

ABSTRACT

At present, “To be communicatively competent in English” has become an important qualifying asset for any profession or job. This is the reason why it is important to improve the methods of teaching and learning English.

Teachers and pupils do not give the necessary importance to learning English. Students are not motivated by the traditional methods of instruction. The classrooms are overcrowded, and the teachers are unable to provide instruction suitable for the different learning styles of the students. Today, children enjoy learning through visual stimulation, movement and sound.

This project consists in writing a Didactic Guide for teachers and students of the 6th and 7th grades. The Guide includes a collection of classroom activities, selected websites, accuracy-oriented exercises, and electronic learning activities. It also includes sound and image as contributing factors to stimulate interest, concentration and attention. This Guide is based on the



theoretical framework of David Ausubel’s Significant Learning Theory.

The activities use different methodological principles taken from the Computer-Assisted Language Learning, Communicative Approach, and Task-based learning. Actual activities and relevant websites are included in the Guide to assist the teachers in using these different methodological principles.

The activities were tested with students enrolled in the “Yanuncay Education Unit.” The recommendations and conclusions found in this thesis are based on the experiences of the writers.

**“A DIDACTIC GUIDE FOR TEACHING AND LEARNING
ENGLISH THROUGH WEB-SITES”**

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FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIA DE LA EDUCACIÓN

“A DIDACTIC GUIDE FOR TEACHING AND LEARNING ENGLISH THROUGH WEB - SITES”

Tesis previa a la obtención del
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Universidad de Cuenca Facultad de Filosofía,
Escuela de Lengua y Literatura Inglesa.
“A DIDACTIC GUIDE FOR TEACHING AND LEARNING ENGLISH THROUGH
WEB – SITES”

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Cuenca – Ecuador
2010

DEDICATIONS

I would like to dedicate this Project to my daughters, Camila and Abigail; to my son Christian; to my parents, Luis and María; to my brothers; to my partner, Graciela; and especially to my lovely wife, Lupe. They all have been my support and inspiration to achieve my professional goals.

Juan Pablo

I would like to dedicate this project to my family, José, Margarita, Leonardo, Gustavo, Eliana, and Carolina;

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Juan Pablo Jarama Pacho



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Humberto, a special person in my life and Juan Pablo, my
best friend. Everyone’s love has encouraged me to
achieve my life goals. The fact of having all of them
present in my life represents God’s gift to me. Thanks to
all of them.

Graciela

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Similarly, it is important for us to recognize our gratitude to the principal of “Yanuncay Educational Unit”, Mr. Germán Jácome Vásquez, and all the school staff for allowing us to use their installations to apply and execute this project.

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INTRODUCTION

At present, “To be communicatively competent in English” has become an important qualifying asset for any profession or job. This goal evidences the result of many hours of effective foreign language practice and language production.

Each individual’s foreign language learning process is subjected and changed according to social, educational, cultural, and economical factors. Thus, each individual handles his own learning process differently from others and acquires foreign language by developing personal learning strategies, too.

Despite the fact that someone uses one or another learning strategy, there are other elements that may be considered important in the process of learning a foreign language. A particular age, educational and cultural

background, language grade, and the purpose of learning can all be seen as fitting pieces.

Another important fitting piece in the mediation of the foreign language learning is the teaching resources and materials, the textbook being the most common one. The book market, specifically publishing companies, does not always satisfy the needs of the students. The book series do not often introduce topics according to students' interests and ages. Moreover, companies that deal with the elaboration of English language textbooks neglect the fact that the English language grade of children attending public elementary schools, in an underdeveloped country such as Ecuador is very low. Children are not even placed in what we can call “a basic grade of English language” when they get to sixth and seventh grades, according to the information obtained through a survey applied to the members of “Yanuncay Education Unit”. The present research is addressed to the educational community: the director, teachers, and students. The low students' English language grade is caused by the large number of students in the classroom, cramped classroom space, lack of educational technology, lack of parents' support, traditional language teaching methods, etc.

Consequently, students are not motivated enough to participate in the classroom learning activities.

The purpose of this project responds to an attempt to improve the teaching and learning of English, not only in the selected school but also in other Elementary Public Schools in Cuenca. The implementation of this project will benefit children of 11 and 12 years old who are the most likely to be interested in sound and image.

We decided to develop this project right after we started to work as EFL teachers in the “Yanuncay Education Unit”. This fact inspired us to start looking closer at the student’s learning experiences of some other public elementary schools with similar characteristics: such as La Castellana, Otto Arosemena, Abelardo Tamariz Crespo, and Velasco Ibarra. So, we believe that the project can be presented to these schools, too.

The project consists in writing a Didactic Guide that will meet the following characteristics and requirements:

- A collection of classroom activities designed especially for a certain group of students (sixth and seventh graders of the ages ranging between 10 and 12) according to their age and interests.

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- Selected websites, accuracy-oriented exercises, and electronic learning activities.
- Sound and image as contributing factors to stimulate interest, concentration and attention.
- Language learning activities leading towards significance and value of the language to favor communication and use of the language.
- Extra material to provoke and elicit problem - solving and risk - taking skills.
- A theoretical framework based on the Significant Learning Theory of David Ausubel.

The main objectives of this work include:

- To design an updated guide which contains topics that will promote active participation of the students through different activities, such as games, exercises, etc.
- To work in another language and learn a new culture.
- To provide students more group work and whole class work activities.
- To use topics of interest according to students' age and experience.



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All of these activities will use different methodological principles taken from the Computer-Assisted Language Learning, Communicative Approach, Task-based learning, and Significant learning.

CHAPTER 1

GENERAL INFORMATION OF “YANUNCAY EDUCATIONAL UNIT”, SELECTED SCHOOL FOR THE IMPLEMENTATION OF THE PROJECT

The “Yanuncay Educational Unit” is located in the Province of Azuay in Cuenca. It is in the Yanuncay Parrish, in the urban area of Cuenca.

“Yanuncay Educational Unit” was established on May 13, 1994, with the intention of ensuring its students’ quality of education. The school objective is to promote learners to the next grade with the best skills and knowledge according to their individualities.

Most of the students are Hispanic. They are girls and boys. The institution consists of pre-primary, primary, and middle school. The institution has created the pre-primary section because students’ parents demand that the children have a grade of instruction prior entering the formal educational process.



The institution has progressively increased one grade of instruction every year. Nowadays, the school offers the third year of Secondary School.

From its foundation until today, the principle of the institution has been Professor Germán Jácome Vásquez, specialist in Language and Literature at the Pontificia University, Católica of Ecuador. Germán Jácome is a teacher who has 30 years of teaching experience.

Also, since the school foundation Martha Andrade Becerra has helped Professor Jácome as the director of the Elementary sections of the school. She is a professional at the Pontificia University, Católica of Ecuador. She works as a teacher of kindergarten.

Authorities

The School Board is composed of the following professors:

School Supervisor	Mrs. Paredes Roldán Martha
Elementary Supervisor	Dr. Padilla Orellana Rómulo
High School Principal	Mr. Jácome Vásquez Germán
Vice – Principal	Dr. Leon Bolivar
Elementary School Principal	Mrs. Andrade Becerra Martha
Detention	Mr. Guamán Bermeo Moisés
Student President	Mr. Chicaiza Christian

The “Yanuncay Education Unit” continues with a mission in all grades: pre-primary, primary, and middle school. The school is an active participant in the educational work of the community. This institution encourages the teachers of the school to be the protagonists and injectors

for the pedagogical changes. The teachers are committed to the education of the students. Teachers are well-qualified. They all have scientific, humanistic, and pedagogical preparation, as well as professional ethics.

The policy of the institution is to ensure and give education of quality to students. Most of the teachers agree with this institutional policy.

The School

The infrastructure of the “Yanuncay Education Unit” is adequate to the needs of the students of the community. The school has a computer lab, which has internet, an audio – visual room, a Medical Department, and a Student Counseling Department, in which the students receive physical and psychological assistance. All facilities offered by the institution are not only available to the students but also to the teachers.

The teachers and the administrative personnel of the institution are capable of achieving the goals set by the institution, and one of the main goals is the welfare of the students.

The Teacher

Miss Graciela Tenemaza, one of the authors of this project, started to work in February 2009. She does not have a degree; but she has finished her studies at the English Language and Literature School at the University of Cuenca. Nowadays, she is writing her thesis to get her bachelor's degree in Teaching English as a Foreign Language. She is a teacher who has accumulated experience since 2006. She uses a communicative method to teach English.

The students

In the “Yanuncay Educational Unit”, 69% of the students are male and 31% are female.

58% of the students live in an urban area of Cuenca, and 42% of the students live in the rural area.

60% of students are ten years old, 36% of students are eleven years old, and 4% of students are twelve years old.

73% of students come from families of middle class; 27% belong to a low class. This division was made taking into account the monthly income and properties of their parents.

Another important aspect found is that 51% of the students have their parents living out of the country. Most of them are in the United States of America and Europe. The students who do not have their parents in the country are living with their older brother or neighbors or relatives. A curious and delicate aspect is that 53% of the students live with relatives who do not have a professional career or a high school diploma, and they are unable to help the students face school learning problems. 47% of the students count on their parents' help to solve their life conflicts.

The survey was applied to 50 students of the “Yanuncay Educational Unit”, on March 16, 2009, and it provided the following information:

The students are in a perfect age to learn the English Language. They have a basic knowledge of English and Computers, and their parents belong to a middle



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economical class. Also, the institution has the facilities and equipment to implement this project.

CHAPTER 2

TECHNOLOGY, METHODS, AND THEORIES

2.1 Computer – Assisted Learning (CALL)

CALL originates from CAI “Computer-Accelerated Instruction”, a term that was first viewed as an aid for teachers. The philosophy of CALL puts a strong emphasis on student-centered lessons that allow the learners to learn on their own using structured or unstructured interactive lessons. These lessons carry two important features: bidirectional (interactive) learning and individualized learning. CALL is not a method. It is a tool that helps teachers to facilitate the language learning process. CALL can be used to reinforce what has been learned in the classrooms. It can also be used as a remedial tool to help learners with limited language proficiency.

Others may call CALL an approach to teaching and learning foreign languages whereby the computer and computer-based resources such as the Internet are used to present, reinforce and assess material to be learned. CALL can be made independent of the

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Internet. It can stand alone: for example, in a CDROM format. Depending on its design and objectives, it may include a substantial interactive element, especially when CALL is integrated in a web-based format. It may include the search for and the investigation of applications in language teaching and learning.

2.1.1 The reasons for using Computer-Assisted Language Learning include:

- experiential learning
- motivation
- enhancement of student achievement
- authentic materials for study
- greater interaction
- individualization
- independence from a single source of information
- global understanding

2.1.2 The barriers inhibiting the practice of Computer-Assisted Language Learning can be classified in the following common categories:

- financial barriers

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- availability of computer hardware and software
- technical and theoretical knowledge
- acceptance of the technology

**2.1.3 Warschauer, in 1996, divided the development
of CALL into three phases:**

- Behaviorist CALL
- Communicative CALL
- Integrative CALL (Multimedia and the Internet)

Behaviorist CALL

Behaviorist CALL is defined by the then-dominant behaviorist theories of learning of Skinner, as well as the technological limitations of computers from the 1960's to the early 1980's. The repeated exposure to material was considered to be beneficial or even essential. Computers were considered ideal for this aspect of learning as the machines did not get bored or impatient with learners, and the computer could present material to the student at his/her own pace and even adapt the drills to the grade of the student.

While such programs and their underlying pedagogy still exist today, to a large part behaviorist approaches

to language learning have been rejected, and the increasing sophistication of computer technology has led CALL to other possibilities.

Communicative CALL

Communicative CALL is based on the communicative approach that became prominent in the late 1970's and 1980's. In the communicative approach, the focus is on using the language rather than analysis of the language or teaching grammar implicitly.

In this phase, however, computers provided context for students to use the language, such as asking for directions to a place, making reservations in a hotel, suggesting information, etc.

This approach usually taught skills such as reading and listening in a compartmentalized way, even if not in a drill fashion.

Integrative CALL (Multimedia and the Internet)

Integrative CALL started in the 1990's and tries to address these criticisms by integrating the teaching of

language skills into tasks or projects to provide direction and coherence. It also coincides with the development of multimedia technology (providing text, graphics, sound, and animation).

In multimedia programs, listening is combined with seeing, just like in the real world. Students also control the pace and the path of the interaction. Interaction is in the foreground, but many CALL programs also provide links to explanations simultaneously.

More recent research in CALL has favored a learner-centered explorative approach, where students are encouraged to try different possible solutions to a problem: for example, the use of concordance programs.

2.1.4 Roles of the teachers and students using CALL

The teacher

Although the integration of CALL into a foreign language program can lead to great anxiety among language teachers, researchers consistently claim that CALL changes, sometimes radically, the role of the

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teacher but does not eliminate the need for a teacher altogether. Instead of handing down knowledge to students and being the center of students' attention, teachers become guides as they construct the activities students are to do and help them complete the assigned tasks. In other words, instead of being directly involved in students' constructions of the language, the teacher interacts with students primarily to facilitate difficulties in using the target language (grammar, vocabulary, etc.) as they use the language to interact with the computer and other people.

However, teacher presence is still very important to students when doing CALL activities. Teachers should be familiar enough with the resources to be able to anticipate technical problems and limitations. Students need the reassuring and motivating presence of a teacher in CALL environments. Not only are they needed during the initial learning curve, they are needed to conduct review sessions to reinforce what was learned. Encouraging students to participate and offering praise are deemed important by students. Most students prefer to do work in a lab with a teacher's or tutor's presence rather than completely on their own.

The students

Students need to adjust their expectations of their participation in the class in order to use CALL effectively. Rather than passively absorbing information, learners must determine meaning and assimilate new information through interaction and collaboration with someone other than the teacher, be that person a classmate or someone outside of the classroom entirely. Learners must also learn to interpret new information and experiences on their own terms. However, because the use of technology redistributes teachers' and classmates' attention, less-able students can become more active participants in the class because class interaction is not limited to that directed by the teacher. Moreover, more shy students can feel free in their own student-centered environment. This will raise their self-esteem, and their knowledge will improve.

2.1.5 Information and Communications Technologies

The Information and Communications Technologies includes technologies in which the computer plays a

central role, i.e. Computer Assisted Language Learning (CALL), the Internet, and a variety of generic computer applications. Broadcasting (including digital radio and television and satellite television) is subsumed under the heading multimedia.

2.1.5.1 Prerequisites for successful integration of ICT

The use of technology in the language classroom occurs successfully when:

1. There is a real reason for using it;
2. Alternative activities are at hand, if problems arise;
3. Training and support is given to students;
4. Use of technology is integrated and ongoing;
5. The activities are stimulating and worthwhile to the learners;
6. Communication is taking place between learners;
7. Learners are asked to use language in meaningful way.

2.1.5.2 The role of the teacher changes to being a facilitator

The teacher is no longer the sole source of knowledge and information about the language, nor is she/he the sole provider of texts and exposure to target language materials. S/he will need to apply (new found) skills to guiding learners through the labyrinths and excesses of the information society to a principled approach to learning which can be appropriated by learners to help them on the path to self-determined acquisition of language skills and knowledge. The most successful teacher in an ICT rich environment is a good learner.

In Information and Communication Technologies, teachers must:

- Improve their didactic competencies linked to media.
- Provide less information and instruction, but offer more consultation in learning processes.
- Monitor learning processes rather than direct them.
- Offer and organize group work to a greater extent.

2.1.5.3 The role of the student changes to being an active participant

The learner is no longer viewed as a receptacle into which the teacher pours wisdom and knowledge, but as

an agent of change, reacting and interacting with the mass of materials that the student encounters.

The classroom situation begins to reflect that encountered in modern companies, which have adopted flat, non-hierarchical structures where maximum benefit for all is to be reaped by pooling knowledge and resources in informal exchanges.

2.1.5.4 Advantages of Multimedia

Some of the advantages that can be listed for the use of multimedia include:

- enhance learning in different locations and institutions of diverse quality;
- Present opportunities to students working at different rates and grades;
- provide (tirelessly, without holding up other students) repetition when repetition is warranted to reinforce skills and learning;
- compensate, in the short term, for high student populations and limited numbers of trained and experienced teachers – in combination with robust

teacher development initiatives and improvements in
teachers’ working conditions;

- expose students to ‘authentic’ language;
- provide access to wider sources of information and varieties of language;
- allow opportunities to communicate with the outside world;
- use a learner-centered approach;
- develop learner autonomy.

2.1.5.5 Kinds of Technology in Foreign Language Teaching and Learning

Technology Device	Purpose and Benefits
Audio devices	The cd, the web, and the audiocassette recorder continue to be the most popular and most widely used devices appropriated by modern language teachers.
	The use of moving images linked to sound

Video	provide learners with exposure to all important elements of spoken communication: gestures, pronunciation, intonation, all embedded in natural cultural contexts. Thanks to modern technology, scenes can be located, isolated and replayed at random. There is a wealth of literature suggesting how to exploit film / video sequences meaningfully. Different forms of visual support can now be offered (e.g. optional sub-titles in the mother tongue or target language to assist understanding and facilitate access to the language).
Television	Both satellite and terrestrial television programs offer cheap access to contemporary, authentic, and potentially culturally rich programs for the language learner. The immediacy of current affairs programs ensures that learners' exposure to the language is up-to-date and embedded in the real world of native

	<p>speakers. Coupled to adequate recording equipment, this medium also offers the advantages of the video devices mentioned above.</p>
<p>Telephone</p>	<p>Because of the relatively poor quality of analogue transmissions this medium has not been widely used for language teaching. Its principal uses have been limited to supplementary tutoring for those engaged in distance education. However, with the advent of digital quality and lower connection costs, there is now considerable potential for its extended use – including the possibility of conference calls.</p>
<p>Computers</p>	<p>With the introduction of the multimedia computer, the learner and teacher have at their disposal an instrument which can combine all the advantages of the above-mentioned media in a compact and easily accessible form. The computer may be</p>

	<p>used as a local machine (stand-alone) or within a network. Computer Assisted Language Learning (CALL) software, CD-ROMs, and office software applications have become commonplace in many teaching / learning environments.</p>
<p>Internet</p>	<p>Extensive and profitable use is now being made by many language teachers and learners of email, the World Wide Web, text, audio and video conferencing.</p>

2.2 Communicative Approach

The Communicative approach is based on creating different situations where the students can develop or practice the target language in real life. However, grammar can still be taught, but less systematically. A disregard of grammatical form will virtually guarantee breakdown in communication.

The characteristics of the communicative approach are the following:

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- Classroom activities maximize opportunities for learners to use target language in a communicative way for meaningful activities. Emphasis is on meaning.
- Use of target language as the normal medium for classroom management and instruction.
- Emphasis is on functional or usable language.
- Classroom should provide opportunities for rehearsal of real life situations and provide opportunity for real communication. Emphasis on creative role plays, simulations, surveys, projects; all produce spontaneity and improvisation and not just repetition and drills.
- More emphasis on active modes of learning, including pair work and group-work. Pair work or group work are not often exploited enough by teachers because of fear of noisy classes.
- Emphasis is on oral and listening skills in the classroom.
- The Communicative approach is not just limited to oral skills. Reading and writing skills need to be developed to promote pupils' confidence in all four skill areas. By using elements encountered in variety

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of ways (reading, summarizing, translating, discussion, and debates) language becomes more fluid and pupils' manipulation of language becomes more fluent.

- Avoid age-old texts. The materials must relate to pupils' own lives. They must be fresh and real. Changing texts and materials regularly keeps the teachers on their toes and pupils interested.
- Pupils need to practice improvising, ad-libbing, talking off the cuff, in an unrehearsed but natural manner.

2.2.1 Problem – Solving: the most common technique of the Communicative Approach

Problem-solving activities are very much like “consensus” activities. The difference is that students are faced with a problem to which there is a solution.

We will look at two examples:

- a) Desert dilemma
- b) Shops in Kingston

Desert Dilemma

Students are given a considerable amount of information and told to make a decision. Since the

information is all written down students are left very much on their own for the completion of the task.

Stages

1. Students are told that they are going to work in small groups.
2. Students are given the information. They are told to study it and then follow the instructions. The students will have to find out the solution for the established problem.
3. When the groups have reached a decision the teacher and class can conduct a feedback session. This kind of exercise involves the students in a considerable amount of reading and discussion. The fact that the instructions are written down means that the teacher's role is confined to organizing the groups and conducting feedback: there is really no teacher “intervention” here.

Shops in Kingston

In this kind of exercise the students are given a problem and they have to solve it.

Stages

1. The teacher arranges the class into pairs or groups.

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2. The teacher gives each pair (or group) the information and the steps that the students have to follow.
3. After a given time, and supposing the students have not reached a solution, the teacher can give or tell the students some clues.
4. The teacher and the class engage in a feedback session to see what solutions they have arrived at.

We will look at two examples where the stimulus for conversation comes from the students themselves.

- a) Finding out
- b) Your favorite food

Finding out

Here the students are put in pairs and they have to find out about experiences that each other has had. In this example, we will talk about films:

Stages

1. Students are told they will work in pairs.
2. Students in each pair are given the letters *A* and *B*.

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3. The students are told that *A* should find out from his partner about any film *B* has seen, and what it was about, what *B* thought of it, etc. The teacher may suggest that *B* then asks *A* for the same information.
4. When the pair has finished their conversation the teacher may lead a feedback session by finding out what was interesting about the conversation each pair had.

The same procedure may be followed with many other topics, such as what students did last weekend, what food they have eaten, where they have been on holiday, etc.

Your favorite food

Students are put in pairs or small groups to find out things about each other's childhood, and what each student liked best when he was a child.

Stages

1. Students are put into pairs or small groups.
2. The teacher tells them that he is going to give each student a questionnaire which he should fill in. This

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he does by asking the other person in his pair, or another person in the group, the questions.

3. The teacher hands out the questionnaire.
4. When students have completed this task the teacher leads a feedback session by asking.

The two most important methodologies derivated from the aspects of Communicative Approach include:

- Content – Based Instruction (C.B.I.)
- Task – Based Language Learning (T.B.L.L.)

Content – Based Instruction (C.B.I.)

In CBI, the focus of classes is not on the language and structure itself, but rather on learners acquiring skills or knowledge using English as the language of instruction. If you teach a learner how to repair computers, for example, and use English as the language of instruction, the learners improve their language communicative skills while learning foremost the skill of computer repair.

2.3 Task - Based Language Learning

Task-based language learning (TBLL), also known as Task-based language teaching (TBLT) or Task-based instruction (TBI). It focuses on the use of authentic language and on students doing meaningful tasks using the target language: for example, visiting the doctor, conducting an interview, or calling customer services for help. Assessment is primarily based on task outcome (i.e. the appropriate completion of tasks) rather than simple accuracy of language forms. This makes TBLL especially popular for developing target language fluency and student confidence. TBLL was popularized by N. Prabhu while working in Bangalore, India. Prabhu figured out that his students could learn language just as easily with a non-linguistic problem as when they are concentrating on linguistic questions. The pre-task, the task cycle, and the language focus are the three most important stages of a lesson taught under the organization of the task – based language learning methodology.

The Pre-	In the pre-task, the teacher will present what will be expected of the students in the task phase. Additionally, the
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<p>task</p>	<p>teacher may prime the students with key vocabulary or grammatical constructs, although in "pure" task-based learning lessons these will be presented as suggestions, and the students would be encouraged to use what they are comfortable with in order to complete the task. The instructor may also present a model of the task by either doing it himself or by presenting a picture, an audio, or a video demonstrating the task.</p>
<p>The task cycle</p>	<p>During the task phase, the students perform the task, typically in small groups, although this depends on the type of activity. Unless the teacher plays a particular role in the task, the teacher's role is typically limited to one of an observer or counselor which is an important role for the teacher in a student-centered methodology.</p>

<p>Language Focus</p>	<ul style="list-style-type: none">• Planning Having completed the task, the students prepare either a written or oral report to present to the class. The instructor asks questions or simply monitors the students.• Report The students then present this information to the rest of the class. Here the teacher may provide written or oral feedback, as appropriate, and the students observing may do the same.• Analysis Here the focus returns to the teacher who reviews what happened in the task in regards to the language. It may include language forms that the students were using, problems that students had, and perhaps forms that need to be covered more or were not used enough.• Practice The practice stage may be used to
----------------------------------	---

	cover material mentioned by the teacher in the analysis stage. It is an opportunity for the teacher to emphasize key language.
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2.3.1 Advantages and Disadvantages of the Task – Based Learning

Task-based learning is advantageous to the student because it is more student-centered, allows for more meaningful communication, and often provides for practical extra-linguistic skill building. Although the teacher may present language in the pre-task, the students are ultimately free to use what grammar constructs and vocabulary they want. This allows them to use all the language they know and are learning, rather than just the target language of the lesson. Furthermore, as the tasks are likely to be familiar to the students (example: visiting the doctor), students are more likely to be engaged, which may further motivate them in their language learning.

There have been criticisms that task-based learning is not appropriate as the foundation of a class for beginning students. Others claim that students are only

exposed to certain forms of language, and others are neglected, such as discussion or debate. Teachers may want to keep these in mind when designing a task-based learning lesson plan.

2.4 Significant Learning

One of the first tasks that teachers face when designing a course is deciding what they want students to learn or get from the course. Students will always learn something, but good teachers want their students to learn something important or significant, rather than something relatively insignificant.

One of the most important characteristics of significant learning is the interaction between the relevant knowledge of the cognitive structure and the new information. Significant learning is based on what the students already know, and the teacher must find out the best way to motivate the students to improve or increase their knowledge.

2.4.1 David Ausubel's Theory

David Ausubel is a psychologist who has made great contributions to constructivism with his theory of

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Significant Learning and the advance organizers which help the students build their own knowledge schemes and lead to a better understanding of the concepts.

If the teacher bases his word on significant learning principles, he must have suitable material to develop learner's cognitive structures which will permit better targeting of educational work. Therefore, students' learning processes can not be developed with "blank minds" or can not begin their learning from "zero" because this is not true. Students have a range of experiences and knowledge that once they are connected with the new learning can be exploited to their advantage.

Ausubel's theory is concerned with how individuals learn large amounts of meaningful material from verbal or textual presentations in a school setting. According to Ausubel's theory, learning is based on what the person has in his cognitive knowledge, and then the new information is attached to it.

David Ausubel says that there are three kinds of significant learning:

- Advance Organizer

- Comparative Organizer
- Progressive Differentiation

Advance organizer

This seems to be the most enduring Ausubelian idea, even though it can be tricky to implement. There is a fair amount of intuitive appeal to the idea of epitomizing an idea before trying to teach the details. There is the need to understand the "big picture" before we can make sense of the details.

Comparative organizer

Ausubel proposes the comparative organizer as a way of enhancing the discriminability of ideas to remember concepts and keep them from fading or being lost into higher grade ideas. A comparative organizer allows you to easily see the similarities and differences in a set of related ideas.

Progressive differentiation

According to Ausubel, the purpose of progressive differentiation is to increase the stability and clarity of anchoring ideas. The basic idea here is that the

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instructor teaches three related topics, A, B, and C, rather than teaching all of topic A, then all of topic B, etc. There is a spiral approach. That is, in the first pass through the material, it is better to teach the "big" ideas (i.e., those highest in the hierarchy) in all three topics, and then on successive passes it is important to elaborate the details. Along the way you would point out principles that the three topics had in common, and things that differentiated them.

At the same time, David Ausubel proposes four processes by which significant learning can occur:

- Derivative Subsumption
- Correlative Subsumption
- Superordinate Learning
- Combinatorial Learning.

Derivative subsumption

Derivative subsumption describes the situation in which the new information that the students learn is an instance or example of a concept that they have already learned. So, let's suppose they have acquired a basic concept such as "tree". They know that a tree has a trunk, branches, green leaves, and may have

some kind of fruit, and that, when fully grown it is likely to be at least 12 feet tall. Now they learn about a kind of tree that they have never seen before, let's say a persimmon tree, which conforms to their previous understanding of tree. Their new knowledge of persimmon trees is attached to their concept of tree, without substantially altering that concept in any way. So, an Ausubelian would say that the students had learned about persimmon trees through the process of derivative subsumption.

Correlative subsumption

Now, let's suppose the students encounter a new kind of tree that has red leaves, rather than green. In order to accommodate this new information, they have to alter or extend their concept of tree to include the possibility of red leaves. They have learned about this new kind of tree through the process of correlative subsumption. In a sense, you might say that this is more "valuable" learning than that of derivative subsumption, since it enriches the higher-grade concept.

Superordinate learning

Imagine that the students were well acquainted with orange, peach, apple trees, etc., but they did not know, until they were taught, that these were all examples of fruit trees. In this case, they already knew a lot of examples of the concept, but they did not know the concept itself until it was taught to them. This is superordinate learning.

Combinatorial learning

The first three learning processes all involve new information that "attaches" to a hierarchy at a grade that is either below or above previously acquired knowledge. Combinatorial learning is different; it describes a process by which the new idea is derived from another idea that is neither higher nor lower in the hierarchy but at the same grade (in a different, but related, "branch"). You could think of this as learning by analogy. For example, to teach someone about pollination in plants, you might relate it to previously acquired knowledge of how fish eggs are fertilized.

The principal fundamental of Ausubel's theory is to find out what the student knows and then improve his knowledge according to that. This learning theory is



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concerned with how students learn and how to
enhance the learning.

CHAPTER 3

TEACHER AND STUDENTS’ SURVEYS

In order to find out the students’ feelings and their attitudes toward English learning, we administered a survey to 40 students of 6th and 7th grade at “Yanuncay Educational Unit”. Also, ten teachers were surveyed to find out if the new technology would help them in the teaching and learning process. The schools where we administered the survey were Otto Arosemena Gómez, Abelardo Tamariz Crespo, Uruguay, Remigio Crespo Tamariz, Luis Cordero, Los Fresnos, Fray Gaspar de Carvajal, Hernán Cordero, Velasco Ibarra, and Miguel Ángel Estrella.

The student survey was administered on May 27, 2009. The teacher survey was completed on the second week of May, 2009.

The goal of the survey was to find out the grade of the students’ motivation for learning English. Another element was the kind of methods the teachers were

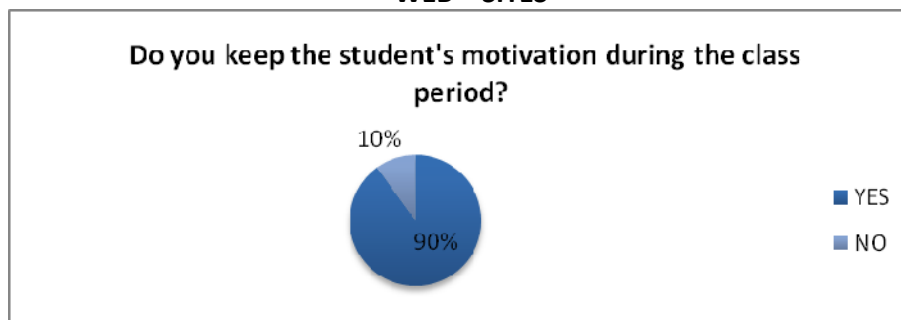
using to keep the students' attention during the class periods, and their results.

Also, we wanted to know what the students liked about English learning from previous years. The most important aspect of the survey was to elicit from the students some of the ways they would like to learn English, since most of them do like English. However, the problem is the way the teachers teach English. Due to this, in most cases the students say the subject becomes boring, tired, and often hard to learn.

The questionnaire was applied to students in their own schools, and we applied the survey to the teachers in the same way. The questionnaire was brief and friendly to the user. The questionnaire for both the students and the teachers did not take longer than ten minutes to be filled out. Most of the questions were YES / No-type and multiple choice.

The teachers' survey pulled out the following results:

3.1 Results of the survey applied to the teachers



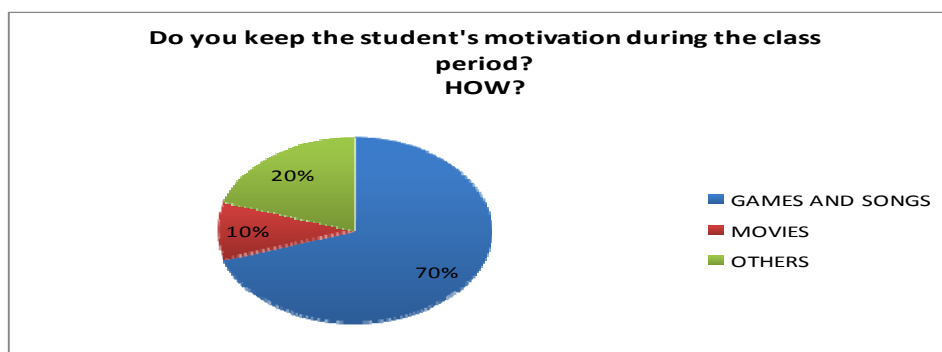
Graphic No. 3.1.a

Title: Do you keep the student's motivation during the class period?

Elaborated by: Graciela Tenemaza and Juan Pablo Jarama

Date: May – 14 – 2009

This chart shows that 90% of the English teachers keep children motivated during the class period opposed to 10% of English teachers who reported some difficulty to do this.



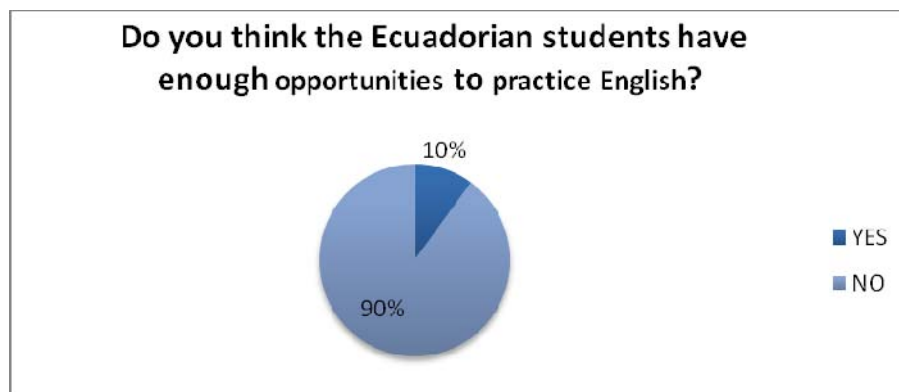
Graphic No.3.1.b

Title: Do you keep the student's motivation during the class period?

Elaborated by: Graciela Tenemaza and Juan Pablo Jarama

Date: May – 14 - 2009

The strategies for keeping children motivated and interested during an English lesson, according to the surveyed teachers were games, songs, movies, etc. The statistical graph shows that 70% of teachers used games and songs, and 10% used movies. 20% of teachers did not specify a strategy that they used. This leads us to perceive that more than one strategy was being used.



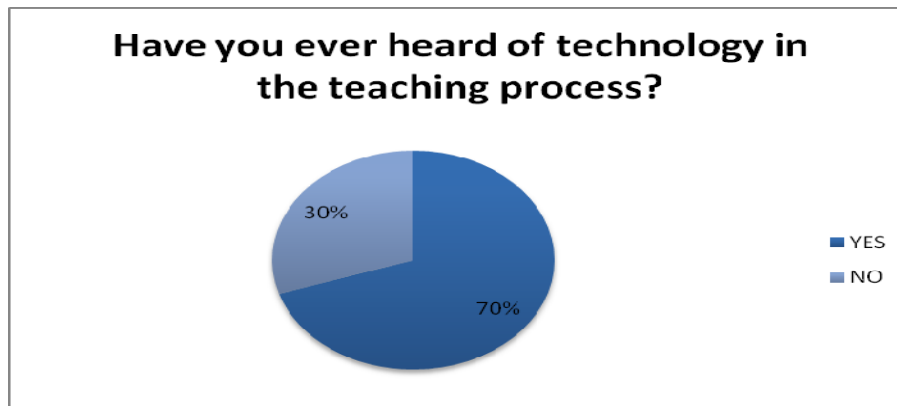
Graphic No. 3.2

Title: Do you think the Ecuadorian students have enough opportunities to practice English?

Elaborated by: Graciela Tenemaza and Juan Pablo Jarama

Date: May – 14 – 2009

According with the survey 90% of the students did not have places where they could practice English; and only 10% of the students practiced English in different places outside the classroom.



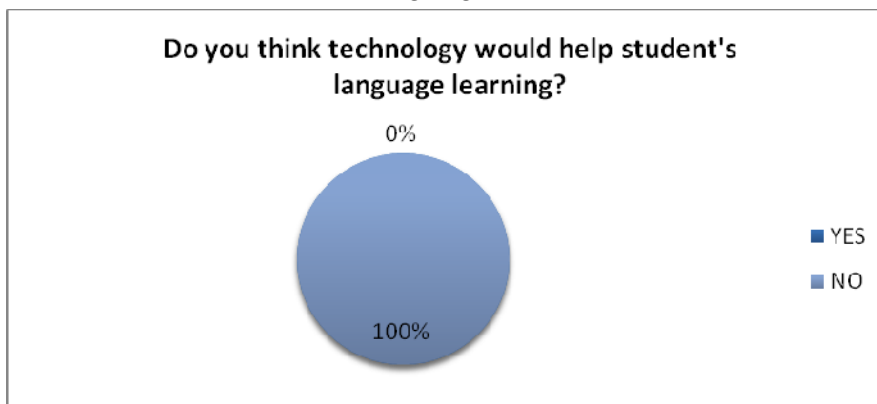
Graphic No. 3.3

Title: Have you ever heard of technology in the teaching process?

Elaborated by: Graciela Tenemaza and Juan Pablo Jarama

Date: May – 14 – 2009

The chart shows 70% of the interviewed teachers knew or heard about the integration of technology in the students learning process, but 30% of them did not know anything about it.



Graphic No. 3.4

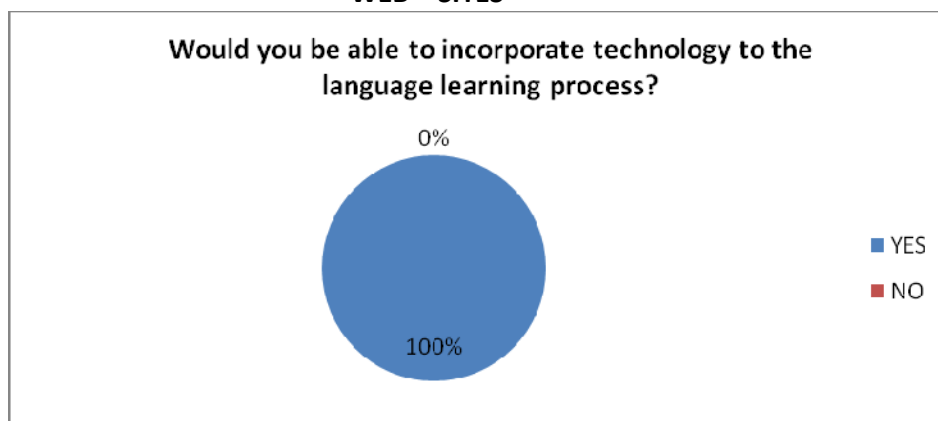
Title: Do you think technology would help student's language learning?

Elaborated by: Graciela Tenemaza and Juan Pablo Jarama

Date: May – 14 – 2009

Since technology is growing rapidly in education, all of the interviewed teachers agreed that technology could help students in the English Language learning process.

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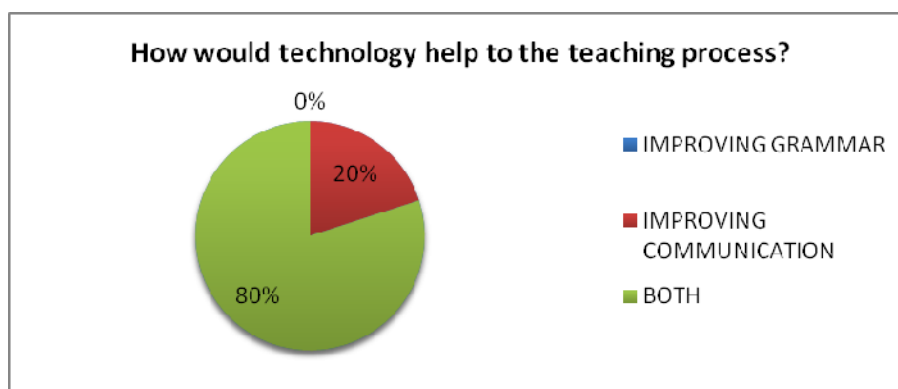
Graphic No. 3.5

Title: Would you be able to incorporate technology to the language learning process?

Elaborated by: Graciela Tenemaza and Juan Pablo Jarama

Date: May – 14 – 2009

Most of the interviewed teachers agreed that technology could help students in the English language learning. The survey shows us that 100% of them are able to incorporate the technology into their classes.



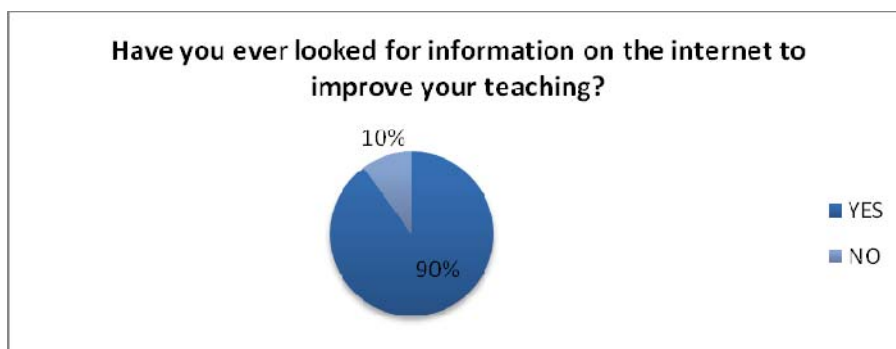
Graphic No. 3.6

Title: How would technology help to the teaching process?

Elaborated by: Graciela Tenemaza and Juan Pablo Jarama

Date: May – 14 – 2009

After the interview 80% of the teachers said that technology could help the students to improve Grammar and Communication; but 20% of them said that technology only could help in Communication.



Graphic No. 3.7

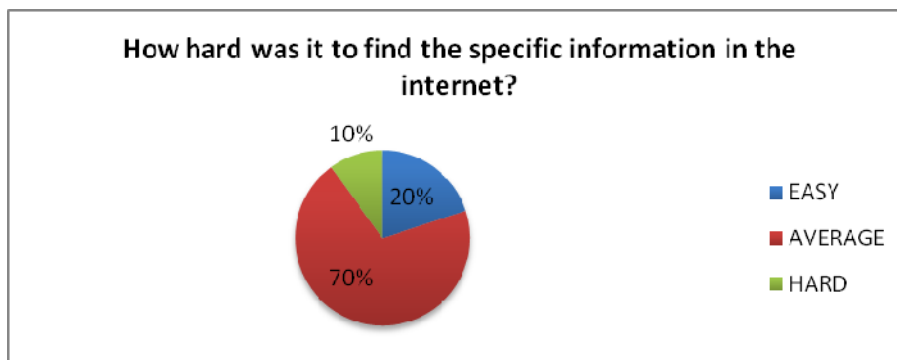
Title: Have you ever looked for information on the internet to improve your teaching?

Elaborated by: Graciela Tenemaza and Juan Pablo Jarama

Date: May – 14 – 2009

When the teachers were asked if they had looked for information on the internet to improve their teaching classes, 90% of them answered “YES” and only 10% of

them said that they had not ever looked for information on the internet.



Graphic No. 3.8

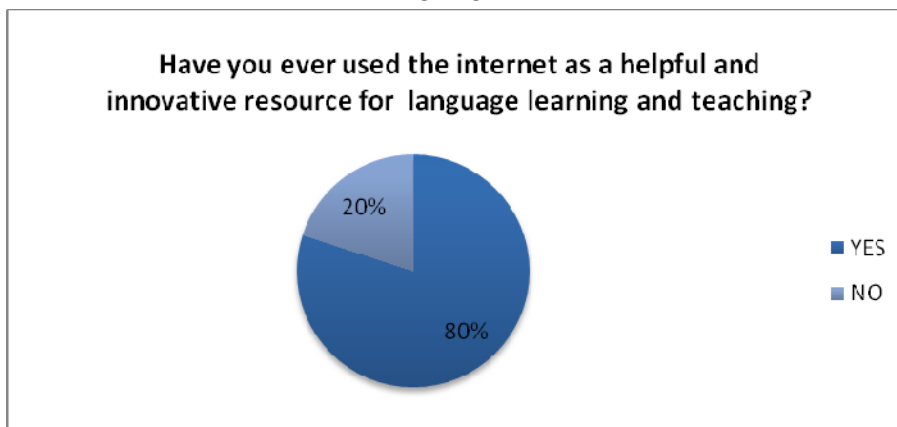
Title: How hard was it to find the specific information in the internet?

Elaborated by: Graciela Tenemaza and Juan Pablo Jarama

Date: May – 14 – 2009

This statistic shows that 70% of the interviewed teachers said that it is very difficult to find specific information on the internet because it contains a lot of information. On the other hand, 20% of them said that it is not difficult; 10% said that finding information on the internet is an easy task.

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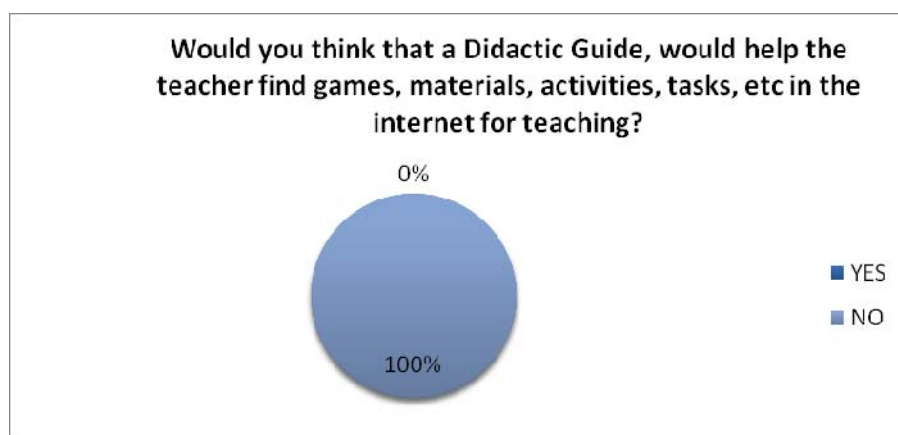
Graphic No. 3.9

Title: Have you ever used the internet as a helpful and innovative resource for language learning teaching?

Elaborated by: Graciela Tenemaza and Juan Pablo Jarama

Date: May – 14 – 2009

The chart tells us that 80% of the teachers used the internet as a helpful resource for language teaching; while 20% of them were still using old methods and resources.



Graphic No. 3.10

Autores: Marcia Graciela Tenemaza Quilli
Juan Pablo Jarama Pacho

Title: Would you think that a Didactic Guide would help the teacher find games, material, activities, tasks, etc in the internet for teaching?

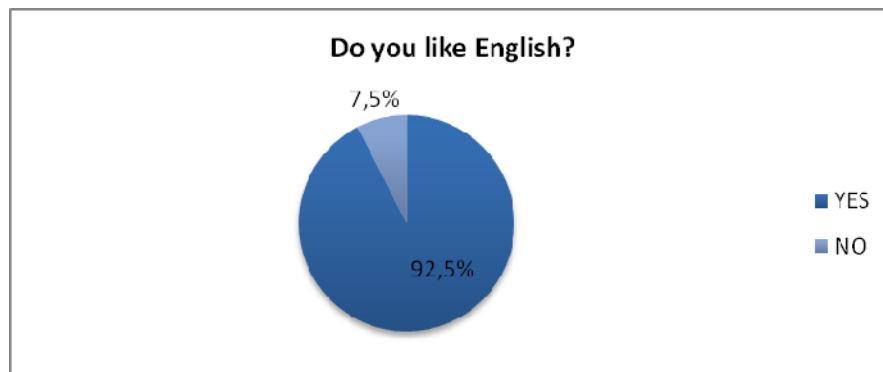
Elaborated by: Graciela Tenemaza and Juan Pablo Jarama

Date: May – 14 – 2009

The chart shows that 100% of the teachers said that a Didactic Guide could help students and teachers to find new information, games or materials in order to improve their English classes.

3.2 Results of the survey applied to the students

The students' survey pulls out the following results:



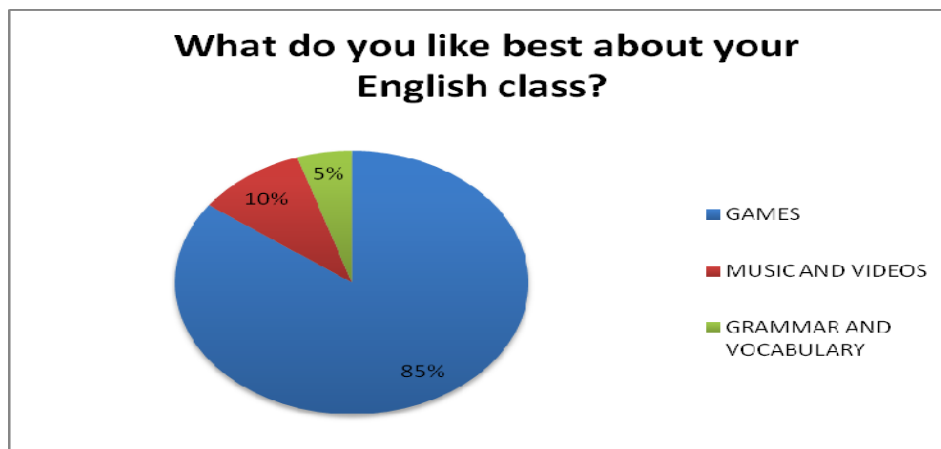
Graphic No. 3.2.1

Title: Do you like English?

Elaborated by: Graciela Tenemaza and Juan Pablo Jarama

Date: May – 14 – 2009

This first chart shows us a big advantage, since 92.5% of the students like English, and only 7.5% of them do not like it.



Graphic No. 3.2.2

Title: What do you like best about your English class?

Elaborated by: Graciela Tenemaza and Juan Pablo Jarama

Date: May – 14 – 2009

Most of the interviewed students liked entertaining ways to learn English, 85% of them like games, 10% like music and videos; and 5% like grammar and vocabulary. This graph tells us that it is time to throw out the traditional methods of teaching of learning and build out a new one that will increase students' interest in English.

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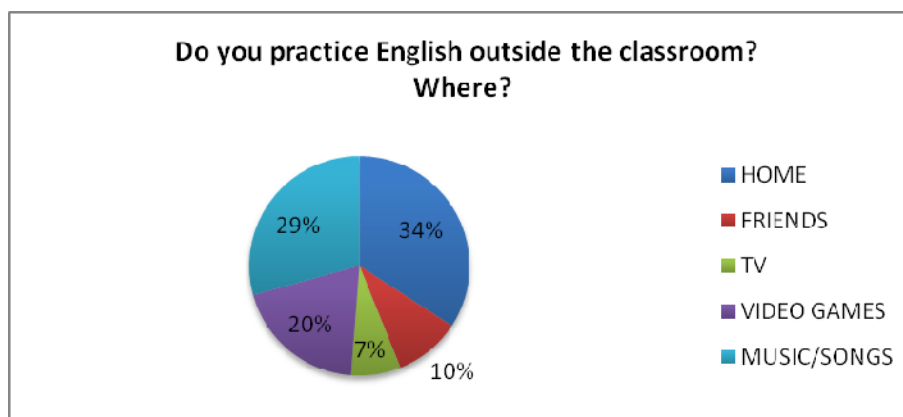
Graphic No. 3.2.3.a

Title: Do you practice English outside the classroom?

Elaborated by: Graciela Tenemaza and Juan Pablo Jarama

Date: May – 14 – 2009

The information shows us that 42.5% of the students have practiced English outside of the classroom and 57.5% of them have not done it.



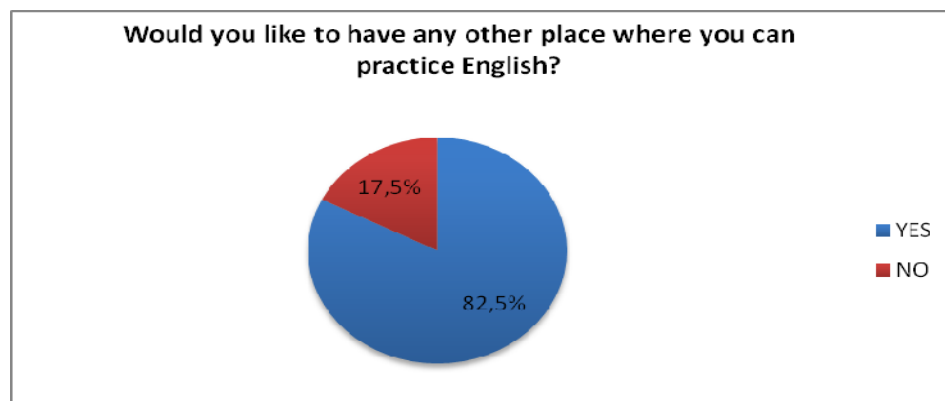
Graphic No. 3.2.3.b

Title: Do you practice English outside the classroom? Where?

Elaborated by: Graciela Tenemaza and Juan Pablo Jarama

Date: May – 14 – 2009

According with the previous chart, 34% of the students have practiced English at home, 29% of them have practiced with music and songs; 20% have practiced by watching videos, 10% have practiced with friend, and 7%, by watching television.



Graphic No. 3.2.4

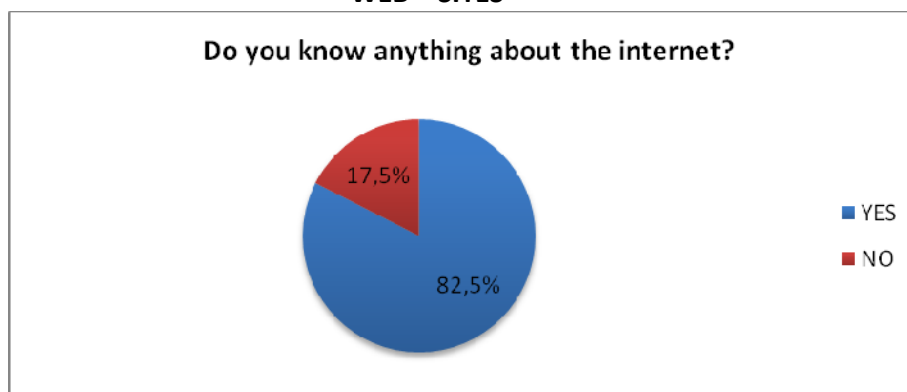
Title: Would you like to have any other places where you can practice English?

Elaborated by: Graciela Tenemaza and Juan Pablo Jarama

Date: May – 14 – 2009

The interview tells us that there are not enough places for practicing English and 82.5% of the interviewed students want to have other places for practicing English. 17.5% of them do not want to have other places for practicing the language.

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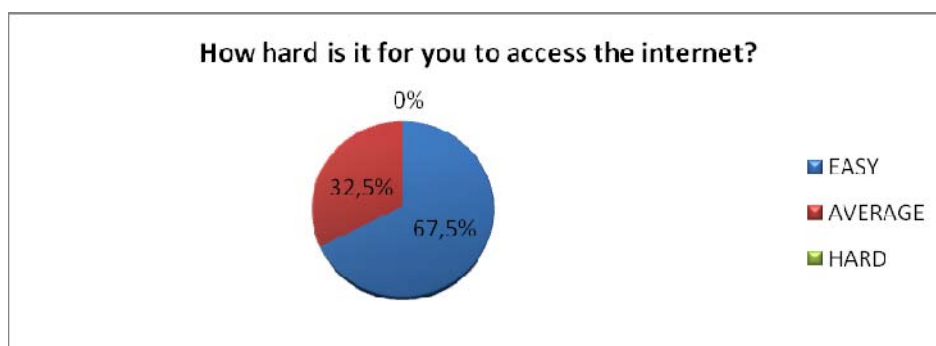
Graphic No. 3.2.5

Title: Do you know anything about the internet?

Elaborated by: Graciela Tenemaza and Juan Pablo Jarama

Date: May – 14 – 2009

The interview shows 82.5% of the students know something about the internet and 17.5% of them do not know anything about it.



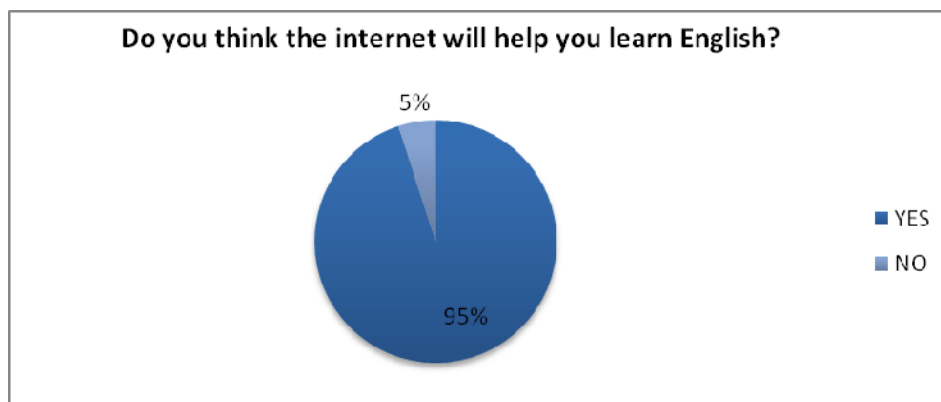
Graphic No. 3.2.6

Title: How hard is it for you to access the internet?

Elaborated by: Graciela Tenemaza and Juan Pablo Jarama

Date: May – 14 – 2009

Since the technology is all over, 67.5% of the students say that it is easy to access the internet, 32.5% say that it is not hard. None of the students say that it is hard to access to the internet.



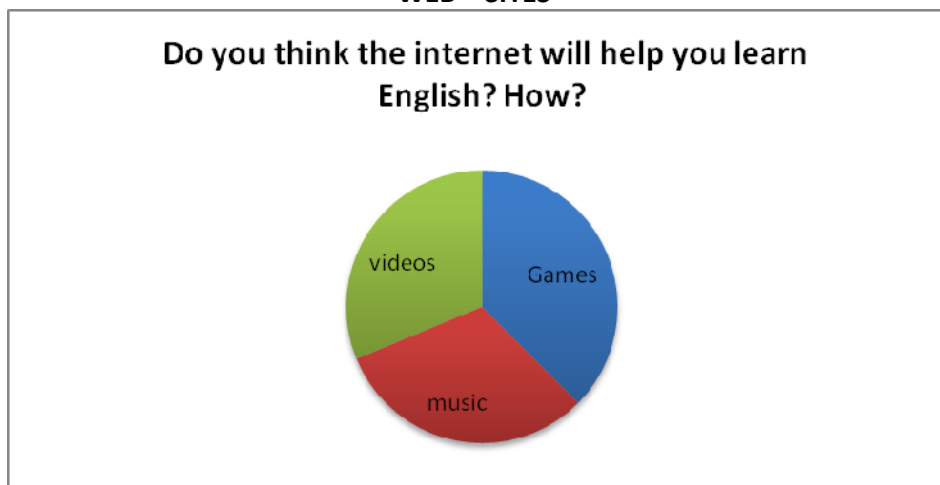
Graphic No. 3.2.7.a

Title: Do you think the internet will help you learn English?

Elaborated by: Graciela Tenemaza and Juan Pablo Jarama

Date: May – 14 – 2009

According to 95% of the interviewed students, the internet can help them in the English language process and 5% of the students say that the internet as a tool is not necessary to help them in the English language process.



Graphic No. 3.2.7.b

Title: Do you think the internet will help you learn English? How?

Elaborated by: Graciela Tenemaza and Juan Pablo Jarama

Date: May – 14 – 2009

The interviewed students agree with the internet as a helpful resource for English learning. Most of them say that games can be a good resource; some of them say that music is a good resource; but the minority say that videos can help them learn English.

CONCLUSION

According to the statistics of the survey administered to students and teachers of the “Yanuncay Educational Unit”, both students and teachers agree with the importance of creating a Didactic Guide for Teaching

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and Learning English through the Web Sites. In order to learn English Language, the students need to be immersed in the language, and the Internet brings to the students a whole world of English. The students can learn or practice grammar, vocabulary, listening, writing, reading, according to their likes and necessities. As we know that each student is a different world, so each student needs to learn in a different way.

We believe that if the teachers use the Internet as a resource when they plan their classes, they will have better results with the students.

CHAPTER 4

A DIDACTIC GUIDE FOR 6TH AND 7TH GRADES

The popularity of the internet has spread to the educational community. The internet is increasingly being used as an educational tool in many areas. The internet is viewed as a dynamic teaching and learning medium with which we will facilitate learning, enhance comprehension, and provide rich contextual learning environments for the students. Although the implementation of the Internet in the classroom is not a common occurrence in today's schools, knowing that this change is inevitable and that the students are more familiar and adept with the technology, we have decided to create a Didactic Guide to provide new resources, lessons, and ideas for teaching English through the internet. The most obvious benefit of using the internet in the classroom is that the students will be entertained and learn English at the same time.

Knowing the importance of the internet in Education, our main goal of using the internet in the classroom is to motivate students to learn English in an entertaining way. The internet will be a very useful resource to develop their skills because it is a tool that is available and accessible to anybody. Thus the students can check, review, or reinforce knowledge that they have acquired in class. Also, the teachers will have more materials to prepare for their classes and to keep their students more motivated and entertained.

On the following pages you will find many games to develop the students' skills in grammar, writing, listening, and speaking. Also you will find different lessons to teach vocabulary, numbers, and prepositions through games and exercises.

Requirements for teachers and students to use this guide

Requirements

- Basic knowledge of computer.
- Basic knowledge of English.

- Internet connection.

General hints

- Each topic has its own explanation or instruction to realize the activity.
- The web – site or web – sites on the top is/are the main page(s) where you will find information and explanations about the topic you have selected.
- The web – sites under variation will give you more exercises to practice the selected topic.
- The pictures, the exercises, and the explanations that you find in this Didactic Guide are only a part of what you can find on the internet.

Recommendations

- For better learning, two or three students work together on a computer.
- There should be a person to control or guide them.

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- Go to the internet after a previous explanation of the topic inside the classroom.
- Let the students do the activity as many times as they need.

The internet brings you a new way of teaching and learning which is available for teachers and students. You will find a variety of exercises and games to teach and learn English.



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4.1 Grammar Activities

GRAMMAR

4.1.1 TO – BE VERB

WEB-SITE: http://www.english-4u.de/am_is_are.html

AIM: To practice, understand, and write sentences using “To be” verb.

GRADES: 6th and 7th grades.

TIME: 8 minutes.

SKILL: Writing.

PROCEDURE:

1. Review the structures of “To be” verb.
2. Click on “exercises” to practice.

AM - IS - ARE

Long form	Short form	Example	Negation	Question
I am	I'm	I am late.	I am not late.	Am I late?
You are	You're	You are clever.	You are not (aren't) clever.	Are you clever?
He is	He's	He is happy.	He is not (isn't) happy.	Is he happy?
She is	She's	She is hungry.	She is not (isn't) hungry.	Is she hungry?
It is	It's	It is cold.	It is not (isn't) cold.	Is it cold?
We are	We're	We are late.	We are not (aren't) late.	Are we late?
You are	You're	You are sleepy.	You are not (aren't) sleepy.	Are you sleepy?
They are	They're	They are great.	They are not (aren't) great	Are they great?

[EXERCISE 1](#)

[EXERCISE 2](#)

[EXERCISE 3](#)

[EXERCISE 4](#)

[EXERCISE 5](#)

[EXERCISE 6](#)

AM - IS - ARE

1. She in the house.
2. The dog and the cat in the garden.
3. The woman behind a tree.
4. I Kevin.
5. Carol and I friends.
6. It black.
7. My name Bob.
8. They nice girls.
9. The children in the shop.
10. He a teacher.
11. We hungry.
12. Mrs Dixon funny and nice.

VARIATION: Here is a list of pages where you can find more exercises with “TO BE” verb.

<http://www.englishexercises.org/buscador/buscar.asp?nivel=any&age=0&tipo=any&contents=to+be#thetop>

<http://www.eclecticenglish.com/grammar/PresentSimpleToBe1A.html>

<http://www.saberingles.com.ar/curso/lesson01/06.html>

http://www.english-4u.de/grammar_exercises.htm

<http://a4esl.org/q/j/jb/mc-be.html>

http://huertasviejas.iespana.es/huertasviejas/english/activities/index_verb_to_be.htm

<http://www.english-hilfen.de/en/exercises/tenses/be2.htm>
<http://www.english-hilfen.de/en/exercises/tenses/be3.htm>
http://members.iinet.net.au/~adelegc/grammar/present_simple/to_be_neg.html
<http://madridteacher.com/Grammar/verbo-to-be.htm>
http://huertasviejas.iespana.es/huertasviejas/english/activities/index_verb_to_be.htm

4.1.2 SIMPLE PRESENT

WEB-SITES:

<http://web2.uvcs.uvic.ca/elc/studyzone/330/grammar/pres.htm>

http://www.english-hilfen.de/en/grammar/simple_present_diagram.htm

www.isabelperez.com/happy/tenses/present_simple.htm

<http://www.english-4u.de/presentsimple.htm>

AIM: To review and practice the “simple present”.

GRADES: 6th and 7th grades.

TIME: 9 minutes.

SKILL: Writing and listening.

PROCEDURE:

1. Choose “explanations” or “exercises”.
2. Do the exercises.

1. Forming the simple present tense

There are only two basic forms for the simple present tense; one ends with -s and the other doesn't. Here are the rules, using the example verb "sing".

Subject	Verb Form	Example
I	simple form	<i>I sing</i>
You	simple form	<i>You sing</i>
He	simple form + S	<i>He sings</i>
She	simple form + S	<i>She sings</i>
It	simple form + S	<i>It sings</i>
We	simple form	<i>We sing</i>
They	simple form	<i>They sing</i>

In other words, only THIRD PERSON SINGULAR subjects (he, she and it) have to have a verb with -S.

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1. I _____ in a bank. A. _____? work B. _____? works C. _____? workes
2. My life is so boring -- I just _____ TV every night. A. _____? watch B. _____? watchies C. _____? watches
3. The bank _____ at four o'clock. A. _____? close B. _____? closies C. _____? closes

VARIATION: Here is a list of pages where you can find more exercises with SIMPLE PRESENT form of the verb.

http://www.agendaweb.org/verbs/present_simple.html

<http://web2.uvcs.uvic.ca/elc/StudyZone/330/grammar/presnq3.htm>

<http://web2.uvcs.uvic.ca/elc/StudyZone/330/grammar/presnq2.htm>

<http://web2.uvcs.uvic.ca/elc/StudyZone/330/grammar/presnq1.htm>

www.speakspeak.com/html/d3a11_resources_grammar_beginners_pressimple_questions1.htm

www.speakspeak.com/html/d3a001_grammar_beginners_present_simple_continuous.htm

www.speakspeak.com/html/d3a20_english_grammar_present%20simple_tense.htm

<http://www.gamestolearnenglish.com/games/basketball.html>

<http://www.isabelperez.com/present-sp-1.htm>

<http://usuarios.lycos.es/englishweb/gramatica/PresSimpleAffirm2.htm>

http://abcingles.netfirms.com/qz_pre.htm

<http://usuarios.lycos.es/englishweb/gramatica/PresSimpleAffirm1.htm>

http://www.oup.com/elt/global/products/englishforlife/beg/a_games/e4l_game_9/

<http://english.baladre.org/sedaviwebfront/presentsimp3sing.htm> LISTENING

<http://www.esl-lab.com/schedule/schedrd1.htm#vocab>
LISTENING

NOTE: Here you have a page where you can practice common phrases.

http://www.ilearnwords.com/span_eng/sew215_unless.html

4.1.3 SIMPLE PAST

WEB-SITES: http://www.english-hilfen.de/en/grammar/simple_past_diagram.htm

http://www.english-4u.de/past_tense.htm

http://www.isabelperez.com/happy/tenses/past_simple.htm

<http://www.saberingles.com.ar/curso/lesson14/04.html>

AIM: To review about the past tense. To complete the exercises and identify the regular and irregular verbs.

GRADES: 6th and 7th grades.

TIME: 7 minutes.

SKILL: Writing and Listening.

PROCEDURE:

1. Read and review the past tense by clicking on “use”, “form”, “diagram”, “pronunciation”, or “spelling”.
2. Click on “exercises” and follow the instructions to practice the past tense.

Simple Past - Diagram

We use the Simple Past when we talk about something which started and finished in the past.



We use the Simple Past to describe a series of actions in the past.



We use the Simple Past (red) together with the Past Progressive (grey). The action in the Simple Past interrupted the action in the Past Progressive (the one which was in progress).



A) Use the verbs in the Simple Past.

1) I listen - I

2) you live - you

3) we arrive - we

4) you enjoy - you

5) I carry - I

6) she visits - she

7) they play - they

8) he tries - he

9) we cycle - we

10) they work - they

VARIATION: Here is a list of pages where you can practice the SIMPLE PAST form of the verbs.

<http://www.englishexercises.org/makeagame/viewgame.asp?id=2252>

http://www.speakspeak.com/html/d3a002_english_grammar_exercise_beginners_irreg_verbs.htm

<http://www.ego4u.com/en/cram-up/tests/simple-past-1>

<http://www.ego4u.com/en/cram-up/tests/simple-past-2>

<http://www.ego4u.com/en/cram-up/tests/simple-past-3>

http://www.speakspeak.com/html/d3b22_resources_grammar_inter_past_simple.htm

<http://www.tolearnenglish.com/exercises/exercise-english-2/exercise-english-9977.php>

<http://usuarios.lycos.es/englishweb/grammar.html>

NOTE: Here is a page where you can listen to the pronunciation of irregular verbs.

<http://www.tolearnenglish.com/exercises/exercise-english-2/exercise-english-4878.php>

4.1.4 PRESENT PROGRESSIVE OR PRESENT CONTINUOUS

WEB-SITES:

http://www.isabelperez.com/happy/tenses/present_continuous.htm

<http://www.saberingles.com.ar/cursos/leccion08/04.html>

AIM: To write and describe what a person is doing.

GRADES: 6th and 7th grades.

TIME: 10 minutes.

SKILL: Writing.

PROCEDURE:

1. Click on “present continuous form” or “present continuous use” to understand about the topic.
2. Read the explanation of the underlined words.
3. Click on “exercises” at the end of the page.
4. Follow the instructions and practice the “present continuous form”.
5. Practice the exercises as many times as you want.

Uses	Examples
<p>▶ <u>Actions that are happening now</u> Acciones que están ocurriendo en este momento (normalmente acompañado de adverbios como: <u>now</u>, at <u>the moment</u>, <u>today</u>, etc)</p>	<p>▶ <u>What are you doing?</u> <u>We are watching</u> a horror film</p>
<p>▶ <u>Actions that are happening at present, but not necessarily at this moment</u> Acciones que estén ocurriendo en el presente aunque no necesariamente en este momento (normalmente acompañados de adverbios como: <u>these days</u>, <u>this year</u>, etc)</p>	<p>▶ <u>I'm studying French</u> at <u>the Escuela de Idiomas</u> <u>this year</u></p>
<p>▶ <u>Future arrangements</u> Planes cercanos futuros</p>	<p>▶ Saray and I are <u>having</u> a <u>birthday party</u> together <u>next weekend</u></p>
<p>▶ <u>Habitual actions with a negative sense</u> Acciones que se repiten habitualmente pero que son molestas o se mencionan con un sentido negativo (con el adverbio de frecuencia always)</p>	<p>▶ My <u>little brother</u> is <u>always crying</u></p>

Affirmative	Negative	Interrogative
I'm sleeping	I'm <u>not</u> sleeping	<u>Am I sleeping?</u>
You're sleeping	You aren't sleeping	<u>Are you sleeping?</u>
He's sleeping	He isn't sleeping	<u>Is he sleeping?</u>
She's sleeping	She isn't sleeping	<u>Is she sleeping?</u>
It's sleeping	It isn't sleeping	<u>Is it sleeping?</u>
We're sleeping	We aren't sleeping	<u>Are we sleeping?</u>
You're sleeping	You aren't sleeping	<u>Are you sleeping?</u>
They're sleeping	They aren't sleeping	<u>Are they sleeping?</u>

Write correct sentences in present continuous. Then press “check”. (Sometimes you have to guess the verb).

1 Mike / clean / the house /

Check

2 He / cook / an omelette / for dinner

Check

3 Mike / smile at / me

Check

4 He / run / to catch / the bus

Check

VARIATION: Here is a list of pages where you can practice about the PRESENT PROGRESSIVE form of the verb.

<http://www.englishexercises.org/buscador/buscar.asp?nivel=any&age=0&tipo=any&contents=present+continuous#a>

<http://www.ego4u.com/en/cram-up/tests/present-progressive-1>

<http://www.ego4u.com/en/cram-up/tests/present-progressive-2>

<http://www.ego4u.com/en/cram-up/tests/present-progressive-3>

<http://www.ego4u.com/en/cram-up/grammar/present-progressive/form>

http://www.englisch-hilfen.de/en/complex_tests/present_progressive1/index.php

http://www.englisch-hilfen.de/en/complex_tests/present_progressive2/index.php

<http://esl.fis.edu/grammar/index-q.htm>

4.1.5 PAST PROGRESSIVE

WEB-SITES: http://www.englisch-hilfen.de/en/grammar/past_progressive_us_e.htm

http://www.isabelperez.com/happy/tenses/present_cont.htm

<http://www.saberingles.com.ar/curso/lesson08/04.html>

AIM: To complete exercises in the “past progressive”.

GRADES: 6th and 7th grades.

TIME: 8 minutes.

SKILL: Writing.

PROCEDURE:

1. Click on “Summary”, “use”, “signal words”, “affirmative”, “negative”, “question”, “spelling”, “special verbs”, “diagrams”, “long forms”, and “short forms” to understand the past progressive.
2. Click on “exercises” to practice.

Past Progressive/Continuous - Use

The Past Progressive is used when we talk about something which was happening at a special time in the past. It is also called Past Continuous. Have a look at the following examples:

1) action was in progress at special time in the past

Peter **was reading** a book yesterday evening.

She **was listening** to the radio.

2) two actions were happening at the same time (the actions do not influence each other)

Anne **was writing** a letter while Steve **was reading** the New York Times.

3) together with the Simple Past

While we **were sitting** at the breakfast table, the telephone **rang**.

Note:

Past Progressive: **were sitting** at the table

Simple Past: the telephone **rang**.

The action in the Simple Past interrupted the action in the Past Progressive.

4) repeated actions irritating the speaker (with always, constantly, forever)

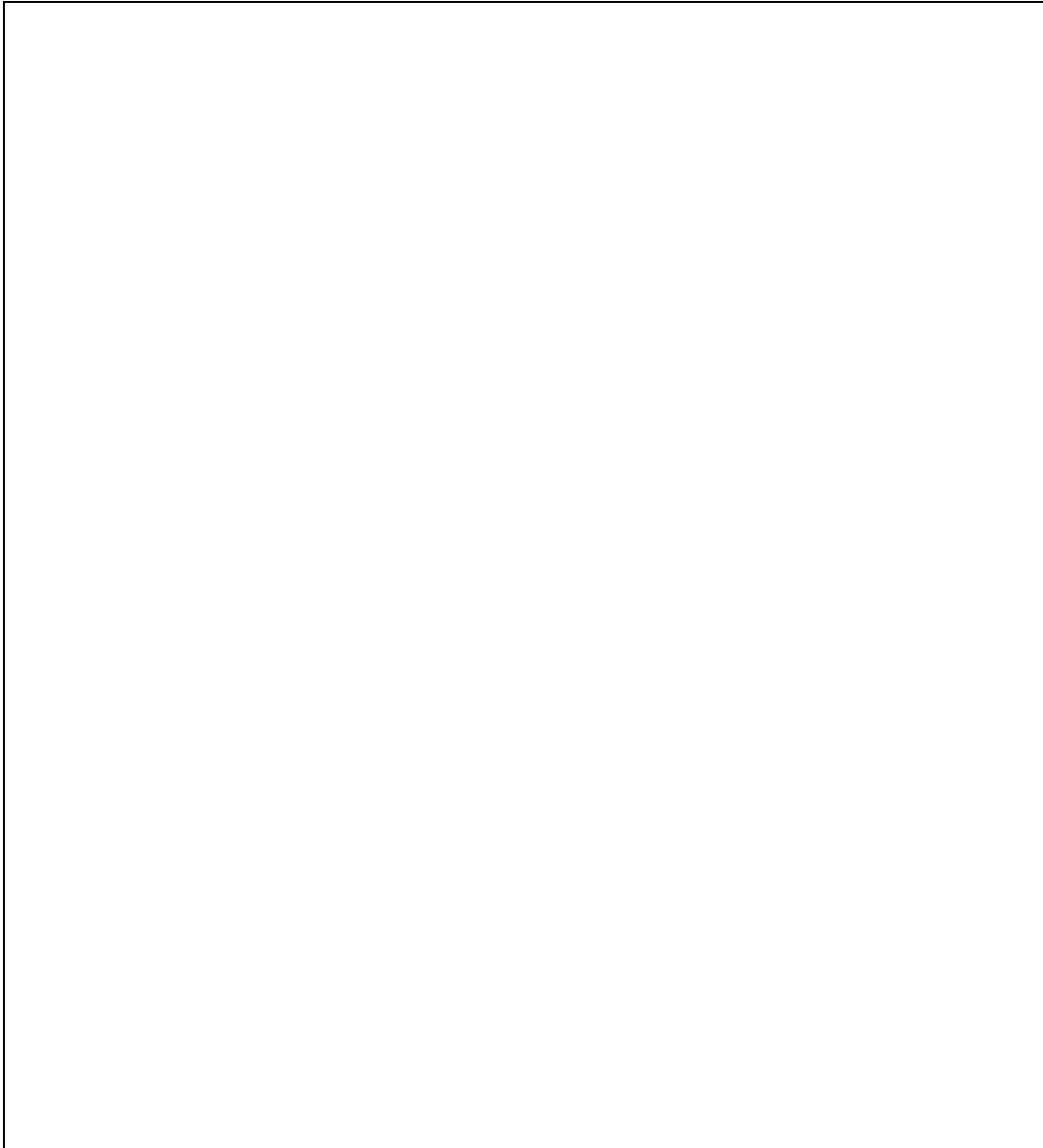
Andrew **was** always **coming** in late. (*I don't like it.*)

Simple Past:

Andrew always **came** late. (*Here I don't give a comment.*)



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Put in the verbs in brackets into the gap and form **negative sentences**. You can use **long or short (contracted) forms** of the auxiliary.

Example: Maggie _____ volleyball. (*not/to play*)

Answer: Maggie **was not playing** volleyball. or Maggie **wasn't playing** volleyball.

1) She a cheeseburger. (*not/to eat*)

2) They pictures. (*not/to paint*)

3) The teacher the window. (*not/to open*)

4) Johnny his bike. (*not/to ride*)

5) We on the computer. (*not/to work*)

6) Doris the news on TV. (*not/to watch*)

7) I the trumpet. (*not/to practise*)

8) The friends songs. (*not/to sing*)

9) Steve a cigarette. (*not/to smoke*)

10) Sam and Liz at a poster. (*not/to look*)

Check

Show answer

VARIATION: Here you have a list of pages to practice the PAST PROGRESSIVE form of the verb.

<http://www.englishexercises.org/buscador/buscar.asp?nivel=any&age=0&tipo=any&contents=past+continuous#thetop>
<http://www.ego4u.com/en/cram-up/grammar/past-progressive>

http://www.englishclub.com/grammar/verb-tenses_past-continuous-quiz.htm

<http://manuelbarbado2.blogspot.com/2009/04/unit-7-past-continuous.html>

4.1.6 GOING TO

WEB-SITES: http://www.english-hilfen.de/en/grammar/going_to.htm
<http://www.ego4u.com/en/cram-up/grammar/future-1-going-to>

AIM: To practice the future tense with “going to”.

GRADES: 6th and 7th grades.

TIME: 10 minutes.









SKILL: Writing.

PROCEDURE:

1. Choose the topic you need to review.
2. Read and understand the topic.
3. Fill-in the exercises to practice the structure.

going to-future - Form

going to-future

-  Summary
-  Use
-  Signal words
-  Form of affirmative, negative sentences and questions
-  Special
-  Short forms
-  Diagram will/going to
-  Exercises - going to-future

Form of the going to-future

We use a form of to be (am, are or is), going to and the infinitive of the verb.

to be (am, are, is) + **going to** + **infinitive**

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Use

1) planned actions in the future

We **are going to sing** at the party.

2) You are certain that sth. is going to happen in the future.

Look at this car! It **is going to crash** into the yellow one.

Signal words

no unambiguous ones

Form

to be (am, are, is) + **going to** + **infinitive**

Examples

Affirmative sentences:

I am going to play handball. I'm going to play handball.	You are going to play handball. You're going to play handball.
---	---

Negative sentences:

I am not going to play handball. I'm not going to play handball.	You are not going to play handball. You're not going to play handball. You aren't going to play handball.
---	--

Questions:

going to-future, statements - Exercise

 **Explanation: going to-future**

Put in the verbs in brackets into the gaps and form sentences. Use the **going to-future**.

Example: She _____ a present for her mother. (*to buy*)

Answer: She **is going to buy** a present for her mother. or She's **going to buy** a present for her mother.

- 1) We a new computer game. (*to play*)
- 2) They to the bus stop this afternoon. (*to walk*)
- 3) She her aunt. (*to visit*)
- 4) Sophie and Nick her friends. (*to meet*)
- 5) I my homework after school. (*to do*)
- 6) My sister TV. (*to watch*)
- 7) His brother a letter to his uncle today. (*to write*)
- 8) You a picnic next Tuesday. (*to have*)
- 9) Jane to the office. (*to go*)
- 10) He his friend. (*to phone*)

Check

Show answer

VARIATION: Here is a list of pages where you can find more explanations, exercises, and games about GOING TO.

<http://www.ego4u.com/en/cram-up/grammar/future-1-going-to/exercises>

<http://www.ego4u.com/en/cram-up/grammar/future-1-going-to/exercises?02>

<http://www.ego4u.com/en/cram-up/grammar/future-1-going-to/exercises?03>

<http://www.ego4u.com/en/cram-up/grammar/future-1-going-to/exercises?04>

<http://www.ego4u.com/en/cram-up/grammar/future-1-going-to/exercises?05>

<http://www.ego4u.com/en/cram-up/tests/future-1-going-to-1> (TEST)

<http://www.ego4u.com/en/cram-up/tests/future-1-going-to-2> (TEST)

<http://www.ego4u.com/en/cram-up/tests/future-1-going-to-3> (TEST)

<http://www.saberingles.com.ar/exercises/103.html>

<http://perso.wanadoo.es/autoenglish/gr.going.p.htm>

4.1.7 PLURAL OF NOUNS

WEB-SITES:

<http://grammar.ccc.commnet.edu/GRAMMAR/plurals.htm>

<http://www.englisch-hilfen.de/en/grammar/plural.htm>

<http://www.eoilangreo.net/cristina/children/plurals.html>

AIM: To practice the “plural of nouns”.

GRADES: 6th and 7th grades.

TIME: 8 minutes.

SKILL: Writing.

PROCEDURE:

1. Review about the “plural of nouns” on the first page.
2. Practice the exercises by clicking on the second page.

singular + -s

singular	plural
a car	two cars
a cassette	two cassettes
a lamp	two lamps
a hat	two hats
a cup	two cups

Add -es after sibilants:

singular	plural
a box	two boxes
a sandwich	two sandwiches
a suitcase	two suitcases
a rose	two roses
a garage	two garages

Substitute y after consonant with -ies:

singular	plural
a city	two cities
a lady	two ladies

Add -s after vowel + y:

singular	plural
a boy	two boys
a day	two days

Irregular plural forms:

singular	plural
a man	two men
a woman	two women
a child	two children
a mouse	two mice
a tooth	two teeth
a goose	two geese
a foot	two feet
an ox	two oxen

Nouns on -f or -fe:

add -s		substitute with -ves	
singular	plural	singular	plural
a roof	two roofs	a thief	two thieves
a cliff	two cliffs	a wife	two wives
a sheriff	two sheriffs	a shelf	two shelves

There are two forms possible:

scarf - scarfs/scarves
hoof - hoofs/hooves

Add -s for words ending in -ff.

Always use a dictionary if you are not sure.

Nouns on -o form the plural by adding -s or -es.

add -s		substitute with -ves	
singular	plural	singular	plural
a disco	two discos	a tomato	two tomatoes
a piano	two pianos	a potato	two potatoes
a photo	two photos	a hero	two heroes

Some nouns can have two plural forms:

buffalo - buffalos/buffaloes
mosquito - mosquitos/mosquitoes
tornado - tornados/tornadoes

There is no rule when to use -s or -es. We often add -s with technical words.

Put in the correct form of the plural.

Example: school - _____

Answer: school - *schools*

1) desk -

2) pencil -

3) bike -

4) cat -

5) invitation -

6) watch -

7) game -

8) cage -

9) cake -

10) box -

VARIATION: Here is a list of pages where you can find more explanations, exercises, and games about PLURAL OF NOUNS.

http://www.english-hilfen.de/en/exercises_list/substantiv.htm

http://www.english-hilfen.de/en/exercises_list/substantiv.htm

http://grammar.ccc.commnet.edu/grammar/cgi-shl/par_numberless_quiz.pl/plurals_quiz.htm

<http://www.englishexercises.org/buscador/buscar.asp?nivel=any&age=0&tipo=any&contents=plurals>

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

<http://www.eoilangreo.net/cristina/children/plurals0.htm>

<http://web2.uvcs.uvic.ca/elc/studyzone/330/grammar/plural1.htm>

<http://www.englisch-hilfen.de/en/exercises/plural1/index.php> (TEST)

<http://www.englisch-hilfen.de/en/exercises/plural2/index.php> (TEST)

<http://www.englisch-hilfen.de/en/exercises/plural3/index.php> (TEST)

<http://www.eoilangreo.net/cristina/children/plurals.htm>

<http://www.eoilangreo.net/cristina/children/plurals1.HTM>

<http://www.eoilangreo.net/cristina/children/plurals3.HTM>

4.1.8 WH-QUESTIONS

WEB-SITES

<http://www.englishclub.com/vocabulary/wh-question-words.htm>

<http://web2.uvcs.uvic.ca/elc/studyzone/330/grammar/pastnq3.htm>

AIM: To answer and ask “wh-questions”.

GRADES: 6th and 7th grades.

TIME: 10 minutes.

SKILL: Writing.

PROCEDURE

1. Review the wh-questions by clicking on the first page.
2. Click on the second page if you want to practice.
3. Click on “question word questions” to get information about 3 basic types of question (Yes / No question, question word questions, choice question)

WH - Question Words

We use question words to ask certain types of questions. We often refer to them as WH - words because they include the letters WH (for example WHY, HoW, etc)

Question Word	Function	Example
What	asking for information about something	What is your name?
	asking for repetition or confirmation	What? I can't hear you. You did what?
What...for	asking for a reason, asking why	What did you do that for?
When	asking about time	When did he leave?
Where	asking in or at what place or position	Where do they live?
Which	asking about choice	Which colour do you want?








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Who	asking what or which person or people (subject)	Who opened the door?
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Whom	asking what or which person or people (object)	Whom did you see?
Whose	asking about ownership	Whose keys are these? Whose turn is it?
Why	asking for reason, asking what...for	Why do you say that?
why don't	making a suggestion	Why don't I help you?
How	asking about manner	How does this work?
	asking about condition or quality	How was your exam?
how + adj/adv	asking about extent or degree	see examples below
how far	Distance	How far is Pattaya from Bangkok?
how long	length (time or space)	How long will it take?
how many	Quantity (countable)	How many cars are there?
how much	Quantity (uncountable)	How much money do you have?
how old	Age	How old are you?
how come (informal)	asking for reason, asking why	How come I can't see her?

	1. They travelled across Canada by bike. (how) <input type="text"/> <table border="1"><tr><td>Check</td><td>Show a letter</td><td>Show answer</td></tr></table>	Check	Show a letter	Show answer
Check	Show a letter	Show answer		
	2. She bought an old car. (what) <input type="text"/> <table border="1"><tr><td>Check</td><td>Show a letter</td><td>Show answer</td></tr></table>	Check	Show a letter	Show answer
Check	Show a letter	Show answer		
	3. The fox was in the garden. (where) <input type="text"/> <table border="1"><tr><td>Check</td><td>Show a letter</td><td>Show answer</td></tr></table>	Check	Show a letter	Show answer
Check	Show a letter	Show answer		
	4. Beavers were common on Vancouver Island. (where) <input type="text"/> <table border="1"><tr><td>Check</td><td>Show a letter</td><td>Show answer</td></tr></table>	Check	Show a letter	Show answer
Check	Show a letter	Show answer		
	5. Jan studied for three hours (how long) <input type="text"/> <table border="1"><tr><td>Check</td><td>Show a letter</td><td>Show answer</td></tr></table>	Check	Show a letter	Show answer
Check	Show a letter	Show answer		

VARIATION: Here is a list of pages where you can practice WH-QUESTIONS.

<http://fog.ccsf.cc.ca.us/~mbibliow/whquestions3-3.html>

<http://www.esoeonline.org/main-index/index-exercises/grammarexs/elem/elemWh1.htm>

<http://www.esoeonline.org/main-index/index-exercises/grammarexs/elem/elemWh2.htm>

<http://web2.uvcs.uvic.ca/elc/studyzone/330/grammar/pr esnq3.htm>

<http://web2.uvcs.uvic.ca/elc/studyzone/330/grammar/p astnq3.htm>

<http://www.oup.com/elt/global/products/project3rdeditio n/grade1/unit4/grammar/exercise5>

4.1.9 QUANTIFIERS

WEB-SITE:

www.english-the-easy-way.com/Determiners/Quantifiers_English_Grammar.htm

AIM: To review and practice the “quantifiers”.

GRADES: 6th and 7th grades.

TIME: 7 minutes.

SKILL: Writing.

PROCEDURE:

1. Read and understand about “quantifiers”.
2. Read the explanation which is underlined.
3. Find exercises under variation.

What are quantifiers?

- Quantifiers are words that are used to state quantity or amount of something without stating the number.
- Quantifiers answer the questions "How many?" and "How much?"
- Quantifiers can be used with [plural countable nouns](#) and [uncountable nouns](#).

- Quantifiers must agree with the noun. There are 3 main types of quantifiers.
- Quantifiers that are used with countable nouns, quantifiers that are used with uncountable nouns. And the 3rd type are quantifiers that are used with either countable nouns or uncountable nouns.

	Countable Nouns	Uncountable Nouns	-
Much		X	I don't have much money.
Many	X	-	I don't have many apples.
few*	X	-	We know few people in the area. I would like to get to know more.
a few**	X	-	We know a few people in the area. I know enough people to keep me happy.
little*	-	X	I know little English. I am going to have a problem getting around England.
a little**	-	X	I know a little English, at least enough to get England.
Enough	X	X	I have enough money.
Plenty	X	X	I have plenty of money.

a few/a little - means that there are not a lot of something, but there is enough.

There are a few apples. There are enough apples.

There are people at the meeting. There are enough people to hold a meeting. There are not a lot people, at the meeting, but there are enough.

I know a little English. He knows enough English to manage.

I have a little money.

few/little - means that is not enough of something.

There are few apples. There are not enough apples.


There are few people. There are not enough people at the meeting. We can't hold a meeting, because there are not enough people.

There is little money. We can't buy a lot of expensive food.

If things for the holiday. I don't have enough money, then we will stay home and have a great time.

They know little English. They can't get around very well. They don't know enough English to manage.

something, anything, someone, anyone, somewhere, anywhere - Exercise

 **Explanation: something, anything, someone, anyone, somewhere, anywhere**

Put in **something, someone, somewhere** or **anything, anyone, anywhere** into the gaps.

Example: I need _____ to drink.
Answer: I need **something** to drink.

- 1) I've got in my eye.
- 2) There is at the door.
- 3) We haven't heard about Peter. Is he ill?
- 4) Do you live near Mandy?
- 5) wants to see you.
- 6) Has seen my bag?
- 7) My teacher asked me .
- 8) Can I have to drink?
- 9) Don't worry. can tell you where the post-office in this town is.
- 10) I don't know about it.

VARIATION: Here is a list of pages where you can find more explanations, exercises, and games.

www.english-hilfen.de/en/exercises_list/mengen.htm

http://www.learn4good.com/languages/evrd_grammar/quantifiers_quiz.htm

http://www.learn4good.com/languages/evrd_grammar/quantifier.htm

<http://web2.uvcs.uvic.ca/elc/StudyZone/410/grammar/count2.htm>

<http://alain.corbiere.free.fr/allstudents/SYNTAX-EXERCISES/the-rose-exercise.htm>

<http://grammar.ccc.commnet.edu/GRAMMAR/quizzes/cross/quantifiers2.htm>

4.1.10 PREPOSITIONS OF PLACE AND DIRECTIONS

WEB-SITE: www.englisch-hilfen.de/en/grammar_list/prepositions.htm

AIM: To review and practice all kinds of “prepositions”.

GRADES: 6th and 7th grades.

TIME: 7 minutes.

SKILL: Writing.

PROCEDURE:

1. Click on the type of preposition you want to review
2. Get an explanation about the preposition you chose.
3. Do exercises and check your answer.

Prepositions - English Grammar

Prepositions

- [Prepositions of time](#)
- [Prepositions of place and direction \(in, at, on\)](#)
- [Prepositions of place and direction](#)

 [Grammar Exercises - Prepositions](#)

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Prepositions of place and direction

Preposition	Use	Examples
above	higher than sth.	The picture hangs above my bed.
across	from one side to the other side	You mustn't go across this road here. There isn't a bridge across the river.
after	one follows the other	The cat ran after the dog. After you.
against	directed towards sth.	The bird flew against the window.
along	in a line; from one point to another	They're walking along the beach.
among	in a group	I like being among people.
around	in a circular way	We're sitting around the campfire.
behind	at the back of	Our house is behind the supermarket.
below	lower than sth.	Death Valley is 86 metres below sea level.
beside	next to	Our house is beside the supermarket.
between	sth./sb. is on each side	Our house is between the supermarket and the school.
by	near	He lives in the house by the river.
close to	near	Our house is close to the supermarket.
down	from high to low	He came down the hill.
from	the place where it starts	Do you come from Tokyo?

Gerund after prepositions - Exercise

Explanation: Gerund after prepositions

Put in the correct preposition.

Example: He concentrates ___ physics.

Answer: He concentrates **on** physics.

- 1) My friend is good playing volleyball.
- 2) She complains bullying.
- 3) They are afraid losing the match.
- 4) She doesn't feel working on the computer.
- 5) We are looking forward going out at the weekend.
- 6) Laura dreams living on a small island.
- 7) Andrew apologized being late.
- 8) Do you agree staying in a foreign country?
- 9) The girls insisted going out with Kerry.
- 10) Edward thinks climbing trees this afternoon.

VARIATIONS: Here is a list of pages where you can find more explanations, exercises, and games with PREPOSITIONS IN GENERAL

www.tcet.com/eaonline/FlashedESL/CatsMX.swf

www.eslhq.com/worksheets/preview_worksheet.php?worksheet_id=108376

www.marks-english-school.com/games.html

http://esl.about.com/library/quiz/bl_prepositions1.htm

www.speakspeak.com/html/d10e001_english_grammar_prepositions_of_place.htm

www.speakspeak.com/html/d10e002_english_grammar_prepositions_of_time.htm

www.youtube.com/watch?v=bnqIVWkA4vQ
[www.marks-english-school.com/games/mes-
prepositions_01.html](http://www.marks-english-school.com/games/mes-prepositions_01.html)
[www.marks-english-school.com/games/mes-
prepositions_01.html](http://www.marks-english-school.com/games/mes-prepositions_01.html)

4.1.11 THE ARTICLES

WEB-SITE:

<http://www.learnenglish.de/grammar/articlestext.htm>

AIM: To practice different uses of the “articles” in English.

GRADES: 6th and 7th grades.

TIME: 13 minutes.

SKILL: Writing.

PROCEDURE:

1. Read and understand the uses of the article.
2. Find some more extra exercises under variation.
3. Practice the exercises as many times as you want.

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Indefinite articles - a and an (determiners)

A and **an** are the indefinite articles. They refer to something not specifically known to the person you are communicating with.

A and **an** are used before nouns that introduce something or someone you have not mentioned before:-

For example: "I saw **an** elephant this morning."
"I ate **a** banana for lunch."

A and **an** are also used when talking about your profession:-

(A) a: un(a)
For example: "I am **an** English teacher."
"I am **a** builder."

You use **a** when the noun you are referring to begins with a consonant (b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y or z), for example, "**a** city", "**a** factory", and "**a** hotel".

You use **an** when the noun you are referring to begins with a vowel (a, e, i, o, u)

Pronunciation changes this rule. It's the sound that matters, not the spelling.

Note!

If the next word begins with a *consonant sound* when we say it, for example, "university" then we use **a**. If the next word begins with a *vowel sound* when we say it, for example "hour" then we use **an**.

We say "university" with a "y" sound at the beginning as though it were spelt "youniversity".
So, "**a** university" IS correct.

We say "hour" with a silent h as though it were spelt "our".
So, "**an** hour" IS correct.

(Lots of people get this wrong - including native speakers.)

DEFINITE ARTICLE

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You use **the** when you know that the listener knows or can work out what particular person/thing you are talking about.

For example: "The apple you ate was rotten."
"Did you lock the car?"

You should also use **the** when you have already mentioned the thing you are talking about.

For example: "She's got two children; a girl and a boy. The girl's eight and the boy's fourteen."

We use **the** to talk about geographical points on the globe.

For example: the North Pole, the equator

We use **the** to talk about rivers, oceans and seas


For example: the Nile, the Pacific, the English channel

We also use **the** before certain nouns when we know there is only one of a particular thing.

For example: the rain, the sun, the wind, the world, the earth, the White House etc..

However if you want to describe a particular instance of these you should use a/an.

"I could hear the wind." / "There's a cold wind blowing."

 - Fill in the blanks: a - an - the - x (no article) :

- The supermarket is closed today.
- x rice is the main food in Asia, isn't it?
- She saw elephant this morning in the zoo.
- My parents let me have party at home, but only until midnight.
- apples you bought are smaller than ones I usually eat.
- She is teacher and works in one of those schools near your house.
- Would you like to hear tale about old wolf, lion and pig? - No, I've heard tales about them before and they are all same.
- I will have picnic tomorrow if it's dry and sunny.
- John is tallest boy in my class.
- We were near the mountain and saw UFO in the sky.
- Where are you going next week? - We are staying at home, because we have to study hard to pass exams.
- She plays flute on Monday and Friday and she plays football at weekends.
- I can't remember where, but my best friend is studying in university in France.
- I like cats, but my sister doesn't.

VARIATION: Here is a list of pages where you can find more explanations, exercises, and games with ARTICLES.

<http://www.agendaweb.org/grammar/articles.html>

<http://www.clafoti.com/imagenes/excarticles.htm>

<http://club.telepolis.com/englishweb/articlesanthe.html>

<http://www.englisch->

[hilfen.de/en/exercises_list/artikel.htm](http://www.englisch-hilfen.de/en/exercises_list/artikel.htm)

<http://www.englishpage.com/grammar/Articles/Exercises/>

<http://mbonillo.xavierre.com/httpdocs/exercises/eso1/aan1.htm>

4.1.12 SOME / ANY

WEB-SITES:

http://www.speakspeak.com/html/d10i017_english_grammar_some_any.htm

<http://www.englisch->

[hilfen.de/en/grammar/some_any.htm](http://www.englisch-hilfen.de/en/grammar/some_any.htm)

AIM: To practice the use of SOME / ANY.

GRADES: 6th and 7th grades.

TIME: 8 minutes.

SKILL: Writing.

PROCEDURE:

Click on “the first page” to receive an explanation about some/any.

Click on “the second page” to practice the use of some/any.

Various grammar rules >> Some, any

Some

Some:

is used with the plural form of nouns, and with uncountable nouns

*a pen, some pens
some water (uncountable)*

is used in positive sentences

*There is some milk in the fridge.
I did some exercises.*

is used in offers

Would you like some tea?

is used in requests

Could you give me some tea, please?

Any

Any:

is used with the plural form of nouns, and with uncountable nouns

*a pen, any pens
any water (uncountable)*

is used in questions

Is there any milk in the fridge?

is used in negative
sentences

*There isn't any milk in the
fridge.*

Some or any? - Choose the correct answer.

- 1) Have you got tomatoes?
- 2) There are exercise books on the floor.
- 3) Did you get the ketchup? No, they hadn't got .
- 4) You should eat fresh fruit.
- 5) We had to wait for minutes.
- 6) Is there lemonade left?
- 7) They didn't sing songs.
- 8) Here are cornflakes, but there isn't milk.
- 9) I'm looking for good music.
- 10) There is no butter in the fridge. Let's go and get .

Check

Show answer

VARIATION: Here is a list of pages where you can find more exercises with SOME/ANY.

<http://www.englishexercises.org/buscador/buscar.asp?nivel=any&age=0&tipo=any&contents=some-any#thetop>

<http://www.ego4u.com/en/cram-up/vocabulary/some-any/exercises>

<http://www.uv.mx/tecaprendizaje/material/cursoenlinea/Mary/Grammar/Some%20Any/HP%20exercises/sentences.htm>

<http://www.google.com.ec/search?q=exercises+with+some++any&hl=es&start=0&sa=N>

4.1.13 PASSIVE VOICE

WEB-SITE: <http://www.englisch-hilfen.de/en/grammar/passive.htm>

AIM: To understand and practice the “passive voice”.

GRADE: 6th and 7th grades.

TIME: 10 minutes.

SKILL: Writing.

PROCEDURE:

1. Review and understand about the passive voice.
2. Practice the exercises.
3. Click on “check” to review your answers.

Passive - Use

We only use the passive when we are interested in the object or when we do not know who caused the action.

Example: Appointments are required in such cases.


We can only form a passive sentence from an active sentence when there is an object in the active sentence.

Form

to be + past participle

How to form a passive sentence when an active sentence is given:

- object of the "active" sentence becomes subject in the "passive" sentence
- subject of the "active" sentence becomes "object" in the "passive" sentence" (or is left out)

Active:	Peter	builds	a house.
			
Passive:	A house	is built	by Peter.

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<i>Examples</i>				
Active	Peter	builds	a house.	Simple Present
Passive:	A house	is built	by Peter.	
Active:	Peter	built	a house.	Simple Past
Passive:	A house	was built	by Peter.	
Active:	Peter	has built	a house.	Present Perfect
Passive:	A house	has been built	by Peter.	
Active:	Peter	will build	a house.	will-future
Passive:	A house	will be built	by Peter.	
Active:	Peter	can build	a house.	Modals
Passive:	A house	can be built	by Peter.	

Explanation: Passive

Rewrite the given sentences in Passive voice.

Example:
Frank builds a house.

Answer:
A house is built. or A house is built by Frank.

- 1) Mr Jones watches the film.

- 2) The people speak English.

- 3) He reads comics.

- 4) We play volleyball.

- 5) They sing the song.

- 6) I take photos.

- 7) She does the housework.

- 8) The policemen help the children.

- 9) He writes text messages.

- 10) Mother waters the flowers.

VARIATION: Here is a list of pages where you can find more explanations, exercises, and games with PASSIVE VOICE.

<http://www.ego4u.com/en/cram-up/grammar/passive/exercises>

<http://www.ego4u.com/en/cram-up/grammar/passive/exercises>

<http://www.ego4u.com/en/cram-up/grammar/passive/exercises?02>

<http://www.ego4u.com/en/cram-up/grammar/passive/exercises?simple-present>

<http://www.ego4u.com/en/cram-up/grammar/passive/exercises?simple-past>
<http://www.ego4u.com/en/cram-up/grammar/passive/exercises?simple-present-2>
<http://www.ego4u.com/en/cram-up/grammar/passive/exercises?simple-past-2>
http://www.speakspeak.com/html/d3c02_english_grammar_exercises_advanced_past_passives.htm
<http://www.mes-english.com/flashcards/passive.php>
“FLASH CARDS”

4.1.14 COMPARATIVES AND SUPERLATIVES

WEB-SITES:

www.saberingles.com.ar/curso/lesson12/04b.html
http://www.clafoti.com/imagenes10/compa_1.htm

AIM: To help students to understand the uses of “comparatives and superlatives”.

GRADES: 6th and 7th grades.

TIME: 10 minutes.

SKILL: Writing.

PROCEDURE:

1. Read the explanation of comparatives and superlatives.
2. Do the exercises.

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Comparatives and Superlatives

Los comparativos sirven justamente para comparar una misma cualidad o característica en dos sustantivos.

Por ejemplo, en la frase "a **small shirt**" (una camisa chica), **small** es un adjetivo. Para comparar este objeto con otro, se usa el *adjetivo comparativo*, "a **smaller shirt**" (una camisa más chica).

Para formar el comparativo, se deben seguir las siguientes reglas:

- Se agrega al adjetivo "er" o "r", si ya termina en "e".
small - smaller
- Si la palabra termina en vocal + consonante, se duplica la consonante.
big - bigger
- Si termina en "y" se cambia por "ier".
happy - happier

Cuando el adjetivo tiene más de tres sílabas, el comparativo se forma usando la palabra "more" adelante.

expensive - more expensive
careful - more careful

Para comparar dos objetos en una oración, se agrega "than".

This shirt is smaller than that shirt.
Esta camisa es más chica que aquella camisa.

Existen ciertos adjetivos con comparativos y superlativos irregulares. La única forma de aprenderlos es memorizarlos.

Adjective	Comparative	Superlative
good bueno	better mejor	the best el mejor
bad malo	worse peor	the worst el peor

Comparatives and Superlatives

Los superlativos sirven para referirse a sustantivos que son los únicos que presentan una cualidad que los diferencia del resto.

Como vimos, en la frase "a **small shirt**" (una camisa chica), **small** es un adjetivo. Si todas las demás camisas son grandes, se puede comparar usando el *superlativo* "**the smallest shirt**" (la camisa más chica). Siempre se agrega "the" adelante.

Para formar el superlativo, se deben seguir las siguientes reglas:

- Se agrega al adjetivo "est" o "st", si ya termina en "e".
small - the smallest
- Si la palabra termina en vocal + consonante, se duplica la consonante.
big - the biggest
- Si termina en "y" se cambia por "iest".
happy - the happiest

Cuando el adjetivo tiene más de tres sílabas, el superlativo se forma usando las palabras "the most" adelante.

expensive - the most expensive
careful - the most careful

Existen ciertos adjetivos con comparativos y superlativos irregulares. La única forma de aprenderlos es memorizarlos.

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Complete con la forma comparativa o superlativa del adjetivo escrito entre paréntesis.

1. This computer is (new) than your computer.
2. Lisa is (old) than George.
3. George is (young) than Lisa.
4. Lucy is (young) in the class.
5. That car is (expensive) than this car.
6. That car is (expensive) in the market.
7. Your car is (fast) than this car.
8. Your car is (fast) in the race.
9. This house is (big) than my house!
10. This house is (big) in the neighbourhood.

VARIATIONS: Here is a list of *pages* where you can find more explanations, exercises, and games with COMPARATIVES AND SUPERLATIVES.

<http://web2.uvcs.uvic.ca/elc/StudyZone/330/grammar/reqcom1.htm>

<http://www.usingenglish.com/quizzes/45.html>

<http://www.englishexercises.org/buscador/buscar.asp?nivel=any&age=0&tipo=any&contents=comparatives>

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

<http://www.geocities.com/ericsquire/grammar/compsup3.htm>

<http://perso.wanadoo.es/autoEnglish/gr.comp.p.htm>

<http://www.better-english.com/grammar/comp2.htm>

<http://home.nordnet.fr/~rmaufroid/pupitre/index.shtml>

4.1.15 HOW MUCH AND HOW MANY

WEB-SITE: www.ego4u.com/en/cram-up/vocabulary/much-many

AIM: To practice “how much and how many”.

GRADES: 6th and 7th grades.

TIME: 10 minutes.

SKILL: Writing.

PROCEDURE:

1. Read the explanation about how much and how many.
2. Do the exercises on the page.

“A DIDACTIC GUIDE FOR TEACHING AND LEARNING ENGLISH THROUGH
WEB – SITES”

The words *much* and *many* mean *a lot of*.

- If a noun is in singular, we use *much*
Example: much money
- If a noun is in plural, we use *many*
Example: many friends

Use of much / many

In everyday English, we normally use *much / many* only in questions and negative clauses.

*Example: How much money have you got?
Carla does not have many friends.*

In positive clauses with *so*, *as* or *too*, we also use *much / many*.

*Example: Carla has so many friends.
She has as many friends as Sue.
Kevin has too much money.*

In all other positive clauses, however, we prefer expressions like *a lot of / lots of*.

*Example: Carla has a lot of / lots of friends.
Kevin has a lot of / lots of money.*

In formal texts, however, *much / many* are also common in positive clauses. This you will notice for example when you read English news.

Countable / Uncountable Nouns

In connection with *much / many* people often speak of *countable nouns* and *uncountable nouns*.

Countable nouns have a singular and a plural form. In plural, these nouns can be used with a number (that's why they are called 'countable nouns'). Countable nouns take *many*.

Example: 100 friends – many friends

Uncountable nouns can only be used in singular. These nouns cannot be used with a number (that's why they are called 'uncountable nouns'). Uncountable nouns take *much*.

Example: ~~100 money~~ – much money

Note: Of course you can count money – but then you would name the currency and say that you have got 5 euro (but not „5 money“).

1 We need some tea. _____ do we need? <input type="checkbox"/> A How much <input type="checkbox"/> B How many	6 _____ packets of cigarettes do you have? <input type="checkbox"/> A How much <input type="checkbox"/> B How many
2 We need some eggs. _____ do we need? <input type="checkbox"/> A How much <input type="checkbox"/> B How many	7 _____ work have you got to do? <input type="checkbox"/> A How much <input type="checkbox"/> B How many
3 We need some paper. _____ do we need? <input type="checkbox"/> A How much <input type="checkbox"/> B How many	8 _____ sleep did you get last night? <input type="checkbox"/> A How much <input type="checkbox"/> B How many
4 We need some money. _____ do we need? <input type="checkbox"/> A How much <input type="checkbox"/> B How many	9 _____ children have you got? <input type="checkbox"/> A How much <input type="checkbox"/> B How many
5 _____ cigarettes do you smoke a day? <input type="checkbox"/> A How much <input type="checkbox"/> B How many	10 _____ bottles of wine are there in the cellar? <input type="checkbox"/> A How much <input type="checkbox"/> B How many

VARIATIONS: Here is a list of *pages* where you can find more explanations, exercises, and games with HOW MUCH AND HOW MANY.

<http://www.better-english.com/easier/much.htm>

<http://www.saberingles.com.ar/curso/lesson07/05.html>

<http://www.ego4u.com/en/cram-up/vocabulary/much-many/exercises>

<http://www.ego4u.com/en/cram-up/vocabulary/much-many/exercises?02>

<http://www.ego4u.com/en/cram-up/vocabulary/much-many/exercises?03>

<http://www.ego4u.com/en/cram-up/vocabulary/much-many/exercises?04>

<http://www.ego4u.com/en/cram-up/vocabulary/much-many/exercises?05>

http://www.englisch-hilfen.de/en/exercises/confusing_words/much_many.htm

4.1.16 THERE IS – THERE ARE

WEB-SITE: www.inglesmundial.com/B6/grammar.htm

AIM: To practice the correct use of “there is – there are”.

GRADES: 6th and 7th grades.

TIME: 7 minutes.

SKILL: Writing.

PROCEDURE:

1. Read the explanation.
2. Do the exercises.

There is/There are

"There is" y "There are" quieren decir "Hay" en español. "There is" es singular y "There are" es plural.

There is a book. (Hay un libro.)*

There are books. (Hay libros.)

**Se puede hacer una contracción de "There is" a "There's". No se puede hacer una contracción de "There are."*

El negativo es "There is not" y "There are not" y sus contracciones.

There is not a book. - There isn't a book.

There are not books. - There aren't books.

Para formar una pregunta nada más cambiamos el orden de las palabras.

Is there a book?

Yes, there is.

No, there isn't.

Are there books?

Yes, there are.

No, there aren't.

Práctica

Seleccione las respuestas correctas para describir los cuartos.



1. Is there a bed?
2. Is there a TV?
Yes, there is.
No, there isn't.
Yes, there are.
No, there aren't.
3. Are there four chairs?
4. Is there a table?
5. Is there a plant?

VARIATIONS: Here is a list of pages where you can find more, explanations, exercises and games with THERE IS – THERE ARE.

<http://www.saberingles.com.ar/curso/lesson05/07.html>

<http://www.english-zone.com/verbs/thereisare1.html>

<http://www.1->

[language.com/englishcourse/unit17_grammar_exs.htm](http://www.1-language.com/englishcourse/unit17_grammar_exs.htm)

http://www.agendaweb.org/grammar/there_is_are.html

<http://perso.wanadoo.es/autoEnglish/gr.there.i.htm>

4.2 Games

GAMES

4.2.1 SIMPLE PRESENT

WEB-SITE:

<http://www.gamestolearnenglish.com/games/basketball.html>

AIM: To practice the “simple present”.

GRADES: 6th and 7th grades.

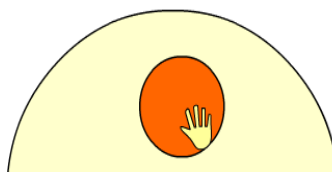
TIME: 15 minutes.

PROCEDURE:

1. Choose the correct word to complete the sentence that the computer presents you.
2. Use the mouse to throw the ball.
3. Have 5 lives.
4. Receive help, if you choose the wrong word.



I ____ football



0
Baskets

VARIATION: You can practice the auxiliary DO / DOES, THE “S” FORM OF THE THIRD PERSON, THE VERBS, and THE PRONOUNS.

NOTE: Here you have a page where you can practice English language verb forms.

<http://home.nordnet.fr/~rmaufroid/pupitre/index.shtml>

4.2.2 CLOTHES

WEB-SITE:

<http://www.gamestolearnenglish.com/games/shoot.html>

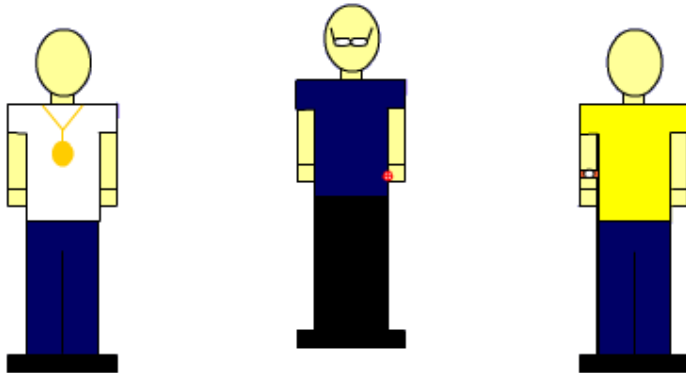

AIM: To describe what a person is wearing.

GRADES: 6th and 7th grades.

TIME: 8 minutes.

PROCEDURE:

1. Review the vocabulary that the computer gives you.
2. Click on “play”.
3. Read the description that the computer gives you.
4. Shoot the person that the computer describes you.
5. Use the mouse to shoot.
6. Receive help automatically, if you choose the wrong word.
7. Have 3 lives.

2	Shoot the man wearing a yellow shirt	Score 0
		
Health 2		Level 2 / 20

VARIATION: Here you have a list of pages where you can find exercises with CLOTHES.

<http://iteslj.org/v/ei/clothes.html>

<http://iteslj.org/v/ei/clothes2.html>

<http://englishflashgames.blogspot.com/2008/08/clothes-game.html>

<http://home.nordnet.fr/~rmaufroid/pupitre/index.shtml>

NOTE: You can practice COLORS and CLOTHES in the principal page.

4.2.3 SIMPLE SENTENCES

WEB-SITE:

<http://www.gamestolearnenglish.com/games/fillin.html>

AIM: To practice simple sentences and vocabulary.

GRADES: 6th and 7th grades.

TIME: 15 minutes.

PROCEDURE:

1. Choose the correct word to complete the sentence
2. Click on “skip” to pass another sentences
3. Click on “50/50” to receive help.
4. Complete the sentence quickly because you have a limit time.
5. Click on “menu” for more games.

She _____ to play badminton

Menu

Skip++

Skip

liking

hungry

like

likes

58

life 3

50/50

3

Time +

3

VARIATION: You can practice SIMPLE PRESENT, “TO BE” VERB, PRESENT PROGRESSIVE, etc.

NOTE: Here you have a page where you can practice
PRESENT AND PAST forms of verbs.

<http://home.nordnet.fr/~rmaufroid/pupitre/index.shtml>

4.2.4 HOLIDAYS

WEB-SITE:

[http://www.gamestolearnenglish.com/games/christmas/
christmas.html](http://www.gamestolearnenglish.com/games/christmas/christmas.html)

AIM: To practice vocabulary and understand simple
readings.

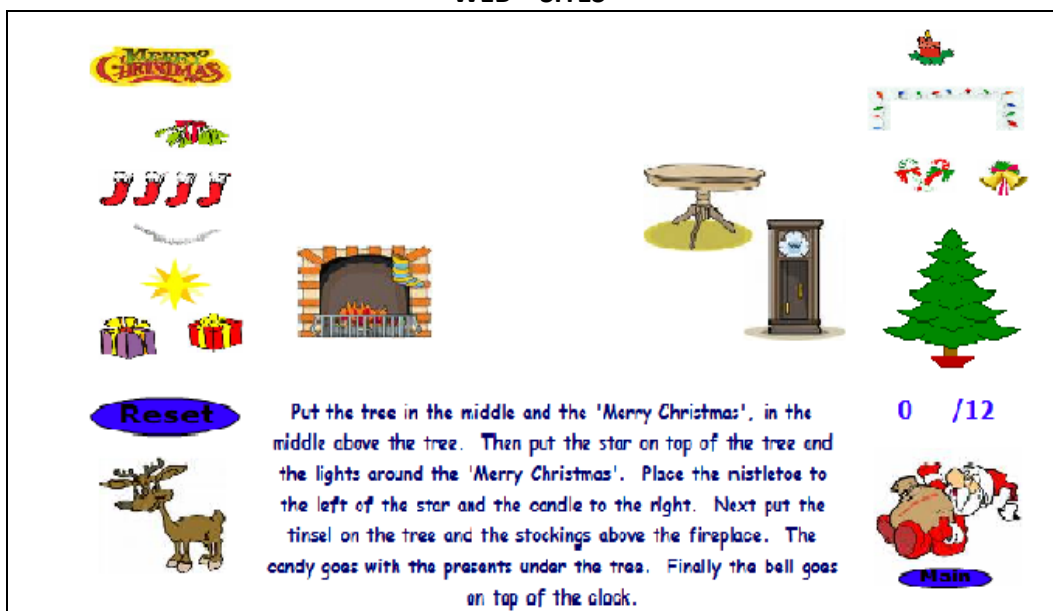
GRADES: 6th and 7th grades.

TIME: 10 minutes.

SKILL: Reading.

PROCEDURE:

1. Check new vocabulary
2. Read and understand the reading.
3. Decorate the “Christmas tree”.
4. Use the mouse to decorate according the reading.
5. Do not continue, if you do not decorate according
the reading.
6. Click on “reset” to restart the game.



VARIATION: Here you have a page where you can find different exercises about HOLIDAYS.

<http://home.nordnet.fr/~rmaufroid/pupitre/halloween/halloweenlien.htm#christmas>

<http://home.nordnet.fr/~rmaufroid/pupitre/index.shtml>

<http://home.nordnet.fr/~rmaufroid/pupitre/index.shtml>

4.2.5 PREPOSITIONS

WEB-SITE:

<http://www.tcet.com/eaonline/FlashedESL/CatsMX.swf>

AIM: To practice the use of the preposition.

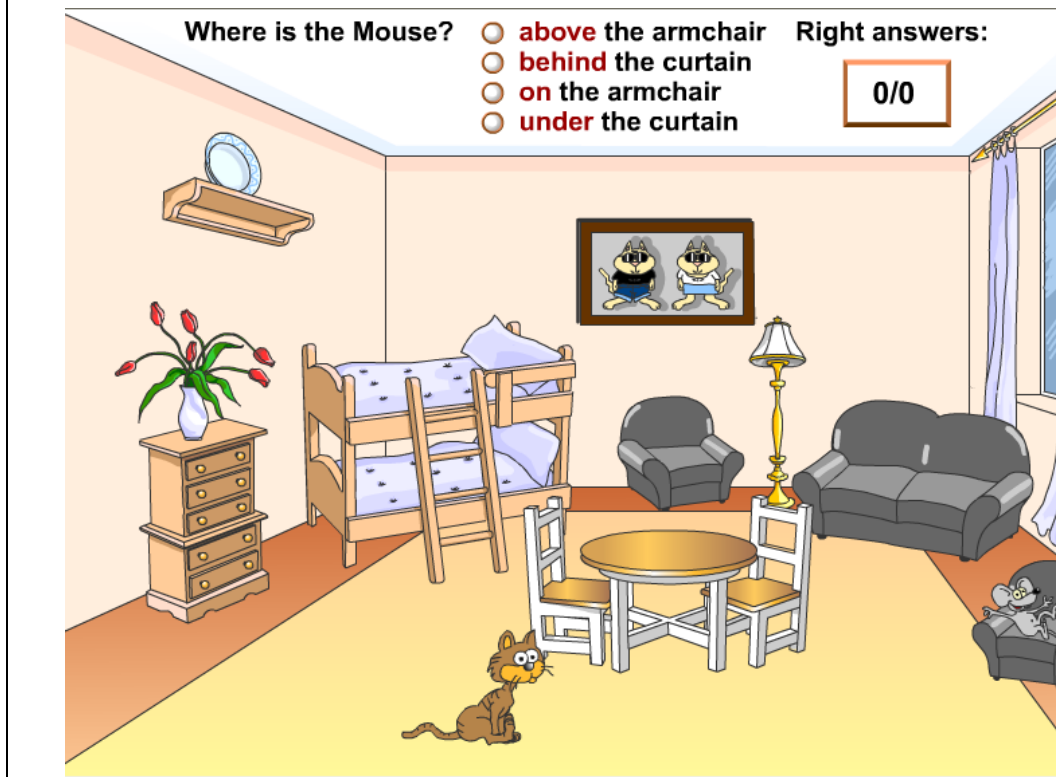
GRADES: 6th and 7th grades.

TIME: 10 minutes.

PROCEDURE:

1. Review the use of the preposition by pointing the mouse to different places in the room.

2. Click on “the mouse” to start the game.
3. Choose the correct preposition to answer the questions.
4. Use the mouse.



VARIATION: Here you have a list of pages where you can find more exercises with PREPOSITIONS

<http://home.nordnet.fr/~rmaufroid/pupitre/prepositions/prepositionslien.htm>

http://www.marks-english-school.com/games/mes-prepositions_01.html

http://www.oup.com/elt/global/products/englishfile/elementary/i_games/theanteatergame/games_ant01/

<http://englishflashgames.blogspot.com/2008/06/prepositions-of-place-game.html>



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4.2.6 SIMPLE ANSWERS

WEB-SITE:

http://www.eslhq.com/worksheets/preview_worksheet.php?worksheet_id=26329

AIM: To understand simple question and answer them.

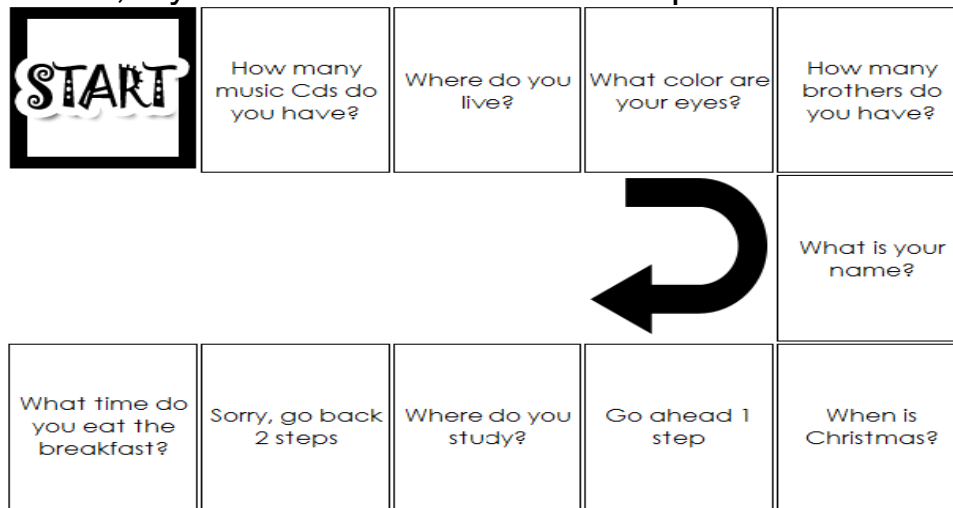
GRADES: 6th and 7th grades.

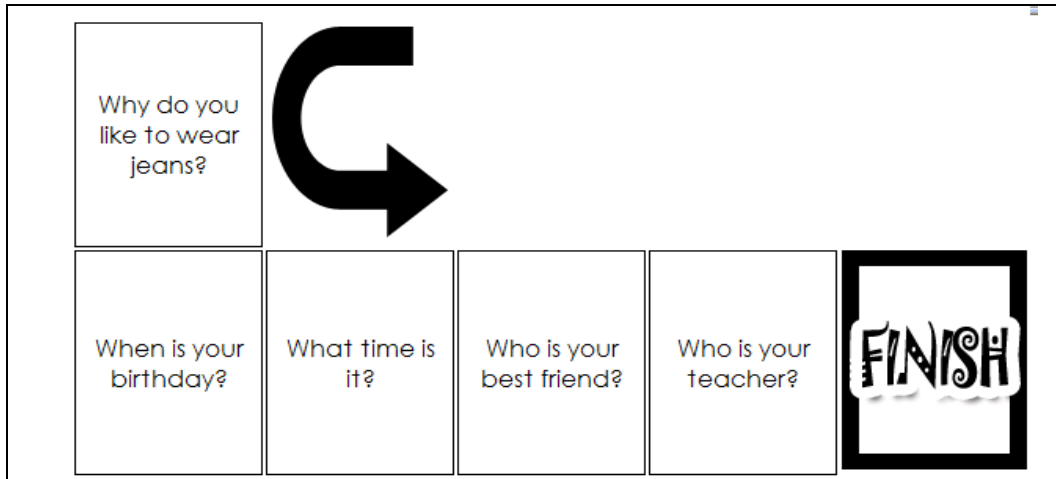
TIME: 15 minutes.

SKILL: Speaking.

PROCEDURE:

1. Print the game.
2. Make groups of 5.
3. Each group will have a boss who will ask.
4. Win, if you arrive at the end of the questions.





VARIATION: The teacher can create his own game according to the needs of the students.

NOTE: Here you can find exercises to practice PRESENT AND PAST.

<http://home.nordnet.fr/~rmaufroid/pupitre/index.shtml>

4.2.7 POSSESSIVES

WEB-SITE:

http://www.harcourtschool.com/activity/exploring_possessives/index.html

AIM: To use the possessive correctly.

GRADES: 6th and 7th grades.

TIME: 12 minutes.

PROCEDURE:

1. Choose the correct word to fill-in the blanks.
2. Click “enter” to start the game
3. Receive help automatically, if you choose the wrong word.
4. Click on “next” to continue the game.



The smallest _____ are shorter than a pencil.

VARIATION: Belong the same page, you have three option “PLURAL NOUN, PLURAL POSSESSIVE NOUN, SINGULAR POSSESSIVE NOUN”, click on one of them to have an explanation.

NOTE: Here you have pages where you can practice POSSESSIVES.

<http://www.tolearnenglish.com/exercises/exercise-english-2/exercise-english-34879.php>

<http://www.saberingles.com.ar/exercises/150.html>

4.2.8 VEGETABLES AND FRUIT

WEB-SITE:

<http://www.gamestolearnenglish.com/games/food/food1.html>

AIM: To pronounce some vegetables and fruit.

GRADES: 6th and 7th grades.

TIME: 8 minutes.

SKILL: Listening.

PROCEDURE:

1. Click on “intro” to review the words that will appear on the screen.
2. Click on “▶” to continue reviewing the words.
3. Click on “||” to have more time to review the word.
4. Click on “■” to stop the review.

Pumpkin



5. Click on “GO” to play.
6. Click the picture according to the word that will appear on the screen.
7. Use the mouse to choose.
8. Be quickly because you have a limit of time.
9. Receive help automatically, if you do not choose the correct picture.

Apple



Right 0

Time 6.3

VARIATION: Here you have a page to practice about
FRUIT AND VEGETABLES

<http://www.gamestolearnenglish.com/games/fasthands.html>

<http://www.2flashgames.com/f/f-635.htm> Listening
activity

<http://englishflashgames.blogspot.com/2008/09/food-game.html>

<http://home.nordnet.fr/~rmaufroid/pupitre/index.shtml>

NOTE: In this page you can practice about objects.

<http://www.gamestolearnenglish.com/games/objects/objects1.html>

4.2.9 VERBS

WEB-SITE:

<http://www.gamestolearnenglish.com/games/match.html>

AIM: To practice the meaning of some verbs.











GRADES: 6th and 7th grades.

TIME: 5 minutes.


PROCEDURE:

1. Read the verbs and look at the pictures
2. Use the mouse to put the picture in the correct place.
3. Click on “ok” to check your mistakes.
4. Click on “menu” for more games

<input type="checkbox"/>	take the stairs	take a shower	<input type="checkbox"/>
<input type="checkbox"/>	study maths	use a computer	<input type="checkbox"/>
<input type="checkbox"/>	do laundry	sweep the floor	<input type="checkbox"/>
<input type="checkbox"/>	iron clothes	brush teeth	<input type="checkbox"/>
<input type="checkbox"/>	play sports	take the elevator	<input type="checkbox"/>

Ok Menu 0 / 10



VARIATION: Here is a list of pages where you can find a game with VERBS.

<http://madridteacher.com/Activities/Files/verbs-pictures-list.htm>

<http://iteslj.org/v/ei/verbs1.html>

<http://iteslj.org/v/ei/verbs.html>

<http://iteslj.org/v/ei/verbs2.html>

<http://iteslj.org/v/ei/verbs3..html>

http://eslbears.homestead.com/Contact_Info.html

(Irregular verbs.)

<http://home.nordnet.fr/~rmaufroid/pupitre/index.shtml>

4.2.10 FARM

WEB-SITE:

<http://www.sesamo.com/crosswords/index.html>

AIM: To practice vocabulary about farm.

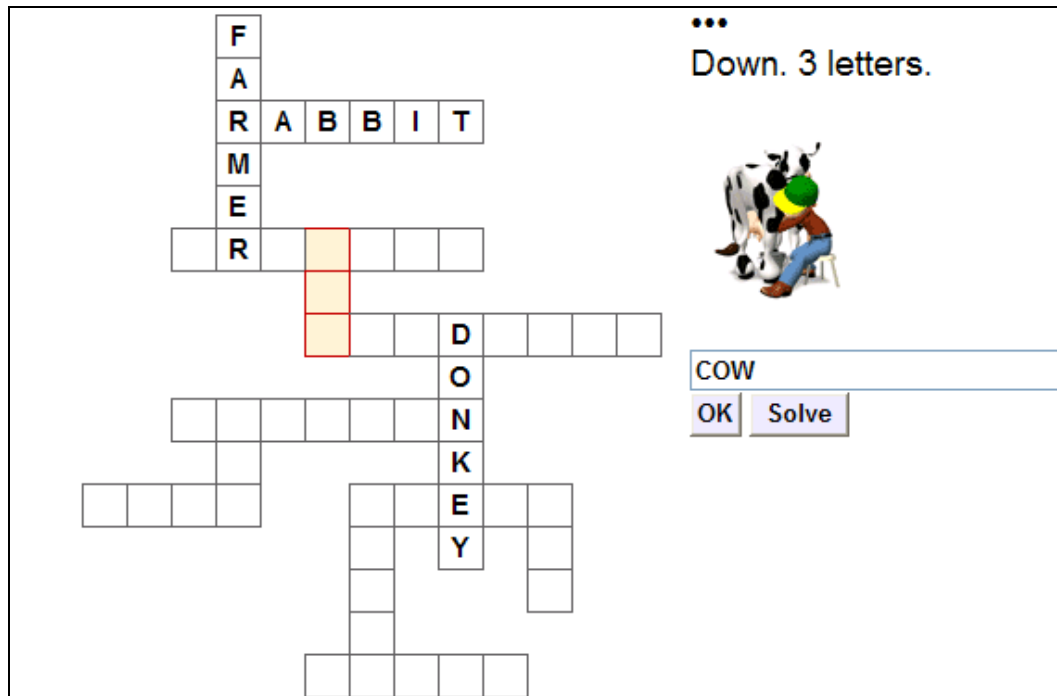
GRADE: 6th and 7th

TIME: 10 minutes.

SKILL: Writing.

PROCEDURE:

1. Click on the topic that you want to practice.
2. Click on a square of a puzzle “ ” to receive a hint.
3. Write the word.
4. Click on “solve” if you do not remember the word.
5. Click on “check” at the end.



VARIATION: You can practice vocabulary in the same way the HUMAN BODY, BIRDS, SPORTS, CITY, FOOD, MUSIC, and TRANSPORTATION.

NOTE: Here you have a page where you can find activities to practice animals.

<http://englishflashgames.blogspot.com/2008/06/animals-memory-game.html>

<http://home.nordnet.fr/~rmaufroid/pupitre/index.shtml>

4.2.11 HINTING WORDS “CLOTHES”



WEB-SITE: <http://www.manythings.org/cts/>

AIM: To practice the spelling of clothes.

GRADES: 6th and 7th grades

TIME: 5 minutes

PROCEDURE:



1. Choose the topic that you want to practice.
2. Look at the word that you have to hint.
3. Catch the letters in the correct order to spell the word.
4. Do not stay on the yellow line.
5. Words are shuffled each time you play this game
6. Move the catcher with the LEFT and RIGHT arrow keys 
7. Change the SPEED with the UP and DOWN arrow keys 
8. Click on “hint” to start the game.
9. Click on “end” to finish the game and choose another topic.

Clothes

jeans

s a e s e s n e s

j

Correct: 0 Mistakes: 1 Percent: 0% Hint Speed:  

[Start Again](#) [Help](#) [End](#)



VARIATION: You can find vocabulary about FRUIT, JOBS, PLACES, FOOD, NUMBERS, COLORS, CLOTHES, DAYS OF THE WEEK, MONTHS, ETC.

4.2.12 MAKE / DO

WEB-SITE: <http://www.english-online.org.uk/games/makeordo.htm>

AIM: To use correctly the words MAKE / DO.

GRADES: 6th and 7th grades.

TIME: 10 minutes.

PROCEDURE:

1. Look at the word in red.
2. Decide whether you use “make” or “do” with this word.
3. Then make a bet.
4. Click on “make” or “do” (in yellow) to see if you were right.
5. Lose your bet, if you choose the wrong answer.
6. Use the keyboard.



VARIATION: In the following pages you can find more games in a different way to practice NUMBERS, FOOD, CLOTHES, ANIMALS, ETC.

<http://www.english-online.org.uk/games/jobhuntergame.htm> “JOBS”

<http://www.english-online.org.uk/games/huntergame.htm> “ANIMALS”

<http://www.english-online.org.uk/games/fashiongame.htm> “CLOTHES”

- <http://www.english-online.org.uk/games/vocabexpertp1.htm> “THINGS”
- <http://www.english-online.org.uk/games/flash/wordgame.html>
“WHEATHER”
- <http://www.english-online.org.uk/games/dragon.php>
“POSSESSIVE”
- <http://www.english-online.org.uk/games/word1.htm>
“ANIMALS”
- <http://www.english-online.org.uk/games/findnumb.htm>
“NUMBERS”
- <http://www.english-online.org.uk/games/pasttense.htm>
“REGULAR AND
IRREGULAR VERBS”
- <http://www.english-online.org.uk/games/pasttense3.htm> “REGULAR
AND
IRREGULAR VERBS”
- <http://www.english-online.org.uk/games/cardgame.htm>
“CONTAINERS”
- <http://www.english-online.org.uk/games/qualitycontrol.htm> “COLORS,
SHAPES, ANIMALS,”
- <http://www.english-online.org.uk/games/findPerson.htm>
“DESCRIPTION OF PEOPLE”
- <http://www.english-online.org.uk/games/wordcategory.htm> “ANIMALS,
FOOD, CLOTHES, BODY”

4.2.13 PUZZLES “ADJECTIVES”

WEB-SITE: <http://www.roadtogrammar.com/>

AIM: To spell words and practice the meaning of each one.

GRADES: 6th and 7th grades.

TIME: 10 minutes.

PROCEDURE:

1. Choose a topic on the right, and then click on “GO”.
2. Use the clues to look for the word.
3. Click on “show word”, if you do not understand the clue.
4. Start again, if you click on five incorrect squares.
5. Click on “menu” to choose another topic

Puzzle 63: Opposites 1

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

SHOW WORDS

SHOW CLUES

MENU

words found

1

Use these clues to find eight words in the puzzle:

1 The opposite of 'joy' is _____

2 The opposite of 'deep' is _____

3 The opposite of 'wide' is _____

4 The opposite of 'sick' is _____

5 The opposite of 'drunk' is _____

6 The opposite of 'safe' is _____

7 The opposite of 'heavy' is _____

VARIATION: You can get a lot of puzzles with different topics.

4.2.14 ANTONYMS

WEB-SITE: <http://www2.college-em.gc.ca/prof/epritchard/antonym1.htm>

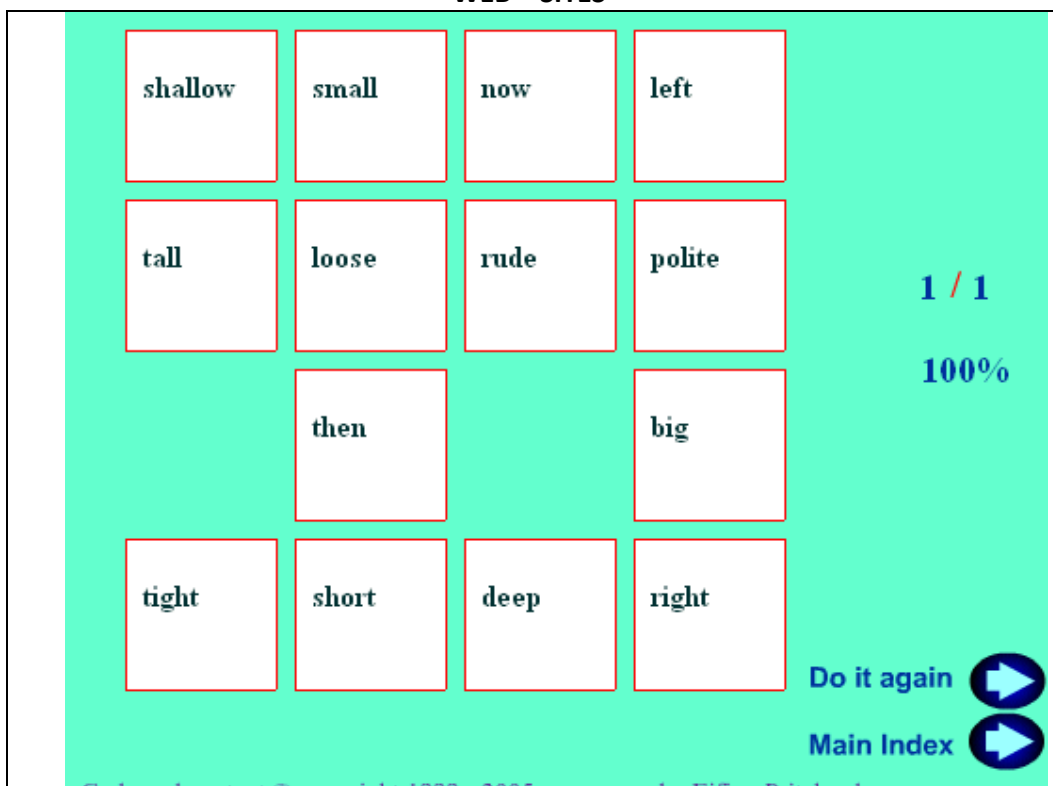
AIM: To practice the adjectives by finding their antonyms

GRADES: 6th and 7th grades.

TIME: 8 minutes.

PROCEDURE:

1. Hit the cards.
2. Disappear the cards, if the antonym is correct.
3. Repeat the game as many times as you want.



shallow small now left

tall loose rude polite

then big

tight short deep right

1 / 1

100%

Do it again

Main Index

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VARIATION: Here is a list of pages where you can find more exercises of ANTONYMS OF ADJECTIVES.

<http://www2.college-em.gc.ca/prof/epritchard/antonym2.htm>

<http://www2.college-em.gc.ca/prof/epritchard/antonym3.htm>

<http://www2.college-em.gc.ca/prof/epritchard/antonym4.htm>

<http://www2.college-em.gc.ca/prof/epritchard/antonym5.htm>

<http://www2.college-em.gc.ca/prof/epritchard/antonym6.htm>

<http://www2.college-em.gc.ca/prof/epritchard/antonym7.htm>

www.ego4u.com/en/cram-up/grammar/adjectives-adverbs/adjectives/exercises

4.2.15 HANGMAN COLORS

WEB-SITE:

<http://www.studyenglishtoday.net/colors.html>

AIM: To practice vocabulary of colors in a fun way.

GRADES: 6th and 7th grades.

TIME: 8 minutes.

PROCEDURE:

1. Choose the amount of letters from the alphabet according to the slashes that the game gives it.
2. Click on “hint” to get a clue of the word, if you can’t guess the word.

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VARIATION: Here is a list of pages where you can practice COLORS.

<http://www.englishexercises.org/buscador/buscar.asp?nivel=any&age=0&tipo=any&contents=colours#thetop>

<http://iteslj.org/v/ei/colors.html>

http://abcteach.com/directory/fun_activities/crossword_puzzles/

<http://englishflashgames.blogspot.com/2008/05/colours-game.html>

4.2.16 LEARNING VOCABULARY IN A FUN WAY

WEB-SITE:

<http://www.vocabulary.co.il/games2/matchgame/match.php>

AIM: To review and practice different categories of vocabulary.

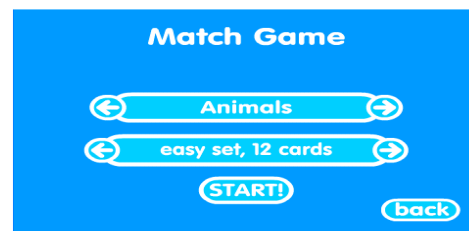
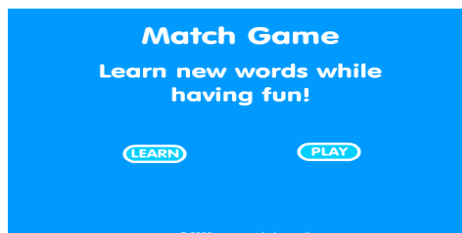
GRADE: 6th and 7th grades.

TIME: 10 minutes.

SKILL: Listening.

PROCEDURE:

1. Choose the category that you want to play or learn.
2. Choose one of the two options that the web shows you “learn” to practice vocabulary and “play” to play the game.
3. Click on “start” and a set of cards will appear.
4. Hit the cards to find the pair or hear the name of the figure on the card.



VARIATION: Here is a list of pages with the same procedure that you can go, if you want to learn or practice more vocabulary.

<http://www.vocabulary.co.il/games2/wsearch/wsearch.php>

<http://www.vocabulary.co.il/games2/hangman/hman.php>

<http://www.vocabulary.co.il/games2/vocquiz/vocquiz.php>

<http://www.vocabulary.co.il/games2/unscramble/index.php>

4.2.17 ANIMALS

WEB-SITE: <http://www.manythings.org/e/easy.html>

AIM: To practice animals in a fun way.

GRADES: 6th and 7th grades.

TIME: 10 minutes.










PROCEDURE:

1. Choose the topic that you need to practice.
2. Click on a *word* of the list.
3. Click on the image that you think matches that word.
4. Go back to the list the words that were under the incorrect picture.
5. Practice the game as many times as you want.

Animals

[Find 1](#) | [Find 2](#) | [Matching](#) | [Eyes](#) | [Arrows](#) | [Pairs](#) | [Memory](#)

First, click on a word, then click on the image that you think matches that word.

			
cat			
lion			dog
snake			
penguin			
gorilla	elephant	beaver	fish

Number of Errors: 0

VARIATION: Here is a page where you can find a game with ANIMALS.

<http://iteslj.org/v/ei/animals.html>

<http://englishflashgames.blogspot.com/2008/06/animals-memory-game.html>

NOTA: You can find more games to practice different categories in the principal page.

4.2.18 MY FAMILY

WEB-SITE: <http://www2.college-em.qc.ca/prof/epritchard/famiinst.htm>

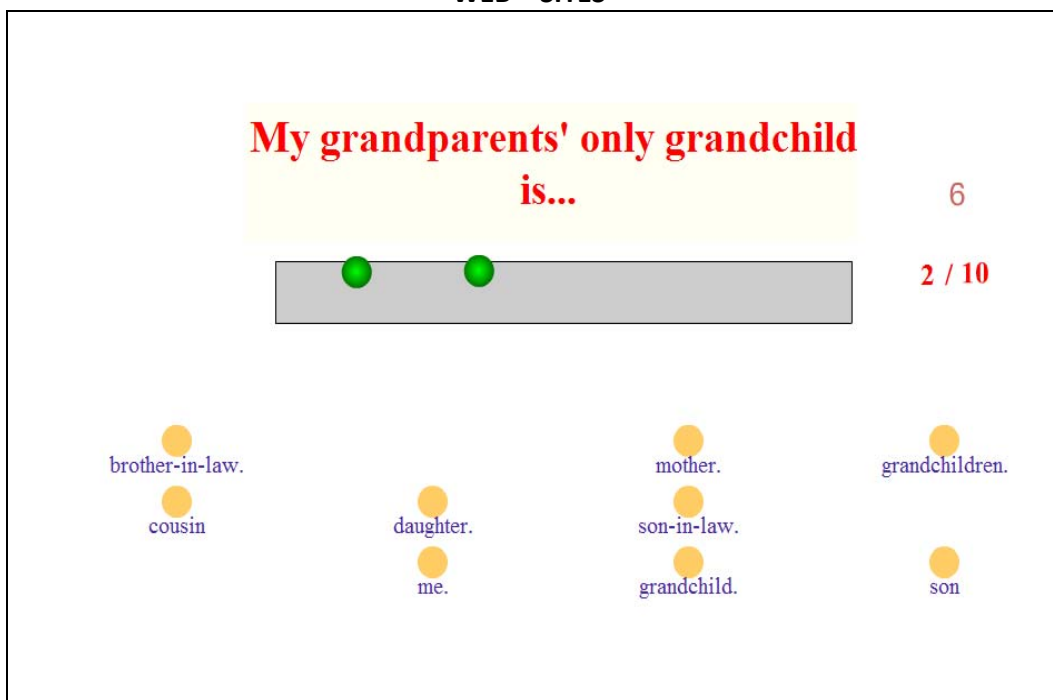
AIM: To help the students to review the members of the family.

GRADES: 6th and 7th grades.

TIME: 10 minutes.

PROCEDURE:

1. Find the word or words to complete the sentence in the choices given at the bottom of the page. You will have 10 seconds.
2. Use your mouse to drag the ball to which it is attached to the shaded box in the center and drop it there.
3. Do not place the balls on top of each other.
4. Click on “restart” in the top right hand corner, if you have a slow server and the timer has already started.



VARIATION: Here is a page where you can practice about FAMILY and POSSESSIVE PRONOUNS.

<http://www2.college-em.gc.ca/prof/epritchard/familytb.htm>
<http://home.nordnet.fr/~rmaufroid/pupitre/family/familylien.htm>

4.2.19 SIMPLE PRESENT AND PUNCTUATION

WEB-SITE: <http://www.marks-english-school.com/games.html>


AIM: To practice the “simple present and punctuation”

GRADES: 6th and 7th grades.

TIME: 10 minutes.

PROCEDURE:

1. Make sentences by choosing one word from each column, looking the information that you have above.
2. Press "swing"
3. Win, if the sentence is correct.
4. The balls at the top indicate whether your sentence is correct or wrong.
5. A red ball means your choice is wrong.




Tom Armstrong

Age: 25
 Birthday: June 10
 Height: 183cm
 Weight: 132kg
 Family members: 4
 Nationality: Canadian
 Canada

Hobbies/Interests:
 movies
 swimming
 music

Favorites:
 color: purple
 food: steak
 dessert: cake

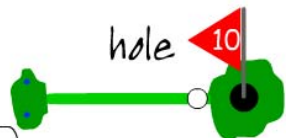
Weekend Schedule:
 Fri. basketball
 Sat. work
 Sun. clean




www.marks-english-school.com

strokes 1

hole 10



Swing



●○○○○	●○○○○	●○○○○	●○○○○
Canada	is	come	France.
From	come	from	Japan.
It's	the	in	Canada.
He	go	to	it.

VARIATION: In this game you can practice PRESENT TENSE AND PUNCTUATION.

4.3 Vocabulary

VOCABULARY

4.3.1 WEATHER AND SEASON

WEB-SITE:

<http://www.englishmedialab.com/crosswords/weather/index.html>

AIM: To review vocabulary of weather through sentences. To complete the scramble.

GRADES: 6th and 7th grades

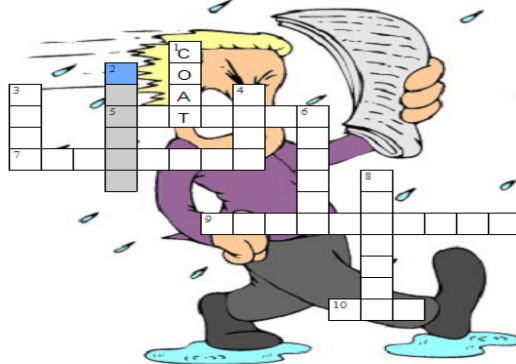
TIME: 10 minutes.

PROCEDURE:

1. Look at the words that will be used in the game.
2. Click “down” and “across”, if you want help
3. Read and understand the sentences that the internet gives you as clues.
4. Write the words in the scramble
5. Use the keyboard

Weather and Seasons

What's the weather like in spring?



SUMMER COLD WEAR SUNGLASSES MITTENS COAT DECEMBER SPRING WEATHER DRY

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<p>1. I usually wear a my orange _____ in the winter.</p> <p>2. It's usually hot and sunny in _____ .</p> <p>3. In winter the weather is snowy and _____ .</p> <p>4. What do you _____ in the summer?</p> <p>6. It's usually rainy and wet in _____ .</p> <p>8. What's the _____ like in Fall?</p>	<p>Across</p> <p>5. We wear _____ to keep the hands warm in the winter.</p> <p>7. In China, the winter is usually in _____ , January and February.</p> <p>9. We wear _____ and shorts in the summer.</p> <p>10. What's the opposite of wet?</p>
--	---

VARIATION: Here is a page where you can practice the WEATHER.

<http://www.englishexercises.org/buscador/buscar.asp?nivel=any&age=0&tipo=any&contents=weather#thetop>

4.3.2 PROFESSION

WEB-SITE: <http://www.esl-galaxy.com/crosswords.htm>

AIM: To understand simple sentences and practice new vocabulary.

GRADES: 6th and 7th grades.

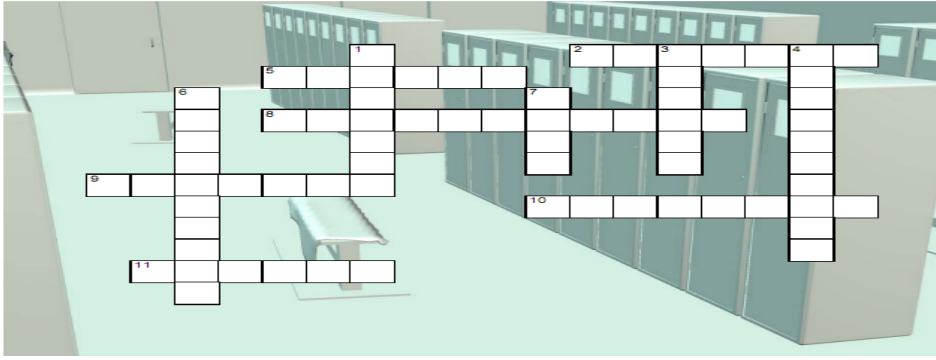
TIME: 10 minutes.

SKILL: Reading and writing.

PROCEDURE:

1. Print the crossword.
2. Choose the topic that you want to practice.
3. Print the crossword.
4. Find the answers of the crossword.

Where do I post letters?
Places Around



Across

2. There is a _____ on our street. We can read books there.
5. Doctor Sam's dental _____ is over there.
8. There is nothing in the fridge. Let's go shopping at the _____.
9. I am going to the _____. I want to buy some flowers.
10. Your brother is not feeling well today. I am taking him to the _____.
11. At _____ we study and play.

Down

1. I want to catch the plane. I am going to the _____.
3. We can buy some cakes and bread at the _____.
4. It's lunch time. Let's go to the _____.
6. I want to send these letters. I am off to the _____.
7. Where do I get some money?

VARIATION: Here is a page where you can find more exercises with the JOBS.

<http://www.englishexercises.org/buscador/buscar.asp?nivel=any&age=0&tipo=any&contents=jobs#thetop>

NOTE: In the principal page you can find vocabulary about JOBS, PLACES, ADJECTIVES, FESTIVALS, NUMBERS, ETC.

4.3.3 ANIMALS

WEB-

SITE: <http://www.eslhq.com/forums/worksheets/esl-worksheets/matching-worksheets/>

AIM: To identify the "animals".

GRADE: 6th and 7th grades.

Autores: Marcia Graciela Tenemaza Quilli
Juan Pablo Jarama Pacho

TIME: 5 minutes.

PROCEDURE:

1. Choose the work sheet that you need to practice.
2. Print it.
3. Give the instructions according to the worksheet.

Name: _____ Date: _____ Score: _____

Animals



1.

a. a rabbit



2.

b. a dog



3.

c. a cow



4.

d. a mouse



5.

e. a duck

VARIATION: Here is a list of pages where you can find more exercises with ANIMALS.

<http://www.englishexercises.org/buscador/buscar.asp?nivel=any&age=0&tipo=any&contents=animals#thetop>

<http://www.english-online.org.uk/games/huntergame.htm>

4.3.4 CLASSROOM OBJECTS

WEB-SITE: http://www.english-hilfen.de/en/exercises/school/classroom_things.htm

AIM: To practice vocabulary about school supplies.

GRADES: 6th and 7th grades.

TIME: 8 minutes.

SKILL: Listening and Writing.

PROCEDURE:

1. Click on the topic that you want to practice.
2. Write the correct words into the gaps.
3. Click on “check” to review your answers.
4. Click “show answers” if you have any doubt.



1)



2)



3)



4)

VARIATION: Here is a list of pages where you can find more exercises with THINGS OF THE CLASSROOM.

<http://www.englishexercises.org/buscador/buscar.asp?nivel=any&age=0&tipo=any&contents=school#a>

<http://www.syvum.com/cgi/online/serve.cgi/squizzes/spanish/spanishclass1.html?list>

<http://www.proprofs.com/flashcards/cardshowall.php?title=things-in-classroom>

4.3.5 NUMBERS

WEB-SITE: <http://www.englisch-hilfen.de/en/exercises/various/crossword/numbers3.htm>

AIM: To be able to say the numbers 1 to 90.

GRADES: 6th and 7th grades.

TIME: 10 minutes.

SKILL: Writing.

PROCEDURE:

1. Write the words for the red number (0) into the crossword.
2. Click on “enter” to check your answer.
3. Click on a number in the grid to see the clue or clues for that number.
4. Click on “tip” to get a free letter, if you are stuck.

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Across: 3. **55** Enter Tip
Down: 3. **50** Enter Tip

Check

							1 E		2		
3 F	I	F	T	Y			F	I	V	E	
							G				
4							H				
							T				
		5			6		Y				
	7										
			8								9
	10										
						11					

Check

Across	Down
3) 55	1) 80
4) 43	2) 70
5) 22	3) 50
8) 10	6) 90

VARIATION: Here is a list of pages where you can find more exercises with NUMBERS.

<http://www.englishexercises.org/buscador/buscar.asp?nivel=any&age=0&tipo=any&contents=numbers#thetop>

http://www.englisch-hilfen.de/en/exercises/various/crossword_numbers.htm
(1-12)

http://www.englisch-hilfen.de/en/exercises/various/crossword_numbers2.htm
(10-20)

<http://www.english-online.org.uk/games/findnumb.htm>

http://eslbears.homestead.com/Contact_Info.html

4.3.6 FOOD

WEB-SITE:

<http://www.saberingles.com.ar/curso/lesson07/06.html>

AIM: To practice the name and the spell of food.

GRADES: 6th and 7th grades.

TIME: 8 minutes.

SKILL: Writing.

PROCEDURE:

1. Fill in the blanks.
2. Use the keyboard.
3. Click on “corregir” to look your mistakes.
4. Click on “solucion”, if you need help.
5. Repeat the activity as many times as you want by clicking on “comenzar de nuevo”
6. Click on “siguiente” to receive more exercises.



VARIATION: Here is a page where you can find more exercises with FOOD.

<http://www.englishexercises.org/buscador/buscar.asp?nivel=any&age=0&tipo=any&contents=food#thetop>

NOTE: The principal page brings more exercises with different categories.

4.3.7 TRANSPORTS

WEB-SITE:

<http://www.gamestolearnenglish.com/games/listening/listening1.html>

AIM: To improve the pronunciation of transportation.

GRADES: 6th and 7th grades.

TIME: 10 minutes.

SKILL: Listening.

PROCEDURE:

1. Click on “intro” to practice the pronunciation word.
2. Click on “skip” to practice with other topics. There are about food, colors, transportation and some objects of the house.
3. Click on “play” to start the game
4. Match with the mouse the words that you listen.
5. Receive the correct answers automatically.
6. Click on “main” for more games.

Level 1



Intro



Play!



Skip

Main



VARIATION: Here is a page where you can practice TRANSPORTS.

<http://www.englishexercises.org/buscador/buscar.asp?nivel=any&age=0&tipo=any&contents=transports>

NOTE: In the principal page you can practice the topic of FOOD, THINGS, and COLORS.

4.3.8 SPORTS

WEB-SITE:

<http://www.gamestolearnenglish.com/games/longList/sport.html>

AIM: To practice and understand the sports.

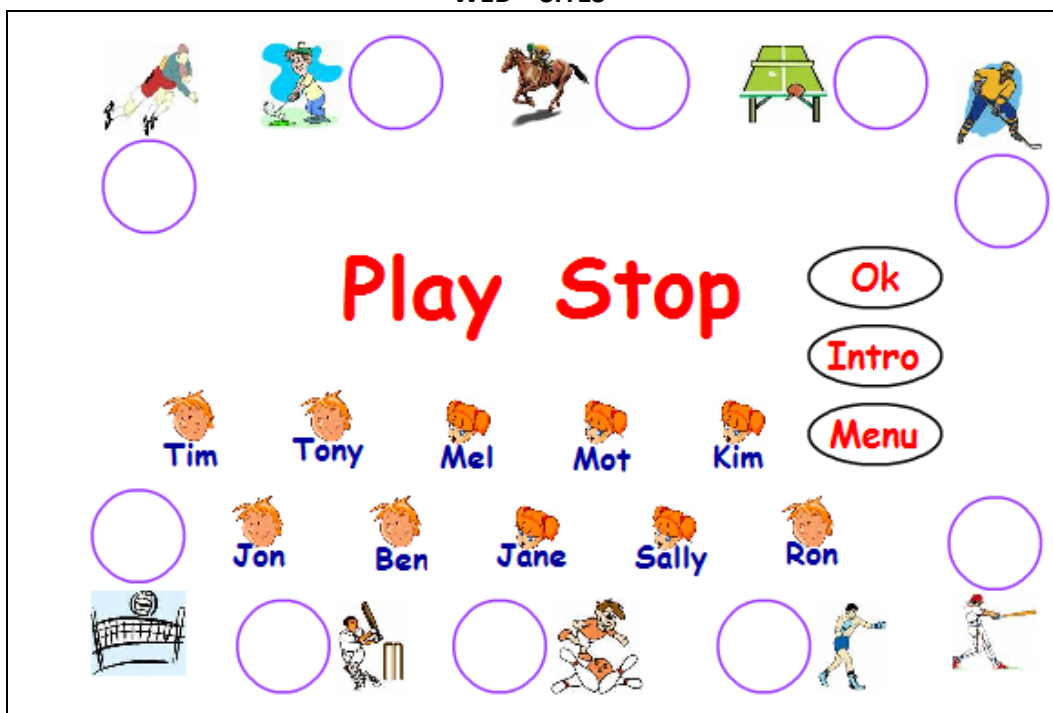
GRADES: 6th and 7th grades.

TIME: 10 minutes.

SKILL: Listening.

PROCEDURE:

1. Click on “intro” to review the vocabulary.
2. Click on “stop”, if you want to finish the review.
3. Click on “play” to start the game.
4. Use the mouse to put each child in the sport that he/she likes, according with you listen.
5. Click on “play” as many times as you want, if you do not understand some sentence.
6. Click on “OK” to check.
7. Click on “menu” for more games



VARIATION: Here is a page where you can find more exercises about SPORTS.

<http://www.englishexercises.org/buscador/buscar.asp?nivel=any&age=0&tipo=any&contents=sports#a>

4.3.9 PARTS OF THE BODY

WEB-SITE:

<http://www.englishexercises.org/buscador/buscar.asp?nivel=any&age=0&tipo=any&contents=body#thetop>

AIM: To identify the parts of the body.

GRADES: 6th and 7th grades.

TIME: minutes.















SKILL: Writing.

PROCEDURE:

1. Click on the activity that you want.
2. Complete the activities.
3. Click on “DONE” when you finish the activity.
4. Click on “SHOW ANSWERS” to review you mistakes.

C. Write the words:

1									
2									
3									
4									
5									
6									
7									
8									
9									
0									
1									
2									
3									
4									

1.		2.		3.		4.		5.	
6.		7.		8.		9.		10.	
11.		12.		13.		14.			

VARIATION: Here is list of pages where you can practice the PARTS OF THE BODY.

<http://iteslj.org/v/ei/body.html>

<http://www.manythings.org/hmf/8972.html>

CHAPTER 5

APPLICATION OF THE DIDACTIC GUIDE TO THE STUDENTS

OF 6TH AND 7TH GRADES IN THE “YANUNCAY EDUCATIONAL UNIT”

The Didactic Guide was applied in the “Yanuncay Educational Unit”. This application took place from September 21 to October 21 of the present year under the responsibility of the teachers Mr. Juan Pablo Jarama and Graciela Tenemaza. The students who were involved in this project were the students of 6th and 7th grades of the school mentioned before.

5.1 Development

Before taking the students to the computer lab, the team, Mr. Juan Pablo Jarama and Graciela Tenemaza, created a WORD FILE which contains all the web – pages of the

Didactic Guide. Thus, the students will just have to click on the page to the game, exercises, or activity.

The team organized the students in groups of three per computer because there were not enough computers. They put a good student with two slow students. The former will help the latter. By doing this, all the students will learn the topic in the same way. Once organized into groups, the groups went to the lab.

At the beginning of the application, the team gave the students certain rules and explained the procedure. They told the students that they will find games to learn English in a different way. Some students thought that the games were going to be video games. Students started to use the computers and the Didactic Guide.

First, the students listened to the presentation of the topic in the classroom. Then they went to the lab and used the web - site to reinforce the topic. The students put into practice the topic they had learned in the classroom in a fun and different way.

5.1.1 Sixth grade reactions

At the beginning of the application in the sixth grade, the team has some problems. The students had only two hours per week of English class, and this was not enough time to accomplish our goals because the connection of the internet was very slow. Due to this, we asked the director of the institution for two hours more. As to the number of the students, we did not have any problem because there were only fifteen students, and in the lab that we used, there were five computers. We assigned three students to each computer. In this way the students worked very well.

Because the students in the sixth grade were exposed to new vocabulary, the team needed to repeat the rules several times. Often, the students needed to repeat the exercises and games several times to have a successful learning experience.

During the first activity, some students in the sixth grade felt a little shy and nervous about this new way of learning English, but as time went on, they felt more comfortable with the internet as a learning resource.

5.1.2 Seventh grade reactions

In the seventh grade we did not have any problem with the English hours because the students had four hours of English class per week in their regular schedule. The problem was the great number of students in the classroom. There were 23 students, and we only had five computers. As we know, teachers are more successful when they work with smaller groups of students per class. For this reason, the team had to divide into two groups to go to the lab. It facilitated their job.

5.2 Observations

This new way of teaching English through games and exercises kept the students' attention. They enjoyed themselves while they were learning, and at the same time, they learned and cleared out any doubt that they had during the English learning period in the classroom.

The team also noticed that the students felt very comfortable during this application, and they did not hesitate to ask question about the topic because they wanted to keep going on the game or on the exercise. Besides, the students were not afraid to make mistakes, and they repeated the exercises as many times as they

needed until they accomplished the game or the exercise. In this way they acquired knowledge unconsciously.

Working in groups allowed the students to interact with their classmates, and this helped the students learn with each other and from each other.

This new way of teaching is very dynamic because it involves all the students in different activities but related to the same topic. In contrast, in the classroom in which only some students participate with just one activity to perform, some of them do not know or like the activity.

Although the internet has a lot of advantages in education, it also has some disadvantages. The principal problem was the stability of the internet connection, since the speed was very slow which bored the students. For this reason, it is necessary to be on the internet at least two hours for the students to work and learn.

Another problem was the lack of computers in the lab. A recommendation should be that there are enough computers so that no more than three students work together.

After the team applied the Didactic Guide in the English teaching process, they realized that the students who went to the lab to practice or reinforce what they had already learned in the classroom retained the acquired knowledge longer than the students who did not use the Didactic Guide as a teaching reinforcement. Students who learn unconsciously by playing games, singing songs, completing crosswords and puzzles enjoyed themselves while they were learning and using the new language. They learn more than students who were only in the classroom listening, reading, or doing something that they did not like because they did not have a chance to choose an activity that they liked. Books bring only one pattern for all the students, so this makes some students bored, and they lose their interest and motivation to acquire the new knowledge.

Before the application of the Didactic Guide, the students showed no interest towards the English lessons because most of time they did not understand anything. They were following a mechanical pattern, repeating drills, for example, just following the patterns and not understanding what they were doing. They did not

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develop the ability in the principal skills: reading, writing, speaking, and listening, and also they were not motivated to improve their English.

After the application of the Didactic Guide, the attitude of the students towards English classes changed considerably. Actually, they were looking forward to English lessons and paying more attention to try to understand the topic and to put it into practice when they went to the internet. The team could see the improvement of the students, not only in the four skills but also in the development of their personalities, since they trusted in themselves and felt able to learn English. Also, the students started to respect and work with their classmates when they were learning from them. They were more patient because they all realized that they could be in the situation of making mistakes or having troubles when understanding the new language.

Working in groups let the students achieve confidence themselves and that helped them continue learning through the games or the exercises. Even though they kept making mistakes, they were confident enough to correct them but not to stop their learning.

CHAPTER 6

CONCLUSION AND RECOMMENDATIONS FOR THE APPLICATION OF THE DIDACTIC GUIDE

6.1 Conclusion

- Games and exercises are very good and important to reinforce what the students learned in the classroom.
- If the activities that the internet contains are according to the students' age and grade, the teacher can keep

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the students' attention all the time. So, the students do not lose interest and motivation in what they are reinforcing or learning.

- Games or exercises can not be improvised, so the teacher has to set up the activity according to the topic.
- This new way of teaching or reinforcing the new knowledge focuses the students' attention on the use of the English language and not on the study of the linguistic forms.
- The games and the exercises that the internet contains help the students acquire new English knowledge.
- Classes on the internet are more dynamic and funny with this new way of teaching English.
- Students have a variety of exercises and games to practice and clear their doubts about English through the internet.

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- It is important to be with the students all the time while they are working on the internet because they will have questions, doubts, or need help.
- It is important for the teacher to be present because some students will use the internet for other things and not for studying.
- Certain games or exercises can lead the class to misbehave, so it is important to set the rules first.
- It is important to make all the students participate in the games or exercises, if you want all the students to learn.
- If the teacher uses the pages of the Didactic Guide to teach, he will not have to prepare extra material.
- Interaction and communication help the development of intelligence.

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- Students retain the information learned and understood better when learning is related to their environment and their experiences.
- The students are motivated with the games and the exercises that the internet contains.
- When the teacher uses the internet as a tool of teaching, classes are more relaxed, with more participation by the students.
- Using the internet as a resource for teaching English does not mean that the student does not need the teacher's help. Due to this, the teacher has to be all the time with the students.
- This Didactic Guide has helped to improve the students' attention and interest in the process of learning English, since they enjoy themselves while they are acquiring the new language.
- This Didactic Guide could help the students find a solution by themselves to any problem or doubt that they have, since this guide has pages which explain

grammar rules. They do not contain just games or exercises.

- This new way of teaching English proves that the students want to learn English and pay attention in class.
- Funny exercises develop the students' ability to use the new English language and the interest to improve it.
- The students learn and retain the information in an easy way because they do different activities rather than just a certain activity in the classroom.

6.2 Recommendations

With this project, we do not intend to give all the solutions to the problems that teachers can have when they are teaching English. Neither do we intend to give all the solution that the students can have when they are acquiring the new language in the classroom. The technology itself will not change the education, but it can facilitate the English teaching and learning methodology. We simply want to offer some suggestions and recourses to facilitate the English teaching and learning process.

1. This Didactic Guide can be applied in whatever institution that has a computer lab.
2. The students need a basic knowledge of English and the use of the computer.
3. It is important to plan and review the web-sites that teachers are going to present. Otherwise, the games or exercises will show disorganization within the class, and the students will lose motivation and attention.

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4. It is very important to have a good internet connection.
5. It is important to have a teacher who knows about the use of the Didactic Guide.
6. In order to have the best learning, we recommend one student per computer, but sometimes it is impossible. We recommended no more that three students per computer.
7. The teacher must explain the topic in class before he\she takes the students to the computer lab.
8. It is all right to let the students make mistakes in the games or exercises because they will learn from that.
9. Let the students choose the games or exercises according to the topic you are teaching.
10. Make sure that all the students are participating or working during this process.

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11. Teachers should explain or review the topic while the students are playing or doing the exercises in the computer, even though they have already explained in the classroom.

12. We recommend, in order to obtain the best learning, that teachers use this Didactic Guide at least 50% of the time according to their syllabus.

13. If teachers have to put three students per computer, we recommend mixing up the good students with the not so good students.

14. Teachers should not be afraid of using this new way of learning, since the Didactic Guide is easy to use and put in practice. The teacher just has to follow the instructions that each web – site contains.

GLOSSARY

1. Communicative Approach: The Communicative Approach is based on creating different situations where the students can develop or practice the target language in real life.
2. Computer – Assisted Learning (CALL): A tool that helps teachers to facilitate the language learning process. It includes bidirectional (interactive) learning and individualized learning.
3. Content – Based Instruction (C.B.I): The learners acquire skills or knowledge using English as the language of instructions.
4. Significant Learning: Significant learning is based on what the students already know, and the teacher must find out the best way to motivate the students to improve or increase their knowledge.
5. Task – Based Language Learning (T.B.L.L): It focuses on the use of authentic language and on

students performing meaningful tasks using the
target language.

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