



# **TECHNICAL UNIVERSITY OF COTOPAXI**

## **ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC SCIENCES**

### **SCIENCES OF EDUCATION CAREER WITH MAJOR IN THE ENGLISH LANGUAGE**

#### **THEME:**

**“CURRICULUM DESIGN FOR USING THE NCTs IN THE ENGLISH TEACHING LEARNING PROCESS WITH THE STUDENTS OF 8<sup>th</sup> AND 9<sup>th</sup> GRADES AT “RAMÓN PÁEZ” ELEMENTARY SCHOOL, DURING THE SCHOOL YEAR 2012-2013”.**

Research plan submitted previous obtaining the sciences of education degree with major in the English Language.

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Latacunga – Ecuador  
January 2014

## **AUTHORSHIP**

The criteria issued in this research work “CURRICULUM DESIGN FOR USING THE NCTs IN THE ENGLISH TEACHING LEARNING PROCESS WITH THE STUDENTS OF 8<sup>TH</sup> AND 9<sup>TH</sup> GRADES AT “RAMÓN PÁEZ” ELEMENTARY SCHOOL, DURING THE SCHOOL YEAR 2012-2013” are exclusively responsibility from the author.

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## THESIS DIRECTOR'S ENDORSEMENT

I, as thesis director of this research work about:

“CURRICULUM DESIGN FOR USING THE NCTs IN THE ENGLISH TEACHING LEARNING PROCESS WITH THE STUDENTS OF 8<sup>TH</sup> AND 9<sup>TH</sup> GRADES AT “RAMÓN PÁEZ” ELEMENTARY SCHOOL, DURING THE SCHOOL YEAR 2012-2013”, belonging to Betty Narcisa Chingo Lamingo applicant of the English Career; consider this research work meets the investigative, and methodological requirements and scientific-technical contributions which are enough to be evaluated by thesis validation court that Honorable Academic Board from Academic Unit of Administrative and Humanistic Sciences at Cotopaxi Technical University designate for the corresponding study and qualification.

Latacunga, January 2013

Thesis Director,

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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, el postulante: **CHINGO LAMINGO BETTY NARCISA** con el título de tesis: **“CURRICULUM DESIGN FOR USING THE NCTs IN THE ENGLISH TEACHING LEARNING PROCESS WITH THE STUDENTS OF 8<sup>th</sup> AND 9<sup>th</sup> GRADES AT “RAMÓN PÁEZ” ELEMENTARY SCHOOL, DURING THE SCHOOL YEAR 2012-2013”** han considerado las recomendaciones emitidas oportunamente y reúne los méritos suficientes para ser sometido al acto de Defensa de Tesis.

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## **GRATITUDE**

I am so grateful with God for giving me the healthy, life and courage to overcome the obstacles during my life.

To my parents whom, with their love and wisdom gave me the best advices in order to get my dreams, and gave me the best gift, “education”.

To the Honorable University for opened me the doors, also to all teachers who helped me in my training process, it is impossible to forgetting my classmates for all the time shared in classes, thanks so much.

Betty Chingo

## **DEDICATION**

This research work goes dedicated to my parents whom with effort and dedication gave me the facilities in order to get my objectives and dreams, also to my sisters and brothers whom support in all time with love and patience in this process, in special to my sister Jeaneth who motivated me with her example and her support when was very necessary, also to my special friends whom believe in me.

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**TEMA:** “DISEÑO DE CURRÍCULUM PARA EL USO DE TECNOLOGÍA INNOVADORA PARA LA COMUNICACIÓN, EN EL PROCESO DE ENSEÑANZA APRENDIZAJE DEL IDIOMA INGLÉS CON LOS ESTUDIANTES DE 8<sup>th</sup> Y 9<sup>th</sup> AÑO EN LA UNIDAD EDUCATIVA “RAMÓN PÁEZ”, DURANTE EL PERÍODO ACADÉMICO 2012-2013”.

**Autor:** Chingo Lamingo Betty Narcisca

## **RESUMEN**

Hoy en día la tecnología es muy importante alrededor del mundo, esta es una muy buena opción para usar dentro del proceso educativo, esta investigación fue acerca de la tecnología en conjunto con el proceso educativo, ésta facilita muchas páginas en la web con el fin de aplicar ejercicios en línea después de tener la explicación acerca de temas expuestos usando el internet, gráficos, actividades, entre otros. La investigación fue realizada para los estudiantes, y también, esta facilita a los maestros para continuar con sus temas y desarrollar las actividades con ejercicios que cada tema contiene, por esta razón es necesario que maestros y estudiantes revisen la guía metodológica y trabajen con ella con el fin de hacer la clase más interesante. Las cuatro habilidades fueron tomadas en cuenta para desarrollar cada tema, el objetivo de las actividades es que los estudiantes desarrollen cada una de ellas de acuerdo como trabajan con la guía metodológica, ellos practican y mejoran sus habilidades del idioma Inglés. Los temas que la guía metodológica contiene fueron seleccionadas de acuerdo a las reglas gramaticales las cuales los estudiantes de 8<sup>th</sup> y 9<sup>th</sup> año necesitan conocer, Los estudiantes practican las actividades de acuerdo al tema revisado.

.....  
Lic. M.Sc. Edgar Encalada  
Director de Tesis



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**THEME:** “CURRICULUM DESIGN FOR USING THE NCTs IN THE ENGLISH TEACHING LEARNING PROCESS WITH THE STUDENTS OF 8<sup>TH</sup> AND 9<sup>TH</sup> GRADES AT “RAMÓN PÁEZ” ELEMENTARY SCHOOL, DURING THE SCHOOL YEAR 2012-2013”

**Author:** Chingo Lamingo Betty Narcisa

## **ABSTRACT**

Nowadays, technology is very important around the world, it is a very good option to use in the educative process, this research was about that the technology joined with the educative process, it facilitates many website pages in order to apply exercises online after having the explanation about each topics using internet, videos, pictures, activities, exercises and others. The research was carried out for students, also this one facilitates to teacher follow and develops each topic which contain exercises, for this reason is necessary that teachers and students review the methodological guide and work with in order to do more interesting the class. The four skills were taken in to account for developing, the activities’ objectives are that the students develop each one according they go working with the methodological guide and practice or improve their abilities in the English Language. The themes that this methodological guide contains were selected according grammar rules that the students need in 8<sup>th</sup> and 9<sup>th</sup> grades, all students practice the activities according the themes that they review.



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**AVAL DE TRADUCCION**

En calidad de Docente del Centro Cultural de Idiomas de la Universidad Técnica de Cotopaxi, yo Lic. Sonia Jimena Castro Bungacho M.Sc con la C.I. 050197472-9, **CERTIFICO** que he realizado la respectiva revisión del Abstract; con el tema: **“CURRICULUM DESIGN FOR USING THE NCTs IN THE ENGLISH TEACHING LEARNING PROCESS WITH THE STUDENTS OF 8<sup>th</sup> AND 9<sup>th</sup> GRADES AT “RAMÓN PÁEZ” ELEMENTARY SCHOOL, DURING THE SCHOOL YEAR 2012-2013”**, cuyo autor es la Señorita Betty Narcisa Chingo Lamingo , y cuyo tutor de tesis es el Lic. M.Sc. Edgar Encalada.

Latacunga, 30 de Octubre del 2013

Docente:

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Lic. M.Sc Sonia Jimena Castro Bungacho  
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## INTRODUCTION

This research is elaborated to know the students' opinion about the English teaching learning process in their institution, and improve the management of the class into the educative process and develop in a better way the English language skills, using the New Communications Technologies (NCTs) in order to do more interactive class and catch the students' attention by an interesting class. To get the goals is the purpose of it, for giving to the society students with English language skills and they should practice them.

Nowadays the technology is very important and plays an important role in all aspects, if the technology is joined with the educative process, the possibility of getting excellent results increase day and day, for this reason is necessary to join two aspects and teach English language using the technology in order to improve the English language skills.

The first chapter is based in the theory about the education in our society, how the education is in constant changes, also is necessary that English teaching learning process go according to those changes, applying the correct curriculum and didactic resources, the New Communication Technologies in the society are very useful and why don't use this in the educative process. It is a good option for the education because it helps to teachers and students to have better knowledge using internet, videos, audio, activities, online exercises which help to students develop their skills during the English teaching learning process.



The second chapter contains surveys analysis that the researcher applied to the students of 8<sup>th</sup> and 9<sup>th</sup> grades at “Ramón Páez” elementary school in order to know the opinion about the teaching learning process used in the class, also the interview to the Principal and Teachers from Elementary School, in this chapter there are tabulations for the results of each survey and interview applied for this research.

The third chapter has the researcher’s proposal; the application of the methodological guide for working with the students of 8<sup>th</sup> and 9<sup>th</sup> grades using the New Communications Technologies, there is all information that the students and teachers use for working in class, this contains many links which help to students practice in internet, so learners get the knowledge.

# CHAPTER I

## 1. BACKGROUNDS

In Latin America and the world, the curriculum in education also need to be reformed in response to strong demand to enroll more people in education and to improve the quality and effectiveness of education offered to meet the needs students. What is needed is a combined approach to achieve greater flexibility and structural modernization and change of content and teaching methodologies and study.

In some countries, particularly Chile and Argentina, the percentage of students increase. In addition, students come from broader social sectors. Many of them belong to families that have come into contact with education for the first time itself, they do not have books or other printed material at home, or they do not have access to the new communication.

In many Latin American countries, the students have the feeling although they do not understand exactly why that the education curriculum is profoundly inadequate. The worsening of social inequalities and this feeling of the inadequacy of curriculum converge in the daily routine of educative institutions, rising to situations of problems, indifference or educative complicity between pupils and teachers, who are also confused loss before the novelty and opportunity of challenges that they were never trained to deal with.

Traditionally in Latin America, there was no such thing as 'curriculum' for education. What we now call the curriculum materials in Latin American education typically consisted of projects and programs.

In the early 1990s, there was a growing awareness that it was worth it to produce a different kind of curriculum material, which led to changes in plan of studies mentioned above. As a result of these changes, several Latin American countries, including Chile, Argentina, Uruguay and Brazil have now introduced new curriculum guidelines, which take different forms, names and legal status.

Chile developed a set of Basic Objectives and Minimum. These guidelines were then adopted as a national law. In Chile, the education system works in a privatized and municipal base. However, feeling the need to commit to a common education policy, 95% of all educational establishments accept them. In the opinion of experts and ministerial many teachers, these materials do not provide sufficient direction. Therefore, the curriculum was later added as 'worksheets', containing options, activities, bibliographies and other support to teachers.

In Argentina, the Federal Council for Culture and Education, consisting of the ministers of the twenty-four provinces and chaired by the National Minister Common Core Content posted graduate of cycles (Argentina, Ministry of Culture and Education, 1997). This content has to be incorporated into the designs of Provincial Plan studies, but can be modified for easier learning.

In Brazil, the National Education Council, which consists of remarkable and not the education ministers of different states, outlined some parameters Curriculum (Brazil, Ministério da Educação da Desporto, 1998, 1999) that recognizes four levels of

specification, but which are intended directly for voluntary by educative institutions and teachers in the preparation of the institutional aspects of curricular projects. Uruguay, on the other hand, a small but centralized with approximately 3 million people, projects and programs proposed for gradual implementation, mandatory (Uruguay, National Public Education Administration, 1999).

The methods for preparing the new curriculum materials differ from traditional methods previously used to prepare projects and programs. From the origins of education to the 1950, it used to be prepared exclusively by a panel of expert teachers in different disciplines in an educative climate in which the constant updating was not considered a normal procedure.

The degree of inertia inherent in this approach to curriculum change tended to support only officially approved institutional structures and teaching fields and methodologies, failing to attend current requirements by allowing the incorporation of content taken from new disciplines or fields of knowledge, or even motivated by the need for improvement in the quality education.

Recent efforts to develop the curriculum for a national scale have pointed to the involvement of teachers and principals, but not to change the curriculum as a standard, but understanding the curriculum as practiced. At the same time, it was assumed that teachers have to change views with no teachers to use best practices drawn from these wider horizons.

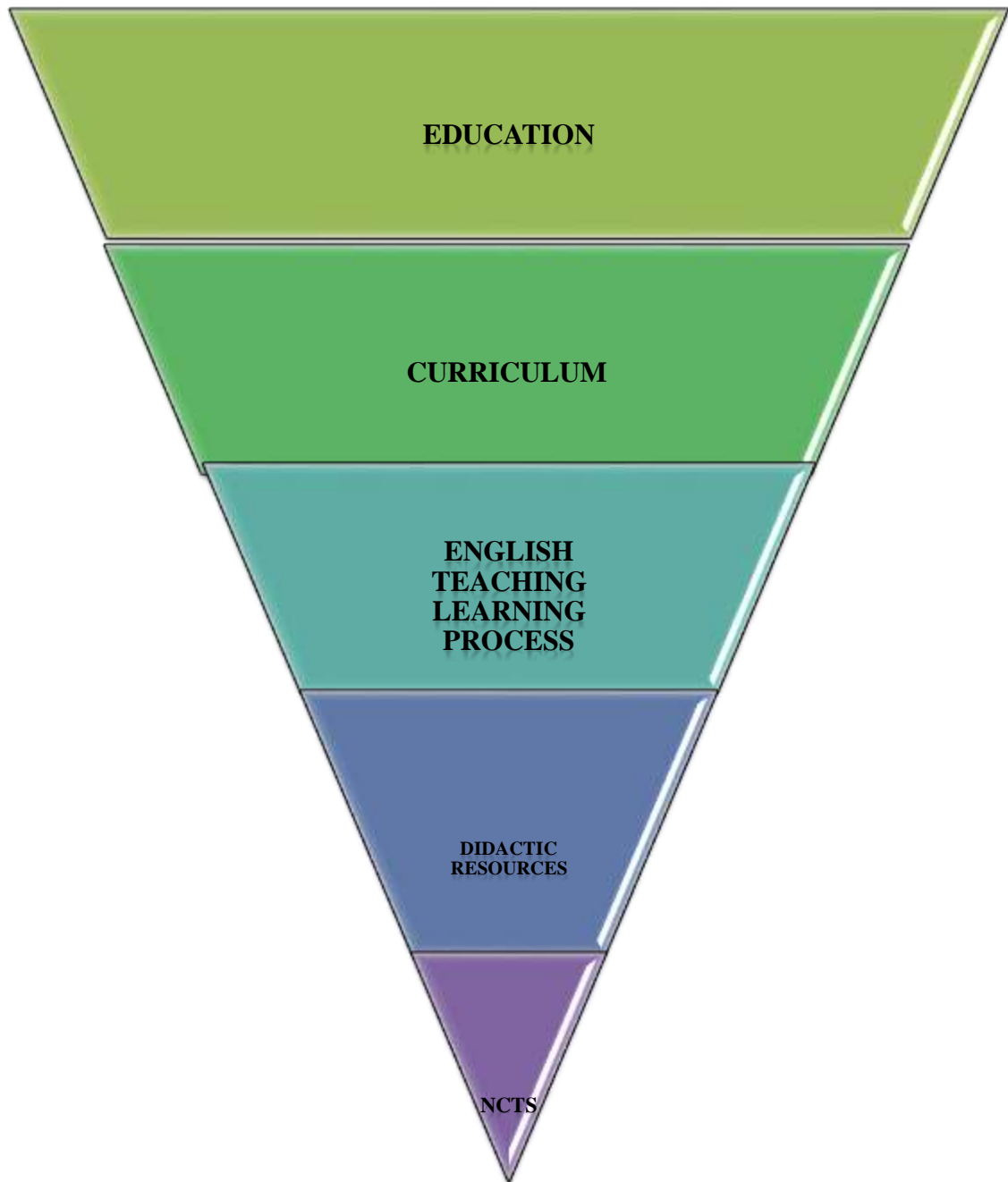
It was also assumed that these no teachers should not be restricted to educationists and experts specializing in curriculum and related matters. Teams of scientists and scholars were also brought to support proposed changes on the basis of their own epistemological and scientific experience.

It is increasingly admitted that mere academic 'updating' does not provide sufficient justification for curriculum changes, because academic contents become rapidly outdated and because simply updating content is not the only valid reason for undertaking curriculum changes. The criteria need to be more closely related to the relevance of changes and their effectiveness in terms of imparting new skills.

In some cases and to a partial extent, for example in the development of technical and professional education in Mexico and for general education in Rio de Janeiro, the involvement is sought of groups which earlier used to be known as interlocutors or outside references. These included businessmen, non-governmental organizations, political leaders, artists and media professionals, who were asked to their views about the requirements of secondary education.

The education system and the academic world have led to working methodologies that are more appropriate for the design of educational methods to place the old technical schools.

## 1.2 MAIN CATEGORIES



## **1.3. THEORETICAL FRAMEWORK**

### **1.3.1. EDUCATION**

Education is an important factor in order to the country would get a better economic and social development, because if the country has a high level in the educative system, it will have professionals with intellectual and productive capacity, for that reason, it is very important that Ecuador gives the best program to the educative system and the students.

Will Durant, (1885-1981) “Education is a progressive discovery of our ignorance.” <http://www.lhup.edu/~dsimanek/eduquote.htm>

According to the researcher the education is the process of knowledge that a human being takes in the distance of his existence and it goes out of the ignorance in which it is lived in a beginning without having education which is given in the educational institutions. It is to say the education is fundamental in the human being, because it helps us to answer several hesitations in the daily life.

Henry Peter Brougham (1779-1868) “The education does the people easy to direct but difficultly to manipulate, easy to govern but impossibility to enslave”<http://www.amnistiacatalunya.org/edu/es/clic/clic-citas.html>

The researcher thinks that a polite person has the facility of choosing like to live, can take his own decisions, take risks inside his daily life, it is difficult to submit a person who has received education to situations that are not convenient for him, a person with wide knowledge was never leaving that different enslaves it to his way. For this reason the education is very important in a human being bearing in mind that is growing as this it is educating

Finally the education is the main part in a society , if the country have a good educative program so it could have good professionals and could be a productive country developing in different areas, doing to our country with a better economy.

### **1.3.2 Types of education:**

#### **1.3.2.1 Formal Education**

Formal education is the basic education that a person receives at school. The basics, academic and develop the skills are showing to the person during formal education. Consequently, this form of education is also referred to as typical or traditional education. Beginning with nursery education, a student learns the many aspects as he advances towards primary, secondary and higher education. While nursery, primary and secondary education are received by a student at a school, higher education, or post-secondary education, is generally disclosed at a college or university.

#### **1.3.2.2 Informal Education**

Informal education includes educating to anyone during informal communication and reading books. In general, informal education is edifying someone outside the basic form of education, that is, in schools, and without the use of any learning methods.

#### **1.3.2.3 Special Education**

Mentally challenged and handicapped students are educated through special learning methods, known as special education. For a student to be admitted into a special education school he is first evaluated on the various parameters of disabilities and accordingly, his eligibility is determined.



#### **1.3.2.4. Adult Education**

Adult education is the process of educating the adults as it aims towards educating an adult on literacy, other basic skills and various job skills. Also known as adult basic education, adult literacy education or school equivalency preparation, adult education can be categorized into three further categories: formal class based education, e-learning and self-directed learning.

### **1.4. CURRICULUM**

The new Curriculum in the education is based on many theories and methodologies in the educative program, especially, they have been considered to be the foundations of the Critical Pedagogy which have the students as main part of the education whom are searching new knowledge of doing and human developing, many methodological structures in learning.

The human development and the preparation for the comprehension is the process of update and strengthening curricular in the education; brushed on the base of improving the human condition and the preparation for the comprehension, the educational aim is the formation of the students full of values that they allow them to interacting with the company of the practice of them.

The development of the condition humanizes also it has many forms, for example: the comprehension between all and the nature, in general, expresses the human condition to itself between the skills and knowledge that are developing in many areas and years.

Neagley y Evans, (1967) “It is the set of planned experiences provided by the school to help the pupils to obtain, in the best degree, the aims of learning projected according to his capacities”.(p.6)

According to the researcher curriculum it is the planning and development inside the classroom with the students to manage or achieve the aims raised of better way, it is a form of helping for students, couple to improve his capacities and to achieve their learning doing relation with his capacities. In this way the students can develop their abilities.

Inlow, (1966) “It is the effort joint and planned of any school, destined to lead the learning of the pupils towards predetermined results of learning”. (p.6)

From the point of view for the researcher, curriculum is the way of planning of an institution or school in order to fulfill the aims raised of better way in the school area, is so if a school plans with a good curriculum the results always will be the best, and hereby one helps the students to develop his skills of better way inside the educational and personal area.

A curriculum is necessary at the beginning of the studies, because, this contents the goals which would get after the process; during the program the students have the feasibilities in order to learn more and more according as the time, that is to say the students will progress, also the students are going to develop the skills in different ways using different techniques which the curriculum contents.

## **1.4.1 Types of curriculum**

### **1.4.1.1 Written Curriculum**

The Written Curriculum is the available curriculum because it is part of the formal education. Also includes course objectives, course guides, lesson plans, course material and criteria. The Written Curriculum is improved by other types of

curriculum, such as the Electronic Curriculum. Although this is the official curriculum, it is often subordinated by other more powerful curriculum.

#### **1.4.1.2 Hidden Curriculum**

The Hidden, or Covert, Curriculum refers to messages joined by an organization that are implied. The Hidden Curriculum may have more influence than the Written Curriculum because it is based on the norms and values of the organization. Also includes constant school activities and procedures that are not accepted and can indicate informal preferences for sure subjects. The development or arrangement of sure courses over others can point to a Hidden Curriculum that some subjects are not as important as others.

#### **1.4.1.3 Null Curriculum**

The Null Curriculum represents the material or subjects that are not being imparted as part of the Written Curriculum. This limited resources or an emphasis on academic courses, not all material or subjects will be imparted. When subjects such as music or art are not included in the Written Curriculum and those form part of the Null Curriculum, students may believe these subjects have minimal value.

#### **1.4.1.4 Tested Curriculum**

The Tested, or Assessed, Curriculum is the body of information on which students will be tested. Teachers may prefer to teach material that will be tested on state or school tests to improve their success rates. Teachers who put more emphasis on the Tested Curriculum may overlook the material prescribed in the Written Curriculum.

### **1.4.1.5 Electronic Curriculum**

The Electronic Curriculum includes all learning activities that are Internet-based. By acknowledging the existence of the issues to be considered with the electronic curriculum, educators must take into consideration the credibility of information on the Internet. Students must develop critical-learning skills to determine the quality of information they are researching.

## **1.5.1. ENGLISH TEACHING LEARNING PROCESS**

The English teaching – learning process in the classroom is so important in order to teach English, it is the tool for teachers with or without experience while it could be very useful for teachers in order to search into themselves, it is used as a teachers' instructions notebook, also it motivates teachers to face difficulties in their professional development.

### **1.5.1.1 Teaching**

Teaching is in communicate to the students of clear form a few knowledge, skills, ideas or experiences that they do not possess, in order that the students understand and make them his, then to apply them in a certain and appropriate moment. The teacher must have appropriate knowledge of some elements necessary for his process of education, with the intention of which the students find the answers of his questions in the exercise of the learning.

Mudrik A, (1991) “The education can be understood as a mere transmission of knowledge between a teacher and one or more students. In this respect, the term of education includes that of education” (p. 2)

Researcher thinks that teaching is a very important base inside the education since the one who teaches is the fundamental base, is the one who has the exact knowledge to answer several worries of the students, and hereby clarify the knowledge that is given inside the classroom.

### **1.5.1.2 Learning**

The learning is the process across which there are acquired or modify skills, abilities, knowledge, conducts or values as result of the study, the experience, the instruction, the reasoning and the observation. This process can be analyzed from different perspectives, for what different theories of the learning exist. The learning is one of the most important mental functions in human beings, animals and artificial systems.

Margarita Mendez Gonzalez, (2009) “It is all that knowledge that is acquired across the experiences of the daily life, in which the pupil appropriates of the knowledge that they believe suitable for his learning.”

<http://www.psicopedagogia.com/definicion/aprendizaje>

From the point of view of the researcher learning it is the acquisition of new knowledge in the students or teachers by means of a process that is carried out inside the classroom by the students; they assimilate the knowledge by means of experiences that can experiment inside or out of the classrooms as are present the needs.

### **1.5.1.3 Process**

Process is to carry out a plan stepwise, to achieve one or more aims planned in a planning; in the education the process of education learning that is carried out is a

game of very important, main roles and students are those who do part of this game. To achieve this process is necessary the participation of both parts. Also are necessary different kinds of materials that are going to be useful for the process.

## **1.5.2 English Teaching Learning Process**

The processes of education learning and the labor of the teacher on having used these, are orientated to the social service, because of it is difficult to say that other processes should be of major value, because not any activity develops it so entirely to the service of the others since happens with the self-sacrificing labor of the teacher. Then the process of education learning has supplied effect and with deep, complete and awkward ends. Teaching is to produce learning; so learning at the time is a relatively permanent change of the behavior that happens as result of the practice.

### **1.5.2.1 Methods of teaching-learning**

#### **1.5.2.2 Deductive method**

The reasoning departs from the universal thing to come to the particular thing; then the general conclusions explain particular cases.

#### **1.5.2.3 Inductive method**

The induction comes from the Latin *inductio* that means "to drive, to introduce ", is the reasoning or mental skill for that the knowledge goes on to a degree of generalization. This method this one related to the form of reasoning that goes from the particular thing to the general thing, it is contradict the deductive one.

#### **1.5.2.4 Analogical method**

In this case the reasoning goes from the particular thing to the particular thing and is there where there are established the comparisons that lead to the conclusions for similarities. To illustrate the analogical method, it is possible to say that the prestige of a program d studies is comparable with the success of the same one.

#### **1.5.2.5 Logical method**

Related to the coordination of the matter, across which the information or facts are organized in certain form; this is, from the simple thing to the complex thing. The information is presented in order of precedents to consistent, which we know as the relation causes effect.

#### **1.5.2.6 Active method**

This one related to the participation of the pupil in the experiences of learning: a student has an active attitude when it operates physics and mentally. The teacher turns into a coordinator, a leader, a guide since the environment becomes propitious for works in group, debates, discussions, interrogations.

### **1.5.3 Techniques of teaching-learning**

#### **1.5.3.1 The lecture**

Traditional teaching and training most frequently rely on the lecture. This is a way of communication for prepared speech. The teacher talks to the pupils in an autocratic way and in its pure form, the pupils have no opportunity to ask questions or offer

comments during the lesson. Even though lectures appear to be an efficient teaching or training method, as little or no time is spent on discussing, learning is not guaranteed.

### **1.5.3.2 Drills and practice**

Drill is the repeated hearing and use of a particular item. This technique is most helpful in language learning. As a form of repetition, drills enable one to focus sharply on particular points of grammar, vocabulary, pronunciation and spelling. The method can be fun if the teacher is lively and enthusiastic about it.

### **1.5.3.3 Questions and answers**

Question and answer is defined as "a method both for teaching and oral testing based on the use of the questions to be answered by the pupils". When conducting a class or group discussion, teachers should be conscious of the impact of in the pupil's response. By not accepting a response in a positive way, the teacher may discourage pupils from answering further questions.

The stepping of questions is also important. Pupils should be given enough time to think about an answer. The questions should come quickly enough to keep the step of the active class. It is necessary doing open and clarifying questions should be asked to encourage pupils to express themselves.

The questions will also help the teacher to assess his/her teaching and pupils' learning. It is therefore necessary that teachers also formulate higher order questions which require the pupils to apply, synthesize and evaluate knowledge or information.



### **1.5.3.4 Discussion**

Discussion method is one that permits open interaction between students as well as between teacher and student. It involves free flowing conversation, giving students an opportunity to express their opinions and ideas, hear those of their peers and the teacher.

The teacher does not take the leadership role. He/she rather participates as a member of the groups. And everyone follows the plans for specified acceptable discussion behavior. If properly planned and structured, the discussion method involves pupils in higher order cognitive skills such as analysis, synthesis and evaluation.

### **1.5.3.5 Role Play**

In role play, pupils use their own experience and creativity to imitate a real life situation. When done well, role play increases pupils increase confidence to themselves, gives them the opportunity to understand or feel sympathy for other people's points of view or roles, and usually encourages them to come up with practical answers, solutions or guidelines on various issues.

Pupils act out what they would say or do in a given situation. The acting can last 5 to 10 minutes. Other pupils watch and listen carefully. After the role play, they discuss the performance. The situation is then discussed. Pupils may progress and discuss questions such as: Does this happen in our community? Who or what causes this problem, how can it be solved and can solve it?

### **1.5.3.6 Demonstration and practice**

This is where the teacher performs an instructional activity or a process as pupils observe. The aim of the demonstration is to provide pupils with a concrete illustration of what they are expected to do, how they can best do it and how they can tell when they have used the skill or ability correctly.

Demonstrations should be followed by giving pupils an opportunity to practice the skill either individually or in groups.

## **1.6. DIDACTIC RESOURCES IN ENGLISH TEACHING**

### **1.6.1 Didactic**

The didactics is the scientific - pedagogic discipline that takes the processes and existing elements as an object of study in the education and the learning. It is, therefore, the part of the pedagogy that deals with the technologies and methods of education, destined to form in the reality the guidelines of the pedagogic theories. Also it is a theoretical, historical and political discipline. It has his own theoretical character because it answers to conceptions on the education, the company, the subject, to know, the science. It is historical, since his offers answer to historical specific moments.

Ángel Díaz Barriga, (1997) “Didactics and curriculum approaches these and other questions of law related to the educational work, to the formulation of programs of studies and to the education in general.”

[http://www.angeldiazbarriga.com/libros/textos\\_libros/libro001.htm](http://www.angeldiazbarriga.com/libros/textos_libros/libro001.htm)

The researcher's point of view is, the didactics includes the development of the teacher who is the key of the process of education learning, the teacher is the one who guides the student and clarifies his doubts, also teacher has the control inside the class, in didactics these stocks of way specify both in the teacher and in the students who share knowledge inside the classroom couple that they practice inside and out of her.

Nivia Alvarez Aguilar, (2007) "The Didactics is the field to discipline of the pedagogy that deals with the systematizing and integration of the theoretical methodological aspects of the process of communication that takes the enrichment as an intention in the evolution of the subject involved in this process." <http://www.psicopedagogia.com/definicion/didactica>

From researcher's point of view, didactics is not mas that the process or way of teaching that the teacher goes inside the classroom for with his students, looks for the way of coming in a clear and certain way in order that the students could assimilate the knowledge of a perfect way.

It is possible to conclude that a didactic resource is the material with which the teacher works during a class, the material on which the teacher rests to take of better way the knowledge towards to the student, indisputably a didactic resource must be chosen of the best way because it is by means of which the teacher carries out his class.

If the teacher chooses well a didactic resource, the student as the teacher will be actives during the class, to choose it bearing in mind the topic of the class sera the best option to use it during the class.

## **1.6.1.1 Types of Didactic Resources**

### **1.6.1.2.1 The blackboard**

Is one of the oldest means to teach and to show information, but it is still working in many educational centers despite its monotony it is very useful in the classroom. It is very criticized by the most and very appreciated by less. In fact, teachers have to learn how to manage boards in a correct way since they can be boring but ironically they are the most popular resource in elementary schools and high schools. It can be the best professor's ally in the teaching process the only point is that he has to avoid to over using it.

### **1.6.1.2.2 Internet**

It is becoming the most common tool in the English teaching-learning process because it is an interactive tool for teaching. Nowadays, it is very popular the distance education, people can get different kinds of degrees through internet.

According to Moore and Kearsley (1996) "the fundamental concept of distance education is simple enough: Students and teacher are separated by distance and sometimes by time." <http://ipisun.jpte.hu/~joe/novelty/>

For this reason, this kind of education is useful for people who work and do not have enough time to go to the university's campus. In fact, students can access to blogs and chats in order to get their classes. Moreover, videoconferences are used as ways to transmit important information to online learners. Internet is changing all the concept of teaching learning, but the main problem is that not all teachers and students have access to this tool.

### **1.6.1.2.3 Language labs**

They are very useful to teach English, but the main problem is that they are expensive. In fact, most of the schools use tape recorders for playing audios samples. It is sad because students cannot develop their listening skills in the way that it is supposed to be.

Teachers have to be creative and develop alternatives ways in order to surpass this problem. For instance, professor can use karaoke during class, they can give to the learners the song's lyric and play it using the tape recorder, in this way students can perform listening and speaking skills. Teachers have to find alternative and catching ways to teach listening skills.

### **1.6.1.2.4 Power Point presentations**

They are recent forms in which teachers can present information to their students, they are easy to handle and create; the main problem with them is that students and professors need computers and video projector for presenting. If there is no power or the electronic devices get broken, the process is interrupted. For this reason, teachers have to have a plan b, and it is recommendable that if he uses a technological resource in a plan a, applies a pre-technological resource in plan b, and vice versa. In this way teachers can overcome any problem during the leaning-teaching process.

## **1.7. NEW COMMUNICATION TECHNOLOGIES (NCTs)**

New Technologies are the best part in the education because they are very useful to help teachers at the moment of teaching; also the relevant point of it is that students pay attention according to the technology, so the teachers get to wake up an interest from the students in order to learn the English language.

Also the technology is an important part in the education because it has the relevance and the government nowadays is based on it, for this reason, it is so necessary to use the technology in a correct way in order to help the development of our society according to this globalized world.

“For the LAROUSSE dictionary the term technology does relation to the set of practical rules, manners and procedures of which a science or art uses”.(p. 14)

The investigator thinks that technology goes at par with the education, day after day they are in constant evolution, therefore the two joined do a very interesting set to work and to innovate in a classes with the students. Also technology is a very special tool that helps the teacher as a didactic resource of agreement wing forms of use.

“The Salvat encyclopedia of Science and Technology define the technology like the systematizing of the knowledge and practices applicable to any activity.” (p. 14)

The researcher point of view is that Technological enterprises are determined neither by advances in knowledge nor simply by the identification of needs, but by social interests. Of the potential new technologies available at any one time only a few are developed and become widely implemented. In this way technology is shaped by society, by consumer choice, yet it could also be argued that technology shapes society.

## **1.7.1 Kinds of NCTs**

### **1.7.1.1 E-mail**

It is a service of network that allows to the users to send and to receive messages and files rapidly, also electronic messages called or electronic letters, by means of electronic systems of communication.

This great computer works as a "Post office" that in turn it broadcasts an addressee in some another place of the city, of the country or of the world concerning seconds. It is like that as teachers and students can communicate without importing the distance.

### **1.7.1.2 Listservs**

A listserv, or list server, is a small program that automatically sends messages to multiple e-mail addresses on a mailing list. When someone subscribes to a mailing list, the listserv will automatically add the address and distribute future e-mail messages to that address along with all the others on the list. When someone unsubscribe, the listserv simply removes the address. At least that is the way it supposed to work.

### **1.7.1.3 Social Pages**

Nowadays there are a quantity social pages, this facilitate the change about some ideas with the students, it is very important to create a special page in order to the group are going to use for practicing vocabulary, share photos with some phrases between classmates.

The Teacher can create a social page in groups for example, for a grade and in this group can share pictures, and students can comment those using an specific grammatical rules or using themes which have been checked.

#### **1.7.1.4 Chat Rooms**

A chat room is an area on the Internet or other computer network where users can communicate. It allows users to communicate with each other through instant messaging. There are many types of chat rooms based on what people are chatting about.

The teacher can determine a specific hour in which the students should connect to the suggested or secondhand network; however, chat rooms allow group members to engage in real time discussion without needing to be in the same physical location.



## **CHAPTER II**

### **2.1. BRIEF CHARACTERIZATION OF THE “RAMÓN PÁEZ” ELEMENTARY SCHOOL**

The creation and functioning of the "Ramón Páez" Elementary School that belongs to Patután neighborhood, Eloy Alfaro parish, Latacunga canton, was on May 14<sup>th</sup> 1957 with the highland regime.

At the beginning, this elementary school functioned in different neighborhood's houses, those houses didn't belong to the school, some years later, the school got a lot in front of the central park of Patután where an only classroom was built for all students.

Then, the state provided them with a land where the elementary school is located at the present, so year after year, the elementary school has increased and nowadays, it offers all the necessary services to the students.

This elementary school has increased until the tenth year of basic education progressively, beginning since the academic year 2009-2010 with the eighth year of Basic Education.

The Planning Direction being based on this information and in conformity with the art. 59 Literal (m) of the general regulation of the law of education it comes to legalize; in use of his attributions and the granted ones for delegation that article awards the ministerial agreement N ° 4526 of November 21, 2007. Literal (a).

From August 27, 2007 by means of ministerial decree, the institution changes its name to Center of Basic Education.

According to the new law of basic education, all institutions around our country are applying different methodological strategies in order to success in the teaching – learning process and form students with high academic standards.

## **ANALYSIS AND INTERPRETATION OF THE RESULTS**

### **2.2. Interview applied to the principal of “Ramón Páez” Elementary School**

**1. How do you qualify the current reality of the English Teaching-Learning process?**

The qualification is quantitative but the students aren't comfortable or they don't have enough motivation when they receive their scores.

**2. Which results have you got with the current English Teaching Learning process?**

The results are good but it is necessary more because many students continue their education in the city and it is necessary that the students go with good knowledge.

**3. Do you believe that it is necessary to change the current curriculum into a new and innovative one?**

Yes, I believe that it will be better because it is going to be interesting the new materials in order to motivate the students and do English language more interesting for them.

**4. Does it seem to you that an innovative curriculum based on the NCTs would help to justify in a better way the objectives?**

Yes, because all students will be interested in the new materials, the objectives will be new and the students will have more advantages.

**5. Would you give your permission to apply the curriculum based on the NCTs in your institution?**

Yes, I will give my authorization in order to the students will have new themes and work with the new technology.

The School's director agree with the current curriculum, but she said: that is necessary to change by a new and innovative curriculum in order to help the students with their knowledge because, when they finish the elementary school and go to other institution they need to have clear knowledge in order to continue with their education.

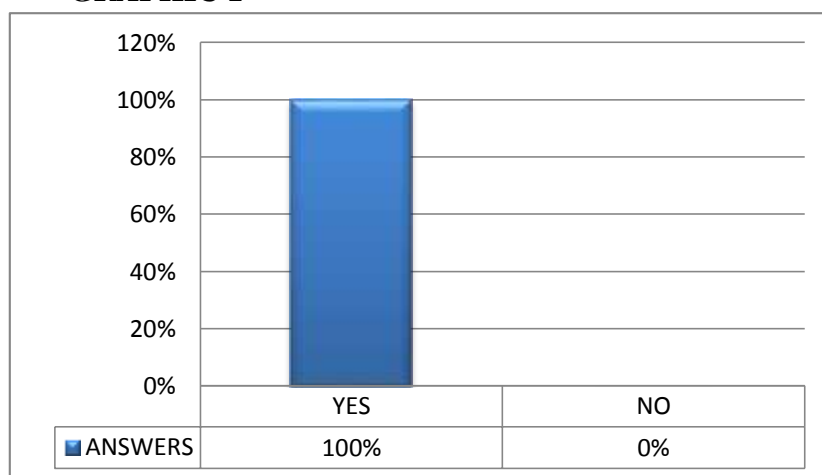
## 2.3 Analysis of the surveys applied to the teachers of “Ramón Páez” Elementary School

1. Do you consider that learning English language is important?

**TABLE 1**

| OPTIONS | # ANSWERS | %     |
|---------|-----------|-------|
| Yes     | 25        | 100 % |
| No      | 0         | 0%    |
| Total   | 25        | 100%  |

**GRAPHIC 1**



Elaborated by: The Researcher  
 Source: “Ramón Páez” Elementary School

25 teachers that corresponding to 100% agreed that learning English is necessary and important, and 0% thinks that isn't necessary.

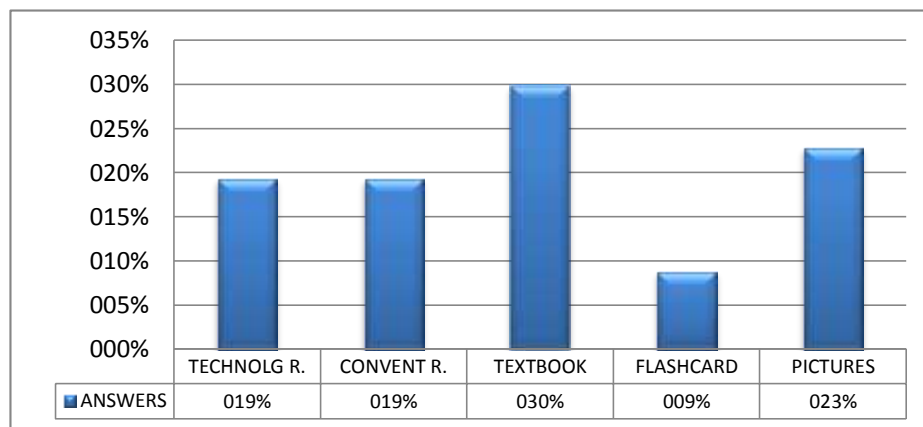
English is a second language around the world, the most common language used in all aspects; education, business and so on, also it is necessary to highlight that English is very useful for carry out many projects because any professional in this time can accomplish without know English for that reason it is possible to say that all teachers think that learning English is very important nowadays.

2. What kind of resources do you use in your classes?

**TABLE 2**

| <b>OPTIONS</b>   | <b># ANSWERS</b> | <b>%</b> |
|------------------|------------------|----------|
| Technological R. | 11               | 19,29    |
| Conventional R.  | 11               | 19,29    |
| Textbook         | 17               | 29,82    |
| Flashcards       | 5                | 8,77     |
| Pictures         | 13               | 22,8     |
| Total            | 57               | 99,97    |

**GRAPHIC 2**



Elaborated by: The Researcher  
 Source: "Ramón Páez" Elementary School

From 25 teachers, 11 that represent 19,29% agreed that the technological resources as the principal one, on the other hand from 25 teachers, 11 that correspond the 19,29% said that they use conventional resources, also into 25 teachers, 17 that means 29,82% use textbook, and from 25 teachers 5 which means 8,77% agreed with the flashcards and finally from 25 teachers, 13 are the 22,80% use pictures as a didactic resources.

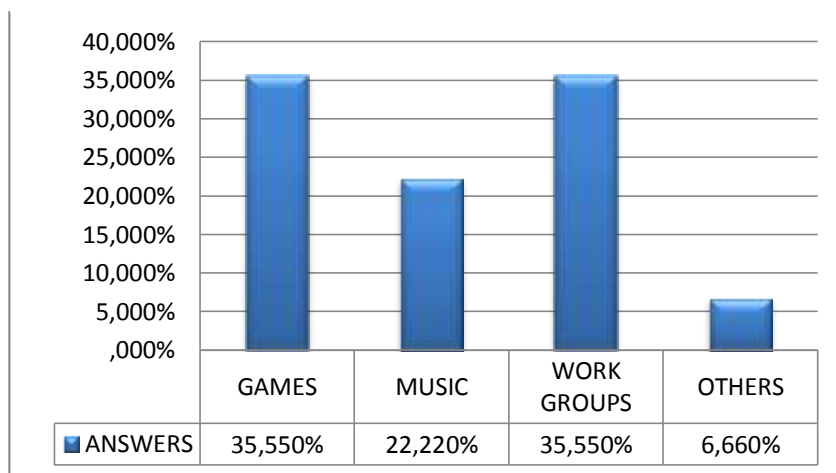
Therefore, it is possible to say that most teachers use textbooks, pictures and technological resources as the principal resources in their classes.

3. How do you motivate your students during the class?

**TABLE 3**

| OPTIONS     | # ANSWERS | %      |
|-------------|-----------|--------|
| Games       | 16        | 35,55% |
| Music       | 10        | 22,22% |
| Work groups | 16        | 35,55% |
| Others      | 3         | 6,66%  |
| Total       | 45        | 99,98% |

**GRAPHIC 3**



Elaborated by: The Researcher  
Source: "Ramón Páez" Elementary School

16 from 25 teachers, that represent the 35, 55% decided that good motivations are games, also from 25 teachers,10 those are the 22, 22% use music, on the other hand from 25 teachers, 16 which represent the 35, 55% use work groups and finally, 3 from 25 teachers that correspond 6,66% agreed with others.

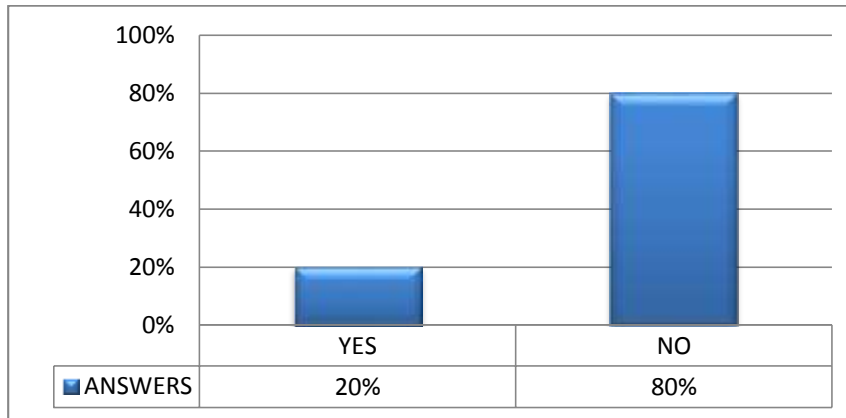
So, according to this analysis after of applied the surveys it is possible to say that most teachers use games and workgroups as the best ways to motivate their students during the classes.

4. Are forty minutes enough to complete the lesson plan in class?

**TABLE 4**

| OPTIONS | # ANSWERS | %    |
|---------|-----------|------|
| Yes     | 5         | 20%  |
| No      | 20        | 80%  |
| Total   | 25        | 100% |

**GRAPHIC 4**



Elaborated by: The Researcher  
Source: "Ramón Páez" Elementary School

20 from 25 teachers that represent the 80% said that 40 minutes aren't enough to conclude the lesson plan and from 25 teachers, represented by 5 which means the 20% concluded that is enough.

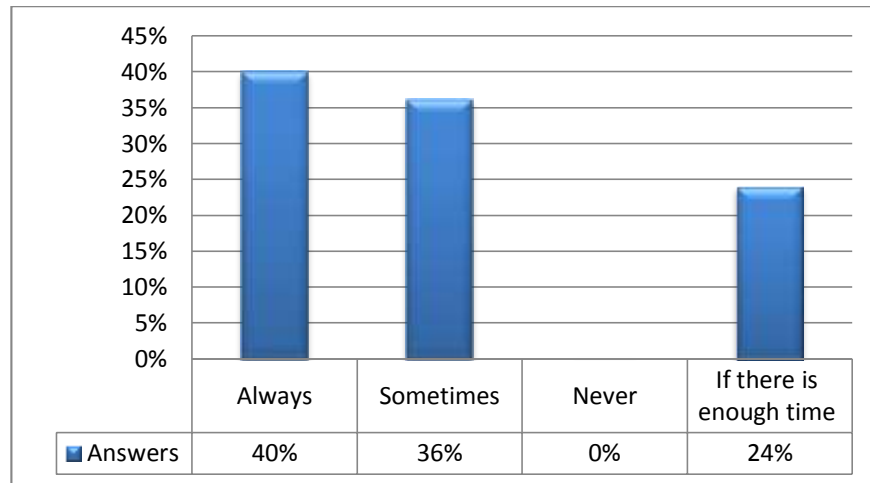
Teachers have prepared a lesson class in order to share with the students and carry out it during the class but, most teachers agreed that a forty minutes class isn't enough in order to complete all of the activities in forty minutes.

5. Do you evaluate at the end of each class?

**TABLE 5**

| OPTIONS                 | # ANSWERS | %     |
|-------------------------|-----------|-------|
| Always                  | 10        | 40%   |
| Sometimes               | 9         | 36%   |
| Never                   | 0         | 0%    |
| If there is enough time | 6         | 24%   |
| TOTAL                   | 25        | 100 % |

**GRAPHIC 5**



Elaborated by: The Researcher  
 Source: "Ramón Páez" Elementary School

10 teachers that represent 40% said that they always evaluate after class, and 36% represented by 9 teachers said that sometimes, and finally, 24% that represent 6 teachers considered that they evaluate if there is enough time.

Therefore, after of analyze this question is possible to conclude that, most teachers always evaluate at the end of the class in order to reinforce the contents studied during the classes, also it is very important taking in to account the evaluation as part of the lesson plan.

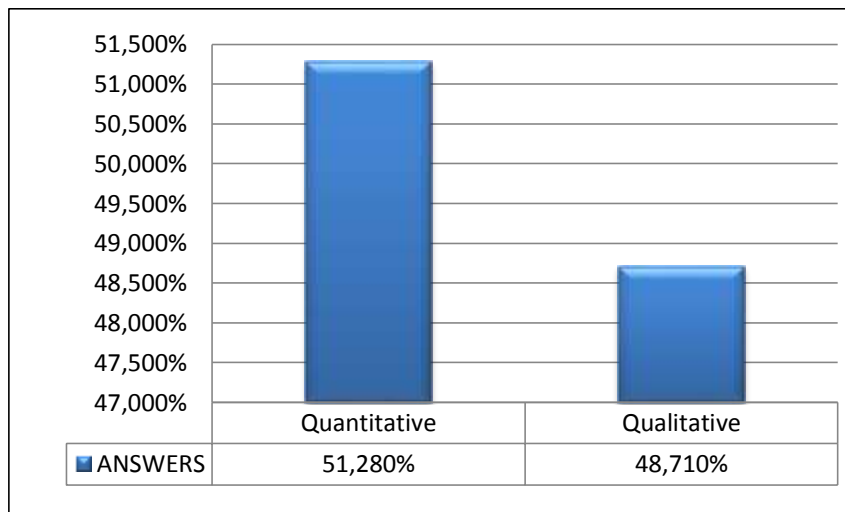


6. What kind of grading is better for you?

**TABLE 6**

| OPTIONS      | # ANSWERS | %      |
|--------------|-----------|--------|
| Quantitative | 20        | 51,28% |
| Qualitative  | 19        | 48,71% |
| TOTAL        | 39        | 99,99% |

**GRAPHIC 6**



Elaborated by: The Researcher  
 Source: “Ramón Páez” Elementary School

From 25, 20 teachers that represent the 51,28% considered that it is better to use quantitative scores, on the other hand, 19 teachers that correspond to 48,71% expressed that the qualitative grading, is more convenient.

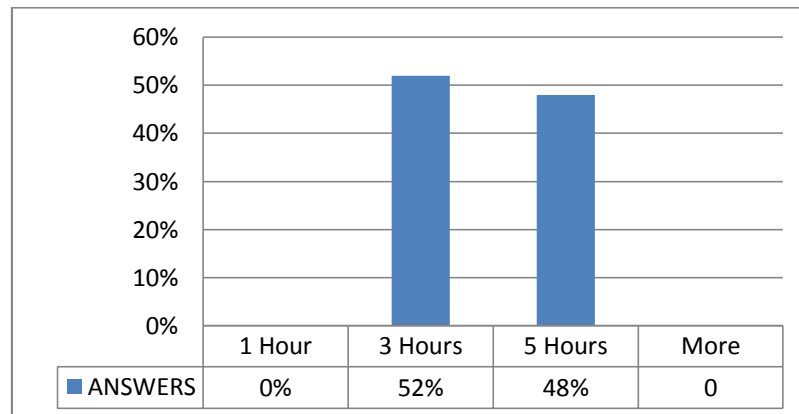
Most of the teachers agreed with the best grading system is quantitative because they said that the students fell motivated when they see 10-9 and maintain that, the same when they see 01-02 they try to improve, on the other hand the minority said the best grading system is qualitative because with that the students don't have much differences with 10 or 01, it is possible taking in to account as the best way the quantitative system.

7. How many hours do you consider enough for the English language teaching per week?

**TABLE 7**

| <b>OPTIONS</b> | <b># ANSWERS</b> | <b>%</b> |
|----------------|------------------|----------|
| 1 Hour         | 0                | 0%       |
| 3 Hours        | 13               | 52%      |
| 5 Hours        | 12               | 48%      |
| More           | 0                | 0%       |
| Total          | 25               | 100%     |

**GRAPHIC 7**



Elaborated by: The Researcher  
Source: “Ramón Páez” Elementary School

From 25 teachers, 13 that correspond to 52% agreed with 3 hours are enough in the week; on the other hand, 48% represented by 12 teachers from 25 said, that 5 hours in the week are enough in order to teach English language.

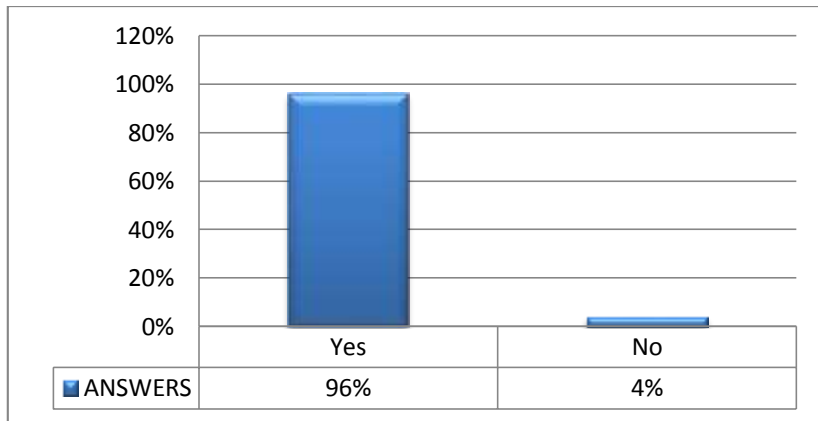
It is possible to say that 5 hours a week are enough in order to develop the English teaching - learning process. This is a good option because if the students were 1 hour per day, they can have continuity in the English Language process.

8. Do you consider a good idea to redesign the English curriculum based on NCTs in this institution?

**TABLE 8**

| OPTIONS | # ANSWERS | %    |
|---------|-----------|------|
| Yes     | 24        | 96%  |
| No      | 1         | 4%   |
| TOTAL   | 25        | 100% |

**GRAPHIC 8**



Elaborated by: The Researcher  
Source: "Ramón Páez" Elementary School

24 teachers from 25 that correspond the 96% said that is good idea redesign the English curriculum based on the NCTs, but 1 teacher from 25 that represent the 4% though that is a bad idea this change.

Most of the teachers agreed with the redesign of the English Curriculum in the institution in order to improve the knowledge in the students and after they can practice that in a better way.

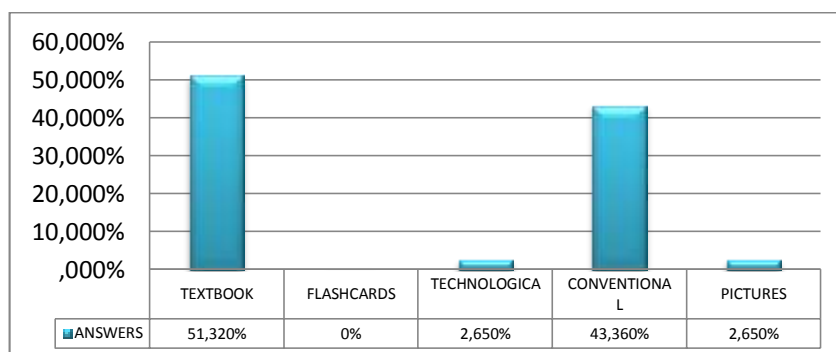
## 2.4 Analysis of the surveys applied to the students of “Ramón Páez” Elementary School

1. What kind of didactic materials does your teacher use?

**TABLE 9**

| OPTIONS       | # ANSWERS | %      |
|---------------|-----------|--------|
| Textbook      | 58        | 51.32% |
| Flashcards    | 0         | 0%     |
| Technological | 3         | 2.65%  |
| Conventional  | 49        | 43.36% |
| Pictures      | 3         | 2.65%  |
| TOTAL         | 113       | 99.98% |

**GRAPHIC 9**



Elaborated by: The Researcher  
 Source: “Ramón Páez” Elementary School

58 from students that represent the 51,32% consider that their teacher uses the textbook as a didactic resource, on the other hand, 3 from 58 students that are the 2,65 % said that their teacher uses technological didactic resources, 49 students from 58 that is the 43,36% answered the conventional didactic resources and finally, a 2,65% that means 3 students from 58 answers agreed that their teacher works with pictures as a didactic resource during the classes.

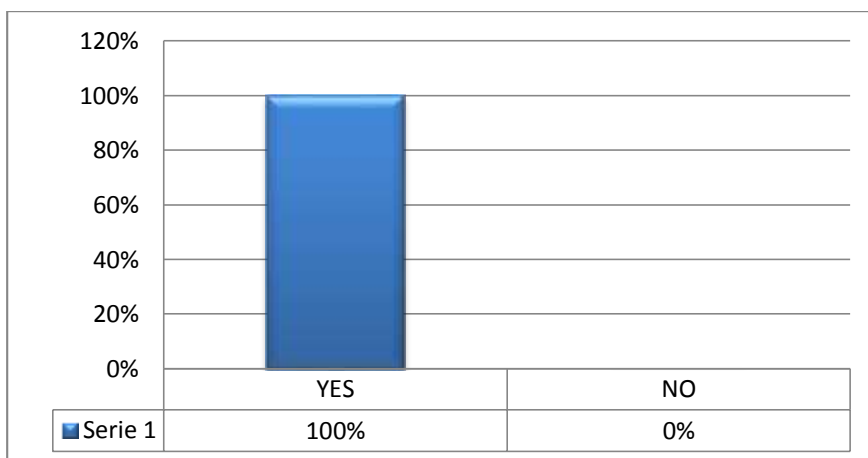
Most of teacher uses textbook and conventional didactic resources most of the time during the English teaching-learning process.

2. Does your teacher use the textbook as the main teaching resource in the English classes?

**TABLE 10**

| OPTIONS | # ANSWERS | %    |
|---------|-----------|------|
| Yes     | 58        | 100% |
| No      | 0         | 0%   |
| TOTAL   | 58        | 100% |

**GRAPHIC 10**



Elaborated by: The Researcher  
Source: "Ramón Páez" Elementary School

58 students that correspond to the 100% agreed that their teacher uses the textbook as a main didactic resource during the class, because their teacher uses the English textbook in all classes and the students think that is a better way in order to take the themes and develop them.

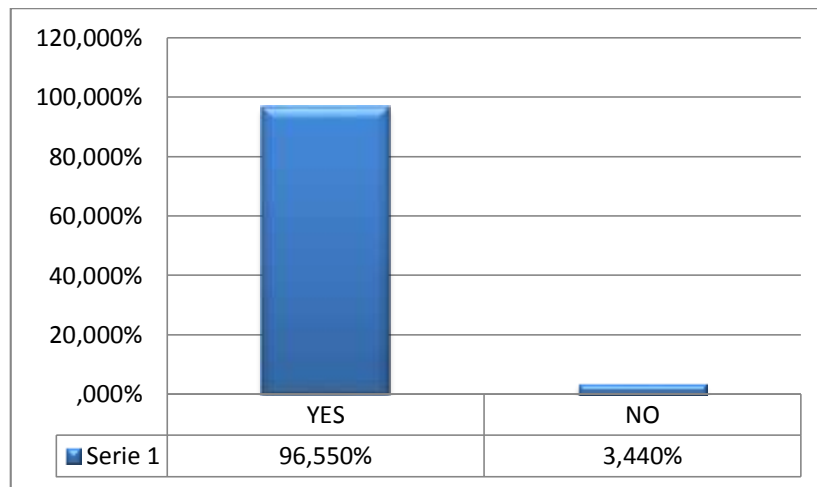
All students in this question answered that their teacher use textbook as a main didactic resources for this reason is possible to conclude that the main didactic resource for teachers during the class is the textbook.

3. Is there an interactive laboratory for the English Teaching Learning process?

**TABLE 11**

| OPTIONS | # ANSWERS | %      |
|---------|-----------|--------|
| Yes     | 56        | 96,55% |
| No      | 2         | 3,44%  |
| TOTAL   | 58        | 99,99% |

**GRAPHIC 11**



Elaborated by: The Researcher  
Source: "Ramón Páez" Elementary School

96,55% corresponding to 56 students from 58 answered NO and the 3,44% represented by 2 students agreed with YES, there is an interactive laboratory for the English Teaching Learning process in the institution.

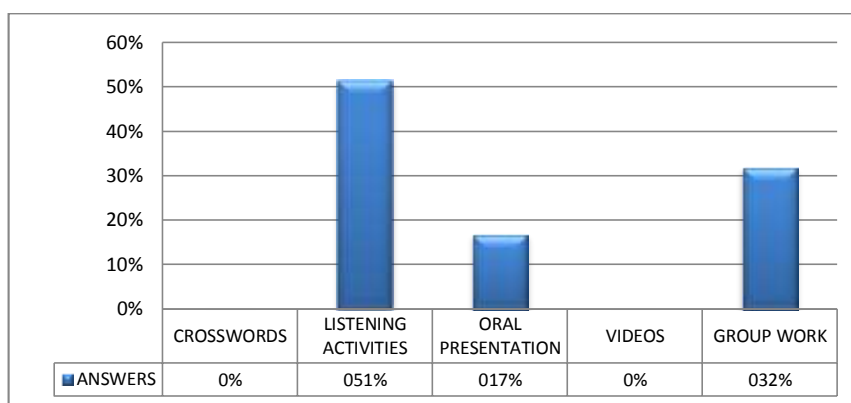
According with the 56 answers agreed with NO it is possible to say that there isn't an interactive laboratory in their institution, but 2 students answered with Yes, and it is possible that the students were confused in this question, so, it is absolutely that the institution doesn't have an interactive laboratory for the English Teaching Learning process.

4. What kind of activities does your teacher use to improve your language skills?

**TABLE 12**

| OPTIONS              | # ANSWERS | %    |
|----------------------|-----------|------|
| Crosswords           | 0         | 0%   |
| Listening Activities | 58        | 52%  |
| Oral Presentations   | 19        | 17%  |
| Videos               | 0         | 0%   |
| Group work           | 36        | 31%  |
| TOTAL                | 113       | 100% |

**GRAPHIC 12**



Elaborated by: The Researcher  
Source: "Ramón Páez" Elementary School

Taking into account the students' answers to this question, the listening activities are applied in 51,32 % that represent 58 answers from 58 students, on the other hand, oral presentations had the 16,81% which means 19 answers into 58 students, and 36 students from 58 that means the 31,85% answered that group work is other useful activity and finally ,the crosswords and videos aren't applied in the classes.

With these answers is possible to say that crosswords and videos never were used in the teaching process as motivation, but listening activities, oral presentations and work groups always are applied by teachers during the classes.

5. How is your teacher's motivation during the class?

**TABLE E 13**

| OPTIONS   | # ANSWERS | %      |
|-----------|-----------|--------|
| Excellent | 52        | 74,28% |
| Good      | 17        | 24,28% |
| Regular   | 1         | 1,42%  |
| Bad       | 0         | 0%     |
| Total     | 70        | 99,98% |

**GRAPHIC 13**



Elaborated by: The Researcher  
 Source: "Ramón Páez" Elementary School

74,28% that means 52 students in 58 qualify the teacher's motivation as excellent, and 17 from 58 students that represent the 24,28% think that it is good and just 1 student into 58, corresponding to 1,42% said that the motivation is regular.

Most of students agreed with the teachers' motivation are excellent but, the minority think the motivation is good, also just 1 in 58 students say that teachers' motivation is regular, so it is possible to say that the teacher's motivation is excellent in the teaching learning process.

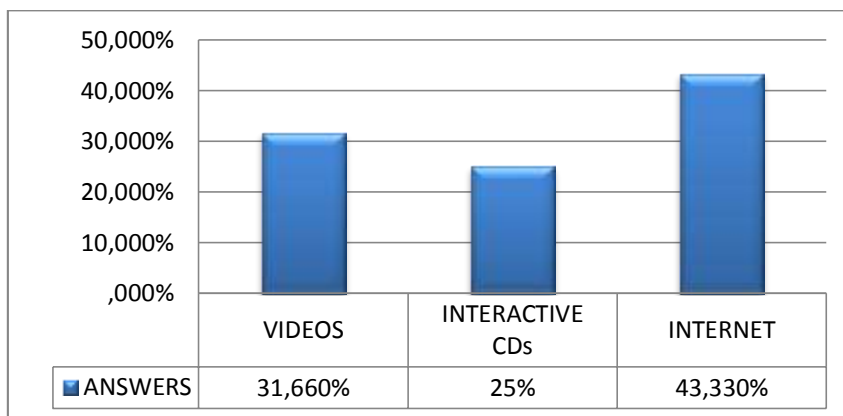


6. Which Technological resources would you like your teacher use in the class?

**TABLE 14**

| OPTIONS         | # ANSWERS | %      |
|-----------------|-----------|--------|
| Videos          | 38        | 31,66% |
| Interactive CDs | 30        | 25%    |
| Internet        | 52        | 43,33% |
| TOTAL           | 120       | 99,99% |

**GRAPHIC 14**



Elaborated by: The Researcher  
Source: "Ramón Páez" Elementary School

From 58 students 38 that corresponding to 31,66% answered that they would like to work with Videos in the classes, on the other hand, 25% that means 30 students from 58 said that they would prefer to work in classes with Interactive CDs and the 43,33% that represent the 52 from 58 students agreed that they would like to work with internet.

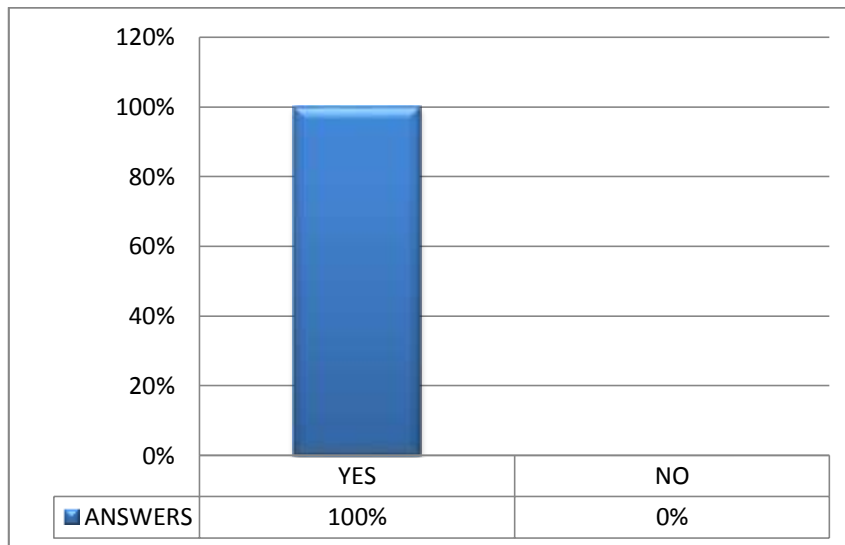
Most of the students are agreed with use internet in the classes in order to improve the English learning, using interactive CDs and Videos because with them the students would develop in a better way their four skills, and it will facilitate the English Learning process doing that more interactive.

7. Do you think you will improve your language skills with these technological resources?

**TABLE 15**

| OPTIONS | # ANSWERS | %    |
|---------|-----------|------|
| Yes     | 58        | 100% |
| No      | 0         | 0%   |
| TOTAL   | 58        | 100% |

**GRAPHIC 15**



Elaborated by: The Researcher  
 Source: "Ramón Páez" Elementary School

58 students that represent the 100% of the surveyed agreed that they will improve their English language skills using the NCTs in the English Teaching learning Process, and 0 students from 58 that means the 0% told NO.

The students think with if the students had the possibility of work with The NCTs, they will improve their skills, also it is important to emphasize that the NCTs applied in the English Teaching Learning Process would be very useful and have advantages as for teachers and students.

## 2.5 CONCLUSIONS

- The current curriculum get all objectives stated at the beginning, nevertheless it is necessary improve the curriculum in order to get better results and even get a wide level of knowledge for the students because day after day the needs of knowledge to them are growing, when they finish the elementary school and go to different institutions to face students who possess a wide level knowledge in English language.
- The time assigned for a class isn't enough for concluding the lesson plans, because for working with teenagers is necessary to go slowly because each one has individual differences and they don't develop their skills with responsibility, also it is impossible to conclude with the themes that are planned
- According to the results getting, it is necessary to change the current curriculum by a new and innovative curriculum, because if use innovative and new materials, is possible to get best results after the teaching, and the students will have more wide knowledge.
- The NCTs are considered useful tools in order to work in a better way during the class because it will be more interesting and possible to get the students' attention during the class, also with the help of the technology the students' knowledge will be clear and they will be sure to face other environments.

## 2.6 RECOMMENDATIONS

- It is recommended to prepare the students independently if they are going to finish the elementary school taking into account that the students assimilate the knowledge from early ages and it is necessary to find the best curriculum based on the NCTs to develop it in a better way the skills of the students in the English language
  
- It is necessary to increase the time at about one hour (60 minutes) in the period of classes in order to improve the English Teaching Learning process and even to conclude the lesson plan and carry out the activities that are planned.
  
- To use an Innovative Curriculum based on the NCTs in order to get better results in the English teaching-learning process, and in this way, to give to the society qualify enough professionals.
  
- It is necessary to implement a Curriculum Design based on the NCTs at the institution to improve the students' English language skills and prepare them with good knowledge, so they could put in practice it in their professional performance.

## CHAPTER III

### 3. PROPOSAL DESIGN

Methodological Guide with curriculum design based on the NCTs to the students of 8<sup>th</sup> and 9<sup>th</sup> grades at “Ramón Páez” Elementary School to develop the English language skills and improve the English Teaching-Learning process in order to get students with capacity to face the society according to their necessities.

#### 3.1 INFORMATIVE DATA

|                                      |  |
|--------------------------------------|--|
| <b>Institute:</b>                    | “Ramón Páez” Elementary School                         |
| <b>Province:</b>                     | Cotopaxi   |
| <b>Canton:</b>                       | Latacunga  |
| <b>Parish:</b>                       | Eloy Alfaro  |
| <b>Beneficiaries:</b>                | Students of 8 <sup>th</sup> and 9 <sup>th</sup> grades |
| <b>Principal of the institution:</b> | Lic. Piedad Melo                                       |
| <b>Researcher:</b>                   | Betty Chingo Lamingo                                   |

### **3.2 JUSTIFICATION**

This researching is based on the necessities of the students of 8<sup>th</sup> and 9<sup>th</sup> grades at “Ramón Páez” Elementary School, whom don’t have an appropriate laboratory where they can work and learn English language using the NCTs in order to develop their English Language skills, also this project will help the teachers to facilitate the English Teaching-Learning process with them, so the results will be better and the students could face the reality.

Also, this project will help the students of 8<sup>th</sup> and 9<sup>th</sup> grades at “Ramón Páez” elementary school to develop in a better way to the activities them entrusted due to the information that is provided, and they should be more attentive to the classes and his topics.

### **3.3. SCIENTIFIC FOUNDATION**

Nowadays the education is very important, in addition considering the English language as principal base for the future, it is necessary to promote bases in order that the students could be unrolled to future and demonstrate his acquired knowledge. It is very necessary to support of a suitable way the English teaching learning process with the students to develop their English skills.

### **3.4 METHODOLOGICAL FOUNDATION**

With the help of this project, the English teaching learning process is going to be easier, the learning to itself based in the innovative technologies for developing the plan class in the classroom, helping with the development of the English skills of the students during the hour of classes, the time and the didactic resources that destine to the plan class will help to develop in a better way the proposed goals.

### **3.5 PSYCHOLOGICAL FOUNDATION**

The idea with this researching is to do the English class more interactive with teachers and students; also during the class it is necessary to develop the role plays in order to improve the English skills in the students and in this way carry out the English teaching learning process. During the class it is necessary to control the student's attention because they need to concentrate in the class.

### **3.6. OBJECTIVES**

#### **3.6.1 General Objectives**

- To improve the English teaching-learning process by using the NCTs at “Ramón Páez” Elementary School in order to develop the four English Language skills.

### **3.6.2 Specifics Objectives**

- To fortify the English language knowledge in the students for they can communicate in English language.
- To stir up in the students the interest for learning English language in order to get students more interactive in the class.
- To do the English teaching learning process more interactive and dynamic as for teachers and students.

### **3.7. PROPOSAL DESCRIPTION**

Learning English with the Methodological guide with curriculum design using the NCTs is a new interesting way in order to improve the English Teaching- Learning process in the class, so it is a better way in order to get the students' attention and also, with this is possible to attain a more interactive class with teachers and students also the English language skills in the students will improve in a notable way.

The Methodological guide contains many activities which have several links from internet, in where the students should find videos, audio, pictures, activities and information about each theme, this methodological guide is divided into two parts.

The first part contains four units which have many activities in each one it is guided to students of 8<sup>th</sup> grade, the second part contains the same number of units with other themes also with different activities for each one and it is for students of 9<sup>th</sup> grade.



### **3.8. HOW TO USE THE METHODOLOGICAL GUIDE**

This Methodological guide will help English teachers to develop in a better way the English Teaching-Learning process, and this help to get the students attention and do the class more interactive practicing with the online exercises and checking that activities.

The teachers need to prepare the class as always but in this case; they will get the helping of the internet activities in order to improve the English language skills in the students.

Also teachers would recommend to the students review something about the new classes and review some exercises in the internet because the students can assimilate in the best way the new class and they can answer some questions that the teachers ask during the class and this help to do the class more interesting that usually.

This Methodological Guide is divided in two parts, each one with four units, the first part is for 8<sup>th</sup> grade and the second part is for 9<sup>th</sup> grade, each unit has four or five parts that correspond to several themes according to necessities of their grades.

This methodological guide has themes according to different grammar rules, structures in order to use them, also this has several links which will help to students to practice exercises after to teacher's topic explanation using photos, videos and several activities.

There are links in all themes, according the explanation, students would practice with similar examples in other links, obviously teachers would be checking while they are practicing more activities. This is a good option for teachers because if the students finish the first exercises, other students would practice more exercises while their classmates finish their activities.

# Methodological Guide

**NCTs**



Betty Chingo

## INTRODUCTION

Technology plays such as an essential role in today's society and the integration into the classroom is necessary for students to learn. Nowadays, children are becoming exposed to technology at such a young age and in some cases the students know more about the technology in the classroom than the teacher does; this may be beneficial at times, however teachers must strive to stay updated on technology as well and not just depend that students will know everything.

The motivation in the students is very necessary in order to get the attention and students' interesting with the use of technology in an elementary school classroom increases the students' motivation. Student motivation is closely related during the learning process because most of students are motivated, the more likely they will be successful and engaged in their learning.

This methodological guide is according to management the technology joined with some themes related with the grammar strategies and vocabulary, it will help to improve the English language skills in the students, also this will develop the English teaching learning process in a better way with the students of 8<sup>th</sup> and 9<sup>th</sup> grades at "Ramón Páez" elementary school.

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| <b>FIRST PART</b> |                             |                             |                                  |  |  |
| <b>ONE</b>        | Greetings and introductions | Questions and answers       | Speaking<br>Listening            | To speak for a correct pronunciation<br>To listen for getting information                    | Internet<br>Audio<br>Activities<br>Pictures  |
|                   | Meeting some people         | Present tense<br>To be verb | Reading<br>Writing               | To read for specific information<br>To write information about pictures                      | Internet<br>Activities<br>Pictures           |
|                   | Following Instructions      | Short sentences             | Speaking<br>Writing              | To speak about following instructions<br>To write about following instructions               | Internet<br>Videos<br>Activities<br>Pictures |
|                   | Identity cards              | Wh/ questions               | Speaking<br>Writing<br>Reading   | To speak for getting information<br>To write for completing information<br>To read questions | Internet<br>Activities                       |
|                   | The alphabet                | Wh/ questions               | Speaking<br>Listening<br>Reading | To speak for sing<br>To listen about the alphabet<br>To read about the alphabet              | Internet<br>Audio<br>Activities<br>Pictures  |
| <b>TWO</b>        | Numbers                     | Questions and answers       | Speaking<br>Listening<br>Writing | To speak about numbers<br>To listen about numbers<br>To write about numbers                  | Internet<br>Audio<br>Activities<br>Pictures  |
|                   | My classroom                | Place prepositions          | Speaking<br>Writing              | To speak about my classroom<br>To write about my classroom                                   | Internet<br>Activities<br>Pictures           |

|              |                       |   |                                  |  |   |
|--------------|-----------------------|---|----------------------------------|--|---|
|              | School materials      | Questions and answers                         | Speaking<br>Listening<br>Writing | To speak about school materials<br>To listen about school materials<br>To write about school materials | Internet<br>Audio<br>Videos<br>Activities<br>Pictures |
|              | School Subjects       | Like and don't like                           | Speaking<br>Writing<br>Reading   | To speak about subjects<br>To write about subjects<br>To read about subjects                           | Internet<br>Activities<br>Pictures                    |
| <b>THREE</b> | Things for teens      | Place prepositions                            | Speaking<br>Writing              | To speak about things for teens<br>To write about things for teens                                     | Internet<br>Activities<br>Pictures                    |
|              | Occupations           | Present simple tense<br>Articles<br>a/an      | Listening<br>Writing             | To listen the pronunciation about occupations<br>To write sentences using the contents.                | Internet<br>Audio<br>Activities<br>Pictures           |
|              | Work places           | Present simple tense<br>Questions and answers | Speaking<br>Reading              | To speak about work places<br>To read specific information   | Internet<br>Activities<br>Pictures                    |
|              | Celebrations          | Prepositions of time<br>On/ in/ at            | Speaking<br>Reading              | To speak about ordinal numbers<br>To read about cardinal numbers                                       | Internet<br>Activities<br>Pictures                    |
|              | Birthdays             | Months of the years<br>Ordinal numbers        | Speaking<br>Listening            | To speak about birthdays<br>To listen ordinal numbers  | Internet<br>Videos<br>Activities<br>Pictures          |
| <b>FOUR</b>  | Physical descriptions | Adjectives<br>Questions and answers           | Writing<br>Reading               | To write about physical description<br>To read about physical descriptions                             | Internet<br>Activities<br>Pictures                    |
|              | Famous people         | Adjectives<br>Present simple tense            | Speaking                         | To speak about famous people   | Internet<br>Pictures                                  |



|                    |                    |                              |   |  |   |
|--------------------|--------------------|------------------------------|---|--|---|
|                    | My favorite person | Wh/ questions<br>Answers     | Speaking<br>Writing                         | To speak about my favorite person<br>To write about specific information                                   | Internet<br>Activities<br>Pictures                    |
|                    | Hobbies            | Present progressive          | Speaking<br>Listening                       | To speak about hobbies<br>To listen about hobbies  | Internet<br>Audio<br>Activities<br>Pictures           |
|                    | Biography          | Past simple tense            | Writing<br>Reading                          | To write about biography<br>To read the specific information   | Internet<br>Activities<br>Pictures                    |
| <b>SECOND PART</b> |                    |                              |   |  |   |
| <b>FIVE</b>        | Family             | To be Verb<br>Conjugation    | Writing<br>Reading                          | To write about to be verb<br>To read specific information about family members                             | Internet<br>Activities                                |
|                    | The marker         | Ability<br>Can/Can't         | Speaking<br>Writing                         | To speak about things in the market<br>To write about the marker   | Internet<br>Activities<br>Pictures                    |
|                    | Sports             | Possessive<br>adjectives     | Speaking<br><br>Writing                     | To speak about sports<br>To write about sports   | Internet<br>Activities<br>Pictures                    |
|                    | My bedroom         | Singular and<br>plural nouns | Speaking<br>Listening<br>Writing<br>Reading | To speak about my bedroom<br>To listen my bedroom<br>To write about my bedroom<br>To read about my bedroom | Internet<br>Audio<br>Videos<br>Activities<br>Pictures |
| <b>SIX</b>         | Healthy habits     | Adverbs of<br>frequency      | Speaking<br>Writing<br>Reading              | To speak about healthy habits<br>To write about healthy habits<br>To read about healthy habits             | Internet<br>Activities<br>Pictures                    |
|                    | How to             | Present simple               | Speaking                                    | To speak about   | Internet  |

|              |                       |  |                                |  |                                    |
|--------------|-----------------------|--|--------------------------------|--|------------------------------------|
|              | make a fruit salad?   | tense                                    | Writing                        | how to make a fruit salad?<br>To write about how to make a salad fruit?                                    | Videos<br>Activities<br>Pictures   |
|              | Galapagos             | There is<br>There are                    | Writing<br>Reading             | To write about Galapagos<br>To read about Galapagos  | Internet<br>Activities<br>Pictures |
|              | Important cities      | Comparatives and superlatives adjectives | Writing<br>Reading             | To write about important cities<br>To read about important cities  | Internet<br>Activities<br>Pictures |
| <b>SEVEN</b> | My house              | This, that, these, those                 | Writing                        | To write about sentences using demonstrative adjectives  | Internet<br>Activities<br>Pictures |
|              | My school             | Can, can't<br>Ability                    | Speaking<br>Writing            | To speak about your abilities<br>To write about things that you can do.                                    | Internet<br>Activities<br>Pictures |
|              | My family             | Possessive forms of nouns                | Writing                        | To write about possessive forms  | Internet<br>Activities<br>Pictures |
|              | Pastimes              | Like/don't like                          | Writing<br>Reading             | To write about pastimes that like and dislike<br>To read information in order to answer the questions      | Internet<br>Activities<br>Pictures |
| <b>EIGHT</b> | Hobbies               | Object pronouns                          | Speaking<br>Writing<br>Reading | To speak about your classmates' hobbies<br>To write about objects pronouns<br>To read specific information | Internet<br>Activities<br>Pictures |
|              | Travelling in Ecuador | Past tense                               | Speaking<br>Writing<br>Reading | To speak about places that you visit<br>To write the place that you knew<br>To read specific information   | Internet<br>Activities<br>Pictures |

|  |          |                  |                    |  |                                    |
|--|----------|------------------|--------------------|--|------------------------------------|
|  | Dreams   | Future tense     | Writing<br>Reading | To write about<br>the future dreams<br>To read specific<br>information | Internet<br>Activities<br>Pictures |
|  | My goals | Should/shouldn't | Writing<br>Reading | To write about<br>my goals<br>To read about my<br>goals                | Internet<br>Activities             |

UNIT ONE  
GOOD MORNING



**GREETINGS AND INTRODUCTIONS**

**SKILLS:** *Listening, speaking*

**OBJECTIVE:** *To listen and know formal and informal Greetings, practicing listening and speaking using several Greetings and introduction.*

| <i>FORMAL</i>   |  | <i>INFORMAL</i>   |
|---|--|---|
| <i>Good morning<br/>Good afternoon<br/>Good evening</i>   | <i>I am fine, thank you<br/>Very well, thank you<br/>Very good</i> | <i>Hi<br/>Hello<br/>What's up?<br/>What's new?<br/>What's going on?<br/>How are you getting on?</i> |
| <i>FAREWELL</i>   |  |   |
| <i>Good bye<br/>So long<br/>See you later<br/>Good night</i>  |  |   |
| <i>INTRODUCTIONS</i>  |  |   |
| <i>Rocío: Good morning<br/>Pedro, She is Tatiana<br/>López<br/>Pedro: Nice to meet you<br/>Tatiana<br/>Tatiana: Nice to meet<br/>you too.</i> | <i>ASWERS<br/>Nice to meet you!<br/>Nice to meet you too!</i>      |   |

**1. LISTENING**

<http://usefulenglish.ru/phrases/listening-for-phrases-greetings>

*Go to this link and listen the audio with the correct pronunciations of each phrase. In this link you can find the audio about the formal and informal greetings, also some introductions.*

**Saying hello**

*Hello! How are you? – Fine, thanks you. How are you?  
Good morning! I'm glad to see you. – Hello! I'm glad to see you.  
Hi! How are you doing? – Fine, thanks, and you?*

**Saying good-bye**

*It was nice seeing you. Good-bye!  
Take care now. Bye-bye!  
Have a nice weekend. – Thanks, you too.  
Say hello to your family for me. – Thank you, I will.*

*See you tomorrow.*

*See you.*

**Getting acquainted**

*Maria, this is Betty, a friend of mine.*

*It's nice to meet you. – I'm glad to meet you.*

*Where are you from, Maria? – I'm from Russia.*

*Oh really? How long have you been here? – About a week.*

*What do you think of Chicago? – It's a beautiful city. I like it very much.*

*Well, I've got to go now. Nice meeting you! – It was nice meeting you. Bye!*

**2. SPEAKING**

<http://usefulenglish.ru/phrases/listening-for-phrases-greetings>

*Using the information of this link, do a conversation with your classmates. Work in pairs*

**EXAMPLE**

*Hello, My name is Martin*

*Nice to meet you*

*What is your last name?*



*Hello Martin, my name is Jhon*

*Nice to meet you, too*

*My last name is Tovar*

**EVALUATION**

*Following this link and doing the evaluation.*

<http://es.scribd.com/doc/77031185/Greetings-Exercise>

**MEETING SOME PEOPLE**

*SKILLS: Reading, Writing*

*OBJECTIVE: To read information about some people and write information about them.*

| <b>Personal pronouns</b> |                             |
|--------------------------|-----------------------------|
| <i>I</i>                 | <i>I am Cristina.</i>       |
| <i>YOU</i>               | <i>You are Paul.</i>        |
| <i>HE</i>                | <i>He is Adrian.</i>        |
| <i>SHE</i>               | <i>She is Patty.</i>        |
| <i>IT</i>                | <i>It is a marker.</i>      |
| <i>WE</i>                | <i>We are best friends.</i> |
| <i>YOU</i>               | <i>You are Mr. Smith.</i>   |
| <i>THEY</i>              | <i>They are my family.</i>  |

*He is Zac Efron, He is an actor, He is 25 years old*



**1. READING, WRITING**

*Follow each link, read and write the information below each picture.*

*In each link, you are going to finding some information about the person who is in the picture; you need to write this information.*

A. [http://en.wikipedia.org/wiki/%C3%81lex\\_Aguinaga](http://en.wikipedia.org/wiki/%C3%81lex_Aguinaga)



.....

.....

.....

.....

B. [http://en.wikipedia.org/wiki/Mar%C3%ADa\\_Antonieta\\_de\\_las\\_Nieves](http://en.wikipedia.org/wiki/Mar%C3%ADa_Antonieta_de_las_Nieves)



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C. <http://en.wikipedia.org/wiki/Rihanna>



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D. [http://en.wikipedia.org/wiki/Romeo\\_Santos](http://en.wikipedia.org/wiki/Romeo_Santos)



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.....



E. [http://en.wikipedia.org/wiki/Vanessa\\_Hudgens](http://en.wikipedia.org/wiki/Vanessa_Hudgens)



.....

.....

.....

.....

***EVALUATION***

*Go to this link and take the evaluation.*

<http://www.esl-lab.com/eslbasic/introductions-smalltalk-1.htm>

**FOLLOWING INSTRUCTIONS**

**SKILLS:** Speaking and Writing

**OBJECTIVE:** To practice the commands or instructions using some flash cards in the internet.



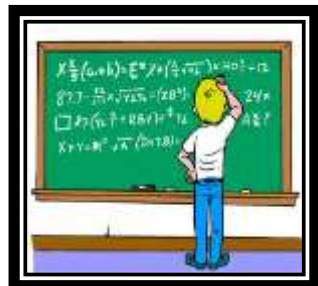
Close the door please!



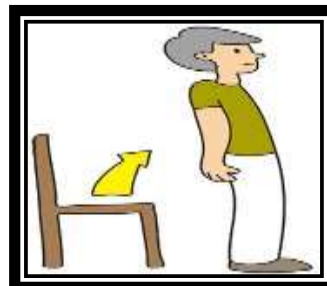
Sit down please!



Open the door please!



Go to the board please!



Stand up please!



Go back to your seat please!

**1. SPEAKING**

<http://www.slideshare.net/yolyordam/classroom-commands-presentation>

In this link you will watch some classroom commands each one has the picture with is represented, comment with your classmates about them.

**2. WRITING**

<http://www.slideshare.net/yolyordam/classroom-commands-presentation>

Here you are going to find some slides with some commands you need to check those and complete the commands or instructions below.

- a. Raise your.....!
- b. ....your notebooks!
- c. Come .....
- d. Listen ..... me!
- e. Sit .....
- f. .... up!
- g. Write ..... name!
- h. Read the .....
- i. .... the question!
- j. .... Quiet!
- k. Look ..... Board!
- l. ....!

**EVALUATION**

Go to this link and choice the best answer.

<http://www.englishexercises.org/makeagame/viewgame.asp?id=2465>

**IDENTITY CARD**

**SKILLS:** Reading, Speaking and Writing

**OBJECTIVE:** To ask information with the classmates and make an identity card about themselves and their classmates.

| <b>QUESTIONS</b>    | <b>ANSWERS</b>                          |
|---------------------|---|
| What is your name?  | My name is Aracely                      |
| How old are you?    | I am 13 years old                       |
| Where do you live?  | I live in Patután                       |
| Where do you study? | I study at Ramón Páez elementary school |
| What is your grade? | I am in 8 <sup>th</sup> grade           |

**1. READING**

Follow this link and complete the exercises.

<http://www.englishexercises.org/makeagame/viewgame.asp?id=1898#a>

**2. SPEAKING**

Ask to your classmates about their information for filling the blanks.

**3. WRITING**

Now complete the Identity card of your classmates with their information.

*School*.....

*Names:* .....

*Age:* .....

*City/Town*.....

*Grade*.....*Signature*.....

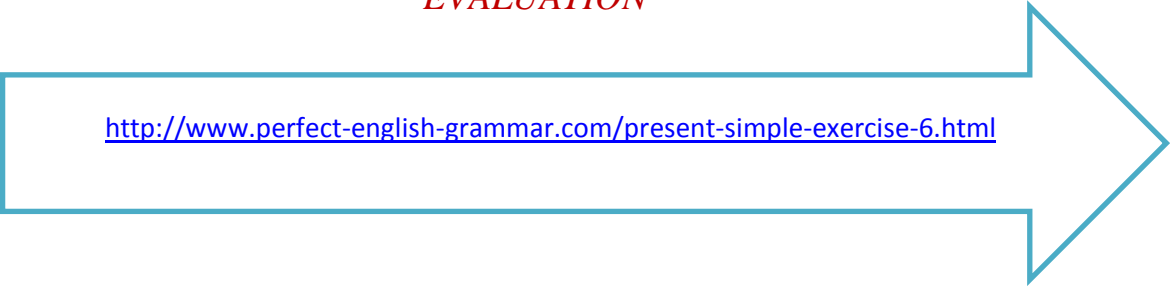
photo

*Now complete your identity card*

*School*.....  
*Names:* .....  
*Age:* .....  
*City/Town*.....  
*Grade*.....*Signature*.....

photo

**EVALUATION**



**THE ALPHABET**

**SKILLS:** *Speaking and Listening*

**OBJECTIVE:** *To pronounce in a correct way the alphabet and practice it with a song.*

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

**1. SPEAKING**

*Pronounce the alphabet without teacher's helping.*

*Follow the link: <http://www.youtube.com/watch?v=75p-N9YKqNo>, watch the video and sing the song.*

♫♫♫♫♫ **THE ALPHABET SONG** ♫♫♫♫♫

**A B C D E F G H I J K L M N O**

**P Q R S T U V W X Y Z** ♫♫♫♫♫

**2. LISTENING**

*Here in this link you can find some sounds about the letters from the alphabet you need to match the correct letter with the audio following this link:*

*<http://www.madridteacher.com/Activities/Files/letters/all-letters-adv.htm>*

*Match the picture with the correct word.*



*Turtle*



*Elephant*



*Airplane*

**EVALUATION**

*Listen song, and then do the exercises*

<http://www.englishexercises.org/makeagame/viewgame.asp?id=2379>

# UNIT TWO





*THE NUMBERS*

*SKILLS: Speaking, Listening and Writing*

*OBJECTIVE: To practice numbers using the time and doing exercises related with numbers.*

*1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18,  
19,20,21,22,23,24,25,26,27,28,29,30,31,32,33,  
34,35,36,37,38,39,40,41,42,43,44,45,46,47,  
48,49,50,60,70,80,90,100*

**1. WRITING**

Watch this page <http://www.englisch-hilfen.de/en/grammar/zahlen.htm>, and using this information complete this chart.

Complete the numbers that correspond

| <i>Nº</i> | <i>NUMBERS IN WORDS</i>            | <i>NUMBERS</i> |
|-----------|------------------------------------|----------------|
| <i>1</i>  | <i>Seventy eight</i>               |                |
| <i>2</i>  | <i>Fourteen</i>                    |                |
| <i>3</i>  | <i>Twenty three</i>                | <i>23</i>      |
| <i>4</i>  | <i>Fifty six</i>                   |                |
| <i>5</i>  | <i>Two</i>                         |                |
| <i>6</i>  | <i>One hundred eleven</i>          |                |
| <i>7</i>  | <i>Three thousand four hundred</i> |                |

*Write the numbers that represent each one*

| <i>Nº</i> | <i>NUMBERS IN WORDS</i>                       | <i>NUMBERS</i> |
|-----------|---|----------------|
| <i>1</i>  |   | <i>12</i>      |
| <i>2</i>  |   | <i>96</i>      |
| <i>3</i>  |   | <i>35</i>      |
| <i>4</i>  |   | <i>4</i>       |
| <i>5</i>  |   | <i>127</i>     |
| <i>6</i>  | <i>One thousand eighty hundred forty five</i> | <i>1845</i>    |
| <i>7</i>  |   | <i>1223</i>    |

**2. LISTENING**

*Go to this link*

*<http://fog.ccsf.cc.ca.us/~lfried/activity/listening/ex1phoneex2.html>, listen and select the correct answers.*

**3. WRITING**

*Go to each link and write how many things there are in each one.*

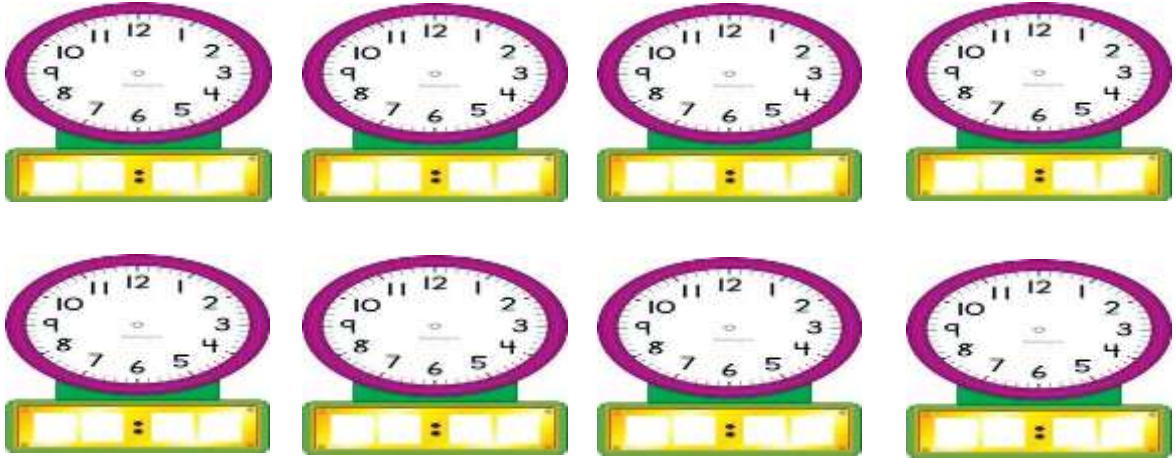
|   |       |
|---|-------|
| <a href="http://t1.gstatic.com/images?q=tbn:ANd9GcSC_sWwzLEoiPUvPZBKCKHWOIluRmS_V9IFkRYnJTOhD1vJ">http://t1.gstatic.com/images?q=tbn:ANd9GcSC_sWwzLEoiPUvPZBKCKHWOIluRmS_V9IFkRYnJTOhD1vJ</a> | ..... |
|---|-------|

|   |       |
|---|-------|
| <a href="http://t0.gstatic.com/images?q=tbn:ANd9GcSDefn9_J7neqSc-TaNxEeUP8pJ6L5tKK61WT-">http://t0.gstatic.com/images?q=tbn:ANd9GcSDefn9_J7neqSc-TaNxEeUP8pJ6L5tKK61WT-</a> | ..... |
|---|-------|

|   |       |
|---|-------|
| <a href="http://t1.gstatic.com/images?q=tbn:ANd9GcQ570drCU4RsyG6jY4375qEZFPKLwLkB2ZTK4kfBzE2ZaoWTIse">http://t1.gstatic.com/images?q=tbn:ANd9GcQ570drCU4RsyG6jY4375qEZFPKLwLkB2ZTK4kfBzE2ZaoWTIse</a> | ..... |
|---|-------|

**4. SPEAKING**

*Ask your 8 classmates and draw the correct time in each watch.*



**EVALUATION**

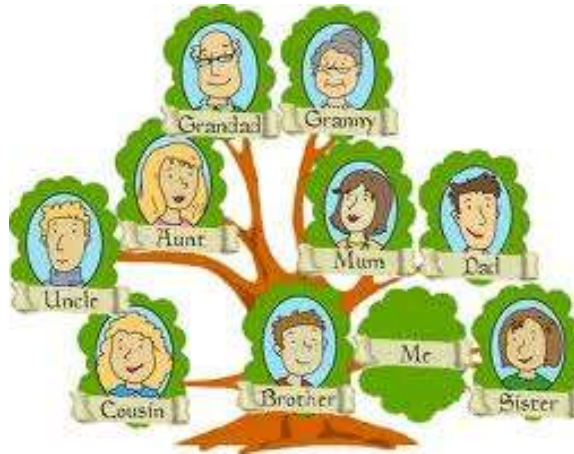
*Complete the crossword in the link.*

[http://www.englisch-hilfen.de/en/exercises/various/crossword\\_numbers3.htm](http://www.englisch-hilfen.de/en/exercises/various/crossword_numbers3.htm)

**FAMILY MEMBERS**

**SKILLS:** *Listening, Speaking and Writing*

**OBJECTIVE:** *To know about the family members and practice with the students' family*



**1. LISTENING**

*Here you can watch a video about the family members; also you will listen the correct pronunciation of each word .Go to this link <http://www.youtube.com/watch?v=GGqOUwh6V-A>, and after write each word with their translations in the chart.*

| <i>ENGLISH</i>        | <i>SPANISH</i>      |
|-----------------------|---------------------|
|                       |                     |
| <i>Sister</i>         | <i>Hermana</i>      |
|                       |                     |
|                       |                     |
|                       |                     |
|                       |                     |
|                       |                     |
|                       |                     |
|                       |                     |
| <i>Father and son</i> | <i>Padre e hijo</i> |

**2. WRITING**

*Complete your family tree.*



**3. WRITING**

*Write sentences with your family's members*

*EXAMPLE: Mario is my father.*

*Julia is my aunt.*

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....
- 6.....
- 7.....
- 8.....
- 9.....
- 10.....

**4. SPEAKING**

After of watching the video in the link: <http://www.youtube.com/watch?v=GGqOUwh6V-A>, comment with your classmates about it.

**EVALUATION**

***Play with family members***

<http://www.english-time.eu/hry/family-tree.php?zpet=dite>

*MY CLASSROOM*

*SKILLS: Writing and Speaking*

*OBJECTIVE: To work with place prepositions using the class objects in order to learn more about them.*



**1. WRITING**

*Go to this link and find some exercises about school materials.*

<http://www.englishexercises.org/makeagame/viewgame.asp?id=2594#a>

*Following the links and you can find the pictures which help to know the meanings of each word in the boxes.*

<http://t2.gstatic.com/images?q=tbn:ANd9GcR-9Ro9Brwlef4iGC71xxQNlliQ83PBTaW6aMhhlwRglrEqbiM2MA>

*DOOR*

<http://t0.gstatic.com/images?q=tbn:ANd9GcQ-jW4XG5DoiotKFllOMZIO5f9IEqmJaV0YaUe5v1IOfuxuRi84Cg>

*WINDOW*

<http://t0.gstatic.com/images?q=tbn:ANd9GcTrfN9H65O12X7s2iUe6DkWdUsjy73LhYG4KY4vcaCmsk4CGvMlhW>

*DESK*

[http://t2.gstatic.com/images?q=tbn:ANd9GcQc9cEZR6YGyc6K8O3b\\_um4EKdBGYnHdITgo44a-qsVwxXm5MGmcg](http://t2.gstatic.com/images?q=tbn:ANd9GcQc9cEZR6YGyc6K8O3b_um4EKdBGYnHdITgo44a-qsVwxXm5MGmcg)

WHITEBOARD

[http://t2.gstatic.com/images?q=tbn:ANd9GcQgoSuGWsZQO5DsF5JiHsYZyhwj7nvv0svaa9ns7\\_Czlu6GJ83n](http://t2.gstatic.com/images?q=tbn:ANd9GcQgoSuGWsZQO5DsF5JiHsYZyhwj7nvv0svaa9ns7_Czlu6GJ83n)

CHAIR

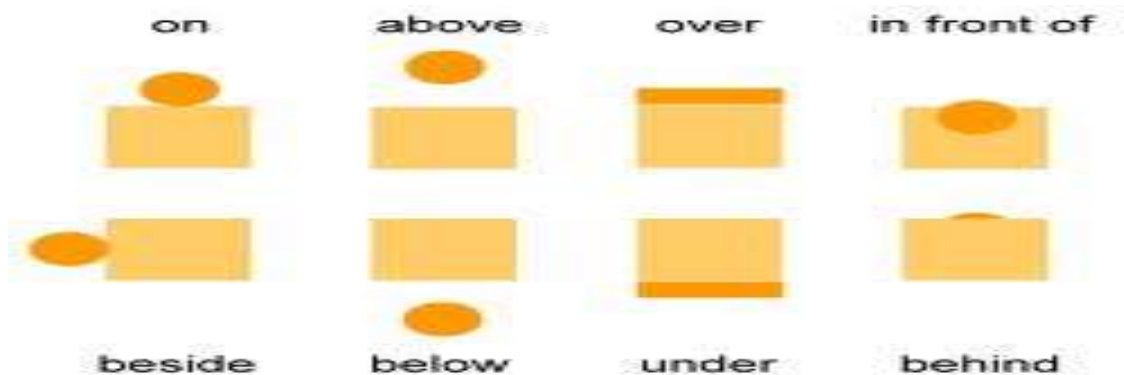
<http://t1.gstatic.com/images?q=tbn:ANd9GcRmHBGvwcRlv5qfD4VvZ7dY1DH3r9EwKtr0AH9UbEaMIpW1UTdM>

MAP

<http://t1.gstatic.com/images?q=tbn:ANd9GcT1teazAG5K3L3wuQkly15HL6NpqjRfU9GI593R6b9u4IB1V61F>

SHELF

**PLACE PREPOSITIONS**



**2. WRITING**

Follow this link <http://www.perfect-english-grammar.com/prepositions-of-place-exercise-1.html> and practice place prepositions.

**3. SPEAKING**

Comment with your classmates about your classroom using place prepositions. Work in pairs.



*Example:*

*A: Where is the whiteboard?*

*B: The desk is near whiteboard.*

*A: Where is the book?*

*B: The book is on the table.*

***EVALUATION***

*Complete the activities*

<http://www.englishexercises.org/makeagame/viewgame.asp?id=2594>

### SCHOOL MATERIALS

*SKILLS: Listening, Speaking and Writing*

*OBJECTIVE: To know more about school materials into the student's classes and practice the simple present tense.*



#### 1. LISTENING

Go to this link <http://quizlet.com/7632048/21-school-supplies-vocabulary-flash-cards/>, you are going to listening the correct pronunciation about school materials.

#### 2. SPEAKING

*Discuss with your classmates about school materials, describe the pictures below, and use questions if you want.*

*A: What color is your backpack?*

*B: My backpack is brown.*



#### 3. WRITING

Watch and listen the video <http://www.youtube.com/watch?v=yw6hRR9glhA>, use these words for doing sentences with each one.

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....
- 6.....
- 7.....
- 8.....
- 9.....
- 10 *I write in the notebook.*

***EVALUATION***

*Choose the best answer in the activity*



<http://www.englishexercises.org/makeagame/viewgame.asp?id=6361>

***SCHOOL SUBJECTS***

***SKILLS: Reading, Writing and Speaking***

**OBJECTIVE:** *To practice the school subjects using the words like and dislike in order to develop their favorite subjects.*

MATHEMATICS    ENGLISH    SOCIAL STUDIES    MUSIC    SCIENCE PRACTICAL  
 OPTIONS    PHYSICAL EDUCATION

**1. READING**

*Follow the links and read information about each subject.*

- MATHEMATHICS      <http://simple.wikipedia.org/wiki/Mathematics>
- ENGLISH              <http://simple.wikipedia.org/wiki/English>
- SOCIAL STUDIES    [http://simple.wikipedia.org/wiki/Social\\_studies](http://simple.wikipedia.org/wiki/Social_studies)
- MUSIC                <http://simple.wikipedia.org/wiki/Music>
- SCIENCE             <http://simple.wikipedia.org/wiki/Science>
- PHYSICAL EDUCATION [http://en.wikipedia.org/wiki/Physical\\_education](http://en.wikipedia.org/wiki/Physical_education)

**2. WRITING**

*Complete the schedule about your school subjects at school.*

| <i>Hour</i> | <i>Monday</i> | <i>Tuesday</i> | <i>Wednesday</i> | <i>Thursday</i> | <i>Friday</i> |
|-------------|---------------|----------------|------------------|-----------------|---------------|
|             |               |                |                  |                 |               |
|             |               |                |                  |                 |               |
|             |               |                |                  |                 |               |
|             |               |                |                  |                 |               |
|             | <i>B</i>      | <i>R</i>       | <i>E</i>         | <i>A</i>        | <i>K</i>      |
|             |               |                |                  |                 |               |
|             |               |                |                  |                 |               |
|             |               |                |                  |                 |               |

**3. SPEAKING**

*Comment with your classmates about subjects that you like and don't like.*

| <p><i>LIKE</i><br/>“<br/>”</p> | <p><i>DON'T LIKE</i><br/>“<br/>”</p> |
|--------------------------------|--------------------------------------|
|                                |                                      |

**EVALUATION**

*Complete some sentences with the correct word.*

<http://www.englishexercises.org/makeagame/kit/grammar.asp?id=3080>

## UNIT THREE



### *THINGS FOR TEENS*

*SKILLS: Speaking and Writing*

**OBJECTIVE:** *To speak about the things that the students as teens have and practice place prepositions too.*

**1. WRITING**

*Follow the links and you will watch some pictures which help to write the words that correspond for each one.*

[http://t3.gstatic.com/images?q=tbn:ANd9GcSJ91EUuoUcxDU0ASQC4DGS8PHfxNiRorRE2I0mksRS7LE\\_Ph76](http://t3.gstatic.com/images?q=tbn:ANd9GcSJ91EUuoUcxDU0ASQC4DGS8PHfxNiRorRE2I0mksRS7LE_Ph76)

.....

<http://t1.gstatic.com/images?q=tbn:ANd9GcTccPOHxx-XmgSk16OhSfDBHBHfGHEYI-ouOvZIZYZLoOdpOmmV>

.....

[http://t3.gstatic.com/images?q=tbn:ANd9GcTTxfr5ohY9cN\\_7zfWURNZanwOjxwoubTtar-RSDCCiWhLu1I5F](http://t3.gstatic.com/images?q=tbn:ANd9GcTTxfr5ohY9cN_7zfWURNZanwOjxwoubTtar-RSDCCiWhLu1I5F)

.....

[http://t0.gstatic.com/images?q=tbn:ANd9GcOB1T4\\_bghGtisR6Tom0Umf3FZHCOoPGFJgD0Orck3cB0F8iTZN](http://t0.gstatic.com/images?q=tbn:ANd9GcOB1T4_bghGtisR6Tom0Umf3FZHCOoPGFJgD0Orck3cB0F8iTZN)

.....

<http://t0.gstatic.com/images?q=tbn:ANd9GcRvkkUXHbSgZUJOKYjmM05Ltyscar19BatlbQLzU5YstaJssbZg>

.....

<http://t3.gstatic.com/images?q=tbn:ANd9GcS-eDXDXFmMSJUdM-D1xd0nac3IIPeJGEzfzofkoHAaEhiHpD0i>

.....

[http://t1.gstatic.com/images?q=tbn:ANd9GcRNFPK2JOraIaHMydx4NI\\_ha\\_ZabCfRjCelAjwfx4yiGLnhP4z0Fg](http://t1.gstatic.com/images?q=tbn:ANd9GcRNFPK2JOraIaHMydx4NI_ha_ZabCfRjCelAjwfx4yiGLnhP4z0Fg)

.....

<http://t0.gstatic.com/images?q=tbn:ANd9GcOK2aKQLkflOAWBE4GadFpdH9FIk2IU1ehpq5gvFAIelSj5PZPA1A>

.....

[http://t1.gstatic.com/images?q=tbn:ANd9GcSQ1RbizHdDHIBdIci2qDDAIHfyo2GtZ\\_1EJob9GvVXwn07usDmRQ](http://t1.gstatic.com/images?q=tbn:ANd9GcSQ1RbizHdDHIBdIci2qDDAIHfyo2GtZ_1EJob9GvVXwn07usDmRQ)

.....

**2. SPEAKING**

*Comment to your classmates about the things that you have.*



**3. WRITING**

*Where are the things?*

*Answer the questions using place prepositions*



- a. *The computer is on the bed.....*
- b. ....
- c. ....
- d. ....
- e. ....
- f. ....

**EVALUATION**

*Complete the sentences in this link.*

<http://www.ego4u.com/en/cram-up/grammar/prepositions/exercises?07>

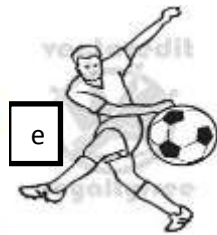
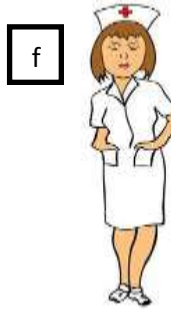
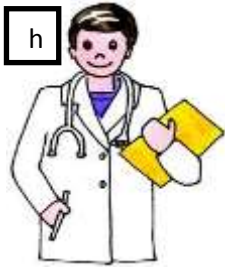
**OCCUPATIONS**

**SKILLS:** *Listening and Writing.*



**OBJECTIVE:** To practice the present simple tense using vocabulary about the occupations and articles AN and A.

1. Match the pictures with the correct occupations.



- 1. *Teacher* \_\_\_\_\_
- 2. *Singer* \_\_\_\_\_
- 3. *Driver* \_\_\_\_\_
- 4. *Policeman*   **b**
- 5. *Doctor* \_\_\_\_\_
- 6. *Footballplayer* \_\_\_\_\_
- 7. *Engineer* \_\_\_\_\_
- 8. *Nurse* \_\_\_\_\_

2. LISTENING

Follow this link: here you can find the pronunciation about occupations,  
<http://www.eflnet.com/vocab/dictionary/occupations1.php>

| <b>ARTICLES a/ an</b>               |                                 |
|-------------------------------------|---------------------------------|
| <b>A</b>                            | <b>An</b>                       |
| Use this article before a consonant | Use this article before a vowel |

EXAMPLES

This is a table.  
This is a marker.  
This is a book.

This is an elephant.  
This is an airplane.  
This is an apple.

3. *WRITING*

Write sentences using present simple and some words about occupations, also use the articles.

- a. ....
- b. ....
- c. *He is a doctor.* .....
- d. ....
- e. ....
- f. ....
- g. *You are an architect.* .....
- h. ....

*EVALUATION*

Write the names of each job.



- 1.
- 2.
- 3.
- 4.



- 5.
- 6.
- 7.
- 8.

Unscramble the letters to find the jobs:

1. *namspot* -

2. *esurn* - .
3. *ernragde* - .
4. *hcretae* - .
5. *cinhcame* - .
6. *shreifnma* - .

*What are they?*

1. *Who repairs cars?* - A .
2. *Who drives a taxi?* - A .
3. *Who is the guy who catches criminals?* - A .
4. *Who makes bread?* - A .
5. *Who works in a newspaper?* - A .
6. *Who writes novels?* - A .

*Find similar evaluations in this link.*

[http://www.myenglishpages.com/site\\_php\\_files/vocabulary-exercise-jobs.php](http://www.myenglishpages.com/site_php_files/vocabulary-exercise-jobs.php)

## **WORK PLACES**

**SKILLS:** *Speaking*

**OBJECTIVE:** To practice Wh questions using the information about work places.

1. Match the pictures with the correct occupations



a. Teacher

b. Fireman

c. Doctor

**1. SPEAKING**

*Discuss with your classmates about occupations and their work places*

*Use these occupations*

*Nurse  
Policeman  
Teacher  
Engineer  
Judge  
Architect  
Farmer  
Architect*



### ***EVALUATION***

*Go to this link <http://en.wikipedia.org/wiki/Footballer>*

*Insert these words, read the information about each one and tell the information to your teacher.*

***POLICEMAN***

***FARMER***

***TEACHER***

***ENGINEER***

***NURSE***

### ***CELEBRATIONS***

***SKILLS: Reading and Speaking***

**OBJECTIVE:** To know prepositions of time in order to use these in a correct way, also know something about special celebrations.

**1. READING**

In each link you can find information about the special celebration, read information about them.



**CHRISTMAS**

<http://en.wikipedia.org/wiki/Christmas>



**HALLOWEEN**

<http://en.wikipedia.org/wiki/Halloween>



**VALENTINE'S DAY**

[http://en.wikipedia.org/wiki/Valentines\\_day](http://en.wikipedia.org/wiki/Valentines_day)

|           |  |  |
|-----------|--|--|
| <i>AT</i> | <i>We also use AT with some fixed expressions such as:</i> | <i>At sunrise, at noon, at sunset, at night.</i>     |
| <i>ON</i> | <i>We use ON with days and dates</i>                       | <i>On Monday, on Tuesday...on July 20 on March 3</i> |
| <i>IN</i> | <i>We use IN for long periods of time</i>                  | <i>months, years, seasons</i>                        |

**1. SPEAKING**

*Discuss with your classmate about the questions bellow.*

*Use the correct time prepositions.*

- ✓ *When is your birthday?*
- ✓ *When is the Christmas celebration?*
- ✓ *When do you go to the bed?*
- ✓ *When is your father's birthday?*
- ✓

**EVALUATION**

*Write the correct preposition of time in each phrase*

1. *George visits us .....every Christmas.*
2. *They had a nice party ..... June the 12<sup>th</sup>.*
3. *We met only ..... last year.*
4. *I do not have Music .....Wednesday.*
5. *He arrived .....December 12<sup>th</sup>.*
6. *Lilac blossoms ..... May.*
7. *This palace was built.....17<sup>th</sup> century.*
8. *I will go away.....25<sup>th</sup> of July.*
9. *He bought this car .....March.*
10. *They do not work .....Friday.*

*Find similar evaluations in this*

*link:* <http://www.englishexercises.org/makeagame/viewgame.asp?id=5278>

**BIRTHDAYS**

**SKILLS: Listening and Reading**

**OBJECTIVE:** *To play with ordinal numbers and months of the year also practice the colors vocabulary.*

**1. LISTENING**

*Watch the video and after complete the activities in this link:*

<http://www.englishexercises.org/makeagame/viewgame.asp?id=2491>

**ORDINAL NUMBERS**

*1<sup>st</sup> - 2<sup>nd</sup> - 3<sup>rd</sup> - 4<sup>th</sup> - 5<sup>th</sup> - 6<sup>th</sup> - 7<sup>th</sup> - 8<sup>th</sup> - 9<sup>th</sup> - 10<sup>th</sup>*

*First, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth*

**2. READING**

*Color the next square according to the months order.*

- a. Color the first month of blue.*
- b. Color the second month of white.*
- c. Color the third month of red.*
- d. Color the fourth month of green.*
- e. Color the fifth month of brown.*
- f. Color the sixth month of pink.*
- g. Color the seventh month of yellow.*
- h. Color the eighth month of black.*
- i. Color the ninth month of violet.*
- j. Color the tenth month of sky blue.*
- k. Color the eleventh month of strong green.*
- l. Color the twelfth month of red and blue.*

|          |           |          |
|----------|-----------|----------|
| AUGUST   | JULY      | JANUARY  |
| NOVEMBER | FEBRUARY  | DECEMBER |
| MAY      | SEPTEMBER | JUNE     |
| OCTOBER  | APRIL     | MARCH    |

**3.** *Watch the video and learn more about ordinal numbers.*

<http://www.youtube.com/watch?v=SDyTa6rO0E0>



***EVALUATION***

*Unscramble the letters to find the numbers*

<http://www.englishexercises.org/makeagame/viewgame.asp?id=2367>

# UNIT FOUR

## FAMOUS

## PEOPLE



### *PHYSICAL DESCRIPTION*

*SKILLS: Reading and Writing*

**OBJECTIVE:** *To describe famous people using several adjectives and practice the simple present tense.*

**ADJECTIVES**

*An adjective is a 'describing' word; the main syntactic role of which is to qualify a noun or noun phrase, giving more information about the object signified.*

**1. READING**

*Learn some adjectives and practice them.*

*Go to this link <http://chagall-col.spip.ac-rouen.fr/IMG/didapages/description/index.html>*

**2. WRITING**

*Describe the pictures below.*



.....  
.....  
.....  
.....  
.....



.....  
.....  
.....  
.....  
.....

**EVALUATION**



**CHOOSE THE CORRECT ANSWER:**



*Is she ugly ?*

*Yes, she is*

*No, she isn't.*



*Is he thin ?*

*No, he isn't*

*Yes, he is.*



*Is he happy ?*

*No, he isn't*

*Yes, he is.*



*Is he young ?*

*Yes, he is*

*No, he isn't.*



*Is he sad ?*

*Yes, he is*

*No, he isn't.*

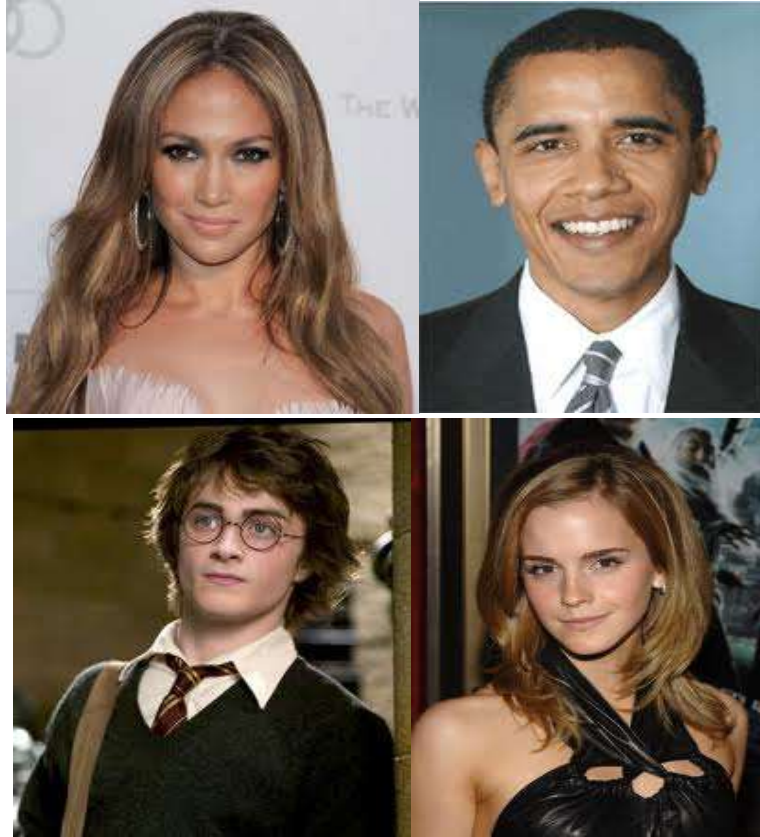
**FAMOUS PEOPLE**

**SKILL: Speaking**

**OBJECTIVE:** To describe famous people practicing with students' classmates in the classroom.

**1. SPEAKING**

Watch the pictures below and describe each one.



**A POSSIBLE MODEL:**

*She is Tatiana,  
She is a pretty woman,  
She is tall and thin,  
Her hair is long, wavy and black,  
Her eyes are brown.*

**MY FAVORITE PERSON**

**SKILLS:** Writing and Speaking

**OBJECTIVE:** *To practice WH questions with the information about famous people.*

**1. WRITING**

*Watch the photo, read the information in the link and answer the questions.*

[http://en.wikipedia.org/wiki/Jennifer\\_Lopez](http://en.wikipedia.org/wiki/Jennifer_Lopez)



1. Who is she?  
.....
2. Where did she born?  
.....
3. Where does she live?  
.....
4. How old is she?  
.....
5. What is her job?  
.....

[http://en.wikipedia.org/wiki/Avril\\_Lavigne](http://en.wikipedia.org/wiki/Avril_Lavigne)



1. Who is she?  
.....
2. Where did she born?  
.....
3. Where does she live?  
.....
4. How old is she?  
.....
5. What is her job?  
.....

**2. SPEAKING**

*Tell to your classmates about your favorite person.*

*Who is your favorite person and tell me something about him/her?*

**EVALUATION**

*Complete questions in the link*

<http://www.englishexercises.org/makeagame/viewgame.asp?id=1898>

**HOBBIES**

**SKILLS:** *Speaking and Listening*

**OBJECTIVE:** *To learn about present continuous and practice it with their hobbies.*

1. Go to this link: <http://blocs.xtec.cat/listen/category/present-continuous/and> know more about present continuous.

Watch the pictures below and tick your hobbies.



**2. SPEAKING**

Answer this question to your classmates:

**What are you doing?**

- I am reading my book.
- You are swimming in the beach.

**3. LISTENING**



Go to this link [http://www.ivoox.com/listening-present-progressive-audios-mp3\\_rf\\_648254\\_1.html](http://www.ivoox.com/listening-present-progressive-audios-mp3_rf_648254_1.html), listen the activities that are doing each person and write the words which you listen.

|                             |       |
|-----------------------------|-------|
| .....                       | ..... |
| .....                       | ..... |
| ...writing and reading..... | ..... |
| .....                       | ..... |
| .....                       | ..... |

**EVALUATION**

Look at the pictures and choose the best answer.



**BIOGRAPHY**

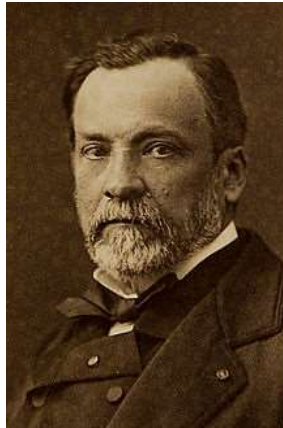


*SKILLS: Reading and Writing*

*OBJECTIVE: To know the simple past tense, using regular and irregular verbs.*

### **1. READING**

*Read the information below and underline the verbs which end in ED.*



If you want, go to each link in the text for getting more information.

*Louis Pasteur was born on December 27, 1822 he was a French chemist and microbiologist who was one of the most important founders of medical microbiology. He is remembered for his remarkable breakthroughs in the causes and preventions of diseases. His discoveries reduced mortality from puerperal fever, and he created the first vaccines for rabies and anthrax. His experiments supported the germ theory of disease. He was best known to the general public for inventing a method to treat milk and wine in order to prevent it from causing sickness, a process that came to be called pasteurization. He is regarded as one of the three main founders of microbiology, together with Ferdinand Cohn and Robert Koch.*

### **2. WRITING**

*Change the verb into the past.*

*Yesterday, I (go) .....to the mall.*

*I (buy) ..... some shorts and a baseball cap.*

*I (spend) .....almost \$20.*

*One day, when I (be) .....about 7 years old, there was a knock on our door.*

*When I (open) .....the door, I **saw** that nobody was there.*

*I (feel) .....something (be) ..... wrong, so I (call) .....my mother*

**EVALUATION**

*Put in order. Past tense*

<http://www.tolearnenglish.com/exercises/exercise-english-2/exercise-english->

UNIT FIVE



*FAMILY*

*Skills: Writing and Reading*

*Objective: To Know the correct conjugation of to be verb at present time, and practice them using the family members.*

| <i>Singular</i>       | <i>Plural</i>   |
|-----------------------|-----------------|
| <i>I am</i>           | <i>We are</i>   |
| <i>You are</i>        | <i>You are</i>  |
| <i>He, She, It is</i> | <i>They are</i> |

**1. WRITING**

*Write the correct conjugation for each sentence.*

- ✓ *Mariana..... very happy.*
- ✓ *My brother, Marina and my sister..... in the school.*
- ✓ *My cousin.....Engineer.*
- ✓ *My father, mother and me..... in the cine.*
- ✓ *You..... my best brother.*

**2. READING**

*Follow this link <http://www.ego4u.com/en/cram-up/vocabulary/family>*

*Copy each word and write that in this link*

*<http://dictionary.reference.com/browse/cousin+?s=t> for knowing what the meaning of each word is.*

**3. WRITING**

*Answer the next questions.....*

- *How many people are there in your family?*

.....

- *Who are they?*

.....

.....

.....

.....

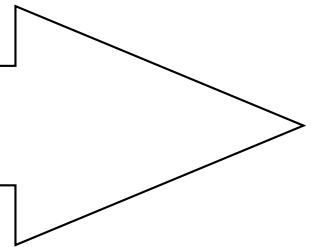
.....

.....

***EVALUATION***

*In this link you can practice with some examples and your teacher supervises that.*

<http://www.englishexercises.org/makeagame/viewgame.asp?id=238>



***THE MARKER***

***SKILLS: Speaking and Writing***

*OBJECTIVE: To practice CAN and CAN'T with vocabulary from a marker.*



**1. WRITING**

*Write sentences using the market's vocabulary and using the auxiliary can and can't.*

*Example:*

*I can buy onions in the market.*

*I can't shoes in the market.*

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

**2. SPEAKING**

*Think in the things that you can and can't buy in the market and tell your teacher.*

| CAN                       | CAN'T                      |
|---------------------------|----------------------------|
| <i>I can buy carrots.</i> | <i>I can't buy a pill.</i> |

**EVALUATION**

*CAN, CAN'T*

1. Say what you can do or can't do. Choose can or can't according to you.

- a. I ..... speak Chinese.
- b. I ..... sing very well.
- c. I ..... run 20 kilometers.
- d. I ..... ride a bicycle.
- e. I ..... play basket.
- f. I ..... Swim.
- g. I ..... understand my teacher of English.

2. Choose can or can't according to the situation:

*Example: She can't answer the phone now; she is not at home.*

- a. I know the answer; I CAN/ CAN'T answer the question now.
- b. She is good at the piano; she CAN/CAN'T play the piano very well.
- c. This test is very difficult; I CAN/CAN'T answer any question.
- d. Maria can speak English but she CAN/CAN'T speak French.
- e. You CAN/CAN'T sleep today because you are very nervous.
- f. Juan CAN/CAN'T play tennis very well; he is a good tennis player.

**SPORTS**

**SKILLS:** *Speaking and writing*

**OBJECTIVE:** *To use in a correct way the*

| <i>Possessive adjectives</i> |              |
|------------------------------|--------------|
| <i>I</i>                     | <i>My</i>    |
| <i>You</i>                   | <i>Your</i>  |
| <i>He</i>                    | <i>His</i>   |
| <i>She</i>                   | <i>Her</i>   |
| <i>We</i>                    | <i>Our</i>   |
| <i>You</i>                   | <i>Your</i>  |
| <i>They</i>                  | <i>Their</i> |

Watch this video and learn more about possessive adjectives, here there is some examples about possessive adjectives.

<http://www.youtube.com/watch?v=s-g83IEvPR8>

**1. SPEAKING**

Watch and comment: What is your favorite sport?



Go to this link and find examples about more sports

<http://www.topendsports.com/sport/sport-list.htm>

**2. WRITING**

Ask to your classmates and write sentences about them.



*What is your favorite sport?*

*My favorite sport is volleyball.*

*Your* .....

*His* .....

*Her* .....

*Your* .....

*Our* .....

*Their* .....

### **EVALUATION**

*Complete the sentences, changing the pronoun by a correct possessive adjective.*

1. *Where is (I) .....book?*
2. *Here is (we) .....teacher.*
3. *She goes to school with (she) .....brother.*
4. *(They).....father works in a car factory.*
5. *(You) .....laptop is very expensive.*
6. *(He) .....favorite hobby is tennis.*
7. *(I)..... husband and I want to go to Paris.*
8. *We want to see (it) .....historical monuments.*
9. *Leila likes (she) .....dog !*
10. *(It).....name is Bobby.*

*Find more exercises in this link:*

[http://www.myenglishpages.com/site\\_php\\_files/grammar-exercise-possessive-adjectives.php](http://www.myenglishpages.com/site_php_files/grammar-exercise-possessive-adjectives.php)

### **MY BEDROOM**

**SKILLS:** *Writing and Speaking*

**OBJECTIVE:** *To change the singular nouns into plurals and practice vocabulary about the room.*

| <i>NOUNS: singular and plural forms</i>          |                                    |                                |
|--|------------------------------------|--------------------------------|
| <i>Singular noun (one)</i>                       | <i>Plural noun (more than one)</i> |                                |
| <i>Plural of regular nouns</i>                   |                                    |                                |
| <i>GROUP 1: Most nouns</i>                       |                                    |                                |
| <i>Student- studentS</i>                         | <i>apple- appleS</i>               | <i>Australian –AustralianS</i> |
| <i>GROUP 2: Nouns ending in –x-s-z-ch-and sh</i> |                                    |                                |
| <i>Box- boxES</i>                                | <i>dress- dressES</i>              | <i>lunch- lunchES</i>          |
| <i>GROUP 3: Nouns ending in a consonant + y</i>  |                                    |                                |
| <i>City- citiES</i>                              | <i>country- countriES</i>          | <i>baby- babiES</i>            |
| <i>GROUP 4: Nouns ending in a vowel + y</i>      |                                    |                                |
| <i>Boy- boyS</i>                                 | <i>key- keyS</i>                   | <i>day- dayS</i>               |
| <i>Plurals of irregular nouns</i>                |                                    |                                |
| <i>Man- men</i>                                  | <i>child- children</i>             | <i>foot- feet</i>              |
| <i>Person- people</i>                            | <i>tooth- teeth</i>                | <i>mouse- mice</i>             |

*Go to this link for better understanding*

<http://www.englishexercises.org/makeagame/viewgame.asp?id=723>

**1. WRITING**

*Watch the picture and write the things that you can see. After make the singular nouns into plural.*



| <i>Singular nouns</i> | <i>Plural nouns</i> |
|-----------------------|---------------------|
|                       |                     |

|  |  |
|--|--|
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

**2. SPEAKING**

*Comment to your classmates about the things you have in your bedroom.*

**Example:**

*I have a bedroom.*

*In my bedroom there are two chairs.*

**EVALUATION**

*Write the singular of each picture in this link*

<http://www.englishexercises.org/makeagame/viewgame.asp?id=4510>



## ***HEALTHY HABITS***

*SKILLS: Speaking, Reading and Writing*

*OBJECTIVE: To know and practice the health habits using exercises from internet and in the guide.*

### ***1. READING***

*[http://www.eslgold.com/grammar/frequency\\_adverbs.html](http://www.eslgold.com/grammar/frequency_adverbs.html) Go to this link and read the information about frequency adverbs.*

### ***2. SPEAKING***

*How often do you wash your hands?*

*I always wash my hands.....*





### 3. WRITING

Rewrite each sentence with the adverb of frequency (in brackets) in its correct position.

*Example: I play tennis on Sundays. (often).*

*Answer: I **often** play tennis on Sundays.*

1) *Have you been to London? (ever)*

2) *Peter doesn't get up before seven. (usually)*

3) *Our friends must write tests. (often)*

4) *They go swimming in the lake. (sometimes)*

5) *The weather is bad in November. (always)*

6) *Peggy and Frank are late. (usually)*

7) *I have met him before. (never)*

8) *John watches TV. (seldom)*

9) *I was in contact with my sister. (often)*

10) *She will love him. (always)*

**EVALUATION**

1. *He listens to the radio. (often)*

---
2. *They read a book. (sometimes)*

---
3. *Pete gets angry. (never)*

---
4. *Tom is very friendly. (usually)*

---
5. *I take sugar in my coffee. (sometimes)*

---
6. *Ramon is hungry. (often)*

---
7. *My grandmother goes for a walk in the evening. (always)*

---
8. *Walter helps his father in the kitchen. (usually)*

---
9. *They watch TV in the afternoon. (never)*

---
10. *Christine smokes after dinner. (seldom)*

---

Find more evaluations and check your answers in this link: <http://www.language-worksheets.com/adverbs-frequency-elementary.html>

**HOW TO MAKE A FRUIT SALAD?**

**SKILLS:** *Speaking and Writing*

**OBJECTIVE:** *To do a fruit salad using fruits which the students get in their houses.*



**1. WRITING**

*In this link you can watch how to make a salad  
fruit?<http://www.howcast.com/videos/87636-How-to-Make-Fruit-Salad>*

*Write the ingredients that you need.*

.....

.....

.....

.....

**2. SPEAKING**

*With your classmates discuss about the instructions for making a fruit salad.*



**EVALUATION**

*Form groups and make the fruit salad in your house.*

**GALAPAGOS**

**SKILLS:** *Reading and Writing*

**OBJECTIVE:** *To know Ecuador and use There is and There are.*



**1. READING**

*Look at the pictures and read the descriptions*



*There are two people.*

*There is a seal.*



*There is a turtle.*



*There are seals.*

*There is a person.*

**2. WRITING**

*Follow each link and watch the picture and write sentences using there is/there are*

[http://t1.gstatic.com/images?q=tbn:ANd9GcQIzw\\_s6m\\_HYU7lhmoYeYlW1ntOb9DpBNQgU\\_QCo7TOX4rpyr-J](http://t1.gstatic.com/images?q=tbn:ANd9GcQIzw_s6m_HYU7lhmoYeYlW1ntOb9DpBNQgU_QCo7TOX4rpyr-J)



[http://t0.gstatic.com/images?q=tbn:ANd9GcTEdNIky1\\_ZmCh\\_DilvfPH80R82sBBtPwGd2B1wb5Sh3T5uomtI](http://t0.gstatic.com/images?q=tbn:ANd9GcTEdNIky1_ZmCh_DilvfPH80R82sBBtPwGd2B1wb5Sh3T5uomtI)

[http://t1.gstatic.com/images?q=tbn:ANd9GcQLDCK8KZVqEYscTYdv3sk\\_goUGng6ZBfdmQ\\_iun7r39OCIOSTwZA](http://t1.gstatic.com/images?q=tbn:ANd9GcQLDCK8KZVqEYscTYdv3sk_goUGng6ZBfdmQ_iun7r39OCIOSTwZA)

<http://t2.gstatic.com/images?q=tbn:ANd9GcQ3-9EBcctwLrydRx0ARP0iAVhABXr9FCbtOtioa6-9U2-YPsbhbg>

**EVALUATION**

- 1-There  a pen.
- 2-There  a pencil.
- 3-There  two rubbers.
- 4-There  six books.
- 5-There  desks.
- 6-There  a blackboard.

Find more similar evaluations in this [link](http://www.theyellowpencil.com/tothere1.htm)<http://www.theyellowpencil.com/tothere1.htm>

**IMPORTANT CITIES**

**SKILLS:** Reading and Writing

**OBJECTIVE:** To compare the cities using some adjectives, which are related with several cities.

**1. READING**

*Read the information in the chart.*

|                                       | <b>Adjective</b>          | <b>Comparative</b>                 | <b>Superlative</b>                                     |
|---------------------------------------|---------------------------|------------------------------------|--|
| One syllable adjectives               | Old<br>Safe<br>Big<br>Hot | Older<br>Safer<br>Bigger<br>Hotter | The oldest<br>The safest<br>The biggest<br>The hottest |
| Adjectives ending in y                | Noisy<br>Dirty            | Noisier<br>Dirtier                 | The noisiest<br>The dirtiest                           |
| Adjectives with two or more syllables | Boring<br>Beautiful       | More boring<br>More beautiful      | The most boring<br>The most beautiful                  |
| Irregular adjectives                  | Good<br>Bad<br>Far        | Better<br>Worse<br>Farther         | The best<br>The worst<br>The farthest                  |

**2. WRITING**

*Write comparisons between the important cities in our country.*

*Quito*



*Cuenca*



*Latacunga*



*Guayaquil*



- a. ....
- b. *Latacunga is smaller than Quito.*
- c. ....
- d. ....
- e. ....

- f. ....
- g. *Guayaquil is the biggest city.*
- h. ....
- i. ....
- j. ....
- k. ....
- l. ....

***EVALUATION***

*Do some comparisons using pictures in this link*

<http://www.englishexercises.org/makeagame/viewgame.asp?id=2065>

UNIT SEVEN  
MY SCHOOL



*MY HOUSE*

*SKILLS: Writing*

*OBJECTIVE: To practice about demonstrative adjectives with vocabulary from house.*

*THIS/THAT: THESE/THOSE*

**SINGULAR**



**PLURAL**

This is a box.

These are boxes.

That is a box.

Those are boxes.

**Articles a/an**

**SINGULAR**

He is **a** student.  
It is **an** eraser.  
She is **an** exchange student.  
exchange students.

**PLURAL**

They are students.  
They are erasers.  
They are

**1. WRITING**

*Watch the pictures and write the correct demonstrative adjectives.*



..... Pills .....Trees .....Cat



.....flower .....planes .....CD player

**EVALUATION** Match the sentences with the pictures.

<http://www.englishexercises.org/makeagame/viewgame.asp?id=4617>

*MY SCHOOL*

**SKILLS:** Speaking and Writing

**OBJECTIVE:** To know about the CAN and CAN'T as ability.

*CAN/ CAN'T*

*These words express ability for doing some activities.*

**1. WRITING**

*According to the pictures below write if they are can or can't.*



.....



.....



.....



.....



.....



.....

**2. WRITING**

1. *The baby is ill, so we \_\_\_\_\_ come to the dinner tomorrow night. Sorry.*

2. I \_\_\_\_\_ speak French, but I know how to ask for someone's name and age.
3. Look, Barry. Is that our house over there? \_\_\_\_\_ you see it?
4. Maggie, speak a little louder. We \_\_\_\_\_ hear you at the back of the room.
5. Where's my phone? I put it on the table and now I \_\_\_\_\_ find it!
6. I \_\_\_\_\_ smell smoke. Is there a fire somewhere?
7. The new manager is Sophie. I \_\_\_\_\_ believe that! She's terrible.
8. I'm busy on Saturday, Nickie, but we \_\_\_\_\_ go running the next day if you want.

## 2. SPEAKING

*Tell your teacher about the things that you can do at the school.*

*Comment with your classmates about the things that you can't at the school.*

*Use questions and answers.*

### EXAMPLE

*Can you play run in the classroom?*

*No, I can not*

### EVALUATION

*Go to this link and complete the activity.*

<http://saberingles.com.ar/curso/lesson13/05.html>



### MY FAMILY

**SKILLS:** Writing

**OBJECTIVE:** To practice the possessive form of nouns and the present simple of HAVE.

**POSSESSIVE FORM OF NOUNS**

To form the possessive, add 's ('apostrophe -s') to the noun.  
 If the noun is plural, or already ends in -s, just add: '(an apostrophe).

**For names ending in -s:**

In speaking we add the sound /z/ to the name, but in writing it is possible to use either 's or just '. The 's form is more common. e.g. **Thomas's** book, **James's** shop.



**1. WRITING**

Using the family's names write sentences using the possessive forms.

Example: Ramiro is Tatiana's father.

Mariana's mother is Rosario.

.....

.....

.....



| <i>I, YOU, WE, THEY</i>   | <i>HE, SHE, IT</i>   |
|---|--|
| <p style="text-align: center;"><b>HAVE</b></p> <p><i>Example:</i></p> <p><i>You have a eraser.</i></p> <p><i>They have two sisters.</i></p> | <p style="text-align: center;"><b>HAS</b></p> <p><i>He has a brother.</i></p> <p><i>She has a long hair.</i></p> |

**2. WRITING**

*According to the picture writ has or have depend of the person*



*Carlos and Tatiana .....a son.*



*Tatiana .....a sister.*



*Erick .....two brothers and a sister.*



**EVALUATION** Complete the blanks with possessive form

<http://grammar.yourdictionary.com/parts-of-speech/nouns/possessive-noun-quiz.html>

**PASTIMES**

**SKILLS: Writing and Reading**

**OBJECTIVE:** To use like and don't like for show the students' pastimes.

| LIKE  | DON'T LIKE   |
|---|--|
|  |  |

**1. WRITING**

According to the faces write if it is like or don't like in the blanks.

1. I  eating Pizza on Saturdays. 😊😊
2. My sister  tidying her room. 😞😞
3. She  making dinner on Mondays. 😞
4. Arthur  playing rugby with his friends. 😊😊
5. My aunt  driving at night. 😞😞
6. Your brothers  sleeping in the tent. 😊
7. Those children  listening to the radio. 😊😊
8. These men  working on Sundays. 😞
9. My niece  reading adventure books. 😊
10. Your father's friends  driving their cars when it is raining. 😞

**2. READING**

Go to this link <http://www.esolcourses.com/uk-english/beginners-grammar/present-simple/lesson-1/listen.html> read the questions and choose the better answers.

### ***EVALUATION***

- |                    |                     |
|--------------------|---------------------|
| 1. I.....fish.     | 2. I ice.....cream. |
| 3. I.....cookies.  | 4. I..... cheese.   |
| 5. I..... lettuce. | 6. I..... nuts.     |
| 7. I.....cabbage.  | 8. I..... peas.     |
| 9. I..... oranges. | 10. I..... peaches. |

UNIT EIGHT  
TRAVELLING IN  
ECUADOR



*HOBBIES*

*SKILLS: Speaking, Reading and Writing*

*OBJECTIVE: To practice the object pronouns using vocabulary of hobbies.*

| <i>SUBJECT PRONOUNS</i> | <i>OBJECT PRONOUNS</i> |
|-------------------------|------------------------|
| <i>I</i>                | <i>ME</i>              |
| <i>YOU</i>              | <i>YOU</i>             |
| <i>HE</i>               | <i>HIM</i>             |
| <i>SHE</i>              | <i>HER</i>             |
| <i>IT</i>               | <i>IT</i>              |
| <i>WE</i>               | <i>US</i>              |
| <i>THEY</i>             | <i>THEM</i>            |

**1. READING**

Go to this link for more information about objects pronouns:  
[http://en.wikipedia.org/wiki/Object\\_pronoun](http://en.wikipedia.org/wiki/Object_pronoun)

*Read the sentences and circle the correct answer.*

- 1) *We/Us* usually see *they/them*.
- 2) *I/Me* write to *she/her* every day.
- 3) *He/Him* loves *her/she* very much but *she/her* doesn't love *he/him*.
- 4) Please don't wait for *she/her*.
- 5) Do you like *he/him*?



**2. SPEAKING**

*Ask to your classmates about their hobbies.*

*Pitter: What is your favorite hobby?*

*Tatiana: My favorite hobby is dancing.*

**3. WRITING**

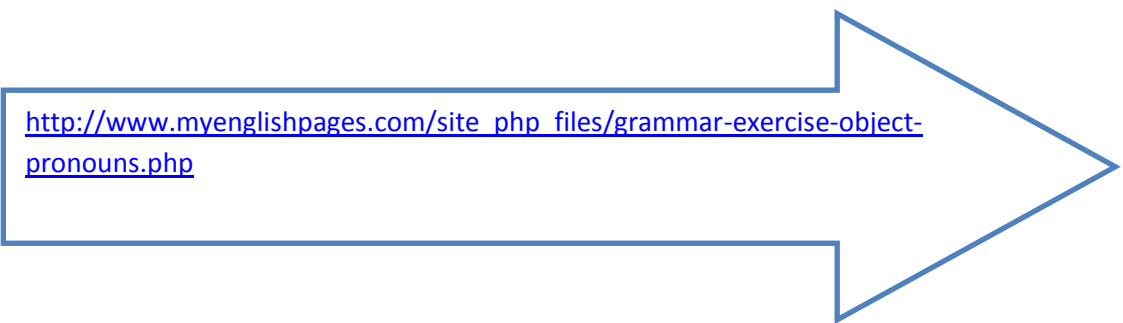
*Use the information of task 2 and write about your classmates' hobbies using objectives pronouns.*

*Example: Dancing is favorite hobby for **her**.*

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

**EVALUATION**

*Complete the exercises about object pronouns*



*SKILLS: Speaking, Reading and Writing*

*OBJECTIVE: To know our country using the simple past tenses.*

**1. READING**

<http://iesonava.info/olgaenlared/actividades3eso/3esounit5-pasttenseregularverbs.htm>

*Follow this link and read information about past simple tense.*

**2. SPEAKING**

*Discuss with your classmates about the places that visited on weekend.*

*Example:                   Where did you go on weekend?  
                                  I travelled to Esmeraldas.*

**3. WRITING**

*Write about the place that you visited on weekend. Use the past simple tense.*

*Example:*



*I visited Baños on weekend.*

*I bought many sweets.*

*I went to Pailon del Diablo waterfall.*

**EVALUATION**

*Follow link and do exercises*

[http://www.englishclub.com/grammar/verb-tenses\\_past\\_quiz.htm](http://www.englishclub.com/grammar/verb-tenses_past_quiz.htm)

**DREAMS**

**SKILLS:** Speaking, Reading and Writing

**OBJECTIVE:** To practice the future using the auxiliary verb will.

**1. READING**

Go to this link and read the information about future simple tense.

[http://www.englishclub.com/grammar/verb-tenses\\_future.htm](http://www.englishclub.com/grammar/verb-tenses_future.htm)

**2. WRITING**

Complete the sentences with the future simple.

1. You (be)  very happy.
2. You (get)  a lot of money.
3. You (buy)  a beautiful house.
4. Your friends (envy)  you.
5. You (meet)  a beautiful girl.
6. You (marry)  her.
7. You and your wife (travel)  around the world.
8. People (serve)  you.
9. They (not/refuse)  to make you happy.
10. But all this (happen / only)  when you are 70 years old.

**3. SPEAKING**

In pairs, discuss about your dreams for the future.





*MY GOALS*

*SKILLS: Reading and Writing*

*OBJECTIVE: To learn about conditional SHOULD and SHOULDN'T.*

**1. READING**

*Read the information about should and shouldn't*

*EXPLANATION*

*To give advice to someone you can also say:*

- I should do it if I were you.*
- I shouldn't be so rude, if I were you.*

*When you regret not doing something in the past, you can say:*

- I shouldn't have spoken to him like that.*
- I should have apologized earlier*

**2. WRITING**

*Go to this link and take the exercise <http://www.esl-lounge.com/student/grammar/2g18-should-shouldnt-exercise.php>*

*EVALUATION*

1. You  be so selfish.
2. I don't think you  smoke so much.
3. You  exercise more.
4. I think you  try to speak to her.
5. You are overweight. You  go on a diet.
6. Where  we park our car?
7. You  never speak to your mother like this.

8. The kids  spend so much time in front of the TV.

9.  I tell her the truth or should I say nothing?

10. I think we  reserve our holiday in advance.

#### 4. CONCLUSIONS

- The methodological guide has specific objectives based in the prepared contents according the student' grades in order to get good results using this methodological guide.
- The technology has advantages which help teachers for preparing the classes, it has some activities in order to students participate during the lesson; also the teacher should form groups for working in many activities in where the students can speak about many themes using different vocabulary which the internet provide them.
- This methodological guide contents many topics according to the grade of the students; each one has different activities for sharing many ideas between classmates, and knows more vocabulary and grammatical rules.
- The best part in this methodological guide is the links in each theme, with this help the students are going to find more activities for practicing more and more, in this links the students will find some pictures, music, conversations and other activities.

## 5. RECOMMENDATIONS

- Teachers and students must try to get the objectives planned in the methodological guide in order to complete all themes and finally get the best results practicing the activities according the themes.
- Taking in account the advantages that the technology provide us, and improve the knowledge in teachers and students in order to get more capable professionals to face the difficulties in the world.
- Following and practice the themes in order because this methodological guide has many activities according the themes, and the students should complete and practice previous vocabulary in the new activities.
- Teachers are the best help for the students, the students will practice the activities with the teachers' helping, and they find many activities for practicing the four English abilities, listening, speaking, reading and writing.

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## **ANNEXES**

### **INTERVIEW APPLIED TO THE PRINCIPAL OF “RAMÓN PÁEZ” ELEMENTARY SCHOOL**

- 1.* How do you qualify the current reality of the English Teaching Learning process?
- 2.* Which results have you got with the current English Teaching Learning process?
- 3.* Do you believe that it is necessary to change the current curriculum into a new and innovative one?
- 4.* Does it seem to you that an innovative curriculum based on the NCTs would help to justify in a better way the objectives?
- 5.* Would you give your permission to apply the curriculum based on the NCTs in your institution?





# TECHNICAL UNIVERSITY OF COTOPAXI

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### SURVEY ADRESSED TO THE TEACHERS OF “RAMÓN PÁEZ” ELEMENTARY SCHOOL

**OBJECTIVE:** The objective of this survey is to collect information from teachers about the English Teaching Learning Process.

**INSTRUCTIONS:** Read the questions carefully and tick ( ✓ ) the best answer.

#### Teacher’s Survey

1. Do you consider that learning English language is important?

Yes

No

Why?

.....  
.....  
.....

2. What kind of resources do you use in your classes?

Technological Resources

Conventional Resources

Textbook

Flashcards

Pictures

3. How do you motivate your students during the class?

Games

Group Work

Songs

Others

If others, specify

.....  
.....  
.....

4. Are forty minutes enough to complete the lesson plan in class?

Yes  No

Why?

.....  
.....  
.....

5. Do you evaluate at the end of each class?

Always  Sometimes   
Never  If there is enough time

6. What kind of grading is better for you?

Quantitative  Qualitative

Why:.....  
.....  
.....  
.....

7. How many hours do you consider enough for the English language teaching per week?

1 hour  3 hours   
5 hours  more

If more, how many?

.....  
.....  
.....

8. Do you consider a good idea to redesign the English curriculum based on NCTs in this institution?

Yes  No

Why.....  
.....  
.....

Thanks for your cooperation.....!!!!



# TECHNICAL UNIVERSITY OF COTOPAXI

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### SURVEY ADDRESSED TO STUDENTS OF “RAMÓN PÁEZ” ELEMENTARY SCHOOL

**OBJECTIVE:** To collect information about the use of the technological tools in the English Teaching Learning Process.

**INSTRUCTIONS:** Read the questions carefully and tick ( ✓ ) the best answer.

#### STUDENTS' SURVEY

1. What kind of didactic materials does your teacher use?

Textbook

Conventional

Flashcards

Pictures

Technological

2. Does your teacher use the text book as the main teaching resource in the English classes?

Yes

No

Why?

.....  
.....  
.....

3. Is there an interactive laboratory for the English-Teaching-Learning process?

Yes

No

4. What kind of activities does your teacher use to improve your language skills?

Crosswords

Videos

Listening activities

Group work

Oral presentation

5. How is your teacher's motivation during the class?

Excellent

Regular

Good

Bad

6. Which Technological resources would you like your teacher use in the class?

Videos

Interactive CDs

Internet

7. Do you think you will improve your language skills with these technological resources?

Yes

No

Thanks for your cooperation.....!!!!