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ABSTRACT

We have focused this project on the use of flashcards with activities that the English teachers can use in the teaching-learning process. These activities are created not only to present new vocabulary, and practice pronunciation, but also to call the attention of the students to participate in class using the verbs. The use of flashcards helps teachers to introduce a new word through an image and that image is about any vocabulary word and in this case is about verbs.

Moreover, Andrew Cohen mentions some advantages of the flashcards. The main is that flashcards engage a mental faculty known as active recall which is a principle of efficient learning, which claims the need to actively stimulate memory.

Also there are three types of learners, kinesthetic learners who learn by doing, auditory learners learn by listening and visual learners learn by looking. All of them are important and the activities presented in this project will help to introduce the verbs in ninth year of basic education to visual learners achieving a long-term retention.

KEY WORDS

- **LEARNING STYLES**
- **VISUAL LEARNERS**
- **FLASHCARDS**
- **ACTIVE RECALL**
- **METACOGNITIVE FACULTIES**
- **ACTIVITIES USING FLASHCARDS**

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INGLESA**

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del Título de Licenciada en la Especialidad de
Lengua y Literatura Inglesa**

**THE IMPORTANCE OF INTEGRATING FLASH CARDS AS A VISUAL TOOL
IN ORDER TO IMPROVE THE RETENTION OF THE MEANING OF VERBS IN
THE STUDENTS OF THE NINTH YEAR OF BASIC EDUCATION.**

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AUTHORSHIP

ALL THE CONTENT OF THIS MONOGRAPH IS THE EXCLUSIVE
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AKNOWLEDGEMENT

Thanks to God that allowed me to live and enjoy every day and enjoy all the beautiful things he created. Thanks to him because he gave me an opportunity of having an amazing family who was with me in every moment of my life, the good ones and overcoat the bad ones. Moments which turned on proofs, proofs that I approved with the help of God and my Family. Thanks to my loved parents, Hermelinda and Adriano, my dear sisters, Isabel, Yolanda, Mayra, Vanessa, Doris, and Veronica; my dear brother Christian, my darling nephew, David and my sweetheart Danny, they are my everything. Thanks God because you gave the strength to begin my studies and finish them.

This is only one more step of my career but the last one. The path is long but not impossible of going over.

Luly P.

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Tania T.

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DEDICATION

I want to dedicate my project to my beloved parents Manuel and Laura and they were my mainstay and support were provided throughout this process, God bless them always, thank you dear parents. I also want to dedicate this to my brothers: Jorge, franklin, Edwin, Christian and Darwin for all the support and love that they gave me, and also to my dear niece Alexa. To all my family and friends who were always by my side.

With love

Tania T

DEDICATION

This work is dedicated to my most admirable person who has taught me the worth of life and the worth of giving my best with everything I do. Mum you are my angel sent from above, you were chosen by God to help me and take care of me since I was born. You gave all of you to be here, without your existence and your support it would be impossible to get everything I have. Thanks Mum for everything.

I love you Mum

Luly P.

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INTRODUCTION

The English Teaching-Learning process in the ninth year of basic education is very important. Students build their basis on vocabulary during this year and the previous one. But the most they learn about new vocabulary is verbs. Because of this we want to contribute with some important aids to teach them the verbs, taking into account the students learning styles. Berman reminds us that students remember information according to their personal learning styles.

Berman points out that teachers should aim to appeal to all these different learner types at some point during the school year. It is particularly important to appeal to visual learners since a very high proportion of learners have this type of intelligence. For this reason we have included some important information about what to use with them and how to teach them.

Moreover, we suggest the use of flash cards as a visual tool to teach verbs easily and improve the internalization of their meaning. We can develop different activities based on flashcards. The activities we have designed will help to improve the retention of the verbs in a significant proportion. Translation does not help at all in the retention of the meaning of verbs, so our goal through this project is to help students internalize the words in their minds for longer periods of time by using flashcards in the classroom.

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Flash cards provide a great way to teach meanings of verbs and they can serve to introduce students in a real context. They see the action and it is easy to get the meaning without using a dictionary. Thus, this project is created to reinforce the strategies that teachers use in class, and the process of teaching improve. As a consequence, students' learning process is affected in a very positive way.

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CHAPTER I

1. TEACHING TO ADOLESCENTS

Adolescents are a very interesting group to teach. They represent to the young people who like to do a lot of exciting things. They do not like to do boring things in classes. There are many factors to take into account with their teaching process.

Adolescents are people, who have a lot of ideas, and those ideas change every day. One day they like the class but to the other day the same class could be very boring for them.

The strategies to use with them in classes are various, but teachers have to choose the correct ones. Teachers have to see deeper in their minds to find what happen while they are in classes. Teachers must ask students what they want, and how they want to receive the information. And they have to take advantage of that to create a positive environment in classes every day to achieve the proposed goals at the beginning of the school year.

1.1. STUDENTS OF NINTH YEAR OF BASIC EDUCATION

The majority of high schools in Cuenca have a common problem. The common problem is that there are a lot of students in a single classroom. Mainly the classrooms which have the most students are the eight year and ninth year of basic education. A good suggestion with this large classroom is to group

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students. When the teacher takes into account this suggestion, he may realize of the similarities his students share.

In the ninth year we have a lot of students who are in their thirteen's and fourteens. They have similarities in their ages, unless some of them have failed a school year. Therefore, due to this they share some of their ideas, feelings and thoughts. They also share something very important that is their learning styles.

We have a lot of adolescents who have their own learning styles. By making students' groups, teacher can realize what kind of students he/she has in the class. Each student will show the way he likes to learn, or the way he learns better.

The students of ninth year are adolescents, and they are perhaps the most exciting students to teach. They are very active, so it is important to use active techniques with them. The teacher confronts students that have any kind of motivation to learn English. Most of them only study this language because of duty of the High School they are studying in. They do not have any purpose on their minds with this language. They say that it is a waste of time to learn English. Because of this reason, it is very difficult to teach them and make English their favorite subject. Sometimes, they even do not want to learn the subjects taught in their mother tongue, neither a subject in a foreign language.

The English teacher should never forget that the adolescent needs to feel motivated in class every day. This is not an easy task but it is something necessary to do in the teaching process. The adolescent is highly intelligent if

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stimulated, and dedicated if involved. The part of the teacher is to put language teaching into an involving context for his students, where they feel well and motivated to learn all the new things.

Aside of these important facts, teacher has to identify how exactly students learn better. They could feel more motivated if the teacher applies the correct techniques and if he takes into account the type of their learning styles.

Although every learner is unique, teachers need to be aware of learners' similarities and differences. If the teacher analyses the similarities firstly, he could create a pattern in learners' responses. This could help teacher to make some groups and create activities according to those groups. Using this strategy it could be easier to work with large groups of students.

1.2. TYPES OF LEARNERS

According to Berman, there are three types of learning styles, and students receive information in their minds using their learning styles. These styles can be developed by all the students, but one style stands out in each student(Berman)

These learning styles are divided into three categories. These categories are Auditory, Kinesthetic and Visual. If the auditory style stands out in the student, he or she will have a preference for learning things linked to hearing. If the kinesthetic style prevails, the student will learn through movement and

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manipulating things. Lastly, if the student has the visual style as his or her predominant style he will learn mainly through the eye.

This is a more detailed description of the three learning styles that students present.

1.2.1. Kinesthetic Learners

They learn through moving, doing and touching. They learn best through a hands-on-approach, actively exploring the physical world around them. They may find it hard to sit for long periods and may become distracted by their need for activity and exploration.

1.2.2. Auditory Learners

They learn through listening. They learn best through verbal lectures, discussions, talking things through, and listening to what others have to say. Auditory learners interpret the underlying meanings of speech through listening to tone of voice, pitch, speed, and other nuances. Written information may have little meaning until it is heard. These learners often benefit from reading text aloud and using a tape recorder.

1.2.3. Visual Learners

They learn through seeing. These learners need to see the teacher's body language and facial expression to fully understand the content of a lesson. They tend to prefer sitting at the front of the classroom to avoid visual obstruction (e.g.

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people's heads). They may think of pictures and learn best from visual displays including diagrams, illustrated textbooks, overhead transparencies, videos, flipcharts, and hand-outs. During a lecture or classroom discussion, visual learners often prefer to take detailed notes to absorb the information.

1.3. VISUAL LEARNERS DESCRIPTION

A high proportion of students have this type of learning style. For this reason we give a detailed description of it. This description will help the teacher to know more about the students with this type of learning. In this way, the teacher will know what teaching strategies to use in order to help them to learn in a best manner.

This type of intelligence makes the students pay attention to visual things such as flash cards. Flash-cards are bright and colorful. They make a real impact on visual learners, and in this way they can retain more information.

1.3.1. VISUAL LEARNER CHARACTERISTICS

As we have stated above, visual learners are those who learn through seeing things. The following are the main characteristics of this type of learners. A visual learner

- Memorizes things by seeing them on paper.
- Is good at spelling but forgets names.
- Needs quiet study time.

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- Has to think a while before understanding a lecture.
- Likes colors & fashion.
- Dreams in color.
- Understands/likes charts.
- Is good with sign language.
- Is organized.
- Would rather watch, than talk or do.
- Has good handwriting.
- Notices details.
- Remembers faces better than names.
- Has trouble following verbal directions.
- Is easily distracted by noise.
- Doodles on their paper.

1.4. STRATEGIES TO USE WITH VISUAL LEARNERS

There are some strategies that Shannon Hutton suggests to use with visual learners (Hutton).

- Put each letter on a card and have students arrange words.
- Put words on cards and have students arrange into sentences.
- Put sentences on paper strips to teach sequencing and paragraphing.
- Show the visual patterns in words (i.e., word families)

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- Use visuals to teach lessons, including pictures, graphics, images, charts, outlines, story maps, and diagrams
- When giving verbal directions, write down key words or phrases and use visuals
- Encourage the use of flashcards when memorizing.
- Provide visual activities, including maps, videos, models, puzzles, matching activities, computers, and word searches

All these techniques will help a lot to this kind of learners. They increase the motivation of students in the classroom.

Students who remember things by seeing them are more motivated to learn when the teacher incorporates visual tools in the classroom. One effective and attractive aid is the use of flashcards. According to Andrew Wright, in his book "PICTURES FOR LANGUAGE LEARNING", the things that we see play a very important role in education. Therefore, our focus is to integrate flash cards as a technique of our teaching-learning of the English language.

1.5. WHY TO USE VISUAL AIDS ACCORDING TO VISUAL LEARNING STYLE.

Visual Learners need a lot of visual help. As we said above they need a lot of visual material to learn faster. One of the characteristics that Hutton mentioned was that it is important to encourage the use of flashcards when memorizing.

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We want to teach vocabulary in this school year, therefore it is important to use visual aids. Roberto Lado writes in this book “Language Teaching” that visual aids in teaching are well established. There are various visual aids teacher can use. For example, we have pictures, blackboard, slides, slide projector, and flash cards.

We have chosen flashcards as our visual tool, focusing on the necessity of using visual material to motivate students, applying innovative methods in teaching English. We want to show the importance of using Flash cards in the classroom.

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CHAPTER II

2. FLASHCARDS AS A TEACHING TECHNIQUE FOR VISUAL LEARNERS

Eight year of basic education represents the first step to learn the basic vocabulary. After this step students continue learning more vocabulary. And the ninth year is the most important one in their English learning process. Students build their bases on vocabulary during this school year. There are a lot of new words they learn and within this group of words are the verbs. They learn the majority of the verbs they are going to use further on in the subsequent years.

The most of the vocabulary they learn does not stay in their minds for longer periods of time. In general they forget the meaning of the words they learn. This is because they only memorize the meaning of the words. Generally the words learnt by memorization are forgotten fast.

Because of this we want to contribute with some activities to teach the verbs, taking into account the students learning styles and the strategies suggested by Hutton to teach Visual Learners.

2.1. THE BEGINNING OF FLASHCARDS

The first flashcards created came in the form of large and small paper index cards, and traditionally they were white. Now they come in varied colors.

Appendix 1

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Favell Lee Mortimer was the first person who began using flashcards. She was an English Evangelical author of educational books for children. She wanted to show some specific things to the children about the bible. She created this new method to teach them to read based on an early kind of flash cards.

The two works that she made were "*Peep of Day*" and "*Reading Without Tears*", where she put a set of phonic flashcards, and they are considered as the first flashcards.



2.2. FLASH CARDS

Roberto Lado writes that flash cards for teaching or self-study have been used for years. "Essentially, they are sets of cards with a word or phrase on one side and its meaning usually in translation on the other". (197)

A flash card is a little piece of paper on which some information is written or printed: a new word, a number, a date, a fact, a definition, a drawing or picture,

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related with a teaching topic. This is two sided. It has a word and a picture on the front side

A flash card is a little piece of paper which has on one side a new word in a language you are learning, and on the other side a word in your mother tongue.

Another source defines a flashcard as a square piece of paper with a vocabulary word in our first language written on one side and the same vocabulary word on the other side in the language the students are learning.



2.3. REASONS WHY FLASHCARDS ARE SO EFFECTIVE

There are some reasons in favor of using flash cards with the activities and techniques in the language classroom.

Flashcards are the most effective and easiest way to learn and remember new information. Furthermore, they simplify and condense information, so that students only learn the important facts and ideas. With flashcards, the content of

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books has been exposed down to its essence and placed in a format that is easy to read and understand.

- Flash cards provide a fun, colorful way for teenagers to learn through hands-on interaction. They are ideal for students with short attention, helping them to focus on one drill at a time.
- Flash cards are a great way to teach math facts, the alphabet, phonics, English vocabulary, reading, sight words, Spanish, and more.
- Flash cards help a teacher to organize the lesson in a creative and fun way.
- They provide more interest to learn.
- They facilitate more opportunities to improve the vocabulary of the students.
- They engage more students' participation when the teacher develops the activities by presenting sets of flashcards.
- Flashcards provide a fun, colorful way for kids and young learners to learn through hands-on interaction.
- Some young learners have short attention spans, and flashcards help them to stay quiet for longer periods of time.
- They help them to focus on one drill at a time.
- Flashcards are a great way to teach the alphabet, phonics, vocabulary, reading, sight words.
- They are very useful with visual learners.

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- Flashcards remain one of the best tools for memorizing information.
- Flash cards can easily facilitate repetition.
- They are the best way to create multiple memory-enhancing recall events.
- By using flashcards the students will be able to understand the new vocabulary without the need of translating it.
- They minimize the work of the teacher to teach the meaning of the vocabulary. They can be the most effective way to motivate students to study and retain factual knowledge, especially when they are used smartly.
- • Flash cards are a useful tool for classes that require memorizing many definitions or data,

2.4. ANDREW COHEN REASONS FOR USING FLASHCARDS

The three main reasons that Andrew Cohen talks about are very important. He states that flashcards engage active recall, utilize metacognitive faculties, and allow for confidence-based repetition.

2.4.1. Flashcards engage “active recall”

Flash cards make students to think of the answer or the meaning. This process engages a mental faculty known as active recall. In other words, the students are attempting to remember the concept from scratch rather than by simply

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watching at the passage in the textbook or recognizing it on a multiple choice quiz.

Active recall has been proven to create stronger neuron connections for that memory trace. This is a principle of efficient learning, which claims the need to actively stimulate memory during the learning process. It contrasts with passive review, in which the learning material is processed. Active recall is very efficient in consolidating long-term memory.

Lado gives an example for active recall of vocabulary. The flash cards may have a picture or the native language word on one side and the second language word on the other. The student sees the picture or word and attempts to recall the second language word. He checks his response against the back of the card (197).

2.4.2. Flashcards utilize your metacognitive faculties

When the teacher reveals the answer side of a flashcard to assess the students' correctness, they are essentially asking "How did your answer compare to this correct answer?" and "How well did you know (or not know) it?" This act of self-reflection is known as metacognition. Research shows that applying metacognition tends to root memories deeper into the students' knowledge, because they find the answer by themselves, and it is easier to remember for the future.

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2.4.3. Flashcards allow for confidence-based repetition

Because flashcards exist loosely, rather than tied to a book or document, you are able to separate them into piles based on whether (or how often) we need to study them again. This practice of confidence based repetition is proven by decades of research to be the most scientifically optimized way to improve memory performance.

2.5. ADVANTAGES OF THE USE OF FLASHCARDS FOR STUDENTS

The advantages that flashcards presents are the following.

2.5.1. They are customizable

Teachers can change anything they want in the flashcards and can also put some things that they consider important. Also, they can use them again and again. Students may respond better using visual clues, and flashcards can help them to increase recall on tests or in the classroom.

2.5.2. They are cheap

Teachers do not need a lot of money to create them. Flash cards can be get by online sources. Also, teachers can create their own.

2.5.3. They have different sizes

The size can vary according to the topic. It could be a business size (approximately 3.5" x 2") or a regular index card (5.5" x 3.5").



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2.5.4. They are portable

Teachers don't need to carry the flashcards in their computers or the books used to teach. They just can carry them in their bags.

2.5.5. They aid your visual memory

Using flashcards repeatedly over a few days will also help long-term memorization of the meaning of verbs. A source writes that 76 repetitions are enough to go to long-term memory.

2.5.6. They are good with vocabulary

They are a great way to present, practice, and recycle vocabulary, and when students become familiar with the activities used in class, they can be given out to early-finishers to use in small groups.

2.5.7. They reinforce writing skills

If the students are also told to make their own flashcards they can also practice in their homes.

Flash cards give them good penmanship practice, and writing words.

They help students memorize the meaning.

2.5.8. They are fun.

Disguise work time as play time by making up flash-card games. Students can have flash card competitions -- either using the same set of cards, or with each

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student using their own. It can be a simple point-and-answer contest, or you can blow it up into a Jeopardy-style game-show guess-off.

2.5.9. They make you a good teacher.

It's hard sometimes to know how to help students with their homework -- or to help without helping too much. Flash cards are perfect for student and teacher involvement. Students retain the meaning by studying with them, and it is easy because they see the word and get the meaning, and the teacher does not have to do so much, and the student is active with his own learning.

2.5.10. They work.

Whether the students' memory whizzes or requires constant, constant, constant repetition and reinforcement, flash cards will increase comfort and familiarity with the material and make it much more likely that your students will recognize it when it appears in homework, classwork, and tests. Sometimes, low-teach rules.

2.5.11. Flashcards can be a very effective tool for studying for a test.

Whenever students have lots of material they need to memorize, flashcards can be very helpful. The facility with which students can study a few cards at a time helps them to be able to study in smaller blocks of time, instead of trying to cram for many hours the night before a test.

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2.6. DISADVANTAGES

Sometimes flashcards can represent a boring way to learn vocabulary for some students.

Some students of the ninth year think that this technique is only for children.

Sometimes teachers have to print the flash cards and it results expensive.

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CHAPTER III

3. ACTIVITIES USING FLASHCARDS

As our last chapter we have chosen some activities to do with the students using some verbs flashcards. These activities are divided in some categories such as Memory, Drilling, and TPR activities that are recommended by Morelia Monge.

3.1. ACTIVITY ONE

CATEGORY MEMORY

NAME OF THE ACTIVITY: WHERE IS IT?

INTRODUCTION

The first activity has to do with Memory. The students have to memorize all the verbs which are going to be presented by the teacher. **Appendix 2**

VOCABULARY

Complete the sentences with the correct verb.

- I _____ an apple.
- We _____ in the swimming pool.
- Mary and Joseph _____ an interested book.
- My family _____ orange juice.
- She _____ a letter from her friend

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GRAMMAR

Teacher presents some verbs to the students. They have to make sentences using those verbs. **Appendix 3**

STRUCTURE

Present Simple (subject + verb + complement)

Make sentences using the verbs and the correct structure.

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

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READING

Read the following text about Charlie. Underline the verbs and then make sentences with them.

Every day, in the morning I walk for 30 minutes in the park. During this time I drink a lot of water. Then I go home very tired and I eat a delicious salad fruit and I drink a cup of coffee. After that, I stay in my bedroom for a while. I sing my favorite songs aloud. In the afternoon I meet with my girlfriend. We go to the Mall and I buy a bunch of beautiful red roses. I give it to her because I love her.

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WRITING

Look at the pictures and write the correct name of the verb under the picture.





















Write sentences with the verbs above.

_____.

_____.

_____.

_____.

_____.

_____.

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LISTENING

Listen to a short paragraph and number the sentences according to their sequences. **Appendix 4**

Our son does not drive.

My wife and I work near here, so we walk to work.

My family and I live in the suburbs.

He rides his bike to school.

Our daughter Emily works downtown,

so she drives to work.

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SPEAKING

In this activity students have to work individually.

Talk about himself or yourself in front of the class using the verbs presented at the beginning. **Appendix 3**

EXAMPLE

Every day I go to school to study and I play with my friends in the break. At noon I eat my lunch and I drink a glass of water. After that, I domy homework and I go to swim too. At night I sleep at 10 o'clock.

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3.2. ACTIVITIY TWO

CATEGORY: IDENTIFICATION

NAME OF THE ACTIVITY: DIFFERENT PEOPLE

INTRODUCTION

Once introduced a set of flashcards about verbs, the teacher has to use this activity to improve the students' retention.

VOCABULARY

The verbs teacher introduces are verbs: wear, speak, make, go, sell and practice the pronunciation. **Appendix 5**

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GRAMMAR

STRUCTURE: MODAL CAN / CANNOT FOR ABILITY

Think of a famous person and make questions about that person. Use these verbs: **Appendix 5**

Example:

Can famous singers speak English?

Yes, they can / No they cannot

_____?

_____?

_____?

_____?

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LISTENING

Listen to the following description and fill in the blanks with the correct verbs.

Appendix 6

I have some friends who can_____ Spanish and English. They can _____ handicrafts: weavings, sweaters, hats, bags and scarves. Many times they can _____ to the other countries to learn more about crafts and sometimes they have the opportunity to _____l their handicrafts. Also they can _____ their handicrafts to expose them and call the attention of people.

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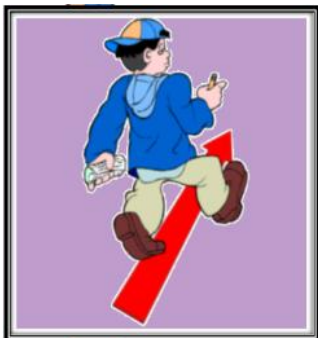
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Listen to the same information above and put the correct verb that you hear below the picture. **Appendix 6**











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READING

Read the following text and underline the verbs that you find and make sentences.

I have some friends who can speak Spanish and English. They can make handicrafts: weavings, sweaters, hats, bags and scarves. Many times they can go to the other countries to learn more about crafts and sometimes they have the opportunity to sell their handicrafts. Moreover, they can wear their handicrafts to expose them and call the attention of people.

1. _____.
2. _____.
3. _____.
4. _____.
5. _____.

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WRITING

Write a short paragraph of five sentences about yourself using can or cannot plus one of these verbs.



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SPEAKING

WORK IN PAIRS

Talk with your partner about your abilities and disabilities. Use the modal can and with a verb from the pictures.



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3.3. ACTIVITY THREE

CATEGORY DRILLING

NAME OF THE ACTIVITY: INVISIBLE FLASHCARDS

INTRODUCTION

In this activity students have to develop the four skills using the verbs that the teacher presents in this lesson. **Appendix 7**

VOCABULARY

Complete the following sentences with the correct verbs.



1. I _____ a letter to my family on this Christmas' Day
2. First, you have to _____ before to talk.
3. I am worried I cannot _____ my keys.
4. Every night I _____ at 11 o'clock.
5. I do not what I have to do but I have to _____ the best answer.

Unscramble words. Put verbs in the correct order

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PEELS

DUNOF

SHOOCE

KNITH

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LISTENING

Listen to the following information and complete the table with the correct form of the verb. **Appendix 8**

I _____ on Sunday morning. In the afternoon my Mom, Dad and I _____ to the grocery store. Then I _____ an apple with my Mom. After that, I _____ with my best friend in the park. I _____ with her for about one hour. At 9 p.m. I _____ to _____.

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READING

Read this text. Then write sentences about yourself using the verbs in black.

I **study** on Sunday morning. In the afternoon my Mom, my Dad and I **go** to the grocery store. Then I **eat** an apple with my Mom. After that, I **meet** with my best friend in the park. We **talk** for about one hour. At 9:00 p.m. I **go** to sleep.

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WRITING

In this activity the teacher sticks a set of flashcardson the board. Then he or she draws a grid around them.

Teacher uses a pen to drill the nine verbs. He or she always points to the flashcard which is being drilled. Gradually he or she removes the flash card. When the first card is removed the teacher encourages students to write the verb of the removed flashcard.

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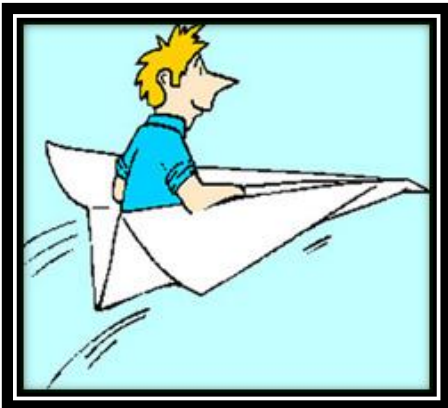
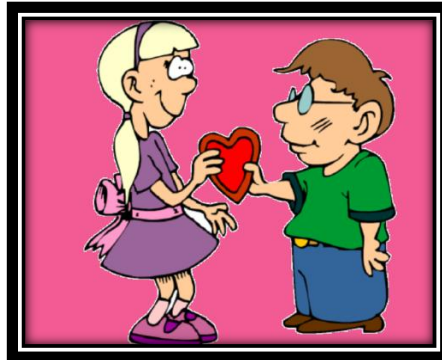
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SPEAKING

Tell sentences orally according to the picture the teacher shows.



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CONCLUSION

Learning-Teaching techniques are many and every day there are more adding to them. Also, the goal of innovating teaching English Language is not only to teach grammar but to teach English as a function to use in real situations based on what happens on students' life. The tools or methods are also different from the traditional and they help to improve the way students learn.

The history of flashcards show that teachers used to look for a better way to teach students until reaching the meaningful learning, it means that they can apply it for real situations. For this reason we developed our project thinking about the advantages for the students with the use of flashcards. This project is based on a set of flashcards of the most common 30 irregular verbs taught in the ninth year of basic education. The purpose of this project is to show students a verb flashcard and achieve that they retain the meaning of the verb only seeing at the picture without using the dictionary. When they see the flashcard, they think in the meaning and retain it in their minds the most as they can to make it work with the use of sentences.

We also developed some interesting activities for students to encourage them to participate in class and make them to be creative and create a positive environment in the class. We have developed these activities for our project in a positive way to help of students to be confident. And to make them to have a good performance in real situations and this can be achieved with the cooperation and participation of students.

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In our opinion flashcards are very important visual tool for students because we think that it helps our students in their learning process not only in the memorization but in the writing process, and pronunciation of the word that is showed with the flashcard. Students need to be taken in to account and looking at their learning style and looking for new methods of teaching they can become in very good students who can perform good in their real life.

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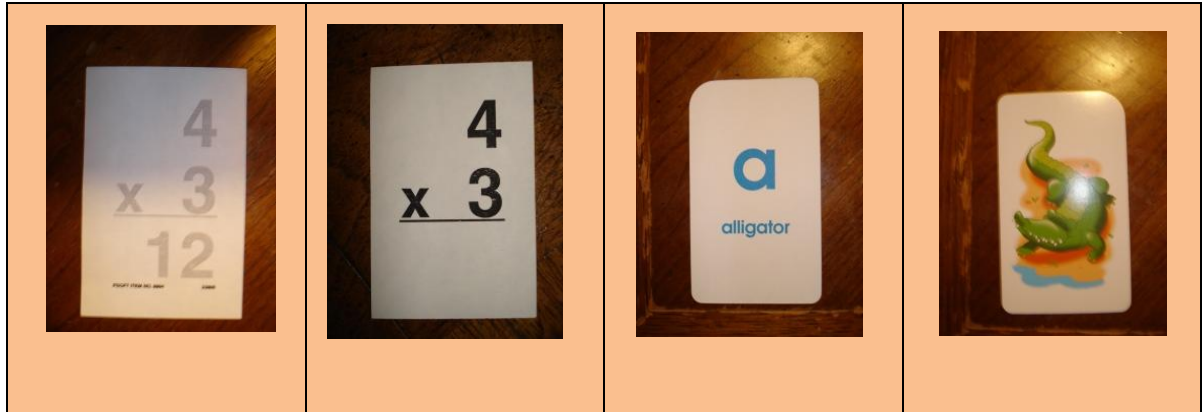
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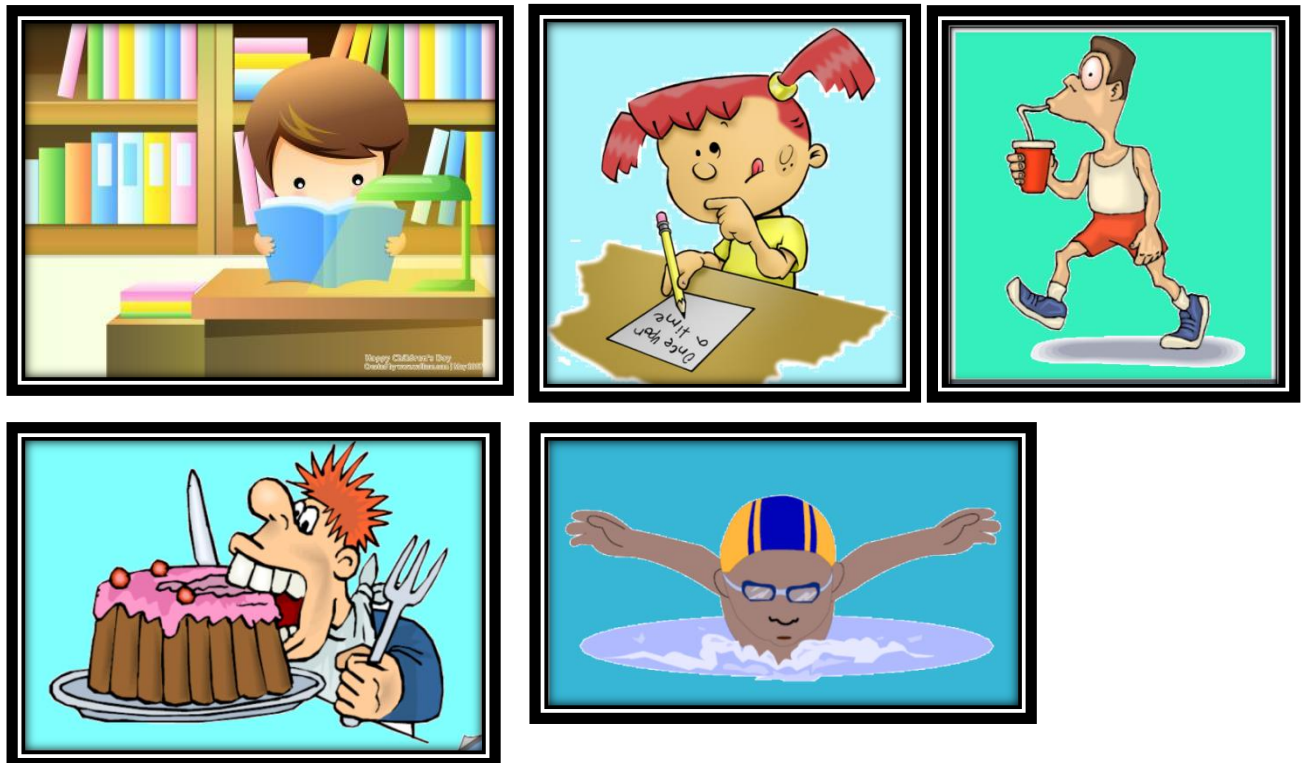


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APPENDIX 1



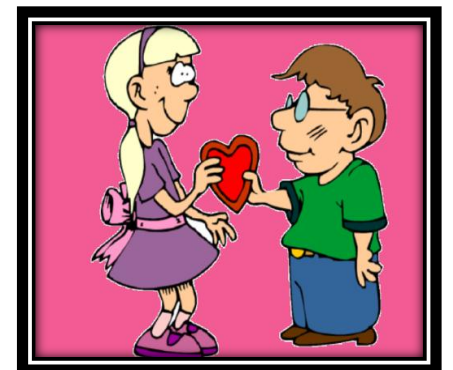
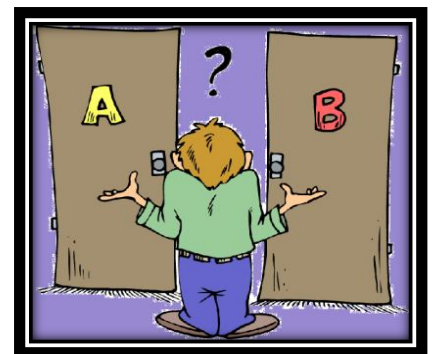
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APPENDIX 3



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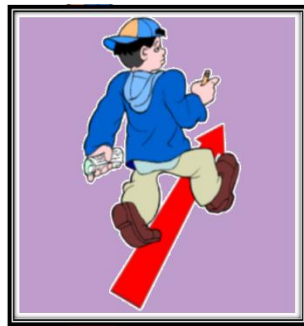
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APPENDIX 4

My family and I live in the suburbs. My wife and I work near here, so we walk to work. Our daughter Emily works downtown, so she drives to work. Our son does not drive. He rides his bike to school.

APPENDIX 5



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APPENDIX 6

I have some friends who can speak Spanish and English. They can make handicrafts: weavings, sweaters, hats, bags and scarves. Many times they can go to other countries to learn more about crafts and sometimes they have the opportunity to sell their handicrafts. Also they can wear their handicrafts to expose them and call the attention of people.

APPENDIX 7



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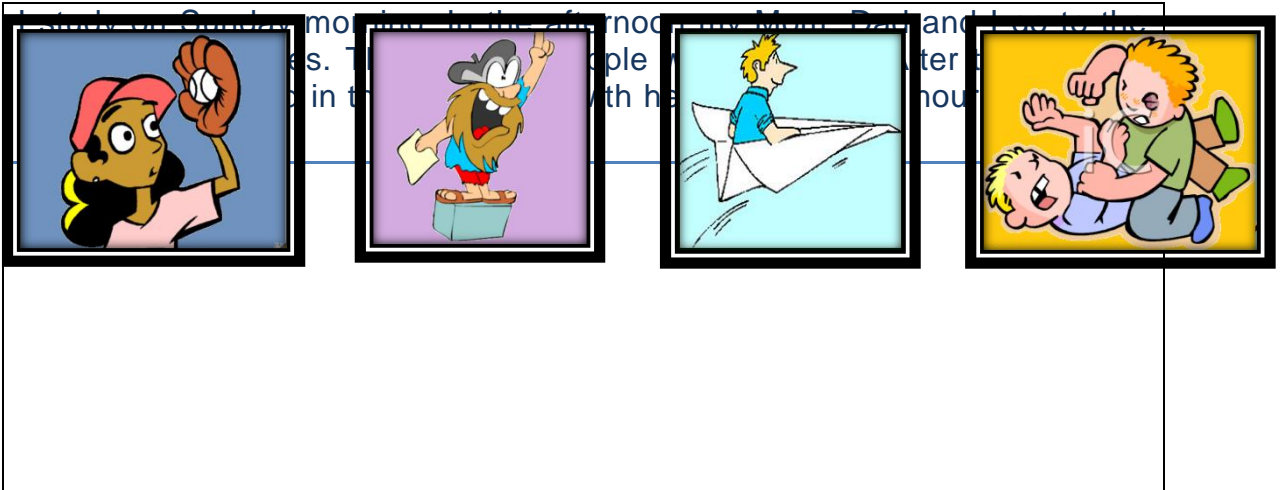
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APPENDIX 8

APPENDIX 9



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