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ACADEMIC UNIT OF ADMINISTRATIVE AND
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ENGLISH CAREER

THESIS DEGREE

THEME:

**“THE ENGLISH TEACHING-LEARNING PROCESS THROUGH
SOCIAL STUDIES ACCORDING TO THE LAST CURRICULUM
UPDATING FOR STUDENTS OF FOURTH YEARS OF BASIC AT
“ANA PAEZ” PRIMARY SCHOOL DURING ACADEMIC CYCLE
APRIL 2015- AUGUST 2015.”**

Thesis submitted previous obtaining the Sciences of Education Degree with Major in the English language.

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RESPONSIBILITY

The criteria said in this present investigation “THE ENGLISH TEACHING-LEARNING PROCESS THROUGH SOCIAL STUDIES ACCORDING TO THE LAST CURRICULUM UPDATING FOR STUDENTS OF FOURTH YEARS OF BASIC AT “ANA PAEZ” PRIMARY SCHOOL DURING ACADEMIC CYCLE APRIL 2015- AUGUST 2015. ” are the authors responsibility.

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As a director of this investigation work about:

THE ENGLISH TEACHING-LEARNING PROCESS THROUGH SOCIAL STUDIES ACCORDING TO THE LAST CURRICULUM UPDATING FOR STUDENTS OF FOURTH YEARS OF BASIC AT “ANA PAEZ” PRIMARY SCHOOL DURING ACADEMIC CYCLE APRIL 2015- AUGUST 2015.”, of MAIRA FERNANDA ALMACHE ALENCASTRO and MYRIAM PAULINA CHILUISA CHILUISA applicants of the English career, I consider this investigative report contains the methodological and scientific requirement, those are enough to be evaluated by the thesis validation court that Honorable Academic Board from the Academic Unit of Administrative and Humanistic Science designs for its own study and qualification.

Latacunga, 12 de abril del 2016

PHD. Olga Lorena Gonzalez Ortiz

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En calidad de Miembros del Tribunal de Grado aprueban el presente Informe de Investigación de acuerdo a las disposiciones reglamentarias emitidas por la Universidad Técnica de Cotopaxi, y por la Unidad Académica de Ciencias Administrativas y Humanísticas; por cuanto, los postulantes: **ALMACHE ALENCASTRO MAIRA FERNANDA AND CHILUISA CHILUISA MYRIAM PAULINA** con el título de tesis: **“THE ENGLISH TEACHING-LEARNING PROCESS THROUGH SOCIAL STUDIES ACCORDING TO THE LAST CURRICULUM UPDATING FOR STUDENTS OF FOURTH YEARS OF BASIC AT “ANA PAEZ” PRIMARY SCHOOL DURING ACADEMIC CYCLE APRIL 2015- AUGUST 2015.”** han considerado las recomendaciones emitidas oportunamente y reúne los méritos suficientes para ser sometido al acto de Defensa de Tesis.

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Maira –Paulina

DEDICATORY

This thesis work “a social studies booklet into the teaching learning process” is dedicated for all students and teachers who are learning or teaching into English field, this booklet is a guide and it is the most relevant tool for teaching foreign language creating a better educative process in the acquisition of social studies vocabulary.

For them my sincere respect.

Maira – Paulina



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ABSTRACT

The English teaching – learning process and the Social Studies subject plays an important role in the training of students, focus in this aspect, this research work was conducted at "Ana Paez" Educative Unit, with students of fourth year of basic education. That is why, it is necessary to use a methodological tool that allows integrating both Social Studies and English subjects. The objective is to increase the Basic English vocabulary in the teaching – learning process through creative activities and innovative exercises applied to social studies subject. In fact, the practical contribution will be based on the use of a Social Studies booklet that includes five units which are formed with various topics and subtopics which it will facilitate the learning and reinforce of four skills. Furthermore, teachers would realize an interesting class because the teacher could combine two important subjects such as Social Studies and English language learning.

Key words: Booklet, teaching-learning process, Social Studies subject, methodological tool



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RESUMEN

El proceso de enseñanza- aprendizaje del idioma Inglés y la asignatura de Estudios Sociales ocupan un lugar importante en la formación de los estudiantes, enfocados en este aspecto, el presente trabajo de investigación se realizó en la “Unidad Educativa Ana Paez”, con los estudiantes de cuarto año de Educación Básica.. Por este motivo, es necesario usar una herramienta metodológica que permita integrar las asignaturas de Estudios Sociales e Inglés a la vez, el objetivo es incrementar vocabulario básico en inglés dentro del proceso de enseñanza- aprendizaje mediante actividades innovadores y ejercicios creativos relacionados a la asignatura de Estudios Sociales. El aporte práctico se basara en el uso de un folleto que incluye cinco unidades las cuales están conformadas con sus respectivos temas y subtemas las mismas que facilitaran el aprendizaje y reforzamiento de las cuatro habilidades, mientras que los profesores podrán realizar una clase interesante para el aprendizaje de las asignaturas del idioma Inglés y Estudios Sociales.

Palabras Claves: Folleto, Proceso de Enseñanza- Aprendizaje, Inglés, Estudios sociales, Herramienta Metodológica

INTRODUCTION

The teaching of English has become one of the greatest challenges for teachers. Due to they have in their hands the responsibility to teach and develop a foreign language which is considered difficult for students. Therefore, the emergence of new methodological strategies offers teachers a variety of tools such as booklets. In fact, it is necessary to create alternatives that contribute to improve the knowledge and the formation of the students

The use a booklet in class is a very important tool inside the teaching- learning process, so teachers have to facilitate activities that awake student's interest for learning English and Social Studies Subjects.

The principal goal of this research work is to increase the Basic English vocabulary in the teaching – learning process, through creative activities and innovative exercises applied to social studies subject.

The present work is organized in three chapters in the following way. In the first chapter refers the fundamental categories like Education, Pedagogy, English teaching learning process, curricular reinforcement of social studies and booklet with their subtopics respectively. Besides, this chapter analyzes the contents that support the purpose theoretically.

The second chapter is conformed a brief historical review, analysis and comparison of results applied for fourth years at “Ana Paez” Educative Unit. Moreover, this chapter contents conclusions and recommendation according survey's answers.

Finally, the third chapter integrates the proposal design, the importance, justification, foundations, objectives and proposal description. In addition, the proposal includes pictures, exercises and instructions for design each activity. At the end of third chapter there is the bibliography and appendices.

GENERAL INDEX

FRONT PAGE.....	i
RESPONSIBILITY	ii
THESIS DIRECTOR' ENDORSEMENT	iii
GRADUATION COURT'S ENDORSEMENT	iv
ACKNOWLEDGEMENTS	v
DEDICATORY	vii
ABSTRACT.....	vii
INTRODUCTION	ix

CHAPTER I

BACKGROUND	1
MAIN CATEGORIES	3
1. THEORETICAL FRAMEWORK.....	4
1.1. EDUCATION	4
1.1.2. Importance of Education	5
1.1.3. Types of Education.....	5
1.1.4. Education in Ecuador.....	6
1.2. PEDAGOGY	7
1.2.1. Pedagogy Definition	7
1.2.2. Functions of Pedagogy	7
1.2.3. Types of pedagogies	9
1.2.4. Didactic.....	11
1.2.3.1. Types of Didactic.....	11
1.3. TEACHING-LEARNING PROCESS	12
1.3.1. Teaching	12
1.3.2. Learning.....	13
1.3.3 English Teaching Methods	13
1.3.4. Techniques for teaching English language	16
1.3.5. Strategies for Teaching English Language	16
1.3.6. Styles of learning	18

1.4. CURRICULAR REINFORCEMENT OF SOCIAL ESTUDIES	18
1.4.1. Social Studies Definition	19
1.4.3. Objective of the New Curriculum Reform	20
1.4.4. Purpose of the New Curriculum Reform	20
1.4.5. Importance of Social Studies Area	20
1.4.6. The Learning Axes	21
1.4.7. Skills With Performance Criteria	21
1.4.8. Output Area Profile	21
1.4.9. Educative Area Objectives	22
1.4.10. Educative Objectives According To The Fourth Year Of Basic Education	23
1.4.11. Precisions for Teaching and Learning	24
1.4.12. Essential Indicators Evaluation	24
1.5 BOOKLET	25
1.5.1. Definition.....	25
1.5.2. Importance of the booklet.....	26
1.5.3. Booklet features:.....	26
1.5.4. Types of Booklets.....	27
1.5.5. Steps to Design a Booklet.....	28

CHAPTER II

2.1. BRIEF HISTORY ABOUT ANA PAEZ EDUCATIVE UNIT	31
2.2. DATA COLLECTION TECHNIQUES AND INSTRUMENT	33
2.3. ANALYSIS AND INTERPRETATION OF RESULTS APPLIED TO STUDENTS OF FOURTH YEAR AT “ANA PAEZ” EDUCATIVE UNIT	34
2.4. ANALYSIS AND INTERPRETATION OF RESULTS APPLIED TO ENGLISH TEACHERS AT “ANA PAEZ” EDUCATIVE UNIT	44
2.5. CONCLUSIONS AND RECONMENDATIONS	52

CHAPTER III

3.1. IMPORTANCE.....	54
3.2. JUSTIFICATION.....	55
3.3. FOUNDATIONS	56

3.3.1. Scientific Foundation.....	56
3.3.2. Methodological Foundation.....	56
3.3.3. Physiological Foundation	57
3.3.4. Pedagogical Foundation	57
3.4. OBJECTIVES	58
3.4.1. General.....	58
3.4.2. Specifics.....	58
3.5. PROPOSAL DESCRIPTION	58
CONCLUSIONS	184
RECOMMENDATIONS	184
BIBLIOGRAPHY	185
ANNEXES	189

CHARTS INDEX

Chart N.- 1.....	34
Chart N.-2	35
Chart N.-3.....	36
Chart N.-4.....	37
Chart N.-5.....	38
Chart N.-6.	39
Chart N.-7.....	40
Chart N.-8.....	41
Chart N.-9.....	42
Chart N.-10.....	43
Chart N.-11.....	44
Chart N.-12.....	45
Chart N.-13.....	46
Chart N.-14.....	47
Chart N.-15.....	48
Chart N.-16.....	49

Chart N.-17.....	50
Chart N.-18.....	51

GRAPHICS INDEX

Graphic N.-1	34
Graphic N.2.....	35
Graphic N.-3.....	36
Graphic N.-4.....	37
Graphic N.-5.....	38
Graphic N.-6	39
Graphic N.-7.....	40
Graphic N.-8.....	41
Graphic N.-9.....	42
Graphic N.-10.....	43
Graphic N.-11.....	44
Graphic N.-12.....	45
Graphic N.-13.....	46
Graphic N.-14.....	47
Graphic N.-15.....	48
Graphic N.-16.....	49
Graphic N.-17.....	50
Graphic N.-18.....	51

CHAPTER I

BACKGROUND

In Latin America, there are not many researching works about use of Social Studies booklets in English. However, there is an educational institution which have developed a social studies booklet to fortify the English teaching learning process in the classroom, it was applied at “Thomas CE” High School located in Pamplona-España. Which permit to improve reading skill in students of third and fourth course of secondary education.

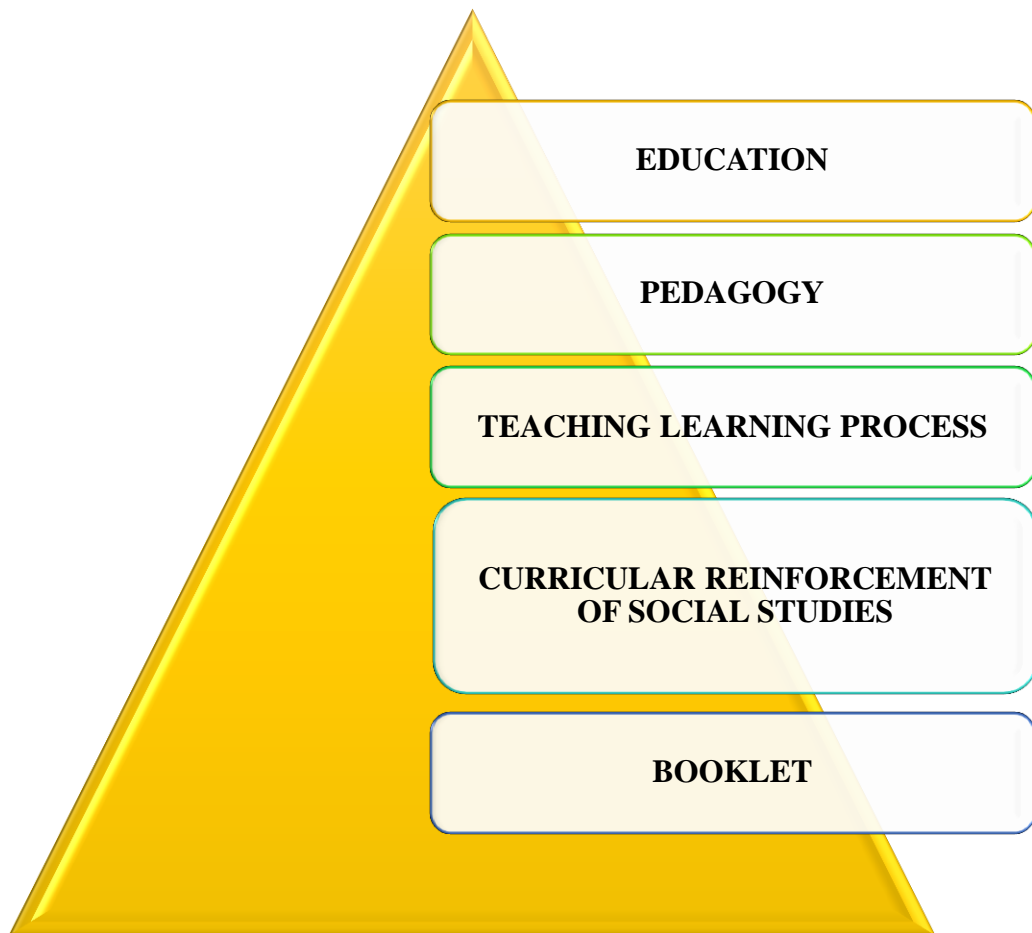
In this institution, students have serious problems with reading skill not only in English area, in other areas of knowledge too. This problem was because the lack of implementation of new methodological tools. That is why, Thomas CE” High School realized the booklet in social studies field which permitted that students develop teaching-learning process.

This study enables teachers and researchers to have a tool which facilitate the teaching-learning process in reading skill referring to English and social studies areas.

The booklet will use different strategies for teaching and second language through social studies subject. With this research is feasible to obtain good results by means of improving the development of four skills. In addition, it involves exercises and fun activities.

Finally, the importance of English teaching is an ineludible necessity for everybody. In this context, learning through social studies field wants to catch the total attention of all learners due to the teaching- learning process has not been well-developed with traditional methodologies.

MAIN CATEGORIES



1. THEORICAL FRAMEWORK

1.1. EDUCATION

Education is a process that helps people to acquire and transmit knowledge in order that pupils could develop their own reasoning and judgments. Moreover, it is considered a necessity for solving society problems.

DEWEY John (2010) said “Education is the process of living through a continuous reconstruction of experiences. It is the development of all those capacities in the individual which will enable him to control his environment and fulfil his possibilities”. Pag. 12

According to the researchers’ point of view, Education promotes skills related of solving problems, independent learning and the ability to make decisions. That is why, experiential learning is a very useful tool. Further, experiential learning focuses on the learning process for the individual. So, education is an act of explore and discover.

MACKENZ Alexander (2008) expressed that “Education is a process in which knowledge, character and behavior of the young are shaped and molded”. Pag.7.

Education is accepted as the transmission of knowledge from one person to another in order to acquire certain formation in the society in which they belong to. Moreover, the human being is in a process of education constantly. In fact, the man is a true sponge because he obtains information previously learnt and with all things that he interacts.

1.1.2. Importance of Education

Education is required in all directions to achieve better levels of social welfare and economic growth because it helps to balance economic and social inequalities to access higher levels of employment. In addition, elevates the cultural conditions of the population on order to expand opportunities for all people.

Education always has been important for development of society, but it has acquired greater relevance in today's world due to the rapid advancement of science and its applications, as well as the rapid development of the media and information technologies.

Additionally, the importance of education is essential for every people because education has a positive effect on human life. In fact, it facilitates to maintain the essence of the culture and customs, helping people to take good decision for improving their lives.

1.1.3. Types of Education

- **Formal Education**

A formal education is the process of training and developing people in knowledge, skills, mind and character in a structured and certified program. Besides, is important to point out that formal education includes primary education, secondary education, higher education and professional training. All these educative levels have to perform many requirements for imparting the knowledge in the classroom.

- **Non-Formal Education**

Non-formal education is focused as the learning that is not offered by educational institutions or training which normally does not lead to certification. However, non-formal education is given in those contexts in which exists an opportune

planning of teaching-learning experiences, these occur outside the scope of the obligatory schooling.

1.1.4. Education in Ecuador

Education in Ecuador is considered as one of the most important issues for the development of this country because it helps to increase people economy. In fact, in recent years the percentage of young and children that attend to educative institutions is very high due to some changes and reforms have been implemented to transform the situation inside Ecuadorian schools.

Furthermore, the infrastructure for education process is very strong and it permits to impart the subjects in the best way considering distances and economic conditions of students.

Nowadays, the primary and secondary education was extended to 13 years in total, and made compulsory from age 5. The system comprises 3 types of education: Initial Education, General Basic education (EGB) and General Unified education (EGU). All pupils take the same subjects for the first 10 years. Differentiation takes place starting from the 11th school year. Pupils can attend either private or public institutions.

In addition, in Ecuador the primary and secondary education systems are currently in a transition period. The reforms have been established by law, and will be gradually introduced to each region. For primary and secondary education the academic year is currently divided into 5- month periods and runs from April to February or from September to July, depending on the educational region. In fact, the most significant acts are that sets out the reforms in primary and secondary education.

1.2.1. PEDAGOGY DEFINITION

C Watkins and P Mortimer (1999) define that “pedagogy as any conscious activity by one person designed to enhance the learning of another”. Pag. 3

Researchers conclude that, it is the act of teaching through techniques and methods oriented to educational practice ways of thinking and models, which constituent an important element for learning and teaching. In fact, the pedagogy consists of the educational work in order to improve the learning of learner.

BERNSTEIN Leonard (2003) says that “Pedagogy is the act of teaching together with its attendant discourse. It is what one needs to know, and the skills one needs to command in order to make and justify the many different kinds of decisions of which teaching is constituted”. Pag.259

Pedagogy is a constant interaction between both teacher and student in order that learners can develop their skills in a free-way. Besides, is necessary that teacher know which are weaknesses and strengths to solve problems according the daily life

1.2.2. Functions of Pedagogy

In the education the pedagogy has served to systematize teaching-learning process, helping to a well-organization. Further, it supports to the best knowledge of the people who are educated and establish the better way a possible relations in the education.

Pedagogy consists in four important functions.

- **Theoretical**

The theoretical allows developing the foundations of educational policy. Besides, it permits to practice activities with teachers and students for a better understanding of the contexts. In fact, the purpose this function is as assessment methods order to identify real problems into the classroom.

- **Pedagogical**

Pedagogical theory is defined as the set of concept, definitions interrelated principles in order to helps to explain and understand the pedagogy through everything related to training, teaching and learning of the curriculum and school organization.

- **Practice**

It is the ability to introduce practical experiences giving valuable aid to teachers and students to get a better level knowledge. Besides, the purpose of teaching, at any level of the educational activity implies the transfer function as simply and clearly as possible with concepts that permit to weak up the minds in training.

- **Forecast**

It studies the development trends and perspectives of education in educative institutions. Besides, it is an instrumental process, scientific and comprehensive in which allows a previous study systematic of gathering information in order to transform, strengthen, train and develop of educate form based on the diversity of various methods and techniques.

1.2.3. Types of pedagogies

In order to be an effective teacher, one must study the science of pedagogy and its types of pedagogy. Beside, learning how to managing activities and instruction in the classroom could empower educators to facilitate the teaching- learning process that optimize the learning potential of every student. That is why there are some types of pedagogy.

Constructivism pedagogy

POKEWITZ Tomas (2003) affirms that “Learners build their own knowledge in response to sensory inputs from authentic experiences” Pag. 536

According to the constructivist approach, learners construct and interpret their individual realities based on their perceptions of experiences. Learning is regarded as a process in which the learner actively constructs new ideas or concepts based upon current and past knowledge and beliefs. In addition, constructivism is developed in the human being when information comes into contact with existing knowledge that had been generated from previous experiences.

Cognitivist pedagogy

PIAGET Jean (1896) mentions that “Children construct an understanding of the world around them, experience discrepancies between what they already know and what they discover in their environment” Pag. 49

It is used to change the behavior as indicators for processes within a learner's mind through teaching and learning based on cognitive and constructivist learning. This theory helps the construction and retention of new concepts and skills, it is most effective if the learning content is associated with creativity and emotionally distinct experiences. In addition, the learning happens when an individual constructs concepts that lead to changes in the existing knowledge.

Critical pedagogy

FREIRE Paulo (2004) defines that “Critical pedagogy is a teaching method that aims to help in challenging and actively struggling against any form of social oppression and the related customs and beliefs” Pag. 122

It is a form of education in which students are encouraged to resolve problems or common notions of meaning to form their own understanding about they learn. One of the central ideas of this teaching method is that students are able to build their own meaning when learning. Besides, teachers should facilitate that process was significant for students. It includes relationships between teaching and learning.

Traditional pedagogy

SKINNER B (1984) indicates that “the learners depend on the teacher who directs what, when, how a subject is learned and tests what has been learned” Pag. 44

In this pedagogy, the teacher is the center of the teaching-learning process, he is considered the transmitter of the information about learned knowledge. The teacher is based on the predominance of authoritarian while the student is passive. It is one in which the students’ knowledge are learned and taught without any innovations or strategies where the student is not reflective, critical or analytical that is why there is not a significant learning.

1.2.4. Didactic

WILEY John (2010) Defines didactic as “a discipline of pedagogical nature that focuses on the teaching goals and compromise with the aim of better human begins through the understanding and permanent change of the social communicative developments, and the receiving and appropriate growth of the teaching and learning process.” Pag. 7

Didactics is part of the pedagogy that studies the techniques and teaching methods allowing analyze and design of schemes and plans to capture the bases of every educational theory. In addition, is a science of the education which study is immersed in the teaching – learning process with the purpose of get the intellectual training.

1.2.3.1. Types of Didactic

It is used to teach or guide through creative skills which involves not only the students, but the teacher as well in the learning process, generating significant lessons to be applied on a daily basis that is why there are tree important types

- **General didactic**

General didactics is the most abstract. It is not bound to a concrete and specific teaching situation, but is focused on teaching and learning situations in general. It involves the basis norms of group-organization and personal orientation.

- **Special didactic**

Special didactics has a higher specification. Here didactics are designed and applied in certain types of schools or educational institutions. Preschool education, for instance, will have different didactics than adult education and special education. Study didactic forms.

- **Subject didactics**

Finally, subject didactics is connected to a specific subject or subject area. The didactic theory at the highest level of specification used to illuminate problems concerning the selection of content and implementation of teaching a specific subject. Subject didactics is considered to have the potential to develop learning and teaching processes in schools. The student and the content are focused. In the formation of subject didactic knowledge takes place in both a professional and scientific context.

1.3. TEACHING-LEARNING PROCESS

The teaching-learning process is based on the cognitive activity of students under the guidance of the master for the domain of knowledge and skills in a specific social environment. In addition, the teaching-learning process is conceived as the space in which the main protagonist is the student and the teacher meets a role of facilitator of the learning process.

1.3.1. Teaching

MARRISON H (2004) expresses that “teaching as a process of interaction between the teacher and the students”. Pag. 102

The researchers agree with the author because students acquire knowledge sequentially from teachers. That is why, teaching is the process of showing something that is unknown to a person or group of people, this connection between teacher and students is important because it permits to develop a good environment in class. Moreover, the process of education occurs in a best way when these elements work together. Any of these elements are isolated and each one depends from another

1.3.2. Learning

TYLER R (1944) mentions that “learning is a progressive change process from the ignorance to the knowledge, from the incapacity to the competence, from the indifference to the comprehension”. Pag. 56

Researchers concluded that learning is the reception and assimilation of the transmitted knowledge in which people knowing, acquiring habits, developing skills, attitudes and ideals. Generally this learning comes from a teacher or guide.

In addition teaching learning process involves both teacher and student in order to transmit and receive specific information. In fact, the teacher play an important role in this process because he must stimulate, guide and control the learning. So that, learner is conscious, active and participant in the process.

Besides, the teaching learning process inside or outside the classroom is considered the central part for establishing the connection among all the participants into the educative process.

1.3.3 English Teaching Methods

There are several methods of teaching English to students who are learning the language for the first time, each one with their own unique pros and cons.

Depending on the teaching situation, setting, and resources available, any one of these English teaching methods could be right for you and your students.

- **The grammar translation method**

The grammar translation method instructs students in grammar, and provides vocabulary with direct translations to memorize. Most instructors now acknowledge that this method is ineffective by itself. It is now most commonly used in the traditional instruction of the classical languages.

The objective is that by the time they leave college, the pupil controls the tools of the language which are the vocabulary, grammar and the orthography, to be able to read, understand and write texts in various contexts. The teaching of grammar examines the texts, and develops awareness that language constitutes a system which can be analyzed.

- **The Direct Method**

The direct method operates on the idea that second language learning must be an imitation of first language learning, as this is the natural way humans learn any language - a child never relies on another language to learn its first language, and thus the mother tongue is not necessary to learn a foreign language. In fact, this method places great stress on correct pronunciation and the target language from outset. It advocates teaching of oral skills at the expense of every traditional aim of language teaching.

Besides, all teaching is done in the target language, grammar is taught inductively, there is a focus on speaking and listening, and only useful 'everyday' language is taught.

- **Total Physical Response (TPR)**

Learners will learn better if stress to produce language is reduced. Learners like children learn from responding to verbal stimulus. Moreover, this method is an example of the comprehension approach to language teaching. Listening serves has two purposes. First a means of understanding messages in the language being learned, and a means of learning the structure of the language itself.

- **Suggestopedia Method**

In this method the teacher is seen as the engine of the machine suggestopedia. It attaches great importance to verbal and nonverbal elements in the classroom as well as: intonation of voice, body movements, orientation and creating dynamic exercise play a role in this learning process creating positive stimulus between students and teachers.

- **Audio-lingual method**

The audio-lingual method is a style of teaching used in teaching foreign languages. In this case humans could be trained through a system of reinforcement. The correct use of this method would receive positive feedback while incorrect use of that would receive negative feedback.

In other words, the audio-lingual method is related to students should be taught a language directly, without using the students' native language to explain new words or grammar in the target language. However, unlike the direct method, the audio-lingual method did not focus on teaching vocabulary. Rather, the teacher encourages students in the use of grammar.

1.3.4. Techniques for teaching English language

According to researchers the techniques draw from scientific investigation aimed to improve the subjects' level of awareness and understanding of the information present. The techniques must be specifically directed to the particular audience or group since they will reinforce the material present. Thus, it is an equal exchange between the receivers and the presenters.

- **Repeat and Re-phrase:**

The repeat and re-phrase technique is effective in classrooms because a student may know different vocabulary words and know someone that the teacher is using. By using this technique the teacher exposes the student to new vocabulary that could be associated with the old to acquire a meaning.

In addition, the student benefits by both the repetition, as the source of learning new vocabulary, and the use of old vocabulary to form a re-phrased question in order to acquire a new and better understanding of the English language.

Visual resources, maps, pictures

Visual resources are effective because they may provide students with a better grasp of the concept than any other word. Using visual resources they can understand the relationship between the two and easily grasp the new word or concept. In addition, these types of techniques improve the classroom and keep interest.

It is easy for a language class to become dull with repetition and writing. With implementation and the use of various visual and audio aides the class could remain focused and entertainment.

1.3.5. Strategies for Teaching English Language

Teaching and learning strategies are instruments that the teacher uses to contribute to the implementation and development of students skills in the class in order to get a correct teaching learning process.

The principal teaching strategies are

- **Function**

Functions are the purposes of communication. This includes social conversations, jokes, and inquiry.

- **Form**

This refers to the structure of the English language such as grammar, sentence structure, and syntax. These are used as building blocks.

- **Fluency**

Fluency is the ease in speaking the language. English language learners need ample amount of time just practicing speaking English in order to become fluent.

- **Vocabulary**

The development of a wide and varied vocabulary is essential. Research shows that English language learners should be taught key vocabulary, or brick words, prior to a lesson in order to assist them in their language development. For example, with any concept that is taught, it is advisable to include new words that will make the content more comprehensible to the learner.

1.3.6. Styles of learning

- **Visual**

This style consists in learn looking objects as pictures, diagrams, videos or demonstration. Some students is easier to look at charts and graphs, but they may have difficulty focusing while listening in an explanation.

- **Audio**

It is referred to listen a lecturer, a tape, a sound file and follow verbal instructions. Besides, they get specific information about something related to class. However, other noises may become a distraction resulting in a need for a relatively quiet place.

- **Read/Write**

It consists in reading instructions, making lists and taking notes when learning. It is important to pay special attention to textbook glossaries better yet because it permits to understand much better the content in order to rewrite a definition or describe a concept in your own words.

1.4. CURRICULAR REINFORCEMENT OF SOCIAL ESTUDIES

1.4.1. Social Studies Definition

NATIONAL COUNCIL OF THE SOCIAL STUDIES (1994) adopted the following definition “Social studies is the integrated study of the social sciences and humanities to promote civic competence inside the school program”. Pag.23.

According to the researchers Social studies is the interdisciplinary integration of social science and humanities concepts for the purpose of solving problems and making decision for developing citizenship skills on critical social issues. Furthermore, social studies promotes civic competence. Within the school program the functioning of society and usually made up of courses in history, government, economics, civics, sociology, geography, and anthropology.

1.4.2. New Curriculum Reform

According to, updating and Strengthening Curriculum (2010) “on the basis of these results. It created the updating and strengthening curriculum General Basic Education, which came into force from September 2010 in the Sierra regiment, and from April 2011 in the Coast regiment.

Currently, there are curricula of first grade of primary school and the subjects of Natural Environment and Social, language and literature, mathematics, social studies, science, physical education and English”.Pag. 20

Updating and strengthening curriculum is based on different theoretical and methodological concepts in particular the critical pedagogy fundamentals that focus on students as main protagonist to acquire new knowledge, and human development, within various methodological structures of learning in order that it curricular reform achieve its goals is necessary that teachers are training in a correct way.

1.4.3. Objective of the New Curriculum Reform

The Ministry of education has as main objective implementing information systems that consider the components of training, management, school regime, pedagogical accompaniment, regulation. It promotes an education integration which links the levels of preschool, primary and secondary.

1.4.4. Purpose of the New Curriculum Reform

The purpose is the improvement of the education quality, with more specific guidance on the skills and knowledge of each area in order to develop methodological proposals of how to carry out teaching and learning, as well as the accuracy of evaluation indicators in each of the years of basic education. It is accompanied by a solid preparation of teachers. In addition, it will support in permanent monitoring for the authorities of the various educative institutions.

1.4.5. Importance of Social Studies Area

The set of social studies in the Basic Education have as aim offer students an overview of the society where they live. Its location and development in space, their origin and historical evolution, its role in the framework of the geography and the history of the world, especially in Latin America. Social studies is focused on developing skills which will enable students to deal with other fields of learning.

The social sciences are very important in the world, studying them could see and understand all the changes that have occurred in society through the years. In fact, social sciences study existing problems of a society and could offer an efficient way of solving them and help to improve the quality of life of a community or society in general.

Furthermore, the area of social sciences promotes positive conduct and social changes, permitting that people are aware and analyze their reality rigorously. At the same time is interested in their social problems as environment, assuming a critical and tolerant behaviour, above all conscientious social, ethical and moral values that presents their reality.

1.4.6. The Learning Axes

The axes give meaning to the Organization of content. These are routed to knowledge, the practice of life in society. They are divided into four axes. The good life; Local identity as to be Ecuadorian, Latin American and global , Responsible Citizenship and The unity in diversity.

1.4.7. Skills With Performance Criteria

In the social studies area these skills are focused into the macro- skills present in the new curriculum reform and are the follow

- Spatial location
- Temporary location
- Collection and assimilation of information
- Social interaction
- Creative application of knowledge.

The macro-skills involve the skills that the students must be dominate at the end of basic General education. They are also directed to the contents of the area wich are focus on identity, the good living and responsible citizenship.

1.4.8. Output Area Profile

Each one of performance skills involved to one or more of the macro-skills which are oriented to the achievement of the output area profile in particular and the general basic education.

Students will be able to :

- Valuing cultural and national identity as well as symbols and values that characterize the Ecuadorian society.
- Understanding the tentative, and provisional nature of our knowledge about the facts of the past.
- Demonstrating a logical, critical and creative thinking in the analysis of the historical, social and political problems.
- Relating with others and their environment as humans responsible, careful and proactive.
- Interpreting and value the behavior of society and its relation with the geographical environment, at different times of humanity, in the projection Ecuador, Latin America, and the universe in general.
- Using critical historical to interpret and understand reality Ecuadorian, Latin American, and world.

1.4.9. Educative Area Objectives

Educational objectives of the area are focused on get a comprehensive performance to be achieved in the study area during all the process of basic education.

The objectives are the following

- To nalyze the colective and indivudual performances of the past in the country since its inception to the present day.

- To establish links between the past and the present in different geographical locations.
- To associate different reality geographics in cultural realities, social problems and cultural expressions.
- To create identity in people at various levels of knowledge and valuing their cultural and geographic particularities.
- To get sufficient information on the rights and obligations of citizens.
- To establish responsibilities, the natural environment, public space and democracy.
- To locate on maps the main regions, cities, and geographic features of the Ecuador.

1.4.10. Educative Objectives According To The Fourth Year Of Basic Education

The educational objectives of the year expressed the highest aspirations to achieve the educational process. They have the same structure as the objectives of the area

- To identify the Earth planet inside its context.
- To characterize Ecuador in its physical and natural spaces.
- To analyze the characteristics of the Ecuadorian inhabitants.
- To recognize the rights granted to children and teens and provide awareness of their duties.

- To contrast the human diversity of the Ecuador provinces.
- To analyze geographical, political, administrative and social characteristics of the province.

1.4.11. Precisions for Teaching and Learning.

At the end of the fourth year of basic education, students´ expected are that they acquire and reinforce spatial and temporal location notions, expand their horizons and getting social interaction, depending on their capacity to assimilate information and the creative application of knowledge.

1.4.12. Essential Indicators Evaluation

Essential indicators of evaluation are concrete evidence of the learning outcomes, specifying the essential performance students must be show. They are structured from the following way

- To describe orally the Solar system and the place that planet occupies.
- To detail the Earth planet as a living world inside the Solar System.
- To find places in maps, using the latitude and longitude geographic.
- To interpret maps representing the variety climate and richness in flora and fauna of each region of Ecuador and speak about their content.

- To explain the influence of the natural environment in the life of Ecuadorians in terms of housing, clothing, food, work.
- To describe the cultural characteristics of different social groups that is part of the Ecuadorian population.
- To describe how rights are implemented and how they carry out their duties.
- To describe rights of the authorities in the service and attention to the needs of the community.
- To explain the organization and functions of the authorities of the province to indicate their responsibility in the welfare of the province.

1.5 BOOKLET

1.5.1. Definition

HERBERT George (2006) mentions that “Booklet is a little book. Booklets come in many shapes and sizes but are generally smaller than books at 4-48 pages or so, with paper covers, and simple saddle-stitched binding. A typical booklet style is a stack of 2 or more sheets of letter size paper, folded in half. The number of pages is always”. Pag.70

The researchers agree with the author, the booklet is a term used to refer to printed objects that aim to disclose information of a different type a variety of audiences. Moreover, it may vary in design and the amount of information depending on topic. Normally, a booklet is not used to announce too much information or higher academic level except in some specific cases. In addition, a booklet is considered as a document containing systematic information orderly.

1.5.2. Importance of the booklet

Today the booklet represent one of the most effective communication tools mostly because they arrive directly in the hands of people and this explains must be clear. It is essential that they are performed in the correct way. The fundamental objective is to capture the attention and interest of those who read them.

Furthermore, the importance of the booklet is explains in detail the procedures according to specific topic. In fact, booklet is an example of a specific size paper on which is possible to work.

In addition, it is important to catch the reader attention. It is essential that the booklet has a clear message in order that people could receive a clear information.

1.5.3. Booklet features:

- The booklet seeks to create in the receiver's need to obtain the product offering describing relevant aspects of it through appellate intent.
- The booklet is usually printed in several colors making it more attractive.
- It is often accompanied some images, they enhance the interest and attention of the reading.

- Print titles and captions clear and attractive.
- Perform complete arguments. Densely explain the benefits of the product or service and to summarize them.
- Accompanying text with diagrams and photographs or drawings.

1.5.4. Types of Booklets

HOWARD Jacci (2000) says that “they are often used as brochures, catalogs, blads, and inserts for (CD booklet). Some reports, including annual reports, are essentially special purpose booklets”.Pag 34

Most of the time, the booklets are classified by their extension or the number of sheets or pages that contain them. This largely determines how information and space to be presented to other people. That is why there are some different types of booklet

Brochures

A brochure is a small leaflet that typically offers a summary of information or advertising about a product, place as a travel brochure, or service.

There is no single form or size for a brochure although the letter size tri-fold is common for brochures as well as business letters and newsletters.

Inserts

This causes the readers to devote more time to their information, so people could put much more information. They are usually small and are widely used in shops or stores to promote their products.

Flyers

They are called in this way because its dissemination is very simple, because it is delivered from hand to hand in crowded places. Due to its characteristics, they should be concise and precise, trying to take in the best way possible the little space they have.

Blad

A blad is a booklet, consist of a few sample pages or chapters of a book with a proof of the front and back covers or book jacket. It serves as a preview of the book for promotional use, reviewers, and advance sales.

Pamphlet

It is a publication that condenses accurate and can have different formats and sizes information. Originally, they are produced in pamphlets, but now this is not a rule. Most of the time, it is used to convey ideas, policies mainly due to the great impact that the format produced in the reader.

1.5.5. Steps to Design a Booklet

The correct organization of a booklet must be essential because this depends on get the reader's attention. Booklet allows that people to display specific information and motivate readers to buy this booklet. In fact, it is important to know the follow steps to make a good booklet.

Create a Plan

It is possible to choose how to do the design for a specific event or product, or perhaps need a more versatile design that may be used directly to send by physical mail, or distribute, as a response to questions that anyone may have. Whatever the

purpose the booklet needs to be designed for a specific audience for everything information, distribution, size and type of fold. It is appealing to their specific needs, wants, and tastes in general.

Format

Format options for printing a booklet include size, type of paper, fold, and a possible coating. To choose a size and a fold that allows to include all information for the purpose of the booklet.

Content

- Before thinking about the design and colors, focus the effort on the content, gather information, writing, and pictures.
- Read, include short sentences. The title should be interesting and informative to motivate readers to want to know more.

Design

Booklet formats vary, but there are some general tips to follow to design any kind.

- To keep paragraphs short, use bullets, tables to highlight important information.
- To take care of margins, and use white space to create a natural flow from one section to another.
- To include headings and sub headings to make a booklet quick and easy to read.
- The most important thing is to keep the design simple. Too many graphics, pictures or drawings too much information and make the booklet look messy and hide their message.

- Limit the number of colors to 3 or 4.
- To use each color consistently throughout the booklet. For example, a color may be used only for titles and subtitles, while another could be used only for background

CHAPERT II

2.1. BRIEF HISTORY ABOUT ANA PAEZ EDUCATIVE UNIT

The basic education “Ana Paez” school was named in tribute to Doña Ana Paez Vela. Her parents were Don Pedro Paez Endara and Maria Rosa Vela Bustamante. His father was part of the Latacunga city independence and his property was located in Salache. After his death on January 26, 1836 all his property were left to his three daughters Petrona, Ana and Mercedes. Ana and Mercedes divided into two parts; the first was given to his nephews and the second part to the foundation of “Hermanas Paez” hospital.

The Paez sisters who were virtuous sentimental and with a humanitarian spirit, they always took care for the poor class especially poor children. That is why, they created the private school where a group of elders who were teachers. They taught them to read, write and pray. Furthermore, they provided them of food and clothing.

Currently, the school Ana Paez and Manuel Salcedo have been working together as Educational Unit, in the service of children and young people of the city of Latacunga. This institution has 147 years working with children and youth. Each year, it is growing the number of students and offering better services. Currently, Ana Paez Unit Educative has nearly 1,300 students, 56 teachers and its main authorities are MSc Jimena Zambrano as Headmaster and Jazmina Leon Jara as Sub Headmaster.

Educative Unit “Ana Paez” has as vision dedicated holistically to training children and young people, linking with the community management, improving coexistence school; maintain and strengthen curricular, administrative and human talent pedagogical. Work based on a purposeful action, promoting teamwork and a sense of belonging.

In addition, its mission is dedicated to fully educate children and young people through the development of skills with performance criteria focus on human rights respect, sustainable environment and democracy based on the national curriculum and social reality

2.2. DATA COLLECTION TECHNIQUES AND INSTRUMENT

Data collection techniques allow researches systematically to collect information about object of study in this case English Teaching-Learning process thought Social Studies field.

The type of research was quantitative because in the development of research the survey was used as the instrument to collect information. For the analysis and interpretation of results was used descriptive statistic.

The survey was applied At “Ana Paez” Educational Unit to 4 English teachers and 69 students of four Basic year in order to reach a real information from the educational institution.

2.3. ANALYSIS AND INTERPRETATION OF RESULTS APPLIED TO STUDENTS OF FOURTH YEAR AT “ANA PAEZ” EDUCATIVE UNIT

1.- Do you like English?

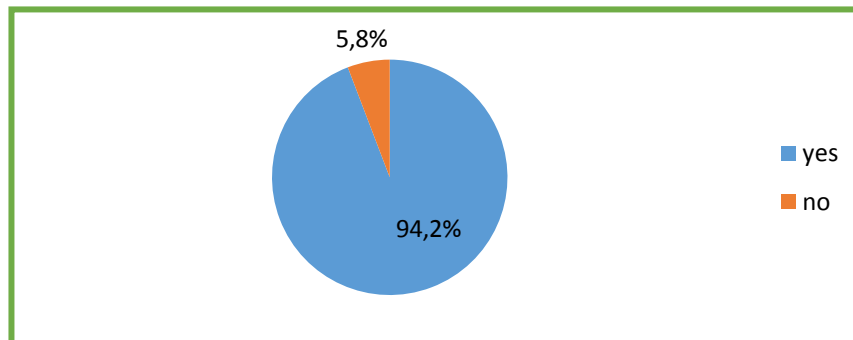
CHART N° 1

OPTIONS	# STUDENTS	PERCENT
Yes	65	94,2%
No	4	5,8%
Total	69	100%

Source: Students from ANA PAEZ School

Elaborated by: Maira Almache-Paulina Chiluisa

GRAPHIC N° 1



Source: Students from ANA PAEZ

Elaborated by: Maira Almache-Paulina Chiluisa

ANALYSIS AND INTERPRETATION

According to the data obtained, 65 students that correspond to the 94.2% mentioned that they like English. However, 4 students equivalent to 5% students say that they do not like English.

With this reference, the majority of the students like English because they are motivated to learn the language. They know the importance and indispensable that it is actually.

2.-Are the English hours good enough for learning the language?

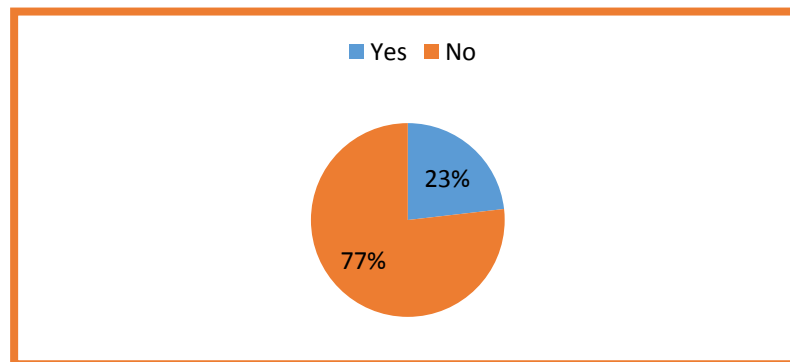
CHART N° 2

OPTIONS	# STUDENTS	PERCENT
Yes	16	23%
No	53	76%
Total	69	100%

Source: Students from ANA PAEZ School

Elaborated by: Maira Almache-Paulina Chiluisa

GRAPHIC N° 2



Source: Students from ANA PAEZ

Elaborated by: Maira Almache-Paulina Chiluisa

ANALYSIS AND INTERPRETATION

About this question, 53 students that correspond to the 76.8% revealed that English hours are not good enough. Nevertheless, 16 students represent to 23.2% students say that English hours are good enough.

As the results show, students feel dissatisfied with the hours of English that they receive because they are unable to handle the language properly. Given that, they need to practice more in order to improve their skills.

3. – Would you like to receive additional hours of English after class?

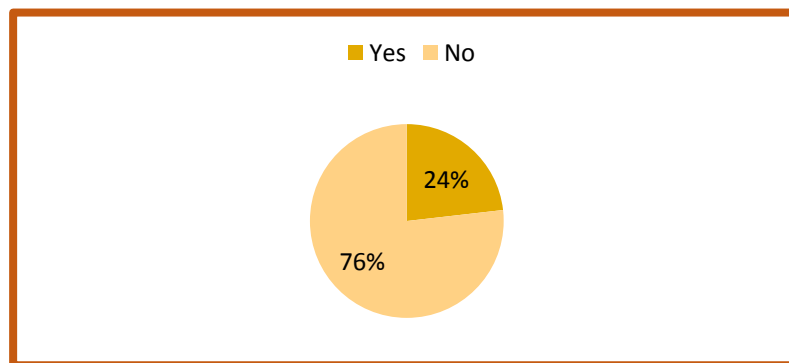
CHART N° 3

OPTIONS	# STUDENTS	PERCENT
NO	17	24%
YES	52	76%
Total	69	100%

Source: Students from ANA PAEZ School

Elaborated by: Maira Almache-Paulina Chiluisa

GRAPHIC N° 3



Source: Students from ANA PAEZ School

Elaborated by: Maira Almache-Paulina Chiluisa

ANALYSIS AND INTERPRETATION

The students' survey, 52 students that correspond to the 76% revealed that they agree to receive additional English hours after class, but 17 students correspond to 24% said that they disagree with it.

In this part of the survey, it is necessary that students receive extra hours because five hours per week set by the Government are not enough to learn the language. Moreover, it is almost impossible to develop the four skills in such a short time.

4.-How many additional English hours do you consider suitable for improving your knowledge?

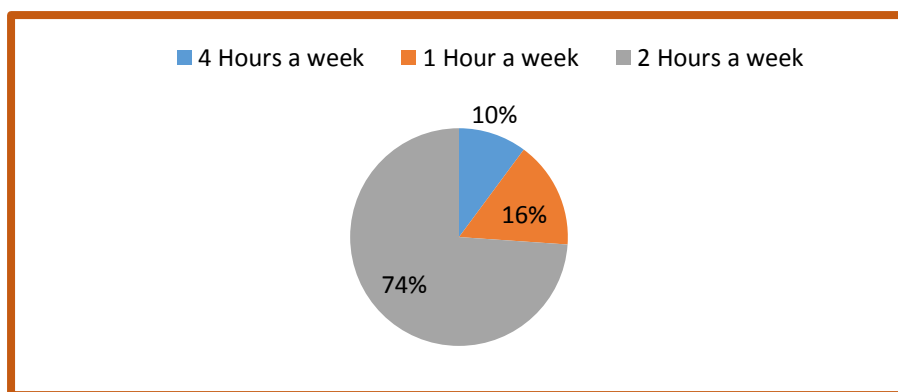
CHART N° 4

OPTIONS	STUDENTS	PERCENT
4 Hours a week	7	10%
1 Hour a week	11	16%
2 Hours a week	51	74%
Total	69	100%

Source: Students from ANA PAEZ School

Elaborated by: Maira Almache-Paulina Chiluisa

GRAPHIC N° 4



Source: Students from ANA PAEZ School

Elaborated by: Maira Almache-Paulina Chiluisa

ANALYSIS AND INTERPRETATION

According to this question, 51 students which represent 74% of the total interviewed say that they need two additional English hours to improve their knowledge, another 7 students that correspond to the 10% consider that four hours are suitable for improving their knowledge; however, 11 students which represent 16% expressed that they only need one hour per week to improve their knowledge.

Most of the students mention that two additional English hours after class are indispensable in order to improve their knowledge because language requires of much time to achieve the desired results.

5.-In your opinion, what skill is the more difficult to learn English?

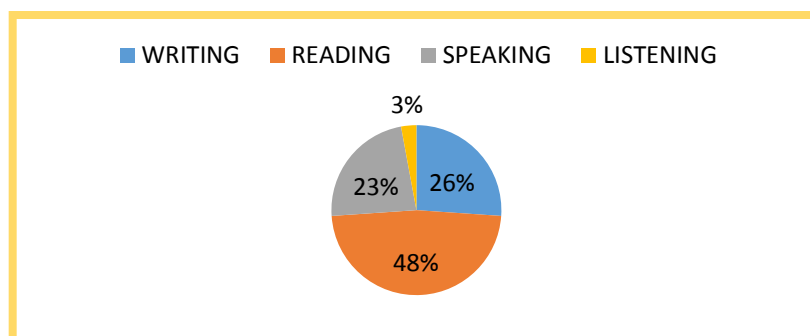
CHART N°5

OPTIONS	# STUDENTS	PERCENT
Writing	18	26%
Reading	33	48%
Speaking	16	23%
Listening	2	3%
Total	69	100%

Source: Students from ANA PAEZ School

Elaborated by: Maira Almache-Paulina Chiluisa

GRAPHIC N° 5



Source: Students from ANA PAEZ School

Elaborated by: Maira Almache-Paulina Chiluisa

ANALYSIS AND INTERPRETATION

Referring to English skills; 33 students that correspond to the 48% of students answered that reading is the more difficult to learn English, so that 18 students that correspond to the 26% said that is writing, by the way 16 students that match to the 23% mentioned that is speaking. At last; 2 students that represent to the 3% say that listening is the most difficult to learn English.

According to the results, there are a lot of students with problems in skills development; in fact, into the most difficult skills are reading and writing. That is why, it is necessary to introduce fun and interesting activities to develop reading and writing with the aim of improving them.

6. Have you ever received English in another subject?

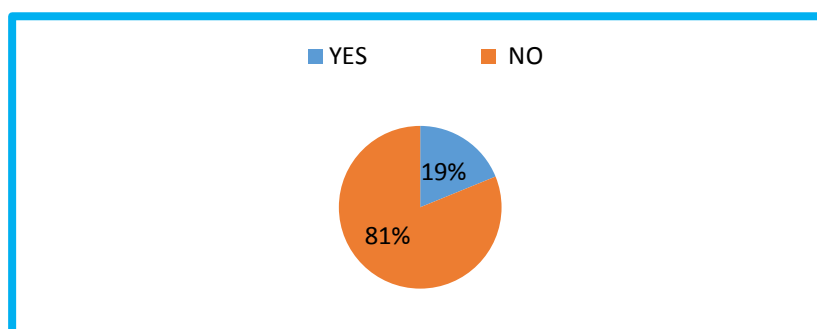
CHART N° 6

OPTIONS	# STUDENTS	PERCENT
Yes	13	19%
No	56	81%
Total	69	100%

Source: Students from ANA PAEZ School

Elaborated by: Maira Almache-Paulina Chiluisa

GRAPHIC N° 6



Source: Students from ANA PAEZ School

Elaborated by: Maira Almache-Paulina Chiluisa

ANALYSIS AND INTERPRETATION

With a reference to this question, the graphic shows that 56 students that correspond to the 81% answered that they have never received another subject in English, while 13 students correspond to the 19% say that they have received other subject in English.

Most of the students said that they have never received another subject in English due to it still has not been implemented in public institutions. So, this is something new for them and it should be used in order that students could learn English in a different way.

7. - Would you like to learn English with social studies?

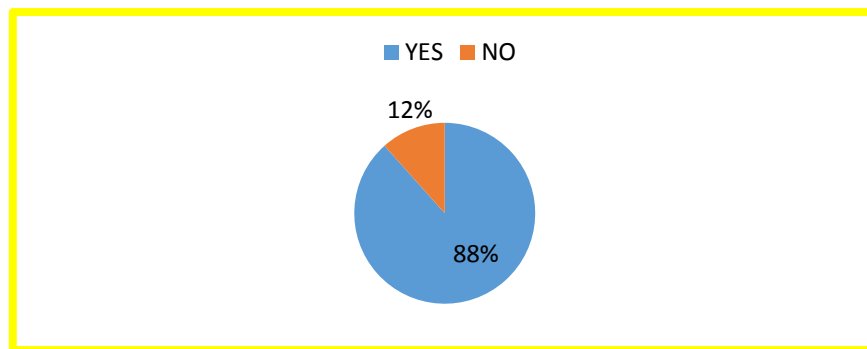
CHART N° 7

OPTIONS	# STUDENTS	PERCENT
Yes	61	88%
No	8	12%
Total	69	100%

Source: Students from ANA PAEZ School

Elaborated by: Maira Almache-Paulina Chiluisa

GRAPHIC N° 7



Source: Students from ANA PAEZ School

Elaborated by: Maira Almache-Paulina Chiluisa

ANALYSIS AND INTERPRETATION

Relating to the question, 61 students concern to the 88% revealed that they would like to learn English and social studies at the same time. Nevertheless, 8 students correspond to 12% students answered that they would not like to learn English and social studies at the same time.

According to these results, students considered that they would like to learn English and social studies at the same time because the students could increase and know new vocabulary. In the other words, it can help reinforcing their skills such as writing and reading. In addition, it is possible to know the culture and traditions of our country.

8. - What kind of resources would you like to use in class to learn English through Social Studies?

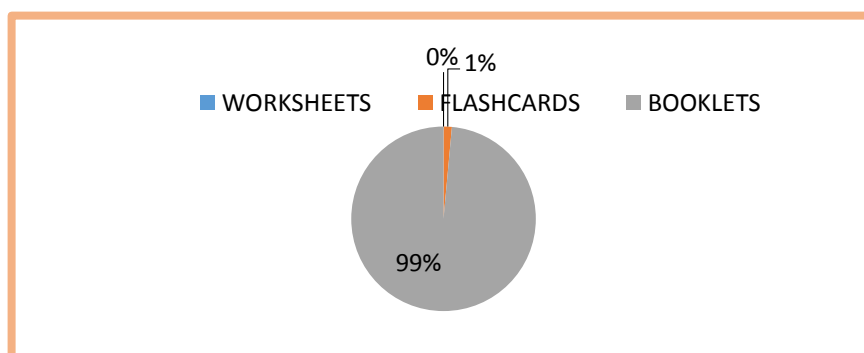
CHART N° 8

OPTIONS	# STUDENTS	PERCENT
Worksheets	0	0
Flashcards	1	1%
Booklets	68	99%
Total	69	100%

Source: Students from ANA PAEZ School

Elaborated by: Maira Almache-Paulina Chiluisa

GRAPHIC N° 8



Source: Students from ANA PAEZ School

Elaborated by: Maira Almache-Paulina Chiluisa

ANALYSIS AND INTERPRETATION

With reference to the results, students would like to use in class to learn English through Social Studies, express that use, a booklet is a good resource, 28 students concerned to the 99%, but 1 student that represent to the 1% students expressed that flashcards are resources that they would like to use in class to learn English through Social Studies.

Booklets are important resources that should be implemented in the teaching learning process because booklets are the most accessible to manage for both teachers and students. In fact, it is common to introduce fun activities related to each topic. If these kind of didactic resources are used correctly children are going to learn efficiently.

9. - Do you consider that Social Studies English Booklet could help you to improve your English level?

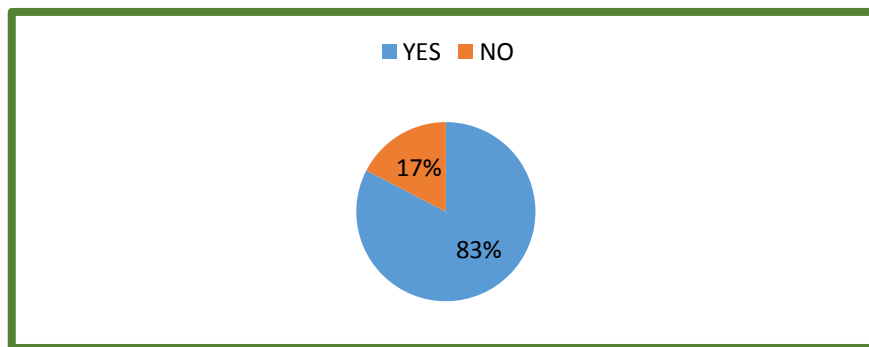
CHART N° 9

OPTIONS	# STUDENTS	PERCENT
Yes	57	83%
No	12	17%
Total	69	100%

Source: Students from ANA PAEZ School

Elaborated by: Maira Almache-Paulina Chiluisa

GRAPHIC N° 9



Source: Students from ANA PAEZ School

Elaborated by: Maira Almache-Paulina Chiluisa

ANALYSIS AND INTERPRETATION

The answer determine that 57 students that correspond to the 83% said that a Social Studies English booklet will help to improve their English, while 12 students that represent to the 17% mentioned that a Social Studies English booklet does not help to improve their English.

About if Social Studies English booklet could help to improve the English level, that is why, the Ministry of Education should implement general culture subjects in English. Given that, it would help students to relate topics for each subject and at the same time to remember and to learn in a meaningful way.

10.- Do you like to use a social studies English Booklet for your English class?

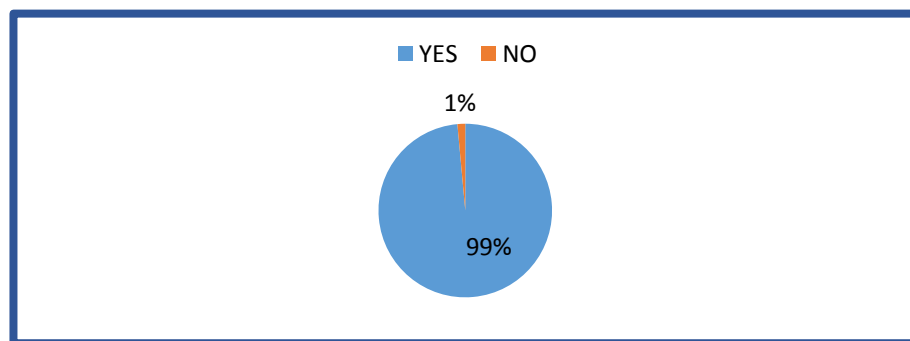
CHART N° 10

OPTIONS	# STUDENTS	PERCENT
Yes	68	99%
No	1	1%
Total	69	100%

Source: Students from ANA PAEZ School

Elaborated by: Maira Almache-Paulina Chiluisa

GRAPHIC N° 10



Source: Students from ANA PAEZ School

Elaborated by: Maira Almache-Paulina Chiluisa

ANALYSIS AND INTERPRETATION

According to the data obtained, 68 students that correspond to the 99% mentioned that they would like to use a booklet. However, 1 student that represent to the 1% student said that would not like to use a booklet.

Almost every student agrees to use a Social Studies booklet into the English class because it is a necessary tool in order to reinforce the knowledge about different information and culture of our country. Moreover, it will contribute to increase the most common skills as writing, reading, speaking and listening.

2.4. ANALYSIS AND INTERPRETATION OF RESULTS APPLIED TO ENGLISH TEACHERS AT “ANA PAEZ” EDUCATIVE UNIT

1. Do your students like English?

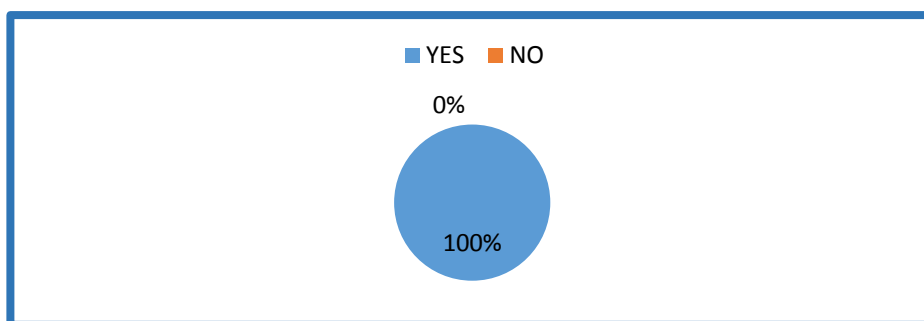
CHART N° 11

OPTIONS	# TEACHERS	PERCENT
Yes	4	100%
No	0	0
Total	4	100%

Source: Students from ANA PAEZ School

Elaborated by: Maira Almache-Paulina Chiluisa

GRAPHIC N° 11



Source: Students from ANA PAEZ School

Elaborated by: Maira Almache-Paulina Chiluisa

ANALYSIS AND INTERPRETATION

About this question, all teachers that correspond to the 100% revealed that their students like English.

From the obtained results, teachers respond that all their learners like English because they show interest about the class and they do not have any problem to participate all the time. In addition, students are aware that if they achieve a high level, it is most probable that they become successful professionals.

2.- In your opinion what are booklets?

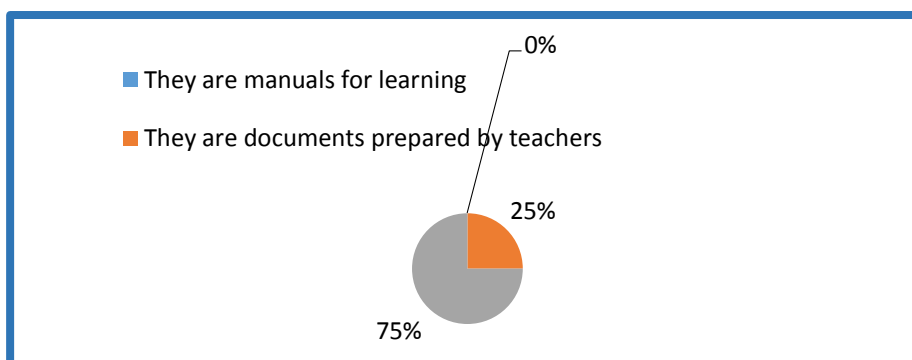
CHART N° 12

OPTIONS	TEACHERS	PERCENT
They are manuals for learning	0	0
They are documents prepared by teachers	1	25%
They are written that allow to spread and transmit information instantly	3	75%
TOTAL	4	100%

Source: Students from ANA PAEZ School

Elaborated by: Maira Almache-Paulina Chiluisa

GRAPHIC N° 12



Source: Students from ANA PAEZ School

Elaborated by: Maira Almache-Paulina Chiluisa

ANALYSIS AND INTERPRETATION

According to the results the graphic shows that 3 teachers that correspond to the 75% answered that a booklet allow to spread and transmit information instantly a Social Studies, while 1 teacher that represent to the 25% say that a booklet is a document prepared by teachers

The present question confirms that teachers know that booklets are essential support for introducing English language. In other words, this kind of resource is so useful into the teaching learning process because they permit to interact directly between teachers and students.

3. - Have you ever used a booklet in social studies to teach English?

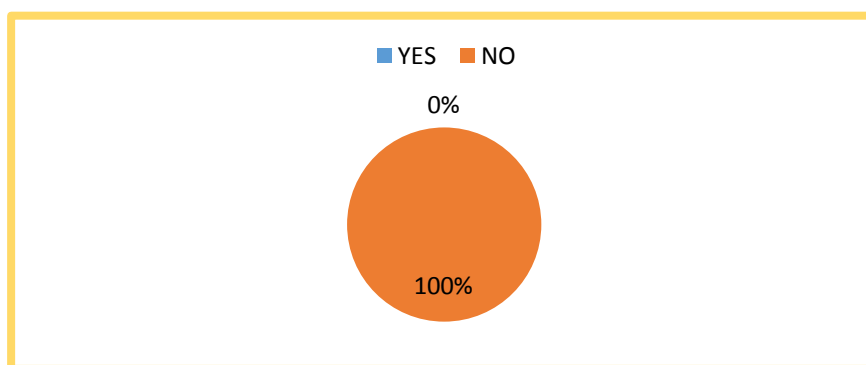
CHART N° 13

OPTIONS	# TEACHERS	PERCENT
Yes	0	0
No	4	100%
Total	4	100%

Source: Students from ANA PAEZ School

Elaborated by: Maira Almache-Paulina Chiluisa

GRAPHIC N° 13



Source: Students from ANA PAEZ School

Elaborated by: Maira Almache-Paulina Chiluisa

ANALYSIS AND INTERPRETATION

The results evidence that 4 teachers that correspond to the 100% of the total interviewed said they have never used a booklet in social studies to teach English.

According to the information provided for this survey any teachers at “Ana Paez” unit educative did not use a booklet in social studies to teach English because in the public education the Ministry of education is responsible of designing social studies and English curriculum for learning areas. Nevertheless, they consider that this would be helpful to use a social studies booklet in English.

4. - What are the benefits of using booklets in the teaching-learning process?

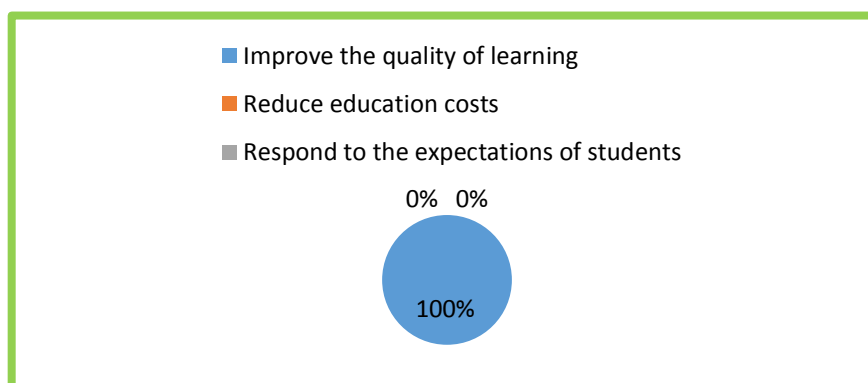
CHART N° 14

OPTIONS	TEACHERS	PERCENT
Improve the quality of learning	4	100%
Achieve an effective learning	0	0
Respond to the expectations of teaching-learning process	0	0
Total	4	100%

Source: Students from ANA PAEZ School

Elaborated by: Maira Almache-Paulina Chiluisa

GRAPHIC N° 14



Source: Students from ANA PAEZ School

Elaborated by: Maira Almache-Paulina Chiluisa

ANALYSIS AND INTERPRETATION

In this question, 4 teachers that correspond to the 100% revealed that the benefits of using booklets in the teaching-learning process improve the quality of learning.

Teachers consider that use a booklet has many benefits. Conversely, one of the most significant is to improve the quality of education because it is a very effective way of teaching. Another benefit is that the booklet contents would be mastered easily.

5.- Do you think that teaching English through social studies could improve the English skills?

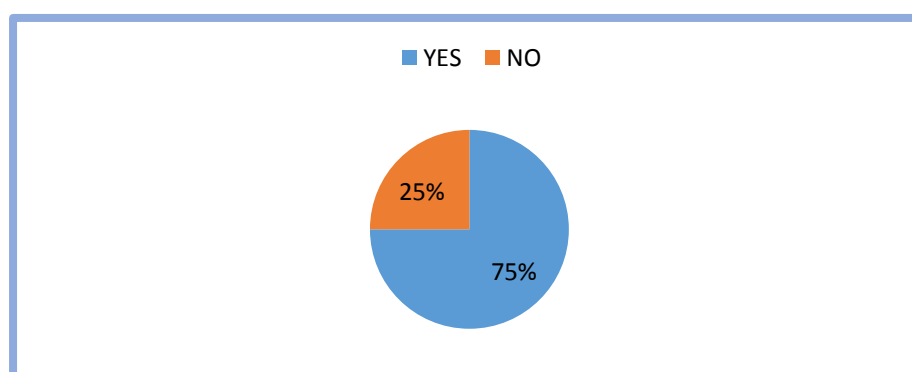
CHART N° 15

OPTIONS	TEACHERS	PERCENT
Yes	3	75%
No	1	25%
Total	4	100%

Source: Students from ANA PAEZ School

Elaborated by: Maira Almache-Paulina Chiluisa

GRAPHIC N° 15



Source: Students from ANA PAEZ School

Elaborated by: Maira Almache-Paulina Chiluisa

ANALYSIS AND INTERPRETATION

With reference to social studies could improve the English skills, the graphic shows that 3 teachers that correspond to the 75% mentioned that social studies could improve the English skills, whereas 1 teacher that represents to the 25% said that it could not help to improve the English skills.

Teachers mentioned that a Social Studies Booklet is an adequate tool in order to develop all skills using fun activities, interesting contents and exercises designed in the booklet, it is possible to contribute to the best uses of foreign language through Social Studies.

6.- In your opinion, what is the most difficult skill to develop in students?

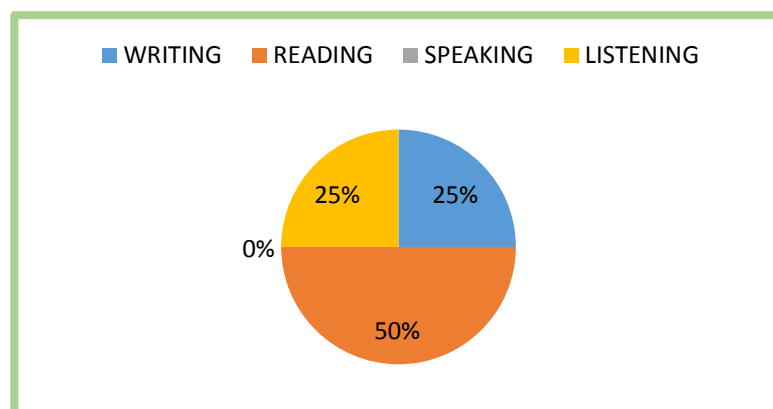
CHART N° 16

OPTIONS	TEACHERS	PERCENT
Writing	1	25%
Reading	2	50%
Speaking	0	0
Listening	1	25%
Total	4	100%

Source: Students from ANA PAEZ School

Elaborated by: Maira Almache-Paulina Chiluisa

GRAPHIC N° 16



Source: Students from ANA PAEZ School

Elaborated by: Maira Almache-Paulina Chiluisa

ANALYSIS AND INTERPRETATION

According to this question, 2 teachers that correspond to the 50% of the total interviewed said that reading is more difficult skill to develop in students, while 1 teacher that correspond to the 25% consider that writing is more difficult; however, other teacher that represent to the 25% answered that listening is more difficult skill.

Most teachers agree that their students present problems with reading, listening and writing skills because the traditional method does not permit to develop correctly English skills. That is why, the booklet should contain activities and exercises that motivate students to learn. Besides, these could focus on the skills.

7. Would you like to use an English social studies booklet to teach?

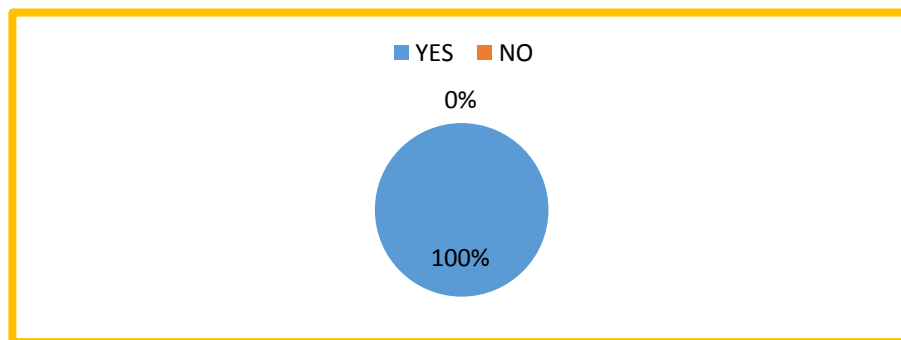
CHART N° 17

OPTIONS	# TEACHERS	PERCENT
Yes	4	100%
No	0	0
Total	4	100%

Source: Students from ANA PAEZ School

Elaborated by: Maira Almache-Paulina Chiluisa

GRAPHIC N° 17



Source: Students from ANA PAEZ School

Elaborated by: Maira Almache-Paulina Chiluisa

ANALYSIS AND INTERPRETATION

In this question, 4 teachers that represent to the 100% revealed teachers would like to use a booklet in order to teach English.

All teachers agree in order to use a social studies booklet in English because it is an innovate resource to teach foreign language which helps both students and teachers to have a fun and interesting class.

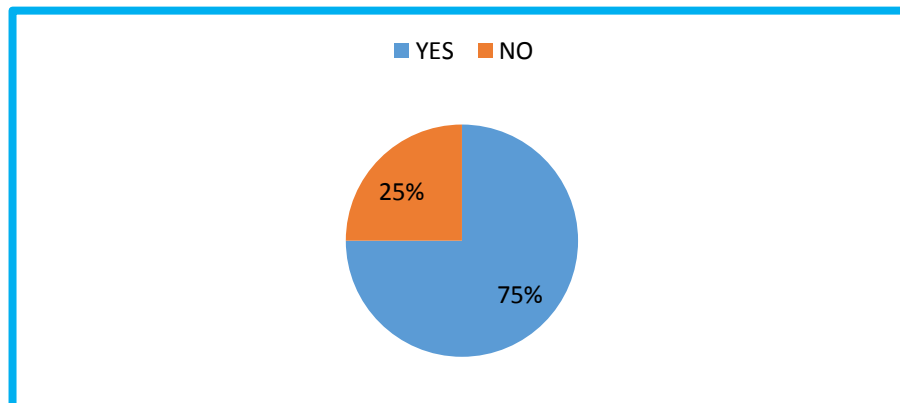
8.-Do you agree to teach social studies in English two additional hours after class?

CHART N° 18

OPTIONS	# TEACHERS	PERCENT
Yes	3	75%
No	1	25%
Total	4	100%

Source: Students from ANA PAEZ School
Elaborated by: Maira Almache-Paulina Chiluisa

GRAPHIC N° 18



Source: Students from ANA PAEZ School
Elaborated by: Maira Almache-Paulina Chiluisa

ANALYSIS AND INTERPRETATION

Relating to the question, 3 teachers that represent to the 75% revealed that they agree to teach after class. Nevertheless, 1 teacher corresponds to 25% expressed that disagree with this.

Practically, most English teachers said that do not have any problem with teaching two additional hours after class because it would permit to develop their skills in the English language and Social Studies in the best way.

2.5. CONCLUSIONS AND RECONMENDATIONS

After interpreting the results which indicate diverse opinions as for designing a didactic resource (booklet), in this way it allows to have a general vision, so the researchers can say the following conclusions.

CONCLUSIONS

- The majority of students have problems with reading and writing skills because the English tools are not used correctly.
- Students and teachers do not have any experience about receiving another subject in English because Social Studies booklet in English has never been used into the public institutions
- Students and teachers agree to use a booklet as another resource in order to teach and to learn English language. Being that, it can help to improve their English level.
- Booklet as a resource is the best option because it will permit to change the way of learning English.
- To use a booklet as a new instrument that complements the English teaching. Besides, it is an excellent alternative to help the students with English and Social Studies subjects.

RECOMMENDATIONS

- It is necessary to apply new resources as introducing fun and interesting activities with the aim of improving reading and writing skills.
- It should permit to use a booklet in various subjects of the curriculum because it is a different option to learn and to teach in a fast and easy way.
- Teacher should be open to constant changes since this will contribute to put aside the models of traditional education.
- Teachers should be prepared and be motivated to use a booklet because it is an adequate tool of teaching.
- It is necessary to design a Social Studies booklet in English which allow developing the four skill and knowing new vocabulary related to Social Studies in English.

CHAPTER III

“A SOCIAL STUDIES BOOKLET FOR INCREASING THE STUDENTS’ BASIC ENGLISH KNOWLEDGE RELATE TO SOCIAL STUDIES ACTIVITIES FOR THE ENGLISH TEACHING LEARNING PROCESS IN STUDENTS FROM FOURTH BASIC EDUCATION YEAR AT “ANA PAEZ” EDUCATIVE UNIT DURING THE ACADEMIC CYCLE MARCH-AUGUST 2015”

3.1. IMPORTANCE

This research work is the vital importance for educative public institutions because this Social Studies Booklet will have great information for easy learning of geography, Ecuadorian custom and Ecuadorian identities which will be develop of a form creative and fun. For years, the English Language has been taught through the same methodology. So, it was impossible that students raise their knowledge of English language mainly for students who attend to public institutions due to that they need to increase their knowledge about Social Studies vocabulary into the Teaching Learning process.

In other words, a Social Studies Booklet will be an educational instructive which every teachers should have so teacher will be more efficient because he is going to teach basic knowledge and interesting in the Social Studies subject which the learners need to know. This Booklet will be easy to use because it will have specific vocabulary and exercises that will serve as a guide for both teachers and students.

In fact, the objective of this Booklet is to foment a dynamic and creative way of learning teaching English in the Social Study subject.

3.2. JUSTIFICATION

The social sciences are very important to strengthen in the students an attitude of creativity and commitment to their reality, emphasizing specific socio-cultural and geography elements of Ecuadorian society and the world globalized in which they found. Furthermore, it helps students can develop the critical perspective to become knowledgeable and active participants in a democratic society.

The English language is an indispensable language around the world that makes the communication easy and giving opportunities in the workable life, helping in the intellectual development, permitting to interchange cultural and scientific knowledge in order to be updating every day.

The practical contribution of this research is to complement the study of social studies with English language due to the failure in the teaching learning process language. So, education institutions implement alternatives to training and to prepare academically to students. It is necessary because we change the traditional pedagogy of the teaching and learning process in order to implement new techniques that contribute to develop of the educational academic within the existing curricular.

Throughout this purpose will be possible design a social studies booklet to be used as a practical guide in students of fourth basic education years of “ANA PAEZ” Educative Unit with the goal of teaching basic vocabulary in English. This institution not only has a theoretical learning but also a practical instruction in the social studies field thus students use their learnt knowledge which they execute and put in practice. Therefore, would be excellent and innovator that these children learn English social studies vocabulary not only inside the classroom also outside of it with the purpose of achieving a better knowledge of this language which will be a great support for their professional lives.

Considering all expressed before, we may develop a new way of learning in order to the student will be able to acquire an extensive English social studies vocabulary. A booklet would be the best educative resource for improving Basic English. Thus, this booklet would have a great variety of activities and exercises in which students will learn in a dynamic form. A part from this, it will have a CD with listening activities. To conclude, this Booklet will permit them pronounce and learn of an excellent way a new vocabulary in each unit.

3.3. FOUNDATIONS

3.3.1. Scientific Foundation

In the Teaching Learning process, English vocabulary is very important. That is why; this purpose is so interesting due to that this theme is not doing applied in other Public Institutions. Moreover, learning vocabulary is the central part in teaching any Languages because without sufficient vocabulary students cannot understand or express their own ideas. Thus, this Booklet is necessary as for teachers as students because it permits that they improve their English Social Study vocabulary. Besides, this Booklet will be a guide into the class with the objective of improving the education because this Booklet will help to develop the class in a fun way.

3.3.2. Methodological Foundation

Through this Booklet teachers will be able to incorporate some pedagogical activities which are useful and necessary to make the English Teaching Learning process easier.

This project has as goal to achieve that students who study in the public institutions can learn Social Studies vocabulary faster.

3.3.3. Physiological Foundation

The main aspect of this Social Studies Booklet is create a fun and dynamic environment of class to the students because they need to be encourage for teaching learning of the English language in a right manner specially if students are going to learn Social Study vocabulary. Also, the teachers must apply the pedagogical activities in a correct way to the students can understand without any problem. Therefore, vocabulary for which it is necessary teachers uses the right methods to develop it.

3.3.4. Pedagogical Foundation

This booklet has the objective of creating a dynamic English Teaching Learning Process where students have the facility of learning teaching vocabulary within social studies field. Thus, this guide will contribute student encourage when they are immersed with Social Study English because they will have an educative tool where can find several English Social vocabulary when they will need to know something Social Study and geographic written in English language.

To conclude, this Booklet has planned teaching techniques where learners will have new and good manners of learning Social Studies vocabulary due to that this guide is based on exclusively in didactic resources which will encourage to these students. In fact, with this Booklet teachers must create a real learning with a correct pedagogical in the English Teaching Learning process.

3.4. OBJECTIVES

3.4.1. General

- To enable the English Teaching Learning process about Social Studies through fun, creative activities and participative exercises for students of fourth year basic education.

3.4.2. Specifics

- To collect the most relevant topics that contain the Social Studies book of fourth Basic Education year
- To encourage in the students of fourth Basic Education year the learning English language vocabulary through the teaching of Social Studies
- To design a Social Studies booklet in order to develop the English language skills for students of fourth Basic Education year at “Ana Paez” school.

3.5. PROPOSAL DESCRIPTION

This booklet contains a lot of educative activities which will be a guide in the English Teaching Learning Process within the classroom; this purpose promotes the permanent motivation in students and a significant teaching of social study subject. Besides, teachers could have a new educative resource which will permit to create a positive atmosphere achieving the active participation of students. In addition, the teacher will have others ways of teaching which will not be so traditional and improve the students’ catchment and learning, thus it will be most interesting and less monotonous about Social studies vocabulary.

On the other words, this Booklet will have predesign activities for each English skill with the objective that students acquire a social study vocabulary through these task, thus this tool will give a clear explanation of all units. Also, this booklet will arrange of an audio CD so as to help to improve the students' pronunciation in each section. Furthermore, it is divided into five units which contained four topics each one. It will be focus on four English skills in order to active participation of the students so they will be able to improve their pronunciation in Social Study and geographic vocabulary fulfills an active participation between teacher and students.

To conclude, the educative impact of this Booklet will be useful for each students because they will feel motivate and encouraged for social study vocabulary learning, thus will be able to develop their professional life in a better way.



SOCIAL STUDIES BOOKLET



BY: Chiluisa Paulina- Almache Maira

INTRODUCTION

This booklet is designed for students of fourth basic education year at “ANA PAEZ” Educative Unit located in Latacunga city who compact with a dynamic learning in Social studies field creating a good learning about Social studies vocabulary during their student Life. Thus, students are going to learn new words through this Booklet. Furthermore, they will have a lot of opportunities of receiving good jobs in the future because of these students will receive all this knowledge into English language.

Then, the goal of this booklet is to acquire and develop knowledge about Social studies vocabulary through dynamic and fun activities which will be of great help for both teacher and students encouraging in this manner an excellent teaching - learning process of English Social studies vocabulary. Moreover, students will have a comfortable atmosphere at the moment to learn. With this students not only learn to recognize basic features of Social studies subject, also students get specific vocabulary in an interactive manner. In fact, they will be able to pronounce difficult words in English language improving their pronunciation in a better way. That is why, it is essential important that learners improve all English skills together with several activities so as to give a real learning. From this point of view, Social Studies Booklet is conformed into five units concentrated on interesting topics about World Where We Live, The Ecuadorian Land., Ecuadorian People., to be Citizen, Our Province and Organization of the province useful for the academic daily life of learner.

After that, those units have a section of vocabulary that provides the essential information for each topic. Additionally, interactive activities in which will facilitate the learning and reinforce the knowledge previously learned. So that, these exercises and activities are focused on the four skills into English language such as: listening, reading, writing, and speaking which are distributed alternatively in each unit giving facilities to be used and understood for both teacher and students, this Booklet is accompanied for a CD audio that is an

effective tool for the listening activities in which students could practice the pronunciation of the vocabulary of each unit used in order to facilitate the usage of this booklet.

Finally, Social Studies Booklet in English is an additional resource in order to teacher could teach English as an extra complement to develop the English teaching learning process through activities and exercises that are in each unit. That is why, teachers must present vocabulary and ask some questions before to start the class in order that students feel encourage and they could participate into the educational process

INDEX

UNIT ONE

World Where We Live

ACTIVITIES

1. VOCABULARY

1.1 Listen and repeat the planets pronunciation7

1.2 Write the correct names of the planets and paint.....8

2 CELESTIAL BODIES

2.1.-Read the following text about celestial bodies.....9

2.2- Find the names of celestial bodies in the wordsearch.....10

3 SOLAR SYSTEM

3.1 Read the following text about Solar System11

3.2 Solar system unscramble: to order the words correctly and repeat.....12

4 THE WHITE FRIEND OF THE EARTH

4.1. Listening and reading about moon.....13

4.2. Read along as you listen again check your answers.....13

UNIT TWO

The Ecuadorian Land.

ACTIVITIES

1 VOCABULARY

1.1-Listening and repeat the word that you hear.....15

1.2 Fill in the missing letters16

2 CLIMATES OF THE NATURAL REGIONS OF THE ECUADOR

2.1. Look at the picture about The Ecuador weather.....17

2.2. Match the pictures with the corresponding type of weather.....17

2.3 Read the text about the Characteristics of weather.....18

2.4. Write the words in the puzzle about Ecuador regions.....18

3 FLORA AND FAUNA OF THE ECUADOR

3.1 Look at pictures and told with your teacher about Ecuadorian animals and plants.....19

3.2 Answer the question about animals and plants of each region.....23

4 ECUADORIAN NATURAL HERITAGE AND BIODIVERSITY

4.1. Read about protect areas24

4.2.- Get pairs. Then read the example.....27

INDEX

UNIT THREE

Ecuadorian People.

ACTIVITIES

1 VOCABULARY

- 1.1 Listening and Repeat the words that you hear29
- 1.2 Label the clothes and accessories with words from Exercise30

2 DIFFERENT PEOPLE

- 2.1 Read the information about people from our country.31
- 2.2 Circle the correct letter in order to complete the phrase.....32

3 ETHNIC GROUPS

- 3.1 Read and listen about different clothes of our ethnic groups33
- 3.2 Draw the clothing that you wear35

UNIT FOUR

Our Province

ACTIVITIES

1 VOCABULARY

- 1.1 Listen and repeat the that you hear37
- 1.2 listen and mark with a (x) the words corresponding to the pictures38

2 PROVINCE I

- 2.1 Read about the provinces and their capitals39
- 2.2 Look at the words in the grey box41

3 PROVINCE II

- 3.1 Read the text about provinces borders42
- 3.2 Look at the letters around the picture. Try to rearrange them to fill in the blanks42

4 NATIONAL SYMBOLS

- 4.1 Learn about National Symbols44
- 4.2 Work In Pairs45

INDEX

UNIT FIVE

Organization of the province

ACTIVITIES

1 VOCABULARY

1.1 Listen and repeat the word that you hear.....47

1.2 Listen one more time the vocabulary about authorities and put a check the pictures48

2 PARISHES, CANTONS AND PROVINCES

2.1 Read the conversation about organization of the province.....49

2.2 Reading comprehension50

3 PROVINCIAL AUTHORITIES

3.1 Read about functions provinces authorities51

3.2 Write the correct number next to the name of authorities53

UNIT 1



WORLD WHERE WE LIVE

CONTENTS:

- ❖ Vocabulary (Universe)
- ❖ Celestial Bodies
- ❖ Solar System
- ❖ The white friend of the Earth

1. VOCABULARY

LET'S LEARN THE UNIVERSE



1.1 Listen and repeat the planets pronunciation



MERCURY



VENUS



MARS



EARTH



JUPITER



SATURN



URANUS



NEPTUNE



SUN

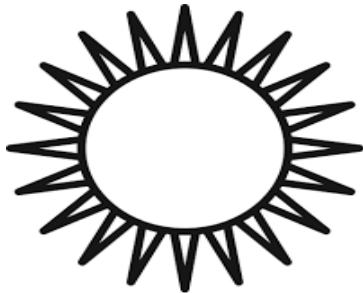
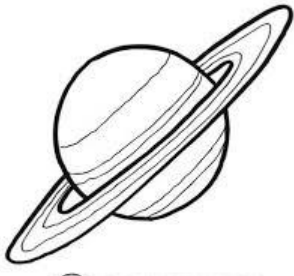


COMET



MOON

1.2 Write the correct names of the planets and paint



2 CELESTIAL BODIES



2.1.-Read the following text about celestial bodies

Some Celestial Objects in Our Solar System

- Sun
- Satellites
- Comets

Characteristics of Each Celestial body

- Sun



The Sun is a big star

- Satellites



A satellite goes around a planet

- Comets



A comet is a small world..

2.2- Find the names of celestial bodies in the wordsearch. It can be horizontal, vertical or backward.

COMETS SATELLITES PLANETS SUN



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

3 SOLAR SYSTEM

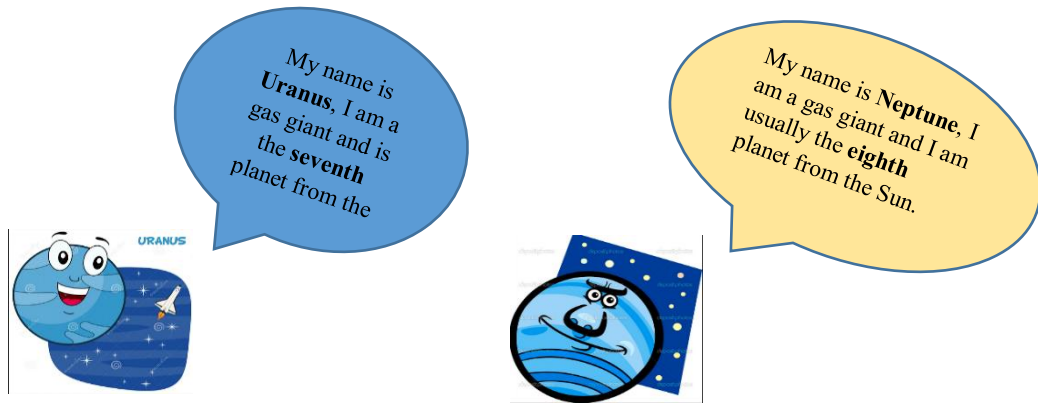
What is solar system?



3.1 Read the following text about Solar System

In our solar system there are eight planets orbit the sun, the planes are:





3.2 Solar system unscramble to order the words correctly and repeat .

MERCYUR

--	--	--	--	--	--	--



VSNEU

--	--	--	--	--



HERAT

--	--	--	--	--



MRAS

--	--	--	--



EJURTPI

--	--	--	--	--	--	--



ASRUNT

--	--	--	--	--	--	--



NPNUEET

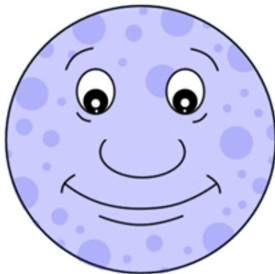
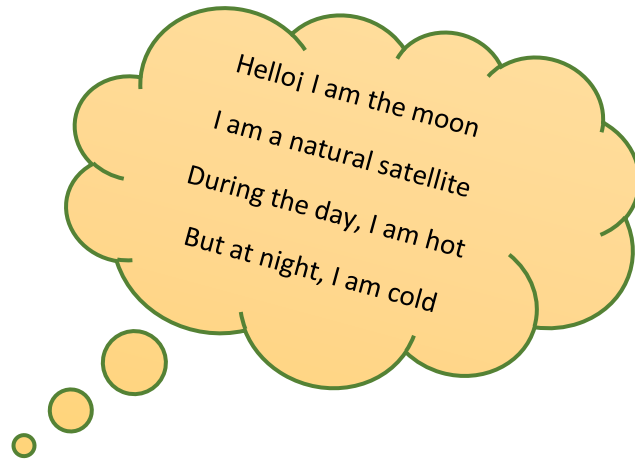
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4 THE WHITE FRIEND OF THE EARTH



4.1. Listening and reading about moon



4.2. Read along as you listen again check your answers.

The Moon is a _____. It is a space body that orbit a planet. The Moon is very _____ during the day but very _____ at night. The Moon is much _____ than the Earth.

UNIT 2

The Ecuadorian land THE ECUADORIAN LAND



CONTENTS:

- ❖ **Vocabulary**
- ❖ **Climates of the natural regions of the Ecuador**
- ❖ **Flora and Fauna of the Ecuador**
- ❖ **Ecuadorian natural heritage and biodiversity**

1 VOCABULARY



1.1-Listening and repeat the words that you hear.

ECUADORIAN REGIONS

COAST



HIGHLAND



AMAZON



GALAPAGOS ISLAND



ANIMALS

SNAKE



FISH



MONKEY



PARROT



PIG



CONDOR



SHEEP



COW



CROCODILE



JAGUAR



HERON



TURTLE



SEA LION



IGUANA



THE BLUE-FOOTED BOOBIES



PLANTS

PAPAYA



PINEAPPLE



WATERMELON



RICE



CORN



PEAR



PATATOES



APPLE



MELON



COCONUT



BANANA



CASSAVA



MARINE ALGAE



CACTUS



1.2 Fill in the missing letters to complete the words about Ecuadorian plants and animals



M_NK_Y



O



_URT_E



I_UAN__



B_NA_A



_ATA_OES



PI_EAPP_



C_CT_S

2 Climates of the natural regions of the Ecuador

2.1. Look at the picture about The Ecuador weather

Frozen less than 0 ° C

Cloudy of 1 ° C to 10 ° C

Cold 10 ° C to 15 ° C

Cool 15 ° c to 24 ° C

Hot more than 24 ° C

2.2 Match the pictures with the corresponding type of weather

Cloudy



Snowing



Cold



Hot



Cool

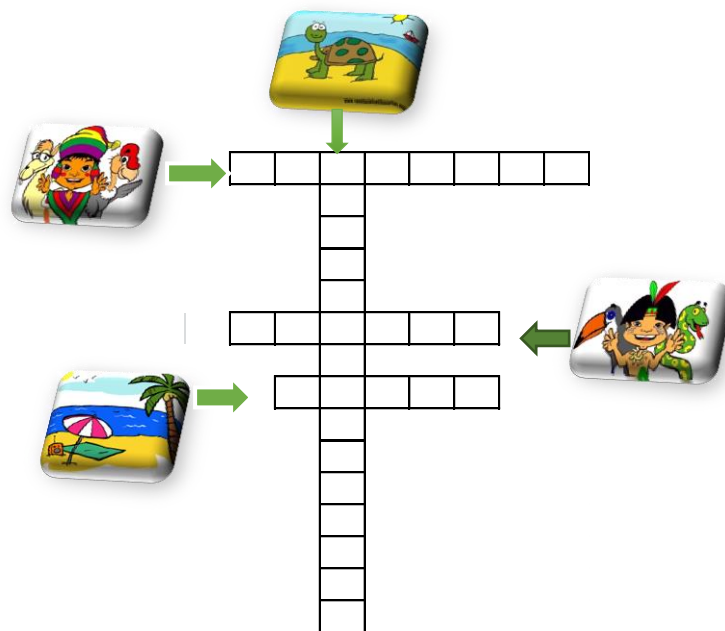


2.3 Read the text about the Characteristics of weather

Weather	Regions	Characteristics	Flora	Fauna
Hot	Coast and Galapagos island.	. There are beaches	Coconut, banana, rice, Pineapple and papaya.	bears tortoises fishes Sea Lions
Cool	Amazon	There are tropical forest and rivers	cassava, banana, melon, watermelon	Monkey Parrot crocodiles, jaguars,
Cold, Cloudy And Snowing	Highland	There are mountains, volcanos and rivers.	Potatoes, corn, apples and pear	Cows Sheep Condor piges

2.4 Write the words in the puzzle about Ecuador regions.









Galapagos island Coast Highland Amazon



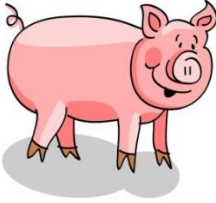




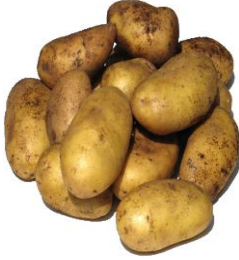

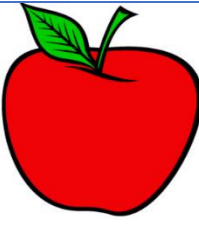
3 Flora and Fauna of the Ecuador

3.1 Look at pictures and told with your teacher about ecuadorian animals and plants.



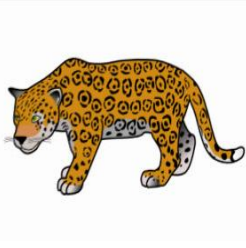





COAST REGION

ANIMALS	PICTURE	PLANTS	PICTURE
SNAKE		PAPAYA	
FISH		PINEAPPLE	
MONKEY		WATERMELON	
PARROT		RICE	

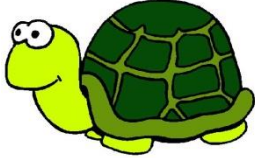





HIGHLAND REGION

ANIMALS	PICTURE	PLANTS	PICTURE
PIG		CORN	
CONDOR		PEAR	
SHEEP		PATATOES	
COW		APPLE	

AMAZON REGION

ANIMALS	PICTURE	PLANTS	PICTURE
CROCODILE		MELON	
JAGUAR		COCONUT	
PARROT		BANANA	
HERON		CASSAVA	

GALAPAGOS ISLAND

ANIMALS	PICTURE	PLANTS	PICTURE
TURTLE		MARINE ALGAE	
SEA LIONS		CACTUS	
IGUANA			
THE BLUE-FOOTED BOOBIES.			

3.2 Answer the question about animals and plants of each region.

a) Which are animals from Highland region?

b) Which are plants from Coast region?

c) Which are plants from Amazon Region?

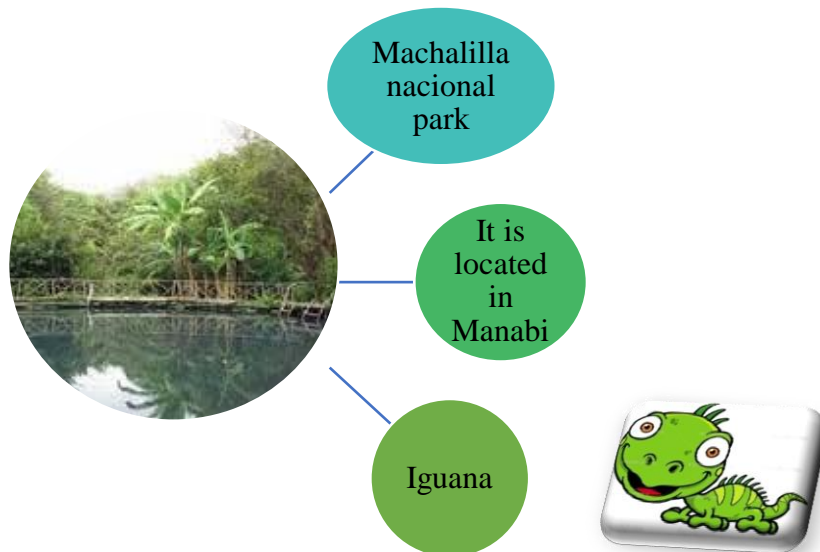
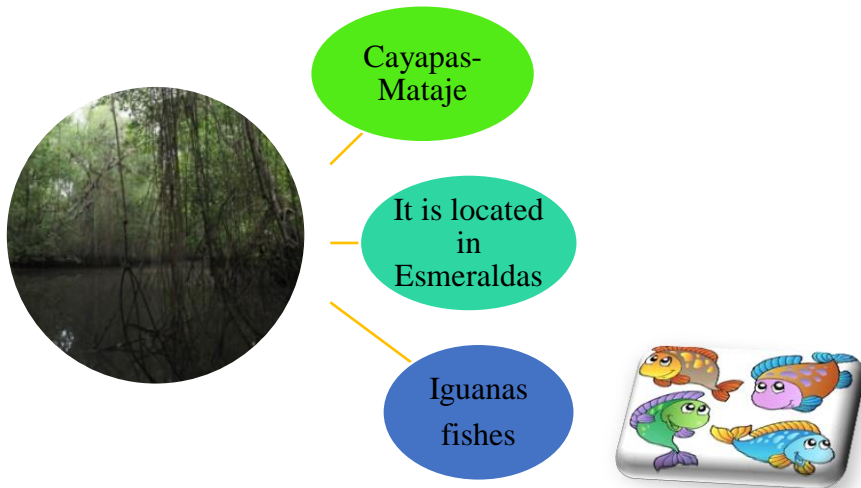
d) What animals and plants are your favorite?

4 Ecuadorian natural heritage and biodiversity

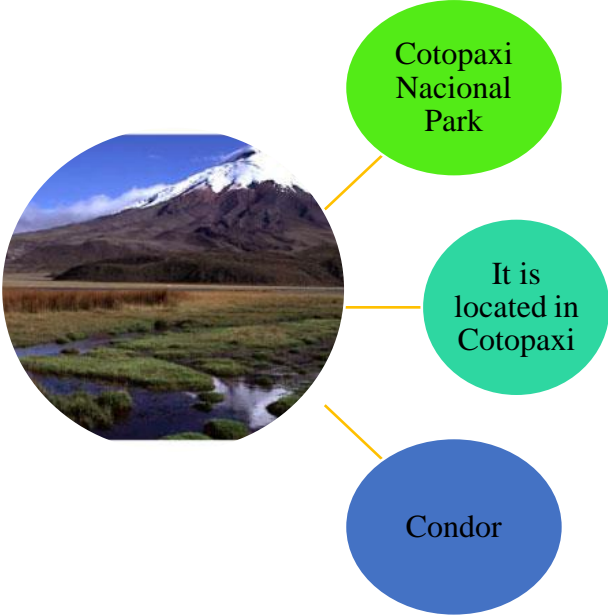
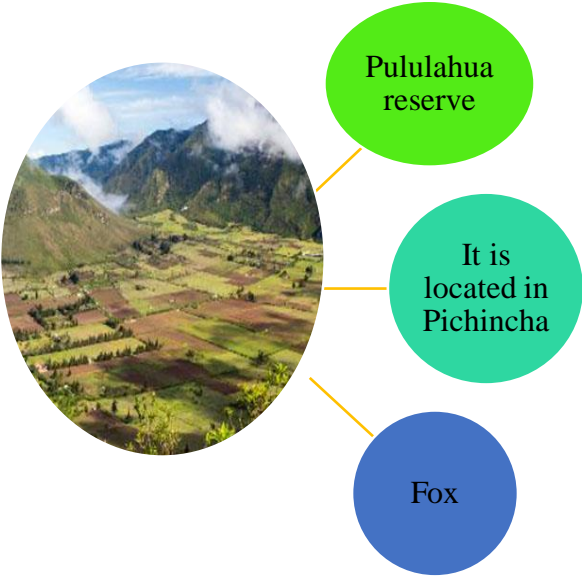
LET'S READ

4.1 Read about protect areas

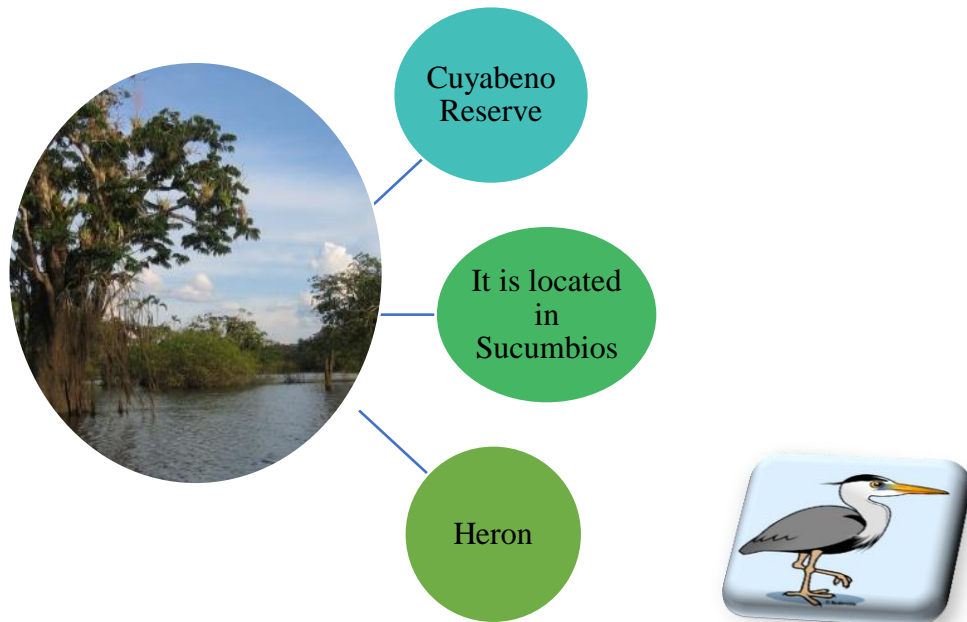
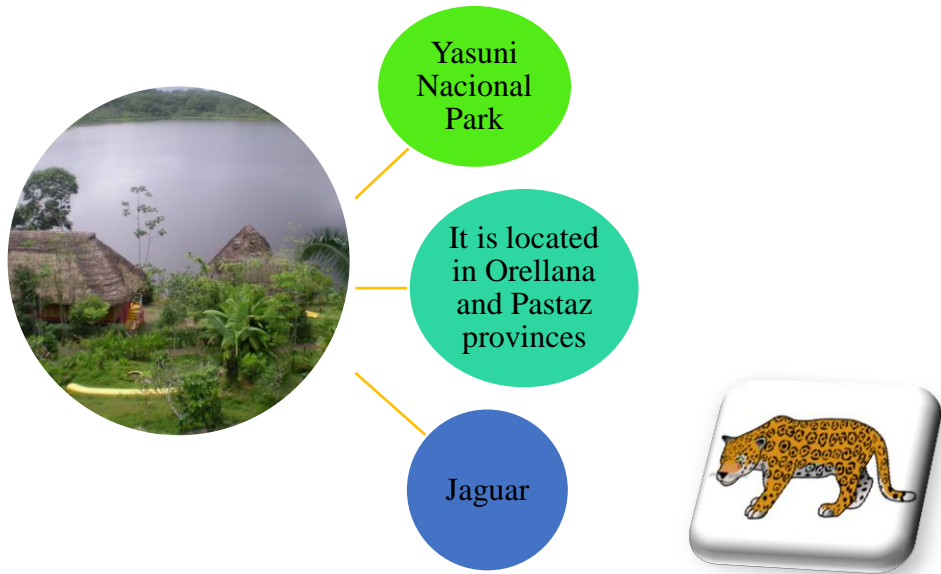
Protected areas of natural Coast Region



Protected areas of natural Highland Region



Protected areas of natural Amazon Region



4. 2.- Get pairs. Then read the example.

Example:

A: Do you remember any protect area?

B :Yes. I remember the Cotopaxi national park

A: Do you know. Where is located the Cotopaxi national park

B :yes. It is located is highland region.

Discuss with your classmate about another protect areas of our country.

UNIT 3

Ecuadorian People ԷԿՎԱԳՈՒԼԻՆ ԾՅՈՒՆ



CONTENTS:

- ❖ **Vocabulary**
- ❖ **Different people**
- ❖ **Ethnic groups**

1 VOCABULARY



1.1 Listening and repeat the words that you hear.

Ethnic Groups

Mestizo



Montubio



Indigenous



Afro-Ecuadorians

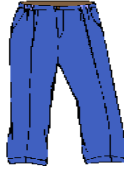


CLOTHING

T-SHIRT



PANTS



HANDKERCHIEF



HAT



SNEAKERS



SHIRT



NECKLACE



BLOUSE



ANACO



ALPARGATAS



SHORT BLOUSE



POLLERA



1.2 Label the clothes and accessories with words from Exercise



2 Different people

2.1 Read the information about people from our country.



My name is Luis. I am a mestizo person. My mother is **indigenous woman** and my father is a **white man**. I live in the **Highland region**



My name is Jacinto. I am a **Montubio** person. I comes from the mixture between **Spanish people, native indigenous**. My parents and I live in the countryside of the **coast region**



Our names are Siza and Pedro. We are **indigenous** people. We descend from the **American aborigines**. We live in the **highland region**



Our names are Magdalena and Victor. We are **afro-Ecuadorian** people. We are descendants of the **first Africans**. We live in the **Coastal region** and in the **Chota Valle**

2.2 Circle the correct letter in order to complete the phrase.

1. Comes of an indigenous woman and and white man

A.) are afro- Ecuadorian B.) a Montubio C.) a mestizo

2. Who live in coast region commonly?

A.) Mestizo B.) Indigenous people C.) Montubio

3. Who descend from the American aborigines?

A.) Indigenous people B.) Afro- Ecuadorian C.) Montubio

4. Who are descendants of the first Africans?

A.) Indigenous people B.) mestizo C.) Afro- Ecuadorian

3 Ethnic Groups

LET'S KNOW OUR ETHNIC GROUPS

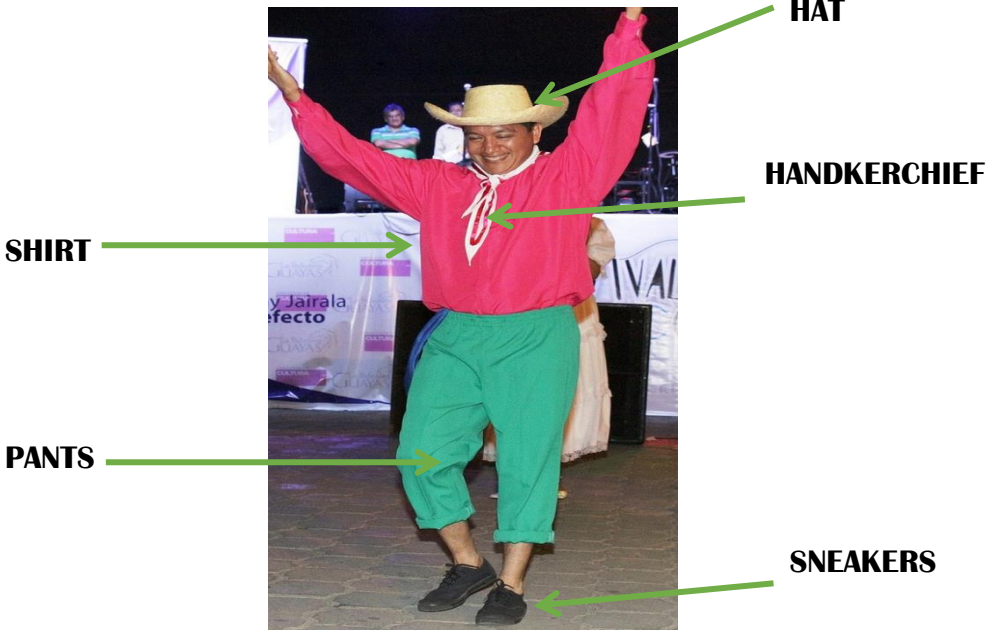


3.1 Read and listen about different clothes of our ethnic groups

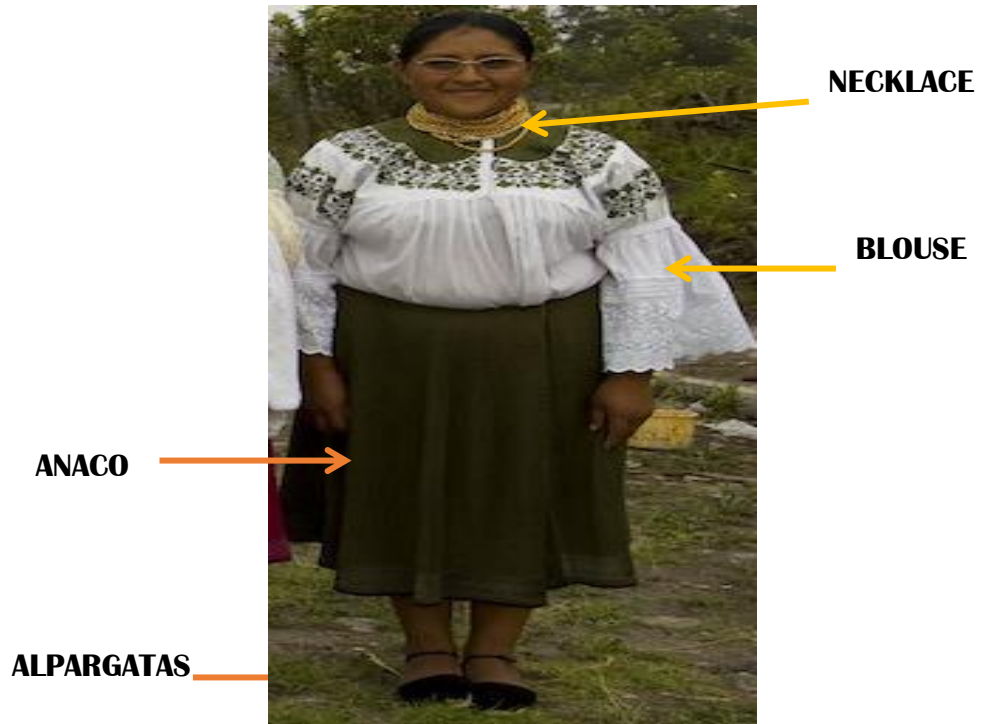
MESTIZOS GROUP



MONTUBIO GROUP



INDIGENOUS GROUP



AFRO- ECUADORIAN GROUP



3.2 Draw the clothing that you wear.



UNIT 4

OUR PROVINCE

ᑭᑭᑭ ᑭᑭᑭ ᑭᑭᑭ



CONTENTS:

- ❖ Vocabulary
- ❖ Provinces I
- ❖ Province II
- ❖ National symbols

1 Vocabulary



1.1 Listen and repeat the words that you hear.

Province



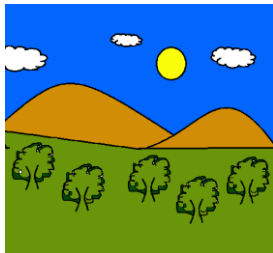
Capital



River



Mountain



Training Nature



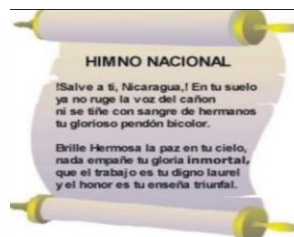
Volcano



Flag



Coat Of Arms



National Anthem





1.2 Listen and mark with a (x) the words corresponding to the pictures

1

FLAG

CAPITAL

NEVADO

ANTHEM



2

RIVER

COAT

LAKE

CITY



3

PAPER

PROVINCE

ANTHEM

FLAG



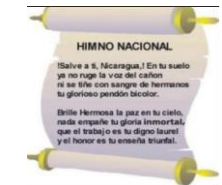
4

VOLCANO

ANTHEM

CAPITAL

RIVER



2 Province I

2.1 Read about the provinces and their capitals

COAST REGION



PROVINCE	CAPITAL
Esmeraldas	Esmeraldas
Manabí	Portoviejo
Guayas	Guayaquil
Santa Elena	Santa Elena
Los Ríos	Babahoyo
El Oro	Machala

HIGHLAND REGION



PROVINCE	CAPITAL
Carchi	Tulcán
Imbabura	Ibarra
Santo Domingo de los Tsáchilas	Santo Domingo
Cotopaxi	Latacunga
Tungurahua	Ambato
Bolívar	Guaranda
Chimborazo	Riobamba
Cañar	Azogues
Azuay	Cuenca
Loja	Loja

AMAZON REGION



PROVINCE	CAPITAL
Sucumbíos	Nueva Loja
Orellana	Francisco de Orellana
Napo	Tena
Pastaza	Puyo
Morona Santiago	Macas
Zamora Chinchipe	Zamora

INSULAR REGION



PROVINCE	CAPITAL
Galápagos	Puerto Baquerizo Moreno

2.2 Look at the words in the grey box. Which ones are provinces and their capitals? Put each word under its correct heading.

Guayas Loja
Latacunga Guayaquil
 Tungurahua
Cotopaxi Sucumbíos
 Napo Ambato
Tena Nueva

PROVINCE		CAPITAL
_____	→	_____
_____	→	_____
_____	→	_____
_____	→	_____
_____	→	_____

3 Province II

3.1 Read the text about provinces borders.



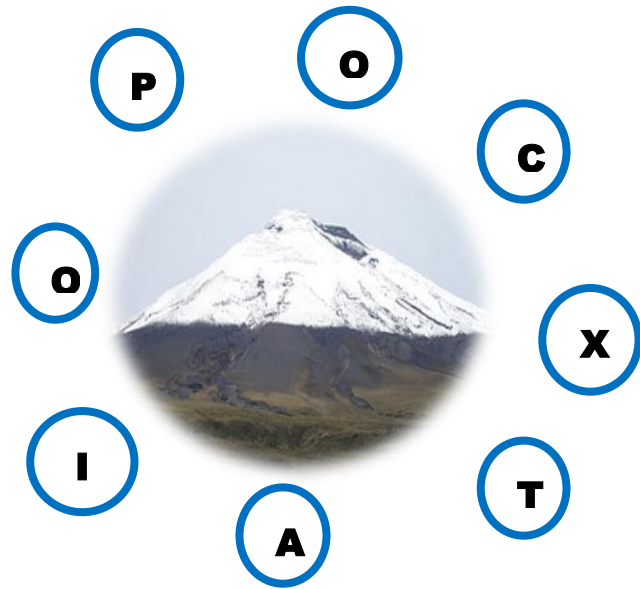
Limits of the Cotopaxi province are the follows:

North: Pichincha
South: Tungurahua and bolivar
East: Napo
West: Pichincha and Los Rios



3.2 Look at the picture. Try to rearrange them to fill in the blanks.





4 National symbols

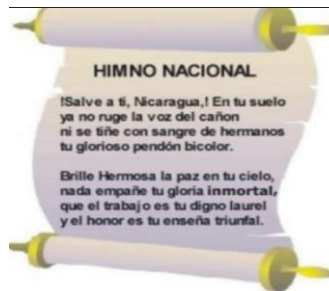
4.1 Learn about National Symbols

Usually, all the flags, to differentiate in others, they are accompanied by a shield, for example our flag has three colors yellow, blue and red. While, condor is the symbol more representative of the coat of arms. Also, the anthems are musical compositions that tell a story about the most important facts. Our national anthem was written by Juan Leon Mera

FLAG



COAT OF ARMS



NATIONAL ANTHEM



4.2 WORK IN PAIRS

Take turns. Ask and answer the following.

- a) Which are the colors of our flag?**
- b) Which animal is our coat of arms?**
- c) Do you know our national anthem?**
- d) Who write the national anthem?**

UNIT 5

ORGANIZATION OF THE PROVINCE



CONTENTS:

- ❖ Vocabulary
- ❖ Parishes, cantons and provinces
- ❖ Provincial authorities
- ❖ How can we collaborate?

1 Vocabulary



1.1 Listen and repeat the words that you hear.

President of the Junta



the chief policy



Mayor of canton



the prefect



The Governor



Neighborhood





1.2 Listen one more time the vocabulary about authorities and put a check the pictures.



2 Parishes, cantons and provinces

2.1 Read the conversation about organization of the province.

If we put together many families, We have a neighborhood; If we get together to many neighborhoods, we have one Parish.

If there are many parishes together, we have a canton. Many cantons form a Province.



Many provinces formed a country.

2.2 Reading comprehension

Choose the correct option.

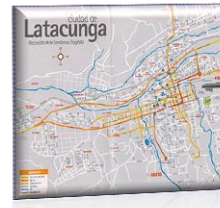
1. Set of families

- a) City
- b) Parish
- c) Neiborhood



2. Set of parishes

- a) Country
- b) Canton
- c) Family



3. Set of neighborhoods

- a) Province
- b) City
- c) Parish



4. Set of provinces

- a) Canton
- b) Neiborhood
- c) Country



5. Set of cantons

- a) Family
- b) Province
- c) Cantons



3 Provincial authorities

3.1 Read about functions provinces authorities.



I am the President of the Junta Parish and was elected by the citizens and the citizens. My duty is to manage properly services public of the parish, as well How to seek the development of community activities and care for the environment

I am the chief policy appointed by the President of the Republic. Work with the Presidents of the Council municipal and also I am in charge of the lieutenants politicians and the parishes of my canton





I am Mayor of canton. I went elected by popular vote and I manage the efforts of the municipality. My obligations are to find and apply solutions to the different needs of the citizens: sewerage, lighting, water, collection

I am the prefect so I am the head of the Council provincial. I was chosen by the inhabitants of the province and my obligation is to serve buildings, such as schools, Health centers and housing; To maintain in good condition the roads and highways; and promote the tourism in the province



I am the Governor and I represent the Government national in the province. My work is to know the Government's plans and coordinate them depending on the development of the province. In addition, I manage the activities chiefs policy and lieutenants politician

3.2 Write the correct number next to the name of authorities



5



3



1



2



4

- **Mayor of canton**
- **President of the junta**
- **The government**
- **The chief policy**
- **Prefect**

UNIT PLAN 1

GENERAL INFORMATION

AREA: English as a foreign language
CLASS SCHEDULE: Morning

HIGH SCHOOL: EDUCATIVE UNIT “Ana Paez”
EDUCATIONAL TRACK: B.G.E

TARGET GROUP: Fourth years
LEARNING MODE: ON –SITE

UNIT TITLE: World Where We Live	
TIME DURATION: 1 week	
GOAL ➤ To obtain Social studies vocabulary the world where we live.	
COMMUNICATIVE COMPETENCE ➤ Vocabulary: nouns	
LEARNING ACIVITIES ➤ To ask to some students previous information about solar system. ➤ To present students a list of solar system words used in this unit. ➤ To show flashcards with each celestial bodies used in this unit. ➤ To ask to different students the meaning and characteristic of each planet. ➤ To achieve that students recognize and repeat a lot of times the Social Studies words in a correct way.	
DIDACTIC RESOURCES: Cd player, flashcards, blackboard, markers, Social Studies Booklet.	
CONTENT: Nouns, Verbs, Adjectives.	
OBJECTIVE: To acquire vocabulary related to this unit. Reading. - Students will be able to distinguish the vocabulary. Writing. - Students will practice with new vocabulary. Speaking. - Students will pronounce the social studies vocabulary in a correct way. Listening. - Students will be able to recognize correctly the vocabulary.	
EXERCISES Writing. - Students will fill the blanks and paint the pictures. Listening. – Students will work individually and complete the text. Reading. - Students will read and solve the wordsearch. Speaking. - Students will unscramble and repeat the words.	PERIODS 4 per week

UNIT PLAN 2

GENERAL INFORMATION

AREA: English as a foreign language

HIGH SCHOOL: EDUCATIVE UNIT “Ana Paez”

TARGET GROUP: Fourth years

CLASS SCHEDULE: Morning

EDUCATIONAL TRACK: B.G.E

LEARNING MODE: ON –SITE

UNIT TITLE: The Ecuadorian Land.	
TIME DURATION: 1 week	
GOAL ➤ To characterize and identify Geographic and natural aspect of The Ecuadorian Land.	
COMMUNICATIVE COMPETENCE ➤ Vocabulary: nouns.	
LEARNING ACIVITIES ➤ To activate your previous knowledge about the topic by looking into sets of related words and ideas. ➤ To get familiar with the new topic before entering to the unit. ➤ To use your knowledge to associate Social Studies vocabulary. ➤ To ask to different students the meaning and characteristics of each region. ➤ To ask to keep words they are studying when they encounter them in reading and speech.	
DIDACTIC RESOURCES: Cd player, flashcards, blackboard, markers, Social Studies Booklet.	
CONTENT: Nouns, Verbs, adjectives	
OBJECTIVE: To acquire vocabulary related to this unit. Reading. - Students will be able to distinguish the vocabulary. Writing. - Students will practice with new vocabulary. Speaking. - Students will pronounce social studies vocabulary in a correct way. Listening. - Students will be able to recognize and speak correctly the new vocabulary.	
EXERCISES Listening. – Students will listen and repeat the new vocabulary several times then they will complete the missing letter. Writing. - Students will match and answer some questions. Speaking. - Students will work in pairs and discuss the topic. Reading. - Students will read and fill the crossword.	PERIODS 4 per week

UNIT PLAN 3

GENERAL INFORMATION

AREA: English as a foreign language
CLASS SCHEDULE: Morning

HIGH SCHOOL: EDUCATIVE UNIT “Ana Paez”
EDUCATIONAL TRACK: B.G.E

TARGET GROUP: Fourth years
LEARNING MODE: ON –SITE

UNIT TITLE: Ecuadorian People.	
TIME DURATION: 1 week	
GOAL ➤ To analyze Social studies characteristic about Ecuadorian People.	
COMMUNICATIVE COMPETENCE ➤ Vocabulary: nouns. Adjectives	
LEARNING ACTIVITIES ➤ To provide to students a previous knowledge about this topic. ➤ To better, organize and develop your new knowledge obtained. ➤ To show flashcards with each traditional clothes. ➤ To teach Social Studies words related to this unit with its respective explanation. ➤ To increase all vocabulary learnt in a short conclusion.	
DIDACTIC RESOURCES: Cd player, flashcards, blackboard, markers, Social Studies Booklet.	
CONTENT: Nouns, adjectives	
OBJECTIVE: To acquire vocabulary related to this unit. Reading. - Students will be able to distinguish the vocabulary. Writing. - Students will practice with new vocabulary. Speaking. - Students will pronounce Social Studies vocabulary in a correct way. Listening. - Students will be able to recognize correctly the vocabulary.	
<div style="text-align: center;">EXERCISES</div> Reading. - Students will read some personal descriptions and circle the letters. Listening. - Students will label the vocabulary used in this unit. Speaking. - Students will work individually and answer the questions. Writing. - Students will draw	PERIODS 4 per week

UNIT PLAN 4

GENERAL INFORMATION

AREA: English as a foreign language
CLASS SCHEDULE: Morning

HIGH SCHOOL: EDUCATIVE UNIT “Ana Paez”
EDUCATIONAL TRACK: B.G.E

TARGET GROUP: Fourth years
LEARNING MODE: ON –SITE

UNIT TITLE: To be Citizen.	
TIME DURATION: 1 week	
GOAL ➤ To recognize and gain Social Studies vocabulary about to be Citizen rights. ➤ Vocabulary: nouns.	
LEARNING ACIVITIES ➤ To have students develop a personal standard of this topic. ➤ To present students a list of Social Studies words used in this unit. ➤ To show flashcards with each function authorities in this unit. ➤ To ask about people rights. ➤ To make learning new Social Studies vocabulary fun using different activities.	
DIDACTIC RESOURCES: Cd player, flashcards, blackboard, markers, Social Studies Booklet.	
CONTENT: Nouns, Verbs, Adjectives.	
OBJECTIVE: To acquire vocabulary related to this unit. Reading. - Students will be able to distinguish the vocabulary. Writing. - Students will practice with new vocabulary. Speaking. - Students will pronounce the Social Studies in a correct way. Listening. - Students will be able to recognize correctly the vocabulary.	
EXERCISES Reading. - Students will read the text about this unit. Listening. - Students will listen and check. Writing. - Students will find the words.	PERIODS 4 per week

UNIT PLAN 5

GENERAL INFORMATION

AREA: English as a foreign language

CLASS SCHEDULE: Morning

HIGH SCHOOL: EDUCATIVE UNIT “Ana Paez”

EDUCATIONAL TRACK: B.G.E

TARGET GROUP: Fourth years

LEARNING MODE: ON –SI

UNIT TITLE: Organization of the province	
TIME DURATION: 1 month	
<p>GOAL</p> <ul style="list-style-type: none"> ➤ To determine political and administrative aspects about the organization of the province <p>COMMUNICATIVE COMPETENCE</p> <ul style="list-style-type: none"> ➤ Vocabulary: nouns. 	
<p>LEARNING ACTIVITIES</p> <ul style="list-style-type: none"> ➤ To ask to some students previous information about this topic. ➤ To present students a list of technical words used in this unit. ➤ To show flashcards with social studies words used to describe the province organization. ➤ To ask to different students the meaning and function of the authorities. ➤ To achieve that students recognize and repeat a lot of times the technical words in a correct way. 	
DIDACTIC RESOURCES: Cd player, flashcards, blackboard, markers, Social Studies Booklet.	
CONTENT: Nouns, Verbs, Adjectives.	
<p>OBJECTIVE: To acquire vocabulary related to this unit.</p> <p>Reading. - Students will be able to distinguish the vocabulary.</p> <p>Writing. - Students will practice with new vocabulary.</p> <p>Speaking. - Students will pronounce social studies vocabulary in a correct way.</p> <p>Listening. - Students will be able to recognize correctly the vocabulary.</p>	
<p style="text-align: center;">EXERCISES</p> <p>Writing. - Students will write according to the instruction.</p> <p>Listening. - Students will listen and check.</p> <p>Reading. - Students will read a dialogue then they choose the correct option.</p>	<p>PERIODS</p> <p>5 per week</p>



TEACHER BOOKLET



TRACKLIST

Track one.....	pag.7
Track two.....	pag.13
Track three.....	pag.15
Track four.....	pag 29
Track five.....	pag.33
Track six.....	pag.37
Track seven.....	pag.38
Track eight.....	pag.47
Track nine.....	pag.48

UNIT 1



WORLD WHERE WE LIVE

CONTENTS:

- ❖ Vocabulary (Universe)
- ❖ Celestial Bodies
- ❖ Solar System
- ❖ The white friend of the Earth
- ❖

1. VOCABULARY

LET'S LEARN THE UNIVERSE



1.1 Listen and repeat the planets pronunciation



MERCURY



VENUS



MARS



EARTH



JUPITER



SATURN



URANUS



NEPTUNE



SUN

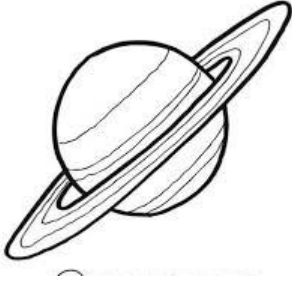


COMET



MOON

1.2 Write the correct names of the planets and paint



SATURN



EARTH



MOON



SUN



2 CELESTIAL BODIES



2.1.-Read the following text about celestial bodies

Some Celestial Objects in Our Solar System

• Sun

• Satellites

• Comets

Characteristics of Each Celestial body

• Sun



The Sun is a big star

• Satellites



A satellite goes around a planet

• Comets



A comet is a small world..

2.2- Find the names of celestial bodies in the wordsearch. It can be horizontal, vertical or backward.

COMETS SATELLITES PLANETS SUN



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

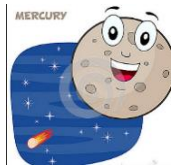
3 SOLAR SYSTEM

What is solar system?



3.1 Read the following text about Solar System

In our solar system there are eight planets orbit the sun, the planes are:



My name is Mercury, I am the planet closest to the



My name is Venus, I am the second planet from the Sun. I am the hottest



My name is Earth, I am the third planet from the Sun and the



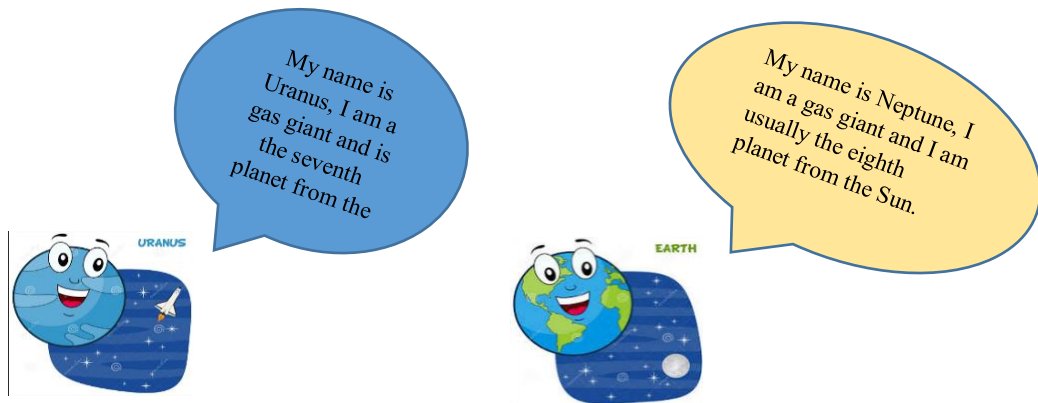
My name is Mars, I am a red planet and the fourth planet from the Sun.










My name is Jupiter, I am the fifth planet from the Sun. This gas giant is the largest planet.



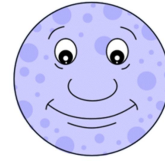
My name is Saturn, I am the sixth planet from the Sun. This gas giant has large, beautiful rings.



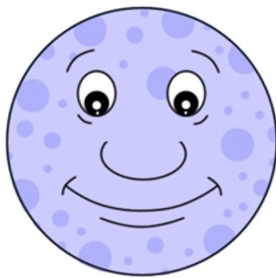
3.2 Solar system unscramble: to order the words correctly and repeat.

MERCYUR	<table border="1" style="display: inline-table; text-align: center;"><tr><td>M</td><td>E</td><td>R</td><td>C</td><td>U</td><td>R</td><td>Y</td></tr></table>	M	E	R	C	U	R	Y	
M	E	R	C	U	R	Y			
VSNEU	<table border="1" style="display: inline-table; text-align: center;"><tr><td>V</td><td>E</td><td>N</td><td>U</td><td>S</td></tr></table>	V	E	N	U	S			
V	E	N	U	S					
HERAT	<table border="1" style="display: inline-table; text-align: center;"><tr><td>E</td><td>A</td><td>R</td><td>T</td><td>H</td></tr></table>	E	A	R	T	H			
E	A	R	T	H					
MRAS	<table border="1" style="display: inline-table; text-align: center;"><tr><td>M</td><td>A</td><td>R</td><td>S</td></tr></table>	M	A	R	S				
M	A	R	S						
EJURTPJ	<table border="1" style="display: inline-table; text-align: center;"><tr><td>J</td><td>U</td><td>P</td><td>I</td><td>T</td><td>E</td><td>R</td></tr></table>	J	U	P	I	T	E	R	
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ASRUNT	<table border="1" style="display: inline-table; text-align: center;"><tr><td>U</td><td>R</td><td>A</td><td>N</td><td>U</td><td>S</td></tr></table>	U	R	A	N	U	S		
U	R	A	N	U	S				
NPNUET	<table border="1" style="display: inline-table; text-align: center;"><tr><td>N</td><td>E</td><td>P</td><td>T</td><td>U</td><td>N</td><td>E</td></tr></table>	N	E	P	T	U	N	E	
N	E	P	T	U	N	E			

4 THE WHITE FRIEND OF THE EARTH



4.1. Listening and reading about moon



4.2. Read along as you listen again check your answers.

The Moon is a ___ **natural satellite**_. It is a space body that orbits a planet. The Moon is very ___ **hot** ___ during the day but very ___ **cold** ___ at night. The Moon is much ___ **smaller** ___ than the Earth.

UNIT 2

The Ecuadorian land



CONTENTS:

- ❖ Vocabulary
- ❖ Climates of the natural regions of the Ecuador
- ❖ Flora and Fauna of the Ecuador
- ❖ Ecuadorian natural heritage and
- ❖ biodiversity

1. VOCABULARY



1.1-Listening and repeat the words that you hear.

ECUADORIAN REGIONS

COAST



HIGHLAND AMAZON



GALAPAGOS ISLAND



ANIMALS

Snake



FISH



MONKEY



PARROT



PIG



CONDOR



SHEEP



COW



CROCODILE



JAGUAR



HERON



TURTLE



SEA LION



IGUANA



THE BLUE-FOOTED BOO



PLANTS

PAPAYA



PINEAPPLE



WATERMELON



RICE



CORN



PEAR



PATATOES



APPLE



MELON



COCONUT



BANANA



CASSAVA



MARINE ALGAE



CACTUS



1.2 Fill in the missing letters to complete the words about Ecuadorian plants and animals



MONKEY



COW



TURTLE



IGUANA_



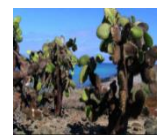
BANANA



POTATOES



PINEAPPLE



CACTUS

2 Climates of the natural regions of the Ecuador

2.1. Look at the picture about The Ecuador weather

Frozen less than 0 ° C

Cloudy of 1 ° C to 10 ° C

Cold 10 ° C to 15 ° C

Cool 15 ° c to 24 ° C

Hot more than 24 ° C

2.2 Match the pictures with the corresponding type of weather

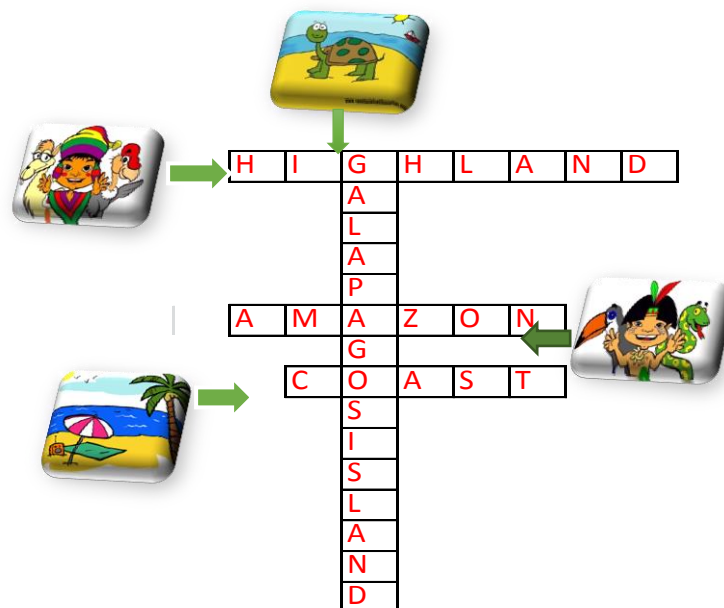
Cloudy	→	
Snowing	→	
Cold	→	
Hot	→	
Cool	→	

2.3 Read the text about the Characteristics of weather

Weather	Regions	Characteristics	Flora	Fauna
Hot	Coast and Galapagos island.	. There are beaches	Coconut, banana, rice, Pineapple and papaya.	bears tortoises fishes Sea Lions
Cool	Amazon	There are tropical forest and rivers	cassava, banana, melon, watermelon	Monkey Parrot crocodiles, jaguars,
Cold, Cloudy And Snowing	Highland	There are mountains, volcanos and rivers.	Potatoes, corn, apples and pear	Cows Sheep Condor piges

2.4 Write the words in the puzzle about Ecuador regions.






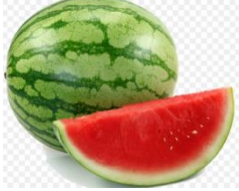


Galapagos island Coast Highland Amazon



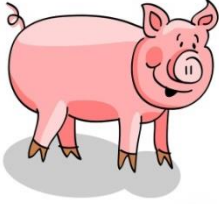




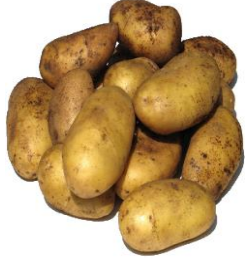

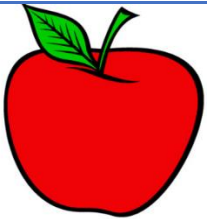
3 Flora and Fauna of the Ecuador

3.1 Look at pictures and told with your teacher about ecuadorian animals and plants.



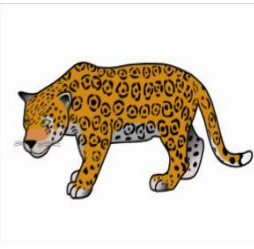





COAST REGION

ANIMALS	PICTURE	PLANTS	PICTURE
SNAKE		PAPAYA	
FISH		PINEAPPLE	
MONKEY		WATERMELON	
PARROT		RICE	

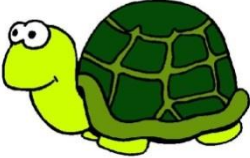





HIGHLAND REGION

ANIMALS	PICTURE	PLANTS	PICTURE
PIG		CORN	
CONDOR		PEAR	
SHEEP		PATATOES	
COW		APPLE	

AMAZON REGION

ANIMALS	PICTURE	PLANTS	PICTURE
CROCODILE		MELON	
JAGUAR		COCONUT	
PARROT		BANANA	
HERON		CASSAVA	

GALAPAGOS ISLAND

ANIMALS	PICTURE	PLANTS	PICTURE
TURTLE		MARINE ALGAE	
SEA LIONS		CACTUS	
IGUANA			
THE BLUE-FOOTED BOOBIES.			

3.2 Answer the question about animals and plants of each region.

a) Which are animals from Highland region?

_____ **ANSWER MAY VARY** _____

b) Which are plants from Coast region?

_____ **ANSWER MAY VARY** _____

c) Which are plants from Amazon Region?

_____ **ANSWER MAY VARY** _____

d) What animal and plant are your favorites?

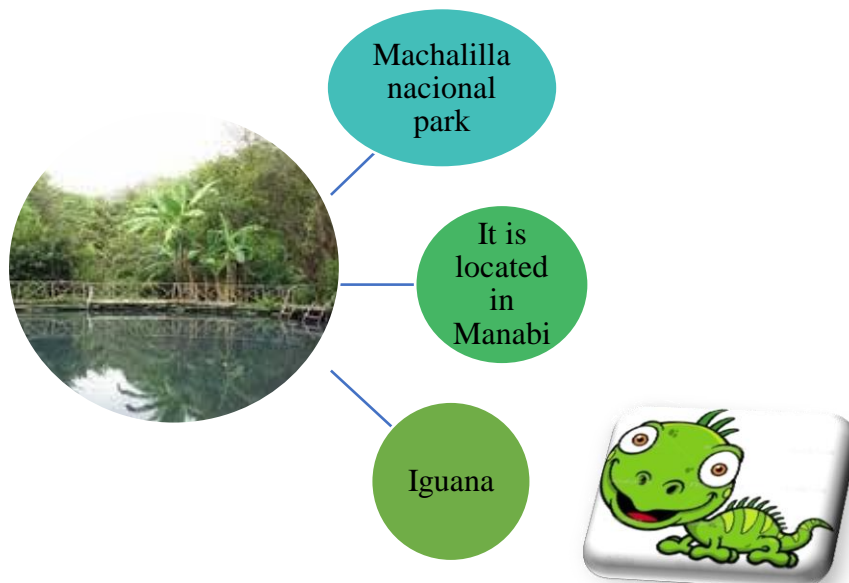
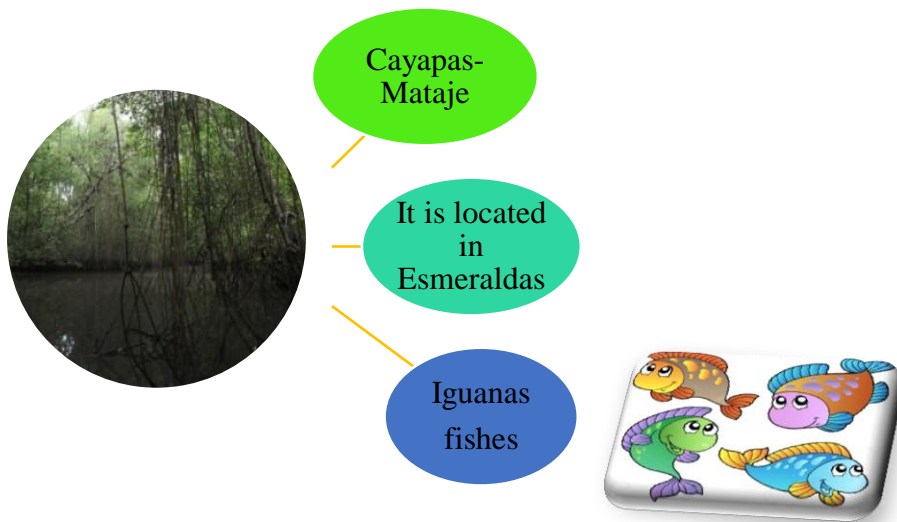
_____ **ANSWER MAY VARY** _____

4 Ecuadorian natural heritage and biodiversity

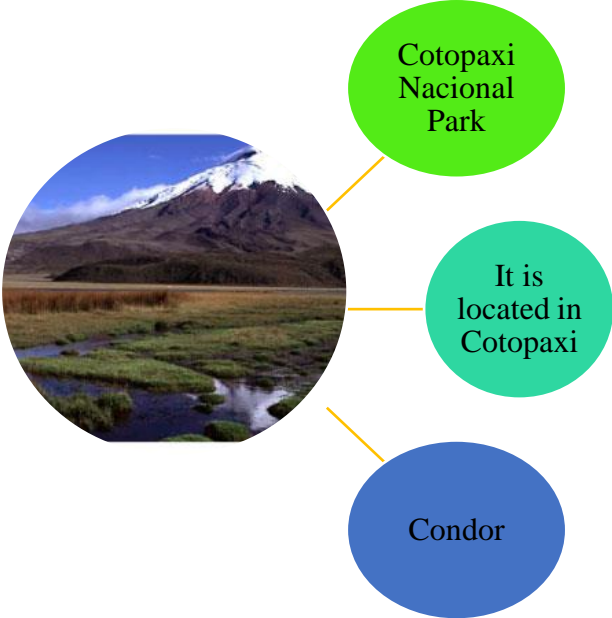
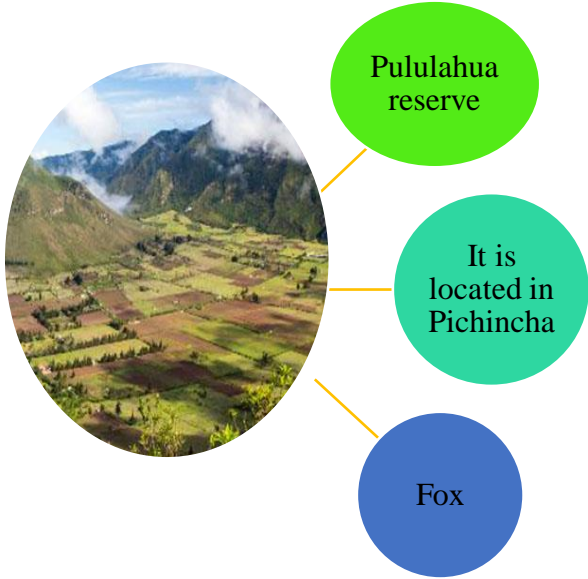
LET'S READ

4.1 Read about protect areas

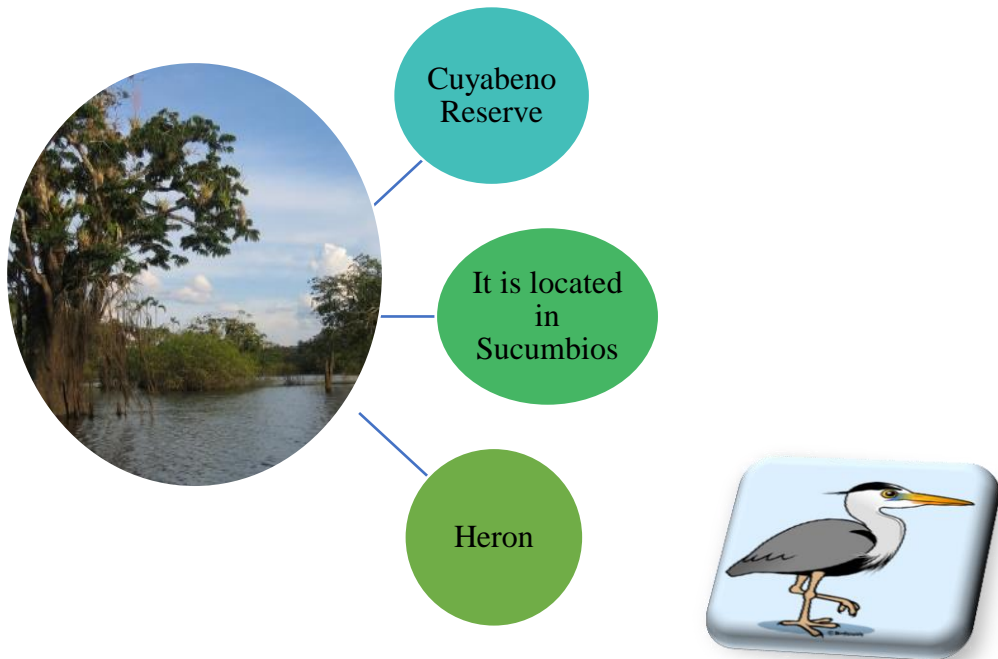
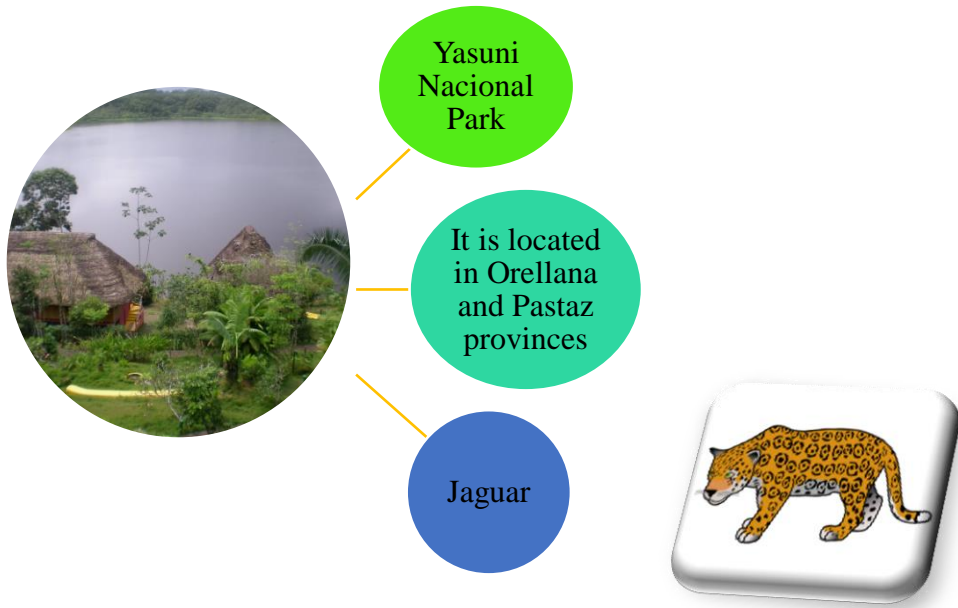
Protected areas of natural Coast Region



Protected areas of natural Highland Region



Protected areas of natural Amazon Region



4. 2.- Get pairs. Then read the example.

Example:

A: Do you remember any protect area?

B :Yes. I remember the Cotopaxi national park

A: Do you know. Where is located the Cotopaxi national park

B :yes. It is located is highland region.

Discuss with your classmate about another protect areas of our country.



UNIT 3

Ecuadorian People ECUADORIAN PEOPLE



CONTENTS:

- ❖ Vocabulary
- ❖ Different people
- ❖ Ethnic groups

1 VOCABULARY



1.1 Listening and repeat the words that you hear.

Ethnic Groups

Mestizo



Montubio



Indigenous



Afro-Ecuadorians

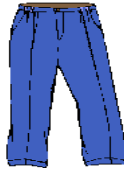


CLOTHING

T-SHIRT



PANTS



HANDKERCHIEF



HAT



SNEAKERS



SHIRT



NECKLACE



BLOUSE



ANACO



ALPARGATAS



SHORT BLOUSE



POLLERA



1.2 Label the clothes and accessories with words from Exercise 3.1



2 Different people

2.1 Read the information about people that live in our country.



My name is Luis. I am a mestizo person. My mother is **indigenous** woman and my father is a white man. I live in the Highland region



My name is Jacinto. I am a Montubio person. I comes from the mixture between Spanish people, native indigenous. My parents and I live in the countryside of the coast region



Our name are Siza and Pedro. We are indigenous people. We descend from the American aborigines. We live in the highland region



Our names are Magdalena and Victor. We are afro- Ecuadorian people. We are descendants of the first Africans. We live in the Coastal region and in the Chota Valle

2.2 Circle the letter of the phrase that correctly completes each statement.

1. Comes of an indigenous woman and white man

A.) are afro- Ecuadorian B.) a Montubio **C**) a mestizo

2. Who live in coast region commonly?

A.) Mestizo B.) Indigenous people **C**) Montubio

3. Who descend from the American aborigines?

A) Indigenous people B.) Afro- Ecuadorian C.) Montubio

4. Who are descendants of the first Africans?

A.) Indigenous people B.) mestizo **C**) Afro- Ecuadorian

3 Ethnic Groups

LET'S KNOW OUR ETHNIC GROUPS

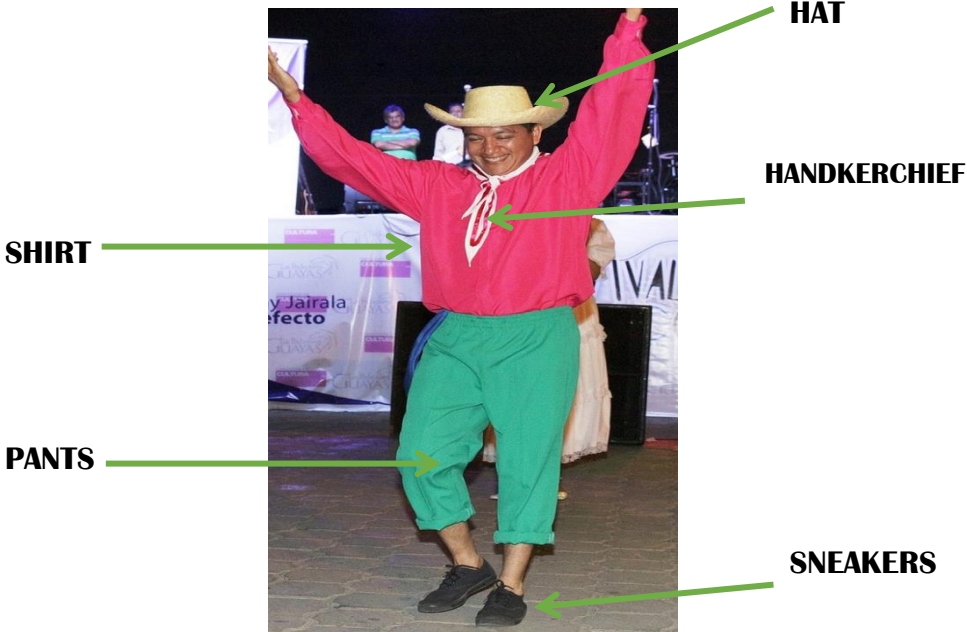


3.1 Read and listen about different clothes of our ethnic groups

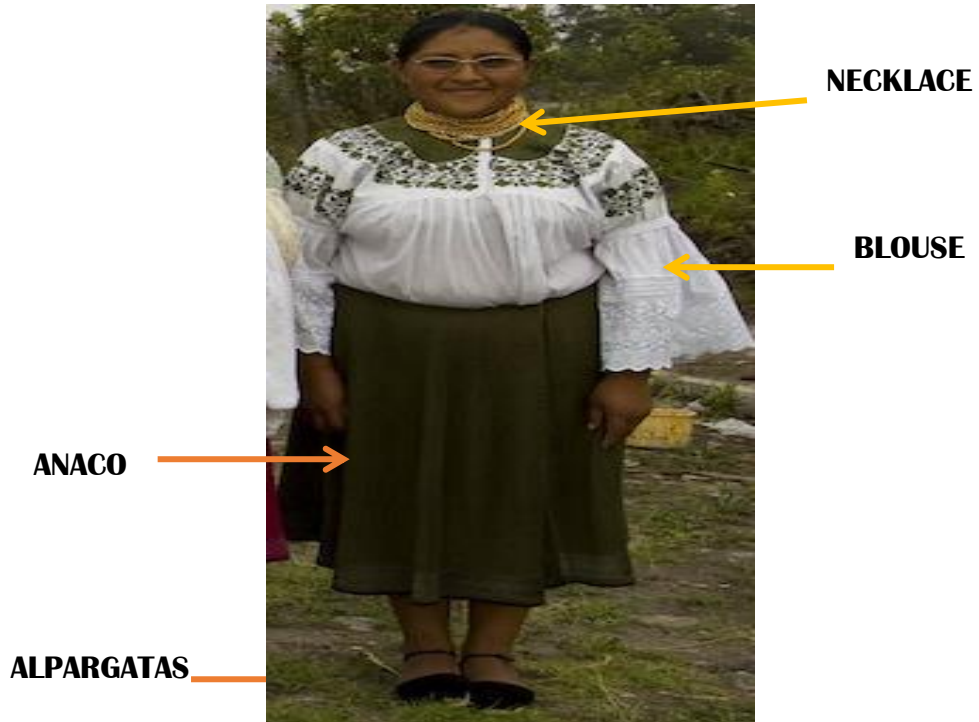
MESTIZOS GROUP



MONTUBIO GROUP



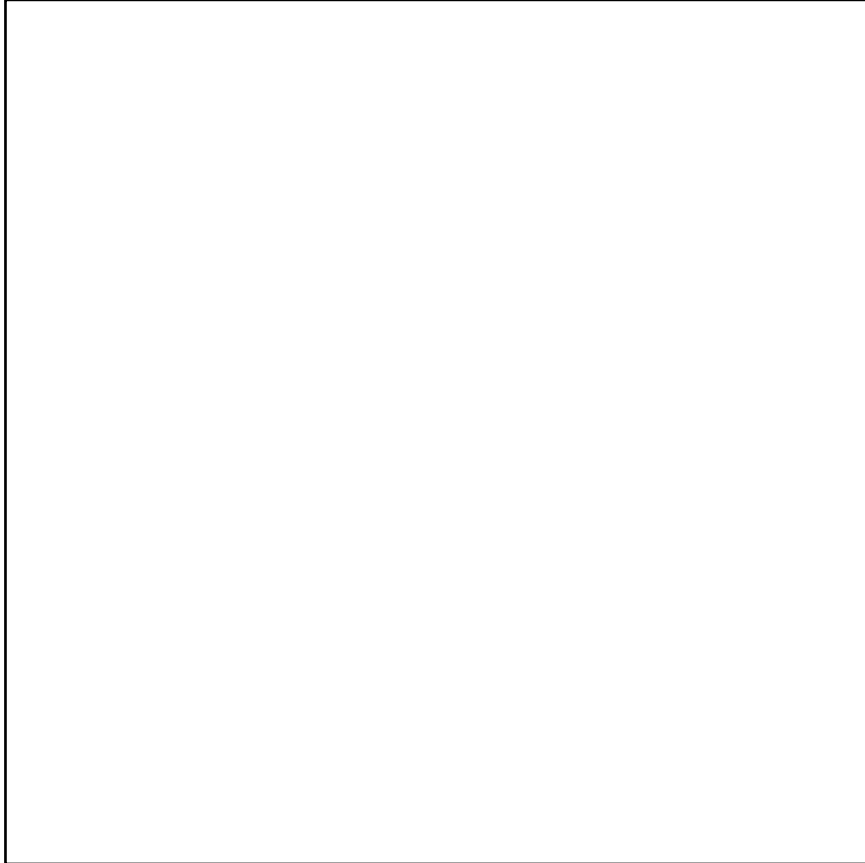
INDIGENOUS GROUP



AFRO- ECUADORIAN GROUP



3.2 draw the clothing that you wear



UNIT 4

OUR PROVINCE

ՕՒՐ ԿՅՈՒՄՆՑԷ



CONTENTS:

- ❖ Vocabulary
- ❖ Provinces I
- ❖ Province II
- ❖ National symbols

1 Vocabulary



1.1 Listen and repeat the words that you hear.

Province



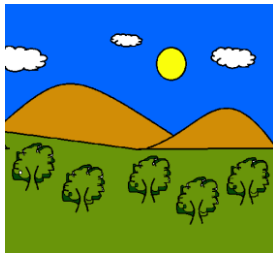
Capital



River



Mountain



Training Nature



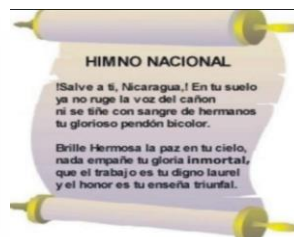
Volcano



Flag



Coat Of Arms



National Anthem





Listen and mark with a (x) the words corresponding to the pictures

1

FLAG



CAPITAL



NEVADO



ANTHEM



2

RIVER



COAT



LAKE



CITY



3

PAPER



PROVINCE



ANTHEM



FLAG



4

VOLCANO



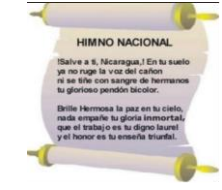
ANTHEM



CAPITAL



RIVER



2 Province I

2.1 Read about the provinces and their capitals

COAST REGION



PROVINCE	CAPITAL
Esmeraldas	Esmeraldas
Manabí	Portoviejo
Guayas	Guayaquil
Santa Elena	Santa Elena
Los Ríos	Babahoyo
El Oro	Machala

HIGHLAND REGION



PROVINCE	CAPITAL
Carchi	Tulcán
Imbabura	Ibarra
Santo Domingo de los Tsáchilas	Santo Domingo
Cotopaxi	Latacunga
Tungurahua	Ambato
Bolívar	Guaranda
Chimborazo	Riobamba
Cañar	Azogues
Azuay	Cuenca
Loja	Loja

AMAZON REGION



PROVINCE	CAPITAL
Sucumbíos	Nueva Loja
Orellana	Francisco de Orellana
Napo	Tena
Pastaza	Puyo
Morona Santiago	Macas
Zamora Chinchipe	Zamora

INSULAR REGION



PROVINCE	CAPITAL
Galápagos	Puerto Baquerizo Moreno

2.1 Look at the words in the grey box. Which ones are provinces and their capitals? Put each word under its correct heading.

Guayas	Tena
Latacunga	Guayaquil
Tungurahua	
Cotopaxi	Sucumbíos
Napo Ambato	
Tena Nueva	

PROVINCE		CAPITAL
<u>GUAYAS</u>	→	<u>GUAYAQUIL</u>
<u>COTOPAXI</u>	→	<u>LATACUNGA</u>
<u>TUNGURAGUA</u>	→	<u>AMBATO</u>
<u>SUCUMBIOS</u>	→	<u>NUEVA LOJA</u>
<u>NAPO</u>	→	<u>TENA</u>
<u> </u>	→	<u> </u>

3 Province II

3.1 Read the text about province limits.



Limits of the Cotopaxi province are the follows:

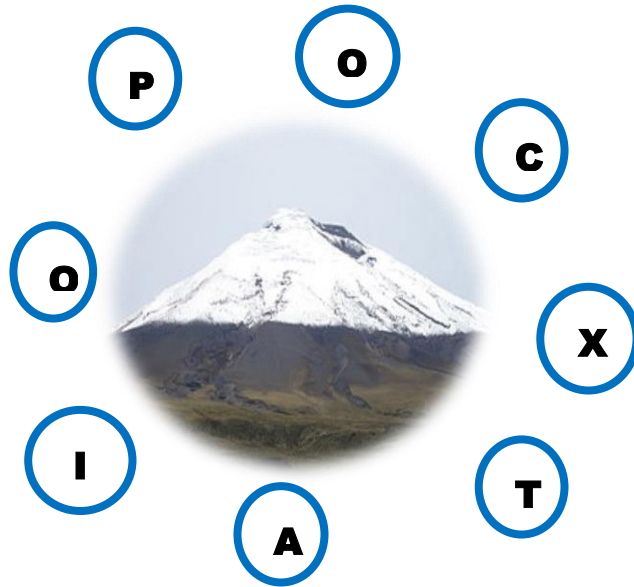
North: Pichincha
South: Tungurahua and bolivar
East: Napo
West: Pichincha and Los Rios



3.2 Look at the picture. Try to rearrange them to fill in the blanks.



G U A Y A S



C O T O P A X I



E S M E R A L D A S

4 National symbols

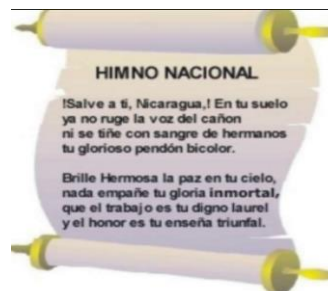
4.1 Learn about National Symbols

Usually, all the flags, to differentiate in others, they are accompanied by a shield, for example our flag has three colors yellow, blue and red. While, condor is the symbol more representative of the coat of arms. Also, the anthems are musical compositions that tell a story about the most important facts. Our national anthem was written by Juan Leon Mera

FLAG



COAT OF ARMS



NATIONAL ANTHEM



4.2 WORK IN PAIRS

Take turns. Ask and answer the following.

a) Which are the colors of our flag?

There are yellow, blue and red

b) Which animal is our coat of arms?

The Condor

c) Do you know our national anthem?

Yes. I do

d) Who write the national anthem?

Juan Leon Mera

UNIT 5

ORGANIZATION OF THE PROVINCE



CONTENTS:

- ❖ Vocabulary
- ❖ Parishes, cantons and provinces
- ❖ Provincial authorities

1 Vocabulary



1.1 Listen and repeat the words that you heard.

President of the Junta



the chief policy



Mayor of canton



the prefect



The Governor



Neighborhood





1.2 Listen one more time the vocabulary about authorities and put a check the pictures.



2 Parishes, cantons and provinces

2.1 Read the conversation about organization of the province.

If we put together many families, We have a neighborhood; If we get together to many neighborhoods, we have one Parish.

If there are many parishes together, we have a canton. Many cantons form a Province.



Many provinces formed a country.

2.2 Reading comprehension

Choose the correct option.

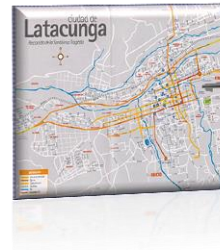
1. Set of families

- a) City
- b) Parish
- c) Neighborhood



2. Set of parishes

- a) Country
- b) Canton
- c) Family



3. Set of parishes

- a) Province
- b) City
- c) Parish



4. Set of provinces

- a) Canton
- b) Neighborhood
- c) Country



5. Set of cantons

- a) Family
- b) Province
- c) Cantons



3 Provincial authorities

3.1 Read about functions provinces authorities.



I am the President of the Junta Parish and was elected by the citizens and the citizens. My duty is to manage properly services public of the parish, as well How to seek the development of community activities and care for the environment

I am the chief policy appointed by the President of the Republic. Work with the Presidents of the Council municipal and also I am in charge of the lieutenants politicians and the parishes of my canton





I am Mayor of canton. I went elected by popular vote and I manage the efforts of the municipality. My obligations are to find and apply solutions to the different needs of the citizens: sewerage, lighting, water, collection

I am the prefect so I am the head of the Council provincial. I was chosen by the inhabitants of the province and my obligation is to serve buildings, such as schools, Health centers and housing; To maintain in good condition the roads and highways; and promote the tourism in the province



I am the Governor and I represent the Government national in the province. My work is to know the Government's plans and coordinate them depending on the development of the province. In addition, I manage the activities chiefs policy and lieutenants politician



3.2 Write the correct number next to the name of authorities



- **Mayor of canton** **2**
- **President of the junta** **5**
- **The government** **4**
- **The chief policy** **3**
- **Prefect** **1**

CONCLUSIONS

- This booklet is going to increase and better teaching learning process so it will help us to gain a great student's attention.
- This booklet will serve as a reference guide in which students will be able to know some information referring Social studies field. So it is a useful resource for most of the students
- In other words, this booklet will also assist teacher for the improvement of basic vocabulary into social studies field.

RECOMMENDATIONS

- The teacher must to give an appropriate use to this Booklet so as to students catch the information in a fun and interesting way.
- It is so necessary to pay attention in each activity that is included inside this booklet in order to have a clear interpretation of it.
- Teacher must elaborate new practical and theoretical works in order to improve the basic vocabulary with their students.

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ANNEXES



TECHNICAL UNIVERSITY OF COTOPAXI ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANITIC SCIENCE

ENGLISH MAJOR

**Survey aimed to students of fourth years of basic education at “ANA PAEZ”
Educative Unit.**

Objective: To know if the students would like to learn English through Social Studies to develop a thesis proposal.

Instructions: Read carefully each questions. Write across (X) in the answer you deem appropriate.

1. - Do you like English?

YES

NO

2. Are the English hours good enough for learning the language?

YES

NO

3.-Would you like to receive additional hours of English after class?

YES

NO

4.-How many additional English hours do you consider suitable for improving your knowledge?

4 Hours a week

1 Hour a week

2 Hours a week

5.-In your opinion, what skill is the more difficult to learn English?

WRITING

READING

SPEAKING

LISTENING

6. Have you ever received English in another subject?

YES

NO

7. - Would you like to learn English and social studies at the same time?

YES

NO

8.- What kind of resources would you like to use in class to learn English through Social Studies?

WORKSHEETS

FLASHCARDS

BOOKLETS

9. - Do you consider that Social Studies English Booklet could help you to improve your English level?

YES

NO

10.- Do you like to use a social studies English Booklet for your English class?

YES

NO

THANKS FOR YOUR COOPERATION

ENGLISH MAJOR

**Survey aimed to the English teachers of basic education at “ANA PAEZ”
Educative Unit**

Objective: To know if the students would like to learn English through Social Studies to develop a thesis proposal.

Instructions: Read carefully each questions. Write across (X) in the answer you deem appropriate.

1. Do your students like English?

YES

NO

2.- In your opinion what are booklets?

They are manuals for learning

They are documents prepared by teachers

They are written that allow to spread and
transmit information instantly

3. - Have you ever used a booklet in social studies to teach English?

YES

NO

4. - What are the benefits of using booklets in the teaching-learning process?

Improve the quality of learning

Achieve an effective learning

Respond to the expectations of teaching-learning process

5.- Do you think that teaching English through social studies could improve the English skills?

YES

NO

6.-In your opinion, what skill is the more difficult to develop in students?

WRITING

READING

SPEAKING

LISTENING

7. Would you like to use an English social studies booklet to teach?

YES

NO

8.-Do you agree to teach social studies in English two additional hours after class?

YES

NO

THANKS FOR YOUR COOPERATION