



TECHNICAL UNIVERSITY OF COTOPAXI

ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC SCIENCES

ENGLISH CAREER

THESIS

THEME:

“DESIGN OF A DIDACTIC GUIDE FOR TEACHERS BASED ON THE TEXT BOOK “I SPEAK” TO INCREASE THE ACADEMIC LEVEL IN THE STUDENTS OF 7TH GRADE OF BASIC EDUCATION AT CORONEL GERMANICO RIBADENEIRA VALENCIA ELEMENTARY SCHOOL IN THE PERIOD 2010 – 2011”

Project presented previous to obtain the Sciences of Education Degree with major in the English Language.

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Latacunga – Ecuador
January 2012

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The criterion emitted in the present work of investigation **“DESIGN OF A DIDACTIC GUIDE FOR TEACHERS BASED ON THE TEXT BOOK “I SPEAK” TO INCREASE THE ACADEMIC LEVEL IN THE STUDENTS OF 7TH GRADE OF BASIC EDUCATION AT CORONEL GERMANICO RIBADENEIRA VALENCIA ELEMENTARY SCHOOL IN THE PERIOD 2010 – 2011”**, are responsibility exclusively of the authors.

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DIRECTOR'S ENDORSEMENT

In the capacity of Thesis Director with the title:

“DESIGN OF A DIDACTIC GUIDE FOR TEACHERS BASED ON THE TEXT BOOK “I SPEAK” TO INCREASE THE ACADEMIC LEVEL IN THE STUDENTS OF 7TH GRADE OF BASIC EDUCATION AT CORONEL GERMANICO RIBADENEIRA VALENCIA ELEMENTARY SCHOOL IN THE PERIOD 2010 – 2011”, Pucó Chicaiza Cristian Rodrigo y Tapia Bastidas Hugo Xavier, postulants of the Academic Unit of Administrative and Humanistic Sciences, majoring in an English Degree, we consider that the present thesis is carried out with the methodology requirement and contributes to technical scientific sufficiency for it will be submitted to the Tribunal Evaluation of Validation of Thesis that the Academic Advice Honorable of the Academic Administrative and Humanistic Sciences at Cotopaxi Technical University designate, for its corresponding study.

Lic. Sonia Castro
Thesis Director



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Con el título de la tesis: **DESIGN OF A DIDACTIC GUIDE FOR TEACHERS BASED ON THE TEXT BOOK “I SPEAK” TO INCREASE THE ACADEMIC LEVEL IN THE STUDENTS OF 7TH GRADE OF BASIC EDUCATION AT CORONEL GERMANICO RIBADENEIRA VALENCIA ELEMENTARY SCHOOL IN THE PERIOD 2010 – 2011”**

Han considerado las recomendaciones emitidas oportunamente y reúne los méritos suficientes para ser sometido al acto de defensa de Tesis.

Por lo antes Expuesto, se autoriza realizar los empastados correspondientes, según la normativa Institucional.

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ACKNOWLEDGMENTS

To God, Supreme Being and creator of all things in life, wisdom and intelligence that he has given us during the study time and academic preparation as well as the development of this research.

To our dear teachers, examples of courage and wisdom, for their generous and selfless work in the imparting of knowledge, advice and suggestions guiding each one of our steps during the study period, making us excellent people in society.

To our thesis director, Teacher Sonia Castro, whose contributions, successful critical orientation, persistence, dedication and patience, made us to know to direct this present work.

Finally, to the Technical University of Cotopaxi, Alma Mater of the students in the Province, and the Authorities of the Academic Unit of Administrative and Humanistic Sciences, those implicated in our personal and professional formation.

Cristian y Xavier

DEDICATION

First and foremost, I have to thank my parents for their love and support throughout my life. Thank you both for giving me strength to reach for the stars and chase my dreams...

I dedicate this thesis to my dear family, especially to my Dad for opening my eyes to the world and for instilling in me the importance of hard work and higher education.

Also, to my Mom for her love, patience and understanding; to my brother for his encouragement, to each one of them for their suggestions and unconditional support at all times...

Cristian

DEDICATION

This great work is dedicated to my dear mom Carmen because the whole time, she was with me and supports my economical and emotional life. The main thing, she gave me was life, grandma Zoila and Grandpa Miguel. They are the moving factors in my life. Their selfless love and untiring support are my greatest motivation. They are my inspirations in life. I also dedicate this work to my good uncle Mesias. He is my best friend and at the time has given me advice. Finally, my girlfriend Mariela who gives me strength and encouragement.

Xavier



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ABSTRACT

This research work was done in Pastocalle Parish, in the Boliche Town in order to improve the English learning in the students through the development of this thesis is based on the study of a didactic guide for teachers. We thus have applied the research so that, we can achieve important criterions about the creation of a didactic guide for a teacher’s addition of the student text book. This investigation will contribute to practical help for teachers and students in the teaching learning process in the present and future in the seventh grade of basic education at “Coronel Germánico Ribadeneira Valencia” Elementary School. The methods employed in this investigation were: inductive and deductive. This allowed us to come to know the students’ conflicts and reduce problems that they had in the teaching-learning process. Also, we used the complement of analytic –synthetic method that helped to know the root of problems through analysis and interpretation of results; thereby, leading us to our proposal.

INTRODUCTION

In the last 10 years Latin America has experienced a severe socio-economic crisis, which has resulted in increase in problems such as unemployment, migration, corruption, illiteracy, etc., which are part of the capitalist system development. Knowing English is vital for success, since English is considered the universal language of communication in science, technology, trade, tourism, etc., hence knowing and mastering at least some of the ways to communicate in English is therefore, of vitally important.

Although in our country, like the rest of the world the English language has become the star of the times, there are problems within the teaching-learning process due to several factors. This is why most students come to college with little knowledge of English, without a good foundation and having errors in knowledge academic gaps. Therefore, it is necessary for them to approve their adequacy requirement and not just feel comfortable and interested in learning this universal language.

The same is true at “Coronel Germánico Ribadeneira Valencia” Elementary School, where it can be seen that students who opt for English classes are unable to communicate fluently and effectively in the language. Perhaps because the use of language or because they do not have the opportunity to practice during class hours, an effective way to improve is seen in English language learning through the development of communicative skills and through extracurricular activities.

Fundamental purpose of this research a language is complex the designing of a didactic guide for teachers based on a student's textbook to improve the academic level standards of the seventh grade English students at “Coronel Ribadeneira Valencia” Elementary School, who showed signs of problems within the process of teaching and learning of the language.

The importance of making available a didactic guide for teachers is so that students will increase their academic level of the English Language students

through extracurricular activities and in a personalized way to make students improve their communication skills.

This research is a scientific novelty because it is designed with resources available to the school so it is feasible for implementation and achievement of its objectives. The scientific problem that arises in the current investigation is to design of a didactic guide for teachers based on the textbook “I Speak” in order to improve the academic level of seventh grade of basic education at “Coronel Germánico Ribadeneira Valencia” Elementary School. The goal of the present investigation is to help to the teachers with a didactic guide based on feedback, exercises, results, evaluation, grammar, etc. It is support in the student’s textbook the academic level of the seventh grade of basic education at “Coronel Germánico Ribadeneira Valencia” Elementary School. The variables identified in this work are: an independent variable is the “Coronel Germánico Ribadeneira Valencia” Elementary School and a dependent variable is a didactic guide for teachers.

The human resources available for this research are the students and teachers of the “Coronel Germánico Ribadeneira Valencia” Elementary School, these ones are the direct beneficiaries of this project.

During the investigation, we worked with the descriptive method in order to describe, analyze and interpret the phenomenon. The inductive-deductive method was also used to analyze and interpret the results with respect to the students’ situation, because they do not have a didactic guide to improve their Academic level. We also used data collection and techniques such as a survey that served as contribution for the design of the proposal.

This research paper is structured in the following manner: Chapter I is a collection of bibliographic, scientific, and technological information, with the main themes that support the research and also form the theoretical

framework, issues related to education the teaching-learning process, guides, etc.

Chapter II consists of an analysis and interpretation of results from surveys of teachers and students at “Coronel Germánico Ribadeneira Valencia” Elementary School. This contributed favorably to the development of this project. In addition, you will find the conclusions and recommendations in relation to surveys and interviews.

Chapter III contains the proposal to design a didactic guide for teachers based on the text book “I Speak” to increase the academic level of the seventh grade students at “Coronel Germánico Ribadeneira Valencia” Elementary School. Finally, the bibliographic support is confirmed and references were used in the development of the investigation and the annexes, and instruments which helped in the collection of information, is also mentioned.

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CHAPTER I

Backgrounds

For MOSQUERA, Francis professor of the Technological University of El Chocó, who gave an opinion that “the professors of English area thought this work intends to serve as a guide with didactic recommendations for the application in the classroom or classrooms, in order to get better results in the process for teaching them.”

As the researchers mentioned, some language professors need some support to teach and apply a good methodology to the different students, at different levels they should include a good environment in the classroom to learn English, by means of music, activities in group, good materials, and so on.

The CRADLE Project

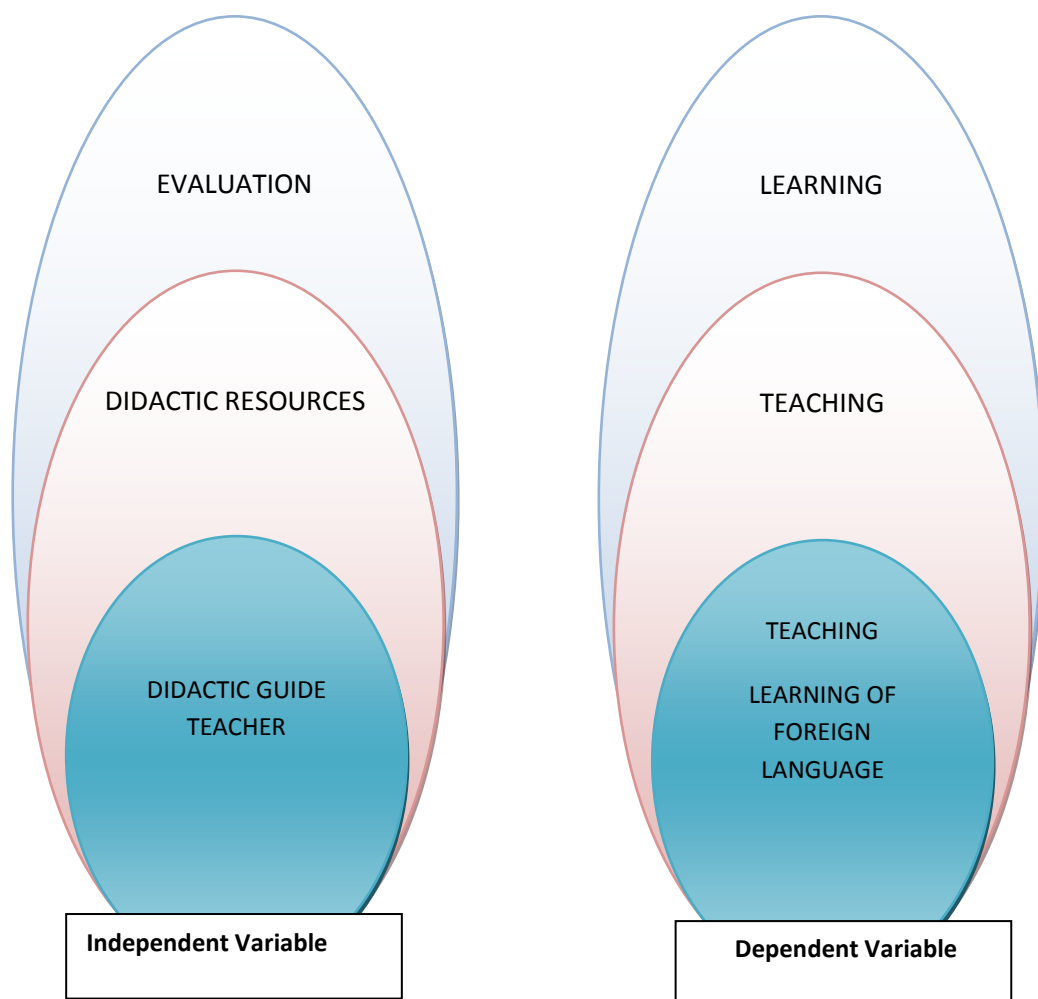
Ministry of Education and Culture of Ecuador – 2001

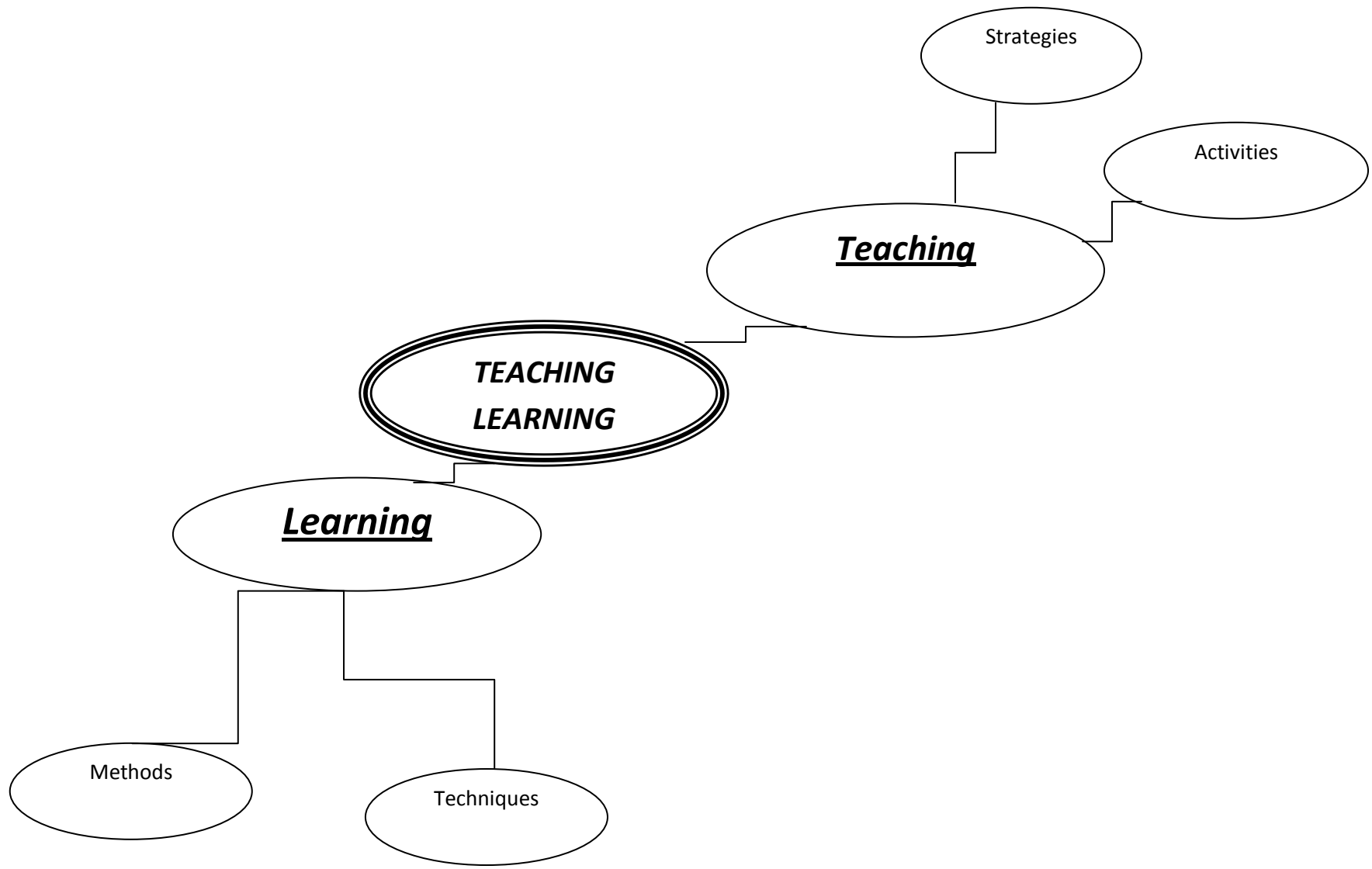
The CRADLE Project, Curriculum Reform of English, (“English” Renewal of plans and programs, elaboration of texts for pupils and didactic guides for

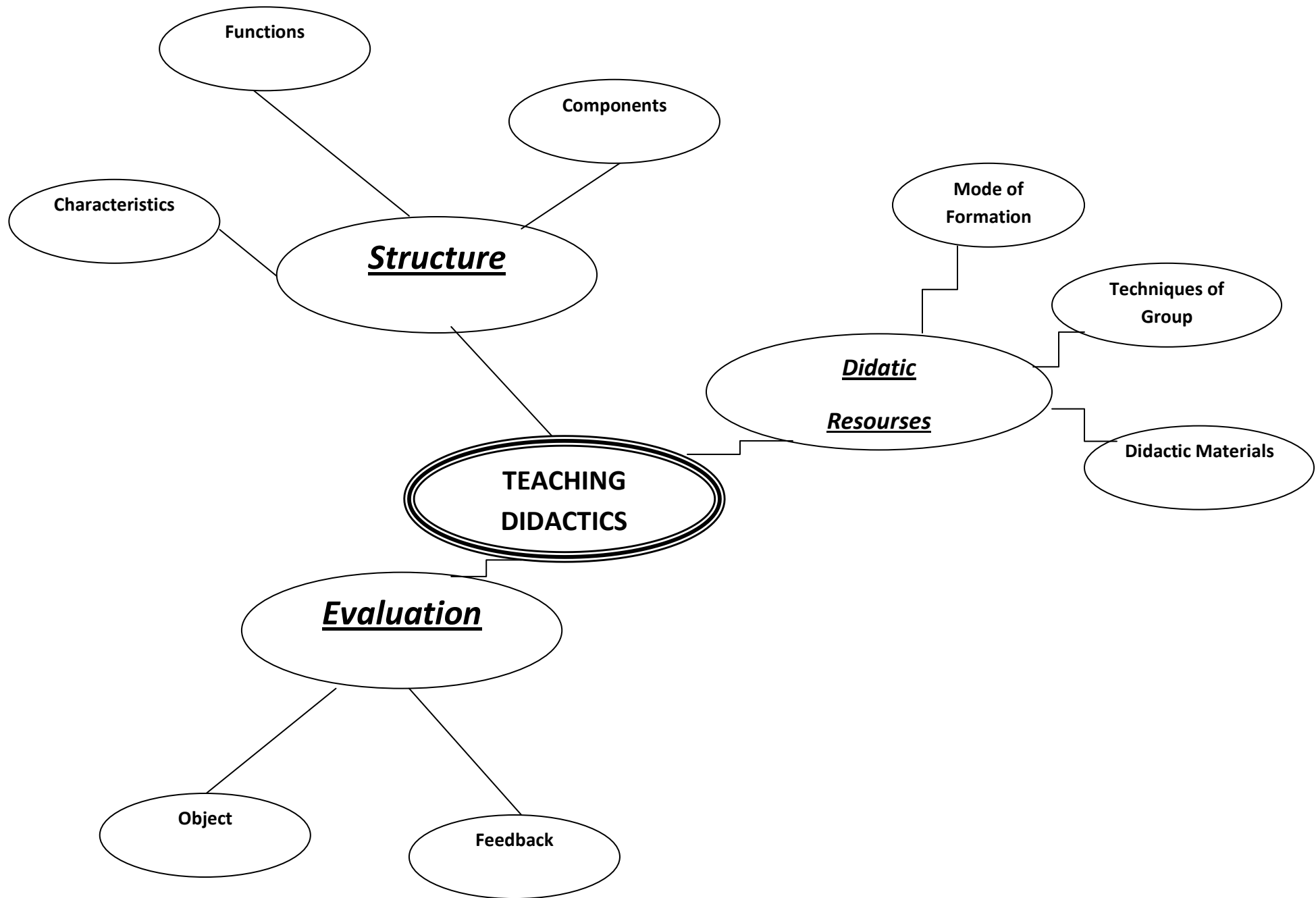
professors, professor training to coordinate with the universities that form English professor, evaluation of the materials and the Project) develops The National Management Curriculum and The National Foreign Language Division.

Learning the English Language is important for the development of Ecuador in the 21st Century. Therefore, the Ministry of Education and Culture has established a state policy motivating the learning of the same and placing it as a high priority in the new curriculum of Basic Education and specialization.

Fundamental Categories







Theoretical Frame

1.1. Didactic Guide

1.1.1. Definition

For ALVAREZ, (1983) “a didactic guide is an instrument printed with technical orientation for the student, that you can include all of the necessary information for the correct use and beneficial handling of the textbook to integrate the complexities of learning activities for the independent study of the contents of the course”. (Pag. 134)

Researchers have come to the conclusion that a didactic guide is the compilation of readings. In the best case scenario it is an anthology, accompanied by a textbook or else made up of the basic bibliography of a course or a subject of study.

A didactic guide must help the student to make a decision about what, how and when to use the language. What are we going to do with the contents of a course in order to improve the use of the time left and maximize learning and its application?

The methodological proposal that helps the pupil to study and the material is the explaining of the specific objectives, as well as the development of all the

components incorporated in learning by theme, separating and including chapters or units.

For GARCIA, Aretio (2002) said that The Teaching Guide is "the document directed for the study, bringing the cognitive processes of the students in the teaching, so you can work independently". (pag. 241)

A didactic guide is understood to be a valuable tool and makes the basic text more dynamic. This is done by using creative didactic strategies that simulate the presence of the tutor and generate a dialogue in order to offer the students different possibilities to improve their understanding and self study process.

For MARTINEZ, Mediano (1998) said, "It is an essential tool to organize the work of students and their goal is to collect all necessary guidance to enable the student to integrate the training elements for the study of the subject." (pag. 109)

As researchers have learned, a didactic guide is an instrument that the teacher needs to help the students in the class; in this case it could be possible to teach something about the contents of the student's book.

1.1.2. Characteristics

- It offers information about the contents and its relation to the study program of the subject for which it was elaborated.
- It presents orientations in relation to the methodology and focus of the subject.
- It gives instructions concerning how to built and develop knowledge, abilities, attitudes, values and aptitudes of the students.

It defines the specific objectives and activities of study independently for:

- Guiding preparation of the lessons
- Reporting to the pupil about what he has to achieve.
- Conducting the evaluation.

1.1.3. Basic Functions

Orientation

It establishes the opportune recommendations to conduct and orient the student's work.

It clarifies development and clears up the doubts that previously may obstruct the progress in learning.

It specifies the contents, the physical way and methodology that the pupil will use to present his/her products.

Promotion of the Autonomous Learning and Creativity

This suggests problems and debate through the questions that are required for analysis and reflection. Also, Initiative and creativity are stimulated to be able to make decisions. In addition, this propitiates the transference and application of learning.

This contains prognosis that allows the student to develop abilities of logical thought which imply different interactions to achieve his/her learning.

Self-Evaluation of Learning

This establishes the integrated activities of learning in which the student does his/her most efficient learning.

This proposes a strategy of monitoring in order for the student to evaluates his/her progress and motivate him to compensate his/her deficiencies in the future. Usually, this is tested by way of a self evaluation through a set of questions and answers aimed at this. This is a task that focuses on reflection on the part of the student about his/her own learning.

1.1.4. Components

Index

In this part, all the titles should be considerate, such as the first, second or third level and their appropriate pages for any text so that the user can locate them quickly.

Presentation

This gives a background for the body of the text and allows the author to expose the general purpose of his/her work. It also shows the reading and makes previous considerations that will be useful for understanding the contents of the guide.

This precedes the text body and allows the author to explain the general purpose of his/her work, guiding the reading and allowing previous considerations so that one can consider them as school implements for understanding the contents of the guide.

Presentation of the Responsible Guide

This is desirable for the coordinating professor, groups of professors and tutors to present a brief description of their curriculum, their e-mails and as a reference,

phones numbers, specifying profiles, levels of study and allotted time. Many professors offer their own web site.

The capability of learning, applying knowledge in practice to examine and synthesize, adapting to new situations, generating new ideas (creativity), working with interdisciplinary or multi-disciplinary equipment, self-management of knowledge, organizing and planning, all the above is well outlined and explained for everyone involved.

Knowledge: Basic to the area of study, through performance in a profession, second language or a complementary culture.

Leadership Ability: Interpersonal relations, oral communication and writing, computer programming, decision making, investigation and development.

Attitudes: Professional ethics (moral values), criticism and self-criticism, diversity and multiculturalism.

Dynamics of the Guide

This consists of the form of media in which the student is going to be during the course, it determines the media in which the student will be advised, as well as the mechanisms of service and reception in the different didactic resources and products to be used and developed, respectively in the course.

Duration of the Guide

The duration of the course is defined; specifying starting dates and the finish of the course in general, as well as each module and specifying the distribution of working hours. Recommendations are made to distribute the different activities of the course. Theoretical classes, evaluations, tasks, forums, and the necessary classroom activities are necessary among other things to be done, weekly during the period of the course duration.

Didactic Resources

These offer a quick description of the didactic resources that will be used during the course, as well as a presentation of the platform with its respective e-mail access address.

General Objectives

These allow one to identify the knowledge, abilities, attitudes and aptitude or competences that the student should develop, in order to guide the learning process.

The general objectives should be written in ways that reflect the proposal at the end of the course, linking the profile of expenditure and competences of the profession

and professional as a human being. The general objectives come from specific objectives of each unit and both are for each theme and class respectively.

The general objectives constitute the ruling category of the teaching educational process. The marked guidelines conform to the evaluations that integrate what is taught and achieved by students in each unit.

Specific Objectives

The selection of contents and the way of presentation that an author may embrace, should always be guided by the previous definition of explicit objectives.

To make the objectives clear in a precise manner by way of the educational process. What students are expected to be capable of doing when finishing the study of the unit, theme, sub-theme, lesson, evaluation or any other activity of learning that they should have done before studying it.

The formulation of objectives must be understandable. For that reason, the wording must describe, in the most exact possible way, an activity that the student may accomplish explicitly and that the teacher may observe and score in an objective way. Take note that it is necessary to give special attention to the definition of the objectives. It is also prudent to know what terms will be used in actions, abilities and specific measurable behavior by the teacher, unlike attitudes or mental abilities as abstract and intangible.

Course Program

The instrument is curricular where the activities of teaching learning, are organized so that it allows the teacher to guide himself/herself while trying to achieve the objectives. Therefore, the students should demonstrate the activities and contents to developed, as well as strategies and resources that will be applied.

Development of Contents

General presentation about thematic unit of the program, locating its field of study in the context of the general course and emphasizing the value and the usefulness that one will have in a future profession.

Thematic Unit

The basic contents are presented by way of a summary or scheme, whichever the case may be, with the intention of explaining concisely and in a representative way, the themes and correspondent sub-themes of the readings suggested in the unit.

Techniques of Integration

In the development of the course will be used various techniques for integration and strengthening of learning.

Readings

The bibliographic references of the readings that will have to be established, indicating the pages to facilitate its identification and location for the student.

1.1.5. Activities for the Student

Once the new contents are presented, it is indispensable to include activities in order for the student to work and acts in harmony with the contents presented, so that he can develop abilities or skills given in the general and specific objectives.

This guide will provide the participant activities and exercises of an individual or group that will help to relate the information to reality or give a deeper understanding of some aspect. These are tasks, exercises, evaluations, forums, or various practice activities that the author asks the student to perform in order for one to become familiar with the contents and reinforce or enlarge one or several points to develop the unit or theme.

With this available the student will relate data to his/her reality, to his/her work space, in relation to the problem or theme studied in his/her working environment and not just through foreign data to his/her experience. This means that the transparency of learning through performance and practice is where the pupil is going to apply knowledge to new situations.

The transference of the intervening learning by carrying out practice sessions is promoted so that the pupil will apply knowledge to new situations. Researchers must avoid activities that are simply a repetition or memorization and present activities that lead to the reader to understanding and promote the application learned and generate critical analysis.

Complementary Activities for the Integral Formation

These will have to describe activities destined to the integral formation of the student. These can include things of a cultural, humanistic, artistic or recreational nature cooperation, services, health and prevention of risk, and in particular the promotion of:

A seminary, symposiums, workshops, lectures, etc;

Visit the student and professional practices;

Humanistic activities and cultural activities;

Sports activities and recreational activities;

Health practice;

Ethical, bioethical, and ecological formation;

Programs of self-learning (languages, computing, and other activities) through the use of information and communication technology.

The correct design of these activities is very important in the mixed and unschooled modules

Advice Support and Learning of Students

It is necessary to describe the program and the methods of expert support advice and tutorship for students to solve problems of learning. The procedure must be specified to follow indicating addresses and media for it. The students' doubts must never be neglected concerning any problem that influences their learning.

Exercises of Self-Evaluation

The purpose of these exercises is to help the pupil to evaluate himself, as regards his/her understanding and the transference of the theme contents. These include exercises of self-evaluation, relational questionnaires of columns, true and false, complementation, essay and review questions; analysis of cases and of course, answers to exercises and questionnaires.

The proposed activities for the student should not be taken lightly. This is because he needs to remember them, in a few words, and be informed of his/her progress, if he is doing well or not. A student who takes a home course cannot always compare his/her efforts with his/her classmate have it reviewed by a teacher.

Also, it is advisable that the study materials offer the student the possibility of feedback. In addition, answers or explanatory solutions to all the exercises, the development of step by step exercises, summaries and clear instructions for the solution of the exercise examples, should all be included.

Advisable criteria: All the points contained in the development of the theme, must be evaluated and the specific objectives determined and to this end there must be many exercises of self-evaluation as were previously used.

In order for the student to get feedback, it is essential that the exercises of auto evaluation to have their respective answers, thus providing data that enhance the understanding of the presented problems and additional contributions for their solution.

1.2. Didactic Resources

Definition

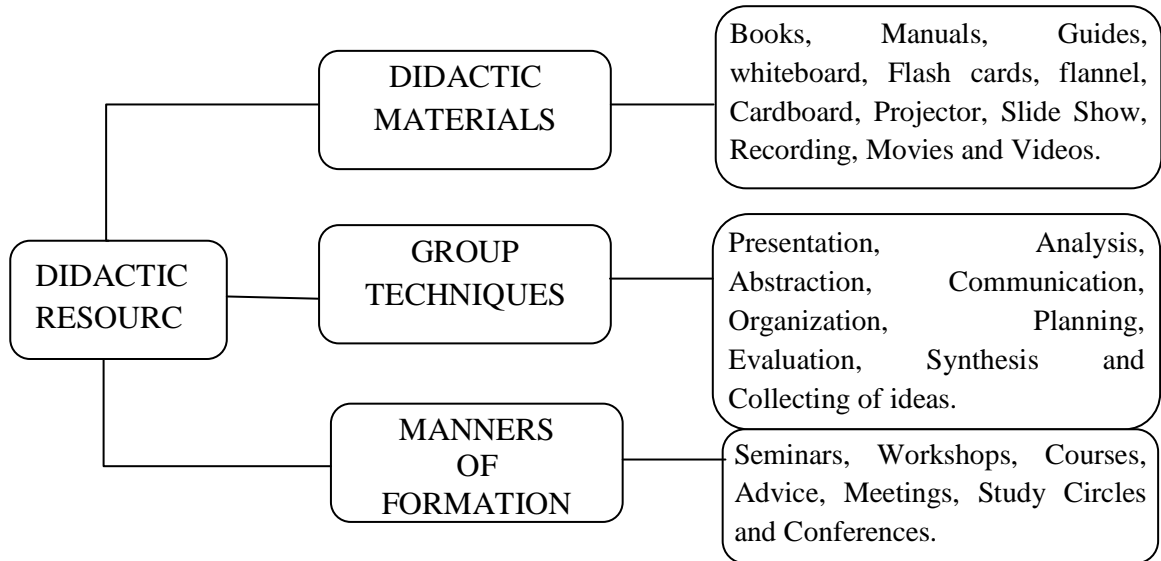
This is a set of supports that the educator uses in the educational act, previously selected in view of the objectives. In the case of the critical didactics, the didactic resources constitute a determining element for the formulative process but, the value of the development of the contents is going to be in relation to of the interaction of the subject with the learning objects.

To achieve this, the didactic resources should have a series of conditions and characteristics which are:

- Encouraging the participant to learn through his/her senses.
- Clarify aspects of difficult understanding.
- Make the process of acquisition of knowledge easy.
- Help to explain the contents of a theme.
- Focus the participants' attention.

1.2.1. Classification

Then, the different types of didactic resources are focused on:



1.2.2. The Didactic Text

As PEACOCK, has said (2000) “A text is a coherent set of signs than, coded in a system, forms one unit of sense and it has a telling intention. Didactics, for its part, is the area of the linked pedagogy to the practical tutorial methods. The didactic text, therefore, has as a purpose the teaching.”

Researchers manifest that in a general sense, literature was born with didactic intention, since the origin of writing is linked to the desire to compile knowledge and it is transmitted orally from father to son.

For MARTÍNEZ, English (2004) thought that “the concept of didactic planning is to present all the spaces, from the institutional structure, its importance establishes the moment that the adviser accomplishes his/her work of pedagogic support in front of an adult group.” (pag. 204).

Investigators refer to didactics as the most important tool to help increase the knowledge of the teaching learning process and will achieve some specific goals in the educational field.

1.3. Evaluation of the Didactic Process

The didactic process, like all structured system, is established by means of three fundamental elements: Preparation, process or realization and outcomes or results. Like all processes, it equally goes hand in hand with the process of continuous evaluation which enables each previously indicated phase to accompany receiving data and in this case the improving of elements or necessary rectification. This amounts to feedback.

1.3.1 Concept of Evaluation:

Evaluation is a systematic and continuous activity just like the educational process; a subsystem integrated within its own system of teaching and has as a special mission to pick up worthwhile information about the process to help improve its own process, and within itself, the programs, the learning techniques, resources, methods and all elements of the process. Evaluation must serve to facilitate a higher quality of learning and increase the pupils' performance.

1.3.2 Formative or Process Evaluation

The feedback of the pupil and of the professor about the progress of the pupil in the course of learning and the identification of learning problems is and to solve them

through activities and organizing make up work. This is done during the process of learning.

1.3.3 Didactic Communication:

Interaction between professor and pupils

Didactic dialogue: Observation and listening

Questions

Individuals

All the class in general

In order to initiate a dialogue

Observation

Systematic: When storage techniques of information are used.

A systematic process: When the attention manifests continuity.

Activities and Exercises

Normal activity in the classroom

Control of difficulties

Permanent class work revision

Following group work

Checking the grade level so that they are getting the objectives
Auto-evaluation and periodic check of achievements and difficulties

The Pupils' Work

The professor is evaluated by other pupils, for his/her group's work, self-evaluated, in common by the professor.

1.4 Teaching – Learning Process of a Foreign Language

The Teaching-learning process is the heart of education. It depends on the achievement of the aims and objectives of education. It is the most powerful tool of education to bring about desired changes in the students.

Teaching learning are related terms. In the teaching - learning process, the teacher, the learner, the curriculum and other variables are organized in a systematic way to attain some pre-determined goal.

Let us first understand in about learning and teaching. Learning can be defined as the relatively permanent change in an individual's behavior or behavior potential (or capability) as a result of experience or practice (i.e., an internal change inferred from overt behavior). This can be compared to other essential processes producing relatively permanent change or maturing-that results from biological growth and development.

Therefore, when we see a relatively permanent change in others, or ourselves we know that the main cause was either maturing (biology) or the learning (experience). As educators, there is nothing we can do to alter an individual's biological processes; the only influence available for use is to provide an opportunity for students to engage in experiences that will lead to relatively permanent change.

Teaching then, can be thought of as the purposeful direction and management of the learning process. Note that teaching is not giving knowledge or skills to students; teaching is the process of providing opportunities for students to produce relatively permanent change through the involvement in experiences provided by the teacher.

1.4.1 Essential Aspects of the Teaching-Learning Process

It is informative to examine the ideal teaching-learning process, as proposed by Diana Laurillard. She argues that there are four aspects of the teaching-learning process:

- (a) Discussion - between the teacher and learner.
- (b) Interaction - between the learner and some aspect of the world defined by the teacher.
- (c) Adaptation - of the world by the teacher and action by the learner.
- (d) Reflection - on the learner's performance by both teacher and learner.

She then considers how different educational media and styles can be described in these terms. For example, a text book represents a one-way flow of knowledge from the teacher's conceptual knowledge to the student's conceptual knowledge. A lecture or tutorial may be seen in the same way, but there is a possibility of meaningful discussion between teacher and learner.

- 1) Teaching can become effective only by relating it to the process of learning.
- 2) The teaching objective cannot be realized without being related to the learning situation.
- 3) We may create and use teaching aids to create some appropriate learning situation.
- 4) The strategies and devices of teaching may be selected in such a manner that the optimal objectives of learning are achieved
- 5) To understand principles, goals, objectives of education in the right perspective.
- 6) An appropriate learning situation condition may be created for congenial and effective teaching.

1.4.2 Teaching

MORENO Santo, (2000) mentioned that “The essential purpose of teaching is the transmission of information through the direct communication or supporting in auxiliaries media a greater or lesser degree of complexity and cost, that they present a greater or lesser step of complexity and cost.

As a consequence of the process of teaching, successive and uninterrupted changes in the cognitive activity in the pupil, with the help of the teacher or professor, that he manages his/her conductive activity or guidance toward the control of knowledge, in this way you acquire a vision of the material and social reality for the formation of abilities and habits according with his/her scientific conception of the world, the student; It implies a transformation planned in stages of the personality of the individual necessarily”

Researchers view information as a form of knowledge that the teacher needs to guide others but it is necessary that the teacher constantly be in tune with the information and use good strategies according to the communication.

Teaching synthesizes knowledge. You present yourself as not having knowledge; from the imperfect, undone and insufficient knowledge to the perfected knowledge, enough and that without becoming altogether perfect, something that is close to reality. Teaching proposes joining the facts, to classify, to compare and to discover its regularities.

When the road of teaching has been traveled over, in the end, like a consequence forced, the neuroreflex of reality will have changed. Also, it will have different characteristics such as: quantitative and qualitative, it will not be limited by just abstract ideas, but it will continue to soar higher to something concrete, taking into account the theory, where there is a good level of comprehension of the real process.

The whole process of scientific teaching is an engine that keeps up the step by step development in a mechanism of positive feedback, and which will promote proper progress in the future, at the instant that the requirement is found in the so-called “maximum development area” of the person who is teaching.

This scientific teaching process becomes a powerful force of development, which is demonstrated by the fact that it promotes the putting into practice appropriation of the necessary knowledge to assure the continuous and sustainable transformation of

the surroundings of the individual for his/her own benefit as a biological entity and the collectivity which is an inseparable component.

AGUILAR, (1979) thought that “Teaching is of necessity, a liable way to the changes conditioned by the historic social development, to the collectivities' material and spiritual needs; That his/her supreme objective has to be always to try to reach for the accumulated command of all knowledge for the cultural experience”

Researchers manifest that teaching exists for learning; without it, learning cannot be achieved to the extent and quality required. Thus, learning is stimulated, when these two aspects, members of the same process of teaching and learning, retain their separate individual characteristics and peculiarities, while forming a unity between the guiding role of the teacher and learner activity.

Teaching is always a complex dialectical process and its evolution is conditioned by internal contradictions, which is an unstoppable form and becomes a catalyst for its own development, governed by objective laws and the fundamental conditions that make possible its realization.

The process of teaching, with all its correlated components, must be viewed as a system, narrowly linked with man's practical activity that affects his/her ability to know, understand and transform the reality that surrounds him/her. This process is constantly being improved as a necessary consequence of man's cognitive task, which should be organized and managed. In essence, this task is the activity or the process of obtaining knowledge and creative application in social practice.

Teaching is a starting point and a general pedagogical premise in its objectives. It determine the content, methods and organizational forms of development, in line with the planned changes one wants to bring about generate in the individual receiving the education. These objectives also serve to guide the work of both teachers and learners in the learning process, and are at the same time, a class indicator to assess the effectiveness of teaching.

1.4.3 Learning

PAVÓN, (2000) said that Learning is an extremely complex natural process, whose essence is the acquisition of new knowledge, skill or ability. For this process to be considered truly as learning, rather than a simple check mark or temporary, it must be able to be demonstrated at a future time and also contribute to solving specific problems”.

We can add to this the difference in substance from those that initially motivated the development of knowledge, skill or ability. As investigators learn more about the student’s mind, the material-neuronal substrate, does not behave like a photocopier that mechanically reproduces something more or less accurate and instantly. On the contrary, the aspects of objective reality are introduced in that bracket. The individual, with the influence of the environment, objective reality, not simply copied, also transforms the reality of what it reflects on, or whatever there is to build on his/her own personal data that is affected. If the transmission of the essence of reality adversely interferes with the learners’ interests and will, which is to say the

required attention and concentration, learning will be achieved only for a brief or time.

Also, the meaning of what is learned by the person plays an important role in learning. To be able to distinguish between something of logical and psychological significance, which is a very relevant content, you need a student to work at it, build it and at the same time, give a certain degree of objective meaning to be translated into an apprenticeship or concrete meaning. That is to say, there should be real assimilation, acquisition and retention of such content.

CHACÓN, (1974) said that "Learning can also be seen as the product or result of social interaction and from this point of view is inherently a social process, both for its content and the ways in which generated. A man learns from others and with others and, in that interaction develops his intelligence and reflective practice, builds and internalizes new knowledge and mental representations throughout his/her life. Thus, the first step is to promote the acquisition of other things".

According to this, it is necessary to take into account this process of learning, because it is a good way to understand the social process and this will allow new knowledge to develop with a positive attitude about learning. In this case, reflexive and practical intelligence is used.

It is not only just the fact that behavior and learning that are a mere consequence of incidents of environmental stimuli but they are also the product of a neuronal

structure and material that is prepared or pre-conditioned by factors such as the emotional state and individual interests and motivations. We emphasize once again that learning emerges or is a consequence of interaction, at a specific time and space. Therefore, all these factors should very well be considered causal or determining, in a dialectical and necessary way.

Cognition is a condition and consequence of learning: no objective reality is known or can be influenced without understanding it, especially without mastering the laws and principles that drive a spatiotemporal evolutionary transformation. It is important to emphasize that perception of characteristics and peculiarities of a certain problem in a situation becomes necessary to develop understanding, recreation and settlement of it.

Learning as a whole or which is related to the conscious and consistent understanding of what you learn is more durable, especially if the cognitive process also appears, with its role as regulator and facilitator. Also, a proper feedback that ultimately influences the determination of a correct learning in less time, even more, so if properly articulated with the purposes, objectives and motivations of the person who learns.

In human learning, the holistic the systematic and systemic understanding of behavioral factors and the fair consideration of the internal variables of the subject as promoters of meaning, are unquestionably important when it comes to teaching their regulation. Therefore, there is the need to take these aspects into consideration when developing the procedures or methods of teaching aimed at individuals who will not necessarily be in a position to interact face to face with the person

responsible for the transmission of information and development of skills and abilities.

To the extent that this is consistent with the considerations mentioned, the efficiency and effectiveness of the learning process can be influenced, according to the model that establishes the critical path: the shortest path, traveled in the shortest time, with the results richer in quantity, quality and durability.

As a person builds on his/her knowledge, the result will be a neural higher activity, more structures and cognitive patterns of objective reality and thus acquiring knowledge of different aspects of a subject. So, when trying to solve a specific problem, thanks to its ability to develop thinking the speculator-analyzer compares different possible patterns and develops a specific problematic situation.

In the same way, others consider thought to be that which is based on learning. This is not a consequence of the action of a set of mechanisms that the body set in motion to suit the environment where it exists and evolves constantly. Treat the individual first and then go over what has been assimilated. It is as if the body were exploring the environment, taking some of its parts, then transforming and finishing the process on the basis of incorporating the existence of mental models of assimilation and previously performed actions, concepts learned in the past, shaping, all together mental schemes which enable the incorporation of other concepts and the development of new schemes.

In turn, by accommodation, the organism changes its own structure, especially at the central nervous subsystem level, to adapt adequately to the nature of the new

aspects of objective reality to be learned. The mind, then ultimately accepts as impositions of that objective reality. It is worthwhile to identify which kind of learning is the concept of genetic psychology of Jean Piaget.

1.5 The Teaching Learning Process

Before detailing the approach to teaching the subjects described in the following chapters, it is first necessary to establish the basic concepts and terminology to be used throughout this topic.

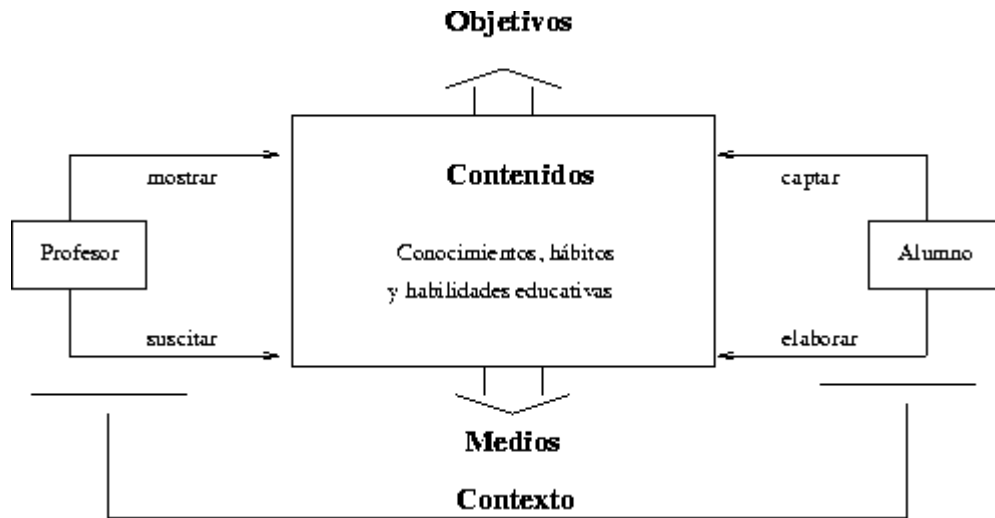
Teaching and learning are part of a single process which aims at training the student. The etymology of the term teaching can serve as an initial support: teaching is to bring something to someone. It is not to teach just anything, but to show what is unknown.

HERNANDEZ, (1989) manifested that “This implies that there is a subject he knows (which can be taught), and one unknown (which you can learn). You can teach, you teach and know how to teach (the teacher) someone who wants to learn and know how to learn (the student). There must be a provision as part of the student and teacher”.

The researchers consider the teaching learning process to be a form where by innovative knowledge is acquired by the students. This is done as teachers motivate the students in an ascertaining conduct based on their strengths and abilities.

The scheme shows the teaching-learning process, detailing the role of basic elements.

Figure: Elements of Teaching-Learning Process



We view the process of teaching as an act whereby the teacher shows or highlights educational content (knowledge, habits, and skills) for a student, by means of terms of objectives and a certain context.

The process of learning is the complementary process of teaching. Learning is the act by which a student attempts to comprehend and develop the content brought up by the teacher, or any other source. He is reached by means of techniques of intellectual work or study. This learning process is done on the basis of objectives, which may or may not be identified by the teacher and takes place within a given context.

The purpose of this chapter is to analyze the method to be followed by the teacher to perform his/her function as efficiently as possible. Before beginning, I definitely want to reflect on the fact that the professor is not the prime source of information,

rather this is accomplished from obeying the demonstration to provoke learning. You have to be catalysts that increase the successful possibilities of the process motivating the pupil to study.

It has been confirmed that the teaching learning process is the form by which innovative knowledge is acquired by the students. As teachers we should motivate students toward conduct based on in their strengths and abilities.

CHAPTER II

Methods and Techniques

For the investigation process at “Coronel Germánico Ribadeneira Valencia” Elementary School, the methods used will be theoretical, empirical and statistical which will take the process of an orderly, logical and scientific manner to achieve the objectives and finish with the tabulation process.

Theoretical Methods

These methods will help to theoretically support all information obtained from the scientific theme, bibliography and the collection of the theoretical frame respectively.

Deductive and Inductive Methods

The investigation will be conducted so as to allow us to go from a particular way to a general way in conclusion and vice versa; it will be based on general situations to be applied in the preparation of didactic materials to improve English teaching learning processes at “Coronel Germánico Ribadeneira Valencia” Elementary School. These methods will help to strengthen all information theoretically obtained from the scientific theme and bibliography that will allow the collecting of the theoretical frame respectively.

Synthetic Analytical Method

Through the application of this method mental processes will be carried out that will analyze the causes of low performance by the lack of implementation of didactic materials that will raise performance and will achieve significant learning.

Empirical Method

In this investigation we will use the direct observation which will allow us to identify problems due to the lack of teaching resources in teaching learning processes in this field of knowledge.

Statistical Method

Proven descriptive statistics will be used which will allow by means of mathematical media to obtain data and represent them through frequencies, graphics, etc. so on and to interpret the results.

Surveys will be applied especially to families, parents and teachers. On the other hand, the questionnaire technique will also be used; it will be structured through closed questions at 100%. The goal is to obtain systematic information on the population investigated on the variables of interest and the object of study.

In addition, convenient advice has been gotten from a specialist (biostatistician), so behind the scenes greater precision of the conclusions and recommendations can be established.

Techniques

In order to obtain a fair procedure to guide a correct understanding of reality using the following investigation techniques:

Survey

This is a quantitative tool of social investigation by consulting a group of people selected in a statistic form, published with the help of a questionnaire. This will be applied to families, parents, students, authorities and teachers of the Elementary School.

Observation

This is a qualitative tool of investigation from the field through the observation which allows establishing parameters of behavior of children and their development in the teaching learning process. A like tool will be applied and allowed for children of this educational institution.

Historical Review

The “Coronel Germánico Ribadeneira Valencia” Elementary School is an institution that began in a small town called El Boliche, on September 17, 1971. The creation of this establishment was possible because, in this area there was no school. The whole town obtained benefits from this effort. This establishment began without a name, so after a petition was made to the headmaster of the School on August 10, 1972 that the name be changed to “**MEDARDO JÁCOME**” and this was done under the direction of the Ministry of Education.

On April 10, 1976 the new name of this School was changed to **“LOS CHASQUIS”**. It functioned with this name for five years because; another petition to the headmaster and the members of the community was made to change it to **“CORONEL GERMÁNICO RIVADENEIRA VALENCIA”**. The school has kept this name until now.

This institution has its own building with 8 Schoolrooms, 1 snack bar, 1 playground, 8 bathrooms, 1 dining-room and 2 Kitchens. This establishment began with 2 teachers, 40 students and 2 Schoolrooms. About this time, the situation of this establishment was changing. Currently, there are 9 teachers and 187 students.

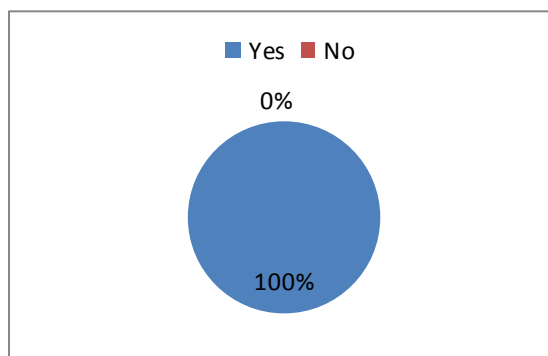
SURVEY APPLIED TO TEACHERS AND AUTHORITIES OF 7TH GRADE OF BASIC EDUCATION AT “CORONEL GERMANICO RIBADENEIRA VALENCIA” ELEMENTARY SCHOOL.

1. Do you agree that the English language is important?

Table N°1

ITEMS	F	f%
YES	9	100%
NO	0	0%
TOTAL:	9	100%

Graphic N°1



Source: “Coronel Germánico Ribadeneira Valencia” Elementary School
Created by: Researchers’ group

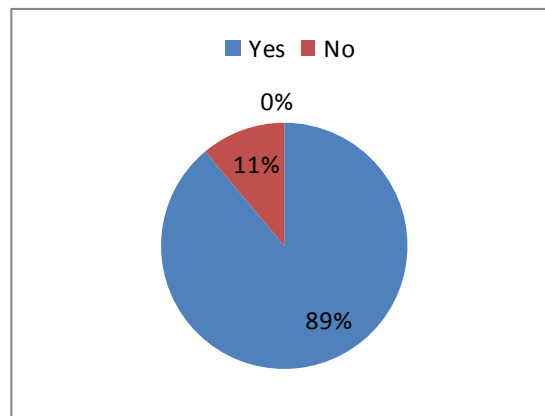
The 100% of teachers and authorities consider the English language necessary. This is according to the academic point of view. English is one of the key components in the training of the students; with this survey it can be said that the English language is essential to people in many parts of the world. Currently, English as a subject is very essential in educational program because it allows one to know the different cultures and information of each country. Nowadays, English is one of the most spoken languages in business, science, technology, medicine and so on. It is a great aid for people who will want to have a good professional future. For that reason it is important to learn it.

2. Do you think that you should have a proper guide for teaching English?

Table N°2

ITEMS	f	f%
YES	8	88.9%
NO	1	11.1%
TOTAL:	9	100%

Graphic N°2



Source: "Coronel Germánico Ribadeneira Valencia" Elementary School
Created by: Researchers' group

The Majority of the teachers that responded, 89% considered that one should have an adequate source for the teaching of the English language and 11% represent one teacher that says otherwise.

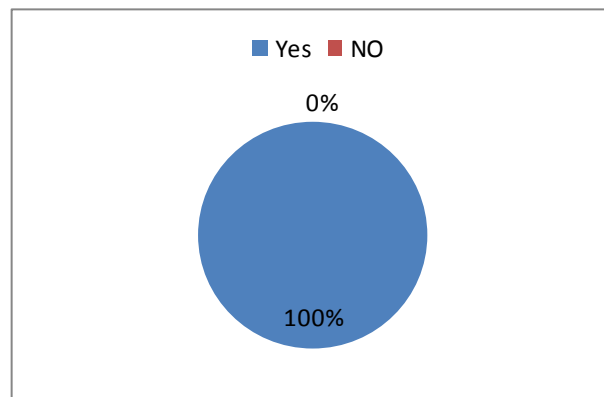
Currently, people who will want to learn the English language have the opportunity the use good resources through computers, web pages, books, magazines and program according to the level of knowledge of each one because this language gives an opportunity to obtain great employment and a secure future.

3. Do you view this as a didactic guide?

Table N°3

ITEMS	f	f%
YES	9	100%
NO	0	0%
TOTAL:	9	100%

Graphic N°3



Source: "Coronel Germánico RibadeneiraValencia" Elementary School
Created by: Researchers' group

The 100% of the teachers view this as a didactic guide. A didactic guide makes understanding easier in the teaching learning process and especially with English.

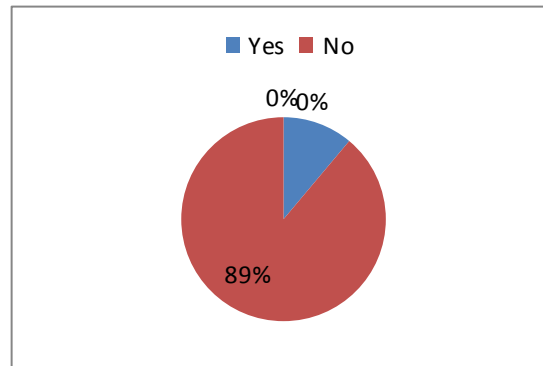
With this result it can be said that the Didactic Guide is a good tool for teachers because of they can use it as a wonderful source of knowledge. It will have a didactic methodology in each of its exercises according to its themes. It is done using creative didactic strategies that allow the students to get a better understanding.

4. Does the student book include a didactic guide to improve the development of activities?

Table N°4

ITEMS	f	f%
YES	1	11%
NO	8	89%
TOTAL:	9	100%

Graphic N°4



Source: "Coronel Germánico Ribadeneira Valencia" Elementary School
Created by: Researchers' group

The 89% of the teachers said that the student book does not include a didactic guide for teachers and for this reason it is difficult to develop the activities in class because this would give clear instructions for each theme, easier explanations and examples according to the topic.

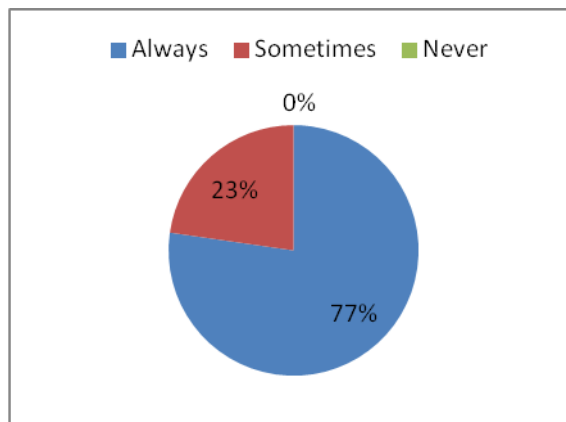
The didactic guide will show the way by leading, directing, and advising how to teach English in a correct way in class. Also it will improve the student's knowledge and scores. This depends too, on a good method or technique that the teacher will use in his/her or her class.

5. Do you think that it is necessary for teachers to have a didactic guide available to improve the development of their activities?

Table N°5

ITEMS	f	f%
Always	7	77.9%
Sometimes	2	22.9%
Never	0	0%
TOTAL:	9	100%

Graphic N°5



Source: "Coronel Germánico Ribadeneira Valencia" Elementary School
Created by: Researchers' group

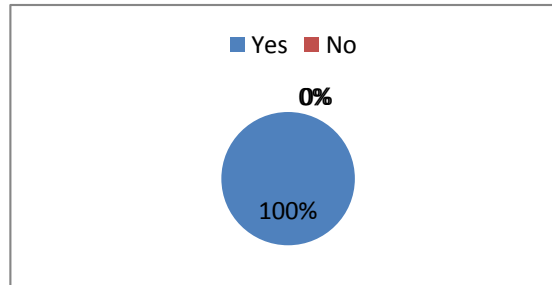
The 78% of the teachers consider a didactic guide as necessary and while 22% teachers believed otherwise, it follows that developing a didactic guide and improving the teaching learning process of English language is essential. The majority of the teachers agree that having a didactic guide is of great importance, because the students understand this need of their teachers. He or she needs this meaningful tool to teach and employ adequate strategies in his/her classes.

6. Do you think that the didactic guide for teachers will help to optimize the teaching learning process?

Table N°6

ITEMS	f	f%
YES	9	100%
NO	0	0%
TOTAL:	9	100%

Graphic N°6



Source: “Coronel Germánico Ribadeneira Valencia” Elementary School
Created by: Researchers’ group

The 100% of the teachers’ polled think that a didactic guide will optimize the teaching learning process of the English language. The didactic guide is a valuable tool that complements the teaching learning process, because the teacher’s aim is to help to reach the goal of being confident and motivated in using English.

The teaching steps in this guide are as follows:

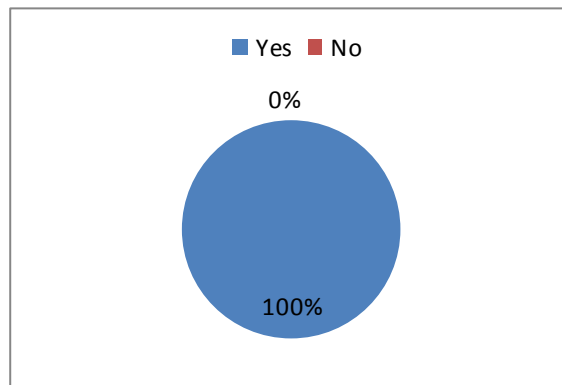
- Encouraging students to prepare themselves for the topics to be introduced.
- Organizing tasks for students so that they can do them without unnecessary difficulty.
- Helping students while they are working.
- Encouraging students to review their work.
- Using appropriate ways to get feedback on completed work.

7. Do you view a didactic guide as a suitable tool so that students can obtain knowledge?

Table N° 7

ITEMS	f	f%
YES	9	100%
NO	0	0%
TOTAL:	9	100%

Graphic N° 7



Source: “Coronel Germánico Ribadeneira Valencia” Elementary School
Created by: Researchers’ group

The 100% of the teachers’ polled thought that the didactic guide is a suitable tool for the acquisition of knowledge on the part of students but, 0% of the teachers, thought otherwise.

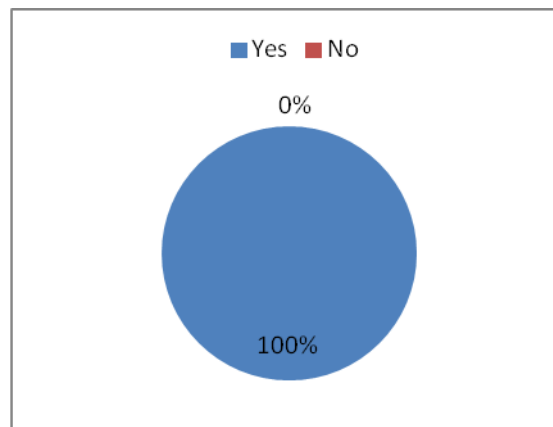
All the teachers and authorities in the majority referred to said that the didactic guide should have all the components, which are necessary to improve and make handling of the student’s book easier in the teaching learning process.

8. Will the didactic guide help the professor to become familiar with good use of the English text?

Table N° 8

ITEMS	f	f%
YES	9	100%
NO	0	0%
TOTAL:	9	100%

Graphic N° 8



Source: “Coronel Germánico Ribadeneira Valencia” Elementary School
Created by: Researchers’ group

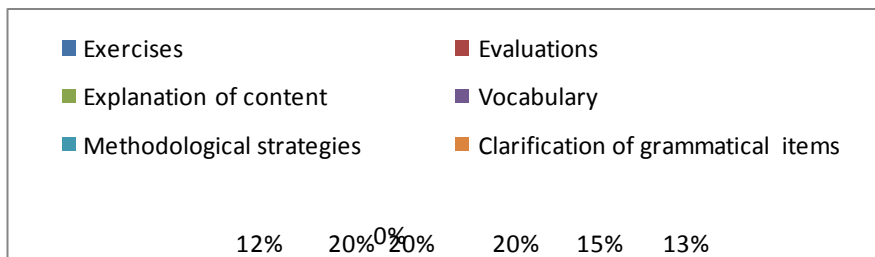
According to the Table 100% of the teacher polled consider that a didactic guide will help the professor to become familiar with handling the English text well. The teachers polled revealed that previous training to teach English is important nowadays. Also, it can be observed how necessary it is to know the different strategies and methodology that allow the professor to prepare the class in the teaching learning process, so they use many ways to give out a message or information.

9. What characteristics do you consider a didactic guide should have for teachers?

Table N° 9

ITEMS	f	f%
Exercises	8	20
Evaluations	6	15
Explanation of content	5	12.5
Vocabulary	8	20
Methodological strategies	8	20
Clarification of grammatical items	5	12.5
Others	0	0
TOTAL	40	100

Graphic N° 9



Source: “Coronel Germánico Ribadeneira Valencia” Elementary School
Created by: Researchers’ group

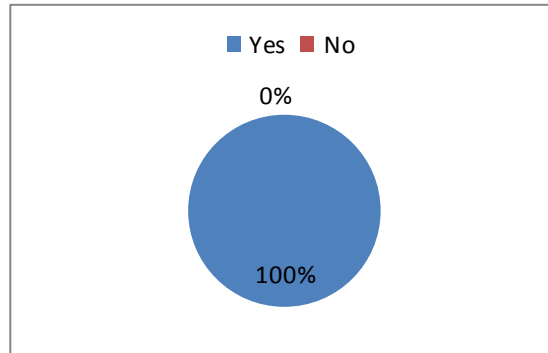
From the suggestions of the teachers polled, 20% said that exercises are an important aspect but the other 15% of the teachers polled said that evaluations are another aspect to take into account. However, the other 13% of the teachers polled said explanation of content is another fundamental point to consider. But the other 20% of the teachers polled said that vocabulary is of great importance too. However, the other 20% of the teachers polled agree about methodological strategies and the remaining 12% agree about clarification of grammatical items.

10. Do you agree that the creation of this didactic guide for teachers should give students knowledge in a more understandable way?

Table N° 10

ITEMS	F	f%
YES	9	100%
NO	0	0%
TOTAL:	9	100%

Graphic N° 10



Source: “Coronel Germánico Ribadeneira Valencia” Elementary School
Created by: Researchers’ group

The 100% of teachers polled view it as necessary to design a didactic guide for the English language. This means that the total number of teachers agree to implement the contents.

This also means that the didactic guide for teachers needs to be implemented with more information about English grammar, exercises, examples and easier explanations according to each activity or topic. This will permit students to develop English skills; with this system the students will use English for real communication all the time in class.

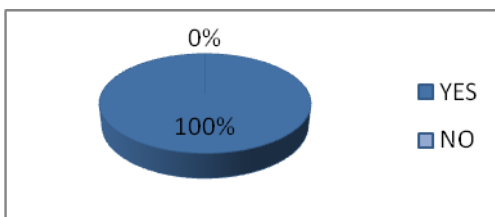
SURVEY APPLIED TO STUDENTS OF THE 7TH GRADE OF BASIC EDUCATION AT “CORONEL GERMANICO RIBADENEIRA VALENCIA” ELEMENTARY SCHOOL.

1. Do you consider it important to learn the English language?

Table N°1

ITEMS	F	f%
YES	20	100%
NO	0	0%
TOTAL	20	100%

Graphic N°1



Source: “Coronel Germánico Ribadeneira Valencia” Elementary School
Created by: Researchers’ group

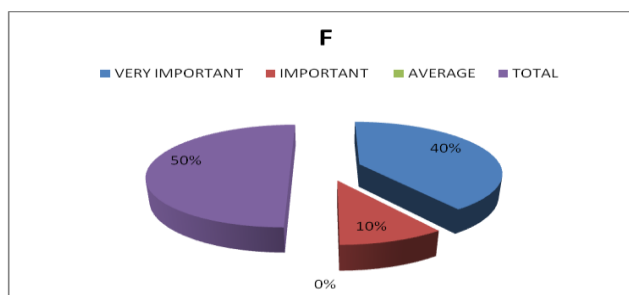
According to the opinion 100% of the students consider that English is important. This is because from the academic point of view, English is a fundamental component in a student’s formation, inasmuch as it constitutes an important language for them to learn. All the students of another institution think the same way as the students at “Coronel Germánico Ribadeneira Valencia” Elementary School. In different countries, English is an important and Elementary language that forms an essential part of complementary study in Elementary school and high school to develop skills in different areas of life.

2. What importance would you give to the English language?

Table N°2

ITEMS	F	f%
VERY IMPORTANT	16	80%
IMPORTANT	4	20%
AVERAGE	0	0%
TOTAL	20	100%

Graphic N°2



Source: "Coronel Germánico Ribadeneira Valencia" Elementary School
Created by: Researchers' group

According to the opinion of the students in this survey, the 80% said that the value of the English language is very important; the 20% considered that it is important.

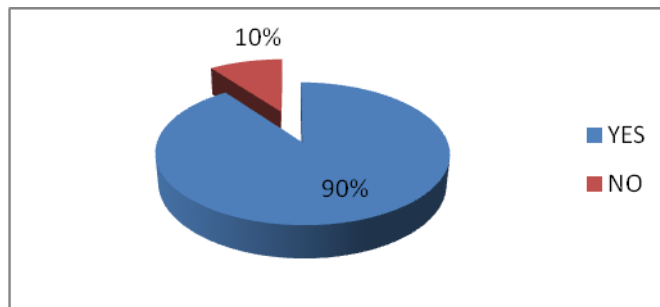
This is because the English language allows one to know about different aspects of the life and help in the progressive study about English and it is a tool for communication around the world. For example, business should be done in English because a principal medium is used, and is used to communicate around the world.

3. Do you think that learning English will help in your advanced studies?

Table N°3

ITEMS	F	f%
YES	18	90%
NO	2	10%
TOTAL	20	100%

Graphic N°3



Source: “Coronel Germánico Ribadeneira Valencia” Elementary School
Created by: Researchers’ group

According to this survey the 90% of the students said that English will help them in their advanced education, and the 10% manifest that it is not required at university. The majority of the students think that the English language is essential in the advanced education. Therefore, we can conclude that a good level of English will be required in some careers for helping in some aspects of their advanced studies.

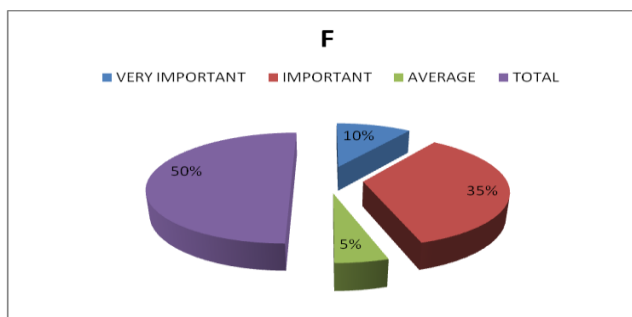
The English language is the principal language to communicate. For example, in a medical career, we need to understand the scientific name of a certain medicine; in this case the people need to learn the English language.

4. At what level do you think the general knowledge of English is?

Table N°4

ITEMS	F	f%
VERY GOOD	4	20%
IMPORTANT	14	70%
AVERAGE	2	10%
TOTAL	20	100%

Graphic N°4



Source: “Coronel Germánico Ribadeneira Valencia” Elementary School
Created by: Researchers’ group

The manner to answer this question was that the 70% of the Students said that English knowledge is good; the 20% said it is very good and finally the 10% average.

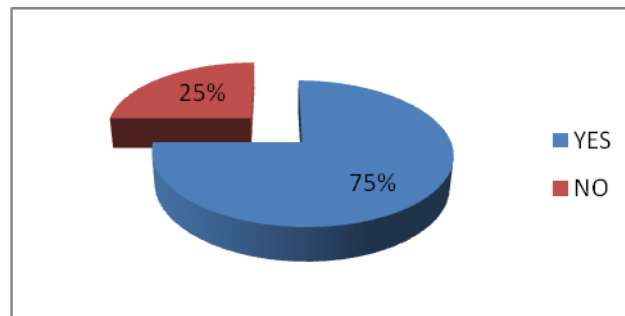
The information taken in the School was that the Majority of the students have an excellent Knowledge of Basic English but they can improve their English. When they have a good tool to help them and they learn more aspects then they can improve their English.

5. Do you believe that you would improve your comprehension of the English language if your teacher had a good teaching guide?

Table N°5

ITEMS	F	F%
YES	15	75%
NO	5	25%
TOTAL	20	100%

Graphic N°5



Source: “Coronel Germánico Ribadeneira Valencia” Elementary School
Created by: Researchers’ group

In the opinion of the students the 75% believe that the creation of a didactic guide could help their teacher, but the 25% expressed an opposite view. As mentioned above, the majority of the students consider the creation of a didactic guide to be used as a student text as of great importance.

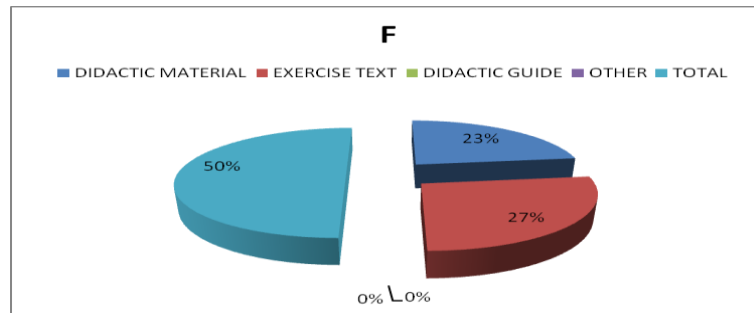
For example, comprehension of the students can be much better in a variety of topics that a student text has. In the future, the students should see the advantage of that.

6. Which of the following materials are used by your teacher?

Table N°6

ITEMS	F	f%
DIDACTIC MATERIAL	17	46%
EXERCISE TEXT	20	54%
DIDACTIC GUIDE	0	0%
OTHER	0	0%
TOTAL	37	100%

Graphic N°6



Source: "Coronel Germánico Ribadeneira Valencia" Elementary School
Created by: Researchers' group

According to the opinion of the students in this survey the 54% said that the teachers use an exercise text and for didactic materials only the 46% said so. These statistics show that the teacher only uses an exercise text more than didactic materials, but the didactic guide and other resources are not used.

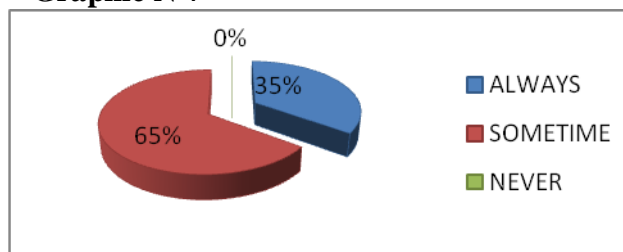
All information collected demonstrates that teachers do not use the didactic guide for teaching and he/she does not employ other materials. The level of the teaching-learning process confirms that a didactic guide for teachers is needed to impart knowledge well in the future.

7. Do you believe that the content of your English text is according to your needs?

Table N°7

ITEMS	F	f%
ALWAYS	7	35%
SOMETIMES	13	65%
NEVER	0	0%
TOTAL	20	100%

Graphic N°7



Source: "Coronel Germánico Ribadeneira Valencia" Elementary School
Created by: Researchers' group

According to this survey concerning this survey the 35% of the students chose the option (sometimes) they believe that the content of the text is according of their needs the 65% chose the option (always) according to this question. Nobody chose the option (never).

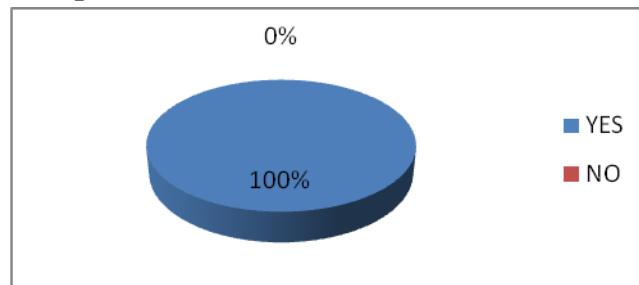
Using the given information it is of note that the students think that the content is important for their needs because this content helps to improve their knowledge but there is a need to fortify these contents. A didactic guide is needed for his or her teacher. It is the complement of other materials but it is necessary to take into account the tool of the teacher to help the students.

8. Do you agree with a design of a didactic guide for teachers to guide your classes in the best way possible?

Table N°8

ITEMS	F	f%
YES	20	10
NO	0	0
TOTAL	9	100

Graphic N°8



Source: “Coronel Germánico Ribadeneira Valencia” Elementary School
Created by: Researchers’ group

In relation to the opinion about this question about the design of a didactic guide, the 100% said they agree on a design for a didactic guide for teachers. All the students agree that we should design a didactic guide for teachers, because the students understand the needs of their teacher. He or she needs this material to teach something valuable and employ good strategies.

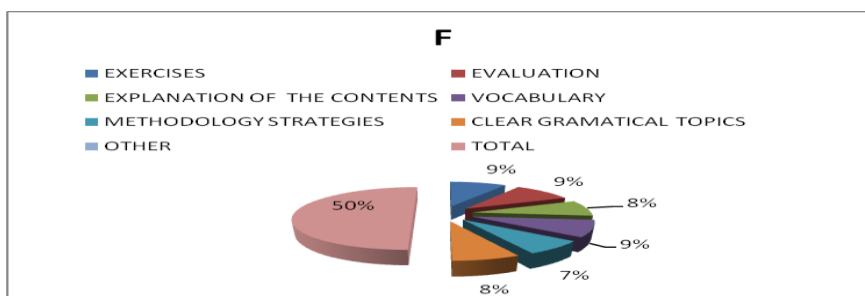
The most interesting point is that they need to have in the teaching learning process a didactic guide for teacher and a tool that makes interaction easier, between teachers and students that allow a good knowledge and understanding.

9. What characteristics do you think that a didactic guide should have for teachers?

Table N°9

ITEMS	F	%
EXERCISES	19	18
EVALUATION	20	19
EXPLANATION OF THE CONTENTS	17	16
VOCABULARY	18	17
METHODOLOGY STRATEGIES	15	14
CLEAR GRAMATICAL TOPICS	16	15
OTHER		0
TOTAL	105	100

Graphic N°9



Source: “Coronel Germánico Ribadeneira Valencia” Elementary School
Created by: Researchers’ group

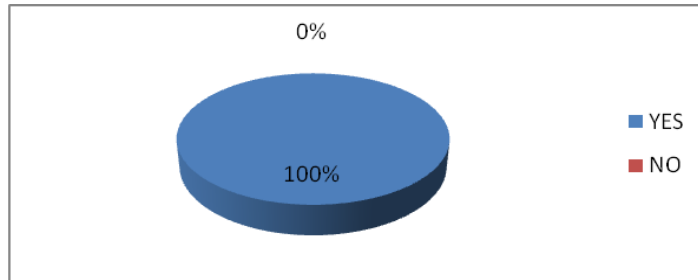
According to the students in this survey about the characteristic of the didactic guide, the 20% said evaluation, the 18% exercise, the 17% vocabulary, the 16% explanation of the contents, the 15% clarification of the contents and finally the 14% methodology strategies. The majority of students said that the guide should have all the components, which will be necessary to facilitate and improve the handling of the student text in the teaching learning process.

10. With the creation a didactic guide do you believe that the teacher can develop in a better way his/her classes?

Table N°10

ITEMS	F	%
YES	20	100
NO	0	0
TOTAL	20	100

Graphic N°10



Source: “Coronel Germánico Ribadeneira Valencia” Elementary School
Created by: Researchers’ group

According to the answer in this survey the 100% of the students at “Coronel Germánico Ribadeneira Valencia” agree with the creation of a didactic guide for teacher. For that reason the students can benefit from this didactic guide for teacher and they can improve their English. But the teacher will need to thoroughly understand the didactic guide.

Also, they consider the didactic guide essential material to apply in the teaching learning process. We take into account the benefits for everyone. Another aspect is that the students can increase their knowledge and they will understand the objective of the student book very well.

Conclusions

After applying the surveys, calculations and analysis of this investigative result the research group can say the following.

- A significant point of the study was the real fact that the teachers feel the need to design a didactic guide to use during their English classes in order to increase the knowledge of the students and comprehension of a foreign language.
- On the basis of this information the researchers' group can see that the teachers do not have a didactic guide as a tool to improve the knowledge of the students to cover different parameters.
- Another conclusion is that the students and teachers need a didactic guide to increase their knowledge as a basis for learning the language of the world.

Recommendations

- It is feasible to recommend that when students are learning a foreign language in this case the English language, they need adequate instructions or activities to acquire knowledge in a good way. So it is the teacher's job to use some activities which include tasks in order to improve the development of the students' knowledge.
- As investigators, we recommended that the implementation of a didactic guide should be included in different activities while the teachers impart their ideas.
- As investigators we express the view that teachers use the didactic guide in a good form in order for the students to understand English classes well every day.

CHAPTER III

Proposal

A Didactic Guide for Teachers from the seventh grade of basic education at “Coronel Germánico Ribadeneira Valencia” Elementary School during the year 2010 – 2011

Informative Data

Institution	: Technical University of Cotopaxi
School	: Coronel Germánico Ribadeneira Valencia
Career	: English
Province	: Cotopaxi
Canton	: Latacunga
Parish	: Pastocalle
Neighborhood	: Boliche
Phone	: 032/719/403
Kind of institution	: Public Institution
Level	: Elementary school
Researchers	: Cristian Puco Xavier Tapia
Number's students	: 20
Number's teachers	: 09

Importance:

Currently, there are many languages around the world but, the English language is a universal language of communication which is seen in technical scientific, technique and current information through books, magazines and machines. Therefore, it is an essential part of life nowadays for students and the life of every professional in his/her field.

English constitutes a fundamental universal communication skill for science and technology, contributing to the educational and integral development of every person. The investigators have thought about the troubles that pupils have had during their studies in relation to the student's book in its diverse activities. In this form the teachers should instruct with good strategies in each class.

Especially who are teaching American English at "Coronel Germánico Ribadeneira Valencia" Elementary School, especially the teacher who is teaching American English to the seventh grade of basic education do not use an adequate methodology in each of the activities in the book called **I speak**, such as Listening, Speaking, Writing and Reading. For this reason they cannot listen, speak, write and read in English well. Therefore, the researchers will attempt to resolve this big difficulty designing a didactic guide in order to increase and improvement their knowledge in relation to the English language.

English is taught by meant of fun games or activities that will get students involved because, the majority of these pupils do not pay attention to their teacher in the

English class. Actually, the English language helps us in our daily life and it is a great complement in every career profession.

Justification:

The present work was elaborated for the seventh grade of basic education at “Coronel Germánico Ribadeneira Valencia” Elementary School. It tries to increase the knowledge of the students and it helps to improve the teacher’s instruction. According the students’ needs, the researchers are going to help prepare the textbook’ contents which will make it easier to understand the students’ activities and the comprehension of English classes.

The students have not been able to establish a good way of learning in the English classes because the Students’ textbook makes comprehension difficult. The teacher does not have a guide for teaching and to develop his or her classes. For that reason, we propose to design a didactic guide for teachers based on the textbook **I speak** to increase the academic level of the 7th grade students of basic education at “Coronel Germánico Ribadeneira Valencia” Elementary School.

This guide will be of highest importance because it will help to reinforce the classes and the teacher in the classroom will be more efficient when he or she is covering the English contents. There will be a much better environment and interesting form to manage the students’ knowledge in the proper way.

Another very important aspect is that the student can acquire the benefits of the textbook and provide a complement in knowledge that will be acquired in the 7th level of basic education. We can say that the teacher, with this didactic guide can prepare the material to give in class as well as employ the tasks very well in the student's textbook.

Objectives:

General Objective

- To increase the academic level of the 7th grade students of basic education by designing a didactic guide for teachers based on the text book **I speak** at “Coronel Germánico Ribadeneira Valencia” Elementary School.

Specific Objectives

- To analyze the academic level of English of the 7th grade students of basic education through strategies for teaching the contents of the textbook.
- To select the best activities for English classes in order to promote an excellent knowledge about the teaching learning process in students..
- To design a didactic guide for teachers based on the text book **I Speak** to augment the academic level of basic English education in students.

Foundation

The teaching methods that have been used since our childhood to start the acquisition of knowledge of the English language. This project will allow us to identify the difficulties that the pupils have during the English classes. Also the investigators will want to resolve this setback by increasing the tasks that permit one to learn the English language, so the researchers have to find out about this information concerning the English language according the reality of the world. In a few steps the learner will increase his basic skills with these assignments. Another significant part is that investigators' group will try to resolve the quandary through some of the current projects activities.

Theoretical

The theoretical foundation is the most relevant point for all researchers. This is so, because the finished result is presented which provides the basis for the fundamental activities.

Scientific

Now, teaching is situated at a high level, so education is associated with people`s demands. For this reason the investigators have considered investigating the central information with the objective of updating it for the students. Also, the project contains easy and interesting contents; in fact the project will improve the students' knowledge.

Methodological

To create this project, the researchers include several methodological explanations which are updates, in order to make the teaching learning process possible. In the project teaching and learning activities must be combined during the class, in order to increase the student's vocabulary. The contents, methods, techniques, methodologies and practice will help the teacher to reach these objectives

Psychological

The idea of a psychological foundation is to generate a comfortable environment, in order for education to become interactive. The researcher group is sure that the project contents play an important role in the educational process. Also, it allows a better relationship to exist between teachers and students inside the classroom.

DRAGAS CENTER FOR TEACHERS

CONTENTS



Unit 1

Adverbs of Quantity.....

Comparatives.....

Before – After.....

Progress Test.....



Unit 2

Comparative and Superlative.....

Long Adjectives.....

About Computes.....

How to Write a Letter and an Invitation.....

Progress Test.....



Unit 3

Use of Regular Verbs.....

Present Perfect.....

Before - During – After.....

Progress Test.....

Musical Instruments.....



Unit 4

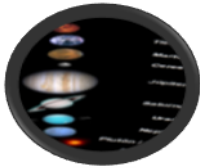
Present Perfect Continuous.....

Affirmative and Negative.....

Interrogative Form.....

Increasing Vocabulary.....

Progress Test.....



Unit 5

The Solar System.....

Simple Present.....

Present Continuous.....

Reflexive Pronouns.....

Progressive Test.....



Unit 6

Let's Learn Vocabulary.....

Riddles.....

The Incas.....

Progress Test.....



Unit 7

Let's Learn A Poem.....

Readings.....

Riddles.....

Tongue - Twisters.....

Progress Test.....



Unit 8

General Review.....

UNIT



- ❖ ADVERBS OF QUANTITY
- ❖ COMPARATIVES
- ❖ BEFORE – AFTER
- ❖ PROGRESS TEST

ADVERBS OF QUANTITY

OBJETIVE: The children are going to learn:

- To use the Adverbs of Quantity many, much, some, a few, a lot of, several, a little
- To practice with examples the Adverbs of Quantity

PREVIEW: Ask the students.

- What do you know about Adverbs of Quantity?
- Do you understand Adverbs of Quantity?

GRAMMAR:

Adverbs of quantity we use adverbs when we need to express something about things or substances and portions.

MANY: The word "Many" we use together with Countable Nouns to express Quantity, of general form, such as positive, negative, as a question. For example:

He has many computer parts at work. (+)

We use the expression **HOW MANY** when want to show the Quantity of Countable Noun. For example:

How many cars do you have?

MUCH: is used to express Quantity, in general form, for Uncountable Nouns this is not used in a common manner in positive sentences, in this case we use a lot of.

For example:

There isn't much water. (-)

Did you have much work to do? (?)

BUT: There is a lot of water. (+)

A LOT OF: We use a lot of when we need to express with Countable and Uncountable noun because it is neutral for example:

There are a lot books on the table.

There is a lot of water.

SEVERAL: The word "Several" we use with Countable words, to express that there are "Several" for example:

There are several apples on the table.

SOME: It refers to an indefinite Quantity (certain number of...) it is used in Affirmative sentences and Interrogative ones when one wants an Affirmative answer:

I have some Money.

A LITTLE: the word "little" we use with Uncountable words, to express that it have "little" for example:

There is a little light

A FEW: the words "a few" we use with Countable plural words to express that there is "a few" for example:

There are a few pencils here.

SOLUTION OF THE STUDENT'S TASKS

Task 1

Write sentences

1. **There is** a lot of milk.



2. **There is** a little orange juice.



3. **There are** many pencils on the table.



4. **There isn't** much money.



5. **There is** some lemon juice.



6. **There is** a lot wine.



7. **There are** a few apples.



8. **There are** a few students.



Substitute the names of the pictures and answer the questions. Use adverbs of quantity.

1. How much lemon juice is there? There is a lot of lemon juice.
2. How much coffee is there? There is some coffee.
3. How much sugar is there? There is a lot of sugar.
4. How many grapes are there? There are many grapes.

COLOR THE MAP, COUNT THE PROVINCES



How many Provinces are there in Ecuador?

There are twenty two Provinces or there are several Provinces.

Make a list of countable and uncountable nouns.

Countable Nouns	Uncountable Nouns
Pencil	Sugar
Book	Milk
Pen	Water
Shoes	Coffee
Table	Earth
Chair	Juice
Ring	Hair
Cell Phone	Love
Board	Air
Eraser	Stars

ACTIVITIES

Think. Cross two Matches to obtain four equal squares.

How many matches are there? There are sixteen matches.

Color the triangles.

How many triangles are there in the star?

There are thirty three stars. Or there are several stars.

HOMEWORK

Answer the questions

How many pears are there?

There are many pears.

How much juice is there?

There is some Juice.

How much milk is there?

There is a lot of milk.

Draw and paint a politic map of Ecuador.

Color yellow (Coast Region) Green (Insular Region) Red (Amazon Region)

Complete the following questions

1) How many provinces are there in the Amazon Region?

There are five provinces in the Amazon Region.

2) How many provinces are there in the Coast Region?

There are six provinces in the Coast Region.

3) How many provinces are there in the Insular Region?

There is one province in the Insular Region.

CONTAINERS AND QUANTITIES



can



bag



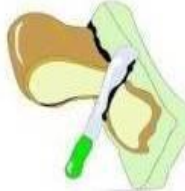
box



jar



cup



slice



dozen



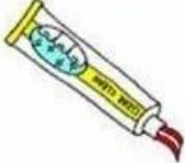
bunch



head



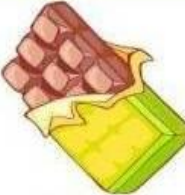
roll



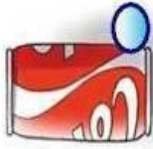
tube



six-pack



bar



1. a can of coke

2. a cup of tea

3. a jar of honey

4. a box of cereals

5. a slice of bread

6. a carton of milk

7. a head of cabbage

8. a bottle of water

9. a bunch of grapes

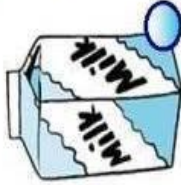
10. a dozen of eggs

11. a roll of paper towels

12. a bar of chocolate

13. a six pack of coke

14. a tube of tooth paste



COMPARATIVES

OBJETIVE: The children are going to learn:

- To use Comparatives
- To practice with examples Comparatives.

PREVIEW: Ask the students.

- What do you know about Comparatives?
- Do you understand Comparatives?

GRAMMAR:

One-syllable adjectives

Form the Comparative and Superlative forms of a one-syllable adjective by adding -er for the Comparative Form and - est for the Superlative Form.

One-Syllable Adjective	Comparative Form
Tall	taller
Old	older
Long	longer

- Mary is **taller** *than* Max.
- Max is **older** *than* John.
- My hair is **longer** *than* your hair.

If the one-syllable Adjective ends with an e, just add -r for the Comparative Form

One-Syllable Adjective with Final -e Comparative Form	
Large	larger
Wise	wiser

- Mary's car is **larger** *than* Max's car.
- Max is **wiser** *than* his brother.

If the one-syllable Adjective ends with a single Consonant with a vowel before it, double the Consonant and add -er for the Comparative form; and double the Consonant.

One-Syllable Adjective Ending with a Single Consonant with a Single Vowel before It	
Comparative	Form
Big	bigger
Thin	thinner
Fat	fatter

- My dog is **bigger** *than* your dog.
- Max is **thinner** *than* John.
- MY mother is **fatter** *than* your mother.

Two-syllable Adjectives

With most two-syllable adjectives, you form the Comparative with more and the Superlative with the most.

If the two-syllable Adjectives ends with -y, change the y to i and add -er for the Comparative Form.

Two-Syllable Adjective Ending with -y	Comparative Form
Happy	happier
Angry	angrier
Busy	busier

- John is **happier** today *than* he was yesterday.
- Max is **angrier** *than* Mary.
- Mary is **busier** *than* Max.

Two-Syllable Adjective	Comparative Form
Peaceful	more peaceful
Pleasant	more pleasant
Careful	more careful
thoughtful	more thoughtful

- This morning is **more peaceful** *than* yesterday morning.
- Max is **more careful** *than* Mike.
- Jill is **more thoughtful** *than* your sister.
- Two-syllable adjectives ending in -er, -le, or -ow take -er

Two-Syllable Adjective Ending with -er, -le, or -ow	Comparative Form
Narrow	narrower
Gentle	gentler

- The roads in this town are **narrower** *than* the roads in the city.
- Big dogs are **gentler** *than* small dogs.

Adjectives with three or more syllables

For Adjectives with three syllables or more, you form the Comparative with more and the Superlative with most.

Adjective with Three or More Syllables	Comparative Form
Generous	more generous
Important	more important
Intelligent	more intelligent

- John is **more generous** *than* Jack.
- Health is **more important** *than* money.
- Women are **more intelligent** *than* men.

Exceptions

Irregular Adjectives

Irregular Adjective	Comparative Form
Good	better
Bad	worse
Far	farther
Little	less
Many	more

SOLUTION TO THE STUDENT'S TASKS

Write the meaning

Adjectives	Comparatives
Long	Longer than
Ugly	Uglier than
Slow	Slower than
Tall	Taller than
Old	Older than
Big	Bigger than
Small	Smaller than
Fast	Faster than
Strong	Stronger
Happy	Happier than
Smart	Smarter
Fat	Fatter than
thin	Thinner than

WRITE THE CORRECT WORD ON THE LINE

1. The snake is longer than the frog.

Long

2. The turtle is slower than the duck.

Slow

3. Lions are uglier than giraffes.

Ugly

4. Horses are taller than sheep.

Tall

5. Pigs are smaller than elephant.

Small

LOOK AT THE ANIMALS AND WRITE TRUE COMPARATIVES

- 1) **The cat is thinner than the dog.**
- 2) The turtle is slower than the pig.
- 3) The horse is faster than the sheep.
- 4) The giraffe is longer than the duck.
- 5) The snake is uglier than the monkey.
- 6) The frog is smarter than the lion.

Comparatives Vocabulary Wordsearch

Name: _____

Date: _____

Find the words and complete the word search.

WORKSHEET

A penguin is _____ than a _____.

A shark is _____ than a _____.

Read the words and then find them in the word search.

Better	Bigger	Cleaner	Cuter	Faster
Friendlier	Gentler	Larger	More dangerous	More independent
Scarier	Smaller	Smarter	Worse	

BEFORE VS AFTER

OBJETIVE: The children are going to learn:

- To use the Preposition of Time
- To practice with real examples in class with a Preposition.

PREVIEW: Ask the students.

- What do you know about Before and After?
- Do you understand Before and After?

GRAMMAR:

Before: We use to indicate that the action was developing in the past.

Before I came here, I lived in Seville.

Finish your report before Sunday.

During: We use to indicate that the actions have taken place during the action in the past.

After I went to Madrid, I started my studies.

You can see him after 6 o'clock.

SOLUTION TO THE STUDENT'S TASKS

Look at the pictures and write sentences using Before - After.

Before	nine	After nine o'clock
--------	------	--------------------

1. **Before** nine o'clock, she cleaned the window.
After nine o'clock, she did the bed.

2. **Before** nine o'clock, they ate breakfast.
After nine o'clock, they did wash the dishes.

3. **Before** nine o'clock, she peeled the onions.
After nine o'clock, she made a salad.

4. **Before** nine o'clock, they played basketball.
After nine o'clock, she drank water.

5. **Before** nine o'clock, she wrote a letter.
After nine o'clock, she put a letter in the mailbox.

ACTIVITIES

Halfway drawing fun



Finish the other half of this teddy bear and color it.



AFTER

PROGRESS TEST

Look at the pictures and write sentences using *Comparatives*.

Luis, Pedro **Luis is stronger than Pedro.**

Bob, Dave **Bob is happier than Dave.**

Danny, Juan **Danny is thinner than Juan.**

Color according to the sentences



There is some water



There is a little coffee



There is a little lemonade



There is a lot of orange juice



There is a lot of wine



There is some tea

Read and complete these sentences with **Before** or **After** on the line.

- 1) My family eats lunch before they eat dinner.
- 2) I eat lunch after I eat breakfast.
- 3) My mother reads the recipe before she bakes the cake.
- 4) Mary ate the soup after she cooked it.
- 5) Before I go to sleep, I brush my teeth.

Look at these cats and match the correct sentence.

This cat is fatter than the others.

This cat is longer than the others.

This cat is bigger than the others.

This cat is fatter than the others.

This cat is thinner than the others.

This cat is uglier than the others.



UNIT



- ❖ COMPARATIVES AND SUPERLATIVES
- ❖ LONG ADJECTIVES
- ❖ ABOUT COMPUTERS
- ❖ HOW TO WRITE A LETTER AND INVITATION
- ❖ PROGRESS TEST

COMPARATIVES AND SUPERLATIVE

OBJETIVE: The children are going to learn:

- To use the Comparative and Superlative in a correct way.
- To practice with real examples in class with Comparatives and Superlatives.

PREVIEW: Ask the students.

- What do you know about Comparatives and Superlatives?
- Do you understand the Comparatives and Superlatives?

GRAMMAR:

Introduction

Comparatives and Superlatives are special forms of adjectives. They are used to compare two or more things. Generally, comparatives are formed using **-er** and superlatives are formed using **-est**. This page will explain the rules for forming regular comparatives and superlatives, and also show some basic ways of using them.

1. Forming Comparatives and Superlatives

Form the Comparative and Superlative forms of a one-syllable Adjective by adding **-er** for the Comparative form and **-est** for the Superlative. Here are the rules:

Adjective form	Comparative	Superlative
Only one syllable, ending in E. Examples: wide, fine, cute	Add -r: wider, finer, cuter	Add -st: widest, finest, cutest
Only one syllable, with one vowel and one consonant at the end. Examples: hot, big, fat	Double the consonant, and add -er: hotter, bigger, fatter	Double the consonant, and add -est: hottest, biggest, fattest
Only one syllable, with more than one vowel or more than one consonant at the end. Examples: light, neat, fast	Add -er: lighter, neater, faster	Add -est: lightest, neatest, fastest
Two syllables, ending in Y. Examples: happy, silly, lonely	Change y to i, then add -er: happier, sillier, lonelier	Change y to i, then add -est: happiest, silliest, loneliest
Two syllables or more, not ending in Y. Examples: modern, interesting, beautiful	Use "more" before the adjective: modern, more interesting, more beautiful	Use "most" before the adjective: modern, most interesting, most beautiful

2. How to use Comparatives and Superlatives

Comparatives	<p>Comparatives are used to compare two things. You can use sentences with "than", or you can use a conjunction like "but".</p> <p>Jiro is taller than Yukio. Yukio is tall, but Jiro is taller.</p>
Superlatives	<p>Superlatives are used to compare more than two things. Superlative sentences usually use "the", because there is only one superlative.</p> <p>Masami is the tallest in the class.</p>

Yukio is tall, and Jiro is taller, but Masami is **the tallest**.

SOLUTION TO THE STUDENT'S TASKS

Let's complete

ADJECTIVE	COMPARATIVE	SUPERLATIVE
Big	Bigger than	The biggest
Fat	Fatter than	The fattest
Happy	Happier than	The happiest
Tall	Taller than	The tallest
Dry	Drier than	The driest
Near	Nearer than	The nearest
Rich	Richer than	The richest
Strong	Stronger than	The strongest

LONG ADJECTIVES	COMPARATIVE	SUPERLATIVE
Intelligent	More intelligent	The most
Beautiful	More beautiful than	The most
Famous	More famous than	The most famous
Dangerous	More dangerous	The most
Expensive	More expensive than	The most
Interesting	More interesting	The most

Write Comparative and Superlative sentences.

EXPENSIVE

The pink blouse is more expensive than the green and yellow one.

The pink blouse is the most expensive.

FAT

Juan is fatter than Danny and Luis.

Juan is the fattest.

TALL

Katty is taller than Mary and Lorena.

Katty is the tallest.

BIG

The giraffe is bigger than the horse and hen.

The giraffe is the biggest.

HOMEWORK

Cut and paste drawings according to the Adjective, then write Comparative and Superlative sentences.

FAMOUS



Comparative: José is more famous than Luis.

Superlative: José is the most famous.

José

Luis

BEAUTIFUL



Comparative: Marie is more beautiful than Lisa.

Superlative: Marie is the most beautiful.

Marie Lisa

INTELLIGENT



Comparative: Tom is more intelligent than Belen.

Superlative: Tom is the most intelligent.

Tom Belen

ACTIVITIES

Color by number, then complete the sentences using **Comparative** and **Superlative**.

1. Pink
2. Yellow
3. Purple
4. Green
5. Blue
6. Red

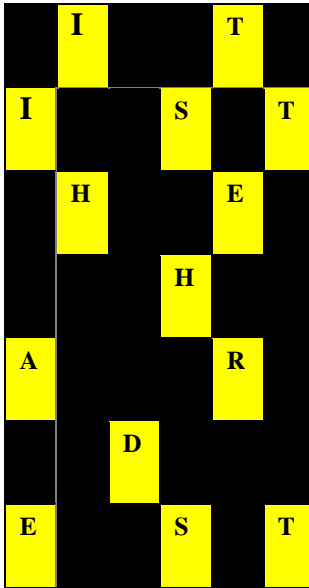
These red flowers are more beautiful than the pink flowers,

These red flowers are the most beautiful.

Why couldn't Mr. Bear eat his loaf of bread?

Answer: It is the hardest.

Cross out all the letters in the diagram that appear 4 times. Write the answer on the line above.



Comparatives and superlatives

Name: _____

Date: _____

Complete the worksheet using the correct comparative or superlative.

1) Canada is _____ than China but Russia is the _____ country.

- a) big b) bigger c) biggest

2) Monkeys are _____ but ants are _____.

- a) small b) smaller c) smallest

3) Giraffes are the _____ land animal.

- a) tall b) taller c) tallest

4) Boys usually have _____ hair than girls.

- a) short b) shorter c) shortest

5) Lamps are _____ but the sun is _____.

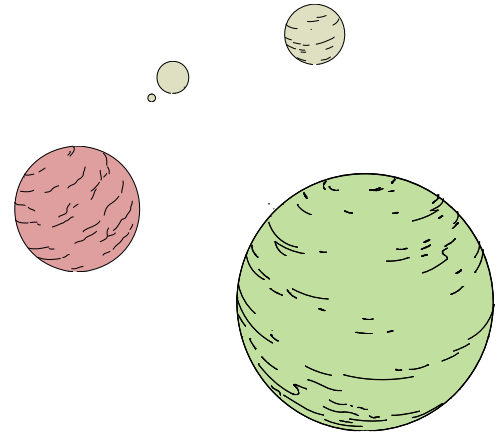
- a) bright b) brighter c) brightest

6) Mars is _____ from Earth but Neptune is _____.

- a) far b) farther c) farthest

7) Emma is _____ but Stephen is _____.

- a) happy b) happier c) happiest



COMPUTERS

OBJETIVE: The children are going to learn:

- To about the technology.
- To practice the computers reading.

PREVIEW: Ask the students.

- What do you know about technology?
- Do you understand the computer reading?

SOLUTION TO THE STUDENT'S TASKS

About the reading

Write yes or No in the boxes.

All students have access to computers.

Yes

Students have easy access to use computers.

Yes

Does each student have a computer in your school?

No

Do you have a computer?

Yes

Do you know how to operate a computer?

Yes

Draw your own computer.



How to write a letter

Write a letter about your relatives. Buy an envelope

You are going to send a letter to your teacher

Ask the address. Write the name and address on the envelope

Draw a stamp on the envelope

Tuesday, march 6th

Dear Teacher,

I hope you are well

I am really happy. This year I have the opportunity of knowing new things about English education.

I am writing this letter because I know you are a good teacher.

I learn everything with your help thank you.

Write soon.

Best wishes,

Xavier Tapia

Read the information and complete the invitation.

INVITATION

Dear Daniel

Please come to the birthday party for Paul.

The party is on Friday February 17th at seven o'clock in the evening.

Please call me and tell me that you are coming.

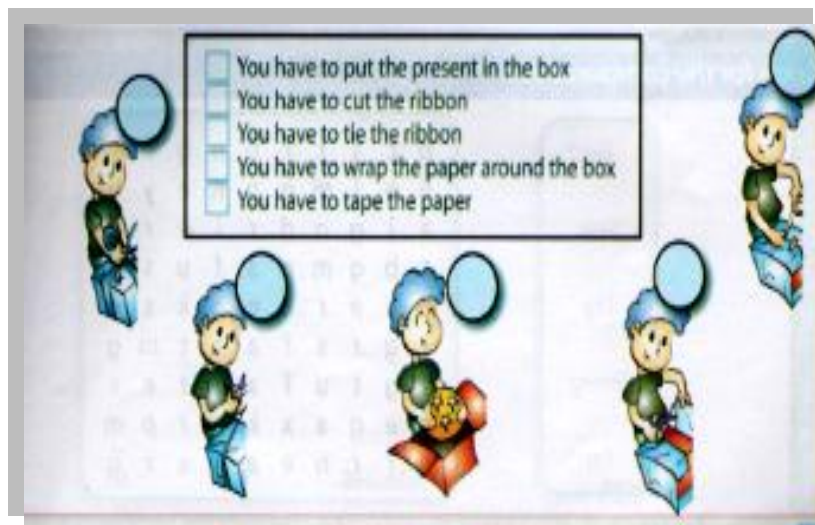
My phone number is 022 450. 721.

Please don't forget to bring a present for Paul.

Wrapping presents

What happens first, second, third, fourth, fifth?

Look at the pictures and read the sentences



Write the correct number in the boxes and circles.

1

You have to put the present in the box.

4

You have to cut the ribbon.

5

You have to tie the ribbon.

2

You have to wrap the paper around the box.

3

You have to tape up the paper.

PROGRESS TEST

Complete the fruits. Choose the correct Comparative and Superlative.

The watermelon is bigger than the banana.

The pineapple is taller than the coconut.

The watermelon is the biggest.

Look for the comparatives.

TALL
HAPPY
RICH

b	c	s	t	r	o	n	g	e	r
u	a	i	m	o	q	n	e	y	u
a	l	g	o	d	r	i	e	r	t
t	b	g	m	n	a	f	u	s	r
p	i	e	r	a	o	g	k	s	o
i	g	r	s	f	a	s	t	m	g
l	g	t	u	f	a	t	t	e	r
p	e	q	a	x	k	a	r	p	m
u	r	n	e	a	r	e	r	o	

Look for the Superlatives

BIG
NEAR
DRY
STRONG
FAT

Q	R	S	O	N	K	O	L	S	
P	O	T	A	L	L	E	S	T	A
R	U	S	T	O	E	I	S	O	R
R	I	C	H	E	S	T	A	R	O
A	E	K	M	O	N	S	E	L	I
H	A	P	P	I	E	S	T	L	E
O	P	A	R	B	C	R	O	U	A

Write True or False

Otavalo is bigger than Quito.



The president of Ecuador is more famous than Hugo Chavez.



People say soccer is more interesting than swimming.



Simon Bolivar was richer than Sucre.



Draw according to the Adjectives



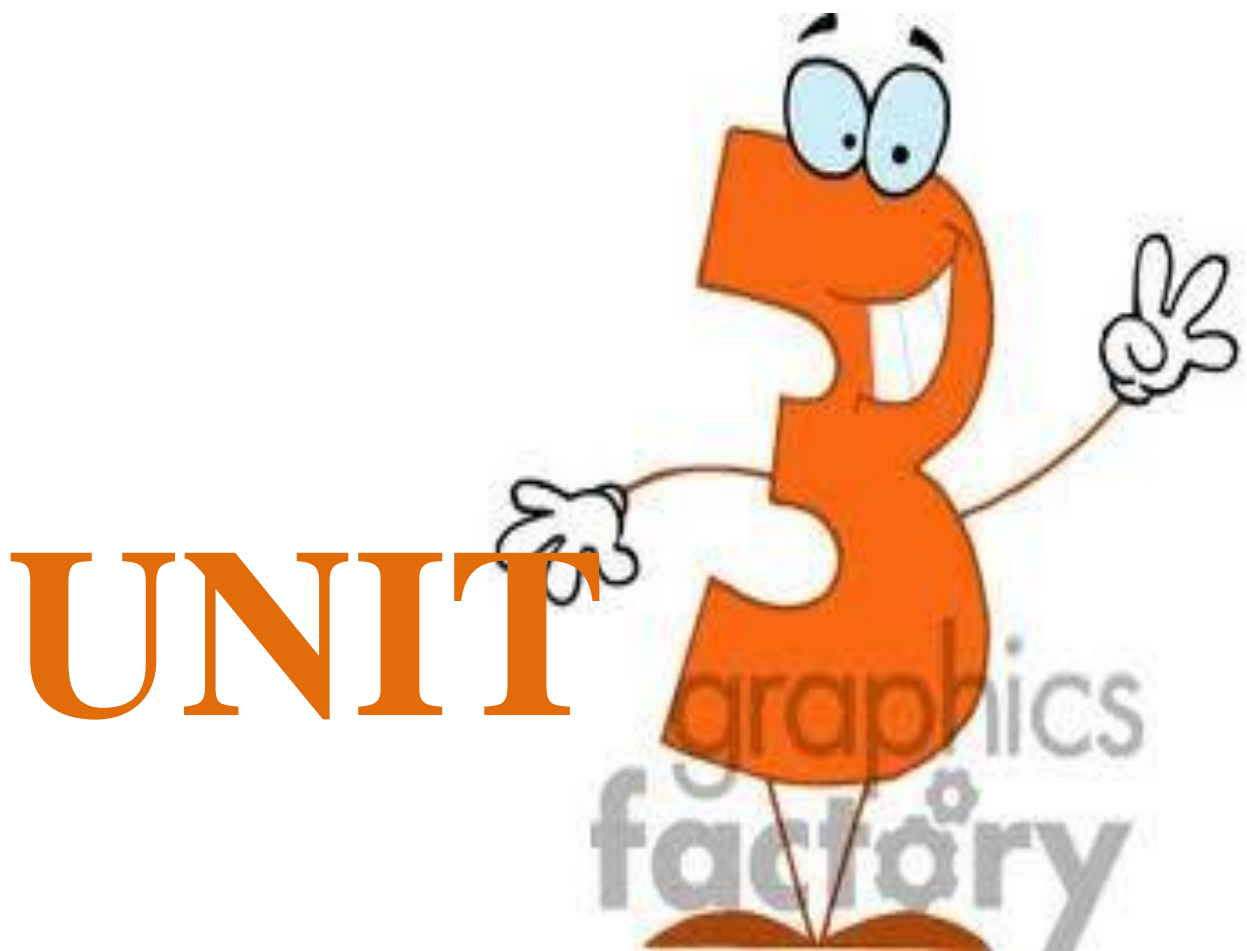
Fat



Beautiful



Expensive



- ❖ USE OF IRREGULAR VERBS
- ❖ USE OF REGULAR VERBS
- ❖ PRESENT PERFECT
- ❖ BEFORE-DURING- AFTER
- ❖ PROGRESS TEST

IRREGULAR VERBS

OBJETIVE: The children are going to learn:

- To use of irregular verbs in a correct way.
- To practice with examples in class with Irregular Verbs.

PREVIEW: Ask the students.

- What do you know about Irregular Verbs?
- Do you understand Irregular Verbs?

GRAMMAR:

IRREGULAR VERBS LIST

This is a list of some irregular verbs in English. Of course, there are many others, but these are the more common Irregular Verbs.

V1 Base Form	V2 Past Simple	V3 Past Participle
awake	awoke	awoken
be	was, were	been
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bet	bet	bet
bid	bid	bid
bite	bit	bitten
blow	blew	blown

break	broke	broken
bring	brought	brought
broadcast	broadcast	broadcast
build	built	built
burn	burned/burnt	burned/burnt
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamed/dream	dreamed/dream
drive	drove	driven
drink	drank	drunk
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	gotten
give	gave	given

go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden

SOLUTION TO THE STUDENT'S TASKS

Find some verbs in Past Participle and color them.

Drunk, driven, run, bought, had, gone, eaten, slept, taken,

REGULAR VERBS

OBJETIVE: The children are going to learn:

- To use Regular Verbs in a correct way.
- To practice with examples in class with Regular Verbs.

PREVIEW: Ask the students.

- What do you know about Regular Verbs?
- Do you understand Regular Verbs?

GRAMMAR:

REGULAR VERBS LIST

There are thousands of Regular Verbs in English. This is a list of 600 of the more common Regular Verbs. Note that there are some spelling variations in American English (for example, "practise" becomes "practice" in American English).

Infinitive	Simple Past	Past Participle
answer	answered	answered
arrive	arrived	arrived
ask	asked	asked
borrow	borrowed	borrowed
clean	cleaned	cleaned
climb	climbed	climbed
collect	collected	collected
compose	composed	composed
cook	cooked	cooked
dance	danced	danced

describe	described	described
discover	discovered	discovered
enjoy	enjoyed	enjoyed
invent	invented	invented
invite	invited	invited
kill	killed	killed
like	liked	liked
live	lived	lived
look	looked	looked
love	loved	loved
miss	missed	missed
open	opened	opened
pack	packed	packed
phone	phoned	phoned
play	played	played
prefer	preferred	preferred
prepare	prepared	prepared
push	pushed	pushed
rain	rained	rained
remember	remembered	remembered
rent	rented	rented
rescue	rescued	rescued
return	returned	returned
save	saved	saved
search	searched	searched
skate	skated	skated
ski	skied	skied
smell	smelled	smelled

start	started	started
stay	stayed	stayed
stop	stopped	stopped
study	studied	studied
survive	survived	survived
touch	touched	touched
try	tried	tried
use	used	used
visit	visited	visited
wait	waited	waited
walk	walked	walked
want	wanted	wanted
wash	washed	washed
watch	watched	watched
work	worked	worked

SOLUTION TO THE STUDENT'S TASKS

Color by instructions

Yellow	Sing, blow, break, go, drive, choose, drink, buy, do, eat, write.
Verbs in Present	
Green	song, spoke, drew, went, wrote, ate, came, ran, forgot.
Verbs in Past	
Orange	Driven, wrote, sung, slept, been, made.
Verbs in Past Participle	
Blue	1
Number 1	

PRESENT PERFECT

OBJETIVE: The children are going to learn:

- To employ the Present Perfect in a correct way.
- To apply with examples in class the Present Perfect.

PREVIEW: Ask the students.

- What do you know about Present Perfect?
- Do you understand the Present Perfect?

GRAMMAR:

Present Perfect Tense

The Present Perfect Tense is a rather important tense in English, but it gives speakers of some languages a difficult time. That is because it uses concepts or ideas that do not exist in those languages. In fact, the **structure** of the Present Perfect Tense is very simple. The problems come with the **use** of the tense. In addition, there are some differences in usage between British and American English.

In this lesson we look at the structure and use of the Present Perfect, followed by a quiz to check your understanding:

How do we make the Present Perfect Tense?

The structure of the Present Perfect Tense is:

subject + auxiliary verb + main verb

have

Past Participle

Here are some examples of the Present Perfect Tense:

	SUBJECT	AUXILIARY VERB		MAIN VERB	
+	I	have		seen	ET.
+	You	have		eaten	mine.
-	She	has	not	been	to Rome.
-	We	have	not	played	football.
?	Have	you		finished?	
?	Have	they		done	it?

Contractions with the Present Perfect Tense

When we use the Present Perfect Tense in speaking, we usually contract the subject and Auxiliary Verb. We sometimes do this when we write.

I have	I've
You have	You've
He has	He's
She has	She's
It has	It's
John has	John's
The car has	The car's
We have	We've
They have	They've

Here are some examples:

- I've finished my work.
- John's seen ET.
- They've gone home.

How do we use the Present Perfect Tense?

This tense is called the **Present Perfect Tense**. There is always a connection with the Past and with the **Present**. There are basically three uses for the Present Perfect Tense:

1. Experience
2. Change
3. Continuing Situation

Present Perfect Tense for experience

We often use the Present Perfect Tense to talk about **experience** from the Past. We are not interested in **when** you did something. We only want to know if you did it:

I have seen ET. He has lived in Bangkok. Have you been there? We have never eaten caviar.		
PAST	PRESENT	FUTURE
The action or state was in the past.	In my head, I have a memory now.	

Connection with Past: the event was in the Past.

Connection with the Present: in my head, now, I have a memory of the event; I know something about the event; I have experience with it. 2. Present Perfect Tense for change. We also use the Present Perfect Tense to talk about a **change** or **new** information:

I have bought a car.		
PAST	PRESENT	FUTURE
-	+	
Last week I didn't have a car.	Now I have a car.	

John has broken his leg.		
PAST	PRESENT	FUTURE
+	-	
Yesterday John had a good leg.	Now he has a bad leg.	

Present Perfect Tense for continuing situation

We often use the Present Perfect Tense to talk about a **continuing situation**. This is a state that started in the **Past** and Continues in the **Present** (and will probably continue into the future). This is a **state** (not an action). We usually use **for** or **since** with this structure.

<p>I have worked here since June. He has been ill for 2 days. How long have you known Tara?</p>		
PAST	PRESENT	FUTURE
The situation started in the past.	It continues up to now.	(It will probably continue into the future.)

- **Connection with Past:** the situation started in the Past.
- Connection with the Present:** the situation Continues in the Present.

For & Since with Present Perfect Tense

We often use **for** and **since** with the Present Perfect Tense.

- We use **for** to talk about a **Period** of Time - 5 minutes, 2 weeks, 6 years.
- We use **since** to talk about a **point** in Past Time - 9 o'clock, 1st January, Monday.

For	Since
a Period of Time	a point in Past Time
20 minutes	6.15pm
three days	Monday
6 months	January
4 years	1994
2 centuries	1800
a long time	I left school
ever	the beginning of time
etc	etc

Here are some examples:

- I have been here **for** 20 minutes.
- I have been here **since** 9 o'clock.
- John hasn't called **for** 6 months.
- John hasn't called **since** February.
- He has worked in New York **for** a long time.
- He has worked in New York **since** he left school.

SOLUTION TO THE STUDENT'S TASKS

Look at the picture and put checks next to the sentences that are true.

Grandmother has eaten the tomato salad.



Mother has cooked lunch.



Slept on the bed.



They have gone camping



The family has forgotten the camera.



Change to Negative Form

Grandmother hasn't eaten the tomato salad

Mother hasn't cooked lunch.

The dog hasn't slept on the bed.

They haven't gone camping.

The family hasn't forgotten the camera.

HOMEWORK

Answer the following questions about yourself.

Have you ever been to another city?

Yes, I have.

Have you played the guitar?

No, I haven't.

Have you listened to folk music?

Yes, I have.

Have you had a hamster?

No, I haven't.

Pictures find.

Can you find 11 things in the picture that begins with the letter T?

Tree

Tortoise

Tomatoes

Tiger

Tie

Track

Tulips

Triangle

Tires

Towel

Table

Cut out the puzzle parts and glue them

Color the butterfly. What does it say?

BEFORE – DURING – AFTER

OBJETIVE: The children are going to learn:

- To employ Before during and After in a correct way.
- To apply with examples into the class Before during and After.

PREVIEW: Ask the students.

- What do you know about Preposition of Time?
- Do you understand about Preposition of Time?

GRAMMAR:

DURING

"During" is used instead to indicate the time period during which the action is:

I met my wife during my studies in London.
During the summer, I like to play sports.

SOLUTION TO THE STUDENT'S TASKS

Look at the pictures above. Tell your teacher your ideas about them.

EARTHQUAKE

Before: Before, They were receiving class in the classroom.

During: An earthquake occurred. During the class

After: After, the earthquake destroyed the building.

PROGRESS TEST

Connect with lines the Present, Past and Past Participle Forms.

- Go went gone.
- Talk talked talked.
- Blew blow blown.
- Come came come.
- Sing sang sung.

Put the words in order

- 1) **glass/broken/Marco/the/has.**
 Marco has broken the glasses.
- 2) **family/has/my/traveled/Loja/to.**
 My family has travelled to Loja.
- 3) **very/sung/nice/have/they/a/song.**
 They have sung a very nice song.

Look at the pictures and answer the questions.

Has she visited the Panecillo?

No, she hasn't.

Have Mary and Karen spoken English?

Yes, they have.



- ❖ MUSICAL INSTRUMENTS
- ❖ PRESENT PERFECT CONTINUOUS
- ❖ AFFIRMATIVE, NEGATIVE, INTERROGATIVE FORM
- ❖ INCREASING VOCABULARY
- ❖ PROGRESS TEST

MUSICAL INSTRUMENTS

OBJETIVE: The children are going to learn:

- To know the different Musical Instruments.
- To learn the functions of the Musical Instruments.

PREVIEW: Ask the students.

- What do you know about Musical Instruments?
- Did you practice a Musical Instrument?

SOLUTION TO THE STUDENT'S TASKS

Rewrite the words adding the missing vowels

Drum

Piano

Guitar

Trumpet


Music

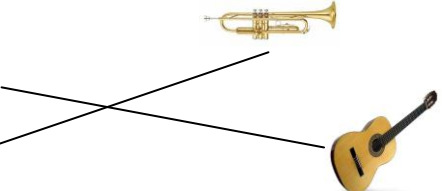
String


Singer

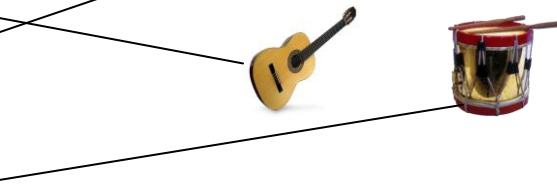
Player

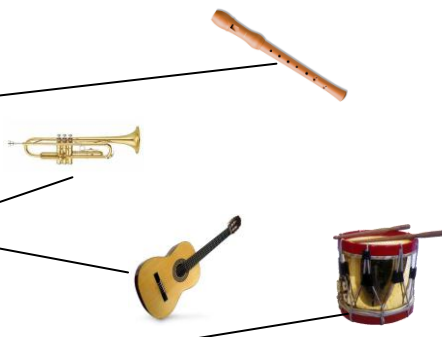
Match the Instruments with family group they belong to

a) The wood wind family 

b) The string family 

c) The brass family 

d) The percussion family 



Listen and write the order in which you hear the music

Metal, rock, salsa, romantic, folk, reggaeton, classical

NOTE: We need different types of music that the student can listen to.

METAL

SALSA

ROMANTIC

ROCK

FOLK

REGGETON

HOMEWORK

Investigate the meaning of these Musical Instruments.

Cut and paste them.



Keyboard: is any musical instrument played using a musical keyboard. The most common of these is the piano. Other widely used keyboard instruments include organs of various types as well as other mechanical, electromechanical and electronic instruments. In common language, it is mostly used to refer to keyboard-style synthesizers.



Harp: The harp is a multi-stringed instrument which has the plane of its strings positioned perpendicularly to the soundboard. Organologically, it falls in the general category of chordophones (stringed instruments) and occupies

its own sub category (the harps). All harps have a neck, resonator, and strings. Some, known as frame harps, also have a pillar; those lacking the pillar are referred to as open harps.



Electric guitar: An electric guitar is a guitar that uses the principle of direct electromagnetic induction to convert vibrations of its metal strings into electric audio signals. The signal generated by an electric guitar is too weak to drive a loudspeaker, so it is amplified before sending it to a loudspeaker. Since the output of an electric guitar is an electric signal, the signal may easily be altered using electronic circuits to add "color" to the sound. Often the signal is modified using effects such as reverb and distortion.



Harmonic: A harmonic of a wave is a component frequency of the signal that is an integer multiple of the fundamental frequency, i.e. if the fundamental frequency is f , the harmonics have frequencies $2f$, $3f$, $4f$, etc. The harmonics have the property that they are all periodic at the fundamental frequency; therefore the sum of harmonics is also periodic at that frequency.

Complete the crossword

The crossword puzzle grid is filled with the following words:

- KEYBOARD** (vertical, blue)
- ELECTRIC GUITAR** (horizontal, green)
- YOUNG** (vertical, blue)
- BASS** (vertical, blue)
- OAR** (vertical, blue)
- A** (vertical, blue)
- RECORDER** (horizontal, red)
- D** (vertical, blue)
- TRUMPET** (horizontal, orange)
- DRUMS** (vertical, green)
- VIOLIN** (vertical, purple)
- SAXOPHONE** (vertical, yellow)
- TRUMPET** (horizontal, orange)

PRESENT PERFECT CONTINUOUS

OBJETIVE: The children are going to learn:

- To employ the Present Perfect Continuous in a correct way.
- To apply with examples in class the Present Perfect Continuous.

PREVIEW: Ask the students.

- What do you know about Present Perfect Continuous?
- Do you understand the Present Perfect Continuous?

GRAMMAR:

USE 1 Duration from the past until now: We use this tense to show that something started in the past and has continued up to the present: an action or situation that has just stopped or has recently stopped. "For ten minutes," "for two weeks," and "since Monday" are examples of time adverbials which can be used together with this tense and show us how long something has been happening.

Present Perfect Continuous Tense

■
How do we make the Present Perfect Continuous Tense?

The structure of the Present Perfect Continuous tense is:

subject + auxiliary verb + auxiliary verb + main verb

have		
	been	base + ing
has		

Here are some examples of the Present Perfect Continuous Tense:

	subject	auxiliary verb		auxiliary verb	main verb	
+	I	have		been	waiting	for one hour.
+	You	have		been	talking	too much.
-	It	has	not	been	raining.	
-	We	have	not	been	playing	football.
?	Have	you		been	seeing	her?
?	Have	they		been	doing	their homework?

Contractions

When we use the Present Perfect Continuous Tense in speaking, we often contract the subject and the first auxiliary. We also sometimes do this in informal writing.

I have been	I've been
You have been	You've been
He has been	He's been
She has been	She's been
It has been	It's been
John has been	John's been
The car has been	The car's been
We have been	We've been
They have been	They've been

Here are some examples:

- I've been reading.
- The car's been giving me trouble.
- We've been playing tennis for two hours.

How do we use the Present Perfect Continuous Tense?

This tense is called the **Present Perfect Continuous Tense**. There is usually a connection with the **Present** or now. There are basically two uses for the Present Perfect Continuous Tense:

1. An action that has just stopped or recently stopped

We use the Present Perfect Continuous Tense to talk about an **action** that started in the Past and stopped recently. There is usually a result **now**.

I'm tired because I've been running.		
past	present	future
Recent action.	Result now.	

- I'm tired^[now] because I've been running.
- Why is the grass wet ^[now]? Has it been raining?
- You don't understand ^[now] because you haven't been listening to me.

2. An action continuing up to now

We use the Present Perfect Continuous Tense to talk about an **action** that started in the Past and is continuing **now**. This is often used with **for** or **since**.

I have been reading for 2 hours.		
past	present	future
Action started in past.	Action is continuing now.	

- I **have been reading** for 2 hours. [I am still reading now.]
- We've **been studying since** 9 o'clock. [We're still studying now.]
- How long **have you been learning** English? [You are still learning now.]
- We **have not been smoking**. [And we are not smoking now.]

For and Since with Present Perfect Continuous Tense

We often use **for** and **since** with the Present Perfect Tense.

- We use **for** to talk about a **period** of time - 5 minutes, 2 weeks, 6 years.
- We use **since** to talk about a **point** in past time - 9 o'clock, 1st January, Monday.

For	Since
a period of time	a point in past time
20 minutes	6.15pm
three days	Monday
6 months	January
4 years	1994
2 centuries	1800
a long time	I left school
ever	the beginning of time
etc	etc

Here are some examples:

- I have been studying **for** 3 hours.
- I have been watching TV **since** 7pm.
- Tara hasn't been feeling well **for** 2 weeks.
- Tara hasn't been visiting us **since** March.
- He has been playing football **for** a long time.
- He has been living in Bangkok **since** he left school.

SOLUTION TO THE STUDENT'S TASKS

Look at the picture, read and write true or false in the circle

Gabriel has been visiting the museum.

T

They have been playing the flute.

T

My mother has been watching TV.

F

I have been singing a song.

F

Listen and draw. The teacher will say a sentence

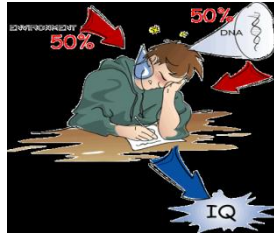
I have been playing with my friends.



She has been looking a picture on the board.



I have been writing a letter to my girlfriend.



Complete the sentences follow the example

1. Has Maria been eating a sandwich?

No, she hasn't been eating a sandwich.

2. Has Alex been listening to music?

Yes, he has been listening to music.

3. Has Rodrigo been listening to Teresa?

Yes, he has been listening to Teresa.

4. Have they been enjoying the party?

Yes, they have been enjoying the party.

5. Has Teresa been dancing with Alex?

No, Teresa hasn't been dancing with Alex.

Look at the picture above and write True or False.

- Alex hasn't been talking to Tomy.



- Teresa has been talking to Rodrigo.



- They have been eating popcorn and drinking sodas.



- Maria and Tomy have been talking to Alex.



- Rodrigo and Alex haven't been listening to Mary.





Present Continuous

- We use the Present Continuous Tense to talk about activities happening now.

*E.g.: The kids **are watching** TV.*

- We can also use the Present Continuous Tense to talk about activities happening around now, and not necessarily this very moment.

*E.g. Sally **is studying** really hard for her exams this week.*

- The Present Continuous Tense is also used to talk about activities happening in the near future, especially for planned future events.

*E.g. I **am seeing** my dentist on Wednesday.*

You are on holiday. At the moment you are at the park. Look at the picture and write a letter describing what are people doing.

Dear Ann:

I'm having a great time here, now I'm sitting under a tree

.....

.....

.....

.....

.....

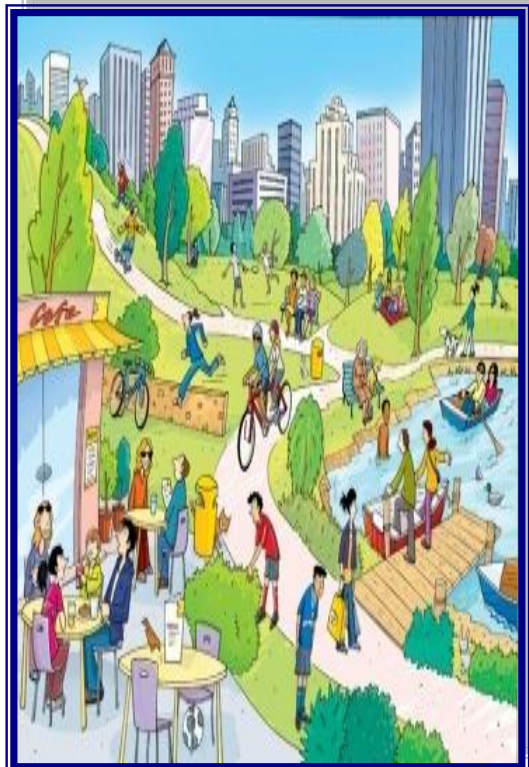
.....

.....

.....

.....

.....



2. Complete the sentences. Use the Present Continuous and the verbs in brackets.

- a) I _____ (play) football tonight.
- b) I can't play with you now. I _____ (finish) my homework.
- c) Sally _____ (take) a bath.
- d) What _____ (you/ do) at the weekend?
- e) Peter and Mary _____ (go) out.
- f) She _____ (eat) in the kitchen.
- g) My little sister _____ (watch) TV.
- h) My friends' _____ (make) a lot of noise.

3. Write the questions. Use the correct form of Present Continuous.

Example:

What are they doing? (do)

They're playing football.

- a) _____?(go)
She's going to the cinema.
- b) _____?(do)
I'm doing my homework.
- c) _____?(listen to)
His Pop Music.
- d) _____?(read)
A book about England.

INCREASING VOCABULARY

OBJETIVE: The children are going to learn:

- To discover in a correct way.
- To learn new vocabulary.

PREVIEW: Ask the students.

- What do you know about the new vocabulary?
- Do you understand the new vocabulary?

SOLUTION TO THE STUDENT'S TASKS

Write the first letter of each shadow picture to spell out this girl's name. Use a dictionary if necessary.

Write the words of each shadow picture.

- Cat
- Arrow
- Rooster
- One
- Ladder



What's his name?

- ✓ Ant
- ✓ Nest
- ✓ Door
- ✓ Radish
- ✓ Envelope
- ✓ Spoon



His name is ANDRES

Write the beginning letter of each picture, starting with 1 to spell out the answer to the question.

Which planet is called the "red planet"?

Mars

Choose your favorite CD and write the lyrics.

Name of the song: Es tu amor

Kind of music: Romantic music

Singer: Hany Kauam.

Mis lágrimas.

Si te da la gana.

Sin ti no vivo.

Unido a ti.

Como quisiera.

Donde estés.

Como odio amarte.



PROGRESS TEST

Put the words in the correct order

- ✚ She has been playing the trumpet
- ✚ We have working in the office
- ✚ I have been breaking the glass
- ✚ He has been drinking soda

Circle four musical instruments.

- ✚ Drum
- ✚ Piano
- ✚ Trumpet
- ✚ Stool

Circle the correct form of the verb.

- ✚ Swimming
- ✚ Singing
- ✚ Discovering
- ✚ Cleaning

Look at the picture. Complete de sentences

- ✚ My brother has been **driving** a taxi
- ✚ Mrs. Andrade has been **travelling** on the bus
- ✚ Mr. Martinez has been **returning** to Venezuela
- ✚ Dennis has been **listening** to a CD

Listen to the teacher four musical instruments and draw it



UNIT





- ❖ THE SOLAR SYSTEM
- ❖ SIMPLE PRESENT
- ❖ PRESENT CONTINUOUS
- ❖ REFLEXIVE PRONOUNS
- ❖ PROGRESS TEST



THE SOLAR SYSTEM

TOPIC: The Solar System


OBJETIVE: The children are going to learn:

-  To read about the Solar System
-  To develop and practice vocabulary related to the Solar System

PREVIEW: Ask the students


-  What do you understand about Simple Present?
-  When do you use the Simple Present?

GRAMMAR:

-  The Simple Present can express an action that occurs in the Present.

She eats fish

They drink milk

-  A routine

She plays tennis on Tuesdays

They do their homework every evening

-  A habit


Mary always drinks coke with
pizza

 A fact

Fire burns

 A truth




I come from Spain

Look at the  at the end of the third person of singular.

He runs

She eats


It sleeps

 If the verb ends in "O" or in "CH, SH, SS, X", we should add  

He goes

She does

It catches

 The third person of singular is also different in the interrogative and negative.

Does he run?



Does she eat?

Does it sleep?

He doesn't run

She doesn't eat

It doesn't sleep

 You see, it does not carry the 

Look at these examples

Presente simple	
Afirmativo	
El presente simple afirmativo	
I eat	Yo como
you eat	Tu comes
He eats	El come
She eats	Ella come
It eats	Ello come
We eat	Nosotros comemos
You eat	Vosotros coméis
They eat	Ellos comen
Interrogativo	
El presente simple interrogativo	
Do I eat?	¿Como yo?
Do you eat?	¿Comes tu?
Does he eat?	¿Come el?
Does she eat?	¿Come ella?
Does it eat?	¿Come ello?
Do we eat?	¿Comemos nosotros?
Do you eat?	¿Coméis vosotros?
Do they eat?	¿Comen ellos?

Task 1

Write the names of the planets and read the information about them

Key

1. Mercury
2. Venus

3. Mars
4. Jupiter
5. Saturn
6. Uranus
7. Earth
8. Pluto

Task 2

Color the following words

Key

1. Mercury
2. Neptune
3. Mars
4. Earth
5. Saturn

Task 3

Answers these questions

Key

1. What instruments do scientists use to see the planets?

They use a telescope

2. What is the Sun?

The Sun is the closest star to Earth and it is the center of our solar system. Sunlight warms our planet and makes life possible

3. Is the Sun hot or cold?

It is hot

4. What is the color of Mars?

Its color is Red

5. Would you like to be an astronaut?

Yes, I would like be an astronaut

ACTIVITIES

Key

1. Draw and color our planet.



2. Draw according to these word

SUN



MOON



STAR



WORKSHEET

A. Match the picture with the correct text.



a. In the afternoon, I sometimes go shopping for clothes with my friends. The shops are always crowded on Saturdays.

b. Later in the morning I go for a walk in the countryside. I enjoy walking in the fresh air.

c. In the summer, we often go to an open-air cinema. We can have dinner and watch a good film at the same time.

d. One of the first things I do on the weekend is buy the newspaper and read it in a café.

e. When it's sunny and warm, we go for a picnic in the park with the kids. They can run around and have fun.

Key

1. d
2. b
3. e
4. a
5. c

Our Solar System

Can you find all the hidden words in this word search?

Words can go in the following directions: → ↓ ↑ ←



Key

SATURN
NEPTUNE
JUPITER

MARS
VENUS
URANUS

EARTH
SUN
MERCURY

PRESENT CONTINUOUS

TOPIC: Present Continuous

OBJETIVE: The children are going to learn:

- ✎ To write some questions related for Sandra's mother
- ✎ To develop and practice vocabulary related to jobs

PREVIEW: Ask the students

- ✎ What do you understand about the Present Continuous?
- ✎ When do you use the Present Continuous?

GRAMMAR:

- ✎ The English Present Continuous is used for actions that are doing at the moment in which we speak.

I am eating

She is talking

They are drinking

- ✎ The Present Continuous is formed with the verb To Be and the gerund of the verb conjugated.

- ✎ Remember that gerunds in Spanish end in **endo** or **ando**, in English **ending** in **ing**.

Look at these examples

Afirmación

I am eating

You are eating

He / she is eating

We are eating

You are eating

They are eating

Negación

I´m not eating

You aren´t eating

He / she isn´t eating

We aren't eating

You aren't eating

They aren't eating

Interrogación

Am I eating?

Are you eating?

Is he/she eating?

Are we eating?

Are you eating?

Are they eating?

Task 1

Look at the pictures and complete the sentences

Key

1. She is speaking English now
2. They are reading the books
3. I am listening to the guide now

Task 2

Complete the text with the correct verbs

Key

1. Sandra usually gets up at 6 o'clock
2. and she takes a shower.
3. She sweeps her room and then
4. She makes breakfast.
5. Sandra takes on the bus to school at 7 o'clock. After
6. school she walks the dog and she watches TV.
7. at 9 o'clock she goes to bed

Task 3

Write the questions for Sandra's mother

Key

Interview: Does Sandra get up early?

Mon: Yes, she does. She gets up at 6 o'clock

Interview: Does Sandra make her bed?

Mon: Yes, she does. She always makes her bed

Interview: Does Sandra get late for school?

Mon: No, she doesn't. She is never gets late for school

Interview: Does Sandra walk the dog?

Mon: Yes, she does. She walks the dog every day after school

Interview: Does Sandra go to bed late?

Mon: No, she doesn't. She never goes to bed late

WORKSHEET

1. Using the Present Continuous Tense, fill in the blanks with the correct forms of the verbs shown in brackets. For example:

He _____ hard. (to work)

He is working hard.

We _____ anxious. (to feel)

We are feeling anxious.

1. I _____ the questions. (to answer)

2. You _____ boots. (to wear)

3. We _____ for work. (to look)

4. She _____ her friend. (to call)

5. He _____ a house. (to build)

6. They _____ supper. (to cook)

7. We _____ a story. (to tell)

8. You _____ for the bus. (to wait)

9. I _____ a book. (to read)

10. They _____ berries. (to pick)

Answers to exercise 1

1. am answering 2. are wearing 3. are looking 4. is calling 5.
is building 6. are cooking 7. are telling 8. are waiting 9. am reading
10. are picking

2. Using the Present Continuous Tense, fill in the blanks with the correct forms of the verbs shown in brackets. For example:

They _____ the lemons. (to squeeze)

They are squeezing the lemons.

It _____ on the sidewalk. (to lie)

It is lying on the sidewalk.

I _____ the groceries. (to carry)

I am carrying the groceries.

1. She _____ a letter. (to write)
2. They _____ about it. (to worry)
3. He _____ jam. (to make)
4. It _____. (to die)
5. We _____ to school. (to hurry)
6. She _____ us to do it. (to dare)
7. You _____ on the blanket. (to lie)
8. He _____ the problem. (to solve)
9. I _____ now. (to leave)
10. They _____ to help us. (to try)

Answers to exercise 2

1. is writing 2. are worrying 3. is making 4. is dying 5. are hurrying 6. is daring
7. are lying 8. is solving 9. am leaving 10. are trying

2. Using the Present Continuous Tense, fill in the blanks with the correct forms of the verbs shown in brackets. For example:

We _____ to come. (to plan)

We are planning to come.

They _____ the lawn. (to mow)

They are mowing the lawn.

It _____. (to rain)

It is raining.

1. I _____ the grass. (to cut)

2. It _____ downstream. (to float)

3. They _____ the game. (to win)

4. We _____ the present. (to wrap)

5. She _____ lettuce. (to grow)

6. He _____ for us. (to look)

7. I _____ a sweater. (to knit)

8. They _____ wood. (to saw)

9. She _____ the windows. (to clean)

10. We _____ the floor. (to scrub)

11. I _____ the toaster. (to fix)

12. He _____ his coffee. (to sip)

13. They _____ the hedge. (to trim)

14. You _____ the ducks. (to feed)

15. She _____ her head. (to nod)



Answers to exercise 3

1. am cutting 2. is floating 3. are winning 4. are wrapping 5. is growing 6. is looking 7. am knitting 8. are sawing 9. is cleaning 10. are scrubbing 11. am fixing 12. is sipping 13. are trimming 14. are feeding 15. is nodding



REFLEXIVE PRONOUNS

TOPIC: Reflexive Pronouns

OBJETIVE: The children are going to learn to:

-  To practice the grammatical rules about Reflexives Pronouns
-  To review the material presented unit 5

PREVIEW: Ask the students

-  What do you understand about the Reflexives Pronouns?
-  When do you use the Reflexives Pronouns?

GRAMMAR:

-  Reflexive Pronouns are used to express the action falls on the subject

Myself
Yourself
Himself
Herself

I can see myself

Itself
Ourselves
Yourselves
Themselves

Look at these examples
Look at these examples

I wash myself
She can see herself
They will burn themselves
You can do it yourselves
The baby can't feed himself
He looked at himself in the mirror

Task 1

Read the following sentences with the teacher. Underline the Reflexive Pronouns.

Key

1. myself
2. herself
3. himself
4. themselves
5. ourselves
6. myself

Task 2

Use the Reflexive Pronoun

Key

1. himself
2. yourself
3. ourselves
4. herself

Task 3

Match sentences with pictures

Key

1. a
2. c
3. b
4. d

Task 4

Answer the questions

Key

1. Yes, she wash the pants by herself
2. Yes, they make a telephone by themselves

WORKSHEET

a. Read these sentences and complete with the correct reflexive pronoun in each one

1. My sister doesn't like very much.
2. John spends hours looking at in the mirror.
3. Mary is a person with lots of problems. Sometimes she even hurts .
4. I like Peter, but I wish he didn't spend so much time talking about .
5. Did you do this all by ?
6. We enjoyed very much at the party.
7. I don't like them at all. They want everything for .
8. Why are you standing? Find some chairs for and sit down.
9. Last week he cut with a knife.
10. I answer all my letters .

Key

1. herself
2. himself
3. herself
4. himself
5. yourself
6. ourselves
7. themselves
8. yourselves
9. himself
10. myself

PROGRESS TEST

Keys

a. Read and complete the sentences. Look at the pictures

1. herself
2. themselves
3. herself
4. himself

b. Write the correct letters in the boxes

1. Jupiter
2. Pluto
3. Jupiter
4. Neptune
5. Earth
6. Saturn
7. Venus

c. Choose from the list the right words to complete the sentences

1. listening
2. eats
3. smile
4. eating
5. walking
6. walk
7. listen
8. sleeping
9. sleeps

UNIT



❖ LET'S LEARN VOCABULARY

❖ RIDDLES



❖ THE INCAS

❖ PROGRESS TEST



LET'S LEARN VOCABULARY

TOPIC: Let's learn vocabulary

OBJETIVE: The children are going to learn:

-  To practice vocabulary related to the parts of the body
-  To develop and practice vocabulary related to the useful things

PREVIEW: Ask the students

-  Do you learn vocabulary related to classroom objects?
-  Do you learn vocabulary related to the parts of our body?

Task 1

Read aloud

Find the word in English for each number in the picture

Key

1. Foot
2. Knee
3. Hand
4. Elbow
5. Cap
6. Bone
7. Tail
8. Leg
9. Paw
10. Ear
11. Hair
12. Eye

Task 2

Find the missing letter

How do you write the words? Listen to the teacher

Key

- | | | |
|-------|--------|--------|
| 1. au | 7. au | 13. i |
| 2. a | 8. i | 14. i |
| 3. oo | 9. oi | 15. ou |
| 4. a | 10. uu | 16. a |
| 5. u | 11. a | 17. u |
| 6. uu | 12. i | 18. a |

Outsiders

Task 1

In each line there is one word which doesn't fit. Try to find it

Key

1. White
2. Two
3. Go
4. Tall
5. Sky
6. Eye
7. Finger
8. She
9. Bird
10. Lamp

Task 2

Let's form pairs. Use a dictionary

Key

- 1. Moon Broom
- 2. Gate Flames
- 3. Leg Chair
- 4. Eat Drink
- 5. Fire Sun
- 6. He She
- 7. Arm Hand
- 8. Cup Pot
- 9. Drum Door
- 10. Brush Foot
- 11. Table Doll

Task 3

How to write. Underline the correct word for each illustration. You have three words. Which is right?

Key

- | | | |
|------------|-----------|----------|
| 1. Key | 7. Skirt | 13. Tail |
| 2. Flames | 8. Candle | 14. Ten |
| 3. Pot | 9. Towel | 15. Hair |
| 4. Cap | 10. Watch | 16. Bell |
| 5. Picture | 11. Belt | 17. Tree |
| 6. Glass | 12. Bone | 18. Bird |

ACTIVITIES

Riddles

Task1

Let's play. Cut and paste according to the correct answer

Key

- | | |
|-------------|-------------|
| 1. Boat | 7. Tea |
| 2. Airplane | 8. Bridge |
| 3. Window | 9. Goat |
| 4. Moon | 10. Bike |
| 5. Snow | 11. Steamer |
| 6. Train | 12. Dog |

The Incas

Reading

Read the text, write the new words and translate. Use a dictionary.

1. Valley
2. Descend
3. Mud
4. Brick
5. Terraced
6. Decline

HOMEWORK

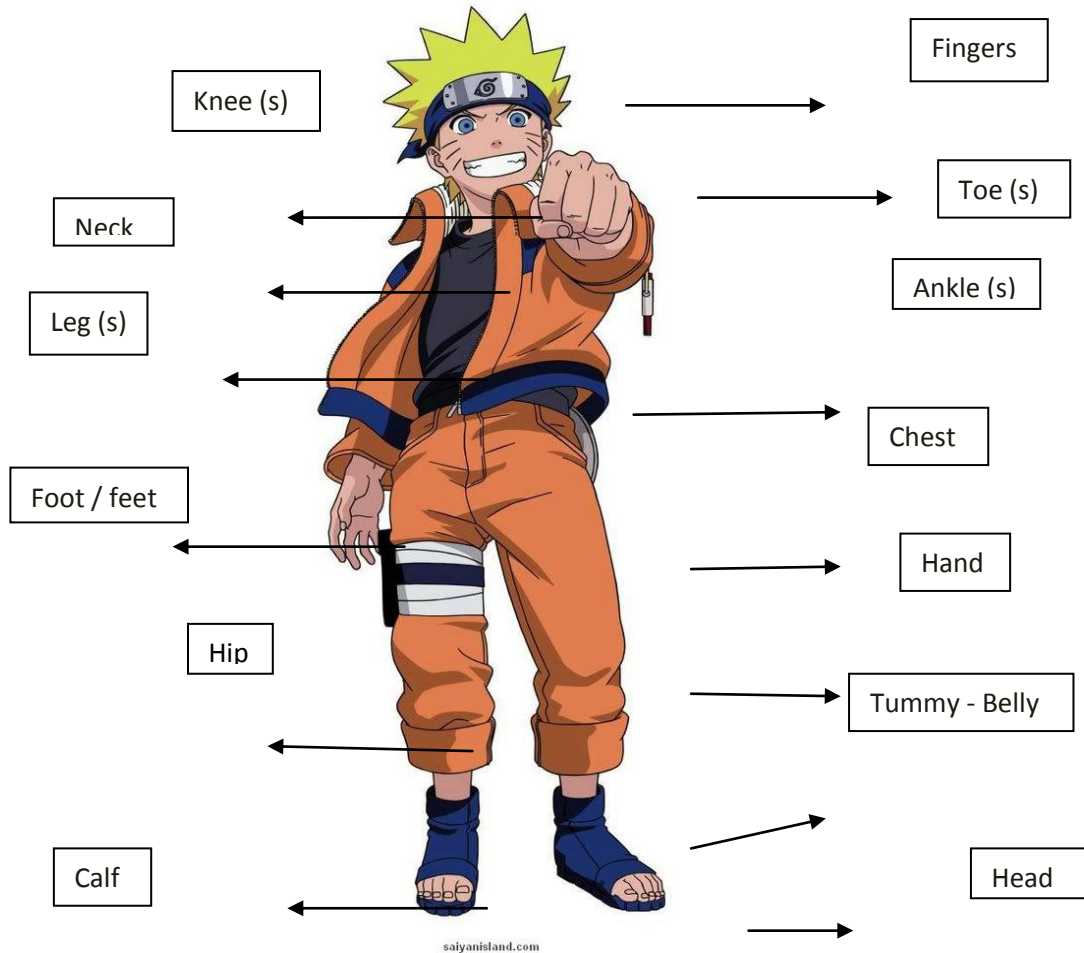
- a. Read again the text and write your own story describing what happened in the picture

Key

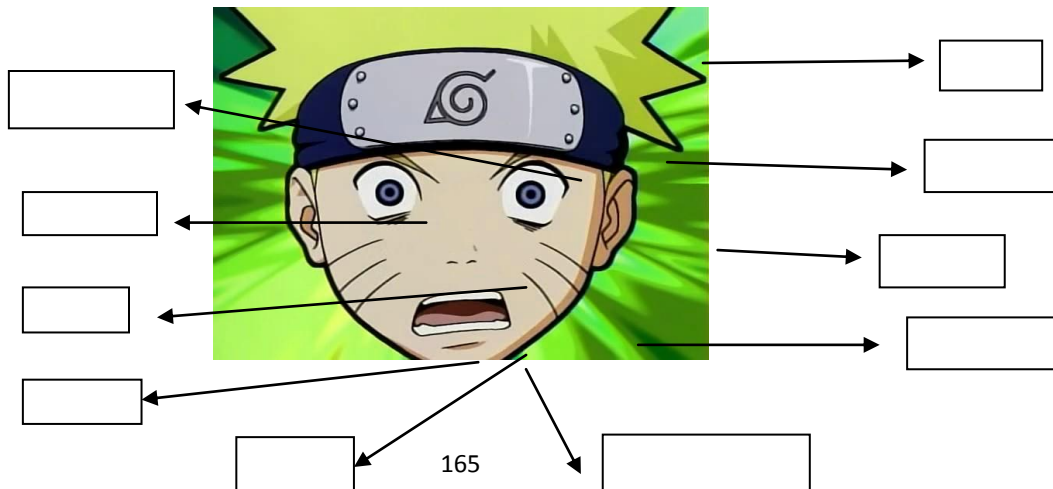
Well, in this picture we can see some people especially men whose are celebrating a great festival in Cuzco called The Sun God. It is during the longest and the shortest days of the year.

WORKSHEET

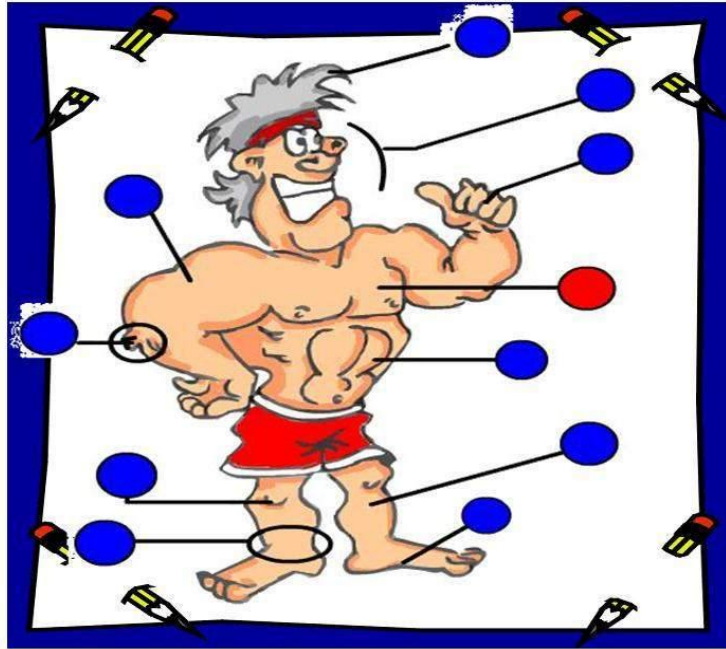
a. Here you can find several parts of the body, you have to organize them in the correctly.



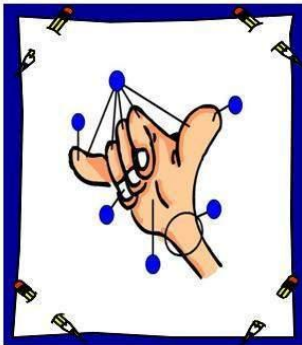
b. Fill in the blanks with the correct name of each part of Naruto's face



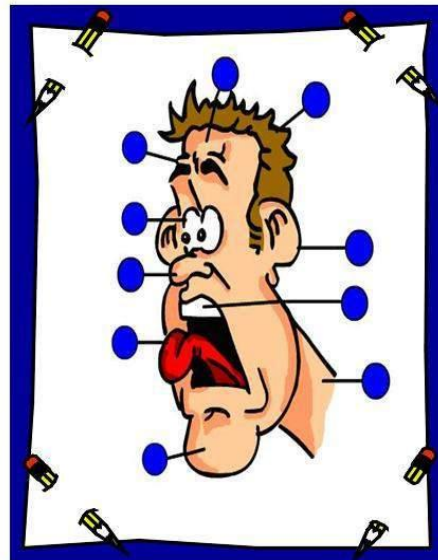
Our Body



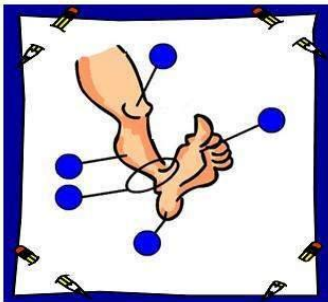
1. Head
2. Face
3. Hand
4. Chest
5. Stomach
6. Elbow
7. Knee
8. Leg
9. Ankle
10. Foot
11. Leg



12. Palm of the hand
13. Nail
14. Thumb
15. Fingers
16. Wrist
17. Little finger



23. Forehead
24. eyebrows
25. eyes
26. nose
27. teeth
28. tongue
29. chin
30. neck
31. ear



18. Calf of the leg
19. Heel
20. Toes
21. Ankle
22. Knee

WORKSHEEP

School objects

Can you find all the hidden words in this word search?

Words can go in the following directions: → ↓ ↑ ←

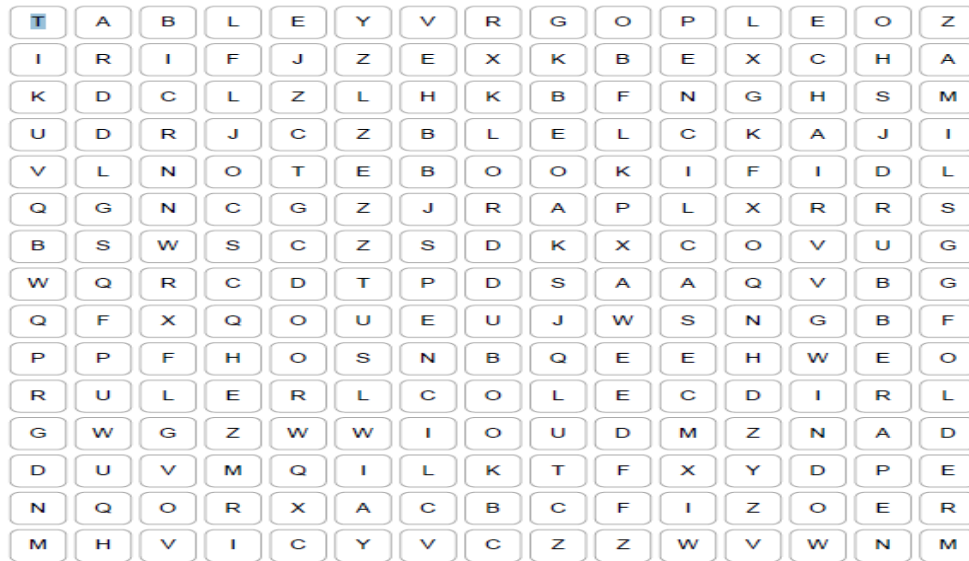


TABLE
WINDOW
NOTEBOOK
FOLDER

RUBBER
BOOK
PENCIL
PEN

CHAIR
PENCILCASE
RULER
DOOR

PROGRESS TEST

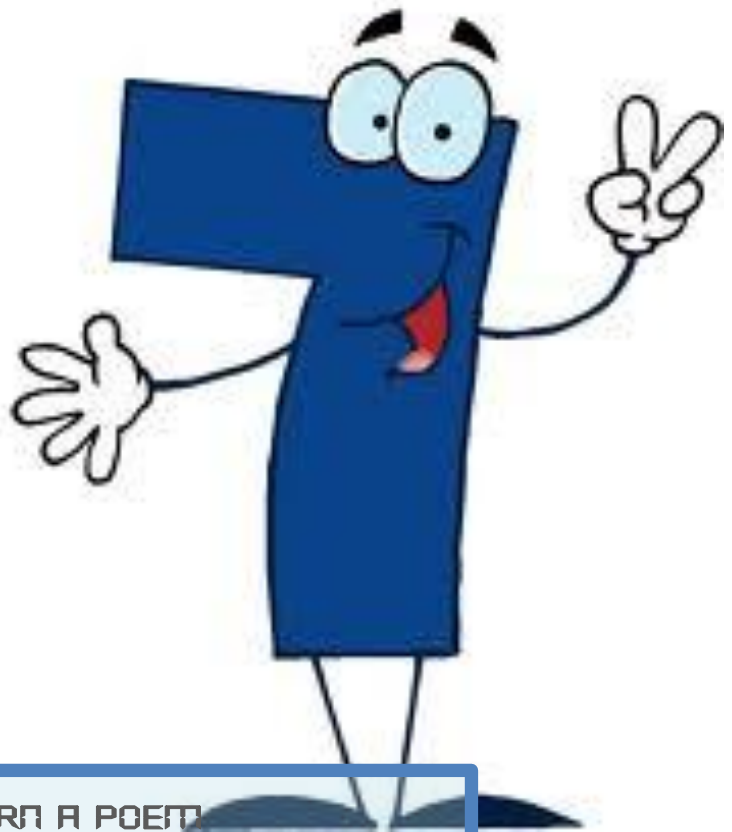
a. Look at the picture and complete the sentences

Key

1. Cuzco
2. Sun
3. Perú
4. Vegetables
5. Decline

7 SEVEN

UNIT



- LET'S LEARN A POEM
- READINGS
- RIDDLES
- TONGUE - TWISTERS
- PROGRESS TEST

LET'S LEARN A POEM

TOPIC: Let's learn a poem

OBJETIVE: The children are going to learn:

 To practice vocabulary related to Christmas and Clowns

 To express opinions

PREVIEW: Ask the students

 Do you learn vocabulary related to Christmas?

 Do you learn vocabulary related to Clowns?

POEM

a. Memorize the poem and say it aloud to your classmates

Key

1. Monday's child is fair of face
2. Tuesday's child is full of grace
3. Wednesday's child is full of woe
4. Thursday's child has far to go
5. Friday's child is loving and giving
6. Saturday's child works hard for a living
7. And a child born on the seventh day
8. Is fair and wise and good and gay

b. Read and tell your teacher, your ideas about it

Key

Christmas or Christmas Day is a holiday generally observed on December 25 to commemorate the birth of Jesus. The actual birthday of Jesus is not known, and the events of his birth are recorded. Also, it is a time to get together joining with the whole family and reflect about our behavior.

ACTIVITIES

Read again and find in the dictionary the meaning of the words that you do not understand

1. Christmas
2. Holidays
3. Abused
4. Even
5. Show

Work in pairs. Organize a singing contest. Each couple has to sing a Christmas song

We wish you a merry Christmas (2 times)
We wish you a merry Christmas
We wish you a merry Christmas
And a happy new year
Good tidings we bring
To you and your friend
Good tidings for Christmas
And a happy new year

Reading

Clowns

Read and tell your teacher ideas about it

Key

They are comical

They are interesting

They are funny

Write your own story about a clown

Key

Tico Tico is a famous clown in Ecuador. For over three decades he has been the most famous child character. He has gone through all the stages with unprecedented success, his hits have educated and entertained generations.

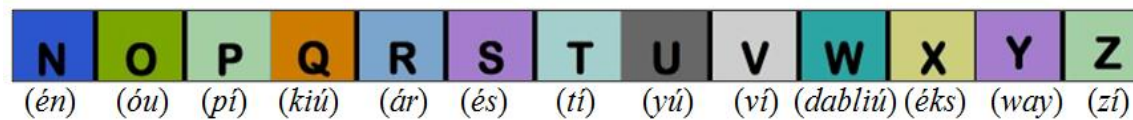
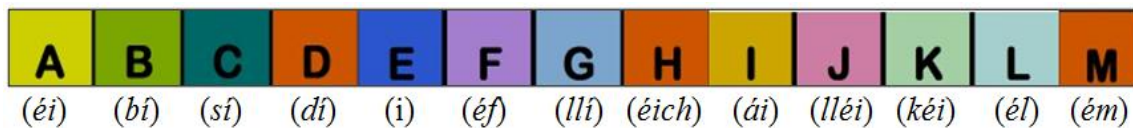
ACTIVITIES

Organize a contest of clowns in your classroom; try to be funny and make people laugh

Keys

Let's sing the Alphabet song

1. You will hear the letters pronunciation twice
2. After that you are going to sing the Alphabet song



Now I know my ABC, won't you sing along with me.

Write five sentences about the drawing

1. The rabbit is a big animal
2. The flower is very beautiful
3. The rabbit is eating a carrot
4. The rabbit is an extremely strong animal
5. The rabbit is hungry

ACTIVITIES

Riddles

What is it?

Write the answers. Work in pairs. One of you reads the riddle aloud and the other one tries to guess. Then change roles

Key

1. The hair
2. The finger
3. The sun
4. My father
5. The rain

ACTIVITIES

Tongue Twisters

Memorize the tongue twisters and try to say them without making mistakes

- a. Peter Piper picked a peck of pickled peppers: A peck pickled peppers Peter Piper picked; if Peter Piper picked a peck of pickled peppers, where are the pickled peppers Peter Piper picked?
- b. RED BULB BLUE BULB RED BULB BLUE BULB
- c. If you understand, say "understand".
If you don't understand, say "don't understand".
But if you understand and say "don't understand".
How do I understand that you understand? Understand!

PROGRESS TEST

a. About the readings

Key

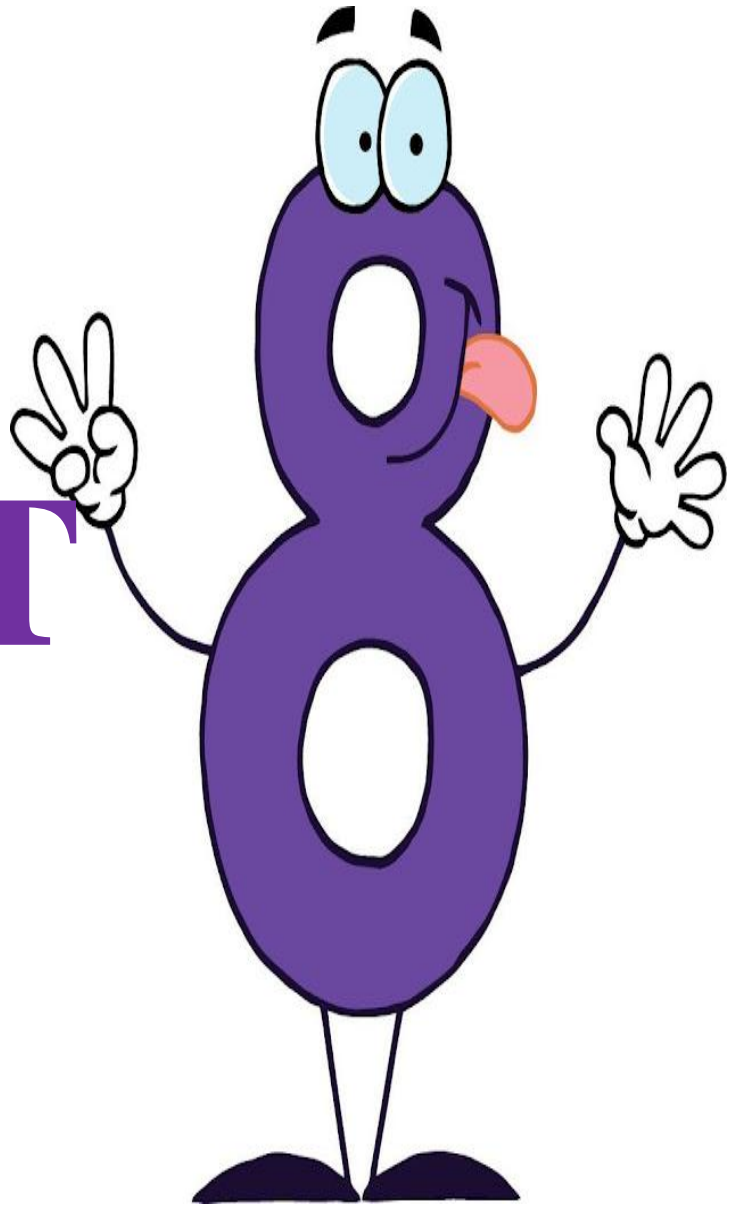
1. Yes, I do. Nowadays, some people are forgetting the real meaning of holiday, because they did other activities and they don't stay with their family.
2. In Ecuador during Christmas the weather is cold.
3. Christmas means for us remembering the birth of Jesus and New Year's Eve means for us is to reflect about our good and bad actions during the New Year.
4. King Arthur learned to live not as a rich man, after Arthur claimed his destiny as high king.
5. Blade of the Immortal follows the deeds of Manji, a skilled samurai who has a decisive advantage: no wound can kill him, except for a rare poison. In the past, his criminal actions led to the death of 100 other samurai. He becomes immortal at the hand of an 800-year-old nun named Yaobikuni, and is compelled by the death of his sister to accept the quest that will end his agelessness. He has vowed to make amends by killing 1000 evil men

b. Draw Merlin the Magician

Key



UNIT



❖ GENERAL REVIEW

GENERAL REVIEW

TOPICS: General Review

OBJETIVE: The children are going to learn:

 To practice vocabulary related with the Classroom Objects

 To focus on Simple Present with Verb Be

PREVIEW: Ask the students

 Do you know vocabulary related with Classroom Objects?

 Do you know the use of an apostrophe?

Asking for a favor

Complete the sentences. Practice with other object

Key

1. Please, come
2. Please go

**Observe the objects and read the sentences after your teacher, the,
solve the stair of words**

Key

1. Wood
2. Wool
3. Metal
4. Glass
5. Paper
6. Leather

Now answer the questions

Key

1. The window is made of glass
2. The schoolbag is made of leather
3. The book is made of paper
4. The chair is made of wood
5. The sweater is made of wool
6. The car is made of metal

Classroom vocabulary: write the most frequent orders your teacher gives in class

Key

1. Come in
2. Sit down
3. Go back to your sit, please?
4. Stand up
5. Don't talk
6. Don't forget

Write the opposite of the following sentences

Key

1. Open the door
2. Turn off the light
3. This is a short man
4. This is a old man
5. This is a thin woman

Multiple choices

Complete the sentences using the appropriate statements

Key

1. open the window
2. turn on the TV
3. come in
4. don't shout/ speak
5. open the window

Fill in the missing words. Use the following prepositions

Key

1. on
2. up
3. on
4. down
5. up
6. in

Read this hieroglyph and write it

Key

- a. The boy has black eyes
- b. My bicycle is blue
- c. That house has two windows
- d. I have an orange dress
- e. These pink shoes are mine

Let's play

Number game: "buzz"

Instructions

Make groups of thirteen or fifteen and sit down in a circle. Choose a "Forbidden number", for example N° 3. Begin to count in turns. No one must mention any number containing 3 or being a multiple of 3.

Instead they must clap once. If they fail to do this, they are eliminated from the game.

Questions and answers

Choose five students. Each student gives an object to the teacher, without letting the others see it. The teacher shows the items, asking for example:

Whose is this ring?

If you know to whom it belongs, you answer. Example: It's Daniela's ring.

The owner may not answer. The student who answers correctly five times wins.

ACTIVITIES

Match the objects with the people.

Key

1. The girl - doll
2. The magician - hat
3. The soldier - boots
4. Pamela - baby
5. Paul - wife

Then write the expression using the possessive cases under the drawing. Example: the girl's doll

Key

1. The girl's doll
2. The magician's hat
3. The soldier's boots
4. Pamela's baby
5. Paul's wife

Can you find five members of a family?

Key

1. Mother
2. Brother
3. Sister
4. Father
5. Baby

Look at the drawing

1. There is one dog
2. There are four hens
3. There are two pigs
4. There are seven cats
5. There is one cow

WORKSHEET

PEN	WINDOW	BAG	PENCIL
COMPUTE	NOTEBOO	PENCIL	BALLONS
CLOCK	RULER	BOARD	DESK
BOOK	DOOR	SCISSORS	ERASER

WORKSHEET

Write the correct names below each pictures



1 _____



2 _____



3 _____



4 _____



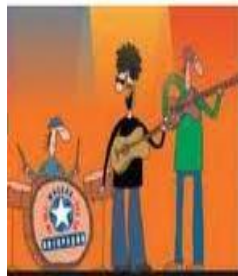
5 _____



6 _____



7 _____



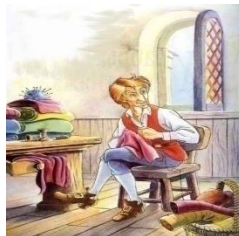
8 _____



9 _____



10 _____



11 _____



12 _____

WORKSHEET

Write some sentences about the members of the family









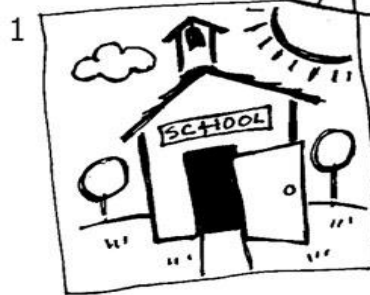
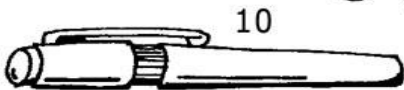
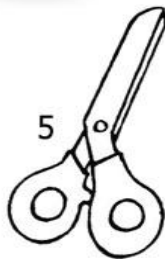
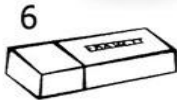
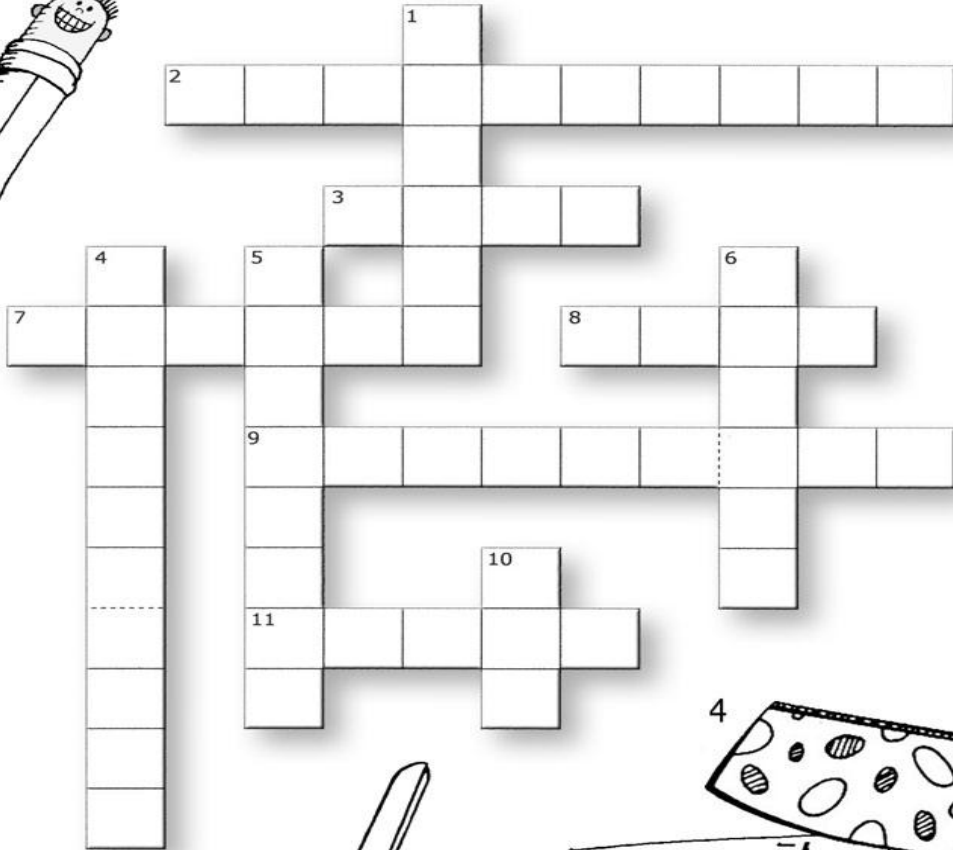
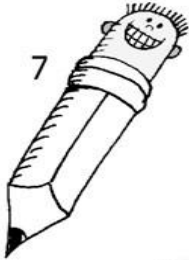
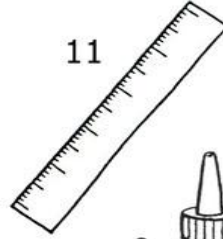








SCHOOL...



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ANEXX 1



**TECHNICAL UNIVERSITY OF COTOPAXI
ACADEMIC UNIT OF ADMINISTRATIVE AND
HUMANISTIC SCIENCES
Latacunga – Ecuador**

ENGLISH CAREER

**SURVEY APPLIED TO TEACHERS AND AUTHORITIES OF THE 7TH
GRADE OF BASIC EDUCATION AT “CORONEL GERMÁNICO
RIBADENEIRA VALENCIA” ELEMENTARY SCHOOL.**

Objective:

- To determine the importance of a teacher's didactic guide to improve the teaching learning process of English language.

Instructions:

- Read each question carefully.
- Mark with X the answer you consider corrects.

QUESTIONS

1. Do you agree that the English language is important?

YES

NOT

2. Do you think that you should have an appropriate means for teaching the English?

YES

NOT

3. Do you view this as a didactic guide?

YES

NOT

4. Does the student book include a didactic guide to improve the development of activities?

YES

NOT

5. Do you think that it is necessary for teachers to have a didactic guide available to improve the development of their activities?

ALWAYS

SOMETIMES

NEVER

6. Do you think that the didactic guide for teachers will help to optimize the teaching learning process?

YES

NOT

Why? _____

7. Do you view a didactic guide as a suitable tool of so that students can obtain knowledge?

YES

NOT

8. Will the didactic guide help the professor to become familiar with good use of the English text?

YES

NOT

9. What characteristics do you consider a didactic guide should have for teachers?

- Exercises
- Evaluations
- Explanation of content
- Vocabulary
- Methodological strategies
- Clarification of grammatical items
- Others
- Specify _____

10. Do you agree that the creation of this didactic guide for teachers could give students knowledge in a more understandable way?

YES NOT

Thank you for your valuable collaboration

ANEXX 2



**TECHNICAL UNIVERSITY OF COTOPAXI
ACADEMIC UNIT OF ADMINISTRATIVE AND
HUMANISTIC SCIENCES
Latacunga – Ecuador**

ENGLISH CAREER

**SURVEY APPLIED TO STUDENTS OF 7TH GRADE OF BASIC
EDUCATION AT “CORONEL GERMÁNICO RIBADENEIRA VALENCIA”
ELEMENTARY SCHOOL.**

Objective:

- To determine the importance of a teacher's didactic guide to improve the teaching learning process of English language.

Instructions:

- Read each question carefully.
- Mark with X the answer you consider corrects.

QUESTIONS

1. Do you consider it important to learn the English language?

YES

NOT

2. What importance would you give to the English language?

VERY IMPORTANT

IMPORTANT

AVERAGE

3. Do you think that learning English will help in your advanced studies?

YES

NOT

4. At what level do you think the general knowledge of English is?

VERY IMPORTANT

IMPORTANT

AVERAGE

5. Do you believe that you would improve your comprehension of the English language if your teacher had a good teaching guide?

YES

NOT

6. Which of the following materials are used by your teacher?

Didactic material

Exercises Text

Didactic Guide

Other

Specify _____

7. Do you believe that the content of your English text is according to your needs?

ALWAYS

SOMETIMES

NEVER

8. Do you agree with a design of a didactic guide for teachers to guide your classes in the best way possible?

YES

NOT

9. What characteristics do you think that a didactic guide should have for teachers?

- Exercises
- Evaluation
- Explanation of the content
- Vocabulary
- Methodology strategies
- Clear grammatical topics
- Other
- Specify _____

10. With the creation a didactic guide do you believe that the teacher can develop in a better way in his/her classes?

SI

NO

Thank you for your valuable collaboration

Latacunga, a 09 de Enero del 2012

Lic. Msc.

Rocío Peralvo

**DIRECTORA DE LA UNIDAD ACADEMICA DE LA CARRERA DE
CIENCIAS ADMINISTRATIVAS Y HUMANÍSTICAS**

Presente.-

De mi consideración:

Yo, **Lic. MSC. SONIA CASTRO**, Directora de la tesis de la Carrera de Inglés, de los estudiantes **CRISTIAN RODRIGO PUCO CHICAIZA**, con C. I. **050265838-8** y **HUGO XAVIER TAPIA BASTIDAS**, con C. I. **050294255-0** han culminado la tesis que lleva como tema, **“DESIGN OF A DIDACTIC GUIDE FOR TEACHERS BASED ON THE TEXT BOOK “I SPEAK” TO INCREASE THE ACADEMIC LEVEL IN THE STUDENTS OF 7TH GRADE OF BASIC EDUCATION AT CORONEL GERMANICO RIBADENEIRA VALENCIA ELEMENTARY SCHOOL IN THE PERIOD 2010 – 2011”** con las debidas correcciones realizadas por los estudiantes en la tesis, asignadas durante mi tutoría, de tal manera emito la culminación de la tesis.

Por la gentil atención que se digne dar a la presente, reciba usted mis más sinceros agradecimientos.

Atentamente;

.....
Lic. Msc. Sonia Castro



TECHNICAL UNIVERSITY OF COTOPAXI
ACADEMIC UNIT OF ADMINISTRATIVE AND
HUMANISTIC SCIENCES
Latacunga – Ecuador

APROBACIÓN DEL TRIBUNAL DE GRADO

En calidad de Miembros del Tribunal de Grado aprueban el presente informe de Investigación de acuerdo a las disposiciones reglamentarias emitidas por la Universidad Técnica de Cotopaxi, y por la Unidad Académica de Ciencias Administrativas y Humanísticas; por cuanto los Postulantes: **Puco Chicaiza Cristian Rodrigo y Tapia Bastidas Hugo Xavier.**

Con el título de la tesis: **DESIGN OF A DIDACTIC GUIDE FOR TEACHERS BASED ON THE TEXT BOOK “I SPEAK” TO INCREASE THE ACADEMIC LEVEL IN THE STUDENTS OF 7TH GRADE OF BASIC EDUCATION AT CORONEL GERMANICO RIBADENEIRA VALENCIA ELEMENTARY SCHOOL IN THE PERIOD 2010 – 2011”**

Han considerado las recomendaciones emitidas oportunamente y reúne los méritos suficientes para ser sometido al acto de defensa de Tesis.

Por lo antes Expuesto, se autoriza realizar los empastados correspondientes, según la normativa Institucional.

Latacunga, a 28 de Mayo del 2012.

Por la constancia Firman:

.....

Lic. Edgar Encalada

PRESIDENTE DEL TRIBUNAL

.....

Lcda. Martha Cueva

MIEMBRO

.....

Lcda. Marcela Chacón

OPOSITOR(A)

Latacunga, a 05 de Junio del 2012

Lic. Msc.

Rocío Peralvo

DIRECTORA DE LA UNIDAD ACADEMICA DE LA CARRERA DE CIENCIAS ADMINISTRATIVAS Y HUMANÍSTICAS

Presente.-

De nuestras consideraciones:

Nosotros, **PUCO CHICAIZA CRISTIAN RODRIGO**, con C. I. 050265838-8, **TAPIA BASTIDAS HUGO XAVIER**, con C. I. 050294255-0, EX-ALUMNOS DE LA CARRERA DE CIENCIAS DE LA EDUCACIÓN MENCIÓN INGLÉS, nos dirigimos a usted para presentarle un cordial saludo y desearle éxitos en sus delicadas funciones.

Por medio de la presente, solicitamos muy comedidamente se sirva **AUTORIZAR LA ENTREGA DE 2 EMPASTADOS DE TESIS Y 2 CD EN FORMATO PDF, CON EL TEMA, “DESIGN OF A DIDACTIC GUIDE FOR TEACHERS BASED ON THE TEXT BOOK “I SPEAK” TO INCREASE THE ACADEMIC LEVEL IN THE STUDENTS OF 7TH GRADE OF BASIC EDUCATION AT CORONEL GERMANICO RIBADENEIRA VALENCIA ELEMENTARY SCHOOL IN THE PERIOD 2010 – 2011”**

Por la gentil atención que se digna dar a la presente, reciba nuestros más sinceros agradecimientos.

Atentamente;

.....
PUCO CHICAIZA CRISTIAN RODRIGO

.....
TAPIA BASTIDAS HUGO XAVIER