UNIVERSITY OF EL SALVADOR

SCHOOL OF ARTS AND SCIENCES

FOREIGN LANGUAGE DEPARTMENT

TOPIC:

The impact of top-down and bottom-up listening strategies on the students' listening comprehension: case of Intermediate Intensive English II students of the Department of Foreign Languages, University of El Salvador.

PRESENTED BY:

Stephanie Ivonne Cañas Vides.	CV05058
Galariel Flores Jovel.	FJ07004
Helder Arturo Martínez García.	MG08084

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Lic. Cesar Augusto Guzmán.

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Coordinator of the Graduation Processes   :   Lic. Alexander Landaverde.

Research Advisor   :   Lic. Cesar Augusto Guzmán.

Evaluating committee: :   Lic. Cesar Augusto Guzmán.
                                                                  Lic. Miguel Ángel Mata Chávez.
                                                                  Lic. Francisco Rodríguez Argueta.

Dedication

Herder Arturo Martínez García

I dedicate this research project to God for his mercy, strengths and infinite blessings over me. He is the pillar that supports my life, my dreams, goals, achievements. Everything I have received, I owe him. He has been by my side up to now. I want to thank him for his wisdom, love and for all he has given me in spades.

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INDEX

Introduction

Learning English as a foreign language is not an easy process, and Spanish native speakers have their issues during the process. Clearly, it may take time to master a language where students need to organize their knowledge into appropriate coherent structures, to be able to express a message, language is compound of four skills; listening, speaking, reading and writing. In any language listening is the first skill that a native speaker develops; if this is assumed, then it can be said that listening is the first skill that learners face in their learning or acquisition process. Krashen (1985) argues that people acquire language by understanding the linguistic information they hear. Knowing this, it can be assumed that listening is the base of language. First, children listen to a lot of words and phrases given by their parents or people around them, and then after they have internalized a big number of words they begin the process of speaking.

In many EFL classrooms listening has attracted the least attention of the four skills. This study sought to show the importance of listening strategies instruction. To carry out this study the researchers applied top down and bottom-up listening strategies to one group of students in order to provide the learners the listening input to develop this skill.

Next the researchers named the steps that we followed to develop this study. In the statement of the problem there is some information that explains some preliminary characteristics of the setting where the problem was identified. After that, the rationale in which main reason by which the project started is explained. Following, the research questions, and the objectives in which the project is centered. In the literature review is all the theory that supports the project.

Next to it, the methodology, type of study, setting, participants, methods and the instructional design were described. Finally the findings and the discussion in which are the answers of the research questions.

Statement of the problem

Listening is one of the four macro skills that a student who is learning English as a Foreign Language needs to master in order to become a proficient bilingual person. However, the full understanding of it can be difficult to achieve. It is known that students at the Foreign Language Department of Arts and Sciences School of the University of El Salvador are not an exception. During the English classes students go through many problems because listening is not worked on systematically as in the mother tongue, so students cannot apply techniques like listening for specific details, recognizing cognates, and recognizing word-order patterns, etc. Moreover, students that are not used to listen in the target language but only in their mother tongue have big difficulties understanding a listening part in the target language; therefore, it is essential to study the factors that influence the listening comprehension.

It is crucial for students to become aware of the things that are influencing their listening comprehension and how they can improve this important skill.

This research project will determine whether there is a significant impact in the listening acquisition when using the use of Bottom-up and top-down strategies have in Intermediate level at the Foreign Languages Department of Arts and Sciences School of the University of El Salvador during the second semester of 2015. With the information that is going to be gathered, the researchers will be able to determine the variable that influences students´ listening comprehension the most.

Rationale

Listening as a tool for language learning should be considered as important as the other language skills; in other words, it should be taken into account with the same importance in the teaching-learning process of a second or foreign language. Nevertheless, several investigations have demonstrated that listening has been taken by teachers as a passive skill, Brown (1987) cited by Morley (2001) declares that in many classrooms, listening does not obtain the attention that it needs and that it is regarded as the least important skill. Besides, according to Brown, Call (1985) declares that according to research done in the curricula of most foreign language programs in foreign language teaching and learning, the listening skill has attracted the least attention. The researchers decided to focus this study on listening because we consider this skill as a very central one in the process of learning a language; in fact, Krashen (1985) declares that people acquire language due to the linguistic information they hear. From this point of view we can have an idea of the relevance that teachers should give to this skill when they are teaching a new language, if we are clear that language is developed because of the listening input that we receive.

Listening is not alone in its process; it involves and develops other skills that Harmer (2007) explains. He confirms the importance of the listening skill, arguing that this skill helps the students not only in listening but to develop pronunciation, intonation and the sounds of both individual words and those which go together in connected speech. Harmer also illustrates the importance of speaking; however, he comments that success in the spoken discourse not only depends on the ability to speak but also on the ability to listen. According to the fact expressed above, and taking into account the importance of the listening skill in the process of learning and teaching a second or a foreign language, This study is aiming at researching Intermediate - English students' performance in listening tasks as well as the strategies applied to comply with such tasks. Besides that, the researchers' challenge is to discover the impact of listening strategies on Intermediate - English students. Many Intermediate - English students show low performance on classroom listening activities and tests. This fact was discovered through a preliminary diagnose in which students' insights about listening strategies and listening skills

were tested. Thus, such results showed the need of being taught how to listen effectively through the use of strategies. Therefore, the end of this study is to aid Intermediate- English students to enhance their performance in listening tasks through strategy instruction.

Definition of key terms

Listening strategies: are techniques or activities that contribute directly to the comprehension and recall of listening input.

Bottom-up strategies: focus on listening for details and involve tasks that focus on understanding at a sound or word level. Tasks are 'intensive' as they focus on looking for particular details.

Top-down strategies: focus on the 'big' picture and general meaning of a listening test. Often the starting point is to discuss the topic and then to use a 'gist' or 'extensive' task to listen for the overall meaning. Top-down strategies rely on students knowing something about the topic, knowing how particular exchanges in certain social situations work (i.e. the functional and situational language common to certain exchanges), or knowing what 'chunks' of language (expressions etc.) 'Fit' a particular topic or situation.

Experimental research: is defined as "a way of determining the effect of something on something else" (Gass, 2010).

Experimental group: a group of subjects who are exposed to the variable under study, the one that was chosen to be manipulated and the one that received instruction in the listening strategies.

Control group: a group of subjects that is not going to be under any treatment at all.

Objetives

General Objective:

- To identify the effect that Bottom- Up and Top-Down listening strategies has on listening comprehension skill of students of Intermediate English Level II.

Specific Objectives:

- To measure how the implementation of Bottom- Up and Top-Down listening strategies influences the listening comprehension skill of students of Intermediate English Level II.

- To demonstrate the importance of Bottom- Up and Top-Down listening strategies in the development of listening comprehension strategies of students of Intermediate English Level II.

Research Questions

Main Question:

How positively the inclusion of Bottom-up and Top-Down listening strategies exposure influences the listening comprehension skill of students of Intermediate English Level II when having proficiency tests?

Sub-Questions:

What are the main constraints students of Intermediate Level II face when being exposed to Bottom- Up and Top-Down listening strategies?

How does the use of Bottom- Up and Top-Down listening strategies enhance listening comprehension skill of students of Intermediate English Level II?

Literature review

Listening involves physiological and cognitive processes at different levels (Field, 2002; Lynch, 2002; Rost, 2002). Underwood (1989:1), states that "listening is the activity of paying attention and trying to get meaning for something we hear"; this is a complex process that enables the brain to construct meaning from the sounds heard and understand spoken language. It is also the means through which people gain a considerable portion of their education, their information, their understanding of the world and of human affairs, their ideals, sense of values, and their appreciation.

According to Howatt and Dakin (1974), listening is the ability to identify and understand what others are saying. This process involves understanding a speaker's accent or pronunciation, a speaker´s grammar, vocabulary, and comprehending their meaning. A proficient listener is capable of doing these four things simultaneously.

In addition, Thomlison's (1984) definition of listening includes "active listening" which means ways of listening and responding to another person that improves mutual understanding, and goes beyond comprehending and understanding the message content to comprehension as an act of empathetic understanding of the speaker.

As an input skill, listening plays a crucial role in students' language development. Krashen (1985) argues that people acquire language by understanding the linguistic information they hear. Thus, Ronald and Roskelly (1985) define listening as an active process that requires the same skills of predicting, hypothesizing, checking, revising, and generalizing that reading and writing demand. Moreover, Nunan (1998) believes that listening is the basic skill in language learning. Without listening skill, learners will never learn to communicate effectively; in fact, over 50% of the time that students spend functioning in a foreign language will be devoted to listening. Listening is the most frequently used language skill in everyday life; consequently, a good listener allocates 70% of his time listening, and only 30% of his time speaking (Myer and Myers, 1998; Beaverson, 1999). A study by Wilt (1950), found that people listen 45% of the time they spend communication. This study is widely cited by Matin (1987) and Strother (1987). Similarly, researchers like Rivers (1981) and Morley

(1991) proposed that people listen twice as much as people speak, four times as much as people read, and five times as much as people write: listening is a process of negotiating meaning with the speaker and responding, it is the medium through which people gain a large portion of their education, their information, and their understanding of the world.

Language learning depends on listening since it provides the aural input that serves as the basis for language acquisition and enables learners to interact in spoken communication (Guo & Wills, 2003: 3).

The process of listening comprehension for L2 learners who are acquiring a new language, the term, listening comprehension typically refers to all aspects of listening because comprehension through listening is considered to be a foundation for enabling learners to process the new language, due to the fact that "comprehension is often considered to be the first order goal of listening, the highest priority of the listener, and sometimes the sole purpose of listening" (Rost, 2002, p. 59).

Nowadays, listening comprehension is considered as an active skill which involves many processes. Byrnes (1984) characterizes listening as a "highly complex problem solving activity that can be broken down into a set of distinct sub-skills. Listening comprehension has also been recognized in second language acquisition as an active process which involves complex problem solving skills Byrnes& Call (1984) and Richard (1983). Also, Richards (1985) points out psycholinguistic, semantic, pragmatic, discourse analysis and cognitive science in the listening comprehension process.

Lynch (1998) argues that in order to comprehend spoken messages, listeners may need to integrate information from a range of sources: phonetic, intonations, word order. Additionally, Vandergift (1999) defines listening comprehension as an active process in which learners must distinguish the differences between sounds, vocabulary, grammar intonation, stress and context in order to interpret and respond to messages immediately.

Furthermore, researchers have accepted the notion of listening comprehension as being technically similar to reading comprehension and have explained the processes of listening comprehension with the principles derived from reading comprehension research (e.g., Carroll, 1972; Anderson 1983; Chaudron & Richards, 1986; O"Malley, Chamot, & Kupper, 1989; Lund

1991; Tsui & Fullilove, 1998). These researchers have argued that listening comprehension, like reading comprehension, involves two stages: (1) apprehending linguistic information (text based; low level) and (2) Relating that information to a wider communicative context (knowledge based; high level). These studies have also introduced two processing models for comprehension: 1) bottom-up and (2) top-down.

Richards (1990) provides a clear description of how listening comprehension is achieved by native and nonnative listeners. He refers to this listening process as bottom-up and top-down processing. Bottom-up processing refers to the decoding process: the direct decoding of language into meaningful units, in order to decode sounds students need to know the code. The code consists of how the sounds work, how they string together and how the code can change in different ways when it is strung together. The top-down processing refers to how listeners use their world knowledge to attribute meaning to language input; how our knowledge of social convention helps us understand meaning.

Earlier reviews of research in second language listening instruction Lynch, (1998, 2002); Mendelsohn, (1998) ; Rost, (2002); Rubin, (1994) call attention to the critical role of both bottom-up and top-down in the listening comprehension process.

Listeners use top-down processes when they use context and prior knowledge (topic gender, culture, and other schema knowledge in long-term memory) to build a conceptual framework for comprehension.

On the other hand, Bottom up strategies are test based on the listener relying on the language in the message, that is, the combination of sounds, words, and grammar that creates meaning, bottom up strategies include: listening for specific details, recognizing cognates, and recognizing word-order patterns.

Listeners need to learn how to use both processes to their advantage depending on their purpose for listening. As pointed out by Mendelsohn (2001), in real life listening we listen in different ways, depending on our purpose for listening.

Bottom-up processing starts with the lower level decoding of the language system evoked by an external source like incoming aural information, and then moves for interpreting

the representation through a working memory of this decoding in relation to higher level knowledge of the context and the world (Morley, 1991). Conversely, top-down processing explains that listening comprehension is achieved through processing that involves prediction and inference on the basis of the hierarchies of facts, propositions, and expectations by using an internal source such as prior knowledge (Buck, 1994). This process enables listeners to bypass some detailed information and makes researchers consider the fact that listening comprehension may not a unidirectional ability.

Methodology

The present study will be executed as quantitative research as it deals with participants and seeks to explain behavioral patterns concerning performance and perceptions towards listening tasks by using Bottom up and Top down learning strategies instruction. Aliaga and Gunderson (2000), describes what we mean by quantitative research methods very well: Quantitative research is 'Explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics)'.

Therefore, an experimental method is proposed by the research team in order to answer the research question. Experimental research is roughly defined as "a way of determining the effect of something on something else". (Gass, 2010). That is exactly what the research will be about. According to Gass, "Experimental research is composed by a specific research question, hypothesis, explicitly stated variables, and randomly selected groups of participants who are assigned to treatment conditions and/or control groups"

Therefore there are various types of experimental designs. The selection of a particular design depends upon factors like nature and purpose of experiment, the type of variables to be manipulated, the nature of the data, the facilities available for carrying out the experiment and the competence of the experimenter. The research team has carefully decided to choose the true experimental design. True experimental designs are used in educational research because they ascertain equivalence of experimental and control groups by random assignment of subjects to these groups, and thus, control the effects of extraneous variables like history, maturation, testing, measuring instruments, statistical regression and mortality.

Finally, a type of the true experimental design is needed to conduct the investigation. "Two groups, randomized subjects, post-test only design". This is one of the most effective designs in minimizing the threats to experimental validity. In this design the participants are assigned to experimental and control groups by random assignment which controls all possible extraneous variables. In this investigation, the participants are two groups of students that are coursing the Intermediate - English Level II, from which the group A is going to be the

experimental group the one that will be receiving listening instructions strategies. Whereas, the control group or group B is the one that will not be under any treatment at all.

Participants

This chapter is focused on the methodology that was employed to execute the present study. In this research the population are the students enrolled in the Intermediate Intensive-English II courses from the major, BA in Teaching English in the Foreign Language Department at the University of El Salvador. That course belongs to the second academic year of the macro-skill development area, corresponding to the semester II of the 2015 academic year. There are eight groups that are receiving the Intermediate Intensive-English II courses. From those groups a sample was chosen.

The sampling of this study has been selected at random; it is made of two groups that attend classes in the following schedules: the first group from 10:00 am to 12:00 pm and the second group from 1:00 pm to 3:00 pm, from Monday to Thursday in the Foreign Language Department at the University of El Salvador. The first group is composed of 25 students; on the other hand, the second group was composed of 22 students in total. There are a total of 47 students participating in this investigation.

Instruments

For collecting the data, the research group used two instruments: A pre-test and a post - test. These types of tests are experiments where **measurements are taken both before and after a treatment**. First, the pre-test was executed to find out the strengths and weaknesses of the two groups of population the control and the experimental group to get target information using a strategy listening test**,** this step gave the researcher a diagnose about the students' performance on listening activities. After that, with the purpose of reaching the objectives of the investigation the next step took place the experimental group received special treatment to determine cause and effect. The treatment was received by the experimental group for twelve hours in which the population attended to classes that were focused on the bottom up and top-down strategies. Bottom- up strategies are text based and involve a combination of sound, words, and grammar. These strategies include listening for specific details, recognizing cognates, and recognizing word order pattern. On the other hand, the top- down strategies are listeners-based in which listeners have to apply their previous knowledge of the topic, the situation or context, etc, these strategies include, listening for the main idea, predicting, drawing inferences, and summarizing. According to Morley (1991), training on listening strategies is important since a person spends more time on listening, and by doing that, the listener learns the importance to get from the listening and learn to discriminate the information that is not useful at all. Finally, after the completion of the treatment, a post-test was run to both groups experimental and control group to answer the same set of questions. Comparing participants' post-test scores to their pre-test scores enables you to see whether the training was successful in increasing participant knowledge of the training content.

Data analysis techniques

In order to reach the purpose of this investigation the researchers will make used of different techniques. First, a pre-test will be administrated to the participant students from the two groups, the experimental (group A) and the control group (group B), the goal to executed a pre-test will be to get an overall score of where the students stand at in the listening skill prior the investigation. Then, the researchers will make use of measures of central tendency to analyze the results. Measures of central tendency describe how the data cluster together around a central point (W. Eysenck, 2004). Various measures of central tendency and of dispersion will be considered such as mean, mode, and standard deviation. The mean will be used in order to have an average worked out by dividing the total of all participants' scores by the number of participants. On the other hand, the mean in each group will be calculated by adding up all the scores in a given condition, and then divided by the number of participants in that condition. Additionally, the Standard deviation is a measure of dispersal that is of special relevance to the normal distribution; it is the square root of the variance. It counts every score, and it is a sensitive dispersion measure. The final measure of central tendency is the mode. This is simply the most frequently-occurring score. At the end of the investigation, the same pre-test will be handed out to participant students as a post-test, this is to enhance the validity of the study, to determine if students improved their listening skill throughout the investigation.

After evaluating students' comprehension based on the correctness of their responses on the pre-test the researchers represents in the following charts bellow an overview of the data collected among the two groups regarding the pre- listening test, from which the major indicators were obtained and separate in each chart by the English Listening skill technique. Those indicators are the areas of listening in which the students present troubles with. The following tables represents the indicators that students are not proficient enough, they are classified in low, average, and high performance areas (strategies), in which the low area means the indicator (strategy) that students are unaware of and most likely are unable to use, on the other hand the ones that are classified as average, are the indicators that students have the knowledge about them but may be unable to apply properly. The ones classified as the high performance the students handled with more ease.

Top- down		
Low performance areas	**Average performance areas**	**High performance areas**
listening for specific information	sequencing the information	guessing
listening for gist, main ideas, topic, and setting of the text		prediction
		inferencing

Bottom-Up		
Low performance areas	**Average performance areas**	**High performance areas**
distinguish individual sounds, word boundaries, and stressed syllables	identify grammatical forms and functions	
recognize contractions and connected speech	Recognize linking words	
	listen for intonation patterns in utterances	

Once the researchers have a diagnose of students' performance from the two groups, the experimental (group A) and the control group (group B), the experimental group was the one that was chosen to be manipulated and the one that received instruction in the listening strategies that were shown in the pre listening test as the low performance and the average performance, but not neglecting the areas in which students are proficient enough already in the listening skill. Finally, in order to complete the investigation, participants from the experimental group attended to twelve classes in which students received a reinforcing of the areas mentioned above.

Results

Introduction

This section presents the collected data and its corresponding analysis, with the only purpose of responding to the problematic stated at the beginning of this study. The results given by the data collected, exclusively show what the performance students that belong to a "Experimental Group" have before and after being exposed to certain amount of classes in which only "Top Down and Bottom Up" listening strategies were used is. This, in comparison to a "Control Group" of students which, of course, were not exposed to such strategies but still performance was measured on them in the exactly same way as for the "Experimental Group", through a pre-established test intended to evaluate students listening skill only. Such comparison has brought up not only valuable results that fit perfectly with the inquiry this study sets but also, and consequently, recommendations and conclusions that are aimed to help out further investigations related to this topic.

Pre –Test Findings

First of all the researchers would like to present in a separated way the results both groups had prior the "Experimental Group" went through the listening strategy instructions previously mentioned. So this, the researchers can have a backed up starting line about how were students of the Intermediate English Level II performing on their listening skill proficiency.

Grades of the pre- listening test for both groups, experimental and control group:

Control Group

Grade	Frequency
1	0
2	1
3	3
4	2
5	2
6	8
7	6
8	0
9	3
10	0

Experimental Group

Grade	Frequency
1	0
2	0
3	0
4	4
5	7
6	4
7	3
8	2
9	1
10	1

The charts above are a compilation of all the grades and their corresponding frequency or counting in a scale from 1 to 10, being 10 the highest grade and 1 the lowest. There are 25 grades for the Control group and 22 grades for the experimental group that have been properly analyzed and threw the following statistics:

Central Tendency Measures

Group	Mode	Mean	Standard Deviation
Control	6.00	5.84	1.89
Experimental	5.00	5.95	1.68

Table representing the central tendency measures regarding the pre-test listening findings.
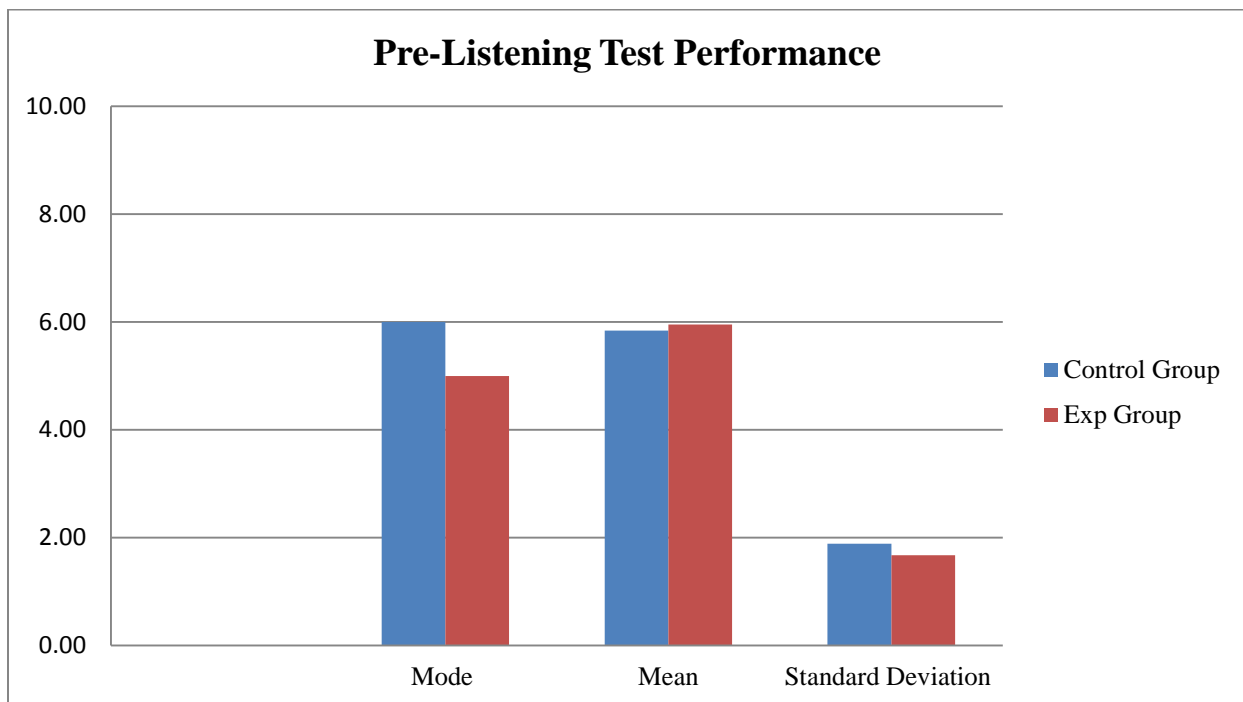
By reading the chart and graphics above it can be said that both groups had a similar performance at the beginning of the study. The most repeated grade (mode) for the control group was 6 while for the experimental group was 5 which mean that most of the students were performing within the same range of the scale: from 5 to 6.

In addition to this we have the average grade (mean) that is of 5.84 for the control group and 5.95 for the experimental group. These numbers not only correlate with the mode but also corroborate in a clearer way how alike the performance for both groups was at the very beginning of the study.

Continuing with the analysis, it is also important to point out the fact that standard deviation seems to be very low for both group so this, it can be inquired that performance of students of Intermediate English II is not only very similar among one group towards the other but also within the each of the groups as well.

Following up with the results analysis, once the basis of the study were settle, the experimental group went through the listening strategy instruction as planned and, after classes were done, same test that was done to both groups at the beginning, was passed again in order to see what is the impact that "Top Down and Bottom Up" listening strategies have on the listening skill of students of the experimental group in comparison with control group results. Therefore, a second round of data analysis became imperative; this analysis is fully described below:

Post-Test Findings

After the test was executed, it was needed again not only to count and set the frequency of the grades within the exact same scale (1 the lowest -10 the highest) but also the measures of central tendency most be recreated with the new data so comparison is made accurately and reliable.

Grades of the post- listening test for both groups, experimental and control group:

<div style="display:flex; justify-content:space-around;">

Control Group

Grade	Frequency
1	0
2	1
3	3
4	2
5	2
6	8
7	6
8	0
9	3
10	0

Experimental Group

Grade	Frequency
1	0
2	0
3	0
4	4
5	7
6	4
7	3
8	2
9	1
10	1

</div>

The frequency of the grades above shows once again a very similar performance for both groups. However, it is important to point out the fact that for this past of the study there was a dropout rate of 4.5% (1 student) for the experimental group that left a count of 21 grades for such group awhile the control group remain with 25 grades and 0% of dropout rate.

Central Tendency Measures

Group	Mode	Mean	Standard Deviation
Control	6.00	6.12	1.90
Experimental	6.00	6.38	1.86

Table representing the central tendency measures regarding the post-test listening findings.
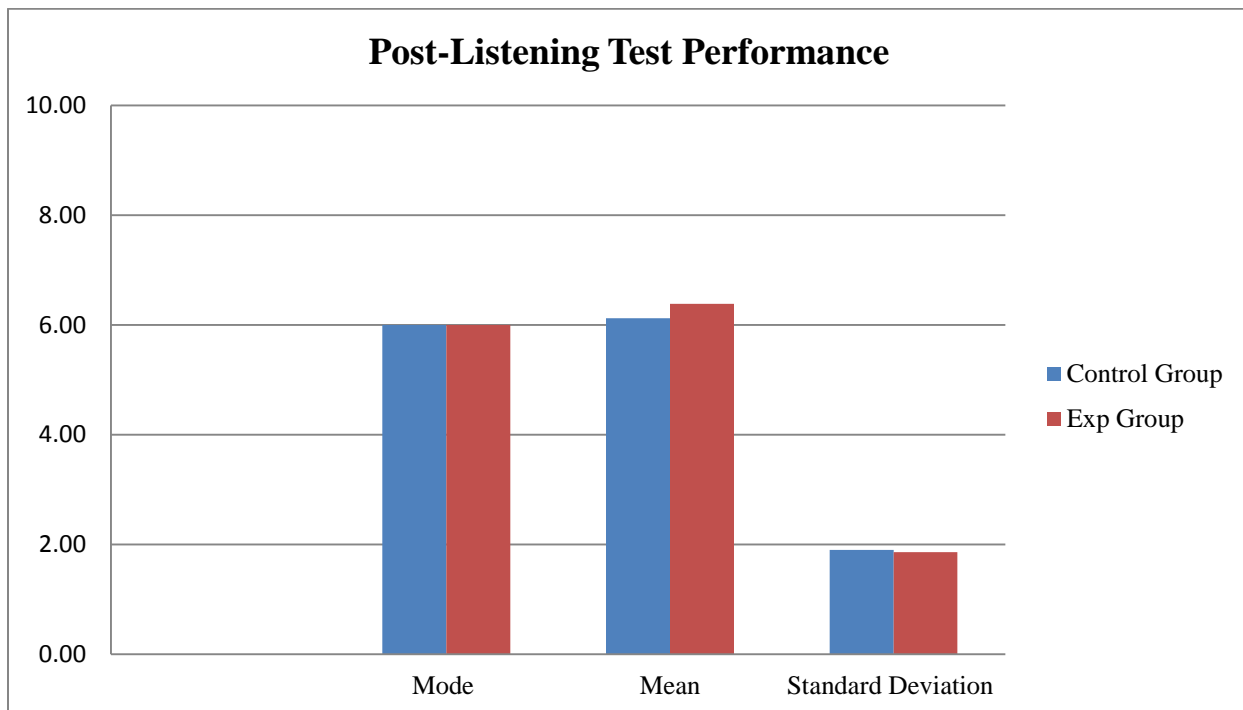

Final results shown above demonstrated how the "Top Down and Bottom Up" strategy has really impacted the experimental group performance showing a positive trend in both mode and mean for such group. On the other hand we have the control group that also has shown a positive trend (as expected) however, this remains lower than the experimental group.

If the attention is focused on the mode gotten by this last test's results, it is noticed that both groups experimental and control have exactly the same score which is 6 so we can say that both groups, one towards the other and within them are having same performance when it comes to the most repetitive grade which means that most of the students are performing very alike now. However, going back to the pre-test results we will see that the experimental group has remarkably increase 1 point of mode as is presented in the below charts:

Group	Mode Pre Test	Mode Post-Test
Control	6.0	6.0
Experimental	5.0	6.0
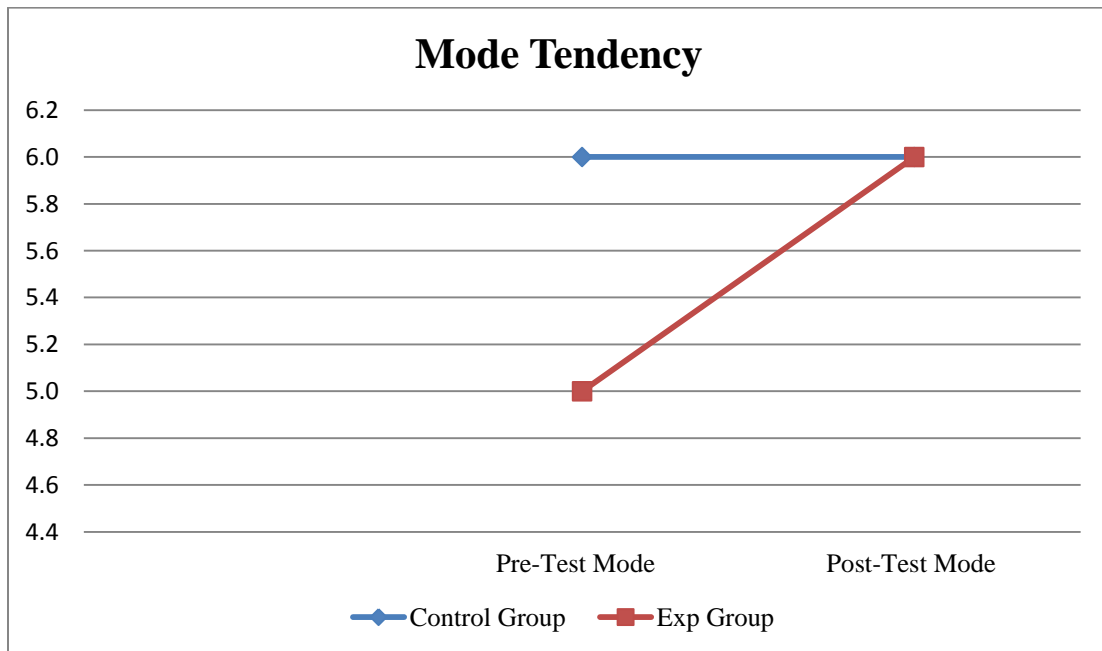
Based on the chart above it can be said that the strategy applied had its mayor impact in the population of the experimental group whose grades were below 6 at the beginning of the study when the pre-test was applied.

In addition to the mode great trend shown by the experimental group we can also mention that mean correlates completely with this ascending pace in the graphics. By comparing only results of the post-test tendency is the same, average grade is very similar for both groups as the control group has 6.12 and the experimental group 6.32. However, once again, if we compare both results with the ones gotten in the pre-test it will be noticed that, one more time, the experimental group is leading the improvement in the listening performance evaluated as shown below:

Group	Pre-Test Mean	Post-Test Mean
Control	5.8	6.1
Experimental	6.0	6.4
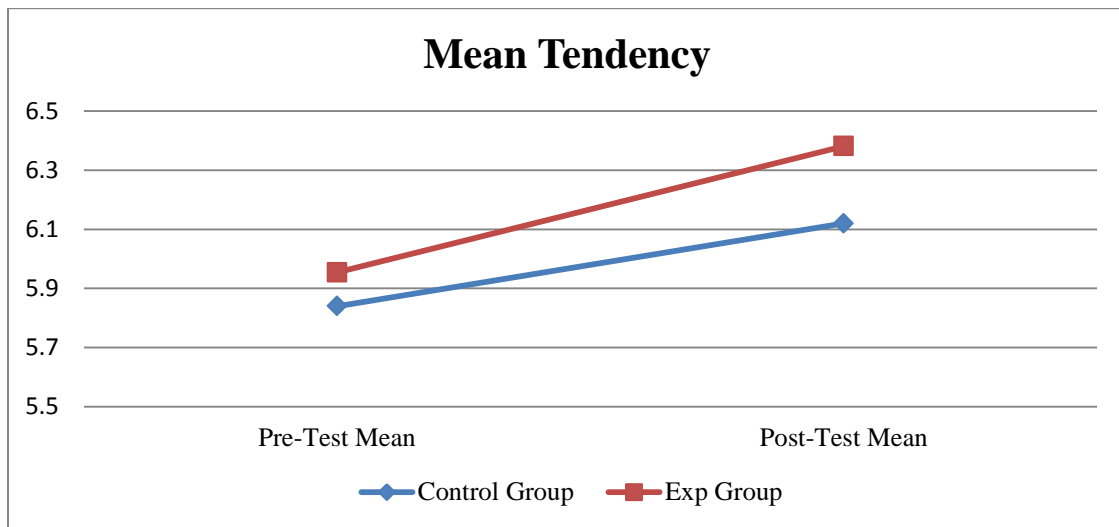
What the chart above shows is the positive trend both groups had. However, the main attention should go to the experimental group that growth in terms of performance 0.5 points that represent a remarkable improvement considering that the exposure this group had to the "Bottom Up and Top Down" listening strategy was less in comparison to the regular classes control group had in the same period of time. This give us the strong idea that by implementing this

strategy in regular classes may impact in bigger and more positive way students listening skill performance.

Limitations

Although the research team was able to carry out most of the plan for the present research, there were also some hard times in pulling off this investigation. Here are some of the limitations the research team faced during the process of this work:

- ✓ To begin with, the study had to be conducted in a limited time period, only twelve sessions were done. Although some development has been observed during this time, but is not enough in order to apply listening learning strategies, especially for listening, this is one of the most difficult skills.

- ✓ The members in charge of conducting the research project had different time schedules available, so the research process took more time to be done as planned due to the personal occupations of each one.

- ✓ In terms of the participants support, a positive disposition and cooperation of the participants allowed to make a proper implementation of top-down and bottom-up procedures. However, when passing the instrument, we had to wait for some students that arrived late; consequently, it was so hard to administer the instruments to everyone at the same time.

Recommendations for future research

Based on the results of the study, there are several recommendations for future research on the field. First of all, some of the limitations listed in this study may be minimized or eliminated through revising the implementation of the listening strategy instruction. For the sake of exploring the factors that hinder listening comprehension, lengthening the time of the intervention would be a straightforward measure to have researchers taking the time to explore those variants that interfere in the process of listening, taking into account that the level of listening comprehension that English language students have at this level of the major is not the one that they supposed to have, so that is necessary to motivate students and teachers to apply more techniques that may help them to improve this skill.

Secondly, expanding the scope the intervention methodology may aid to enhance the external validity of the study, by comparing students' performance in their curricular tests. Another recommendation is to make students aware of the importance of the study in deep, so that they participate in every interaction. Finally, more instruments like personal interviews should be used for exploring students' insights about the process of listening.

Resources

For the development of this research the team members will make use of the following resources:

a. Human Resources

- Coordinator of the graduation process of the Foreign Language Department of The University of El Salvador, Lic. Nicolas Ayala.

- Faculty advisor who will guide the team during the process of the research project, Lic Cesar Augusto Guzman.

- Three students of the English Teaching Option, who are the researchers in charge of the investigation: Stephanie Ivonne Cañas Vides, Galariel Flores Jovel and Helder Arturo Martinez Garcia.

- Students of Intermediate English level II of the Foreign Language Department of The University of El Salvador as sample to make the study.

b. Material Resources

Internet, computer, printer, copies, photocopies

c. Financial Resources

Copies	$25.00
Internet	$25.00
Bus fare	$75.00
Photocopies	$20.00
Feeding	$90.00
Total	$235.00

Conclusions

At the end of this research, based on the results provided by the data analysis, it can be concluded that the use of the "Top Down and Bottom Up" listening strategies can positively influences the performance of students by enhancing their listening skill. Students that were exposed to the mentioned strategies show an improvement of 0.4 points in their mean and 1.0 in their mode, which means that these strategies can perfectly be used on those classes in which a fast and efficient improvement is needed when the majority of the population, is showing a low performance in regards of listening skills. On the other hand, it is worthy to mention that the use of any other strategy is valid and needed as it is clear that the diversity of students requires diversity of teaching strategies; as was not the exception in this research, as the control group showed an increase of 0.3 points in the mean and, had a steady mode of 6.0 points before and after the experimental group went to the exposure of the specific strategies in matter.

Nevertheless, the usage of Top Down and Bottom Up listening strategies seem to have a minimum but remarkable impact on students listening performance, considering the size of the sample and the amount of time that the experimental group was exposed to such strategies; it can definitely be concluded that the combination of diversity of strategies but specially the usage of Top Down and Bottom Up strategies within such diversity can certainly improve the listening skill of students and even move the mode of the class in a remarkably way.

Therefore, considering all the above, not only is imperative the diversity of strategies but also, it is imperative to use the Top Down and Bottom up strategy so listening skill is enhanced among the students.

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Undergraduate Project Timetable

Activity/ Date	April				May				June				July				August				September				October				November				December			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Assignment of Advisor	■																																			
Meetings with advisor		■	■	■		■	■	■	■	■	■	■	■	■	■	■	■	■			■	■	■		■	■	■	■		■	■	■	■			
Elaboration of the research profile			■	■		■	■	■	■	■	■	■	■	■	■	■																				
Doing Literature Review			■	■		■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■												
Evaluation of research profile														■	■	■																				
Presentation of the research profile																■																				
Elaboration of Research Project																	■	■	■	■	■	■	■	■	■	■	■	■								
Proposal data collection instrument																					■	■														
Gathering data																									■	■	■	■								
Analyzing the gathered data																											■	■	■	■	■					
Making corrections to the research findings																													■	■	■					
Complete Research / Project Proposal																																■	■			
Presentation of the Research Project																																		■	■	
Submit revised final report																																			■	■

ANNEXES

Objective Placement Test A

General Directions

The Objective Placement Test has three sections: Listening, Reading, and Language Use. There are 70 questions. You are allowed 50 minutes to complete the test.

In Section I, the Listening section, you will hear nine conversations and answer one or more questions about each one. Before you listen to a conversation, read the question or questions. Then listen to the conversation. Answer the questions after the conversation ends. Choose the correct answer for each question and fill in your choice on your answer sheet. You will hear the conversation only once. The first conversation is an example. You have 15 minutes to complete this section.

Section II, the Reading section, has several short passages. After you read each passage, choose the correct answer for each question and fill in your choice on your answer sheet. You have 20 minutes to complete this section.

Section III, the Language Use section, has 30 items. Choose the correct completion for each item and fill in your choice on your answer sheet. You have 15 minutes to complete this section.

Mark your answers clearly on your answer sheet. If you want to change an answer, erase your first answer completely. If you want to take notes during the test, write on the paper you were given.

Objective Placement Test A
ANSWER SHEET

Name _____   Date _____

Total Points _____   Rating _____

Section I: Listening

Example: ⓐ ⓑ ⓒ ⬤

1. ⓐ ⓑ ⓒ ⓓ	11. ⓐ ⓑ ⓒ ⓓ	
2. ⓐ ⓑ ⓒ ⓓ	12. ⓐ ⓑ ⓒ ⓓ	
3. ⓐ ⓑ ⓒ ⓓ	13. ⓐ ⓑ ⓒ ⓓ	
4. ⓐ ⓑ ⓒ ⓓ	14. ⓐ ⓑ ⓒ ⓓ	
5. ⓐ ⓑ ⓒ ⓓ	15. ⓐ ⓑ ⓒ ⓓ	
6. ⓐ ⓑ ⓒ ⓓ	16. ⓐ ⓑ ⓒ ⓓ	
7. ⓐ ⓑ ⓒ ⓓ	17. ⓐ ⓑ ⓒ ⓓ	
8. ⓐ ⓑ ⓒ ⓓ	18. ⓐ ⓑ ⓒ ⓓ	
9. ⓐ ⓑ ⓒ ⓓ	19. ⓐ ⓑ ⓒ ⓓ	
10. ⓐ ⓑ ⓒ ⓓ	20. ⓐ ⓑ ⓒ ⓓ	

Section II: Reading

21. ⓐ ⓑ ⓒ ⓓ	31. ⓐ ⓑ ⓒ ⓓ	
22. ⓐ ⓑ ⓒ ⓓ	32. ⓐ ⓑ ⓒ ⓓ	
23. ⓐ ⓑ ⓒ ⓓ	33. ⓐ ⓑ ⓒ ⓓ	
24. ⓐ ⓑ ⓒ ⓓ	34. ⓐ ⓑ ⓒ ⓓ	
25. ⓐ ⓑ ⓒ ⓓ	35. ⓐ ⓑ ⓒ ⓓ	
26. ⓐ ⓑ ⓒ ⓓ	36. ⓐ ⓑ ⓒ ⓓ	
27. ⓐ ⓑ ⓒ ⓓ	37. ⓐ ⓑ ⓒ ⓓ	
28. ⓐ ⓑ ⓒ ⓓ	38. ⓐ ⓑ ⓒ ⓓ	
29. ⓐ ⓑ ⓒ ⓓ	39. ⓐ ⓑ ⓒ ⓓ	
30. ⓐ ⓑ ⓒ ⓓ	40. ⓐ ⓑ ⓒ ⓓ	

Section III: Language Use

41. ⓐ ⓑ ⓒ ⓓ	51. ⓐ ⓑ ⓒ ⓓ	61. ⓐ ⓑ ⓒ ⓓ
42. ⓐ ⓑ ⓒ ⓓ	52. ⓐ ⓑ ⓒ ⓓ	62. ⓐ ⓑ ⓒ ⓓ
43. ⓐ ⓑ ⓒ ⓓ	53. ⓐ ⓑ ⓒ ⓓ	63. ⓐ ⓑ ⓒ ⓓ
44. ⓐ ⓑ ⓒ ⓓ	54. ⓐ ⓑ ⓒ ⓓ	64. ⓐ ⓑ ⓒ ⓓ
45. ⓐ ⓑ ⓒ ⓓ	55. ⓐ ⓑ ⓒ ⓓ	65. ⓐ ⓑ ⓒ ⓓ
46. ⓐ ⓑ ⓒ ⓓ	56. ⓐ ⓑ ⓒ ⓓ	66. ⓐ ⓑ ⓒ ⓓ
47. ⓐ ⓑ ⓒ ⓓ	57. ⓐ ⓑ ⓒ ⓓ	67. ⓐ ⓑ ⓒ ⓓ
48. ⓐ ⓑ ⓒ ⓓ	58. ⓐ ⓑ ⓒ ⓓ	68. ⓐ ⓑ ⓒ ⓓ
49. ⓐ ⓑ ⓒ ⓓ	59. ⓐ ⓑ ⓒ ⓓ	69. ⓐ ⓑ ⓒ ⓓ
50. ⓐ ⓑ ⓒ ⓓ	60. ⓐ ⓑ ⓒ ⓓ	70. ⓐ ⓑ ⓒ ⓓ

Answer Key for Objective Placement Test A

Section I: Listening

Example: (a) (b) (c) **●**

1. (a) (b) **●** (d)	11. (a) (b) (c) **●**
2. (a) (b) **●** (d)	12. (a) **●** (c) (d)
3. (a) (b) **●** (d)	13. (a) (b) **●** (d)
4. (a) (b) (c) **●**	14. (a) **●** (c) (d)
5. (a) (b) **●** (d)	15. (a) **●** (c) (d)
6. (a) **●** (c) (d)	16. (a) (b) (c) **●**
7. (a) **●** (c) (d)	17. (a) **●** (c) (d)
8. (a) (b) (c) **●**	18. (a) **●** (c) (d)
9. (a) (b) (c) **●**	19. **●** (b) (c) (d)
10. (a) (b) **●** (d)	20. (a) **●** (c) (d)

Section II: Reading

21. **●** (b) (c) (d)	31. (a) **●** (c) (d)
22. **●** (b) (c) (d)	32. (a) (b) **●** (d)
23. **●** (b) (c) (d)	33. **●** (b) (c) (d)
24. **●** (b) (c) (d)	34. (a) **●** (c) (d)
25. (a) (b) **●** (d)	35. (a) (b) **●** (d)
26. (a) (b) **●** (d)	36. (a) (b) **●** (d)
27. (a) (b) (c) **●**	37. (a) (b) **●** (d)
28. (a) (b) (c) **●**	38. (a) (b) **●** (d)
29. (a) (b) **●** (d)	39. (a) (b) (c) **●**
30. (a) (b) (c) **●**	40. (a) (b) (c) **●**

Section III: Language Use

41. (a) (b) **●** (d)	51. (a) **●** (c) (d)	61. (a) (b) (c) **●**
42. **●** (b) (c) (d)	52. (a) **●** (c) (d)	62. (a) **●** (c) (d)
43. (a) **●** (c) (d)	53. **●** (b) (c) (d)	63. (a) (b) (c) **●**
44. (a) **●** (c) (d)	54. (a) **●** (c) (d)	64. (a) (b) **●** (d)
45. **●** (b) (c) (d)	55. **●** (b) (c) (d)	65. (a) (b) **●** (d)
46. (a) (b) **●** (d)	56. (a) **●** (c) (d)	66. **●** (b) (c) (d)
47. (a) (b) (c) **●**	57. (a) (b) **●** (d)	67. (a) **●** (c) (d)
48. (a) (b) (c) **●**	58. (a) (b) **●** (d)	68. (a) (b) **●** (d)
49. (a) **●** (c) (d)	59. (a) **●** (c) (d)	69. (a) (b) (c) **●**
50. (a) (b) **●** (d)	60. (a) (b) (c) **●**	70. (a) (b) **●** (d)

Scoring Guidelines

SCORE	RATING	PLACEMENT
1–5	1	*Interchange Third Edition* Intro, first half
6–11	2	*Interchange Third Edition* Intro, second half
12–17	3	*Interchange Third Edition* Level 1, first half
18–23	4	*Interchange Third Edition* Level 1, second half
24–30	5	*Interchange Third Edition* Level 2, first half
31–36	6	*Interchange Third Edition* Level 2, second half
37–42	7	*Interchange Third Edition* Level 3, first half
43–49	8	*Interchange Third Edition* Level 3, second half
50–55	9	*Passages* Level 1, first half
56–61	10	*Passages* Level 1, second half
62–68	11	*Passages* Level 2, first half
69–70	12	*Passages* Level 2, second half

Section I: Listening

In this section of the test, you will hear conversations and answer some questions about them. For each conversation, first read the situation and the question or questions. Then listen to the conversation. Answer the questions after you hear the conversation. Respond to the questions by marking the correct answer (*a, b, c,* or *d*) on your answer sheet.

Read the example situation and question.

Example

Situation: Bill Sanchez calls Dr. Stockton's office to make an appointment.

Bill is going to see the doctor on _____.
      a. Tuesday at 10:00
      b. Tuesday at 4:00
      c. Wednesday at 10:00
      d. Wednesday at 4:00

Now listen to the example conversation.

[EXAMPLE CONVERSATION]

Now answer the example question.

The answer for the example is *d, Wednesday at 4:00.* The letter *d* is filled in on your answer sheet.

Now go on to page 3.

Situation 1: David is talking with Tomomi when Monica comes into the room.

1. _____ are meeting for the first time.
   a. David and Monica
   b. David and Tomomi
   c. Tomomi and Monica
   (d.) David, Monica, and Tomomi

Situation 2: Ken and Nancy are at a restaurant.

2. Ken _____.
   (a.) is having steak tonight
   b. stopped eating steak
   c. eats steak a lot
   d. prefers chicken to steak

Situation 3: Karen calls Jason's home. Jason's father answers the telephone.

3. Karen is going to _____.
   a. speak with Jason at work
   (b.) call back in an hour
   c. wait for Jason to call
   d. send a written message

Objective Placement Test A

3

Situation 4: A reporter is giving today's weather forecast.

4. It will be clear in _____ .

    a. the Northeast

    b. Seattle

    c. Boston

    d. Miami

5. In Seattle, the weather is _____ .

    a. hot

    b. snowy

    c. cool

    d. rainy

Situation 5: Bill invites Jennifer to go to dinner and a movie.

6. Jennifer doesn't accept right away because she can't _____ .

    a. eat a late lunch

    b. leave work early

    c. go to dinner

    d. see the movie

7. They're going to _____ .

    a. leave work a little early

    b. go to the movie before dinner

    c. see the movie tomorrow

    d. have dinner at 7:00

Now go on to page 5.

Situation 6: Linda is asking Jim about his plans for the summer.

8. In the summer, Jim usually _____.

    a. stays in the mountains
    b. takes trips with his family
    c. visits his parents
    (d) goes to the beach

9. This summer he's planning to _____.

    a. stay at home
    b. go to the beach
    c. fish with his dad
    (d.) hike in the mountains

Situation 7: Phil is talking with Susie about money.

10. Phil is upset because _____.

    (a.) Susie can't lend him any money
    b. his parents won't give him money
    c. Albert hasn't returned his money
    d. his friends never lend him money

11. Albert _____.

    a. didn't borrow $100
    (b.) isn't working now
    c. doesn't need the money
    d. can't return the money yet

12. Susie doesn't lend money to friends because _____.

    a. she has just enough for herself
    b. lending money can change a friendship
    (c.) people won't lend her money
    d. her friends don't need it

Now go on to page 6.

Situation 8: Natalie and Chuck are talking about their experiences abroad.

13. Chuck went backpacking _____ .
    - a. in Brazil
    - b. by himself
    - c. after high school
    - d. with his father

14. Chuck says he "would have liked to have seen Portugal." He means that he _____ .
    - a. went there, and he liked it
    - b. didn't go there, but he wanted to
    - c. went there, but he didn't like it
    - d. didn't go there, and he didn't want to

15. While Natalie was in Japan, she _____ .
    - a. traveled all over the country
    - b. lived with a Japanese family
    - c. learned Japanese quickly
    - d. got very homesick

16. Chuck doesn't want to _____ .
    - a. travel anymore
    - b. learn a foreign language
    - c. stay at home
    - d. live abroad

Now go on to page 7.

Situation 9: Diane and Conrad are talking about their careers.

17. Conrad got into advertising because he _____.
  - a. studied advertising in college
  - b. heard about a job opening
  - c. liked to help people
  - d. was tired of his old job

18. When he was young, Conrad wanted to _____.
  - a. work in advertising
  - b. become a doctor
  - c. stay in school
  - d. go into business

19. Diane's parents didn't want her to _____.
  - a. start her own business
  - b. finish college
  - c. be too successful
  - d. change her career

20. Conrad _____.
  - a. owns his own company
  - b. enjoys working in advertising
  - c. thinks his job is boring
  - d. wants to leave his job

This is the end of the Listening section of Objective Placement Test A.

Now go on to page 8 and begin the Reading section.

Section II: Reading

In this section of the Objective Placement Test, you will read some short passages and answer questions about them. Choose the word or words that best complete the sentence. For each item, fill in your answer on the answer sheet. You will have 20 minutes to complete this section.

Passage 1: What are you doing today?

BETTY CHAN: I usually stay home on Sundays and take it easy – read, clean the house, do stuff like that. But today I'm at the mall. I'm buying some things for my kids.

21. Betty is _____ today.
   a. shopping
   b. reading
   c. cleaning
   d. resting

Passage 2: What do you do?

TONY PEREZ: I'm a flight attendant with a major airline. Flying isn't dangerous, but it can be stressful. When I'm up in the air working, I always have something to do. I like it because I meet a lot of interesting people.

22. Tony's job is _____ .
   a. busy
   b. easy
   c. relaxing
   d. boring

Now go on to page 9.

Passage 3: A vacation postcard

Dear Sal,

Greetings from France – it's so good to be back here again! We left the kids with their grandparents in Chicago, and we're biking across the French countryside by ourselves. We brought a tent and sleeping bags, so we can camp out if we want to, but we're really enjoying the small hotels we find along the way.

Love,
Michael and Paula

23. Michael and Paula _____.
   a. have been to France before
   b. took their children with them
   c. are visiting their grandparents
   d. prefer to sleep outside

Passage 4: The "zone"

You're deeply involved in a task and can ignore everything around you – ringing telephones, your neighbor's TV, even your own hunger – and still do things in record time. This is similar to what athletes call the "zone": the power to concentrate so hard that you can ignore everything else. This ability can bring success in any field, but in athletics it can mean all the difference between winning and losing a game or event.

24. In this reading, the "zone" refers to a person's _____.
   a. state of mind
   b. neighborhood
   c. physical condition
   d. intelligence

25. Athletes in the "zone" are more likely to _____.
   a. fall
   b. compete
   c. win
   d. relax

Now go on to page 10.

Passage 5: Henry Ford and the Model-T

Henry Ford became famous and rich because he found a better, faster way to build cars. This is shown in the history of the Model-T. When the Model-T was first introduced in 1908, it took 14 hours to build and cost $850. After Ford introduced into his own factory the mass-production techniques that he saw in a meat-packing plant, the time for building a Model-T was reduced to less than two hours. As a result, Ford was able to drop the price of the car to $265. By 1927, he had sold over 15 million Model-Ts.

26. The first Model-T was expensive because it _____ .

    a. was new
    b. was very popular
    c. took a long time to build
    d. was built in a factory

27. The Model-T became so popular because it was _____ than other cars.

    a. newer
    b. faster
    c. better
    d. cheaper

Now go on to page 11.

Passage 6: It's a big country!

When it comes to body weight, Americans stand out. Most visitors to the United States, no matter where they go across this vast country, comment on the size of many Americans. In fact, these impressions are backed by numerous statistics. For example, the average 5'4" American weighs 162 pounds, or 15 pounds more than the average person of the same height from Western or Central Europe. Another comparison: At 150 pounds, the average 5'4" American woman is 24 pounds heavier than her Japanese counterpart.

Why are Americans so heavy? Some blame the American diet. Certainly it's true that Americans eat more high-fat foods — meat, dairy products, and processed food — and fewer grains and vegetables than people in other countries. But fat isn't the whole story. Lifestyle factors — including the tendency for Americans to drive rather than walk or ride a bicycle to work, to snack throughout the day, and to have so many labor-saving devices in the home — appear to contribute to the problem.

28. According to the article, visitors to the United States often comment on the size of the _____ .
    a. population
    b. cities
    c. country
    d. people

29. According to the article, the average Western European weighs _____ .
    a. more than an American
    b. more than a Central European
    c. less than an American
    d. less than a Japanese person

30. In comparison with Americans, people in other countries eat more _____ .
    a. meat
    b. dairy products
    c. processed food
    d. grains

31. The article implies that Americans would lose weight if they _____ .
    a. snacked more often
    b. rode bicycles to work
    c. stayed at home more
    d. ate fewer vegetables

Now go on to page 12.

Passage 7: Small talk isn't so "small"

Small talk may not be about serious issues; nevertheless, researchers into the subject have concluded that it's important. That's because small talk keeps us connected to one another and can lead to bigger things, such as a job or a new friendship. Yet people who find themselves alone with another person often don't know what to say. Here are a few tips to help you start a conversation, and to keep the conversational ball rolling:

• <u>Start with the obvious</u>. If you have something in common with another person (your job, hobbies, a person you both know, etc.), begin with that. If you don't know the person, it's always acceptable to bring up a neutral topic such as the weather or a recent news event. It isn't necessary to be clever – all that's required is to show interest in the other person and to be willing to talk.

• <u>Compliment where appropriate</u>. If the other person has done something you like or is wearing something attractive, it's always appropriate to compliment. But avoid talking about the specifics of a person's physical appearance (people can't usually change how they look) and keep your compliments short and to the point ("What a great tie!" or "You look great tonight!") and continue with another topic.

• <u>Talk about yourself – then return to your partner</u>. It's perfectly OK to talk about your own interests for a while, but keep your conversation from becoming a monolog. It's only polite, for example, that after talking about your own children, you turn the conversation back to your partner by asking about his or her children.

32. According to the article, the main function of small talk is to _____.
   a. show our own importance
   b. get valuable information
   c. relate to other people
   d. talk about major issues

33. "Start with the obvious" means that you should talk about things that you _____.
   a. have in common
   b. enjoy doing
   c. want to understand
   d. know everything about

34. You need to be careful when complimenting someone because most people _____.
   a. don't like compliments
   b. can't change how they look
   c. don't dress very well
   d. haven't done anything interesting

35. You should avoid monologs because other people _____.
   a. have no interest in what you say
   b. already know a lot about you
   c. like to talk about themselves, too
   d. prefer to discuss neutral subjects

Now go on to page 13.

Passage 8: Headaches

Everyone has experienced headaches, but only recently have medical researchers begun to learn more specifically about the causes and possible treatments for different types of headache pain.

The most common type of headache is the simple tension headache. Tension headaches are usually mild and short-lasting and can result from various factors, such as stress caused by worry or noise. Tension headaches are caused by a tightening of the neck or back muscles, which slows the flow of blood and, therefore, oxygen to the brain. It is the lack of oxygen that causes the pain. Most headaches can be relieved by taking a mild analgesic such as aspirin. Analgesics expand the blood vessels and restore the normal flow of blood and oxygen to the brain.

A more serious type of headache is the migraine. Migraine headaches are often extremely painful and can last for hours or days. Like tension headaches, they can be the result of different factors, including stress, hormonal changes, and allergies. Unlike tension headaches, however, they are caused by an abnormal expansion or swelling (rather than a contraction) of the blood vessels within the head. Medicines that shrink swollen blood vessels can be used to treat migraine headaches.

A tiny minority of headaches can be linked to severe physical problems such as head injury or brain tumors. For these types of headaches, there are medicines to treat the symptoms, but there is no cure unless the underlying problem is removed.

36. This article discusses the _____.
    a. tiny minority of people who have headaches
    b. history of medical research into headaches
    c. causes and remedies for headaches
    d. physical problems caused by headaches

37. A tension headache can result when _____.
    a. the neck and back muscles relax
    b. people get injured in an accident
    c. the flow of blood is restricted
    d. too much oxygen goes to the brain

38. Migraine headaches _____.
    a. are the most common kind of headache
    b. usually last only a few minutes
    c. can cause extreme pain
    d. have one main cause

39. Medicines for migraines _____.
    a. relax the head and neck
    b. generally relieve tension
    c. increase the flow of blood
    d. cause blood vessels to contract

40. Headaches caused by serious physical problems _____.
    a. can't be treated
    b. don't cause much pain
    c. have no symptoms
    d. are not very common

Now go on to page 14 and begin the Language Use section.

Section III: Language Use

In this section, you will answer questions about the use of English. Choose the word or words that best complete the sentence. For each item, fill in your answer on the answer sheet. You will have 15 minutes to complete this section.

41. _____ several good restaurants in our neighborhood.
    a. There
    b. They're
    c. There are
    d. Their

42. The gas station is _____ Main Street.
    a. on
    b. at
    c. next
    d. close

43. "I can't swim very well."
    "I can't _____."
    a. too
    b. either
    c. so
    d. neither

44. I enjoy _____ out two or three times a week.
    a. to eat
    b. eating
    c. eat
    d. I eat

45. These days, _____ women keep working after they get married.
    a. most
    b. most of
    c. almost
    d. the most

46. My new job is very _____.
    a. excitement
    b. excited
    c. exciting
    d. excite

47. After finishing college, I hope _____ married.
    a. get
    b. that get
    c. getting
    d. to get

Now go on to page 15.

48. Mt. Everest is _____ mountain in the world.

    a. the high
    b. high as
    c. higher than
    d. the highest

49. Bob's never been bungee jumping, _____ he?

    a. is
    b. has
    c. does
    d. was

50. I've run out of money. I wish I _____ more.

    a. am saving
    b. have saved
    c. had saved
    d. will save

51. Could you tell me where _____?

    a. is the post office
    b. the post office is
    c. is it the post office
    d. it is the post office

52. If I had known about the accident, I _____ it to the police.

    a. reported
    b. would have reported
    c. was reporting
    d. have been reporting

53. Yolanda _____ part time for several years now.

    a. has been working
    b. is working
    c. works
    d. was working

54. The Taj Mahal is really worth _____.

    a. to see it
    b. seeing
    c. you see it
    d. see

55. If I went to live in a foreign country, _____ my friends.

    a. I'd miss
    b. I'm missing
    c. I missed
    d. I miss

56. Would you mind _____ the window?

    a. open
    b. opening
    c. to open
    d. I open

57. I was interested _____ the violin.

    a. to study
    b. study
    c. in studying
    d. studied

58. Before a film is finished, it needs _____.

    a. they edit it
    b. to edit
    c. to be edited
    d. being edited

59. By 2020, scientists _____ a cure for cancer.

    a. had found
    b. will have found
    c. are finding
    d. have been finding

60. "What happened to Kate?"
"She must _____ about our appointment."

    a. forget
    b. be forgetting
    c. forgot
    d. have forgotten

61. We're not used _____ our own meals.

    a. cook
    b. to cook
    c. cooking
    d. to cooking

62. Chicago, _____ is nicknamed the Windy City, is the largest city in Illinois.

    a. it
    b. which
    c. what
    d. that

63. _____ John, I like to cook.

    a. Unless
    b. Except
    c. Instead
    d. Unlike

Now go on to page 17.

64. Before _____ breakfast, I usually take a shower.
  a. eat
  b. to eat
  c. eating
  d. that eat

65. I'm taking a class _____ learn more about my computer.
  a. so that
  b. in order
  c. in order to
  d. that

66. For me, mathematics is _____ difficult than biology.
  a. more
  b. the more
  c. most
  d. the most

67. I would rather _____ evening classes.
  a. don't take
  b. not take
  c. no taking
  d. not taking

68. I feel sick. I shouldn't _____ so much.
  a. to eat
  b. eaten
  c. have eaten
  d. eating

69. Jim's boss demanded that he _____ to work earlier.
  a. has come
  b. coming
  c. is come
  d. come

70. The earlier children learn to read, _____ for their education.
  a. good
  b. the good
  c. the better
  d. the best

END OF TEST

Objective Placement Test A
ANSWER SHEET

Name _Jesús Edvardo Huero Garcia_   Date _28/09/15_

Total Points _____   Rating _____

Section I: Listening

Example: ⓐ ⓑ ⓒ ●

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Section II: Reading

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Section III: Language Use

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Objective Placement Test A
ANSWER SHEET

Name _Millon Alexander Nieto Torres_   Date _____

Total Points _____   Rating _____

Section I: Listening

Example: (a) (b) (c) ●

✓1. (a) (b) ● (d)   ✗11. (a) (b) (c) (d)
✗2. (a) ● (c) (d)   ✓12. (a) ● (c) (d)
✗3. (a) ● (c) (d)   ✓13. (a) (b) ● (d)
✓4. (a) (b) (c) ●   ✗14. ● (b) (c) (d)
✗5. (a) ● (c) (d)   ✗15. ● (b) (c) (d)
✓6. (a) ● (c) (d)   ✗16. (a) ● (c) (d)
✗7. ● (b) (c) (d)   ✗17. ● (b) (c) (d)
✗8. (a) ● (c) (d)   ✗18. (a) (b) ● (d)
✓9. (a) (b) (c) ●   ✗19. (a) ● (c) (d)
✗10. (a) (b) (c) ●   ✗20. ● (b) (c) (d)

Section II: Reading

✓21. ● (b) (c) (d)   ✗31. (a) (b) (c) ●
✗22. (a) (b) ● (d)   ✗32. (a) ● (c) (d)
✗23. (a) ● (c) (d)   ✓33. ● (b) (c) (d)
✗24. (a) (b) ● (d)   ✓34. (a) ● (c) (d)
✓25. (a) (b) ● (d)   ✗35. (a) (b) (c) ●
✓26. (a) (b) ● (d)   ✗36. (a) (b) (c) ●
✓27. (a) (b) (c) ●   ✗37. ● (b) (c) (d)
✓28. (a) (b) (c) ●   ✗38. ● (b) (c) (d)
✓29. (a) (b) ● (d)   ✓39. (a) (b) (c) ●
✗30. (a) (b) ● (d)   ✗40. (a) ● (c) (d)

Section III: Language Use

✗41. ● (b) (c) (d)   51. (a) (b) (c) (d)   61. (a) (b) (c) (d)
✓42. ● (b) (c) (d)   52. (a) (b) (c) (d)   62. (a) (b) (c) (d)
✗43. ● (b) (c) (d)   53. (a) (b) (c) (d)   63. (a) (b) (c) (d)
✓44. (a) ● (c) (d)   54. (a) (b) (c) (d)   64. (a) (b) (c) (d)
45. (a) (b) (c) (d)   55. (a) (b) (c) (d)   65. (a) (b) (c) (d)
46. (a) (b) (c) (d)   56. (a) (b) (c) (d)   66. (a) (b) (c) (d)
47. (a) (b) (c) (d)   57. (a) (b) (c) (d)   67. (a) (b) (c) (d)
48. (a) (b) (c) (d)   58. (a) (b) (c) (d)   68. (a) (b) (c) (d)
49. (a) (b) (c) (d)   59. (a) (b) (c) (d)   69. (a) (b) (d) (d)
50. (a) (b) (c) (d)   60. (a) (b) (c) (d)   70. (a) (b) (c) (d)

Objective Placement Test A
ANSWER SHEET

Name _Claudia Elizabeth Torres_   Date _Sept 28 2015_

Total Points _____   Rating _____

Section I: Listening

Example: ⓐ ⓑ ⓒ ●

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Section II: Reading

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Section III: Language Use

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Objective Placement Test A
ANSWER SHEET

Name _José Alexander Mejía Miranda._   Date _28/Sept/2015_

Total Points _____   Rating _____

Section I: Listening

Example: ⓐ ⓑ ⓒ ●

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Section II: Reading

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Section III: Language Use

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Objective Placement Test A
ANSWER SHEET

Name _Jessica Jazmin González Morales_ Date _28/09/15_

Total Points _____ Rating _____

Section I: Listening

Example: ⓐ ⓑ ⓒ ●

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Section II: Reading

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Section III: Language Use

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46. ⓐ ⓑ ● ⓓ
47. ⓐ ⓑ ⓒ ●
48. ⓐ ⓑ ⓒ ●
49. ⓐ ● ⓒ ⓓ
50. ⓐ ⓑ ⓒ ●

51. ⓐ ● ⓒ ⓓ
52. ⓐ ● ⓒ ⓓ
53. ● ⓑ ⓒ ⓓ
54. ● ⓑ ⓒ ⓓ
55. ● ⓑ ⓒ ⓓ
56. ⓐ ● ⓒ ⓓ
57. ● ⓑ ⓒ ⓓ
58. ⓐ ⓑ ⓒ ⓓ
59. ⓐ ⓑ ⓒ ⓓ
60. ⓐ ⓑ ⓒ ⓓ

61. ⓐ ⓑ ⓒ ⓓ
62. ⓐ ⓑ ⓒ ⓓ
63. ⓐ ⓑ ⓒ ⓓ
64. ⓐ ⓑ ⓒ ⓓ
65. ⓐ ⓑ ⓒ ⓓ
66. ⓐ ⓑ ⓒ ⓓ
67. ⓐ ⓑ ⓒ ⓓ
68. ⓐ ⓑ ⓒ ⓓ
69. ⓐ ⓑ ⓒ ⓓ
70. ⓐ ⓑ ⓒ ⓓ

Objective Placement Test A
ANSWER SHEET

Name Morma Pineda   **Date** 01 october, 2015

Total Points 31/70   **Rating** _____

group 65

Section I: Listening

Example: ⓐ ⓑ ⓒ ●

1. ⓐ ⓑ ● ⓓ ✓	11. ● ⓑ ⓒ ⓓ ✗	
2. ⓐ ⓑ ● ⓓ ✓	12. ⓐ ● ⓒ ⓓ ✓	
3. ⓐ ● ⓒ ⓓ ✗	13. ● ⓑ ⓒ ⓓ ✗	
4. ⓐ ⓑ ⓒ ● ✓	14. ⓐ ⓑ ● ⓓ ✗	
5. ⓐ ⓑ ● ⓓ ✓	15. ⓐ ● ⓒ ⓓ ✓	
6. ⓐ ● ⓒ ⓓ ✗	16. ⓐ ⓑ ● ⓓ ✗	
7. ● ⓑ ⓒ ⓓ ✗	17. ⓐ ● ⓒ ⓓ ✓	
8. ⓐ ● ⓒ ⓓ ✗	18. ⓐ ● ⓒ ⓓ ✓	
9. ⓐ ⓑ ● ⓓ ✗	19. ● ⓑ ⓒ ⓓ ✓	
10. ⓐ ⓑ ● ⓓ ✓	20. ⓐ ● ⓒ ⓓ ✓	

Section II: Reading

21. ● ⓑ ⓒ ⓓ ✓	31. ⓐ ● ⓒ ⓓ ✓
22. ● ⓑ ⓒ ⓓ ✓	32. ⓐ ⓑ ● ⓓ ✓
23. ⓐ ⓑ ● ⓓ ✗	33. ● ⓑ ⓒ ⓓ ✓
24. ⓐ ⓑ ● ⓓ ✗	34. ⓐ ● ⓒ ⓓ ✓
25. ⓐ ⓑ ● ⓓ ✓	35. ⓐ ⓑ ● ⓓ ✓
26. ⓐ ⓑ ● ⓓ ✗	36. ⓐ ⓑ ⓒ ⓓ ✗
27. ⓐ ● ⓒ ⓓ ✗	37. ● ⓑ ⓒ ⓓ ✗
28. ⓐ ⓑ ⓒ ⓓ ✗	38. ⓐ ⓑ ● ⓓ ✓
29. ● ⓑ ⓒ ⓓ ✗	39. ⓐ ⓑ ⓒ ● ✓
30. ⓐ ● ⓒ ⓓ ✗	40. ⓐ ⓑ ⓒ ● ✓

Section III: Language Use

41. ● ⓑ ⓒ ⓓ ✗	51. ⓐ ● ⓒ ⓓ ✓	61. ⓐ ● ⓒ ⓓ
42. ● ⓑ ⓒ ⓓ ✓	52. ⓐ ● ⓒ ⓓ ✓	62. ● ⓑ ⓒ ⓓ
43. ⓐ ● ⓒ ⓓ ✓	53. ● ⓑ ⓒ ⓓ ✓	63. ⓐ ● ⓒ ⓓ
44. ● ⓑ ⓒ ⓓ ✗	54. ● ⓑ ⓒ ⓓ ✗	64. ● ⓑ ⓒ ⓓ
45. ⓐ ● ⓒ ⓓ ✗	55. ● ⓑ ⓒ ⓓ ✗	65. ● ⓑ ⓒ ⓓ
46. ⓐ ● ⓒ ⓓ ✗	56. ● ⓑ ⓒ ⓓ ✗	66. ⓐ ⓑ ⓒ ●
47. ● ⓑ ⓒ ⓓ ✗	57. ● ⓑ ⓒ ⓓ ✗	67. ⓐ ⓑ ● ⓓ
48. ⓐ ⓑ ⓒ ● ✓	58. ⓐ ● ⓒ ⓓ ✗	68. ⓐ ● ⓒ ⓓ
49. ⓐ ● ⓒ ⓓ ✓	59. ⓐ ● ⓒ ⓓ ✗	69. ● ⓑ ⓒ ⓓ
50. ⓐ ● ⓒ ⓓ ✗	60. ⓐ ⓑ ● ⓓ ✗	70. ● ⓑ ⓒ ⓓ

Objective Placement Test A
ANSWER SHEET

Name _Jonathan Hernández_ Date _01.10.2015_

Total Points _30/70_ Rating _____

group 05

Section I: Listening

Example: ⓐ ⓑ ⓒ ●

1. ⓐ ⓑ ⓒ ● ✗	11. ⓐ ⓑ ⓒ ● ✓
2. ⓐ ⓑ ● ⓓ ✓	12. ⓐ ⓑ ⓒ ⓓ ✗
3. ⓐ ⓑ ● ⓓ ✓	13. ⓐ ⓑ ● ⓓ ✓
4. ⓐ ⓑ ⓒ ● ✓	14. ⓐ ⓑ ⓒ ● ✗
5. ⓐ ⓑ ⓒ ● ✗	15. ⓐ ⓑ ● ⓓ ✗
6. ● ⓑ ⓒ ⓓ ✗	16. ⓐ ⓑ ⓒ ● ✓
7. ⓐ ⓑ ⓒ ● ✗	17. ⓐ ⓑ ● ⓓ ✗
8. ⓐ ⓑ ● ⓓ ✗	18. ⓐ ● ⓒ ⓓ ✓
9. ⓐ ⓑ ⓒ ● ✓	19. ⓐ ● ⓒ ⓓ ✗
10. ⓐ ⓑ ● ⓓ ✓	20. ⓐ ⓑ ● ⓓ ✗

Section II: Reading

21. ⓐ ⓑ ● ⓓ ✗	31. ⓐ ● ⓒ ⓓ ✓
22. ● ⓑ ⓒ ⓓ ✓	32. ⓐ ● ⓒ ⓓ ✗
23. ● ⓑ ⓒ ⓓ ✓	33. ● ⓑ ⓒ ⓓ ✓
24. ● ⓑ ⓒ ⓓ	34. ● ⓑ ⓒ ⓓ ✓
25. ⓐ ⓑ ● ⓓ ✓	35. ⓐ ⓑ ⓒ ● ✗
26. ⓐ ⓑ ● ⓓ ✓	36. ● ⓑ ⓒ ⓓ ✗
27. ⓐ ⓑ ⓒ ● ✓	37. ⓐ ⓑ ● ⓓ ✓
28. ⓐ ⓑ ⓒ ●	38. ● ⓑ ⓒ ⓓ ✗
29. ⓐ ● ⓒ ⓓ ✗	39. ⓐ ⓑ ⓒ ● ✓
30. ⓐ ⓑ ⓒ ● ✓	40. ● ⓑ ⓒ ⓓ ✗

Section III: Language Use

41. ⓐ ⓑ ● ⓓ ✓	51. ⓐ ● ⓒ ⓓ ✓	61. ⓐ ● ⓒ ⓓ
42. ⓐ ● ⓒ ⓓ ✗	52. ⓐ ⓑ ⓒ ● ✗	62. ● ⓑ ⓒ ⓓ
43. ⓐ ⓑ ⓒ ● ✗	53. ● ⓑ ⓒ ⓓ ✓	63. ⓐ ⓑ ⓒ ● ✓
44. ● ⓑ ⓒ ⓓ ✗	54. ● ⓑ ⓒ ⓓ ✗	64. ⓐ ⓑ ● ⓓ ✓
45. ⓐ ⓑ ⓒ ● ✗	55. ● ⓑ ⓒ ⓓ ✓	65. ⓐ ⓑ ● ⓓ ✓
46. ⓐ ● ⓒ ⓓ ✗	56. ⓐ ⓑ ● ⓓ ✗	66. ⓐ ⓑ ⓒ ●
47. ⓐ ⓑ ⓒ ● ✓	57. ● ⓑ ⓒ ⓓ ✗	67. ⓐ ⓑ ⓒ ●
48. ⓐ ⓑ ⓒ ● ✓	58. ⓐ ● ⓒ ⓓ ✗	68. ● ⓑ ⓒ ⓓ
49. ⓐ ● ⓒ ⓓ	59. ● ⓑ ⓒ ⓓ ✗	69. ● ⓑ ⓒ ⓓ
50. ⓐ ⓑ ⓒ ●	60. ⓐ ⓑ ● ⓓ ✗	70. ● ⓑ ⓒ ⓓ

Objective Placement Test A
ANSWER SHEET

Name _Angelus Couri Ulric A_   Date _____

Total Points _23/70_   Rating _____

group 05

Section I: Listening

Example: ⓐ ⓑ ⓒ ●

1.	ⓐ ⓑ ⓒ ⓓ		11.	ⓐ ⓑ ⓒ ⓓ	
2.	ⓐ ⓑ ⓒ ⓓ		12.	ⓐ ⓑ ⓒ ⓓ	
3.	ⓐ ⓑ ⓒ ⓓ		13.	ⓐ ⓑ ⓒ ⓓ	
4.	ⓐ ⓑ ⓒ ⓓ		14.	ⓐ ⓑ ⓒ ⓓ	
5.	ⓐ ⓑ ⓒ ⓓ		15.	ⓐ ⓑ ⓒ ⓓ ✓	
6.	ⓐ ⓑ ⓒ ⓓ		16.	ⓐ ⓑ ⓒ ⓓ ✓	
7.	ⓐ ⓑ ⓒ ⓓ		17.	ⓐ ⓑ ⓒ ⓓ	
8.	ⓐ ⓑ ⓒ ⓓ		18.	ⓐ ⓑ ⓒ ⓓ	
9.	ⓐ ⓑ ⓒ ⓓ		19.	ⓐ ⓑ ⓒ ⓓ ✓	
10.	ⓐ ⓑ ⓒ ⓓ ✓		20.	ⓐ ⓑ ⓒ ⓓ ✓	

Section II: Reading

21.	ⓐ ⓑ ⓒ ⓓ	31.	ⓐ ⓑ ⓒ ⓓ ✓
22.	ⓐ ⓑ ⓒ ⓓ	32.	ⓐ ⓑ ⓒ ⓓ ✗
23.	ⓐ ⓑ ⓒ ⓓ	33.	ⓐ ⓑ ⓒ ⓓ ✓
24.	ⓐ ⓑ ⓒ ⓓ	34.	ⓐ ⓑ ⓒ ⓓ ✓
25.	ⓐ ⓑ ⓒ ⓓ ✗	35.	ⓐ ⓑ ⓒ ⓓ ✗
26.	ⓐ ⓑ ⓒ ⓓ ✓	36.	ⓐ ⓑ ⓒ ⓓ ✗
27.	ⓐ ⓑ ⓒ ⓓ ✗	37.	ⓐ ⓑ ⓒ ⓓ ✓
28.	ⓐ ⓑ ⓒ ⓓ	38.	ⓐ ⓑ ⓒ ⓓ ✗
29.	ⓐ ⓑ ⓒ ⓓ	39.	ⓐ ⓑ ⓒ ⓓ ✗
30.	ⓐ ⓑ ⓒ ⓓ ✗	40.	ⓐ ⓑ ⓒ ⓓ ✗

Section III: Language Use

41.	ⓐ ⓑ ⓒ ⓓ ✓	51.	ⓐ ⓑ ⓒ ⓓ ✗	61.	ⓐ ⓑ ⓒ ⓓ
42.	ⓐ ⓑ ⓒ ⓓ ✓	52.	ⓐ ⓑ ⓒ ⓓ ✗	62.	ⓐ ⓑ ⓒ ⓓ
43.	ⓐ ⓑ ⓒ ⓓ	53.	ⓐ ⓑ ⓒ ⓓ ✓	63.	ⓐ ⓑ ⓒ ⓓ
44.	ⓐ ⓑ ⓒ ⓓ	54.	ⓐ ⓑ ⓒ ⓓ ✗	64.	ⓐ ⓑ ⓒ ⓓ
45.	ⓐ ⓑ ⓒ ⓓ	55.	ⓐ ⓑ ⓒ ⓓ ✓	65.	ⓐ ⓑ ⓒ ⓓ ✓
46.	ⓐ ⓑ ⓒ ⓓ ✓	56.	ⓐ ⓑ ⓒ ⓓ ✗	66.	ⓐ ⓑ ⓒ ⓓ ✗
47.	ⓐ ⓑ ⓒ ⓓ ✓	57.	ⓐ ⓑ ⓒ ⓓ ✗	67.	ⓐ ⓑ ⓒ ⓓ ✗
48.	ⓐ ⓑ ⓒ ⓓ ✗	58.	ⓐ ⓑ ⓒ ⓓ ✗	68.	ⓐ ⓑ ⓒ ⓓ ✗
49.	ⓐ ⓑ ⓒ ⓓ ✓	59.	ⓐ ⓑ ⓒ ⓓ ✓	69.	ⓐ ⓑ ⓒ ⓓ ✗
50.	ⓐ ⓑ ⓒ ⓓ ✗	60.	ⓐ ⓑ ⓒ ⓓ ✗	70.	ⓐ ⓑ ⓒ ⓓ

Objective Placement Test A
ANSWER SHEET

Name _Leyla Alejandra Lima_ Date _Thursday, October 1st, 2015._

Total Points _24/70_ Rating _____

group 05

Section I: Listening

Example: (a) (b) (c) ●

1.	(a)	(b)	(c)	●		11.	(a)	●	(c)	(d)	✗
2.	●	(b)	(c)	(d)		12.	(a)	(b)	●	(d)	✗
3.	(a)	(b)	(c)	●		13.	(a)	(b)	●	(d)	✓
4.	(a)	(b)	(c)	●	✓	14.	(a)	(b)	(c)	●	✗
5.	(a)	(b)	●	(d)	✓	15.	●	(b)	(c)	(d)	✗
6.	●	(b)	(c)	(d)	✗	16.	(a)	●	(c)	(d)	✗
7.	(a)	(b)	●	(d)	✗	17.	(a)	(b)	(c)	●	✗
8.	(a)	●	(c)	(d)	✗	18.	(a)	●	(c)	(d)	✓
9.	(a)	(b)	●	(d)	✗	19.	(a)	(b)	●	(d)	✗
10.	(a)	(b)	(c)	●	✗	20.	(a)	(b)	(c)	●	✗

Section II: Reading

21.	●	(b)	(c)	(d)	✓	31.	(a)	●	(c)	(d)	✓
22.	●	(b)	(c)	(d)	✓	32.	(a)	(b)	(c)	●	✗
23.	(a)	(b)	●	(d)	✗	33.	●	(b)	(c)	(d)	✓
24.	(a)	(b)	(c)	●	✗	34.	(a)	●	(c)	(d)	✓
25.	(a)	●	(c)	(d)	✗	35.	(a)	(b)	(c)	●	✗
26.	(a)	(b)	●	(d)	✓	36.	(a)	●	(c)	(d)	✗
27.	(a)	●	(c)	(d)	✗	37.	(a)	(b)	●	(d)	✓
28.	(a)	(b)	●	(d)	✗	38.	●	(b)	(c)	(d)	✗
29.	(a)	●	(c)	(d)	✗	39.	(a)	(b)	(c)	●	✓
30.	(a)	●	(c)	(d)	✗	40.	●	(b)	(c)	(d)	✗

Section III: Language Use

41.	(a)	(b)	●	(d)	✓	51.	●	(b)	(c)	(d)	✗	61.	(a)	(b)	●	(d)	✗
42.	●	(b)	(c)	(d)	✓	52.	(a)	(b)	(c)	●	✗	62.	(a)	●	(c)	(d)	✓
43.	●	(b)	(c)	(d)	✗	53.	(a)	●	(c)	(d)	✗	63.	(a)	(b)	(c)	●	✓
44.	(a)	●	(c)	(d)	✓	54.	(a)	(b)	(c)	●	✗	64.	(a)	(b)	●	(d)	✓
45.	(a)	(b)	(c)	●	✗	55.	(a)	(b)	(c)	●	✗	65.	(a)	(b)	(c)	●	✗
46.	(a)	(b)	●	(d)	✓	56.	(a)	(b)	●	(d)	✗	66.	●	(b)	(c)	(d)	✓
47.	(a)	●	(c)	(d)	✗	57.	(a)	●	(c)	(d)	✗	67.	●	(b)	(c)	(d)	✗
48.	(a)	(b)	(c)	●	✓	58.	(a)	(b)	(c)	●	✗	68.	(a)	(b)	●	(d)	✓
49.	(a)	●	(c)	(d)	✓	59.	●	(b)	(c)	(d)	✓	69.	(a)	(b)	(c)	(d)	✗
50.	●	(b)	(c)	(d)	✗	60.	(a)	(b)	●	(d)	✗	70.	(a)	(b)	(c)	●	✗

Objective Placement Test A
ANSWER SHEET

Name _Lorena Carolina Bonilla Ramírez_ Date _01/20/15_

Total Points _31/70_ Rating _____

group 05

Section I: Listening

Example: ⓐ ⓑ ⓒ ●

1.	ⓐ ⓫ ⓒ ⓓ			11.	ⓐ ⓑ ⓒ ⓓ			
2.	ⓐ ⓑ ⓒ ⓓ			12.	ⓐ ⓑ ⓒ ⓓ			
3.	ⓐ ⓫ ⓒ ⓓ			13.	ⓐ ⓑ ⓒ ⓓ			
4.	ⓐ ⓑ ⓒ ⓓ ✓			14.	ⓐ ⓑ ⓒ ⓓ			
5.	ⓐ ⓑ ⓒ ⓓ ✗			15.	ⓐ ⓑ ⓒ ⓓ			
6.	ⓐ ⓑ ⓒ ⓓ ✗			16.	ⓐ ⓑ ⓒ ⓓ			
7.	ⓐ ⓑ ⓒ ⓓ ✓			17.	ⓐ ⓑ ⓒ ⓓ ✓			
8.	ⓐ ⓑ ⓒ ⓓ ✗			18.	ⓐ ⓑ ⓒ ⓓ ✓			
9.	ⓐ ⓑ ⓒ ⓓ ✗			19.	ⓐ ⓑ ⓒ ⓓ ✓			
10.	ⓐ ⓑ ⓒ ⓓ ✗			20.	ⓐ ⓑ ⓒ ⓓ ✗			

Section II: Reading

21.	ⓐ ⓑ ⓒ ⓓ		31.	ⓐ ⓑ ⓒ ⓓ ✓		
22.	ⓐ ⓑ ⓒ ⓓ		32.	ⓐ ⓑ ⓒ ⓓ ✓		
23.	ⓐ ⓑ ⓒ ⓓ		33.	ⓐ ⓑ ⓒ ⓓ ✓		
24.	ⓐ ⓑ ⓒ ⓓ		34.	ⓐ ⓑ ⓒ ⓓ ✓		
25.	ⓐ ⓑ ⓒ ⓓ ✗		35.	ⓐ ⓑ ⓒ ⓓ ✓		
26.	ⓐ ⓑ ⓒ ⓓ ✓		36.	ⓐ ⓑ ⓒ ⓓ ✓		
27.	ⓐ ⓑ ⓒ ⓓ ✗		37.	ⓐ ⓑ ⓒ ⓓ ✗		
28.	ⓐ ⓑ ⓒ ⓓ ✓		38.	ⓐ ⓑ ⓒ ⓓ ✓		
29.	ⓐ ⓑ ⓒ ⓓ ✓		39.	ⓐ ⓑ ⓒ ⓓ ✗		
30.	ⓐ ⓑ ⓒ ⓓ ✓		40.	ⓐ ⓑ ⓒ ⓓ ✗		

Section III: Language Use

41.	ⓐ ⓑ ⓒ ⓓ ✓	51.	ⓐ ⓑ ⓒ ⓓ ✗	61.	ⓐ ⓑ ⓒ ⓓ ✗		
42.	ⓐ ⓑ ⓒ ⓓ ✓	52.	ⓐ ⓑ ⓒ ⓓ ✓	62.	ⓐ ⓑ ⓒ ⓓ ✗		
43.	ⓐ ⓑ ⓒ ⓓ ✗	53.	ⓐ ⓑ ⓒ ⓓ ✓	63.	ⓐ ⓑ ⓒ ⓓ ✗		
44.	ⓐ ⓑ ⓒ ⓓ ✗	54.	ⓐ ⓑ ⓒ ⓓ ✗	64.	ⓐ ⓑ ⓒ ⓓ ✗		
45.	ⓐ ⓑ ⓒ ⓓ ✓	55.	ⓐ ⓑ ⓒ ⓓ ✗	65.	ⓐ ⓑ ⓒ ⓓ ✗		
46.	ⓐ ⓑ ⓒ ⓓ ✓	56.	ⓐ ⓑ ⓒ ⓓ ✗	66.	ⓐ ⓑ ⓒ ⓓ ✓		
47.	ⓐ ⓑ ⓒ ⓓ ✗	57.	ⓐ ⓑ ⓒ ⓓ ✗	67.	ⓐ ⓑ ⓒ ⓓ ✓		
48.	ⓐ ⓑ ⓒ ⓓ ✓	58.	ⓐ ⓑ ⓒ ⓓ ✓	68.	ⓐ ⓑ ⓒ ⓓ ✗		
49.	ⓐ ⓑ ⓒ ⓓ ✗	59.	ⓐ ⓑ ⓒ ⓓ ✗	69.	ⓐ ⓑ ⓒ ⓓ ✓		
50.	ⓐ ⓑ ⓒ ⓓ ✗	60.	ⓐ ⓑ ⓒ ⓓ ✗	70.	ⓐ ⓑ ⓒ ⓓ ✗		

University of El Salvado   Time: 50 min   Framework: PPP   Schedule: 1:00-2:00

Intermediate English, Group 05   Skill: Top-down listening

Topic: Places and how to get there.   General objective: To talk about locations and places.

Teacher´s names: Stephanie, Galariel and Helder.

Aims:	Content	Methodology		Materials	Time	Bibliography
At the end of this lesson SWBAT: -To listening for specific details and pay attention to them to get the main idea of the listening exercise. - To identify places in the neighborhood. - To use the prepositions of place	**Language function:** The places in my Neighborhood **Grammar Structure**: Prepositions of place **Vocabulary:** Prepositions of place: "in, on, under, behind, in front of, above, near, next to" Places in the Neighborhood	*Teacher´s activities:* **Warm up:** Teacher will have the students in a circle. Introduce the name of the toy, tell students its name and where it is from. Point to a chair. Ask the students what it is called. Put the toy on the chair. Ask the students where it is. Put the toy under the chair. Ask where it is. Put the cat in various locations around the room and ask where it is. Elicit the nouns (door, window, table, board, boy, girl, etc.) then the prepositions of place from the Language box. **Presentation:** Teacher will show the students the preposition flashcards and ask them where the cat is. Teacher will write the answers.	*Student´s activities:* **Warm up:** ss have Stand in the middle of the room. Students have to pay attention in order to identify the vocabulary from the room and prepositions of place. Students have to practice the new vocabulary. **Presentation:** St will be able to see the pictures while the teacher is presenting the prepositions and they will shout the answers.	Soft toy **Flash Cards.**	**Time:** **10´** **Time:** **10´**	

		Practice: Teacher will have students in pairs to complete the listening activity. Play the audio and have ss to circle the places the hear and draw the prepositions of place in the worksheet.	**Practice:** Ss will get in pairs to listen the audio and complete the activity on the worksheet. Ss will share their answer and make corrections if needed.	**CD/ Audio / Worksheet**	**Time:** **10´**
		Production: Teacher will sit students in pairs, back to back. Give out "Room A" picture to one student and "Room B" picture to the student sitting behind him. Student A must describe where his places are and student B must draw them on his picture. When student B has drawn the four objects on his picture, they check student A's picture.	**Production:** Ss will get in pairs to complete the worksheets by describing the places in the map. Compare answers at the end of the activity	**Worksheet *A* and *B***	**Time:** **10´**
		Wrap up: Teacher will play the audio and have students identify the vocabulary. Check students' work.	**Wrap up:** Ss will listen to a brief story and they will write down the places of the neighborhood mentioned and their locations.	**CD/ Audio / Board/ Color Markers.**	**Time:** **10´**

University of El Salvador

Intermediate English, Group 05

Topic: My house is bigger than yours.

Time: 50 min **Framework: PPP** **Schedule: 1:00-2:00**

Skill: Listening **Teacher´s names: Stephanie, Galariel and Helder.**

General objective: To understand the use of comparative and superlatives.

Aims:	Content	Methodology		Materials	Time	Bibliography
At the end of this lesson SWBAT: -To listening for specific details and pay attention to it to get the main idea of the listening exercise. -Make comparisons using the comparative and superlative form. -Use properly the comparatives and superlatives.	**Language function:** My house is bigger than yours. **Grammar Structure**: Comparative and Superlatives / Adjectives. **Vocabulary:** Bigger, most expensive, newer, warmer, etc	*Teacher´s activities:* **Warm up:** Teacher will play a song and will pass to the students a sheet with the song's letter with some blanks. Teacher will play the song twice, at the beginning and at the end to check with ss if get the correct information to complete the exercise. **Presentation:** Teacher will show a chart with the picture of two houses, also will play a listening exercise: "My house is bigger than yours" Teacher will introduce the comparative and superlative form.	*Student´s activities:* **Warm up:** ss have to fill in with the grammar structure. Students have to pay attention in order to get all the info they need to fill in the blanks. Students have to pay attention to new vocabulary. **Presentation:** St will be able to see the pictures while playing the listening and pay attention to new vocabulary. Ss will try to find out what the listening is about while looking at the charts and listening the exercise	**Audio player, chart, pictures, markers.** **CD/ Audio / Worksheet**	**Time:** **10´** **Time:** **25´**	

		Practice: Teacher will make ss work in pairs for ss to listen the exercise again and compare their answers from the previous stage.	Practice: Ss will share their answer and make corrections if needed.	CD/ Audio / Worksheet	Time: 10´	
		Production: Teacher will leave as homework to write a paragraph to compare two different cities using the new vocabulary.	Production: ss will show the paragraph next class to the whole group.		Time: 5´	

University of El Salvador   Time: 50 min   Framework: PPP   Schedule: 1:00-2:00

Intermediate English, Group 05   Skill: Bottom-up listening

Topic: Past Events.   General objective: To describe past activities.

Teacher´s names: Stephanie, Galariel and Helder.

Aims:	Content	Methodology		Materials	Time	Bibliography
At the end of this lesson SWBAT: -To listening for specific details and pay attention to them to get the main idea of the listening exercise. - To differentiate simple past regular verbs sounds.	**Language function:** Past Events **Grammar Structure**: Past Tense Pronunciation for Regular Verbs (-ed) **Vocabulary:** Regular simple past verbs	*Teacher´s activities:* **Warm up:** Teacher will bring some common verbs in color papers and will have students to complete and predict past events. **Presentation:** Teacher will dictate some sentences using the verbs only 2 times and will have students to write them down. Teacher will write the answers. **Practice:** Teacher will have students in pairs to complete the listening activity. Play the audio about a biography and have them write	*Student´s activities:* **Warm up:** Ss will complete the sentences using the verbs and a past activity. **Presentation:** St will write down the sentences and compare the answers with the class. **Practice:** Ss will get in pairs to listen the audio and complete the activity in the	**Past Regular verbs in color papers** **CD/ Audio / Worksheet** **CD/ Audio / Worksheet**	**Time:** **10´** **Time:** **10´** **Time:** **10´**	

		down the past tense vebs they hear in the worksheet. Make corrections if necessary.	worksheet. Ss will share their answer and make corrections if needed.			
		Production: Teacher will bring a list of regular verbs and play the audio. He will have students to circle the correct verbs they hear and put into practice the pronunciation for Regular Verbs (-ed)	**Production:** Ss listen to the audio and complete the activity, at the end practice the pronunciation for Regular Verbs (-ed). Compare answers at the end of the activity	**CD/ Audio / Works heet**	**Time:** **10´**	
		Wrap up: Teacher will play a song and have students fill in the blanks with the missing verbs. Check students' work.	**Wrap up:** Ss will listen to a song and they will write down the simple past tense verbs they hear.	**CD/ Audio / Song**	**Time:** **10´**	