

**UNIVERSIDAD DE EL SALVADOR  
FACULTAD MULTIDISCIPLINARIA DE OCCIDENTE  
FOREIGN LANGUAGE DEPARTMENT**



**UNDERGRADUATE WORK**

**THE IMPLEMENTATION OF A HANDBOOK TO IMPROVE SEGUNDO  
AÑO DE BACHILLERATO TÉCNICO EN INFRAESTRUCTURA TECNOLÓGICA Y  
SERVICIOS INFORMÁTICOS STUDENTS' PRODUCTIVE SKILLS AT THE  
INSTITUTO NACIONAL DE EL CONGO, YEAR 2020**

**SUBMITTED TO ATTAIN THE DEGREE OF  
LICENCIADA EN IDIOMA INGLÉS, OPCIÓN ENSEÑANZA**

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**SEPTEMBER, 2020**

**SANTA ANA, EL SALVADOR, CENTROAMÉRICA**

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## **ACKNOWLEDGEMENTS**

### **My deepest gratitude:**

#### **To God:**

For always being by my side in all this process, for giving me the skills and the knowledge that I have acquired in the major. I want to thank God for blessing me and giving me this opportunity.

#### **To my mom:**

Marta de Mendoza for being an example in my life and a motivation to be stronger day by day. I am really thankful for having such a successful and hardworking mother; your intelligence and responsibility were my inspiration to become what I am.

#### **To my dad:**

Víctor Mendoza for supporting me in every decision I make. I want to thank you for always encouraging me to be a better person and an excellent professional, for teaching me to find opportunities when there are difficulties, and for making me aware of my huge capacities and talents.

#### **To my brother:**

Not only for being proud of who I am but also for your unconditional friendship and love. You were also part of this path because you supported me in many ways when nobody could. Thank you for taking care of me.

#### **To my boyfriend and also best friend:**

For being my number one fan and always standing by me. I am deeply thankful to you for your inspirational words, encouragement, and support. You always tried to help me in all these five years; you inspire me to continue studying harder and to build a successful future based on my knowledge.

#### **To my grandpa and cousin in heaven:**

I can imagine how proud you are; thank you for being my first thought in the morning and my inspiration to keep on going. Thank you for taking care of me up in heaven.

**To my research team:**

Not only for having patience with me but also for always being an amazing team. I want to thank you for your commitment during this process and for making me part of this project. If it was not because of you, I couldn't have done it, Kathe, Katy, and Teffi.

**To our thesis advisor, M.Ed. Juan Francisco Hidalgo Sandoval:**

For always being glad to help us during this process. Thank you for your time, pieces of advice, support, and patience. I am very thankful because you were our advisor; you were always kind to us. You are an excellent mentor.

**To all my teachers:**

For inspiring me to become an amazing teacher. I want to thank you for teaching me with such passion and for making me love the major. I am truly thankful to my English Composition teacher, M.Ed. Darlene Brendhaly Mata Marroquín for giving me the huge opportunity to be your assistant and for sharing your incredible knowledge with me.

**Blanca María Mendoza Nájera**

**To Jehovah almighty:**

I thank him all that I am now, he has given me the necessary strength at all times of my life and thesis work process. He has blessed me when I felt down; Jehovah has helped me to continue along my career. I appreciate his infinite love; even though sometimes, I have not been worthy of it.

**To my father:**

I thank him for all his economic and unconditional support throughout my career until the last moment despite my difficult moments and also for his moral support that he has always given me for achieving my goal.

**To my mother and family:**

She has always been there to cheer me up when I outlined myself; also, when I no longer wanted to continue, she reminded me my goals so as not to stop fighting. To the rest of my family for the moral support they gave me at several times during my studies.

**To my siblings:**

To Fernanda for listening to me and supporting me when I felt sad or worried, for her patience, friendship and love as a sister. To Ovidio who has also been like a father to me and an example to follow, for his moral motivation and financial support during my career.

**To my beloved partner:**

I appreciate his understanding, dedication and unconditional love, for his patience when I felt sad due to my stressful days; for his help, scolding and advice when I did things wrong, for all that he has waited by my side to complete this career. I thank his motivation and his guidance to draw me closer to Jehovah, and to trust him completely when I was going through difficult times. I thank his love and friendship in difficult times along my thesis project.

**To my Advisor and thesis group:**

I thank my advisor M.E.d. Juan Francisco Hidalgo Sandoval for all his advice and guidance throughout the thesis process, I appreciate his words and explanations in the consultancies as well as his moral support to finish. I thank my thesis group for the support, patience, and hard work throughout this process, I feel very grateful and happy to work with them to finish this project with an excellent and very professional group in everything, thank you all for the effort and dedication.

**Carla Stephanie Luna Uribe**

**To God and Mom Mary:**

For all the guidance and blessings through this long process of being a professional. For listening to me and giving me the right people when everything seemed to be difficult and impossible; They were always by my side giving me the wisdom and strength I could not find in some circumstances. I know that I could not accomplish this goal only by my own.

**To my parents Deysi and Carlos:**

Mom, Dad I did it! This is not mine... this is yours. Thank you for all what you have sacrificed and done for me to become a professional. Words cannot express how thankful I am with you. Thank you for not only being my parents, but also my teachers at home, my consultants, and my best friends. For every word, advice, hug and word of encouragement in every step I took, and the ones I know I am going to take in the future. I know I can count on you in everything I do.

**To my big sister Karla:**

Thank you for being a role model to me. You opened this branch I just followed it. Thank you for being the greatest sister God could give me. I know that you are my mom, my sister, my best friend, my advisor, etc. Thank you for all your support, and for guiding me in the path of the major and life. I could not do it without your support. "

**To my Auntie Clary, and my cousins Diego and Alexa:**

You were always there even when you are overseas, I can feel your love and support. Thank you for all your happiness and your positivism when I could not go beyond my eyes.

**To my best friend and boyfriend Marvin:**

Thank you for everything. Your love, support, help, and for always standing by my side every time I could not do it alone. you were there for listening to me, helping me, and letting aside your daily plans while I needed your help. I know I can count on you not only as a boyfriend, but also as a friend and a brother; I love you.

**To my biggest friend Blanca Maria:**



Thank you for being next to me, helping me, and being every time, I needed your words and friendship. We did it, second goal accomplished together. I hope God bless you in your new path and we can be there one next to the other.

**To my thesis advisor M.Ed. Juan Francisco Hidalgo:**

For all your guidance, support and being there with us, even when the circumstances were different and difficult, we could accomplish the final step of our careers.

**To my thesis group:**

To my thesis group, for accepting working with me, for all your work and the funny stories we built through this process.

**Katherinne Elizabeth Hernández Vásquez**

**To God almighty:**

I want to thank God for all the things he gave me throughout these years, also for letting me live this precious moment in my life.

**To my parents and my grandma:**

I thank you for giving me the opportunity to study and become a professional. Thank you mom and dad for always believe in me and tell me that I could do it. Thanks mom for always taking care of me even when I had to be awakened all night. You have been a great support to me. Thanks mami Loli for always being praying for me and giving me support.

**To M.E.d. Juan Francisco Hidalgo:**

Thanks to my teacher for sharing all his knowledge for 6 years with me and for accepting to be our tutor in the thesis. His guidance has been helpful for me. I appreciate all the time share with him.

**To M.A. Edgar Mendoza:**

I was not really into my career until I met him in Grammar. He made me realize that I love Grammar and my career. Thanks to him for being one of the best teachers I got.

**To M.E.d. Rigoberto Corleto:**

Thanks to him I really learn a lot about my career. I appreciated all the time and the extra time he gave me for explaining all the topics that I did not get during the classes. Thanks for being patient and giving really interesting classes. I admired him for being a pretty good teacher.

**To Mario Rivas:**

Thank you for all the things that you did for me. You never let me give up; even when I had no strength to continue you were always by my side being a great support. Thanks for believing in me and telling me that I can do more than I think. Also, I am grateful with you for making me to continue growing up as a professional.

**To My Beloved friends:**

Thanks Jonatan and Silvia for always being my friends and a good support to me. You always have made me realize that I have more to give as a professional and I can be better every day. Also thank you Teffy for being with me during this whole process. Moreover, I want to thank Roxy, Nelly and Xenia for being my friends and being part of this whole process. You are my friends and now I want to share with you this success.

**Katherin Lissette Valencia Martínez**

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## **ABSTRACT**

The research team carried out the Holistic Projective Research “The Implementation of a Handbook to improve Segundo Año de Bachillerato Técnico en Infraestructura Tecnológica y Servicios Informáticos Students’ Productive Skills at the Instituto Nacional de El Congo, year 2020.” The purpose of this research is to enhance student’s productive skills through the implementation of a handbook which contains worksheets, readings, role plays, and practices. The study was conducted under the selective sampling procedure. In addition, the researchers stablished one main objective: To propose a handbook to improve students’ productive skills; consequently, three research questions were originated as well. Moreover, the research team carried out the diagnosis by means to identify the opinions students and teacher have about the English subject, and it allowed the investigators to find out the main problem students face. According to the information gathered, the difficulties with productive skills the students have is due to the way the activities are developed in class, and the lack of extra material that is provided. The study involves the use of different tools to gather data such as an observation guide, teacher’s interview guide, and a student questionnaire. Thus, the researchers propose a project to better students’ productive skills through the implementation of the handbook.

## INTRODUCTION

The present Holistic Projective Research carried out is focused on the “The Implementation of a Handbook to improve Segundo Año de Bachillerato Técnico en Infraestructura Tecnológica y Servicios Informáticos Students’ Productive Skills at the Instituto Nacional de El Congo, year 2020”. Basically, the research team pretends to reach the general objective related to propose a handbook that contains worksheets, readings, role plays, and practices to improve students’ productive skills at Instituto Nacional de El Congo. To do so, this work has been organized in four different chapters that are described as follows:

The first chapter called Statement of the Problem includes a meticulous description of the problem previously diagnosed throughout non-participant observation. Also, a set of objectives to be reached are established. Besides, the justification and the scope of the research are included in this chapter. The second chapter, Theoretical Framework, contains a broad collection of information related to the issue under study. In the third chapter, Methodological Design, the Operationalization of the Variables is included. This operationalization contains all the core information needed to conduct the holistic projective research: units of observation, variables, and definition of the variable, indicators, instruments, and an estimated amount of time needed to administer the tools. Also, the paradigm and design are described in details in this chapter. Moreover, the researchers include the timetable in which a complete organization of time to develop the holistic projective research is presented, and a budget to conduct the study.

The fourth chapter is the Project Proposal which includes a handbook to help both students and teachers with activities such as readings, role plays, worksheets, and practices to help them improve productive skills. This chapter contains general and specific objectives, the contents and activities developed in the handbook, timeline of the project, expected research contribution, and proposed methodology. Moreover, in the handbook, it can be found all the activities based on the program provided by Ministerio de Educación. Finally, the fifth chapter, Conclusions and Recommendations, includes the answers to the research questions. The recommendations contain pieces of advice for future teachers and future researchers to take into consideration when implementing the handbook or doing a research, all based on the findings



and conclusions of this Holistic Project; and it also includes the limitations that were presented to conduct this research

## **CHAPTER I**

### **STATEMENT OF THE PROBLEM**

Since 2009, the Salvadorian government implemented English as a subject for students from seventh grade up to high school which means students at least get five years to study English, and by the end of the five years, students are supposed to have an intermediate level. According to *Comunica Periodismo Estudiantil Universitario* (2016), students from public schools say that: “English that is being taught is deficient and does not fulfil their necessities.”

Therefore, to have a proper exposition to the language throughout five years, students should have an intermediate English level.

#### **1.1 Description of the Problem**

The British Council (n.d) defines English as a Foreign Language (EFL) as learning and using English as an additional language in a non-English speaking country. In El Salvador, English is taught as foreign language since the mother tongue is Spanish which means that as soon as students finish their English class, there is no exposure to this language outside the classroom. Nelson Martínez (n.d, as cited in *Comunica Periodismo Estudiantil Universitario*, 2016) states that there is not enough information and knowledge about how effective teaching English at the public schools in El Salvador is.

It is unknown how effective the teaching methods and strategies are; when and how well students learn English, and how adequate and effective the evaluation process is. There are not adequate tools to teach English to students that fulfill their necessities or at least make them have an intermediate level of the language; moreover, there is a need for appropriate tools and methodologies to evaluate students’ skills that can show the students’ knowledge of the foreign language.

The most difficult skills for students to develop are the productive skills. Golkova and Hubackova (2015, p.478) refers to the productive skills as: “The transmission of information that a language user produces in either spoken or written form.” Productive skills would not exist if there were not receptive skills (listening and reading). Both go by hand; one will not exist without the other. Speaking is a main skill which students have to develop.

Sakale (2012, p.1102) explains the importance of the speaking skill; the complexity of the processes involved in the production of speech is one among various challenges that face the EFL speaker. In an ideal speaker-hearer situation, a native speaker is an active listener and speaker at the same time performing a number of competences that allow him to interact positively in any real-life conversation. The non-native speaker, however, shows a reduction in the genuine context and the facility or ease that a native speaker has, so the classroom is one important instance to get them nearer to that.

The teacher is in charge to develop all the skill in students, but there are factors that affect the development of the speaking skill in Segundo Año de Bachillerato Técnico en Infraestructura Tecnológica y Servicios Informáticos students; the researchers found out that students are facing big troubles to produce a sentence in English. When students are asked to participate, they avoid using English to give an answer to the teacher; if they know the answer, they give it in Spanish, and in some cases, they ask someone else to give it. The teacher also showed his concern about this problematic situation in which students are having problems to give a simple answer.

Aside to have difficulties with the speaking skill, the teacher, researchers, and students agreed that students have problems in writing. Students said they would like to write proficiently in English, and if they are not able to write a simple sentence or produce it in the spoken form, they will not be able neither to have a conversation nor to write a complete paragraph.

Considering the stated situation, by means of this research study, the research team propose to design a handbook which includes different activities as worksheets, readings, roleplays, and practices with some other activities to enhance students' productive skills to be implemented in the future, so the research team with this projective study will intent to answer at the end of this research study the following questions:

- Which benefits will a handbook have in Segundo Año de Bachillerato Técnico en Infraestructura Tecnológica y Servicios Informáticos students' productive skills at Instituto Nacional de El Congo in the year 2020?

- How does a handbook help Segundo Año de Bachillerato Técnico en Infraestructura Tecnológica y Servicios Informáticos students enhance their productive skills?

- What type of activities empower Segundo Año de Bachillerato Técnico en Infraestructura Tecnológica y Servicios Informáticos students' productive skills?

## **1.2 Justification**

Based on the observation guide carried out at Instituto Nacional de El Congo, year 2020 on Segundo Año de Bachillerato Técnico en Infraestructura Tecnológica y Servicios Informáticos students, the research team found difficulties when the teacher tried to focus on speaking skill because the students were shy during the class and were afraid to participate. Also, students shown a big difficulties when they were asked to work on writing activities; even if it was just a simple sentence. Moreover, the teacher had problems to use the book that is assigned by the school because just one student had it, so he could not assign activities from it. Consequently, the research team will suggest a proposal to foster teachers to enhance students learning in productive skills, so future teachers can be aware of innovated strategies which can guide them in better planning for teaching students, as well as help them, and motivate the active participation in speaking tasks or writing paragraphs effectively.

The major purpose of this investigation is to propose a handbook that will contain a set of activities as: worksheets, readings, role plays, and practices to improve Segundo Año de Bachillerato Técnico en Infraestructura Tecnológica y Servicios Informáticos students' productive skills, and it can be possible by enriching it with teachers' resources since it is known that in public institutions the same study method has been used for several years to teach English.

Speaking and writing play an important role during the learning process of a second language because it is essential that learners can generate clear and precise sentences to express their thoughts and feelings that can be understood by others. Speaking and writing are the abilities that students consider as the most difficult to manage due to the resources that are used nowadays in the classroom; in fact, this hinders student's development of accurate skills since teachers are more concerned to accomplish their classes rather than motivate students to speak or write by using other material.

A diagnostic study was carried from February 3rd to February 10th, and the results showed not only that students do not feel comfortable to participate in class, but also, they do not use the English language during the activities that are developed. The students expressed that they would like to have more practices in class that could help them speak more, and understand the topics through worksheets or lectures. The researchers observed that the students do not receive enough exercises that help them develop their writing skill; moreover, students were asked to use a book to complete some activities, or to find vocabulary without even understanding the meaning of the word or the way the activities must be done. Secondly, through the observation guide, it was noticed that students showed deficiency to produce the language either in written or oral form.

Furthermore, researchers observed that students were not exposed to any piece of writing aside from the book or what the teacher had written on the board; hence, they have not developed their reading comprehension competence. In fact, the last aspect that had been taken into consideration was the speaking skill. It was noticed that students were not able to establish a basic conversation with the teacher; every time the teacher asked them a question in English, they answered in Spanish instead.

Therefore, the research team is aware of the possible situations and variables that may occur for the implementation of this proposal to be applied in the institution, for example; availability of teachers to incorporate new supporting material into their traditional method of teaching. The type of activities included in the handbook will be done by taking into account the following factors; the types of learners inside the classroom, the students' willingness during the classes, and the time required by activity applied from the handbook. Something important to mention is the COVID-19 pandemics situation which will make difficult the appliance of the handbook in the year 2020, but it will make it possible in the year 2021.

This project was not carried out in all levels of high school students, for it was limited only on Segundo Año de Bachillerato Técnico en Infraestructura Tecnológica y Servicios Informáticos at Instituto Nacional de El Congo, year 2020. It was important to analyze students and teacher's perspectives towards the English language learning process to develop this proposal. Then, it was important to include an analysis of the methodology used to teach second

year of high school students and also the rubrics such as: teacher's interview, students' questioner, and an observation guide.

Furthermore, during the researchers' observation in second year of high school students that they were insecure in the usage of a book as the only supporting material, they have little oral participation and interaction, poor English background, little practice in writing, etc. that hinder them to enhance their productive skills. Thus, this study aimed to select the variable that would improve the speaking and writing competences in English students, such variable is a handbook which will help students to better their productive skills.

Even though, researchers found Segundo Año de Bachillerato students with difficulty in the English language acquisition and production, the researchers expect that the students improve their oral and written performance at 70% through the implementation of a handbook added to the previous material used. Moreover, the creation of this handbook will be based on the students' needs.

### **1.3 Objectives**

#### ***1.3.1 General objective***

- To enhance Segundo Año de Bachillerato Técnico en Infraestructura Tecnológica y Servicios Informáticos students' productive skills through the creation of a handbook at Instituto Nacional de El Congo in the year 2020

#### ***1.3.2 Specific Objectives***

- To foster Segundo Año de Bachillerato Técnico en Infraestructura Tecnológica y Servicios Informáticos students' productive skills through a handbook that contains worksheets, readings, roleplays, and practices at Instituto Nacional de El Congo in the year 2020

- To describe the activities that empower Segundo Año de Bachillerato Técnico en Infraestructura Tecnológica y Servicios Informáticos students' productive skills at Instituto Nacional de El Congo in the year 2020

## **CHAPTER II**

### **THEORETICAL FRAMEWORK**

The English language as a lingua franca. In communication is a necessity as a consequence of the accelerated population growth and the English development as a foreign language. It has gained great importance among non-speaking English countries; many people feel motivated to learn it due to professional needs, culture acquaintance, job opportunities, economical purposes, etc.; nevertheless, to achieve those purposes require the development of the four macro skills: reading, listening, writing, and speaking.

Two of the four main skills, speaking and writing required extra effort for acquiring them. Speaking imply an extra effort due to the language articulation according to many people, and it is considered one of the most difficult tasks. On the other hand, many English learners consider writing complex to manage, so in behalf of that, the research team will include essential information about the productive skills taking into account their components.

Speaking is not only the act to utter words, but the act to convey a clear message through the use of grammar and pronunciation rules. Some of the areas included in this chapter are: the development of productive skills and their importance, and the implementation of a handbook since most of High School learners show difficulties in active skills during second language learning acquisition.

According to a study made in the University of El Salvador by Arevalo et al. (2019), the production of a rich vocabulary to express information in the written form, and the improvement of the English learning process are goals through a variety of ways or techniques that facilitate the process to have good outcomes.

#### **2.1 Four Main Skills**

In recent years, the importance of teaching foreign languages has gone further and changing depending on the country and its necessities for learning. This relevance has been reflected in the development of the English language in the academic field. The language knowledge is currently seen as a necessity for individual development in different aspects of daily life.

Sánchez M. (2009) explains that arose what they might call the first method of professional foreign languages teaching in the eighteenth century; although, it is true that it was a copy of the techniques and procedures used for teaching classical languages. Sears (2012) published a book entitled *The Ciceronian or Prussian method for the teaching of the elements of the Latin language*, where he exposed the foundations of the traditional method that had been proposed in the mid-eighteenth century but was fully developed in the nineteenth century. Overall, methods such as grammar translation and the direct method, etc. arose which contributed greatly to student learning until now, and nowadays using virtual platforms have become popular to teach or learn another language that greatly facilitates learning for people who have access to technology and internet; otherwise, it is not the same for low-income students that must look for different tools for English learning.

Flamenco H. et al. (2005) consider that globalization as a world economic policy has demanded communicative use through the language with the world's greatest influence: English, it is estimated that more than 350 million people use the English language in fact it is the official language in many countries and in others its second language. In addition, the English language is known as the language of business, commerce and technology; since most of the activities are realized in English language. In the intellectual field, many books in areas of specialization are written in the English language. El Salvador is not the exception; in fact, it is intended to establish the English language as the second language and thus adapt to the demands of the current socioeconomic policies.

Flamenco H. et al. (2005) explains the first educational reform in El Salvador was legalized in 1939. This reform was known as "The educational reform of the 40s". In July 1945, there were changes in the programs, the organization and structuring of the educational curriculum, first in the English language study programs in third cycle and then in High School. In 1968, the "Second educational reform" occurred; in this, the teachers' needs were identified and then training courses were planned. In general, repetition, oral presentations, textbooks and didactic material were used; they were based on teacher training to reinforce the knowledge of basic students; although, the English education in El Salvador has improved in many aspects, the reality is that in public schools it is necessary more supporting material to guarantee the 4 basic skills development.



To learn a second language implies an extra effort to express a message; people can connect in a variety of ways where they can experiment a multicultural exchange that only occurs when there is a comprehension of a language that is why teachers suggest to study and practice the four macro skills that lead students to develop the language, but what is it considered a language? According to Columbia Gorge Community College, (n.d) the definition of language is a system of symbols that permit people to communicate or interact. These symbols can include vocal and written forms, gestures, and body language. Tutors would find this applicable for ESL learners; besides, it defines each of them as:

- Listening: When people are learning a new language, they first hear it then speak it.
- Speaking: Eventually, they try to repeat what they hear.
- Reading: Later, they see the spoken language depicted symbolically in print.
- Writing: Finally, they reproduce these symbols on paper.

The skills that second language students develop will help them communicate effectively with people that speak the same language and “the miracle occur” according to Sadiku (2015). When students enter the world as adults, it is magical and adventurous. The four macro skills never stand out as individual areas, but they form a chain cycle where if broken one ring of the chain, the whole chain would collapse. During the teaching process, teachers make use of activities that have been specially designed to incorporate several language skills simultaneously (such as listening, speaking, reading and writing). They provide their students with situations that allow for well-rounded development and progress in all areas of language learning. Bilash (2009) says that it means that in this process of learning the incorporation of the four macro skills is effective to improve the language acquisition.

### ***2.1.1 Difference between Non-Productive and Productive Skills***

The world considers a second language learning as an important tool that allow people to expand in different ways throughout life, and this has become extremely popular creating friendly and businesses ties. Consequently, people who make the decision of learning a second language should go through a developing process of different skills as it is necessary to learn,

to understand and to produce it; thus, it is important to clarify how important the improvement of non-productive and productive skills are. Many people around the world may be capable of communicate by speaking a language without knowing about writing or reading, but for being successful in a second language usage, it is vital to enhance the two types of skills which should be jointly and systematically developed; taking into account the type of students and their learning process to become a well-rounded communicator, so to be clear in the differences between productive and non-productive skill, it is necessary to define the two sides in order to understand in both cases.

#### **2.1.1.1 Non-Productive Skills**

According to Hossain (2015, p.8): “Reading and Listening are called receptive skills because when we listen and read something, we receive the language, understand it and decode the meaning.” In addition to that, these skills are essential during the language process perception as we receive the information through sounds and words. Many students usually fail in giving the listening the intention it needs or in decoding the information through texts; besides that, in many cases it is noticed that listening and reading challenge students to make an effort in understanding the message that is being given which implies a constant effort to acquire and improve those skills.

#### **2.1.1.2 Productive Skills**

Bashrin (2013, p. 3-4) defines them as: “The productive skills are speaking and writing, because learners need to articulate words and write to produce language. Learners receive language by listening to conversation (...). Then they move on to Productive Skills.”

Those skills have the characteristic that generate vocabulary in order to produce sentences and express ideas, also called active skills; they give learners the opportunity to practice in real-life situations inside and outside the classroom; with those skills, the teacher can measure how much learners have learned; hence, they are vital at different stages of life and even for academic purposes where a new language seems to be more difficult, so that, it is necessary to put extra attention one by one considering students’ needs for communicating accurately.

According to Asif (2017) the classification of the differences between them are:

1. Productive communicative skills are the abilities that people used to produce a message (output). While Receptive communicative skills are the abilities that people need to understand the message (input).

2. In adults, the Productive skills are composed by reading, writing and interaction, but in the first ages, it could be pointing or drawing. Whereas, productive communicative skills are composed by writing and speaking. Receptive skills should be taught by using Active method. In non-productive skills, students receive and decode the message to understand, and teachers usually design the situations in which student have to create conversations by using correct material to achieve a useful knowledge.

3. Through speech or written text, people expect others to understand them. Before they are able to use a word correctly and fully, people have to know quite a bit about it. An important distinction exists; therefore, it is crucial to concern the words that people have locked in their brain. To capture this distinction, they use the terms receptive and productive. If they are in receptive control of the words, they will understand them when they hear or read them. To sum up teachers have to combine active and passive skills in their lessons with the objective to teach the second language.

The differences between productive and non-productive skills seems to be so evident, but they requires different approaches depending on the skill to prepare learners for the exams or real situations, in other words if people are learning a second language, it is necessary to develop each of them with the specific techniques in order to enhance the following ones. Richards (2015) says that:

“All language users have greater receptive competence than productive competence.”

Traditionally, in language teaching we recognize this fact in the distinction between active and passive language knowledge, and in the majority of cases, people is more likely to keeps an extensive passive vocabulary in relation to vocabulary learning, so it mean that people understand more than what they express with the active vocabulary, and it has generally been

accepted that in second-language learning new items first become part of learners' receptive competence before becoming part of their productive competence.

### ***2.1.2 Importance to develop productive skills***

Language is considered an important tool of communication. We communicate with others to express our ideas, thoughts, academic information etc. Communication takes place where there is speech; without speech, we cannot transmit messages one another. The importance of developing productive skills have a similar importance of non-productive skills because they cannot be isolated when learning a second language. Pachina (2019) said in her article that people are likely to say that the speaking skill is the most important and difficult part of people's learning, but actually writing is also significant; even though, it is the most neglected skill. Speaking pays more attention to accuracy and fluency while writing highly requires accurate grammar, more formal vocabulary; besides, even when some teachers argued about it, the reality is that they are too different in many ways; the two-carry equal importance and should be hand by hand.

### ***2.1.3 Developing productive skills at different stages of learning***

Developing productive skills in students varies depending on age and previous knowledge of the language. That is why, to develop those skills, some teachers advice starting from basic activities, where they include several types of exercises that involve the use of vocabulary; then, the difficulty of the activities can increase. The objective of this is to teach from the easiest to the most complex; however, it cannot be said that studying English is an easy task since it involves certain complexities such as the development of the four macro skills: listening, speaking, reading, and writing. Besides, for mastering each of the skills, students need to develop their own abilities accurately, product language skills, challenge in writing and speaking.

How to solve problems in developing productive skills? Well, it is a hard task that every teacher has in his classroom developing different written and spoken activities, good rapport with students and teachers', and students' attitude toward mistakes in speaking and writing. According to Furina, (2013) it is a challenge that every teacher should carry in every class with his students.

### **2.1.3.1 Developing speaking skill**

According to Kayi (2006): “Many linguistics and ESL teachers agree on that students learn to speak in the second language by "interacting".”

Communicative language teaching and collaborative learning serve best for this aim. Communicative language teaching is based on real-life situations that require communication.” Students need to be exposed to the language in the classroom by using this method which allow them the opportunity to practice their previous knowledge acquired, so it is a teachers’ task to create the appropriate classroom environment where students have the opportunity to expand their language knowledge in the target language; for that reason Kayi H. (2006) provide several suggestions for teachers who look for enhancing the English teaching:

- Provide maximum opportunity to students to speak, and shared knowledge.
- Try to involve each student in every speaking activity.
- Reduce teacher speaking time in class while increasing student speaking time.
- Indicate positive signs when commenting on a student's response.
- Ask eliciting questions such as "What do they mean? How did they reach that conclusion?" in order to prompt students to speak more.
- Provide written feedback like "Your presentation was really great”.
- Do not correct students' pronunciation mistakes very often while they are speaking.
- Involve speaking activities not only in class but also out of class;
- Circulate around classroom to ensure that students are on the right track and see whether they need.
- Provide the vocabulary beforehand that students need in speaking activities.

- Diagnose problems faced by students who have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language.

All the suggestions listed above contribute a great deal to learners, also provide a rich interactive environment for students to develop the speaking skills, and to learn what demands in life by interacting each other promoting a meaningful communication; in addition to that, stimulates a good rapport with learners, as well as allowing a better transition in the activities carried out with the students fostering confidence to practice actively in the learning process and at the same time get fun while learning what is taught by the teacher.

### **2.1.3.2 Developing writing skill**

Nowadays most people take on to writing only if is extremely necessary for them like in exams, studies or even a job since the world has become extremely modern with mobile phones which are so easily available today, people keep sending SMS instead of writing letters that has become a phenomenon. The majority of people prefer chatting than writing letters, also some people are afraid of writing for considering as very difficult task to achieve. Writing effectively cannot be acquire automatically like other language skills are acquired, it demands an extra effort from students' learners that pursuit the correct writing and it is important to mention that in order to learn how to develop writing skill University of Leicester, (n.d) recommend some tips:

- Think About Readers' Needs
- Remember Basic Rules for Good Written English
- Write Regularly to Develop Confidence and Quality
- Have a Structure for Drafting and Re-Drafting
- Get Feedback on Writing and Use It
- Be Realistic About What learners Achieve

It is essential to take into account the mentioned tips above since they will guide students to develop this skill that is empowering, but it is worth mentioning that writing help to increase decision making, abilities, organizational strategies, promote critical thinking and also enhance healthy questioning which lead to exploration of thoughts; in addition to these, writing help learners to express themselves. This learning process is extensive and carry out difficulties such as grammar and composition rules as other obstacles that can to emerge stimulating planning, reflection, drafting and revision of their own thoughts that improve carefully student's progress, but in order to achieve the aim it is necessary to start from the basic to the most complex for achieving the established goal “the art of writing”.

## **2.2 Handbook**

According to the Merriam-Webster dictionary (n.d.), a handbook is a manual capable to be conveniently carried as a reference to cover a particular subject. Moreover, the Oxford English dictionary (n.d.) defines it as “a book giving instructions on how to use something or information about a particular subject.” Handbooks deal with any topic, and they are designed to be easily consulted and provide answers in specific areas. Nowadays, a handbook is often a simple manual which contains concise information, and it is small enough to be held in the hand.

### ***2.2.1 Importance of a Handbook to reinforce a class***

Larriba-Quest (2017) stated that one of teachers most valued tools is reinforcement. Reinforcement can be used to teach new skills, increase appropriate behaviors, or increase tasks. Reinforcement may seem like a simple strategy that almost all teachers use, but it is not often used as effectively as it could be. Hence, the goal of reinforcement is to improve students’ skills, and in order to make this strong connection, reinforcers need to be provided with efficient material.

The handbook aims to improve students’ productive skills and the quality of teacher performance. In this effort, the handbook can be a valuable resource for:

- Teachers who desire to enhance their own performance through reflection and application of tools to improve productive skills
- School administrators who supervise and evaluate teachers

- Teachers who want to monitor student progress and potential
- Teachers who want to have classroom management and organization
- Students who would like to develop activities in order to practice their productive skills

A previous study of Universidad de Alcalá (2014) settled that the most common problems in any learning situation is to promote effective communication in productive skills. To do so, students might be trained to build up their self- confidence in different contexts, such as didactic material that helps them improve and encourages them to work in the areas they have difficulties.

Students are expected to take an active and participative role in the activities developed in class; moreover, they are expected to display personal autonomy to read, listen, and speak in English according to the topics they have already studied. That is why, it is fundamental to provide and organize students' lessons through a handbook that includes activities that can be helpful for them to understand the topics more effectively.

### ***2.2.2 Types of Handbook***

A handbook demands teaching and academic competence, and its focus is to teach and supervise students. The purpose is to facilitate learning and to help teachers contribute to students' improvement. Moreover, the handbook gives assistance through extra practices, lectures, and activities that build up the learning process; however, there are different types of handbook that can be used to reinforce a class.

#### **2.2.2.1 Teacher's Handbook**

According to Stronger Children's Collection (2015), a teacher's handbook supports educational leaders, teachers, educators, and other professionals that perform learning activities. It provides the educators a brief guide to relate the learning activities to the curricula. It guides starting points to use materials to improve classroom practices and raise students' levels of achievement.

#### **2.2.2.2 Students' Handbook**



The audience for a handbook is primarily students. So that, a students' handbook is designed to provide information that will assist students in the academic and extra-curricular activities. The University of New England (2020) stated that a handbook is where the students should go whenever they have doubts with the topics they are studying. The purpose of a students' handbook is to give students an understanding and guidance of a specific subject in which they show problems.”

### ***2.2.3 How to develop a Handbook***

According to Christensen (2015), a handbook should be the road map for how to operate and interact with on a regular basis. A handbook must be designed in order that the audience will want to read. The handbook is, after all, the help a student and a teacher receive to reinforce the learning process in a more interactive way.

Here are five strategies to increase a handbook that can excite students and reinforce the learning process.

#### **1. TITLE**

The name must engage students and pique their curiosity, and it must convey the classroom that it will be helpful for their improvement.

#### **2. OBJECTIVE**

Every supportive tool to use in class should have an objective: the reason students may use it. The objective should engage students on both an emotional and intellectual level, establishing an exciting challenge they care about.

#### **3. ACTIVITIES**

To build dynamic, engaging, and compelling activities is an advantage. The handbook might be used as a platform to help students understand the classes.

#### **4. BENEFITS**

Students are interested to continue learning when they are presented the benefits they will get, that is why, the handbook should include the necessary tools and activities that make students feel confident to use it.

## 5. PRESENTATION

A handbook must be readable and attractive. It is essential that it be printed in color and to have a personalized cover. It can bring to life with interactive activities, playful quizzes, or even games that help students in their progress.

### ***2.2.4 Structure of Activities***

According to Stronger Children's Collection (2015 p. 12-13):

“Activities are in no way uniform in terms of objectives, time frame, severity, role distributions etc. Thus, it would not be appropriate to try to expand simpler activities just to fill space - or to truncate more complicated activities just to achieve uniformity. However, all activities in are described on the basis of the same structure in a uniform template, including the following categories:

- Age group
- Type of play
- Keywords for predominant effects
- Aim
- Time
- Materials needed
- Procedure
- How to stimulate reflections
- Awareness points
- Sources”

The procedure for the implementation of each activity is carefully described step by step, to allow for simple use in the classroom. The activities can easily be integrated into the educational daily routine of the children's group, be it on high school level. The objectives of the activities aim to develop children's social and emotional skills and abilities, cultivate relationships, enjoy new experiences and ultimately to consider different approaches to dealing with situations in life. The stages of the activities are structured as follows:

#### Stage 1 – MOTIVATION

All activities start with information on how to motivate the children, arouse their curiosity and encourage their thirst for knowledge.

#### Stage 2 - IMPLEMENTATION

The description of the activities includes detailed instructions on how to implement the activity in order to achieve the expected outcome.

#### Stage 3 - REFLECTION

The activities provide the best result, if they are immediately followed up by a joint discussion (reflection), offering the children an insight into their experience and highlighting what the children found most important and significant in the process. Each activity includes a set of suggested questions to stimulate reflection. There are no correct or wrong answers. Mistakes are not pointed out. The questions are focused on how the children would act in similar situations. The aim is for the children to become aware of what happened. The teacher connects important facts and findings from the pedagogical point of view. The stages of the activities are filled with concrete techniques suitable for the age group. They support the achievement of aims and objectives in each activity or in the special learning packages.

#### **2.2.4.1 How to Use the Activities**

Activities can be used as a source of different types of activities for teen students. However, it works best when used together with a teacher's handbook. Activities are especially designed to implement educational methods. A handbook exemplifies how to use and combine

the activities in a way that clarifies the learning objectives and learning value for children in different age groups.

The activities must aim to develop strong and respectful communities among younger children, where each child is recognized as a significant person and an important part of the group. With this goal, the project and the activities seek to promote and support the following values among younger children already in high school: Inclusion of all children in the group; an anti-violence and anti-bullying mentality in the group; an intercultural understanding and respect for diversity in the group; Strong, appreciative and supportive relationships among all children in the group.

#### **2.2.4.2 Lesson Preparation**

According to The Teacher Handbook of Stronger Children's Collection (2015, p. 15) to prepare lessons it would be good to consider the following points:

- What added value are being given to the level of the pupil's educational achievement?
- How can ways of adding value to the pupils' education be created?
- How to test what has been achieved?
- What are the teacher's remedial plans?

Regular, effective homework is an essential part of school work for all pupils. The type and amount of homework that a teacher issues will vary from class to class. However, it is essential to ensure that the homework given is compatible with your school's homework policy. Homework should consolidate the work done at school.

To get involved in the school's activities, the teacher will contribute to the whole school issues rather than just curricular one. School activities will give teachers the opportunity to develop relationships with other members of staff and with students across the whole schools. These relationships have a beneficial effect on your teaching through the mutual respect and trust gained from participating in an activity.

### **2.2.5 Organization of a Handbook**

NWERL (2001, p.18, as cited by Stronge, H. et al., 2004) states:

“As teachers grow professionally, their instructional expertise increases, and they become more effective at various aspects of teaching. They have a greater repertoire of instructional, management, and assessment knowledge and skills from which to draw as they create meaningful student learning experiences.”

The intent with a Handbook for Qualities of Effective Teachers is to provide a tool for teachers as they seek to improve their effectiveness in delivering high-quality, productive learning experiences for all students. The Handbook provides tools that can be selected by teachers, peer coaches, principals, supervisors, and others to focus on improving teacher performance.

#### **2.2.5.1 Uses of a Handbook**

The Handbook aims to improve the quality of teacher performance and the resulting learning opportunities for students. There is a wealth of approaches to capture and analyze the endless facets of teaching in different circumstances and with different purposes and students. In this effort, NWERL (2001, as cited by Stronge, H. et al., 2004) trusted the book could be a valuable resource for:

- Teachers who desire to enhance their own performance through reflection and application of tools for improving performance;
- Teacher leaders who are engaged in mentoring and collaborative schoolwide improvement;
- Instructional coaches who are actively supporting the critical work of teachers;
- School administrators who supervise and evaluate teachers;
- Staff development specialists who plan and deliver training focused on improving and sustaining quality instruction;

- Human resource specialists who are responsible for selecting and retaining high-quality teacher applicants;
- Teacher and administrator educators who can employ the book's research and application strategies in their teacher training and instructional leadership programs, respectively; and
- Policymakers and their staff who are responsible for developing tools and strategies for state or district teacher development and evaluation processes.

As Segundo Año de Bachillerato students show difficulties to acquire the English language in all its productive skills, the implementation of a Handbook is the best way to improve their performance. Teachers are not accustomed to using extra activities apart from the book that not all the students have, so that, a handbook that helps both students and teachers can enhance the knowledge of the language.

### **2.3 Suitable activities to implement in a handbook**

Teaching needs to be done in an organized way since students attend classes with the main purpose of learning; therefore, teachers have had to implement teaching methods to bear fruit in students' learning process. Hoque (2014, p.4) defines teaching method as: "It is a systematic way of doing something. It implies an orderly logical arrangement of steps. It is more procedural."

Since the research team has described what the productive skills are, how a handbook helps students and teachers, and how a handbooks must be designed, there is a list of activities that must be included in the handbook in order to improve Segundo Año de Bachillerato Técnico en Infraestructura Tecnológica y Servicios Informáticos students' productive skills at Instituto Nacional de El Congo in the year 2020.

#### **2.3.1 Worksheets**

Lee (2014) expresses that the usage of a worksheet is useful in a lot of ways of academic terms and she expresses that "worksheets can be used to add information for particular classes." (pg,1) She continues talking by saying that worksheets can be used for students to fill blanks,

opportunities for knowledge construction, creation of questions, and they help to maintain students' attention in the class.

McDowell and Waddling (1985, as cited in Lee, 2014 p. 1) says that “properly designed worksheets can help teachers overcome the problems of time demanding and enable teachers to enhance students' acquisition of knowledge and skills.” Kisiel (2003, as cited in Lee, 2014 p.1) explained that “worksheets can function as advance organizers, helping students to organize their observations and knowledge in a confusing learning environment.” Krombab and Harms (2008, as cited in Lee, 2014 p.1) concludes telling that worksheets are effective by helping students in acquiring the following types of knowledge to acquire the knowledge needed.

Lee (2014) continues explaining that worksheets helps teachers and they can be used to help students to process all the content that has been taught by the teacher in the class, and it helps the teacher to monitor the progress of the group. It is important to mention that worksheets are built according to the needs of the class and the content that is going to be taught by the teacher in each target content and target structure of Segundo Año de Bachillerato Técnico en Infraestructura Tecnológica y Servicios Informaticos.

### **2.3.2 Readings**

Freire & Macedo, (1987, p. xiii, as cited in Garzón, 2018 p. 33). Defines that “the act of learning to read and write has to start from a very comprehensive understanding of the act of reading the world, something which human beings do before reading the words.” They continue saying that a “student is the subject of the process of learning to read and write as an act of knowing and of creating.

#### **2.3.2.1 Reading Comprehension**

Garzón (2018) explains that an active reader has the ability to contrast the new information presented in a text with the previous knowledge gained, and with it has the ability to make and respond questions, deducing what the author means in the reading presented and experience what a written text says by creating his/her own understanding.

Goodman & Wilde (1996 as cited in Garzón (2018) p. 35) “reading is not passive; on the contrary, the reader is active in creating meaning as she or he reaches out to understand the

comprehension results from this interaction through a text.” To this they continue saying that “when readers focus on development of meaning through the context of written language, comprehension occurs.”

It is important to bring Segundo Año de Bachillerato Técnico en Infraestructura Tecnológica y Servicios Informáticos students the proper topics that will allow them their own experience through readings in order to improve their productive skills after a reading, so they can develop them in the oral or written form by giving their own points of view about certain topics.

### **2.3.3 Role plays**

Cruikshank et al. (1999 as cited in Petrina, in press) said that a role play is when “Learners take on the role of another person or character to see what it would be like to be that person or character.” Sutcliffe (n.d.) explains that “role-play offer distinct strengths and weaknesses, often require the tutor to relinquish some control over the process and outcomes of learning.” He continues saying that It is necessary to encourage students to use their knowledge and understanding about the topics taken into account the creation of a role play by remarking the students’ achievement and their points of view of the situation, it means giving them a situation that they can adapt to their knowledge .

It has been suggested by Francis and Byrne, (1999, as cited in Sutcliffe n.d., p. 3) “that they help break down barriers and stimulates a greater level of long-term interactivity between students.” It is also said that this situation put students in familiar situations, so in the future they know how to perform or confront the situations. According to Harmer (1998, as cited in Dishari B. 2013 p. 9), “Role play activities are those where students are asked to imagine they are in different situations and act accordingly.”

Dishari B. (2013) explains that “students are given a ‘role’ of a particular person like a customer, a manager, a shop assistant etc., and they need to act and speak like that character.” For giving some role play examples Harmer (1998, as cited in Dishari B. 2013 p. 9) explained that students may: “Productive Skills: Teaching Beginners in English Medium School 10 ask to plays roles as guests at a party, travel agents answering customer’s questions or participants in a public meeting about a road-building project (p.92).”



Gower et al. (1995, as cited in Dishari B. 2013 p. 10) gives a list of how role plays can be used by giving the following explanations:

- “Remind the students of situations they might be in;
- Give the students an opportunity to try out language recently introduced or revised and practiced in a more controlled way;
- Give students the opportunity to improve their fluency, through a wide range of language, in a variety of situations and with different speakers;
- Help the students to plan which areas to work on through the diagnosis of strengths and weaknesses of the students’ English” (p.105).

Dishari B. (2013) explains that role plays help students in their life by making it practical while they learn. The research team agrees on the usage of role plays because this practice is going to help to improve Segundo Año de Bachillerato Técnico en Infraestructura Tecnológica y Servicios Informáticos students’ productive skills at Instituto Nacional de El Congo in the year 2020.

#### ***2.3.4 Practices***

In the article “3. Developing Productive Skills Assessment Tasks” (n.d) the author proposes the following practices in order to develop the productive skills in a classroom

### 2.3.5.1 Task types for Speaking.

TASK TYPE	SAMPLE TASKS WHERE THIS MIGHT BE APPLIED
Role play	<ul style="list-style-type: none"> <li>CLB 2: Role play making a simple food order.</li> <li>CLB 5: Role play inviting a friend to lunch.</li> </ul>
Story (re)telling (may be picture-cued)	<ul style="list-style-type: none"> <li>CLB 4: Use family photos to tell a short story about a vacation.</li> <li>CLB 5: Describe an accident you had to a friend.</li> </ul>
Oral interview	<ul style="list-style-type: none"> <li>CLB 1: Answer two or three personal information questions (name, address and phone number) to obtain a library card.</li> <li>CLB 6: Answer questions about educational background, work experience, and skills in a job interview.</li> </ul>
Instructions/Directions	<ul style="list-style-type: none"> <li>CLB 3: Give directions to the nearest washroom a new student (e.g., "Go down the hall. Turn right.&gt;").</li> <li>CLB 8: Give detailed instructions on how to set up Quickbooks to keep track of personal expenses.</li> </ul>
Panel discussion or debate	<ul style="list-style-type: none"> <li>CLB 5: Participate in a panel discussion and give opinions about whether the school should have a daycare.</li> <li>CLB 7: Participate in a debate about a community issue (e.g., creating new bike lanes).</li> </ul>
Oral report/presentation	<ul style="list-style-type: none"> <li>CLB 4: Tell a classmate who was absent about the lesson and homework from the previous day.</li> <li>CLB 8: Give a researched presentation on one oil extraction method currently in use.</li> </ul>
Demonstration	<ul style="list-style-type: none"> <li>CLB 3: Demonstrate what to do and what not to do in a fire drill (e.g., not taking a purse or jacket, not taking an elevator, walking to designated safe area, waiting).</li> <li>CLB 5: Demonstrate the use of an appliance, machine, or system at work to a new co-worker.</li> </ul>
Small group discussion	<ul style="list-style-type: none"> <li>CLB 4: Discuss plans for an end of term event at school.</li> <li>CLB 7: Participate in a work meeting and give suggestions on how to resolve a health and safety issue.</li> </ul>

Taken from: Developing Productive Skills Assessment Tasks” (n.d)

### 2.3.5.2 Task types for Writing.

TASK TYPE	SAMPLE TASKS WHERE THIS MIGHT BE APPLIED
Story (re)telling (may be picture-cued)	<ul style="list-style-type: none"> <li>CLB 1: Complete a guided text about yourself.</li> <li>CLB 5: Write a paragraph about a story heard in the news.</li> </ul>
Notetaking	<ul style="list-style-type: none"> <li>CLB 2: Copy the company name, address, application deadline, and contact information from a simple job ad.</li> <li>CLB 8: Take notes (for later use) while reading a detailed online text about how to re-image a computer.</li> </ul>
Messages	<ul style="list-style-type: none"> <li>CLB 4: Write a short email to a classmate asking if s/he would like to work on a project with you.</li> <li>CLB 6: Write a personal note expressing an apology.</li> </ul>
Personal letters	<ul style="list-style-type: none"> <li>CLB 4: Write a short letter thanking a host for the dinner party.</li> <li>CLB 5: Write a letter to a friend expressing sympathy for the loss of a loved one.</li> </ul>
Business letters	<ul style="list-style-type: none"> <li>CLB 3: Write a brief letter to a landlord giving notice on a rental.</li> <li>CLB 7: Write a letter to the head of an academic department requesting a review of course marks.</li> </ul>
Memos	<ul style="list-style-type: none"> <li>CLB 4: Write a brief memo reminding staff to recycle (paper, cans, bottles, etc.).</li> <li>CLB 6: Write a workplace memo addressing a particular problem (e.g., staff leaving dirty dishes, parking in no-parking areas).</li> </ul>
Reports	<ul style="list-style-type: none"> <li>CLB 5: Write a brief report about a local event for a community newsletter.</li> <li>CLB 7: Write a production report on work stoppage times and reasons.</li> </ul>
Forms and applications	<ul style="list-style-type: none"> <li>CLB 1: Complete the personal identification information on a change of address form.</li> <li>CLB 8: Complete a scholarship application for university.</li> </ul>
Instructions or Procedures	<ul style="list-style-type: none"> <li>CLB 3: Describe end of shift procedures in a short note to a work colleague (e.g., putting chairs away, turning off machines, turning off lights, locking the door).</li> <li>CLB 6: Describe the process of applying for a job in a letter to a friend.</li> </ul>

Taken from: Developing Productive Skills Assessment Tasks” (n.d)

## **2.4 Benefits of Implementing a Handbook**

Primary school resources (2018) says that extra material is used to have students attentive to the lessons they are teaching, so the teachers need to use material that will cause a long-term result, so students will always remember what they have learned in an English class. When using a handbook, teachers will obtain the following benefits:

### ***2.4.1 Apply Concept***

In school, students learn about real situations of life, and it is one of the most important things that learning can reach. Also, by studying different cultures, students are open to suggestions, and they can apply all the knowledge outside school by being secure in what they say or do.

#### **2.4.1.1 Increase Motivation**

Without motivation, learning does not exist. The usual form in which the teacher talks and students are passive makes that students lose their interest in the lesson. Teachers should motivate students during the class by the usage of didactic material, so the teacher make a memorable experience and provides lifelong learning.

#### **2.4.1.2 Easiest to Learn**

By creating relevant and engaging content, students will learn in a simple and relaxed way. The usage of different types of handbook will create interest in the students, and it will allow teachers to go into the cognitive needs of students. The usage of interactive material will help students to go through other people culture.

#### **2.4.1.3 Promotes Critical and Creative Thinking**

The usage of learning tools helps students as active learning, so they acquire the necessary tools as the article literally states: “The students will acquire skills to analyze, synthesize, and apply the material.” (para.6) It will help students develop their thinking in the three following dimensions: logical, reasoning and creative these as a result of the role of the teacher who gives students an active role in the learning process.

#### **2.4.1.4 Fun Learning**

Students consider learning not only as study time but also as playing time. Students go through joyful and inspiring experiences that they can only have in the classroom. For this, the article expresses that: “The usual setup of fun learning is when most of the students are actively participating in an activity.” (para.7)

Students have an active learning by giving different ideas, performing or demonstrating things or situations to develop their productive skills according to the objectives of the class or the activities given. It is a necessity to create a handbook after investigating why extra material is important in the English learning process, and which are the benefits that not only teachers but also students will see and will experiment in their own.

## **CHAPTER III**

### **METHODOLOGICAL DESIGN**

To explain better how the implementation of a handbook will improve Segundo Año de Bachillerato Técnico en Infraestructura Tecnológica y Servicios Informáticos students' productive skills, the research team will establish and explain the methodology that was used to collect important data. Furthermore, in this chapter, the research team will define the type of investigation they will develop, the units of observation as well as the tools that were used to gather data. All the elements of the methodology of this research study are described below.

#### **3.1. Paradigm and type of study**

This study is addressed under the mixed-method research paradigms since the information was collected through the following research instruments: an observation guide, , a teacher's interview, and a students' questionnaire (see appendices A,B, and C) addressed on February 2020 besides that, it describes the implementation of a handbook that will enhance the students' productive skills.

This holistic projective research develops among the qualitative and quantitative paradigm according to the creation of the instruments and the presentation of the results, and the other one provides a more accurate explanation to achieve the research objectives. In this research project, the students will be exposed to different types of material and techniques to use inside the classroom, and of course the use of the structures taught by their teacher. Once the students will be using the handbook, they will produce the language by speaking and writing. This holistic projective research proposal will be applied by the teacher in charge.

##### ***3.1.1 Holistic Projective Research***

According to Hurtado de Barrera, (2000, as cited in Trigueros 2017) A holistic projective research is used as a vision to a solution of a problem and from then on have the phenomenon function along certain attainable objectives. According to this, the researcher creates, designs, elaborates or plans projects to solve the problem. However, the result of this research which is a project may or not be proven at the end of the investigation. Moreover, the projective research approach can work along the quantitative or qualitative paradigm. Trigueros (2017)

### ***3.1.2 Qualitative research***

Denzin and Lincoln (1994, as cited on Neegaard and Ulhoi 2007 page 2) Qualitative research is multimethod in focus, involving an interpretive, naturalistic approach to its subject matter. This means that qualitative research study things in their natural settings, attempting to make sense of, or interpret the phenomena in terms of meaning people bring to them.

### ***3.1.3 Quantitative research***

According to Saul McLeod (2019) Quantitative research “aim to establish general laws of behavior and phenomenon across different settings/contexts. Research is used to test a theory and ultimately support or reject it.”

### ***3.1.4 Projective design***

This type of research is a plan to answer the research questions. A research method is a strategy used to implement that plan. Research design and methods are different but closely related, because good research design ensures that the data obtained help researchers to answer the research question more effectively, University Libraries (2018)

Projective design tries to give solutions to a determined situation from an inquiry process. It implies exploring, describing, explaining and proposing alternatives to change, but not always executing the proposal. An especial design consists of designing something to solve a practical problem. But this design does not require a prior investigation to be created given that the designer bases the research in professional knowledge and in prior experience. Upel, (2003 as cited in Hernández 2014).

With this investigation the research team will look for creating a handbook proposal, a proposal that can be developed in the future to better the students' needs at Instituto Nacional El Congo and to foster the use of a handbook to enrich productive skills. Finally, this projective research will put together several elements to motivate future students learning through the material and activities that will benefit Instituto Nacional El Congo. If it is contemplated as good proposal to help the English population, this can be taken into account in the future.

## **3.2 Elements of a proposal**

A research proposal offers a plan or guide to follow expecting to solve a problem in a particular place or a group of people. A research proposal aims to present an idea or a question and expected outcomes with clarity and definition. University of Sydney, (n.d)

### ***3.2.1. Project proposal***

The title clearly indicates or explains what the proposal is about.

### ***3.2.2. Justification of the project***

The research team will describe their project, reasons an importance of it, interests and motivation that justifies the programing planning and development of the project.

### ***3.2.3. Research supervisor***

In this part the research team will state the name, department and faculty of the academic who will supervise the project.

### ***3.2.4. Objectives***

What the research team is trying to achieve with the research, the purpose and the intended outcome.

### ***3.2.5. Contents and activities***

The contents are the areas the proposal wants to reach, and the activities a well-organized plan containing all the activities, methodologies, techniques or approaches according to the contents.

### ***3.2.6. Time line of the project***

Specify how long the project will last. And stages it will need from the beginning to the ending of the project. How long will each session be? Write the flexible time for each activity.

Describe the environment where the project will take place and its social background, too. You may also describe the physical environment where the activities will take place. Trigueros (2017)

### ***3.2.7. Expected research contribution***

This section will describe and define the profile of all the people involved in the proposal.

What will be the outcome of the research contribution? The research proposal should demonstrate both the current level of knowledge and how the pursuit of your question will create a new understanding and generate new information. Show how the research is innovative and original, and the reasons to demonstrate how the research will benefit and contribute to the current body of knowledge.

### ***3.2.8 Proposed methodology***

The research team will provide an overview of the methodology that will be used if the proposal is accepted. The materials and equipment could be used and the methods to collect data; besides that, it will include potential limitations the research will anticipate facing, feasibility within time and other constraints, ethical considerations and how you the group will address these, and general resources etc.

### ***3.2.9. Resources***

It will provide details of the resources the proposal will include that need to carry out the research project. What significant resources are required for the success of the proposed project?

## **3.3 Sampling procedure**

The sample of this research was made up of twenty-five students from Segundo Año de Bachillerato Técnico en Infraestructura Tecnológica y Servicios Informáticos at Instituto Nacional de El Congo, year 2020 as it is already mentioned. These students were chosen using the selective sampling procedure from a total of two sections of second year of high school. Moreover, the twenty-five students chosen had been already approached during the diagnostic study, so gender and age are not relevant, the research team did not take those aspects into account at the moment of selection for the study.

Since this research also includes the teacher's point of view, the researchers administered an observation guide directed to the researchers (see appendix A) and a teachers interview to the teacher (see appendix C) in charge of Segundo Año de Bachillerato Técnico en



Infraestructura Tecnológica y Servicios Informáticos at Instituto Nacional de El Congo, year 2020 and due to the fact that the teachers' population was just one teacher, only he was chosen.

### 3.4 Operationalization of the variables

General Objective	Specific Objective	Units of observation	Variables	Definition of the Variable	Indicators	Instruments	Time
To enhance Segundo Año de Bachillerato Técnico en Infraestructura Tecnológica y Servicios Informáticos students' productive skills through the creation of a handbook at Instituto Nacional de El Congo in the year 2020	To foster Segundo Año de Bachillerato Técnico en Infraestructura Tecnológica y Servicios Informáticos students' productive skills through a handbook that contains worksheets, readings, roleplays, and practices at Instituto Nacional	Segundo Año de Bachillerato Técnico en Infraestructura Tecnológica y Servicios Informáticos students	Dependent variable: Productive skills	The productive skills are speaking and writing, because learners need to articulate words and write to produce language. Learners receive language by listening to conversation. Then they move on to Productive Skills	Productive Skills :  Speaking skill  Writing skills	Teacher Interview  Students' questionnaire  Observation Guide	2 weeks

	de El Congo in the year 2020						
	To describe the activities that empower Segundo Año de Bachillerato Técnico en Infraestructuras y Servicios Tecnológicos en Infraestructura Tecnológica y Servicios Informáticos students' productive skills at Instituto Nacional de El Congo in the year 2020	Segundo Año de Bachillerato Técnico en Infraestructuras y Servicios Tecnológicos students	Independent Variable: A handbook	It is a manual capable to be conveniently carried as a reference to cover a particular subject. A book giving instructions on how to use something or information about a particular subject.”	Proper use of the handbook given with Worksheets Readings Role plays Practices	Teacher Interview  Observation Guide	7 months
			Dependent variable:	The productive skills are			

			<p>Productive skills</p> <p>speaking and writing, because learners need to articulate words and write to produce language.</p> <p>Learners receive language by listening to conversation.</p> <p>Then they move on to Productive Skills</p>	<p>Proper use of</p> <p>Worksheets</p> <p>Readings</p> <p>Role plays</p> <p>Practices</p>	<p>Teacher Interview</p> <p>Observation Guide</p>	
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### **3.5 Planning Phase**

The research team created instruments to obtain important information to create the handbook proposal. The first instrument, an observation guide addressed to researchers at Instituto Nacional de El Congo. (See appendix A) will be the key instrument to collect preliminary data about class development and students' performance in the productive skills learning process and their possible challenges. All the information gathered through this observation guide will help the research team search for the proper activities to include in the handbook proposal, and help students in their productive skills development.

The second instrument was “students’ ‘questionnaire” (see appendix B) addressed to Segundo Año de Bachillerato Técnico en Infraestructura Tecnológica y Servicios Informáticos Del Instituto Nacional de El Congo to obtain information from the students’ point of view about their productive skills development, and the way students themselves considered their productive skill. The third instrument administered was a teacher interview (see appendix C) addressed to the teacher with the object to collect the information from the teachers’ side, so the research team was able to know the teaching conditions of the English subject.

The fourth instrument is the handbook itself. The proposal consists on the design of a handbook that will include worksheets, reading, role plays, and practices in order to enhance students’ productive skills. This document was created with the activities that will help Segundo Año de Bachillerato Técnico en Infraestructura Tecnológica y Servicios Informáticos del Instituto Nacional de El Congo students to better their speaking and writing skills in many different ways.

#### ***3.5.2. Validation of Data Collection Instruments***

The research team will use the types of validation called Criteria or Empirical Validity, and Content Validity since the first type of validity refers to present data and concurrent validity if the criteria refers to future data, and the second one tells if the research instruments are measuring the variables or indicators of each research objective established in the protocol. Since this is a proposal, and because of the COVID-19 emergency the research team will not see the results of the handbook in students; the teachers and students from Segundo Año de Bachillerato Técnico en Infraestructura Tecnológica y Servicios Informáticos del Instituto

Nacional de El Congo 2020 will see it when they start putting into practice the handbook proposed by the research team.

The results of the diagnostic study, and the documentary addressed to students and teacher gave the results that will help the research team to create a complete Handbook Proposal. The results of the students, and the diagnostic study were essential to improve the elements that the handbook contain in order to better students’ productive skills.

**3.5.3. Validity and Reliability**

The research team used three instruments. (See appendix A, B and C) the type of reliability called Inter-Rater Reliability. Inter-rater reliability is useful when humans can observe because they will not interpret answers in the same way; some people may disagree as how well certain responses or material demonstrate knowledge of the construct or skill being assessed. This is the main reason why students were interviewed since the researcher team will use that information to create a handbook in order to enhance students’ productive skills according to their needs, and according to the theories the researchers are relying on.

**3.5.4. Ethical Aspects**

The research team sent a letter to Instituto Nacional de El Congo to have access to Segundo Año de Bachillerato Técnico en Infraestructura Tecnológica y Servicios Informáticos students, schedule, classroom, and teacher. On the other hand, the students’ guide to Segundo Año de Bachillerato Técnico en Infraestructura Tecnológica y Servicios Informáticos was passed by the research team. The guides will stand as “anonymous” since the information given was important to evaluate the way students had developed the productive skill until the moment the instrument was administered.

**3.6 Timeline and Budget**

**3.6.1 Timeline**

The research team in this section shows the time in which this holistic projective research will be carried out since the very beginning of the process until the final presentation of itself.

Activity	Year 2020								
	Jan	Feb	March	April	May	Jun	July	August	Sept

Research team formation	Research team									
Choosing the topic	Research team									
Preliminary phase										
Approaching the field of study	Research team									
Diagnostic Study	Research team									
Definition of the problem	Research team									
Planning phase										
Theoretical framework	Research team									
Operationalization of variables Methodological Design	Research team									
Execution phase										
Creation of the Handbook proposal	Research team									

Conclusion and Recommendations	Research team									
Final presentation	Research team									

### 3.6.2 Budget

The research team created a budget in which showed the resources and the amount of money they needed to carry out this holistic protective research.

SERVICE	COST	TOTAL
Photocopies	\$0.02 x 200 pages	\$4.00
Internet	\$80.00 per month	\$720.00
Others expenses (food, transportation, and electricity)	\$80.00 per month	\$720.00
Final Presentation	\$15.00	\$15.00
Human resources	\$25.00 a month	\$225.00
Total		\$1684.00



**CHAPTER IV**  
**PROJECT PROPOSAL**  
**UNIVERSIDAD DE EL SALVADOR**  
**FACULTAD MULTIDISCIPLINARIA DE OCCIDENTE**  
**FOREIGN LANGUAGE DEPARTMENT**



**THE IMPLEMENTATION OF A HANDBOOK TO IMPROVE SEGUNDO  
AÑO DE BACHILLERATO TÉCNICO EN INFRAESTRUCTURA TECNOLÓGICA Y  
SERVICIOS INFORMÁTICOS STUDENTS' PRODUCTIVE SKILLS AT THE  
INSTITUTO NACIONAL DE EL CONGO, YEAR 2020**

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#### **4.1 Project proposal**

This proposal has been created after carrying out scientific research in order to provide support, a guidance or a help to high school students, so that they can enhance the performance of their speaking and writing skills according to their academic level and facilitate the understanding of the language inside the classroom; Besides that, the proposal has clear objectives that look for accomplishing with the creation of the handbook, and the activities have been selected carefully to fulfill students' needs.

Moreover, it is expected with this project, both, teachers and students can experiment with more innovative ways of teaching and learning the language that allows them to become more creative, and they challenge their knowledge to store and articulate more English vocabulary effectively.

The activities in this proposal have been organized as follows: Each unit has different activities which are worksheets, readings, role plays and practices which have been adapted to the unit or content in which students work and practice English in one broader way.

#### **4.2 Justification of the project**

This project is the result of a scientific research carried out at Instituto Nacional de El Congo with students of Segundo Año de Bachillerato Técnico en Infraestructura Tecnológica y Servicios Informáticos. The English subject is difficult for students due to the lack of activities that motivate them to learn the language effectively; moreover, students are required to use a book during the class that not everybody has, so the interest of this project is to implement a handbook, so both students and teachers have more activities such as worksheets, readings, role plays, and practices which can be developed in class or assigned as homework.

Hence, the handbook helps students to better their productive skills through the activities that are included. The implementation of a handbook also helps the teachers as they have more ideas of how the classes can be developed including a variety of lectures and practices to reinforce the topics studied in the course. Besides, to create the handbook, the units and contents of the English subject are taken into account.

The purpose of this proposal is the improvement of students' productive skills in the English language, which is taught as a Foreign Language, through the use of a handbook that

includes activities that are interesting to acquire the language. Additionally, this set of worksheets, readings, role plays, and practices make the learning process more meaningful and effective. The implementation of this handbook engages students and teacher to create a better environment in the English class.

The person who supervises this Holistic Proposal is M.E.d. Juan Francisco Hidalgo Sandoval who belongs to the English Language Department in The University of El Salvador in The Western Multidisciplinary Campus in Santa Ana, Santa Ana, El Salvador.

The research team is aware of the possible situations and variables that may occur for the implementation of this proposal to be applied in the institution. Also, it is important to mention that the Covid-19 pandemics situation makes difficult the appliance of the handbook in the year 2020, but it will make it possible in the year 2021.

### **4.3 Objectives**

#### ***4.3.1 General objective***

To propose a handbook that will contain worksheets, readings, role plays, and practices to improve Segundo Año de Bachillerato Técnico en Infraestructura Tecnológica y Servicios Informáticos students' productive skills at Instituto Nacional de El Congo in the year 2020

#### ***4.3.2 Specific Objectives***

To Improve Segundo Año de Bachillerato Técnico en Infraestructura Tecnológica y Servicios Informáticos students' productive skills at Instituto Nacional de El Congo in the year 2020

To provide Segundo Año de Bachillerato Técnico en Infraestructura Tecnológica y Servicios Informáticos students with proper activities to practice their productive skills at Instituto Nacional de El Congo in the year 2020

### **4.4 Contents and activities**

This proposal contains a handbook for teacher (see appendix D) and a hanbook for students (see Appendix E) which contain activities per unit divided into 1. Worsheet, 2. Readings, 3. Roleplays, 4. Practices activities with the purpose of guiding Segundo año de

Bachillerato Técnico en Infraestructura Tecnológica y Servicios Informáticos into the improvement of the productive skills.

#### 4.5 Time line of the project

This handbook is carried out by developing the contents according to the Ministerio de Educacion de El Salvador guidelines in the year 2020. For that, it was necessary to create three timelines.

##### 4.5.1 Timeline 1: YEAR DIVIDED BY TERMS

According to Ministerio de Educacion de El Salvador Segundo Año de Bachillerato Técnico en Infraestructura Tecnológica y Servicios Informáticos Schedule (2020). This is how the terms are divided during the year.

YEAR DIVIDED BY TERMS											
Ja nuary	Fe bruary	M arch	A pril	M ay	Ju ne	Ju ly	A ugust	Se ptember	O ctober	N ovember	
1ST TERM				2ND TERM			3 TERM			4 TERM	

#### 4.5.2 Timeline 2: UNITS DEVIDED BY TERM

This timeline explains how the 6 units of the English Syllabus (2008) for high school are divided into the 4 terms. The teacher follows this timeline to implement the handbook in Segundo Año de Bachillerato Técnico en Infraestructura Tecnológica y Servicios Informáticos.

UNITS DEVIDED BY TERM			
1ST TERM	2ND TERM	3 TERM	4 TERM
UNIT 1 & UNIT 2	UNIT 3 & UNIT 4	UNIT 5	UNIT 6
UNIT 1: MEETING FAMOUS PEOPLE AROUND THE WORLD <b>Contents:</b> <ul style="list-style-type: none"> <li>■ Personality traits and professional background of famous people</li> <li>■ Life accomplishments of famous people</li> <li>■ Dreams and wishes</li> </ul> <b>Grammar in context:</b> <ul style="list-style-type: none"> <li>■ Review of “used to”</li> </ul>	UNIT 3: CUSTOMS AROUND THE WORLD <b>Contents:</b> <ul style="list-style-type: none"> <li>■ Holidays, festivals and celebrations</li> <li>■ Customs/traditions</li> <li>■ Landmarks</li> <li>■ Cultural advice</li> </ul> <b>Grammar in context:</b> <ul style="list-style-type: none"> <li>■ Should/ought to</li> <li>- You shouldn't arrive late to an appointment.</li> </ul>	CONTENTS UNIT 5: INTERNATIONAL TOURISM <b>Contents:</b> <ul style="list-style-type: none"> <li>■ Advertisements</li> <li>■ Tourist sites</li> <li>■ Hotel reservations</li> <li>■ Travel advice</li> </ul> <b>Grammar in context:</b> <ul style="list-style-type: none"> <li>■ Future expressing different degrees of certainty: will be, going to be, will probably be, is probably going to be, probably isn't going to be, may come,</li> </ul>	CONTENTS UNIT 6: THE ENVIRONMENT AROUND THE WORLD <b>Contents:</b> <ul style="list-style-type: none"> <li>■ Pollutants</li> <li>■ Health matters</li> <li>■ Oil spills</li> <li>■ Global warming</li> <li>■ Natural disasters</li> <li>■ Protection of the environment</li> </ul> <b>Grammar in context:</b> <ul style="list-style-type: none"> <li>■ Infinitive clauses and phrases</li> </ul>

<p>- We used to get together with our friends.</p> <p>■ Time clauses in the past</p> <p>- Before I graduated, I did volunteer work.</p> <p>- As soon as I finished the book, I published it.</p> <p>■ Review of present perfect with always, never, since, for,</p> <p>already, yet</p> <p>- I've never been to Australia.</p> <p>- Have you already finished your project?</p> <p>■ Use of would to state wishes:</p> <p>Yes/no questions, information questions, affirmative and negative statements</p>	<p>- You ought to send a thank you card.</p> <p>■ Had better</p> <p>- I'd better call him to apologize.</p> <p>- You'd better wear formal clothes.</p> <p>■ Must and mustn't for obligation and prohibition</p> <p>- You mustn't talk about those topics.</p> <p>- We must arrive on time.</p> <p><b>Vocabulary:</b></p> <p>■ April Fools' Day, Carnival, Memorial Day, Children's Day, Chinese New Year, Day of the Dead, Labor Day, Mother's Day, bride, groom, best man, maid of honor, cemetery, ceremony, courtship,</p>	<p>may not come, maybe</p> <p>- The train may not arrive on time.</p> <p>- It will probably be crowded.</p> <p>■ Contrary –to-fact conditional sentences ( second case)</p> <p>- If I had some days off, I'd go on vacation.</p> <p>- If I were you, I wouldn't leave without my passport.</p> <p>■ I want to versus I'd like to</p> <p>- I'd like to request room service, please.</p> <p>- I want to take a walk along the beach.</p> <p><b>Vocabulary:</b></p> <p>■ Means of transportation: cruise, ferry, plane, jet, subway.</p> <p>■ Tourist destinations: Spain, France, Italy, USA, Latin</p>	<p>- The best thing to do for the environment is to recycle.</p> <p>- It's important to respect environmental laws.</p> <p>■ Passive voice with prepositions</p> <p>The ozone layer is being destroyed by the use of aerosols.</p> <p>- Some pollutants are produced by factories and vehicles.</p> <p>■ Present perfect vs. present perfect continuous</p> <p>- We have participated in environmental summits before.</p> <p>- They have been building new houses.</p> <p><b>Vocabulary:</b></p> <p>■ Pollutants, CFCs, acid rain, famine, global warming,</p>
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<p>- Where would you like to go? - I'd love to learn another language.</p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>■ Hardworking, creative, disciplined, perseverant, enduring, dedicated, leadership, cultural pride, by the time, before, after, as soon as, right after.</li> </ul> <p>Useful expressions:</p> <ul style="list-style-type: none"> <li>■ How long have you....? What is something you've always wanted to do? I have always wanted to..., I'd like to... What was your childhood like? I used to be..., but now I'm .....</li> </ul>	<p>custom, court, date, get (engaged/married/ together), honor, diamond ring, firecrackers, fireworks. .Esquipulas, New York, Jerusalem, China, Japan, Spain.</p> <p>Useful Expressions:</p> <ul style="list-style-type: none"> <li>■ How old are people in ...when they get married? Where is the ... usually held? In my country, people celebrate...What should I do in that situation? Is it O.K. if I...?</li> </ul>	<p>America.</p> <ul style="list-style-type: none"> <li>■ Lodging lexicon: check in, check out, reservation, luggage, housekeeping, suitcase, room service.</li> </ul> <p>Useful Expressions:</p> <ul style="list-style-type: none"> <li>■ Would you like to make a reservation? I'd like some information about...I have a reservation for...What would you do if...? What would you like/ do you want to do? Do you think it'll be crowded? Thanks for your help/assistance.</li> </ul>	<p>overcrowding overbuilding, overpopulation, oil, ozone layer, plant, river, soil, wildlife, conserve, create, deplete, develop, displace, dispose (of), eat up, educate, harm, pollute, pump, reduce, environmental summit, environmental treaties, environmental laws.</p> <p>Useful Expressions:</p> <ul style="list-style-type: none"> <li>■ What have you done to help the environment? What have you been doing to save the planet? What's the best thing to do for...? What can we do to...? What's your opinion about...?</li> </ul>
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<p><b>UNIT 2: THE WORLD</b></p> <p><b>Contents:</b></p> <ul style="list-style-type: none"> <li>■ Fashion, working trends, types of housing, entertainment</li> <li>■ Science and Technology</li> </ul> <p><b>Grammar in context:</b></p> <ul style="list-style-type: none"> <li>■ Relative clauses with who and that</li> <li>- Trendy is something that is fashionable.</li> <li>- A workaholic is someone who works a lot.</li> <li>■ Review of comparative and superlative of adjectives</li> <li>- Telecommuting is easier these days.</li> </ul>	<p><b>CONTENTS UNIT 4: EATING HABITS</b></p> <p><b>Contents:</b></p> <ul style="list-style-type: none"> <li>■ Healthy food versus junk food</li> <li>■ Meals, beverages and desserts</li> <li>■ Instructions for cooking</li> <li>■ Recipes</li> </ul> <p><b>Grammar in context:</b></p> <ul style="list-style-type: none"> <li>■ Sequence adverbs: first, then, finally</li> <li>- First, you squeeze a lemon; then, you add sugar. Finally, you add water and mix.</li> <li>■ I usually like to ...</li> <li>- I usually like to wake up early.</li> <li>- We usually like to have fruit for dessert.</li> <li>■ I prefer to / I'd rather...</li> <li>- I prefer to drink orange juice.</li> <li>- I'd rather eat at home.</li> </ul>		
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<p>- Jeans are the most popular piece of clothing.</p> <p>■ Passive voice in the past tense</p> <p>- The computer was invented in the late 1960's.</p> <p>- Day-care centers were created to help working parents.</p> <p><b>Vocabulary:</b></p> <p>■ Retro, classical, sport, trendy, old-fashioned, casual, vintage, sophisticated, outrageous, rags, day-care centers, family income, shared expenses, single mothers, telecommuting, workaholic, apartment</p>	<p>■ Review of conditional sentences (first case)</p> <p>- If you eat lean meat, you'll get more protein.</p> <p>- If I eat too much junk food, I'll gain weight.</p> <p><b>Vocabulary:</b></p> <p>■ Lean meat, fat-free skim milk, low-sodium, sugar-free, light, low calorie intake, carbohydrates protein, fat cholesterol, triglycerides, dietary supplements, steroids, cut, chop, steam, stir, mix, bake, slice, blend.</p> <p>First . . . /Then .../ Next . . .</p> <p>/ After that . . . /Finally. .</p> <p>Useful Expressions:</p> <p>■ What are the advantages/ disadvantages of fast/</p>		
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<p>building, condos, boathouse, penthouse, mansions, farms, igloos, concerts, trips, camping, movies, music, inventions, discoveries, awards.</p> <p>Useful expressions:</p> <ul style="list-style-type: none"> <li>■ When was... invented/ created/ introduced? What type of house do you live in? How would you describe your clothing style? What are some of the greatest inventions of all times?</li> </ul>	<p>homemade food? How do you prepare/make...? For this recipe you'll need...The ingredients are...What's your favorite meal? The most important meal is...</p>		
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### 4.5.3 Timeline 3: PROPOSED ACTIVITIES BY UNIT

This timeline explains how the worksheets, readings, role plays and practices are divided into the 6 units inside the Handbook for teachers and students (See appendix D and E)

UNIT 1	UNIT 2	UNIT 3	UNIT 4	UNIT 5	UNIT 6
WORKSHEETS	WORKSHEETS	WORKSHEETS	WORKSHEETS	WORKSHEETS	WORKSHEETS

READINGS ROLE PLAYS PRACTICES	READINGS ROLE PLAYS PRACTICES	READINGS PRACTICE	READINGS ROLE PLAYS PRACTICES	READINGS ROLE PLAYS PRACTICES	READINGS ROLE PLAYS PRACTICES
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#### **4.6 Expected research contribution**

The Instituto Nacional El Congo will have the benefits bellow if the proposal is accepted and implemented, if the changes are noticeable it could even be modified to be implemented even to the first year or only in the second year of high school, so the teacher is free to add more material according to his criteria for reinforcing productive skills or simply adding it in the lesson plans.

The level of English in Second year of Bachillerato Técnico en Infraestructura Tecnológica y Servicios Informáticos is essential since in the computer science area students must have a level of English that allows them to understand commands that are used in specific operations and the use of computer programs, so with this proposal the researchers are looking for an easier way of understanding and greater learners acquisition of the English language.

The beneficiaries of this proposal are segundo año de bachillerato Técnico en Infraestructura Tecnológica y Servicios Informáticos students'; although some students at this level do not manage basic knowledge about English, others do that because they have received some courses, so the classes are easier for them; moreover, with the implementation of this handbook all students reinforce their second language, they memorize better the vocabulary, encourage their creativity, as well as increase their speaking and writing skills by different ways using a variety of material to learn English.

#### **4.7 Proposed methodology**

To implement a handbook to improve Segundo Año de Bachillerato Técnico en Infraestructura Tecnológica y Servicios Informáticos students' productive skills, the methodology that is used is CLIL which stands for Content and Language Integrated Learning. It is an interesting method because it aims to teach different subjects such as Science, History, Geography, Art, etc. through a foreign language.

The CLIL method was chosen as it helps to empower students' productive skills by learning from other subjects that can be interesting for them. This method makes language a tool for communication since it creates higher exposure and stimulation that motivate students to acquire it while learning content that will promote curiosity.

Montel (n.d.) CLIL creates collaborative work and the acquisition of multidisciplinary, task-based skills. It encourages the acquisition of productive skills rather than the theory through real-life activities. CLIL activities promote teamwork and encourage students to become key participants in the classroom. Activities as worksheets, readings, role plays, and practices, in this respect, are fantastic tools of learning in CLIL because they integrate language and content, and they promote learning by doing.

#### **4.8 Resources**

The handbook that is presented in this work contains some worksheets, readings, role plays, and different types of practices. It contains relevant information about certain topics that are developed in the classes; this information is structured in a comprehensive way for students. Also, all the material that the handbook contains is focused on the developing of students' productive skills. It contains worksheets, readings, role plays, and practices taken from different teachers' resources or created by the investigators. Besides, it is necessary to mention that all the activities are supervised by the research supervisor.

## **CHAPTER V**

### **CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Conclusions**

After carrying out the Holistic Projective Research “The Implementation of a Handbook to improve Segundo Año de Bachillerato Técnico en Infraestructura Tecnológica y Servicios Informáticos Students’ Productive Skills at the Instituto Nacional de El Congo, year 2020”, the research team concludes:

1. The research team realized that to implement a handbook for both students and teachers will be useful in the enhancement of productive skills, by including activities that will be meaningful for students and helpful at the same time.

2. Segundo Año de Bachillerato Técnico en Infraestructura Tecnológica y Servicios Informáticos teacher does not focus on productive skills in his classes. Students are taught just grammar in a way that is not interesting for them, and they cannot read, write, and speak English effectively.

3. The researcher team found out that Segundo Año de Bachillerato students’ productive skills could be improved by being exposed to activities in which they feel motivated to participate and share ideas. A handbook that includes practices, worksheets, readings, and roleplays will be helpful for them.

4. Segundo Año de Bachillerato Técnico en Infraestructura Tecnológica y Servicios Informáticos students’ classes should include different activities to help them improve their productive skills. The current activities are taken from a book that not everybody has, and the handbook will be easier to get than to buy a book.

#### **5.2 Limitations**

- The research team did not have access to the teachers’ resources due to the Covid-19 Pandemics, so the team had to look for the program by their own.
- The research team did not have contact with Segundo año de Bachillerato Técnico en Infraestructura Tecnológica y Servicios Informáticos students because of the Covid-19



pandemics that forced MINED to change the way of teaching from the traditional to the virtual method since March, 2020.

- The change of teaching method in El Salvador forced the research team to make a change of paradigm design from an Action Research to a Holistic Projective Research
- The research team sessions were changed to virtual meetings every Friday. The research team and the thesis advisor attended all meetings as scheduled.

### **5.3 Recommendations**

For segundo año de bachillerato técnico en infraestructura tecnológica y servicios informáticos teacher

1. To follow the syllabus of eleventh grade from Ministerio de Educación de El Salvador to guarantee better students results
2. To follow the lesson plan done by the teacher, and include the activities in the handbook per each unit
3. To take these activities as a manner of practicing with students in the class
4. To decide the proper time per each activity according to students' abilities in the classroom
5. To give feedback on the students' mistakes and improvements

For segundo año de bachillerato técnico en infraestructura tecnológica y servicios informáticos students

1. To practice the language with the teacher and classmates
2. To lose the fear of speaking even when making mistakes
3. To practice in the class the activities in the students' handbook when the teacher asks for it
4. To pay attention to the teacher's feedback

For future researchers

It has been mentioned throughout this thesis that due to this pandemic the research team was not able to carry out the previously started action research. So, it is recommendable to:

1. To create a handbook on receptive skills to guarantee the students' learning of the language
2. To add the proper activities according to the listening, and reading skill
3. To create a deep diagnostic test per each skill
4. To adapt this investigation to other levels of students like: kindergarten, primary school, and secondary school

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# ANNEXES

**APPENDIX A**

**OBSERVATION GUIDE DIRECTED TO RESEARCHERS**

**UNIVERSITY OF EL SALVADOR**

**WESTERN MULTIDISCIPLINARY CAMPUS**

**ENGLISH LANGUAGE DEPARTMENT**



**2020**

OBSERVATION GUIDE ADRESSED TO RESEARCHERS AT INSTITUTO NACIONAL DE EL CONGO

**Objective:** To collect preliminary data about class development and students' performance in the learning process and their possible challenges

**Directions:** Fill the following observation guide according to what is observed during the class

1. Describe the procedure used during the class.

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2. Are students facing any issues while learning English?

Yes\_\_ No\_\_

Why? \_\_\_\_\_

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3. In general terms, are students engaged in the learning process?

Yes \_\_ No\_\_

Explain: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. How would you describe students' class participation?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. Is the material used during the class according to students' necessities? Yes \_\_  
No\_\_

Why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. Do you have any suggestions to improve the class?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**APPENDIX B**

**STUDENTS QUESTIONNAIRE**

**UNIVERSIDAD DE EL SALVADOR**

**FACULTAD MULTIDISCIPLINARIA DE OCCIDENTE**

**DEPARTAMENTO DE IDIOMA INGLÉS**

**2020**



GUÍA DE ENTREVISTA DIRIGIDO A LOS ESTUDIANTES DE SEGUNDO AÑO DE BACHILLERATO TÉCNICO EN ESTRUCTURA TECNOLÓGICA Y SERVICIOS INFORMÁTICOS DEL INSTITUTO NACIONAL DE EL CONGO

**Objetivo:** Recolectar información preliminar desde el punto de vista de los estudiantes

**Instrucciones:** Llenar la siguiente guía con la información requerida

1. ¿Tienes dificultad para aprender el idioma inglés? Si \_\_\_\_\_ No \_\_\_\_\_

¿En qué áreas tienes dificultades?

Escuchar \_\_\_\_\_ Hablar \_\_\_\_\_ Leer \_\_\_\_\_ Escribir \_\_\_\_\_

Explique

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2. ¿Qué actividades desarrolladas dentro de la clase te gustan?

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3. ¿Qué actividades te gustaría que se hicieran dentro de la clase?

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4. ¿Crees que el libro de estudio está basado en tus necesidades de aprendizaje?

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---

5. ¿Te gustaría que se implementara el uso de materiales didácticos? Si \_\_\_\_\_ No \_\_\_\_\_

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---

---

6. Antes de cada clase, ¿comparte el profesor los objetivos de la clase de manera escrita u oral?

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---

---

7. ¿Te gustaría tener un objetivo por cada clase que desarrollas?

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8. ¿Te gusta participar en clases? Si \_\_\_\_\_ No \_\_\_\_\_

¿Por

qué?

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**APPENDIX C**

**TEACHER INTERVIEW**

**UNIVERSIDAD DE EL SALVADOR**

**FACULTAD MULTIDISCIPLINARIA DE OCCIDENTE**

**DEPARTAMENTO DE IDIOMA INGLÉS**

**2020**



**INTERVIEW GUIDE ADRESS TO ENGLISH TEACHERS OF INSTITUTO NACIONAL DE EL CONGO**

Objective: To collect preliminary data about teacher's perception and thinking in regards to students learning process and their possible challenges

Directions: Fill the following interview guide according to what the interviewee says

1. Do students show any difficulty in the English Language learning process?

Yes \_\_\_ No \_\_\_

Explain: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Do students have deficiencies in any of the four macro skills?

a) Listening\_ b) Speaking\_\_ c) Reading\_ d) Writing\_

Why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Do students engage in the English learning process?



Yes\_\_\_ No\_\_\_

Explain: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. In general terms, how often do students participate in class?

Always\_\_\_ Sometimes\_\_\_ Hardly Ever\_\_\_ Never\_\_\_

5. Do students have problems participating in the class?

Yes\_\_\_ No\_\_\_

6. If they do, which are the main causes?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. How often do you share the class objectives with students?

Always\_\_\_ Sometimes\_\_\_ Hardly Ever\_\_\_ Never\_\_\_

Why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8. Do you use any extra supporting material to teach your class?

Yes\_\_\_ No\_\_\_

Which ones?

Flashcards\_\_\_

Worksheets\_\_\_

Magazines Podcasts\_\_\_

Others:

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---

9. In general terms, how would you qualify the results of your class with the use of the material you currently have?

High\_\_\_

Average\_\_\_

Low\_\_\_

Explain:

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APPENDIX D

TEACHER'S HANDBOOK

UNIT 1

“MEETING FAMOUS PEOPLE AROUND THE WORLD”

WORKSHEETS

Worksheet 1

- Ask students to read and match the following worksheet

# Famous People: Who am I?

		<p>1 My name is Lady Gaga. I'm a pop singer and I love dancing in my video clips.</p> <p>2 My name is Robert Pattinson. I'm a British young actor.</p> <p>3 My name is Paris Hilton. I don't really work, but I'm always in the spotlight and magazines.</p> <p>4 My name is Madonna. I'm going out with Jesus.</p> <p>5 My name is P Diddy. I'm an actor, singer and producer. I love changing my name.</p> <p>6 My name is Jonny Deep. I'm an American actor and I was in the Pirates of the Caribbean trilogy.</p> <p>7 My name is Samuel L Jackson. I'm an actor in Hollywood and I was in Star Wars.</p> <p>8 My name is Amy Winehouse. I'm a British singer and I love to get in trouble.</p> <p>9 My name is Oprah Winfrey. I'm the most powerful woman in the USA. I have a daily TV programme.</p> <p>10 My name is Zach Efrom. I'm an American young actor and my girlfriend is called</p>
		
		
		
		

## Worksheet 2

### **GUESS WHO**

- Divide the class in two groups
- Students will have the following cards in a page divided for group 1 and group 2
- The teacher will give the cards to each group
- The groups will read them and too look for funny ways to describe the famous person
- One person Will be choosen by the group for saying the hints, so the other group can guess the famous person
- The group that guesses more famous people will win

### **WORKSHEET 1**

#### **GUESS WHO**

- The teacher Will divide the class in two groups
- Students will have two different worksheets with different information

Indications:

Read the worksheet and look for funny ways to describe the famous person

- Choose one person for saying the hints, so the other group can guess the famous person
- The group that guesses more famous people will win

### **WORKSHEET 2**

#### **GUESS WHO**

- The teacher Will divide the class in two groups
- Students will have two different worksheets with different information

Indications:

Read the worksheet and look for funny ways to describe the famous person

- Choose one person for saying the hints, so the other group can guess the famous person
- The group that guesses more famous people will win

# WHORKSHEET 1



1. born 29<sup>th</sup> May, 1917
2. died 22<sup>nd</sup> Nov, 1963
3. Harvard University
4. four children
5. wife Jacqueline Lee Bouvier
6. US President with 43
7. initials JFK

Guess who? - John F. Kennedy



1. born 8<sup>th</sup> Jan, 1935
2. died 16<sup>th</sup> Aug, 1977
3. career start 1954
4. hometown Memphis
5. first hit "Heartbreak Hotel"
6. wife Priscilla
7. "King of Rock'n'Roll"

Guess who? - Elvis Presley



1. birthdate unknown, died 23<sup>rd</sup> April, 1616
2. age 18, wife Anne Hathaway
3. three children
4. actor and playwright
5. owner "King's Men"
6. famous sonnets + "Hamlet"

Guess who? - William Shakespeare



1. born 15<sup>th</sup> April, 1452
2. died 2<sup>nd</sup> May, 1519
3. Italian polymath
4. master: Andrea di Cione
5. work: arts and sciences
6. drawing "Vitruvian Man"
7. today Louvre: Mona Lisa

Guess who? - Leonardo Da Vinci



1. born 29<sup>th</sup> Aug, 1958
2. died 25<sup>th</sup> June, 2009
3. six brothers and sisters
4. star in boy band
5. first wife Lisa Marie Presley
6. famous Moon Walk
7. 2009 documentary "This is it"

Guess Who? - Michael Jackson



1. born 14<sup>th</sup> March, 1879
2. died 18<sup>th</sup> April, 1955
3. first wife Mileva Marić
4. life: GER, AUS, USA
5. discovery: photoelectric effect
6. Nobel Prize in 1921
7. theory of relativity

Guess who? - Albert Einstein



1. born 5<sup>th</sup> Dec, 1901
2. died 15<sup>th</sup> Dec, 1966
3. wife Lillian Bounds
4. film producer, showman
5. voice actor for his characters
6. innovator in animation
7. inventor of "Mickey Mouse"

Guess who? - Walt Disney



1. born 9<sup>th</sup> Oct, 1940
2. died 8<sup>th</sup> Dec, 1980
3. first band "The Quarrymen"
4. instruments: guitar, piano, sitar
5. hit "Imagine"
6. part of "The Beatles"
7. wife Yoko Ono

Guess who? - John Lennon

## WORKSHEET 2



1. born late 69 BC
2. died 12<sup>th</sup> Aug, 30 BC
3. father Ptolemy XII
4. in Alexandria with Mark Anthony
5. relation with Julius Caesar
6. Queen of Egypt

Guess who? - Cleopatra



1. born 1<sup>st</sup> July, 1961
2. died 31<sup>st</sup> Aug, 1997
3. outstanding community spirit
4. married in St. Paul's Cathedral
5. two sons
6. Princess of Wales
7. husband Prince Charles

Guess who? - Princess Diana



1. born 26<sup>th</sup> Aug, 1910
2. died 5<sup>th</sup> Sept, 1997
3. given name: Agnesë Bojaxhiu
4. founder: Missionaries of Charity
5. humanitarian for the poor
6. Blessed Teresa of Calcutta

Guess who? - Mother Teresa



1. born 1<sup>st</sup> July, 1967
2. glamour model, actress
3. US + Canadian citizenship
4. two sons
5. ex-husband Tommy Lee
6. in "Playboy" (two decades)
7. Baywatch

Guess who? - Pamela Anderson



1. born 27<sup>th</sup> Jan, 1756
2. died 5<sup>th</sup> Dec, 1791
3. wife Constanze, two sons
4. student: Johann Hummel
5. court musician in Salzburg
6. mysterious death at 35
7. composer of "Zauberflöte"

Guess who? - Wolfgang Amadeus Mozart



1. born 16<sup>th</sup> Aug, 1958
2. last name Ciccone
3. first career in modern dance
4. first husband Sean Penn
5. played Eva Peron
6. daughter Lourdes
7. hit "Like a Virgin"

Guess who? - Madonna



1. born 1<sup>st</sup> June, 1926
2. died 5<sup>th</sup> Aug, 1962
3. first career: model
4. unreliable and difficult
5. 3<sup>rd</sup> husband Arthur Miller
6. stereotype dumb blonde
7. "How to marry a Millionaire"

Guess who? - Marilyn Monroe



1. born 28<sup>th</sup> Oct, 1967
2. middle name Fiona
3. company: Red Om Films
4. one of highest-paid actresses
5. romantic comedy
6. husband Daniel Moder
7. "Pretty Woman"

Guess Who? - Julia Roberts

## READINGS

### Reading 1

#### PERSONALITY TRAITS OF FAMOUS PEOPLE: Reading

- Ask the students to read the paragraph
- Ask them to circle of the unknown words
- Students must answer the question from the reading

Lady Gaga was born on March 28<sup>th</sup>, 1986 in Yonkers, New York. Lady Gaga learned to play the piano at the age of 4, and she held her first performance in a New York nightclub at the age of 14. She has since earned acclaim for her subsequent albums, as well as her acting skills, winning a Golden Globe for her contributions to American Horror Story, and an Oscar nomination for her role in A Star is Born. In 2016, Lady Gaga performed the national anthem at Super Bowl 50, and she returned in 2017 to headline the Super Bowl halftime show. She has become a big influence in fashion, pop music, philanthropy and social activism. Gaga is one of the world's best-selling music artists and the fourth highest-earning female musician of



1. Where was Lady Gaga born?  
**She was born in Yonkers, New York.**
2. At what age did Lady Gaga learned to play the piano?  
**She learned to play the piano at the age of 4.**
3. Which acting awards has she won?  
**She has won a Golden Globe.**
4. Where did she perform the national anthem?  
**She performed the national anthem at the Super Bowl 50.**
5. Why has she become a big influence?

**She has become a big influence because of fashion, pop music, philanthropy and social activism.**

6. What is the main focus of her foundation?

**Born This Way Foundation focuses on empowering youth, improving mental health, and preventing bullying.**

## **Reading 2**

**Directions:** Ask the students to read the following paragraph and answer the questions.

Dreams' are more complex than 'wishes'. While dreams are active, wishes are passive. We are not talking about dreams as in sleeping. We are talking about being ambitious to achieve something in the future. Dreams usually bring about a course-of-action which gives you the mentality and the drive to aspire for something. It makes you set goals and gives you definition of purpose which enables you to work hard towards your goal. Wishes, on the other hand, have a strong feeling of wanting something to happen or wanting to have something. It, in most cases, comes with jealousy, lust and dissatisfaction. Most people that do wish for something are usually lazy.

- According to the paragraph, what is a dream?

Dreams give you the mentality and the drive to aspire for something. It makes you set goals and gives you definition of purpose which enables to work hard towards a goal.

- Based on the reading, what is a wish?

Wishes have a strong feeling of wanting something to happen or wanting to have something.

- What is the difference between dreams and wishes?

Dreams are like goals that people set and work hard to accomplish; wishes are just desire or material things people would like to have.



## ROLEPLAYS

### Roleplay 1

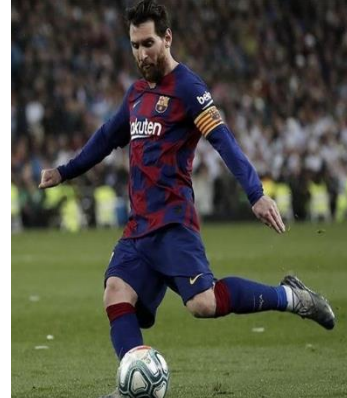
- Ask the students to work in pairs
- Ask them to choose one of the following situations
- Ask the students to create a dialogue in present perfect
- Ask the students to perform the dialogue in front of the class

<b>1A</b>  You meet an old classmate in a restaurant. You haven't seen each other for ages; exchange the news.	<b>1B</b>  You meet and old classmate in a restaurant. You haven't seen each other for ages; exchange the news.
<b>2A</b>  You meet your school teacher in the supermarket. Exchange the news.	<b>2B</b>  You meet your school student in the supermarket (you worked as a teacher). Exchange the news
<b>3A</b>  You've just come back from a trip around the world, and you meet your best friend in a café.	<b>3B</b>  Your best friend hast just come back from a trip around the world, and you meet in a café. (Ask him/her about the travel)

## PRACTICES

### Practice 1

- Divide the class in small groups (4 – 5 students)
- Ask them to discuss about the pictures
- Ask students to share their opinions about the dreams the people from the pictures had



- Ask one representative per group to explain what the group has discussed
- Ask the students to think about more successful stories they know

### **Practice 2**

- Ask students to be in pairs
- Ask them to write down 3 inventions that changed the world!
- Explain what life was like BEFORE each invention and how life is different WITH it then re write them using used to

Example:

The Internet:

Before the Internet, most people wrote letters, but now we send emails.

Most people used to write letters, but now they send emails

Write your own:

- 1.
- 2.
- 3.

### **Practice 3**

- Cut up and mix sentence halves on pages 2 and 3, and ask students in pairs to match them.
- Ask students to create a conversation based on the sentence they are going to match.

People used to count with abacuses

England used to send criminals to Australia

European children used to go to work when they were very young

People used to travel on horses

People used to keep food fresh by putting salt on it

People used to tell each other stories for entertainment

Women didn't use to wear trousers

People used to tell the time with the sun

but now we have calculators and computers.  
 but now English people go there on holiday.  
 but now they usually don't start working until they are 16 or 18.  
 but now we have cars and motorbikes.  
 but now we have refrigerators.  
 but now they watch TV and movies.  
 but now many women wear jeans.  
 but now we use watches and clocks.

#### **Practice 4**

- Students must fill in the blanks with the correct form of the verbs
- When they finished working it, they must share it with the class, so they can receive feed back from students or the teacher.

- 1) When the president \_\_\_\_\_ ( arrive ), they \_\_\_\_\_ ( start ) the meeting.
- 2) If he \_\_\_\_\_ ( reach ) the sales target this year, the company \_\_\_\_\_ (award ) him.
- 3) We \_\_\_\_\_ ( start ) the construction of a shopping centre as soon as the local government \_\_\_\_\_ ( allow ) us to begin.
- 4) After she \_\_\_\_\_ ( find ) a good job, she \_\_\_\_\_ ( be able to ) buy a house.
- 5) I \_\_\_\_\_ (have to) finish the reports before the manager \_\_\_\_\_ ( call ).
- 6) We \_\_\_\_\_ (order) 100 units after the manager \_\_\_\_\_ (approve) the estimate.
- 7) I \_\_\_\_\_ (not/ buy) anything new until I \_\_\_\_\_ (pay) all my debts.
- 8) I \_\_\_\_\_ ( buy) a new TV set if the prices \_\_\_\_\_ (go) down.
- 9) As soon as you \_\_\_\_\_ ( push) this button the door \_\_\_\_\_ (open).
- 10) You should read the contract carefully before you \_\_\_\_\_ (sign) it.

- 11) We \_\_\_\_\_ (discuss) the plans after he \_\_\_\_\_ (give) the presentation.
- 12) Before you \_\_\_\_\_ (accept) the job offer, you \_\_\_\_\_ (need) to be confident that the company is a good place for you to work.
- 13) Any rebates \_\_\_\_\_ ( subtracte) after you \_\_\_\_\_ (negotiate) the price.
- 14) We \_\_\_\_\_ (send) payment as soon as you \_\_\_\_\_ (fax) the signed contract.
- 15) They \_\_\_\_\_ (launch) the new product after they \_\_\_\_\_ (test) the market.

### **Practice 5**

Ask the students to put the verbs into the correct form (present perfect).

Example: I (not / work) have not worked today.

1. We (buy) have bought a new lamp.
2. We (not / plan) have not planned our holiday yet.
3. Where (be / you) have you been?
4. He (write) has written five letters.
5. She (not / see) hasn't seen him for a long time.
6. (Be / you) Have you been at school?
7. School (not / start) has not started yet.
8. (Speak / he) Has he spoken to his boss?
9. No, he (not / have) has not had the time yet.
10. They (live) have lived in Germany for three years.

## Unit 2

### “THE WORLD”

### WORKSHEETS

#### Worksheet 1

- Make students do trios
- Make them choose 5 cards and discuss them
- Then they have to do the matching vocabulary activity



Speaking and listening - Pre-intermediate to Upper-intermediate

## Let's talk about *FASHION*



**Conversation cards**

<p>Where do you usually buy your clothes? Why do you buy them there? Are you price-conscious?</p>	<p>Do you choose your own clothes? If not, who helps you choose?</p>	<p>How much money do you spend on clothes? Have you ever worn <i>hand-me-downs</i>? (= usually clothes from older brothers or sisters)</p>
<p>Do you ever buy designer clothes? How important is image to you?</p>	<p>What kind of clothes are in fashion now? Do you think it is important to wear fashionable clothes?</p>	<p>Have you ever bought second-hand clothes? Why or why not? What are the pros and cons?</p>
<p>What do you think of wearing high heels? Do you or would you wear them? Why or why not?</p>	<p>How much time do you spend getting ready to go to school/work/a party with friends?</p>	<p>What's the most expensive piece of clothing you have ever bought?</p>
<p>Is there a dress code at school or at work? Talk about it. What about when going to parties or clubs?</p>	<p>Do you wear the same clothes that you wore ten years ago? How long do you usually wear clothes?</p>	<p>Do you ever read fashion magazines? If so, what's your favourite?</p>
<p>What kind of clothing do you find <i>provocative</i>? (= inciting sexual desire) What do you think of showing skin?</p>	<p>In what way does your grandmother or grandfather dress differently from you?</p>	<p>Do you have any tattoos or piercings? What do you think of them?</p>
<p>Would you ever wear <i>dreadlocks</i>? What do you think of people wearing them?</p>	<p>What do you think of men who wear make-up? When is a person wearing too much make-up?</p>	<p>What is the traditional dress where you live? Is it comfortable? Do you ever wear it?</p>

<p><b>Match</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr><td>anklet</td><td></td></tr> <tr><td>bandana</td><td></td></tr> <tr><td>barrette</td><td></td></tr> <tr><td>belt</td><td></td></tr> <tr><td>bracelet</td><td></td></tr> <tr><td>brooch</td><td></td></tr> <tr><td>cuff links</td><td></td></tr> <tr><td>earrings</td><td></td></tr> <tr><td>necklace</td><td></td></tr> <tr><td>shawl</td><td></td></tr> <tr><td>tie clip</td><td></td></tr> <tr><td>wristband</td><td></td></tr> </table>	anklet		bandana		barrette		belt		bracelet		brooch		cuff links		earrings		necklace		shawl		tie clip		wristband		 1  2  3  4  5  6  7  8  9  10  11  12
anklet																									
bandana																									
barrette																									
belt																									
bracelet																									
brooch																									
cuff links																									
earrings																									
necklace																									
shawl																									
tie clip																									
wristband																									

<p><b>Quotes</b></p> <p>Clothes make the man. (proverb)</p> <p>"Every generation laughs at the old fashions but religiously follows the new."</p> <p>"Fashion is a form of ugliness so intolerable that we have to alter it every six months."</p> <p>"Fashions fade, style is eternal."</p> <p>"A fashionable woman is always in love - with herself."</p> <p style="text-align: center;"><b>Explain in plain English. Do you agree? Discuss.</b></p>
--

#### Worksheet 2

# ENTERTAINMENT



1 Match the pictures and the words.

1 theatre 2 listen to music 3 football match 4 couch potato 5 clap 6 bouncing castle  
7 artist 8 read the newspaper 9 audience  
10 puppet show 11 play cards 12 bow

2 Find ten places to go in the word search.

M U S E U M G I T  
O A C O N C E R T  
P S G C I N E M A  
E K P I S W C Z U  
R D I S C O G O N  
A G A M E S H O W  
O E R T A E H T H  
I C I R C U S O V  
D E S A Z U M E W



3 Choose the correct option.

- I like reading. My *favourite* / *best* books are the Harry Potter books.
- My brother, Jack always plays *computers game* / *computer games*.
- If you watch TV all the time, you're a *couch potato* / *fan*.
- What are you interested *in* / *for*?
- We usually go *at* / *to* the cinema on Saturdays.
- Dad doesn't like *making* / *listening* to music.
- Our English teacher likes watching plays *at* / *on* the theatre.
- How do you spend your *free* / *empty* time?



4 Write the words from the box next to their definitions.

clap audience circus star fan



- A show in a big tent, with clowns, acrobats and animals: \_\_\_\_\_
- A person who likes somebody or something (a singer, a sport etc.) very much: \_\_\_\_\_
- Hit your hands together to make a noise, usually to show that you like something: \_\_\_\_\_
- A famous person, eg. an actor or a singer: \_\_\_\_\_
- All the people who are watching or listening to a film, play, concert etc.: \_\_\_\_\_

6 Find the odd words.

- amusement park - circus - audience - zoo
- star - artist - audience - opera
- cheer - fans - audience - visitors
- dance - disco - bow - clap
- watch TV - listen to music - couch potato - read a book



Worksheet 3

# Entertainment and Recreation



O R E P A R T Y A M B P D N X F T X J C I  
 Q U V A S R T R O P S E L S C I B F O R H E T A V  
 R M P T K N R T J K V K D I D S H O X A A  
 G S V G D S S H K F A R Q S J X S L R J V  
 D M Y A E U E M Z G C A Q S B M J I B L I  
 V R H L D C I L M N A P D E T C S D O Z N  
 H I P L Z R B J U I T T Q M O V M A W A R  
 Z A A E A I B K L C I N F A Q I U Y L C A  
 H F R R R R C O F M N O E P G Z R I S I U C N  
 T B G Y S W H V M A N M W F E G D C N G N  
 Z G O O C S O Q E D Q E M J J J A U G O M  
 J N T O I R N H B K B S U W C H T R I L X S  
 F I O Z T I M J S A N U S W U U S T M M S  
 L W H U S X O B P N A M I N O G I S T H A  
 M A P Q A X V P U R O A C L R B W E R C T  
 U R F S N D I M L P D I P Y I P E T A A E  
 E D D D M K E S L L L V H H Q X I N V E L  
 S Z N S Y M D H B R B A X S F P N O E B L  
 U T L B G A N B Z D X E Y Q A R W C L P A  
 M C W Y S Q J N Y D O Q R M I F N B F E B

aerobics	dancing	museum
amusement park	drawing	music
art gallery	exhibition	party
ballet	fair	photography
beach	fashion show	play
bowling	games	sports
carnival	gymnastics	stadium
circus	hobbies	travel
concert	holidays	vacation
contest	movie	zoo



## Worksheet 4

- Make students work in pairs
- Make them work in the following worksheet
- They must answer the questions



Interview your partner. Mark his/her answers on this sheet. Don't forget to discuss the "why's" and the "whynot's", i.e. give examples and try to explain your opinion.

1. What do you think about the style of the girl in the picture? Don't just say "Cool" or "Ridiculous." Explain why you love it or why you find it **appalling**.
2. What do you think about people who dress like her?
3. Fashion to you is:
  - a) About looking cool and hip
  - b) About looking **mature**
  - c) About **conforming** to others/the general trend
  - d) A way to express **my inner self**
  - e) No, thx. Fashion is for **superficial** (=shallow, not deep) people.

4. Your favorite **fabric**: **cotton, jeans, silk, linen**, other: \_\_\_\_\_
5. Your favorite color is: \_\_\_\_\_
6. Your favorite designer?
7. Have you ever bought clothes **out of impulse** and later **regretted**?
8. Before buying a **garment**, do you need anyone to judge if it will **suit you** or not?
9. In your view, who gets to decide on the next fashion **craze**?
10. What is the style you like the most?
11. What is the style you dislike the most?
12. Do you pay attention to buy **accessories**, shoes and make up **matching your clothes**?
13. How should you dress for a) theater, b) a Formula 1 party thrown by Red Bull with all their stars, c) a school hike in nature?
14. What do you think about men who walk without a shirt in Budapest in the summer?
15. In London this summer I saw a hip-looking woman walking **barefoot**. She wasn't homeless. Why do you think she wasn't wearing shoes? What do you think about it?

## READINGS

### Reading 1

- Make students read the following Reading
- Make students answer the questions below

#### **THE FIVE TRENDS SHAPING THE FUTURE OF WORK**

The millennials, technologies, globalization, mobility, new attitudes... The employment scene is changing at an ever faster rate and it is vital to know and understand these changes. Companies can no longer afford the luxury of waiting to see what happens. Anyone who waits before taking the plunge will fail.

If there's one thing we can all agree on, it's that the world of work is changing... quickly. In this new rapidly changing world "late adopter" is the same thing as "out of business." Companies no longer have the luxury of waiting to see what happens. One of the biggest shifts we are seeing in the workplace is the coming shift around who drives how work gets done.

Since the dawn of business executives would set the rules and pass them down to managers who, in turn, would pass them down to employees. But as Dan Pink aptly put it: "Talented people need organizations less than organizations need talented people." In other words, employees are now starting to drive the decisions and conversations around how work gets done, when it gets done, who it gets done with, what technologies are being used to get it done, and so on.

But why are these changes happening now? There are five of them, as seen below, and before exploring anything else around the future of work, it is crucial that we understand these.

#### **1. New behaviors**

Ten years ago, if someone had told you that you would have all this information about yourself public for the world to read, see and hear, you would have said they were crazy. Now look at where we are: we are so much more comfortable living more public lives, we build communities, share, communicate, collaborate, access information, and shape our personal experiences.

All these new behaviors are cascading over organisations, which is forcing them to make changes.

## **2. Technologies**

Big data, the cloud, the internet of things, robots, automation, video, collaboration platforms, and other technologies are changing the way we work and live.

The cloud puts the power of technology into the hands of employees; robots and software are forcing us to rethink the jobs that humans can and should do; big data gives us insight into how we work and how customers transact with us; and collaboration platforms give us the ability to connect our people and information together anywhere, anytime, and on any device.

## **3. Millennials in the workplace**

By 2020, millennials are expected to make up about 50% of the workforce, and by 2025 this number is projected to be 75%. The important thing about millennials is not the fact that they might bring new approaches, ideas, values or styles of working, it's that there are going to be so many of them.

They are, by all accounts, going to be the largest generation ever to enter the workforce. This is a generation of employees with technological fluency who are willing to live at home longer until they find a company they truly want to work for.

In other words, organizations must shift from creating an environment where they assume that people *need* to work there to one where people *want* to work there.

## **4. Mobility**

Today, where you are located is starting to matter much less when it comes to being able to do your job.

As long as you can connect to the internet, the chances are that you can access the same people and information as if you were working in an office building. We are connected anywhere and everywhere we go, whether it be 35,000 feet in the air or in a coffee shop.

## **5. Globalization**

This is essentially the ability for organizations to work in a world where boundaries do not exist. The world is becoming just like one big city. The language you speak, the currency you transact in, and your physical location are starting to matter less and less.

You can work in San Francisco, yet have clients in Beijing or Melbourne; and the same goes for employees. Boundaries to working with anyone, anywhere are disappearing and this trend can only continue.


**Answer the following answers:**

- 1. What was the Reading about?**
- 2. Which is your favorite trend?**
- 3. Which trend looks adaptable to our country's reality?**
- 4. Which is the suitable trend for what you want?**

## ROLEPLAYS

### Roleplay 1

**FATHER**  
 - Suggests buying a flat in the modern skyscraper in the city.



**MOTHER**  
 - Disagrees.  
 - Thinks it is too expensive and difficult to deal with so many neighbours.

**DAUGHTER**  
 - Agrees with her father.  
 - Argues in a modern flat she will have her own spacious room to study.

**SON**  
 - Agrees with his father.  
 - Thinks it is really cool to meet new neighbours - girls.

**SON/ DAUGHTER**  
 - Agrees with mother.  
 - Thinks it will be terrible to have so many people around.

**GRANDAD/ GRANDMA**  
 - Thinks it is unsafe to live in such a place.  
 - Besides is afraid of heights.

**BUYING A NEW HOUSE**

**ROLEPLAY**

**INSTRUCTIONS:**

- Get students in groups of 5
- Each group receives a set of cards
- Each student will play a role
- Every "family" must come to a conclusion whether to buy the suggested house or not.

**FATHER**  
 - Suggests buying a smart house.  
 - Technology will be very important in the future.



**MOTHER**  
 - Disagrees.  
 - Thinks it is too complicated and expensive.

**DAUGHTER**  
 - Agrees with her father.  
 - Argues a smart house doesn't need much cleaning.

**SON**  
 - Agrees with his father.  
 - Thinks it saves energy.  
 - It is safer and people can really relax.

**GRANDAD/ GRANDMA**  
 - Thinks it is too difficult to learn how to work with all the technology.

## Roleplay 2

### AN IN-COMPANY REALITY SHOW - ROLE PLAY

Imagine that an important producer has chosen your company to record and broadcast a reality show in your company. As in 'Big Brother', there are going to be cameras all around. The participants are going to be the same workers in the office, and of course, millions of watchers are going to be hooked on TV program every day.

Have a look at the different personalities you can roleplay. Choose one of the characters ( adapted from <https://www.telegraph.co.uk/men/thinking-man/11701743/The-10-worst-personality-types-you-encounter-at-work.html> )

There will be a system by which one of the workers is going to be fired every week. Imagine you're in one of those events. Taking into account your profile, have a discussion, share points of view and argue if necessary so as to defend yourself from being expelled.

After the popular vote ( the teacher) decides who is expelled, you repeat the weekly event until there's **a final winner: the worker of the year, whose award will be a promotion with a 100% salary increase and 3-day long weekends forever.**

The expelled workers move to the TV studio ( the other side of class) and can have an opinion before the next contestants are expelled.

#### 1. The Talker

This is the person who doesn't realise that the only acceptable replies to "How's it going?" are one or two words long. What makes them such a bad colleague is the sheer volume of your time they will waste with their banal, self-centred anecdotes and monologues

#### 2. The Over-Committed Colleague

Although, in theory, there's nothing wrong with people who consistently give 110%, they're a God-awful pain to work with as their always going the extra mile will only draw attention to the fact that you don't. Worse still is that this will often make you look bad and create extra work for you, even if their excessive diligence accomplishes nothing whatsoever.

### Roleplay 3

- Make students create a role play based on the pictures bellow
- One student must be the client, the other student must be the seller



## PRACTICES

### Practice 1

- The teacher Will play the following video to the students:  
<https://www.youtube.com/watch?v=T9c8UIPNxkQ>
- When students finish watching the video, they Will work in the following exercise by matching the type of house with the description

### **TYPES OF HOUSING:**

\_\_\_ Tree House  
\_\_\_ Caravan  
\_\_\_ Castle  
\_\_\_ Hut  
\_\_\_ Apartment  
\_\_\_ Cottage  
\_\_\_ Shack  
\_\_\_ Bungalow  
\_\_\_ Stilt House  
\_\_\_ Houseboat  
\_\_\_ Adobe house

01. A house built over a river or lake  
02. A house to live in rivers, lakes or seas  
03. A kind of home in a building in cities  
04. A home made with mud and dirt  
05. A movable house on wheels  
06. A house made of wood in the mountains  
07. A house common in tropical countries  
08. A house now used for recreation  
09. A home for queens and kings  
10. A house built with cartoon, plastic, etc.  
11. A house built on poles near lagoons



**Practice 2**

- Write the comparatives and superlatives of each type of adjective

**COMPARATIVE AND SUPERLATIVE ADJECTIVES**



	adjective	comparative	superlative
<b>SHORT ADJECTIVES</b>	old young high low happy sad cold hot tall short fast slow		








	adjective	comparative	superlative
<b>LONG ADJECTIVES</b>	exciting boring popular difficult enjoyable dangerous beautiful interesting comfortable		



	adjective	comparative	superlative
<b>IRREGULAR ADJECTIVES</b>	bad little many-much far		

**Practice 3**

- Make students create a list of activities for entertaining themselves or others just by looking to the images.
- Make students compare their answers

Forms of Entertainment					
					
People Polled					
Totals					

## Practice 4

- Make students create groups of four and discuss into the different types of science and technology
- Make them choose a person who Will share to the class what was their conversation about

# SPEAKING ACTIVITY

## conversation cards

# science&tech

**SCIENCE&TECHNOLOGY**

What images spring to mind when you hear the words 'science' and 'technology'?



**SCIENCE&TECHNOLOGY**

What is technology?  
What is science?  
What is the difference between science and technology?



**SCIENCE&TECHNOLOGY**

Do/Did you like science in school?  
Why or why not?  
Talk about science projects or experiments you liked the most.




**SCIENCE&TECHNOLOGY**

Have you ever visited a science museum?  
If yes, how was it?  
If not, would you like to?  
Why or why not?



**SCIENCE&TECHNOLOGY**

How has science improved your daily life?  
Think of three examples and explain.



**SCIENCE&TECHNOLOGY**

In your opinion, what has been the greatest invention during your life so far?  
How about in the last 100 years?  
Why do you think so?



**SCIENCE&TECHNOLOGY**

What interesting news about science and technology have you seen or heard recently?



**SCIENCE&TECHNOLOGY**

Tell your partner about an interesting sci-fi movie you have seen.  
Why was it interesting?  
Was it believable? Why?



Nana's ESL Classroom



**UNIT 3**  
**“CUSTOMS AROUND THE WORLD”**  
**WORKSHEETS**

**Worksheet 1**

Directions: Ask students to work on the worksheet below, “ought to” to give advice.

1. A: I feel cold.  
B: You ought to put on a jacket.
2. A: Jack doesn't like his job.  
B: He ought to \_\_\_\_\_
3. A: Our plane will take off in five minutes.  
B: We ought to \_\_\_\_\_
4. A: I have a toothache.  
B: You ought to \_\_\_\_\_
5. A: Mary has a very noisy neighbor.  
B: She ought to \_\_\_\_\_
6. A: Thomas and Patrick want to become rich.  
B: They ought to \_\_\_\_\_
7. A: I think we're lost!  
B: We ought to \_\_\_\_\_
8. A: I want to improve my English.  
B: You ought to \_\_\_\_\_

**Worksheet 2**



Look at the pictures and write sentences using *should (not) / ought to + have + past participle*:

1 Laura and Larry stayed up late last night and they were late for school. \_\_\_\_\_

2 James ate two large portions of spaghetti and he got sick. He stayed in bed for two days. \_\_\_\_\_

3 Stephen was very angry at his mum yesterday when she called him. He yelled at her for 5 minutes. \_\_\_\_\_

4 It was really hot yesterday but that didn't stop Mike from jogging. Now he is in bed, suffering from sunstroke. \_\_\_\_\_

5 Mr Thomas was afraid of the dentists so he didn't visit one for 8 years. He went when he got a terrible toothache so the dentist had to pull the tooth out. \_\_\_\_\_

6 Mike wasn't looking where he was going so he slipped and fell. He really hurt his back. \_\_\_\_\_

7 Michael was on his way to work. He was in a hurry so he ran the red light. He had an accident. \_\_\_\_\_

8 Nicolas painted the living room red. When his wife saw it she was really mad because he didn't ask her for her opinion. \_\_\_\_\_

9 Ms Donovan was sunbathing when some kids threw a ball at her. She was really upset. \_\_\_\_\_

10 Mick played computer games all night so he fell asleep at Miss Jany's class. \_\_\_\_\_



**EXERCISE 3 - Look at the pictures and write sentences using *should (not) / ought to + have + past participle*:**

1 Laura and Larry stayed up late last night and they were late for school.

They shouldn't have stayed up late last night.

They should / ought to have gone to bed early last night.

2 James ate two large portions of spaghetti and he got sick. He stayed in bed for two days.

He shouldn't have eaten two large portions of spaghetti.

He should / ought to have eaten less spaghetti.

3 Stephen was very angry at his mum yesterday when she called him. He yelled at her for 5 minutes. He shouldn't have yelled at his mother.

4 It was really hot yesterday but that didn't stop Mike from jogging. Now he is in bed, suffering from sunstroke. He shouldn't have gone jogging. He should / ought to have stayed at home.

5 Mr Thomas was afraid of the dentists so he didn't visit one for 8 years. He went when he got a terrible toothache so the dentist had to pull the tooth out. He should / ought to have gone to the dentist's much earlier. He shouldn't have waited so long to go to the dentist's.

6 Mike wasn't looking where he was going so he slipped and fell. He really hurt his back.

He should / ought to have looked where he was going.

7 Michael was on his way to work. He was in a hurry so he ran the red light. He had an accident. He shouldn't have ran the red light. He should / ought to have stopped at the red light.

8 Nicolas painted the living room red. When his wife saw it she was really mad because he didn't ask her for her opinion. He should / ought to have asked his wife for her opinion. He shouldn't have painted the room without asking his wife first.

9 Ms Donovan was sunbathing when some kids threw a ball at her. She was really upset.

The kids shouldn't have thrown the ball at Ms Donovan.

10 Mick played computer games all night so he fell asleep at Miss Jany's class. Mick shouldn't have played computer games all night.

## READINGS

### Reading 1

#### **El dia de los Muertos**



Assured that the dead would be insulted by mourning or sadness, Dia de los Muertos celebrates the lives of the deceased with food, drink, parties, and activities the dead enjoyed in life. Dia de los Muertos recognizes death as a natural part of the human experience, a continuum with birth, childhood, and growing up to become a contributing member of the community. On Dia de los Muertos, the dead are also a part of the community, awakened from their eternal sleep to share celebrations with their loved

ones.

The most familiar symbol of Dia de los Muertos may be the *calacas* and *calaveras* (skeletons and skulls), which appear everywhere during the holiday: in candied sweets, as parade masks, as dolls. *Calacas* and *calaveras* are almost always portrayed as enjoying life, often in fancy clothes and entertaining situations.

People decorate their homes and gravesites with food, candles, candy skulls and flowers to welcome the dead back to earth. People dress up as skeletons and parade through the streets.

Pan de los muertos (bread of the dead) is baked in the shape of skulls and crossbones, and a toy is hidden inside each loaf. The person who bites into the toy is said to have good luck.

Day of the Dead sounds like a scary event, but it's a happy time to celebrate and remember the lives of dead family members.

-Ask the students to work in pairs

-Students A will talk about one celebration and the Students B will talk about the other celebration

-Each of them will talk about "What should the classmate A/B do if he /she celebrates the "Candle festival or El dia de los muertos"



EX.

Student A: If you live in Thailand and celebrate the Candle festival you should design a good candle to win the candle competition.

## Reading 2

**Directions:** Ask the students Read the following letter and answer as her doctor.

Write her a letter; give her some concrete ideas on how she solves her problems using “Should” or “Shouldn’t”

Dear Doctor Anne.

I have a problem I’m 15 years old. My mother works from Monday to Friday. My father works from Monday to Saturday. I have two little brothers too. I always go directly home after school. I’m a good student and always do my homework.

I can’t go out with my friends on school days because I take care of my brothers.

On Saturdays and Sundays, I usually help my mother with the housework. I prepare dinner during the week too. I set the table before dinner and then I wash the dishes. I fight with my brothers because they don’t help me. They don’t make their beds or clean their rooms.

I can’t stand this! I want to leave home

What should I do?

*Becky*



## Reading 3

- Read the reading about the top 10 famous landmarks in the world with students.
- Then, tell them to form pairs. In pairs, one student will read 5 of the 10 famous landmarks to his or her classmate. The other five will be read by the other student.
- After this, give them the question: **Of out the top 10 famous landmarks in the word which one should I visit? And why?** (one of the students is going to ask this questions to his or her partner, and then twitch, and the one who was answering is going to ask)



## Top 10 Famous Landmarks In The World

### 1 - Eiffel Tower in France



*Eiffel Tower in Paris and Seine*

This metal tower with three floors stands in the city center of Paris. It was built for the 1889 World Fair (Universal Expo) to celebrate the 100th anniversary of the French Revolution.

The 324metres/1062ft high Eiffel Tower was constructed by Auguste Eiffel and a team of engineers. If you would like to take the steps up to the tower viewing platform on the second floor, there are 704 steps to climb, but luckily there are also lifts in each of the leg up to the second floor.

The tower has been visited by over 250 million people since its opening and in 2016 more than 7 million visitors were welcomed on the tower's top platform! More info about the Eiffel Tower and facts for children about the famous landmark here.

### 2 - Great Wall of China



The Great Wall is one of the seven wonders of the world. It runs in sections over a very long distance across China.

The wall is also referred to as ‘Long Wall’ as it is over 21,196 km/13,171 miles long. It was built with stones, bricks and tiles, earth as well as of wooden material. The wall was completed in 1644, but it took more than 2,000 years to build.

There are more than 20,000 watchtowers along the wall as it was built to protect the country against invasions from nomads and enemies and to make it easier to collect duty for goods that were transported along the Silk Road.

Today the wall is the most popular tourist attraction in China with more than 10 million visitors per year. Contrary to popular belief the Great Wall cannot be seen from the moon! More about the Great Wall [here](#).

### **3 - Kremlin in Russia**



#### *Kremlin Wall*

The Grand Kremlin Palace is part of the Kremlin complex and is located next to the Red Square and St Basil’s Cathedral in Russia’s capital city Moscow.

The Kremlin is a fortress with enclosing walls and is built along the Moskva River. The name ‘Kremlin’ means ‘fortress within a city’. The more than 500-year-old Kremlin includes the wall with its 20 towers as well as four churches and five palaces within the walls.

The Kremlin was once the residence of the Tzars. Today, it is where the Russian president resides. The Cathedral of Vasily the Blessed, usually referred to as Saint Basil’s Cathedral, is easily recognized due to its nine brightly colored onion domes.

#### **4 - Leaning Tower of Pisa in Italy**



*Leaning Tower of Pisa*

The Leaning Tower of Pisa is one of Italy's major tourist attractions. The freestanding bell tower of the Pisa Cathedral was built over almost two hundred years and was finished in 1399.

The original high of the tower was 60 meters/196ft, but as it is leaning, the lowest side is now less than 56 meters/184ft. The construction already caused many problems as the soil was soft, sandy and unstable. Already during construction, the builders tried to balance the leaning side with more columns on the other side, but the tower still leaned - like many other buildings in the area.

In 2000, the tower was strengthened by putting stronger soil underneath the tower. You can walk up the 251 stairs to the viewing platform at the top of the tower which is quite an amazing experience. And of course take a picture of you from the lawns next to the tower to 'hold' the tower.

#### **5 - Great Pyramid of Giza in Egypt**



*Pyramids of Giza in Egypt*

The Great Pyramid of Giza near Cairo is one of the Seven Wonders of the Ancient World and the only one of these ancient world wonders which still exists. The pyramids are made of stone and bricks and stand near Cairo which is the capital of Egypt.

The Egyptian pyramids were built during a time when there was only manual labor and no machine lifting equipment available. The pyramids were built to house the bodies of the pharaoh who ruled in ancient Egypt. Next to the Giza pyramids there is the Sphinx, the famous monument of a lion body with a pharaoh's head.



*Sphinx*

The Giza pyramids are around 4,500 years old and are considered among the largest structures ever built. More about the Pyramids [here](#).

## **6 - Sydney Opera House in Australia**



*Sydney Opera House and Harbour Bridge*

The Sydney Opera House, built in Australia's biggest city, is famous for its roof's architecture resembling shells or sails. The opera house was designed by Jørn Utzon from Denmark and it was built between 1959 and 1973.

The roof is covered with more than 1 million roof tiles. These were manufactured in Sweden. The opera house has several performance halls and theatre and exhibition spaces.

More than 40 shows are staged here every week. Every year, more than 8 million visitors visit this Australian landmark! Every evening the roof is lit up in a colorful spectacle. More info on the opera house.

## **7 - Statue of Liberty in the USA**



*Statue of Liberty in New York US*

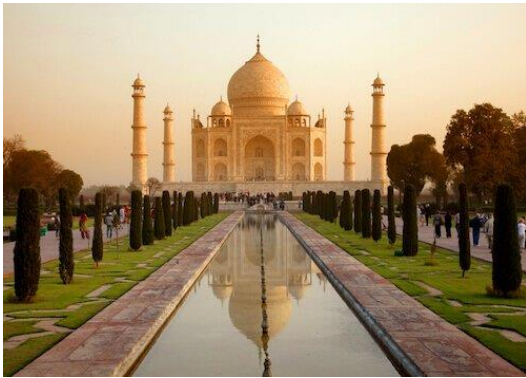
The Statue of Liberty is 92 meters/305ft high and is made of a iron structure with copper skin.

Lady Liberty, as the statue often is referred to, was designed by Frederic Auguste Bartholdi and the massive iron skeleton of the lady was designed by Alexandre Gustave Eiffel who also designed the Eiffel Tower.

The statue was built and completed in France in 1884. The monument was then disassembled into 350 pieces and packed into 214 crates and shipped to New York. The Statue of Liberty was a gift of the people of France to the American people on the American Centennial in 1886. The torch's flame is covered with 24k gold and the crown has seven rays for the seven continents.

The monument stands on Liberty Island in the Hudson River facing New York City. You can climb up the 154 steps from the pedestal to the head of the statue where you can see the fantastic views over the 'Big Apple' as New York is often lovingly called. [Click here for the camera views.](#)

## 8 - Taj Mahal in India



The Taj Mahal, which means 'crown of palaces' in the Persian language, stands on the riverbanks of the Yamuna River in Agra in northern India.

In 1632 the emperor, Shah Jahan instructed to build a tomb for his favorite wife, Mumtaz Mahal. The Taj Mahal houses the tomb of the wife as well as a mosque and a guesthouse.

The Taj Mahal has been built with white marble and the finest material sourced from all over Asia. It is decorated with precious and semi-precious stones. Lines from the Quran are depicted on many walls. The main dome of the Taj Mahal is 35metres/115ft. high and the minarets are each 40m/130ft. tall.

It is said that more than 20,000 workers built the monument and over 1,000 elephants were used to help with the transport of the heavy material during the construction. The mausoleum attracts more than 8 million visitors every year.

## 9 - Moai on Easter Island/Chile



The Moai are huge statues on the Polynesian island Rapa Nui. The island is commonly called Easter Island and belongs to Chile. The Easter Island is more than 2,200 miles away from Chile in the middle of the Pacific Ocean.

The islanders created more than 900 carved stone figures between 1250 and 1500. Most of the stone figures with the oversized heads were built with tuff stone and compressed volcanic ash.

The figures weigh on average 14 tons which is as much as two elephants! However, the size of the statues varies, there are some smaller ones and some much bigger ones too. The heaviest stone figure weighs 82 tons and is 10 meters /33ft long! They are about 4metres/13ft tall. Most of the islanders believe the huge stone statues represent their ancestors.

There are more than 900 monumental statues and 300 ceremonial platforms which are sacred to the Rapa Nui people. More info here.

## **10 - Machu Picchu in Peru**



Machu Picchu which means 'Old Mountain' in the local Quechua language is a famous site in Peru. It is also referred to as 'The Lost City of the Incas'.

The ruins of the Lost City are located in the mountains, at more than 2,400 meters/8,000 feet above sea level. This ruin site has more than 200 different buildings and structures. The ruins were never discovered by the European conquistadors but only became known in 1911 when an American archeologist was led to the site by locals.

While some people believe that Machu Picchu was built as a sacred site, others think it once was the summer retreat of an Inca emperor. It was built during the 14th century and probably more than 1,000 people lived there. As the site is built on a mountain ridge and thus always would be in danger of sliding down the slope during rainy season, over 600 terraces and a well laid-out drainage system were built around the city.

The city is a magical sight and a great example of Inca engineering, as the structures and buildings of the city were also built without using wheels! More info on Machu Picchu [here](#).



## PRACTICE

### Practice 1

**Directions:** Ask students to work on the worksheet below and write the appropriate form of the modal verbs

1) \_\_\_\_ you help me with my English exam?

a) Might

b) Will

c) Ought

d) Should

2) You \_\_\_\_ read the washing machine instructions carefully or you will ruin your clothes.

a) could

b) must

c) will

d) ought

3) We \_\_\_\_ take an umbrella. It looks like it's raining cats and dogs.

a) may

b) should

c) might

d) could

4) \_\_\_\_ you always be late?

a) May

b) Might

c) Would

d) Must

5) I \_\_\_\_ love to go to the beach this August.

a) will

b) may

c) should

d) would

6) She \_\_\_\_ train harder if she wants to break the record.

a) may

b) might

c) should

d) would

7) Rock climbing \_\_\_\_ be dangerous.

a) can

b) shall

c) ought

d) should

8) \_\_\_\_ I wear a fancy dress for the party?

a) Must

b) Should

c) Will

d) May

9) They \_\_\_\_\_ to work harder.

a) may

b) should

c) ought

d) must

10) You \_\_\_\_\_ play videogames when you should be studying.

a) musn't

b) couldn't

c) shouldn't

d) won't

Solutions

1) Will you help me with my English exam?

2) You must read the washing machine instructions carefully or you will ruin your clothes.

3) We should take an umbrella. It looks like it's raining cats and dogs.

4) Must you always be late?

5) I would love to go to the beach this August.

- 6) She should train harder if she wants to break the record.
- 7) Rock climbing can be dangerous.
- 8) Should I wear a fancy dress for the party?
- 9) They ought to work harder.
- 10) You shouldn't play videogames when you should be studying.

### **Practice 2**

#### **Directions:**

Ask students to choose a classmate, (closer)

Each pair have to give advices to the other one.

#### **Example:**

*You **ought to** do more exercise.*

*You **should** eat more vegetables*

Then chose some pairs to explain to the class the advices received.



- Students will number the pictures according to the verb they represent
- Students will write the unscramble words correctly

**COOKING VERBS UNSCRAMBLE THE WORDS !**  
 Unscramble the cooking verbs vocabulary and number the pictures

1. lpee	_____
2. ebark	_____
3. uopr	_____
4. tsir	_____
5. opch	_____
6. liesc	_____
7. regat	_____
8. rdian	_____
9. ixm	_____
10. ahsm	_____
11. wkish	_____
12. nkead	_____
13. etnlaft	_____
14. queeezs	_____
15. nlkirspe	_____
16. carev	_____

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Worksheet 3

**Prefer/ Would Rather**

**PREFER**

We use 'prefer-ing' to say what we prefer in general

- **Prefer + Noun**  
I prefer tea.
- **Prefer + Noun TO Noun**  
Maggie prefers pizza to hamburger.
- **Prefer + Ving TO Ving.**  
Layla prefers swimming to jogging in the park.

**WOULD RATHER**

We use 'would rather' to say what we want in a particular situation (not in general)

- **Would rather + Verb THAN Verb**  
Layla would rather swim than jog in the park.



salad



fast food



play games



read books

Jill prefers

Ali would rather



water



juice



drive her car



walk

Anna prefer

Amanda would rather



shop



clean



cook food



order

Mary prefers

Sam would rather

isLCollective.com

- Ask students to complete the worksheet using the structure for prefer to and would rather

## READINGS

### Reading 1

- Students must read the following paragraph
- Ask them to underline the correct answer for each question based on the reading

#### FAST FOOD

What is your favorite food? Most older people answer “meat or chicken with cooked vegetables and salad”, but most kids say that their favorite foods are hamburgers, chips, pizza, and sandwiches. We call this kind of food “fast food.”

It is called “fast food” because it doesn’t take a long time to cook it. In most restaurants, people wait for about 20 minutes to get food, but in fast-food restaurants, you can get food in only five minutes.

Many people think that fast food isn’t healthy, but this isn’t always true. It’s important to know what makes food healthy. For example, too much fried food isn’t healthy, so it’s a good idea to mix fried foods with vegetables and juice. Have pizza sometimes if you like it, but eat it with a salad and juice.

One very healthy fast food is Shawarma (which has no name in English!). This is a very good choice if you want something quickly. Sandwiches are also healthy, but it’s important to eat them only in clean restaurants.

Sometimes it’s all right to have a sweet dessert at the end of your meal, but don’t always eat cakes, ice creams, and sweets. Choose fresh fruits sometimes; they’re very healthy and tasty, too!

1. What is most older people favorite food?
  - a) Cooked vegetables and salad
  - b) Hamburgers, chips, pizza, and sandwiches
  - c) Meat and chicken
  - d) **Meat and chicken with cooked vegetables and salad**
2. What kind of food is called “fast food”?
  - a) Cooked vegetables and salad
  - b) **Hamburgers, chips, pizza, and sandwiches**
  - c) Meat and chicken
  - d) Meat and chicken with cooked vegetables and salad
3. How much time do people wait for fast food in restaurants?
  - a) 20 minutes
  - b) 5 minutes
  - c) **About 20 minutes**
  - d) 15 minutes



4. What is Shawarma?
- a) An English food
  - b) A sandwich
  - c) A clean restaurant
  - d) **A healthy fast food**
5. What can we have at the end of the meal?
- a) **Sweet desserts**
  - b) Cakes
  - c) Fresh fruits
  - d) Ice cream

**Reading 2**

- Ask students to read the following paragraph
- Students will underline the “usually like to” they find in the reading.
- Students will find if the statements are true or false
- Ask the students to write their own paragraph using “usually like to”

My name is Carl, and I'm 12 years old. My family and I always go to the beach in holidays. We usually like to invite my grandparents, uncles, aunts, and cousins because we have a big house near the coast. My mom usually likes to cook fish and shrimp, but my dad usually likes to eat grilled meat. I like both dishes, but my favorite one is roast chicken. My younger sister usually likes to swim in the pool and to play water polo. My grandparents don't usually like to play with us, they prefer to take the sun or to sail in our boat. We usually see the sunset together, and then we sing our favorite songs because one of my cousins plays the guitar. I love to spend time with my family at the beach; we always have fun.

- 1. Carl's family go to the beach in Christmas. T
- 2. Carl's grandparents usually don't like to go. F
- 3. His younger sister likes to eat grilled meat. F
- 4. His grandparents like to swim in the coast. F
- 5. They never see the sunset together. F
- 6. Carl's cousin sings their favorite songs. F

## ROLEPLAYS

### Roleplay 1

- Ask the students to work in pairs
- Ask them to take a look at the menu
- Students will create a dialogue based on the situation given below
- Students will perform the roleplay

<b>STUDENT A</b>	<b>STUDENT B</b>
<p>You are really hungry and go to a restaurant. The waiter gives you the menu, and you order the food you prefer. Use vocabulary to order food.</p>	<p>You are a waiter at a restaurant and a customer has entered. Give him/her the menu and ask about that he/she would like to eat.</p>

#### **Appetizers**

- **Chicken wings**      **\$3.50**
- **BBQ Ribs**      **\$2.95**
- **Garlic bread**      **\$2.75**
- **French onion soup**      **\$3.00**

#### **Main Courses**

- **Grilled steak with vegetables**      **\$7.50**
- **Roast chicken with French fries**      **\$5.95**
- **Chinese rice with shrimp**      **\$6.75**
- **Chicken Alfredo pasta**      **\$7.00**

#### **Desserts**

- **Blueberry cheesecake**      **\$3.00**
- **Chocolate ice cream**      **\$2.50**
- **Fruit cocktail**      **\$2.75**

### Beverages

- **Orange juice**      **\$2.00**
- **Soda**              **\$1.50**
- **Coffee**             **\$1.25**
- **Beer**                **\$2.50**

### Roleplay 2

- Ask the students to work in pairs
- Students will read the situation
- Students will create a dialogue following the instructions and using prefer to and would rather
- Students will perform the roleplay

#### **STUDENT A**

You are organizing a birthday party to your best friend. Tell him/her about the ideas you have. (Use prefer and would rather)

#### **STUDENT B**

Your best friend is organizing you a birthday party, but the ideas he/she has are not good for you. Suggest what you would like in the party. (use prefer and would rather)

## PRACTICES

### Practice 1

- Ask students to read a list of verbs that are used for cooking instructions
- Ask them to create a sentence per each verb

**ADD:** To put ingredients together; to put one ingredient with the others.

**BAKE:** To cook in an oven using heat and without extra fat, oil or liquid.

**BLEND:** To mix two or more substances so they combine together. Often done in an appliance called a blender which has quickly rotating blades.

**BOIL:** To heat water or another liquid until little bubbles form.

**CHOP:** To cut into small pieces, generally used with vegetables.

**COOK:** To prepare food by heating it so that it is not raw and can be eaten.

**CUT:** To separate or divide a solid by using a knife.

**FRY:** To cook by putting the food into extremely hot oil.

**MELT:** to make something become liquid through heating.

**MICROWAVE:** To heat up food with a microwave oven.

### Practice 2

- Ask the students to work in trios
- Students will read the food recipes
- Students will write the recipe for their favorite food

## THE BEST BBQ SAUCE

Extra-virgin olive oil	2 T red or white wine vinegar
1/2 onion, chopped	1 T of Worcestershire Sauce
2 garlic cloves, chopped	1 T dry mustard
2 c ketchup	1 t ground cumin
1/4 c brown sugar	1 t paprika or smoked paprika if desired
1/4 cup molasses	Salt & pepper to taste



Heat 2 T of oil in a large saucepan over medium heat. Add the onion and garlic and cook slowly for 5 min. Add remaining ingredients & stir. Turn heat down to low. Cook slowly for 20 min. Let cool or use as desired.

## Roasted Corn Salsa

1 tablespoon vegetable oil	4 roma tomatoes, cored and chopped
1 1/2 cups yellow whole kernel corn	3 cloves garlic, minced
1 medium onion, chopped	1/4 cup snipped fresh cilantro
1 medium poblano pepper, seeded and chopped	1/4 teaspoon salt
1 fresh serrano pepper, seeded and finely chopped	Baked tortilla chips, peeled jicama slices, and/or sweet pepper strips



In large skillet cook corn, onion, poblano pepper, serrano pepper, and garlic in hot oil until corn is starting to brown. Remove from heat. Stir tomatoes, cilantro, and salt into corn mixture. Serve warm or at room temperature with tortilla chips, jicama slices, and/or sweet pepper strips. Makes 12 (1/4 cup) servings.

### Practice 3

- Students will select the correct option for each sentence

1. I have a lot of work to do, but \_\_\_\_\_ I'll make a cup of tea.
  - a) Then
  - b) First**
  - c) Next
  - d) After
2. I'm eating breakfast, \_\_\_\_\_ I'll clean the kitchen.
  - a) Third
  - b) Finally
  - c) Before
  - d) Next**
3. They went shopping in the morning, and \_\_\_\_\_ they went to the zoo.
  - a) Then**
  - b) First
  - c) Before
  - d) Second

4. After two hours cooking, I \_\_\_\_\_ finished the dinner.
- a) Next
  - b) Third
  - c) Then
  - d) **Finally**
5. First, wash the dishes, \_\_\_\_\_ clean your bedroom.
- a) **Second**
  - b) Third
  - c) Finally
  - d) Before
6. I must do my homework \_\_\_\_\_ my mom arrives.
- a) First
  - b) Next
  - c) Then
  - d) **Before**

# UNIT 5

## “INTERNATIONAL TOURISM”

### WORKSHEETS

#### Worksheet 1

target audience

get attention

sound effects

catchy tune

feel good factor

consumers

product placement

budget

slogan

outdoor marketing

viral marketing

QR code scanning

branding

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

7 \_\_\_\_\_

8 \_\_\_\_\_

9 \_\_\_\_\_

10 \_\_\_\_\_

11 \_\_\_\_\_

12 \_\_\_\_\_

13 \_\_\_\_\_

## Elements of advertising answers


- 1 slogan
- 2 target audience
- 3 catchy tune
- 4 budget
- 5 product placement
- 6 consumers
  
- 7 sound effects
- 8 get attention
- 9 feel good factor
- 10 branding
- 11 outdoor marketing
- 12 QR code scanning
- 13 viral marketing



## Worksheet 2

Assign the students to work on the worksheet below to practice the simple future


# Simple Future



AFFIRMATIVE		INTERROGATIVE	NEGATIVE	
LONG FORM	SHORT FORM		LONG FORM	SHORT FORM
I shall/will go	I'll go	shall I go?	I shall not/will not go	I shan't/won't go
You will go	You'll go	will you go?	You will not go	You won't go
He will go	He'll go	will he go?	He will not go	He won't go
She will go	She'll go	will she go?	She will not go	She won't go
It will go	It'll go	will it go?	It will not go	It won't go
We shall/will go	We'll go	shall we go?	We shall not/will not go	We shan't/won't go
You will go	You'll go	will you go?	You will not go	You won't go
They will go	They'll go	will they go?	They will not go	They won't go

**The Simple Future Tense is used to express:**

- Predictions
- Offers
- Requests
- Suggestions
- Promises
- Warnings
- On-the-spot decisions
- After the verbs: think, expect, suppose, believe, know, wonder, hope, doubt, assume, be afraid, be/feel sure, imagine
- After the adverbs: perhaps, possibly, surely, certainly



**Time expressions used with Simple Future:**  
tomorrow, the day after tomorrow, next week/month/year, soon, in two minutes/hours/years, in 2080 etc

## Don't forget!

before	after
as long as	as soon as
by the time	while
till/until	when
as	whenever
now that	if
in case	the minute/ moment (that)

P  
r  
e  
s  
e  
n  
t  
+  
s  
i  
m  
p  
l  
e

**1 Write the interrogative and negative form of the sentences**

1. She will take a break in ten minutes.  
.....
2. The doctor will see you very soon.  
.....
3. They will go shopping on Saturday.  
.....
4. It will be dark at seven o'clock.  
.....
5. I'll close the window right away.  
.....
6. He will get that job.  
.....
7. We'll buy another car.  
.....

**2 Put the verbs in brackets into the Simple Future tense.**

1. She ..... (come) tomorrow.
2. Peter ..... (travel) around Europe next year.
3. The kids ..... (play) in the garden.
4. The Browns ..... (not/visit) us this summer.
5. .... (we/go) to the theatre next Sunday?
6. The exams ..... (be) in June.
7. .... (I/get) you something to drink?
8. They ..... (not/finish) the Geography project in two days.
9. He ..... (call) me tomorrow afternoon.
10. .... (you/try) harder next time?



### 3 Fill in the bubbles.



catch/go/fishing/a lot of/we/fish/and

marry/me/he/?



late/not/I/again/be

go/home/we/now/?



help/I hope/me/this/again/sleep

come/the/you/forest/near/again/?



No,/not/I

### 4 Put the verbs in brackets into the Simple Present or the Simple Future Tense.

1. She will probably take the baby for a stroll when she ..... (get) back from work.
2. Don't cry Johnny! Daddy ..... (mend) your bike as soon as he ..... (come) home.
3. We ..... (buy) some fruit and vegetables before we go back home.
4. I'm sure Margaret ..... (do) her best to solve the problem.
5. They ..... (not/change) school until they ..... (find) a new house.
6. If it ..... (get) too late, ..... (you/pick) me up from the station?
7. She can stay with us as long as she ..... (pay) half the rent.
8. I'm afraid I ..... (not/go) to her birthday party. I am too tired.
9. When we ..... (arrive) on the island, we ..... (look) for a place to stay.
10. Take your umbrella with you in case it ..... (rain).
11. Philip ..... (certainly/pass) his driving test.
12. Now that you ..... (be) here you can help Tom with his History project.
13. She ..... (take) the day off when she ..... (finish) checking these accounts.
14. He will throw away the rubbish after he ..... (tidy) the office.
15. I imagine the kids ..... (like) the surprise party.
16. We ..... (visit) you as soon as we have some free time.
17. I promise I ..... (not/get) upset if you ..... (not/call) me.
18. .... (we/go) to the pop concert on Saturday?
19. I expect we ..... (talk) about it on our way to school.
20. We ..... (not/start) until you ..... (be) ready.



## Key

- 1**
1. Will she take a break in ten minutes?  
She will not take a break in ten minutes.
  2. Will the doctor see you very soon?  
The doctor will not see you very soon.
  3. Will they go shopping on Saturday?  
They will not go shopping on Saturday.
  4. Will it be dark at seven o'clock?  
It will not be dark at seven o'clock.
  5. Shall I close the window right away?  
I will not close the window right away.
  6. Will he get that job?  
He will not get that job.
  7. Shall we buy another car?  
We will not buy another car.

- 2**
1. will come
  2. will travel
  3. will play
  4. will not visit
  5. Shall we go
  6. will be
  7. Shall I get
  8. will not finish
  9. will call
  10. Will you try

- 3**
1. We will go fishing and catch a lot of fish.
  2. I won't be late again
  3. I hope this will help me sleep again.
  4. Will he marry me?
  5. Shall we go home now?
  6. Will you come near the forest again?  
No, I won't.

- 4**
- |                              |                         |
|------------------------------|-------------------------|
| 1. gets                      | 2. will mend, comes     |
| 3. will buy                  | 4. will do              |
| 5. will not change, find     | 6. gets, will you pick  |
| 7. pays                      | 8. will not go          |
| 9. arrive, will look         | 10. rains               |
| 11. will certainly pass      | 12. are                 |
| 13. will take, finishes      | 14. tidies              |
| 15. will like                | 16. will visit          |
| 17. will not get, don't call | 18. shall we go         |
| 19. will talk                | 20. will not start, are |



### Worksheet 3

**Direction:** Work on the following worksheet to differentiate between WILL and BE GOING TO

Will vs. Be Going to  
(predictions, offers, promises, intentions and decisions)



**predictions**, especially after I (don't) think....

I think **he'll become** a lawyer.

**predictions**, especially when they're based on what we can see

**1) Complete the sentences with will or going to, then write P (prediction),**

**O (offer), D (decision) or I (intention)**

1. Have you had lunch? I \_\_\_\_\_ (make) you a sandwich if you want. \_\_\_\_\_



**2) Complete with the affirmative or negative form of will or going to and the verbs in brackets.**

1. Alan, promise me you \_\_\_\_\_ (drink) all the juice. I want some too.

2. 'What are you doing later?' 'I \_\_\_\_\_ (play) football.'

**3) Complete these mini-dialogues. Use will or going to and the verbs given below.**

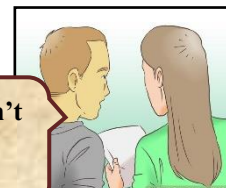
1. Can you keep my secret?

1. Have you decided where to go for your next holiday?



1. Oh, no. My MP3 player is broken! I'm going on holiday tomorrow!

1. Jane, I can't hear the TV.





1. What \_\_\_\_you  
\_\_\_\_\_

1 You've done your test well. What \_\_\_\_you  
\_\_\_\_\_



Ex. 1)

1. Have you had lunch? I 'll make you a sandwich if you want. O
2. Next month we are going to visit our friend in Chester. I
3. In ten years, no one will use CDs any more. P
4. It's such a lovely day. I think I'll walk home. D
5. There's ice on the path. They are going to slip and fall. P

Ex. 2)

1. Alan, promise me you won't drink all the juice. I want some too.
2. 'What are you doing later?' 'I'm going to play football.'
3. I'm so tired! I'm definitely not going to get up early tomorrow.
4. Scientists say the weather will be hot this summer.
5. 'Jane, have fun at the party.' 'Thanks! I won't come home too late, I promise.'
6. Jack, you've been in the sun for hours. You are going to have terrible sunburn.
7. I'm going to get a job this summer. I need the money.

Ex.3)

- A won't tell
- B I'll lend
- C are going to get, I'll buy
- D are going to spend
- E I'll turn it up
- F are you going to do, am going to enter

## READINGS

### Going to

#### Reading 1

- Ask the students to read the following information about two touristic places
- Ask students to imagine they have a lot of money to travel abroad. So, they have to create and write their reasons about why they probably will visit them or why they not.

**The Taj Mahal is a beautiful monument built in 1631 by an Emperor named Shah Jahan in memory of his wife Mumtaz Mahal. It is situated on the banks of river Yamuna at Agra. It looks beautiful in the moonlight. The Taj Mahal is made up of white marble. In front of the monument, there is a beautiful garden known as the Charbagh. Inside the monument, there are two tombs. These tombs are of Shah Jahan and his wife Mumtaz Mahal. The Taj Mahal is considered as one of the Seven Wonders of the World. Many tourists come to see this beautiful structure from different parts of the world.**



The origin of Machu Picchu is attributed with some certainty to Pachacutec. Likely built as a refuge for elite members of Inca aristocracy, the fortress was constructed on the eastern slopes of the Vilcanota mountain range, about 80 miles (130 kilometers) from Cusco, the capital of the empire. Its strategic location was chosen with admirable success. Surrounded by steep cliffs and away from the sight of strangers in a tangled forest, the citadel of Machu Picchu had the quality of having only one narrow entrance so that only a few warriors were needed for defense in the event of a surprise attack.



-Choose some students to explain their reasons for traveling, then they will compare them with their classmates´

## Reading 2

-Get students read the following short reading and find words that match with the definitions.



**Going on holiday this summer? Need some advice?**

A.- If you're travelling in the USA and all your clothes are dirty, stay at a hotel with a Jacuzzi. Then lock the door and put all your clothes in it, plus some soap powder of course. They'll soon be brilliantly clean!

B.- If you're trying to decide whether to take a room in a cheap hotel, just lift up the mattress very quickly. If anything moves, don't take the room!

C.- Last summer I was travelling on my own in Italy. I sat down in a café and took out a map and a guide book. Within minutes all the local boys were asking me where I was from and what my name was. The next café I went I bought a local newspaper and pretended to read it. This time the boys all stayed away.

D.- Last year I was travelling in the United

**Find words in the text which match the definitions.**



1.- An opinion you give somebody about what he/she should do .....

2.- A substance that you use for washing and cleaning .....

3.- A large soft thing that you lie on to sleep .....

### Reading 3

-Make students work on a reading.

-Ask students to read the following short readings and they will choose the suitable mean of transportation per each person then write the number in the correct place.

# Travelling

## CHOOSE THE RIGHT WAY OF TRAVELLING

Mr. Smith is going to visit Liverpool. It is a business trip. He wants to get there in the shortest possible time. He hasn't much luggage; he takes just one suitcase with him. It is not heavy. The weather is fine. The sky is clear and there no clouds in it. How can he get to Liverpool?

The Parkers are planning the family holiday. They don't want to buy tickets or be in hurry catching their plane or train. They want to make a stop where they like. They want to visit any place they like. What way of travelling will be the best?

It is Sunday morning. James wants to go to his grandmother. She lives not far from his place; her house is in the village about 7 kilometres away. James' hobby is riding a bike. The weather is pleasant, it is warm and sunny. James must be back by the evening. How can he get to Granny's place?

Ann Williams likes long journeys. It is so enjoyable to make friends with other passengers. She likes to watch the countryside while travelling and take naps in a cosy compartment from time to time. Next month she'll travel to Paris for pleasure. Ann doesn't know what the weather will be like. What way of travelling will she use?



1. Mr. Smith
2. The Parkers
3. James
4. Ann Williams



## ROLE PLAYS

### Role play 1

- Have students work in pairs for some role plays
- Chose some pairs to present at the front of the class.(students should use the structures previously studied

# Complaining at a hotel



### STUDENT

A:

You are the manager of *The Lagoon Hotel*, a modern holiday resort surrounded by marvelous beaches and astonishing mountains nearby. Everything seems



### STUDENT

B:

You are a guest at the expensive *The Lagoon Hotel*. The resort is nice, but it is like a grave. There is nothing to



### STUDENT

A:

You are the manager of *The Holiday Hotel*, a large holiday resort on a small island. The sun shines every day, and there are many activities offered. Everything seems



### STUDENT B:

You are a guest at the expensive *The Holiday Hotel*. The staff is unfriendly. A maid refuses to change the towels, and you once overheard jokes



## Role play 2

### *Making Reservations*

Make dialogues out of the information below, and present them in front of the class.

<b>Customer</b> <ul style="list-style-type: none"><li>- a table for six</li><li>- at 7:30 on Friday evening</li><li>- name: Clarke</li><li>- phone number: 02721 5992108</li></ul>	<b>Restaurant</b> <ul style="list-style-type: none"><li>- a table for six is not possible until after 8:30</li><li>- ask customer for their name and phone number</li><li>- ask customer to spell their name</li></ul>
--	--

<b>Customer</b> <ul style="list-style-type: none"><li>- a double room</li><li>- from Friday to Monday next week</li><li>- ask how much it will cost</li><li>- ask if you can pay by card</li><li>- name: Roberts</li><li>- phone number: 04588 5598711</li></ul>	<b>Hotel</b> <ul style="list-style-type: none"><li>- The hotel is fully booked on Friday night, but there are vacancies from Saturday to Monday or Tuesday.</li><li>- double room: £50 per night, breakfast included</li><li>- ask for customer's name and phone number</li><li>- ask customer what time they will arrive</li></ul>
--	---

## PRACTICES

### Practice 1

Directions: Let students take a look at the pictures and ask them if they know the brands, and if they have noticed the elements of the advertising in those brands.



-Make students work in pairs to discuss their ideas about it.

### Practice 2

-Put students in groups of 3-4.

-Each group picks four famous places that they'd like to visit or they probably will visit one day.

-They must also think about why they'd like to visit.

-Have the groups share their answers in front of the class

### **Practice 3**

:

#### **Probability**



Ask students to imagine that they are planning to establish a small hotel (they decide where it will be located), then students need to write a letter for his/her best friend because he/she wants to know his/her opinion about it.

-Students have to include the information of the hotel, they must include everything that the hotel will offers, for example:



CONFERENCE ROOMS – AUDIO VISUAL EQUIPMENT – COMPUTER SERVICES – FULL INTERNET ACCESS – SECRETERIAL SERVICE + TRANSLATION SERVICE – PANORAMIC VIEWS – HEALTH AND FITNESS CLUB – EXERCISE EQUIPMENT – BEAUTY SALON – SAUNA – INDOOR POOL – TOUR GUIDE FOR SIGHTSEEING.

-Encourage students to be creative to include the previous structures studied in the classes.

### **Practice 4**

Ask the students to think about a possible trip.

If they won a contest, and could travel anywhere in the world where would they go?

They should be creative and using the target structure.

Example of the possible things they will take into account

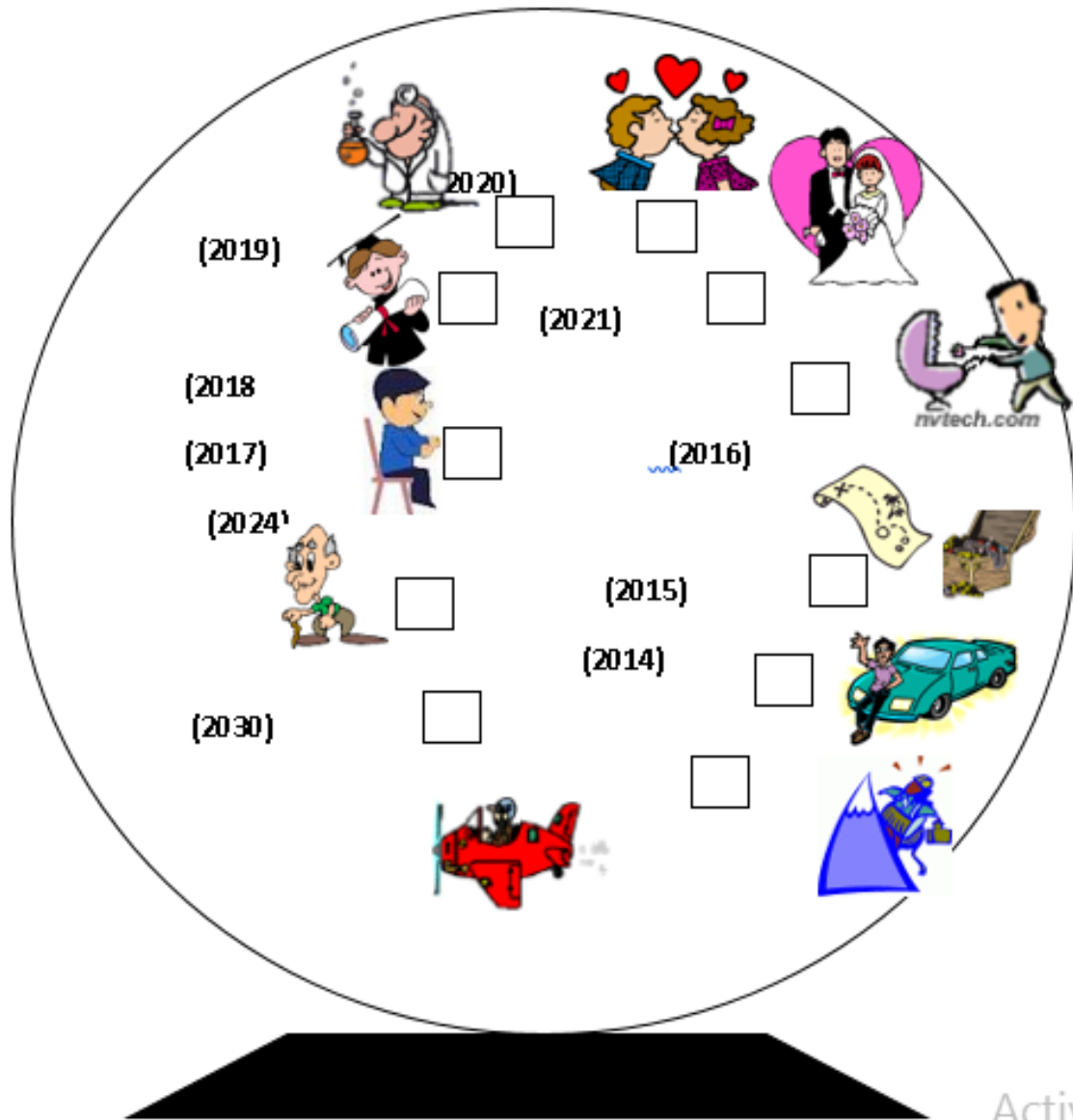
The place, the budget, the reservation, the means of transport, the activities for every day, the clothes and so on, and even the possible troubles they could have in the trip and how they are going solve them.

-Choose some students to discuss with their classmates about their experience about the trip.

### **Practice 5**

#### **Giving Advices**

- Ask the students to guess Mike's future, they may think they are a fortune teller and they will tell Mike's chances, and the students should advise him to have a good fortune.



Activar



**Practice 6**



**What will you do this summer?**

**Bingo Game**

Write the nine places in the bingo boxes you liked to visit.  
Example: Paris, Italy, U.S., Spain, Latin America, and the activities you would like to do there if the conditions are good, and the ones you possibly could not do due to the law, culture etc.

(Use the previous structures, and vocabulary studied in the Unit)


**Homework.**

Assign a homework to your students. They have to write a letter to a friend who is planning to travel to England, he asked for your advice because you were there the last year. You have to advise him/her about the trip, things to considerate etc.

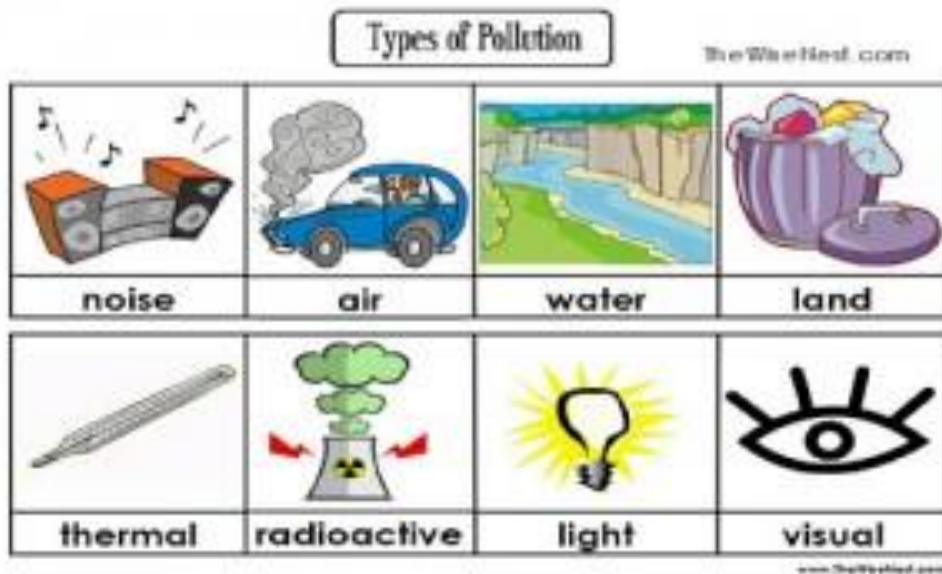
## UNIT 6

### “THE ENVIRONMENT AROUND THE WORLD”

#### WORKSHEETS


##### Worksheet 1

- Tell the students to choose one type of pollution.
- Students will have to prepare a mini-presentation about the type they have chosen.







##### Worksheet 2

- Students will have to answer each of the things required.
- After completing the chart, tell students discuss their answers with their partners.

Type of pollution	Problems	Action needed	Why's important
<b>AIR POLLUTION</b> 			



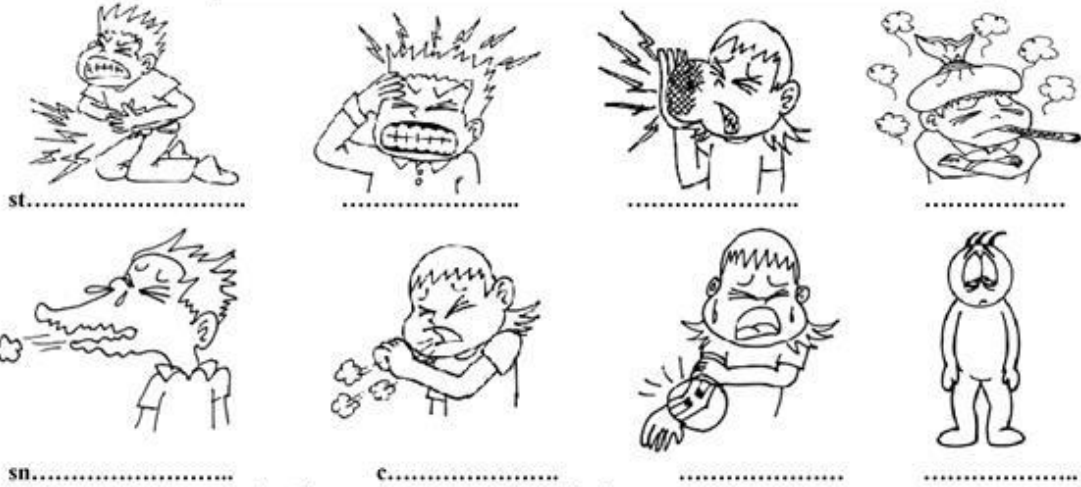
<p>WATER POLLUTION</p> 			
<p>SOIL POLLUTION</p> 			
<p>LIGHT POLLUTION</p> 			
<p>NOISE POLLUTION</p> 			

**Worksheet 3**

- Tell the students to complete the worksheet.
- After they have finished it, give them the following question: What we can do for having a good health? They have to answer it in their notebooks.

Task 1: a-What's wrong with these kids? Label the following pictures using words from the box (some letters are given)

Headache – tired – cough – fever – physician – sneezing – stomachache – nurse – broken arm – surgeon - toothache



b- Label pictures using the remaining words from the box:

- a ..... : s.o who takes care of the sick.



- a .....: s.o who performs surgeries.



a .....: s.o who examines patients and prescribes medicines such as injections, syrups , tablets ,pills and drops .

c- Label the different treatments using words from the latter definition:



## READINGS

### Reading 1

- Read the reading with students aloud.
- Then, give them time for answering the questions.
- Ask the answers to the students.
- Tell the students to write on the notebook one experience they have lived.

#### Natural Disasters

When something is natural, it comes from nature and it is not manmade. A disaster is something that usually causes major problems. It would be a disaster if a bridge suddenly fell because it was not built properly. Disasters are negative but can be manmade. However, when speaking about natural disasters you can combine the two terms and define them as catastrophes that occur in nature or by natural processes. They are not manmade. A natural disaster takes place in populated areas of the world when lives may be lost, the property is severely damaged, and the economy is negatively affected.

Natural disasters may include an asteroid collision with Earth, avalanche, landslide, blizzard, thunderstorm, earthquake, flood, gamma-ray burst (from space), volcano, heat wave, hurricane, solar flare, drought, tornado, tsunami, hail, and wildfire.

It is not a natural disaster if it occurs in an unpopulated area and there is no loss of life or property damage. For example, if a tsunami took place on an uninhabited island, it would not be a disaster. Disasters cause a loss. There are many things that can happen during a natural disaster. Sometimes, more than one disaster occurs at the same time. Landslides may occur during severe flooding and thunderstorms.

Natural disasters occur throughout the world, and often people know when they are coming and can prepare for them and be safe. Other disasters may occur without warning. Most people die during a natural disaster when there is no time to prepare for it. Though natural disasters cause many problems, injuries, and sometimes death, they are not to be feared, but being aware of them and properly preparing for them is extremely important.

In addition, there are natural disasters that can occur more often in one part of the world or country than in other regions. For example, a person living in the middle of the United States would not need to be concerned with a tsunami, but someone living along the coast would be affected. In the middle of the country, a tornado might occur, but often there are fewer of them along the coast.

The top 10 natural disasters most likely occurring throughout the world include blizzards, droughts, earthquakes, floods, heat waves, hurricanes, thunderstorms, tornados, tsunamis, and wildfires. Some of the listed disasters may occur simultaneously such as a hurricane and thunderstorm causing massive flooding, or possibly a tsunami, or a heat wave coupled with wildfires.

Other natural disasters include landslides and avalanches, which can be caused by earthquakes, heavy rain or snow, or other disasters. Snow or mud can be released from the side of a mountain or hillside burying the area below. Finally, there are active volcanoes, which are eruptions of a mountaintop, sending out ash clouds, lava, and more, causing damage to property and the loss of human life.

The most common types of natural disasters in the world are floods and storms.

All natural disasters cause damage and destruction, and often one or more people die due to the effects of the natural disaster. Many of the disasters can be predicted ahead of time with some warnings given for people to prepare and move to safety.

#### QUESTIONS:

1) All the following statements are true EXCEPT:

- A: Disasters can include those made by man.
- B: It is not a natural disaster if there is no loss of life.
- C: A tsunami taking place on a deserted island is a natural disaster.
- D: An asteroid collision with Earth would be a natural disaster.

**Correct Answer: C**

2) A catastrophe that occurs in nature or by natural processes and causes loss of life is:

- A: A manmade disaster
- B: A global disaster
- C: A natural disaster
- D: An unnatural disaster

**Correct Answer: C**

3) All the following may be natural disasters EXCEPT:

- A: Oil spill
- B: Landslide
- C: Avalanche
- D: Volcano

**Correct Answer: A**

4) Which of the following natural disasters are most likely to occur simultaneously?

- A: Heatwave and droughts
- B: Thunderstorms and volcanos
- C: Earthquakes and blizzards
- D: Wildfires and floods

**Correct Answer: A**

5) Which of the following may occur during severe flooding and thunderstorms?

- A: Earthquakes
- B: Landslides
- C: Solar flares
- D: Wildfires

**Correct Answer: B**

6) Which part of the United States would most likely experience a tsunami?

- A: States on the east coast
- B: States on the west coast
- C: States in the Midwest
- D: Both A and B

**Correct Answer: D**

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## **Reading 2**

### **PROTECTION OF THE ENVIRONMENT**

- Before starting the activity, tell students to form trios and provide a blank page and a marker per trio.
- Then read the reading will all students.
- After reading, tell the students to create an idea for protecting the environment and create a drawing on how the idea will function or how it would be.

Finally, tell them to pass in front and explain you the idea, tell them that they have to convince you to buy them the idea.

### Environmental Protection and Ecology

C. Hamilton, A. Macintosh, in Encyclopedia of Ecology, 2008

Environmental protection has always been practiced by humans in one form or another. However, as anthropogenic pressures on the environment have escalated over the past century, the need for systematic environmental protection has increased. This has led to considerable experimentation with the domestic and international measures that are used to achieve environmental protection objectives. Some of these have been successful, but the overall picture is one of failure.

Due to the failings of the past and greater awareness of the complexity of environmental problems, there is a growing acceptance that environmental protection is best achieved through the use of a multipronged approach. This requires the use of a combination of regulatory, economic, voluntary, and information instruments, where the policy mix is determined on the basis of the available evidence regarding cost-effectiveness.

The international challenge lies in the development of effective and equitable approaches to global environmental problems that are supported by a well-resourced bureaucracy and appropriate financial mechanisms. The threat posed by climate change has added greater urgency to the push for effective international environmental governance arrangements.

## ROLE PLAY

### Roleplay 1

Tell the students to make pairs and then pick up one topic.

- POLLUTANTS
- HEALTH MATTERS
- OIL SPILLS
- GLOBAL WARMING
- NATURAL DISASTERS
- PROTECTION OF THE ENVIRONMENT

In pairs, they will have ten minutes to prepare a situation in which one student will be a reporter and the other one will be the one interviewed. Both can be pretending they are living a situation. For example, some students will be in a flood, some others may be near a wildfire.

Finally, they will have to pass at the front to make the role-play

## **PRACTICES**

### **Practice 1**

- Tell the students to read about the oil spill a day before the activity.
- Start talking about the oil spill.
- Teacher tip: show students a picture of an oil tanker.
- Then start making the discussion by asking the first question.
- Continue by asking the following questions.

### **Practice 2**

#### **Oil Spill**

1. What is petroleum? What products are made from petroleum?
  - List some of the products of petroleum such as gasoline and plastics.
2. How is petroleum collected, processed and distributed for use? What is the biggest danger of the distribution of oil?
3. What is an oil spill? What are some ways the environment is affected by an oil spill?
4. What are the effects of both the spill and the cleanup? What can we, as humans, do to avoid these problems in the future?
5. What happened to the land and habitat items when the oil spilled?

### **Practice 3**

#### **GLOBAL WARMING**

- Show the students the following video.
- After the students have watched the video, give them time to answer the questions in their notebooks.
- Finally, ask the students to share their answers with the whole class.

<https://www.youtube.com/watch?v=bHqtgSnhmVM>



A Short film on Global Warming & Climate Change by GEMI

1. Which are the six gases who are major contributors of the global warming?
2. What are some indicators of the global warming?
3. How did the industrial revolution influence in the global warming?
4. How have the global warming been affecting us?
5. How do you think is going to be the future of humans if the global warming rise?

#### **Practice 4**

- Students will express their idea about the following questions in three paragraphs.

**Do you think humans are destroying the earth? May humans' actions lead to the extinction of human race?**



## APPENDIX E

### STUDENTS' HANDBOOK

#### UNIT 1

#### “MEETING FAMOUS PEOPLE AROUND THE WORLD”

### WORKSHEET

## Famous People: Who am I?



- 1 My name is Lady Gaga. I'm a pop singer and I love dancing in my video clips.
- 2 My name is Robert Pattinson. I'm a British young actor.
- 3 My name is Paris Hilton. I don't really work, but I'm always in the spotlight and magazines.
- 4 My name is Madonna. I'm going out with Jesus.
- 5 My name is P. Diddy. I'm an actor, singer and producer. I love changing my name.
- 6 My name is Jonny Lee Miller. I'm an American actor and I was in the Pirates of the Caribbean trilogy.
- 7 My name is Samuel L. Jackson. I'm an actor in Hollywood and I was in Star Wars.
- 8 My name is Amy Winehouse. I'm a British singer and I love to get in trouble.
- 9 My name is Oprah Winfrey. I'm the most powerful woman in the USA. I have a daily TV programme.
- 10 My name is Zach Efron. I'm an American young actor and my girlfriend is called

## READINGS

### Reading 1

- Read this text about Lady Gaga and answer the questions below

Lady Gaga was born on March 28<sup>th</sup>, 1986 in Yonkers, New York. Lady Gaga learned to play the piano at the age of 4, and she held her first performance in a New York nightclub at the age of 14. She has since earned acclaim for her subsequent albums, as well as her acting skills, winning a Golden Globe for her contributions to American Horror Story, and an Oscar nomination for her role in A Star is Born. In 2016, Lady Gaga performed the national anthem at Super Bowl 50, and she returned in 2017 to headline the Super Bowl halftime show. She has become a big influence in fashion, pop music, philanthropy and social activism. Gaga is one of the world's



7. Where was Lady Gaga born?
8. At what age did Lady Gaga learned to play the piano?
9. Which acting awards has she won?
10. Where did she perform the national anthem?
11. Why has she become a big influence?
12. What is the main focus of her foundation?

## Reading 2

- Read this text about Lady Gaga and answer the questions below

Dreams' are more complex than 'wishes'. While dreams are active, wishes are passive. We are not talking about dreams as in sleeping. We are talking about being ambitious to achieve something in the future. Dreams usually bring about a course-of-action which gives you the mentality and the drive to aspire for something. It makes you set goals and gives you definition of purpose which enables you to work hard towards your goal. Wishes, on the other hand, have a strong feeling of wanting something to happen or wanting to have something. It, in most cases, comes with jealousy, lust and dissatisfaction. Most people that do wish for something are usually lazy. However, sometimes, there are some things which are normal to wish for.

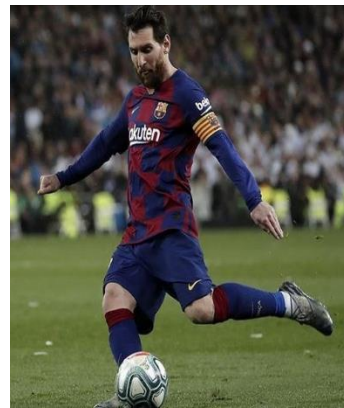
- According to the paragraph, what is a dream?
  
- Based on the reading, what is a wish?
  
- What is the difference between dreams and wishes?

## ROLE PLAY

<p><b>1A</b></p> <p>You meet an old classmate in a restaurant. You haven't seen each other for ages; exchange the news.</p>	<p><b>1B</b></p> <p>You meet and old classmate in a restaurant. You haven't seen each other for ages; exchange the news.</p>
<p><b>2A</b></p> <p>You meet your school teacher in the supermarket. Exchange the news.</p>	<p><b>2B</b></p> <p>You meet your school student in the supermarket (you worked as a teacher). Exchange the news</p>
<p><b>3A</b></p> <p>You've just come back from a trip around the world, and you meet your best friend in a café.</p>	<p><b>3B</b></p> <p>Your best friend hast just come back from a trip around the world, and you meet in a café. (Ask him/her about the travel)</p>

# PRACTICES

## Practice 1



## Practice 2:

- Write sentences about the difference of technology some years ago and how technology is nowadays

Example: The Internet:

Before the Internet, most people wrote letters, but now we send emails.

Most people used to write letters, but now they send emails

Write your own:

- 1.
- 2.
- 3.

## Practice 3

fill in the blanks with the correct form of the verbs

- 1) When the president \_\_\_\_\_ ( arrive ), they \_\_\_\_\_ ( start ) the meeting.
- 2) If he \_\_\_\_\_ ( reach ) the sales target this year, the company \_\_\_\_\_ (award ) him.
- 3) We \_\_\_\_\_ ( start ) the construction of a shopping centre as soon as the local government \_\_\_\_\_ ( allow ) us to begin.
- 4) After she \_\_\_\_\_ ( find ) a good job, she \_\_\_\_\_ ( be able to ) buy a house.
- 5) I \_\_\_\_\_ (have to) finish the reports before the manager \_\_\_\_\_ ( call ).
- 6) We \_\_\_\_\_ (order) 100 units after the manager \_\_\_\_\_ (approve) the estimate.
- 7) I \_\_\_\_\_ (not/ buy) anything new until I \_\_\_\_\_ (pay) all my debts.
- 8) I \_\_\_\_\_ ( buy) a new TV set if the prices \_\_\_\_\_ (go) down.
- 9) As soon as you \_\_\_\_\_ ( push) this button the door \_\_\_\_\_ (open).
- 10) You should read the contract carefully before you \_\_\_\_\_ (sign) it.
- 11) We \_\_\_\_\_ (discuss) the plans after he \_\_\_\_\_ (give) the presentation.
- 12) Before you \_\_\_\_\_ (accept) the job offer, you \_\_\_\_\_ (need) to be confident that the company is a good place for you to work.

- 13) Any rebates \_\_\_\_\_ ( subtracte) after you \_\_\_\_\_ (negotiate) the price.
- 14) We \_\_\_\_\_(send) payment as soon as you \_\_\_\_\_(fax) the signed contract.
- 15) They \_\_\_\_\_(launch) the new product after they \_\_\_\_\_(test) the market.

**UNIT 2**  
**“THE WORLD”**  
**WORKSHEETS**

**Worksheet 1**



Speaking and listening - Pre-intermediate to Upper-intermediate

Let's talk about **FASHION**



**Conversation cards**

<p>Where do you usually buy your clothes?          Why do you buy them there?          Are you price-conscious?</p>	<p>Do you choose your own clothes?          If not, who helps you choose?</p>	<p>How much money do you spend on clothes? Have you ever worn <i>hand-me-downs</i>? (= usually clothes from older brothers or sisters)</p>
<p>Do you ever buy designer clothes?          How important is image to you?</p>	<p>What kind of clothes are in fashion now?          Do you think it is important to wear fashionable clothes?</p>	<p>Have you ever bought second-hand clothes?          Why or why not?          What are the pros and cons?</p>
<p>What do you think of wearing high heels?          Do you or would you wear them?          Why or why not?</p>	<p>How much time do you spend getting ready to go to school/work/a party with friends?</p>	<p>What's the most expensive piece of clothing you have ever bought?</p>
<p>Is there a dress code at school or at work? Talk about it.          What about when going to parties or clubs?</p>	<p>Do you wear the same clothes that you wore ten years ago?          How long do you usually wear clothes?</p>	<p>Do you ever read fashion magazines?          If so, what's your favourite?</p>
<p>What kind of clothing do you find <i>provocative</i>? (= inciting sexual desire) What do you think of showing skin?</p>	<p>In what way does your grandmother or grandfather dress differently from you?</p>	<p>Do you have any tattoos or piercings?          What do you think of them?</p>
<p>Would you ever wear <i>dreadlocks</i>? What do you think of people wearing them?</p>	<p>What do you think of men who wear make-up?          When is a person wearing too much make-up?</p>	<p>What is the traditional dress where you live?          Is it comfortable?          Do you ever wear it?</p>

<b>Match</b>	
anklet	
bandana	
barrette	
belt	
bracelet	
brooch	
cuff links	
earrings	
necklace	
shawl	
tie clip	
wristband	



**Quotes**

Clothes make the man. (proverb)

"Every generation laughs at the old fashions but religiously follows the new."

"Fashion is a form of ugliness so intolerable that we have to alter it every six months."

"Fashions fade, style is eternal."

"A fashionable woman is always in love - with herself."

**Explain in plain English.**  
**Do you agree? Discuss.**

www.english-test.com



# ENTERTAINMENT



1 Match the pictures and the words.

1 theatre 2 listen to music 3 football match 4 couch potato 5 clap 6 bouncing castle  
7 artist 8 read the newspaper 9 audience  
10 puppet show 11 play cards 12 bow

2 Find ten places to go in the word search.

M U S E U M G I T  
O A C O N C E R T  
P S G C I N E M A  
E K P I S W C Z U  
R D I S C O G O N  
A G A M E S H O W  
O E R T A E H T H  
I C I R C U S O V  
D E S A Z U M E W



3 Choose the correct option.

- I like reading. My favourite / best books are the Harry Potter books.
- My brother, Jack always plays computers game / computer games.
- If you watch TV all the time, you're a couch potato / fan.
- What are you interested in / for?
- We usually go at / to the cinema on Saturdays.
- Dad doesn't like making / listening to music.
- Our English teacher likes watching plays at / on the theatre.
- How do you spend your free / empty time?



4 Write the words from the box next to their definitions.

clap audience circus star fan



- A show in a big tent, with clowns, acrobats and animals: \_\_\_\_\_
- A person who likes somebody or something (a singer, a sport etc.) very much: \_\_\_\_\_
- Hit your hands together to make a noise, usually to show that you like something: \_\_\_\_\_
- A famous person, eg. an actor or a singer: \_\_\_\_\_
- All the people who are watching or listening to a film, play, concert etc.: \_\_\_\_\_

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6 Find the odd words.

- amusement park - circus - audience - zoo
- star - artist - audience - opera
- cheer - fans - audience - visitors
- dance - disco - bow - clap
- watch TV - listen to music - couch potato - read a book



Worksheet 3

# Entertainment and Recreation



O R E P A R T Y A M B P D N X F T X J C I  
 Q U V A S T R R O P S E L S C I B O R E A V  
 F U L R R T R R E C N O C P A G H F H T T A L  
 R M P T K N R R T J K F V K D I D S H O X R A V  
 G S V G D S S H K F A R Q S J X S L R J J V  
 D M Y A E U E M Z G C A Q S B M J I B L I  
 V R H L D C I L M N A P D E T C S D O Z N  
 H I P L Z R B J U I T T Q M O V M A W A R A  
 Z A A E A I B K L C I N F A Q I U Y L C A  
 H F R R R C O F M N O E P G Z R I S I U C  
 T B G Y S W H V M A N M W F E G D C N G N  
 Z G O O C S O Q E D Q E M J J J A U G O M  
 J N T O I R N H B K B S U W C H T R I L X  
 F I O Z T I M J S A N U S W U U S T M M S  
 L W H U S X O B P N A M I N O G I S T H A  
 M A P Q A X V P U R O A C L R B W E R C T  
 U R F S N D I M L P D I P Y I P E T A A E  
 E D D D M K E S L L L V H H Q X I N V E L  
 S Z N S Y M D H B R B A X S F P N O E B L  
 U T L B G A N B Z D X E Y Q A R W C L P A  
 M C W Y S Q J N Y D O Q R M I F N B F E B

aerobics	dancing	museum
amusement park	drawing	music
art gallery	exhibition	party
ballet	fair	photography
beach	fashion show	play
bowling	games	sports
carnival	gymnastics	stadium
circus	hobbies	travel
concert	holidays	vacation
contest	movie	zoo

## Worksheet 4



Interview your partner. Mark his/her answers on this sheet. Don't forget to discuss the "why's" and the "whynot's", i.e. give examples and try to explain your opinion.

1. What do you think about the style of the girl in the picture? Don't just say "Cool" or "Ridiculous." Explain why you love it or why you find it **appalling**.
2. What do you think about people who dress like her?
3. Fashion to you is:
  - a) About looking cool and **hip**
  - b) About looking **mature**
  - c) About **conforming** to others/the general trend
  - d) A way to express **my inner self**
  - e) No, thx. Fashion is for **superficial** (=shallow, not deep) people.

4. Your favorite **fabric**: **cotton, jeans, silk, linen**, other: \_\_\_\_\_
5. Your favorite color is: \_\_\_\_\_
6. Your favorite designer?
7. Have you ever bought clothes **out of impulse** and later **regretted**?
8. Before buying a **garment**, do you need anyone to judge if it will **suit you** or not?
9. In your view, who gets to decide on the next fashion **craze**?
10. What is the style you like the most?
11. What is the style you dislike the most?
12. Do you pay attention to buy **accessories**, shoes and make up **matching your clothes**?
13. How should you dress for a) theater, b) a Formula 1 party thrown by Red Bull with all their stars, c) a school hike in nature?
14. What do you think about men who walk without a shirt in Budapest in the summer?
15. In London this summer I saw a hip-looking woman walking **barefoot**. She wasn't homeless. Why do you think she wasn't wearing shoes? What do you think about it?

## READINGS

### **THE FIVE TRENDS SHAPING THE FUTURE OF WORK**

The millennials, technologies, globalization, mobility, new attitudes... The employment scene is changing at an ever faster rate and it is vital to know and understand these changes. Companies can no longer afford the luxury of waiting to see what happens. Anyone who waits before taking the plunge will fail.

If there's one thing we can all agree on, it's that the world of work is changing... quickly. In this new rapidly changing world "late adopter" is the same thing as "out of business." Companies no longer have the luxury of waiting to see what happens. One of the biggest shifts we are seeing in the workplace is the coming shift around who drives how work gets done.

Since the dawn of business executives would set the rules and pass them down to managers who, in turn, would pass them down to employees. But as Dan Pink aptly put it: "Talented people need organizations less than organizations need talented people." In other words, employees are now starting to drive the decisions and conversations around how work gets done, when it gets done, who it gets done with, what technologies are being used to get it done, and so on.

But why are these changes happening now? There are five of them, as seen below, and before exploring anything else around the future of work, it is crucial that we understand these.

#### **1. New behaviors**

Ten years ago, if someone had told you that you would have all this information about yourself public for the world to read, see and hear, you would have said they were crazy. Now look at where we are: we are so much more comfortable living more public lives, we build communities, share, communicate, collaborate, access information, and shape our personal experiences.

All these new behaviors are cascading over organisations, which is forcing them to make changes.

## **2. Technologies**

Big data, the cloud, the internet of things, robots, automation, video, collaboration platforms, and other technologies are changing the way we work and live.

The cloud puts the power of technology into the hands of employees; robots and software are forcing us to rethink the jobs that humans can and should do; big data gives us insight into how we work and how customers transact with us; and collaboration platforms give us the ability to connect our people and information together anywhere, anytime, and on any device.

## **3. Millennials in the workplace**

By 2020, millennials are expected to make up about 50% of the workforce, and by 2025 this number is projected to be 75%. The important thing about millennials is not the fact that they might bring new approaches, ideas, values or styles of working, it's that there are going to be so many of them.

They are, by all accounts, going to be the largest generation ever to enter the workforce. This is a generation of employees with technological fluency who are willing to live at home longer until they find a company they truly want to work for.

In other words, organizations must shift from creating an environment where they assume that people *need* to work there to one where people *want* to work there.

## **4. Mobility**

Today, where you are located is starting to matter much less when it comes to being able to do your job.

As long as you can connect to the internet, the chances are that you can access the same people and information as if you were working in an office building. We are connected anywhere and everywhere we go, whether it be 35,000 feet in the air or in a coffee shop.

## **5. Globalization**

This is essentially the ability for organizations to work in a world where boundaries do not exist. The world is becoming just like one big city. The language you speak, the currency you transact in, and your physical location are starting to matter less and less.



You can work in San Francisco, yet have clients in Beijing or Melbourne; and the same goes for employees. Boundaries to working with anyone, anywhere are disappearing and this trend can only continue.

**Answer the following answers:**

- 5. What was the Reading about?**
- 6. Which is your favorite trend?**
- 7. Which trend looks adaptable to our country's reality?**
- 8. Which is the suitable trend for what you want?**

# ROLE PLAYS

## Role play 1

<p><b>FATHER</b></p> <ul style="list-style-type: none"><li>- Suggests buying a flat in the modern skyscraper in the city.</li></ul> 	<p><b>MOTHER</b></p> <ul style="list-style-type: none"><li>- Disagrees.</li><li>- Thinks it is too expensive and difficult to deal with so many neighbours.</li></ul>	<p><b>DAUGHTER</b></p> <ul style="list-style-type: none"><li>- Agrees with her father.</li><li>- Argues in a modern flat she will have her own spacious room to study.</li></ul>	<p><b>BUYING A NEW HOUSE</b></p> <p><b>ROLEPLAY</b></p> <p><b>INSTRUCTIONS:</b></p> <ul style="list-style-type: none"><li>- Get students in groups of 5</li><li>- Each group receives a set of cards</li><li>- Each student will play a role</li><li>- Every "family" must come to a conclusion whether to buy the suggested house or not.</li></ul>	
<p><b>SON</b></p> <ul style="list-style-type: none"><li>- Agrees with his father.</li><li>- Thinks it is really cool to meet new neighbours - girls.</li></ul>	<p><b>SON/ DAUGHTER</b></p> <ul style="list-style-type: none"><li>- Agrees with mother.</li><li>- Thinks it will be terrible to have so many people around.</li></ul>	<p><b>GRANDAD/ GRANDMA</b></p> <ul style="list-style-type: none"><li>- Thinks it is unsafe to live in such a place.</li><li>- Besides is afraid of heights.</li></ul>		
<p><b>FATHER</b></p> <ul style="list-style-type: none"><li>- Suggests buying a smart house.</li><li>- Technology will be very important in the future.</li></ul> 	<p><b>MOTHER</b></p> <ul style="list-style-type: none"><li>- Disagrees.</li><li>- Thinks it is too complicated and expensive.</li></ul>	<p><b>DAUGHTER</b></p> <ul style="list-style-type: none"><li>- Agrees with her father.</li><li>- Argues a smart house doesn't need much cleaning.</li></ul>		

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## Role play 2

### AN IN-COMPANY REALITY SHOW - ROLE PLAY

Imagine that an important producer has chosen your company to record and broadcast a reality show in your company. As in 'Big Brother', there are going to be cameras all around. The participants are going to be the same workers in the office, and of course, millions of watchers are going to be hooked on TV program every day.

Have a look at the different personalities you can roleplay. Choose one of the characters ( adapted from <https://www.telegraph.co.uk/men/thinking-man/11701743/The-10-worst-personality-types-you-encounter-at-work.html> )

There will be a system by which one of the workers is going to be fired every week. Imagine you're in one of those events. Taking into account your profile, have a discussion, share points of view and argue if necessary so as to defend yourself from being expelled.

After the popular vote ( the teacher) decides who is expelled, you repeat the weekly event until there's a **final winner: the worker of the year, whose award will be a promotion with a 100% salary increase and 3-day long weekends forever.**

The expelled workers move to the TV studio ( the other side of class) and can have an opinion before the next contestants are expelled.

#### 1. The Talker

This is the person who doesn't realise that the only acceptable replies to "How's it going?" are one or two words long. What makes them such a bad colleague is the sheer volume of your time they will waste with their banal, self-centred anecdotes and monologues

#### 2. The Over-Committed Colleague

Although, in theory, there's nothing wrong with people who consistently give 110%, they're a God-awful pain to work with as their always going the extra mile will only draw attention to the fact that you don't. Worse still is that this will often make you look bad and create extra work for you, even if their excessive diligence accomplishes nothing whatsoever.



### Role play 3



## PRACTICES

### PRACTICE 1

#### **TYPES OF HOUSING:**

- \_\_\_ Tree House
- \_\_\_ Caravan
- \_\_\_ Castle
- \_\_\_ Hut
- \_\_\_ Apartment
- \_\_\_ Cottage
- \_\_\_ Shack
- \_\_\_ Bungalow
- \_\_\_ Stilt House
- \_\_\_ Houseboat
- \_\_\_ Adobe house

01. A house built over a river or lake
02. A house to live in rivers, lakes or seas
03. A kind of home in a building in cities
04. A home made with mud and dirt
05. A movable house on wheels
06. A house made of wood in the mountains
07. A house common in tropical countries
08. A house now used for recreation
09. A home for queens and kings
10. A house built with cartoon, plastic, etc.
11. A house built on poles near lagoons

Pracice 2

COMPARATIVE AND SUPERLATIVE ADJECTIVES



	adjective	comparative	superlative
SHORT ADJECTIVES	old young high low happy sad cold hot tall short fast slow		








	adjective	comparative	superlative
LONG ADJECTIVES	exciting boring popular difficult enjoyable dangerous beautiful interesting comfortable		



	adjective	comparative	superlative
IRREGULAR ADJECTIVES	bad little many-much far		

**Practice 3**

Forms of Entertainment					
					
People Polled					
Totals					

Practice 4

# SPEAKING ACTIVITY

## conversation cards

# science&tech

### SCIENCE&TECHNOLOGY

What images spring to mind when you hear the words 'science' and 'technology'?



### SCIENCE&TECHNOLOGY

What is technology?  
What is science?  
What is the difference between science and technology?



### SCIENCE&TECHNOLOGY

Do/Did you like science in school?  
Why or why not?  
Talk about science projects or experiments you liked the most.



### SCIENCE&TECHNOLOGY

Have you ever visited a science museum?  
If yes, how was it?  
If not, would you like to?  
Why or why not?



### SCIENCE&TECHNOLOGY

How has science improved your daily life?  
Think of three examples and explain.



### SCIENCE&TECHNOLOGY

In your opinion, what has been the greatest invention during your life so far?  
How about in the last 100 years?  
Why do you think so?



### SCIENCE&TECHNOLOGY

What interesting news about science and technology have you seen or heard recently?



### SCIENCE&TECHNOLOGY

Tell your partner about an interesting sci-fi movie you have seen.  
Why was it interesting?  
Was it believable? Why?



Nana's ESL Classroom



UNIT 3  
“CUSTOMS AROUND THE WORLD”  
WORKSHEETS

WORKSHEET 1

1. A: I feel cold.  
B: You ought to put on a jacket.
2. A: Jack doesn't like his job.  
B: He ought to \_\_\_\_\_
3. A: Our plane will take off in five minutes.  
B: We ought to \_\_\_\_\_
4. A: I have a toothache.  
B: You ought to \_\_\_\_\_
5. A: Mary has a very noisy neighbor.  
B: She ought to \_\_\_\_\_
6. A: Thomas and Patrick want to become rich.  
B: They ought to \_\_\_\_\_
7. A: I think we're lost!  
B: We ought to \_\_\_\_\_
8. A: I want to improve my English.  
B: You ought to \_\_\_\_\_

## Worksheet 2



Look at the pictures and write sentences using *should (not) / ought to + have + past participle*:

1 Laura and Larry stayed up late last night and they were late for school. \_\_\_\_\_

2 James ate two large portions of spaghetti and he got sick. He stayed in bed for two days. \_\_\_\_\_

3 Stephen was very angry at his mum yesterday when she called him. He yelled at her for 5 minutes. \_\_\_\_\_

4 It was really hot yesterday but that didn't stop Mike from jogging. Now he is in bed, suffering from sunstroke. \_\_\_\_\_

5 Mr Thomas was afraid of the dentists so he didn't visit one for 8 years. He went when he got a terrible toothache so the dentist had to pull the tooth out. \_\_\_\_\_

6 Mike wasn't looking where he was going so he slipped and fell. He really hurt his back. \_\_\_\_\_

7 Michael was on his way to work. He was in a hurry so he ran the red light. He had an accident. \_\_\_\_\_

8 Nicolas painted the living room red. When his wife saw it she was really mad because he didn't ask her for her opinion. \_\_\_\_\_

9 Ms Donovan was sunbathing when some kids threw a ball at her. She was really upset. \_\_\_\_\_

10 Mick played computer games all night so he fell asleep at Miss Jany's class. \_\_\_\_\_



### Worksheet 3

**EXERCISE 3 - Look at the pictures and write sentences using *should (not) / ought to + have + past participle*:**

1 Laura and Larry stayed up late last night and they were late for school.

They shouldn't have stayed up late last night.

They should / ought to have gone to bed early last night.

2 James ate two large portions of spaghetti and he got sick. He stayed in bed for two days.

He shouldn't have eaten two large portions of spaghetti.

He should / ought to have eaten less spaghetti.

3 Stephen was very angry at his mum yesterday when she called him. He yelled at her for 5 minutes. He shouldn't have yelled at his mother.

4 It was really hot yesterday but that didn't stop Mike from jogging. Now he is in bed, suffering from sunstroke. He shouldn't have gone jogging. He should / ought to have stayed at home.

5 Mr Thomas was afraid of the dentists so he didn't visit one for 8 years. He went when he got a terrible toothache so the dentist had to pull the tooth out. He should / ought to have gone to the dentist's much earlier. He shouldn't have waited so long to go to the dentist's.

6 Mike wasn't looking where he was going so he slipped and fell. He really hurt his back.

He should / ought to have looked where he was going.

7 Michael was on his way to work. He was in a hurry so he ran the red light. He had an accident. He shouldn't have ran the red light. He should / ought to have stopped at the red light.

8 Nicolas painted the living room red. When his wife saw it she was really mad because he didn't ask her for her opinion. He should / ought to have asked his wife for her opinion. He shouldn't have painted the room without asking his wife first.

9 Ms Donovan was sunbathing when some kids threw a ball at her. She was really upset.

The kids shouldn't have thrown the ball at Ms Donovan.

10 Mick played computer games all night so he fell asleep at Miss Jany's class. Mick shouldn't have played computer games all night.



## READINGS

### Reading 1

#### **El día de los Muertos**



Assured that the dead would be insulted by mourning or sadness, Día de los Muertos celebrates the lives of the deceased with food, drink, parties, and activities the dead enjoyed in life. Día de los Muertos recognizes death as a natural part of the human experience, a continuum with birth, childhood, and growing up to become a contributing member of the community. On Día de los Muertos, the dead are also a part of the community, awakened from their eternal sleep to share celebrations with their loved ones.

The most familiar symbol of Día de los Muertos may be the *calacas* and *calaveras* (skeletons and skulls), which appear everywhere during the holiday: in candied sweets, as parade masks, as dolls. *Calacas* and *calaveras* are almost always portrayed as enjoying life, often in fancy clothes and entertaining situations.

People decorate their homes and gravesites with food, candles, candy skulls and flowers to welcome the dead back to earth. People dress up as skeletons and parade through the streets.

Pan de los muertos (bread of the dead) is baked in the shape of skulls and crossbones, and a toy is hidden inside each loaf. The person who bites into the toy is said to have good luck.

Day of the Dead sounds like a scary event, but it's a happy time to celebrate and remember the lives of dead family members.

-Ask the students to work in pairs

-Students A will talk about one celebration and the Students B will talk about the other celebration

-Each of them will talk about "What should the classmate A/B do if he /she celebrates the "Candle festival or El día de los muertos"



EX.

Student A: If you live in Thailand and celebrate the Candle festival you should design a good candle to win the candle competition.

## Reading 2

Dear Doctor Anne.

I have a problem I´m 15 years old. My mother works from Monday to Friday. My father works from Monday to Saturday. I have two little brothers too. I always go directly home after school. I´m a good student and always do my homework.

I can´t go out with my friends on school days because I take care of my brothers.

On Saturdays and Sundays, I usually help my mother with the housework. I prepare dinner during the week too. I set the table before dinner and then I wash the dishes. I fight with my brothers because they don´t help me. They don´t make their beds or clean their rooms.

I can´t stand this! I want to leave home

What should I do?

*Becky*



## **Top 10 Famous Landmarks In The World**

### **1 - Eiffel Tower in France**



*Eiffel Tower in Paris and Seine*

This metal tower with three floors stands in the city center of Paris. It was built for the 1889 World Fair (Universal Expo) to celebrate the 100th anniversary of the French Revolution.

The 324metres/1062ft high Eiffel Tower was constructed by Auguste Eiffel and a team of engineers. If you would like to take the steps up to the tower viewing platform on the second floor, there are 704 steps to climb, but luckily there are also lifts in each of the leg up to the second floor.

The tower has been visited by over 250 million people since its opening and in 2016 more than 7 million visitors were welcomed on the tower's top platform! More info about the Eiffel Tower and facts for children about the famous landmark here.

## **2 - Great Wall of China**



The Great Wall is one of the seven wonders of the world. It runs in sections over a very long distance across China.

The wall is also referred to as ‘Long Wall’ as it is over 21,196 km/13,171 miles long. It was built with stones, bricks and tiles, earth as well as of wooden material. The wall was completed in 1644, but it took more than 2,000 years to build.

There are more than 20,000 watchtowers along the wall as it was built to protect the country against invasions from nomads and enemies and to make it easier to collect duty for goods that were transported along the Silk Road.

Today the wall is the most popular tourist attraction in China with more than 10 million visitors per year. Contrary to popular belief the Great Wall cannot be seen from the moon! More about the Great Wall here.

## **3 - Kremlin in Russia**



### *Kremlin Wall*

The Grand Kremlin Palace is part of the Kremlin complex and is located next to the Red Square and St Basil's Cathedral in Russia's capital city Moscow.

The Kremlin is a fortress with enclosing walls and is built along the Moskva River. The name 'Kremlin' means 'fortress within a city'. The more than 500-year-old Kremlin includes the wall with its 20 towers as well as four churches and five palaces within the walls.

The Kremlin was once the residence of the Tzars. Today, it is where the Russian president resides. The Cathedral of Vasily the Blessed, usually referred to as Saint Basil's Cathedral, is easily recognized due to its nine brightly colored onion domes.

### **4 - Leaning Tower of Pisa in Italy**



### *Leaning Tower of Pisa*

The Leaning Tower of Pisa is one of Italy's major tourist attractions. The freestanding bell tower of the Pisa Cathedral was built over almost two hundred years and was finished in 1399.

The original high of the tower was 60 meters/196ft, but as it is leaning, the lowest side is now less than 56 meters/184ft. The construction already caused many problems as the soil was soft, sandy and unstable. Already during construction, the builders tried to balance the leaning side with more columns on the other side, but the tower still leaned - like many other buildings in the area.

In 2000, the tower was strengthened by putting stronger soil underneath the tower. You can walk up the 251 stairs to the viewing platform at the top of the tower which is quite an amazing experience. And of course take a picture of you from the lawns next to the tower to 'hold' the tower.

## **5 - Great Pyramid of Giza in Egypt**



### *Pyramids of Giza in Egypt*

The Great Pyramid of Giza near Cairo is one of the Seven Wonders of the Ancient World and the only one of these ancient world wonders which still exists. The pyramids are made of stone and bricks and stand near Cairo which is the capital of Egypt.

The Egyptian pyramids were built during a time when there was only manual labor and no machine lifting equipment available. The pyramids were built to house the bodies of the pharaoh who ruled in ancient Egypt. Next to the Giza pyramids there is the Sphinx, the famous monument of a lion body with a pharaoh's head.



### *Sphinx*

The Giza pyramids are around 4,500 years old and are considered among the largest structures ever built. More about the Pyramids [here](#).

### **6 - Sydney Opera House in Australia**



### *Sydney Opera House and Harbour Bridge*

The Sydney Opera House, built in Australia's biggest city, is famous for its roof's architecture resembling shells or sails. The opera house was designed by Jørn Utzon from Denmark and it was built between 1959 and 1973.

The roof is covered with more than 1 million roof tiles. These were manufactured in Sweden. The opera house has several performance halls and theatre and exhibition spaces.

More than 40 shows are staged here every week. Every year, more than 8 million visitors visit this Australian landmark! Every evening the roof is lit up in a colorful spectacle. More info on the opera house.

### **7 - Statue of Liberty in the USA**



*Statue of Liberty in New York US*

The Statue of Liberty is 92 meters/305ft high and is made of a iron structure with copper skin.

Lady Liberty, as the statue often is referred to, was designed by Frederic Auguste Bartholdi and the massive iron skeleton of the lady was designed by Alexandre Gustave Eiffel who also designed the Eiffel Tower.

The statue was built and completed in France in 1884. The monument was then disassembled into 350 pieces and packed into 214 crates and shipped to New York. The Statue of Liberty was a gift of the people of France to the American people on the American Centennial in 1886. The torch's flame is covered with 24k gold and the crown has seven rays for the seven continents.

The monument stands on Liberty Island in the Hudson River facing New York City. You can climb up the 154 steps from the pedestal to the head of the statue where you can see the fantastic views over the 'Big Apple' as New York is often lovingly called. [Click here](#) for the camera views.

## **8 - Taj Mahal in India**



The Taj Mahal, which means 'crown of palaces' in the Persian language, stands on the riverbanks of the Yamuna River in Agra in northern India.

In 1632 the emperor, Shah Jahan instructed to build a tomb for his favorite wife, Mumtaz Mahal. The Taj Mahal houses the tomb of the wife as well as a mosque and a guesthouse.

The Taj Mahal has been built with white marble and the finest material sourced from all over Asia. It is decorated with precious and semi-precious stones. Lines from the Quran are depicted on many walls. The main dome of the Taj Mahal is 35metres/115ft. high and the minarets are each 40m/130ft. tall.

It is said that more than 20,000 workers built the monument and over 1,000 elephants were used to help with the transport of the heavy material during the construction. The mausoleum attracts more than 8 million visitors every year.

## **9 - Moai on Easter Island/Chile**



The Moai are huge statues on the Polynesian island Rapa Nui. The island is commonly called Easter Island and belongs to Chile. The Easter Island is more than 2,200 miles away from Chile in the middle of the Pacific Ocean.

The islanders created more than 900 carved stone figures between 1250 and 1500. Most of the stone figures with the oversized heads were built with tuff stone and compressed volcanic ash.

The figures weigh on average 14 tons which is as much as two elephants! However, the size of the statues varies, there are some smaller ones and some much bigger ones too. The heaviest



stone figure weights 82 tons and is 10 meters /33ft long! They are about 4metres/13ft tall. Most of the islanders believe the huge stone statues represent their ancestors.

There are more than 900 monumental statues and 300 ceremonial platforms which are sacred to the Rapa Nui people. More info here.

## **10 - Machu Picchu in Peru**



Machu Picchu which means ‘Old Mountain’ in the local Quechua language is a famous site in Peru. It is also referred to as 'The Lost City of the Incas'.

The ruins of the Lost City are located in the mountains, at more than 2,400 meters/8,000 feet above sea level. This ruin site has more than 200 different buildings and structures. The ruins were never discovered by the European conquistadors but only became known in 1911 when an American archeologist was led to the site by locals.

While some people believe that Machu Picchu was built as a sacred site, others think it once was the summer retreat of an Inca emperor. It was built during the 14th century and probably more than 1,000 people lived there. As the site is built on a mountain ridge and thus always would be in danger of sliding down the slope during rainy season, over 600 terraces and a well laid-out drainage system were built around the city.

The city is a magical sight and a great example of Inca engineering, as the structures and buildings of the city were also built without using wheels! More info on Machu Picchu here

## PRACTICES

### Practice 1

1) \_\_\_\_ you help me with my English exam?

a) Might

b) Will

c) Ought

d) Should

2) You \_\_\_\_ read the washing machine instructions carefully or you will ruin your clothes.

a) could

b) must

c) will

d) ought

3) We \_\_\_\_ take an umbrella. It looks like it's raining cats and dogs.

a) may

b) should

c) might

d) could

4) \_\_\_\_ you always be late?

a) May

b) Might

c) Would

d) Must

5) I \_\_\_\_ love to go to the beach this August.

a) will

b) may

c) should

d) would

6) She \_\_\_\_ train harder if she wants to break the record.

a) may

b) might

c) should

d) would

7) Rock climbing \_\_\_\_ be dangerous.

a) can

b) shall

c) ought

d) should

8) \_\_\_\_ I wear a fancy dress for the party?

a) Must

b) Should

c) Will

d) May

9) They \_\_\_\_ to work harder.

a) may

b) should

c) ought

d) must

10) You \_\_\_\_ play videogames when you should be studying.

a) musn't

b) couldn't

c) shouldn't

d) won't

Solutions

1) Will you help me with my English exam?

2) You must read the washing machine instructions carefully or you will ruin your clothes.

- 3) We should take an umbrella. It looks like it's raining cats and dogs.
- 4) Must you always be late?
- 5) I would love to go to the beach this August.
- 6) She should train harder if she wants to break the record.
- 7) Rock climbing can be dangerous.
- 8) Should I wear a fancy dress for the party?
- 9) They ought to work harder.
- 10) You shouldn't play videogames when you should be studying.

## **Practice 2**

### **Directions:**

Ask students to choose a classmate, (closer)

Each pair have to give advices to the other one.

### **Example:**

*You **ought to** do more exercise.*

*You **should** eat more vegetable*

Then chose some pairs to explain to the class the advices received.



UNIT 4

“EATING HABITS”

WORKSHEETS

Worksheet 1

# Which food am I?



Read the descriptions. Write the name of the foods and match them with the pictures.

1. You need me to make a sandwich or toast.  
\_\_\_\_\_

2. I'm yellow and people like me on their pizza.  
\_\_\_\_\_

3. We are a small round red fruit. We grow on trees.  
\_\_\_\_\_

4. We are made from potatoes and taste great with ketchup.  
\_\_\_\_\_

5. Eat us fried, boiled or scrambled.  
\_\_\_\_\_

6. We are a very small round green vegetable.  
\_\_\_\_\_

7. I'm white and I make your coffee sweet.  
\_\_\_\_\_

8. Children like me with their cereals. Cats just love me.  
\_\_\_\_\_

9. I'm a popular fast food with a sausage in the middle.  
\_\_\_\_\_

10. I'm a black hot drink.  
\_\_\_\_\_

11. I'm a delicious fried, grilled or roasted meat.  
\_\_\_\_\_

12. Rabbits just love this vegetable.  
\_\_\_\_\_

13. I'm a long yellow fruit.  
\_\_\_\_\_

14. We are a small fruit and can be used to make wine.  
\_\_\_\_\_

15. I'm yellow and sweet. People sometimes put me in their tea.  
\_\_\_\_\_

16. I'm cold and sweet. I am especially eaten in summer.  
\_\_\_\_\_

17. I am a round fruit. I am usually green or red.  
\_\_\_\_\_

18. I'm a juicy tropical fruit. I have sweet yellow flesh.  
\_\_\_\_\_



Worksheet 2

# COOKING VERBS UNSCRAMBLE THE WORDS !

Unscramble the cooking verbs vocabulary and number the pictures

1. lpee \_\_\_\_\_
2. ebark \_\_\_\_\_
3. uopr \_\_\_\_\_
4. tsir \_\_\_\_\_
5. opch \_\_\_\_\_
6. liecs \_\_\_\_\_
7. regat \_\_\_\_\_
8. rdian \_\_\_\_\_
9. ixm \_\_\_\_\_
10. ahsm \_\_\_\_\_
11. wkish \_\_\_\_\_
12. nkead \_\_\_\_\_
13. etnlaft \_\_\_\_\_
14. queezs \_\_\_\_\_
15. nlkirspe \_\_\_\_\_
16. carev \_\_\_\_\_

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## Worksheet 3

### Prefer/ Would Rather

#### PREFER

We use 'prefer-ing' to say what we prefer in general

- **Prefer + Noun**  
I prefer tea.
- **Prefer + Noun TO Noun**  
Maggie prefers pizza to hamburger.
- **Prefer + Ving TO Ving.**

Layla prefers swimming to jogging in the park.

#### WOULD RATHER

We use 'would rather' to say what we want in a particular situation (not in general)

- **Would rather + Verb THAN Verb**

Layla would rather swim than jog in the park.



salad



fast food



play games



read books

Jill prefers



water



juice



drive her car



walk

Anna prefer



shop



clean



cook food



order

Mary prefers

Sam would rather

ISLCollective.com



## READINGS

### Reading 1

#### FAST FOOD

What is your favorite food? Most older people answer “meat or chicken with cooked vegetables and salad”, but most kids say that their favorite foods are hamburgers, chips, pizza, and sandwiches. We call this kind of food “fast food.”

It is called “fast food” because it doesn’t take a long time to cook it. In most restaurants, people wait for about 20 minutes to get food, but in fast-food restaurants, you can get food in only five minutes.

Many people think that fast food isn’t healthy, but this isn’t always true. It’s important to know what makes food healthy. For example, too much fried food isn’t healthy, so it’s a good idea to mix fried foods with vegetables and juice. Have pizza sometimes if you like it, but eat it with a salad and juice.

One very healthy fast food is Shawarma (which has no name in English!). This is a very good choice if you want something quickly. Sandwiches are also healthy, but it’s important to eat them only in clean restaurants.

Sometimes it’s all right to have a sweet dessert at the end of your meal, but don’t always eat cakes, ice creams, and sweets. Choose fresh fruits sometimes; they’re very healthy and tasty, too!

Underline the correct answer according to the reading.

1. What is most older people favorite food?
  - a) Cooked vegetables and salad
  - b) Hamburgers, chips, pizza, and sandwiches
  - c) Meat and chicken
  - d) Meat and chicken with cooked vegetables and salad
2. What kind of food is called “fast food”?
  - a) Cooked vegetables and salad

- b) Hamburgers, chips, pizza, and sandwiches
  - c) Meat and chicken
  - d) Meat and chicken with cooked vegetables and salad
3. How much time do people wait for fast food in restaurants?
- a) 20 minutes
  - b) 5 minutes
  - c) About 20 minutes
  - d) 15 minutes
4. What is Shawarma?
- a) An English food
  - b) A sandwich
  - c) A clean restaurant
  - d) A healthy fast food
5. What can we have at the end of the meal?
- a) Sweet desserts
  - b) Cakes
  - c) Fresh fruits
  - d) Ice cream

## Reading 2

My name is Carl, and I'm 12 years old. My family and I always go to the beach in holidays. We usually like to invite my grandparents, uncles, aunts, and cousins because we have a big house near the coast. My mom usually likes to cook fish and shrimp, but my dad usually likes to eat grilled meat. I like both dishes, but my favorite one is roast chicken. My younger sister usually likes to swim in the pool and to play water polo. My grandparents don't usually like to play with us, they prefer to take the sun or to sail in our boat. We usually see the sunset together, and then we sing our favorite songs because one of my cousins plays the guitar. I love to spend time with my family at the beach; we always have fun.

- Find if the statements are true or false. Write a T for true and a F for false.
  1. Carl's family go to the beach in Christmas. \_\_\_\_\_
  2. Carl's grandparents usually don't like to go. \_\_\_\_\_
  3. His younger sister likes to eat grilled meat. \_\_\_\_\_
  4. His grandparents like to swim in the coast. \_\_\_\_\_
  5. They never see the sunset together. \_\_\_\_\_
  6. Carl's cousin sings their favorite songs. \_\_\_\_\_
  
- Write your own paragraph using "usually like to".

## ROLEPLAYS

### Roleplay 1

# MENU

#### Appetizers

- **Chicken wings**      **\$3.50**
- **BBQ Ribs**      **\$2.95**
- **Garlic bread**      **\$2.75**
- **French onion soup**      **\$3.00**

#### Main Courses

- **Grilled steak with vegetables**      **\$7.50**
- **Roast chicken with French fries**      **\$5.95**
- **Chinese rice with shrimp**      **\$6.75**
- **Chicken Alfredo pasta**      **\$7.00**

#### Desserts

- **Blueberry cheesecake**      **\$3.00**
- **Chocolate ice cream**      **\$2.50**
- **Fruit cocktail**      **\$2.75**

#### Beverages

- **Orange juice**      **\$2.00**
- **Soda**      **\$1.50**
- **Coffee**      **\$1.25**
- **Beer**      **\$2.50**

<p><b>STUDENT A</b></p> <p>You are really hungry and go to a restaurant. The waiter gives you the menu, and you order the food you prefer. Use vocabulary to order food.</p>	<p><b>STUDENT B</b></p> <p>You are a waiter at a restaurant and a customer has entered. Give him/her the menu and ask about that he/she would like to eat.</p>
--	--

**Roleplay 2**

<p><b>STUDENT A</b></p> <p>You are organizing a birthday party to your best friend. Tell him/her about the ideas you have. (Use prefer and would rather)</p>	<p><b>STUDENT B</b></p> <p>Your best friend is organizing you a birthday party, but the ideas he/she has are not good for you. Suggest what you would like in the party. (use prefer and would rather)</p>
--	--

## PRACTICES

### Practice 1

**Directions:** Create a sentence per each verb.

**ADD:** To put ingredients together; to put one ingredient with the others.

- **Add** more salt to the dish if necessary.

**BAKE:** To cook in an oven using heat and without extra fat, oil or liquid.

- It smells good in the kitchen because I'm **baking** a cake.

**BLEND:** To mix two or more substances so they combine together. Often done in an appliance called a blender which has quickly rotating blades.

- You can **blend** fruit to make your own smoothie.

**BOIL:** To heat water or another liquid until little bubbles form.

- **Boil** the potatoes until they are cooked.

**CHOP:** To cut into small pieces, generally used with vegetables.

- **Chop** the spring onions then add them to the dish.

**COOK:** To prepare food by heating it so that it is not raw and can be eaten.

- **Cook** the chicken until there are no pink parts.

**CUT:** To separate or divide a solid by using a knife.

- He **cut** the meat into little pieces.

**FRY:** To cook by putting the food into extremely hot oil.

- I **fried** some bacon and eggs for breakfast

**MELT:** to make something become liquid through heating.

- **Melt** the butter before adding it to the mix.

**MICROWAVE:** To heat up food with a microwave oven.

- Remove the food from the metal container before you **microwave** it.

### Practice 2

## THE BEST BBQ SAUCE

Extra-virgin olive oil	2 T red or white wine vinegar
1/2 onion, chopped	1 T of Worcestershire Sauce
2 garlic cloves, chopped	1 T dry mustard
2 c ketchup	1 t ground cumin
1/4 c brown sugar	1 t paprika or smoked paprika if desired
1/4 cup molasses	Salt & pepper to taste



Heat 2 T of oil in a large saucepan over medium heat. Add the onion and garlic and cook slowly for 5 min. Add remaining ingredients & stir. Turn heat down to low. Cook slowly for 20 min. Let cool or use as desired.

## Roasted Corn Salsa

1 tablespoon vegetable oil	4 roma tomatoes, cored and chopped
1 1/2 cups yellow whole kernel corn	3 cloves garlic, minced
1 medium onion, chopped	1/4 cup snipped fresh cilantro
1 medium poblano pepper, seeded and chopped	1/4 teaspoon salt
1 fresh serrano pepper, seeded and finely chopped	Baked tortilla chips, peeled jicama slices, and/or sweet pepper strips



In large skillet cook corn, onion, poblano pepper, serrano pepper, and garlic in hot oil until corn is starting to brown. Remove from heat. Stir tomatoes, cilantro, and salt into corn mixture. Serve warm or at room temperature with tortilla chips, jicama slices, and/or sweet pepper strips. Makes 12 (1/4 cup) servings.

- Think about your favorite food.
- Write the ingredients you need to cook your favorite food.
- Create the recipe like the ones in the example.

### Practice 3

**Directions:** Complete the sentences with the correct answer from a, b, c or d.

1. I have a lot of work to do, but \_\_\_\_\_ I'll make a cup of tea.
  - a) Then
  - b) First
  - c) Next
  - d) After
  
2. I'm eating breakfast, \_\_\_\_\_ I'll clean the kitchen.
  - a) Third
  - b) Finally
  - c) Before
  - d) Next
  
3. They went shopping in the morning, and \_\_\_\_\_ they went to the zoo.
  - a) Then
  - b) First
  - c) Before
  - d) Second
  
4. After two hours cooking, I \_\_\_\_\_ finished the dinner.
  - a) Next
  - b) Third
  - c) Then
  - d) Finally
  
5. First, wash the dishes, \_\_\_\_\_ clean your bedroom.
  - a) Second
  - b) Third
  - c) Finally
  - d) Before
  
6. I must do my homework \_\_\_\_\_ my mom arrives.
  - a) First
  - b) Next
  - c) Then
  - d) Before



# UNIT 5

## “INTERNATIONAL TOURISM”

### WORKSHEETS

#### Worksheet 1

target audience

get attention

sound effects

catchy tune

feel good factor

consumers

product placement

budget

slogan

outdoor marketing

viral marketing

QR code scanning

branding

13 \_\_\_\_\_

12 \_\_\_\_\_

11 \_\_\_\_\_

10 \_\_\_\_\_

9 \_\_\_\_\_

8 \_\_\_\_\_

7 \_\_\_\_\_

6 \_\_\_\_\_

5 \_\_\_\_\_

4 \_\_\_\_\_

3 \_\_\_\_\_

2 \_\_\_\_\_

1 \_\_\_\_\_

# Simple Future



AFFIRMATIVE		INTERROGATIVE	NEGATIVE	
LONG FORM	SHORT FORM		LONG FORM	SHORT FORM
I shall/will go	I'll go	shall I go?	I shall not/will not go	I shan't/won't go
You will go	You'll go	will you go?	You will not go	You won't go
He will go	He'll go	will he go?	He will not go	He won't go
She will go	She'll go	will she go?	She will not go	She won't go
It will go	It'll go	will it go?	It will not go	It won't go
We shall/will go	We'll go	shall we go?	We shall not/will not go	We shan't/won't go
You will go	You'll go	will you go?	You will not go	You won't go
They will go	They'll go	will they go?	They will not go	They won't go

The Simple Future Tense is used to express:

- Predictions
- Offers
- Requests
- Suggestions
- Promises
- Warnings
- On-the-spot decisions
- After the verbs: think, expect, suppose, believe, know, wonder, hope, doubt, assume, be afraid, be/feel sure, imagine
- After the adverbs: perhaps, possibly, surely, certainly

Will you help me?



Time expressions used with Simple Future:

tomorrow, the day after tomorrow, next week/month/year, soon, in two minutes/hours/years, in 2030 etc

## Don't forget!

before	after
as long as	as soon as
by the time	while
till/until	when
as	whenever
now that	if
in case	the minute/ moment (that)

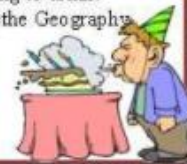
P  
S  
R  
I  
M  
P  
L  
E

**1** Write the interrogative and negative form of the sentences

1. She will take a break in ten minutes.  
.....
2. The doctor will see you very soon.  
.....
3. They will go shopping on Saturday.  
.....
4. It will be dark at seven o'clock.  
.....
5. I'll close the window right away.  
.....
6. He will get that job.  
.....
7. We'll buy another car.  
.....

**2** Put the verbs in brackets into the Simple Future tense.

1. She..... (come) tomorrow.
2. Peter..... (travel) around Europe next year.
3. The kids..... (play) in the garden.
4. The Browns..... (not/visit) us this summer.
- 5..... (we/go) to the theatre next Sunday?
6. The exams..... (be) in June.
- 7..... (I/get) you something to drink?
8. They..... (not/finish) the Geography project in two days.
9. He..... (call) me tomorrow afternoon.
- 10..... (you/try) harder next time?



3

**Fill in the bubbles.**



catch/go/fishing/a lot of/we/fish/and

marry/me/he/?



late/not/I/again/be

go/home/we/now/?



help/I hope/me/this/again/sleep

come/the/you/forest/near/again/?



No,/not/I

4

**Put the verbs in brackets into the Simple Present or the Simple Future Tense.**

- 1 She will probably take the baby for a stroll when she ..... (get) back from work.
- 2 Don't cry Johnny! Daddy ..... (mend) your bike as soon as he ..... (come) home.
- 3 We ..... (buy) some fruit and vegetables before we go back home.
- 4 I'm sure Margaret ..... (do) her best to solve the problem.
- 5 They ..... (not/change) school until they ..... (find) a new house.
- 6 If it ..... (get) too late, ..... (you/pick) me up from the station?
- 7 She can stay with us as long as she ..... (pay) half the rent.
- 8 I'm afraid I ..... (not/go) to her birthday party. I am too tired.
- 9 When we ..... (arrive) on the island, we ..... (look) for a place to stay.
- 10 Take your umbrella with you in case it ..... (rain).
- 11 Philip ..... (certainly/pass) his driving test.
- 12 Now that you ..... (be) here you can help Tom with his History project.
- 13 She ..... (take) the day off when she ..... (finish) checking these accounts.
- 14 He will throw away the rubbish after he ..... (tidy) the office.
- 15 I imagine the kids ..... (like) the surprise party.
- 16 We ..... (visit) you as soon as we have some free time.
- 17 I promise I ..... (not/get) upset if you ..... (not/call) me.
- 18 ..... (we/go) to the pop concert on Saturday?
- 19 I expect we ..... (talk) about it on our way to school.
- 20 We ..... (not/start) until you ..... (be) ready.



### Worksheet 3

## Will vs. Be Going to (predictions, offers, promises, intentions and decisions)



↑ **predictions**, especially after  
(don't) think... I think **he'll become** a lawyer.

We use  
↘ **will** for

→ **offers and promises**

I'll carry your bags.

I **won't reveal** your secret

→ **instant decisions**

I'm thirsty. Oh, I'll **bring** you a

↑ **predictions**, especially when they're based on what we can see

Look at that girl. **She's going to cry.**

We use

→ **going to** for **intentions**

I'm **going to visit** my granny next weekend.

1) Complete the sentences with **will** or **going to**, then write P (prediction),

O (offer), D (decision) or I (intention)

1. Have you had lunch? I \_\_\_\_\_ (make) you a sandwich if you want. \_\_\_\_\_

2. Next month we \_\_\_\_\_ (visit) our

2) Complete with the **affirmative or negative form of will or going to** and **the verbs in brackets.**

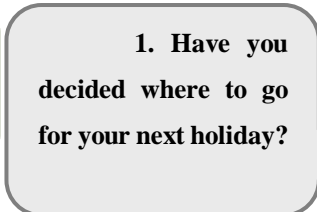
1. Alan, promise me you \_\_\_\_\_ (drink) all the juice. I want some too.

2. 'What are you doing later?' 'I \_\_\_\_\_ (play) football.'

3) Complete these mini-dialogues. Use **will or going to** and the verbs **given below.**



1. Can you keep my secret?



1. Have you decided where to go for your next holiday?



1. Oh, no. My MP3 player is broken! I'm going on holiday tomorrow!



1. Jane, I can't hear the TV.



1. What \_\_\_\_\_ you \_\_\_\_\_ for Ann's \_\_\_\_\_



1 You've done your test well. What \_\_\_\_\_ you \_\_\_\_\_

## READINGS

### Reading 1



#### **Going on holiday this summer? Need some advice?**

A.- If you're travelling in the USA and all your clothes are dirty, stay at a hotel with a Jacuzzi. Then lock the door and put all your clothes in it, plus some soap powder of course. They'll soon be brilliantly clean!



B.- If you're trying to decide whether to take a room in a cheap hotel, just lift up the mattress very quickly. If anything moves, don't take the room!



C.- Last summer I was travelling on my own in Italy. I sat down in a café and took out a map and a guide book. Within minutes all the local boys were asking me where I was from and what my name was. The next café I went I bought a local newspaper and pretended to read it. This time the boys all stayed away.

D.- Last year I was travelling in the United States and I didn't have much money left. I went to the local jail and asked the guard to let me stay there for the night. He couldn't refuse because in the USA you can insist on 'protected custody' if you ask for it. He gave me a free room and a free breakfast!

E.- If you're travelling in the Middle East and someone offers you a sheep's eye to eat, you mustn't refuse it, it would be very rude. Instead put it in your mouth and swallow it as quick as possible, don't try to chew it, it tastes like an old rubber ball.

#### **Find words in the text which match the definitions.**



An opinion you give somebody about what he/she should do .....

A substance that you use for washing and cleaning .....

3 - A large soft thing that you lie on to sleep .....



To appear to do or be something in order to deceive someone .....

A prison, a building where criminals are kept .....

# Travelling

## CHOOSE THE RIGHT WAY OF TRAVELLING

Mr. Smith is going to visit Liverpool. It is a business trip. He wants to get there in the shortest possible time. He hasn't much luggage; he takes just one suitcase with him. It is not heavy. The weather is fine. The sky is clear and there no clouds in it. How can he get to Liverpool?

The Parkers are planning the family holiday. They don't want to buy tickets or be in hurry catching their plane or train. They want to make a stop where they like. They want to visit any place they like. What way of travelling will be the best?

It is Sunday morning. James wants to go to his grandmother. She lives not far from his place; her house is in the village about 7 kilometres away. James' hobby is riding a bike. The weather is pleasant, it is warm and sunny. James must be back by the evening. How can he get to Granny's place?

Ann Williams likes long journeys. It is so enjoyable to make friends with other passengers. She likes to watch the countryside while travelling and take naps in a cosy compartment from time to time. Next month she'll travel to Paris for pleasure. Ann doesn't know what the weather will be like. What way of travelling will she use?



1. Mr. Smith
2. The Parkers
3. James
4. Ann Williams

## ROLE PLAYS

### Role play 1

# Complaining at a hotel



### STUDENT

A:

You are the manager of *The Lagoon Hotel*, a modern holiday resort surrounded by marvelous beaches and astonishing mountains nearby. Everything seems perfect... but you have to deal with



### STUDENT B:

You are a guest at the expensive *The Lagoon Hotel*. The resort is nice, but it is like a grave. There is nothing to do, no day trips, no activities,



### STUDENT

A:

You are the manager of *The Holiday Hotel*, a large holiday resort on a small island. The sun shines every day, and there are many activities offered. Everything seems perfect... but you have to deal



### STUDENT B:

You are a guest at the expensive *The Holiday Hotel*. The staff is unfriendly. A maid refuses to change the towels, and you once overheard jokes





## Role play 2

### *Making Reservations*

Make dialogues out of the information below, and present them in front of the class.

<b>Customer</b>	<b>Restaurant</b>
<ul style="list-style-type: none"><li>- a table for six</li><li>- at 7:30 on Friday evening</li><li>- name: Clarke</li><li>- phone number: 02721 5992108</li></ul>	<ul style="list-style-type: none"><li>- a table for six is not possible until after 8:30</li><li>- ask customer for their name and phone number</li><li>- ask customer to spell their name</li></ul>

<b>Customer</b>	<b>Hotel</b>
<ul style="list-style-type: none"><li>- a double room</li><li>- from Friday to Monday next week</li><li>- ask how much it will cost</li><li>- ask if you can pay by card</li><li>- name: Roberts</li><li>- phone number: 04588 5598711</li></ul>	<ul style="list-style-type: none"><li>- the hotel is fully booked on Friday night, but there are vacancies from Saturday to Monday or Tuesday.</li><li>- double room: £50 per night, breakfast included</li><li>- ask for customer's name and phone number</li><li>- ask customer what time they will arrive</li></ul>

PRACTICES

Practice 1







**Practice 4**



**What will you do this Summer?**

**Bingo Game**

Write the nine places in the bingo boxes you liked to visit. Example: Paris, Italy, U.S., Spain, Latin America, and the activities you would like to do there if the conditions are good, and the ones you possibly could not do due to the law, culture etc.

(Use the previous structures, and vocabulary studied in the Unit)


## UNIT 6









### “THE ENVIRONMENT AROUND THE WORLD”

#### WORKSHEETS

#### Worksheet 1


Types of Pollution





TheWorksheet.com

			
noise	air	water	land
			
thermal	radioactive	light	visual

www.TheWorksheet.com

#### Worksheet 2

Type of pollution	Problems	Action needed	Why's important
<b>AIR POLLUTION</b> 			

<p>WATER POLLUTION</p> 			
<p>SOIL POLLUTION</p> 			
<p>LIGHT POLLUTION</p> 			
<p>NOISE POLLUTION</p> 			

**Worksheet 3**

Lesson 23

# Health Matters

Mrs. Dakhlawi Jedidi

Task 1: a-What's wrong with these kids? Label the following pictures using words from the box (some letters are given )

Headache – tired – cough – fever – physician – sneezing – stomachache – nurse – broken arm – surgeon - toothache



**b- Label pictures using the remaining words from the box:**

- a ..... : s.o who takes care of the sick.



- a .....: s.o who performs surgeries.



a .....: s.o who examines patients and prescribes medicines such as injections, syrups , tablets ,pills and drops .

**c- Label the different treatments using words from the latter definition:**





## READINGS

### Reading 1

#### Natural Disasters

When something is natural, it comes from nature and it is not manmade. A disaster is something that usually causes major problems. It would be a disaster if a bridge suddenly fell because it was not built properly. Disasters are negative but can be manmade. However, when speaking about natural disasters you can combine the two terms and define them as catastrophes that occur in nature or by natural processes. They are not manmade. A natural disaster takes place in populated areas of the world when lives may be lost, the property is severely damaged, and the economy is negatively affected.

Natural disasters may include an asteroid collision with Earth, avalanche, landslide, blizzard, thunderstorm, earthquake, flood, gamma-ray burst (from space), volcano, heat wave, hurricane, solar flare, drought, tornado, tsunami, hail, and wildfire.

It is not a natural disaster if it occurs in an unpopulated area and there is no loss of life or property damage. For example, if a tsunami took place on an uninhabited island, it would not be a disaster. Disasters cause a loss. There are many things that can happen during a natural disaster. Sometimes, more than one disaster occurs at the same time. Landslides may occur during severe flooding and thunderstorms.

Natural disasters occur throughout the world, and often people know when they are coming and can prepare for them and be safe. Other disasters may occur without warning. Most people die during a natural disaster when there is no time to prepare for it. Though natural disasters cause many problems, injuries, and sometimes death, they are not to be feared, but being aware of them and properly preparing for them is extremely important.

In addition, there are natural disasters that can occur more often in one part of the world or country than in other regions. For example, a person living in the middle of the United States would not need to be concerned with a tsunami, but someone living along the coast would be affected. In the middle of the country, a tornado might occur, but often there are fewer of them along the coast.

The top 10 natural disasters most likely occurring throughout the world include blizzards, droughts, earthquakes, floods, heat waves, hurricanes, thunderstorms, tornados, tsunamis, and wildfires. Some of the listed disasters may occur simultaneously such as a hurricane and thunderstorm causing massive flooding, or possibly a tsunami, or a heat wave coupled with wildfires.

Other natural disasters include landslides and avalanches, which can be caused by earthquakes, heavy rain or snow, or other disasters. Snow or mud can be released from the side of a mountain or hillside burying the area below. Finally, there are active volcanoes, which are eruptions of a mountaintop, sending out ash clouds, lava, and more, causing damage to property and the loss of human life.

The most common types of natural disasters in the world are floods and storms.

All natural disasters cause damage and destruction, and often one or more people die due to the effects of the natural disaster. Many of the disasters can be predicted ahead of time with some warnings given for people to prepare and move to safety.

QUESTIONS:

1) All the following statements are true EXCEPT:

- A: Disasters can include those made by man.
- B: It is not a natural disaster if there is no loss of life.
- C: A tsunami taking place on a deserted island is a natural disaster.
- D: An asteroid collision with Earth would be a natural disaster.

Correct Answer: C

2) A catastrophe that occurs in nature or by natural processes and causes loss of life is:

- A: A manmade disaster
- B: A global disaster
- C: A natural disaster
- D: An unnatural disaster

Correct Answer: C

3) All the following may be natural disasters EXCEPT:

- A: Oil spill
- B: Landslide
- C: Avalanche
- D: Volcano

Correct Answer: A

4) Which of the following natural disasters are most likely to occur simultaneously?

- A: Heatwave and droughts
- B: Thunderstorms and volcanos

- C: Earthquakes and blizzards
- D: Wildfires and floods

Correct Answer: A

5) Which of the following may occur during severe flooding and thunderstorms?

- A: Earthquakes
- B: Landslides
- C: Solar flares
- D: Wildfires

Correct Answer: B

6) Which part of the United States would most likely experience a tsunami?

- A: States on the east coast
- B: States on the west coast
- C: States in the Midwest
- D: Both A and B

Correct Answer: D

## **Reading 2**

### **Environmental Protection and Ecology**

C. Hamilton, A. Macintosh, in Encyclopedia of Ecology, 2008

Environmental protection has always been practiced by humans in one form or another. However, as anthropogenic pressures on the environment have escalated over the past century, the need for systematic environmental protection has increased. This has led to considerable experimentation with the domestic and international measures that are used to achieve environmental protection objectives. Some of these have been successful, but the overall picture is one of failure.

Due to the failings of the past and greater awareness of the complexity of environmental problems, there is a growing acceptance that environmental protection is best achieved through the use of a multipronged approach. This requires the use of a combination of regulatory,

economic, voluntary, and information instruments, where the policy mix is determined on the basis of the available evidence regarding cost-effectiveness.

The international challenge lies in the development of effective and equitable approaches to global environmental problems that are supported by a well-resourced bureaucracy and appropriate financial mechanisms. The threat posed by climate change has added greater urgency to the push for effective international environmental governance arrangements.

## **ROLE PLAY**

- POLLUTANTS
- HEALTH MATTERS
- OIL SPILLS
- GLOBAL WARMING
- NATURAL DISASTERS
- PROTECTION OF THE ENVIRONMENT

## **PRACTICES**

### **Practice 1**

#### **Oil Spill**

6. What is petroleum? What products are made from petroleum?
  - List some of the products of petroleum such as gasoline and plastics.
  
7. How is petroleum collected, processed and distributed for use? What is the biggest danger of the distribution of oil?
  
8. What is an oil spill? What are some ways the environment is affected by an oil spill?
  
9. What are the effects of both the spill and the cleanup? What can we, as humans, do to avoid these problems in the future?
  
10. What happened to the land and habitat items when the oil spilled?

## **Practice 2**

### **GLOBAL WARMING**

- Show the students the following video.
- 6. Which are the six gases who are major contributors of the global warming?
- 7. What are some indicators of the global warming?
- 8. How did the industrial revolution influence in the global warming?
- 9. How have the global warming been affecting us?
- 10. How do you think is going to be the future of humans if the global warming rise?

## **Practice 3**

**Do you think humans are destroying the earth? May humans' actions lead to the extinction of human race?**