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ACADEMIC UNIT OF ADMINISTRATIVE AND
HUMANITIC SCIENCE

CAREER: ENGLISH LANGUAGE

THEME:

THE LAB AS A PART OF THE PEDAGOGICAL PROCESS FOR THE TEACHING LEARNING OF THE ENGLISH LANGUAGE IN THE ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC SCIENCES AT THE TECHNICAL UNIVERSITY OF COTOPAXI DURING THE ACADEMIC CYCLE MARCH-AUGUST 2013.

This thesis was submitted previously to obtain the Sciences of Education Degree with a major in the English Language.

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LATACUNGA-ECUADOR

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THESIS DIRECTOR'S ENDORSEMENT

As a director of this investigative work about : **“THE LAB AS A PART OF THE PEDAGOGICAL PROCESS FOR THE TEACHING LEARNING OF THE ENGLISH LANGUAGE IN THE ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC SCIENCES AT THE TECHNICAL UNIVERSITY OF COTOPAXI DURING THE ACADEMIC CYCLE MARCH-AUGUST 2013.”**, that belong to Oña Ninasunta Elvia Geanneth, applicants of English career, I consider this investigative report contains the methodological and scientific requirements, which are enough to be evaluated by thesis validation court that Honorable Academic Board from the Academic Unit of Administrative and Humanistic Science at Technical University of Cotopaxi designates for the corresponding study and qualification.

Latacunga, August 2013

.....

MSc. Edgar Encalada

THESIS DIRECTOR

AUTHORSHIP

The criteria issued in this research work “THE LAB AS A PART OF THE PEDAGOGICAL PROCESS FOR THE TEACHING LEARNING OF THE ENGLISH LANGUAGE IN THE ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC SCIENCES AT THE TECHNICAL UNIVERSITY OF COTOPAXI DURING THE ACADEMIC CYCLE MARCH-AUGUST 2013.”, is the exclusively author’s responsibility.

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UNIVERSIDAD TÉCNICA DE COTOPAXI
UNIDAD ACADÉMICA DE CIENCIAS ADMINISTRATIVAS Y HUMANÍSTICAS

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En calidad de Miembros del tribunal de grado aprueban el presente Informe de Investigación de acuerdo a las disposiciones reglamentarias emitidas por la Universidad Técnica de Cotopaxi, y por la Unidad Académica de Ciencias Administrativas y Humanísticas; por cuanto, la postulante: Oña Ninasunta Elvia Geanneth con el título de tesis: **“THE LAB AS A PART OF THE PEDAGOGICAL PROCESS FOR THE TEACHING LEARNING OF THE ENGLISH LANGUAGE IN THE ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC SCIENCES AT THE TECHNICAL UNIVERSITY OF COTOPAXI DURING THE ACADEMIC CYCLE MARCH-AUGUST 2013”**.

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DEDICATION

I dedicate my thesis with all my love to God who gave me the opportunity to live and for having wonderful parents. Thanks for all the efforts that made for me to get a career for the future. They always supported me with their comprehension and patient. That's why this research work is dedicated to my dear parents and special to my daughter, Scarlett, who changed my life with her angelic smile.

GRATEFULNESS

My parents who supported me all the time in my academic studies with dedication and love. I also thank to my sister and brother who were with me in this hard crossing with effort and comprehension. Thanks for helping me to culminate my longing dream. I will never defraud them.

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ABSTRACT

The problem that face the English career is that it there is not a pedagogical guide to use in a laboratory that's why students cannot practice this language correctly. This is the major reason that arises the necessity to create a guide which will be useful and so interesting.

The guide is essential because it will promote the student's permanent motivation and significant learning where students will develop the four skills in a laboratory in a better way and it also will help teachers to make an interesting class using pedagogical activities in the teaching learning process of the English language.

Methodologically, in this research work was applied the inductive method because this one gives the opportunity to follow the general problem to obtain the result. Also this research was carried out at the Technical University of Cotopaxi during the academic cycle March-August 2013 in which eight teachers and eighty students of the English career participated in the application of the survey.

In conclusion, with the use of the guide and the technological support the students will develop their skills in an interactive lab and also will help teachers to make an interesting class using Internet and funny activities for the English Language Learning and Acquisition.

INTRODUCTION

English language is important because it is the second language in many parts of the world. That's why the students should learn this language correctly. It has become a basic language worldwide; therefore, it will be the base for the individual development of students.

It is so necessary the creation of a guide with steps which will be so useful for students and teachers. It will be so important because it will help to create a good environment and it will make interactive and interesting classes.

The delimitation of this research was conducted at Technical University of Cotopaxi in Cotopaxi province, Latacunga canton, Eloy Alfaro parish during the academic cycle March-August 2013.

The objective of this thesis is to elaborate a guide which contains pedagogical activities. It will help to develop the four skills in English language to fortify the learning level in the English career.

In this investigative work, the researcher applied the inductive method because this one gives the opportunity to follow the general problem to obtain a specific solution and the result of the analysis will help improving the education in the teaching-learning process.

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

research. The obtained results determined the necessity to create a pedagogical guide to apply in the laboratory based on practical activities.

The pedagogical guide is a good didactic resource because the students will practice directly using interesting activities on Internet in a laboratory, which will have adequate tools for developing their skills. It contains movies, tongue twister, proverbs, pictures and grammar.

This present investigative work has three chapters:

The first chapter contains the theoretical foundation of the investigation: education theme, teaching learning process, pedagogy, English laboratory and guide which are used in the assimilation of knowledge and the importance of using technological resources and pedagogical guide in the teaching learning process.

The second chapter is composed of analysis and data interpretation of the results obtained through surveys applied to the authorities, teachers and students of the specialization. The information was vital to elaborate the respective conclusions and recommendations consider the theoretical and the most relevant results obtained during the investigation.

The third chapter contains the proposal which concerns the development of a pedagogical guide to improve the student's skills with different activities. It has new strategies and pedagogical activities in a dynamic and fun way.

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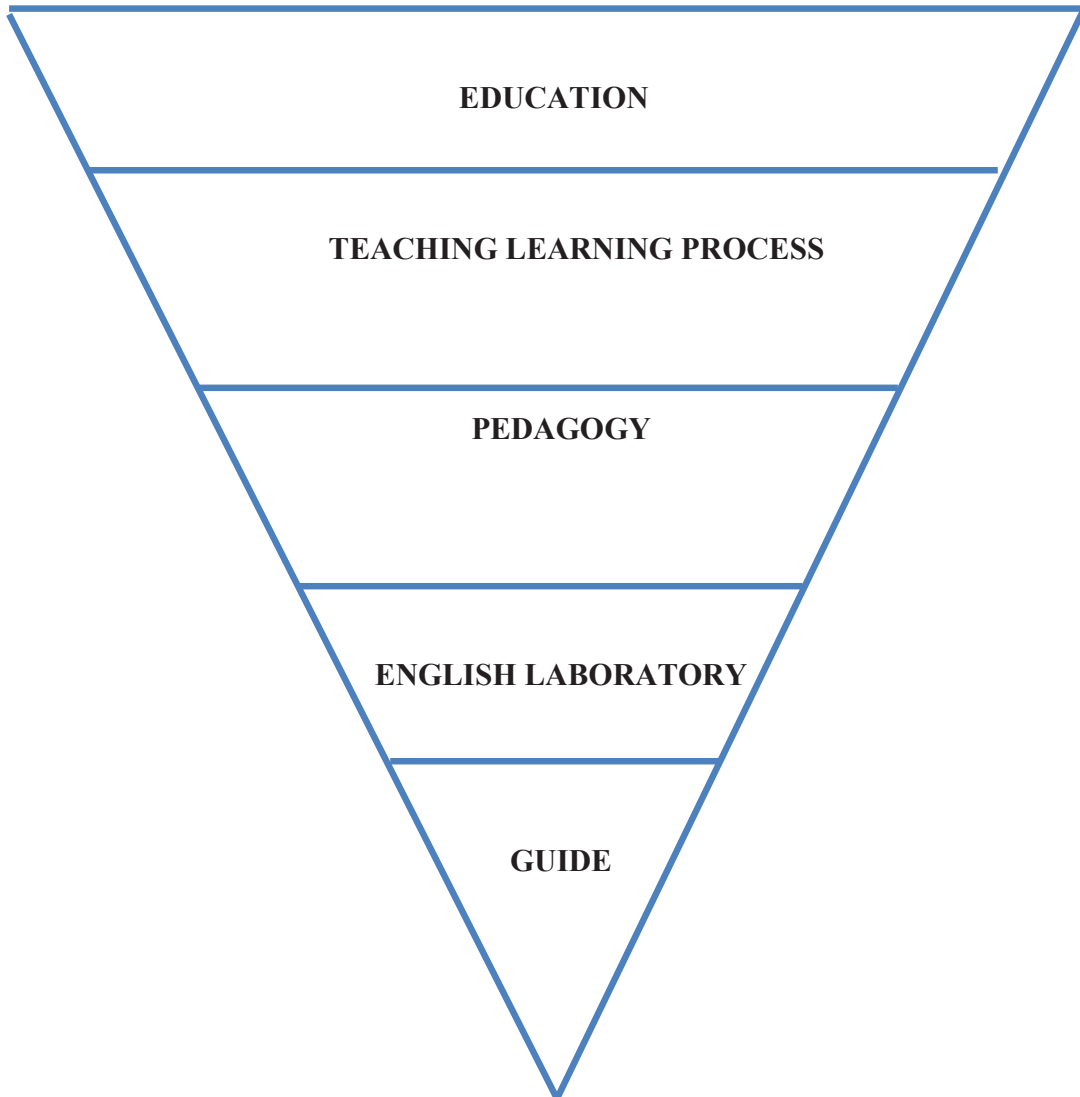
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MAIN CATEGORIES



CHAPTER I

1. THEORETICAL FRAMEWORK

1.1 EDUCATION

Education is a big process which involves actions to transfer knowledge or experiences. The education helps people to develop their mind and use the knowledge in a productive way.

DURANT Will (1885-1981) “education is a progressive discovery of our own ignorance”.

<http://www.quotesoftheday.net/2011/05/will-durant-quotes-on-education.html>

John Dewey (1938) "Education is a profound philosophical exploration of how we transmit knowledge in human society and how we think about accomplishing that vital task".

<http://press.uchicago.edu/ucp/books/book/chicago/W/bo12214939.html>

According to the researcher’ point of view the education is a process in which human beings learn throughout their lives consciously or unconsciously and knowledge is acquired through events, experiences and individual activities. It is also an action

where people can give or receive new information using their ideas and opinion. It helps improving their abilities in the education life.

1.1.1 Importance of Education

The importance of education is undeniable for every single person. It goes without saying that education has a positive effect on human life. The education plays such a rudimentary role on our society that we cannot even imagine a life without it. It is a determined element for the civilization of human society. Also it is fundamental because this facilitates for maintaining the essence of the culture and customs; this helps people to take good decision for improving their lives.

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

1.1.2 School periods

According to Alison Doyle (1998) mention that there are three levels of education:

Primary education

Primary education is the first stage of compulsory education. It is preceded by pre-school or nursery education and is followed by secondary education. The major goals of primary education are achieving basic literacy and numeracy amongst all pupils, as well as establishing foundations in science, mathematics, geography, history and other social sciences.

Typically, primary education is provided in schools, where the child will stay in steadily advancing classes until they complete it and move on to high school/secondary school. Children are usually placed in classes with one teacher who

will be primarily responsible for their education and welfare for that year. It refers to the first six years of formal education. Primary education may also be referred to as elementary education and most schools offering these programs are referred to as elementary schools.

Secondary school

It is an educational institution where the second stage of the three schooling periods, known as secondary education and usually compulsory up to a specified age takes place. It follows elementary or primary education, and is sometimes followed by university (tertiary) education.

In most contemporary educational systems of the world, secondary education comprises the formal education that occurs during adolescence. It is characterized by transition from the typically compulsory, comprehensive primary education for minors, to the optional, selective tertiary, "post-secondary", or "higher" education (e.g. university, vocational school) for adults.

Higher education

Higher, post-secondary, tertiary or third level education is the stage of learning that occurs at universities, academies, colleges, seminaries, and institutes of technology. Higher education also includes certain college-level institutions, such as vocational schools, trade schools, and career colleges that award academic degrees or professional certifications.

It is normally taken to include undergraduate and postgraduate education, as well as vocational education and training. Colleges and universities are the main institutions that provide tertiary education. Collectively, these are sometimes known as tertiary institutions. Tertiary education generally results in the receipt of certificates, diplomas, or academic degrees.

Higher Education features contributions from leading scholars from different countries who tackle the problems of teachers as well as students, and of planners as well as administrators. It presents authoritative overview articles, comparative studies and analyses of particular problems or issues.

While each higher education system has its own distinctive features, common problems and issues are shared internationally by researchers, teachers and institutional leaders. Higher Education offers opportunities for the exchange of research results, experience and insights, and provides a forum for ongoing discussion between experts.

1.1.3 Kinds of education

According to KLEINIG (1985) he mentions that there are three kinds of education:

The educational is based on the principle of life-long learning with 3 types of education: formal, non-formal, and informal for that reason educational systems and learning processes will be presented in terms of organization formal education and the promotion life-long learning.

Formal Education

Formal education: the hierarchically structured, chronologically graded 'education system', running from primary school through the university and including. In addition to general academic studies, a variety of specialised programmes and institutions for full-time technical and professional training.

Formal education corresponds to a systematic, organized education model, structured and administered according to a given set of laws and norms, presenting a rather rigid curriculum as regards objectives, content and methodology.

These institutions are administratively, physically and curricularly organized and require from students a minimum classroom attendance. There is a program that

teachers and students alike must observe, involving intermediate and final assessments in order to advance students to the next learning stage.

Non-formal education

Non-formal learning occurs in any place but highly adaptable way, in institutions, organizations, the workplace and situations outside of the formal or informal, this instruction is not obligatory and structured and is learned outside the context of a formal school. In addition is any organized systematic educational activity carried on outside the framework of the formal school system to provide of knowledge to the adults and children. Adult education comprises of training, advanced training and instructing of persons who have mastered their school obligations and wish to acquire, update, broaden and deepen their knowledge.

It is process whereby every individual acquires attitudes, values, skills and knowledge from daily experience, the educative influences, the family, neighbors, the work and the library. Likewise, education characteristics are found when the adopted strategy does not require student attendance, decreasing the contacts between teacher and student, most activities take place outside the institution.

Informal Education

Informal education as used here is the lifelong process by which every person acquires and accumulates knowledge, skills, attitudes and insights from daily experiences and exposure to the environment - at home, at work, at play; from the example and attitudes of family and friends; from travel, reading newspapers and books; or by listening to the radio or viewing films or television. In addition it is a regular and continues process because it begins since the childhood with experiences that we have every day in all the places like the cine, workplace, hiking and trips.

This education is directly in humans because it develops spontaneously through family, community and other areas of interaction and every moment of life with their

respective cultural and social context. It is a borderless education and this process ends when the person dies. In other words it mean visits to museums, to scientific exhibits, listening to radio broadcasting, watching TV programs on educational or scientific themes, reading texts on sciences, education, technology, journals and magazines.

1.1.4 Kind of paradigms

According John B. Watson mention that there are three principal paradigms.

Behavioral paradigm

Behaviorism is a paradigm that has persisted for years, when behaviorism does not fit fully in the new educational paradigms and has been constantly criticized in the learning.

A behavioral learning is defined as an observable change in behavior, internal processes are considered irrelevant because they can't be measurable or directly observable. Learning occurs only when there is a change in behavior.

Behavioral paradigm is a traditional paradigm because human behavior is known as behavioral science. Behaviorism has been regarded as a reliable source explanation learning process and has had a profound influence on the field educational theory, the learning process is perceived in terms about behavior.

Cognitive paradigm

Cognitive theory provides great contributions in the teaching-learning process, as the contribution to accurate knowledge of some essential learning skills such as attention, memory and reasoning. It shows a new vision of human beings, considering it as a body conducting activity based primarily on information processed.

It recognizes the importance how people organize, filters, code, categorizes, and evaluates information about these tools; structures or mental models are used to access and interpret reality.

Each individual will have different representations in the world, which depend on their own schemes and their interaction with reality; it will change and become more sophisticated. Learning is the synthesis form and content received by the perceptions, which act as relative and staff in each individual; they are influenced by their backgrounds, attitudes and individual motivations.

Educational paradigm

The teacher's role is to ensure that each session integrates with the whole curriculum by providing opportunities for learners to achieve the stated objectives and thus be capable of passing assessments.

Paradigm is used to describe the set of experiences, belief, values that affects individual perceives reality and how responds to the perception. It should be noted, the world is understood by the paradigm; so it is necessary the meaning of paradigm because is the way in which is understood the world. Different theories have been developed to study, understand and predict organizational behavior, which are especially relevant for analyzing the organization of schools.

The new paradigm makes education in learning to strengthen the ones they will take into account the same to help us understanding the importance to develop a comprehensive study within each educational paradigm in the different branches. Most teachers work regardless of any educational model that allows a good practice. They use a variety of strategies, techniques, activities, resources, the justification would be sought in the education, but ones feel the need to identify and turn knowledge into action.

1.2 TEACHING LEARNING PROCESS

Teaching-learning process is defined as a cognitive movement into students' activity under teacher's direction, toward domain of knowledge, abilities, habits and formation a scientific conception of the world.

1.2.1 Teaching

(Edmund Amidon, pg. 45 1987) "Teaching is defined as an interactive process, primarily involving classroom talk, which takes place between teacher and pupil and occurs during certain definable activities".

(J. Brubacher, pg.15 2001). "Teaching is an arrangement and manipulation of a situation in which there are gaps and obstructions, which an individual will seek to overcome and from in which he will learn in the course of doing so".

1.2.2 Learning

It is acquiring new, or modifying and reinforcing, existing knowledge, behaviors, skills, values, or preferences and may involve synthesizing different types of information.

(Kendra Cherry 1964) "Learning is often defined as a relatively lasting change in behavior that is the result of experience".

<http://psychology.about.com/od/lindex/g/learning.htm>

(Ramsden, pg. 26 1992) "Learning as interpreting and understanding reality in a different way. Learning involves comprehending the world by reinterpreting knowledge".

According to the researcher's point of view the teaching-learning process is the heart of education. It is the process of acquiring knowledge, skills, values and attitudes; it is possible through the study, education or experience. It depends on the fulfillment of the aims and objectives of education. In addition, this is the mental ability through which we know, acquired habits, develop skills, attitudes all the time. It is vital for humans, since it allows us to adapt the motor and intellectual environment in which we live through a behavior modification.

1.2.3 Methods of teaching English languages

According to Willis, D. (1990) there are different methods.

The grammar translation method

The grammar translation method instructs students in grammar, and provides vocabulary with direct translations to memorize. Most instructors now acknowledge that this method is ineffective by itself. It is now most commonly used in the traditional instruction of the classical languages.

The objective is that by the time they leave college, the pupil controls the tools of the language which are the vocabulary, grammar and the orthography, to be able to read, understand and write texts in various contexts. The teaching of grammar examines the texts, and develops awareness that language constitutes a system which can be analyzed.

The grammar-translation method is a method of teaching foreign languages derived from the classical (sometimes called traditional) method of teaching Greek and Latin. In grammar-translation classes, students learn grammatical rules and then apply those rules by translating sentences between the target language and their native language. Advanced students may be required to translate whole texts word-for-word.

The method has two main goals: to enable students to read and translate literature written in the target language, and to further students' general intellectual development.

The direct method

The direct method operates on the idea that second language learning must be an imitation of first language learning, as this is the natural way humans learn any language - a child never relies on another language to learn its first language, and thus the mother tongue is not necessary to learn a foreign language.

This method places great stress on correct pronunciation and the target language from outset. It advocates teaching of oral skills at the expense of every traditional aim of language teaching.

The direct method of teaching was developed as a response to the Grammar-Translation method. It sought to immerse the learner in the same way as when a first language is learnt. All teaching is done in the target language, grammar is taught inductively, there is a focus on speaking and listening, and only useful 'everyday' language is taught.

The weakness in the Direct Method is its assumption that a second language can be learnt in exactly the same way as a first, when in fact the conditions under which a second language is learnt are very different.

The audio-lingual method

Students practice with a variety of drills, and the instructor emphasizes the use of the target language at all times. The audio-lingual method was used by the United States Army for "crash" instruction in foreign languages during World War II. Due to weaknesses in performance, audio-lingual methods are rarely the primary method of instruction today.

This approach to language learning was similar to another, earlier method called the direct method. Like the direct method, the audio-lingual method advised that students be taught a language directly, without using the students' native language to explain new words or grammar in the target language. However, unlike the direct method, the audio-lingual method didn't focus on teaching vocabulary. Rather, the teacher drilled students in the use of grammar.

The Silent Way method

Learning is facilitated if the learner discovers a problem and solves. Students work co-operatively and independently from teacher. Teacher should be as silent as possible, modeling items just once. Language is learnt inductively.

The method emphasizes the autonomy of the learner; the teacher's role is to monitor the students' efforts, and the students are encouraged to have an active role in learning the language. Pronunciation is seen as fundamental; beginning students start their study with pronunciation, and much time is spent practicing it each lesson.

The Silent Way uses a structural syllabus, and structures are constantly reviewed and recycled. The choice of vocabulary is important, with functional and versatile words seen as the best. Translation and rote repetition are avoided and the language is usually practiced in meaningful contexts. Evaluation is carried out by observation, and the teacher may never set a formal test.

Total Physical Response (TPR)

Learners will learn better if stress to produce language is reduced. Learners, like children, learn from responding to verbal stimulus. Mainly uses imperative 'everyday conversations are highly abstract and disconnected; therefore to understand them requires a rather advanced internalization of the target language. Teachers role not so much to teach as provide opportunities for learning. But very teacher directed- even when learners interact with each other.

The method is an example of the comprehension approach to language teaching. Listening serves two purposes; it is both a means of understanding messages in the language being learned, and a means of learning the structure of the language itself. Grammar is not taught explicitly, but is induced from the language input.

Community language Learning

Not behavioral but holistic. Teacher and learners involved in an interaction. Not structural, but based on learning how to communicate what you want to say. Learners learn through interaction with each other and the teacher. They attempt communication and the teacher helps them to say what they want to say (using translation as necessary).

The teachers' goal is the students learn how to use target language communicatively. In addition, they want their student to learn about their own learning, to take increasing responsibility of it, and learn how to learn from another. All of these objectives can be accomplished in a non-defensive manner if a teacher and learners treat each other as whole person, valuing both thought and feelings.

1.2.4 Styles of learning

Simply, there are four distinct learning styles:

Visual - Learning through seeing. You would prefer pictures, diagrams, videos or a demonstration. In addition, visual learners learn best by looking at graphics, watching a demonstration, or reading. For them, it's easy to look at charts and graphs, but they may have difficulty focusing while listening to an explanation.

Audio - Learning through hearing. You will listen to a lecturer, a tape, a sound file. You'll prefer to join in a discussion and will follow verbal instructions; also, auditory learners would rather listen to things being explained than read about them. Reciting information out loud and having music in the background may be a common study

method. Other noises may become a distraction resulting in a need for a relatively quiet place.

Read/Write - Learning through reading and/or writing. You prefer to read instructions. You prefer to make lists and take notes when learning.

If you're a read/write learner, pay special attention to textbook glossaries—better yet, make your own as you progress through a course. After lecture, return to your notes for review, read them over, and then create a new, condensed set of study notes. Lists can also be a very useful tool.

If you can't rewrite a definition or describe a concept in your own words, concisely, there is a good chance that there is an aspect of that concept that you don't fully understand.

Kinesthetic - Learning through physical activity. You will be "hands on," you will touch, tinker; you would prefer to do, to experience.

Kinesthetic learners process information best through a "hands-on" experience. Actually doing an activity can be the easiest way for them to learn. Sitting still while studying may be difficult, but writing things down makes it easier to understand.

1.2.5 Types of learning

Associative learning

Associative learning is the process by which an association between two stimuli or a behavior and a stimulus is learned. The two forms of associative learning are classical and operant conditioning. In the former a previously neutral stimulus is repeatedly presented together with a reflex eliciting stimuli until eventually the neutral stimulus will elicit a response on its own.

Behaviorism is a psychological movement that seeks to alter behavior by arranging the environment to elicit successful changes and to arrange consequences to maintain

or diminish a behavior. Behaviorists study behaviors that can be measured and changed by the environment.

Classical conditioning

The typical paradigm for classical conditioning involves repeatedly pairing an unconditioned stimulus (which unfailingly evokes a reflexive response) with another previously neutral stimulus (which does not normally evoke the response). Following conditioning, the response occurs both to the unconditioned stimulus and to the other, unrelated stimulus (now referred to as the "conditioned stimulus"). The response to the conditioned stimulus is termed a *conditioned response*.

The classic example is Pavlov and his dogs. Meat powder naturally will make a dog salivate when it is put into a dog's mouth; salivating is a reflexive response to the meat powder. Meat powder is the unconditioned stimulus (US) and the salivation is the unconditioned response (UR). Then Pavlov rang a bell before presenting the meat powder.

Observational learning

The learning process most characteristic of humans is imitation; one's personal repetition of an observed behavior, such as a dance. Recent research with children has shown that observational learning is well suited to seeding behaviors that can spread widely across a culture through a process called a diffusion chain, where individuals initially learn a behavior by observing another individual perform that behavior, and then serve as a model from which other individuals learn the behavior.

Humans can copy three types of information simultaneously: the demonstrator's goals, actions, and environmental outcomes (results, see Emulation (observational learning)).

Episodic learning

Episodic learning is a change in behavior that occurs as a result of an event. For example, a fear of dogs that follows being bitten by a dog is episodic learning. Episodic learning is so named because events are recorded into episodic memory, which is one of the three forms of explicit learning and retrieval, along with perceptual memory and semantic memory

Rote learning

Rote learning is memorizing information so that it can be recalled by the learner exactly the way it was read or heard. The major technique used for rote learning is learning by repetition, based on the idea that a learner can recall the material exactly (but not its meaning) if the information is repeatedly processed.

Rote learning is used in diverse areas, from mathematics to music to religion. Although it has been criticized by some educators, rote learning is a necessary precursor to meaningful learning.

Meaningful learning

Meaningful learning is the concept that learned knowledge (e.g., a fact) is fully understood to the extent that it relates to other knowledge. To this end, meaningful contrasts with rote learning in which information is acquired without regard to understanding. Meaningful learning, on the other hand, implies there is a comprehensive knowledge of the context of the facts learned

1.2.6 Techniques of teaching English language

According to Michael Lewis and Jimmie Hill (Fourth ed., 1992) mentions the following techniques.

Repeat and Re-phrase:

The repeat and re-phrase technique is effective in classrooms because a student may know various vocabulary words and now know the ones that the teacher is using. By using this technique the teacher exposes the student to new vocabulary that can be associated with the old to acquire a meaning.

The student benefit by both the repetition, as the source of learning new vocabulary, and the use of old vocabulary to form a re-phrased question in order to acquire a new and better understanding of the English language.

The repeat and re-phrase technique is effective in classrooms because a student may know various vocabulary words and now know the ones that the teacher is using. By using this technique the teacher exposes the student to new vocabulary that can be associated with the old to acquire a meaning.

Music and jazz chant activities:

Think of the things you learned as a child just through song. Additionally, it gives the class a fun way to remember or recall sometimes tedious information, creating a more engaging and fun environment for learning topics and concepts that are generally hard. The music and jazz chant activities can be used during memorization activities. As a means of participation to learn new words or short concepts. Remembering lists, rules, and the like. This is a fantastic way to memorize the alphabet, periodic table, states, countries, etc.

The expected outcome is that students will more easily remember large amounts of important information. Students will be involved in the introduction of new material in a fun and interesting way. This is especially beneficial for younger students.

Visual resources, maps, pictures, multimedia:

Visual resources and the like are effective in that they can provide students with a better grasp of the concept than any other word. "This is the object that matches the word." No matter what level the student is, they can understand the relationship between the two and easily grasp the new word or concept. In addition, these sorts of techniques spice up the classroom and keep things interesting.

It is easy for a language class to become dull with repetition and writing. But, by implementing the use of various visual and audio aides the class can remain focused, but also entertained.

1.2.7 Strategies for Teaching English Language

According to Andrea J. Maurer (1998) mention that several strategies.

Function: Functions are the purposes of communication. This includes social conversations, jokes, and inquiry.

Form: This refers to the structure of the English language such as grammar, sentence structure, and syntax. These are used as building blocks.

Fluency: Fluency is the ease in speaking the language. English language learners need ample amount of time just practicing speaking English in order to become fluent.

Vocabulary: The development of a wide and varied vocabulary is essential. Research shows that English language learners should be taught key vocabulary, or brick words, prior to a lesson in order to assist them in their language development. For example, whatever concept you are teaching, it is recommended that you include vocabulary words that will make the content more comprehensible to the learner.

1.3 PEDAGOGY

Pedagogy is the art and science of how something is taught and how students learn it. It also includes how the teaching occurs, the approach to teaching and learning, the way the content is delivered and what the students learn as a result of the process.

(Lovat, ACDE, p.11 2003). “More specifically, new research is defined in pedagogy as a highly complex blend of theoretical understanding and practical skill”

(Blaise Astra Parker, 2003). “Pedagogy is about communication, knowledge and learning. You learn to understand the individual in a cultural and social perspective, and you develop the ability to plan, lead and assess educational practices in communities of different kinds”.

<http://www.uib.no/education/studies/teacher-training-and-pedagogy>

According to the researcher’s point of view this is the science of education and teaching as discipline or group of techniques which promote learning. It is the art of transmitting experiences, knowledge, values and ideas. In addition, it helps developing students’ skills in the correct way during the teaching-learning process because it organizes the education correctly.

1.3.1 Importance of pedagogy

The importance of pedagogy can be overrated in terms of making or breaking a professional educator, if the idea is that one style of pedagogy is the best or the only way to reach students or to be professional.

The other side of pedagogy that is important, particularly as it relates to professionalism, is the idea that a teacher plays a certain role and as such a professional must act a certain way. A teacher is not a child's friend, not that they cannot be trusted or someone that the student can come to, but a teacher that strives to

be friends with all their students can also create all kinds of problems given their other responsibilities that include evaluating student progress, handing out grades, handling discipline issues, etc.

1.3.2 Functions of Pedagogy

According to Jamie McKenzie (2003) mentions that there are three functions.

Theoretical: The theoretical allows developing the foundations of educational policy. Beside it permits to practice activities with teachers and students for a better understanding of the contexts.

Pedagogical theory is defined as the set of concepts, definitions, prepositions, sentences, interrelated principles it help to explain, understand the pedagogy, ie, everything related to training, teaching, learning, curriculum and school organization.

Practice: It is the ability to introduce practical experiences giving valuable aid to teachers and students to get a better level knowledge. Also, the task of teaching, at any level of the educational activity, implies the transfer function as simply and clearly as possible, concepts for the awakening of minds in training.

Forecast: It studies the development trends and perspectives of education; science-based forecasting is a condition for safe planning. In addition it is an instrumental process, scientific and comprehensive, which allows a previous study and systematic through information gathering, in order to transform, strengthen, train, develop and educate from an initial state to some potential, based on the diversity and based on various methods and techniques.

1.3.3 Types of pedagogies

According to Paulo Freire there are several pedagogies.

Constructivism pedagogy

According to the constructivist approach, learners construct and interpret their individual realities based on their perceptions of experiences. Learning is regarded as a process in which the learner actively constructs new ideas or concepts based upon current and past knowledge and beliefs. In addition, constructivist theories are behind many modern teaching styles, such as Generative Learning, Inquiry-based instruction, Discovery Learning, and knowledge building.

Constructivism is a theory of knowledge explaining it as being developed in the human being when information comes into contact with existing knowledge that had been generated from previous experiences. It has roots in cognitive psychology and biology and an approach to education that lays emphasis on the ways knowledge is created while exploring the world. Knowledge is meaning we make from experience, transforming our world from chaos to order.

Cognitivist pedagogy

Cognitive theory is not a refutation of behaviorism, but rather an expansion that uses changes in behavior as indicators for processes within a learner's mind. Cognitive theory utilizes the concept of "schema," a structure of internal knowledge, as well as the concept of short and long term memory.

Cognitive Emotional Pedagogy (CEP) is a method of teaching and learning based on cognitive psychology and constructivist learning theory which claims that construction and retention of new concepts and skills is most effective if the learning

content is associated with creativity and emotionally distinct experiences. It defines learning as relatively permanent change in behavior. Learning happens when an individual constructs concepts that lead to changes in the existing conceptual map (existing knowledge).

Critical pedagogy

It is a form of education in which students are encouraged to question dominant or common notions of meaning and form their own understanding of what they learn. One of the central ideas of this teaching method is that students are able to build their own meaning when learning and teachers should facilitate that process rather than “force” meaning upon the students. Critical pedagogy tends to accomplish this end by striving to help students “unlearn” previous lessons that may enforce dominant thought and “relearn” their own ideas.

It includes relationships between teaching and learning. Its proponents claim that it is a continuous process of what they call "unlearning", "learning", and "relearning", "reflection", "evaluation", and the impact that these actions have on the students, in particular students whom they believe have been historically and continue to be disenfranchised by what they call "traditional schooling."

Traditional pedagogy

In this pedagogy, the teacher is the center of the teaching-learning process; he is considered the transmitter of information and subject of the teaching process. It requires the memorization, to narrate and expose. The student-teacher is based on the predominance of authoritarian teacher and the student is passive. It is one in which the students' knowledge are learned and taught without innovations or strategies which, taken to educate not being reflective, critical and analytical, ie no significant learning.

1.4 ENGLISH LABORATORY

The language lab offers an exclusive result oriented and efficient to enrich the English language learning process. This is important for the students because it helps to develop the English skills in a dynamic environment. In addition, this is very useful because it provides students the technological tools.

(D. David Wilson and Dr. V. Thayalan 2007) “The language laboratory offers broadcasting, television programmes, web-assisted materials and videotaped off-air recordings in the target language.”

<http://www3.telus.net/linguisticsissues/lab>

(Stephen Krashen, p.20 1986), “English laboratory can be found multitude of digital educational content, tools for recording, playback, consultation and creation, designed to facilitate the learning of English language”.

According to researcher, point of view the language laboratory is fundamental because it develops four skills and helps improve the communication process, the student can devote to compare their pronunciation with the prerecorded by teacher. In addition, the laboratory is an interactive way and dynamic to teach different topics using all the tools that have to improve the English language, a learner can get the experience having interaction with native speakers through the laboratory.

In the laboratory students can practice the English language with interesting activities that they can find on internet including using technological resources in order to improve their skills in the best way.

1.4.1 Types of laboratories

According to Smriti Singh the types of laboratories are:

Virtual Laboratory

The Virtual English Lab is a complete virtual learning environment in which the Educational Community can find a whole set of web tools and educational digital contents that may improve the teaching and learning process of the English language, from its linguistic skills, putting special emphasis on oral expression and comprehension.

To provide a complete Learning Management System around the Virtual Labs where the students can avail the various tools for learning, including additional web-resources, video-lectures, animated demonstrations and self-evaluation.

Interactive Laboratory

It has technological resources such as; mimio, internet, data show, speakers websites and multimedia programs. Also it combines cognitive science, human-computer interaction, and social science approaches to the design and study of how people interact with each other through technology.

It is particularly known for studies of how technology design influences social processes of learning in settings ranging from small group dialogue to online communities.

The significance of the English interactive laboratory has been much felt in then domain of communication. The language laboratory is a great tool because it helps to teacher to incorporate the usage of technological resources into the English teaching learning process to communicate among them.

1.4.2 Importance of the English laboratory

According to Tarun Patel:

English laboratory is important because it allows improving language skills. Learning English not only refers to a classroom ordinary, which the theory given by the teacher and the text are only sources of information possessed by students. Now, it is necessary to use new methodologies and strategies in a special environment where they can work better with the latest tools. Therefore the technology should be used to teach and learn English in an easy and dynamic.

This is important because it is essential and useful in the teaching learning process. For instant, it permits developing the English skills using the internet and interesting software in order to apply in the class.

1.4.3 Resources in the laboratory

According to Antich et al. (1988, p. 175) there are several resources:

Media

This includes newspapers, magazines, TV and Internet. Students are able to create this page about the media to help you practice your English. There are quizzes to test your English skills, a discussion forum where you can share your ideas, as well as games and activities about the media.

Interaction

It is important for students to interact with the language through several didactic resources. Showing them films in English will help immerse them in the language in an enjoyable way. Teachers can also help students interact with the language by bringing native English speakers in the classroom to converse in with the students. Multimedia tools such as videos and audio clips will help in listening comprehension.

After each lesson, ask students to analyze what they have learned by explaining the materials in English.

Audio lessons

These are rather old fashioned now, and a lot of learners find that it can be hard to gain a real grasp of a language through this method alone. However, good online courses that teach English as a second language may involve audio lessons to give students a better idea of pronunciation and dialect. Audio lessons are commonly used to supplement a curriculum; however, complete audio lessons are available for auditory learners.

Mimio

It is a brand name of a line of technology products aimed at the education market. The primary products are focused around computer whiteboard interactive teaching devices. Mimio Capture devices also allow users to capture all of the ink strokes that are written on the whiteboard. When used in conjunction with a video projector it turns the ordinary whiteboard surface into a fully interactive whiteboard. So we make teaching easier and more rewarding, while making learning more interesting.

DVD

A very popular learning tool, DVD learning programs can be very successful if followed correctly and consistently. A self-motivated learner might appreciate the flexibility and freedom that comes with working with a DVD learning tool. However, the inability to gain feedback from peers and instructors may be frustrating to a user if they are struggling with course material or cannot move forward with the program. A DVDs learning tool could be perfect for a student that already has a fundamental knowledge of the course material, but is in need of a refresher course.

Data show

It is a type of video projector for displaying video, images or computer data on a screen or other flat surface. It is a modern equivalent of the slide projector or overhead projector. To display images, LCD (liquid-crystal display) projectors typically send light from a metal-halide lamp through a prism or series of dichroic filters that separates light to three polysilicon panels – one each for the red, green and blue components of the video signal. As polarized light passes through the panels (combination of polarizer, LCD panel and analyzer), individual pixels can be opened to allow light to pass or closed to block the light.

Internet

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

Nowadays the Internet is really an important part of modern life that every day is revolutionizing impressively in society it helps to get information from anywhere in the world in a quick and easy and useful way when a person uses it in a positive way the internet becomes a useful tool in the world. In the educational aspect the internet play an important role it helps to interaction between the teacher and students because it contributes with a lot of information where they can investigate and fortify their knowledge to improve the teaching learning process.

Importance of internet

Internet helps students build up computer skills. It can also help students with their writing skills. In some forms, the Internet can help students with serious thinking skills. Students are confronted with more information than you could ever use or

need. This requires them to collate the information and decide what is most important and relevant.

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

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

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

What are search engines?

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

Not only



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

Specialized information: academic information, solvent and reliable.

Search engines:

- **Google** (<http://www.google.com/>): Excellent search engine in Spanish, with strong capabilities to improve their performance.
- **Alta Vista** (<http://www.altavista.com>): It is very complete and favorite of people; it provides the option to translate the texts found.
- **Lycos** (<http://www.lycos.es>): It is one of the most complete and updated.
- **Nestcape** (<http://www.nestcape.com>)
- **Hispavista** (<http://www.hispavista.com>)
- **Yahoo** (<http://www.yahoo.com>) It is the most famous web page in Spanish.
- **Olé** Another very popular is (<http://www.ole.es>)
- **Dmoz** (www.dmoz.org) It is only in English, and is an interesting collaborative experiment where the same people help rank websites.
- **Infospace** (www.infospace.com) is well known, also in English.
- **WolframAlpha**: A search engine like no other search engine that enables a user to get more intelligent results and statistical information.

1.5 GUIDE

It is something that guides or directs something towards a goal. The guide provides steps and suggestions to make something unknown it is an important material to allow people to learn something new, in conclusion a guide is a facilitator that contains useful information step by step.

MCGRAW-HILL, Dushkin, (2000) says: pedagogical guide is instruction book that contain hints or steps about how to do something. It is a guide designed to provide information, is a brief overview of the steps and suggestions which teach people how is the use of something. (page 2)

MARIN, Ibáñez, (1999)"The guide is an instrument with technical guidance for the student, which includes all the information necessary for the proper and profitable performance of this within the academic activities of independent learning." (page 4)

According to the researcher's point of view the pedagogical guide for teachers and students will help to find new ways of teaching English for that reason it contains many pedagogical activities which help organize the class into the laboratory effectively with several technological resources.

1.5.1 Types of guides

According to Salesiano Concepción (2011)

- **Motivation Guide**

In this guide is important to use pictures or texts that permit to students to make a reflection about a particular topic, it will permit new motivational states, to learn with this guide in classes is effectively because it has other strategies to use and improve the knowledge through the use of pictures and texts the teachers will have the opportunity to increase their students' knowledge.

- **Learning Guide**

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

- **Instructional Strategies**

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

Pedagogical guide

This guide is intended as an instrument to facilitate the teacher either in the field of formal or informal that serves as a tool in the construction meaningful learning. It is an instrument with technical guidance for the teacher which includes all information necessary for the proper and profitable performance in the activities of the teaching-learning process.

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

1.5.2 Importance of guide

According to Jamie McKenzie (1991).

The guide is a document that allows the teacher to proper planning, guidance and control of independent work of students both inside and outside the classroom. This

encourages better planning and preparedness organization, self-preparation and self-control of them.

The most valuable pedagogical abilities are the domain all the features of the subject a person teaches, to have the capacity making this subject interesting and entertaining, to use the appropriate methods for the discipline, to know every detail of his students as well as to use the potential of the class.

These abilities since first year are very important, in order to be used by the students during their pre- service training in senior and high school. The professional learning teachers are an ongoing process knowledge building and skill development in effective teaching practice. A good guide gives necessary clear information and points out possibilities available to the person.

To have autonomy and flexibility to decide how to address and carry out the duties tailored to the needs and characteristics students and the purposes and objectives of the School. To organize all student life and the teaching process from the level consideration the actual state the development students and teachers, their achievements, potentials and weaknesses, the special features and resources that the community has.

CHAPTER II

2. BRIEF HISTORICAL OUTLINE OF THE TECHNICAL UNIVERSITY OF COTOPAXI

In Cotopaxi, the yearned dream for getting a higher educative institution was achieved on January 24th, 1995. This effort was achieved by the active forces of the province, after countless procedures. Its background was the Technical University of North head-quarter.

The building of teacher s' National Union, subsidiary Cotopaxi was the first administrative office, then the building of Luis Fernando Ruiz High School took in the university students, after that Simon Rodrigues Agricultural Institute was the place where academic activities were developed and finally, the building which would be destined to be Social Rehabilitation Center, nowadays is the university home.

Nowadays, five hectares make up the university campus. In addition, eighty two hectares make up the Experimental, Research and Production Salache Center. The technical University of Cotopaxi is defined as an entity that defends the principle of self-determination of people and respect for gender equity. It declare itself anti-imperialist because it reflects the neoliberal globalizing action that favors free market which drives a proposal for a model based on private management.

In these seven years of institution life, Technical University of Cotopaxi has achieved the enough maturity for becoming a referent of emancipation about struggle for the

good from communities, specially the most isolated ones in order to address their needs. The new institutional challenge is taken on for the authorities of Technical University of Cotopaxi who manage it until catching the educative quality and excellence.

In addition, the English major helps to solve some social problem by forming professional that contributes to the improvement of the teaching learning process of the English language in any field of specialization. It is supported on scientific theories which focus in method, techniques and appropriate strategies to facilitate the acquisition of new knowledge and practical communicative competence application.

2.1. ANALYSIS OF RESULTS ABOUT SURVEYS APPLIED TO STUDENTS AT THE TECHNICAL UNIVERSITY OF COTOPAXI.

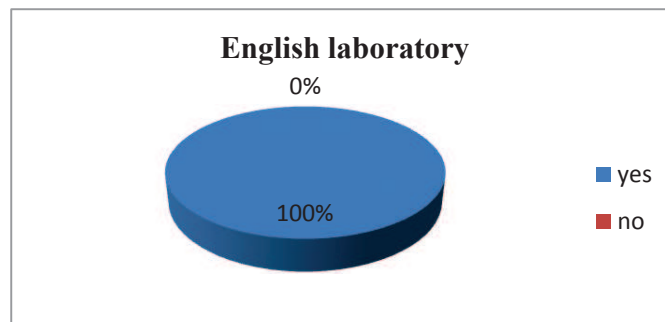
1. - Is there an English laboratory at University?

CHART N° 1

English laboratory

OPTIONS	# STUDENTS	PERCENT
YES	80	100%
NO	0	0%
TOTAL	80	100%

GRAPHIC N° 1



Source: Students from the Technical University of Cotopaxi.
Elaborated by: Elvia Oña

According to this question, 80 students that correspond to 100% said that there is an English laboratory in the university.

The University has a laboratory for the English career, but it is not used for them because there is not a pedagogical guide for working with these technological resources; in addition, if students practice this language all the time in a lab, they will improve their skills using interesting software.

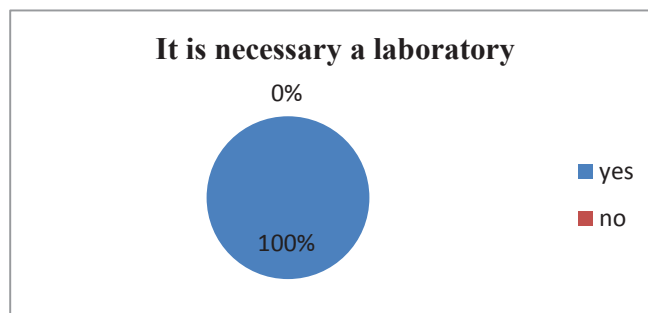
2. - Do you think that the laboratory is necessary at the Technical University of Cotopaxi?

CHART N° 2

It is necessary a laboratory

OPTIONS	# STUDENTS	PERCENT
YES	80	100%
NO	0	0%
TOTAL	80	100%

GRAPHIC N° 2



Source: Students from the Technical University of Cotopaxi.
Elaborated by: Elvia Oña

In accordance to the answer of this question, 80 students that correspond to the 100% replied that the laboratory is necessary at university.

The laboratories are important because these have a relevant role in the education for teachers and students, because these permit to develop the skills in the English language correctly. So, if students have a real contact with the technological resources, they will be good professionals in the future.

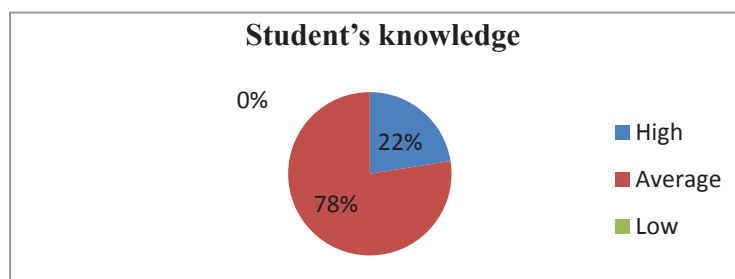
3. - How do you consider your knowledge in the English language?

CHART N° 3

Student's knowledge

OPTIONS	# STUDENTS	PERCENT
High	18	22%
Average	62	78%
Low	0	0%
TOTAL	80	100%

GRAPHIC N° 3



Source: Students from the Technical University of Cotopaxi.
Elaborated by: Elvia Oña

According to students' point of view 62 students that correspond to the 78% said that the students' English knowledge is average and 18 students that correspond to the 22% replied that students' English knowledge is high.

With this reference, English students consider their knowledge is average because of the lack of technological resources and pedagogical activities to develop in the lab. So, students do not have the chance to practice using them in order to improve their four English skills and getting a meaningful learning.

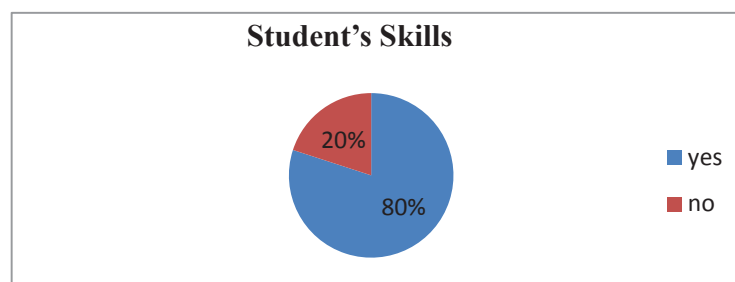
4. – Do you consider that the laboratory will develop the skills of students in the English language?

CHART N° 4

Student's Skills

OPTIONS	# STUDENTS	PERCENT
YES	64	80%
NO	16	20%
TOTAL	80	100%

GRAPHIC N° 4



Source: Students from the Technical University of Cotopaxi.
Elaborated by: Elvia Oña

According to students' point of view 64 students that correspond to the 80% answered that the laboratory is important in order to develop their skills and 16 students that correspond to the 20% of the student replied doesn't help to develop their skills.

With this reference, the laboratory is not a luxury; it is a necessity because it helps to develop the skills in the English language using different technological resources and pedagogical activities in order to improve student's skills. For that reason teachers must use the laboratory in each class.

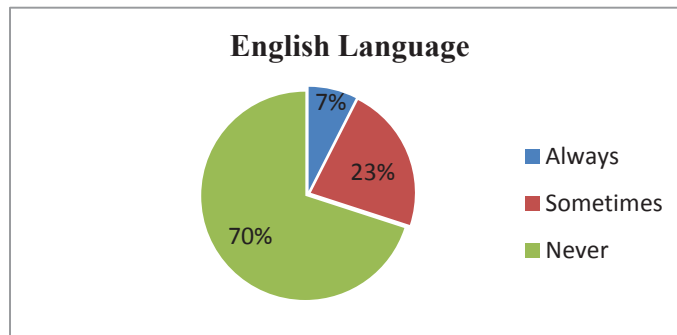
5. – How often do you practice the English language in a laboratory?

CHART N° 5

English Language

OPTIONS	# STUDENTS	PERCENT
Always	6	7%
Sometimes	18	23%
Never	56	70%
TOTAL	80	100%

GRAPHIC N° 5



Source: Students from the Technical University of Cotopaxi.
Elaborated by: Elvia Oña

According to the results, 6 students that correspond to the 7% said that they always practice the English language in a laboratory, 18 students that correspond to the 23% replied they practice it sometimes and 56 students that correspond to the 70% answered that they never practice it in the laboratory.

In conclusion, the majority of the students do not practice this language in the laboratory because teachers do not use the technological resources in their classes. Therefore it is important that the teacher use these tools in each class to motivate the students.

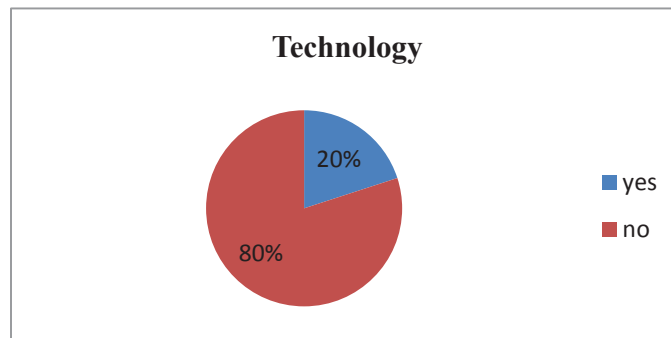
6. - Do you know how to use the technology in a laboratory?

CHART N° 6

Technology

OPTIONS	# STUDENTS	PERCENT
YES	16	20%
NO	64	80%
TOTAL	80	100%

GRAPHIC N° 6



Source: Students from the Technical University of Cotopaxi.
Elaborated by: Elvia Oña

According to the results 64 students that correspond to the 80% answered that they don't know how to use the technology in a laboratory and 16 students that correspond to the 20% replied they can use the technology to improve their skills in the laboratory.

As the results show, students do not know how to use the technology correctly in the laboratory. Therefore, is pretty important that teachers work consciously with their students showing them the importance of using technological resources to develop their skills in a better way.

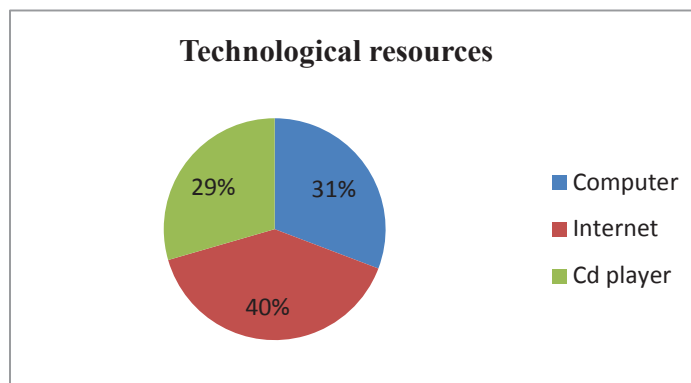
7 – What kind of technological resources would you like to use in class?

CHART N° 7

Technological resources

OPTIONS	# STUDENTS	PERCENT
Mimio	23	29%
Head phones	18	22%
Software	26	33%
TOTAL	80	100%

GRAPHIC N° 7



Source: Students from the Technical University of Cotopaxi.
Elaborated by: Elvia Oña

According to the results 26 students that correspond to the 33% answered that they would like to use the Software, 23 students that correspond to the 29% said they like to use a Mimio and 18 students that correspond to the 22% replied they like to use Head phones.

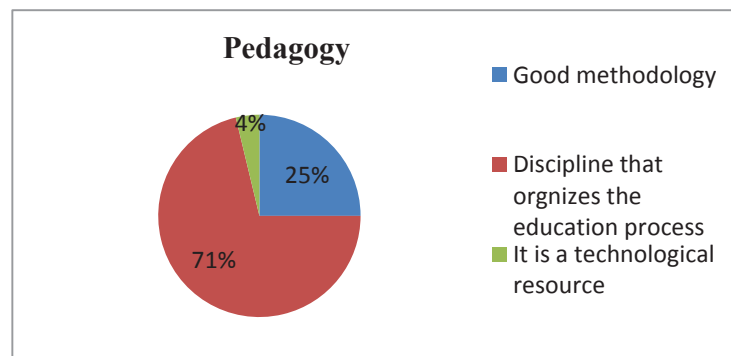
In this part of the survey it is pretty important to consider the multiple opinions of the students who are studying at the Technical University of Cotopaxi because it is fundamental to learn the English language using technological resources such as mimio, head phones and specialized software which will help in the teaching learning process. As a result, the students will improve their level of English.

8. – According to you, what is pedagogy?

CHART N° 8

Pedagogy		
OPTIONS	# STUDENTS	PERCENT
Good methodology	20	25%
A discipline that organizes the educational process	57	71%
It is a technological resource	3	4%
TOTAL	80	100%

GRAPHIC N° 8



Source: Students from the Technical University of Cotopaxi.
Elaborated by: Elvia Oña

According to the results 57 students that correspond to the 71% of the students answered that it is a discipline that organize the education process, 20 students that correspond to the 25% replied it is a good methodology and 3 students that correspond to the 4% answered it is a technological resource.

As a result, students have a correct idea about what pedagogy is. For this reason, it is important that teachers apply it all the time to get the educational objectives in order to get the best of the students.

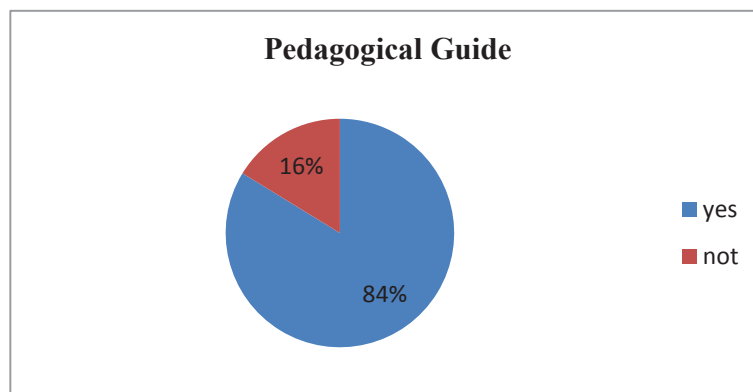
9. – Do you believe that the pedagogical guide is important into the teaching learning process?

CHART N° 9

Pedagogical Guide

OPTIONS	# STUDENTS	PERCENT
YES	71	84%
NO	9	16%
TOTAL	80	100%

GRAPHIC N° 9



Source: Students from the Technical University of Cotopaxi.
Elaborated by: Elvia Oña

According to this question about the pedagogical guide 71 students that correspond to 84% answered that it is fundamental into the teaching-learning process and 9 students that correspond to 16% replied it is not important into the learning process.

A pedagogical guide is important because it helps to improve the skills in the English language through a wide variety of didactic activities like song, tongue twister, grammar which will permit a complete interaction in the laboratory.

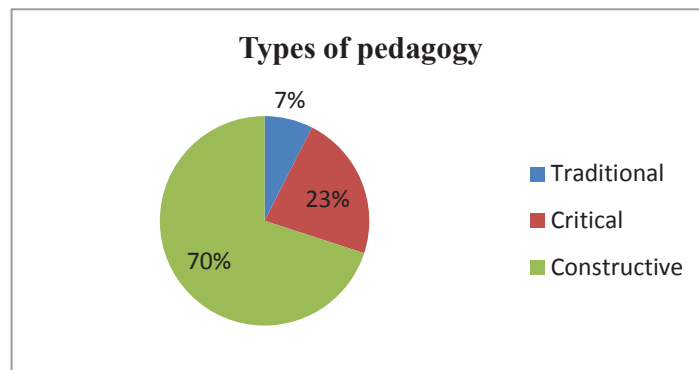
10. – What kind of pedagogies do your teachers apply in the class?

CHART N° 10

Types of pedagogy

OPTIONS	# STUDENTS	PERCENT
Traditional	6	7%
Critical	18	23%
Constructivist	56	70%
TOTAL	80	100%

GRAPHIC N° 10



Source: Students from the Technical University of Cotopaxi.
Elaborated by: Elvia Oña

According to the results 56 students that correspond to the 70% answered that teachers apply constructive pedagogy into the class, 18 students that correspond to the 23% replied they use critical pedagogy and 6 students that correspond to 7% answered that they apply traditional pedagogy into the class.

In conclusion, most students have an appreciation about the pedagogy that their teachers are using in classes, and it is the constructivist which permits students develop their own knowledge in several areas of the language.

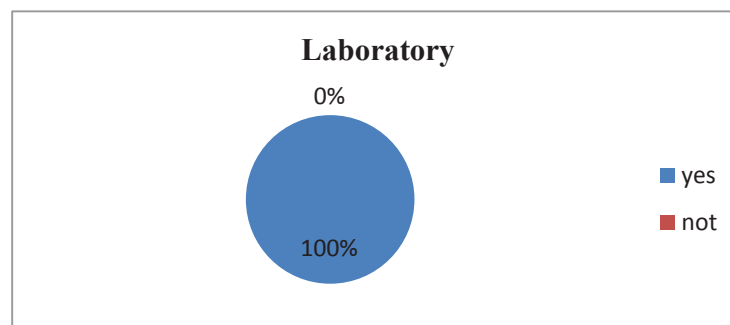
2.2. ANALYSIS OF RESULTS ABOUT SURVEYS APPLIED TO THE TEACHERS AT TECHNICAL UNIVERSITY OF COTOPAXI.

1. - Do you consider that a laboratory is necessary in the university?

CHART N° 11

Laboratory		
OPTIONS	# TEACHERS	PERCENT
YES	8	100%
NO	0	0%
TOTAL	8	100%

GRAPHIC N° 11



Source: Teachers from the Technical University of Cotopaxi.
Elaborated by: Elvia Oña

According to the results 8 teachers that correspond to the 100% considered that the laboratory is necessary because it will help improve students' skill.

As the result shows, the laboratory is a tool for learning a foreign language in a funny environment. Therefore, it is necessary to use technological resources because the students have the opportunity to put in practice all the knowledge learnt in class.

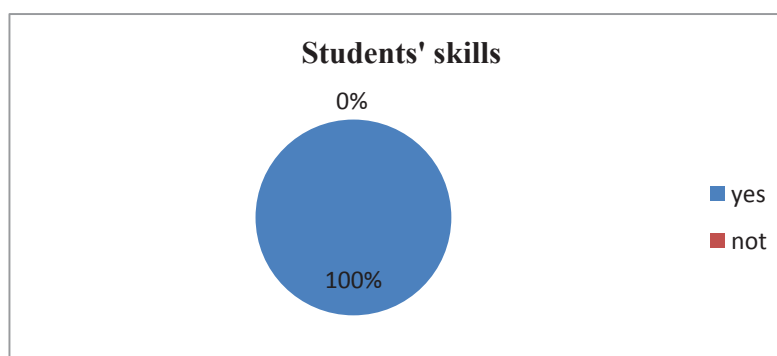
2. - Do you believe that the laboratory will improve the students' skills?

CHART N° 12

Students' skills

OPTIONS	# TEACHERS	PERCENT
YES	8	100%
NO	0	0%
TOTAL	8	100%

GRAPHIC N° 12



Source: Teachers from the Technical University of Cotopaxi.
Elaborated by: Elvia Oña

The result of the second question shows that 8 teachers that correspond to the 100% considered that the laboratory is important because it will permit developing the students' skills in a better way.

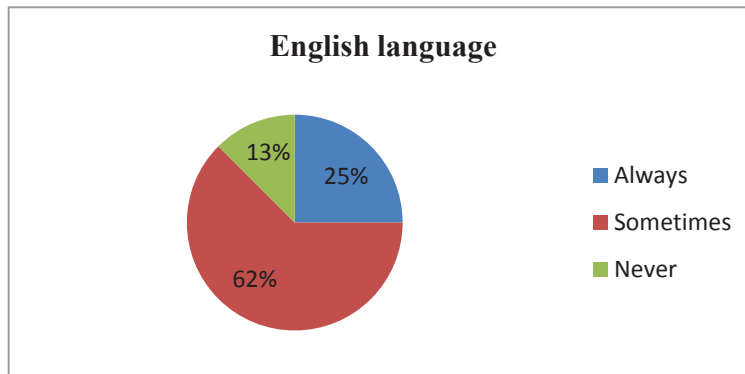
Teachers consider that is important to use a laboratory because it develops students' skills such as listening, reading, writing and speaking; and of course, it is very necessary because it will change the traditional education using new technological resource, doing task and interesting activities in the laboratory.

3. -How often do you use a laboratory to teach English?

CHART N° 13

English language		
OPTIONS	# TEACHERS	PERCENT
Always	2	25%
Sometimes	5	62%
Never	1	13%
TOTAL	8	100%

GRAPHIC N° 13



Source: Teachers from the Technical University of Cotopaxi.
Elaborated by: Elvia Oña

According to this question 5 teachers that correspond to the 62% answered that they sometimes teach English language in the laboratory, 2 teachers that correspond to the 25% replied they always teach it in the laboratory and 1 teacher that correspond to the 13% said they never teach it in the laboratory.

Teachers do not use the laboratory continually. That's the reason why students do not practice this language correctly. Nowadays, English laboratory is a good technological resource used in institutions with strategies to teach the foreign language. So, teachers must use the laboratory with pedagogical activities all the time and the students will learn a language by practicing it.

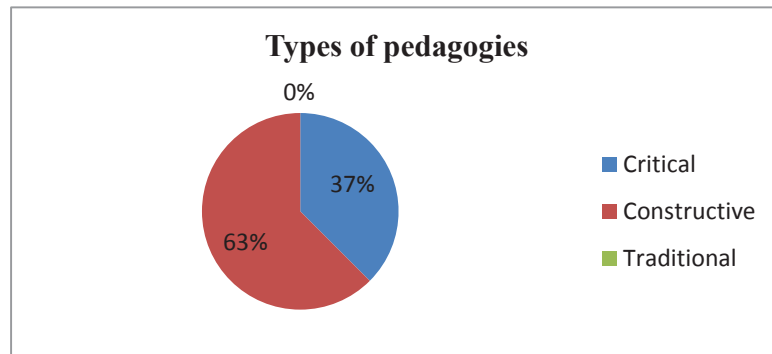
4. – What types of pedagogies do you apply into the class?

CHART N° 14

Types of pedagogies

OPTIONS	# TEACHERS	PERCENT
Critical	3	37%
Constructivist	5	63%
Traditional	0	0%
TOTAL	8	100%

GRAPHIC N° 14



Source: Teachers from the Technical University of Cotopaxi.
Elaborated by: Elvia Oña

According to this question 5 teachers that correspond to the 63% answered that they apply constructive pedagogy, 3 teachers that correspond to the 37% replied they use critical pedagogy in their classes.

English teachers consider that constructivist pedagogy is the most use in the class. Therefore, the English teachers consider that a constructivist pedagogy will permit to students create their own knowledge in order to develop the English skills.

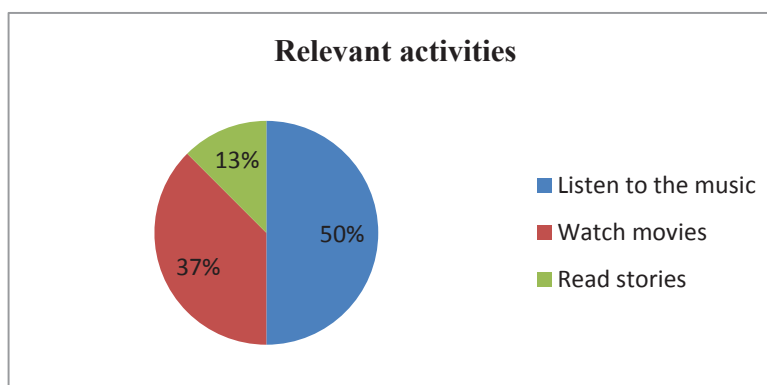
5. - Which are the most relevant activities that the teachers use in the English class?

CHART N° 15

Relevant activities

OPTIONS	# TEACHERS	PERCENT
Listen to music	4	50%
Watch movies	3	37%
Read stories	1	13%
TOTAL	8	100%

GRAPHIC N° 15



Source: Teachers from the Technical University of Cotopaxi.

Elaborated by: ElviaOña

According to this question 4 teachers that correspond to the 50% answered “listen to the music”, 3 teachers that correspond to the 37% answered “watch movies” and 1 teacher that corresponds to the 13% replied “read stories”.

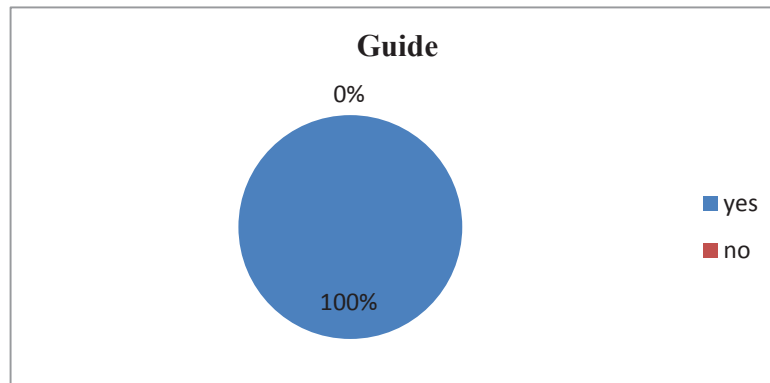
Most teachers use the “listen to music” activity as the most relevant in the English teaching learning process. But teachers can apply others activities that they can find on internet besides, it permits to develop the knowledge in a funny way using technological resources.

6. – Do you consider that is important to elaborate a guide?

CHART N° 16

Guide		
OPTIONS	# TEACHERS	PERCENT
YES	8	100%
NO	0	0%
TOTAL	8	100%

GRAPHIC N° 16



Source: Teachers from the Technical University of Cotopaxi.
Elaborated by: Elvia Oña

According to this question the majority of teachers that correspond to the 100% answered that is important the elaboration a guide.

English teachers consider that is important to elaborate a guide because students can to find interesting activities to practice using technological resources in order to develop their skills in the English language in the best way.

2.3. CONCLUSIONS

After applying the surveys, the researcher can say the following conclusions:

- ✓ At Technical University of Cotopaxi there is a laboratory which is not used for the students to practice the English language.
- ✓ The students need to improve their level in the English language using technological resources and pedagogical activities.
- ✓ It is important that teachers apply several types of pedagogies in the classroom in order to improve the teaching learning process of the English language.
- ✓ A pedagogical guide will help to develop the students' skills because it contains interesting activities such as listen to music, watch movies, read stories, grammar and writing exercises.

2.4 RECOMMENDATIONS

- The students should practice the English language in a suitable laboratory which is well equipped.

- The uses of technological resources will help students develop their knowledge in the English language.

- The teachers must apply several types of pedagogies into the classroom to obtain the best comprehension of the students.

- The teachers and students should use a guide into the laboratory to improve the skills because they can find interesting activities that can be applied to learn a language.

CHAPTER III

3. PROPOSAL DESIGN

PEDAGOGICAL GUIDE TO THE STUDENTS WHICH WILL IMPROVE THE TEACHING-LEARNING PROCESS OF THE ENGLISH LANGUAGE IN ORDER TO DEVELOP THEIR FOUR SKILLS LIKE LISTENING, READING, WRITING AND SPEAKING AT TECHNICAL UNIVERSITY OF COTOPAXI

3.1. INFORMATIVE DATA

INSTITUTE:	TECHNICAL UNIVERSITY OF COTOPAXI
CAREER:	ENGLISH
PROVINCE:	COTOPAXI
CANTON:	LATACUNGA
PARISH:	ELOY ALFARO
HEADMASTER:	HERNÁN YANEZ
RESEARCHER:	OÑA NINASUNTA ELVIA GEANNETH
DIRECTOR:	LIC. EDGAR ENCALADA

3.2 IMPORTANCE

English has become the most important language around the world; there are a lot of people who need to learn this language in order to improve their professional and academic lives. For that reason this guide will improve the teaching learning process with pedagogical activities in a laboratory. Therefore this guide will be interesting, helpful and easy to use in order to improve English language.

This guide is important because it will help to teacher and students on how to learn an English laboratory since it is being implement at this institution therefore, teacher and students need to know about the correct use of it because they have never used this kind of laboratory.

3.3 JUSTIFICATION

The present research is elaborated for the English students at the Technical University of Cotopaxi where there is not a laboratory to help in the teaching learning process of the English language. The pedagogical guide has new methods which help to improve the teaching learning process of the English language for that reason it is necessary to equip an adequate laboratory with several technological resources in good condition.

The researcher thinks that is important contribute with a pedagogical guide which contains six units about song, tongue twister, proverbs, pictures and movies in order to develop the students' skills. Also the students can improve their English language with interesting activities into educative system with new technological tools that including audio (speech, sound and music) video (text, graphics, animation, and movies).

This guide is important because it will help teachers and students to learn the English language in dynamic way. The students can practice the English language directly in the laboratory.

3.4 OBJECTIVES

GENERAL

- To improve the teaching learning process using activities to develop English skills through the use of a pedagogical guide at the Technical University of Cotopaxi during the academic cycle March- August 2013.

SPECIFIC

- To look for pedagogical activities to improve the teaching learning process of the English language.
- To analyze in an adequate way the didactic and technological resources to select the most appropriate for obtaining student's participation in order to improve comprehension.
- To provide a helpful pedagogical guide to the English career in order to get a better education.

THEORETICAL FOUNDATION

The researcher considers the creation of pedagogical guide to will help teacher and students for developing their abilities into the laboratory at the Technical University of Cotopaxi. This guide is a good and easy manner to learn the English language.

SCIENTIFIC FOUNDATION

The guide is necessary into the teaching learning process because it permit the students improve their English language in the correct way. Therefore the researcher consider to clarify about how to use this guide into the laboratory with the objective of improve the education.

METHODOLOGICAL FOUNDATION

The carry out this project, the researcher incorporate some pedagogical activities which are useful and necessary to make the English teaching learning process easier. This project has as objective to make the teachers and students who are involved in the English career able to learn about the proper use and management of the pedagogical guide.

PSYCHOLOGICAL FOUNDATION

The main aspect about the guide is to create a dynamic environment to the students because they need be motivated for teaching-learning of the English language in the correct manner. In addition the teachers must to apply the pedagogical activities step by step to the students can understand without any problem.

3.5 PROPOSAL DESCRIPTION

The guide contains several pedagogical activities which will allow developing the students' skills in order to improve the teaching learning process, applying some activities and technological resources according the situation for creating a funny environment. For that reason it has different activities to use during the class and the goal is improving the skills like: listening, reading, writing and speaking.

This guide promotes students permanent motivation and significant learning. Also the teacher can innovate the use of new pedagogical activities that allows the intellectual work to transform to a positive atmosphere fulfilled with participation and understanding to obtain a good results in the future .So, it persists the development of English language in a laboratory, besides the students can feel more comfortable and enjoy the teaching learning process.

The guide is divided into six units to develop the skills of the English language when teachers and students applied these activities in a planned way and systematic permit to form expressive and critic's students.

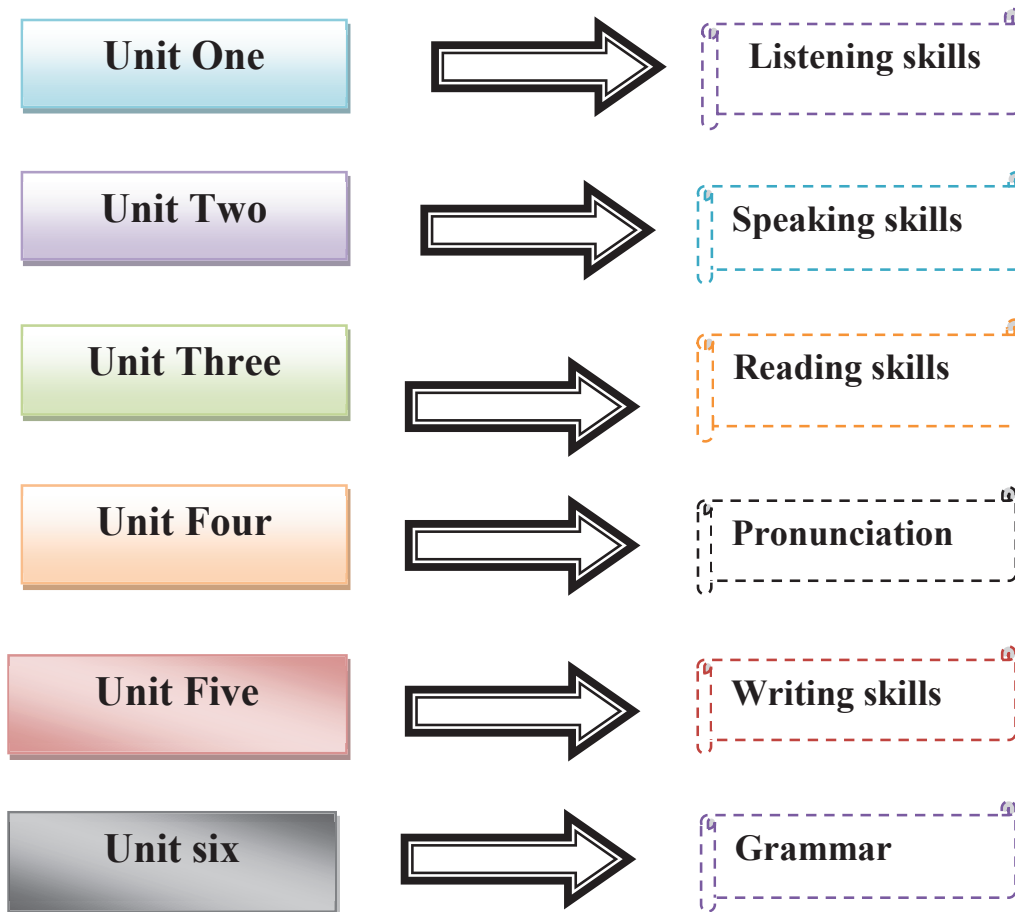
3.6 HOW TO USE THE GUIDE

The following pedagogical guide will help English teachers and students to have a basic knowledge about activities for that reason it is important to identify the activities and tools which are going to become part of the English laboratory.

The guide is easy and understandable; it contains the most relevant aspects that English students and teachers can use if they have not idea about activities and technological resources into the laboratory.

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USING A PEDAGOGICAL GUIDE



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INTRODUCTION

English has been constituted one of the most important language around the World, likewise, as a universal dialect, for this reason is necessary to develop this in a complete and active way, nevertheless to acquire this is necessary to apply all of the didactic and technological resources, with new strategies in order to become better professionals.

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

Therefore, it is important include pedagogical activities which have relevant role in the teaching learning process in the English because it aims to strengthen the understanding of information, as well as the construction and comparison of the knowledge acquired. In this context it is necessary that teachers and students develop skills using different activities according to their interest.

This guide contains a lot of useful pedagogical activities that will help learners develop the skills using the technology as an essential tool in the teaching learning process; they will be able to improve a new language using different activities that they can find on the internet.

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

LISTENING SKILL

Songs

Teaching English with songs is an excellent idea because music is an universal language. Melody, rhythm and harmony go beyond linguistic barriers and can be felt by any human being. When a student listens to a song, they experience emotion and connection which can be a bridge to learning the specific skills that they need to learn.

Description:

- ✓ There are five songs with different exercises each, order the lines, find and correct the mistake, jumbled letters to form a word, and fill in the blank.

- ✓ The song permits to students develop their skills in order to improve the teaching learning process in the English language when they complete the activities correctly.

Objective:

- ✓ To improve the learning of the English language through interesting activities to develop the listening skills.

SONG: Tell Me A Lie

SINGER: Kelly Clarkson

Can't ever get it right
No matter how hard I try
And I've tried
I put up a good fight
But your words cut like knives
And I'm tired

As you break my heart again this time
Tell me I'm a screwed up mess
That I never listen listen
Tell me you don't want my kiss
That you're needing distance distance

Tell me everything but don't you say
she's what you're missing baby
If she's the reason your leaving me
here tonight
Spare me what you think and tell me
Tell me a lie.

You're the charming type
That little twinkle in your eye
Gets me every time
And well there must have been a time
I was a reason for that smile
So keep in mind

As you take what's left of you and I
Tell me I'm a screwed up mess
That I never listen listen

Tell me you don't want my kiss
That you're needing distance distance

Tell me everything but don't you say
she's what you're missing baby
If she's the reason your leaving me
here tonight
Spare me what you think and tell me
Tell me a lie.

Tell me I'm a screwed up mess
That I never listen listen

Tell me you don't want my kiss
That you're needing distance distance

Tell me everything but don't you say
she's what you're missing baby
If she's the reason your leaving me
here tonight
Spare me what you think and tell me
Tell me a lie.

1. - Listen to the song and order the phrases with letters.

- () I put up a good fight
- () No matter how hard I try
- () And I'm tired.
- () And I've tried
- (a) Can't ever get it right
- () But your words cut like knives

2.-Listening and match the sentences with the letters.

- | | | |
|------------------------|-----------|--------------------------|
| 1. As you break my | ___ b ___ | a) distance distance |
| 2. Tell me you | _____ | b) heart again this time |
| 3. Tell me I'm a | _____ | c) listen listen |
| 4. That you're needing | _____ | d) screwed up mess |
| 5. That I never | _____ | e) don't want my kiss |

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

You're the charming ~~dream~~ type
That little twinkle made in your eye
Gets me come every time
And well there must hidden have been a time
I was a reason love for that smile
So keep you in mind
As you take know what's left of you and I

4. - Complete the spaces with the key.

Tell me everything but don't _____ she's what you're missing baby
If she's the _____ your leaving me here tonight
Spare me what you _____ and tell me
Tell me _____

Key words
Think a lie
you say reason

SONG: Hot N Cold

SINGER: Katy Perry

You change your mind
like a girl changes
clothes
Yeah, you change your
mind like a girl I would
know
And you always think,
always speak
cryptically
I should know that
you're no good for me

'Cause you're hot and
you're cold
You're yes and you're
no
You're in and you're
out
You're up and you're
down

You're wrong when it's
right
You're black and it's
white
We fight, we break up
We hug, we make up

You, you don't really
wanna stay, no
But you, you don't
really wanna go, oh

'Cause you're hot and
you're cold
You're yes then you're
no
You're in and you're
out
You're up and you're
down

We used to be just like
twins, so in sync
The same energy now's
a dead battery
Used to laugh 'bout
nothing, now you're
plain boring
I should know that
you're not gonna
change

'Cause you're hot and
you're cold
You're yes and you're
no
You're in and you're
out
You're up and you're
down

You're wrong when it's
right
You're black and it's
white
We fight, we break up
We hug, we make up

You, you don't really
wanna stay, no
But you, you don't
really wanna go, oh

You're hot and you're
cold
You're yes and you're
no
You're in and you're
out
You're up and you're
down

Someone call the
doctor
Got a case of a love
disorder
Stuck on a roller
coaster
Can't get off this ride

You change your mind
like a girl changes
clothes

'Cause you're hot and
you're cold
You're yes and you're
no
You're in and you're
out
You're up and you're
down

You're wrong when it's
right
You're black and it's
white
We fight, we break up
We hug, we make up

You, you don't really
wanna stay, no
But you, you don't
really wanna go, oh

You're hot and you're
cold
You're yes and you're
no
You're in and you're
out
You're up and you're
down



1. - Listening and complete the song with the correct word.

You change your mind (**like/fly**) a girl changes clothes
Yeah, you (**change/chance**) your mind like a girl I would know
And you always (**think/thing**), always speak cryptically
I (**should/could**) know that you're no good for me.

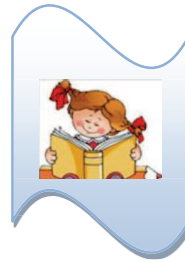
2. - Complete the fifth part of the song with the following words:

Gonna like
dead you're

We used to be just _____ twins, so in sync
The same energy now's a _____ battery
Used to laugh 'bout nothing, now _____ plain boring
I should know that you're not _____ change.

3. - Match the sentences in adequate way.

- | | |
|-----------------|--------------------|
| 1. You're wrong | a) we make up |
| 2. You're black | b) and it's white |
| 3. We fight, | c) we break up |
| 4. We hug, | d) when it's right |



4. - Listening to this part of the song and unscramble words.

Someone call the **rodtoc**

Got a case of a love **serdordi**

Stuck on a roller **acosert**

Can't get off this **edri**

'Cause you're **oth** and you're cold

You're yes **dna** you're no

You're in and you're **tuo**

You're up and you're **wond**

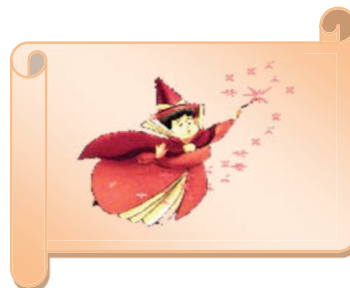
5. -Listening and cross out (X) the extra words.

You're wrong when ~~make~~ it's right

You're black easy and it's white

We fight, words we break up

We hug, we make up way



You, you don't really love wanna stay, no

But you, you don't really wanna go, oh see

SONG: "Complicated"**SINGER: Avril Lavigne**

Uh huh, life's like this
Uh huh, uh huh, that's the
way it is
'Cause life's like this
Uh huh, uh huh that's the
way it is

Chill out , what you yellin'
for?
Lay back, it's all been done
before
And if you could only let it
be, you will see
I like you the way you are
When we're drivin' in your
car
and you're talking to me one
on one but you've become

Somebody else round
everyone else
You're watching your back
like you can't relax
You're tryin' to be cool you
look like a fool to me
Tell me

Why do you have to go and
make things so
complicated?
I see the way you're acting
like you're somebody else
gets me frustrated
Life's like this you
And you fall and you crawl
and you break
and you take what you get
and you turn it into honesty
and promise me I'm never
gonna find you fake it
no, no, no

You come over

unannounced
dressed up like you're
somethin' else
where you are ain't where
it's at you see
you're making me
laugh out when you strike
your pose
take off all your preppy
clothes
you know you're not fooling
anyone
when you've become

Somebody else round
everyone else
Watching your back, like
you can't relax
Trying to be cool you look
like a fool to me
Tell me

Why do you have to go and
make things so
complicated?
I see the way you're acting
like you're somebody else
gets me frustrated
Life's like this you
and You fall and you crawl
and you break
and you take what you get
and you turn it into
honesty
promise me I'm never
gonna find you fake it
no nono

Chill out , what you yellin'
for?

Lay back, it's all been done
before

And if you could only let it
be
You will see

Somebody else round
everyone else
You're watching your back,
like you can't relax
You're trying to be cool,
you look like a fool to me
Tell me

Why do you have to go and
make things so
complicated?
I see the way you're acting
like you're somebody else
gets me frustrated
Life's like this you
and you fall and you crawl
and you break
and you take what you get
and you turn it into
honesty
promise me I'm never
gonna find you fake it
no nono

Why do you have to go and
make things so
complicated?
I see the way you're acting
like your somebody else
gets me frustrated
Life's like this you
You fall and you crawl and
you break
and you take what you get
and you turn it into honesty
promise me I'm never
gonna find you fake it
no nono



1. - Listening and organize the scrambled sentences.



1. what you Chill out , yellin' for?
2. Lay back, done before it's all been
3. you will see And if you could only let it be,
4. way you are I like you the
5. When we're your car drivin' in
6. talking to me one on and you're but you've become

2. - Separate these words.

Somebodyelseroundeveryoneelse

You'rewatchingyourbacklikeyoucan'trelax

You're tryin' to be cool you look like a fool to me

Tell me

Why do you have to go and make things so complicated?

I see the way you're reacting like you're somebody else gets me frustrated

Life's like this you

And you fall and you crawl and you break

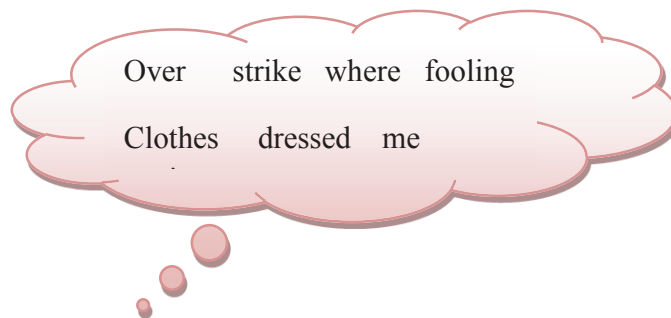
and you take what you

get and you turn it into honesty

and promise me I'm never gonna find you fake it

no, no, no

3. - Complete this part of the song with the following words:



You come _____ unannounced
_____ up like you're somethin' else
where you are ain't _____ it's at you see
you're making _____
laugh out when you _____ your pose
take off all your preppy _____
you know you're not _____ anyone
when _____ become

4. - Finding the words that are in the box in the following puzzle.

Somebody else round everyone else
watching your back, like you can't relax

trying to be cool you look like a fool to me

Tell me

j	g	h	t	j	p	a	d	b	t	c	l	o	m	h
k	d	i	p	d	v	m	k	L	a	r	t	y	u	c
y	g	k	e	u	o	o	a	j	l	r	e	b	m	l
h	i	p	a	v	y	p	o	g	e	l	s	e	u	o
u	i	p	a	g	e	u	o	l	d	f	g	j	m	x
j	i	o	b	m	d	r	l	o	p	f	b	u	p	a
i	p	o	p	s	h	n	y	i	n	g	l	d	a	c
q	k	p	r	j	l	l	f	o	o	l	w	l	v	m
l	n	m	e	p	o	l	p	b	n	o	b	f	h	y
h	l	a	l	y	o	i	k	o	l	e	d	g	y	h
f	o	w	a	t	c	h	i	n	g	P	b	j	k	l
y	i	l	x	y	p	s	a	d	l	n	m	j	g	i
j	p	l	j	m	g	i	p	e	q	e	t	h	l	o
u	l	m	j	i	o	p	g	h	u	e	w	q	t	n

5. -Listening to this part of the song and complete the words.

Somebody else _____ everyone else

_____ watching your back, like you _____ relax

you're trying _____ cool, you _____ like a fool to me

_____ me.

Why do you have to go and _____ so complicated?

I see the way you're acting like you're _____ else gets me frustrated

Life's like this you

and you _____ and you crawl and you break

and you take what you get and you _____ into

honesty.

SONG: "My Immortal"

SINGER: Evanescence

I'm so tired of being here
Suppressed by all my childish fears
And if you have to leave
I wish that you would just leave
'Cause your presence still lingers here
And it won't leave me alone

These wounds won't seem to heal
This pain is just too real
There's just too much that time cannot
erase

[Chorus:]

When you cried I'd wipe away all of
your tears
When you'd scream I'd fight away all
of your fears
And I held your hand through all of
these years
But you still have
All of me

You used to captivate me by your
resonating light

Now I'm bound by the life you left
behind

Your face – it haunts my once pleasant
dreams

Your voice – it chased away all the
sanity in me

These wounds won't seem to heal
This pain is just too real
There's just too much that time cannot
erase

[Chorus]

I've tried so hard to tell myself that
you're gone

But though you're still with me

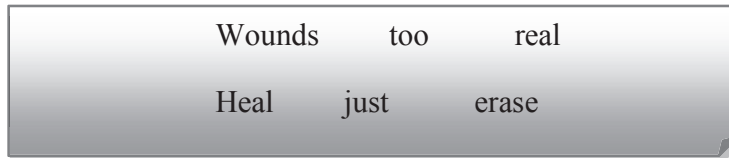
I've been alone all along

1. - Listening and organize the scrambled words.



I'm so tired of **gineb** here
 Suppressed by all my **dishilch** fears
 And if you have to leave
 I wish that you **duwol** just leave
 'Cause your presence still lingers here
 And it won't leave me **loane**

2. - Finding the words that are in the box in the following puzzle.



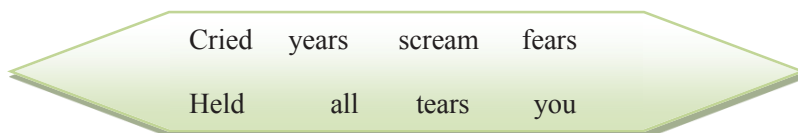
These wounds won't seem to heal

This pain is just too real

There's just too much that time cannot erase

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

3. - Complete this part of the song with the following words:



When you _____ I'd wipe away all of your _____
When you'd _____ I'd fight away all of your _____
And I _____ your hand through all of these _____
But _____ still have
_____ of me

4. - Listen to the song and order the phrases with the numbers.

- () Your face it haunts
- () All the sanity in me
- (1) You used to captivate me
- () Your voice it chased away
- () Now I'm bound by the life you left behind
- () My once pleasant dreams
- () By your resonating light

5. -Listening and cross out (X) the extra words.

These wounds won't seem to heal ~~heart~~
This pain is just too real deal
There's just too much that what time cannot erase

I've tried so hard to tell me myself that you're gone
But though through you're still with me
I've been be alone all along.



SONG: Don't you remember?

SINGER: Adele

When will I see you again?
You left with no goodbye, not a single
word was said,
No final kiss to seal any seams,
I had no idea of the state we were in,

I know I have a fickle heart and bitterness,
And a wandering eye, and a heaviness in
my head,

But don't you remember?
Don't you remember?
The reason you loved me before,
Baby, please remember me once more,

When was the last time you thought of
me?
Or have you completely erased me from
your memory?
I often think about where I went wrong,
The more I do, the less I know,

But I know I have a fickle heart and
bitterness,
And a wandering eye, and a heaviness in
my head,

But don't you remember?
Don't you remember?
The reason you loved me before,
Baby, please remember me once more,

Gave you the space so you could breathe,
I kept my distance so you would be free,
And hope that you find the missing piece,
To bring you back to me,

Why don't you remember?
Don't you remember?
The reason you loved me before,
Baby, please remember me once more,

When will I see you again?

1. – Listening and organize the scrambled words.



When will I see you **niaga**?
You left with no goodbye, not a **legsin** word was said,
No **lafin** kiss to seal any seams,
I had no idea of the state we were in,

I know I have a fickle **tearh** and bitterness,
And a wandering eye, and a heaviness in my **deah**,

2. -Listening to the part of the song and separate with a slash / each word:

But don't you remember?

Don't you remember?

The reason you loved me before,

Baby, please remember me once more,

When was the last time you thought of me?

Or have you completely erased me from your memory?

3.-Match with the correct colum.

- | | |
|-------------------------|---------------------------------|
| 1. I often think about | a) fickle heart and bitterness, |
| 2. The more I do, | b) and a heaviness in my head, |
| 3. But I know I have a | c) where I went wrong, |
| 4. And a wandering eye, | d) the less I know, |

4. - Complete with the correct words.

But don't you remember?

Don't you remember?

The reason you loved me before,

Baby, please remember me once more,

Gave you the space so you could breathe,

I kept my distance so you would be free,

And hope that you find the missing piece,

To bring you back to me,

5. - Complete this part of the song with the following words.

Don't reason be fore
Baby more I again

Why don't you remember?

_____ you remember?

The _____ you loved me _____,

_____, please remember me once _____,

When will _____ see you _____?

Only Teardrops

1. – Before you listen to the song, read the lyrics and guess the right word in each case. Give a reason for your choice (use the dictionary when necessary).

Then, listen to the song and check your answers.

The sky is *white/red* tonight
we're *on/in* the edge tonight
no shooting *star/car* to guide us / we

Eye for an eye
why tear each *other/others* apart
please *tell/say* me why
why do *us/we* make it so *hard/black*
look at *us/we* now

we only got *us/ourselves* to blame

it's such a shame

How many times can we win and spend / lose

how many times can we take / break the rules

between *us/we*

only teardrops

How many times do we have to *wait/fight*

how many times till we get it *right/white*

between *us/we*

only teardrops

So come and *face/help* me now

here *on/in* the stage tonight

let's leave the *dust/past* behind *us/we*

.....

.....

What's gone between *us/we*

has come between *us/we*

only teardrops

.....

Thanks for the Memories

By Fall Out Boy

1. Fill in all the gaps with the correct words: good, show, make

I'm gonna _____ you bend and break,

(It sends you to me without wait)

Say a prayer but let the _____ times roll!

In case God doesn't _____..

(Let the good times roll, let the good times roll)

2. Fill in all the gaps with the correct words: things, life, keys, is

And I want these words to make _____ right,

But it's the wrongs that make the words come to _____,

"Who does he think he _____?"

If that's the worst you got,

Better put your fingers back to the _____!

3. Reorder the letters in the sentences to make correct words:

O nen ight ando nem ore time,

Than ksfo rt heme mo ries,

Ev entho ugh the ywe ren 'tso gr eat;

"Heta st eslik eyo uonlys wee ter"!

Onen ighty eaha ndonem ore ti me,

Tha nksf orthe memor iest han ksf ort hem em ories;

"Se ehe tast esli keyou onl ysw ee ter"!

4. Unscramble the words:

Been looking forward to the _____,

efruut

When my eyesight is _____ bad,

ggnio

And this _____ ball.

ycrlsat

It's always _____ except for, (Except for)

ycdluo

_____ you look into the past (look into the past),

nhwe

One night stand... (one night stand off),

5. Separate the words.

Theysaylonlythinkintheformofcrunchingnumbers
Inhotelroomscollectingpagesixlovers
Getmeoutofmymindandgeyououtofthoseclothes
I'malinerawayfromgettingyouintothemood,

**MY HEART WILL GO ON
(Love Theme from Titanic)
by Celine Dion**

Every night, in my ,

I see you, I feel you.

That is how I know you go on.

Far, across the

And spaces between us,

You have come to show you go on.

Near, , wherever you are,

I believe that the heart does go on.

Once more, you opened the .

And you're here in my heart.

And my heart will go on and on.

Love can touch us one ,

And last for a lifetime.

And never let go till we're gone.

Love was when I loved you,
One true time to on to.
In my life, we'll always go on.

Near, , wherever you are,
I believe that the heart does go on.
Once more, you opened the .
And you're here in my heart.
And my heart will go on and on.

You're here, there's nothing I .
And I know that my heart will go on.
We'll stay, forever this way.
You are in my heart.
And my heart will go on and on.

Nothing's gonna change my love for you

The days would all be _____

tempi espy empty

The nights would seem so _____

wrong along long

With you I see forever oh so _____

clearly nearly merely

I might have been in love _____

before for four

But it never felt this _____

strong throng prong

Our dreams are young and we both _____

no know mow

I'll never ask for more than your _____

love dove glove

The world may change my whole life _____

few view through

If the road ahead is not so _____

easy wheezy uneasy

You don't have to change a _____

thing zing king

Additionally you can find more activities on these links to develop listening skills.

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

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

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

<http://www.englishexercises.org/buscador/buscar.asp?nivel=any&age=0&tipo=any&contents=song#a>

Movies

Learning through media (movies) is one of the best ways to learn a new language. The movies permits to students develop their listening skills in order to improve the teaching learning process in the English language when students complete several activities correctly.

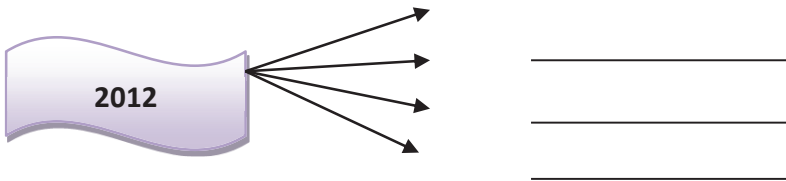
Description:

- ✓ In this unit there are several songs that contain interesting activities such as fill the blank, correct the mistakes in order to improve listening skill.

Objective:

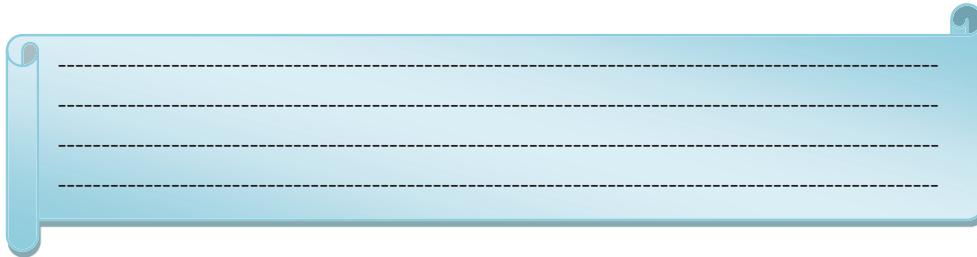
- To develop the listening skill of the English language through of funny activities to increase the vocabulary in the best way.

1. - What are the principal actors in the movie?



2012

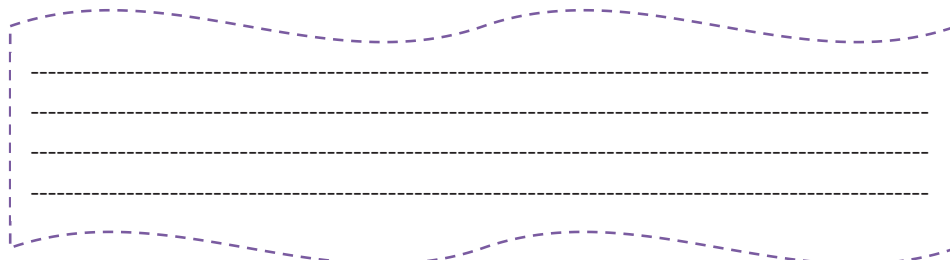
2. - What is the cause that provokes the disaster in the world?



3. – Watch and complete the paragraph.

Jackson and his family landed in in search of a larger plane that will take Tamara, who couldn't leave in absence of a co-pilot. Jackson volunteered Gordon and they all left in an Antonov 500. They crashed in China where the pilot was killed. They were found by the People's Liberation Army. Yuri presented his were left. They were walking their way when they were picked up by Mina who was riding on a truck with his

4. - What is the plot in the movie?



5.-What is your opinion about the movie?

Theme: "A Good Old Fashioned Orgy".



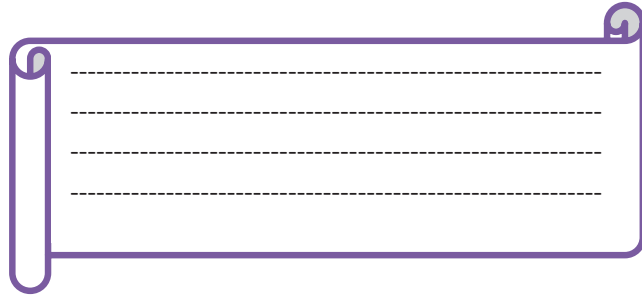
1. - What is the principal character in the movie and put the characters?

A purple oval shape with a double-line border. An arrow points from the right side of the oval to a green rectangular box with a wavy top and bottom edge. Inside the green box are three horizontal dashed lines for writing.

2. - How many friends have Eric write in following cloud.

A blue thought bubble shape with a scalloped edge. Inside the bubble are three horizontal dashed lines for writing. There are three smaller circles of decreasing size leading to the bottom left of the main bubble.

3. - What is the news that father tell him about the house?

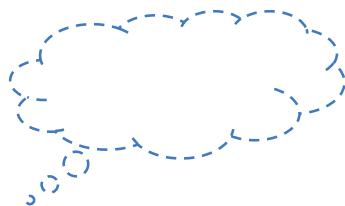


4. - Watch and complete the paragraph.

When they present the idea to their, they are all reluctant, but when Mike and..... argue that afterwards everyone will be moving away from each other and that this might be their last real time all together, Sue agrees to join.

.....weekend arrives and the group prepare for the orgy. Doug decides to back out at the last minute, causing the group to descend into arguments, culminating whenpublicly reveals Sue's feelings for.....accuses Mike of being Eric's "pet". Glenn and Kate arrive uninvited, intending to gatecrash the orgy, but they end up having sex in their car.

5. - Who is the husband of Kate?



6. - What happed of on Labor Day?

Theme: "30 Days of Night: Dark Days".



1. - Watch and complete the paragraph?

It's been a year since the Alaskan town of Barrow's..... was decimated by vampires during its annual month long polar night. Riddled with grief over the death of her....., bound by nightmares and void of allbeyond hate and sorrow, Stella (Kiele Sanchez) has spent the past months traveling the world, trying to convince others thatexist.

2. - Finding the words in the following puzzle.

Constantly **feeling** as though she is being hunted, **Stella** is well aware the **impending** threat on her life, the death of **Eben** having taken from her ability to feel emotions, leaving her feeling cold and empty inside. Following instructions from a man named **Dane**, she eventually ends up in **Los Angeles**. One night, while giving a lecture to an audience of people with whom she hopes to convince that **vampires** exist and aware that they attend when she **speaks**, she activates overhead ultraviolet lamps that incinerate several of the vampires in the audience in front of the **humans**.

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

2. - What is the plot in the movie?

.....

.....

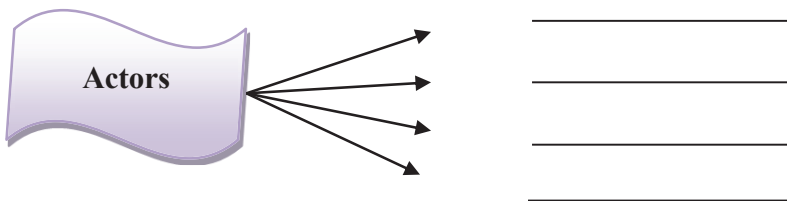
.....

3. - Read to this part of the movie and unscramble words.

When Stella **sask** if she is responsible for the **tencidin** at Barrow and is notified that she was, she is taken to meet Dane (Ben Cotton) and is **dekcshe** to discover that he too is a vampire, **hgtohu** due to a superficially inflicted wound he has **nedtainain** a grasp of **tynimahu**, only drinking **doobl** from packaged **pihostal** stocks he keeps.

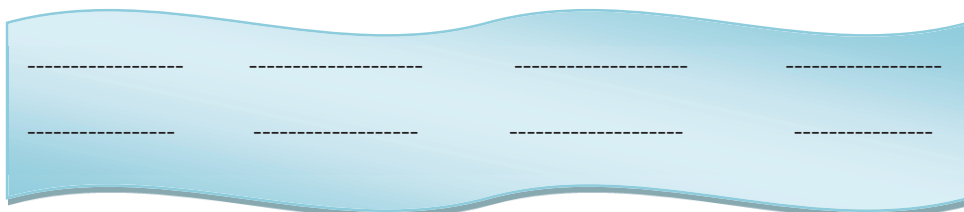


4. - What are the principal actors in the movie?



5. - Write the correct words in the following paragraph.

When Paul hesitates, Stella **(manages-drive)** to kill him by smashing in **his (head-hand)** with a cinder block. They decide to wait for **(night-morning)** when the vampires go to **(feed-feel)** in order to make their escape. After night falls, Dane comes and frees them; on their way out they **(capture-kill)** a vampire and interrogate him with the ultraviolet lamps, eventually following him back to another nest. They **(invade-improve)** the nest and rescue a human they were **(using-useful)** as a feeding station and with her memories of Lilith's lair aboard one of the ships on the **(bay-bye)** they are able to plan an attack on her directly.



6. - Read to the part of the movie and separate with a slash / each word:

DaneiskilledwhenNorrisarrives, and the others flee with the survivor from the nest, they travel to a boat yard and Jennifer points out the boat that they are set to sail to Alaska in for another 30 day feeding period. TheytellJennifertoleaveandthethreeof them stowaway on the ship and discover that they can be resurrected after death if they are fed human blood. Theyeventuallyconfrontthehumancaptainwhosaysheis doing this because they had threatened his family. Amber is suddenly pulled away by someone from behind and kills the captain when she accidentally fires her gun. Sheis draggedthroughthedecksandStella and Paul are too late to save her from being eaten.

Movies on internet

Here's what you do:

1. Click on the video below.
2. Watch the video, and pay attention to it! (You can pause and rewind the video.)
3. Answer the listening comprehension questions below the video.
4. Check your answers.



QUESTIONS:

1. The girl likes to read stories " _____ ".

- about dragons

with magic powers in them

about ghosts

2. Why didn't she bring all her books?

Because the bag was too heavy

Because the boy asked her not to

Because she forgot

3. What did the girl forget to bring?

Her toothbrush

Her comb

Her books

4. How many books are students allowed to check out at the same time from the library at the boy's school?

One

Two

Three

5. Why does the girl steal books?

Because she likes being bad

Because the boy asked her to do it

Because she wanted to have a secret

Additionally you can more exercises in this link to develop the listening skills.

<http://www.learnenglishfeelgood.com/eslvideo/>

CONVERSATION 1

Listening Exercises

Listen to the conversation by pressing the "Play Audio" button of the audio type you want to hear, and answer the questions. Press the "Final Score" button to check your quiz.

1. How does Joshua go to school in Japan?

- A. He takes a school bus every morning
- B. He rides the subway at 8:00 AM.
- C. He walks with a group of students.

2. Which item did Joshua NOT mention when talking about the things he takes to school?

- A. backpack
- B. gym clothes
- C. school hat

3. What is one of the first things Joshua does when he arrives at school?

- A. He practices his reading and writing.
- B. He stands and bows to the teacher.
- C. He puts on his gym clothes for class.

4. Where does Joshua eat lunch at school?

- A. in his classroom
- B. in the lunchroom
- C. in the gymnasium

5. What time does Joshua probably get home from school most days?

- A. between 1:00 PM and 2:00 PM
- B. between 2:00 PM and 3:00 PM
- C. between 3:00 PM and 4:00 PM

CONVERSATION 2

In this section, you will hear short conversations. In the exam you will hear each conversation once. In this practice test you can control the audio yourself. You can also see the script of the conversation.

Listen to Li, Paul and Kitty discussing a project. Then answer the questions.



1. Which TWO of the following things will the team do as a group?



- A Write the report
- B Do the presentation
- C Write the questions
- D Carry out the questionnaires



2. How long does the report have to be?

- A 1000 words
- B 1000 – 1500 words

- C 1500 words
- D 1500 - 2000 words

3. Which of the following aspects of the university will not be investigated by any of the groups?

A  B 

C  D 

4. What can be inferred about cycling at the university?

- A More students cycle than use the bus
- B There is inadequate shelter for bikes at the university
- C Bicycles are often stolen from the bike sheds
- D Students have to pay to use the bike sheds

To continue there are more links where you can practice movies.

<http://www.esl-lab.com/elem/elemrd1.htm>

www.esl-lab.com

http://www.examenglish.com/TOEFL/toefl_listening.htm

http://www.examenglish.com/TOEFL/TOEFL_listening_conversation2.htm

SPEAKING SKILL

Pictures

Description:

- The pictures are important in the teaching learning process because these will allow to students think and create different stories using their imagination.
- A picture description is an ideal way of practicing your English vocabulary in all sorts of fields.
- Describing paintings or other art pictures (e. g. caricatures) is something for the advanced learner of English as you also have to talk about the actor's intention and the impression on the viewer.

Objective:

- To improve speaking skill through of interesting and funny activities in order to develop their pronunciation correctly.

1 SIMONE GO TO ON VACATION



1. - Write some sentences according this picture.

.....

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2. - Create a story using the sentences.

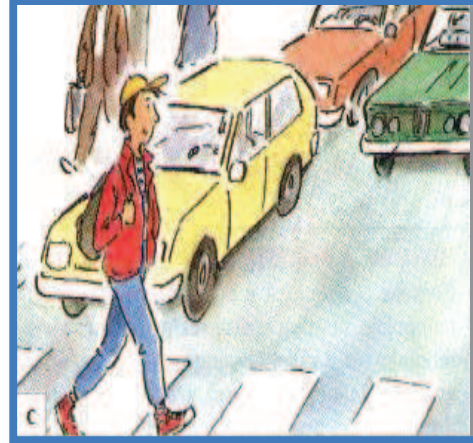


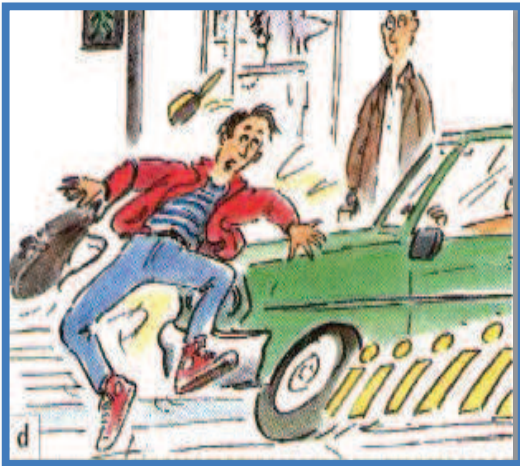
2. - What are the principal characters in the story?

Show the pictures and create a story.

2 KEVIN IN THE CITY









3 THE DREAM



Directions: Use numbers to put the sentences in correct story order. Then finish the story.

___ Juan was sleeping but suddenly he opened his eyes.

___ He screamed.

___ He saw a terrific shadow.

___ His mom asked him what was happening.

___ His mom heard his screams.

___ His mom told him that he'd had a nightmare.

___ He hid among his sheets.

___ He didn't want to sleep alone.

___ His mom gave him a glass of water so that he calmed down.

___ Juan was watching a scary movie.

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Describe this picture



Complete this description choosing the right word

This is a very modern kitchen. _____ jars on the sink.

_____ a jar with juice next to the juicer.

In this picture _____ refrigerator or _____ freezer.

_____ a bread box _____ the floor. _____ a lot of bread in the box.

I can see _____ pots in the cupboard on the top shelf.

There is a _____ on the floor, it is pink and blue.

_____ on the shelf _____ the window.

Now look at this bedroom picture and say True or False



There are some cushions on the floor. _____

There isn't any plant in this room. _____

There is a clothes hanger next to the wardrobe. _____

There are some chairs in the bedroom near the computer. _____

There is a lamp on the night table just opposite the cushion. _____

The kid who sleeps in this bedroom probably plays tennis. _____

DESCRIBING PEOPLE

A. Look at the pictures below and choose the correct form to finish the sentences.

B.



John
10 years old



Bill
11 years old



Ann
10 years old



Sue
12 years old

1. John has got ...

- a) short, straight, dark hair.
- b) short, dark, straight hair.
- c) dark, straight, short hair.

2. John's eyes are ...

- a) grey.
- b) green.
- c) black.

3. Bill has got ... hair.

- a) straight
- b) wavy
- c) curly

4. Ann's hair is ...

- a) short
- b) long
- c) medium

5. Sue's hair is...

a) red

b) brown

c) black

6. Sue has got ... eyes.

a) brown

b) green

c) blue

7. Sue has got ...

a) a fringe

b) freckles

c) glasses

8. Ann has got a ...

a) a pigtail.

b) a ponytail.

c) spiky hair.

9. John's face is ...

a) square.

b) oval.

c) round.

10. John and Ann are ... years old.

a) eleven

b) twelve

c) ten

11. Sue is ... years old.

a) ten

b) eleven

c) twelve

12. Bill is

a) older than John.

b) younger than John.

c) as old as John.

13. Sue is ...

a) as old as the others.

b) the youngest.

c) the oldest.

14. You can see ...

a) three boys and one girl.

b) two boys and two girls.

c) three girls and one boy.

Additionally you can find more exercises in these links to develop the speaking skill.

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

<http://www.englishexercises.org/buscador/buscar.asp?nivel=any&age=0&tipo=any&contents=describing%20people&orderby=rand%28%29>

<http://www.learnenglish.de/pictures.html>

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

<http://www.eslflow.com/AcademicWritng.html>

Describe these pictures according the situation.



In this photo I can see...
Talk about...
place
position
people's age
people's clothes
people's actions
people's roles
people's feelings
Your opinion

Remember



In this photo I can see...
Talk about...
place
position
people's age
people's clothes
people's actions
people's roles
people's feelings
Your opinion

Remember

READING SKILL

Description

First, the students are going to go to the web pages on internet and practice the activities that they are going to find, for example in this activity the ability that they are going to develop is the reading, they are going to practice a lot of times in order to improve English language.

STORIES

Instructions

You are going to read an extract from a writer's journal. For Questions 1-8, choose the correct answer A, B, C or D.

Extract

Six months ago I made a rash promise. The leader of the youth club in our village rang me in March saying, "We're thinking of running a children's playscheme for a day in October half-term. Would you be prepared to help?" My response was "Sure, why not?" In truth I was a little flattered to be asked, even though working as a care assistant with old people hardly qualified me for the role. Still, I duly put the date in my diary and of course I forgot all about it. I don't know if you've noticed this but time has a habit of speeding along faster than a police car chasing a robber and, before I knew it, the day was dawning.

I arrived at the youth centre that morning feeling full of trepidation. There was a gang of 12 helpers including me and each pair had been allocated a particular age group. Mine was the 10 to 11 year olds. Even with the planning meeting I had attended the week before, I worried about whether I was up to the task. Why hadn't I read through the copious lesson plans we were given beforehand? And wasn't the average 10-year-

old more interested in the latest Play Station game than making things with paper and glue?

All too quickly the children began arriving. The look of relief on parents' faces as they handed their offspring over to us was quite comical. A handful of the children were already members of the club but the other forty five or so were from the local primary schools. Again I asked myself why I had elected to spend a day with all these 'little monsters' especially when I have two all of my own to contend with!

I needn't have worried of course as it turned out to be a marvellous day. We watched entertaining dvd clips, learned 'action' songs, made clay pyramids, decorated biscuits, played memory games and spent some time in quiet reflection. I say 'we' because I rediscovered my inner child and joined in all the activities.

The particular highlight for me was the final rendition of "He's got the whole world in his hands" in the closing part of the day. The children knew the words and actions off by heart and sang so loudly it was almost enough to bring the roof down. It's difficult to explain those moments; only that the body tingles with the pleasure of having witnessed something so magical.

Of course there were also moments of great poignancy. I found it difficult to stop thinking of one little girl, who mentioned oh-so-casually that her mum was in hospital and would be there for a long time. It's easy for us adults to idealise childhood and forget that some children have their own burden of anxieties and concerns. When I got home utterly exhausted, still with modelling clay under my fingernails, I reflected on what a privilege it had been.

There was one disappointment for the children and that was that the playscheme was only running for a day, and not the whole week. As I said farewell to my group, one

of the children turned and said “Can we do it again in the next holiday, Miss?” My response was, “Sure, why not?”

Part 1: Multiple Choice

1 When the offer of the job was made the writer

- felt she had made a mistake to agree.
- thought she had appropriate experience for the job.
- believed she shouldn't have been asked.
- gave the impression she wasn't sure about accepting the job.

2 When the day arrived the writer was surprised

- that the day had come round so quickly.
- because she'd forgotten to write down the date.
- because she witnessed a car chase on the way.
- that she woke up at dawn.

3 When the writer arrived to start her job she

- put the children into pairs.
- realised she should have done more preparation.
- felt confident she could deal with 10 and 11 year olds.
- saw the children had brought their own electronic games to play with.

4 According to the writer, the parents were

- happy to stay with their children all day.
- worried about children from the other schools.
- nervous that their children might not behave themselves.
- glad to leave their children.

5 The writer needn't have worried because

- the children were quiet during the day.
- the children weren't doing messy activities.
- she had fun herself.
- the time passed quickly.

6 The writer's best moment

- occurred in the middle of the day.
- took her by surprise.
- was hard to put into words.
- was when the day was over.

7 According to the writer, adults

- think that being a child is a privilege.
- sometimes forget that children have worries too.
- are usually exhausted by bringing up their children.
- don't have a stressful life.

8 What is the writer's attitude by the end of the day?

- She could imagine doing the job again next time.
- She was sad to say good bye to the children.
- She was disappointed with the experience.
- She hopes the playscheme will be longer in future

PART 1: CLOZE: VOCABULARY

From the words listed below, choose the ones which best fit the space.

GOOD MANNERS AND BAD

(1)..... English people will forget to say "Thank you" after (2)..... , and "Please" after acceptance. It is always "No, thank you" and "Yes, please". If you phone an office, and (3)..... to speak to Mr Smith, his secretary will say, "Oh, I'm (4)..... sorry. He's out." It seems to be her fault. She seems to (5)..... it personally.

Typical of English good manners is the typical fictional murderer. The typical American murderer is a killer, a gangster, or a drug-addict. He is the complete outsider, fighting against the (6)..... of the rest of society. The typical English murderer is completely (7)..... . He will be a little, (8)..... man. As far as his work is concerned, he is (9)..... to be a habitual criminal. He is more likely to belong to the professional classes, perhaps a dentist or a solicitor. He will be completely respectable, and live in the prim and (10)..... suburbs. The chances are

that his house will be semi-detached so that his inquisitive neighbors can hear (11)..... noises through the wall. He will be a non-drinker, perhaps teetotal. Conservative in politics, he will go to a Protestant church.

The (12)..... for murder will be a guilty passion for his secretary or the wife of a colleague. The person he murders will be his wife, And the murder will not be done on the (13)..... of the moment. It will be planned to the (14)..... detail, His motive will be that it is better to murder his wife than to (15)..... his respectability.

01. Little Less Hardly Few
02. denial rejection refusal negation
03. seek will desire want
04. much so a lot highly
05. have take hold seize
06. whole all everything mass
07. separate apart different odd
08. usual ordinary matter-of-fact everyday
09. unlikely unusually unexpected improbably
10. correct right moral proper
11. suspicious inquisitive interesting arousing
12. why cause effect reason

13. thought will spur drive

14. most last end greatest

15. deprive lose mislay drop

Additionally to these activities you can find more exercises in these links to practice the reading skills.

<http://www.flo-joe.co.uk/fce/students/tests/>

http://www.examenglish.com/FCE/fce_reading.htm

<http://www.englishspeaker.com/index%20-%20FCE.html>

Complete the story using the following words.

The weeks School when different were your white
about later But vacation watching were But of pharmacy,
counter Travel brother His at them his to paper
provided next slightly his There coffee of creamers
inside a times table the for the coffee, been vacation

Vacation at Home

The two-week vacation at the end of summer _____ ended yesterday. Kevin had gone nowhere during his _____. He had the money, but he hated to _____ alone. He used to take vacations with Gary, _____ youngest brother, but they had a big argument _____ the end of their last vacation. Each of _____ had spent the last three years waiting for _____ other to apologize.

Kevin did not feel good _____ being on non-speaking terms with his favorite brother. _____ he was not going to ask for forgiveness _____, in his mind, this whole misunderstanding was his _____'s fault.

So Kevin's summer vacation was spent in _____ own "back yard." As usual, he had planned _____ clean up his apartment. As usual, two weeks _____ his apartment looked just as it had two _____ before.

He did do one thing new and _____ during his vacation. He went to a new _____ shop on Foothill Street. It served 25 varieties _____ delicious coffee at reasonable prices, and the staff _____ genuinely friendly.

The coffee shop had a do-it-yourself _____ near the entrance. On the counter were lids, _____, and wooden stirrers. There were wraps to insulate _____ hands against the hot coffee inside the cup. _____ were also individual servings of sugar, sweeteners, and _____. Kevin used the lids and wraps, but drank _____ coffee black.

The shop was air-conditioned at a _____ chilly temperature. About eight small round tables were _____. Outside were four bigger tables. Each had four _____ metal chairs around it, and several big umbrellas _____ shade. Even on hot afternoons, there was usually _____ pleasant breeze.

Kevin visited the coffee shop four _____ during his vacation. He always sat at a _____ outside by himself and read the free daily _____. Each day he was there, he read most _____ the newspaper articles while he enjoyed two cups _____ coffee.

Between articles, he took breaks by watching _____ nearby traffic and pedestrians. The coffee shop was _____ to a huge parking lot. The lot was _____ customers of a grocery store, movie rental store, _____, bank, and restaurant. Kevin considered his outdoor seat _____ perfect place for one of his favorite activities—people _____.

The coffee shop, with its excellent location and _____, had helped make his vacation a

pleasant one. _____ he knew in his heart, had his brother _____ there to join him just one day, his _____ would have been a perfect one.

Red Telephone Box

The red telephone box, a public telephone kiosk designed by Sir Giles Gilbert Scott, was a once familiar sight on the streets of the United Kingdom. It has all but disappeared in recent years, replaced by a number of different designs. The few kiosks that remain have not been replaced because they are regarded as being of special architectural and historical interest. The first standard public telephone kiosk introduced by the United Kingdom Post Office was produced by Somerville & Company in 1920 and was designated K1 (Kiosk no. 1). This design was not of the same family as the familiar red telephone boxes.

The red telephone box was the result of a competition in 1924 to design a new grander kiosk. The competition attracted designs from a number of noted architects. The Fine Arts Commission judged the competition and selected the design submitted by Sir Giles Gilbert Scott as the winner. The Post Office made a request that the material used for the design be changed from mild steel to cast iron, and that a slight modification be made to the door; after these changes, the design was designated K2. The kiosks were painted red so that they might be easily recognised from a distance by a person in an emergency. In some rural areas the boxes were painted green so as not to disrupt the natural beauty of the surroundings.

From 1927 K2 was mainly deployed in and around London. K3 designed in 1930, again by Gilbert Scott was similar to K2 but was constructed from concrete and intended for rural areas. K4 (designed by the Post Office Engineering Department and proposed in 1923) incorporated a machine for buying postage stamps on the exterior. Only 50 kiosks of this design were built. K5 was a plywood construction introduced

in 1934 and designed to be assembled and dismantled and used at exhibitions.

In 1935 K6 was designed to commemorate the silver jubilee of King George V K6 was the first standard telephone kiosk to be used throughout the country. Many thousands of K6 boxes were deployed in virtually every town and city and it became a British icon. K6 telephone boxes eventually began to be replaced in large numbers in the early 1990s Thousands of old K6 kiosks were sold off at public auction. Some kiosks have been converted to be to used as shower cubicles in private homes. In Kingston upon Thames a number of old K6 boxes have been utilised to form a work of art resembling a row of fallen dominoes.

In 1959 architect Neville Conder was commissioned to design a new box. The K7 design went no further than the prototype stage. K8 introduced in 1968 was designed by Douglas Scott and Bruce Martin. It was the first box to replace K6 in significant numbers, and the last design be painted predominantly red.

Upon the privatisation of Post Office Telephone's successor, British Telecom (BT), the KX100, a more utilitarian design, replaced almost all the red boxes; a few remain, mainly in rural areas. The KX100 PLUS, introduced in 1996 featured a domed roof reminiscent of the familiar K2 and K6. Subsequent designs have departed significantly from the old style red telephone boxes.

In response to BT's plans to replace red boxes with more modern designs, several of the former have been listed.

Questions about the text

1. The red telephone box was designed by Sir Giles Gilbert Scott.

True.

- False.
- We don't know.

2. The first telephone box was known as

- red.
- Sommerville & Company.
- K1.

3. The red telephone box was known as

- K1.
- K2.
- Scott.

4. In rural areas the telephone boxes were painted green.

- True.
- False.
- We don't know.

5. Some kiosks had also postage stamps machines.

- True.
- False.
- We don't know.

6. Many old K6 boxes were thrown to the Thames.

- True.

- False.
- We don't know.

7. British Telecom telephone box design is known as

- K10.
- BT.
- KX100.

Read the text and then answer questions 1-5.

Different Colours can affect us in many different ways; that's according to Verity Allen. In her new series 'Colour me Healthy', Verity looks at the ways that colours can influence how hard we work and the choices we make. They can even change our emotions and even influence how healthy we are.

'Have you ever noticed how people always use the same colours for the same things?' says Verity. 'Our toothpaste is always white or blue or maybe red. It's never green. Why not? For some reason we think that blue and white is clean, while we think of green products as being a bit disgusting. It's the same for businesses. We respect a company which writes its name in blue or black, but we don't respect one that uses pink or orange. People who design new products can use these ideas to influence what we buy.'

During this four-part series, Verity studies eight different colours, two colours in each programme. She meets people who work in all aspects of the colour industry, from people who design food packets, to people who name the colours of lipsticks. Some of the people she meets clearly have very little scientific knowledge to support their ideas, such as the American 'Colour Doctor' who believes that serious diseases can be cured by the use of coloured lights. However, she also interviews real scientists

who are studying the effects of green and red lights on mice, with some surprising results.

Overall, it's an interesting show, and anyone who watches it will probably find out something new. But because Verity is goes out of her way to be polite to everyone she meets on the series, it's up to the viewers to make their own decisions about how much they should believe.

1. - What is the writer doing in this text?

- giving information about how colours influence us
- reporting what happens in a new television series
- giving information about a television presenter
- giving his opinion of a recent television show

2. - According to Verity, why is a knowledge of colour important?

- It can help you to choose the best products.
- It can give you new ideas.
- It can help you to change people's minds.
- It can help you to sell products.

You need complete each one to past to the other question, in this link you can more exercises to develop the reading skill.

<http://www.rong-chang.com/qa2/>

http://www.examenglish.com/PET/PET_reading_and_writing.html

<http://saberingles.com.ar/reading/index.html>

<http://eslus.com/LESSONS/READING/READ.HTM>

JOSEPH PULITZER

Read the short passage. The reading is followed by several questions about it. There are four possible answers (A-D) for each question. Choose the best answer and click the button next to it. When you have finished, click answers.

Joseph Pulitzer was born in 1847 in Makó, Hungary. He emigrated to the United States when he was seventeen years old, and was naturalised on his twentieth birthday. He spent his career in journalism working in the mid-west and New York. From 1871 he was also the owner or part-owner of many newspapers. His most famous newspaper was the *New York World* (which many believe was the model for the *Daily Planet* of the *Superman* stories). The *World* campaigned against corruption, and exposed many scandals. It was also a strong supporter of the rights of the working man.

In later life, Joseph Pulitzer collapsed from overwork, and lost his sight. He became dedicated to improving the quality of journalism in America, and donated \$1 million to Columbia University to found a school of journalism. However, his most significant contribution was the establishment of the Pulitzer prizes in his will.

These prizes for excellence in journalism have been given every year since 1917 by Columbia University. Since 1942 there have been extra categories for press photography, and later still for criticism, feature writing and commentary. The prize was originally for \$500, but today the winners of the prize receive a gold medal. However, the real value of the prize is that it confirms that the journalist who has received the award is the best American journalist of the year - a fact that is worth much more than \$500 to the journalist and to the newspaper that employs him or her.

1. Joseph Pulitzer came to America because

- a. he was with his parents
- b. he wanted to be a journalist
- c. Hungary was being attacked by Austria
- d. the text does not say.

2. As well as writing for newspapers

- a. Joseph Pulitzer wrote the Superman stories.
- b. was the boss of some newspapers.
- c. won prizes for press photography.
- d. worked in the mid-west.

3. The text tells us that

- a. Joseph Pulitzer became a patriotic American.
- b. later became a member of Columbia University.
- c. was one of the richest men in New York.
- d. worked very hard.

4. The prize is worth

- a. \$500.
- b. a gold medal.
- c. more in prestige than money.
- d. a job with a good newspaper.

5. Pulitzer became an American citizen

- a. twenty years after he arrived in the United States.
- b. in 1867.
- c. after contributing \$1 million to a university
- d. when he was 17 years old.

6. What did the *New York World* not do?

- a. Investigate wrongdoing by public officials.
- b. Establish a famous prize for journalism.
- c. Probably provide a model for a famous fictional newspaper.
- d. Stand up for the common people.

7. The Pulitzer prizes are for

- a. the best writing in America.
- b. press photography and commentary.
- c. high quality journalism.
- d. none of the above.

8. This article is about

- a. journalism in America.
- b. the life of Joseph Pulitzer.
- c. the Pulitzer prize.
- d. B and C together.

TENANTS WATCH BUILDING BURN

A 20-unit apartment building burned for about an hour before firemen were able to extinguish it. The fire started in the attic at about 10:30 p.m. yesterday evening. The damage was estimated at \$1.5 million. A fire department spokesman said the fire might have been set deliberately.

The tenant who first saw the blaze banged loudly on the door of every unit in the building. Occupants of 15 units were already in bed or preparing for bed. No one responded in the other five units because the tenants were not home. Those tenants who were home escaped with nothing more than the clothes on their backs, their pets, their cell phones, and their laptops.

Many tenants went across the street to watch the fire from a safe distance. They were all hoping that their units would be spared. Some of the pets were so disturbed by the noise, crowds, flames, and smoke that their owners could not hold on to them. They clawed their way out of their owners' arms and dashed away. The younger children were similarly frightened. They cried in their parents' arms.

Two fire engines arrived at 10:45 p.m., but the entire roof was ablaze by then. Smoke and flames were visible in most of the units on the top floor.

At about 11:35 p.m. the flames were extinguished. Most of the roof had disappeared. The top floor of the two-story building was about 80 percent gone. Water was seeping into the ground-floor units, ruining most of them. The tenants were crying or speechless. They were happy to be alive, but now they had no home. Where were they going to live?

Firemen discovered a charred gasoline can in the attic. This was the second suspicious apartment fire in a month

1. - How long did it take the firemen to put out the fire?

- a) 45 minutes
- b) An hour
- c) 15 minutes
- d) 30 minutes

2. - Which of the following is true according to the 2nd paragraph?

- a) Some tenants saw the blaze and telephoned the police.
- b) When the fire broke out, all the occupants were in bed.
- c) Not all residents were home.
- d) Those who escaped took all their valuable things with them

3. - When the two fire engines arrived, what was the building like?

- a) It had been burnt up.
- b) The fire hadn't reached the top floor.
- c) All the units on the top floor were in flame.
- d) The fire had spread to the top floor

Additionally there are more web addresses where you can practice reading skills.

<http://www.englishonline.org.uk/toeflfolder/toeflread1.php?name=TOEFL%20Reading%20test%201>

http://www.examenglish.com/TOEFL/toefl_reading.htm

http://www.examenglish.com/TOEFL/TOEFL_reading1.htm

<http://www.rong-chang.com/qa2/>

Proverb

It is a simple and concrete saying popularly known and repeated, which expresses a truth, based on common sense or the practical experience of humanity. It describes a basic rule of conduct may also be known as a maxim.

Proverbs are often borrowed from similar languages and cultures, and sometimes come down to the present through more than one language. In addition a proverb is a well-known saying that conveys some kind of moral or lesson.

Proverbs are short, but memorable sayings, based on an important fact of experience that is considered true by many people. Some old famous proverbs are based on the words of old folk wisdom. A proverb is most often a phrase or saying that gives advice in an obscure way.

Description:

The proverbs will permit to students reflect about your life and they can change their behavior through simple activities about it.

Objective:

- To develop good habits in the students English' career in the teaching learning process in order to improve their skills.

A friend is someone who is there for you when he'd rather be somewhere else.

Only your real friends tell you when your face is dirty.

1. - What do you think about this proverb write in the box.

2. -Reading and organizing the scrambled words.

A friend is mesoeno who is there for you enwh he'd rather be somewhere sele.
Yonl your real drifens tell you when your face is tyrdi.

3. -Complete this proverb with following words.

A friend is _____ who is there for you ____ he'd rather be somewhere else.

Only your real _____ tell you when your _____ is dirty.

Key words

When someone

Face friends

4. -Finding the words in the following puzzle.

A **friend** is someone who is **there** for you when he'd **rather** be somewhere **else**.

Only your **real** friends tell you **when** your face is **dirty**.

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

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

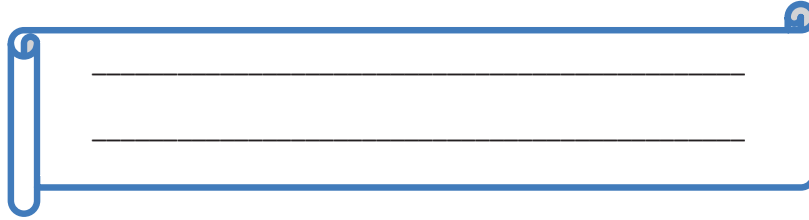
A **(friend/enemy)** is someone **(who/whose)** is there for you when he'd rather **(be/been)** somewhere else.

Only your **(real/false)** friends tell you when **(your/you)** face is dirty.

Failure is only a temporary change in direction to
set you straight for your next success.

Only those who dare to fail greatly can ever
achieve greatly.

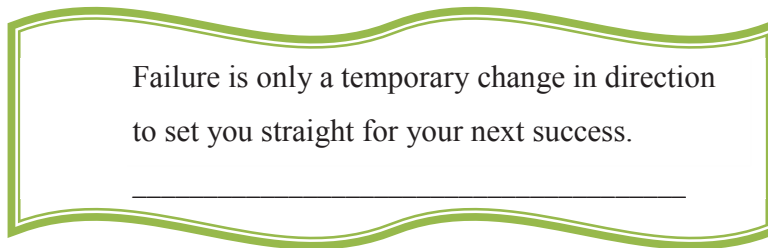
1. - According this proverb what is the message?



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

Failure is only a temporary change in direction to set you straight for your next success. Only those who dare to fail greatly can ever achieve greatly.

3. - Creating the final of the proverb with your own words

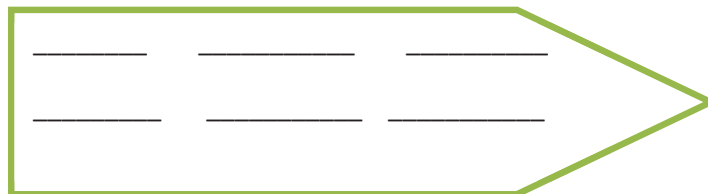


Failure is only a temporary change in direction
to set you straight for your next success.

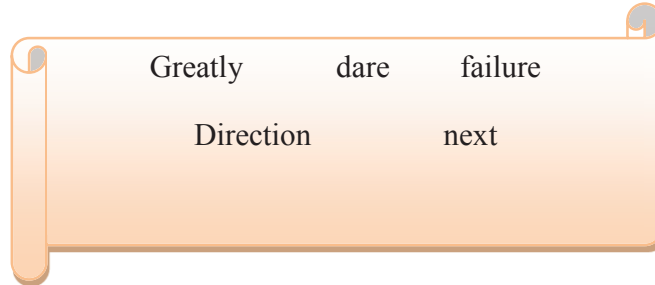
4. -Reading and organizing the scrambled words.

Failure is only a **poryratem** change in direction to set you **gthraits** for your next **suscces**.

Only those who **reda** to fail greatly can ever **chiaeve** greatly.



5. -Complete the proverb with following words.



_____ is only a temporary change in _____ to set you straight for your
_____ success.

Only those who _____ to fail greatly can ever achieve _____.

“The word of friend makes you cry – the word of
an enemy makes you laugh”.

1. - Finding the words in the following puzzle.

“The **word** of friend **makes** you cry – the word of an **enemy** makes you **laugh**”

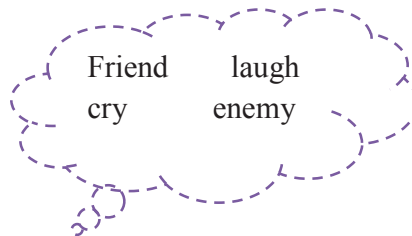
p	o	u	y	r	e	w	q	l	k
k	f	m	a	s	f	j	k	u	y
m	n	b	a	d	w	b	m	h	l
f	o	j	l	k	g	o	i	p	a
i	i	v	i	p	e	s	r	m	b
b	e	n	e	m	y	m	b	d	b
r	u	t	n	p	y	o	p	j	k
m	b	n	l	a	u	g	h	v	c
y	u	m	l	g	d	s	t	p	o
y	k	l	p	s	u	b	i	w	q

2. - What is your opinion about this proverb?

The word of friend makes you cry – the word of an enemy makes you laugh”.



3. -Complete the proverb with following words.



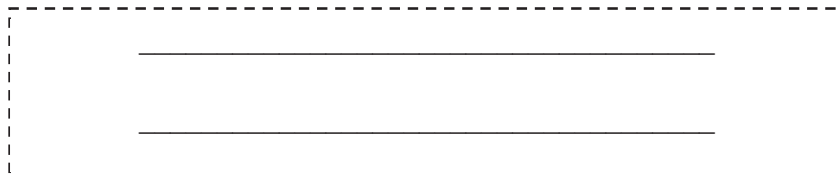
“The word of _____ makes you _____ the word of an _____ makes you _____”.

4. -Reading and organizing the scrambled words.

“The word of **denrif** makes you **ycr** – the word of an **yenem** makes you **aulgh**”.

5. - According this proverb organizes the words.

“Friend makes the word of you cry –you laugh an enemy makes the word of”.



“Give a man a fish and you feed him for a day; teach a man to fish and you feed him for a lifetime”

1. -Reading and separating these words.

“Giveamanafishandyoufeedhimforaday; teach a man tofishandyoufeedhim for a lifetime”

2. - According this proverb what is the message?

3. -Complete the proverb with following words.

“Give a _____ a fish and you feed _____ for a day; _____ a man to fish and you _____ him for a _____”

Key words

Man him feed
lifetime teach

4. -Underline de correct words in the following phrase.

“Give a (**man/men**) a fish and (**you/your**) feed him for a day; (**teach/teeth**) a man to fish and you (**feed/foot**) him for a lifetime”

5. -Finding the words in the following puzzle.

“Give a man a **fish** and you **feed** him for a **day**; teach a **man** to fish and **you** feed him for a **lifetime**”

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

What the eye doesn't see, the heart doesn't grieve over.

1. -What do you think about this proverb write in the box.

2. -Complete the proverb with following words.

What the _____ doesn't _____,
the heart doesn't _____ over.

Key words

Grieve eye see

3. -Reading and organizing the scrambled words.

What the eye **n'todse** see, the **tehar** doesn't grieve **revo**.

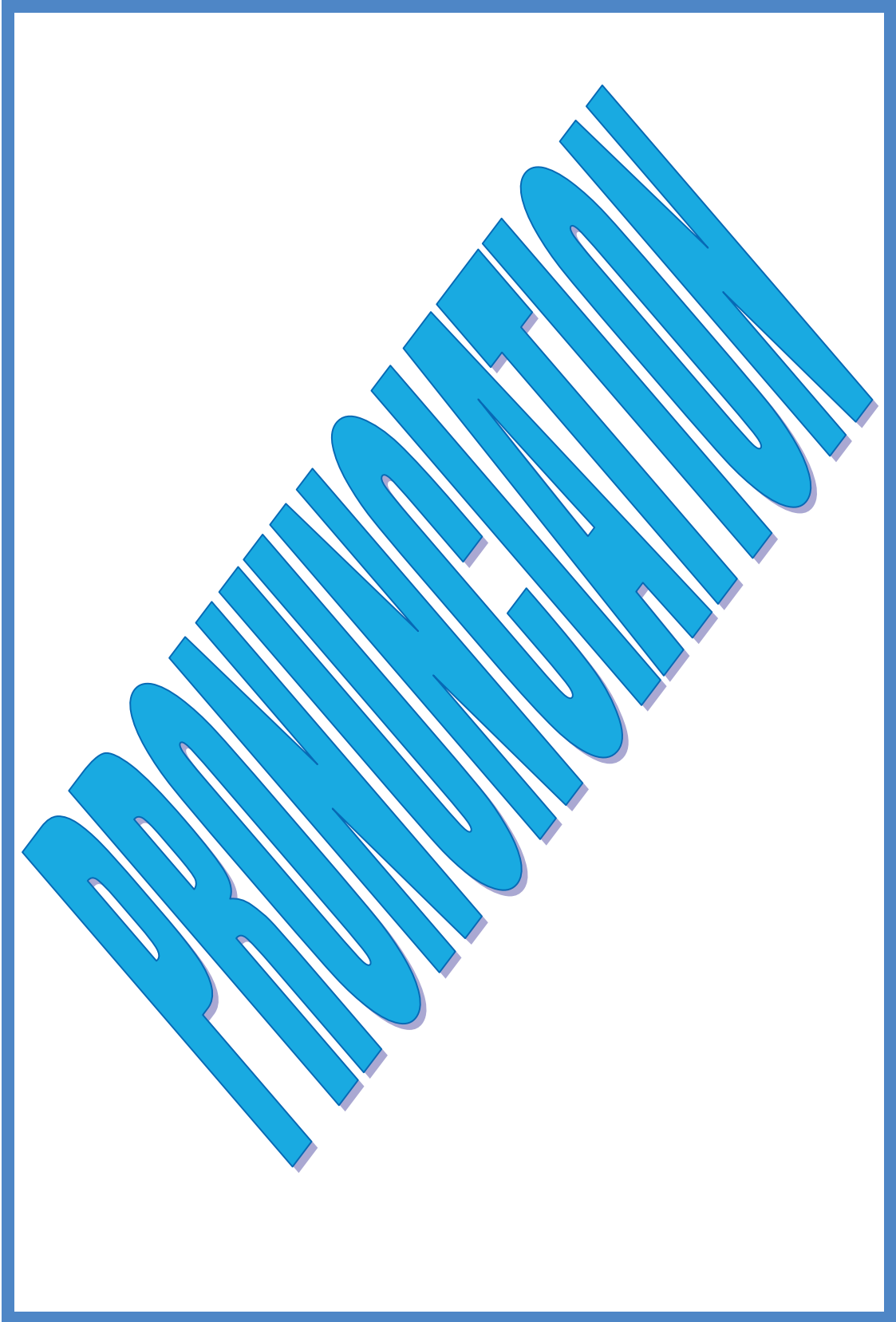
4. - According this proverb organizes the words.

The heart grieve over doesn't, doesn't see what the eye

5. -Finding the words in the following puzzle.

What the **eye** doesn't **see**, the **heart** doesn't **grieve** over.

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



Tongue twisters

Tongue twisters are a common technique for (students of English as a Second Language) because it helps them learn the correct pronunciation of words and correct use of vowels, consonants and become familiar with common words in English, while learning is a process fun. To incorporate the twister in teaching English as a second language, teachers should create games that help students develop their skills, while learning a language.

This is a phrase or sentence that is difficult to say because it contains many similar sounds. The object is to repeat it as many times as possible, as quickly as possible, without mistake pronunciation.



Description:

- ✓ Those tongue twisters will permit students develop their skills in the teaching learning process in order to have a good pronunciation in English languages.

Objective:

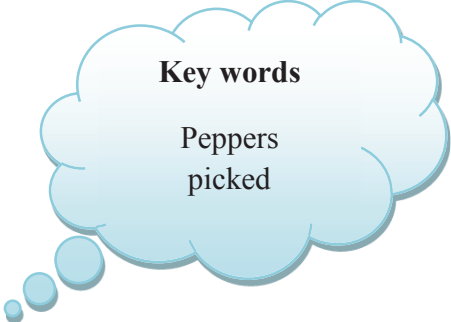
- ✓ To improve the correct pronunciation of students English' career with different activities that will permit obtain good result in the future.
- ✓ To practice accurate articulation and pronunciation.
- ✓ To learn to read aloud conversationally.

Peter Piper picked a peck of pickled peppers.
A peck of pickled peppers Peter Piper picked.
If Peter Piper picked a peck of pickled peppers,
Where's the peck of pickled peppers Peter Piper
picked?

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

Peter Piper picked a peck of pickled peppers.
A peck of pickled peppers Peter Piper picked.
If Peter Piper picked a peck of pickled peppers

2. - Complete the tongue twister with following words.



Peter Piper picked a peck of pickled _____.
A peck of pickled peppers Peter Piper picked.
If Peter Piper _____ a peck of pickled peppers,
Where's the peck of pickled peppers _____ Piper picked?

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

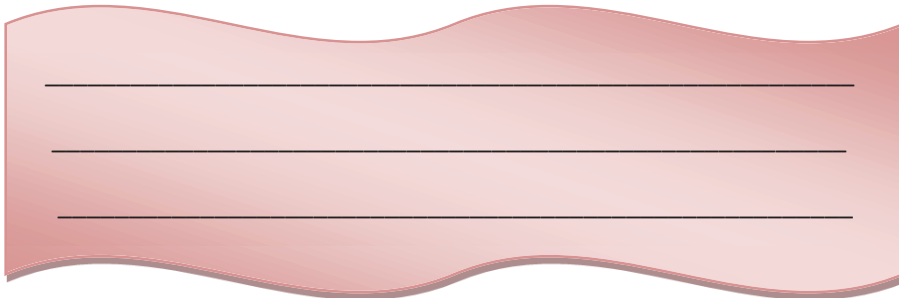
Peter Piper picked a (**peck/perfect**) of pickled peppers.

A peck of pickled peppers Peter Piper picked.

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

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

4. - Creating a tongue twister according your life.



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

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

IsawSusiesittinginashoeshineshop.

Whereshesitsshines, andwhereshe shines she sits.

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

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

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

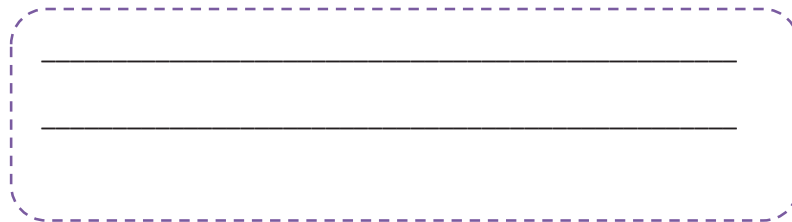
3. - Writing this sentences in correct way.

Susie sitting shine shop I saw in a shoe

shines she sits sits she shines, and where she Where she



4. - According the tongue twister describes the principal characters and the situation.



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

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

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

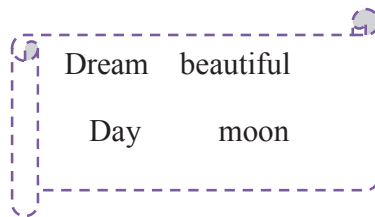
2. -Finding the words in the following puzzle.



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

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

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

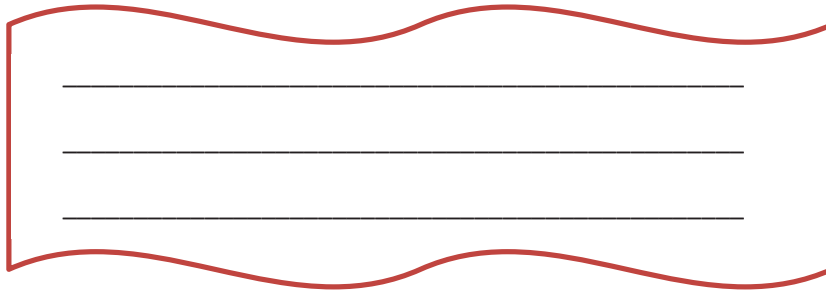


4. -Reading this part and separate with a slash / each word:

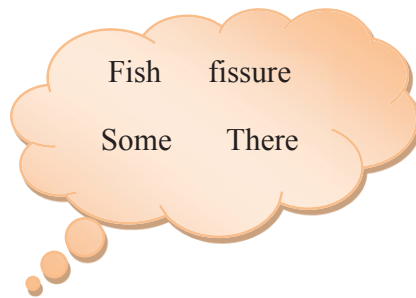
I wishtowishthewishyouwishtowish, but if you wish the wish the witch wishes, I won'twishthewishyouwishtowish.

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

1. - Creating a tongue twister according your experiences.



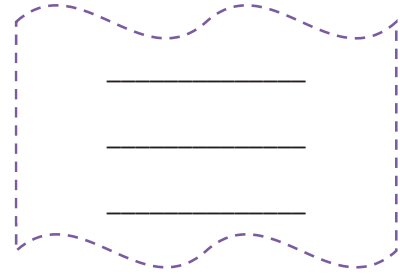
2. - Complete the tongue twister with following words.



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

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

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



4. -Listening this tongue twister and complete the final.

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

As I was in Arkansas I saw a saw that could out saw
any saw I ever saw saw. If you happen to be in
Arkansas and see a saw that can out saw the saw I saw
saw I'd like to see the saw you saw saw.

1. -Reading the tongue twister and underline the extra words.

As I was in Arkansas I (**saw/see**) a saw that (**could/should**) out saw any saw I ever
saw saw. If you (**happen/happy**) to be in Arkansas and see a saw that (**can/must**) out
saw the saw I saw saw I'd like to see the saw you saw saw.

2. - Creating a tongue twister according your life.

3. –Reading and organizing the scrambled words.

As I was in Arkansas I **was** a saw that could out saw any saw I **reve** saw saw. If you happen to be in Arkansas and see a saw that can **otu** saw the saw I saw saw I'd **keli** to see the **aws** you saw saw.

4. - Finding the words in the following puzzle.

As I was in Arkansas I saw a saw that could out saw any saw I ever saw saw. If you happen to be in Arkansas and see a saw that can out saw the saw I saw saw I'd like to see the saw you saw saw.

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

Additionally you can find more exercises en these links to practice the pronunciation in adequate way.

<http://www.inspirationstation.info/1-tongue-twisters/pronunciation-exercises.html>

<http://improve-english-spoken.blogspot.com/2010/11/tongue-twister-exercise.html>

<https://wiki.uiowa.edu/pages/viewpage.action?pageId=88131858>

<https://wiki.uiowa.edu/pages/viewpage.action?pageId=88131858>

<http://www.spiritsound.com/twisters.html>

WRITING SKILL

E- mail

Tips for writing an E-mail

1: Start With an Appropriate Salutation

Some people jump straight into the text of an email without so much as a “hi”. It’s polite to add a salutation, just as you would with a letter.

That might look like:

Dear Sir/Madam

Dear Mr. Johnson

Hi Sue

Hello Fred

Your salutation needs to be appropriate. If you’re writing to a prospective employer, “Dear Mr. Johnson” is probably the best way to go. “Hi Bob” is going to look unprofessional.

2: Get Straight to the Point

Getting straight to the point might mean that the first line of your email (after the salutation) looks something like this:

I am working in a project, please could you help me please?

I need some money to conclude mi project

I want more people that can help me in this project

3: Keep it Short

Try to keep your email as short as possible. Make the paragraphs short, too long paragraphs can be difficult to read and understand better.

4: Re-read and Use Spell-Check

A mistake can turn one word into an entirely different one. If you're using email in a professional capacity, that mistake could be embarrassing – or even offensive. It might alter the whole meaning of your email: a missing “not”, for instance, could potentially cause problems.

Parts of an email message

An email message consists of the following general components:

Headers

The message headers contain information concerning the sender and recipients. The exact content of mail headers can vary depending on the email system that generated the message. Generally, headers contain the following information:

- **Subject.** Subject is a description of the topic of the message and displays in most email systems that list email messages individually. A subject line could be something like "2007 company mission statement" or, if your spam filtering application is too lenient, "Lose weight fast!!! Ask me how."
- **Sender (From).** This is the senders Internet email address. It is usually presumed to be the same as the Reply-to address, unless a different one is provided.
- **Date and time received (On).** The time the message was received.
- **Reply-to.** This is the Internet email address that will become the recipient of your reply if you click the Reply button.

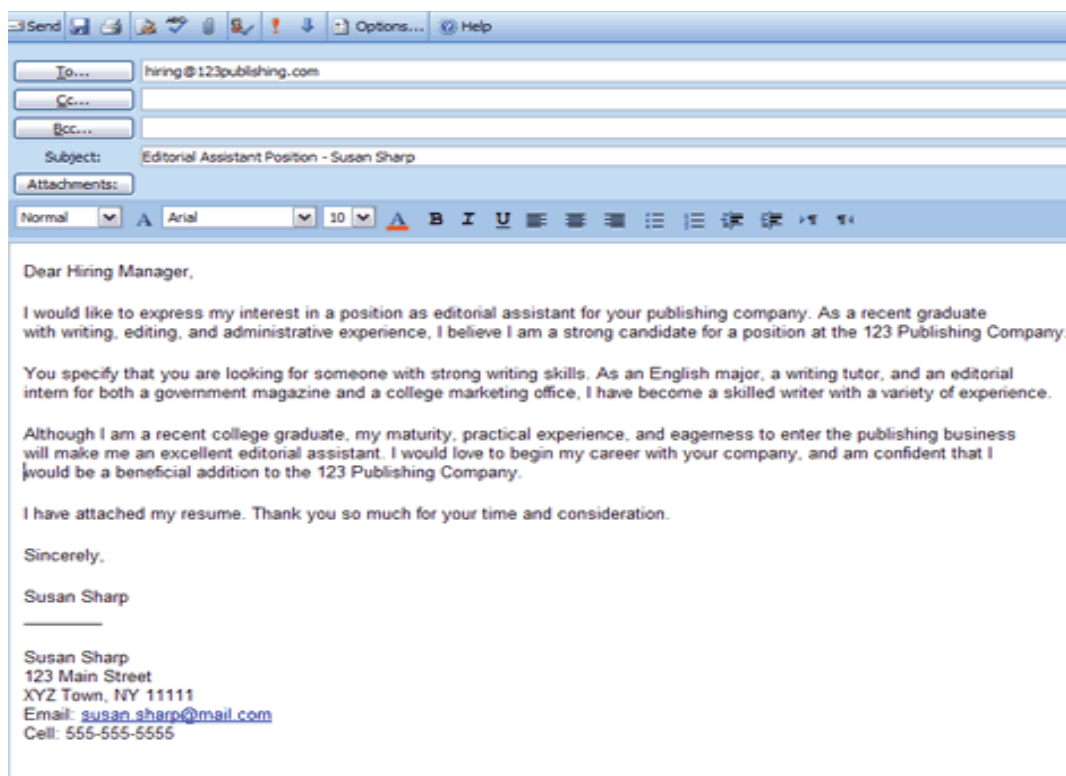
- **Recipient (To:).** First/last name of email recipient, as configured by the sender.
- **Recipient email address.** The Internet mail address of the recipient, or where the message was actually sent.

Body

The body of a message contains text that is the actual content, such as "Employees who are eligible for the new health care program should contact their supervisors by next Friday if they want to switch." The message body also may include signatures or automatically generated text that is inserted by the sender's email system.

Attachments

Attachments are optional and include any separate files that may be part of the message.



- You have invitation to John and Jane's engagement party on Friday, January 16 at 6:30 p.m. please accept this it or reject it.

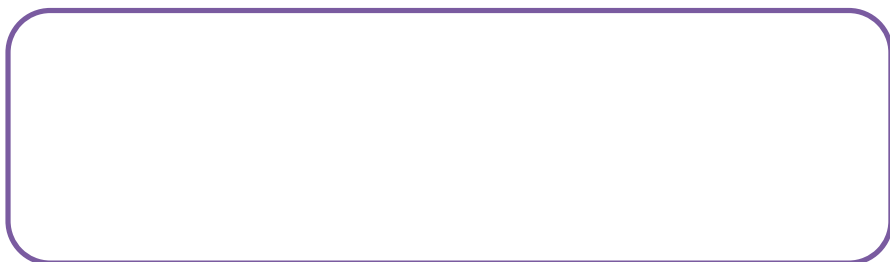
Write your answer.



- We will hold our monthly research meeting in the conference room at 11:00 a.m. on Friday, July 16. Please confirm your attendance.



- ✓ We are pleased to announce the graduation of our daughter Jane from the Doe Music Conservatory, and invite you to join us for an evening of celebration at the Conservatory ballroom on May 28 at 7:00 p.m. Please confirm your attendance.



Choose the correct answers to complete the email.

Dear Ms Köpke,

I have been _____ your name by Maëlle Corbineau in Paris, who has recently used your agency for the recruitment of three Czech engineers.

We are _____ to open a new R & D unit in Poland in three months' time, and we are _____ in your playing a headhunting role for us in that country.

I would therefore be _____ if we could meet up some time soon to discuss our needs in more detail. Please _____ me know when and where this might be possible.

I look forward to _____ from you shortly.

Yours sincerely,

Didier Bergougnoux

Trollberg Engineering

In this exercise students are going to practice E-mail they are going to writing paragraph to send others and practice many times to learn better.

http://www.examenglish.com/FCE/FCE_writing.htm

https://elt.oup.com/student/businessoneone/int/a_emailpractice/?cc=ec&sellLanguage=en

<http://www.britishcouncil.org/professionals-lesson-downloads-business-writing-homepage.htm>

<http://www.settlementatwork.org/lincdocs/linc5-7/business.writing/pdfs/bus.writing.LINC5/07.memo.email.writing.pdf>

LETTER

Tips for writing a letter

Structure. - Every good letter has a basic structure built on three sections:

The opening

The body and

The closing.

The Opening: It is customary, not to mention polite, to greet the recipient in some way when first beginning a letter. "Hi, how are you," or "I've just been thinking about you..." etc. This is the ice breaker, or means of getting your reader ready for what you really want to write about.

The Body: Depending on the type of letter, it is almost always a good idea to write an outline of what you want to say before jumping in. This will help you get your ideas in some order and help you move from one topic to the next. It will also help your reader to follow what you have to say. Write the body in clean paragraphs with each paragraph introduced when a new idea, change in tone or concept is to be discussed.

The Closing: As with speaking, it is generally a good idea to give the person who is to read your letter some feeling of conclusion as they finish the letter. Abrupt endings are generally annoying to readers and good letters; though they may not have good things to say, don't necessarily have to end without some sort of finish.

Date

July 12, 2005

Salutation or Greeting

Dear Editor,

Body

The article on July 10 said that the school board is thinking of canceling recess. As a recess-loving sixth grader in Sunnyvale Junior High, I would like to remind everyone why recess exists in the first place.

We work hard at school. Our young minds and bodies need a break. Recess gives us a chance to play, to breathe fresh air and just be ourselves. We talk with our friends, we run around and we relax. After recess, we return to our classes with new energy.

Conclusion

Some people might argue that recess is a waste of time. They believe that we should spend all of the school day in class. Well, I disagree. Recess is an important part of our school day. Don't take it away!

Sincerely,

Closing

Alice Brown

Your signature

Letter example:

Mr. M. Leaf
Chief of Syrup Production
Old Sticky Pancake Company
456 Maple Lane
Forest, ON 7W8 9Y0

Dear Mr. Leaf:

Let me begin by thanking you for your past contributions to our Little League baseball team. Your sponsorship aided in the purchase of ten full uniforms and several pieces of baseball equipment for last year's season.

Next month, our company is planning an employee appreciation pancake breakfast honoring retired employees for their past years of service and present employees for their loyalty and dedication in spite of the current difficult economic conditions.

We would like to place an order with your company for 25 pounds of pancake mix and five gallons of maple syrup. We hope you will be able to provide these products in the bulk quantities we require.

As you are a committed corporate sponsor and long-time associate, we hope that you will be able to join us for breakfast on December 22, 2008.

Respectfully yours

Derek Jeter

EXERCISES

Directions

Carefully study this friendly letter, looking for mistakes. Look for errors in capitalization, punctuation, spelling, and location of letter parts.

15 cherry lane
Knoxville tn, 37813
May, 12 2006

dear john!

i hade such a wonderful time in kansas that i wanted to right an let you no ? I loved the whirlwind ride at thee kouny fair. all of my freinds want my cowardly lion that

Uncle lester won for me on the midway. i sleep with the lion every nite I hope you and uncle lester can comme visit me next summer. Wi'll go to Emerald city Fun Fair and eet popcorn and cotton candy? love always jane.

A LETTER FROM LONDON



READ THE LETTER AND ANSWER THE QUESTIONS.

Dear Jane,
I am writing to you from London. I am having a wonderful time and my hotel is very nice.

It's a pity you aren't here with me.

Monday was my first day here. I went to the zoo. In the evening I went to a concert.

It was great!

The next day I went shopping in Oxford Street in the morning and to the Movie Museum in the evening.

It was so interesting! You know how I love movies.

Yesterday, I went to the London Museum. It is all about the history of London.

At night, I went to the theatre. It was funny.

At the moment I am sitting in the Park. I am resting and enjoying the sunshine.

I am lucky with the weather. It is not raining at all.

Tonight I am going to a great Italian restaurant.

Tomorrow, Friday, I am going to the Science Museum and again to the theatre at night.

I am having the best time of my life!

I am traveling home on Saturday. See you next week!

Love, Judy

1. Fill in Judy's timetable of what she did in London:

JUDY'S TIMETABLE		
	Day / morning	Evening / Night
Monday	<input type="text"/>	<input type="text"/>
Tuesday	<input type="text"/>	<input type="text"/>
Wednesday	<input type="text"/>	<input type="text"/>
Thursday	<input type="text"/>	<input type="text"/>
Friday	<input type="text"/>	<input type="text"/>

2. Judy is

3. On what day Judy is writing the letter?

4. Tick True or False

	True	False
1. Judy is sorry that her friend isn't with her	<input type="checkbox"/>	<input type="checkbox"/>
2. The weather in London is pleasant	<input type="checkbox"/>	<input type="checkbox"/>
3. Judy has no time to relax	<input type="checkbox"/>	<input type="checkbox"/>
4. Judy didn't like the concert	<input type="checkbox"/>	<input type="checkbox"/>
5. Judy likes movies	<input type="checkbox"/>	<input type="checkbox"/>

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

<http://jc-schools.net/write/letter-write.htm>

<http://www.hkhk.edu.ee/letters/exercises1.html>

Articles

What is an article?

- It is a piece of writing usually intended for publication in a newspaper, magazine or journal.
- It is written for a wide audience, so it is essential to attract and retain the readers' attention.
- An article is a written work published in a print or electronic medium. It may be for the purpose of propagating the news, research results, academic analysis or debate.

An article can

- It can describe an experience, event, person or place.
- It can present an opinion or balanced argument.

How to write an article?

An article should consist of:

1. **A title** which attracts the attention of readers and suggests the theme of the article.
2. **An introduction** which clearly defines the topic to be covered and keeps the attention of readers.
3. **The main body** of two to five paragraphs in which the topic is further developed in detail.
4. **The conclusion** summarizing the topic or a final opinion, recommendation or comment.

REMEMBER

Before you begin writing it is important to consider:

- Where is the article going to appear in a newspaper or magazine?
- Who are the intended readers a specific group such as students or teenagers, or adults in general?
- What is the aim of the article to advice, suggest, inform or compare?

Types of articles

Features

Feature articles are nonfiction articles that intend to inform, teach, or amuse the reader on a topic. The topic centers around human interests. Feature stories may include conventions found in fiction such as dialogue, plot and character. A feature article is an umbrella term that includes many literary structures: personality sketches, essays, how-to's, interviews and many others. The following are examples of feature articles:

Column — A short newspaper or magazine piece that deals specifically with a particular field of interest, or broadly with an issue or circumstance of far-reaching scope. They appear with bylines on a regular basis (daily, weekly, etc.). They may be written exclusively for one newspaper or magazine; they may be marketed by a syndicate, or they may be self-syndicated by the author.

Essay — A short, literary, nonfiction composition (usually prose) in which a writer develops a theme or expresses an idea.

Evergreen — A timeless article that editors can hold for months and publish when needed. They need little or no updating.

Exposé — These articles use in-depth reporting with heavy research and documentation. Used to expose corruption in business, politics or celebrities. Also called the investigative article.

Human interest story — An article that involves local people and events and can be sold to daily and some weekly newspapers. Human interest elements, such as anecdotes or accounts of personal experiences, can support ideas in magazine articles as firmly as facts or statistics. Also called "true-life" stories.

Interview — This feature story type article includes the text of the conversation between two or more people, normally directed by the interviewer. Interviews are often edited for clarity. One common variation is the roundtable--the text of a less organized discussion, usually between three or more people.

Op-Ed — Articles that run opposite the editorial page. They are a response to current editorials and topical subjects. Political op-eds are the most common, but they don't have to be limited to politics. They must, however, reflect items that are current and newsworthy.

Personal experience — An article in which the writer recounts an ordeal, process, or event he has undergone.

Personality Profile — A personal or professional portrait--sometimes both-- of a particular individual.

Seasonal — An article written about a holiday, season of the year, or timely observance. This kind of article must be submitted months in advance of the anticipated publication date.

Service Article — An article about a consumer product or service; it outlines the characteristics of several of the same type of commodity. The aim is to help the consumer make the best selection possible.

Example:

Child Talk helps kids speak up

ERIN KEARNEY

BRIDGEMAN Downs mother of two and former speech pathologist Soraya Bews is improving the future of Australian children.

She is the founder of *Child Talk*, a DVD and workbook package for children aged 0-3 years that teaches parents to be proactive about their child's learning.

The package explains to parents the natural progression of speech and language, giving opportunities to develop their child's skills on a daily basis.

She said ideally two-year-old children should be able to express themselves, and

not get frustrated by an inability to communicate.

After the birth of her first child in 2009 Mrs Bews created *Child Talk* after finding a lack of resources available to Australian families.

"Research shows children who talk better and read better, therefore do better in life," Mrs Bews said.

"The key is to create a rich language environment from day one, which will lead to future academic and social success."

Mrs Bews wants Australian parents to know they can give their child the best possible future and *Child Talk* can help them do so.

To find out more visit www.childtalk.com.au



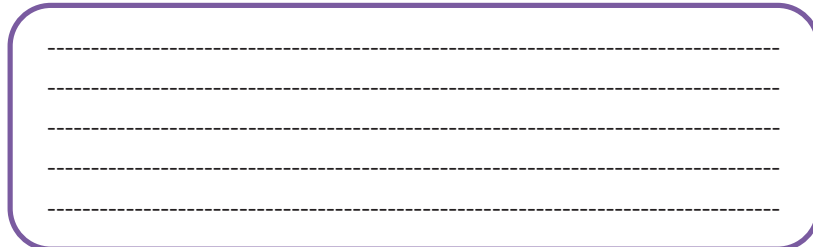
BRIGHT FUTURE: Soraya Bews, pictured with her children Zade and Caille, has created the *Child Talk* program to help parents boost their child's learning through speech and language.

Exercises:

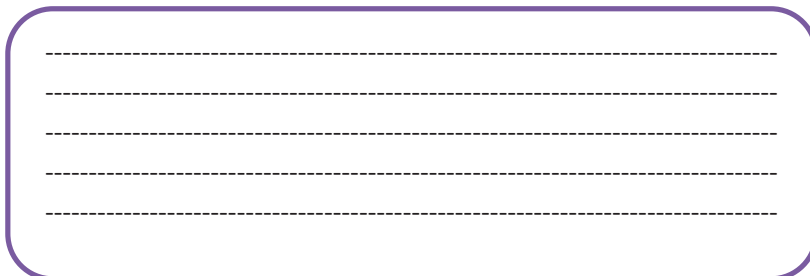
1. Using the newspaper, collect ads for products and services that were not available 30 years ago. Discuss the scientific advancements that have made these new products and services available to the public.



2. Keep a collection of newspaper articles and pictures over a semester that discuss a local health problem, litter control, water fluoridation, flooding, pollution or something similar.



3. Look for other health related stories. Possible topics: hospitals, immunizations and contamination, water purification, diet and nutrition, alcohol and other drugs, cigarettes.



Academic summary

A good academic summary succeeds when it does the following:

Structure

Introduction

The introduction (opening paragraph) basically accomplishes two goals:

1. Gains the reader's attention
2. Identifies the focus, or thesis, that is developed in the main part (body) of the essay

There are several ways to draw the reader's attention to the subject:

- Open with a series of questions about the topic.
- Present startling or unusual facts or figures.
- Define an important, subject related term.
- Quote a well known person or literary work.

Body

Developmental paragraphs (body paragraphs) are the heart of an essay.

- They must clearly and logically support the thesis.
- They must be arranged in the best possible way, e.g. chronologically, order of importance, etc.

The paragraphs should flow smoothly from one to the next, e.g. the first sentence in each new paragraph serves as an effective link to the preceding paragraph. In addition, minor supporting ideas are linked together within the paragraphs in a smooth manner.

Conclusion

The conclusion is the summary paragraph. It should accomplish the following:

- Remind the reader of the paper's thesis by paraphrasing it
- Tie together all of the important points in the essay by way of a summary and draw a final conclusion for the reader.

Summary

Exercise

Sum up in one sentence the author's feelings about the value of his education, according to the passage.

School and life

In my experience the problem of what to do in life was not made any easier by those who were entrusted with my education. Looking back, it seems most odd that never once in all the years that I was at school was there any general discussion about careers. As presumably the main object of going to school is to prepare for after life, it surely would have been very easy and relevant to organize lectures or discussions designed to give boys a broad view of the enormous variety of occupations open to men of average intelligence? Of course many boys were destined from birth to follow their fathers' careers, but even these would have benefited by glimpse of a wider horizon. Often and often in after life I have come across people doing jobs that I had never dreamed of before, and which would have thrilled me had I been told about

them at school. I suppose the reason for this extra-ordinary omission is that so many schoolmasters had themselves such a restricted view. Spending all their time working to a rigid curriculum, the passing of examinations by their pupils gradually became the whole object of their working life. I recognize the importance of being made to learn things that one does not like, but surely it was not good to give the young mind the impression that all education was a form of mental gymnastics. For example, I used to find geometry rather fun, and, when I still had the naïve idea that what I was being taught might have some practical value, I asked what geometry was for. The only answer I ever got was that it taught one how to solve problems. If, instead, I had been told the simple fact that the word was derived from the Greek *ge*, the earth, and *metron*, a measure, and that the meaningless triangles that I was asked to juggle with formed the basis of geographical exploration, astronomy and navigation, the subject would immediately have assumed a thrilling romance, and, what is more, it would have been directly connected in my mind with the things that most appealed to me.

WRITE YOUR SUMMARY HERE.

SUMMARIZING TEXT PRACTICE EXERCISES

Practice 1: *The Gift of the Magi*

Based on a story by O. Henry

Read the selection; then answer the questions that follow.

- (1) One dollar and eighty-seven cents. That was all she had. And the next day would be Christmas. Della flopped down on the shabby old couch and cried. She wanted so much to get something special for her husband Jim, but she only had \$1.87. Della stood and looked at herself in the mirror. Her eyes were red. She didn't want Jim to know she'd been crying. She let her hair fall to its full length, almost to her knees, and began to brush it. Jim loved her soft, long hair. The only thing he liked more was the gold watch that had belonged to his father and grandfather.
- (2) Suddenly Della had an idea. She piled her hair on top of her head, put on her old brown jacket and hat, and fluttered out the door and down the steps to the street. She stopped at a door that read: *Madame Sofron, Hair Goods* Della ran in and asked, "Will you buy my hair?"
- (3) "Take off your hat and let me see," said Madame Sofron. She looked at Della's shiny hair and said, "I can give you 20 dollars."
- (4) For two hours, Della went from store to store, looking for a special gift for Jim. At last, she found it . . . a simple gold watch chain. It would replace the old leather strap he now used on his beloved watch!
- (5) When Della got home, she fixed her head in short close-lying curls. She looked in the mirror, satisfied with the new look. She had dinner ready by 7 o'clock, but Jim had not come home. Della began to worry; he was never late. At last she heard him come up the steps. The door opened and in walked Jim. "You've cut off your hair!" he said sadly when he saw Della.
- (6) "I sold it," said Della. "But I'm still me, aren't I?"
- (7) "Of course," Jim said softly as he took a package from his coat pocket.

"But if you'll unwrap this package you'll see why I am sad."

(8) Della's fingers tore at the string and paper. Inside she found a set of combs she'd once admired in a shop window. They were beautiful, with jeweled rims that would have looked magnificent in her handsome, long hair.

"Oh, Jim, how lovely," she cried. "I shall wear them when my hair grows. It grows fast. But see," she added happily, "I have a gift for you!"

(10) Della held out the watch chain in her open palm. "I hunted all over town to find it. Give me your watch. I want to see how it looks on it!"

(11) Instead, Jim sat on the couch and began to laugh. "Oh, Della," he said, "I sold my watch to get the money to buy your combs!"

(12) Della sat beside him and together they laughed. They were happy, yet sad, to know that each had given up a prized possession for the love of the other. It was a special Christmas that year, a day filled with love.

1 A summary is a retelling of a story that

- a. is always shorter than the original text.
- b. must be at least two paragraphs long.
- c. has no ending.
- d. gives new information that was not in the story

2 Which is the best one-sentence summary for paragraph 1?

- a. Della is sad because Jim sold his watch.
- b. Della is sad because she doesn't have much money to buy a gift for Jim.
- c. Della is sad because her mother can't come to visit.
- d. Della is sad because she has no new coat to wear.

3 Which would NOT be important to include in a summary of the story?

- a. Della has beautiful long hair
- b. Jim has a gold watch that belonged to his father and grandfather.
- c. Della wanted something special for Jim.
- d. Della and Jim lived in an apartment.

4. Which is the main idea of the story?

- a. Della changes her hairstyle.
- b. Jim and Della plan a special Christmas dinner.
- c. Jim and Della sacrifice to get each other special gifts.
- d. Della only has old clothing to wear.

5. Write a summary of the story. Try to summarize in just a few sentences

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

http://www.uefap.com/reading/exercise/menu_nt.htm

http://www.uefap.com/reading/exercise/menu_nt.htm

<http://www.ego4u.com/en/cram-up/writing/summary/exercises>

Report

How to write a report?

The following common elements can be found in reports:

Title Section. - If the report is short, the front cover can include any information that you feel is necessary including the author and the date prepared. In a longer report, you may want to include a table of contents and definitions of terms.

Summary. - There needs to be a summary of the major points, conclusions, and recommendations. It needs to be short as it is a general overview of the report.

Introduction. - The first page of the report needs to have an introduction. You will explain the problem and show the reader why the report is being made.

Body. - Information is usually arranged in order of importance with the most important information coming first.

Conclusion. - This is where everything comes together. Keep this section free of jargon as most people will read the Summary and Conclusion.

Recommendations. - This is what needs to be done, explaining your recommendations, putting them in order of priority.

SHORT REPORT

TO: All KFUPM Students

FROM: Ahmed K., Director of Student Transportation

DATE: November 20, 1995

SUBJECT: Report on Survey of Bus Proposal; Recommendations

Attachment: sample of survey (4 pages)

cc: All Deans

The students of KFUPM have a severe parking problem, which has developed recently along with the increased numbers of students being admitted and having cars. Our department proposed having an excellent bus system to solve the problem, but we wanted to hear what students thought. We conducted the following survey, and the results are given below, along with our recommendations.

A few years ago, parking for cars was no problem at KFUPM. Recently, though, (about the last two years) this has become a serious problem with **lateness accidents, damage and frustration** resulting. Our department decided to implement a bus system for students and conducted a survey of all the levels of students from orientation to graduate, to determine their feelings and the best way to serve them students' needs. The survey took one year, and the results are in the next section.

The attached survey questionnaire give the details of the actual questions the students were asked. For all questions, either a response of excellent, v.g., g. neutral , or poor with numbers 1 to 7 were asked for. The questions ranged from (and then continue with the remainder of the explanation in detail).

Exercises

Write 120-180 words for FCE writing or 250 plus words for advanced students in an appropriate style.

You help out at a music festival which is held in your town every year. This takes place outdoors over one weekend. The organizers want to improve the festival and so have asked you to write a short report. You should comment on the site, the programme, the food and other facilities, the cost and anything else you consider relevant.

Write your report.

Write 120-180 words for FCE writing or 250 plus words for advanced students in an appropriate style.

Some American students are on an exchange programme with your college for a month. The college has asked you to write a report on entertainment in your area for the teacher who is in charge of the group. You should give advice on such things as types of entertainment, venues and prices.

Write your report.

ESSAY

How to write an essay?

What is a Thesis Statement?

A thesis statement is one of the most important elements of any successful essay. A thesis statement controls the subject matter of the essay and states something significant to the reader. It is the one statement that summarizes the main point of the essay and states why the essay is important and worth reading. An essay that lacks a strong thesis will be inadequate and often lacking in focus.

The following are qualities of a well-crafted thesis statement:

A thesis statement should identify a specific purpose, a specific way to accomplish the purpose, and oftentimes a specific audience (depending on the type of essay).

A thesis statement should assert something about the essay.

A thesis statement should be easily identifiable by a reader and should be clear and not ambiguous.

A thesis statement generally comes toward the end of the introduction.

Examples of thesis statements:

Example #1:

"In order to succeed in the classroom, college students need to utilize the resources available to them throughout their academic careers." Notice how this thesis statement includes a specific audience (college students), a specific purpose (success

in the classroom) and the specific way this can be accomplished (utilizing available resources).

Example #2:

Wrong: "Electric cars are better vehicles because they have benefits." [This is a wrong formulation of a thesis statement because it does not compare electric cars to another type of vehicle in terms of benefits.]

Correct: "Electric cars provide a viable alternative to gasoline-fueled cars because the benefits outweigh the costs."

Why Should Your Essay Contain a Thesis Statement?

- To test your ideas by distilling them into a sentence or two
- To better organize and develop your argument
- To provide your reader with a “guide” to your argument

In general, your thesis statement will accomplish these goals if you think of the thesis as the answer to the question your paper explores.

1. - Introduction

The introduction of an essay usually has two purposes:

- It ‘sets the scene’ by providing just a little background information about the topic in other words, it contextualizes the topic.
- It tells the reader what the essay is going to do. This is known as signposting.

2. - Body

It should be organized into paragraphs. Each paragraph should deal with a different aspect of the issue, but each paragraph should also link in some way to those that precede and follow it.

There are many ways to successfully structure and use paragraphs in an essay.

1. - The first sentence shows a link to the previous paragraph.
2. - Another sentence introduces the main theme of this paragraph.
- 3.- The next few sentences elaborate the point, perhaps by explaining more, giving supporting evidence or demonstrating differences or alternatives.
4. - The last sentence summarizes the main point made in the paragraph.

3. - Conclusion

The conclusion often does three things:

- It reminds your readers what the essay was meant to do.
- It provides an answer to the title.
- It reminds your readers how you reached that answer.

Example:

¹Stephen King, creator of such stories as *Carrie* and *Pet Sematary*, stated that the Edgar Allan Poe stories he read as a child gave him the inspiration and instruction he needed to become the writer that he is. ²Poe, as does Stephen King, fills the reader's imagination with the images that he wishes the reader to see, hear, and feel. ³His use of vivid, concrete visual imagery to present both static and dynamic settings and to describe people is part of his technique. ⁴Poe's short story "The Tell-Tale Heart" is a story about a young man who kills an old man who cares for him, dismembers the corpse, then goes mad when he thinks he hears the old man's heart beating beneath the floor boards under his feet as he sits and discusses the old man's absence with the police. ⁵In "The Tell-Tale Heart," a careful reader can observe Poe's skillful manipulation of the senses.

Essay Exercises

Read the essay and, for each blank, decide which two of the three given answers are right and which wrong. Using the words below.

“Who learns faster children or adults?”

Small children seem to learn very quickly, _____ (1) adults sometimes appear to lose the ability to pick up new subjects such as languages, music, games, or computer programs. In this essay, I will discuss _____ (2) children or adults make the best learners.

It is _____ (3) that children seem to learn very quickly. In just a few years, they can learn how to play a musical instrument, speak one or even two new languages, and deal with many subjects at school. They _____ (4) have time for sports and hobbies, and become experts in their favorite pastimes. _____ (5), how much of this is social pressure and how much is genetic? I am convinced that while children's brains have a natural ability to absorb new information as part of their developmental growth, much of their achievement is because of social pressure. Schools force them to take many subjects.

Parents force them to practice new sports or to learn music. Even their playmates force them to become better at computer games or to read Harry Potter novels faster. _____ (6), children may enjoy learning, but their environment also is a big motivating factor. Adults _____ (7) are supposed to be poor learners. _____ (8), I disagree with people who say that adults cannot learn quickly. Adults have many skills that compensate for the decline in the ability of the brain to grasp and remember new material. They can organize their learning by setting times for reading or practice. They can build on skills and experiences they know already. Adults usually cannot learn to do ballet or to play the violin, but _____ (9) these physical challenges, their motivation can often be higher than a child's. _____ (10), society does not encourage many adults to learn. People are busy with families and work, and some adults may feel that further

learning is pointless, _____ (11) they have already achieved many goals at work or in their personal life. _____ (12), I feel that we cannot generalize about children or adults being better learners. It depends on the situation and the motivation of the person, and the level of enthusiasm he or she has for learning.

1

while

whereas

since

5

despite

nevertheless

however

9

even in spite of

even though

even despite

2

if

whereas

whether

6

as regards

in summary

to sum up

10

unfortunately

unluckily

unlikely

3

obvious

undoubtedly true

completely truth

7

on the contrary

opposite

on the other hand

11

furthermore

since

due to the fact that

4

even

even though

also

8

however

although

nevertheless

12

in summary

to cut a long story short

in conclusion

Writing Thesis Statements for Essays

Exercise A: Identify the thesis statement for the following essays:

1. Click on the "Go" button below and John Carey's essay on making money will appear in the frame below. Highlight and COPY the sentence that you consider to be the essay's **thesis statement**. PASTE that sentence into the blank text area below before clicking on the "answer" button to compare your answer to the computer's.



Making money these days is a real challenge. First you have to race with inflation. Every time you start to catch up, something happens to set you back. The price of food seems to go up whenever you go to the store, and your food bills just get bigger every week. Then there are the gas and oil bills. They're all right in the summer, but when winter comes along, you either freeze or go broke. On top of all that comes paying the rent, which is just like burning money. The way things look now, we won't ever see prices going down—only up.

Another challenge is finding a good job that pays well. It seems you have to have either a college education or some kind of trade before you can apply, and that still does not mean you'll get hired. There are so many people who are looking for work and so few jobs available that the competition gets fierce. Lots of times you just have to settle for a job that will get you by until you find something better. As long as unemployment stays this high, even those jobs are hard to find.

The only way things are going to change is for the government to get out of debt. Interest rates can't go down until the government gets the deficit under control. And as long as interest rates are high, companies can't afford to borrow the money they need to stay in business. When companies cut back on business or fold, more people

get laid off, and jobs become even scarcer for everyone. Making enough money to live on will just get harder and harder until something changes. I hope that happens soon.



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

<http://www.stickyball.net/esl-writing-exercises-and-activities.html>

http://wps.ablongman.com/long_browne_atq_10/205/52625/13472177.cw/content/index.html

http://www.ccc.commnet.edu/sensen/part3/sixteen/techniques_thesis.html



Description

Grammar is a productive skill, which is used to give information in a written mode likewise, it is considered as the most important one into the teaching-learning process, because if the foreign people decide to learn a new dialect; first they need to know how to use the grammatical structure because it is the elemental part in the teaching learning- process, in addition it's considered as the base to learning a new language. On the other hand it's necessary when practicing English.

The grammatical structures are presented in understandable patterns and the use of informative notes; students will be able to use expressions and grammatical rules within a given function in an appropriate way.

Objectives:

- ❖ To improve the grammar level of knowledge in students of English career, developing the skills in the teaching -learning process.
- ❖ To train students in the best manner to teach and learn grammar in context with significant topics.
- ❖ To teach the grammar rules in several ways applying interesting activities during the class.
- ❖ To use in adequate way the didactic and technological resources; obtaining student's participation in order to improve comprehension.



SIMPLE PRESENT

Use the Simple Present to express the idea that an action is repeated or usual. The action can be a habit, a hobby, a daily event, a scheduled event or something that often happens. It can also be something a person often forgets or usually does not do.

Examples:

- I **play** tennis.
- She **does not play** tennis.
- **Does he play** tennis?
- The train **leaves** every morning at 8 AM.

Fill in the blanks with the correct form of words given:

1. I _____ (read) a very interesting book now.
2. Joanne _____ (work) eight hours a day.
3. Tonight we _____ (see) a play at the theatre.
4. Who _____ you _____ (speak) to just now?
5. I _____ (not know) him very well.
6. What will you do if she _____ (come) late?
7. My wife _____ (like) coffee for breakfast.
8. What _____ Tom usually _____ (have) for breakfast?
9. Your train _____ (leave) at 17.25 from platform 3.

10. What _____ Mary _____ (do) ? She's a student.
11. My whole family _____ (go) to church once a week.
12. My wife and I _____ (go) to the beach in the summer.
13. Listen! The phone _____ (ring) in the other room.
14. Rain seldom _____ (fall) in the Sahara.
15. He is thirteen years old now, and his voice _____ (change).
16. Let's change the conversation. It _____ (get) too serious.
17. Leap year _____ (come) every four years.
18. My grandfather _____ (grow) tomatoes in his garden this summer.
19. He _____ (grow) them every summer .
20. The children _____ (leave) for school right now.

Put in the verbs in brackets into the gaps. Use **Simple Present**. Watch the punctuation and form sentences or questions.

1) They _____ hockey at school. (*to play*)

2) She _____ e-mails. (*not/to write*)

3) _____ you _____ English? (*to speak*)

4) My parents _____ fish. (*not/to like*)

5) _____ Anne _____ any hobbies? (*to have*)

6) Andy's brother in an office. (*to work*)

7) Leroy very fast. (*can/not/to read*)

8) Jim and Joe the flowers every week? (*to water*)

9) Yvonne's mother a motorbike. (*not/to ride*)

10) Elisabeth cola? (*to drink*)

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

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

<http://www.englishforeveryone.org/Topics/Verb-Tenses.htm>

<http://www.englishexercises.org/makeagame/viewgame.asp?id=1555>

<http://www.really-learn-english.com/simple-present-exercises.html>



SIMPLE PAST

Use the Simple Past to express the idea that an action started and finished at a specific time in the past. Sometimes, the speaker may not actually mention the specific time, but they do have one specific time in mind.

The simple past expresses an action in the past taking place once, never, several times. It can also be used for actions taking place one after another or in the middle of another action.

Use of Simple Past

Action in the past taking place once, never or several times

Example: He visited his parents every weekend.

Actions in the past taking place one after the other

Example: He came in, took off his coat and sat down.

Action in the past taking place in the middle of another action

Example: When I was having breakfast, the phone suddenly rang.

If sentences type II (If I talked ...)

Example: If I had a lot of money, I would share it with you

Examples:

- I **saw** a movie yesterday.
- I **didn't see** a play yesterday.
- Last year, I **traveled** to Japan.
- Last year, I **didn't travel** to Korea.
- **Did you have** dinner last night?

Put the verbs into the simple past:

1. Last year I (go) to England on holiday.
2. It (be) fantastic.
3. I (visit) lots of interesting places. I (be) with two friends of mine .
4. In the mornings we (walk) in the streets of London.
5. In the evenings we (go) to pubs.
6. The weather (be) strangely fine.
7. It (not / rain) a lot.
8. But we (see) some beautiful rainbows.
9. Where (spend / you) your last holiday?

Put the sentences into simple past.

1. We move to a new house. →
2. They bring a sandwich. →
3. He doesn't do the homework. →
4. They sell cars. →
5. Does he visit his friends? →

Write sentences in simple past.

1. Janet / miss / the bus →
2. she / tidy / her room →
3. Nancy / watch / not / television →

4. she / read / a book →

Choose "Was" or "Were":

1. The teacher nice.
2. The students very clever.
3. But one student in trouble.
4. We sorry for him.
5. He nice though.

Put the verbs into the correct form (simple past).

1. Last year I (spend) my holiday in Ireland.
2. It (be) great.
3. I (travel) around by car with two friends and we (visit) lots of interesting places.
4. In the evenings we usually (go) to a pub.
5. One night we even (learn) some Irish dances.
6. We (be) very lucky with the weather.
7. It (not / rain) a lot.
8. But we (see) some beautiful rainbows.
9. Where (spend / you) your last holiday?

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

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

<http://www.perfect-english-grammar.com/past-simple-exercise-7.html>

www.englisch-hilfen.de/en/exercises/tenses/simple_past_mix.htm



PRESENT PROGRESSIVE

It indicates continuing action, something going on now. This tense is formed with the helping "to be" verb, in the present tense, plus the present participle of the verb (with an *-ing* ending):

Examples:

I am buying all my family's Christmas gifts early this year.

She is working through the holiday break.

Dierdre is being a really good girl in these days before Christmas.

I am studying with María.

He is driving the car with his father.

Exercise: Put the verb in brackets in the correct form to make different form of the Present Continuous Tense.

1. John (read) a book now.
2. What (you do) tonight?
3. Jack and Peter (work) late today.
4. Silvia (not listen) to music.
5. Maria (sit) next to Paul.

6. How many other students (you study) with?
7. The phone (not ring)
8. Scarlett (sleep) in the bed.
9. He (clean) the house.
10. They (play) in the park.

Use the words below to make sentences in present progressive.

I / to read a book - _____

it / to rain - _____

he / to repair his bike - _____

they / to watch a film - _____

the cat / to sleep on the chair - _____

Jane and Emily / to do their homework - _____

Bill / to wait at the bus stop - _____

we / to listen to the radio - _____

the children / to play a game - _____

Laura / to walk the dog - _____

What are these people doing? Look at the pictures and complete the sentence:



- a) She for her family.
- b) The woman .
- c) Peter and Alice
- d) My name is Tina and I .
- e) Tom .
- f) Dave . He a magic trick.
- g) to the beach with your family? Yes, I am

2. Choose the correct option:

a) Peter

- is reading a novel at the moment.
- are reading a novel at the moment.
- am reading a novel at the moment.

b) We

- aren't plaing tennis, we are plaing volleyball.
- isn't playing tennis, we is playing volleyball.
- aren't playing tennis, we are playing volleyball.

c) Our younger sister

- isn't have dinner with us today.
- isn't having dinner with us today.
- aren't having dinner with us today.

d) My English teacher

- are writing something on the blackboard.
- is writting something on the blackboard.
- is writing something on the blackboard.

3. Change the following sentences into the negative: (Use short forms)

- a) Anna is writing a composition.
- b) Our parents are visiting my grandmother.
- c) I am thinking of buying a new car.
- d) Ignacio is reading a very interesting book.
- e) You are doing your homework.

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

<http://www.englishexercises.org/makeagame/viewgame.asp?id=7337>

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

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

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



PRESENT PERFECT

We use the Present Perfect to say that an action happened at an unspecified time before now. The exact time is not important. You **CANNOT** use the Present Perfect with specific time expressions such as: yesterday, one year ago, last week, when I was a child, when I lived in Japan, at that moment, that day, one day, etc.

Examples:

I **have seen** that movie twenty times.

I think I **have met** him once before.

There **have been** many earthquakes in California.

People **have traveled** to the Moon.

Put the verbs into the correct form (present perfect simple).

1. I (not / work) _____ today.
2. We (buy) _____ a new lamp.
3. We (not / plan) _____ our holiday yet.
4. Where (be / you) _____ ?
5. He (write) _____ five letters.
6. She (not / see) _____ him for a long time.
7. (be / you) _____ at school?
8. School (not / start) _____ yet.
9. (speak / he) _____ to his boss?

Change the verb into the correct form, then press "Check" to check your answers. Use the "Hint" button to get a free letter if you don't know. Note that you will lose points if you ask for hints!

Change the verb into the correct form:

1. I (read) your book several times.
2. She (wear) that skirt many times.
3. My family (visit) Brazil a few times.
4. I h (eat) already.
5. Marta (finish) her homework.
6. You (break) the glass again.
7. They (pay) for everything.
8. It (never snow) like that.
9. I (meet) Anna once.
10. We (see) him before.

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

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

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

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



PAST PERFECT TENSE

It indicates that an action was completed (finished or "perfected") at some point in the past before something else happened. This tense is formed with the past tense form of "to have" (HAD) plus the past participle of the verb (which can be either regular or irregular in form):

Examples:

I had walked two miles by lunchtime.

I had run three other marathons before entering the Boston Marathon.

Put the verbs into the correct form (past perfect simple).

1. The storm destroyed the sandcastle that we (build) .
2. He (not / be) to Cape Town before 1997.
3. When she went out to play, she (do / already) her homework.
4. My brother ate all of the cake that our mum (make) .
5. The doctor took off the plaster that he (put on) six weeks before.
6. The waiter brought a drink that I (not / order) .
7. I could not remember the poem we (learn) the week before.
8. The children collected the chestnuts that (fall) from the tree.
9. (he / phone) Angie before he went to see her in London?
10. She (not / ride) a horse before that day.

Past Perfect Tense

"Sunday afternoon at Jatte Island" by Georges Seurat



1. My parents didn't go to the movies last night because _____ a movie the night before.

- they didn't see
- they has seen
- they had seen
- they have seen

2.

A: What was Mrs. Lee doing in her garden this morning?

B: She _____ her plants.

- was watering
- had been watering
- had watered
- has watered

3. Albert was very tired last night because _____ all day.

- he's been exercising
- he's exercised
- he had exercised

he's exercising

4.

A: Did Helen enjoy discussing politics last night?

B: Yes. She _____ in a long time.

hadn't been discussed

had discussed

didn't discuss

hadn't discussed

5.

A: Has Pamela ever been to Paris?

B: Yes. She _____ there last year.

had gone

went

has gone

had been going

6. Sam had trouble flying a kite last weekend because _____ never flown one before.

he had

he

he hadn't

he was

7. I didn't want to go swimming yesterday because I _____ swimming the day before.

was gone

had gone

am going

was go

8. By the time I got there, the game _____

had already started

started

had been starting

has started

9. Harry's wife had already finished eating dinner when he _____ home.

had come

was coming

came

has come

10. James _____ that his shirt was dirty until after dinner.

realized

hadn't realized

hasn't realized

wasn't realizing

11.

A: Why didn't you go to New York last year?

B: We didn't want to. _____ to New York the previous year.

We've already gone

We'd already went

We'd already gone

We've already been

12. _____ Jerry arrived, we'd already left.

- While
- Whether
- Where
- By the time

13. Monica enjoyed going fishing yesterday because she _____ in a long time.

- hadn't thought about
- hadn't gone fishing
- hasn't gone fishing
- wasn't gone fishing

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

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

<http://www.englishexercises.org/makeagame/viewgame.asp?id=3921>

<http://www.perfect-english-grammar.com/past-perfect-exercise-2.html>

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

<http://eslgrammarpractice.blogspot.com/2009/10/1.html>



PASSIVE VOICE

In passive voice, the target of the action gets promoted to the subject position. Instead of saying, "Steve loves Amy," I would say, "Amy is loved by Steve." The subject of the sentence becomes Amy, but she isn't doing anything. Rather, she is just the recipient of Steve's love.

Examples:

Harry ate six shrimp at dinner. **(active)**

At dinner, six shrimp were eaten by Harry. **(passive)**

Beautiful giraffes roam the savannah. **(active)**

The savannah is roamed by beautiful giraffes. **(passive)**

Sue changed the flat tire. **(active)**

The flat tire was changed by Sue. **(passive)**

Tense		Subject	Verb	Object
Present	<i>Active:</i>	Rita	is writing	a letter.
	<i>Passive:</i>	A letter	is being written	by Rita.
Past Progressive	<i>Active:</i>	Rita	was writing	a letter.
	<i>Passive:</i>	A letter	was being written	by Rita.
Past Perfect	<i>Active:</i>	Rita	had written	a letter.
	<i>Passive:</i>	A letter	had been written	by Rita.
Future II	<i>Active:</i>	Rita	will have written	a letter.
	<i>Passive:</i>	A letter	will have been written	by Rita.

Conditional I	<i>Active:</i>	Rita	would write	a letter.
	<i>Passive:</i>	A letter	would be written	by Rita.
Conditional II	<i>Active:</i>	Rita	would have written	a letter.
	<i>Passive:</i>	A letter	would have been written	by Rita.

Rewrite the sentences in passive voice.

1. He opens the door. -
2. We set the table. -
3. She pays a lot of money. -
4. I draw a picture. -
5. They wear blue shoes. -
6. They don't help you. -
7. He doesn't open the book. -
8. You do not write the letter. -
9. Does your mum pick you up? -

Write passive sentences (use the indications between brackets.)

1. the picture / draw (Simple Present)
2. the door / close (Simple Past)
3. the house / steal (Present Continuous)
4. the bike / repair (Past Continuous)
5. the room/ clean (Present Perfect)

6. the homework / do (Past perfect)

7. the window / break (Simple future)

Passive Voice - Exercises on Form

Write passive sentences in Simple Present.

1. the documents / print

2. the window / open

3. the shoes / buy

4. the car / wash

5. the litter / throw away

6. the letter / send

7. the book / read / not

8. the songs / sing / not

9. the food / eat / not

10. the shop / close / not

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

http://www.englisch-hilfen.de/en/exercises/active_passive/active_or_passive.htm

<http://www.learnenglishfeelgood.com/esl-passive-voice-exercise2.html>

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

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



REPORTED SPEECH

If we report what another person has said, we usually do not use the speaker's exact words (direct speech), but reported (indirect) speech. Therefore, you need to learn how to transform direct speech into reported speech.

Complete the sentences in reported speech.

1. John said, "I love this town."

John said

2. "Do you like soccer?" He asked me.

He asked me

3. "I can't drive a lorry," he said.

He said

4. "Be nice to your brother," he said.

He asked me

5. "Don't be nasty," he said.

He urged me

6. "Don't waste your money" she said.

She told the boys

7. "What have you decided to do?" she asked him.

She asked him

8. "I always wake up early," he said.

He said

Complete the sentences in reported speech. Note the change of pronouns and tenses.

1. "Where is my umbrella?" she asked.
→ She asked
2. "How are you?" Martin asked us.
→ Martin asked us
3. He asked, "Do I have to do it?"
→ He asked
4. "Where have you been?" the mother asked her daughter.
→ The mother asked her daughter
5. "Which dress do you like best?" she asked her boyfriend.
→ She asked her boyfriend
6. "What are they doing?" she asked.
→ She wanted to know
7. "Are you going to the cinema?" he asked me.
→ He wanted to know
8. The teacher asked, "Who speaks English?"
→ The teacher wanted to know

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

http://www.englisch-hilfen.de/en/exercises/reported_speech/statements.htm

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

<http://www.edu.ge.ch/cptic/prospective/projets/anglais/exercices/reported1.htm>

www.ego4u.com/en/cram-up/grammar/reported-speech



GERUNDS AND INFINITIVES

There are certain words in English that are usually followed by an infinitive or gerund. If you are not sure whether to use the infinitive or gerund, check out our lists or look the words up in a dictionary.

Infinitive

Use

Certain words are followed by an infinite verb with or without 'to'.

Use and Word Lists	Example
<u>as the subject of a clause</u>	To know you is to love you.
<u>after certain expressions (without 'to')</u>	<i>Why not go</i> to the cinema?
<u>after certain verbs (without 'to')</u>	I <i>can swim</i> .
<u>after certain verbs (with 'to')</u>	He <i>wants to swim</i> .
<u>after certain verbs with interrogatives (infinitive constructions)</u>	They don't know <i>how to swim</i> .
<u>after certain verbs with objects (without 'to')</u>	He <i>made her swim</i> .

Gerund

Form

ing form of the verb

Use and Word Lists	Example
as the subject of a clause	Cycling is good for your health.
after <u>certain adjectives</u>	He's afraid of going by plane.
after <u>certain prepositions</u>	Before going to bed he turned off the lights.
after <u>certain verbs</u>	I enjoy cooking .
after <u>certain verbs with prepositions</u>	I am looking forward to seeing you again.
after <u>certain nouns</u>	We had problems finding our way back home.

Put the verb into the gerund or the infinitive:

Yuri was in his first year at university, studying History. He was rather a lazy student, and he tended to avoid (work) whenever he could. In the middle of the semester, his history professor gave out an assignment, due in two weeks. Yuri intended (do) the assignment, but he postponed (write) it for a week. The following week, he forgot (do) it. The night before the assignment was due, he suddenly remembered it, and rushed to the library. He tried (read) as much as possible on the topic, but there wasn't enough time. Yuri considered (ask) for more time to do his paper, but the History professor was known to be very tough on students, so finally he decided (cheat) and copy his paper from

somewhere else. He found an old article on the same topic, and quickly typed it out. The next day, he submitted the paper.

The following week, he was alarmed (see) the professor approaching him, looking angry. "Is this your own work, or did you copy it?" asked the professor. Yuri denied (copy) the paper.

"If you expect me (believe) that, you must think I am very stupid," said the professor. "Every word is taken from an article I wrote myself five years ago. Did you really think I would forget (write) it?"

Gerunds and Infinitives

Type the correct form of the verb.

1. I can't afford (pay) for a new car.
2. He is so impatient that he can't wait (speak) .
3. Speech class will give you practice (speak) in front of people.
4. I expect (finish) this by three o'clock.
5. They are preparing (eat) dinner.
6. Bernadette dislikes (cook) .
7. They refuse (take) money from their wives.
8. I want (quit) the baseball team.
9. Doctors recommend (drink) lots of water after exercising.
10. Pete just decided (look) for a job.
11. They seemed (enjoy) the play.

12. Harry detests (write) long papers.
13. John can't afford (buy) a new car.
14. My parents suggested (wait) two weeks before I made my final decision.
15. Sarah expected (win) the competition.
16. They demanded (be) seated.
17. Martha considered (call) her ex-boyfriend.
18. Billy promised (eat) all of his spinach.
19. Louise finished (run) at 6:00.
20. They pretended (enjoy) the music

There are more web addresses where students can practice exercises about Gerunds and Infinitives. Not all the exercises are the same.

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

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

http://www.englishpage.com/gerunds/gerunds_infinitives_2.htm

<http://www.grammarbank.com/gerunds-infinitives-exercises.html>



THE RELATIVE CLAUSE

A relative clause is one kind of dependent clause. It has a subject and verb, but can't stand alone as a sentence. It is sometimes called an "adjective clause" because it functions like an adjective—it gives more information about a noun. A relative clause always begins with a "relative pronoun," which substitutes for a noun, a noun phrase, or a pronoun when sentences are combined.

The relative pronouns are:

Who	for people	can substitute for subject nouns/pronouns (he, she, we, they)
Whom	for people	can substitute for object nouns/pronouns (him, her, us, them)
Whose	for people	can substitute for possessive nouns/pronouns (his, hers, our, their)
That	for people or things	can be either subject or object can only be used in restrictive relative clauses (see below)
Which	for things	can be either subject or object can be used in non-restrictive relative clauses can also be used in restrictive relative clauses, though some people don't like this use.

Examples:

- Do you know the girl **who** started in grade 7 last week?
- Can I have the pencil **that** I gave you this morning?
- A notebook is a computer **which** can be carried around.

- I won't eat in a restaurant **whose** cooks smoke.

Combine the sentences using a relative clause. Use relative pronouns only where necessary.

A holiday in Scotland

1. We spent our holiday in Scotland last year. Scotland is in the north of Great Britain.

Last year we _____

2. People live in Scotland. They are called Scots.

The people _____

3. We first went to Edinburgh. Edinburgh is the capital of Scotland.

We first _____

4. Arthur Conan Doyle was born in Edinburgh. He wrote the Sherlock Holmes stories.

Arthur Conan Doyle _____

5. Then we visited a lake. It is in the Highlands.

The lake _____

6. Loch Ness is 37 km long. People know it for its friendly monster.

Loch Ness _____

7. There we met an old man. He told us that he had seen Nessie.

An old man _____

8. We then travelled to a mountain. The mountain is near the town of Fort William.

We then _____

9. The mountain is the highest mountain in Great Britain. It is called Ben Nevis.

The mountain _____

10. I sent you a postcard. It was written on the summit of Ben Nevis.

The postcard _____

Relative Pronouns (who / which / whose)

Choose the correct relative pronoun (who, which, whose).

1. This is the bank _____ was robbed yesterday.
2. A boy _____ sister is in my class was in the bank at that time.
3. The man _____ robbed the bank had two pistols.
4. He wore a mask _____ made him look like Mickey Mouse.
5. He came with a friend _____ waited outside in the car.
6. The woman _____ gave him the money was young.
7. The bag _____ contained the money was yellow.
8. The people _____ were in the bank were very frightened.
9. A man _____ mobile was ringing did not know what to do.
10. A woman _____ daughter was crying tried to calm her.

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

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

http://www.englisch-hilfen.de/en/exercises/pronouns/relative_pronouns.htm

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

http://www.learn4good.com/languages/toefl/structure_cmplx_sntcl.htm

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



CONDITIONAL

TYPE 1:

The Grammatical Structure of Type 1 is as follows:

IF+SIMPLE PRESENT+SIMPLE FUTURE

IF +Amine gets his Bac diploma +he will study at the university.

SIMPLE FUTURE+IF+SIMPLE PRESENT

Amine will study at the university +if+ he gets his Bac diploma.

TYPE 2:

The Grammatical Structure of type 2 is :

IF+SIMPLE PAST+CONDITIONAL TENSE(could or would + verb in the infinitive)

IF+Leila had 500dh, she could buy the dress.

CONDITIONAL TENSE (could or would + verb in the infinitive) +IF+SIMPLE

PAST

Leila could buy+ the dress+ if+ she had 500dh.

TYPE 3:

The Grammatical Structure of type 3 is the following:

IF+PAST PERFECT+PERFECT CONDITIONAL(could or would +HAVE+PAST

PARTICIPLE).

IF +Ahmed had not been ill + he could have gone to school.

PERFECT CONDITIONAL(could or would +HAVE+PAST PARTICIPLE)+IF+PAST PERFECT.

Ahmed+ could have gone to school+ IF+ he had not been ill

EXERCISES

Conditional Sentences Type I

Complete the Conditional Sentences Type I.

- If you (go) _____ out with your friends tonight, I (watch) _____ the football match on TV.
- I (earn) _____ a lot of money if I (get) _____ that job.
- If she (hurry / not) _____,we (miss) _____ the bus.

Conditional Sentences Type II

Complete the Conditional Sentences Type II.

- If he (try)_____ harder,, he (reach) _____ hisgoals.
- I (buy) _____ these shoes if they (fit) _____.
- It (surprise / not) _____ me if he (know / not) _____ the answer.

Conditional Sentences Type III

Complete the Conditional Sentences Type III.

- If we (listen) _____ to the radio, we (hear) _____ the news.
- If you (switch) _____ on the lights, you (fall / not) _____ over the chair.
- She (come) _____ to our party if she (be / not) _____ on holiday.

Put the verbs in brackets in the correct tense (conditional 1):

1. If I (finish) early, I will call you.
2. I (catch) the 9:00 train if I hurry up .
3. She will know the answer, if she (try) to understand.

Put the verbs in brackets in the correct tense (conditional 2):

1. If I (be) a star, I would help the needy.
2. He (buy) a house if he had a job.
3. She (be) happy, if she married him .

Put the verbs in brackets in the correct tense (conditional 3):

1. If he (be) careful, he would not have had that terrible accident.
2. I (pass) the exam if I had worked hard .
3. Her father would not have died, if he (go) to the doctor.

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

<http://www.ego4u.com/en/cram-up/grammar/conditional-sentences>

<http://www.ego4u.com/en/cram-up/grammar/conditional-sentences/type-3/exercises?02>

<http://www.englishpage.com/conditional/conditional2.htm>

http://www.englisch-hilfen.de/en/exercises/if_clauses/type_1_statements.htm

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



WISH

Let's start off with the easy part. 'I wish to' can mean the same as 'I want to' but it is much, much more formal and much, much less common.

You can also use 'wish' with a noun to 'offer good wishes'.

- I wish you all the best in your new job.
- We wish you a merry Christmas.

Notice that when you want to offer good wishes using a verb, you must use 'hope' and not 'wish'.

- We wish you the best of luck.
- We hope you have the best of luck.
- I wish you a safe and pleasant journey.
- I hope you have a safe and pleasant journey.

However, the main use of 'wish' is to say that we would like things to be different from what they are, that we have regrets about the present situation.

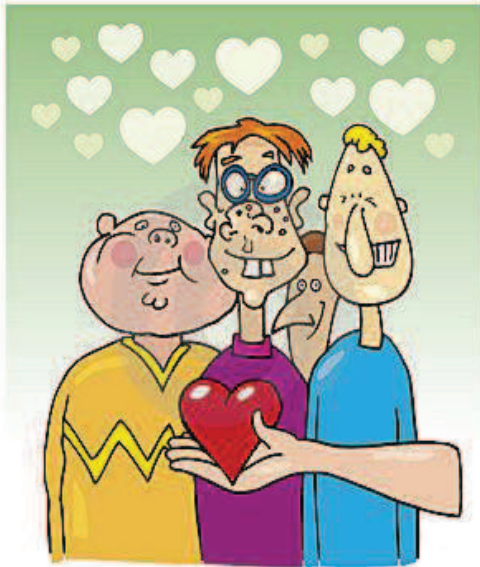
- I wish I was rich.
- He wishes he lived in Paris.
- They wish they'd chosen a different leader.

Notice that the verb tense which follows 'I wish' is 'more in the past' than the tense corresponding to its meaning.

- I'm too fat. I wish I was thin.
- I never get invited to parties. I wish I got invited to parties.
- It's raining. I wish it wasn't raining.
- I went to see the latest Star Wars film. I wish I hadn't gone.
- I've eaten too much. I wish I hadn't eaten so much.

Love is blind

1. Jess is describing her new boyfriend, Kevin. Read the paragraph from her diary



My boyfriend, Kevin, is not very handsome. He's quite short, and he's really thin. He doesn't like sports, and he never wants to go dancing with me on Saturdays. He can't dance! He spends a lot of time with his friends at the local amusement arcade.

He doesn't get on well with my friends, and they don't like him either. He doesn't have much money. He never buys me flowers or chocolates. So, why do I still go out with him? Well, I'm not sure but I really love him. And I believe he can change if he wants to.

2. Write 7 things Jess might wish for.

1- Kevin is not very handsome

2- He's not tall

3- He doesn't like sports

4- He can't dance

5- He doesn't get on well with her friends

6- He doesn't have much money

7- He never buys me flowers or chocolates

Grammar

Use the words to write complete sentences

1- We/ wish/ have/ car.

2- I/ wish/ not live/ here

3- Jenny/wish/ have/ more money.

4- Mike/wish/can/play the piano

5- They/ wish/ not have /exams

Write wishes for the situations

1- I'm not a lawyer

2- I don't have a big house in the country

3- I have to do lots of homework

4- I'm afraid of snakes

5- I'm so lazy

To continue there are more links where you can practice wish.

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

http://elt.oup.com/student/solutions/preint/grammar/grammar_08_022e?cc=global&selLanguage=en

<http://busyteacher.org/1895-i-wish-exercises.html>

<http://usefulenglish.ru/grammar/subjunctive-mood-exercise-three>

<http://www.englishexercises.org/makeagame/viewgame.asp?id=5841>

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ANNEXES

ANNEXES 1



**TECHNICAL UNIVERSITY OF COTOPAXI
ACADEMIC UNIT OF ADMINISTRATIVE AND
HUMANITIC SCIENCE
CAREER: ENGLISH**

**THEME: THE LAB AS A PART OF THE PEDAGOGICAL PROCESS FOR
THE TEACHING LEARNING OF THE ENGLISH LANGUAGE.**

Survey directed to the Technical University of Cotopaxi's students.

Objective: To determine the laboratory's importance as a part of pedagogical process
for the teaching English language.

Instruction:

- ✓ Choose your best answer.
- ✓ Mark with an x your answer in the box.
- ✓ Give reasons in questions with why?

1. - Is there an English laboratory at University?

YES

NOT

**2. - Do you think that the laboratory is necessary at Technical University of
Cotopaxi?**

YES

NOT

.....
.....

3. - How do you consider your knowledge in the English language?

High

Average

Low

4. – Do you consider that the laboratory will develop the skills of students in the English language?

YES

NOT

5. – How often do you practice the English language in a laboratory?

Always

Sometimes

Never

6. - Do you know how to use the technology in a laboratory?

YES

NOT

7 – What kind of technological resources would you like to use in class?

Mimio

Head phones

Software

8. – According to you, what is pedagogy?

Good methodology

Discipline that organizes the educational process

It is technological resource

9. -Do you believe that the pedagogical guide is important into teaching learning process?

YES

NOT

10. - What kind of pedagogies do your teachers apply in the class?

Traditional

Critical

Constructivist

THANK YOU

ANNEXES 2



**TECHNICAL UNIVERSITY OF COTOPAXI
ACADEMIC UNIT OF ADMINISTRATIVE AND
HUMANITIC SCIENCE
CAREER: ENGLISH**

**THEME: THE LAB AS A PART OF THE PEDAGOGICAL PROCESS FOR
THE TEACHING LEARNING OF THE ENGLISH LANGUAGE.**

Survey directed to the Technical University of Cotopaxi's teacher.

Objective: To determine the laboratory's importance as a part of pedagogical process for the teaching English language.

Instruction:

- ✓ Reading the questions carefully and choose your best answer.
- ✓ Mark with an x your answer in the box.
- ✓ Give reasons in questions with why?

1. - Do you consider that the laboratory is necessary in the university?

YES

NOT

2. – Do you believe that the laboratory will improve the students' skills?

YES

NOT

3. -How often do you use a laboratory to teach English?

Always

Sometimes

Never

4. – What types of pedagogies do you apply into the class?

Critical

Constructivist

Traditional

5. - Which are the most relevant activities that the teachers use in the English class?

Listen to music

Watch movies

Read stories

6. - Do you consider that is important to elaborate a guide?

YES

NOT

THANK YOU