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**ACADEMIC UNIT OF ADMINISTRATIVE AND
HUMANISTIC SCIENCES**

ENGLISH MAJOR

THEME:

“THE ENGLISH LANGUAGE FOR SPECIFIC PURPOSES RELATED TO THE ELECTRICAL FIELD WITH UNDERGRADUATE STUDENTS OF 3RD YEAR AT “TÉCNICO PUJILÍ” HIGH SCHOOL DURING THE ACADEMIC CYCLE APRIL - AUGUST 2015.”

Thesis presented previous obtaining the Sciences of Education Degree with Major in the English Language.

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The criteria of the present investigation: **“THE ENGLISH LANGUAGE FOR SPECIFIC PURPOSES RELATED TO THE ELECTRICAL FIELD WITH UNDERGRADUATE STUDENTS OF 3RD YEAR AT TÉCNICO PUJILÍ HIGH SCHOOL DURING THE ACADEMIC CYCLE APRIL - AUGUST 2015.”** are the author`s exclusive responsibility.

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I, as thesis director of this research work about:

“THE ENGLISH LANGUAGE FOR SPECIFIC PURPOSES RELATED TO THE ELECTRICAL FIELD WITH UNDERGRADUATE STUDENTS OF 3RD YEAR AT “TÉCNICO PUJILÍ” HIGH SCHOOL DURING THE ACADEMIC CYCLE APRIL - AUGUST 2015.” belonging to Rojas Caisa Ruben Patricio and Herrera Zapata Carlos Enrique of the English career; consider that this research work meets the investigative, methodological requirements, and scientific-technical contributions which are enough to be evaluated by thesis validation court that Honorable Academic Board from Academic Unit of Administrative and Humanistic Sciences at Technical University of Cotopaxi designate for the corresponding study and qualification.

Latacunga, August 2015

Sincerely,

Msc. Edgar Guadia Encalada Trujillo
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As Members of the Court we agree with the present Grade Research Report in accordance with the regulations issued by the Technical University of Cotopaxi, and the Academic Unit of Administrative Sciences and Humanities; the postulants: Rojas Caisa Ruben Patricio and Herrera Zapata Carlos Enrique. Thesis presented previous obtaining the Sciences of Education Degree with mention in the English language with the theme: **“THE ENGLISH LANGUAGE FOR SPECIFIC PURPOSES RELATED TO THE ELECTRICAL FIELD WITH UNDERGRADUATE STUDENTS OF 3RD YEAR AT “TÉCNICO PUJILÍ” HIGH SCHOOL DURING THE ACADEMIC CYCLE APRIL - AUGUST 2015.”**, They have considered all the recommendations issued timely and is qualified enough to be submitted to the Thesis Defense act.

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THANKS

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Finally, we would like to thank to our parents and familiars which with their support, they have helped to complete with this objective.

Patricio, Carlos

DEDICATION

This research work is dedicated to our parents because thanks to their support and example have formed a good sons to contribute to the society and to the country. Besides, to our friends who supported us entirely the right and wrong decisions to be everyday better.



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UNIVERSIDAD TÉCNICA DE COTOPAXI

**UNIDAD ACADÉMICA DE CIENCIAS ADMINISTRATIVAS Y
HUMANÍSTICAS**

TEMA: "EL IDIOMA INGLÉS PARA FINES ESPECÍFICOS RELACIONADOS CON EL CAMPO ELÉCTRICO CON ESTUDIANTES DEL 3ER AÑO DE BACHILLERATO DEL COLEGIO "TÉCNICO PUJILÍ" DURANTE EL CICLO ACADÉMICO ABRIL AGOSTO DE 2015."

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RESUMEN

El presente trabajo fue desarrollado con el fin de brindar un manual a los estudiantes de electricidad del colegio "Técnico Pujilí" el cual está ubicado en el cantón Pujilí. Ya que hoy en día, aprender el idioma Inglés en el campo técnico se ha convertido una necesidad especialmente en los colegios técnicos que utilizan herramientas y materiales, para poder llevar a cabo su trabajo. Los docentes al igual que los estudiantes no poseen un manual para el proceso de enseñanza aprendizaje del inglés técnico. Esto ha ocasionado en los estudiantes una deficiencia en la producción del idioma Inglés. El vocabulario es limitado y un total desconocimiento de las palabras técnicas. Es importante mencionar que los estudiantes así como también los profesores serán los beneficiarios directos de este proyecto. Desde este aspecto, el presente trabajo investigativo fue desarrollado con el objetivo de dotar al estudiante un manual con actividades relacionadas con las cuatro habilidades tales como escuchar, hablar, leer, escribir y evaluación de una manera sistemática basada en la realidad y necesidad de los estudiantes ayudando así al aprendizaje del idioma Inglés. La metodología utilizada en el presente trabajo investigativo fue descriptiva lo cual permitió reunir los fundamentos teóricos necesarios para la elaboración de la propuesta.

PALABRAS CLAVES: Manual, vocabulario técnico, actividades, habilidades de los estudiantes.



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ABSTRACT

The present project was developed in order to provide a manual for students of electricity from “Técnico Pujilí” high school, which is located in the Pujilí canton. Today, learn the English language in the technical field has become a necessity especially in the technical high schools because they use tools and materials to carry out their work. Teachers like students do not have a manual to teach technical English. It has produced in the students a shortcoming in the production of English language. Therefore, the vocabulary is limited and the total unawareness of technical words. It is important mention that students, as well as, teachers are the direct beneficiaries of this project. From this aspect, the present research work was developed with the objective to give to the students a manual and activities related with the four skills such as listening, speaking, reading, and writing in a systematic way based on reality and necessity of the students. The methodology used in this study was descriptive method to collect the enough information which would allow us the development of the correct proposal.

KEYWORDS: Manual, technical vocabulary, activities, student´s skills.

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INTRODUCTION

The present research work has as an objective the designing of a manual in the electrical field to improve the English teaching learning process with undergraduate students of third level at “Técnico Pujilí” high school during the academic cycle April - August 2015, which will serve to the students as a manual for the accuracy in teaching. It is a big contribution to all those who look for new ways to teach English language. The present work has been divided up into three chapters that are set up as follows.

The first chapter is based on the theory of English language; English teaching learning process, English for specific purposes, the English language related the electricity and the teaching of technical vocabulary. The categories bordered on this determine the conceptual framework and methods that will support the investigation. Finally, it was useful to join additional information about electrical field such as: the concept, types, components, and factors which influence in its development.

The second chapter consists of given an overview of results taken from surveys applied to the students and the interview applied to the teachers of “Técnico Pujilí” high school. As a result, the surveys were argued with the theory of the first chapter where the researcher details the results gotten during the investigation in order to determine how important manual is in the development of the technical vocabulary based on the needs of the students.

The third chapter refers to the proposal, a manual, which contains eight units with technical vocabulary, activities and skills that will help to the students to develop the learning, for that it is created a manual with steps to install the basic electricity in order to facilitate the understanding and learning.

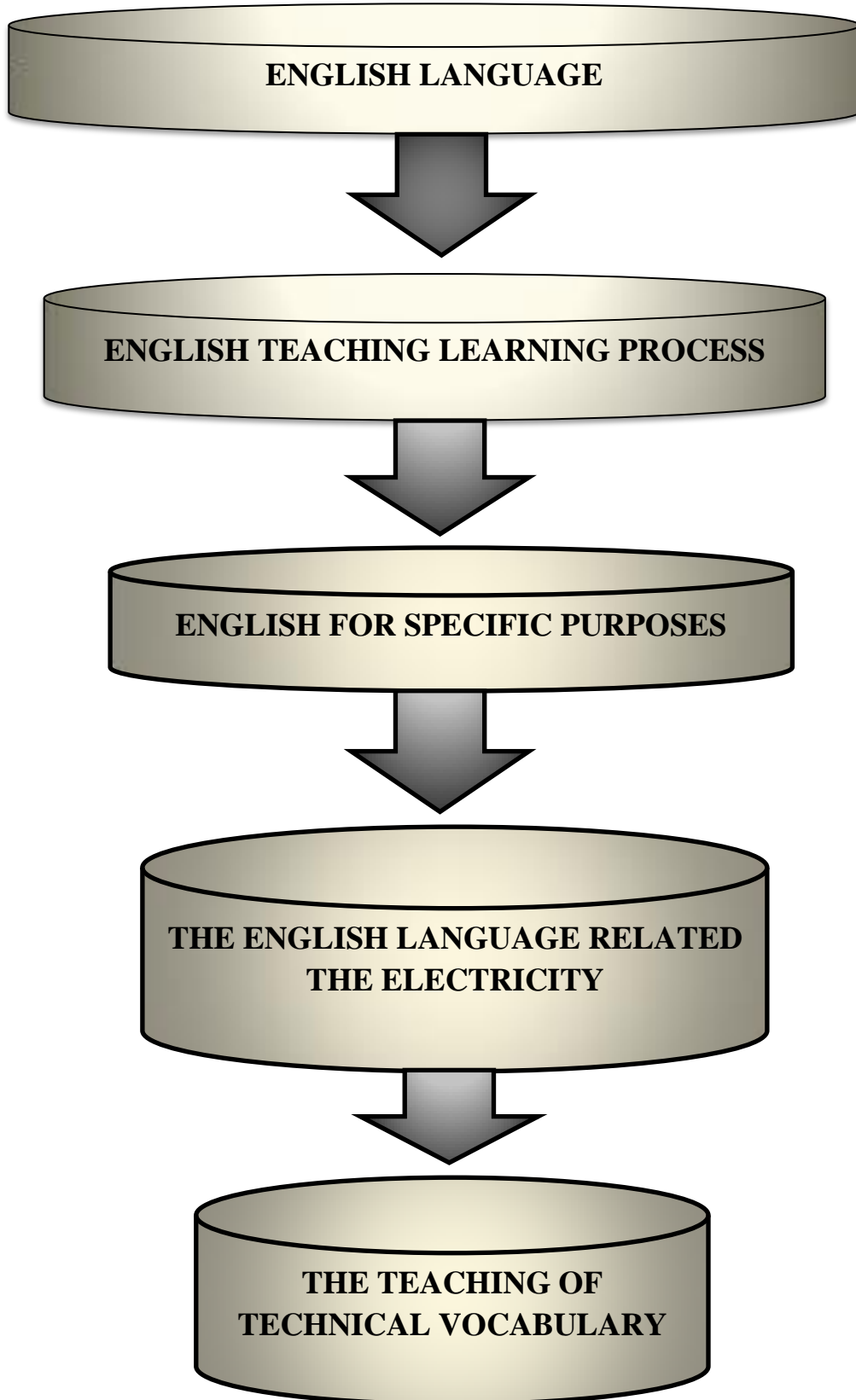
CHAPTER I

BACKGROUND

The present research work responds to the need of having a manual for the English teaching learning process related to the electrical field with undergraduate students of third year which will be useful for the students and the English teacher at “Técnico Pujilí” high school. That is why; a manual with technical vocabulary and activities will help to the students to acquire more knowledge and learn new technical words. This project is an effort made by the authors because there is no another investigation project about the topic or proposes about this project in this educational institutions. Therefore, all the researches done helped to specify the components of manual providing clear steps of installation. It was helpful in order to define the sequence of the materials and tools that there are used to carry out the work during the period of the class.

On the other hand, it is important to mention that exit some books or magazines that help to understand the electrical field, with symbols or signals that are used in the electricity “electrical and magnetic fields”, “electric charges and fields electromagnetism”. It will support to recognize the need of a manual to improve knowledge in specific areas such as; electrical field, business field, medical field among others to accomplish the proposal. These investigations were related to Educational Institutions that have technical subjects which guided the designing of the proposal. Finally, the present manual was developed taking into account the reality and needs of the students that study in Technical Institutions. For this reason, the development of the project was a significant effort of the authors.

FUNDAMENTAL CATEGORIES



THEORETICAL FRAMEWORK

1.1. The English Language

1.1.1. A brief history of the English language

The English language started with the arrival of three Germanic tribes who conquered Britain during the 5th century AD. These tribes were Angles, Saxons, and Jutes. Moreover, English language crossed the northern sea from what today is Denmark and northern Germany. At that time the inhabitants of Britain spoke a Celtic language. But most of the Celtic speakers were pushed west and north by the invaders. Mainly into what are now Wales, Scotland, and Ireland, and the Angles came from England and their language was called English from which the words England and English are derived.

(Sheridan, 2000) admits that “the English language is the major language in such fields as international diplomacy, business and commerce, science and technology, and the travel industry.” Page 1

(Burchfield, 1994) assumes that “the English language is the most widely spoken language in the world, with significant numbers of native speakers in almost every major region—only South America falling largely outside the net.” Page 15

According to researchers, the English language is the global language and it is spoken by many people around the world. It develops a wide knowledge about English language in different countries. It helps to know how the culture or tradition of each town was developed through time.

Therefore, many speakers especially Latin American people prefer to learn this universal language. English may not be the most spoken language in the world, but it is the official language in a large number of countries. It is estimated that

the number of people in the world that use in English to communicate is approximately two billion.

The English language was undergoing a process of change which eventually led to a fragmentation into the family languages. Thanks to the English language progress in terms of idioms, expressions, and colloquialism, it is possible to know a great deal about the social and cultural circumstances which govern the language and status to change for the last time, detailing information about world language use. Also, it helps to understand the fundamental value of multilingualism with different perspectives and insights.

As a final point, the English language is used by a lot of people in the entire world to communicate with native speakers and to learn the customs of the country. Although Learning English can be challenging and time consuming, we can see that it is also very valuable to learn and can create many opportunities in the life of the human beings.

1.1.2. Importance of the English Language

Nowadays, the English language is one of the most crucial languages around the world for human beings because it is the diffusion of British Empire introduced the English in India, Africa, south Asia, Australia, New Zealand and America. Therefore, it came for these countries as the language of business, travel and exploration and then become the unique medium of instruction. Now English language is the official language of the international business, air traffic control, shipping, united nations diplomacy, world banking, science, technology, academic research , space travel and global computing. As a result, English language is the major medium of education to communicate around the world with each others who want to speak this language.

On the other hand, the role of English language was reduced in educational and religious matters. Nevertheless, it must be remembered that a greater proportion of the people living in the country still spoke English as the Mother tongue, and

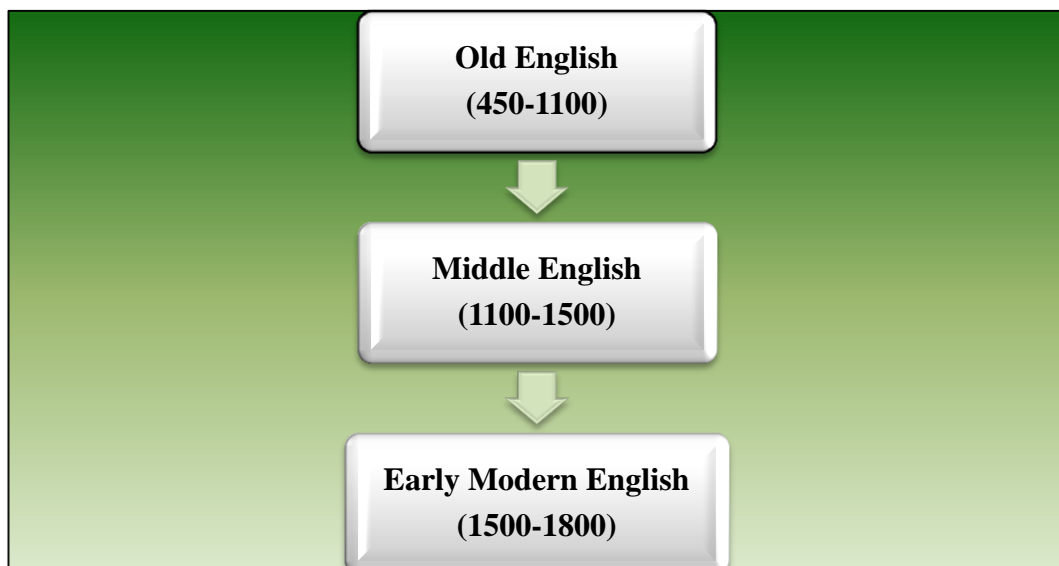
then the English language was accepted as a mean of communication among the entire people around the globe where they speak the English languages.

From this angle, the English language among other languages is considered one of the most vital for the entire world due to universal acceptance by articles and books around the world where people speak the English language. According to the media, it is reported that 50 percent of scientific and technological newspapers in the world are published in English. As a result, it is the language for international politics, communication, trade, commerce, industry and it helps human beings to cross countries in order to get new opportunities in the future.

In brief, English is more spoken and read by all educated people everywhere in the world, and very longer number of children of different countries study in their schools either as the mother tongue or as a foreign language.

1.1.3. History of English

The history of English has three important stages in the English language especially:



Old English (450-1100)

The invading Germanic tribes spoke similar language, which in Britain developed into what we now call old English. Old English did not sound or look like English today. Also Native English speakers now would have great difficulty understanding old English. Nevertheless, about half of the most commonly used words in Modern English has old English roots.

Middle English (1100 -1500)

This event started from Old English to Middle English was the Norman Conquer of 1066, when William the Conqueror invaded the island of Britain from his home base in northern France, and settled in his new acquisition along with his nobles and court, then for a period there was a kind of linguistic class division, where the lower classes spoke English and the upper classes spoke French. Lastly, in the 14th century English became dominant in Britain again, but with many French word added. This language is called Middle English.

Early Modern English (1500-1800)

Towards the end of Middle English, a sudden and distinct change in pronunciation started with vowel being pronounced shorter and shorter. From the 16th century the British had contact with many people from around the world. Moreover, this is the renaissance of classical learning meant that many new words and phrases entered the language.

For finishing, to most people today Middle English has seemed close to Modern than to Old English for a variety of reasons. The father of English Poetry has meant that many people have some familiarity with Middle English through his writings. Middle English writings developed only in the nineteenth century partly as a result of the Romantic revolution. Ballads, romances and prose texts all started to appear at this time.

1.2. The English Teaching Learning Process

At the present time, the English Teaching Learning process has become an important issue. That is why, teachers are responsible to build up knowledge in the students then; this process must be conducted in an effective way using different methods and strategies in the process. Alternatively, teaching is an art and the teacher is an artist. As the artist is governed by certain principle which helps him acquire proficiency in its profession, so a teacher is also governed by certain principle which help him acquire proficiency in teaching. And so, The teacher should follow the psychological principles which have been developed by excellent educator which are:

1. Proceed from simple to complex
2. Proceed from concrete to abstract
3. Proceed from general to complex
4. Proceed from known to unknown
5. Proceed from induction to deduction or vice versa

(Chauhan, 1979) points out that “the process of teaching learning is as old as human beings on earth. It has been carried out by human beings as even by animals to teach their young ones for successful adjustment in the environment.” Page 3

(Belquis Silvana Albán Benavides and Angel Gustavo Vaca Alarcón, 2013) comment that “the Teaching Learning Process is a procedure in which are involved teachers, students and the environment where the activities are going to be developed based on teaching and making the students learn according to their needs.” Page 5

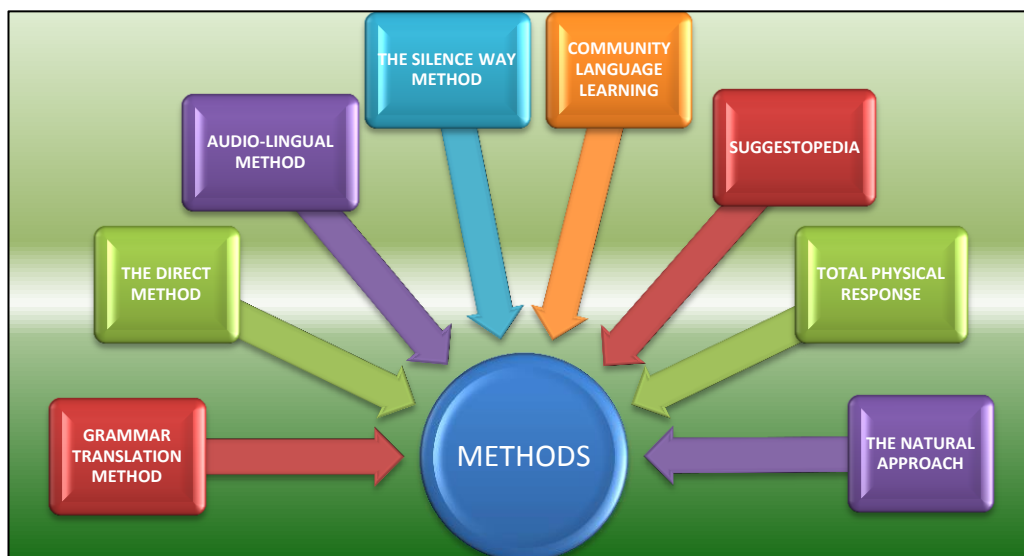
According to research, it is stated that the English teaching learning process is seen as a procedure because it is composed by steps which need to be followed strictly by teachers and learners, in this way, teachers build up knowledge in the students and learners are able to empower the knowledge in a better way. To be

effective in the process it is important a right application of methods, techniques creating a good environment which promote motivation to learn much better.

Moreover, it is also important since the learning of English is very essential around the world so that the entire teachers should make their teaching meaningful in order to create interest and retain it for a long period. Finally, the teaching learning process is the way of communicating between two or more people who influence each other by their ideas and learning something in the process of interaction in the classroom.

1.2.1. Methods of teaching English language

It is a great variety of methods which are applied in the English teaching-learning processes such as:



Grammar Translation Method

It is the most traditional method which appeared in the late nineteenth and early twentieth centuries. It was used at the beginning to teach “dead” languages such as Latin and Greek. So it helps students to read and appreciate foreign language literature gaining reading proficiency. Finally, students can become more familiar

with the grammar of their native language also write and speak their native language better.

Here some characteristics about grammar translation method:

- This method gives equal importance to grammar in the course in as the linguistic material presented for study is graded on a grammatical plan, and teaches the meaning of English words, phrases and sentences, by means of word by word.
- The main characteristic of this method is based on learning the grammar rules and their application in translating texts from one language into the other language. Teaching this, students are provided with vocabulary which is taught mainly through direct translation from the native language and memorization, using bilingual world list.
- During the classes difficult readings are provided as an exclusive kind of exercises to translate is given to the learners, but also these kinds of exercises are about drills and there is a little attention to content of the readings.

The Direct Method

The direct method was developed by Maximilian Berlitz towards the end of the 19th century as a reaction to the Grammar translation method. Moreover, this method is called direct because meaning should be connected directly with the target language without translation into the native language. Lastly, It is based on the assumption that the learner should experience the new language in the same way as they experienced their mother tongue.

Here some characteristics about the direct method:

- Use the natural way to communicate, like a baby learning its mother tongue.

- Oral communication became the main goal of forging English teaching.
- Strong theoretical base in linguistic and psychology.
- Language is primarily spoken, not written.
- The basic unit of a language is sentence.
- Emphasizing vocabulary acquisition through exposure to its use in situations.
- Meaning is to be conveyed directly in the target languages the use of demonstration and visual aids.
- Classroom was conducted exclusively in the target language.
- New teaching points were introduced orally.
- Only everyday vocabulary and sentences are taught.
- Concrete vocabulary taught through demonstration and regalia.
- Abstract vocabulary was thought by association of idea.
- Grammar was taught inductively.
- Speaking is taught first before reading or writing.
- Both speech and listening comprehension were taught.
- Oral communication skills were built up through teacher and students.

Audio-Lingual Method

This method was widely used in the United States and others countries in the 1950s and 1960s. Consequently, it is a method for foreign language teaching which emphasized the teaching of listening and speaking before reading and writing, then this method is combination between behavioral psychology and linguistic. It is also called army method because this method is appeared since the world war II for the American armies who had to learn language quickly.

Here some characteristics about audio-lingual method:

- Mistakes are bad and should be avoided, as they make bad habits.
- Languages skills are learned more effectively if they are presented orally first, then in written form.

- Positive reinforcement helps students to develop correct habits.
- Accurate pronunciation and grammar.
- Ability to respond quickly and accurately in speech situation.
- Knowledge of students' vocabulary to use with grammar patterns.

The Silence Way Method

This method was founded by Dr. Caleb Gattegno, so this method is based on the premise that the teacher should be silent as much as possible in the classroom and the learner should be encouraged to produce as much language as possible. The learning is facilitated if learner discovers a problem and solves, students work co-operatively and independently from teacher, then teachers should be as silent as viable.

Here some characteristics about the silence way method:

- Teaching is subordinated to learning and teacher should works with the students and students can work with the languages.
- In this method teacher typically stayed in silence most of the time, as part of his or her in the classroom.
- The method emphasizes the autonomy of the learner.
- Teacher's role is to monitor the students' efforts.
- The teacher role is one of the neutral observers neither elated by correct performance nor discouraged by error.
- The role of the students is to make use of what they know, to free themselves of any obstacle would interfere with giving their utmost to the learning task, and to actively engage in exploring the language.
- This method fosters cooperative learning between individuals.

Communicative Language Learning

This method can be found in changes in the British Language teaching tradition in the 1960s. Also, it was developed by Charles A. Curran. He believed that away to deal with the fears of students is for the teachers to become language counselors.

Finally, the students apply the target language independently when they feel confident enough to do so.

Here some characteristics about communicative language learning:

- Responsibility. - helping students about their own learning by taking increasing responsibility for it.
- Communication. - helping students to learn how to use the target language communicatively.
- Support. - helping students how to learn from one another.
- It creates a warm, sympathetic and trusting relationship between teacher and students.
- Counselor allows the learners to determine type of conversation.
- Train students to become independent.

Suggestopedia Method

This method was developed by Bulgarian scientist Georgi Lozanov and it is based on the idea how the human brain works and how we learn most effectively. Moreover, It includes a rich sensory learning, a positive expectation of success and the use of varied range of methods like dramatized tests, music, active participation in songs and games, and so on.

Here some characteristic about the Suggestopedia Method:

- Decoration
- Furniture
- Arrangement of the classroom
- The use of soft music
- The authoritative behavior of the teacher
- The teacher uses both verbal and non-verbal ways to communicate the learning hypothesis.
- Accelerate process of learning every day

- Comfortable environment
- Peripheral learning

Total Physical Response

This is a method of teaching language using physical movements to react to verbal input in order to reduce students' inhibitions and lower their affective filter stress. In the total physical response, instructors give commands to students in the target language, and students respond with whole-body action. Moreover, total physical response is often used alongside other methods and techniques. It is popular with beginners and with young learners, although it can be used with students of all levels and all age groups.

Here are some characteristics about total physical response:

- The coordination of speech and action
- Learners' role of listener and performer
- Learners monitor and evaluate their own progress
- Reading and writing is taught after grammar and vocabulary
- Grammar is taught inductively
- Grammar and vocabulary selected according to the situation
- Learning languages by gesture and body movements
- The teacher and the students are the actors
- Students should be more active and talkative
- Motorist students

The Natural Approach

This method is the ability to communicate with native speakers of the target language. Particular objectives are also specified in communicative terms. For instance, we expect students in beginning states to be able to talk about themselves and their families. Moreover, the focus is primarily on the acquisition of the ability to communicate messages using the target languages.

Here some characteristic about the natural approach:

- Participate in a discussion with one or more speaker.
- Listen to a conversation between other speakers.
- Listen to announcements in public places.
- Request evidence in public residences.
- Listen to radio, television, movies, and music.
- Read and write notes to friends or workers.
- Listen and participation in the classroom discussion.

1.2.2. Strategies to Teach English

Today, Strategies to Teach English is generally a plan for lessons in which includes structure, desired learner behavior, in terms of the goals of instruction, and also it helps students to improve their standard of study in the classroom. From this angle, at this point some strategies for English teaching - learning process which are:

- A relaxed environment to encourage the learning
- The movement should be part of the activities at these ages. Response activities stimulated physical comprehension of the messages.
- Experimentation and use of all senses allow children to learn much better. Also learn best when they made a share in participation and organization of class.
- The capacity for imitation is amazing; therefore always try to provide a good model.
- The use and participation is crucial games. Ensuring that the instructions are clear, simple, and direct and of course, play with them.
- Assemble the materials previously used to arouse their curiosity and interest.
- The stories stimulate their imagination and creativity, besides presenting the language in context.

- Personal attention is very important at this stage, so learn its name is a good start.
- It is essential to talk everything possible in English although it seems not to understand everything.
- Oral messages should always be supported with images, gestures, objects, intonation and mimicry.
- It is important to use positive reinforcement to motivate your students and your confidence will increase.
- The imagine and enthusiasm are innate in these ages, which should be utilized in achieving the objectives.
- You have to plan and perform out task involving mental and manual work such as cutting, coloring or gluing.
- Daily routines facilitate learning.
- Use rote resource accompanied with music and images always give excellent results.
- Organize and participate in plays, besides being able to dress up, help them learn the language in a more natural way.
- Indirect correction naturally repeat the natural way the correct form, is a very useful mechanism at these ages.
- The students love to hear song, sing and repeat them over and over again, so you should always present in the life of the classroom.
- Just an exclusive space for English, decorating with relevant reasons for students.
- One of the main objectives for this age group is to foster an open and positive attitude towards learning English or another language attitude.
- Every day should experiment with something new or different.
Teachers have to spend a leisurely, light and especially natural language in which the intonation and gestures are part of the message.

To sum up, these strategies and methods are really indispensable to teach English language into classroom because these support students to learn in a better way and acquire the English language take into account step by step to improve the

English language in a certain time. Besides each one of them has a specific function to learn something kind of language around the world.

1.3. English for specific purposes (esp)

1.3.1. A brief history of ESP

English for specific purposes was originated in the United Kingdom in the 1060, since then it has been developing exponentially. What is more, **ESP** established roots on several contents thank to pioneers such as John Swales, Larry Selinker, John Lackstrom, Tom Hutchinson, Alan Waters, Tony Dudley Evans, Louis Trimble, Henry Widdowson, and others. In the present day, it is one of the main areas of English as a Foreign Language **EFL** which is reflected in an increasing demand for **ESP** courses in a wide variety of specialized subject areas.

(Brian Paltridge and Sue Starfield, 2013) mention that “English for specific purposes refers to the teaching and learning of English as a second or foreign language where the goal of the learners is to use English in a particular domain.” Page 8

(BRIAN, 2003) states that “English for specific purposes (**ESP**) is an umbrella term that refers to the teaching of English to students who are learning the languages for a particular work or study-related reasons.” Page 306

According to the researches, it is assumed that English for specific purposes (**ESP**) is an enormous range of content areas which are involved in different fields such as: English for Business, English for Technical, English for Scientific, English for Medical Professionals, English for Waiters, English for Tourism, English for Art Purposes, English for Aviation, English for Secretary, English for Laws, English for Mechanic, and English for Management and Economics Purposes. Therefore, **ESP** is really essential for people who want to work in different fields around the world, but the vocabulary is really indispensable the English for Specific Purposes (**ESP**).

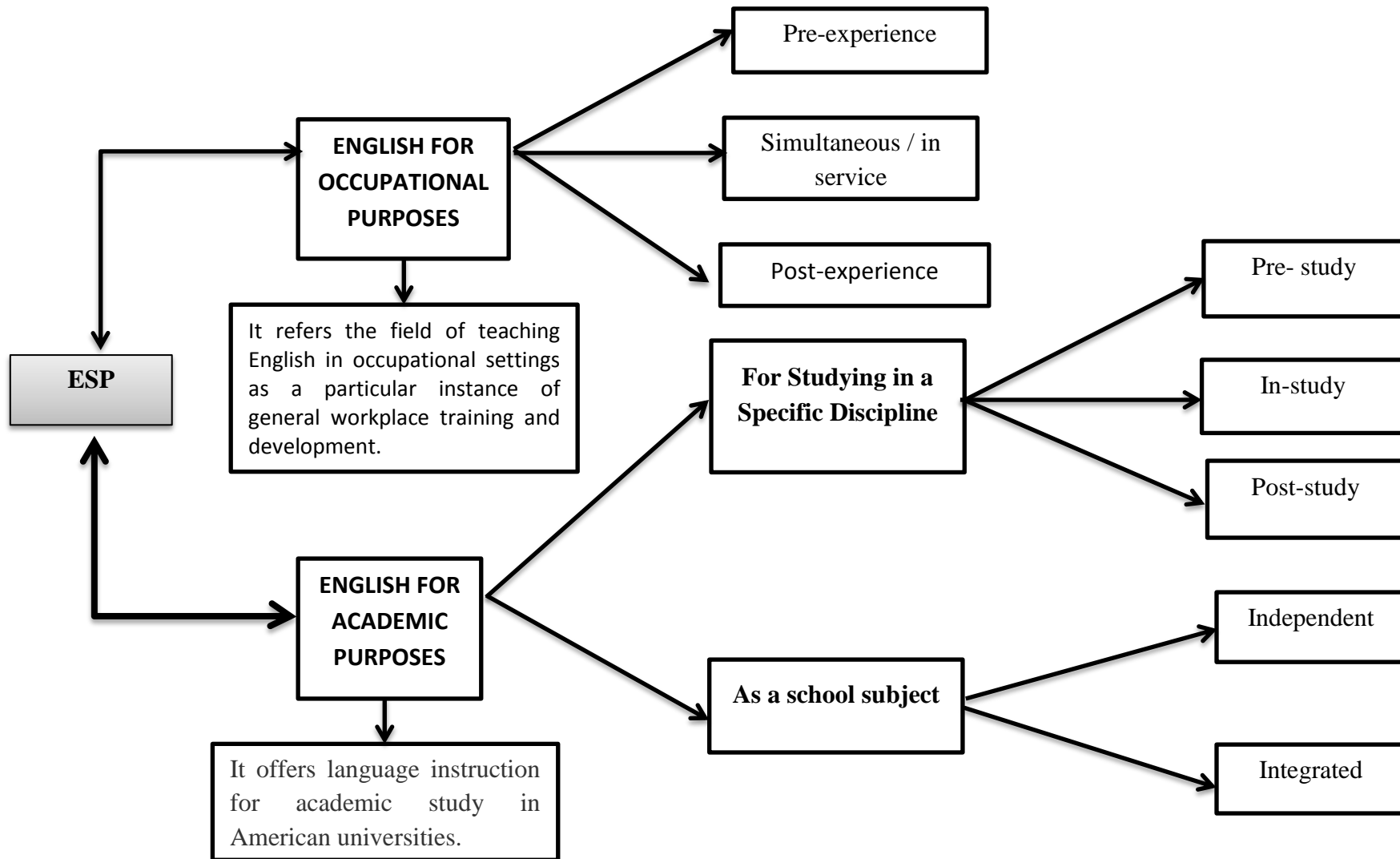
Characteristics about English for Specific Purposes (ESP)

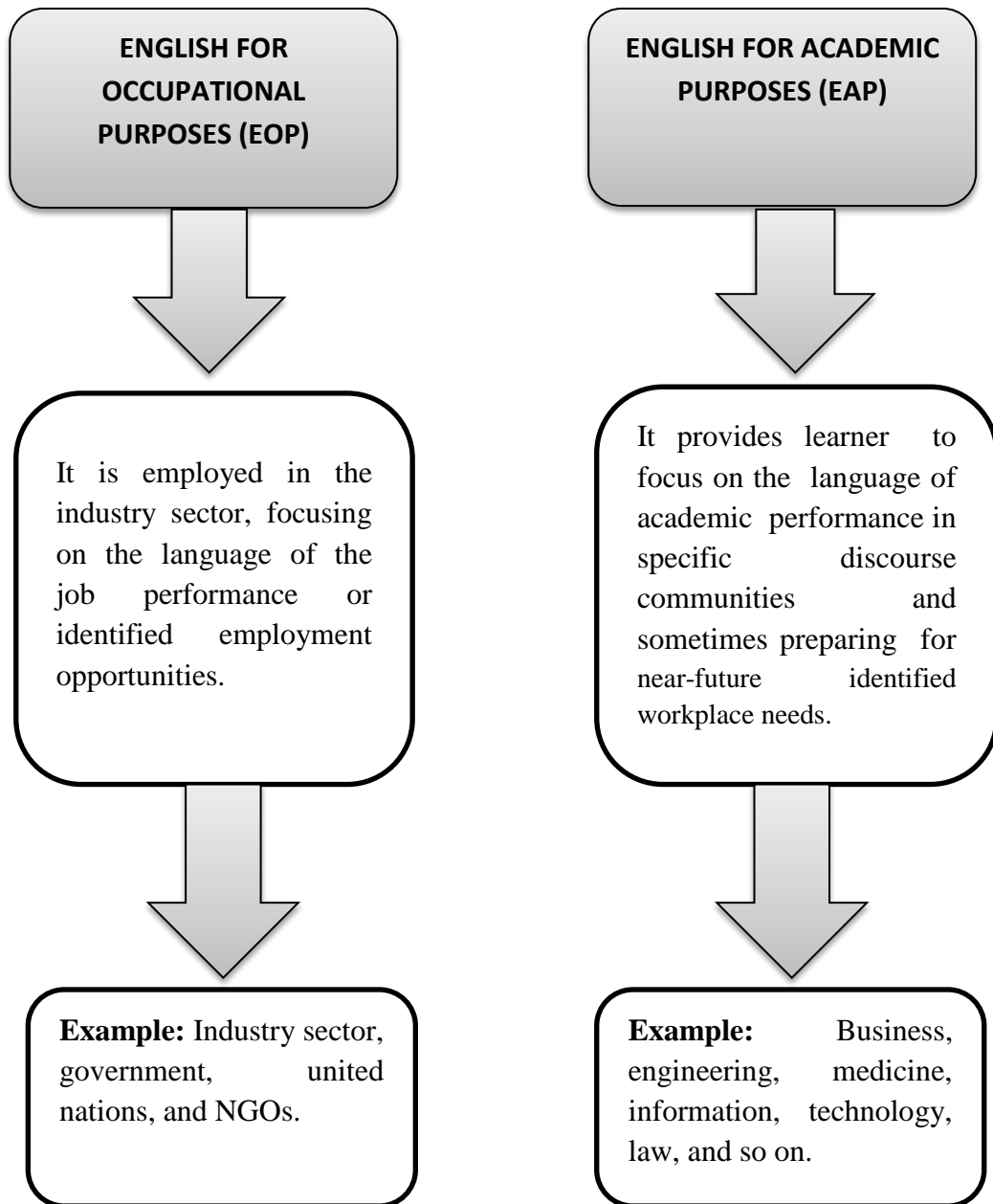
According to (Tony Dudley-Evans and Maggie Jo St John, 1998) mention that there are some characteristics about (ESP) and explain the classification of the English for Specific Purposes (ESP) which are:

- ESP is designed to meet specific needs of the learner.
- ESP makes use of the underlying methodology and activities of the disciplines it serves.
- ESP is centered on the language, grammar, lexis, register, skills, discourse and genres appropriate to these activities.
- ESP may use in specific teaching situation, a different methodology from that of general English.
- ESP is generally designed for intermediate or advanced students.

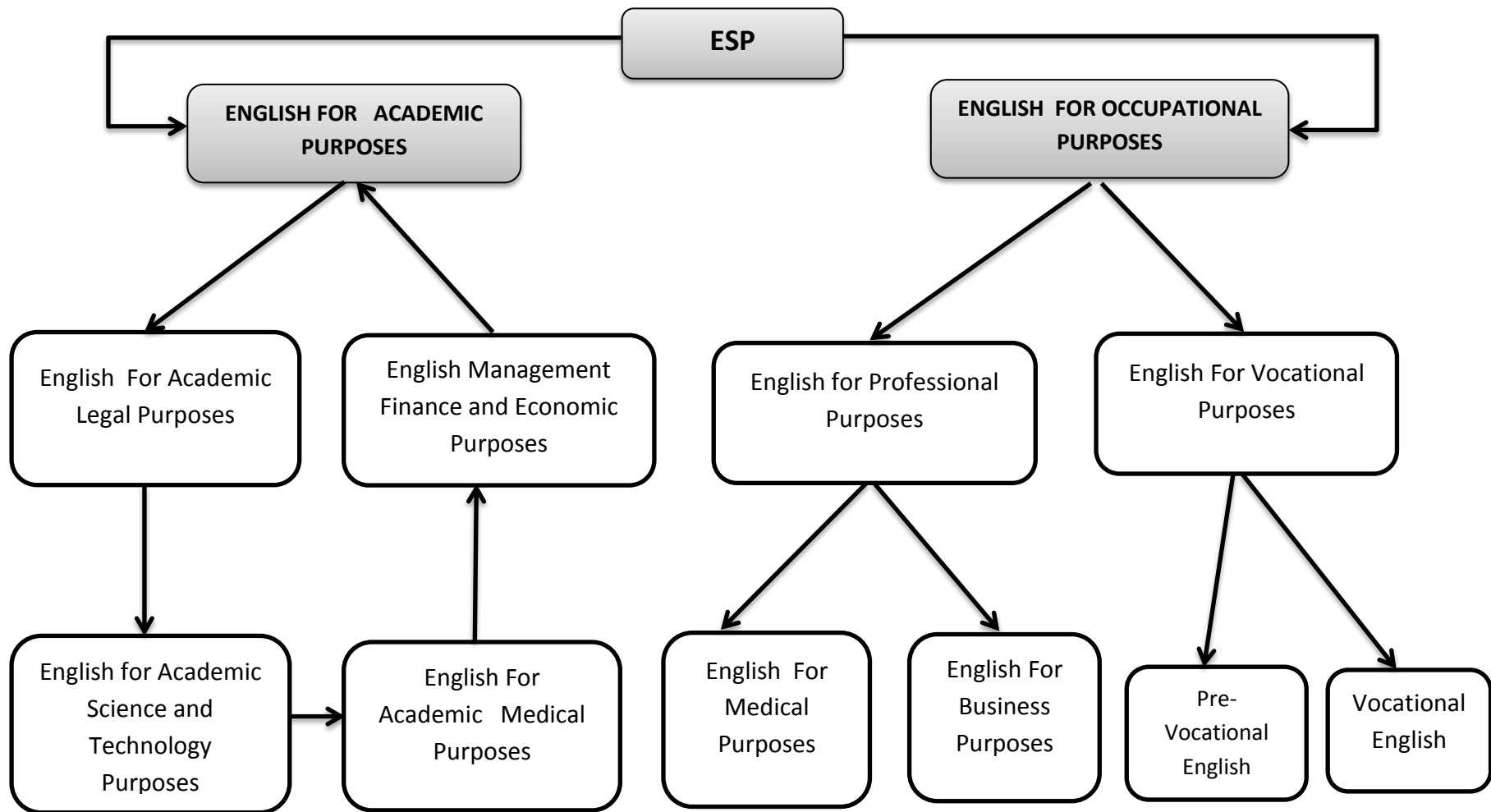
1.3.2. Classification about English for Specific Purposes (ESP)

In this part we introduce and explain a lot of abbreviation that have been used in describing **ESP**. Therefore; English for Specific Purposes has traditionally been broken into two important areas:





The graphical organizer represents some of the common divisions that are made in the English for specific purposes. Therefore, the most important branches of the ESP show the level in which English for Academic Purpose(EAP) and English for Occupational Purposes (EOP) are essential tools as a second language.



1.4. The English language related to electricity

Currently, the English language related to electricity is the most known language in the every place of the world. So, the English language is used in the entire knowledge areas as a mean of communication. From this perspective, the English language is certainly indispensable in the electricity field, as it provides a lot of chances of job for people through the use of adequate technical vocabulary and a prodigious advantage for people who want to speak English.

(Mary Ann Christison and Denise E. Murray, 2014) claim that “the English language is the official and dominant language.” Page 13

(Anonym, 2009) assumes that “electricity is a basic part of nature and it is one of our most widely used forms of energy.”

<http://www.ei.lehigh.edu/learners/energy/readings/electricity.pdf>

According to the researches, it is stated that there is a big significance of English language around the world because it is used in diverse contexts. Consequently, it results obligatory to use the language in electricity field because of its broadly usage for individuals. Hence, people using the English language in electricity would have more opportunities to succeed in this field a life used as an economic source. Actually, if the language is used in electricity subject would be more beneficial because new generations would have more chances to prosper in life.

1.4.1. History of Electricity

The word comes from the Greek word for amber which is electron. More than 2.500 hundred years ago, a Greek named Thales discovered that if he rubbed a piece of amber with a silk cloth, the amber would attract small bits of grass, feathers, and other light objects. Although, Thales did not understand what had happened, now it is known that the amber had become electrically charged. The contributions to the discovering of electricity regard to the following scientists and inventors:

Benjamin Franklin

Benjamin Franklin was born 17 January 1706, and died 17 April 1790. He was a prodigious scientist and inventor who invented the lightning rod, bifocals, the Franklin stove, a carriage odometer, and the glass harmonica. Although, Benjamin Franklin did not discover the electricity totally. He contributed with his well-known kite-flying experiments in 1752, but at first, electricity was connected with light. People wanted a cheap and safe way to light their households, and scientists thought electricity might be a way.

Alessandro Volta

Alessandro Volta was born in Italy in 1745, he was selected as a professor of physics at the Royal School, during many years, he studied and tested with atmospheric electricity by burning static stimuli. For a long time there was no trustworthy source of electricity for experiments. Lastly, in 1800, Alessandro Volta made a prodigious discovery. He saturated paper in salt water, positioned zinc and copper on opposite sides of the paper, and watched the chemical reaction produce an electric current. Volta had created the first electric cell by connecting many of these cells together. Volta was able to “string a current” and create a battery. It is in honor of Volta that we size battery power in volts. Finally, a harmless and responsible source of electricity was accessible, creating it relaxed for scientists to study electricity.

Michael Faraday

Michael Faraday was born in Newington September 22, 1791. He grew up near London in Slums known as Newington Butts; his father was a blacksmith, poor, had very little education and physically weak. However, Michael Faraday was the first one to realize that an electric current could be produced by passing a magnet through a copper wire. It was a wonderful discovery. Almost all the electricity people use today is made with magnets and coils of copper wire in huge power plants. Both the electric generator and electric motor are based on this principle. A

generator renovates motion energy into electricity. A motor converts electrical energy into motion energy.

Thomas Edison

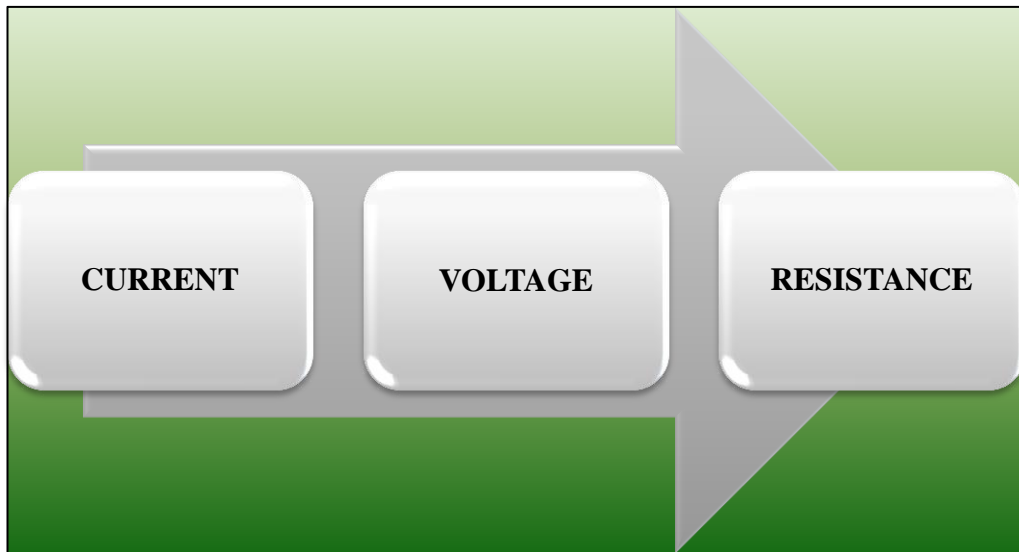
Thomas Edison was born on February 11, 1847 in Milan Ohio. He only went to school for a few months because they did not have enough money to go to school. He taught himself by reading lots of books individually. Additionally, in 1879, Thomas Edison focused on inventing a practical light bulb, one that would last a long time before burning out. The problem was finding a solid material for the filament, the minor wire into the bulb that guides electricity. In addition to this, Edison used ordinary cotton thread that had been saturated in carbon. Lastly, the next challenge was developing an electrical system that could offer people with a practical source of energy to control these new lights.

1.4.2. Importance of electricity

Electricity is one of the most indispensable benefits for human beings because the electricity is considered a very efficient way of energy consumption in part. Moreover, electricity is used deprived of creating loss and pollution. Consequently, electricity is a renewable way of energy as well as a clean one, but also it has become as a part of current life. Therefore, it has numerous uses in the daily life. Especially: lighting room, fans, domestic application like using electric stove, factories, large machines, food, cloth, paper, electric train, battery car, radio, television, medicine and a lot of other things are the creation of electricity.

Characteristics of Electricity

Electricity is the stuff of certain particles to own a power field which is neither gravitational nor nuclear. To appreciate what this means, it is necessary to quote to (Hammer, 1999) who claims that “there are three core important appearances about electricity which are:



Current

It is the flow of free electrons in the similar general direction from atom to atom is stated as current and it is measured in amperes (“amps” or “A”). The amount of electrons that flow through a conductor’s cross-section in one second defines amps. Current can be conveyed in a number of different conducts, such as:

| Quantity | Symbol | Decimal |
|--------------|--------------|--------------|
| 1 milliamper | 1 mA | 1/1000 A |
| 1 ampere | 1 A or 1 amp | 1 ampere |
| 1 kiloampere | 1 kA | 1000 amperes |

Voltage

Voltage is the strength that is useful to a conductor to free electrons, which originates electrical current to flow. It is measured in volts or “V”. Current will flow in a conductor as long as voltage, the electrical force, is practical to the conductor. Voltage is uttered in an amount of ways:

| Quantity | Symbol | Decimal |
|-------------|--------|-------------|
| 1 millivolt | 1 mV | 1/1000 volt |
| 1 volt | 1 V | 1 volt |
| 1 kilovolt | 1 kV | 1000 volts |

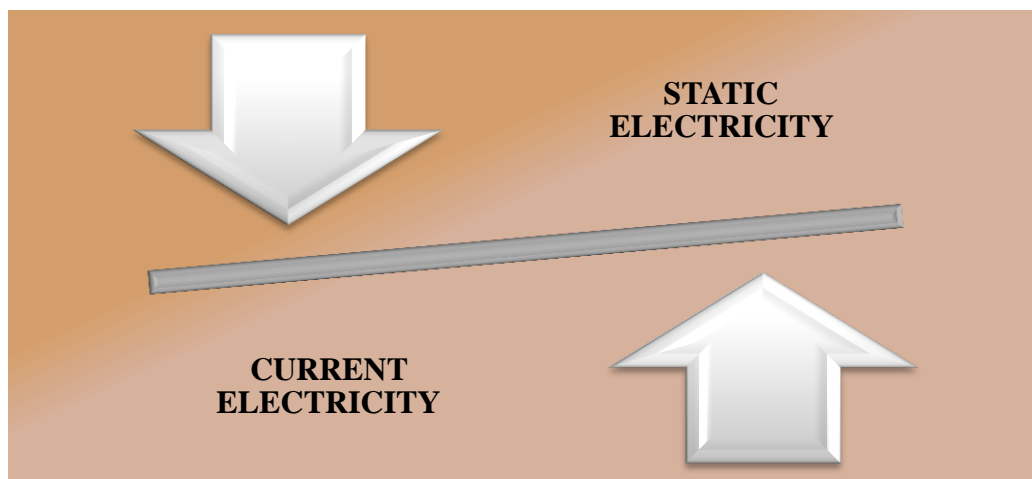
Resistance

It is the movement of electrons through a conductor is named resistance and it is measured in ohms and abbreviated “ Ω ”, the Greek symbol Omega. Resistance is conveyed in a number of ways:

| Quantity | Symbol | Decimal |
|----------|-------------|----------------|
| 1 ohm | 1 Ω | 1 ohm |
| 1 kilohm | 1k Ω | 1000 ohms |
| 1 megohm | 1M Ω | 1,000,000 ohms |

1.4.3. Types of Electricity

In this part we introduce and explain some characteristic of electrical subject to understand of the best way. That is why; the characteristics of electrical subject are divided in two parts. According to (Fisch, 2004) points out that exist two types of Electricity, Static Electricity and Current Electricity. Static Electricity is made by rubbing together two or more objects and making friction while Current electricity is the flow of electric charge across an electrical field.



Static Electricity

At its simplest; static electricity is an electrical charge that cannot move. It is created when two objects or materials that have been in contact with each other

are separated. When in contact, the surface electrical charges of the objects try to balance each other. This happens by the free flow of electrons (negatively charged particles) from one object to the other, when the objects separate they are left with either an excess or a shortage of electrons. This causes both objects to become electrically charged.

Current electricity

This kind of electricity occurs naturally in many situations. Lightning is one such phenomenon, in which charges flow from the clouds to the earth through the atmosphere sometimes with disastrous results. Also the flow of charges in lightning is not steady, but in our everyday life we see many devices where charges flow in a steady manner, like water flowing smoothly in a river. A torch and a cell-driven clock are examples of such devices. In the present chapter, we shall study some of the basic laws concerning steady electric currents.

1.5. The Teaching of Technical Vocabulary

Today, the teaching of technical vocabulary is surely indispensable to communicate in different fields which involve specialized vocabulary. Consequently, it helps to spread information with clarity, precision, relevance and brevity in a better way. Moreover, vocabulary plays a significant part in the classroom since it supports the four language skills listening, speaking, reading, and writing. For this reason, there are many techniques which permit to teach vocabulary effectively.

(Clawson, 2013) says that “technical vocabulary is words that have usage and application only in a particular subject matter field.” Page 78

(Nation, Teresa Mihwa Chung and Paul, 2003) Say that “technical vocabulary is subject related, happens in a specialist domain, and is part of a structure of subject knowledge.” Page 252

The authors mention that the teaching of technical vocabulary is a procedure which has a beginning and an ending but also, it is crucial for teachers to know following steps strictly since it seems to be a base in order to promote the understanding and to build up the knowledge in the students ever it is the base of language skills. Also, it must be understood that teachers have to look for strategies, techniques, and apply different activities in order that pupils empower a lot of vocabulary to communicate in a better way.

1.5.1. Importance of Technical Vocabulary

Now, the prominence of vocabulary is daily demonstrated in school and wherever. Therefore, in the classroom vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas. Consequently, learning vocabulary is really essential to talk quickly using new words and build up a large store of words in different technical fields.

According to (Alan E. Farstrup and S. Jay Samuels, 2008) there are numerous strategies which help students to acquire new technical vocabulary as they are defined below:



Divide and Conquer Chart

Educators may want to announce and practice this routine with compound words or prefixes. Once students become comfortable with the procedure, they can apply it as they explore new words in a variety of learning contexts, so learners can understand the different meanings in the technical field.

Purpose

To help students understand that words are often made up of recognizable can root part that can help them unlock the meaning of an unfamiliar word and a divide and conquer template that has been prepared in advance and duplicated for each students a four-column char with blanks to correspond to word parts of focus related to electricity.

Procedure

- Check up the concept of compound words by asking students to explain what they are.
- Write a technical word on the board and ask for the meaning. After, combine two words and ask another student by meaning. Then, ask students how the words contribute to the meaning.
- Show the learners a list of words and ask to the pupils to select one word and tell them to clarify what the word means after the teacher explains the mean.
- At the time students have finished to discuss and explain them you use a strategy called divide and conquer. Explain it is about the word are made up of word parts called roots.
- Transcribe three compound words that use the word Key Switch. Ask students to divide and conquer them. As students say explanations and realize how the word Key Switch has the same meaning. Make students to remember that the new word must connect the meaning of the word's root.
- Allocate a list of words with the same prefix that students can use in the electrical field.

Word Spokes

This strategy can be applied individually or in a group. Consequently, it helps students to manage new words and wily its way of talk using an appropriate style in the electrical field.

Purposes

To increase students' word analysis skills manipulating word or partner activity in the environment of the electricity.

Procedure

- begin by reviewing the concept that sometime word are make-up of recognize root part that provide clues to word meaning.
- Put a blank word spokes template on an overhead transparence. Write the prefix re- in the center circle, and tell students that they must spoke out five or more differences words that have the prefix re.
- Students have to write a difference re-words in each spoke.
- Students do their own word spoke with root they choose or you can assign roots.

Odd Word Out

One way to make the meaning of a word clear is to compare how it is similar to or different from other words. These two words composition activities provide students the ability to recognize more technical vocabulary through oral and widen communication. This can be applied in small or whole group.

Purpose

To help students to learn to manipulate root parts and generate new vocabulary and share their ideas among the entire the students in the environment adequate especially in the electrical field.

Procedure

- Select two or three words which share some characteristic it can be semantically or syntactically. It also can be related by presence or absence of word. **Example:** ring spanner - screw-driver.
- The odd word could be and because it is not a mammal the words that you select must promote the thinking of the children.
- Present one list of technical vocabulary and ask students to talk with their partners to determine which word could be the odd word. Promote them to look for many possible alternatives to eliminate one word.
- The rest of the games can be applied in the entire group or in pairs, but focusing into environment of the electrical field.

Be the Bard

Students come to the class with a new word that he understood in the form of a puzzle for his classmates. Moreover, show students how to invent a new word by combining two or more roots already learnt.

Purpose

To build up conceptual knowledge by inventing and defining new vocabulary and using word roots already learned.

Procedure

- Ask students to invent new words by combining previously words learnt drawing definitions for the words.
- Provide a list of word roots previously learnt. Check it up with students.
- Ask students to work alone or in pairs after provide a definition of the word.
- Allow time discussion of new vocabulary.

Word Theater

It is based on the popular game charades, uses pantomime and oral language to make word meaning concrete. It works in a small group but always in the environment of the electrical field.

Purpose

To build up or reinforce conceptual knowledge by acting out the meaning of a new familiar vocabulary word.

Procedure

- List the words in a chart paper so that everyone can see them. Ask for the student to select one word and discuss with a partner for the meaning without speaking.
- Explain students they have two minutes to decide how to get the word's meaning across by acting it out.
- Ask students to select one word while the rest of students try to guess. Make the list visible in order that students can read and re-read. In this way, students will better understand the concepts each word represents.

Root of the Week

This activity is a great way to get students to pay attention to words in their daily reading writing speaking and listening.

Purpose

To focus attention on words that share a prefix or root word and show a chart with the root in bold letters at the top, so number each line.

Procedure

1. Ask students to be on the lookout for words they encounter that contain the specific root of the week.
2. Tell students to add in the list the words with the root they found.
3. At the end of the week, review the list.

Wordo

This activity is known as the bingo is wonder full way for students to play with the words they are learning technical vocabulary.

Purpose

To experience an age appropriate group of words through simulations use of oral and written language in the electricity field.

Procedure:

1. Write the words you chosen on the board.
2. Pass a wood card to each student. Ask each student to select a free box and mark it. Then, ask to write one in the remaining boxes.
3. Call a clue for each word. A clue can be the definition of the word a synonym and antonym.
4. Students need to understand the correct objective word then put an **x** through it.
5. When a student has 4 marks **x** in a row, column or diagonal. He or she can shout “wordo”
6. The winner of the first game can be the one who gives the clues.

Card Games

Card games such as Memory or concentration are engaging independent activities that also work well with bank cards.

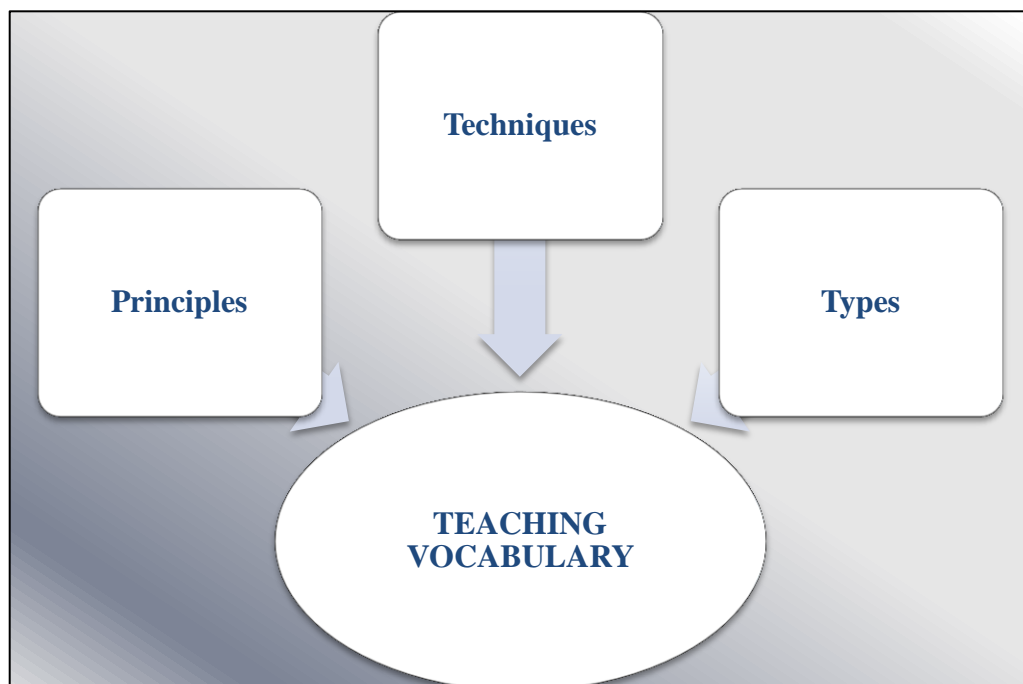
Purpose

To provide reinforcement in a fun atmosphere

Procedure

1. Begins with students shuffling the word cards and then placing them face down into a grid.
2. One student chooses two cards; deliver and say each word if they match the student hold them and take another turn.

According to (Lowry, 2009) “there are principles, types and techniques to teach vocabulary effectively”. As a result, these steps help students to acquire new vocabulary in order to communicate in a better way. Pag. 75



Principles

- Keep teaching simple and clear. No complicated explanation to teach technical vocabulary.
- Relate the present teaching to past knowledge by showing a pattern.
- Use both oral and writing present presentation write it on the board and explaining.
- Give most attention to words that are already partly known.
- Tell the learners if it is a high frequency word that they should remember
- Do not bring in other unknown or little-known related words “like synonyms or opposites”.

Techniques

- Say the word clearly and write it on the board
- Get the class to repeat the word in chorus
- Translate the word, or ask students to translate
- Ask questions using the new word
- Say an opposite of the word
- Collocation example: to apply for a job
- Use visual aids

1.5.2. Types of vocabulary

Single words

They are the largest type of word which is used more frequently. So that, single words include not only one word but also two words. For example: wire, screwdriver, hammer, helmet, glove, and motor.

Set phrases

It consists of more than one word and do not vary. Set phrases cannot be semantically related. For example: Centre punch, combination pliers, hammer, rim wrench, soldering iron, and vernier calipers.

Phrasal verb

It consists of two or three words. The first words are a verb, the second and third word is a participle. For example: common words include electric drill, metal saw, torque wrench. These verbs can be fixed with participles such as: turn off, on, off, etc. Then, the verb take with whatever of the participles produces a phrasal verb.

Idioms

The idiomatic expressions are separate vocabulary item because they are a group of words which in an individual way has another meaning that they together. For example: load factor, socket wrench, strap wrench, and grip vice pliers.

The writer claims that there are some principles, types, and techniques to teach the vocabulary with an adecute manner using them. Consecuently, it help people to talk in a right way using correct words, but also it helps people to communitie with an extensive vocabulary using a set of words to tranmit information clear and acuraccy. In fact, it is one of the largest challenges in the life of human being because people acquire vocablary as they are growing in its daily life.

CHAPTER II

2.1. Brief Historical Outline of “Técnico Pujilí” High School

The Ministry of Education and Culture, permitted the creation of the Pujilí Technical School on November 30th, 1990, with the ministerial agreement 5243; thanks to the tenacious, steady and determined effort of the Municipality of Pujilí, led by Lic. Herminio Troya, acting as president and councilors gentlemen, picking up the feelings of the people and in coordination with the Provincial Directorate of Education in Cotopaxi whose functions consisted Mr. Marlon Vicente Herrera; institutions after determining the imperative to have in this city with a new institution of secondary education that meets the demand of the studious youth, perform the formalities.

It should be remembered that ten young teachers: Ms. Gladys Herrera, Mr. Milton Santamaria Mario Gallado, Toapanta Alonso, Marcelo Albarracín, Miguel Villarroel, Juan Sicha, Lilian Soria, Ramirez and Gloria Alba Chachapoya; two administrative members Lautaro Casa Rosa Duque; and an auxiliary service; Nelson Ayala chaired by Mr. supervisor. Lic. Manuel Aguilera as lead manager, summoned the difficult but beautiful task of educating 57 students, 30 men and 27 women, enrolled in the first course of the school year 1990-1991 and in the regular school classrooms borrowed "Belisario Quevedo" where it begins to project a new institution, through constant work and management of their authorities as the Lic. Gladys Herrera of responsible leadership.

2.2. Description Analysis and Interpretation of the results

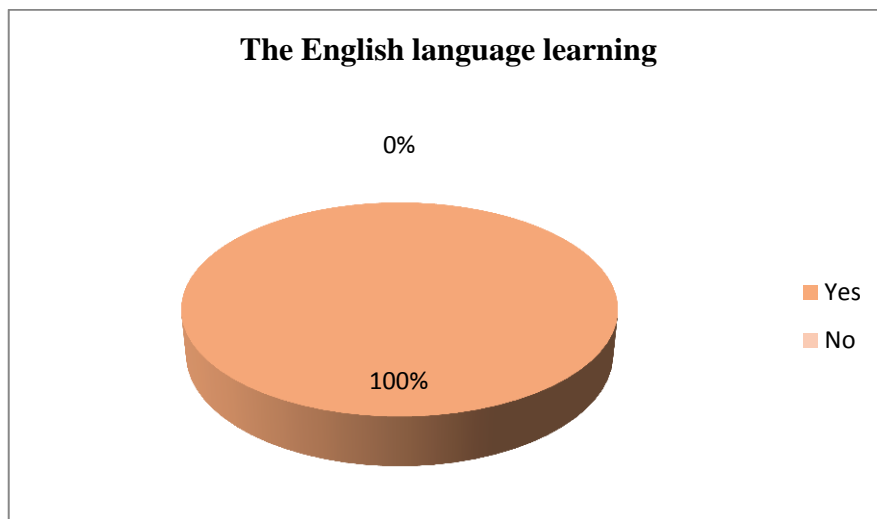
2.2.1. Survey aimed to high school undergraduate students of 3rd level at “Técnico Pujilí” high school.

1. - Do you believe it is necessary to learn the English language?

Chart N° 1

| OPTIONS | FREQUENCY | PERCENT |
|---------|-----------|---------|
| YES | 80 | 100% |
| NO | 0 | 0% |
| Total | 80 | 100% |

Graphic N° 1



Source: “Técnico Pujilí” high school.

Elaborated by: Patricio Rojas and Carlos Herrera

According to question number one, 80 students who represent 100% said that it is necessary to learn English Language in order to communicate the best way.

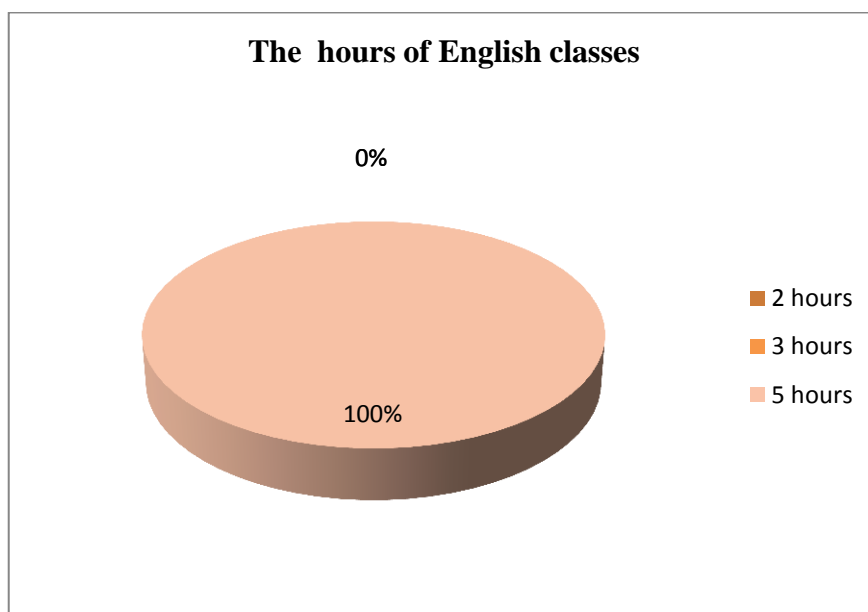
In this question the result is evident; the students need to learn English language because it will help to improve their knowledge and know all about English. Therefore, English language is considered as the most spoken language in the entire world. Thus, it can be understood how important to learn English language since it will help students in the future live.

2. – How many hours of English classes do you have a week?

Chart N° 2

| OPTIONS | FREQUENCY | PERCENT |
|---------|-----------|---------|
| 2 hours | 0 | 0% |
| 3 hours | 0 | 0% |
| 5 hours | 80 | 100% |
| Total | 80 | 100% |

Graphic N° 2



Source: “Técnico Pujilí” high school.

Elaborated by: Patricio Rojas and Carlos Herrera

Regarding question number two, 80 students mentioned that they have 5 hours a week of the English language which is represents with the 100%.

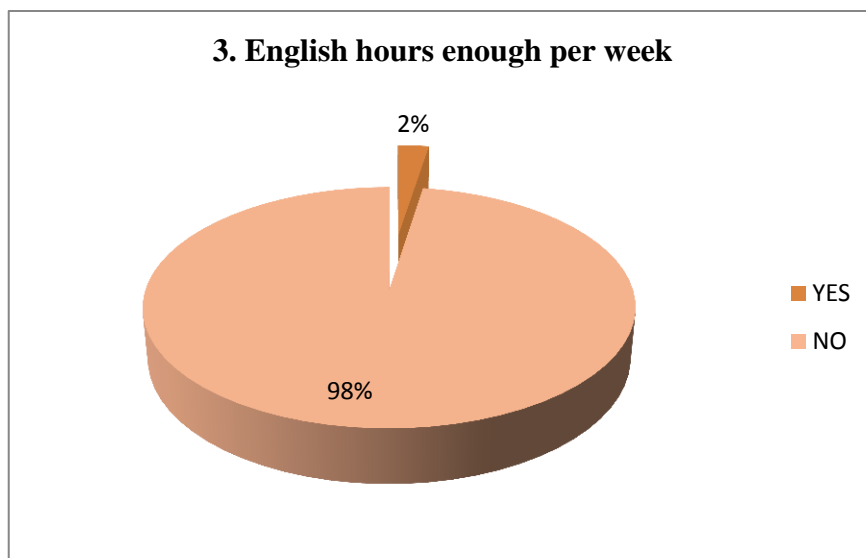
The students affirm that they receive five hours per week the English language class which this hours class are not enough in order to develop the four skills especially: Listening, Reading, Writing, and Speaking. Therefore, many students in 40 minutes every day they try to learn the English language without waste the time.

3. Are the English hours you get per week good enough for learning the language?

Chart N° 3

| OPTIONS | FREQUENCY | PERCENT |
|---------|-----------|---------|
| YES | 2 | 2% |
| NO | 78 | 98% |
| Total | 80 | 100% |

Graphic N° 3



Source: "Técnico Pujilí" high school.

Elaborated by: Patricio Rojas and Carlos Herrera

Regarding questions number three, 78 students mentioned that the English hours that get per week is not enough for learning the language which is represents with the 98%. However, 2 students with the 2% think that the hours are enough to learn English language.

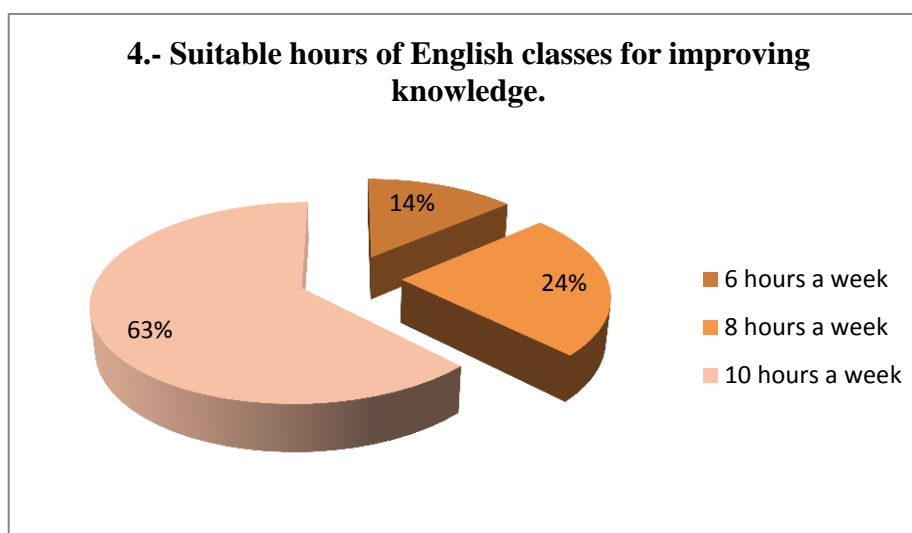
The hours of the English class are not enough to improve the English language because many students argued that they need more hours to acquire the language. Therefore; it is indispensable to learn the English language, so that, the students have the opportunity of improving their knowledge in this area.

4. How many hours of English classes do you consider suitable for improving your knowledge?

Chart N° 4

| OPTIONS | FREQUENCY | PERCENT |
|------------------------|------------------|----------------|
| 6 hours a week | 11 | 14% |
| 8 hours a week | 19 | 24% |
| 10 hours a week | 50 | 63% |
| Total | 80 | 100% |

Graphic N° 4



Source: “Técnico Pujilí” high school.

Elaborated by: Patricio Rojas and Carlos Herrera

According to question number four, 50 students which represents the 63% claimed that 10 hours a week will be enough to improve the English language, 19 students which represents the 24% argued that 8 hours a week are enough to learn the English language, and 11 students who represents the 14% said that 6 hours a week could be much better to learn English language.

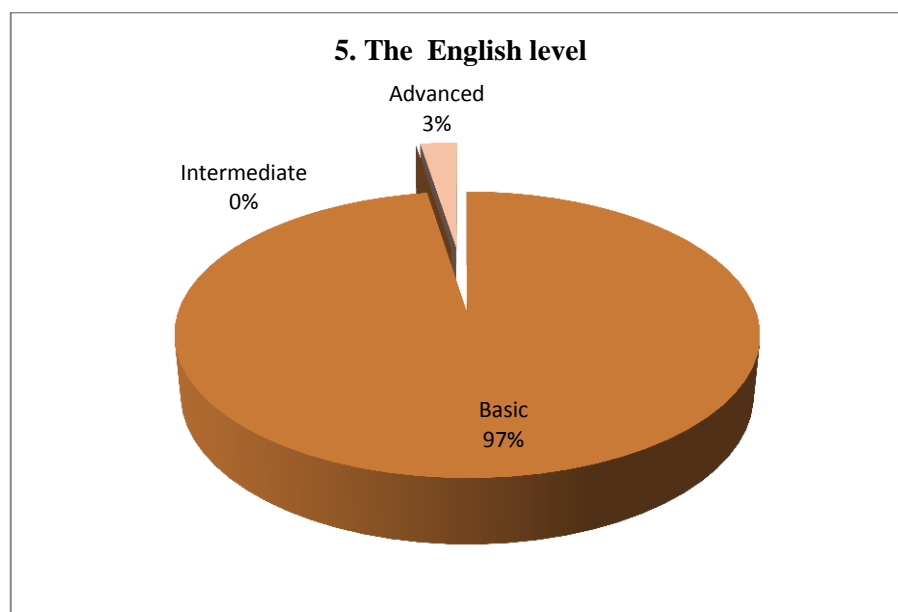
Many of the students mentioned that 10 hours per week can be really indispensable to acquire the English language, so that these hours have to distribute in several days of the week. As a result, it permits the students dominate the English language.

5.- What do you think is your English level?

Chart N° 5

| OPTIONS | FREQUENCY | PERCENT |
|--------------|-----------|---------|
| Basic | 78 | 97% |
| Intermediate | 0 | 0% |
| Advanced | 2 | 3% |
| Total | 80 | 100% |

Graphic N° 5



Source: "Técnico Pujilí" high school.

Elaborated by: Patricio Rojas and Carlos Herrera

In question number five, 97% represent by 78 students stated that they have a basic level of the English language. On order hand, 3% represent by 2 students declare that their level is advanced.

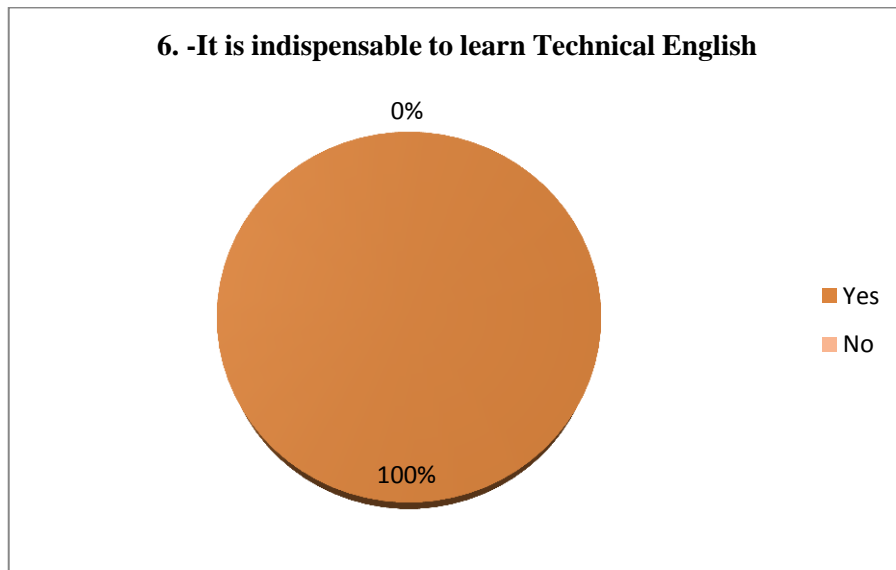
The majority of the students who learn English language mentioned that their level is basic because they have few hours the class and another important reason is the deficiency of the teachers in the public institutions. Nevertheless, another group of the students mentioned that they have an advanced level because they like to learn the English language class.

6. - Do you think it is indispensable to learn Technical English?

Chart N° 6

| OPTIONS | FREQUENCY | PERCENT |
|----------------|------------------|----------------|
| YES | 80 | 100% |
| NO | 0 | 0% |
| Total | 80 | 100% |

Graphic N° 6



Source: "Técnico Pujilí" high school.

Elaborated by: Patricio Rojas and Carlos Herrera

In the question number six, 80 students that represent the 100% stated that it is indispensable to teach technical English that it will help students to improve the new vocabulary.

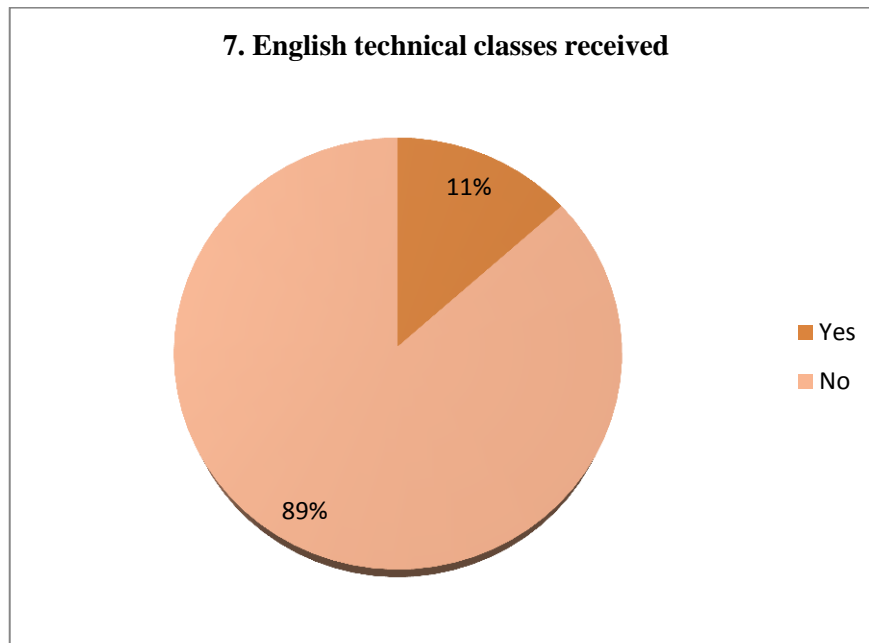
Analyzing this fact, the major of the students think that learn technical English is essential. This is because the institution have technical subjects, which the students manage the technical tool in different technical areas. As a result, they use different technical tools especially in: Electricity, Electrical Engineering, and Electrical Systems.

7. Have you ever received English technical classes?

Chart N° 7

| OPTIONS | FREQUENCY | PERCENT |
|---------|-----------|---------|
| YES | 9 | 11% |
| NO | 71 | 89% |
| Total | 80 | 100% |

Graphic N° 7



Source: "Técnico Pujilí" high school.

Elaborated by: Patricio Rojas and Carlos Herrera

In question number seven, 71 students with represents 89% of those polled declared that they have never received technical English. Meanwhile, 9 students represented by 11% claimed that they have been received technical English.

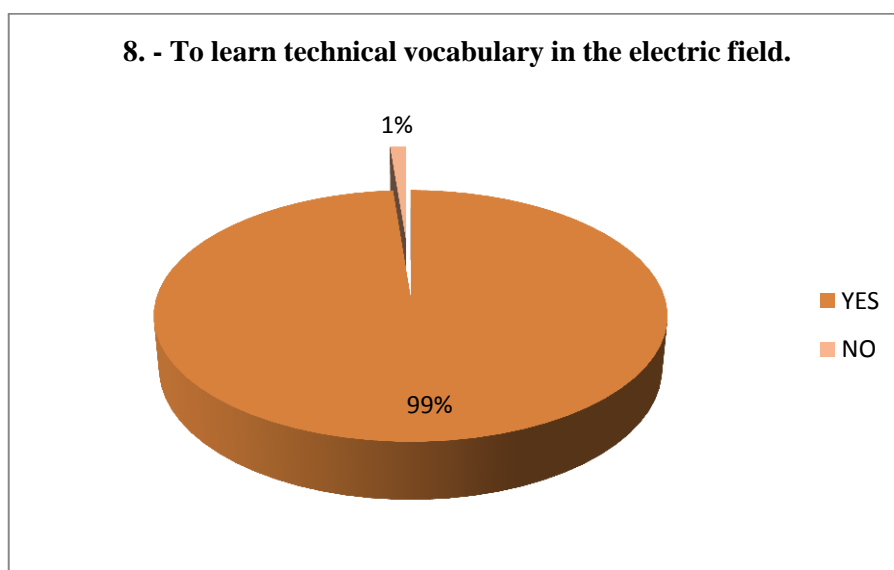
The group of the students point out that they have not ever received the English technical classes. This is because the institutions do not have a technical English manual. For that reason, there is a lot of deficiency of technical vocabulary in the high school.

8. - Would you like to learn technical vocabulary in English applied to the electric field?

Chart N° 8

| OPTIONS | FREQUENCY | PERCENT |
|----------------|------------------|----------------|
| YES | 79 | 99% |
| NO | 1 | 1% |
| Total | 80 | 100% |

Graphic N° 8



Source: “Técnico Pujilí” high school.

Elaborated by: Patricio Rojas and Carlos Herrera

According to question number eight, 79 students who represent the 99% said that would like to learn technical vocabulary in the electrical field, while 1 student who represents the 1% expressed that he does not like to learn technical vocabulary.

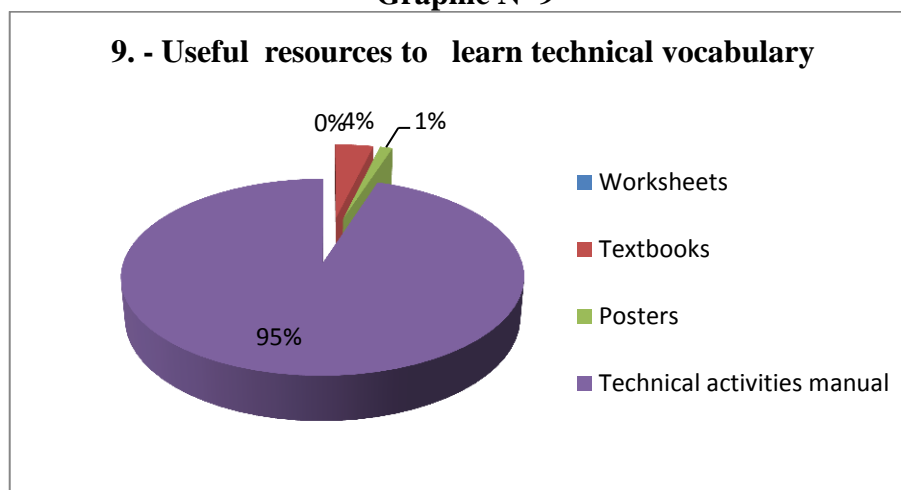
Nowadays, the major of the students mention that they would like to learn technical vocabulary in the electrical field because it will help students in the future lives to get over in the technical areas. As a consequence, they have more opportunities to contribute into the society.

9. –What kind of resources would be useful for learning technical vocabulary? Choose the ones you consider appropriate:

Chart N° 9

| OPTIONS | FREQUENCY | PERCENT |
|-----------------------------|-----------|-------------|
| Worksheets | 0 | 0% |
| Text books | 3 | 4% |
| Posters | 1 | 1% |
| Technical activities manual | 76 | 95% |
| Total | 80 | 100% |

Graphic N° 9



Source: “Técnico Pujilí” high school.

Elaborated by: Patricio Rojas and Carlos Herrera

Regarding question nine, 76 students which represent the 95% mentioned that they would have a technical activity manual. Meanwhile, 3 students which represent the 4% claimed that textbooks are more adequate too. Finally, 1 student who represent the 1% expressed the posters will help to improve the vocabulary to the students.

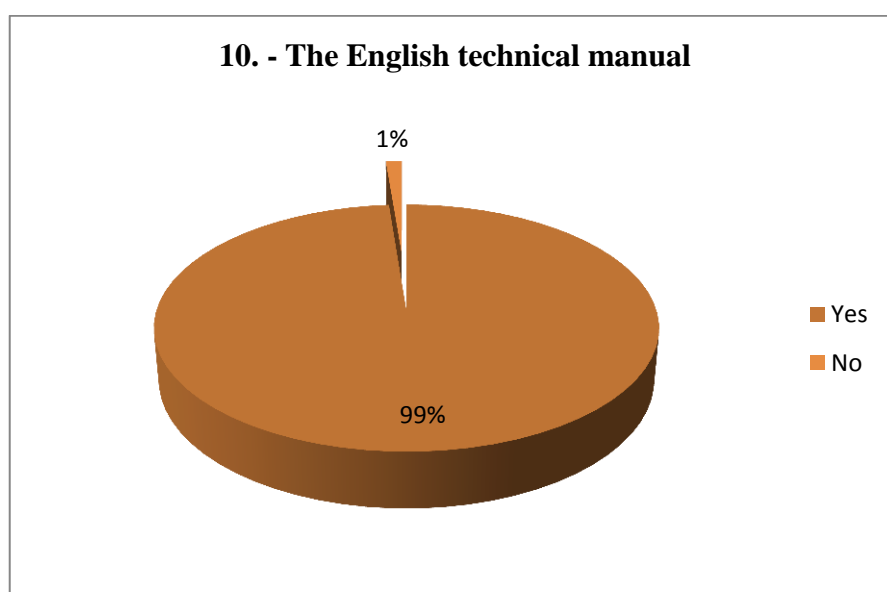
Nowadays, there are different kinds of resources to teach a new vocabulary in class. Therefore, the majority of the students think that they will learn technical vocabulary through adequate activity using a technical manual with wonderful activities. As a result, these activities will help to the students to learn in a better way.

10. - Can the application of an English technical manual together with funny activities help to improve your learning of technical vocabulary?

Chart N° 10

| OPTIONS | FREQUENCY | PERCENT |
|---------|-----------|---------|
| YES | 79 | 99% |
| NO | 1 | 1% |
| Total | 80 | 100% |

Graphic N° 10



Source: “Técnico Pujilí” high school.
Elaborated by: Patricio Rojas and Carlos Herrera

In the question number ten, 99% represented by 79 students’ stated that a manual can help them to develop the four skills together with funny activities. However, 1 student which represents 1% affirmed that it will not help to improve the technical vocabulary.

Analyzing this fact, it is visible that the students need to have a manual with funny activities to learn technical words and improve their learning. Therefore, it is necessary to design a technical manual which guide students in the English teaching learning process.

2.3. Interview addressed to the English Teachers at “Técnico Pujilí” High School

1. – The English language is known around the world as being the most spoken language used in all areas of knowledge. Do you think it is important the learning of the English language?

Yes, the English language is one of the most essential tool around the world because it helps the people to open new opportunities in different fields such as; business, trades, jobs, tourism, travel, education, and technology. Therefore, the learning of English language is most used in the education; this is because the majority of the countries teach English in the schools.

2. – The learning of English language has different purposes. Have you ever heard about English for Specific purposes? What is it about?

Yes, English for Specific Purposes is divided in two subfields; English for academic purpose and English for occupational purpose. The English for academic purpose refers to the education in order to use a specific vocabulary which helps to the students to talk with adequate vocabulary. On the hand, English for occupational purposes is one of the most essential too; this is because many people have to use specific vocabulary especially: Jobs, business, and trade.

3. – Have you ever taught technical vocabulary applied to the electrical field in your classes? Why?

No, First of all, materials provided for the Ministry of Education are not focused on this purpose. Moreover, this institution does not have any material to teach a technical vocabulary instead of being a technical institution, so that a manual will be effective to teach technical vocabulary to the students of this high school.

4. – What kind of strategies do you consider are the most suitable for the teaching of technical vocabulary?

One of the most suitable strategies to teach vocabulary is by teaching words in an isolated way; this is because this strategy helps learners to develop skills and being able to acquire knowledge. As a result, the teacher is able to manage the class in a better way promoting participation in English classes.

5. - If you had an English technical manual applied to the electric field with a variety of didactic activities, would you use it in your classes? Why or why not?

Yes, because an English technical manual could be indispensable to teach technical vocabulary. If the ministry of education provides us with a manual, we might use this material to teach technical vocabulary. Moreover, it would be more effective if the manual contains funny activities to motivate student's learning. In addition, many exercises of listening, writing, speaking, and which will be fundamental in order to get best results during the teaching learning process.

2.4. Analysis of the Interview

According to the interview applied to the teachers at “Técnico Pujilí” high school, the English language is a universal language that is used how as a kind of communication. Therefore, it is indispensable to learn English language for the whole world, because it permits to the students to know other languages.

The teaching of the English language in the public institutions are really necessary to contribute to the learning of this language giving to the new generation some alternatives or opportunities to learn it. One of these alternatives is to design a manual with a technical vocabulary because it will help the students as a guide to learn the technical English.

Then, the learning of the technical vocabulary in English for many teachers is very useful because it will help to the students and teachers to understand of the best way the text and tools that are used in the technical field in “Técnico Pujilí” high school. Although many English teachers has been teaching English language in the technical areas, it has been useless because they do not have a technical manual in which they can support the English Teaching Learning Process.

Thus, it is indispensable to design a manual with technical vocabulary to guide the process. Hence, this manual will have activities that motivate to the students with familiar vocabulary, with contents of the subject area based on the needs and reality of the students, institutions and the society.

From the above mentioned the design of manual with have technical vocabulary in the Electrical field for the English Teaching Learning Process will help to guide and improve the process to build knowledge in the students. Thus, the students will be succeeding in the university, acquiring more knowledge which will help them to face in the society.

2.5. CONCLUSIONS AND RECOMMENDATIONS

2.5.1. Conclusions

After this application of surveys and interviews, the researchers are able to state the following:

- A significant point of the study was that the Learning of English language is important for everyone since it is the most spoken language around the world used as a mean of communication.
- Students refuse that they do not receive class applied to the technical English vocabulary and as a consequence of this they are no able to understand the technical subjects and tools in a better way. For this reason; it is really difficult to know the English language.
- The different result shows that the use of a technical manual will help the students to improve their skills and knowledge especially in the technical field because it will increase their English language and technical vocabulary.
- The learning of the English language with technical vocabulary needs funny activities and familiar words to work together with a technical manual in order to promote the students` learning.
- Teachers and students agree with the design of a technical manual for the English Teaching Learning Process which will guide in the learning of this language.

2.5.2. Recommendations

- It is necessary to help everyone to learn English language because it is the most important language around the world which permits to succeed the life.
- To use the technical vocabulary in the classes in order to promote a better learning of English language. Consequently, students refuse that they do not receive classes of technical English and as consequence of this they are not able to develop their skills causing a poor knowledge of the language.
- It is indispensable to take into account that the use of a technical manual will help the students to improve their skills and knowledge especially in the technical field because it will increase their English language and technical vocabulary
- It is indispensable to include funny activities related to the electric field such as matching, crosswords, puzzles acquiring all electric tools and divided into units in order that students feel comfortable and motivated to learn English technical vocabulary.
- It is necessary to design a technical manual which permit teacher to guide in the better way the learning and students feel motivated to learn technical vocabulary through the application of funny activities.

CHAPTER III

3.1. PROPOSAL DESIGN

THE ENGLISH LANGUAGE FOR SPECIFIC PURPOSES RELATED TO THE ELECTRICAL FIELD WITH UNDERGRADUATE STUDENTS OF 3RD YEAR AT “TÉCNICO PUJILÍ” HIGH SCHOOL DURING THE ACADEMIC CYCLE APRIL - AUGUST 2015.

INFORMATION DATE

Institution: “TÉCNICO PUJILÍ” HIGH SCHOOL

Province: COTOPAXI

Canton: PUJILÍ

Parish: PUJILÍ

Neighborhood: CHIMBACALLE

Phone: 032- 723- 541

Kind of institution: PUBLIC

Researchers: HERRERA CARLOS AND ROJAS PATRICIO

Students of third BGU: 80 STUDENTS

3.2. IMPORTANCE OF THE PROPOSAL

This present proposal design concerning to a manual which provides motivating activities to the best learning of the vocabulary since these activities are intended to practice listening, writing, reading, and speaking skills in an interactive way promoting in this way the students' motivation and interest which are crucial at the moment of learning anything. Therefore, this manual will be available didactic resources applied for teachers in classroom are not effective overall if it is focused on develop certain skill. From this perspective, the students of 3 BGU of "Técnico Pujili" High school is hoped to acquire vocabulary related to electric field through the designing of this present proposal

This manual will be the most effective didactic resource since the present manual has attached a CD including the vocabulary to be used in the different activities proposed in each unit supporting in this way an interactive manner of practice listening and speaking apart from the activities established to practice reading and writing skills. So that, after the application of this present manual together with the CD, the students of third of BGU will be able to use vocabulary related to electric field in their daily life.

3.3. JUSTIFICATION

In the present day, it is a big challenge to learn the English language because of the high level of difficulty in developing the English skills, then it is clearly recognized that learning the English language points to the English teachers to make it possible, overall if it is focused on acquiring certain knowledge in students. In this way, teachers have to use different didactic resources which permit to engage students to learn. Regarding to this, acquiring vocabulary in students is seen as an interactive process which needs to be planned and used didactic resources rightly, this means learning vocabulary cannot be seem as a mere acquisition of unknown words; it needs of the accuracy of didactic resources to get and bury vocabulary in students' minds.

This present thesis project proposes to design a manual to be used as a didactic resource which looks for providing knowledge about English technical vocabulary in students of third of BGU of “Técnico Pujilí” High School. That is why; this is an educative institution that provides not only a theoretical learning, but also the practical learning in the electric field, then from this perspective, students apply their theoretical knowledge in the performance of the activities in electricity subject inside the institution. Besides it would be wonderful if students learn this English technical vocabulary not only to apply in classroom. In fact, in their daily lives permitting to get over and find better jobs.

Taking into account, all before mentioned, the best didactic resource to acquire technical vocabulary concerns to a manual attached to a CD of audio which provides different listening activities promising to be crucial in technical vocabulary acquisition. That is why, students will be able to interact all the time and they have many opportunities to develop their skills as they work using both the CD of audio for the listening activities and manual. Finally, the CD will permit students to listen and practice the pronunciation of the vocabulary for each unit.

3.4. SCIENTIFIC FOUNDATION

Learning vocabulary has been essential in teaching any language, this is because without sufficient vocabulary, students cannot understand or express their own ideas since vocabulary is really important to communicate using the words of a language including single items or phrases conveying a meaning, then the suggestion of this research shows that the vocabulary is vital to the developing the English skills and it is the basis for an effective communication and understanding. As a result, the present proposal looks for acquiring vocabulary related to the electric field either isolated words or composed words taking into account the students’ age. Finally, this proposal is designed to meet students’ expectations involving funny activities that motivate them to learn the vocabulary.

3.5. METHODOLOGICAL FOUNDATION

The methodological foundation is based on the great role of didactic resources performance in the teaching learning process; overall, it is used to develop certain skill. In the case of acquiring vocabulary related to the electric field in the students of third of BGU of “Técnico Pujilí” High School for which it is proposed the application of this manual providing activities which will help to create a good environment in the classroom, also a Cd of audio used in the different listening activities will be the key complement in learning the vocabulary as it includes the vocabulary in order that students listen, and pronounce correctly since students at this age are receptive too.

3.6. PSYCHOLOGICAL FUNDATION

It is known that the vocabulary is the basis to develop language skills due to it permits to develop the language skills. Therefore, vocabulary must be developed at first being effective it with the application of enjoyable activities which permit students to feel comfortable in the classroom. Therefore, the students will learn effectively the English language when they have learnt vocabulary at first for which it is necessary teachers use the right methods to develop vocabulary. Additionally, a CD of audio for vocabulary will be helpful at the moment of practicing and developing the listening skill and pronunciation.

3.7. PEDAGOGICAL FOUNDATION

This electrical manual has the objective of creating a dynamic English teaching learning process where student have the facility of learning technical vocabulary within the automotive field. Thus this guide will contribute student encourage when they are immersed with technical English because they will have an educative tool where can find several English technical vocabulary when they will need to know something electrical written in the English language.

3.8. OBJECTIVES

General Objective

- To promote the technical vocabulary acquisition related to the electric field through dynamic activities and exercises for the English language skills development in the students of third of BGU at “Técnico Pujilí” High School.

Specific Objectives

- To choose the best activities and strategies that will be applied to teach technical vocabulary in order to develop students’ communicative skills.
- To motivate students to acquire vocabulary related to electric field as an optional learning activity to improve their technical vocabulary knowledge.
- To design a manual with technical vocabulary related to the electric field using important phrases and expressions that students can use during the technical English classes.

3.9. PROPOSAL DESCRIPTION

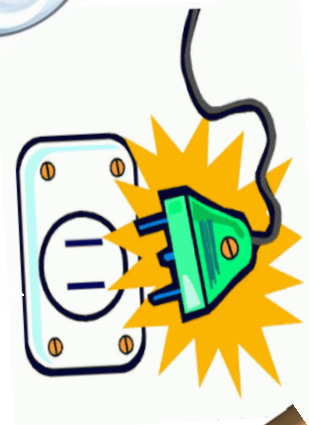
The present proposal design concerns to a didactic manual containing a selection of activities and exercises carefully chosen according to the different topics which point out to acquire vocabulary related to the electric field in students of the third of BGU at “Técnico Pujilí” High School. This is because it is a practical didactic resource that promotes the interaction in the classroom using different techniques by which vocabulary is acquired then; these techniques are reflected in the different activities proposed in this manual.

From this point of view, this manual is an innovative didactic resource which promises students mainly acquired technical vocabulary through the activities designed for each English skill. Overall as the structure of this manual is designed taking into account as a starting point to provide a clear explanation how each unit is organized with the different activities where the selection of different researches which were subsequently enclosed in a sequence from the most basic until those with an advanced difficulty always taking into account the level of students.

On the other hand, as a key complement there is an audio CD to support the pronunciation of the listening activities which will cover the entire exercises of the manual. Moreover, it is divided into eight units which are related with listening, writing, reading, and speaking making students not only interact in classroom, but also practice the pronunciation that is fundamental for the understanding and comprehension between teacher and students. In fact, these activities will help teacher to teach in an interactive way.

To sum up, the application of this manual will cause each student to feel comfortable learning the technical vocabulary. Besides, it will make students to feel interested and motivated in learning the English language throwing the fear they have to learn this language.

**FUNNY LEARNING OF TECHNICAL
VOCABULARY**



BY PATRICIO ROJAS AND CARLOS HERRERA

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INTRODUCTION

This manual is designed for students of sixth year of BGU of “Técnico Pujilí” High School located in Pujilí city who deal with the learning of a crucial subject called “basic electricity” as it provides students the basic knowledge of electric installations helpful in their daily life and their future lives. That is why; knowing procedures about requirement of electric services provide the solutions to electric problems at home, but also many chances of getting jobs overall if all this knowledge is provided in English. As a result, many students will have the opportunities to get over in life.

Then, the purpose of this manual is to provide knowledge of vocabulary related to electricity concerning to basic electric installations through the applications of funny activities which help both teacher and students promoting in this way a good learning of the vocabulary as students feel interested and motivated at the moment to learn. Therefore, there are four English skills which are the best way to acquire vocabulary in students and talk in a better way. That is why; it is necessary that learners practice all skills together with many activities in order to provide a total learning of this vocabulary since listening and reading skills are receptive skills meanwhile, speaking and writing are productive skills.

From this perspective, this manual is divided into eight units focused on relevant topics about basic electric installations useful for the daily life of learner. Each unit provides the procedure, materials, and tools for each electric installation. What is more, interactive activities which will facilitate the learning and reinforce the knowledge previously learned, then these activities are exercises about listening, reading, writing, and speaking which are distributed in each unit giving emphasis within the four English skills with exercises as it is provided a CD of audio for the listening activities in which students can practice the pronunciation of the vocabulary of each unit. Additionally, a section of vocabulary containing the words used in each unit is annexed at the end of the units which will facilitate a better use of this manual.

UNIT ONE

Installing a
light bulb



WHAT DO WE NEED TO INSTALL A LIGHT BULB?

MATERIALS

- A Light Bulb
- A mounting Bracket
- Screws
- Wire Nuts
- A wire piece

TOOLS

- A Wire Stripper
- A Phillips head screwdriver

HOW TO INSTALL A LIGHT BULB?

Turn off the circuit breaker associated with the light then examine that the new light fixture has two wires coming out: a white wire and a black wire thus separates the wires a little using the wire stripper to expose an inch of bare wire on each end after, attach them protruding from the ceiling box to the wires on the light fixture then, twist the exposed parts of the white wires and black together clockwise, and then screw the wire nut onto the ends. Finally, tuck all the wires neatly into the ceiling box, and then screw the fixture's mounting bracket into the ceiling box.

EXERCISES

VOCABULARY



READING ACTIVITY



1 – Read the procedure of installing a light and fill in the blanks with the tools and materials provided in the box.

Mounting Bracket- Wire Stripper - Light Bulb - Wire Nut

Circuit breaker- light fixture - screw

- a. - Turn off the circuit breaker associated with the light.
- b. - Examine the new _____ there should be at least two wires coming out of the fixture: a white (neutral) wire and a black (hot) wire.

c. - Separates the wires a little ways, then uses the _____ to expose roughly an inch of bare wire on each end.

d.-Attach the wires protruding from the ceiling box to the wires on the _____.



e. - Twist the exposed parts of the white wires together clockwise, and then _____ the _____ onto the ends. Do the same with the black ones.

f. - Tuck all the wires neatly into the ceiling box, and then screw the _____ into the ceiling box.



LISTENING ACTIVITIES

2. - Listen and repeat the materials and tools used to install a light bulb.

| | | | |
|--|---|--|---|
|  | Tools |  | Materials |
| | <ul style="list-style-type: none">➤ Wire Stripper➤ Phillips head screwdriver | | <ul style="list-style-type: none">➤ Light Bulb➤ Mounting Bracket➤ Screws➤ Wire Nuts➤ Wire |

3. - Listen carefully and put a tick in the materials used to install a light bulb.

a.- Wire Stripper

✓
.....



b.- Phillips head screwdriver

.....



c.- Light Bulb

.....



d.- Mounting Bracket

.....



e.- Screws

.....



f.- Wire Nuts

.....



g.- Wire

.....



h.- Masking tape

.....





WRITING ACTIVITIES

4.- Write down the materials and tools according to the pictures from the box below.

Wire Stripper - Screws – Screwdriver - Light Bulb - Wire Nuts - Mounting Bracket – Wire.

a. Wire Nuts

b. _____

c. _____

d. _____

e. _____

f. _____

g. _____

5.- Unscramble the following words

1. ewir tnus

wire nuts

2. ewir

3. weir erstripp

4. scverrewdri

5. hligt bbul

6. ingmount etbrack

7. wsscre





SPEAKING ACTIVITY

6. - Work in groups

To make up groups of four and five students in order to discuss the following pictures after, ask them to pass on the board to tell what they think about them using the questions provided below:



- What do you think about the picture you can see?**
- How many tools do you find in the box?**
- Which materials do you find in the box?**
- Have you ever used these kinds of tools and materials at home? Why and why not**
- Have you ever installed a Light Bulb at home? Why and why not.**



7. - Cover the following dialogue. Work in groups of three students and practice the following conversation.

Ann: Hi! Guys

John: Hi Ann

Mary: Hi

Ann: What about play a video game at home.

John: Oh no. We can't. We need an electrician

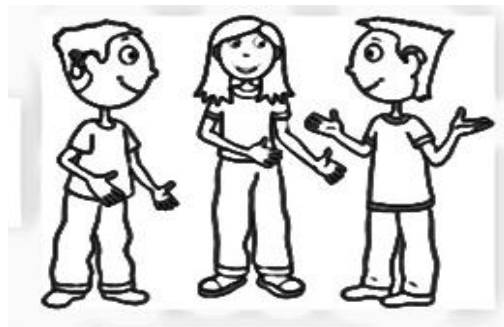
Mary: Yes, My mom needs to install a light bulb.

Ann: Oh. I know a how to do it. Do you have all materials and tools for it?

John: Yes, yesterday we bought. But tell me to remember if we bought all them

Ann: Ok. You need Light Bulb, Mounting Bracket, Screws, Wire Nuts, Wire, Wire Stripper, and a Screwdriver. Do you have all these?

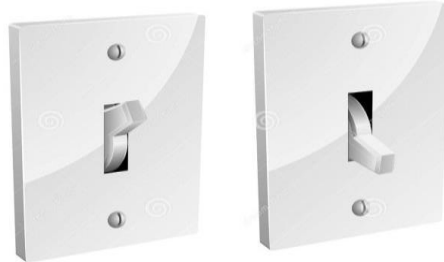
John: Yes. let's to do it



VOCABULARY - UNIT ONE

| VOCABULARY | PRONUNCIATION | MEANING |
|-------------------------|---------------------------|--------------------------|
| Bare Wire | <i>/ber guair/</i> | <i>Cable Pelado</i> |
| Ceiling Box | <i>/ceiking bax//</i> | <i>Caja De Techo</i> |
| Circuit Breaker | <i>/circuit briequer/</i> | <i>Interruptor</i> |
| Coming Out | <i>/comin aut/</i> | <i>Saliendo</i> |
| Inch | <i>/inch/</i> | <i>Pulgada</i> |
| Light Bulb | <i>/laig bulb/</i> | <i>Foco</i> |
| Mounting Bracket | <i>/mountin braquet/</i> | <i>Boquilla Del Foco</i> |
| Screwdriver | <i>/escrudraiver/</i> | <i>Destronillador</i> |
| Screw | <i>/escrus/</i> | <i>Tornillos</i> |
| Tuck | <i>/tac/</i> | <i>Ajustar / Fijar</i> |
| Turn Off | <i>/turn of/</i> | <i>Apagar</i> |
| Wire | <i>/guair/</i> | <i>Alambre</i> |
| Wire Nuts | <i>/guair nots/</i> | <i>Trozos De Alambre</i> |
| Wire Stripper | <i>/guair estriper/</i> | <i>Pelacables</i> |

UNIT TWO



Installing a switch

What do we need to install a switch?

Materials

- Wire connectors
- An electrical tape
- A masking tape
- A wall plate
- Wire

Tools

- A flat head screwdriver
- A Phillips head screwdriver
- An Wire stripper

How to install a switch?

First, loosen each terminal screw and remove the hooked wire from beneath the screw head. Then, Clip off the damaged area and carefully strip of insulation to expose pristine wire. After, Bend a Hook inserting the wire into one of the holes of a plier, and bend the copper into a rounded hook. Thus, Position the switch so it's on when its lever is up. Attach the power wires to the brass terminal screws so the rounded hooks point clockwise. Attach a grounding wire to the green screw. Grip it with needle-nose pliers as you tighten the screw. Finally, wrap electrical tape around its body and terminal screws to shield live electrical terminals. Screw the switch to the box and mount the cover plate over the switch.

EXERCISES



VOCABULARY



READING ACTIVITY

1.-Read the following paragraph then Circle the correct answers.

SWITCH



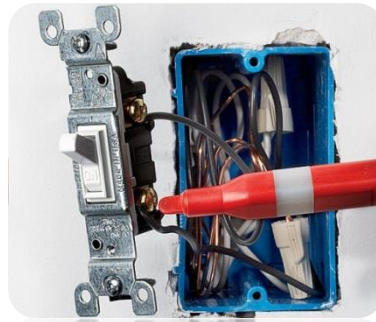
A switch is an electrical component that can break an electrical circuit, interrupting the current or diverting it from one conductor to another. The mechanism of a switch may be operated directly by a human operator to control a circuit, which is connected with external circuits.

COMPREHENSION

- A switch is an electrical component / base).
- A switch can break an electrical (circuit / current).
- The mechanism of a switch may be operated directly by a (manual / human) operator to control a circuit.
- A switch is connected with (external / internal) circuits.

2. - Read carefully the following paragraph which establishes the procedure to install a switch. Then, do the exercise of comprehension.

INSTALLING A SWITCH



First, loosen each terminal screw and remove the hooked wire from beneath the screw head. Then, Clip off the damaged area and carefully strip of insulation to expose pristine wire. After, Bend a Hook inserting the wire into one of the holes of a plier, and bend the copper into a rounded hook. Thus, Position the switch so it's on when its lever is up. Attach the power wires to the brass terminal screws so the rounded hooks point clockwise. Attach a grounding wire to the green screw. Grip it with needle-nose pliers as you tighten the screw. Finally, wrap electrical tape around its body and terminal screws to shield live electrical terminals. Screw the switch to the box and mount the cover plate over the switch.

COMPREHENSION

To install a switch we need to:

- a. - Loosen each terminal screw and **remove** change the hooked wire from beneath the screw head.
- b. - **Clip off / stick** the damaged area and carefully strip of insulation to expose pristine wire.

c. - **Bend / attach** a Hook inserting the wire into one of the holes of a plier, and bend the copper into a rounded hook.

d. - Position the switch so it's on when its lever is up. Attach the power wires to the brass terminal screws so the rounded hooks point clockwise. Attach a grounding wire to the green screw. **Grip / cut** it with needle-nose pliers as you tighten the screw.

e. - **Wrap / cover** electrical tape around its body and terminal screws to shield live electrical terminals. Screw the switch to the box and mount the cover plate over the switch.

3. - Read again and put a tick in the idea it represent.

- a. - How to install a switch?
- b. - How to install a light?
- c. - How change a breaker?



LISTENING ACTIVITIES

4. - Listen and repeat the tools and materials used to install a switch



Tools




- Flat head screwdriver
- Phillis head screwdriver
- Wire stripper

Materials





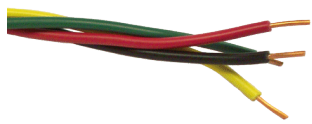
- Wire connectors
- Electrical tape
- Masking tape
- Wall plate
- Wire



5. - Listen again and match the pictures

| | |
|--|---|
| <p>1</p>  | <p>A Wire stripper</p> <p>B Flat head screwdriver</p> <p>C Phillis head screwdriver</p> |
| <p>2</p>  | |
| <p>3</p>  | |

6. - Listen the materials used to install a switch then put in order according to the audio.

| | | |
|---|--|---|
|  |  |  |
| <p>a.-</p> | <p>b.- <u>1</u></p> | <p>c.-</p> |
|  |  | |
| <p>d.-</p> | <p>e.-</p> | |



WRITING ACTIVITIES

7. - Complete the first three steps to install a switch with the words in the box.

Loosen

Clip off

Bend a Hook



a. - Step 1 each terminal screw and remove the hooked wire from beneath the screwhead. (**Loosen**)



b. - Step 2 the damaged area and carefully strip of insulation to expose pristine wire. (.....)



c. - Step 3 inserting the wire into one of the holes of a plier, and bend the copper into a rounded hook. (.....)

8. - Write the missing words in the two last steps each one has an initial letter as a clue.

a. - Step 4. Position the switch so it's on when its lever is up. **Attach** the power wires to the brass terminal screws so the rounded hooks point clockwise. **Attach** grounding wire to the green screw. Grip it with needle-nose pliers as you tighten the screw.

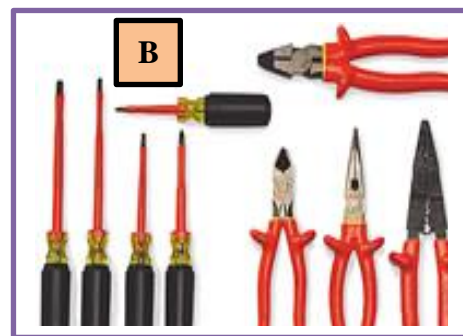
b. - Step 5. *W..... electrical tape around its body and terminal screws to shield live electrical terminals. S..... the switch to the box and mount the cover plate over the switch.*



SPEAKING ACTIVITIES

Focus on pictures A and B

9.-The two pictures show different tools. Choose, which tools are the most useful to install a switch? Explain what is the role each one performs in the installation of a switch.



10. - Cover the dialogue

Work in pairs. Practice the following dialogue and certain information asked above. Interchange the highlighted words.

JANE: Hi, Helen! How's it going?
HELEN: Fine, thanks and you?
JANE: Just fine. Where are you off to?
HELEN: I go to the hardware store. My father needs some materials to install a switch. This afternoon my little brother broke a switch.
JANE: Oh, no. Well, I'll go with you Ok. Do you know what materials do you need?
HELEN: Yes, Here I have the list of materials my father sent, wire connector, electrical tape, masking tape, wall plate,



VOCABULARY - UNIT TWO

| VOCABULARY | PRONUNCIATION | MEANING |
|--|--------------------------------|---------------------------------------|
| <i>Bend</i> | <i>/Bend/</i> | <i>Doblar</i> |
| <i>Clip off</i> | <i>/clipof/</i> | <i>Ajustar</i> |
| <i>Electrical tape</i> | <i>/Electrical teip/</i> | <i>Cinta taipe</i> |
| <i>Flat head screwdriver</i> | <i>/Flat jed escrudraiver/</i> | <i>Destornillador de cabeza plana</i> |
| <i>Gip</i> | <i>/Grip/</i> | <i>Agarrar</i> |
| <i>Loosen</i> | <i>/Lusen/</i> | <i>Aflojar</i> |
| <i>Masking tape</i> | <i>/Masking teip/</i> | <i>Cinta adeshive</i> |
| <i>Phillis head screwdriver</i> | <i>/Filis jed escrdraiver/</i> | <i>Destornillador Estrella</i> |
| <i>Position</i> | <i>/posishon/</i> | <i>Ubicar</i> |
| <i>Screw</i> | <i>/escru/</i> | <i>Atornillar</i> |
| <i>Wall plate</i> | <i>/Guol pleit/</i> | <i>Place de pared</i> |
| <i>Wire</i> | <i>/guair/</i> | <i>Alambre</i> |
| <i>Wire connectors</i> | <i>/Guair conectors/</i> | <i>Conectores de cable</i> |
| <i>Wire stripper</i> | <i>/Guair estriper/</i> | <i>Pelador de cables</i> |
| <i>Wrap</i> | <i>/Gruap/</i> | <i>Envolver</i> |

PROGRESS CHECK



A. Look at the pictures and write the name of materials and tools use to install a light bulb.

WRITING



1. Phillips head screwdriver

2. _____



3. _____



4. _____



5. _____

B. Look at the pictures again. Complete the sentences with the correct word.

1. **Wire nuts** are a type of electrical connectors used to fasten two or more low-voltage of the wires.
2. A _____ is supplied with electrical current by feed through terminals and wires.
3. A _____ is a pair of opposing blades much like scissors used to cut and removes the insulation from the other.
4. The _____ have a head on one end which contains a formed shaoe that allows it to be turned or driven with a tool.
5. A _____ is a single, flexible strand or rod of metal used to bear mechal loads or electricity.

READING

INSTALLING A LIGHT BULB

C. Read and circle the correct word.

Turn off/on the circuit breaker associated with the light then examine that the old/new light fixture has two wires coming out: a white wire and a black/red wire thus separates the wires a little using the wire stripper/ hammer to expose an inch of bare wire on each end after, attach them protruding from the ceiling box to the wires on the light fixture and then screw the screws/wire nut onto the ends. Finally, tuck all the wires neatly into the ceiling box, and then screw the fixture's mounting bracket into the ceiling box.

VOCABULARY

D. Match the words with the pictures.

1. Wire connectors



2. Wire stripper



3. Wall plate



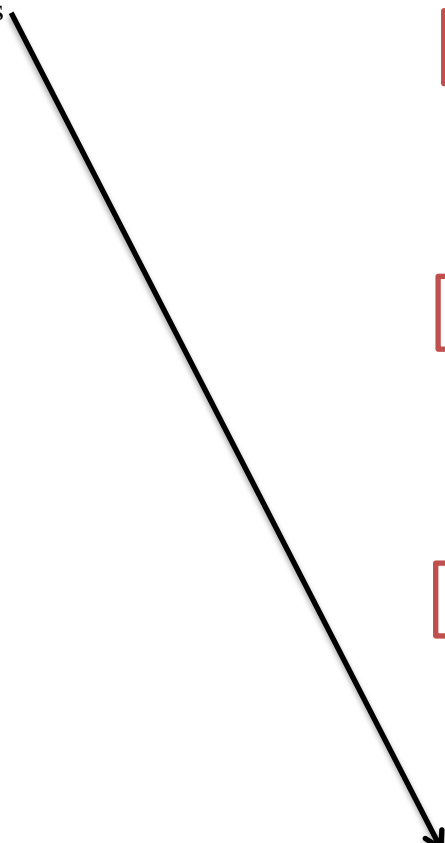
4. Electrical tape



5. Flat head screwdriver



6. Phillips head screwdriver

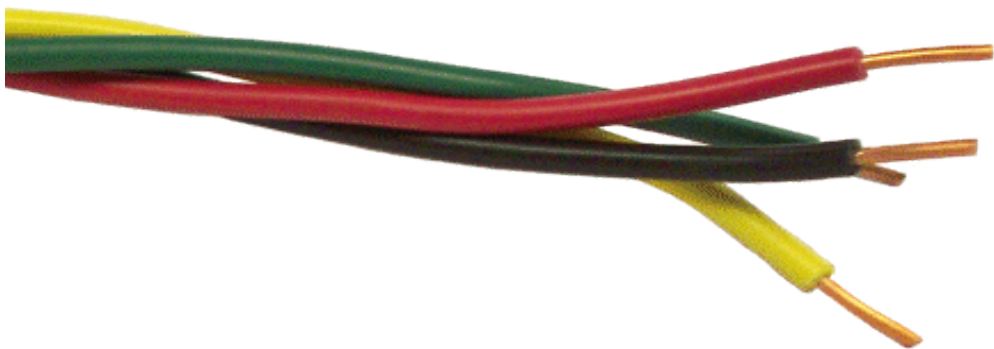


COMPREHENSION

E. Write the letter of each sentence to its description below.

- a. Wire connector
- b. Wall plate
- c. Electrical tape
- d. Flat head screwdriver
- e. Wires

1. Wire connector is an electro-mechanical device for joining electrical circuits as an interface using a mechanical assembly.
2. _____ used to insulate electrical wires and other materials that conduct electricity.
3. A _____ is a tool, manual or powered, for turning driving or removing screws.
4. A _____ is used to cover the wires that there are in the wall.
5. _____ are used for transmission of electricity or electrical signals.



INSTALLING AN ELECTRICAL OUTLET

UNIT THREE



What do we need to install an electrical outlet?

| Materials | Tools |
|-------------------|----------------------|
| ➤ Wire nuts | ➤ Needle-nose pliers |
| ➤ A duplex outlet | ➤ Pliers |
| ➤ A cover plate | ➤ A screwdriver |

How to install an electrical outlet?

First, turn off the power to the receptacle from the main fuse or circuit panel. Second, Unscrew and remove the cover plate; then use a voltage tester to make sure that the circuit is dead. Third, unscrew the receptacle from the electrical box and pull it out with the wires still attached. Fourth, remove the wires. Then, carefully inspect the old receptacle to see if the break-off tab connecting the two sets of terminals on each side of the receptacle is broken off. If it is, remove the corresponding tabs from the new receptacle. Thus, attach the wires to the terminals of the new receptacle. After, Push the new receptacle back into the electrical box and screw it in place. Finally, Screw on the cover plate and then turn on the power.

EXERCISES



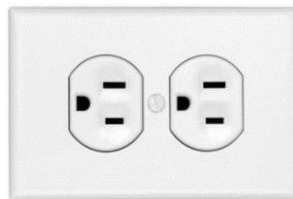
VOCABULARY



READING ACTIVITIES

1. - Read carefully the procedure to install an electrical outlet. Then select the best answers.

ELECTRICAL OUTLET



First, turn off the power to the receptacle from the main fuse or circuit panel. Second, Unscrew and remove the cover plate; then use a voltage tester to make sure that the circuit is dead. Third, unscrew the receptacle from the electrical box and pull it out with the wires still attached. Fourth, remove the wires. Then, carefully inspect the old receptacle to see if the break-off tab connecting the two sets of terminals on each side of the receptacle is broken off. If it is, remove the corresponding tabs from the new receptacle. Thus, attach the wires to the terminals of the new receptacle. After, Push the new receptacle back into the electrical box and screw it in place. Finally, Screw on the cover plate and then turn on the power.

COMPREHENSION

SELECT THE BEST ANSWERS

1. - How many steps compose the installation of an electrical outlet?
a. - 5 steps **b. - 8 steps** c. - 10 steps
2. - What do you have to do before to unscrew and remove the cover plate?
a. - Turn off the power b. - Attach the wires c. - Remove the corresponding tabs

3. - **The third step says:** unscrew the receptacle from the electrical box and pull it out with the wires still attached. **What tool is needed to do this step?**

- a. - Needle- nose pliers b. - Pliers c. - Screwdriver

2. - **Complete the following sentences with the words from the box**



Wires Inspect Attach Screw

*Remove the a) **Wires** then, carefully b)..... the old receptacle to see if the break-off tab connecting the two sets of terminals on each side of the receptacle is broken off. If it is, remove the corresponding tabs from the new receptacle. Thus, c)..... the wires to the terminals of the new receptacle. After, Push the new receptacle back into the electrical box and screw it in place. Finally, d) On the cover plate and then turn on the power.*



LISTENING ACTIVITIES

3. - **Listen and repeat the materials and tool used to install an Electrical Outlet.**

| | | | |
|---|--|---|--|
|  | TOOLS |  | MATERIALS |
| | <ul style="list-style-type: none">➤ Needle- Nose Pliers➤ Pliers | | <ul style="list-style-type: none">➤ Wire Nuts➤ Duplex Outlet➤ Cover Plate |

4.- Listen again the materials and tools used to install an electrical outlet, then put in order according to the audio.



a. --Needle- nose pliers



b.- Pliers



c.-.....Wire nuts



d.-.....Cover plate



e. – 1Duplex outlet

5. - Listen again and put a tick in the materials and tools needed to install an electrical outlet.





WRITING ACTIVITIES

6. - Unscramble the words to form the sentences.

a. - to the receptacle from / the main fuse or circuit panel. / Turn off the power

Turn off the power to the receptacle from the main fuse or circuit panel

b. - to make sure that the circuit is dead. / Unscrew and remove the cover plate / then use a voltage tester

.....
.....

c- From the electrical box and Unscrew the receptacle / pull it out with the wires still attached.

.....
.....

d. - Remove /wires. / the

.....

e. - If it is, remove the corresponding tabs from the new receptacle. / Inspect the old receptacle to see if the break-off tab connecting the two sets of terminals on each side of the receptacle is broken off.

.....
.....
.....

f. - of the new receptacle. Attach the wires / to the terminals

.....

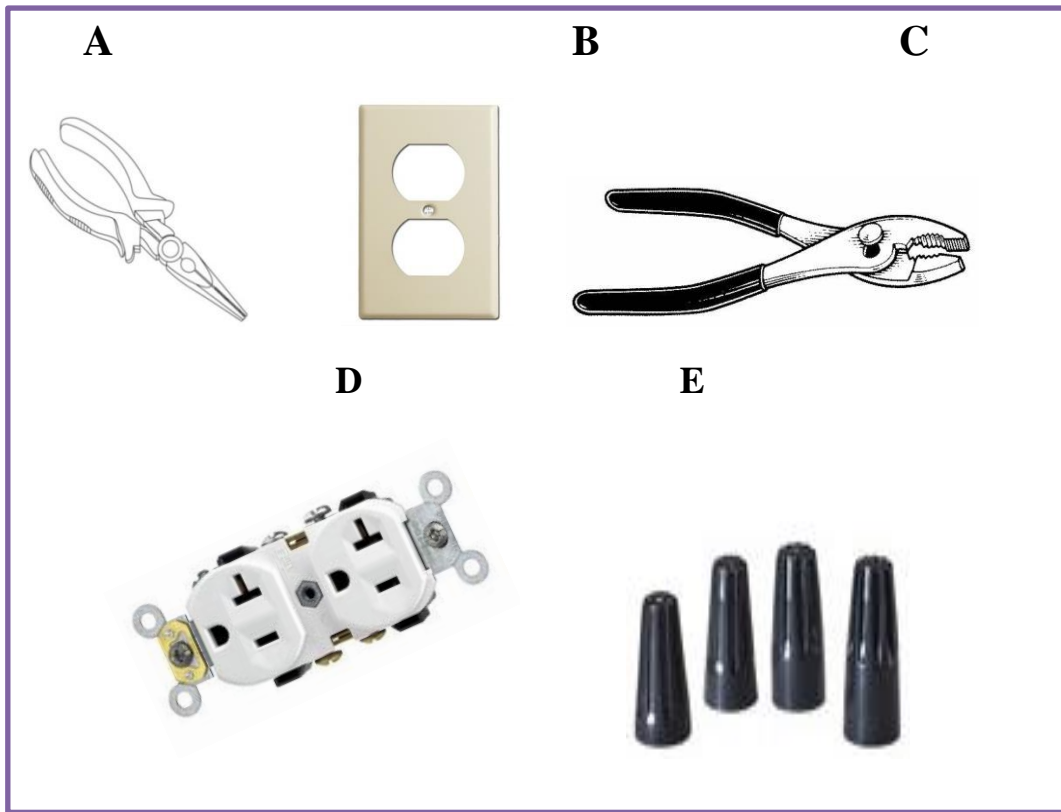
g. - into the electrical box and. / Push the new receptacle back/ screw it in place

.....

h- and then turn on the power. / Screw on the cover plate

.....

7. - Look at the pictures. Circle them in the words soup.



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



SPEAKING ACTIVITIES

8. - Discuss the topic

Think of a material / tool that you know

- ❖ *What do you know about electrical outlet?*
- ❖ *What tools are the most important to install an electrical outlet?*

9. - Cover the dialogue

Read and practice the dialogue about electrical outlet.

Charly: *I need to buy some materials.*

Paul: *Could you help me, Charly? Please?*

Charly: *Sure. But first, let's count the money.*

You can count money, right?

Paul: *Yeah, I can*

Charly: *Ok. Count this for me.*

Paul: *OK. There are forty dollars.*

Charly: *Good. Now, which materials do you want?*

Paul: *Needle-nose pliers, and wire nuts!*

Charly: *Right. So look up there at the shelf.*

Can you find a matching cover plate on the list?

Paul: *Yeah. It is thirty five dollars.*

Charly: *Good job.*

Paul: *Thanks my friend.*



VOCABULARY OF UNIT THREE

| VOCABULARY | PRONUNCIATION | MEANING |
|----------------------------|----------------------------|---------------------------------|
| Attach | <i>/atach/</i> | <i>Adjuntar</i> |
| break-off | <i>/Breik of/</i> | <i>Romper</i> |
| Cover plate | <i>/Cover pleit/</i> | <i>Tapa</i> |
| Duplex outlet | <i>/Duplex outlet/</i> | <i>Toma Duplex</i> |
| Inspect | <i>inspect/</i> | <i>Inspeccionar</i> |
| Needle- nose pliers | <i>/Nirol nos players/</i> | <i>Pinzas de punta de aguja</i> |
| Pliers | <i>/players/</i> | <i>Alicates</i> |
| Push | <i>/posh/</i> | <i>Empujar</i> |
| Remove | <i>/rimov/</i> | <i>Quitar</i> |
| Screw | <i>/escru/</i> | <i>Atornillar</i> |
| Screwdriver | <i>/Escru draiver/</i> | <i>Destornillador</i> |
| Turn off | <i>/tuof/</i> | <i>Apagar</i> |
| Turn on | <i>/Tur on/</i> | <i>Encender</i> |
| Unscrew | <i>/anscru</i> | <i>Desenroscar</i> |
| Wire nuts | <i>/Guair nuts/</i> | <i>Tuercas de alambre</i> |



What do we need to install a sensor?

Materials

- An electrical box
- Screws
- A sensor
- A silicone
- A knob

Tools

- A Tape Measure
- A drill
- A multimeter
- Power Strips

How to install a sensor?

First, Remove the back focus the bracket into the wall and mark where the two holes to secure the bracket will. Second, Attach the brackets to the wall with two screws. Then, Connect the sensor passing the wire from the junction box through the back cover of the sensor using a power strip. After, install the light removing the halogen in the center of the bar which is wrapped with silicone. Thus, set the on-time in the sense of clockwise. Finally, adjust the sensitivity analyzing according to the situation.

EXERCISES

VOCABULARY



READING ACTIVITIES

1. - Read the procedure to install a sensor a put in order the steps.

INSTALLING A SENSOR



First, Remove the back focus the bracket into the wall and mark where the two holes to secure the bracket will. Second, Attach the brackets to the wall with two screws Then, Connect the sensor passing the wire from the junction box through the back cover of the sensor using a power strip. After, install the light removing the halogen in the center of the bar which is wrapped with silicone. Thus, set the on-time in the sense of clockwise. Finally, adjust the sensitivity analyzing according to the situation.

STEPS TO INSTALL A SENSOR

- a. - Attach the brackets to the wall with two screws
- b. - Remove the back focuses the bracket into the wall and mark where the two holes to secure the bracket will.
- c.-Connect the sensor passing the wire from the junction box through the back cover of the sensor using a power strip.
- d. - Set the on-time in the sense of clockwise.
- e. - Install the light removing the halogen in the center of the bar which is wrapped with silicone.
- f.-Adjust the sensitivity analyzing according to the situation.



2. – Complete the following sentences which represent the three last steps to install a sensor

- a. - Set the on-time in the sense of clockwise.
- b. - the light removing the halogen in the center of the bar which is wrapped with
- c.- the sensitivity analyzing according to the situation.



LISTENING ACTIVITIES

3.-Listen and repeat the materials and tools used to install a sensor.

|  Tools |  Materials |
|--|--|
| <ul style="list-style-type: none">➤ Tape measure➤ Drill➤ Multimeter➤ Power strips | <ul style="list-style-type: none">➤ Electrical box➤ Screws➤ Sensor➤ Silicone➤ Knob |

4. – Listen again the materials and tools used to install a sensor then put in order according to the audio.



a.-tape measure



b.-electrical box



c.-multimeter






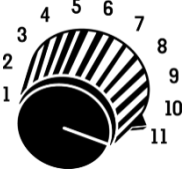
d.-drill



e.-power strips



f.-sensor

| | |
|---|--|
|  |  |
| g.-.....silicone | h.-.....screws |
|  |  |
| i.-.....clockwise | j. - 1 knob |



WRITING ACTIVITIES

5. - Complete the sentences with the words from the box.

adjust silicone clockwise

First, Remove the back focus the bracket into the wall and mark where the two holes to secure the bracket will. Second, Attach the brackets to the wall with two screws Then, Connect the sensor passing the wire from the junction box through the back cover of the sensor using a power strip. After, install the light removing the halogen in the center of the bar which is wrapped with silicone. Thus, set the on-time in the sense of clockwise. Finally, adjust the sensitivity analyzing according to the situation.

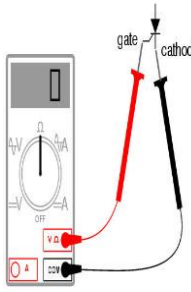

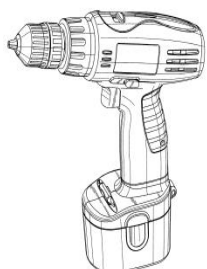


- a. - **Step 4.** Install the light, located in the light bulb and remove the halogen in the center of the bar which is wrapped with silicone
- b. - **Step 5.** Set the on-time. Turn the time control in the sense of _____ if you want to increase the time the light will stay on once activated, and counterclockwise to decrease.
- c. - **Step 6** _____ the sensitivity analyzing according to the situation.

6. - Unscramble the letters

| | |
|------------------------|--------------|
| maetpesraue | idlrl |
| <u>a.- tape mesure</u> | f. _____ |
| esrotwspirp | elnolics |
| b. _____ | g. _____ |
| swesrc | eclkicwos |
| c. _____ | h. _____ |
| bokn | xltleboicrae |
| d. _____ | i. _____ |
| mtreulimte | rsonse |
| e. _____ | j. _____ |

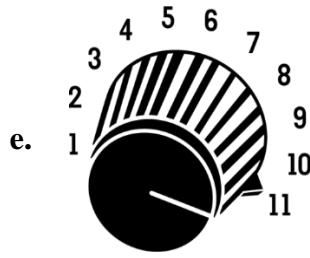
7. - Circle the correct words which represent each picture.

| | | |
|---|---|---|
| <p>a.</p>  | <p>b.</p>  | <p>c.</p>  |
| <p>(<u>multimeter</u>) barometer)</p> | <p>(tape masking/tape measure)</p> | <p>(drill/brill)</p> |



d.

(screws/ nail)



e.

(knob/hinge)



f.

(sensor/ding)



SPEAKING ACTIVITY

8. - Discuss the following questions. You can use some of the words that you learned.

- ❖ *Do you think it is important to have a sensor at home?*
- ❖ *What are the advantages and disadvantages of installing a sensor?*
- ❖ *What kind of tools do you think are needed to install a sensor?*
Why?
- ❖ *What do you have to do in order to install a sensor?*

TIP

When answering questions, try to justify your answers, given examples and relate your answers to your personal experiences or background knowledge.

9. - Cover the dialogue

Juan is calling on phone an electrician friend of him (Sam) to know how to install a bell.

JUAN: Hi Sam I'd like to gather information about how to install a bell I a going to install it

ELECTRICIAN: Ok. First of all. You have to remove the bracket into the wall and mark where the two holes to secure the bracket will.

JUAN: Ok, Wait a minute Ok, What is next

ELECTRICIAN: Now attach the brackets to the wall with two screws

JUAN: Ok, Wait a minute Ok, What is next

ELECTRICIAN: Connect the sensor passing the wire from the junction box through the back cover of the sensor using a power strip.

JUAN: Ok, Wait a minute Ok, What is next

ELECTRICIAN: install the light removing the halogen in the center of the bar which is wrapped with silicone.

JUAN: Ok, Wait a minute Ok, What is next

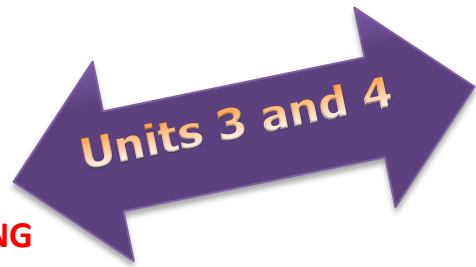
ELECTRICIAN: set the on-time in the sense of clockwise, and finally, adjust the sensitivity analyzing according to the situation.



VOCABULARY - UNIT 4

| VOCABULARY | PRONUNCIATION | MEANING |
|-----------------------|--------------------------|-----------------------|
| <i>Attach</i> | <i>/atach/</i> | <i>Adjuntar</i> |
| <i>Drill</i> | <i>/dril/</i> | <i>Taladro</i> |
| <i>Electrical box</i> | <i>/Electrical boks/</i> | <i>Caja electrica</i> |
| <i>Install</i> | <i>/instal/</i> | <i>instalar</i> |
| <i>Knob</i> | <i>/nob/</i> | <i>perilla</i> |
| <i>Multimeter</i> | <i>/multimeder/</i> | <i>Multimetro</i> |
| <i>Power strips</i> | <i>/Pawer estrips/</i> | <i>regletas</i> |
| <i>Remove</i> | <i>/rimuv/</i> | <i>Quitar</i> |
| <i>Screws</i> | <i>/escrus/</i> | <i>tornillos</i> |
| <i>Sensor</i> | <i>/sensor/</i> | <i>Sensor</i> |
| <i>Set</i> | <i>/set/</i> | <i>Establecer</i> |
| <i>Silicone</i> | <i>/silicon/</i> | <i>Silicona</i> |
| <i>Tape measure</i> | <i>/Teip mishur/</i> | <i>Cinta metrica</i> |

PROGRESS CHECK



READING

A. Read and circle the correct word.

First, turn off the power to the receptacle from the main fuse or circuit panel. Second, unscrew and remove the cover plate / light bulb; third, unscrew the receptacle from the **electrical package** / **electrical box** and pull it out with the wires still attached. Fourth, remove the wires. Then, carefully inspect the old receptacle to see if the break-off tab connecting the **two** / **three** sets of terminals on each side of the receptacle is broken off. Thus, attach the **wires** / **screws** to the terminals of the new receptacle. Finally, Screw on

COMPREHENSION

B. Read again the exercise a complete the sentences with the words in the box.

| | | |
|----------------|----------------|--------|
| voltage tester | cover plate | tabs |
| wires | electrical box | screws |

1. Unscrew and Remove the cover plate of the wall.
2. Then use a _____ to make sure that the circuit is dead.
3. Unscrew the receptacle from the _____.
4. Remove the corresponding _____ from the new receptacle.
5. Thus, attach the _____ to the terminals of the new receptacle.

WRITING

C. Unscramble the letters and write the materials and tools.

1. dneee- enos pelirs needle-nose pliers
2. xpdule eotult _____
3. rocve tepla _____
4. erwi stun _____
5. spiler _____

VOCABULARY

D. Find the words from the box in the words soup.

| | | |
|----------------|-----------------------|--------|
| Screws | silicone | drill |
| Electrical box | multimeter | sensor |

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

E. Write the words under the correct picture.



Screws

1. _____



2. _____



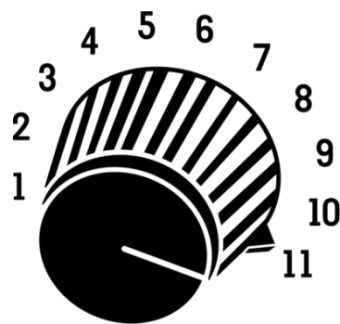
3. _____



4. _____



5. _____



6. _____



What do we need to install a bell?

Materials

- A bell
- A copper Wire

Tools

- A stiletto
- Clamps
- A hammer
- Scissors
- Tacos plastic

How to install a bell?

First, remove the old doorbell switch. Then, connect the wires to the new switch. Thus, attach the new doorbell switch to the wall, After, Remove the old chimes, And Then, Connect the wires to the new chimes. Then, secure the new chimes into position. Finally, Restore power, and test the bell.

EXERCISES

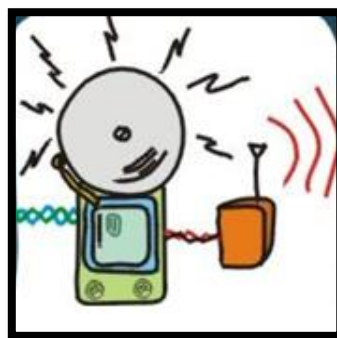
VOCABULARY



READING ACTIVITIES

1. - Read Carefully the following paragraph. Then, do the comprehension activity

INSTALLING A BELL



First, remove the old bell switch. Then, connect the wires to the new switch. Thus, attach the new bell switch to the wall. After, remove the old chimes, And Then, Connect the wires to the new chimes. Then, secure the new chimes into position. Finally, Restore power, and test the bell.

COMPREHENSION

Write true or false before each statement.

- True a. The first step says: remove the old bell switch
- _____ b. The second step says: disconnect the wires to the new switch
- _____ c. The third step says: Detach the new doorbell switch to the wall

_____ **d.** The fourth step says: Remove the old chimes

_____ **e.** The fifth step says: Connect the wires to the new chimes _____ **f.** T

he sixth step says: Secure the new chimes into position

_____ **g.** The seventh step says: Restore power, and test the bell

2. - Read again and thatch with the meaning of each word.

| | |
|---------------------------|---------------|
| a. - Remove | To recover |
| b. - Connect | To add |
| c. - Attach | To protect |
| d. - Secure | To get into |
| e. - Restore power | To move again |

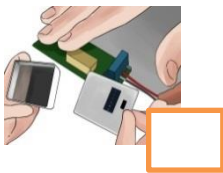
3. - Match the word which describes the action of each picture.

1



a.- Connect the wires

2



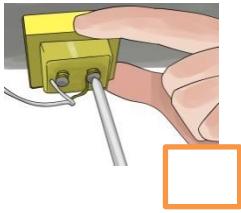
b. - Remove the bell

3



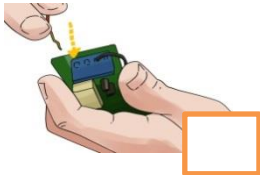
c. - Restore power, and test the bell

4



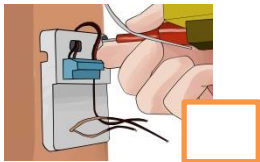
d. - Connect the wires

5



e. - Remove the old chimes

6



f. - Secure the new chimes

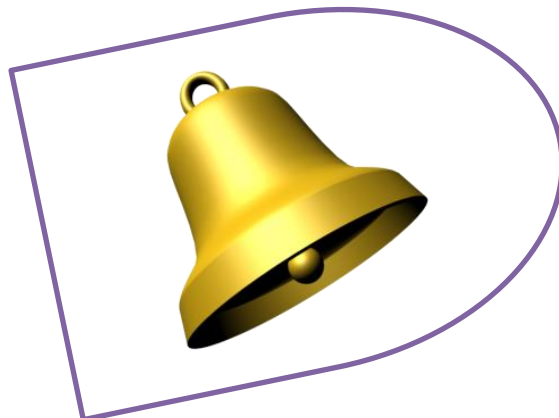
7



g. - Attach the new bell

4.- Read and answer the questions

A bell



A bell is a semi-enclosed hollow vessel usually of metal, but sometimes of horn, wood, glass, or clay, struck near the rim either by an interior clapper or an exterior hammer or mallet to produce a ringing sound.

Bells may be categorized broadly as percussion instruments, and more specifically as idiophones that is, as instruments that sound by the vibration of resonant solid material. Their shape depends on cultural factors, intended use, and material of construction.

**READING
COMPREHENSION**

5.-Write true or false before each statement.

False a. A bell is a semi-enclosed hollow vessel usually made of cardboard.

_____ b. A bell is a material used to the roof of a house.

_____ c. Bells may be categorized broadly as noise instruments.

_____ d. Mallet or hammer is used to produce a ringing sound.

_____ e. A shape of the bell depends cultural factors , and material of construction.





LISTENING ACTIVITIES

6.- Listen and repeat the materials and tools used to install a bell.



Bell



Copper wire



Rawl plug



Clamps



Stiletto










Scissors



Hammer

6.- Listen again the materials and tools used to install a bell then match them.

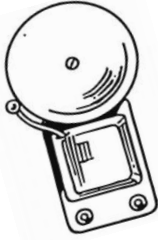
| | | |
|---|------------------------|-----------------------------|
|  <p>A</p> | <p>-----</p> | <p>BELL</p> |
|  <p>B</p> | <p>-----</p> | <p>TACOS PLASTIC</p> |
|  <p>C</p> | <p><u>A</u></p> | <p>COPPER WIRE</p> |
|  <p>D</p> | <p>-----</p> | <p>STILETTO</p> |
|  <p>E</p> | <p>-----</p> | <p>CLAMPS</p> |
|  <p>F</p> | <p>-----</p> | <p>HAMMER</p> |
|  <p>G</p> | <p>-----</p> | <p>SCISSORS</p> |



WRITING ACTIVITIES

7.- Write the word for each picture.

| | | |
|---------------|----------|----------|
| Copper wire | Stiletto | Clamps |
| Bell | Hammer | Scissors |
| Tacos Plastic | | |



a. Bell



b. _____



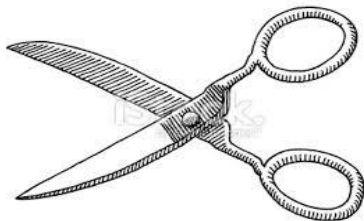
c. _____



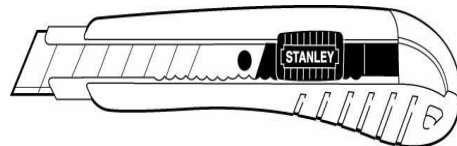
d. _____



e. _____



f. _____



g. _____

8. - How many words you can find in the words soup using the word bank below?

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

| | | | |
|---------------------------|-------------------|---------------|----------------|
| <i><u>screwdriver</u></i> | <i>protective</i> | <i>copper</i> | <i>cable</i> |
| <i>gird</i> | <i>plugs</i> | <i>bell</i> | <i>spliced</i> |



SPEAKING ACTIVITIES

9. - Discuss the topic

- ❖ What's a bell?
- ❖ Which are the benefits of installing a bell in a house?
- ❖ What are the main materials and tools used for installing a bell?



TIPS

When answering questions, try to justify your answers, given examples and relate your answers, to your personal experiences or background knowledge.

10. - Cover the following dialogue

Work in pairs and practice the conversation

JUANMA: Hi Juan

JUAN: Juanma, How are you?

JUANMA: Hello I am not do good

JUAN: What happen?

JUANMA: I need a help of some who know about electricity

My father is abroad and Our bell does not work Just my father know how to instalate it

JUAN: Don't worry. I know how to do it. My father taught me . It is very easy for me.

JUANMA: Ok, Let's go

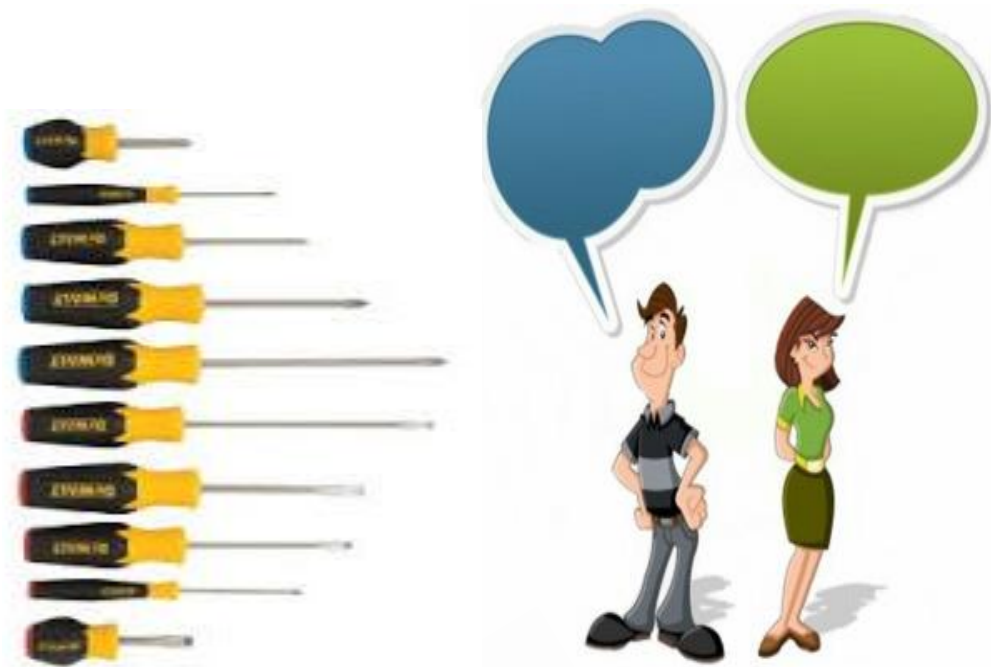
JUAN: Do you have all materials and tools

JUANMA: Hmmmm! Here I have my cellphone. I took a picture before going out **to the house.**

JUAN: Ok. *Let me see copper wire, stiletto, clamps, bell, hammer, scissors and tacos plastic OK That is all!*

JUANMA: Then, I have my bell now

JUAN: Yes.



VOCABULARY - UNIT 5

| VOCABULARY | PRONUNCIATION | MEANING |
|----------------------|------------------------|-------------------------|
| <i>Attach</i> | <i>/attach/</i> | <i>Adjuntar</i> |
| <i>Bell</i> | <i>/bel/</i> | <i>Campana</i> |
| <i>Clamps</i> | <i>/clamps/</i> | <i>Abrazaderas</i> |
| <i>Connect</i> | <i>/connect/</i> | <i>Conectar</i> |
| <i>Copper wire</i> | <i>/Coper guair/</i> | <i>alambre de cobre</i> |
| <i>hammer</i> | <i>/jammer/</i> | <i>Martillo</i> |
| <i>Remove</i> | <i>/rimov</i> | <i>Quitar</i> |
| <i>Restore</i> | <i>/restor/</i> | <i>Restaurar</i> |
| <i>Scissors</i> | <i>/sisors/</i> | <i>Tijeras</i> |
| <i>Secure</i> | <i>/sequiur/</i> | <i>Secure</i> |
| <i>Stiletto</i> | <i>/estileto/</i> | <i>Estilete</i> |
| <i>tacos plastic</i> | <i>/Tacos plastic/</i> | <i>plástico tacos</i> |



What do we need to install an automatic door?

Board - Automatic Door - Stepladder - Nut Driver - Adjustable end Wrench
- Hammer - Wrenches - Hacksaw - drill



Attach the flag bracket and horizontal angle, and connect them to the jamb. Then, connect the torsion tubs and the springs, and place them in each bracket. After measuring the length of release of the spring, tighten the screws to the torsion tube. Thus, secure the left side drum, and then the right side drum. Finally, attach the tube retainer and wind the spring.

EXERCISES

VOCABULARY

READING ACTIVITY

1. –Read the procedure to install an automatic door . then put in order the following steps

Installing an automatic door

Attach the flag bracket and horizontal angle, and connect them to the jamb. Then, connect the torsion tubs and the springs, and place them in each bracket. After measuring the length of release of the spring, tighten the screws to the torsion tube. Thus, secure the left side drum, and then the right side drum. Finally, attach the tube retainer and wind the spring.

..... Connect the torsion tubs and the springs, and place them in each bracket.

..... Secure the left side drum, and then the right side drum.

..... Attach the tube retainer and wind the spring

1. Attach the flag bracket and horizontal angle, and connect them to the jamb.

..... Measuring the length of release of the spring, tighten the screws to the torsion tube.



WRITING ACTIVITIES

2. - Find the words from the box in the words soup.

*Board - Automatic Door - Stepladder - Nut Driver - Adjustable end
Wrench - Hammer - Wrenches - Hacksaw - drill*



1.-Automatic Door



3.-Board



5.-Stepladder



8.-Nutdriver



2.-Adjustable end wrench



4.-Hammer



6.-Wrenches



7.-Hacksaw



9.- drill

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

3. - Unscramble the letters to write the technical words.

1. - oabrd

Board

2. - ticautoma ordoor

3. - dderstepladder

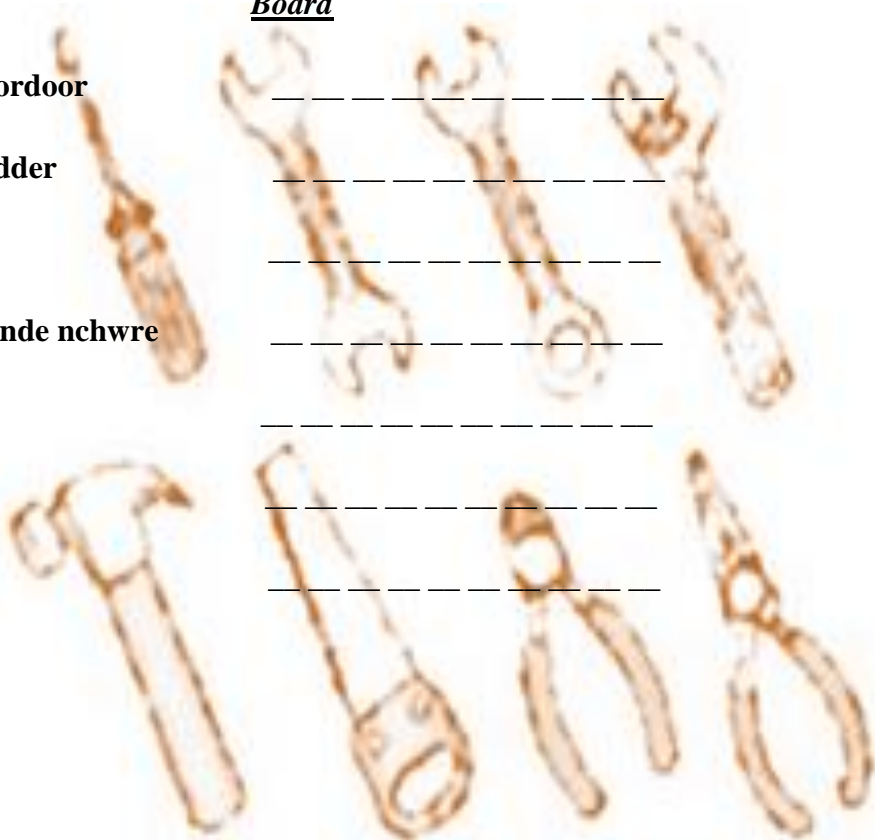
4. - unt verdri

5. - tableadjus nde nchwre

6. - merham

7. - heswrenc

8. - saw hack



4. - Write the technical vocabulary for each picture. Use the technical words from the box.



1.-Automatic Door



5.- _____



2.- _____



6.- _____



3.- _____



7.- _____



4.- _____

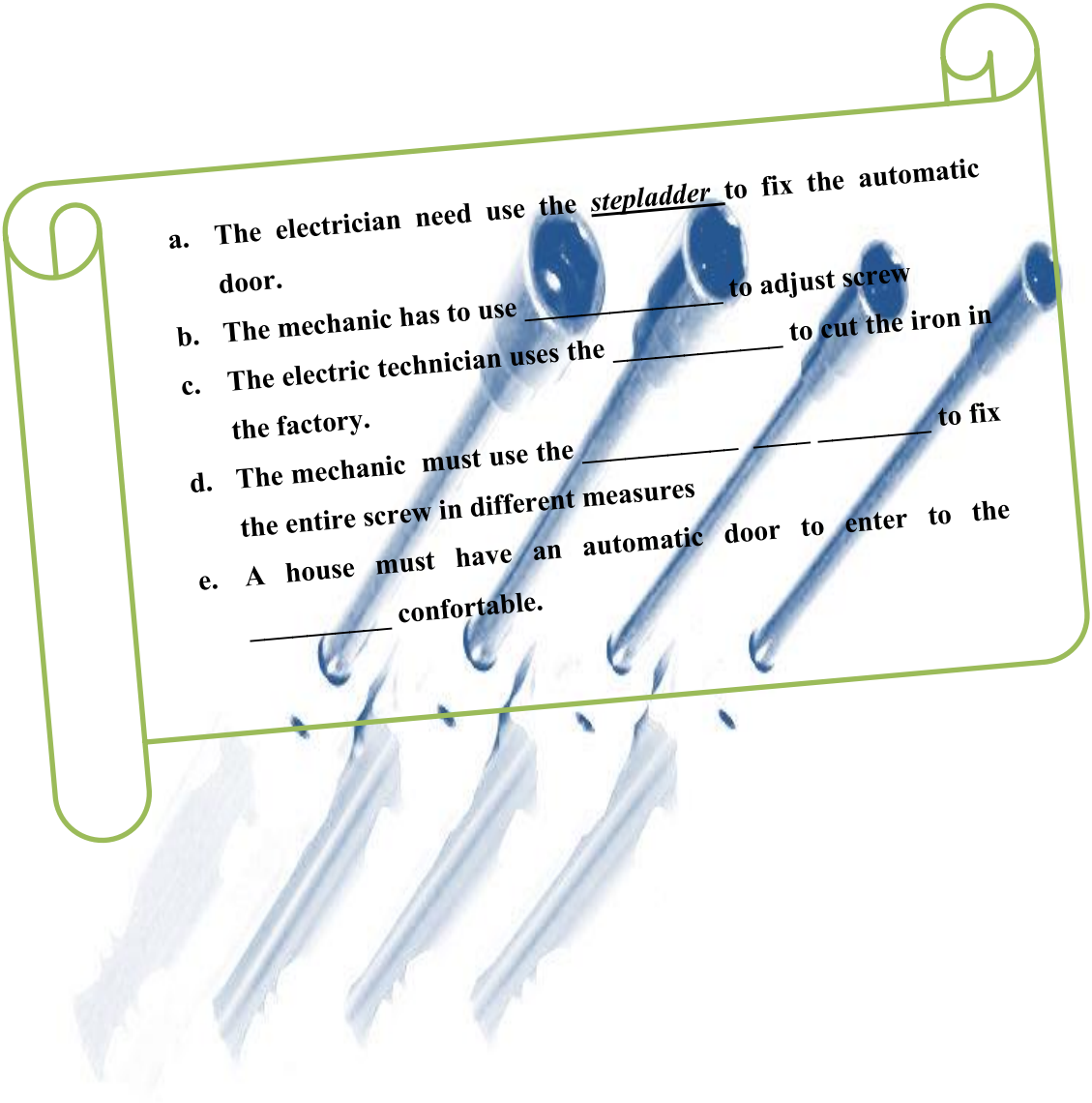


8.- _____

Useful tools

5. - Write the appropriate responses. Using the correct words form box provided below.

Nut Driver - Stepladder - Hacksaw - Adjustable End Wrench - Garage

- 
- a. The electrician need use the stepladder to fix the automatic door.
- b. The mechanic has to use _____ to adjust screw
- c. The electric technician uses the _____ to cut the iron in the factory.
- d. The mechanic must use the _____ to fix the entire screw in different measures
- e. A house must have an automatic door to enter to the _____ comfortable.



LISTENING ACTIVITIES

6. - Listen and repeat the materials and tools used to install an automatic door.



7. - Listen again the materials and tools used to install an automatic door, then put in order from activity 5.

- a. Hacksaw 8
- b. Hammer _____
- c. Board _____
- d. Automatic Door _____
- e. Stepladder _____
- f. Nut Driver _____
- g. Adjustable end Wrench _____
- h. Wrenches _____



SPEAKING ACTIVITY

7. - Divide the class in groups of 4 students then asks them to describe the following pictures using words below as a guide.

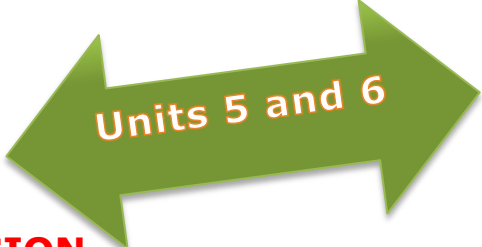
Attach connect measuring secure drill



VOCABULARY - UNIT SIX

| VOCABULARY | PRONUNCIATION | MEANING |
|------------------------------|-------------------------------|-----------------------------------|
| <i>Adjustable end Wrench</i> | <i>/anllastabol en ranch/</i> | <i>Llave de extremo ajustable</i> |
| <i>Automatic Door</i> | <i>/automatic dor/</i> | <i>Puerta automatica</i> |
| <i>Board</i> | <i>/board/</i> | <i>Tabla</i> |
| <i>drill</i> | <i>dril</i> | <i>traladro</i> |
| <i>Hacksaw</i> | <i>/Haksow/</i> | <i>Cierra de metal</i> |
| <i>Hammer</i> | <i>/hamer/</i> | <i>Martillo</i> |
| <i>Nut Driver</i> | <i>/nut draiver/</i> | <i>Tuerca conductor</i> |
| <i>Stepladder</i> | <i>/staplader/</i> | <i>Escalera de tijera</i> |
| <i>Wrenches</i> | <i>/ranch/</i> | <i>Llaves de copas</i> |

PROGRESS CHECK



COMPREHENSION

A. Write the tools and materials for each definition.

1. It is used to attachment of a screw
in material that is porous. Rawl Plug
2. It is a fastening device to hold
and secure objects. _____
3. It is a tool with a heavy head and
a handle often made of wood
that is used to strike an object. _____
4. It produces a repetitive.
buzzing or clanging sound. _____
5. it is used in the current electric
as an electrical conductor. _____

READING

B. Complete the steps to install a bell with words in the box.

wires remove restore
doorbell chimes wall

First, **remove** the old _____ switch. Then, connect the wires to the new switch. Thus, attach the new doorbell switch to the wall, After, Remove the old _____, And Then, Connect the _____ to the new chimes. Then, secure the new chimes into position. Finally, _____ power, and test the bell.

VOCABULARY

C. Look at the pictures and write the name the correct materials and tools.



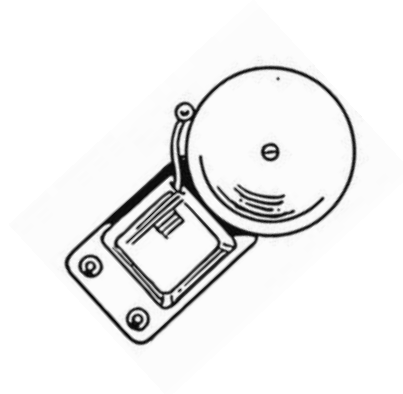
1. Clamps



2. _____



3. _____



4. _____



5. _____

D. Match the words according to the picture.

A



B



C



- (1) Nut driver (2) stepladder (3) board
 (4) Wrenches (5) adjustable end wrench

D



E



WRITING

E. Write the steps to install an automatic door with the following words in the box.

Jamb screws bracket
 tumbs measuring wires

Attach the flag bracket and horizontal angle, and connect them to the _____. Then, connect the torsion _____ and the springs, and place them in each bracket. After _____ the length of release of the spring, tighten the _____ to the torsion tube. Thus, secure the left side drum, and then the right side drum. Finally, attach the tube retainer and wind the spring.

UNIT SEVEN



Installing an electric shower

What do you need to install an electric shower?

Materials

- An electric shower

Tools

- A china graph pencil
- An driller
- Screws
- A pipe wrench

How do I install an electric shower?

First, Hold the shower unit in position and mark the fixing holes with a china graph pencil. Drill holes at the marked positions. Then, feed the pipe and electric cable through the back plate of the unit. Then, screw it to the wall using the screws supplied. Thus, connect the inlet pipe to your shower unit, using a pipe wrench to tighten the compression fitting. After, Fix the cable to the unit by connecting its live and neutral cores to the terminals marked. Then, Fit the cover ensuring that the rubber seal is in place. Next, fit the rail enough higher 25mm from the spill-over level. Finally, Screw one end of the hose to the handset, making sure you include any washers supplied.

VOCABULARY



READING ACTIVITIES

1. - Look at the title and the picture. What do you think reading is about?

FOLLOWING STEP BY STEP



First, Hold the shower unit in position and mark the fixing holes with a chinagraph pencil. Drill holes at the marked positions. Then, feed the pipe and electric cable through the back plate of the unit. Then screw it to the wall using the screws supplied. Thus, connect the inlet pipe to your shower unit, using a pipe wrench to tighten the compression fitting. After, Fix the cable to the unit by connecting its live and neutral cores to the terminals marked. Then, Fit the cover ensuring that the rubber seal is in place. Next, fit the rail enough higher 25mm from the spill-over level. Finally, Screw one end of the hose to the handset, making sure you include any washers supplied

2.- Put a tick before a sentence that expresses he main idea.

.....*Procedure to install an electric shower*

..... *A telephone broken*

..... *Procedure to install a bulb*

3.- Complete the following chart with the words provided in the box.

Hold the shower unit

1. - Hold the shower unit

2. - Feed the pipe and electric cable.


3. - Screw

4. - Connect the inlet pipe

5. - Fix the cable

6. - fit the rail

7. - Screw one end





LISTENING ACTIVITIES

4. - Listen and repeat the materials and tools used to install an electric shower

Electric Shower



Cinagraph pencil



Driller



Screws







Pipe wrench



Screwdriver



5. Listen again and put a cross in the tools that are mention

| | | |
|--|--|--|
| <p>A</p>  | <p>B</p>  | <p>C</p>  |
| | | |
| <p>D</p>  | <p>E</p>  | |
| <u>X</u> | | |

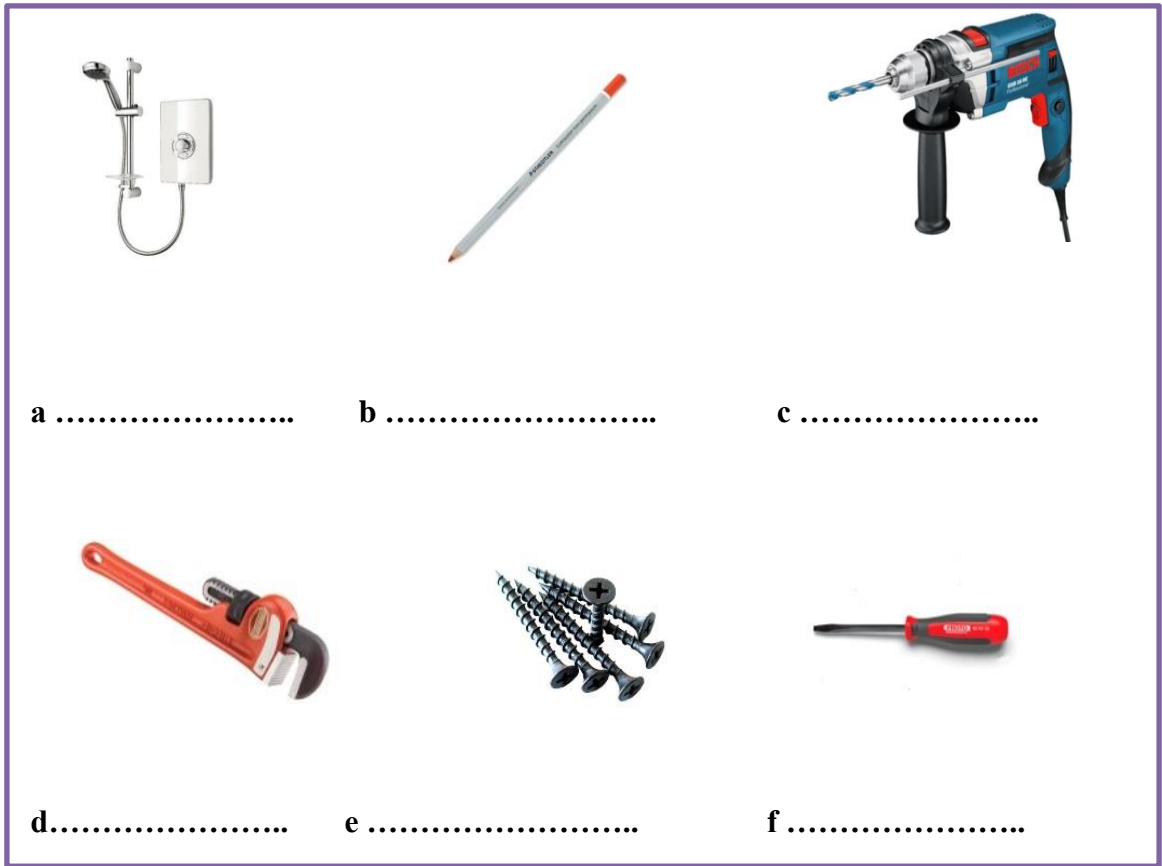


WRITING ACTIVITIES

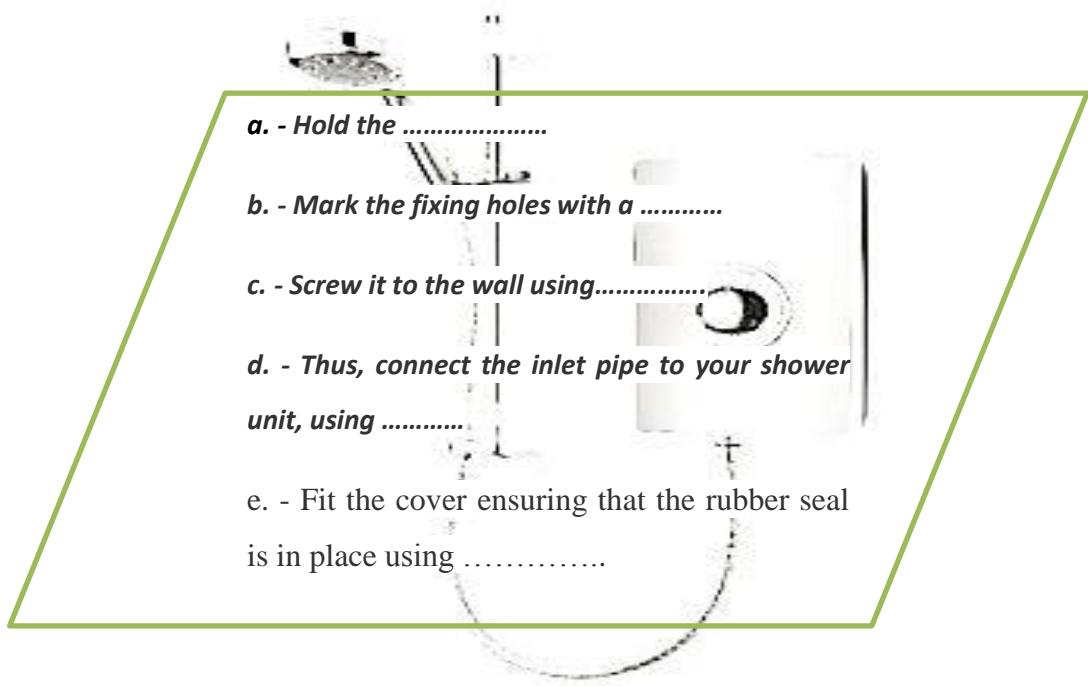
Rewrite

6.-Look at the materials in the box and write above each picture.

*Chinagraph pencil – Driller – Screws - Pipe wrench-
Electric shower*



7. - Fill in the blanks using technical vocabulary from exercise A.



8. - Unscramble the letters and discover the tools using in the installation of an electric shower

graphnaChi cilpen

Chinagraph pencil

llerDri

.....

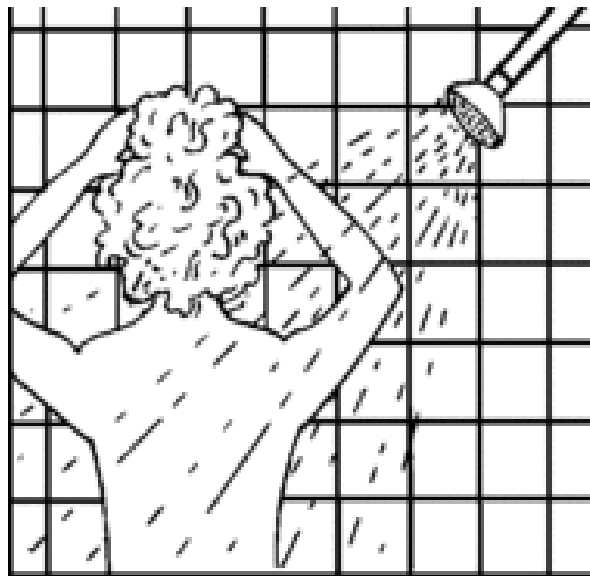
ewsScr

.....

pepi nchwre

.....

9. – Work in pairs, then writes the answers for the following questions



a.-What do we need to do at first in order to install an electric shower?

.....
.....

B.-Write steps to install an electric shower

.....
.....

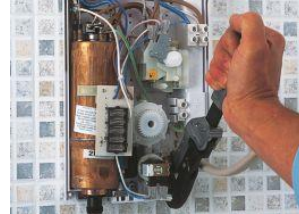


SPEAKING ACTIVITY

10. Looks at the following pictures and give an opinion.



A



B



C



D

QUESTIONS

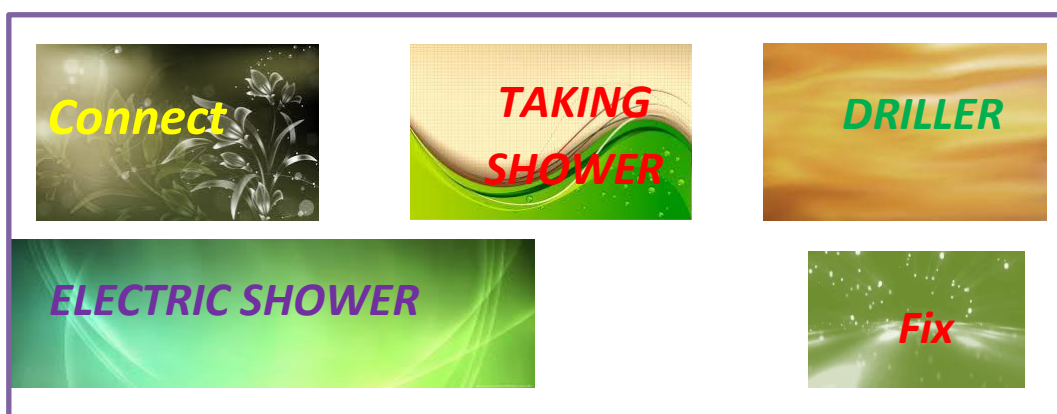
What do you think picture A, B, C, D represent?

What are boy doing in central picture?

Do you think it is necessary to teake shower?

How often it is necessary to teake shower?

11.-Look at the following pictures and discuss that they represent.



VOCABULARY - UNIT SEVEN

| VOCABULARY | PRONUNCIATION | MEANING |
|---------------------------|---------------------------|------------------------|
| <i>Chinagraph pencil.</i> | <i>/cinagraf pensol/</i> | <i>Lapiz</i> |
| <i>Connect</i> | <i>/conect/</i> | <i>conectar</i> |
| <i>Driller</i> | <i>/driler/</i> | <i>Taladro</i> |
| <i>Electric shower</i> | <i>/electric gruench/</i> | <i>Ducha electrica</i> |
| <i>fit</i> | <i>/fit/</i> | <i>encajar</i> |
| <i>Fix</i> | <i>/fix/</i> | <i>mezclar</i> |
| <i>Hold</i> | <i>/jold/</i> | <i>sostener</i> |
| <i>Pipe wrench</i> | <i>/pip gruench/</i> | <i>Llave de tubo</i> |
| <i>Screw</i> | <i>/screw/</i> | <i>atornillar</i> |
| <i>Scre</i> | <i>/escrus/</i> | <i>tornillos</i> |

UNIT EIGHT



Installing a smoke detector



What does it need to install a smoke alarm?

Drill Drill bit Screwdrivers Smoke and Carbon Monoxide Alarm Battery

How do install a smoke alarm?

Trace the mounting holes onto the wall or ceiling where it is installing the unit, then place the unit away drilling dust and debris. Then, drill a hole at the center of each mounting whole tracing. After, Place screw anchors in the holes and set them flush with the wall or ceiling. Thus, align the holes in the mounting bracket with the anchors. After, insert batteries, making sure battery terminals correct terminals in the unit. Finally, Test the unit.

EXERCISES

VOCABULARY



READING ACTIVITIES

1. - Cover the dialogue then answer the questions provided.

Alex: Good morning Sr.

Electrician: Good morning. How can I help you?

Alex: I would like you install a smoke alarm in my house.

Electrician: Do you have all materials to make the installation?

Alex: Yesterday, I bought them but I would like you check it out

Electrician: Oh! You forget certain tools like: drill, and the screwdrivers. But, I would like to see the smoke alarm you bought

Alex: ok! Here you have

Electrician: Oh no! This is not the right one, and I think you have to change it and everything you have here.

QUESTIONS

a. - What does Alex need from the electrician?

you install a smoke alarm

b. - What materials did Alex forget to buy?

.....

c. - What is wrong with the material?

.....

d. - What does Alex have to do at the end?

.....

INSTALLING A SMOKE ALARM

Trace the mounting holes onto the wall or ceiling where it is installing the unit, and then place the unit away drilling dust and debris. Then, drill a hole at the center of each mounting whole tracing. After, Place screw anchors in the holes and set them flush with the wall or ceiling. Thus, align the holes in the mounting bracket with the anchors. After, insert batteries, making sure battery terminals correct terminals in the unit. Finally, Test the unit.

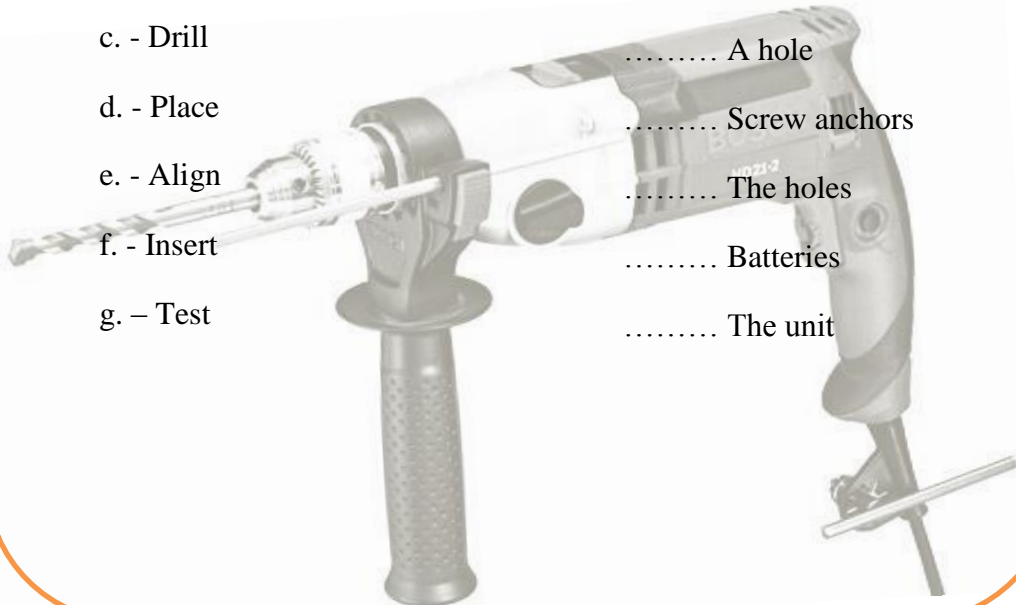
2.-Put in the order the correct letter according to the dialogue.

COLUMN A

- a. - Trace
- b. - Place
- c. - Drill
- d. - Place
- e. - Align
- f. - Insert
- g. - Test

COLUMN B

- A Mounting holes
- The unit
- A hole
- Screw anchors
- The holes
- Batteries
- The unit





LISTENING ACTIVITY

3.-Listen and repeat the materials used to install a smoke alarm.

1.-Manual station



2.-Devices Notifications



3.-Control Panel



4.-Battery



5.-Smoke Detector



4. - Listen again and circle the materials used to install a smoke alarm and cross out those which are not used to install it.





WRITING ACTIVITIES

5. - Write the tools used for installing of a smoke detector from exercise 1.



Battery a _____ b _____ c _____ d _____

6. - Find the words from the box in the word soup.

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

7. - Fill in the correct letter to complete the technical vocabulary.

1. Battery

2. D _ v _ c _ s N _ t _ f _ c _ t _ _ n s

3. C _ n t r _ l P _ n _ l

4. M _ n _ _ l S t _ t _ _ n

5. S m _ k _ D _ t _ c t _ r

8. - Circle the correct word.



a b c

Jacks Devices Notifications Screw/ Smoke Detector Telephone Line/Control Panel

d e

Manual station/ Drill Battery/ Staples



Speaking activities

Cover the dialogue

9. - Work in pairs. And practice the dialogue replacing the italic words.

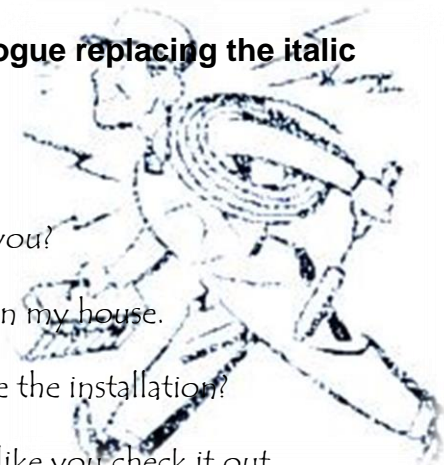
Alex: Good morning Sr.

Electrician: Good morning. How can I help you?

Alex: I would like you install a smoke alarm in my house.

Electrician: Do you have all materials to make the installation?

Alex: Yesterday, I bought them but I would like you check it out



Electrician: Oh! You forget certain tools like: *drill, and the screwdrivers*. But, I would like to see the smoke alarm you bought

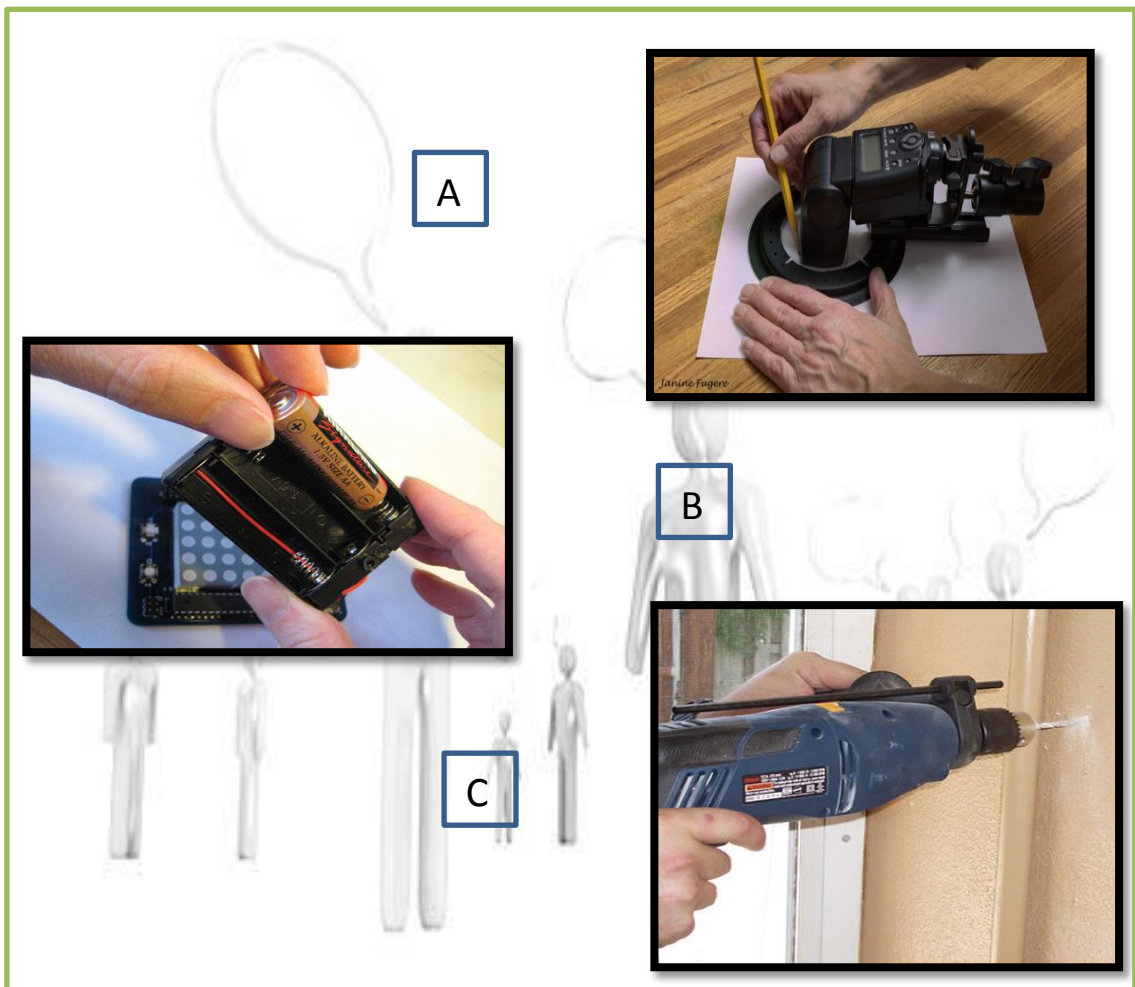
Alex: ok! Here you have

Electrician: Oh no! This is not the right, and I think you have to change it *and everything* you have here

Words to be replaced

- drill, and the screwdrivers
- everything

10. - Look at the following pictures, then tells what is happening in each picture.



VOCABULARY - UNIT EIGHT

| VOCABULARY | PRONUNCIATION | MEANING |
|------------------------------|-------------------------------|--------------------------------------|
| <i>Manual station</i> | <i>/manual steishon/</i> | <i>Estacion de manual</i> |
| <i>Control Panel</i> | <i>/control panel/</i> | <i>Panel de control</i> |
| <i>Smoke Detector</i> | <i>/smok detector/</i> | <i>Detector de humo</i> |
| <i>Devices Notifications</i> | <i>/dibais notifikeishon/</i> | <i>Dispositivo de notificaciones</i> |
| <i>Battery</i> | <i>/bateri/</i> | <i>Bacteria</i> |
| <i>Ceiling</i> | <i>/ceiling/</i> | <i>Techo</i> |
| <i>Dust</i> | <i>/dosk/</i> | <i>Quitar</i> |
| <i>Hole</i> | <i>/jool/</i> | <i>Hoyo</i> |
| <i>Debris</i> | <i>/debris/</i> | <i>Escombros</i> |
| <i>Tracing</i> | <i>/treicy/</i> | <i>Trosos</i> |
| <i>anchors</i> | <i>/ancor/</i> | <i>Anclar</i> |
| <i>flush</i> | <i>/flas/</i> | <i>Tirar</i> |
| <i>Align</i> | <i>/alain/</i> | <i>Aliñar</i> |

PROGRESS CHECK

Units 7 and 8

VOCABULARY

A. Look at the pictures about materials and tools use to install an electric shower then circle the correct answer.

1. What is the name of the picture?



- a. Electric shower b. Electric tester c. Electric multimeter

2. What is the name of the picture?



- a. pencil b. chinagraph pen c. Chinagraph pencil

3. What is the name of the picture?



- a. handsaw b. drill bit c. droll

4. What is the name of the picture?



- a. screws b. wires c. nails

5. What is the name of the picture?



- a. wrench b. Shovel c. pipe wrench

READING

B. Read and circle the correct word in the steps to install an electrical shower.

First, Hold the **shower**/bell unit in position and mark the fixing holes with a hammer/china graph pencil. Drill holes at the marked positions. Then, feed the pipe and electric cable through the back plate/wall plate of the unit. After, fit the cover ensuring that the rubber seal is in place. Next, fit the wall/rail enough higher 25mm from the spill-over level. Finally, wire/screw one end of the hose to the handset, making sure you include any washers supplied.

Read Carefully the following paragraph. Then, do the comprehension activity.

Steps to install a smoke alarm

Trace the mounting holes onto the wall or ceiling where it is installing the unit, and then place the unit away drilling dust and debris. Then, drill a hole at the center of each mounting whole tracing. After, Place screw anchors in the holes and set them flush with the wall or ceiling. Thus, align the holes in the mounting bracket with the anchors. After, insert batteries, making sure battery terminals correct terminals in the unit. Finally, Test the unit.

C. Write true or false before each statement.

- False 1. Trace the mounting holes on the floor.
_____ 2. then places the unit away drilling dust and debris.
_____ 3. Then, drill a hole side of each mounting tracing.
_____ 4. After, Place screw anchors in the holes and set them flush with the wall.
_____ 5. Finally, align the holes in the mounting bracket with the anchors.

WRITING

D. Look at the pictures and write the name the correct materials and tools.



1. Battery



2. _____



3. _____



4. _____



5. _____

E. Look at the pictures and find the words in the words soup.

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



“TECNICO PUJILI” HIGH SCHOOL

GENERAL INFORMATION

UNIT PLAN 1

AREA: ENGLISH AS A FOREIGN LANGUAGE

HIGH SCHOOL: TÉCNICO PUJILÍ

TARGET GROUP: THIRD YEAR

CLASS SCHEDULE: MORNING

EDUCATIONAL TRACK: B.G.U

LEARNING MODE: ON –SITE

UNIT TITLE: Installation of a light bulb.

TIME DURATION: 1 month

Goal

To acquire vocabulary related to the installation of a light bulb.

COMMUNICATIVE COMPETENCES:

Linguistic Competence

Vocabulary: verbs and nouns

Pronunciation: verbs and nouns

Sociolinguistic Competence

To acquire technical vocabulary about electric field.

Pragmatic Competence

To recognize the vocabulary to install a light bulb.

To pronounce correctly the vocabulary.

Vocabulary (materials, tools and verbs)

UNIT RATIONALE

This unit gives students an opportunity to acquire the vocabulary to install a light bulb through the different activities proposed concerning to the four English skills such as listening, speaking, reading, and writing what facilitate students to use it in their daily life preparing them to use it in electric field too.

TEACHING TECHNIQUES

Feedback asks students to tell ideas about the installation of a light bulb.

Ask students to brainstorm the materials and the procedure to install the light bulb.

To show flashcards with the nouns.

To use gestures for verbs.

Ask students to recognize and repeat several times the words.

DIDACTIC RESOURCES: Cd, Cd player, flashcards, blackboard, and markers.

CONTENT: Nouns, Verbs (single and composed verbs)

Nouns:

Materials: Light Bulb, Mounting Bracket, Screws, Wire Nuts, and Wire.

Tools: Wire Stripper, and Screwdriver.

Verbs:

Turn off, coming out, and tuck

OBJECTIVE: To acquire vocabulary related with nouns and verbs in order that students will be able to know how to install a light bulb

Reading. - Students will be able to recognize the vocabulary.

Writing. - Students will be able to write the vocabulary.

Speaking. - Students will be able to use the vocabulary.

Listening. - Students will be able to pronounce correctly the vocabulary.

LEARNING ACTIVITIES

Reading.-

Read the procedure of installing a light and fill in the blanks with the tools and materials provided in the box.

listening

Listen and repeat the materials and tools used to install a light bulb.

Listen carefully and put a tick in the materials used to install a light bulb.

Speaking

Work in groups

To make up groups of four and five students in order to discuss the following pictures after, ask them to pass on the board to tell what they think about them using the questions provided.

Writing

Write the materials and tools according to pictures from box below.

Unscramble the following words.

CONTENTS

Nouns:

Materials: Light Bulb, Mounting Bracket, Screws, Wire Nuts, Wire

Tools: Wire Stripper, Screwdriver

Verbs:

Turn off, coming out, tuck

Evaluation: Progress check – unit 1

TECNICO PUJILÍ HIGH SCHOOL

GENERAL INFORMATION

UNIT PLAN 2

AREA: ENGLISH AS A FOREIGN LANGUAGE

HIGH SCHOOL: TÉCNICO PUJILÍ

TARGET GROUP: THIRD YEAR

CLASS SCHEDULE: MORNING

EDUCATIONAL TRACK: B.G.U

LEARNING MODE: ON –SITE

| |
|--|
| UNIT TITLE: Installation of a switch |
| TIME DURATION: 1 month |
| Goal To acquire vocabulary related to the installation of a switch. COMMUNICATIVE COMPETENCES: Linguistic Competence Vocabulary: verbs and nouns Pronunciation: verbs and nouns Sociolinguistic Competence To acquire technical vocabulary about electric field. Pragmatic Competence To recognize the vocabulary to install a switch. To pronounce correctly the vocabulary Vocabulary (materials, tools and verbs) |
| UNIT RATIONALE This unit gives students an opportunity to acquire the vocabulary to install a switch through the different activities proposed concerning to the four English skills such as listening, speaking, reading, and writing what facilitate students to use it in their daily life preparing them to use it in electric field too. |
| TEACHING TECHNIQUES Feedback asks students to tell ideas about the installation of a switch. Ask students to brainstorm the materials and the procedure to install the switch. To show flashcards with the nouns. To use gestures for verbs. Ask students to recognize and repeat several times the words. |

| | |
|--|--|
| DIDACTIC RESOURCES: Cd, Cd player, flashcards, blackboard, and markers. | |
| CONTENT: Nouns, Verbs (single and composed verbs) Tools: Flat head screwdriver, Phillis head screwdriver and Wire stripper. Materials: Wire connectors, Electrical tape, Masking tape, Wall plate and Wire. Verbs: Clip off, Grip, Loosen, Position, and Wrap. | |
| OBJECTIVE: To acquire vocabulary related with nouns and verbs in order that students will be able to know how to install switch. Reading. - Students will be able to recognize the vocabulary. Writing. - Students will be able to write the vocabulary. Speaking. - Students will be able to use the vocabulary. Listening. - Students will be able to pronounce correctly the vocabulary. | |
| LEARNING ACTIVITIES Reading Comprehension Read the following paragraph then Circle the correct answers. Read again and put a tick in the principal idea. Listening Listen and repeat. Listen and put in order. Matching Listen and match the pictures. Writing Fill in the blank Complete the first three steps to install a switch with the words in the box. Write the missing words in the two last steps each one has an initial letter as a clue. Speaking Discussing The two pictures show different tools. Choose, which tools are the most useful to install a switch? Explain what is the role each one performs in the installation of a switch. Cover the dialogue Work in pairs. Practice the following dialogue and change certain information asked above. | CONTENT Tools: Flat head screwdriver, Phillis head screwdriver, Wire stripper Materials: Wire connectors, Electrical tape, Masking tape, Wall plate, Wire Evaluation: Progress check – unit 2 |

“TECNICO PUJILI” HIGH SCHOOL

GENERAL INFORMATION

UNIT PLAN 3

AREA: ENGLISH AS A FOREIGN LANGUAGE

HIGH SCHOOL: TÉCNICO PUJILÍ

TARGET GROUP: THIRD YEAR

CLASS SCHEDULE: MORNING

EDUCATIONAL TRACK: B.G.U

LEARNING MODE: ON –SITE

| |
|---|
| UNIT TITLE: Installation of an electrical outlet |
| TIME DURATION: 1 month |
| Goal To acquire vocabulary related to the installation of an electrical outlet. COMMUNICATIVE COMPETENCES: Linguistic Competence Vocabulary: verbs and nouns Pronunciation: verbs and nouns Sociolinguistic Competence To acquire technical vocabulary about electric field. Pragmatic Competence To recognize the vocabulary to install an electrical outlet. To pronounce correctly the vocabulary. Vocabulary (materials, tools and verbs) |
| UNIT RATIONALE This unit gives students an opportunity to acquire the vocabulary to install an electrical outlet through the different activities proposed concerning to the four English skills such as listening, speaking, reading, and writing what facilitate students to use it in their daily life preparing them to use it in electric field too. |
| TEACHING TECHNIQUES Feedback ask students to tell ideas about the installation of an electrical outlet. Ask students to brainstorm the materials and the procedure to install an electrical outlet. To show flashcards with the nouns. To use gestures for verbs. Ask students to recognize and repeat several times the words. |

| | |
|---|--|
| DIDACTIC RESOURCES: Cd, Cd player, flashcards, blackboard, and markers. | |
| CONTENT: Nouns, Verbs (single and composed verbs) Nouns: Materials: Wire nuts, Duplex outlet, and Cover plate. Tools: Needle- nose pliers, Pliers, and Screwdriver. Verbs: Turn off, unscrew, remove, and push. | |
| OBJECTIVE: To acquire vocabulary related with nouns and verbs in order that students will be able to know how to install an electrical outlet. Reading. - Students will be able to recognize the vocabulary. Writing. - Students will be able to write the vocabulary. Speaking. - Students will be able to use the vocabulary. Listening. - Students will be able to pronounce correctly the vocabulary. | |
| LEARNING ACTIVITIES Reading.- Comprehension Read and select the best answers. Complete the following sentences with the words from the box. listening Listen and repeat the materials and tools used to install an electrical outlet. Listen and show the materials according to the audio. Listen and put a tick the materials or tools needed to install an electrical outlet. Writing Unscramble the words to form the sentences. Look at the pictures. Find them in the words soup. Speaking Discuss the questions Cover the dialogue Work in pairs and practice the dialogue. | CONTENT: Nouns: Materials: Wire nuts, duplex outlet, and cover plate Tools: Needle- nose pliers, Pliers and Screwdriver Verbs: Turn off, unscrew, remove, and push Evaluation: Progress check – unit 3 |

“TECNICO PUJILI” HIGH SCHOOL

GENERAL INFORMATION

UNIT PLAN 4

AREA: ENGLISH AS A FOREIGN LANGUAGE

HIGH SCHOOL: TÉCNICO PUJILÍ

TARGET GROUP: THIRD YEAR

CLASS SCHEDULE: MORNING

EDUCATIONAL TRACK: B.G.U

LEARNING MODE: ON –SITE

| |
|--|
| UNIT TITLE: Installation of a sensor. |
| TIME DURATION: 1 month |
| Goal To acquire vocabulary related to the Installation of a sensor. COMMUNICATIVE COMPETENCES: Linguistic Competence Vocabulary: verbs and nouns Pronunciation: verbs and nouns Sociolinguistic Competence To acquire technical vocabulary about electric field. Pragmatic Competence To recognize the vocabulary to install a sensor. To pronounce correctly the vocabulary Vocabulary (materials, tools and verbs) |
| UNIT RATIONALE This unit gives students an opportunity to acquire the vocabulary to install a sensor. through the different activities proposed concerning to the four English skills such as listening, speaking, reading, and writing what facilitate students to use it in their daily life preparing them to use it in electric field too. |
| TEACHING TECHNIQUES Feedback asks students to tell ideas about the Installation of a sensor. Ask students to brainstorm the materials and the procedure to install a sensor. To show flashcards with the nouns. To use gestures for verbs. Ask students to recognize and repeat several times the words. |

| | |
|--|--|
| DIDACTIC RESOURCES: Cd, Cd player, flashcards, blackboard, and markers | |
| CONTENT: Nouns, Verbs (single and composed verbs) Nouns: Materials: Electrical box, Screws, Sensor, Silicone, and Knob. Tools: Tape measure, Drill, Multimeter, and Power strips. Verbs: Set on, adjust, and connect. | |
| OBJECTIVE: To acquire vocabulary related with nouns and verbs in order that students will be able to know how to install a light Reading. - Students will be able to recognize the vocabulary. Writing. - Students will be able to write the vocabulary. Speaking. - Students will be able to use the vocabulary. Listening. - Students will be able to pronounce correctly the vocabulary. | |
| LEARNING ACTIVITIES Reading.- Comprehension Read the procedure to install a sensor. Put in order according the steps to install a sensor. Complete the following sentences which represent the three last steps to install a sensor. Listening Listen and repeat the materials and tools used to install a sensor. Listen to the following materials and put in order according to the audio. Writing Complete the sentences with the words from the box. Unscramble the letters. Circle the correct word. Speaking Discussing You can use some of the words that you learned. Cover the dialogue Work in pairs | CONTENT: Nouns: Materials: electrical box, screws, sensor, silicone, and knob Tools: Tape measure, drill, multimeter, power strips Verbs: Set on, adjust, connect Evaluation: Progress check – unit 4 |

“TECNICO PUJILI” HIGH SCHOOL

GENERAL INFORMATION

UNIT PLAN 5

AREA: ENGLISH AS A FOREIGN LANGUAGE

HIGH SCHOOL: TÉCNICO PUJILÍ

TARGET GROUP: THIRD YEAR

CLASS SCHEDULE: MORNING

EDUCATIONAL TRACK: B.G.U

LEARNING MODE: ON –SITE

| |
|---|
| UNIT TITLE: Installation of a bell. |
| TIME DURATION: 1 month |
| Goal To acquire vocabulary related to the Installation of a bell. COMMUNICATIVE COMPETENCES: Linguistic Competence Vocabulary: verbs and nouns Pronunciation: verbs and nouns Sociolinguistic Competence To acquire technical vocabulary about electric field. Pragmatic Competence To recognize the vocabulary to install a bell. To pronounce correctly the vocabulary. Vocabulary (materials, tools and verbs) |
| UNIT RATIONALE This unit gives students an opportunity to acquire the vocabulary to install a bell through the different activities proposed concerning to the four English skills such as listening, speaking, reading, and writing what facilitate students to use it in their daily life preparing them to use it in electric field too. |
| TEACHING TECHNIQUES Feedback asks students to tell ideas about the Installation of a bell. Ask students to brainstorm the materials and the procedure to install a bell. To show flashcards with the nouns. To use gestures for verbs. Ask students to recognize and repeat several times the words. |

DIDACTIC RESOURCES: Cd, Cd player, flashcards, blackboard, and markers.

CONTENT: Nouns, Verbs (single verbs)

Nouns:

Materials: Bell, and Copper wire.

Tools: Stiletto, Clamps, Hammer, Scissors, and Tacos plastic.

Verbs: Remove, connect, attach, and restore.

OBJECTIVE: To acquire vocabulary related with nouns and verbs in order that students will be able to know how to Install a bell.

Reading. - Students will be able to recognize the vocabulary.

Writing. - Students will be able to write the vocabulary.

Speaking. - Students will be able to use the vocabulary.

Listening. - Students will be able to pronounce correctly the vocabulary.

LEARNING ACTIVITIES

Reading.-

Comprehension

Write true or false before each statement.

Match with the meaning of each word

Match the word which describes the action of each picture.

Listening

Listen and repeat the materials and tools used to install a bell.

Listen again and match the materials to install a bell.

Writing

Write the word for each picture.

Find the words from the box in the words soup.

Speaking

Discussing. Discuss the questions.

Cover the following dialogue. Work in pairs and practice the conversation.

CONTENT:

Nouns:

Materials: Bell, Copper wire

Tools: Stiletto, clamps, hammer, scissors, tacos plastic

Verbs:

Remove, connect, attach, and restore

Evaluation: Progress check – unit 5

“TECNICO PUJILI” HIGH SCHOOL

GENERAL INFORMATION

UNIT PLAN 6

AREA: ENGLISH AS A FOREIGN LANGUAGE

HIGH SCHOOL: TÉCNICO PUJILÍ

TARGET GROUP: THIRD YEAR

CLASS SCHEDULE: MORNING

EDUCATIONAL TRACK: B.G.U

LEARNING MODE: ON –SITE

| |
|---|
| UNIT TITLE: Installation of an automatic door. |
| TIME DURATION: 1 month |
| Goal To acquire vocabulary related to the installation of an automatic door. COMMUNICATIVE COMPETENCES: Linguistic Competence Vocabulary: verbs and nouns Pronunciation: verbs and nouns Sociolinguistic Competence To acquire technical vocabulary about electric field. Pragmatic Competence To recognize the vocabulary to install an automatic door. To pronounce correctly the vocabulary. Vocabulary (materials, tools and verbs) |
| UNIT RATIONALE This unit gives students an opportunity to acquire the vocabulary to install an automatic door through the different activities proposed concerning to the four English skills such as listening, speaking, reading, and writing what facilitate students to use it in their daily life preparing them to use it in electric field too. |
| TEACHING TECHNIQUES Feedback ask students to tell ideas about the installation of an automatic door. Ask students to brainstorm the materials and the procedure to install an automatic door. To show flashcards with the nouns. To use gestures for verbs. Ask students to recognize and repeat several times the words. |

DIDACTIC RESOURCES: Cd, Cd player, flashcards, blackboard, and markers.

CONTENT: Nouns, Verbs (single verbs)

Nouns:

Materials: Board, Automatic Door, Stepladder, Nut Driver, Adjustable end, and Wrenches.

Tools: Wrench, Hammer, Hacksaw, and Drill.

Verbs: Attach, connect, measure and secure.

OBJECTIVE: To acquire vocabulary related with nouns and verbs in order that students will be able to know how to install an automatic door

Reading. - Students will be able to recognize the vocabulary.

Writing. - Students will be able to write the vocabulary.

Speaking. - Students will be able to use the vocabulary.

Listening. - Students will be able to pronounce correctly the vocabulary.

LEARNING ACTIVITIES

Reading

Comprehension

Read the procedure to install an automatic door, put in order the following steps.

Writing

Find the words from the box in the puzzle.

Unscramble the letters to write the technical words.

Write the appropriate responses. Using the correct words form box provided below.

listening

Listen and repeat, then put in order the following tools.

Speaking

Discussing

Work in groups

Divide the class in groups of 4 students then asks them to describe the following pictures using words below as a guide.

CONTENTS

CONTENT: Nouns, Verbs

Nouns:

Materials: Board, Automatic Door, Stepladder, Nut Driver, Adjustable end, Wrenches

Tools: Wrench - Hammer Hacksaw – drill

Verbs: Attach, connect, measure secure

Evaluation: Progress check – unit 6

“TECNICO PUJILI” HIGH SCHOOL

GENERAL INFORMATION

UNIT PLAN 7

AREA: ENGLISH AS A FOREIGN LANGUAGE

HIGH SCHOOL: TÉCNICO PUJILÍ

TARGET GROUP: THIRD YEAR

CLASS SCHEDULE: MORNING

EDUCATIONAL TRACK: B.G.U

LEARNING MODE: ON –SITE

| |
|---|
| UNIT TITLE: Installing an electric shower. |
| TIME DURATION: 1 month |
| Goal To acquire vocabulary related to the Installation of an electric shower. COMMUNICATIVE COMPETENCES: Linguistic Competence Vocabulary: verbs and nouns Pronunciation: verbs and nouns Sociolinguistic Competence To acquire technical vocabulary about electric field. Pragmatic Competence To recognize the vocabulary to install an electric shower. To pronounce correctly the vocabulary. Vocabulary (materials, tools and verbs) |
| UNIT RATIONALE This unit gives students an opportunity to acquire the vocabulary to install an electric shower through the different activities proposed concerning to the four English skills such as listening, speaking, reading, and writing what facilitate students to use it in their daily life preparing them to use it in electric field too. |
| TEACHING TECHNIQUES Feedback ask students to tell ideas about the installation an electric shower. Ask students to brainstorm the materials and the procedure to install an electric shower. To show flashcards with the nouns. To use gestures for verbs. Ask students to recognize and repeat several times the words. |

| | |
|---|---|
| DIDACTIC RESOURCES: Cd, Cd player, flashcards, blackboard, and markers | |
| CONTENT: Nouns, Verbs (single verbs) Materials: Electric shower Tools: Chinagraph pencil, Driller, Screws, and Pipe wrench. Verbs: Hold, screw, connect, fit, and screw. | |
| OBJECTIVE: To acquire vocabulary related with nouns and verbs in order that students will be able to know how to install an electric shower Reading. - Students will be able to recognize the vocabulary. Writing. - Students will be able to write the vocabulary. Speaking. - Students will be able to use the vocabulary. Listening. - Students will be able to pronounce correctly the vocabulary. | |
| LEARNING ACTIVITIES Reading.- Predicting Look at the title and the picture. What do you think reading is about? Word map Complete the following chart with the words provided in the box. listening Listen and repeat. Listen for specific information Listen again and put a cross in the materials that do not needed to install an electric shower. Writing Rewrite Write the words in the puzzle using technical vocabulary. Write the campus words using technical vocabulary. Unscramble the materials. Work in pairs. Write the answers for the following questions. Speaking Work group discussion Discuss the following questions and use the picture as a guide. Each picture provided above represent some steps of installing an electric shower | CONTENT: Materials: Electric shower Tools: Chinagraph pencil, Driller, Screws, Pipe wrench Verbs: Hold, screw, connect, fit, and screw Evaluation: Progress check – unit 7 |

“TECNICO PUJILI” HIGH SCHOOL

GENERAL INFORMATION

UNIT PLAN 8

AREA: ENGLISH AS A FOREIGN LANGUAGE

HIGH SCHOOL: TÉCNICO PUJILÍ

TARGET GROUP: THIRD YEAR

CLASS SCHEDULE: MORNING

EDUCATIONAL TRACK: B.G.U

LEARNING MODE: ON –SITE

| |
|---|
| UNIT TITLE: Installing a smoke detector |
| TIME DURATION: 1 month |
| Goal To acquire vocabulary related to the Installation of a smoke detector. COMMUNICATIVE COMPETENCES: Linguistic Competence Vocabulary: verbs and nouns Pronunciation: verbs and nouns Sociolinguistic Competence To acquire technical vocabulary about electric field. Pragmatic Competence To recognize the vocabulary to install a smoke detector. To pronounce correctly the vocabulary. Vocabulary (materials, tools and verbs) |
| UNIT RATIONALE This unit gives students an opportunity to acquire the vocabulary to install a smoke detector through the different activities proposed concerning to the four English skills such as listening, speaking, reading, and writing what facilitate students to use it in their daily life preparing them to use it in electric field too. |
| TEACHING TECHNIQUES Feedback asks students to tell ideas about the installation smoke detector. Ask students to brainstorm the materials and the procedure to install smoke detector. To show flashcards with the nouns. To use gestures for verbs. Ask students to recognize and repeat several times the words. |

| | |
|---|--|
| DIDACTIC RESOURCES: Cd, Cd player, flashcards, blackboard, and markers | |
| CONTENT: Nouns, Verbs (Single verbs) Materials: Smoke and Carbon Monoxide, Alarm, and Battery. Tools: Drill, Drill bit and Screwdrivers. Verbs: Trace, place, drill, align, insert, and test. | |
| OBJECTIVE: To acquire vocabulary related with nouns and verbs in order that students will be able to know how to install a smoke detector Reading. - Students will be able to recognize the vocabulary. Writing. - Students will be able to write the vocabulary. Speaking. - Students will be able to use the vocabulary. Listening. - Students will be able to pronounce correctly the vocabulary. | |
| LEARNING ACTIVITIES Reading.- Comprehension Cover the dialogue then answer the questions provided. Read the procedure and match the sentences from column A and B. listening Listen and repeat Listen for specific information Listen again and circle the materials and cross out those which are not said. Writing Rewrite Write the tools used for installing of a smoke detector. Fill in the blanks. Speaking Dialogue Work in pairs (replacement) Predicting Look at the following pictures. Tell what is happening in each picture. | CONTENT: Nouns, Verbs Materials: Smoke and Carbon Monoxide, Alarm, and Battery Tools: Drill Drill bit Screwdrivers Verbs: Trace, place, drill, align, insert, test Evaluation: Progress check – unit 8 |

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ANNEXES



Universidad
Técnica de
Cotopaxi

COTOPAXI TECHNICAL UNIVERSITY

ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC

SCIENCES

ENGLISH CAREER

SURVEY AIMED TO HIGH SCHOOL UNDERGRADUATE STUDENTS OF 3RD LEVEL AT “TÉCNICO PUJILÍ” HIGH SCHOOL.

Objective: The present survey is intended to know how the English language for specific purposes helps to the electrical technical field.

Instructions:

Read the questions carefully and mark with an (X) in the alternative that you create convenient.

1. - Do you believe it is necessary to learn the English language?

Yes No

2. – How many hours of English classes do you have a week?

2 hours

3 hours

5 hours

Others

3. Are the English hours you get per week good enough for learning the language?

Yes No

4. How many hours of English classes do you consider suitable for improving your knowledge?

6 hours a week

8 hours a week

10 hours a week

5. What do you think is your English level?

Basic

Intermediate

Advanced

6. - Do you think it is indispensable to learn Technical English

Yes **No**

7. Have you ever received English technical classes?

Yes **No**

8. - Would you like to learn technical vocabulary in English applied to the electric field?

Yes **No**

9. -What kind of resources would be useful for learning technical vocabulary? Choose the ones you consider appropriate:

Worksheets

Textbooks

Posters

Technical activities manual

10. - Can the application of an English technical manual together with funny activities help to improve your learning of technical vocabulary?

Yes **No**

THANKS FOR YOUR COOPERATION



Universidad
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Cotopaxi

**COTOPAXI TECHNICAL UNIVERSITY
ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC
SCIENCES
Latacunga-Ecuador**

**INTERVIEW ADDRESSED TO THE ENGLISH TEACHERS AT
“TECNICO PUJILI” HIGH SCHOOL**

Objective: The present interview is intended to know how the English language for specific purposes helps to the electrical technical field.

1. – The English language is known around the world as being the most spoken language used in all areas of knowledge. Do you think it is important the learning of the English language?

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.....

2. – The learning of English language has different purposes. Have you ever heard about English for Specific purposes? What is it about?

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.....

3. – Have you ever taught technical vocabulary applied to the electrical field in your classes? Why?

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.....

4. – What kind of strategies do you consider are the most suitable for the teaching of technical vocabulary?

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.....

5. - If you had an English technical manual applied to the electric field with a variety of didactic activities, would you use it in your classes? Why or why not?

.....
.....
.....
.....
.....

THANKS FOR YOUR COOPERATION

VOCABULARY'S ANSWERS

UNIT 1

READING ACTIVITIES

Activity 1

a. - Circuit breaker

b. - Light bulb

c. - Wire Stripper

d. - Light fixture

e. - Screw - Wire nut

f. - Mounting Bracket

LISTENING ACTIVITIES

Activity 2

Listen and repeat

Activity 3

a, b, c, d, e, f, g

WRITING ACTIVITIES

Activity 4

a. - Wire Nuts

b. - Light Bulb

c. - Mounting Bracket

d. - Screwdriver

e. - Screws

f. - Wire Stripper

g. - Wire

Activity 5

1.- Wire nuts

2.- Wire

3.- Wire Stripper

4.- Screwdriver

5.- Light Bulb

6.- Mounting Bracket

7.- Screws

UNIT 2

READING ACTIVITIES

Activity 1

e. Component

f. Circuit

g. Human

h. External

Activity 2

a. - Remove

b. - Clip off

c. - Bend

d. - Grip

e. - Wrap

Activity 3

b. - How to install a switch

LISTENING ACTIVITIES

Activity 4

Listen and repeat

Activity 5

1 b

2 a

3 c

Activity 6

a.-3 Wire connectors

b.-1 Electrical tape

c.- 2 Masking tape

d.- 5 Wall plate

e.- 4 Wire

WRITING ACTIVITIES

Activity 7

a.- Loosen

b. - Clip off

c. - Bend a Hook

Activity 8

a. - Attach/Attach

b. - Wrap /Screw

SPEAKING ACTIVITIES

Activity 8

Speaking

Activity 9

Information to be changed

Materials *by tools*

Flat head screwdriver

Phillis head screwdriver

Wire stripper

UNIT 3

READING ACTIVITIES

Activity 1

1. - b 8 steps
2. - a Turn off the power
3. - c Screwdriver

Activity 2

- a. - Wires
- b. - Inspect
- c. - Attach
- d. - Screw

LISTENING ACTIVITIES

Activity 3

Listen and repeat

Activity 4

- a. -3
- b. - 2
- c. - 5
- d. - 4
- e. - 1

Activity 5

1.- a

2.-c

3.-d

4.-e

5.- f

WRITING ACTIVITIES

Activity 6

- a.** - Turn off the power to the receptacle from the main fuse or circuit panel
- b.** - Unscrew and remove the cover plate then use a voltage tester to make sure that the circuit is dead.
- c.**- Unscrew the receptacle from the electrical box and pull it out with the wires still attached.
- d.** - Remove the wires.
- e.** - Inspect the old receptacle to see if the break-off tab connecting the two sets of terminals on each side of the receptacle is broken off. If it is, remove the corresponding tabs from the new receptacle. /
- f.** - Attach the wires to the terminals of the new receptacle.
- g.** - Push the new receptacle back into the electrical box and screw it in place
- h.** - Screw on the cover plate and then turn on the power.

Activity 7

- a.**- Needle- nose pliers
- b.**- Cover plate
- c.**- Pliers
- d.**- Duplex outlet
- e.**- Wire nuts

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

UNIT 4

READING ACTIVITIES

Activity 1

a 2

b 1

c 3

d 5

e 4

f 6

Activity 2

a. - Set

b. - Install- silicone

c. – Adjust

LISTENING ACTIVITIES

Activity 3

Listen and repeat

Activity 4

a.- 10

b.- 9

c.- 7

d.- 8

e.- 5

f.- 6

g.- 3

h.- 4

I.- 2

J.- 1

WRITING ACTIVITIES

Activity 5

a.- Silicone

b.- Clockwise

c.- Adjust

Activity 6

a.- Tape measure

b.- Power strips

c.- Screws

d.- Knob

e.- Multimeter

f.- Drill

g.- Silicone

h.- Clockwise

i.- Electrical box

j.- Sensor

Activity 7

a.- Multimeter

b.- Tape measure

c.- Drill

d.- Screws

e.- Knob

f.- Sensor

UNIT 5

READING ACTIVITIES

Activity 1

a.- True

b.- False

c.- False

d.- True

e.- True

f.- True

g.- True

Activity 2

a. - Move again

b. - To get into

c. - To add

d. - To protect

e. - To recover

Activity 3

1 b

2 a

3 g

4 e

5 d

6 f

7 c

Activity 4

a.- False

b.- False

c.- False

d.-True

e.-True

LISTENING ACTIVITIES

Activity 5

Listen and repeat

Activity 6

a.- Bell

b.- Copper wire

c.- Tacos plastic

d.- Clamps

e.- Stiletto

f.- Scissors

g.- Hammer

WRITING ACTIVITIES

Activity 7

a.- Bell

b.- Copper wire

c.- Tacos plastic

d.- Clamps

e.- Hammer

f.- Scissors

g.- Stiletto

Activity 8

| | | | |
|-------------|------------|--------|---------|
| screwdriver | protective | copper | cable |
| gird | plugs | bell | spliced |

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

UNIT 6

READING ACTIVITIES

Activity 1

a 2

b 4

c 5

d 1

e 3

WRITING ACTIVITIES

Activity 2

Board - Automatic Door - Stepladder - Nut Driver - Adjustable end

Wrench - Hammer - Wrenches - Hacksaw - drill

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

Activity 3

1. - Board

2. - Automatic Door

3. - Stepladder

4. - Nut Driver

5. - Adjustable end

6. - Hammer

7. - Wrenches

8. – Hacksaw

Activity 4

1.- Automatic Door

2. - Nut Driver

3.- Board

4.- Hacksaw

5.- Stepladder

6.- Wrenches

7. - Hammer

Activity 5

a. - Stepladder

b. - Adjustable End Wrench

c. - Hacksaw

d. - Nut driver

e. - Garage.

LISTENING ACTIVITIES

Activity 6

Listen and repeat

Activity 7

a. - 8

b. - 5

c. - 1

d. - 2

e. - 7

f. - 4

g. - 6

h. - 3

SPEAKING ACTIVITY

Activity 8

a.- Measuring

b.- Attach

c.- Drill

d.- Connect

UNIT 7

READING ACTIVITIES

Activity 1

How to install an electric shower

Activity 2

a ✓

b

c

Activity 3

a. - 1

b. - 2

c. - 3

d. - 4

e. - 5

f. - 6

G.-7

LISTENING ACTIVITIES

Activity 4

Listen and repeat

Activity 5

d

WRITING ACTIVITIES

Activity 6

a. - Electric shower

b. - Chinagraph pencil

c. - Driller

d. - Pipe wrench

e. - Screws

F.-Screwdriver

Activity 7

- a. - Electric shower
- b. - Chinagraph pencil
- c. - Screws
- d.- Pipe wrench**
- e.- Screwdriver**

Activity 8

- a. - Chinagraph pencil**
- b. - Driller**
- c. – Screws
- d.- Pipe wrench

Activity 9

a. - Hold the shower unit in position and mark the fixing holes with a chinagraph pencil. Drill holes at the marked positions.

b.- Fit the cover ensuring that the rubber seal is in place.

Fit the rail enough higher 25mm from the spill-over level.

Screw one end of the hose to the handset, making sure you include any washers supplied.

UNIT 8

READING ACTIVITIES

Activity 1

- a. - An installation of a smoke alarm
- b. - Drill, and the screwdrivers
- c. - Smoke alarm
- d. - change it and everything you have here.

Activity 2

- a.- 1
- b.- 2
- c.- 3
- d.- 4
- e.- 5
- f.- 6
- g.- 7

LISTENING ACTIVITIES

Activity 3

Listen and repeat

Activity 4

- a X
- b.-
- c.-
- d.-

e.-

f.-

g.- X

h.-

WRITING ACTIVITIES

Activity 5

a.- Battery

b.- Control Panel

c.- Smoke Detector

d.- Manual station

e.- Devices Notifications

Activity 6

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

Activity 7

a.- Battery

b.- Device Notifications

c.- Control Panel

- d.- Manual Station
- e.- Smoke Detector

Activity 8

- a.- Device Notifications
- b.- Smoke Detector
- c.- Control Panel
- d.- Manual station
- e.- Battery

SPEAKING ACTIVITIES

Activity 9

Speaking

Activity 10

- a. - Trace the mounting holes onto the wall or ceiling where it is installing the unit, and then places the unit away drilling dust and debris.
- b. - Drill a hole at the center of each mounting whole tracing.

PROGRESS CHECK'S ANSWERS

UNITS 1 AND 2

ANSWER KEY

Writing

A. Look at the pictures and write the name of materials and tools use to install a light bulb.

2. Wire Nuts
3. Light Bulb
4. Screws
5. Wire

B. Look at the pictures again. Complete the sentences with the correct word.

2. A **light bulb** is supplied with electric current by feed-through terminals and wires.
3. A **wire stripper** is a pair of opposing blades much like scissors used to cut and removes the insulation from the other.
4. 3. The **swires** have a head on one end which contains a formed shaoe that allows it to be turned or driven with a tool.
5. A **wire** is a single, flexible strand or rod of metal used to bear mechal loads or electricity.

READING

INSTALLING A LIGHT BULB

C. - Read and circle the correct word

Turn **off**/ on the circuit breaker associated with the light then examine that the old/**new** light fixture has two wires coming out: a white wire and a **black**/red wire thus separates the wires a little using the **wire stripper**/ hammer to expose an inch of bare wire on each end after, attach them protruding from the ceiling box to the wires on the light fixture then, twist the exposed parts of the white wires and black together clockwise, and then screw the screws/**wire nut** onto the ends. Finally, tuck all the wires neatly into the ceiling

box, and then screw the fixture's mounting bracket into the ceiling box.

VOCABULARY

D.- Match the words with the pictures.

3. C

4. B

5. A

6. E

COMPREHENSION

E. - Write the letter of each sentence to its description below.

b. 4

c. 2

d. 3

e. 5

PROGRESS CHECK'S ANSWERS

UNITS 3 AND 4

ANSWER KEY

INSTALLING AN ELECTRICAL OUTLET

A.- Read and circle the correct word.

First, turn off the power to the receptacle from the main fuse or circuit panel. Second, unscrew and remove the **cover plate**/ light bulb; third, unscrew the receptacle from the electrical package /**electrical box** and pull it out with the wires still attached. Fourth, remove the wires. Then, carefully inspect the old receptacle to see if the break-off tab connecting the **two**/three sets of terminals on each side of the receptacle is broken off. Thus, attach the **wires**/screws to the terminals of the new receptacle. Finally, Screw on the cover plate and then turn **on**/off the power.

COMPREHENSION

B.- Complete the sentences with the words in the box.

2. voltage tester
3. Electrical box
4. tabs
5. wires

WRITING

C.- Unscramble the letters and write the materials and tools.

2. duplex outlet
3. cover plate
4. Wire nuts
5. Pliers

VOCABULARY

D.–Find the words from the box in the words soup.

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

E. Write the words under the correct picture.

2. Tape measure
3. electrical box
4. sensor
5. silicone
6. knob

PROGRESS CHECK'S ANSWERS

UNITS 5 AND 6

ANSWER KEY

A.– Write the tools and materials for each definition.

1. clamps
2. hammer
3. bell
4. Copper wire

WRITING

B.- Complete the steps to install a bell with words in the box.

*First, **remove** the old **doorbell** switch. Then, connect the wires to the new switch. Thus, attach the new doorbell switch to the wall, After, Remove the old **chimes**, And Then, Connect the **wires** to the new chimes. Then, secure the new chimes into position. Finally, **restore** power, and test the bell*

READING

C.- Look at the pictures and write the name the correct materials and tools.

2. Hammer
3. rawl plug
4. Bell
5. Stiletto

D.- Match the words according to the picture

- A. 3
- B. 4
- C. 2
- D. 5
- E. 1

E.– Write the steps to install an automatic door with the following words in the box.

Attach the flag **bracket** and horizontal angle, and connect them to the **jamb**. Then, connect the torsion **tubs** and the springs, and place them in each bracket. After **measuring** the length of release of the spring, tighten the **screws** to the torsion tube. Thus, secure the left side drum, and then the right side drum. Finally, attach the tube retainer and wind the spring.

PROGRESS CHECK'S ANSWERS

UNITS 7 AND 8

ANSWER KEY

A. - Look at the pictures about materials and tools use to install an electric shower then circle the correct answer.

2. C

3. B

4. A

5. C

READING

B. Read and circle the correct word in the steps to install an electrical shower.

First, Hold the shower/bell unit in position and mark the fixing holes with a hammer/china graph pencil. Drill holes at the marked positions. Then, feed the pipe and electric cable through the back plate/wall plate of the unit. Then, connect the inlet pipe to your shower unit, using a pipe wrench to tighten the compression fitting. After, fit the cover ensuring that the rubber seal is in place. Next, fit the wall/rail enough higher 25mm from the spill-over level. Finally, wire/screw one end of the hose to the handset, making sure you include any washers supplied.

COMPREHENSION

C. Write true or false before each statement.

2. True

3. False

4. True

5. True

WRITING

D. - Look at the pictures and write the name the correct materials and tools.

2. Smoke Detector
3. Manual station
4. driller
5. control Panel

E.- Look at the pictures and find the words in the words soup.

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