6.4. OBJECTIVES.

GENERAL OBJECTIVE:

To elaborate a didactic guide with methodological strategies based on the Multiple Intelligences to achieve the active participation of the students in the teaching-learning process.

SPECIFIC OBJECTIVES:

- To define the methodological strategies to improve the teaching-learning process of the English language using the Multiple Intelligences Linguistic, Visual, Kinesthetic and Musical.

-To apply the didactic guide for improving the English teaching-learning process through funny activities to promote the students' integral development.

-To diffuse the didactic guide introduced in this project.

6.5. PHYSICAL AND SECTIONAL LOCATION.

The present investigation was made in the Unidad Educativa Particular Evangélica "4 de Julio" from Ibarra, this institution is located on Eugenio Espejo Avenue and Ricardo Sánchez. This is a big building with two floors, besides it has comfortable and plentiful classrooms, large recreate and sportive area where students can enjoy of their free time.

6.6. PROPPOSAL DEVELOPMENT.

This guide with methodological strategies based on the Multiples Intelligences Verbal-Linguistic, Visual-Spatial, Bodily-Kinesthetic and Musical, the same will help to the daily labor of the English Teachers, in the same way to students to achieve the best success to learn the English language.

UNIT 1 DESCRIBING PEOPLE.

INFORMATIVE DATA:

INSTITUTION   :Unidad Educativa Evangélica "4 de Julio"

COURSE   :Eighth Year

TEACHER   :

THEME   :Describing people.

OBJECTIVE:

To describe people according to their physical features and personality traits.

CONTENTS:

Topics:

- Physical appearance and personality.

- Role models.

Vocabulary:

- Parts of the body.

- Body related actions.

- Physical features.

- Personal traits.

- Jobs and occupations.

Grammar:

- Plural nouns.

- Possessive adjectives.

- Simple instructions.

- Quiz.

STRATEGIES:

READING: Looking at the headings of a chart.

WRITING: Identifying and correcting mistakes.

LISTENING: Studying the main features of a picture before listening.

VOCABULARY: Using pictures.

SPEAKING: Practicing expressions and rules several times.

PRONOUNCIATION: (S) (IZ).

RECOURSES:

Student book

Teacher's guide

Recorder

Pictures

Dictionaries

CDs.

Magazines

Newspaper

EVALUATION:

Work groups, expositions, dramatization, oral and writing evaluation.

LESSON PLAN 1
PARTS OF THE BODY.

INFORMATIVE DATA

INSTITUTION : Unidad Educativa Particular Evangélica "4 de Julio"

SUBJECT : English

TEACHER :

DATE :

BASIC YEAR : Eighth Year.

OBJECTIVE

At the end of this lesson students will be able to name the parts of the body and say what they can do with them.

INDICATORS:

Identifies and names parts of the body appropriately.

Gives simple instructions and performs actions using his / her body.

Spells and pronounce plural nouns appropriately.

KEY VOCABULARY AND STRUCTURES:

Vocabulary.

- Parts of the body.

- Body-related words.

**Structure**:

- Regular and Irregular plurals.

STRATEGIES:

Using pictures.

STAGE	PROCEDURES	RESOURCES
WARM UP (Visual and Musical)	• T. Greets students • T. Encourages students to listen and touch the body parts as they are mentioned • Ss. imitate, sing the song touching and adding movements of the body parts as they are mentioned.	• CD and CD player.
PRESENTATION (Visual, Linguistic and Kinesthetic)	• T. Shows some pictures to the class about the body parts. • Ss. look at the pictures and identify the body parts then write. • T. Pronounces and touch their body parts.	• Flash cards. • Board • Markers
PRACTICE (Visual and Linguistic	• Ss. work in pairs. Read and match the numbers with the words about the body parts. • Ss. Listen to the CD and check their answers. • T. Asks students to observe the drawings and motivate to guess the activities they can do. • T. Asks students to read the statements then try to complete them. • Ss. listen and complete with the correct words. • Ss. Match the pictures with the statements.	• Students books • CD. And CD player.
PRODUCTION (Linguistic, Kinestethic, Visual and Musical)	• T. Divides the class in groups of three students and play a funny game. • Ss. Perform the actions.	• Students • Teacher • Game
REINFORCEMENT ACTIVITIES (Linguistic and Visual)	• T. Asks students to reflex on grammar and read the examples of the plural nouns. • Ss. Write the plural of the nouns.	• Chart • Copies
EVALUATION (Musical, Linguistic, Kinestethic and Visual)	• Ss. Sing the song and act it out. • Ss. Listen and assemble a puppet. • Ss. Identify and name the body parts. • Ss. Expose about grammar.	• Puppet • Flash cards • CD and CD player.

WARM UP ACTIVITIES: *THE PUPPET SONG*

1. Ss. stand up.
2. Ss. Pronounce the body parts and touch them as they mentioned.
3. T. Play the CD.
4. Ss. Sing the song until they associate correctly.
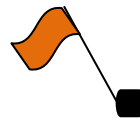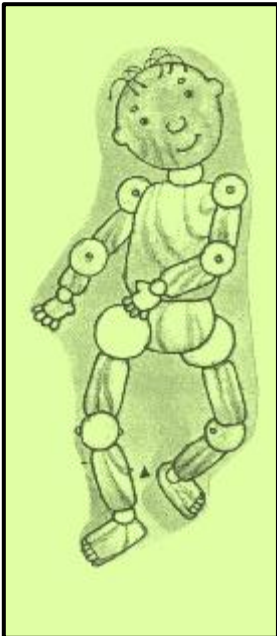
I move my feet to the left and right,

And I dance and I dance and I dance all night

Because …..

My shoulder is connected to my arm,
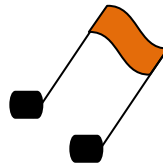
and my arm is connected to my elbow

And my arm is connected to my wrist

My hip is connected to my leg,

And my leg is connected to my knee,

And my leg is connected to my ankle

And I dance and I dance and I dance all night

PRESENTATION ACTIVITIES.

1. T. Brings in some pictures of the most common boy parts, (eg. Hand, head, arm, legs and face).
2. T. Divides to the class in groups.
3. T. Asks a student to draw a body part, warn he / she can't speak only move or point to any parts of his / her bodies.
4. The other students have to guess and say which part of the body is being drawn.
5. Ss. Take a card with a word of the body part then ask to label with the pictures.