TEACHING MATERIALS TO IMPROVE THE LISTENING AND SPEAKING SKILLS IN TEENAGERS LEVELS BASIC I, II AND INTERMEDIATE AT ALIANZA SOCIAL EDUCATIVA (ASE)

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BA IN SPANISH, ENGLISH AND FRENCH
BOGOTÁ, JUNE 2011
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Monograph submitted as a requirement to obtain the bachelor's degree in the major of Spanish, English and French languages teaching program.

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DEDICATION

“This project is dedicated first of all to God, who gave us the strength to accomplish it, to our families, to our teachers and the University because of their collaboration and their unconditional support”.
ACKNOWLEDGEMENTS

“We are grateful to God, our parents, La Salle University

And our research advisor who was our guide

During the development of this project.”
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Introduction

The development of a suitable competence in at least one foreign language has become one of the most important challenges in educational systems. Nevertheless, it is a matter of concern that students do not acquire good levels of competence in foreign languages at the completion of compulsory education. Moreover, the development of the listening and speaking skills has become a main concern for teachers since these ones are known as the most difficult skills to be developed.

This document presents the results of the Action Research “Teaching materials to improve the listening and speaking skills in teenagers levels Basic I, II and Intermediate at Alianza Social Educativa” carried out in order to determine the kind of materials that should be applied to improve the listening and speaking skills.

From this perspective, the project was developed taking into account Kemmis and Mctaggart’s model and their theory of the Spiral Cycling. This theory includes four phases; planning, action, observation and reflection which were applied in the three cycles each group implemented with teenagers of basic I, basic II and intermediate levels. During the implementation of the cycles, the researchers used both authentic and didactic materials for the listening and the speaking skills to establish their effectiveness so that they have reliable criteria to design a proposal to improve listening and speaking skills.

The research showed, regarding listening, that it was really difficult that students worked based on the top-down approach, in other words, identify the
general context of the text, identify main ideas and make inferences. They were able to recognize specific information and fill in gaps because we as teachers make emphasis on the Bottom-up approach and most of the time we limit the listening tasks to these kinds of exercises. Regarding speaking, the materials used were successful since they were chosen according to the students' needs and interests which is not just a fundamental aspect in the learning process because they support learners, but also because they help teachers conform particular systems of values regarding the language and culture in study. Finally, it was confirmed the beliefs that students enjoy learning by playing.

Description of the Problem

The development of the communicative skills has been one of the English teachers concerns because this is a relevant aspect for the English Language Learning. For this reason, we as practitioners focused our attention on this issue during the observations we carried out in the practicum.

During our pedagogical practicum at Fundación Alianza Social Educativa (ASE) in the last three semesters, we evidenced that 13 to 19 year-old students from basic level II presented some difficulties at listening and speaking English. For instance, in speaking they did not have the ability to communicate basic information, they presented lack of fluency and vocabulary and they felt shy while speaking in front of the class. Likewise, they used to translate every single word and they kept on pronouncing in a wrong way even basic vocabulary.

Regarding listening, they did not understand general instructions. So, they felt uncomfortable and confused when developing class activities. Some
students knew what the grammar structures were but they could not use them to communicate and to express their thoughts and ideas. When listened to any text, they did not understand main ideas but just isolated words. This aspect demonstrates that the listening and speaking skills are the most difficult ones for them to be developed.

On the other hand, another aspect that negatively influenced students' English performance was that they did not have an appropriate environment to interact with others by using the foreign language. Unfortunately, their only contact with the language was during their classes, once a week. In addition, they did not have enough materials and resources to support their learning process.

Accordingly, the students are not developing their communicative skills adequately since the goal of learning a language is the development of the communicative competence. Based on Savignon, (1972) the term of competence characterizes the ability of language learners to interact with other speakers. It is necessary that students learn grammar structures and vocabulary; however, it is more meaningful for them to acquire the knowledge about how and when to use them.

In the same perspective, “Communication cannot take place in the absence of structure, or grammar, a set of shared assumptions about how language works, along with a willingness of participants to cooperate in the negotiation of meaning” (Savignon, 1991, p. 215). According to that, teachers have to include activities in their classes in which students can develop their communicative
competence bearing in mind their previous knowledge. In other words, teachers should work based on the grammar and the vocabulary they already know in order to facilitate students the construction of the new knowledge.

Concerning the previous students’ difficulties, it is necessary to evaluate and implement materials which help students improve their listening and speaking skills. The implementation of both, didactic and authentic materials based on students’ needs and interests will contribute students overcoming their difficulties on their communicative skills providing practice and motivation.

From this perspective, the following question has been stated: “WHAT KIND OF MATERIALS SHOULD BE APPLIED BY TEACHERS AT ALIANZA SOCIAL EDUCATIVA (ASE) IN ORDER TO HELP TEENAGERS STUDENTS FROM BASIC II LEVEL IMPROVE THEIR LISTENING AND SPEAKING SKILLS?”
General Objective

- To determine the kind of materials that should be applied to improve the listening and speaking skills in teenagers levels basic I, II and Intermediate at Alianza Social Educativa (ASE).

Specific Objectives

- To identify students' needs regarding the listening and speaking skills.
- To find out students' interests concerning the listening and speaking skills.
- To pilot authentic and didactic materials based on the students' interest for the listening and speaking skills.
- To evaluate the effectiveness of the materials implemented.
Theoretical Framework

The development of listening and speaking skills has become a challenge for educational institutions since these ones are known as the most difficult skills to be learned. Additionally, these two skills demonstrate how proficient a user of the language is when interacting with others by talking face to face in real contexts. In this way, and taking into account that the main objective of the communicative competence is the successful communication, this project seeks to promote listening and speaking improvement in students through the implementation of both didactic and authentic materials which allows the teachers to better perform when teaching listening and speaking.

Therefore, materials design is to be considered as a helpful means to achieve development and enhancement of communication in students. It is important to highlight that teachers have a transcendental role in the teaching and learning processes; hence, their expertise is the one that gives the opportunity to select, adapt and create the best materials according to the students’ needs, interests and likes. From this perspective, the concepts of communicative competence, the communicative approach and teaching materials have been considered as the theoretical framework for this project.

Communicative Competence

The development of a suitable competence in at least one foreign language has become one of the most important challenges in educational
systems. Nevertheless, it is a matter of concern that students do not acquire
good levels of competence in foreign languages at the completion of
compulsory education. Concerning the learning of a foreign language there is
an increasing consensus on the belief that, while the linguistic dimension of
languages is taught in school, their real acquisition is produced through socio-
cultural absorption.

The social dimension of language involves the necessity to share with
other people, ideas, thoughts, and information in general. As Bruner (1975)
points out, the recognition that has had the social part in the language
development has been widely researched and demonstrated by different
authors who confirm the importance of the context and the social interaction in
the process of language acquisition.

For instance, Bloom (2000) proposes that language is learned in a social
context by an active language learner who is determined to share the contents
of their mind. Other theories emphasize in the same way in the role of social
and pragmatic cue in language acquisition. All of them mention, in any way, the
importance of the culture in that process but without subtracting, the value of the
formal aspects of the language.

A well-known author who has studied the concept of communicative
competence is Hymes (1972). He was the first one in introducing the concept of
social context as an important aspect for the development of the communicative
competence. Moreover, he takes into account rules of grammar and rules of
use. On the other hand, Bachman (1990) includes in his model about
communicative competence, three components: linguistic competence, pragmatic competence and strategic competence. The first one, also called organizational competence consists of two abilities: grammatical and contextual. Grammatical is related to the aspects involved in the language use and contextual includes the knowledge to join expressions. Both grammatical and contextual competences make up the linguistic competence which is one of the components of the communicative competence. The pragmatic competence includes the knowledge of the pragmatic conventions (signs and referents) and the knowledge of the sociolinguistic conventions (language users and the context of communication) to realize the language functions appropriately in a certain context. The strategic competence is considered the individual ability to make a more effective use of abilities to achieve verbal and non-verbal communication.

Finally, the concept of communicative competence developed by The Common European Framework has been adopted for this project considering this framework as a common basis for the syllabus elaboration and other aspects such as evaluations, textbooks, and curriculum guidelines, among others; in order to explain what language learners should learn and what skills should be developed.

According to the CEFR, the communicative competence has three components; these involve knowledge, skills and abilities in general, necessary to interact and to share ideas, thoughts and feelings in an effective way. These are: Linguistic competence: it includes knowledge about the language,
phonological and syntactic skills. Sociolinguistic competence; it refers to socio-cultural conditions related to the language uses; and Pragmatic competence: it is the functional use of the linguistic resources in a context of communicative exchange.

Communicative Approach

The communicative approach is a theory, developed in the 1970's, in which learners are involved in a real communication. The students use their natural strategies for language by implementing the communicative approach; furthermore this method allows them to learn how to use the language. The latter expression leads us to think of one of the most common errors in English learning: the student might be structurally competent, but cannot communicate appropriately.

“...this student may know “the structures that the linguist teaches, but cannot know that the way to get his cigarette lit by a stranger when he has no matches is to walk up to him and say one of the utterances “Do you have a light?” or “Got a match?” (Not one of the equally well-formed questions “Do you have a fire?” or “Do you have illumination?” or “Are you a match’s owner?”... (Newmark, 1966, p. 324)

In other words, Communicative Language Teaching has in recent years become a fashionable term to cover a variety of developments in syllabus design and in the methodology of teaching foreign languages to increase students' performance when using this new language by putting the teaching in real contexts rather than in grammatical learning.
Additionally, in a language there are four basic skills that the teacher must develop in a classroom (listening, speaking, reading and writing). Listening and speaking and also reading and writing were viewed as separate subjects within the school curriculum; however, the 1980s and early 1990s have brought another perspective. Now they are considered interactive and they are taught as a communicative process.

Moreover, there are some principles that can be taken into account in order to better understand this approach (Richards and Rodgers, 2001, p. 56):

- Learners learn a language through using it to communicate.
- Authentic and meaningful communication should be the goal of classroom activities.
- Fluency is an important dimension of communication.
- Communication involves the integration of different language skills.
- Learning is a process of creative construction and involves trial and error.

**Listening Skill**

The importance of listening has been long recognized in the history of English language teaching. The emphasis on listening began with the Direct Method and the Berlitz School. However, with the introduction of Communicative Language Teaching, listening was given more importance because it was believed that learners learn through the act of communication (Dixson, 1990, p. 25).

**Theories of Listening: Top-down and Bottom-up Approaches**
In recent years, a series of researches and discussions have been carried out concerning what processes are involved in listening comprehension and how this pertains to teaching. It is generally agreed that there are two distinct, but complementary processes: "bottom-up" and "top-down." Bottom-up processing refers to decoding the sounds of a language into words, clauses, sentences, etc.; and using one's knowledge of grammatical or syntactic rules to interpret meaning. Top-down processing refers to using background knowledge or previous knowledge of the situation, context, and topic to interpret meaning (Hoskins, Maeda y Johnson, 2006, p. 150). In other words, using previous knowledge and experience to anticipate, predict, and infer meaning contribute to a better understanding of the situation. Native speakers obviously have a cultural advantage in this regard.

"Listeners use 'top-down' processes when they use prior knowledge to understand the meaning of a message. Prior knowledge can be knowledge of the topic, the listening context, the text-type, the culture or information stored in long-term memory as schemata. On the other hand, listeners also use 'bottom-up' processes when they use linguistic knowledge to understand the meaning of a message. They build meaning from lower level sounds to words to grammatical relationships to lexical meanings in order to arrive at the final message. Listening comprehension is not either top-down or bottom-up processing, but an interactive, interpretive process where listeners use both prior knowledge and linguistic knowledge in understanding messages. The degree to which listeners use the one process or the other
will depend on their purpose for listening. For example, listening for gist involves primarily top-down processing, whereas listening for specific information, as in a weather broadcast, involves primarily bottom-up processing to comprehend all the desired details” (Mendelson, 1998, p. 79).

**Speaking Skill**

Most people describe oral communication narrowly, focusing on speaking and listening skills separately. Traditionally, when describing speaking skills, people do so in a context of public speaking. However, definitions of speaking have been extended (Brown, 1981, p. 234). One approach has been focused on communication activities that reflect some settings, namely: one-to-many, small group, one-to-one, and mass media. Another one has been focused on using communication for specific purposes: to inform, to convince, and to resolve real problems. A third trend has been focused on basic competences needed for everyday life; for example, giving directions, asking for information, or providing basic information in an emergency situation.

**Teaching Materials**

Materials play a very important role in the teaching and learning processes, as Tomlinson (1998) says, they can help teachers and students to develop more critical thinking, or to construct ideas about language and its linguistic communities. A conceptual review of what has been understood as didactic materials is necessary because it allows rethinking common sense assumptions about the role and importance didactic materials have. In the case of traditional conceptions, teaching materials tend to be considered as
instruments to access the target language. They are a means of dealing with
grammar, syntax, phonetics, and cultural matters, among others.

Conceiving teaching materials as instruments is an idea supported by
theories related to input. “A teaching material is considered as anything which is
used by teachers or learners to facilitate the learning of a language. Materials
could be cassettes, videos, CD-Roms, dictionaries, grammar books, readers,
workbooks or photocopied exercises. They could also be newspapers, food
packages, photographs, and instructions given by a teacher, tasks written on
cards”, among others (Tomlinson, 1998, p. 5). In other words, they can be
anything which is used to increase the learners’ knowledge and experience of
the language.

Teaching materials are more than accessing cognitive target instruments.
Far from the idea of mere instruments, materials are ideological constructions to
deal with language matters and the world. Accordingly, materials help teachers
conform particular systems of values regarding the language and culture in
study. Like texts, teaching materials are full of discourses about what a
language is, what its study should cover, and what teachers and students
should know and learn. In this regard, “didactic materials are cultural
reproductions and reproducers because they serve as filters selecting that
knowledge and truth in favor of the dominant class’ interests”. (Torres, 1999, p.
38)

Also, teaching materials can decide the opinion of the world that students
and teachers construct in regards to linguistic aspects such as grammar, syntax
and pronunciation. Moreover, “the importance of the didactic material is that it facilitates the access to certain contents but that it conditions the message”.
(Parcerisa, 1999, p.38)

**Didactic materials**

Didactic materials refer to any kind of resources which help students and teachers achieve their goals throughout the whole learning process. There are two different types of didactic materials, learning and teaching. Learning materials are the ones that support learners during their process (books, games, worksheets, etc). And teaching materials provide academic staff with tools to guide and support student’s learning process.

**Authentic materials**

Authentic texts are designed for native speakers. They are real texts designed nct for language students, but for the speakers of the language. “A non-authentic text in language teaching expressions is one that has been written especially for language students. The features of non-authentic text very often sentences are perfectly formed all the time and the language is extremely unvaried” (Harmer, 1991, p. 168).

The use of authentic materials in the teaching and learning processes has some advantages:

- They have a positive effect on learner’s motivation.
- They provide authentic cultural information.
- They provide exposure to real language.
They relate more closely to learners' needs.

They support a more creative approach to teaching. (Richards, 1978, p. 215)

Teaching materials has an important role in teaching and learning and it is quite important to select and adapt them because the successful learning process in the classroom mainly depends on these ones. For this reason, teachers should be careful when selecting and adapting the materials because they can often distract learners rather than help them to learn. Common avoidable problems include overcrowded or illegible slides, irrelevant or bad-prepared handouts, and incompatible multimedia equipment.

**Materials development for teaching development**

Teachers have realized that a whole industry has been built up around changing teaching resources and methodologies. Considerable attention is now being paid to develop instructional materials and recognize the importance of teaching resources and strategies used to maximize student's language learning (Tomlinson, 2000, p. 358).

Most EFL/ESL teachers are creative professionals who have the potential to explore their creativity and embark upon the fascinating task of developing their own didactic materials based not only on their teaching experience, but also on their expertise in the cognitive and learning processes needed by EFL/ESL learners. For many decades, materials development was merely the production accompanying a wide range of learning resources to illustrate methods. However, things have started to change due to teachers' awareness
of two issues. First, the huge production in the interest of methodologies and materials used for teaching; and second, the importance of including students voices in order to update teaching materials in terms of the way learners would like to learn and what they need to learn in today’s increasingly globalized world. Teachers have to do a reflection in their learning practice, this is the individual assessment of the EFL classroom, which enables them to make decisions when they create or adapt materials that fulfill particular students’ needs and learning settings.

**Materials development demands**

It is relevant to highlight the valuable element of enjoyment in our practices and in the material being produced for our students, which results in having students motivated and engaged in a comfortable, warmhearted and challenging learning atmosphere, in the class we have to assert that an essential element of success in an EFL classroom is the possibility for the class to be an opportunity to learn and the students to find learning enjoyable. For this reason, teachers ought to create materials that promote pleasant learning setting, thereby fostering motivation, interaction and long term learning (Tomlinson, 2000, p. 359).

So, teachers need a lot of time of constructing, deconstructing, and reconstructing their daily pedagogical practice as a means of facing decisions making, improving their teaching performance, innovating in their classes and therefore developing professionally. The effectiveness of materials used for language teaching depends largely on how meaningful, relevant and motivating
they are to the learners, these three conditions are met when there is a match between the materials and task proposed in them, with the learners needs interests, attitudes and expectations.

Methodological Framework

As one of our main concerns as practitioners is to improve our teaching practice as well to help students to overcome some difficulties regarding their English learning, specifically those related to the speaking and listening skills, we decided to implement action research in our classes. "Action research takes place in the teacher’s own classroom and involves a cycle of activities centering on identifying a problem or issue, collecting information about the issue, devising a strategy to address the issue, trying out the strategy and observing its effects" (Richards, 2005, p. 171). From this perspective, we took Kemmis and McTaggart’s model and their theory of the Spiral Cycle. This cycle includes four phases: planning, action, observation and reflection.

Qualitative Approach

As McMillan points out (2005) “Qualitative research is the way in which the researchers collect data directly from real situations by interacting with people from their own environment” (P.124). In this way, the qualitative research builds different knowledge levels from various experiences along with “social realities” having as its main goal the grasp of social phenomena from different perspectives, in this case the participant’s viewpoints. To do so, it is necessary to understand the participant’s contexts, feelings, beliefs, ideas, thoughts and behaviors. Likewise, in order to gather meaningful data, the researcher uses
different interactive strategies such as: participative observation, direct observation non-structured interviews, field notes, etc. With all these strategies, the researchers search for patterns, issues and holistic features that conduct them to particular findings and multiple perspectives. The results of those findings are usually reported in a narrative way and using direct quotations from the participants.

In this connection, the qualitative investigation process that has been constructed in the educational spaces helps us understand the social and pedagogical relation that is characterized by its high level of complexity. For this particular case, in order to carry out the project at ASE, this approach was very useful to be able to find an answer to the research question.

Along these lines, the qualitative research is of a paramount importance for understanding all of the phenomena that are presented during the communicative skills development in teenagers groups at ASE. Also, to achieve not only for the subjects to internalize a series of knowledge (in this case English language) but also for all the possible methods that could be significant and could join in a deeper way through the construction of instruments and didactic mechanisms, altogether with pedagogical strategies, which enable to facilitate and deepen the processes and relations that move to the interior of an educational space, in this case, for English language learning.

Research Design

One of the purposes of this project was to improve teaching process regarding the use of materials of listening and speaking skills and therefore,
designing material suitable for these learning aspects. For this reason, action research has been selected as the research design since, according to Burns (1998) it involves a self-reflected, systematic process in which the members of the research identify "problematic" situations or issues that are worth investigating. Action Research helps teachers be contextualized by identifying and investigating teaching-learning issues within specific situations and it must be a collaborative process between groups of teachers working in a common or similar context.

Action research is the main basis of this project. By taking this into account, our main references at this stage are Kemmis and Mctaggart and their theory of the Spiral Cycling. This theory includes planning, action, observation and reflection.

Such a process occurred throughout a number of phases which progress as a spiraling:

1. Planning: a problem was identified and a plan of action was developed in order to bring about improvements in specific areas of the research context. Teachers designed some materials according to the objectives of this project regarding listening and speaking skills.

2. Action: the plan was carried out on an arranged period of time. The materials designed were applied and evaluated in the classes.

3. Observation: the effects of the action were observed and data were collected. During this phase, teachers collected the data by using journals, recordings about the classes, and questionnaires.
4. Reflection: the effects of the action were evaluated and they became the basis for the next cycles of research. Teachers analyzed the data collected and based on the results, they planned the next cycle in order to select, pilot and evaluate the new materials.

Population and Sample

The target population for this study was made up by five groups of high school students whose ages ranged between 13 and 19 years old. Their socio-economic status was 2 and 3; they were school students who reinforced their English level on Saturday classes at ASE. These teenagers were from Basic I to Intermediate I levels of English at ASE; there was an average of 30 people per group.

Phases

As stated above, action research was the main basis for this project. We chose this research design because it allowed us to reflect on our teaching performance as well as on the students’ difficulties, mainly those regarding listening and speaking skills and the way to help them to overcome those difficulties. Besides, through this design we could select, adapt, pilot and evaluate the effectiveness of the materials in our classes.

For the cycle planning, we took into account three main aspects related to the population, which were age – 13 up to 19 years old –, likes and interests, and English level – from basic (I) to intermediate level (II) –. Moreover, we decided to implement three cycles in each level in order to determine the types of materials that best fit the students’ needs.
Teenagers Basic I

Cycle 1

Initial Reflection

As practitioners we have been concerned about our students’ English Learning Processes. We have evidenced that they have got lots of difficulties, mainly those related to speaking and listening skills. Regarding speaking, the most common ones are: wrong pronunciation, lack of vocabulary, lack of confidence, reluctance to speak, thoughts in Spanish and also they do not like speaking during individual activities. Regarding Listening the students do not identify specific information in a text. They identify only single words, do not identify a recorder text, present lack of concentration, lack of vocabulary and are not used to listening texts.

This concern made us reflect on this issue and a question arose: ¿What kinds of materials should be used to help students improve their speaking and listening skills?

In order to design a plan of action to help our students, we considered that it was necessary to gather more information from students to know their preferences and interests. That is why a questionnaire was applied to 139 students in levels basic I (46), basic II (44) and intermediate (47), age 13 to 19. Besides, it was necessary to complement the information collected through some observations previously carried out.
As a result, we evidenced that 78% (108) of the students like studying English and 98% (136) think that learning English is important in their lives. However, 62% (86) of the students consider speaking is the most difficult skill and the 55% (76) of the teenagers believe that the listening is the most difficult one. This also demonstrated the importance to reinforce these communicative skills in students.

Another aspect that we wanted to know was the student’s preferences to work in class. In this regard, the 59% of the population prefers to develop activities in groups; the 47% (66 students) thinks that through the conversations they could practice their speaking; and 73% (101 students) believes that they could practice their listening skill through music activities. Finally, something really important and relevant for us is the kind of materials they prefer, namely: songs 66% (92), games 64% (89), videos 60% (84), worksheets 36% (50) and finally 45% (62) consider that they could improve their communicative skills through didactic activities.

Based on the previous information, we decided to carry out a plan of action to help students improve the difficulties they had related to speaking and listening skills.

**Planning**

In this cycle the teachers planned some activities with the purpose to find out if the authentic and didactic materials implemented in the classes were useful for students to help them overcome their weaknesses in the listening and speaking skills. The main concern the teachers had, was that the activities
and the materials they had set up for students to work on listening and speaking, were not meeting their objectives. Despite that the teachers had made emphasis on these skills, the students continued showing difficulties such as wrong pronunciation in basic words and lack of vocabulary. Therefore, the teachers decided to design communicative activities and implement some appealing materials for two classes of three hours each one. As the results of the questionnaire applied to the students showed that games were the most popular type of activities they preferred, the teachers planned some games for the classes. They also decided to observe the performance of the students and use the journals to write the most relevant information.

Based on the previous considerations, for the listening section, the teachers selected the song “Lemon Tree” as part of the authentic materials, and the article “Mountain Climbers” as a part of the didactic materials. In this sense, students were expected to overcome their main difficulties regarding the lack of vocabulary and wrong pronunciation.

For the speaking section, some didactic materials such as workshops, flash cards with family members and a list of words with new vocabulary were used. The communicative activity proposed for speaking was a role play in which the students had the opportunity to practice the new vocabulary and pronunciation in a communicative way using family members vocabulary in order to make students use them in a correct context.

In this sense, students were expected to overcome their main difficulties regarding the lack of vocabulary and wrong pronunciation.
Likewise, in order to collect evidences about what the most useful materials were for them, teachers gathered information by observing students' performance in the development of the classroom activities.

**Action**

Teachers developed the activities proposed. Firstly, two listening exercises were applied: the first one with the song "Lemon Tree". Since one of the difficulties we had evidenced concerning listening was that students tried to understand single words, it means, word by word, without paying attention to the context, we designed a top-down approach activity in which students had to identify the main idea of the song and what the singer was talking about. So, the teachers introduced the activity and made the students work on the pre-listening, which consisted of a brainstorming about the singer and the song, in order to activate students previous knowledge and a pre-teaching of some key vocabulary related to the song. As a while-listening activity, as a starting point students had to complete the lyrics song by filling the blanks with the previous teaching vocabulary. After that they have to try to guess what the main idea was. In the post-listening, they answered some comprehension questions guided by teachers to verify if they actually understood the message of the song.

Then, the teachers socialized the answers in order to check whether they developed the exercise in the correct way and also how many students could get the information.
In the same line, the second listening exercise with didactic material was a listening called "Mountain Climbers". In this exercise we used same approach, so after listening the text, teachers asked some questions to the students using "Wh" words and verb to be: What is happening in the mountain? Which ones are the climbers? What are their names? Where is the mountain? What are the air conditions? , we decided to guide these questions because they already knew what the topic was about, therefore they had to relate the previous information they had with the new one presented in the listening text.

Following the planning, and based on the communicative approach, some communicative activities were developed for improving the speaking skill. The topic for that class was "family members and zodiac sign", so the activities were supported by didactic materials. Through some pictures, and some exercises based on a family tree and all the corresponding members, they discovered which member of the family he or she was. Then, they practiced the pronunciation of each word as "father", "cousin", "grandmother", etc., in order to avoid common mistakes concerning this.

At the end of the classes, a feedback activity was developed to assess what students had learned, if the materials were good enough to accomplish the objective and to know how they felt. The expected results were achieved since every single student was able to remember, at least two words of the list presented at the beginning of the class. Although, some students continued with pronunciation mistakes, most of them did not. Moreover, they expressed their
appealing for the class because of materials they used, specially the authentic ones, such as the song.

**Observation**

Teachers carried out all the activities planned and the students showed good attitude towards the class and participated actively. So, it was really positive to observe their improvement and motivation to learn and their effort to avoid mistakes, particularly in speaking. For example, they were able to express themselves better than they did on previous classes in which materials were not used.

Analyzing the data gathered, from class observations it was found that students were aware about their progress and difficulties during the development of the activities in which the new set of authentic and didactic materials were used. They found these as the opportunity to start working in a different and funny way because they could interact with others by using the language in a real situation. They also understood a little bit what native speakers said (listening exercises with authentic materials), something they could not achieve before, according to them.

On the other hand, something that teachers really wanted to know was whether the improvement of listening and speaking skills was determined by the materials implemented, to this respect students commented:

“I need to practice more the new vocabulary”

“It is easy to learn when you use things in context”
“When I made a mistake I take advantage of this “
“I need to be a little bit focus on class to understand better”

Another important and useful question to check the materials effectiveness was: “Have these materials helped you to avoid the fear to express yourself in a free way? Their answers were “yes”, because they found a clear purpose in communication and the situations require the use of the language. Something relevant they said was that at the beginning of the course they used to make comments such as: “I don’t like to speak in front of my classmates”, “It is OK if I pronounce like this” or “I need to practice more because I forget words”. But, by the time they were using and learning with these kinds of materials, they began to change their concepts about what English Learning implies and they realized that the only way to overcome difficulties in listening and speaking skills was the constant practice.

Reflection

Based on the previous information, it seems that the classes we planned were successful. We feel that the activities developed as well as the materials used were actually enjoyable. The students’ attitude towards the class improved; the use of the target language and their interest to participate in class increased too. Besides, students were more confident at the moment of speaking. Therefore, the implementation of this cycle: first, confirms our beliefs that students enjoy learning by playing, so, we as teachers should look for activities that really engage students in order to facilitate their learning. Second,
we also should know in advance the type of materials that fit the students’ interests. Third, although it was evident that most of the students began to overcome their weaknesses, it is necessary to continue designing activities and implementing materials for helping those students who are still reluctant to speak.

**Cycle 2**

**Initial Reflection**

As a result of the previous cycle, the improvement was evident because the final exercise was an oral quiz to check what they learnt during the time the materials were implemented. Concerning vocabulary, all of them learned significant words and tried to pronounce in a better way, as an example of this issue, there was a girl who made the same mistake when pronounced the question “How old are you?” so the teachers corrected her until she could say it in a correct way. She expressed that this fact was meaningful for her and she would never forget about it.

Related to listening, a special evidence about improvement was the case of a boy who mentioned the word “yellow” before the ones lemon and tree, he was the only who could identify them because the rest of the students were singing in a mechanic and faster way. The practice of this song and the exercise proved that the more familiar with the language they were, the more improvement they gained. As the song was not unknown for them, it was not so difficult in many times to answer and try to talk about the main topic of the song.
They also could identify lots of words, but at the same time they did not know meanings, and here, teachers realized that students should not repeat just because, but understand with coherence.

Something relevant to mention is how the materials were accepted by the students without any difficulty. They really enjoyed working with them and it was confirmed through the results. Taking into account the last classes, the strategy for future ones, was to ask at the end them, how they had felt, what they had learned and if the materials used were good enough and useful for better understanding.

Finally, based on the previous class observation and interviews with students, the decision was to carry out a plan using again both types of materials, authentic especially with songs and didactics those that demand the use of English simulating real life situations.

Planning

In this cycle the teachers planned some activities with the purpose to continue working on difficulties such as wrong pronunciation in basic words and lack of vocabulary. Therefore, the teachers decided to design communicative activities and implement some appealing materials for two classes of three hours each one. They also decided to observe the performance of the students through: Classroom observations, class activities and closed day reviews.

Based on the previous considerations, for the listening section, the teachers selected the song “Don’t Speak” as part of the authentic materials. In
this sense, students were expected to overcome their main difficulties regarding the lack of vocabulary, wrong pronunciation and identifying main ideas.

For the speaking section, some didactic materials such as home and furniture vocabulary, posters, workshops, selling and house guides, and prepositions of place worksheets, were used. The communicative activity proposed for speaking was a role play in which the students had the opportunity to practice the new vocabulary and pronunciation in a communicative way using home and furniture vocabulary in order to make students use them in a correct context.

Likewise, in order to collect evidences about what the most useful materials were for them, teachers gathered information by observing students' performance in the development of the classroom activities.

Action

Teachers carried out the activities planned. Firstly, the listening exercise was done with the song “Don't Speak”. Since in the first cycle the students could not overcome the difficulties evidenced at the beginning of the research, we were conscious that we as teachers had to continue making emphasis on the top-down approach to listening in such a way that students could identify main ideas in a text. So, the teachers introduced the activity and made the students work on the pre-listening, which consisted of presenting vocabulary related to the song through mimics, drawings on the board and discussions about their meanings. As a while-listening activity, students had to listen to the song three times to get familiarized with the pronunciation as well as to identify the
vocabulary taught in the first step; and the main idea about the song. In the post-listening, they had to answer some questions about specific situations that the song presented, in order to verify comprehension.

For the speaking part, we started presenting home and furniture vocabulary with flash cards. The teachers had a conversation about their homes, using “There is” and “There are”, in affirmative and negative way in order to express existence. Then, in groups, students created their own house and with all the members they explained how their house was made up; they also located the various parts of the house (Dining room, living room, kitchen, bedrooms, etc.), finally they presented in oral way the objects that the house had. Afterwards, five-student groups constructed a brochure with a drawing about a house by using “there is” and “there are”, home vocabulary and furniture. The objective was to inform and persuade the other classmates about which one of the houses was the best.

Finally, we collected information using our personal journals, class observations and at the end of the two sections classes, the two teachers met together to talk about the student’s improvement and the difficulties they still had.

Observation

From classroom observation, the materials were applied without any difficulty. Students developed the activities in a correct manner. Since the beginning, they felt comfortable because they knew how the sessions were developed.
We realized that the didactic and authentic materials we used as well as the activities, engaged students to participate more class by class. Students were able not only to speak and catch as much ideas as they could through listening, but also they began to be aware about what was necessary to avoid mistakes, saying that the best way to overcome their difficulties was to practice a lot with the help of good materials because they were used to having only grammar English classes.

Concerning speaking exercises, they were not so shy at the moment of speaking and they remembered the words they had learned in order to express opinions. They really liked the role play in which they presented themselves as native speakers.

About listening, they enjoyed trying to sing and repeat the words that they did not know before. They liked feeling they were learning how to pronounce better words and be able to pronounce them at the end of the classes.

Reflection

According to the previous information, it confirms that the classes we planned were successful. We feel that the activities developed as well as the materials used were enjoyable. The students' attitude during the classes was positive and their participation increased a lot. Besides, students were aware about their improvement and they expected some more. Moreover, the implementation of this cycle confirms that the didactic and authentic materials we used have helped the students a lot in the improvement of listening and
speaking, for this reason, it was necessary to continue designing activities and implementing materials for helping those students who still need to practice some more.

**Cycle 3**

**Initial Reflection**

As a result of the previous cycle, the effectiveness of authentic and didactic materials was evident, considering their important role in the teaching and learning processes and their impact in the development of a class. Hence, teachers felt they had been using good strategies to apply them, but they wanted to find out how the learners were responding to the teaching through authentic and didactic materials adapted and adopted for these two specific skills, outside the classroom.

Concerning speaking, most of them expressed that they were able to communicate their thoughts, feelings, and ideas in a better way; as an example of this issue, there was a boy who said that he has met a native speaker friend and at the moment of talking to him, he could share some personal information feeling confident about what he said. He expressed that this fact had made him to be more interested in continue practicing.

Related to listening, some of the students expressed that by now, they were trying to listen to songs and watching movies in English, in order to practice as we did it class, because they liked the way they have improved through these kind of activities and materials. Focus on still help them
practicing, the decision was to carry out a plan using again both types of materials, authentic with songs and didactics those that demand the use of English simulating real life situations.

**Planning**

Teachers planned activities with the purpose to keep working with some unknown vocabulary, listening comprehension and oral communication. In this sense, it was expected to help students to understand not only single words but also main ideas in real context. Teachers decided to implement the materials for two classes of three hours each one. In order to collect evidences about the use of the materials, teachers gathered information by observing students’ performance in the development of the classroom activities.

Regarding the previous considerations, for the listening section, the teachers selected the song “Bitter sweet” as part of the authentic materials. In this sense, students were expected to overcome their main difficulties regarding main ideas comprehension.

For the speaking section, some didactic materials such as miming activity, workshops and reading articles using present continuous, were used. The communicative activity proposed for speaking was a miming activity in which the students had the opportunity to practice the new vocabulary and pronunciation in a communicative way using ing verbs to express actions at the moment. To collect evidences about their improvement process, teachers gathered information by observing students’ performance in the development of the classroom activities.
Action

Teachers carried out the activities planned. Firstly, the listening exercise was done with the song “Bitter Sweet”. Since in the previous cycles the students still present some difficulties with comprehension, we were conscious that we as teachers had to continue making emphasis on the top-down approach to listening in such a way that students could identify main ideas in a text. So, the teachers introduced the activity and made the students work in the pre-listening, which consisted of presenting vocabulary related to the song through mimics, drawings on the board and discussions about their meanings. As a while-listening activity, students had to listen to the song three times to get familiarized with the pronunciation as well as to identify the vocabulary taught in the first step; and the main idea about the song. In the post-listening, they had to answer some questions about specific situations that the song presented, in order to verify comprehension.

For the speaking part, we started organizing four-student groups. Because it was a miming activity, it was necessary an Actor (Student A) and an Audience (Students B, C, D, E, and F). The Actor chose one situation that teachers presented; then he has to present it, while the audience made questions in order to guess what the actor was doing, at the moment that some of the other students guessed a new actor chose another situation and the dynamic was repeated. The objective was to guess the action and talk about it by describing.
Finally, we collected information using our personal journals, class observations and at the end of the two sections classes, students were encouraged to talk about what they had learned, if the materials were good enough and how they felt. They expressed their opinions and suggestions, the most relevant word, topic or issue they had learned and then the two teachers met together to talk about the student's improvement and the difficulties they still had.

Observation

Teachers carried out all the activities planned and one more time, the students showed good attitude towards the class and participated actively. So, it was really positive to observe their improvement and motivation that up to that moment they have had.

Analyzing the data gathered, from class observations it was found that students were aware about their progress and difficulties during the development of the activities in which the new set of authentic and didactic materials were used. They still found these as the opportunity to keep on working in a different and interesting way by using the language in a real situation.

On the other hand, something grateful for teachers was to check that they really were practicing outside the classroom, because class by class the improvement of listening and speaking skills was evident and they expressed
they had used some kind of materials as we use in class. To reflect about the materials implemented, students commented:

“I have improved, but I have to practice a little bit more”

“Now it is easy to me to get more ideas when I listen to a record conversation”

“When I made a mistake saying something, immediately I remember the correct pronunciation and I check it quickly“

“I will try to keep practicing with songs, I like a lot”

**Reflection**

Analyzing the three cycles we implemented, it was grateful to see the student’s improvement and to confirm that the design and the application of these materials were very useful not only to help them in the classroom, but also to awake their interest to use them outside. Besides, we evidenced that the communicative activities such as role plays and mingling activities among others, allowed learners to interact and use the language with communicative purposes which is one of the objectives of the communicative approach. Moreover, we could observe that our students overcame the shyness to speak, they became more confident, no matter the mistakes they could make. Therefore, we as teachers should bear in mind that it is necessary to create a good environment for the class and encourage students, through appealing activities and materials to support their learning process. Finally, regarding listening, we can say that the fact of working with authentic materials such as songs was a meaningful aspect for students because they were engaged in the
activities, learnt the song’s lyrics and this helped them to increase their vocabulary.

Teenagers Basic II

Cycle 1

Initial reflection

As practitioners we have been concerned about our students’ English Learning Process. We have evidenced that they have got lots of difficulties, mainly those related to speaking and listening skills. Regarding speaking, the most common ones are: wrong pronunciation in basic vocabulary, lack of vocabulary, lack of confidence, reluctance to speak during the individual activities and translation to Spanish most of the time. Regarding listening, students are not used to listening texts and they do not identify general information, but just single words.

This concern made us reflect on this issue and a question arose: ¿What kinds of materials should be used to help students improve their speaking and listening skills?

In order to design a plan of action to help our students, we considered that it was necessary to gather more information from students to know their preferences and interests. That is why a questionnaire was applied to 139 students in levels basic I (48), basic II (44) and intermediate (47), aged from 13
to 19. Besides, it was necessary to complement the information collected through some observations previously carried out.

The results showed that the 78% (108) of the students like studying English and 98% (136) think that learning English is important in their lives. However, 62% (86) of the students consider that speaking is the most difficult skill and the 55% (76) of the teenagers believe that the listening is the most difficult one. This demonstrated the importance to reinforce these communicative skills in students.

Another aspect that we wanted to know was the student’s preferences to work in class. In this regard, the 59% of the population prefers to develop activities in groups; the 47% (66 students) thinks that through games and conversations they could practice their speaking; and the 73% (101 students) believes that they could practice their listening skill through music activities. Finally, something really important and relevant for us is the kind of materials they prefer, namely: songs 66% (92), videos 60% (84), worksheets 36% (50) and finally 45% (62) consider that they could improve their communicative skills through didactic activities.

Based on the previous information, we decided to carry out a plan of action to help our students improve the difficulties they had related to the speaking and listening skills.
Planning

In this cycle we planned some activities with the purpose to find out if the authentic and didactic materials implemented in the classes were useful for students to help them overcome their weaknesses in the listening and speaking skills. The main concern we had, was that the activities and the materials they had set up for students to work on listening and speaking, were not meeting their objectives. Despite that we had made emphasis on these skills, the students continued showing difficulties such as wrong pronunciation in basic words, reluctance to speak and lack of vocabulary. Therefore, the teachers decided to design communicative activities and implement some appealing materials for two classes of three hours each one. As the results of the questionnaire applied to the students showed that games were the most popular type of activities they preferred, the teachers planned some games for the classes. They also decided to observe the performance of the students and use the journals to write the most relevant information.

Based on the previous considerations, the teachers selected a reading taken from ‘Total English- Intermediate” book on page 136, whose topic was “Coco Chanel”, and designed a blog for students in which they could express their ideas about different topics. In this sense, students were expected to overcome their main difficulties regarding the lack of vocabulary and wrong pronunciation.
Action

We developed a series of different activities based on the communicative approach, such as games, readings and oral presentations. Some of the games were “the Pictionary game” and “Sherlock Holmes game”.

In the first session, as a warm up, a “Pictionary Game” was developed, based on some verbs in past found in the reading, “Coco Chanel”. In that activity, the students were asked to interact with their classmates and practice vocabulary related to fashion, in order to learn new words which had to be used in the next activity “Sherlock Holmes game”. In this game, the students had to collect seven paragraphs of the reading, following some clues given by the teachers. After that, they had to organize the paragraphs to be presented in front of the class. In this way, the students could practice the language in solving problems and interacting with their classmates in real situations.

In the second session, the students were assigned presentations about sports that people practice in different countries such as Australia, New Zealand, Canada, U.S.A., Jamaica, etc. With this activity, the teachers wanted students to speak in front of the class, in order for them become more confident. The teachers saw that it was a way of increasing their confidence and fluency.

Observation

We noticed that in the “PICTIONARY” activity, students did not remember some verbs in past but with this exercise they clarified the meaning of the verbs,
reviewed pronunciation and the past form of each one. In this sense, the second activity, ("SHERLOCK HOLMES"), was easier for them to understand because they found and used the verbs in the reading and they could put into practice what they had learnt.

Likewise, some presentations about the countries were successful. For instance, when the students did the presentations of U.K, Australia and Canada, they used many resources such as: posters, pictures, compact discs, and games to make it easier and enjoyable. Students also showed more confidence and comfort when speaking because they knew about the topic; they had a better pronunciation, in general, and used most of the new vocabulary studied in class. However, the other groups: Malta, U.S.A, Jamaica, New Zealand and Switzerland still had some weaknesses such as: lack of vocabulary, wrong pronunciation and fluency. However, they improved in comparison to the first class in which they felt shy and they did not take the risk of speaking in front of the class.

In sum, we might say that students enjoyed most of the activities developed in the class, specially the games, as Sherlock Holmes, which motivated students to work as a team and to interact among them. Moreover, we could observe that the class was more interesting and students showed that they really wanted to learn. Despite these achievements, we also can say that it is necessary to think of other type of activities and materials that actually encourage all the students to actively participate and get the objectives of the class.
Reflection

Based on the previous information, it seems that the classes we planned were successful. We feel that the activities developed as well as the materials used were actually enjoyable. The students' attitude towards the class improved; the use of the target language and their interest to participate in class increased. Besides, they were more confident at the moment of speaking. Therefore, the implementation of this cycle: first confirms our beliefs that students enjoy learning by playing, so, we as teachers should look for activities that really engage students in order to facilitate their learning. Second, we also should know in advance the type of materials that fit the students' interests.

Third, although it is evident that most of the students began to overcome their weaknesses, it is necessary to continue designing activities and implementing materials for helping those students who are still reluctant to speak.

Cycle 2

Initial Reflection

Taking into account the activities developed in the last two sessions, it was evident the interest in students for developing all the activities proposed in class. Some students expressed that they had learned some new words they could use when speaking about different aspects of real life. Moreover, some students improved their speaking skill because they interacted among their classmates in the classroom, so, it created self-confidence in them. Despite these achievements, we have to continue looking for strategies which help our
students overcome the main difficulties they have regarding speaking. Probably, we should design more activities in which they can exchange information about their personal interests, as well as activities in which they have to prepare a specific topic in advance to present it to the whole class. This, because we noticed that the actually feel more confident with these type of activities.

On the other hand, we are aware that our students had difficulties about listening. We have evidenced some specific students’ problems with the listening activities we designed in the previous classes. They only identified single words or phonemes and they did not understand main ideas. For that reason, students could not get the general idea about the whole text. Bearing in mind this situation, we thought that we have to design listening activities in which they have to link their previous knowledge with the new information in order to have a general idea about the text, in other words, we have to use the Top-down approach rather than the Bottom-up approach. In this way our students would begin to develop listening comprehension, and not just to identify specific information.

**Planning**

We decided we need to make a plan of action to help our students overcome not just the problems there still exist in the students about speaking, but also about listening. That is why, we planned to keep on working with appealing activities such as games, since we evidenced in the previous cycle that games were the most popular type of activities for students. They felt that
games encouraged them to speak and learn English. This issue made us think how we used games in the classroom. We thought that we had been encouraging games during the lessons, but what had been happening was that games were used only for the speaking activities, and we also need to implement games when working with listening. Hence, we planned other games, not just for speaking, but for listening. Moreover, we decided to use some authentic materials, such as songs which were related to their likes. The time spent for these activities was two sessions; teachers used journals and observations as gathering data instruments.

**Action**

We used a series of different activities to foster students to speak and interact among them. We also selected some authentic and didactic materials according to their interests. The first activity we developed was, a “Game Pump”, students found out new words creating sentences and using them in specific situations demonstrating the knowledge of the word. It was expected that students discovered and acquired new vocabulary by experimenting the creation of sentences with sense. The second activity was the song “More Than Words” which followed these steps: Pre-listening: students guessed the title of the song through mimics from their classmate; While-listening: Students listened to the song three times and then they filled in the blanks with the correct words; Post-listening: Students analyzed the song, then, they identified adjectives, verbs in past form and the main idea.
As a concluding activity, students did an oral presentation about a new friend to reinforce the speaking skill. They proposed and created a character using different parts from magazines bodies. Then, they put the name, age, profession, likes and dislikes and made a final presentation comparing their characters in front of the class. With this exercise, students could use previous the knowledge they had and acquired new vocabulary.

**Observation**

During the action phase, we noticed that students felt confident with the activities they did. It was evident the improvement and motivation to learn and their effort to avoid mistakes. Besides, we could notice students’ improvement in their speaking skill because they were able to express themselves better than before and they tried to use new words and vocabulary in order to communicate their ideas. Moreover, we realized that in the “game pump” activity, students felt comfortable because it was adapted to the classroom environment to promote students’ interests. We also could notice that students enjoyed a lot this game because they reviewed and practiced the vocabulary they had studied.

With the listening activity, students practiced pronunciation, and vocabulary, as well as the use of some micro skills of listening such as identifying specific information (adjectives, verbs in past) and macro skills such as: recognizing the song’s main idea and understand the gist.

Related to “the new friend presentation”, we noticed that it helped students in using their imagination because they needed the creativity to design
an original person. Then, they talked about him/ her in front of the class in order to introduce a “new friend”. With this activity, they also compared all the characters among them.

**Reflection**

We feel that the two classes we planned were appealing for our students. The activities we developed as well as the materials we used were interesting for them. They showed a good attitude in the speaking activities, they tried to pronounce in a better way and they liked to interact with their classmates, as well as they tried to avoid translation. Despite these achievements, we realized that they still had many difficulties related to listening, mainly when they had to identify the main idea of the song. This is probably because most of the exercises they are used to do about listening had to do with filling gaps, and identifying specific information. Also because, they are not used to listening outside the class, they just practice this skill in the class. Therefore, we consider that we have to continue developing listening activities based on the Top-down approach and taking advantage of the authentic materials, specially the songs which are actually appealing for them. In this way, it would be possible to improve this skill.

**Cycle 3**

**Reflection**

In the development of the two previous cycles, we could say in general terms, that the objectives we stated about speaking were achieved to a great
extent. Students were engaged in the communicative activities, they were less reluctant to speak, their pronunciation improved, of course they continued making mistakes, but this is part of the learning process; and they increased the vocabulary. We think that these achievements were due to the fact that the activities we developed were based on their interests and mainly because as teenagers they like playing games. Also the materials we used were appealing for them.

Unfortunately, regarding listening, we did not evidence significant achievements. Although we worked with songs, and they seemed to be interested in the listening activities, we are aware that they could not develop a good listening comprehension, it was really difficult for them to work based on the Top-down approach, in other words, identify the general context of the text, identify the main idea and make inferences. They were able to recognize specific information and fill gaps. We consider that this happened because we as teachers make emphasis on the Bottom-up approach and most of the time we limit the listening exercises just to fill in gaps.

Planning

Bearing in mind the difficulties identified in students about the listening skill, we decided to make a plan of action to encourage our students to improve the listening comprehension, making emphasis on the Top-down approach to listening. We chose a different kind of listening text. This time we worked with a conversation, because in the previous classes we had worked with authentic
materials such as songs. We wanted to know if didactic materials would facilitate students’ comprehension, because the language used in these materials is different from the one used in didactic ones. The main purpose was to comprehend the text, not just to identify specific information. The exercises we planned had the three steps: pre-listening, while-listening and post-listening.

For speaking, we planned a flash card game in which students reviewed verbs in past focusing on spelling and pronunciation, and an information transfer activity to make students interact among them. We decided to continue working with communicative activities because we had realized that they liked to interact with their classmates.

We also set a plan to monitor the results of this activity. While one of the teachers was directing the activity, the other teacher was taking notes about achievements they had or did not have.

The class was planned for two sessions of three hours each one.

**Action**

We started with the listening activity. To activate student’s previous knowledge about the topic, we showed them some pictures related to the conversation, so students had to guess what the conversation was about. In the while-listening, they listened to the conversation twice. We previously gave them some pictures, so they had to listen to the conversation and choose the correct one. In this way they had to understand the general context of the conversation in order to identify the right picture. Moreover they had to write down sentences
they understood about the dialogue. As post-listening, they had to create a conversation in which they talked about activities that they were doing at that specific moment, using present progressive.

**Observation**

During the classes we carried out the activities, we could observe that the speaking activities were successful in general terms. It was confirmed that students really enjoy developing communicative activities in which they have to interact. They were more confident and they made the effort to ask the questions in English, despite the mistakes they could make. It was also evident that they tried to use the new vocabulary and the verbs they had learnt. On the other hand, we have to highlight that concerning listening, most of the students could not comprehend at all the conversation; despite we consider the vocabulary was easy. When we asked them why they had not understood the text as we had expected, they said that there were a lot of unknown words and they could not understand the complex sentences. In fact, they continued recognizing just single words.

**Reflection**

Analyzing the last cycle we implemented, there are some important facts that we have to highlight. We evidenced some important improvements in students, mainly regarding speaking. Firstly, the communicative activities we carried out allowed students to interact among them and this is one of the aspects that they like the most. So it was confirmed that when students are engaged in appealing activates, they make effort to do the best. Moreover, we
did not teach grammar explicitly, as we used to do, instead of that; we planned more communicative activities in which grammar was implicit. Besides, most of them were more risk-takers and participated actively feeling more confident. We think this happened because one of the purposes we had in the class was to encourage students to speak no matter the mistakes they could make and also because we created a good environment in which they fell not just comfortable but also confident.

Secondly, the listening activities we developed seemed to be appealing for the students; however we confirmed that this skill is the most difficult for them. Analyzing which would be the main causes, we consider that the development of listening requires a lot of practice not just in the class but also out of it and our students are not aware of this fact; also learners must know some basic vocabulary and since the beginning it is necessary to develop listening comprehension and not only doing exercises to identify specific information, in other words, we have to work based on both approaches to listening Top-down and Bottom-up.

Finally, the materials we used for speaking and listening were successful since they were chosen according to the students’ needs and interests which is a fundamental aspect because the materials play a very important role in the learning process.
Teenagers Intermediate level

Cycle 1

Reflection

As practitioners we have been concerned about our students’ English Learning Processes. We have evidenced that they have got lots of difficulties, mainly those related to speaking and listening skills. Regarding speaking, the most common are: wrong pronunciation, lack of vocabulary, lack of confidence, reluctance to speak, thoughts in Spanish and also they do not like speaking during individual activities. Also, regarding Listening the students do not identify specific information in a text. They identify only single words, do not identify a recorder text, present lack of concentration, lack of vocabulary and are not used to listening texts.

This concern made us to reflect on this issue and a question arose: ¿What kinds of materials should be used to help students improve their speaking and listening skills?

In order to design a plan of action to help our students, we considered that it was necessary to gather more information from students about their preferences. That is why a questionnaire was applied to 139 students of the levels basic I (48), basic II (44) and intermediate level (47) among the ages 13 and 19 years old. Besides, to complement the information we have the information collected through some observations previously carried out.
As a result, we have evidenced that 78% (108) of the students like studying English and 98% (136) think that learning English is important in their lives. However, 62% (86) of the students consider speaking is the most difficult skill and the 55% (76) of the teenagers believe that the listening is the most difficult. This also demonstrates the importance to reinforce these communicative skills in students.

Another aspect that we wanted to know was the student’s preferences to work in class. In this regard, the 59% of the population prefer to develop activities in groups; the 47% (66 students) thinks that through the conversations they could practice their speaking; and 73% (101 students) believes that they could practice their listening skill through music activities. Finally something really important and relevant for us is the kind of materials they prefer, namely: songs 66% (92), games 64% (89), videos 60% (84), worksheets 36% (50) and finally the 45% (62) consider that they can improve their communicative skills through didactic activities.

Based on the previous information, we decided to carry out a plan to help students improve the difficulties they have related to speaking and listening.

**Planning**

We decided we need to make a plan of action to help our students overcome the difficulties they had about speaking, and listening. Therefore, we planned to keep on working with activities according to their interests and likes such as games, because we knew that they really liked these kinds of activities.
Games actually encouraged them to speak and learn English, so we had to take advantage of this issue and develop speaking activities in which they could interact with their classmates. We also planned some oral presentations about “American Speaking Countries” (Canada, New Zealand, Australia and United States); Moreover, since we were aware that our students actually liked songs, we decided to use an appealing song: “If you love somebody, set them free”, in order to motivate them for the listening exercise. The listening activity would follow the three steps: pre-listening, while-listening and post-listening.

The activities were planned for two sessions and the instruments to collect data were the journals and participant observation

**Action**

Those activities were planning taking into account students’ interest and the needs that teachers had evidenced during the class. With the song they had the chance to be in contact with native English speakers. Regarding the oral presentations students were comfortable, because they had the opportunity to prepare this activity and most of them had the knowledge about the topic they were talking about.

Firstly the class started with the listening activity taking into account the bottom-up approach. As it was planned, we developed the three steps:

a) Pre Listening: First of all students heard the song “If you love somebody, set them free” interpreted by Sting. Teachers contextualized the students with some vocabulary related to the song. They showed them a chart with information
about conditionals and then they asked them to underline the conditionals that they had identified. When they finished the activity, teachers made them some questions about the song.

b) While listening: we gave them a photocopy with the lyrics of the song. In this step, we asked students to underline the conditionals that they found. Then we asked them to, complete gaps according to what they had listened. And at the end, the teachers and the students sang the song as a coral drill in order to practice the pronunciation.

c) Post listening: Teachers asked the students some questions about the song to verify comprehension.

Referring speaking skill, two classes before, teachers asked them to make groups of five people in order to prepare an oral presentation about different countries where English was the native language. Students had to look for traditions, food, customs, music and famous people. So, they were prepared to explain the topic assigned. In this activity teachers encouraged them to take the risk of speaking and help them to be more confident when they were speaking in front of their classmates. At the end of the oral presentations, teachers gave them feedback about their strengths and weakness.

**Observation**

Some features we observed on students were that most of them did not understand the song, even though students were motivated listening the song, it was difficult for them to get the simple words to fill in the gaps in the worksheet.
Also, it was necessary to play the song five times; even so they could not complete the activity. Nonetheless, they achieved to identify and underline the conditionals, which were one of the tasks asked to develop in the activity.

In the oral presentations, teachers could evidence that students had a lot of weakness in the pronunciation, they neither had the fluency nor accuracy, most of them had the need to read their notes in order to give the information for the class, however, the didactic materials that they used (posters, photographs and music) were useful at the time to present the information and spite of their difficulties, they tried to do their best.

Reflection

The materials applied in this planning were tending to have students improve their listening and speaking skills through the activities mentioned. But unfortunately the improvement expected by the teacher was not achieved, especially in the listening activity. Therefore, some questions emerged: Why students could not understand even simple words of the song? Was the song quite difficult for them? Why? In this sense and taking into account the last questions, we considered that would have been better if students would have seen the lyrics of the song before listening in order to identify the unknown vocabulary and its pronunciation.

We also could relate the vocabulary which was going to be asked in the activity with another one closer and appealing to the students. Regarding speaking, we considered that the didactic material was useful for students;
besides, one of them told us that it had been a good activity because they could know more about other cultures.

**Cycle 2**

**Initial reflection**

According to the last classes, though students could not understand and develop the listening activity as expected, we noticed that some students enjoyed such activity because they paid attention in order to fill the gaps, underline and sing the song. But, on the other hand, a little of part of the population did not focus on those activities, because they were so bored and their behaviours were not the best. For that reason, teachers asked some students, why they behaved in that way, and their answers were “We were tired and asleep, that was why we did not pay attention in the activity”. So, what teacher could realize that not just because of the difficulty of the song but because of students little attention, the listening activity could not be carried out as it was planned. Teachers cannot say that the authentic material used regarding listening was completely useless because one important aspect is the interest of students in developing the activities which is a positive fact.

Talking about speaking, in spite of, the difficulty of the pronunciation, fluency and accuracy, the didactic material was really well accepted by students, they liked the idea to watch images which could help them to present their topic; some of them said that the visual aid was very important and helpful because they could remember and being guided in the assignments, although we expected a little bit more improvement of students in this task, it was a good
way to see the interest and the acceptance of the materials and activities proposed.

So, for this next planning, we considered changing the activities in order to students had the opportunity to share with each other and socialized their own point of view so they had the chance to improve their listening and speaking abilities regarding their pronunciation and confidence in speaking and the understanding of general ideas in the listening part.

Finally, we clarified that the materials applied were not completely useless because students showed interest on them and made some effort to develop it. We would have to consider other ways to apply the materials since the ones we used were interesting for students.

**Planning**

Bearing in mind the students difficulties presented in the previous class regarding listening and speaking such as: not recognizing simple words, the weakness of pronunciation and lack of fluency and accuracy, teachers considered important to reinforce those skills and provide our students with tools which were necessary in order to help them achieve an improvement. For this reason, an interesting communicative activity was implemented in three hours (3h) class, where students could express their points of view, opinions, agreements and disagreements through a debate, in which, the main topic was “Urban Tribes”: a topic which is interesting for them. By the observation of the students’ opinions, points of view and the way the expressed them, teachers could gather some information.
Action

First of all, teachers divided the class in 2 groups in order to make a debate. One group had to support why urban tribes had negative effect on people and the second group had to find reasons about why not. Students had to use expression of agreement and disagreement in order to discuss with their classmates. Teachers monitored student’s participation.

The teacher got students in pairs and gave each one a piece of paper which contained an urban tribe. Teachers asked them to discuss how this kind of urban tribe affected the adolescents and why. They had to support their answers or reasons using expressions for agreement or disagreement that they already knew. Teacher monitored students’ participation, pronunciation and then they asked each pair to report his partner’s opinions in order to check the use of these expressions.

During all section, we could develop our activities and applied the didactic materials successfully. The idea was that everybody could participate as a whole class without any kind of difficulty. We noticed that each student achieved all the information but they did not participate all the time.

Observation

With those types of activities we could evidence that some students did not like to share their own points of view, because they did not have enough vocabulary to express themselves, they were nervous at the moment of speaking, some of them did not want to participate in the class even if they knew about the topic, they just told to another partner their agreement or
disagreement, so, that partner expressed it for him/her; the students who participated in this class, enjoyed the speaking activity, because they considered that it was a good opportunity to practice their pronunciation and improve their vocabulary and knowledge, students who participated all the time, of course, improved their speaking skill.

Regarding listening, when teachers asked some questions, talking about the same topic and giving their own point of view, the listening skill was evaluated, some students identified words and also they could understand what teachers were asking. Some of them had the idea and understood better than others, but regarding motivation, effort and practice, all of them did it very well, therefore the students were motivated all the time and when they had any doubts, they always asked to the teachers.

Although the materials and activities were helpful, teachers considered important to find other ways to develop the task, it would have been a good exercise if before the debate, students had searched for more and different information which was given in class, in order to contextualize and taking into account their previous knowledge: may be in this way the students who did not participate, would have been active part of the class with no fear to make any mistake.

Reflection

We consider this class was enjoyable for students, the materials we planned to apply were interesting for them and also they liked the topic chosen
for developing the activity. In our point of view, it is important to relate the learning process to their own context, in this way, students can have a more meaningful learning and the language will be more attractive to learn it and practice it.

We could notice that some of the students were more active and motivated than other classes, however, some students were still shy and reluctant to speak, they seemed interested in the topic but they did not talk at all: They are not used to talk in English so it is difficult for them to do it in a spontaneous way as they do in Spanish. In this sense, it is important to continue working in this kind of activities, not just in one class but a constant practice will be the key to improve their English listening and speaking skills.

Cycle 3

Reflection

In the latest classes we tried to have more interaction with our students, because sometimes we felt that they were far away from us, so it was very important in this case to have a better relation with them, first of all, because they needed to feel that they could tell us whatever they thought about the class, and the second one, in this way was easier to develop any activity. With the planning we prepared more activities in which they had more participation and they really felt the necessity to speak using the target language. Even when they did not speak a lot, some of them really tried to speak and say something using all the things that they knew. They made mistakes and we thought that it
was very common, because they did not have enough language and enough fluency but students such as, Juan Carlos, Kelly, Paula, Daniela, Julian, Karen and Jonathan really did their best, when they took the risk to talk about something. We considered that, this was the most important fact, if they really wanted to speak in English they had to make mistakes and correct them. Our biggest challenge for this new cycle was to make that the other students took the same risk and started to talk.

Planning

In this last cycle, we planned a series of activities in which our students practiced and improved their listening and speaking skills. The time required to develop this cycle was three hours (3 hr.)

For this section, we were focused on students' interests and points of view; we planned to develop a song activity in which students could present their favorite songs and talk about them and regarding speaking we presented some trailers which students watched and then they shared their ideas in front of the class taking into account their previous knowledge acquired during the course; in order to develop the activities we used authentic materials like trailers of movies (Resident Evil, Saw III, and Chainsaw Texas) and songs which were provided by students, and their lyrics.

From these activities we expected to find out how the students increase the vocabulary, improve their pronunciation and the most important how they can express their own ideas without any kind of help.
Action

All the activities were made taking into account the students’ interests. That is why both activities were developed for the whole class, where everybody had the opportunity to listen, to watch and give their own opinion or answer the questions that teachers asked to the class.

At the beginning of the session, teachers started with a “Song activity”, where some students had the chance to choose and share their favorite song with the class. Most of them brought the lyrics and other preferred to give a worksheet (for their classmates). The activity was carried out in three steps: pre-listening, one student reproduced his song and the rest of the class listened to it carefully to understand some words and try to guess the title; while-listening: Students listened to the song three times and then they filled in the blanks with the correct words. Post-listening: we asked students to sing all the song as a choral drills, with this step; we could realize their pronunciation and also their abilities in order to catch the simple words.

On the other hand with the trailers activity, teachers evidenced students’ comprehension and the ability to share their ideas in front of the class. In a laptop, teachers reproduced three (3) different trailers: Resident Evil 1, Saw III and the Texas chainsaw, they selected these movies because of the date, this activity was developed on Saturday October 30th, and they wanted to relate the topic with the date. The main idea of this activity was first of all, to give them specific vocabulary that was on the trailers in order to contextualized it and then the students listened to and watched each trailer, paid attention about what the
characters and narrator said, and based on that, they had to retiled, giving their own ideas about the story using past perfect or just giving the movie an alternative ending. All the time teachers monitored students’ pronunciation, their fluency and accuracy.

**Observation**

In the last class, teacher noticed more motivation in the students, because of the materials that the teachers used, these were more attractive, and therefore they participated actively and work hard in all the activities. At the same time teachers could see more effort from the whole class, for example, in the activity with the song they brought, they had to make a big effort to understand it because, it was difficult because of the vocabulary and the king of music, *Metal Music*. Despite these difficulties, they could identify some words and the main idea of the song.

When we worked on the Horror movie trailers, they really enjoyed the activity because the topic was interesting for them, and they loved these kinds of movies and all the class was so focused on the trailers that there were no sounds in the classroom. When teachers started to ask them questions about the trailer, Julian started talking, he did a great job and used the target language with the required tense; and also the rest of them tried to speak and share their opinions, however teachers had to push some of them to speak.

**Reflection**

A very important issue in this cycle was the effort students made in order to do their best developing the activities. They were motivated and very
interested in the class and they focused all their attention on the materials used (songs and trailers). These materials were successful and enjoyable for students because they like learning by practicing through the mass media, in this case, music and TV. It is not unknown that this is a great way to teach and obviously to learn a language, so, it is important to continue implementing this kind of activities and of course the materials in the ESL classrooms because by following the students interests and likes we will have the opportunity to contribute to overcome their difficulties to go well in the language.
Conclusions

- Throughout the implementation of the different cycles planned for the target population at ASE, we realized that both didactic and authentic materials were useful for students to improve their performance when practicing the listening and speaking skills. By using authentic materials students are exposed to real language, in this sense, they have the possibility to experience foreign language settings. Despite that, these kinds of materials represent a higher level of difficulty because of the complex structure of the language, students enjoy them since they have a positive effect on learners' motivation. On the other hand, didactic materials have been designed to support the students' learning process; hence, they have a better understanding because the language is adapted according to their levels, needs and interests. Therefore, we could observe that these kind of materials were not just appealing for them, but also represent meaningful aids for making easier their learning.

- The research showed, regarding listening, that it was really difficult for students to work based on the Top-down approach, in other words, identify the general context of the text, identify main ideas and make inferences. They were able to recognize specific information and fill in gaps because we as teachers make emphasis on the Bottom-up approach and most of the time we limit the listening tasks to these kinds of exercises. Finally, we can say that the fact of working with authentic
materials such as songs was a meaningful aspect for students because they were engaged in the activities, learnt the song’s lyrics and this helped them to increase their vocabulary.

- Regarding speaking, the materials used were successful since they were chosen according to the students’ needs and interests which is not just a fundamental aspect in the learning process because they support learners, but also because they help teachers conform particular systems of values regarding the language and culture in study. Besides, we evidenced that the communicative activities such as role plays and mingling activities among others, allowed learners to interact and use the language with communicative purposes which is one of the objectives of the communicative approach. Moreover, we could observe that our students overcame the shyness to speak, they became more confident, no matter the mistakes they could make.

- It was confirmed the beliefs that students enjoy learning by playing, so that is why we as teachers all time should look for activities that really engage students in order to facilitate their learning and encouraged them to participate actively in the class.
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THE NEW GENERATION LEVEL 2

Bogotá, Colombia 2011
First Edition 2011

The copy of this booklet is not allowed.

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ACKNOWLEDGEMENTS

“We are grateful to God, our parents, La Salle University and Floralba Angulo our research advisor who was our guide during the development of this project.”
THE NEW GENERATION
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✓ A good choose...
✓ What are your preferences?
✓ At the restaurant!
✓ I like Music !!!
✓ Movies are insteresting !!!
✓ A nice person ...
✓ My favorite things are...

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Asking for and giving directions.

Objective: To ask for and give directions.

✓ Knowing my Neighborhood...
✓ Can you tell me where the... is?
✓ Where can I get a...
✓ On a date...
✓ Where is the movie theater!!
✓ In a hurry!!
✓ Find the treasure in the island...
✓ I am looking for...
✓ I live near/far my school..

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Let's go to the zoo.

Objective: To talk about abilities.

✓ The movie of the jungle...
✓ Let’s remember...
✓ An amazing program...
✓ Radio program “Friends”
✓ Amazing animal...
✓ Find an animal...
✓ Animals likes...
✓ A tour to the zoo...
✓ By yourself...
What do you do every day?

Objective: To talk about daily Routines.

✓ Be someone else...
✓ Pictionary Activity!!
✓ What does Mark do every day?
✓ Scramble Images...
✓ Find someone who!!
✓ Use your imagination...
✓ Let’s do it!!
✓ Can you remember...
✓ A new ending...
Greetings someone and introducing yourself

Unit 1

tive: To greet people and introduce yourself.

CONVERSATION EXERCISE No 1:

Guess who...

Students will create a personal profile in which they will include full name, age, nationality, occupation etc. Students will read their personal profiles in front of the class in order to let them know about them. Then the teacher will blindfold students and after that he/she will organize students by pairs. They won’t know who their partners are, so they will ask for some personal information to guess who the person is!!

LISTENING 1: EXERCISE No 1. Pre-listening:

Greetings...

Write the best greeting according to the picture. Take into account the key words.

Key Words:

Hi
Hello
Good morning
Good afternoon
Good evening
Good night
Good bye
Bye–bye
See you tomorrow
See you later
See you tonight
EXERCISE No 2. While-listening:

Say Hello...

Listen to the audio. Then, choose the correct answer for each sentence or question which may be missing one or more words.

1. Hi. Haven’t we ______ before?
   A. Yes. I believe we have.
   B. Nice to meet you too.
   C. Nothing special.

2. Long time, ________.
   A. I see you too.
   B. It has been a long time.
   C. How about you?

3. Hi, how’s ________?
   A. Five people.
   B. Oh really?
   C. They’re fine.

4. So, ________?
   A. Pretty good.
   B. That’s too bad.
   C. Nothing much.

5. Did you hear ________?
   A. Oh, what a shame.
   B. Hey, that’s fantastic.
   C. I like my job too.

6. Have you ________ from Bill ________?
   A. Yes. He’s still working downtown.
   B. No. Bill is not here now.
   C. Yes. Bill is twenty-three.

7. ________?
   A. I’m going skiing.
   B. Same to you.
   C. I like weekends a lot.

8. ________?
   A. And you?
   B. I’ll tell him.
   C. You too.

9. ________?
   A. I will.
   B. Hello brother.
   C. Same to you.

10. ________?
    A. You too.
    B. I’ll get home soon.
    C. I know the way home.

EXERCISE No 3. Post-listening:

At the bus station...

Pair work. Imagine you are waiting for your bus at the station. There is an unknown person sitting next to you. Start an informal conversation in which you introduce yourself and ask for personal information to know about him/her. Then, finish the conversation as your bus arrives.
CONVERSATION EXERCISE No 2:

Guess who I am...

Practice with a four-student group.

Imagine you are a famous person such as a sportsman, a singer, an actor or an actress. Talk to your classmates about the character you have chosen. Then, they have to guess who you are. If needed, they can ask some questions to get more information about him/her.

Look at the example (about Ricky Martin)

LISTENING 2: EXERCISE No 1. Pre-listening:

Meeting each other...

Look for a partner to ask and answer the following questions:

✓ What is your name?
✓ How old are you?
✓ Where do you live?

EXERCISE No 2. While-listening:

New friends...

Three students are in a classroom. They are meeting each other. Listen to the conversation between them. One of the pictures below represents the conversation. So, tick the correct picture according to it. Finally, compare with a partner.

EXERCISE No 3. Post-listening:

What did you understand? ...

Write a short presentation about a friend of yours and yourself. Take into account how Louise and Frank started their conversation and how they met each other. Then present it to the class.

I was born on December 24th, 1971 in Puerto Rico. I am 39 years old. I am a pop singer and an actor. First, I was a member of the Latin boy band Menudo in 1991. Finally, my song: “la copa de la vida” became the official song of the FiFa World Cup.
CONVERSATION EXERCISE No 3:

How introduce yourself in a job interview...

Work in pairs and create a dialogue where one person is the interviewer and the other one is the interviewed. In a job interview, you should introduce yourself to everyone in the room. Here are some tips to help you have a good first impression.

1. Greet the people in a polite way.
2. Be confident about what you say.
3. Organize your ideas previously.
4. Talk about your personal information by using some of the key words given.
5. Be precise with the information you provide.
6. Say good-bye and thank.

Now present this in front of the class.

LEARNING WITH SONGS: “WITH OR WITHOUT YOU” (U2).

Listen to the song and then fill in the gaps.

See the _______ set in your eyes
See the thorn twist in your side.
I wait for _______.
Sleight of hand and twist of fate
On a bed of nails she makes me _______
And I wait without you

With or _______ you
With or without you.

Through the storm, we _______ the shore
You gave it all but I want more
And _______ waiting for you

With or without you
With or without you.
I can’t live with or without you.

And you give yourself _______
And you give yourself away
And you give, and you give
And you give yourself away

My _______ are tied, my body bruised
She got me with nothing to win
And _______ else to lose.

And you give yourself away
And you give yourself away
And you give, and you give
And you give yourself away.

With or without you
With or without you
I can’t _______
With or without you.

With or without you
With or without you
I can’t _______
With or without you.

With or without you
With or without you
I can’t _______
With or without you.
**UNIT 2**

**DESCRIPTING MY FAMILY**

**Objective:** To describe people's physical appearance.

1. In a large piece of paper, draw any member of your family by using all your creativity. No matter if you do not know how to draw.

2. Pass around the stuff to the rest of your partners while some music is playing. When the music stops, the person with the stuff must describe his/her family member by presenting the drawing.

3. If the stuff arrives at the same person who already described the family member, this student must describe himself/herself by talking about his/her physical appearance and personality.

**CONVERSATION EXERCISE No 1:**

Pass the paper...!

Talk and play describing a member of your family.

This is an interesting activity in which you can have fun and at the same time you can practice how to describe your family.

**LISTENING 1: EXERCISE No 1.**

**Pre-listening:**

What does this famous family look like?

**EXERCISE No 2.**

**While-listening:**

What does the Flintstone family look like?

1. Listen to the description of this family and complete the chart.

<table>
<thead>
<tr>
<th>Name</th>
<th>is...</th>
<th>has...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peter</td>
<td>Fat</td>
<td>Black hair</td>
</tr>
<tr>
<td>Fred</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Betty</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wilma</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Key words:**

Short, Tall, Curly, Straight, Thin, Fat
EXERCISE No 3. Post-listening:

Describe your family...

Practice the following conversation.

Fred: Hey, Peter. What does your wife Wilma look like?
Peter: She’s tall. She has straight, red hair.
Fred: Oh, My wife Betty is tall but she has black hair.

Now ask and answer questions about your own family with a partner.

Hints:
I am about ____ years old.
I’m a very ____ person.
I am good at ~.
I usually wear ~.

Key words:
Clothes, Pants
Sweater, Hat
Shoes, Socks

CONVERSATION EXERCISE No 2:

Group work. Describe a famous person...

You are a famous character! Give your classmates enough information so your classmates can guess who you are.

- Hello! I’d like to introduce myself. I am very silly, my skin is yellow and always wear in blue pants and white shirt...

Who am I???

LISTENING 2: EXERCISE No 1.

Pre-listening:

What am I wearing today? ...

1. Describe what you can observe in this image.
2. What are they doing?
3. Now, listen to David’s experience at Transmilenio. Then try to find him in the picture.

EXERCISE No 2. While-listening:

What is my family wearing today? ...

Listen again David’s experience and complete this information:

✓ David is wearing a red jacket and blue pants.
✓ David’s mother is wearing ________________________
✓ David’s sister is wearing ________________________
✓ David’s aunt is wearing ________________________

Mr. Tip says: A good way to improve your descriptions is: when you are at home, practice by thinking of your own family’s appearance.
EXERCISE No 3. Post-listening:

Describe your classmates...

Think of a person in your class. Your partner can ask six yes/no questions to guess who she/he is. Then change roles and practice again. You can make some questions such as:

- Is it a boy?
- Is it a girl?
- Is she/he tall?
- Is she/he wearing a blue sweater?
- Does she/he have curly hair?

CONVERSATION EXERCISE No 3:

Show fashion...

What are the models wearing?

Look at the following pictures and read the description from a famous Fashion Show. Who are they talking about?

- **Narrator 1**: Good Morning, everyone. Welcome to our great Fashion Show. At the stage, we can observe Camille who is wearing a beautiful yellow blouse with a fashionable red skirt.
- **Narrator 2**: Hi, my dear friends. Now, we are looking at Lewis, who is wearing a formal blue jacket and very tight pants.

Describing your clothes... Group work.

Organize a Fashion Show among your classmates and describe their clothes while having fun.

LEARNING WITH SONGS: "I CAN SEE CLEARLY NOW" (Jimmy Cliff).

Listen to the song and then fill in the gaps.

I can see clearly now the ______ is gone
I can see all _______ in my way
Gone are the dark clouds that had me _______
It’s _______ be a bright, bright sunshinin’ day
It’s gonna be a bright, bright sunshinin’ day

Oh yes, I can make it now the pain is gone
All of the bad _______ have disappeared
Here is the rainbow I’ve been _______ for
It’s gonna be a bright, bright sunshinin’ day

Look all _______, there’s nothing but blue skies
Look straight ahead, there’s nothing but blue skies.

I can see _______ now the rain is gone
I can see all obstacles in my way
Here’s the _______ I’ve been praying for
It’s gonna be a bright, bright sunshinin’ day
It’s gonna be a bright, bright sunshinin’ day

_______, real, real, real bright, bright sunshinin’ day
Yeah, hey, it’s gonna be a bright, bright sunshinin’ day.
CONVERSATION 1. EXERCISE No 1:

Match the questions in column A with the answers in column B. Look at the example:

**AB**

1. How old is Margaret? __I am single.
2. Are you married or single __my favorite color is pink.
3. Where is Peter from? __I’m twenty-two years old
4. Is your mother from Canada? She is sixteen years old.
5. What is your favorite color? They are from Colombia.
6. Is Laura a teacher? My Birthday is on June.
7. When is your birthday? He is from Costa Rica.
8. Are you a student? Yes, she is from Canada.
9. Where are your parents from? No, I’m a lawyer.
10. How old are you? No she is a secretary.

**EXERCISE No 2:** Ask the previous questions to your classmates to find out their personal information.

Work in pairs. Prepare a small presentation about her/him and present it to the class.

E.g. My friend’s name is John; he is 17 years old. He is from Colombia...

Mr. Tip says:
When asking for information, remember to choose the appropriate WH word.

What’s your nickname?
How do your friends call you?
LISTENING 1: EXERCISE No1. Pre-listening:
Talking about music...

Look for a partner to ask for and answer the following questions:

✓ Do you like music?
✓ What kind of music do you like?
✓ What feelings do you experiment when you hear pop music?
✓ Do you know who Avril Lavigne is?
✓ What does she do?
✓ What kind of music does she sing?

EXERCISE No 2. While-listening:

Could you complete it? ...

Listen to the song and complete the missing words in the lyrics.

1. I always needed ______ on my own.
2. I never thought I’d need you there
3. When I ______.
4. And the days feel like ______
5. When I’m ______.
6. And the bed where you ______
7. Is made up on your side
8. When you walk away,
9. I count the steps that you take.
10. Do you see how much I need you right now?

[Chorus:]

11. When you’re gone,
12. The pieces of my______ are missing you.
13. When you’re gone,
14. The face I came to know is missing too.
15. When you’re gone,
16. The words I need to ______
17. To always get me through the ______
18. And make it OK.
19. I ______ you.

[Chorus]

20. I’ve never felt this way ______
21. Everything that I do
22. ______ me of you.
23. And the clothes you left,
24. They ______ on my floor
25. And they smell just like you.
26. I ______ the things that you do.
27. When you walk away,
28. I count the steps that you take
29. Do you see how much I need you right now?

[Chorus]

30. We were made for each other
31. Out here forever,
32. I know we were.
33. Yeah, yeah.
34. All I ever wanted was for you to know,
35. Everything I do, I give my ______
36. And______
37. I can hardly breathe,
38. I need to feel you here with me, yeah
EXERCISE No 3. Post-listening:

Jigsaw exercise...

The class will be divided in four groups; each group should create a second version of the song’s story. Then the groups should read the story for the whole class. The other groups should make questions about it and choose the best!!!

CONVERSATION EXERCISE No 2:

Where will we meet? What time will it be? When is the appointment?

Thanks’... See you

I’m in the office. What time is the football game?

Hi Paul!

Hello, Sally! Where are you?

At 3:00 pm

IN A TRIP... Role play.

Student A: You are planning a trip; first of all you need to make a reservation at Marriot hotel. Call the hotel and ask pertinent questions to have enough information about the services provided by the hotel.

Student B: You are a receptionist at Marriot hotel. A person calls you to ask information about the hotel services. Provide the information requested.
LISTENING 2: EXERCISE No 1. Pre-listening:

Meeting people...

Think and express your ideas about the following questions....

✓ Do you think that it is possible to establish a relationship in a coffee shop? How?
✓ In which other places is possible to meet new friends?
✓ How would you begin a conversation with new people?
✓ Is it possible to establish a real friendship with friends that you meet on internet?

EXERCISE No 2. While-listening:

The coincidence...

Listen to the conversation carefully and choose the correct answer.

Who is participating in the conversation?

___ Jonny – Cynthia – Magda
___ John – Cindy – Jimmy
___ Johnny – Jimmy – Sara

Who is waiting for Jimmy?

___ Cindy
___ John
___ Both

Where is Johnny from?

___ England
___ Canada
___ China

Who was in Quebec on last vacation?

___ Cindy
___ John
___ Both

EXERCISE No 3. Post-listening:

Work in pairs...

You meet a new friend; start the conversation with him/her. Be original and use the previous vocabulary that you learnt.

Mr. Tip says: When you meet a new friend, be spontaneous and just be yourself.
CONVERSATION EXERCISE No 3:

Find someone who...

______ was born in December.
______ likes red color.
______ is shy.
______ prefers to stay alone.
______ enjoys family time.
______ likes reading.

Key Words:
Zodiac Sign
Personality
Preferences
Birthday
Favorite

Based on the Zodiac sign chart, go around the class and ask the following questions to your classmates. These will help to find out his/her zodiac sign and some other personality characteristics.

✓ When is your birthday?
✓ Are you a sociable person?
✓ Are you a quite or active person?
✓ What are your favorite colors?
✓ What is your favorite food?

My classmate’s zodiac sign is ______
WHAT DO YOU LIKE?

**Objective:** To talk about likes and dislikes in a real situation.

**CONVERSATION EXERCISE No 1:**

Expressing Likes and Dislikes...

1. With a partner, practice asking and answering questions about sports, activities, or food that you like/don't like.
2. Talk about what your friends like/don't like in front of the class.

**LISTENING 1: EXERCISE No1.**

**Pre-listening:**

A good choose...

Complete the chart, taking into account your...

<table>
<thead>
<tr>
<th>SPORTS</th>
<th>FOOD</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCCER</td>
<td>FRUITS</td>
</tr>
<tr>
<td>BASKETBALL</td>
<td>CHICKEN</td>
</tr>
<tr>
<td>VOLLEYBALL</td>
<td>VEGETABLES</td>
</tr>
<tr>
<td>BASEBALL</td>
<td>DESSERTS</td>
</tr>
<tr>
<td><strong>MUSIC</strong></td>
<td><strong>DRINKS</strong></td>
</tr>
<tr>
<td>SALSA</td>
<td>MILK</td>
</tr>
<tr>
<td>Vallenato</td>
<td>JUICE</td>
</tr>
<tr>
<td>HIP HOP</td>
<td>SODA</td>
</tr>
<tr>
<td>REGGAETON</td>
<td>WATER</td>
</tr>
</tbody>
</table>

**EXERCISE No 2. While-listening:**

What are your preferences? ...

From 1 to 4, organize the pictures according to the conversation.
EXERCISE No 3: Post-listening:

At the restaurant...Role play.

Tomorrow is “Friendship and Love Day”. You and your friend want to have dinner at “CREPES & WAFFLES” restaurant. Create a dialogue taking into account the following roles and events...

EVENTS:

* You need to book your favorite table one day before.
* When you arrive at the restaurant, the waiter will offer you three different menus.
* Your friend will be angry because his/her food is not good.

ROLES:

* Administrator
* Receptionist
* Waiter
* Friends

CONVERSATION EXERCISE

No 2:

I like music...

Answer the questions in pairs:

Who is your favorite singer?
Where is she / he from?
What kind of music does she/he sing?
Why do you like her/his music?

Ask other questions to have more information about the singer.

Pair work:

✓ Discuss with your partner about your favorite singer or pop group. Your partner should ask questions to get more information.

✓ Create a poster with your favorite singer or pop group and talk about him/her/them in front of the class.

Mr. Tip says: Take notes about what you listen to in order to help you to develop the activity.
EXERCISE No2. While-listening:

Claudia’s likes:

Claudia is talking about her likes/dislikes. Listen to her and then choose the correct answer.

1. What is Claudia interested in?
   A) Food and sports.
   B) Literature and art.
   C) Pets and friends.

2. Where does Claudia like going?
   A) Museums.
   B) Shopping centers.
   C) Art exhibitions.

3. What type of music does she like?
   A) Salsa, Rock, Classical music.
   B) Reggae, Merengue, Tropical music.
   C) Jazz, Pop, Hip-Hop.

4. What kind of movies does not she like?
   A) Horror movies.
   B) Comedy movies.
   C) Action movies.

5. What does she like to do with her students?
   A) Talk about films and books.
   B) Talk about art exhibitions.
   C) Talk about music.

EXERCISE No3. Post-listening:

A nice person...

1. Walk around the classroom and find a person who. Look at the example:
   E.g. do you enjoy horror movies? Yes, I do / No, I don’t
   ———— enjoys horror movies
   ———— dances salsa music
   ———— likes literature
   ———— loves reading novels
   ———— hates art
   ———— doesn’t like Reggae
   ———— doesn’t enjoy action movies
   ———— hates visiting museums

   2. Share with the class your answers.
CONVERSATION EXERCISE No 3:

My favorite things are...Discussion.

Look at the chart below. Do you like or dislike these activities? Discuss with your partner why or why not. Your partner should ask questions to get more information. Look at the example:

E.g. Do you like playing basketball?
Yes, I do / No, I don't.

<table>
<thead>
<tr>
<th>Playing Basketball</th>
<th>Reading news</th>
<th>Watching soap operas</th>
<th>Eating Pizza</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doing exercise</td>
<td>Watching news</td>
<td>Having blind dates</td>
<td>Going to class</td>
</tr>
<tr>
<td>Seeing romance movies</td>
<td>Eating French food</td>
<td>Listening to R &amp; B music</td>
<td>Watching boxing</td>
</tr>
<tr>
<td>Traveling</td>
<td>Studying</td>
<td>Playing Ping-Pong</td>
<td>Playing chess</td>
</tr>
</tbody>
</table>

LEARNING WITH SONGS: "SHE WILL BE LOVED" ( Marron 5).

Listen to the song and then fill the gaps.

Beauty queen of only _______________
She had some trouble with herself
He was ________ there to help her
She always belonged to someone else

I drove for miles and miles
And wound up at your ________
I've had you so many times but ________
I want more

I don't mind spending _____________
Out on your corner in the pouring rain
Look for the girl with the broken _________
Ask her if she wants to stay awhile
And she will be loved
She will be ________

Tap on my ___________ knock on my door
I want to make you feel ___________
I know I tend to get insecure
It doesn't matter___________

It's not always rainbows and butterflies
It's compromise that moves us along
My ________ is full and my door's always open
You can come anytime you want

I don't mind spending everyday
Out on ________ corner in the pouring rain
Look for the girl with the broken smile
Ask her if she wants to stay awhile
And she will be loved
She will be loved

I know where you hide
Alone in your _______
Know all of the things that make you who you are
I know that ________ means nothing at all
Comes back and begs me to catch her every time she falls.
CONVERSATION EXERCISE No 1:

Find the treasure in the island...
Group work:

In groups of four students, imagine you are in an island. Two of you will be the visitors and the others will be residents. The visitors should look for a treasure by following the residents’ guidance. Follow the next steps:

Key Words:
Preposition of place:
Next to, Across from
Between, On the corner
On first avenue, Street
Behind the, On the left from

If you are a resident...
1. Choose a place in your school where the treasure will be hidden.
2. Draw the map that could be used to give the directions to the visitors.
3. Use at least five prepositions of place and some useful expressions to guide your partners.

If you are a visitor...
1. Follow the residents’ directions.
2. Ask questions about the directions you do not understand.
3. Look at the residents’ map if you still do not understand the directions.

LISTENING 1: EXERCISE No 1. Preliminary:

Knowing my neighbourhood...

Write a list of places you can find in a neighbourhood or a city, different than of those from the chart (museum, library). You have one minute to write them down. Work in pairs and compare the lists. How many of these places are in your neighbourhood? Then share with the whole class the list you wrote. The teacher will tell you if you are right or wrong.
Match the places in column A with the appropriate action in column B

COLUMN A
Library
Bookstore
Shopping center
Drugstore
Cinema
Post office

COLUMN B
Buy some aspirin
See a movie
Buy a book
Mail a letter
Buy some pants
Get some food
Read a book

EXERCISE No 2. While-listening:

Can you tell me where the ... is?

Sue is now in the street. She is asking for some directions. Listen to the three conversations and each of them in order.
CONVERSATION EXERCISE No2:

I am looking for...Role play.

STUDENT A.

You want to buy a gift for a friend and you decide to go to a new shopping center. Student B is a security guard at the shopping center. Explain to him/her what you are looking for and ask where it is.

STUDENT B.

You work as a security guard at a shopping center. Student A needs help. Tell him/her. Where exactly the shop he/she is looking for and how to get there. Look at the example.

EXERCISE No 3. Post-listening:

Where can I get a ...? Pair Work.

Create a conversation using some of the key words in the boxes and taking into account the conversations you just listened to. One student should ask for a place he/she needs to find in a neighborhood and the other one

Eg: A: Do you know where I can get a coffee?
B: Sure. You could try the Starry Cafe.
A: Where is that?
B: It's on 2nd Avenue across from the pharmacy...
A: Thanks.
B: No problem.

Example:
A: Excuse me. Can you help me, please?
B: Of course. What do you need?
A: I'm looking for...
B: Right. There's a... on the.... floor. Take the....

Key words:
Go straight on
Turn left/right
Take the first 
(turning) to the left/right.
Go past the restaurant/school.

Mr. Tip says: Use "please" when you ask someone to give you directions. It's polite will normally get you what you want!
LISTENING 2: EXERCISE No 1. Pre-listening:

On a date...

Answer the questions below according to your own experience

✓ What places do you think are appropriate to go on a date?
✓ Have you ever been on a date?
✓ Is it common the romantic dates in your country? Why?
✓ Do you get lost easily looking for a direction? Why?
✓ Do you ask for help to somebody when you do not know how to get a place?

EXERCISE No 2. While-listening:

Where is the movie theatre? ...

Telephone conversation between two friends.

Two friends are talking by phone. Listen to the conversation and look at the map to find the two places they are talking about. Finally, label them.

According to the conversation, choose the correct answer:

1. Who is planning the date?
   a. Jacob
   b. Joan
   c. Allison

2. The expression “sounds easy” refers to:
   a. The way to the movie theatre
   b. The way to the florist
   c. The way to the Chinese restaurant

3. What present does Joan plan to give Allison?
   a. Flowers
   b. Chocolates
   c. A teddy bear

4. What is there in front of the Chinese Restaurant?
   a. The movie theatre
   b. The Bar
   c. The florist

5. How does Joan feel about buying flowers to Allison?
   a. Sure
   b. Undecided
   c. Confused

Key words
Airport
Museum
Aquarium
Park
Library
Police station
High School
Art gallery
EXERCISE No. 3. Post-listening:
In a hurry...

Look at the picture and the previous map. The woman is asking for an Italian restaurant in downtown. She is in the movie theatre next to the Beech Street. This woman needs an easy and fast way to get there because she is delayed to meet her date. You should help her to find such a way. Give her the directions to get it. Then compare your guidance with a partner and after that choose the most appropriate.

CONVERSATION EXERCISE No. 3:
I live near/far my school...

Walk around the classroom and find five people who live nearby and five people who live far from the school. Ask them the directions they take to get their homes using the given key words. Look at the example:

Eg: A: Do you live near the school?
B: Yes I do. I live 3 streets down here.
A: Could you give me the directions you take to get there?
B: Of course. First, I just go straight on the street, pass 68th Avenue and then turn right in the first corner; you can find my home on the left, next to a drugstore.

LEARNING WITH SONGS: "DON'T SPEAK" (No Doubt).
Listen to the song and then fill the gaps.

You and me
We used to be together
Everyday always
I really feel
That I'm losing my best
I can't believe
This could be the end
It looks as though you're letting go
And if it's
Well I don't want to know

Mighty frightening
As we die, both
With my head in my hands
I sit and cry

Don't speak
I know just what you're saying
So please stop explaining
Don't tell me cause it hurts (no, no, no)

Don't speak
I know what you're
I don't need your reasons
Don't tell me cause it hurts

Don't speak
I know what you're
I don't need your reasons
Don't tell me cause it hurts

Don't speak
I know what you're
So please stop explaining

Don't tell me cause it hurts (no, no, no)
Don't speak
I
what you're thinking
I don't need your reasons
Don't tell me cause it hurts
Don't tell me cause it hurts!
I know what you're saying
So stop explaining

Don't speak,
don't speak,
don't speak,
Oh I know what you're thinking
And I don't need your
I know you're good,
I know you're good,
I know you're real good.Oh, la la la la la la
la La la la la la
CONVERSATION EXERCISE No 1:

The movie of the jungle...

Make groups of three. Look at the pictures about animals movies and create a short story. You should take into account the abilities that the animals have. Follow the next steps to create your story:

✓ Put a name to your story.
✓ Make an introductory, a developing and a concluding paragraph.

Finally, share your story in front of the class.

Key words
Run
Jump
Fly
Swim
Bark
Hunt
Roar

LISTENING 1: EXERCISE No 1.
Pre-listening:

LET'S REMEMBER!!!!
✓ Write a list of the animals you can see on both pictures.
✓ Write in front of each animal the abilities they have (Look at the key words)

EXERCISE No 2. While-listening:

An amazing program...

Listen to the radio program and fill in the blanks with the missing words.

Mr. Tip says: REMEMBER!!! To express abilities you have to use CAN & CAN'T.
RADIO PROGRAM “Friends”

Welcome to ____, our program about wildlife. Today we are going to talk about zoo animals and their abilities. Enjoy it.

Well, first of all, we have the fox. This animal can ____ over trees but it can’t ____ too fast.

Let’s continue with the tiger. This animal can’t ____ as the dog does, but it can roar all day long.

Now we have the lion, the king of the jungle; and why is it called “the king of the jungle”? Well, it is because it can ____ wherever it wants.

Another awesome animal is the camel. It can ____ the whole day, but it can’t jump as the kangaroo does. The animal in black and white lines is the zebra. It can run as fast as the ____ does.

Finally, we have the bear and the pig which are the lazy ones. They can’t run too fast but they can ____ all day long.

That’s all for today, thank you for listening our program. Remember animals are our “friends”.

EXERCISE No 3. Post-listening:

Amazing animal...

STUDENT A: You are a wild animal. You have never seen a domestic animal, you are very surprised about the things it can do. Ask questions to find out what it can or can’t do.

STUDENT B: You are a domestic animal walking in Panaca, suddenly a wild animal appears. It asks you some questions about your abilities. Answer the questions and compare its abilities with yours.

Mr. Tip says: Read the key words before listening
**Key Words:**
- Calm
- Noisy
- Beautiful
- Big
- Small
- Boring
- Dangerous
- Fast
- Ugly

Write the name of each animal according to the adjectives.

**CONVERSATION EXERCISE No2:**

Find an animal...

Teacher will give you a piece of paper with a name of an animal. Do not tell anyone your choice.

You should go around the class to ask questions to guess what is the animal friend has. Follow the example:

*Example:* Are you a fast animal?

**LISTENING 2: EXERCISE No1. Pre-listening:**

Answer these questions

- Do you like animals?
- Which animals do you like?
- Have you ever gone to a zoo?
- What was its name?
- What animals did you watch? What activities did you do?

**EXERCISE No 2. While-listening:**

Listen to the conversation and put the **KEY WORDS** in order according to the listening.

**EXERCISE No 3. Post-listening:**

You arrive at school on Monday and you want to tell your best friend that you visited a zoo. Work in pairs. Student A is going to ask what kind of activities did Student B did at the zoo.

Use the **Keywords** to express your ideas.
CONVERSATION EXERCISE No 3:

Wild and Zoo life...

Work in pairs. You need to make an oral presentation about the different activities that animals can do in two different contexts.

Choose among two of the next descriptions and prepare your presentation.

WILDLIFE

You need to present the activities that animals can do in wild life.

Choose at least 5 animals and describe. What are the common activities that they normally do on the jungle.

ZOO LIFE

You need to present the activities that animals can do on a zoo and the activities that they can’t do.

Choose at least 5 animals and describe what they can & can’t do at the zoo.

LEARNING WITH SONGS: "MORE THAN WORDS " (Extreme).

Listen to the song and then fill the gaps.

Saying ‘i love you’
Is not the _______ i want to hear from you.
It’s not that i want you
Not to say, but if you only _______
How easy it would be to show me how you feel.
More than _______ is all you have to do to make it real.
Then you wouldn’t have to say that
you _______ me
Cos i’d already know.

What would you do if my heart was torn in two?
More than words to _______ you feel
That your love for me is _______.
What would you say if i took those words away?
Then you couldn’t _______ things new
Just by saying ‘i love you’.

More than words.

Now i’ve _______ to talk to you and make you understand.
All you have to do is close your eyes
And just _______ out your hands and touch me.
Hold me close, don’t ever let me go.
More than words is all i ever _______ you to show.
________ you wouldn’t have to _______ that you love me
Cos i’d already know.

What would you do _____ my heart was torn in two?
More than words to show you feel
That your love for me is real.
What would you say if i took those_______ away?
Then you couldn’t make things new
Just by ______. ‘i love you’.
**Objective:** To talk about daily routines.

**CONVERSATION EXERCISE No 1: Role Play.**

**Be someone else:** Choose one of the following situations and create a dialogue. Act out this conversation.

**Key words:** Make invoices, support projects, find information, webmaster, administrator.

**Student A:** You are applying for a new job as a marketing assistant. Explain the manager why you have the profile for this job.

**Student B:** You are a marketing manager. You have to interview the candidates and explain them which the daily routines are during a work day.

**Student A:** You are an actor/actress and you are in a TV talk show. Talk about one day in your life.

**Student B:** You are the director of the TV talk show; ask the guest questions about his/her daily routines.

**Student A:** You are a 19 year-old girl. You have a blind date and you want to know what the person you meet does in a common day. Ask questions to find out the information about his daily routines.

**Student B:** You are a 20 year-old boy. You meet a girl for the first time and you want to know about her; so, ask questions to find out the information about her daily life style.
WHAT DO YOU DO EVERY DAY?

LISTENING 1: EXERCISE No 1. Pre-listening:

The best drawer...Pictionary.

The teacher will show the class a list of common daily routines. Then you should make groups of three students and one of you will draw a routine on the board in order to make your classmates guess.

EXERCISE No 2. While-listening:

What does mark do every day? ...

Listen to the following conversation between Mark and his friend. Then check in the chart what routines Mark and his wife do:

- Listen to music
- Gets up at 5 am
- Works in the computer until 6 o’clock
- Has his breakfast at 6:40 am
- Catches the bus at 7:00 o’clock
- Talks with his mother at 9:30 am
- Runs to arrive to his office
- Takes a nap around 9:00 pm
- Has dinner around 6:30 pm
- Plays with his wife and his kids

Unscramble images...

According the previous listening, organize and number from 1 to 6 the pictures below related to Marks and his wife’s daily routines.

Mr. Tip says: When you are talking about daily routines, you must use PRESENT SIMPLE.
EXERCISE No 3. Post-listening:

Find someone who...

Find six students in your class who do things like Mark and his wife do. Cross or tick the chart, according to your classmate’s information:

<table>
<thead>
<tr>
<th>Classmate name</th>
<th>Works in the computer in the morning</th>
<th>Plays with family at night</th>
<th>Gets up at 5 am</th>
<th>Takes a nap</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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Look!

Remember!!! That you should walk around your class for looking the information!

CONVERSACION

EXERCISE No 2:

Use your imagination...

Create a story with pictures below using daily routines. Share your story with the whole class. Your partners and the teacher will choose the best one.

Mr. Tip says: These are common daily routines that most of the people do every single day.
LISTENING 2: EXERCISE No 1.
Pre-listening:
Let’s do it...
Look at the pictures and complete the crossword.

EXERCISE No 2. While-listening:
Let’s go to Juan Valdes Café...
Find out at least 5 differences between the picture and the conversation that you listened.

EXERCISE No 3. Post-listening:
Can you remember?
Work in pairs. Write down a short review about the story that you listened and mention the most important details:
CONVERSACION EXERCISE No 3:

A new ending...

Individual activity. Create a new end for the previous conversation. Use some of the expressions or words that you have learnt in this unit. Then tell the whole class about it.

LEARNING WITH SONGS: “ENGLISH MAN IN NEW YORK”
(Sting and the Police) Listen to the song and then fill the gaps.

I don’t ______ coffee I take tea my dear
I like my toast done on one side
And you can ______ it in my accent when I talk.
I’m an Englishman in New York

See me ______ down Fifth Avenue
A walking cane here at my side
I take it everywhere I walk
I’m an ________ in New York

I’m an alien I’m a legal alien
I’m an Englishman in New York
I’m an alien I’m a ________ alien
I’m an Englishman in New York

If, “Manners maketh man” as someone said
Then he’s the hero of the day
It takes a man to suffer ignorance and
________
Be yourself no ________ what they say
I’m an alien I’m a legal alien
I’m an Englishman in New York
I’m an alien I’m a legal alien
I’m an Englishman in New York

Modesty, propriety can lead to notoriety
You ______ end up as the only one
Gentleness, sobriety are rare in this society
At night a candle’s brighter than the ________

Takes more than combat gear to make a man
Takes more _______ a license for a gun
Confront your enemies, avoid them when you can
A gentleman will walk but never ________

If, “Manners maketh man” as someone said
Then he’s the hero of the day
It takes a _______ to suffer ignorance and smile
Be _______ no matter what they say

I’m an alien I’m a legal alien
I’m an Englishman in New York
I’m an alien I’m a legal alien
I’m an Englishman in New York