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UNDERGRADUATE WORK:

“THE IMPLEMENTATION OF AUDIO-VISUAL AIDS TO TEACH ENGLISH
COMMUNICATELY TO SENIOR HIGH SCHOOL SEMI-DISTANCE ENGLISH
STUDENTS FROM EDUCAME PROGRAM AT UNICAES”

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DEDICATION

I dedicate this to

God Almighty, for giving me life, wisdom and strength and helping during all my life to accomplish my goals. Thank you God for guiding me through life and for taking care of me.

My mother, Maribel Barrientos, who I know is looking after me from Heaven, thank you for everything you taught me while you were with me. I hope you are proud of me.

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I dedicate this to

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ABSTRACT

This research study focuses on the implementation of audio-visual aids to teach English communicatively to senior high school semi-distance English students from the EDUCAME program at the UNICAES' headquarters. This work presents the results of a study that evaluated to what extent the use of audio-visual aids in English classes helps senior high school semi-distance English students from EDUCAME to improve their speaking and listening skills.

The researchers observed students' and teachers' behavior and their performance during class time. Later, students were invited to attend a six-week English course in which they received classes with audio-visual aids with a communicative purpose to teach English. The researchers divided the students into two groups: One which was exposed to the use audio-visual aids communicatively and another which received communicative classes without the use of visual aids. The students from both groups were evaluated before and after the course.

Upon the administration, analysis, and interpretation of the data gathered, the results of this study support the hypotheses a seventy-five percent. The researchers found that audio-visual aids help the students improve their productions skills and promote a communicative and interactive environment in the classroom.



INTRODUCTION

This document comprises important information about the research study “The implementation of audio-visual aids to teach English communicatively to senior high school semi-distance English students from the EDUCAME program at UNICAES” carried out from March 18th, 2010 through February 18th, 2011.

This document is divided into six chapters: Chapter I states the problem of the study and describes the situation of senior high school semi-distance English students in the EDUCAME program at UNICAES in Santa Ana and the reasons to carry out this investigation. Chapter I includes the justification of the study, the research objectives, and the research questions that guided this study. Chapter II discusses approaches and theory related to the information collected from different investigations and studies linked to the problematic situation.

Chapter III includes the hypotheses and variables that the researchers tested when carrying out the investigation. Chapter IV presents the methodological design researchers used to execute the study containing important information about the research methodology and the population who participated in the investigation. Moreover, chapter IV shows the instruments used to collect the data for the present study. Through these instruments, researchers evaluated the students’ command of English before and after the treatment and collected the students’ opinions about the incorporation of audio-visual aids with a communicative purpose in their English classes.



Chapter V comprises the analysis of the data gathered. This chapter presents the graphs, which present the results of the tests and the students' opinions on the use of audio-visual aids with a communicative purpose. Chapter VI includes the conclusions. Moreover, it includes recommendations to be taken into account for further researchers regarding the implementation of audio-visual aids explored on the present study. This chapter also presents the limitations, the bibliographical references, and the appendices.



CHAPTER I

STATEMENT OF THE PROBLEM

1.1. Description of the problem

It is well-known that El Salvador has improved on the coverage of primary education, in the infrastructure of schools, and in the effectiveness of the education system in recent years. However, a low percentage of students graduate from high school due to grade repetition, dropouts, lack of an educational offer adapted to students' needs, low incomes, and high levels of overage among many other situations that probably do not depend on the students (Mariana Alfonso, 2008).

In 2005, the government created EDUCAME. This program stands for "Education for Everyone". It seeks to contribute to overcoming the formal education limitations and increase the number of high school graduates. Besides, this educational offer is very flexible, and it facilitates junior high and high school education to people who could not finish their studies so that they may have better opportunities for personal development (Descripción resumida de EDUCAME, 2005).

EDUCAME includes three modalities: accelerated, distance, and semi-distance learning. These modalities are promising means of providing relevant quality schooling to rural, lower/lower-middle income, and over-aged students. They have specific target populations and prioritize geographic areas with worse than average education indicators and better than average labor market prospects



for high school graduates (The World Bank, 2007). In addition, such modalities provide students with the opportunity to choose the schedule that better adjusts to the time and necessities they have. Researchers have focused their attention on the semi-distance modality at Catholic University of El Salvador (UNICAES) in Santa Ana during the year 2010. In the semi-distance modality, the target population has to be present ten class-hours per week (two hours per subject), so they have the chance to keep working and providing for their economical needs without giving up the completion of their studies. Besides, parents can spend more time with their families, and single mothers can work, take care of their children, and study (Descripción resumida de EDUCAME, 2005).

The study's target population attends classes on Saturdays from 12:00 M to 7:00 PM; this way, they can have a full time job and study at the same time. Their academic load includes the four basic subjects – Math, Literature, Social Studies and Science – and English. English has been included because of the importance that it has in the professional world today. The students attend English classes from 3:00 PM to 4:30 PM. The target population's age varies from 20 year-old to 35 year- old students.

According to a survey that students from the target population answered, they think that English is very important because knowing English may help them to find a job, and it may also open more and better job opportunities for them. Students said that speaking English is an important job requirement nowadays. Students also said that it is important to learn English because of the number of tourists that visit our country.



In addition, the researchers also found that the semi-distance modality deals with multi-age classrooms. Multi-age classrooms are a mixture of students with different ages and abilities, all sharing a classroom. These types of classrooms have a positive influence on students because a multi-age classroom is very similar to the real world (Morrison, 2007). This is an advantage since the EDUCAME program seeks to prepare students for the real world using real world situations. When students interact with their families, neighbors, and friends outside school, they are not divided by ages. "Certainly, grouping students strictly by age does not reflect a naturalistic life-like setting in which people of different ages learn from each other" (W. Miller 4). Despite the students' different characteristics, they present very similar learning problems and needs. As the researchers could observe, nearly all the English students present more problems in the development of the speaking and listening English skills, which is a problem that may be due to issues related to the program's features, the teachers' approach to teaching, students' attitudes, motivation, access to English text books or literature.

In an interview with the program's coordinator at UNICAES in Santa Ana, Lic. Rocío Lemus Estrada, she stated that MINED decided on using the communicative approach for the teaching of the English subject in the EDUCAME program since the program's main objective is that students learn how to communicate using the target language (English) effectively in real world situations. Froese (1991) states that the communicative approach stimulates real life communicative experiences among new language learners, and it also



integrates the teaching of the listening and the speaking skill. In other words, through the communicative approach learners must learn not only to make grammatically correct, propositional statements about the experiential world, but also develop the ability to use language to get things done (Nunan, 1988).

However, through class observation, the researchers recorded that the semi-distance English teacher of the EDUCAME program at UNICAES in Santa Ana uses other approaches to the teaching of English, such as the grammar translation method and the audio-lingual method. According to Al-Subahi (1991), the grammar translation method is still followed by most English teachers interchangeably with the direct method and the audio-lingual method, which offer little chance for students to participate and consequently lead the students to memorizing and repeating instead of understanding and communicating.

Altwajri (1982) insists that some methods used in teaching English fail to motivate students and stimulate their involvement in class activities. These methods were, generally, of the grammar-translation type. The researchers also recorded that in most semi-distance English classes, the four macro-skills are developed following the audio lingual approach; there is widespread use of dialogues to introduce new contents, and repetition drills to teach structural patterns. The researchers noticed that the teacher makes little effort to actually help students learn to speak English communicatively. During the activities developed in class the teacher did not correct students' mistakes; as a result, they were used to pronouncing the words in the way they would read following Spanish syllabic pronunciation. Moreover, the researchers recorded that the activities



developed in class (repetition drills, paragraph translation, writing sentences) were not communicative oriented.

Furthermore, through observation and interviews with the EDUCAME program's coordinators, the researchers realized that the English subject in the semi-distance modality has to overcome many issues, which may be having repercussions on the students' language skills development, specially the speaking and listening skills. The most challenging issues are mentioned below.

First of all, the syllabus designed for the English subject in the EDUCAME program states that teachers should expose students to a wide variety of visual and auditory materials as much as possible since audio-visual aids help students to practice oral production more effectively and confidently (Programas de estudio inglés: educación media, 2008). However, in a survey administered to the semi-distance high school English teacher from EDUCAME program, the teacher said that since there are not didactic materials available to teach, she does not use resources such as, computers, LCD projector, television, and CD player. In addition, English teachers from the EDUCAME program at UNICAES are not provided with a suitable curriculum to follow or with a variety of didactic materials for the development of the semi-distance English classes.

According to Johnson (2002), the absence of a coherent and suitable curriculum has two repercussions: first, it affects students' retention because they learn less than they otherwise might; second, it also affects the teacher's achievements since they do not have a guide specially designed to suit the modality's requirements to teach the English classes and to guide them through its



difficult process. Consequently, teachers have to devote most of their time to prepare lessons, and it does not allow them to design any additional teaching material for their classes.

According to the semi-distance English teacher of the second year of high school in the EDUCAME program at UNICAES in Santa Ana, MINED suggests the semi-distance modality English teachers use the regular high school curriculum to teach their classes. However, the semi-distance English teacher says that she does not follow MINED's suggestion since the curriculum designed for regular high school is too complex and lengthy for the semi-distance modality and its students.

While observing classes at the Catholic University of El Salvador (UNICAES), which functions as the EDUCAME's western headquarters, the researchers could notice that teachers do not use additional instructional or any audio - visual materials other than the board. The researchers observed that the teacher spent most of the time translating a paragraph from English to Spanish and she also did most of the talking. So during this kind of activities, the researchers could observe that students lost concentration easily since most of them started talking in their mother tongue right after the teacher finished giving instructions. The researchers recorded that the students lacked motivation and confidence to participate in the activity because they were talking about other things, they did not participate in class unless they teacher asked them directly; and when they were asked to read what they had written, they spoke softly so that no body would realize if they made mistakes. In addition, the researchers could also record that during the class observations that most activities were about repeating or writing



sentences using different grammatical structures. Through a survey, senior high school English students from the EDUCAME program at UNICAES stated that in most classes they write sentences and do repetition drills using different grammatical patterns and that they do not see the purpose in doing such activities.

Edgar Dale (2006), remarks that teachers in general have to realize that teaching with words is not enough since it alone is very tedious, wasteful, ineffective, and hard to memorize. In Dale's opinion, teaching aids help reduce verbalism (abundant use of words without conveying much meaning). They help give clear concepts and thus help to bring accuracy in learning. Moreover, visual and auditory aids help students to avoid translation in the classroom and increase their understanding of the target language since students can easily understand the meaning of different words or concepts taught in the classroom through images. On average, maximum an adult's attention span is 20 minutes; however, when the ear and the eye are stimulated the time period increases. Besides, it is stated that visual perception contributes in a 90% to all human learning (Khan, 2001).

With regards to students' lack of motivation to learn, Tan and Leong (2003) state that it is very important to keep them interested in learning. According to Lestage (1959), when teachers use audio-visual aids in the classroom, they break a routine of sitting down and translating texts and create an interesting and different way to learn; besides, audio-visual aids can be included at any point in the lesson at any language level. The use of pictures, animations, and sounds can help teachers keep the students interested in learning a new language. The



interaction generated by the use of multimedia instruction would also encourage the students' interest in learning.

Furthermore, highly motivated students may easily understand the instructions given in text. In a survey administered to the semi-distance second year high school English students from the EDUCAME program, the students said that sometimes they do not understand what the teacher tells them. Moreover, they expressed that the frequent use of audio-visual materials in class may facilitate understanding of vocabulary, instructions, questions, and reading passages.

When the researchers interviewed one of the semi-distance modality English teachers concerning her teaching methodologies and teaching materials used in the classroom, she explained to the researchers that she mainly used the board in the classroom to explain the contents being studied. She expressed that it was difficult for her to prepare complex aids, didactic or instructional materials for her classes because it takes too long to prepare them, the classes are large, and the expenses are on her. The semi-distance English teacher from EDUCAME at UNICAES pointed out that she cannot afford giving students photocopies or preparing educational materials since the EDUCAME program does not provide teachers with the resources to prepare their classes. This may be due to different factors, but according to the class observations and to the interviews made to teachers and the program's coordinators, the absence of material to study at home, the teaching approach used in class and the little use of audio-visual materials may be some of the factors affecting the development of students' speaking and listening language skills.



Nevertheless, through the incorporation of audio – visual aids in the English classroom the teacher can help students to learn a new language for communicative purposes. In addition, the audio - visual materials may also help the teachers and students to avoid translation and would encourage them to make use of the communicative approach to teach English. By avoiding translation, learning English communicatively, and including audio-visual aids, the students may improve the development of their speaking and listening English skills. The researchers believe that in giving the senior semi-distance English students from EDUCAME program as much input and practice as they need including audio-visual materials in the classroom, the teachers can give students the tools to learn English proficiently.



1.2. Justification

According to Sundaram (2006), students at public schools generally dislike English, mainly because they are not aware of the communicative value that it has nowadays and the benefits they can get from speaking this language. Through the administration of a survey, senior high school semi-distance English students from EDUCAME program at UNICAES stated that English is very difficult to learn, some other students said that they did not like English at all because spoken English is difficult to understand. As the classes follow the same pattern, students said that they did not feel motivated to learn the language, and that they saw English just as another subject that they had to pass in order to graduate from high school.

The main reason to carry out this study was to assess to what extent the implementation of audio-visual aids with a communicative purpose helped increase and enhance students' performance in the speaking and listening skills in the semi-distance modality of EDUCAME program at UNICAES, 2010. Such topic had not been researched before since the program is new in the country's educational context; therefore, this study's results can be very relevant to the people involved in this program since it provides with some insights on how to improve students' speaking and listening skills through the use of audio-visual materials. The researchers believe that this study's results will enable teachers to make the learning process more effective, concrete, interesting, inspiring, vivid, and meaningful.



Carrying out this study will benefit semi-distance modality both English teachers and the EDUCAME program's coordinator at UNICAES in Santa Ana since this study will provide them with useful information and recommendations regarding the use of audio-visual aids with a communicative purpose, and it will also help them to better understand if students' speaking and listening skills are better developed through the exposure to audio-visual materials with a communicative purpose in the classroom.

In addition, the researchers will provide semi-distance English teachers of the EDUCAME program at UNICAES with a handbook of interactive and communicative activities that includes the use of audio-visual materials to teach English communicatively. The handbook is a collection of the audio-visual aids and communicative activities designed and used during the treatment given to senior high school semi-distance English students. English teachers from the EDUCAME program at UNICAES will be able to use such materials in the English classes or as reference to create their own audio-visual materials to teach English with a communicative purpose.

To conclude, this study sought to assess to what extent audio-visual aids can improve senior semi-distance English students' development of their speaking and listening English skills.



1.3. Research Objectives

1.3.1. General objective

To assess if the use of audio-visuals aids with a communicative purpose helps senior high school English students improve their speaking and listening skills in the semi-distance modality of EDUCAME program at UNICAES, 2010.

1.3.2. Specific objectives

To find out to what extent the implementation of audio-visual aids with a communicative purpose helps develop English senior high school students' speaking skill in semi-distance modality of EDUCAME program at UNICAES, 2010.

To ascertain to what extent the implementation of audio-visual aids with a communicative purpose helps develop English senior high school students' listening skill in semi-distance modality of EDUCAME program at UNICAES, 2010.

1.4. Research Questions

To what extent does the implementation of audio-visual aids with a communicative purpose improve English students' speaking skill in semi-distance modality of EDUCAME program at UNICAES, 2010?

To what extent does the implementation of audio-visual aids with a communicative purpose improve English students' listening skill in semi-distance modality of EDUCAME program at UNICAES, 2010?



CHAPTER II

THEORETICAL FRAMEWORK

2.1. The Importance of English

The presence of English as an international language assumes importance in the fact that more than 337 million people speak English as their first language, with possibly some 350 million speaking it as a second language (Bárcenas, 2007).

In the XXI century, the learning of English has become very important in the economic, social, and cultural transformation of El Salvador. It is considered an essential factor of the academic formation and the professional development. Then, a good command of the language can give Salvadorans more opportunities and open the doors to better quality jobs for future generations (Francisco Zelaya, 2005). However, the teaching and learning of English can be a very difficult task in this country where the language is not widely spoken and where students have few opportunities to practice it outside the classroom.

2.2. EDUCAME

According to the results of a survey administered by “Hogares y Propósitos Múltiples” in 2002, 60 out of 100 youngsters between 15 and 19 years old did not complete the ninth grade. This is equivalent to 400 thousand youngsters, who are reaching adulthood and are not academically prepared to apply for better jobs.



For this reason, the Ministry of Education (MINED) administered a survey in 2003 to measure the quantity of youngsters enrolled at schools. The survey's results showed a high rate of overage (the students' age does not correspond to the grade they are taking). For example, nineteen-year-olds are enrolled in sixth grade. The survey showed the following results concerning students with overage: in seventh grade, a 15.4 per cent; in eighth grade, a 14.8 per cent; and in ninth grade, a 12.10 per cent. The most alarming finding of all was in high school with a 50.47 per cent of students, whose age is way off the mark when compared to the grade they are studying.

In order to give a solution to this problematic situation, the Ministry of Education launched within the Education Plan 2021 (which pretends to reintegrate to the education system all youngsters who dropped out of school) a new system to obtain certified education called EDUCAME, *Educacion para todos* (Education for everyone). This program intends to make the educational offer more flexible through some new delivery education modalities.

EDUCAME's aim is to offer flexible education services to the young and adult population, who abandoned their studies and wishes to return to the national education system to finish their studies after some years. The program has opened opportunities to those who could not even start their studies and are interested in doing it (Avilés and Galdámez, 2008).

2.2.1. EDUCAME Modalities

The EDUCAME program at UNICAES has three main modalities (distance, semi-distance, and accelerated) in which students learn on multi-age classrooms, and



teachers are required to use the communicative approach to teach English. Modalities are work outlines that the educational system implements to meet the population's needs and to follow a curriculum. For example, all elementary schools in the country attend classes from Monday through Friday from seven in the morning until noon during ten months accomplishing not only the school calendar, but also a syllabus and a curriculum (Avilés and Galdámez, 2008).

EDUCAME offers three flexible education modalities and different delivery methodologies (by modules), which are described below.

A. Accelerated Modality

The accelerated modality has the shortest duration. Students attend eight hours from Monday to Friday. Its benefit is that the students obtain more results in less time. A time period of 18 months has been set for the students to acquire the skills and abilities that a regular student attending the three years of middle education acquires on a regular school schedule. In the EDUCAME program, high school education is completed in 12 months.

B. Semi – distance Modality

In the semi-distance modality, the students have to be present eight hours a week for two years in order to complete middle school or high school. The students choose the schedule that adapts to their needs since classes are taught from Monday to Sunday. This modality's advantage is that the students can do other activities, like working, without neglecting the completion of their studies. This modality has been especially designed for youngsters and young adults who have a job.



C. Distance Modality

This modality is completely innovative, and it requires certain prior skills that the students should possess in order to attend this modality. For example, the candidates should have the basic technological skills (using a computer and software packages). Students receive instruction online and use software programs to study at home. This modality has a maximum duration of 24 months for high school and 24 months for middle school.

2.2.2. Multi-age Classroom

The researchers recorded that in the EDUCAME program at UNICAES, students learn in a multiage classroom. A multi-age classroom is a combination of ages and grades deliberately grouped together for educational benefits, and it must not be confused with other terms like, grade combination, split level, continuous progress, vertical grouping, family grouping, or ungraded/non–graded classrooms (Moen, 1999).

Multi-age teaching has actually been around for a very long time, much longer than the graded classroom. The early Jews developed schools for boys from ages six to thirteen and taught them in the synagogues.

Simon Veenman (1995), a researcher at the University of Nijmegen in the Netherlands found that when comparing multi-age classrooms to single grade classrooms, there was little to no difference in the cognitive learning outcomes of the two types of classes. He did find, however, that there were significant differences in the affective areas such as attitudes towards school, self-concept, and personal and social



adjustment in favor of the multi-age classrooms. Veenman found that advocates of multi-age grouping claim that it yields the following cognitive and non-cognitive benefits.

- Multi-age grouping provides younger students with the opportunity to observe, emulate, and imitate a wide range of behaviors; older students have the opportunity to assume responsibility for less mature and less knowledgeable students.
- In multiage or mixed-ability classes, younger students can enrich their learning by attending to the material designed for older students, while the older students can profit from opportunities to review the material designed for the younger students.
- Multi-age classrooms tend to offer a wider variety of assignments to address multiple learning styles and diverse ages.
- Finally, multi-age grouping relaxes the rigid curriculum with its age-graded expectations, which are inappropriate for a large number of students. (Veenman, 1995, p. 322)

When the researchers compared the benefits that Veenman states to their experience of teaching English in a multi-age class, the researchers recorded that not all the benefits were true for them. Contrary to younger students imitating older students, the researchers recorded that the older students imitated the younger students. The researchers also recorded that younger students helped the older ones in the class activities. The younger students understood more quickly the class activities, so they helped the older students. The researchers also recorded that multi-age classes reduces the age-graded expectations. Normally, older students are expected to study



more difficult topics than the younger students; however, the researchers recorded that young students are able to study the same topics and get good results.

Veenman also found opponents of multi-age classrooms. There were problems and concerns on the part of the teachers, administrators, and parents.

- Some stated that teachers preferred single-grade classes because multi-age classes entail more planning, preparation, and work.
- Administrators found problems in the integration of the curricula, individualizing instruction, lack of time for adequate teaching of certain subjects, lack of time for preparation and assessment, and lack of time for individual remediation.
- Parents were negative to the multi-age concept fearing their child would not get adequate individualization.

Through class observations, the researchers recorded that grouping students in a multi-age classroom represents both an advantage and a disadvantage for them. The advantage consists on the importance of the resemblance this kind of grouping has to reality, which prepares students for the real world in a real world context. The disadvantage is that a semi-distance multi-age classroom demands teachers to prepare classes for diverse learning styles and ages.

However, in the researchers' experience, multi-age classrooms do not have to be a disadvantage for teachers. Through the use of audio-visual aids with a communicative purpose, the researchers prepared the class activities regardless of the students' different ages. The researchers recorded that audio-visual aids help to design class activities that appeal students of different ages.



2.2.3. Communicative Approach

According to the English syllabus for the English subject in the EDUCAME program at UNICAES, the English teachers are expected to use the communicative approach in the English classes so that students can learn to communicate effectively through interaction (Programas de estudio inglés: educación media, 2008).

According to Chaugule, (2009) instruction which integrates the teaching of listening and speaking over various situations has been termed “the communicative approach to language teaching.” The communicative approach pursues the development of communicative competence.

Communicative competence is a dynamic concept that depends on the negotiation of meaning between two or more persons who share some knowledge of the language. This competence applies to both written and spoken language. It is context-specific, as communication always takes place in a particular context or situation. The competent language user will know how to make appropriate choices in register and style to fit the particular situation in which communication occurs. Lastly, the conceptualization of the term proficiency includes specifications about the competency levels attained in terms of the functions performed, the contexts in which the language user can function, and the accuracy with which the language is used (MINED, 2008).

Through class observations, the researchers recorded that this approach is not followed as stated in the syllabus. Students do not practice the target language for communicative purposes; instead they learn the target language by translating paragraphs and writing sentences. The researchers believe that the nature of the



EDUCAME program in the semi-distance English classes does not allow the proper use of the communicative approach because the English subject does not have a curriculum designed especially for the semi-distance modality. The researchers think that a variation on the activities and the use of audio-visuals with a communicative purpose in the classroom can contribute to creating an interactive and communicative environment.

2.3. Speaking and Listening Skills

Oral communication provides the basis for developing language, thinking, and gathering information. It also shapes how we see ourselves and how others see us. Studies show that over 80 percent of communication is spent in speaking and listening, which lends credence to the belief that teaching these skills is not just desirable, but pivotal. The role of education is to ensure that students are prepared for their roles as family members, workers, and citizens through oral communication instruction. For this reason, the development of communicative skills is seen as an integral process where students develop their speaking and listening abilities.

2.3.1. The Listening Skill

Listening is usually defined as one of the receptive skills that involve a physical process and interpretive analytical process. This definition has been associated with critical listening skills (analysis and synthesis) and non-verbal listening (tone of voice, facial expressions, gestures, etc). However, according to Nunan (2005), listening is the Cinderella skill in second language learning. All too often, it has been overlooked by its elder sister – speaking. But nowadays, the listening skill development has been given a primary role since linguists have recognized the important place it has in the



communicative process. It is important to highlight that listening involves comprehension that engages listeners in a dynamic construction of meaning. Besides, in the act of listening to spoken language, listeners can predict topic development, apply micro-listening sub-skills, associate new knowledge to personal prior knowledge and respond creatively to what speakers say. For this reason, it is fundamental to teach micro-listening skills (predicting what people are going to talk about, guessing at unknown words or phrases without panic, using one's own knowledge of the subject to help one understand, retaining relevant points, and understanding different intonation patterns and uses of stress) to students for them to achieve a full understanding of what they hear, for listening is a creative process, which may be analyzed and described (Rost, 1991). Consequently, it is important that teachers design suitable listening activities for developing integral listening competence in students during class time.

2.3.2. Speaking Skill

One of the basic skills in English is speaking. Speaking is the ability that requires the process of communicative competence, pronunciation, intonation, grammar and vocabulary improving (Cunningham, 1999).

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994). Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving (Burns & Joyce, 1997).



Like the other skill, speaking is more complicated than it seems at first and involves more than just pronouncing words. In other words, ESL students should not only set the goal of having good pronunciation, intonation, fluency, etc. but also the goal of speaking coherently and accurately on a determined topic. Moreover, the attention to the oral skill has become a trend in ESL classrooms; for this reason, experts have developed a set of models that describe the competences involved in the speaking process when using the target language (Yook and Seiler, 1990).

2.3.3. Integration of Oral and Listening Skills

Most linguists agree that the listening and speaking skills are two intertwined components in the communicative process. In fact, the integration of both components is especially observable in communication. Similarly, the importance of the relationship was emphasized long time ago when authors such as Gillian Brown demonstrated the relevance of developing oracy in schools (Nunan, 2005). For this reason, the integration of oral and listening abilities is recognized nowadays in oral communicative competence although sometimes they are analyzed separately.

Oral communicative skills development allows learners to listen critically and to express opinions clearly and effectively. Moreover, learners put into practice these activities mostly during interactive speaking situations such as face to face conversations, telephone calls, etc. in which they alternate between listening and speaking roles during the conversation. Therefore, teachers face the challenge of preparing students to endure the possible obstacles that are involved during a conversational situation. Of course, this preparation is mostly carried out by developing



listening and speaking skills in students. In this way, oral communicative skills are not only seen as a passive production and reception of messages, but as a process in which there is active involvement and a command of the macro-skills (Nunan, 2005).

2.3.4. Improving Listening and Speaking Skills through Audio-visual Aids

Speaking and listening are important components in the development of students thinking and communicating skills. Thus, second language students require a structured and supportive environment in which they are encouraged and challenged to listen for understanding, speak with clarity, and engage in purposeful talk (Snow, 2008). The researchers consider that teachers can provide the support students need through the use of more communicative activities and audio-visual aids since audio-visual aids enable students to perform tasks easier by displaying useful information when carrying out activities inside the classroom.

Learning theorists have long held that images enhance comprehension, storage and recall of information. Pictures, slides, drawings, recordings, and the like serve many roles in language learning activities (Pavio, 1965). Visual and audio materials help students to comprehend and understand meanings, which are factors that contribute to achieve higher levels of communication and motivation towards learning a new language.

Including audio-visual materials for listening and speaking skills development also finds support when rates of spoken language and the human ability to process incoming aural information are considered (Meskill, 1996). Humans process what is heard much more quickly than the time it takes for the message to be spoken. In this



manner, when students use their native language, they have plenty of time to mentally respond to the message by interpreting it and creating mental images. However, when the message is in a language that students do not master, they have to make a lot of effort to interpret the message correctly. Audio-visual aids can make the process of understanding a message and communicating ideas easier for the students since they would not spend much time on creating a mental image because the pictures, charts, slides, tapes, and recordings would simplify the message decoding and communicating process.

2.4. Audio-Visual Aids

2.4.1. Background

Audio-visual aids or technological media are additional devices that help the teacher to clarify, establish, co-relate and co-ordinate accurate concepts, interpretations and appreciations and enable him/her to make learning more concrete, effective, interesting, inspirational, meaningful and vivid. Audio-visual aids started to be used long before World War II and were recognized as valuable tools in teaching. They help in completing the triangular process of learning; that is motivation-clarification-stimulation (Edgar Dale, 1964).

When World War II was over, many used projectors were sold at reduced prices; many films prepared by the United States government became available. In this way, more schools were able to use these significant teaching resources. Besides, teachers

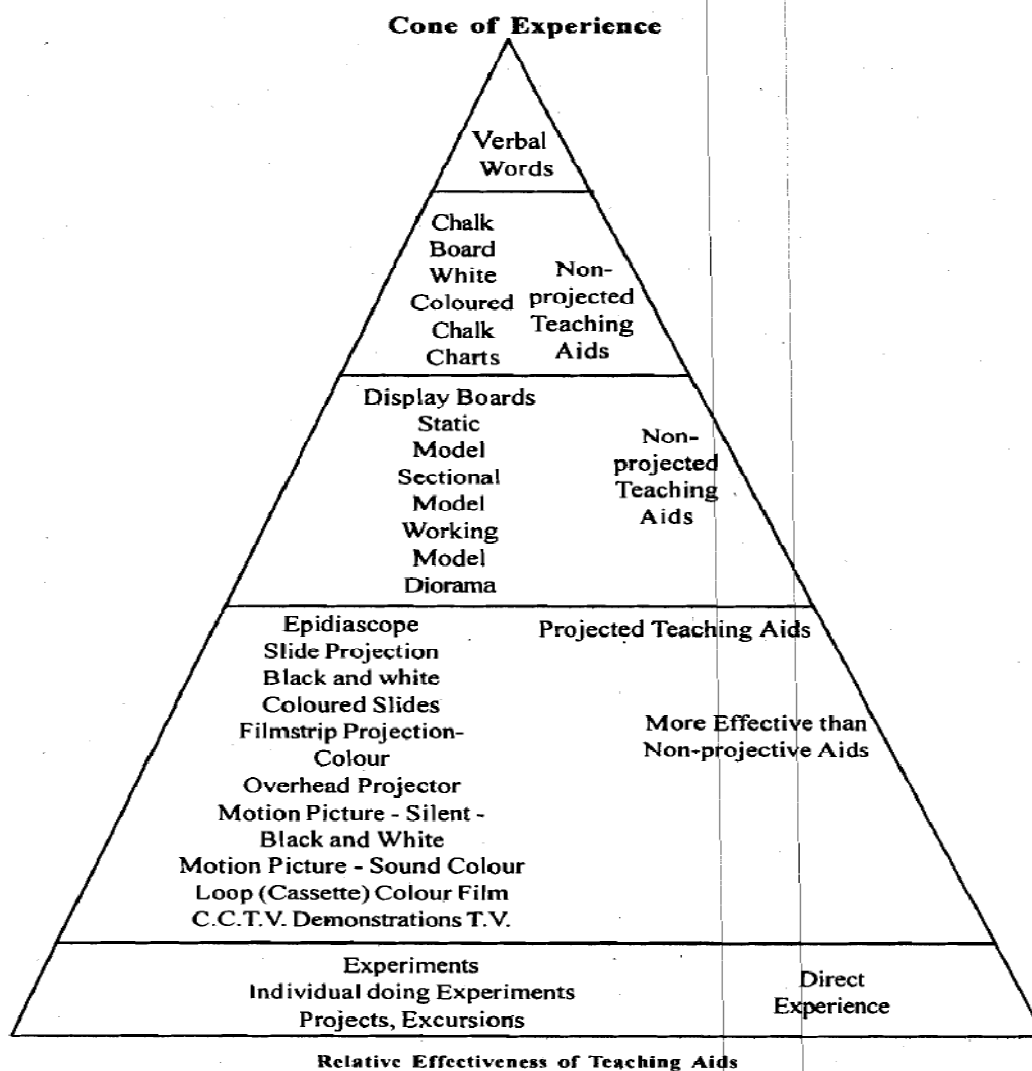


promptly realized that audio-visual aids and techniques, which were so effective in war time, were equally effective in peace time education (Chandler, 2006).

The importance of these teaching materials is also stated by Edgar Dale, known as the chief exponent of audio-visual aids in teaching. He said that “audio-visual materials give rise to meaningful concepts enriched by meaningful association, hence they offer the best antidote for the disease of verbalism; this is because they supply concrete basis for conceptual thinking.” In addition, Dale stated that the aim of teaching with this technological media is 'clearing the channel between the learner and the things that are worth learning'. According to him, the basic assumption underlying Audio-Visual Aids is that learning (clear understanding) stems from sense experience. That is, the teacher must 'show' as well as 'tell'. Also, he says, this material provides significant gains in informational learning, retention and recall, thinking and reasoning, activity, interest, imagination, better assimilation and personal growth and development; they are the stimuli for learning 'why', 'how', 'when' and 'where'.

Edgar Dale is the creator of the 'Cone of Experience' which he presented as a diagram in his book “Audio-Visuals Methods in teaching” (1964). The 'Cone' classifies the audio-visual aids according to their effectiveness in communication. The audio-visual aids at the base of the Cone are 'the most effective' and the effectiveness gradually decreases as one goes up the Cone, with the pinnacle of the Cone showing the least effective aids.





Graph 2: Edgar Dale's Cone of Experience (Audio-Visuals Methods in teaching, 1964)

As Dale explains, the least effective audio-visual aids are those that are at the top of the cone; that is, the verbal words and the non-projected teaching aids. The researchers recorded that semi-distance English teachers from the EDUCAME program at UNICAES commonly use verbal words, the white board, and sometimes charts to develop the English classes. As a result, students may have fewer learning opportunities to master the ability to communicate effectively using the target language. The researchers believe that by using audio-visual aids with communicative purpose,



teachers can provide students with activities that may help them communicate clearly, understand and be understood in real life situations.

2.5. Incorporating Audio-Visual Aids into the English Language Curriculum

According to Robertson and Nocon (1996), teachers have laid down three principles for incorporating audio-visual materials into the English curriculum:

2.5.1. Integrating the listening and speaking skills

The speaking and listening skills have to be integrated into the curriculum. While designing the curriculum, teachers should realize that authentic audio-visual materials cannot be introduced to the school as a stand-alone project. To consolidate knowledge learned from course books, other English lessons, and authentic audio-visual materials, the curriculum should be designed integrating the speaking and listening skills. That way, students can recycle the language they learn in different English classes.

2.5.2. Matching central curriculum and authentic audio-visual materials

The videos are chosen to match specific modules determined by the schools. Teachers should design pre-viewing, while-viewing and post-viewing exercises based on the modules. The advantage of designing audio-visual materials around a textbook theme is that students will be able to explore another perspective of the same topic and see how the topic is treated differently in different media.

2.5.3. Introducing phonic skills

Phonic skills are introduced when necessary because students at schools are not taught phonic skills systematically. Videos packed with language are most useful in



developing pronunciation skills. Teachers involved would like to use the opportunity to demonstrate how the different sounds are pronounced by native speakers of English.

2.6. Advantages of Audio-Visual Aids

“Poor visuals will ruin a good presentation, but good visuals cannot rescue a poor presentation” Thomas Ealey (1988). As stated before, audio-visual aids are really significant in the educational field; however, not all visual aids are effective or give the teacher the result he/she expects. As stated by Chandler (2006), there is no one perfect audio-visual aid. The audio-visual aid, or combination of aids, which can produce the most effective result in a given teaching situation should be considered best but only in that situation. Some of the advantages that make audio-visual aids essential in the teaching-learning process are shown below:

- Audio-Visual aids help the teacher in providing a proper environment for capturing as well as sustaining the attention and interest of the students in the classroom work. Besides, audio-visual aids help in fixing up what is gained in the minds of students by providing several activities, experiences and stimuli to the learners.
- Audio-Visual aids provide a touch of reality to the learning situation and stir the imagination, thinking process and reasoning power of the students. Likewise, audio-visual aids call for creativity and innovation as well as other higher mental activities on the part of students and thus help develop higher faculties among the students.



- Audio-Visual aids prove to be effective reinforces by increasing the probability of re-occurrence of the responses associated with them and thus render valuable help in the teaching-learning process. Moreover, audio-visual aids contribute to increase retention as they stimulate response of the whole organism to the situation in which learning takes place.
- Audio-Visual aids develop motivation, attract the attention and interests of the students and provide a variety of creative outlets for the utilization of their tremendous energy and thus keeps them busy in classroom work. In this way, the overall classroom environment becomes conducive to creative discipline.

During the treatment, the researchers learned first-hand about the advantages that the use of audio-visual aids with a communicative purpose has on second language learners. The researchers recorded that students were motivated about participating in the class activities. The students' vocabulary was reinforced. They had less difficulties retaining what was reviewed in classes. The researchers also recorded that audio-visuals help create an interactive classroom environment, where students are able to interact with their classmates and put into practice their language skills.

There is a plethora of audio-visual aids that the teacher can use to make the teaching-learning process more meaningful. However, the teachers have to remember that no matter what audio-visual aid they select, their message is the important part, not the entertainment that they provide through audio-visual means. The teachers should use these tools to grasp and hold attention so that they can deliver their key points effectively. If they accomplish that, then learning will likely occur and their participants will be able to apply what they learned following the event (Robert W. Lucas, 2008).



2.7. Challenges of Using Audio Visual Aids

While teaching aids are becoming more and more popular day by day, there are still some problems to be faced and solved (Dale, 2006). Some of these are:

- Teachers in general are yet to be convinced that teaching with words is not enough. It alone is very tedious, wasteful and ineffective.
- Audio-visual aids lose their significance and importance when used without a definite purpose.
- Due to the absence of proper planning and the lethargy of the teacher and without proper preparation, correct presentation, appropriate application and discussion and the essential follow-up work, the audio-visual aids do not prove their full usefulness. Education institutions/colleges or specialized agencies should make special provision for pre-service and in-service training of teachers and workers in the use of these aids. But in most cases, the specific challenge for teachers is the school budget.
- Little attention is paid in the production of audio-visual aids suitable to the local sociological, psychological and pedagogical factors.
- Teaching aids or media sometimes are not selected according to the classroom needs.

In the EDUCAME program at UNICAES in Santa Ana, the time spent using audio-visual aids at school is rather limited and a change to use more aids does not seem to be expected in the near future. The researchers believe that the availability of a large number of audio-visual aids can provide students with a great opportunity



to make use of them as beneficial tools for improving semi-distance English students' speaking and listening skills.

The frequent and appropriate use of varied audio-visual materials to teach English to semi-distance students can transform English classrooms in interactive and communicative spaces, where students can practice and develop their speaking and listening skills. By practicing such skills (speaking and listening) in a communicative environment, students can have more opportunities to perform better in real life situations. Therefore, the integration of both skills, speaking and listening, and audio-visual aids is essential for creating a communicative, interactive, and real setting for students to improve their English skills.

Dale (2006) remarks that the problem, nowadays, is that of extending the benefits of audio-visual aids to all teachers and all students. The researchers think that the future of semi-distance English students from EDUCAME program at UNICAES can be bright if there is proper planning on the part of the Government and co-ordination between curriculum designers, teachers, and students.

In brief, researchers believe that useful and effective aids can be produced after getting the reaction of the English students and teachers and doing research work in the field. There is not any previous investigation on the topic; consequently, the researchers believe that this research can provide essential information about how audio-visual can help improve semi-distance English students' speaking and listening skills by creating a more interactive and communicative English classroom.



CHAPTER III

HYPOTHESES AND VARIABLES

3.1. Hypothesis One

The implementation of audio-visual aids with a communicative purpose improves the speaking skill of English senior high school students from the semi-distance modality of EDUCAME program at UNICAES in Santa Ana, 2010.

3.1.1. Variables

- **Independent Variable**

The implementation of audio-visual aids with a communicative purpose

- **Dependent Variable**

The speaking skill of English students from the semi-distance modality

3.1.2. Indicators

- **Indicators IV**

Visual aids

- **Sub-indicators IV**

Pictures

Flash cards

Charts

Comic strips

Movies



Slides

Television

Videos

Audio aids

- **Sub-indicators IV**

Recordings

CDs / CD player

Songs

Movie scenes

Television

Videos

Three dimensional aids

- **Sub-indicators IV**

Objects

Puppets

Projected aids

- **Sub-indicators IV**

Slides

Television

Videos

- **Indicators DV**

Correct pronunciation of words and phrases about personal information



Ability to ask and answer questions about personal details and familiar topics

Application of a basic range of vocabulary related to personal information and particular situations

Use of simple and limited grammatical structures

Ability to communicate through repetition, rephrasing and repair

Correct use of basic expressions

Ability to introduce themselves

Ability to talk about familiar topics

Ability to give their own opinions about a familiar topic

3.2. Hypothesis Two

The implementation of audio-visual aids with a communicative purpose improves the listening skill of English senior high school students from the semi-distance modality of EDUCAME program at UNICAES in Santa Ana, 2010.

3.2.1. Variables

- **Independent Variable**

The implementation of audio-visual aids with a communicative purpose

- **Dependent Variable**

The listening skill of English students from the semi-distance modality



3.2.2. Indicators

- **Indicators IV**

Visual aids

- **Sub-indicators IV**

Pictures

Flash cards

Charts

Comic strips

Movies

Slides

Television

Videos

Audio aids

- **Sub-indicators IV**

Recordings

CDs / CD player

Songs

Movie scenes

Television

Videos

Three dimensional aids

- **Sub-indicators IV**

Objects



Puppets

Projected aids

- **Sub-indicators IV**

Slides

Television

Videos

- **Indicators DV**

Recognition of familiar words and very basic phrases

Comprehension of slow and clear speech about familiar topics

Understanding of simple instructions

Understanding of familiar names, words and simple sentences

Understanding of simple commands

Students' negotiation of meaning

Understanding of questions about personal information

Students' response to simple questions about personal information and familiar topics

Comprehension of short simple recordings about familiar topics

Comprehension of other people's personal information



3.3. Operationalization of hypotheses

RESEARCH OBJECTIVE	RESEARCH QUESTIONS	WORK HYPOTHESIS	VARIABLES	INDICATORS	
<p>To find out to what extent the implementation of audio-visual aids with a communicative purpose helps develop English senior high school students' speaking skill in semi-distance modality of EDUCAME program at UNICAES, 2010</p>	<p>To what extent does the implementation of audio-visual aids with a communicative purpose improve English senior high school students' listening skill in semi-distance modality of EDUCAME program at UNICAES, 2010?</p>	<p>The implementation of audio-visual aids with a communicative purpose improves the speaking skill of English senior high school students from the semi-distance modality of EDUCAME program at UNICAES in Santa Ana, 2010</p>	<p>INDEPENDENT VARIABLE</p>	<p>INDICATORS OF IV</p>	<p>SUB-INDICATORS OF IV</p>
			<p>The implementation of audio-visual aids with a communicative purpose</p>	<ul style="list-style-type: none"> - Visual aids - Audio aids - Three dimensional aids - Projected aids 	<ul style="list-style-type: none"> - Pictures - Flash cards - Charts - Comic strips - Movie scenes - Slides - Television - Videos - Recordings - CD/CD player - Songs - Objects - Puppets
			<p>DEPENDENT VARIABLE</p>	<p>INDICATORS OF DV</p>	
<p>The speaking skill of English students from the semi-distance modality</p>	<ul style="list-style-type: none"> - Correct pronunciation of words and phrases about personal information - Ability to ask and answer questions about personal details and familiar topics - Application of a basic range of vocabulary related to personal information and particular situations - Use of simple and limited grammatical structures - Ability to communicate through repetition, rephrasing and repair - Correct use of basic expressions - Ability to introduce themselves - Ability to talk about familiar topics - Ability to give their own opinions about a familiar topic 				



RESEARCH OBJECTIVES	RESEARCH QUESTIONS	WORK HYPOTHESIS	VARIABLES	INDICATORS	
<p>To ascertain to what extent the implementation of audio-visual aids with a communicative purpose helps develop English senior high school students' listening skill in semi-distance modality of EDUCAME program at UNICAES, 2010</p>	<p>To what extent does the implementation of audio-visual aids with a communicative purpose improve English senior high school students' listening skill in semi-distance modality of EDUCAME program at UNICAES, 2010?</p>	<p>The implementation of audio-visual aids with a communicative purpose improves the listening skill of English senior high school students from the semi-distance modality of EDUCAME program at UNICAES in Santa Ana, 2010</p>	<p>INDEPENDENT VARIABLE</p>	<p>INDICATORS OF IV</p>	<p>SUB-INDICATORS OF IV</p>
			<p>The implementation of audio-visual aids with a communicative purpose</p>	<ul style="list-style-type: none"> - Visual aids - Audio aids - Three dimensional aids - Projected aids 	<ul style="list-style-type: none"> - Pictures - Flash cards - Charts - Comic strips - Movie scenes - Slides - Television - Videos - Recordings - CD/CD player - Songs - Objects - Puppets
			<p>DEPENDENT VARIABLE</p>	<p>INDICATORS OF DV</p>	
<p>The listening skill of English students from the semi-distance modality</p>	<ul style="list-style-type: none"> - Recognition of familiar words and very basic phrases - Comprehension of slow and clear speech about familiar topics - Understanding of simple instructions - Understanding of familiar names, words and very simple sentences - Understanding of simple commands - Students' negotiation of meaning - Understanding of questions about personal information - Students' response to simple questions about personal information and familiar topics - Comprehension of short simple readings about familiar topics - Comprehension of other people's personal information 				



CHAPTER IV

METHODOLOGICAL DESIGN

In this section, the researchers provide a detailed description of the design chosen for this research study. They provide the characteristics of the population selected, and describe the instruments that were used. Then, the researchers describe the procedures followed in conducting the research study. Furthermore, they present the methodological procedures followed to process, analyze and interpret the data gathered, and the time corresponding to the investigation.

4.1. Research Method

The present investigation, **“The implementation of audio-visual aids to teach English communicatively to senior high school semi-distance English students from EDUCAME program at UNICAES, 2010”**, was conducted by using an experimental design. This is so because the researchers wanted to ascertain whether (and to what extent) the implementation of audio-visual aids creates an interactive and communicative environment and thus increases EDUCAME senior high school semi-distance English students’ development of the speaking and listening skills. To learn this, the researchers implemented audio-visual aids with a communicative purpose to reinforce semi-distance English classes. The researchers divided the semi-distance English group into two small groups. They exposed one group of students to the use of audio-visual aids. The other group was taught using the communicative approach but without using audio-visual aids.



Then, the researchers administered instruments to evaluate the outcomes in the two semi-distance English groups. In this way, the researchers were able to compare the results of the experimental group to the results of the controlled group in order to determine to what extent the use of audio-visual aids with a communicative purpose influenced senior high school semi-distance English students' development of the speaking and listening skills.

4.2. Methodology of the Preliminary Phase

During the preliminary phase, the researchers gathered all the needed data by interviewing the coordinator from the EDUCAME program at UNICAES and by administering a survey to the semi-distance English teachers and students. Moreover, the researchers gathered some more information through class observations at EDUCAME in UNICAES. The purpose of collecting these data was to gather information about the EDUCAME program, the development of the English class, and the English students' response to it.

4.3. Methodology for the Planning Phase

After gathering and analyzing the information obtained about the use of audio-visual aids to teach English, the researchers started formulating the objectives and research questions for this investigation since they were essential in guiding the researchers through the development of the research. In the same manner, the researchers designed the justification, where they stated the reasons and purposes of this research. The researchers also used the information gathered



to build up the statement of the problem, in which the researchers presented in detail what this investigation is about. The formulation of both, the justification and statement of the problem, helped the researchers to formulate the hypotheses for this research project.

During the planning phase, researchers also designed the theoretical framework. The researchers did another bibliographical investigation, though in this case, they focused on more specific problems. The researchers looked for information about the teaching of English in the public schools of El Salvador and its importance. They also discussed the use of audio-visual aids and how it can help develop the listening and speaking skills. The researchers also used the information gathered through the surveys and observations. After the researchers finished writing the theoretical framework, they began selecting the instruments that would be used to gather the necessary information to test the hypothesis.

4.3.1. Instrumentation

In order to gather the data necessary for the development of this study, the researchers used the following instruments:

A. Pre-and Post-Written Test

The researchers designed a written test in order to evaluate EDUCAME senior high school semi-distance English students' knowledge of English grammar structures and vocabulary. The researchers administered this test to both groups – the experimental and the controlled groups– before starting the treatment and at the end of it. The test contained 50 items. Each item had four possible answers



from which students had to choose the one they considered correct. The first ten items dealt with basic personal information questions, verb to be, countable and uncountable nouns, and the genitive case. The next five items dealt with the days of the week, the months of the year, numbers, family members, and parts of the house. The succeeding ten items dealt with question words, adjectives, past tense of the verb to be, and classroom objects. The next five items dealt with the weather, personality traits, parts of the body, and daily activities. The following ten items dealt with past tense of regular and irregular verbs, clothing, and present continuous. The last ten items dealt with professions and occupations, sports, and the simple future.

B. Pre-and Post-Oral Interview

The researchers created a set of questions for interviewing senior high school semi-distance English students from the EDUCAME program at UNICAES in Santa Ana. Such set of questions were based on the topics the students had previously studied during the year at the EDUCAME program's English classes. This interview's objective was to assess semi-distance English students' knowledge about different basic topics in English. This oral test allowed the researchers to obtain feedback from each student and to compare the students' development of their speaking skills before and after the treatment. The researchers interviewed students individually and encouraged them to talk as much as they possibly could so that the researchers could assess their oral production. The interview contained 30 open questions. The researchers asked seven questions randomly to each student. The interview dealt with the following



topics: greetings, giving personal information, spelling, numbers, nationalities, physical appearance, there is / there are, colors, verb to be, professions, clothing, time, daily activities, food, and present continuous.

C. Checklist

In order to evaluate senior high school semi-distance English students' performance in the oral pre-and post-oral interview, the researchers designed a criterion sheet based on the Common European Framework as reference to assess students' oral production. The checklist's goal was to assess semi-distance English students' speaking and listening skills. The checklist contained thirteen criteria, which were divided into three sections. The first section was oral production. This section contained seven items that focused on the students' oral production, and that derived from the hypothesis indicators. The second was a listening comprehension section that had four items. The third section dealt with the grammar structures that the researchers used to assess students' accurate use of the language. Finally, there was also a part for writing down observations.

D. Pre-and Post-Listening Test

In order to assess senior high school semi-distance English students' listening skills, the researchers administered a listening comprehension test before starting the treatment and after concluding it. The listening test's objective was to assess to what extent the treatment that semi-distance English students received helped improve their listening skills in English. This test had four parts. In the first part, students saw four pictures and listened to people greeting each other. Students had to number the pictures in the order that they heard. The second part



showed a grid with different numbers. The students had to circle the numbers that they listened to. In the third part, students listened to a conversation between two friends; afterwards, they completed ten statements by choosing the one they consider was the best from the options given. Finally, in the fourth part, students listened to a dialogue between two girls talking about a boy's personal information. Students then answered six comprehension questions by choosing one option from the ones provided.

E. Qualitative Questionnaire

In order to gather senior high school semi-distance English students' opinions about the classes attended using audio-visual aids with a communicative purpose, the researchers designed a qualitative questionnaire. This questionnaire contained thirteen open questions about what students thought about the implementation of audio-visual aids with a communicative purpose in their English classes and communicative activities. The researchers encouraged the interviewed students to feel free to talk about what their experience during the treatment was like.

4.4. Methodology of the Execution Phase

After preparing all the instruments, the researchers started carrying out the investigation.



4.4.1. Population

The senior high school semi-distance English group from the EDUCAME program at UNICAES in Santa Ana during 2010 had 25 students. The target population's age varied from 20 to 35-year-old students. The English semi-distance students attended English classes on Saturday afternoons from 3:00 p.m. to 4:30 p.m. because all the students from the target population had a full time job and could not attend classes in the regular school program's schedule.

Since not all the students were willing to participate in the experimental groups due to different reasons (schedule problems, family responsibilities, lack of time, etcetera), the target population of this study was narrowed down to 14 students. The researchers randomly divided the group into two small groups of 7 students each.

4.4.2. Building Rapport

From the moment the researchers started observing classes, they started building rapport with the students. The researchers began to identify the students who were more interested in the English classes. The researchers approached these students first so that they could get to know the researchers and build some rapport. During the time the researchers observed classes, the researchers could talk to the students about the treatment that they would receive. After some observation days, they talked to the teacher and asked for her permission to talk to students. The researchers invited the senior high school semi-distance English



students to attend an English course where they would be exposed to audio-visual aids and communicative activities. The researchers explained what the course would be about and how it would work. After describing the nuts and bolts of the course, the researchers gave students a signing sheet so that the students, who were interested, would write down their names. In this way, the researchers administered the instruments needed to recollect the data. The researchers tried to make this experience pleasant for students by sharing some snacks with the participants.

4.5. Gathering Data

In order to gather data, the researchers asked for permission to the EDUCAME's program coordinator at the Catholic University of El Salvador so that they could use two classrooms in such university for eight Saturdays (Appendix 12). After obtaining the program's coordinator permission, the researchers were able to begin with the treatment.

- **Pre-and Post-Written Test – September 4th, 2010/ October 23rd, 2010**

On the first day of the course, the researchers administered a pre-written test to fourteen senior high school semi-distance English students from the EDUCAME program at UNICAES in Santa Ana. The researchers gave students one hour to answer the test, which included fifty multiple choice items. This instrument helped the researchers to assess senior high school semi-distance



English students' knowledge of English grammatical structures and vocabulary before and after the treatment. (See Appendix 5)

- **Pre-and Post-Listening Test – September 4th, 2010/ October 23rd, 2010**

After senior high school semi-distance English students finished the written test, they were administered a listening comprehension test. The researchers gave students thirty minutes to complete this test. This test helped researchers to record information about the students' listening comprehension skills in English before and after the treatment. (See Appendix 9)

- **Pre-and Post-Oral Interview – September 4th, 2010/ October 23rd, 2010**

The researchers administered a pre-oral interview to fourteen senior high school semi-distance English students from the EDUCAME program at UNICAES in Santa Ana. After the semi-distance English students finished the listening test, they had an individual oral interview that lasted ten minutes. This oral interview helped the researchers to record students' oral production before and after the treatment. (See Appendix 6)

- **Checklist – September 4th, 2010/ October 23rd, 2010**

The researchers used a checklist with some previously designed criteria to assess students' answers to the pre-and post-oral interview. This checklist helped the researchers to record senior high school semi-distance English students' from the EDUCAME program at UNICAES in Santa Ana oral skills before and after the treatment. (See Appendix 7)



- **Qualitative Questionnaire – October 16th, 2010**

The researchers administered a qualitative questionnaire to fourteen senior high school semi-distance English students from the EDUCAME program at UNICAES in Santa Ana. The researchers used this questionnaire to find out what students thought, liked or disliked about the course (See Appendix 11).



4.6. Timetable

ACTIVITIES	DATES																															
	JANUARY				MARCH				APRIL				MAY				JUNE				JULY				AUGUST							
	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th				
Bibliographical research																																
Formulation of objectives																																
Designing of chapter I																																
Designing of chapter II																																
Formulation of hypothesis																																
Designing of methodology																																
Revision and validation of instruments																																
Building rapport																																



ACTIVITIES	DATES																															
	SEPTEMBER				OCTOBER				NOVEMBER				DECEMBER				JANUARY				FEBRUARY				MARCH							
	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th				
Gathering data																																
Processing data																																
Analysis and interpretation of data																																
Drawing conclusions																																
Designing recommendations																																
Final report revisions																																
Final report presentation																																



CHAPTER V

ANALYSIS AND INTERPRETATION OF DATA

5.1. Introduction

The following section contains the analysis of the results of the research study **“The implementation of audio-visual aids to teach English communicatively to senior high school semi-distance English students from EDUCAME program at UNICAES.”** In order to assess the effectiveness of audio visual aids and their impact on senior high school semi-distance English students’ oral proficiency, the researchers used the following instruments: pre-and post-written test, a pre-and post-oral interview, a criteria sheet to evaluate students’ oral production and a pre-and post-listening test.

As this investigation was experimental, the researchers administered the pre-and post-tests to the whole population, the experimental group and the controlled group. The instruments were administered on September 4th, 2010 and October 23rd, 2010 to fourteen senior high school semi-distance English students from the EDUCAME program at UNICAES. Details about the administration procedure are given below.

5.2. Analysis and Interpretation of Data

After administering the research instruments, the researchers collected analyzed and organized the tests’ results into charts and graphs. In order to analyze and interpret the data gathered, the researchers had to compare the pre-



and post-tests results of the experimental and controlled groups. The data gathered is classified by test and shows the results that the fourteen students from the target population obtained.

5.2.1. Pre-and Post-Written Test

The researchers used a pre-and a post-written test to assess senior high school semi-distance English students' knowledge of vocabulary and grammatical structures of the topics that they had studied in their regular English classes at the EDUCAME program before and after the treatment. The pre-written test results helped the researchers determine what topics needed reviewing so that they were included in the treatment's contents.

A. Pre-written test

During this test senior high school semi-distance English students analyzed fifty sentences or questions that were missing a word or a phrase. The students had to choose one of the four given options that they considered was the best choice. In this test, the students from both groups did not have many problems with regards to grammar because in their regular classes, they focused a lot on studying grammatical structures. The students from both groups had more problems understanding the items which required more analysis. The researchers recorded that the students from both groups translated the sentences first, they understood them in their mother tongue (Spanish), and then, they answered each item.



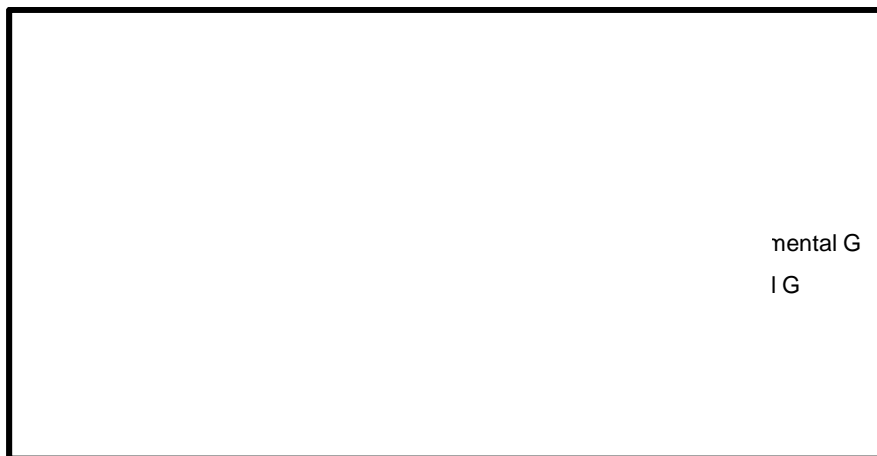
The following graphs illustrate how the experimental and controlled groups performed in the previously mentioned test.

EXPERIMENTAL GROUP		CONTROLLED GROUP	
STUDENT N°	RESULTS	STUDENT N°	RESULTS
EXST01	4.00	CNST01	4.40
EXST02	5.40	CNST02	3.20
EXST03	4.20	CNST03	2.40
EXST04	2.40	CNST04	2.80
EXST05	4.00	CNST05	4.80
EXST06	4.80	CNST06	3.40
EXST07	2.60	CNST07	3.00

Graph 5. Pre-written test grades for semi- distance English students from EDUCAME. September 4th, 2010.

The experimental group and the controlled group’s results are almost the same. They had a very similar performance in the pre-written test; however, as seen in the table above, all the students failed the test.

The following graph shows that pre-written test’s average for the experimental group was of 3.91 and for the controlled group was of 3.43. The students from the experimental group scored 0.48 points higher than the controlled group.



Graph 6. Pre written test results for the experimental and controlled groups. September 4th, 2010.



B. Post-written test

The researchers administered this test to 14 students (7 from the experimental group and 7 from the controlled group) from senior high school semi-distance English subject from the EDUCAME program at UNICAES.

The following chart shows the results students from the experimental group and controlled group obtained in the post-written test.

EXPERIMENTAL GROUP		CONTROLLED GROUP	
STUDENT N ^o	RESULTS	STUDENT N ^o	RESULTS
EXST01	7.40	CNST01	5.00
EXST02	8.40	CNST02	4.50
EXST03	5.20	CNST03	5.70
EXST04	6.00	CNST04	5.60
EXST05	6.10	CNST05	6.00
EXST06	7.50	CNST06	6.00
EXST07	5.40	CNST07	4.00

Graph 7. Post-written test grades for semi- distance English students from EDUCAME. October 23rd, 2010.

The graph shows that both groups, experimental and controlled, obtained better grades in this test. However, the students from the experimental group improved their results more than the controlled group.

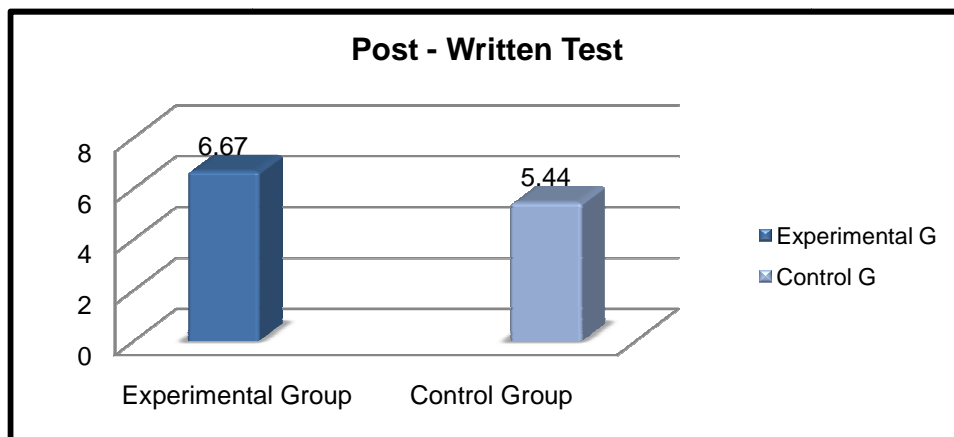
The students from the experimental group scored higher in the post-test when compared to the pre-written test. The students answered correctly all the items that involved personal information. This time, they had fewer difficulties with the questions that required using logic. In the first written test, students frequently asked the teachers to translate words, phrases or complete sentences. However, in the post-written test, researchers recorded that the students did not use



translation as much as they did before and that students' vocabulary was wider after the treatment. Even though they still asked for the meaning of some words, they understood most of the questions without assistance. The students from the experimental group spent less time answering the post-test compared to the amount of time spent on the pre-test.

The students from the controlled group showed some improvement compared to the pre-test. They had fewer difficulties answering the written test. Some of the students did not translate as much as they did before, but they still asked for help when they did not understand a phrase or a word. However, they took the same amount of time as they did for the pre-test to answer this test as well.

The next graph shows the experimental and controlled groups' average results in the post-written tests.



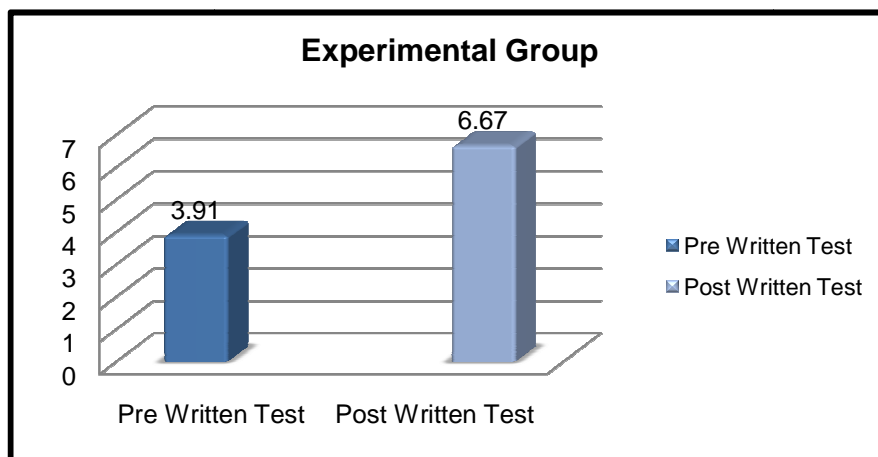
Graph 8. Post-written test grades for the experimental and controlled groups. October 23rd, 2010.

This graph illustrates how both groups performed in the post-written test. Both groups show a significant improvement in the post-written test when



compared to the pre-written test results. The researchers recorded that the experimental group scored 1.23 points higher than the controlled group. Semi-distance English students from both groups, experimental and controlled, improved their vocabulary and knowledge of grammar structures during the treatment and thus the results after the treatment showed their progress in the learning of English.

The following graph shows the performance of the experimental group in the pre-and post-written tests. The experimental group scored 2.76 points higher in the post-test than in the pre-test.



Graph 9. Pre-and post-written test results for the experimental group. September 4th / October 23rd, 2010.

5.2.2. Pre-and Post-Oral Test

In order to assess senior high school semi-distance English students from EDUCAME program, the researchers administered a pre-and a post-oral interview. To analyze and interpret the data gathered, the researchers compared the pre and post oral interview results of the experimental and controlled groups.



For this test, the students had an interview with the researchers for about ten minutes. The interview consisted of personal information questions that students had to answer using complete answers.

A. Pre-oral interview

All the students from both groups struggled to understand the questions and give answers in English; in some cases, students could not answer the questions at all. The researchers used plenty of body language and examples to help students from both groups understand the questions and be able to give an answer in the target language. Most of them even asked for the translation of the questions into their mother tongue when they could not do it. Most students from both groups could not give complete answers to the questions in the target language. Three out of fourteen students understood most of the questions with little problems. They tried to give complete answers, but they took some time to do it.

Most students from both groups had problems understanding numbers, spelling, telling time, and adjectives. The students from both groups also omitted words and confused verb tenses. They also had serious difficulties with pronunciation and fluency. The students needed constant translation, some time and repetition to provide answers for the questions.

The graphs illustrate the experimental and controlled groups' performance in the oral interviews.

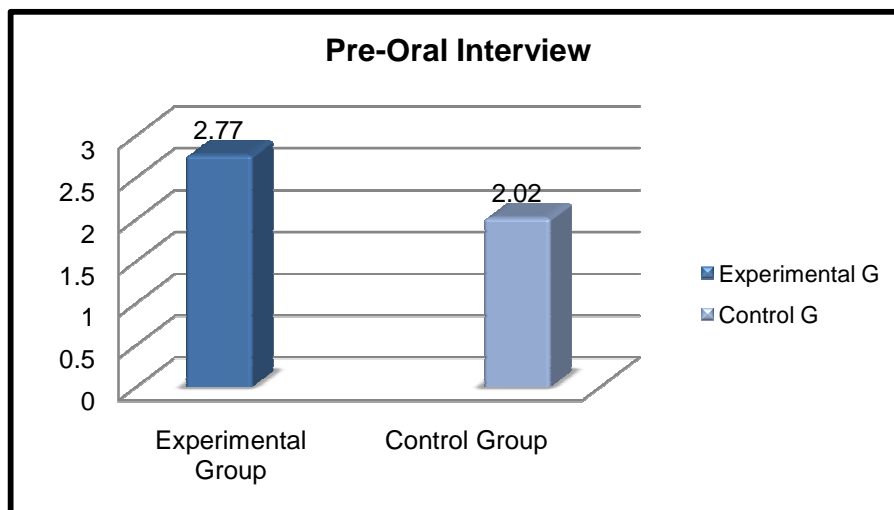


EXPERIMENTAL GROUP		CONTROLLED GROUP	
STUDENT N°	RESULTS	STUDENT N°	RESULTS
EXST01	2.00	CNST01	1.85
EXST02	2.60	CNST02	2.80
EXST03	1.90	CNST03	2.26
EXST04	3.23	CNST04	1.50
EXST05	2.30	CNST05	2.40
EXST06	4.10	CNST06	1.80
EXST07	3.26	CNST07	1.50

Graph 10. Pre-oral interview grades for semi- distance English students from EDUCAME. September 4th, 2010.

The students from the experimental and controlled groups got low grades in the oral interview. The researchers believe that students' performance during the exam might have been affected because they were nervous, not used to this type of evaluation, or not used to practicing the target language for communicative purposes.

The following graph shows the pre-oral test averages for the experimental and controlled groups.



Graph 11. Pre oral test results for the experimental and controlled groups. September 4th, 2010.



This graph shows that both groups performed poorly in the oral interviews. The researchers recorded that out of the three tests administered to the population, the oral test was the most difficult test for the students. The biggest difficulty that the students went through was the inability to understand the questions and the constant need to translate everything. The researchers also recorded that the students did not know enough vocabulary to express their ideas.

B. Post-oral interview

The following chart shows the results students from the experimental group and controlled group obtained in the post-oral interview.

EXPERIMENTAL GROUP		CONTROLLED GROUP	
STUDENT N°	RESULTS	STUDENT N°	RESULTS
EXST01	4.00	CNST01	3.50
EXST02	6.80	CNST02	5.65
EXST03	5.40	CNST03	4.00
EXST04	6.00	CNST04	4.00
EXST05	5.00	CNST05	5.80
EXST06	9.00	CNST06	4.60
EXST07	7.30	CNST07	4.75

Graph 12. Post oral interview grades for semi- distance English students from EDUCAME. October 23rd, 2010.

This graph illustrates the improvement that the experimental and controlled groups reached in the post oral interview. Both groups got better results in this test. Nevertheless, the students from the experimental group improved their results a little more than the controlled group.

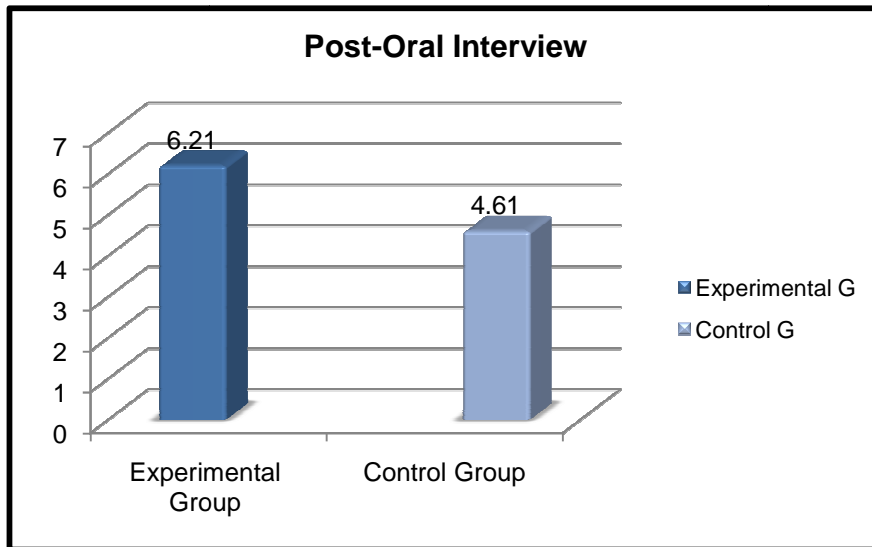


In the post-oral interview, students from the experimental group performed better than in the pre-oral interview. The most noticeable improvements were that five out of seven students did not translate before answering questions, that the students' vocabulary range was wider and that they could recall vocabulary easier. The students learned the numbers and did not have problems when using them. They understood the questions easier and gave more coherent and more complete answers; moreover, their pronunciation became a little bit more understandable and clear.

Students in the controlled group also showed a better performance in the post-test than in the oral pre-test. Some of the students did not translate the questions. The students learned the numbers, but they still had problems telling time. They understood the questions better and most times gave complete answers. They had problems remembering vocabulary, so they needed plenty of time to build up the answers. Their pronunciation and comprehension was better than before since they did not have much trouble understanding the questions about the topics studied in class and the words they uttered were nearer to the correct pronunciation.

The next graph shows the comparison of the experimental and controlled groups' average results in the post-oral interview.



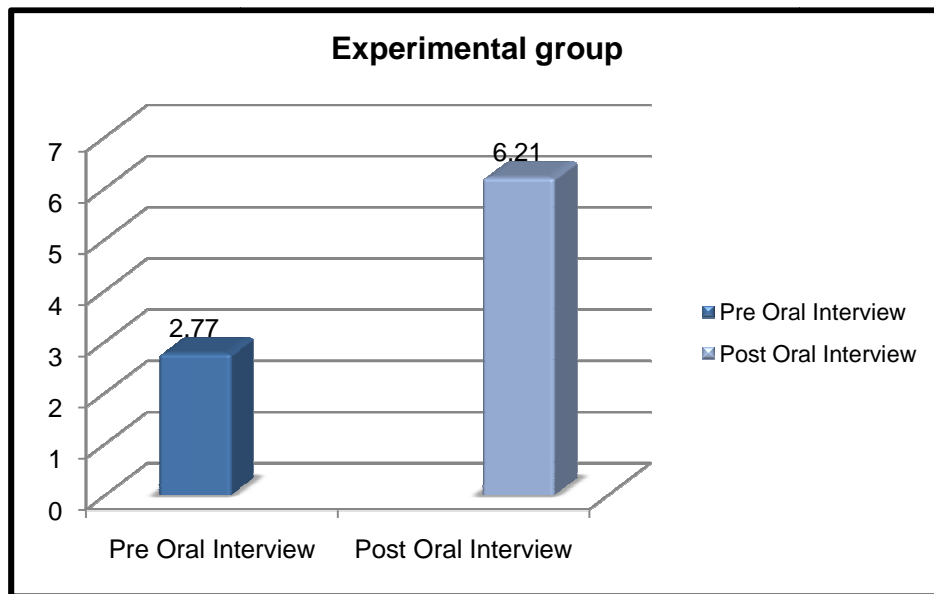


Graph 13. Post-oral interview results for the experimental and controlled groups. October 23rd, 2010.

This graph shows how both groups performed on the post-oral interviews. Both groups improved their results; however, the experimental group scored 1.60 points higher than the controlled group. The researchers recorded that after the treatment, the students from the experimental group had a wider repertoire of vocabulary for answering questions concerning personal information. While the students from the controlled group hesitated when answering questions and giving long answers.

The following graph shows the performance of the experimental group in the pre-and post-tests. The experimental group scored 3.44 points higher in the post-test compared to the pre-test. The researchers recorded that after the treatment the students from the experimental group felt more confident when answering the interview's questions.





Graph 14. Pre and post oral test results for the experimental group. September 4th / October 23rd, 2010.

5.2.3. Pre-and Post-Listening Test

With the purpose of evaluating senior high school semi-distance English students from EDUCAME program, the researchers administered a pre-and a post-listening test. This test consisted of four parts in which students had to listen to four different recordings. In order to analyze and interpret the data gathered, the researchers compared the pre-and post-listening tests results of the experimental and controlled groups.

A. Pre-listening test

All students from both groups had difficulties answering this test since they stated that they had not been exposed to this type of listening activities before. So, most of them found the first part a little bit easier than the other ones. They had problems identifying the numbers they heard in the recording. In the third and

fourth parts, the students listened to two conversations and then completed sentences or answered questions about what they had heard in the conversations. Researchers found that one of the biggest problems the students had was that they were not used to listening to people speaking in the target language since they said that the teacher had never before played a conversation, video or any other auditory material in class; for that reason, the students could not understand what they were listening to. Another problem for them was the speech speed. They said that the people on the recordings talked too fast for them to get the answers. The students also translated the questions and items on the test before answering them.

The following graphs show the experimental and controlled groups' performance in the formerly mentioned test.

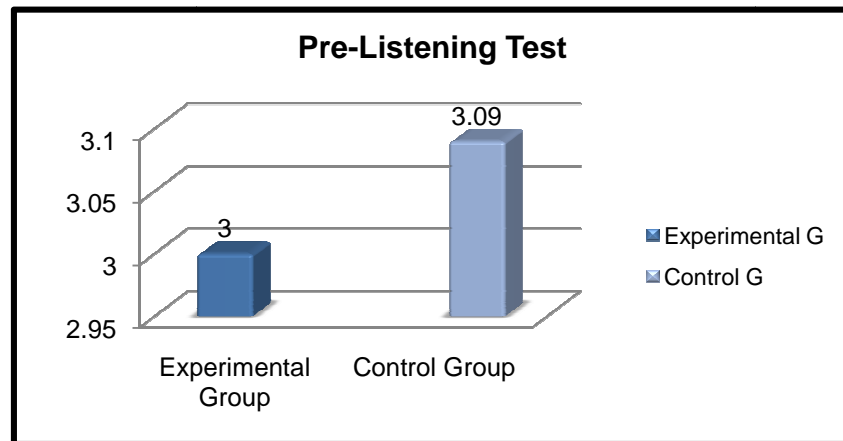
EXPERIMENTAL GROUP		CONTROLLED GROUP	
STUDENT Nº	RESULTS	STUDENT Nº	RESULTS
EXST01	3.50	CNST01	3.90
EXST02	2.30	CNST02	1.64
EXST03	1.70	CNST03	2.85
EXST04	5.00	CNST04	3.42
EXST05	3.90	CNST05	3.21
EXST06	2.10	CNST06	4.28
EXST07	2.50	CNST07	2.35

Graph 15. Pre-listening test grades for semi- distance English students from EDUCAME. September 4th, 2010.

The graph above shows how the experimental and controlled group had similar grades. None of them passed the listening test. The researchers recorded that students from both groups had a lot difficulties solving this test in particular.



The next graph shows the experimental and controlled groups' averages for the pre-listening test. Both groups, experimental and controlled, did not perform well in the pre-listening test. The researchers recorded that the controlled group scored 0.09 points higher than the experimental group.



Graph 16. Pre-listening test results for the experimental and controlled groups. September 4th, 2010.

B. Post-listening test

The graph below shows the results that the students from the experimental and controlled groups got in the post-listening test.

EXPERIMENTAL GROUP		CONTROLLED GROUP	
STUDENT N°	RESULTS	STUDENT N°	RESULTS
EXST01	5.00	CNST01	4.00
EXST02	7.00	CNST02	3.90
EXST03	4.30	CNST03	3.15
EXST04	8.00	CNST04	5.00
EXST05	6.00	CNST05	4.50
EXST06	7.60	CNST06	4.80
EXST07	6.00	CNST07	3.42

Graph 17. Post-listening test grades for semi- distance English students from EDUCAME. October 23rd, 2010.

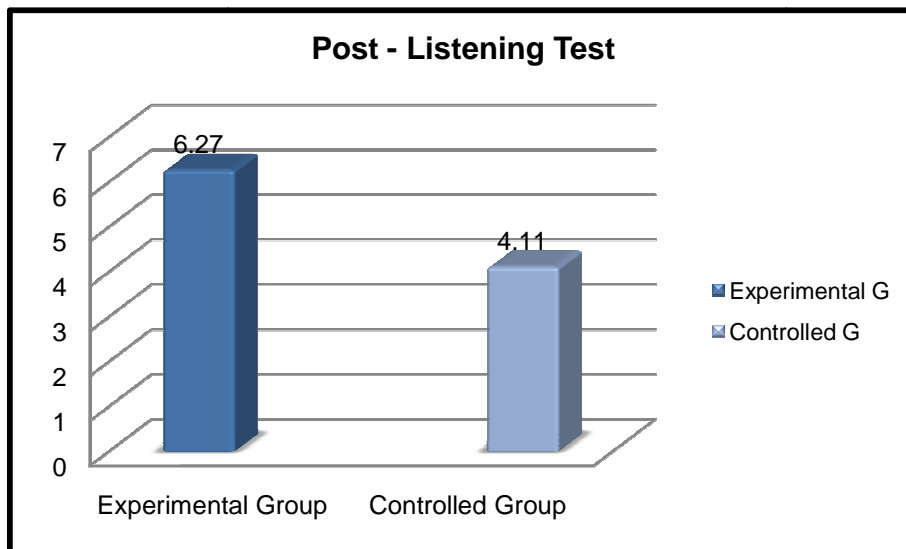


The students from the experimental group scored higher in the post-test than in the pre-test. The students still considered that the people on the recordings spoke too fast for them. Nevertheless, the researchers recorded that students had fewer difficulties identifying the correct option to choose. The students said that they were able to understand what the conversations were about. The first two parts were easier for them than the last two parts, but most of the students could answer all the items well.

The students in the controlled group did not improve as much as the experimental group did. The students from the controlled group had difficulties keeping track of the conversation and grasping the answers from the recordings. The third and fourth parts were the more difficult for them. The researchers recorded that they struggled as much as they did on the pre-test. They seemed frustrated when listening to the conversation and said that the conversation was too difficult. Besides, they hesitated when choosing the answer because they said that the conversation was difficult to understand.

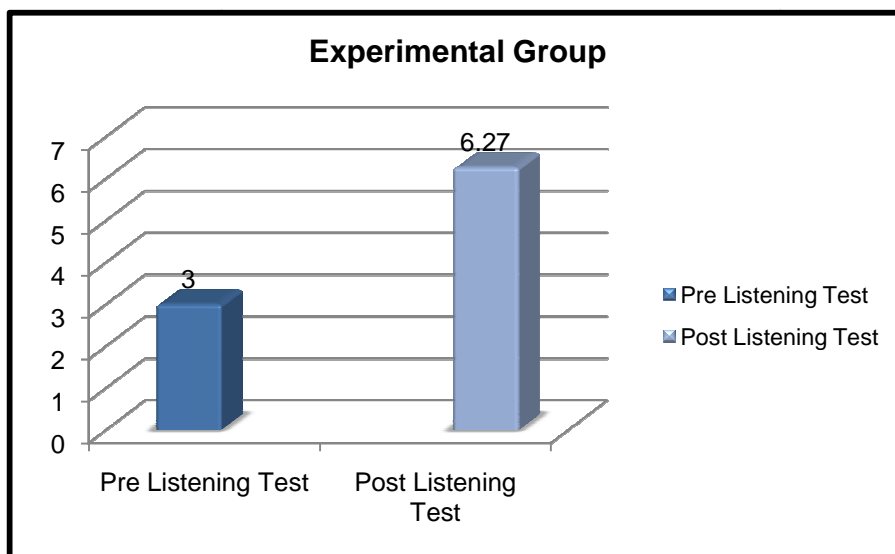
The following graph illustrates the experimental and controlled groups' average results in the post-listening tests. Both groups showed improvement even though only the experimental group was exposed to listening practices, recordings, videos, etcetera. The experimental group scored 2.16 points higher than the controlled group.





Graph 18. Post-listening test results for the experimental and controlled groups. October 23rd, 2010.

The graph below shows the experimental group's performance in the pre- and post-listening tests. The experimental group scored 3.27 points higher in the post-test compared to the pre-test. The researchers recorded that after exposing the students from the experimental group to different audio materials, the students' listening skill improved and thus enabled the students to answer the test's questions more accurately.



Graph 19. Pre-and post-listening test results for the experimental group. September 4th / October 23rd, 2010.

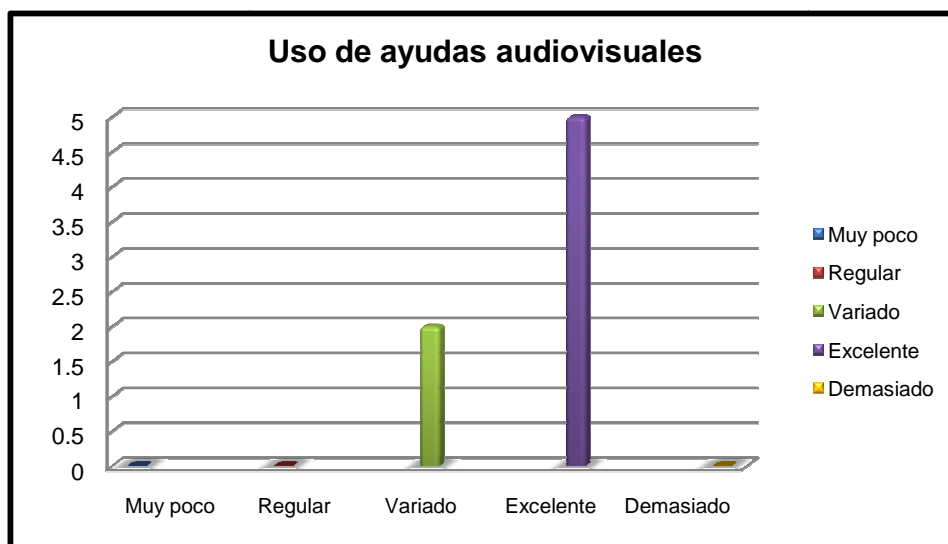


5.2.4. Qualitative Questionnaire for the Experimental Group

In addition to the pre-and post-tests, the researchers also administered a qualitative questionnaire to collect the experimental group students' opinions about the treatment using audio-visual aids with a communicative purpose that they received. This questionnaire helped to gather more information about the use of audio-visual aids in the teaching of English with a communicative purpose.

The following graphs and pie charts show what the students answered to the thirteen questions included in the questionnaire.

A. Question number one deals with the question: How do you consider the frequency of the use of audio-visual aids was? In this question students had to choose from one of the five answers one that they considered reflected how often were audio-visual materials used in class.



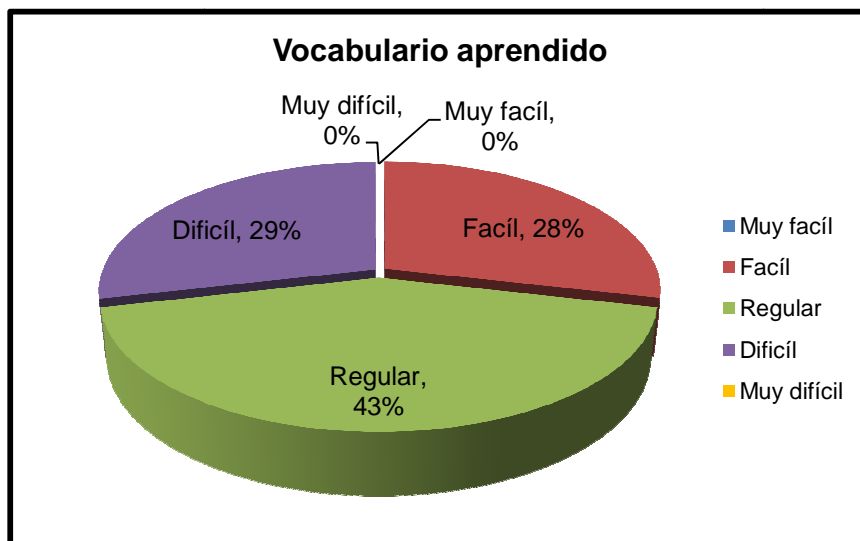
Graph 20. Uso de ayudas audio-visuales. Source: Students' qualitative questionnaire-item 1; October 16, 2010

B. The following graph contains students' answer to the question: What's your opinion about the topics developed through the use of audio-visual aids? Students had four options to rate the topics as shown below.



Graph 21. Temas estudiados. Source: Students' qualitative questionnaire-item 2; October 16, 2010

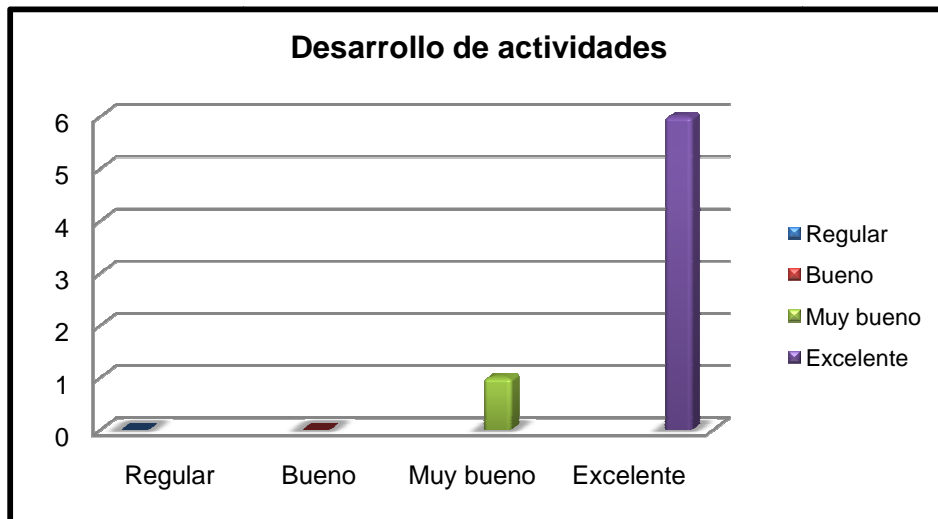
C. Since a variety of audio-visual aids was used during the treatment, a lot of new words were introduced. The pie chart below shows what students think about how difficult it was to understand the vocabulary studied during the treatment.



Graph 22. Vocabulario Aprendido. Source: Students' qualitative questionnaire-item 3; October 16, 2010

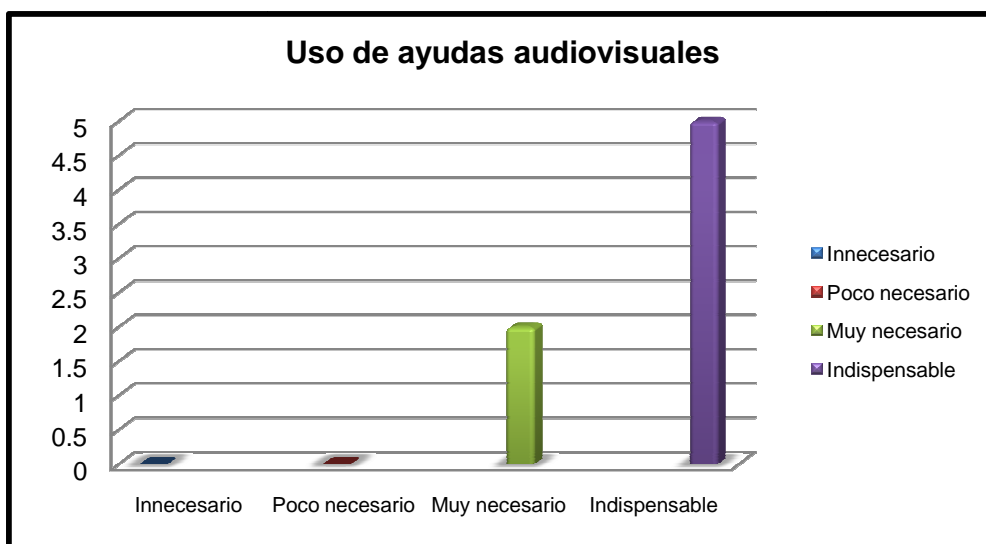


D. With the purpose of making the classes more communicative, students were exposed to a great variety of activities. The next graph shows what students' opinion is about the activities carried out.



Graph 23. Desarrollo de actividades. Source: Students' qualitative questionnaire-item 4; October 16, 2010

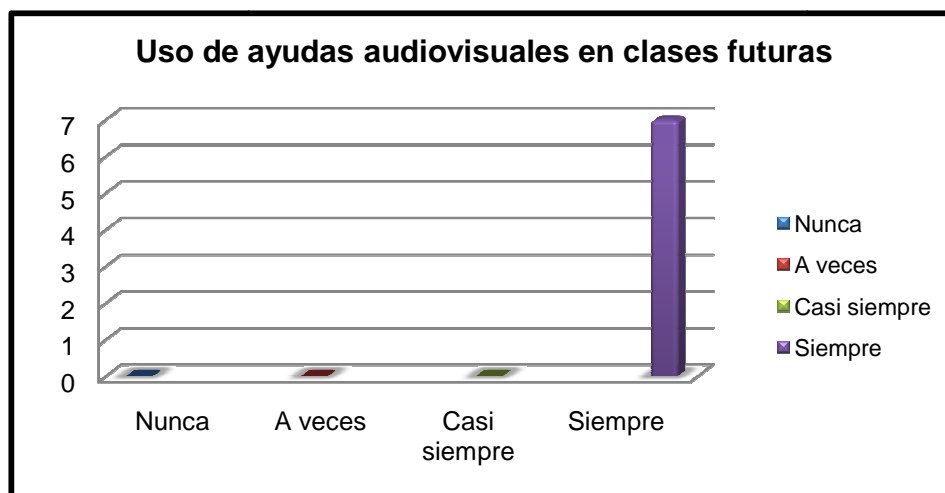
E. The following bar chart shows students' rating of the importance of using audiovisual aids in the classroom in a communicative way.



Graph 24. Uso de ayudas audiovisuales. Source: Students' qualitative questionnaire-item 5; October 16, 2010

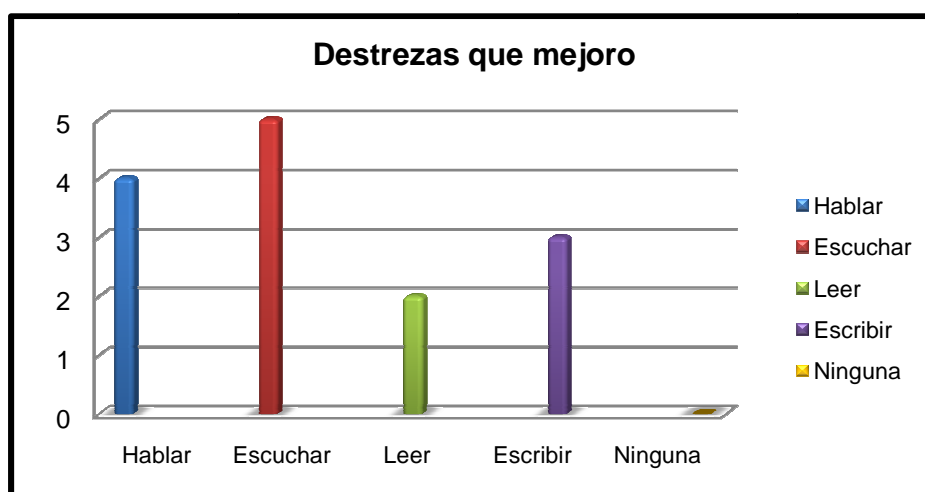


F. After having exposed students to audio-visual aids, they were asked if they would like to have audio-visual aids in future classes in a similar way. The graph below shows the students' answers to such question.



Graph 25. Uso de ayudas audiovisuales en clases futuras. Source: Students' qualitative questionnaire-item 6; October 16, 2010.

G. The next graph depicts students' opinions about the skills they consider they have improved the most after the treatment finished. In this question they had to choose more than one option.



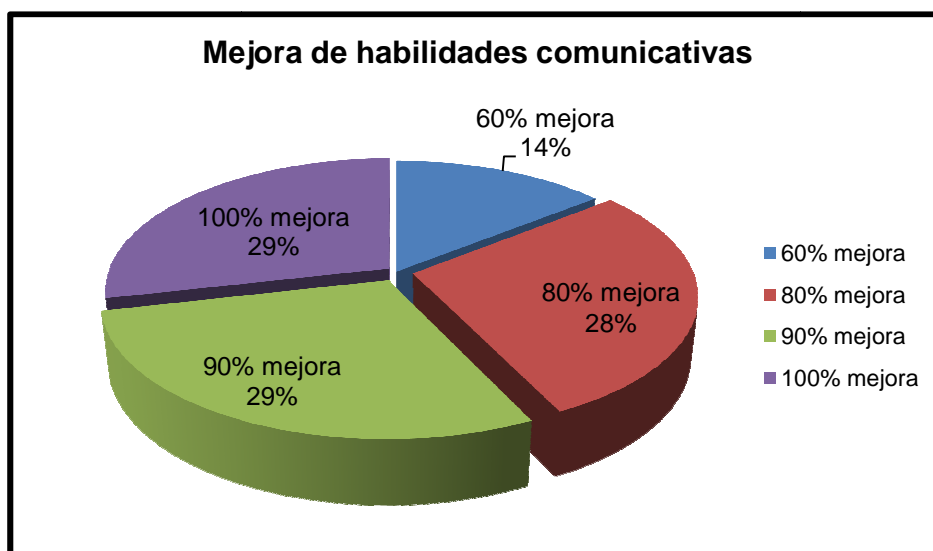
Graph 26. Destrezas que mejoro después del tratamiento. Source: Students' qualitative questionnaire-item 7; October 16, 2010.

H. The following pie chart shows students viewpoint about the percentage of the everyday language that they learnt after being exposed to the teaching of English communicatively through the use of audio-visual aids.



Graph 27. Lenguaje cotidiano aprendido durante el tratamiento. Source: Students' qualitative questionnaire-item 8; October 16, 2010.

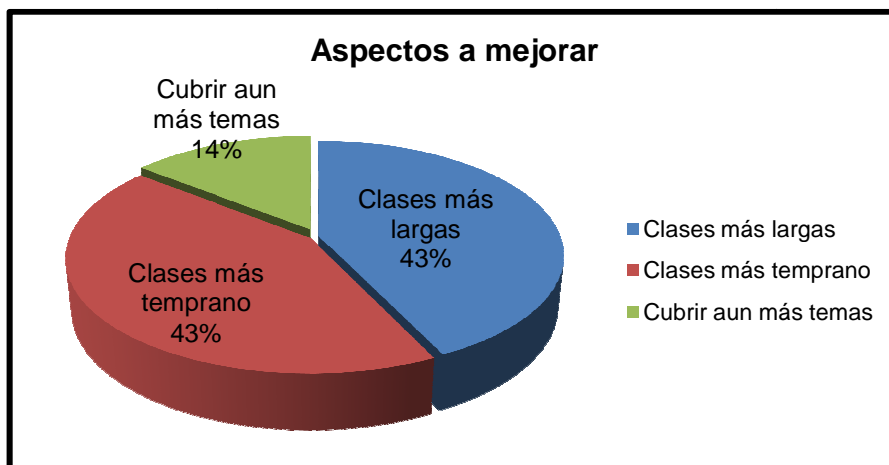
I. The next pie chart shows students' opinion on the improvement of their communicative abilities after the treatment.



Graph 28. Mejora de habilidades comunicativas después del tratamiento. Source: Students' qualitative questionnaire-item 9; October 16, 2010.

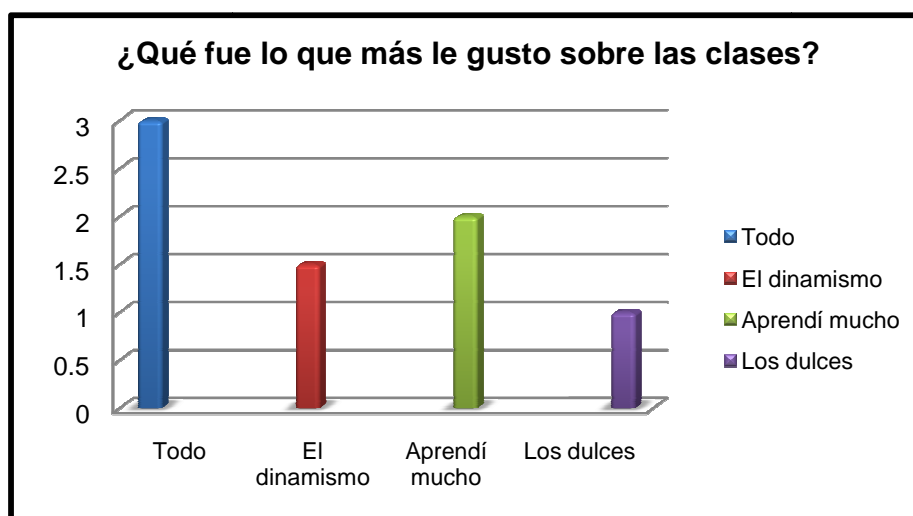
The qualitative interview was divided in two parts; the second part contained four open questions. Students' answers to such questions are presented in the following pie and bar graphs

J. The pie chart below presents students opinions about the aspects that they consider that need to be improved about the treatment.



Graph 29. Aspectos a mejorar sobre tratamiento. Source: Students' qualitative questionnaire-item 10; October 16, 2010.

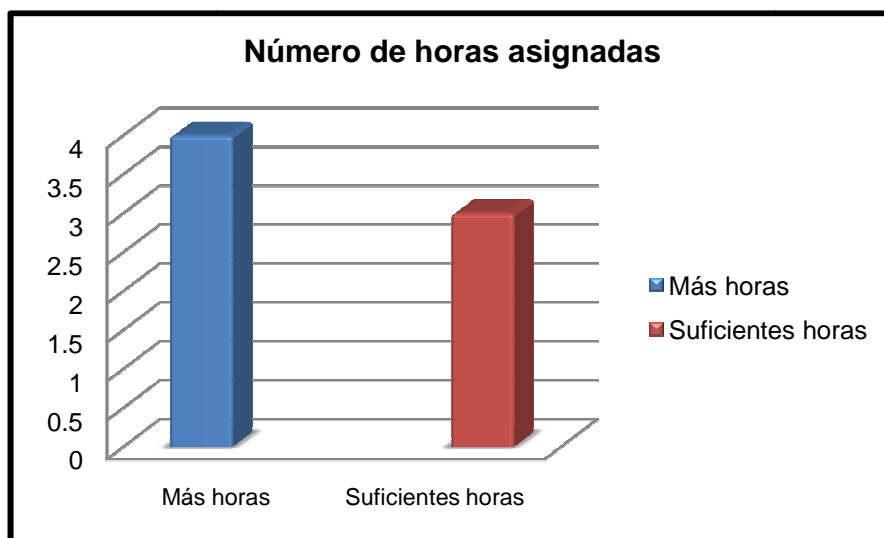
K. The next chart shows what students liked the most about the treatment. The results obtained are presented in the following bar chart.



Graph 30. Lo que más gusto a los estudiantes sobre el tratamiento. Source: Students' qualitative questionnaire-item 11; October 16, 2010.

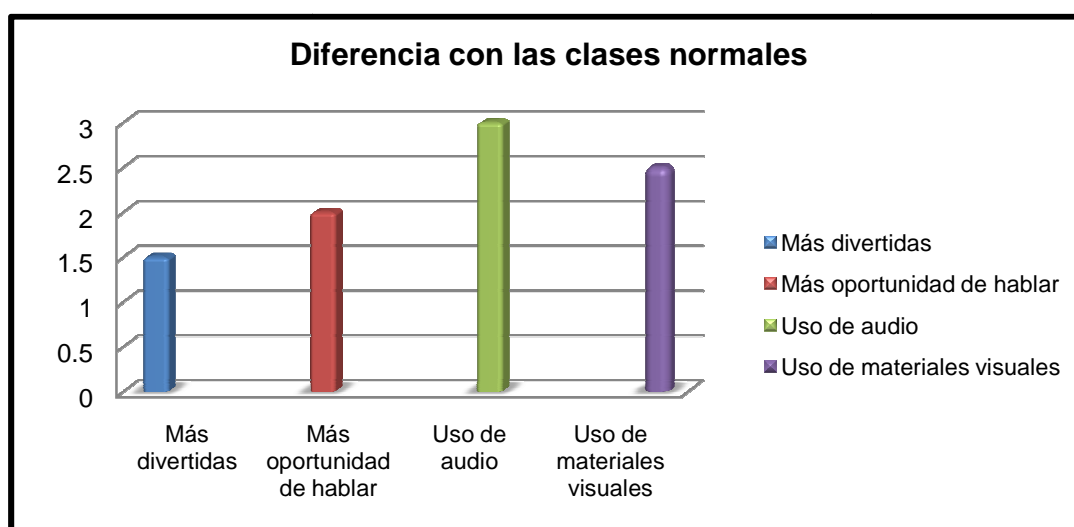


L. When students were asked about the number of hours per week, most of them said that they would have liked to receive more hours. Such results are shown in the following bar chart.



Graph 31. Número de horas asignadas. Source: Students' qualitative questionnaire-item 12; October 16, 2010.

M. The graph presented below show students' opinions about the difference between English taught communicatively through audio-visual aids and normal classes they have always received.



Graph 32. Diferencia entre el tratamiento y las clases normales. Source: Students' qualitative questionnaire-item 13; October 16, 2010.



5.3. Discussion of Results

In order to ascertain how and to what extent the **implementation of audio-visual aids improves English students' listening and speaking skills in semi-distance modality of EDUCAME program**, the researchers carried out an experimental research study. They worked with senior high school English students from the EDUCAME program at UNICAES in Santa Ana from March 18th, 2010 through February 18th, 2011. In order to do this, researchers had an experimental and a controlled group. Both groups were administered a written, oral, and listening test to know their English proficiency. After that, students received a six-week treatment, in which they reviewed the topics that had been already studied in their regular English classes.

Throughout the administration of the pre-tests, the researchers found out that none of the students from the experimental and controlled groups could initiate or react to simple communication tasks such as: introducing themselves, asking for or giving personal information, greeting someone, or talking about their daily activities. They had problems to speak as well as to understand the questions that they were asked. In the oral interview, most students had difficulties understanding the questions and they could not answer in English. They did not pronounce well the few words they uttered and tried to translate everything. In the written exam, students did poorly too. The results showed that students did not know the simple basic structures that they had studied in their regular English classes and could not recognize vocabulary on familiar topics. In the listening exam, students did not understand most of the conversation, so the results were virtually as poor as those



of the written test and oral interview. Therefore, according to the European Framework, senior high school semi-distance students' level was below A1. At the end of the treatment, the senior high school semi-distance students' level was between A1 and A2 because they learned to use basic sentence patterns and phrases and to give personal details. They also show limited control of basic grammar structures. The students stated clear opinions and ideas, introduced themselves, and gave personal information despite false starts and pauses. They were also able to recognize familiar words and very basic phrases concerning familiar topics and get the gist of a song or story; besides, they could interact in a simple way, understand and answer questions, and communicate through repetition and repair.

During the treatment, the students from both groups were involved in a diversity of pair and group activities – interactive games, role plays, creation stories or conversations, etcetera. The students from the experimental group were also exposed to the use of audio-visual aids. The researchers recorded that the use of audio-visual aids in the teaching of English added variety to the class due to the amount of different communicative oriented activities that can develop in class making it interesting and challenging for the students.

The implementation of these activities and audio-visual aids created good conditions that made students feel confident and allowed them to engage in the activities and practice the language. Students pointed out that these activities were new for them and that the teacher rarely used any aid to teach. In addition, they said that they had never been exposed to a listening activity in class. They also



stated that classes were predictable because classes focused on written practices and repetition drills. Students said that they had few opportunities to practice the language for communicative and interactive purposes.

When the treatment finished both groups were administered a post-written, oral, and listening test as mentioned before. These exams showed a significant improvement in the two groups. Concerning the written test, the students showed growth in their knowledge of vocabulary. The students from the controlled group improved their speaking skill significantly because they were exposed to communicative oriented activities. Regarding the listening skill, the students from the controlled group did not improved as much as the experimental group because the controlled group's only source of input was their teacher.

The experimental group had a more noticeable improvement in all the exams compared to the controlled group. In the written exam, the experimental group scored 1.23 points higher than the controlled group. The researchers recorded that students from the experimental group did not translate the post-test's items as they did in the pre-test. The post-written test's results showed that the students were able to recall and remember grammar structures and vocabulary more accurately. Even though, the writing skill was not the main focus of this study, the researchers administered a written test because they needed to know what senior high school semi-distance English students had learned in their regular English classes.

In the oral interview, the experimental group scored 1.60 points above the controlled group. Researchers recorded that students in the experimental group



could utter complete basic sentences and their vocabulary was larger than the controlled group. They still made mistakes when speaking, but it was easier for them to convey basic ideas as well as to understand the questions that they were asked. In the controlled group, the researchers recorded that the students had difficulties remembering vocabulary to express their ideas. The students from the controlled group took more time to understand the questions they were asked.

The improvement in the listening exam was also evident for the experimental group who scored 2.16 points higher than the controlled group. In this case, the researchers recorded that students were able to listen to short conversations between two or three people talking about familiar topics (the ones covered during the treatment) and understand what the conversation was about and identify the characters participating in the conversation. Students sometimes needed to listen to the recordings a couple of times more than they did in the pre-test; nevertheless, the improvement in their listening comprehension was noticeable when compared to the first time they were exposed to listening comprehension activities; students were able to grasp detailed information from the recordings they listened to. The students from the controlled group scored 1.02 points in the post-listening test. The students from the controlled group were not exposed to audio aids; as a result, the improvement in their listening skill was not as significant as the experimental group's improvement.

The researchers found that including audio-visual aids with a communicative purpose in the teaching of English helped students to develop and to improve the students' listening and speaking skills through entertaining and interactive activities



and those materials also helped students to communicate with their classmates in the target language to use their knowledge of English in real life situations. The researchers also recorded that audio-visual aids are useful for multi-age classes because audio-visual aids help to motivate students and to involve them in the class activities. The researchers found that audio-visual aids challenge students to think in the target language since through the exposure to these aids the students are encouraged to listen for understanding, speak clearly, and engage in purposeful and communicative conversations.

The researchers recorded that the use of audio-visual materials helped students from the experimental group to comprehend, memorize and use vocabulary and expressions in communicative activities and situations. Moreover, with the help of audio-visual aids, it was easier for students to put into practice the target language to communicate and interact with each other in classes.

Senior high school semi-distance English students from the EDUCAME program had serious difficulties to communicate and comprehend the target language before the treatment. However, after the students from the experimental group were taught English communicatively through audio-visual aids, the students improved their listening and speaking skills. The researchers believe that audio-visual aids help students by providing images and sounds for words (making comprehension easier) in the improvement and development of their listening and speaking skills more than traditional classes where audio-visual materials are not used.



CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

6.1. Conclusions

Based on the information obtained through the analysis and interpretation of the results on the study “The implementation of audio-visual aids to teach English communicatively to senior high school semi-distance English students from EDUCAME program at UNICAES,” the researchers arrived at the following conclusions:

Audio-visual aids used with a communicative purpose create an exciting and communicative atmosphere where it becomes easier for students to improve their listening and speaking skills. These materials can help students to gradually improve their communicative abilities as they are constantly exposed to them.

Students who receive instruction combined with audio-visual aids show more interest in learning. The use of audio-visual aids in the teaching of English adds variety to a class due to all the aids that can be used and the amount of different communicative oriented, entertaining and interactive activities that the teacher can develop in a class making it interesting and challenging for the students.

Audio-visual aids are useful in multi-age classes. In multi-age classes, students’ ages differ; as a result, teachers have to design several activities for each age group. Through the implementation of audio-visual aids in class, the teacher



can have students participating in the same activities; and the teachers save time designing activities for different age groups.

Audio-visual aids help to motivate students and to involve them in the class activities. Audio-visual aids encourage even the shy students to participate in the activities brought to the classroom since they are seen as an innovative tool that can be used in class to teach a topic in different ways. As a result, students participate more actively in classes.

The students who attend English classes using audio-visual aids are able to reinforce the vocabulary and grammar structures they already know and to use all that knowledge in communicative activities. These activities along with the use of audio-visual materials help students to develop their speaking and listening abilities significantly.

The use of audio-visual aids helps them remember the vocabulary's meaning. It also helps them review the word order of sentences and questions, the use of simple, basic, and short expressions used in the classroom and in everyday life.

The use of audio-visual aids to teach English reduces students' rote memorization of vocabulary and grammar structures. Since audio-visual aids give an image and a sound for the concepts that students learn in classes, it is easier and simpler for students to retain, recall, and understand not only isolated words, but also phrases, sentences, the formulation of sentences and questions, and intonation.



The use of audio-visual aids in every class helps English students to improve their listening skills. Students who are exposed to audio-visual aids improve their listening comprehension, pronunciation and intonation making the students' speech more understandable. The students are able to listen to questions and understand what they were being asked for. They are able to understand directions, the meaning of a song and get the gist of a story. They are able to identify the people talking in a conversation and the topic of discussion. They are able to say in their own words what a story or conversation is about.

The exposure to audio-visual aids helps students to put into practice what they already know and learn more about using English for communicative purposes. Students who receive instruction with the use of audio-visual aids reinforce their vocabulary and build up their repertoire of words and phrases, which help students to express their opinions easier.

The use of audio-visual aids in every class helps English students to improve their speaking skills. Students practice their knowledge of English in conversations about real life situations. As classes have a communicative purpose, students are asked to practice their speaking skills in most activities thus helping them to improve such skill.

The hypotheses that led this study stated that audio-visual aids with a communicative purpose would help students improve their speaking and listening skills. The results show that audio-visual aids with a communicative purpose help students improve their listening skill. Regarding the students' speaking skill, audio-visual aids with a communicative purpose help them improve such skill; however,



the improvement was not as noticeable as it was for the listening skill since the students need more practice in order to communicate their ideas proficiently. In brief, the study findings support the study hypotheses on a 75 percent.



6.2. Recommendations

After carrying out the undergraduate study “The implementation of audio-visual aids to teach English communicatively to senior high school semi-distance English students from EDUCAME program at UNICAES, 2010 and drawing conclusions the researchers recommend that:

- Audio-visual aids used with a communicative purpose should be implemented in the English classes as they create an exciting and communicative atmosphere for students. Audio-visual aids used with a communicative purpose help students to gradually improve their speaking and listening skills.
- In order to engage students of different ages in the same activity and save time designing lessons, teachers should implement audio-visual aids used with a communicative purpose in everyday classes.
- Audio-visual aids used with a communicative purpose should be incorporated to English classes because they help motivate even the shy students to participate in the activities developed in class
- Teachers should implement audio-visual aids used with a communicative purpose since they are an innovative tool that can be used in every class to teach a wide range of topics.



- The Ministry of Education should provide the English teachers with audio-visual materials to include in their lessons in order to add variety to the classes and promote a communicative environment in the classroom.
- The Ministry of Education should invest on audio-visual materials and equipment for the teaching of English at the EDUCAME program.
- English teachers should attend trainings or workshops on the use of audio-visual aids with a communicative purpose so that English teachers know how to include such aids in every class.
- The Ministry of Education should design a special curriculum for the English subject at the semi-distance modality of the EDUCAME program.

- **Further research:**

For further research studies, the researchers propose the following:

The analysis of the effects that exposing students to a language laboratory has on their macro-skills

The implementation of readings and discussion activities in class to improve students' pronunciation and fluency



6.3. Limitations

- The treatment lasted six weeks because of the students' problems with their jobs' duties and schedules, and because the end of the school year was near. The researchers would have liked the treatment to be longer because they believe the students would have had more time to continue improving their speaking and listening skills and thus obtaining better results.
- The equipment that the researchers needed to teach their classes like: TV, LCD projector, DVD, etc. was not available for their use at UNICAES University. Consequently, the researchers had to afford and search for the equipment used in each class and transport it to the university's location.
- The researchers had problems with the enrollment to the treatment. Out of the twenty-five senior high school semi-distance English students, only fourteen attended the treatment. The researchers learnt that the other eleven students could not attend the treatment because of their work schedules and family obligations.
- The researchers' class time was limited by the students' regular classes' schedule. Each class had a duration of two to three hours. This represented a limitation for the development of the topics and activities carried out in each class.



- It was hard for the researchers to build rapport with the senior high school semi-distance teacher and get her to talk to them and share information about her experience teaching English to senior high school semi-distance students and the use of audio-visual material in class.



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APPENDICES



APPENDIX 1

Common Reference Levels: qualitative aspects of spoken language use

	RANGE	ACCURACY	FLUENCY	INTER ACTION	COHERENCE
C2	Shows great flexibility reformulating ideas in differing linguistic forms to convey finer shades of meaning precisely, to give emphasis, to differentiate and to eliminate ambiguity. Also has a good command of idiomatic expressions and colloquialisms.	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).	Can express him/herself spontaneously at length with a natural colloquial flow, avoiding or backtracking around any difficulty so smoothly that the interlocutor is hardly aware of it.	Can interact with ease and skill, picking up and using non-verbal and intonational cues apparently effortlessly. Can interweave his/her contribution into the joint discourse with fully natural turntaking, referencing, allusion making, etc.	Can create coherent and cohesive discourse making full and appropriate use of a variety of organisational patterns and a wide range of connectors and other cohesive devices.
C1	Has a good command of a broad range of language allowing him/her to select a formulation to express him/herself clearly in an appropriate style on a wide range of general, academic, professional or leisure topics without having to restrict what he/she wants to say.	Consistently maintains a high degree of grammatical accuracy: errors are rare, difficult to spot and generally corrected when they do occur.	Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.	Can select a suitable phrase from a readily available range of discourse functions to preface his remarks in order to get or to keep the floor and to relate his/her own contributions skilfully to those of other speakers.	Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices.
B2+					
B2	Has a sufficient range of language to be able to give clear descriptions, express viewpoints on most general topics, without much conspicuous searching for words, using some complex sentence forms to do so.	Shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding, and can correct most of his/her mistakes.	Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions. There are few noticeably long pauses.	Can initiate discourse, take his/her turn when appropriate and end conversation when he/she needs to, though he/she may not always do this elegantly. Can help the discussion along on familiar ground confirming comprehension, inviting others in, etc.	Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some 'jumpiness' in a long contribution.

B1+					
B1	Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events.	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.	Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. Can repeat back part of what someone has said to confirm mutual understanding.	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.
A2+					
A2	Uses basic sentence patterns with memorised phrases, groups of a few words and formulae in order to communicate limited information in simple everyday situations.	Uses some simple structures correctly, but still systematically makes basic mistakes.	Can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident.	Can answer questions and respond to simple statements. Can indicate when he/she is following but is rarely able to understand enough to keep conversation going of his/her own accord.	Can link groups of words with simple connectors like 'and', 'but' and 'because'.
A1	Has a very basic repertoire of words and simple phrases related to personal details and particular concrete situations.	Shows only limited control of a few simple grammatical structures and sentence patterns in a memorised repertoire.	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	Can ask and answer questions about personal details. Can interact in a simple way but communication is totally dependent on repetition, rephrasing and repair.	Can link words or groups of words with very basic linear connectors like 'and' or 'then'.

APPENDIX 2



UNIVERSIDAD DE EL SALVADOR
FACULTAD MULTIDISCIPLINARIA DE OCCIDENTE
DEPARTAMENTO DE IDIOMAS

Entrevista dirigida al coordinador administrativo del programa EDUCAME en la sede UNICAES en Santa Ana

Objetivo: Informarse acerca del programa EDUCAME y todas sus características.

1. ¿Que es EDUCAME?
2. ¿Por qué fue creado?
3. ¿Cuándo fue creado?
4. ¿Cuál fue la base de su creación?
5. ¿A quién está dirigido este programa?
6. ¿Cuál es el propósito del programa?
7. ¿Cuál es la relación entre el Ministerio de Educación y el programa EDUCAME?
8. ¿Cuáles son las modalidades con que trabaja el programa?
9. ¿Cuáles son las modalidades que se implementan en esta sede?
10. ¿Dónde se implementa cada modalidad?
11. ¿A cuántas personas beneficia el programa EDUCAME? En total y en esta sede.
12. ¿Cuantas personas se han graduado hasta el momento? En total y en esta sede.



13. ¿Cuenta el programa con un currículo especial/diferente al del sistema normal?
¿Cuáles son las diferencias?
14. ¿Funciona dicho currículo? ¿Cumple con las necesidades del Programa?
15. ¿Es el currículo desarrollado en su totalidad?
16. ¿Cuentan los estudiantes con material de apoyo o libros de texto? ¿tiene algún costo o son gratuitos?
17. Como está organizado el programa EDUCAME?
18. ¿Cuáles son los objetivos, misión y visión del programa EDUCAME?
19. ¿A su criterio, cuales son las ventajas y desventajas que el programa EDUCAME posee?
20. ¿Quién/es proveen los fondos para el funcionamiento del programa?
21. ¿Tiene el programa algún costo para los estudiantes?
22. ¿Cuáles son los requisitos que un docente debe cumplir para trabajar en el programa?
23. ¿Asiste el personal docente a capacitaciones? ¿Cada cuánto tiempo?
24. ¿Qué requisitos debe cumplir una institución para ser sede del programa EDUCAME?



APPENDIX 3

Nº: _____



UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGE DEPARTMENT

Interview addressed to semi-distance English teachers from the EDUCAME program at UNICAES, 2010

Objective: To get information about the use of audiovisual aids to teach English in semi-distance modality of EDUCAME program at UNICAES, 2010

Directions: Mark with an "X" the answer that best describes your way of thinking. Please justify your answers in the space corresponding to each question.

1. Do you use audiovisual aids like computer, LCD projector, overhead projector, television, CD player, etc in your English classes?

- a. Yes b. No

Why? _____

2. Do you use audiovisual aids like pictures, flashcards, charts, maps, etc in your English classes?

- a. Yes b. No

Why? _____



3. Do you think audiovisual the use of aids in the English classes help students understand the contents developed in class more easily?

- a. Yes b. No

Why? _____

4. Do you think that the use of audiovisual aids in the English classes can stimulate students to use the target language inside the classroom?

- a. Yes b. No

Why? _____

5. Do you think that the use of audiovisual aids in the English classes can help you keep students' attention while developing any content?

- a. Yes b. No

Why? _____

6. Do you think that the use of audiovisual aids in the English classes can help students acquire the English language more easily?

- a. Yes b. No

Why? _____



7. Do you think that the use of audiovisual aids in the English classes can motivate students to participate in the activities developed in class?

- a. Yes b. No

Why? _____

8. Does the use of audiovisual aids in the English classes can help you to have more control of the class?

- a. Yes b. No

Why? _____

9. Do you think that the use of audiovisual aids in the English classes can help students retain the information for longer periods of time?

- a. Yes b. No

Why? _____

10. Do you think that the use of audiovisual aids in the English classes can help in the teaching of a second language?

- a. Yes b. No

Why? _____



11. Do you use audiovisual aids in the English classes frequently can help reinforce the contents developed in class?

- a. Yes b. No

Why? _____

12. Do you think that the material you use to teach the English subject is appropriate for students' level of English?

- a. Yes b. No

Why? _____

13. Do you think that the use of audiovisual aids in the English classes is indispensable to attain the objectives stated in the curriculum?

- a. Yes b. No

Why? _____

14. Do you think that students understand the contents taught in a better way when you make use of audiovisual aids?

- a. Yes b. No

Why? _____



15. Do you think that the use of audiovisual aids can make the English class more interactive and dynamic?

- a. Yes b. No

Why? _____

16. Do you attend trainings frequently to update your knowledge in order to make a better use of audiovisual aids in the English classroom?

- a. Yes b. No

Why? _____



APPENDIX 4

Nº: _____



UNIVERSIDAD DE EL SALVADOR
FACULTAD MULTISCIPLINARIA DE OCCIDENTE
DEPARTAMENTO DE IDIOMAS

Entrevista dirigida a los estudiantes que cursan la materia de inglés en la modalidad semi-presencial del programa EDUCAME en la sede UNICAES.

Objetivo: Obtener información acerca del uso de ayudas audiovisuales para impartir las clases de inglés a los jóvenes de la modalidad semi-presencial del programa EDUCAME

Indicaciones: Marque con una "X" la respuesta que más se adecue a su forma de pensar y justifique su respuesta en el espacio que corresponde a cada pregunta.

1. ¿Le gusta el idioma inglés?

- a. Si b. No

¿Explique? _____

2. ¿Crees que es difícil aprender inglés?

- a. Si b. No

¿Explique? _____



3. ¿Tiene la oportunidad de practicar inglés afuera de la institución?

- a. Si b. No

¿Explique? _____

4. ¿Siente usted que hablar el idioma inglés es importante en nuestro país?

- a. Si b. No

¿Explique? _____

5. ¿Le gusta la manera en que el docente imparte las clases de inglés?

- a. Si b. No

¿Explique? _____

6. ¿Utiliza el docente de inglés ayudas audiovisuales como el televisor, la computadora, el proyector, el CD player, etc. para desarrollar los diferentes contenidos?

- a. Si b. No

¿Explique? _____

7. ¿Utiliza el maestro de inglés ayudas audiovisuales tales como carteles, fotos, dibujos, etc. para reforzar los contenidos vistos en clase?

- a. Si b. No



¿Explique? _____

8. ¿Cree que el uso de ayudas audiovisuales tales como la computadora, el proyector, la televisión, el CD player, carteles, dibujos, etc. le facilitaría la comprensión de los contenidos desarrollados?

- a. Si b. No

¿Explique? _____

9. ¿Se siente más motivado para aprender inglés cuando el maestro utiliza ayudas audiovisuales tales como la computadora, el proyector, la televisión, el CD player, carteles, dibujos, etc. en el desarrollo de los contenidos?

- a. Si b. No

¿Explique? _____

10. ¿Le gustaría que el maestro de inglés utilizara con mas frecuencia las ayudas audiovisuales tales como la computadora, el proyector, la televisión, el CD player, carteles, dibujos, etc. en el desarrollo de los contenidos?

- a. Si b. No

¿Explique? _____



11. ¿Pone más atención en clase cuando el maestro de inglés hace uso de las ayudas audiovisuales tales como la computadora, el proyector, la televisión, el CD player, carteles, dibujos, etc. para desarrollar y reforzar los contenidos?

- a. Si b. No

¿Explique? _____

12. ¿Cree que el uso de ayudas audiovisuales tales como la computadora, el proyector, la televisión, el CD player, carteles, dibujos, etc. le facilita la adquisición de vocabulario nuevo?

- a. Si b. No

¿Explique? _____

13. ¿Cree que el uso de ayudas audiovisuales tales como la computadora, el proyector, la televisión, el CD player, carteles, dibujos, etc. le proporciona más oportunidades para utilizar el inglés durante la clase?

- a. Si b. No

¿Explique? _____



APPENDIX 4

Nº: _____



**UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY FACULTY
FOREIGN LANGUAGE DEPARTMENT**

Class Observation Guide

Objective: To check the usage and appropriateness of audio-visual aids.

Directions: Write the information asked for each audio-visual aid used in to teach English to senior high school semi-distance students

Time: _____

Date: _____

Audio-Visual Aids	Content taught	Appropriateness	Legibility	Teacher's management of the audio-visual aid	Students' attitude toward the audio-visual aid
Pictures					
Slides					
Charts					
Transparencies					
Puppets					
Board					
Flipcharts					
Flash cards					
Maps					
Postcards					
Posters					



Comic strips					
Worksheets					
Cut-outs					
LCD projector					
Computer					
T.V.					
DVD					
Movies					
Videos					
Film strips					
CD player					
Songs					
Stories					
Recordings					

Notes: _____



APPENDIX 5

Nº: _____



UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY FACULTY
FOREIGN LANGUAGE DEPARTMENT

English Pre-and Post-Written Test

Name: _____ Date: _____

Objective: to diagnose senior high school semi-distance English students' knowledge of English using the Common European Framework in the EDUCAME program at UNICAES, Santa Ana 2010.

Directions: Read each statement carefully and choose the option you believe is correct in order to complete each statement.

1. John loves reading. He..... a book every week.

- A. read B. reads C. reading D. is reading

2. Are you Malik's brother? -! I'm John's brother.

- A. Yes, I am B. No, Im not C. Yes, I'm D. No, I'm not

3. you say this word in English?

- A. Who B. How C. Where D. What

4. That is blue car.

- A. an B. a C. two D. any

5. This is Carly Eighteen years old.

- A. She B. She's C. Are she D. She are



6. Are boys over there your cousins?
A. this B. these C. those D. them
7. The books are on the table. – Sorry. I can't see books there.
A. some B. any C. no D. they
8. Does Ricky like soccer? – Yes, he!
A. do B. didn't C. does D. don't
9. Is that mother over there? – Yes, it is.
A. Peter B. Peter his C. Peter's D. Peters'
10.to school tomorrow?
A. Are you going B. Are you go C. Do you goes D. do you go
11. The day after Monday is.....
A. Thursday B. Tuesday C. Wednesday D. Sunday
12. The third month of the year is.....
A. February B. July C. March D. April
13. After number twelve comes number.....
A. fifteen B. sixteen C. thirteen D. eighteen
14. My mother's sister is my.....
A. uncle B. cousin C. grandmother D. aunt
15. Where is your father? – He is in the He's making dinner.
A. bedroom B. living room C. kitchen D. dining room
16. food is your favorite: pizza or fruit?
A. Which B. Where C. Who D. What's
17. Everybody in my family is and thin!
A. tall B. late C. punctual D. here



18. Hey, Dylan! Come here! Can you lend me your please?
- A. heart B. pencil C. house D. garden
19. time do you spend on your homework every day?
- A. How many B. Much C. Many D. How much
20. I thought he had a plan! I sure what to do.
- A. wasn't B. didn't C. make D. weren't
21. I'm so old. Your are !
- A. tall B. tallest C. young D. more young
22. Were your friends at your house last night? –
- A. No, they were B. No, they weren't C. No they didn't D. Yes, they will
23. I don't have friends, but the ones I have are great!
- A. much B. a few C. a little D. many
24. What doing yesterday afternoon?
- A. were you B. are you C. was you D. do you
25. I'm sorry. Is this your? It was on my desk.
- A. nose B. backpack C. moon D. surf board
26. I really don't like her. She's always talking! It's so
- A. funny B. annoying C. smart D. shy
27. I can't see where I'm going. It's very today!
- A. cold B. foggy C. hot D. windy
28. You can go to the grocery store, but I think the has better meat.
- A. bakery B. library C. church D. butcher
29. In the mornings, I always wash the dishes, walk the dog and t....
- A. take a shower B. buy shoes C. bake a cake D. collect rocks



30. Is there something wrong with your, Daniel? Let me tell you again.

- A. eyes B. ears C. chin D. cheek

31. We to New York yesterday morning at 7 o'clock.

- A. flying B. are flying C. flew D. flied

32. I watched TV last night. Whatyou do?

- A. do B. doing C. were D. did

33. to wear a sweater today? – Yes, you do. It's cold.

- A. Does she have B. Do I having C. Do I have D. Have I

34. Where's Peter? – He to school.

- A. went B. goes C. going D. gone

35. My parents lived in Canada for many years, so they had a lot of

- A. umbrellas B. shorts C. sweaters D. sandals

36. You didn't go to Denver High,?

- A. don't you B. do you C. did you D. didn't you

37. She to be an actress.

- A. wanted B. wants C. didn't wanted D. want

38. Some girls are in the new building.

- A. lives B. doesn't live C. live D. living

39. I can't find my blue..... anywhere. Is it in your closet?

- A. house B. dress C. car D. frying pan

40. We at home early because the ceremony was short.

- A. arrived B. play C. wasn't D. be

41. I like playing with a bat, so I should play.....

- A. baseball B. golf C. tennis D. soccer



42. What's the name of the people who fly planes? I think they are.....
- A. waiter B. cooks C. teachers D. pilots
43. He go to the beach on Christmas.
- A. wasn't B. will C. don't D. were
44. I want to be a later. I love teeth!
- A. doctor B. journalist C. dentist D. teacher
45. It's to drive so fast. You could kill yourself!
- A. hard B. dangerous C. easy D. exciting
46. His job is to play soccer. Do you know what his profession is?
- A. soccer player B. fireman C. painter D. electrician
47. I a party on Saturday. Will you come?
- A. having B. had C. 'll have D. going
48. The doorbell's ringing. – That's okay.....
- A. I get it B. I'll get it C. I'm getting D. I'm going to get it
49. *The Lord of the Rings* at movies tomorrow with us?
- A. Will you watch B. Did you go C. Are you seeing D. Has you seen
50. Hi Susie! Do you want to play.... later?
- A. table tennis B. swimming C. house D. running



APPENDIX 6

Nº: _____



**UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY FACULTY
FOREIGN LANGUAGE DEPARTMENT**

English Pre-and Post-Oral Interview

Objective: to assess senior high school semi-distance English students' speaking skills in English in the EDUCAME program at UNICAES, Santa Ana 2010.

Directions: Call individual students and ask seven randomly chosen questions. Encourage students to talk as much as they can.

List of Questions:

1. How are you?
2. What's your first name?
3. What's your last name?
4. How old are you?
5. How old is your father/ mother/ sister/ brother?
6. Spell the following words: teacher/ student/ shoes/ notebook/English/pencil
7. What's your (father's, mother's, sister's, brother's) name?
8. What's your phone number?
9. Where are you from?
10. Where is George W. Bush from?
11. Is Mauricio Funes from Mexico?
12. Describe your physical appearance (your mother/ father/ sister/ brother)



13. What's this?
14. What's that?
15. Where is the desk?
16. Are you a student?
17. Are you a teacher?
18. What is your favorite color?
19. What color are your socks?
20. What are you wearing?
21. What clothes do you wear in winter time?
22. What color is my shirt?
23. What color are your socks?
24. What time is it? (show pictures of clocks with different time)
25. What time do you get up?
26. What is your father doing right now? (imagine)
27. What do you do on Sundays?
28. Do you get up early on weekdays?
29. What time do you have breakfast?
30. Do you live in an apartment or in a house?



APPENDIX 7

Nº: _____



UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY FACULTY
FOREIGN LANGUAGE DEPARTMENT

Criterion to evaluate oral test

Objective: to assess senior high school semi-distance English students' speaking skills in English in the EDUCAME program at UNICAES, Santa Ana 2010.

Student's name: _____ **Grade:** _____

CRITERION	1	2	3	4	5	6	7	8	9	10
ORAL PRODUCTION 40%										
1. Correct and clear pronunciation of words about personal information										
2. Correct use of basic vocabulary related to personal information and familiar topics										
3. Appropriate intonation										
4. Ability to answer questions about personal details and familiar topics										
5. Ability to communicate through repetition, rephrasing and repair										
6. Ability to introduce themselves										
7. Ability to give opinions about a familiar topics										
LISTENING COMPREHENSION 40%										
8. Understanding of simple instructions										
9. Understanding of questions about personal information without difficulty										
10. Student's response to simple										



questions about personal information and familiar topics										
GRAMMATICAL STRUCTURES 20%										
11. The student uses the basic structures to give personal information correctly										
12. The student masters basic grammatical structures for his/her level										
13. The students uses complete statements without omission of the principal parts of a sentence (S – V – C)										
TOTAL										

Observations: _____



APPENDIX 8

Nº: _____



**UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY FACULTY
FOREIGN LANGUAGE DEPARTMENT**

Criteria to evaluate oral test 2

Objective: to assess senior high school semi-distance English students' speaking skills in English in the EDUCAME program at UNICAES, Santa Ana 2010.

Level: _____ Grade: _____ Date: _____

Student's Name: _____ Oral Exam #: _____

Teacher: _____

Additional observations: _____

AREA	Core on a Scale of 1-5					Multiply by	Results
	1	2	3	4	5		
1. Pronunciation/Understandable production of oral communication	1	2	3	4	5	X3	
2. Grammar/Correct command of the basic structures studied in class	1	2	3	4	5	X5	
3. Fluency/ Speak according to the level of English he/she should have –With pauses, but clear	1	2	3	4	5	X4	
4. Listening Comprehension/ Understanding of simple instructions, questions about personal information or familiar topics	1	2	3	4	5	X3	



5. Negotiation of meaning/ Logical construction of answers and opinions about personal information and familiar topics	1	2	3	4	5	X5	
Final grade							

Grading Criteria:

Pronunciation:

- a. 1. Impossible to understand 2. Difficult to understand 3. Understandable but with frequent errors 4. Occasional errors 5. Always understandable.

Grammar - Accuracy:

- b. 1. Always inaccurate 2. Consistent and extensive errors 3. Frequent errors 4. Occasional errors 5. Rarely makes errors

Fluency:

- c. 1. Not fluent 2. Always hesitant 3. Consistently hesitant 4. Flows with occasional hesitation 5. Flows without error

Listening comprehension:

- d. 1. Does not understand 2. Understands only slow speech 3. Requires frequent repetition 4. Requires occasional repetition 5. Understands everything

Communicative ability:

- e. 1. Conversation impossible 2. Extremely difficulty in conversing 3. Some difficulty in conversing 4. Occasional difficulty in conversing 5. Conversing without difficulty



APPENDIX 9

Nº: _____



UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY FACULTY
FOREIGN LANGUAGE DEPARTMENT

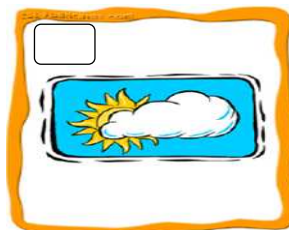
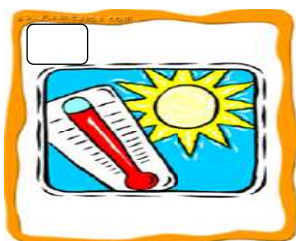
English Pre and Post Listening Test

Name: _____ Date: _____

Objective: to diagnose senior high school semi-distance English students' listening skills in English in the EDUCAME program at UNICAES, Santa Ana 2010.

Part I

Directions: Listen to the people greeting each other carefully and number the pictures according to what you hear.



Part II

Directions: Listen carefully to the numbers and look for them on the grid and circle them.

38	41	45	53
69	71	78	82
93	97	105	110
225	357	414	999

Part III

Directions: Listen to the dialogue carefully; choose the best answer and write it in the blanks of each statement.

1. The name of the boy is _____.

- A. Zach B. Sam C. Samuel D. Sally

2. He lives in _____.

- A. Cherry Chick, South Dakota B. South California
C. Cherry Creek, South Dakota D. South Dakota

3. His house is _____.

- A. big B. small C. elegant D. bigger

4. His house is an _____.

- A. rocket B. airplane C. boat D. train

5. Does he have his own bedroom?

- A. Yes, it doesn't B. No, he doesn't C. Yes, he does D. Yes, it does



6. There are two _____ in Sam's house.

- A. CDs B. stereos C. DVDs D. TVs

7. Does he have a computer?

- A. Yes, he does B. No C. Yes, I do D. He does

8. Sam has a _____.

- A. girlfriend B. cousin C. sister D. mother

9. There is a _____ in Sam's house.

- A. backyard B. chicken C. attic D. kitchen

10. Where are the closets in Sam's house?

- A. in the bathroom B. downstairs C. in the ceiling D. on the walls

Part IV

Directions: Listen to the dialogue carefully; choose the best answer and write it in the blanks of each statement.

11. What are the girls talking about?

- A. a boy B. a house C. a car D. a friend

12. What's the name of the boy?

- A. Zach B. Sam C. Mike D. Sally

13. What does he do?

- A. He is an engineer B. He is a teacher



B. C. He is a plumber

D. He is a student

14. How old is the boy?

A. 21

B. 30

C. 23

D. 27

15. What's the name of the girl?

A. Stephanie

B. Sara

C. Mary

D. Kate

16. Where does the boy live?

A. In New York

B. On Amelia Street

B. C. On Robin Road

D. On Santos Dumont Street



APPENDIX 10



**UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY FACULTY
FOREIGN LANGUAGE DEPARTMENT**

English Pre and Post Listening Test Track's scripts

- Track #1:

Erika: What's your name, and where do you live?

Sam: I'm Sam Greywolf, and I live in Cherry Creek, South Dakota.

Erika: What's your house like?

Sam: It's big. Actually, it's an airplane.

Erika: Wow! Where's your bedroom?

Sam: it's in front of the cockpit.

Erika: Is there a TV in your house?

Sam: Yes, there is a TV in my bedroom and one in the living room. There are also a lot of books.

Erika: Is there a computer in your room, too?

Sam: No, there isn't our computer is in my sister's bedroom.

Erika: Is there a kitchen?

Sam: Of course. There's also a bathroom with a shower in the back of the plane.

Erika: Are there any closets?

Sam: Lots of them! Just look above your head.



- Track #2:

Kate: Ooh! He is nice!

Liz: Mm, he is okay.

Kate: What's his name?

Liz: Mike. Oh, I like the name Mike.

Kate: What does he do?

Liz: He is an engineer.

Kate: Oh, really! How old is he?

Liz: Kate!

Kate: What?

Liz: He's twenty-seven.

Kate: Where does he live?

Liz: On Robin Road.

Kate: Is he...?

Liz: What?

Kate: Is he married?

Liz: Yes,

Kate: Oh!

Liz: Actually, he isn't married. He is single.

Kate: What's his telephone number?

Liz: Kate!!!



APPENDIX 11

Nº: _____



UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY FACULTY
FOREIGN LANGUAGE DEPARTMENT

Qualitative Questionnaire

Questionnaire addressed to senior high school semi-distance English students from EDUCAME program at UNICAES in Santa Ana.

Objective: to find out senior high school semi-distance English students' opinions about the classes attended using audio-visual aids with a communicative purpose.

1. ¿Cómo considera el uso de ayudas audiovisuales durante el curso de inglés que se impartió a los alumnos de la modalidad semi-presencial en la Universidad Católica de El Salvador?

Muy poco Regular Variado Excelente Demasiado

2. ¿Cómo considera los temas desarrollados a través del uso de ayudas audiovisuales en las clases impartidas en la Universidad Católica de El Salvador?

Aburridos Variados Aceptables Interesantes

3. ¿Cómo considera el vocabulario que aprendió durante las clases que se impartieron mediante el uso de ayudas audiovisuales en la Universidad Católica de El Salvador?

Muy fácil Fácil Regular Difícil Muy difícil



4. ¿Cómo calificaría el desarrollo de las actividades mediante el uso ayudas audiovisuales que se llevó a cabo en la Universidad Católica de El Salvador?

Regular Bueno Muy bueno Excelente

5. ¿Qué tan necesario considera el uso de ayudas audiovisuales en el aula para un mejor aprendizaje del idioma inglés?

Innecesario Poco necesario Bastante necesario indispensable

6. ¿Con que frecuencia le gustaría que el maestro utilizara ayudas audiovisuales en el aula en clases futuras de inglés?

Nunca De vez en cuando Casi siempre Siempre

7. ¿Qué destrezas considera que mejoró durante las clases recibidas utilizando ayudas audiovisuales?

Hablar Escuchar Leer Escribir Ninguna

8. ¿Qué porcentaje considera usted que le ayudaron los Medios Audiovisuales a aprender lenguaje cotidiano en las clases impartidas en la Universidad Católica de El Salvador?

0% 10% 20% 30% 40% 50%

60% 70% 80% 90% 100%

9. ¿Qué porcentaje considera usted que mejoraron sus habilidades comunicativas con el uso de Medios Audiovisuales en las clases impartidas en la Universidad Católica de El Salvador?

0% 10% 20% 30% 40% 50%



60% 70% 80% 90% 100%

10. ¿Qué aspectos del uso de ayudas audiovisuales considera que se deberían mejorar?

11. ¿Qué es lo que más le gusta del uso de ayudas audio-visuales en la enseñanza del idioma inglés?

12. ¿Considera apropiado el número de horas asignadas por semana al curso que se impartió en la Universidad Católica de El Salvador?

13. ¿Qué diferencias encuentra usted en las clases normales con las que se utilizan ayudas audiovisuales?



APPENDIX 12



**UNIVERSIDAD DE EL SALVADOR
FACULTAD MULTIDISCIPLINARIA DE OCCIDENTE
DEPARTAMENTO DE IDIOMAS**

Santa Ana, 2 de Septiembre de 2010.

A quien corresponda:

Atentamente, me es grato saludarle deseándole éxitos y bendiciones en su vida laboral y personal.

El motivo de la presente es para hacer constar que: Azalea Maribel Herrera Barrientos con carne número HB00405 quien se identifica con el documento único de identidad número 03918261-9, Ana Edith Peraza Peraza, con carne número PP04029 quien se identifica con el documento único de identidad número 02288924-2, Juan Antonio Molina Martínez, con carne número MM05156 quien se identifica con el documento único de identidad número 03948756-4; Egresados de la carrera de Licenciatura en Idiomas Opción Enseñanza de la Universidad de El Salvador Facultad Multidisciplinaria de Occidente, están realizando su trabajo de grado para optar por el grado de Licenciados en Idiomas, Opción Enseñanza. Dicho trabajo de grado trata sobre **La implementación de materiales audiovisuales para enseñar inglés de forma comunicativa a los alumnos que cursan el segundo año de bachillerato en la modalidad semi-presencial del programa EDUCAME**. Ya que el anterior programa tiene sede su prestigiosa



universidad, es necesario pedir la autorización para el uso de dos salones de clases dentro de sus instalaciones en el horario de 3:00 p.m. a 6:00 p.m. durante los siguientes ocho sábados, con el fin de poder llevar acabo su investigación experimental y recolectar la información necesaria para la óptima realización de su trabajo investigativo y así poder contribuir al mejoramiento de las clases impartidas en la materia de inglés como también beneficiar a los estudiantes que forman parte del programa EDUCAME que tiene sede en su acreditada universidad.

De antemano agradeciéndole su atención a la presente y su valiosa colaboración con lo anterior.

Lic. David Natanael Arévalo

Docente Asesor



APPENDIX 13



**UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY FACULTY
FOREIGN LANGUAGE DEPARTMENT**

SYLLABUS OF SENIOR HIGH SCHOOL SEMI-DISTANCE ENGLISH STUDENTS FORM EDUCAME PROGRAM

I. Generalities

Course's Name: English Course with the Implementation of Audio-visual Aids

Term: September to October, 2010

Schedule: Saturday: 3:30 – 5:00 p.m.

Instructors: Ana Edith Peraza Peraza,

Juan Antonio Molina Martínez

Azalea Maribel Herrera Barrientos

II. Course Description

This is an experimental course that will be taught to senior high school semi-distance English students from EDUCAME program at UNICAES in Santa Ana. The main goal of this course is to develop students' speaking and listening skills using audio-visual aids thus creating a communicative and interactive classroom environment. This course relies on the implementation of audio and visual materials to reinforce the students' knowledge of English. In addition, students will perform communicative and hands-on activities.



III. Reference Materials

- DeCoursey, D. (2004) *Megatrends I, II and III*. (1st edition) Macmillan Education. Oxford.

IV. Course Objectives

General objective

- To assess if the use of audio-visuals aids enhances senior high school English students' speaking and listening skills in semi-distance modality of EDUCAME program at UNICAES, 2010.

Specific objectives

At the end of this course, students will be able to:

- Pronounce words and phrases about personal information
- Ask and answer questions about personal information in conversations
- Understand questions, simple commands, and short readings
- Negotiate meaning with their peers
- Communicate their ideas and opinions more effectively
- Use simple grammatical structures in a conversation
- Give their opinions about familiar topics
- Speak slowly but fluently about personal information and familiar topics

V. Nuts and Bolts of the Course

This course will be mainly based on the use of audio-visual materials and communicative activities for developing students' English speaking and listening



skills. The students will lead most of the activities, while the teacher will give instructions, assist, and monitor students. The teachers will also provide students with a wide variety of audio-visual materials and examples for better understanding. During this course, the instructors will facilitate and provide appropriate feedback on the contents to be studied. They will also provide error correction and positive reinforcement throughout the course.

All activities developed during the course will be student-centered and will focus on communication. The students will also be involved on hands-on activities so that they get the most out of the course's objectives. On the other hand, students will be expected to be motivated to engage in class activities actively in each session. They are also expected to be punctual to classes and do class work.

VI. Course Contents

CONTENTS	
1	The Alphabet (Review)
2	Introducing yourself – greetings and farewells
3	Days of the week and Months of the year - numbers
4	Countries and Nationalities – verb to be
5	Classroom objects – demonstrative pronouns
6	Parts of the house – there is/there are



7	Sports – Simple present
8	Daily activities – frequency adverbs
9	The family – adjectives
10	Parts of the body – commands
11	Clothing – present continuous
12	Food and drinks – countable and uncountable nouns
13	Vacations – past tense
14	Occupations – simple future

VII. Course Evaluations

EVALUATIONS	
1	Pre and post written test
2	Oral interviews
3	Impromptu speech



Experimental Group Handbook





UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY FACULTY
FOREIGN LANGUAGE DEPARTMENT

LESSON PLAN 1 – THE ALPHABETH

OBJECTIVES: At the end of this lesson, students will be able to:

- Identify the letters of the alphabet
- Use the letters of the alphabet to spell words
- Say at least a word starting with each letter of the alphabet

MATERIALS: pictures, a ball, flash cards, markers, board.

WARM UP: Catching up on your ABC's

Paste the alphabet on the board. Throw a ball to someone and say the first letter of the alphabet. The person who catches the ball has to say the second letter of the alphabet and throw the ball to someone else and so on. Then do the same but saying proper names. This game must be played fast (appendix 1).

PRESENTATION

- Practice the alphabet a couple of times from beginning to end and from end to beginning.
- Spelling chain :

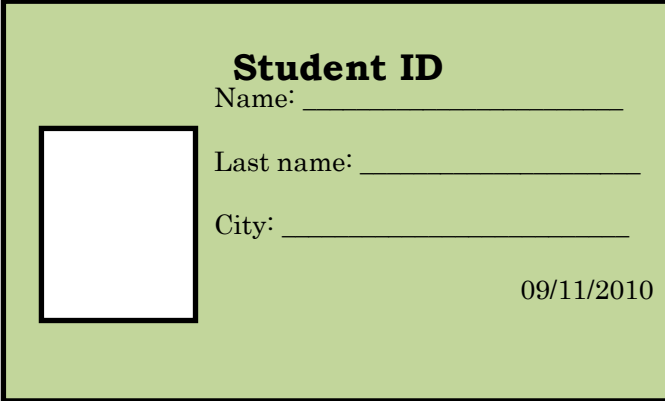
A: Hello. My name is _____.

B: Her/his name is _____. My name is _____.

PRODUCTION ACTIVITIES

1. Divide the students into 2 teams. Give each team a set of pictures. Students have to look for a picture that starts with each letter of the alphabet. The group that has more guesses wins. (Appendix 2)
2. Dictation activity: the teacher will spell some words and students will have to write them down. The student who writes the word correctly will get a point.
 - L-I-O-N
 - S-H-O-E-S
 - C-L-A-S-S-R-O-O-M
 - A-P-P-L-E
 - M-U-S-I-C
 - H-E-A-R-T

- P-E-N
 - D-O-O-R
 - C-A-R
 - T-A-B-L-E
3. **Pair work:** Give students a blank ID card for students to complete it in couples and practice spelling their names. (Appendix 3)



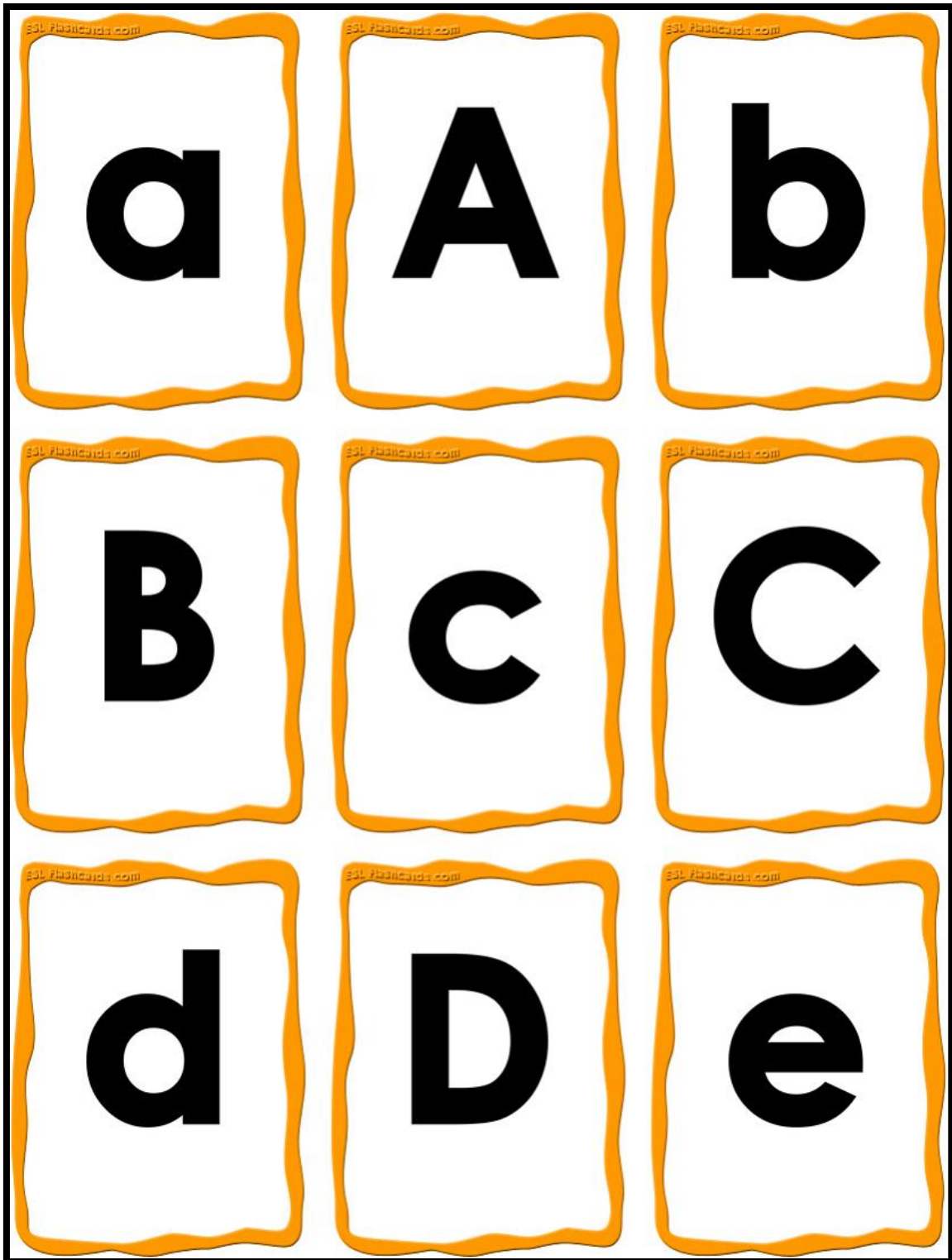
Student ID
Name: _____
Last name: _____
City: _____
09/11/2010

4. Students will introduce themselves to the class.
Hello, my name is JOHN. J-O-H-N.

WRAP UP

Show students some flash cards with different pictures and the names of the pictures, so that students practice spelling chorally. (Appendix 4)

APPENDIX 1





ESL-Flashcards.com

E

ESL-Flashcards.com

f

ESL-Flashcards.com

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ESL-Flashcards.com

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ESL-Flashcards.com

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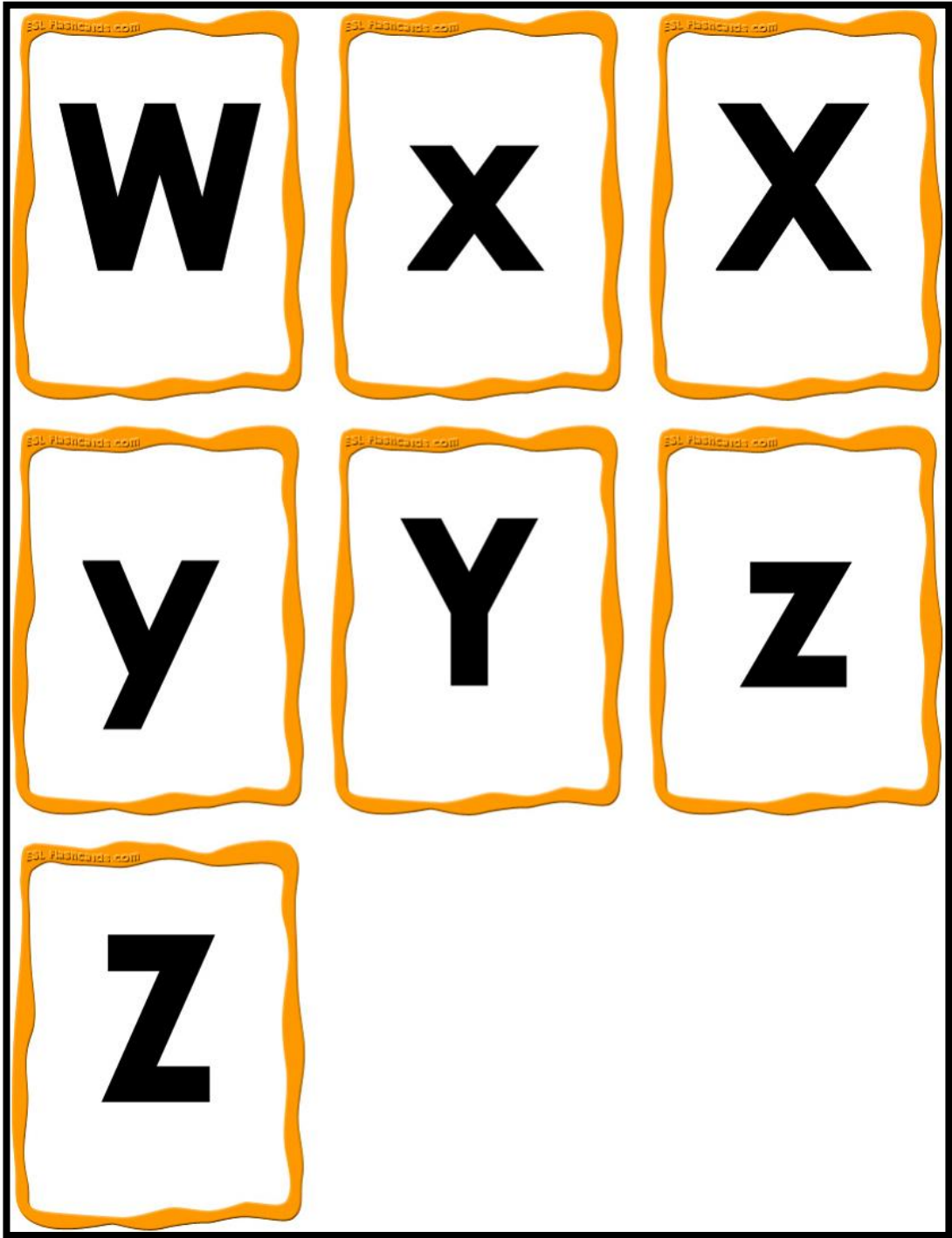
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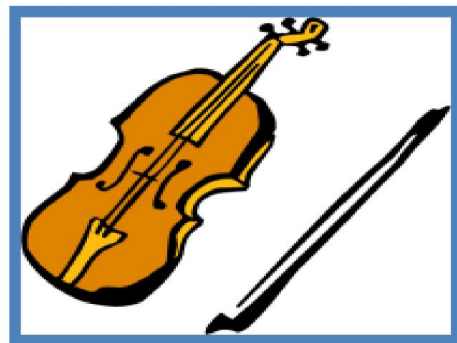
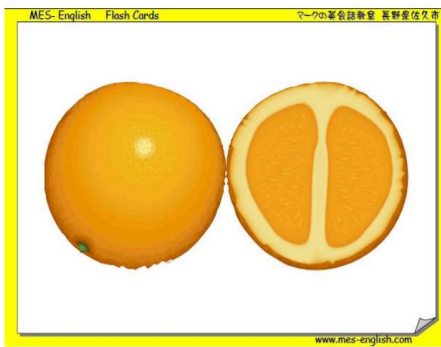
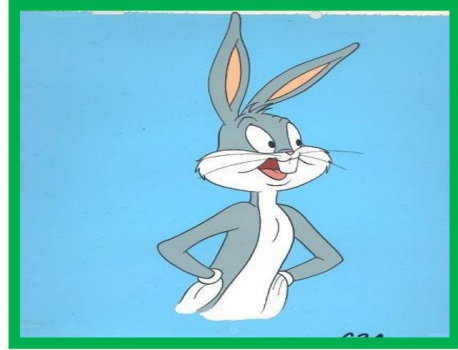
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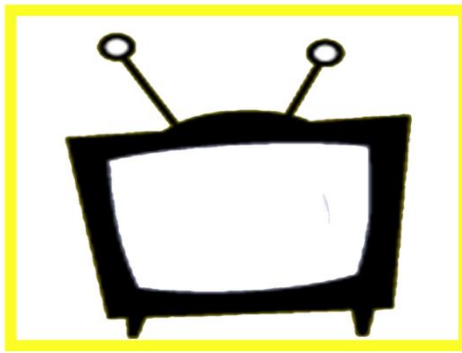
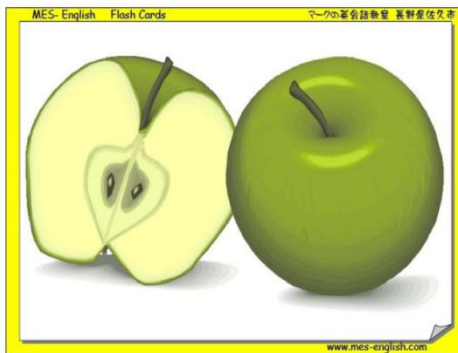
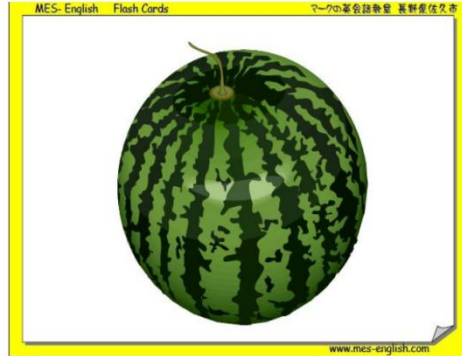
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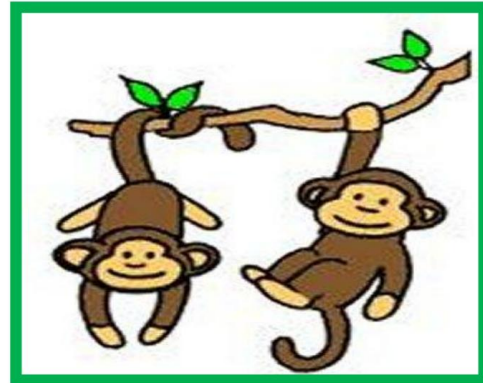
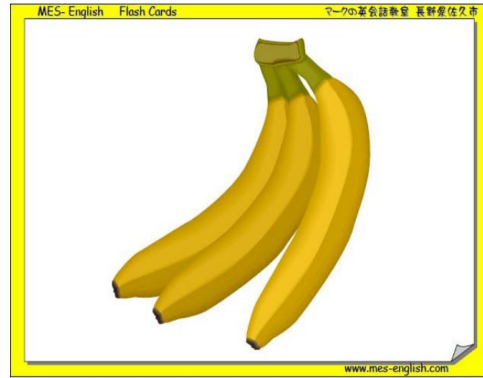
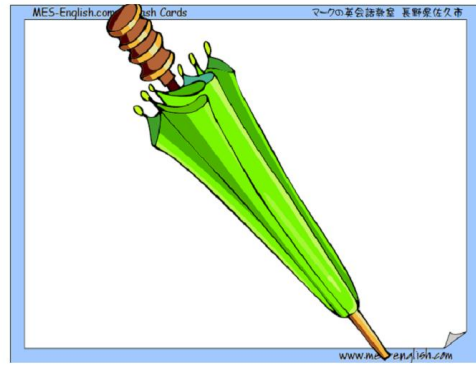
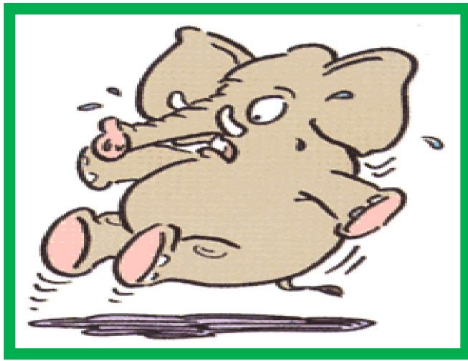
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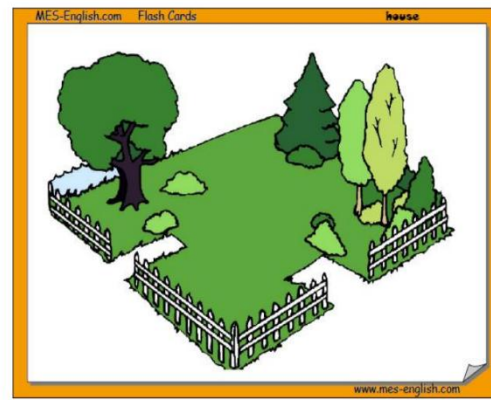
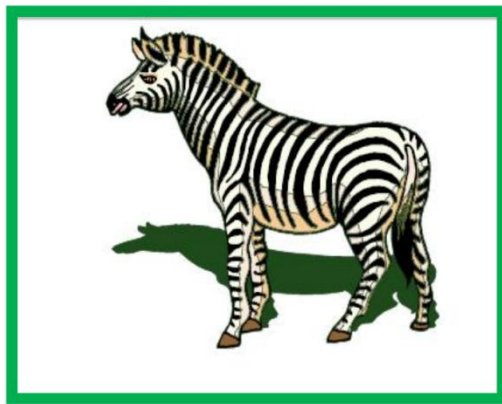


APPENDIX 2









APPENDIX 3

My Student IDMy

My photoMy photo

Name: _____
Last name: _____
City: _____

09/11/2010

My Student ID

My photo

Name: _____
Last name: _____
City: _____

09/11/2010

My Student ID

My photo

Name: _____
Last name: _____
City: _____

09/11/2010

My Student ID

My photo

Name: _____
Last name: _____
City: _____

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My Student ID

My photo

Name: _____
Last name: _____
City: _____

09/11/2010


















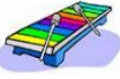




My Student ID

My photo

Name: _____
Last name: _____
City: _____

09/11/2010

APPENDIX 4

<p>Aa</p>  <p>apple</p>	<p>Bb</p>  <p>ball</p>	<p>Cc</p>  <p>cat</p>	<p>Gg</p>  <p>gum</p>	<p>Hh</p>  <p>hen</p>	<p>Ii</p>  <p>igloo</p>
<p>Dd</p>  <p>dog</p>	<p>Ee</p>  <p>eggs</p>	<p>Ff</p>  <p>fan</p>	<p>Jj</p>  <p>jump</p>	<p>Kk</p>  <p>king</p>	<p>Ll</p>  <p>lion</p>
<p>Ss</p>  <p>sun</p>	<p>Tt</p>  <p>tent</p>	<p>Uu</p>  <p>umbrella</p>	<p>Mm</p>  <p>monkey</p>	<p>Nn</p>  <p>nest</p>	<p>Oo</p>  <p>owl</p>
<p>Vv</p>  <p>vest</p>	<p>Ww</p>  <p>watch</p>	<p>Xx</p>  <p>xylophone</p>	<p>Pp</p>  <p>pear</p>	<p>Qq</p>  <p>quilt</p>	<p>Rr</p>  <p>rabbit</p>
<p>Yy</p>  <p>yarn</p>	<p>Zz</p>  <p>zoo</p>	<p>Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz</p>			



UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY FACULTY
FOREIGN LANGUAGE DEPARTMENT

LESSON PLAN 2 – INTRODUCING YOURSELF

OBJECTIVES: At the end of this lesson, students will be able to:

- Use greetings and farewells
- Introduce themselves to others

MATERIALS: a box, pictures, charts, flash cards, CD player, markers, board, worksheets.

WARM UP: Pandora’s Box

Put inside a box the letters of the alphabet. Then, ask students to stand up and make a circle. The students will pass the box around while saying the ABC. The teacher will say stop suddenly. The student holding the box will take out a letter and say one word in English beginning with the letter he/she took out. If the students do not know any word, the teacher will place a flash card on the board for the students to spell. The game will continue until most students have participated. (Appendix 1)

PRESENTATION:

1. Divide the board in two columns and write at the top Greetings and Farewells respectively. Then show the flash cards to students one by one and ask them to classify them. The teacher pastes the flash cards on the columns. Then, students practice through repetition the greetings and the farewells (appendix 2).

GREETINGS & FAREWELLS		
<ul style="list-style-type: none">• Hi / Hello• Good morning• Good afternoon• Good evening• Good night• Nice to meet you	<ul style="list-style-type: none">• Goodbye / Bye• See you later• See you soon• See you tomorrow• Take care	<ul style="list-style-type: none">• How do you do?• How are you doing?• I am doing fine.• How are you?• I am fine, thank you

PRODUCTION ACTIVITIES

2. Paste on the board the picture of a boy and a girl. Then paste the conversation going on between them on the board and listen to it. Practice it with the whole class and then have couples practicing it. (Appendix 3)

Mark: Hi Susie!

Susie: Hello Mark! Good afternoon.

Mark: Good afternoon. How are you?

Susie: I am fine, thanks. And you?

Mark: I am great. See you later.

Susie: See you later. Take care

Mark: Goodbye

Susie: Bye

3. Give students name tags that say: Hi/Hello, I'm _____. Paste on the board the short self-introduction. Perform an example. Ask students to stand up and introduce themselves to their classmates. (Appendix 4)
4. Then, change the self-introduction by using different phrases. Perform an example and ask students to introduce themselves to their classmates once again. Use 3 different ways of introducing oneself changing the phrases to be used.
 - a) Hello! My name is _____. How are you?
 - b) Good afternoon, I am _____. How do you do?
5. Give students the written practice and complete part by part all together (appendix 5).
6. Prepare a fill in the blank activity with the song "hello, good bye." Play it as many times as necessary for students to complete the song. After that ask for new words. Finally, ask students to sing the song (appendix 6).

WRAP UP:

Present to the students the way to introduce other people. Bring a short dialogue introducing a new friend to an old friend. Model the dialogue. Then ask students to form trios to practice it. Ask students to use their own names. Encourage students to change characters, so that they practice all the lines in the dialogue. Circulate and monitor their work. (Appendix 7)

Mario: Hi, Carlos. How are you?

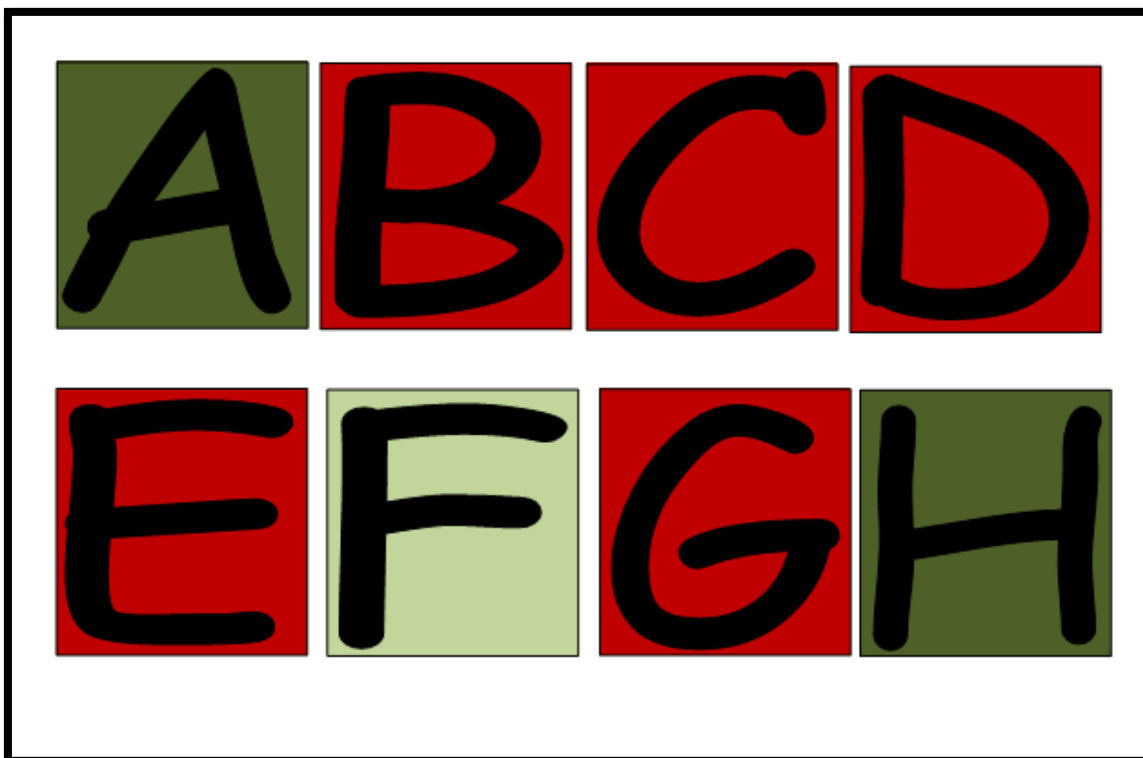
Carlos: Fine, thank you. And you?

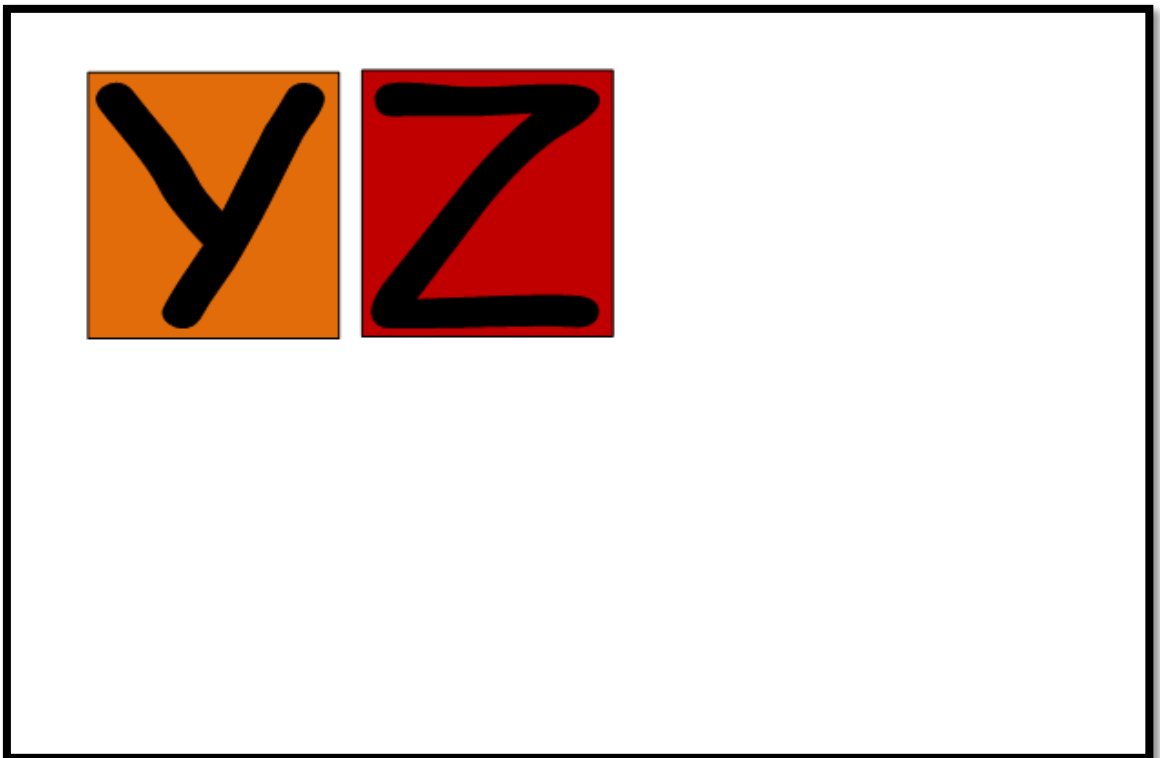
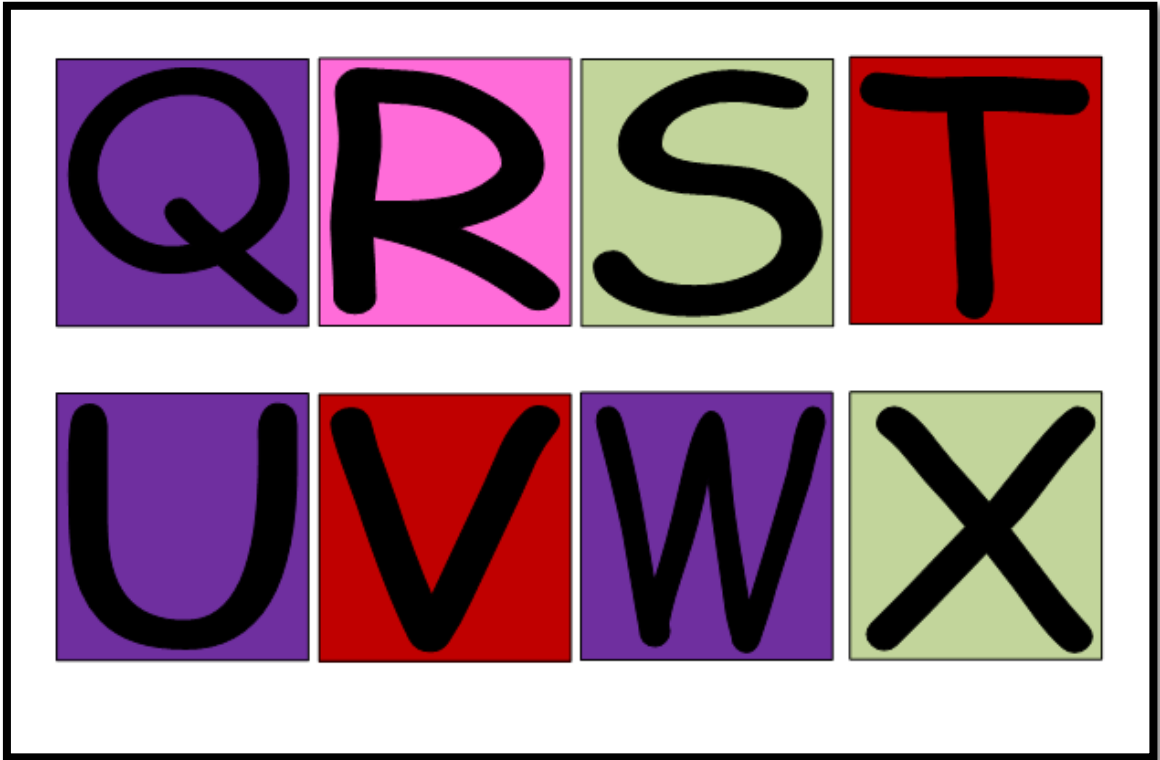
Sandra: Very well, thanks. Carlos, this is my friend Sandra. Sandra this is Carlos.

Carlos: Nice to meet you.

Sandra: Nice to meet you, too.

APPENDIX 1





PPENDIX 2

Hi / Hello

Good morning

Good evening

I'm fine, thank you

Good afternoon

Good night

How are you?

How do you do?

How are you doing?

I'm doing fine

Goodbye / Bye

See you soon

Take care

See you later


Nice to meet you

APPENDIX 3







Bye,
Mark.




I'm great.
See you
later.




Good
afternoon. How
are you?



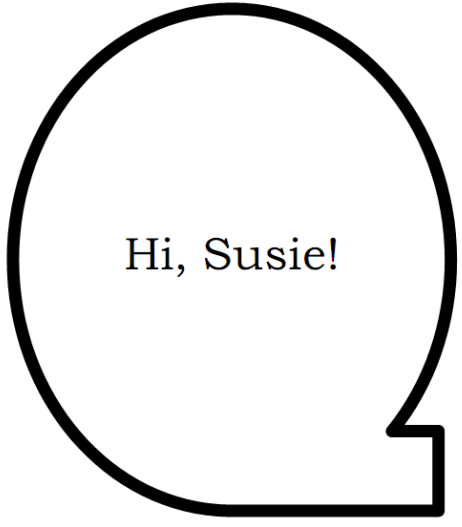
I'm fine,
thanks.
And you?



See you
later.
Take
care.



Goodbye,
Susie.

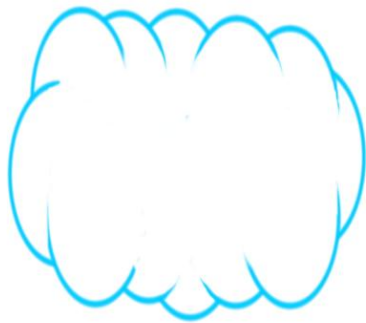
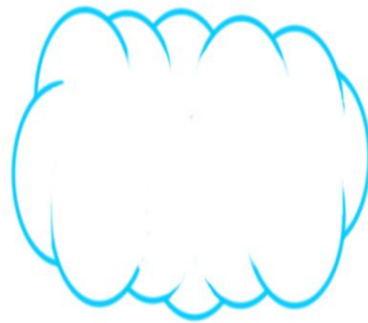
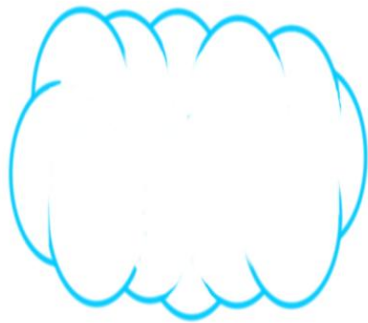
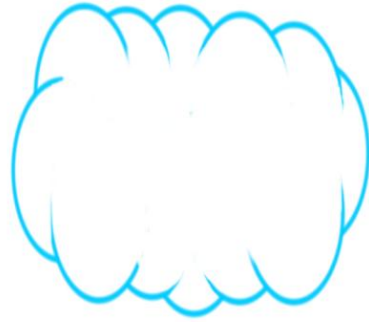
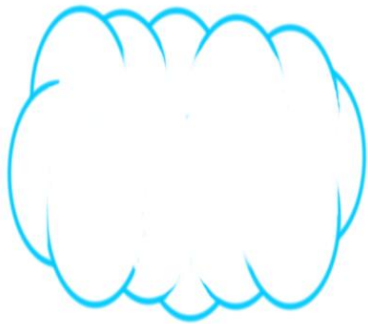


Hi, Susie!



Hello Mark!
Good
Afternoon

APPENDIX 4



APPENDIX 5

Hello! What is your name?



First name

Surname

Hello! Good morning.
I'm Mrs. **An** **Stuart**.
What's your name?

To greet someone- ⇒ *Hi! Hello!*

To introduce someone ⇒ *This is (Ben).*

To ask someone his / her name ⇒ *What's your name?*

To answer ⇒ *My name is Mary.*

First name

Proper name / Christian name

Surname

Family name



1. Complete the dialogue. Use the words in the box.

What's Sue My Hello Hi is

____! ____
name ____ Mark.
____ your
name?



____! My name
is ____.

2. Read and answer the following questions:



Hello! My name is
Mark Smith.

Hi! I'm Helen Compel.



1. What's his first name?
2. What's his surname?

1. What's her first name?
2. What's her surname?

APPENDIX 6

Hello, Goodbye

(The Beatles)

You say _____, I say _____.
You say stop and I say go go go, oh no.
You say _____ and I say _____
Hello _____
I don't know why you say _____, I say hello
Hello hello
I don't know why you say goodbye, I say _____

I say high, you say _____
You say _____ and I say I don't know, oh no
You say _____ and I say hello
(Hello Goodbye Hello Goodbye) hello hello
(Hello Goodbye) I don't _____ why you say goodbye, I say hello
(Hello Goodbye Hello Goodbye) _____ hello
(Hello Goodbye) I don't know why you say _____
(Hello Goodbye) I say hello

Why why why why why why do you say goodbye goodbye, oh no?

You say goodbye _____ I say hello
Hello hello
I don't know why you say goodbye, I say hello
Hello hello
I don't know why _____ say goodbye, I say hello

_____ say yes (I say "yes") I say no (but I may mean no.)
You say stop (I can stay) and ___ say go go go (till it's time to go), oh no no
You _____ goodbye and I say hello
Hello hello
I _____ know why you say goodbye, I say hello
Hello hello
I don't know why you say goodbye, I say hello
Hello hello
I don't know _____ you say goodbye, I say hello hello
Hellooooo

Hela hey helloa
Hela hey helloa Cha Cha Cha
Hela hey helloa Whooo
Hela hey helloa Hela
Hela hey helloa Cha Cha Cha
Hela hey helloa Whooo
Hela hey helloa Cha Cha
Hela hey helloa

APPENDIX 7

Mario: Hi, Carlos. How are you?

Carlos: Fine, thank you. And you?

Sandra: Very well, thanks. Carlos, this is my friend Sandra. Sandra this is Carlos.

Carlos: Nice to meet you.

Sandra: Nice to meet you, too.

Mario: Hi, Carlos. How are you?

Carlos: Fine, thank you. And you?

Sandra: Very well, thanks. Carlos, this is my friend Sandra. Sandra this is Carlos.

Carlos: Nice to meet you.

Sandra: Nice to meet you, too.



UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY FACULTY
FOREIGN LANGUAGE DEPARTMENT

LESSON PLAN 3 – WHAT’S YOUR PHONE NUMBER?

OBJECTIVES: At the end of this lesson, students will be able to:

- Identify the numbers in English from 1 to 100
- Say their phone numbers

MATERIALS: charts, flash cards, CD player, markers, board, worksheets.

WARM UP: Beep Game

First, paste the numbers on the board. Second, ask students to stand up and form a circle. Then, explain that they are going to practice the numbers from 1 to 100 by multiples, for example using the multiples of 5. So students have to start saying the numbers and when they get to 5, 10 or 15, for example, they have to say beep. If someone makes a mistake you have to start over (appendix 1).

PRESENTATION:

1. Play the numbers song and point at each number pasted on the board when it is said in the song. Play it twice for students to listen and see the numbers. Then, ask students to sing along. Finally, ask students to sing the song by themselves.

PRODUCTION ACTIVITIES

2. Paste on the board the conversation going on between two friends. Practice it with the whole class and then have couples practicing it. (Appendix 2)

Lulu: Hi Frank!

Frank: Hello Lulu! How are you?

Lulu: I am fine, and you?

Frank: I am very well.

Lulu: What’s your phone number Frank?

Frank: It’s on the phone book.

Lulu: Very funny!

Frank: OK. It’s 7631-7684.

1. Ask students randomly *What’s your phone number?*

2. Give students a piece of paper that contains the question *Is your phone number _____?* and a phone number 76757871. Explain to the students that the number on the paper is their phone number and that they are going to ask the question to their classmates until they find a person whose number is the one on the question (Appendix 3). Example:

Question: Is your phone number <u>7236-5970</u> ?
My phone number: 7335-8672

St 1: Is your phone number 7236-5970?

St 2: No. My phone number is 7603-9128.

St 1: Is your phone number 7236-5970?

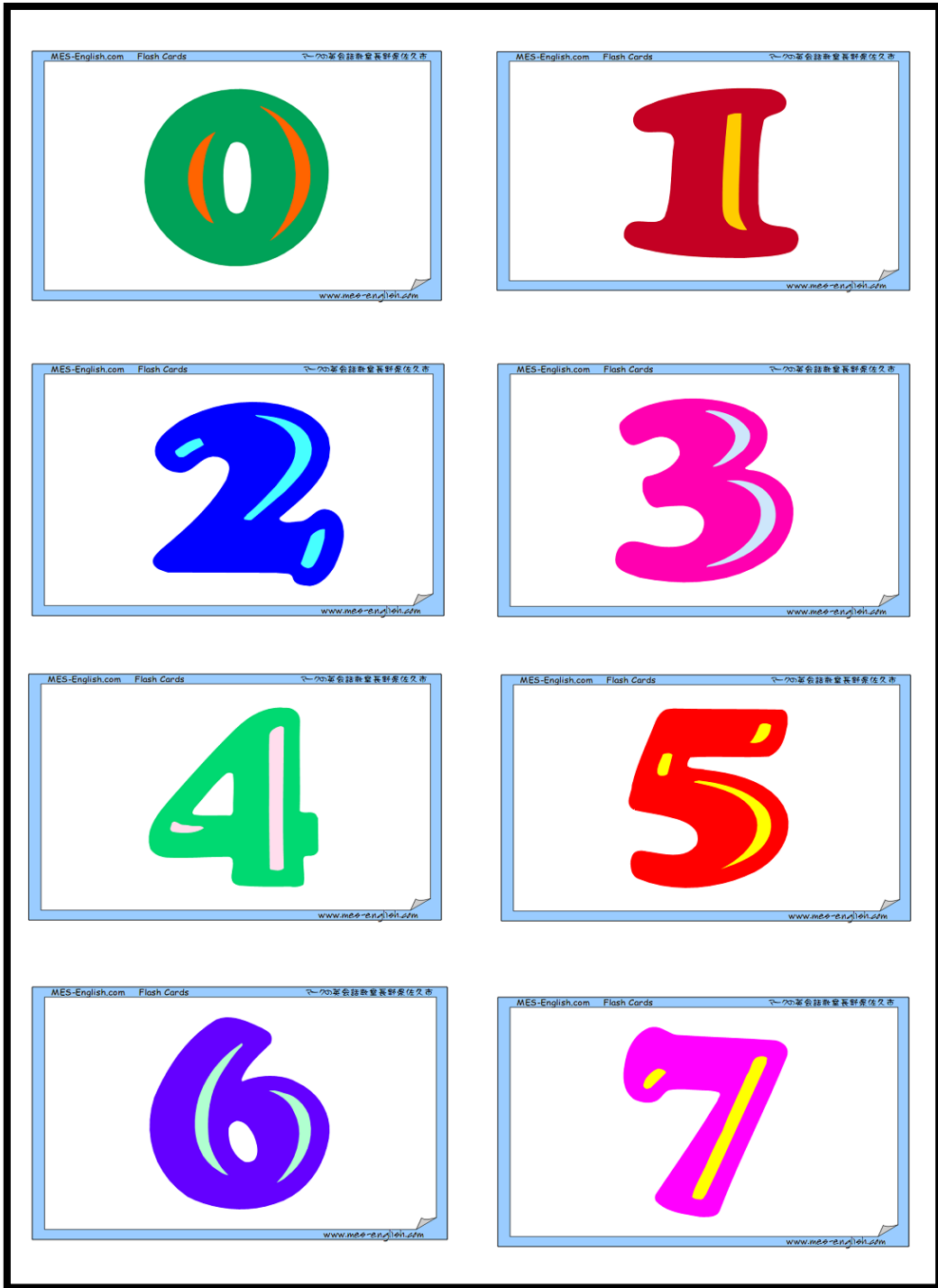
3. Ask students to form to teams and sit in line. Explain that the last person in the line will have a paper with a phone number. The last person in the line will draw one number at the time on the back of the classmate in front of him and so on. The person at the front of the line will write the numbers on the board one by one. The team that finishes first wins.
4. Give each student a bingo sheet. Explain to students how to play bingo. Start calling out numbers until one student says bingo (Appendix 5).
5. Give students a crossword to practice the numbers from 1 to 20 (appendix 6)
6. Give each student a multiple choice worksheet about the numbers. When they finish, ask them to provide the answers one by one (appendix 7).

WRAP UP:

Give each student a worksheet. Then, ask them to go around the classroom asking their classmates what their phone numbers are. When the students have all of their classmates' phone numbers, they can sit down. (Appendix 8)

What's your phone number?	It is _____.
---------------------------	--------------

APPENDIX 1



APPENDIX 2

Lulu: Hi Frank!

Frank: Hello Lulu! How are you?

Lulu: I am fine, and you?

Frank: I am very well.

Lulu: What's your phone number Frank?

Frank: It's on the phone book.

Lulu: Very funny!

Frank: OK. It's 7631-7684.

Lulu: Hi Frank!

Frank: Hello Lulu! How are you?

Lulu: I am fine, and you?

Frank: I am very well.

Lulu: What's your phone number Frank?

Frank: It's on the phone book.

Lulu: Very funny!

Frank: OK. It's 7631-7684.

APPENDIX 4

Question: Is your phone number 7236-5970?

My phone number: 7335-8672

Question: Is your phone number 7335-8672?

My phone number: 7236-5970

Question: Is your phone number 7395-9885?

My phone number: 7766-8451

Question: Is your phone number 7766-8451?

My phone number: 7395-9885

Question: Is your phone number 7985-6512?

My phone number: 7552-8965

Question: Is your phone number 7552-8965?

My phone number: 7985-6512

APPENDIX 5

Directions: draw an "X" on the square of the number you hear. When you complete the grid, say BINGO.

5	8	2
19	16	0
7	4	11

Directions: draw an "X" on the square of the number you hear. When you complete the grid, say BINGO.

15	5	17
9	6	10
7	14	11

Directions: draw an "X" on the square of the number you hear. When you complete the grid, say BINGO.

9	7	6
13	1	10
7	4	12

Directions: draw an "X" on the square of the number you hear. When you complete the grid, say BINGO.

9	6	16
13	1	10
7	14	2

Directions: draw an "X" on the square of the number you hear. When you complete the grid, say BINGO.

9	5	2
1	15	0
8	14	3

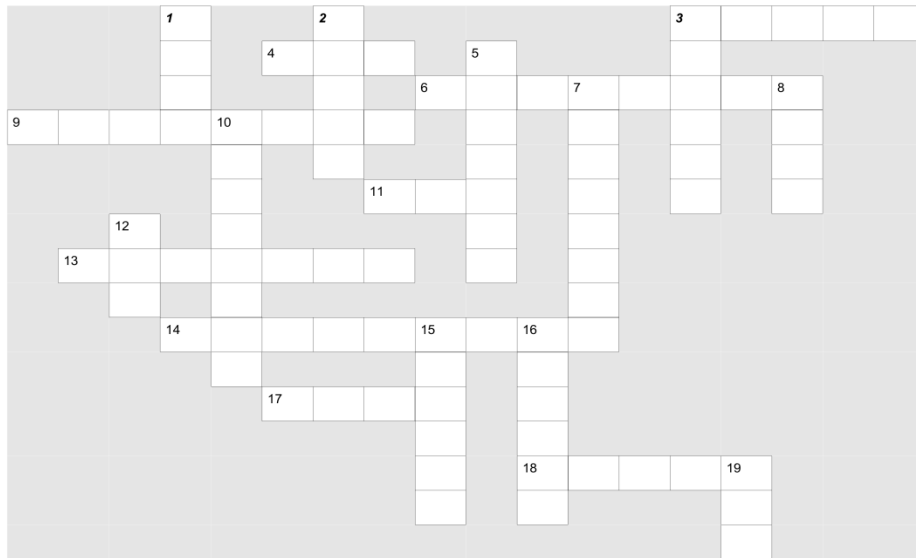
Directions: draw an "X" on the square of the number you hear. When you complete the grid, say BINGO.

9	15	2
11	15	10
8	18	3

APPENDIX 6

Crossword

Numbers 1 to 20



ACROSS

- 3. 3
- 4. 10
- 6. 19
- 9. 14
- 11. 1
- 13. 16
- 14. 17
- 17. 5
- 18. 8

DOWN

- 1. 4
- 2. 7
- 3. 12
- 5. 15
- 7. 18
- 8. 9
- 10. 13
- 12. 6
- 15. 20
- 16. 11
- 19. 2

APPENDIX 7

Name _____

Date _____

"Numbers 10 to 100" Spelling Quiz

Directions: Choose the correct spelling of the word that matches the number. Write the letter of your choice in the blank provided.

- ____ 1) "17"
A. sevennten B. seventean C. sevennteen D. seventeen
- ____ 2) "80"
A. ieghty B. eighty C. eightie D. eigty
- ____ 3) "40"
A. phorty B. furty C. forty D. fortie
- ____ 4) "14"
A. phourteen B. fuurteen C. fourteen D. fourteen
- ____ 5) "50"
A. phifty B. fifty C. fiftie D. fiphty
- ____ 6) "20"
A. twentie B. twenty C. twenny D. twnety
- ____ 7) "12"
A. twelve B. twelv C. twellve D. thelve
- ____ 8) "70"
A. seventie B. sevennty C. sseventy D. seventy
- ____ 9) "15"
A. phifteen B. fiften C. fiftean D. fifteen
- ____ 10) "19"
A. nineteen B. nineten C. ninetean D. ninneteen
- ____ 11) "13"
A. thirten B. thirteen C. thirtean D. thirteenn
- ____ 12) "60"
A. sixtie B. ssixty C. sixty D. sicksty
- ____ 13) "30"
A. thirtie B. tvirty C. thirty D. thirtyh
- ____ 14) "90"
A. ninetie B. ninety C. ninnety D. niniety
- ____ 15) "16"
A. sixteen B. sixteen C. sixtean D. sixteenn
- ____ 16) "11"
A. elevenn B. eleven C. elleven D. eleen
- ____ 17) "18"
A. ieghteen B. eighteen C. eighteen D. eightean
- ____ 18) "100"
A. une hundred B. onne hundred C. one hundred D. one hunndred
- ____ 19) "10"
A. tenn B. ten C. etn D. tenx



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LESSON PLAN 4 – WHEN’S YOUR BIRTHDAY?

OBJECTIVES: At the end of this lesson, students will be able to:

- Say the days of the week and the months of the year
- Ask and answer the question “When’s your birthday?”

MATERIALS: charts, flash cards, CD player, markers, board, worksheets, computer.

WARM UP: Guess the number on your back

Ask students to form two teams and sit in line. Explain that the last person in the line will have a paper with a phone number. The last person in the line will draw one number at the time on the back of the classmate in front of him and so on. The person at the front of the line will write the numbers on the board one by one. The team that finishes first wins.

PRESENTATION:

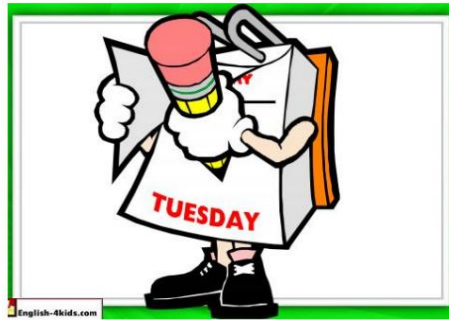
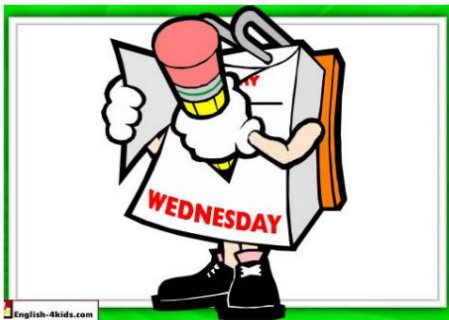
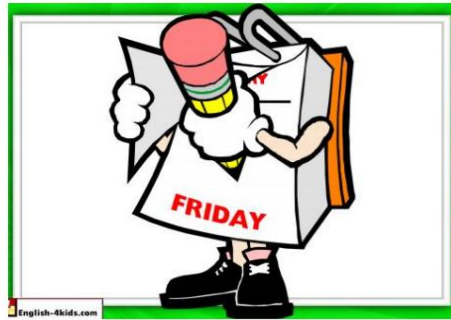
1. Show students some flash cards about the days of the week and have students repeating them. (Appendix 1)
2. Ask Students questions like the following: If today is Monday, what day will be tomorrow? If today is Wednesday, what day was yesterday?
3. Give students the worksheet about Bob’s week. Ask students to read about Bob’s week. Then, students have to complete the sentences with the days of the week according to the schedule. (Appendix 2)
4. Then give students the lyrics of the song “Friday, I’m in love” with blanks for students to listen and fill in the blanks with the days of the week. (Appendix 3)
5. Show students some flash cards about the months of the year. Ask students to repeat them together. (Appendix 4)

6. Pair work: Give students a word search about the months of the year. (Appendix 5)
7. Show to the students the power point presentation about birth dates. Then, ask them to repeat the question and answer. (Appendix 6)
8. Give students a cake tag for them to write their birth dates. Then ask students to stand up and order themselves chronologically from January to December. (Appendix 7)
9. Write “When’s your birthday? It’s on June 5th”. Ask students to repeat both the question and the answer. Then, give students a worksheet. Students have to stand up and go around the classroom asking *When’s your birthday?* Ask students to write the answers from their classmates on the worksheets. (Appendix 8)


WRAP UP

Ask students to sit down in a circle. Then ask questions like the following: whose birthday is on September? All the students whose birthdays are on that month have to stand up and say their birth dates.


APPENDIX 1



APPENDIX 2

English 4 Kids <small>www.english-4kids.com</small>		Bob's Week		
Name: _____		Class: _____		
Days	Activity 1	Activity 2		
1. Monday	go to school	play football		
2. Tuesday	go to school	do homework		
3. Wednesday	go to school	watch TV		
4. Thursday	go to school	play football		
5. Friday	go to school	watch TV		
6. Saturday	go swimming	ride a bicycle		
7. Sunday	draw a picture	play table tennis		

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English 4 Kids <small>www.english-4kids.com</small>		Bob's Week		
Name: _____		Class: _____		
1) What days does Bob go to school?	Bob goes to school on _____ and _____.			
2) What days does Bob play football?	Bob plays football on _____ and _____.			
3) What day does he draw a picture?	He draws a picture on _____.			
4) What does Bob do on Saturday?	On Saturday, Bob _____.			
5) What days does Bob watch TV?	Bob watches TV _____.			

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APPENDIX 3

Friday, I'm In Love -- The Cure

I don't care if _____ blue
_____ grey and _____ too
_____ I don't care about you
It's _____, I'm in love

_____ you can fall apart
_____, _____ break my heart
_____ doesn't even start
It's _____ I'm in love

_____, wait
And _____ always comes too late
But _____, never hesitate...

I don't care if _____ black
_____, _____ heart attack
_____, never looking back
It's _____, I'm in love

_____, you can hold your head
_____, _____ stay in bed
Or _____ - watch the walls instead
It's _____, I'm in love

Saturday, wait
And Sunday always comes too late
But Friday, never hesitate...

Dressed up to the eyes
It's a wonderful surprise
To see your shoes and your spirits rise
Throwing out your frown
And just smiling at the sound
And as sleek as a shriek
Spinning round and round
Always take a big bite
It's such a gorgeous sight
To see you eat in the middle of the night
You can never get enough
Enough of this stuff
It's _____, I'm in love

Friday, I'm In Love -- The Cure

I don't care if _____ blue
_____ grey and _____ too
_____ I don't care about you
It's _____, I'm in love

_____ you can fall apart
_____, _____ break my heart
_____ doesn't even start
It's _____ I'm in love

_____, wait
And _____ always comes too late
But _____, never hesitate...

I don't care if _____ black
_____, _____ heart attack
_____, never looking back
It's _____, I'm in love

_____, you can hold your head
_____, _____ stay in bed
Or _____ - watch the walls instead
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Always take a big bite
It's such a gorgeous sight
To see you eat in the middle of the night
You can never get enough
Enough of this stuff
It's _____, I'm in love

APPENDIX 4



APPENDIX 5

Directions: find the months of the year in the letter soup.

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

Directions: find the months of the year in the letter soup.

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

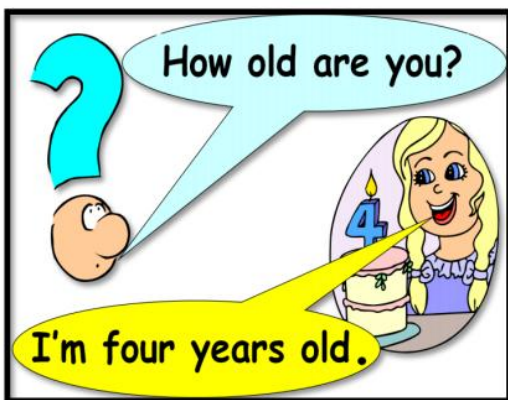
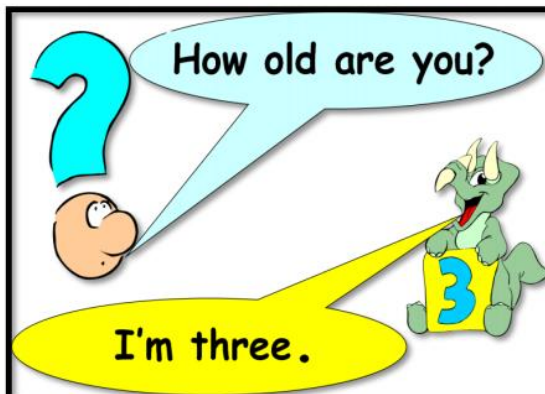
Directions: find the months of the year in the letter soup.

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


Directions: find the months of the year in the letter soup.

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

APPENDIX 6




APPENDIX 7




Name: _____

Birthday date: _____




Name: _____

Birthday date: _____




Name: _____

Birthday date: _____




Name: _____

Birthday date: _____




Name: _____

Birthday date: _____




Name: _____

Birthday date: _____



Name: _____

Birthday date: _____



Name: _____

Birthday date: _____

APPENDIX 8



When is your birthday?



Ask questions 5 students in your class when their birthdays fall. Each student should tell you the exact day and month of their birthday as in the following example.

Question - When is your birthday Tom?

Tom - My birthday is on July 22nd.

After the exercise, report back to the class on each student with a sentence like this.

Tom's birthday is on July 22nd.

First start by writing down your own birthday in the **me** section.

Me : My birthday is on _____.

Question	Answer	Student Name
1. When is your birthday?		
2. When is your birthday?		
3. When is your birthday?		
4. When is your birthday?		
5. When is your birthday?		



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LESSON PLAN 5 – WHERE ARE YOU FROM?

OBJECTIVES: At the end of this lesson, students will be able to:

- Say the names of the countries in English
- Ask and answer the question “Where are you from?”

MATERIALS: charts, flash cards, CD player, markers, board, worksheets

WARM UP: Order the countries

Give students a strip of paper with the name of a country; then, ask students to order themselves alphabetically from A - Z. (Appendix 1)

PRESENTATION:

7. Have students listening to the boys and girls saying their nationalities in English on the CD, while you show to students some flash cards with the country, the country’s flag and one of the country’s famous people (Appendix 2). (MT 1)

PRODUCTION ACTIVITIES:

1. Divide students in two groups. Paste on the wall two charts for each group. Chart #1 will have names of countries and chart #2 will have nationalities. The countries and nationalities will be written in movable cards for students to match the country with the correct nationality. The group that finishes first wins.
2. Using the warm up cards, students will go around the classroom asking and answering “*Where are you from? I am from Spain*”
3. Ask students to work pairs, to practice the following short dialogues (appendix 3):
 - **A:** Who is your favorite soccer player?
B: Rivaldo
 - **A:** Is he Italian?
B: No, he isn’t. He’s Brazilian.

- **A:** Who's your favorite movie star?

B: Cameron Diaz

A: Where is she from?

B: She's from the United States.

- Who's your favorite singer?
- Who is your favorite actor?
- Who's your favorite basketball player?
- Who is your favorite tennis player?
- Who's your favorite teacher?
- What's your favorite band?

4. Give students a worksheet to complete with **am**, **is**, or **are** depending on the subject. Check their work orally. (Appendix 4)

WRAP UP

Place a box with flashcards of some names of countries. Then ask students to go to the front and pick one flashcard from the box. Then he/she will say the name of the country he/she picked. The students sitting down will ask all together *Where are you from?* And the students will answer *I am from El Salvador. I am Salvadorian.* (Appendix 5)

APPENDIX 1

Brazil

Canada

China

Colombia

El Salvador

The United States

France

Germany

Greece

Guatemala

Honduras

Italy

Japan

Egypt

Portugal

Peru

Russia

Spain

Switzerland

Mexico

Argentina

Cuba

Panama

Panama

APPENDIX 2

UNIT

1

Countries and nationalities

1 Listen to the countries and nationalities.

1 I'm from Mexico.
I'm Mexican.

2 I'm from England.
I'm English.

3 I'm from Italy.
I'm Italian.

4 I'm from Spain.
I'm Spanish.

5 I'm from Germany.
I'm German.

6 I'm from Japan.
I'm Japanese.

7 I'm from Australia.
I'm Australian.

8 I'm from the USA.
I'm American.

9 I'm from Brazil.
I'm Brazilian.

10 I'm from Argentina.
I'm Argentinian.

2 Which of the words for countries and nationalities are similar to those words in your language?

APPENDIX 3

A: *Who is your favorite soccer player?*

B: *Rivaldo*

A: *Is he Italian?*

B: *No, he isn't. He's Brazilian.*

A: *Who's your favorite movie star?*

B: *Cameron Diaz*

A: *Where is she from?*

B: *She's from the United States.*

- *Who's your favorite singer?*
- *Who is your favorite actor?*
- *Who's your favorite basketball player?*
- *Who is your favorite tennis player?*
- *Who's your favorite teacher?*
- *What's your favorite band?*

APPENDIX 4

Direction : Fill in the blanks with : **AM ,IS**, or **ARE** according to the subject. Then rewrite the sentence using the short form.

- 1- I _____ from El Salvador. _____ from El Salvador.
- 2- They _____ from England. _____ from England.
- 3- You _____ not American. _____ not American.
- 4- She _____ a loyal friend. _____ a loyal friend.
- 5- He _____ my grandfather. _____ my grandfather.
- 5-We _____ in high school. _____ in high school.
- 6- It _____ my new bicycle. _____ my new bicycle.
- 7- Ricky _____ from Puerto Rico. _____ from Puerto Rico.
- 8-You _____ Costa Rican. _____ Costa Rican.
- 9- They _____ Colombian. _____ Colombian.
- 10-She _____ my teacher. _____ my teacher.

Direction : Fill in the blanks with : **AM ,IS**, or **ARE** according to the subject. Then rewrite the sentence using the short form.

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- 5- He _____ my grandfather. _____ my grandfather.
- 5-We _____ in high school. _____ in high school.
- 6- It _____ my new bicycle. _____ my new bicycle.
- 7- Ricky _____ from Puerto Rico. _____ from Puerto Rico.
- 8-You _____ Costa Rican. _____ Costa Rican.
- 9- They _____ Colombian. _____ Colombian.
- 10-She _____ my teacher. _____ my teacher.

APPENDIX 5

Argentina



English-4kids.com

Egypt



English-4kids.com

Spain



English-4kids.com

Sweden



English-4kids.com

New Zealand



English-4kids.com

India



English-4kids.com

South Africa



English-4kids.com

Where is he from?



He's from the U.S.

English-4kids.com

Japan



English-4kids.com

Cameroon



English-4kids.com

Germany



English-4kids.com

Brazil



English-4kids.com

U.S.A



English-4kids.com

Kenya



English-4kids.com

Greece



English-4kids.com

Italy



English-4kids.com

Ireland



English-4kids.com

Australia



English-4kids.com

Russia



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Countries

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LESSON PLAN 6 – CLASSROOM OBJECTS

OBJECTIVES: At the end of this lesson, students will be able to:

- Identify the objects inside a classroom in English
- Talk about the things you use at school

MATERIALS: charts, flash cards, CD player, markers, board, worksheets, computer.

WARM UP: Hang man

Divide students in two groups, it can be girls against boys. Draw a hangman on the board and write the lines. For example: book; eraser; pencil

PRESENTATION:

1. Prepare some flash cards about classroom objects pictures and names. Give a picture or a name of a classroom object to each student. Then students have to stand up and go around the classroom until they find the correct name for their pictures and vice versa. (Appendix 1)

PRODUCTION ACTIVITIES:

2. Use the flash cards to check on the previous exercise and present more classroom objects. Have students repeating.
3. Give students a worksheet with some classroom objects pictures numbered. Then play the CD and the students have to listen to the names of the pictures. Ask students to write the names of the objects on the worksheet. (Appendix 2)
4. Pair work: Paste a chart with the conversation and practice a couple of times with the students. Practice changing the classroom objects in the dialogue. Then ask students to do the same in couples. (Appendix 3)

David: Could you give me that book on the table over there?

Frank: Do you mean this book here?

David: Yes, that book.

Frank: Here you are. Oh, could you give me those pencils on the table over there?

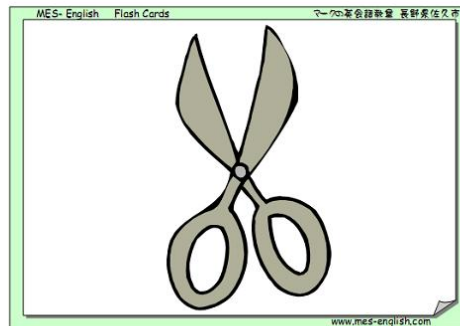
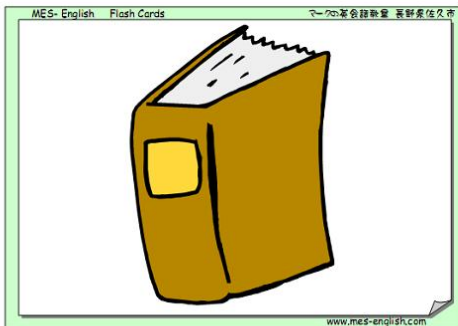
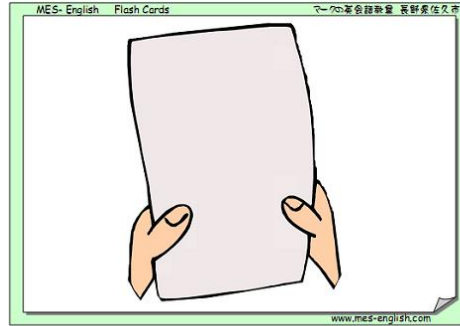
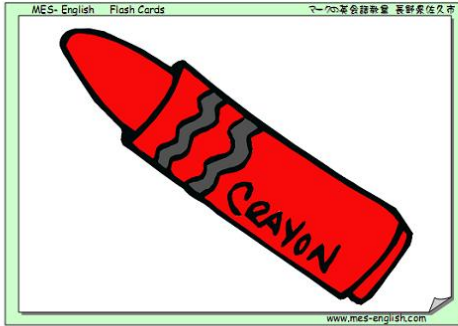
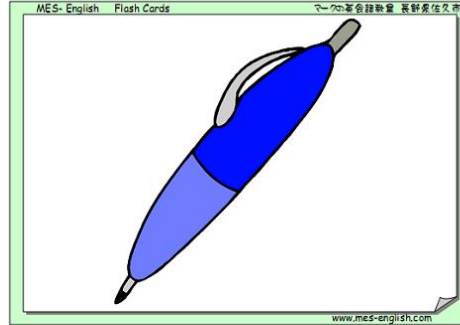
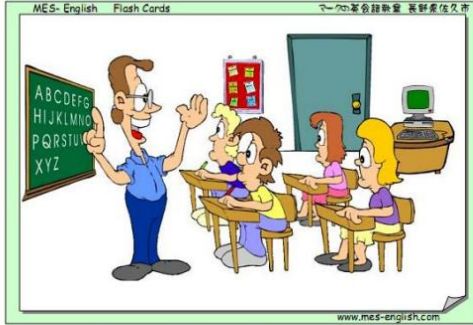
David: These? Sure, here you are.

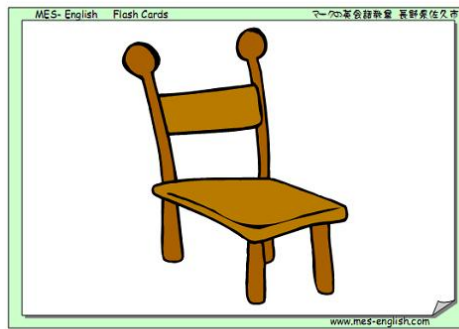
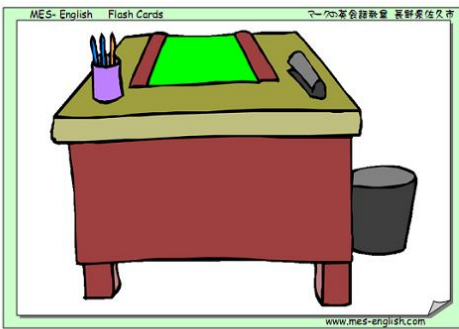
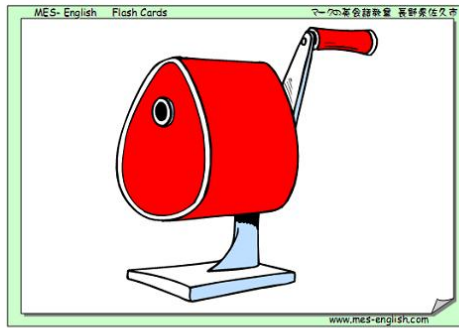
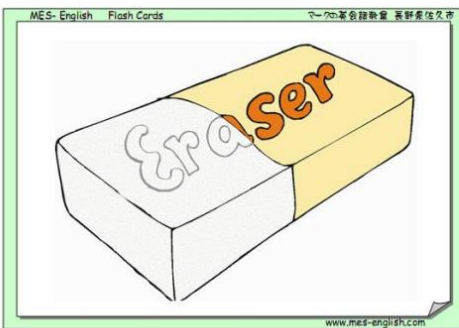
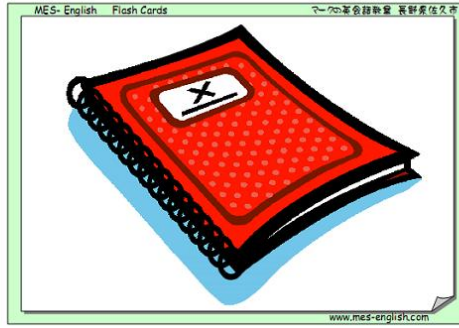
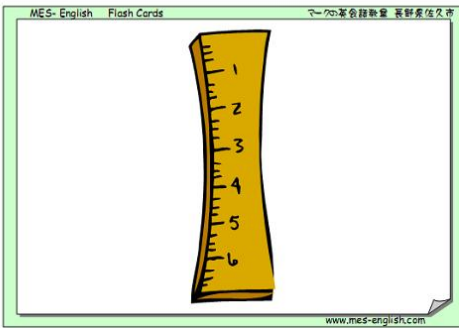
5. Survey: write the following question on the board: What do you have in your backpack? I have a pencil, an eraser, a notebook and a book. Practice making and answering the question and then ask students to go around the classroom asking their classmates the same question and writing down the answers. (Appendix 4)
6. Give students the school supplies crossword. After they finish filling it out, ask them to match the words with the pictures (appendix 5).
7. Play a video about classroom objects. Have students making sentences with the classroom objects.

WRAP UP

The teacher will place some objects in a bag and will ask students “*What is this?*” And students will answer “*It’s a calculator.*” Then students can take turns taking out objects and asking the question.

APPENDIX 1





APPENDIX 2

UNIT
0

Classroom language

- Classroom language and vocabulary
- Possessive adjective: *your*

Read

1 Look at the pictures. How do you say these things in your language?

a




I don't understand. Can you repeat that, please?

b



What does "favorite" mean?

c



How do you say "camisa" in English?

d



How do you spell "English"?

e



Sorry I'm late.

Listen


2 Listen and write the letters of the pictures above in the order you hear them.

e _ _ _ _

3 Listen to your teacher and mime the actions.




1 Open your books to page 6.



3 Read the dialogue.



5 Work with your partner.



6 Look at the board.



2 Listen to the CD.



4 Write the answers.



7 Raise your hand.

APPENDIX 3

David: Could you give me that book on the table over there?

Frank: Do you mean this book here?

David: Yes, that book.

Frank: Here you are. Oh, could you give me those pencils on the table over there?

David: These? Sure, here you are.



**APPENDIX UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY FACULTY
FOREIGN LANGUAGE DEPARTMENT**

LESSON PLAN 7 – THE PARTS OF THE HOUSE

OBJECTIVES: At the end of this lesson, students will be able to:

- Describe the different parts of the house
- Name the different furniture and objects

MATERIALS: charts, flash cards, CD player, markers, board, worksheets.

WARM UP:

Get two copies of a picture with the parts of the house; then cut them into pieces. After that, divide the class in two groups and give each group a puzzle. They will have 5 minutes to get the picture of the house. Give a prize to the group who finishes first.

PRESENTATION:

1. Paste the following conversation on the board. Then, have students repeating it a couple of times. After that, make them practice it in pairs, using their own information. Finally, ask them to perform it at the front (appendix 2).

Linda: Guess what! I have a new apartment.

Chris: That's super. What's it like?

Linda: It's really beautiful.

Chris: How many rooms does it have?

Linda: Well, it has a bedroom, a bathroom, a kitchen, and a living room. Oh, and a big closet in the hall.

Chris: Where is it?

Linda: It's on Lakeview Drive.

Chris: Oh, nice. Does it have a view?

Linda: Yes, it does. It has a great view of my neighbors' apartment.

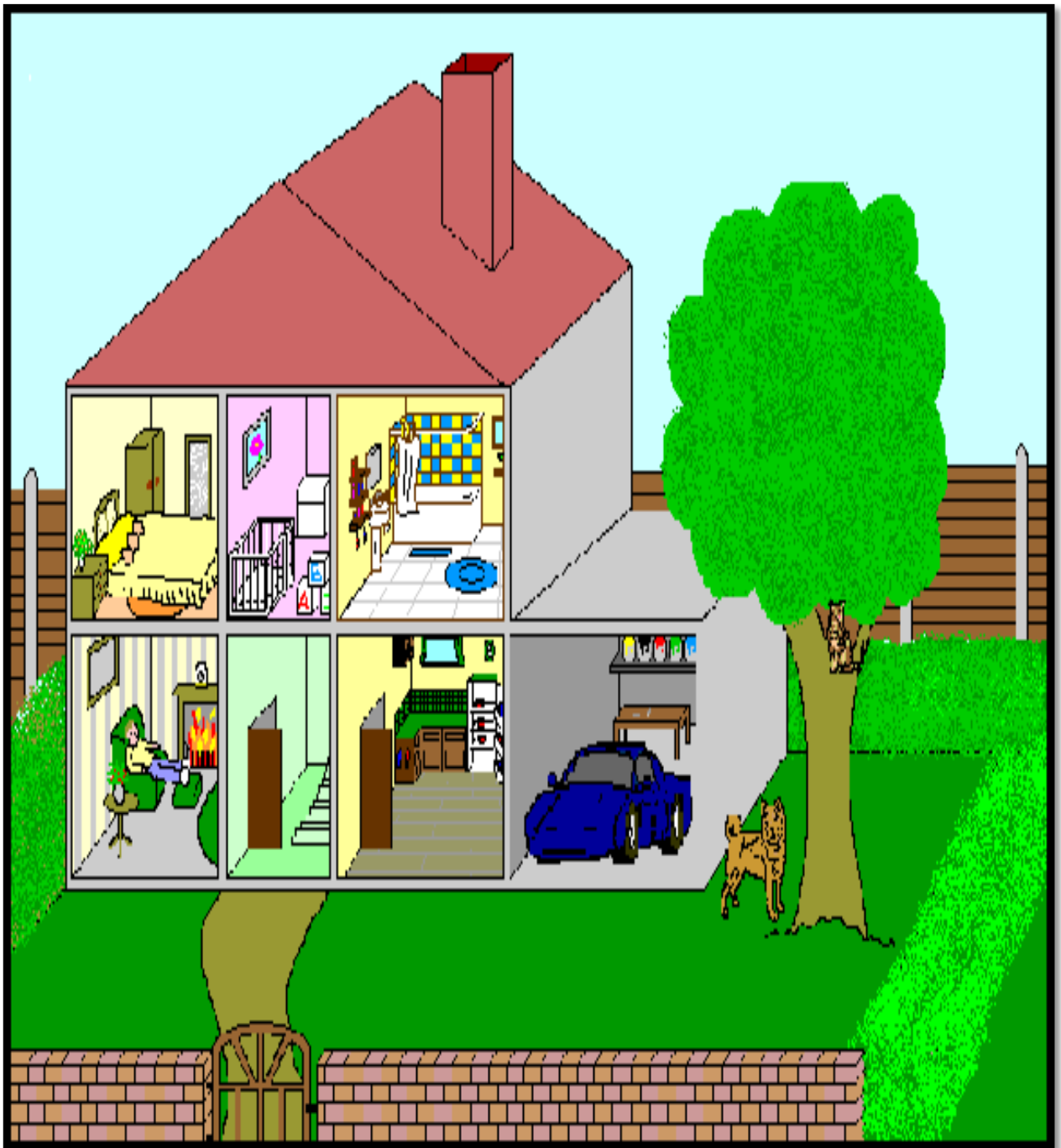
PRODUCTION ACTIVITIES

2. Give each student a bingo sheet. Explain to students how to play bingo. Start calling out things until one student says bingo (appendix 3).
3. Have students working in pairs. Then paste the following question on the board: *What's there in your house?* Students have to ask each other this question; then, they have to report to the class the answer.
4. Ask students to work in pairs. Then, give a copy of the crossword to each couple. When most of them have finished, ask them to report to the class to check the answers (appendix 4).
5. Prepare a power point presentation about the parts of the house. Ask students to name all of them while you are going from one slide to another.

WRAP UP:

Using the same power point presentation, ask questions to the class like the following: *what's there in your bedroom? What's there in the kitchen? What's there in the living room?*

APPENDIX 1



APPENDIX 2

Linda: Guess what! I have a new apartment.

Chris: That's super. What's it like?

Linda: It's really beautiful.

Chris: How many rooms does it have?

Linda: Well, it has a bedroom, a bathroom, a kitchen, and a living room. Oh, and a big closet in the hall.

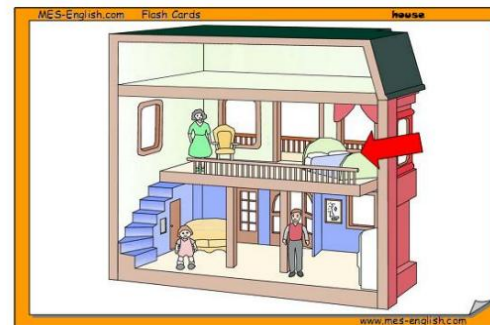
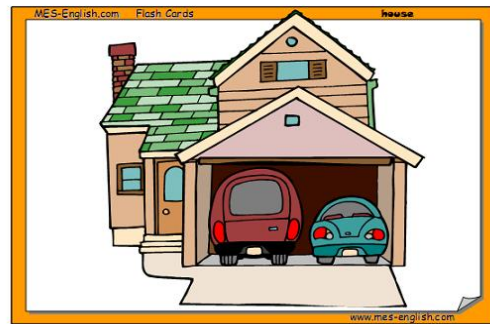
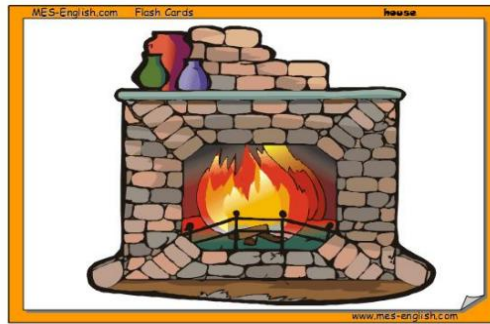
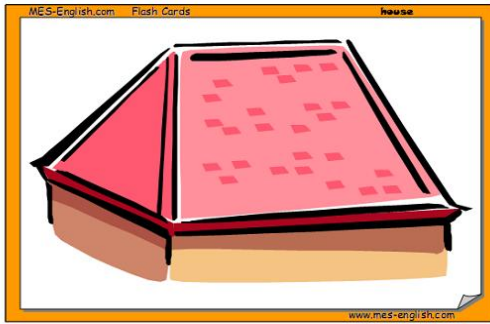
Chris: Where is it?

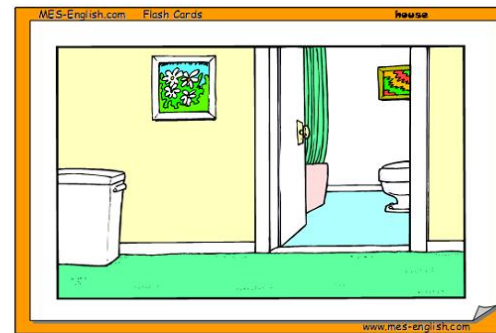
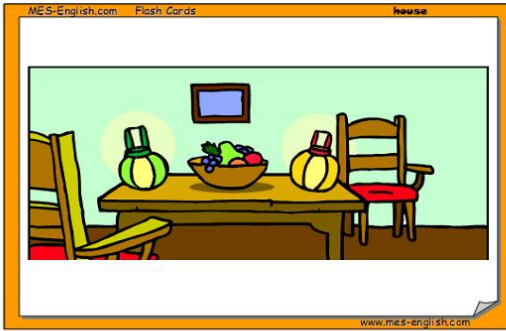
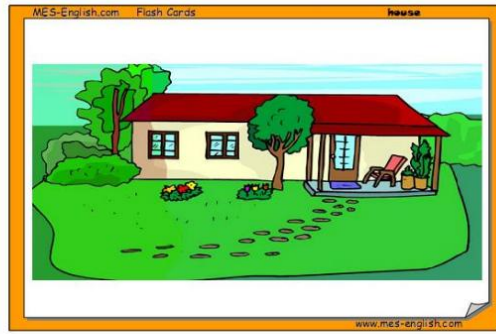
Linda: It's on Lakeview Drive.

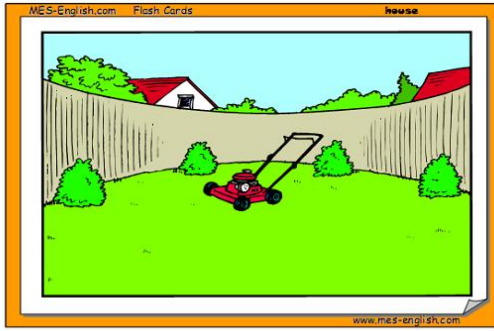
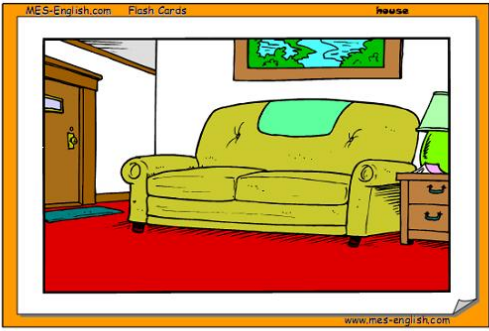
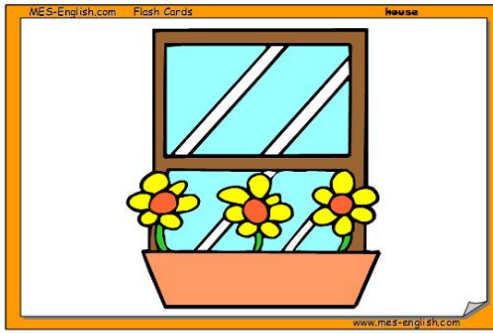
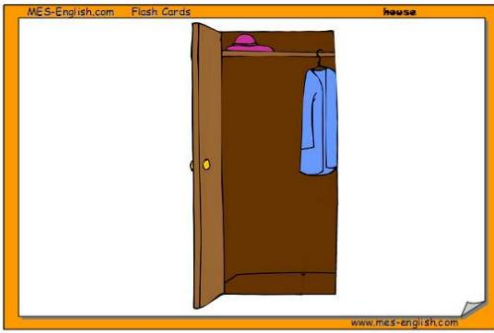
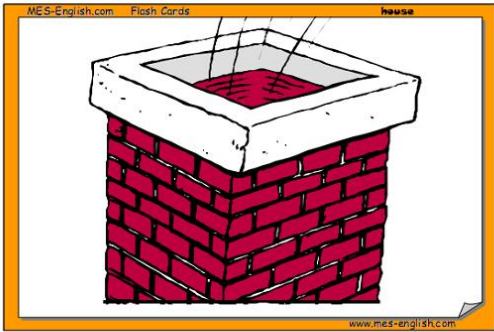
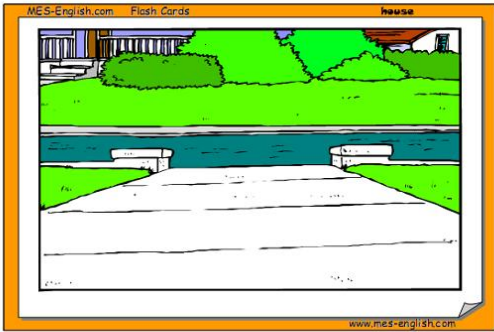
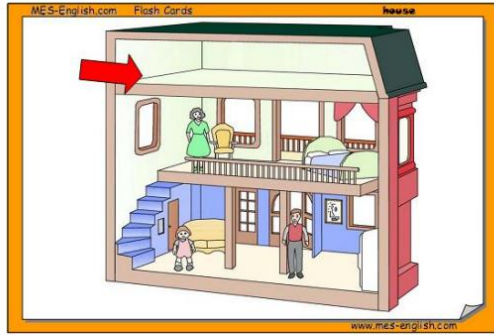
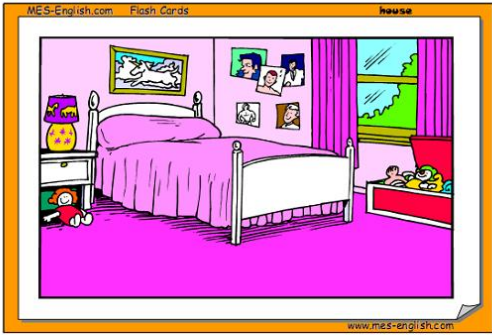
Chris: Oh, nice. Does it have a view?

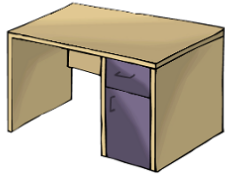
Linda: Yes, it does. It has a great view of my neighbors' apartment.

APPENDIX 3



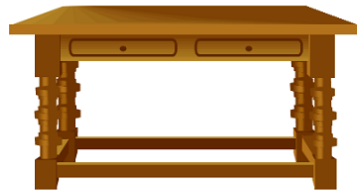






Desk

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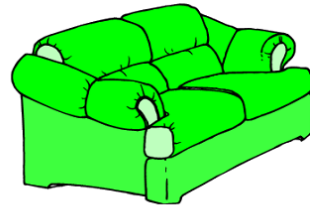
Table

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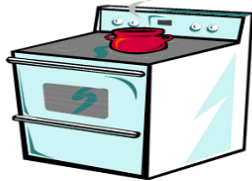
Lamp

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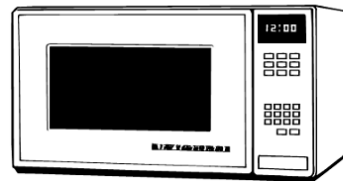
Sofa

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Oven

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Microwave

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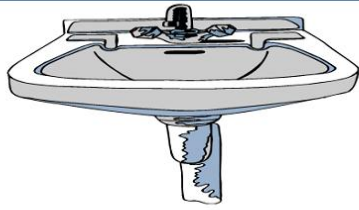
Toilet

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Bath

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Sink

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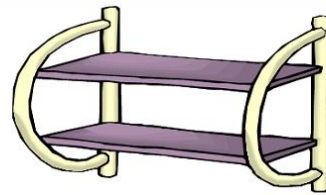
Bed

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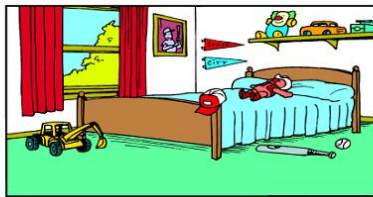
Chair

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Shelf

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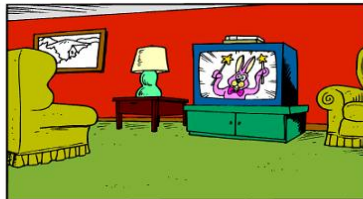
Bedroom

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Fridge

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Living room

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Kitchen

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APPENDIX 4

Across

3. you enter the house here
 4. it is made of glass
 5. you sleep here
 9. it is at the top of the house
 10. it gives you warmth

Down

1. it is under your feet
 2. it is below the rooms
 5. you can wash yourself in it
 6. open it to go to another room
 7. it is outside the entrance
 8. it separates rooms

Across

3. you enter the house here
 4. it is made of glass
 5. you sleep here
 9. it is at the top of the house
 10. it gives you warmth

Down

1. it is under your feet
 2. it is below the rooms
 5. you can wash yourself in it
 6. open it to go to another room
 7. it is outside the entrance
 8. it separates rooms



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LESSON PLAN 8 – SPORTS

OBJECTIVES: At the end, of this lesson students will be able to:

- Talk about the most common sports
- Talk about the equipment they need to practice each sport

MATERIALS: charts, flash cards, CD player, markers, board, worksheets.

WARM UP: Memory game

Make two cards, one containing the name of the most common sports and the other containing the pictures of people playing them. Paste the on the board; then divide the class in two groups. Each group will have the opportunity to make as many guesses as possible. The group who has more guesses will be the winner.

PRESENTATION:

1. Give students a sheet of paper containing the pictures of sports. Then, have students listening to the sports on the CD. They will have to write the names of all the sports (MT=1).

PRODUCTION ACTIVITIES:

2. Prepare a set of flashcards about sports. Then, give one flashcard to each student. After that, ask them to make a sentence with the sport they have (appendix 2):

Ex: *I like to play football.*

or

I don't like to play football.

3. Give each student a “find someone who” card and ask them to go around the classroom till they have at least one person who practice each sport (appendix 3).

Find someone who.....

Goes hiking

Play football

Play tennis

Goes swimming

Plays soccer

Plays volleyball

4. Ask students to make trios. Then, provide the board game about sports. Explain to them how to play it and tell them that you are going to give a prize to the person who finishes first from each group (appendix 4).
5. Ask students to work in pairs. Then, give each student a copy of the “sport survey.” They will have to fill it out with the information of their classmate. Finally, they will have to report to the class the information they have gotten (appendix 5).
6. Present a set of flashcards about sport equipment to the students and ask them to repeat after you. While going from one flashcard to another, ask the following question: *What do you use it for?* (Appendix 6).
7. Give a crossword about sports to each student. Try to make all students participate when checking the answers (appendix 7).

WRAP UP:

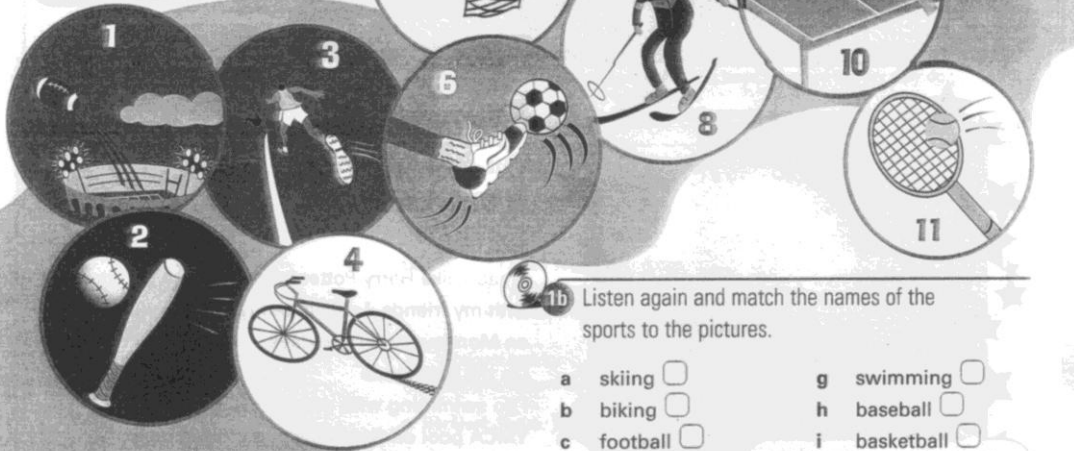
Prepare a power point presentation about sports and have students saying the names of the sports. Then, have students saying a famous person who practices each sport.

APPENDIX 1

UNIT 4

Sports

1a Listen to the names of the sports.



1b Listen again and match the names of the sports to the pictures.

- | | | | | | |
|---|------------|--------------------------|---|-----------------|--------------------------|
| a | skiing | <input type="checkbox"/> | g | swimming | <input type="checkbox"/> |
| b | biking | <input type="checkbox"/> | h | baseball | <input type="checkbox"/> |
| c | football | <input type="checkbox"/> | i | basketball | <input type="checkbox"/> |
| d | soccer | <input type="checkbox"/> | j | tennis | <input type="checkbox"/> |
| e | gymnastics | <input type="checkbox"/> | k | table tennis | <input type="checkbox"/> |
| f | volleyball | <input type="checkbox"/> | l | track and field | <input type="checkbox"/> |

Free-time activities

2a Listen to the free-time activities.

2b Check the activities you do.



3 I listen to music.



4 I go to the movies.



5 I go out with my friends.



2 I read.



6 I play the guitar.



7 I play video games.

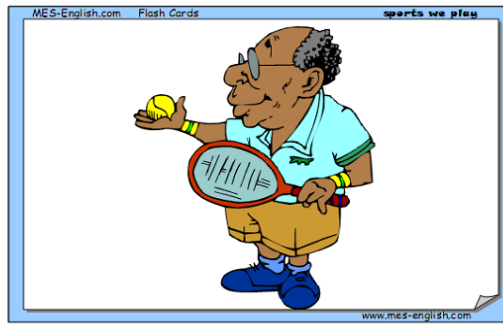


8 I collect teddy bears.



9 I collect baseball cards.

APPENDIX 2

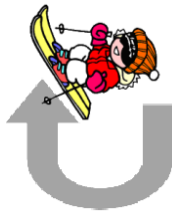




APPENDIX 4



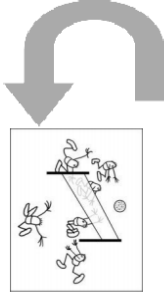
What sports are dangerous?	Is soccer exciting?	Talk about your favorite sport.	Ups! Go back 1	Why is auto racing popular?	Good! Go ahead 1	Good! Move ahead 1!
----------------------------	---------------------	---------------------------------	----------------	-----------------------------	------------------	---------------------



Talk about surfing for 1 minute



Move ahead 1	Your partner will ask you a question about sports.	Go back 2.	Talk about soccer for 1 minute	Is ice hockey popular in El Salvador? Why is that?	Do you think golf is dangerous?	Stand up and act out surfing and tennis!	Talk about auto racing for 1 minute
--------------	--	------------	--------------------------------	--	---------------------------------	--	-------------------------------------



Ask your partner 3 questions about sports!	Where is volleyball popular?	Great! Move ahead 1.	Why is tennis popular?	Talk about a dangerous sport.	What sports are expensive?	What sports are popular in The U.S.?
--	------------------------------	----------------------	------------------------	-------------------------------	----------------------------	--------------------------------------



APPENDIX 5

Sports	I like	I don't like
Basketball		
Tennis		
Football		
Skiing		
Soccer		
Volleyball		
swimming		
Baseball		
Table tennis		
Windsurfing		

Sports	I like	I don't like
Basketball		
Tennis		
Football		
Skiing		
Soccer		
Volleyball		
swimming		
Baseball		
Table tennis		
Windsurfing		

Sports	I like	I don't like
Basketball		
Tennis		
Football		
Skiing		
Soccer		
Volleyball		
swimming		
Baseball		
Table tennis		
Windsurfing		

APPENDIX 6



ball

English-4kids.com



**sport
equipment**



English-4kids.com



racquet

English-4kids.com



ice skates

English-4kids.com



glove

English-4kids.com



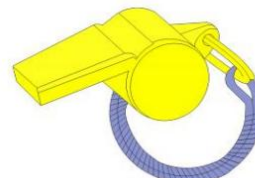
bat

English-4kids.com



shuttlecock

English-4kids.com



whistle

English-4kids.com



boot

English-4kids.com



table

English-4kids.com



helmet

English-4kids.com



cap

English-4kids.com



bow and arrow

English-4kids.com



club

English-4kids.com

APPENDIX 7

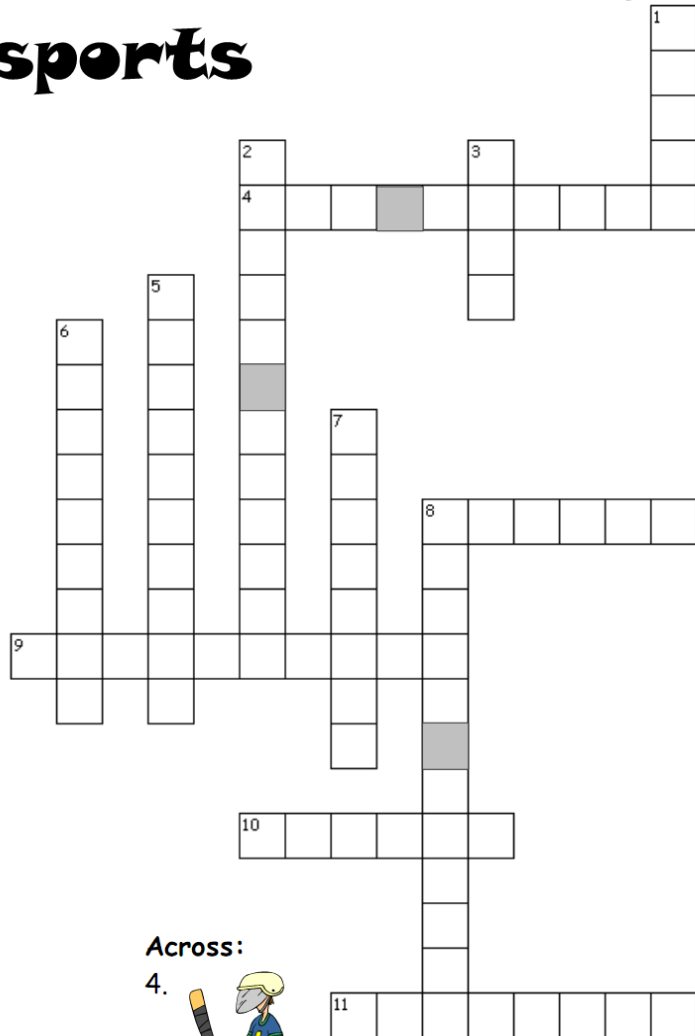
www.mes-english.com

sports

Down:



Across:





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LESSON PLAN 9 – DAILY ACTIVITIES

OBJECTIVES: At the end of this lesson, students will be able to:

- Talk about their daily routines
- Tell the time.

MATERIALS: charts, flash cards, CD player, markers, board, worksheets.

WARM UP: Operator game: divide the class in two groups. Then, whisper the following sentence to the first student: *I like to play football and to play basketball with my friends.* Ss have to whisper the sentence to each other in turn until they reach the last student, who has to share them with the class.

PRESENTATION:

Give a copy of “Juan Gomez” daily routine to each student. Allow them some time to read it. Then, make them questions to check their understanding. After that, ask them to make a similar paragraph with their personal information (appendix 1).

PRODUCTION ACTIVITIES:

1. Get some flashcards of people doing different activities; while going from one flashcard to another, ask students the following question: What does he/she do? (Appendix 2).
2. Give a copy of the daily routine questionnaire to each student and give them some time to fill it out. Then, ask them to change the questionnaire with a classmate to check the answers (appendix 3).
3. Ask students to work in pairs; then, give a copy of the “daily routine/frequency adverbs” to each couple and explain how to use them. Give them some time to do the exercises, and then ask them to report to the class the answers (appendix 4).

4. Present a video about daily routines and have students watching it. After that, play the video again but make pauses for students to read aloud the sentences.
5. Get some flashcards of clocks showing different time. Show them to the students and explain to them the different ways to tell the time (appendix 5).
6. Give students the “time clock nearest 15” practice; then, have students checking the answers in pairs (appendix 6).
7. Make a chart containing different clocks without their hands and paste it on the board. Then, have students going to the board and writing at least two different ways to say the time per each clock.
8. Give to the students the “time match” practice. When all of them have finished, ask for the answers individually. If a student makes a mistake, ask another student to help him/her out (appendix 7).
9. Make a big clock with movable hands to ask students the time. Tell them that they have to provide at least two different ways to tell the time (appendix 8).
10. Divide the class in two groups, girls against boys. Then, use a puppet to mimic a daily routine. The two groups have to guess what the puppet does.

WRAP UP:

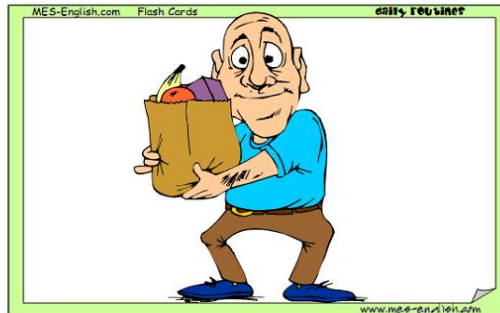
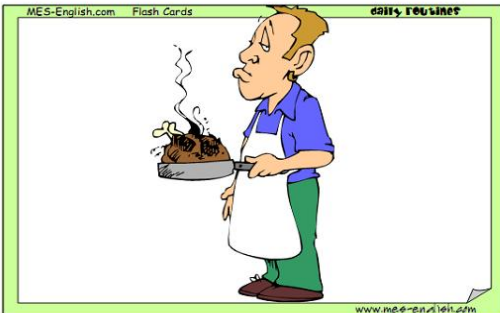
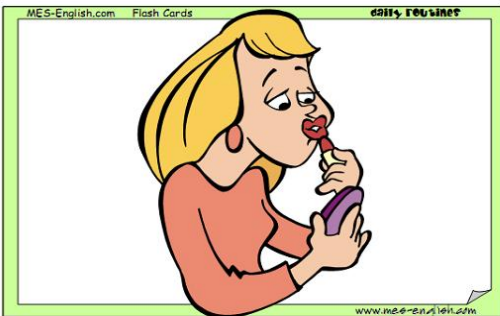
Present a power point presentation about daily activities to the students and ask them to make sentences that go along with the pictures. Ex: *She brushes her teeth at seven o'clock. He wakes up at six o'clock* (Appendix 9).

APPENDIX 1

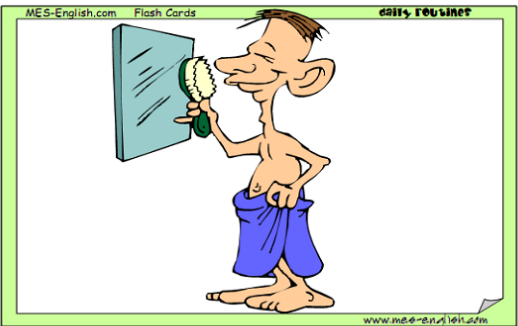
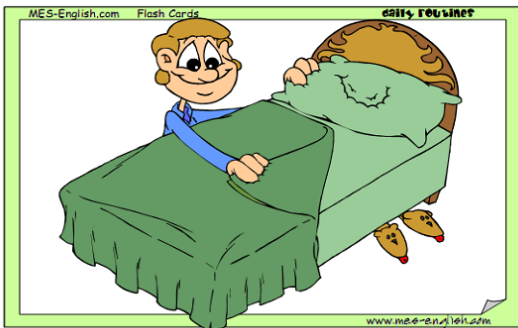
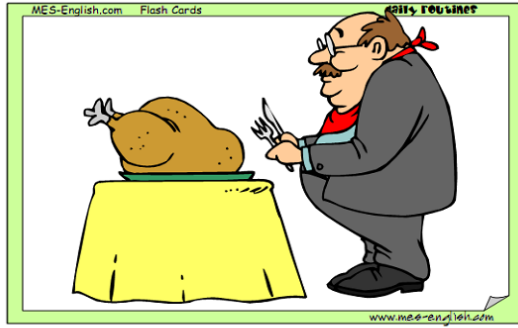
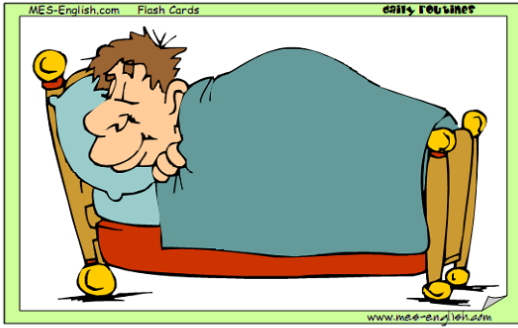
Juan Gomez wakes up at six o'clock every morning. He gets up, takes a shower, gets dressed, and eats breakfast. After breakfast he reads the newspaper until 7:15. Then, he leaves for work. He gets on the bus at the bus stop, rides it to University Avenue, gets off, and walks to his office. He works until five o'clock. He usually goes and plays basketball with friends after work. Then he goes home. Juan leads a very boring life.

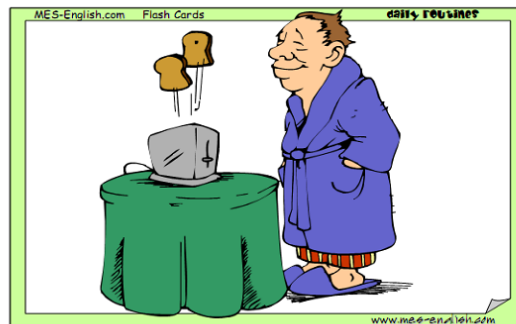
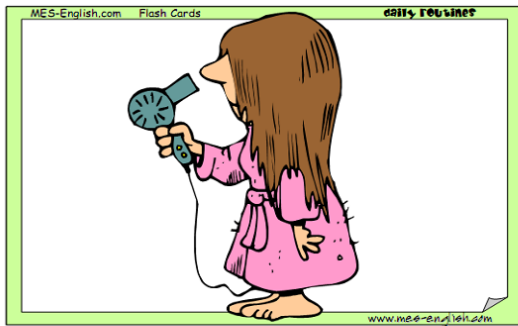
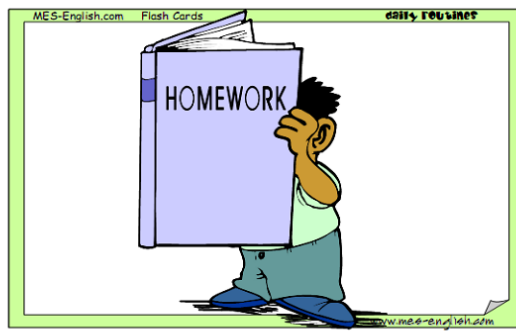
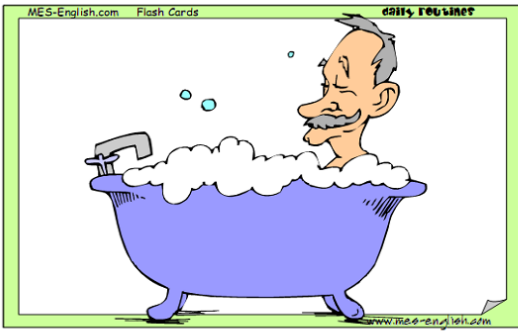
Juan Gomez wakes up at six o'clock every morning. He gets up, takes a shower, gets dressed, and eats breakfast. After breakfast he reads the newspaper until 7:15. Then, he leaves for work. He gets on the bus at the bus stop, rides it to University Avenue, gets off, and walks to his office. He works until five o'clock. He usually goes and plays basketball with friends after work. Then he goes home. Juan leads a very boring life.

APPENDIX 2









APPENDIX 3

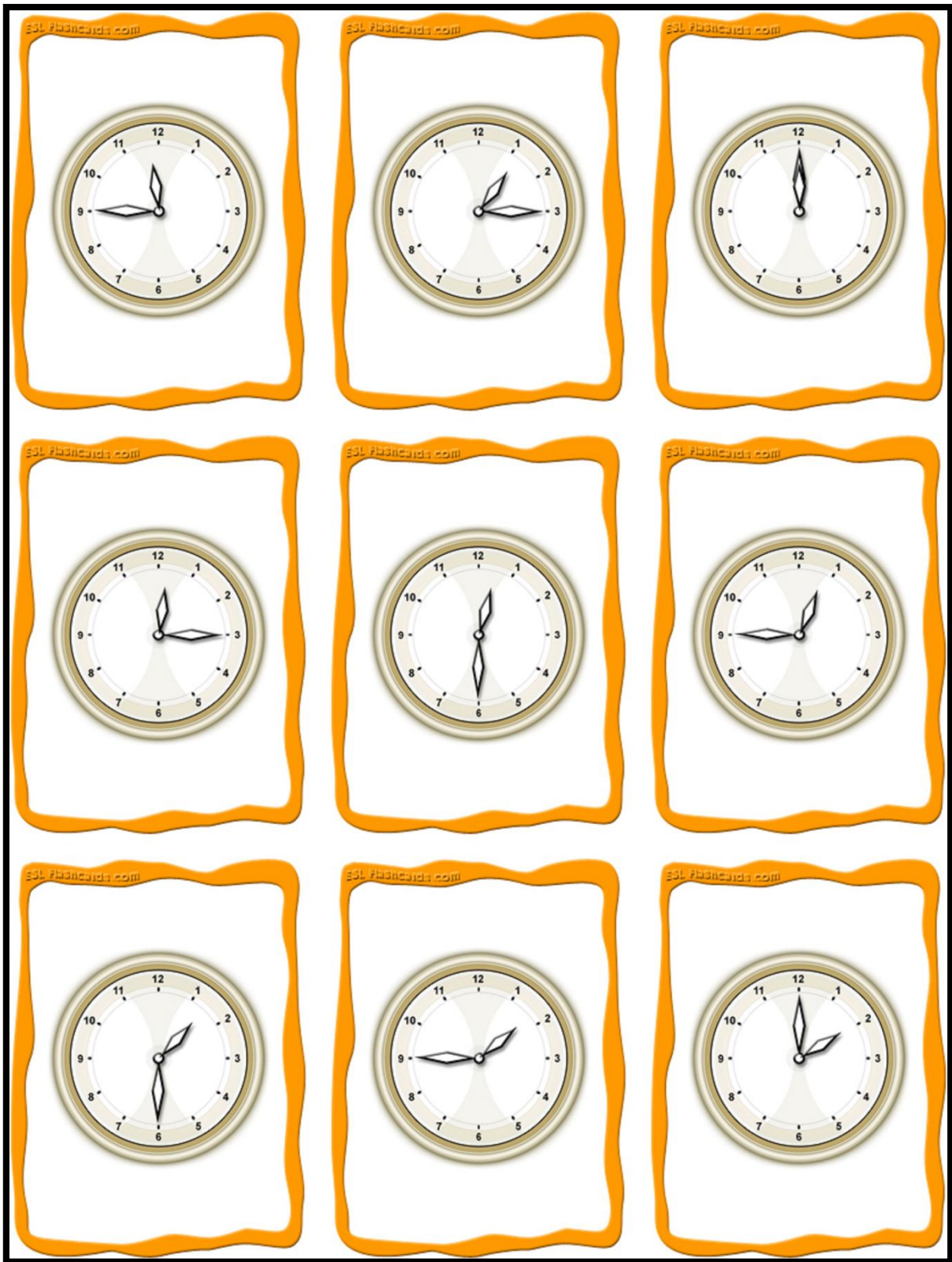


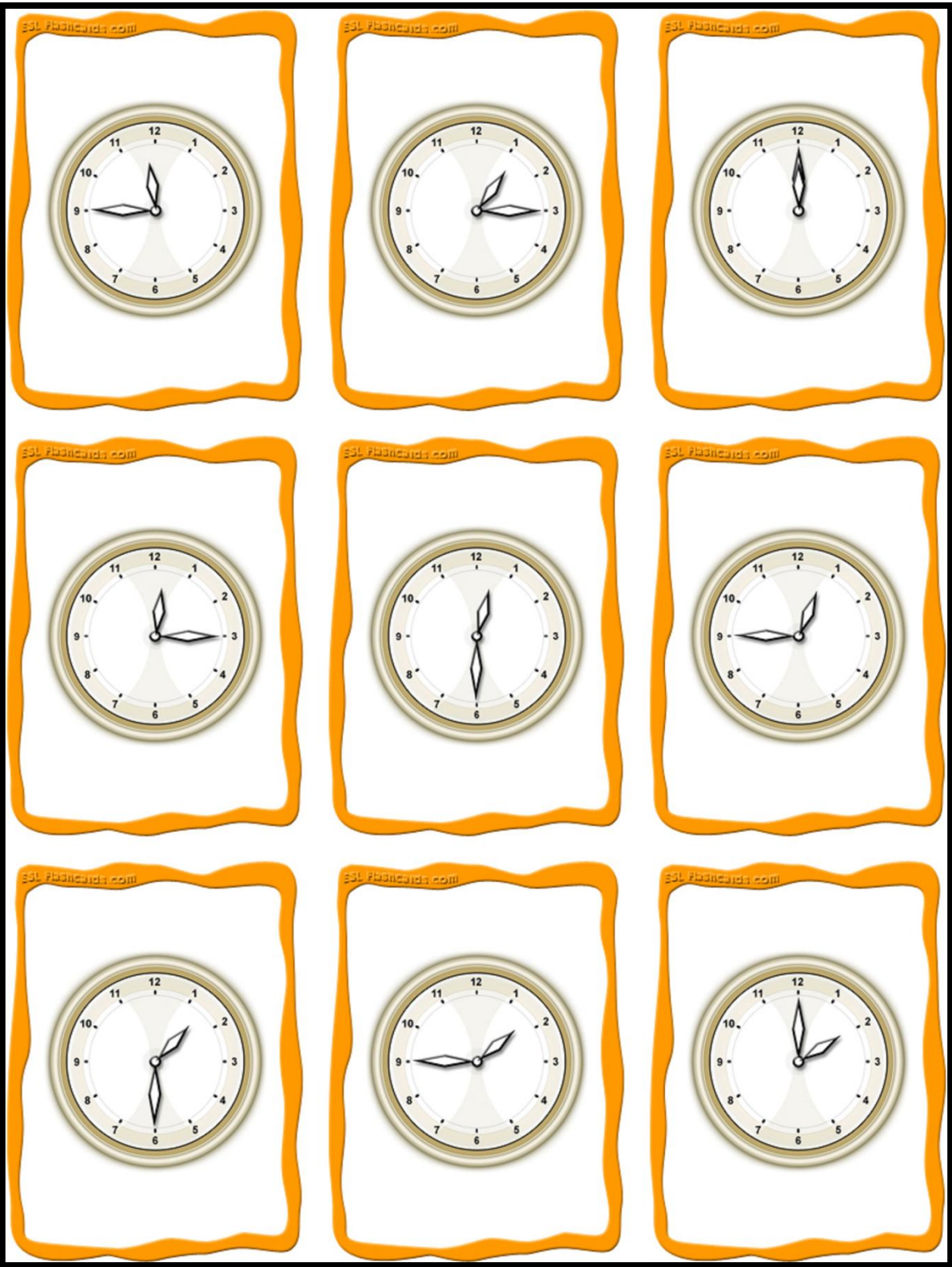
What time do you...?	you	Students' name
get up on Sundays?		
get up Mondays?		
have breakfast at the weekend?		
have breakfast on Tuesdays?		
have lunch on Thursdays?		
have dinner on Saturdays		
go to your English lessons		
go home after your English lessons?		
go to bed on Fridays?		
go to bed on Wednesdays?		
take a shower?		

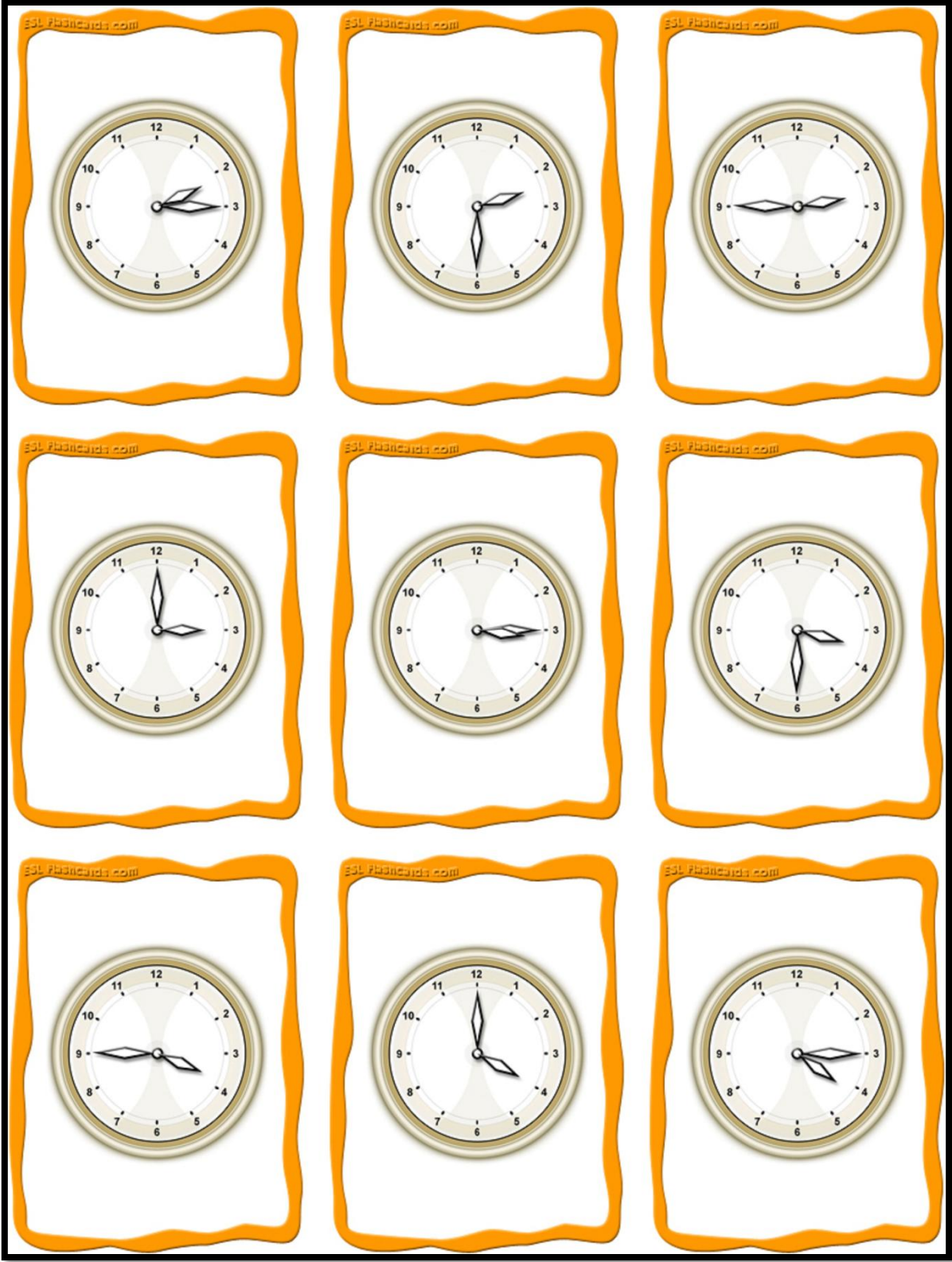


What time do you...?	you	Students' name
get up on Sundays?		
get up Mondays?		
have breakfast at the weekend?		
have breakfast on Tuesdays?		
have lunch on Thursdays?		
have dinner on Saturdays		
go to your English lessons		
go home after your English lessons?		
go to bed on Fridays?		
go to bed on Wednesdays?		
take a shower?		

APPENDIX 5







APPENDIX 6

Name: _____

Time to the Quarter Hour

Telling Time

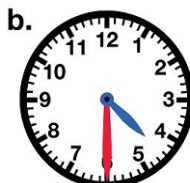
To the Nearest Quarter Hour

Write the time shown on each clock. Write it the "regular way" and the "smart way." The first one has been done for you.

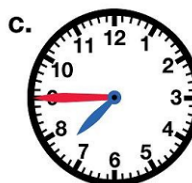


2:15

Quarter after 2



____ : ____



____ : ____



____ : ____



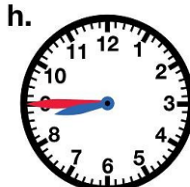
____ : ____



____ : ____



____ : ____



____ : ____



____ : ____

APPENDIX 7

Name: _____ Time - Matching

Time Match

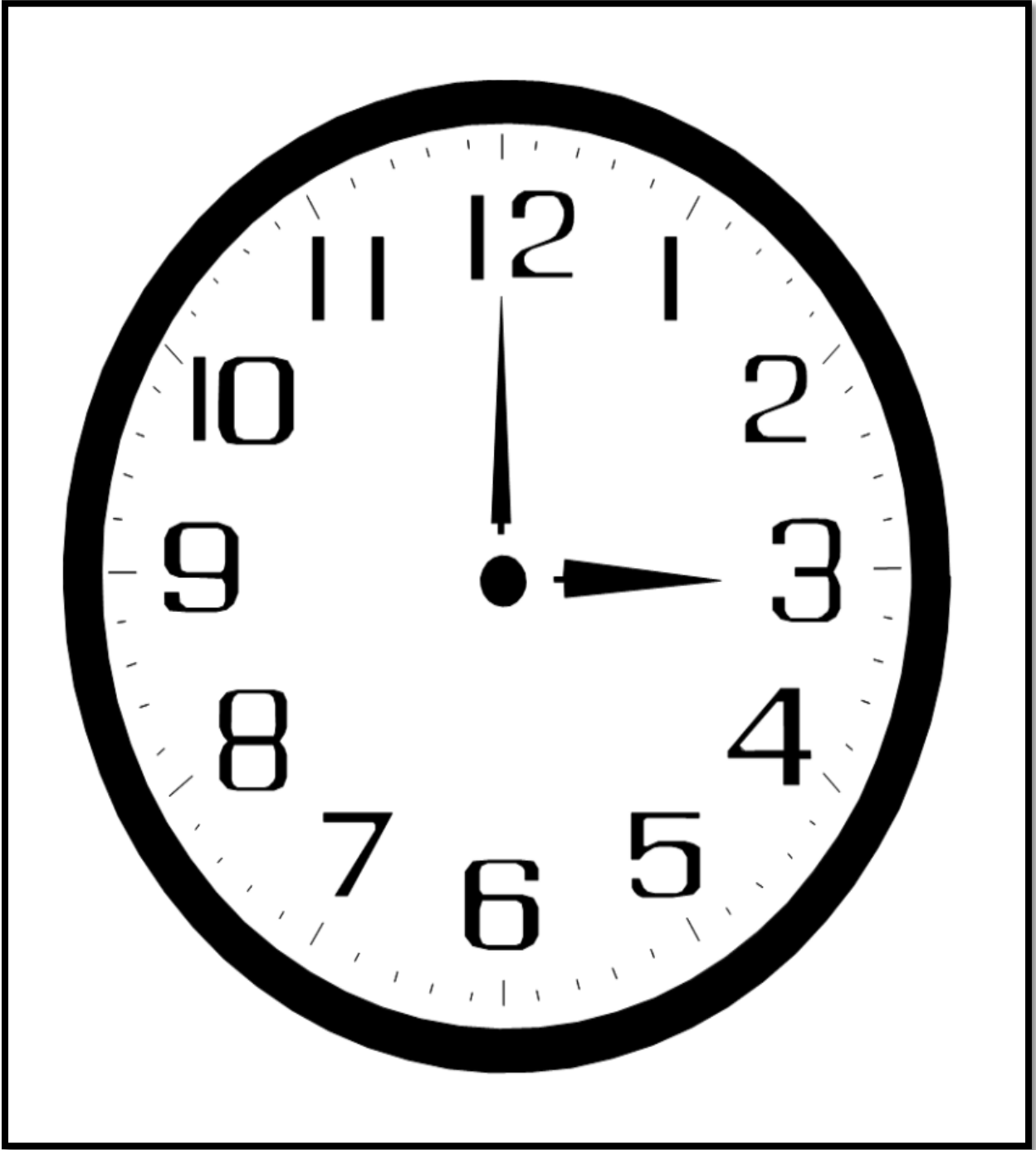
Match the time on the left with same time on the right.

- | | |
|------------|----------------------------|
| _____ 4:05 | a. five minutes after four |
| _____ 4:10 | b. five minutes to five |
| _____ 4:15 | c. ten minutes after four |
| _____ 4:30 | d. ten minutes to five |
| _____ 4:45 | e. quarter after four |
| _____ 4:50 | f. quarter to five |
| _____ 4:55 | g. half past four |

Now, try these...

- | | |
|-------------|-------------------------------------|
| _____ 12:15 | a. half past twelve |
| _____ 12:20 | b. twenty minutes after twelve |
| _____ 12:25 | c. twenty minutes to one |
| _____ 12:30 | d. twenty-five minutes after twelve |
| _____ 12:35 | e. twenty-five minutes to one |
| _____ 12:40 | f. quarter to one |
| _____ 12:45 | g. quarter after twelve |

APPENDIX 8



APPENDIX 9


Morning Activities
ESL Lesson
Beginning Level



make breakfast



wake up late




arrive at work




sleep at night



start working



drive to work



leave the house







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FOREIGN LANGUAGE DEPARTMENT

LESSON PLAN 10 – The Family

OBJECTIVES: At the end of this lesson, students will be able to:

- Identify the members of the family in English
- Talk about the members of their families
- Describe themselves and their family members

MATERIALS: charts, flash cards, CD player, markers, board, worksheets, and pictures.

WARM UP: Adjectival Action

Write on the board an activity like "brush your teeth." Pick one student; he/she has to come to the front of the class. Then, show the student a card with an adjective written on it like "angry". The student then tries to mime the adjective. The other students have to guess the adjective. The one who guesses right gets a point and mimes the next adjective. (Appendix 1)

PRESENTATION:

1. Prepare some flash cards about the family members and paste them on the board. Next to each family member paste a flash card with an adjective describing appearance (it should be facing down). Practice with students the family members. (Appendix 2)
2. Then, ask individual students: *What's your father's name? What's your grandmother's name? What's your daughter's name?* And so on.
3. Next, turn the physical appearance adjectives flash cards, and link the family member to the adjective, for example: *My father is tall. My sister is thin and beautiful. My grandfather is fat and old* (appendix 3).

PRODUCTION ACTIVITIES:

4. Pair work: Give to each student a set of small flash cards with the family members. The students will have to use the flash cards to form their family. Then, they will introduce their family to their partners. For example: *This is my mother. Her name is Marta. She is 56 years old. This is my son. His name is Jose. He is 10 years old.* (Appendix 4)
5. Pair work: Give students a word search and ask them to find as many family members as they can. (Appendix 5)
6. Write on the board the question: *What are you like?* Then paste a picture of yourself and write a short description about your appearance. Ask students to write their own descriptions. Then, ask them to go around the classroom asking the same question. At the end, ask students to report on their classmates descriptions.

This is me.

I am short and thin.

I have white skin.

My hair is dark brown and wavy.

My eyes are dark brown.

I am young and beautiful.

7. Paste 3 pictures on the board and write their physical descriptions. Then, encourage students to describe 3 members of their family. Then, in groups of three students will share their descriptions (appendix 6).



This is my grandfather.
He is tall and fat.
He has white skin.
His hair is grey and straight.
His eyes are brown
He is old.



This is my son.
He is short and plump.
He has dark skin.
His hair is brown, short and wavy.
His eyes are black.
He is young



This is my sister.
She is tall and thin.
She has light dark skin.
Her hair is dark brown, long and curly.
Her eyes are green.
She is young and beautiful.

8. Ask students to write 2 sentences about different classmates using the following structure and personality adjectives:
- (classmate's name)_____, I appreciate you because you are _____ (personality adjective).
 - (classmate's name)_____, I consider you are a _____ (personality adjective) person.
9. Write the question: *What's your mother like?* on the board. Ask students to write a five-line paragraph about their mother. Then, they will have to share it with the rest of the class.

WRAP UP

The teacher will paste a chart on the board with appearance and personality adjectives. Students will form groups of three and use those adjectives to describe their family members or themselves (appendix 7).

tall	kind	short	beautiful	loyal	annoying	strict	curly	smart	shy
black	brown	dark	patient	generous	blond	straight	funny	strict	
funny	old	helpful	plump	thin	ugly	young	white	wavy	fat

A: What are your grandparents like?

B: My grandparents are very generous.

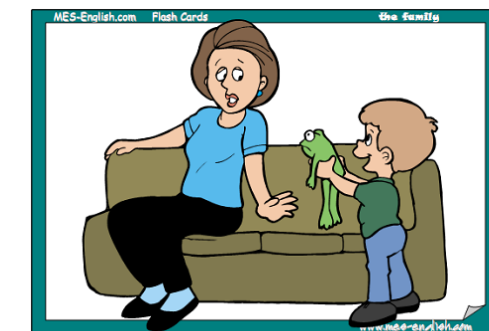
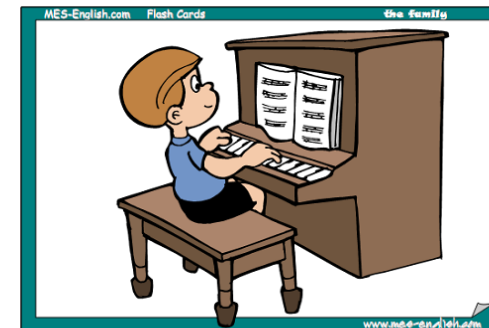
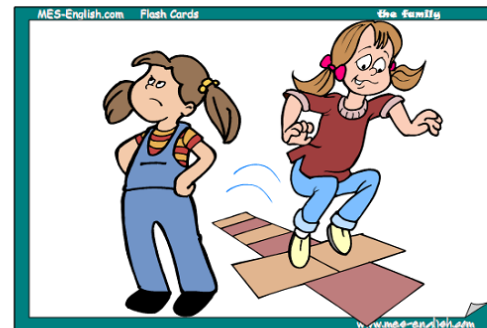
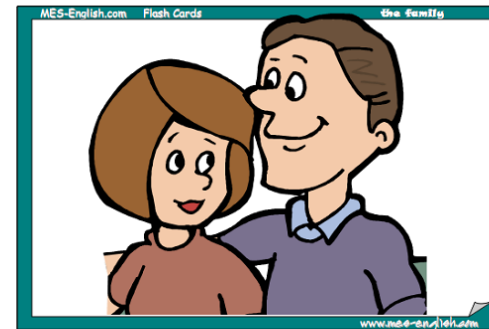
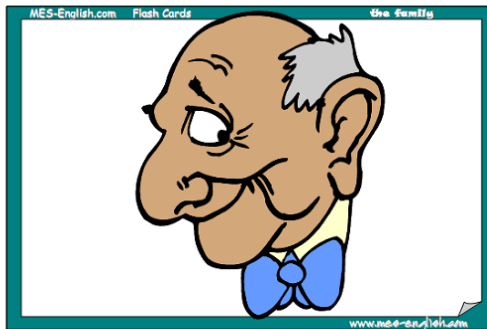
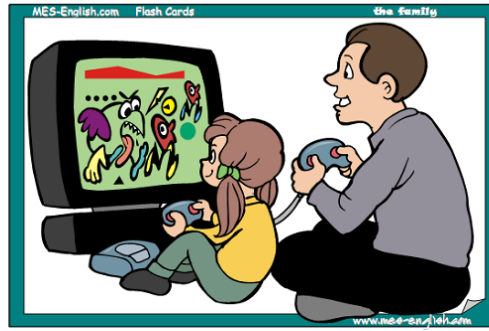
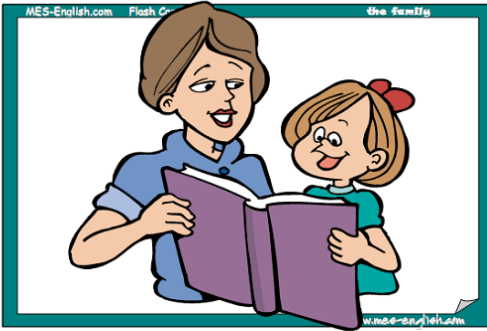
C: What does your mom look like?

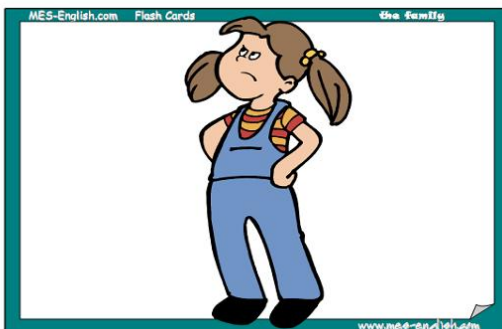
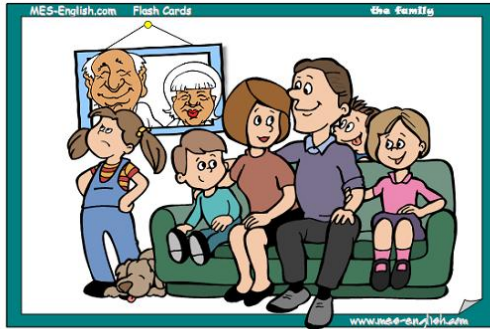
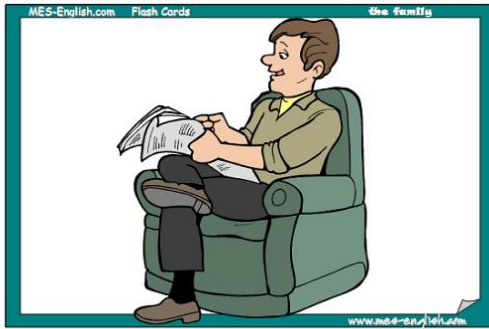
A: She is very thin and tall.

APPENDIX 1

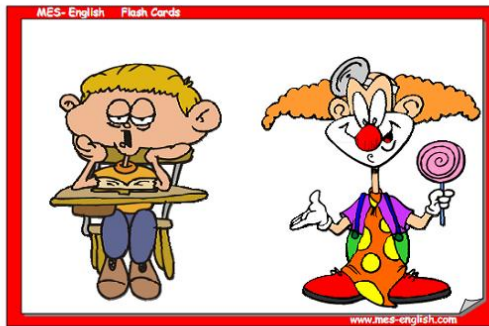
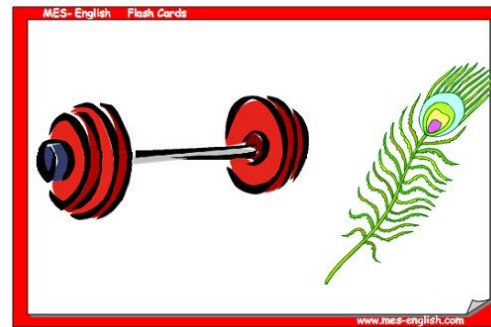
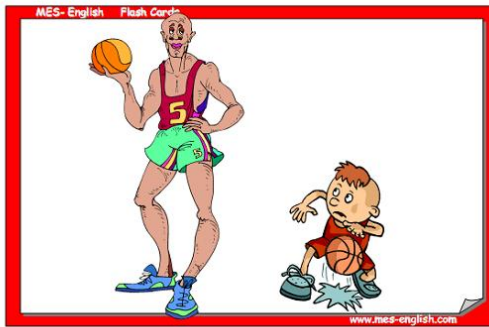
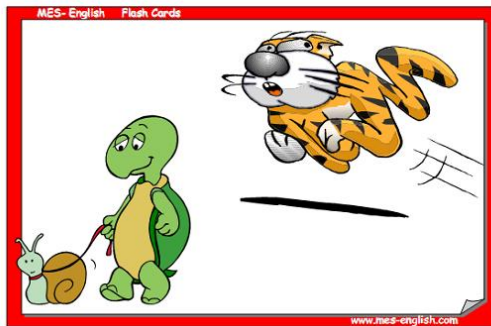
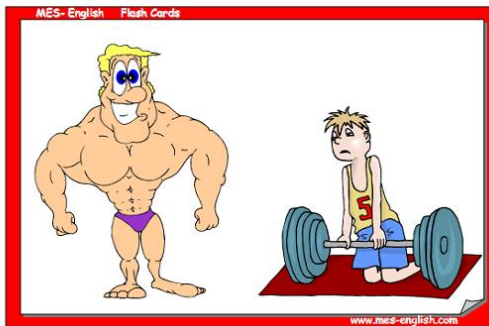
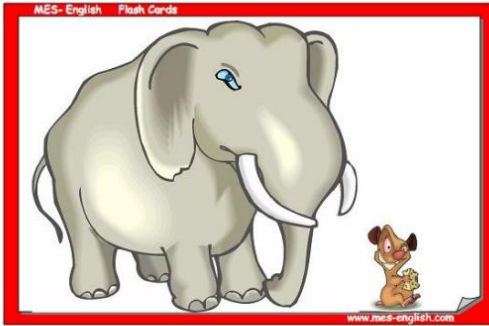
Angry	Fat	Annoying	Difficult	Loud
Happy	Tall	Strong	Easy	Dirty
Sad	Ugly	Weak	Big	Cold
Tired	Beautiful	fast	Small	Hot
Worried	interesting	Slow	funny	Boring

APPENDIX 2





APPENDIX 3



Flash Cards MES-english.com

adjectives

old

news

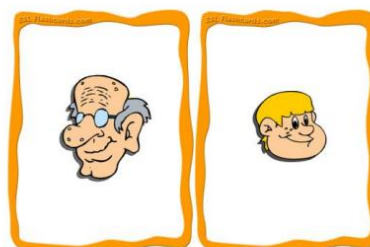
short

tall

ESL/EFL Resources for Teachers

English.com

www.mes-english.com



APPENDIX 4



APPENDIX 5



Family

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

Find the words below in the grid to the left.



aunt
brother
cousin
father
grandfather

grandmother
husband
in-law
mother
nephew

niece
sister
uncle
wife

APPENDIX 6



- This is my grandfather.
- He is tall and fat.
- He has white skin.
- His hair is grey and straight.
- His eyes are brown
- He is young



- This is my sister.
- She is tall and thin.
- She has light dark skin.
- Her hair is dark brown, long and curly.
- Her eyes are green.
- She is young and beautiful.



- He is old.
- This is my son.
- He is short and plump.
- He has dark skin.
- His hair is brown, short and wavy.
- His eyes are black.

APPENDIX 7

tall kind short beautiful
loyal annoying strict
curly smart shy black
brown dark patient
generous blond
straight funny strict
funny old helpful
plump thin ugly
young white wavy fat



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FOREIGN LANGUAGE DEPARTMENT

LESSON PLAN 13 – PARTS OF THE BODY

OBJECTIVES: At the end of this lesson, students will be able to:

- Identify the parts of the body in English
- Give commands to people in English

MATERIALS: charts, flash cards, CD player, markers, board, worksheets, and pictures.

WARM UP: Simon says

Ask students to stand up. Then, explain that they are going to hear commands like: *Simon says touch your nose or Touch your head*, Sts have to pay attention and perform only those commands that begin with “Simon says”. The students who make mistakes have to sit down. The student or students who do not make any mistakes will be the winner/s.

PRESENTATION:

1. Use a labeled human body sketch to present the parts of the body. Ask students to repeat the names. (Appendix 1)
2. Then, give students a flash card about body parts. And ask them to order themselves from head to feet. (Appendix 2)

PRODUCTION ACTIVITIES:

3. Divide students in groups of three. Ask students to choose one person to be the group’s model. Then, give each group a set of cards and some masking tape. Each group will label their models with the parts of the body. The group that gets more correct parts of the body in 3 minutes wins. (Appendix 3)

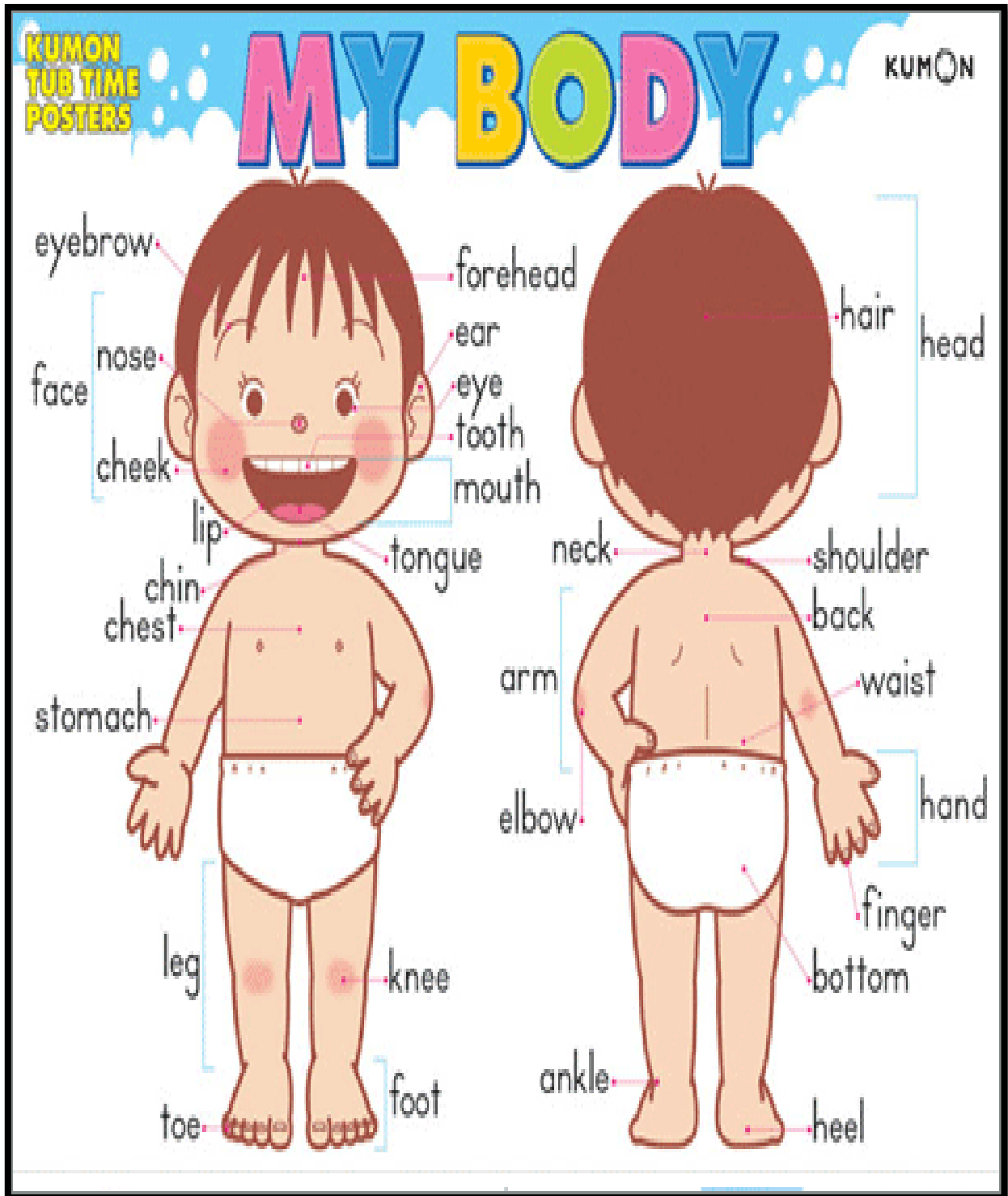
4. Commands Song: ask students to stand up and practice the commands in the song without the music. Then play the song and students have to follow the commands. Play the song at least three times (MT 3).
5. Prepare some commands and place them in a box. Ask students to stand up and form a circle. Play some music while students pass the box around the circle. When the music stops, the student holding the box will take a paper out of the box. The student will read the command and the rest of the class will perform it. (Appendix 4)
6. Place a chart on the board with some scrambled commands. Ask students to form as many commands as they can. Then in pairs, St 1 is going to give commands to St 2 for him/her to perform them and vice versa.
7. Give students the parts of the body word search. Give them enough time for them to finish it. Then, ask them to read the parts of the body aloud to check that they have the right answers (Appendix 5).

WRAP UP

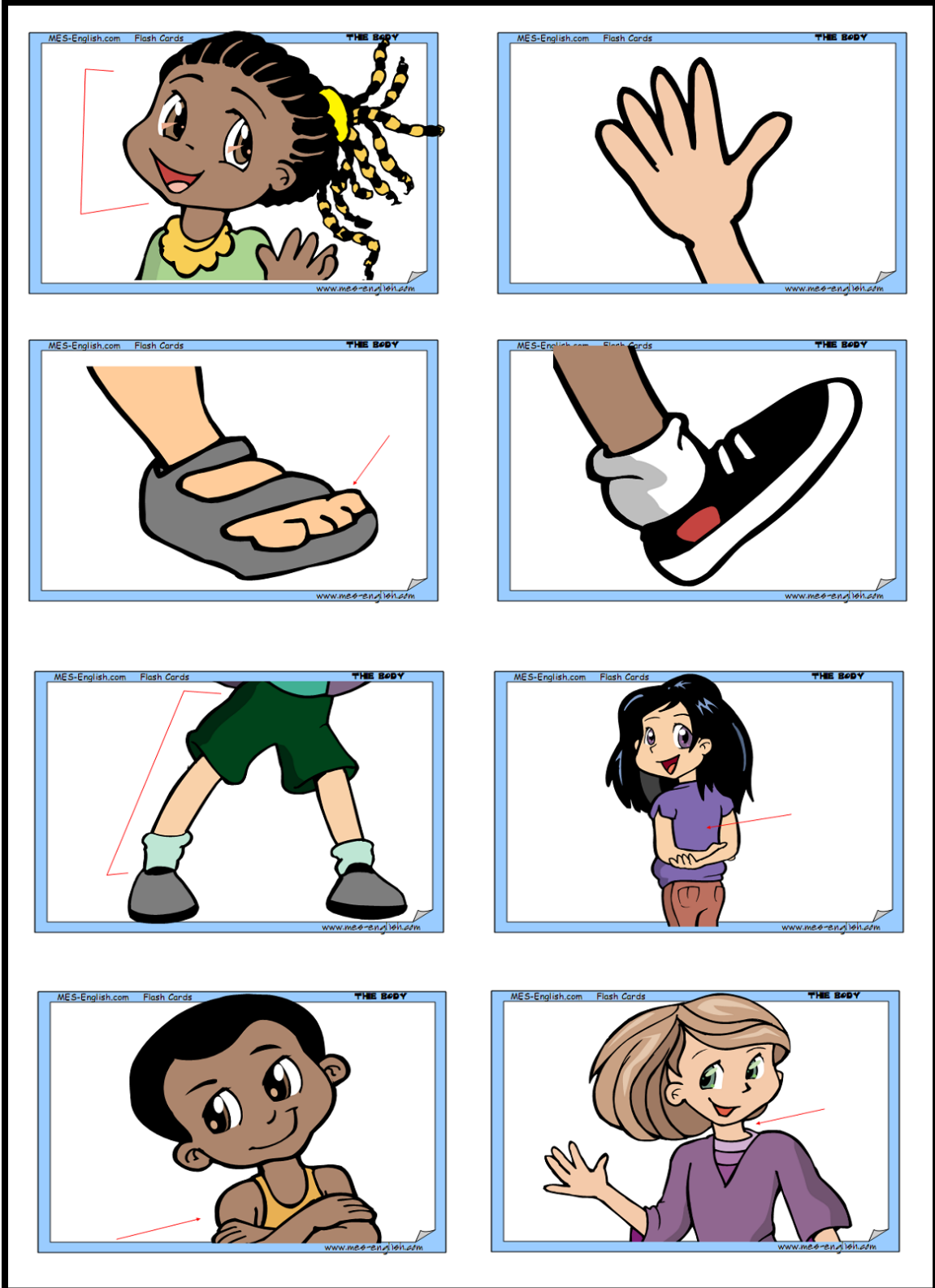
Explain to students that you are going to say a part of the body and they have to say an item of clothing that you can wear in that particular body part or vice versa.

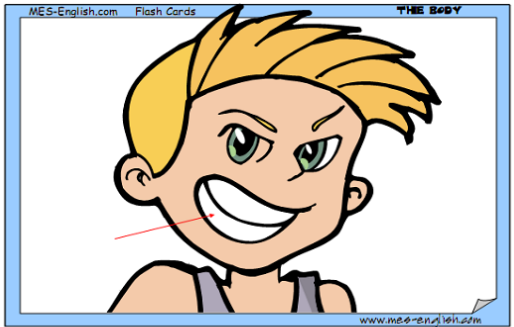
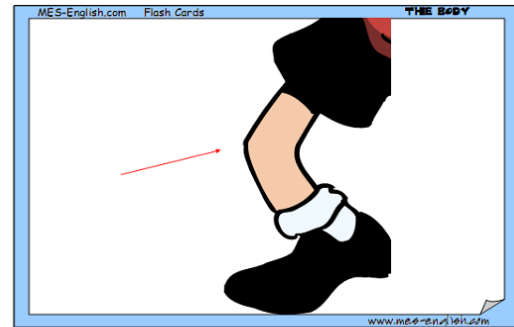
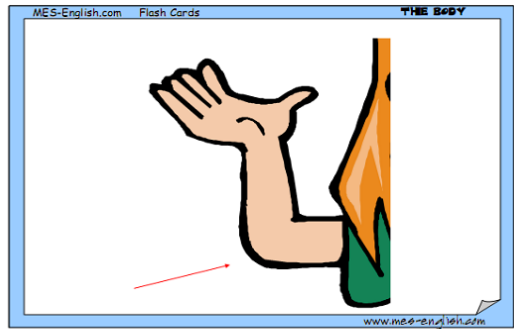
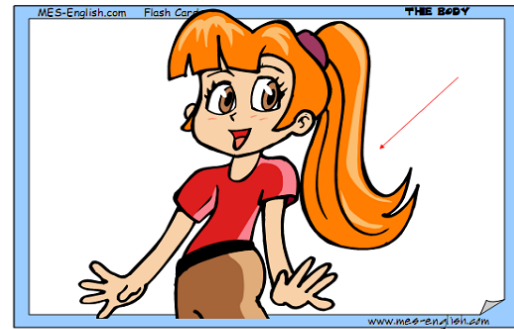
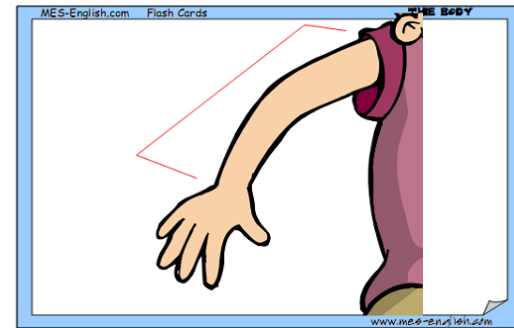
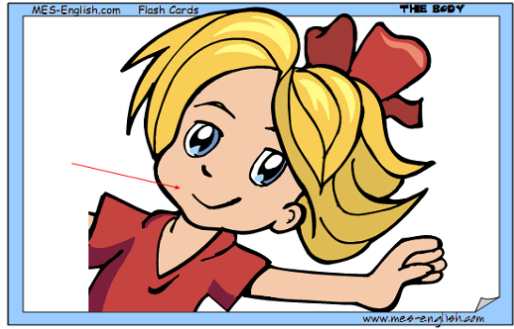
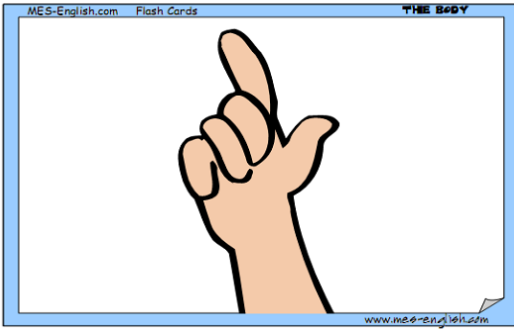
Ex: *head – hat; shoes – feet.*

APPENDIX 1



APPENDIX 2





APPENDIX 3

head	face
hair	eye
nose	ear
mouth	neck
shoulder	arm
wrist	finger
elbow	chest
stomach	back
hip	knee
leg	ankle
foot	toe
nail	chin

APPENDIX 4

Be quiet!

Close the door

Open the windows

Listen to the CD

Sit down

Clean the room

Do your homework

Go to school

Stand up

Hurry up!

Come in

Write your name

APPENDIX 5

Body Parts Word Search



a _____



e _____



e _____



m _____



t _____



h _____



h _____



f _____



h _____



f _____



n _____

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



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LESSON PLAN 12 – WHAT ARE YOU WEARING?

OBJECTIVES: At the end of this lesson, students will be able to:

- Identify the items of clothing in English
- Describe their outfits the clothes they/people are wearing
- Talk about things that they are doing at the moment

MATERIALS: charts, flash cards, CD player, markers, board, worksheets, and pictures.

WARM UP: Clothing Lottery

Ask students to form pairs and give each pair a lottery card and a bag of beans. Then call out items of clothes. The students have to put a bean on the item of clothing if it is in their cards. The first couple to complete the lottery has to say Bingo! out loud (appendix 1).

PRESENTATION:

1. Use clothing flash cards to introduce the topic to the students. Ask them to repeat the names.
2. Then, give students a worksheet with some pictures of clothing items (appendix 2). Play the CD and listen to the names being called out. Ask students to check the boxes of the clothing items they are wearing in that moment.

PRODUCTION ACTIVITIES:

3. Introduce the question and answer- *What are you wearing? I am wearing a yellow dress-* with a presentation. After watching the presentation, ask students to stand up and ask 5 of their classmates the same question and write down the answers.

4. Present two little paragraphs about a runway show. Practice the two paragraphs with the students. Ask students to form trios and then divide the roles of host and models. After that, ask students to change the items of clothing on the paragraphs for the items they are wearing. Give students 5 – 10 minutes to practice and then students have to make the runway show in the classroom (appendix 3).
 - a. Here is Karen. Karen is wearing a pink blouse and a green skirt. She's wearing high heel shoes that match perfectly with her black handbag. Isn't she lovely? Thank you Karen.
 - b. Now, here is David. He is wearing light blue jeans and a red T-shirt. He's wearing white sneakers and a black cap. He is also wearing sunglasses. Thank you David.
5. Give each trio a fashion magazine. Students will practice asking: *What is he/she wearing? What are they wearing?* Using the pictures in the magazines.
6. Paste on the board some flash cards with pictures and names about action verbs. Explain them to students and practice making sentences using the present continuous (appendix 4).
7. Give students a written practice to reinforce the present continuous (appendix 5).
8. Then ask students to stand up and form a circle. Place the same flash cards in a smaller size inside a box. Play some music while the students pass the box. When the music stops, the student holding the box will take out a flash card and mime the action. Ask students *What is he/she doing?* And students will guess the action and answer the question.



SLEEPING

What is he doing?

He is sleeping.

























9. Divide the class in two groups and ask them to choose a representative. The representative of each group has to go to the front and mimic an action and the rest of the group has to guess. Give a prize to the group who makes more guesses.
10. Give each student a copy of the "clothes crossword." Give a prize to the student who finishes first (appendix 6).








WRAP UP

























Ask students about the clothes that they like to wear. Ex: *I like to wear jeans and boots. I like to wear dress and sandals.*

APPENDIX 1

 UNDERSHIRT	 JACKET	 JEANS	 JEANS	 VEST	 DRESS
 UNDERPANTS	 TIE	 SANDALS	 TIE	 SKIRT	 BLOUSE
 BOOTS	 SOCKS	 SWEATER	 HIGH HEEL SHOES	 COAT	 SHIRT
 T-SHIRT	 TENNIS SHOES	 FLIP-FLOP	 BELT	 UNDERSHIRT	 SANDALS

 SCARF	 UMBRELLA	 TENNIS SHOES	 T-SHIRT	 BOOTS	 JACKET
 SWEATER	 SKIRT	 T-SHIRT	 SWEATER	 SHORTS	 TIE
 SHORTS	 JACKET	 BELT	 TENNIS SHOES	 SKIRT	 BELT
 PANTS	 BOOTS	 TIE	 PANTS	 UMBRELLA	 SCARF

					
UNDERSHIRT	BELT	HIGH HEEL SHOES	SHIRT	UNDERPANTS	SOCKS
					
PANTS	SKIRT	JEANS	TIE	TENNIS SHOES	SHORTS
					
SWEATER	DRESS	SCARF	T-SHIRT	BOOTS	JACKET
					
TIE	TENNIS SHOES	SHORTS	JEANS	DRESS	HIGH HEEL SHOES

					
UMBRELLA	SHOES	SWEATER	DRESS	BLOUSE	PANTS
					
SANDALS	BELT	UNDERPANTS	SHOES	FLIP-FLOP	BOOTS
					
FLAT SHOES	SHIRT	SHORTS	HIGH HEEL SHOES	JEANS	SKIRT
					
COAT	BLOUSE	FLIP-FLOP	UNDERSHIRT	TIE	FLAT SHOES

APPENDIX 2

UNIT
4

Clothes


 baseball cap


 dress


 fleece


 jacket


 jeans


 shirt


 shorts


 skirt


 socks


 shoes


 sweatshirt


 sneakers


 pants


 T-shirt

1 Listen to the names of the clothes and check the things you wear to school.

2 Work with a partner. Look at the clothes for one minute, then close your books. Write a list of the clothes and what color they are.

Physical appearance

3a Listen and number the people in the order of the descriptions.


a
 tall
 long black hair
 brown eyes


b
 fairly tall
 short blond hair
 blue eyes


c
 medium height
 very long blond hair
 blue-gray eyes


d
 fairly short
 medium-length reddish-brown hair
 green eyes

Rupal
 Simon
 Nikki
 Ryan

3b Now check the words that describe you.

Height tall <input type="checkbox"/> medium height <input type="checkbox"/> short <input type="checkbox"/>	Eye color blue <input type="checkbox"/> brown <input type="checkbox"/> gray <input type="checkbox"/> green <input type="checkbox"/>
Hair length long <input type="checkbox"/> medium length <input type="checkbox"/> short <input type="checkbox"/>	Shades of color dark (brown) <input type="checkbox"/> light (brown) <input type="checkbox"/>
Hair color brown <input type="checkbox"/> black <input type="checkbox"/> blond <input type="checkbox"/> red <input type="checkbox"/> reddish-brown <input type="checkbox"/> gray <input type="checkbox"/> white <input type="checkbox"/>	

37
UNIT 4

APPENDIX 3

a. Here is Karen. Karen is wearing a pink blouse and a green skirt. She's wearing high heel shoes that match perfectly with her black handbag. Isn't she lovely? Thank you Karen.

b. Now, here is David. He is wearing light blue jeans and a red T-shirt. He's wearing white sneakers and a black cap. He is also wearing sunglasses.

A. Here is Karen. Karen is wearing a pink blouse and a green skirt. She's wearing high heel shoes that match perfectly with her black handbag. Isn't she lovely? Thank you Karen.

B. Now, here is David. He is wearing light blue jeans and a red T-shirt. He's wearing white sneakers and a black cap. He is also wearing

APPENDIX 4

PRESENT CONTINUOUS

Things we're doing now

Read this example:

AFFIRMATIVE	NEGATIVE	FORM am / is / are +
I am running You are (running) He is running	I am not running You are not running He is not running	Am I running? Are you running? Is he running?

Short forms:
I'm, you're

Short forms:
I'm not, you aren't, she

SPELLIN	BUT	TIME
Clean-cleaning Do-doing Be-being	Make-making Write-writing	Now At the moment

USES

We use the present continuous:

- To describe something taking place at

PRESENT CONTINUOUS

HOMEWORK


Take Time For...

1. What are they doing? Look at the

- _____
- _____
- _____

2. Put the verb in brackets into the present continuous, affirmative, negative or interrogative.

- So what _____ (happen) now?
- Look! They _____ (have) a lot of fun.
- No, the bus _____ (not stop). The bus driver _____ (drive) very fast.
- Listen! Someone _____ (knock) on the door.
- They _____ (not read). They



APPENDIX 5

WRITTEN PRACTICE

STUDENT'S NAME: _____

DATE: _____

ORDER OF ADJECTIVES

Patterns :



1. striped
2. plain
3. patterned
4. checked
5. spotted
6. flowery

Look at the pictures and write sentences.

Example:

1- The girl is wearing a long, red, plain skirt.

- 2- _____
- 3- _____
- 4- _____
- 5- _____
- 6- _____
- 7- _____
- 8- _____
- 9- _____
- 10- _____
- 11- _____

Order of adjectives

Size + colour+ pattern +material+ noun



WRITTEN PRACTICE

STUDENT'S NAME: _____

DATE: _____

ORDER OF ADJECTIVES

Patterns :



1. striped
2. plain
3. patterned
4. checked
5. spotted
6. flowery

Look at the pictures and write sentences.

Example:

1- The girl is wearing a long, red, plain skirt.

- 2- _____
- 3- _____
- 4- _____
- 5- _____
- 6- _____
- 7- _____
- 8- _____
- 9- _____
- 10- _____
- 11- _____

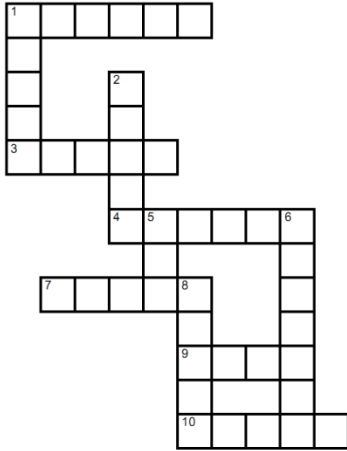
Order of adjectives

Size + colour+ pattern +material+ noun

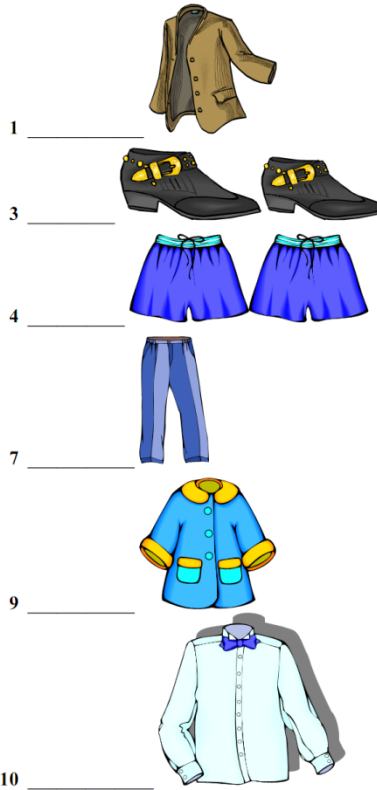


APPENDIX 6

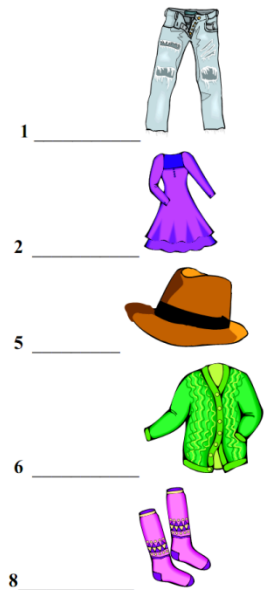
Clothes Crossword



Across



Down





UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY FACULTY
FOREIGN LANGUAGE DEPARTMENT

LESSON PLAN 13 – ARE THERE ANY EGGS?

OBJECTIVES: At the end of this lesson, students will be able to:

- Identify food and drinks in English
- Talk about the food they eat everyday
- Ask and answer questions about food and drinks

MATERIALS: charts, flash cards, CD player, markers, board, worksheets, pictures.

WARM UP: Draw it and guess it

Prepare some small cards about food and place them in a box or bag. Students will take turns to pick one card go to the board and draw what's on the card. The rest of the students have to guess what the drawing is. The student who guesses right will be the next to take his/her turn drawing on the board (appendix 1).

PRESENTATION:

1. Present to students a presentation about food to introduce the different types of food, names and pronunciation in English.

PRODUCTION ACTIVITIES:

3. Give each student a flash card with food or drinks. Divide the board in two parts: *Healthy – Unhealthy*. Ask students to place their picture on one of the two sides. Then check and discuss with the students about healthy and unhealthy food (appendix 2).
4. Ask students to work in couples. Give each student a *Food Questionnaire*. Then give students some time to ask their partners the questions on their worksheets and write down the answers (appendix 3).
5. Paste on the board a picture of a fridge and some flash cards about food and drinks and write on the side:

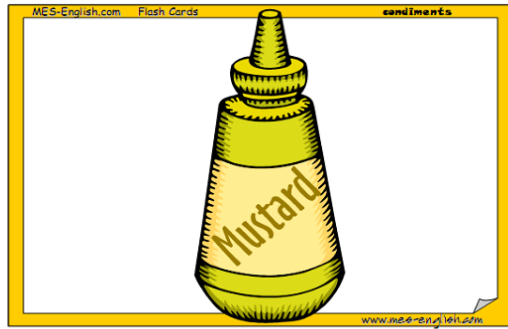
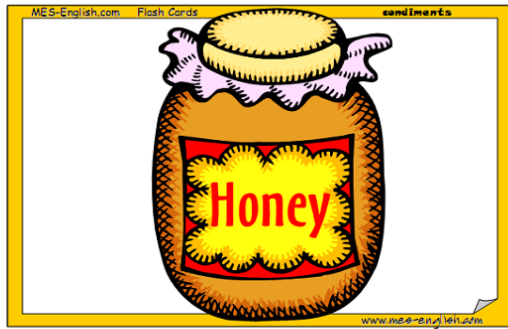
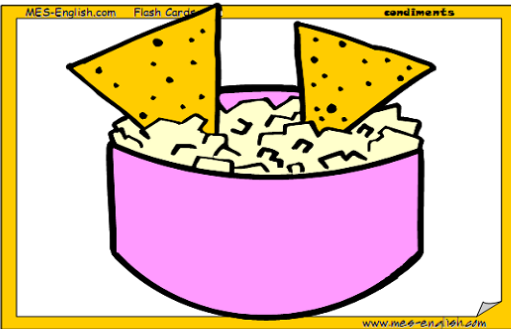
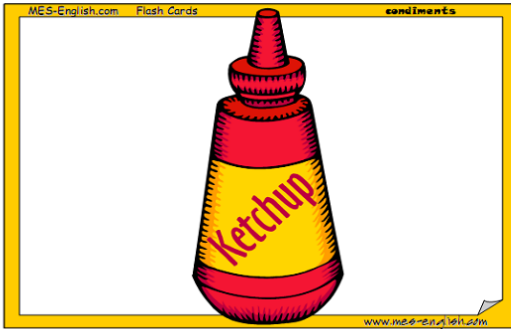
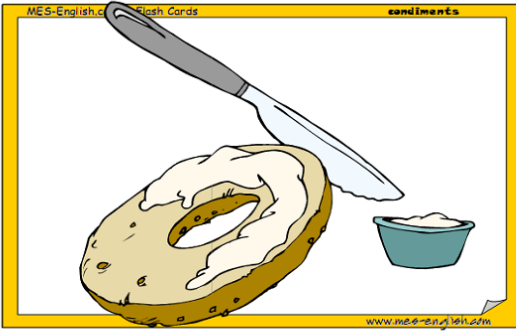
- *There are some apples in the fridge.*
 - *There is some butter in the fridge.*
 - *There are 4 pancakes in the fridge.*
 - *There is some milk in the fridge*
6. Ask students to work in pairs. They have to ask each other the question: *What's in the fridge?* Ex:
- | | |
|--|---|
| A: What's in the fridge? | B: What's in the fridge? |
| B: There are some eggs in the fridge. | A: There is some cheese in the fridge. |
7. Write the following example on the board:
What do you eat for breakfast? I eat some beans, some cream, an egg and a cup of coffee.
8. Practice it with students. Then, ask them to stand up and form a circle. Using a ball, ask students what they have for breakfast, lunch, dinner.
9. Then, ask them to go around the classroom and ask 5 of their classmates the same question and write down the answers.

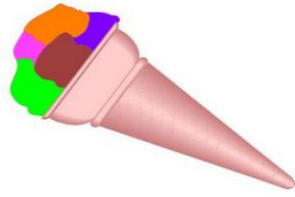
WRAP UP

Divide the board in two parts, *countable – uncountable*. Divide the students in two teams and give each team a set of cards. Students have to classify the food and/or drinks in countable or uncountable.

APPENDIX 1

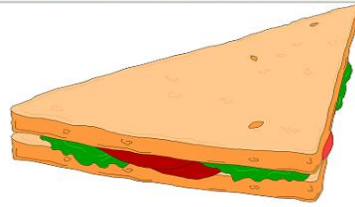






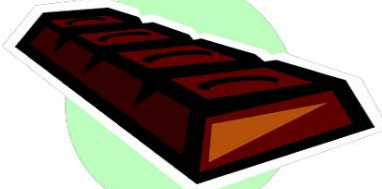
ice cream

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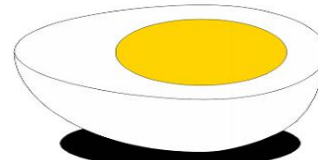
sandwich

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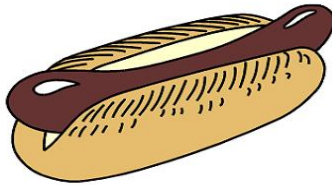
chocolate

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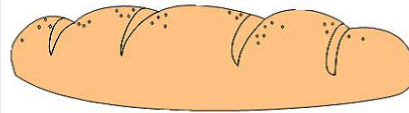
egg

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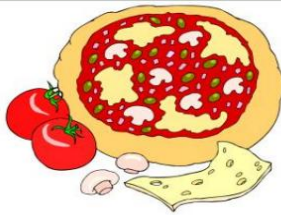
hot dog

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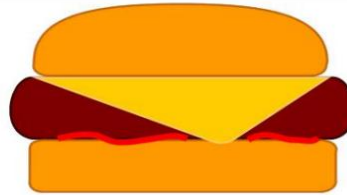
bread

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pizza

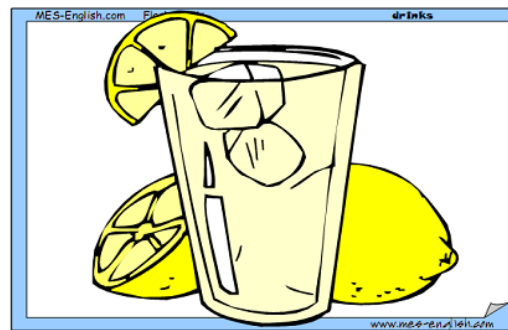
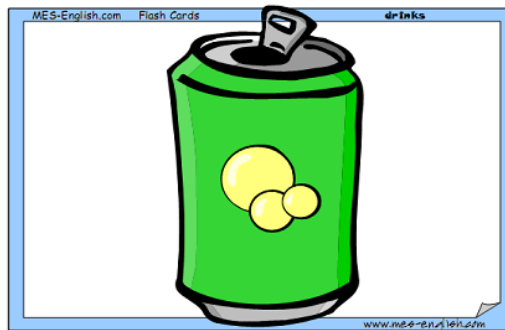
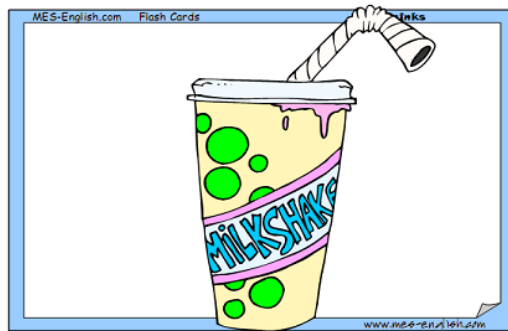
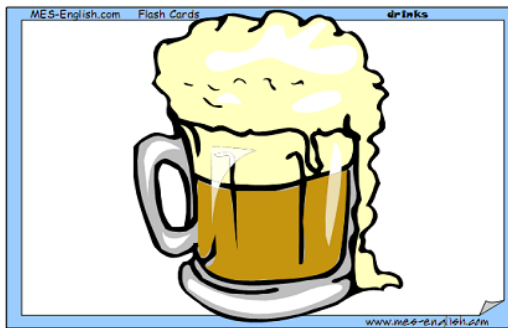
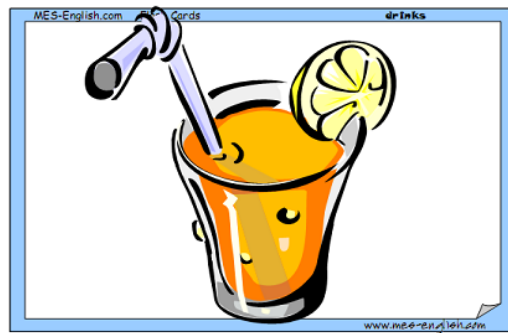
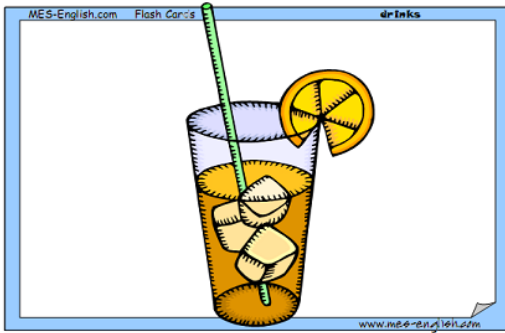
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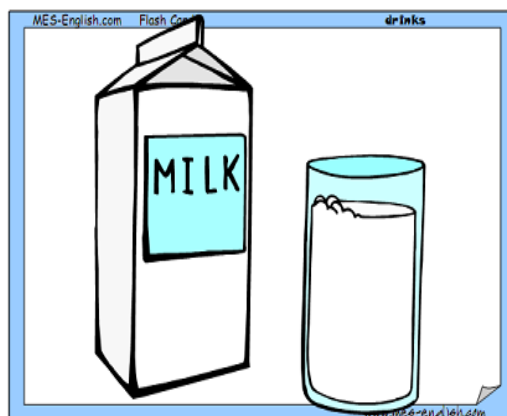
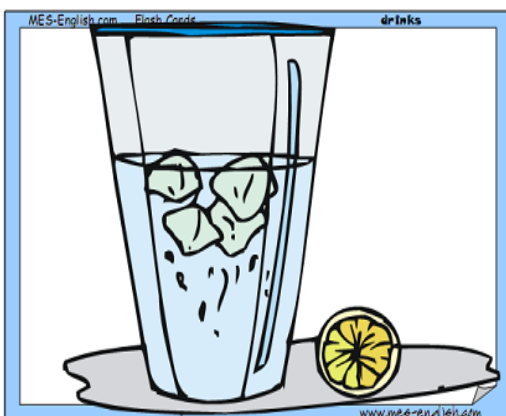
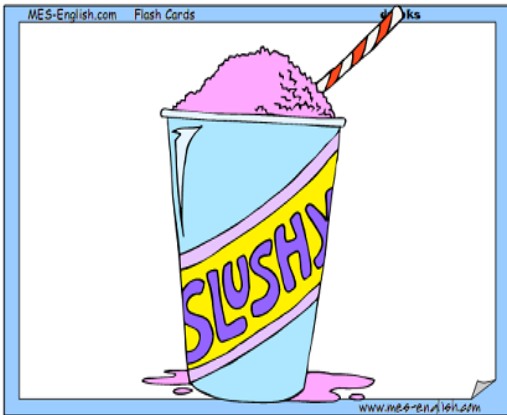


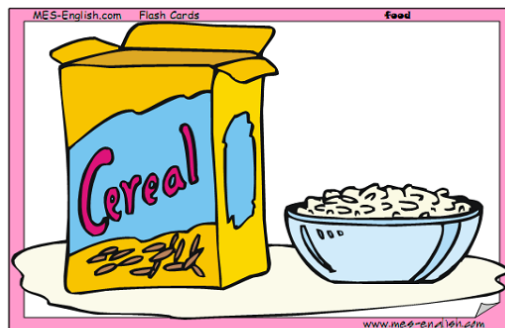
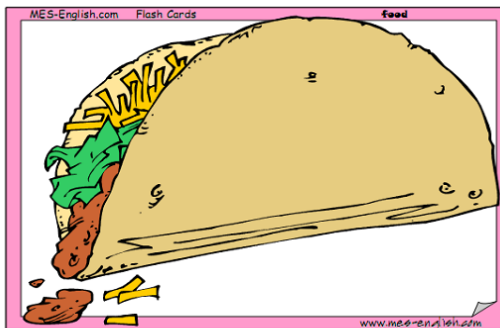
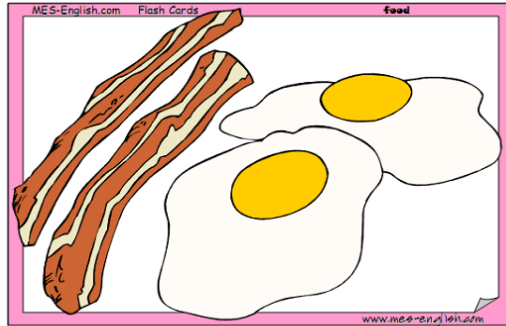
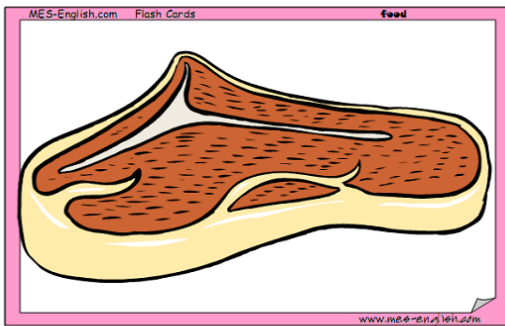
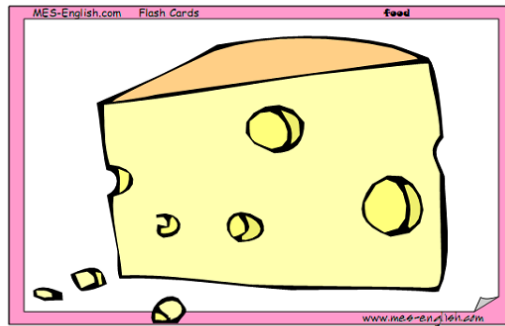
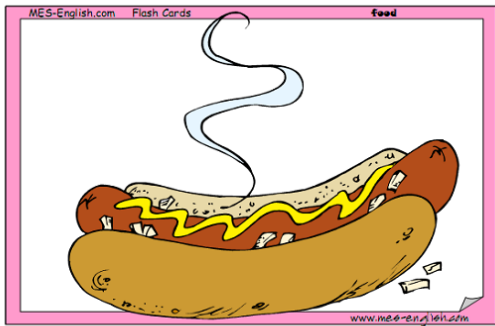
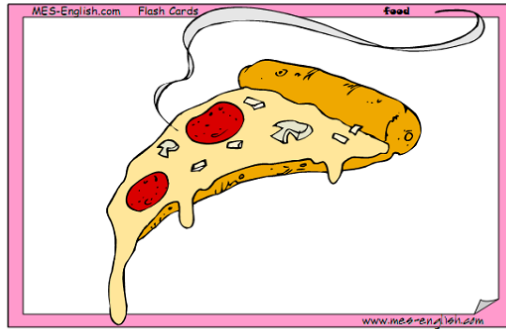
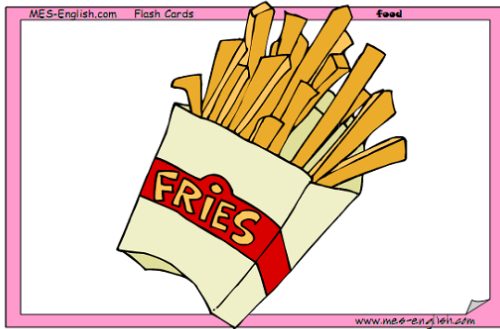
hamburger

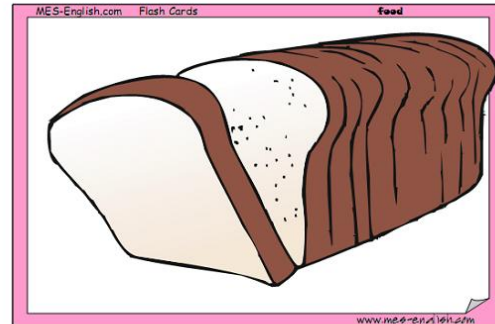
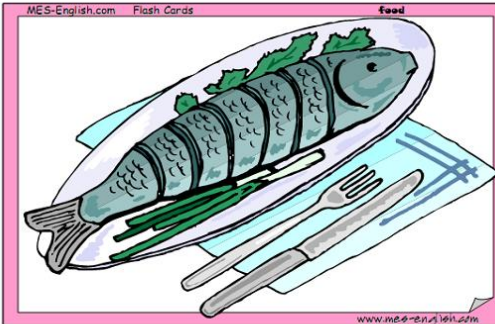
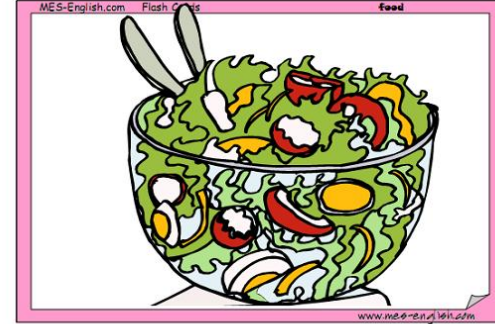
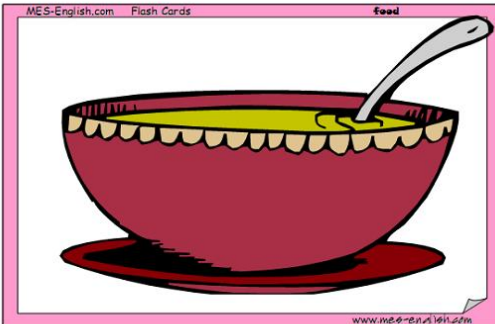
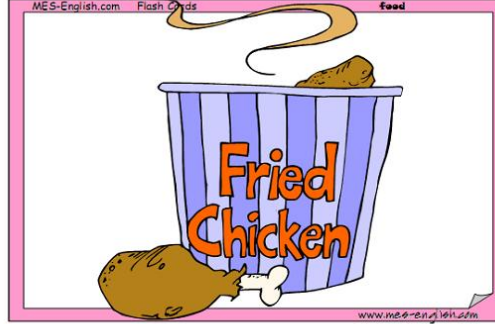
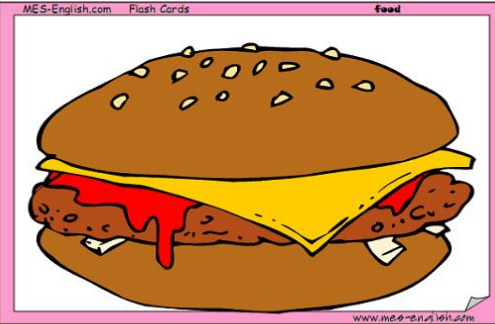
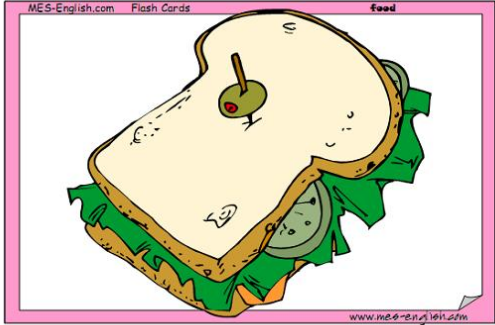
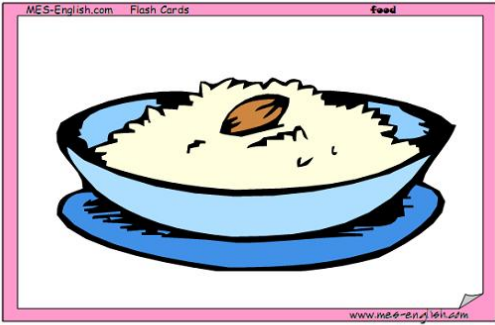
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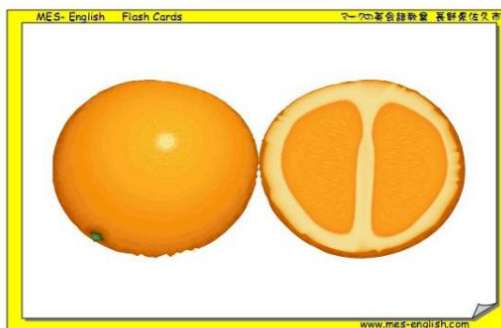
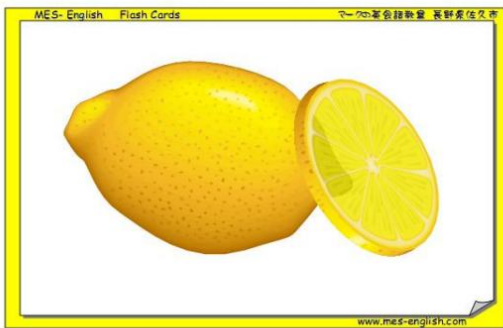
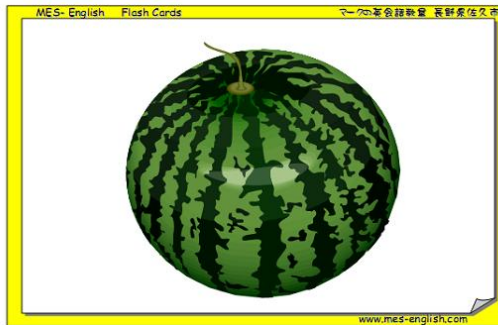
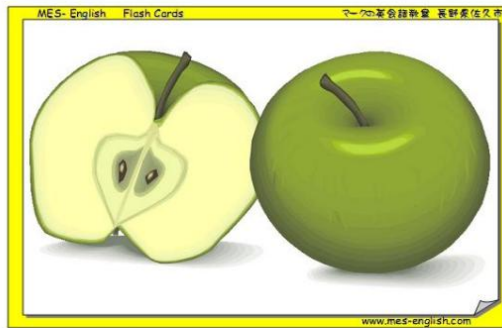
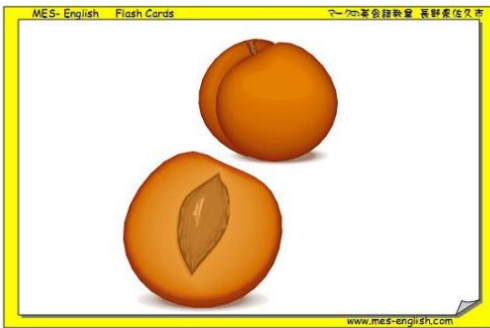
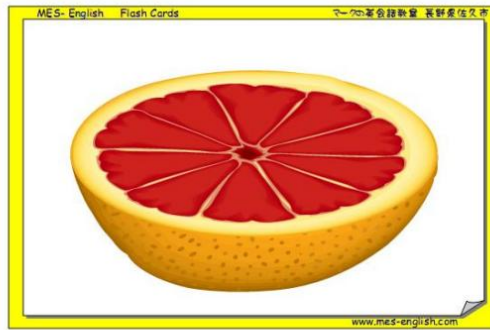
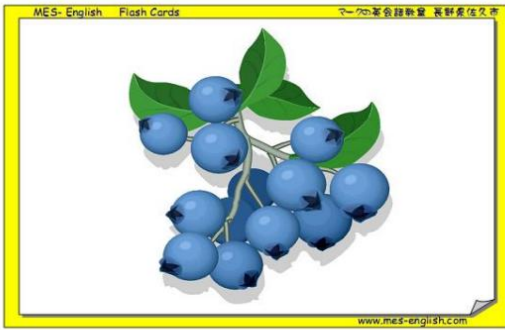
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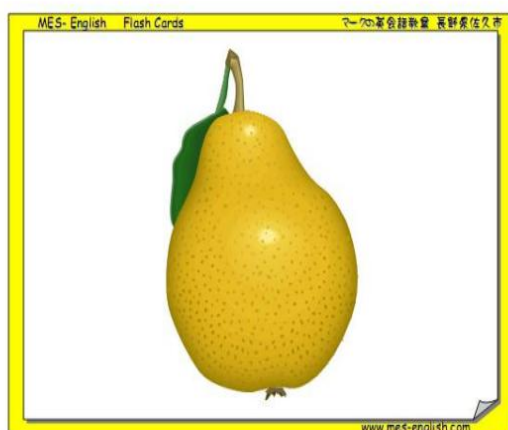
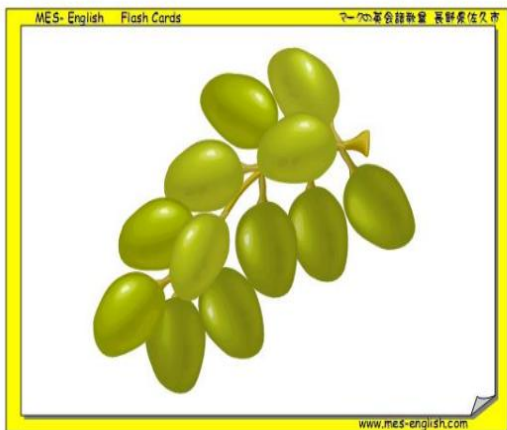
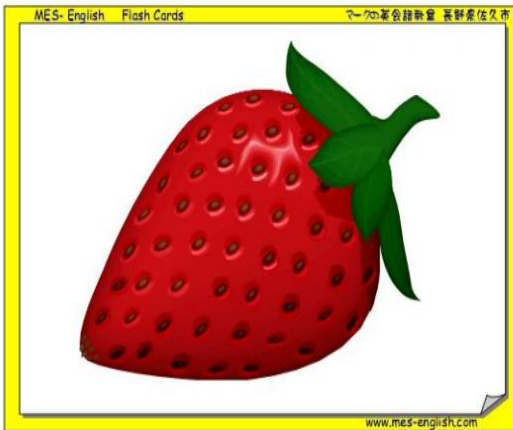
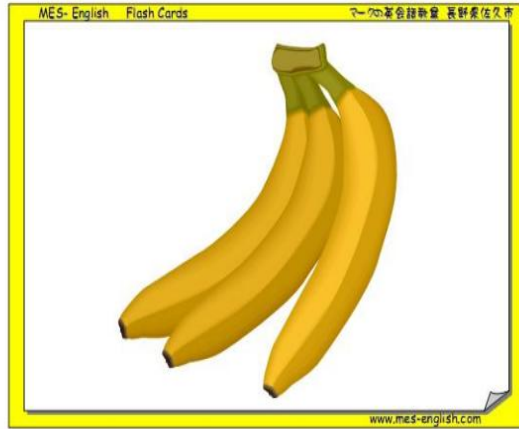


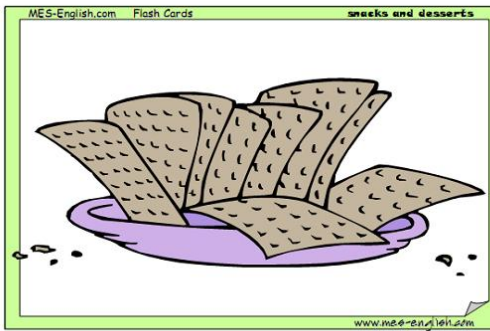
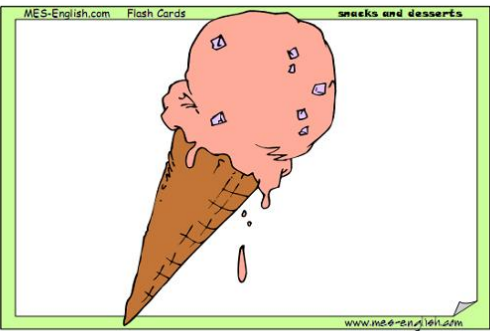
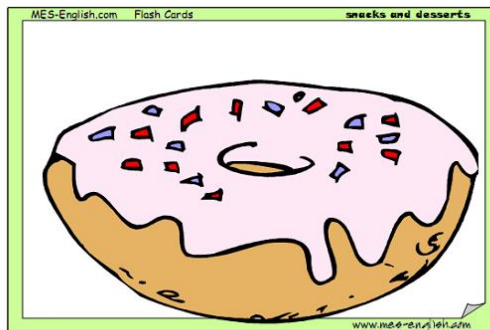
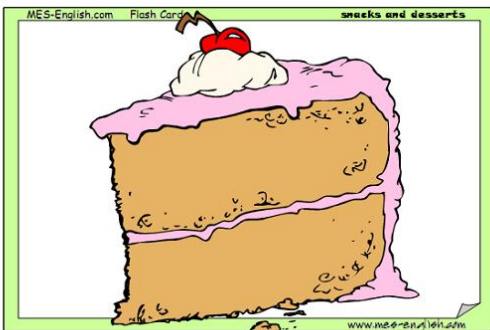
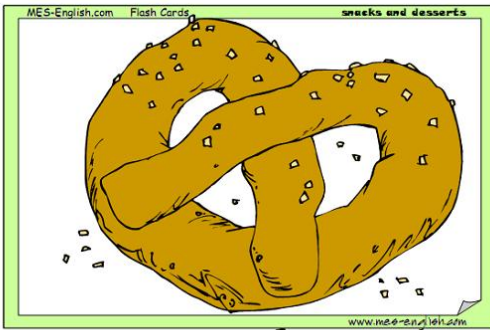
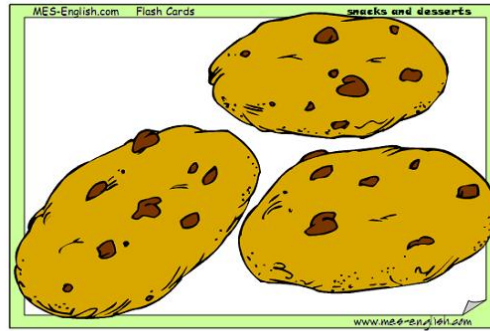


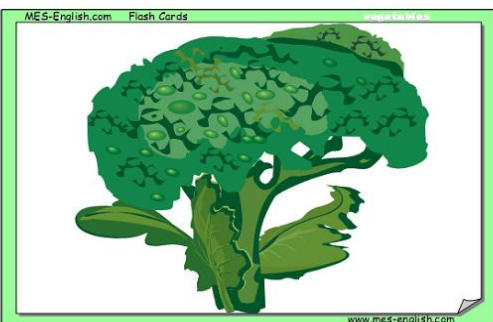
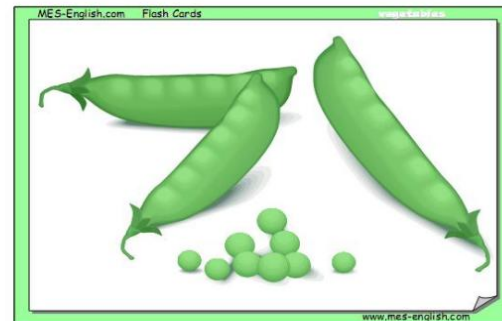
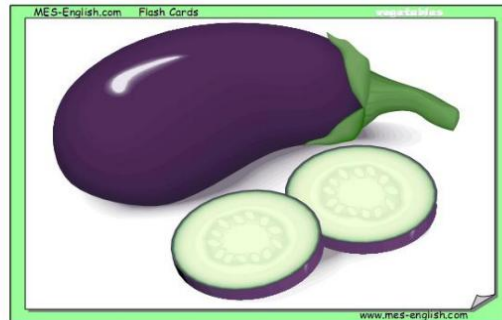
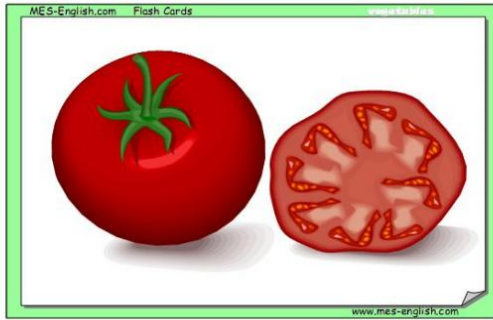


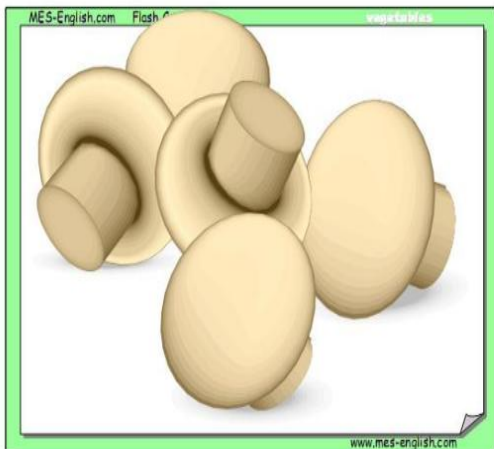
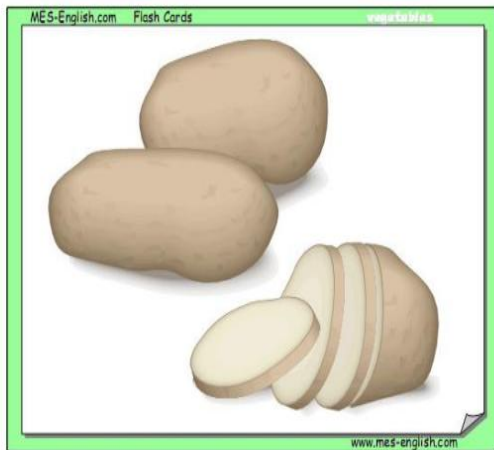
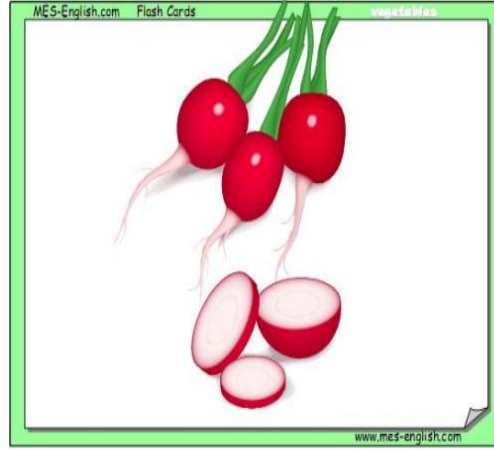












APPENDIX 3

<i>Food questionnaire</i>	
<i>Ask your partner the questions below and write down their answers</i>	
1. <i>How often do you cook?</i>	_____
2. <i>How often do you eat healthy food?</i>	_____
<i>What do you eat?</i>	_____
3. <i>How often do you eat unhealthy food?</i>	_____
<i>What do you eat?</i>	_____
4. <i>What do you usually eat for breakfast?</i>	_____
5. <i>What did you eat for lunch today?</i>	_____
6. <i>What food do you like? (name 2)</i>	_____
7. <i>What food don't you like? (name 2)</i>	_____
Name _____	Partner's name _____

<i>Food questionnaire</i>	
<i>Ask your partner the questions below and write down their answers</i>	
1. <i>How often do you cook?</i>	_____
2. <i>How often do you eat healthy food?</i>	_____
<i>What do you eat?</i>	_____
3. <i>How often do you eat unhealthy food?</i>	_____
<i>What do you eat?</i>	_____
4. <i>What do you usually eat for breakfast?</i>	_____
5. <i>What did you eat for lunch today?</i>	_____
6. <i>What food do you like? (name 2)</i>	_____
7. <i>What food don't you like? (name 2)</i>	_____
Name _____	Partner's name _____



UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY FACULTY
FOREIGN LANGUAGE DEPARTMENT

LESSON PLAN 14 – JOBS & OCCUPATIONS--- SIMPLE FUTURE

OBJECTIVES: At the end of this lesson, students will be able to:

- Identify the different jobs and occupations around the world
- Use the simple future form to talk about:
- ask and answer questions using the future tense
- discuss future events and possibilities with “will”
- discuss the future of their towns

MATERIALS: charts, flash cards, CD player, markers, board, worksheets.

WARM UP:

The box game

Split the class in two teams. Then, bring 4 boxes (box tops, hats, or bins will work). The first box should be labeled Pronouns, the second labeled Tense (in this case the simple future will), the third labeled verb and the last labeled Positive/Negative. In each box have slips of paper related to the label. For instance, each student comes up to the front of the classroom and pulls out one slip of paper from each box and must say a sentence for the class using the pronoun, tense, verb, and Positive/Negative slips the student pulled. If the student gets it correct, that student gets 2 points for the team. If it is incorrect, the other team can steal the point (appendix 1).

Presentation:

1. Tell a story about what you will do when you return to your town. Then ask the students some questions about the story and about what they will do when they return to their neighborhood.

2. Then, together the class and teacher create 6 sentences about the future of their town by brainstorming, "what will your town be like in 10 years?." You can also ask what the university will be like in 10 years.
3. Each student answers the question, "What will your town be like in 10 years?" They each write at least 15 sentences. Then they present their responses to the class and discuss. Encourage students to think about this in terms of conservation and tourism.

4. Pair work speaking activity :

Have students work in pairs. On a more personal level, have students consider how their life MIGHT be in the future. First, one student is the interviewer and the other the interviewee. Then they switch roles. The students' answers can be discussed with the whole class (appendix 2).

DO YOU THINK YOU WILL EVER...

- ✓ get married?
- ✓ have children?
- ✓ own your own home?
- ✓ fall in love?
- ✓ do a Ph.D or Doctorat?
- ✓ play a sport for your country?
- ✓ speak a foreign language fluently?
- ✓ run your own business?
- ✓ become a millionaire?
- ✓ write a book?
- ✓ marry someone you knew when you were at school?
- ✓ design your own website?
- ✓ star in a movie?
- ✓ win a lottery?
- ✓ travel around the world?
- ✓ enter into politics?



- ✓ travel around the world?
- ✓ learn to fly an airplane?
- ✓ sing in front of an audience?
- ✓ run a marathon?
- ✓ host a chat show on television?
- ✓ appear on television?
- ✓ study at a foreign university?

5. Introduce the topic jobs and occupations sticking some flashcards on the board. Once you have stuck them on the board, ask students if they know what the topic is about (appendix 3).
6. Have students mention as many occupations as possible. Write the list on the board. Then divide the class in two groups. Tell students that you will give them three clues about a job or occupation and they will have to guess the answer (appendix 4).

janitor	Receptionist	Car dealer
Flight attendant	Salesperson	Secretary
lawyer	programmer	cashier
typist	model	Fire fighter
Chef	doctor	Coach
Singer	Police officer	Mason
Hair stylist	Bus driver	Musician
dressmaker	Tailor	dancer

Example: **Teacher:** “This person works in a bank. He/she counts money. He/she knows about money transactions.”

Class: “is it a bank teller?”

Teacher: Right!!

B) Have students repeat after you the workplaces below:

Hospital	travel agency	flower shop	clinic
Hotel	company	supermarket	restaurant
Amusement park	hardware store	airport	beauty salon
Office	factory	bank	construction site

After introducing these words, divide the class in two groups. Then ask students “What’s a hospital”? students will have to answer, “It’s a place where people go for check-ups, or “it’s a place where sick people go to get medicine.” If students have problems with this activity because they do not know how to say some things, you may help them by introducing some vocabulary such as the one below. For example, “A clinic is a place where people go if they don’t feel well” (appendix 5)

a. go for chek-ups
b. find out about trips and tickets price
c. go when people don't feel well
d. buy groceries and food
e. arrange/have meetings
f. get a new pair of shoes
g. eat

h. produce items
i. buy a tool
j. make or rebuild buildings or houses
k. buy clothes
l. get a haircut
m. buy flowers-stay for a week or more
n. have fun
o. to catch a plane
p. to withdraw or deposit money

7. Give each student a worksheets about professions and occupations and ask students to write sentence that go along with the picture (appendix 6)
8. Give students a list of jobs and ask them to find them in a work search (appendix 7).

9. LISTENING: have students listen to women talk about their jobs. Ask students to number the pictures from 1 to 4. Then, listen again. Have students write the correct adjective under the picture if the women's jobs are boring, stressful, difficult, easy, or exciting? (appendix 8)



.....



.....



1...boring.....



.....

10. Give students a true/false quiz to check their understanding about professions and occupations (appendix 9).

11. Have students working in a crossword about professions and occupations (appendix 10).

WRAP-UP: Ask students to write a five-line paragraph about his/her favorite job giving. They need to give reasons.

APPENDIX 1

I	I	I	I
You	You	You	You
He	He	He	He
She	She	She	She
It	It	It	It
We	We	We	We
You	You	You	You
they	they	they	they

Will	Will	Will	Will
Will	Will	Will	Will
Will	Will	Will	Will
Will	Will	Will	Will
Will	Will	Will	Will
Will	Will	Will	Will
Will	Will	Will	Will
Will	Will	Will	Will

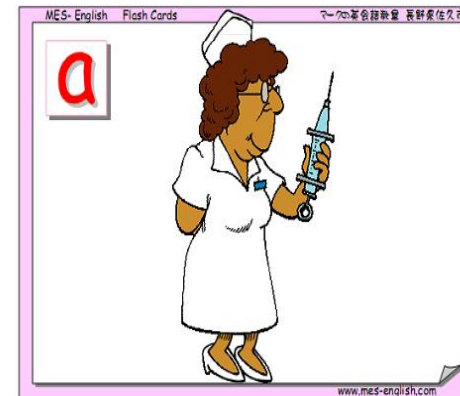
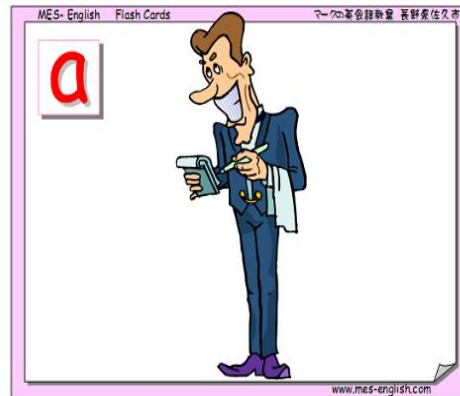
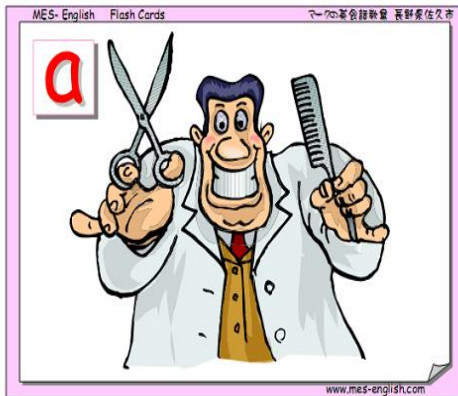
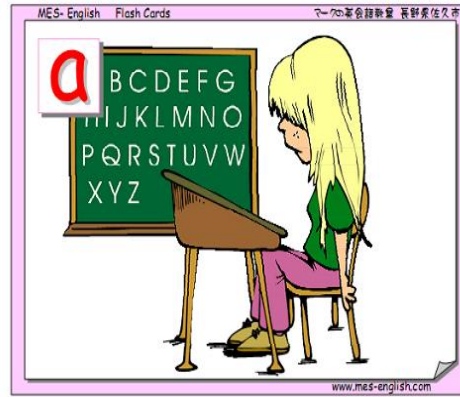
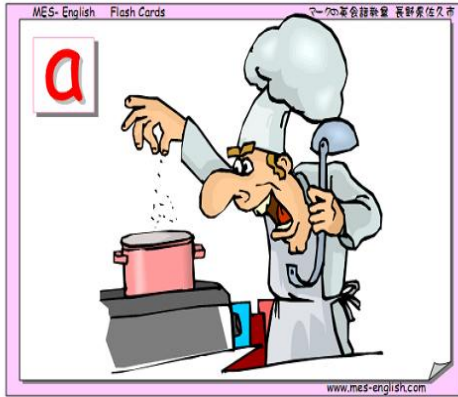
Not	Not	Not	Not
Not	Not	Not	Not
Not	Not	Not	Not
Not	Not	Not	Not
Not	Not	Not	Not
Not	Not	Not	Not
Not	Not	Not	Not
Not	Not	Not	Not

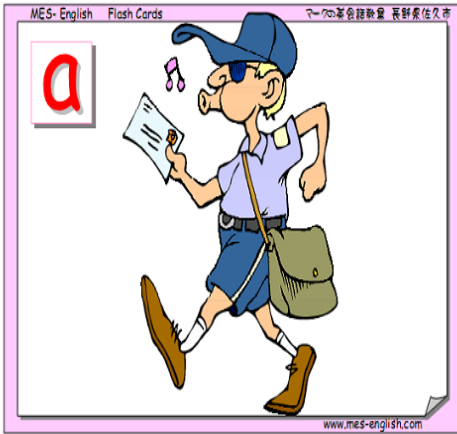
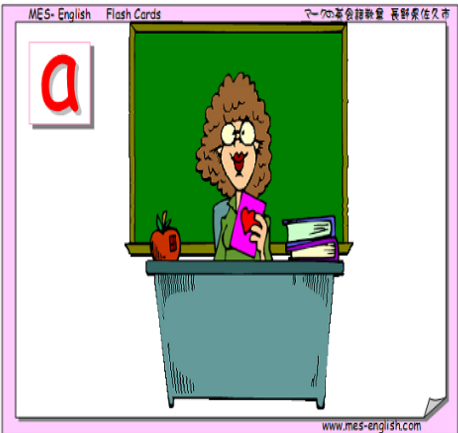
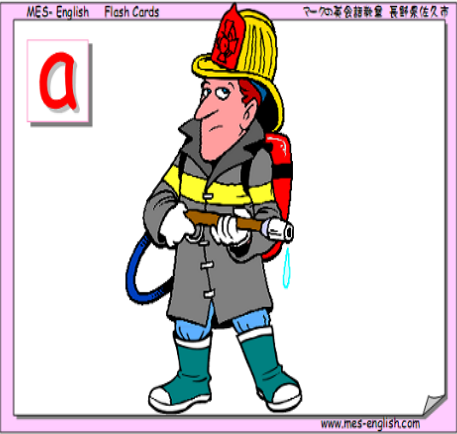
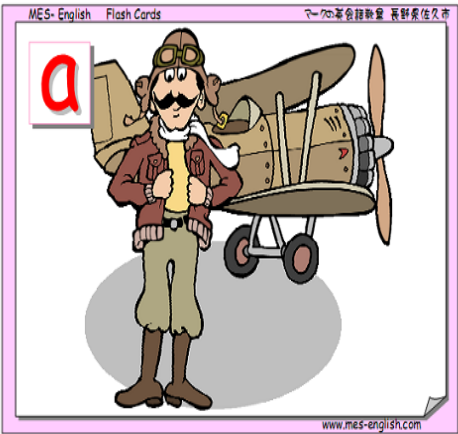
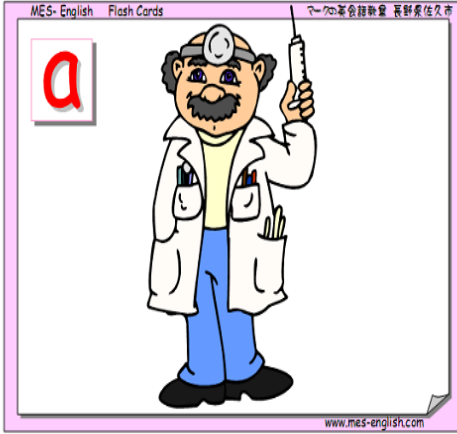
Have	climb	Cut	Play
Take	Drive	Make	Buy
Eat	Ride	Do	Talk
Drink	Cook	Sing	Paint
Watch	Run	Dance	Build
Clean	Draw	Thow	Swim
Wash	Read	Call	Jump
walk	Write	Speak	Sleep

APPENDIX 2

DO YOU THINK YOU WILL EVER...	
✓ get married?	
✓ have children?	
✓ own your own home?	
✓ fall in love?	
✓ do a Ph.D or Doctorat?	
✓ play a sport for your country?	
✓ speak a foreign language fluently?	
✓ run your own business?	
✓ become a millionaire?	
✓ write a book?	
✓ marry someone you knew when you were at school?	
✓ design your own website?	
✓ star in a movie?	
✓ win a lottery?	
✓ travel around the world?	
✓ enter into politics?	
✓ travel around the world?	
✓ learn to fly an airplane?	
✓ sing in front of an audience?	
✓ run a marathon?	
✓ host a chat show on television?	
✓ appear on television?	
✓ study at a foreign university?	

APPENDIX 3





APPENDIX 4

janitor	Receptionist	Car dealer
Flight attendant	Salesperson	Secretary
lawyer	programmer	cashier
typist	model	Fire fighter
Chef	doctor	Coach
Singer	Police officer	Mason
Hair stylist	Bus driver	Musician
dressmaker	Tailor	dancer

janitor	Receptionist	Car dealer
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typist	model	Fire fighter
Chef	doctor	Coach
Singer	Police officer	Mason
Hair stylist	Bus driver	Musician
dressmaker	Tailor	dancer

APPENDIX 5

VOCABULARY
go for chek-ups
find out about trips and tickets price
go when people don't feel well
buy groceries and food
arrange/have meetings
get a new pair of shoes
eat
produce items
buy a tool
make or rebuild buildings or houses
buy clothes
get a haircut
buy flowers-stay for a week or m
have fun
to catch a plane
to withdraw or deposit money

VOCABULARY
go for chek-ups
find out about trips and tickets price
go when people don't feel well
buy groceries and food
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eat
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make or rebuild buildings or houses
buy clothes
get a haircut
buy flowers-stay for a week or m
have fun
to catch a plane
to withdraw or deposit money

APPENDIX 6

OCCUPATIONS

INSTRUCTIONS= Write four sentences for each drawing as the given example.



Example: He is a butcher.
The butcher works at the butchery.
He likes his job very much because it's interesting. /
He doesn't like his job at all because it's boring.











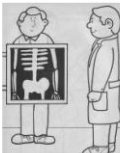














APPENDIX 7

40 Jobs

Artist **Gardener** **Architect** **Astronaut**

Barman **Ballerina** **Judge** **Police officer** **Computer expert** **Student**

Carpenter **Mason** **Paver** **Scientist** **Composer** **Barber**

Dentist **Farmer** **Pastry man** **Chef** **Postman** **Mechanic**

Doctor **Air hostess** **Hairdresser** **Detective** **Fireman** **Politician**

Nurse **Reporter** **Teacher** **Secretary** **Taxi driver** **Electrician**

Vet **Pilot** **Plumber** **Singer** **Photographer** **Baker**

Find 40 jobs or occupations. The words are hidden in the puzzle.

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

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____
29. _____
30. _____

31. _____
32. _____
33. _____
34. _____
35. _____
36. _____
37. _____
38. _____
39. _____
40. _____

APPENDIX 8

Boring stressful difficult easy exciting



.....



.....



1. boring

.....



.....

Boring stressful difficult easy exciting



.....



.....



2. boring

.....



.....

“Jobs.” True/False Quiz

Name: _____

Class: _____

Directions: *Decide if each statement below is TRUE or FALSE. If it is TRUE, put a "T" in the blank provided. If it is FALSE, write an "F".*

- _____ 1) "singer" sings songs
- _____ 2) "chef" takes care of teeth
- _____ 3) "postal worker" fights fires and drives a fire engine
- _____ 4) "dentist" takes care of teeth
- _____ 5) "student" studies at school
- _____ 6) "teacher" cooks food in a restaurant
- _____ 7) "firefighter" fights fires and drives a fire engine
- _____ 8) "bus driver" drives a bus
- _____ 9) "doctor" works in a post office and brings letters
- _____ 10) "Police officer" works at the police station and fights crime
- _____ 11) "waiter" studies at school
- _____ 12) "truck driver" works at the police station and fights crime



APPENDIX 10

English
4 Kids
www.english-4kids.com

What do you do?

Name: _____ Class: _____

Instructions: Jobs crossword puzzle, read the clues below and fill in the correct answer.

Across

- 4 Who fights crime?
- 5 Who studies at school?
- 7 Who teaches students at school?
- 10 Who takes care of teeth?
- 12 Who drives a bus?
- 13 Who brings our mail?

Down

- 1 Who sings songs?
- 2 Who fights fires?
- 3 Who serves food in a restaurant?
- 6 Who drives a truck?
- 8 Who cooks in a hotel or restaurant?
- 9 Who looks after sick people and helps doctors?
- 11 Who treats patients (sick people) ?

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www.eskidslab.com

English
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Instructions: Jobs crossword puzzle, read the clues below and fill in the correct answer.

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Controlled Group Handbook





UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY FACULTY
FOREIGN LANGUAGE DEPARTMENT

LESSON PLAN 1 – THE ALPHABETH

OBJECTIVES: At the end of this lesson, students will be able to:

- Identify the letters of the alphabet
- Use the letters of the alphabet to spell words
- Say at least a word with each letter of the alphabet

MATERIALS: a ball, markers, board, and pieces of paper.

WARM UP: Catching up on your ABC's

Write the alphabet on the board. Throw a ball to someone and say the first letter of the alphabet. The person who catches the ball has to say the second letter of the alphabet and throw the ball to someone else and so on. Then do the same but saying proper names. This game must be played fast.

PRESENTATION

- Practice the alphabet a couple of times from beginning to end and from end to beginning.
- Spelling chain :

A: Hello. My name is _____.

B: Her/his name is _____. My name is _____.

PRODUCTION ACTIVITIES

1. Divide the students into 2 teams. Give each team pieces of papers with different words. Students have to look for the word that starts with each letter of the alphabet. The group that has more guesses wins. (Appendix 1)
2. Dictation activity: the teacher will dictate words letter by letter students will have to write them down. The students who write the word correctly get a point.
 - L-I-O-N
 - S-H-O-E-S
 - C-L-A-S-S-R-O-O-M
 - A-P-P-L-E

- M-U-S-I-C
- H-E-A-R-T
- P-E-N
- D-O-O-R
- C-A-R
- T-A-B-L-E

3. Students will introduce themselves to the class.

Hello, my name is Juan. J-U-A-N.

WRAP UP

Take the pieces of paper previously used and ask students to practice spelling.

APPENDIX 1

Apple	Gum	Lion	Quilt	vest
Ball	Hen	Monkey	Rabbit	watch
Dog	Igloo	Nest	Sun	xylophone
Egg	Jump	Owl	Tent	yarn
Fan	King	Pear	Umbrella	Zoo

Apple	Gum	Lion	Quilt	vest
Ball	Hen	Monkey	Rabbit	watch
Dog	Igloo	Nest	Sun	xylophone
Egg	Jump	Owl	Tent	yarn
Fan	King	Pear	Umbrella	Zoo



UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY FACULTY
FOREIGN LANGUAGE DEPARTMENT

LESSON PLAN 2 – INTRODUCING YOURSELF

OJECTIVES: At the end of this lesson, students will be able to:

- Use greetings and farewells
- Introduce themselves to others

MATERIALS: a box, charts, markers, board, worksheets.

WARM UP: Pandora’s Box

Put inside a box the letters of the alphabet. Then, ask students to stand up and make a circle. The students will pass be box around while saying the ABC. The teacher will say stop suddenly. The student holding the box will take out a letter and say one word in English beginning with the letter he/she took out. If the students do not know any word, the teacher will place a flash card on the board for the students to spell. The game will continue until most students have participated. (Appendix 1)

PRESENTATION:

1. Divide the board in two columns and write at the top Greetings and Farewells respectively. Then, paste a chart with greetings and farewells on the board. After that, students practice through repetition the greetings and the farewells (appendix 2).

GREETINGS & FAREWELLS		
<ul style="list-style-type: none">• Hi / Hello• Good morning• Good afternoon• Good evening• Good night• Nice to meet you	<ul style="list-style-type: none">• Goodbye / Bye• See you later• See you soon• See you tomorrow• Take care	<ul style="list-style-type: none">• How do you do?• How are you doing?• I am doing fine.• How are you?• I am fine, thank you

PRODUCTION ACTIVITIES

2. Paste the conversation going on between a boy and a girl on the board and have students listening to it. Practice it with the whole class and then have the couples practicing it. (Appendix 3)

Mark: Hi Susie!

Susie: Hello Mark! Good afternoon.

Mark: Good afternoon. How are you?

Susie: I am fine, thanks. And you?

Mark: I am great. See you later.

Susie: See you later. Take care

Mark: Goodbye

Susie: Bye

3. Paste on the board this short self-introduction Hi/Hello, I'm _____. Perform an example. Ask students to stand up and introduce themselves to their classmates.
4. Then, change the self-introduction by using different phrases. Perform an example and ask students to introduce themselves to their classmates once again. Use 3 different ways of introducing oneself changing the phrases to be used.
 - a) Hello! My name is _____. How are you?
 - b) Good afternoon, I am _____. How do you do?

WRAP UP:

Present to the students the way to introduce other people. Bring a short dialogue introducing a new friend to an old friend. Model the dialogue. Then ask students to form trios to practice it. Ask students to use their own names. Encourage students to change characters, so that they practice all the lines in the dialogue. Circulate and monitor their work.

Mario: Hi, Carlos. How are you?

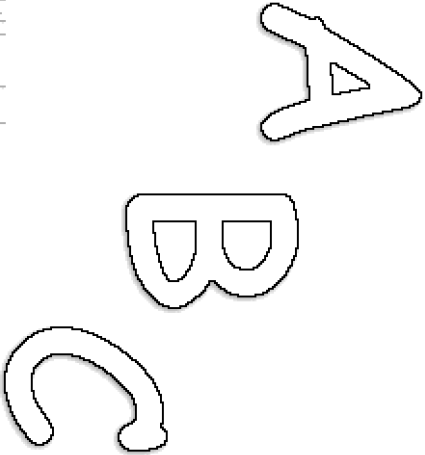
Carlos: Fine, thank you. And you?

Sandra: Very well, thanks. Carlos, this is my friend Sandra. Sandra this is Carlos.

Carlos: Nice to meet you.

Sandra: Nice to meet you, too.

APPENDIX 1

 <small>childcareland.com</small>	I	J	A	B	C	D
O	P	Q	E	F	G	H
U	V	W	L	M	N	T
X	Y	Z	R	S	T	X

APPENDIX 2

GREETINGS & FAREWELLS

- Hi / Hello
- Good morning
- Good afternoon
- Good evening
- Good night
- Nice to meet you

- Goodbye / Bye
- See you later
- See you soon
- See you tomorrow
- Take care

- How do you do?
- How are you doing?
- I am doing fine.
- How are you?
- I am fine, thank you

APPENDIX 3

Mark: Hi Susie!

Susie: Hello Mark! Good afternoon.

Mark: Good afternoon. How are you?

Susie: I am fine, thanks. And you?

Mark: I am great. See you later.

Susie: See you later. Take care

Mark: Goodbye

Susie: Bye

Mark: Hi Susie!

Susie: Hello Mark! Good afternoon.

Mark: Good afternoon. How are you?

Susie: I am fine, thanks. And you?

Mark: I am great. See you later.

Susie: See you later. Take care

Mark: Goodbye

Susie: Bye

Mark: Hi Susie!

Susie: Hello Mark! Good afternoon.

Mark: Good afternoon. How are you?

Susie: I am fine, thanks. And you?

Mark: I am great. See you later.

Susie: See you later. Take care

Mark: Goodbye

Susie: Bye



UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY FACULTY
FOREIGN LANGUAGE DEPARTMENT

LESSON PLAN 3 – WHAT’S YOUR PHONE NUMBER?

OJECTIVES: At the end of this lesson, students will be able to:

- Identify the numbers in English from 1 to 100
- Say their phone numbers

MATERIALS: charts, flash cards, markers, board, worksheets.

WARM UP: Beep Game

First, write the numbers on the board. Second, ask students to stand up and form a circle. Then, explain that they are going to practice the numbers from 1 till 100 by multiples, for example using the multiples of 5. So students have to start saying the numbers and when they get to 5, 10 or 15, for example, they have to say beep. If someone makes a mistake you have to start over.

PRESENTATION:

PRODUCTION ACTIVITIES

1. Write the numbers from one to one till 20 on the board and from ten to ten till one hundred. Have students repeating them a couple of times till they pronounce them well.
2. Paste on the board the conversation going on between two friends. Practice it with the whole class and then have couples practicing it. (Appendix 1)

Lulu: Hi Frank!

Frank: Hello Lulu! How are you?

Lulu: I am fine, and you?

Frank: I am very well.

Lulu: What’s your phone number Frank?

Frank: It’s on the phone book.

Lulu: Very funny!

Frank: OK. It’s 7631-7684.

1. Ask students randomly *what's your phone number?*
2. Give students a piece of paper that contains the question *Is your phone number_____?* and a phone number *76757871*. Explain to the students that they number on the paper is their phone number and that they are going to ask the question to their classmates until they find a person whose number is the one on the question (Appendix 2). Example:

Question: Is your phone number 7236-5970?

Myphonenumber: 7335-8672

St 1: Is your phone number 7236-5970?

St 2: No. My phone number is 7603-9128.

St 1: Is your phone number 7236-5970?

3. Ask students to form to teams and sit in line. Explain that the last person in the line will have a paper with a phone number. The last person in the line will draw one number at the time on the back of the classmate in front of him and so on. The person at the front of the line will write the numbers on the board one by one. The team that finishes first wins.
4. Give each student a bingo sheet. Explain to students how to play bingo. Start calling out numbers until one student says bingo (Appendix 3).
5. Give students a crossword to practice the numbers from 1 to 20 (appendix 4).
6. Give each student a multiple choice worksheet about the numbers. When they finish, ask them to provide the answers one by one (appendix 5).

WRAP UP:

Ask student to go around the classroom asking their classmates what their phone numbers are. When the students have all of their classmates' phone numbers, they can sit down and share with the rest of the class what they have gotten.

APPENDIX 1

Lulu: Hi Frank!

Frank: Hello Lulu! How are you?

Lulu: I am fine, and you?

Frank: I am very well.

Lulu: What's your phone number Frank?

Frank: It's on the phone book.

Lulu: Very funny!

Frank: OK. It's 7631-7684.

Lulu: Hi Frank!

Frank: Hello Lulu! How are you?

Lulu: I am fine, and you?

Frank: I am very well.

Lulu: What's your phone number Frank?

Frank: It's on the phone book.

Lulu: Very funny!

Frank: OK. It's 7631-7684.

Lulu: Hi Frank!

Frank: Hello Lulu! How are you?

Lulu: I am fine, and you?

Frank: I am very well.

Lulu: What's your phone number Frank?

Frank: It's on the phone book.

Lulu: Very funny!

Frank: OK. It's 7631-7684.

APPENDIX 2

Question: Is your phone number 7236-5970?

Myphonenumber: 7335-8672

Question: Is your phone number 7335-8672?

Myphonenumber: 7236-5970

Question: Is your phone number 7395-9885?

Myphonenumber: 7766-8451

Question: Is your phone number 7766-8451?

Myphonenumber: 7395-9885

Question: Is your phone number 7985-6512?

Myphonenumber: 7552-8965

Question: Is your phone number 7552-8965?

Myphonenumber: 7985-6512

APPENDIX 3

Directions: draw an "X" on the square of the number you hear. When you complete the grid, say BINGO.

5	8	2
19	16	0
7	4	11

Directions: draw an "X" on the square of the number you hear. When you complete the grid, say BINGO.

15	5	17
9	6	10
7	14	11

Directions: draw an "X" on the square of the number you hear. When you complete the grid, say BINGO.

9	7	6
13	1	10
7	4	12

Directions: draw an "X" on the square of the number you hear. When you complete the grid, say BINGO.

9	6	16
13	1	10
7	14	2

Directions: draw an "X" on the square of the number you hear. When you complete the grid, say BINGO.

9	5	2
1	15	0
8	14	3

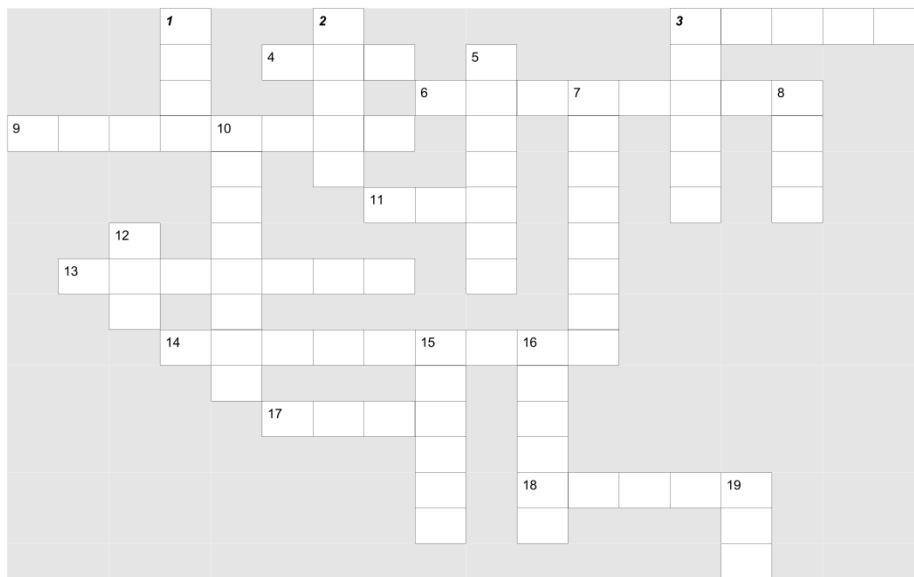
Directions: draw an "X" on the square of the number you hear. When you complete the grid, say BINGO.

9	15	2
11	15	10
8	18	3

APPENDIX 4

Crossword

Numbers 1 to 20



ACROSS

- 3. 3
- 4. 10
- 6. 19
- 9. 14
- 11. 1
- 13. 16
- 14. 17
- 17. 5
- 18. 8

DOWN

- 1. 4
- 2. 7
- 3. 12
- 5. 15
- 7. 18
- 8. 9
- 10. 13
- 12. 6
- 15. 20
- 16. 11
- 19. 2

APPENDIX5

Name _____

Date _____

"Numbers 10 to 100" Spelling Quiz

Directions: Choose the correct spelling of the word that matches the number. Write the letter of your choice in the blank provided.

- ____ 1) "17"
A. seventeen B. seventean C. sevennteen D. seventeen
- ____ 2) "80"
A. ieghty B. eighty C. eightie D. eigty
- ____ 3) "40"
A. phorty B. furty C. forty D. fortie
- ____ 4) "14"
A. phourteen B. fuurteen C. fourteen D. fourteen
- ____ 5) "50"
A. phifty B. fifty C. fiftie D. fiphty
- ____ 6) "20"
A. twentie B. twenty C. twenny D. twnety
- ____ 7) "12"
A. twelve B. twelv C. twellve D. thelve
- ____ 8) "70"
A. seventie B. sevennty C. sseventy D. seventy
- ____ 9) "15"
A. phifteen B. fiften C. fiftean D. fifteen
- ____ 10) "19"
A. nineteen B. nineten C. ninetean D. ninneteen
- ____ 11) "13"
A. thirten B. thirteen C. thirtean D. thirteenn
- ____ 12) "60"
A. sixtie B. ssixty C. sixty D. sicksty
- ____ 13) "30"
A. thirtie B. tvirty C. thirty D. thirtyh
- ____ 14) "90"
A. ninetie B. ninety C. ninnety D. niniety
- ____ 15) "16"
A. sixteen B. sixteen C. sixtean D. sixteenn
- ____ 16) "11"
A. elevenn B. eleven C. elleven D. eleen
- ____ 17) "18"
A. ieghteen B. eighteen C. eighteen D. eightean
- ____ 18) "100"
A. une hundred B. onne hundred C. one hundred D. one hundred
- ____ 19) "10"
A. tenn B. ten C. etn D. tenx



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LESSON PLAN 4 – WHEN’S YOUR BIRTHDAY?

OBJECTIVES: At the end of this lesson, students will be able to:

- Say the days of the week and the months of the year
- Ask and answer the question “When’s your birthday?”

MATERIALS: charts, markers, board.

WARM UP: Guess the number on your back

Ask students to form two teams and sit in line. Explain that the last person in the line will have a paper with a phone number. The last person in the line will draw one number at the time on the back of the classmate in front of him and so on. The person at the front of the line will write the numbers on the board one by one. The team that finishes first wins.

PRESENTATION:


1. Write the days of the week on the board and have students repeating them.
2. Ask Students questions like the following: If today is Monday, what day is tomorrow? If today is Wednesday, what day was yesterday?
3. Give students the worksheet about Bob’s week. Ask students to read about Bob’s week. Then, students have to complete the sentences with the days of the week according to the schedule. (Appendix 1)
4. Then write the months of the year on the board. Ask students to repeat them together till they pronounce them right.
5. Pair work: Give students a word search about the months of the year. (Appendix 2)
6. Write on the board the question “*when is your birthday*” and ask students to ask each other the same question. Then, give students a worksheet. Students have to stand up and go around the classroom asking *when’s your birthday?* Ask

students to write the answers from their classmates on the worksheets.
(Appendix 3)


WRAP UP

Ask students to sit down in a circle. Then ask questions like the following: whose birthday is on September? All the students whose birthdays are on that month have to stand up and say their birth dates. Then, ask students to stand up and order themselves chronologically from January to December

APPENDIX 1

English 4 Kids <small>www.english-4kids.com</small>		Bob's Week		
Name: _____		Class: _____		
Days	Activity 1	Activity 2		
1. Monday	go to school	play football		
2. Tuesday	go to school	do homework		
3. Wednesday	go to school	watch TV		
4. Thursday	go to school	play football		
5. Friday	go to school	watch TV		
6. Saturday	go swimming	ride a bicycle		
7. Sunday	draw a picture	play table tennis		

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English 4 Kids <small>www.english-4kids.com</small>		Bob's Week		
Name: _____		Class: _____		
1) What days does Bob go to school? Bob goes to school on _____ and _____.				
2) What days does Bob play football? Bob plays football on _____ and _____.				
3) What day does he draw a picture? He draws a picture on _____.				
4) What does Bob do on Saturday? On Saturday, Bob _____.				
5) What days does Bob watch TV? Bob watches TV _____.				

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APPENDIX 2

APPENDIX 5

Directions: find the months of the year in the letter soup.

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

Directions: find the months of the year in the letter soup.

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

Directions: find the months of the year in the letter soup.

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

Directions: find the months of the year in the letter soup.

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

APPENDIX 3



When is your birthday?



Ask questions 5 students in your class when their birthdays fall. Each student should tell you the exact day and month of their birthday as in the following example.

Question - When is your birthday Tom?

Tom - My birthday is on July 22nd.

After the exercise, report back to the class on each student with a sentence like this.

Tom's birthday is on July 22nd.

First start by writing down your own birthday in the **me** section.

Me : My birthday is on _____.

Question	Answer	Student Name
1. When is your birthday?		
2. When is your birthday?		
3. When is your birthday?		
4. When is your birthday?		
5. When is your birthday?		



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LESSON PLAN 5 – WHERE ARE YOU FROM?

OBJECTIVES: At the end of this lesson, students will be able to:

- Say the names of the countries in English
- Ask and answer the question “Where are you from?”

MATERIALS: charts, markers, board, worksheets

WARM UP: Order the countries

Give students a strip of paper with the name of a country; then, ask students to order themselves alphabetically from A - Z. (Appendix 1)

PRESENTATION: Have students repeating the dialogue many times. Then, ask them to change the information and perform it at the front.

Antonio: Hi, Mariana. How are you?

Mariana: Hi, Antonio. I'm very well thank you. And you?

Antonio: Great!

Mariana, this is Lisa. She's from Canada.

Mariana: Hi, Lisa. Nice to meet you.

Lisa: Hi, nice to meet you, too.

Mariana: So, you're from Canada.

Lisa: Yes, that's right! Are you Mexican, Mariana?

Antonio: Of course she is. Just like me.

PRODUCTION ACTIVITIES:

1. Divide students in two groups. Paste on the wall two charts for each group. Chart #1 will have names of countries and chart #2 will have nationalities. The

countries and nationalities will be written in movable cards for students to match the country with the correct nationality. The group that finishes first wins.

2. Using the warm up cards, students will go around the classroom asking and answering "*Where are you from? I am from Spain*"
3. Ask students to work pairs, to practice the following short dialogues (appendix 2):

- **A:** Who is your favorite soccer player?

B:Rivaldo

A: Is he Italian?

B: No, he isn't. He's Brazilian.

- **A:**Who's your favorite movie star?

B: Cameron Diaz

A: Where is she from?

B: She's from the United States.

- Who's your favorite singer?
- Who is your favorite actor?
- Who's your favorite basketball player?
- Who is your favorite tennis player?
- Who's your favorite teacher?
- What's your favorite band?

4. Give students a worksheet to complete with **am**, **is**, or **are** depending on the subject. Check their work orally. (Appendix 3)

WRAP UP

Place a box with flashcards of some names of countries. Then ask students to go to the front and pick one flashcard from the box. Then he/she will say the name of the country he/she picked. The students sitting down will ask all together *Where are you from?* And the students will answer *I am from El Salvador. I am Salvadorian.*

APPENDIX 1

Brazil

Canada

China

Colombia

El Salvador

The United States

France

Germany

Greece

Guatemala

Honduras

Italy

Japan

Egypt

Portugal

Peru

Russia

Spain

Switzerland

Mexico

Argentina

Cuba

Panama

Panama

APPENDIX 2

A: Who is your favorite soccer player?

B: Rivaldo

A: Is he Italian?

B: No, he isn't. He's Brazilian.

A: Who's your favorite movie star?

B: Cameron Diaz

A: Where is she from?

B: She's from the United States.

- **Who's your favorite singer?**
- **Who is your favorite actor?**
- **Who's your favorite basketball player?**
- **Who is your favorite tennis player?**
- **Who's your favorite teacher?**
- **What's your favorite band?**

APPENDIX 3

Direction : Fill in the blanks with : **AM** ,**IS**, or **ARE** according to the subject. Then rewrite the sentence using the short form.

- 1- I _____ from El Salvador. _____ from El Salvador.
- 2- They _____ from England. _____ from England.
- 3- You _____ not American. _____ not American.
- 4- She _____ a loyal friend. _____ a loyal friend.
- 5- He _____ my grandfather. _____ my grandfather.
- 5-We _____ in high school. _____ in high school.
- 6- It _____ my new bicycle. _____ my new bicycle.
- 7- Ricky _____ from Puerto Rico. _____ from Puerto Rico.
- 8-You _____ Costa Rican. _____ Costa Rican.
- 9- They _____ Colombian. _____ Colombian.
- 10-She _____ my teacher. _____ my teacher.

Direction : Fill in the blanks with : **AM** ,**IS**, or **ARE** according to the subject. Then rewrite the sentence using the short form.

- 1- I _____ from El Salvador. _____ from El Salvador.
- 2- They _____ from England. _____ from England.
- 3- You _____ not American. _____ not American.
- 4- She _____ a loyal friend. _____ a loyal friend.
- 5- He _____ my grandfather. _____ my grandfather.
- 5-We _____ in high school. _____ in high school.
- 6- It _____ my new bicycle. _____ my new bicycle.
- 7- Ricky _____ from Puerto Rico. _____ from Puerto Rico.
- 8-You _____ Costa Rican. _____ Costa Rican.
- 9- They _____ Colombian. _____ Colombian.
- 10-She _____ my teacher. _____ my teacher.

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- 5-We _____ in high school. _____ in high school.
- 6- It _____ my new bicycle. _____ my new bicycle.
- 7- Ricky _____ from Puerto Rico. _____ from Puerto Rico.
- 8-You _____ Costa Rican. _____ Costa Rican.
- 9- They _____ Colombian. _____ Colombian.
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- 5-We _____ in high school. _____ in high school.
- 6- It _____ my new bicycle. _____ my new bicycle.
- 7- Ricky _____ from Puerto Rico. _____ from Puerto Rico.
- 8-You _____ Costa Rican. _____ Costa Rican.
- 9- They _____ Colombian. _____ Colombian.
- 10-She _____ my teacher. _____ my teacher.



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LESSON PLAN 6 – CLASSTOOM OBJECTS

OBJECTIVES: At the end of this lesson, students will be able to:

- Identify the objects inside a classroom in English
- Talk about the things you use at school

MATERIALS: charts, markers, board, worksheets.

WARM UP: Hang man

Divide students in two groups, it can be girls against boys. Draw a hangman on the board and write the lines. For example: book; eraser; pencil

PRESENTATION:

1. Give students a list of classroom objects and ask students to read it silently; ask students for new words. Then, have them repeating them and pointing out the objects (Appendix 1)

PRODUCTION ACTIVITIES:

2. Pair work: Give each student a piece of paper with a conversation and practice a couple of times with the students. Practice changing the classroom objects in the dialogue. Then ask students to do the same in couples. (Appendix 2)

David: Could you give me that book on the table over there?

Frank: Do you mean this book here?

David: Yes, that book.

Frank: Here you are. Oh, could you give me those pencils on the table over there?

David: These? Sure, here you are.

3. Survey: write the following question on the board: What do you have in your backpack? I have a pencil, an eraser, a notebook and a book. Practice making and answering the question and then ask students to go around the classroom asking their classmates the same question and writing down the answers.
4. Give students the school supplies crossword. After they finish filling it out, ask them to match the words with the pictures (appendix 3).

WRAP UP

The teacher will place some objects in a bag and will ask students *What is this?* And students will answer *It's a calculator*. Then students can take turns to taking out objects and asking the question.

APPENDIX 1

Pen	Book	Colored pencils	Glue
Pencil	Scissors	Dictionary	Marker
sharpener	ruler	Calculator	Stapler
Classroom	Eraser	Schoolbag	compass
Crayon	Pencil Sharpener	Table	Pencil case
Notebook	Desk	Chair	board

Pen	Book	Colored pencils	Glue
Pencil	Scissors	Dictionary	Marker
sharpener	ruler	Calculator	Stapler
Classroom	Eraser	Schoolbag	compass
Crayon	Pencil Sharpener	Table	Pencil case
Notebook	Desk	Chair	board

Pen	Book	Colored pencils	Glue
Pencil	Scissors	Dictionary	Marker
sharpener	ruler	Calculator	Stapler
Classroom	Eraser	Schoolbag	compass
Crayon	Pencil Sharpener	Table	Pencil case
Notebook	Desk	Chair	board

APPENDIX 2

David: Could you give me that book on the table over there?

Frank: Do you mean this book here?

David: Yes, that book.

Frank: Here you are. Oh, could you give me those pencils on the table over there?

David: These? Sure, here you are.

David: Could you give me that book on the table over there?

Frank: Do you mean this book here?

David: Yes, that book.

Frank: Here you are. Oh, could you give me those pencils on the table over there?

David: These? Sure, here you are.

David: Could you give me that book on the table over there?

Frank: Do you mean this book here?

David: Yes, that book.

Frank: Here you are. Oh, could you give me those pencils on the table over there?

David: These? Sure, here you are.

David: Could you give me that book on the table over there?

Frank: Do you mean this book here?

David: Yes, that book.

Frank: Here you are. Oh, could you give me those pencils on the table over there?

David: These? Sure, here you are.

APPENDIX 3

School Supplies

Below the puzzle grid is a list of words. Place the words in the correct place on the grid and then match them with the pictures.

3 LETTERS - pen
4 LETTERS- book ; glue
5 LETTERS - ruler
6 LETTERS - rubber; marker; pencil
7 LETTERS - compass; stapler

8 LETTERS - scissors; note book
9 LETTERS - school bag
10 LETTERS - X-acto knife; pencil case; calculator; ring binder
11 LETTERS - Hole puncher;
12 LETTERS- water colours
15 LETTERS - coloured pencils; pencil sharpener

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LESSON PLAN 7 – THE PARTS OF THE HOUSE

OBJECTIVES: At the end, of this lesson students will be able to:

- Describe the different parts of the house
- Name the different furniture and objects

MATERIALS: charts, markers, board, worksheets.

WARM UP:

Give each student a copy of “parts of the house” vocabulary. Ask students to repeat a couple of times. After that, ask or new vocabulary till they have a clear idea of the meaning of each word (appendix 1).

PRESENTATION:

1. Paste the following conversation on the board. Then, have students repeating it a couple of times. After that, make them practice it in pairs, using their own information. Finally, ask them to perform it at the front (appendix 2).

Linda: Guess what! I have a new apartment.

Chris: That’s super. What’s it like?

Linda: It’s really beautiful.

Chris: How many rooms does it have?

Linda: Well, it has a bedroom, a bathroom, a kitchen, and a living room. Oh, and a big closet in the hall.

Chris: Where is it?

Linda: It’s on Lakeview Drive.

Chris: Oh, nice. Does it have a view?

Linda: Yes, it does. It has a great view of my neighbors’ apartment.

PRODUCTION ACTIVITIES

2. Have students working in pairs. Then paste the following question on the board:
What's there in your house? Students have to ask each other this question; then, they have to report to the class the answer.
3. Give students a fill in the blanks activity about the parts of the house. Ask them to complete it using the vocabulary previously studied (appendix 3).
4. Give students a *find someone who* activity (appendix 4).

WRAP UP:

Ask students to write ten sentences using the parts of the house

APPENDIX 1

HOUSE	room	balcony	bathroom
bedroom	dining room	living room	sitting room
garage	kitchen	basement	cellar
attic	study	toilet	door
doorbell	doormat	letter box	window
roof	chimney	staircase/stairs	flat (GB)
apartment (US)	DINING ROOM	wallpaper	television
dining room	living room	table	chair
armchair	sofa / settee (GB)	floor	ceiling
rug	carpet	fireplace	radiator
lamp	light	curtain	wall
KITCHEN	tablecloth	napkin	teapot
kitchen	fridge	oven	microwave oven
dishwasher	washing machine	ironing board	toaster
liquidizer (GB)	blender (US)	mixer	broom
sink	tap	waste bin	worktop
tea towel	frying pan	saucepan	pressure cooker
kettle	bowl	tin opener	corkscrew
fork	knife	spoon	teaspoon
cutlery drawer	cup	glass	saucer
jug	coffeepot	coffee maker	BATHROOM
bathroom	bath	shower	toilet
bidet	washbasin	tap	mirror
soap	soap dish	towel	towel rail
bath mat	toilet paper	sponge	comb
hairbrush	hair drier	shampoo	conditioner
safety razor	electric razor	shaving foam	toothbrush
toothpaste	nailbrush	BEDROOM	alarm clock
bedroom	bed	bedside table	bedside lamp
wardrobe	chest of drawers	drawers	mattress
pillow	blanket	sheet	bedspread

APPENDIX 2

Linda: Guess what! I have a new apartment.

Chris: That's super. What's it like?

Linda: It's really beautiful.

Chris: How many rooms does it have?

Linda: Well, it has a bedroom, a bathroom, a kitchen, and a living room. Oh, and a big closet in the hall.

Chris: Where is it?

Linda: It's on Lakeview Drive.

Chris: Oh, nice. Does it have a view?

Linda: Yes, it does. It has a great view of my neighbors' apartment.

Linda: Guess what! I have a new apartment.

Chris: That's super. What's it like?

Linda: It's really beautiful.

Chris: How many rooms does it have?

Linda: Well, it has a bedroom, a bathroom, a kitchen, and a living room. Oh, and a big closet in the hall.

Chris: Where is it?

Linda: It's on Lakeview Drive.

Chris: Oh, nice. Does it have a view?

Linda: Yes, it does. It has a great view of my neighbors' apartment.

APPENDIX 3

DIRECTIONS: complete the text using the names of the parts of the house

I like my big _____, it has got two _____ my parents' and mine. Upstairs, there is also a _____ where I brush my teeth. Downstairs, there is a big _____ where my mom cooks, a _____ to eat all together and a _____ where I watch TV. Outside, my parents park the car in the _____, and we have a beautiful _____ with lots of flowers and trees.

DIRECTIONS: complete the text using the names of the parts of the house

I like my big _____, it has got two _____ my parents' and mine. Upstairs, there is also a _____ where I brush my teeth. Downstairs, there is a big _____ where my mom cooks, a _____ to eat all together and a _____ where I watch TV. Outside, my parents park the car in the _____, and we have a beautiful _____ with lots of flowers and trees.

DIRECTIONS: complete the text using the names of the parts of the house

I like my big _____, it has got two _____ my parents' and mine. Upstairs, there is also a _____ where I brush my teeth. Downstairs, there is a big _____ where my mom cooks, a _____ to eat all together and a _____ where I watch TV. Outside, my parents park the car in the _____, and we have a beautiful _____ with lots of flowers and trees.

APPENDIX 4

Find someone who...

has a big television.

sleeps on the floor.

has a picture of Barcelona F.C in his/her bedroom.

does not have a fridge.

has a small house.

does not have a sofa.

has a big closet.

Find someone who...

has a big television.

sleeps on the floor.

has a picture of Barcelona F.C in his/her bedroom.

does not have a fridge.

has a small house.

does not have a sofa.

has a big closet.



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LESSON PLAN 8 – SPORTS

OBJECTIVES: At the end of this lesson, students will be able to:

- Talk about the most common sports
- Talk about the equipment they need to practice each sport

MATERIALS: charts, markers, board, worksheets.

WARM UP: Memory game

Write the names of sports in separate pieces of paper; then, divide the class in two groups and let them choose a representative. After that, the representative will have to go to the front, take a piece of paper, and mimic the sport written on it. Each group will have two minutes. The group who makes more guesses will be the winner.

PRESENTATION:

1. Ask students about the sports they know and make a list on the board. Then, have them repeating all of them.

PRODUCTION ACTIVITIES:

2. Give each student a piece of paper with the name of a sport written on it. Then, ask them to make sentences.

Ex: *I like to play football.*

or

I don't like to play football.

3. Give each student a "find someone who" card and ask them to go around the classroom till they have at least one person who practices each sport (appendix 1).

Find someone who.....

Goes hiking

Play football

Play tennis

Goes swimming

Plays soccer

Plays volleyball

4. Ask students to work in pairs. Then, give each student a copy of the “sport survey.” They will have to fill it out with the information of their classmate. Finally, they will have to report to the class the information they have gotten (appendix 2).
5. Write on the board the following question “*what do you need to play football?*”ask student to mention all the equipment they need. Change the name of the sport in order to review all of them.

WRAP UP:

Ask students to say all the sports studied, but at the same time, they will have to mention the name of a famous person who practices it.

APPENDIX 2

Sports	I like	I don't like
Basketball		
Tennis		
Football		
Skiing		
Soccer		
Volleyball		
swimming		
Baseball		
Table tennis		
Windsurfing		

Sports	I like	I don't like
Basketball		
Tennis		
Football		
Skiing		
Soccer		
Volleyball		
swimming		
Baseball		
Table tennis		
Windsurfing		



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LESSON PLAN 9 – DAILY ACTIVITIES

OBJECTIVES: At the end of this lesson, students will be able to:

- Talk about their daily routines
- Tell the time.

MATERIALS: charts, markers, board, worksheets.

WARM UP: Operator game: divide the class in two groups. Then, whisper the following sentence to the first student: *I like to play football and to play basketball with my friends.* Ss have to whisper the sentence to each other in turn until they reach the last student, who has to share them with the class.

PRESENTATION:

Give a copy of “Juan Gomez” daily routine to each student. Allow them some time to read it. Then, make them questions to check their understanding. After that, ask them to make a similar paragraph with their personal information (appendix 1).

PRODUCTION ACTIVITIES:

1. In separate pieces of paper, write different daily activities. Then, start calling out students. Ask them to pick up a piece of paper and mimic the activity written on it. The rest of the class will have to guess.
2. Give a copy of the daily routine questionnaire to each student and give them some time to fill it out. Then, ask them to change the questionnaire with a classmate to check the answers (appendix 2).
3. Give to each student a copy of frequency adverbs exercises so that they can have more practice on how to use them. Then, ask them to report to the class the answers (appendix 3).

4. Draw some clocks on the board and show students the different ways to tell the time.
5. Give to the students the “time match” practice. When all of them have finished, ask for the answers individually. If a student makes a mistake, ask the other students to help him/her (appendix 4).

WRAP UP:

6. Dive the class in two groups, girls against boys. Then, mimic a daily routine. The two groups have to guess what you do.

APPENDIX 1

Juan Gomez wakes up at six o'clock every morning. He gets up, takes a shower, gets dressed, and eats breakfast. After breakfast he reads the newspaper until 7:15. Then, he leaves for work. He gets on the bus at the bus stop, rides it to University Avenue, gets off, and walks to his office. He works until five o'clock. He usually goes and plays basketball with friends after work. Then he goes home. Juan leads a very boring life.

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APPENDIX 2

What time do you...?

I get up at ...

I have breakfast at ...

What time do you...?	you	Students' name
get up on Sundays?		
get up Mondays?		
have breakfast at the weekend?		
have breakfast on Tuesdays?		
have lunch on Thursdays?		
have dinner on Saturdays		
go to your English lessons		
go home after your English lessons?		
go to bed on Fridays?		
go to bed on Wednesdays?		
take a shower?		

What time do you...?

I get up at ...

I have breakfast at ...

What time do you...?	you	Students' name
get up on Sundays?		
get up Mondays?		
have breakfast at the weekend?		
have breakfast on Tuesdays?		
have lunch on Thursdays?		
have dinner on Saturdays		
go to your English lessons		
go home after your English lessons?		
go to bed on Fridays?		
go to bed on Wednesdays?		
take a shower?		

APPENDIX 3

Direction: Combine different elements and form 10 questions.

Howoften	do does	I You He She It We The y	play prepare go clean help buy visit take have	to the park the bedroom her friends lunch a bath at home a pair of shoes basketball to a party the guitar meat	?	
						1
						2
						3
						4
						5
						6
						7
						8
						9
	10					

Direction: Combine different elements and form 10 questions.

Howofte n	do does	I You He She It We The y	play prepar e go clean help buy visit take have	to the park the bedroom her friends lunch a bath at home a pair of shoes basketball to a party the guitar meat	?	
						1
						2
						3
						4
						5
						6
						7
						8
						9
	10					

APPENDIX 4

Name: _____ Time - Matching

Time Match

Match the time on the left with same time on the right.

- | | |
|------------|----------------------------|
| _____ 4:05 | a. five minutes after four |
| _____ 4:10 | b. five minutes to five |
| _____ 4:15 | c. ten minutes after four |
| _____ 4:30 | d. ten minutes to five |
| _____ 4:45 | e. quarter after four |
| _____ 4:50 | f. quarter to five |
| _____ 4:55 | g. half past four |

Now, try these...

- | | |
|-------------|-------------------------------------|
| _____ 12:15 | a. half past twelve |
| _____ 12:20 | b. twenty minutes after twelve |
| _____ 12:25 | c. twenty minutes to one |
| _____ 12:30 | d. twenty-five minutes after twelve |
| _____ 12:35 | e. twenty-five minutes to one |
| _____ 12:40 | f. quarter to one |
| _____ 12:45 | g. quarter after twelve |



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LESSON PLAN 10 – The Family

OBJECTIVES: At the end of this lesson, students will be able to:

- Identify the members of the family in English
- Talk about the members of their families
- Describe themselves and their family members

MATERIALS: charts, markers, board, worksheets.

WARM UP: Adjectival Action

Pick one student; he/she has to come to the front of the class. Then show the student a card with an adjective written on it like "angry". The student then tries to mime the adjective. The other students have to guess the adjective. The one who guesses right gets a point and mimes the next adjective. (Appendix 1)

PRESENTATION:

1. Give students a list of the family members and ask them to look for new words. Then, give students a list of appearance and personality. After that ask students to make sentences like: *"my mother is beautiful, my brother is tall"*(Appendix 2)
2. Then, ask individual students: *What's your father's name? What's your grandmother's name? What's your daughter's name?*and so on.

PRODUCTION ACTIVITIES:

3. Ask student to make a family tree
4. Write on the board the question: *What are you like?*Ask students to write their own descriptions. Then, ask them to go around the classroom asking the same question. At the end, ask students to report on their classmates descriptions.

This is me.

I am short and thin.

I have white skin.

My hair is dark brown and wavy.

My eyes are dark brown.

I am young and beautiful.

5. Encourage students to describe 3 members of their family. Then, in groups of three students will share their descriptions.
6. Ask students to write 2 sentences about different classmates using the following structure and personality adjectives:
 - (classmate's name) _____, I appreciate you because you are _____ (personality adjective).
 - (classmate's name) _____, I consider you are a _____ (personality adjective) person.
7. Write the question: *What's your mother like?* on the board. Tell them that they can describe any other family member. Then, ask for volunteers to read aloud their descriptions.

WRAP UP

The teacher will paste a chart on the board with appearance and personality adjectives. Students will form groups of three and use those adjectives to describe their family members or themselves (appendix 3).

tall	kind	short	beautiful	loyal	annoying	strict	curly	smart	shy
black	brown	dark	patient	generous	blond	straight	funny	strict	
funny	old	helpful	plump	thin	ugly	young	white	wavy	fat

A: What are your grandparents like?

B: My grandparents are very generous.

C: What does your mom look like?

A: She is very thin and tall.

APPENDIX 1

Angry	Fat	Annoying	Difficult	Loud
Happy	Tall	Strong	Easy	Dirty
Sad	Ugly	Weak	Big	Cold
Tired	Beautiful	fast	Small	Hot
Worried	interesting	Slow	funny	Boring

APPENDIX 2

Mother	Daughter	Nephew	Grand mother	Mother in law
Father	Siblings	Niece	Grand father	Sister in law
Brother	Aunt	Grandson	Great grand mother	Brother in law
sister	Uncle	Grand daughter	Great grand father	Son in law
Son	Cousin	Grandchild	Father in law	Daughter in law

Mother	Daughter	Nephew	Grand mother	Mother in law
Father	Siblings	Niece	Grand father	Sister in law
Brother	Aunt	Grandson	Great grand mother	Brother in law
sister	Uncle	Grand daughter	Great grand father	Son in law
Son	Cousin	Grandchild	Father in law	Daughter in law

APPENDIX 3

tall kind short beautiful loyal
annoying strict curlysmart shy
black brown dark patient
generous blond straight
funny strict funny old helpful
plump thin ugly young
white wavy fat



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LESSON PLAN 13 – PARTS OF THE BODY

OBJECTIVES: At the end of this lesson, students will be able to:

- Identify the parts of the body in English
- Give commands to people in English

MATERIALS: charts, markers, board, worksheets.

WARM UP: Simon says

Ask students to stand up. Then, explain that they are going to hear commands like: *Simon says, touch your nose* or *Touch your head*, Sts have to pay attention and perform only those commands that begin with “Simon says”. The students who make mistakes have to sit down. The student/s who do not make any mistakes will be the winner/s.

PRESENTATION:

1. Give student a list of the body parts to students. Ask them to repeat the words a couple of times. Then, ask for new words (Appendix 1)

PRODUCTION ACTIVITIES:

2. Divide students in groups of three. Ask students to choose one person to be the group’s model. Then, give each group a set of cards and some masking tape. Each group will label their models with the parts of the body. The group that gets more correct parts of the body in 3 minutes wins.
3. Prepare some commands and place them in a box. Ask students to stand up and form a circle. Play some music while students pass the box around the circle. When the music stops, the student holding the box will take a paperout of the box. The student will read the command and the rest of the class will perform it. (Appendix 2)

4. Place a chart on the board with some scrambled commands. Ask students to form as many commands as they can. Then in pairs, St 1 is going to give commands to St 2 for him/her to perform them and vice versa.

WRAP UP

Explain to students that you are going to say a part of the body and they have to say an item of clothing that you can wear in that particular body part or vice versa.

Ex: *head – hat; shoes – feet.*

APPENDIX 1

head	face
hair	eye
nose	ear
mouth	neck
shoulder	arm
wrist	finger
elbow	chest
stomach	back
hip	knee
leg	ankle
foot	toe
nail	chin

APPENDIX 2

Be quiet!

Close the door

Open the windows

Listen to the CD

Sit down

Clean the room

Do your homework

Go to school

Stand up

Hurry up!

Come in

Write your name



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LESSON PLAN 12 – WHAT ARE YOU WEARING?

OBJECTIVES: At the end of this lesson, students will be able to:

- Identify the items of clothing in English
- Describe their outfits the clothes they/people are wearing
- Talk about things that they are doing at the moment

MATERIALS: charts, markers, board, worksheets.

WARM UP: Clothing Lottery

Ask two students to go to the front (a boy and a girl). Then, point students' clothing items and say their names at the same time. Have students repeating all of them.

PRESENTATION:

1. Give students a conversation between *Sal and Harry*. Have students repeating a couple of times; then, ask them to practice it in pairs and perform it at the front (appendix 1).

PRODUCTION ACTIVITIES:

3. Introduce the question and answer- *What are you wearing? I am wearing a yellow dress*. Ask students to make as many sentences as possible about what they are wearing.
4. Present two little paragraphs about a runway show. Practice the two paragraphs with the students. Ask students to form trios and then divide the roles of host and models. After that, ask students to change the items of clothing on the paragraphs for the items they are wearing. Give students 5 – 10 minutes to practice and then students have to make the runway show in the classroom (appendix 2).

- a. Here is Karen. Karen is wearing a pink blouse and a green skirt. She's wearing high heel shoes that match perfectly with her black handbag. Isn't she lovely? Thank you Karen.
 - b. Now, here is David. He is wearing light blue jeans and a red T-shirt. He's wearing white sneakers and a black cap. He is also wearing sunglasses. Thank you David.
5. Give students a written practice to reinforce the present continuous (appendix 3).
 6. Then ask students to stand up and form a circle. Place pieces of paper containing verbs in present inside a box. Play some music while the students pass the box. When the music stops, the student holding the box will take out a piece of paper and say a sentence in present continuous written on it.
 7. Dive the class in two groups and ask them to choose a representative. The representative of each group has to go to the front and mimic an action and the rest of the group has to guess. Give a prize to the group who makes more guesses.
 8. Give each student a copy of the "clothes word search." Give a prize to the student who finishes first (appendix 4).

WRAP UP

Ask students about the clothes that they like to wear. Ex: *I like to wear jeans and boots. I like to wear dress and sandals.*

APPENDIX 1

Sal: Have you got a clean shirt on?

Harry: Yes, of course! Are you wearing a clean blouse, Sal?

Sal: Yes. What colour are your socks, Harry?

Harry: Black. Who's got blue socks on?

Sal: I have. Show me your shoes.
Are they old or new?

Harry: They're new.

Have you got old shoes on?

Sal: No, they're new! But they're dirty.

Sal: Have you got a clean shirt on?

Harry: Yes, of course! Are you wearing a clean blouse, Sal?

Sal: Yes. What colour are your socks, Harry?

Harry: Black. Who's got blue socks on?

Sal: I have. Show me your shoes.
Are they old or new?

Harry: They're new.

Have you got old shoes on?

Sal: No, they're new! But they're dirty.

APPENDIX 2

a. Here is Karen. Karen is wearing a pink blouse and a green skirt. She's wearing high heel shoes that match perfectly with her black handbag. Isn't she lovely? Thank you Karen.

b. Now, here is David. He is wearing light blue jeans and a red T-shirt. He's wearing white sneakers and a black cap. He is also wearing sunglasses. Thank

A. Here is Karen. Karen is wearing a pink blouse and a green skirt. She's wearing high heel shoes that match perfectly with her black handbag. Isn't she lovely? Thank you Karen.

B. Now, here is David. He is wearing light blue jeans and a red T-shirt. He's wearing white sneakers and a black cap. He is also wearing

APPENDIX 3

2. Complete the sentences. Use the present continuous and the verbs in brackets.

- a) I _____ (play) football tonight.
- b) I can't play with you now. I _____ (finish) my homework.
- c) Sally _____ (take) a bath .
- d) What _____ (you/ do) at the weekend?
- e) Peter and Mary _____ (go) out.
- f) She _____(eat) in the kitchen.
- g) My little sister _____ (watch) TV.
- h) My friends' _____ (make) a lot of noise.

3. Write the questions. Use the correct form of present continuous.

Example:

What are they doing? (do)

They're playing football.

- a) _____?(go)
She's going to the cinema.
- b) _____?(do)
I'm doing my homework.
- c) _____?(listen to)
His Pop Music.
- d) _____?(read)
A book about England.
- e) _____?(drive)
I'm driving to the airport.
- f) _____?(cook)
I'm cooking chicken.
- g) _____?(do)
Mom is cleaning the house.
- h) _____?(buy)
Dad is buying a new car.

APPENDIX 4

Student's name: _____

- Find the following words and circle them.

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

skirt	dress	jeans	blouse
shirt	shorts	bathing suit	cap
T- shirt	belt	sweatshirt	pants
socks	tie	sweater	shoes
earrings	bracelet	ring	glasses
jacket	coat	sneakers	hat
necklace	sandals	tank top	slippers



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LESSON PLAN 13 – ARE THERE ANY EGGS?

OJECTIVES: At the end of this lesson, students will be able to:

- Identify food and drinks in English
- Talk about the food they eat everyday
- Ask and answer questions about food and drinks

MATERIALS: eraser, markers, board.

WARM UP: Draw it and guess it

Prepare some pieces of paper about food and place them in a box or bag. Students will take turns to pick one card go to the board and draw what's on the piece of paper. The rest of the students have to guess what the drawing is. The student who guesses right will be the next to take his/her turn drawing on the board.

PRESENTATION:

1. Present a dialogue about food and have students repeating them till they pronounce it well. Then, have students performing it with their own information (appendix 1).

PRODUCTION ACTIVITIES:

3. Give each student a list of food items. Divide the board in two parts: *Healthy – Unhealthy*. Ask students to place the food item on one of the two sides. Then check and discuss with the students about healthy and unhealthy food (appendix 2).
4. Ask students to work in couples. Give each student a *Food Questionnaire*. Then give students some time to ask their partners the questions on their worksheets and write down the answers (appendix 3).

5. Write on the board the following sentence “what’s there in your fridge?” Ask students to write on their notebook their own answers. After that, ask each of them what they have written.

- *There are some apples in the fridge.*
- *There is some butter in the fridge.*
- *There are 4 pancakes in the fridge.*
- *There is some milk in the fridge*

Then, ask students to ask each other the same question

A: What’s in the fridge?

B: What’s in the fridge?

B: There are some eggs in the fridge.

A: There is some cheese in the fridge.

6. Write the following example on the board:

What do you eat for breakfast? I eat some beans, some cream, an egg and a cup of coffee.

7. Practice it with students. Then, ask them to stand up and form a circle. Using a ball, ask students what they have for breakfast, lunch, dinner.

8. Then ask them to go around the classroom and ask 5 of their classmates the same question and write down the answers.

WRAP UP

Divide the board in two parts, *countable – uncountable*. Divide the students in two teams and give each team a set of pieces of papers with food items. Students have to classify the food and/ or drinks in countable or uncountable.

APPENDIX 1

Sara: what's on your sandwich, Jason?

Jason: Well, Bead.

Sara: Ha, ha, very funny. But what are you putting in the middle?

Jason: some ham and some cheese. What are putting on your sandwich?

Sara: some chicken and some bacon, I think.

Nick: what about you, Amy?

Amy: I'm putting some cheese and some potato chips on my sandwich.

Nick: chips and potato chips? Oh, of course, you`re vegetarian: I'm putting chicken, chocolate, and salami on my sandwich.

Amy: yuck!

Nick: pass me a banana and some potato chips. I can put them on, too. Awesome!

Amy: that`s disgusting!

Sara: what's on your sandwich, Jason?

Jason: Well, Bead.

Sara: Ha, ha, very funny. But what are you putting in the middle?

Jason: some ham and some cheese. What are putting on your sandwich?

Sara: some chicken and some bacon, I think.

Nick: what about you, Amy?

Amy: I'm putting some cheese and some potato chips on my sandwich.

Nick: chips and potato chips? Oh, of course, you`re vegetarian: I'm putting chicken, chocolate, and salami on my sandwich.

Amy: yuck!

Nick: pass me a banana and some potato chips. I can put them on, too. Awesome!

Amy: that`s disgusting!

APPENDIX 2

- Crabapple
- Hawthorn
- Pear
- Apricot
- Peach
- Nectarines
- Plum
- Cherry
- Blackberry
- Raspberry
- Mulberry
- Strawberry
- Cranberry
- Blueberry
- Barberry
- Currant
- Gooseberry
- Elderberry
- Grapes
- Grapefruit
- Kiwi fruit
- Rhubarb
- Pawpaw
- Papaya
- Melon
- Watermelon
- Figs
- Dates
- Olive
- Jujube
- Pomegranate
- Lemon
- Lime
- Key Lime
- Mandarin
- Orange
- Sweet Lime
- Tangerine
- Avocado
- Guava
- Kumquat
- Lychee
- Passion Fruit
- Tomato
- Banana
- Gourd
- Bitter Gourd
- Bottle Gourd
- Cashew Fruit
- Cacao
- Coconut
- Custard
- Jackfruit
- Mango
- Neem
- Okra
- Pineapple
- Vanilla
- Carrot
- Cabbage
- Carrot
- Cauliflower
- Champignon
- Celery
- Corn
- Cucumber
- Garlic
- Lettuce
- Mushroom
- Onions
- Peas
- Peppers
- Potatoes
- Pumpkin
- Radish
- Spinach
- Squash
- Sweet corn
- Tomatoes
- Watercress
- Apple

APPENDIX 3

	<h3>Food questionnaire</h3> <p><i>Ask your partner the questions below and write down their answers</i></p>	
1. <i>How often do you cook?</i>	_____	
2. <i>How often do you eat healthy food?</i>	_____	
<i>What do you eat?</i>	_____	
3. <i>How often do you eat unhealthy food?</i>	_____	
<i>What do you eat?</i>	_____	
4. <i>What do you usually eat for breakfast?</i>	_____	
5. <i>What did you eat for lunch today?</i>	_____	
6. <i>What food do you like? (name 2)</i>	_____	
7. <i>What food don't you like? (name 2)</i>	_____	
Name _____	Partner's name _____	

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2. <i>How often do you eat healthy food?</i>	_____	
<i>What do you eat?</i>	_____	
3. <i>How often do you eat unhealthy food?</i>	_____	
<i>What do you eat?</i>	_____	
4. <i>What do you usually eat for breakfast?</i>	_____	
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UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY FACULTY
FOREIGN LANGUAGE DEPARTMENT

LESSON PLAN 14 – JOBS & OCCUPATIONS

OBJECTIVES: At the end of this lesson, students will be able to:

- Identify the different jobs and occupations around the world
- Use the simple future form to talk about:
 - ask and answer questions using the future tense
 - discuss future events and possibilities with “will”
 - discuss the future of their towns

MATERIALS: charts, markers, board, worksheets.

WARM UP: The box game

Split the class in two teams. Then, bring 4 boxes (box tops, hats, or bins will work). The first box should be labeled Pronouns, the second labeled Tense (in this case the simple future will), the third labeled verb and the last labeled Positive/Negative. In each box have slips of paper related to the label. For instance, each student comes up to the front of the classroom and pulls out one slip of paper from each box and must say a sentence for the class using the pronoun, tense, verb, and Positive/Negative slips the student pulled. If the student gets it correct, that student gets 2 points for the team. If it is incorrect, the other team can steal the point (appendix 1).

Presentation:

1. Tell a story about what you will do when you return to your town. Then ask the students some questions about the story and about what they will do when they return to their neighborhood.

2. Then, together the class and teacher create 6 sentences about the future of their town by brainstorming, "what will your town be like in 10 years?." You can also ask what the university will be like in 10 years.
3. Each student answers the question, "What will your town be like in 10 years?" They each write at least 15 sentences. Then they present their responses to the class and discuss. Encourage students to think about this in terms of conservation and tourism.

4. Pairwork speaking activity :

Have students work in pairs. On a more personal level, have students consider how their life MIGHT be in the future. First, one student is the interviewer and the other the interviewee. Then they switch roles. The students' answers can be discussed with the whole class (appendix 2).

DO YOU THINK YOU WILL EVER...

- ✓ get married?
- ✓ have children?
- ✓ own your own home?
- ✓ fall in love?
- ✓ do a Ph.D or Doctorat?
- ✓ play a sport for your country?
- ✓ speak a foreign language fluently?
- ✓ run your own business?
- ✓ become a millionaire?
- ✓ write a book?
- ✓ marry someone you knew when you were at school?
- ✓ design your own website?
- ✓ star in a movie?
- ✓ win a lottery?
- ✓ travel around the world?
- ✓ enter into politics?

- ✓ travel around the world?
- ✓ learn to fly an airplane?
- ✓ sing in front of an audience?
- ✓ run a marathon?
- ✓ host a chat show on television?
- ✓ appear on television?
- ✓ study at a foreign university?

5. Have students mention as many occupations as possible. Write the list on the board. Then divide the class in two groups. Tell students that you will give them three clues about a job or occupation and they will have to guess the answer (appendix 3).

janitor	Receptionist	Car dealer
Flight attendant	Salesperson	Secretary
lawyer	programmer	cashier
typist	model	Fire fighter
Chef	doctor	Coach
Singer	Police officer	Mason
Hair stylist	Bus driver	Musician
dressmaker	Tailor	dancer

Example: **Teacher:** “This person works in a bank. He/she counts money. He/she knows about money transactions.”

Class: “is it a bankteller?”

Teacher: Right!!

B) Have students repeat after you the workplaces below:

Hospital	travel agency	flower shop	clinic
Hotel	company	supermarket	restaurant
Amusement park	hardware store	airport	beauty salon
Office	factory	bank	construction site

After introducing these words, divide the class in two groups. Then ask students “What’s a hospital”? students will have to answer, “It’s a place where people go for check-ups, or “it’s a place where sick people go to get medicine.” If students have problems with this activity because they do not know how to say some things, you may help them by introducing some vocabulary such as the one below. For example, “A clinic is a place where people go if they don’t feel well” (Appendix 4)

a. go for chek-ups	b. find out about trips and tickets price
c. go when people don’t feel well	d. buy groceries and food
e. arrange/have meetings	f. get a new pair of shoes
g. eat	h. produce items
i. buy a tool	j. make or rebuild buildings or houses
k. buy clothes	l. get a haircut
m. buy flowers-stay for a week or more	n. havefun
o. to catch a plane	p. to withdraw or deposit money

6. Give students a true/false quiz to check their understanding about professions and occupations (appendix 5).

WRAP-UP: Ask students to write a five-line paragraph about his/her favorite job giving. They need to give reasons.

APPENDIX 1

I	I	I	I
You	You	You	You
He	He	He	He
She	She	She	She
It	It	It	It
We	We	We	We
You	You	You	You
they	they	they	they

Will	Will	Will	Will
Will	Will	Will	Will
Will	Will	Will	Will
Will	Will	Will	Will
Will	Will	Will	Will
Will	Will	Will	Will
Will	Will	Will	Will
Will	Will	Will	Will

Not	Not	Not	Not
Not	Not	Not	Not
Not	Not	Not	Not
Not	Not	Not	Not
Not	Not	Not	Not
Not	Not	Not	Not
Not	Not	Not	Not
Not	Not	Not	Not
Not	Not	Not	Not

Have	climb	Cut	Play
Take	Drive	Make	Buy
Eat	Ride	Do	Talk
Drink	Cook	Sing	Paint
Watch	Run	Dance	Build
Clean	Draw	Thow	Swim
Wash	Read	Call	Jump
walk	Write	Speak	Sleep

APPENDIX 2

DO YOU THINK YOU WILL EVER...	
✓ get married?	
✓ have children?	
✓ own your own home?	
✓ fall in love?	
✓ do a Ph.D or Doctorat?	
✓ play a sport for your country?	
✓ speak a foreign language fluently?	
✓ run your own business?	
✓ become a millionaire?	
✓ write a book?	
✓ marry someone you knew when you were at school?	
✓ design your own website?	
✓ star in a movie?	
✓ win a lottery?	
✓ travel around the world?	
✓ enter into politics?	
✓ travel around the world?	
✓ learn to fly an airplane?	
✓ sing in front of an audience?	
✓ run a marathon?	
✓ host a chat show on television?	
✓ appear on television?	
✓ study at a foreign university?	

APPENDIX 3

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APPENDIX 4

VOCABULARY
go for chek-ups
find out about trips and tickets price
go when people don't feel well
buy groceries and food
arrange/have meetings
get a new pair of shoes
eat
produce items
buy a tool
make or rebuild buildings or houses
buy clothes
get a haircut
buy flowers-stay for a week or m
have fun
to catch a plane
to withdraw or deposit money

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APPENDIX 5

**English
4 Kids**

www.english-4kids.com

“Jobs.” True/False Quiz

Name: _____

Class: _____

Directions: *Decide if each statement below is TRUE or FALSE. If it is TRUE, put a "T" in the blank provided. If it is FALSE, write an "F".*

- _____ 1) "singer" sings songs
- _____ 2) "chef" takes care of teeth
- _____ 3) "postal worker" fights fires and drives a fire engine
- _____ 4) "dentist" takes care of teeth
- _____ 5) "student" studies at school
- _____ 6) "teacher" cooks food in a restaurant
- _____ 7) "firefighter" fights fires and drives a fire engine
- _____ 8) "bus driver" drives a bus
- _____ 9) "doctor" works in a post office and brings letters
- _____ 10) "Police officer" works at the police station and fights crime
- _____ 11) "waiter" studies at school
- _____ 12) "truck driver" works at the police station and fights crime