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ENGLISH CAREER

THESIS DEGREE

THEME:

"THE USE OF INTERACTIVE GAMES AS TOOL IN THE TEACHING LEARNING PROCESS WITH STUDENTS OF SIXTH YEAR AT "EUGENIO ESPEJO-DIEZ DE AGOSTO" PRIMARY SCHOOL DURING THE ACADEMIC CYCLE APRIL - AUGUST 2015."

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

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October- 2016

RESPONSIBILITY

The criteria said in this present investigation "THE USE OF INTERACTIVE GAMES AS TOOL IN THE TEACHING LEARNING PROCESS WITH STUDENTS OF SIXTH YEAR AT "EUGENIO ESPEJO-DIEZ DE AGOSTO" PRIMARY SCHOOL DURING THE ACADEMIC CYCLE APRIL - AUGUST 2015." is the author responsibility.

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THESIS DIRECTOR' ENDORSEMENT

As a director of this investigation work about:

"THE USE OF INTERACTIVE GAMES AS TOOL IN THE TEACHING LEARNING PROCESS WITH STUDENTS OF SIXTH YEAR AT "EUGENIO ESPEJO-DIEZ DE AGOSTO" PRIMARY SCHOOL DURING THE ACADEMIC CYCLE APRIL - AUGUST 2015."   ,of ALMACHE ALENCASTRO SUSANA DEL CARMEN, applicant of the English career, I consider this investigative report contains the methodological and scientific requirement, those are enough to be evaluated by the thesis validation court that Honorable Academic Board from the Academic Unit of Administrative and Humanistic Science designs for its own study and qualification.

Latacunga, October.2016

M.Sc.ROSERO JORGE
    THESIS DIRECTOR

UNIVERSIDAD TECNICA DE COTOPAXI

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Latacunga – Ecuador

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En calidad de Miembros del Tribunal de Grado aprueban el presente Informe de Investigación de acuerdo a las disposiciones reglamentarias emitidas por la Universidad Técnica de Cotopaxi, y por la Unidad Académica de Ciencias Administrativas y Humanísticas; por cuanto, el postulante: ALMACHE ALENCASTRO SUSANA DEL CARMEN con el título de tesis: "THE USE OF INTERACTIVE GAMES AS TOOL IN THE TEACHING LEARNING PROCESS WITH STUDENTS OF SIXTH YEAR AT "EUGENIO ESPEJO-DIEZ DE AGOSTO" PRIMARY SCHOOL DURING THE ACADEMIC CYCLE APRIL - AUGUST 2015."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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OPOSITOR

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Finally, thanks to all the people who has helped me to accomplish this dream. Thank you very much.

Almache Alencastro Susana Del Carmen

DEDICATORY

This thesis work "the English teaching learning process" is dedicated to all students and teachers who are learning or teaching into English educative field. This didactic guide is the most relevant tool for English teaching learning process creating a better educative process in the development of the communicative ability

For them, my sincere respect.

Almache Susana Del Carmen.

UNIVERSIDAD TECNICA DE COTOPAXI
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ABSTRACT

This research was developed due to the deficiency in the communication in the English language in students of sixth year of basic education "Eugenio Espejo-Diez De Agosto" school, in Guaytacama parish, That is the reason why it has been established the importance of using interactive games to enhance the English teaching-learning process, at the same time to turn the environment into the funniest classes, reaching an interaction between teacher and students in an easy way. It will permit to exchange knowledge and will avoid boredom into the classroom. Therefore, the most important point of this research was to contribute with a didactic guide based on interactive games in order that students can apply their knowledge acquired with the objective to improve communicative skills of English language and catch the student´s attention. The students also have the opportunity to engage in a collaborative and interactive class setting. This research was conducted through descriptive method which was used to obtain important information to develop the proposal which will be a reference for students and teachers in the English field to develop the English learning and integrate the knowledge.

KEY WORDS: Interactive Games, Teaching Learning Process, Didactic guide, Communicative skills.

UNIVERSIDAD TECNICA DE COTOPAXI
UNIDAD ACADÉMICA DE CIENCIAS ADMINISTRATIVAS Y HUMANISTICAS
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TEMA: "EL USO DE JUEGOS INTERACTIVOS COMO HERRAMIENTAS EN EL PROCESO ENSEÑANZA APRENDIZAJE DEL IDIOMA INGLÈS PARA FINES EDUCATIVOS CON LOS ALUMNOS DEL 6ºGRADO DE EDUCACION PRIMARIA DENTRO DE LA UNIDAD EDUCATIVA "EUGENIO ESPEJO-DIEZ DE AGOSTO DURANTE EL CICLO ACADEMICO ABRIL – AGOSTO 2015"

Autor: Almache Alencastro Susana Del Carmen

RESUMEN

Este trabajo de investigación se desarrolló debido a la deficiencia en la comunicación del idioma Inglés por parte de los estudiantes del sexto año de educación básica de la escuela "Eugenio Espejo Diez De Agosto", de la parroquia Guaytacama, Es por esa razón la importancia de la utilización de juegos interactivos para mejorar el proceso de enseñanza aprendizaje del idioma inglés. Al mismo tiempo se logrará hacer el ambiente de clases más divertido logrando una interacción entre docente y estudiante, llegando de manera fácil al intercambio de conocimientos y evitar el aburrimiento en el aula. Por lo tanto, el punto más importante de este trabajo de investigación es contribuir con una guía didáctica basada en juegos interactivos en donde los estudiantes puedan aplicar los conocimientos adquiridos con el objetivo de mejorar las habilidades comunicativas del idioma Inglés y retener la atención del estudiante. También los estudiantes tendrán la oportunidad de involucrarse en una clase colaborativa e interactiva. Esta investigación fue conducida a través del método descriptivo el cual fue usado para obtener información importante para el desarrollo de la propuesta. La cual será una referencia tanto para profesores y estudiantes en el área del idioma Inglés logrando desarrollar la enseñanza del mismo e integrar los conocimientos aprendidos.

Palabras claves: Juegos Interactivos, Proceso de Enseñanza Aprendizaje, Guía Didáctica, El Idioma Comunicativo.

INTRODUCTION

The use of interactive games is very important and significant in the educative field, allowing children to be critical thinkers, analytical and reflective. These tools make possible to discover and explore new knowledge

In Ecuador, teaching English to the students is dramatic, since many factors are the responsible for learning, one of them is the lack of technological tools that affects children and their significant learning. Many teachers use only books and traditional resources such as: flashcards and worksheets which do not achieve an interactive learning in children.

The objective of this research work is to develop a didactic guide with methodological strategies for students and teacher in order to improve the English teaching-learning process with new strategies as interactive game and pedagogical activities in a dynamic and interesting way, so that the students at "Eugenio Espejo-Diez De Agosto "primary school can develop the communicative skill in the English language.

The method used in this research is descriptive because they are derived from a problem that will be demonstrated during the process research, to analyze the proposal made the researcher formulated questions field. Besides, techniques that were used for the development of the research are: the interview and survey, which later may turn into conclusions and recommendations .those let the researcher to give the following proposal finalizing. Reaching the creation of a didactic guide to improve the educative process that allows to obtain satisfactory results.

Population for this research work is of 1 head-master, 2 English teachers and 95 students of the sixth years of basic education at Eugenio Espejo-Diez De Agosto primary school.

The first chapter is based on theoretical foundation in which are the backgrounds of this research, after that are the main categories in where there are important topics as education, the importance the English language and English teaching learning process, ICTs, interactive games and didactic guide for English learning which gives extensive information on education and interactive games.

The second chapter is about a brief historical review of "Eugenio Espejo-Diez De Agosto "primary school. Continuously, it puts in manifest the analysis and outcomes obtained in the survey and interwie applied as teacher as students of this primary school. After analysis of this information the researcher proceeds to take the percentage, graphic representation, analysis and interpretation of each question. to finish this chapter with the formulation of conclusions and recommendation according survey`s answers.

In the third chapter the purpose consists of designing a didactic guide for the integral education based on interactive games and activities to develop the communicative skill in children with the teacher's help.

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CHAPTER 1

THEORICAL BACKGROUND

It is well-known that English is a universal language. This language is used in many specialized areas like medicine, technology and business. That is why, there is a necessity in almost every profession to learn at least the basis of the English Language**.** People can learn this global language using technology because it provides users plenty of activities to learn English in different fields. Technology has taken over education and has fitted into the curriculum perfectly. Thus, it has generated many diverse changes in the Educational system.

Interactive games cannot replace teachers but learning though interactive games facilitate children`s cognitive learning achievement. In comparison to traditional learning interactive games is a challenger for students who can maintain attention for extended periods of time .interactive games inherently employ relevant and well-known educational principles, they support all five learning capabilities: motor skills, attitude, verbal information, cognitive strategy and intellectual skill while traditional learning limits children to an education inside the classroom through concepts and activities.

According to IÑAMAGUA, M. (2016). Using "Trace Effects" computer interactive game as a didactic tool in the EFL classroom to enhance students" vocabulary in eleventh grade at Unidad Educativa Fiscomisional San Jose de Calasanz High School". Because Through computer interactive games students learn and retain new words more easily; as a result, they improve their target vocabulary in an enjoyable and significant way. Also, learners have the opportunity to learn more by themselves because they are constructing knowledge while they are playing it. On the other side, the educator cares about the student´s

activities while she/he is monitoring their performance. Because of this, learners will participate more.

BANDA, C. (2015). "Language Interaction in the Effects of Using Interactive Games on English Vocabulary Learning English Teaching Learning Process through Ecuadorian interactive games in the students at Domingo Faustino Sarmiento school during the academic cycle April-August 2015".because interactive games will help to revive the Ecuadorian traditional games which form part of our culture and tradition. In addition, this guide will influence teachers to use interactive activities in their classes and work with students in an efficient and participative manne.in addition, interactive games will contribute to obtain independent students which can be able to face the educational and social problems.

ORTEGA, M. (2013). "Interactive Recreation Games in the English Language Learning and proposal of a handbook of games to be applied with second basic year children at pensionado Sudamericano in the school year 2012-2013" Interactive Games introduce an element of competition into language-building activities. These activities create a meaningful context for language use. The competitive ambiance also makes learners concentrate and think intensively during the learning process. Interactive games encourage, entertain, teach and promote fluency and communication skills. Students should use for many reasons because they help them to see the beauty in an English language and facilitate its learning through an exciting learning environment.

In Ecuador this researcher work was chosen because the use of interactive games has not been released or implemented intensively in the educational. Additionally, the extension activities based on listening speaking reading and writing used during the performance of the project will be a useful resource for the English teacher at educative unit "Eugenio Espejo-Diez De Agosto "primary school.

The researcher´s investigation focuses on the development of communicative skill and how to use interactive games to produce and assimilate this language.

This investigation was made through the use of Internet, books, supervisor, journal and other relevant academic materials that are related to the topic investigation. So, it permitted to know that through interactive games is possible to achieve an effective teaching learning process.

In the "Eugenio Espejo-Diez De Agosto "primary school that is located in Guaytacama Parish. Students have a low level of performance in the English area That is why, analyzing the causes internally is possible to identify that children have a highly deficient in terms of the four English language skills are concerned. The implementation of a didactic guide into the English area at Eugenio Espejo-Diez De Agosto primary school will help to improve and develop the communicative skill in English student. Thus, the didactic guide will help to accomplish a better way of English teaching - learning process among teacher and student.

MAIN CATEGORIES

EDUCATION

THE ENGLISH LANGUAGE

ENGLISH TEACHING
LEARNING PROCESS

ICT´s AND LANGUAGE
LEARNING

INTERACTIVE
GAMES

DIDACTIC
GUIDE
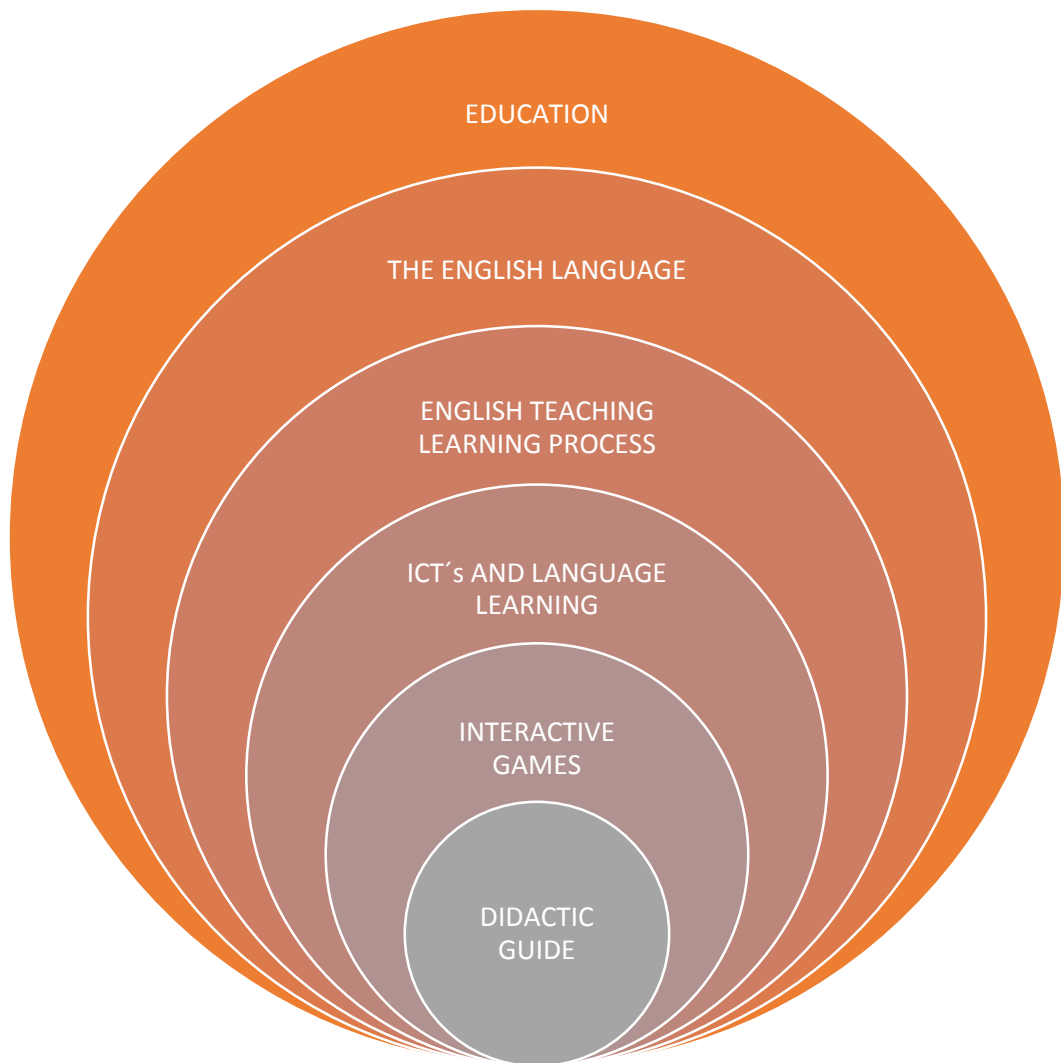
THEORICAL FRAMEWORK

1.1 EDUCATION

Education is knowledge skills of academic and technical disciplines in other words education is a body of knowledge where the person will develop their skills with associated understanding the value.

ALEXIS, W. (2003). Says, "Education refers to the process of learning and acquiring information in an educational establishment for example at a school, college, or university." Pg. 24

The researcher agrees with the author that education is the formal manner of acquiring Knowledge through strategies that teachers use when they are transmitting the information in Educational places as schools, High schools and universities. It is also the process of formal individuals' socialization, in order that students become good human beings and they can help people to be able for a good development of their behavior and all skills that everybody has.

SMITH, M. (1999). "Education is a process of inviting truth and possibility. It can be defined as the wise, hopeful and respectful cultivation of learning undertaken in the belief that all should have the chance to share in life". Pg. 42

The author believes that education has an immerse impact on the human society, one can safely assume that a person is not in the proper sense till he is educated. It trains the human mind to think and take the right decision in other words, man becomes in a rational individual when he is educated.

This statement is completely true because education has a great influence in the development of the society through the years. It helps to people to find their vocation.

1.1.2. Importance of Education.

Education is considered as essential in today's society since it is a synonym for personal and professional growth; in fact, everyone needs for education in order to be part of an ever increasing more competent world.

LEBLANC P. Says. (2015). That "Education is important to each of us as individuals and to society as a whole, it is the great enabler and equalizer, the force that allows individuals to reach their potential, to dream bigger dreams and to be more fully engaged with a much bigger world". Pg. 34

Education is important because it is a practical knowledge with one's own sense of sensibilities. It is only education that awakens us from the slumber of ignorance. It gives us the light which makes us capable of seeing the thing in a clear way. Each individual has qualities or talents, it makes different from another individual, and this innate individuality can be identified only through education.

1.1.3. Kinds of Education.

Kinds of education means organized programmers of education provided for the benefit, and adapted to the edges and necessities.

SMITH, M. (2002). Considers that "The term formal, non-formal and informal learning result from the necessity to draw distinctions in order to attain a deeper understanding of the complex term learning because the education needs to be organized according needs of students". Pg. 3

The author concludes that, the terms formal, non-formal and informal education is a necessity to organize the study levels. For this reason, the learning process needs to be examined with respect to its organization, regulation, and support by teachers. It also needs to be explored with regard to its contents structure, form and context.

Around the world here are many kinds of education:

Formal Education

Formal education comprises of the basic education that a person receives at school, high school or university. The basics, academic and trade skills are exposed to the person in formal education through trainers, teachers who know and manage a specific study field and they transmit their knowledge in an easy using an appropriate methodology with learners.

Starting with nursery education, a person learns the several aspects when the person advances toward primary, secondary and higher education. While nursery, primary and secondary education are received by a student at a school, higher education, or post-secondary education, is generally disclosed at a college or university.

Informal Education

Informal education includes educating one through the informal way of communication and reading books. It is edifying somebody outside the basic form of education, that is, in schools, and without the use of any learning method. This is considering as popular wisdom in which there was no a previous training to get knowledge. Also, it is considered as not the appropriate strategy of learning because the students do not reason and they do not able to provide and transmit their knowledge to somebody else.

Non –Formal Education.

Non-the formal education is the learning that a person obtains in a daily life activities related to work. It is not structured for learning objectives and has been created especially to meet certain objectives; learning is not provided by an educator. This education is organized by the school or for bodies or youth cultural associations.

Its purpose is to convey basic knowledge and ability that are necessary for communication. This kind of education helps people to expand employment opportunities and to change living conditions.

Nursery Education.

This kind of education is known as elementary education and is the first step towards gaining formal education. It includes nursery school and kindergarten. This stage marks the stepping of the child from the comforts of a home to the world outside. Nursery education is usually given to children between the age 3 and 5 years.

Primary Education

After nursery education children are exposed to primary education, which provides the base on various subjects, such as math, science, social studies and language. Primary education begins at age 5 or 6 and continues for the next 6-8 years. However, the age of primary education and subjects taught differ from country to another.

Secondary Education

Secondary education is the final stage that children undergo in a school as teenagers. The education format transforms from a comprehensive primary education to optional and specialized training subjects. Here, students receive detailed information and knowledge about their favorite subjects.

Higher Education

Schooling gets over with secondary education and a student now enrolls himself in undergraduate and post graduate college or university to receive the highest level of education in their areas of specialization. Also known as higher education, higher education is non-compulsory level of education.

To conclude, education not is just to imparting or acquiring general knowledge, education is the power that all people can raise to change the society thought

different steps according their age where in order to prepare oneself or others intellectually for mature life.

These kind of education permit impart the subject in a best way considering that it respond to the necessities of each states also it is suitable in order to develop different activities and educative process.

1.2. THE ENGLISH LANGUAGE

The English language is one the most important languages around the world and it is applied in different fields such as education, business, technology, medicine and communication, It means that many people need to get and produce communication using English language and taking into account this situation is important to know how essential is the English language in this new era, which opens many opportunities in the people`s life.

> **BAUGH, A and CABLE, T. (2002). "The English language is the primary language of several countries and a second language in a number of multilingual countries, it is a system of communication consisting of sounds, words, and grammar, or the system of communication used by people".**
> **Pg. 15**

KRYSSTAL, H. (2002). "English is a Germanic Language of the Indo-European Family. It is the second most spoken language in the world". Pg. 12

According to the authors English is the universal language around the world because it is one of the most commonly used language .English has become the prevalent language of business and international correspondence the most widely spoken language in the world.

1.2.1 The English Language in Education.

English is the main language in fields such as education; that gives knowledge and practice awareness for a variety of careers in education where learning and understanding of the English language is valuable.

Additionally, English is a common language and it is spoken in the majority of countries, this means, and that English is the global language that has dominated around the world.

As PHILLIPS, K. (2007). "English Language Education seeks to develop learners' English proficiency for study, work and leisure; provide them with opportunities for personal and intellectual development, and extend their knowledge and experience of other cultures".Pg. 55

English language refers to the process and practice of acquiring a second or foreign language. It helps students overcome the challenges of the rapidly changing and keenly competitive knowledge-based society.
Language education has become of the education curriculum around the world. In many countries,

1.2.2. Communicative skills

Communicative skills is a complicated two-way process. It takes place when one individual transmits ideas to another individual or group of individuals.

DIXON, T. (2009). Says Communication may be defined as a "process concerning exchange of facts or ideas between people holding different positions in an organization to achieve mutual harmony. The communication process is dynamic in nature rather than a static phenomenon".pg 23

The researcher agrees with the author communicative skill is a process which must be considered a continuous and self-motivated communication, Effective communication skills are fundamental to achievement in many aspects of life.

Many jobs require strong communication skills and people with good communication skills usually enjoy better relationships among people.

1.2.3. Communicative process.

WOOD, J. T. (2009). Says "Model of communications refer to the conceptual model used to explain the human communication process. The first major model following the basic concept, communication is the process of sending and receiving messages or transferring information from one part (sender) to another (receiver)".Pg. 54

Sender

It is the person who intends to send the message with the intention of transmitting information and ideas to others is known as sender or communicator

Message

The message is the information that people want to communicate. The message content includes statements, arguments, appeals and problems that the sender transmits to receivers

Receiver

The receiver is the person who gets the message or for whom the message has been meant. The receiver tries to understand the message in the best way possible in achieving the desired objectives.

1.2.4. Forms of communication:

Listening

Listening is the ability to receive and interpret messages accurately in the communication process.

Listening is the key to all effective communication, without the ability to listen

effectively communicating messages are misinterpreted breaks down and the message sender can easily become frustrated.

Speaking

Speaking activity is described as the ability to express one selves in the situation or the activity report actions, or the situation in precise words or the ability to express a sequence of ideas fluently.

Speaking is a language skill that developed in the child's life, which is produced by the ability to listen, and at that period when the ability to speak is learned.

Reading

Reading is a complex process involving word recognition, comprehension, fluency, and motivation. Learn how people integrate these facets to make meaning from print. Reading is a type of communication which can be learned by practice.

Writing

Writing is a method of representing language in visual or tactile form. Writing systems use sets of symbols to represent the sounds of speech, and may also have symbols for such things as punctuation and numerals.

Writing skills are an important part of communication. Good writing skills allow people to communicate their messages with clarity and naturalness to a far larger audience than through face to face or telephone conversations.

1.2.5. Writing Communication

Grammar: It is the art of using words according to set rules and conventions. Understanding grammatical terms are essential in all written communications. There are   nouns; pronouns; verbs; adverbs; adjectives; prepositions; conjunctions; And capital letters.

Punctuation: It is the art of marking off, by certain conventional signs, the divisions of a sentence to reveal the meaning more clearly. The signs most commonly known are: full stops; commas; semicolon; colon; apostrophes; quotation marks; brackets; and question and exclamation marks

Spelling: It is simply the correct sequence of letters of words in order to spelling is to learn to decode words so that each word will not be memorized.

1.2.6 The English Language in Technology.

1.2.6.1. Technology.

KAREHKA, R. (20013). "Technology is a body of knowledge devoted to creating tools, processing actions and extracting of materials". Pg. 5

WOOD, D. (2004). "Technology is the use of scientific knowledge for practical purposes or applications, whether in industry or in our everyday lives". Pg. 15

The researcher opinion is that technology has changed our lives. It is without a doubt that technological advances have made our lives easier with respect to staying in touch with people who live far away faster .Communications is an ever growing sector that technology has strived in. It has developed greatly over the years.

Nowadays, technology has become an inseparable part of learning. In fact, the role of technology is to facilitate learning is becoming more and more part of everyday learning in all areas and levels of education and business. Therefore, it is high time for everyone to be involved in learning to learn how to e-learn effectively.

The key element of an individual's engagement in an activity is technology, Davis,W. (2007). Technology in the English language is an excellent tool for presenting multimedia lessons and encouraging student participation. If people are unfamiliar with how an interactive whiteboard works, think of the board as a large

computer screen and the pen as the mouse. There are numerous benefits of an interactive whiteboard over a traditional chalkboard.

According with the author, to use multimedia technology to incorporate pictures or video into the lesson, the teacher can provide students with the necessary contextual cues to understand new concepts and the student can use some word keys, cues and signs to integrate the knowledge and understand the class doing easy the teaching learning process.

1.2.7. The English Language in Communication.

Today English is a universal language of communication, used in many situations, through this important language, the scientific and technique information is developed, is for this reason that, it is a main instrument for the future as students and professionals. Currently, there are a lot of people, who are getting and producing English, and taking into account this situation, students must give more importance for this essential part of preparation of human beings, in this new era, which is vital its learning.

1.2.8. Communication.

Oxford Journals. (2008).”Communication involves transmission of verbal and non-verbal messages. It consists of a sender, a receiver and channel of communication. In the process of transmitting messages, the clarity of the message may be interfered or distorted by what is often referred to as barriers”. Pg.2

The researcher has come to the same conclusion; communication is an important tool to know the views, ideas and opinions of different people. In working environment, quality communication helps the people to converse easily so that it avoids mis-understanding and in turn creates a healthy atmosphere for work.

1.2.9. The skills of communication.

RAVICHANDRAN, N. (2011). "Developing the communication skills can help all aspects in people´s life, from their professional life to social gatherings and everything in between. The ability to communicate information accurately, clearly and as intended, is a vital life skill". Pg.98

The author considers the ability in communication in the English language is the principal factor to express the ideas. It is essential to the development of the individual, to the formation and continued existence of groups and to the interrelations among groups.

- Expressive skills to convey the information to others. Emotional skills enable people to say those things which need to be said, but which are difficult to say.

- Listening skills help obtain information from others. Emotional skills permit people to take on board even the more threatening aspects of what the other person is saying. They also enable people to postpone their own concerns until understand the other people.

To summarize, there are many reasons for considering that the English language is valuable for students. It helps them to achieve academic success, makes it easier for them find employment, enables them to communicate internationally and gives them a broader perspective on the world in which they live.

There is only a minimal risk of raising unrealistic expectations in the minds of students regarding the importance of English because what is being emphasized is not only the economic benefit of mastering the language but also a wide range of other social and personal advantages.

1.3. THE ENGLISH TEACHING LEARNING PROCESS

It is a process in education, it is a resource that aims to the learners and teachers in different aspects like methodological and technique to learn and teach more knowledge. Moreover, it is a systematic transformation due to it applies some strategies in order to determine the understanding of information in the students and lets the development of abilities, skills and behaviors. It also includes many variables. These variables are interacting and working toward their goals to add to their range of learning experiences.

Teaching-learning process is also defined as a cognitive movement into students` activity under teacher's direction, toward domain of knowledge, abilities, habits and formation a scientific conception of the world.

GATTEGNO, R. (2001). "Teaching-learning process is the heart of education. On it depends the fulfillment of the aims and objectives of education. It is the most powerful instrument of education to bring about desired changes in the students".pg.115

The researcher shares the author`s opinion, the English teaching learning is the best opportunity in people's life. Everybody has the capacity to learn and assimilate the learning through experiencing because people can integrate and internalize this knowledge changing their behavior in the teaching learning process, building their knowledge by themselves in a dynamic way.

Nowadays, teachers need to be active and patient with students, and find out new alternatives when they work with children, for example teachers can use didactic resources in order to encourage students to participate in class.

1.3.1. Teaching

It is an educational process, it is addressed and managed by many people, this mechanism permits the progress in the future of each one and it demands its development in the society. The teaching is not giving knowledge or skills to

students, it is process of providing opportunities for students to produce relatively permanent change through the engagement in experiences provided by the teacher.

PHILIP,W. (1997). "Teaching is the process of engaging students in activities that will enable them to acquire the knowledge, skills, as well as worthwhile values and attitudes".Pg. 66

The researcher shares the author`s opinion because teaching is a process of study where students and teacher can define some activities to achieve new goals during their activities.

BRUBACHER, J. (2001) "Teaching is an arrangement and manipulation of a situation in which there are gaps and obstructions, which an individual will seek to overcome and from in which he will learn in the course of doing so". pg.153

The researcher agrees with the author`s points because teaching is a process between students and teachers. This activity involves knowledge in classroom where teacher uses activities with adequate strategies to catch the student`s attention to achieve that all students learn according to their intelligences.

1.3.2. Learning.

It is defined as the mechanism in which the individuals obtain information, also individual´s behavior potential, it is the result of experiences or practices that were lived, this simple process is realizing between the incentive and the person who catches the knowledge, this procedure is prevailed by the external conditions.

DEWEY, R. (1993). "Expresses that "learning can be defined as the relatively permanent change in an individual's behavior or behavior potential (or capacity) as a result of experience or practice". pg. 32

The researcher totally agrees with the author, learning can change the student`s behavior .In this process teacher must be a model for student, and putting in

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practice all his experiences to achieve that all student reach an educative development.

Otherwise, the learning is a relevant route that each person needs to acquire through the life, this necessity is applied and put in practice in the studies, when the learner is practicing is realized in the memory permitting the obtaining of this process. It is acquiring, reinforcing or modifying existing knowledge, behaviors, skills, values, or preferences and may involve synthesizing different types of information.

In conclusion, teaching learning is the process of acquiring knowledge, skills, values and attitudes, it is possible through the study, education or experience. It depends on the fulfillment of the aims and objectives of education. In addition, this is the mental ability through which students know, acquired habits, develop skills, attitudes all the time.

1.3.3. Methods of Teaching the English Language.

The English teaching learning process requires some methods in order to acquire the better learning, because not all students catch the information in the same way, it is important to apply different methods according to the needs, environment and learning of students.

Each method of teaching is based on a specific visualization of understanding the linguistic or the English learning process.

The most important methods are**:**

Grammar Translation.

Richards, J. & Schmidt, R. (2002). The Grammar-Translation Method" a method of foreign or second language teaching which makes use of translation and grammar study as the main teaching and learning activities".Pg. 231

The researcher totally agrees with the author`s point grammar translation method help to improve reading and writing .It is focus on writing text which is known as classical method, in this method is important to remember the vocabulary to translate from target language to source language. There is little or no emphasis on developing oral ability.

This method refers to the grammar development, thereby the Grammar Translation method includes all grammatical rules that help students to learn new structures and vocabulary. What is more, in this method, it is necessary to translate full text, that is, word by word in order that students can understand the text.

The Direct Method.

PALMER, H (2006). Says it was based on" the assumption that the learner of a foreign language should think directly in the target language. According to this method, English is taught through English".Pg.123

The author Claims, Direct Method provides learners with a practical useful knowledge of language. They should learn to speak and understand the target language in every situation. This method is effective and faster in the demanding and fast paced world today.

In this method the teaching is done entirely in the target language. The learner is not allowed to use his or her mother tongue. Grammar rules are avoided and there is emphasis on good pronunciation, this method discovers the importance of speaking.

Audio-Lingual.

LAKE, W. (2013). Says. "The Audio-Lingual Method teaches the language directly but doesn't use the native language to explain words or grammar. However, unlike the direct method, it doesn't focus on teaching vocabulary,

instead the students are drilled in the use of grammar in the target language".Pg. 54

The language skills are taught in order to listening, speaking, reading and writing. The teacher's role is to observe, direct and control the students' language behavior and to correct their mistakes.

This method is focused on the way how students can develop their speaking skill. Also, it involves the performing of dialogues, role plays, useful language and useful expressions. The purpose of this method is to improve the pronunciation of students through speaking; in this way learners can communicate with other people.

Suggestopedia.

LOZANOV, G. (2005). States that "suggestopedia is a teaching system which makes use of all the possibilities tender suggestion can offer. The suggestion here is about something that can make students feel enjoy in teaching and learning process".Pg. 145

The main feature of this method is the use of gestures because through gestures, students have a better notion about the topic what is studied at that moment. To keep in mind, the "suggestology" fulfill an essential role in the development of this method.

The theory underlying this method is that a language can be acquired only when the learner is receptive and has no mental blocks. By various methods it is suggested to the student that the language is easy and in this way the mental blocks to learning are removed.

Total Physical Response.

ASHER, J, (2009)."Total Physical Response (TPR) is based on the theory that the memory is enhanced through association with physical movement. It is also closely associated with theories of mother tongue language acquisition in very young children, where they respond physically to parental commands".Pg. 78

It is the use of activities and techniques where students enjoy and learn new vocabulary, through this method students can acquire no-physical language expressing and give orders by commands. It involves the coordination and memory connection that students should develop. The idea is to have the students' ability to concentrate on this kind of activities. To keep in mind, this method is quite active which helps in the Teaching – Learning Process.

The Silent Way.

GATTEGNO, C. (2002). Refers that "The silent way method adopts a highly structural approach, with language taught through sentences in a sequence based on grammatical complexity, described by somebody as a "building-block" approach." Pg. 6

This means, in part, that the teacher bases his lesson on what the students are learning at the moment, not what he wants to teach them but the learner should be encouraged to produce as much language as possible.

This is so called so because the aim of the teacher is to say as little as possible in order that the learner can be in control of what he wants to say. No use is made of the mother tongue.

Communicative Language Teaching.

RICHARDS, J (2006). Assume that "Communicative Language Teaching can be understood as a set of principles about the goals of language teaching, how

learners learn a language, the kind of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom". Pg. 2

So, communicative language is the correlation between fluency and accuracy and refers to the ability of a speaker to communicate effectively in the language because during the class teachers use both languages with the purpose of having a better teaching.

(CLT) The focus of this method is to enable the learner to communicate effectively and appropriately in the various situations she would be likely to find herself in. The content of communicative language teaching courses are functions such as inviting, suggesting, complaining or notions such as the expression of time, quantity, location.

1.4. ICT´s AND LANGUAGE LEARNING.

There has been much debate over the use of computers and the internet in foreign language teaching for more than two decades. Thus, the Information Communications Technology (ICTs) in foreign language teaching has been the researchers' focus of attention. Education, especially foreign language teaching, has to adapt and renew itself to be compatible with the globalized world.

1.4.1 ICTs

MELEISEA, k. (2007). The term 'ICT' is defined as "forms of technology used for creating, displaying, storing, manipulating, and exchanging information". pg. 65

The researcher agrees with the author´s point. ICT is an application or virtual classroom which nowadays is used to maintain a good communication between teachers and students. It facilitates speedy operations, services, and access to and delivery of information.

JAPHET, J. (2007). "Information and communication technology (ICT) is the catch-all phrase used to describe a range of technologies for gathering, storing, retrieving, processing, analyzing and transmitting information".pg.3

The author mentions that, ICTs is a very broad term referring to technologies that we can use to help and communicate among with one another and to use and distribute information. Therefore, students should be provided with information technology knowledge through training workshops so that they utilize ICTs learning English efficiently.

These technology include computers, the internet, broadcasting technologies (radio and television), and telephony.

The purpose of this study is to examine the necessity of ICTs and highlight the positive effects of it ,in order to keep up with the modernized communities in the current digital world. To meet this end, the enormous advantages of integrating ICTs in foreign language teaching will be presented. With the enhancement of ICTs, teachers and students will be able to communicate and collaborate with native and non-native speakers around the world.

1.4.2. ICT in English language teaching and learning.

The utilization of ICT in education has recently started to appeal the potential and significant progress in language learning. It has become a major issue in education world and has been used from preschool through to the university that could facilitate students and teacher in teaching and learning process.

HADDAN, W. (2010). "ICT in language learning to improve efficiency and effectiveness of learning that can improve the quality of understanding and mastery of the language studied".Pg. 45

The researcher agrees with the author that, information and Communication Technology has great role to play in planning for teaching and learning of English

language. they help the students due to the computer's ability to present material is more diverse ways, also it is able to generate interaction and improve communicative competence, including providing authentic material to the class or self – learning.

ICT is a form of advanced science technology must be optimized function, especially in the implementation of learning. ICT provides opportunities for students in the era of global competition needs to obtain adequate supplies. Through innovative ICT-based learning can provide vast opportunities for students to perfect and promote competence in an international scale.

1.4.3. ICTS in English class.

Nowadays, literacy in information and technology is essential to live with the globalization and technological society, to educate students it is important good equipment to integrate English curriculum and English pedagogical practices.

> **ELLIS, R and GRADDOL, D. (2006). "The use of ICTs in the English class: an enriching experience. Studying and managing a foreign language in this new context is a way of meeting a need in order to be apt and gain access to education and Employment possibilities rather than being just a mere pleasing pastime to cater for leisure time".Pg. 56**

The researcher shares the author`s point, ICTs are a virtual classroom but for teachers is a powerful resource because of enhance teaching and learning, in the virtual classroom teachers can upload text or important English information, also can interact with students more effectively and to develop communicative language.

The use of ICTs in the English classroom helps students to become competent users as well as regular consumers in English .ICTs are a tool of easy use which can motivate students to value to address key outcomes of the syllabus.

As an interactive and collaborative medium, ICTs allow responding, composing, and publication to be easily shared and offers students the opportunity to explore the language of texts more creatively and develop as speakers, writers and readers for an ever widening range of purposes and audiences. ICTs can enable students to:

- Access information and respond to a widening range of texts
- Organize and present information in a variety of forms
- Broaden the range of audiences for their work
- Compose a widening range of texts for a broad range of purposes
- Compose for real audiences. ICTs can support them in their choice of genre for audience and purpose.
- Identify key characteristics and features of text
- Develop understanding of language and critical literacy

New technologies can be integrated into a curriculum to support learning and it has also shown how positively the learners responded to the challenge of incorporating ICTs to encourage autonomy and to improve their grammar, cooperative teaming, interpersonal and digital skills.

In the field of education, the introduction of the ICTs; it has caused a change in mentality in the teaching-learning process.

In sum up, the technology is really important for teachers and students, but it has advantages and disadvantages so it depends on how it is used

1.4.4. The ICTS Advantages and Disadvantages.

Advantages of the Technology:

- To be more efficient
- To understand more easy
- To be more modern people
- Use of ICTs
- Use of Internet

- To know more websites

- Increased motivation

- More interaction both teacher-students and students-students

- Flexibility (in terms of topics, timing, learning styles)

- Development of collaborative work

- Increased students' participation

- To have more knowledge about our work and homework

- The possibility of extending the learning experience beyond the classroom walls

Disadvantages of the Technology:

- There are lot of distraction on the Internet

- No put attention on your homework

- To be more lazy

- To be less responsible on your works

- The application of some activities requiring ICT may be time-consuming

1.4.5. E-learning

Electronic Learning is a new style of learning, also it is known by the Anglicism "E-learning" or education at distance. It uses applications of new electronic channels, new communication networks, especially Internet, as, electronic mail, pages web, discussion forums, instantaneous messaging, like support of the teaching learning processes.

According to TAVANGARIAN, D. (2004). "E-learning comprises all forms of electronically supported learning and teaching. The information and communication systems, whether networked learning or not, serve as specific media to implement the learning process. The term will still most likely be utilized to reference out-of-classroom and in-

classroom educational experiences via technology, even as advances continue in regard to devices and curriculum". (Journal of e-learning, pg. 48)

The researcher agrees with the author`s point because Electronic Learning is a style of learning that is related to the technology. It is used for some schools that had seen the necessity to implement it, for getting a high level of education. Also, E-learning is based essentially on computer and other elements that are technological implements, through it, the pupils can develop the education. On the other hand, it allows that the process will be better and the knowledge is transmitting to various encourages audiences and participants in an efficiently manner, all the time is based in a new form for learning.

HOPKINS, J. (2004). Mentions that "E-learning is an integral system; to achieve the objectives is the main purpose of it. It includes all forms of education and electronically supported learning and includes online learning and computer, opportunities virtual classroom and online work spaces for discussion and collaboration. Effective E-learning improves learning environment". pg. 47

E-learning is interesting because it expresses that it is an effective style that permits the students improve in the learning environment, it is more efficiently for the students. On the other words, it allows the better process in the education and the knowledge is transmitted to various encourages audiences and participants efficiently.

Benefits of E-Learning.

E-learning has definite benefits over traditional classroom training. While the most obvious are the flexibility and the cost savings from not having to travel or spend excess time away from work, there are also others that might not be so obvious. For example:

- It's **less expensive** to produce -- Using software to produce hisown asynchronous training programs, e-training is virtually free once you reach the break-even point.

- Synchronous programs will have continued costs associated with the instructor managing the class, but will still be lower than traditional courses.

- It's **self-paced** -- Most e-learning programs can be taken when needed. The "books" that learner sets up using Moodle or similar software create a module-based design allowing the learner to go through smaller chunks of training that can be used and absorbed for a while before moving on.

- It moves **faster** -- According to an article by Jennifer Salopek in "Training and Development Magazine," e-learning courses progress up to 50 percent faster than traditional courses. This is partly because the individualized approach allows learners to skip material they already know and understand and move onto the issues they need training on.

- It provides a **consistent** message -- E-learning eliminates the problems associated with different instructors teaching slightly different material on the same subject. For company-based training, this is often critical.

- It can work from **any location and any time** - -E-learners can go through training sessions from anywhere, usually at any time. This Just-In-Time

Benefits can make learning possible for people who never would have been able to work it into their schedules prior to the development of e-learning. (If the manage a corporate learning program, however, be careful about requesting that workers learn on their own time from home.

1.5. INTERACTIVE GAMES

Interactive games are very popular type of games nowadays. It can be played either at school or at home, it requires individual or pair work and learners practice their reading and writing skills. The teacher can be tutor or play none role. There are usually given clear rules the computer is necessary here.

1.5.1. Interactive games

ZIMMERMAN, E. (2002). "Interactive Game is a voluntary activity, in which one or more players follow rules that constrain their behavior, enacting an artificial conflict that ends in a quantifiable outcome." Pg. 28

HUIZINGA, J. (2005). "Interactive games is an occupation executed within certain fixed limits of time and place, according to rules freely accepted but absolutely binding, having its aim in itself and accompanied by a feeling of tension, joy, and the consciousness that it is different from ordinary life" Pg. 5

The researcher agrees with the authors that, interactive games are a beneficial tool because they have competitive exercises in which the objective is to win. Interactive game is a type of play using a computer that helps the students to increase their attention.

This statement is real because interactive games are the most popular entertainments in modern society. Challenging with the obstacles and reaching a higher level in the game, they engage people for competition.

1.5.2. Interactive Games in education.

Exploring interactive games and education is inherently controversial. Interactive Games can seem the uneducational; they are typically associated with play and childhood. Even the name implies that interactive games are the contrary of work.

Assertions that games must be used to make the learning fun ignore the fact that students who are deeply engaged in learning consider in both fun and hard work.

Currently, many studies shows that students who play interactive games are more intelligent than the average and they go on to university and higher-ranking jobs Moreover, there are many researchers emphasizing the advantages of computer games and the skills player acquired.

It is clear that the use of interactive games encourages students to be more independents, achieving their aim that is why this is a resource that helps them to avoid the pressures and stress in the acquisition of the learning because the learning is fun and motivate the student to be self-effective in the classroom.

Pedagogical devices, games are extremely useful they can enliven teaching topics and are especially effective for dealing with problem solving and key concept.

Enjoyable activity is memorable then and the possible success that the children could reach in English language learning will develop motivation for their further learning.

It is necessary to emphasize that interactive games can provide intense and meaningful practice of language. Games are highly motivating because they are amusing and interesting .they can be used to give practice in English language skill and to practice communication.

1.5.3. Interactive game-based learning in education.

BOWMAN, B (2004) "Interactive games as powerfully motivating digital environments and study interactive games in order to determine how motivational components of popular interactive games might be integrated to facilitate learning" pg. 86

The researcher agrees with the author, that interactive games are the treatment of topics and ideas as rules, actions decisions and consequences, rather than as content to be communicated or assimilated. Interactive games can be used to allow learners to engage with topics and ideas through interaction and simulation.

1.5.4. Key Characteristics of an Interactive Game.

a) Challenge. It is created by having clear, set goals that are relevant for the students. Uncertain out comes provide challenge by offering varying levels of difficulty, hidden information, and randomness. Performance feedback should be frequent, unambiguous, and supportive. Finally, the activity should promote feelings responsibility of the person involved.

b) Curiosity. There are two different forms of curiosity: sensory curiosity and cognitive curiosity. Audio and visual effects in interactive games can increase sensory curiosity. When students are surprised or intrigued by paradoxes, or incomplete, it aroused cognitive curiosity

- **Sensory curiosity.** It is the desire of the new feeling and emotion, explorations involves looking for new information to solve a problem through observation, consulting and direct thinking, and the brain is saturated with pleasant sensory stimulation associated with physical activity or social.

- **Cognitive curiosity.** Desire interest about new information is typically a human mechanism for information in which the information content of simulation, simulation plays the key part cognitive curiosity information is associated with audio and visual effects

c) Control. It is experienced as feelings of self-determination and controls on the part of the learner. The ingredients of contingency, choice, and power contribute to the control feature of the learning experience. When the individuals face

choices that produce the powerful effect, it increases their sense of personal control

d) Fantasy. Includes both the emotions and thinking process of the learner. Fantasies should appeal not only to the emotional needs of learners, but it should provide relevant images or analogies. Lastly, fantasies should have an integral relation to the material covered.

1.6. DIDACTIVE GUIDE

ALVAREZ, R. (2003). Mentions that "a didactic guide is an instrument printed with technical orientation for the student, that they 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" Pg. 134

Researcher has 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 to the student to make a decision about what, how and when to use the language. What are they going to do with the contents of a course in order to improve the use of the time correctly and maximize learning and its application.

GARCIA, A. (2002). Said that The Teaching Guide is "the document directed for the study, bringing the cognitive processes of the students in the teaching, so learners can work independently". pg. 241

The researcher agrees with the author that 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.

1.6.1 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 build 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 student about what he has to achieve.
    - Conducting the evaluation.

1.6.2. Basic Foundation.

Orientation: It establishes the appropriate recommendations to conduct and guide the student´s work. It clarifies development and clears up the doubts that may obstruct the progress in learning. It describes the content, the physical form and methodology, which students will use to present their works.

Promotion of the Autonomous Learning and Creativity: This suggests problems and debate through the questions that are required for analysis and reflection. In addition, initiative and creativity are stimulated to be able to make decisions. Also, this facilitates the transfer and application of learning.

Self-Evaluation of Learning: This proposes a strategy of monitoring in order for the student to evaluate their progress and motivate them to compensate 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 students learning about their own learning.

1.6.3. Structure.

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 work. It also shows the reading and Makes previous considerations that will be useful for understanding the contents of the guide. This precedes the body text and allows the author to explain the purpose of the 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 teacher, groups of teachers and tutors to gives a brief description of the curriculum, their E-mails and as a reference, Phone Numbers, profiles that specify, levels of study and the time allotted

Dynamic of the guide.

This consist of the form of media in which the student is going to be during the course, it determines the average 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.

General Objective.

These can identify the knowledge, skills, attitudes and abilities or talents that the student must develop in order to guide the learning process.

The general objectives should be written to reflect the proposal at the end of the course, linking the profile of expenditure and competencies of the profession and professional as a human being. The general objectives come from Specific objectives of each unit and for each topic are class and two respectively.

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.

Course Program.

The instrument is curricular where teaching and learning activities are organized so that it allows the teacher guide himself while trying to achieve the objectives. Therefore, the students must demonstrate the activities and content to develop, 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 in summary or scheme, whatever the case, with the intention of explaining concisely in a way representative, topics and subtopics corresponding readings suggested in the unit.

1.6.4. Activities for the Student.

The guide provides 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 some practice activities that the author asks the student to perform in order that 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 would relate data their reality in relation to the problem or theme studied in his working environment and not just through foreign data to his experience. This means that the transparency of learning through performance and practice is where the student is going to apply knowledge to new situations.

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 ignored concerning any problem that influences their learning.

Exercises of Self-Evaluation.

The purpose of these exercises is to help the pupils to evaluate themselves, as regards their 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. 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.

CHAPTER II

2.1 BRIEF CHARACTERIZATION OF THE EUGENIO ESPEJO-DIEZ DE AGOSTO BASIC EDUCATION SCHOOL

"Eugenio Espejo-Diez De Agosto" Basic Education School is located in Guaytacama, parish, Latacunga Canton. At the beginning "Eugenio Espejo" Basic School was founded in the 1924.this institution was created to educate infants and receive only male and worked on leased houses near to what is now the central park of the parish.

Likewise the "Diez de Agosto" Basic Education School was founded in 1926 and is designed to educate girls of the parish. Both schools thus cover needs to provide adequate children education in this area.

In 2002, and being the Director Mr. TrajanoViera, takes the decision to unify these two institutions so the school takes the character of **mixed school:** and it is renamed as "Eugenio Espejo-Diez De Agosto" School with an enrollment of 380 boys and girls, a teaching staff of 20 teachers, 1 director and 2 doormen.

Nowadays, this establishment serves to 580 students from rural areas, of middle and low socio-economic status, from the first until eighth year of basic education; its teaching staff is made up of 24 teachers for each grade, a teacher to the area of aesthetic culture (music), and two teachers for the English language and physical culture.

This campus has 20 classrooms which are directed by their teachers, with the necessary facilities for the teaching - learning. In addition, there is a computer laboratory and an auditorium and two large courtyards for recreation.

The teaching staff with more than 50% of graduates in basic education with subjects such as Computer Sciences, English, Physical Culture and Culture esthetics, which are taught by professionals in each area. The current director is Mrs. Germania Gomez and the school is located on Gonzales Suarez Street and Garcia Moreno Street in Guaytacama parish.

2.2 ANALYSIS OF THE INTERVIEW APPLIED TO THE DIRECTOR AND TEACHER OF THE EUGENIO ESPEJO-DIEZ DE AGOSTO BASIC EDUCATION SCHOOL

1. How often do you use technological resources in the class to teach the English language?

The interview people considered that the use of technological resources in the English teaching-learning is very important. It motivates students in the class when especially we as teacher working with children, that is why they often use some technological resources such as computer and projector because it is necessary to integrate the knowledge with interactive classes.

2. Which are the best technological tools that you have applied in the class to teach the English language?

The institution does not have good technological resources, for this reason in some classes a projector is mostly used. This resource helps children to develop some abilities and skills.

But the English subject needs better resources in order that students can have dynamic classes and interact and participate in an enthusiastic way.

3. What will be your point of view if children can learn the English language through interactive games?

Nowadays, it is so important that everything resources help to improve the English language and interactive games is a resource that needs special time which must be controlled by people who is in charge of children.

But the most important aids are: first the teacher who shares the knowledge, second the student who needs integrate the knowledge and finally parents who

play an important role too, to motivate their children to be responsible but they did not always help the students at home.

In addition, it is very important the technological resources that allow children to integrate English subject in a best way together, teacher, students and parents.

4. Are you in favor of teaching English using new technological tools as interactive games?

Yes, the technological resources such as interactive games take part in student `s life who enjoys playing interactive games a lot. Students are researchers because they find the way to understand the game.

On the other hand, it is necessary that all interactive games contribute to the English subject with different themes which students can apply in the daily life.

5. In your opinion, could you tell me if children will be interesting to learn English through interactive games?

Of course, when students play and learn at the same time they do not take as a responsibility, on the contrary the game is part of their life the most important in a game is to reach the success, this is an advantage because the children never give up with games or interactive games.

2.3 ANALYSIS OF THE SURVEYS APPLIED TO THE STUDENTS AT EUGENIO ESPEJO-DIEZ DE AGOSTO BASIC EDUCATION SCHOOL

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

CHART Nº 1

OPTIONS	F	%
Yes	95	100%
No	0	0%
I don`t know	0	0%
TOTAL	95	100%

Source: Students from Eugenio Espejo-Diez de Agosto School
Elaborated by: Susana Almache.

GRAPHIC Nº 1

English Importance

0% 0%

100%

Yes
No
I don`t know
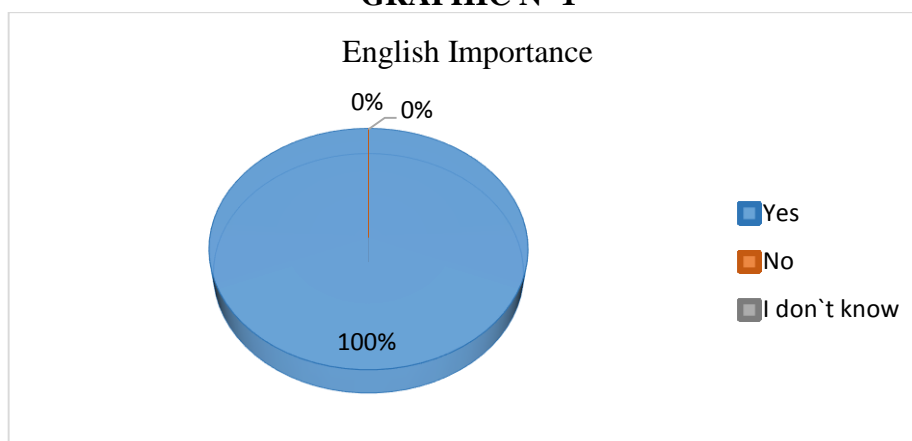
Source: Students from Eugenio Espejo-Diez de Agosto School
Elaborated by: Susana Almache.

In this question, 95 students who represent the 100% expressed that the English language is important.

In concordance to the collected information, all students know that English is so important because they can communicate with foreign people and obtain more opportunities in educational and occupational field.

2. Do you know in which areas is applied the English language?

CHART Nº 2

OPTIONS	F	%
Education	47	50%
Business	2	2%
All areas	46	48%
TOTAL	95	100%

Source: Students from Eugenio Espejo-Diez de Agosto School
Elaborated by: Susana Almache.

GRAPHIC Nº 2
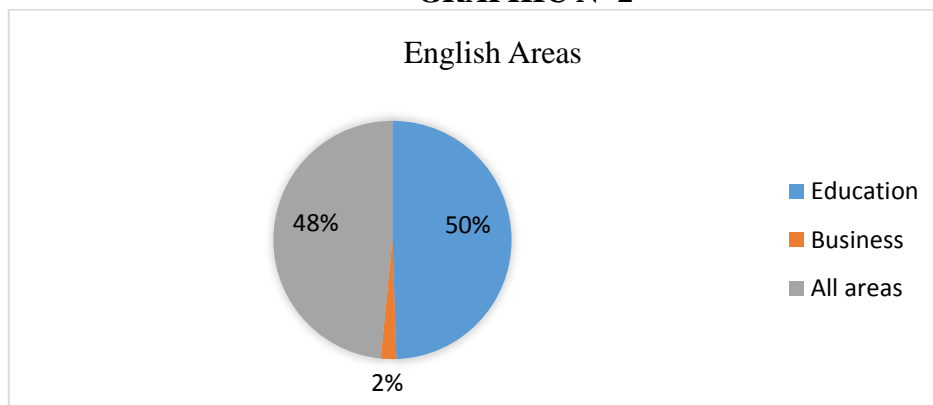
Source: Students from Eugenio Espejo-Diez de Agosto School
Elaborated by: Susana Almache.

According to the answer, 47 students that represent the 50% said the English language is applied in education, 46 students that represent the 48% consider the English language is applied in all areas and finally 2 students that represent the 2% consider that it is applied in business.

Regarding this information, students think that the English language is applied in major percentage in educational field because most of their educative life, children are linked with English languages. Further, it is necessary to know that English language is immersed in all areas.

3. How do you consider the English classes

CHART Nº 3

OPTIONS	F	%
Interesting	60	63%
Funny	26	27%
Boring	9	10%
TOTAL	95	100%

Source: Students from Eugenio Espejo-Diez de Agosto School
Elaborated by: Susana Almache.

GRAPHIC Nº 3

English Classes

- Interesting 63%
- Funny 27%
- Boring 10%
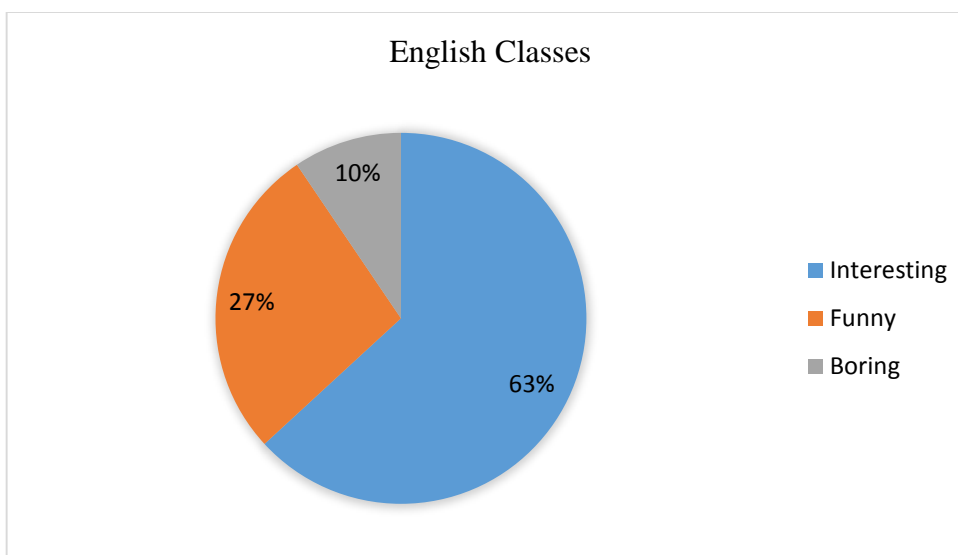
Source: Students from Eugenio Espejo-Diez de Agosto School
Elaborated by: Susana Almache.

Here, 60 students with the 63% said that English classes are interesting, on the other hand 26 student with the 27% said that English classes are funny and 9 students with the 10% express that English classes are boring.

Facing this reality it is possible to analyze that students can assimilate the English subject as interesting because the teacher uses some resources to make an interactive and dynamic class.

4. How important is for you to use technological tools in the English teaching?

CHART Nº 4

OPTIONS	F	%
Very important	69	73%
Important	24	25%
Not is important	2	2%
TOTAL	**95**	**100%**

Source: Students from Eugenio Espejo-Diez de Agosto School
Elaborated by: Susana Almache.

GRAPHIC Nº 4
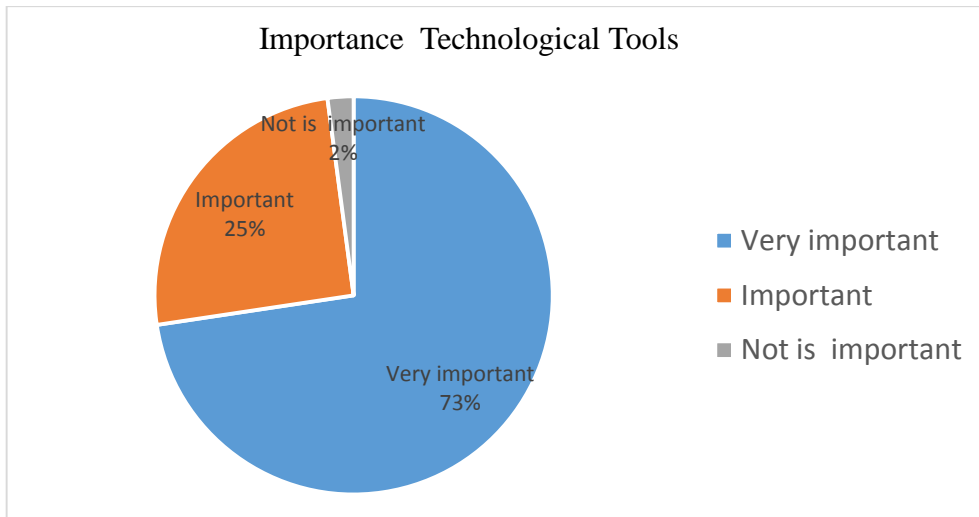
Source: Students from Eugenio Espejo-Diez de Agosto School
Elaborated by: Susana Almache.

According to this question, 69 students (73%) answered that English language is very important, 24 students (25%) express important and 2 students (82%) answered not is important.

It is clear that use of technological resources play an important role into the teaching. That is why, it is essential to apply it into the class because it facilitates greatly the process of acquiring a new language because these tools help to motivate students to learn and interact.

5. How often would you like your teacher use technological tools such as interactive games in the classroom?

OPTIONS	F	%
Always	3	3%
Once a week	86	91%
Never	6	6%
TOTAL	95	100

Source: Students from Eugenio Espejo-Diez de Agosto School
Elaborated by: Susana Almache.

GRAPHIC Nº 5

Interactive Games In Classes

- Always
- Once a week
- Never

3%
6%
91%
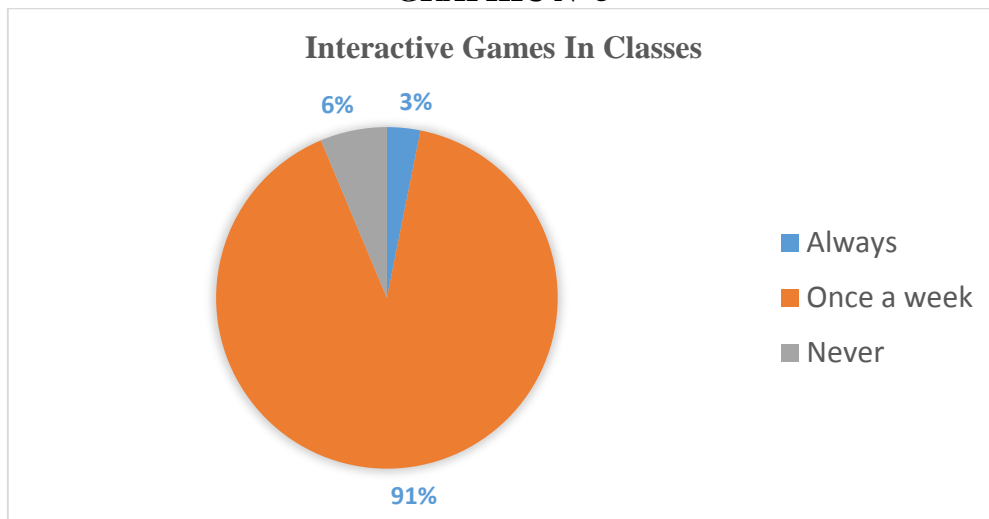
Source: Students from Eugenio Espejo-Diez de Agosto School
Elaborated by: Susana Almache.

The question 5 show that 86 students with the 91% consider that would like that teacher use interactive games in classes one a week ,6 students with 8% express that, don't like that teacher use interactive games and finally 3 students with 3% sais always.

According to this question, the majority of the students would like to use interactive games frequently in order to have a dynamic class because they assert that an interesting resource will help them to process and reproduce the knowledge acquired in a better way.

6. How do you define English learning?

CHART Nº 6

OPTIONS	F	%
Easy	54	57%
Difficult	38	40%
Very difficult	3	3%
TOTAL	95	100%

Source: Students from Eugenio Espejo-Diez de Agosto School
Elaborated by: Susana Almache.

GRAPHIC Nº 6
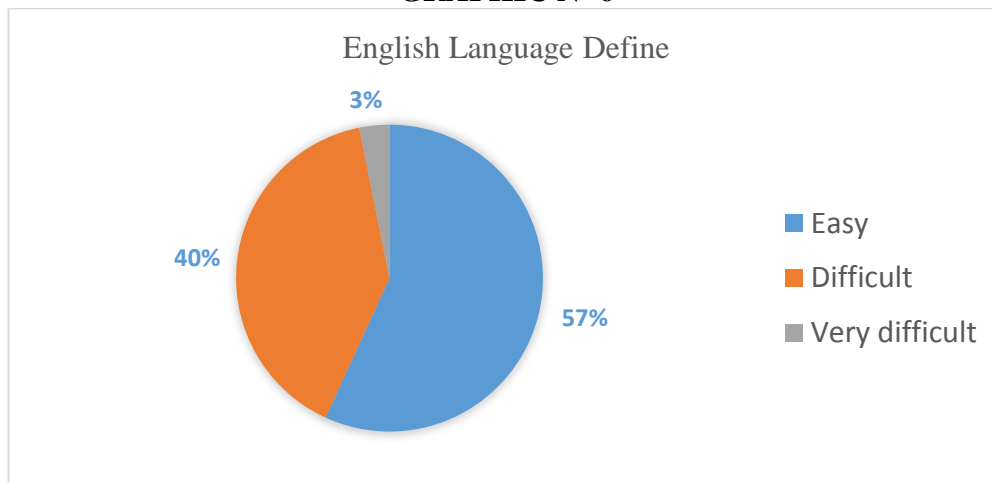
Source: Students from Eugenio Espejo-Diez de Agosto School
Elaborated by: Susana Almache.

The answers to this question shows that, 54 students (57%) express that English language is easy, 38 students (40%) said difficult and finally, 3 students (3%) answered very difficult.

In this question most of the students believe that to learn a foreign languages is not a problem for them because the content of this subject are relevant for them, since they can learn about daily activities.

7. Would you like to learn the English language through interactive games that allow you to develop the four skills (listening, speaking, reading and writing)?

CHART Nº 7

OPTIONS	F	%
Yes	91	96%
No	4	4%
TOTAL	95	100%

Source: Students from Eugenio Espejo-Diez de Agosto School
Elaborated by: Susana Almache.

GRAPHIC Nº 7

The English Language Through Interactive games

No 4%

Yes 96%

- Yes
- No
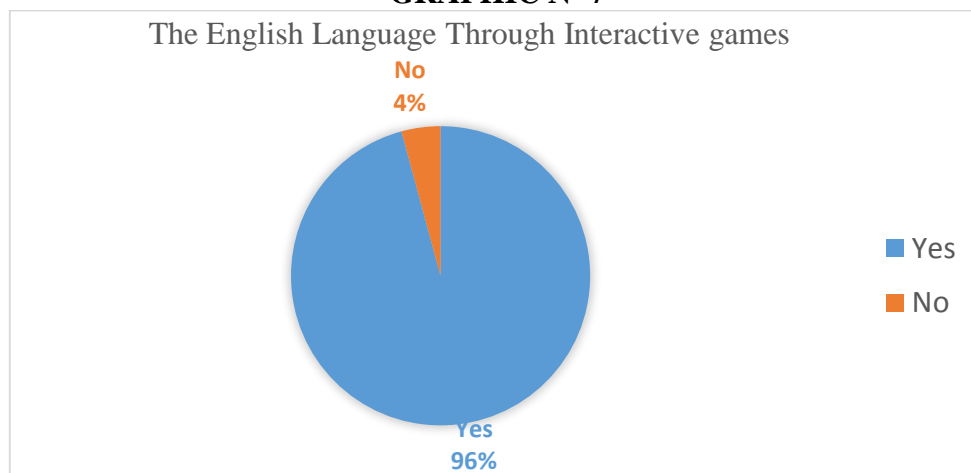
Source: Students from Eugenio Espejo-Diez de Agosto School
Elaborated by: Susana Almache.

In this question, 91 students who represent the 96 % said that, they would like to learn the English language through interactive games to develop the four skills (listening, speaking, reading and writing). On the other hand, 4 students who represent a 4% manifest that they do not learn English with it.

According to this information, students would like to use interactive games in order to improve and develop the English language because they assert that this tool help them to achieve meaningful learning through activities and exercise that the interactive games contain improving their communicative skill.

8. Would you pay more attention to English teaching through interactive games?

<div align="center">

CHART Nº 8

</div>

OPTIONS	F	%
Yes	91	96%
No	4	4%
TOTAL	95	100%

Source: Students from Eugenio Espejo-Diez de Agosto School
Elaborated by: Susana Almache.

<div align="center">

GRAPHIC Nº 8

</div>
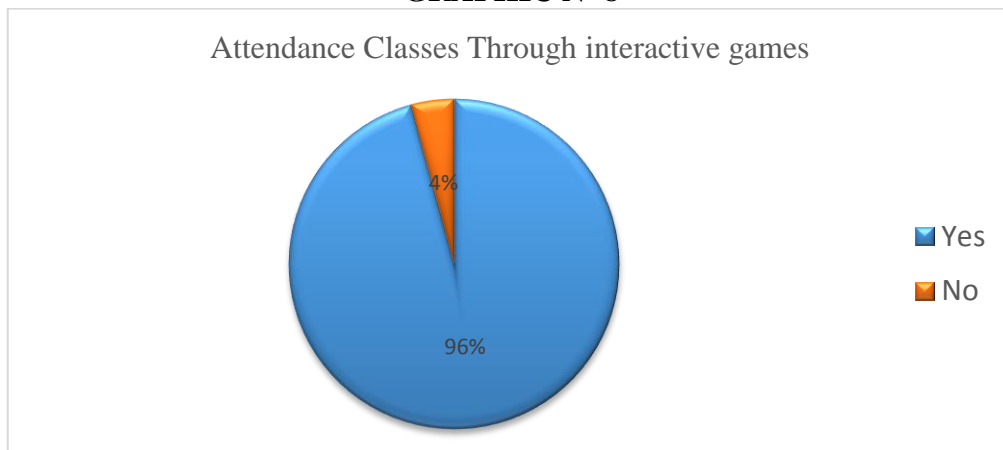
Source: Students from Eugenio Espejo-Diez de Agosto School
Elaborated by: Susana Almache.

According to the data obtained 8 shows that 91 students which represent a 96% said yes, meanwhile 4 students which represent a 4% said no.

About this information students consider that if interactive games were implemented into class it would help them to maintain a high concentration without any problem because it permits to catch the students 'attention.

9. Do you consider that you could learn better study habits through the use of interactive games that allow you to improve English language learning?

CHART Nº 9

OPTIONS	F	%
Yes	93	98%
No	2	2%
TOTAL	95	100%

Source: Students from Eugenio Espejo-Diez de Agosto School
Elaborated by: Susana Almache.

GRAPHIC Nº 9
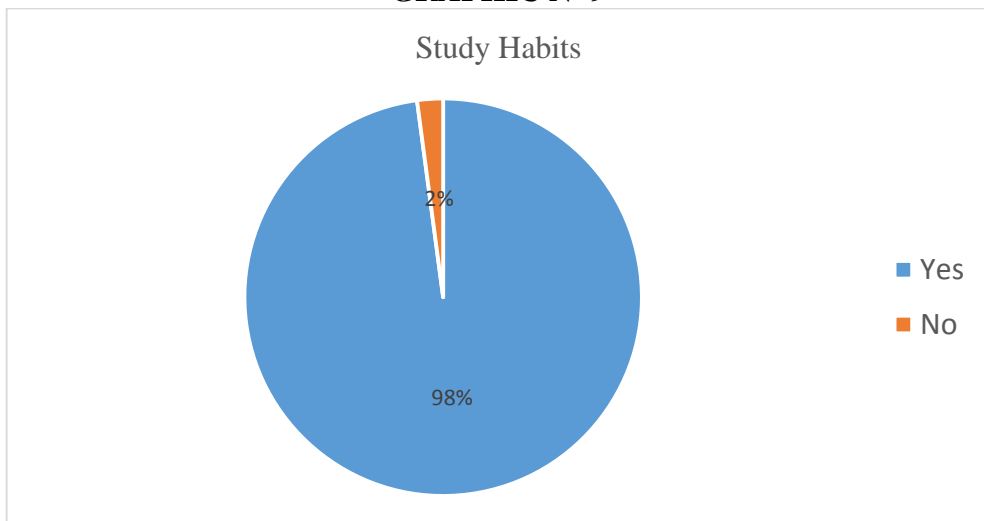
Source: Students from Eugenio Espejo-Diez de Agosto School
Elaborated by: Susana Almache.

The majority of students 93 who represent the 98% express that they will learn good habits and 2 students who represent the 2% said that they won`t learn good habits.

Because working with technological sources as interactive games have many advantages than traditional classes, it permits that the student achieves a high concentration improving the knowledge learnt, so that the students feel the curiosity of continuing learning improving their behaviors of study.

10. Would you participate more in English classes if your teacher includes interactive activities based on interactive games?

CHART Nº 10

OPTIONS	F	%
Yes	94	99%
No	1	1%
TOTAL	95	100%

Source: Students from Eugenio Espejo-Diez de Agosto School
Elaborated by: Susana Almache.

GRAPHIC Nº 10
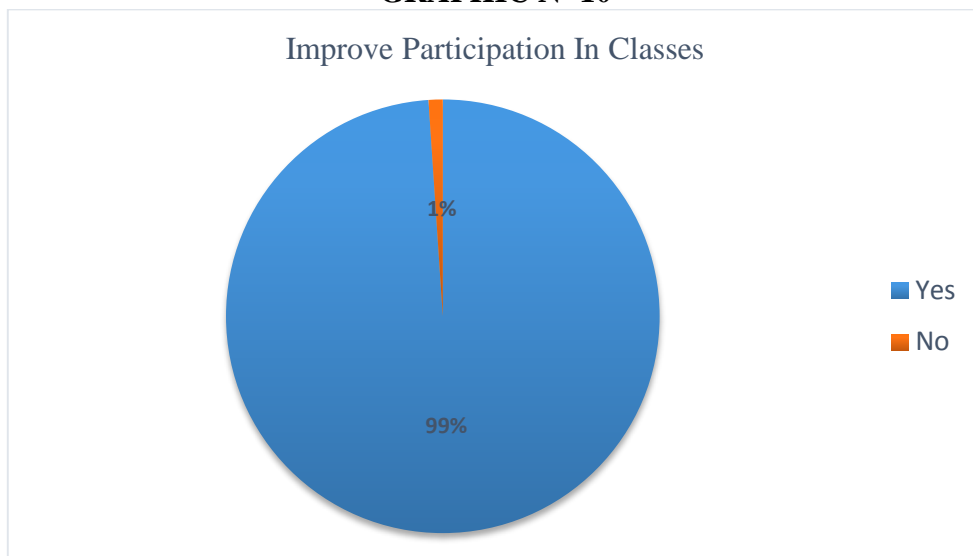
Source: Students from Eugenio Espejo-Diez de Agosto School
Elaborated by: Susana Almache.

According to the 94 students who represent the 99% consider that their participation will improve in classes and 1 student who represent the 1% manifest that his participation will not improve.

Most of the student expressed that interactive games help them to have a good participation in classes due to it has many advantages to learn the English language, since students feel that English language classes will be more interactive.

2.3. CONCLUSIONS

From the results obtained of research through the surveys to Authority, English Teacher and students of sixth year of "Eugenio Espejo-Diez de Agosto" primary school can be established the following conclusions

- Students feel attracted with the use of interactive games into the teaching learning process because with this technological resource they have the opportunity to learn and play at the same time reaching a meaningful learning.

- Most of the students reflect that the use of interactive games is important to learn the English Language because they can integrate their knowledge through the interactive games to facilitate English language acquisition.

- The use of a didactic guide with interactive activities will contribute to the English learning process in the students is necessary because with the use of it into classes they can develop their four skills (listening, speaking, reading and writing) in order to get a significant learning

2.4. RECOMMENDATIONS

- English teachers should apply technological resources such as interactive games with more frequency in order that their students have the opportunity to interact and participate into the class

- Elaborate different activities that include listening, speaking, reading and writing ones. In order that students can develop the students 'skills

- To design a didactic guide according to the level and necessities for students and select a wide variety of strategies based on technological tools such as interactive games to give the opportunity to student develop and facilitate the English language-learning in a different way.

CHAPTER III

3. PROPOSAL DESIGN

DIDACTIC GUIDE TO IMPROVE THE ABILITIES IN THE ENGLISH TEACHING PROCESS THROUGH INTERACTIVE GAMES AT "EUGENIO ESPEJO-DIEZ DE AGOSTO PRIMARY SCHOOL WITH STUDENTS OF SIXTH YEAR OF BASIC EDUCATION" DURING THE SEMESTER ACADEMIC APRIL-AUGUST 2015

3.1 INFORMATIVE DATA

EDUCATIVE UNIT: EUGENIO ESPEJO-DIEZ DE AGOSTO

PROVINCE: COTOPAXI

CANTON: LATACUNGA

PARISH: GUAYTACAMA

PRINCIPAL: Lcda. GERMANIA GOMEZ

ADRESS: BARRIO CENTRO-CALLE GONZALES SUAREZ Y GARCIA MORENO.

3.2 IMPORTANCE

This didactic guide is important because it will help teachers and students on how to improve English skills in a fun way. Therefore, teachers and students need to know about the correct use of his didactic guide because they have never used this kind of tools before.

In addition, this guide is so important because it will facilitate the educational process in the English language.

It may be true that playing interactive game for a long time can result in a reduction of time for studying and school activities. However, children can benefit playing interactive games if they play sparingly. Interactive games can help in the education of the children players. Interactive games also improve the child`s spatial activities, the child's ability to execute multiple techniques, and the child's capability to think critically.

Interactive games also cover the way for constant collaboration among students. This presents a bigger opportunity to learn. Cooperation also takes place among students when they play interactive games. They learn how to work together so they could win the game. This helps develop their social skills.

3.3 JUSTIFICATION

The practical contribution of this guide is facilitating the development of the English productive skills. Many teachers teach English in theoretical form transforming the teaching-learning process in something ambiguous and traditional; this incites physical and mental fatigue in students. The guide of methodological strategies will contribute with new ways of learning, giving students the opportunity to form their own knowledge in a funny and interesting way.

This didactic guide is designed for students of sixth grade; it offers to help to integrate the English language. It will change dramatically the traditional type of learning, doing this process an entertaining activity where students can learn playing. Because interactive games help children's cognitive and facilitate development assist individual learning, nowadays exist some studies which show us how interactive games had changed the students 'behavior because they want to achieve new goals in order to solve some problems of education.

The impact that the researcher hopes to have a change of attitude in children's behavior about their learning, but with the help of parents who will be a guide for their children, this must reflect inside the classroom with a high efficiency academic.

3.4. OBJECTIVES

3.4.1. General

- To improve the English language in the children of "Eugenio Espejo-Diez De Agosto" Primary School with students of the six years of Basic Education" through interactive games to fortify the communicative skills.

3.4.2. Specific.

- To determine the most important interactive games which are immersed in the English area in order to fortify the English .teaching learning process.

- To encourage in the students of six Basic Education year the learning English language to increase the communicative skill thought interactive games.

- To design a didactic guide based on interactive games to increase the English language knowledge for students of sixth Basic Education year at "Eugenio Espejo-Diez De Agosto "Primary School.

3.5. FOUNDATIONS

3.5.1. Scientific Foundation.

Interactive games have great positive potential in addition to their entertainment value and there has been considerable success when the games are designed to address a specific problem or teach a certain skill.

Interactive games can clearly consume the attention of children and adolescents. However, it is important to assess the extent to which the technology of interactive games had an impact on children's education. Since Interactive games have the capacity to engage children in learning experiences, this has led to the emergence of "edutainment" media. Just by watching children it becomes very clear that prefer this type of approach to learning.

Some evidence suggests that important skills can be built or reinforced by interactive games. For example, motivation and attitude improve with interactive games playing. Interactive games were also more effective for children who started with relatively poor skills.

3.5.2. Methodological Foundation.

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

This project has as goal to achieve that students who study in the public institutions can learn the English language faster and a funny way.

3.5.3. Psychological Foundation.

This guide allows students construct their own learning through experiencing new situation and knowledge. It is often integrated in the daily routines and linked to learning of other; it is always happening with or without our consciousness. The fact is that students play interactive games after school hours, with the idea that students enjoy and not to learn. However, the educating elements in interactive games somehow offer informal learning opportunities for the students while being fun at the same time.

Good games have a high potential for learning that encourage cognitive development and foster problem-solving skills. Interactive games create opportunities for leadership, competition, teamwork and collaboration. This allows games to be an instructional tool to promote language skills. And can motivate students to achieve learning objectives.

3.5.4. Educational Foundation.

Interactive games based in learning can change international students 'attitudes toward grammar and improve their skills as listening, speaking, reading, writing and grammar ones because they learn in a non-traditional way, education with interactive games is integral because it involves creativity for part of students and develop their critical thinking in the process of achieving new goals and solve activities in education.

Interactive games in Education offerings Squire's thesis about the potential of interactive games which had been ignored in the education. Squire says it is necessary to conduct more research in order to implement good techniques in education and show to the society that interactive games are not destructive; on the contrary interactive games are useful tools in the teaching-learning process because students can work in pairs or alone.

3.6. PROPOSAL DESCRIPTION.

Acquiring the English skills in a new language may involve traditional classroom learning lesson and controlled practice, but experience with the English language and the exploration are also important components in the learning process. Students need to be exposed to the new language, they must be able to understand its meaning and how it is constructed, and they should be able to practice and produce the English language, using the knowledge base they have achieved.

Developing English productive skills in the classroom can include a wide variety of activities. Children can learn language skills through the use of interactive games, and enjoy it at the same time. Of course, the interactive games should only serve as supplements to other forms of teaching, and not depended exclusively on teaching the children, according the interactive games that students are using.

DIDACTIC GUIDE TO IMPROVE THE ENGLISH LANGUAGE THROUGH INTERACTIVE GAMES

Listening   Speaking   Reading   Writing

- POWER OF VOCAL COMMUNICTION

- ATTENDING TO OR ALERT FOR SOUND

- UNDERSTANDING A WRITTEN LINGUISTIC MESSAGE

- PUTTING SOMETHING IN WRITTEN FORM

By: Susana Almache

INTRODUCTION

This didactic guide is designed for students of sixth basic education year of "EUGENIO ESPEJO-DIEZ DE AGOSTO" primary school located in Guaytacama parish who compact with a dynamic learning in English field creating a good learning about English teaching during their student Life. Thus, students are going to learn through this didactic guide.

Then, the objective of this didactic guide is to acquire and develop knowledge through dynamic interactive games and fun activities which will be of great help for both teacher and students encouraging in this manner an excellent English teaching - learning process in order that students can integrate the four skills language such us: Listening, speaking reading and writing covering the fundamental requirements of the skill to develop.

In other words, this didactic guide is accompanied for a CD with interactive games to practice (listening, speaking, reading and writing) language, in which students can practice the pronunciation and some audios that contain listening student activities of each unit in order to facilitate the usage of this didactic guide.

Finally, students will attend English classes in the computer laboratory where the interactive games are installed on each computer. Fortunately, this institution has enough machines for the benefit of the students; all games account with indications in order to facilitate its usage for both teachers and students.

INDEX

UNIT 1

UNIT 2

INDEX

	UNIT 3	UNIT 4

ACTIVITIES

UNIT 3

LESSON 1

- Listen to and read the dialogue and answer the questions.
- Find the furniture names in the word search. It can be horizontal, vertical or backward.
- Look at the furnitures and write where in the house do you find these furniture?
- Look at the picture and tell your clasmate what are doing these people.

LESSON 2

- Read the furniture description and write the number under each picture.
- Unscramble the words and write the correct sentences.
- Listen to the furniture description and identify them. Write the correct number and name under each one.
- Use the word bank. Ask your classmate about the use of these things.

UNIT 4

LESSON 1

- Listen to and read the next paragraph,after that,answer the questions.
- Identify which of the following words are verbs? Write them down.
- Write sentences in front of each picture using the correct verb.
- Look at the picture and explain what are they doing.Use the correct verb.

LESSON 2

- Write Under each picture write the name of food. Use the word bank.
- Listen to the next paragraph and fill the blanks with the food .Use the word list.
- Read the paragraph and put a tick (√) on the chart according to the pictures if I eat or don't eat the food.
- Read the paragraph again and answer the questions.

INDEX

UNIT ONE

What is your name?

In this unit the students will learn to pronouns, the alphabet and give and ask information about names and numbers.

LESSON 1 THE ALPHABET

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

LESSON 2 JOBS

singer, dancer, mechanic, soldier

LESSON 3 NUMBERS

1,2,3,4,5,6,7,8,9,10,11,12,13,13,15,16,17,18,19,20

LESSON 4 HOURS

Quarter, pass, half ,o clock, to

LESSON 1

THE ALPHABET

Skill: Listening

Interactive game: Spelling bee

Objective: To reinforce the listening through interactive games "spelling bee "in order that students can understand the alphabet.

Instructions: Students look at the image or listen to the audio and then they spell the word. Students can spell the word by clicking on the letters on the screen.

First, students need to select **the alphabet items** to practice spelling. Then they´ll watch images in turn and have to spell each one. The faster that students spell each item the more score they can accumulate. The game ends when the time runs out.

The idea is that by spelling words again and again very quickly the students can become a better speller while also having fun playing a game. If they click the wrong letter then they don't lose they can just try another one until you get it right. In this way there is a little bit of trial and error in learning to spell words that they don't know.

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

ACTIVITY 01

Instruction: Listen to and write the correct letter in front of each item ,after that, match the words with the pictures.

a) - - -

b) - - - - -

c) - - - - - - -

d) - - - - - - -

e) - - - - - -

ACTIVITY 02

Can you spell your name?

Instruction: Spell your name and your classmate´s name.

Example:

Can you spell your name?

Yes, it is S-u-s-a-n-a   Susana

a) Can you spell your last name?

----

b) Can you spell your mother's name?

----

c) Can you spell your brother's name?

----

d) Can you spell your father`s name?

----

e) Can you spell your sister`s name?

ACTIVITY 03

Instruction: Look at the picture of some farm animals and fill the gaps with the missing vowels.

C____w   H_____rs

P____g   D_____ck

Ch____K___n   Sh_____p

G_____t   R____st__r

ACTIVITY 04

Instruction: Next read the sentences and complete each one with the letter that begins the word, use the table chart and then match with the picture..

Apple, ducking, head, bluebird, fox

1). Letter A is for Ann, eating an ------------------

2). Letter B is for ----------------, sitting in a branch.

3). Letter D is for a duck walking with her --------------

4). Letter F is for------------ living in a forest.

5). Letter H is for a hair growing on your ------------------

LESSON 2
Jobs

Skill: Reading

Interactive game: Speed balls.

Objective: To improve the reading through the interactive game "speed balls" in order to encourage the students to understand the jobs.

Instructions: This is a game for learning English vocabulary items. It only uses text and images. The idea of the game is to move the image to the matching text so that the students match up the image and vocabulary item.

Students need to select the **jobs content items** to play. Then to play the game they have to read the words and look at the images and then drag the images over the text hole.

The game continues until the timer runs out or you complete all the items. The timer gets quicker and quicker as their progress and the students have to be quick to continue to play.

If the time goes too quickly then the students can choose to play in slow mode instead by clicking on the slow button instead of the fast button.

Word Bank
Nurse,driver,doctor,teacher,farmer,chef,fireman
,policemen,singer,dancer,mechanic,soldier

Driver
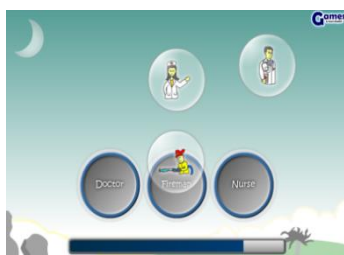
ACTIVITY 01

Instruction: Listen to the jobs and then match them with the correct action.
What do people do?

1).   a).

2).   b).

3).   c)

4).   d).

5).   e).

6).   f).

ACTIVITY 02

WRITING

Instruction: Order the letters and write the missing word.

M H I

C E N

A C

_ _ _ _ _ _ _ _

R A C

C T T

H I E

_ _ _ _ _ _ _ _

N S G I E R

_ _ _ _ _ _

A F

N R I

M E

_ _ _ _ _ _ _

ACTIVITY 03

READING

instruction: Read the jobs description and write the name and number under the picture.

1). It is a person who works with electric circuits.

2). It is a person who works on a farm, usually with animals.

3). It is a person who works with flowers.

4). It is a person who repairs machines, especially car motors.

5). It is a person who flies a plane.
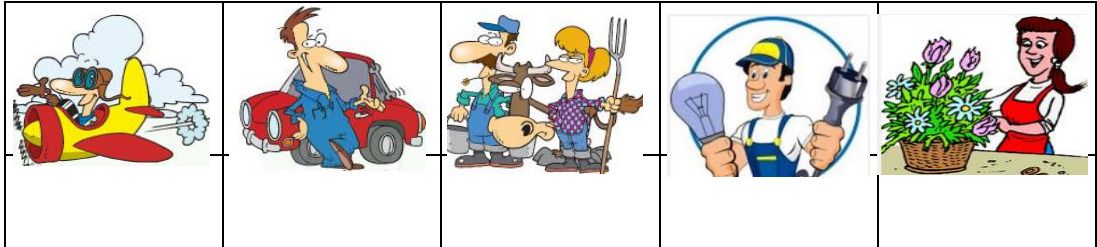
ACTIVITY 04

SPEAKING

Instructions: Look at the pictures and tell to your clasmate about your favorite job.

WHEN I GROW UP

I want to be a ------------

I want to be a ----------

I want to be a ---------------

I want to be a --------------

I want to be a -------------
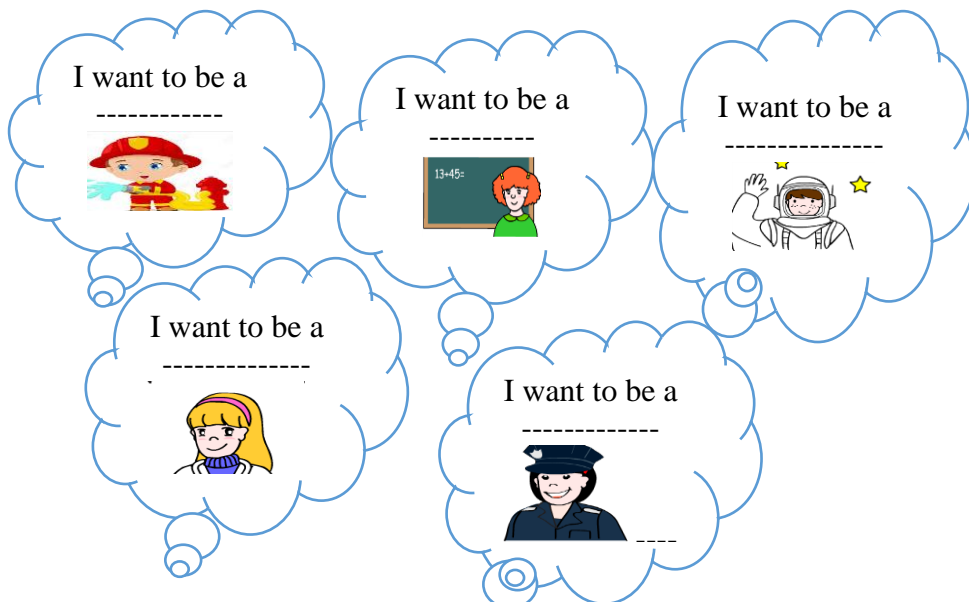
LESSON 3

NUMBERS

Skill: Listening

Interactive game: Spelling bee

Objective: To improve listening comprehension through through "spelling bee" in order to encourage the students to understand the numbers.

Instructions: Students look at the image or listen to the audio and then repeat the word. They can repeat the word by clicking on the letters on the screen.

First, students need to select **the numbers items** to practice them and then they'll watch images in turn and have to click the name of each one. The faster they click each item the more score they can accumulate. The game ends when the time runs out.

The idea is that by repeat again and again the numbers very quickly the students can improve your listening while also having fun playing a game. If they click the wrong letter then they don't lose they can just try another one until you get it right. In this way there is a little bit of trial and error in learning to click words that they don't know.

Word Bank
One .two, three four five, six seven, eight, nine, ten, eleven, twelve thirteen, fourteen fifteen, sixteen, seventeen, nineteen, twenty
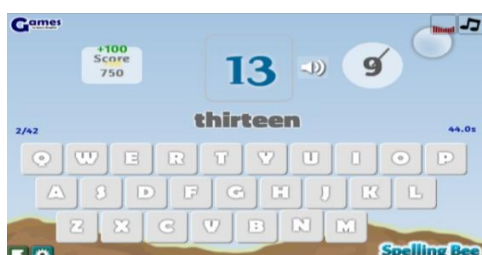
ACTIVITY 01

Instruction: Listen to the numbers and circle the once that you hear.

1 One	2 Two	3 Three	4 Four
5 Five	6 Six	7 Seven	8 Eight
9 Nine	10 Ten	11 Eleven	12 Twelve
13 Thirteen	14 Fourteen	15 Fifteen	16 Sixteen
17 Seventeen	18 Eighteen	19 Nineteen	20 Twenty

ACTIVITY 02

SPEAKING

Instruction: Read the questions and answer these, after that ask these questions to your classmate.

How old are you?

I am--------------------years old

How many brothers do you have?

I have--

What is your telephone number?

My telephone number is --------------------

When is your birthday?

My birthday is on----------------------------

July 11

ACTIVITY 03

READING

Instruction: Look and read the exercises and write the result.

1.

Three plus two =

2.

two plus one=

3.

One plus one =

4.
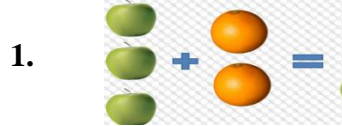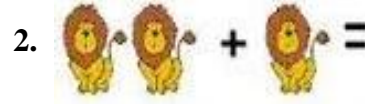
five plus three =

ACTIVITY 04

WRITING

Instructions: Read the dialogue and answer the questions.

Busy boy

The boy is always busy. He goes to school for eight hours. He has seven classes. They are all hard. He has a lot of homework. It takes him five hours to finish it. He also has piano practice. He spends two hours playing the piano. He only sleeps for four hours. He is tired.

1). How many hours the boy is in the school?

----

2).How many hours the boy spend playing the piano?

----

3).How many hours the boy sleeps?

Lesson 4

HOURS

Skill: Reading

Interactive game: Clock

Objective: To improve reading comprehension through interactive game "clock" in order to encourage the students to understand the time.

At the first screen there is a clock that the students can play around with. As they move the hands of the clock to different times they can read how that time is told in English. So if they adjust the clock to half past six then the English way of saying that time is shown.

After the first screen the students can play a game where they have to read the text and the click on the clock that shows the time being described.

The challenge of the game comes in helping the small man across the bridge by not making any mistakes.

Word Bank
Quarter; pass, half, o clock, to

https://www.gamestolearnenglish.com/clock/
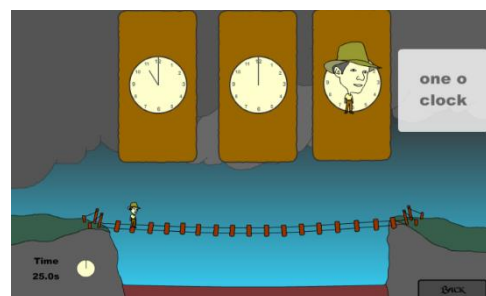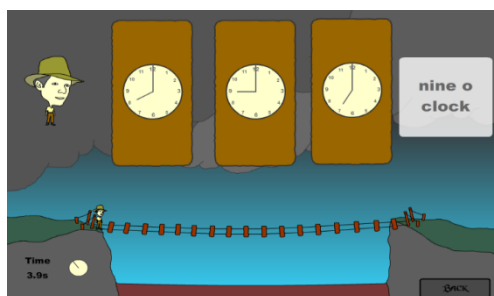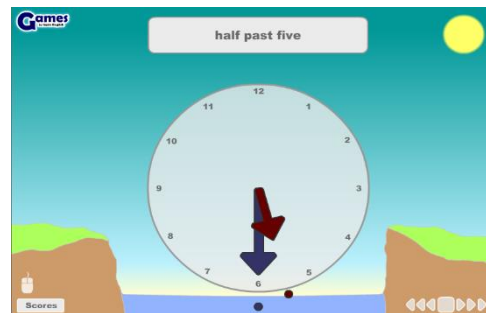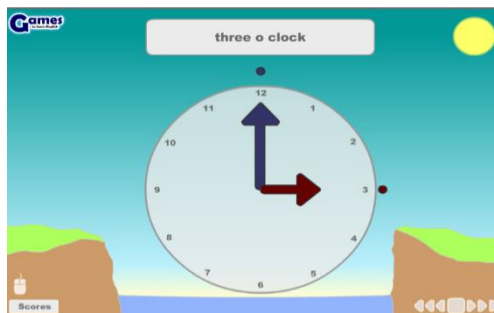
ACTIVITY 01

READING

Instruction: Read the hours and match these with the time.

30 minutes past 7	7:45
a quarter after 3	5:15
noon	1:30
half past 1	11:45
10 minutes before 3	8:05
midnight	12:00 p.m.
15 minutes past 5	2:50
a quarter 'til 12	12:00 a.m.
45 minutes after 7	3:15
five minutes past 8	7:30

ACTIVITY 02

WRITING

Instruction: Look at the pictures and write the time.

Time worksheets

1).-------------------------------   2).-----------------------------------

3). ---------------------------------   4).----------------------------------
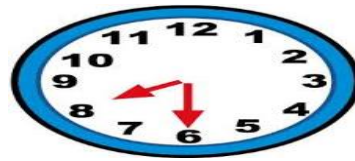
5). -------------------------------   6). --------------------------------

ACTIVITY 03

LISTENING   **(TRACK 4)**

Television programs.

Instruction: Complete the sentences with the information that you hear.

1). The news start at ----------------------------------

2). Cartoon time starts at ------------------------------

3). The football match starts---------------------------

4). The Lion King starts---------------------------------

5). The time starts---------------------------------------

ACTIVITY 04

SPEAKING

Time to talk about your daily activities

Instruction: Look at the pictures and tell your classmate what time do you do these activities?

THE FARM

In this unit the students will learn to give and ask information about animals and its description.

LESSON 1 ANIMALS
CAT ,DOG MOUSE, MONKEY, TIGER
LESSON 2 COMPARATIVE
BIGGER, SHORTER, SMALLER, TALLER
LESSON 3 DESCRIPTION
IT`S YELLOW AND CAN FLY.

LESSON 1

ANIMALS

Skill: Reading

Interactive game: Speed balls

Objective: To improve the reading comprehension through interactive game "speed balls" in order that students can increase the animal vocabulary.

Instructions: This is a game for learning English vocabulary items. It only uses text and images. The idea of the game is to move the image to the matching text so that you match up the image and vocabulary item.

Students need to select **animal content items** to play with. Then to play the game they have to read the words and look at the images and then drag the images over the text hole.

The game continues until the timer runs out or you complete all the items. The timer gets quicker and quicker as their progress and they have to be quick to continue to play.

Students can choose to play in slow mode instead by clicking on the slow button instead of the fast button.

Word Bank
Bird, Cat,Dog,Snake,Lion
,Duck,Sheep,Monkey,Bird,Panda,
Wolf,Dragon ,

Bull
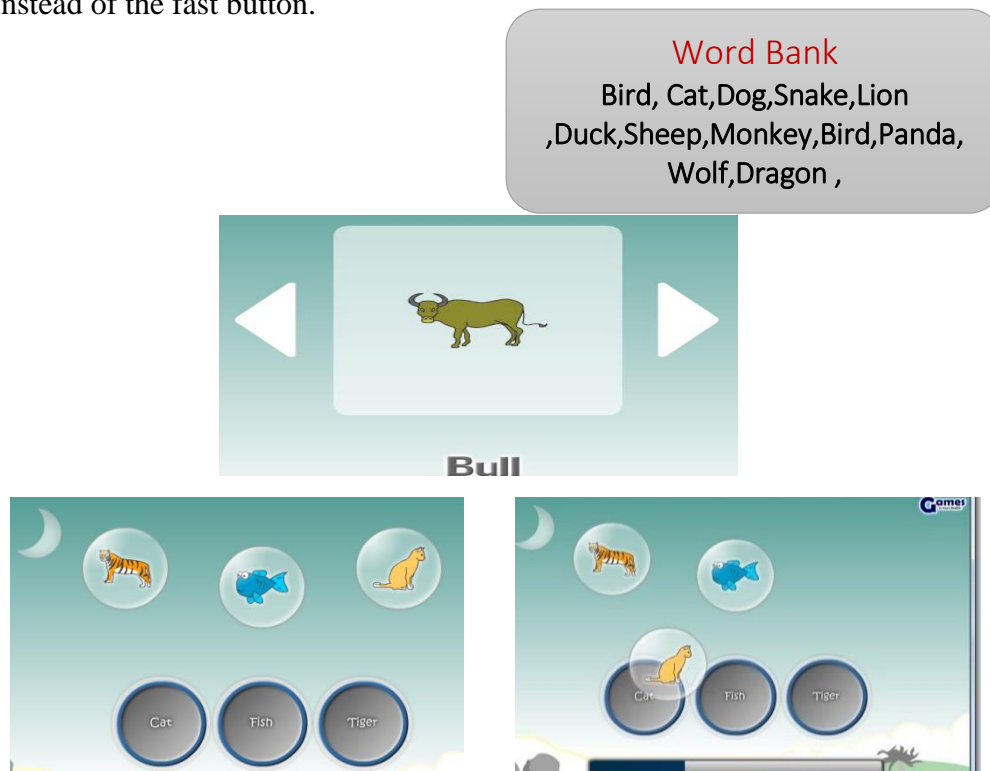
ACTIVITY 01

READING

Instruction: Match the animals with the picture.

1).

ELEPHANT

2).

GIRAFFE

3).

DOG

4).

FISH

5).

BEAR

ACTIVITY 02

WRITING

Instruction: Read the story and fill the gaps with the missing word about where the animals live. Use the word bank**.**

Zibra, Lion, Chicken Dog, Cat, Rabbit, Pig, Penguin, Fish, Turtle, Tiger, Cow

1). They live in the jungle .They are considered wild animals.
What animal live there

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

2) They are considered pets. They live in our houses.
What animal live there?

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

3). They live in the farm. They are important to our feeding.
What animal live there?

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

4). They live in the sea. They are ocean animals.
What animal live there?

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

ACTIVITY 03

LISTENING (TRACK 5)

Instruction: Listen to the animal story and fill the gaps with the animal names.

Gorilla, rabbit, turtle, elephant, lion

Going to the Zoo

She goes to the zoo. She sees a**1**)--------------------. The lion roars. She sees a**2**)----------------------. The elephant has a long trunk. She sees a **3**)---------------. The turtle is slow. She sees a **4).** ----------------------. The rabbit has soft fur. She sees a **5).** ---------------the gorilla is eating a banana.

ACTIVITY 04
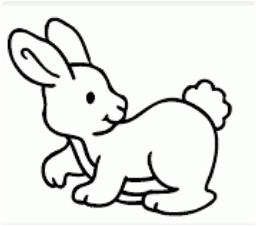
SPEAKING

Instruction: Read the questions and ask your classmate**.**

If you have got a pet or if you would like to have a pet.

1. What animal it is?

2. What it does?

3. Why you like it?

4. What thing does it eat?

Jump, soft, carrots milk

1. It is a -------------
2. It can----------------
3. It is------------- as cotton
4. It eats --------------------

1. It is a -------------
2. It can ---------------
3. It is------------- as cotton
4. It eats --------------------

LESSON 2

COMPARATIVES

Skill: Reading

Interactive game: Compare

Objective: To improve the reading comprehension through the interactive game "compare" in order to encourage the students to understand the animal comparison.

Instructions: This is a fun game for learning reviewing comparatives. Students can practice English grammar by selecting the correct word or words to make a complete comparative phrase. Different adjectives use different comparative forms. This game practices using the correct form and also practices sentence construction and subject verb agreement.

Students see a phrase with one or more blanks and then they must click on the missing word to complete the phrase in the correct way.

The idea behind this game is that there is an element of production whereby a learner must actively construct an accurate sentence from a set of options. So that rather than just reacting to language.

Word Bank
Shorter, Smaller, Taller, Bigger
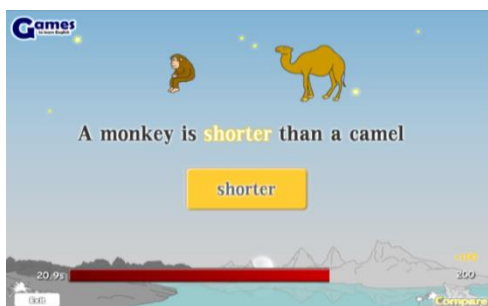
ACTIVITY 01

Instruction: Listen to the sentences and underline the correct comparative.

1). A monkey is **taller/ tall more /taller** than a mouse

2). A pig is **fat /fatter than a** chicken.

3). A lion is **dangerous /more dangerous** than a cat.

4). Dogs are **smaller/more smaller** than lions.

5). A horse is **faster /more faster** than a turtle

6).A cat is **big /bigger** than a mouse.

Time to talk

ACTIVITY 02

SPEAKING

Instruction: Choose the correct adjective and make comparisons,after that tell your classmate.

(Light-Heavy)
A cow is ---------than a cat.
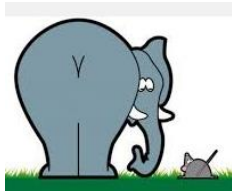
(Big -Small)
An elephant is -----------
than a mouse.

(Dangerous -Calm)
A shark is ----------------
than a dolphin.

ACTIVITY 03

READING

Instruction: Read the sentences and put a tick (√) in the chart according the comparatives.

Which is bigger?
The elephant or the mouse?

Which is faster?
The monkey or the lion?

Which is more beautiful?
The lion or the pig?

Which is stronger?
The cow or the mouse?

Which is more intelligent?
The monkey or the cow?

Which is more aggressive?
The lion or the elephant?

BIGGER						
FASTER						
BEAUTIFUL						
STRONGER						
INTELLIGENT						
AGGRESSIVE						

ACTIVITY 04
WRITING

Instructions: Look at the pictures and use the adjective to write at least two comparisons.

a

Big/small

B

tall/short

C

fast/slow

LESSON 3

DESCRIPTION

Skill: Reading

Interactive Game: Big describer

Objective: To improve the reading comprehension through interactive game" big describer "in order that students can understand the animal descriptions.

Instructions: In this game the students practice English reading. They have to read the brief description and then click on the image that is described.

First, the students need to select the set of **animal** images and the quickly read the text and click on the matching picture. This game practices reading for understanding and hopefully can be used to learn some new vocabulary too.

The challenge of the game involves clicking on the correct image before the time runs out. The countdown becomes quicker and quicker and so you have to be as fast as they can. They can choose to play either a slow game or a fast game.

ACTIVITY 01

READING

Instruction: Read the animal description, after that write the names in the puzzle.

1. It climbs tall trees and likes bananas.
2. It is man's best friend and barks at night.
3. It is a very big with and heavy animal, it has big ears.
4. It is strong and it's the king of the jungle.
5 .it can fly and produces delicious honey.
6. It has two humps and lives in the desert.
7. It is orange black and white, it eats meat.
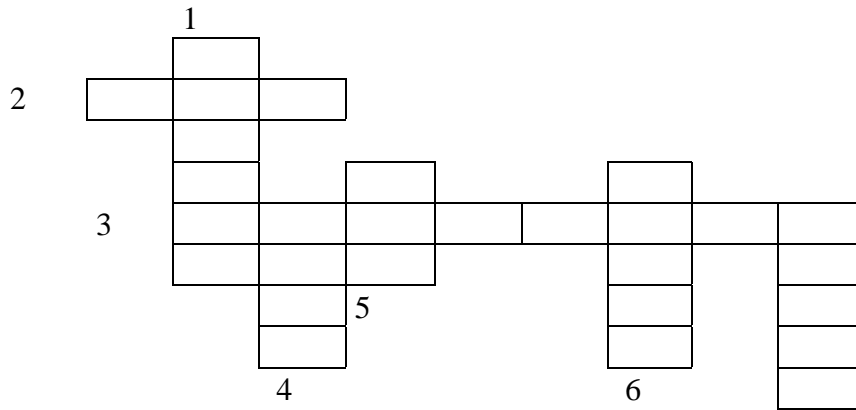
ACTIVITY 02

2.WRITING

Instruction: You need to read and answer these questions. Use the word bank.

Cow, Lion, Dog, Bear

1).what animal produces delicious milk?

    ----

2). What animal is the king of the jungle?

    ----

3).What amimal is the man´s best friend?

     ----

4).What amimal can live in the North Pole?

ACTIVITY 03

Instruction: Listen to the animal description and identify which are the animal?

Write the correct name in front of each number.

1	--
2	--
3	--
4	--
5	--

ACTIVITY 04

SPEAKING

Instruction: Discuss about your favorite pet and describe it. Use the adjectives.

Small, big, mischievous, brown

1).My favorite pet is my------------------

2). its name is-----------------------

3). It is------------------------------

4).It has 👁 👁 and ----------------

UNIT THREE

In this unit the students will learn to give and ask information about positions and description of things of house.

LESSON 1 FURNITURES

Floor, Lamp, Table, Sofa, Bookcase, Chair, Bin Closet, Telephone ,Stereo,

LESSON 2DESCRIPTIONS

Big Describer

LESSON 1

FURNITURE

Skill: Listening

Interactive Game: Spelling bee

Objective: To reinforce the listening comprehension through interactive game "spelling bee" in order that students can identify furniture.

Instructions: Students look at the image or listen to the audio and then repeat the word. They can repeat the word by clicking on the letters on the screen.

First, the students need to select **the furniture items** to practice furniture vocabulary. Then they´ll watch images in turn and have to click the name of each one. The faster they click each item the more score they can accumulate. The game ends when the time runs out.

The idea is that by repeat again and again the words very quickly the student can improve your listening while also having fun playing a game. If they click the wrong letter then they don't lose they can just try another one until you get it right. In this way there is a little bit of trial and error in learning to click words that they don't know**.**

Word Bank
Floor,Lamp,Table,Sofa,Bookcase,Chair,BinCloset,Telephone,Stereo,Picture
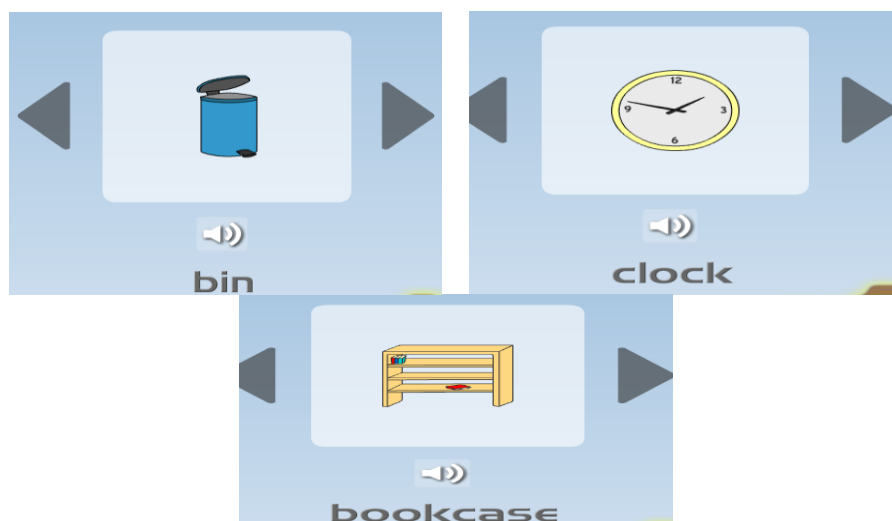
ACTIVITY 01

Instruction: Listen to and read the dialogue and answer the questions.

A - Hi Rebecca.

B - Oh hi Vicky.

A - How's your new house?

B - It's great.

A - Is it big?

B - Yeah. There are three bedrooms and two bathrooms. There's also a big yard and a swimming pool.

A - Wow! Do you have enough furniture?

B - We bought some new furniture. There's a new sofa in the living room. We bought a new table and chairs for the dining room and a new dresser for the bedroom.

A - When can I see your new house?

B - Come over tomorrow for lunch and you can see the new house.

How many bedrooms are?

How many bathrooms are?

What are the new furniture?

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

ACTIVITY 02
Instruction: Find the furniture names in the word search. It can be horizontal, vertical or backward**.**

Sofa	Computer	Refrigerator	Picture
Kitchen	Radio	Clock	Bin
Table	Television	Telephone	
Chair	Bed	Closet	

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

ACTIVITY 03

WRITING

Instuction: Look at the furnitures and write where in the house do you find these furniture?

Where are the furniture?

Example:

1).My bed is in my room.

2). --------------------------------

3). --------------------------------

4). --------------------------------

5). --------------------------------

ACTIVITY 04

SPEAKING

Instruction: Look at the picture and tell your clasmate what are doing these people.

Example:

The girl is sitting on the sofa

The men is watching the----------------

They are making the---------------------

The boy is playing on the----------------

LESSON 2

DESCRIPTION

Skill: Reading

Interactive game: Big describer

Objective: To practice the the reading comprenhension through interactive games "big describer" in order that students can describe the things of house.

Instructions: In this game the students practice English reading. They have to read the brief description and then click on the image that is described.

First, the students need to select a set of **furniture images** and the quickly read the text and click on the matching picture. This game practices reading for understanding and hopefully can be used to learn some new vocabulary too.

The challenge of the game involves clicking on the correct image before the time runs out. The countdown becomes quicker and quicker and so you have to be as fast as they can. They can choose to play either a slow game or a fast game.
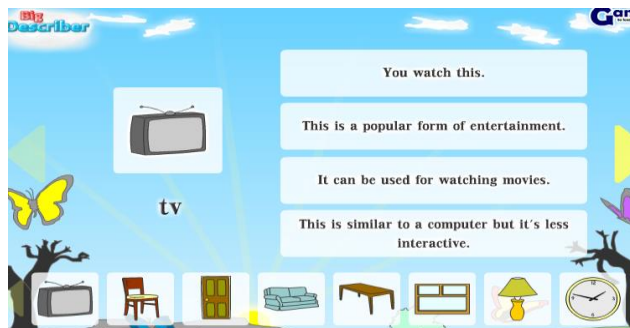
ACTIVITY 01

READING

Instruction: Read the furniture description and write the number under each

picture.

> 1. You can sit down on this. 2. You open and close this. 3. This is a comfortable place to sit. 4. You can eat food off this.
> 5. Has a light bulb inside.
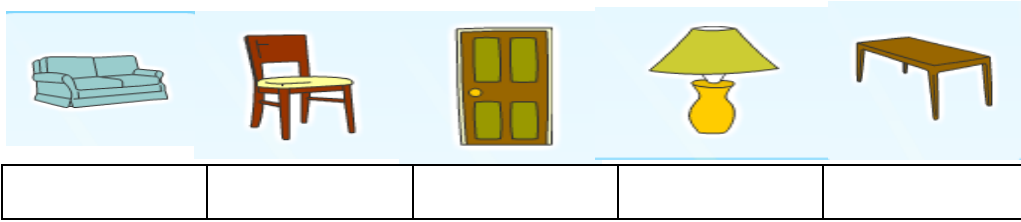
ACTIVITY 02

WRITING

Instruction: Unscramble the words and write the correct sentences.

1). /trash in this/you/put /.

----

2). /in this /Put/ clothes.

----

3). /is green /this/and grows.

----

4). /bottom /the/of a room.

ACTIVITY 03

Instruction: Listen to the furniture description and identify them. Write the correct number and name under each one. Use the word bank.

What furniture it is?

Stair,control, clock, telephone
air contioner
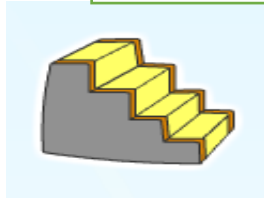
1 clock

ACTIVITY 04

SPEAKING

Instruction: Ask your classmate about the use of these things.

Example:

I use a book to read some stories.

1).I use a pencil to----------------------

2). I use a computer to-------------------

3). I use a pencil case to------------------

4). I use a chair to------------------------

5). I use a chair to--------------------------

6). I use a pen to---------------------------

7). The teacher use the board to---------------

---

a board

a book

a teacher

a pencil

a desk

a chair

a computer

a pencil case

a pen
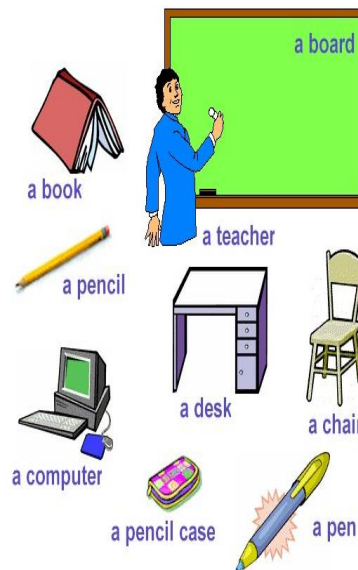
UNIT FOUR

ACTION WORDS

In this unit students will learn to ask and give information using verbs.

LESSON 1 VERBS
Listen, Be quiet, Run, Walk ,Sleep, Smell, Dance
LESSON 2FOOD
Pizza, pineapple, pizza

LESSON 1

VERBS

Skill: Listening

Interactive Game: Spelling bee

Objectives: To improve the listening comprenhension through interactive game "spelling bee"to encorage the students to express and understand their actions using verbs.

instructions: Students look at the image or listen to the audio and then repeat the word. They can repeat the word by clicking on the letters on the screen.

First, the student need to select **the verbs items** to practice action verbs. Then they´ll watch images in turn and have to click the name of each one. The faster they click each item the more score they can accumulate. The game ends when the time runs out.

The idea is that by repeat again and again the verbs very quickly, the students can improve their listening while also having fun playing a game. If they click the wrong letter then they don't lose they can just try another one until you get it right. In this way there is a little bit of trial and error in learning to click words that they don't know**.**

> **Word Bank**
> Listen,Bequiet,Run,Walk,Sleep,Smell,Dance,
> Cook, Stand Write, Jump,Read,Sing,Fly Drink, Eat,
> Look, Sit
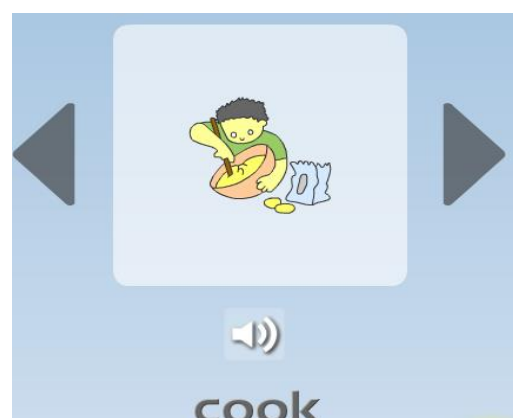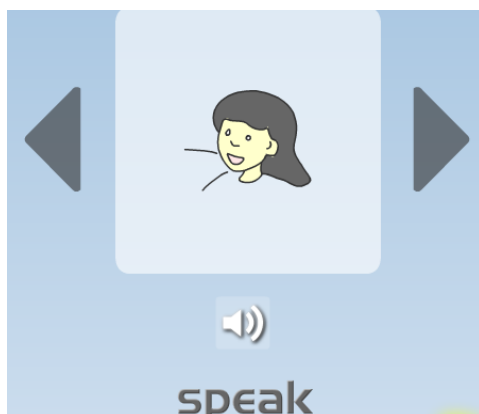
ACTIVITY 01

Instruction: Listen to and read the next paragraph,after that ,answer the questions.

Tom want to breakfast.He goes to the restaurant. He is hungry.He orders a slice of pizza,a cup of tea and a carton of milk. The waiter asks Tom if he wants something else. Tom says,he want a piece of cheese and a bowl of soup. Tom eats all his foodand pays the bill He is full now. He goes to work.

2.READING

Read the sentences and circle the verb

1) Where does Tom go?

----

2) What does Tom order?

----

3) Where does Tom go after to eat?

ACTIVITY 02

READING

Instruction: Identify which of the following words are verbs? Write them down.

Jump	**she**	**then**	**write**	**what**	**run**
here	**play**	**but**	**lie**	**sleep**	**more**

Read the sentence and write verbs to complete. Use verbs from the list you made above

1). I----------with my dog.

2).   I -----------on one leg

3). I -----------in my notebook

ACTIVITY 03

WRITING

Instruction: Write sentences in front of each picture using the correct verb.

Sleep, Dance, Sing, Read, Drink

1). they sing a song

2). --------------------------------------

3). --------------------------------------

4). --------------------------------------

5). --------------------------------------

ACTIVITY 04

SPEAKING

Instruction: Look at the picture and explain what are they doing. Use the correct verb.

Skate, Decorate, Build, Hop, Ride, Paint

1. Richard -------------- on the ice.

2. Peter ----------------the pumping.

3. The bunny---------- alone.

4. The kids------------- a landscape.

5 Joe ------------- the bicycle

6. Harry-------------a snowman

LESSON 2

food

Skill: Reading

Interactive Game: Slow click

Objective:To improve the reading comprehension through interactive game "slow click"in order that students can express their food habits.

instructions: With this game the students can practice and review different sets of vocabulary items for learning English.

Students need to choose to review vocabulary according **food,** short descriptions or titles. With the audio option they can practice listening. With the short description option they can practice comprehension and understanding.

Finally with the title option the students simply review the vocabulary item by name. This game isn't time based so they don't have to answer as quickly as possible so that they can take your time and study at their own pace.

Word Bank
Cheese, tea, beer,cereal,pie,butter,celery,sauce

ACTIVITY 01

1. WRITING

Instruction: Under each picture and write the name of food. Use the word bank.

bread   chips   fish   hamburger   meat   pasta   pizza   rice   soup

ACTIVITY 02

LISTENING **(TRACK 11)**

Instruction: Listen to the next paragraph and fill the blanks with the food .Use the word list.

Ice cream, kiwis, snacks, marshmallows, potato, cereal

Sara is hungry. She goes to the kitchen. She opens the cabinet. There are a lot of 1). ---------------. The 2).------------------are too sweet. The 3).--------------chips are too salty. The 4).----------------is too watery. The 5). ------------are too sour. The6). -------------is too bland. Her dad comes home. He gives her crackers. The crackers are perfect.

ACTIVITY 03

READING

Instruction: Read the paragraph and put a tick (√) on the chart according to the pictures if I eat or don't eat**.**

EATING

I eat chips and biscuits I don´t eat tomatoes and rice. I eat fruits and vegetables everyday. I eat bananas and I love orange juice .I don´t eat apples, I eat eggs and milk. I drink a lot of water and I love chocolates. Every day I take a good breakfast; I eat milk, cereals and orange juice. For lunch, today I am eating a salad steak and chips and some fruits .for dinner I will eat vegetables.

	Eat	Don´t eat

ACTIVITY 04

WRITING

Instruction: Read the paragraph again and answer the questions.

Questions.

1). Do I like biscuits?

----

2). Do I eat fruits? What do I like?

----

3). Do I drink water?

UNIT FIVE

LET'S GO TO ORGANIZE SENTENCES

In this unit the students will learn how to form sentences in a correct way.

LESSON 1 ADJECTIVES
HAPPY,COLD,TALL
LESSON 2   PREPOSITION OF TIME
IN ON AT
LESSON 3 MODAL VERBS
CAN/CAN NOT
LESSN 4 COMMANDS
CLOSE YOUR BOOK ,OPEN THE DOOR,LOOK AT
LESSON 5 LIKES
LIKE AND DISLIKE

LESSON 1

ADJECTIVES

Skill: Reading

interactive game: Falling clouds

objective: To improve the reading comprehension through interactive "falling clouds" in order to encourage the students to undestand people description.

Instructions: In this game the students have to move words around to make a sentence. They can practice English grammar by rearranging words to make a complete sentence. The sentences get more complicated as their progess. Hopefully **playing the first round** this game is a good way to practice sentence structures and review word orderabout adjectives.

With this game the students can also practice and improve their awareness of sentence order and structures so as to help they studying.

There are more than a twenty different phrases here each jumbled up into a random order. Also at the end of each round there is a bonus word with letters you have to re-arrange to form the word correctly.

Round 1

.
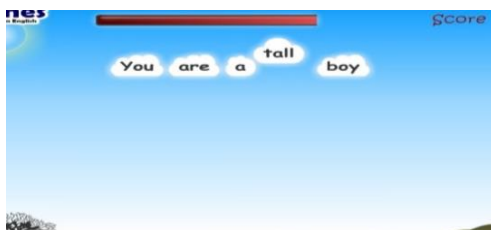
ACTIVITY 01

Instruction: Listen to the information and fill the gaps with the correct adjective according to the pictures.

Liar, Clever, Sick, Happy, Neat

a)

Robert

b)

Jorge

c)

Lisa

d)

Pinocchio

e)

Luis

ACTIVITY 02

SPEAKING

Instruction: Work in pairs and describe the pictures. Use the adjectives.

Juan	Emma And Rose	Luis	Henry	Carlos
Hard-working	Friendly	Happy	Nervous	Attentive
Juan is --------- ----------he works everyday.	Emma And Rose------------ ----	Luis---------	Henry----------	Carlos-----------------

ACTIVITY 03

READING

Instruction: Read the information and fill the gaps.Use the word bank

MY FRIEND AND I

1). what do you look like?
I am ---------and-------
I have -----hair

Word bank
Short, thin, cheerful
friendly, shy, generous

2). what are you like?
I am ---------and-------

3). what are they like?
They are ---------and-------

ACTIVITY 04

WRITING.

Instruction: Write a short paragraph about personality of these people .Use these adjectives.

1).Example: He is an Intelligent and honest policemen

2). ----------------------------

Elegant
Tall
Old
Fat
Intelligent
Honest
Smart

3) ----------------------------

----

4). ----------------------------

ACTIVITY 05

SPEAKING.

Let´s talk

Instruction: Talk about yourself .Use these adjectives to describe.

Good

cheerful

intelligent

lovely

polite

sociable

Example: I am a good student, --

Lesson 2

Prepositions of time

Skill: Reading

Interactive game: Falling clouds

Objective: To improve the reading comprehension through interactive "falling clouds" in order to encourage the students to undestand prepositions of time

Instructions: In this gamethe students have to move words around to make a sentence. They can practice English grammar by rearranging words to make a complete sentence. The sentences get more complicated as their progess. Hopefully playing the **second and third rounds** to practice sentence structures and review word order.

With this game the students can also practice and improve their awareness of sentence order and structures so as to help they studying.

There are more than a hundred different phrases here each jumbled up into a random order. Also at the end of each round there is a bonus word with letters you have to re-arrange to form the word correctly.

Rounds 2 and 3

Word Bank
In, On At
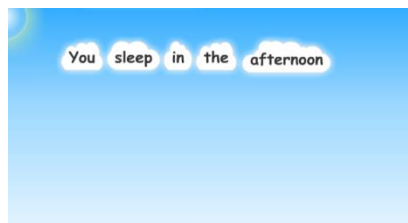
ACTIVITY 01

READING

Exercise on Prepositions – Time

Instruction: Fill in the gaps with the correct prepositions of time.

1. Peter is playing tennis --------- Sunday
2. My brother's birthday is --------------the 5th of November.
3. My birthday is ---------------May.
4. We are going to see my parents --------------- the weekend
5. ------------1666, a great fire broke out in London.
6. I don't like walking alone in the streets -------------- night.
7. What are you doing ---------------------the afternoon?
8. My friend has been living --------Canada for two years.

ACTIVITY 02

WRITING

Instruction: Read the sentences again and answer next questions.

EXAMPLE:

1).When does Peter play tennis?

Peter plays tennis on Sunday.

2).When is my birthday?

----

3).When do we see our parents?

----

4).What time don't you walk alone in the street?

ACTIVITY 03

READING COMPREHENSION

Instruction: Choose the correct option.

1. **TIME**

   a) **in six o clock**
   b) **at six o clock**
   c) **on six o clock**
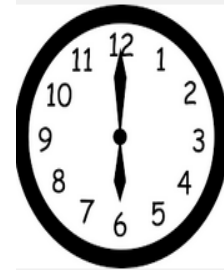
2. **LONG PERIOD**

   a) **on the summer**
   b) **at the summer**
   c) **in the summer**

3. DAYS

   a) **On Halloween**
   b) **in Halloween**
   c) **at Halloween**

 4. PRECISE TIME

   a) **on Christmas**
   b) **at Christmas**
   c) **in Christmas**

5. DATES

   a) **on my birthday**
   b) **in my birthday**
   c) **an my birthday**

ACTIVITY 04

LISTENING   (TRACK 13)

Instruction: Listen to the story and fill the gaps with the correct prepositions of time.

In on at

Today is my birthday! I was born1). **----------**2005, on the 7 th of July, 2). ----------2 o'clock3). ---------the morning! 4). --------my birthday I always open my presents5). ----------breakfast time.6). --------- July we always visit my grandparents and 7). ----------the last day at midnight my dad lights some fireworks outside–very carefully of course!

ACTIVITY 05

SPEAKING

Instruction: Look at the pictures and talk about when do you do these activities? Use prepositions of time.

Take a shower
Camping
Sleep

In	**On**	**At**
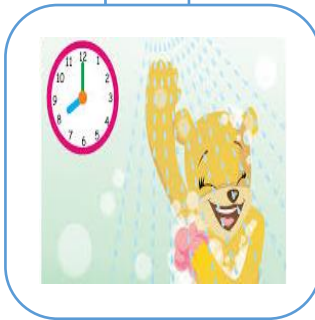
In the morning,   **On Saturday I go**   **At night, I**
I take   --------   -------------------------   -------------------------
---------------------   -------------------------   ---------------------------

Lesson 3

Commands

Skill: Reading

Interactive game: Falling clouds

Objective: To improve the reading comprehension through interactive "falling clouds" in order to encourage the students to undestand commands.

Instructions: In this game the students have to move words around to make a sentence. They can practice English grammar by rearranging words to make a complete sentence. The sentences get more complicated as their progess. Hopefully playing **the fourth and fifth** rounds to practice sentence structures and review word order.

With this game the students can also practice and improve their awareness of sentence order and structures so as to help their studying.

There are more thirty different phrases here each jumbled up into a random order. Also at the end of each round there is a bonus word with letters they have to re-arrange to form the word correctly.

Round 4 and 5

Word Bank
Sit down, stand up,
Read the book
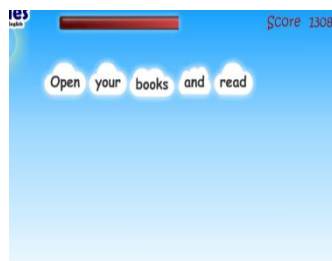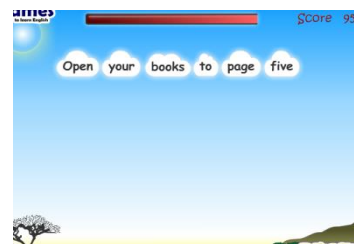
ACTIVITY 01

READING

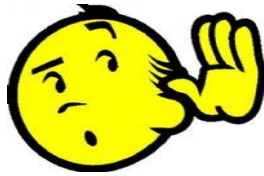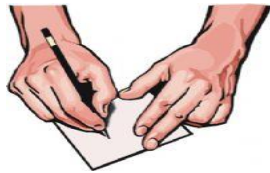**Instruction:** Look at the picture and choose the correct command for each one.

1). Listen   sit dawn   read your book

2). Get out   raise your hand   listen

3). Repeat   write on your   stand up

4). Raise your hand   quiet   listen

5). Write   stand up   quiet
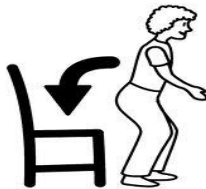
6). Repeat   stand up   close the door

ACTIVITY 02

WRITING

Instruction: Look at the picture and complete the paragraph with the correct command. Use these useful commands.

Open your book, look at the board, sign your name, erase, take out, read
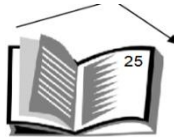
a)---------------on page 25
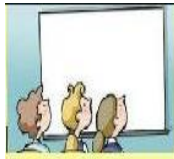
b) -------------- your book.

c) ----------------and copy.

d) ------------- the book .

e) ---------------on the test.

f)---------------the board.

ACTIVITY 03

SPEAKING

Instruction: Imagine that you are the teacher, in front of class give orders to the students using commands.

Stand up	Go to the board	Write your name	Erase your name	Sit down
Mary --------------------				

Lesson 4

MODAL VERB CAN/CAN´T

Skill: Reading

Interactive Game: Falling clouds

Objective: To improve the reading comprehension through interactive "falling clouds" in order to encourage the students to undestand and express their abilities.

Instructions: In this game the students have to move words around to make a sentence. They can practice English grammar by rearranging words to make a complete sentence. The sentences get more complicated as their progess. Hopefully playing the **sixth** rounds to practice sentence structures and review word order about modal verb can.

With this game the student can also practice and improve their awareness of sentence order and structures so as to help they studying.

There are more than a thyrty different phrases here each jumbled up into a random order. Also at the end of each round there is a bonus word with letters they have to re-arrange to form the word correctly.

Round 4 and 5

Word Bank
Can /can not
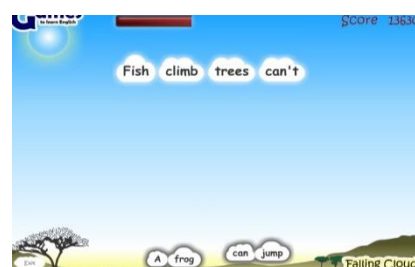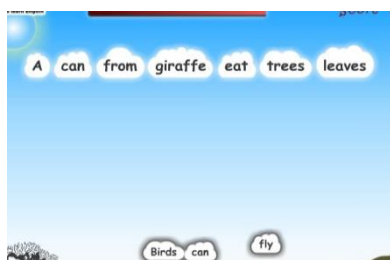
ACTIVITY 01

MY SENSES

Instruction: Listen to the statements and complete with the correct verb and sense. Use the word bank.

> **Word Bank**
> **Smell- smells/hear- sounds/taste- tastes/ touch- feels/ see-look,**

1). I can -------with my eyes. A butterfly ----------beauti

2). I can --------with my nose. A pie---------- good

3). I can --------with my ears. An alarm clock------ noisy

4). I can -------with my tongue. Ice cream -----------sweet

5). I can --------with my hands. A cat -------------soft and war

SPEAKING

Instructions: Look at the pictures and talk about what thing can do these animals.

It is a parrot it -----talk but it -------swim

It is a fish it ------ swim but it -------run

It is a wolf it ------ run but it -------jump

It is a koala it ------ climb but it -------jump

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ACTIVITY 03

READING

Instruction: Read the sentences and match with the picture associated.

I can

1).A kangaroo can jump. And I can jump, too. **a**

2).A polar bear can swim. And I can swim, too. **b.**

3).A cat can climb trees. And I can climb trees, too. **c.**

4).A seal can catch the ball, and I can catch the ball, too. **d.**

5).A parrot can talk. And I can talk too**.** **e.**

6).A dog can run. And I can run too. **f.**

7).A Bird can fly but I can´t fly. **g.**

ACTIVITY 04

WRITING

Instruction: Read the sentences again and answer these questions.

Questions

1).What animal can jump?

----

2).What animal can swim?

----

3).Who can´t fly?

----

4).What animal can run?

----

5).What animal can climb trees?

ACTIVITY 05

WRITING

Instruction: unscramble the words to make sentences.

HE/CAN/PLAY/

THE/PIANO   1). ------------------------

SHE/SWIM/CAN   2).------------------------

RIDE/A/BIKE/

SHE/CAN   3). ------------------------

HE/CAN/A/

HORSE/RIDE   4). ------------------------

SHE/CAN/SING/   5). ------------------------

FOOTBALL/HE

CAN/PLAY   6). ------------------------

LESSON 5

USE OF LIKE AND DON´T LIKE

Skill: Reading

Interactive game: Falling clouds

Objective: To improve the reading comprehension through interactive game "falling clouds" in order to encourage the students to undestand and express their preferences.

Instructions: In this game the students have to move words around to make a sentence. They can practice English grammar by rearranging words to make a complete sentence. The sentences get more complicated as their progess. Hopefully playing the **sevent and eight** rounds this game is a good way to practice sentence structures and review word order about likes.

With this game the students can also practice and improve their awareness of sentence order and structures so as to help they studying.

There are more thyrty different phrases here each jumbled up into a random order. Also at the end of each round there is a bonus word with letters they have to re-arrange to form the word correctly.

Round 7 and 8

.

Word Bank
Like /don`t like

ACTIVITY 01

Instruction: Read the sentences and put a tick on the chart according to the faces.

1).Sue **likes /doesn't like** playing the piano

2).My friends **like /don't like** math.

3).My grandparents **like /don't like** dancing

4).Dad and I **like /don't like** fishing.

5).My dog **likes /doesn't like** cats.

6).Jake and Jill **like/don't like** apples.

7).Mum **likes /doesn't like** chicken.

8).Teddy **likes /doesn't like** reading.

Put a tick in the correct option		
	Like	**Don`t like**
Sue		
My Grandparents		
Dad and I		
My Dog		
Jake and Jill		
Mum		
Teddy		

ACTIVITY 02

Instruction: Listen to the story and write true or false. Use T for true or F for false.

	T	**F**	
1). Martha likes rice	**T**	----	
2).Mary doesn´t like vegetables	----	----	
3).Martha likes pizza	----	----	
4).Mary likes fries	----	----	
5).Martha likes fries	----	----	

ACTIVITY 03

WRITING

Instructions: Write sentences using like or don´t like according to the pictures.

1). I like chips.
I don't like rice.

2) --------------------------------
----

3). -----------------------------
----

4). --------------------------------
----

5). ----------------------------
----

6). --------------------------------

ACTIVITY 04

SPEAKING

Instructions: look at the pictures and talk about likes. Ask your classmates these questions.

Do you like skate board?

Do you like play basketball?

Yes, I like to play-------

Do you like to play soccer?

Do you like to skate?

Do you like to play volleyball?

Yes, I like to play-------

Yes, I like to play-------

Unit 1

TRACK 1.-

Listen to and write the correct letter in front of each item ,after that, match the words with the pictures

Letter **a**) B-O-Y. Letter **b**) G-I-R-L-D .Letter **c**) T-E-A-C-H-E-R .letter **d**) C-H-I-L-D-R-E-N. Letter **e**) S-C-H-O-O-L.

TRACK 2

Listen to the jobs and then match them with the correct action.

1) I am a teacher, I teach students.
2) I am a police, I fight crime.
3) I am a student, I study at high school.
4) I am a truck driver, I drive trucks.
5) I am a waiter; I serve food in a restaurant.
6) I am a doctor, I treat patients.

TRACK 3

Listen to the numbers and circle the ones that you hear.

2, 11, 14, 17, 19, 8

TRACK 4

Television programs.

Complete the sentences with the information that you hear.

1). The news starts at six o'clock.
2). Cartoon time starts at half past eight.
3). The football match starts at twelve o'clock.
4). The Lion King starts at quarter past four.
5). The time starts at quarter to seven.

UNIT 2

TRACK 5

Listen to the animal story and fill the gaps with the animal names.

Going to the Zoo

She goes to the zoo. She sees a lion the lion roars. She sees elephant, the elephant has a long trunk. She sees a turtle, the turtle is slow. She sees a rabbit, the rabbit has soft fur. She sees a gorilla, the gorilla is eating a banana.

TRACK 6

Listen to the sentences and underline the correct comparative.

1). A monkey is **taller** than a mouse.

2). A pig is **fatter** than **a** chicken.

3). A lion is **more dangerous** than a cat.

4). Dogs are **smaller** than lions.

5). A horse is **faster** than a tourtle.

6).A cat is **bigger** than a mouse.

TRACK 7

Listen to the animal description and identify which animal are?

1).It's very big and noisy.It has a long nose and big ears.

2).It is an animal that can swim.This is a small animal that lives in water.

3).You can ride it.It can run quickly and jump.

4).A small animal with a long tail.Cats like to chase this animal.

5.It's fat and pink.It has four legs and a small tail.

Unit 3

TRACK 8

Listen to and read the dialogue and answer the questions.

A - Hi Rebecca.
B - Oh hi Vicky.
A - How's your new house?
B - It's great.
A - Is it big?
B - Yeah. There are three bedrooms and two bathrooms. There's also a big yard and a swimming pool.
A - Wow! Do you have enough furniture?
B - We bought some new furniture. There's a new sofa in the living room. We bought a new table and chairs for the dining room and a new dresser for the bedroom.
A - When can I see your new house?
B - Come over tomorrow for lunch and you can see the new house.

TRACK 9

Listen to the furniture description and identify them. Write the correct

number and name under each one. Use the word bank.

1) People look at this to know the time. It has hands and a face and the numbers 1 to 12.

2) You use this to speak to people. If you friend is far away you can still speak to him with this.

3) This can control the TV. You can change the TV channel from your chair.

4) This can make a room cooler. It makes it hotter in winter and cooler in summer.

5) You can walk up and down these. You can use these to go to the second floor of a house.

Unit 4

TRACK 10

Listen to and read the next paragraph,after that answer the questions

Tom want to breakfast.He goes to the restaurant.He is hungry.He orders a slice of pizza,a cup of tea and a carton of milk. The waiter asks Tom if he wants something else. Tom says,he want a piece of cheese and a bowl of soup. Tom eats all his foodand pays the bill He is full now. He goes to work

TRACK 11

Listen to the next paragraph and fill the blanks with the food .Use the word list.

Sara is hungry. She goes to the kitchen. She opens the cabinet. There are a lot of Snacks. The marshmallows are too sweet. The potato chips are too salty. The ice cream is too watery. The kiwis are too sour. The cereal is too bland. Her dad comes home. He gives her crackers. The crackers are perfect.

UNIT 5

TRACK12

Listen to the information and fill the gaps with the correct adjective according with the pictures.

a) My friend Robert is clever. He is good at learning things.

b) My brother Jorge is very Neat .His bedroom is always tidy.

c) Lisa is happy .she won a trophy.

d) Pinocchio is a liar person. He has a big nose.

e) Luis is sick .He has flu.

Listen to the story and fill the gaps with the correct prepositions of time.

Today is my birthday! I was born in 2005, on the 7 th of July, at 2 o'clock in the morning! On my birthday I always open my presents at breakfast time. In July we always visit my grandparents and on the last day at midnight my dad lights some fireworks outside–very carefully of course!

TRACK 14

MY SENSES

Listen to the statements and complete with the correct verb and sense. Use the word bank.

1). I can see with my eyes. A butterfly looks beautiful.

2). I can smell with my nose. A pie smells good.

3). I can hear with my ears. An alarm clock sounds noisy.

4). I can taste with my tongue. Ice cream tastes sweet.

5). I can touch with my hands. A cat feels soft and warm.

TRACK 15

Listen to the story and complete the blank spaces with the list.

Likes and don´t like

My name is Martha. I am eleven years old. I love eating but there are things that I like and things that I don't like.

I like rise but my favorite food is pizza. I don´t like vegetables .Mary my sister likes fries but she doesn´t like hamburger.

Lesson 1

Listening

a) B-O-Y b) G-I-R-L-D c) T-E-A-C-H-E-R d) C-H-I-L-D-R-E-N e) S-C-H-O-O-L

Reading

1) Cow2) hourse 3)pig .4).duck5).chicken6).sheep7) goat8)rouster

Writing

1).Apple2).Bluebird 3).Ducking 4).Fox 5).Head

Lesson 2

Listening

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

Writing

1) mechanic2).architect3).singer4).fireman.

Reading

5). Pilot 4). Mechanic.2).farmer1).electric3).florist.

Lesson 3

Listening

2, 11, 14, 17, 19, 8

Reading

1) five2).Three 3).two 4).eight.

Writing

1) the boy is in the school eight hours.

2).the boy plays the piano two hours.

3).the boy sleeps four hours.

Lesson 4

Reading
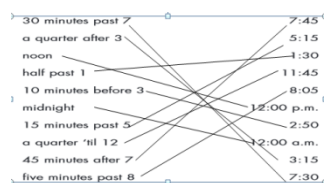
Writing

1).Seven o clock   2).five o clock 3). Three o clock   4).six o clock 5). Nine to two 6).haft past eighth

Listening

1). at six o'clock.2). at half past eight 3). at twelve o'clock.4).at quarter past four5). at quarter to seven.

UNIT 2
Lesson 1
Reading
1) giraffe 2).fish 3).elephant 4).bear 5dog.
Writing.
1) Tiger, Zibra, Lion.2).Cat, Dog, Rabbit.3).Cow, pig, chicken. 4).Penguin, Fish, Turtle
Listening
1) lion 2).elephant 3).turtle,4).rabbit 5). gorilla

Lesson 2

Listening

1) taller,2).fatter,3).more dangerous,4).smaller,5). faster,6).bigger

Reading

Bigger-elephant, faster-lion, beautiful-pig, stronger-cow, intelligent-monkey, aggressive-lion.

Writing
a). The giraffe is bigger than elegant

 The elephant is smaller than giraffe.

b).The lion is shorter than elephant.

The elephant is taller than the lion.

c). The turtle is slower than rabbit.

    The rabbit is faster than turtle.

Lesson 3
Reading
1) monkey 2).dog 3).elephant 4).bee 5).camel 6).tiger

Writing

1) the bee produces delicious honey.
2).the lion is the king of the jungle.
3).thedogis the man´friend.
4).the bear can live in the north pole.

Listening

1) lion 2).fish3).horse 4).mouse5).pig.

UNIT 3
Lesson 1

Listening

1) there are three bedrooms
2).there are two bathdrooms
3). Sofa,tabe,chairs.

Reading

Writing

1) my bet is in my room.

2).the bridge is in the kitchen.

3).the sofa is in the livingroom

4).The over is in the kitchen.

5). The chairs is in the dining room.

Lesson 2

Reading
3).sofa 1) chair2).door5).lamp4).table.

Writing

1).You put trash in this.
2).Put clothes in this.
3).This is green and grows.
4).The bottom of a room.

Listening

3).control5).stairs 4).air contioner1) clock2).telephone.

UNIT 4
Lesson 1

Listening
1) Tom goes to the restaurant.
2).Tom orders a slide of pizza,a cartoom of milk.
3).Tom goes to work.

Reading

Jump ,Write, Run ,Play, Lie ,Sleep.
1) play,2).jump, 3).write
Writing
1) they sing a song.
2).he sleps on the bed.
3).she dances rap music.
4).the boy reads a book.
5).he drinks a cup of coffe.

Lesson 2
Writing

1) pizza,2).chips,3).bread,4).meat,5). soup,6).fish,7).rice,8).pasta,9).hamburger.
Listening
1) snacks,2).marshmallows,3).potato,4).ice cream,5). kiwis,6).cereal.
Reading
Eat: eggs, water, and chocolate.
Don´t eat: apples, tomatoes.
Writing
1) yes, I do,
2).yes, I do. I like bananas.
3).yes,I do

UNIT 5
Lesson 1
Listening
a). clever b).neat c).happy d).liar e).sick
Reading
1) Short and thin, blond2).cheerful and friendly 3).shy and generous.
Writing
1) he is an intelligent and honest policemen.
2).he is an old and fat doctor.
3).he is a tall and elegant pilot.
4).he is a smart student.
Lesson 2
Reading
1) on2).On3).In4).At5).In 6).At 7).in 8).in
Writing
1).Peter plays tennis on Sunday.
2).my birthday is in May.
3).we are going to see our parents at the weekends.
4).I don´t like walk alone in the street at night.
Reading comprehension

1).b)   at six o clock
2).c)   in the summer
3).a)   on Halloween
4).b)   at Christmas
5): a)   on my birthday
Listening
1).in 2).at3).in4).on5). at 6).in7).on.

Lesson 3

Reading
1).read your book 2).listen 3).write on your 4).raise your hand 5).quite 6).stand up.
Writing
a).open your book on page 25b).Take out your book c). Look at the board and copy.d). Read your book e). Sign your name on the text f).Erase the board.

Lesson 4

Listening
1).See/looks 2).Smell/ smells 3).Hear/sounds 4).Taste/tastes 5). Touch/ feels
Reading
1).b.2).a.3).d. 4).c.5). f. 6).g.7). e.
Writing
1).a kangaroo can jump.2).a fish can swim.3).I can´t fly.4).a dog can run. 5).a cat can climb trees.

1).He can play the piano.2).She can swim.3).She can ride a bike 4).He can ride a horse 5).She can sing 6).He can play football.

Lesson 5

Reading

Put a tick in the correct option		
	Like/likes	Don´t/doesn´t like
Sue		✔
My friends	✔	
My Grandparents		✔
Dad and I	✔	
My Dog	✔	
Jake and Jill		✔
Mum		✔
Teddy	✔	

Writing

1). I like chips.   **2). I like chicken.**
    I don't like rice.   **I don't like soup.**
3). I like soup.   **4). I like milk.**
    I don't like snacks.   **I don't like fish.**
    5). I like noodles.   **6). I like fish.**
    I don't like vegetables.   **I don't like chicken.**

Listening
 (1) T(2)F(3)T (4) F (5) T

4. CONCLUSIONS:

After the development of the classroom research activities for "Eugenio Espejo-Diez De Agosto" primary education, the researcher has got the following conclusions.

- This didactic guide is going to develop a better teaching learning process so it will help us to catch a great student´s attention.

- Moreover, this didactic guide will serve as a reference in which students will be able to investigate some information into the educational field being a useful tool for students in all moment.

- Without doubt, this guide will also help student to the improvement of communication into English field.

5. RECOMMENDATIONS:

- The teacher must do a good use of this didactic guide so as to students catch the information in a fun way.

- It is so important pay attention in each activity that is included inside this didactic guide in order to have a clear interpretation of it.

- Teacher must use different kind of games in order to improve the English learning.

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7.ANEXES

"TECHNICALUNIVERSITYOFCOTOPAXI"

ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC SCIENCES

ENGLISH MAJOR

Survey directed to the English students of sixth year of primary school education at "Eugenio Espejo–Diez de Agosto " in Guaytacama parish.

Objective: To know if the student at "Eugenio Espejo–Diez de Agosto " can learn the English language in a fun way through the use of interactive games.

INSTRUCTIONS: Read each question carefully and mark with a (x) in the option that you consider correct.

1. **Do you think that the English language is important?**

   a .... yes

   b .... No

   c........................ I don`t know

2. **Do you know in which areas is applied the English language?**

   a) -------------------Education

   b) ------------------ Business

   c) ------------------ In all areas.

3. **How do you consider is English classes for you?**

   a) ------------------- Interesting

   b) ------------------- Funny

   c) ------------------- Boring

4. **How important is for you to use technological tools in the English teaching?**

   a. ----------------- Very important

   b. ----------------- Important

   c. ----------------- Not is important

5. **How often would you like your teacher use technological tools such as interactive games in the classroom?**

    a. ----------------- Always

    b. ----------------- Once a week

    c. ----------------- Never

6. **How do you define English learning**?

    a ----------------- Easy

    b. ----------------- Difficult

    c.----------------- Very difficult

7. **Would you like to learn the English language through interactive games that allow you to develop the four skills (listening, speaking, reading and writing)?**

    a ----------------- Yes

    b ----------------- No

    why…………………………………………………………………………...……

    …………………………………………………………………………………………

8. **Would you pay more attention to English teaching through interactive games?**

    a ----------------- Yes

    b ----------------- No

9. **Do you consider that you could learn good study habits through the use of interactive games that allow you to improve English language learning?**

    A ----------------- Yes

    b.----------------- No

    Would you participate more in English classes if your teacher include interactive activities based on interactive games?

    a ----------------- Yes

    b ----------------- No

Thank you for your cooperation

"TECHNICAL UNIVERSITY OF COTOPAXI"

ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC SCIENCES
ENGLISH MAJOR

Survey directed to the English teachers of basic education "Eugenio Espejo–Diez de Agosto" primary school in Guaytacama parish.

Objective: To determine if the English teachers at "Eugenio Espejo-Dies de Agosto" primary school in Guayacama parish consider the application of the use of video games for the acquisition of the English language is feasible.

INSTRUCTIONS: Read each question carefully and answer each one according to his opinion.

➢ **How often do you use technological resources in the class to teach the English language?**

➢ **Which are the best technological tools that you have applied in the class to teach the English language?**

➢ **What will be your point of view if children can learn the English language through interactive games?**

➢ **Are you in favor of teaching English using new technological tools as interactive games?**

➢ **In your opinion, could you tell me if children will be interesting to learn English through interactive games?**

Thank you for your cooperation