ABSTRACT

TEACHING SIMPLE PRESENT TENSE TROUGH GAMES

Nowadays, games are designed to teach people about a certain subject, expand concepts, reinforce development, understand an historical event or culture, or assist them in learning a skill as they play. Games are not activities mainly aimed to break the ice between students or to kill time. They should be enjoyed and fun. They are not just a diversion, a break from routine activities, but a way of getting the learner to use the language in the course of the game." Byrne (1995)"

When using games in the classroom, it is beneficial for teachers to have a complete understanding of the definitions of games, which usually are defined as a form of play concerning rules, competition, and an element of fun. Teachers should also consider the advantages of games: the ability to capture students' attention; lower students' stress; and give students the chance for real communication. Lastly teachers need to assess how to use games appropriately in the classroom. It is important to choose an appropriate time and integrate them into the regular syllabus and curriculum.

In addition, games are a learning tool. It aims to provide enjoyment, increase motivation and develop tactical and strategic thinking as well as the development of technique and the acquisition of skill or various skills such as speaking, writing, listening and reading.

KEY WORDS:

CUE WORDS, GAMES, FUN ACTIVITIES, TEACHING, LEARNING, RULES, SKILLS

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UNIVERSIDAD DE CUENCA

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FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACION

Trabajo de Investigación previo a la obtención del Título de Licenciado(a) en la Especialidad de Lengua y Literatura Inglesa.

TEMA:

TEACHING SIMPLE PRESENT TENSE TROUGH GAMES

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Learning through Games is an approach to teaching that uses games as the learning tool. It aims to provide enjoyment, increase motivation and develop tactical and strategic thinking - as well as the development of technique and the acquisition of skill.

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This thesis is dedicated to my mother, who taught me that the best kind of knowledge to have is that which is learned for its own sake. It is also dedicated to my son , who gave me all the courage to go forward in my career.

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INTRODUCTION

This work aims to show how games can be used in teaching .Games are equally important in all aspects (growth, development, socialization, maturity, etc...) That has play in the lives of students. In addition, games increase motivation for learning

As for the proposed task, it is to show how to teach the present simple tense: First, it will be necessary to analyze and determine the appropriate games for teaching the simple present tense. Subsequently there will be developed material for the proposal as mentioned above, through flashcards, broken sentences, stories, complete sentences, crosswords etc. Secondly, with respect to the pedagogical aspect the proper handling of the games in classroom will be shown, since they must correspond to the objectives, content, and teaching methods prevalent and adapt to the information concerning assessment and school organization.

Taking into account the above considerations, it is valid and necessary to carry out this work and to motivate and foster this observation, attention, logic skills, fantasy, imagination, initiative, scientific research, knowledge, skills, and habits, to develop the student's creative potential. Critical and self-critical, thinking will be developed initiative, attitude, discipline, respect, perseverance, tenacity, responsibility, courage, punctuality, systematicity, regularity, companionship, cooperation, loyalty, self-confidence, fraternal emulation, will all be encouraged.

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JUSTIFICATION

We chose this topic because we realize that the best way to teach English is through games which are a fundamental activity in the academic development of the student. Games influence both students subsequent ability to acquire and assimilate new learning, and in their future adaptation to the prevailing society. All human activity springs from an innate need to explore and control the environment, in turn increasing motivation and initiative, so that ,both babies and young children, learn through ,play different roles . Many learn through observation and imitation, the social norms which will be very useful later in their adult life. This work is feasible because there exist the appropriate elements for such research, there is experimental bibliographic information, and there exist creative and educational games which will help us to facilitate the teaching-learning process.

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LEARNING PRESENT SIMPLE THROUGH GAMES

PROBLEMATIZATION:

Afteran assessmentappliedto studentsof the eighth yearof basic education in the high school "February 26", from 2010 to 2011, we found that 85% of the students were deficientin knowledge of thesimplepresent tense. Students also felt very bored with thetraditionalteaching method(use of the book) that the teacher was applying in the classroom. For this reason, we realized that the establishmenthad nomaterialsto motivatestudents in theteaching-learningprocess. Therefore, we propose to usegames to motivate students.NashandGrossstatethat gamesare not justfor children ,butfor people ofany age;also gamesis present inthe individual's lifefrom birthto death,in very different ways, consistent with the evolutionary characteristicsbutaccompanyman in hisevolution

GENERALPURPOSE

To use games to reinforcetheteaching-learningprocessof the simple tense for students in theeighth year ofbasic education in theschool, '"February 26'" of CantonPaute.

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SPECIFICOBJECTIVES

- To analyze appropriate gamesfor teaching the simplepresent tenseof the verbin sentences of affirmative, negative, and interrogative character.

-To decide which games can be used inthe classroom?

- To present andvalidate aseries of alternatives forgames classified byskillsthat facilitates theteaching-learningprocess.

THEORETICAL FRAMEWORK

Nowadays, teachers have additional tasks, which are the consequence of social, economic and pedagogical factors the education, Teachers have their belief in active methods and in particular in educational games. Through creative play, games to improve teaching process by raising the independent work of students and by resolving problematic situations through practical activity.

Groos has defined play as "The agent used to develop potential defects and prepare for their (students) exercise in life." The game is a function that manages the instincts that are motivated, refined and become active through operations performed. (Game theories de Karl Groos 1861- 1946).

The game provides new ways to explore the reality and different strategies to operate on it. It promotes a space for spontaneous action. In a world where most things are regulated. Games allow the group (students) to discover new features of

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their imagination. To think of many alternatives for a problem, to develop different forms and styles of thought, and to promote behavior change that improves and expands through in the exchange group. The game encourages imagination and rescues the young spirit so prevalent in childhood. Many games offer a return to the past that can bring fresh curiosity, fascination, wonder, spontaneity, and authenticity to the learner. (Game theories Karl Groos 1861- 1946).

Games can be divided into the following types:
• Creative games
• Educational games
• Professional Games

John Bruner holds that language acquisition, involves complex grammatical forms and complicated Pragmatic contracts. On the other hand, the game theory of John Neumann and Oscar Mongestern argues that the game is a learning tool used in all areas, but it has limitations that allow for competitor-based strategies and critical judgments of the competitors. (aprendizaje por descubrimiento

John S. Bruner)

The importance of play in education is that it involves all the organs of the body, and strengthens and exercises the psychic functions. The game is a powerful factor in the preparation of the child's social life; playing leads to solidarity in form and character and strengthens and stimulates the creative power.

In regard to individual power, a language game awakens the ingenuity, and develops the spirit of observation. Neumann and Oscar Mongestern also favor

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visual perception; tactile and auditory senses to, space, give ease, elegance and agility to the body.

The successful implementation of the game forms the biological, psychological, social and spiritual man. The game is important and vital in education. However, many of our schools are overlooking social obligations as teaching objectives.

The traditional school follows school rules with blind obedience, passivity, and lack of initiative. The only thing that matters is memorization to gain knowledge .Games are forbidden, or at best only allowed during recess periods.

Confronted with this reality the New School is a true transformation in educational thought and action. It originated in the Renaissance and through Humanism. It opposed medieval education with its dogmatic authoritarian traditional character. It has the virtue of respecting, the students' freedom, autonomy, activity, vitality, individuality and group awareness. The student is the core of educational activity, and games, in fact, are the most important medium for education.

For Nash during biological evolution of the species it can be observed with curiosity that the game encourages behavior associated with the brain power of creatures. Games are especially good for the mammals and above all for humans.

The game is definitely an activity; games have the following characteristics:

- Free. You cannot force a player to play the game

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- Bounded. Games operate within limits of space and time that are accurate and fixed in advance.

-Regulated. Agreements are subject to rules.

RESEARCH QUESTIONS

-Do the games facilitate and improve thelearning of Englishin students?
-Which things can we get throughthe game?
- Do the games, facilitate and improve thelearning of Englishin the students?
-Do the preparationof specialist teachersinlanguage teachinginfluencestudent learning?

GOALS INVESTIGATION

This work is focusedto 37 students of eighth level ofbasiceducation of the "CollegeFebruary 26" of theCanton Paute , province ofAzuay.They are among 11and 12 years ofage. They were chosen by the lack knowledge the Present Simple.

METHODOLOGY

The methodological developmentwill use inthis workis based onthe qualitative method.

Firstwe willtestthe37 studentsof the eighthyear ofbasic EducationCollegeFebruary 26,to check the levelof knowledgethat students haveabout thetheme.

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Thenapplya survey ofindustry expertsto find outtheir views,suggestions and experiencesthey have had inthe classroom withrespect to the subject. Alsofind outwith this methodthe student thinksor knowsabout the subject, the techniques to beused are theobservationto obtaininformation not onlyfrom the perspectiveof an individual,but how itproduces and reproducesthe informationin social situationsas a resultof interactionamong students.

THE GAME

The term game has had many different meanings over time. A game can be summarized as a "pleasurable activity with an end in itself." The game has evolved in parallel with social development, and it is an activity as old as man himself. For the Romans game meant joke, joy, and happiness.

In primitive societies, the child interacts with adults from an early age, and the contents of children's recreational activities have to do with or imitate adult activities, children begin at an early age to work with adults. This situation has caused the child to become independent soon and to be more independent. In addition, playful activity is very short. The game can be used as a tool of production by the adults to prepare children for adult work. Subsequently games can improve the tools of production and become more complex. The child learns about later adult life and how to have more time to play , especially though the games called role playing.

Today the game remains a naturally human activity and we have all learned to relate to our family environment, and to material, social and cultural development . Games are rich in concepts .Games are versatile and hard to categorize.

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Many etymological and conceptual definitions have been given concerning games ; The dictionary of the Royal Academy sees games as recreational exercises to win or lost .However, not all authors agree. subjectivity of the here are some opinions of various authors with respect to games .

Huizinga (1987): The game is a free action or occupation, which takes place within a certain time and space limits, with absolutely binding rules, but freely accepted, an action that has an end in itself and is accompanied by a feeling of tension and joy and consciousness to-be-otherwise than in everyday life.

Gutton, P (1982): It is a privileged form of expression for children.

Cagigal, JM (1996): Action free, spontaneous, disinterested and inconsequential, it takes place in a temporal and spatial limitation of normal life, according to certain rules, through an issued or improvised piece of information which is tension.

SIGMUND FREUD

In the history of "Johnny" (1909), Freud "proposes that certain recreational activities may have the value of evidence of unconscious conflicts, and leisure is a privileged way of approaching the unconscious mind of children. Freud attributes the central reasons of conflict in children to the "Oedipus Complex". Trough "spontaneous play " the child will reveal many hidden parts of his or her personality.

In "The Creative Writer and Daydreaming" (1908) Freud says that " every child in play becomes a poet, in that he/she creates his/her own world, that is,children devise a new order in their world that pleases them . The child takes the game very seriously and reveals great amounts of affection. The opposite of play is

actual reality. The game serves as a "prop" or in a link between the child's inner world and the real world, encouraging differentiation between psychic reality and material reality. "

In "Beyond the Pleasure Principle". (1920)Freud "sets up the second topic and restates the principle of pleasure-displeasure. A child playing shows signs of his unconscious world. Freud's grandson played repeatedly to cast a reel that showed his distress. When the child was disappointed, he uttered the phrase "ooo", corresponding to the German voice "fort" (left). After the disappearance of the reel, the boy went back into his crib, and said " da "(here it is). After answering several questions, Freud concluded that the child's game structure of " fort-da "was a way that the child could handle unpleasant or pleasant situations. Here the game was considered as a product of the culture that expresses instinctual renunciation and involves transformation. "

Groos

The game is a pre-exercise of functions required for adult life because it helps in the development of features and capabilities that prepare children to perform activities that will play out when they grow up. This theory has established a rule: "the cat playing with hunt ball for mice and the child playing with his hands both learn to control their bodies. " In addition this theory proposes the principle of symbolic function.

From one point of view, the pre-exercise presents symbolic situations . Watching one dog grab another can activate instinct and imagination. From this perspective there is such a thing as symbolic fiction because symbols make situations accessible to the subject who can play as if they were real life situations.

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In other words Groos defines the biological nature of games as intuitive he says games prepare the child to develop his /her activities before the adult stage. For example ,a child plays games with a doll and that activity prepares the child for taking care of real babies when the adult stage is reached .

Jean Piaget

"The earliest form of play that Piaget describes is the" game exercise" which appears at the sensory-motor level. This involves no symbolism or technique. It consists of repeating leisure activities acquired in order to adapt, thus affirming acquired knowledge. "Around 8 months, the child is very fond of games that tend to the construction of a "permanent object". Sheets and pillows mask and reveal the absent object, in the way of object constancy. The activity of the senses and the game of intentionality is the basis of the structure of intelligence.

Between 2 and 3 years appears the "symbolic play" activity that characterizes the preoperative period and the installation of the semiotic function. "This game marks the peak of students' play. Forced to adapt continually to a larger social world, whose interests and rules still are outdoors, and a physical world that is still poorly understood, the child does not like us to meet the emotional needs and intellectuals of his ego in these adaptations. It is therefore, essential to their emotional and intellectual balance that they have an activity of which the purpose is not "fitting in", but on the contrary, the "assimilation" of the real to me, without coercion and sanctions, such is the game, which transforms reality into play to fit , the needs of the self. There are emotional conflicts that recur in symbolic play. Play may thus serve for the settlement of conflicts, but also for the compensation of unmet needs, reversal of roles (obedience and authority), release and unfolding of

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feelings. But the focus on symbolism is not only to formulate and feed the various interests of the subject. "Symbolic play also often refers to unconscious conflicts: sexual interests, defense against anxiety, phobias, aggression or identification with the aggressor, and so on."

The "game rules" take "the child out of the egocentrism of thought" "and the child is capable of accepting universal rules". Morality has become heteronomous and the child should be able to accept universal moral and ethical standards. The child has been installed in a world of specific and reversible operations. Regulations allow games based on the developing of competitiveness respecting differences, seeking improvement , and tolerating frustration. The exercise of individual choices in games with peers allows children to assess them talents and develop them according to their needs. A game challenges and develops the ability to withstand and overcome frustrations. Self -consciousness is encouraged by the possibility of success or failure.

When analyzing the thinking of the authors mentioned, we could say that games are activities that structure the psyche and intelligence essential to emotional and intellectual balance. Games fulfill the role of "shoring up" the inner world, promoting the differentiation between psychic reality and material reality. Games are used at party. A game encourages adaptation and self-awareness to works towards success and avoid failure.

As a cultural product games play a key role in the formation of the ego . The "as if" of the sociocultural order is internalized, resulting in the resignation of the primacy of drives.It can therefore be concluded that the game is a structuring activity that has a purpose and a meaning for both these playing it and for those who administer it.

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EDUCATIONAL GAME

The amenity of the classes is a teaching objective. Recreational activity is attractive and motivating it , captures the attention of our students to the field of language , whether the language be for business or other purposes.

In a communicative approach educational games and educational leisure activities include those in the program in which the subject is presented with a real context and needs to use the language and vocabulary through play for educational purposes. A real situation can be simulated, in the classroom or on a computer screen, that requires language skills of students to carry it out.

Given the great potential of the game as a tool for learning as a leisure activity , the game, which is usually an activity for children, can be used as a tool for education. Learning through play fosters among other values, self-uniqueness, autonomy, interaction, and the use of logical deduction, either through individual or collective work.

In this sense, it is important that future educators recognize and endorse the importance of play in child development from a broad perspective, based on knowledge of the various stages that the student goes though in learning . Many theories support the recreational activity. Thus, in the future , teachers can use games as tools. Games provides students with a universe of alternative techniques, materials, and reflections, for their development in the same way that a child learns through play activities.

Then it could be said that educational games must be part of the teaching programs and the teacher must ensure that this student activity is a major source

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of students   learning and development. By experimentation through games students express their interests and motivation and discover the properties of objects, relationships, etc..

Educators have a need and a commitment to be responsible and form happy people. Similarly, a teacher's daily work should be an art and art always involves the creation of a new set of rules. The methodological strategy is to explore alternatives in a game. Teaching to play and play without fear of failure is one of the secrets of education.

THE IMPORTANCE OF GAME

The value of play in the lives of students can be measured in terms of cognitive, affective and psychomotor aspects . Motor development is relatively easy to observe, as children run, jump and do other physical activities. But the cognitive and affective elements are not so easy to observe. Games promote growth, development, and experiences of students . Games give freedom to imagine, explore and create.Games allow students to imitate adults, to create and represent roles to express immediate needs, and to analyze express and solve problems. Students play in an effort to understand and master their environment.

The game directly influences all areas of development by offering students an opportunity to learn about themselves, about others and the environment. The game helps students as they develop independence, and achieve mastery and control over their environment. Throughout a game students invent, explore, imitate and practice routines of daily living as a stage in the development of self-help skills. The independence that is emerging facilitates the ability to make choices and decisions of daily living such as which book to read. The game

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promotes social development of students. Throughout the game, students learn to interact appropriately with others. They learn to share and laugh ,and they are free to try different social roles and build up their self-image. The game promotes emotional development.

All emotions such as joy, anger and fear are in the game. Through play the child learns to express and control his/her feelings. It is important to allow students to explore and experiment without stereotypes.

Definitely, the game is not a simple activity. It involves all areas of student development and it is the responsibility of educators to promote the holistic well-being of children through experiences (games) that allow them to explore and experience situations while taking into account individual differences .

GAMES INFLUENCE THE PSYCHOLOGICAL DEVELOPMENT OF STUDENTS

Games are method of socialization for people. We can say that games are necessary for the development of personality. One of the games most practiced by children is "role playing" (Rolplay Game). Role playing allows the child   to venture into other realities and assimilate standards of conduct of certain groups. Children can interact with real and fictional characters of certain regions or historical periods.

Among the most important aspects of the game and its contribution to the psychological development of students, they are the following structural components: intellectual-cognitive, volitional, behavioral, affective-motivational and skills.

The intellectual-cognitive aspect encourages observation, attention, logic skills,

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fantasy, imagination, initiative, scientific research, knowledge, skills, habits, creative potential, and so on.

The volitional aspect develops behavioral and self-critical spirit, initiative, attitude, discipline, respect, perseverance, tenacity, responsibility, courage, punctuality, the systematic, regularity, fellowship, cooperation, loyalty, self-confidence, it encourages fraternal emulation, etc...

The affective-motivational aspect fosters camaraderie, interest, love of activity, collectivism, the spirit of solidarity, giving and receiving help, and more. As can be seen the game itself is a way to stimulate and encourage creativity. In this context the game also introduces technical elements for developing constructive games, the assimilation of technical knowledge and satisfaction with the results to enhanced the creative and technical ability of the individual.

These activities may include designing technical and creative toys, repairing broken toys, toy and game development, and performance trough testing of games and toys.

Games for hundreds of generations have been the basis for spontaneous education , allowing for the transmission of social norms,for the best of traditions and for the development of creative capacity. The latter is the core of the personality of the individual that allows the person to accept the challenges of difficult situations and to resolve problems that arise in life.

THE GAME FEATURES:

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• The game is a creative resource, both in the physically sense (sensory development, motor, muscle, psychomotor coordination), and mentally, because the child at play uses all his/her wit and inventiveness for originality, intellectual capacity ,and imagination.

• The game has clear social value as it contributes to the formation of habits of cooperation and assistance, coping with life situations , and therefore, leading to a more realistic world.

• The game is a means of affective expression which makes it a very useful tool for the psychologist and educator, especially when problems affecting the child are known.

• The game also has "substitute value " because during the game , the child experiences real adult situations; for example, by playing with dolls, shopping, etc...

• The game provides the appropriate context in which children can meet their basic educational needs. It can and should be seen as a mediating instrument given a series of conditions that facilitate learning.

• Trough games the child is encouraged to participate in activities that may be unattractive, becoming the alternative for those activities which are routine and uninspiring.

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• Through play children discover the value of "others" as opposed to him/ herself , and internalized attitudes, values and norms that contribute to their social-emotional development and the achievement of the socializing process .

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*formacionprofesorado.educacion.es/.../229-aplicacion-de-**juegos**-**did**..*

Pedagogía `97. Curso 57. Si, jugando también se aprende. Lic. Ricardo R. Oropesa Fernández.

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THE GAME AS A STRATEGY FOR LEARNING.

Games are an interesting way to learn. You can have fun and learn at the same time!

Ifa teacher wants tomake yourclass fun and enjoyable he/she should use interesting activitiesto call the attentionof the students. The teacher can use games which are enjoyable. The core of many games lies in out-stripping, in friendly fashion, someone else's performance. The goal is visible and simulating: outdoing others, and improving oneself are by and large enjoyable recreations. Enjoyable also is the active co-operation with one's associates, in group or team activity.

Everybody knows that a language is learned by using it and this means that students should use the language in any situation of communication The situations which bring a foreign language to life in the classroom are provided by gestures, by handling and touching things, by incidents and activities, by pictures, by dramatization, by interesting stories, spoken or in print.

In other words, games provide a context for meaningful communication. Even if the game involves discrete language items, such as a spelling game, meaningful communication takes place as students seek to understand how to play the game and as they communicate about the game before, during and after the play. Also, games are student-centered in that students are active in the games, and games can often be organized so that students have the leading roles, with teachers as facilitators.

The game,as akey elementin strategies tofacilitate learning, is considered as a set ofenjoyable activities; it can be short and funny, with rules that allow the strengtheningof values , respect, tolerance, responsibility, solidarity, trust in

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itself,security, loveof classmates, it encourages fellowshipto share ideas, knowledge and concerns, all of which facilitatethe effortto internalize knowledge significantly.

Games also helpstudents toresolve theirinternal conflicts andpost-conflict situations and to face them with determinationand wisdom, since the facilitator hastraveledthe roadwith the learner . The game is superior tootherrepressive, traditional methods of teaching .Not all studentscan learn by the old ortraditional methodof justhear the teacherrepeats whatthe book says ,or by reading or watching moviesin English.

Eachstudent has her/his ownmethod of learning andeducatorsknowto teachstudents trough adequateor propermethods. A common approach is necessary , a method that worksfor all studentsin the process oflearning.

Using games is amethod thatsurprises both teachersand studentswhen students are thinking about winning ,they pay attention to content, they carefullyreadtexts, ask questions, pay attention to spelling .

Moreover, educatorsrealize thatstudentsare studyingwhile playingmore thanthey normally doand thatisfair value.It is thereforeprudent toreward thestudentwith eitherextra points,with words of encouragement, with candy or with small gifts.At the same time ,by bringing the gameinto theclassroom, teachers help tomake classesmore fun. Students will learnfrom mistakesand teachers will be amazedby thechange of pace brought about through games.

The game is a combination ofserious learningand fun. Learning can be fun and can be involved creativity when games are used .In addiction ,if activitiesare plannedconsciouslyclassroom, the teacher can learn andhave funat the same time while doing his/her job.

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In conclusiongames shouldbe seen asan important activity inthe classroom, because they providea different way toacquirelearning,leisure and recreation.Games allowthe participants to direct their intereststo areasinvolved in the play activities. The teacherworkswith initiativeandinvents gamesthat fitthe interests, needs, expectations, age andlearning levels of the students

CLASS ORGANIZATION

The first thing the teacher should do before starting the class is to figure out how to organize it. For the younger students it will be necessary to change activities every five to ten minutes because young students have shorter attention spans than alder students . If you don't change your activities, the students will start losing interest. In the higher elementary grades, the teacher can expand the time spent on each activity. Additionally, the teacher should try to have everything ready to go before the students enter the classroom. That way the educator can go from activity to activity with minimal interruption. This is essential as it is possible to control of the class if the students are not kept occupied.

If a game is to be played by the whole class at the same time, working in groups of 6 or so, then the teacher should teach the students the rules and procedures of the game. What follows here are some thoughts about how to make this process as efficient as possible.

In teaching games to large groups there are three different methods that work well depending on the game and the situation.

- Introduce the game to one group of students while the others are completing some individual work and then divide the whole class into groups, putting one member of the first groups into each group to teach the game to the group.

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- Play the game with the class divided into the groups in which they will subsequently play, and play the game with the whole class, each group acting as a single player.

- Choose a set of students to come to the front of the class and play the game as a demonstration, possibly with assistance in decision making from the whole class. If this is done it may be useful to have large-size cards, which can be seen by the whole class.

However, the teacher is the director of the class and he/she should establish a few procedures and ground rules. For example; Tell students that if they cannot play the game in an orderly fashion, they will have to stop the activity.

Also, the teacher decides how to divide the students--this may be different for every game. Some games require individual play; others may require students to work in small groups. Make sure to find ways for every student to participate in the games, even if they work in groups.

It may sometimes be necessary to assign student helpers for some games. Choose students to keep score, to help with passing out materials or to referee the game.

Remind students that the teacher is the king or queen of the classroom and the teacher's is the law. In other words, the teacher makes the final call on all game questions; if students argue with the teacher , they may lose the privilege of playing the game.

When the game is over , reward the winners. Give bonus points to students based on the points they earned in the game, or give away a prizes such as homework pass.

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KINDS OF GAMES

The importance of games in education is great . The game is a powerful factor in the preparation of the student's social life; playing teach solidarity and form and ,strengthens characters while stimulation the creative power.

In favor of to individual power, language games explain and stimulate ingenuity, they develop the spirit of observation, and develop perfect patience. Games also favor visual acuity and the tactile and auditory sense of time and space. Games give comfort, grace and agility of the body; games can be monitored in the following way :

• Games for the development of skills.

• Games for the consolidation of knowledge.

• Games for the strengthening of values (citizenship skills).

The game changes fundamentally in appearance and association. Games respond strongly to the group instinct. For this reason these types of games are divided into the following groups:

a) Speed games. In these games running and jumping is required , no skill, art or tactics are required   motor coordination must be impeccable.

b) Force Games . These games require a great display of energy, and usually produce fatigue and congestion.

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c). - Skill Games These games are characterized by the economical use of effort, the right combination of movements towards an end.

j) Individual Games, These games are played by a single student to stimulate personal interests. Personality cannot be developed   within the narrow framework of the individual environment, plus there is the danger of forming a self-centered personality and introverted type.

k) Collective play games take place among several people, they comply with the principle of socialization and are stimulated by evolution and competition. An example is team sports.

l)-Free games, they are carried out in complete freedom, without the intervention or supervision of the teacher. This type of game was invented by Froebel. It has its drawbacks, however the student is unable to realize the dangers that some games contain. In the old school free play was produced in all recesses and has now been replaced by supervised play.

m)-Monitor Games where without rejecting the spontaneity and freedom of the students. The teacher leaves the student with the initiative, but notes and takes advantage of the enthusiasm to avoid the dangers of giving some rules. Taking advantage of the student interest when teaching some subject or subjects.

n)Organized Games are previously arrangement . The teacher is the one who plans, schedules, and performs ,the game with the kids. He participates as a guide and controls the order and rules, encourages and results.

Correct selection of Educational Games is in line with the objectives and content of

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education, as well as with the organization of the teaching process. Its comprehensive distribution and implementation is ensured primarily by readiness, by the knowledge and by the mastery of these teachers acquire. To develop successfully, games require good solid preparation by students.

Educational games can be applied in a common class or turn in extra-class time; everything depends on the accomplishments to be achieved and the course content that is used. After each activity, it is recommended to select the winning group and offer a reward the most outstanding student must be select .Rewarding is valuable for strong motivation in upcoming games.

GAME RULES

There are many rules of the games but the main are the following :

- Games to influence the teaching task.

-By setting the sequence to develop the action.

-By prohibiting certain actions.

Teachers need to repeat the rules of the game several times and draw the attention of all when the rules are not met or when the game is lost or does not makes sense. Thus, we also, have developed the sense of organization and relationships with upper class.

The themes for educational games should be related to the different contents of the educational activities that are taught, and be part of them with activities for the development of language, for example, games are made for the correct

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pronunciation of sounds, although it is worth noting that games rarely place when sound is presented for the first time ;however, the   teacher cannot always control whether the students correctly pronounce the sounds.

In games that are used for the intellectual development, educators can use a toy (doll, puppet, etc...) to lead the activity. This increases the interest of the students. Game content is selected taking into account that students already have certain knowledge about objects and singularities of the surrounding world. It is necessary before the game is to examine the objects to be used in it. The leisure activities of many educational games for students require a description of the object according to its fundamental characteristics. Moreover, games will apply what they know about the similarities and differences between objects or knowledge. When the teacher realizes that during the activity students do not follow the rules of the game or perform the actions indicated stop the game and return to explain how to play.

DÁVILA , R. J. (1987). *El juego y la ludoteca. Importancia pedagógica*.

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OBJECTIVES OF THE DEVELOPMENT OF THE SKILLS

Teaching English as a foreign language has become one of the main needs of great importance in our society and in all fields. For this reason teaching English as a foreign language is now one of the most important subjects in all educational institutions. The implementation of English has brought along the need to establish clear objectives that are different from the ones traditionally assigned to secondary schools. While in secondary schools we still find, in many cases, teaching based on the formal aspects of the language.

Nowadays, the English textbook used by the students in "26 de Febrero school presents two or three topics of interest for students but none of them contains the enough extra material to motivate and reinforce the students and develop their different skills.

For the reasons above mentioned we propose to elaborate a booklet of activities for developing and reinforcing the four skills, including vocabulary and grammar which will contribute to the teaching-learning process of the English language.

ACTIVITIES

Our objective is to develop activities that help students   improve their listening skills and that involve them in an active teaching-learning process, so that the new language they acquire will be useful.

LISTENING

Listening is the language skill which learners usually find the most difficult. This is often because they feel under unnecessary pressure to understand every word. To achieve the aims related to this skill, the teacher must consider the three following stages:

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a.-**The pre-listening activity.** We can use pictures, regalia, charts and short dialogues in order to help students to anticipate what they know about the topic.

b.-**The listening activity:** It can be extensive Listening for global or extensive comprehension.

Intensive Listening: For detail or intensive comprehension

c.- The post listening activity: It provides feed back on the teaching learning process. In this stage students infer meaning from context.

SPEAKING

Games and pair work activities based on a given model, encourage the students to begin to manipulate the language by presenting them with a certain amount of choice, albeit within a fairly controlled situation.

In order for any speaking activity to be successful students need to acknowledge that there is a real reason for asking a question or giving a piece of information. Therefore ,the teacher must provide a reason for speaking.

Once the activity begins, the teacher should be sure that the students are speaking as much English as possible without interfering to correct the mistakes that they will probably make.

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READING

The best way to help students improve their reading is by choosing topics of interest according to age and level, or to find out something students do not already know.

Reading also has three stages ,which are the following.

a.- Pre-reading: Predict the general context of the text . Discuss the subject and ask questions to elicit language and to stimulate the students' interest in the text before they begin reading.

b.- Reading: The teacher must provide support for students and encourage them

 to work out the meaning of vocabulary as they come across it, using the context and the supporting illustrations.

c.- Post reading : After reading students understand the message ,answer questions, and do different exercises.

Writing skills are specific abilities which help writers put their thoughts into words in a meaningful form, and to interact with the message.

Writing helps the students gain independence comprension , fluency and creativity in writing. If learners have mastered these skills, they will be able to write so that not only they can read what they have written, but other speakers of that language can read and understand it.
There are many steps to follow :

PREWRITING (THINKING)

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This occurs when students gather their information, and begin to organize it into a cohesive unit. This process can include reading, taking notes, brainstorming, and categorizing information. Prewriting is the most creative step and most students develop a preferred way to organize their thoughts.

Drafting (writing)

It is essentially just an extension of the prewriting process. The student transfers the information gathered and organizes it into a traditional format. This may take the shape of a simple paragraph, a one-page essay, or a multi-page report. Up until this stage, they may not be exactly certain which direction their ideas will go,

Revising (making it better)

This is usually the least favorite stage of the writing process, especially for beginning writers. Revising can include adding, deleting, rearranging and substituting words, sentences, and even entire paragraphs to make their context more accurately .

Proofreading – (making it correct) This is a chance for the writer to scan his or her paper for mistakes in grammar, punctuation, and spelling. When students learn some rules during the writing process they are more likely to remember to use them in the future

Publishing: (Sharing the finish product) The writer should share the job with another person..

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THE PRESENT SIMPLE

This work is about how teach present simple through games , but first we are going to see what is the present simple tense and when do you use it ?

📄 Structure	📄 Examples	📄 We use the Present Simple Tense:
🔖 *To form the **Present Simple Tense** we use the verb's base form (**go**, **work**, **speak**, **study**). In 3rd person singular (**he, she, it**), the base form of the verb takes **-s/es**. (Auxiliary verbs "be," "do," "have", which can also be used as main verbs, are exceptions.)* 🔍 ***Affirmative form*** *I* *you work* *we*	1. Philip **gets up** at 6 o'clock *every morning*. 2. I **go** to school *every day*. 3. She *sometimes***goes out** on Friday night. 4. I *usually***sleep** late on Sunday morning. 5. Peter **works** for 8 hours *every day*. 6. We *usually***start** work at 8 o'clock. 7. My children *often***watch** TV in the afternoon. 8. He *always***forgets** his keys.	🔖when we talk about things that happen repeatedly or habitually 📘With Present Simple Tense we often use time expressions such as *always*, *often*, *sometimes*, *usually*, *seldom*, *on Saturdays*, *rarely*, *never*, *every day*, etc.
	1. I **work** in a bank.	🔖when we talk about

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they *he/she/it works /-s/* *go - goes /-es/* *watch - watches /-es/* *play - plays /-s/* *study - studies /-es/*	2. Kate **speaks** English very well. 3. Tom **lives** in London.	permanent or long-lasting situations
!Remember: *to be* *I/you/we/they are* *he/she/it is* *to do* *I/you/we/they do* *he/she/it does* *to have*	1. People **make** choices because they can't have everything they want. 2. Nurses **work** in clinics and hospitals. 3. Football **is** a very popular sport in Bulgaria.	when we talk about people or things in general
I/you/we/they have *he/she/it has* *Negative form*	1. The Earth **is** spherical. 2. My birthday **is** in May. 3. California **is** in the Unated States. 4. The sun **rises** in the east. 5. Water **freezes** at 0°C (32°F).	to indicate general truths, facts and scientific laws
I *you DO NOT /don't/*	1. We **arrive** in Rome at 6 p.m. 2. The train **leaves** in five minutes.	when we talk about travel plans and timetables (mainly with verbs such as **go**, **leave**,

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we *WORK* *they*	3. The course **starts** next Thursday.	**arrive**, **start**, **come**, **return** etc.)
he/she/it *DOES NOT* */doesn't /* *WORK* *1. She **doesn't** often **go** to the cinema.* *2. I **don't get up** early at the weekend.* *3. They **don't speak** English very well.* 🔍 ***Interrogative form***	1. She **loves** jazz music. 2. My aunt **hates** travelling by train. 3. I **like** ice cream. I **don't like** spinach. 4. I **think** she is a wonderful person. 5. **Do** you **believe** in God? 6. I **have** no money at the moment. 7. My brother **has** a new car. 8. That bicycle **belongs** to me.	📌with **state** (or **stative**) verbs such as **like**, **dislike**, **love**, **think**, **seem**, **look**, **know**, **feel**, **understand**, **want**, **need**, **hate**, **remember**, **forget**, **prefer**, **believe**, **mean**, **taste**, **hear**, **see**, **have***(when the meaning is "possess")*, **own**, **belong**, etc. These verbs <u>are not normally used</u> in the Continuous Tense (but there are exceptions).
I *DO you WORK?* *we* *they* *DOES he/she/it*	1. **Pour** all ingredients into a mixing bowl and **mix** until smooth. 2. **Walk down** the street to the corner and then **turn** right.	🔵to give instructions/directions

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WORK?

*1. **Do** they **speak** foreign languages?*
*2. **Do** you **want** a banana?*
*3. **Does** your sister **play**the piano?*

📌 *Questions and short answers:*

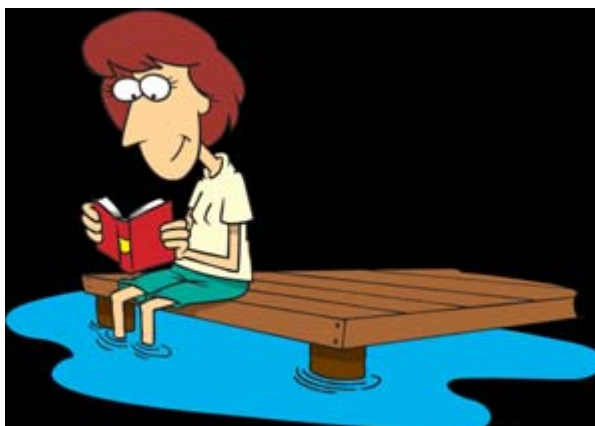*Do you **like** spaghetti?*
*Yes, I **do**.*
*No, I **don't**.*

*Does she **know** Bulgarian?*
*Yes, she **does**.*
*No, she **doesn't**.*

📄 **Notes about formation of the 3rd person singular (he, she, it):**

✏️If the verb ends in **-ss, -sh, -ch, -x** or **-o**, add **-es** to the base form:
  ki**ss** - kiss**es**, fini**sh** - finish**es**, wat**ch** - watch**es**, mi**x** - mix**es**, g**o** - go**es**

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✒️ If the verb ends in **consonant** + **y** change **y** to **i** and add **-es**: stud**y** - stud**ies**, cop**y** - cop**ies**, tr**y** - tr**ies**, carr**y** - carr**ies**	

LESSON PLAN

AIM: at the end of the lesson the students will be able to talk about the jobs and the things or activities that people do or develop. The students just will develop the skills that they have learnt in the teaching process about a foreign language.

WARM UP: To break the ice the teacher will make a warm up with the students .First , the teacher will explain the game and second, students have to do the things that the teacher asks for this activity.

Categories

For this game, one person thinks of a category, such as MOVIES. In a circle, everyone must take a turn thinking of a Movie title (in English of course). If someone takes too long to give an answer (the leader should count to five) then that person is out and a new category begins. If someone gives an answer that doesn't make sense or is incorrect, he is also out of the game. For example, if the category is VEGETABLES and someone says "banana" that person is out. The game continues until only one person is left!

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VOCABULARY: First, the teacher will give a situation and then he or she will give some important words about Jobs and some verbs about the activities according to the things that the people do in their Jobs then the teacher will explain the meaning through flashcards. Also, the teacher will ask students if they know about the jobs and activities that develop in each one .

For example:

Teacher says: Do you know…… what does a secretary do in her office?

Students answer: She writes letters.

Teacher: What does a teacher do?

Students: Teach

PRESENTATION STRUCTURE

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The teacher sticks the flashcards on the board and he /she writes sentences with each one. After that ,the teacher says the sentences and the students have to repeat .

Example:

The secretary writes letters.

The teacher teaches students.

He answers the telephone.

You study in the high school.

PRACTICE STRUCTURE.

Practice is the most important in the learning process. There are mechanical and meaningful practices.

MECHANICAL PRACTICE

Teacher says to the students. Can you tell me….. What does a reporter do?

SS. He interviews famous people .

T. Everybody repeat

SS. He interviews famous people.

MEANINFUL PRACTICE.

The teacher asks questions changing the professions or jobs and students have to say what things these people do .

T. What does a painter do ?

Ss. He/she paints things.

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T. Everybody repeat.

Ss. He /She paints things.

After that, the teacher gives students a worksheet . Then students have to write the correct verb according to each picture .

WHAT DO THEY DO IN THEIR JOBS? 1

Choose the suitable verb and complete the sentences with the present simple:

1. A secretary ....letters.

2. A teacher......... maths to students.

3. A postman .... letters.

4. An optician .... your eyes.

5. A mechanic .... your car.

6. A porter ....your suitcases.

7. A cook .... meals.

8. A hairdresser .... your hair.

9. A waiter .... you at a restaurant.

10. A surgeon .... operations at a hospital.

11. A nurse

12. An architect

13. A receptionist

14. A journalist

15. A director

SELL

TEST

ANSWER

CLEAR

TYPE

HELP

GROW

TAKE

PLAY

TEACH

CARRY

DRIVE

CUT

DESIGN

PRODUCTION

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LISTENING SKILL

Students have to listen to a song to complete the missing word. After that the teacher give them a card with a picture which represents a verb or profession. Then the students have to listen to the song careful and they have to raise up the card when they hear the VERB in the song.

Professions and Work Songs

Rub-a-dub-du
Three men in a tub
And how do you think they got there?
The butcher, the baker,
The candlestick maker
They all jumped out of a rotten potato,
'Twas enough to make a man stare.

Soldier, Soldier Will You Marry Me?
Soldier, soldier will you marry me
With your musket, fife and drum?
Oh, how can I marry such a pretty
Girl as thee,
If I've got no shoes to put on?

Off to the cobbler she did go,

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As fast as she could run,

Bought him a pair of the best that

Was there,

And the soldier put them on.

Chorus: Soldier, Soldier…

Oh, how can I marry such a pretty girl as thee,

If I've got no pants to put on?

So off to the tailor she did go …

Chorus: Soldier, soldier…

Oh, how can I marry such a pretty girl as thee

With a wife and baby at home?

Clementine

In a cavern, in a canyon,

Excavating for a mine,

Lived a miner, Forty-Niner,

And his daughter, Clementine.

Chorus:

Oh my darling x 2

Oh my darling, Clementine,

You are lost and gone for ever,

Dreadful sorrow, Clementine.

Johnny Works with One Hammer

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Johnny works with one hammer (the children bang on the table with one hand

when "one hammer" is sung)

One hammer, one hammer,

Johnny works with one hammer,

Now he works with two.

Johnny works with two hammers… (the children bang both hands)

Johnny works with three hammers… (they stamp one foot as well)

Johnny works with four hammers… (two hands, and two feet)

Four hammers, four hammers,

Johnny works with four hammers,

Now he goes to sleep.

I've been Working on the Railroad

I've been working on the railroad, all the live-long day.

I've been working on the railroad,

Just to pass the time away.

Don't you hear the whistle blowing?

Rise up so early in the morn!

Don't you hear the captain shouting?

Dinah, blow your horn.

Chorus:

Dinah, won't you blow, Dinah, won't you blow,) x 2

Dinah, won't you blow your horn?)

Someone's in the kitchen with Dinah,

Someone's in the kitchen, I know,

Someone's in the kitchen with Dinah,

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Strumming the old banjo.

Fee Fi Fiddley aye, oh, x 2

Strumming the old banjo

When I was a Soldier

(The children recite this chant and perform the appropriate actions)

1. When I was a soldier, a soldier, a soldier,

When I was a soldier, this is what I did.

2. When I was a sailor, a sailor, a sailor…

3. When I was a tailor…

4. When I was a driver…

Baker's Man

Pat a cake, pat a cake,

Baker's man

Bake me a cake

As fast as you can.

Pat it and prick it

And mark it with B

And put it in the oven

For Baby and me.

There was a Jolly Miller

There was a jolly miller once,

Lived on the River Dee;

He worked and sang from morn till night,

No lark more blithe than he.

And thus the burden of his song

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Forever used to be,

I care for nobody, no! not I,

If nobody cares for me.

Lavender's Blue, Dilly, Dilly

Lavender's Blue, Dilly, Dilly

Lavender's green;

When I am king, dilly, dilly

You shall be queen.

Call up your men, dilly, dilly,

Set them to work,

Some to the plough, dilly, dilly,

Some to the cart.

Some to make hay, dilly, dilly,

Some to thresh corn,

Whilst you and I dilly, dilly,

Keep ourselves warm.

The Drunken Sailor

What shall we do with the drunken sailor, x 3

Early in the morning,

Hey ho and up she rises, x 3

Early in the morning.

What Are You Going to Be?

What are you going to be x 2

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I shall be a soldier,

That's the life for me.

What are you going to be? X 2

I shall be a fireman,

That's the life for me.

What are you going to be x 2

I shall be a garge hand

That's the life for me.

Tinker, tailor, (an elimination game to find who is "It")

Tinker, tailor, soldier, sailor,

Rich man, poor man, beggar man, thief,

Doctor, lawyer, Indian chief.

READING

The purpose of the activity that the students improve their vocabulary and explain words in context.

Students have to read the text and answer some questions.

Tim works for a company in Sacramento, California. He's a customer service representative. He gets up at six o'clock each workday. He drives to work and begins his job at eight o'clock. He speaks to people on the telephone to

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help them with their banking problems. People telephone the bank to ask questions about their accounts. He doesn't give information about accounts until people answer a few questions. Tim asks callers their birth date, the last four digits of their social security number and their address. If a person gives incorrect information, Tim asks him to call back with the correct information. Tim is polite and friendly with everyone. He has lunch in a park next to his office. He returns home at five o'clock in the evening. After work, he goes to the gym to work out. He has dinner at seven o'clock. Tim likes watching TV after dinner. He goes to bed at eleven o'clock at night.

WRITING

FREE WRINTING

Students have to write about:

What Do You Want to Be When You Grow Up? Or

What does the father or mother do in his/her job?

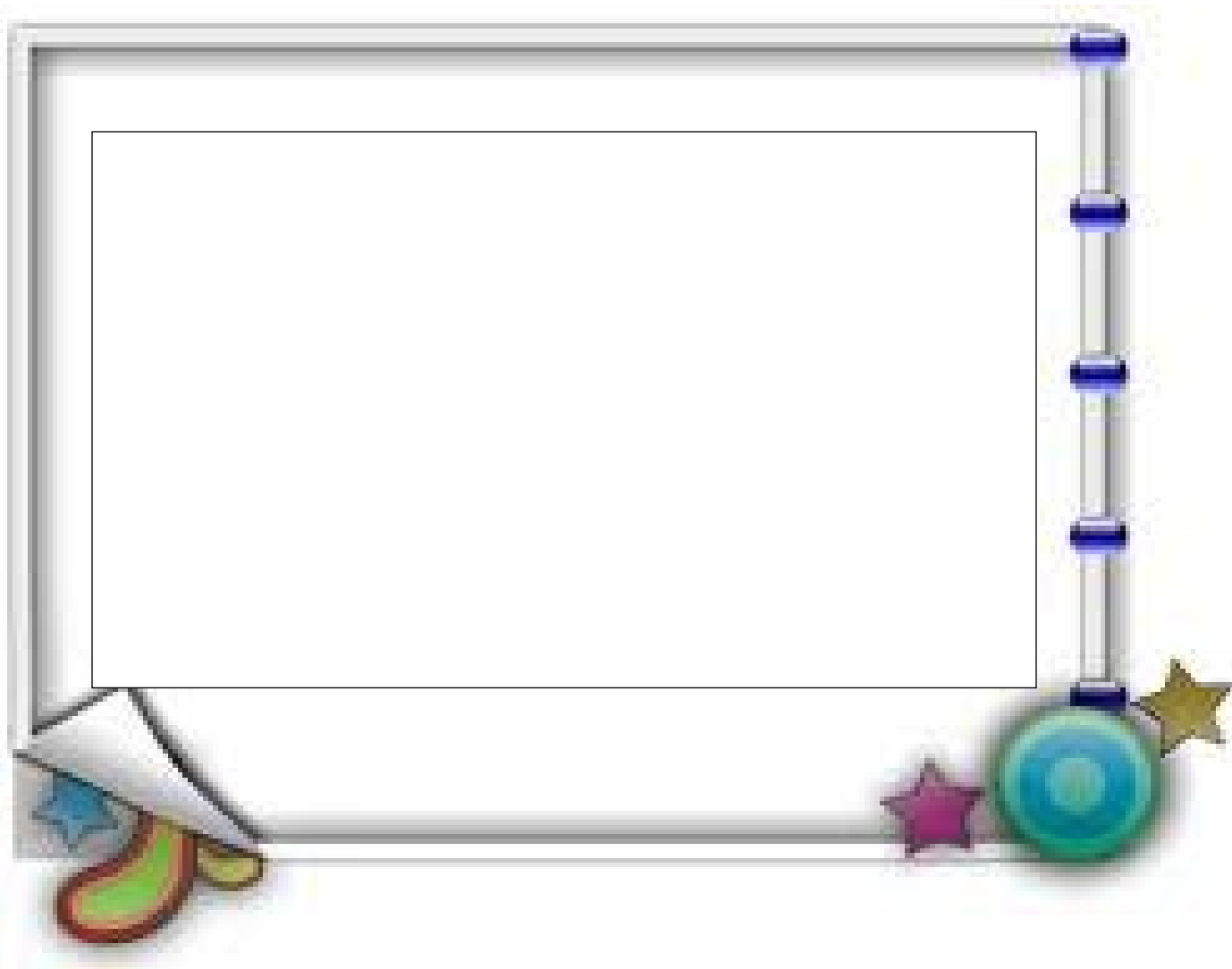**Students have to follow the example about Tim's job .**

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CONCLUSION

After we have written about the importance of fun activities, we have as conclusions:

- We can say that with fun activities, students will pay more attention; they will be concentrating on it because it will not be boring. Everybody likes games, so students will remember and learn successfully.

- Fun games inside the classroom will be a good way for teaching and learning. Students' motivation will increase and their enthusiasm for participating will help to get what the teacher wants to teach them.

- Fun activities will be appropriate for students of these ages (11-12) Because they will be ready to apply the Simple Present of an easy and comprehensible way.

Also, we can mention that the games we have developed in this work can be used as an important tool to reinforce the simple present tense for students from 11 to 12 years old .

The activities are easy and fun in order that the students enjoy them. Students can express themselves without fear. Games create a good

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atmosphere in which the students can express themselves as in real situations.

Finally our purpose is to entertain students and help them to see that English is not difficult, but easy and fun.

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