



TECHNICAL UNIVERSITY OF COTOPAXI

ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC SCIENCES

THEME:

THE INTERNET AS AN ESSENTIAL TOOL FOR THE ENGLISH LANGUAGE LEARNING AND ACQUISITION AT ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC SCIENCES AT TECHNICAL UNIVERSITY OF COTOPAXI DURING MARCH-AUGUST 2013 ACADEMIC PERIOD.

Thesis submitted previous obtaining the Science of Education Degree with Major in English Language.

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THESIS DIRECTOR'S ENDORSEMENT

As a director of this investigative work about : **“THE INTERNET AS AN ESSENTIAL TOOL FOR THE ENGLISH LANGUAGE LEARNING AND ACQUISITION AT ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC SCIENCES AT TECHNICAL UNIVERSITY OF COTOPAXI DURING MARCH-AUGUST 2013 ACADEMIC PERIOD”**, of Rueda Flores Mayra Alexandra and Pérez Quishpe Natalia Elena, application of English career, I consider this investigative report contains the methodological and scientific requirements, those are enough to be evaluated by thesis validation court that Honorable Academic Board from the Academic Unit of Administrative and Humanistic Science designs, for its own study and qualification.

Latacunga, August 2013

.....

Ms.C. Edgar Encalada

THESIS DIRECTOR

AUTHORSHIP

The content of this research work is the authors' property. This research was conducted in Cotopaxi Province, Latacunga Canton, Eloy Alfaro Parish at the Technical University of Cotopaxi by Rueda Flores Mayra Alexandra and Pérez Quishpe Natalia Elena, so it is the exclusive responsibility of the authors.

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DEDICATION

I dedicate my thesis especially to God because he always blesses me. It is also to my dear parents because they advised me, supported me financially and they made everything possible to give me my profession. I thank them so much for it.

I also want to dedicate my thesis to my friends with whom I shared many great moments at the University.

I am really going to miss them.

MAYRA

This thesis is dedicated to God who has given life, wisdom and the brave to do and solve different situation throughout my life.

My grandmother, who is in heaven, was an admirable woman. My parents who always have been with me, supporting me advising me all the time. They also have struggled for giving me a good education and a profession to have a better future.

And finally, all my friends with whom I shared wonderful moments at the university.

NATALIA

GRATEFULNESS

First of all, we want to thank to God who gives us life and the opportunity to have excellent parents who have been our guiders and always have been with us, supporting to get our professional objectives.

Our professors who were our guiders, they shared with us their knowledge in order to learn a lot of things. Thanks a lot too.

Our dear thesis' tutor teacher Edgar Encalada because with patience and dedication guided us with his knowledge to complete our thesis, which was a long awaited dream in our lives, Thank you very much.

MAYRA AND NATALIA



TECHNICAL UNIVERSITY OF COTOPAXI

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Internet as an essential tool for the English language has not been used in a better way for the students from English career. The students and teachers unknown tips and web addresses to practice English. This is the principal reason that arise the necessity to create a guide which will be useful and so interesting for everybody.

This investigation was justified because it will permit to develop the four skills in the students using Internet and it will be a complement for teachers making interesting and dynamic classes.

Methodologically, this investigation was developed at Technical University of Cotopaxi during the academic cycle March-August 2012 with the participation of students and teachers from English career applying the technique of the survey.

In conclusion with the use of technology the students will develop the four skills in an interactive lab and it also will help teachers to make an interesting class using Internet as an essential tool for the English Language Learning and Acquisition.

INTRODUCTION

Internet as a complementary teaching resource is very important in Educational field in the new millennium. The use of Internet helps to make classes more active practicing interesting and dynamic activities and what is more to acquire a higher level in English language.

The students from English career unknown steps and web addresses to use Internet, it is the reason that students have a low level in English language. It is so necessary the creation of a guide with steps and web addresses which will be so useful for students and teachers. It will be so important because it will help to create a good environment and it will make interactive and interesting classes.

The delimitation of this research was conducted at Technical University of Cotopaxi in Cotopaxi province Latacunga canton Eloy Alfaro parish during the academic cycle March-August 2012.

This research has a general objective: To develop the four skills in English language using the internet correctly with the use of a guide with different activities to fortify the learning level in the English career.

This investigation has the following variables: as independent variable is Internet in Teaching Learning Process and as dependent variable is Acquisition of English language.

The population of this investigation is formed by eighty students and five teachers whom help to collect information and to know the problem which is the reason of this research.

The methodology that the researchers used were: scientific, historical, analytical, statistic, deductive and data collection. In this research work the technique applied was a survey. This thesis is composed by the next chapters.

The first chapter contains the theoretical foundation of the investigation: education theme, English language, teaching learning process, internet and guide with appropriate tips and web addresses to learn English using Internet that are so important into education for a better integration of knowledge and also discusses the importance of using technological resources in the teaching learning process of the English language.

The second chapter is composed by a brief history of Technical University of Cotopaxi where the investigation is applied. It also has the analysis and data interpretation of the results obtained through surveys applied to the teachers and students from the English career. For the preparation of the respective conclusions and recommendations consider the theoretical and the most important results obtained during the investigation.

The third chapter is composed by the proposal which contains the development of a guide to improve the standard of English among students in the specialization, taking in to account web addresses and tips that encourage students to learn English through Internet in a laboratory using technological materials, this research will help students from the English to facilitate the development of their skills using internet as an essential tool for the English Language Learning and acquisition.

In conclusion, this guide is going to be useful for students from the English career since it will be a helpful instrument because through it they are going to develop the four skills using the Internet.

GENERAL INDEX

Title page.....	i
Thesis director' endorsement.....	ii
Index of thesis.....	iii
Authorship.....	iv
Dedication.....	v
Gratefulness.....	vi
Summary.....	vii
Introduction.....	viii

CHAPTER I

1. Theoretical foundation

1.2 Main Categories.....	1
1.2. Theoretical framework	
1.2.1 Education.....	2
1.2.1.1 Kinds of education.....	3
1.2.1.2 ICT in Education.....	5
1.2.1.3 Advantages of education using the internet.....	7
1.2.1.4 Disadvantages of Internet into Education.....	8
1.2.2 English	9
Language.....	
1.2.2.1 History of English Language.....	10
1.2.2.2 Importance of English Language.....	11
1.2.3 Teaching Learning Process.....	12
1.2.3.1 Teaching Methods	13
1.2.4 Internet.....	16

1.2.4.1 History of the internet.....	17
1.2.4.2 Uses of internet in Education.....	18
1.2.4.3Internet in the English Teaching Learning Process.....	19
1.2.5 Guide	20
1.2.5.1 Types of guides	20
1.2.5.2 Some strategies to use Internet correctly	21
CHAPTER II	
2. Brief history of Technical University of Cotopaxi.....	23
2.1. Analysis of results about surveys applied to the teachers of the English career.....	25
2.2. Analysis of results about surveys applied to students of English career.....	34
2.3 Conclusions	42
Recommendations.....	43
CHAPTER III	
3. Proposal design	
3.1 Informative data.....	44
3.2 Importance.....	45
3.3 Justification.....	45
3.4 Objectives.....	46
Strategies Guide	
The internet as an essential tool for the English language learning and acquisition	
4. Bibliography.....	167
5. Annexes.....	169

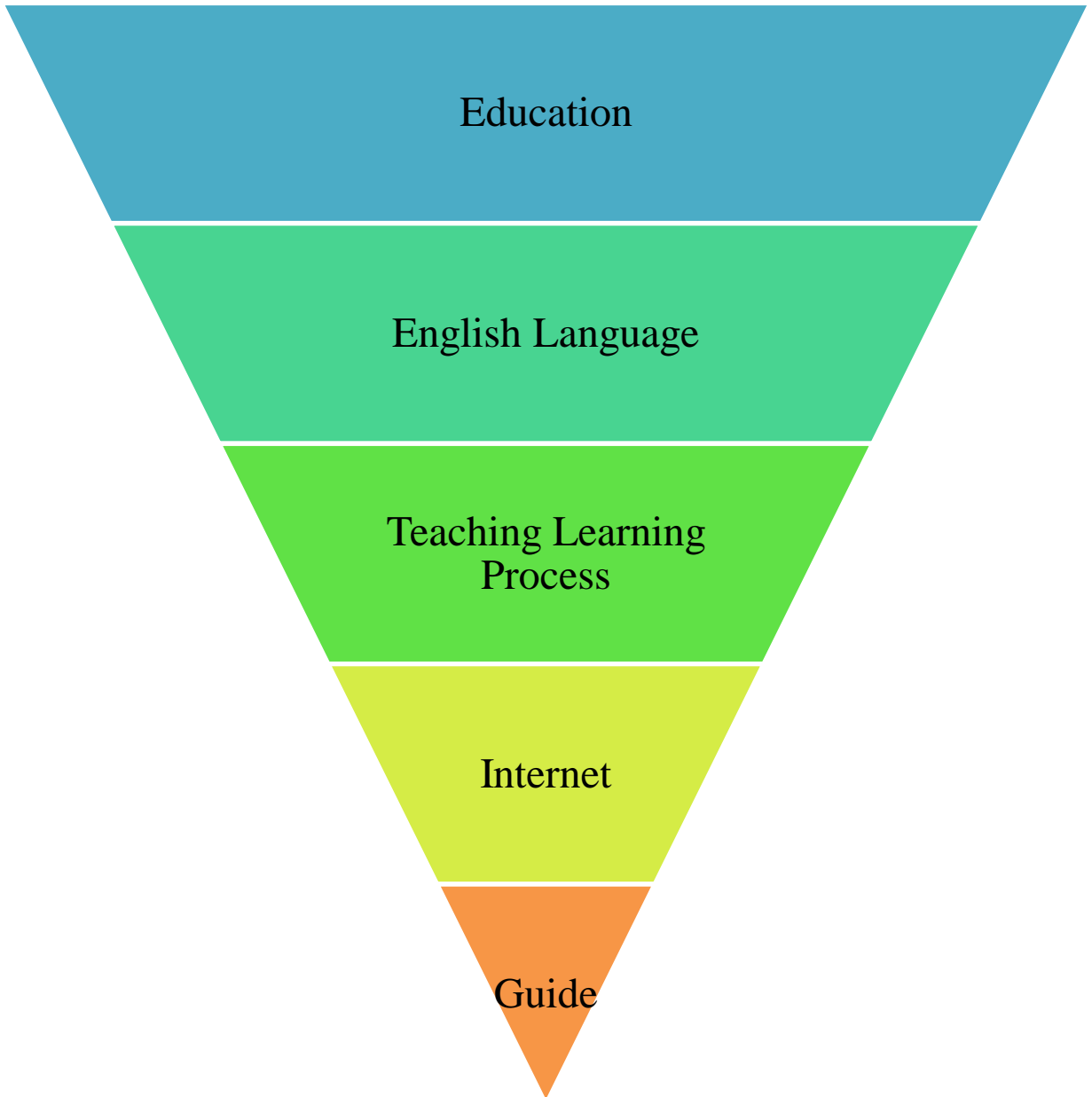
INDEX OF CHARTS AND GRAPHICS

Question 1	
Chart N° 1	.....25
Graphic N° 1	.....25
Question 2	
Chart N° 2	.....26
Graphic N° 2	.....26
Question 3	
Chart N° 3	.....27
Graphic N° 3	.....27
Question 4	
Chart N° 4	.....28
Graphic N° 4	.....28
Question 5	
Chart N° 5	.....29
Graphic N° 5	.....29
Question 6	
Chart N° 6	.....30
Graphic N° 6	.....30
Question 7	
Chart N° 7	.....31
Graphic N° 7	.....31
Question 8	

Chart	N° 8	.....	32
Graphic	N° 8	.....	32
Question 9			
Chart	N° 9	.....	33
Graphic	N° 9	.....	33
Question 10			
Chart	N° 10	.....	34
Graphic	N° 10	.....	34
Question 11			
Chart	N° 11	.....	35
Graphic	N° 11	.....	35
Question 12			
Chart	N° 12	.....	36
Graphic	N° 12	.....	36
Question 13			
Chart	N° 13	.....	37
Graphic	N° 13	.....	37
Question 14			
Chart	N° 14	.....	38
Graphic	N° 14	.....	38
Question 15			
Chart	N° 15	.....	39
Graphic	N° 15	.....	39
Question 16			
Chart	N° 16	.....	40

Graphic N° 1640
Question 17
Chart N° 1741
Graphic N° 1741

CHAPTER I
1.2 MAIN CATEGORIES.



1.2. THEORETICAL FRAMEWORK

1.2.1 EDUCATION

Education is a basic human right and a significant factor in the development of communities and countries.

ALCIVAR Sandra, the education (2000), said “The education is materialized in different skills, knowledge, attitudes and values acquired producing social, intellectual, and emotional changes.”(Page 9)

Similarly PLATON said “The aim of education is the virtue and the desire to become a good citizen”

<http://http://es.wikiquote.org/wiki/Plat%C3%B3n>

According to the researchers' point of view the education is the process of learning and acquiring information throughout our life which is reflected in words, values and feelings it helps to produce different positive changes in a person the education is very necessary for all human beings making better thinkers and societal contributors to develop the society because it is the basis of culture and civilization.

1.2.1.1 Kinds of Education

Formal Education

Formal education corresponds to a systematic, organized education model, structured and administered according to a given set of laws and norms, presenting a rather rigid curriculum as regards objectives content and methodology. It is characterized because it is a process which necessarily involves teacher, students and the institution. It corresponds to the education process normally adopted by schools and universities.

Non-formal education

Non-formal education characteristics are found when the adopted strategy does not require student attendance, decreasing the contacts between teacher and student and most activities take place outside the institution as for instance, home reading and paperwork. Educative processes endowed with flexible curricula and methodology, capable of adapting to the needs and interests of students

Informal Education

Informal education is quite diverse from formal education and, particularly, from non-formal education, although in certain cases it is capable of maintaining a close relationship with both. It does not correspond to an organized and systematic view of education; informal education does not necessarily include the objectives and subjects usually encompassed by the traditional curricula. It is aimed at students as much as at the public at large and imposes no obligations whatever their nature.

1.2.1.2 Importance of Education

The education is so important because it is helping someone learn how to think, how to solve problems in the society.

By ROMNEY Mitt“Education is the investment our generation makes in the future.”

http://www.searchquotes.com/quotation/Education_is_the_investment_our_generation_makes_in_the_future./199443/

The importance of education is undeniable for every single person. It goes without saying that education has a positive effect on human life. The education plays such a rudimentary role on our society that we cannot even imagine a life without it. It is a determined element for the civilization of human society.

Without education, life would be detrimental consequently, the education should be accessible for everyone particularly the poor and the disabled. There are still some places where the inhabitants are almost completely uneducated, causing a serious lack of knowledge.

Additionally, every child should be given equal opportunities to learn and study because the development of a country depends on the standard of education, it must do everything in its power to improve it. Although, the educational systems of different countries are not similar but they have to share a common goal which is to provide its citizens a suitable and proper learning.

In conclusion, education is absolutely beneficial for society on the whole. It is a life-long process to each person that needs to be reinforced throughout life. However, people need education system that may eradicate illiteracy and may provide the

common man an access not only to basic education but also to higher and technical education.

1.2.1.3ICT in Education.

The term, information and communication technologies (ICT), refers to forms of technology that are used to transmit, store, create, display, share or exchange information by electronic means.

G B Harrison (Ex Trent Polytechnic) gives this definition: “ICT therefore became: the use of information in order to meet human need or purpose including reference to the use of contemporary devices such as the Internet.”

<http://www.maximise-ict.co.uk/ICT-02.htm>

This broad definition of ICT includes such technologies as radio, television, video, DVD, telephone, satellite systems, computer and network hardware and software; as well as the equipment and services associated with these technologies, such as videoconferencing, e-mail and blogs.

Realizing educational objectives of the information age requires integrating modern forms of information and communication technologies (ICT) into education. To do this effectively, education planners, principals, teachers, and technology specialists must make many decisions in the areas of: technical, training, pedagogical and infrastructure requirements. For many, this is a complex task similar to not just learning a new language, but learning how to teach in a new language.

This section looks at the tools themselves, from the satellites that link nations, to the machines that students work on in the classroom. It is intended to help educators; policy makers, planners, curriculum developers and others find their way through the often confusing maze of ICT tools, terms and systems.

In addition, articles and case studies are provided which offer guidelines for integrating ICT into educational programs, including issues to be considered, lessons learned, and common mistakes to be avoided.

Educational technology is the study and ethical practice of facilitating learning and improving performance by creating, using and managing appropriate technological processes and resources. The term educational technology is often associated with, and encompasses, instructional theory and learning theory.

The ICT evolution in the society causing new challenges to the education to the future obtaining and organizing of the information will convert the vital dominated activity for the population around the world. The use of ICT is going to produce excellent results and also to create new environments of learning converting the most interactive amusing and motivational classes for students.

While instructional technology is the theory and practice of design, development, utilization, management, and evaluation of processes and resources for learning, according to the Association for Educational Communications and Technology.

Technology of education is most simply and comfortably defined as an array of tools that might prove helpful in advancing student learning and may be measured in how and why individuals behave. Educational Technology relies on a broad definition of the word technology.

1.2.1.4 Advantages of Education using Internet

Internet helps students build up computer skills. It can also help students with their writing skills. In some forms, the Internet can help students with serious thinking skills. Students are confronted with more information than you could ever use or need. This requires them to collate the information and decide what is most important and relevant.

Internet allows students to read the latest news on a particular subject they teach. If they study American politics they can do to find news and find out what is happening in the world of politics at this time. This can help them attach what they learn in the real world. It can also make them interested in the subject. Students can have longer attention spans with technology than with other forms of traditional training.

Students will need to use the computer for research in college, in work and everyday lives. Internet is a way of life for almost everyone now. Its use in the classroom is one of the best and safest ways to help them learn more about this tool.

The Internet is an extra bonus for teachers looking for more information on topics. It enables them to communicate effectively with parents and other teachers via email. Teachers can have their own class pages that parents can check at their convenience to see what happens in the classroom

1.2.1.5 Disadvantages of Internet into Education

The Internet has come to play a prevalent role in the professional, personal and educational lives of most people in the world. Since the inception of the World Wide Web, more and more information has become accessible to all people through a few simple clicks of a mouse.

The world is, literally, at the fingertips of a person connected to the Internet. The question for educators and parents remains, though, whether or not there are disadvantages to utilizing the Internet in a student's education. Students have to learn that not all sources are trustworthy. There is a lot of inappropriate content on the internet.

Disadvantages of internet are the following:

- Theft of personal information.
- Negative effects on the family communications.
- Different virus creates different problems in your computer.
- The valuable websites can be damaged by hackers and your valuable data may be deleted.
- Some websites contains immoral materials in the form of text, pictures or movies.

1.2.2 ENGLISH LANGUAGE

English is a language of extraordinary linguistics richness, which owes its roots to diverse influences that have assimilated throughout the history.

“By: CRYSTAL, David (2003), The Cambridge Encyclopedia of the English Language. The dominant role of English as a world language forces it upon our attention in a way that no language has ever done before. As English becomes the chief means of communication between nations it is crucial to ensure that it is taught accurately and efficiently, and to study changes in its structure and use.

<http://grammar.about.com/od/grammarfaq/f/whystudylanguagecrystal.htm>

The English language is a West Germanic language that originated in England from Old English Anglo-Saxon, which in turn developed from languages brought by settlers from northern Germany. It is the second most common first language, with around 340 million native speakers worldwide.

http://academickids.com/encyclopedia/index.php/English_language

According to the researchers' point of view English is the most important language around the world it is the official language and everybody needs to learn because it permits to communicate between nations. It goes people the opportunity to travel to other countries and exchange different jobs and learn a new culture. The researchers say the English is one of the most popular leisure since people can play with English language there are different activities games ,scramble and so on that permit distract and amuse to a lot of people around the world it permits to improve and develop the English language and to know the culture of foreign countries.

1.2.2.1 History of English Language

The English language has adopted many words from other languages, mainly Anglo-Saxon, but also from Latin, Old Norse and French, and even other languages like Greek and Spanish too.

In the fifth century invading Anglo Saxons colonized the islands which were close to its people. “Old English” is the term used to refer the language spoken in that period which was brought to Britain by Germanic tribes of Angles and Saxons. They contribute to the language the most commonly used words; however, they adopted some terms used by Celts who lived in the islands around their people.

Once established the new people, some monks from Rome came to the islands in the late sixth century, their presence left a legacy in the language training through a set of words related to education, culture and religion in 1066, the Normans led by Frechman William, the Conqueror, colonized the islands. The French became the dominant language at detriment of other dialects. In the fourteenth century, when the royal power was consolidated and London became a metropolis; the political aspects left their influences in the English language through the adoption of many words related to forms of government.

The consolidation of the monarchy facilitate the unification of the language; and as result, Norman and various dialects joined together for forming the modern English language, Germanic language at its roots but with an important contribution of Latin, too. During the fifteenth and sixteenth centuries Renaissance brought a new interest for the art and culture and the language added many words from Latin and Greek.

English language is so important around the world for different reasons, It is to communicate properly with others, and because it is important for career

advancement and respect in the business world, Some businesses that deal with international clients and suppliers rely on English-speaking employees to help with day by day operations to interpret, translate and communicate directly with English-speaking customers and clients.

1.2.2.2 Importance of English language.

In the world, the importance of English cannot be denied and ignored since English is the most common language spoken everywhere. With the help of developing technology, English language has been playing a major role in many sectors including medicine, engineering, and education, which, is the most important area where English is needed.

Today it is essential to learn the English language. Every day is used more in almost all areas of knowledge and human development. Practically it can be argued that it is the language of the world. It is, in the era of globalization, the great international language that has affected all non-Anglo-Saxon countries, affecting more or less directly to the various fields and professions. It is even said that anyone who is not fluent in that language would be at a clear disadvantage: it would be like if half illiterate.

Currently some 402 million people speak English as their native language to which we must add more than 1,000 million non-native speakers who use it for work, studies, etc. And this number will grow at least until 2015, when, on the other hand, 2,000 million people in the world they could be learning this important language.

1.2.3 TEACHING-LEARNING PROCESS

It is the most powerful instrument of education to bring about desired changes in the students.

BRUNER J. (1960, 1977) says:“Teaching-learning process is the heart of education. On it depends of the fulfillment of the aims and the objectives of education. It is the most powerful instrument of education to bring about desired changes in the students.”

<http://es.scribd.com/doc/5769721/teaching-learning-process->

ÁLVAREZ Zayas (2003) says: “Teaching learning focus it as the one where the transmission and assimilation of knowledge, abilities and values take place”

<http://www.educar.org/articulos/imagemediated.asp>.

According to the researchers' point of view, the teaching-learning process is an important part in Education the teacher the student curriculum methods and techniques are organized in a systematic way to achieve some of the pre-determined objectives. These elements play an important role in the Teaching Learning Process because they depend of each other in order to carry out the process in a good manner. Since, the methodologies, techniques and strategies that the teacher applies how to be dynamic and active in order to engage the students' attention through the practice of many interesting academic activities. Creating a safe and comfortable environment in which students can feel motivated and interested to participate and assimilate all of the activities that the teachers require for making the Teaching Learning Process interesting, cheerful, funny and easier in order to bring about positive changes in the students.

1.2.3.1 Teaching methods

A teaching method comprises the principles and methods used for instruction. Commonly used teaching methods may include class participation, demonstration, recitation, memorization, or combinations of these. The choice of teaching method or methods to be used depends largely on the information or skill that is being taught, and it may also be influenced by the aptitude and enthusiasm of the students.

Questioning

Testing and questioning are always known to be effective methods due to its interactive nature. The questions are asked by the teacher with an intention to know what the student has learned from earlier discussions and what it helps in deciding what should be taught further.

This can be even vice-verse, students questioning the teachers to clarify the doubts that would enhance their understanding of the subject.

The teacher should encourage this in a positive way so that the student's critical thinking is developed. Testing differs in one aspect from questioning. Test is done in order to know about the previous knowledge and already taught things to the student.

Explaining

Explaining, or lecturing, is the process of teaching by giving spoken explanations of the subject that is to be learned. Lecturing is often accompanied by visual aids to help students visualize an object or problem.

Demonstrating

Demonstrating is the process of teaching through examples or experiments. For example, a science teacher may teach an idea by performing an experiment for students. A demonstration may be used to prove a fact through a combination of visual evidence and associated reasoning.

Demonstrations are similar to written storytelling and examples in that they allow students to personally relate to the presented information. Memorization of a list of facts is a detached and impersonal experience, whereas the same information, conveyed through demonstration, becomes personally relatable. Demonstrations help to raise student interest and reinforce memory retention because they provide connections between facts and real-world applications of those facts. Lectures, on the other hand, are often geared more towards factual presentation than connective learning.

Collaborating

Collaboration allows students to actively participate in the learning process by talking with each other and listening to other points of view. Collaboration establishes a personal connection between students and the topic of study and it helps students think in a less personally biased way. Group projects and discussions are examples of this teaching method. Teachers may employ collaboration to assess student's abilities to work as a team, leadership skills, or presentation abilities.

Collaborative discussions can take a variety of forms, such as fishbowl discussions. After some preparation and with clearly defined roles, a discussion may constitute most of a lesson, with the teacher only giving short feedback at the end or in the following lesson.

Learning by teaching

In this teaching method, students assume the role of teacher and teach their peers. Students who teach others as a group or as individuals must study and understand a topic well enough to teach it to their peers. By having students participate in the teaching process, they gain self-confidence and strengthen their speaking and communication skills.

Modeling

Modeling is a type of visual aid for teaching as well as learning. It is a known fact that human brain absorbs more and understands better when visual aid facilitates explanation. This method works on three criteria - observing, retaining and replicating. The students learn more by observing the things and acquire it by imitating it time and again.

This is also known as reinforced behavior. This type of learning has very important role to play in the learning process especially during the childhood, though it can happen in any stage of life. This helps the students to visualize the things and, then hypothesize the solution.

Apart from these defined methods, nowadays many other methods are being adopted to give quality education. The methods like role-play, story or games, seminars, presentations, workshops, conferences, brainstorming, case study, educational trips and modern audio-visual aids like documentary films, computers, internet, and so on it have been introduced in education. These new methods have increased the pace of learning and understanding. This also enhances the capability of the students to research and logically think for a given problem.

1.2.4 INTERNET

The internet has enabled entirely new forms of social interaction, activities, and organizing, thanks to its basic features such as widespread usability and access it is a public, cooperative and accessible to hundreds of millions of people around the world.

By KAHN Robert and CERF Vinton (1995) expresses: “The Internet is revolutionizing: our society, our economy and our technological systems. No one knows for certain how far, or in what direction, the Internet will evolve. But no one should underestimate its importance.”

http://www.cnri.reston.va.us/what_is_internet.html

By LAMA Dalai (200) say: “The internet will be helpful, to get information easily. In that way it will make clear what truth is, what is reality and what is false. I think that provided each individual uses their own intelligence or mind to investigate further, this technology should be very useful”.

http://www.tibetangeeks.com/using_tech/importance/importance_of_internet.html

According to the researchers’ point of view, nowadays the Internet is really an important part of modern life that every day is revolutionizing impressively in society it helps to get information from anywhere in the world in a quick and easy and useful way when a person uses it in a positive way the internet becomes a useful tool in the world. In the educational aspect the internet play an important role it helps to interaction between the teacher and students because it contributes with a lot of

information where they can investigate and fortify their knowledge to improve the teaching learning process.

1.2.4.1 History of Internet

The initial idea is credited as being Leonard Kleinrock's after he published his first paper entitled "Information Flow in Large Communication Nets" on May 31, 1961. In 1962 J.C.R. Licklider becomes the first Director of IPTO and gave his vision of a galactic network. In addition to the ideas from Licklider and Kleinrock, Robert Taylor helped create the idea of the network, which later became ARPANET. The terms Internet and World Wide Web are often used interchangeably; however, the internet and World Wide Web are not one and the same.

The Internet is a vast hardware and software infrastructure that enables computer interconnectivity. The Web, on the other hand, is a massive hypermedia database, a myriad collection of documents and other resources interconnected by hyperlinks. Imagine the World Wide Web as the platform which allows one to navigate the Internet with the use of a browser such as Internet Explorer or Mozilla Firefox.

The Internet has enabled entirely new forms of social interaction, activities, and organizing, thanks to its basic features such as widespread usability and access. In the first decade of the 21st century, the first generation is raised with widespread availability of Internet connectivity, bringing consequences and concerns in areas such as personal privacy and identity, and distribution of copyrighted materials.

The foundations of the Internet were formed when packet-switching networks came into operation in the 1960s. Transmitted data is broken up into small packets of data, sent to its destination, and reassembled at the other side. This means that a single signal can be routed to multiple users, and an interrupted packet may be

Resent without loss of transmission. Packets can be compressed for speed and encrypted for security.

The Internet was designed in part to provide a communications network that would work even if some of the sites were destroyed by nuclear attack. If the most direct route was not available, routers would direct traffic around the network via alternate routes.

The early Internet was used by computer experts, engineers, scientists, and librarians. There was nothing friendly about it. There were no home or office personal computers in those days, and anyone who used it, whether a computer professional or an engineer or scientist or librarian, had to learn to use a very complex system.

1.2.4.2 Uses of Internet in Education

There is emerging research on how the Internet can be an important component of a program that significantly increases student learning. This type of program requires students and teachers to have appropriate access to the Internet and instruction in its use. It also requires changes in curriculum content, instructional practices, and assessment to take advantage of the communication and information storage and retrieval strengths of the Internet and to appropriately assess the types of learning these strengths engenders.

The Internet, a global network of networks connecting millions of computers and computer users, is a relatively new resource for educators. In fall 1998, 89 percent of U.S. public and private schools and 51 percent of all classrooms had Internet access

The Internet's rapid growth and dynamic nature has educators asking research questions that are still in the process of being studied. Researchers are only beginning to gain insight into the strengths and weaknesses of the Internet in the classroom. However, even at this early stage, there is emerging evidence that the Internet provides a variety of valuable aids to education.

The Internet provides up-to-date information on a variety of classroom-related topics unavailable from other sources. The content of textbook, library, and teacher knowledge is enhanced by this new medium. Computer networks are increasingly serving as an aid to communication and to the storage and retrieval of information.

1.2.4.3 Internet in the English Teaching Learning Process

In the internet there are a lot of resources as blogs, practice grammar, vocabulary, listening, speaking and reading and writing web pages to work with students, internet enables as to learn languages on multiple pages and free. Approach to language; give a pleasant and attractive practice a playful and interactive teaching. We can find different areas of learning courses with different difficulty levels. Most of the courses offer thematic areas with access to exercises, practice activities, books, readings, and vocabulary.

The variety of content and integration that each web site found on internet ensures that we can always find the appropriate resources for example, chats, they allow to communicate with people around the world in a real time. Several people use them in order to practice and improve the learned language.

1.2.5 GUIDE

It is something that guides or directs something towards a goal.

MCGRAW-HILL, Dushkin, (2000) says: Guides are instruction books that contain hints or steps about how to do something. The guides are often published in print or in books form. It is a manual designed to provide information, is a brief overview of the steps and suggestions which teach people how is the use of something. (page 2)

By HERRERA María , (2009) says : “The guide is important because it gives the standards and guidelines for the development of actions and the work entrusted to run successfully”.

<http://www.slideshare.net/fransu/que-es-una-guia-de-actividad-y-cual-es-su-uso?nomobile=true>

According to the researchers' point of view, an activity guide is a document that aims to develop activities to execute in a successful manner, providing the steps and suggestions to make something unknown is an important material as a manual to enable people learn something new.

1.2.5.1 Types of guides

- **Motivation Guide**

In this guide is important to use pictures or texts that permit students to make a reflection about a particular topic it will permit new motivational states to learn with this guide in classes is effectively because it has other strategies to use and improve

the knowledge through the use of pictures and texts the teachers will have the opportunity to increase their students' knowledge.

- **Learning Guide**

This guide is the most common it requires the teacher' assistance to clarify concepts that the students do not understand this kind of guide is useful because the teachers can evaluate their students when they are first exposed to the contents and introduces new concepts to students in order to clarify the unknown ideas..

- **Instructional Strategies Guide**

Instructional strategies guide is a guide which provides instructions about how to do something that is unknown. It provides strategies and steps to develop activities and increase the knowledge the use of it for teachers is so important because they can find on it different manners to teach in a better way.

<http://www.slideshare.net/ramvale/tipos-de-guias>

1.2.5.2 Some strategies to use Internet correctly.

1. Use several search tools because of the constant indexing that search sites do, and because of the way their indexes work, some will find content that others will not. No engine has the entire Web indexed. Use several engines and several directories, and look at reference and targeted engines as well for the most thorough search.

2. Read the search tips or help information at each search engine. You will learn how to perform more sophisticated searches, how to restrict or expand searches, and how to use the site more efficiently. For example, AltaVista, Excite, and InfoSeek allow the use of quotation marks to create an exact phrase search.

3. For keyword searches, use several words. If you type in a general topic word as if you were looking through a card catalog, you are likely to receive tens or even hundreds of thousands of hits.

4. Guess a location. The address or URL (Universal Resource Locator) of a web site is so necessary; it is the address of a web page. Each page has its own unique web address (URL). This is how your computer locates the web page that you are trying to find.

5. Back up to find out where you are. When you click on a hit from a search engine, you are connected directly to the page where the search terms were matched. It is not always clear exactly where you have arrived; look at the URL (Universal Resource Locator) you have connected to.

This will have the effect of backing you up one level in the hierarchy and you can see what the higher directory is all about. You might find a book title, author, or other information. Back up as far as you want or need to in order to find out the information you need about the work and its author.

If you are doing research for a report or project, be sure to write down the URL(Universal Resource Locator) and all pertinent information so that you can cite the source properly. If you print directly from your browser, the URL will be printed for you in an upper or lower corner. But if you save the page to disk, the URL will not be included, so be sure to copy it down.

If you accidentally neglect to write down the URL (Universal Resource Locator), but have a printed or disk copy of the article, you can either see the URL printed at the top of the page or you can use a search engine to locate the article for you again.

CHAPTER II

2. Brief characterization of the Technical University of Cotopaxi

Technical University of Cotopaxi is located in Latacunga city. This important institution was created by means of the Law promulgated in the Official Record No. 618 on January 24th, 1995; that has the following academic specialties: Agricultural, Engineering, Veterinarian Medicine, Ecology and Environmental Protection, and Informatics, with the option to create other faculties, schools and institutes according to the requirements of this region.

Since, the Technical University of Cotopaxi is an institution that opened the possibility in order that thousands of people, disabled by reasons of economic order of acceding to the superior education, today they are professionals in different areas and they are reaching to the development of the Cotopaxi Province, and many of them have obtained even interesting professional experiences abroad.

The Academic Unit of Administrative and Humanistic Sciences have careers that refer to Humanistic, they are related to the comprehension of the man and the woman already is in the social educational and communication aspects. Also, they are interested in thinking especially on the conducts of the human being, to describe the, in making clear them and in other cases to look of solutions to problematic once.

Therefore, the English career contributes with the improvement of the process about the Education and learning of the foreign language. It is based on scientific theories that allow focusing the methods, technologies and strategies most adapted to facilitate the acquisition of new knowledge and the practical application of communicative competences. The learning of the English language is important for the development of the society in the 21st century, in response to an included world which demands the

knowledge of this language in different areas: productive, economic, scientific, technological, social and educational as a tool of communication and information that allows the development of the human being.

In the future, the Technical University of Cotopaxi will be an accredited university and a national leader in the integral training of critical professionals, caring and engaged in social changes; in the implementation of research projects that contributed to solve the problems of the region and the country with modern technology and physical infrastructure with an excellence teaching and administrative staff.

ANALYSIS AND INTERPRETATION OF RESULTS

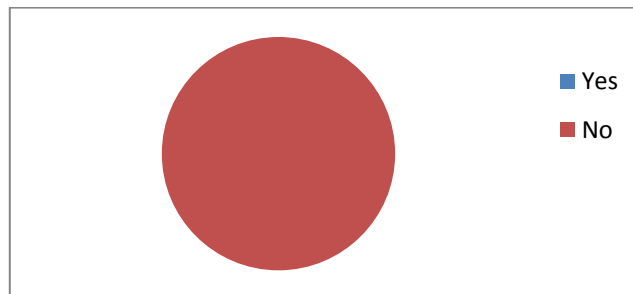
2.1 ANALYSIS OF THE SURVEYS APPLIED TO THE TEACHERS OF THE ENGLISH CAREER AT TECHNICAL UNIVERSITY OF COTOPAXI.

1. - Is there an interactive English laboratory at the Technical University of Cotopaxi?

CHART N° 01

OPTIONS	#TEACHERS	PERCENT
Yes	0	0%
No	5	100%
Total	5	100%

GRAPHIC N° 01



Source: Teachers from Technical University of Cotopaxi
Elaborated by: Mayra Rueda and Natalia Pérez

In this question, 5 teachers who represent 100% answered that there is not an interactive English laboratory.

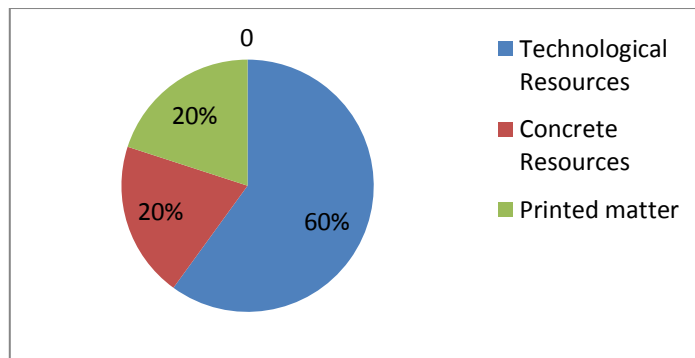
According to the data collected it is so necessary the implementation of an interactive lab in the English career to improve the teaching-learning process and acquire a high level of learning. Students will learn a language easily and fast in an interactive English lab.

2.- Which of the following resources do you use in your classes?

CHART N° 02

OPTIONS	#TEACHERS	PERCENT
Technological Resources	3	60%
Concrete Resources	1	20%
Printed matter	1	20%
Total	5	100%

GRAPHIC N° 02



Source: Teachers from Technical University of Cotopaxi
Elaborated by: Mayra Rueda and Natalia Pérez

According to this question 3 teachers who represent 60% answered that they used technological resources in their classes 1 teacher with 20% said that he / she uses concrete resources and 1 teacher who represent 20% concluded that he / she uses printed matter in the classes.

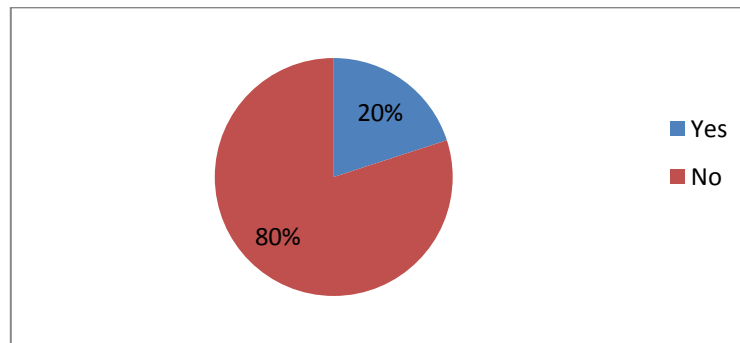
This question reflects that almost all teachers use the technological resources for teaching English language to help students to understand in a better way using the technology in their classes.

3.-Do you have Internet access to teach English language?

CHART N° 03

OPTIONS	# TEACHERS	PERCENT
Yes	1	20%
No	4	80%
Total	5	100%

GRAPHIC N° 03



Source: Teachers from Technical University of Cotopaxi
Elaborated by: Mayra Rueda and Natalia Pérez

In this question, 1 teacher who represents 20% said that, he/she has internet access to teach English language. On the other hand, 4 teachers with the 80% said that they do not have internet access in classes.

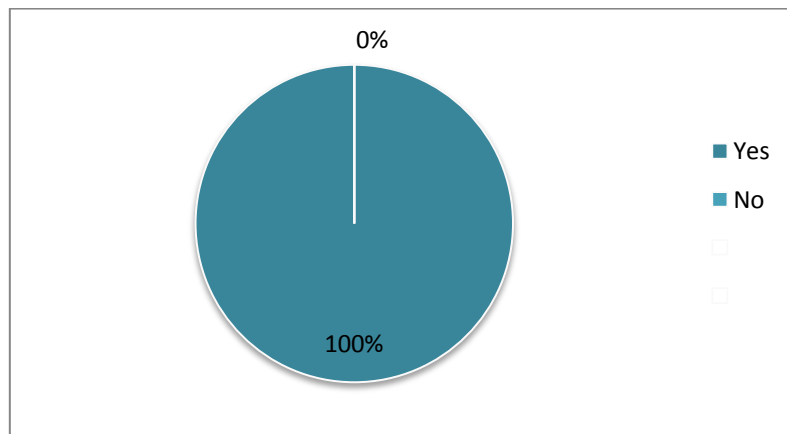
According to this information, it is realized that the teachers do not use the Internet to impart their English classes. Therefore the students cannot connect with the outside world and with the reality that they are interested.

4.- Do you think that the use of Internet as a technological resource help a class to be more interesting?

CHART N° 04

OPTIONS	# TEACHERS	PERCENT
Yes	5	100%
No	0	0%
Total	5	100%

GRAPHIC N° 04



Source: Teachers from Technical University of Cotopaxi
Elaborated by: Mayra Rueda and Natalia Pérez

According to this question, 5 teachers with 100% mentioned that the use of Internet as a technological resource help a class to be more interesting.

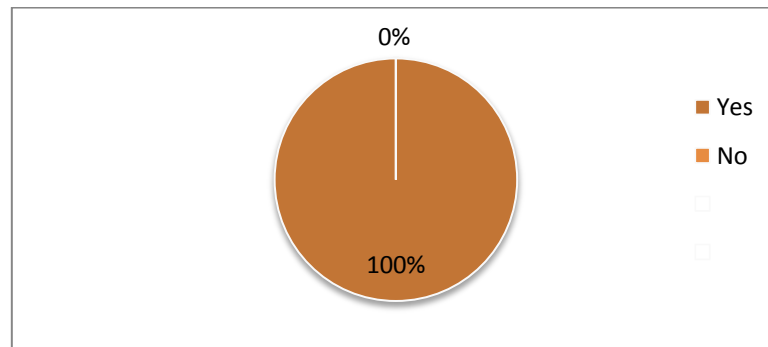
The teachers think that the internet is so useful and interesting tool because it will permit that the students have more interest for learning English language in the class using different interesting activities in order to develop the four skills. Consequently, they will have a high level of learning.

5. - Do you consider that the Internet resources help in the English teaching learning process?

CHART N° 05

OPTIONS	# TEACHERS	PERCENT
Yes	5	100%
No	0	0%
Total	5	100%

GRAPHIC N° 05



Source: Teachers from Technical University of Cotopaxi
Elaborated by: Mayra Rueda and Natalia Pérez

According to this question, 5 teachers who represent 100% answered that the Internet resources help in the English teaching learning process.

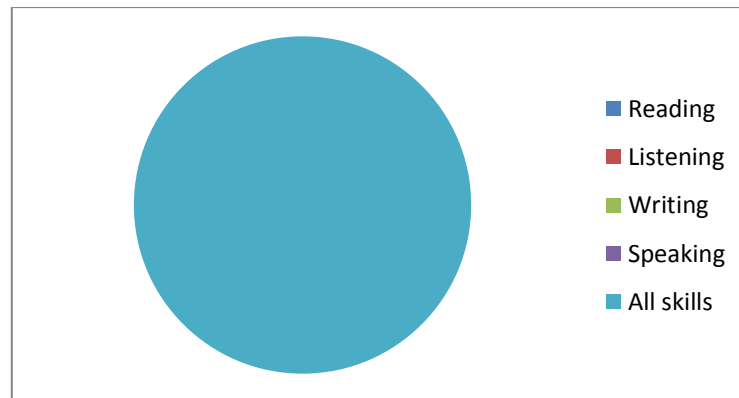
According this information everybody thinks that the Internet resources help in the English teaching learning process because the teachers need to keep up that with the technological changes because they help to improve the English teaching learning process.

6.- What kind of skills does your students develop with the use of Internet in class?

CHART N° 06

OPTIONS	# TEACHERS	PERCENT
Reading	0	0%
Listening	0	0%
Writing	0	0%
Speaking	0	0%
All skills	5	100%
Total	5	100%

GRAPHIC N° 06



Source: Teachers from Technical University of Cotopaxi
 Elaborated by: Mayra Rueda and Natalia Pérez

In this part, 5 teachers with 100% answered that their students develop all skills with the use of the internet in the class.

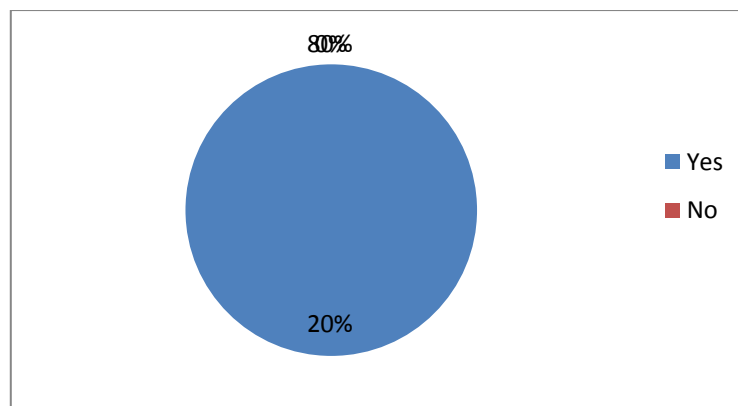
Meanwhile, all teachers agree that the Internet is a useful tool for teaching English since helps students' knowledge in all skills with the use of different activities found on internet.

7. - Do you know specific strategies about how to use the Internet correctly to find particular information?

CHART N° 07

OPTIONS	# TEACHERS	PERCENT
Much	1	20%
A little	4	80%
Nothing	0	0%
Total	5	100%

GRAPHIC N° 07



Source: Teachers from Technical University of Cotopaxi
 Elaborated by: Mayra Rueda and Natalia Pérez

This question shows that 1 teacher with 20% manifested that he/she knows specific strategies about how to use the Internet correctly to find particular information, and 4 teachers who represent 80% said that they know a little about strategies of how to use the internet correctly.

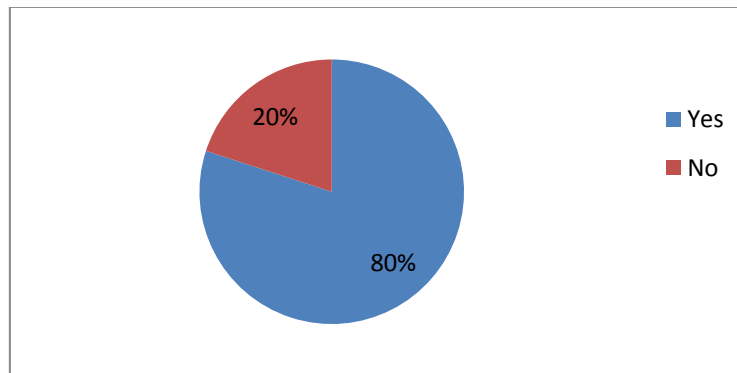
Then, it shows that teachers do not know strategies for surfing on Internet and find different activities to teach in classes using the technology as an essential tool.

8. –Do you consider mandatory to design a guide with strategies about how to use the Internet in an effective way?

CHART N° 08

OPTIONS	# TEACHERS	PERCENT
Yes	4	80%
No	1	20%
Total	5	100%

GRAPHIC N° 08



Source: Teachers from Technical University of Cotopaxi
Elaborated by: Mayra Rueda and Natalia Pérez

According to this part, 4 teachers with 80% said that they consider mandatory to design a guide with strategies about how to use the internet in an effective way, but 1 teacher who represents 20% declared that, he/she thinks it is does not mandatory to design a guide with strategies about how to use the internet.

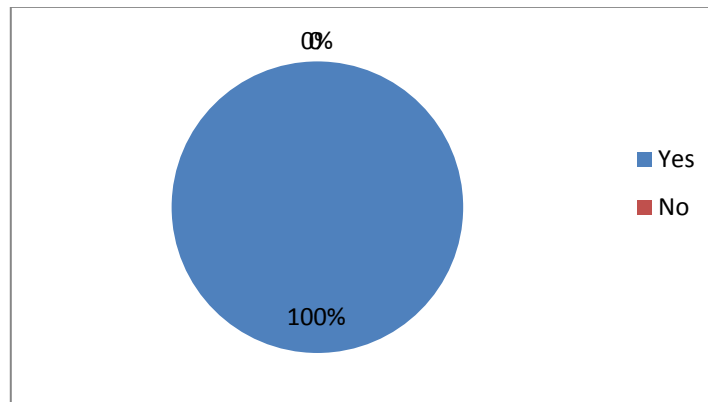
Then, it is so necessary to emphasize that a guide with strategies to use the Internet is so essential at the Technical University of Cotopaxi since the use of this technological resource it will permit a better knowledge in English career.

9. – Would you like that this guide offers search engines, web addresses with different activities for practicing the four skills?

CHART N° 09

OPTIONS	# TEACHERS	PERCENT
Yes	5	100%
No	0	0%
Total	5	100%

GRAPHIC N° 09



Source: Teachers from Technical University of Cotopaxi
Elaborated by: Mayra Rueda and Natalia Pérez

The answer to this question show that, 5 teachers with 50% said that, they would like a guide with search engines and web dresses with different activities for practicing the four skills.

According to this obtained information, it is so necessary to create a guide with search engines, web dresses fulfilling the teachers' expectations that permits apply the activities in English classes.

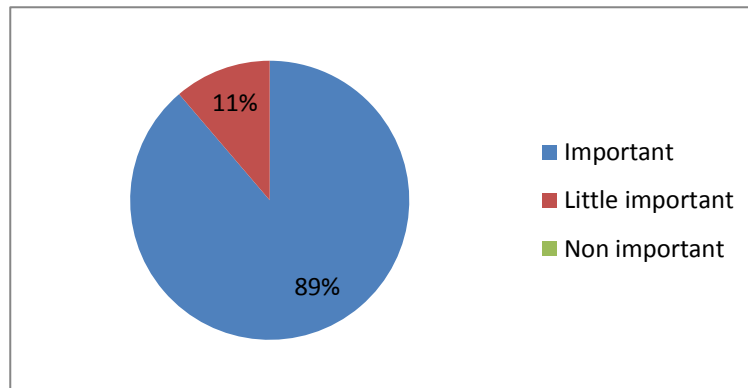
2.2 ANALYSIS OF THE SURVEYS APPLIED TO THE STUDENTS OF ENGLISH CAREER AT TECHNICAL UNIVERSITY OF COTOPAXI.

1. – How important is an interactive laboratory with Internet in the English career?

CHART N° 10

OPTIONS	# STUDENTS	PERCENT
Important	71	89 %
Little important	9	11%
Non-important	0	0%
TOTAL	80	100%

GRAPHIC N° 10



Source: Students from Technical University of Cotopaxi
Elaborated by: Natalia Pèrez – Mayra Rueda

In this part, 71 students which represent the 89% said that, an interactive laboratory with internet is important in the English career moreover, 9 students with the 11% answered that a lab is little important in the career.

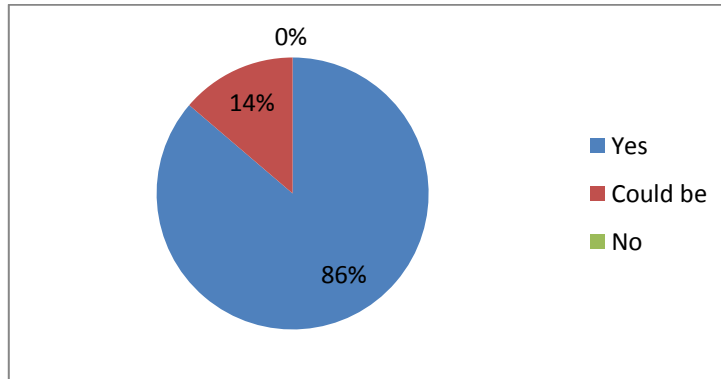
According to the results, students think that an interactive lab is so necessary in the English career because it is going to give them more facilitate to learn the language through the web addresses and different activities, surfing on Internet where the students are going to develop the four skills.

2. - Do you believe that if you use an interactive laboratory to learn a new language, you will acquire a high level of English?

CHART N° 11

OPTIONS	# STUDENTS	PERCENT
Yes	69	86%
Could be	11	14%
No	0	0%
TOTAL	80	100%

GRAPHIC N° 11



Source: Students from Technical University of Cotopaxi

Elaborated by: Natalia Pèrez – Mayra Rueda

According to this question 69 students with 86% said, that with the use of an interactive lab to learn a new language, the students will acquire a high level of English moreover, 11 students that shape 14% declared that with the use of it the students will acquire a high level in English.

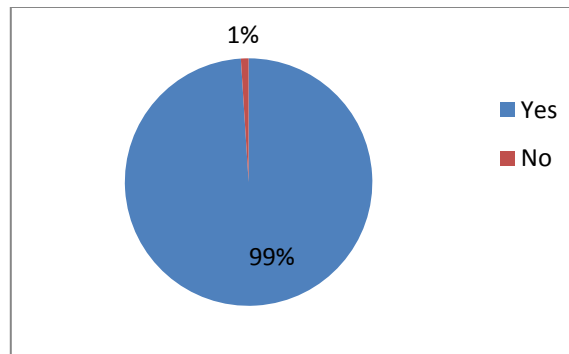
According to this obtained information, the students think that with an interactive English lab they are going to develop the four skills using different technological resources like the Internet. They are going to have access to Internet in order to access to new and updated didactic materials to that are going to give students the opportunity to increase their knowledge.

3. - Do you consider that the Internet is an important resource in the English teaching learning process?

CHART N° 12

OPTIONS	# STUDENTS	PERCENT
Yes	79	99%
No	1	1%
TOTAL	80	100%

GRAPHIC N° 12



Source: Students from Technical University of Cotopaxi

Elaborated by: Natalia Pérez – Mayra Rueda

Here, 79 students with 99% said that the internet is an important resource in the English teaching learning process however, 1 student who represent 1% answered that the Internet is not an important resource in the English teaching learning process.

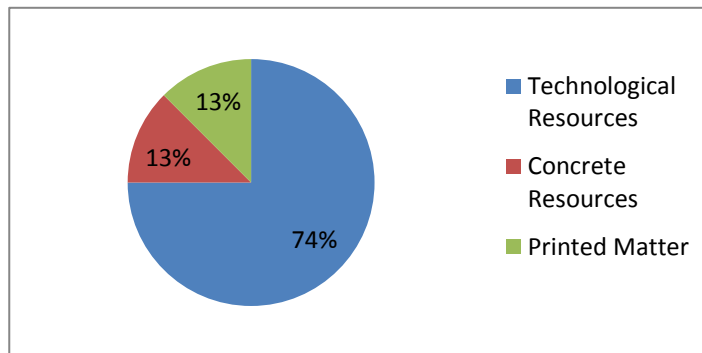
In addition, is important to emphasize that students think that the Internet is an important resource into English teaching learning process because it permits them to find different information and activities in order to learn and improve skills using new technologies.

4.-Of the following items, what would you like to use in an English interactive laboratory?

CHART N° 13

OPTIONS	# STUDENTS	PERCENT
Technological Resources	60	74%
Concrete Resources	10	13%
Printed Matter	10	13%
Total	80	100%

GRAPHIC N° 13



Source: Students from Technical University of Cotopaxi
Elaborated by: Mayra Rueda and Natalia Pérez

In this question 60 students that represent the 74% said that they would like to use technological resources in an English interactive lab on the other hand, 10 students with 13% answered that they would like to use concrete resources and 10 students who form part of 13% manifested that, they would like to use printed matter in a lab.

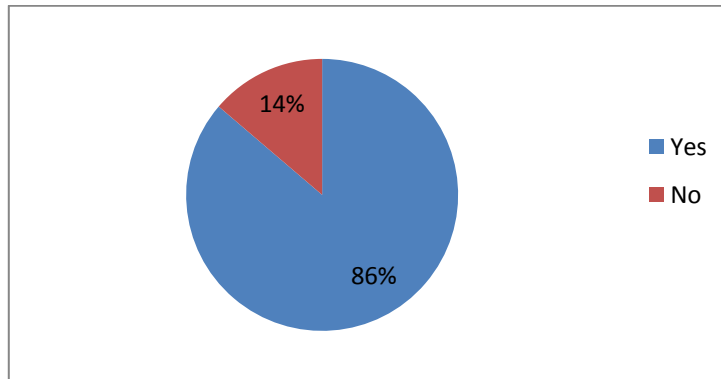
Then, it is important emphasize that most students think that the technological resources are the most essential elements in an English interactive lab because it permits a special environment where they can work better with the latest tools that exist in the world.

5. -Do you consider that you will develop the four skills using the Internet in the interactive English laboratory?

CHART N° 14

OPTIONS	#STUDENTS	PERCENT
Yes	69	86%
No	11	14%
TOTAL	80	100%

GRAPHIC N° 14



Source: Students from Technical University of Cotopaxi
Elaborated by: Natalia Pèrez – Mayra Rueda

This question shows, 69 students (86%) said that they will develop the four skills using the internet in the interactive English lab. Meanwhile, 11 students with 14% said that they do not develop all the skills in the lab.

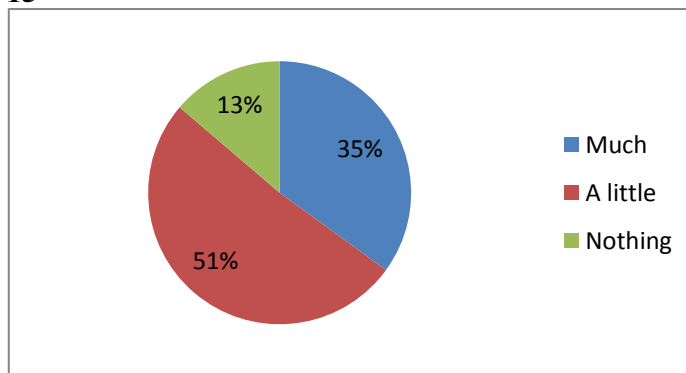
Therefore, most of the students consider that through the development of the different activities on Internet they will develop in a good manner almost all skills, is for this reason that the students must have an interactive English lab and activities to do in class.

6.- Do you know specific strategies about how to use the Internet correctly to find particular information?

CHART N° 15

OPTIONS	# STUDENTS	PERCENT
Much	28	35%
A little	41	51%
Nothing	11	13%
TOTAL	80	100%

GRAPHIC N° 15



Source: Students from Technical University of Cotopaxi
Elaborated by: Natalia Pérez – Mayra Rueda

This question shows that 28 students who represent 35% answered that they know specific strategies about how to use the internet correctly to find particular information, on the other hand there are 41 students with 51% who said that and finally, 11 students who form part of 13% declared that they do not know specific strategies about how to use the internet correctly to find particular information.

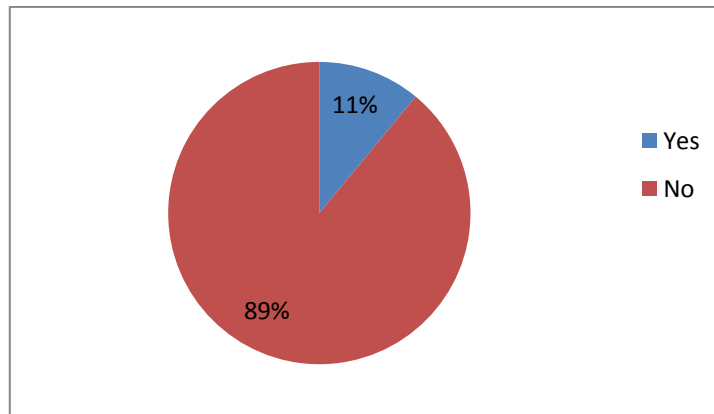
According to this obtained information, students need to know and use strategies to find clear and accurate information about the English language to improve the level of knowledge in the career.

7.- Do you know specific web addresses where you can practice English language?

CHART 16

OPTIONS	#STUDENTS	PERCENT
Yes	9	11%
No	71	89%
TOTAL	80	100%

GRAPHIC 16



Source: Students from Technical University of Cotopaxi
Elaborated by: Natalia Pérez – Mayra Rueda

In this question, 9 students who represent the 11% said that, they know specific web addresses where they can practice English language and 69 students with 89% answered that they do not know web addresses to practice activities and learn English.

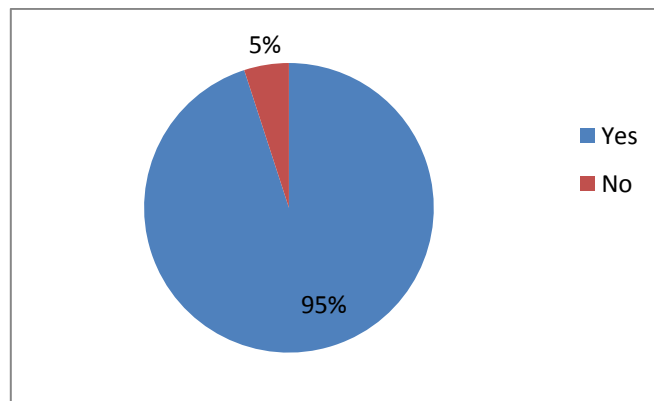
According to this information, it is so important to create a guide with many web addresses which will be used by students. Also it is so important for teachers because through it they are going to improve their students' knowledge using the internet in the English interactive lab.

8.- Would you like to have a guide with strategies, web addresses and steps about how to use the Internet correctly for academic purposes?

CHART N° 17

OPTIONS	# STUDENTS	PERCENT
Yes	76	95%
No	4	5%
TOTAL	80	100%

GRAPHIC N° 17



Source: Students from Technical University of Cotopaxi
Elaborated by: Natalia Pérez – Mayra Rueda

In this part, 76 students with 95% answered that they would like to have a guide with web addresses, strategies and steps about how to use the internet correctly for academic purposes, however, 4 students who represent 5% said that they would not like to have a guide to use the internet correctly for academic purposes.

Then, the students do not know web addresses, strategies, steps and even how to use the internet correctly. That is why it is so necessary the creation of this guide which contains a lot of information in order to help students and teachers they will improve the English language teaching learning process. This project will be so interesting and useful because this kind of guide will help them to find information on internet in an easy and fast way.

2.3 CONCLUSIONS AND RECOMMENDATIONS

Conclusions

- There is not an interactive English laboratory in the English career as an essential technological tool.
- The internet is a necessary and an important technological tool into English teaching learning process.
- Teachers use technological resources for English Language Teaching.
- Teachers unknown how to use the Internet to teach a new language.
- There is not a guide with web addresses, web sites and activities to practice English language

Recommendations

- To implement English interactive laboratory as a technological resource to make the English Teaching Learning Process easier.
- To use the internet as technological tool into English classes to fortify the English teaching learning process.
- To continue implementing the latest technological tools to teach English language.
- To train teachers to use steps or activities through Internet to teach a new language.
- To design a guide with web addresses, web sites and activities to use the internet correctly and develop the four skills in English language.

CHAPTER III

3. PROPOSALDESIGN

To design a guide with steps and activities which will help students and teachers use Internet as an essential tool into the English Teaching Learning Process.

3.1INFORMATIVE DATA

INSTITUTION: Technical University of Cotopaxi

CAREER: English Major

PROVINCE: Cotopaxi

CANTON: Latacunga

PARISH: Eloy Alfaro

NEIGHBORHOOD: San Felipe

RESEARCHERS: Mayra Alexandra Rueda Flores

and

Natalia Elena Pérez Quishpe

3.2 IMPORTANCE

A guide with activities is so important for the students because it will permit them to learn tips about how to find information using the internet. The guide will have easy activities that the students can learn in an effective way and it will be so useful in their English language learning and acquisition.

3.3 JUSTIFICATION

Nowadays, the use of internet for English language learning and acquisition have been important in the actual society, this investigation contain an authentic necessity that is justifiable , at Technical University of Cotopaxi to rise the necessity of investigating and designing a guide with steps and activities for English language learning using the internet correctly, since if the students use the internet correctly they are going to develop the four skills (reading ,writing, listening and speaking) in English language as well as they are going to have a significant learning.

The principal interest of this investigation is the situation at Technical University of Cotopaxi in English career because there is not a guide with tips and activities to use the internet correctly; the principal goal of this investigation is that the students learn English language using the internet and technological resources.

3.4OBJECTIVES

GENERAL OBJECTIVE

To develop the four skills in English Language using the internet correctly with the use of a guide with different activities to fortify the learning level in the English career.

SPECIFIC OBJECTIVES

- To know different steps to use Internet in a better way for the English language learning and acquisition to acquire a high knowledge.
- To analyze different web addresses and activities to surfing on internet and find particular information to develop the English language learning.
- To use the final document among the people who are involved in the English career

THEORETICAL FOUNDATION

The theoretical foundation is based on the real information gotten through the researching and analysis of data, finding the best contents advantages, disadvantages, strategies and activities using the internet in order to improve and develop the final document in a good and easy manner, those contents come from the key information that helps to establish the proper regulations for the development of the proposal.

SCIENTIFIC FOUNDATION

Into Teaching Learning Process the technology like the internet is a very important tool which helps to improve students' language performance in an adequate way. For this reason the researchers have considered to investigate the procedures about how to use the internet correctly.

METHODOLOGICAL FOUNDATION

To carry out this project, the researchers incorporated some methodological procedures with their explanation about each one which are useful and necessary to make the English Teaching Learning Process easier. This project has a goal to make the teachers and students who are involved in the English career able to learn about the proper use of the technological resource inside of an interactive laboratory.

PSYCHOLOGICAL FOUNDATION

The principal fact about psychological foundation is to create a warm environment using the internet in which students can feel motivated that Teaching Learning Process becomes interactive and meaningful in the educational environment, this project is playing an important role at the Technical University of Cotopaxi meanwhile it is going to improve and strength the students' level of the English career to become competent in their development as professionals.



TECHNICAL UNIVERSITY OF COTOPAXI

GUIDE TO LEARN ENGLISH THROUGH INTERNET



Mayra and Natalia

English Major

31/07/2012

INTRODUCTION	4
How to use the guide?	5
How to search information on Internet	6
Step one: Select a search engine at the top of any page on your computer	6
What are search engines?	7
Types of Search engines to find information:.....	7
Step two: Choose a few of the most specific or relevant keywords or phrases to describe your topic. Utilize synonyms.....	11
Tips to search information on Internet.....	11
Basic usage of a search engine	12
Google general possibilities.....	12
Filter information.....	15
Advanced research	17
Step three: Assess your results. - Search through your list of web pages to pinpoint information.....	20
Evaluating information	20
Top 8 websides to learn English online	
1.ello.....	21
2. Fun Easy English.....	21
3. Lang-8.....	22
4. Busuu	22
5. Livemocha	22
7. BBC learning English.....	23
8. Exam English	23
Games.....	24
Pronunciation	29
Tongue twisters.....	30
Single vowel sound,diphthongs and consonants.....	37
Vacavulary	39
Grammar	41
To-be verb in present	42
Simple Present	43
Present Continuous	44
Present Perfect	45
Present Perfect Continuous	46
To-be verb in Past	47

Simple Past	48
Past Continuous	49
Past Perfect	50
Future Tense	51
Future Perfect	52
Comparison of Adverbs	53
Comparison of Adjectives	54
Phrasal Verbs	55
Passive Voice	56
Infinitive and Gerunds	57
Reported Speech	58
Relative Clauses	59
Clauses of Result	60
Clauses of Purpose	61
Causative Form	62
First Conditional	63
Second Conditional	64
Third Conditional	65
Wish	66
LISTENING SKILL	67
Songs	68
Listening Conversation	76
SPEAKING SKILL	80
Describing Pictures	81
Situation Dialogues	86
READING SKILL	89
Poems	90
Stories	98
WRITING SKILL	107
Acrostics	108
Letters	110
E- mail	118
Paragraphs	126
Articles	131
Academic Summary	138
Report	144
Essay	152
Stories.....	159

INTRODUCTION

In this society characterized by the development of information and communication using new technologies like the Internet is certainly the greatest technological impact in our society. The internet at the present time the society offers a different and effective access to information, facilitate and improve the Education using technology.

In this context it is necessary that teachers and students develop skills that allow them to use the Internet as a resource for information according to their interest. Internet provides resources which we can enrich education, turning the teaching learning process into a more dynamic, comprehensive and interactive for both teachers and students.

This guide contains a lot of useful activities that will help educators and learners know how to use the internet correctly and apply it in a class using the technology as an essential tool in the teaching learning process; they will be able to improve a new language using different activities that they can find on Internet.

The researchers created this guide with activities as a way to facilitate student's learning, teachers' teaching, thus will achieve a high level of English teaching learning and acquisition using new technologies.

What means WWW?

It meansWorld
WideWeb

HOW TO USE THE GUIDE

The guide contains several tips and web addresses which will allow develop the skills of students in order to improve the teaching learning process, applying some activities and technological resources through the Internet.

It has different steps to use Internet during the class in an interactive laboratory and improving the abilities like: listening, reading, writing and speaking with technological resources to improve the students' knowledge which are funny and dynamic.

Use less ambiguous terminology.

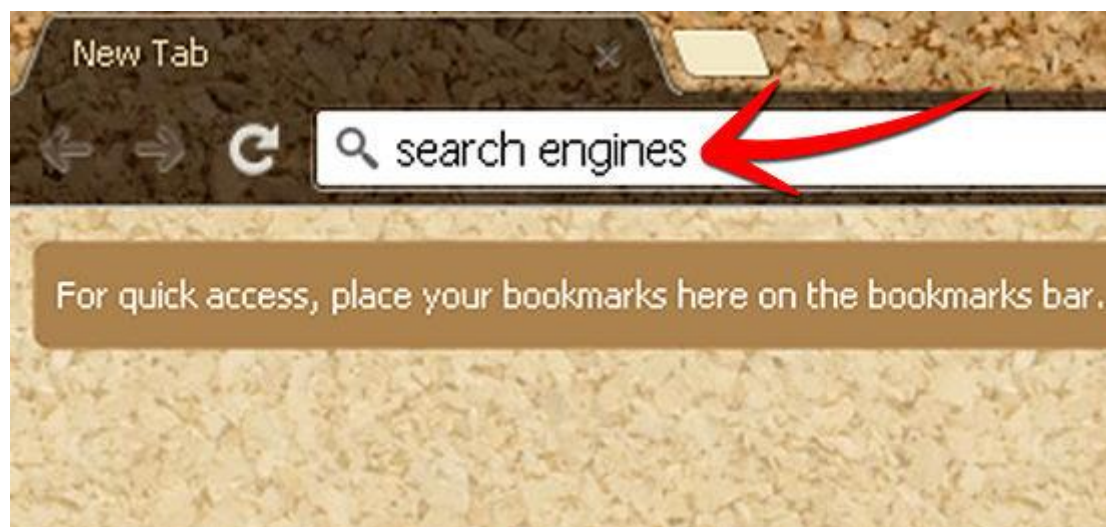
HOW TO SEARCH INFORMATION ON INTERNET TO LEARN ENGLISH LANGUAGE?

You can use the Internet to help your speaking, listening reading and writing skills in the English language. There are many free resources on line that you can utilize to improve your comprehension of spoken English and to produce it yourself.

When we need specific information normally we use the internet because there are a lot of informative sources but it is necessary to know:

STEPS

Step One: Select a search engine: at the top of any page on your computer



What are search engines?

They are specialized tools to find information on internet; there are a lot of browsers each one with different characteristics, before to begin to search on the internet you must choose the best browser where you are going to solicit the information.



As we are in college and future teachers of English, and we need to use scientific information. We are not worth anything.
Specialized information: academic information, solvent and reliable.

Types of Search engines to find information:

- **Google:** (<http://www.google.com/>): Excellent search engine in Spanish, with strong capabilities to improve their performance.

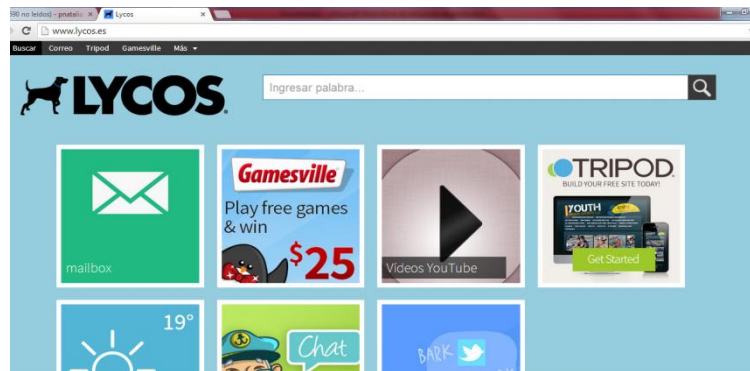
+Tú Gmail Imágenes



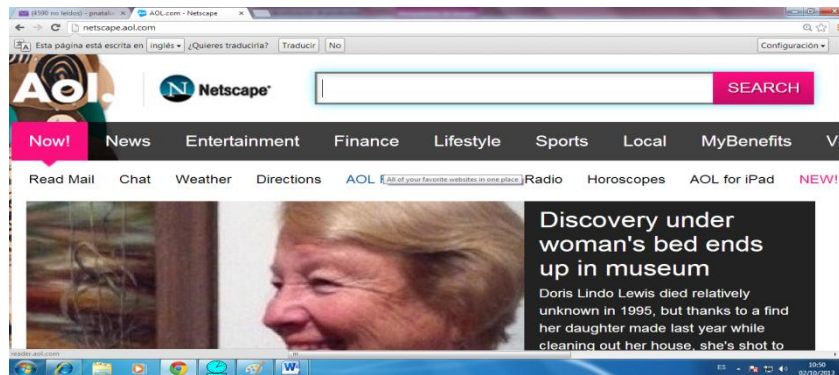
Buscar con Google

Me siento con suerte

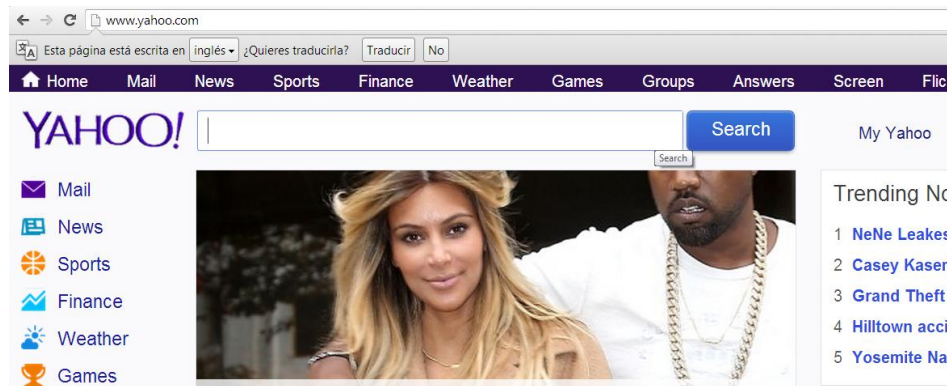
- **Lycos (<http://www.lycos.es>):** It is one of the most complete and updated.



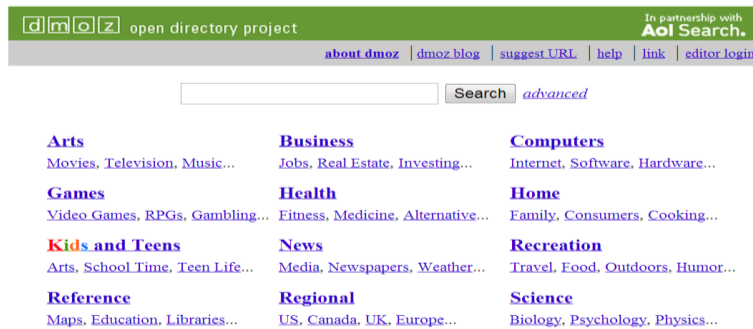
- **Nestcape (<http://www.nestcape.com>)**



- **Yahoo (<http://www.yahoo.com>)** it is the most famous web page in Spanish.



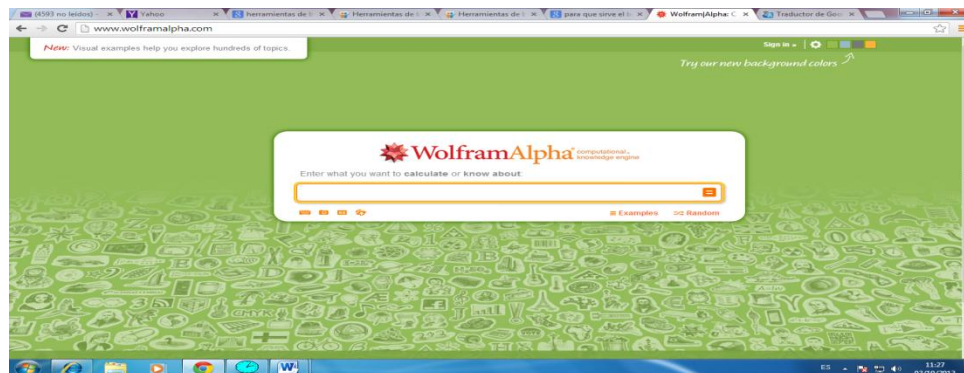
- **Dmoz** (www.dmoz.org) it is only in English, and is an interesting collaborative experiment where the same people help rank websites.



- **Terra** : (www.terra.com)The result is shown with title, description, source and time of the news ,it has special content, multimedia and highly effective search



- **WolframAlpha**: (www.wolframalpha.com) A search engine like no other search engine that enables a user to get more intelligent results and statistical information.



- **Webcrawler:** This search engine is only available in English and does not provide for advanced search

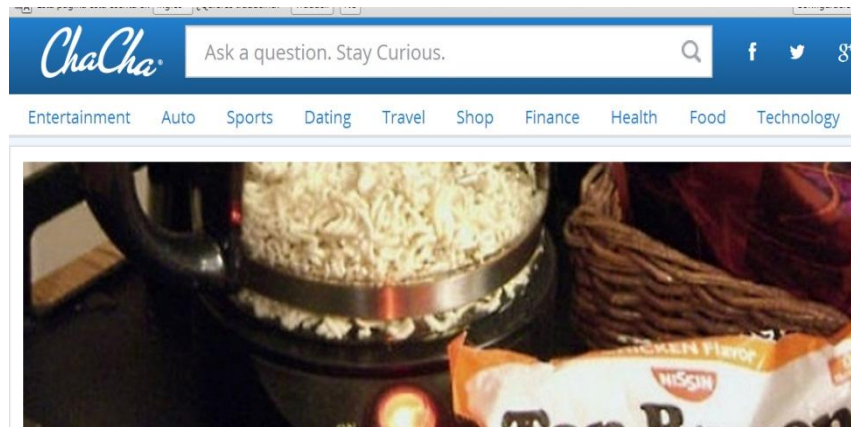


web images video news

Search

Pro
He

- **Chacha:** (www.chacha.com) Try to give a much more interactive and fast the years have been offering Google Answers and Yahoo Answers with their associated questions and answers between users trying to locate information.



Step two: Choose a few of the most specific or relevant keywords or phrases to describe your topic. Utilize synonyms.



Tips to search information on Internet.

- Place a plus sign (+) prior to each word to view each “word separately” within your search results, such as +writer+grammar+punctuation.
- Place a minus sign (-) prior to each word to “omit a word,” such as recipe-meat for a vegetarian meal.
- Utilize quotation marks, to view "consecutive words of a phrase," such as "flower arrangement."
- While searching, bookmark any other sites of interest.

Keyword search: Keyword searches are usually faster than thematic. The order of the search must be performed accurately; otherwise you may lose much time, so here the trick is to choose your keywords carefully

Search by topic: The thematic searches generally tend to be slower than using keywords, and to look for topic by topic to the point of interest. However, this kind of search is more accurate and is ideal when you need to find a variety of sources on the same topic.

Tips for search engines by topic:

- ✓ On browsers by topic, do not use keywords but only the general category names, for example:
English grammar.
- ✓ A good search strategy is depth, first, on some levels to investigate the topic and then do a keyword search, but focusing the topic of interest.

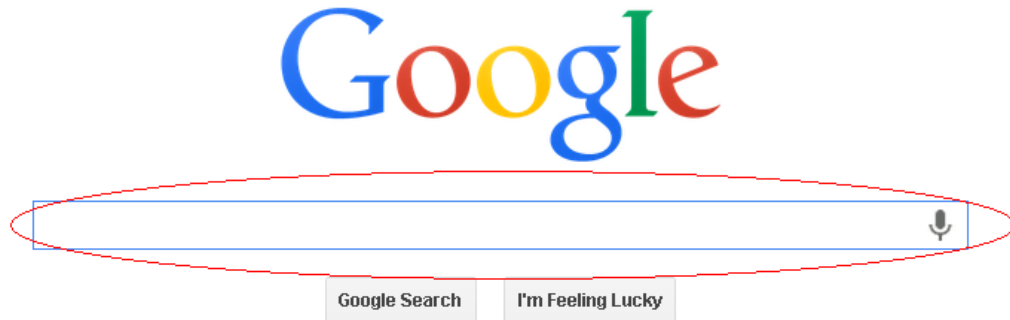
Basic usage of a search engine

Google general possibilities.

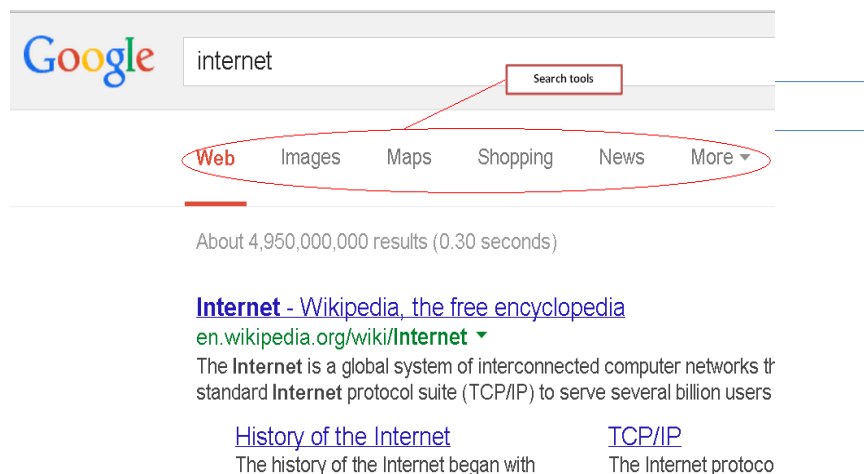
Any search engine, among those seen so far, we might provide information about the pages you want. We will choose one to develop search techniques. However, these are very similar in any of them. The researcher will look with Google. It is a powerful search engine with a large database. It also has Castilian version. Your URL is <http://www.google.com/> and Spanish directly see, because the browser will detect the version of Windows running.



Enter the words related to the topic you want in the blank space in the center of the window



Choose the field tools.



Google Web Search: Search billions of web pages where you can find information.

Images Search: Search for images on the Web about any topic that you want.

Google Maps: Mapping service that indexes streets and displays satellite and street-level imagery, providing driving directions and local business search

Translate: Instantly translate text, web pages, and files between over 50 languages

Google Books: Search the full text of printed books. Google scans and stores in its digital database. The content that is displayed depends on the arrangement with the publishers, ranging from short extracts to entire books.

Google Groups: web and email discussion service and Usenet archive. Users can join a group, make a group, publish posts, track their favorite topics, write a set of group web pages updatable by members and share group files. In January, 2007, version 3 of Google Groups was released. New features include the ability to create customized pages and share files.

Google News: automated news compilation service and search engine for news. There are versions of the aggregator for more than 20 languages.

Google Video: video search engine and online store for clips internally submitted by companies and the general public.

Google application: Applications designed specifically to improve collaboration in your organization, as Google Drive through their spreadsheets, text editors, and presentations. These applications are designed to customize the security of emails, manage your account, and improve your work.

Google shopping: which allows users to search for products on online shopping websites and compare prices between different vendors.

Google Blog: it is a specialized service of Google which is used to search blogs. The Blog Search became "the first major search engine to offer full-blown blog and feed search capabilities".

Google play:The service allows users to browse and download music, magazines, books, movies, television programs, and applications published through Google.

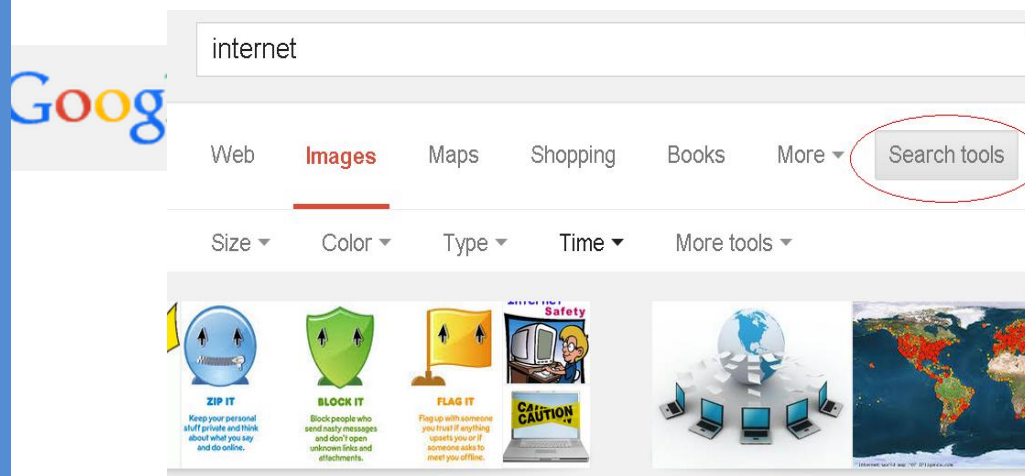
Google drive:Google Drive is the home of Google Docs, a suite of productivity applications that offer collaborative editing on documents, spreadsheets, presentations, and more.

Google Flights: it is an online flight booking service which facilitates the purchase of airline tickets through third party suppliers.

Google Calendar: it is a free time-management web application offered by Google.

FILTER INFORMATION

- a. In this case the researcher selected images then select the Click Search Tools to view additional filters that you can apply to your search. Your options vary depending on the search and filter have already used, so it is not always available all options.



- a. Select one or more filters to narrow your search result.
- b. To return to the standard Google results without filtering, click the Web option located at the top of the search results page. To remove any filter you've added via the Tools option search, click Clear.

Example:

You can use additional filters called search tools to restrict your query once you've decided how you want to use. Imagine that you are looking for images about internet, but only want to see red images.

Write the subject in this case internet in search box, click Images and then select search tools to display different ways to filter the results of pictures, among which include size, color and type. Click Color, and then select the red filter. When you want to return to the unfiltered results, click Delete below the search box.



These search tools will vary depending on the mode in which you are.

Advanced research

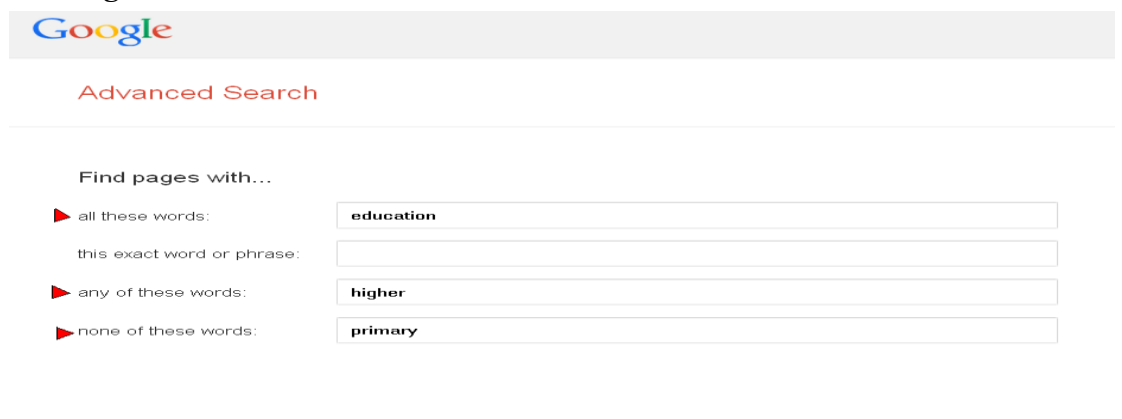
Many times we have spent hours and hours on the Internet without getting the information we need and when we found her, we wonder how to validate whether it is truthful or if the person or entity that is reliable published. In this post are some recommendations to find the information we need, using the Google search engine.

Click on the option search advanced



Currently if you type the word Education on Google, immediately appear more than 125,000,000 pages in which the word is education. This shows the effectiveness of Google to find information. But before such a flood of information what strategy to more effectively implements our search?

In the advanced options of Google, we recommend using with **all the words**, **any of these words** and **none of these words** to thus start our search shaking



The option **this exact word or phrase**: this option is the most effective way to specify what we want. For example, if a student gives homework and the teacher wants to know immediately if it is only a COPY - PASTE, as unfortunately sometimes happens, the easiest way is to write a complete line of a paragraph of homework in the option and immediately page appears from which you copied the line. Consider the following picture:

Advanced Search

Find pages with...

all these words:

this exact word or phrase:

any of these words:

none of these words:

numbers ranging from: to

In this option the researcher must put the number of websites that he or she wants.

Find pages with...

all these words:

this exact word or phrase:

any of these words:

none of these words:

numbers ranging from: to

Then narrow your results by:

Language: Find pages in the language that you select.

Region: Find pages published in a particular region.

Last update: Find pages updated within the time that you specify.

Site or domain: Search one site (like wikipedia.org) or limit your results to a domain like .edu, .org or .gov

Terms appearing: Search for terms in the whole page, page title or web address, or links to the page you're looking for.

SafeSearch: Tell SafeSearch whether to filter sexually explicit content.

Reading level: Find pages at one reading level or just view the level info.

File type: Find pages in the format that you prefer.

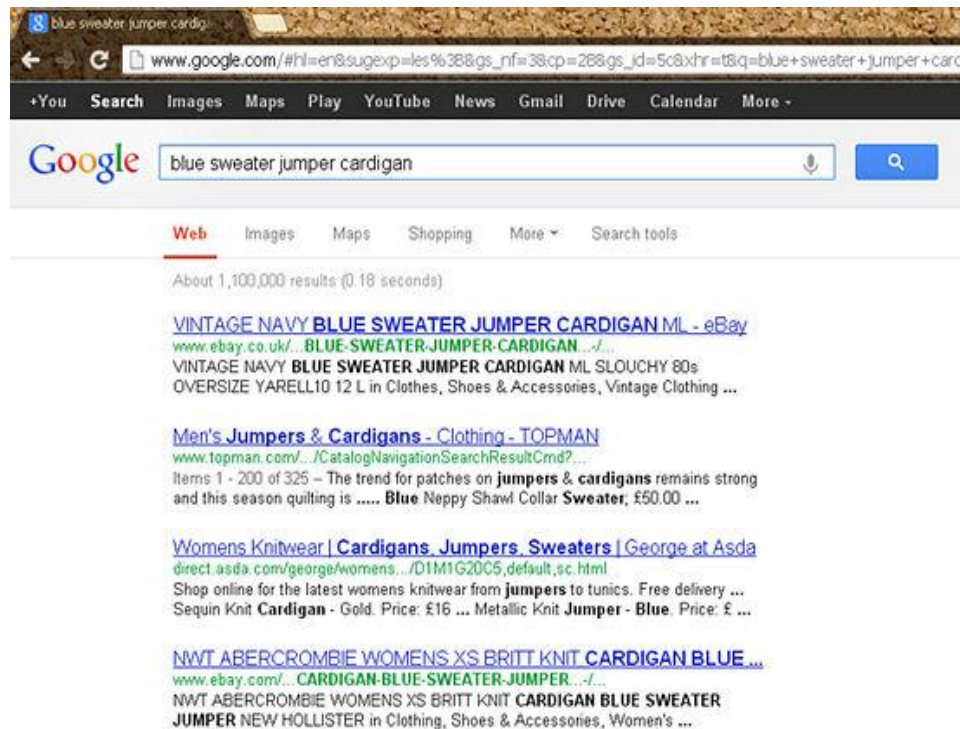
Usage rights: Find pages that you are free to use yourself.

➔ language:	any language ▼
➔ region:	any region ▼
➔ last update:	anytime ▼
➔ site or domain:	<input type="text"/>
➔ terms appearing:	anywhere in the page ▼
➔ SafeSearch:	Show most relevant results ▼
➔ reading level:	no reading level displayed ▼

The web address you are going to write as follows:



Step three: Assess your results. - Search through your list of web pages to pinpoint information.



Evaluating information

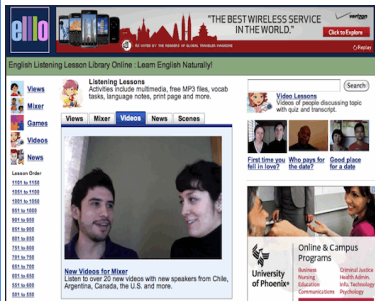
Internet offers information and data from all over the world. Because so much information is available, and because that information can appear to be fairly “anonymous”, it is necessary to evaluate reliable, rigorous, updated, plus sufficient and relevant information for the researcher’s purpose.

TOP 8 WEBSIDES TO LEARN ENGLISH ONLINE.

You only need a computer with Internet access, and then visit some websites of English to learn and teach by your own without paying any money. Among these websites, below there are 8 websites where you can practice English language.

1. Ello

www.ello.org



Ello focuses on English listening skills. You can listen to speakers from around the world for different topics such as sports, travel, games and more. You can also listen to some nice English songs or watch some videos.

2. Fun Easy English

www.funasyenglish.com

Fun Easy English is mainly focused on the basic tips and knowledge of English teaching courses include pronunciation, grammar, idioms, slang, writing, testing and more.



3. Lang-8

www.lang-8.com

Lang-8 focuses on writing in a foreign language. You write in the language they are learning.



4. Busuu

www.busuu.com/es/

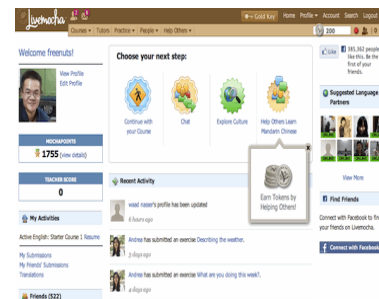


Busuu offers some courses, including writing exercises, vocabulary building, reading comprehension, and so on. Besides the courses, you can also learn English online to join the community and chat with other members.

5. Livemocha

www.livemocha.com

Livemocha is focused on learning a foreign language courses and communications. To learn English online, you can take an English course, submit your answers, or chat with members whose first language is English.



6. VocabSushi

www.vocabsushi.com



VocabSushi is for you to learn the vocabulary in real-world.

7. BBC learning English

www.bbc.co.uk/worldservice/learningenglish/

On the website of the BBC Learning English, you can learn grammar, vocabulary, pronunciation.



8. Exam English

<http://www.examenglish.com/>



As its name, the English test website is for you to take the tests, including TOEFL, CPE, KET, and almost every other famous international examination of ESL / EFL. You can test your English by reading, listening, grammar, vocabulary, writing separately

Games

Objective: To offer students a fun-filled and relaxing learning environment through funny games using Internet to acquire a high level of English Language.

Description: Games are so motivational activities before beginning a class, which increase interest to learn English language in class.

For example:

In this game the students can practice vocabulary ordering words with limited time.

ENGLISH STAR

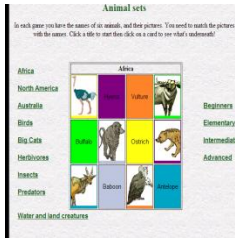


<http://www.english-online.org.uk/games/vocabexpertp1.htm>

Additionally, there are more games to practice English language:

ANIMALSETS

In this game students have the names of animals, and their pictures. They need to match the pictures with the names. Click a title to start then click on a card to see what is underneath.



<http://www.englishonline.org.uk/games/animalset.htm>

THE ARTICLE WOLF

In this game students are going to read the article and after they are going to remember the sentences and select the best word of each sentence.

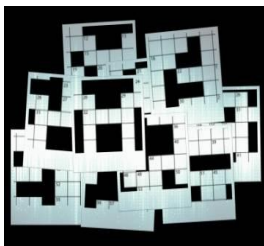
<http://www.englishonline.org.uk/games/articlesframe.htm>



CROSSWORD PUZZLES

This game of crossword puzzle will help you to learn and practice past tense irregular verb forms.

Complete the crossword, and then click on "Check" to check your answer. If you get stuck, you can click on "Hint" to get a free letter.

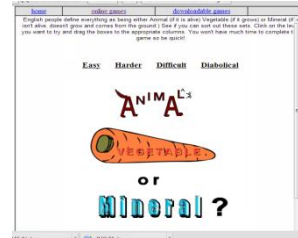


<http://www.esolcourses.com/content/exercises/crosswords/crossword.html>

ANIMAL VEGETABLE OR MINERAL

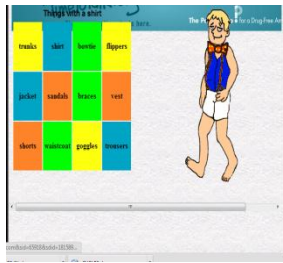
In this game students are going to make a click on the level that they want to try and drag the boxes to the appropriate columns. You won't have much time to complete the game you must do it quickly

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



FASHION GAME

Students are going to choose set of three items of clothing which go together so that the person is properly dressed. Click on a card to see what clothing is underneath.



<http://www.englishonline.org.uk/games/fashiongame.htm>

TRIGGER FINGER

In this game students are going to pick a category and then click as many things as you can find in that category in one minute. There are 25 words in each category.

<http://www.englishonline.org.uk/games/wordcategory.htm>



SMALL TO LARGE

Here students are going to find 25 words hidden in this game. When they have clicked all the letters in a word, that word will appear in one of the categories. If you finish the game with 25 words in their proper categories, going from small to large.



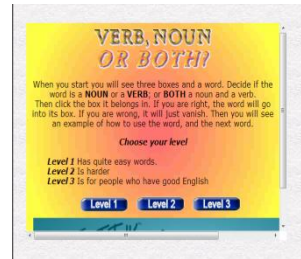
<http://www.englishonline.org.uk/games/bigandsmall.htm>

VERB, NOUN OR BOTH?

In this game you will see three boxes and a word. You must decide if the word is a NOUN or a VERB; or BOTH a noun and a verb.

Then click the box. If you are right, the word will go into its box. If you are wrong, it will just vanish.

<http://www.englishonline.org.uk/games/verbnounbothnew.htm>



Additionally there are some web addresses where students can practice English games in a funny way.

The next web addresses are in general, not all the links are similar and it is recommended to check one by one and provide to student according to the topic that the professor is teaching.

GAMES
http://gamestolearnenglish.com/
http://www.eslgamesplus.com/
http://www.vocabulary.co.il/
http://englishinteractive.net/

Pronunciation



TONGUE TWISTERS

Objective: To develop English pronunciation through different tongue twisters using Internet to improve English in a funny way.

Description: Tongue twisters are used as entertainment and game to pronounce better and faster. They also serve to teach students to speak accurately and quickly without error and to exercise memory.

Example:

In the following tongue twisters students are going to repeat many times until improve the pronunciation, in this case using similar words.

Peter Piper picked a peck of
pickled peppers.

A peck of pickled peppers

Peter Piper picked.

If Peter Piper picked a peck
of pickled peppers,

Where's the peck of pickled
peppers Peter Piper picked?

<http://www.uebersetzung.at/twister/en.htm>

Sample 1

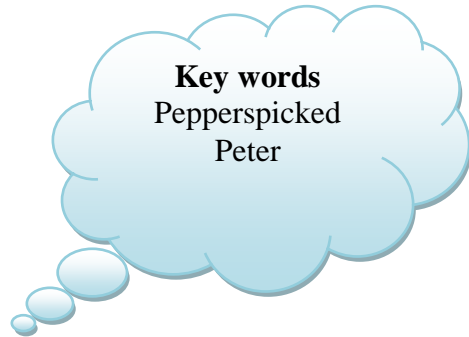
1. -Complete this tongue twister with your own words.

Peter Piper picked a peck of pickled peppers.

A peck of pickled peppers Peter Piper picked.

If Peter Piper picked a peck of pickled peppers

2. - Complete the tongue twister with following words.



Peter Piper picked a peck of pickled _____.

A peck of pickled peppers Peter Piper picked.

If Peter Piper _____ a peck of pickled peppers,

Where's the peck of pickled peppers _____Piper picked?

3. - Reading and cross out (X) the extra words.

Peter Piper picked a **(peck/perfect)** of pickled peppers.

A peck of pickled peppers Peter Piper picked.

If Peter Piper picked a peck of pickled **(peppers/peerage)**,

Where's the peck of pickled peppers Peter Piper picked?

Sample 2

I saw Susie sitting in a shoe shine shop.
Where she sits she shines, and where she
shines she sits.

1. - Reading this part and separate with a slash / each word:

IsawSusiesittinginashoeshineshop.

Whereshesitssheshines, andwhereshe shines she sits.

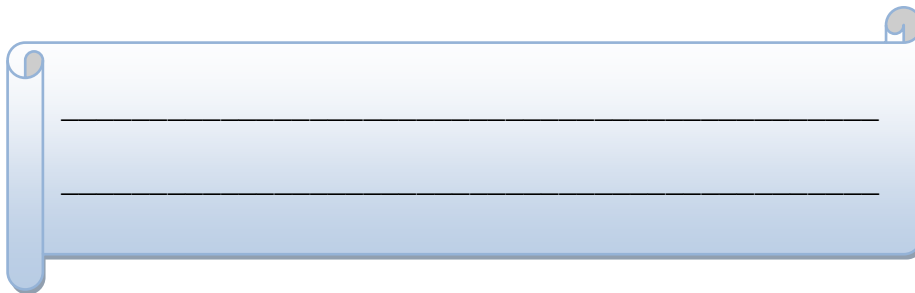
2. -According this tongue twister organizes the scrambled words.

I saw Susie **ttising** in a shoe shine **hpso**. _____

Where she **ssit** she shines, and **rewhes** she shines she sits. _____

3. - Writing this sentences in correct way.

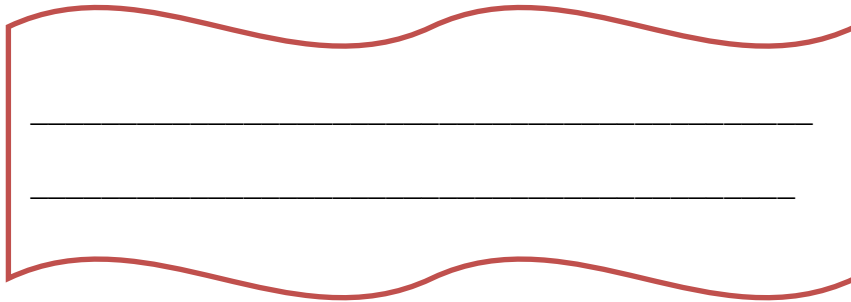
Susie sitting shine shop I saw in a shoe
shines she sits sits she shines, and where she Where she



Sample 3

There was a fisherman named Fisher
who fished for some fish in a fissure.
Till a fish with a grin,
pulled the fisherman in.
Now they're fishing the fissure for Fisher.

1. - Creating a tongue twister according your experiences.



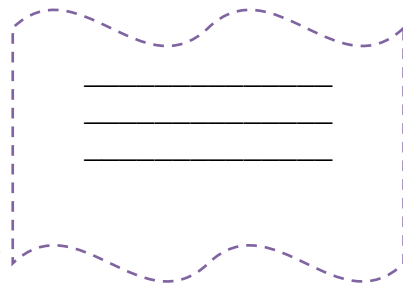
2. - Complete the tongue twister with following words.



_____ was a fisherman named Fisher
who fished for _____ fish in a fissure.
Till a _____ with a grin,
pulled the fisherman in.
Now they're fishing the _____ for Fisher.

3. -According to this tongue twister organize the scrambled words.

There was a **mansherfi** named Fisher
who fished for some fish in a fissure.
illt a fish with a grin,
pulled the fisherman in.
Now they're fishing the **ssurefi** for Fisher.



4. -Listen to this tongue twister and complete the final.

There was a fisherman named Fisher
who fished for some fish in a fissure.
Till a fish with a grin,

_____.

Sample 4

I wish to wish the wish you wish to wish, but if you wish the wish the witch wishes, I won't wish the wish you wish to wish.

1. - Reading and matching this tongue twister in adequate way.

1. I wish to wish the a) wish the witch wishes,
2. but if you wish the b) wish you wish to wish.
3. I won't wish the c) wish you wish to wish,

2. - Finding the words in the following puzzle.



I wish to wish the wish you wish to wish, but if you wish the wish the witch wishes, I won't wish the wish you wish to wish.

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

3. - Using the following words and creating a tongue twister.

Dream beautiful
Day moon

4. -Reading this part and separate with a slash / each word:

I wishtowishthewishyouwishtowish, but if you wish the wish the witch wishes, Iwon'twishthewishyouwishtowish.

To continue there are some interesting links where the students are going to find more examples about tongue twisters.



<http://www.uebersetzung.at/twister/en.htm>

<http://www.englishclub.com/pronunciation/tongue-twisters.htm>

<http://thinks.com/words/tonguetwisters.htm>

<http://pics2.thispic.com/key/20%20FREE%20Tongue%20Twisters%20Worksheets>



**SINGLE VOWEL
SOUNDS, DIPHTHONGS
AND CONSONANTS.**

Objective: To improve pronunciation about single vowel sounds, diphthongs and consonants through activities on Internet to pronounce each word correctly.

Description: The pronunciation is so important in English, for this reason the following pages are going to be useful to learn single vowel sound, diphthongs and consonants pronunciation.

Example:

SINGLE VOWEL SOUNDS

Each of the following 12 slides concentrates on one particular single vowel sound in English.

Listen to the recorder and repeat the individual words and the final sentences.

The screenshot shows a software interface for learning the short 'æ' vowel sound. On the left is a vertical menu of buttons for various vowel sounds: Introduction, Shwa (short), ɜ: (long), i (short), i: (long), e (short), **ae (short)**, a (short), a: (long), u (short), u: (long), o (short), and o (long). The 'ae (short)' button is highlighted. The main area is titled 'ae (short)' and contains a cartoon cat with a pink 'æ' on its chest, a speaker icon, and a list of words: cat, bat, hat, add, madam, and, back, mad, attack, avalanche, annoy, flat, black, have, stamp. Below the words is the sentence: 'The mad black cat attacked the bat'.

<http://www.iavante.es/etpblog/blogarticulate/pronunciation/1/engage.swf>

DHIPTHONGS

Each of the following slides concentrates on one particular diphthong (a combination of 2 vowel sounds in English)
 Listen to the recorder many times as possible and practice the pronunciation.

ai (long)

bicycle nine twice
 my why high
 night buy fine
 behind child line
 silent eye I

The nine child's bicycles were behind the line

<http://www.iavante.es/etpblog/blogarticulate/pronunciation/2/engage.swf>

CONSONANTS

Each of the following examples concentrates on one particular consonant in English which is problematic for Spanish speakers.
 Listen to the pronunciation of each one and practice many times as possible.

th

thumb three fifth
 thirty bath nothing
 path author thank
 thought thin think
 breath broth ruthless

The author thought nothing of the bath

<http://www.iavante.es/etpblog/blogarticulate/pronunciation/3/engage.swf>

VOCABULARY







Objective:To fortify English vocabulary with activities on Internet for improving the academic level

Description:Learning vocabulary is a very important part of learning a language. The more words you know, the more you will be able to understand what you hear and read; and the better you will be able to say what you want to when speaking or writing.

For example here there is an interesting activity on Internet about adjectives where the students are going to listen to the pronunciation and look at the picture many times as possible.

Adjectives



 big	 small
 long	 short
 tall	 short

<http://elcursoinglesonline.blogspot.com.es/2012/05/adjectives-1-adjetivos-1.html>

Additionally there are some web addresses where students can practice English vocabulary in a funny way.

Not all the links are similar and it is recommended to check one by one and provide to student according to the topic that the professor is teaching.

VOCABULARY	WEB ADDRESSES
Parts of the body	http://elcursoinglesonline.blogspot.com.es/2012/09/ingles-ninos-body-parts-head-face.html
Birth, Life, and Death	http://www.learnenglish.de/vocabulary/lifeanddeath.html
In the bedroom	http://elcursoinglesonline.blogspot.com.es/2012/05/ingles-para-ninos-bedroom-vocabulario.html
Jobs and Work	http://www.learnenglish.de/vocabulary/jobs.html
sports	http://www.learnenglish.de/vocabulary/sport.html
In the town	http://elcursoinglesonline.blogspot.com.es/2012/05/in-town.html
Clothes	http://elcursoinglesonline.blogspot.com.es/2012/05/clothes-ropa-vocabulario.html
Election	http://www.learnenglish.de/vocabulary/elections.html
daily routine	http://www.englishexercises.org/makeagame/viewgame.asp?id=513

GRAMMAR



TO-BE VERB IN PRESENT (am-is-are)

Objective: To learn English grammar about to be verb offering some websites where students are going to practice and improve the grammar level.

Description: This activity is very useful to learn to be verb where students are going to complete the sentences using to be verb.

A. Complete : am / is/ are

1. My father <input type="text"/> a taxi driver.	7. It <input type="text"/> cool in spring .	13. Mr. Beek <input type="text"/> our English teacher.
2. It <input type="text"/> a cute cat.	8. We <input type="text"/> good friends.	14. David <input type="text"/> our family doctor.
3. She <input type="text"/> your music teacher.	9. They <input type="text"/> at school today.	15. The kids <input type="text"/> in U.S.A now.
4. This <input type="text"/> my new car.	10. My grandparents <input type="text"/> old.	16. I and Ben <input type="text"/> sick.
5. That <input type="text"/> my villa.	11. You <input type="text"/> a bad pupil.	17. The apples <input type="text"/> are red.
6. It <input type="text"/> winter.	12. I <input type="text"/> hungry.	18. My schoolbag <input type="text"/> green.

<http://www.englishexercises.org/makeagame/viewgame.asp?id=2813>

There are more different web addresses where students and teachers are going to find examples about to be verb.

TO-BE VERB IN PRESENT (am-is-are)

<http://squirrelsplace.blogspot.com/2011/05/exchanges-1-page-1-verb-be.html>

<http://www.youtube.com/watch?v=8tx9fr2gSOM>

http://www.eslgold.com/grammar/verb_be.html

<http://omairacastellanos.es.tl/READINGCOMPREHENSION.htm>

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

SIMPLE PRESENT

Objective: To practice simple present through grammatical exercises on Internet that they will help to use simple present tense correctly.

Description: This activity offers multiple choice exercises by using the verbs in the Simple Present tense.

Simple Present Tense

A. Choose the correct form of the verbs to complete the sentences.

1. Ann always in the pool.
2. Karl often the newspaper.
3. Helen and I a lot.
4. John a trip to Europe.
5. They always at the club.
6. We together.
7. She a horse.
8. Francis homework very quickly.

<http://www.englishexercises.org/makeagame/viewgame.asp?id=2975>

More web addresses where you can find exercises about simple present tense. All the exercises are different you must check one by one.

SIMPLE PRESENT TENSE

http://www.clafoti.com/imagenes9/exe_19_ext_rc.htm

http://www.myenglishpages.com/site_php_files/grammar-exercise-simple-present.php#.UkC4LtJSiE4

<http://www.learnenglishonline.com/grammar/simplepresentreading.html>

<http://learnenglishteens.britishcouncil.org/grammarvocabulary/grammar-snacks/present-simple>

PRESENT CONTINUOUS

Objective: To practice present continuous using web addresses to help students to make sentences using present continuous.

Description: In this activity there are two types of exercises: multiple choice and gap-filling. In the first one, students choose the right option to build affirmative and negative sentences in the present continuous, look at the pictures and fill in the gaps with the present continuous. In the second exercise, there are 24 sentences students have to complete with the present continuous or the present simple.



<http://www.englishexercises.org/makeagame/viewgame.asp?id=2332>

More web addresses where you can find exercises about simple present tense. It is recommended to check all links because they are not similar.

PRESENT CONTINUOUS

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

<http://www.englishpage.com/verbpage/presentcontinuous.html>

<http://www.eclecticenglish.com/grammar/PresentContinuous1F.html>

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

**PRESENT
PERFECT**

Objective: To learn present perfect by means of grammatical activity on internet for improving English language.

Description: In this exercise students are going to practice present perfect they are going to complete the sentences and practice many times to learn better.

Present Perfect

A. Complete the sentences with the verbs in The Present Perfect tense.

1. She (buy) a new dress.

2. He

have bought
has bought
has buyed

 (ink) a glass of milk.

3. They (cook) dinner.

4. William and Sue (play) chess with me.

5. Mrs Dean (clean) the house.

6. My parents (visit) my grandparents.

7. We (wash) our hair.

<http://www.englishexercises.org/makeagame/viewgame.asp?id=2998>

Additionally, there are more web addresses where students can practice present perfect. Not all the exercises are similar, it is necessary to review one by one.

Links

<http://www.englishpage.com/verbpage/verbs7.htm>

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

http://www.englischhilfen.de/en/exercises/tenses/present_perfect_statement_s.htm

http://www.agendaweb.org/verbs/present_perfect-exercises.html

<http://www.better-english.com/grammar/presentperfect1.htm>


**PRESENT PERFECT
CONTINUOUS**

Objective: To learn about present perfect continuous by means of grammatical exercises for improving English grammar.

Description: In this example students are going to practice Present Perfect Continuous matching the sentences one by one with the correct answer.

Mix and match

<input type="text" value="You look very tired."/>	<input type="text" value="Have you been smoking?"/>
<input type="text" value="The cooker's hot."/>	<input type="text" value="I suppose he's been skiing again."/>
<input type="text" value="June's very red in the face."/>	<input type="text" value="I've been thinking about it all day."/>
<input type="text" value="It smells of cigarettes in here."/>	<input type="text" value="You've been working too hard."/>
<input type="text" value="Pete has broken his leg."/>	<input type="text" value="We've been living in a rented flat while we looked."/>
<input type="text" value="Andrea has red eyes."/>	<input type="text" value="Has she been crying?"/>
<input type="text" value="I still can't make my mind up."/>	<input type="text" value="Has she been running?"/>
<input type="text" value="She has lost a lot of weight."/>	<input type="text" value="She hasn't been eating enough."/>
<input type="text" value="They arrived ten minutes ago."/>	<input type="text" value="They've been waiting for you."/>
<input type="text" value="We've just bought a house."/>	<input type="text" value="Have you been cooking?"/>



<http://www.englishgrammarsecrets.com/presentperfectcontinuous/exercise1.swf>

There are more web addresses where students can practice exercises about future perfect. Not all the exercises are the same.

Links

<http://www.englishpage.com/verbpage/presentperfectcontinuous.html>

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

<http://www.englishexercises.org/makeagame/viewgame.asp?id=3550>

<http://www.perfect-english-grammar.com/present-perfect-continuous-exercise-1.html>

http://www.agendaweb.org/verbs/present_perfect_continuous-exercises.html

**TO-BE VERB IN
PAST
(was-were)**

Objective: To learn to be verb in past using different interesting web addresses that it will help students to be able for making sentences in this time.

Description: In this activity students are going to select the best word and complete the answers.

Exercise on Simple Past

Exercise Was or Were?

Complete the sentences with was or were.

1. I happy.
2. Y was angry.
3. She were in London last week.
4. He on holiday.
5. It cold.
6. We at school.
7. You at the cinema.
8. They at home.
9. The cat on the roof.
10. The children in the garden.

<http://www.ego4u.com/en/cram-up/grammar/simple-past/exercises?03>

Then there are more different web addresses where you are going to practice to-be verb in past.

TO-BE VERB IN PAST (WAS-WERE)

<http://www.ecenglish.com/learnenglish/lessons/is-or-was>

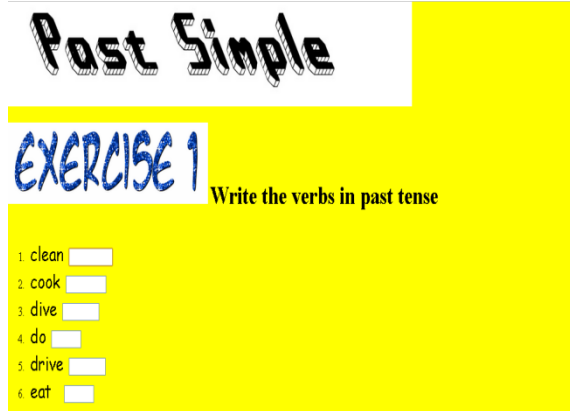
<http://www.englishexercises.org/makeagame/viewgame.asp?id=562>

<http://www.ebpai.com/storage/Ejercicios%20Unidad%205%20Past%20ense%20verb%20TO%20BE%201.pdf>

SIMPLE PAST

Objective: To practice simple past through these grammatical exercises that students can find on Internet to fortify English Language.

Description: This example consists of 2 exercises and provides 59 examples of Simple Past to practice.



Past Simple

EXERCISE 1 Write the verbs in past tense

- 1 clean
- 2 cook
- 3 dive
- 4 do
- 5 drive
- 6 eat

<http://www.englishexercises.org/makeagame/viewgame.asp?id=3303>

Here there are more web addresses where you are going to practice simple past. Not all the activities are the same please check one by one.

TO-BE VERB IN PAST (WAS-WERE)

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

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

<http://www.saberingles.com.ar/exercises/203.html>


<http://www.englishpage.com/verbpage/simplepast.html>

**PAST
CONTINUOUS**


Objective: To practice simple past through grammatical activities on Internet for improving the English knowledge in students.

Description: This link has an interesting activity for students to revise the use of the past simple and the past continuous.

PAST SIMPLE OR PAST CONTINUOUS?



1. David (shave) when his wife (come) home yesterday.



2. The Claytons (celebrate) a birthday party when I (phone) last Friday. Susan (record) everything with her camcorder and everybody (have) fun.

<http://www.englishexercises.org/makeagame/viewgame.asp?id=1206>

More web addresses where you can find exercises about simple present tense. All the exercises are different.

SIMPLE PAST

<http://www.perfect-english-grammar.com/past-continuous-exercise-1.html>

<http://autoenglish.org/gr.pascon.i.htm>

<http://www.englishpage.com/verbpage/pastcontinuous.html>

<http://www.englishexercises.org/makeagame/viewgame.asp?id=4753>

PAST PERFECT

Objective: To practice Past Perfect through grammatical exercises on internet for learning English grammar.

Description: In this activity students are going to complete sentences about past perfect. They are going to practice many times as possible.

Complete the sentences with the past perfect of the verb in brackets.
Use contractions where possible.

1. Kevin (go) home by the time I arrived.
2. Ethan suddenly realised that he (leave) his laptop on the train.
3. Mum was annoyed because I (not clean) my room.
4. (they / study) English before they went to the USA?
5. We were hungry because (not eat).
6. My phone didn't work because I (charge) it.
7. Why didn't you want to watch the film? (you / see) it before?
8. Sally was embarrassed because she (forget) her dad's birthday.

http://elt.oup.com/student/solutions/preint/grammar/grammar_09_012e?c=global&sellLanguage=en

There are many links to practice past perfect. Not all the exercises are similar at the first one for this reason it is recommended to review each link according to the necessity of teachers.

Links

<http://www.really-learn-english.com/past-perfect-exercises.html>

<http://www.englishpage.com/verbpage/pastperfect.html>

<http://www.perfect-english-grammar.com/past-perfect-exercise-1.html>

http://www.agendaweb.org/verbs/past_perfect-exercises.html

<http://www.englishgrammarsecrets.com/pastperfect/menu.php>

FUTURE TENSE

Objective: To learn future time through interesting grammatical activities on Internet for improving grammar level.

Description: In this activity for students to practice the future tenses: will and going to in a context.

SOME ACTIVITIES

differs@iber.com
09/20/2010

1. Choose the correct verb for the following sentences. Do not use abbreviations:

- 1) Next summer, I _____ (travel) to New York. My sister lives there and she bought me a plane ticket for my birthday.
- 2) It's getting cold. I _____ (take) my coat!
- 3) Are you going to the cinema? Wait for me. I _____ (go) with you!
- 4) Jane and Tom _____ (not/study) medicine next year. Jane _____ (study) French and Tom _____ (take) a gap year.
- 5) Mrs Simons, those bags seem quite heavy. I _____ (help) you carry them.
- 6) Experts say the Earth _____ (suffer) seriously if we continue polluting.
- 7) Look at those black clouds. I think it _____ (rain).

<http://www.englishexercises.org/makeagame/viewgame.asp?id=3135>

Here there are more different web addresses where you can find exercises about simple present tense. Not all the links are the same it is recommended to check one by one.

FUTURE TENSE
http://www.englisch-hilfen.de/en/exercises/tenses/future.htm
http://www.ego4u.com/en/cram-up/grammar/future-mix/exercises
http://english.lingolia.com/en/grammar/tenses-comparison/future-tenses/exercises
http://www.myenglishpages.com/site_php_files/grammar-exercise-simple-future.php

FUTURE PERFECT

Objective: To practice about Future Perfect through exercises on Internet for improving grammar level.

Description: In this activity students are going to complete the sentences with the words in parenthesis and finally they are going to check the answers.

Fill in the verbs in brackets in **Future Perfect**.

Toggle example

- 1) Anne her bike next week. (*to repair*)
- 2) We the washing by 8 o'clock. (*to do*)
- 3) She Paris by the end of next year. (*to visit*)
- 4) I this by 6 o'clock. (*to finish*)
- 5) Sam by next week. (*to leave*)
- 6) She this with her mother tonight. (*to discuss*)
- 7) The police the driver. (*to arrest*)
- 8) They their essay by tomorrow. (*to write*)
- 9) Paolo the teams. (*to manage*)
- 10) If we can do that - then we our mission. (*to fulfil*)

http://www.englisch-hilfen.de/en/exercises/tenses/future_perfect_statements.htm

Here there are more links about future perfect exercises where students can practice. All the exercises are different and it is necessary to check one by one.

Links

<http://www.perfect-english-grammar.com/future-perfect-exercise-4.html>

<http://www.agendaweb.org/verbs/future-perfect-exercises.html>

<http://www.perfect-english-grammar.com/future-perfect-exercise-4.html>

<http://www.really-learn-english.com/future-perfect-exercises.html>

<http://www.perfect-english-grammar.com/future-perfect.html>

COMPARISON OF ADVERBS

Objective: To learn comparison adjectives with interesting activities on Internet for developing English grammar.

Description: It is a simple exercise for students to practice comparison of adverbs. Students are going to complete the sentences transforming the word in brackets. **Exercise on Comparison of Adverbs**

Fill in the correct adverb form (comparative or superlative) of the adjectives

1. I speak English (fluent) more fluently now than last year.
2. She greeted me (polite) _____ of all.
3. She smiled (happy) _____ than before.
4. This girl dances (graceful) _____ of all.
5. Could you write (clear) _____ ?
6. Planes can fly (high) _____ than birds.
7. He had an accident last year. Now, he drives (careful) _____

<http://www.ego4u.com/en/cramup/grammar/adjectivesadverbs/adverbs/exercises?02>

Additionally there are more web addresses where you can practice comparison of adjectives.

Links

http://www.cursor-ingles.com/ejerciciostestingles/adverbios_comparativos.php

http://firstenglish.org/english_learning/english_year_2/english_adverbs/24_comparison_of_adverbs_irregular.htm

<http://www.englishexercises.org/makeagame/viewgame.asp?id=6088>

http://firstenglish.org/english_learning/english_year_2/english_adverbs/20_english_comparison_of_adverbs.htm

COMPARISON OF ADJECTIVES

Objective: To learn comparison of adjectives by means of dynamic activities on Internet for improving English language.

Description: In this activity students are going to practice comparison of adjectives completing the sentences using word in brackets.

Comparative adjectives

1. I am _____ (tall) my sister.
2. My mum thinks that cats are _____ (good) pets than dogs.
3. Cycling is one of _____ (dangerous) sports.
4. I want to have _____ (big) car.
5. A blue whale is _____ (heavy) twenty-five elephants.
6. You look _____ (thin) last month. Have you lost weight?
7. Bicycles are _____ (slow) cars.
8. She is _____ (nice) person I know.
9. What is _____ (good) film you 've seen?
10. Computers are _____ (cheap) mobile phones.

<http://www.languageworksheets.com/comparativeadjectiveselementary.html>

To continue there are more links where you can practice comparison of adjectives. Not all the links are the same it is recommended to check one by one.

PHRASAL VERBS

<http://www.comparison.com>

<http://www.learnenglishonline.com/grammar/tests/comparativeadjectives2.html>

<http://www.inglestotal.com/comparative-form/>





<http://www.agendaweb.org/grammar/comparative-adjectives-exercises.html>

Objective: To learn phrasal verbs through grammatical activities on internet for fortifying English Language.

Description: In this activity students will be able to identify and relate images with some common phrasal verbs. Then they have to write the phrasal verb under each picture.

wake up <input type="checkbox"/>	break up <input type="checkbox"/>	come in <input type="checkbox"/>	wait for <input type="checkbox"/>
put up <input type="checkbox"/>	look for <input type="checkbox"/>	take off <input type="checkbox"/>	call in <input type="checkbox"/>
look after <input type="checkbox"/>	put on <input type="checkbox"/>	climb up <input type="checkbox"/>	call off <input type="checkbox"/>

II.- Fill in box with the correct phrasal verb.

			
1. <input type="text"/>	2. <input type="text"/>	3. <input type="text"/>	4. <input type="text"/>

<http://www.englishexercises.org/makeagame/viewgame.asp?id=1966>

Additionally there are more web addresses that students can use to practice phrasal verbs. Not all the exercises are similar at the first one for this reason it is recommended to review each link according to the necessity of teachers.

PASSIVE VOICE

<http://www.es.htm>

[verbs sentenc](#)

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

<http://www.esl-lounge.com/student/phrasal-verbs-exercises.php>

<http://www.ego4u.com/en/cram-up/grammar/phrasal-verbs>

Objective: To practice about passive voice through interesting grammatical activities on Internet for improving English grammar.

Description: In this activity students must rewrite the sentences in passive voice and finally they are going to check the correct answers.

Rewrite the sentences in passive voice.

1. Sheila is drinking a cup of tea. - A cup of tea is being drunk by Sheila. _____
2. My father is washing the car. - _____
3. Farmer Joe is milking the cows. - _____
4. She is taking a picture of him. - _____
5. I am writing a poem. - _____
6. We are not playing football. - _____
7. He is not wearing a tie. - _____
8. Is she preparing the party? - _____
9. Are they talking about the meeting? - _____
10. Is she watering the flowers? - _____

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

Additionally there are more links with examples about Passive Voice it is recommended to review each link because not all the exercises are the same.

Links

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

<http://www.agendaweb.org/verbs/passive-exercises.html>

http://www.myenglishpages.com/site_php_files/grammarexercisepassive.php#.UkxIodJLMTk

<http://www.autoenglish.org/gr.pas.i.htm>

http://www.english-grammar.at/worksheets/passive_voice/passive_voice.htm

INFINITIVE AND GERUNDS

Objective: To practice Infinitive and gerunds by means of grammatical exercises on Internet for improving English grammar.

Description: Students are going to complete the story called: "Gary's Troubled Life". They must write the verbs in brackets into their infinitive or gerund form to complete the story.

The students were prohibited from _____ (smoke) in the school, but Gary often broke the rules. Once he attempted _____ (cheat) on an exam and he enjoys _____ (skip) classes.

Gary's parents really wanted him _____ (be) a doctor, but he hopes _____ (be) an actor. His parents asked him _____ (work) harder and he promised many times _____ (focus) on his school work. Even so, Gary couldn't resist _____ (make) poor choices and he often got into trouble.

When Gary lit up a cigarette in the stairwell at school, the principle smelled the smoke. Gary put out his cigarette and pretended _____ (be) studying. When the principal approached him, Gary denied _____ (smoke) and managed _____ (convince) the principal that he was innocent. Even so, the principal was suspicious and told Gary that if he breaks one more rule, he will risk _____ (be) expelled from the school.

Gary went home and thought about the situation all evening. He realized that he

<http://www.englishexercises.org/makeagame/viewgame.asp?id=597>

Additionally there are more web addresses that students can use to practice Infinitive and Gerunds .Not all the exercises are similar at the first one for this reason it is recommended to review each link according to the necessity of teachers.

Links

<http://www.englishpage.com/gerunds/>

http://www.englisch-hilfen.de/en/exercises_list/gerund_infinitiv.htm

<http://www.bergen.edu/pages1/Documents/ELRC/InfinGerund.htm>

<http://www.really-learn-english.com/gerunds-and-infinitives.html>

<http://www.perfect-english-grammar.com/gerunds-and-infinitives-exercise-2.html>

REPORTED SPEECH

Objective: To practice reported speech by means of dynamic activities on Internet for improving English grammar.

Description: Students are going to complete the sentences practicing reported speech and at the end they can check the answers.

Complete the sentences in reported speech.

1. John said, "I love this town."
John said
2. "Do you like soccer?" He asked me.
He asked me
3. "I can't drive a lorry," he said.
He said
4. "Be nice to your brother," he said.
He asked me
5. "Don't be nasty," he said.
He urged me

http://www.myenglishpages.com/site_php_files/grammar-exercise-reported-speech.php#.UkxMtNJLMTk

Additionally there are more links with examples about Reported Speech it is recommended to review each link because not all the exercises are the same.

Links

http://www.agendaweb.org/verbs/reported_speech-exercises.html

http://www.englisch-hilfen.de/en/exercises_list/reported.htm

<http://www.ego4u.com/en/cram-up/grammar/reported-speech>

<http://www.perfect-english-grammar.com/reported-speech-exercises.html>

<http://www.englishexercises.org/makeagame/viewgame.asp?id=1629>

RELATIVE CLAUSES

Objective: To learn relative clauses through interesting grammatical exercises on Internet for improving grammar level of students.

Description: In this example students can practice many times as possible about relative clauses to learn better.

Next exercise

Type your answer, then press "Check". If you can't get a correct answer, click on the "Show answer" button to see suggested answers.

2 Mary works in our office. Her husband is a plastic surgeon.

3 Venice is a wonderful place. We spent our last holiday there.

4 He showed us how to create a computer-based game. It was very interesting.

<http://www.xtec.cat/~ogodoy/sac/rephrasing/relclex1.htm>

Additionally there are more links with examples about relative clauses it is recommended to review each link because not all the exercises are the same.

Links

http://www.myenglishpages.com/site_php_files/grammarexerciserelativeclauses.php#.UkxSq9JLMTk

<http://www.ego4u.com/en/cram-up/grammar/relative-clauses>

<http://www.englishexercises.org/makeagame/viewgame.asp?id=4219>

<http://www.ego4u.com/en/cram-up/grammar/relative-clauses/exercises?11>

http://www.agendaweb.org/grammar/relative_pronouns_clauses-exercises.html

CLAUSES OF RESULT

Objective: To practice clauses of result by means of grammatical exercises for learning and improving grammar level.

Description: Students are going to rewrite the sentences in order to practice about this topic and at the end they can check the answers.

Escribe la frase para que tenga el mismo significado que la original.
(Re-write the sentence so that it has the same meaning as the original.)

Mostrar todas las preguntas

1 / 10 [Siguiente pregunta](#)

I could not speak. I was vey touched.
I...

[Comprobar respuesta](#) [Hint](#) [Mostrar respuesta](#)

<http://mbonillo.xavierre.com/exercises/bch2/2bch2009/resrph2bch3.h>

Here there are more links about clauses of result exercises where students can practice. All the exercises are different and it is necessary to check one by one.

Links

<http://www.carmenlu.com/third/grammar/resultcl3-2.htm>

<http://www.brays-ingles.com/gramatica-ingles-clauses-of-result.html>

<http://www.tolearnenglish.com/exercises/exercise-english-2/exercise-english-64704.php>

<http://www2.elc.polyu.edu.hk/cill/eap/2004/u2/purposereasonresultclauses.htm>

CLAUSES OF PURPOSE

Objective: To practice clauses of purpose through these grammatical exercises on Internet for improving English grammar level.

Description: Students are going to complete the sentences with the correct answers and at the end they can review the sentences with their teachers.

1) He opened the window.He wanted to let fresh air in.(in order to)

He opened the window .

2)I took my camera.I wanted to take some photos.(so that)

I took my camera .

3)He studied really hard.He wanted to get better marks.(in order to)

He studied really hard .

4)Jason learns Chinese.His aim is to work in China.(to)

Jason learns Chinese .

5)I've collected money.I will buy a new car.(so that)

<http://www.englishexercises.org/makeagame/viewgame.asp?id=626>

Additionally, there are more web addresses where students can practice Clauses of Purpose. Not all the exercises are similar, it is necessary to review one by one.

Links

<http://todayschool.es/blog/grammar/grammar-practice-clauses-of-purpose-and-contrast/>

<http://englishforyourschool.blogspot.com/2010/02/purpose-clauses.html>

<http://mbonillo.xavierre.com/exercises/bch2/2bch2007/purpose1.htm>

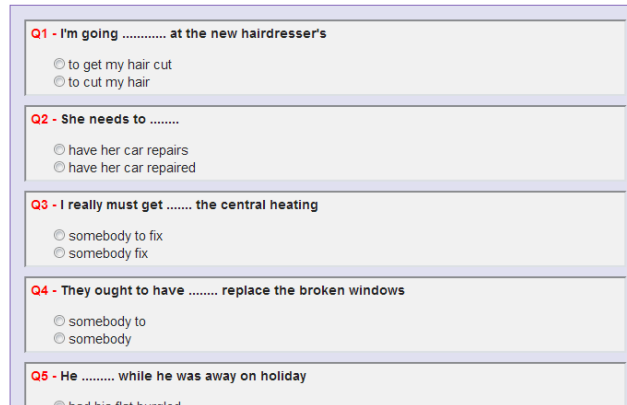
<https://sites.google.com/site/english2121/clause-of-purpose-exercises>

<http://mbonillo.xavierre.com/exercises/bch2/2bch2009/purprph2bch5.htm>

CAUSATIVE FORM

Objective: To practicecausative form by means of dynamic exercises on Internet for developing English grammar level.

Description: Students are going to complete the sentence selecting the best answer about causative form and at the end they can check the correct answers.



The screenshot shows a quiz interface with five questions, each with two radio button options:

- Q1 - I'm going at the new hairdresser's**
 - to get my hair cut
 - to cut my hair
- Q2 - She needs to**
 - have her car repairs
 - have her car repaired
- Q3 - I really must get the central heating**
 - somebody to fix
 - somebody fix
- Q4 - They ought to have replace the broken windows**
 - somebody to
 - somebody
- Q5 - He while he was away on holiday**
 - had his flat boarded

<http://www.usingenglish.com/quizzes/221.html>

Additionally there are more links with examples about causative form, it is recommended to review each link because not all the exercises are the same.

Links

<http://www.learnenglishfeelgood.com/causative-form-passive1.html>

<http://quizeng.com/CausativeForm/CausativeForm01.aspx>

<http://www.englishexercises.org/makeagame/viewgame.asp?id=1759>


<http://www.englishvocabularyexercises.com/Grammar%20exercises/causative.s.htm>

FIRST CONDITIONAL

Objective: To learn first through grammatical activities on Internet for developing English grammar level.

Description: It is an activity where students are going to practice the first conditional and at the end they can check the answers with a teacher.

2. Look at the pictures and choose the correct option. What can we do to save our planet?



a

a) If we (recycle) more, we (help) our planet.

b) If people (share) their cars to go to work, there (not/be) so many car fumes.

c) We (save) thousands of trees if we (waste) so much paper.

d) If the government (fine) those who pollute the atmosphere, some factories (stop) throwing waste into rivers.

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

Here there are more links about first conditional exercises where students can practice. All the exercises are different and it is necessary to check one by one.

Links

<http://www.englishgrammarsecrets.com/firstconditional/exercise1.html>

<http://www.perfect-english-grammar.com/first-conditional-exercise-1.html>

<http://www.englishexercises.org/makeagame/viewgame.asp?id=2589>

<http://www.learnenglishfeelgood.com/grammar-firstconditional1.html>

SECOND CONDITIONAL

Objective: To practice second conditional by means of grammatical activities on Internet for developing English grammar.

Description: In this activity students are going to practice second conditional, they are going to write each verb in the correct form.

Second conditional.
PUT THE VERBS IN BRACKETS INTO THE CORRECT FORM.

1. If I _____ (be) rich I _____ (buy) a castle.
2. If she _____ (spend) a month in London, she _____ (speak) English better.
3. If they _____ (have) a car, they _____ (not take) the train.
4. If the weather _____ (be) nice tomorrow, we _____ (go) to the country
5. If Sally _____ (work) harder, she _____ (get) better marks.
6. If these people _____ (be) more polite, they _____ (not make) such a noise
7. If we _____ (go) to Australia, we _____ (send) you a postcard.
8. If it _____ (not be) so cold, we _____ (take) a walk.
9. If you _____ (not eat) so many candies, you _____ (not be) sick !
10. If they _____ (listen) to me, they _____ (not ask) what to do.

DONE!

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

Additionally there are more links with examples about Second conditional it is recommended to review each link because not all the exercises are the same.

Links

<http://www.learnenglish-online.com/grammar/tests/2ndconditional.html>

<http://www.perfect-english-grammar.com/second-conditional-exercise-1.html>

<http://www.englishexercises.org/makeagame/viewgame.asp?id=3227>

<http://www.englishgrammarssecrets.com/secondconditional/menu.php>

<http://www.better-english.com/grammar/cond2.htm>

THIRD CONDITIONAL

Objective: To practice third conditional through grammatical exercises on Internet for developing English grammar level.

Description: In this activity students are going to practice the third conditional in context and at the end they can check the answers.

2. Choose the correct ending for the following sentences:

a) If the weather had been better yesterday,

b) If Jane had arrived on time last night,
we had gone to the countryside
we'd have gone to the countryside
we'd had gone to the countryside

c) If I had studied more for my exams,

d) We would have had a wonderful weekend

e) The party would have been funnier

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

Additionally there are more web addresses that students can use to practice third conditional .Not all the exercises are similar at the first one for this reason it is recommended to review each link according to the necessity of teachers.

WISH	
http://www.hilfen.de/er	
http://www.perfect-english-grammar.com/third-conditional-exercise-1.html	
http://www.englishgrammarsecrets.com/thirdconditional/menu.php	
http://www.better-english.com/grammar/con31.htm	

Objective: To learn this topic by means of grammatical exercises on Internet for learning English grammar better.

Description: Students are going to complete the sentences using the correct word and they can check the answers with their teachers or friends.

☰ Complete the sentences

I wish _____ a complaint.
I wish _____ a table for six.
We wish _____ our customers we will be closed tomorrow.
I wish _____ all the best in your new job.
We wish _____ a merry Christmas.
I don't wish _____ identified.
Wish _____ luck for my exam.
I wish _____ the manager.
I wish _____ a safe journey.

you you to reserve to see
to remind to be me to make you

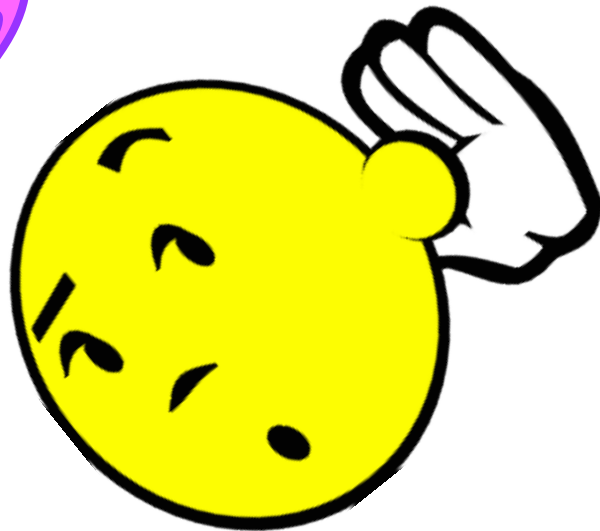
✓ ✗ 💡 📄 ↺ ? ❌

<http://www.englishgrammarsecrets.com/wish/exercise1.swf>

Here there are more links about future perfect exercises where students can practice about this topic. All the exercises are different and it is necessary to check one by one.

Links
http://www.usingenglish.com/quizzes/118.html
http://www.englishexercises.org/makeagame/viewgame.asp?id=4294
http://www.englishexercises.org/makeagame/viewgame.asp?id=5841
http://www.tolearnenglish.com/exercises/exercise-english-2/exercise-english-78824.php
http://www.geocities.ws/bac/wish3.html

**LISTENING
SKILL**



SONGS

Objective: To develop listening skill through songs on Internet to fortify English language.

Description: Songs play an important role in the development learning of students as a second language. Listening to a song over and over again can seem less monotonous because of the rhythm and melody. The songs contain common expressions and can be used as good listening activities. For example, here students can listen and complete the missing words.

MY HEART WILL GO ON



Every night, in my ,

I see you, I feel you.

That is how I know you go on.

Far, across the

And spaces between us,

You have come to show you go on.

Near, , wherever you

are,

I believe that the heart does go on.

Once more, you opened the

.

And you're here in my heart.

And my heart will go on and on.

One true time to on to.

In my life, we'll always go on.

Near, , wherever you are,

I believe that the heart does go on.

Once more, you opened the

.

And you're here in my heart.

And my heart will go on and on.

You're here, there's nothing I

.

And I know that my heart will go on.

We'll stay, forever this way.

Love can touch us one , You are in my heart.
And last for a lifetime. And my heart will go on and on.
And never let go till we're gone.

<http://www.youtube.com/watch?v=RwUGSYDKUxU>

Description: In this song there are common expressions and vocabulary where students are going to listen and complete different activities about this song.

IN THIS LIFE
By **DELTA GOODREM**



I was nurtured I was sheltered
I was curious and young
I was searching for that something
Trying to find it on the run
Oh and just when I stopped looking
I saw just how far I'd come

[Chorus]
You give me love
You give me light
Show me everything that's been happening
I've opened up my eyes
Following
Three steps fight an honest fight
Two hearts that can start a fire
One love is all I need
In this life

I have faltered I have stumbled
I have found my feet again
I've been angry I've been shaken
Found a new place to begin
My persistence to make a difference
Has led me safe into your hands
In this life
In this life

[Chorus]

Activities about the song

1. Listen to the song and tick the words that you hear:

angry	hands
begin	light
believing	looking
curious	love
difference	need
everything	place
far	reason
feet	steps
following	young
girl	world

2. Listen to the first part of the song and fill in the gaps with the missing words from the box below:

come, find, searching, stopped, young

I was nurtured I was sheltered
 I was curious and _____
 I was _____ for that something
 Trying to _____ it on the run
 Oh and just when I _____ looking
 I saw just how far I'd _____
 In this life
 In this life

3. Now, listen to the CHORUS of the song and number the lines in order on the right column:

a. Show me everything that's been happening. b. Three steps fight an honest fight c. In this life d. Following e. I've opened my eyes f. You give me light g. Two hearts that can start a fire	<ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6. 7. 8.
--	--

4. Listen to the second part of the song and match the halves.

a. Has led me	1. ....I have
---------------	---------------

safe....
 b. I have found...
 c. In this ...
 d. Found a new...
 e. I've been
 angry...
 f. My persistence
 to...
 g. I have
 faltered...
 h. In.....

stumbled
 2.this life
 3..... I've been
 shaken
 4. life
 5.....make a
 difference
 6..... toyourhands
 7.
 myfeetagain.
 8.....
 placetobegin.

5. Listen to the third part of the song. Correct the mistakes.

I was put here for a mission
 I was born into this planet
 And I'm living and I'm trusting
 I was meant to be your woman
 In this life

6. Complete the grid with the name of correct verb tense as in the example.

a. I was searching	Past Continuous
b. I saw	
c. I'd come	
d. You give	
e. Show me	
f. Has led	

<http://www.isabelperez.com/songs/inthislife.htm>

Description: In this song there are common expressions and vocabulary where students are going to listen and complete this activity with multiple choices.

Give peace a chance
By: John Lennon



Ev'rybody's talking about
Bagism, Madism, Dragism, Shagism, Ragism, Tagism
This-ism, that-ism
ism ism ism

All we are saying is give peace a chance
All we are saying is give peace a chance

its goin' great

Everybody's talkin' bout' ministers,
sinisters, banisters and canisters,
bishops and fishops and rabbis and pop eyes,
and byebye, byebyes


all we are saying is give peace a chance,
all we are saying is give peace a chance,

let me tell you now
Ev'rybody's talking about
Revolution, evolution, masturbation,
flagellation, regulation, integrations,
meditations, United Nations,
Congratulations.
All we are saying [keep talking] is give peace a chance
All we are saying is give peace a chance


Oh Let's stick to it
Ev'rybody's talking about
John and Yoko, Timmy Leary, Rosemary, Tommy smothers, Bobby Dylan,
Tommy Cooper, Derek Tayor, Norman Mailer, Allen Ginsberg, Hare Krishna,
Hare Hare Krishna
All we are saying is give peace a chance

Activity about the song.

Multiple choices


All we are saying is give  a chance



C'mon
Ev'rybody's talking about Minister,
Sinisters, Banisters and canisters

 and Fishops and Rabbis and Pop eyes,
And bye bye, bye byes.

All we are saying is give peace a chance
All we are saying is give peace a chance


Let me tell you now


Ev'rybody's  about
Revolution, evolution, masturbation,
flagellation, regulation, integrations.

Congrats!

All we are saying is give peace a chance
All we are saying is give peace a chance

Ev'rybody's talking about
 , Timmy Leary, Rosemary,
Tommy Smothers, Bobby Dylan, Tommy Cooper,
Derek Taylor, Norman Mailer,

Alan Ginsberg, 
Hare, Hare Krishna

All we are saying is give peace a chance
All we are saying is give peace a chance.

<http://www.englishexercises.org/makeagame/viewgame.asp?id=1009>

More general links where students can practice listening skill with songs.

These web pages provide a lot of songs which teachers and students can select the best.

Links

http://www.ejerciciosingles.eu/lista_canciones.aspx

<http://www.esl-galaxy.com/music.htm>

<http://ninespv.wordpress.com/songs-with-exercises/>

<http://www.songsforteaching.com/movement.htm>

<http://www.saberingles.com.ar/songs/exercises/>

<http://www.isabelperez.com/songs.htm>

<http://www.englishexercises.org/buscador/buscar.asp?eje=30&page=2&nivel=any&age=0&tipo=&contents=song&orderby=#thetop>

**LISTENING
CONVERSATIONS**

Objective: To improve listening skill through these conversations on Internet to fortify English Language.

Description: Here students are going to find many conversations where they can listen many times and practice dialogues with a classmate.

BAKING COOKIES



1. Where did the chef learn to cook?
 - A. at a cooking school
 - B. at a family member's home
 - C. in a friend's kitchen
2. What is special about the chef's cookies?
 - A. He makes them by following a healthy recipe.
 - B. He prepares them by using inexpensive ingredients.
 - C. He sells them at many local stores.
3. Which ingredient does the chef NOT use to make his cookies?
 - A. baking powder
 - B. flour
 - C. sugar
4. At what temperature should you bake the cookies?
 - A. at 305 degrees
 - B. at 315 degrees
 - C. at 350 degrees

<http://www.esl-lab.com/bakingcookies/bakingcookiesrd1.htm>

Description: In this activity students are going to listen and after that they are going to select the correct options.



STEPHANIE'S HOUSE



- **Listen and answer the questions**

1. The furniture is very	<input type="text"/>
2. Stephanie's kitchen is	<input type="text"/>
3. Stephanie looks after the	<input type="text"/>
4. Stephanie makes sure everything is	<input type="text"/>
5. Stephanie left her English furniture	<input type="text" value="in Spain"/>

1. How does Stephanie describe the kitchen and the lounge?	<input type="text"/>
2. Does she describe English or Spanish furniture as 'light and bright'?	<input type="text"/>
3. What does Stephanie do in the garden? Why does she 'spend a lot of time' there?	<input type="text"/>
4. Make a list of adjectives that Stephanie uses to describe things in her house and her garden.	<input type="text"/>

- **Complete the dialog**

Hello, my name is Stephanie, and I live in a in Spain.

We have two bedrooms, two , a small kitchen and a nice .

The furniture is very Spanish, because when we left England we left all our English furniture there. It's very and bright.

<http://www.mansioningles.com/listening04.htm>

Description: In this conversation there is new vocabulary where students are going to select the correct answers.

Now listen to a conversation.



Narrator: You may use your notes to help you.

1). Why is the student talking to the advisor?

- (A) To try and determine the best subject for him to major in.
- (B) To ask about the advisor's experiences as an undergraduate.
- (C) To get advice about transferring to a different university.
- (D) To decide which classes would be best to take next quarter?

2). Which of these statements about the student's experience are true?

- (A) He is senior at KryptosUniveristy.
- (B) He is majoring in business administration.
- (C) He wanted to go to a school close to home.
- (D) He has made lots of friends at Kryptos.

[http://www.englishtest.net/toefl/listening/Why is the student talking to the advisor.html](http://www.englishtest.net/toefl/listening/Why_is_the_student_talking_to_the_advisor.html)

Additionally, there are more web addresses about conversations where students can practice listening skill.

All the next links are different and it is recommended to check one by one. Each link has many conversations.

Links
http://www.esl-lab.com/
http://www.mansioningles.com/listening00.htm
http://www.englishtest.net/toefl/listening/A_conversation_between_a_student_and_a_university_advisor.html
http://www.agendaweb.org/listening/practical-english-conversations.html
http://www.rong-chang.com/listen.htm

SPEAKING SKILL



DESCRIBING PICTURES

Objective: To develop speaking skill by means of describing pictures on Internet for improving English fluency.

Description: In this activity students are going to describe what they see in the picture and they can learn some useful vocabulary.

Example:



1) Introduction

The photo/picture shows ...

It was taken by/in ...

It's a black-and-white/coloured photo.

2) What is where?

In the foreground/background you can see ...

In the foreground/background there is ...

In the middle/centre there are ...

At the top/At the bottom there is ...
On the left/right there are ...
Behind/In front of ... you can see ...
Between ... there is ...

3) Who is doing what?

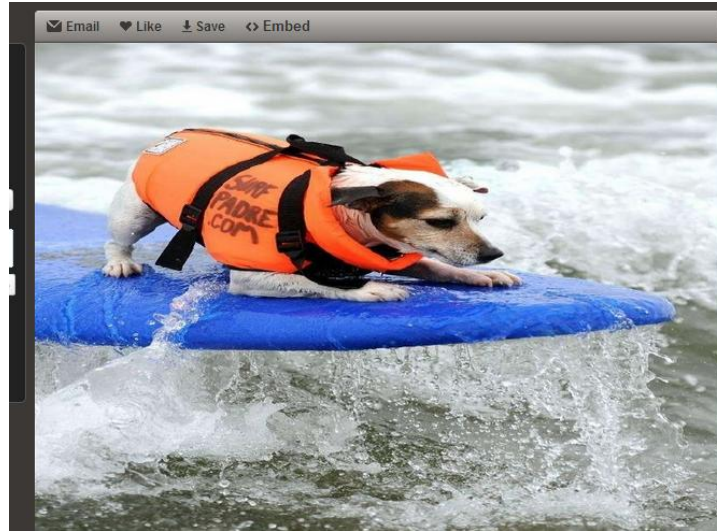
Here you describe the persons in the picture or you say what is happening just now. Use the [Present Progressive](#).

4) What I think about the picture

It seems as if ...
The lady seems to ...
Maybe ...
I think ...

http://www.englischhilfen.de/en/words/describing_pictures.htm

Description: Here in this activity students are going to look at the picture and then they are going to answer the questions using new vocabulary.



- ▶ What is the animal described on the picture?
- ▶ Where the animal is described probably?
- ▶ What is it doing?
- ▶ Have you ever surfed before?
- ▶ Can you imitate the dog's voice?
say loader...wug..wug..!

<http://www.slideshare.net/imamfauzi/theexercisefdescribing-pictures#btnNext>

Description: In these activities, students are going to describe what they see in this picture. In this particular picture they can learn some useful vocabulary about shopping and paying at the check-out, but overall, the aim of these activities is to teach students how to describe any picture.

When describe a picture, you can use adjectives to make your description more interesting.

Adjectives	Nouns
happy	badge
a shopping	shelves
a helpful	customers
a blue	till
wooden	trolley
a busy	shop assistant
a plastic or paper	bag
a name	apron



Questions:

- 1) Where do you think this is?
- 2) Who do you think the people are?
- 3) What are the people doing?

http://esol.britishcouncil.org/sites/esol/files/activities_vocab_Describing%20a%20picture.pdf

Here there are some links where students can practice speaking skill through describing pictures. All the exercises are different you must check one by one.

Links

<http://es.scribd.com/doc/6409017/Describing-Pictures-and-People>

http://esol.britishcouncil.org/sites/esol/files/activities_vocab_Describing%20a%20picture.pdf

<http://lopngoainqu.com/picture-dictionary/index.php?id=36>

<http://www.henry4school.fr/Vocabulary/des3.htm>

<http://www.slideshare.net/imamfauzi/the-exercises-of-describing-pictures>

SITUATION DIALOGUES

Objective: To develop speaking skill through situation dialogues interchanging ideas about different topics for improving English fluency.

Description: This activity is designed for students who are preparing to take some test. It consists of several exercises containing some short situational dialogues.

Situation 1: Describe a wedding you have been to or heard about.

You should say....

Who got married?

What they wore

What they did on the day

And explain how you felt about this wedding.

Situation 2: Describe a wild animal that can be found in your country.

You should say

What it looks like

Where it lives

What you like / don't like it about it

And explain how people in your country generally feel about it.

Situation 3: Describe a city or a town that you know well

You should include....

- The location of the city / town
- The part of the city / town you are most familiar with
- Important landmark and places to visit

.... and what makes that city or town special to you and to others

Situation 4: Talk about a holiday you have taken recently or at some time in the past.

You should include....

- Where you went
- Why you went to this particular place
- What you did and with whom

Situation 5: Talk about a particular classmate that you admire in some way

You should speak about....

- Who that person is
- Where he / she comes from
- When you first met each other
- What you have done together

And why you admire this person

<http://www.canadavisa.com/canada-immigration-discussion-board/speaking-situation-card-topics-t59085.0.html>

Additionally, there are more web addresses about situation dialogues where students can practice.

All the next links are different and it is recommended to check one by one.

Links

<http://www.testden.com/toefl/speaking.htm>

<http://teflgeek.files.wordpress.com/2011/05/teflgeek-30-ielts-cpe-speaking-topic-cards.pdf>

<http://es.scribd.com/doc/51619523/Speaking-Prompt-Cards>

http://www.ingegneria.unical.it/webingegneria/inglese/MaterialeDidattico/BroughtonJ/PET_Speaking_Exam_advice_sheet_for_tutorials.pdf

http://www.eslgold.com/speaking/speaking_situations.html

READING SKILL



POEMS

Objective: To provide activities through poems for developing reading skill.

Description: Poems are so important to develop reading skill because they provide new literacy words which will help to enrich our vocabulary and pronunciation, for example in this poetry activity the student is going to read and choose the best answer.

The cat that walked by himself

by Rudyard Kipling



Pussy can sit by the fire and sing,
Pussy can climb a tree,
Or play with a silly old cork and string
To 'muse herself, not me.
But I like Binkie my dog, because
He knows how to behave;
So, Binkie's the same as the First Friend was,
And I am the Man in the Cave.

Pussy will play man-Friday till
It's time to wet her paw
And make her walk on the window-sill
(For the footprint Crusoe saw);
Then she fluffles her tail and mews,
And scratches and won't attend.
But Binkie will play whatever I choose,
And he is my true First Friend.

Pussy will rub my knees with her head
Pretending she loves me hard;
But the very minute I go to my bed
Pussy runs out in the yard,
And there she stays till the morning-light;
So I know it is only pretend;
But Binkie, he snores at my feet all night.

Activities

Multiple Choice

For each question choose the best answer.

1. In the first verse, the author believes that Pussy ...

- a. is amusing because she sings and climbs and plays?
- b. only thinks of herself?
- c. thinks she's funny?

2. In the first verse, we learn that the First Friend ...

- a. knows how to behave?
- b. likes the Man in the Cave?
- c. lives with a man and a cat?

3. In the first verse, we learn that the Man in the Cave ...

- a. is amused by cats
- b. likes his dog more than his cat?
- c. is the First Friend?

4. In the second verse, it says Pussy is not like man-Friday because ...

- a. She can fluffle her tail and mew?
- b. She can walk on the window-sill?
- c. She is only obedient when she is happy?

5. In the second verse, it says that Binkie is ...

- a. obedient?
- b. playful?
- c. choosy?

Discussion

What do you think of this poem?

Do you think that dogs are better pets than cats?

Why do you think some people like dogs and others like cats?

<http://learnenglish.britishcouncil.org/en/stories/cat-that-walked-himself>

Description: In this exercise students are going to read and put the words back into the poem.

I Wandered Lonely as a Cloud

by William Wordsworth



I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host, of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.

Continuous as the stars that shine
And twinkle on the milky way,
They stretched in never-ending line
Along the margin of a bay:
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.

The waves beside them danced; but they
Out-did the sparkling waves in glee:
A poet could not but be gay,
In such a jocund company:
I gazed-and gazed-but little thought
What wealth the show to me had brought.

For oft, when on my couch I lie
In vacant or in pensive mood,
They flash upon that inward eye
Which is the bliss of solitude;
And then my heart with pleasure fills,
And dances with the daffodils.

Activities

1.-In this version of the poem, some of the words have been removed. The rhyming structure is ABABCC. With this in mind, can you put the words back into the poem?

I Wandered Lonely as a Cloud

glee solitude daffodils hills breeze eye bay shine crowd gay brought glance

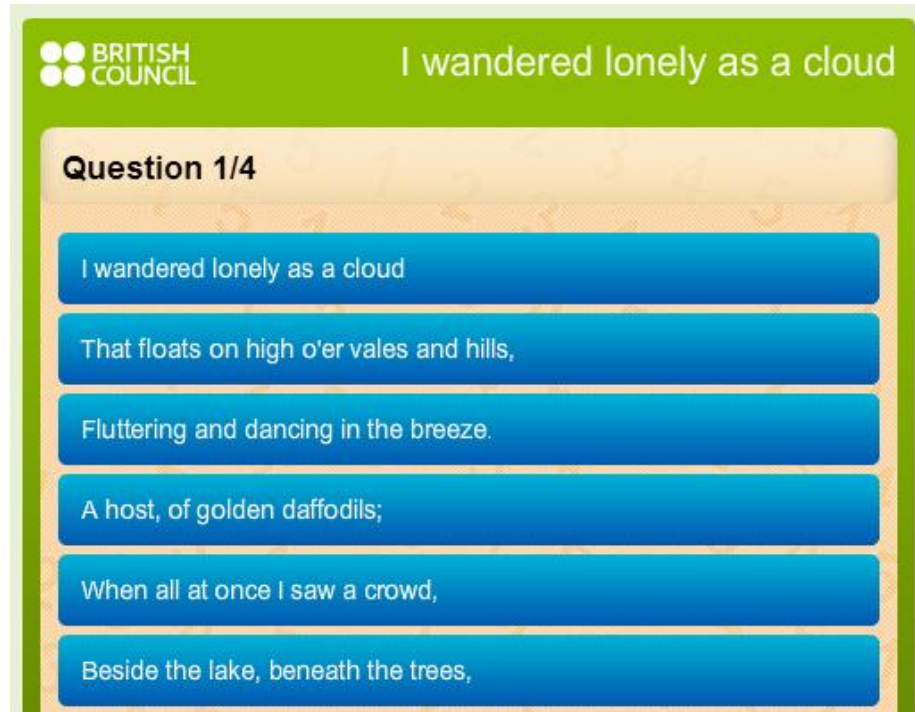
I wandered lonely as a cloud
That floats on high o'er vales and _____,
When all at once I saw a _____,
A host, of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the _____.

Continuous as the stars that _____
And twinkle on the milky way,
They stretched in never-ending line
Along the margin of a _____:
Ten thousand saw I at a _____,
Tossing their heads in sprightly dance.

The waves beside them danced; but they
Out-did the sparkling waves in _____:
A poet could not but be _____,
In such a jocund company:
I gazed-and-gazed but little thought
What wealth the show to me had _____.

For oft, when on my couch I lie
In vacant or in pensive mood,
They flash upon that inward _____
Which is the bliss of _____;
And then my heart with pleasure fills,
And dances with the _____.

2.- Ordering the stanza.



The screenshot shows a quiz interface with a green header containing the British Council logo and the title 'I wandered lonely as a cloud'. Below the header is a section titled 'Question 1/4' with a light orange background. Six blue buttons are listed vertically, each containing a line of the poem. The lines are: 'I wandered lonely as a cloud', 'That floats on high o'er vales and hills,', 'Fluttering and dancing in the breeze.', 'A host, of golden daffodils;', 'When all at once I saw a crowd,', and 'Beside the lake, beneath the trees,'.

BRITISH COUNCIL

I wandered lonely as a cloud

Question 1/4

I wandered lonely as a cloud

That floats on high o'er vales and hills,

Fluttering and dancing in the breeze.

A host, of golden daffodils;

When all at once I saw a crowd,

Beside the lake, beneath the trees,

<http://learnenglish.britishcouncil.org/sites/podcasts/files/Poems%20-%20I%20wandered%20lonely%20as%20a%20cloud.pdf>

Description: this activity is useful for students because they are going to practice writing completing question and speaking

The Bright Dresses

by Robert Seatter

After your addio - breathless, banal, the click of the telephone, I came out into Corso Vittorio Emmanuele. Milan's glorious main street: rows of posh shoe shops, buckles and toecaps on tip toe behind thick glass; at the end of the boulevard the cathedral spires like the tails of old seahorses: rigid, brittle and upside down; sunlight all round me in a hot, close envelope, with its smell of coffee and expensive briefcases; words on the air from the English lesson I had just been teaching: "Sylvia never arrives late.

Tom loves pop music and small dogs." This is the present simple for habit. It goes on and on I was saying. Then down the road they came: three bright dresses in yellow, pink and peacock blue, blurring to blobs of floating colour inside the tears in my eyes. They jangled the words, advanced unbearably bright towards me: Sylvia loves pop music. Tom never arrives late. Small dogs.Small dogs.Never.Loves.

Activities

1.-What do you think it was about?

- a.- Teaching English
- b.- A fashionable part of an elegant city.
- c.- The end of a love affair.

2.- The poet's state of mind is revealed most directly through the expression..

- a.- Gloriously
- b.- Tears
- c.- on and on

3.-Which of these words is a metaphor, i.e. there wasn't one there literally, but something is being compared to it?

- a.- briefcases
- b.- envelope
- c.- sunlight

Discussion

a.-Imagine the feelings of one of the people involved in the poem - the person who said "addio", a student of the teacher in the next lesson, or one of the people wearing a bright dress.

b.-Can you write a few lines or notes about the speaker in the poem, from the point of view of the speaker?

<http://learnenglish.britishcouncil.org/en/stories/bright-dresses>

Additionally, there are more web addresses about poems where students can practice.

All the next links are different and in each link there are many poems it is recommended to check one by one.

Links
http://learnenglish.britishcouncil.org/en/stories-poems
http://www.homeoint.org/morrell/poems/
http://www.blackcatpoems.com/g/
http://www.poetseers.org/the-great-poets/british-poets/
http://www.poemhunter.com/poems/

STORIES

Objective: To develop reading skill through stories on Internet to fortify English language.

Description: This activity is so important since provides new words and students have interest to continue reading.

Make Him Fall In Love

"But I love you so much," she said. "I think I must be crazy. I can't stop thinking about you. I want to be with you all the time. I want to marry you."

"Maybe you are a little crazy," he said. "Although I think that's part of being in love. But you hardly know me. I like you, but I'm not in love with you. I don't think I could ever be in love with you."

"Why not?" "I don't know," he lied. "You're not my type."

"I'm not your type," she repeated. "What is your type? A woman with no wrinkles and a perfect body? A woman who is beautiful even when she wakes up? A movie star? Is that your type?"

"No, of course not," he lied again. "I don't know. I'm like everybody else—you're either attracted to a certain person or you're not."

"So you're not attracted to me?" "Well, I didn't say that," he lied a third time.

"I'm making a fool of myself. You might even be laughing at me. You don't love me. You just said that you never could love me."

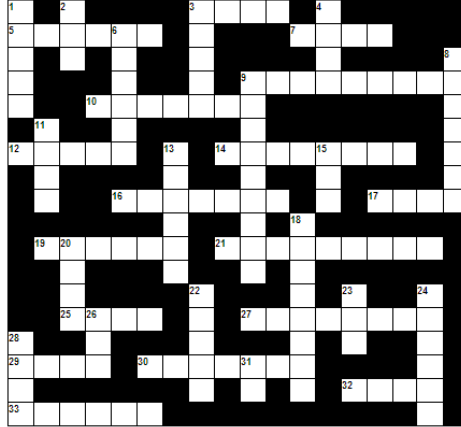
"'Love,' 'in love.' What difference does it make any more? I apologize. It was nice of you to put up with me. Please forgive me for making a fool of myself and for bothering you. I will never call you again. I must try to forget you now. I am dropping out of school tomorrow; I can't go there without thinking of you. My heart is so sad."

She hung up. Alan walked outside. What was he supposed to do? He liked her, but he certainly didn't love her. Lead her on with lies, or tell her the truth now?

There was a beautiful full moon. But he felt sad. He knew that Natalie was probably crying right now. She must be so lonely.

Activities

1.- Complete the crossword.



Across:

3. There isn't ___ of a difference between a 60-minute commute to work and a 65-minute commute--they both stink.
5. Nancy ___ ever goes out. She has few friends, and men don't find her attractive enough to ask out.
7. Sara ___ up the phone when she recognized the man's voice. It was the creepy guy from the coffee shop.
9. If you sincerely ___ to someone for something that you said or did, that person will usually forgive you.
10. Bob and Sara seemed like the ___ couple, so their friends were totally surprised when they broke up.
12. If you can ___ the girl of your dreams, you are a lucky man.
14. Educators throughout the country are trying to figure out how to keep kids from ___ out of school.
16. A pretty woman ___s many different men, but she still has a hard time finding Mr. Right.
17. ___ though Mary loved William, she couldn't forgive him for asking her own sister for a date. The nerve!
19. To win a woman's heart, a man will do everything possible to ___ her and make her happy.
21. A ___ woman has a great time when she's young, but men don't find her nearly so attractive when she ages.
25. If the man you love doesn't find you attractive, you should probably try to find someone ___.
27. If you can't find a woman who will marry you, it's ___ because you don't make enough money.
29. A polite way for a woman or a man to tell someone that you don't want to date them is to say, 'I'm sorry, but you're not my ___.'
30. 'I'm sorry, but how can I ___ you after you dated both my sisters and my best friend?' Judy asked her fiance. 'I hate you!' she shouted.
32. '___ me once, shame on you. ___ me twice, shame on me.' There is no ___ like an old ___.'
33. 'I'm tired of ___ing myself,' Jennifer told her boyfriend. 'When I said that we're through, I meant it.'

Down:

1. 'I've been ___ing about you all week,' Michelle told Ben. 'Me, too,' smiled Ben, as he opened the car door for her.
2. 'How do you think our relationship can last, when you don't even ___ to do the little things to help me out?' Susan complained to Harold.
3. ___ stars have fantastic lives on screen, but their real lives often involve messy and expensive divorces.
4. Lovers think that a ___ moon is a romantic moon.
5. If you continue to feel sorry for yourself, you will continue to be a ___ person. Get busy! Find your passion and follow it!
8. 'How can you be so ___ that I am the right person for you?' she asked him. 'We just met each other.'
9. Men are ___ to a beautiful woman like hummingbirds are drawn to sugar water.
11. If you don't ___ up and start behaving properly, you're going to lose your girlfriend for sure.
13. Does it ___ you when your boyfriend looks at other women when you are out on a date?
15. When you're in love, you might ___ up with things that ordinarily would irritate you.
18. What are you ___ to do when you discover that your best friend, who is married, has two girlfriends on the side?
20. 'When a Man ___s a Woman' (1966) , by Percy Sledge, is one of the greatest soul and love songs of all time.
22. They say that the ___ time's the charm, but after their ___ date, Barbara told Jim that she didn't want to see him again.
23. Lonely people are ___ people. And if you're a ___ person, other people don't want to be around you, because you're no fun.
24. 'If I want to get things done, I have to do them ___.' Sally complained to her husband. 'What good are you?'
26. 'You've told me so many ___s that I can't believe a single thing that you say anymore,' Ella told her boyfriend when she broke up with him.
28. The problem with being a big movie ___ is that you have no private life. Paparazzi follow you everywhere.
31. It's good to love your mother, but if you're ___ love with your mother, you probably should see a psychiatrist.

2.- Yes/No questions.

a.- Did she love him?

.....

b.-Was she crazy?

.....

c.-Could she stop thinking about him?

.....

d.-Did she want to be with him some of the time?

.....

e.-Did she want to marry him?

.....

3.- Dictation

Here, students are going to listen and write the correct answer in the square.

There are 10 items.



[Check](#) | [Hint](#) | [Show answer](#)

<http://www.rong-chang.com/ga2/stories/story076.htm>

Description: In this reading exercise there is a lot of vocabulary, students are going to read and they are going to understand about the topic. This activity is dynamic and it will help to students to develop reading comprehension.

Rosa Parks

In 1955, Rosa Parks lived in Alabama in the USA. One day she got on a bus. She sat in the middle of the bus. Some white people got on the bus. They sat at the front of the bus. Later, some more white people got on. There were no seats left. The driver told Rosa to stand up and give her seat to the white people. This was the law; black people had to give their seats to white people. But Rosa refused to give up her seat.



The bus driver called the police. They arrested Rosa and took her to the police station. The next Monday, she had to go to court.

Black leaders gave out 35,000 leaflets. They asked everyone to stay off the buses. The leaflet said: "You can afford to stay out of school for one day. If you work, take a taxi, or walk. But please, children and grown-ups don't ride on the bus at all on Monday. Please stay off the buses on Monday."

It rained that day, but the people did not go on the buses. Some rode in cars with friends, some travelled in taxis, but most walked. Some walked as far as 20 miles.

They boycotted the buses. In court, Rosa was found guilty and she was fined \$10. But the boycott did not stop. The boycott lasted for 381 days. No-one used the buses. No-one paid the bus company. The bus company lost a lot of money. In the end the law was changed. Black people didn't have to give up their seats to white people. They could sit anywhere they wanted on buses.

Activities

1.- Talk about this passage with some friends. Decide which words fit in each space:

One day in 1955 Rosa Parks was sitting in a bus. Some white people got on the bus.

There were no seats left. The _____ 1 _____ told Rosa to give her seat to the white people. This was the _____ 2 _____. Black people had to give their seats to white people. But Rosa _____ 3 _____ to give up her seat.

The bus driver called the police. They _____ 4 _____ Rosa and took her to the police station. The next Monday, she had to go to _____ 5 _____.

Black _____ 6 _____ gave out 35,000 _____ 7 _____.

They said: "You can _____ 8 _____ to stay out of school for one day. If you work, take a taxi, or walk. But please, children and grown-ups please stay off the buses on Monday." It rained that day, but the people did not go on the buses. Some rode in cars with friends, but most walked.

This was called a _____ 9 _____. They _____ 10 _____ the buses.

The boycott lasted for 381 days. No-one used the buses. No-one paid the bus company so it lost a lot of money. In the end the law was _____ 11 _____. Black people didn't have to give up their seats to white people.

http://www.racingtoenglish.co.uk/d_loads/3c%20Rosa%20Parks.pdf

Description: In this exercise students are going to find new vocabulary and try to complete the answers.

Upset by a scooter accident

When I was 10 years old, I lived in Vietnam. I had a motor scooter.

One day I was riding my scooter. My little brother was on the back of the scooter. When we got back home, I couldn't stop the scooter. I drove through the front door into the living room.

I jumped off and the scooter crashed, but my little brother was still on the scooter. The scooter fell on him and it broke his leg. My brother cried and my father took him to hospital. The doctor put a plaster on his leg.

I felt very upset that I had hurt my brother and I thought my father would hit me, but he didn't. He said, 'Don't bring your scooter into the house again.'

Activity

1.- Ask your friend some questions:

Yes No

1. Did Trung have a motor scooter?
2. Did his brother have a motor scooter?
3. Did his brother ride on the back of the scooter?
4. Did Trung drive into the living room?
5. Did his brother jump off the scooter?
6. Did the scooter fall on to his brother?
7. Did the scooter break his brother's leg?

Yes I have. No I haven't.

8. Have you ever sat on a motor scooter?
9. Have you ever hurt your brother or sister?
10. Have you ever fallen off something?
11. Have you ever broken your arm or leg?
12. Have you ever been upset?

2.- Use long answers for the next questions:

13. Where did Trung live?
14. How old was he?
15. What did he have?
16. Who sat on the back?
17. Why did Trung drive through the front door?
18. Who jumped off the scooter?
19. Why was Trung upset?
20. What did the doctor put on Trung's brother's leg?

3.- Find the words in the wordsearch:

brother	drove
scooter	broke
back	door
couldn't	room
leg	fell
hit	upset
off	jumped
riding	plaster
motor	
front	

s	b	r	o	t	h	e	r	j	p
c	r	m	o	t	o	r	u	u	l
o	i	f	d	b	d	r	p	m	a
o	d	r	r	r	o	o	s	p	s
t	i	o	o	o	o	e	e	t	
e	n	n	v	k	r	m	t	d	e
r	g	t	e	e	f	e	l	l	r
c	o	u	l	d	n'	t	o	f	f
b	a	c	k	l	e	g	h	i	t

4.- Cut out these story strips and work with your friend to put them in the right order:

I drove through the front door into the living room. I jumped off and the scooter crashed, but my little brother was still on the scooter.

When I was 10 years old, I lived in Vietnam. I had a motor scooter. One day I was riding my scooter.

The scooter fell on him and it broke his leg. My brother cried and my father took him to hospital. The doctor put a plaster on his leg.

Upset by a scooter accident by Trung

I felt upset I had hurt my brother. I thought my father would hit me, but he didn't. He said, 'Don't bring your scooter into the house again.'

My little brother was on the back of the scooter. When we got back home, I couldn't stop the scooter.

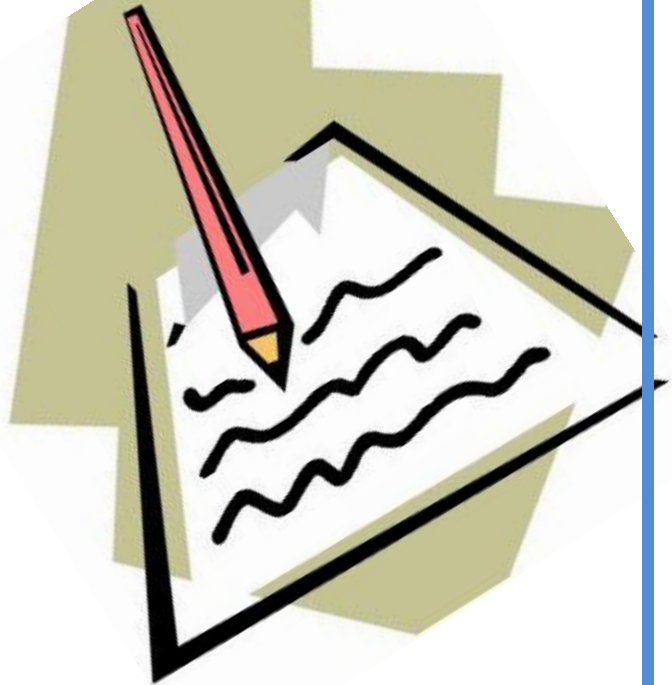
<http://www.racingtoenglish.co.uk/downloads/3a%20Upset%20scooter%20accident.pdf>

Additionally, there are more web addresses about stories where students can practice and improve reading comprehension.

All the next links are different and in each link there are many stories it is recommended to check one by one.

Links
http://mrnussbaum.com/readingpassageindex/
http://www.nwt.literacy.ca/resources/adultlit/en110/en110.pdf
http://www.racingtoenglish.co.uk/stories.html
http://www.abcteach.com/directory/reading-comprehension-16-2-1

WRITING SKILL

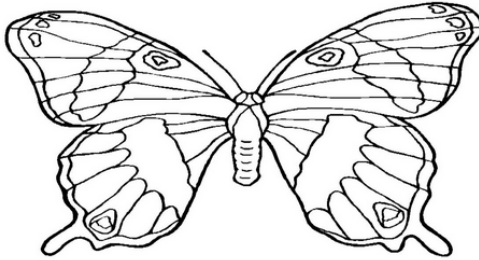


ACROSTICS

Objective: To develop writing skill through acrostics that help to search new vocabulary and improving grammar.

Description: Acrostics help to create a frase starting with a word wich stimulates to use new vocabulary.

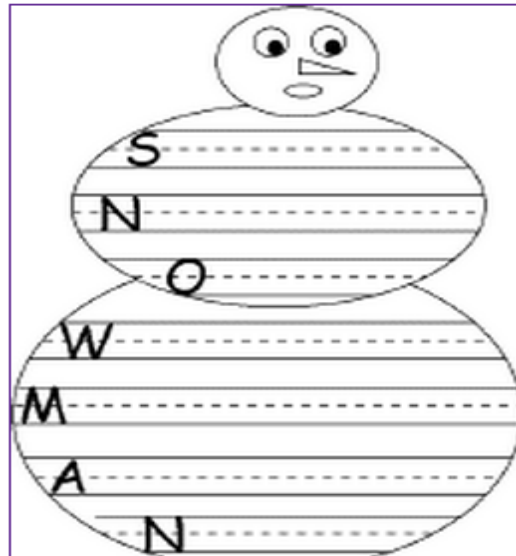
Name: _____



B _____
U _____
T _____
T _____
e _____
R _____
O _____
L _____
V _____

<http://www.theteachersguide.com/poetry/acrosticpoems/butterflyacrosticpoemform.jpg>

Description: in this acrostic exercise students are going to look at the picture and write the poem acrostic about a snowman. Start each line with a letter from the word "snowman."



<http://www.enchantedlearning.com/poetry/acrostic/snowman/index.shtml>

Additionally there are some web addresses where you can practice writing skill using acrostics.

Links

<http://www.theteachersguide.com/acrosticpoems.htm>

<http://www.teachervision.fen.com/lessonplan/poetry/53867.html>

<http://www.enchantedlearning.com/poetry/acrostic/>

<http://www.activityvillage.co.uk/acrostic-poem-printables>

LETTERS

Tips for writing a letter

Structure. - Every good letter has a basic structure built on three sections:

The opening

The body and

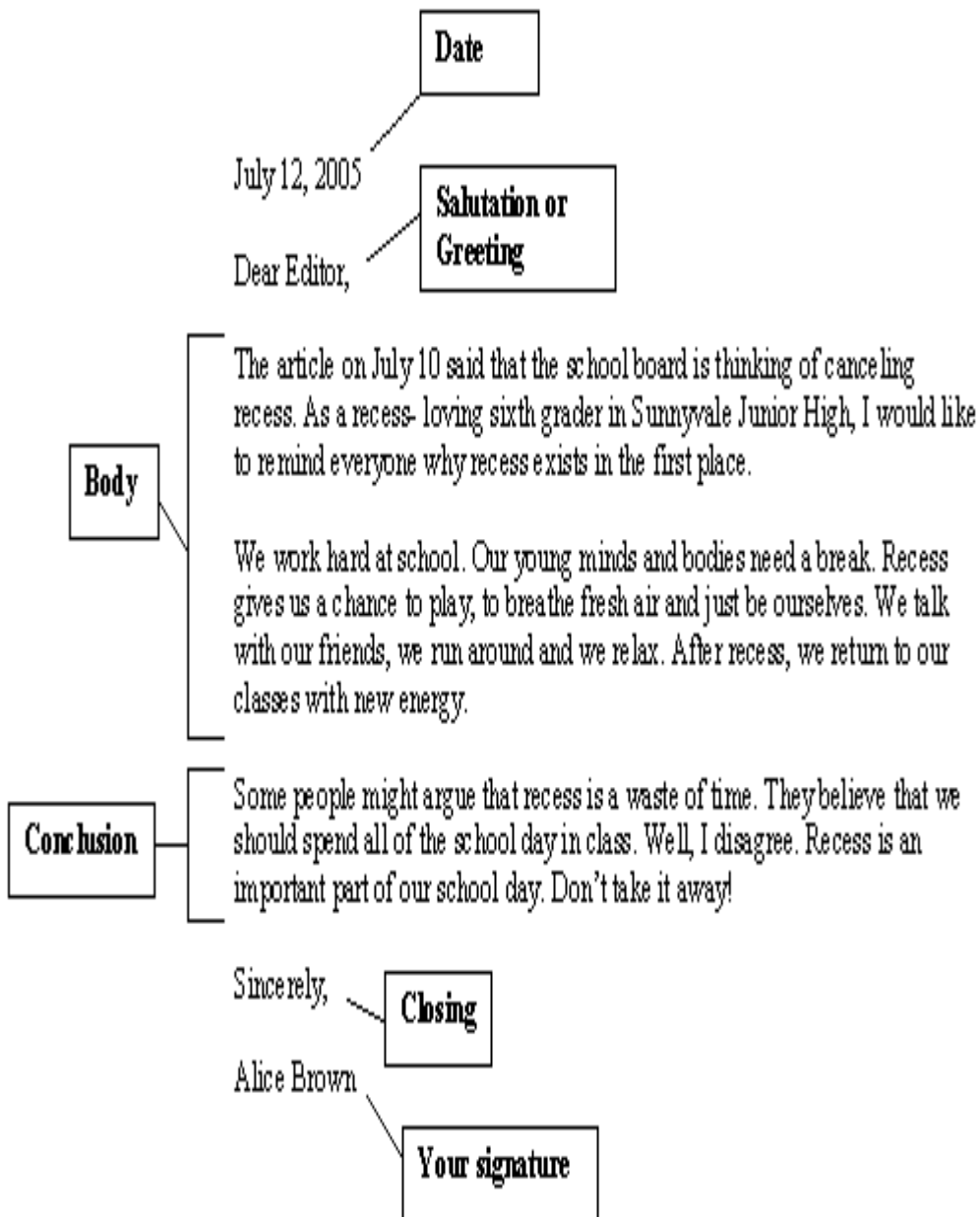
The closing.

The Opening: It is customary, not to mention polite, to greet the recipient in some way when first beginning a letter. "Hi, how are you," or "I've just been thinking about you..." etc. This is the ice breaker, or means of getting your reader ready for what you really want to write about.

The Body: Depending on the type of letter, it is almost always a good idea to write an outline of what you want to say before jumping in. This will help you get your ideas in some order and help you move from one topic to the next. It will also help your reader to follow what you have to say. Write the body in clean paragraphs with each paragraph introduced when a new idea, change in tone or concept is to be discussed.

The Closing: As with speaking, it is generally a good idea to give the person who is to read your letter some feeling of conclusion as they finish the letter. Abrupt endings are generally annoying to readers and good letters; though they may not have good things to say, don't necessarily have to end without some sort of finish.

Example:

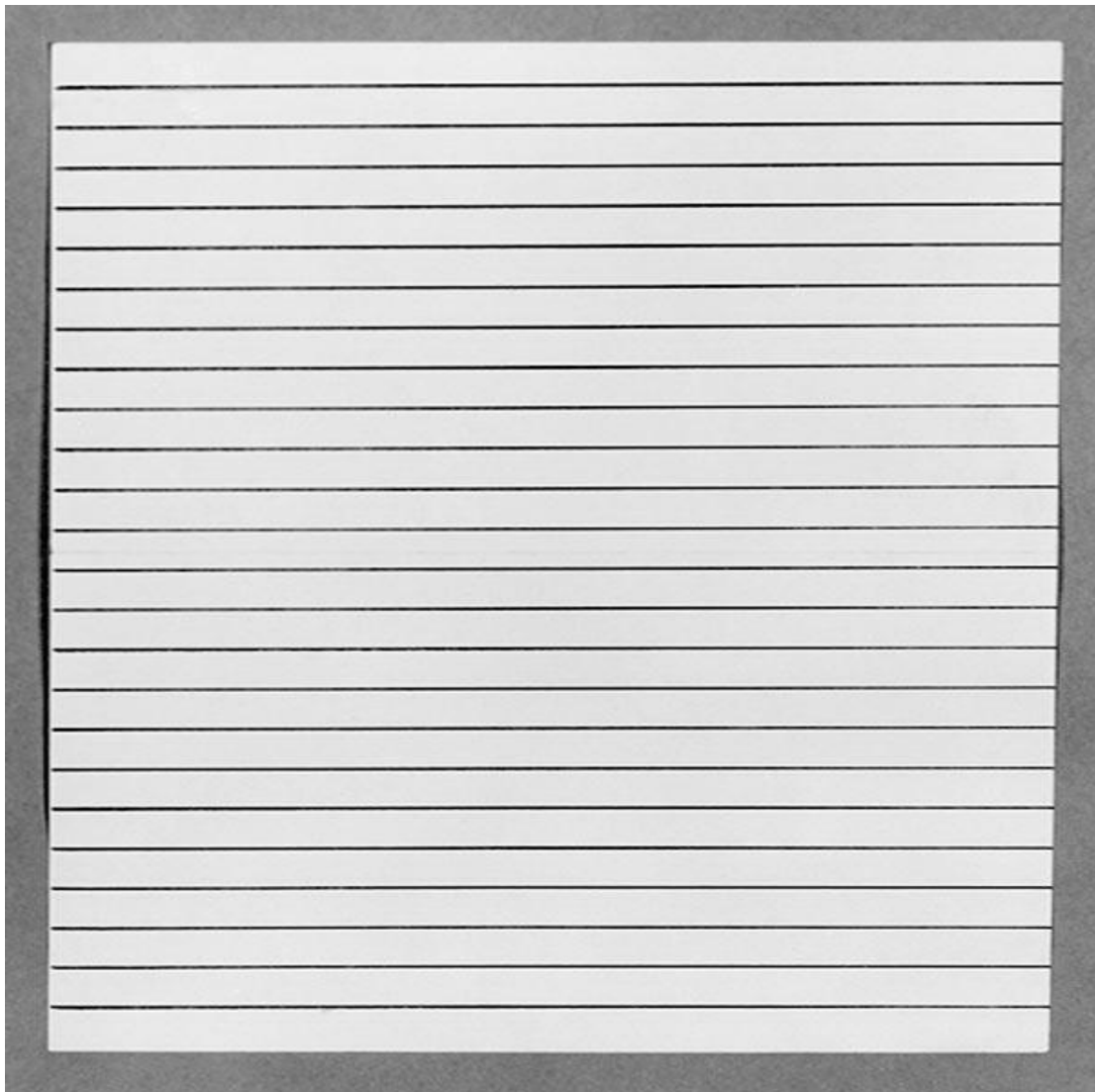


WRITING SITUATION TO WRITE LETTERS

SAMPLE 1

Writing situation: Every year, you and your classmates go on a field trip .The students usually do not likewhere thegoes for the field trip .You have the opportunity to plan a field trip for your grade level .You will be allowed to decide where you go and what you will do while on the trip.

Writing direction: You should write a letter to the principal of your school about planning this trip. You must persuade him that you have found the perfect location and have arranged plans for all students while on this trip.

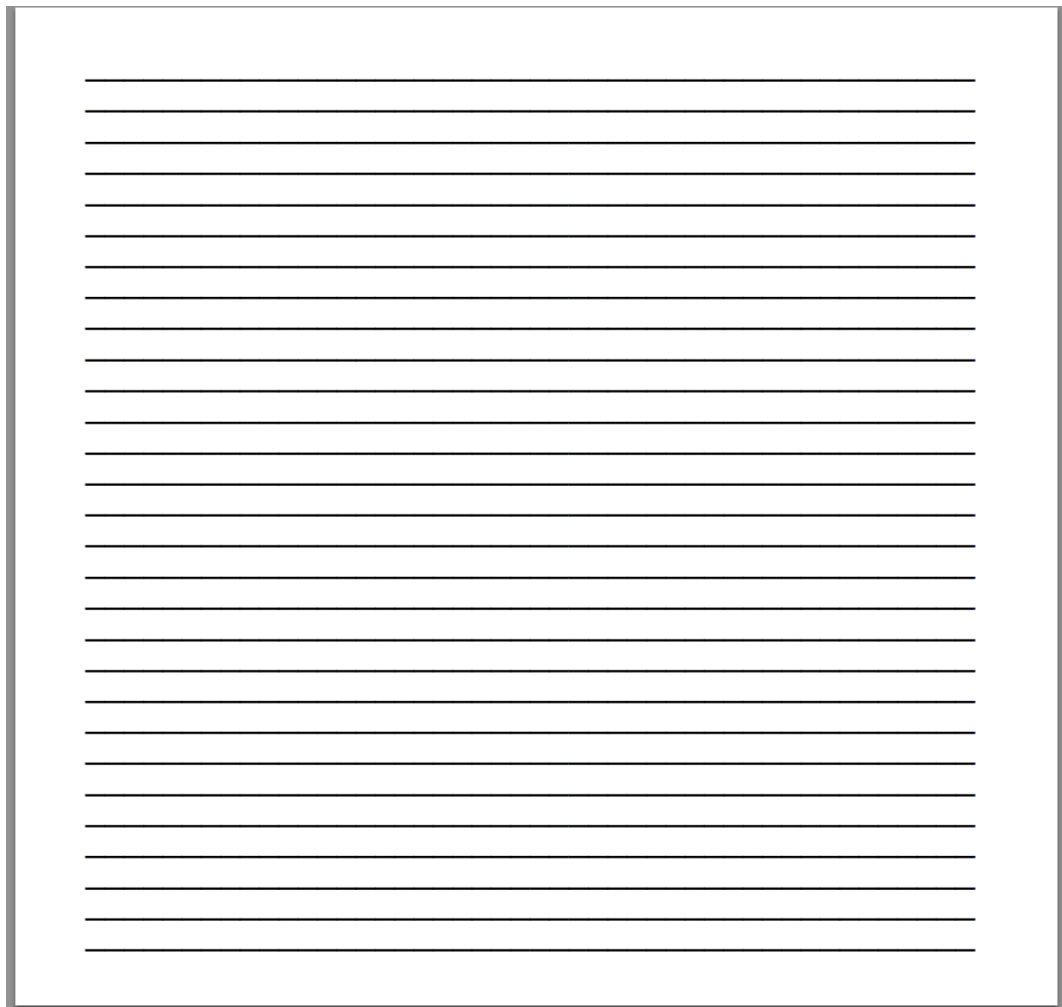
A large rectangular area with horizontal lines, intended for writing a letter. The lines are evenly spaced and cover most of the page's width and height, leaving margins on the top, bottom, and sides.

SAMPLE 2

Writing Situation: Most teens do not wish to be supervised or watched over by their parents as they shop and hang out with their friends at the mall. However, many shop owners in malls are complaining of disorderly and disruptive teens being loud and bothering shoppers. Mall owners say teens hang out in large groups and get into trouble. Many malls now require teens to be with an adult while they are there. Do you agree or disagree with having to take your parents with you to the mall?

What is your opinion on this issue?

Directions for Writing: Write a letter to the mall owners explaining your opinion on the issue. Be sure to convince the mall owners of your opinion by including specific details to support your position.

A large rectangular box with a thin gray border, containing 25 horizontal lines for writing. The lines are evenly spaced and extend across most of the width of the box, leaving a small margin on the left and right sides.

Additionally, in these web addresses you can obtain some situation to write letters.

<http://www.gwinnett.k12.ga.us/ShilohMS/Sample%20Prompts-97%20VERSION.pdf>

<http://departments.bcsd.com/cipd/Writing%20gr%205%20prompt%2003.pdf>

<http://departments.bcsd.com/cipd/Writing%20gr%203%20prompt%2003.pdf>

<http://www.fanstory.com/writingpromptdetails.jsp?id=1329>

E mail

Tips for writing an E-mail

1: Start With an Appropriate Salutation

Some people jump straight into the text of an email without so much as a “hi”. It’s polite to add a salutation, just as you would with a letter.

That might look like:

Dear Sir/Madam

Dear Mr. Johnson

Hi Sue

Hello Fred

Your salutation needs to be appropriate. If you’re writing to a prospective employer, “Dear Mr. Johnson” is probably the best way to go. “Hi Bob” is going to look unprofessional.

2: Get Straight to the Point

Getting straight to the point might mean that the first line of your email (after the salutation) looks something like this:

I am working in a project, please could you help me please?

I need some money to conclude mi project

I want more people that can help me in this project

3: Keep it Short

Try to keep your email as short as possible. Make the paragraphs short, too long paragraphs can be difficult to read and understand better.

4: Re-read and Use Spell-Check

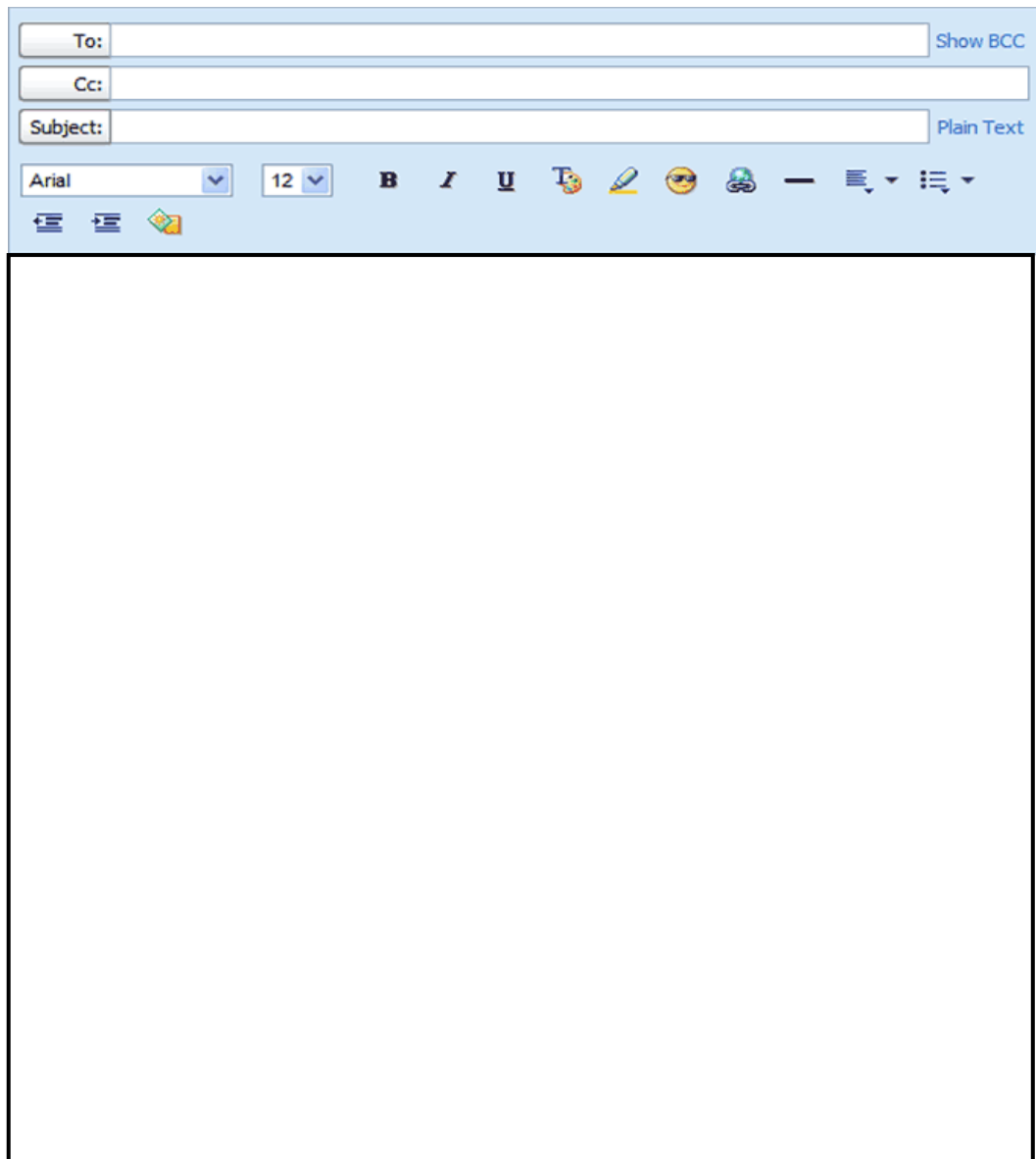
A mistake can turn one word into an entirely different one. If you’re using email in a professional capacity, that mistake could be embarrassing – or even offensive. It might alter the whole meaning of your email: a missing “not”, for instance, could potentially cause problems.

WRITING SITUATIONS TO WRITE E-MAILS

SAMPLE 1

Writing Situation: You work in the human resources department of ACME Company. You need to prepare an orientation for new staff.

Writing direction: Write e-mail to Maria Santos, manager of the accounting department, and ask her to suggest a convenient date for the orientation as well as possible topics to include.

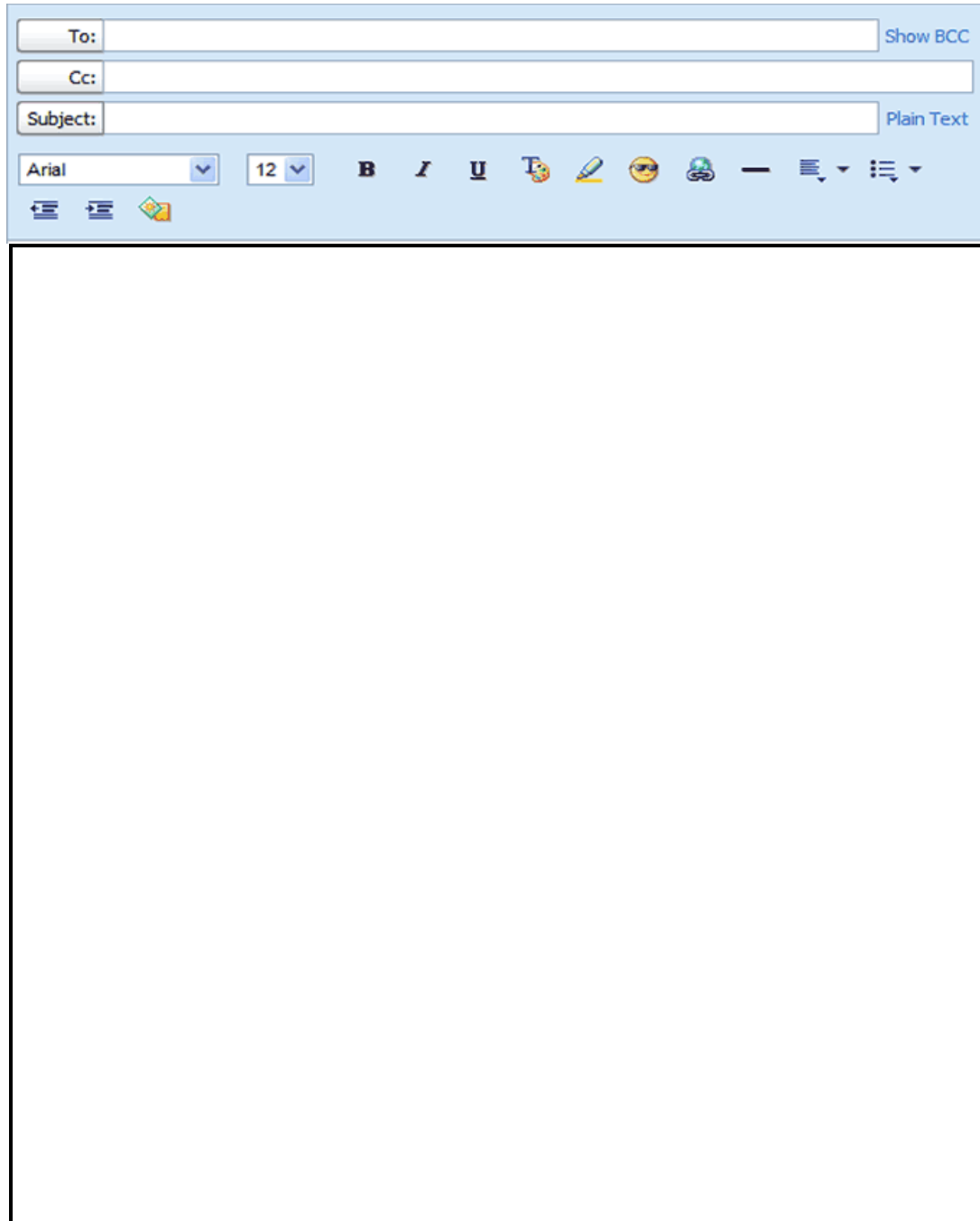


The image shows a screenshot of an email composition interface. At the top, there are three input fields: "To:", "Cc:", and "Subject:". The "To:" field has a "Show BCC" link to its right. The "Subject:" field has a "Plain Text" link to its right. Below these fields is a rich text editor toolbar with various icons for text formatting (bold, italic, underline), text color, background color, text background color, link, unlink, list, and indent. The font is set to Arial and the size is 12. Below the toolbar is a large, empty rectangular text area for writing the email body.

SAMPLE 2:

Writing Situation: You need to discuss some work you are doing on a project with a co-worker.

Writing direction: Write a memo/email message to suggest a meeting. Include the topic you want to discuss and suggest the time and place to meet.



The image shows a screenshot of an email composition interface. At the top, there are three input fields: "To:", "Cc:", and "Subject:". To the right of the "To:" field is a "Show BCC" link, and to the right of the "Subject:" field is a "Plain Text" link. Below these fields is a rich text editor toolbar. The toolbar includes a font dropdown menu set to "Arial", a size dropdown menu set to "12", and icons for bold (B), italic (I), underline (U), text color, background color, emoji, link, unlink, list, and indent. Below the toolbar is a large, empty rectangular text area for composing the email body.

SAMPLE 4

Writing Situation: In an e-mail of complain you complain about unsatisfactory good or bad service and it is written in a formal style. When writing an e-mail of complain keep to the facts, explain clearly why you are writing, give exact details and say what you are hoping to achieve .In the introduction you have to state clearly what do you want to complain about .In usually finishes off with a specific demand for an action.

Useful language

<p>Greeting:</p> <p>Dear</p> <p>Mr./Mrs.....</p> <p>Dear Sir /Madam.....</p>	<p>Reason for writing:</p> <ul style="list-style-type: none"> • I am writing regarding • I am writing in response to..... • I am writing to you about.. • I am writing to complain /protest about
---	--

The image shows a screenshot of an email composition interface. At the top, there are three input fields: 'To:', 'Cc:', and 'Subject:'. To the right of the 'To:' field is a 'Show BCC' button, and to the right of the 'Subject:' field is a 'Plain Text' button. Below these fields is a rich text editor toolbar. The toolbar includes a font dropdown menu set to 'Arial', a font size dropdown menu set to '12', and several icons for text formatting: bold (B), italic (I), underline (U), text color (T), background color (brush), link (chain), unlink (chain with slash), bulleted list (list with dots), numbered list (list with numbers), indent (left and right arrows), and a link icon. Below the toolbar is a large, empty rectangular box for writing the email body.

Additionally, in these web addresses you can obtain some situation to write E-mails

<http://www.settlementatwork.org/lincdocs/linc5-7/business.writing/pdfs/bus.writing.LINC5/07.memo.email.writing.pdf>

<http://www.settlementatwork.org/lincdocs/linc5-7/business.writing/>

http://busyteacher.org/classroom_activities-writing-worksheets/page/2/

PARAGRAPHS

PARAGRAPHS

Parts of a Paragraph

- Topic Sentence
- Supporting Details
- Closing Sentence

Topic Sentence

What is the topic sentence?

The topic sentence is the first sentence in a paragraph.

What does it do?

It introduces the main idea of the paragraph.

How do I write one?

Summarize the main idea of your paragraph. Indicate to the reader what your paragraph will be about.

Example:

There are three reasons why Canada is one of the best countries in the world. First, Canada has an excellent health care system. All Canadians have access to medical services at a reasonable price. Second, Canada has a high standard of education. Students are taught by well-trained teachers and are encouraged to continue studying at university. Finally, Canada's cities are clean and efficiently managed. Canadian cities have many parks and lots of space for people to live. As a result, Canada is a desirable place to live.

Supporting Details

What are supporting sentences?

They come after the topic sentence, making up the body of a paragraph.

What do they do?

They give details to develop and support the main idea of the paragraph.

How do I write them?

You should give supporting facts, details, and examples.

Example:

There are three reasons why Canada is one of the best countries in the world. **First, Canada has an excellent health care system. All Canadians have access to medical services at a reasonable price. Second, Canada has a high standard of education. Students are taught by well-trained teachers and are encouraged to continue studying at university. Finally, Canada's cities are clean and efficiently managed. Canadian cities have many parks and lots of space for people to live.** As a result, Canada is a desirable place to live.

Closing Sentence

What is the closing sentence?

The closing sentence is the last sentence in a paragraph.

What does it do?

It restates the main idea of your paragraph.

How do I write one?

Restate the main idea of the paragraph using different words.

SITUATIONS TO WRITE PARAGRAPHS

SAMPLE 1

Writing Situation: A relative has generously left you money in her will. You want to give some of it to charity.

Writing direction: Write a paragraph and describe which charity do you choose and why?

SAMPLE 2

Writing Situation: You have won a free trip to Hawaii. You may take one person with you.

Writing direction: write a paragraph whom do you choose and why?

SAMPLE 3

Writing Situation: The editor of your local newspaper has asked you to write about the best athlete on a team in your school or community.

Writing direction: write a paragraph whom do you choose and why?

SAMPLE 4

Writing Situation: There is a traditional holiday in three weeks. You want to have a party in your home.

Writing direction: write a paragraph about how do you organize it?

SAMPLE 5

Writing Situation: A relative has generously left you money in her will. You want to give some of it to charity.

Writing direction: write a paragraph and describe which charity do you choose and why?

Additionally, in these web addresses you can obtain some situation to write paragraphs.

http://www.paragraphpunch.com/paragraph_punch_writing_prompts.php

http://www.thewritesource.com/books/textbooks/write_source_3/

<http://www.theteacherscorner.net/daily-writing-prompts/february/>

ARTICLES

What is an article?

- It is a piece of writing usually intended for publication in a newspaper, magazine or journal.
- It is written for a wide audience, so it is essential to attract and retain the readers' attention.

An article can

- It can describe an experience, event, person or place.
- It can present an opinion or balanced argument.

How to write an article?

An article should consist of:

- 1. A title** which attracts the attention of readers and suggests the theme of the article.
- 2. An introduction** which clearly defines the topic to be covered and keeps the attention of readers.
- 3. The main body** of two to five paragraphs in which the topic is further developed in detail.
- 4. The conclusion** summarizing the topic or a final opinion, recommendation or comment.

REMEMBER

Before you begin writing it is important to consider:

- Where is the article going to appear in a newspaper or magazine?
- Who are the intended readers a specific group such as students or teenagers, or adults in general?
- What is the aim of the article to advice, suggest, inform or compare?

Example:

Page 1 of 2 page(s)



WAR

AGAINST TERROR

Bombing near Pakistan border

New airstrikes hit near Afghan-Pakistan border

Former Taliban ambassador held aboard U.S. warship

January 6, 2002 Posted: 1:06 p.m. EST (1806 GMT)

MAIN PAGES

WORLD
U.S.
WEATHER
BUSINESS
SPORTS
POLITICS
LAW
SCI-TECH
SPACE
HEALTH
ENTERTAINMENT
ENT
TRAVEL
EDUCATION
IN-DEPTH
CLICK NEWS
LOCAL
COMMUNITY
MULTIMEDIA
E-MAIL
SERVICES
CHICAGO
ABOUT US

(CNN) — U.S. officials said Sunday that they had bombed Al Qaeda and Taliban forces in northern Pakistan, forcing them to retreat to high-profile positions near the border with Afghanistan on Sunday, while U.S. officials tried to glean information from a pair of the detainees.

Officials said Mullah Abdul Karim Haqqani, the former Taliban ambassador to Pakistan, was being held aboard the USS Bataan in the Arabian Sea, along with other detainees, including a Taliban fighter John Walker. U.S. officials said they were held by Pakistani authorities.

U.S. officials said Mullah Abdul Karim Haqqani, the former Taliban leader, was being held aboard the USS Bataan in the Arabian Sea, along with other detainees, including a Taliban fighter John Walker. U.S. officials said they were held by Pakistani authorities.

— has been questioned over the past several days about the whereabouts of Taliban leader Mullah Mohammed Omar and suspected terrorist mastermind Osama bin Laden. At the airport near Kandahar, U.S. Marines were guarding bin Al-Shaykh al-Libi, a high-ranking al Qaeda leader believed to have run bin Laden's terrorist training camps in Afghanistan.

Twenty-five more detainees were brought to the airport late Saturday, bringing to 300 the number of al Qaeda and Taliban held in U.S. military custody there.

Sunday's airstrikes were carried out by U.S. F-16s, combat helicopters and at least one B-52. They targeted a sparsely populated area near an intricate network of tunnels used by the mujahedeen who fought the Soviet occupation of Afghanistan in the 1980s.

Latest developments

- The first German and Dutch troops will join the international peacekeeping force in Afghanistan this week, German Defense Minister Rudolf Scharping said Sunday. Seventy German and 30 Dutch soldiers will leave for Afghanistan on Tuesday to join British and French troops already in the country. (Full story)
- Personnel from several U.S. military installations began deploying Sunday to the U.S. naval base at Guantanamo Bay, Cuba, where they will help establish a maximum-security detention facility for al Qaeda and Taliban detainees. The facility eventually will accommodate 2,000 prisoners. (Full story)
- About 35 hard-core Taliban and al Qaeda leaders remain at large, interim Afghan leader Hamid Karzai told NBC's "Meet the Press" on Sunday. Karzai said that Afghanistan is committed to bringing them to justice and that most of the 20,000 to 30,000 Taliban fighters had been allowed to return to their homes and pose no danger. (Full story)
- German police said Sunday a man arrested on suspicion of being an al Qaeda member has no connection to the terrorist network. The Lebanese man, 27, was arrested Saturday in western Germany's Moenchengladbach with a false Italian passport and large quantities of European currencies. He originally was charged with belonging to an illegal organization but now is being held on charges related to his passport. (Full story)
- Taliban supreme ruler Mullah Mohammed Omar remains at large, the deputy head of intelligence in Afghanistan's interim government said Saturday. Responding to documents that the reclusive Taliban leader had escaped approaching Afghan forces near Baghdad, Abdullah Tarzi said he would not comment on Omar's location until searches of that region are complete. (Full story)
- The body of a U.S. Special Forces soldier who was killed in an ambush in western

A good academic summary succeeds when it does the following:

- It identifies the author and the source (book or article). A summary typically contains this information in the first sentence.
- It gives credit to the author throughout. To make it clear that the ideas presented are the authority of the author and not your own.
- It begins by offering a broad overview of the material (one or two sentences), which is then developed in more detail in the body of the summary.
- It uses quotation marks and page references whenever a phrase, a part of a sentence, or a complete sentence is taken directly from the source text.
- It is brief, but thorough enough to accomplish its purposes.
- It is an accurate reflection of the author's viewpoint throughout. Therefore, carefully reading of the source is essential.

Example of a completed summary

“Computers and Education in America” (Devlin, 1998) is a discussion on the rise of computer technology. While many people believe websites and advertising can provide simplicity in our lives, Devlin responds by saying “In short, the much ballyhooed promise of computers for education has yet to be realized.” He believes that finding information and retrieving it from the Internet is long and tedious. The Internet is cluttered by commercials, eats money, and there are not enough mentoring programs to lead students through the maze of information on the Internet. Devlin believes that the cost of a personal computer plus Internet bills is too much for families. He also notes that without mentoring programs, kids will “continue to prefer TV and their friends to cyberspace.” Despite the rise of technology in recent years, “The cult of computers is still an empty promise for most students” therefore we still have a long way to go before computer use becomes widespread throughout society.

SITUATIONS TO WRITE ACADEMIC SUMMARY

SAMPLE 1

1.-In this task, you will listen to a short lecture, approximately 1-2 minutes in length. You will then prepare a short response that summarizes the main points and examples of the lecture.

Preparation time: 20 seconds

Response time: 60 seconds

Strategies:

- Use an introductory phrase that highlights the organizational pattern and topic of the lecture, e.g., in this lecture the professor **compares two theories of personality**.
- Use the same organizational pattern in your response that the professor used in the lecture. In the above example, I would make sure I'm using a comparison/contrast organizational pattern.
- Use connecting words that reflect the patterns of organization. For a comparison/contrast pattern, for example, I would use words like: *whereas, while, however & on the other hand*.
- Do not simply repeat what the professor says. Paraphrase and summarize what the professor says in your own words.

- Use academic sounding lexical phrases. Choose from the following verbs, connectors and adverbs

You are going to use the next link to download the audio.

<http://advancedesl.wordpress.com/toefl/speaking/academic->

SAMPLE 2

2.-Read and practice on internet.

Democratic Socialism by Michael Foot

Read the article on the left and summarise it in your own words in the box on the right. Guess the words one at a time. Type a word in the box, then press "Check" to see if it is right. You can ask for a hint, but you'll lose a point if you do.

Text	Exercise
<p>Democratic Socialism by Michael Foot The best example that I've seen of Democratic Socialism operating in this country was during the Second World War. Then we ran Britain highly efficiently, got every-body into a job. It wasn't so difficult then to employ people who were disabled and in difficulties and all the rest of it. We wanted to use all their efforts, and we found the money to do it. We also produced, I would have thought, probably more than any other country including Germany. We mobilised better. The conscription of labour was only a very small element of it. We also did what I think we ought to do on a far greater scale now, looking after the people who are worst hit. In the war, instead of saying because (the country) is in extreme circumstances you've got to cut the pay of the people who are worst off, they did the opposite. They increased the pensions, the social security. It was a democratic society with a common aim in which many of the class barriers were being broken down. Many of us thought we would never return to a society in which class barriers were rebuilt. Many of them have been. And many of</p>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>*** **</p> <p>***** ** ** ** ***** ** *****</p> <p>***** ** ** ***** ** *****</p> <p>***** *****, ** ***** ** ** *****</p> <p>***** ** ** ***** ** ***** **</p> <p>** ***** ** ** ***** ** *****</p> <p>***** ** ***** ** ***** ** *****</p> <p>***** ** ***** ** ***** ** *****</p> <p>***** ** ***** ** ***** ** *****</p> <p>***** **</p> </div> <p>Type your guess here: <input style="width: 100px;" type="text"/> <input type="button" value="Check"/> <input type="button" value="Hint"/></p> <p>Score <input style="width: 50px;" type="text"/></p> <p>Incorrect words: <input style="width: 150px;" type="text"/></p>

SAMPLE 3

3.- Read the text and write the academic summary.

Cora Agatucci

Writing 121, Prof. C. Agatucci

Rogers, Carl R. "Communication: Its Blocking and Its Facilitation." [On Becoming a Person. Boston: Houghton Mifflin, 1961. 329-337.] Current Issues and Enduring Questions. Ed. Sylvan Barnet and Hugo Bedau. 3rd ed. Boston: Bedford-St. Martin's P, 1993. 794-801. Print.

In "Communication: Its Blocking and Its Facilitation," psychotherapist Carl R. Rogers proposes that his client-centered approach to dealing with failures of communication, can be effectively applied to improving human communication in general. In Rogers' view, the main barrier to effective interpersonal communication is an individual's immediate tendency to evaluate, from her or his own point of view, another's statement. This obstacle can be removed only if the individual delays judgment genuinely listens to and tries to understand the statement from the other's point of view. While this solution sounds simple, Rogers acknowledges that it is difficult to achieve empathetic understanding of another's frame of reference, especially when participants are emotionally invested in defending their own positions. Courage is required to listen empathetically when to do so means opening oneself up to the risk of change. In such cases, Rogers explains, a disinterested but sympathetic third party can help antagonists achieve mutual understanding by encouraging them to approach the task as partners trying to solve a problem together, rather than as opponents attacking each other. Rogers believes that his "test tube" solution could be successfully applied to global communication failures if Western leaders had enough faith in the social sciences to invest in peace-making projects like his. Indeed,

How to write a report?

The following common elements can be found in reports:

Title Section.- If the report is short, the front cover can include any information that you feel is necessary including the author and the date prepared. In a longer report, you may want to include a table of contents and a definitions of terms.

Summary.- There needs to be a summary of the major points, conclusions, and recommendations. It needs to be short as it is a general overview of the report.

Introduction.-The first page of the report needs to have an introduction. You will explain the problem and show the reader why the report is being made.

Body.- Information is usually arranged in order of importance with the most important information coming first.

Conclusion.- This is where everything comes together. Keep this section free of jargon as most people will read the Summary and Conclusion.

Recommendations.- This is what needs to be done, explaining your recommendations, putting them in order of priority.

Example:

TO: Dr. Jeremy Stovall
FROM: David Jamar
DATE: March 8, 2011
SUBJECT: Drift potential of herbicides and managing bottomland hardwoods.

Introduction

The previous two labs consisted of a lesson in herbicide drift and the field observation of a bottomland hardwood stand at various stages of intermediate thinning. Herbicide is an important tool for foresters to use in controlling undesirable or competing vegetation. When applied correctly, herbicides can provide a cost efficient, safe, and target specific means of controlling or encouraging advanced regeneration in hardwood and pine stands. Bottomland hardwoods require advanced regeneration which is achieved through the intermediate operation of thinning designed to allow more light to penetrate the canopy and reach young stems. This particular method of thinning can also be referred to as release operation and can be accomplished with many different techniques depending on the landowners' objectives.

Methods

The herbicide lab took place on a small pine plantation northeast of Nacogdoches. The purpose was to demonstrate the importance of proper sprayer calibration as well as observe drift from the sprayers. For the calibration exercise, a 100 foot path was measured out and marked with flags. Each student attempted to walk the length of the path with a backpack sprayer in 34 seconds, which was the time needed to apply the desired rate over a given distance. The student was also applying water from the sprayer while walking so that the spraying pattern and drift could be observed by the other students.

The bottomland hardwoods observed were located southeast of Lufkin in the Shawnee Creek bottom and were managed by The Campbell Group LLC. Mr. Rob Hughes, the hardwood manager, explained the methods used when deciding how to manage bottomland hardwoods. The common guide used was the *Management and Inventory of Southern Hardwoods* by Putnam et al. (1960) and revised by Meadows (1996). There was a newer classification system by Meadows and Skojac that was also being used with this management and inventory guide (2008). At the Shawnee creek site, hardwood stems between 1 and 3 feet high with a basal diameter of .5 to 1 inch were considered advanced regeneration. If no regeneration was present then thinning using a selection method may be needed to remove approximately 50% of the current basal area. The target DBH removed during thinning was between 6-10 inches which was completed over a period of about 3 years leaving desired species such as cherrybark oak (*Quercus pagoda*), ash (*Fraxinus spp.*), and sweetgum (*Liquidambar styraciflua*).

Results

The results of the 100 foot walk showed the difficulties in being consistent with a backpack sprayer, at least for beginners. The demonstration also showed, when applied to many acres, that inconsistencies could result in not applying enough herbicide or applying too much herbicide. This could lead to a loss of profit from using more chemicals than estimated or having to do another application from lack of sufficient coverage. Drift was noted from both of the sprayers which could cause damage to non-target species on the site and other landowners' properties as well. However, less drift was noted from the

WRITING SITUATIONS TO WRITE REPORTS

SAMPLE 1

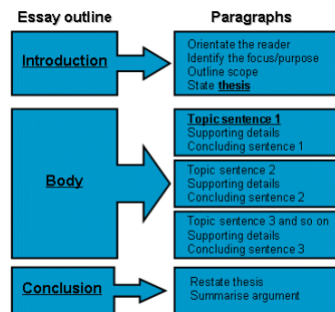
Writing Situation:

<http://www.enchantedlearning.com/report/>

<http://www.abcteach.com/directory/subjects-language-arts-writing-writing-prompts-writing-activities-a-trip-to-8900-2-1>

http://www.uefap.com/reading/exercise/menu_nt.htm

ESSAY



How to write an essay?

1.- Introduction

The introduction of an essay usually has two purposes:

- It 'sets the scene' by providing just a little background information about the topic in other words, it contextualizes the topic.
- It tells the reader what the essay is going to do. This is known as signposting.

2. - Body

It should be organized into paragraphs. Each paragraph should deal with a different aspect of the issue, but each paragraph should also link in some way to those that precede and follow it.

There are many ways to successfully structure and use paragraphs in an essay.

- 1.- The first sentence shows a link to the previous paragraph.
- 2.- Another sentence introduces the main theme of this paragraph.
- 3.- The next few sentences elaborate the point, perhaps by explaining more, giving supporting evidence or demonstrating differences or alternatives.
- 4.- The last sentence summarizes the main point made in the paragraph.

3.- Conclusion

The conclusion often does three things:

- It reminds your readers what the essay was meant to do.
- It provides an answer to the title.
- It reminds your readers how you reached that answer.

WRITING SITUATIONS TO WRITE ESSAYS

<http://www.dailyteachingtools.com/essay-writing-prompts.html>

http://www.holmdel.k12.nj.us/schools/satz/eng_dept/Writing%20styles/Explanatory%20Writing/expl%20prompts.htm

<http://www.gwinnett.k12.ga.us/ShilohMS/Sample%20Prompts-97%20VERSION.pdf>

STORIES

How to Write a Great Short Story

Like any story, your short story needs to have a beginning, middle and end:

The beginning is where we're introduced to the characters, especially the main character and his/her problem

The middle is where the action and plot develops. The main character will face difficulties such as opposition from other people or a challenging environment.

The end is where the main character triumphs over his/her biggest challenge (or fails, in the case of a tragedy). The resolution should be satisfying and conclusive for the reader.

Even in literary and experimental short stories, it's important that something should happen. Much of the action might take place inside the characters' heads, but there should be a real change as a result.

By the end of your short story, your main character should have experienced an internal change. This means that they've grown and developed as a person – perhaps overcoming a fear, or recognizing an unacknowledged truth about himself or herself.

STORY ELEMENTS

1. Setting: where and when the story takes place



2. Characters: People, animals, or a creature in the story usually has a hero and a villain -character.



3. Exposition: Background information on the characters and settings Explained at the beginning of story.



4. Conflict Problem: faced by character



5. Climax: Most exciting part of story.



6. Resolution: End of story solution to the problem or conflict



WRITING SITUATIONS TO WRITE STORIES

SAMPLE 1

<http://awesomewritingprompts.tumblr.com/tagged/fiction>

<http://writingprompts.tumblr.com/>

<http://library.thinkquest.org/J002344/StoryStarters.html>

<http://bogglesworldesl.com/creativewriting.htm>

<http://www.chambersburg.k12.pa.us/curric/K-12%20Curriculum%20CD/Language%20Arts/Resources/Writing.Asses.Rel.Writing.Prompts.pdf>

4. BIBLIOGRAPHY

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- NISBET Joel, “Language learning strategies ” (1997)
- CRYSTAL David, “The Cambridge Encyclopedia of the English Language.” (2003)

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- CRYSTAL, David, English language (2003). (page 3)
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- MCGRAW-HILL, Dushkin, Guide of strategies (2000). (page 2)

VIRTUAL BIBLIOGRAPHY

- <http://www.techne-dib.com.br/downloads/6.pdf>
- <http://www.maximise-ict.co.uk/ICT-02.htm>
- <http://es.wikiquote.org/wiki/Educaci%C3%B3n>
- <http://grammar.about.com/od/grammarfaq/f/whystudylanguagecrystal.htm>
- <http://es.scribd.com/doc/5769721/teaching-learning-process->
- http://www.cnri.reston.va.us/what_is_internet.html
- <http://www.slideshare.net/ramvale/tipos-de-guias>
- [www.http://gamestolearnenglish.com/](http://www.gamestolearnenglish.com/)
- <http://www.uebersetzung.at/twister/en.htm>
- <http://www.englishclub.com/pronunciation/tongue-twisters.htm>
- <http://thinks.com/words/tonguetwisters.htm>
- <http://shahriar.tripod.com/conversaonve.htm>
- <http://www.englishdaily626.com/conversation.php>
- <http://freeenglishsongs.net/>
- <http://www.englishexercises.org/makeagame/viewgame.asp?id=6697>
- <http://www.englishexercises.org/makeagame/viewgame.asp?id=9254>
- <http://www.englishexercises.org/makeagame/viewgame.asp?id=4738>
- <http://yourenglishpage.com/en/textwriting/tasks.htm#writing>

ANNEXES



TECHNICAL UNIVERSITY OF COTOPAXI
ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC
SCIENCES

ENGLISH CAREER

SURVEY FOR THE STUDENTS

Theme: “The internet as an essential tool for the English Language Learning and Acquisition.”

Objective: To collect information about the use of the internet correctly in an interactive laboratory to learn English and acquire a new language.

Instructions:

- Please read each question carefully, and answer them in a better way.
- Mark with a the best answer for you.

1. Is there an interactive English laboratory in Technical University of Cotopaxi?

Yes

No

2. –Which of the following resources do you use in your classes?

Technological resource

Concrete resources

Printed matter

3. - Do you have internet access to teach English classes?

Yes

No

4. - Do you think that the use of internet as a technological resource help a class to be more interesting?

Yes

No

5. -Do you consider that the internet resources help in the English teaching learning process?

Yes

No

6. -What kind of skills do your students develop with the use of the internet in class?

Reading

Writing

Listening

Speaking

All skills

7. - Do you know specific strategies about how to use the internet correctly to find particular information?

Much

A little

Nothing

8.- Do you consider mandatory to design a guide with strategies about how to use the internet in an effective way?

Yes

No

9. –Do you like that this guide offers search engines, web addresses with different activities for practicing the four skills?

Yes

No



TECHNICAL UNIVERSITY OF COTOPAXI

ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC SCIENCES

ENGLISH CAREER

SURVEY FOR TEACHERS

Objective: To collect information about the use of the internet correctly in an interactive laboratory to learn English and acquire a new language.

Instructions:

- Please read each question carefully, and answer them in a better way.
- Mark with a the best answer for you.

1.- How important is an interactive laboratory with internet in the English career?

Important

Less important

Non important

Why?

2.- Do you believe that if you use an interactive laboratory to learn a new language you will acquire a high level in English language?

Yes

Could be

No

3.- Do you consider that the internet is an important resource in the English teaching learning process?

Yes

No

4.-Of the following items, what would you like to use in an English interactive laboratory?

Technological resources

Concrete resources

Printed matter

5.- Do you consider that you will develop the four skills using the internet in the interactive English laboratory?

Yes

No

Why?

6.- Do you know specific strategies about how to use the internet correctly to find particular information?

Much

A little

Nothing

7.-Do you know specific web addresses where you can practice English language?

Yes

No

8.-Would you like to have a guide with strategies, web addresses and steps about how to use the internet correctly for academic purposes?

Yes

No