



# EXPERIENTIAL MODULE

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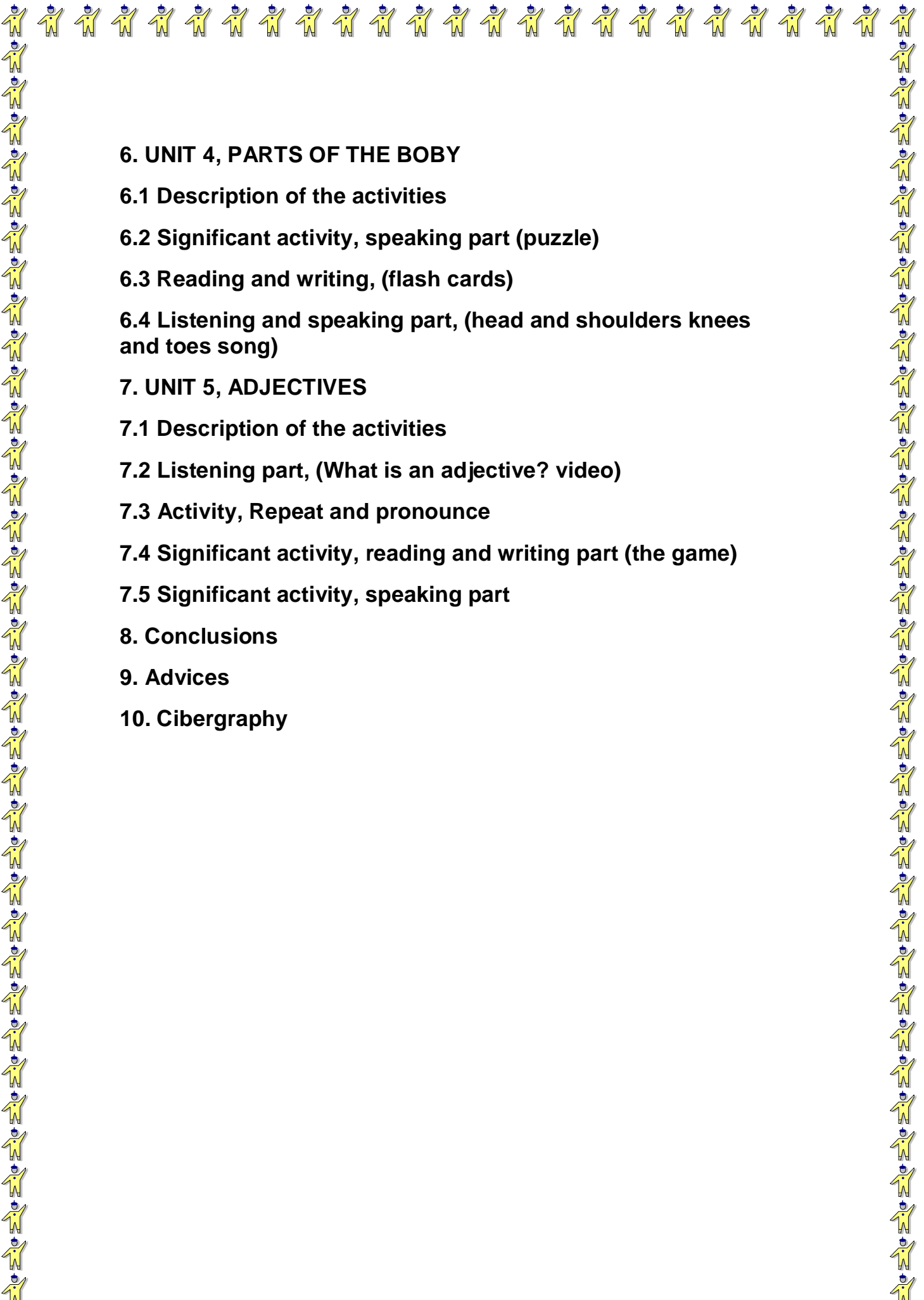
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## INTRODUCTION

Acquire or have basic knowledge of a second language, it has become necessary and useful to the educational community of any institution, the development of the current module is with the purpose that students have an approach to English language of didactic and practical way .

This present proposal will able to develop different topics of fourth grade in a fun and pleasant way, which will permit them to improve the use of the four English language skills in a integrated form.

Each unit of this module is made to work individually and in groups in which the students will have the advice and supervision by the teacher who is willing to clarify any doubts that appear.

## OBJECTIVE

The main objective of this module is that students acquire new learning through a teaching method that helps them understand in an easiest way the English Language.



# TOPICS



**Professions**



**Family**



**Verb To Be**



**Parts of the Body**



**Adjectives**

# UNIT 1

## THE PROFESSIONS

Identify the different professions and the respective features.

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<sup>1</sup> Imagen tomada de: <http://portal.obraenlinea.com/2009/09/kidzania-se-expande-en-mexico-y-el-mundo>



# THE PROFESSIONS

# Activities



## READING PART

In the first part, according to some statements about professions, it must choose the appropriate image for each one.

## WRITING PART

Students have to match the picture with the right name of the profession.

## SPEAKING PART

In this part you have to choose a profession and will visit the workplace of the person looking at everything around there. Then with recycled materials we will make the costume. Finally we are going to write keywords and talk about that. Look at example.

## LISTENING PART

According to listening about the functions of the professions, it must choose the correct picture and write the correct professions.



# THE PROFESSIONS



## READING PART

According to the following statements, you must choose the appropriate image for each one.

POLICEMAN



This person practices the world's most popular sport.

This person specializes in the transportation and handling of airplanes.

He/she is the person responsible for maintaining public order.

This person dedicated to cure or prevent diseases.

He/she is a person who teaches and practices in the classroom and in different spaces.

DOCTOR



FOOTBALL PLAYER



AIRPLANE PILOT



TEACHER



<sup>3</sup> Imágenes tomadas de : <http://www.soloimagen.net/imagenes-animadas/Profesionales-ver.asp?PicID=55>, <http://www.quierodibujos.com/sobre/Jugador+de+Futbol>





# THE PROFESSIONS



## SIGNIFICANT ACTIVITY

### WRITING PART

In this part, we are going to organize a profession parade; each student will have a costume of a profession and their respective name in a poster, and then write the corresponding name in front of each picture.



<sup>4</sup>Imágenes tomadas de : [http://es.123rf.com/photo\\_5158609\\_ilustraciones-de-personas-de-diferentes-profesiones-m-s-aisladas-en-blanco.html](http://es.123rf.com/photo_5158609_ilustraciones-de-personas-de-diferentes-profesiones-m-s-aisladas-en-blanco.html)



# THE PROFESSIONS SIGNIFICANT ACTIVITY



## SPEAKING PART

In this part you have to choose a profession and will visit the workplace of the person looking at everything around there. Then with recycled materials we will make the costume. Finally we are going to write keywords and talk about that. Look at example.

*For example:*

*School*



*Recycled Materials*



*My costume*



*Keywords*

- ✚ The school
- ✚ The teacher
- ✚ The students
- ✚ Teach and Learn
- ✚ Classroom



# THE PROFESSIONS



**LISTENING PART** According to the listening based in the functions of the professions, choose the correct picture and under of each one write the name.

1.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

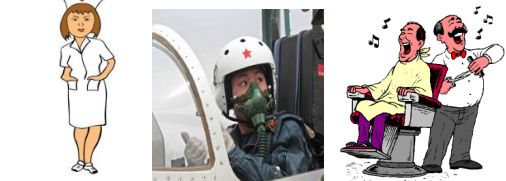


\_\_\_\_\_

2.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

# UNIT 2

# THE SPORTS

## OBJECTIVE

✚ To know some sports and their different characteristics.



6



# THE SPORTS Activities



## READING

In the central courtyard you can find different sport cards:

First with the picture

Second with the characteristic

You have to find the pair and read the idea with your class.

## LISTENING AND WRITING PART

The main idea is that you listen the explanation, repeat the pronunciation and write the name of the sport that you catch.

## SPEAKING PART

According to the student's preferences, the idea is that organize two groups to play football and basketball.

🇺🇸 The girls group practice Basketball

🇺🇸 The boys group practice Football.

The purpose is that everybody speaks in English in order to play in the ground. Look at the example.



# THE SPORTS



## SIGNIFICANT ACTIVITY

### READING PART

In the central courtyard you can find different sport cards:

One with the picture

Second with the characteristic

You have to find the pair and read the idea with your class.

FOR EXAMPLE:



### SWIMMING

You can practice this sport in a swimming pool.



# THE SPORTS

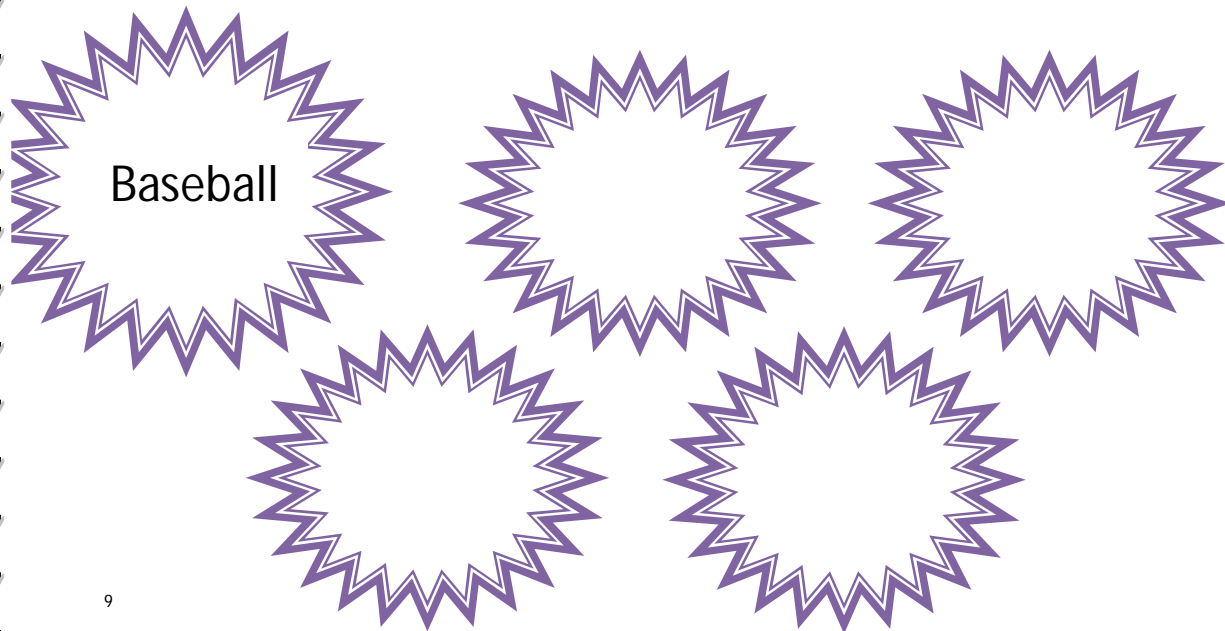


## LISTENING AND WRITING PART

The main idea is that you listen to audio and the explanation, repeat the pronunciation and write the name of the sport that you catch.



FOR EXAMPLE:



9

<sup>9</sup> Imagen tomada de: [www.youtube.com](http://www.youtube.com)



# THE SPORTS



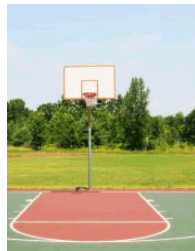
## SIGNIFICANT ACTIVITY

### SPEAKING PART

According to the student's preferences, the idea is that organize two groups to play football and basketball.

- ✚ The girls group practice Basketball
- ✚ The boys group practice Football.

The purpose is that everybody speaks in English in order to play in the ground. Look at the example.



*For example:*

- ✚ Throws the ball
- ✚ Dunk
- ✚ Fault
- ✚ Catch the ball



*For example:*

- ✚ Corner Kick
- ✚ Fault
- ✚ Goal
- ✚ Catch the ball



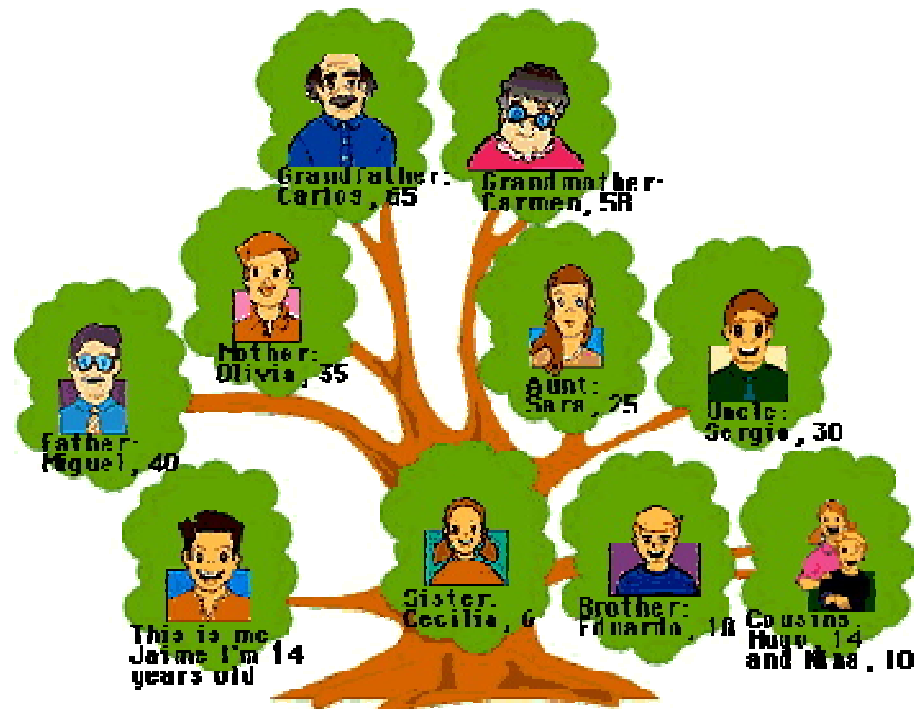
# UNIT 3

# THE FAMILY

# AND VERB TO BE

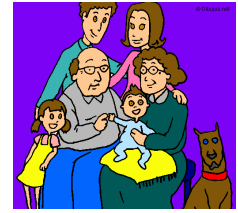
## OBJECTIVE

- Recognize members of the family and the grammatical structure of verb To Be.





# THE FAMILY AND VERB TO BE



## Activities

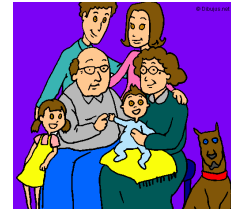
### LISTENING AND SPEAKING PART

In the English laboratory, the students will watch a video about family members and then the teacher ask some questions for practice verb to be grammar and family members.

### WRITING AND READING PART

With your parents help at home, cut out some pictures of magazines that represent your family members for work in class.

# THE FAMILY AND VERB TO BE



## EXPLANATION ABOUT VERB TO BE GRAMMAR

VERB TO BE STRUCTURE:

SUBJECT + VERB TO BE +  
COMPLEMENT

EXAMPLES:

- She is the mother
- He is the father
- He is the son
- He is the grandfather

According to the teachers explanation repeat the following members:



Mother  
(Moder)



Son  
(Son)



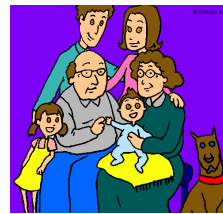
Father  
(Fader)



Grandfather  
(Grandfader)



# THE FAMILY



## AND VERB TO BE

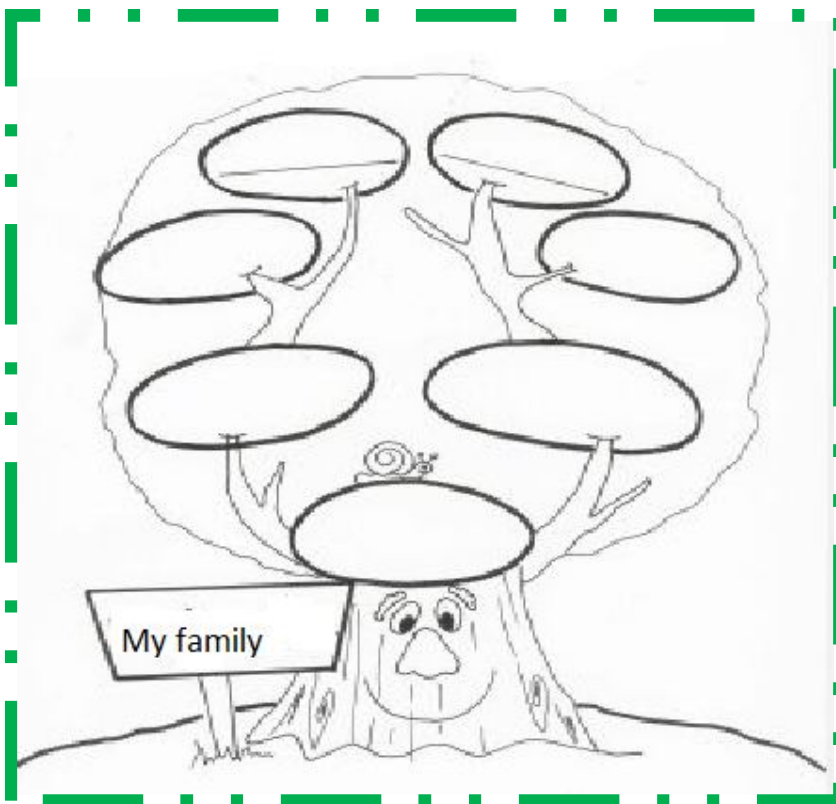
# SIGNIFICANT ACTIVITY

### DESCRIPTION OF THE ACTIVITY:

- First, organize the class in four groups.
- Second, you can find a poster with the family tree.
- Third, the students put the magazines pictures on the family tree.

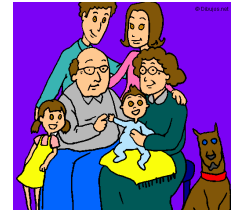
### WRITING AND READING PART

With your parents help, at home cut out some pictures of magazines that represents your family members for work in class.





# THE FAMILY AND VERB TO BE



## LISTENING AND SPEAKING PART

In the English laboratory, the students will watch a video about family members and then the teacher ask some questions for practice verb to be grammar and family members.



**FOR EXAMPLE:** Who is she? ..... Answer: She is the mother.



Who is she?

Answer:



Who is he?

Answer:



Who is he?

Answer:



Who is she?

Answer:

# UNIT 4

# PARTS OF THE BODY

## OBJECTIVE

- Identify and recognized the parts of the body and their importance.





# PARTS OF THE BODY



## Activities

### **SPEAKING PART**

We are going to work with a puzzle; the principal idea is that the children organize in the correct form the human body and paste it into a figure in a poster. Then with one of them we are going to repeat each part.

### **READING AND WRITING PART**

The class will divide in two groups; to each group will give some flash cards which contain a picture and a blank.

### **LISTENING AND SPEAKING PART**

According to a short song about the parts of the body, the students have to represent in pairs the song in their class.

We can find the song in the final part.



# PARTS OF THE BODY

## Activities

### SIGNIFICANT ACTIVITY

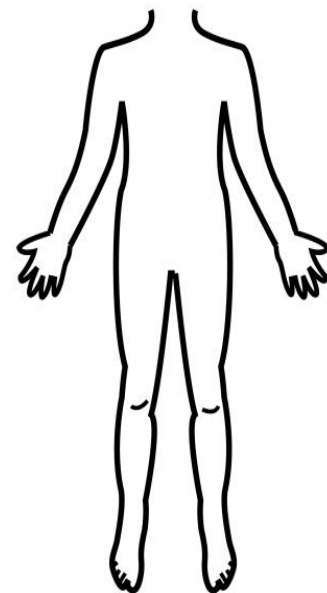
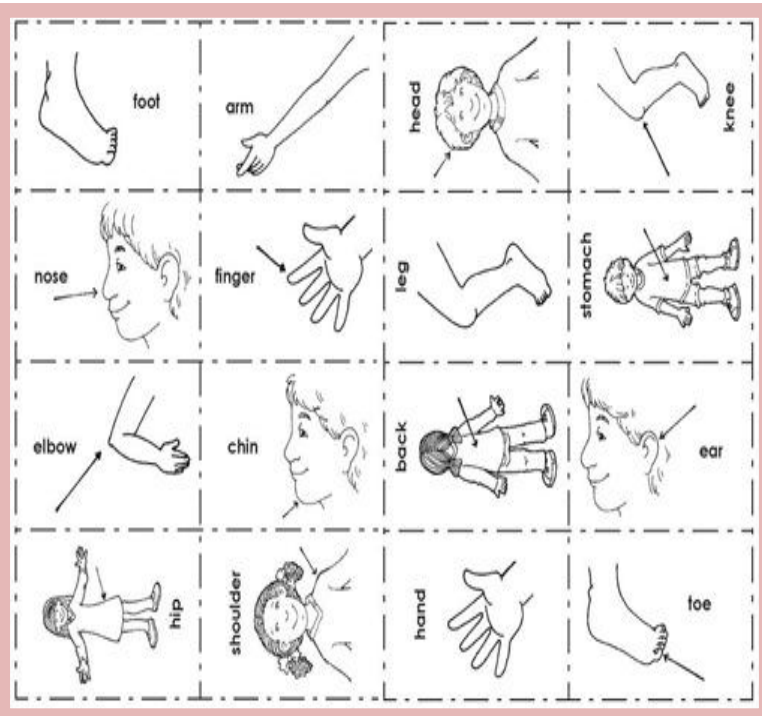


#### SPEAKING PART

We are going to work with a puzzle; the principal idea is that the children organize in the correct form the human body and paste it into a figure in a poster. Then with one of them we are going to repeat each part.

**NOTE:** You have to draw the human figure with the body of your friend; he/she lie down on the poster.

## Body Parts Puzzle Human Body Figure









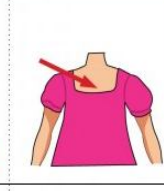
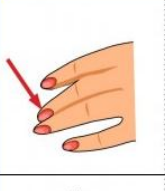
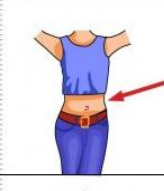
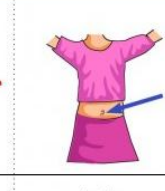
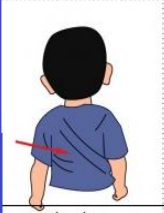

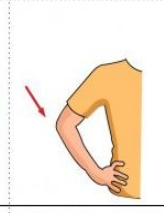
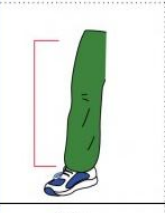


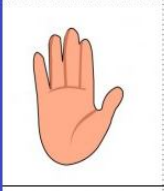
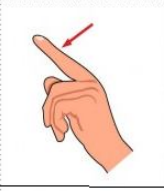
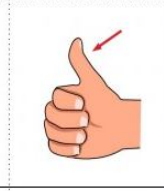
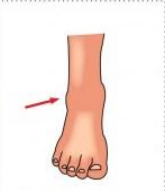

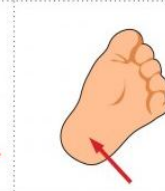
# PARTS OF THE BODY



## READING AND WRITING PART

The class will divide in two groups; to each group will give some flash cards which contain a picture and a blank.

Write the correct part of the body that indicates the picture.

 neck	 shoulder	 chest	 nails	 waist	 belly
 back	 arm	 elbow	 leg	 knee	 foot
 hand	 finger	 thumb	 ankle	 toe	 heel



# PARTS OF THE BODY



## LISTENING AND SPEAKING PART

According to a short song about the parts of the body, the students have to represent in pairs the song in their class.

We can find the song in the final part.



## SONG " HEAD, SHOULDERS, KNEES AND TOES "

Head and shoulders

Knees and toes

Knees and toes.

Head and shoulders

Knees and toes

Knees and toes.

And eyes and ears

And mouth and a nose.

Head and shoulders

Knees and toes

Knees and toes.

Eyes and ears

Mouth and nose

Mouth and nose.

Eyes and ears

Mouth and nose

Mouth and nose.

And hair, hair, hair

I've got it, right up there.

Eyes and ears

Mouth and nose

Mouth and nose.

# UNIT 5

# ADJECTIVES

## OBJECTIVE

✚ Identify different adjectives and how to use them in sentences.





# ADJECTIVES



## LISTENING

First, we are going to watch a Video with a short explanation about what is an adjective? and some examples about that. Then, the students have to repeat the pronunciation of some adjectives.

## READING AND WRITING PART

Match the adjectives with the corresponding opposite.

## READING AND WRITING PART

Play three people, the idea is to throw the die and fall depends on where you tell the word and it will answer the opposite.

## SPEAKING PART

In this section, the main idea is that the children interact with nature but using at the same time the adjectives.



# ADJECTIVES

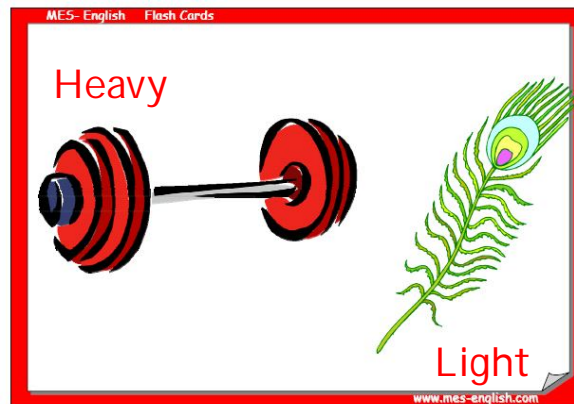
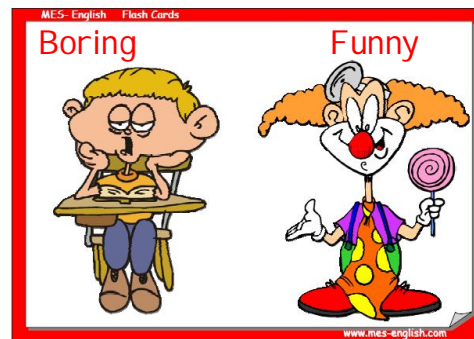
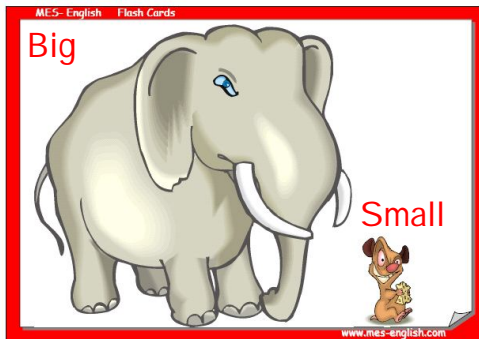
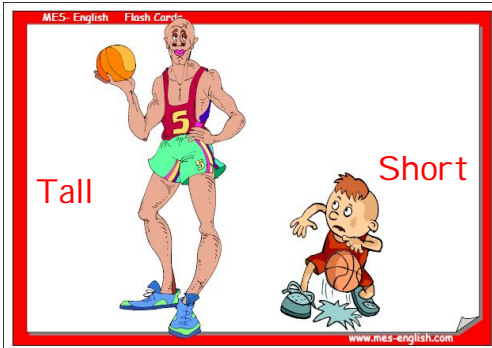


## LISTENING

First, we are going to watch a Video with a short explanation about what is an adjective? and some examples about that. Then, the students have to repeat the pronunciation of some adjectives.



# Repeat and Pronounce





# ADJECTIVES



## SIGNIFICANT ACTIVITY

### READING AND WRITING PART

In the schoolyard's floor you can find a draw, you have to match the adjectives with the corresponding opposite. Use the chalk.

*For example:*

Tall

Fat

Fast

Slow

Thin

Short

Sad

Ugly

Clean

Dirty

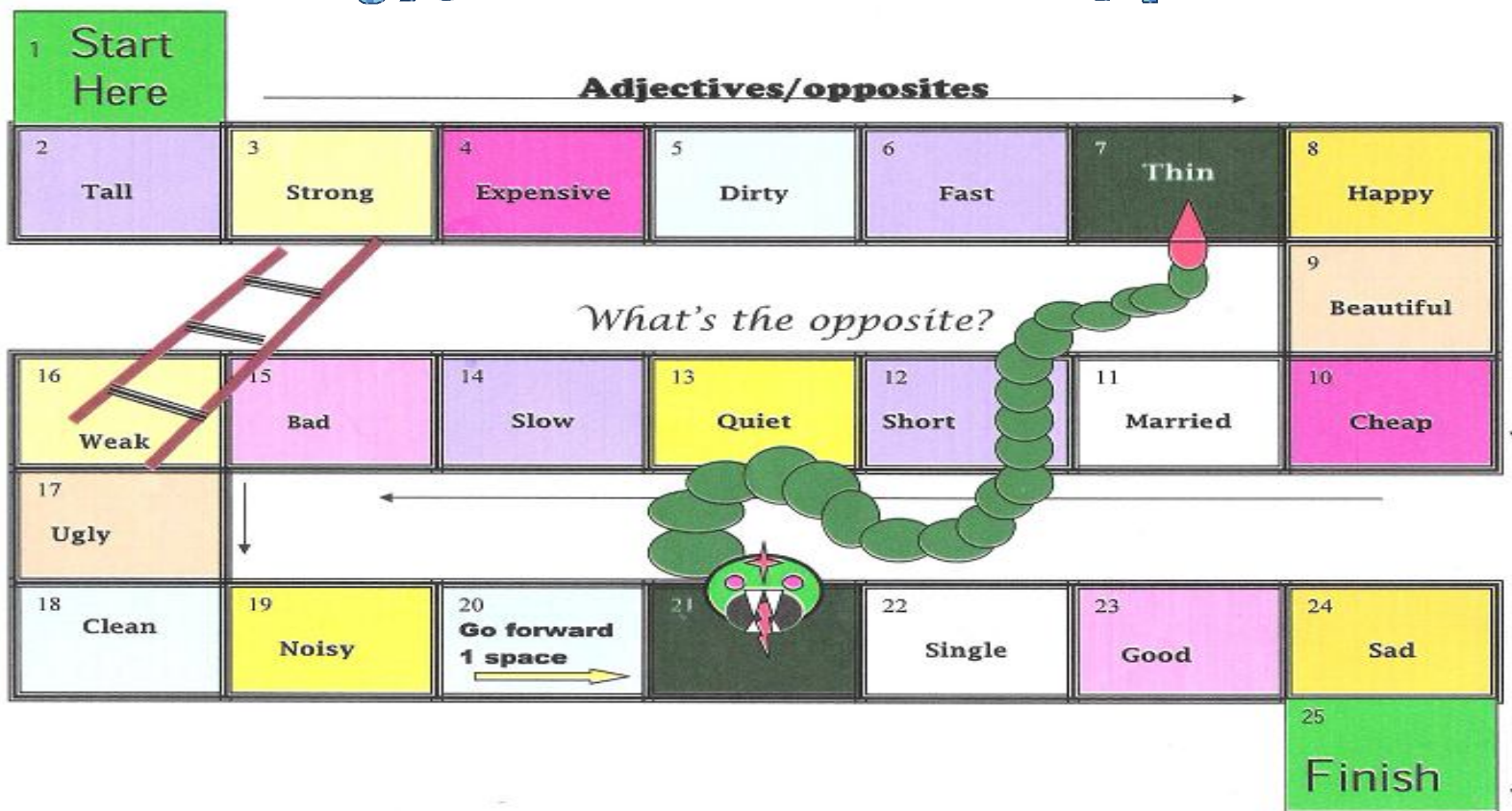
Beautifull

Happy

## READING AND WRITING PART

Play three people, the idea is to throw the die and fall depends on where you tell the word and it will answer the opposite.

# SIGNIFICANT ACTIVITY







# ADJECTIVES





## SIGNIFICANT ACTIVITY

### SPEAKING PART

In this section, the main idea is that the children interact with nature or in the schoolyard but using at the same time the adjectives.

First, they have to choose different objects in the school with different sizes, form, colors, etc.

Second they will write the objective name and the main characteristic or the opposite of the adjective. Look at the example.

OBJECT OR ADJECTIVE	OPPOSITE
 <p><b>Dirty</b></p>	<p><b>Clean</b></p>
 <p><b>Boring</b></p>	<p><b>Funny</b></p>



# CONCLUSION

By implementing the module can demonstrate that it is significantly important as teaching aids in the development of the English classes of fourth grade elementary school Clemencia Holguin de Urdaneta. Besides this, the module is a motivational tool for students considering that transforms the classical methodology.

There is a lack of teaching resources in the process of learning of a foreign language (English) is relevant for that reason the use of modules that enable the interaction of the student to reinforce, concepts studied throughout the process.

There is evidence of joy on the part of students, using this technique for the management of learning the English language. Went from being monotone, being a game to learn



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