

CHAPTER III

PROPOSAL

“DESIGN OF A DIDACTIC GUIDE FOR THE ENGLISH LEARNING PROCESS FOR THE SEVENTH YEAR OF GENERAL BASIC EDUCATION AT “JOSE VASCONCELOS” PUBLIC SCHOOL, PILLIGSILLI NEIGHBORHOOD, POALO PARISH, COTOPAXI PROVINCE, DURING THE ACADEMIC YEAR 2010-2011”

ANTECEDENTS

After an extensive study of the ways in which English is learned by children and also based on chapter I and chapter II results which were taken by the surveys at “Jose Vasconcelos” public school, it was possible to determine that lacks and difficulties in the English Learning Process ELP are because students do not have elemental knowledge of the English language, they don’t have materials to learn, and many other factors determine that now there’s a great gap in the ELP (English Learning Process).

The current status of the ELP is based on completing the text book used for the Seventh Grade of General Basic Education, the teacher and the student are obliged to complete a unit after a certain time of the Academic Year, the result of this is the lack of interest in the language and the process has become monotone and repetitive. Besides, students have to pass to another topic with no taking in account if they learn or not, and most of the students need enforcement of the class but this is not possible because they have to advance no matter what.

And talking specifically at “José Vasconcelos” public school where there’s no book or guide to work here there’s a need to be fulfilled because children are interested

in learning English but they don't have any material to perform it so that's the reason that the authors are proposing this Didactic Guide to increase interests in children, to improve and to contribute to the ELP in a meaningful way so children can develop their English Learning Skills. Considering these aspects above it is important to perform interactive contents and syllabus for the ELP where children feel free and happy to learn English in the same natural way as they learn their mother tongue.

IMPORTANCE

The following proposal is very important because it has taken in account all of the students' needs and requirements to learn English considering that these students who are on seventh grade of General Basic Education need a good and solid knowledge for the following Academic Years which is very difficult for the students who are finishing primary school because of the challenges they have to face in high school. So, the need for a Didactic Guide for ELP can fulfill needs of both: teachers and students which is the main objective that this research is looking for.

Besides, the following Didactic Guide has all the interactive characteristics which are needed for the Seventh Grade of the above mentioned school.

JUSTIFICATION

Considering that English language is given in all the study levels, the main purpose for this research has been to give the same opportunities of learning English for students on Seventh Grade from "José Vasconcelos" school like students from other schools so when they finish their studies here, they will be able to show their knowledge to others.

The use of this Didactic Guide will help to students to be involved in real life situations where they can use English to communicate in a meaningful way, to express their ideas and of course to lose their “English fears”.

The direct beneficiaries from this Didactic Guide will be students from Seventh Year and the teacher who will have solid basis of knowledge that can be valuable for the ELP.

Considering these facts, it has seen the need for the design of a Didactic Guide that can lead to a better learning of the English language.

METHODOLOGICAL BACKGROUND

To learn a new language there must be a need for a special methodology that lead to the fulfillment of a good learning getting the mastery of the basic abilities of English language which are listening, speaking, reading, writing, grammar, and vocabulary.

There has been a great effort to get an excellent learning of English language in private and public schools during the past few years in Ecuador, but the gap continues to be noticeable in ELP. Therefore, the need for an empowering didactic guide of learning methods and techniques still exists. It will allow the fulfillment that every student aims for.

The present Didactic Guide will have interactive methods and techniques to increase in a better and meaningful way the ELP. It has lots of activities that we found through this research making ours a Pedagogic Model which helped us to understand in a better way what is the main purpose for it; that’s why we keep this Didactic Guide in mind so it would be used like a practical tool for students to learn English language. It contains activities, games and tasks which help to develop the four English skills; they were done according to the students’ needs, level and knowledge. It has six units full color and attractive for children. At the end of the units, this Didactic Guide shows activities which will reinforce the knowledge

learnt through the units where the students can make practice activities like drafts. The teacher can motivate to the student to keep on learning and the teacher has to keep track on it.

OBJECTIVES

GENERAL OBJECTIVE:

- To improve the level of the English learning process in children by using a Didactic Guide at “José Vasconcelos” public school.

SPECIFIC OBJECTIVES:

- Analyze the contents of the didactic guide.
- To use active methods and techniques in the contents to get better results in the English learning process
- To reinforce the knowledge that students has gotten during the school years so that they feel competent to continue in the following level.

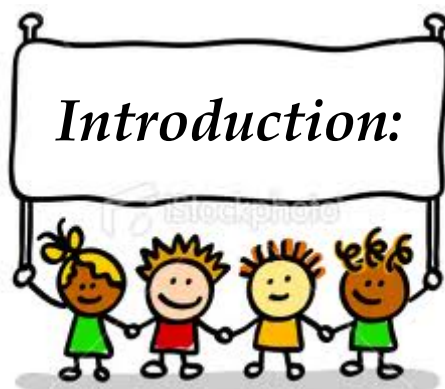
LITTLE WORDS

for ME!



Marjorie Mena Rodríguez

Marco Velasco Defaz



Considering that childhood is the time of the life where a human being discovers the world through games and activities which help him to develop the potential that everyone has; we put this Didactic Guide for your consideration, the one will help to make easy the English learning process for children that this is oriented to develop in a recreational and didactic way the fourth English skills: Listening, Speaking, Reading y Writing.

We hope that this Didactic Guide contributes to the meaningful learning in boys and girls and it will be the base that in the future new researches will be done in order to help to the English learning process in this student body.

*Giving love consists giving education... **Eleonor Roosevelt.***

UNIT

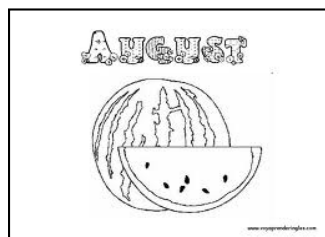
1



Christmas is in December!!!

1

Read the months of the year and color them.



• Listen and say the months of the year.



Track 1

1



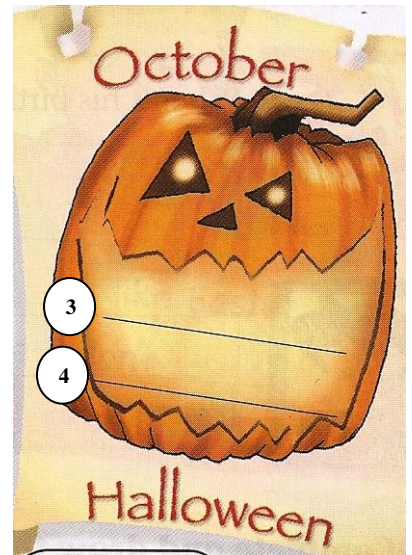
- **Look and complete the sentences by using a month according to the celebration:**

1. Carnival is in _____.
2. Mother's day is in _____.
3. Christmas is in _____.


- 2** Look and sort the festivity for the both months:

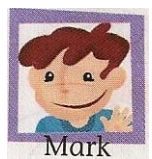
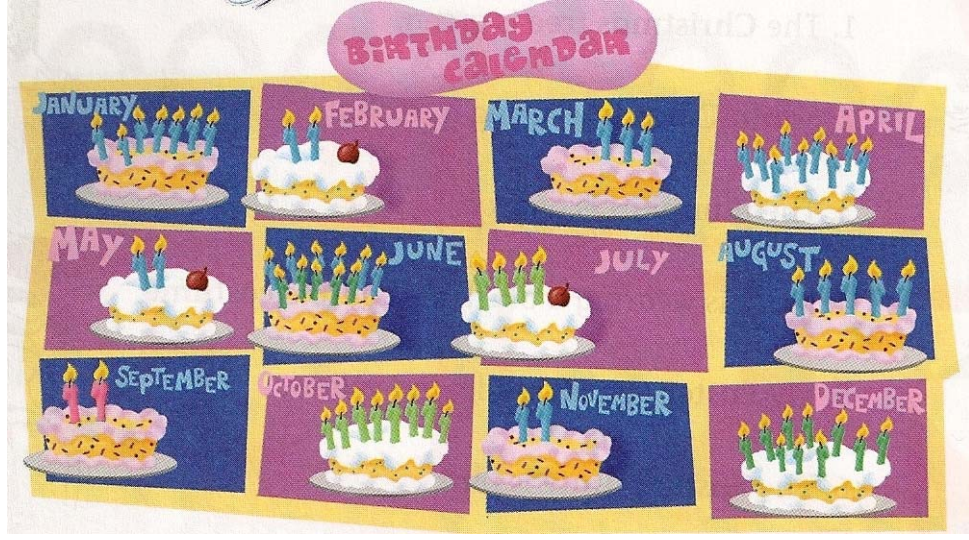
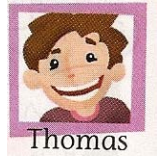


- Mother's day
- Christmas tree
- Pumpkin
- Eastern egg
- Santa Claus
- Death's day
- Costume



- **Talk in pairs about the festivity each student likes.**

3 Listen and match according to the month that every boy and girl is in birthday.  Track 2

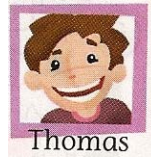


• Listen and match according to the month that every boy and girl is in birthday.



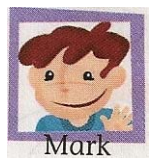
When's her birthday?

It's _____



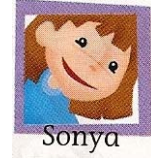
When's his birthday?

It's _____



_____ birthday?

It's _____

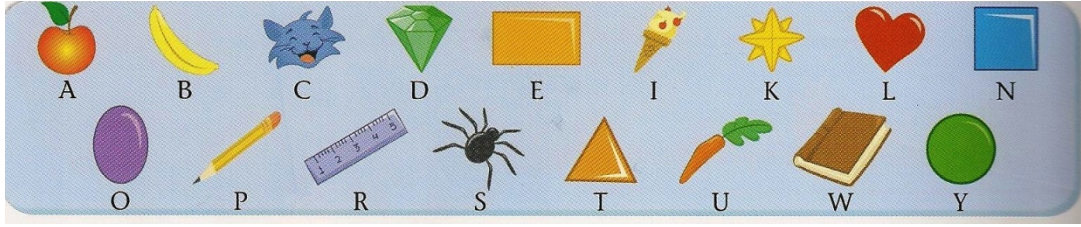


_____ birthday?

It's _____

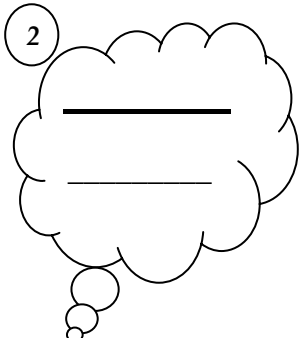
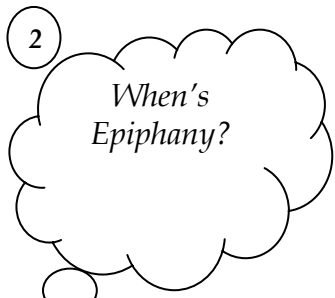
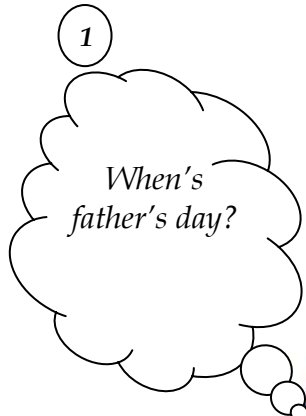
4

Decode.



5

Read and answer the questions according to the written number.



4



My tiger isn't wild!

1


Read and talk about the wild animals.



Wild animals live around the world. Most of them live in Africa like: lion, giraffe, elephant, tiger, crocodile, monkey, snake, and zebra. They are strong.

They are free in the nature. Some of them eat meal and others eat grass. They aren't pets.

2

Listen and say the animals' names you hear.  *Track 3*

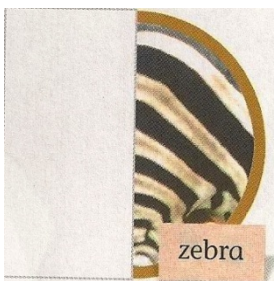
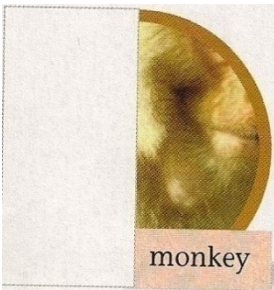
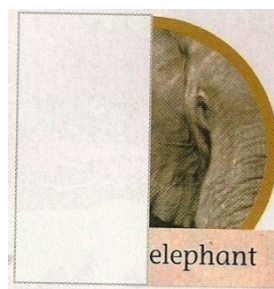
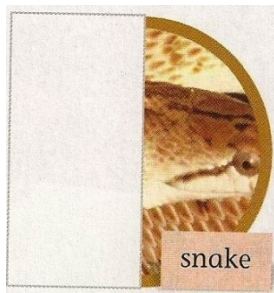




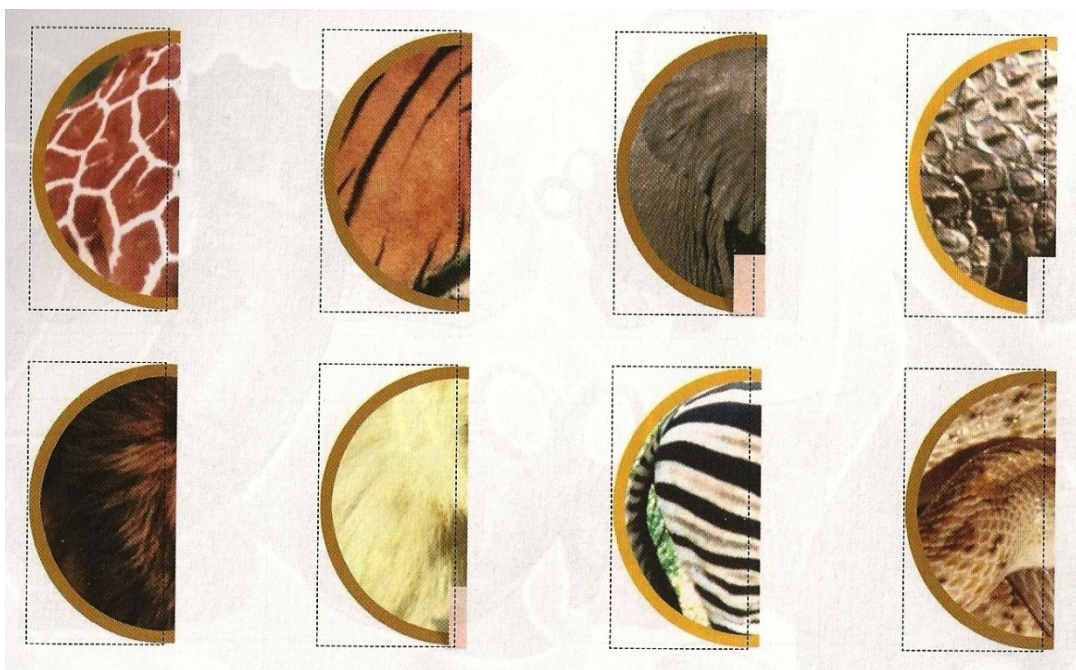
- *Write the names of the animals you find in the reading.*

3

Stick on and read.



• *Cutout*



6

4

Read and complete according to the given picture, one model is given for you.



- The crocodile **isn't** on the tree.
It **is** on the floor.



- The giraffe _____ in the house.
It _____ in the car.



- The _____ _____ on the bed.
It _____ _____ the grass.



- The _____ _____ in the street.
It _____ _____ the park.

- Work in groups and talk about the pictures.

7

5 Listen and circle the correct picture you hear.  Track 4

1



2



3



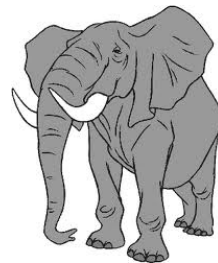
4



- Answer the questions.

What color is the elephant?

_____.



What color is the crocodile?

_____.



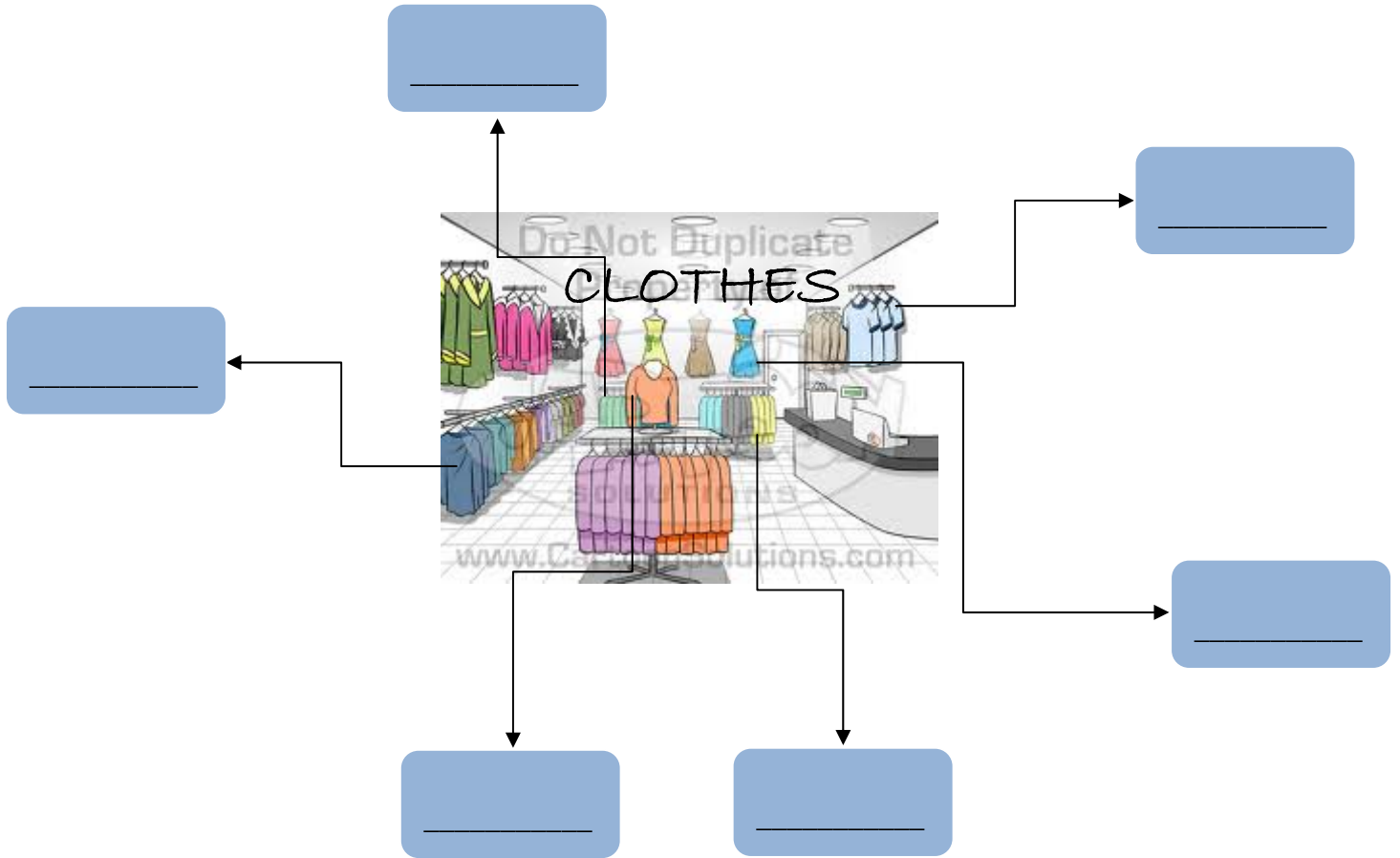
- Ask about the colors of the wild animals you liked.
- Mime the sounds of every animal you learnt.



Are my pants blue?

1

Brainstorming.



• **Key words:**

coat

shirt

sweater

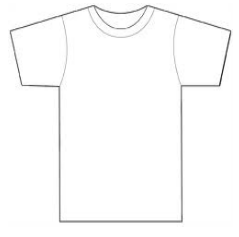
t-shirt

coat

dress

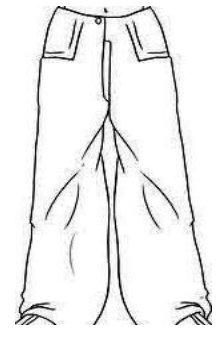
2

Read, color and match the clothing according to the reading in the center.





The dress is pink.
 The shirt is yellow.
 The pants are blue.
 The swimsuit is orange.
 The socks are red.
 The shorts are purple.
 The shoes are black.
 The t-shirt is green.
 The coat is brown
 The skirt is white.





• Write the clothing's names.

• Listen and say clothing's names.  Track 5



3 *Read and complete according to the picture, four models are given for you.*

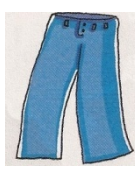
*Is the coat brown?
Yes, it is.
It is brown.*



*Is the skirt yellow?
No, it isn't.
It isn't yellow.*



*Are the pants blue?
Yes, they are.
They are blue.*



*Are the shorts green?
No, they aren't.
They aren't green.*



*Is the _____ orange?
Yes, it _____ .
It _____ orange.*



*Is the _____ white?
No, it _____ .
It _____ white.*



*Are the _____ black?
Yes, they _____ .
They _____ black.*



*Are the _____ red?
No, they _____ .
They _____ red.*



4 *Work in pairs and talk about the above activity.*

Yes, they are blue.

Are your pants blue?



- *Remember and say the clothing's names .*

5

Describe the clothing you see in the pictures.



A

Her t-shirt is _____



B

His pants are _____

- Write about the clothing that the boy and the girl have.



Dad Loves me!


1

Read



Hi! Everyone... Allow me introduce my family. This is my mom Penelope. She is 35 years old. She likes fruits and vegetables. She works at home. This is my dad Julio. He is 40 years old. He has a car. He takes a walk every morning. This is my sister Honey. She is 8 years old. She goes to school. She dances reggaeton a lot. And this is me. I'm Jonathan. I am 10 years old. I study in a school. I love my family!

- Conversation about the reading.

- Listen and find the names you hear.  Track 6

1 a d h a o t d

2 m i l o n f m

3 r s a i g s t m E r

b s r o q t y h e j r 4

- Listen and say the names you hear.  Track 7

Read again and underline the correct answer.

Penelope sells/likes fruits.

Julio takes/ has a car.

Honey sings/dances reggaeton.

Jonathan hates/loves his family.



- Match the verb with the correct box.

like

have

dance

love

a book

a banana

my mom

salsa

soup

my dog

a car

juice

my dad

happy

music

a house

- Write using the above verbs.

My brother **has** a toy.

My brother **doesn't** have a pencil.

Roger and Tania **dance** happy.

Roger and Tania **don't** dance pop.

Valeria **loves** chocolates.

Valeria **doesn't** love candies.

We **have** a house.

We **don't** have car.

Emily _____ reggaeton.

Emily _____ dance meringue.

You _____ an apple.

You _____ like kiwi.

_____ have a book.

_____ don't have a crayon.

_____ loves pizza.

_____ doesn't love ice cream.



3

Read and stick on the verbs you have under.



The Smith family a book. They Snow

White. Michael, the dad, to read this book; when they

finish the reading; the kids, Naomi and Thomas

together a Disney waltz.



- Work in pairs by taking roles according to the reading.
- Talk about the story.

- Cutouts

loves

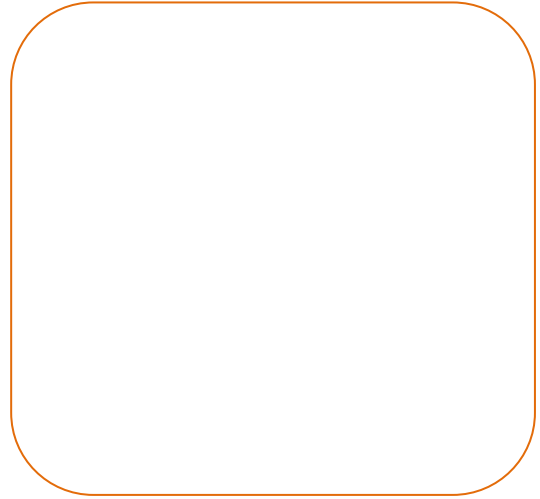
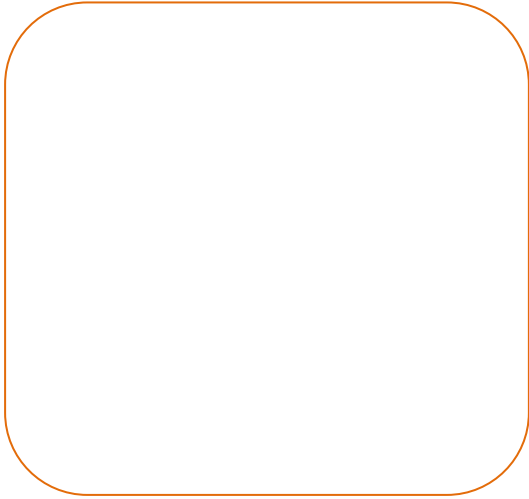
dance

has

like

4

Unscramble and draw according to the sentences you'll find.



Mom dance dad cumbia and.

hot dogs Brother sister and love.

_____.

_____.

- *Look and write a sentence for every picture.*



_____.

_____.

- *Work group: write 4 sentences using the verbs you learn.*

The cat can't fly!

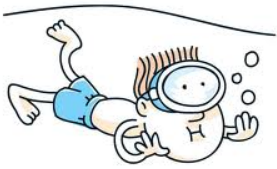


1

Listen and say the verb you hear.



Track 8



• *Mime the action verb your teacher says.*

• *Listen and mark (✓) the sentences you hear.*



Track 9

He can fly.

She can sing.

He can buy.

She can swim.



• *Read and circle the correct picture using the information above.*

2

Look and write the correct action verb.

















• **Keys:**

WALK

SWIM

FLY

RUN

JUMP

CLIMB

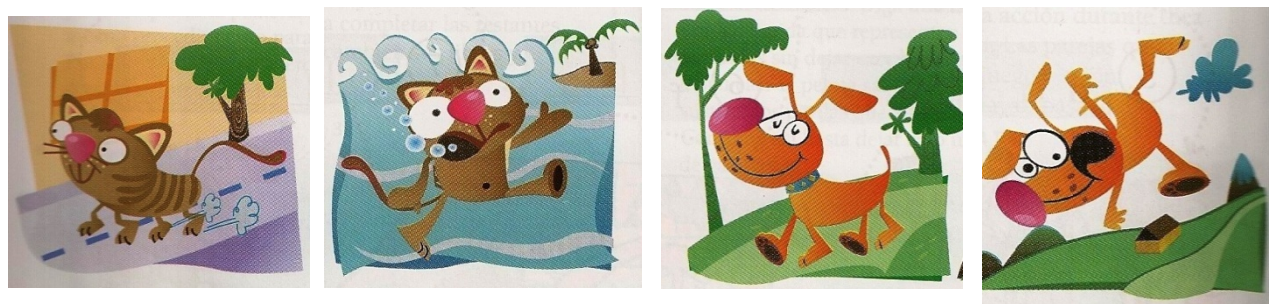
SING

PLAY

- *Work in pairs miming the action verb your partner says.*



3 Look and read the sentences in the picture.



Cat *can* run Cat *can't* swim Dog *can* walk. Dog *can't* fly.

- Write a sentence using the verbs given (CAN, CAN'T).



RUN

_____.



CLIMB

_____.



SWIM

_____.



JUMP

_____.

- Read and talk about using the keys in the boxes.

sing a song

play soccer

climb a tree

run fast

It can't swim.

Cat can run.



4 Read and color to find a sentence for every picture.



1 he They she can swim can't sing




2 They we can fly can't run climb



3 she He can't walk can jump sing



4 she He can't swim can jump play


- Listen and say the sentences you hear  Track 10
- Mime the action verb your teacher says.

Can he drive a taxi?

1

Look at the picture.



- Describe the picture.
- Work in groups taking roles of every profession.
- Listen and say the profession you hear.  Track 11

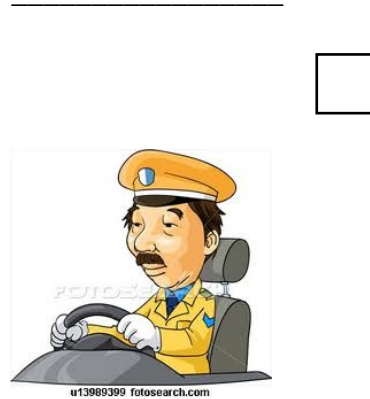
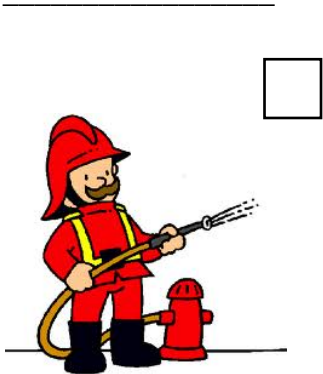


2

Listen and number the profession you hear.



Track 12



- Write the profession by using the key words you have under.

Police officer

Secretary

Doctor

Taxi driver

Mechanic

Fire fighter

- * Police officer can keep order in the city.
- * Secretary can't cure patients.
- * Fire fighter _____ put out fire.
- * Doctor _____ repair cars.

- Complete the sentences using CAN or CAN'T.



3

Follow and write the profession.

A collection of images representing various professions: a yellow taxi, a computer monitor and keyboard, a stethoscope, a red car engine, a pair of handcuffs, and a fire hose. Lines connect these images to five empty rectangular boxes on the right side of the page, intended for writing the corresponding profession.

• Read the sentence under the box and draw.

Three large, empty rounded rectangular boxes arranged horizontally, intended for drawing based on the sentences below.

I can drive a taxi.

She can use a computer.

He can cure patients.

• Remember and say the professions.



4

Look and complete the sentences using the given verb.

Can he cure patients?

Yes, he can.

He can cure patients.



Can he put out fire?

No, he can't.

He can't put out fire.

Can they keep order in the city?

Yes, they can.

They can keep order in the city.

Can they repair cars?

No, they can't.

They can't repair cars.



(USE)

Can she _____ a computer?

Yes, she _____.

She _____ use a computer.



(DRIVE)

Can she _____ a taxi?

No, she _____.

She _____ drive a taxi.

(DRIVE)

Can they _____ a taxi?

Yes, they _____.

They _____ drive a taxi.



(CURE PATINETS)

Can they _____ _____?

No, they _____.

They _____ cure patients.

• Read the sentences in the box and match with the correct picture.

We can't climb.

They can dance.

He puts out fire.

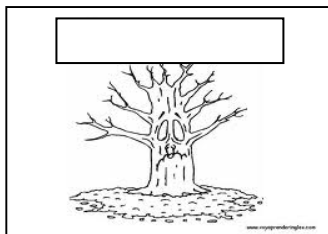
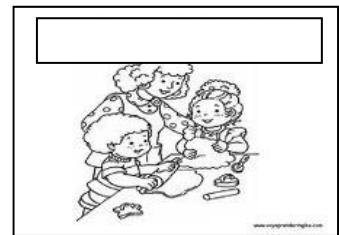
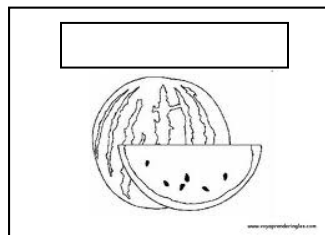
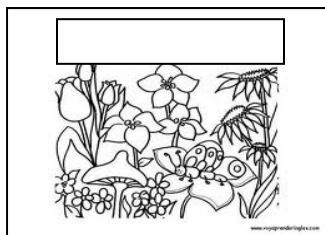
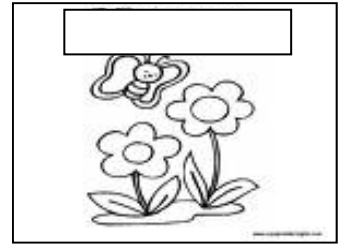
They can run fast.



UNIT

1

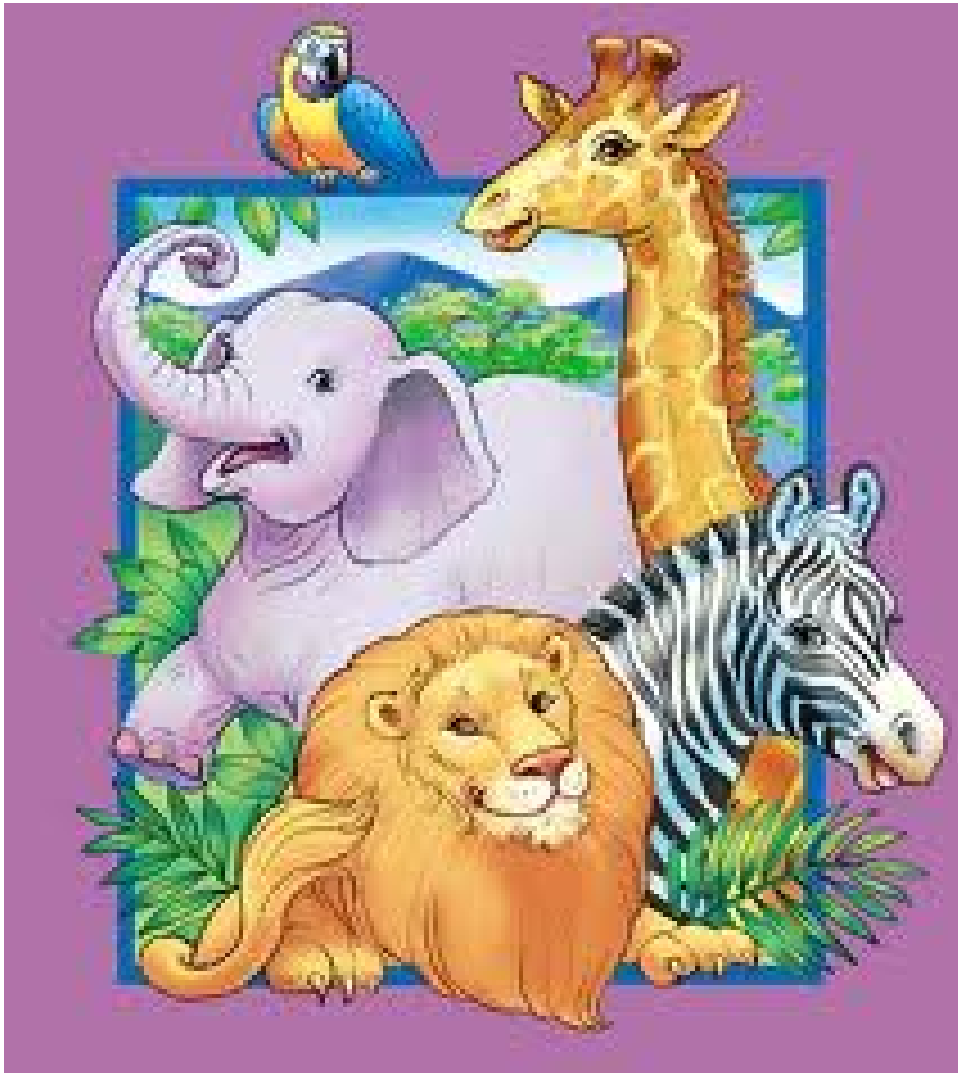
Write in the box the names of every month that you know and color the pictures according to the celebration. stick on the A4 white card.



Materials

- Pen.
- Colored pencils.
- Scissors.
- Glue.
- An A4 white card.

Cut the picture and do a postcard similar to the one given under, then stick on the A4 white card and finally write about wild animals.

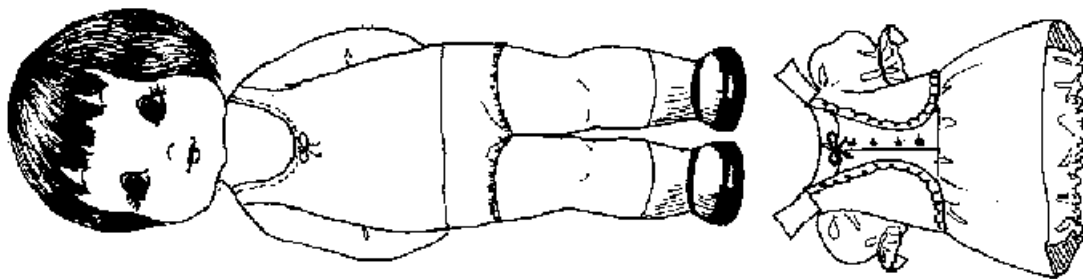
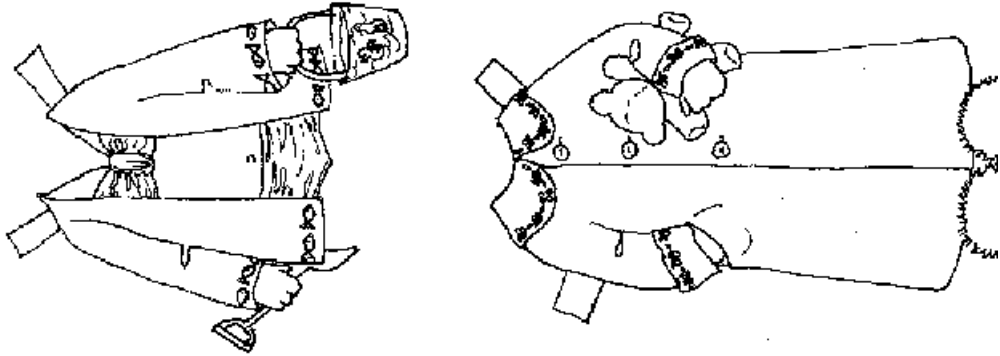


Materials:

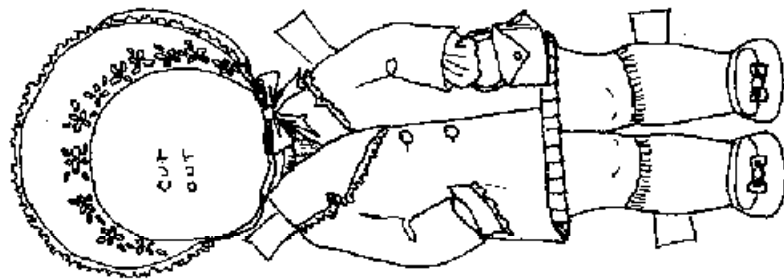
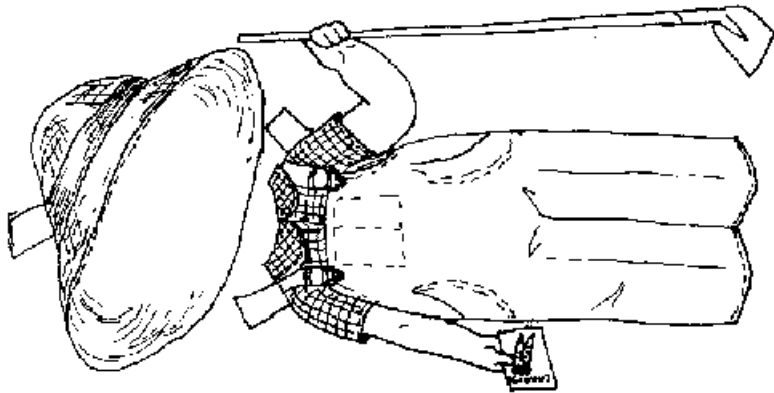
- A black pen.
- Scissors.
- Glue.
- An A4 white card.



Paint the clothing in the pictures according to the color, and names and keys you have under, stick on the A4 white card and cut out to play with the paper doll.



"Melanie"
*A quiet little doll
 who would like to be
 your friend*



Materials:

- Colored pencils. - Scissors.
- Glue. - An A4 white card.

Names and keys:

- Coats ● Swimsuit ● Caps ●
- Socks ● Pants ● Shirt ○
- Shoes ● Dress ●

UNIT

4

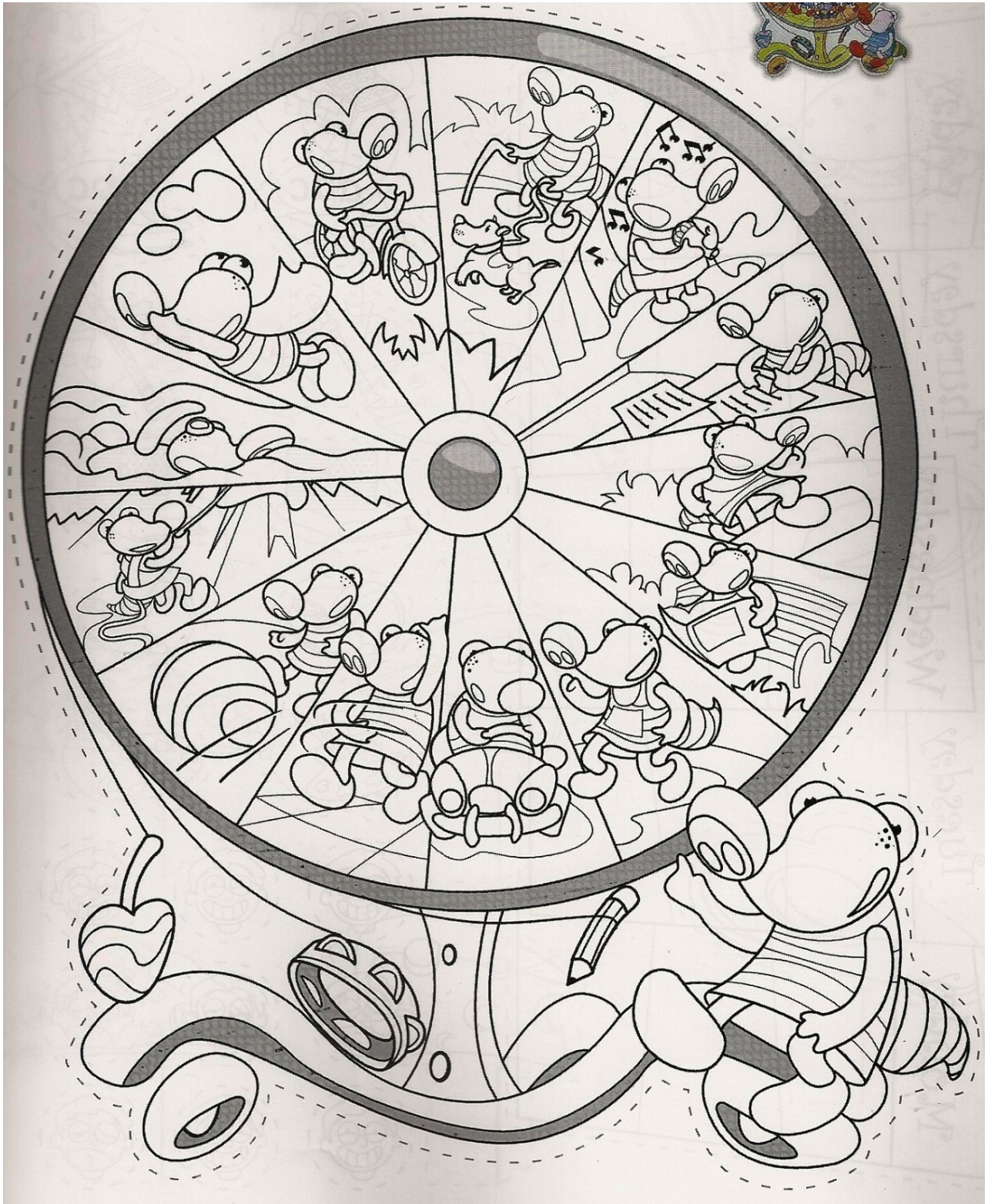
Draw the members of your family, color them according to the model picture under, stick on the A4 white card, cut out to form your own family and describe your family.



Materials:

- Colored pencils. - Glue. - Scissors. - An A4 white card. - A shoelace.

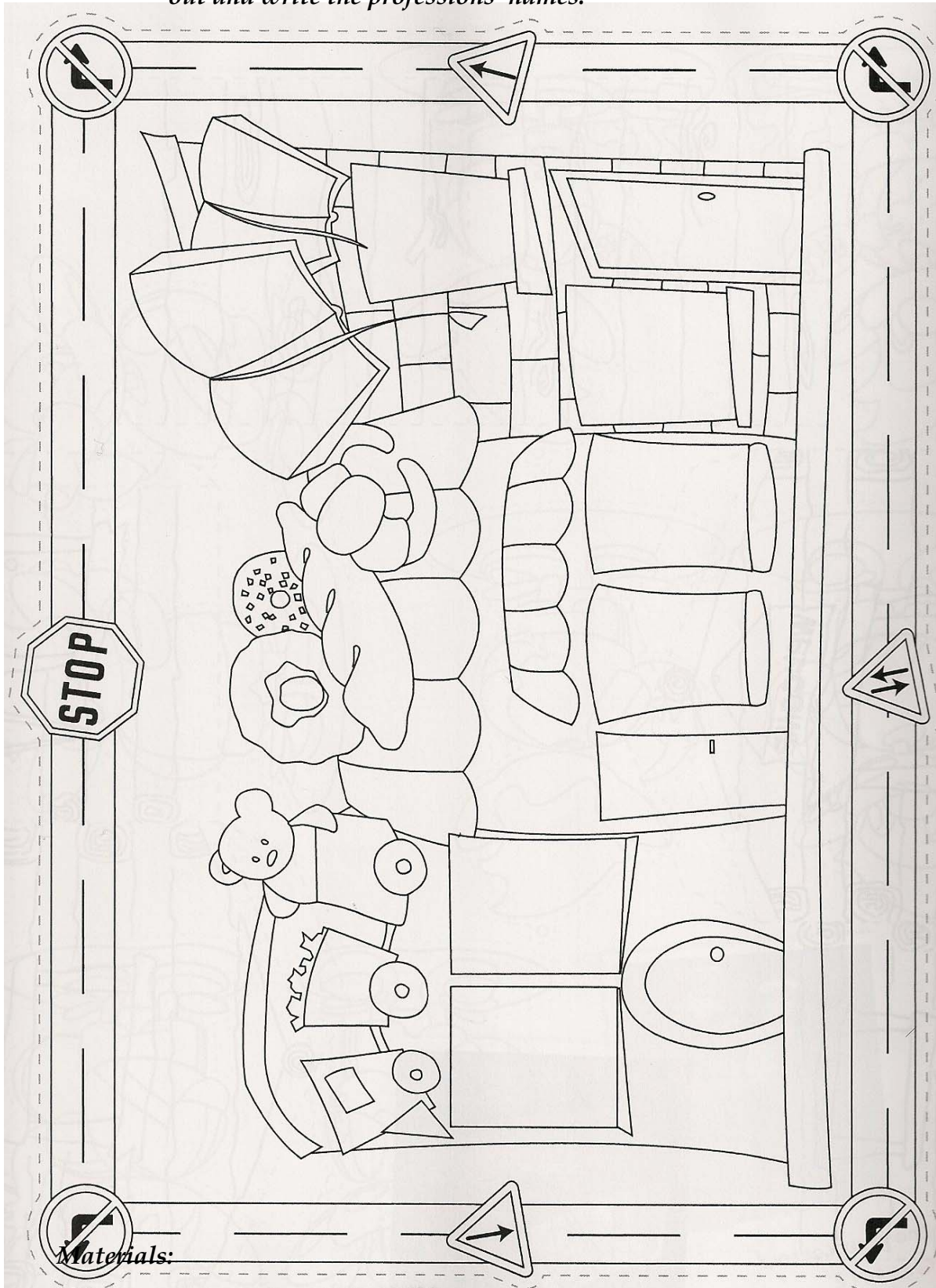
Color the pictures, stick on the A4 white card, cut out and play spinning the pencil and miming the picture you get.



Materials:

- Colored pencils.
- Glue.
- Scissors.
- An A4 white card.
- A pencil.

Draw in the boxes (windows) the professions you have in unit 6, (go back unit 6) color them, stick on the A4 white card and cut out and write the professions' names.



Materials:

- Colored pencils. - Glue. - Scissors. - An A4 white card

Conclusions:

At the end of this research we can conclude that:

- It's necessary to have a sequence of the knowledge ordered so children are able to develop their English skills.
- Children like to learn English language and they are interested to get new knowledge as much as possible even if the teacher gives the appropriate resources.
- Children like to do tasks and activities by themselves so they can practice not only in classroom but at home.

Recommendations:

- Put into practice this Didactic Guide that has different and motivational techniques at the moment to learn English.
- Design a Didactic Guide was the main purpose that's why as a result of it, this guide contents lots of activities thought to increase children's attention.
- Encourage children to follow studying at home by listening to music, watching tv or movies in English, singing songs and others.

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