



ABSTRACT

This thesis emphasizes the importance of the process of teaching the English language to students from 9 to 10 years old. It helps teachers with some strategies, goals and techniques to improve the teaching of English. This process of teaching and learning will improve new knowledge for the integral formation of the students. So, this thesis proposes appropriate techniques in a clear and easy way to help students. It is also geared according to the age of the students. There is some need for the students and the teachers to be creative in order to reach their goals.

The idea is to incorporate theory into practice and overcome inhibitions and boredom in the classroom by teaching English through an easy way. Teachers may use this textbook as a tool to improve their methodology in the teaching process and thus become better professionals.

KEY WORDS

Multiple Intelligences

Sixth grade of basic education

Task-based learning

Constructivism

English learning process

Surveys and analysis

Elaboration of a textbook



TABLE OF CONTENTS

ABSTRACT	1
DEDICATION	7
ACKNOWLEDGMENT	9
INTRODUCTION	10

CHAPTER 1

I. General Information about the English Learning Process in Public Schools	11
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CHAPTER 2

II. Theories of language learning and Methods for TEFL	16
A. Theories	16
1. Constructivism	16
a. History	16
b. Constructivism Theory	17
c. Constructivism learning intervention	17
2. Multiple Intelligences	20
B. Methods	23
1. Task based learning	23

CHAPTER 3



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III. Surveys and analysis of the final results	27
A. Surveys	27
B. Analysis of the final results	28
C. Data results	29

CHAPTER 4

IV. The Elaboration of a Textbook for Sixth Grade of Basic Education, applying the Multiple Intelligences Theory	36
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CHAPTER 5

V. Conclusions and Recommendations	125
A. Conclusions	125
B. Recommendations	126
 BIBLIOGRAPHY	 128
 ANNEXES	 131



LIST OF FIGURES

FIGURES

Figure 1. Shield of institution	14
Figure 2. Geographic location	14
Figure 3. Students of the Alfonso Cordero Palacios primary school	15
Figure 4. Global percentage of Multiple Intelligences of sixth grades	28
Figure 5. I like to tell a story	30
Figure 6. I like working with tools	30
Figure 7. I sing a lot	31
Figure 8. I like to study in groups	31
Figure 9. I like to study in groups	32
Figure 10. I like to draw	33
Figure 11. I like to work in groups	33
Figure 12. I like to tell stories	34
Figure 13. I like to work with tools	34
Figure 14. I like to study in groups	35



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**FACULTAD DE FILOSOFIA, LETRAS Y CIENCIAS DE LA
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**“MULTIPLE INTELLIGENCES THEORY
AND ITS APPLICATION IN THE SIXTH
GRADE OF BASIC ENGLISH
EDUCATION.”**

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Alexandra Alaña Quiñónez

Juan Diego Saquinaula



DEDICATION

First of all, I offer this thesis with all my heart to my son Jackito and my daughter Alexandrita. They were my inspiration. Also, I offer it to my mother and my husband because they have always given me their support, love, and sacrifice. They have helped me in a moral and economic way to fulfill my dreams.

I, sincerely, dedicate this work to my husband Jack.

Alexandra Alaña



DEDICATION

First, I offer this thesis to my daughters Emilia, Kamila, and my wife Mónica. They were my inspiration. They have given me their love and patience.

Also, I dedicate this work to my parents because they helped me in many ways to fulfill my dreams.

Juan Diego Saquinaula



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INTRODUCTION

The present thesis focuses on the elaboration of a textbook for sixth grade of basic education in the public primary schools. Given that institutions currently have no book at all for the teaching of English a Foreign Language. This book applies the Multiple Intelligences Theory. In our research, the Theory of Multiple Intelligences of Howard Gardner is used to elaborate the textbook. A section of each unit will be dedicated to one of the Multiple Intelligences.

There are two aims that support the proposal.

1. To improve a language learning methodology based on the different types of intelligences.
2. To examine the situation of the English Teaching and Learning Process in Cuenca's primary schools.

In Chapter 1 we have developed general information about the public primary schools.

Chapter 2 deals with the origin of intelligence and the teaching and learning process theories. This chapter is oriented to make teachers and students aware of the importance and effectiveness of experimenting with new trends and perspectives in teaching children. The new ideological spirit has its manifestations in the mentality change which is present in the teaching staff who have discovered the importance of education conceived as an integral education process. In this sense, knowledge of the learning theories is an indispensable instrument for the formation of new teachers.

In Chapter 3 we present a number of surveys applied to the students of sixth grade of basic education of public primary schools, in which we show the results of the application of the Multiple Intelligence Inventory Test.

Chapter 4 contains the textbook for students of sixth grade of basic education. In the elaboration of this textbook, we have applied the Multiple Intelligences Theory.

Chapter 5 includes the conclusions and recommendations which is the final report of the investigation applied to the students.



CHAPTER 1

I. GENERAL INFORMATION ABOUT THE ENGLISH LEARNING PROCESS IN PUBLIC SCHOOLS

Over the years the process of developing effective methods of teaching the English language has played an important role in making better learners. This proposal covers an English language teaching-learning method which bases its applications on students' needs, interest, and ages.

Many years ago, American behavioral psychology seriously hindered the effective teaching of foreign languages because it used a mechanical method with the purpose of forming habits and skills without a cognitive element. For this reason, books on how to learn English were structured poorly, and classes were run by an "authoritative" teacher who was the sole source of information. The teaching procedure was basically a mechanical repetition of dialogs and readings. The teacher's approach was uninspired and inflexible since what was being taught was already arranged to be delivered mechanically. The teacher was not really part of the group and not expected to gain insight from the students. The students listened and took notes, but they never challenged the teacher, asked questions or interacted for a better understanding. They were expected to be passive.

The results of this method were inefficient, as students were unable to apply what they learned. Interactive exercises such as speaking the language with other students were absent.

Modern methods of teaching a foreign language, however, are built on a stronger foundation that combines psychological, linguistic and didactic elements. Together they assist the student's learning capacity through practice, that is, through actually using the language for communication.



The overall role of the teacher has been expanded as well. In the years 1998 and 1999, a new model, task-based learning, emerged that makes the teacher also a facilitator who oversees and guides small groups of students in their interaction exercises by applying the language as a tool for communication.

Furthermore, with the task-based learning method, the classroom has become a place where students are encouraged to interact with the teacher, to ask questions and to get understandable answers. The teacher's primary role now is to provide an environment that allows stimulating interchange among students and teacher, so the student learns the language well enough to speak it.

Responsibility for the teacher has also been expanded. Now, the teacher is required to be innovative and create workable strategies for learning programs. An important part of a teacher's job now is to be in contact with other teachers and to exchange experiences and workable methods. After all, teaching is supposed to be for the student's benefit.

We have developed a textbook for sixth grade of basic education in the public primary schools, given that these institutions currently have no book at all for the teaching of English as a second language. In our research, we have found that the Alfonso Cordero Palacios school, like many other public schools, does not have a textbook for teaching the English language. Also, in this public school, each grade has 40 minutes of English instruction per week.

The Alfonso Cordero Palacios primary school is located in the parish of Gil Ramirez Dávalos. Its address is Mariscal Lamar and Padre Aguirre. The school was founded in 1968. Its founder was Alfonso Cordero Palacios, an illustrious person and a Cuencano teacher. The school works with eight hundred and fifty students. This school is for female students only, and it holds classes in the morning. Most of the students face an important social problem, which is immigration. The students' situation is very hard



because many of them live with their grandparents and brothers, or sisters, or only with their mothers. This social problem impacts on learning, because the students have no family support or motivation, their family does not help them with their homework, because in most cases these are people of very advanced age or without knowledge of English.

So, learning through a variety of unique experiences allows children to better understand themselves as lifelong learners and to see how others acquire knowledge and apply their skills.

We must modify our teaching styles to better meet the needs of all our students. Some teachers of private schools have seen the benefits of using the Multiple Intelligences theory in their schools. They support that drawing a picture, composing, or listening to music can be a vital door to learning. The Multiple Intelligence classroom acts like the real world. The students are able to demonstrate and share their strengths. When a teacher “teaches for understanding”; her/his students accumulate positive educational experiences and the capability for creating solutions to problems in life. All teachers must apply the Multiple Intelligence theory to help students learn better. When students understand the balance of their own multiple intelligences. They begin to manage their own learning and to value their individual strengths.

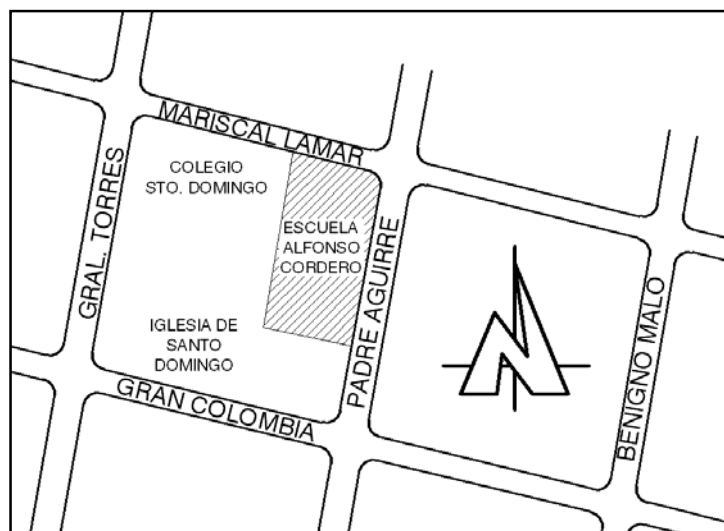
SHIELD OF THE INSTITUTION:

FIGURE 1



GEOGRAPHIC LOCATION:

FIGURE 2



STUDENTS OF THE ALFONSO CORDERO PALACIOS PRIMARY SCHOOL:

FIGURE 3





CHAPTER 2

II. THEORIES OF LANGUAGE LEARNING AND

METHODS FOR TEFL

A. THEORIES

1. CONSTRUCTIVISM

Constructivism is a psychological theory of knowledge which argues that humans generate knowledge and meaning from their experiences. Constructivism is not a specific pedagogy, although it is often confused with constructionism, an educational theory developed by Seymour Paper. Piaget's theory of constructivist learning has had wide ranging impact on learning theories and teaching methods in education.

a. HISTORY

In the past centuries, constructivist ideas were not widely valued due to the perception that children's play was seen as aimless and of little importance. Jean Piaget was a child psychologist. He elaborated an intelligence theory, the Constructivism theory. His researches in developmental psychology and genetic epistemology had one unique goal: how does knowledge grow? His answer is that the growth of knowledge is a progressive construction of logically embedded structures superseding one another by a process of inclusion of lower less powerful logical means into higher and more powerful ones up to adulthood. Therefore, children's logic and modes of thinking are initially entirely different from those of adults. Jean Piaget did not agree with these traditional views. However, he supported play as an important and necessary part of the student's cognitive development and provided scientific evidence for his views. **(qtd. in Jean Piaget Society. 2011)**



Some historical figures who influenced constructivism are John Dewey, Immanuel Kant, Jean Piaget, Lev Vygotsky, Jerome Bruner, Maria Montessori, and Edgar Morin.

b. CONSTRUCTIVIST THEORY

Formalization of the theory of constructivism is generally attributed to Jean Piaget who articulated mechanisms by which knowledge is internalized by learners. He suggested that through processes of accommodation and assimilation individuals construct new knowledge from their experiences. When individuals assimilate a foreign language, they incorporate the new experience into an already existing framework without changing that framework. **(qtd. in Tobias and Duffy. 2009)**

When individuals' experiences contradict their internal representation they may change their perceptions of the experiences to fit their internal representations. According to the Constructivism theory, accommodation is the process of reframing one's mental representation of the external world to fit new experiences. Accommodation can be understood as the mechanism by which failure leads to learning. We learn from the experience of failure or others' failure.

c. CONSTRUCTIVIST LEARNING INTERVENTION

The learner as a unique individual

Social constructivism views each learner as a unique individual with unique needs and backgrounds. The learner is also seen as complex and multidimensional. Social constructivism not only acknowledges the uniqueness and complexity of the learner, but actually encourages, utilizes and rewards it as an integral part of the learning process.

The importance of the learner's background and culture

Social constructivism encourages the learner to arrive at his or her version of the truth influenced by his or her background culture. Without the social interaction with other more knowledgeable people. Children develop their thinking abilities by interacting with other children and adults. From the social constructivist viewpoint, it is important to take into account the background and culture of children throughout the learning process, as this background also helps to shape the knowledge and truth that children create, discover, and attain in the learning process.

The responsibility for learning

It can be said that the responsibility of learning resides increasingly with the learner. Social constructivism shows the importance of the learner being actively involved in the learning process, unlike traditional education viewpoints where the responsibility rested with the instructor to teach and where the learner played a passive role.

The motivation for learning

Another assumption regarding the nature of the learner has to be with the level and source of motivation for learning. The motivation to learn depends on the learner's confidence on his or her attitude for learning. These feelings of competence and belief in attitude to solve new problems are derived from first-hand experience of mastery of problems in the past and are much more powerful than any external acknowledgment and motivation.

THE ROLE OF THE INSTRUCTOR

Instructors as facilitators

It means that a teacher becomes a facilitator. So instructors have to adapt to the role of facilitators and not teachers. A teacher gives a didactic lecture which covers the subject matter, a facilitator helps the learner to get his or her own understanding of the content. Nowadays, the learner plays an active role in the learning process. Thus, the emphasis changes from the instructor to the content, and towards the learner. This change of role means that a facilitator needs to show different skills. A teacher tells, a facilitator asks; a teacher lectures from the front, a facilitator supports from the back; a teacher gives answers according to the set curriculum, a facilitator provides guidelines and creates the environment for the learner to arrive at his or her own conclusions; a teacher gives a monologue, a facilitator is in continuous dialogue with the learners. The learning environment should also be designed to support and challenge the learner's thinking.

THE NATURE OF THE LEARNING PROCESS

Learning is an active, social process

Social constructivism, tells us that knowledge is first constructed in a social context and then is appropriated by individuals. These processes must be active where the learners must be able to discover principles, concepts, and facts for themselves because reality is not something that we can discover. Reality is constructed by our own activities, so people, together as members of a society, invent the properties of the world.

People make meanings through the interactions with each other and with the environment they live in. Knowledge is thus a product of humans and is socially and culturally constructed. In addition, learning is not a process that only takes place inside our minds, nor is it a passive development of

our behaviors. Meaningful learning occurs when individuals are engaged in social activities. Through practical activities children construct meaning on an interpersonal level. **(qtd. in Ernest. 1991)**

2. MULTIPLE INTELLIGENCES

Howard Gardner's work around the Multiple Intelligences theory has had a profound impact on thinking and practice in education. His work helped create the conditions to change it. In the past, it was believed that intelligence was a single entity that was inherited, and that human beings was trained to learn anything.

Nowadays, researchers believe precisely the opposite. It exist a multitude of intelligences. Each intelligence has its own strengths.

The Multiple Intelligences theory was developed in 1983 by Dr. Howard Gardner, professor of education at Harvard University. It suggests that the traditional notion of intelligence, based on I.Q. testing, is far too limited. Instead Dr. Gardner proposes eight different intelligences to explain in a full way the human potential in children and adults.

Dr. Gardner initially formulated a list of eight intelligences. His listing was provisional. The first two, linguistic and logical mathematical intelligences, have been typically valued in schools; the next three are usually associated with the arts; and the final two are what Howard Gardner called "personal intelligences".

Linguistic Intelligence involves sensitivity to spoken and written language, the ability to learn languages and the capacity to use language to accomplish certain goals. This intelligence includes the ability to effectively use language to express oneself rhetorically or poetically, and language as a means to remember information. Writers, poets, lawyers and speakers are into this kind of intelligence.



Logical-mathematical Intelligence is the capacity to analyze problems logically, solve mathematical operations, and investigate issues scientifically. It means the ability to detect patterns, reason deductively and think logically. This intelligence is associated with scientific and mathematical thinking.

Musical Intelligence involves skill in the performance, composition, and appreciation of musical patterns. It has the capacity to recognize and compose musical pitches, tones, and rhythms. According to Howard Gardner musical intelligence operates in an almost structural parallel to linguistic intelligence.

Bodily-Kinesthetic Intelligence uses one's whole body or parts of the body to solve problems. It is the ability to use mental abilities to coordinate bodily movements. It means that mental and physical activity as related.

Spatial Intelligence involves the potential to recognize and use the patterns of wide space and more confined areas. People who possess this kind of intelligences like to draw, read maps, do jigsaw puzzles, etc.

Interpersonal Intelligence is the capacity to understand the intentions, motivations, and desires of other people. It allows people to work effectively with others. Educators, salespeople, religious, political leaders, and counselors all need a well-developed interpersonal intelligence.

Intrapersonal Intelligence is the capacity to understand oneself, to appreciate one's feelings, fears and motivations. It involves having an effective working model of ourselves, and to be able to use such information to regulate our lives.

Howard Gardner thinks that the personal intelligences are often linked together, because of their close association in most cultures. Also, Gardner claimed that the seven intelligences rarely operate independently.



They are used at the same time and tend to complement each other as people develop skills or solve problems.

Gardner added three possibilities more: a naturalist intelligence, a spiritual intelligence, and an existential intelligence. But the first one of these intelligences has been added to the list of the original seven intelligences.

Naturalist Intelligence allows human beings to recognize, categorize, identify, and classify patterns of the environment.

Dr. Gardner has added an eighth intelligence -naturalist intelligence- to his list. He has also opened the door to another possibility -especially this of existential intelligence.

Finally, you do not have to teach or learn something in all eight ways; just see what the possibilities are, and then decide which particular pathways interest you the most, or seem to be the most effective teaching or learning tools. The theory of multiple intelligences is so intriguing because it expands our horizon of available teaching or learning tools beyond the conventional linguistic and logical methods used in most schools.

Multiple Intelligences Theory and Implementation in the Classroom

With the birth of some innovative language teaching methods and strategies, the mode within language education has turned to the learner-centered mode. As English teachers, we have experienced challenges and, at times, some frustrations. Students are often less confident in or less motivated for learning English. Consequently, they are less prepared and competent in language learning. Although we found that our students have different talents in various fields, such as storytelling, singing, or painting, they are marked with a poor image-- "academic failure." To encourage them, we have incorporated different activities in our textbook applying the Multiple Intelligences theory in their learning methodology. Finally, we can say that the Multiple Intelligences application helped our



students to establish their confidence and self-esteem as well as their interest in language learning. **(qtd. in Armstrong. 1994)**

B. METHODS

1. TASK-BASED LEARNING

Task-based learning offers an alternative for language teachers. In a task-based lesson the teacher does not pre-determine what language will be studied; the lesson is based around the completion of a central task and the language studied is determined by what happens as the students complete it. The lesson follows certain stages.

Pre-task

The teacher introduces the topic and gives the students clear instructions on what they will have to do at the task stage and might help the students to recall some language that may be useful for the task. The pre-task stage can often include playing a recording of people doing the task. This gives the students a clear model of what will be expected of them. The students can take notes and spend time preparing for the task.

Task

The students complete a task in pairs or groups using the language resources that they have as the teacher monitors and offers encouragement.

Planning

Students prepare a short oral or written report to tell the class what happened during their task. They then practice what they are going to say in their groups. Meanwhile the teacher is available for the students to ask for advice to clear up any language questions they may have.



Report

Students then report back to the class orally or read the written report. The teacher chooses the order of when students will present their reports and may give the students some quick feedback on the content. At this stage the teacher may also play a recording of others doing the same task for the students to compare.

Analysis

The teacher then stresses relevant parts from the text of the recording for the students to analyze. The teacher asks students to notice interesting features within this text. The teacher can also emphasize the language that the students used during the report phase for analysis.

Practice

Finally, the teacher selects language areas to practice based upon the needs of the students and what emerged from the task and report phases. The students then do practice activities to increase their confidence and make a note of useful language.

Task-based learning can be very effective at intermediate levels and beyond, but many teachers question its usefulness at lower levels. The methodology requires a change in the traditional teacher's role. The teacher does not introduce and present language or interfere during the task cycle. The teacher is an observer during the task phase and becomes a language informant only during the "language focus" stage.

In Task-Based Language Learning (TBLL), learning is promoted through performing a series of activities as steps towards successful task realization. The focus is away from learning language items in a non-contextualized gap to using language as a vehicle for authentic, real-world needs. By working towards task realization, the language is used immediately in the real-world context of the learner, making learning



authentic. In a TBLL framework the language needed is not pre-selected and given to the learners who then practice, but rather it is drawn from the learners with help from the facilitator, to meet the demands of the task.

TBLL relies heavily on learners actively experimenting with their store of knowledge and using skills of deduction and independent language analysis to exploit the situation fully.

In TBLL, motivation for communication becomes very important because it emphasizes communicative fluency rather than the doubt borne of the pressure in more didactic approaches to produce unflawed utterances.

CHARACTERISTICS

a. Effective Learning

TBL's effectiveness as an educational strategy is supported by fine areas of thinking in education:

- *Action and reflection*: Task-based learning offers action and reflection. In contrast, rote learning is low in action and in reflection. Incidental learning, such as occurs in on-the-job Learning, is rich in action but may be low in reflection. Classroom, or formal, learning is frequently high in reflection but low in action.
- *Integration of theory and practice*: Task-based learning links theory with practice. The practical task becomes the starting point for the theory; in turn, theory informs and leads to a better understanding of the task.
- *Education and training*: Learners should not only know how to do a task; they should understand the rationale for that task and the basic theory underpinning it.
- *'Mental models' and a structure for learning*: Students must develop a structure or framework on which to build their knowledge. 'Mental models'



have a role to play in the promotion of thoughtful learning and higher learning objectives, including understanding and insight. TBL, by placing the learning in the context of the task of a facilitator, encourages the development of appropriate mental models.

- *Motivation*: If the facilitator and the learner lack motivation, education may be ineffective.
- *Achievable staged learning*: A good educational strategy is to break the learning into achievable steps or stages. TBL achieves this through building learning round a series of tasks.

b. Efficient Learning

Many of the effectiveness arguments above apply also to the efficiency of learning. The following contribute to the efficiency of TBL as an approach to learning:

- *Planned education*: TBL provides an appropriate framework for planned education. It makes explicit what is to be achieved and how the learner should do this.
- *Extended role of the teacher or facilitator*: TBL allows the teacher to make more efficient use of time. Teachers may have different roles in TBL, e.g., planning the educational program, developing resource materials, etc. The roles can be shared.

c. Appropriate Learning

TBL helps to ensure that curriculum content is relevant to the needs of the learners. It develops the learner's communication output; therefore, it helps them to be linguistic and communicatively efficient. **(qtd. in Harden, Laidlaw, Ker and, Mitchell. 1996)**



CHAPTER 3

III. SURVEYS AND ANALYSIS OF THE FINAL RESULTS

A. SURVEYS

We elaborated one hundred surveys and these surveys were applied to the students of sixth grades of basic education of Alfonso Cordero Palacios public primary schools. The surveys showed how the students reflected, suggested, indicated, and demonstrated their strongest intelligences.

In each classroom, we interviewed four students, then four more and so forth, until completing the whole class.

We think that the most appropriate strategy was to use small groups, because they could not copy the answers. This procedure was followed in order to obtain faithful results.

The instructions of the surveys were extremely simple, and in this way the students understood them very easily. The aspects that the students didn't understand, the interviewers helped them understand by means of signs, that is to say using body language.

Also, we could say that we elaborated this type of survey to know what intelligence prevailed in most of the students and with this information elaborate the proposed textbook. We want the students to learn the English language through a variety of ways: singing, painting, playing, conversing, with numbers, since we know that each student possesses more than one intelligence.



When applying this survey, we realized that all students had at least four or five intelligences, but they differed in the strengths. So, as teachers, we should choose teaching methods and activities to develop student's intelligences.

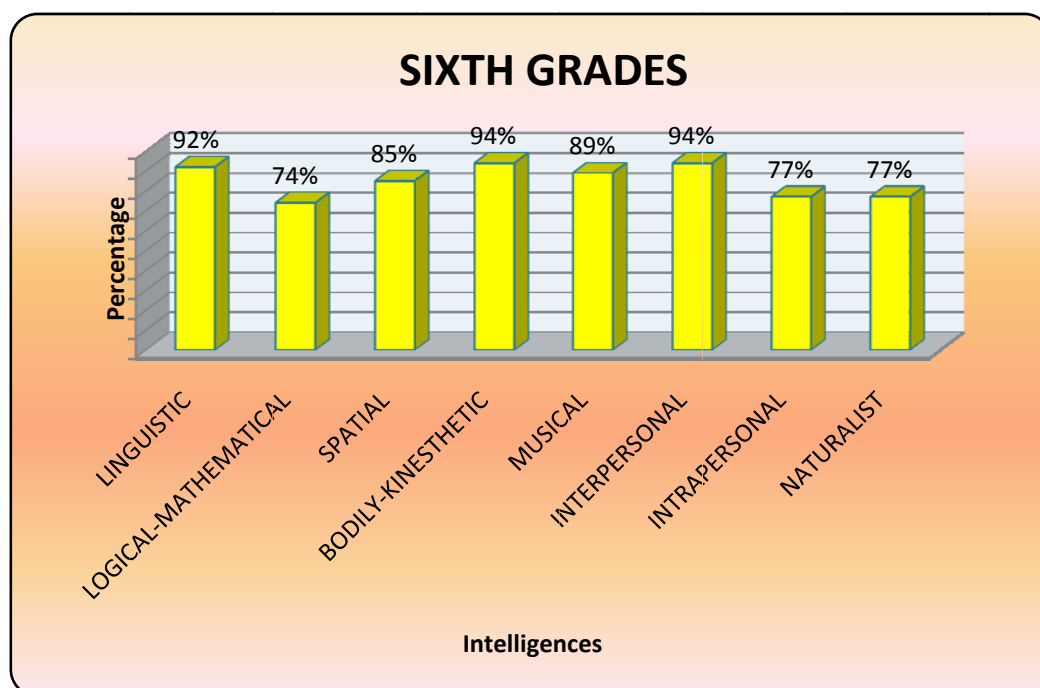
B. ANALISYS OF TE FINAL RESULTS.

After the application of the surveys, we proceeded with the tabulation of the results; each positive answer was considered a favorable answer to the studied Intelligence. This way a simple majority which was defined as to whether the student had this intelligence or not. In the sixth grade, a total of 100 students were interviewed.

In the sixth grade, the intelligences that prevailed were: Linguistic (92%), Bodily-Kinesthetic (94%), and the Interpersonal (94%).

Figure 4: Global percentage of Multiple Intelligences of sixth grades.

FIGURE 4





According to the carried out surveys, we can see clearly that students of Sixth "A" have Linguistic, Bodily-Kinesthetic, Musical and Interpersonal Intelligences. In Sixth "B", they have Interpersonal Intelligence. Students of Sixth "C" show two intelligences, the Spatial and the Interpersonal. In Sixth "D", the students have Linguistic, Bodily-Kinesthetic, and Interpersonal Intelligences.

The results of these surveys have been taken into account for the elaboration of our books. We, as researchers, have noted that the students possess similar capacities, but they are more skilled for some intelligences such as: Bodily-Kinesthetic, Interpersonal, and Linguistic Intelligences than for others like Intrapersonal, and Naturalistic.

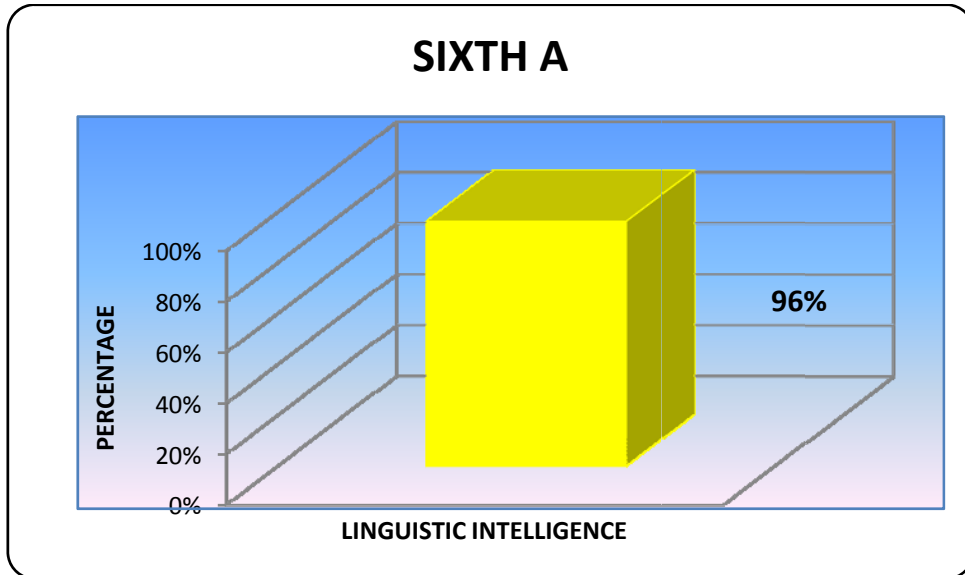
Our attempt is to support each student to develop the majority of the intelligences and skills, while they are going through the process of learning English.

C. DATA RESULTS

We have tabulated only the results obtained with the highest percentage in the survey of students in the sixth grade of basic education. The other data were not considered because the results indicated that the surveyed students surveyed did not have the other intelligences.

Figure 5: *I like to tell story.*

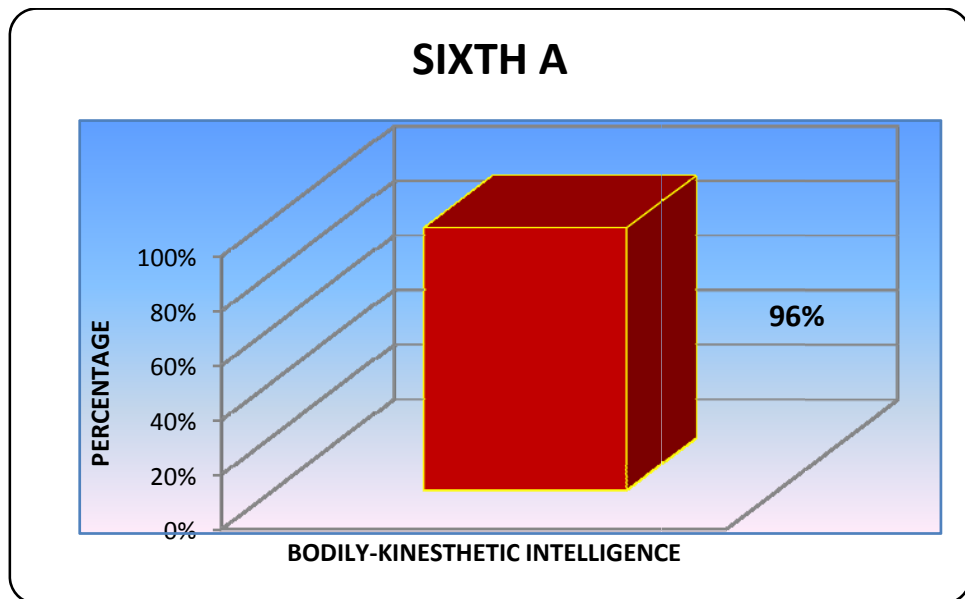
FIGURE 5



As we can see in the figure 5, the majority of the students of Sixth "A" possess Linguistic intelligence.

Figure 6: *I like working with tools.*

FIGURE 6



Also, in the same grade, students would like to work with tools. This fact demonstrates that they possess Bodily-Kinesthetic intelligence.

Figure 7: *I sing a lot.*

FIGURE 7

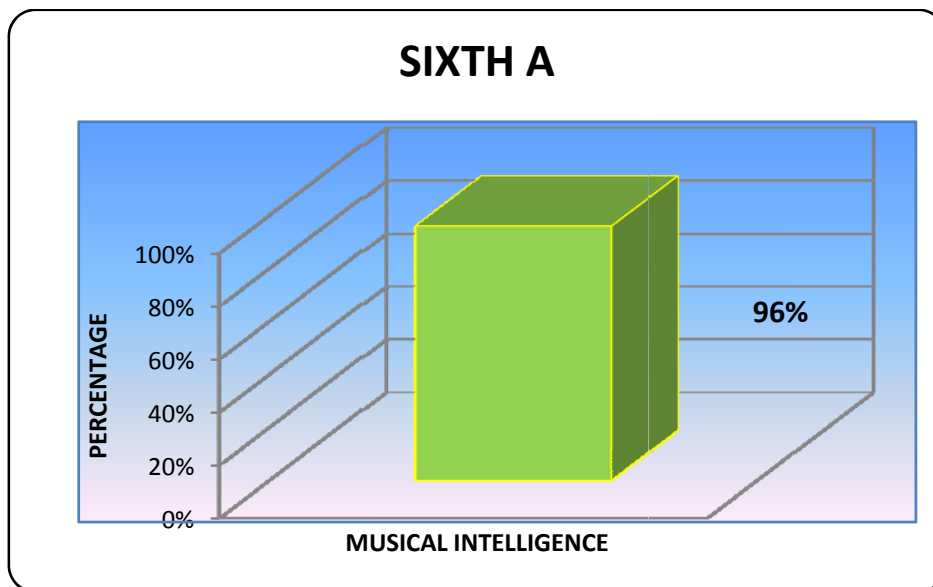


Figure 7 indicates that the students would like to learn English through listening to songs.

Figure 8: *I like to study in groups.*

FIGURE 8

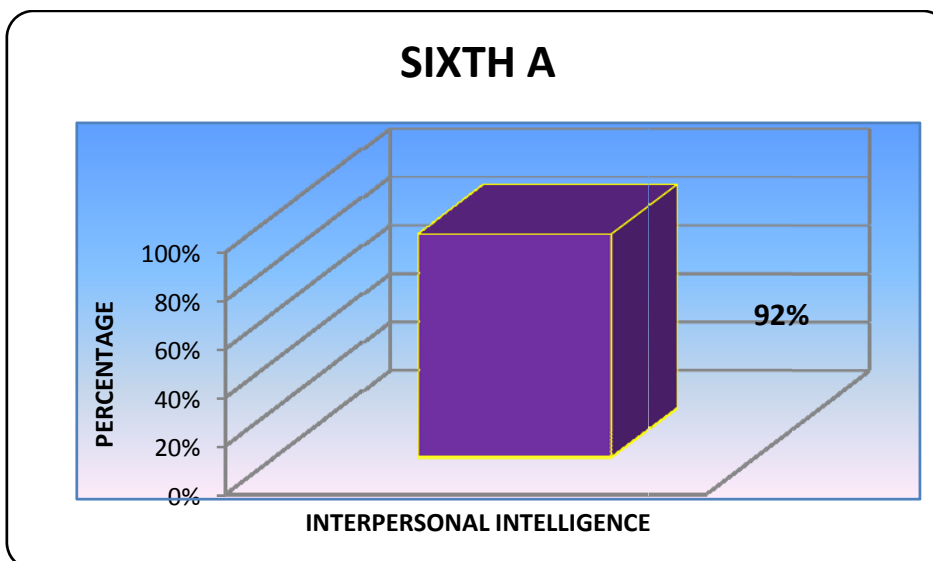




Figure 8 shows that the students would like to study English in groups.

Finally, as we can see in figures 5, 6, 7, and 8, the students of Sixth Grade “A” possess four intelligences: Linguistic Intelligence, Bodily-Kinesthetic Intelligence, Musical Intelligence, and Interpersonal Intelligence.

Figure 9: *I like to study in groups.*

FIGURE 9

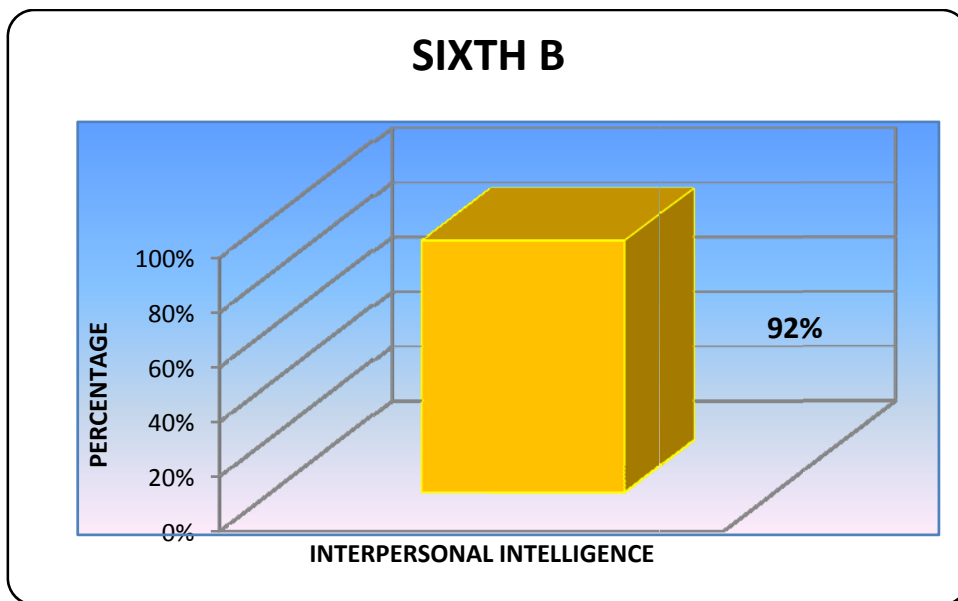
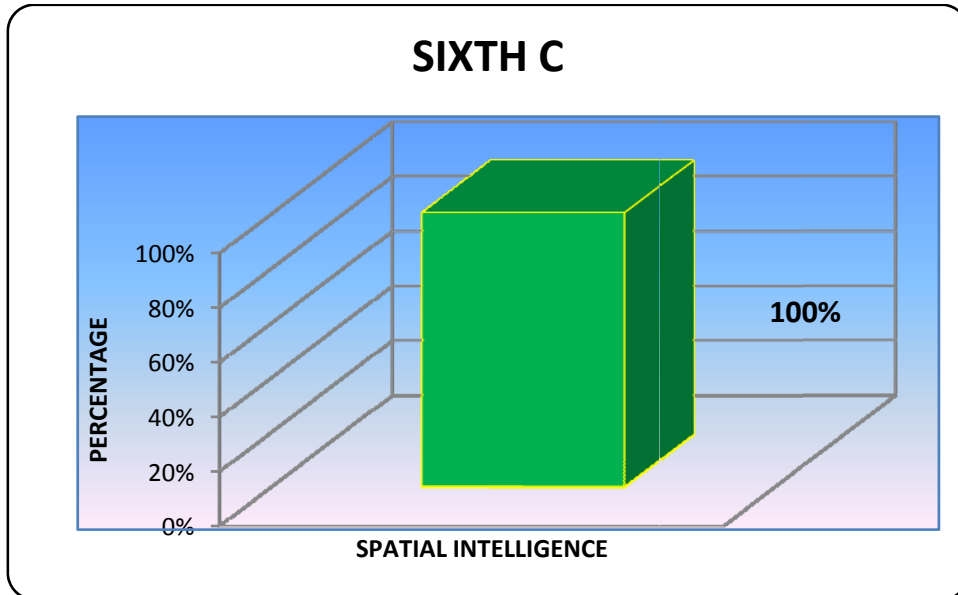


Figure 9 indicates that the majority of the students of Sixth “B” grade possess the Interpersonal intelligence. 92% of the students would like to study English in groups.

Figure 10: *I like to draw.*

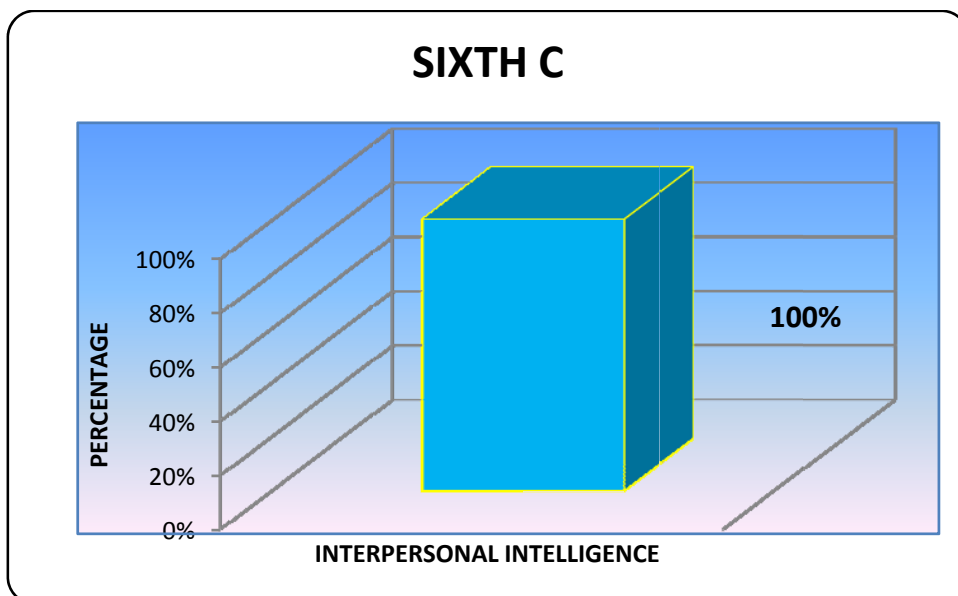
FIGURE 10



As we can see in figure 10, all of students of Sixth "C" grade would like to learn English using pictures and drawings.

Figure 11: *I like to work in groups.*

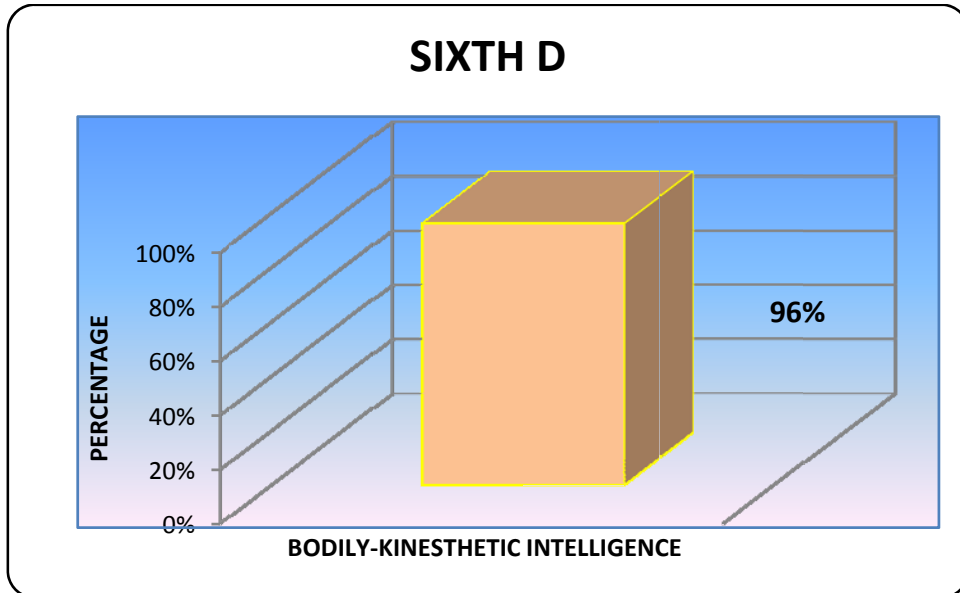
FIGURE 11



Also, in this grade the students possess the Interpersonal intelligence.

Figure 12: *I like to tell stories.*

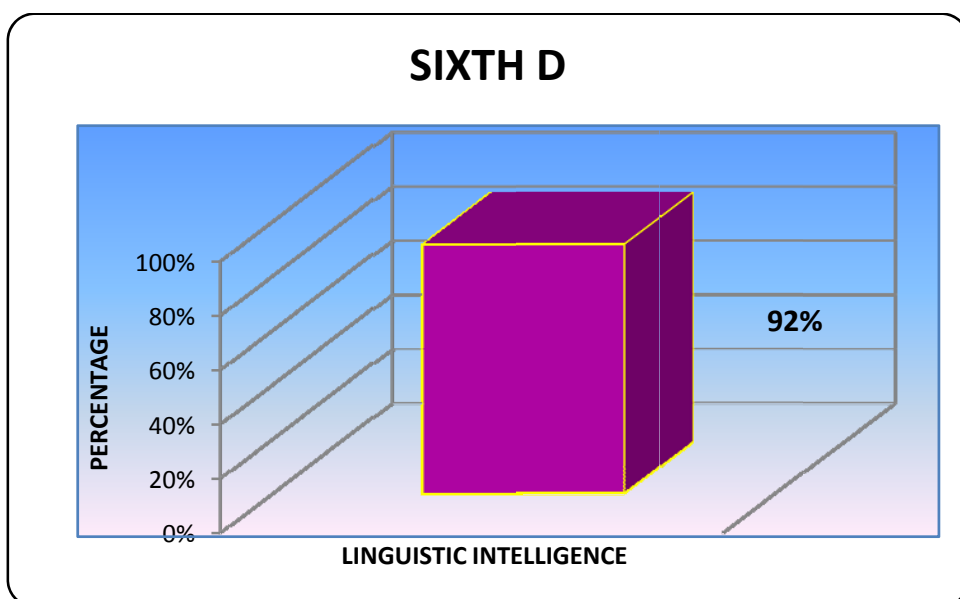
FIGURE 12



The majority of the students, 96%, of sixth "D" grade, possess the Bodily-Kinesthetic intelligence. Because they like to work with their body in order to learn much better.

Figure 13: *I like to work with tools.*

FIGURE 13

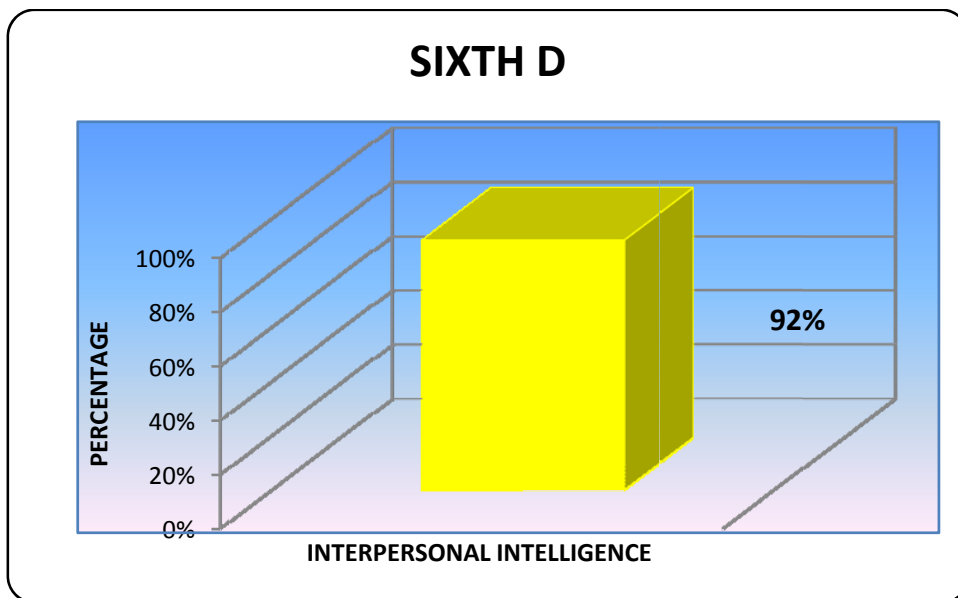




Also, as we see 92% of the students would like to work with tools to learn English.

Figure 14: *I like to study in groups.*

FIGURE 14



The last chart, figure 14, shows us that the students would like to study in groups to learn English.

Finally, as we can see in graphs 12, 13, and 14, the students of Sixth "D" grade possess three intelligences: Bodily-Kinesthetic Intelligence, Linguistic Intelligence, and Interpersonal Intelligence.



CHAPTER 4

IV. THE ELABORATION OF A TEXTBOOK FOR SIXTH GRADE OF BASIC EDUCATION, APPLYING THE MULTIPLE INTELLIGENCES THEORY.

Looking at the results obtained in the surveys of school students of the Alfonso Cordero Palacios primary school, we have seen they present certain intelligences, this is why we saw the need for this textbook by using the Theory of Multiple Intelligences of Howard Gardner, in order to facilitate the teaching English process of 9 to 10 year-old students.

Use of The Theory of Multiple Intelligences proposes a major transformation in the way our schools are run. It suggest that teachers be trained to present their lessons in a wide variety of ways using music, cooperative learning, art activities, role play, and much more. The good news is that Theory of Multiple Intelligences is currently used in many private schools around the country. However, it is not being applied in public schools of our country for many different reasons; such as the minimal number of hours dedicated to the study of English. Unfortunately, there are still thousands of schools that teach in the traditional and dull way, through dry lectures, boring worksheets and textbooks. The challenge is to get this information out to many more teachers, so that the children of Cuenca have an opportunity to learn in ways harmonious with their unique minds. Our aim is to reach all kind of students in the classroom.

In addition, this theory also provides educators with a conceptual framework for organizing and reflecting on curriculum assessment and

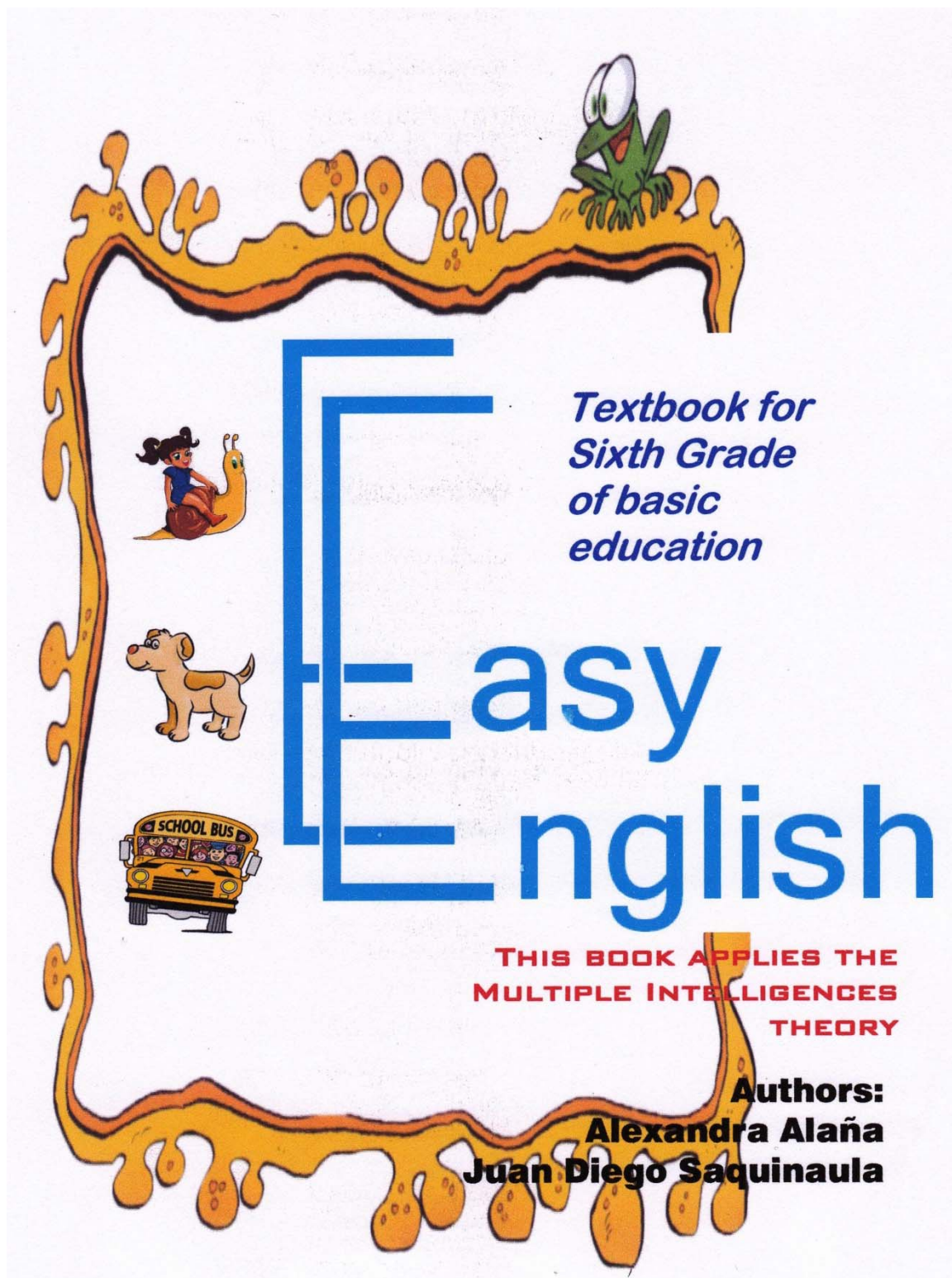


pedagogical practices. In turn, this reflection has led many educators to develop new approaches that might better meet the needs of the range of learners in their classrooms.

Ecuadorian Education focuses most of the attention on Linguistic Intelligence. We should also place equal attention on individuals who show gifts in the other intelligences: Logical, Spatial, Bodily-Kinesthetic, Musical, Interpersonal, Intrapersonal, and Naturalist Intelligences. Unfortunately, many children who have these kinds of intelligences do not receive much reinforcement for them in our public schools.

This textbook considered teachers' comments, who suggested that the book should be simple, fun, and easy, relevant to the children's English level, their ages and needs.

The aim of this textbook is to improve children's English knowledge in the sixth grade of basic education in the public school "Alfonso Cordero". This book contains activities based on the multiple intelligences theory.





ARE YOU WATCHING TV?

Look and read



Match and say



- I'm taking a shower
- I'm eating an apple
- I'm wearing a scarf
- I'm sleeping
- I'm singing
- I'm crying
- I'm drinking water

because

- I'm sad
- I'm tired
- I'm hot
- I'm happy
- I'm cold
- I'm hungry
- I'm thirsty

**UNIT
1**

Pair work: Ask your partner about what your family is doing



What is your sister doing?



She is watching TV



What is your brother doing?



He is playing soccer



What is your mom doing?



She is reading a book



Solve the puzzle
 Look at the picture and write what each person is doing



A crossword puzzle grid with various icons pointing to specific cells:

- Across 1:** A woman reading a book.
- Across 2:** A child playing soccer.
- Across 3:** A woman and a child watching TV.
- Across 4:** A group of people.
- Across 5:** A child reading a book.
- Down 1:** A child playing soccer.
- Down 2:** A woman and a child watching TV.
- Down 3:** A woman reading a book.
- Down 4:** A group of people.
- Down 5:** A child playing soccer.
- Down 6:** A woman reading a book.



Pairs work:
Mime, draw and say, or write

















Read and solve the problems



6 bees are flying to the flower. After that 2 bees flew away.
How many bees are flying on the flower?

4 bees are flying on the flower



3 cats are standing on the roof, but 1 cat fell down.
How many cats are standing on the roof?



Imagine what your family is doing and draw it in the squares



My mom

My dad

My sister

My brother

My grandpa

My grandma

My pet

Me

Find the sentences



I AM



EATING















**UNIT
1**

Read and draw



He's visiting his friends



They are riding their bikes



They are singing



She is skating



I am reading a book



He is writing on the board

Sing



Today is a lovely day to call friends,

Mom is calling Ben Dad's visiting Beth.

We are skating and riding our bikes, they are singing and jumping all around.



Find the _ing verbs to complete the list



Studying

	_____	
	_____	
	_____	
	_____	

r	e	a	d	i	n	g	a	t	n	t	d
s	t	u	d	y	i	n	g	r	m	a	r
i	c	e	b	p	r	j	m	e	y	k	i
n	r	a	e	s	o	g	a	n	i	n	
g	y	w	e	c	h	n	g	t	o	n	k
i	i	w	s	l	e	e	p	i	n	g	i
n	n	o	d	a	n	c	i	n	g	o	n
g	g	m	u	w	g	h	t	e	o	i	g
m	w	a	t	c	h	i	n	g	v	b	m

Rearrange and write the correct word



	1. ningsig _____		4. igtakn _____
	2. watchting _____		5. kndiring _____
	3. radenig _____		6. teaing _____

**Game with -ing
Simon says:**



- We are running
- Mary is jumping
- Joseph is reading
- We are studying, etc.



**UNIT
1**

Follow the directions. Then find the message



Y	I	C	J	Z	A	M	C	H
C	J	W	O	R	K	I	N	G
I	N	Z	H	T	H	E	H	Y
M	O	R	N	I	N	G	J	C

Directions:

- 1.- Color the (Y) boxes red
- 2.- Color the (C) boxes blue
- 3.- Color the (J) boxes orange
- 4.- Color the (H) boxes brown
- 5.- Color the (Z) boxes black

Write the message in the space below. Then show it to your partner.

Message:

Follow the leader



Guess what the leader is doing and say a complete sentence.

The leader mimes some actions.

(jumping, running, sleeping, studying, playing basketball, eating, drinking)



What am I doing?

You are playing soccer





**UNIT
1**

Game: Work in pairs. Use a dice



 <p>10 He is playing soccer</p>	 <p>11 They are drinking water</p>	 <p>12 He is dancing</p>
 <p>9 He is laughing</p>	 <p>8 He is singing</p>	 <p>7 He is eating</p>
 <p>4 She is listening to music</p>	 <p>5 They are playing basketball</p>	 <p>6 She is playing soccer</p>
 <p>3 They are skating</p>	 <p>2 She is dancing</p>	 <p>1 He is watching T.V.</p>



Number
5

Wrong, they
are playing
soccer



PROJECT



A lovely day

Look at the picture and describe the activities that these people are doing in a lovely day.

Put this page on the walls of your classroom.







**UNIT
2**

TALKING ABOUT THE DATE

Sing



Today is Halloween,
Look at the cat.
How scary, how scary,
It's fat and black!



Chorus
Today is Christmas Day
Look at the tree.
How fantastic, how fantastic,
So big and green!



Look at the forest, point, and say



Scary

Beautiful

Ugly

Fantastic

Delicious



Look! It's scary!





**UNIT
2**

Look and draw



Work in pairs



When is Halloween?

It is in October



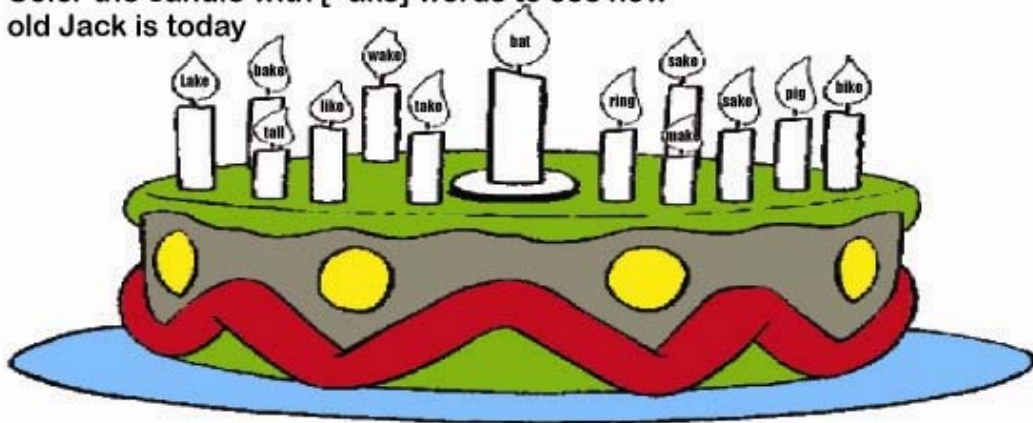


**UNIT
2**

It's Jack's birthday

His mom put too many candles on his cake

Color the candle with [-ake] words to see how old Jack is today



How old is Jack today? _____

Rearrange and write the correct word



1. caMrh _____	January	February	March	April
2. suAtgu _____	Su Mo Tu We Th Fr Sa 1	Su Mo Tu We Th Fr Sa 1 2 3 4 5	Su Mo Tu We Th Fr Sa 1 2 3 4 5	Su Mo Tu We Th Fr Sa 1 2
3. yJlu _____	2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28	6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
4. pArli _____	May	June	July	August
5. neuJ _____	Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
6. reSbpemte _____	September	October	November	December
7. aMy _____	Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
8. raFburey _____				
9. unaJyar _____				
10. meDrcebe _____				



**UNIT
2**

Look and listen



20th twentieth 22nd twenty-second 30th thirtieth 31st thirty-first

Write the ordinal number



15	15 th	fifteenth
8		
25		

12		
28		
31		

Look



When is the party? It's on December 8th
 It's in December.
 What time is the party? It's on Saturday.
 It's at five o'clock.

Complete: Use in / on / at



My birthday is _____ September 7th
 Christmas is _____ December 24th
 My vacation is _____ June!
 My party is _____ three o'clock

My birthday is in August.



Look and listen



What time is it?



It's four o'clock



It's a quarter to four



It's a quarter past four



It's four thirty



Listen, draw, and write the times



1.



It's a quarter to four

2.



3.



4.



Play



Make your own clock and play with a friend

What time is it?



Answer



- What time is your Math class? _____.
- What time is lunch? _____.
- What time is the break? _____.
- What time is your English class? _____.



**UNIT
2**

Look at the clocks and write the correct time



a quarter past six
6:15



a quarter past _____



a quarter past _____



a quarter to four
3:45



a quarter to _____



a quarter to _____



Half past four
4:30



Half past _____



Half past _____



2 o'clock
2:00



o'clock



o'clock

Answer: Follow the clues



1. When is your Father's Birthday? _____ (month and day)
2. When is Valentine's Day? _____ (month)
3. When is your English class? _____ (day)
4. What time is your favorite TV program? _____ (time)

Make a Birthday Card for your best friend 

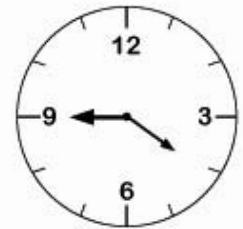
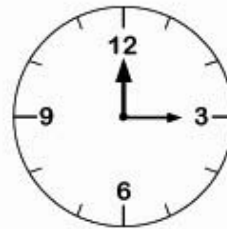
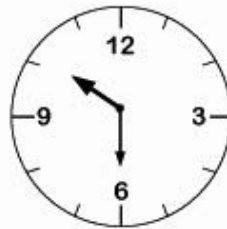
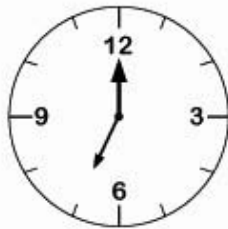


Look and complete 

10:30

12:15

3:45



It's seven o'clock _____

**UNIT
2**

Game: Work in pairs. Use a dice



Spell 9th 1	What's your name? 2	What time is your Math class? 3	What time is lunch? 4
When is Mother's Day? 8	When is Father's Day? 7	What time is your English class? 6	When is Halloween? 5
How old are you? 9	When is your birthday? 10	When is Christmas Day? 11	When is Valentine's Day? 12
When is your favorite TV program? 16	What time is your Science class? 15	How old is she? 14	When is your Mother's birthday? 13



Number 3
what time is
your Math class?

It's at nine o'
clock



PROJECT



My birthday party

Camila is organizing a party in December. She is going to do it in a year, but she needs to put everything in order. Cut the pictures and paste them on the calendar.



**UNIT
2**

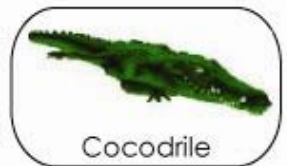
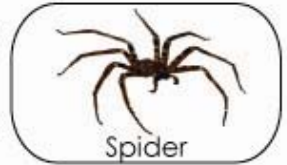
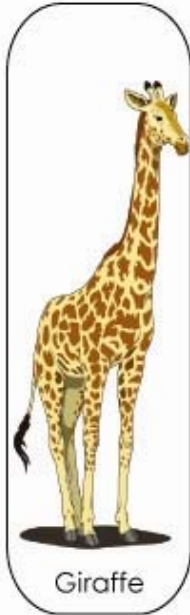
January	February	March
April	May	June
July	August	<p>Let's complete this invitation.</p> <p>Welcome to my birthday party</p> <p>Place _____</p> <p>Time _____</p> <p>Date _____</p> <p>I will be waiting for you </p>
September	October	
November	December	



**UNIT
3**

DO YOU LIKE DOGS?

Listen and read



Work in pairs



Do you like spiders?

No, I don't



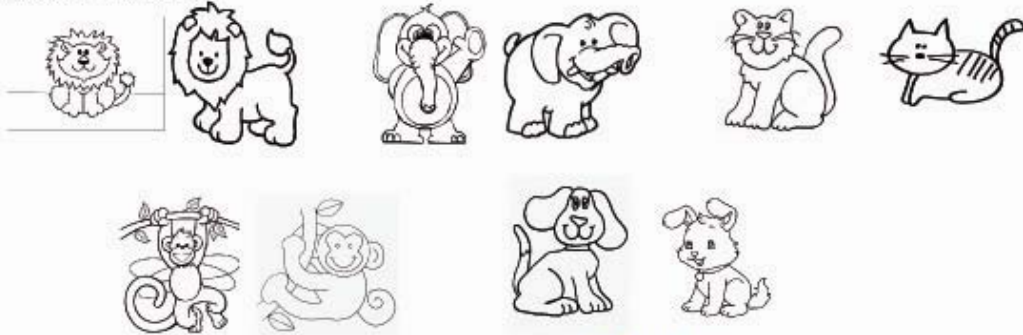


**UNIT
3**

**Read the story and color the animals
that Karla likes**
Karla's story.



Karla was talking to her friend about animals. Her friend asked her.
 friend: Do you like lions and elephants?
 Karla: No, I don't. But my mother likes elephants.
 friend: Do you like cats?
 Karla: Yes, I do. But I don't like dogs.
 friend: Do you like monkeys?
 Karla: Yes, I do.



Unscramble. Color and write the words



ti

key

ger



cro

dile

co



mon

tor

ga

alli

e

bra

phant

le





**UNIT
3**

Draw and read



Make a Booklet

Talk about your favorite pet



<p>○ My Favorite Pet</p>	<p>○ My Favorite pet is _____</p> <p>○ Its eyes are _____</p> <p>○ Its tail is _____</p>	<p>○ It has _____ legs</p> <p>○ It has _____</p> <p>○ ears</p>	<p>○ It likes _____</p> <p>○ It doesn't like _____</p>
--------------------------	--	--	--



**UNIT
3**

**Complete the sentences using your own information.
Draw the pictures**



I like _____
| _____
| _____
| _____

**Now complete the sentences using your classmate's information.
Draw the pictures**



My friend likes _____
My friend _____
My friend _____
My friend _____

Read and Draw



- Mary likes cats
- She doesn't like dogs
- Her cat likes milk
- Her cat doesn't like fishes
- Her dog likes meat
- Her dog doesn't like salad

Mary	Her cat	Her dog



**UNIT
3**

Complete, draw, and say



spiders?

Do you like cats?

Yes,, I do
No, I don't

elephants?

dogs?

lions?

monkeys?

tigers?



**UNIT
3**













Listen and complete



**UNIT
3**



Game: Work in pairs



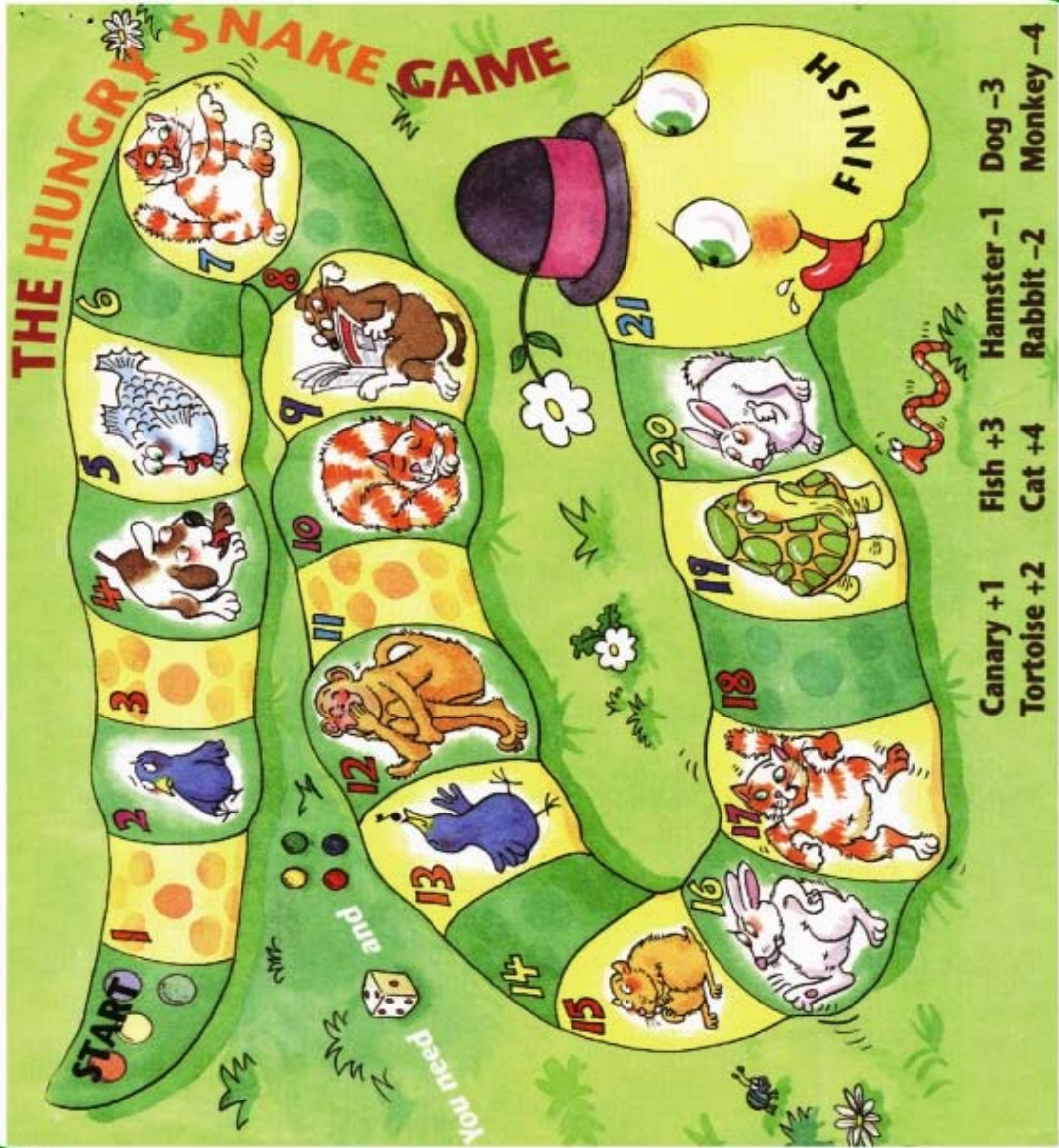
	1	2	3	4
A				
B				
C				

A3
Do you like dogs?

Yes, I do



Game: Work in pairs



- Canary +1
- Tortoise +2
- Fish +3
- Dog -1
- Hamster -1
- Rabbit -2
- Monkey -4

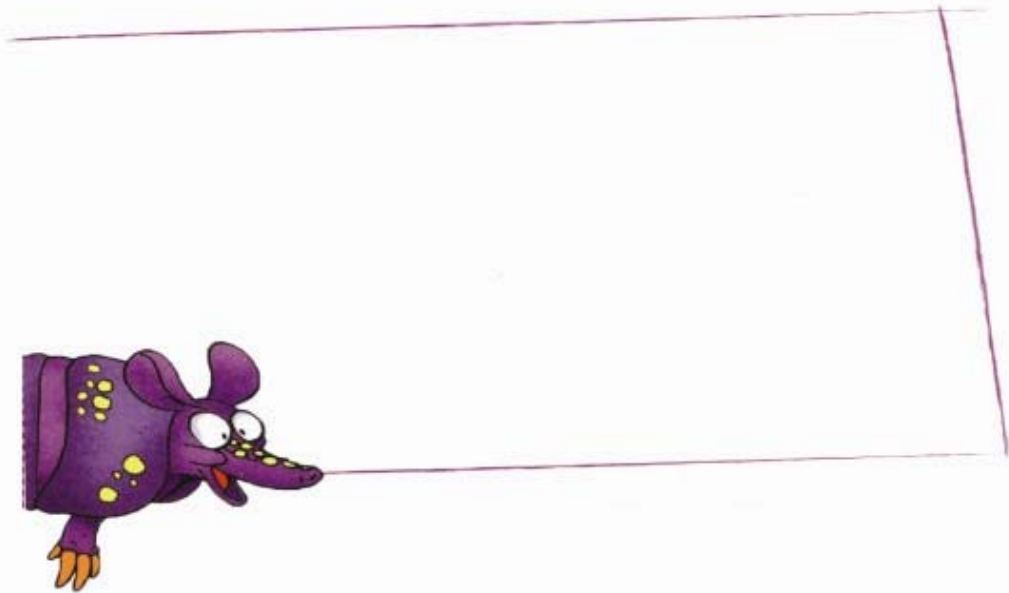


PROJECT



My favorite animal

**Cut out from a magazine a picture about your favorite animal.
Describe the picture.**



This is a big animal, its name is _____



**UNIT
4**

SHE GETS UP AT SIX O'CLOCK

Listen and read





**UNIT
4**

Read and draw the pictures



comb your hair at 3:00

brush your teeth at 7:00

clean your room at 5:00

get dressed at 7:30

wash the dishes at 2:00

have lunch at 1:00

take a shower at 4:00

have dinner at 7:00

have breakfast at 8:00

Mime and say



What do I do
everyday at
7 o' clock?

You brush your teeth
at 7 o' clock.



**UNIT
4**

Rearrange and solve the crossword puzzle



obcm ury arhl



shwa teh sdhesl



weka pu



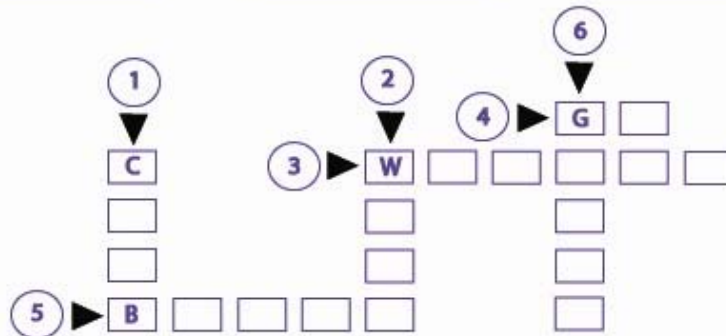
og ot oolchs



rbshu ury teteH



etg pu



Read and match



I take a shower
at 3:00 o'clock

I have dinner
at 8:00 o'clock

I wake up
at 6:00 o'clock

**UNIT
4**

Look and listen



It's four o'clock



It's a quarter to four

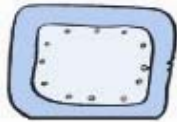


It's a quarter past four



It's four thirty

Listen, draw, and write the times









Make your own clock and play with a friend



What time is it?



It's eight thirty.

**UNIT
4**

Look and match



6:30

7:00

4:45

12:15

It's seven o'clock

It's a quarter to five

It's seven o'clock

It's a quarter past twelve

Cut and paste



7:00

He takes a shower at



8:00

He goes to school at



6:30

He does his homework at



9:30

She brushes his teeth at

seven o'clock

six thirty

nine thirty

eight o'clock



**UNIT
4**

Draw a normal day in your life



6:00

6:30

7:00

3:00

4:45

9:15

Write about your normal day



In the morning	In the afternoon
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



**UNIT
4**

Interview some classmates



What time do you have breakfast?



I have breakfast at 7:15

	wake up	get up	brush teeth	take a shower	have breakfast	go to school	finish school	have lunch	do homework	have dinner	go to bed
Margarita	6:30	6:35	6:40	6:45	7:00	7:15	1:00	1:30	3:00	7:00	8:30

Answer. Write long sentences



What time do you watch T.V? _____

What time do you have lunch? _____

What time do you brush your teeth? _____

What time do you take a shower? _____

What time do you do your homework? _____



**UNIT
4**

Listen and draw



1A
It's one o'clock

Look and act out



I'm Ann. I get up at half past seven

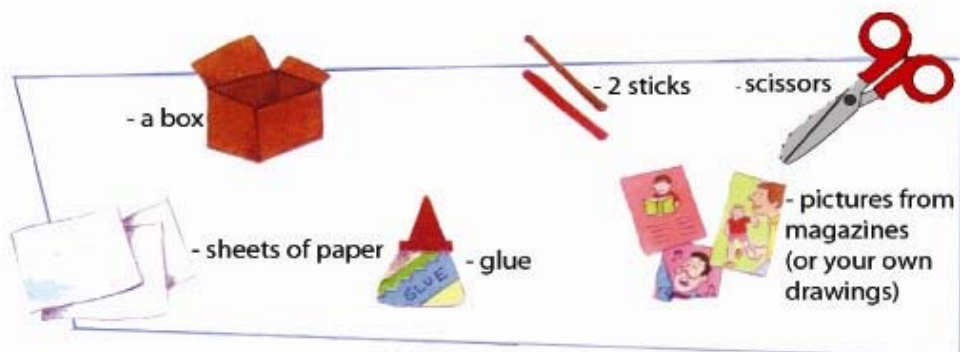


PROJECT



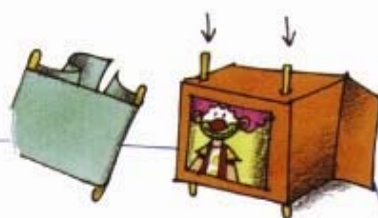
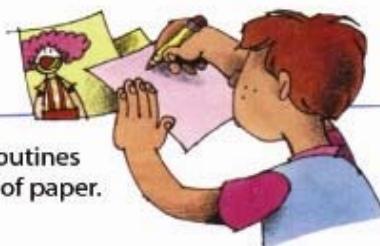
Let's make a TV set!

Cut out from magazines pictures about daily activities.

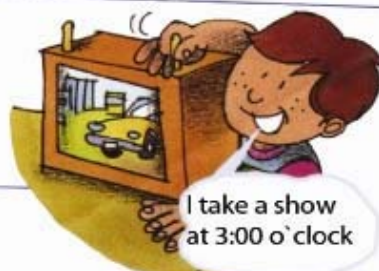


1. Make a TV set.

2. Paste the routines in the sheets of paper.



3. Put the program strip into the TV set.



4. Present your routines.



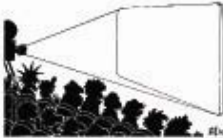
**UNIT
5**

WHAT DID ROBERT DO LAST WEEKEND?

Listen and number



1



2



3



4



5



6



7



8



Read and number the sentences



Last weekend,

- Robert went to the movies.
- Robert bought some clothes.
- Robert swam in the sea.
- Robert ate an apple.
- Robert watched T.V
- Robert read comic books.
- Robert listened to music.
- Robert talked on the phone.
- Robert played soccer.
- Robert didn't study.











Circle the correct answer.



What happened to Robert? He passed his exam. He failed his exam.

Read the story and draw in the squares



 Robert swam in the sea	 He watched T.V	 He listened to music
 We went to the movies	 He visited his friends	 He played soccer
 He read comic books	 He didn't study	

Write in your diary



went	saw	wore	bought	did	wrote	read	had
played	stayed	helped	talked	watched	listened		

My diary

Friday morning	Saturday morning	Sunday morning
Friday afternoon	Saturday afternoon	Sunday afternoon
Friday evening	Saturday evening	Sunday evening

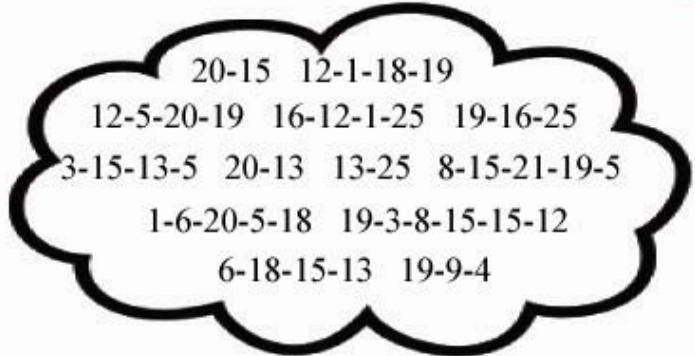


**UNIT
5**

Break the code! Underline the verbs in the past



Lars saw Sid at school
Sid gave Lars a note
The note was in code
Lars could not read it
Will you help Lars break
the code?



Write the letter under each number. Then read the message from Sid

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
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

20 15 12 1 18 19
T

12 5 20 19 16 12 1 25 22 9 4 5 15 7 1 13 5 19

9 14 13 25 8 15 21 19 5

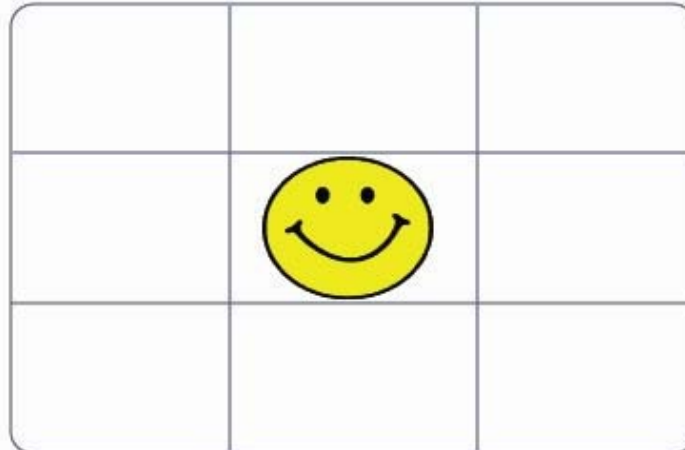
1 6 20 5 18 19 3 8 15 15 12

6 18 15 13 19 9 4

**UNIT
5**

Verbs Bingo!

Students have to put the verbs when one of these finished the game. He/She has to say the past of these verbs.



watch	stay	eat	read	buy	wear
play	have	clean	see	swim	go

Cut and paste



watched

drank

ate

played

read

listened

**UNIT
5**

Listen and color



Tom= red
Jack= blue



Tom



Jack

Friday

- did homework
- read a book
- went to the movies
- watched T.V.
- ate a hamburger

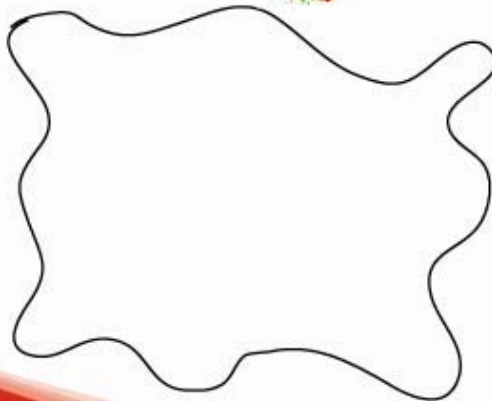
Saturday

- played basketball
- played soccer
- bought some clothes
- visited friends
- swam in the sea

Sunday

- listened to music
- cleaned the kitchen
- talked on the phone
- stayed at home
- wore blue jeans

Read and draw



On Friday, my best friend went to the museum.
He looked at a picture and saw a monkey and a snake in the jungle.



**UNIT
5**

Solve the puzzle



- 1. Stay
- 2. Watch
- 3. See
- 4. Eat
- 5. Go
- 6. Travel
- 7. Do
- 8. Have
- 9. Play

[] [] [] [] **y** [] [] []
 [] [] [] [] [] [] [] **e** [] [] []
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 [] [] [] [] [] [] [] **d** [] [] []
 [] [] [] [] [] [] [] **a** [] [] []
 [] [] [] [] [] [] [] **y** [] [] []

Write the verbs in the past



Look and write



Dear diary,

Today was another normal day. I _____ milk
 and orange juice for breakfast. I _____ to school.

At school, I _____ a book about

History. After school, I _____ candy.

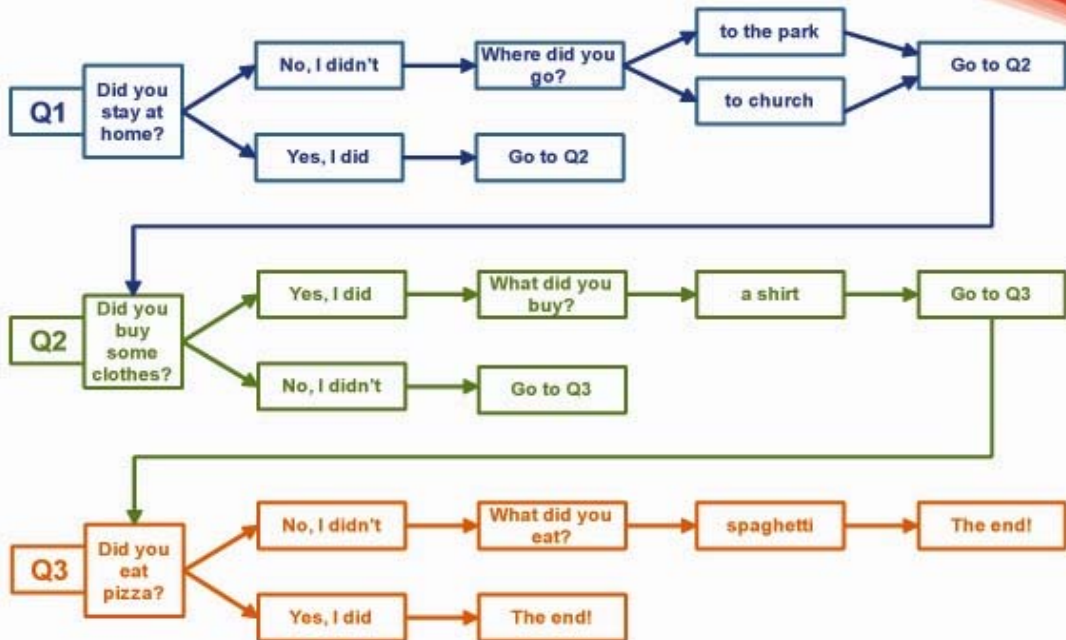
I _____ my homework. Then I _____

to music. Finally, I _____ T.V.



UNIT 5

Work in pairs: Read, say, and follow



Game: Work in pairs



 Bob (uncle)	 Mary (aunt)	 Kim (grandma)	 Peter (grandpa)
 Dad	 Mom	 Mollie (sister)	 Jan (brother)
 Tom (cousin)	 Susan (cousin)	 Simon (cousin)	 Maggie (cousin)

**UNIT
5**

Game: Work in pairs



Read, look, and circle

- | | | | |
|--|-------------|---|---------------|
| Number two. Did you watch T.V? | Yes, I did. | / | No, I didn't. |
| Number five. Did you listen to music? | Yes, I did. | / | No, I didn't. |
| Number eleven. Did you wear a skirt? | Yes, I did. | / | No, I didn't. |
| Number fourteen. Did you read a book? | Yes, I did. | / | No, I didn't. |
| Number sixteen. Did you swim in the sea? | Yes, I did. | / | No, I didn't. |



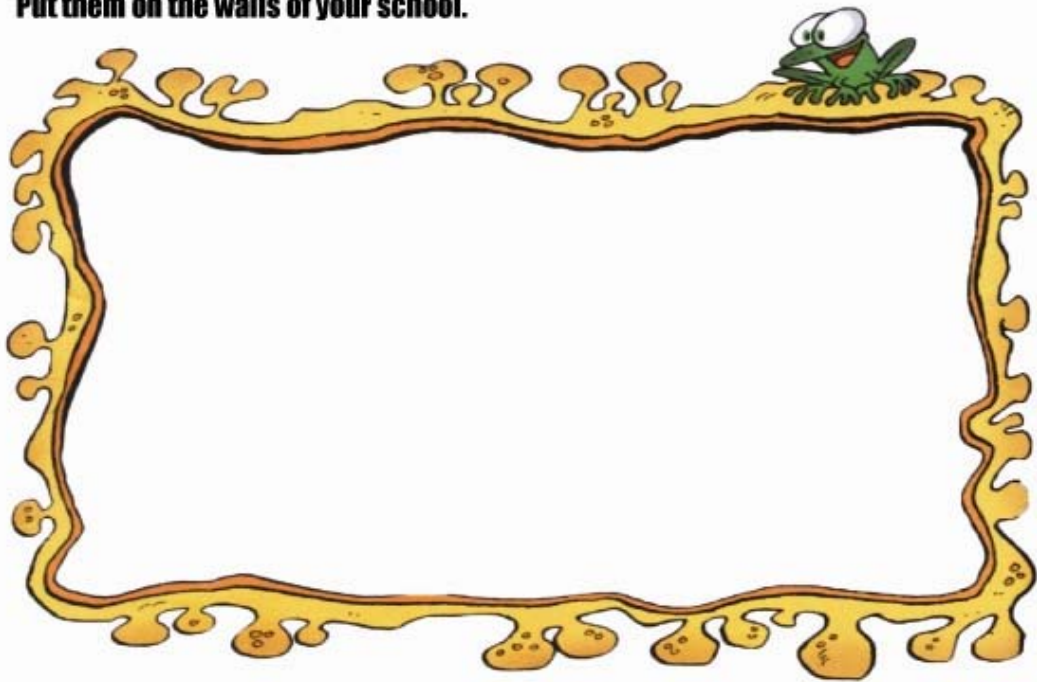
PROJECT



What did you do last weekend?

Write a composition about your last weekend. Then cut out and glue pictures from magazines or newspapers.

Put them on the walls of your school.





LESSON PLAN

SUBJECT: English.	TEACHER: Alexandra Alaña y Juan Diego Saquinaula.
LEVEL: Sixth.	
UNIT: One.	TIME: 45 minutes.

AIM: By the end of the lesson students will be able to express actions in progress using action words.

FUNCTION: Expressing actions in progress.

STRUCTURE: What are you doing? I´m taking a shower.

SKILLS TO BE DEVELOPED: Reading and speaking.

NEW WORDS: Shower, apple, scarf, water, sad, tired, hot, happy, cold, hungry, thirsty, sister, brother, mom, T.V., soccer, book, etc. Verbs: Taking, eating, wearing, sleeping, singing, crying, drinking, doing, watching, reading, etc.

WARM-UP

NAME OF ACTIVITY: Welcome to my class (5 minutes).

SKILLS: Listening.

CLASS ORGANIZATION: Whole class.

1. Students are welcomed to the new school year.
2. Ask the students to stand up.
3. Explain students that the teacher will perform certain actions.
4. Ask them to imitate the teacher´s actions.
5. Practice the game twice. For examples, raise your hands or do this

RESOURCES/

MATERIALS:

- Mime.



<p>PRE-TEACHING: Review the action words.</p>	<p>RESOURCES/ MATERIALS:</p>
<p>PRESENTATION (10 minutes) Students listen to an explanation of the action words.</p> <p>PROCEDURE:</p> <ul style="list-style-type: none"> - The teacher presents the new vocabulary. - The students repeat the new vocabulary three or four times. <p>SITUATION: T: What are you doing? S: I'm taking a shower. T: What is your mom doing? S: She is reading a book.</p>	<p>RESOURCES/ MATERIALS:</p> <ul style="list-style-type: none"> - Flash cards. - Markers. - Mimes. - Copies. - Book.
<p>PRACTICE (20 minutes) CONTROLLED PRACTICE:</p> <ul style="list-style-type: none"> - Students write: Down sentences using action words and adjectives. I'm taking a shower because I'm hot. I'm drinking water because I'm thirsty. - Students answer questions. What are you doing? What is your brother doing? <p>GUIDED PRACTICE:</p> <ul style="list-style-type: none"> - Students answer the teacher's questions. T: What are you doing? Ss: I'm playing soccer. - Students solve a puzzle about action words. 	<p>RESOURCES/ MATERIALS:</p> <ul style="list-style-type: none"> - Flash cards. - Pictures. - Mimes. - Copies. - Book.
<p>EVALUATION (10 minutes)</p> <ul style="list-style-type: none"> - Check homework. - Check language skill improvement. - Check class participation. 	<p>RESOURCES/ MATERIALS:</p> <ul style="list-style-type: none"> - Book. - Notebook. - Pencil.



LESSON PLAN

SUBJECT: English.	TEACHER: Alexandra Alaña y Juan Diego Saquinaula.
LEVEL: Sixth.	
UNIT: One.	TIME: 45 minutes.

AIM: By the end of the lesson students will be able to make sentences using action words.

FUNCTION: Solving problems expressing actions in progress.

STRUCTURE: My mom is eating an apple.
They are drinking water.

SKILLS TO BE DEVELOPED: Listening, reading, and writing.

NEW WORDS: Bees, flower, cats, roof, etc. Verbs: Taking, playing, sleeping, watching, flying, standing, eating, singing, drinking, etc.

WARM-UP

NAME OF ACTIVITY: Guess! What is it? (5 minutes).

SKILLS: Listening and speaking.

CLASS ORGANIZATION: Whole class.

1. Write the names of the following instruments on the cards: guitar, drum, piano, violin, and trumpet.

2. On a table, place the cards in a pile face down.

3. Invite a student to pick a card, read it silently and imitate the sound of the instrument.

4. Encourage the rest of the class to identify the instrument.

5. Repeat the procedure until students have guessed all the instruments.

**RESOURCES/
MATERIALS:**

- Pictures.
- Copies.
- Board.
- Markers.



<p>PRE-TEACHING: Write the action words on the notebook.</p>	<p>RESOURCES/ MATERIALS:</p>
<p>PRESENTATION (10 minutes) Students listen to an explanation of the meaning of the new action words.</p> <p>PROCEDURE:</p> <ul style="list-style-type: none">- Showing the meaning of the new words, students will practice pronunciation. <p>SITUATION: T: The bees are flying on the flower. S: The bees are flying on the flower.</p>	<p>RESOURCES/ MATERIALS:</p> <ul style="list-style-type: none">- Flash cards.- Copies.- Book.- Board.- Markers.
<p>PRACTICE (20 minutes) CONTROLLED PRACTICE:</p> <ul style="list-style-type: none">- Students listen to some Math problems using action words. 6 bees are flying on the flower. After that 2 bees flew away. How many bees are flying on the flower?- Students listen to some sentences about the teacher's family. My mom is eating hamburger. My dad is playing soccer. <p>GUIDED PRACTICE:</p> <ul style="list-style-type: none">- Solving mathematical problems. How many bees are flying on the flower?- Students listen to the teacher's sentences and they make sentences about their own family. My mom is watching T.V.	<p>RESOURCES/ MATERIALS:</p> <ul style="list-style-type: none">- Book.- Board.- Marker.
<p>EVALUATION (10 minutes)</p> <ul style="list-style-type: none">- Check homework.- Check language skill improvement.- Check class participation.	<p>RESOURCES/ MATERIALS:</p> <ul style="list-style-type: none">- Notebook.- Pencil.



LESSON PLAN

SUBJECT: English.	TEACHER: Alexandra Alaña y Juan Diego Saquinaula.
LEVEL: Sixth.	
UNIT: One.	TIME: 45 minutes.

AIM: By the end of the lesson students will be able to understand explicit in the reading.

FUNCTION: Reading sentences.

STRUCTURE: Today is a lovely day to call friends. Mom is calling Ben.

SKILLS TO BE DEVELOPED: Listening, reading, and writing.

NEW WORDS: Friends, bikes, book, board, lovely day. Verbs: Visiting, riding, singing, skating, reading, writing, calling, jumping, studying, running, etc.

WARM-UP

NAME OF ACTIVITY: Animal sounds (5 minutes).

SKILLS: Listening and speaking.

CLASS ORGANIZATION: Group of 10 students.

1. Students close their eyes.
2. The teacher whispers a name of an animal to each student.
3. The challenge is to find the other animal of the same kind. No one can talk only animal sounds can be made.
4. List of animals: cow, cat, pig, chicken, and dog.

**RESOURCES/
MATERIALS:**

- Mime.



<p>PRE-TEACHING: Review some sentences using action words.</p>	<p>RESOURCES/ MATERIALS:</p> <ul style="list-style-type: none">- Board.- Markers.
<p>PRESENTATION (10 minutes) - Students read some sentences and sing a song. PROCEDURE: - Showing the new vocabulary through reading, students practice pronunciation of the reading. SITUATION: T: This is a lovely day to call friends. S: This is a lovely day to call friends.</p>	<p>RESOURCES/ MATERIALS:</p> <ul style="list-style-type: none">- Book.- Board.- Marker.- Pictures.- Mimes.
<p>PRACTICE (20 minutes) CONTROLLED PRACTICE: - Students listen to some sentences. He is visiting his friends. They are riding their bikes. - Students sing a song. Today is a lovely day to call friends, mom is calling Ben. Dad's visiting Beth. GUIDED PRACTICE: - Students listen to some sentences and draw the sentences. T: He is visiting his friend. S: - Asks students to put in the correct order some action words. T: ningsig. S: singing.</p>	<p>RESOURCES/ MATERIALS:</p> <ul style="list-style-type: none">- Flash cards.- Pictures.- Book.- Mime.- Cards.
<p>EVALUATION (10 minutes) - Check homework. - Check language skill improvement. - Check class participation.</p>	<p>RESOURCES/ MATERIALS:</p> <ul style="list-style-type: none">- Notebook.- Pencil.



LESSON PLAN

SUBJECT: English.	TEACHER: Alexandra Alaña y Juan Diego Saquinaula.
LEVEL: Sixth.	
UNIT: One.	TIME: 45 minutes.

AIM: By the end of the lesson students will be able to describe action words.

FUNCTION: Describing actions in progress.

STRUCTURE: What is Peter doing? He is playing soccer.

SKILLS TO BE DEVELOPED: Listening, reading, speaking, and writing.

NEW WORDS: Boxes, red, blue, orange, brown, black, message. Verbs: Jumping, running, sleeping, studying, playing, eating, drinking, dancing, laughing, etc.

WARM-UP

NAME OF ACTIVITY: Letter chain (5 minutes).

SKILLS: Listening.

CLASS ORGANIZATION: Whole class.

1. Ask students to write on their notebooks the alphabet letters dictated by the teacher.
2. Instruct students to circle the six words the chain contains.
3. Have students exchange notebooks and go over their answers.

RESOURCES/

MATERIALS:

- Notebook.
- Pencil.



<p>PRE-TEACHING: Review the action words: singing, dancing, jumping, running. Ask students to say and mime the action words.</p>	<p>RESOURCES/ MATERIALS: - Mime.</p>
<p>PRESENTATION (10 minutes) - Showing the meaning of the new action words, ask students to pronounce them twice. PROCEDURE: - Students pay attention to the new vocabulary. SITUATION: T: Mime the action of "running". S: Running.</p>	<p>RESOURCES/ MATERIALS: - Mime.</p>
<p>PRACTICE (20 minutes) CONTROLLED PRACTICE: - Students look at the teacher's mime and guess what the teacher is doing. What am I doing? GUIDED PRACTICE: - Students interact with the teacher. T: What are you doing? S: I am sleeping. - Students correct the mistake, made on purpose by the teacher. T: They are playing basketball. S: Wrong. They are playing soccer.</p>	<p>RESOURCES/ MATERIALS: - Mime. - Realia.</p>
<p>EVALUATION (10 minutes) - Check homework. - Check skills. - Check class participation. - Check exercises.</p>	<p>RESOURCES/ MATERIALS: - Notebook. - Pencil.</p>



LESSON PLAN

SUBJECT: English.	TEACHER: Alexandra Alaña y Juan Diego Saquinaula.
LEVEL: Sixth.	
UNIT: Two.	TIME: 45 minutes.

AIM: By the end of the lesson students will be able to identify adjectives and the months of the year.

FUNCTION: Describing a picture through adjectives and identifying the months of the year.

STRUCTURE: Look! The snake is scary! When is Halloween? It is in October.

SKILLS TO BE DEVELOPED: Listening, reading, and speaking.

NEW WORDS: Halloween, Christmas, scary, beautiful, ugly, fantastic, delicious, January, February, March, April, May, June, August, September, October, November, December, etc.

<p>WARM-UP</p> <p>NAME OF ACTIVITY: Color cards (5 minutes).</p> <p>SKILLS: Speaking and listening.</p> <p>CLASS ORGANIZATION: Whole class.</p> <ol style="list-style-type: none"> 1. Color the cards blue, red, yellow, and green. 2. Display the cards one by one, say each color, and with each colored card, have students perform a particular action. T: Red: raise your arm. Blue: Touch your head. Yellow: Stamp your right foot. Green: Stamp your left foot. 3. Students will repeat this procedure until they memorize the actions associated with each color. 4. Change the actions that go with each color, and repeat the activity. 	<p>RESOURCES/ MATERIALS:</p> <ul style="list-style-type: none"> - Cards. - Colors.
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<p>PRE-TEACHING: Review on the board some adjectives and the first letter of each month. Encourage the students to guess the name of the month while the teacher completes the first month.</p>	<p>RESOURCES/ MATERIALS:</p> <ul style="list-style-type: none">- Board.- Marker.
<p>PRESENTATION (10 minutes)</p> <ul style="list-style-type: none">- Students listen to an explanation of the meaning of the adjectives and months of the year.- <p>PROCEDURE:</p> <ul style="list-style-type: none">- Students practice pronunciation by discriminating the sound of each word.- <p>SITUATION: T: Look! The snake is scary! S: Look! The snake is scary!</p>	<p>RESOURCES/ MATERIALS:</p> <ul style="list-style-type: none">- Pictures.- Board.- Marker.
<p>PRACTICE (20 minutes)</p> <p>CONTROLLED PRACTICE:</p> <ul style="list-style-type: none">- Students look at the teacher who shows a picture and listen to some sentences using the adjectives. Look! It is an apple. It is delicious.- Students interact with the teacher. When is Halloween? <p>GUIDED PRACTICE:</p> <ul style="list-style-type: none">- Students build up sentences using the adjectives drawn on the board. T: Look! The snake is S: The snake is scary.- Students answer some questions about different holidays. T: When is Mother's Day? S: It is in May.	<p>RESOURCES/ MATERIALS:</p> <ul style="list-style-type: none">- Pictures.
<p>EVALUATION (10 minutes)</p> <ul style="list-style-type: none">- Check homework.- Check language skill improvement..- Check class participation.	<p>RESOURCES/ MATERIALS:</p> <ul style="list-style-type: none">- Notebook.- Book.- Pencil.



LESSON PLAN

SUBJECT: English.	TEACHER: Alexandra Alaña y Juan Diego Saquinaula.
LEVEL: Sixth.	
UNIT: Two.	TIME: 45 minutes.

AIM: By the end of the lesson students will be able to talk about dates using ordinal numbers.

FUNCTION: Describing important celebrations.

STRUCTURE: Christmas is in December. My birthday is on May fourth. The party is at three o'clock.

SKILLS TO BE DEVELOPED: Listening, speaking, and writing.

NEW WORDS: January, February, March, April, May, June, August, September, October, November, December first, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth, twentieth, thirty first, in-on-at, birthday, Christmas, vacation, party, etc.

WARM-UP

NAME OF ACTIVITY: Play telephone (5 minutes).

SKILLS: Speaking and listening.

CLASS ORGANIZATION: Whole class.

1. Students make two lines. The first student in each line hears the name of an animal. Then asks her/him to whisper it to the second student, this one to the third and so on, until the end of the line.

2. Have the last student in each line say the word aloud and imitate the animal. Instruct the last student in line to come to the front.

**RESOURCES/
MATERIALS:**

- Mime.



<p>PRE-TEACHING: Students read on the board the ordinal numbers in column. Review the use of the prepositions: in – on – at.</p>	<p>RESOURCES/ MATERIALS: - Mime.</p>
<p>PRESENTATION (10 minutes) - Students listen to an explanation about the ordinal numbers and the prepositions: in- on- at. PROCEDURE: - Showing the meaning of the new vocabulary through a situation, students repeat the ordinal numbers. SITUATION: T: Ten students are invited one by one in front of the class. S: Students say: first, second, third, fourth and go on. T: The student interacts with the teacher: When is Christmas? S: Christmas is on December twenty fourth.</p>	<p>RESOURCES/ MATERIALS: - Board. - Pictures. - Realia. - Marker.</p>
<p>PRACTICE (20 minutes) CONTROLLED PRACTICE: - Ten students stand in row in front of the class and tell the class the ordinal numbers: first, second, third, etc. - Students listen about the teacher’s birthday. My birthday is on May first. Then students talk about their birthday. GUIDED PRACTICE: - Ten students are placed in front of the class and interact with the teacher. T: First. S: Second, third, fourth, fifth, etc. - Students ask and answer about their birthday. S1: When is your birthday? S: My birthday is on May first.</p>	<p>RESOURCES/ MATERIALS: - Students. - Marker. - Board.</p>
<p>EVALUATION (10 minutes) - Check homework. - Check language skill improvement.. - Check class participation. - Check exercises.</p>	<p>RESOURCES/ MATERIALS: - Notebook. - Book. - Pencil.</p>



LESSON PLAN

SUBJECT: English.	TEACHER: Alexandra Alaña y Juan Diego Saquinaula.
LEVEL: Sixth.	
UNIT: Two.	TIME: 45 minutes.

AIM: By the end of the lesson students will be able to tell the time.

FUNCTION: Telling the time.

STRUCTURE: What time is your Math class? It is at quarter to ten.

SKILLS TO BE DEVELOPED: Listening, reading, speaking, and writing.

NEW WORDS: A quarter to, a quarter past, half past, break, lunch, Math, etc.

WARM-UP

NAME OF ACTIVITY: Numbers (5 minutes).

SKILLS: Listening.

CLASS ORGANIZATION: Whole class.

1. Students read the numbers one through ten on the board horizontally, and they are invited to come to the front of the class and stand beneath the numbers.
2. Students solve a Math problem that results in a number from one to ten. Students stand beneath the answer to turn around once and say the correct number.
3. If someone makes a mistake, ask him/her to sit down and have someone else take over.

**RESOURCES/
MATERIALS:**

- Notebook.
- Pencil.



<p>PRE-TEACHING: Review the numbers from 1 to 60.</p>	<p>RESOURCES/ MATERIALS:</p> <ul style="list-style-type: none">- Board.- Marker.
<p>PRESENTATION (10 minutes)</p> <ul style="list-style-type: none">- Students listen to an explanation of the words using numbers.- <p>PROCEDURE:</p> <ul style="list-style-type: none">- Showing the vocabulary through different clocks students repeat the new vocabulary many times.- <p>SITUATION: T: What time is it? S: It's ten o'clock. T: What time is it? S: It's a quarter to/a quarter past/half past four.</p>	<p>RESOURCES/ MATERIALS:</p> <ul style="list-style-type: none">- Clock.
<p>PRACTICE (20 minutes) CONTROLLED PRACTICE:</p> <ul style="list-style-type: none">- Students look at the clock and listen to the time. T: It's one o'clock.- Students look at different clocks and answer questions about the time. T: What time is the Math class? <p>GUIDED PRACTICE:</p> <ul style="list-style-type: none">- Students look at some clocks on the board and answer the time. T: What time is it? S: It's a quarter to four.	<p>RESOURCES/ MATERIALS:</p> <ul style="list-style-type: none">- Clock.- Board.- Marker.
<p>EVALUATION (10 minutes)</p> <ul style="list-style-type: none">- Check homework.- Check language skill improvement.- Check class participation.	<p>RESOURCES/ MATERIALS:</p> <ul style="list-style-type: none">- Notebook.- Book.- Pencil.



LESSON PLAN

SUBJECT: English.	TEACHER: Alexandra Alaña y Juan Diego Saquinaula.
LEVEL: Sixth.	
UNIT: Two.	TIME: 45 minutes.

AIM: By the end of the lesson students will be able to make a Birthday Card and ask and answer questions about important dates.

FUNCTION: Asking and answering questions about important dates.

STRUCTURE: When is your birthday? It's on May second.

SKILLS TO BE DEVELOPED: Listening, speaking, and writing.

NEW WORDS: Prayer, heart, God, bless, joy, happiness, Math, lunch, Mother's Day, Halloween, Christmas Day, Valentine's Day, Science class, etc.

WARM-UP

NAME OF ACTIVITY: Charades (5 minutes).

SKILLS: Listening and speaking.

CLASS ORGANIZATION: Whole class.

1. A student is invited to come to the front of the class.
2. The student hears on his/her ear a vocabulary word (objects, animals, etc). He/she has to mime it.
3. The rest of the class has to guess the word.
4. The first student that guesses it correctly comes to the front and mimes another word.
5. Repeat the activity twice.

RESOURCES/

MATERIALS:

- Notebook.
- Pencil.



<p>PRE-TEACHING: Remember the most important dates related to our country to the class.</p>	<p>RESOURCES/ MATERIALS:</p> <ul style="list-style-type: none">- Board.- Marker.
<p>PRESENTATION (10 minutes) Students listen to an explanation about the new words. PROCEDURE:</p> <ul style="list-style-type: none">- Showing the new vocabulary through a calendar and a cardboard clock, students practice pronunciation. <p>SITUATION: T: Students look at a clock and listen to the time. It's ten o'clock. T: Students look at the calendar an important date in our country and listen: The Children's Day is on June first.</p>	<p>RESOURCES/ MATERIALS:</p> <ul style="list-style-type: none">- Cardboard clock.- Calendar.
<p>PRACTICE (20 minutes) CONTROLLED PRACTICE:</p> <ul style="list-style-type: none">- Students look at the classroom clock and listen to the time. T: It's a quarter past nine.- Students listen to important dates in Ecuador and U.S.A. T: The independence day in the USA is on July fourth. <p>GUIDED PRACTICE:</p> <ul style="list-style-type: none">- Students elaborate their own calendar with important dates for them. T: What time is it? S: It's a quarter to four. T: When is Christmas? S: It's on December twenty fifth.	<p>RESOURCES/ MATERIALS:</p> <ul style="list-style-type: none">- Clock.- Board.- Marker.- Calendar.
<p>EVALUATION (10 minutes)</p> <ul style="list-style-type: none">- Check the Birthday Card made by the students.- Check language skill improvement.- Check class participation.	<p>RESOURCES/ MATERIALS:</p> <ul style="list-style-type: none">- Book.- Birthday Card.- Notebook.- Calendar.



LESSON PLAN

SUBJECT: English.	TEACHER: Alexandra Alaña y Juan Diego Saquinaula.
LEVEL: Sixth.	
UNIT: Three.	TIME: 45 minutes.

AIM: By the end of the lesson students will be able to identify wild animals.

FUNCTION: Identifying animals.

STRUCTURE: It's a monkey. Do you like spiders? No, I don't.

SKILLS TO BE DEVELOPED: Listening, reading, and writing.

NEW WORDS: Giraffe, alligator, snake, spider, lion, elephant, tiger, zebra, monkey, cats, dogs, etc.

WARM-UP

NAME OF ACTIVITY: Guess the animal (5 minutes).

SKILLS: Listening and speaking.

CLASS ORGANIZATION: Whole class.

1. Students will form two big teams.

2. One of the students comes to the front. He/she hears on his /her ear an animal name from the previous vocabulary and the student has to draw the animal on the board slowly, while the rest of the class try to guess what it is.

S2: Is it a lion?

S1: No, it isn't.

S3: Is it a tiger?

S1: Yes, it is.

**RESOURCES/
MATERIALS:**

- Board.
- Marker.



3: The first student who guesses it will win a point. Repeat the same procedure twice.	
PRE-TEACHING: Write the name of the animals on the board.	RESOURCES/ MATERIALS: - Board. - Marker.
PRESENTATION (10 minutes) - Explain the meaning of the new words using posters and cards. PROCEDURE: - Showing the new vocabulary through posters and cards students practice pronunciation. SITUATION: T: What is it? S: It's a monkey.	RESOURCES/ MATERIALS: - Book. - Board. - Marker.
PRACTICE (20 minutes) CONTROLLED PRACTICE: - Students interact with the teacher. T: Do you like elephants? S: Yes, I do. T: Do you like snakes? S: No, I don't. GUIDED PRACTICE: - Students listen to a story about Karla and color the animals that Karla likes. - Students order some cards of the story that were placed around the class and write the correct name of the animal.	RESOURCES/ MATERIALS: - Cards. - Poster. - Book.
EVALUATION (10 minutes) - Check homework. - Check language skill improvement. - Check class participation.	RESOURCES/ MATERIALS: - Book. - Notebook. - Pencil.



LESSON PLAN

SUBJECT: English.	TEACHER: Alexandra Alaña y Juan Diego Saquinaula.
LEVEL: Sixth.	
UNIT: Three.	TIME: 45 minutes.

AIM: By the end of the lesson students will be able to describe his/her favorite animal.

FUNCTION: Making affirmative and negative sentences with the verb like in present simple tense.

STRUCTURE: I like dogs. I don't like dogs. She likes monkeys. She doesn't like alligators.

SKILLS TO BE DEVELOPED: Listening, reading, speaking, and writing.

NEW WORDS: Giraffe, alligator, snake, spider, lion, elephant, tiger, zebra, monkey, cats, tail, eyes, legs, ears, meat, milk, fish salad, pet, friend, etc.

WARM-UP

NAME OF ACTIVITY: I'm an artist (5 minutes).

SKILLS: Listening.

CLASS ORGANIZATION: Whole class.

1. Students divide a sheet of paper from their notebooks in four equal pieces and number them from one to four.

2. Students illustrate these four sections according to a description given by the teacher.

T: Number one: one big elephant.

T: Number two: Ten yellow fish, etc.

**RESOURCES/
MATERIALS:**

- Notebook.
- Sheet of paper.
- Pencil.
- Colored pencils.



<p>3: Students exchange their notebooks and compare their drawings.</p>	
<p>PRE-TEACHING: Draw or paste a picture of a dog on the board and give the class information about the dog.</p>	<p>RESOURCES/ MATERIALS: - Board. - Marker.</p>
<p>PRESENTATION (10 minutes)</p> <ul style="list-style-type: none"> - Explain the meaning of the new words using big pictures. - <p>PROCEDURE:</p> <ul style="list-style-type: none"> - Explain the new words using a big picture with the information about a pet. <p>SITUATION: T: What is your favorite pet? S: My favorite pet is a dog. T: Does the dog like meat? S: Yes, it does or No, it doesn't.</p>	<p>RESOURCES/ MATERIALS: - Poster.</p>
<p>PRACTICE (20 minutes) CONTROLLED PRACTICE:</p> <ul style="list-style-type: none"> - Students answer some questions about a pet. T: What is your favorite pet? T: My favorite pet is a dog. - Students listen to affirmative and negative sentences with "Like". T: I like dogs but I don't like cats. <p>GUIDED PRACTICE:</p> <ul style="list-style-type: none"> - Students look at a picture of an animal on the board and write notes about that animal. - Students write about their favorite animal. S: My favorite animal isIts eyes are....Its tail is.....It has...legs. It likes...It doesn't Like..... - Students write affirmative and negative sentences using the classmate information: My friend likes.....but he/she doesn't like..... 	<p>RESOURCES/ MATERIALS: - Sheet of paper. - Picture of an animal. - Pencil. - Notebook.</p>
<p>EVALUATION (10 minutes)</p> <ul style="list-style-type: none"> - Check homework. - Check language skill improvement. - Check class participation. 	<p>RESOURCES/ MATERIALS: - Book. - Notebook. - Pencil.</p>



LESSON PLAN

SUBJECT: English.	TEACHER: Alexandra Alaña y Juan Diego Saquinaula.
LEVEL: Sixth.	
UNIT: Three.	TIME: 45 minutes.

AIM: By the end of the lesson students will be able to ask and answer some questions with *Do / Does*.

FUNCTION: Asking and answering questions using the present simple tense.

STRUCTURE: Do you like cats? Does he/she like dogs?

SKILLS TO BE DEVELOPED: Listening, speaking, and writing.

NEW WORDS: Spiders, cats, elephant, dogs, lions, monkeys, tigers, ice cream, etc.

WARM-UP

NAME OF ACTIVITY: Hangman (5 minutes).

SKILLS: Speaking.

CLASS ORGANIZATION: Whole class.

1. Choose a word from the vocabulary about wild animals and on the board draw a line for each letter of that word. Next to it, draw a noose.

2. Have students say the letters they think make up the word. If they guess a letter correctly, write it in its appropriate place, but if not, begin drawing the parts of a persons' body on the noose and write the incorrect letter to one side.

3: Explain that the game will end when they guess the

**RESOURCES/
MATERIALS:**

- Board.
- Marker.



word or when you finish drawing the “hanged man”.	
<p>PRE-TEACHING: Explain the use of <i>do – does</i>.</p>	<p>RESOURCES/ MATERIALS: - Board. - Marker.</p>
<p>PRESENTATION (10 minutes)</p> <ul style="list-style-type: none"> - Explain the meaning of the words on the board. <p>PROCEDURE:</p> <ul style="list-style-type: none"> - Showing the new words using flash cards students practice pronunciation. <p>SITUATION: T: Cats. S: Cats. T: Do you like cats? S: Yes, I do or No, I don't.</p>	<p>RESOURCES/ MATERIALS: - Flash cards. - Board. - Marker.</p>
<p>PRACTICE (20 minutes) CONTROLLED PRACTICE:</p> <ul style="list-style-type: none"> - Students complete some questions about animals by pointing on the flash cards. T: Do you like.....? S: Do you like cats? T: Do you like.....? T: Do you like dogs? <p>GUIDED PRACTICE:</p> <ul style="list-style-type: none"> - Students to work in pairs. The students interact with their partners. S1: Do you like tigers? S2: No, I don't. 	<p>RESOURCES/ MATERIALS: - Flash cards.</p>
<p>EVALUATION (10 minutes)</p> <ul style="list-style-type: none"> - Check homework. - Check language skill improvement. - Check class participation. 	<p>RESOURCES/ MATERIALS: - Book. - Notebook. - Pencil.</p>



LESSON PLAN

SUBJECT: English.	TEACHER: Alexandra Alaña y Juan Diego Saquinaula.
LEVEL: Sixth.	
UNIT: Three.	TIME: 45 minutes.

AIM: By the end of the lesson students will be able to ask questions in present simple.

FUNCTION: Asking and answering in present simple tense.

STRUCTURE: Do you like dogs? Yes, I do.

SKILLS TO BE DEVELOPED: Listening, and speaking.

NEW WORDS: Dog, canary, fish, hamster, tortoise, cat, rabbit, monkey, start, finish, etc.

<p>WARM-UP NAME OF ACTIVITY: Letter chain (5 minutes). SKILLS: Listening. CLASS ORGANIZATION: Whole class.</p> <ol style="list-style-type: none"> 1. Have students listen and write it in their notebooks the following letter chain. T: S-W-I-M-M-I-N-G-R-E-A-D-I-N-G-P-L-A-Y-I-N-G-R-I-D-I-N-G. 2. Students have to find the four words in the chain and circle them. 3. Encourage students to exchange notebooks and check their answers. 4. Instruct them to stand up and mime the four actions. 	<p>RESOURCES/ MATERIALS:</p> <ul style="list-style-type: none"> - Notebook. - Pencil.
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<p>PRE-TEACHING: Clarify the numbers from <i>one</i> to <i>twenty one</i>.</p>	<p>RESOURCES/ MATERIALS: - Board. - Marker.</p>
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<p>PRESENTATION (10 minutes)</p> <ul style="list-style-type: none"> - Explain the meaning of the new words using flash cards and mime. <p>PROCEDURE:</p> <ul style="list-style-type: none"> - Showing the new vocabulary through flash cards, students practice pronunciation. <p>SITUATION: T: Dog. I like dogs. Do you like dogs? S: Yes, I do. T: Giraffe. I don't like giraffes. Do you like giraffes? S: No, I don't.</p>	<p>RESOURCES/ MATERIALS: - Poster.</p>
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<p>PRACTICE (20 minutes)</p> <p>CONTROLLED PRACTICE:</p> <ul style="list-style-type: none"> - Students look at the drawing of a big snake on the board and listen carefully the instructions about the game. - <p>GUIDED PRACTICE:</p> <ul style="list-style-type: none"> - Students receive a sheet of paper and work in pairs. For the game students will need a dice and four tokens. 	<p>RESOURCES/ MATERIALS: - Board. - Marker. - Sheet of paper. - Dice. - Tokens.</p>
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<p>EVALUATION (10 minutes)</p> <ul style="list-style-type: none"> - Check homework. - Check language skill improvement. - Check class participation. 	<p>RESOURCES/ MATERIALS: - Book. - Notebook. - Pencil.</p>
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LESSON PLAN

SUBJECT: English.	TEACHER: Alexandra Alaña y Juan Diego Saquinaula.
LEVEL: Sixth.	
UNIT: Four.	TIME: 45 minutes.

AIM: By the end of the lesson students will be able to describe.

FUNCTION: Describing routines.

STRUCTURE: I wake up at 7:00 o'clock.

SKILLS TO BE DEVELOPED: Listening, speaking, and reading.

NEW WORDS: Wake up, get up, go to school, take a shower, do homework, have lunch, go to bed, brush teeth, comb your hair, clean your room, get dressed, wash the dishes, have dinner, have breakfast, etc.

WARM-UP

NAME OF ACTIVITY: Guess (5 minutes).

SKILLS: Listening, writing.

CLASS ORGANIZATION: Whole class.

1. The class is divided into two teams.
2. Each team comes to the front.
3. Students name a family member. Both students write the word on the board.
4. Get a point to the team whose member first writes it correctly.
5. The students repeat the procedure several times.

**RESOURCES/
MATERIALS:**

- Board.
- Marker.



<p>PRE-TEACHING: Write the daily activities on the notebook.</p>	<p>RESOURCES/ MATERIALS:</p> <ul style="list-style-type: none">- Board.- Marker.
<p>PRESENTATION (10 minutes)</p> <ul style="list-style-type: none">- Explain the meaning of the new words. <p>PROCEDURE:</p> <ul style="list-style-type: none">- The teacher presents the new vocabulary. <p>SITUATION: T: I wake up. S: I wake up. T: Mimes the routine, "Take a shower". S: I take a shower.</p>	<p>RESOURCES/ MATERIALS:</p> <ul style="list-style-type: none">- Flash cards and mimes.
<p>PRACTICE (20 minutes) CONTROLLED PRACTICE:</p> <ul style="list-style-type: none">- The students make sentences with daily activities. I get up at 6:00 o'clock. I go to bed at 9:00 o'clock.- The students mimes his/her routines. <p>GUIDED PRACTICE: The students work in pairs with mimes. S1: Mimes the activity, "Take a shower". S2: Says, "I take a shower".</p>	<p>RESOURCES/ MATERIALS:</p> <ul style="list-style-type: none">- Flash cards and mimes.
<p>EVALUATION (10 minutes)</p> <ul style="list-style-type: none">- Check homework.- Check language skill improvement.- Check class participation.	<p>RESOURCES/ MATERIALS:</p> <ul style="list-style-type: none">- Book.- Notebook.- Pencil.



LESSON PLAN

SUBJECT: English.	TEACHER: Alexandra Alaña y Juan Diego Saquinaula.
LEVEL: Sixth.	
UNIT: Four.	TIME: 45 minutes.

AIM: By the end of the lesson students will be able to tell the time.

FUNCTION: Telling the time.

STRUCTURE: It's four o'clock. It's quarter to four. It's quarter past four. I go to school at quarter to seven.

SKILLS TO BE DEVELOPED: Writing, reading, listening, and speaking.

NEW WORDS: Comb your hair, wash the dishes, wake up, go to school, brush your teeth, get up, it's quarter to four, it's quarter past four, it's four thirty, etc.

WARM-UP

NAME OF ACTIVITY: Words chain (5 minutes).

SKILLS: Listening and speaking.

CLASS ORGANIZATION: Whole class.

This activity consist of a sequence of words that are added up progressively. For example:

1. The teacher asks someone to say a word.
2. Then a second student repeats the word adds up another word to the sequence.
3. Students repeat the procedure until all the objects have been mentioned.

RESOURCES/
MATERIALS:



<p>PRE-TEACHING: Review the numbers from <i>one</i> to <i>sixty</i>.</p>	<p>RESOURCES/ MATERIALS: - Board. - Marker.</p>
<p>PRESENTATION (10 minutes) Showing the numbers <i>1 - 60</i>.</p> <p>PROCEDURE:</p> <ul style="list-style-type: none">- Showing the meaning of the new words.- Practicing pronunciation. <p>SITUATION: T: Shows the clock and says, "It's three o'clock". It's five o'clock. It's quarter to four. It's quarter past four. It's four thirty.</p>	<p>RESOURCES/ MATERIALS: - Classroom clock.</p>
<p>PRACTICE (20 minutes) CONTROLLED PRACTICE:</p> <ul style="list-style-type: none">- The students ask and answer some questions about the time. What time is it? It's three o'clock.- The students combine daily routines and the time. I take a shower at 3:00 o'clock. <p>GUIDED PRACTICE: Role-play: Telling the time.</p>	<p>RESOURCES/ MATERIALS: - Classroom clock. - Cardboard clock.</p>
<p>EVALUATION (10 minutes)</p> <ul style="list-style-type: none">- Check homework.- Check language skill improvement.- Check class participation.	<p>RESOURCES/ MATERIALS: - Book. - Notebook. - Pencil.</p>



LESSON PLAN

SUBJECT: English.	TEACHER: Alexandra Alaña y Juan Diego Saquinaula.
LEVEL: Sixth.	
UNIT: Four.	TIME: 45 minutes.

AIM: By the end of the lesson students will be able to write a short composition about their normal day using the time.

FUNCTION: Describing a normal day in someone's life.

STRUCTURE: In the morning, I get up at 7:00 o'clock, I have breakfast at 7:30, in the afternoon, I do my homework at 3:00 o'clock.

SKILLS TO BE DEVELOPED: Writing, reading, and speaking.

NEW WORDS: Seven o'clock, quarter to five, quarter past twelve, take a shower, go to school, do the homework, brush his teeth, in the morning, in the afternoon, etc.

WARM-UP

NAME OF ACTIVITY: Simon says (5 minutes).

SKILLS: Listening.

CLASS ORGANIZATION: Whole class.

1. All students stand up.
2. One student is Simon and gives the class orders. The class follows the commands, preceded only when preceded by the phrase *Simon Says*.

**RESOURCES/
MATERIALS:**

- Mime.



PRE-TEACHING: The students mime the daily activities.	RESOURCES/ MATERIALS: - Mime.
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PRESENTATION (10 minutes) Showing the words. PROCEDURE: - Showing the vocabulary. - Practicing pronunciation. SITUATION: The students listen to the normal day in someone's life. For example: She takes a shower at eight o'clock. She brushes her teeth at six o'clock.	RESOURCES/ MATERIALS: - Flash and cardboard clock.
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PRACTICE (20 minutes) CONTROLLED PRACTICE: - The students write a composition about his/her normal day on the board. In the morning, I get up at 6:30, I take a shower at 7:00 o'clock, I have breakfast at 7:15, I go to school at 7:20. In the afternoon, I have lunch at 1:15, I do my homework at 2:30. In the evening, I go to bed at 9:00 o'clock. GUIDED PRACTICE: The students write about their normal day on their notebook.	RESOURCES/ MATERIALS: - Note book. - Pencil. - Board. - Marker. - Copies.
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EVALUATION (10 minutes) - Check homework. - Check language skill improvement. - Check class participation.	RESOURCES/ MATERIALS: - Book. - Notebook. - Pencil.
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LESSON PLAN

SUBJECT: English.	TEACHER: Alexandra Alaña y Juan Diego Saquinaula.
LEVEL: Sixth.	
UNIT: Four.	TIME: 45 minutes.

AIM: By the end of the lesson students will be able to ask different students questions about their daily routines.

FUNCTION: Asking questions about daily routines.

STRUCTURE: What time do you have breakfast? I have breakfast at 7:15.

SKILLS TO BE DEVELOPED: Writing, listening, and speaking.

NEW WORDS: Wake up, get up, brush teeth, take a shower, have breakfast, go to school, finish school, have lunch, do homework, have dinner, go to bed, etc.

WARM-UP

NAME OF ACTIVITY: Hot or cold (5 minutes).

SKILLS: Listening, speaking.

CLASS ORGANIZATION: Whole class.

1. One student shows the objects one by one and the class identify them.

S1: What's this? Class: It's a ruler.

2. A student goes outside the classroom, then the class hide an object outside the classroom.

3. The student comes back in and the class give a clue to help him/her find the object.

4. The class shout *hot* when he/she is close to the

RESOURCES/
MATERIALS:

- Mime.



<p>object warm is somewhat close or <i>cold</i> if he/she is far away. 5. Practice the game twice.</p>	
<p>PRE-TEACHING: The students draw a big clock on the board and then write the time on the board.</p>	<p>RESOURCES/ MATERIALS: - Marker. - Board.</p>
<p>PRESENTATION (10 minutes) Explain the meaning of vocabulary.</p> <p>PROCEDURE: - Presenting the vocabulary, pointing the different routines on the chart.</p> <p>SITUATION: T: Says "Margarita wakes up at 6:30, she gets up at 6:35. She brushes her teeth at 6:40, etc.</p>	<p>RESOURCES/ MATERIALS: - Big chart.</p>
<p>PRACTICE (20 minutes) CONTROLLED PRACTICE: - One student interviews his partner for his routines. S1: What time you watch T.V.? S2: I watch T.V. at 3:00 o'clock</p> <p>GUIDED PRACTICE: The students make their own chart and interview some classmates. S1: Makes the chart and ask the questions. What time do you wake up? S2: Answer the questions. I wake up at 6:45. S1: Writes the information on the chart.</p>	<p>RESOURCES/ MATERIALS:</p>
<p>EVALUATION (10 minutes)</p> <ul style="list-style-type: none">- Check homework.- Check language skill improvement.- Check class participation.	<p>RESOURCES/ MATERIALS: - Book. - Notebook. - Pencil.</p>



LESSON PLAN

SUBJECT: English.	TEACHER: Alexandra Alaña y Juan Diego Saquinaula.
LEVEL: Sixth.	
UNIT: Five.	TIME: 45 minutes.

AIM: By the end of the lesson students will be able to write the past of the verbs.

FUNCTION: Describing actions in past.

STRUCTURE: Robert went to the movies.

SKILLS TO BE DEVELOPED: Listening, speaking, reading, and writing.

NEW WORDS: Sea, T.V., music, movie, friends, soccer, comic books, clothes, apple, phone. Verbs: Went, bought, swan, ate, watched, read, listened, talked, played, studied, visited. Days: Friday morning, Saturday morning, Sunday morning, Friday afternoon, Saturday afternoon, Sunday afternoon, Friday evening, Saturday evening, Sunday evening, etc.

WARM-UP

NAME OF ACTIVITY: Numbers game (5 minutes).

SKILLS:

CLASS ORGANIZATION: Whole class.

1. Ten students come to the front and stand in a row, side by side.
2. They number themselves from one to ten and jump that same number of times as the number that corresponds to them.
3. If a student makes a mistake, start again at the beginning of the row.

RESOURCES/
MATERIALS:



4. Practice the game twice.	
<p>PRE-TEACHING: Review the verbs in past.</p>	<p>RESOURCES/ MATERIALS: - Marker. - Board.</p>

<p>PRESENTATION (10 minutes) The teacher explain the meaning of the verbs in past.</p> <p>PROCEDURE:</p> <ul style="list-style-type: none"> - The teacher presents the verbs. - The students practice pronunciation. - The vocabulary is reinforced. <p>SITUATION: T: I went to the movies last weekend. What did you do last weekend? S: We bought some clothes last weekend.</p>	<p>RESOURCES/ MATERIALS: - Mimes. - Actions. - Gestures.</p>
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<p>PRACTICE (20 minutes) CONTROLLED PRACTICE:</p> <ul style="list-style-type: none"> - One student reads a story in past about Robert's last weekend. Class pay attention and listen carefully to the story. - S1: Robert swam in the sea, he watched T.V., he listened to music, he visited his friends, he played soccer, he read comic books, he didn't study. <p>GUIDED PRACTICE: The students draw in the squares about Robert's last weekend.</p>	<p>RESOURCES/ MATERIALS: - Mimes. - Gestures.</p>
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<p>EVALUATION (10 minutes)</p> <ul style="list-style-type: none"> - Check homework. - Check language skill improvement. - Check class participation. 	<p>RESOURCES/ MATERIALS: - Book. - Notebook. - Pencil.</p>
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LESSON PLAN

SUBJECT: English.	TEACHER: Alexandra Alaña y Juan Diego Saquinaula.
LEVEL: Sixth.	
UNIT: Five.	TIME: 45 minutes.

AIM: By the end of the lesson students will be able to identify the regular and irregular verbs in past.

FUNCTION: Identifying the regular and irregular verbs using the past form.

STRUCTURE: I watched T.V., I played tennis, I listened to music, etc. (Regular Verbs). I drank water, I ate pizza, I read a book, etc. (Irregular verbs).

SKILLS TO BE DEVELOPED: Listening, speaking, reading, and writing.

NEW WORDS: Note, code, let's, games. Verbs: Watched, stay, eat, read, buy, wear, play, have, clean, see, swim, go, drink, listen, etc.

WARM-UP

NAME OF ACTIVITY: Animal sounds (5 minutes).

SKILLS:

CLASS ORGANIZATION: Whole class.

1. The class is divided into two teams.
2. One student comes to the front.
3. The class whisper the name of a farm animal, the student mimes it without making any sounds and encourage the rest of the class to guess what it is.
4. Take turns to participate.
5. Give an extra point to the team that guesses the word first.

**RESOURCES/
MATERIALS:**



<p>PRE-TEACHING: Review the numbers from 1 to 26 and the alphabet from A to Z.</p>	<p>RESOURCES/ MATERIALS: - Marker. - Board.</p>
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<p>PRESENTATION (10 minutes) The students reviews the meaning of the words using numbers.</p> <p>PROCEDURE:</p> <ul style="list-style-type: none"> - The vocabulary is presented through numbers. - The students practice the pronunciation. <p>SITUATION: T: Writes on the board. The alphabet {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} The numbers {1-2-3-4-5-6-7-8-9-10-11-12-13-14-15-16-17-18-19-20-21-22-23-24-25-26} S: Repeats the vocabulary.</p>	<p>RESOURCES/ MATERIALS: - Marker. - Board.</p>
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<p>PRACTICE (20 minutes) CONTROLLED PRACTICE:</p> <ul style="list-style-type: none"> - There is a code message using the alphabet and numbers writing on the board. The students break the code and write the message. <p>GUIDED PRACTICE: There is another message, the students read another message and break the code and write the message.</p> <p>a b c d e f g h i j k l m 1 2 3 4 5 6 7 8 9 10 11 12 13</p> <p>n o p q r s t u v w x y z 14 15 16 17 18 19 20 21 22 23 24 25 26</p> <p>12 5 20 19 16 12 1 25 20 5 14 14 9 19 [] [] [] [] [] [] [] [] [] [] [] [] [] [] l e t s p l a y t e n n i s</p> <ul style="list-style-type: none"> - A bingo game. 	<p>RESOURCES/ MATERIALS: - Board. - Marker. - Copies. - Book. - Pencil.</p>
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<p>EVALUATION (10 minutes)</p> <ul style="list-style-type: none"> - Check homework. - Check language skill improvement. - Check class participation. 	<p>RESOURCES/ MATERIALS: - Book. - Notebook. - Pencil.</p>
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LESSON PLAN

SUBJECT: English.	TEACHER: Alexandra Alaña y Juan Diego Saquinaula.
LEVEL: Sixth.	
UNIT: Five.	TIME: 45 minutes.

AIM: By the end of the lesson students will be able to read a story in past.

FUNCTION: Developing reading comprehension in past.

STRUCTURE: On Friday, my best friend went to the museum. He looked at a picture and saw a monkey, and a snake in the jungle.

SKILLS TO BE DEVELOPED: Listening, reading, and writing.

NEW WORDS: Homework, book, movies, T.V., hamburger, basketball, soccer, clothes, sea, music, kitchen, phone, home, jeans, museum, picture, jungle, diary. Verbs: Did, read, went, watched, ate, played, bought, visited, swam, listened, cleaned, talked, stayed, wore, etc.

WARM-UP

NAME OF ACTIVITY: Word chain (5 minutes).

SKILLS: Listening.

CLASS ORGANIZATION: Whole class.

1. One student says there is a cow on the farm.
2. Another student repeats the sentence and adds another animal.
S2: There is a cow and a monkey on the farm.
3. The student sitting next to the second repeats the sentence and adds a third animal.
S3: There is a cow, a monkey and a dog on the farm.
4. This procedure is repeated three of four times.

**RESOURCES/
MATERIALS:**

- Board.
- Marker.



<p>PRE-TEACHING: Distinguish the verbs between present and past.</p>	<p>RESOURCES/ MATERIALS:</p> <ul style="list-style-type: none">- Marker.- Board.
<p>PRESENTATION (10 minutes) Explain the meaning of the actions words.</p> <p>PROCEDURE:</p> <ul style="list-style-type: none">- The teacher presents the action words.- The students practice pronunciation several times. <p>SITUATION: T: Mimes the word, "read a book". S: Guesses the word. They say, "Read a book" and go on.</p>	<p>RESOURCES/ MATERIALS:</p> <ul style="list-style-type: none">- Marker.- Board.- Mimes.- Gestures.
<p>PRACTICE (20 minutes) CONTROLLED PRACTICE:</p> <ul style="list-style-type: none">- One student tells a story in the past using mimes and gestures. The story is based on the learned vocabulary. The class pay attention and listen carefully the story. <p>GUIDED PRACTICE: T: Calls two students to the front. T: Asks one student to tell a story to his/her partner. The class listen to the story and draw an event of the story.</p>	<p>RESOURCES/ MATERIALS:</p> <ul style="list-style-type: none">- Mime.- Pictures.
<p>EVALUATION (10 minutes)</p> <ul style="list-style-type: none">- Check homework.- Check language skill improvement.- Check class participation.	<p>RESOURCES/ MATERIALS:</p> <ul style="list-style-type: none">- Book.- Notebook.- Pencil.



LESSON PLAN

SUBJECT: English.	TEACHER: Alexandra Alaña y Juan Diego Saquinaula.
LEVEL: Sixth.	
UNIT: Five.	TIME: 45 minutes.

AIM: By the end of the lesson students will be able to ask and answer Yes/No questions about a story taken place in the past.

FUNCTION: Asking and answering Yes/No questions using the past time.

STRUCTURE: Did you stay at home? Yes, I did. / No, I didn't.
Did you watch T.V.? Yes, I did. / No, I didn't.

SKILLS TO BE DEVELOPED: Listening, reading, and speaking.

NEW WORDS: Uncle, aunt, grandma, grandpa, dad, mom, sister, brother, cousin, T.V., music, skirt, book, sea. Verbs: Watch, listen, wear, read, swim, did, didn't, etc.

WARM-UP

NAME OF ACTIVITY: Mind reader (5 minutes).

SKILLS: Listening.

CLASS ORGANIZATION: Whole class.

1. The class is divided into two teams.
2. One student spells the word aloud while he/she "writes" it in the air with the finger.
3. The rest of the students guess the word.
4. The team whose member first guesses the word get a point.
5. This procedure is repeated with other items.

RESOURCES/
MATERIALS:



<p>PRE-TEACHING: Review the verbs: Present and Past.</p>	<p>RESOURCES/ MATERIALS:</p>
<p>PRESENTATION (10 minutes) Explain the meaning of the vocabulary.</p> <p>PROCEDURE:</p> <ul style="list-style-type: none">- The teacher presents the vocabulary.- The students repeat the vocabulary three or four times. <p>SITUATION: T: Shows the pictures, "watch T.V." S: Look at the picture and repeat, "watch T.V."</p>	<p>RESOURCES/ MATERIALS:</p>
<p>PRACTICE (20 minutes) CONTROLLED PRACTICE: One student asks Yes/No questions in the past, showing pictures and the class answer the questions. S: Did you buy some clothes? Class: Answer. Yes, we did. The teacher shows a picture about someone watching T.V. and asks: Did you eat pizza? Class: Answer. No, we didn't.</p> <p>GUIDED PRACTICE: The students work in pairs using pictures. S1: Asks the questions: Did you listen to music? S2: Answers: Yes, I did. / No, I didn't. The answers depend on the picture.</p>	<p>RESOURCES/ MATERIALS:</p>
<p>EVALUATION (10 minutes)</p> <ul style="list-style-type: none">- Check homework.- Check language skill improvement.- Check class participation.	<p>RESOURCES/ MATERIALS:</p> <ul style="list-style-type: none">- Book.- Notebook.- Pencil.



CHAPTER 5

V. CONCLUSIONS AND RECOMMENDATIONS

A. CONCLUSIONS

Throughout our time as English Teachers at public schools, we have had the possibility of being in contact with children, which has been a wonderful experience and it has given us the possibility to complete our work.

This research is an answer to children's need to accept learning the English language as an enjoyable and pleasant activity.

After experiencing and being part of this exciting work, the following conclusions came to the surface:

- ✓ In the classroom, teachers need to keep in mind that all students have at least eight intelligences, but differ in the strengths of each. Also, they need to discover that these intelligences are not fixed but malleable capacities which can be enhanced by educational opportunities. So, as teachers, we should choose teaching methods and activities to develop each student's intelligences. Each student's intelligences should be respected because teachers' attitudes toward students' abilities influence the way teachers present material to their students and the methods used to evaluate students' capacity. If we can provide opportunities for authentic learning based on students' interest, talents, and needs, students will be able to present their strengths, while acquiring more motivation to be an expert and leading to increased confidence.



- ✓ Our thesis deals with some ideas about the new tendencies that teachers and students can use in learning English, to revolutionize the English teaching–learning process in public schools.
- ✓ In the process of teaching and learning the English language, we have found some weaknesses such as: students do not have a textbook, teachers present very poor academic preparation, lack of suitable classroom language for teaching English, teaching materials, and an audiovisual room, which has resulted in students with little desire to learn a new language.
- ✓ Teacher's teaching is very traditional because usually it focuses only on the Linguistic Intelligence; the teacher leads a monologue and does not allow the student to interact in class. The classes are always delivered in the classroom and never outside it.
- ✓ Constructivism is a Psychological theory of knowledge that demands higher education, leaving behind traditional methods. It involves a new view of learning away from transmitting knowledge to transforming knowledge; the students move from passive to active participation by interacting with the teacher or among themselves.
- ✓ Our proposal is to change the attitude of students learning a new language, through the use of our textbook which contains many exercises based on the Theory of Multiple Intelligences by Howard Gardner.

B. RECOMMENDATIONS

After analyzing our thesis we recommend:

- ✓ To improve the classroom environment in order to provoke a change in the behavior of the students. In this way, we build a better relationship between the subject and the learner.



- ✓ Classes should not only be organized indoors but also outdoors. Our textbook “Easy English” includes activities to be developed outside the classroom. This is beneficial because students learn a variety real language in the real world.
- ✓ In our investigation about the Multiple Intelligences Theory, we realized that the English learning programs at primary schools just favor the linguistic and mathematical intelligences, lacking the others. Therefore, it is important to give seminars to teachers, based on the theory of multiple intelligences to transform a traditional school into a multiple intelligences school, causing a revolution in the teaching – learning process.
- ✓ Our textbook “Easy English” should be applied in the sixth grade because it develops different learning skills which children possess at this stage. Furthermore, it contains activities in which students can draw, interact, do individual work, etc.
- ✓ The textbook aims to change student’s attitudes toward learning English, resulting on increased achievement. In this way, the book becomes a useful tool for the teaching and learning process because it helps to become efficient learners.
- ✓ We suggest that the textbook be applied in public schools since the book has been elaborated based in the needs of students in this environment who would benefit from a new English language teaching approach based in the Multiple Intelligences theory of learning and the task-based approach.

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ANNEX 1

MULTIPLE INTELLIGENCES STUDENTS' SURVEYS

Name:

Age:

Level:

INSTRUCTIONS: Read each statement carefully. And mark



or



LINGUISTIC INTELLIGENCE

I enjoy listening to other people talking.

I like to learn new words.

I like to tell stories.

I enjoy reading books.

I like to participate in debates.

I enjoy word puzzles.

I enjoy writing.

LOGICAL- MATHEMATICAL INTELLIGENCE

I like to work with computers and calculators.

I enjoy math class.

I enjoy chess.

I enjoy logic puzzles.

I like solving problems.



SPATIAL INTELLIGENCE

- I like to read maps and charts.
- I like to color pictures.
- I like to draw
- I enjoy doing jigsaw puzzles.
- I like to create collage.
- I can visualize ideas in my mind.

BODILY- KINESTHETIC INTELLIGENCE

- I love to dance.
- I like working with tools.
- I like to touch things in order to learn about them.
- I like working with my hands.
- I learn by doing.
- I enjoy any sports.
- I use a lot of hand gestures when talking to friends.
- I run, swim, and exercise without getting tired.
- I learn to play new sports easily and quickly.

MUSICAL INTELLIGENCE

- I enjoy playing a musical instrument.
- I listen to music a lot.
- I sing a lot.
- I enjoy making music.
- I remember melodies of songs.



INTERPERSONAL INTELLIGENCE

- I like to work and play with other kids.
- I understand how friends are feeling by looking at their faces.
- I have a lot of friends.
- I give advice to friends who have problems.
- I like to study in group.
- I am a "team player".
- I don't like working alone.

INTRAPERSONAL INTELLIGENCE

- I have a realistic sense of my strengths and weaknesses.
- I remember my dreams.
- I like to be alone.

NATURALIST INTELLIGENCE

- I enjoy collecting bugs, flowers or rocks.
- I like to watch natural phenomena like the moon.
- I want to become a geologist, or biologist.
- I enjoy working in a garden.
- I like animals.