



# “COTOPAXI” TECHNICAL UNIVERSITY

## ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC SCIENCES

### THESIS

### TITLE:

**“DESIGN AND DEVELOPMENT OF A MODULE WITH  
INTERACTIVE ACTIVITIES, AIMED TO STUDENTS OF THE  
FIRST ENGLISH LEVEL AT AERONAUTICAL SUPERIOR  
TECHNOLOGICAL INSTITUTE; ACADEMIC YEAR 2012-2013”**

**Thesis presented previous obtaining the Sciences of Education Degree with  
major in the English language**

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Latacunga – Ecuador  
April 2013

## THESIS DIRECTOR'S ENDORSEMENT

I, as the thesis director of this investigative work about:

**“DESIGN AND DEVELOPMENT OF A MODULE WITH INTERACTIVE ACTIVITIES AIMED TO STUDENTS OF THE FIRST ENGLISH LEVEL AT AERONAUTIC SUPERIOR TECHNOLOGICAL INSTITUTE; ACADEMIC YEAR 2012-2013 ”**, developed by Jorge Patricio Mejía Salinas, applicant of the English Career, consider that this investigative report contains the methodological and scientific requirements which are enough to be evaluated by the thesis validation court at Honorable Academic Board from the Academic Unit of Administrative and Humanistic Sciences, for its study and qualification.

Latacunga, April, 2013

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## **AUTHORSHIP**

The criteria of the present investigation: “**DESIGN AND DEVELOPMENT OF A MODULE WITH INTERACTIVE ACTIVITIES AIMED TO STUDENTS OF THE FIRST ENGLISH LEVEL AT AERONAUTIC SUPERIOR TECHNOLOGICAL INSTITUTE; ACADEMIC YEAR 2012-2013**”, are the author’s exclusive responsibility.

Patricio Mejía Salinas  
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## **THANKFULNESS**

In this research work is synthetized the effort of my professional career. With this investigation I hope to contribute for the benefit of the “COTOPAXI” Technical University and the Ecuadorian Air Force English learning training, as a second language and also to the institutional interest issues; I want to recognize the effort of the UTC instructor’s team, they provided us the adequate knowledge, during our bachelor training.

Patricio

## **DEDICATION**

I dedicate the present work investigation to my wife; Salomé, daughter and sons Yessenia, Jorge and Gabriel; they have been the inspiration and support in my career; they have continuously and permanent stimulation with strength to go forward with faith, optimism and enthusiasm to accomplish the objectives, day by day in all my professional activities.

Patricio

## **ABSTRACT**

It was examined the operationalization of the curriculum at the micro level which is necessary to diagnose, correct, and designing new strategies to meet the needs of the environment and of life today, given the importance of speaking English and the need to have an effective teaching resource that allows them to increase the interest in learning this language in their students by transforming it into a starting point to develop their innate ability to reason logically.

On the basis of the application of surveys, interviews and other instruments that gave a clear view of what the short comings are in the teaching learning of English, it was possible to know the reality observed in the Language Centre of ITSA that has no teaching materials to reinforce the normal process of teaching – learning the English Language, with the clear goal that students of the First level sufficiency will be motivated to learn a second language in a practical, natural and funny way.

The propossal shows a theoretical way the manner in which the module was structured as a practical contribution to the establishment of activities in an interactive methodology that allows the learner to develop the receptive and productive skills of the second language efficiently and effectively.

The English module will highlight the social, internal and external motivation for the students of the English First Level, also achieved to generate a society which begins with the language by generating a positive change in the teachers and students' attitude which will reflect a productive, progressive and educated country.

## INTRODUCTION

Nowadays, the world is developing the globalization, that for, is mandatory the knowledge of English as a second language, all over the world the use of literature, manual instructions, references about the development of human knowledge is written in English. English is a domain language. We can find all kinds of books, songs, movies, training centers, international conferences, TV stations, instruction procedures, publication about sciences and technological advances written in English.

Educational training centers in Ecuador had developed curriculum nets, and modified its content in order to teach the students the knowledge and practice of English to better understand the technology, to increase and develop their capacity and better understanding their professional skills, however it is extremely important to select the didactic material to apply and understanding English as a second language, realizing that all kind of information will be written in English.

In the province of “COTOPAXI”, the English language has been increasing in importance, most people had realized the necessity of learning English as a second language, because people should have a better job opportunity that is why it is very important to increase the knowledge of English and obtain adequate didactic materials to aid the English teaching – learning process.

Aeronautic Superior Technological Institute (ITSA) has been developing courses of sufficiency in the English Language, with adequate didactic materials, teachers contribute to the technological careers the Institute offers, to reach an optimum knowledge of English, increasing that way the competitive and efficiency of students to reach their goals and the study programs in each branch.

The present work determines the weaknesses of the English sufficiency program and contents to demonstrate the necessity and usefulness of the didactic materials as an aid to develop the English skills competently.

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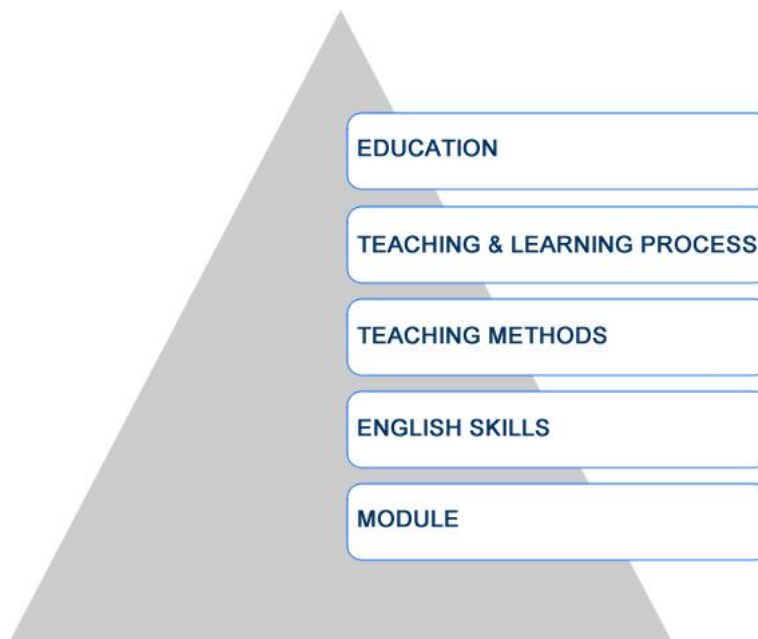
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# CHAPTER I

## 1.1 BACKGROUNDS

It is considered appropriate the theoretical grounding research on interactive activities to improve the process of learning the English language, for which you must perform a thorough analysis of some important issues relating to the models, methods, and teaching techniques appropriate for the effective improvement of the English language, together complemented with the implementation of technology strategies to consolidate the process of second language skills, this will allow the student to gain knowledge that will ensure an optimal development as communication is concerned.

## 1.2 CATEGORIZATION



In the pyramid you can see the process that will be considered for expansion by the interactive activities, where one takes into consideration the education, the teaching and learning process, teaching methods (communication partner), English skills and teaching resources in this case becomes the module.

Another important aspect will be to develop cognitive competence will facilitate the student to grasp, understand and interpret information from oral and written sources in the English language, using and applying various strategies that will make for easy understanding oral and written messages, according to different communication situations.

Acquire communicative competence, linguistic, sociolinguistic, discourse and strategic is another advantage of the research, to produce oral and written messages with different communicative intentions, selecting those linguistic and extra linguistic resources needed to communicate their views, intentions, opinions, everyday life situations. Additional competition will develop an attitude that promotes good exercise and professional development.

## **1.3 EDUCATION**

### *1.3.1 Definition*

**According to J. Schmieder: "Education is the collection method of synthesis and educational measures that are based on psychological knowledge, clear, secure, complex, and logical laws artist skillfully made without detour to reach previously set." In this sense, the method Teaching is one of the points that help development in the educational process, as this is a systematic way to guide learning in fulfillment of a goal, which is to understand the truth of what is learned.**

Education in its general sense is a form of learning in which the knowledge, skills, and habits of a group of people are transferred from one generation to the next through teaching, training, or research. Education frequently takes place under the guidance of others, but may also be autodidactic. Any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational.

### 1.3.2 Importance

Education is not all about studying and getting good marks. It is really a means to discover new things which we don't know about and increase our knowledge.

An educated person has the ability to differentiate between right and wrong or good and evil. It is the foremost responsibility of a society to educate its citizens.

Focus should be on women's education because the knowledge and empowerment of one woman can bring about a change in a family and even the society as a whole. It is the uneducated and illiterate people who think women are not entitled to education.

A person becomes perfect with education as he is not only gaining something from it, but also contributing to the growth of a nation.

We must realise the importance of education. We must aim to ensure that each citizen of our nation is educated and independent. Education is the key to unlocking a potential of country for economic growth.

### 1.3.3 Characteristics of Education (3.0)

	Education 1.0	Education 2.0	Education 3.0
Meaning is...	Dictated	Socially constructed	Socially constructed and contextually revented
Technology is...	Confiscated at the classroom dor (digital refugees)	Cautiously adopted (digital immigrants)	Everywhere (ambient, digital universe)
Teaching is done...	Teacher to student	Teacher to student and student to student (progressivism)	Teacher to student, student to student, student to teacher, people-technology-people (co-constructivism)



Schools are located...	In a building (brick)	In a building or online (brick and click)	Everywhere (thoroughly infused into society: cafes, bowling alleys, bars, workplace, etc.)
Parents view schools as...	Daycare	Daycare	A place for them to learn, too
Teachers are...	Licensed professionals	Licensed professionals	Everybody, everywhere
Hardware and software in schools...	Are purchased at great cost and ignored	Are open source and available at lower cost	Are available at low cost and are used purposively
Industry views graduates as...	Assembly line workers	As ill-prepared assembly line workers in a knowledge economy	As co-workers or entrepreneurs

Image source, Perspective on Invisible Learning by John Moravec

- Meaning is social constructed and contextually reinvented.
- Technology is everywhere (digital universe).
- Teaching is done teacher-to-student, student-to-student, and people technology-people (co-constructivism).
- Schools are located everywhere (fully infused in society).
- Parents view schools as a place for them to learn, too.
- Teachers are everybody, everywhere.
- Hardware and software in schools are available at low cost and are used (strategically).
- Industry views graduates as co-workers or entrepreneurs.

#### *1.3.4 Superior Education Normative*

**Art. 124.- Formación en valores y derechos.- Es responsabilidad de las instituciones del Sistema de Educación Superior proporcionar a quienes egresen de cualesquiera de las carreras o programas, el conocimiento efectivo de sus deberes y derechos ciudadanos y de la realidad socioeconómica, cultural y ecológica del país: el dominio de un idioma extranjero y el manejo efectivo de herramientas informáticas. (LOES)**

**Artículo 1.- Disponer que las y los estudiantes de las carreras de Educación con mención en inglés o su equivalente, rindan, durante el mes de noviembre de 2012, un examen de suficiencia en inglés, con la finalidad de determinar si los resultados de aprendizaje alcanzados por cada uno de ellos, corresponden al nivel 82 de inglés, de conformidad con la definición establecida por el Marco Común Europeo. (RPC-S0-036-No.262-2012 CONSEJO DE EDUCACION SUPERIOR)**

## **1.4 TEACHING AND LEARNING PROCESS**

In high school, there has been research to identify the reasons why students are not motivated to learn naturally as a second language is English, due to many factors such as lack of teaching materials including innovative activities develop the four language skills, as: APARICI, R., Garcia, A. (1988, s/w) argue that “a teaching resource is any material that has been developed with the intention of facilitating the teaching role and in turn the student. Keep in mind that educational resources should be used in an educational context”.

With the statement is necessary to use teaching resources to guide the educational process and that while it is not a straitjacket, if an instrument that guides, motivates and improves the results presented, it is clear that it must be methodologically designed.

The application of technological resources in the development of knowledge is critical since you can practically make effective progress and compliance objectives in a subject, and involvement with Technology offers students the opportunity to contact people around the world and share cultural, technological and knowledge.

**According to Gonzales, Aldo (2004, p 7) the impact of the use of technology is "a reality that cannot be overlooked. There is no doubt that the challenge to adopt the technology in the way we educate is very large, but the benefits that can be obtained after that are even greater”.**

What was said by the author, is of great significance determines the access to a technology-based education, as each man feels the need to improve their qualifications, opportunity that can be accessed through technological tools regardless of their country of residence.

WIKIPEDIA, Free Encyclopedia, Teaching defines as "scientific and educational discipline whose object of study existing processes and elements of teaching and learning." According to this definition, it is necessary that every teacher knows what is Teaching and apply the various techniques and ways of teaching, all of which must be adapted to the needs of teachers. Then he said that every teacher should investigate and innovate daily best educational strategies to improve didactics. This process, it is agreed that a new resource and teaching applied in learning a second language such as English, contribute to conceive it as easy to understand and a great contribution to the natural acquisition of an additional language.

#### The Interactive Language Teaching

What is interaction? How long the beginning of the study of language classes should be interactive? To answer these questions we analyze the theory that is detailed below:

**Rivers, Wilga (1987 p. 4-5) states: "Through the interaction students can increase their language while storing them can hear or read material authentic language, or even the production of their peers in a discussion, short stories, or business conversations. In the interaction, students can use what they own language - all they have learned - in real-life exchanges. Even in the elementary stage, thus they learn to exploit the elasticity of language".**

The interaction is a very important word in the language, in the era of communicative language teaching, the interaction is actually the heart of communication. Send and receive messages, interpret them in context, analyze content and collaborate to achieve certain purposes. And after several decades of

research on the learning of languages, it has been discovered that the best way to learn to interact is through oneself.

Interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect of each other. Theories of communicative competence emphasizes the importance of interaction as humans use language in various contexts to negotiate meaning, to get an idea of a person's head and into the head of another and vice versa.

#### ***1.4.1 Communication***

The "Communication" has multiple meanings that help us better understand the processes, the existing models and communication in general. It would therefore be a mistake, drop some definitions:

**Moreover Frederic Francois (1997 p. 155) says that communication is the act by which engages an individual or an institution located in a time. At one point "R" given receiver, experiences and other environmental individual located in another era. Elsewhere "I" ISSUER, using the elements of knowledge they have in common (vicarious experience).**

The key elements of the communication process are:

**Who:** Refers to the issuer, ie the origin, the source of all communication. Laswell included in this denomination all categories of issuers from simple news reporter to international agencies or newspaper advertising.

**He says:** What the sender communicates, this is the message here. The message sign is set by the issuer expressed receptor targeting. The message has a content and code. Content is the referent of the messenger who says it. The code is the language on which the message is how to stop expression. The analysis of the information Laswell says that the mainly content message in statistical terms by making a systematic classification and quantitative information of the message data.

**On which channel:** This is the means, routes, channels used to transmit the message. Laswell introduced the notion of media analysis, in research or the best channels to get the message.

**Who:** Refers to the recipient receives the message. To Laswell, analysis of receptors is mainly quantitative, because advocates measured in terms of quantity the universe to reach to isolate one or more parts.

**With what effect:** the impact is produced in the receiver to receive and understand the message. It is the result of the communication. This impact should be measurable through impact analysis, when talking about 'different types of communication that are' actually refers to the different ways to communicate the messages and responses. Below are listed the following examples:

The captain of a ship can send messages in Morse code at night to another vessel by a powerful lamp. Maritime communication?.

Novel blind can read Braille. Blind communication?.

Whale treble sounds transmitted through miles of the ocean. Whale communication?.

Communication is one. Which sends the message transmitted to the receiver in a style fit, and the one who receives and understands sends the response to the broadcast, thus receives the indication that the communication was carried out together.

Therefore, if someone speaks of administrative communication, sea, air, military, medical, advertising, journalism, children, is meant to refer to details and styles that make it easy to communicate between each other, for example, Airmen must learn to use certain specific expressions to communicate with the airport control

tower, usually certain phrases and codes specifically designed to facilitate understanding, because the laws so required.

Each branch has technical language or jargon to communicate mode messages that best understand the members thereof, so that although for any of we, the word 'latent' means, according to the dictionary, 'hidden' or 'hidden', for physical or chemical means something completely different.

Administrative communication consists in books on management, maritime communication is in the books on navigation, communication in the books journalism is journalism, each one has its protocols, codes and styles. Doctors, lawyers and naturists have compiled their own dictionaries of technical terms, if you study languages, you should know that there is technical English, technical German, Japanese technical ... in almost all languages.

In short, communication is essentially the same everywhere in the universe, where a transmitter sends a message to a receiver using a medium or communication channel, and the result is the communication between the two.

Of course, even if you do effective communication, the receiver can agree or disagree, the communication is in itself neutral, regardless of the consequences, those involved may respond in one way or another, the important thing for most humans is that is clear and understandable, easy to remember, that touches the heart and that in no way be boring.

#### ***1.4.2 Language Proficiency***

Linguistics is the science of language that can focus on sounds, words and syntax of a particular language, in the relationships between the languages, or in the common features of all of them, taking the psychological and sociological linguistic communication.

In the field develops procedural language competence that includes the exercise of the fundamental skills of reading, writing, speaking and listening, teachers of other subjects have severely criticized the way the language is taught, found that after long years of study students aspirations were dashed, because they were not able to read or write correctly solvency, the abundance of information content and the traditional approach eminently historical literature, have impeded the development of skills in the use of language and thought, becoming further obstacles to understanding other latest knowledge.

Recent research on the language skills of high school graduates who begin their training, they clarify that students have little formal thinking development of procedural language skills, this diagnosis has been determined that the procedural receive special treatment, because the subject has its rationale and assesses the extent to attain language skills: speaking, listening, reading and writing, ensuring, in turn, proper management, critical and creative communication.

You can teach everyone to speak, to write, to read, to listen and, therefore, to think clearly enough, skill and efficiency, though perhaps not always and in all cases with impeccable correctness, indeed, many Students have possibilities of literary expression should not interfere with rules and prohibitions. In the attitudinal literature which is a highly formative, because through it we came to the understanding of the world and of man, both in a harmonious or chaotic, as in the general or specific conception of paradoxical vision of the world that she can recognize.

The student will assess the speaking and writing, their own and others, for this building exercises, analysis and discussion will be considered as forming aesthetic and social criteria (such as acceptance of diversity and the different) as elements contributing to the formation of personality, appreciation, respect, awareness and solidarity with all humanity, is an important part of such content, as a linguistic expression is concerned, the following points should be considered:

- The phonetics and phonology
- Suprasegmental elements (pitch, volume, fluency)
- The nominal and verbal morphology
- The syntax
- The coherence of the speech

Pragmatic aspects: establish, maintain and terminate communication and functionally adequate.

On the pragmatic aspect, is distinguished by at least three uses of language (in the terminology of Austin and Searle):

- What it says (*Locutionaryforce*);
- How do you say (*Illocutionaryforce*);
- How to Do Things with Words (*Perlocutionaryforce*).

From this analysis we can construct a scheme more or less complete evaluation to arrive at a qualitative description of students' oral communication, the same as always lies between two opposite poles: the pole of the full and functionality, it is a much more comprehensive evaluation scheme, the more difficult to handle it, a scheme 'functional' has the following elements:

- Pronunciation
- Lexicon
- Morph syntax
- Understanding
- Fluency
- Coherence and interaction
- Sociocultural aspects



### ***1.4.3 Efficient Communication in English***

It can be defined as the efficient communication of a message transmission, directly or indirectly from a sender to a receiver and vice versa, by a properly ordered sign system, which are characterized by being logical and consistent, which are emitted while naturally, to teach reading and writing, the teacher should be knowledgeable and should be literate in the language of instruction.

A teacher does not have to necessarily be a native of the country of origin of language, but must have an adequate level of fluency, the main difficulty is not to be able to produce sounds that correspond to the letters you are teaching, so that the correct pronunciation of each letter in the alphabet is vital so that learners understand and recognize the same, pronunciation can be difficult for those with low levels of language fluency.

Oral skills play an important role in language teaching, it is necessary to ask what you mean exactly, to decide what is means we can and should be used to achieve the objectives of the communication that we consider important, the first question required to make is to know what we mean by talking, and what we mean by speaking well, the answer might be called semantic approach that is the position according to which transport and transfer talk is a content, encode and decode.

Another answer is pragmatic approach considers that something is done with the tongue, not so much to codify a pre-existing content, but to influence the other (convincing him to do something) or build something (the context of a story or an event), this approach is about the concept of the speech act, introduced by Austin and Searle, the same that is integrated into the teaching of modern languages for some time, to clarify, cites three definitions of speech acts:

1. The content (what is said) [design almost identical to the first approximation of the language];
2. The pragmatic conception (rhetoric) [sophistic conception, many centuries old, it still has value, even for language teaching];

3. The didactic concept (the concept or label under which certain structures are mentioned).

Another definition of dialogue offers us Carmen Bobes Ships (1992:41), in stating that the dialogue is:

- An interactive semiotic process where several subjects
- The process that develops with alternating shifts governed by social rules
- A progressive semantically processes moving towards unity in the sense that all interventions converge

This definition has the advantage of considering the language spoken in terms of trade, low aspect present in the other approaches.

By producing a dialogue, not infrequently a fault, it is clear that the apprentice is not fully fit in the language you are practicing and have no experience and reserves of native language, more errors, it should be resulting in consideration false reduce the nation's sole error linguistic expression, since there are more fields in which such failures can occur. Sophie Moirand distinguish between various levels of expression (Bérard 1991, PP19): the linguistic level, the level of discourse, the reference level and the socio-cultural level, in each of these can cause communication failures.

By the above it can determine which man has the need to communicate to survive, either orally or in writing to do so you must know the same code receiver to be understood, and well it is said that communication is learned, and from birth learn to communicate in one way or another, babies communicate or express what they feel or what they want through gestures and cries and as the years go learn more ways of communicating, learning the code you learned in home and out of it, just as written communication.

#### ***1.4.4 Communicative Ability***

Achieving communicative ability or possessing a degree of proficiency in the English language implies, have sufficient knowledge accrediting him as best person to communicate their ideas, thoughts and criteria naturally through this foreign language. The research aims to incorporate English as a tool to help develop communication skills of students and future professionals to supplement your profile and be useful to society, to a level that allows them to access texts and literature in English, communicate in social, labor and academics, expand the possibilities to apply for scholarships and internships abroad, student exchange enable greater mobility, then the role of the English area focuses on organizing, producing and evaluating teaching and result of learning English.

All this in turn will contribute to achieve a better employment through an unavoidable tool in the globalized world. Thus, learning English becomes not only an instrumental but expanding cultural horizons and possibilities for further training also allows linking undergraduate studies with postgraduate and other.

### **1.5 TEACHING METHODS**

I have to take in consideration this issue to support a philosophical definition of what a method KLINBERG (1980).

From the point of view of philosophy, the method is simply a set of rules that determine the types of possible systems of certain operations from initial conditions that determine a specific goal. Other definitions include NÉRICI IMIDEO of affirming that the teaching method "is the set of logically coordinated movements and techniques to direct student learning toward certain goals."

For Dewey John "method means the combination of the material that makes it more effective to use, the method is nothing outside the material, is simply a treat this with minimal expense and energy."

In general and according to philosophical definitions raised here, it is concluded that a method is a path leading to targets.

<b>Logic Methods</b>	<b>Learning Estrategies – Procedures</b>
<b>Inductive</b>	Observation Abstraction Comparation Experimental General
<b>Deductive</b>	Aplication, Comprobaton, Demonstation
<b>Analitic</b>	Division Clasifiction
<b>Sintetic</b>	Recapitulation Diagrama Definition Conclusion Resume Sinopsis Esqueme

### ***1.5.1 Pedagogical methods***

Following the classification of Pinkevich and Gonzalez, teaching methods are classified into logical methods or knowledge and secondly traditional pedagogical methods.

Traditional methods are based on dogmatic unlimited confidence in human reason and based on the teacher's authority, was the medieval school method, but still continues in many schools, in this method the student receives as a dogma everything the teacher or the textbook conveys; requires special skills educators with exhibitors, as the way in which students receive knowledge is through descriptions, narratives and discourses about facts or events, the pupil turn responds to the requirements of the teacher through written assignments or tasks or form recited (from memory).

The abstract method verbalist reproductive learning and promotes the passive attitude of the students preventing the development of critical and reflective thereof.

### ***1.5.2 Methods of teaching English language***

There are several methods in the learning of English among them are listed as follows:

#### ***1.5.2.1 The communicative method***

Known also as a method of communicative language teaching (Communicative Language Teaching, CLT) is an approach to language teaching which gives almost importance to the interaction as a means and ultimate goal in learning a language, also known as Communicative Approach.

#### ***1.5.2.2 The audio lingual method***

Resulted from the need to have a good command of oral and aural foreign language during and after the Second World War, is closely related to behaviorism and emphasizes the linguistic precision, arguing that a continued repetition of errors would acquisition of incorrect structures and poor pronunciation, classes, lessons usually organized from a grammatical structure presented in short dialogues, students normally listened to a series of recordings of conversations over and over again and then try to repeat the exact pronunciation and grammatical structures in these dialogs.

Critics say the method audiolingual too much emphasis on repetition and linguistic accuracy not help students to acquire communicative competence in the target language, so it sought new ways of presenting and organizing the teaching of language and defended the notional-functional approach and the communicative approach as the most effective strategies for teaching a foreign language.

### ***1.5.2.3 The Total Physical Response (TPR) method***

Also known as Total Physical Response method is a set of methods developed by Dr. James J. Asher, a professor of psychology at San Jose State University, for help in learning the language, the method is the assumption that when learning an additional language, this language is internalized through a process of decryption code, similar to the development of the first language and this process allows a long period of development of understanding before production of language, students are called to respond physically to verbal commands.

### ***1.5.3 Teaching***

In the field of teaching is infallible omit one of the most important parts such as the Teaching, being the science of education and is involved in the teaching - learning to get learner's intellectual formation, there that from practice to build on the theory that it may in turn influence the new and improved reflective practice, the theoretical aspect of teaching is related to the knowledge that elaborates on the processes of teaching and learning, while its practical aspect is the application of those skills in effective intervention in the actual processes of teaching - teaching classifying as follows:

#### ***1.5.3.1 General Teaching***

- It deals with the general principles and standards to guide the teaching - learning to educational objectives.
- Study the elements common to education in any situation by offering an overview.
- Provides descriptive models, explanatory and interpretative applicable to general teaching of any subject and in any stage or educational settings.
- Worries critically analyze the major currents of thought and teaching prevailing trends in contemporary education.

### ***1.5.3.2 Differential Teaching***

- More specifically applies to different situations of age or subject characteristics.
- The teaching is incorporated differential general teaching as she arrives to give a full response to the problems of student diversity.

### ***1.5.3.3 Teaching special or specific teaching***

Try explaining to the general educational standards of each discipline specific field or area of study.

### ***1.5.4 Andragogy***

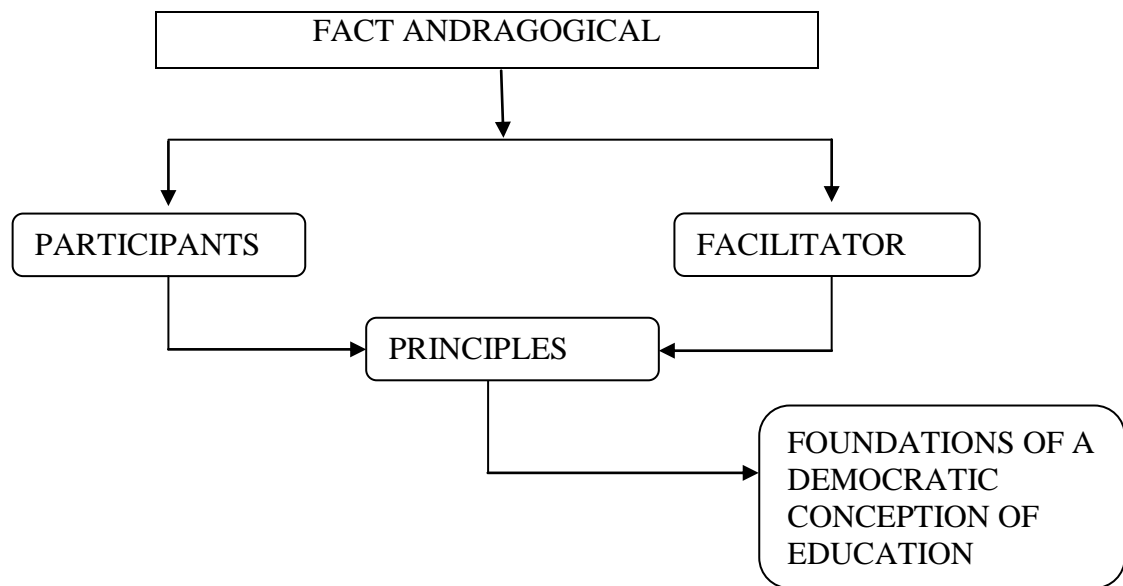
Multiple authors have attempted to conceptualize it as a science, like others, has had its history and development, the term Andragogy reported first used by the German teacher Alexander Kapp, in 1833, in order to give explanation to the theory Plato's educational, not being in widespread use, is forgotten. Later Eugen Rosenback, early twentieth century takes the term to refer to all curricular elements specific to adult education, such as: teachers, methods and philosophy.

Alcalá makes a more comprehensive proposal in greater depth and conceptualizes its conception and practice andragogical explains is "a set of actions, activities and tasks to be managed by applying andragogical principles and strategies appropriate possible facilitate the learning process in the adult ". Decades later development contemplated in that line of work, it is considered as adult education and university profession delimits the field of andragogy that, based on studies from the perspective of psychology, provides results to design practices using pedagogical principles andragogical and providing the tools to face teaching learning processes involving complex intellectual aspects, motor and affective.

It provides the opportunity for the adult who decides to learn, participate actively in their own learning and engage in planning, programming, implementation and

evaluation of educational activities on an equal footing with their fellow participants and the facilitator, this, together with suitable learning environment, determine what might be called a good practice andragogical. When it comes to adult education must take into account a number of perceptions grouped into:

1. What are the key characteristics of adults should be taken into account in the training process?
2. What determines adult learning?
3. When and where is drunk make adult education?
4. Who is involved?
5. How do adults learn?
6. What is the proper way to teach or help them learn?



## 1.6 ENGLISH SKILLS

**According to Michael L. (1985 p 78) about the language skills says:  
 "A teacher consciously immersed in the teaching of English to use the four basic language skills to improve their own teaching and knowledge of technical theory that can help you be more effective and more efficient"**

The proper development of English language skills are the basics to mastering this foreign language.



### ***1.6.1 Listening***

It is a receptive skill and its main features are the silence maintained by the listener and providing selective attention, according to its objectives, therefore, applying this principle in class, students need a reason to listen and Professor establishing this need must create tasks in accordance with the kind of text to be processed.

#### ***1.6.1.1 Importance of listening***

According UNDERWOOD, Mary (1998, p.1), the listening is "the activity in which we must pay attention and try to understand the meaning of something that we hear," is as important as the other three because it depends on input information a person manages to understand through the degree of concentration, then be the basis for a process to make a strong and efficient.

#### ***1.6.1.2 What kind of listening students should do?***

Jeremy Harmer (1998: 98) argues that this ability "depends on students having interest in it, because through it can understand an easier way." So the listening skill plays a role in this method emphasizes also the importance of the recorders, audio-visual equipment and laboratories as teaching and learning tools.

Some techniques used in this class and method mentioned by Richards and Rodgers (1956), are staggered repetition of prayers and contrasting pairs, in which students hear two words that differ in only one sound, examples: fill / feel; day / they in English, or worse / dog in Spanish with these exercises, students discriminate sounds produced in the same area of articulation, or around it, but with different characteristics such as loudness and elongation, is of great importance that teachers select English listening activities appropriate for each group of students, with these motivating and arouse their interest in learning and improving their level of understanding.

## ***1.6.2 Reading***

It is a receptive activity, since through reading information is received, its characteristics are similar to to listen, that is the person who is reading silently does, select and process information according to their needs and purposes of Just as happens in developing the skills of listening, for this the teacher needs to establish appropriate tasks clear the reasons for study to read.

### ***1.6.2.1 Importance of Reading***

Reading is a really privileged activation and enrichment of language skills, cognitive and affective develop imagination lets read, activate the mental processes, build vocabulary, grammatical structures and narratives, expand and organize the acquisition of information and develop understanding of messages written in different text types, those who read, open your world, can receive information and knowledge developed by others in different situations.

### ***1.6.2.2 What kind of reading students should do?***

**"We live in a society that is experiencing an explosion of alternative texts" (Reading Study Group RAND, 2002, p.xiv), and that "electronic texts that incorporate hyperlinks and hypermedia, present some complications in defining comprehension because they require skills and abilities that go beyond those required for understanding the conventional linear printed text."**

Given the high range of both print and virtual texts must help students select readings that motivate and arouse their interest in understanding and extend their existing knowledge, especially if it is in another language, because the material selected will be part of their cognitive development.

### ***1.6.3 Speaking***

Speaking is a productive activity, it is used to convey information, its main feature is the use of a sound system with meaning, for its development, the teacher must provide a receptive experience who can serve as models and provide ample opportunities for oral practice at the beginning allowing you more free guided gradually.

#### ***1.6.3.1 Importance of Speaking***

Speaking is considered as a productive skill, which is used to transmit information through a sound system, its main use is in the development of the English language and all languages, as it is the core of communication.

#### ***1.6.3.2 What sort of speaking students should do?***

Usually active exercises should be included in the student being the plaintiff in the process and who develop their communication under the guidance of the facilitator who run a dynamic and inclusive.

### ***1.6.4 Writing***

It is a productive activity, it is used to convey information is characterized by using a handwriting with meanings similar to develop the ability to speak, the teacher should provide models of written language in text and provide adequate guided practice to start, the same will become more free later.

#### ***1.6.4.1 Importance of Writing***

Written activities can facilitate speaking indirectly and may be used as warm-up activities or as individual study, when the goal is to improve oral expression, written as such activity should not be difficult if students already know the basics of writing such as grammar, vocabulary and punctuation, the activity becomes easier.

#### ***1.6.4.2 What kind of writing students should do?***

Generally discussed ideas before writing and listening before writing, if students are writing an exam, a letter to a friend, a newspaper article or simply filling a form, it is important for them to communicate effectively and this depends on their ability to structure and organize words and sentences into a meaningful whole.

### **1.7 MODULE**

#### ***1.7.1 Participatory Techniques***

These techniques are tools that help strengthen the organization with staff awareness, resources and procedures are a dialectical approach that allows for creative and transformative practice, in which the student plays a leading role in the activity. With these techniques the educational process becomes more interesting, and most important to insert the student in developing a methodology that activity to find and build new knowledge, in turn are considered as part of a methodology widely used instruments that lead to an active involvement of teachers and students in the teaching-learning process.

With the above then concludes that participatory techniques provide the ability to:

- Create needs to read.
- Provide equal opportunities for language use.
- Cause a positive environment among students.
- Stimulate creativity.
- Motivate students.

Among participatory techniques to develop oral communication English Language lists the following:

### ***1.7.1.1 The debate***

Debate comes from the verb (discuss or argue about something) and mentions a controversy, argument or fight, for example, "Let's finish this debate and start acting", is usually regarded as a technique or a form of oral communication, currently organized debates have a moderator and an audience attending the talks in a meeting discussion and applicants are responsible for submitting their case on the subject in question.

The most common form of debate is an auditorium audience or in a studio with microphones (so the audience can follow the action from home), thanks to the development of technology, it is possible to organize debates on the Internet , by videoconference, chat or forums, you must take into consideration that to be a debate, they have to be two opposing positions, otherwise, if the participants agree, there will be no confrontation or controversy.

### ***1.7.1.2 Role Play***

An **RPG** is an interpretative-narrative in which players assume the role of fictional characters along a story or plot in interpreting her lines and describe their actions, there is no script to follow, since the story development is completely subject to the decisions of the players, which is why the imagination, storytelling, originality and ingenuity are essential for the proper development of this dramaturgical way. In a way RPGs are the adult version of the children's fantasy games like cops and robbers, Mom and Dad or cowboys and Indians, in which children pretend to be a character that actually are not.

**Talk:** These are activities in which participants freely express their experiences, tastes, and preferences, foster the exchange of information making it possible to enrich the subject being treated.

**Troubleshooting:** Consists of an activity through which people in this case students solve problems in their language development dependency, for example

deciding where to work, for which you should take into consideration the development of learning skills to implement those skills in the daily activities of an organization, participatory linguistic techniques are intended to train students in a particular linguistic aspect in participatory communication techniques combine the form and meaning of a harmonious and contextualized, must be defined in a unit integrating the reason, the objectives of the expression, the means of communication and operational structure.

### ***1.7.1.3 Music***

Does using songs to teach foreign language? Foreign Language teachers can and should use songs as part of their repertoire of teaching classroom, because the songs contain authentic language, are easily obtainable, provide vocabulary, grammar and cultural aspects and are fun for the students, become valuable practice of speaking, listening and language inside and outside the classroom, considering that:

1. Songs contain authentic language and almost always natural.
2. You can introduce students a varied vocabulary with new songs.
3. The songs are generally easy to obtain
4. They can be selected to suit the interests of students
5. The grammar and cultural aspects can introduce songs
6. The length of time is easily controlled
7. Students can experience a wide range of accents
8. The lyrics of the song can be conjugated to situations in the world around us
9. Students think that the songs are natural and fun

### ***1.7.2 Technological Resources***

According to Papert, (1995, page 105), with the use of technology is looming, "the advent of a knowledge machine", before it is necessary to emphasize that applying technology in education refers not only to run the process teaching and learning without the presence of a facilitator and it is he who will select the most

appropriate information and activities for the student, however, resources are facilitators of communication in relation to learning and affect this process can affect it positively or negatively, assume that the use of such resources improves the quality of learning implies a technocratic view of education, it all depends on the criteria used in the selection of resources and in use, as determined by the author, the appropriate technological resources for teaching are:

#### ***1.7.2.1 The Overhead Projector***

The overhead projector equipment is easy to operate, allowing an exchange of information between the facilitator and students, has a light source that transmits light through a material retroprojectable, reflecting its image on a screen, this medium allows:

- Make direct indications on the original.
- Hide and gradually reveal the details shown in the transparency.
- Allows playback of images with ambient light.
- In use the facilitator can face the audience.
- Different techniques overlay transparencies.
- The selective use of the power switch, allowing focus on the teacher or transparency.
- Allows full to replace the board, or to complement it, to make it possible notes, corrections, redials on the fly, without having to be back at the audience.

#### ***1.7.2.2 The Video Projector***

A video projector video is an electronic device that receives a video signal and projects the corresponding image on a projection screen using a lens system, allowing display still and moving images, using a bright light to project the image of modern curves can be corrected, smudges and other inconsistencies through manual settings are used in presentations or conferences rooms,

classroom teachers, the input video signal can come from different sources such as a TV tuner (terrestrial or satellite ), a personal computer or desk computer.

The diversity of existing technological resources to provide education in a meaningful way, so that the teacher has the ability to transform their classrooms into environments that encourage student creativity, critical encouraging to be proactive in solving problems that contribute to the society, some of the specific features of the technological resources are:

- Stimulating teaching.
- Putting the student in touch with realities and products distant in time and space.
- Show different ways of representing reality.
- Link students with diverse languages expressive and communicative circulating socially.
- To promote access to different degrees of structured information. Encourage different tools for inquiry, production and systematization of information.

Regarding audiovisual technology resources, recently incorporated, recognized the following functions:

- **Motivator**, because usually captures the interest of students.
- **Catalyst**, as it allows to investigate and construct reality based on a learning experience.
- **Informative**, because it has a specific discourse concepts, procedures and skills.
- **Redundant**, insofar illustrating a content expressed by other means.
- **Checking**, because lets verify an idea, a process or operation.
- **Suggestive**, by the visual impact it produces.

It should be emphasized that technological resources in teaching themselves do not guarantee improved learning only through appropriate teaching practices



contribute to promote students' conceptual understanding, developing skills and building skills and knowledge, much will depend on teaching methodology and having the teacher because if you have enough technological material and if this is not implemented very well may be counterproductive results.

### ***1.7.3 Use of Audiovisual Resources***

The use of media aims to awaken the interest, foster care, while facilitating the receipt of the information, in order to turn it into learning, with the help of audiovisual seeks to transform passive teaching of English in academic experience pleasant and rewarding, considering that their presence means that the teacher must perceive that these elements are not extracurricular but connectors that may favor the development of the teaching and learning of a foreign language.

ESCUADERO As noted in the text of Technology and Education, "the media are not mere carriers of information, but rather technological tools of thought and culture, analysis and exploration devices of reality by the subject" (pp. 94, 2005), This will encourage tutors to present positive attitudes toward the media as to seek training in this area which will both provide facilities for understanding foreign languages especially English which is the subject interest in this work.

#### ***1.7.3.1 Audiovisual Laboratory***

The implementation of an audiovisual lab in an educational institution is a strength for language teaching as based on laboratory involves many interactive tools that facilitate the proper conduct and learning dynamics, permanently capturing the attention of student, during the development of the subject.

#### ***1.7.3.2 Radio and television***

Radio and television are the mass media in one sense, but do not offer the benefits that arise with the implementation of the teleconference, the former

are only one way and its use is generally restricted to large numbers of students depending on the attitude to be generated in the student.

However, radio and television have unique characteristics in instruction whereas the interested reader should consult these sources of technologies covering the use of recorded media.

### ***1.7.3.3 Audio Visual***

Recorded media: audio and videotape, videodisc, CD and DVD, are asynchronous, one-way and provide some control to the student and to have the same basic pedagogical close relatives synchronous teleconferencing, provided that they use to deliver pre-recorded lectures or conferences.

### ***1.7.3.4 The multimedia computer in the network***

Multimedia is the combination of various information media, is a program that exploits the characteristics of multimedia (text, graphics, sound, video) Internet, also known as "network of networks" or simply "the network" is a group of computers linked together by telephone lines, coaxial cable, optical fiber, which can exchange information in various formats, text, graphics, audio and video, and with it, the services offered have been growing and making it more popular and attractive to the general public, not just an elite of scientists.

All these tools allow the transmission in real time of textual information from one to one, one to many or many-to-many, the communication capacity in both directions thereof, are known to be suitable for group interaction between participants of a distance course, this interaction can occur between the students themselves and between the teacher, and to represent a textual technology, you can get a log or transcript of the entire discussion, so this type of synchronous technology, which is usually transient, it may become permanent.

These tools have two main uses for distance students:

Interaction between: teacher to student is used for student counseling.

Interaction between: student to student, this is used by students to agree on the division of roles and tasks in logistics team.

The advantages of email, seem to be rather solutions to logistical problems that innovations from the pedagogical point of view, is to use technology to do something that would otherwise be difficult to do by distance or time constraints, among users find educational institutions , nonprofit organizations, nonprofit organizations, government institutions, Internet tools allow you to communicate, and their most common applications are email, discussion groups or banks news (English net news), WWW, databases, transfer files.

The only thing that could compromise the future Internet is a saturation of the communication channels used by computer equipment, which is caused by two aspects: one, by the growing number of customers, another by applying an indiscriminate censorship abridging the freedom of access to information.

#### ***1.7.4 The Technology in Education***

To improve the quality of education, requires urgent decisions and actions that not only ensure continuity and optimization of education, but to strengthen the links between school, family and society, promoting the culture of effort and love for the achievement, dangerously weakened today, acculturation processes are undertaken by educational institutions and society, in this sense, the family plays an important role as the influence of information technology and communication is increasing , the school loses social and cultural relevance while earning prestigious information technology.

It is lost then the identity of the school in the middle of a wide range of cultural products, but the gap opens between formal and informal, as PASTOR, Oswaldo (blogspot.com) "Technology and education are two worlds are bound to understand and help improve the education system". Clearly technology increases the possibilities of communication and interaction in the learning process and provide ease of access to various sources of information, an

important section when getting improve the learning process of students is see what is the behavior of the younger generation towards technology, and contrast it with that of their teachers and their parents, as in most cases is completely different, and this can give us many clues, valuing it properly, on the best way to make effective implementation of technology in the school.

It is then that teachers begin to consider the role of technology and information technology in curriculum processes, and who are willing to redefine their role of teaching which is a risk you have to be willing to take.

#### ***1.7.4.1 Computerization of learning***

It is the full use of the resources of information technology in all its forms, to enhance the activity of learning, it means every technological resource that lets you store, process and retrieve information, whether numerical data, concepts, images , sounds, that will expand the potential of human intelligence and can be applied to enhance learning, its main objective is to learn with a computer as an aid, it should aim to improve the effectiveness of the teaching-learning process, which means to enhance the activity of the learner, interaction with faculty and peers and understanding of curricular content from a part of the constructivist conception but not restricted to it.

#### ***1.7.4.2 Computer Education***

The computer is a teaching resource that covers all the ways and means to collect, store, transmit process and retrieve data of any kind, including computers, telephone, television, radio, considering that these elements enhance the cognitive activities persons through a perceptual field enrichment operations and information processing.

New technologies contribute, through a sensory configuration more complex than traditional, to clarify, structure, relate and set content to learn better, for a

better understanding has proceeded to link the computing resource to learn technology called think, based on:

1. The planning skills to problem solving strategies by the teacher and his students.
2. The discovery of principles and rules of inference and logical deduction, in order to learn basic concepts that can be transferred to new situations.
3. The development of algorithms to locate information defined within a large body of knowledge.
4. The conditions of transfer of knowledge to different fields and deferred in time, in space.

## **CHAPTER II**

### **2. METHODOLOGICAL FRAMEWORK**

#### **2.1 GENERAL OBJECTIVE**

To study and analyze the application of interactive tools for teaching and learning process in the Language Centre of ITSA.

#### **2.2 SPECIFIC OBJECTIVES**

- Gather information about the use of interactive tools in the student's learning process.
- Analyze the student's and teacher's data gotten in the interviews
- Evaluate the Language Centre results of ITSA

#### **2.3 GENERAL CONSIDERATIONS**

Defined and formulated the problem of study and the aims and objectives behind this research project, it is necessary to establish the methodological framework which will "refer to the set of logical procedures, technical and operational

implicit throughout the research process, with in order to put them in clear and systematized, with the purpose of enabling discover and analyze the assumptions of the study and to reconstruct the data from the theoretical concepts conventionally operationalized”.

Consequently, the methodological framework which proposes the design of a module with interactive activities at the Language Centre of the ITSA, start from the second half of 2013. This chapter presents the research methodology, detailed set of methods, techniques and tools that were used in the data collection process required.

The object and applied development in terms of the objectives of the study related to the usefulness, descriptive level and according to internal goals that have emerged as the basis of it. Additionally, and set up the first pattern of development of the project includes:

- Discerning the type of research
- Defining the research design
- Population and universe under study in terms of the objectives
- Defining the sample as a basis for objective measurements
- Indicating the methods and techniques for data collection
- Indicating the procedures for updating and analyzing the results
- Defining and present the schedule of activities to be followed for the development of the project.

Based on these guidelines, it starts with the development of the Chapter 2, Methodological Framework, described and broken.

## **2.4 TYPE OF RESEARCH**

Based on the problem posed throughout the development of the project referred to the design of a module with interactive activities at the Language Centre of ITSA

and depending on the formulation of the general and specific objectives that supports it, the project is framed within the type of research called **Feasible Project**, which consists in:

**"...prospective study types ... supported by an operating model, an action unit, designed to provide answers or solutions to problems in a certain reality: organizational, social, economic, educational, technological, and so on. In this sense, the definition of the final proposal initially passed by conducting an assessment of the situation and determining the needs of the study made to develop the operating model based on the demands of reality addressed. "**

Based on this definition and framed in the proposed project under this system, which must meet the requirements described in the definition of a **Feasible Project** will develop the diagnosis of the existing situation in the Language Centre of ITSA to determine the needs of this type of interactive tools. Subsequently, and depending on the outcome of diagnosis, formulate the proposed operational model, which tries to give answers to the problem. And then based on the diagnosis, the proposed model is formulated, instruments, measurements and patterns that will attempt to respond to the problem.

## **2.5 RESEARCH DESIGN**

According to research presented, whose main objective is aimed to design a module with interactive activities at the Language Centre of the ITSA, the design of this research is aimed at **Transactional Research**, as regards Roberto Hernandez Sampieri, Carlos Fernandez Collado and Pilar Baptista Lucio in his Research Methodology, 1991:

**"... Are those who propose the description of variables, as manifested and analysis of these, taking into account their interrelationship and impact. Transeccionales designs in data collection is done only once and in a single time . Such design can classify their time in transeccionales descriptive and correlational. "**

Importantly, a final variable this research design description which delimits it as **Non Experimental Transactional Descriptive**. Since the frame object instrumentation, sample and boundaries behind the problem and justification of it is not defined within an experimental research project itself.

## **2.6 STUDY POPULATION OR UNIVERSE**

The analysis unit under observation or study in the Language Centre becomes the population, which was obtained from a sample of 13 teachers and 80 students, for which the results generalize.

## **2.7 STUDY SAMPLE**

The sample is a portion of the population that determines the characteristics of the universe and is regarded as a second sample pattern described as the end user, which is a primary component that will analyze the behavior and performance under the modality. For this purpose the sample described as End User

The sampling applied to the research project is regarded Random type of the student population of the Language Center which generated as a result perform find 80 students and 13 teachers.

## **2.8 METHODS AND TECHNIQUES FOR DATA COLLECTION**

Once the framework of the proposed research, whose goal is oriented to design a module with interactive activities at the Language Centre of the ITSA, methods and techniques will be used to collect data in order to achieve the objectives.

- Delimitation of the theoretical aspects of the research: the problem formulation and justification, importance, aims and objectives.
- Diagnosis oriented organizational users.



- Design of a module with interactive activities that meets the needs of students and teachers of the Language Center of the ITSA, online support through the Internet, with basic technology and low cost.

According to the nature of the study, were used the **Survey Technique**, which allows the sample to be described as "End User" on a set of questions designed to ascertain the needs of the individual over the use of the module with interactive activities as a source of information, learning and interaction as part of the teaching-learning process, to through this resource, as a detector of assistance needs subject of this research, which will consolidate the proposal indicated.

## **2.9 AERONAUTICAL SUPERIOR TECHNOLOGICAL INSTITUTE (ITSA)**

### History

The Aeronautical Superior Technological Institute is an entity of Higher Education, established on November 8, 1999, by the Ministerial Decision No. 3237, and published in General Order FAE OGFAE No. 032 of 15 November 1999, recognized as report CONESUP No. 05-003 on September 22, 2000.

### Mission

The Superior Technologic Aviation Institute mission is to assist in meeting demands better training of aviation professionals, honest, enthusiastic and innovative competitive through learning achievements, contributing to the development of our country.

### Objectives

Since its creation has been consolidating its action in the aviation field, which allowed him to develop an interesting academic work, scientific, cultural and development both: national and regionally.

To train students in understanding, speaking, reading and writing foreign languages, which are part of academic careers and graduate programs, whose domain will be inserted in the globalized world of science and technology.

Achieve accreditation as international exam assessment center with reference to the Common European Framework.

## **2.10 ANALYSIS AND INTERPRETATION OF RESULTS**

### ***2.10.1 Analysis of the surveys and Faculty Director of the Language Center of ITSA***

This chapter will be the analysis and interpretation of data with real data, which was performed by applying techniques known as data collection survey, the same as those applied to people who are directly related to research: Director, teachers and students of the first level of the Language Center ITSA, the survey results are as follows:

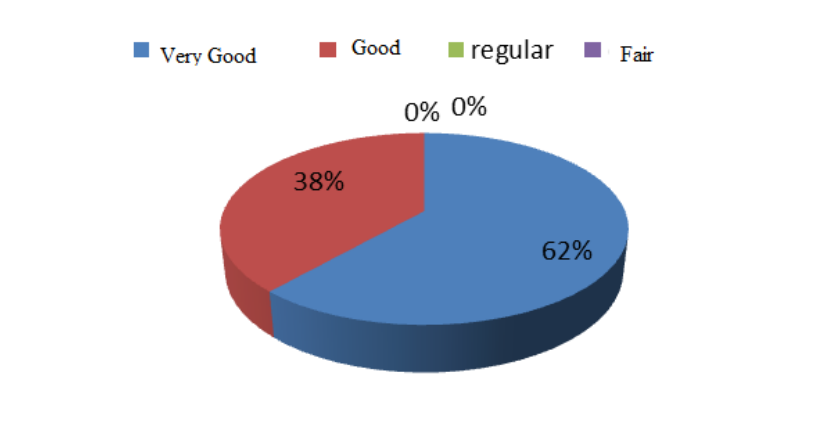
**1. How do you consider the learning process of the English language in the ITSA Language Center?**

Table 1: ENGLISH LANGUAGE METHOD TRAINING

No. / f	Teachers	%
Very Good	8	62%
Good	5	38%
Regular	0	0%
Fair	0	0%
TOTAL	13	100

Source: ITSA  
Prepared by: the researcher

Graphic 1



Source: ITSA  
Prepared by: the researcher

This question shows that 8 Teachers with the 62% consider that the learning process at ITSA is good, whereas 5 students who represent a 38% say that it is good.

Therefore, the process of language teaching at ITSA institute is very good in spite of the fact there are no technological resources available, determining that it is important the implementation and use of technology resources that enable a better level of understanding.

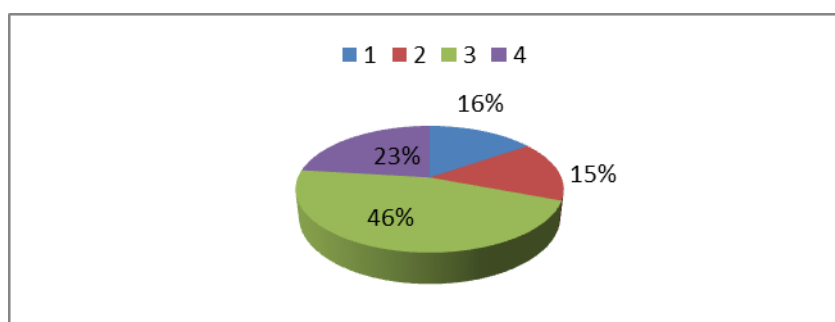
**2. What are the problems that limit meaningful learning in English language teaching?**

Table 2: SIGNIFICATIVE LEARNING PROBLEMS

No. / f	Teachers	%
Application of Inadecuate methods	2	16%
Fair use of motivation techniques	2	15%
Insuficiennt didactic/or audiovisual resources	6	46%
Fair Teaching training	3	23%
<b>TOTAL</b>	<b>13</b>	<b>100</b>

Source: ITSA  
Prepared by: the researcher

Graphic 2



Source: ITSA  
Prepared by: the researcher

This question shows that 2 Teachers with the 16% say that inadequate methodology applies limiting meaningful learning at ITSA, 2 Teachers with the 15% indicate that there is little use of motivational techniques at ITSA, 3 Teachers with the 46% consider insufficient didactic or audiovisual resources, 3 Teachers with 23% say fair teaching training.

Among the limiting factors can be cited, insufficient use of teaching resources and audiovisual, besides the lack of teacher training that is key to the success or failure of the acquisition of a second language, helping with the importance of applying techniques motivation is essential to spark student interest and pleasure to acquire knowledge of a second language.

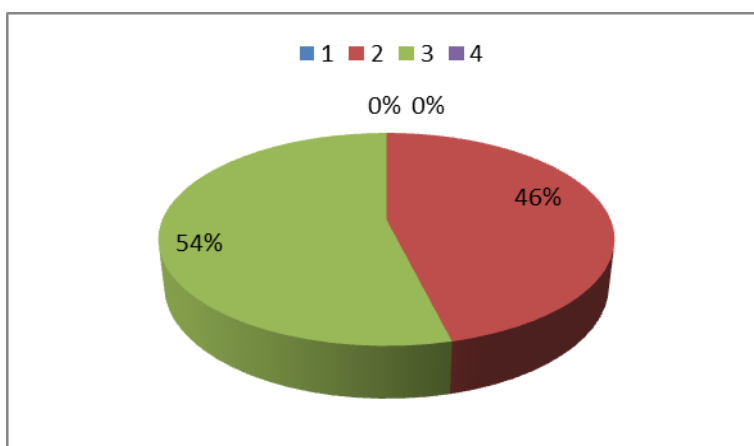
### 3. How often do you apply motivational techniques?

Table 3: MOTIVATION TECHNIQUES

No. / f	Teachers	%
ALWAYS	0	0%
FREQUENTLY	6	46%
SELDOM	7	54%
NEVER	0	0%
TOTAL	13	100

Source: ITSA  
Prepared by: the researcher

Graphic 3



Source: ITSA  
Prepared by: the researcher

This question shows that 6 Teachers with the 46% consider that frequently is applied motivational techniques at ITSA, whereas 7 Teachers who represent a 54% say that it is seldom.

It is undisputed that the application of motivational techniques is an essential part of the teaching-learning process, because through the teaching techniques makes the educational process to become productive, allowing the student to be able to search and build new knowledge spontaneously and natural.

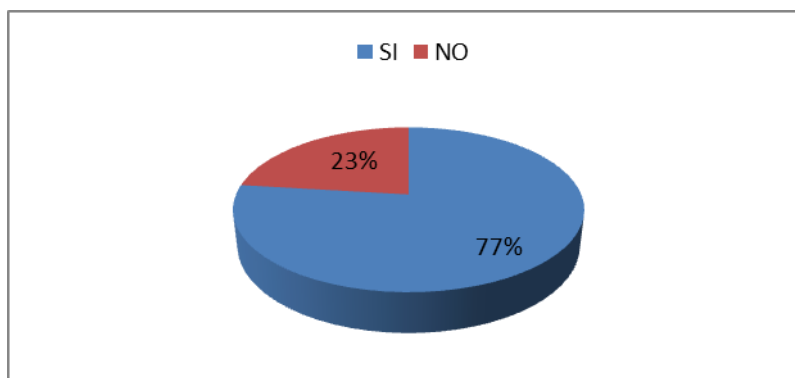
**4. Do you think the lack of teaching materials has negatively affected the teaching-learning process in the English language?**

Table 4: DIDACTIC MATERIAL

No. / f	Teachers	%
YES	10	77%
NO	3	23%
TOTAL	13	100

Source: ITSA  
Prepared by: the researcher

Graphic 4



Source: ITSA  
Prepared by: the researcher

This question shows that 10 Teachers with the 77% consider that the lack of teaching materials has negatively affected the teaching-learning process at ITSA is YES, whereas 3 Teachers who represent a 23% say that it is NO.

Undoubtedly, the use and application of materials is important for obtaining further knowledge of a second language, as it is a guide teaching process, because through them the student can develop a great number of activities that arouse their interest to improve optimally receptive and productive skills English Language also help increase their vocabulary, making their classes in dynamic, interesting, entertaining and easy to understand.

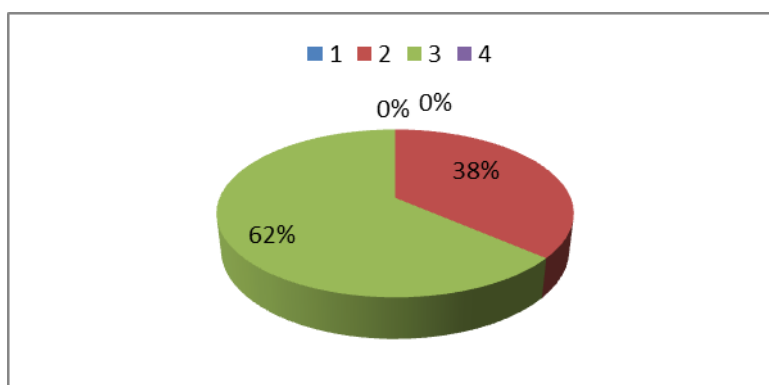
## 5. How often do you apply interactive activities in the classroom?

Table 5: INTERACTIVE ACTIVITIES

No. / f	Teachers	%
ALWAYS	0	0%
FREQUENTLY	5	38%
RARELY	8	62%
NEVER	0	0%
TOTAL	13	100

Source: ITSA  
Prepared by: the researcher

Graphic 5



Source: ITSA  
Prepared by: the researcher

This question shows that 5 Teachers with the 38% consider that interactive activities in the classroom at ITSA is frequently applied, whereas 8 Teachers who represent a 62% say that it is rarely.

The use and application of interactive activities facilitates optimal use of sensory mechanisms, so it is essential that both the teacher and the student become involved with ICTs as to have this resource can learn English naturally therefore becomes necessary teacher training to know how and what type of material selected when teaching.

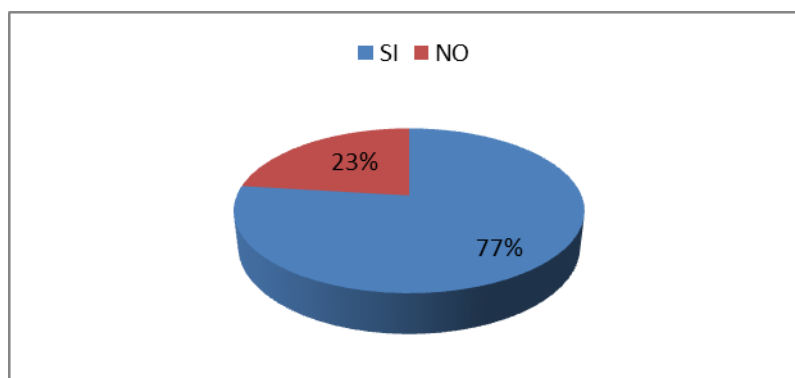
**6. Do you consider necessary the use and implementation of an English text with interactive activities to ensure the successful development of language skills in their students?**

Table 6: ENGLISH TEXT WITH INTERACTIVE ACTIVITIES

No. / f	Teachers	%
YES	10	77%
NO	3	23%
TOTAL	13	100

Source: ITSA  
Prepared by: the researcher

Graphic 6



Source: ITSA  
Prepared by: the researcher

This question shows that 10 Teachers with the 77% consider necessary the use and implementation of an English text with interactive activities to ensure the successful development of language skills in their students at ITSA is YES, whereas 3 Teachers who represent a 23% say that it is NO.

Teachers indicate that there are several limitations to handle is not a text or module including the gradual increase vocabulary for students, the lack of audio material it is necessary to develop receptive skills and familiarity with the sounds.



**7. Are audiovisual resources enough to achieve optimal learning English Language?**

Table 7: AUDIOVISUAL RESOURCES

No. / f	Teachers	%
YES	6	46%
NO	7	54%
TOTAL	13	100

Source: ITSA  
Prepared by: the researcher

Graphic 7



Source: ITSA  
Prepared by: the researcher

This question shows that 6 Teachers with the 46% consider that audiovisual resources sufficient to achieve optimal learning English Language at ITSA is YES, whereas 7 Teachers who represent a 54% say that it is NO.

It is essential to have enough audiovisual resources, because through them the student achieves information directly and naturally developing optimally receptive and productive skills, teachers need to ensure large classrooms equipped with managing these resources as a motivational method in developing their classes thus achieving better concentration and production in communication.

**2.10.2 Analysis of the survey of students in the upper level of proficiency in English Language Centre ITS**

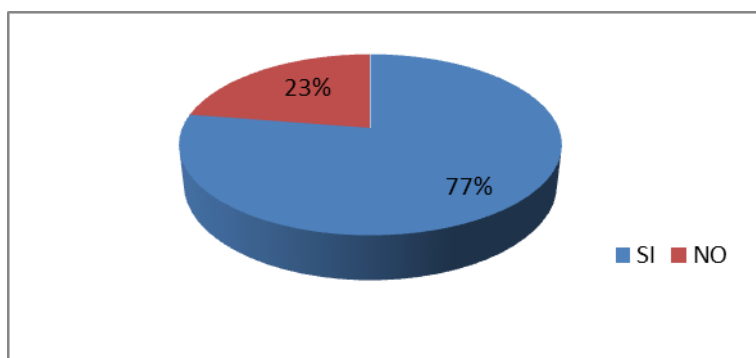
**1. Do you think the technological resources motivate to the students in their teaching process of English Language?**

Table 8: LEARNING MOTIVATION

No. / f	Students	%
YES	62	77%
NO	18	23%
TOTAL	80	100

Source: ITSA  
Prepared by: the researcher

Graphic 8



Source: ITSA  
Prepared by: the researcher

This question shows that 63 Students with the 77% think that it helps the student to be motivated in learning the English Language at ITSA is YES, whereas 18 students who represent a 23% say that it is NO.

In language learning process the motivation is essential, because of this, the first task of the teacher is to make students want to learn, through educational games, interactive activities, the student hopes to communicate effectively and this can only be achieved through a great motivating atmosphere in the classroom.

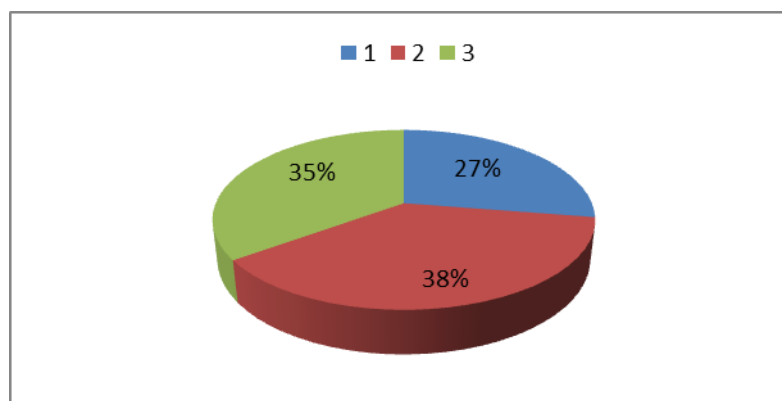
**2. How often does the English teacher apply interesting materials in the development of his classes?**

Table 9: DIDACTIC MATERIAL

No. / f	Students	%
ALWAYS	22	27%
FREQUENTLY	30	38%
RARELY	28	35%
TOTAL	80	100

Source: ITSA  
Prepared by: the researcher

Graphic 9



Source: ITSA  
Prepared by: the researcher

This question shows that 22 Students with the 27% consider that always English teacher uses interesting materials in the development of their classes at ITSA, 30 Students with the 38% say frequently, whereas 28 Students who represent a 35% say that it is rarely.

It should not be used sporadically, the optimum would always use it, however you must take into account the reality of the Language Center of the ITSA, teachers use only academic resources are there in the Language Centre, this causes discouragement among students and teachers.

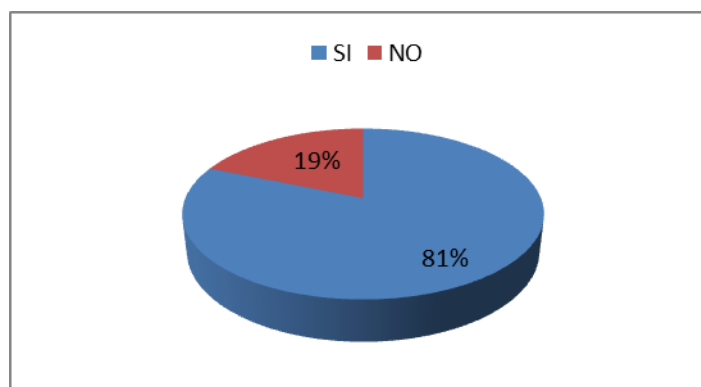
**3. According to your point of view is necessary the use and application of an English text for language learning?**

Table 10: ENGLISH TEXT

No. / f	Students	%
YES	65	81%
NO	15	19%
TOTAL	80	100

Source: ITSA  
Prepared by: the researcher

Graphic 10



Source: ITSA  
Prepared by: the researcher

This question shows that 65 Students with the 81% consider that is necessary the use and application of an English text for language learning at ITSA and say YES, whereas 15 Students who represent a 19% say that it is NO.

Although the text is not a straitjacket that must be met fully in the development of teaching-learning process, however you need to guide him, but even if you have the academic and methodological to motivate students to arise their interest in communicating in another language by developing efficient English Language skills.

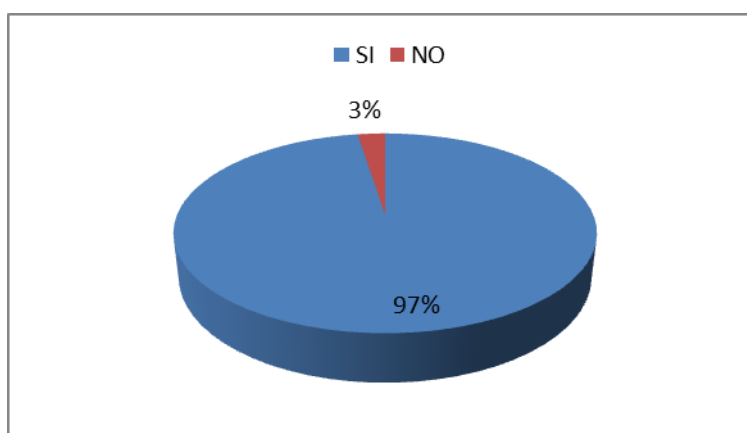
**4. Do you consider necessary to learn English language with didactic material that includes interactive activities?**

Table 11: DIDACTIC MATERIAL WITH INTERACTIVE ACTIVITIES

No. / f	Students	%
YES	78	97%
NO	2	3%
TOTAL	80	100

Source: ITSA  
Prepared by: the researcher

Graphic 11



Source: ITSA  
Prepared by: the researcher

This question shows that 78 Students with the 97% consider necessary to learn English language with didactic material that includes interactive activities at ITSA and say YES, whereas 2 Students who represent a 3% say that it is NO.

Including interactive activities combined with an appropriate methodology, will get very good results for English language teaching and in particular for the optimal development of both receptive and productive skills, while engaging achieved with technology that provides the best resources for quality education, for it teachers need to manage and master the technology to achieve the objectives in fulfilling its students.

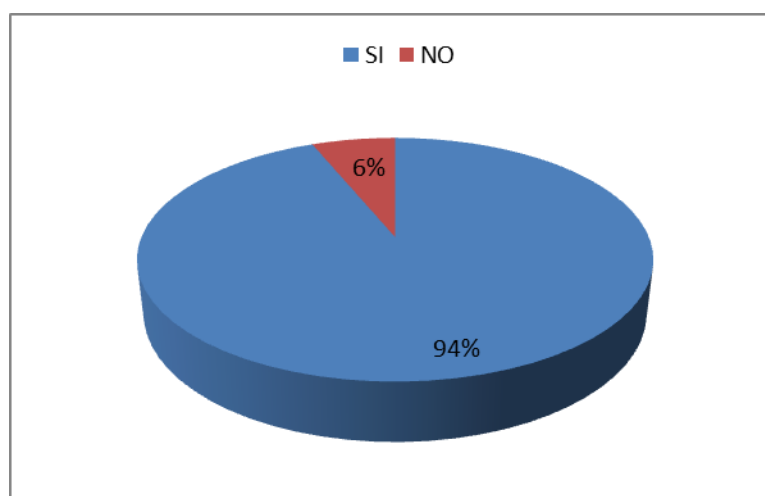
**5. Do you want to work with an English module and practical activities that help to develop communication?**

Table 12: DEVELOPMENT OF COMMUNICATION

No. / f	Students	%
YES	75	94%
NO	5	6%
TOTAL	80	100

Source: ITSA  
Prepared by: the researcher

Graphic 12



Source: ITSA  
Prepared by: the researcher

This question shows that 75 Students with the 94% want to work with an English text and practical activities that help to develop communication at ITSA and say YES, whereas 5 students who represent a 6% say that it is NO.

The student develops a more efficient communication with the use of practical activities, for this reason it is necessary to use a method that allows students to interact directly with students and teachers, this will allow them to develop some skills that are only possible when done in a practical manner.

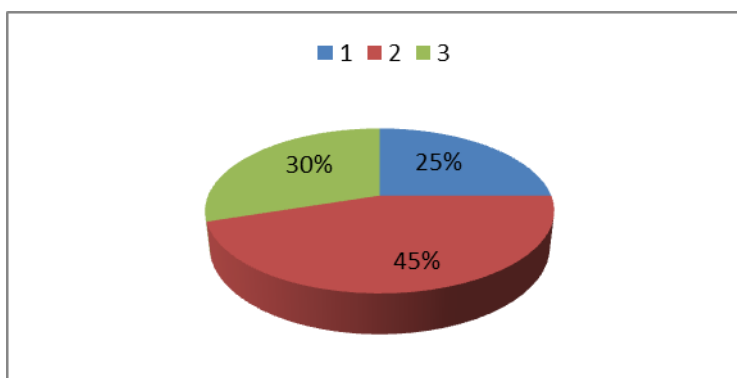
**6. How often does your teacher use audiovisual material for the development of language in his class?**

Table 13: AUDIOVISUAL MATERIAL

No. / f	Students	%
ALWAYS	20	25%
FREQUENTLY	36	45%
RARELY	24	30%
TOTAL	80	100

Source: ITSA  
Prepared by: the researcher

Graphic 13



Source: ITSA  
Prepared by: the researcher

This question shows that 20 Students with the 25% consider that always teacher use of audiovisual material for the development of language in its class at ITSA, 36 Students with the 45% say frequently, whereas 24 students who represent a 30% say that it is rarely.

The use of audiovisual material should not be linked to certain issues, the student should have access to this material whenever deemed necessary one feedback, getting all the audiovisual material stored and available online for use by any electronic device like the laptop, the smart phone, or anywhere where you have internet access.

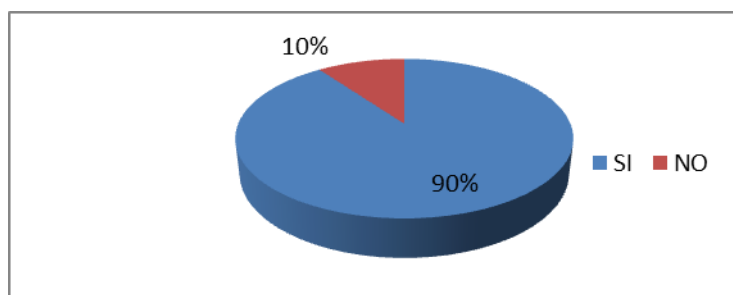
**7. Do you think English module application with interactive activities would help you understand and produce your ideas effectively and efficiently in the English language?**

Table 14: INTERACTIVE ACTIVITIES

No. / f	Students	%
YES	72	90%
NO	8	10%
TOTAL	80	100

Source: ITSA  
Prepared by: the researcher

Graphic 14



Source: ITSA  
Prepared by: the researcher

This question shows that 72 Students with the 90% think that using a module of English with interactive activities help to understand and produce their ideas effectively and efficiently in the English language at ITSA and say YES, whereas 8 Students who represent a 10% say that it is NO.

The application of ICT with interactive activities allow students to develop other skills. Students need to learn to think in English, understand that the important thing now is to be able to eliminate the accent, these tools will allow you to stay in touch with teachers directly or indirectly, and will be able to listen to the language native.



## **2.11 CONCLUSIONS AND RECOMMENDATIONS**

### ***2.11.1 Conclusions***

- The development and application of innovative activities under an active methodology are considered of great importance to develop optimally English Language skills.
- The lack of teaching resources in the Language Center of ITSA, significantly affects the effective development of students English Language Sufficiency of the first level, causing discouragement and retrogression in learning a second language.
- The module with interactive activities to develop an effective and efficient communication in the English language is proposed in this research work, as supported by the technological resources available to the Center of Languages ITSA will be executed properly.

### ***2.11.2 Recommendations***

- To achieve optimal development of English language skills is necessary to apply a methodology based in appropriate activities, in order to accomplish the desired results in the teaching - learning process.
- It is necessary to use the technological resources in the Language Centre of ITSA as educational supports, in order to potentiate the English Language Learning.
- Apply the module with interactive activities often raised in this research work with students of First Level of English Language Sufficiency, in order to achieve effective learning in their second language.

## CHAPTER III

### 3. PROPOSAL DESIGN

Through the design and development of a module with interactive activities the students can improve the teaching-learning process in the English language in order to develop their four skills like listening, reading, writing and speaking when they apply an adequate methodology using several interactive tools aimed to students of the First English Level at Aeronautic Superior Technological Institute.

#### 3.1 INFORMATIVE DATA

Institute:	Aeronautic Superior Technological Institute
Province:	Cotopaxi
Canton:	Latacunga
Parish:	San Buena Aventura
Beneficiaries:	Students First English Level' ITSA
Rector of the institution:	CRNL. Victor Aguirre
Researcher:	Jorge Patricio Mejia Salinas
Director:	Lic. M.Sc. Martha Cueva

#### 3.2 JUSTIFICATION

The present research was elaborated for the students' First English Level in the Aeronautic Superior Technological Institute ITSA where there is not an adequate *Interactive Web Platform* as a part of the pedagogical process for the teaching learning of the English language which is important because it help us to improve our skills, increase the knowledge and share resources between students and teachers. Using interactive tools to provide teachers and students a new vision of the technological resources, besides modernizes the knowledge of educators and learners from the English language.

The interactive module uses *new* working methods *based on* the shared use of *ICT* tools and resources for the teaching learning process foreign languages; it improves oral communication and allows simple linguistic exercises, reproducing typical everyday situations and the ability to interact with native people. The need for the ability to communicate and express in English is well known and felt by all specially for the English students. Sufficiency in language is of principal importance, even those who are good in English at times need to brush up and make themselves familiar with finer nuances. The module brings new interactive tools for the teaching learning process in the English language.

The students can practice and strengthen their language skills in a technologically comfortable environment directly from their homes. They can observe, practice, make questions and solve problems in real-time using this innovative module. Also they can receive instantaneous feedback about their communication skills.

For this reason the necessity to insert new methods and techniques due to education's needs and likewise important to integrate an interactive process into the human being, furthermore the total success the teaching learning process of the English language is possible if the teachers and students have facilities to use all the didactic and technological resources to reach new skills, applying several strategies and techniques, each one of these alternatives have constant new changes; that have obligated students to do less mistakes when practicing the language.

Students can practice in several ways in the module to develop their abilities in the English language. They will need new technology computer science and communication like: laptop, tablet, mobile phone, and so on.

### **3.3 SCIENTIFIC FOUNDATION**

Now, teaching is situated at a high level, so education is associated with people's demands, for this reason the investigator has considered to investigate the central

information with the objective of updating it for in the students. Also, the project contains easy and interesting contents; in fact the project will improve the students' knowledge

### **3.4 GENERAL OBJECTIVE:**

- To develop a module with interactive activities for the teaching learning process of the English language for students who acquire new skills in the use of ICT and technological tools which facilitate and increase the natural process of English as a second language.

### **3.5 SPECIFIC OBJECTIVES:**

- To improve students of level knowledge of the English language with several activities and tools in an interactive module which will help in the teaching -learning process using different interesting exercises during the class.
- To use in an adequate way the didactic and technological resources; obtaining active students' participation in order to improve comprehension of different themes through fun activities.
- To motivate the students to strengthen the learning of the English language, when they practice the language in a fun environment, recurring to dynamics, games, exercises that optimize their understanding, applying the use of ICT to improve relations between student and teacher.

### **3.6 PROPOSAL DESCRIPTION**

The present module with interactive activities allows improving the students' skills and increasing their level of knowledge in the English Language, using different activities in the Web Platform. In addition this allows teachers to

feedback knowledge and the learning strategies for developing in students their English language skills and share with them new capabilities of comprehension and good use of them.

This is an impressive achievement: it combines interactive activities to develop the skills in the English language. These activities have also proved to be effective in advanced knowledge and the purpose of this module offers rational emphasizing the important of foreign language, so improve the practice in the Web Paltform with several activities.

This module promotes in the students permanent motivation and significant learning also the teacher can innovate the use of new strategies methodologies that allows the intellectual work to transform to a positive atmosphere fulfilled with participation and understanding to obtain a good results in the future so, it persists the development of English language in a Web Platform, besides the students can feel more comfortable and enjoy the teaching learning process.

The module is divided into eleven units and every one includes interactive activities such as grammatical content, video clip, reading, grammatical excercises, games, audio clip, lyric & songs, when teachers and students applied these activities in a planned way and systematic, permit to form expressive and critical students.

### **3.7 HOW TO USE THE MODULE WITH INTERACTIVE ACTIVITIES**

The module contains several interactive activities which will allow developing the students' skills in order to improve the teaching learning process, applying the technological resources for creating a fun environment.

It permits to use social hub like: facebook, twitter, skype, chat, and so on, to achieve real-time interaction between students or a teacher who is online.

Web Platform has different interactive activities to use during the class as well as at home, improving the abilities like: listening, reading, writing and speaking with fun and technological resources such a computer, mobile phone, tablet, gadget, and so on., to increase the students' knowledge which are fun and dynamic for that reason teachers must know some aspects:

- To promote effective learning.
- Allow sequencing, sorting and working with content accuracy for a good use.
- They help along self-reliance.
- To forward cooperative work.
- To boost participation and socialization with the students.
- To motivate the students all the time in the use of new technologies.
- To interact with students in real time
- The teachers must have a social hub to guide the students on line.

**AERONAUTICAL SUPERIOR TECHNOLOGICAL  
INSTITUTE**



**MODULE WITH INTERACTIVE  
ACTIVITIES**

**GUIDED TO THE STUDENTS FROM FIRST LEVEL OF ENGLISH  
SUFFICIENCY**

**BY:**

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Latacunga – Ecuador  
April 2013

## SMART ENGLISH (INTERACTIVE MODULE)

The screenshot shows the 'Smart English' website interface. At the top, there is a search bar and a navigation menu with links for Home, Reading, Video Clips, Audio Clips, Games, Lyrics, and Exercises. The 'Games' link is highlighted. Below the navigation, there is a banner with the text 'Be Smart' and 'English', a 'YES WE CAN' logo, and a 'Games' section with a word search grid and a list of animals: CAT, DOG, OWL, TURTLE, ELEPHANT, DUCK, FISH, and BUTTERFLY. The right sidebar contains 'About S.E.' and 'This Site' sections.

### TOP MENU

**Home:** Principal home page

**Reading:** Interactive Readings about each Unit and grammatical resources

**Video Clips:** Interactive Video Clips about each Unit and grammatical resources

**Audio Clips:** Interactive Audio Clips about each Unit and grammatical resources

**Games:** Interactive Games about each Unit and grammatical resources

**Lyrics:** Interactive Lyrics about each Unit and grammatical resources

**Exercises:** Interactive Exercises about each Unit and grammatical resources

**Search:** Internal search about each Unit or topic

### RIGHT MENU

#### About Smart English

**Using Module:** A short description about using the module

**Getting Started:** A little guide before starting the module

**The Module:** A full description about each of the modules

**The Community:** A link to forums and social networks



## This Site

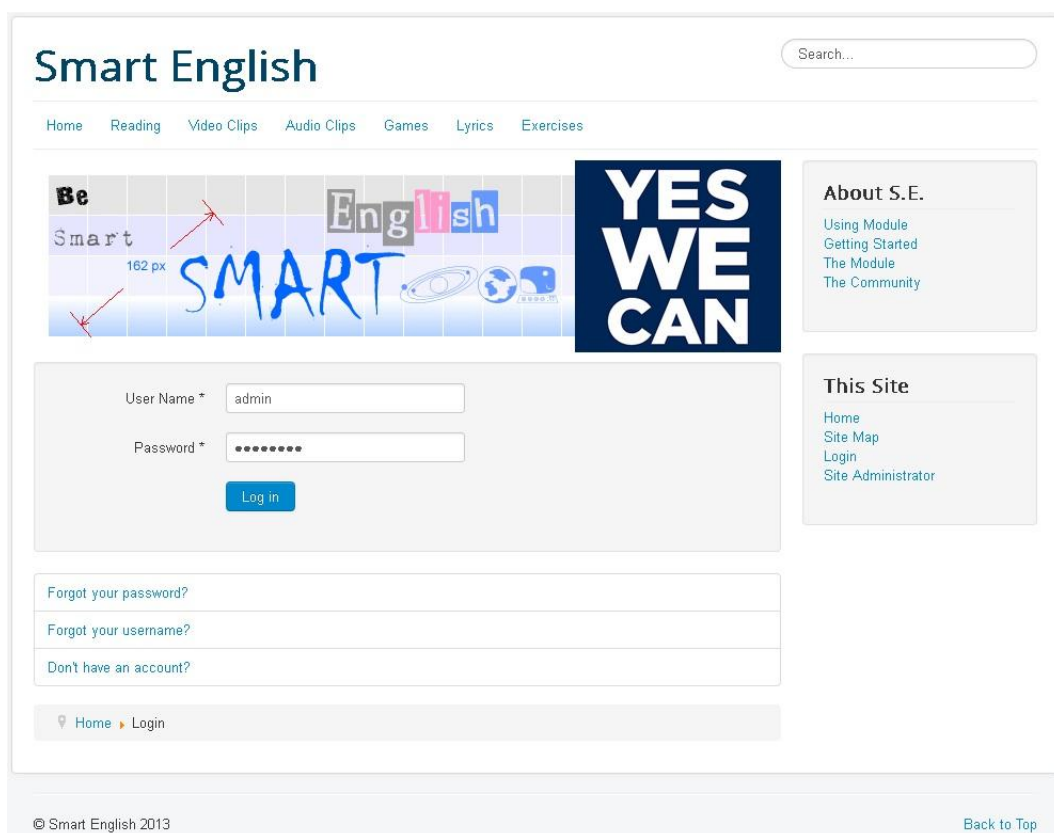
**Home:** Principal home page

**Site Map:** A site map where you can find and navigate to each components of the module

**Login:** Login and registration module

**Site Administrator:** System management module

## LOGIN MODULE



The screenshot shows the login module of the Smart English website. At the top, the site title "Smart English" is displayed in a large, dark blue font. To the right of the title is a search bar with the placeholder text "Search...". Below the title is a horizontal navigation menu with links for "Home", "Reading", "Video Clips", "Audio Clips", "Games", "Lyrics", and "Exercises". The main content area features a large banner with the text "Be Smart English" and "SMART" in a stylized font, along with a "YES WE CAN" slogan. Below the banner is a login form with two input fields: "User Name \*" containing the text "admin" and "Password \*" containing seven dots. A blue "Log in" button is positioned below the password field. To the right of the login form are two sidebar boxes. The first box, titled "About S.E.", contains links for "Using Module", "Getting Started", "The Module", and "The Community". The second box, titled "This Site", contains links for "Home", "Site Map", "Login", and "Site Administrator". Below the login form are three links: "Forgot your password?", "Forgot your username?", and "Don't have an account?". At the bottom left of the page is a breadcrumb trail: "Home > Login". At the bottom right is a "Back to Top" link. The footer contains the copyright notice "© Smart English 2013" on the left.

Each student must register for personalized access to interactive modules. When you are a new user should choose the option: Don't have an account?. You must complete each fields and click register.

Once registered you must enter the user name and password as shown in the figure above.

## **UNIT I: THIS IS MY CLASSROOM**

### ***1.1 Video Clip: This Is My Classroom***

**Skill:**

Speaking, listening, reading, viewing

**Description:**

This strategy consists of watching the video and take note of words that are not understood.

**Objective:**

To increase the student vocabulary about the specific topic

**Behavior type:**

Emotional behavior

**Instructions:**

Points in a notebook every word you do not understand, find meaning in the dictionary, visualize in your mind and memorize

**Advices:**

Don't read the subtitles

**Resources type:**

Video Clip

**Warnings:**

The video is focused with a few learners

**Suggestions:**

The teacher has to motivate constantly

The teacher can give some keys or main ideas

### ***1.2 Reading: This Is My Classroom***

**Skill:**

Speaking, listening, reading

**Description:**

These strategies consist of reading the dialogue and take note of words that are not understood.

**Objective:**

To increase the student vocabulary about the specific topic to understand the main idea of dialogue

**Behavior type:**

Emotional behavior

**Instructions:**

Points in a notebook every word you do not understand, find meaning in the dictionary, visualize in your mind and memorize

**Advices:**

Don't translate into Spanish; visualize in your mind the meaning of each word or idea

**Resources type:**

Reading

**Warnings:**

The reading is focused with a few learners

**Suggestions:**

The teacher has to motivate constantly

The teacher can give some keys or main ideas

**Methods:**

Appreciative Inquiry

Adult Learning

Experiential Learning

Understanding Reasons for Change

Responsibilities for Change Rest with the Individual

Power of Dialogue

Constructivism

**Reading text:**

Defined by teacher

### *1.3Exercises*

**Skill:**

Feedback, reasoning

**Description:**

This strategy consist of solving multiple choice exercises

**Objective:**

To increase the student reasoning and feedback knowledge

**Behavior type:**

Emotional behavior

**Instructions:**

Select one option and then click on test to check the correct and bad answers

**Advices:**

If you have more than 30 percent of bad answers, double check the chapter

**Resources type:**

Evaluation

**Warnings:**

The exercises are focused with a few learners

**Suggestions:**

The teacher has to motivate constantly

The teacher can give some keys or main ideas

**Methods:**

Feedback exercises

### 1.3.1 Choose *There Is* / *There Are*

1. There \_\_\_\_\_ many animals in the zoo
2. There \_\_\_\_\_ a snake in the window
3. There \_\_\_\_\_ a zebra in the grass
4. There \_\_\_\_\_ lions in the zoo, too
5. There \_\_\_\_\_ many baby lions near their parents
6. There \_\_\_\_\_ a bird next to the tree
7. There \_\_\_\_\_ many monkeys in the trees
8. There \_\_\_\_\_ an elephant in the zoo
9. There \_\_\_\_\_ some water in the lake near the elephants
10. There \_\_\_\_\_ birds in the zoo
11. There \_\_\_\_\_ many people visiting the animals today
12. There \_\_\_\_\_ many children, too
13. There \_\_\_\_\_ a gorilla in the tree
14. There \_\_\_\_\_ some grass under the tree
15. There \_\_\_\_\_ bananas in the tree with the gorilla
16. There \_\_\_\_\_ many birds near the gorilla
17. There \_\_\_\_\_ a rock near the tree
18. There \_\_\_\_\_ many sharks in the aquarium
19. There \_\_\_\_\_ an eel in the aquarium, too
20. There \_\_\_\_\_ lots of water for the fish

### ***1.3.2 Fill With Possessive Pronouns***

1. Jane has already eaten her lunch , but I'm saving \_\_\_\_\_ until later
2. She has broken \_\_\_\_\_ leg.
3. My mobile needs to be fixed, but is working.
4. \_\_\_\_\_ computer is a Mac, but \_\_\_\_\_ is a PC.
5. We gave them \_\_\_\_\_ telephone number, and they gave us \_\_\_\_\_ .
6. \_\_\_\_\_ pencil is broken. Can I borrow \_\_\_\_\_ ?
7. \_\_\_\_\_ car is cheap, but \_\_\_\_\_ is expensive .
8. You can't have any chocolate! It's all \_\_\_\_\_ !

### ***1.3.3 Fill With Demonstrative Pronouns***

1. \_\_\_\_\_ boys are in my class.
2. \_\_\_\_\_ apples are very sweet.
3. I like \_\_\_\_\_ color.
4. Where shall we hang \_\_\_\_\_ pictures?
5. Can you help me carry \_\_\_\_\_ boxes?
6. Are \_\_\_\_\_ mangoes ripe?
7. \_\_\_\_\_ birds sing beautifully.
8. \_\_\_\_\_ were the best days of my life.
9. \_\_\_\_\_ was an interesting story.
10. Can you help me tie \_\_\_\_\_ knot?

### ***1.4 Games: Puzzle***

**Skill:**

Feedback, reasoning, reading

**Description:**

This strategy consists of searching words in puzzle

**Objective:**

To increase the student vocabulary and visual field about the specific topic

**Behavior type:**

Emotional behavior

**Instructions:**

Try our word search puzzle and have fun finding a range of different words. Search horizontally, vertically and diagonally for all words, put your skills to the test and see how many you can find

**Advices:**

Try to search one word if you don't find then locate the following

**Resources type:**

Game

**Warnings:**

The game is focused with a few learners

**Suggestions:**

The teacher has to motivate constantly

The teacher can give some keys or main ideas

## **WORD SEARCHES**



### **Animal Word Search**

Try our animal word search puzzle and have fun finding a range of animal related words such as tiger, rabbit, bird, monkey and dolphin. Search horizontally, vertically and diagonally for all 20 words, put your skills to the test and see how many you can find!



## Animal Word Search

Name \_\_\_\_\_ Date \_\_\_\_\_

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

ALLIGATOR  
CAT  
DOG  
DUCK  
GIRAFFE  
MONKEY

BEE  
COW  
DOLPHIN  
ELEPHANT  
GORILLA  
MOUSE

BIRD  
CROCODILE  
DONKEY  
FROG  
LION  
RABBIT

### ***1.5 Audio Clip: This Is My Classroom***

**Skill:**

Listening

**Description:**

This strategy consists of listening audio clip and trying to take note of words that are not understood.

**Objective:**

To increase the student vocabulary and to learn the native accent about the specific topic

**Behavior type:**

Emotional behavior

**Instructions:**

Listen the audio clip and points in a notebook every word you do not understand, write the sound you hear as it sounds, find meaning in the dictionary, visualize in your mind and memorize

**Advices:**

Repeat audio clip as many times as necessary

**Resources type:**

Audio Clip

**Warnings:**

The audio clip is focused with a few learners

**Suggestions:**

The teacher has to motivate constantly

The teacher can give some keys or main ideas

**Audio clip text:**

Defined by teacher

## ***1.6 Lyric& Song: Don't Throw It All Away***

### **Skill:**

Speaking, listening

### **Description:**

This strategy consists of listening a song and read the lyrics

### **Objective:**

To increase the student vocabulary and to learn the native accent about the specific topic

### **Behavior type:**

Emotional behavior

### **Instructions:**

Listening a song and read the lyrics if you don't understand try to use a English dictionary for meaning of words, is not advisable to use a Spanish dictionary

### **Advices:**

Don't use Spanish dictionary, repeat the song as many times as necessary

### **Resources type:**

Lyrics and song

### **Warnings:**

The resource is focused with a few learners

### **Suggestions:**

The teacher has to motivate constantly

The teacher can give some keys or main ideas

### **Lyric song: "Don't Throw It All Away" by Andy Gibb**

Maybe I don't want to know the reason why

But lately you don't talk to me

Darling I can't see me in your eyes

I hold you near but you're so far away

And it's losing you I can't believe

To watch you leave and let this feeling die

You alone are the living thing that keeps me alive

And tomorrow if I'm here without your love

You know I can't survive

Only my love can raise you high above it all

Don't throw it all away, our love, our love  
Don't throw it all away, our love  
Don't throw it all away, our love, our love  
Don't throw it all away, our love  
We can take the darkness and make it full of light  
But let your love flow back to me  
How can you leave and let this feeling die  
This happy room will be a lonely place when you are gone  
And I won't even have your shoulders for the crying on  
No other woman's love could be as true, I'm begging you  
Don't throw it all away, our love, our love  
Don't throw it all away, our love  
Don't throw it all away, our love, our love  
Don't throw it all away, our love  
We changed the world we made it ours to hold  
But dreams are made for those who really try  
This losing you is real  
But I still feel you here inside  
Don't throw it all away, our love, our love  
Don't throw it all away, our love  
Don't throw it all away, our love, our love  
Don't throw it all away, our love  
(Repeat last verse at least twice more and fade out)

## ***UNIT II: ¿WHO AM I?***

### ***2.1 Video Clip: ¿Who Am I?***

**Skill:**

Speaking, listening, reading, viewing

**Description:**

This strategy consists of watching the video and take note of words that are not understood.

**Objective:**

To increase the student vocabulary about the specific topic

**Behavior type:**

Emotional behavior

**Instructions:**

Points in a notebook every word you do not understand, find meaning in the dictionary, visualize in your mind and memorize

**Advices:**

Don't read the subtitles

**Resources type:**

Video Clip

**Warnings:**

The video is focused with a few learners

**Suggestions:**

The teacher has to motivate constantly

The teacher can give some keys or main ideas

## **2.2 Reading: ¿Who Am I?**

### **Skill:**

Speaking, listening, reading

### **Description:**

These strategies consist of reading the dialogue and take note of words that are not understood.

### **Objective:**

To increase the student vocabulary about the specific topic to understand the main idea of dialogue

### **Behavior type:**

Emotional behavior

### **Instructions:**

Points in a notebook every word you do not understand, find meaning in the dictionary, visualize in your mind and memorize

### **Advices:**

Don't translate into Spanish; visualize in your mind the meaning of each word or idea

### **Resources type:**

Reading

### **Warnings:**

The reading is focused with a few learners

### **Suggestions:**

The teacher has to motivate constantly

The teacher can give some keys or main ideas

### **Methods:**

Appreciative Inquiry

Adult Learning

Experiential Learning

Understanding Reasons for Change

Responsibilities for Change Rest with the Individual

Power of Dialogue

Constructivism

**Reading text:**

Defined by teacher

**2.3 Exercises****Skill:**

Feedback, reasoning

**Description:**

This strategy consists of solving multiple choice exercises

**Objective:**

To increase the student reasoning and feedback knowledge

**Behavior type:**

Emotional behavior

**Instructions:**

Select one option and then click on test to check the correct and bad answers

**Advices:**

If you have more than 30 percent of bad answers, double check the chapter

**Resources type:**

Evaluation

**Warnings:**

The exercises are focused with a few learners

**Suggestions:**

The teacher has to motivate constantly

The teacher can give some keys or main ideas

**Methods:**

Feedback exercises

#### ***2.4 Choose Right Possessive Adjective***

1. Two students didn't do \_\_\_\_\_ mathematics homework.
2. I have a car. \_\_\_\_\_ car is black.
3. We have a dog. \_\_\_\_\_ name is Pancho.
4. Nancy is from England. \_\_\_\_\_ husband is from Australia.
5. Farid and Nadia go to a high school. \_\_\_\_\_ little brother goes to primary
6. Mr O'Brian has a van. \_\_\_\_\_ van is very old.
7. We go to a high school. \_\_\_\_\_ high school is fantastic.
8. I like singing. \_\_\_\_\_ mother sings with me.
9. François and Alain are French. \_\_\_\_\_ family are from France.
10. Mary likes \_\_\_\_\_ grandmother. She often visits her.



**2.5 Choose the Correct Form Of The Plural For Each Noun**

The plural of "child" is

- A  children
- B  childs
- C  cheeld
- D  child

The plural of "woman" is

- A  womans
- B  womanes
- C  women
- D  woman

The plural of "shelf" is

- A  shelves
- B  shelvs
- C  shelfes
- D  shelves

The plural of "phenomenon" is

- A  phenomena
- B  phenomenons
- C  phenomeni
- D  phenomenon

The plural of "buffalo" is

- A  buffalos
- B  buffals
- C  buffalose
- D  buffaloes

The plural of " bus " is

- A  bi
- B  buss
- C  buses
- D  busa

The plural of " stimulus " is

- A  stimuluses
- B  stimuli
- C  stimula
- D  stimules

The plural of " thesis " is

- A  thesises
- B  thesies
- C  thesi
- D  theses

The plural of " deer " is

- A  deers
- B  deeres
- C  door
- D  deer

The plural of " calf " is

- A  calfs
- B  calves
- C  calf
- D  celf

**2.6 Fill In The Gaps With The Correct Form Of The Verb To Be - Am, Is, Are**

1. \_\_\_\_\_ Jane and Alice sisters?
2. \_\_\_\_\_ this car yours?
3. \_\_\_\_\_ I in your way?
4. \_\_\_\_\_ Maria John's sister?
5. \_\_\_\_\_ you twenty-five years old?
6. \_\_\_\_\_ the Smiths divorced?
7. \_\_\_\_\_ this your new bicycle?

**2.7 Fill In The Gaps With Who What Where.....Principio del formulario**

1. \_\_\_\_\_ dress do you want? The red one or the blue one?
2. I want the blue one. \_\_\_\_\_ does it cost?
3. \_\_\_\_\_ is your favorite actress?
4. \_\_\_\_\_ do you play tennis? Twice a week
5. \_\_\_\_\_ is it, please? It's two o'clock!
6. \_\_\_\_\_ are you coming? I'm coming on Monday
7. \_\_\_\_\_ did you go? As far as the station
8. \_\_\_\_\_ does it take to go to your home? Just one hour!
9. \_\_\_\_\_ is Jane? She is twenty
10. \_\_\_\_\_ are you so happy? Because this exercise is finished!

**2.8 Observe The Map And Choose The Correct Preposition**



1. The music store is \_\_\_\_\_ Santos Dumont Street and Rosa e Silva Avenue.
2. The hospital is \_\_\_\_\_ the pet shop
3. The toy store is \_\_\_\_\_ the music store and the restaurant
4. The supermarket is \_\_\_\_\_ the restaurant
5. The fast food restaurant is \_\_\_\_\_ Amelia Street
6. The bookstore is \_\_\_\_\_ the supermarket
7. The bank is on Santos Dumont Street \_\_\_\_\_ the flower shop
8. The school is \_\_\_\_\_ Amelia Street and Rosa e Silva Avenue
9. The pet shop is \_\_\_\_\_ Amelia Street
10. The flower shop is \_\_\_\_\_ Santos Dumont Street

## 2.9 Games: Puzzle

### **Skill:**

Feedback, reasoning, reading

### **Description:**

This strategy consists of searching words in puzzle

### **Objective:**

To increase the student vocabulary and visual field about the specific topic

### **Behavior type:**

Emotional behavior

### **Instructions:**

Try our word search puzzle and have fun finding a range of different words. Search horizontally, vertically and diagonally for all words, put your skills to the test and see how many you can find

### **Advices:**

Try to search one word if you don't find then locate the following

### **Resources type:**

Game

### **Warnings:**

The game is focused with a few learners

### **Suggestions:**

The teacher has to motivate constantly

The teacher can give some keys or main ideas

## WORD SEARCHES



### Christmas Word Search

Try our Christmas word search puzzle and have fun finding a range of Christmas related words such as gift, santa, tree, carol and stocking. Search horizontally, vertically and diagonally for all 20 words, put your skills to the test and see how many you can find!

## Christmas Word Search

Name \_\_\_\_\_ Date \_\_\_\_\_

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

ANGEL  
CARD  
DECEMBER  
HOLLY  
RUDOLPH  
SNOWMAN

BELLS  
CAROL  
ELF  
PRESENT  
SANTA  
STAR

CANDY  
CHOCOLATE  
GIFT  
REINDEER  
SLEIGH  
STOCKING

## **2.10 Audio Clip: ¿Who Am I?**

### **Skill:**

Listening

### **Description:**

This strategy consists of listening audio clip and trying to take note of words that are not understood.

### **Objective:**

To increase the student vocabulary and to learn the native accent about the specific topic

### **Behavior type:**

Emotional behavior

### **Instructions:**

Listen the audio clip and points in a notebook every word you do not understand, write the sound you hear as it sounds, find meaning in the dictionary, visualize in your mind and memorize

### **Advices:**

Repeat audio clip as many times as necessary

### **Resources type:**

Audio Clip

### **Warnings:**

The audio clip is focused with a few learners

### **Suggestions:**

The teacher has to motivate constantly

The teacher can give some keys or main ideas

### **Audio clip text:**

Defined by teacher

## **2.11 Lyric & Song: Open Arms**

### **Skill:**

Speaking, listening

### **Description:**

This strategy consists of listening a song and read the lyrics

### **Objective:**

To increase the student vocabulary and to learn the native accent about the specific topic

### **Behavior type:**

Emotional behavior

### **Instructions:**

Listening a song and read the lyrics if you don't understand try to use a English dictionary for meaning of words, is not advisable to use a Spanish dictionary

### **Advices:**

Don't use Spanish dictionary, repeat the song as many times as necessary

### **Resources type:**

Lyrics and song

### **Warnings:**

The resource is focused with a few learners

### **Suggestions:**

The teacher has to motivate constantly

The teacher can give some keys or main ideas

### **Lyric song: "Open Arms" by Journey**

Lying beside you, here in the dark

Feeling your heartbeat with mine

Softly you whisper, you're so sincere

How could our love be so blind

We sailed on together

We drifted apart

And here you are, by my side

So now I come to you with open arms



Nothing to hide, believe what I say  
So here I am, with open arms  
Hoping you'll see what your love means to me  
Open arms  
Living without you, living alone  
This empty house seems so cold  
Wanting to hold you  
Wanting you near  
How much I wanted you home

Now that you've come back  
Turned night into day  
I need you to stay

## **UNIT III: ¿WHERE WERE YOU LAST NIGHT?**

### ***3.1 Video Clip: ¿Where Were You Last Night?***

**Skill:**

Speaking, listening, reading, viewing

**Description:**

This strategy consists of watching the video and take note of words that are not understood.

**Objective:**

To increase the student vocabulary about the specific topic

**Behavior type:**

Emotional behavior

**Instructions:**

Points in a notebook every word you do not understand, find meaning in the dictionary, visualize in your mind and memorize

**Advices:**

Don't read the subtitles

**Resources type:**

Video Clip

**Warnings:**

The video is focused with a few learners

**Suggestions:**

The teacher has to motivate constantly

The teacher can give some keys or main ideas

### **3.2 Reading: ¿Where Were You Last Night?**

**Skill:**

Speaking, listening, reading

**Description:**

These strategies consist of reading the dialogue and take note of words that are not understood.

**Objective:**

To increase the student vocabulary about the specific topic to understand the main idea of dialogue

**Behavior type:**

Emotional behavior

**Instructions:**

Points in a notebook every word you do not understand, find meaning in the dictionary, visualize in your mind and memorize

**Advices:**

Don't translate into Spanish; visualize in your mind the meaning of each word or idea

**Resources type:**

Reading

**Warnings:**

The reading is focused with a few learners

**Suggestions:**

The teacher has to motivate constantly

The teacher can give some keys or main ideas

**Methods:**

Appreciative Inquiry

Adult Learning

Experiential Learning

Understanding Reasons for Change

Responsibilities for Change Rest with the Individual

Power of Dialogue

Constructivism

**Reading text:**

Defined by teacher

**3.3 Exercises****Skill:**

Feedback, reasoning

**Description:**

This strategy consists of solving multiple choice exercises

**Objective:**

To increase the student reasoning and feedback knowledge

**Behavior type:**

Emotional behavior

**Instructions:**

Select one option and then click on test to check the correct and bad answers

**Advices:**

If you have more than 30 percent of bad answers, double check the chapter

**Resources type:**

Evaluation

**Warnings:**

The exercises are focused with a few learners

**Suggestions:**

The teacher has to motivate constantly

The teacher can give some keys or main ideas

**Methods:**

Feedback exercises

### ***3.4 Make Simple Be Questions***

1. (you / be / tired yesterday)?
2. (the weather / be / good)?
3. (we / be / too noisy)?
4. (he / be / a doctor when he was young)?
5. (they / be / in the class last week)?
6. (she / be / a good student)?
7. (I / be / on time)?
8. (Julie and Lucy / be / at the meeting)?
9. (we / be / in Paris)?
10. (where / you / be)?
11. (what / that noise / be)?
12. (who / that man / be)?
13. (how / the weekend / be)?
14. (where / the money / be)?
15. (why / the door open / be)?
16. (who / the teacher / be)?
17. (how / your holiday / be)?
18. (what / the weather like / be)?
19. (why / the children awake / be)?
20. (John / be / at the party)?

### ***3.5 Make Past Simple 'Be' Questions***

1. (you / be / tired yesterday)?
2. (the weather / be / good)?
3. (we / be / too noisy)?
4. (he / be / a doctor when he was young)?
5. (they / be / in the class last week)?
6. (she / be / a good student)?
7. (I / be / on time)?
8. (Julie and Lucy / be / at the meeting)?
9. (we / be / in Paris)?
10. (where / you / be)?
11. (what / that noise / be)?
12. (who / that man / be)?
13. (how / the weekend / be)?
14. (where / the money / be)?
15. (why / the door open / be)?
16. (who / the teacher / be)?
17. (how / your holiday / be)?
18. (what / the weather like / be)?
19. (why / the children awake / be)?

### 3.6 Games: Puzzle

**Skill:**

Feedback, reasoning, reading

**Description:**

This strategy consists of searching words in puzzle

**Objective:**

To increase the student vocabulary and visual field about the specific topic

**Behavior type:**

Emotional behavior

**Instructions:**

Try our word search puzzle and have fun finding a range of different words. Search horizontally, vertically and diagonally for all words, put your skills to the test and see how many you can find

**Advices:**

Try to search one word if you don't find then locate the following

**Resources type:**

Game

**Warnings:**

The game is focused with a few learners

**Suggestions:**

The teacher has to motivate constantly

The teacher can give some keys or main ideas

## WORD SEARCHES



### Directions Word Search

Try our directions word search puzzle and have fun finding a range of words related to directions such as far, west, next, right and stop. Search horizontally, vertically and diagonally for all 20 words, put your skills to the test and see how many you can find!

## Directions Word Search

Name \_\_\_\_\_ Date \_\_\_\_\_

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

AROUND

AWAY

BESIDE

CLOSE

CORNER

DOWN

EAST

FAR

LEFT

LONG

NEAR

NEXT

NORTH

OVER

RIGHT

SHORT

SOUTH

STOP



### ***3.7 Audio Clip: Where Were You Last Night?***

**Skill:**

Listening

**Description:**

This strategy consists of listening audio clip and trying to take note of words that are not understood.

**Objective:**

To increase the student vocabulary and to learn the native accent about the specific topic

**Behavior type:**

Emotional behavior

**Instructions:**

Listen the audio clip and points in a notebook every word you do not understand, write the sound you hear as it sounds, find meaning in the dictionary, visualize in your mind and memorize

**Advices:**

Repeat audio clip as many times as necessary

**Resources type:**

Audio Clip

**Warnings:**

The audio clip is focused with a few learners

**Suggestions:**

The teacher has to motivate constantly

The teacher can give some keys or main ideas

**Audio clip text:**

Defined by teacher

### **3.8 Lyric & Song: *The Search Is Over***

**Skill:**

Speaking, listening

**Description:**

This strategy consists of listening a song and read the lyrics

**Objective:**

To increase the student vocabulary and to learn the native accent about the specific topic

**Behavior type:**

Emotional behavior

**Instructions:**

Listening a song and read the lyrics if you don't understand try to use a English dictionary for meaning of words, is not advisable to use a Spanish dictionary

**Advices:**

Don't use Spanish dictionary, repeat the song as many times as necessary

**Resources type:**

Lyrics and song

**Warnings:**

The resource is focused with a few learners

**Suggestions:**

The teacher has to motivate constantly

The teacher can give some keys or main ideas

**Lyric song: "The Search Is Over" by Survivor**

How can I convince you what you see is real

Who am I to blame you for doubting what you feel

I was always reachin', you were just a girl I knew

I took for granted the friend I have in you

I was living for a dream, loving for a moment

Taking on the world, that was just my style

Now I look into your eyes

I can see forever, the search is over

You were with me all the while

Can we last forever, will we fall apart  
At times it's so confusing, these questions of the heart  
You followed me through changes and patiently you'd wait  
Till I came to my senses through some miracle of fate  
I was living for a dream, loving for a moment  
Taking on the world, that was just my style  
Now I look into your eyes  
I can see forever, the search is over  
You were with me all the while

Now the miles stretch out behind me  
Loves that I have lost  
Broken hearts lie victims of the game  
Then good luck it finally struck  
Like lightning from the blue  
Every highway leading me back to you

Now at last I hold you, now all is said and done  
The search has come full circle  
Our destinies are one  
So if you ever loved me  
Show me that you give a damn  
You'll know for certain  
The man I really am

I was living for a dream, loving for a moment  
Taking on the world, that was just my style  
Then I touched your hand, I could hear you whisper  
The search is over, love was right before my eyes

## **UNIT IV MY DAILY ROUTINE**

### ***4.1 Video Clip: My Daily Routine***

#### **Skill:**

Speaking, listening, reading, viewing

#### **Description:**

This strategy consists of watching the video and take note of words that are not understood.

#### **Objective:**

To increase the student vocabulary about the specific topic

#### **Behavior type:**

Emotional behavior

#### **Instructions:**

Points in a notebook every word you do not understand, find meaning in the dictionary, visualize in your mind and memorize

#### **Advices:**

Don't read the subtitles

#### **Resources type:**

Video Clip

#### **Warnings:**

The video is focused with a few learners

#### **Suggestions:**

The teacher has to motivate constantly

The teacher can give some keys or main ideas

#### ***4.2 Reading: My Daily Routine***

**Skill:**

Speaking, listening, reading

**Description:**

These strategies consist of reading the dialogue and take note of words that are not understood.

**Objective:**

To increase the student vocabulary about the specific topic to understand the main idea of dialogue

**Behavior type:**

Emotional behavior

**Instructions:**

Points in a notebook every word you do not understand, find meaning in the dictionary, visualize in your mind and memorize

**Advices:**

Don't translate into Spanish; visualize in your mind the meaning of each word or idea

**Resources type:**

Reading

**Warnings:**

The reading is focused with a few learners

**Suggestions:**

The teacher has to motivate constantly

The teacher can give some keys or main ideas

**Methods:**

Appreciative Inquiry

Adult Learning

Experiential Learning

Understanding Reasons for Change

Responsibilities for Change Rest with the Individual

Power of Dialogue

Constructivism

**Reading text:**

Defined by teacher

**4.3 Exercises****Skill:**

Feedback, reasoning

**Description:**

This strategy consists of solving multiple choice exercises

**Objective:**

To increase the student reasoning and feedback knowledge

**Behavior type:**

Emotional behavior

**Instructions:**

Select one option and then click on test to check the correct and bad answers

**Advices:**

If you have more than 30 percent of bad answers, double check the chapter

**Resources type:**

Evaluation

**Warnings:**

The exercises are focused with a few learners

**Suggestions:**

The teacher has to motivate constantly

The teacher can give some keys or main ideas

**Methods:**

Feedback exercises

#### ***4.4 Make Present Simple Questions***

1. (you / like cake)?
2. (she / live in London)?
3. (they / hate studying)?
4. (you / drink tea every morning)?
5. (you / smoke)?
6. (he / play tennis on Saturdays)?
7. (you / go shopping at the weekend)?
8. (you / drink alcohol)?
9. (she / work in an office)?
10. (they / study French)?
11. (you / meet your friends on Fridays)?
12. (you / read a lot)?
13. (John / come from New Zealand)?
14. (they / like pizza)?
15. (we / arrive at 9 p.m.)?
16. (it / snow here in winter)?
17. (Lucy / study History)?
18. (I / work as a teacher)?
19. (he / eat rice often)?
20. (you / like coffee)?

#### ***4.5 Make Present Simple 'Wh' Questions***

1. (where / you / go to school)?
2. (what / you / do)?
3. (where / John / come from)?
4. (how long / it / take from London to Paris)?
5. (how often / she / go to the cinema)?
6. (how many children / you / have)?
7. (when / you / get up)?
8. (how often / you / study English)?
9. (what time / the film / start)?
10. (where / you / play tennis)?
11. (what sports / Lucy / like)?
12. (how / they / get to work)?
13. (how often / I / come here)?
14. (where / she / live)?
15. (why / you / eat so much chocolate)?
16. (what / this machine / do)?
17. (who / she / meet on Saturdays)?
18. (how many brothers / she / have)?
19. (how much / this / cost)?
20. (where / you / eat lunch)?



**4.6 Rewrite Each Sentence With The Adverb Of Frequency (In Brackets) In Its Correct Position.**

1. Have you been to London? (*ever*)

Have you ever been to London?

2. They go swimming in the lake. (*sometimes*)

They sometimes go swimming in the lake

3. I have met him before. (*never*)

I have never met him before

4. Peter doesn't get up before seven. (*usually*)

Peter doesn't usually get up before seven

5. I was in contact with my sister. (*often*)

I was often in contact with my sister

6. John watches TV. (*seldom*)

John seldom watches TV

7. Peggy and Frank are late. (*usually*)

Peggy and Frank are usually late

8. Our friends must write tests. (*often*)

Our friends must often write tests

9. The weather is bad in November. (*always*)

The weather is always bad in November

10. She will love him. (*always*)

She will always love him

#### 4.7 Games: Puzzle

**Skill:**

Feedback, reasoning, reading

**Description:**

This strategy consists of searching words in puzzle

**Objective:**

To increase the student vocabulary and visual field about the specific topic

**Behavior type:**

Emotional behavior

**Instructions:**

Try our word search puzzle and have fun finding a range of different words. Search horizontally, vertically and diagonally for all words, put your skills to the test and see how many you can find

**Advices:**

Try to search one word if you don't find then locate the following

**Resources type:**

Game

**Warnings:**

The game is focused with a few learners

**Suggestions:**

The teacher has to motivate constantly

The teacher can give some keys or main ideas

## WORD SEARCHES



### Emotions Word Search

Try our emotions & feelings word search puzzle and have fun finding a range of emotions such as happy, sad, angry,

surprised and confused. Search horizontally, vertically and diagonally for all 10 words, put your skills to the test and see how many you can find!

### Emotions Word Search

Name \_\_\_\_\_ Date \_\_\_\_\_

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

ANGRY  
EXCITED  
PRIDE

CONFUSED  
HAPPY  
SAD

ENVY  
LONELY  
SHAME

#### ***4.8 Audio Clip: My Daily Routine***

**Skill:**

Listening

**Description:**

This strategy consists of listening audio clip and trying to take note of words that are not understood.

**Objective:**

To increase the student vocabulary and to learn the native accent about the specific topic

**Behavior type:**

Emotional behavior

**Instructions:**

Listen the audio clip and points in a notebook every word you do not understand, write the sound you hear as it sounds, find meaning in the dictionary, visualize in your mind and memorize

**Advices:**

Repeat audio clip as many times as necessary

**Resources type:**

Audio Clip

**Warnings:**

The audio clip is focused with a few learners

**Suggestions:**

The teacher has to motivate constantly

The teacher can give some keys or main ideas

**Audio clip text:**

Defined by teacher

#### **4.9 Lyric & Song: Glory Of Love**

**Skill:**

Speaking, listening

**Description:**

This strategy consists of listening a song and read the lyrics

**Objective:**

To increase the student vocabulary and to learn the native accent about the specific topic

**Behavior type:**

Emotional behavior

**Instructions:**

Listening a song and read the lyrics if you don't understand try to use a English dictionary for meaning of words, is not advisable to use a Spanish dictionary

**Advices:**

Don't use Spanish dictionary, repeat the song as many times as necessary

**Resources type:**

Lyrics and song

**Warnings:**

The resource is focused with a few learners

**Suggestions:**

The teacher has to motivate constantly

The teacher can give some keys or main ideas

**Lyric song: "Glory Of Love" by Peter Cetera**

Tonight it's very clear, as we're both standing here,  
there's so many things I want to say

I will always love you, I will never leave you alone.

Sometimes I just forget, say things I might regret,  
it breaks my heart to see you crying.

I don't want to lose you,

I could never make it alone.

I am a man who would fight for your honor,

I'll be the hero you're dreaming of.  
We'll live forever, knowing together  
that we did it all for the glory of love.

You keep me standing tall, you help me through it all,  
I'm always strong when you're beside me.  
I have always needed you,  
I could never make it alone.

I am a man who would fight for your honor,  
I'll be the hero you're dreaming of.  
We'll live forever, knowing together  
that we did it all for the glory of love.

Just like a knight in shining armor,  
from a long time ago.  
Just in time I will save the day,  
take you to my castle far away.

I am a man who would fight for your honor,  
I'll be the hero you're dreaming of.  
We'll live forever, knowing together  
that we did it all for the glory of love.

We'll live forever, knowing together  
that we did it all for the glory of love.

## **UNIT V: POLLUTION**

### ***5.1 Video Clip: Pollution***

**Skill:**

Speaking, listening, reading, viewing

**Description:**

This strategy consists of watching the video and take note of words that are not understood.

**Objective:**

To increase the student vocabulary about the specific topic

**Behavior type:**

Emotional behavior

**Instructions:**

Points in a notebook every word you do not understand, find meaning in the dictionary, visualize in your mind and memorize

**Advices:**

Don't read the subtitles

**Resources type:**

Video Clip

**Warnings:**

The video is focused with a few learners

**Suggestions:**

The teacher has to motivate constantly

The teacher can give some keys or main ideas

## ***5.2 Reading: Pollution***

### **Skill:**

Speaking, listening, reading

### **Description:**

These strategies consist of reading the dialogue and take note of words that are not understood.

### **Objective:**

To increase the student vocabulary about the specific topic to understand the main idea of dialogue

### **Behavior type:**

Emotional behavior

### **Instructions:**

Points in a notebook every word you do not understand, find meaning in the dictionary, visualize in your mind and memorize

### **Advices:**

Don't translate into Spanish; visualize in your mind the meaning of each word or idea

### **Resources type:**

Reading

### **Warnings:**

The reading is focused with a few learners

### **Suggestions:**

The teacher has to motivate constantly

The teacher can give some keys or main ideas

### **Methods:**

Appreciative Inquiry

Adult Learning

Experiential Learning

Understanding Reasons for Change

Responsibilities for Change Rest with the Individual

Power of Dialogue

Constructivism



**Reading text:**

Defined by teacher

**5.2 Exercises****Skill:**

Feedback, reasoning

**Description:**

This strategy consists of solving multiple choice exercises

**Objective:**

To increase the student reasoning and feedback knowledge

**Behavior type:**

Emotional behavior

**Instructions:**

Select one option and then click on test to check the correct and bad answers

**Advices:**

If you have more than 30 percent of bad answers, double check the chapter

**Resources type:**

Evaluation

**Warnings:**

The exercises are focused with a few learners

**Suggestions:**

The teacher has to motivate constantly

The teacher can give some keys or main ideas

**Methods:**

Feedback exercises

### 5.3 Fill In The Blanks With Have Or Has Then Check Your Answers

Right answers      Wrong answers

1. '.....you (got) a computer?' 'Yes, I have.'
2. '..... he (got) a bike?' 'Yes, he has.'
3. '..... Susan (got) green eyes?' 'Beautiful green eyes.'
4. '..... your brother (got ) a nickname?' 'Yes.... Snoopy.'
5. '.....your mother (got) many plants?' 'Yes, she loves flower.'
6. '.....Peter a cd by Britney Spears?' 'I don` t now.'
7. '.....they (got) a swimming pool?' 'Yes, an enormous one.'
8. '..... they (got) a lot of money?' 'Yes, they are millonaires.'
9. 'What ..... Maria (got) in her bag?.' 'CDs and DVDs.'
10. 'What ..... you (got) in your pocket?' 'A watch.'
11. 'Where ..... you (got) your hamster?' 'In a box in the kitchen.'
12. 'Who .....correction pen?' 'Peter has.'

### 5.4 Fill In The Words In Brackets As Adjective Or Adverb

1. He  reads a book. (*quick*)
2. Mandy is a  girl. (*pretty*)
3. The class is  loud today. (*terrible*)
4. Max is a  singer. (*good*)
5. You can  open this tin. (*easy*)
6. It's a  day today. (*terrible*)
7. She sings the song . (*good*)
8. He is a  driver. (*careful*)
9. He drives the car . (*careful*)
10. The dog barks . (*loud*)

**5.5 Rewrite The Complete Sentence Using The Adverb In Brackets In Its Correct Position**

1. He listens to the radio. (*often*)

He often listens to the radio

2. They read a book. (*sometimes*)

They sometimes read a book

3. Pete gets angry. (*never*)

Pete never gets angry

4. Tom is very friendly. (*usually*)

Tom is usually very friendly

5. I take sugar in my coffee. (*sometimes*)

I sometimes take sugar in my coffee

6. Ramon and Frank are hungry. (*often*)

Ramon and Frank are often hungry

7. My grandmother goes for a walk in the evening. (*always*)

My grandmother always goes for a walk in the evening

8. Walter helps his father in the kitchen. (*usually*)

Walter usually helps his father in the kitchen

9. They watch TV in the afternoon. (*never*)

They never watch TV in the afternoon

10. Christine smokes. (*never*)

Christine never smokes

**5.6 Correct The Order Of The Adjectives And Nouns In The Following Sentences, Then Click The 'See Answer' Buttons To See The Correct Noun Phrases**

1. Age, color, determiner or article, material, nationality, noun used as an adjective, opinion, religion, shape, main noun, size.

SeeAnswer

Answer:

Determiner or article, opinion, size, shape, age, color, nationality, religion, material, noun used as an adjective; then the main noun.

2. desk office big ugly an wooden Brown

SeeAnswer

Answer:

An ugly big brown wooden office desk.

- 1) Determiner or article - An
  - 2) opinion - ugly
  - 3) size - big
  - 4) shape -
  - 5) age -
  - 6) color - brown
  - 7) nationality -
  - 8) religion -
  - 9) material - wooden
  - 10) noun used as an adjective - office
  - 11) the main noun - desk.
3. hair long black straight my sister's

SeeAnswer

Answer:

My sister's long straight black hair.

- 1) Determiner or article - My sister's
  - 2) opinion -
  - 3) size - long
  - 4) shape - straight
  - 5) age -
  - 6) color - black
  - 7) nationality -
  - 8) religion -
  - 9) material -
  - 10) noun used as an adjective -
  - 11) the main noun - hair.
4. photograph black white and oval a family historic

[SeeAnswer](#)

Answer:

A historic oval black and white family photograph.

- 1) Determiner or article - a
  - 2) opinion - historic
  - 3) size -
  - 4) shape - oval
  - 5) age - (not *historic*, as *historic* means *about a famous event*.)
  - 6) color - black and white
  - 7) nationality -
  - 8) religion -
  - 9) material -
  - 10) noun used as an adjective - family
  - 11) the main noun - photograph.
5. vase jade Ming beautiful a antique little Green

[SeeAnswer](#)

Answer:

A beautiful little antique green jade Ming vase. (*Antique* means over one hundred years old, and therefore valuable.)

- 1) Determiner or article - a
  - 2) opinion - beautiful
  - 3) size - little
  - 4) shape -
  - 5) age - antique
  - 6) color - green
  - 7) nationality -
  - 8) religion -
  - 9) material - jade
  - 10) noun used as an adjective - Ming
  - 11) the main noun - vase.
6. computer laptop high-tech brand-new deep university's blue my

[SeeAnswer](#)

Answer:

My university's high-tech brand-new deep blue laptop computer.

- 1) Determiner or article - My university's
- 2) opinion - high-tech
- 3) size -
- 4) shape -
- 5) age - brand-new
- 6) color - deep blue
- 7) nationality -
- 8) religion -
- 9) material -
- 10) noun used as an adjective - laptop
- 11) the main noun - computer.

### 5.7 Games: Puzzle

**Skill:**

Feedback, reasoning, reading

**Description:**

This strategy consists of searching words in puzzle

**Objective:**

To increase the student vocabulary and visual field about the specific topic

**Behavior type:**

Emotional behavior

**Instructions:**

Try our word search puzzle and have fun finding a range of different words. Search horizontally, vertically and diagonally for all words, put your skills to the test and see how many you can find

**Advices:**

Try to search one word if you don't find then locate the following

**Resources type:**

Game

**Warnings:**

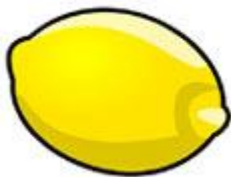
The game is focused with a few learners

**Suggestions:**

The teacher has to motivate constantly

The teacher can give some keys or main ideas

## WORD SEARCHES



### Food Word Search

Try our food word search puzzle and have fun finding a range of food related words such as bread, rice, pizza, banana and corn. Search horizontally, vertically and diagonally for all 20 words, put your skills to the test and see how many you can find!

## Food Word Search

Name \_\_\_\_\_ Date \_\_\_\_\_

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

APPLE

BACON

BANANA

BREAD

CANDY

CARROT

CHEESE

CORN

FRUIT

HAMBURGER

LETTUCE

ORANGE

PIE

PIZZA

POTATO

RICE

SOUP

STRAWBERRY



## ***5.8 Audio Clip: Pollution***

### **Skill:**

Listening

### **Description:**

This strategy consists of listening audio clip and trying to take note of words that are not understood.

### **Objective:**

To increase the student vocabulary and to learn the native accent about the specific topic

### **Behavior type:**

Emotional behavior

### **Instructions:**

Listen the audio clip and points in a notebook every word you do not understand, write the sound you hear as it sounds, find meaning in the dictionary, visualize in your mind and memorize

### **Advices:**

Repeat audio clip as many times as necessary

### **Resources type:**

Audio Clip

### **Warnings:**

The audio clip is focused with a few learners

### **Suggestions:**

The teacher has to motivate constantly

The teacher can give some keys or main ideas

### **Audio clip text:**

Defined by teacher

## **5.9 Lyric & Song: Another Day In Paradise**

### **Skill:**

Speaking, listening

### **Description:**

This strategy consists of listening a song and read the lyrics

### **Objective:**

To increase the student vocabulary and to learn the native accent about the specific topic

### **Behavior type:**

Emotional behavior

### **Instructions:**

Listening a song and read the lyrics if you don't understand try to use a English dictionary for meaning of words, is not advisable to use a Spanish dictionary

### **Advices:**

Don't use Spanish dictionary, repeat the song as many times as necessary

### **Resources type:**

Lyrics and song

### **Warnings:**

The resource is focused with a few learners

### **Suggestions:**

The teacher has to motivate constantly

The teacher can give some keys or main ideas

### **Lyric song: "Another Day In Paradise" by Phil Collins**

She calls out to the man on the street, "Sir, can you help me?"

It's cold and I've nowhere to sleep. Is there somewhere you can tell me?"

He walks on, doesn't look back, he pretends he can't hear her

He starts to whistle as he crosses the street, seems embarassed to be there

Oh, think twice, it's just another day for you and me in paradise

Oh, think twice, it's just another day for you, you and me in paradise

Just think about it

She calls out to the man on the street, he can see she's been crying  
She's got blisters on the soles of her feet, she can't walk, but she's trying

Oh, just think twice, it's just another day for you and me in paradise  
Oh yes, think twice, it's just another day for you, you and me in paradise  
Just think about it, uh - huh, just think about it

Oh Lord, is there nothing more anybody can do  
Oh oh Lord, there must be something you can say

You can tell by the lines on her face, you can see that she's been there  
Probably been moved on from everyplace, cause she didn't fit in there

Oh yes, think twice, it's just another day for you and me in paradise  
Oh yes, think twice, it's just another day for you, you and me in paradise  
Just think about it, uh - huh, just think about it

It's just another day for you and me in paradise  
It's just another day for you and me in paradise  
It's just another day for you and me in paradise  
It's just another day for you and me in paradise  
It's just another day for you and me, it's another day for you and me  
It's another day for you and me in paradise  
In paradise, oh, oh, oh, oh yeah

## **UNIT VI: I AM DOING CHORES**

### ***6.1 Video Clip: I Am Doing Chores***

**Skill:**

Speaking, listening, reading, viewing

**Description:**

This strategy consists of watching the video and take note of words that are not understood.

**Objective:**

To increase the student vocabulary about the specific topic

**Behavior type:**

Emotional behavior

**Instructions:**

Points in a notebook every word you do not understand, find meaning in the dictionary, visualize in your mind and memorize

**Advices:**

Don't read the subtitles

**Resources type:**

Video Clip

**Warnings:**

The video is focused with a few learners

**Suggestions:**

The teacher has to motivate constantly

The teacher can give some keys or main ideas

## **6.2 Reading: I Am Doing My Chores**

### **Skill:**

Speaking, listening, reading

### **Description:**

These strategies consist of reading the dialogue and take note of words that are not understood.

### **Objective:**

To increase the student vocabulary about the specific topic to understand the main idea of dialogue

### **Behavior type:**

Emotional behavior

### **Instructions:**

Points in a notebook every word you do not understand, find meaning in the dictionary, visualize in your mind and memorize

### **Advices:**

Don't translate into Spanish; visualize in your mind the meaning of each word or idea

### **Resources type:**

Reading

### **Warnings:**

The reading is focused with a few learners

### **Suggestions:**

The teacher has to motivate constantly

The teacher can give some keys or main ideas

### **Methods:**

Appreciative Inquiry

Adult Learning

Experiential Learning

Understanding Reasons for Change

Responsibilities for Change Rest with the Individual

Power of Dialogue

Constructivism

**Reading text:**

Defined by teacher

**6.3 Exercises****Skill:**

Feedback, reasoning

**Description:**

This strategy consists of solving multiple choice exercises

**Objective:**

To increase the student reasoning and feedback knowledge

**Behavior type:**

Emotional behavior

**Instructions:**

Select one option and then click on test to check the correct and bad answers

**Advices:**

If you have more than 30 percent of bad answers, double check the chapter

**Resources type:**

Evaluation

**Warnings:**

The exercises are focused with a few learners

**Suggestions:**

The teacher has to motivate constantly

The teacher can give some keys or main ideas

**Methods:**

Feedback exercises

#### 6.4 Questions In The Present Progressive

1.  Richard  in the garden? (*to work*)
2.  she  a cup of tea? (*to have*)
3.  the children  their homework? (*to do*)
4.  you  the kitchen, Tom? (*to clean*)
5.  the cat  in the basket? (*to sleep*)
6.  Cliff and Oliver  friends? (*to meet*)
7.  your mother  sandwiches? (*to make*)
8.  the birds  water? (*to drink*)
9.  Carmen  a pullover? (*to wear*)
10.  they  a pizza? (*to eat*)

### 6.5 Yes No And Wh Questions

1. What time .....every day? - I start work at 7 every day.

Right: do you start work

2. ....at weekends? - No, I don't work at weekends.

Right: Do you work

3. What .....? - Well, I am not doing anything.

Right: are you doing

4. ....? - No, she does not go to work.

Right: Does she go to work

5. And what .....now? - She is doing some shopping, I think.

Right: is she doing

6. Where .....? - She does the shopping at a shopping center.

Right: does she do the shopping

7. Who .....with shopping bags? - Our son helps her.

Right: helps her

8. ....together today? - No, they aren't shopping together today.

Right: *Are they shopping*



## 6.6 Games: Puzzle

### **Skill:**

Feedback, reasoning, reading

### **Description:**

This strategy consists of searching words in puzzle

### **Objective:**

To increase the student vocabulary and visual field about the specific topic

### **Behavior type:**

Emotional behavior

### **Instructions:**

Try our word search puzzle and have fun finding a range of different words. Search horizontally, vertically and diagonally for all words, put your skills to the test and see how many you can find

### **Advices:**

Try to search one word if you don't find then locate the following

### **Resources type:**

Game

### **Warnings:**

The game is focused with a few learners

### **Suggestions:**

The teacher has to motivate constantly

The teacher can give some keys or main ideas

# WORD SEARCHES



### Human Body Word Search

Try our human body word search puzzle and have fun finding a range of words related to the human body such as heart, bone, knee, eye and brain. Search horizontally, vertically and

diagonally for all 20 words, put your skills to the test and see how many you can find!

### Human Body Word Search

Name \_\_\_\_\_ Date \_\_\_\_\_

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

ARM

BLOOD

BONE

BRAIN

EYE

FEET

FINGER

HAIR

HEART

KIDNEY

KNEE

LIVER

LUNG

MUSCLE

NOSE

RIB

SHOULDER

SKELETON

## **6.7 Audio Clip: I Am Doing Chores**

### **Skill:**

Listening

### **Description:**

This strategy consists of listening audio clip and trying to take note of words that are not understood.

### **Objective:**

To increase the student vocabulary and to learn the native accent about the specific topic

### **Behavior type:**

Emotional behavior

### **Instructions:**

Listen the audio clip and points in a notebook every word you do not understand, write the sound you hear as it sounds, find meaning in the dictionary, visualize in your mind and memorize

### **Advices:**

Repeat audio clip as many times as necessary

### **Resources type:**

Audio Clip

### **Warnings:**

The audio clip is focused with a few learners

### **Suggestions:**

The teacher has to motivate constantly

The teacher can give some keys or main ideas

### **Audio clip text:**

Defined by teacher

## 6.8 Lyric & Song: *Someone Like You*

### **Skill:**

Speaking, listening

### **Description:**

This strategy consists of listening a song and read the lyrics

### **Objective:**

To increase the student vocabulary and to learn the native accent about the specific topic

### **Behavior type:**

Emotional behavior

### **Instructions:**

Listening a song and read the lyrics if you don't understand try to use a English dictionary for meaning of words, is not advisable to use a Spanish dictionary

### **Advices:**

Don't use Spanish dictionary, repeat the song as many times as necessary

### **Resources type:**

Lyrics and song

### **Warnings:**

The resource is focused with a few learners

### **Suggestions:**

The teacher has to motivate constantly

The teacher can give some keys or main ideas

### **Lyric song: "Someone Like You" by Adele**

I heard, that you're settled down

That you found a girl and you're, married now

I heard, that you're dreams came true

I guess she gave you things

I didn't give to you

Old friend, why are you so shy

Ain't like you to hold back

Or hide from the light

I hate to turn up out of the blue uninvited but I  
Couldn't stay away I couldn't fight it  
I had hoped you'd see my face  
And that you be reminded that for me it isn't over

Never mind I'll find someone like you  
I wish nothing but the best  
For you too, don't forget me  
I beg, I'll remember you said  
Sometimes it lasts in love  
But sometimes it hurts instead  
Sometimes it lasts in love  
But sometimes it hurts instead yeah

You know how the time flies  
Only yesterday it was the time of our lives  
We were born and raised  
In a summer haze bound by the surprise  
Of our glory days

I hate to turn up out of the blue uninvited but I  
Couldn't stay away I couldn't fight it  
I hoped you'd see my face  
And that you'd be reminded that for me it isn't over

Never mind I'll find someone like you  
I wish nothing but the best for you too  
Don't forget me I beg, I'll remember you said  
Sometimes it lasts in love but sometimes it hurts instead

Nothing compares no worries or cares  
Regrets and mistakes their memories made  
Who would have known how bittersweet

This would taste  
Never mind I'll find someone like you  
I wish nothing but the best for you  
Don't forget me I beg, I'll remember you said  
Sometimes it lasts in love but sometimes it hurts instead

Never mind I'll find someone like you  
I wish nothing but the best for you too  
Don't forget me I beg, I'll remember you said  
Sometimes it lasts in love but sometimes it hurts instead

Sometimes it lasts in love but sometimes it hurts instead

## **UNIT VII: THOSE ARE MY FRIENDS**

### **7.1 Video Clip: Those Are My Friends**

**Skill:**

Speaking, listening, reading, viewing

**Description:**

This strategy consists of watching the video and take note of words that are not understood.

**Objective:**

To increase the student vocabulary about the specific topic

**Behavior type:**

Emotional behavior

**Instructions:**

Points in a notebook every word you do not understand, find meaning in the dictionary, visualize in your mind and memorize

**Advices:**

Don't read the subtitles

**Resources type:**

Video Clip

**Warnings:**

The video is focused with a few learners

**Suggestions:**

The teacher has to motivate constantly

The teacher can give some keys or main ideas

## ***7.2 Reading: Those Are My Friends***

### **Skill:**

Speaking, listening, reading

### **Description:**

These strategies consist of reading the dialogue and take note of words that are not understood.

### **Objective:**

To increase the student vocabulary about the specific topic to understand the main idea of dialogue

### **Behavior type:**

Emotional behavior

### **Instructions:**

Points in a notebook every word you do not understand, find meaning in the dictionary, visualize in your mind and memorize

### **Advices:**

Don't translate into Spanish; visualize in your mind the meaning of each word or idea

### **Resources type:**

Reading

### **Warnings:**

The reading is focused with a few learners

### **Suggestions:**

The teacher has to motivate constantly

The teacher can give some keys or main ideas

### **Methods:**

Appreciative Inquiry

Adult Learning

Experiential Learning

Understanding Reasons for Change

Responsibilities for Change Rest with the Individual

Power of Dialogue

Constructivism



**Reading text:**

Defined by teacher

**7.3 Exercises****Skill:**

Feedback, reasoning

**Description:**

This strategy consists of solving multiple choice exercises

**Objective:**

To increase the student reasoning and feedback knowledge

**Behavior type:**

Emotional behavior

**Instructions:**

Select one option and then click on test to check the correct and bad answers

**Advices:**

If you have more than 30 percent of bad answers, double check the chapter

**Resources type:**

Evaluation

**Warnings:**

The exercises are focused with a few learners

**Suggestions:**

The teacher has to motivate constantly

The teacher can give some keys or main ideas



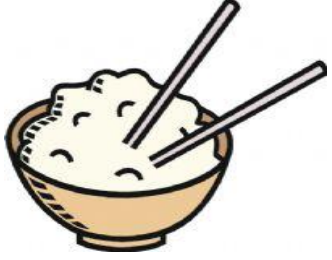
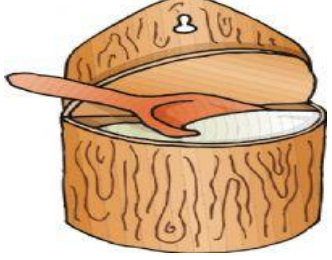

**Methods:**

Feedback exercises

#### **7.4 Choose *These / Those / This***

1. Which one should I choose, .....dress or that one ?
  2. And look at .....birds in the background, they look so real they could fly !
  3. ....is what I will do : I'll ask my mother
  4. The scene is set in the 1800s, people were so poor in .....days
  5. You're right, .....s the best thing to do when you have a decision to make
  6. Look at .....little children here, on the left. They really look miserable !
  7. Hey, Dad, what do you think of .....dress ?
  8. He is so realistic !.....is why I love his painting
  9. Are you joking ? You can't buy .....awful piece of clothes
  10. I have just bought .....painting by W. Turner
-

*7.5 Are These Nouns Countable Or Uncountable? Write C For Countable And U For Uncountable*

	
apple	
	
people	
	
rice	
	
sugar	
	

<b>money</b>	
	
<b>traffic</b>	
	
<b>chicken</b>	
	
<b>chocolate</b>	
	
<b>onion</b>	

### 7.6 Complete With A/An, Some Or Any

1. What are you eating? I'm eating  cheese sandwich.
2. Would you like  more cheese? No, thanks!
3. Is there  sugar?
4. I'd like  more tea, please
5. We have got  apple,  cherries and  banana. We can make  fruitcake
6. I haven't got  money, so I can't buy the CD
7. There wasn't  chicken left when I arrived home yesterday
8. Are there  potatoes? I'd like to prepare a Spanish omelet
9. There isn't  rice in the cupboard. I'll go to the supermarket and get
10. That's  delicious chocolate cake!

### 7.7 Complete With Much, Many, A Lot Of

1. How  chocolate do you need for the cake?
2. How  people were there at the meeting yesterday?
3. There's  food in the fridge. We needn't go to the supermarket
4. There isn't  traffic at this time of the day, but in the rush hours there's  traffic in this city
5. There were  people at the concert yesterday
6. How  brothers has she got? Two, I think
7. There aren't  oranges. We should buy some more
8. There isn't  milk. We should get some more for tomorrow

### 7.8 Choose The Correct Option

1. In my city...
  - there is much traffic
  - there is a lot of traffic
  - there is many traffic
2. We should go to the supermarket because...
  - there aren't any vegetables for dinner
  - there isn't any vegetables for dinner
  - there aren't a lot of vegetables for dinner
3. Would you like...
  - any more tea?
  - a lot of more tea?
  - some more tea?
4. I think there are...
  - some bottles of milk in the fridge
  - a bottles of milk in the fridge
  - many bottles of milk in the fridge
5. Is there ...
  - some sandwich on the table?
  - a sandwich on the table?
  - much sandwich on the table?

## 7.9 Games: Puzzle

### **Skill:**

Feedback, reasoning, reading

### **Description:**

This strategy consists of searching words in puzzle

### **Objective:**

To increase the student vocabulary and visual field about the specific topic

### **Behavior type:**

Emotional behavior

### **Instructions:**

Try our word search puzzle and have fun finding a range of different words. Search horizontally, vertically and diagonally for all words, put your skills to the test and see how many you can find

### **Advices:**

Try to search one word if you don't find then locate the following

### **Resources type:**

Game

### **Warnings:**

The game is focused with a few learners

### **Suggestions:**

The teacher has to motivate constantly

The teacher can give some keys or main ideas

# WORD SEARCHES



### *Noun* Word Search

Try our noun word search puzzle and have fun finding a range of different nouns such as door, car, school, family and world.

Search horizontally, vertically and diagonally for all 20 words, put your skills to the test and see how many you can find!



## Noun Word Search

Name \_\_\_\_\_ Date \_\_\_\_\_

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

ADULT

BALL

BOOK

BOY

CAR

CHAIR

CHILD

CITY

DOOR

FAMILY

FRIEND

GIRL

HOUSE

JOB

MAN

PEOPLE

SCHOOL

TIME

### ***7.10 Audio Clip: Those Are My Friends***

**Skill:**

Listening

**Description:**

This strategy consists of listening audio clip and trying to take note of words that are not understood

**Objective:**

To increase the student vocabulary and to learn the native accent about the specific topic

**Behavior type:**

Emotional behavior

**Instructions:**

Listen the audio clip and points in a notebook every word you do not understand, write the sound you hear as it sounds, find meaning in the dictionary, visualize in your mind and memorize

**Advices:**

Repeat audio clip as many times as necessary

**Resources type:**

Audio Clip

**Warnings:**

The audio clip is focused with a few learners

**Suggestions:**

The teacher has to motivate constantly

The teacher can give some keys or main ideas

**Audio clip text:**

Defined by teacher

### ***7.11 Lyric & Song: Somewhere Only We Know***

**Skill:**

Speaking, listening

**Description:**

This strategy consists of listening a song and read the lyrics

**Objective:**

To increase the student vocabulary and to learn the native accent about the specific topic

**Behavior type:**

Emotional behavior

**Instructions:**

Listening a song and read the lyrics if you don't understand try to use a English dictionary for meaning of words, is not advisable to use a Spanish dictionary

**Advices:**

Don't use Spanish dictionary, repeat the song as many times as necessary

**Resources type:**

Lyrics and song

**Warnings:**

The resource is focused with a few learners

**Suggestions:**

The teacher has to motivate constantly

The teacher can give some keys or main ideas

**Lyric song: "Somewhere Only We Know" by Keane**

I walked across an empty land

I knew the pathway like the back of my hand

I felt the earth beneath my feet

Sat by the river, and it made me complete

Oh, simple thing, where have you gone?

I'm getting old, and I need something to rely on

So tell me when you're gonna let me in

I'm getting tired, and I need somewhere to begin

I came across a fallen tree

I felt the branches of it looking at me

Is this the place we used to love?

Is this the place that I've been dreaming of?

And if you have a minute, why don't we go

Talk about it somewhere only we know?

This could be the end of everything

So why don't we go

Somewhere only we know?

And if you have a minute, why don't we go

Talk about it somewhere only we know?

This could be the end of everything

So why don't we go?

So why don't we go?

This could be the end of everything

So why don't we go

Somewhere only we know

Somewhere only we know

Somewhere only we know?

## **UNIT VIII: WHAT DID YOU DO LAST WEEK?**

### *8.1 Video Clip: What Did You Do Last Week?*

**Skill:**

Speaking, listening, reading, viewing

**Description:**

This strategy consists of watching the video and take note of words that are not understood.

**Objective:**

To increase the student vocabulary about the specific topic

**Behavior type:**

Emotional behavior

**Instructions:**

Points in a notebook every word you do not understand, find meaning in the dictionary, visualize in your mind and memorize

**Advices:**

Don't read the subtitles

**Resources type:**

Video Clip

**Warnings:**

The video is focused with a few learners

**Suggestions:**

The teacher has to motivate constantly

The teacher can give some keys or main ideas

## ***8.2 Reading: What Did You Do Last Week?***

### **Skill:**

Speaking, listening, reading

### **Description:**

These strategies consist of reading the dialogue and take note of words that are not understood.

### **Objective:**

To increase the student vocabulary about the specific topic to understand the main idea of dialogue

### **Behavior type:**

Emotional behavior

### **Instructions:**

Points in a notebook every word you do not understand, find meaning in the dictionary, visualize in your mind and memorize

### **Advices:**

Don't translate into Spanish; visualize in your mind the meaning of each word or idea

### **Resources type:**

Reading

### **Warnings:**

The reading is focused with a few learners

### **Suggestions:**

The teacher has to motivate constantly

The teacher can give some keys or main ideas

### **Methods:**

Appreciative Inquiry

Adult Learning

Experiential Learning

Understanding Reasons for Change

Responsibilities for Change Rest with the Individual

Power of Dialogue

Constructivism

**Reading text:**

Defined by teacher

**8.3 Exercises****Skill:**

Feedback, reasoning

**Description:**

This strategy consist into solve multiple choice exercises

**Objective:**

To increase the student reasoning and feedback knowledge

**Behavior type:**

Emotional behavior

**Instructions:**

Select one option and then click on test to check the correct and bad answers

**Advices:**

If you have more than 30 percent of bad answers, double check the chapter

**Resources type:**

Evaluation

**Warnings:**

The exercises are focused with a few learners

**Suggestions:**

The teacher has to motivate constantly

The teacher can give some keys or main ideas

**Methods:**

Feedback exercises

**8.4 Find The Regular Verb In Each Line And Write It Into The Gap**

1. read, feel, play, see -
2. listen, do, go, make -
3. know, help, say, think -
4. like, write, forget, eat -
5. take, bring, cut, clean -
6. watch, be, have, meet -
7. put, buy, cook, teach -
8. catch, find, answer, lose -
9. want, tell, win, sit -
10. sell, build, drink, open -



**8.5 Choose The Correct Form Of The Verb From The Choices That Follow By Clicking On The Appropriate Letter**

---

1 My mother work late on Friday nights.

has worked

Works

Working

---

2 Yesterday, I take the dog for a long walk.

took

taked

taken

---

3 At the French restaurant, Jen choose her food by pointing at the menu.

chooses

chosen

chosed

---

4 I growed my own vegetables last year.

grows

grown

grew

---

5 Because I has a car, I drove Sylvia to the airport.

have

hasn't

has had

---

6 He had tore his shirt while he was playing basketball.

Tore

has teared

has tore

---

7 The chef walk into the kitchen just as her souffle fell.

Walks

Walked

has walk

---

8 When the motorcycle hit the curb, the rider was throwed into a ditch

was thrown

was threw

has been throwed

---

9 Denny had forgot to give me his address, so I circled the block for an hour.

has forgot

did forgotten

had forgotten

---

10 When we walked in, the party already had begin.

was beginned

has begin

has begun

**8.6 Put In The Correct Verb Form Into The Gap. Use Simple Past**

1. -----you-----the door? (*to close*)
  2. -----Claire -----the housework? (*to finish*)
  3. -----he-----a bath yesterday? (*to have*)
  4. -----the boy -----into the lake? (*to jump*)
  5. -----Ronald -----the Tower of London? (*to visit*)
  6. -----Peggy and Olivia -----after the baby? (*to look*)
  7. -----she-----the invitation cards herself? (*to make*)
  8. -----the girl -----the ketchup bottle? (*to drop*)
  9. -----Tim -----the green T-shirt last Monday? (*to buy*)
- they-----karate this morning? (*to practice*)

**8.7 Make Questions Using The "Wh" Words Below**

---

**When / How / Who / What / Why**

1.	They wanted to see <u>Fiona</u> .	-----did they want to see?
2.	I got up at <u>7 o'clock</u> .	-----time did you get up?
3.	She paid <u>\$10</u> .	-----much did she pay?
4.	He didn't like the movie.	-----didn't he like the movie?
5.	We had dinner.	-----did you have for dinner?
6.	The meeting finished <u>late</u> .	-----time did the meeting finish?
7.	I ate an <u>apple</u> pie?	-----kind of pie did you eat?
8.	I played tennis <u>last week</u> .	-----did you play tennis?
9.	They wrote to <u>Ellen</u> .	-----did they write to?
10.	I didn't eat the chicken.	-----didn't you eat the chicken?

## 8.8 Games: Puzzle

### **Skill:**

Feedback, reasoning, reading

### **Description:**

This strategy consists of searching words in puzzle

### **Objective:**

To increase the student vocabulary and visual field about the specific topic

### **Behavior type:**

Emotional behavior

### **Instructions:**

Try our word search puzzle and have fun finding a range of different words. Search horizontally, vertically and diagonally for all words, put your skills to the test and see how many you can find

### **Advices:**

Try to search one word if you don't find then locate the following

### **Resources type:**

Game

### **Warnings:**

The game is focused with a few learners

### **Suggestions:**

The teacher has to motivate constantly

The teacher can give some keys or main ideas

# WORD SEARCHES



### Winter Word Search

Try our winter word search puzzle and have fun finding a range of winter related words such as snow, frost, gloves, freeze and blizzard. Search horizontally, vertically and diagonally for all 20 words, put your skills to the test and see how many you can find!

## Winter Word Search

Name \_\_\_\_\_ Date \_\_\_\_\_

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

ARCTIC  
COLD  
FROST  
HIBERNATE  
SCARF  
SNOW  
SNOWMAN

BLIZZARD  
FIRE  
GLOVES  
ICE  
SEASON  
SNOWBOARD  
SWEATER

COAT  
FREEZE  
HEATER  
ICICLE  
SKI  
SNOWFLAKE

### ***8.9 Audio Clip: What Did You Do Last Week?***

**Skill:**

Listening

**Description:**

This strategy consists of listening audio clip and trying to take note of words that are not understood.

**Objective:**

To increase the student vocabulary and to learn the native accent about the specific topic

**Behavior type:**

Emotional behavior

**Instructions:**

Listen the audio clip and points in a notebook every word you do not understand, write the sound you hear as it sounds, find meaning in the dictionary, visualize in your mind and memorize

**Advices:**

Repeat audio clip as many times as necessary

**Resources type:**

Audio Clip

**Warnings:**

The audio clip is focused with a few learners

**Suggestions:**

The teacher has to motivate constantly

The teacher can give some keys or main ideas

**Audio clip text:**

Defined by teacher

### **8.10 Lyric & Song: We've Got Tonight**

**Skill:**

Speaking, listening

**Description:**

This strategy consists of listening a song and read the lyrics

**Objective:**

To increase the student vocabulary and to learn the native accent about the specific topic

**Behavior type:**

Emotional behavior

**Instructions:**

Listening a song and read the lyrics if you don't understand try to use a English dictionary for meaning of words, is not advisable to use a Spanish dictionary

**Advices:**

Don't use Spanish dictionary, repeat the song as many times as necessary

**Resources type:**

Lyrics and song

**Warnings:**

The resource is focused with a few learners

**Suggestions:**

The teacher has to motivate constantly

The teacher can give some keys or main ideas

**Lyric song: "We've Got Tonight" by Kenny Rogers**

I know it's late, I know you're weary

I know your plans don't include me

Still here we are, both of us lonely

Longing for shelter from all that we see

Why should we worry, no one will care girl

Look at the stars so far away

We've got tonight, who needs tomorrow?

We've got tonight babe



Why don't you stay?

Deep in my soul I've been so lonely  
All of my hopes fading away  
I've longed for love like everyone else does  
I know I'll keep searching even after today  
So there it is girl, I've said it all now  
And here we are babe, what do you say?  
We've got tonight, who needs tomorrow?  
We've got tonight babe  
Why don't you stay?

I know it's late, I know you're weary  
I know your plans don't include me  
Still here we are, both of us lonely  
Both of us lonely

We've got tonight, who needs tomorrow?  
Let's make it last, let's find a way  
Turn out the light, come take my hand now  
We've got tonight babe  
Why don't you stay?  
Why don't you stay?

## **UNIT IX: HOW MUCH VEGETATION IS THERE IN COTOPAXI?**

### ***9.1 Video Clip: How Much Vegetation Is There In Cotopaxi?***

**Skill:**

Speaking, listening, reading, viewing

**Description:**

This strategy consists of watching the video and take note of words that are not understood.

**Objective:**

To increase the student vocabulary about the specific topic

**Behavior type:**

Emotional behavior

**Instructions:**

Points in a notebook every word you do not understand, find meaning in the dictionary, visualize in your mind and memorize

**Advices:**

Don't read the subtitles

**Resources type:**

Video Clip

**Warnings:**

The video is focused with a few learners

**Suggestions:**

The teacher has to motivate constantly

The teacher can give some keys or main ideas

## ***9.2 Reading: How Much Vegetation Is There In Cotopaxi?***

### **Skill:**

Speaking, listening, reading

### **Description:**

These strategies consist of reading the dialogue and take note of words that are not understood.

### **Objective:**

To increase the student vocabulary about the specific topic to understand the main idea of dialogue

### **Behavior type:**

Emotional behavior

### **Instructions:**

Points in a notebook every word you do not understand, find meaning in the dictionary, visualize in your mind and memorize

### **Advices:**

Don't translate into Spanish; visualize in your mind the meaning of each word or idea

### **Resources type:**

Reading

### **Warnings:**

The reading is focused with a few learners

### **Suggestions:**

The teacher has to motivate constantly

The teacher can give some keys or main ideas

### **Methods:**

Appreciative Inquiry

Adult Learning

Experiential Learning

Understanding Reasons for Change

Responsibilities for Change Rest with the Individual

Power of Dialogue

Constructivism

**Reading text:**

Defined by teacher

**9.3 Exercises****Skill:**

Feedback, reasoning

**Description:**

This strategy consists of solving multiple choice exercises

**Objective:**

To increase the student reasoning and feedback knowledge

**Behavior type:**

Emotional behavior

**Instructions:**

Select one option and then click on test to check the correct and bad answers

**Advices:**

If you have more than 30 percent of bad answers, double check the chapter

**Resources type:**

Evaluation

**Warnings:**

The exercises are focused with a few learners

**Suggestions:**

The teacher has to motivate constantly

The teacher can give some keys or main ideas

**Methods:**

Feedback exercises

**9.4 Complete Use Much / Many Matching**

1. How \_\_\_\_\_ people are you expecting?
2. How \_\_\_\_\_ money do you want for this?
3. I don't see \_\_\_\_\_ point in continuing. We're all very tired.
4. Thank you so \_\_\_\_\_ for your help.
5. We don't stock these. We don't get \_\_\_\_\_ demand for them
6. I feel \_\_\_\_\_ better today, thank you.
7. I like that dress very \_\_\_\_\_ .
8. There are so \_\_\_\_\_ things I want to ask you.
9. There are too \_\_\_\_\_ paintings to see in one visit.
10. I'm talking too \_\_\_\_\_ . I'll be quiet.
11. I've got so \_\_\_\_\_ news to tell you.
12. Do you have \_\_\_\_\_ work to do?
13. Thank you very \_\_\_\_\_ for coming.
14. It looks good but so \_\_\_\_\_ things could still go wrong.
15. I don't have \_\_\_\_\_ friends.
16. Please be quick. I don't have \_\_\_\_\_ time to spare.
17. It's been a poor summer. We haven't had \_\_\_\_\_ good weather
18. There haven't been \_\_\_\_\_ sunny days.

19. Happy birthday. \_\_\_\_\_ happy returns!

20. I don't know \_\_\_\_\_ about English but I am learning fast.

**9.5 For Each Sentence, Choose The Best Word Or Phrase To Complete The Gap From The Choices Below**

1. We walked for

- A  miles and miles    B  millions and millions    C  tons and tons    D  rows and rows

2. The library has of books on every topic.

- A  pages and pages    B  rows and rows    C  lines and lines    D  shelves and shelves

3. In the exam room there were of desks.

- A  pots and pots    B  rows and rows    C  miles and miles    D  yards and yards

4. They're rich. They've got of money.

- A  millions and millions    B  lines and lines    C  pounds and pounds    D  pots and pots

5. We had to memorize of text for the test.

- A  pages and pages    B  books and books    C  shelves and shelves    D  rows and rows

6. I was so thirsty. I drank of water.

- A  hundreds and hundreds    B  gallons and gallons    C  yards and yards    D  pots and pots

7. John! I haven't seen you for .

- A  loads and loads    B  thousands and thousands    C  miles and miles    D  ages and ages

8. My work wasn't great. I made of mistakes.

- A**  hours and hours    **B**  bags and bags    **C**  loads and loads    **D**  ages and ages

9. My diet is working well. I've lost since I started.

- A**  pounds and pounds    **B**  bags and bags    **C**  lines and lines    **D**  litres and litres

10. It's a beautiful old palace. There are of antique furniture.

- A**  hundreds and hundreds    **B**  ages and ages    **C**  rooms and rooms    **D**  years and years

11. I'm not surprised your phone bill is high. You spend making international calls

- A**  loads and loads    **B**  hours and hours    **C**  stacks and stacks    **D**  pounds and pounds

12. It rained for .

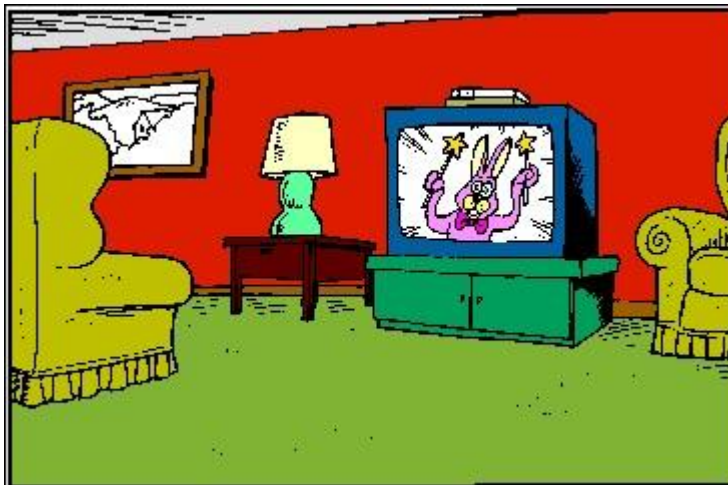
- A**  loads and loads    **B**  days and days    **C**  litres and litres    **D**  clouds and clouds



**9.6 Choose The Best Answer To Complete The Gap From The Pictures Below**



1. Is there a bed? -----
2. Is there a TV?-----
3. Are there four chairs? -----
4. Is there a table? -----
5. Is there a light? -----



6. Are there cabinets? -----
7. Is there a lamp? -----
8. Is there a TV?-----
9. Is there a toilet? -----
10. Is there a sink? -----

**9.7 Find The Mistake And Write The Correct Answer**

1. There are gabinets in the kitchen -----
2. There're four chairs -----
3. There's a refrigerador in the kitchen -----
4. There is two tables -----
5. There isen't a sofa -----

**9.8 Choose Too Much / Too Many Matching**

1. Put on the heater. It's \_\_\_\_\_ cold. -----
2. Now that you are 18 you are old \_\_\_\_\_ to vote. -----
3. You look drunk. You've had \_\_\_\_\_ beer. -----
4. It's very crowded. There are \_\_\_\_\_ people. -----
5. I'd like to have more friends. I don't have \_\_\_\_\_ . -----
6. Relax. You work \_\_\_\_\_ hard. -----
7. I don't want to buy it. It costs \_\_\_\_\_ . -----
8. That jacket is \_\_\_\_\_ big for you. -----
9. I don't know him well \_\_\_\_\_ to know if he will like this  
idea. -----
10. This coffee is \_\_\_\_\_ hot to drink. -----
11. I cannot come out this evening. I've got \_\_\_\_\_ work to do. -----
12. I don't want to buy it. There are \_\_\_\_\_ problems with it. -----
13. I'm not sure we've got \_\_\_\_\_ paper to print out the  
document. -----
14. I don't have time to come. I'm \_\_\_\_\_ busy. -----

15. I'm not buying that. It's \_\_\_\_\_ expensive -----
16. I hate driving in London. There is \_\_\_\_\_ traffic. -----
17. I don't want him on my team. He works \_\_\_\_\_ slowly. -----
18. I'm afraid your work is not good \_\_\_\_\_. Please do it again. -----
19. I'm afraid I don't speak Japanese well \_\_\_\_\_ to negotiate in -----  
it.
20. I've eaten \_\_\_\_\_. I feel sick. -----

### **9.9 Games: Puzzle**

**Skill:**

Feedback, reasoning, reading

**Description:**

This strategy consists of searching words in puzzle

**Objective:**

To increase the student vocabulary and visual field about the specific topic

**Behavior type:**

Emotional behavior

**Instructions:**

Try our word search puzzle and have fun finding a range of different words. Search horizontally, vertically and diagonally for all words, put your skills to the test and see how many you can find

**Advices:**

Try to search one word if you don't find then locate the following

**Resources type:**

Game

**Warnings:**

The game is focused with a few learners

**Suggestions:**

The teacher has to motivate constantly

The teacher can give some keys or main ideas

# WORD SEARCHES



## Sport Word Search

Try our sport word search puzzle and have fun finding a range of words related to sports such as basketball, golf, baseball, karate and rugby. Search horizontally, vertically and diagonally for all 20 words, put your skills to the test and see how many you can find!

## Sport Word Search

Name \_\_\_\_\_ Date \_\_\_\_\_

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

E T A N R E B I H E L C I C I T  
E J Q R N T Z Z R Q Z S V K E T

BALL	BASEBALL	BASKETBALL
BAT	CATCH	COMPETITION
GOLF	JOGGING	JUMP
KARATE	LOSE	OLYMPICS
RACE	RUGBY	RUN
SPRINT	SWIMMING	TEAM

### ***9.10 Audio Clip: How Much Vegetation Is There In Cotopaxi?***

**Skill:**

Listening

**Description:**

This strategy consists of listening audio clip and trying to take note of words that are not understood.

**Objective:**

To increase the student vocabulary and to learn the native accent about the specific topic

**Behavior type:**

Emotional behavior

**Instructions:**

Listen the audio clip and points in a notebook every word you do not understand, write the sound you hear as it sounds, find meaning in the dictionary, visualize in your mind and memorize

**Advices:**

Repeat audio clip as many times as necessary

**Resources type:**

Audio Clip

**Warnings:**

The audio clip is focused with a few learners

**Suggestions:**

The teacher has to motivate constantly

The teacher can give some keys or main ideas

**Audio clip text:**

Defined by teacher

### ***9.11 Lyric & Song: Need You Now***

**Skill:**

Speaking, listening

**Description:**

This strategy consists of listening a song and read the lyrics

**Objective:**

To increase the student vocabulary and to learn the native accent about the specific topic

**Behavior type:**

Emotional behavior

**Instructions:**

Listening a song and read the lyrics if you don't understand try to use a English dictionary for meaning of words, is not advisable to use a Spanish dictionary

**Advices:**

Don't use Spanish dictionary, repeat the song as many times as necessary

**Resources type:**

Lyrics and song

**Warnings:**

The resource is focused with a few learners

**Suggestions:**

The teacher has to motivate constantly

The teacher can give some keys or main ideas

**Lyric song: "Need You Now" by Lady Antebellum**

Picture perfect memories,

Scattered all around the floor,

Reaching for the phone cause, I can't fight it any more.

And I wonder if I ever cross your mind.

For me it happens all the time.

It's a quarter after one, I'm all alone and I need you now.

Said I wouldn't call but I lost all control and I need you now.

And I don't know how I can do without, I just need you now.

Another shot of whiskey, can't stop looking at the door.  
Wishing you'd come sweepin' in the way you did before.  
And I wonder if I ever cross your mind.  
For me it happens all the time.

It's a quarter after one, I'm a little drunk,  
And I need you now.  
Said I wouldn't call but I lost all control and I need you now.  
And I don't know how I can do without, I just need you now.  
Oh oh oh

Guess I'd rather hurt than feel nothing at all.  
It's a quarter after one, I'm all alone and I need you now.  
And I said I wouldn't call but I'm a little drunk and I need you now.  
And I don't know how I can do without, I just need you now.  
I just need you now.  
Oh baby I need you now.



## **UNIT X: LATACUNGA IS COLDER THAN . . . . .**

### ***10.1 Video Clip: Latacunga Is Colder Than ...***

**Skill:**

Speaking, listening, reading, viewing

**Description:**

This strategy consists of watching the video and take note of words that are not understood.

**Objective:**

To increase the student vocabulary about the specific topic

**Behavior type:**

Emotional behavior

**Instructions:**

Points in a notebook every word you do not understand, find meaning in the dictionary, visualize in your mind and memorize

**Advices:**

Don't read the subtitles

**Resources type:**

Video Clip

**Warnings:**

The video is focused with a few learners

**Suggestions:**

The teacher has to motivate constantly

The teacher can give some keys or main ideas

## ***10.2 Reading: Latacunga Is Colder Than ...***

### **Skill:**

Speaking, listening, reading

### **Description:**

These strategies consist of reading the dialogue and take note of words that are not understood.

### **Objective:**

To increase the student vocabulary about the specific topic to understand the main idea of dialogue

### **Behavior type:**

Emotional behavior

### **Instructions:**

Points in a notebook every word you do not understand, find meaning in the dictionary, visualize in your mind and memorize

### **Advices:**

Don't translate into Spanish; visualize in your mind the meaning of each word or idea

### **Resources type:**

Reading

### **Warnings:**

The reading is focused with a few learners

### **Suggestions:**

The teacher has to motivate constantly

The teacher can give some keys or main ideas

### **Methods:**

Appreciative Inquiry

Adult Learning

Experiential Learning

Understanding Reasons for Change

Responsibilities for Change Rest with the Individual

Power of Dialogue

Constructivism

**Reading text:**

Defined by teacher

**10.3 Exercises****Skill:**

Feedback, reasoning

**Description:**

This strategy consists of solving multiple choice exercises

**Objective:**

To increase the student reasoning and feedback knowledge

**Behavior type:**

Emotional behavior

**Instructions:**

Select one option and then click on test to check the correct and bad answers

**Advices:**

If you have more than 30 percent of bad answers, double check the chapter

**Resources type:**

Evaluation

**Warnings:**

The exercises are focused with a few learners

**Suggestions:**

The teacher has to motivate constantly

The teacher can give some keys or main ideas

**Methods:**

Feedback exercises

**10.4 Fill In The Correct Form Of The Words In Brackets (Comparative Or Superlative)**

1. My house is (big)  than yours.
2. This flower is (beautiful) -----than that one.
3. This is the (interesting) -----book I have ever read.
4. Non-smokers usually live (long) -----than smokers.
5. Which is the (dangerous) -----animal in the world?
6. A holiday by the sea is (good) -----than a holiday in the mountains.
7. It is strange but often a coke is (expensive) -----than a beer.
8. Who is the (rich) -----woman on earth?
9. The weather this summer is even (bad) -----than last summer.
10. He was the (clever) -----thief of all.

*10.5 Choose The Correct Answer*

1. **Mount Everest measures 8,848 meters, Mount Kangchenjunga measures 8,596 meters and K2 measures 8,611 meters.**

-----Mount Everest is the highest mountain.

-----Mount Kangchenjunga is the highest mountain.

-----K2 is the lowest mountain.

2. **Anne is 43 years old, Lynne is 40 years old.**

-----Anne is younger than Lynne.

-----Lynne is older than Anne.

-----Anne is older than Lynne.

3. **The red dress costs 25.00, the blue dress costs 15.00.**

-----The red dress costs less than the blue dress.

-----The blue dress costs less than the red dress.

-----The blue dress costs more than the red dress.

4. **Russia is 17,075 sqm, France is 544,000 sqm.**

-----France is larger than Russia.

-----Russia is larger than France.

-----Russia is smaller than France.

5. **Box A is bigger than box B, box C is bigger than box A.**

-----Box B is the smallest box.

-----Box A is the biggest box.

-----Box C is the smallest box.

6. **I live 2 km from my mother. My sister lives 1 km from her.**

-----I live nearer my mother than my sister.

-----My sister lives nearer my mother than me.

-----My sister lives further from my mother than me.

7. **Jane has 1,633.20, Bill has 1,635.30, John has 1,632.10.**

-----Bill has the most money.

-----Jane has the least money.

-----John has the most money.

**8. Carrots are good for you, cakes are bad for you.**

-----Carrots are worse for you than cakes.

-----Cakes are better for you than carrots.

-----Carrots are better for you than cakes.

**9. Johnny was bad, Wendy was very bad, Billy was very, very bad.**

-----Johnny was the worst.

-----Wendy was the best.

-----Billy was the worst.

**10. I saw two plays, one on Monday 1st April and the other on Tuesday 2nd April. I enjoyed the Monday play, I didn't enjoy the one on Tuesday.**

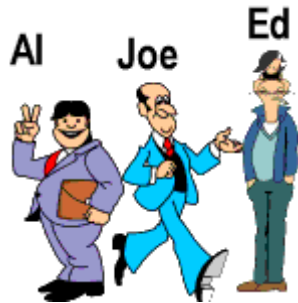
-----I enjoyed the second play more than the first play.

-----I enjoyed the first play more than the second play.

-----I enjoyed the first play less than the second play.

### 10.6 Look At The Picture, And Complete The Sentences

Some of your answers are incorrect. Incorrect answers have been left in place for you to change.



1. Joe is -----than Ed. (short)
2. Al is the ----- . (short)
3. Ed is the ----- . (thin)
4. Joe is -----than Al. (thin)
5. Al has the -----clothes. (colorful)
6. Al is -----than Joe. (heavy)
7. Ed is the ----- . (light)
8. Joe is -----than Ed. (happy)
9. Ed is the ----- . (mysterious)

### 10.7 Choose The Best Answer

1. It's better ----- I thought.  
As  
then  
than  
like
2. Brazil is ----- England.  
biger than  
bigger as  
bigger than  
biger as
3. She is ----- in the class  
the best  
best  
better than

- as good as
4. I'm not as successful ----- she is.  
as  
like  
than  
then
  5. It was ----- expensive restaurant I've ever been to.  
more  
the more  
most  
the most
  6. I'd like some ----- information.  
farther  
further  
Either could be used here.
  7. It's ----- art collection in Europe.  
finer  
finest  
the finer  
the finest
  8. It was ----- than I was expecting.  
cheaper  
cheapest  
Either could be used here.
  9. This is the ----- kitchen I've ever seen.  
dirtyest  
dirtiest  
Either could be used here.
  10. Which is ----- of the two?  
more difficult  
most difficult  
Either could be used here.
  11. She finished ----- than everyone else.  
more quickly  
quicker  
Either could be used here.
  12. The underground is ----- buses.  
more expensive  
most expensive



the most expensive  
more expensive than

13. The plane would be ----- than the coach.  
more quickly  
quicker  
Either could be used here.
14. It was ----- test I have ever done.  
the most hard  
the hardest  
Either could be used here.
15. There were ----- people at the game than expected.  
most  
more  
many
16. The ----- difficult thing was communication.  
more  
most  
It depends on how many things there were.

## 10.8 Games: Puzzle

**Skill:**

Feedback, reasoning, reading

**Description:**

This strategy consists into searching words in puzzle

**Objective:**

To increase the student vocabulary and visual field about the specific topic

**Behavior type:**

Emotional behavior

**Instructions:**

Try our word search puzzle and have fun finding a range of different words. Search horizontally, vertically and diagonally for all words, put your skills to the test and see how many you can find

**Advices:**

Try to search one word if you don't find then locate the following

**Resources type:**

Game

**Warnings:**

The game is focused with a few learners

**Suggestions:**

The teacher has to motivate constantly

The teacher can give some keys or main ideas

# WORD SEARCHES



### Summer Word Search

Try our summer word search puzzle and have fun finding a range of summer related words such as beach, sun, vacation, hot and camping. Search horizontally, vertically and

diagonally for all 10 words, put your skills to the test and see how many you can find!

### Summer Word Search

Name \_\_\_\_\_ Date \_\_\_\_\_

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

BEACH

CAMPING

FISHING

HOT

SHORTS

SUN

SWIM

TOWEL

VACATION

### ***10.9 Audio Clip: Latacunga Is Colder Than ...***

**Skill:**

Listening

**Description:**

This strategy consists of listening audio clip and trying to take note of words that are not understood.

**Objective:**

To increase the student vocabulary and to learn the native accent about the specific topic

**Behavior type:**

Emotional behavior

**Instructions:**

Listen the audio clip and points in a notebook every word you do not understand, write the sound you hear as it sounds, find meaning in the dictionary, visualize in your mind and memorize

**Advices:**

Repeat audio clip as many times as necessary

**Resources type:**

Audio Clip

**Warnings:**

The audio clip is focused with a few learners

**Suggestions:**

The teacher has to motivate constantly

The teacher can give some keys or main ideas

**Audio clip text:**

Defined by teacher

### ***10.10 Lyric & Song: Suspicious Minds***

**Skill:**

Speaking, listening

**Description:**

This strategy consists of listening a song and read the lyrics

**Objective:**

To increase the student vocabulary and to learn the native accent about the specific topic

**Behavior type:**

Emotional behavior

**Instructions:**

Listening a song and read the lyrics if you don't understand try to use a English dictionary for meaning of words, is not advisable to use a Spanish dictionary

**Advices:**

Don't use Spanish dictionary, repeat the song as many times as necessary

**Resources type:**

Lyrics and song

**Warnings:**

The resource is focused with a few learners

**Suggestions:**

The teacher has to motivate constantly

The teacher can give some keys or main ideas

**Lyric song: "Suspicious Minds" by Elvis Presley**

We're caught in a trap

I can't walk out

Because I love you too much baby

Why can't you see

What you're doing to me

When you don't believe a word I say?

We can't go on together

With suspicious minds (suspicious minds)  
And we can't build our dreams  
On suspicious minds

So, if an old friend I know  
Stops by to say hello  
Would I still see suspicion in your eyes?

Here we go again  
Asking where I've been  
You can't see these tears are real  
I'm crying (Yes I'm crying)

We can't go on together  
With suspicious minds (suspicious minds)  
And we can't build our dreams  
On suspicious minds

Oh let our love survive  
Or dry the tears from your eyes  
Let's don't let a good thing die  
When honey, you know  
I've never lied to you  
Mmm yeah, yeah

We're caught in a trap  
I can't walk out  
Because I love you too much baby

Why can't you see  
What you're doing to me  
When you don't believe a word I say?

Don't you know I'm caught in a trap  
I can't walk out  
Because I love you too much baby

Don't you know I'm caught in a trap  
I can't walk out  
Because I love you too much baby

Don't you know I'm caught in a trap  
I can't walk out  
Because I love you too much baby

Don't you know I'm caught in a trap  
I can't walk out  
Because I love you too much baby

Don't you know I'm caught in a trap  
I can't walk out  
Because I love you too much baby

Don't you know I'm caught in a trap  
I can't walk out  
Because I love you too much baby  
Don't you know I'm caught in a trap

## UNIT XI: I'M GOING TO BE A . . . . IN THE FUTURE

### *11.1 Video Clip: I'M Going To Be A ... In The Future*

**Skill:**

Speaking, listening, reading, viewing

**Description:**

This strategy consists of watching the video and take note of words that are not understood.

**Objective:**

To increase the student vocabulary about the specific topic

**Behavior type:**

Emotional behavior

**Instructions:**

Points in a notebook every word you do not understand, find meaning in the dictionary, visualize in your mind and memorize

**Advices:**

Don't read the subtitles

**Resources type:**

Video Clip

**Warnings:**

The video is focused with a few learners

**Suggestions:**

The teacher has to motivate constantly

The teacher can give some keys or main ideas

### *11.2 Reading: I'M Going To Be A ... In The Future*

**Skill:**

Speaking, listening, reading

**Description:**

These strategies consist of reading the dialogue and take note of words that are not understood.



**Objective:**

To increase the student vocabulary about the specific topic to understand the main idea of dialogue

**Behavior type:**

Emotional behavior

**Instructions:**

Points in a notebook every word you do not understand, find meaning in the dictionary, visualize in your mind and memorize

**Advices:**

Don't translate into Spanish; visualize in your mind the meaning of each word or idea

**Resources type:**

Reading

**Warnings:**

The reading is focused with a few learners

**Suggestions:**

The teacher has to motivate constantly

The teacher can give some keys or main ideas

**Methods:**

Appreciative Inquiry

Adult Learning

Experiential Learning

Understanding Reasons for Change

Responsibilities for Change Rest with the Individual

Power of Dialogue

Constructivism

**Reading text:**

Defined by teacher

### ***11.3 Exercises***

**Skill:**

Feedback, reasoning

**Description:**

This strategy consists of solving multiple choice exercises

**Objective:**

To increase the student reasoning and feedback knowledge

**Behavior type:**

Emotional behavior

**Instructions:**

Select one option and then click on test to check the correct and bad answers

**Advices:**

If you have more than 30 percent of bad answers, double check the chapter

**Resources type:**

Evaluation

**Warnings:**

The exercises are focused with a few learners

**Suggestions:**

The teacher has to motivate constantly

The teacher can give some keys or main ideas

**Methods:**

Feedback exercises

### ***11.4 Make Future Simple Questions***

1.  (they/come) tomorrow?
2. When  (you/back)?
3. If you lose your job, what  (you/do)?
4. In your opinion  (she/be) a good teacher?
5. What time  (the sun/set) today?

6.  (she/get) the job, do you think?
7.  (David/be) at home this evening?
8. What  (the weather/be) like tomorrow?
9. There's someone at the door  (you/get) it?
10. How  (he/get) here?

**11.5 Make The Questions To The Answers Below Using: What - Where - When - Who - Why - Are (X2) - Is - Who**

1. She is going to study Law next year.

2. Philip and Sam are going to go to Paris.

3. Tomorrow? I am going to study!

4. No, I'm not. I'm not going to study at home. I'm going to study at the Library.

5. Yes, Paul is going to come to the Library with me.

6. I am going to give up smoking because it is bad for me.

7. Of course. Mary is going to bring a cake.

8. John is going to travel to Rome next month.

## 11.6 Games: Puzzle

### **Skill:**

Feedback, reasoning, reading

### **Description:**

This strategy consists of searching words in puzzle

### **Objective:**

To increase the student vocabulary and visual field about the specific topic

### **Behavior type:**

Emotional behavior

### **Instructions:**

Try our word search puzzle and have fun finding a range of different words. Search horizontally, vertically and diagonally for all 20 words, put your skills to the test and see how many you can find

### **Advices:**

Try to search one word if you don't find then locate the following

### **Resources type:**

Game

### **Warnings:**

The game is focused with a few learners

### **Suggestions:**

The teacher has to motivate constantly

The teacher can give some keys or main ideas

# WORD SEARCHES





## Travel Word Search

Try our travel word search puzzle and have fun finding a range of travel related words such as vacation, beach, train, destination and flight. Search horizontally, vertically and diagonally for all 20 words, put your skills to the test and see how many you can find!

### Travel Word Search

Name \_\_\_\_\_ Date \_\_\_\_\_

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

ARRIVE	BEACH	BOAT
BUS	CITY	COUNTRY
CRUISE	CURRENCY	DEPART
DESTINATION	FLIGHT	HOLIDAY
ISLAND	LANGUAGE	OVERSEAS

### ***11.7 Audio Clip: I'M Going To Be A ... In The Future***

**Skill:**

Listening

**Description:**

This strategy consists of listening audio clip and trying to take note of words that are not understood.

**Objective:**

To increase the student vocabulary and to learn the native accent about the specific topic

**Behavior type:**

Emotional behavior

**Instructions:**

Listen the audio clip and points in a notebook every word you do not understand, write the sound you hear as it sounds, find meaning in the dictionary, visualize in your mind and memorize

**Advices:**

Repeat audio clip as many times as necessary

**Resources type:**

Audio Clip

**Warnings:**

The audio clip is focused with a few learners

**Suggestions:**

The teacher has to motivate constantly

The teacher can give some keys or main ideas

**Audio clip text:**

Defined by teacher

## ***11.8 Lyric & Song: Beautiful Soul***

### **Skill:**

Speaking, listening

### **Description:**

This strategy consists of listening a song and read the lyrics

### **Objective:**

To increase the student vocabulary and to learn the native accent about the specific topic

### **Behavior type:**

Emotional behavior

### **Instructions:**

Listening a song and read the lyrics if you don't understand try to use a English dictionary for meaning of words, is not advisable to use a Spanish dictionary

### **Advices:**

Don't use Spanish dictionary, repeat the song as many times as necessary

### **Resources type:**

Lyrics and song

### **Warnings:**

The resource is focused with a few learners

### **Suggestions:**

The teacher has to motivate constantly

The teacher can give some keys or main ideas

### **Lyric song: "Beautiful Soul" by Jesse McCartney**

*[Chorus]*

I don't want another pretty face

I don't want just anyone to hold

I don't want my love to go to waste

I want you and your beautiful soul

You're the one I wanna chase  
You're the one I wanna hold  
I won't let another minute go to waste  
I want you and your beautiful soul

I know that you are something special  
To you I'd be always faithful  
I want to be what you always needed  
Then I hope you'll see the heart in me

I don't want another pretty face  
I don't want just anyone to hold  
I don't want my love to go to waste  
I want you and your beautiful soul  
You're the one I wanna chase  
You're the one I wanna hold  
I won't let another minute go to waste  
I want you and your beautiful soul

Your beautiful soul, yeah  
You might need time to think it over  
But I'm just fine moving forward  
I'll ease your mind  
If you give me the chance  
I will never make you cry c`mon lets try

I don't want another pretty face  
I don't want just anyone to hold  
I don't want my love to go to waste  
I want you and your beautiful soul  
You're the one I wanna chase  
You're the one I wanna hold  
I won't let another minute go to waste



I want you and your beautiful soul

Am I crazy for wanting you

Baby do you think you could want me too

I don't wanna waste your time

Do you see things the way I do

I just wanna know if you feel it too

There is nothing left to hide

I don't want another pretty face

I don't want just anyone to hold

I don't want my love to go to waste

I want you and your beautiful soul

You're the one I wanna chase

You're the one I wanna hold

I won't let another minute go to waste

I want you and your beautiful soul

You beautiful soul, yeah

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