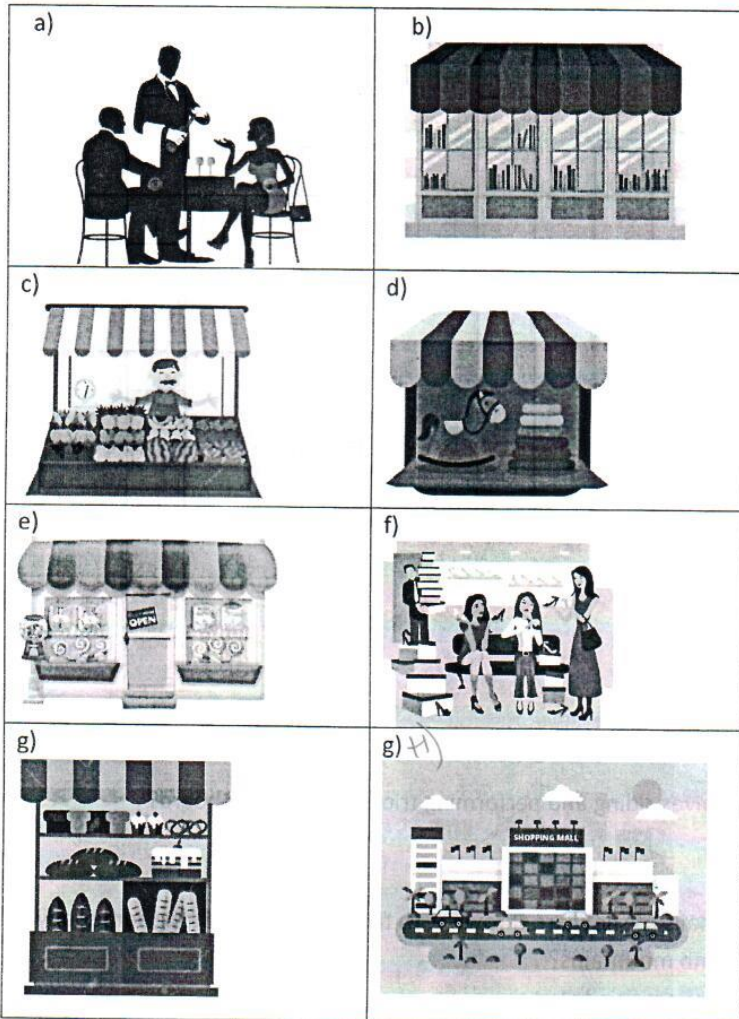
Leg	Hair	Mouth	Elbow
Eye	Foot	Nose	Neck

7

Go Shopping

IV. Select the correct image and fill in the parenthesis with the correct letter.

- 19. (f) ✓ Shoe shop
- 20. (d) ✓ Toy shop
- 21. (a) ✓ Restaurant
- 22. (g) ✓ Bakery
- 23. (b) ✓ Book shop
- 24. (c) ✓ Market
- 25. (e) ✓ Candy shop

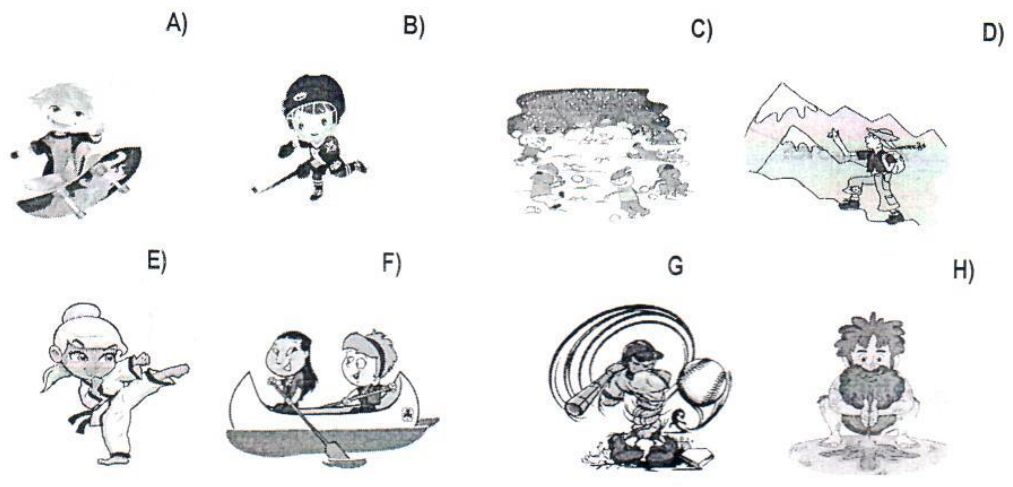


Name: Rain Abigail Martinez Varela  
 Group: 361

80

20

I. Match what each person is doing with the picture that best describes it.



1. He is skateboarding. A ✓
2. She is climbing a mountain. D ✓
3. They are kayaking. F ✓
4. He is making a fire. H ✓
5. They are playing baseball. G ✓
6. They are playing with snowballs. C ✓

II. Match the columns with the correct store, writing in the blank the correct word for each statement.

- |   |                      |
|---|----------------------|
| 7. I usually go to the <u>book shop</u> to buy my books.                          | a. (9) ✓ Shoe shop   |
| 8. My grandma brings me a donut that she bought at the <u>bakery</u> .            | b. (11) Toy shop     |
| 9. My sister loves to go to the <u>shoe shop</u> and buy high heel shoes.         | c. (11) ✓ Restaurant |
| 10. Bobby and I, went for have a dinner at a <u>market</u> .                      | d. (8) ✓ Bakery      |
| 11. My mom, went to the <u>restaurant</u> to buy a present for my cousin's party. | e. (7) ✓ Book shop   |
|   | f. (10) Market       |

6

III. Choose and write the part of the body in the correct place.

12. eye ✓

13. nose ✓

14. ~~leg~~ leg ✓

15. ~~neck~~ hair ✓

16. mouth ✓

17. Elbow ✓

18. Neck <sup>foot</sup> ✓

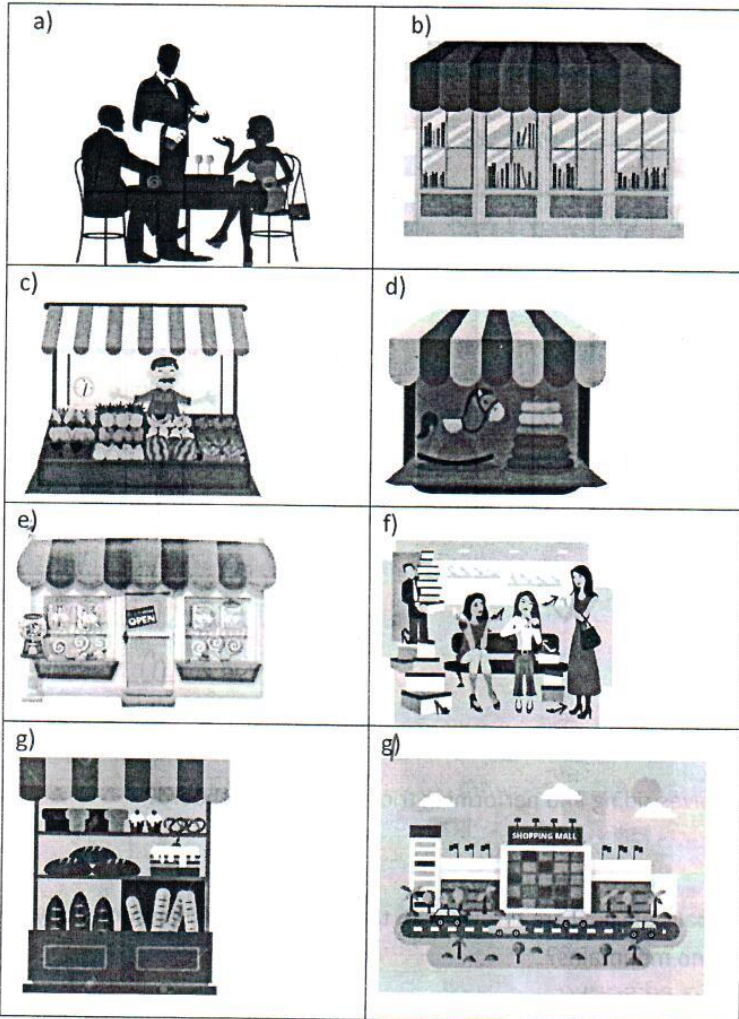
<del>leg</del> Eye	<del>Hair</del> Foot	<del>Mouth</del> Nose	<del>Elbow</del> Neck
-----------------------	-------------------------	--------------------------	--------------------------

5

Go Shopping

IV. Select the correct image and fill in the parenthesis with the correct letter.

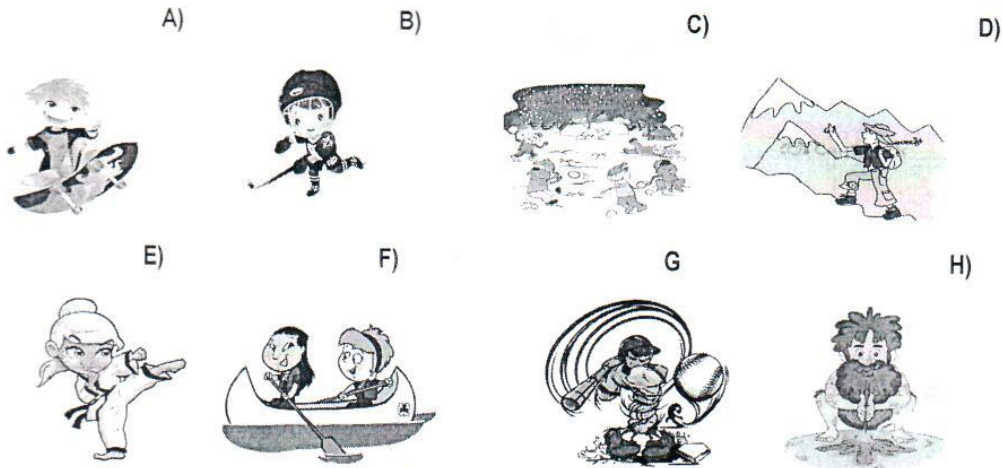
- 19. ( f ) ✓ Shoe shop
- 20. ( d ) ✓ Toy shop
- 21. ( a ) ✓ Restaurant
- 22. ( c ) ✓ Bakery
- 23. ( b ) ✓ Book shop
- 24. ( g ) ✓ Market
- 25. ( e ) ✓ Candy shop



Name: Alfonso Emmanuel Maldonado Cruz  
 Group: 361

88  
22

I. Match what each person is doing with the picture that best describes it.



1. He is skateboarding. A ✓
2. She is climbing a mountain. D ✓
3. They are kayaking. F ✓
4. He is making a fire. G ✓
5. They are playing baseball. H ✓
6. They are playing with snowballs. C ✓

II. Match the columns with the correct store, writing in the blank the correct word for each statement.

7. I usually go to the book shop to buy my books. a. (9) ✓ Shoe shop
8. My grandma brings me a donut that she bought at the bakery. b. (10) ✓ Toy shop
9. My sister loves to go to the shoe shop and buy high heel shoes. c. (11) ✓ Restaurant
10. Bobby and I, went for have a dinner at a toy shop. d. (8) ✓ Bakery
11. My mom went to the restaurant to buy a present for my cousin's party. e. (7) ✓ Book shop
- f. ( ) Market

3



III. Choose and write the part of the body in the correct place.

12. Eye ✓

13. Nose ✓

14. leg

15. ✓ Hair

16. mouth

17. ✓ Elbow

18. ✓ Foot

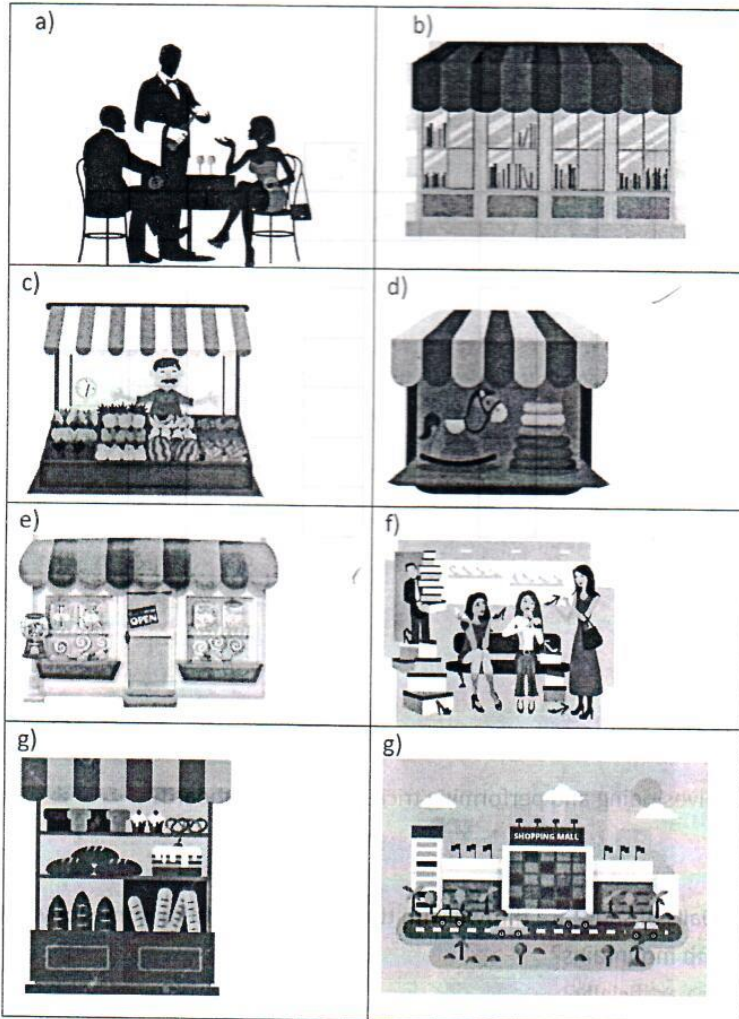
Leg	Hair	Mouth	Elbow
Eye	Foot	Nose	Neck

6

Go Shopping

IV. Select the correct image and fill in the parenthesis with the correct letter.

- 19. (f) ✓ Shoe shop
- 20. (d) ✓ Toy shop
- 21. (a) ✓ Restaurant
- 22. (g) ✓ Bakery
- 23. (b) ✓ Book shop
- 24. (g) ✓ Market
- 25. (e) ✓ Candy shop

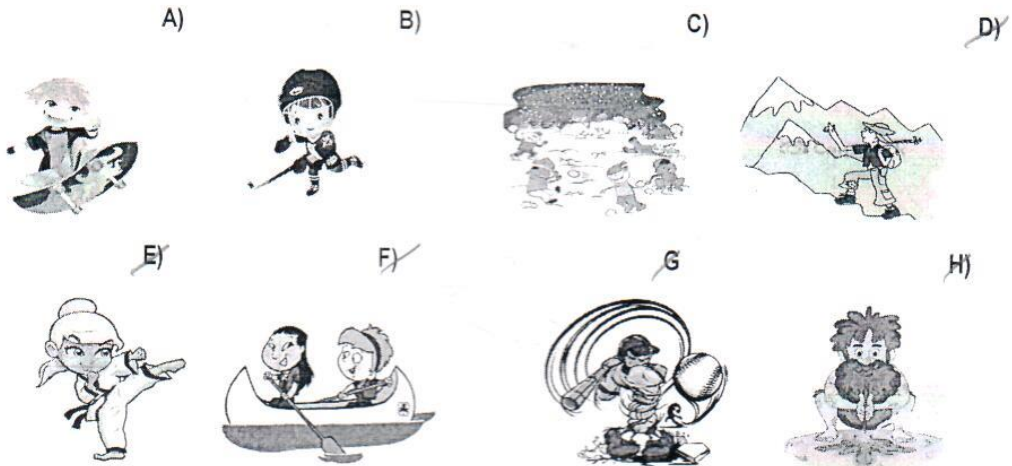


50

Name: Albert Sánchez González  
Group: 301

13

I. Match what each person is doing with the picture that best describes it.



1. He is skateboarding. FA
2. She is climbing a mountain. D
3. They are kayaking. E
4. He is making a fire. H
5. They are playing baseball. G
6. They are playing with snowballs. C

II. Match the columns with the correct store, writing in the blank the correct word for each statement.

7. I usually go to the toy shop to buy my books. a. (9) Shoe shop
8. My grandma brings me a donut that she bought at the shoe shop. b. (7) Toy shop
9. My sister loves to go to the Restaurant and buy high heel shoes. c. (9) Restaurant
10. Bobby and I, went for have a dinner at a Market. d. (7) Bakery
11. My mom went to the Book shop to buy a present for my cousin's party. e. (11) Book shop
- f. (10) Market

4

III. Choose and write the part of the body in the correct place.

12. Eye ✓

13. Nose ✓

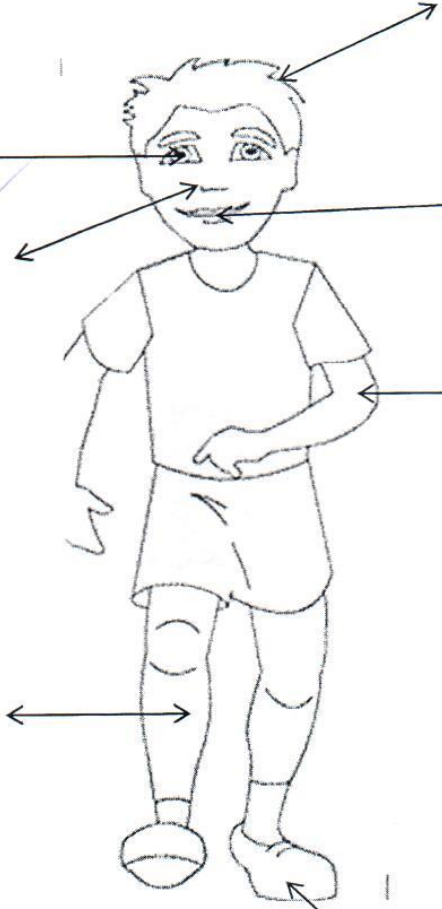
14. Neck leg

15. hair  
Mouth

16. mouth  
Leg

17. Elbow ✓

18. Foot ✓



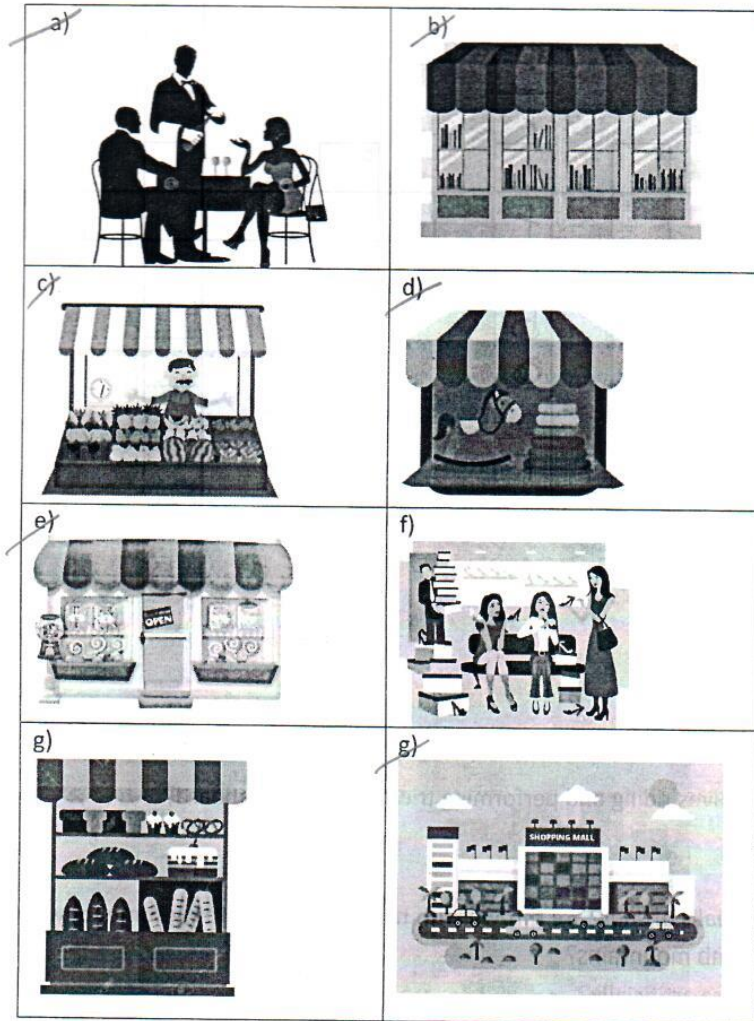
<del>Leg</del>	Hair	<del>Mouth</del>	<del>Elbow</del>
<del>Eye</del>	Foot	<del>Nose</del>	Neck

5

Go Shopping

IV. Select the correct image and fill in the parenthesis with the correct letter.

- 19. (E) ✓ Shoe shop
- 20. (d) ✓ Toy shop
- 21. (a) ✓ Restaurant
- 22. (c) ✓ Bakery
- 23. (b) ✓ Book shop
- 24. (g) ✓ Market
- 25. (e) ✓ Candy shop

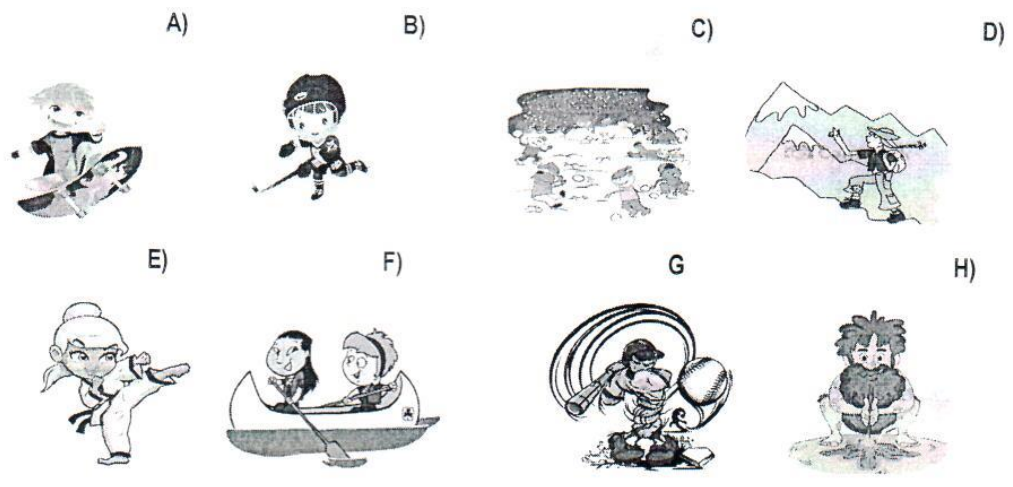


92

Name: Alma Delia Vázquez Salazar  
Group: 367

23

I. Match what each person is doing with the picture that best describes it.



1. He is skateboarding. E
2. She is climbing a mountain. D
3. They are kayaking. F
4. He is making a fire. H
5. They are playing baseball. G
6. They are playing with snowballs. C

II. Match the columns with the correct store, writing in the blank the correct word for each statement.

- |  |                   |
|--|-------------------|
| 7. I usually go to the _____ to buy my books.                        | a. (9) Shoe shop  |
| 8. My grandma brings me a donut that she bought at the _____.        | b. (1) Toy shop   |
| 9. My sister loves to go to the _____ and buy high heel shoes.       | c. (8) Restaurant |
| 10. Bobby and I, went for have a dinner at a _____.                  | d. (10) Bakery    |
| 11. My mom went to the _____ to buy a present for my cousin's party. | e. (7) Book shop  |
|  | f. ( ) Market     |

III. Choose and write the part of the body in the correct place.

12. eyes ✓

13. nose ✓

14. leg ✓

15. hair ✓

16. mouth ✓

17. elbow  
neck ✓

18. foot ✓

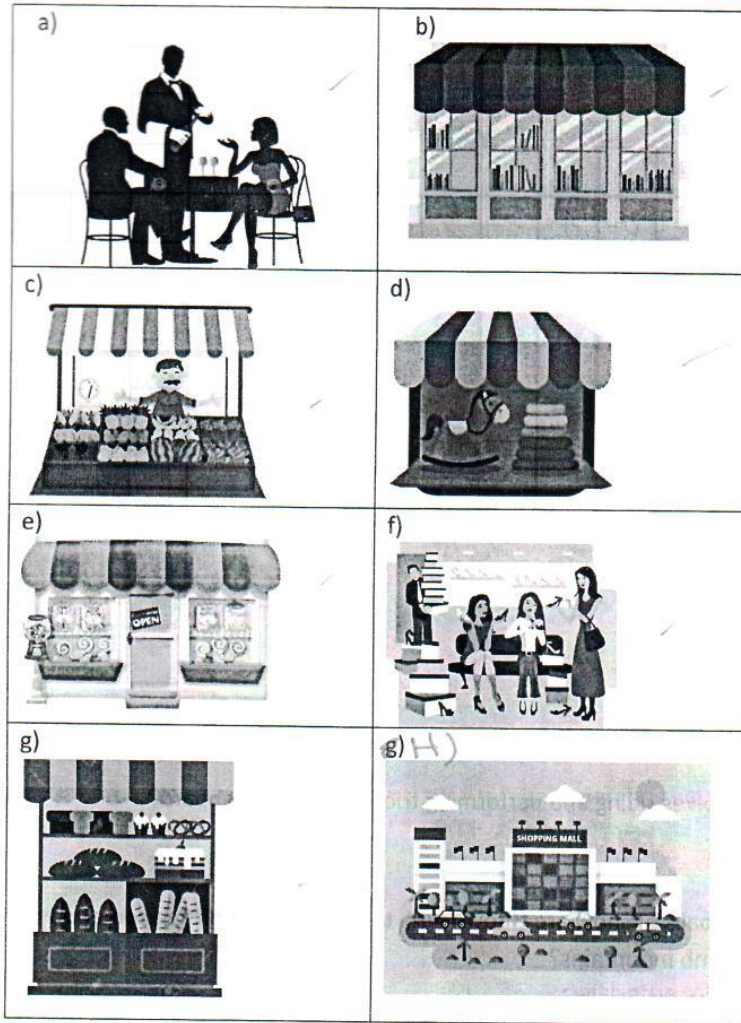
Leg	Hair	Mouth	Elbow
Eye	Foot	Nose	Neck

7

Go Shopping

IV. Select the correct image and fill in the parenthesis with the correct letter.

- 19. (f) ✓ Shoe shop
- 20. (d) ✓ Toy shop
- 21. (a) ✓ Restaurant
- 22. (g) ✓ Bakery
- 23. (b) ✓ Book shop
- 24. (c) ✓ Market
- 25. (e) ✓ Candy shop



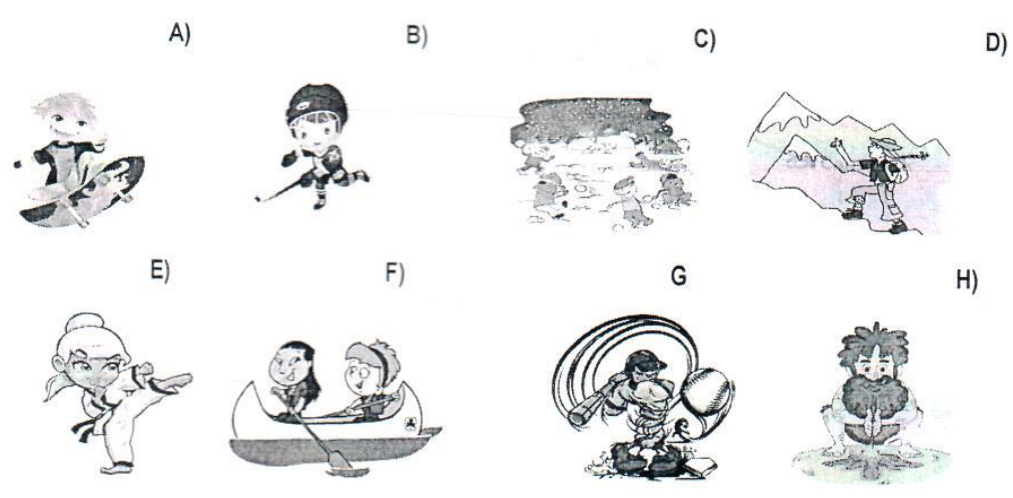


84

Name: Maria Dolores Valverde Salazar  
Group: 361

21

I. Match what each person is doing with the picture that best describes it.



1. He is skateboarding. A ✓
2. She is climbing a mountain. D ✓
3. They are kayaking. F ✓
4. He is making a fire. H ✓
5. They are playing baseball. G ✓
6. They are playing with snowballs. C ✓

II. Match the columns with the correct store, writing in the blank the correct word for each statement.

- |  |                      |
|--|----------------------|
| 7. I usually go to the <u>Book shop</u> to buy my books.                       | a. (9) ✓ Shoe shop   |
| 8. My grandma brings me a donut that she bought at the <u>Bakery</u> .         | b. (11) ✓ Toy shop   |
| 9. My sister loves to go to the <u>shoe shop</u> and buy high heel shoes.      | c. (10) ✓ Restaurant |
| 10. Bobby and I, went for have a dinner at a <u>Market</u> .                   | d. (8) ✓ Bakery      |
| 11. My mom went to the <u>toy shop</u> to buy a present for my cousin's party. | e. (7) ✓ Book shop   |
|  | f. (10) ✓ Market     |

4

3

III. Choose and write the part of the body in the correct place.

15. hair ✓

12. eye ✓

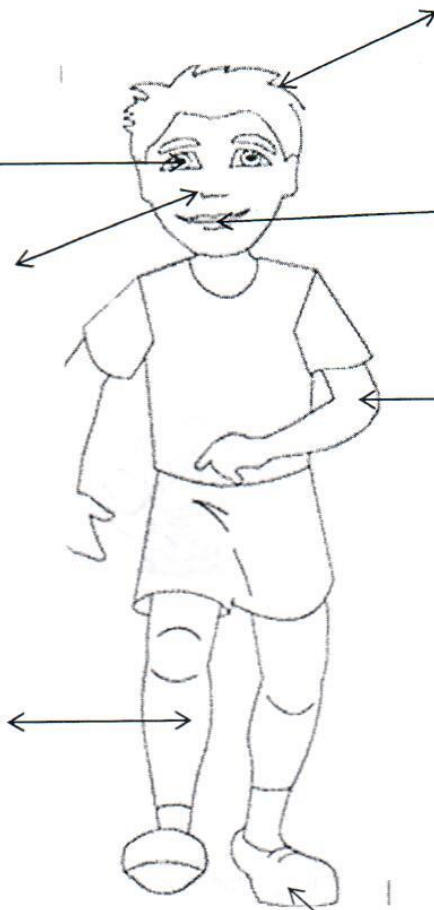
13. nose ✓

16. leg mouth

17. foot elbow

14. Neck leg

18. foot Mouth

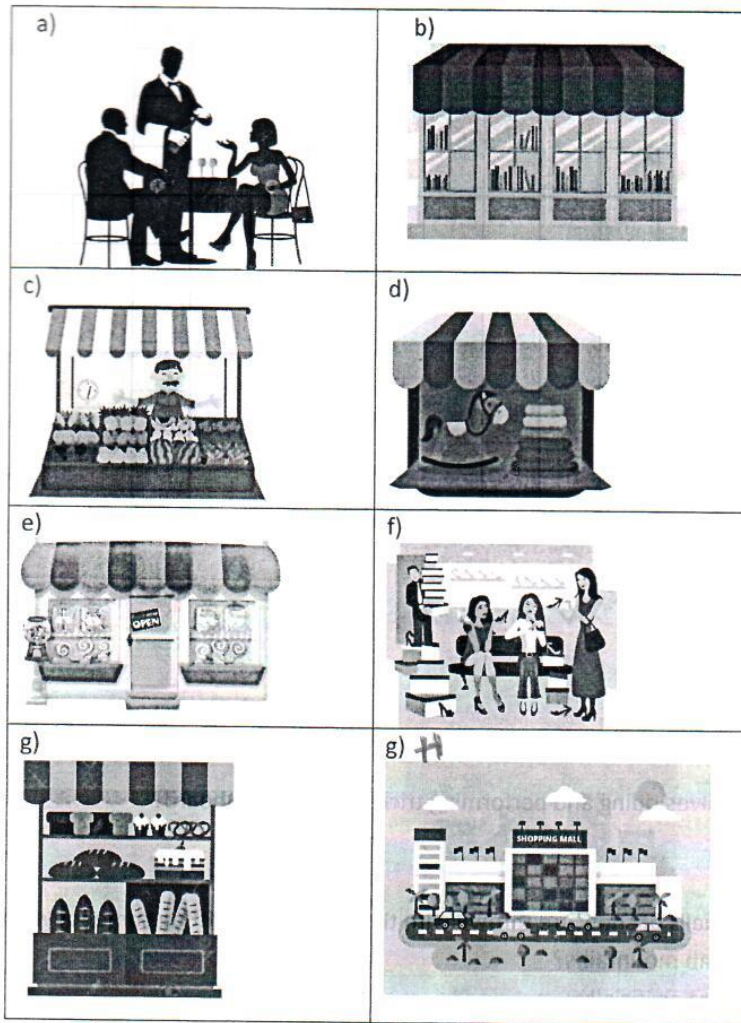


- |     |      |       |       |
|-----|------|-------|-------|
| Leg | Hair | Mouth | Elbow |
| Eye | Foot | Nose  | Neck  |

Go Shopping

IV. Select the correct image and fill in the parenthesis with the correct letter.

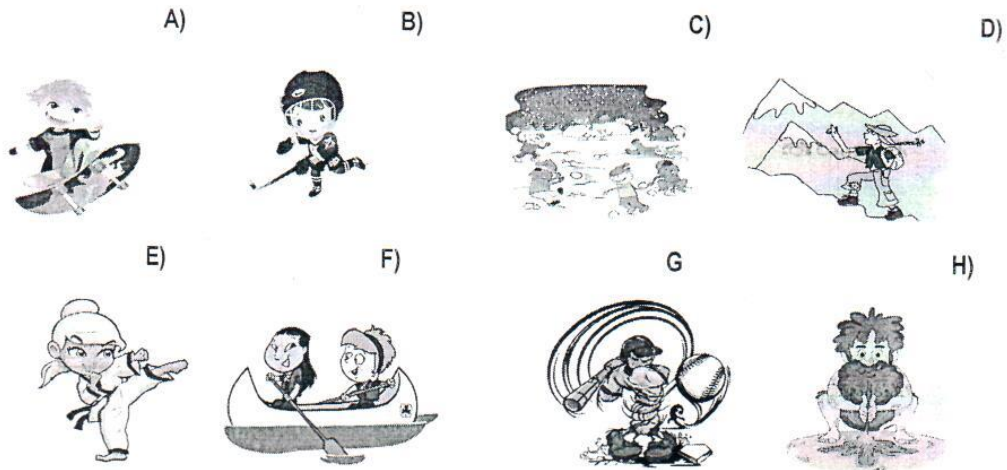
- 19. (f) ✓ Shoe shop
- 20. (d) ✓ Toy shop
- 21. (a) ✓ Restaurant
- 22. (g) ✓ Bakery
- 23. (b) ✓ Book shop
- 24. (H)C ✓ Market
- 25. (e) ✓ Candy shop



Name: María del Carmen Hurtado Luna  
 Group: 361

88  
22

I. Match what each person is doing with the picture that best describes it.



1. He is skateboarding. A
2. She is climbing a mountain. D
3. They are kayaking. F
4. He is making a fire. H
5. They are playing baseball. G
6. They are playing with snowballs. C

II. Match the columns with the correct store, writing in the blank the correct word for each statement.

- |  |                    |
|--|--------------------|
| 7. I usually go to the <u>Book shop</u> to buy my books.                       | a. (9) Shoe shop   |
| 8. My grandma brings me a donut that she bought at the <u>Bakery</u> .         | b. (11) Toy shop   |
| 9. My sister loves to go to the _____ and buy high heel shoes.                 | c. (10) Restaurant |
| 10. Bobby and I, went to have a dinner at a <u>Restaurant</u> .                | d. (8) Bakery      |
| 11. My mom went to the <u>Toy shop</u> to buy a present for my cousin's party. | e. (7) Book shop   |
|  | f. ( ) Market      |

9

III. Choose and write the part of the body in the correct place.

15. Hair ✓

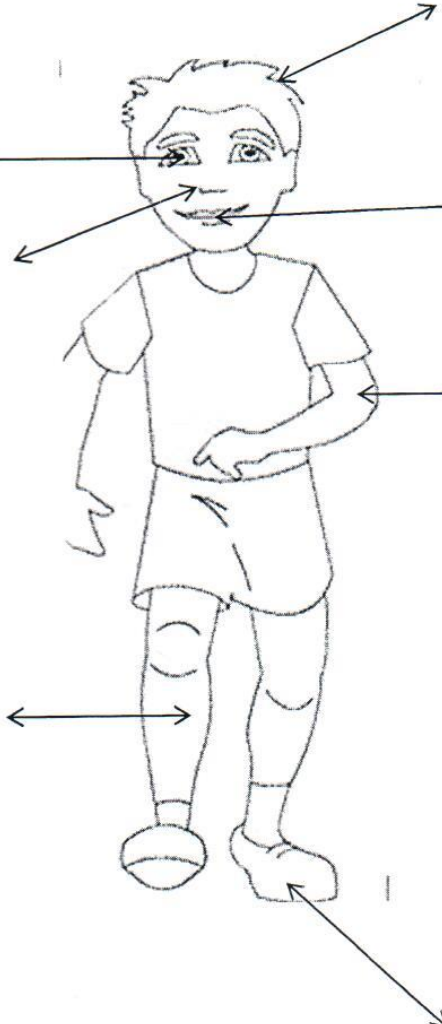
12. eye ✓

16. mouth  
leg

13. Nose ✓

17. elbow  
Neck

14. Elbow  
leg



18. foot ✓

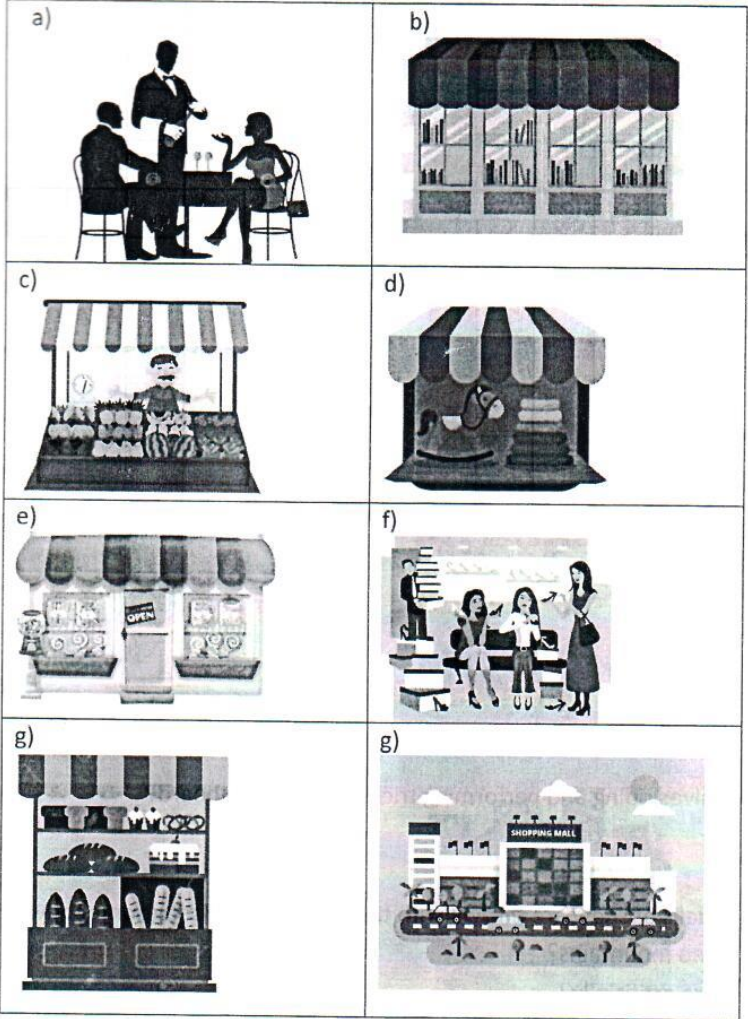
- |     |      |       |       |
|-----|------|-------|-------|
| Leg | Hair | Mouth | Elbow |
| Eye | Foot | Nose  | Neck  |

6

Go Shopping

IV. Select the correct image and fill in the parenthesis with the correct letter.

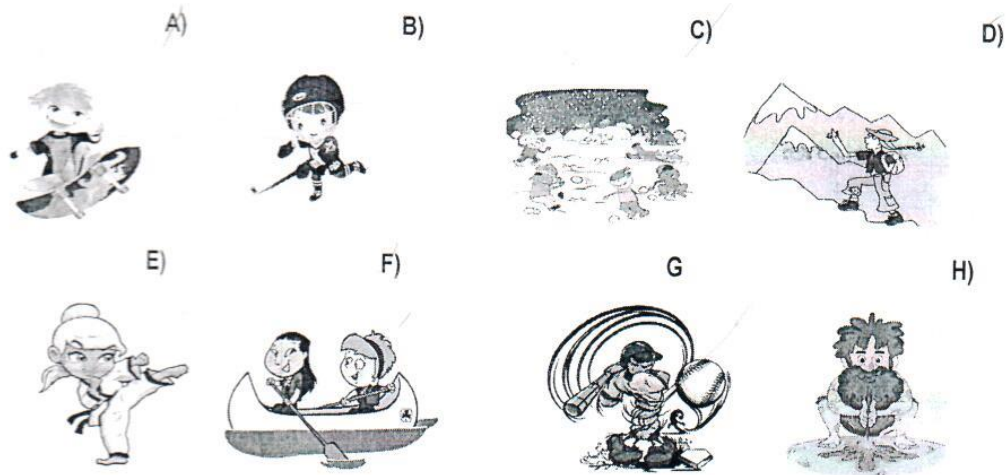
- 19. (f) ✓ Shoe shop
- 20. (d) ✓ Toy shop
- 21. (a) ✓ Restaurant
- 22. (g) ✓ Bakery
- 23. (b) ✓ Book shop
- 24. (g)c Market
- 25. (e) ✓ Candy shop



76  
19

Name: Tania Lorena Rodríguez Martínez  
 Group: 301 N.L. 15

I. Match what each person is doing with the picture that best describes it.



- 1. He is skateboarding. A ✓
- 2. She is climbing a mountain. D ✓
- 3. They are kayaking. F ✓
- 4. He is making a fire. H ✓
- 5. They are playing baseball. G ✓
- 6. They are playing with snowballs. C ✓

II. Match the columns with the correct store, writing in the blank the correct word for each statement.

- 7. I usually go to the \_\_\_\_\_ to buy my books. a. (9) Shoe shop
- 8. My grandma brings me a donut that she bought at the \_\_\_\_\_. b. (10) Toy shop
- 9. My sister loves to go to the \_\_\_\_\_ and buy high heel shoes. c. (10) Restaurant
- 10. Bobby and I, went for have a dinner at a \_\_\_\_\_. d. (11) Bakery
- 11. My mom went to the \_\_\_\_\_ to buy a present for my cousin's party. e. (7) Book shop
- f. (8) Market

5

III. Choose and write the part of the body in the correct place.

12. eye ✓

13. Nose ✓

14. Neck leg ✓

15. Hair ✓

16. leg math ✓

17. elbow ✓

18. Foot ✓

Leg	Hair	Mouth	Elbow
Eye	Foot	Nose	Neck

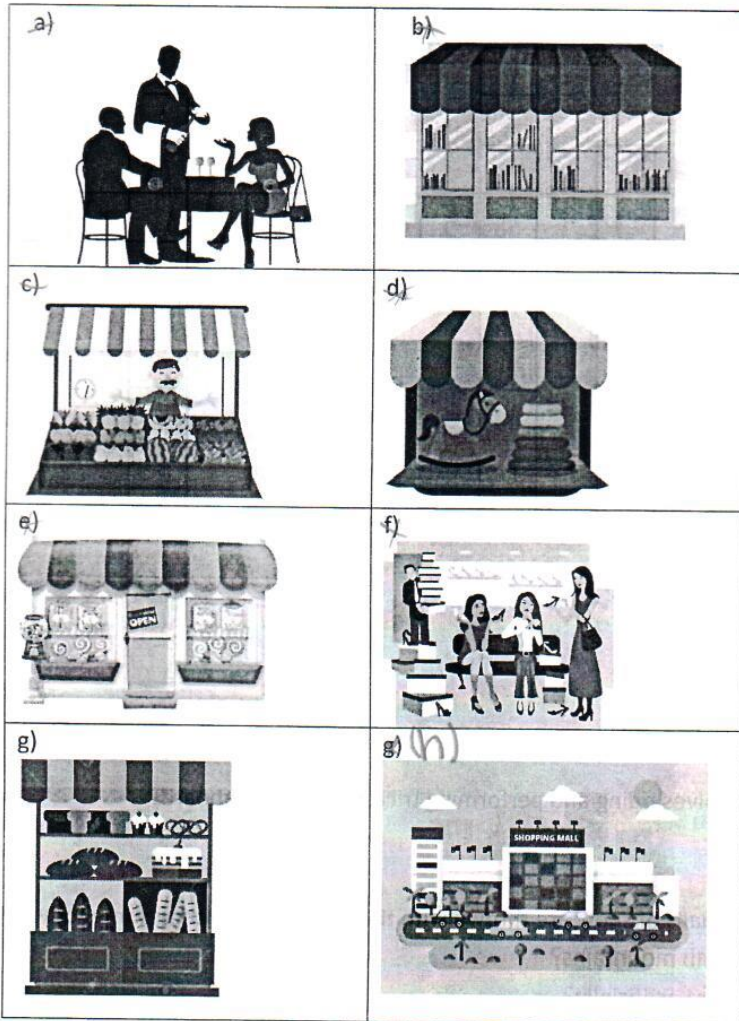


4

Go Shopping

IV. Select the correct image and fill in the parenthesis with the correct letter.

- 19. ( f ) ✓ Shoe shop
- 20. ( e ) ✓ Toy shop
- 21. ( g ) ✓ Restaurant
- 22. ( d ) ✓ Bakery
- 23. ( b ) ✓ Book shop
- 24. ( c ) ✓ Market
- 25. ( h ) e Candy shop

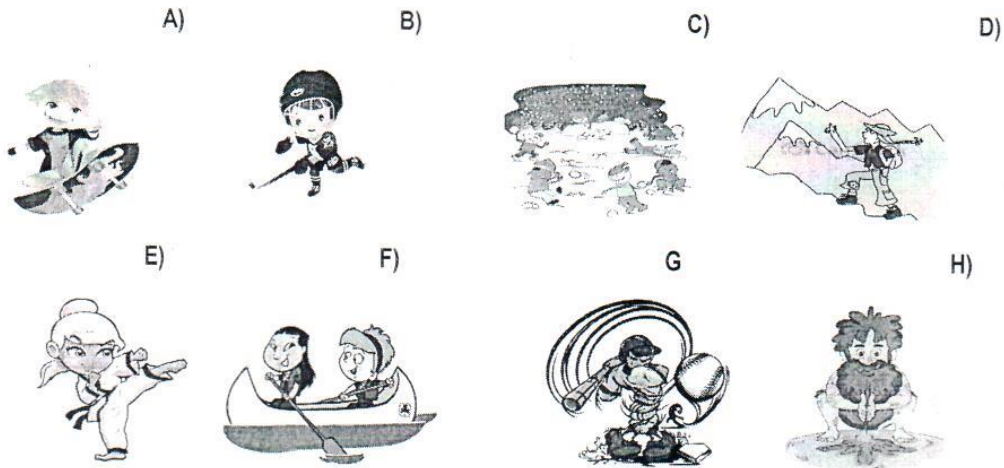


Name: Dulce Ivonne Pérez Sánchez  
 Group: 361

96

24 Congratulations!

I. Match what each person is doing with the picture that best describes it.



1. He is skateboarding. A ✓
2. She is climbing a mountain. D ✓
3. They are kayaking. F ✓
4. He is making a fire. H ✓
5. They are playing baseball. G ✓
6. They are playing with snowballs. C ✓

II. Match the columns with the correct store, writing in the blank the correct word for each statement.

- |  |                        |
|--|------------------------|
| 7. I usually go to the <u>book shop</u> to buy my books.                       | a. ( 9 ) ✓ Shoe shop   |
| 8. My grandma brings me a donut that she bought at the <u>bakery</u> .         | b. ( 11 ) ✓ Toy shop   |
| 9. My sister loves to go to the <u>shoe shop</u> and buy high heel shoes.      | c. ( 10 ) ✓ Restaurant |
| 10. Bobby and I, went for have a dinner at a <u>Restaurant</u> .               | d. ( 8 ) ✓ Bakery      |
| 11. My mom went to the <u>toy shop</u> to buy a present for my cousin's party. | e. ( 7 ) ✓ Book shop   |
|  | f. ( ) Market          |

III. Choose and write the part of the body in the correct place.

12. eyes ✓

13. nose ✓

14. Leg ✓

15. Hair ✓

16. mouth ✓

17. elbow  
Foot

18. foot  
NECK

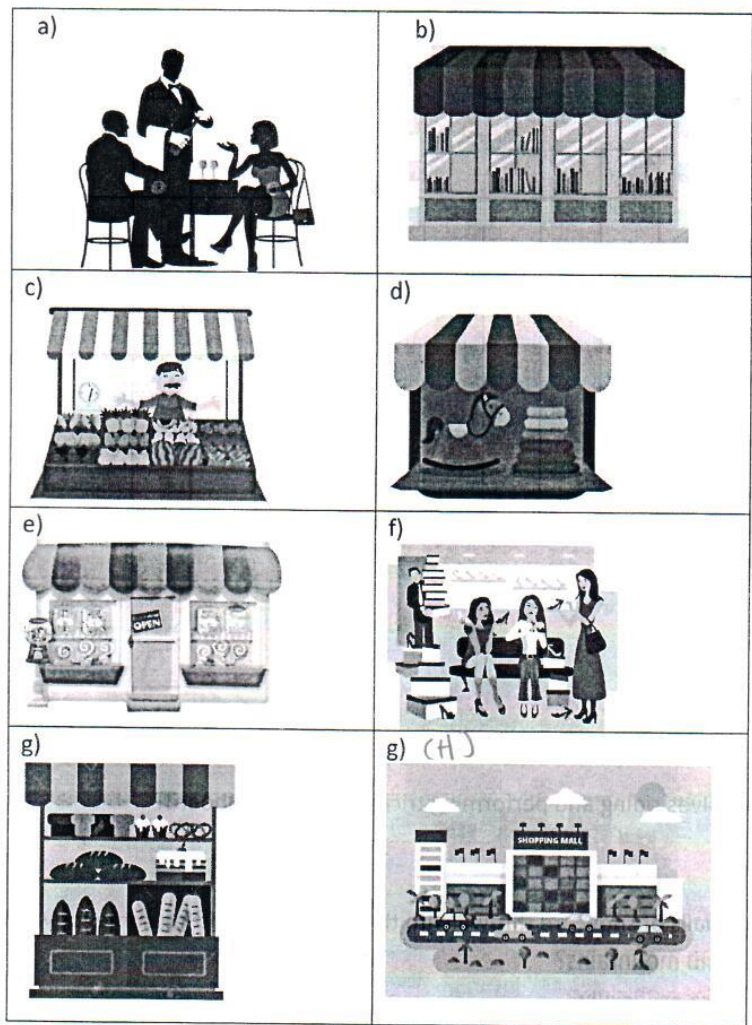
Leg Eye	Hair Foot	Mouth Nose	Elbow Neck
------------	--------------	---------------	---------------

6

Go Shopping

IV. Select the correct image and fill in the parenthesis with the correct letter.

- 19. (f) ✓ Shoe shop
- 20. (d) ✓ Toy shop
- 21. (a) ✓ Restaurant
- 22. (g) ✓ Bakery
- 23. (b) ✓ Book shop
- 24. (H) ✓ Market
- 25. (e) ✓ Candy shop

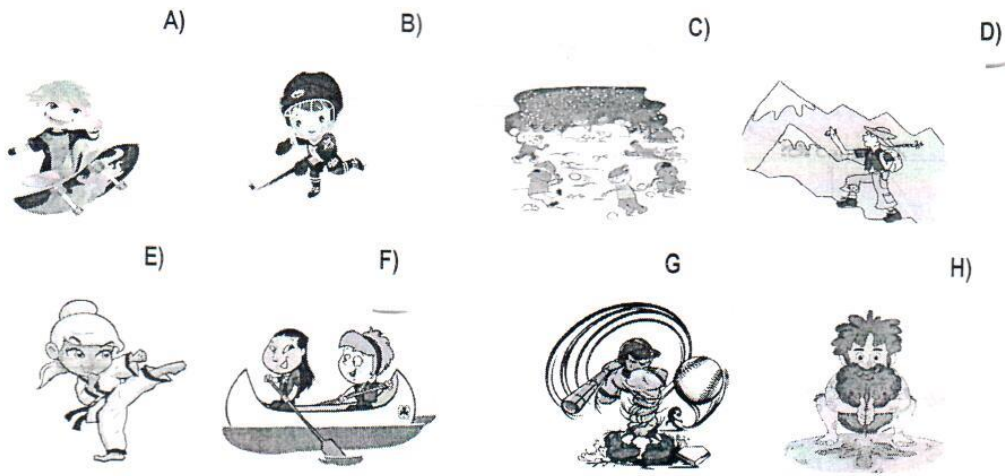


88

Name: Noella Torres Flores  
Group: 361

22

I. Match what each person is doing with the picture that best describes it.



1. He is skateboarding. A ✓
2. She is climbing a mountain. D ✓
3. They are kayaking. F ✓
4. He is making a fire. H ✓
5. They are playing baseball. G ✓
6. They are playing with snowballs. C ✓

II. Match the columns with the correct store, writing in the blank the correct word for each statement.

- |  |                      |
|--|----------------------|
| 7. I usually go to the <u>book shop</u> to buy my books.                     | a. (9) ✓ Shoe shop   |
| 8. My grandma brings me a donut that she bought at the <u>Bakery</u> .       | b. ( ) Toy shop      |
| 9. My sister loves to go to the <u>shoe shop</u> and buy high heel shoes.    | c. (10) ✓ Restaurant |
| 10. Bobby and I, went for have a dinner at a <u>restaurant</u> .             | d. (8) ✓ Bakery      |
| 11. My mom went to the <u>Market</u> to buy a present for my cousin's party. | e. (7) ✓ Book shop   |
|  | f. (11) ✓ Market     |



III. Choose and write the part of the body in the correct place.

12. eye ✓

13. Nose ✓

14. Leg ✓

15. Hair ✓

16. Mouth ✓

17. Elbow ✓

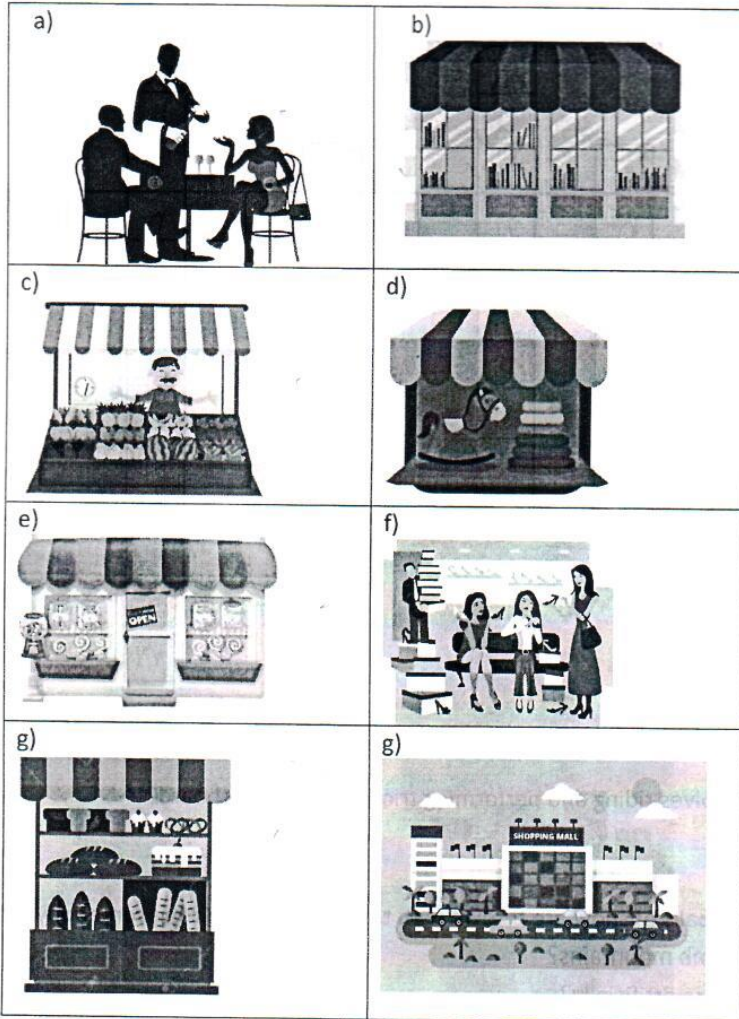
18. Foot ✓

Leg	Hair	Mouth	Elbow
Eye	Foot	Nose	Neck

Go Shopping

IV. Select the correct image and fill in the parenthesis with the correct letter.

- 19. ( F ) Shoe shop
- 20. ( d ) Toy shop
- 21. ( a ) Restaurant
- 22. ( c ) Bakery
- 23. ( b ) Book shop
- 24. ( g ) Market
- 25. ( e ) Candy shop



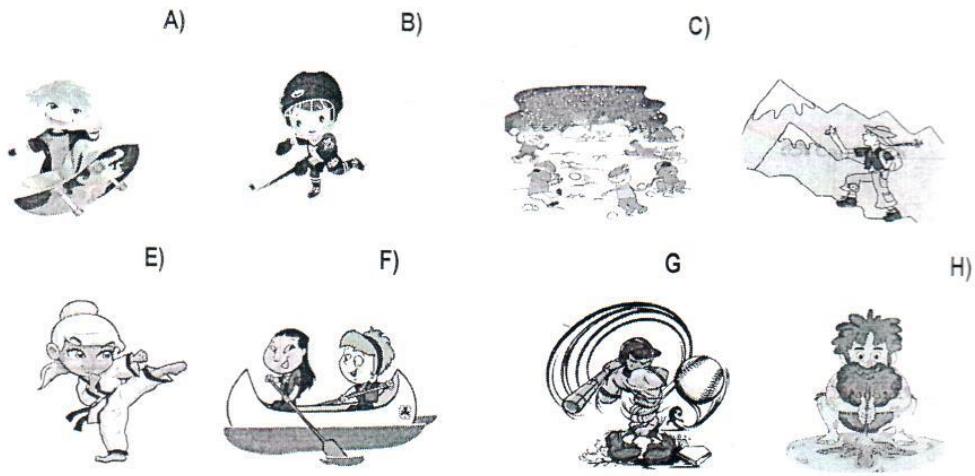
Name: William Alfonso Valdez Rdz.  
 Group: 6

92

23

Comrats

I. Match what each person is doing with the picture that best describes it.



1. He is skateboarding. A
2. She is climbing a mountain. D
3. They are kayaking. F
4. He is making a fire. H
5. They are playing baseball. G
6. They are playing with snowballs. C

II. Match the columns with the correct store, writing in the blank the correct word for each statement.

- |  |                    |
|--|--------------------|
| 7. I usually go to the <u>Book shop</u> to buy my books.             | a. (9) Shoe shop   |
| 8. My grandma brings me a donut that she bought at the _____.        | b. (11) Toy shop   |
| 9. My sister loves to go to the _____ and buy high heel shoes.       | c. (10) Restaurant |
| 10. Bobby and I, went for have a dinner at a _____.                  | d. (8) Bakery      |
| 11. My mom went to the _____ to buy a present for my cousin's party. | e. (7) Book shop   |
|  | f. (10) Market     |

4



III. Choose and write the part of the body in the correct place.

12. eye ✓

13. nose ✓

14. leg

15. Hair ✓

16. mouth  
lip

17. Elbow ✓

18. Foot ✓

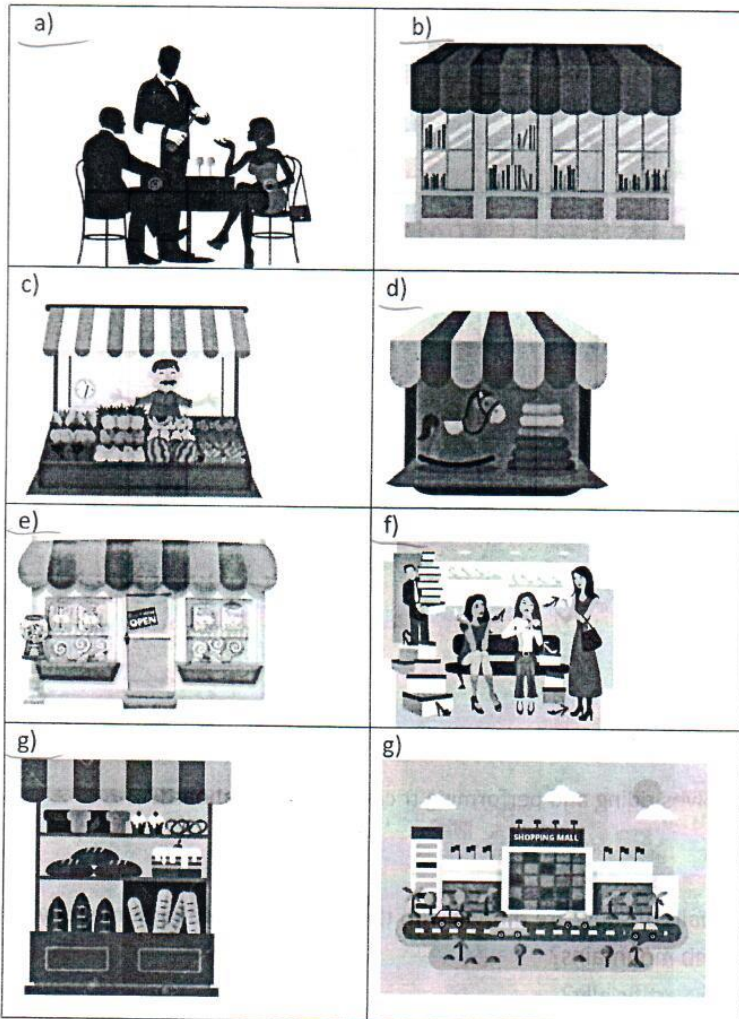
Leg	Hair	Mouth	Elbow
Eye	Foot	Nose	Neck

7

Go Shopping

IV. Select the correct image and fill in the parenthesis with the correct letter.

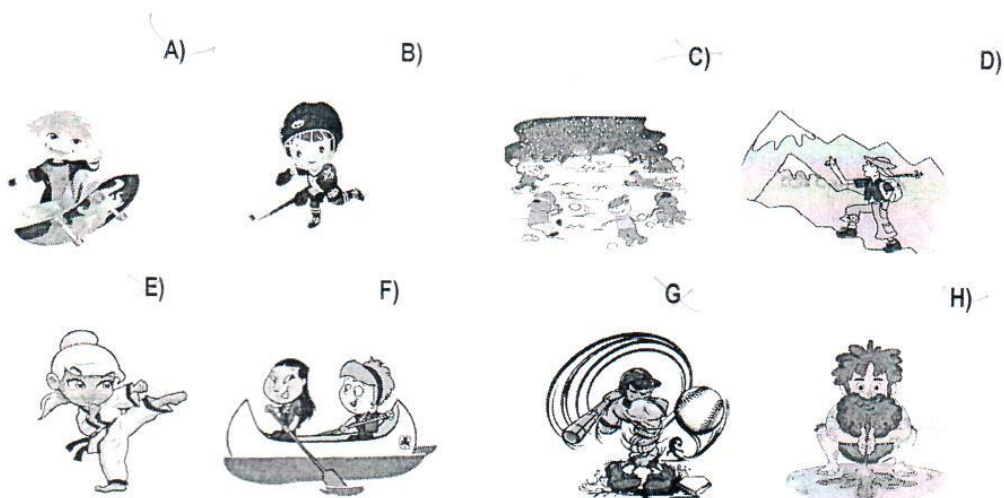
- 19. (f) ✓ Shoe shop
- 20. (d) ✓ Toy shop
- 21. (a) ✓ Restaurant
- 22. (g) ✓ Bakery
- 23. (b) ✓ Book shop
- 24. (c) ✓ Market
- 25. (e) ✓ Candy shop



Name: Mayela Sarahi Paredones Garcia  
 Group: 67

76  
19

I. Match what each person is doing with the picture that best describes it.



1. He is skateboarding. A ✓
2. She is climbing a mountain. D ✓
3. They are kayaking. F ✓
4. He is making a fire. G ✓
5. They are playing baseball. H ✓
6. They are playing with snowballs. C ✓

II. Match the columns with the correct store, writing in the blank the correct word for each statement.

- |  |                       |
|--|-----------------------|
| 7. I usually go to the _____ to buy my books.                        | a. (9) ✓ Shoe shop    |
| 8. My grandma brings me a donut that she bought at the _____.        | b. (11) ✓ Toy shop    |
| 9. My sister loves to go to the _____ and buy high heel shoes.       | c. (6) ✓ Restaurant 5 |
| 10. Bobby and I, went for have a dinner at a _____.                  | d. (8) ✓ Bakery       |
| 11. My mom went to the _____ to buy a present for my cousin's party. | e. (7) ✓ Book shop    |
|  | f. ( ) Market         |

3

III. Choose and write the part of the body in the correct place.

12. Eye ✓

13. Nose ✓

14. leg

15. ✓ Hair

16. mouth

17. elbow

18. foot

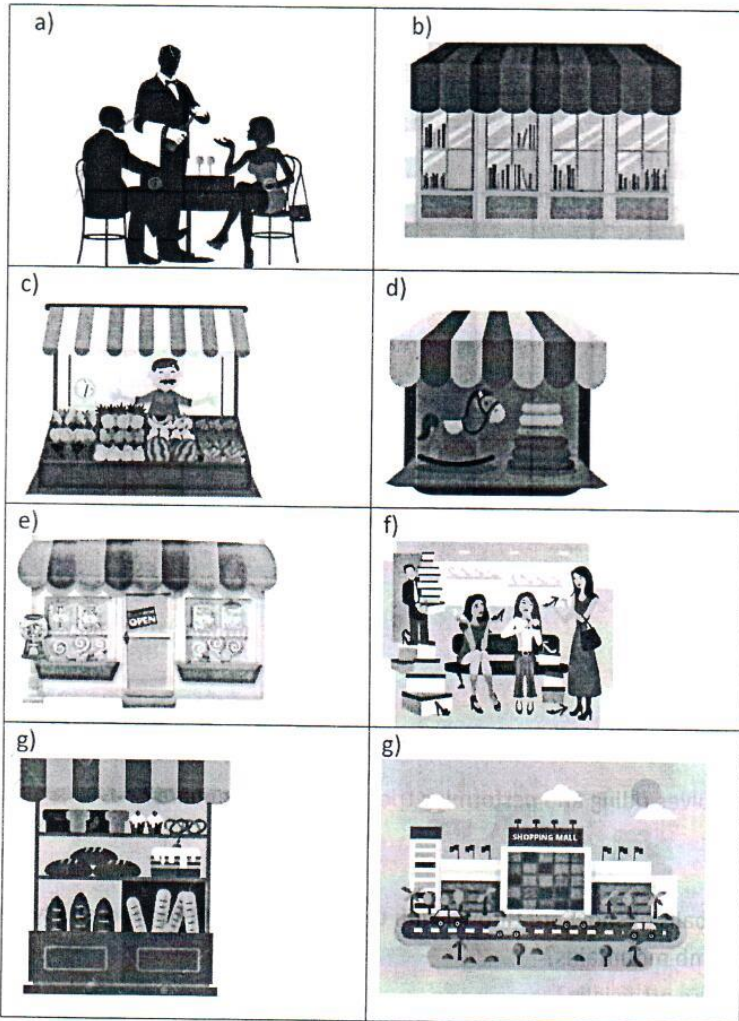
Leg	Hair	Mouth	Elbow
Eye	Foot	Nose	Neck

6

### Go Shopping

IV. Select the correct image and fill in the parenthesis with the correct letter.

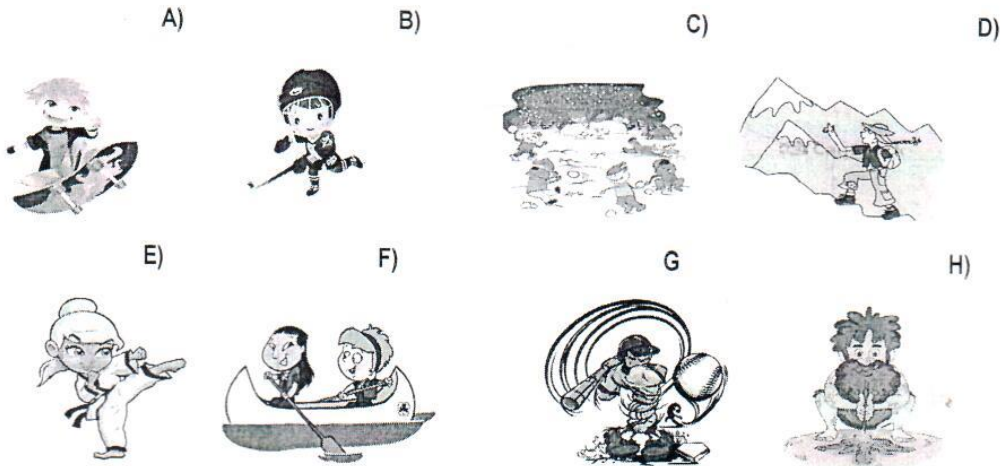
- 19. (f) ✓ Shoe shop
- 20. (d) ✓ Toy shop
- 21. (g) ✓ Restaurant
- 22. (g) ✓ Bakery
- 23. (b) ✓ Book shop
- 24. (g) ✓ Market
- 25. (e) ✓ Candy shop



Name: Datalia Reyna Hdz  
 Group: 361

72  
18

I. Match what each person is doing with the picture that best describes it.



1. He is skateboarding. B ✓
2. She is climbing a mountain. D ✓
3. They are kayaking. E F ✓
4. He is making a fire. H ✓
5. They are playing baseball. G ✓
6. They are playing with snowballs. A C ✓

3

II. Match the columns with the correct store, writing in the blank the correct word for each statement.

7. I usually go to the book shop Market e a. (9) Shoe shop
8. My grandma brings me a donut that she bought at the Bakery ✓ b. (11) Toy shop
9. My sister loves to go to the book shop a shoe shop ✓ c. (10) Restaurant
10. Bobby and I, went for have a dinner at a restaurant ✓ d. ( ) Bakery
11. My mom went to the Toy shop ✓ to buy a present for my cousin's party. e. (7) Book shop
- f. ( ) Market

3

13

III. Choose and write the part of the body in the correct place.

12. Eye

13. nose

14. Elbow leg

15. Leg

16. Mouth

17. Elbow Neck

18. Foot

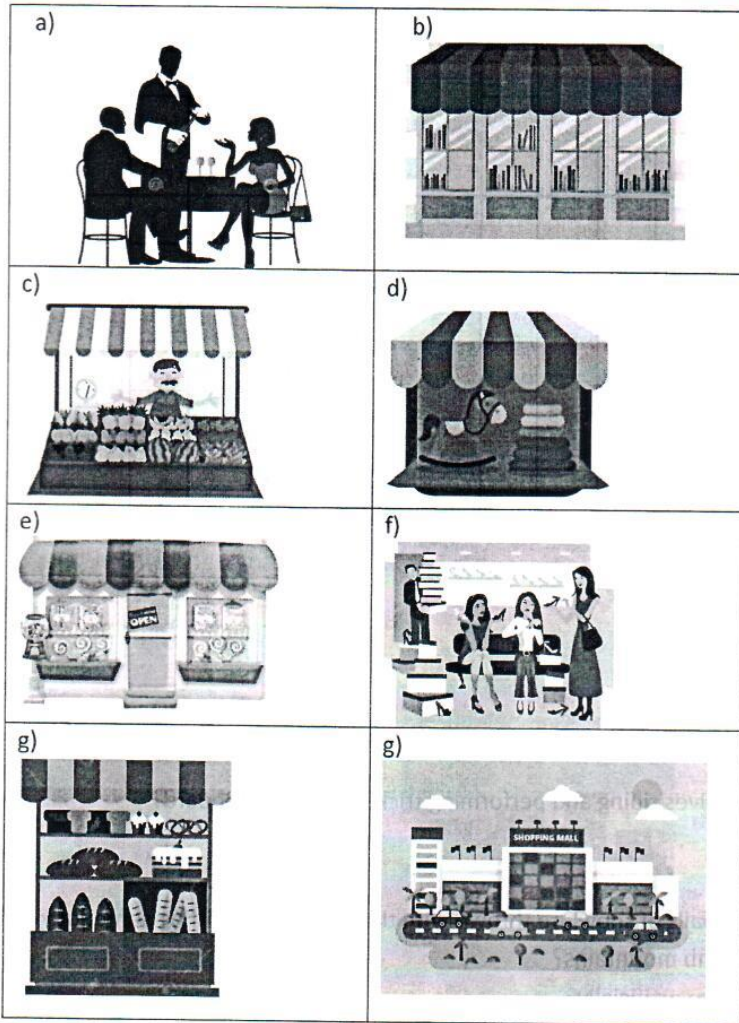
Leg	Hair	Mouth	Elbow
Eye	Foot	Nose	Neck

7

Go Shopping

IV. Select the correct image and fill in the parenthesis with the correct letter.

- 19. (f) ✓ Shoe shop
- 20. (d) ✓ Toy shop
- 21. (a) ✓ Restaurant
- 22. (g) ✓ Bakery
- 23. (b) ✓ Book shop
- 24. (c) ✓ Market
- 25. (e) ✓ Candy shop

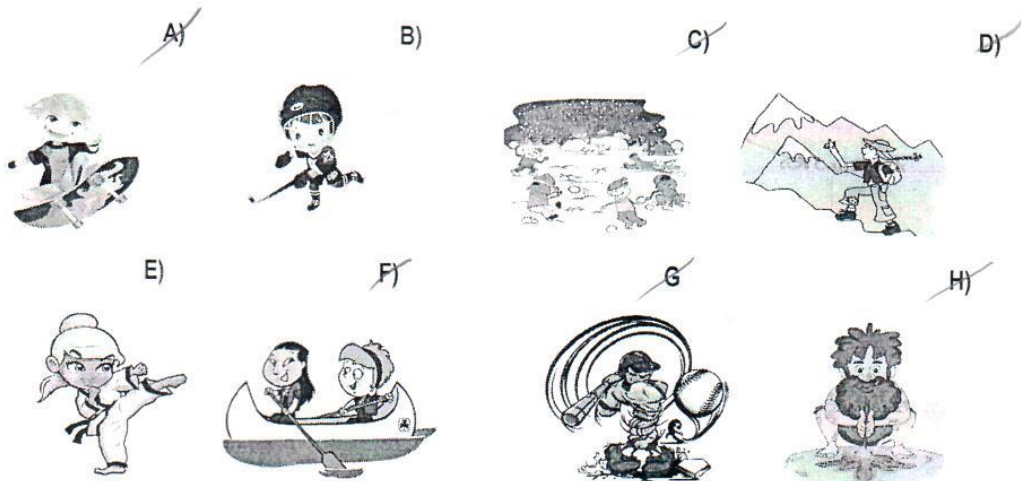




88  
22

Name: Robert Dantes Flores Quintero  
Group: 361

I. Match what each person is doing with the picture that best describes it.



1. He is skateboarding. A ✓
2. She is climbing a mountain. C ✓
3. They are kayaking. F ✓
4. He is making a fire. H ✓
5. They are playing baseball. G ✓
6. They are playing with snowballs. C ✓

II. Match the columns with the correct store, writing in the blank the correct word for each statement.

- |  |                    |
|--|--------------------|
| 7. I usually go to the <u>Book shop</u> to buy my books.                     | a. (9) ✓ Shoe shop |
| 8. My grandma brings me a donut that she bought at the <u>Bakery</u> .       | b. (10) Toy shop   |
| 9. My sister loves to go to the <u>Shoe shop</u> and buy high heel shoes.    | c. (10) Restaurant |
| 10. Bobby and I, went for have a dinner at a <u>Toy shop</u> .               | d. (8) Bakery      |
| 11. My mom went to the <u>Market</u> to buy a present for my cousin's party. | e. (7) Book shop   |
|  | f. (11) ✓ Market   |

III. Choose and write the part of the body in the correct place.

12. eye ✓

13. nose ✓

14. leg

15. ~~head~~ hair ✓

16. mouth ✓

17. Neck  
elbow

18. foot ✓

Leg	Hair	Mouth	Elbow
Eye	Foot	Nose	Neck

6

### Go Shopping

III. Select the correct image and fill in the parenthesis with the correct letter.

- 19. ( f ) Shoe shop
- 20. ( d ) Toy shop
- 21. ( a ) Restaurant
- 22. ( g ) Bakery
- 23. ( b ) Book shop
- 24. ( h ) Market
- 25. ( e ) Candy shop

