



FACULTAD CIENCIAS SOCIALES

LICENCIATURA EN IDIOMA INGLES



**The Elaboration of a Handbook in order to facilitate
techniques and activities for students of Teaching
Practice I and II subjects of the Universidad Tecnológica
de El Salvador.**

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To obtain the degree of:

LICENCIADO EN IDIOMA INGLES

MAYO, 2003

SAN SALVADOR, EL SALVADOR, CENTROAMERICA.

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INTRODUCTION

The society is involved in a competitive world and the advances in the fields of technology, sciences and business requires and demands the knowledge of an international language, which is English.

English has become one of the most important and useful languages in many countries around the world. Since English is an important tool, required in many fields, it provides better opportunities of overcoming; thus, many people are interested in learning this language.

As a result, in EL Salvador there are many institutions interested in the teaching learning process of English language. One of these institutions is Universidad Tecnológica de El Salvador, which has been teaching English over twenty years not only as a subject but as a career.

The success of English learning is one of the interests of Universidad Tecnológica de El Salvador. There are many aspects that contribute to this success and among those is the developing of the four main skills such as listening, speaking, reading and writing and the communicative competence in the foreign language learning.

Since teaching creates future professionals, the aim of this research was to elaborate a useful student's handbook and a teacher's answer key with a videotape for Teaching Practice I and II subjects.

Thus, the project provides several activities in a handbook. This material can benefit teachers and students of Teaching Practice I and II subjects. Moreover, it benefits society since the future teachers will have an idea on how to teach effectively.

For instance in Chapter One the problematical situation is stated, in which is explained the necessity of the creation of a useful handbook that contains practical activities, which was the main objective of this project.

Besides in Chapter Two, the methodology of the project is developed, as well as the analysis and interpretation of the results in order to find out the more important needs to be included in the handbook.

Finally, in Chapter Three the proposal of this project is presented as a possible aid for Teaching Practice subjects in order to facilitate the teaching learning process.

AGRADECIMIENTOS

Agradezco a **JEHOVA DIOS** y a su hijo **JESUCRISTO** por su protección, cuidado amoroso y dirección que me ha dado para conducirme en la vida ya que me ha brindado el privilegio de invocar su nombre y contar con Él en todos mis caminos.

Gracias **JEHOVÁ** por darme una familia a la cual amar, y a la cual acudir en todo tiempo. A mi mamita linda **Maurita** que siempre ha estado a mi lado apoyándome en todo, a mi papá **Juanito** por darme palabras de ánimo. A cada una de mis hermanitas **Dinita, Normita, Sonita, Yanirita y Evelyn** por brindarme su cariño, apoyo y comprensión, realmente cada una de ellas es muy especial para mí. A mi inolvidable abuelita **Rosita** que siempre se preocupó por mí y oró siempre por mi bienestar, a quien amé mucho y estoy segura de que volveré a ver y abrazar cuando resucite en el paraíso en la tierra bajo el Reino de Dios.

Gracias a todos mis amigos y familiares, en especial a **George Cáceres** por estar siempre dispuesto a ayudarme, a quien quiero expresarle mi aprecio y profundo agradecimiento.

Verdaderamente, si tomamos en cuenta a JEHOVÁ en todos nuestros proyectos y decisiones en la vida, El hará derechas nuestras sendas. **“Por eso, te daré Gracias, oh Jehová.”** (2 Samuel 22:50)

MAURA LIZZET LOPEZ ALFARO

AGRADECIMIENTOS

Sin duda alguna esta ha sido una de las pruebas mas importantes de mi vida, una etapa por la que anhele un día pasar, y al final solo resta decir ¡Gracias!.....A Dios, por haberme dado la oportunidad de llegar hasta aquí. Señor tu has sido bueno conmigo y gracias por los grandes planes que tienes para mi, ¡este es uno de ellos!.

También, en este largo caminar, Dios usó a muchas personas para cooperar en este proyecto, entre ellos mis padres quienes se desvelaron y se esforzaron ayudándome en gran manera en esta labor, ¡les amo!. A mi hermano, por tu alegría, ánimo y disposición de servicio. Te amo hermanito!.

Es para mí muy valioso reconocer y agradecer a dos personas con las que compartí todo este esfuerzo, siempre estuvieron dispuestas a trabajar con todo el empeño y la dedicación que les caracteriza, Rose y Lizzetía ¡Gracias !

Finalmente agradezco a toda la familia Méndez, familia Aguilar y a mis amigos por orar por mí y estar siempre pendientes en este tiempo de trabajo.

Y así, quiero animarles, a todos los que lean esta tesis para que puedan reflexionar por un momento en el hecho que podemos ser capaces de cambiar el destino de nuestra nación cuando reconozcamos que el único ayudador es Dios, que necesitamos depender de él; que toda ciencia proviene de él, y que todas las cosas, así lo visible, como invisible, existen por Él.

DAYSÍ ARACELY MENDEZ PINEDA

AGRADECIMIENTOS

A **DIOS TODOPODEROSO** “más gracias sean dadas a Dios que nos da la victoria por medio de nuestro Señor Jesucristo” (1 Corintios 15:57). Gracias por haberme dado fortaleza por lograr mi objetivo.

A mis padres Jorge Edmundo Morales y Ana Consuelo de Morales por su apoyo, comprensión, paciencia y sacrificio para culminar mi carrera.

A mis hermanos Jorge E. Morales, Illeana por su comprensión y especialmente a Astrid por su ayuda incondicional.

A mi abuela Rosa Melida de Morales y tías por tener confianza en mí, por sus consejos para encaminarme a ser alguien en la vida y en especial a Isabel Cristina Chrackran, porque por ella soy lo que soy.

ROSA I. MORALES

CHAPTER I

1. IDENTIFICATION OF THE PROBLEM

1.1 Statement of the Problem

Through human history communication has been one of the most important needs among human beings. In fact, many researches have discovered that about 90 percent of all human communication takes place through spoken language. Thus, language is the mainly mean of communication since it allows to express human's ideas and thoughts.

What is communication? Communication involves a person attempting to use symbols (words and signs) in such a way as to create meaning in the mind of another person. Because of this, it is possible to say that when people communicate they try to move information along. Communication involves the fact of selecting, transmitting, and receiving messages through the language that is a symbolic tool that enables people to communicate.

Some linguists have estimated that around the world there are more than six thousand languages without taking into account many dialects. Among the most common languages are English, French, Spanish, Portuguese,

Japanese and Arabic. In this sense, people are interested in learning at least two or more languages.

There are many important reasons for learning a foreign language. One of the reasons is that learning a language increases the range of communication. For example, if people speak English they can communicate with over millions of people in English speaking countries. Also, English is used as a second language in many countries. For instance, in India many people speak many different dialects, however English takes the role of the unique and common language spoken among them.

In addition, knowing that English is the second most widely spoken language in the world, it is also the second language of choice for non-English speaking people. For instance, multilingual continental Europe has ended with English emerging as standard for the twentieth century by applying the language in their schools and business. Moreover, Germany has given up trying to persuade more people to learn their language and instead Germany are now promoting English as the language that they are going to use as Lingua Franca, which is a language that is used for communication between different groups of people, each speaking a different language.

But, why English? One factor is that the history has shown the governing

body of the English speaking countries such as the United Kingdom and the United States of America have ruled and also colonized many regions around the world.

Other factor is the external economic power. For instance, the United States dominant economic power position acts as a magnet for international business and trades. Also, the tourism advertising industries depend on the English speaking population. Thus, the under developed countries wish to integrate to the powerful economy of the United States.

Another factor is that the English language plays an important role in the scientific and technological environment, because most of the information is available in such language. Besides, the academic information is expressed in English. For example, many international conferences are given in English, also the international system like Internet, computer programs and satellite broadcasting are created in this language. Furthermore, English is considered the language of technology and it is used worldwide.

Moreover, English has become a very important part in the globalization of the world as in the case that English being a global language, it has developed varieties of employment that deals with the economy of

countries, the emerge of the capitalism and it has opened many doors to technology. It has expanded to serve wider audiences becoming more commercialized. Overall, it has created a great demand for English teaching. As a result, teaching has become more than a need, since it has evolved through the years.

Thus, through history there has been many ways of teaching a language that involves different activities in the classroom, targeted of one specific goal and that is a successful learning. Since teaching and learning cannot be done one without the other is very important to mention what is involved in the teaching learning process. The teaching learning process is the social process designed and organized to induct, direct, instruct or train the pupil in order to learn effectively.

The main parts in the teaching learning process are the teachers and the learners in which the teachers play the role of a guide in order to facilitate the learning, enabling the learners to learn, setting the conditions for an appropriate learning. That is why teaching is one the most demanding careers that one can choose, because the teachers should fulfill all the needs in order to teach in a simple and clear way. Furthermore, a teacher's job does not end at school. Generally, educators prepare their lesson plans and activities at home as well as check students' progress in the learning

process.

Thus, teachers work with students targeting specific topics and areas using many different teaching techniques that can be used in the classroom in order to facilitate the students' assimilation. Educators should up date themselves by learning new advances in technology and in education. Educators should continuously train themselves in the new ways of using new materials that are needed in a well didactic environment in order to encourage the students to reach their full potential.

On the other hand, students are the ones who acquire the knowledge through instruction, study or experience. The role of the students in the teaching learning process should be very active since the objectives are leading to the students and the success of these objectives mainly depends on the attitude of the students. Students must have a comfortable environment that encourage and motivate them to the learning. Just as teachers and students are important in the teaching learning process the resources and materials are considered to be essential aids that goes hand in hand in order to accomplish a successful learning.

Among the most useful materials that are used by the teachers are the board, chalk and eraser. The audiovisual aids are other helpful materials, which include all those materials that can be used by teachers to facilitate

the information. For instance, televisions, videos, films, projectors, computers, etc., make easier the students to obtain a better view and understanding of the topic given. Moreover, audiovisual aids and other kind of materials are not useful if the educators do not know the adequate way of using them.

There are thousands of materials that can be applied in the learning process. However, the handbook is one of the most important tools in teaching and learning acquisition, which it has to be complete, motivational, updated and that fill all the goals that students need to reach in order to master the lesson given.

But, students and teachers have the inconvenience of working with photocopies from different sources, trying to get the most suitable information in order to support their work, which it makes it more difficult and sometimes this can result in a stage of confusion for both the students and the educators.

The teachers need a more durable and confidence inspiring basis that can support their work. Without any materials, the average of educators is probably most likely fall into the tendency of teaching a topic superficially, due to the lack of material, taking into account all needs that are involved in

order for students to master the given topic. Thus, it is not a guarantee that the teaching learning process is very successful and effective without a suitable supporting material; yet, many educators face the fact that there are not sources that can be considered complete, concise, and practical as a tool in the teaching process.

For that reason, it is important to create a complete material in order to solve all those needs that will be found in a handbook for students and a teacher's answer key, which will motivate not only the teachers but also the students as well.

In El Salvador, there are many institutions that are concentrated in the creation of useful textbooks in order to facilitate learning. However, educators find that those textbooks do not adapt to the main necessities of the learners. For instance, many books are concentrated in Grammar structures but those books lack from a multi-skills syllabus that is a variety of activities based on the four main skills, which plays a very important role in the acquisition of the target goal, and also that can be used eclectically in the teaching learning process.

Among these institutions is the Universidad Tecnológica de El Salvador, which has been teaching different fields such as economy, law, public

relations, business administration, marketing, psychology, engineering and languages mainly English. Since the Universidad Tecnológica de El Salvador has been teaching English over 20 years and although it has been very successful, it exists the necessity of a supporting material. Consequently, this supporting material can help either experienced or inexperienced educators to reinforce the learning process, specifically regarding Teaching Practice I and II subjects of the Licenciatura en Idioma Inglés major because with the incorporation of an innovated and well designed handbook the quality and efficiency of teaching will be improved. But, what kind of techniques and activities can be integrated in a handbook in order to facilitate the learning of the students of Teaching Practice I and II subjects?

1.2 Delimitation of the Problem

This research will have as a main purpose to integrate different activities and techniques considering the emergency of creating a handbook, which will be useful to facilitate abilities and skills in order to be an excellent teacher. This investigation is aimed to the fifteen teachers of the English department and the students from the fifth semester to the seventh semester of English Language major.

✓ Ranges

The main achievement of this research is that it will provide a handbook, based on methodology techniques and activities, which can be useful and can be taught eclectically when teaching a class. This material will include a videocassette. The handbook will include a teacher's answer key, which it will provide different tips that will be helpful in order to reach the objectives.

1.3 Justification of the Problem

Nowadays, English has become a universal language. It plays an important role in many fields such as technology, science, and business. Therefore, the competitive society has been introduced the English language worldwide, and El Salvador is not an exception. As a consequence, the demanding of the learning English language becomes day by day a very strong necessity.

Thus, the importance of teaching English in a good way increase according to the requirements of a society interested in learning English language in order to be competent and successful expanding the new frontiers in the business field. As a result, the Universidad Tecnológica de El Salvador made an investigation based on the role of the Licenciado en Idioma Inglés. As a consequence of this research, the profile of the students has changed, opening more doors into different fields such as interpreters, bilingual executives, counsels in different countries, and of course, teachers.

Since one of the main fields is teaching, and through the English Department of the university, many future professionals have been trained

to teach according to the new demands of the modern world. Yet, teachers and students face the difficulties of getting a complete and well-elaborated source that can help teachers and students as the main supporting material that can lead, encourage, and enable them to acquire better the objectives given in the Teaching Practice I and II subjects.

A handbook is extremely important in the teaching learning process, because it guides step by step the students and the teachers to accomplish the objectives of the learning, helping the students to understand easier the information. Besides, a handbook builds a good foundation, which aids the students in the long run. It enriches the knowledge of the students and enables them to give all their potential, creating a good set of ideas, which students realized their abilities and skills during the process of teaching.

In addition, a handbook is important because it allows students and teachers to follow a sequence, and the students have the advantage of checking what is up in the next lesson. As a result, the students will have an idea of what the class is going to be about. Moreover, a handbook encourages the students to put into practice the theory, since practice involves experience and applying all the information that is provided, thus practice becomes one of the most essential elements.

Since it is a fact that teachers and students are urged of a supporting material, a handbook is a suitable solution. For that reason, it is considered not only necessary but also urgent the elaboration of a handbook. The application of new strategies such as an interactive class in which the students will be the center of all the activities and the students will have the opportunity to put into practice what have been instructed in the classroom generating a tremendous improvement in the teaching learning process.

This handbook will provide different techniques and innovative ideas that can be used in the teaching learning process, and can be applied both theoretically and practically. Moreover, the student's handbook will consist of a variety of activities, both theoretically and pragmatically that will be applied to different levels. Each activity will set a limited time.

The handbook will include a teacher's answer key in order to simplify the teacher's guidance. In addition, the teacher's answer key will provide a set of tips as well as warm up and follow up activities.

Another element that will be very handy is the videocassette because it will show class samples of ten or fifteen minutes applying different methodologies. The videocassette will benefit not only the teachers but

also the students too, because it will demonstrate many activities that can be suitable in a class.

The students of the Teaching Practice I and II subjects will obtain different ways of teaching as well as a variety of techniques and activities gather in a handbook, which will be used as a guide to make easier the teaching work. As a consequence, the learners will be familiar with the teaching learning process. In addition, the future teachers will have a very good foundation in order to know how to teach effectively through demonstrations and performing microteaching, in order to gain teaching experience.

Not only the students are going to take advantage of all these benefits, but also the educators because it will be easier to achieve a good learning. Taking into account all the demands that the competitive world requires, society will be benefited by this investigation because will take advantage of the future educators since these educators are going to build the new generations of teaching profession. Moreover, the aims of this research will help the English Language Department of the Universidad Tecnológica de El Salvador in order to find solutions regarding teaching learning process through the implementation of teaching techniques and a variety of activities that will reinforce the learning process.

2. OBJECTIVES

2.1 General Objective.

To elaborate a handbook that will provide a variety of techniques useful for teachers and students of teaching Practice I and II subjects.

2.2 Specific Objectives.

To provide different activities and techniques that support the teaching learning process of Teaching Practice I and II subjects.

To create a supporting material such as a videocassette in order to reinforce the methodology of the textbook elaborated through a variety of demonstrations.

To elaborate a teacher's answer key in order to facilitate the teaching learning process by giving the responses and optional activities.

3. THEORETICAL FRAMEWORK

3.1 History of Teaching English

There has been a diversity of changes regarding language learning. For instance, in the Classical Period the Latin language was taught. During those times, Roman families recognized the value of beginning a second language instruction. The learning was executed by Church and by the head of the families. Moreover, in the Medieval Period oral classroom activities took various forms including debates and oral evaluations, grammatical analysis became prominent with rule mastering as significant as a communicative skill.

During the middle ages, many people thought that all languages came from the biblical Hebrew. The scientific study of the language started in 1,700's. The scientifics compared the words of the languages and noticed that there was a relationship among them and this led into the classification of languages into families such as Indo-European, Germanic, Indo-Iranian, and Romance.

Then, the Renaissance period arose. In time, there began to be an expectation that educated men would acquire a foreign language in addition to Latin. However, Latin language played an important role in the development of many languages. According to David Crystal, “Latin has been a major influence on many languages throughout history, and there is evidence of its role from the earliest moments of contact.”¹ Besides in Renaissance period, many changes occurred. The nobles began to learn Latin because it was used as a Lingua Franca in order to study a diverse of fields such as medicine, chemistry, astronomy, science and so on.

Then, during the Middle Ages, religious authorities of southern France and northern Italy had provided the first instruction in modern foreign languages. Later, trade, exploration, and travel broadened Renaissance interest in foreign languages. Then, the noblemen traditionally studied French and within a hundred years the upper middle class did so as well, English is now being introduced as another foreign language.

The empowerment of English speaking countries increased and with that the United Kingdom and the United States colonized different parts of the world and as a result the English language was expanded, not only as an official language but also as a Lingua Franca. Among the countries that

¹ Crystal, David. Encyclopedia of the English Language. USA. P.8

were ruled are India, Africa, Australia, Hawaii and Puerto Rico. However, after World War II the United States gained most power, consequently it has influenced in many relevant fields such as technology, science, international communication and business. It has opened many doors to the economic world. David Crystal states that “The present day world status of English is primarily the result of two factors: the expansion of British colonial power, which peaked towards the end of the 19th century, and the emergence of the United States as the leading economic power of the 20th century.”² For that reason, a large number of people have realized the importance of learning English as an international language. As a result, a great variety of programs have been created in order to fulfill the need of learning English such as ESP, ESL and EFL.

3.2 English for Specific Purposes (ESP)

English is a powerful label. Very few teaching courses are now widely used and it is rapidly increasing. This type of program was designed to aid students that need to learn the English language for a specific reason. The students are trained not to be bilingual but to know the basis of the vocabulary that is required in a specific field. Thus, Schleppegrell

² Ibid 1. P. 106

declares, “the students bring to the ESP class a reason for learning and a context to use of English, knowledge of the vocational or professional field, and well-developed adult learning strategies.”³ Therefore, the students are able to use the terminology regarding to the fields.

As a result, the teachers should be aware of instructing the technical terms in an effective way. According to Schleppegrell, English for Specific Purposes teachers, “need to be able to analyze the needs, assess proficiency levels, set goals, and objectives, select and adapt materials, design lessons to create an adult-oriented learning environment and assess the student progress.”⁴ Therefore, the teachers have the role of guide in order the students become experts in the field.

3.3 English as a Second Language (ESL)

Due to the need of many immigrants to the United States of America, and to diversity of cultures that spoke an unnumbered of languages, a program was produced in order to facilitate the acquisition of the official language which in this case is English.

3 Teacher Development Making the Right Move, P. 235

As a result, English as a Second Language (ESL) program was created in the 1970's in order to aid many immigrants from different countries to the United States of America; due to the rapidly growth of population, and due to the diversity of cultural background schools in the United States. The schools needed to integrate a system that helped the non-English speaking students to understand the language used in the classrooms.

Therefore, ESL program was emerged by teaching the non-English speaking students intensive grammar structures in English in order to integrate little by little into the regular program. Since all the classes are given in English, it becomes easier for the students to acquire the target language faster. Also, English is the only medium of communication among the students and the teachers, too. Moreover, the environment plays an important role because it allows students to interact with other cultures and other languages.

3.4 English as a Foreign Language (EFL)

In this type of program teaching is done when the learning of English is performed in a non-English speaking countries. English as a Foreign

Language (EFL) students need to communicate easily and effortlessly in the foreign language in order to be fluent English speakers.

English as a Foreign Language (EFL) students are those who learn English in countries where it is taught as a subject in schools where the language and the American culture is taught. However, those countries do not have English as an official language, this means that the students could share a common mother tongue and have little or no exposure to English. Therefore, it could be hard for them to practice and express their ideas in English because the learners think in their mother tongue. Also, it could be hard for the teachers to convince them to try.

Regarding the mother tongue interference, it could affect the language learning process because the students tend to think in their native language and translate into the foreign language. For instance, one of the common mistakes of Spanish speakers students is the phrase, 'I agree', which in Spanish means, 'Estoy de acuerdo', but the students tend to translate literally and say, 'I am agree'.

Other example is Spanish native speakers tend to say "I have 24 years old" instead of "I am 24 years old". For that reason, Douglas Brown

4 Ibid 3. P.138

advises, “You did not have to translate when you were small. If you were able to learn your own language without translation, you should be able to learn a foreign language in the same way.”⁵ Thus, the students must think in the foreign language in order to communicate without hesitation.

In fact, one of the main objectives when learning a foreign language is to communicate effectively, this means that the students transmit their ideas and thoughts in a clear way. According to Longman the purpose in the English as a Foreign Language (EFL) program is, “to communicate ideas effectively, and to produce continuous speech without causing comprehension difficulties or a breakdown of communication.”⁶ Hence, English as a Foreign Language (EFL) students are trained to acquire the language effectively in a non-English environment.

Therefore, English as a Foreign Language is basically taught in non-English speaking countries. On the other hand, English as a Second Language is instructed in countries where English is spoken.

3.5 Changes in Superior Education Curriculum

5 Brown H., Douglas, Principles of Language Learning and Teaching, 1994, P.21

Superior education constitutes the highest achievement of the educational system, and it represents the highest goals of the scientific, humanistic, and technological training in formal education. Superior education has as a main purpose the training of professionals that contribute to the economical, cultural and social development through science and technology.

Many countries have faced the need of learning English in a foreign environment due to the globalization of the entire world. Among those countries is El Salvador, which has integrated in the curriculum of the national education the English Language as a subject from secondary education to high school.

Regarding superior education many changes have taken place. With the creation of the Ley General de Educación new parameters were created in order to rule superior education such as a special law which has the main purpose of developing new principles and the formation of well qualified professionals. The new professionals must be able to serve and to have ethics and morals.

6 Longman, The tapestry of Language Learning: The Communicative classroom pag. 53

Also, the implementation of scientific, social, and cultural investigation, it has become more than a need. The professionals need to promote the cultural background. It is observed that the objectives of the new law of the superior education goes beyond of not only forming simple professionals but of forming integral professionals that are compromised with the country. One of the main objectives in the superior education is, "Desarrollar al máximo posible el potencial físico, intelectual y espiritual de los salvadoreños, evitando poner límites a quienes puedan alcanzar una mayor excelencia." ⁷ That is why the professionals must fit all the needs that society demands.

In addition, two important curricular objectives of the national education are: "1. Aportar al desarrollo de las áreas del conocimiento de acuerdo con las prioridades nacionales, a través de la investigación científica y tecnológica. 2. Desarrollar capacidades y habilidades científica-técnicas para incrementar la productividad del país, con mayor eficiencia en todos los sectores de la economía." ⁸ According to these objectives, it is important to stress that the future professionals in El Salvador must be trained to answer these demands.

⁷ Ministerio de Educación, Ley General de Educación, Decreto No.917, 1994-1999

⁸ Ibid 7 P.3

Therefore, one of the ways to develop scientific and technological abilities is the interaction with the competitive world, which allows those professionals to increase the effective production for the well economical development. The academic university training is universal regarding the huge knowledge in the different areas of social development.

For that reason, the importance of learning English, which is an international language, has become a necessity, since the future professionals face the new worldwide demands in order to contribute to the progress of the nation. Thus, the universities have as a priority the academic and investigative training that includes the technological development.

In El Salvador, many universities have implemented in their curriculum the English language learning. Some careers require at least two years of English. Therefore, teaching English has become more than a career and the teacher has the responsibility to form well prepared professionals that will be able to respond a diversity of demands.

Further, the Universidad Tecnológica de El Salvador has implemented a form in which most of the careers requires at least two years of English in

order for students to get accreditation in their professional careers. However, there is a special career, which studies the English language itself that is Licenciatura en Idioma Inglés. Recently due to the changes and needs of the society, the English language has been expanded through different fields such as international communication, business, tourism, and technological advances, and of course teaching.

3.6 Teaching Methodologies

Language teaching has been around for many centuries and over the centuries it has changed. Various influences have affected language teaching in different ways. There have been many reasons for teaching and learning a language in different periods during the human history. In some eras, languages were mainly taught for the purpose of reading. In others, it was taught mainly to people who needed to use it orally. These differences influenced how language was taught in various periods. Also, theories about the nature of teaching and the nature of learning have changed. However, many of the current issues in language teaching have been considered off and on throughout history.

Over the centuries, many changes have taken place in language learning, and yet there is evidence that considerations related to language learning have come up again and again through history. No doubt the search for a greater instruction has evolved through time making language learning easier, and more effective language teaching.

Among the most common and famous methods that have been used by many educators through teaching history are Grammar Translation Method, Reading method, Direct method, Behaviorism method, Audio lingual method, Cognitive method, Communicative Approach, Natural Approach, Total Physical Response, Comprehension method, Community Language Learning, Silent Way method and Suggestopedia.

The ***Grammar-Translation Method*** has been one of the most dominant foreign language teaching methods and a version of it continues to be widely used in some parts of the world, even today. Some of the characteristics of Grammar Translation Method are: The teacher gives the instructions in the native language of the students, the use of the target language is limited, also it focuses on grammatical parsing. The result of this approach is usually an inability on the part of the students to use the language for communication.

As a result, theorists began to question the principles behind the grammar-translation method. Changes began to take place. There was a great need for ability to speak foreign languages, and various reformers began considering the nature of language and of learning. Among these reformers were two Frenchmen, C. Marcel and F. Gouin, and an Englishman, T. Pendergast. Those experts concluded that, “The way that children learned language was relevant to how adults should learn language.”⁹ In this manner, the children learn language by chunks as a way to build up vocabulary in the first stages of acquiring a language and this is similar of how the adults learn a new language by constructing language structures. As a result, the first structural syllabus was created, which arranged grammatical structures in order to teach the easiest parts first.

However, linguists became interested in the problem of the best way to teach languages. These linguists believed that language teaching should be based on scientific knowledge about language, that it should begin with speaking and expand to other skills, that words and sentences should be presented in context, that grammar should be taught inductively, and that translation should, for the most part, be avoided.

⁹ <http://www.edu.com>

These ideas were spread, and were consolidated in what became known as the ***Direct Method***, the first of the "natural methods." The Direct Method became popular in language schools, but it was not very practical with larger classes or in public schools.

The Direct Method is a tool that teachers use directly with the students in order to involve them in the target language. In this method, the students must not think on their mother tongue. According to Alice Omaggio, "The language is learned through the direct association of words and phrases with objects and actions without the use of the native language as the intervening variable."¹⁰ Thus, the teachers have to avoid the native language in the classroom because the students acquire the vocabulary in a natural manner.

Consequently, the main purpose of the method is to use a foreign language to communicate. This method has one basic rule: No translation is permitted in the classroom; each lesson begins with dialogs, accompanied by actions and pictures, which are very helpful to make meaning clear. Moreover, in this approach, grammar is taught inductively. Also, literary texts are not analyzed grammatically.

Then, the **Reading Method** arose. The Reading Method is a reaction of the Direct Approach; it is considered the most usable skill to have in a second or foreign language, since it broadens the vocabulary. In this method, only grammar useful for reading comprehension is taught, vocabulary is controlled at first.

Developments in other fields have, at times, had an effect on language teaching. In the field of psychology, **Behaviorism Method** has had a great effect on language teaching. Various scientists did experiments with animals, trying to understand how animals learned, and through animals, how humans learned. In fact, many tests have been made trying to analyze the behavior of animals in order to apply them into human beings.

Trace Terrells created **Natural Approach**. In this method listening predominates at first and speech is never forced. The teachers do not correct students speaking errors and mistakes, but the teachers correct errors in written assignments. Students can response orally and responses in the native language are permitted, if the students feel more comfortable. Besides, there is a meaningful interest in vocabulary by there is little emphasis on grammar.

One of the most famous of these scientists was Ivan Pavlov. His experiments showed that if he rang a bell before giving food to the dogs he was studying, when the dogs heard the bell, they would salivate, even before the food was presented to them. This is called a conditioned response.

Pavlov believed that this indicated that this is how animals learned. Pavlov and other studying in fields of animal behavior (including John Watson and B.F. Skinner) came to believe that, "Animal behavior was formed by a series of rewards or punishments." ¹¹ Consequently, the idea that human behavior could be described using the same model was promoted. For instance, the learners are motivated when the teacher gives them a good remark about an issue assigned.

From this theory the ***Audio-lingual method*** arose, this type of method became dominated in the United States. The audio-lingual method is based on using drills for the formation of good language habits. Students are given a stimulus, which they respond to. If their response is correct, it is rewarded, so the habit will be formed; if it is incorrect, it is corrected, so that it will be suppressed. In the years following World War II, great

changes took place, some of, which would eventually influence language teaching and learning.

Language diversity greatly increased, so that there were more languages to learn. Expansion of schooling meant that language learning was no longer the prerogative of the elite but something that was necessary for a widening range of people. More opportunities for international travel and business and international social and cultural exchanges increased the need for language learning. As a result, technology was used effectively in language teaching such as tape recorders, radios, TV, and computers. Also, it increases new educational horizons as bilingual education, individualized instruction, and immersion programs. Besides, methodological innovations were established.

Nowadays, Audiolingual method is emphasized on oral skills because one of the main purposes of this method is to communicate on oral skills. However, this is one of the methods that implies the sequence of the four basic skills: listening, speaking, reading and writing.

Also a reaction to the behavioristic features of the Audiolingual approach is the ***Cognitive Approach***, it is basically viewed as a rule of acquisition

11 Ibid 10. P.102

of a language learning not as a habit formation. This approach is used as individualized instruction that means that the students are responsible for the all learning. Teacher usually gives the grammar rules deductively, and the students applied them. Pronunciation is not important as reading and writing, listening and speaking.

On the other hand, ***Communicative Approach*** is focused on the language, which the goal of teaching is communication. Students regularly work in groups to transfer the meaning in situations, also to help each other. Another characteristic of Communicative approach is that the skills are integrated from the beginning, assuming that the learners are educated and literate, for that reason the teachers' goal is primarily to facilitate the communication and the correction of errors is avoided.

Comprehension method is a complement of the Total Physical Response method. In this method, speaking and writing are postponed until the language is firmly established through listening. In addition, students' errors are ignored when learners begin to speak. For that reason, the teachers concentrate on listening most of the time. Rules and grammar are not explicitly taught. Students do not have to speak in the foreign language until the learners master the basic grammar structures and vocabulary of the target language.

Community Language Learning concentrates heavily on the students, their state of mind, and their feeling in order to reach a successful learning. In this type of method, the teacher gives only things that the learners need to know, it means that the teachers base the learning on the student communication interests. The students think and say in their mother tongue what the learners want to say in the foreign or second language. Then, the instructor translates the information. Finally, the students repeat as many times as possible the words or phrases in the target language.

Developments in various directions have taken place since the early 1970's. There have been developments such as a great emphasis on individualized instruction, more humanistic approaches to language learning, a greater focus on the learner, and greater emphasis on development of communication, as opposed to merely linguistic, competence. Some new methods include Suggestopedia and the Silent Way Method.

One of the most relevant contemporary methods is ***Suggestopedia***. The originator of this method is Georgi Lozanov. This method encourages students to reject some fears and inhibitions that interfere in the learning

process and do not allow them to learn adequately a second or foreign language.

Suggestopedia allows students to counteract the problems mentioned by generating an atmosphere of confidence and relaxing and also music and other art forms are introduced to facilitate the acquisition of language. According to the experience that Suggestopedia promotes, Bowen Madsen and Hilderty declare, "The experience is totally positive, each step is seen as natural and easily within one's grasp. The experience is made pleasurable not only by a sense of progress in learning the new language but even through physical comfort and esthetic satisfaction." ¹² Regarding this last, it is important to mention that Suggestopedia avoids the traditional classroom and it changes by a living room atmosphere, which carpeted and easy chairs are set.

Another proper characteristic about Suggestopedia is the use of dialogues and translations to present and practice language. Homework is minimal and the emphasis is on communication.

Caleb Gattegno introduced the ***Silent Way***. Silent Way method consists of a set of techniques. First, the teacher provides vocabulary, sounds or

grammar structures and gives instruction how to use the structures in an appropriate way.

However, the most important in this method is students' practice. Students often learn from one another. The teacher does not answer questions, avoiding oral correction. Students correct themselves. According to Gattegno students correction is very adequate because "is the change in students that enables them to accept one another as 'contributors' to their own life, and to accept responsibility for their own learning."¹³ For that reason, students' errors can help students to develop criteria of correctness. Thus, students need to trust and to be responsible for their own production in the target language. In addition, the native language of students is avoided.

The ***Total Physical Response*** method (TPR) concentrates on listening and speech. Commands are very common in this method such as 'stand up', 'sit down', 'open your book', 'close your book', 'go to the board', and so on. These commands are accompanied with physical actions, which should be appropriate to the commands.

12 Bowen, Madsen Hilderly, TESOL Techniques and Procedures. P.45

13 Ibid 12. P. 50

Besides, an important feature of this method is that students acquire the language in communicative 'chunks' rather than in discrete, structure-based fragments. Total Physical Response method is usually applied to beginners. Nevertheless, some researches have questioned its suitability for intermediate and advanced students.

After mentioning the variety of teaching methodologies, it is assumed that there is no only one way of teaching effectively. The educators can apply these methods in an eclectic way and adapt different procedures or techniques into their own way of teaching given the students a chance to use their personal creativity. For that reason, Hector Hammerly concludes, "Having discussed many methods, the best method is the one which fits better to the goals of teachers and students." ¹⁴ Therefore, there are many methods and approaches in order to know how to teach adequately, yet no one can assure that one is the best over the others.

3.7 Learning Styles

The way in which the students learn in general has a very strong link between personality and cognition; this link is referred to a cognitive

¹⁴ Hammerly, Hector. An Integrated Theory of Language Teaching. P.46

style. Cognitive styles are specifically related to an educational context; in this context, effective and psychological factors are intermingled and they are better known as Learning Styles.

Learning styles must be analyzed as cognitive affective and psychological traits. These are closely related with the aspects of how learners perceive, interact, and respond to the learning environment. According to Peter Skehan, this aspect is statement as “a general predisposition, voluntary or not, toward processing information in a particular way.”¹⁵ In addition, learning styles mediate among emotion and cognition. For instance, a reflective style invariably comes from a reflective personality, a reflective personality, or a reflective mood.

On the other hand, an impulsive learning style arises out of an impulsive emotional state. For H. Douglas Brown “People’s styles are determined by the way they internalized in their total environment, and since that internalization process is not strictly cognitive, we find that physical affective and cognitive styles domains merged in learning styles.”¹⁶ All learners have individual attributes relating to their learning. Some

15 Skehan, Peter. Individuals Differences in Second Language Learning. P.105

16 Brown, H. Douglas. Principles of Language Learning and Teaching. P.105

students may rely heavily on visual presentation; others may prefer spoken language; still others may prefer respond better touching things.

There are many different learning styles. Among the most common learning styles through the teaching learning process are the following: Kinesthetic style, Visual and Auditory styles.

3.7.1 Kinesthetic Learning

This approach is also called "Tactile" and it is activated through receptors in the skin. According to Longman, Kinesthetic learning style is, "The ability to learn through the tactile sense, that is by touching or feeling objects."¹⁷ Our tactile sense gives information about the size, shape texture and temperature. The kinesthetic system is activated through movement, with its receptors located in the tendons and muscles.

¹⁷ Richards, Jack C., John Platt, Heidi Platt. Longman, Dictionary. P. 67

Among the general strategies by which senses can be engaged in the learning process are: role-play, dramatization, cooperative games, simulations, creative movement and dance activities.

Regarding students that have as a characteristic this learning style, tend to have occupations involving their hands, or in general terms these students must be involved in movement. For instance, Simon says is a very common game in which the leader plays the role of 'Simon' and gives commands. The rest of the class follows these commands. If a student responds incorrectly or performs when 'Simon says' is omitted from the command that student becomes the next Simon.

Tactile-kinesthetic students learn by doing, these learners express themselves through actions. As a result it is important for language teachers to take advantage of this skill since through interacting with the space around, students are able to remember and process the information given.

3.7.2 Visual and auditory styles

There is another important style in language learning process, which is the preference that the students show toward either visual or auditory input. Visual learners are the ones who tend to prefer reading and studying charts, pictures and some other kind of graphic information; while auditory style is characterized by a preference for listening activities.

According to H. Douglas Brown: “Most successful learners utilize other, visual and auditory input, but slight preferences one way or the other may distinguish one learner from another.”¹⁸ This is an important factor in the teaching learning process, since for visual students will become easy to get the information required by having a very clarified visual information.

On the other hand, many students learn by listening by developing audio abilities, which allow them to increase their vocabulary and to improve their pronunciation. In this manner, auditory students will acquire better information by listening methodological activities.

¹⁸ Ibid 16. P.125

3.8 Error Correction

Error correction is an important part of the learning process because errors are normal and sometimes necessary for learning. Since teachers and students are involved in the teaching learning process, both are responsible for correcting the mistakes or errors that appear during the learning process. Therefore, there are three common techniques of correcting mistakes such as teacher correction, student correction and self-correction.

Teacher correction is known as the way a teacher identifies students' mistakes when learning a second or foreign language. It is an essential way of giving feedback in the classroom. A direct form of showing the learners that a mistake has been made. The role of the formal instruction and feedback in language acquisition has been a topic of debate in recent years, regarding error correction because some experts believe that error correction has negative results. Yet, others think that error correction has a positive impact on second language acquisition.

First, it is necessary to know the difference between feedback and correction. Feedback is the process of giving students so that learners can tell if their production or understanding of the language is correct and correction is the result of the feedback, or its effect on learning.

There are different ways to correct feedback. Some linguistics argue that no error correction feedback should be done in the classroom. Thus, linguistics are advocating indirect error correction feedback. Therefore, more results have to be done in this issue.

On the other hand, other linguistics such as Lightbown concludes that, "we all seem to feel the need to restore formed based instruction and error correction as part of the language teaching learning process."¹⁹ Although many teachers do not correct immediately since it can be frustrating, while others feel that correcting has to be done immediately. However, the experience has proved that correcting at the first opportunity is more effective.

Student's correction involves the help of the students in the classroom by encouraging learners to help others. Usually, this is done when one student is presenting difficulties, with something related with learning

¹⁹ Ibid 10. P. 90

structure. A volunteer corrects the student's trouble by giving the correct structure to the class, yet it has to be done under the supervision of the teacher. That way, the student can verify whether the correction is done accurately.

Self correction works letting the students to self correct by teacher's clue or in other words, when the students make a mistake, the teacher expresses the student's error by paraphrasing, gestures, etc., in order to let the students correct themselves.

Some students make mistakes as different results, such as under-learning, other the result of over-learning; some are the results of the students completely mis-understanding either some aspects of the language, or the instructions as to what is required for them a particular practice.

It is usually enough if the student makes a mistake and the teacher decides it is worth correcting immediately to stop to the student either by a facial expression or a hand gesture. Before doing anything else, the teacher should pause and wait. If the students can correct them nothing more needs to be said. If not the teacher can use peer correction. The main principle of peer correction is to make students think by themselves

more by encouraging them to participate and give the correct answer if the first answer given by a student is incorrect.

The self-correction technique is considered the best. Over-correction by the teacher can have an unmotivated effect. It is the job of the teacher to select all those mistakes, which are worth correcting within the context in which they are produced. If an accuracy practice is at the right level for the students, it will be possible to correct more.

One of the reasons why the students make too many mistakes can be the material the teacher is using. This material cannot be adequately prepared and presented by the teacher. When this situation occurs the teacher should break off and represent the material.

In case of fluency practices, the teachers must expect that students will make a large number of errors of all types. It would be disastrous to make a list of all these and then go through systematically after the practice. Two or three mistakes will be selected, and then give the corrections to the students. In this way, students realized that are observed by the teacher during the free practice.

3.9 Teaching Resources

When learning a second language, clearly indicates that motivation, attitude, and interest of the learners are factors of crucial importance, in achieving the goal. Yet, not all the learners have the same attitude towards learning a second or foreign language.

Therefore, the teacher has to be aware of these situations in which the educators have to be very tactful when giving the class and by implementing the material effectively in order to develop motivation, and a positive attitude toward the students. Thus, teaching resource, “es todo aquel recurso que objetiviza lo estudiado y ayuda al maestro (a), a conducir el aprendizaje dentro de una situación real o en su defecto, ayuda a sustituir la realidad para concretar e ilustrar lo que expone.”²⁰

There are diverse useful resources that definitely make a great contribution in the learning process, materials that aid students in the comprehension, understanding and finally acquire the language.

The **blackboard, chalk, and eraser** are the most commonly used among teachers around the world because they are used to demonstrate the different grammar structures, teachers can show drawings of happy faces, sad faces, etc. Also, they are very important

when showing students the correct spelling of a word, and so on.

3.9.1 Realia

Other visual aid is the **realia**, because students can record in their minds the meaning of a word simply just by see it or touch it. According to Forum Magazine states that, "A collection of this sort will facilitate the presentation of many language items."²¹ That is, students build vocabulary by looking and touching then students retain the meaning in the target language.

In addition, charts and pictures are another valuable aids that are considered an integral part of the classroom environment. These materials help the students to visualize the picture or drawing shown by the educator. It gives the students an increasing number of vocabulary and an interesting way of learning through flash cards. Also, puppets can be used as an entertainer form of learning.

3.9.2 Audiovisual Aids

20 Ministerio de Educación. Elaboración de Materiales Didácticos. P.38

21 Forum, Magazine. The Art of TESOL, Part II. P. 163

The projector is an aid that in many schools it is not used because it is an expensive tool, yet it is one of the tools that was created by Americans during World War II in order to train troops. It is very useful in the teaching learning process because the educator can face the students when using this device. Also, the projector is very convenient for large classes because the teacher can amplify the image, that way everyone can see what is the transparency.

Besides, **a cassette** is very well used in an EFL classroom. It is basically used to identify sounds, to the mimic of pronunciations, and so on in order to acquire a native like pronunciation. Besides, the students can identify the different accents of the English speaking society. Furthermore, the **television** is used in many ways as a tool of showing images and listening at the same time, it provides a full understanding of what is been taught and it can be used in all learning levels such as beginners, intermediate and advanced students. For instance, the teachers can play movies, documentaries, videos, and so on.

The **Video Camera Recorder (VCR)** is a handy tool, when

teaching a foreign language VCR has many advantages, and can be applied for different needs. For instance, teachers use the VCR by playing a movie in a silent viewing. This process acts as a powerful productive exercise. The teacher plays the videotape with the sound turned off. Other technique is to create expectations by freezing a frame on the screen in that way, students can predict what the character will say.

Computer is an, “Electronic device that can receive a set of instructions or program, and the carry out this program by performing calculation on numerical data or by compiling and correlating other forms of information.”²² It is another useful device when learning a second language. The implementation of the different types of technologies like computers, and different programs such as Internet, e-mail, etc. have a great result, because it gives the students the chance of interacting with the English speaking world.

The Computer is used as a way of reinforcing the previous lessons in a practical manner. Likewise, it is an interesting way of fortifying the knowledge. For instance, students are able to

improve their spelling and to increase their vocabulary, by looking for specific information in the computer. Another example, students can record and learn the meaning of a word, looking up what is been shown on the screen.

3.9.3 Games

Games provide great way of reviewing grammar structures and vocabulary. Also, games help students to learn in a dynamic environment. The instructors should provide directions of the topic and the students should point out the purpose of the game; teachers should take into account some important factors, such as the size of the class, the class level, because not all the games can be adapted to all the levels.

Moreover, the instructor should consider the physical space of the classroom in order to execute the game appropriately. According to Thomas Kral games, “Can be used at the end of a lesson or before introducing new material as a ‘change of pace’ activity.”²³

Many teachers find games as an excellent way to break the

22 Forum, Magazine. The Art of TESOL, Part II. P. 163

23 Kral, Thomas. The Lighter Side of EFL. P.1

classroom routine, because it provides fun and relaxation, at the same time it reinforces the learning by entertaining and motivating students to the learning process.

3.10 The importance of a Textbook

For a long time, books have been a very useful aid of the academic world. However, not all the students have had access to this kind of material. For instance, professional books were not available to all learners at the beginning of the 18th century. For that reason, learners faced different kinds of problems in those times; mainly lack of knowledge of a specific field.

Through time educators realized the need of a well-supporting material, which was gathered in chunks of information creating a textbook. But, what is a textbook? According to Ali Bouddouch, a textbook is defined as “a compilation of presentations on various pedagogical issues given by teachers as part of the curriculum.”²⁴ Consequently, a textbook provides a systematical content in the learning process.

24 <http://www.project2ogl.org/newsinfo/research/textbook/articles/approach.htm>

Besides, a textbook is considered “un trabajo estandarizado sobre un tema en particular diseñado para el uso en el salón de clases con un vocabulario apropiado, ilustraciones, ejercicios para estudiantes y apoyo para los maestros.”²⁵ Thus, a textbook should be a mean of stimulation in order to guide and direct an effective learning through different activities.

Basically, the underdeveloped countries have faced a greater problem regarding sources and materials that support the learning process. Mainly because there are not enough sponsors that can provide well-designed supporting material. El Salvador is one the countries, which face this kind of problem. The lack of books plays a main factor when educators instruct their lessons.

It is very common that the teachers do not have enough material in order to support the class instruction. As a result, the teachers are forced to dictate the material in order for students to get the information. This practice leads to a passive teaching and learning creating a non-effective learning. Consequently, Lockheed and Verspoor believe that, “los países deberán enfocarse en proveer a sus escuelas buenos libros

25 Ibid 20. P. 3

de texto.”²⁶ Books that are pedagogical with a good foundation, that are cultural relevant and physically durable. Also, it should stimulate not only the teacher but also the students to use it.

Nowadays textbooks serve as a tool and tutor and guidebook and a useful teachers’ resource. Educators throughout use texts to guide their instruction, thus textbooks greatly influence how the content is delivered.

A textbook plays a very important role because it makes content available, sets learning tasks in order to provide appropriate knowledge in the students mind. Besides, it helps students and teachers to achieve challenging academic standards.

Additionally, a textbook can support educators in their effort to help students learn specific ideas and skills, and gives the solid information that students need to make choices about which are the best strategies and techniques that can help them to improve their learning in the teaching field.

Other reason why a textbook is relevant during the teaching learning process is that a textbook organizes the topics in a suitable system

26 Beirne, Charles J. Libros de Texto y Otros Materiales de Lectura en El Salvador. P.16

maintaining the adequate sequence of the contents. According to Sandra J. Savignon, “Teachers are particularly dependent. With little experience to rely on, they understandably look to a textbook to tell them what to teach and how to teach it.”²⁷ Thus, the teachers find a very organized system in order to train students previously in what the students are going to perform later.

For the students the textbook usage become essential, too, since it allows them to find language samples, explanations and activities that reinforce what the teacher have instructed in the classroom. Likewise, textbooks can be used as a guide when students work by themselves, in other words out of the class.

Fundamentally, there are many things to keep in mind when selecting a textbook for a foreign language class. First of all an efficient book should include a set of criteria, activities and exercises that can be applied and adopted with the teaching methodologies for English language. Therefore, a textbook should have illustrations in order to call the attention of the students, and the overall presentation should suggest that the material is easy to learn.

27 Savignon, Sandra J. Communicative Competence: Theory and Classroom Practice. P.138

Besides, it has to be functional for both teachers and students. An effective textbook will contain interesting and creative material since it will provide sensible progression of language items as well it has to be organized from the easiest to hardest structures. According to C. Allen Tucker states that, a textbook should be made of “a careful sequencing of the levels or structures so that the instruction of new structures or pattern rests upon a foundation of simpler patterns and structures already master.”²⁸ That is the presentation of sentence structures, vocabulary and exercises should move gradually from the simple to the more difficult.

Moreover, a textbook must challenge students in order to motivate them to study in or outside the class. In addition, a good textbook will help the teacher to find the correct information to be taught; this does not mean that the teacher cannot support or increase the topic by using other material. According to Jeremy Harmer, “good textbooks also relieve the teacher from the pressure of having to think of original material for every class.”²⁹ As a consequence, a well-organized and complete textbook makes it easier for the teacher to instruct effective classes.

28 Ibid 21. P. 355

29 Harmer, Jeremy. The Practice of English Language Teaching. New Edition. P. 125

Many Salvadoran institutions face the problem of lacking from educational resources that are essential in a success learning. There are a few well-qualified books in the libraries due to the lack of investments of books and teaching materials. According to Charles J. Beirne, S.J. states, “el problema de la calidad se complica aún más por la escasez de fondos: las inversiones en libros y materiales educativos han sido muy modestas, menos del 5% de la ayuda general.”³⁰ Therefore, there are not many, in other words the amount of resources is little.

3.11 The Appropriate Textbook

Nowadays, there is a limited variety of supporting material in the teaching field. For that reason, the extremely necessity of creating a well designed textbook for Teaching Practice I and II subjects is a fact. Therefore, the investigators of this project will create a student's handbook in order to ease the teaching learning process.

As in the case of the student's handbook will be organize in three sections such as beginners, intermediate and advanced levels. Each level will have a selection of different enjoyable activities and useful techniques targeting the four main skills such as listening, speaking,

30 Ibid 26. P.16

reading and writing. First of all, the text will contain a brief explanation regarding each skill. Then, the students will apply microteaching in the classroom using the methodologies written in the handbook.

On the other hand, the teacher's answer key will integrate a variety of tips on how to employ different methodologies and how to explain them. Further, the teacher will work hand in hand with a video. This video will include a number of techniques on how to teach effectively applying different methods in the classroom. Also, it will have a set of exercises put in a cassette in order to reinforce the different skills.

3.11.1 Structure of a Handbook

Since textbooks are one of the most important tools in the teaching learning process, it is really relevant to have the correct sequence and components in order to get the best results. In other words, what the students need is a handy material in which it integrates pedagogical principles, effective techniques, useful contents, cultural appropriateness and it should be practical. Thus, the following parts are going to describe how a handbook should be structured.

For instance, it should include pedagogical principles in order to

direct the students correctly, this means to combine different methods of language teaching, that way the students will assess all the characteristics and activities included in a handbook.

Furthermore, the activities should be well explained in a detail manner, that way the readers will not misunderstand the instructions. A handbook should be precise targeting the subject of teaching. In addition, it should include a variety of patterns and structures with practical activities and sufficiently diverse that will be meaningful and appropriate for the purpose of the subject.

Moreover, the handbook should integrate meaningful activities that encourage students to put into practice. Also, it should be suited to the age, level, background, and interest of the students. For example, children are easily bored with readings while adults refuse passive instruction of classes that is why an interesting material should be adequate for any level.

Besides, the content should be familiar with the target culture, in this case English speaking cultures, that way the students will learn at least a minimum of knowledge of the cultural implications such as idiomatical expressions, proverbs, and so

on. In addition, an essential element that should be integrated in a handbook is motivating activities that encourage students to the learning process to feel identified with a specific subject.

Another important criteria that should be considered when creating a handbook is the durability. The more expensive hard cover text is often considered to be the most durable type. However, there is a disadvantage because not all the students can afford expensive material. For that reason, a handbook should be made of a good soft cover of paperback, which may be much more than a poor bound hard cover, leading in a reasonable price for students of Universidad Tecnológica de El Salvador.

3.11.1 Editing a handbook

An important criterion when editing a handbook is the quality of the elements included in the source mentioned. Among those elements are the absence of spelling errors, well design diagrams, and related pictures to the content, also the type and size of letters used in the text play an important role in order to attract the students' attention. A book that contains spelling

errors it causes a state of confusion and the students can easily lose confidence in the instruction.

Besides, a handbook should be well organized in order the students to follow easily the instruction. It should be integrated with suitable illustrations and well designed activities in order to supply the necessary motivation, which is an essential part in the learning process.

Another relevant part criteria that an appropriate handbook should contain is evaluation that provides significant information in order to determine the students progress. Thus, the teacher will assist extra time for mastering the weak points on the students. Moreover, tests or evaluations should be incremental. It should include in next test the items which students missed.

The test can provide both the teacher and the students with a rough index of what they have mastered. Thus, it can be an important implement for teaching and for learning. You can use it continuously to reinforce the important points. It can impel the student to reach toward a more complete mastery and understanding of the language. The exam can teach and it

should teach. It can assist in the learning process and must do so in order to be completely viable.

4. CONCEPTUAL FRAMEWORK

The following terms are going to be useful for understanding in a very clear way all the information presented by the researches in the theoretical framework.

Auditory Style: Is the way students learn, by hearing.

Basic Skills: Skills, which are considered to be essential basis for further learning and for learning other school subjects.

Educational Technology: Is the system of instructions which contains equipment of different sort, such as language laboratories, tape recorders and videos in order to assist teachers and learners.

EFL program: Is the program designed to teach English on countries where is taught as a subject in schools, but not as a medium of instruction in education or as a language in communication.

Error: Production of wrong communicative effect without knowing.

ESL Program: Is the program for teaching English to speakers of other languages in an English speaking countries.

ESP Program: The content and aims of the course are fixed by the specific needs of particular groups of learners (e.g. Technical English).

Feedback: Comments or information that learners receive on the success of a learning task, either from a teacher or from other learners.

Foreign Language: A language that is not a native language in a country. Usually is taught as a subject in schools or academies.

Kinesthetic Learning Style: Is the ability to learn through the tactile sense that is by touching or feeling objects.

Learning Acquisition: The learning of a specific language in which it is referred to understand, and speak a language fully or completely.

Learning Process: is the process in which students gain competence in the target language.

Learning Styles: A particular way in which students learn. It refers to the way one's learn a language.

Lingua Franca: it is when speakers of other languages use a language as a mean of mutual communication.

Medieval Period: A period in European history between the decline of the Roman Empire in the V century.

Method: Is a way of teaching a language, which is based on principles and procedures.

Microteaching: is the demonstration of specific teaching techniques and activities that help students to acquire an appropriate way of teaching in the classroom.

Mistakes: made by the learners when writing or speaking caused by lack of attention, fatigue, carelessness or some other aspects of performance.

Mother tongue: It refers to one's first language. It is the language acquired during childhood.

Peer Correction: Is the way in which students correct each other under the supervision of the teacher.

Renaissance Period: It refers to the period after the dark ages in which the revolution of art and music appeared.

Self-correction: Referring to checking one performance on a language-learning task after it has been completed.

Students centered teaching: Emphasized in the active role of the students in learning.

Syllabus or curriculum: Are the descriptions of the contents of a

course of instruction, in the way they are to be taught.

Target language: The way in which one's learning in contrast to the first language, in this case English.

Techniques: Are the different methods of using different kinds of activities.

CHAPTER II

1. METHODOLOGY

The main purpose of this investigation was to elaborate an appropriate handbook in order to reinforce the teaching learning process. Besides, with the creation of a handbook students would be benefited with a variety of techniques and activities in a very integrated way to students and teachers of Teaching Practice I and II subjects of the Universidad Tecnológica de El Salvador.

1.1 Type of Research.

Since it was a fact the necessity of the Teaching Practice I and II handbook, the researchers investigated on the topic regarding teaching work. For that reason, the research was educational, since it was concentrated in the teaching learning process concerned to the English language. Also, this investigation was concerned in how to teach effectively to the future generations.

In addition, this research was considered as bibliographic, because the investigation was supported in the studies of some masters. The researchers had looked for the best way of elaborating useful

strategies in order to help teachers and students to get high levels of language teaching.

Besides, this project was descriptive because it implemented in a very detail manner the procedures of a variety of activities, which are going to be developed in the classroom. Moreover, the investigators provided a selection of tips that can be handy to the students and teachers in the education field.

1.2 Population and Universe.

This investigation had a finite population that belongs to students from the fifth semester to the seventh semester of the Licenciatura en Idioma Inglés major and also the seventeen teachers of the English Language Department of the Universidad Tecnológica de El Salvador.

1.3 Sample

With the purpose of achieving the objectives of this investigation, the researchers worked with the students that are taking Teaching methodologies and Teaching Practice I and II subjects in 02-2002

semester. Moreover, the seventeen teachers that teach students of the Licenciatura en Idioma Inglés major from the English Language Department were used as sample.

1.4 Gathering of Data

The investigators collected the information in the following way: First of all, the researchers got the exact number of the English teachers. After that, the researchers passed out a questionnaire to each teacher that teach students of the Licenciatura en Idioma Inglés major of the English Department, in order to obtain valuable information. Then, the researchers attended to the courses included from the fifth semester to the seventh semester, to handout the questionnaire in order to obtain the information needed.

1.5 Instruments

The researchers collected information through teachers' and students' questionnaires applied in the second semester of the year 2002. These instruments showed the different points of view of the

students and teachers, and it provided significant information about the importance of a handbook.

1.6 Teacher's Questionnaire

The English teachers from the English Department answered a questionnaire of eight items made of open questions and multiple choice that provided necessary information. The questionnaire included relevant information on which elements should be included in a syllabus for Teaching Practice I and II subjects (See Annex A).

1.7 Student's Questionnaire

The students that were used as a sample expressed helpful information that is useful when creating the handbook. The eight questions included were open and multiple-choice questions (See Annex B).

1.8 Techniques and Analysis of Data Collection

After the data collection of the teachers and students questionnaires of the English Department, the researchers followed a process in

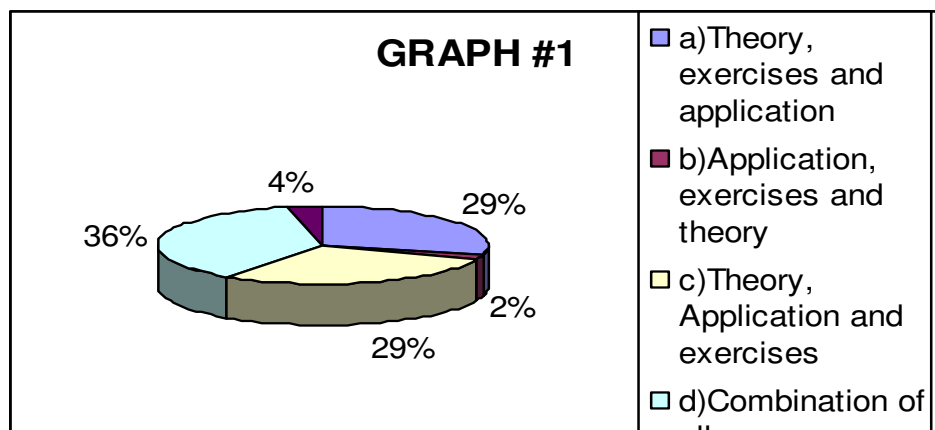
order to analyze and interpret the instruments that were applied to the sample of this research. The data is represented through pie graphs, which help to visualize the percentages of the results.

For example:

Question #1: What should be the most appropriate structure of Teaching Practice I and II textbook?

Objective: To identify the most appropriate structure of Teaching Practice I and II handbook.

Variable	Number of Students	Percentage
a) theory, exercises and application	16	29.09%
b) application, exercises and theory	1	1.80%
c) theory, application and exercises	16	29.09%
d) combination of all	20	36.40%
e) other	2	3.62%
Total	55	100%



Most of the undergraduates concluded that the most suitable arrangement of the handbook should be taught either inductively or deductively depending on the goal of the activity.

1.9 Piloting

The instruments were processed in order to test the validity and the reliability by using a piloting procedure. In order to see if the content was adequate, the researchers provided questionnaires to teachers and students of the Licenciatura en Idioma Inglés major to collect valuable information. Since there were not observations made by the students and teachers, the instruments are considered valid.

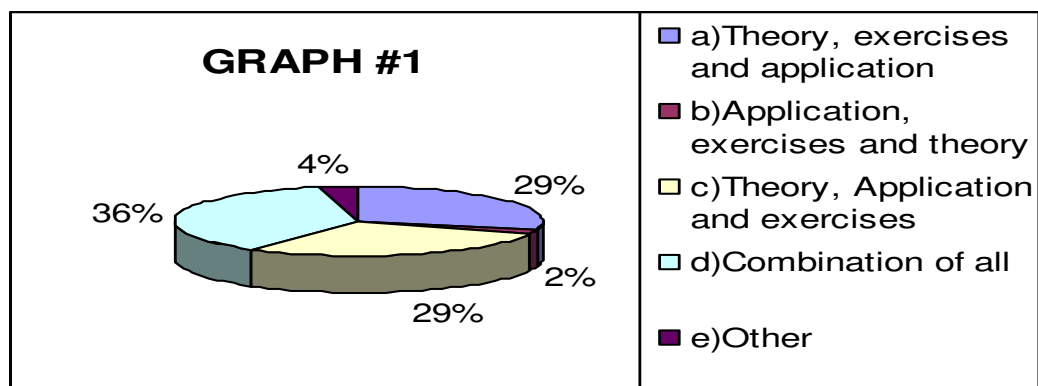
2. ANALYSES AND INTERPRETATION OF THE RESULTS

2.1 ANALYSES AND INTERPRETATION OF THE RESULTS OF STUDENT'S QUESTIONNAIRE

Question #1: What should be the most appropriate structure of Teaching Practice I and II textbook?

Objective: To identify the most appropriate structure of Teaching Practice I and II handbook.

Variable	Number of Students	Percentage
a) theory, exercises and application	16	29.09%
b) application, exercises and theory	1	1.80%
c) theory, application and exercises	16	29.09%
d) combination of all	20	36.40%
e) other	2	3.62%
Total	55	100%

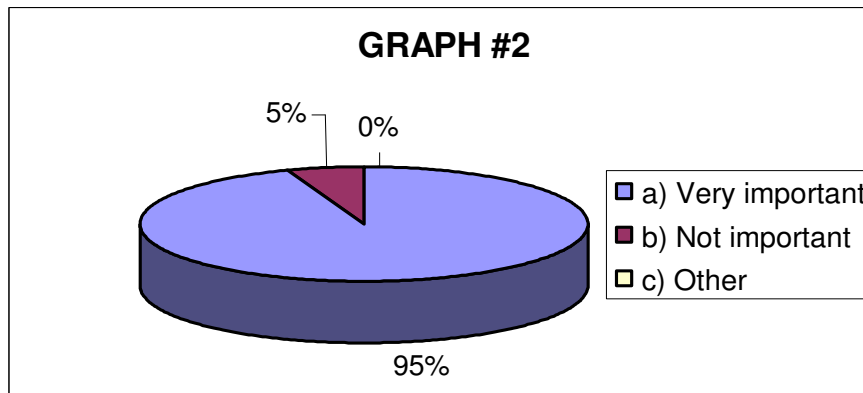


Most of the undergraduates concluded that the most suitable arrangement of the handbook should be taught either inductively or deductively depending on the goal of the activity.

Question #2: How important are illustrations on a handbook?

Objective: To investigate how important illustrations in a text are.

Variable	Number of Students	Percentage
a) Very important	52	94.50%
b) Not important	3	5.45%
c) Other	0	0.00%
Total	55	100%

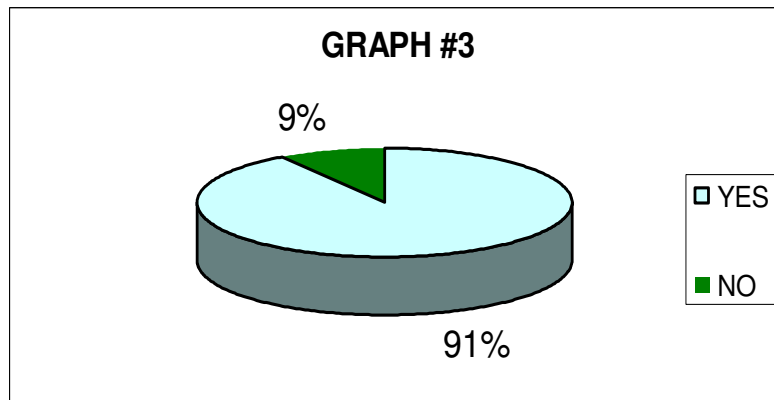


According to the sample, it showed that illustrations play a significant role when studying a book, not only because it makes the topic easier to understand but it builds a better view of the topic given.

Question #3: In your opinion, is a review needed in a textbook?

Objective: To recognize whether a review is needed in a handbook or not.

Variable	Number of Students	Percentage
YES	50	90.90%
NO	5	9.09%
Total	55	100%

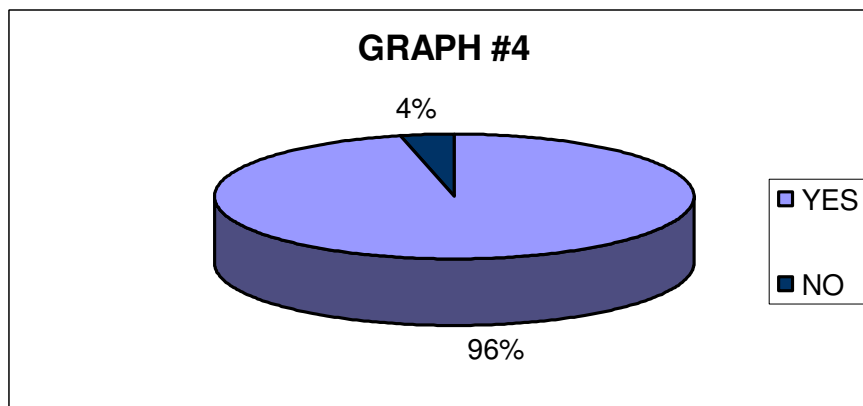


In conclusion, a review is needed in a handbook because students have the chance to clarify their doubts and to have a better knowledge of the objectives presented in a class.

Question #4: Do you consider that there should be an explanation about the purpose of an activity beforehand?

Objective: To determine whether an explanation should be given at the beginning of an activity.

Variable	Number of Students	Percentage
YES	50	90.90%
NO	5	9.09%
Total	55	100%

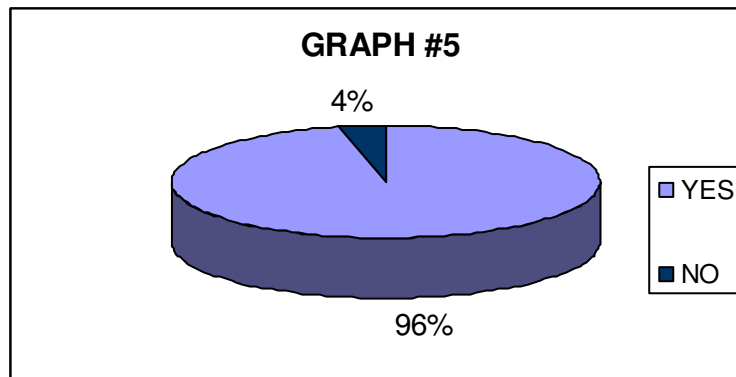


The students considered that it is necessary to explain the purpose of an activity beforehand because with a good explanation the students can have a better understanding of what the students are going to achieve.

Question #5: Do you think is a good idea to classify the activities according to the level they should be taught?

Objective: To organize activities according to the level they can be taught.

Variable	Number of Students	Percentage
YES	53	96.40%
NO	2	3.60%
Total	55	100%

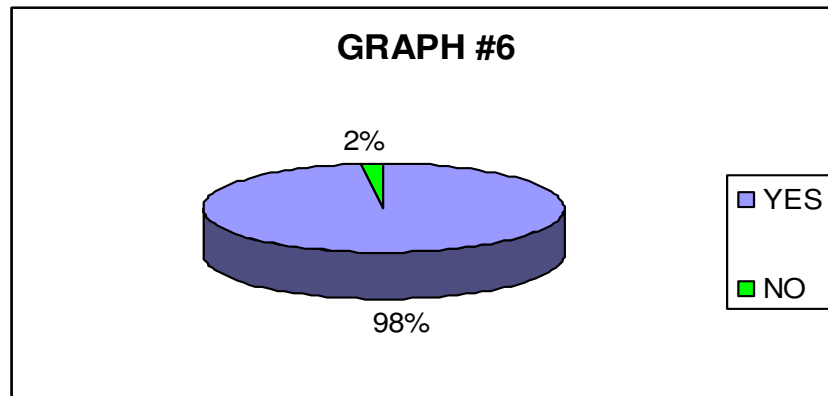


The majority of the students concluded that it is important to classify the activities according to the level they should be taught. One of the most important reasons why is appropriate the classification of the activities is because when the activities are well organized the teaching learning process is easier, generating a variety of benefits for both students and teachers.

Question #6: Do you think that a previous demonstration of a technique shown on a video it is going to benefit students when applying microteaching?

Objective: To determine the importance of a previous demonstration in a video.

Variable	Number of Students	Percentage
YES	54	98.20%
NO	1	1.80%
Total	55	100%

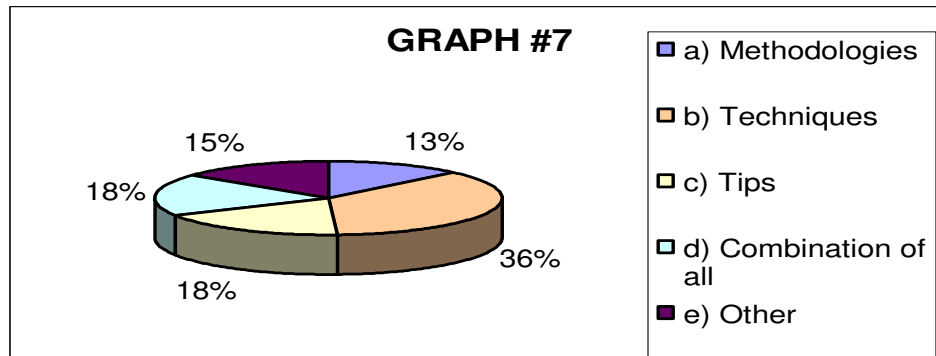


Most of the students concluded that a previous demonstration of a technique shown on a video is helpful because the students will be able to construct in their minds a model on how to apply certain techniques. Of course, teachers should add their own creativity.

Question #7: What do you prefer to be shown in a video?

Objective: To find out the didactic preferences shown in a video.

Variable	Number of Students	Percentage
a) Methodologies	7	12.70%
b) Techniques	20	36.40%
c) Tips	10	18.20%
d) Combination of all	10	18.18%
e) Other	8	14.54%
Total	55	100%

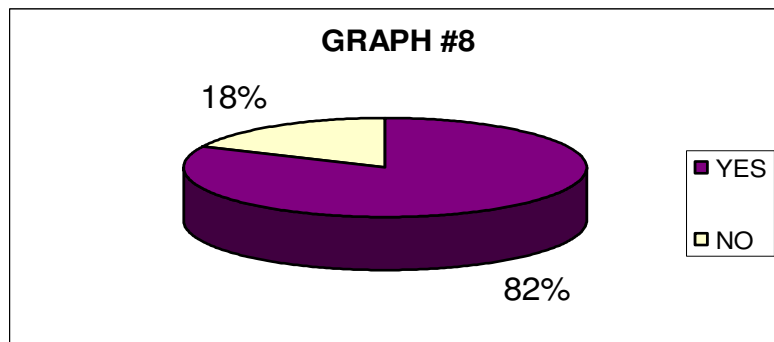


According to the results nearly all of the students considered that techniques should be shown in a videocassette, because it provides a clearer perspective of the activities and techniques presented by the teacher that later students will put into practice.

Question #8: Should the textbook of teaching practice I and II be focused on teaching different ages?

Objective: To classify the techniques and activities targeted in the ages of the learners.

Variable	Number of Students	Percentage
YES	45	81.81%
NO	10	18.10%
Total	55	100%



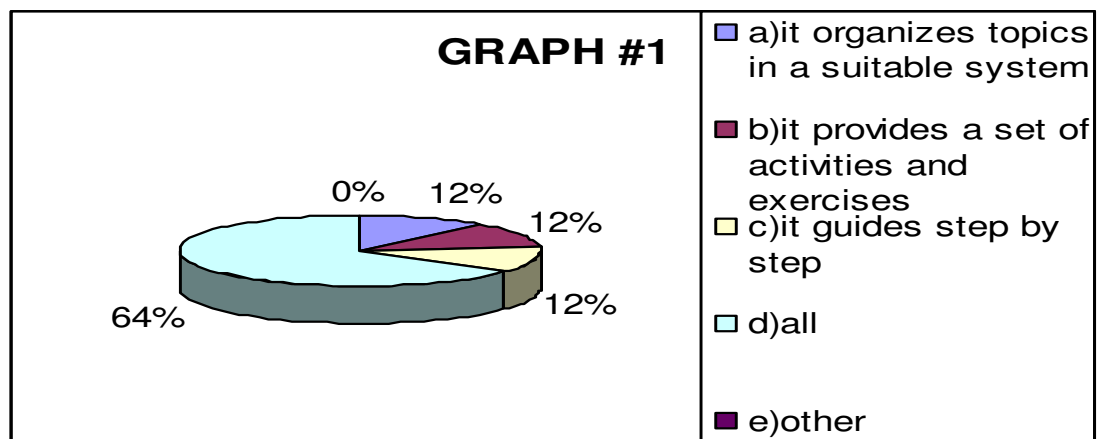
Most of the students feel that the handbook for teaching practice I and II should be focused on teaching different ages, because it shows how to deal with the different ages, and the different techniques that one can apply in the classroom.

2.2 ANALYSES AND INTERPRETATION OF THE RESULTS OF TEACHER'S QUESTIONNAIRE

Question #1: Why do you think a textbook makes easier for teachers to conduct a lesson?

Objective: To measure how important is a textbook in a classroom.

Variable	Number of Teachers	Percentage
a) it organizes topics in a suitable system	2	11.80%
b) it provides a set of activities and exercises	2	11.80%
c) it guides step by step students and teachers	2	11.80%
d) all	11	64.60%
e) other	0	0.00%
Total	17	100%

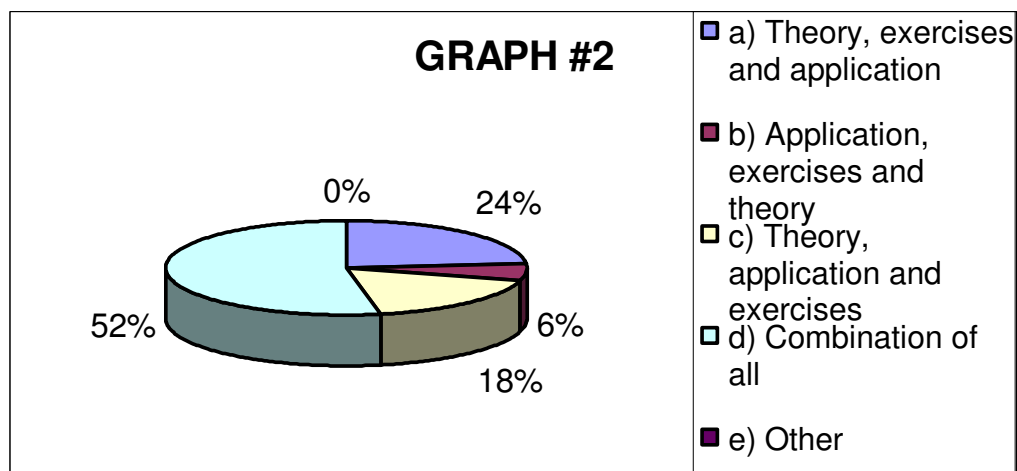


According to the graph presented, the majority of teachers considered that a textbook makes easier for educators to conduct a lesson because it organizes topics in a suitable system, provides a set of activities and exercises, and it guides step by step the students in the learning process.

Question #2: What should be the most appropriate structure of Teaching Practice I and II textbook?

Objective: To identify the most appropriate structure of Teaching Practice I and II subjects.

Variable	Number of Teachers	Percentage
a) theory, exercises and application	4	23.50%
b) application, exercises and theory	0	0.00%
c) theory, application and exercises	3	17.70%
d) combination of all	10	58.80%
e) other	0	0.00%
Total	17	100%

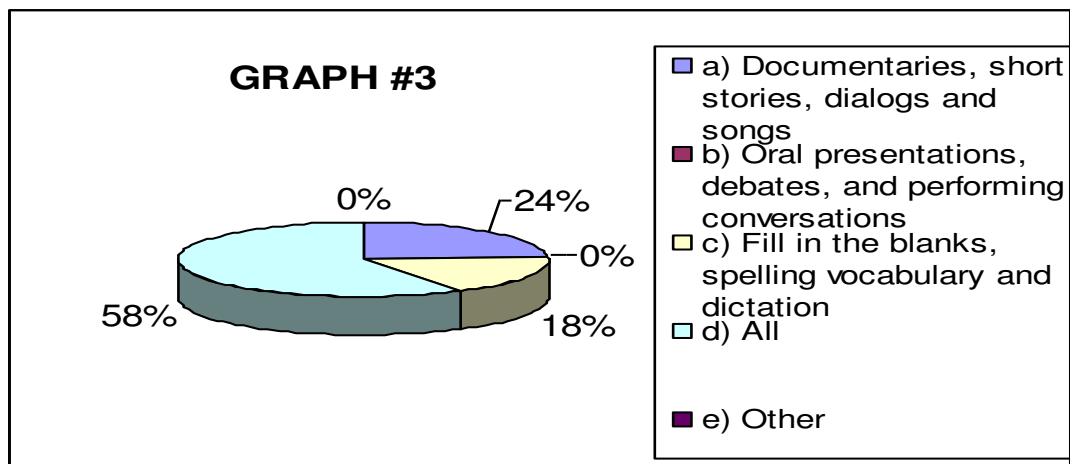


The majority of teachers concluded that the most suitable arrangement of the handbook should be taught either inductively or deductively depending on the goal of the activity.

Question #3: What kind of teaching activities should be included in a textbook for Teaching Practice I and II subjects?

Objective: To detect the most appropriate teaching activities in a textbook.

Variable	Number of Teachers	Percentage
a) documentaries, short stories, dialogs and songs	4	23.50%
b) oral presentations, debates, performing conversations and oral presentations	0	0.00%
c) fill in the blanks, spelling vocabulary and dictation	3	17.70%
d) all	10	58.80%
e) other	0	0.00%
Total	17	100%

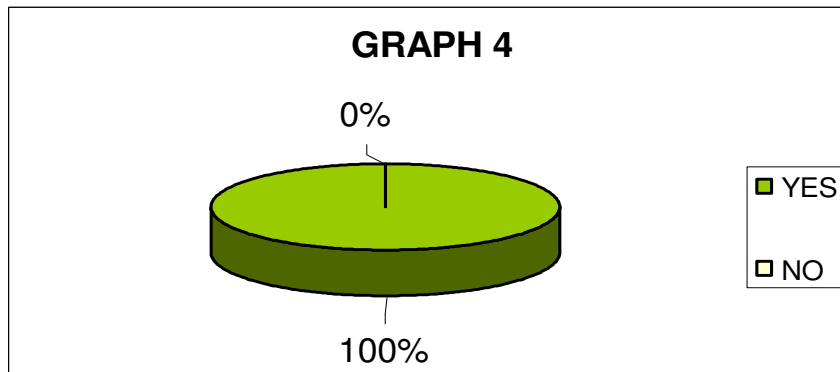


In this question teachers considered that a variety of activities should be included in a textbook for Teaching Practice I and II. Thus, a variety of activities should provide a successful learning.

Question #4: Do you think the use of a videotape as supporting material is useful?

Objective: To find out if a videotape is useful as supporting material.

Variable	Number of Teachers	Percentage
YES	17	100.00%
NO	0	0.00%
Total	17	100%

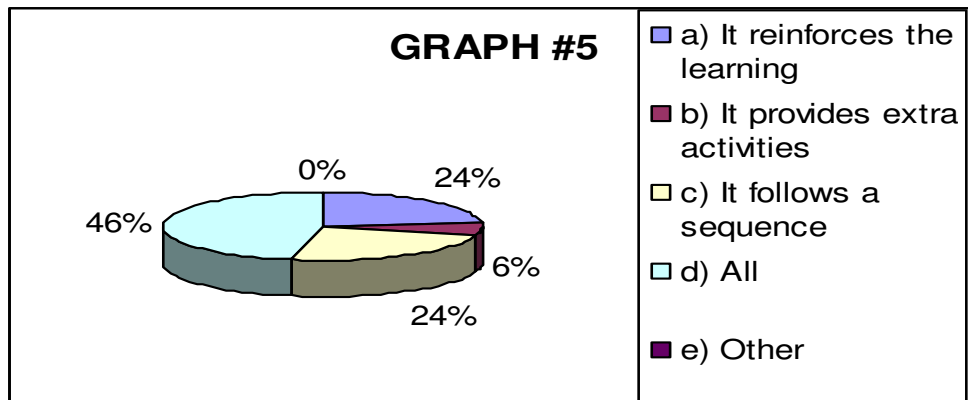


All of the experts on the topic agreed that a videotape is useful as a supporting material because there can be shown many situations that can help students to have a greater idea of what is presented in the classroom.

Question #5: Why do you consider that a teacher's manual is important when conducting a lesson?

Objective: To evaluate the importance of a textbook when conducting a lesson.

Variable	Number of Teachers	Percentage
a) it reinforces the learning	4	23.50%
b) it provides extra activities	1	6.00%
c) it follows a sequence	4	23.50%
d) all	8	47.00%
e) Other	0	0.00%
Total	17	100%

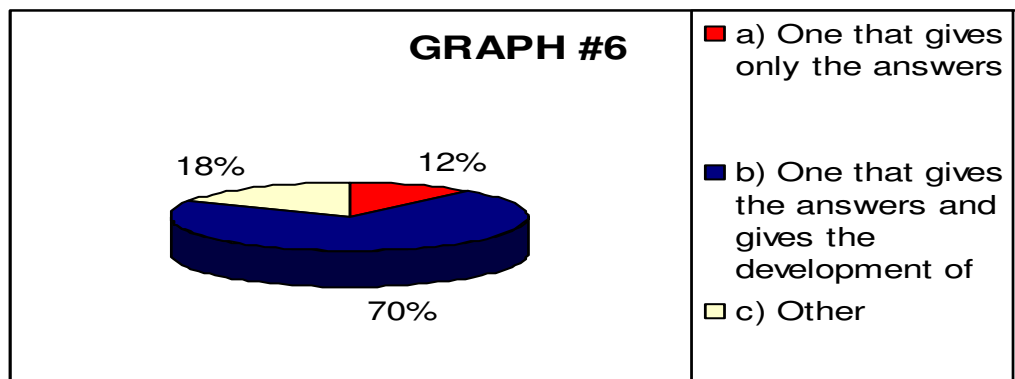


Most of the teachers believe that the teacher's manual is important when conducting a lesson because it reinforces the learning through a guided way of showing students the different structures from the easiest to the hardest topics. Moreover, it should contain extra activities in order to reinforce the lesson, inductively.

Question #6: As a teacher, what kind of teacher's manual do you consider the most appropriate?

Objective: To check for appropriateness when creating a teacher's manual.

Variable	Number of Teachers	Percentage
a) one that gives only the answers	2	11.80%
b) one that gives the answers and gives the development of activities	12	70.50%
c) other	3	17.60%
Total	17	100%

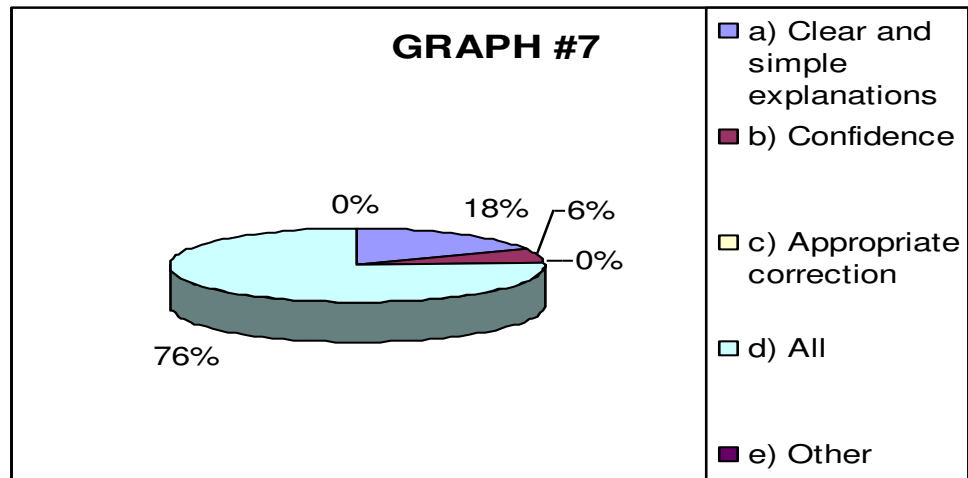


As a conclusion, most teachers considered that a teacher's manual should include the development of different activities, such as follow up, and warm up activities, as well as one that gives the answers and some teaching suggestions.

Question #7: What kind of teaching tips do you suggest in order to achieve an effective teaching learning process?

Objective: To choose teaching tip characteristic for an effective teaching process.

Variable	Number of Teachers	Percentage
a) clear and simple explanations	3	17.60%
b) confidence	1	6.00%
c) appropriate correction	0	0.00%
d) all	13	76.40%
e) other	0	0.00%
Total	17	100%



Regarding teaching tips, it was advised to include tips on how to teach student's in a simple form enhancing student's motivation. Also, teaching tips on how to inspire confidence among students.

Question #8: What other recommendations do you suggest in order to get an appropriate Teaching Practice I and II textbook?

Objective: To collect valuable recommendations in order to create an appropriate Teaching Practice I and II textbook.

Among the recommendations made by the teachers were error corrections, which place a very important role during the learning process. Also, it was recommended an updated handbook that contains innovative activities according to the demands of the teaching field. Besides, practical and warm up activities are considered relevant to be included in a handbook as well as reviews.

The purpose of this question was to collect useful suggestions from the experts in the educational field in order to achieve an appropriate Teaching Practice I and II handbook, which is the main objective of this research. Therefore, the researchers concluded that the Teaching Practice I and II handbook is going to be structured according to the results from the instruments.

UNIVERSIDAD TECNOLÓGICA DE EL SALVADOR



TEACHING PRACTICE I HANDBOOK

PREFACE

The Teaching Practice 1 handbook has been designed to aid student-teachers in their teaching learning process. Part I contains four chapters. Each chapter has a set of practical activities targeting the different levels.

The handbook has been structured by combining a set of elements such as theory, exercises, examples and application of activities in the classroom. Moreover, the order of the elements varies depending of the technique of activities that will be developed in the classroom. Each activity has been classified according to the level that should be taught, that way is easier for the students to apply it in the classroom.

Also, in each chapter there is a short description of the objectives of the activities presented in the handbook, as well as the theme, the level and the instructions. Moreover, it is aided by different illustrations that will help students to have a clearer understanding of the topic presented. In addition, these illustrations shown in a graphic form open the perspective of the students, that way the students have a better panorama of the presented topic.

In Chapter 1, there is a brief introduction of lesson planning, that way the students can organize their lessons when they begin working in microteaching. Moreover, there is a brief explanation on microteaching which it will help students how to apply it in the classroom setting. The rest of the chapter is focused on the listening skill. In addition, the activities are applied through exercises and finally the students can put into practice the activity in order to achieve the goal. In this chapter, students will find, activities such as dialogs, dictations, and so on.

Chapter 2 is focused on speaking skills, which help the students to gain oral competence and fluency, in order to develop an effective communication. Some of the activities are conversations, speeches, oral presentations, debates, discussions, and so on.

Chapter 3 has specific activities regarding reading skills with the objective of increasing vocabulary. Moreover, some of the activities involve learning how to scan such as timed reading exercises, reading biographies, description of a place, reading for cause and effect, as well as activities regarding comprehension, etc.

Finally, Chapter 4 is targeted on writing skills that are going to help the students to teach how to improve writing abilities. Besides, there is a set of activities specializes in teaching grammar and punctuation. Among the practical activities are: fill in the blanks, spelling vocabulary, dictation, descriptions, etc.

Although, the researchers are focusing in each chapter skill-by-skill the teachers cannot isolate one skill from the other; that is why there will be a combination or two or more in order to get an effective learning. At the end of each chapter, there is a review that is going to reinforce the activities developed in the previous chapter. As a result, the students will have the opportunity to clarify their doubts and have a better knowledge of the activities presented in class.

Furthermore, a video is included as a handy source. With the video, the students will be able to have a better understanding on how to instruct the different activities. Demonstrations of specific activities are going to be helpful to apply microteaching effectively. The application of specific techniques will be shown on the video with the purpose of performing following the sequence of the handbook's instruction.



This symbol is included in all the activities that are shown on the videocassette.

Furthermore, the teacher's answer key contains suggestions and follow up activities. Also it includes tips for teachers on how to be a better instructor.

CHAPTER ONE

A. USEFUL TIPS FOR LESSON PLANNING



Lesson planning...who needs it? Well, maybe you do! **Lesson planning is a special skill that is learned in much the same way as other skills.** Good lesson planning is the art of mixing techniques, activities and materials in the way that an ideal balance is created for the class that is the class will be focused on the four main skills. However, the teacher will probably come to a decision on targeting a skill for a specific class.

OBJECTIVES

It is important to mention that every class should have an objective, in order to set out the purpose of an activity. Besides, every lesson plan has a general objective and a specific objective. Usually, there is more than one objective since there will be a number of stages in the class and each would be to achieve different objectives. Objectives are the aims that teachers have for students and are written in terms of what the students will do or achieve. Moreover, they may refer to activities, skills, language types or a combination of all.

There are two types of objectives general and specific objectives:

General Objectives: are those aims that are going to be accomplished in the long run, for instance, at the end of a course or a university career.

Specific Objectives: are the ones that are obtained from the general objectives, and they are going to be achieved in a short period of time, for example, in a class.

DEFINITIONS OF BEHAVIORAL VERBS FOR LEARNING OBJECTIVES

Behavioral verbs are the heart of learning objectives and lesson plans. They are, if used effectively, the best way to indicate, and communicate to others, specific, **observable** student behavior. Behavioral verbs describe an **observable** product or action. Inferences about student learning can be made on the basis of what a student does or produces. The following verbs and their definitions can be helpful when composing behavioral objectives. These are general definitions that describe only the **observable** behavior and do not include linkages to any specific content. These definitions are provided for those who seek a basis for a technical vocabulary regarding student performance. See examples of these verbs used in specific content areas,

Apply a rule: To state a rule as it applies to a situation, object or event that is being analyzed. The statement must convey analysis of a problem situation and/or its solution, together with the name or statement of the rule that was applied.

Classify: To place objects, words, or situations into categories according to defined criteria for each category. The criteria must be made known to the student.

Compose: To formulate a composition in written, spoken, musical or artistic form.

Construct: To make a drawing, structure, or model that identifies a designated object or set of conditions.

Define: To stipulate the requirements for inclusion of an object, word, or situation in a category or class. Elements of one or both of the following must be included: (1) The characteristics of the words, objects, or situations that are included in the class or category. (2) The characteristics of the words, objects, or situations that are excluded in the class or category. To define is to set up criteria for classification.

Demonstrate: The student performs the operations necessary for the application of an instrument, model, device, or implement. NOTE: There is a temptation to use demonstrate in objectives such as, "the student will demonstrate his knowledge of vowel sounds." As the verb is defined, this is improper use of it.

Describe: To name all of the necessary categories of objects, object properties, or event properties that are relevant to the description of a designated situation. The objective is of the form, "The student will describe this order, object, or event," and does not limit the categories that may be used in mentioning them. Specific or categorical limitations, if any, are to be given in the performance standards of each objective.

Diagram: To construct a drawing with labels and with a specified organization or structure to demonstrate knowledge of that organization or structure. Graphic charting and mapping are types of diagramming, and these terms may be used where more exact communication of the structure of the situation and response is desired.

Distinguish: To identify under conditions when only two contrasting identifications are involved for each response.

Estimate: To assess the dimension of an object, series of objects, event or condition without applying a standard scale or measuring device. Logical techniques of estimation, such as are involved in mathematical interpolation, may be used.

Evaluate: To classify objects, situations, people, conditions, etc., according to defined criteria of quality. Indication of quality must be given in the defined criteria of each class category. Evaluation differs from general classification only in this respect.

Identify: To indicate the selection of an object of a class in response to its class name, by pointing, picking up, underlining, marking, or other responses.

Interpret: To translate information from observation, charts, tables, graphs, and written material in a verifiable manner.

Label: To stipulate a verbal (oral or written) response to a given object, drawing, or composition that contains information relative to the known, but unspecified structure of these objects, drawings, or compositions. Labeling is a complex behavior that contains elements of naming and identifying.

Locate: To stipulate the position of an object, place, or event in relation to other specified objects, places, or events. Ideational guides to location such as grids, order arrangements and time may be used to describe location. Note: Locate is not to be confused with IDENTIFY.

Measure: To apply a standard scale or measuring device to an object, series of objects, events, or conditions, according to practices accepted by those who are skilled in the use of the device or scale.

Name: To supply the correct name, in oral or written form for an object, class of objects, persons, places, conditions, or events which are pointed out or described.

Order: To arrange two or more objects or events in accordance with stated criteria.

Predict: To use a rule or principle to predict an outcome or to infer some consequence. It is not necessary that the rule or principle be stated.

Reproduce: To imitate or copy an action, construction, or object that is presented.

Solve: To effect a solution to a given problem, in writing or orally. The problem solution must contain all the elements required for the requested solution, and may contain extraneous elements that are not required for solution. The problem must be posed in such a way that the student is able to determine the type of response that is acceptable.

State a rule: To make a statement that conveys the meaning of the rule, theory or principle.

Translate: To transcribe one symbolic form to another of the same or similar meaning.

METHODOLOGY

The most detailed part of the lesson plan is the methodology, which is written down. In this part of the lesson plan, the teachers spell out exactly how and what they are going to do in the class.

CONTENT

It could be a grammar structure or a topic in which the activities will be based upon. Depending on the content of the lesson plan the teachers decide what kind of activities can be implemented for a specific class. Each activity must have a time limit in which the teachers should tell the students how long the activity is going to last.

MATERIAL

Materials are the elements used by teachers in a class. In addition, the teachers must consider the kind of material they will use in each activity in order to reach the goals.

EVALUATION AND BIBLIOGRAPHY

Another important element of lesson planning is evaluation that is to analyze the reasons for the activities and how teachers will evaluate students, in other words the purpose of the activity. Finally, the teacher should provide the source where the information was obtained, which is specifically the bibliography.



PREPARE YOURSELF

Nothing is more certain to guarantee a disastrous lesson than an unprepared teacher. Of course, all experienced teachers learn to provide fill in lessons when someone is ill and every teacher has given the occasional wonderfully successful spontaneous and unprepared lesson. However, success is usually directly proportional to the care of preparation.

Thus, the following steps can be useful in order to prepare yourself:

- ✓ Decide *what* and *how* are you going to teach.

- ✓ Make sure you have the necessary materials (books, pictures, tapes, videos, colors, etc.)
- ✓ Check the practical details (if you will play a song in the class, have you enough copies of a song? or, Does the tape recorder work?)
- ✓ If you are going to use equipment, for example the tape recorder, make sure the tape is in the right position *before* the class arrives (or, if this is impossible) before you start teaching.
- ✓ Of particular importance is preparing any textbook material to use. It is not good to read only the teacher's manual (you need to have looked at the material in the student's book *in detail*: Have you checked the order you are going to teach the material? Do all of the examples in the exercise fit? Which words in the text will need explanation? Which words in the text will need choral pronunciation?)
- ✓ The well-prepared teacher always has two or three "five-minute filler" items prepared so that if there are a few minutes at the end of the class the teacher has something *useful* and *different* to fill the gap.
- ✓ Do not forget to include warm-up activities in your class.

VARY WHAT YOU DO, AND HOW YOU DO IT

While there are many ways of approaching language teaching, it is a mistake to believe that "a method" exists, which can guarantee success. Every teacher should know that what works one day with one class, does not necessarily work with a different class, or even on a different day with the same class. Thus, the following suggestions can help you in order to have variety in your class:

- Teach the dialogues in different ways –in one case use the dialogue for listening comprehension before the students see the text, on another occasion use the taped dialogue as a summary after studying the printed text, and doing the exercises.

- Use different ways of reading texts: dramatic reading, silent reading, the teacher reading, listening to the recorded text, etc.
- Introduce alternative activities from time to time –games, pair work, group work, problem solving, project work, etc.

Teaching practice, you may have been taught about the four language skills-reading, writing, listening, speaking-as separate items. But as might have occurred to you then, and must be obvious to you now that you are actually teaching, these four skills do not separate out into four neat segments. They overlap. They flow in and out of each other. You may emphasize speaking in a particular activity, but at the same time you will also require your students to listen, and maybe to read and write.

MICROTEACHING

Microteaching helps teachers to better understand the processes of reaching and learning. It provides teachers with ample opportunities to explore and reflect on their own and others' teaching styles and to acquire new teaching techniques.

Microteaching can be defined as a training context in which a teacher's situation has been reduced in scope or simplified in some systematic ways. There are three ways in which teaching may be scaled down:

1. The teacher's task may be simplified and made very specific.
2. The length of the lesson may be shortened
3. The size of class may be reduced. Microteaching can be beneficial to all involved in the learning and teaching processes.

Why microteaching?

Besides being an effective technique for professional growth, microteaching, as a tool for reflection, helps teachers develop their own teaching in order to discover their strengths and weakness. Reflecting on their own teaching styles enables teachers to focus on certain areas of teaching and to view them from different perspectives. It makes teachers conscious of developing their own skills and strategies in order to understand their teaching.



Through microteaching teachers are able to pursue self-initiated, self-directed, and self-observed growth because teachers are able to criticize, either positively or negatively, their own work.

Stages of microteaching

There are four stages of microteaching. Teachers receive information on the skill to be practiced and the method to be used. During the teaching stage, the trainee teaches the micro lesson. In the analysis and discussion period, the trainee's micro lesson is reviewed, discussed, analyzed, and evaluated. Finally, in the reteaches stage, the trainee reteaches the micro lesson, applying those points raised during the discussion and analysis.

Preparing a micro lesson.

The micro lesson can be prepared by an individual trainee. The objective and procedures of the micro lesson should be clear. A variety of aids may be used to facilitate teaching the micro lesson. These may include cards, actions, gestures, and drawings on the board.

Teaching a micro lesson.

This is the interactive stage of microteaching where the trainee puts into practice what He/she has planned. Microteaching should be in a school setting, because it allows teachers to use real students. Also, school-based microteaching creates a positive atmosphere among participants.

Although the lesson is short, it should generate useful discussions. During the teaching, fellow trainees take notes that they can use during reflective discussions. This is especially useful if the students are also trainees because the experience provides insights into learning problems. To reduce the pressure on the teacher, the role of the supervisors should be minimized. They should not interfere with the micro lesson in any way.

Following up the micro lesson

The follow-up should include analyzing, discussing, and interpreting the data and the experiences acquired, and reflecting on the new experiences. Microteaching should be considered a positive experience because it aids in the gradual development of professional expertise and minimizes the risk of failure in the classroom.

ERROR CORRECTION

One of the most important issues when teaching is how to correct errors or mistakes during the learning process. Some of the techniques on how to give feedback are self-correction, peer correction and teacher feedback.

Self-correction is the most valuable since it encourages students to be autonomous. Teachers can encourage students to correct themselves by

using audio-or videotape, in which the students locate as well as correct errors.

Also, peer correction is important because students listening for other student's errors will be developing their own monitor and listening awareness.

Finally, teacher feedback is indispensable in making students aware of errors that they are as yet unable to distinguish. It is a good idea that teachers keep a checklist for each student of the various kinds of errors students make and then make decisions about what to work on.

WHEN TO CORRECT AND WHEN NOT TO?

This is a very complex question, but basically we should correct students when we are concentrating on *form* and not on *content*. We should be very careful about correcting students when the emphasis of the activity is on *meaningful communication*, i.e. during group or pair work, opinion discussions, etc. If we do this too often, or in an insensitive way, we run the risk of taking away the student's desire to communicate in the new language. Error correction is very important, however, when the activity is focusing on the *form* of the language, i.e. when we are presenting or practicing grammar structures, new vocabulary or pronunciation, etc.

Points to remember:

1. Always allow time in the lesson for the students to simply communicate, correcting them only if communication is affected. This develops Fluency.
2. Encourage students to take risks and express ideas that are beyond their linguistic ability. This will increase their sense of achievement.

3. Always allow time in the lesson where you concentrate on accuracy and make it clear to the students when this is what you expect from them.
4. Accuracy is most important when students are practicing something that has just been presented to them.
5. Even when not corrected, mistakes can be part of the learning process, as the student is experimenting with the language and may be aware of his mistakes even while talking.
6. Encouragement can be just as important as correction, and in some cases more so.

Types of Error Correction

Self correction. This is when the teacher doesn't correct the mistake, but shows a mistake has been made (by facial _expression, gesture or saying something) and gives the student a chance to correct himself.

Peer correction - Here, the teacher indicates a mistake has been made and asks if anyone in the class can give the correct answer. If someone does, the teacher may then go back to the first student and ask him to repeat the sentence again correctly.

Teacher correction (Modelling) - the teacher provides or 'models' the correct form and may then ask student(s) to repeat it.

Correction Techniques

The following techniques may be used when correcting or helping students to correct themselves:

1. Fact of error indicated - Teacher makes a questioning face and just pauses or says something like "Er..." or "Uhm..." to invite correction.

2. Location indicated - The teacher repeats what the student has said right, stopping just before the mistake, then pauses, inviting the student to make the correction.

4. Remodelling - Teacher repeats the model phrase, emphasizing the part the student needs (i.e. the part where he/she made a mistake).

5. Gestures and mime - can be used to indicate all kinds of things and are particularly useful for correcting intonation and stress. You can also indicate missing words or sounds by counting them on your fingers.

6. Explaining - Using the board, the teacher shows again the grammatical structure of the phrase being practiced.

7. After the fact - To be used in freer activities like role-plays, student monologues and discussion, where interrupting the student is not desirable. The teacher makes a note of the more frequent and/or serious errors and waits until the activity has finished before calling the student's attention to the mistake and inviting him or the other students to correct. This may be followed by brief remedial work on any grammar points that have arisen.

Error Correction - Basic Options

1. To treat or to ignore
2. To treat immediately or to delay
3. To transfer treatment to other learners, or not
4. To transfer treatment to another individual, or the whole class
5. To return, or not, to original error maker after treatment
6. To permit other learners to initiate treatment
7. To test for the efficacy of the treatment

Error Correction - Possible Features

1. Fact of error indicated
2. Location indicated
3. Opportunity for new attempt given
4. Model provided
5. Error type indicated
6. Remedy indicated
7. Improvement indicated
8. Praise indicated

IT'S YOUR TURN

In order to give you a better idea of lesson planning, there are two examples of them. Analyze them carefully. Then make your own and put into practice when microteaching.

B. TEACHING LISTENING SKILLS



Listening is a significant and essential skill. It is the process of receiving attending to and assigning meaning to aural stimuli. Listening is a complex problem solving skill. In fact, listening is more than just perception of sounds because it requires comprehension of meaning. Effective listening sharpens thinking and creates understanding listening interacts with speaking in the aural-oral communication feedback system. Usually, listening is not an isolated skill because, it occurs in conjunction with speaking. One person speaks and the other, through attending by means of the listening process, responds. Thus, the main purpose of listening is to receive and share meaning.

In this manner, the primary skill that the students have to develop when learning a foreign or second language is listening. In order to develop communicative efficiency in pronunciation students need to understand how sounds are made and how stress is used. The teacher will be the language model to aim at. But, it is also important for students to be exposed to other voices. That is why listening to tapes is important. Teachers must ensure that the students get as much listening material as possible that is videos or TV programs. This chapter consists in a variety of practical activities on how to develop listening skills, in which the students are the center.



HOME SWEET HOME

Objective: Students will be able to distinguish the colors.

Level: basic

Material: a photocopy for each student, colors, or crayons.

Time: 10-15 minutes

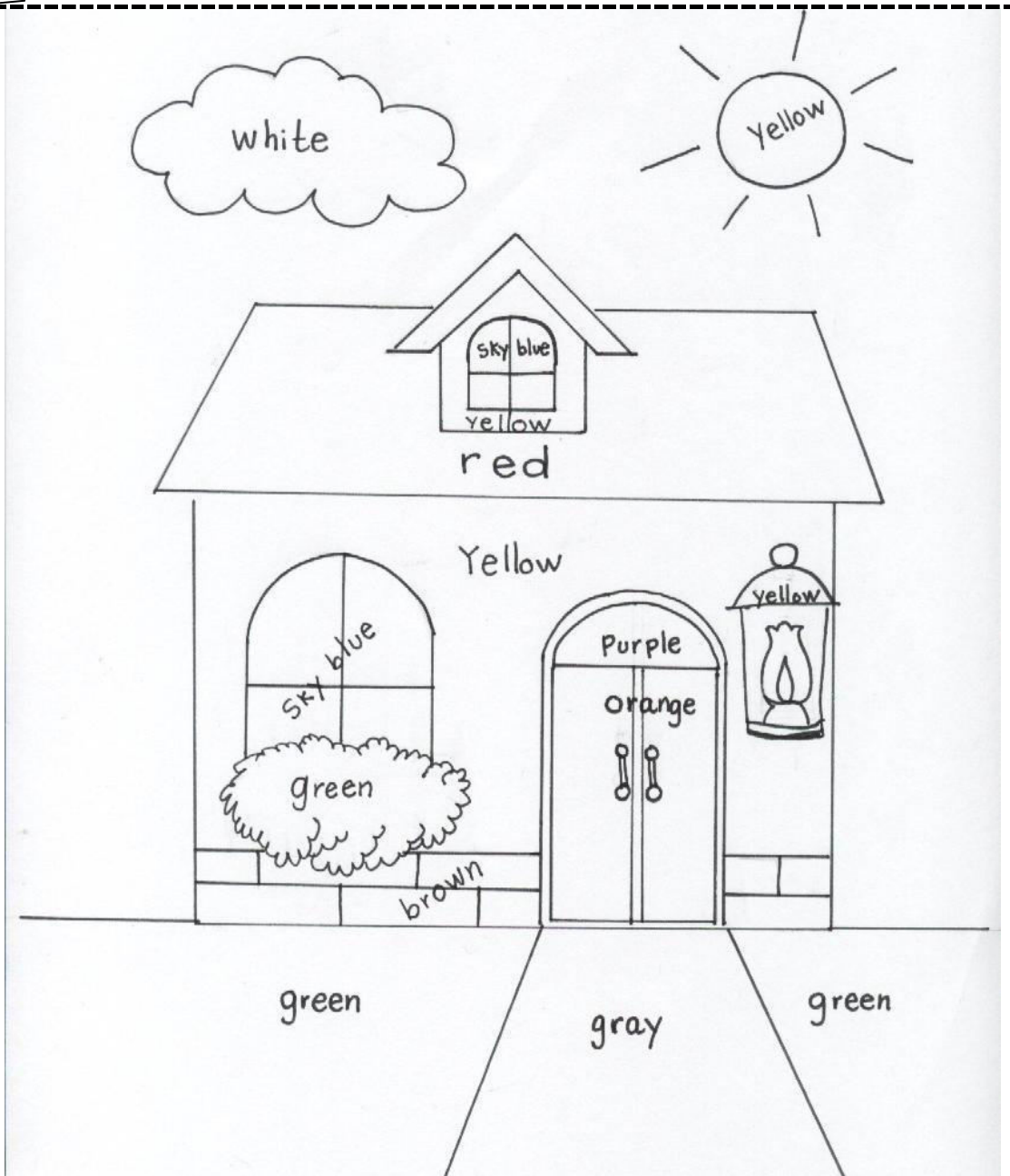
INSTRUCTIONS: Color the house according to the teacher's instruction. Remember that colors are adjectives.

ADJECTIVES
describe
nouns
and
pronouns.

IT'S YOUR TURN

Create your own drawing. Then, label the parts of the drawing with different colors.

Listening Activities



HOME SWEET HOME

Listening Activities

Focused Listening

Objective: To check student's listening comprehension by giving them a talk or lecture.

Level: Basic

Time: 15-20 minutes.



"Focused Listening" activities are listening tasks in which you help students anticipate what they will hear by first giving them clues in the form of questions to answer or outlines, forms, or graphs to fill in. These questions or outlines help students focus their listening, and make listening practice easier (especially for lower level students).

Procedure:

1. Prepare a little talk of some kind. This can be a story, a lecture, etc.
2. Decide what kind of clues you will provide. These might come in the form of a set of questions to answer, a form to fill out, a graph to fill in, a partial outline to fill in-- i.e. anything which gives some clue as to what you will say and which gives direction to students' listening.
3. Write the set of questions (graph, form, etc.) on the board, or give students a handout. Ask students to look this over so that they know what they should listen for. You might ask them to predict what your talk will be about -- this enhances motivation and encourages active listening.
4. Tell students to listen to your talk and quickly note down information that will help them complete the task. (If you want them to write out full answers to your questions, tell them you will give them time to write after the talk). Then give your talk.
5. Check students' comprehension.

ORDERING FOOD IN A RESTAURANT

Objective: *To order food in a restaurant using basic vocabulary*

Level: *Basic*

Time: *10-15 minutes.*



Ordering food in a restaurant is one of the most basic - and daunting to some beginners - task that beginners need to learn.

Procedure:

- Ask students to name different types of food they can find in a restaurant. Write the vocabulary on the board and make sure students also take note.
- Give students the dialogue and menu, and ask them to read through it carefully. Point out the use of "would like" for asking for and making request. You may also want to make sure they notice the use of "here you are" instead of "please" when handing someone something (a rather common mistake beginners make).
- Pair students up and ask them to use the menu (or a more interesting menu you may have lying around) to role-play through ordering a meal. Both students should switch roles a number of times.
- Ask students which other types of formulas were used in the listening comprehension.

Listening Activities



Read this dialogue

Waiter: Hello, Can I help you?

Kim: Yes, I'd like to have some lunch.

Waiter: Would you like a starter?

Kim: Yes, I'd like a bowl of chicken soup, please.

Waiter: And what would you like for a main course?

Kim: I'd like a grilled cheese sandwich.

Waiter: Would you like anything to drink?

Kim: Yes, I'd like a glass of Coke, please.

Waiter... After Kim has her lunch: Can I bring you anything else?

Kim: No thank you. Just the bill.

Waiter: Certainly.

Kim: I don't have my glasses. How much is the lunch?

Waiter: That's \$6.75.

Kim: Here you are. Thank you very much.

Waiter: You're welcome. Have a good day.

Kim: Thank you, the same to you.

Use this menu to practice ordering food in a restaurant.

Starters	
Chicken Soup	\$2.50
Salad	\$3.25
Sandwiches - Main Course	
Ham and cheese	\$3.50
Tuna	\$3.00
Vegetarian	\$4.00
Grilled Cheese	\$2.50
Piece of Pizza	\$2.50
Cheeseburger	\$4.50
Hamburger deluxe	\$5.00
Spaghetti	\$5.50
Drinks	
Coffee, Tea	\$1.25
Soft Drinks - Coke, Sprite, Root Beer, etc.	\$1.70

Listening Activities



THE SECRET PICTURE

Objective: To improve listening skills by connecting numbers according to a suggested list.

Level: Basic and Intermediate.

Material: a photocopy for each student (page 22), pen, or pencil.

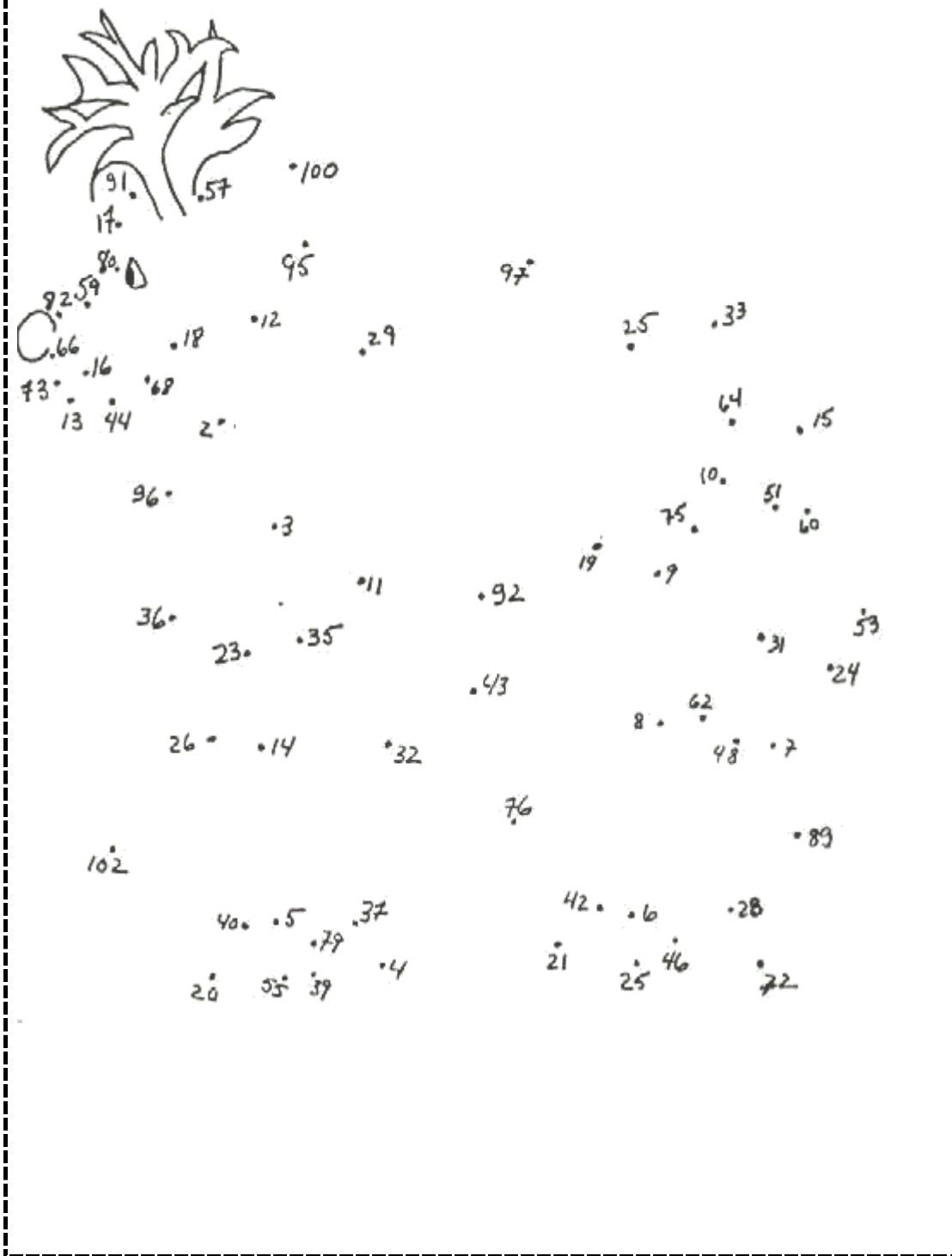
Instructions: Listen to your teacher and connect the dots to form a secret picture. The teacher calls out the numbers as they appear in the following list. Then, write the name of it and color it. Recommended Time: 10 minutes.

Fifty-seven Twelve Twenty- five Thirty- three Fifteen Fifty-three Sixty Twenty-four Fifty-one Thirty-one Sixty-four Ten Seventy-five Seven Twenty-eight Seventy-two Forty-six	Forty-eight Nine Sixty-two Six Twenty-five Twenty-one Forty-two Eight Nineteen Eleven Thirty-seven Four Thirty-nine Thirty-five Fourteen Five Fifty- five	Twenty Forty Twenty-six Twenty-three Three Two Eighteen Sixty-eight Forty-four Thirteen Sixteen Seventy-three Sixty-six Eighty-two Fifty-nine Eighty Seventeen Ninety-one

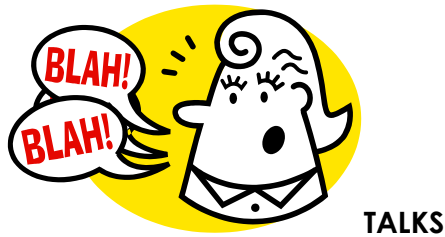
IT'S YOUR TURN

- Create your own picture taking numbers at random such as in the example.
- Create your own picture following alphabet letters at random.

Listening Activities



Listening Activities



Objective: To provide oral practice by talking about different topics.

Level: Intermediate and Advanced.

Time: 20-25 minutes

Talks and lectures are useful for helping students improve their listening and note-taking skills, especially for improving their ability to guess when listening to longer stretches of discourse in which it is not possible to catch every word. Also, it is useful for teaching about culture. (Students are often especially interested in stories you tell about yourself, especially when supported with pictures or other visuals.)

Procedure:

1. Locate information and prepare the talk.
2. Tell students what you are going to talk about, and ask them to take notes. (Taking notes forces them to listen more carefully).
3. Give the talk
4. After the talk there are a number of ways to check comprehension:
 - ✓ ask questions
 - ✓ have students write a summary of your talk
 - ✓ give a short quiz

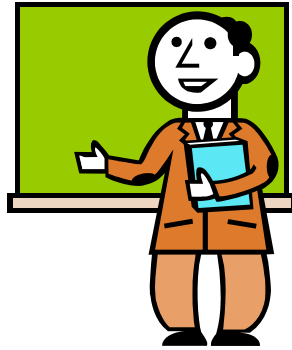
Listening Activities

- ✓ have students write (and ask) follow-up questions based on what you talked about
- ✓ have students talk or write about corresponding aspects of their own culture
- ✓ based on your talk, have students work in groups to list similarities and differences between their culture and the one you have been talking.

IT'S YOUR TURN

- Provide a set of interesting topics to talk about. Then, students can express what they already know about them.

Listening Activities



DICTOGLOSS

Objective: *The students will collect general ideas from the dictation.*

Level: *Intermediate and Advanced.*

Time: *10-15 minutes.*

Dictogloss: is a listening exercise in which you read a short passage to students and have them write down what you say. Unlike, however, in Dictogloss you read the whole passage to students several times at a fairly natural pace rather than stopping after each sentence, thus forcing students to listen to and remember ideas, not just words. Students then work together in groups to reconstruct the passage. Dictogloss is more challenging than Dictation, involves more listening for ideas and speaking practice, and also requires students to draw more on their knowledge of grammar.

Procedure:

1. Choose a short passage or dialogue. The passage might only be 5-10 sentences long.
2. Before reading the passage to students, set the scene. If the passage is a dialogue, it is very important that you help students know who is speaking when- otherwise, it is easy for them to be confused as to who is saying which sentence. One way to do this is changing voices and body position for the different characters, acting each one out. Another is putting a minimal outline on the board (Ex: "Jim:_____ Judy:_____ Jim _____")

Listening Activities

3. For the first two readings, instruct students to listen and try to remember. Then read the passage twice at fairly normal speed not pausing between sentences.

4. Before the third reading, tell students they may jot down key words and phrases (not every word). Then read the dialogue a third time, slightly slowly.

5. Have students try to reconstruct and write down the passage as best they remember it. Tell students they need not use exactly the same words as the original, but the meaning should not be different and the English should be grammatically correct. (This can be done either individually or in groups. The former takes less time: The latter provides opportunity for speaking practice and mutual assistance)

6. To check, one option is to write the original on the board and have students check their own works. As they check you can circulate and answer questions, particularly on the grammatical accuracy of what they wrote. A general question- and- answer time may also be helpful. Another option for checking is to have groups write their passages on the board, but this can be slow.

7. You can make a Dictogloss more or less difficult by altering the length and difficulty is that most students are able to write down the gist of the passage after the third hearing. If they get most of it after the first reading, it is too easy.

IT'S YOUR TURN

- Select a set of reading passages you may read to your students for working on dictogloss.

REVIEW CHAPTER ONE

LESSON PLANNING AND LISTENING SKILLS



1. Why is it important to prepare a lesson plan?
2. Mention the parts of a lesson plan and give a short definition of each part.
3. What are General Objectives?
4. What are Specific Objectives?
5. Based on a specific topic, make your own lesson plan.
6. List some of the activities that you can use to teach listening to children.
7. Create or look for an activity that focuses on listening for comprehension.
8. Are talks considered useful for listening skills? Explain.

CHAPTER TWO

A. TEACHING SPEAKING ACTIVITIES



Many language educators believe that conversation classes should primarily exist to provide opportunities for learning to practice their speaking skills through communicative classes and activities. Yet, there are some others types that can be implemented in the classroom in a very effective way. To develop fluency teachers can provide their students with opportunities to communicate their ideas in structured situations such as dialogues, interviews, description of a place, debates, discussions, and so on. All of these activities, which are presented in the following pages can encourage students to talk in the foreign language. In addition, these activities can help teachers to have successful classes.



EXPRESS YOURSELF!

Objective: The students will be able to know how to express their feelings in good or bad situations.

Level: Basic and Intermediate.

Time: 10-20 minutes.

Instructions: Work in pairs, you are A or B. Cover up your partner's card. Your partner will tell you some news. Reply them with one expression.

Thank goodness!

Great!

Incredible!

I am sorry!

It'll be all right!

That's marvelous!

How awful!

Congratulations!

That's terrible!

Don't worry!

What a shame!

Try not to worry

Never mind!

Well done!

Oh dear!

Oh no!

What a pity!

Really?

CARD #1

A- Tell your partner that

1. Your cat has just died
2. You've passed your driving test
3. You're worried about the exam tomorrow
4. You've lost your passport and all your money
5. You've won a free trip to Los Angeles
6. You're expecting a baby and that the father is no longer with you.
7. You lost your wallet with all your cash and credit cards.
8. You feel sick after overeating last night.

CARD #2

B – Tell your partner that

1. You saw an UFO last night
2. You've crashed your car
3. You've just got engaged
4. You've just got a new job
5. You've scratched your partner's favorite record
6. You've won a free ticket to Europe
7. You've just had a fight with your girlfriend (or boyfriend)
8. You had an exam yesterday and you failed!

IT'S YOUR TURN

- Can you mention other expressions that are not listed here?
- Then, create good or bad situations and reply them.

MINIMAL PAIRS

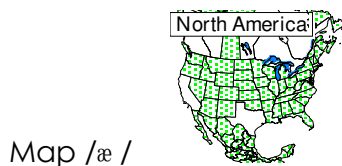
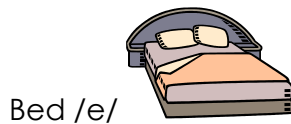
Objective: to distinguish two different sounds by pronouncing them.

Level: basic and intermediate.

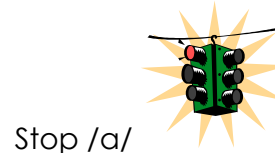
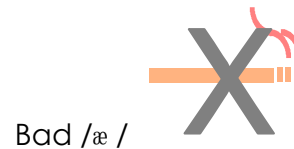
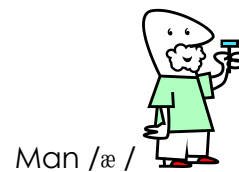
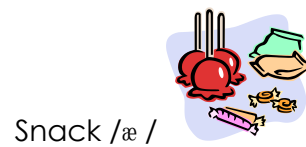
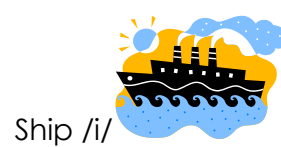
Time: 5-10 minutes

INSTRUCTIONS: Work in pairs, you are A and your partner is student B (or vice versa). Then, pronounce the sounds of the corresponding column.

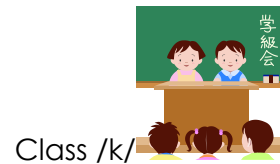
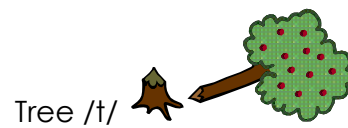
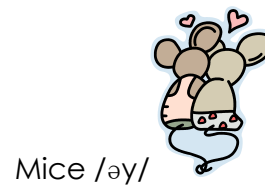
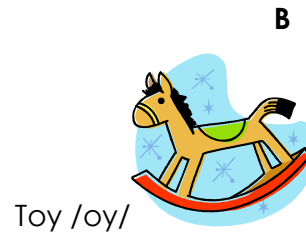
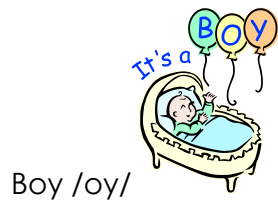
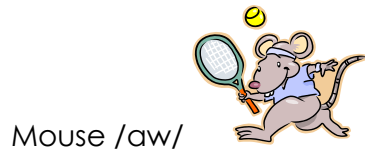
A



B



Speaking Activities



IT'S YOUR TURN

- Find out more minimal pairs and share them with the class.
- You can make some drawing in order to represent the sounds.



INTERVIEWS

Objective: *To improve their oral competence.*

Level: *intermediate and advanced*

Time: *10-15 minutes*

Interviews are especially good for intermediate or advanced oral skills classes because they allow in-depth exploration of a topic and provide students with practice in explaining opinions.

Procedure:

1. Decide what topic(s) you want students to interview each other on.
2. Give directions for the interviews. Students need to know the suggested topic and approximately how much time they will have. If you want students to write up their own list of questions they will also need a few minutes to do this.
3. Pair students. Often it is good to find a way to pair students with someone other than person sitting next to them (who they probably already know fairly well).

4. Have students carry out interviews. Once student A finishes interviewing student B, you can ask them to switch roles, or even switch partners. You may want to set a time limit, and call out when partners should switch roles.
5. To close, ask a few students to report some of the more interesting things they learned from their partner during the interview.

TIPS:

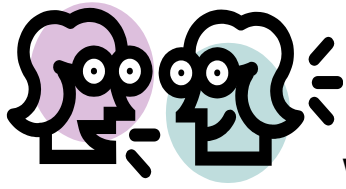
1. Topics, which involve opinions, or information that is not shared by everyone in the class are best because they make interviews more genuinely communicative.
2. Role-playing and interviews mix nicely; for example, one person might be a reporter and the other a famous person.

IT'S YOUR TURN

- Write down some relevant topics.

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

- Then, the students elaborate appropriate questions in order to interview their partners.



WHERE, WHEN, AND HOW?

Objective: To provide practice with Information and Wh-questions and responses.

Language level: intermediate.

Time: 15-20 minutes.

Instructions: One student leaves the room and the rest of the class selects a word for him to guess. It returns and asks each student, in turn:

“Where do you like it?”

“When do you like it?”

“How do you like it?”

Each student must answer all the questions before it moves on. The student whose answer reveals the chosen word is the next one to leave the room.

Example:

The chosen word is **coffee**.



It: (asking Student 1) Where do you like it?

Student 1: Almost any place.

It: When do you like it?

Student 1: Almost any time

It: How do you like it?

Student 1: Hot.

It: (asking Student 2) Where do you like it?

Student 2: In a restaurant.

It: When do you like it?

Student 2: At the end of my meal.

It: How do you like it?

Student 2: In a cup.

It: Is it tea?

Student 2: No, it isn't.

It: (asking Student 3) Where do you like it?

Student 3: At home

It: When do you like it?

Student 3: At breakfast

It: How do you like it?

Student 3: With milk and sugar.

It: Is it coffee?

Student 3: Yes.

IT'S YOUR TURN

- Elaborate some flashcards of hidden words. Then, one student takes one card without showing it. The rest of the class asks questions until the hidden word is revealed.



DESCRIPTION OF A STORY



Objective: To improve oral fluency by applying the different verb- tense.

Level: Advanced.

Time: 15-20 minutes.

Procedure:

The teacher starts by getting students to look at the first picture in the sequence. The students are encouraged to say what the man is doing.

Example:

T: So...What can you say about the man ...

S1: The man sitting

T: OK...but when?

S2: Last night

T: Hmm...a bit before that

S3: Last Monday....

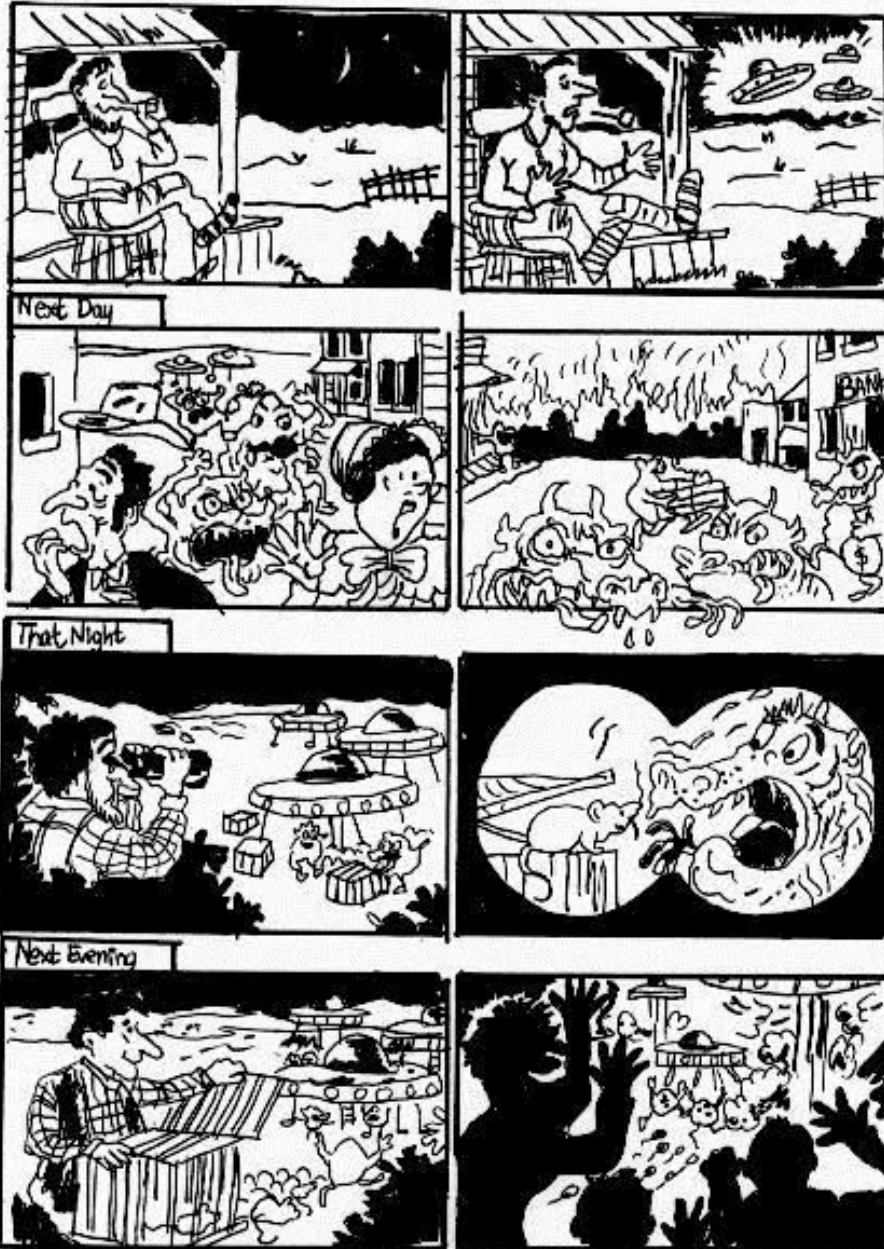
T: OK. So can someone give me a sentence?

S1: Last Monday evening a man was sitting on his porch. He was smoking a pipe.

Of course it probably won't go that smoothly! The teacher then produces the next picture and elicits the same kind of language until the first four pictures have been dealt with. Students could then be given the last four pictures as homework.

IT'S YOUR TURN

- Bring some examples of comics from newspapers and let the students express their ideas by following the sequences.





DEBATES

Objective: To improve speaking and listening comprehension skills while stimulating discussion on a thought provoking issue.

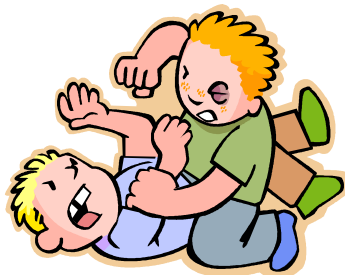
Language level: advanced.

Debates are good for generating excitement and interest in a topic, but have a serious drawback in that during the debate phase of the activity only one person can speak at a time. The debate formats suggested below therefore include substantial small-group activity.

Debate format 1

Procedure:

1. Introduce the issue to be debated. This may be presented either as a statement or a question. You may wish to supply some background to the issue, and also relevant vocabulary.
2. Put students into small groups (teams), and either assign or allow them to choose an affirmative or negative position on the topic.
3. Have each team prepare a case. This should consist of one or more reasons why they hold the opinion they do, and also include an explanation and examples or other evidence that support their view.
4. For the debate phase, it is recommended a "ping-pong" format that consists of several lines of argument.



The procedure for each line of argument is as follows:

- ❖ First one affirmative team states one of its arguments (with explanation and support)
 - ❖ One negative team then responds to the affirmative team's argument with either questions or a counter-argument. They must respond directly to the argument raised by the affirmative team—they cannot begin a new line of argument.
 - ❖ Either the original affirmative team is allowed to respond to the negative team. And so on, following the line of argument until development ceases and repetition sets in.
 - ❖ Then one negative team begins a new line of argument, and so on.
5. As the teams develop a line of argument, the teacher should keep a flow chart on the board, roughly keeping track of the flow of the arguments.
6. At the end, the teacher can close the debate by praising especially good points made by various teams.

Debate format 2

Procedure:

When the student's English seems sufficiently adequate, a simple debate is great fun and excellent practice, not only in the use of the language but in public speaking and debating procedures as well.

The teacher should clearly establish the rules of debating and choose from among the students someone to represent each side whose English is adequate for a debate on a simple, popular, and interesting subject. It should be something that can be argued without being too controversial. Local politics, for example, would certainly be interesting to the class but carries the danger that, in the heat of the argument, the students might lapse into their own language, thus defeating the purpose of a debate in English.



One student should be chosen to take the affirmative side of the question and another student the negative side. Each student should prepare his argument beforehand. This could be assigned as homework.

On the day of the debate each speaker gets up in front of the class and argues his point for a designated amount of time, probably three to five minutes would be appropriate. After each speaker has had his say, there should be time allowed for the debate indicating, by a show of hands, which argument was most persuasive.

Afterwards, if time allows, the discussion could be thrown open to the entire class.

TIPS:

1. A good topic for debate and discussion has the following characteristics:
 - ✓ Students have some knowledge about the topic and interest in it is hard to start discussion when students have little idea what they are talking about.
 - ✓ Opinion is divided. No matter how “good” a topic is, if students all agree there won't be much debate.
 - ✓ The topic is not politically or culturally sensitive.
 - ✓ Each team should maintain its position always.
2. You might also ask your class monitor or the class large to help you choose topics.

Some good topics for debates:

Environment is more important than heredity.

There is too much violence on television today.

Examinations are unnecessary and should be eliminated.

Pollution is not as serious a problem as we are led to believe.

Childhood is definitely the happiest period in one's life.

It is better to get married young than old.

People should be allowed to smoke in public places.

Money is better than love.

IT'S YOUR TURN

- Write down some other interesting examples to be discussed on a debate. After, debate those topics with your partners.



ELOQUENCE

Objective: To provide oral practice by speaking spontaneously on an assigned topic.

Language level: advanced

Time: 20-25 minutes

Equipment and material: prepared slips of paper of a specific topic.

Procedure:

For this game a panel of four students is selected. This can be done by drawing lots. These students are the jury. The rest of the class is divided into two teams. One member of each team comes to the front of the room. The teacher sends one of these two out of the room. The other picks a slip of a paper out of a hat and immediately begins to talk on the subject he finds written there. He must talk for thirty seconds, no more, no less. The teacher, with a stopwatch, will stop him at the end of that time. He is sent out of the room and the other player takes his place, reading the same slip of paper and beginning to speak immediately on it. At the end of thirty seconds he is stopped.

The jury then decides which of the two has spoken most eloquently on the subject, taking into account both student's ability to keep going, their inventiveness, use of vocabulary, pronunciation, etc. The speaker selected by the jury gets a point for his team.

Then, two others get up and choose another subject to speak on. It may be advisable to list some appropriate vocabulary items on the paper slips taken from the hat, along with the subject to be discussed.



IT'S YOUR TURN

- Elaborate slips of paper. After, select the subjects and write them down.



THE UNINHABITED ISLAND

Objective: To simulate open discussion by responding either individually or in small groups, to an imaginative situation.

Language level: advanced

Equipment and material: pencil and paper.

This is a good game to assign for homework, as some preliminary thought should go into it. It also works well with small groups, prepared in class as an oral activity.

Procedure:

Instruct the students to take notes on the following information:

You are on a ship in the South Pacific. The boat strikes a reef but does not sink immediately. Nearby is a small-uninhabited island. You have a lifeboat and plan to go to the island. Before you leave the ship (which has everything you could possibly need aboard) you must fill the lifeboat with articles from the following categories. Choose carefully.

Categories:

5 books

3 movies (with a projector)

5-recorded musical compositions (with a record player)

3 musical instruments to play or learn to play

3 paintings

The equipment necessary for one hobby

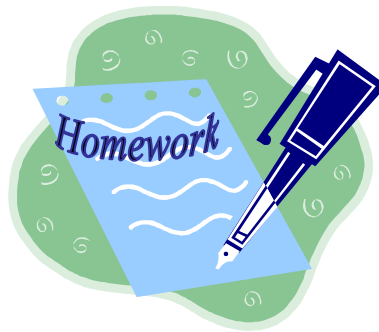
2 changes of clothes other than the ones you are wearing

10 tools or utensils that are necessary for everyday living

7 items from a pharmacy

1 year's supply of food and drink

In addition, any of the three items not mentioned in the above categories. (There will be a small battery-operated generator available for electricity.) At the next meeting of the class the student's will discuss their choices, giving good reasons for having selected them. If conducted as a small group activity, each group, or a spokesperson, presents its selection to the rest of the class. There are, of course, no rights or wrong answers for these categories. A lively discussion should result.



IT'S YOUR TURN

- Create different situations (at least three) for increasing ideas to your students.

CHAIN STORY

Objective: To simulate conversation through the use of an imaginative serial story.

Language level: advanced

Time: 10-15 minutes.



Procedure:

Begin the game by starting a story and continuing to talk for a short time, just enough to establish the scene, present the characters, and explain the situation. Then just at a crucial point, select one of the students (or hand over the microphone, if recording), who must continue with the story from where you left off. Then, after a short period, again point to the next student who must take up the story from where the first student left off, and so on around the class, everybody contributing to the story in any way he likes without ending it; the last speaker is the only one privileged to do this. After the story is finished, the tape, if one has been recorded, can be played back. In addition to begin fun it also gives the students an opportunity to hear their errors or mistakes in pronunciation, something you can point out once the tape is finished.

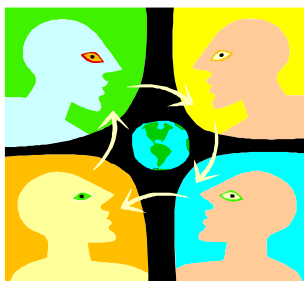
Use a timed buzzer. Some students are more imaginative than others and will go indefinitely if not stopped, whereas others are unable to think of anything to say. It is advisable to stop the faster talkers after saying, or very little, pass on to the following student, otherwise the story lags.

IT'S YOUR TURN

- Use your imagination and create the beginning of an interesting story. Then, share it with the class.

REVIEW CHAPTER TWO

SPEAKING SKILLS



1. Are minimal pairs useful for teaching speaking? If so, why?
2. Write five examples of minimal pairs.
3. What kind of activities would you select in order for students to improve oral competence? List them.
4. Create a dialogue in which you put into practice the present perfect form.
5. Can you supply a set of tips for a successful oral presentation?
6. Do you consider that comics are helpful material for generating speaking fluency? Yes/no Why?
7. Describe a famous person.
8. In your opinion what are the role of speaking skills when learning a foreign language?

CHAPTER THREE

A. TEACHING READING SKILLS



Readng is an important skill and reading lessons should be developed in order to reinforce student's reading proficiency. The purpose of reading a particular text is the most important element of reading strategies. There are different purposes of reading such as reading for comprehension, reading to answer specific questions, reading for cause and effect, among others. Teachers do not always require the same level of comprehension and they have to convince the students that reading is an efficiency skill in order to build and acquire a foreign language.



TIME READING EXERCISES



Objective: To help students how to scan articles, texts, etc., in order them to read faster.

Level: Intermediate

Instructions: Most of the excises have two to four paragraphs. After each reading selection there are five questions. Each question has three possible answers (A, B, and C), and you have to circle the letter of the best answer. You have four minutes to read the selection and answer the five questions. When your teacher says, "Go," begin reading. Continue to read. Then answer the questions. When your teacher says, "Stop," put your pencil down. If you finish before the teacher says, "Stop," it is a good idea to go back to check your answers.

Question number 1 asks you about the main idea of a paragraph. An example of this is "The main idea of paragraph 2 (lines 3-5) is."

The second question always asks about one word. This is a vocabulary question. You probably do not already know the word, but is possible to return to the story, find the word, and use the context to learn the meaning. This question always tells you where you can find the word in the story if you need to look back. For example, if the new word is *dozen*, the question says, "The word *dozen* in line 14 means..."If you look in line 14, you will find the word *dozen* in a sentence. Sometimes it will not be necessary to look back. Remember: If you look back, do it very quickly. You only have four minutes for the whole exercises.

Question 3 asks you to make a conclusion. Sometimes the question says "We may conclude that...." or the question says, "The author suggests that..." It is important for you to read all three choices. Remember to select the answer that is true from what you read in the story.

Question 4 and 5 ask you for information or details. For example, these questions ask names, places, times, things, reasons, or dates. You might need to look back at the story to find the correct answers for these questions. It is important to look carefully but quickly.

In general, it is important to remember that you have only four minutes. Read quickly but carefully. Pay attention to words or phrases that tell you who, what, when, where, which, why and how. With practice, you will be able to recognize answers before you see the questions!

Here is one last suggestion about answering question in these exercises. Be sure to read all three choices before you answer. Sometimes answer choice C says "both A and B." In this case, answer A may be true and answer B may be true, but the best choice is answer C. Remember that your job is to find the best answer, not just one that is true.

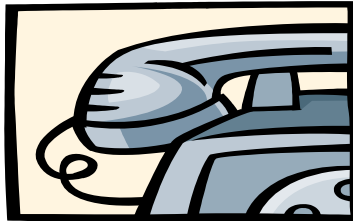
When you finish the reading selection, do not turn the page. If you finish before the teacher says, "Stop!" you should return to the reading to review your answers. Go to the next reading exercise only when your teacher tells you to do this.

This is an example of timed reading exercise. Read quickly but carefully. When the teacher says, "Go," begin to read. Then circle the letter of the best answer for each question.

EXERCISE 1: Timed Reading

Line

- 1 One of the most wonderful inventions of the past one hundred years is the telephone.
2 This familiar, handy instrument had become a highly important part of daily life. The first
3 telephone was installed in 1877. Today there are over 170 million telephones in the
4 World. The average person in North America makes over six Hundred calls a year.
5 The world telephone comes from thee Greek words *tele* and *Phone* which mean
6 “distant” and “sound”. These words actually describe what the telephone does. It carries
7 sound over a distance rapidly and accurately by using electric currents. The telephone
8 transmits speech so that it sounds natural and has enough volume for conversation to
9 take place as easily as if the speakers were in the same room. Any telephone can be
10 quickly connected to almost any another telephone anywhere in the world.



1. The main idea of paragraph 2 (lines 5-10) is
 - A. telephone is a Greek word but is used everywhere
 - B. the telephone transmits speech naturally
 - C. the meaning of telephone comes from what it does.
2. The word transmits in line 8 means
 - A. sends
 - B. installs
 - C. describes
3. We may conclude that
 - A. a Canadian makes more calls per year than a Mexican
 - B. telephones cannot work without electric currents
 - C. the first telephone was installed in Greece

The Greek word *phone* means

- D. distant
 - E. sound
 - F. word
4. The first telephone was installed in
 - A. 1788
 - B. 1877
 - C. 1887

EXERCISE 2. Timed Reading



Line

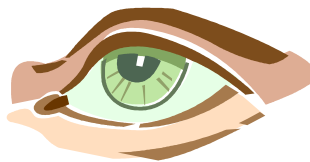
- 1 We usually say that people have five senses. Senses are the way we learn what is
2 happening around us. The five main senses are sight, hearing, touch, taste, and smell
3 Each sense depends on a specific organ of the body. This organ receives the
4 information and then the nerves send this information to the brain. For example, eyes
5 control sight, ears control hearing, and skin controls touch. Taste depends on the taste
6 buds on the tongue, and smell depends on the nose.
7 In addition, there are also other sense which are equally as important. There is a
8 sense of balance which stops us from falling down. We also have senses of hunger,
9 thirst and heat and cold.



1. The main idea of paragraph 2 (lines 3-6) is
- A. each sense uses one part of the body
 - B. ears do not control sight and the nose does not control taste
 - C. nerves connect the organs and the brain.



2. The word sight in line 5 means
- A. the ability to say
 - B. the ability to see
 - C. the ability to speak



3. We may conclude that all senses are greatly controlled by
- A. the eyes, ears, and nose
 - B. the nerves in the hands
 - C. the brain.



4. Without a good sense of balance, people cannot
- A. walk
 - B. fall down
 - C. drink



5. Taste buds are located
- A. on the tongue
 - B. on the skin
 - C. in the nose.



IT'S YOUR TURN

✎ Write a model paragraph and elaborate your own questions and answers.

Exercise 3. Timed Reading

Line

1 The Indian Ocean is the third-largest ocean in the world. Only the Pacific and the
2 Atlantic are larger. More than one fifth of all the world's water supply is in the Indian
3 Ocean.

4 The Indian Ocean touches four different continents. To the south is Antarctica and to
5 the east is Australia, Africa lies to the west and Asia lies to the north. There are several
6 important islands in the Indian Ocean. These include Madagascar, the largest one, which
7 is near Africa, and Sri Lanka, which is near India. There is also a group of islands called
8 the Seychelles near the African coast.

9 The Indian Ocean is extremely important to the countries in Southeast Asia. Strong
10 winds from the Indian Ocean bring warm weather and heavy rains, which are necessary
11 for growing food.



1. The main idea of paragraph 1 (lines 1-3) is
 - A. the Indian Ocean is a large and important ocean-
 - B. the Indian Ocean has 20 percent of the world's water
 - C. the Indian Ocean is not as important as the Atlantic Ocean
2. The word supply in line 2 means
 - A. liquid or wet
 - B. amount or quantity
 - C. big or large
3. We may conclude that
 - A. India is larger than Antarctica
 - B. Madagascar is larger than Sri Lanka.
 - C. The Indian Ocean is larger than the Atlantic Ocean.

4. Sri Lanka lies near
 - A. Madagascar
 - B. Africa
 - C. India

5. Of all the oceans in the world, the Indian Ocean contains more than
 - A. 5 percent of the world's water
 - B. 20 percent of the world's water
 - C. 50 percent of the world's water.



Exercise 4. Timed Reading.

Line

1 A giant dam was built many years ago to control the Colorado River. This dam was
2 built to protect the land and houses around the river.
3 This huge dam is in the Black Canyon. it is possible to drive a car from one side of the
4 river to the other on a road, which is on top of the dam. This dam is so big that there is
5 an elevator inside. The elevator goes down forty-four stories from the road to the bottom.
6 There is enough concrete in this dam to build a highway from New York to San Francisco.
7 Thousands of people worked on this dam for five years.
8 This huge dam was called Boulder Dam when it was finished in 1936. Later it was
9 renamed Hoover Dam in honor of a president of the United States. Hoover Dam, one of
10 the highest dams in the world, is located between the States of Arizona and Nevada.



1. The main idea of paragraph 2 (lines 3-7) is
 - A. it took five years to finish this large dam
 - B. it is difficult to believe how big this dam is
 - C. this huge dam is in the Black canyon between Arizona and Nevada
2. The word stories in line 5 means
 - A. a short history
 - B. the floors
 - C. something that is not true.
3. Workers probably began to build this dam in
 - A. 1926
 - B. 1931
 - C. 1934

4. Hoover Dam is located
 - A. between Arizona and Nevada
 - B. In the Black Canyon
 - C. Booth A and B

5. Boulder Dam was built to
 - A. protect the land nearby
 - B. honor a U.S. president
 - C. make a highway





READING A BIOGRAPHY

Objective: To find the correct information in time limit.

Level: Intermediate

Time: 5-10 minutes



Instructions: First, read the paragraph as quick as possible to find the answer to the two questions. Then, read the two questions and circle the letter of your answer.



Mark Twain was one of the most popular authors in America. His real name was Samuel Langhorne Clemens, and he was born in 1835 in the state of Missouri. He grew up and spent most of his life near the great Mississippi River. In 1864 he traveled to California.

He became famous the following year when he wrote a short story, which was called "The Celebrated Jumping Frog of Calaveras Country." In the next few years, he traveled around the world and continued his writing career.

1. Twain became well know as a writer in

- A. 1863
- B. 1864
- C. 1865

2. Twain was born in

- A. California
- B. Mississippi
- C. Missouri



BIGFOOT SPOTTED!

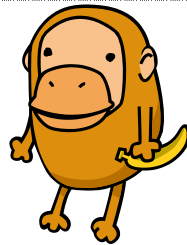
Objective: To improve the reading skill by reading a short story and giving written answers.

Level: Intermediate and advanced.

Time: 10-20 minutes.

Instructions: Read the story then answer the questions from the story.

THE STAR REPORTER



BIGFOOT SPOTTED!

A man named Clem Clancy sighted a mysterious creature called Bigfoot, or Sasquatch, in the Pacific Northwest yesterday. Mr. Clancy spotted Bigfoot while camping in Oregon.

He described Bigfoot as weighing more than 300 pounds and walking like a man. The monster was said to be between six and seven feet tall.

"Except for his face, his whole body was covered with dark brown hair. He had long arms, powerful shoulders, and a short neck", reported the witness.

Clancy managed to snap one photograph of the famous Bigfoot before the monster raced into the woods.

HOW WELL DO YOU READ? Answer these questions from the story.

1. The word mysterious means (circle the best answer):
 - a. mighty
 - b. strange
 - c. funny
 - d. light
2. In which state was Bigfoot spotted? _____
3. Bigfoot's body was covered with _____
4. What is another name for Bigfoot? _____
5. Who spotted Bigfoot? _____
6. About how much did Bigfoot weigh? _____
7. A synonym for the word powerful is (circle the best answer):
 - a. forceful
 - b. weak
 - c. clean
 - d. positive
8. In the story, find two compound words that are proper nouns.
Write them here.
_____ And _____

IT'S YOUR TURN

- Select a reading and create your own questions. Then, ask for a volunteer in order to read the article in front of the class and ask questions.



NADIA COMANECI

Objective: To practice reading skills by reading a short biography and answering some questions.

Level: Intermediate- advanced

Time: 15-20 minutes

Procedure: Read carefully the following biography. Then, answer some questions.

Nadia Comaneci, born November 12, 1961, is from Onesti, Rumania; in Eastern Europe. She began her gymnastic training when she was six years old. At eight, this **petite** gymnast won the Rumanian junior championships, and at thirteen, she went on to win the women's European championship.

Nadia was full of **enthusiasm** for this strenuous sport, and she was willing to do stunts in the air that most people would be afraid to try on the ground. Her schedule included five to six hours of practice in the gym every day.

In 1976, Nadia competed in the Olympic Games held in Montreal, Canada. Although she was only fourteen years old, she thrilled audiences with her strength and grace. In the Olympic scoring systems, 10 is a perfect score, an honor never before given to a woman gymnast. But Montreal, Nadia received a 10 seven times, earned three gold medals and one bronze, and gained recognition as one of the best gymnast in the world!

Just for Fun



1. Choose another Olympic gymnast and research the accomplishments of this athlete. Make up five questions about this person to stump a friend (suggestions: Olga Korbut, Nelli Kim, Cathy Rigby Mason, Andrianov, Mitsuo Tsukahara, Bart Conner).
2. Make a poster illustrating the events of the gymnastic competition (For women: floor exercises, uneven parallel bars, balance beam, side horse vault, the still rings, the side horse).

NADIA COMANECI

1. A synonym for petite is: 2. An antonym for enthusiasm is:

a) Courageous	a) joyfulness
b) Small	b) hope
c) Enormous	c) strength
d) Appropriate	d) boredom
3. What is the present tense of these story words?

a) Included_____
b) Competed_____
c) Received_____



4. Divide these story words into syllables.
Use your dictionary if necessary.
 - a) Championship_____
 - b) strenuous_____
 - c) gymnastics_____
 - d) recognition_____
5. Another title for this story could be
 - a. How to Score Gymnastics
 - b. A young Olympic Star
 - c. Travel to Eastern Europe
 - d. The meaning of a Gold Medal.
6. What is the main idea of the second paragraph? _____
7. Nadia was the first woman to receive a score of _____ in the Olympic gymnastic competition.
8. Nadia competed on which country's team? _____
9. Number these statements in their correct sequence:
_____ Nadia won three gold medals in the Olympic
_____ Nadia won the women's European championship
_____ Nadia started gymnastics training in 1967
_____ Nadia won the Rumanian junior championship



DESCRIBING A PLACE

Objective: to describe in a detailed manner the country of China.

Level: advanced students.

Time: 20-25 minutes.

Instructions: Read the passage carefully. Select the correct answer for each question.

THE FEUDAL AGE it is a very common thing now a-days to meet people who are going to "china", which can be reached by the Siberian railway in fourteen or fifteen days. This brings us a once to the question—What is meant by the term China? Taken in its widest sense, the term includes Mongolia, Manchuria, Eastern Turkestan, Tibet, and the Eighteen Provinces, the whole being equivalent to an area of some five million square miles, that is, considerably more than twice the size of the United States of America. But for a study of manners and customs and modes of thought of the Chinese people, we must confine ourselves to that portion of the whole, which is known to the Chinese as the "Eighteen Provinces," and to us as China Proper.



This portion of the empire occupies not quiet two-fifths of the whole, covering an area of somewhat more than a million and a half square miles. Its chief landmarks may be roughly stated as Peking, the capital, in the north; Canton, the great commercial center, in the south; Shanghai, on the east; and the Tibetan frontier on the west. Any one who will take the trouble to look up these four points on a map, representing as they do central points on the four sides of a rough square, will soon realize the absurdity of asking a returning traveler the very much asked question, How do you like China? Fancy asking a Chinaman, who had spent a year or two in England, how he liked Europe!



Peking, for instance, stands on the same parallel of latitude as Madrid; whereas Canton coincides similarly with Calcutta. Within the square indicated by the four points enumerated above will be found variations of climate, flowers, fruit, vegetables and animals—not to mention human beings—distributed in very much the same way as in Europe. The climate of Peking is exceedingly dry and bracing; no rain, an hardly any snow, falling between October and April.

The really hot weather lasts only for six or eight weeks, about July and August—and even then the nights are always cool; while for six or eight weeks between December and February there may be a couple of feet of ice on the river. Canton, on the other hand, has a tropical climate, with a long damp enervating summer and a short bleak winter. The old story runs that snow has only been seen once in Canton, and then it was thought by the people to be falling cotton wool. The northern provinces are remarkable for vast level plains, dotted with villages, the houses of which are built of mud. In

the Southern provinces will be found long stretches of mountain scenery, vying in loveliness with anything to be elsewhere. Monasteries are built high up on the hills, often on almost inaccessible crags; and there the well-to-do Chinaman won't escape from the fierce heat of the southern summer.



On one particular mountain near Canton, there are said to be no fewer than one hundred of such monasteries, all of which reserve apartments for guests, and are glad to be able to add to their funds by so doing. In the north of China, Mongolian ponies, splendid mules, and donkeys are seen in large quantities; also the two-humped camel, which carries heavy loads across the plains of Mongolia. In the south, until the advent of the railway, travelers had to choose between the sedan- chair carried on the shoulders of stalwart coolies, or the slower but more comfortable house-boat. Before steamers began to ply on the coast, a candidate for the doctor's degree at the great triennial examination would take three months to travel from Canton to Peking. Urgent dispatches, however, were often forwarded by relays of riders at the rate of two hundred miles a day. The market in Peking is supplied, among other things, with excellent mutton from a fat-tailed breed of sheep, chiefly for the largely Mohammedan population; but the sheep will not live in southern China, where the goat takes its place. The pig is found everywhere, and represents beef in our market, the latter being extremely unpalatable to the ordinary Chinaman, partly perhaps because Confucius forbade men to slaughter the animal, which draws the plough and contributes so much to the welfare of mankind. The staple food, the "bread" of the people in the Chinese Empire, is nominally rice; but this is too costly for the peasant of

northern China to import, and he falls back on millet as its substitute. Apples, pears, grapes, melons, and walnuts grow abundantly in the north; the southern fruits are the banana, the orange, the pineapple, the mango, the pomelo, the lichee, and similar fruits of a more tropical character.



- 1) According to the author, what is a very common thing?
 - a) People are traveling on the Siberian Railway.
 - b) People are going to China.
 - c) People are unsure of the extent of China.
 - d) People do not understand the term "China".

- 2) How many definitions of the term "China" are given by the author?
 - a) One b) None c) More than two d) Two

- 3) Why does the author limit his discussion to the "Eighteen Provinces"?
 - a) Because the other areas of the empire are too wide and expansive.
 - b) Because the other areas of the empire are not relevant to the discussion of civilization.
 - c) Because the other areas of the other areas of the empire have not been civilized.
 - d) Because Mongolia, Machuria and Eastern Turkestan are not trading centers.

- 4) The question, "How do you like china?" is absurd:
- a) Because China is too large and varied.
 - b) Because it is grammatically incorrect.
 - c) Because no one takes the trouble to ask.
 - d) Because china is not like Madrid or Calcutta.
- 5) Based on the information in the extract, how likely is it snow in canton?
- a) As likely as seeing snow in the capital.
 - b) As likely as seeing cotton wool fall from the sky. Unlikely, eve in the bleak winter.
 - c) Quite possible given the dampness in summer.
- 6) The author means to imply in his comments about monasteries on a particular Cantonese mountain that:
- a) They are generally inaccessible.
 - b) They are really hotels for the rich.
 - c) They are gland of the money from guests.
 - d) They do not have any funds.
- 7) Before the railway, traveling in southern china was:
- a) slow but comfortable b) Fast but uncomfortable c) both
- 8) What can be said about the advent of steamers?
- a) They did nothing to improve communications.
 - b) They made traveling long distances easier.
 - c) They carried mostly doctors
 - d) They only ran for three years.

9) When the author uses the phrase "sheep will not live in southern china" he means that:

- a) they are really unreasonable animals.
- b) They are not suited to the climatic conditions.
- c) They are not as palatable as goats.
- d) They are forbidden animals.

10) Overall, the author intends to:

- a) Wander from point to point.
- b) Tell an interesting story.
- c) Argue a point of view.

IT'S YOUR TURN

- ☞ Bring a reading from a place or country that you like to visit. Read it to the class and explain why you would like to visit this particular place.

READING FOR CAUSE & EFFECT



Objective: to find out the cause and effect of the reading by answering some questions.

Level: Advanced.

Time: 20-25 minutes.

Instructions: Read the passage carefully. Select the correct answer for each question.

Child Labour in India: Causes, Governmental Policies and the Role of Education By Mitesh Baldilwala Acknowledgment: Adapted from the original text entitled 'Child labour in India: Cause, Governmental Policies and the role of Education', 1998. Used with the author's permission. The complex issue of child labor is a developmental issue worth investigating. India is the largest example of a nation plagued by the problem of child labor. Estimates cite figures of between 60 and 115 million working children in India—the highest number in the world. Child labour is a source of income for poor families. A study conducted by the ILO Bureau of Statistics found that children's work was considered essential to maintaining the economic level of households, either in the form of work for wages, of help in household enterprises or of household chores in order to free adult household members for economic activity elsewhere. In some cases, the study found that a child's income accounted for between 34 and 37 percent of the total household income.



However, there is a questionable aspect of this study. It was conducted in the form of a survey, and the responses were given by the parents of the child laborers. Parents would be biased into being compelled to support their decision to send their children to work, by saying that it is essential. They are probably right: for most poor families in India: alternative sources of income are close to non-existent. There are no social welfare systems such as those in the West, nor is there easy access to loans, which will be discussed. What is apparent is the fact that child laborers are being exploited, shown by the pay that they receive. For the same type of work, studies show that children are paid less than their adult counterparts. A comparison of child wages obtained by a study of child workers in the Delhi region of India shows that although 39.5% of employers said that child workers earn wages equal to adults, if the percentage of employers admitting that wages are lower for children are added up, a figure of 35.9 % is found. This figure is significant when taking the bias of employers into account. Employers would have been likely to defend their wages for child workers, by saying that children earn the same wages as adults.

The fact that no employers stated children earned more than adults should be also is noted. The percentage of the population of India living in poverty is high. In 1990, 37% of the population and 39% of the rural population was living in poverty. Poverty has an obvious relationship with child labour, and studies have revealed a positive correlation - in some instances a strong one - between child labour and such factors as poverty. Families need money to survive, and children are a source of additional income. Poverty itself has underlying determinants, one such determinant being caste. When analyzing the caste composition of child laborers it has been noted that a comparatively higher

proportion of scheduled caste work at a younger age for their own and their families' economic support, Scheduled caste (lower caste) children tend to be pushed into child labour because of their family's poverty.



The combination of poverty and the lack of a social security network form the basis of the even harsher type of child labour- bonded child labour. For the poor, there are few sources of bank loans, governmental loans or other credit sources, and even if there are sources available, few Indians living in poverty qualify. Here enters the local moneylender; for an average of the two thousand rupees, parents exchange their children's labour to local moneylenders. Since the earnings of bonded child laborers are less than the interest on the loans, these bonded children are forced to work, while interest on their loans accumulates. A bonded child can only be released after his/ her parents make a lump sum payment, which is extremely difficult for the poor. Even if bonded child laborers are released, the same conditions of poverty that caused the initial debt can cause people to slip back into bondage. From the times of its independence, India has committed itself to be against child labour. Article 24 of the Indian constitution clearly states that no child below the age of fourteen years shall be employed to work in any factory or mine or employed in any hazardous employment. The Bonded Labour System Act of 1976 fulfills the Indian Constitution's directive of ending forced labour. The Act frees all bonded laborers, cancels any outstanding debts against them, prohibits the creation of new bondage agreements, and orders the economic rehabilitation of freed bonded laborers by the state. But, the problem of child labour still remains. Enforcement is the key aspect that is lacking in the government's efforts. No enforcement data for child labour laws are available. Although the lack of data does mean enforcement is nonexistent, the number of child laborers and their work

participation rates show that enforcement, if existent, is ineffective. Furthermore, India's state of education lacks effectiveness in yielding basic literacy in the population. It has been observed that the overall condition of the education system can be a powerful influence on the supply of child labour. The 1991 Census of India shows that 64% of males and 39% of females are literate—an increase of 17% and 14% respectively from the 1981 census. These increases seem significant, but India's overall literacy rate of 40.8% lags behind other developing countries such as China (73%), Sri Lanka (86%), and Indonesia (74%), all of which have per Capita Incomes comparable to India's. India's primary-school survival rate of 38% is also lower than China's rate of 70% and Sri Lanka's rate of 90%. This indicates that few students are reaching fifth or sixth grade, and dropout rates support this conclusion. The concept of compulsory education, where all school-aged children are required to attend school, combats the force of poverty that pulls children out of school. Policies relating to compulsory education not only force children to attend school, but also contribute appropriate funds to the primary education system, instead of higher education.



The literacy rate also increased from 58 percent in 1946 to 86 percent in 1984. Child labour cannot be eliminated by focusing on one determinant. The government of India must ensure that the needs of the poor are filled before attacking child labour. No matter how hard India tries, child labour always will exist until the need for it is removed. The development of India as a nation is being hampered by child labour.



1- What according to the author is questionable about the ILO Bureau of Statistic's study of child labour in India?

- a) Only between 34 and 37 percent of householders were surveyed.
- b) Only the parents of child laborers were surveyed.
- c) Only poor families were surveyed.
- d) Only Indian parents were surveyed.

2- Studies of children's wages show:

- a) the majority earn more than their adult counterparts.
- b) the majority earn the same as their adult counterparts.
- c) the majority earn less than half of their adult counterparts.
- d) the majority do not earn more than their adult counterparts.

3- Studies reveal that child labour is linked to?

- a) Rural areas b) Poverty c) Urban areas d) Extra income

4- According to the author, what causes poor people to go to local moneylenders?

- a) The lack of a social security network.
- b) The need for two thousand Rupees.
- c) Being of the scheduled caste.
- d) Working in return for a lump sum.

5- According to the information in the text relating to bonded child laborers, what is extremely difficult for poor parents?

- a) The danger of slipping back into bondage.
- b) Obtaining the qualifications for a bank loan.
- c) Finding enough money to release their children.
- d) Paying the accumulated interest to the moneylenders.

6- What in the author's opinion can be said about India's labour laws?

- a) They are non-existent.
- b) They are ineffective.
- c) No data are available.
- d) They are badly enforced.

7- What criticism is made of the Indian educational system?

- a) Literacy rates are low.
- b) Drop out rates are too high.
- c) Literacy rates are declining.
- d) It is not as good as China's.

8- The author cites in respect of the concept of compulsory education:

- a) Negative effects b) Positive effects neutral effects d) No effects.

9- It is demonstrated that:

- a) Decreases in Literacy rates are not linked to fall in school participation rates.
- b) Increases in literacy rates are not linked to rises in school participation rates.
- c) Decreases in literacy rates are linked to falls in school participation rates.



d) Increases in literacy rates are linked to rises in school participation rates.

10. The author argues that:

- a) problem of child labour is caused by a single factor.
- b) The needs of the poor have to come first.
- c) the problem of child labour cannot be solved.
- d) The needs of the Indian Government come first.

REVIEW CHAPTER 3

READING SKILLS



1. Identify the cause and effect of the following sentence:
-Bad food and no sleep are two good reasons for bad health.
2. Besides the activities mentioned in this handbook, what other ones can you provide to your students?
3. Mention the two most common techniques when reading an article?
4. Do you think that the timed reading affects the students' performance? If so, why?
5. What's the role of reading skills when learning a foreign language?
6. In your opinion, can reading aloud help students to improve pronunciation?
7. In your opinion, which of the activities of this chapter did you like the most?

CHAPTER FOUR

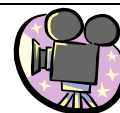
A. TEACHING WRITING SKILLS



“Writing is basically a process of communicating something (content) on paper to an audience. If the writer has nothing to say, writings will not occur.”

Adewumi Oluwadiya

Writing is an art because the art of writing is a process that progresses through practice. Writing as a communicative activity needs to be encouraged and nurture during the teaching learning process. It is an interactive process, which takes place between writers and readers via text. The writing process in comparison to spoken interaction has a greater demand on the text since written interaction lacks from immediate feedback as a guide. The writer has to anticipate the readers' reaction. The reader, on the other hand will interpret the text with the writer's intention if necessary. This Chapter is focused in different activities that are useful when developing writing skills in students for different levels trying to help them to communicate their ideas on a piece of paper.



TEACHING VOCABULARY TO CHILDREN



Sample Activity

Objective: To encourage students to remember vocabulary. (This activity could be used as a warm up activity.)

Level: Basic to intermediate

Time: 5 or 10 minutes.

Materials. Chalk for each team and a board laid out like this:

	TEAM A	TEAM B
COUNTRY CITY CONTINENT TOWN*		

* You can also write colors, fruits, animals, etc., depending on the vocabulary the students have been studying.

Organization. Students stand in two lines. The first person is near the board but behind a line. All of the other members of the team stand behind the leader.

Process. Teacher calls out a letter e.g. "C". The front student of each team runs to the board and writes a country starting with the letter "C". The student comes back to the line quickly and hand in the chalk to the next person in line and so on. When the teams finish with the list, the teacher checks spelling. The team that has the most correctly spelled words is the winner.



IT'S YOUR TURN

- ☞ Bring a list of nouns that starts with every letter of the alphabet.

SCRAMBLED LETTERS

Objective: to review vocabulary and spelling exercise.

Level: Basic

Time: 5-10 minutes

??

Unscramble the following numbers.

1 yfrot

2 wtteyn

3 eevsynt

4 dhtsnauo

5 yghtie

6 ddunerh

7 eentthri

8 eno

1	_____	5	_____
2	_____	6	_____
3	_____	7	_____
4	_____	8	_____

CURLY

Objective: Students will create a graphic meaning of adjectives for identifying them better by drawing picture words according to the suggested adjective.

Level: basic and intermediate.

Time: 5-10 minutes

Material: Pieces of paper, pens or pencils, erasers, colors or crayons.

Adjectives describe nouns and pronouns by telling how many, what kind, or which one.

INSTRUCTION: Adjectives make pictures of the noun in your mind. Choose three adjectives from the word list below, or make up some of your own. Then draw picture words that show meaning, like the examples you see below.

BLACK

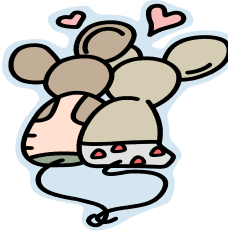
FRIENDLY

curly

PICTURE WORD LIST

Ugly	Cold	Fast
Small	Flat	Small
Juicy	Delicious	Loud
Scary	Sleepy	Broken
Wide	Sticky	First

TWO MICE?



Objective: to improve plural nouns usage by finding out the plural for each suggested noun and writing them.

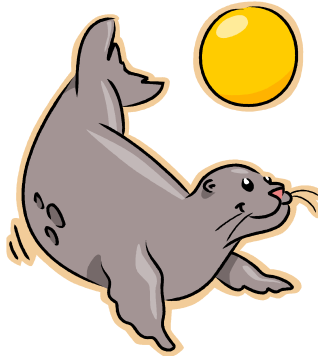
Level: basic and intermediate

INSTRUCTION: Some words do not follow the rules for making plurals. They are irregular and their plural forms must be memorized. Find the plural for each word below and write it on the line.

Child		Die		Bacterium	
Goose		Quail		Oasis	
Tomato		Man		Fish	
Foot		Woman		Deer	
Octopus		Crisis		Ox	
Sheep		Cactus		Mouse	
Antenna		Tooth		Person	

IT'S YOUR TURN

- ☞ Make a list of 10 nouns and write the plural form next to each one of them.



SAM SEAL

Objective: to classify adverbs types and plural nouns usage by finding out the plural for each suggested noun and writing them.

Level: basic and intermediate

Adverbs describe verbs, adjectives, or other adverbs by telling how, when, where, or to what degree.

INSTRUCTION: Find and circle the twenty adverbs below. (Hint: they will all tell how, when, or where Sam Seal swims.)

Now	Wave	Openly
Often	Today	Skin
Green	Tomorrow	Swift
Next	Quickly	Always
Far	Blue	Happily
Fast	Here	Near
He	Smoothly	Slowly
Under	She	Beautiful
There	Over	My
Daily	Well	Flippers

Now write each circled adverb in the proper column.

HOW	WHEN	WHERE

IT'S YOUR TURN

- 👉 Make a list of adjectives that describes the physical appearance and behavior of Sam Seal.



CAPITAL CLUE REVIEW

Objective: to provide writing capitalization practice by adding the capital letters where needed.

Level: basic and intermediate

CAPITALIZE

- ❖ Words that begin sentences.
- ❖ Words that begin most quotes.
- ❖ Proper nouns.
- ❖ First word of the title or abbreviations of the important words in the title of a story, book, etc.
- ❖ Titles of people when used with the name of the person.

INSTRUCTION: Rewrite each sentence below, adding capital letters wherever they are needed.



1. the bank of california gave the jensens a new account.

2. mark jensen called his new book the musical taxi.

3. jeri called to ami, "will you answer the door?"

4. "it's mr. bogner from the bank, "she told aunt dina.



5. he wants us to meet him on bank street with dr. lee
-
6. city university will admit albert Einstein if he gets good grades.
-
7. my father knows governor adams.
-
8. he left a message for doctor apple and the nurse.
-
9. is senator smith a good senator?
-
10. jenny's new house is on lakewood ave.
-



SMART SPY

Objective: to improve punctuation by rewriting sentences with the appropriate punctuation.

Level: basic and intermediate

Time: 15-20 minutes

Use a **period (.)** at the end of a sentence that states something. Use a **question mark (?)** at the end of a sentence that asks a question. Use an **exclamation point (!)** at the end of a sentence that expresses surprise or strong emotion.



INSTRUCTION: Rewrite the sentences below, adding the punctuation that is needed.

1. Scott is a smart spy

2. Are you as smart as he is

3. What things he's found out Wow

Writing Activities

4. He knows that Sally buys candy on her way home

5. He has found her secret hiding places Did you know that

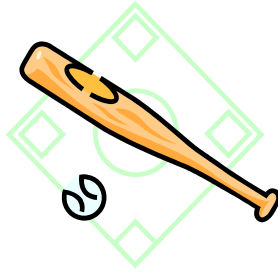
6. Can you hide anything from Bryan

7. Victor thinks he will make a good spy

8. He's thought of opening a spy shop

9. What would he charge for spying

10. What a large fee five dollars would be



THE BATTY BAT

Objective: to practice quotation usage by placing them where needed.

Level: intermediate and advanced

Time: 10-15 minutes

Quotation marks are used to enclose the speaker's words.

Example: ***"Hi, we're quotation marks."***

You usually put any punctuation that goes with the quoted words inside the quotation marks, unless it changes the meaning of the sentence being quoted.

Sample 1 shows quotation marks used when the speaker is identified before the quotation.

Sample 1: Evelyn replied, "I'll be on time." Jill asked, "Who are you?"

Sample 2 shows quotation marks used when the speaker is identified after the quotation.

Sample 2: "You know a lot," said Liz. "I'm lost!" the boy exclaimed.

INSTRUCTION: Please, rewrite the sentences below, placing quotation marks where they are needed.

a. Leslie said, I'd like to play baseball.

b. Do you have a bat? Diane asked.

c. Jim threw away a haunted one, Michael offered.

d. You're just silly! Susan exclaimed.

e. Leti said, Let's go find it.

In the sentences below, you have to add periods, commas, question marks, and exclamation points, too.

a. Here is the garbage can Marlen called

b. There is a bat Jason threw away Sonia said

c. It is covered with bats Ann observed

d. Julie said We can use this

e. You're batty the girls cried

IT'S YOUR TURN

- ☞ Provide students a paragraph with some quotations included. Then, ask them to underline each one and to put quotation marks to identify them better.



FIND THE BALL

Objective: to practice irregular verbs by completing the sentences and writing the appropriate verb form.

Level: basic and intermediate

Time: 10-15 minutes.

Most verbs are **irregular**, that is, an **ed** is added to the base form to make the past tense. Example: **walk, walked**

Some verbs are **irregular**. The past tense of these verbs is formed by changing the base form to another word. Examples: **sit, sat; come, came**

INSTRUCTION: Finish each sentence by writing the correct form of the irregular verb that follows the sentence.

1. Griss _____ outside the classroom. (stand)
2. She _____ the children laughing inside. (hear)
3. The teacher _____ Griss into the classroom. (bring)
4. He wanted Griss to find the ball Griss _____ earlier. (see)
5. She _____ for it. (look)
6. She _____ all the boxes to the other side of the room. (bring)
7. Rose _____ up and held her hands behind her back. (stand)

8. Suddenly, Griss saw Rose _____ the ball from behind her back.
(take)
9. Griss _____ the ball, and it had writing on it. (see)
10. "Welcome," the ball _____.(say)
11. The class _____ Griss a party.(give)

IT'S YOUR TURN

- ✎ Write a short paragraph about the things you did last summer, using the past tense.

HIDING PLACE

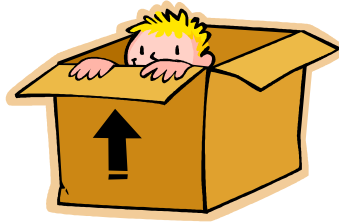
Objective: to identify the verb tenses by building up sentences.

Level: Intermediate

Hide is used to show present tense

Hid is used to show past tense

Hidden is used after helping verbs (have hidden, has hidden)



INSTRUCTION: Please, write the correct form of hide, hid, or hidden on the line in each sentence.

1. "Let's play a game. You _____ first," said Liz.
2. They were in a field near a grove of trees and bushes almost _____ by tall grass.
3. "We _____ near here last week," protested George.
4. "You didn't _____ - you cried," retorted Brian.
5. "That's because you _____ from me too long," pouted George.
6. Brian offered, "You could have _____ first."
7. "I will _____ first today," said George.

8. George looked at the trees, bushes, and grass, and she wondered where she should _____ in a place like this.
9. I'll never find a good place to _____. "Cried George.
10. But George did find a good place and _____ there quietly.

IT'S YOUR TURN

- ✎ Cut an article from the newspaper or a magazine and underline all the verbs that are written in past, present and present perfect.

CAPITALIZING AND PUNCTUATING SENTENCES



The chart lists some rules you should know about capitalization and punctuation.

- ❖ Use a capital letter to begin the first word of every sentence.
Example: The class enjoys the book.
- ❖ Use a period (.) at the end of a declarative sentence or an imperative sentence. Example: Glenda helped Dorothy.
- ❖ Use a question mark (?) at the end of an interrogative sentence.
Example: Does Dorothy wear ruby shoes?
- ❖ Use an exclamatory mark (!) at the end of an exclamatory sentence.
Example: How frightening the Wicked Witch of the West was!
- ❖ Use a comma to separate the name of the day from the date, the date from the year and after the year when it appears with the date in the middle of a sentence.
Example: On Monday, December 21, Maria saw the film.
- ❖ Use a comma (,) to separate the name of a city and a state. Use a comma (,) to after a state when it appears with a city in the middle of a sentence. Example: Can you travel from Fairbanks, Alaska to Oz ?

- ❖ Use a comma (,) to set off words such as yes, no, well when they begin a sentence.

Example: No, it is impossible to travel from Fairbanks to Oz.

- ❖ Use a comma (,) to set off the name of a person who is spoken directly in a sentence.

Example: Betty, read the first chapter. The second chapter, Bob, belongs to you.

IT'S YOUR TURN

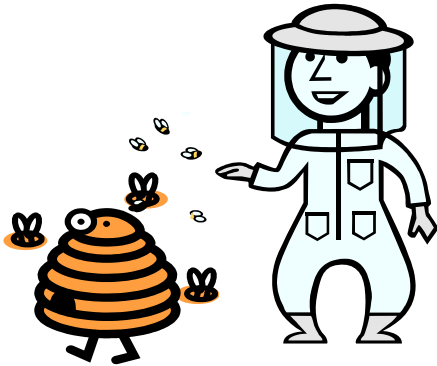
1. Write each sentence below. Add the correct beginning and end punctuation. Write whether the sentence is declarative, interrogative, imperative or exclamatory.

1. In 1904 L. Faun Baum published the book The Land of Oz.
2. read The Land of Oz for more tales about Oz.
3. is Dorothy the main character of this book
4. what a wonderful place the Emerald city is
5. how popular is the second book about adventures in Oz is

2. Write each sentence. Add commas where needed.

1. On May 15 1985 our teacher began the first story about Oz.
2. On May 15 1856 L. Frank Baum was born in Chittinenango New York.
3. Carmen what do you like best about The Wizard of Oz?
4. Yes the cowardly lion has much courage.
5. Dorothy pour the water and you will melt the Wicked Witch.
6. No she did not forget the little dog Toto.

TO BEE OR NOT TO BEE



The verb TO BE changes when the person and tense or time changes.

Examples:

PRESENT TENSE

I **AM** here today.

You **ARE** here today.

He **IS** here today.

They **ARE** here today.

It **IS** here today.

PAST TENSE

I **WAS** there yesterday.

You **WERE** there.

He **WAS** there.

They **WERE** there.

It **WAS** there.

INSTRUCTIONS: Fill in the sentences with the proper form of **BE**.

1. Busy bees _____ in the hive today.
2. They _____ there yesterday.
3. I _____ here to see them now.
4. You _____ welcome to come, too.
5. I _____ there before I didn't get stung.
6. The queen bee _____ here right now to lay eggs.
7. The drones _____ helpful to her because they bring her food.
8. You _____ curious Friday about how they did it.
9. It _____ very hard to explain.
10. Bees _____ the subject of our science lesson.

WRITING

Objective: To improve students writing and encourage them to speak.

Level: Intermediate and advanced

Time: 15-20 minutes.



Reading a book



Overslept



Television



Dropped her camera



Sunburnt

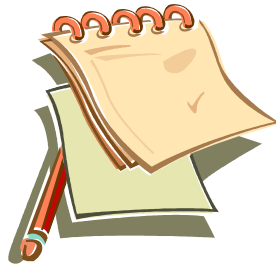


Cold water

Procedure:

1. Read the story about Sylvie and look at the pictures. Sylvie is on holiday. Yesterday she said, "Tomorrow I am going to get up early and go swimming. Before lunch I'm going to take some photographs. In the afternoon, "I ´m going to lie in the sun and write postcards." In the evening, "I'm going to watch television."

Now in the afternoon, Sylvie isn't writing postcards and she can't lie in the sun. This evening, she isn't going to watch television. In the early, she didn't go swimming and she didn't take any photographs.



2. Ask and answer like this:

Why didn't Sylvie take photographs this morning?

-Because she dropped her camera.

Why can't Sylvie lie in the sun?

-Because she is sunburnt

IT'S YOUR TURN

- ✎ Cut a cartoon strip from the newspaper and write a short paragraph about the story

BIG TROUBLE



Objective: To select the verb that expresses being.

Level: Basic-Intermediate

VERBS: can express being

EXAMPLES:

I am happy

He is sick today

We are inside

I was there yesterday

We were excited.

Circle the verb of being in each sentence below. Write it on the line.

1. My father is angry.

2. I am in big trouble.

3. I was my sister's helper.

4. There was no room to run. _____
5. The chairs were in the way. _____
6. I told my sister, "you are, too!" _____
7. The lamp was behind the chairs. _____
8. I am not sure I saw it. _____
9. The chairs were by the wall. _____
10. The crash was loud _____

SERIOUS SAM

Objective: To choose the appropriate word for each sentence.

Level: From low intermediate to high intermitted

Fill in the blanks below with one of these words:

Between is used when speaking of two things.

Among is used when speaking of more than two things.

In tells where a person or thing is.

Into tells where a person or thing is going

1. _____ the branches of the tree sat a very serious boy.
2. He had climbed _____ the tree when he came.
3. Sam was _____ two monkeys.
4. The monkeys were _____ the tree when he came.
5. What was a boy doing _____ the two animals?
6. He was trying to decide _____ his many favorite things to do
7. He had time to do only one of them _____ school and home
8. The monkeys came _____ his thoughts and the beautiful day.
9. "Let's play _____ the tree," they seemed to say.
10. "I'm _____ the mood to do just that!" Sam replied.

T-I-O-N



Objective: To provide spelling practice using the *-tion* suffix.

Language level: intermediate and advanced

Equipment and material: A prepared list of statements, as suggested below.

This is a good game when working with affixes. It can be used as a homework assignment or as a short quiz of about ten items.

The idea is for the students to complete sentences with words that end in *-tion*. For example: Something that is asked is a ques-tion. There are many other possibilities, using such prefixes and suffixes as *un-*, *-ment*, *dis-*, and *-ful*.

Exercises:

1. A club, company, or political party is a type of _____-tion.
2. When you want to be sure of having a room in a hotel you make a _____-tion.
3. If you eat too much rich food you sometimes get _____-tion.
4. When you apply for a job you have to fill out an _____-tion.

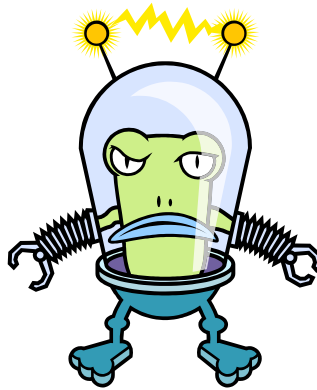


5. The opposition party led a _____-tion against the government.
6. Every morning the weatherman makes a _____-tion for the day.
7. A game that makes one think, such as chess, requires _____-tion
8. Sometimes when you are ill the doctor prescribes some kind of _____-tion.
9. A short pause while one is deciding what to do is called _____-tion.
10. When a crime has been committed the police have to make an _____-tion.

MIGHTY VERB

Objective: To identify the action verbs on the list.

Level: Basic-to intermediate.



VERBS Can express the action of the sentence.

Example: Mighty Verb flew through the sky.

Circle the action verbs in the list of words below. They should tell what Mighty Verb can do or what Mighty Verb has done.

There are twenty verbs.

visitor	want	laughed	quickly	reads
trousers	flew	moved	ran	tumbled
hugs	lightning	writes	hospital	nods
punches	cape	washes	twists	wishes
skipped	kicks	bounced	sings	picked
hard	leaped	hat	pencil	shakes



DICTIONARY DILEMMA

Objective: To familiarize students with dictionary format and to allow them to practice using the dictionary to discover the meaning of unfamiliar vocabulary items.

Level: all levels

Time: 20-25 minutes

Equipment and material: A dictionary for each student; paper and pencil.

Procedure:

Before class, select a word from the dictionary that is outside the students present vocabulary, something quite obscure and thought provoking. In class, direct the students to take out paper and pencil, and to have their dictionaries handy. Then pronounce the word but do not write it on the blackboard. The students copy down what they think they heard. Then, they proceed to write a definition of the word, following as much as possible the format of a dictionary: origin, part of speech, definition, synonyms, and an example sentence containing the word. You will also prepare a slip of paper, although giving the correct definition, etc., according to the dictionary.

When everyone has written out his definition (preferably on the same size pieces of paper so that yours will be exactly like the others), collect the papers, shuffle them and hand them out again.



Each student then reads aloud from the paper, which has just been given to him. At the end the students vote on the definition they believe to be the correct one. The definition receiving the most votes wins.

When the voting is over, read the correct version aloud, which may or may not have been the winner. At this point it is helpful for the students themselves to check the word in the dictionary.

A good discussion often results from this game. It is very helpful in familiarizing the students with the dictionary and its uses.

A sample list of words from the dictionary which are appropriate for this game are:

Pare	effrontery	quietus	vie	lag	adjure
Bleak	salver	wraith	husk	captious	chaff

IT'S YOUR TURN

☞ From the list of words above, write a sentence per word.

REVIEW CHAPTER FOUR

WRITING SKILLS



1. How would you teach writing vocabulary to children?
2. Give two capitalization rules.
3. When do you use a period?
4. Write a short paragraph about an awkward situation. Give details.
5. The English verbs are divided in regular and irregular. Give two examples for each category.
6. When do we use quotations?
7. Describe a short and useful activity for improving writing skills.

UNIVERSIDAD TECNOLÓGICA DE EL SALVADOR



TEACHING PRACTICE II HANDBOOK

PREFACE

Teaching Practice II handbook is divided in three chapters. Each chapter has a selected set of activities and exercises created specifically with the purpose of an effective teaching learning process. Also, at the end of each chapter there is a review in order to reinforce the learning.

At the beginning, chapter I contains a number of activities concentrated in the art of writing composition by giving practical activities on how to build an outline that way the student teacher will put all the ideas on a piece of paper. In addition, this chapter contains detailed activities and exercises on how to write research papers, book reports, newspaper articles, as well as activities that include skimming and scanning.

The second chapter is based on applying useful activities in order to develop or improve oral competence. For instance, the handbook contains activities that show how to apply songs in the classroom by analyzing them and presenting their points of view in front of the class. Besides, there are a variety of communicative activities that are good for opening discussions. Thus, it includes a movie review, etc.

Finally in the third chapter focused in poetry and literature, it is found pieces of literature from different authors and their biographies, which students are going to discuss in the class. Other activities included in this chapter are: analyzing poems, give examples of metaphor, hyperbole, etc.

Moreover, there is a documentary on some of the most outstanding presidents of the United States.

Furthermore, a video is included as a handy source. With the video, the students will be able to have a better understanding on how to instruct the different activities. Demonstrations of specific activities are going to be helpful to apply microteaching effectively. Moreover, there are chunks of the movie "The adventures of Tom Sawyer" by Mark Twain in which the students will predict what happens. Then, a documentary is included that talks about some of the most outstanding presidents of the United States.



This symbol is included in all the activities that are shown on the videocassette.

Thus, the teacher should demonstrate how to do it in the classroom. This demonstration will be significant since students are going to increase their experience in language teaching.

CHAPTER ONE

TEACHING COMPOSITION



The art of writing and composition is a gradual process that consists of putting words, sentences, and paragraphs together in a very coherent and cohesive manner. That way the writers will express their ideas in a clear and simple manner.

In this chapter the researchers attempted to demonstrate step by step from how to make an outline, how to write composition, summaries, research papers, etc. With the help of the selected activities, emphasized in the developing of writing composition.

MAKING AN OUTLINE



Objective: To provide practice about how to make an outline.

Level: Intermediate and advanced.

Time: 20-30 minutes

What a typical outline consists of?

A typical outline consists of words, phrases, or independent clauses- but no sentences.

1. Make an outline according to the following form.

I. First main idea.

A. Subheading-supports first main idea.

1. Detail- supports subheading A

2. Detail – supports subheading A

B. Subheading –supports the first main idea.

II. Second main idea.

A. Subheading-supports first main idea.

1. Detail- supports subheading B

2. Detail – supports subheading B

Observe the matters of form.

a. Roman numerals are used for main points.

b. Capital letters are using for subheading

- c. Arabic numerals are used for supporting details.
 - d. A period is placed after each letter in the outline.
 - e. Every point in the outline begins with a capital letter.
 - f. There are no periods after any of the points in the outline.
 - g. Each level of the outline is intended.
 - h. If there is an A, there is also a B. If there is a 1, there is also a 2.
 - i. Each point is stated as a topic not as a complete sentence.
3. State the points of each division in parallel form. Use the same kind of word, phrase, and clause. Do not use sentences.

Do it yourself!

- ☞ On a separate sheet of paper, rewrite the following outline and correct all errors in form.

- I. Non green plants.
 - A. Yeasts.
 - B. Molds.
 - C. Mushrooms
- II. Green plants
 - A. Simple plants.
 - 1. algae
 - 2. Mosses are simple plants.
 - B. Vascular plants
 - 1. spore-forming
 - 2. Seed- forming

PRACTICING OUTLINES

The United States Government

EXERCISE

I. The executive branch

A. _____

B. _____

C. The Cabinet

D. _____

The House of Representatives

The Vice President

One chief justice

The Supreme Court

The Senate

Executive agencies

Eight associated justices

The President

The legislative branch

II. _____

A. _____

B. _____

III. The Judicial Branch

A. _____

1. _____

2. _____

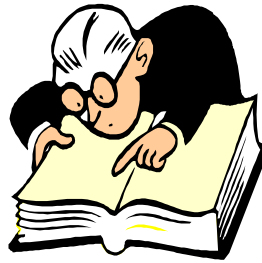
B. Other federal courts.

EXERCISE

Use the following list to make an outline. The list includes the main points and sub points. The title of the outline is *Basic Mathematics*.

Multiplication	Quotient	Dividend
Addends	Multiplier	Difference
Product	Subtraction	Multiplicand
Minuend	Divisor	Subtrahend
Addition	Sum	Division

TOPIC SENTENCE AT THE BEGINNING AND AT THE END



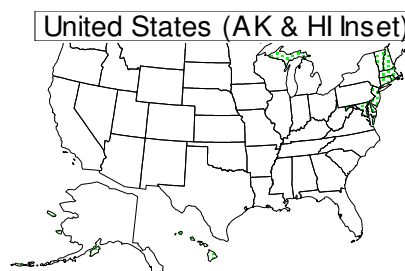
Objective: To provide a reading practice for identifying the topic sentence in a paragraph.

Level: Intermediate and advanced.

Sometimes the central idea may be stated at the beginning of the paragraph and then, restated at the end. Generally, the first sentence provides a context for the supporting information and at the last sentence provides a new twist based on that information.

For example:

Portrait of America as the confident unworried "happy republic" have never



been entirely accurate. The dour puritans who started it all had bleak views about man's limitations as a social creature. The Founding Fathers, from Jefferson through Adams, committed treason and waged war, and came away with a melancholy understanding that practical idealism involves the sacrifice of some ideals. Pre-Civil War America was uneasily aware that the yeoman's republic was a vanishing idea and post- Civil War America faced industrialization and

urbanization with the painfully fresh knowledge that worthy social objectives may require suffering on a large scale. With the last nineteenth century came populism founded on the suspicion that the mass of Americas were exploited by "interests". Then came the progressives, with their political historians proclaiming that the thralldom of the masses was the result of the sly Founders who have drafted and antidemocratic constitution. Pessimism is as American as apple pie- frozen apple pie with a slice of processed cheese.

George F. Will, Statecraft as Soulercraft

This model, like the previous one, will not work if the writer tries to make the last sentence rescue as disunified paragraph. To be effective, the final statement must reflect some development in the sentence preceding it.

Central idea no stated

Occasionally, a paragraph's central idea will be stated in the previous paragraph or will be so obvious that it need not be stated at all. The following paragraph, from an essay from the author Humphrey Bogart, has no explicit topic sentence.

Usually he wore the trench coat unbuttoned, just tied with the belt, and a slouch hat, rarely tilted. Sometimes it was a captain's cap and a yachting jacket. Almost always his trousers were held up by a cowboy belt. You know the kind one an Eastern waiting for a plane out of Phoenix buys just as a joke and then takes a linking to. Occasionally, he'd hitch up his slacks with it, and he often jabbed his thumbs behind it, his hands ready for a fight or a dame.

The effectiveness of this paragraph rests on the power of details to describe Bogart. Thus a stated central –such as “Bogart's character could be seen in the details of his clothing”- not only would weaken the paragraph but could contradict its intention. Nonetheless, the central idea is clearly implied.

Paragraphs in descriptive writing (like the one above) and in narrative writing (relating a sequence of events) often lack stated topic sentences. But producing a paragraph without a topic sentence does not release the writer from the need to unify the paragraph. Each paragraph should have the central idea, and its details should develop that idea.



EXERCISE 1

What is the central idea of each paragraph below? In what sentence or sentences is it expressed?

1. *To most strangers they (the Los Angeles freeways) suggest chaos, or at least purgatory and there can certainly be more soothing notice than the one of Santa Ana Freeway which announces MERING BUSES AHEAD. There comes moment though, when something clicks in one's own mechanism, and suddenly one grasps the rhythm of the freeway system, masters its ribald or ritual forms, and discovers it to be not a disruptive element of all, but a kind of computer key to the use of Los Angeles. One is processed by the freeways. Elevated as they generally are above the flat and center less expanse of the city, they provide a navigational aid, into which one locks oneself for guidance. Everything is clearer then. There are the mountains, to the north and the east. There is the glimmering ocean. The civic landmarks of L.A., such as they are displays themselves conveniently for you. The pattern of the plays unfold until, properly briefed by the experience, the times comes for you to unlock from the system, undo your safety belt, and take the right-hand lane into the everyday life before.*

Jan Morris, "The Know-How City"

2. Advocates of the right of animals have sabotaged research laboratories that experiment with animals, physically prevented seal hunters from killing seals, freed caged animals from commercial fur farms harassed whaling vessels, released animals from zoos, and hindered hunters in their search for prey. In search of their public support for their point of view they have

taken advertisements and distributed printed fliers and vivid photographs that give graphic examples of how animals are sometimes inhumanely treated. Such acts represent the philosophy of a growing number of people in this and other countries who believe nonhumans' animals are sentient creatures that can feel pain, are aware of their plight, and like humans, have certain rights.

3. Though they do not why the humpback whale sings, scientists do know something about the song itself. They have measured the length of a whale's song: from a few minutes to a half and hour. They have recorded and studied the variety and complex arrangements of low moans, high squeaks, and sliding squeals that make up the song. And they have learned that each whale sings in its own unique pattern.

A Student



EXERCISE 2

The following paragraphs contain ideas or details that do not support the central ideas. Identify the topic sentence in each paragraph and delete the unrelated material.

1. In the southern part of a state, some people still live much as they did a century ago. They use coal or wood burning stoves for heating and cooking. Their homes do not have electricity or indoor bathrooms or running water. The towns can't afford to put in sewers or power lines, because they can't receive adequate funding from the state or federal governments. Beside most homes there is a garden where fresh vegetables are gathered for canning. Small pastures nearby support lives tocks

including cattle, pigs, horses and chickens. Most of the people have cars and trucks. But the vehicles are old and beat –up from traveling on unpaved roads.

2. Most people don't realize how difficult it is to work and go to school at the same time. If you want to make good grades but need to pay your own way, the burners are tremendous. I work in an office sixteen hours a week. Each term I have to work out of a tight schedule that will let me take the courses I want and still be at work when I'm needed. I like the job. The people there are pleasant and they are eager to help me learn. In the end my job will be good training for the kind of managerial position I hope to have some day, because I'm gaining useful experience in office procedures and working with people. It's hard for me to have a job and go to school but when I graduate both will make me more employable.

Do it yourself!

- ✎ Develop the following topic sentence into a unified paragraph by using the relevant information in the statements below it. Delete each statement that does not relate directly to the topic and then rewrite and combine sentences as appropriate.

TOPIC SENTENCE

Mozart's accomplishments in music seem remarkable even today.

Wolfgang Amadeus Mozart was born in 1756 in Salzburg, Austria.

He began composing music at the age of five.

He lived most of his time in Salzburg and Vienna.

His first concert tour of Europe was at the age of six.

On his first tour he played harpsichord, organ and violin.

He published numerous compositions before reaching adolescence.

He married in 1782.

Mozart and his wife were both poor managers of money.

They were plagued by debts.

Mozart composed over six hundred musical compositions.

His most notable works are his operas, symphonies, quartets and piano concertos.

He died at the age of twenty-five.

Then, develop three of the following topic sentences into detailed and unified paragraphs.

1. Fans of country music (or rock music, classical music, jazz) come in (numbers) varieties.
2. My high school was an ugly (or attractive, or homely or whatever) building.
3. Words can hurt as much as sticks and stones.
4. Professional sports have or not have been helped by extending the regular seasons with championship plays –offs.
5. Working for good grades can interfere with learning.

CHOOSING A SUBJECT AND LISTING IDEAS.



1. Select a subject. Choose one that is not too broad to be adequately treated within the assigned number of pages. For example the subject "World" is too broad for a brief composition, but the subject Pollution around the world is limited enough. The subject "Animals" is too broad, but "Mammals" would probably be about right.
2. Write out your purpose. This will help you to avoid the inclusion of unrelated ideas. For the subject "Pollution around the World", your purpose might read as follows: "The purpose of this paper is to emphasize the importance of being careful with our environment and to list some pollution problems.
3. Make a list of ideas that support your subject. List the ideas as they occur to you. Do not be concerned about the order still.
4. Cross out any unnecessary or unrelated ideas.
5. Determine the main headings. Sometimes the main headings come from the list you made. Many times you will have to make up your headings. Refer to your statement of purpose to help you make your main headings.
6. Group the remaining ideas under the subheadings.

7. Decide which points will be subheadings and which points will be supporting details. You have to make up some of the subheadings.
8. Arrange the main points and sub points in logical order.
9. State the points of each division in parallel form.
10. Write the final copy of your outline.

EXERCISE

In each group of the topics below, one of the topics is a main heading and the others are subheadings. Circle the main heading in each group.

1. Doing homework Afternoon activities Cleaning my room Working in the garden	3. Pauline expeditions Early missionary endeavors The Church expands The modern missionary movement
2. The Renaissance World history The Middle Ages The twentieth century	

Do it yourself!

- ☞ Chose an article from the newspaper or a magazine. Then, select the topic and the main headings. List them on a separate sheet of paper.

WRITING SUMMARIES

1. A summary is a brief composition that states the main ideas of a longer piece of writing.
2. A summary should be no longer than one-third the length of the original
3. Prepare a summary according to the following steps:
 - a. Read the article.
 - ✓ Skim the article rapidly
 - ✓ Read the entire article carefully
 - b. go through the article again, jotting down the main ideas and important details.
 - ✓ The first and the last sentences of each paragraph are usually topic sentences.
 - ✓ The last paragraph of the article often lists all the main points contained in the preceding paragraphs.
 - ✓ Key words or phrases (such as a primary cause or another major reason) can point you to the major ideas.
 - ✓ Omit examples, illustrations and minor details.
 - ✓ Make sure your ideas are in the same order; as in the original article and that you have not added any ideas of your own.
 - c. Write the summary in your own words
 - ✓ Put the original article out of sight.
 - ✓ Referring to your list of ideas, write the summary in your own words.
 - ✓ Do not begin by saying *"This article is about the theory of evolution."* Write, as you are the author of the original article: *"The theory of evolution has never been..."*

d. Proofread your summary.

- ✓ Did you include all the main ideas?
- ✓ Did you omit all examples, illustrations and minor details?
- ✓ Are your ideas in the same order as the original?
- ✓ Did you write in your own words?
- ✓ Are there any grammatical or mechanical errors?

Do it yourself!

Read the original selection that follows. Proofread the two summaries according to the points listed above (page 12, 3.d). Decide which summary is better. List specific reasons why you chose one over the other.

ORIGINAL SELECTION

Not all ants earn a living by raiding picnics; some ants are “farmers”. These peculiar do not get food by attacking other animals, but they grow their own food much like a farmer in Kansas or Idaho might. The only difference is that the ants’ farms are under ground, and their livestock can fit on the end of a finger.

Some ants farm by mistake. Harvester ants collect seeds from nearby plants, separate the kernels from the husks, and toss the husks inside their nests. Sometimes, however, seeds are accidentally thrown out with the husks and sprout into small green plants. The “gardens” beside the harvester ants’ nest never mean to be there.

Other ants carefully tend to their gardens. The leafcutter ants spends most of its time chewing up leaves into a mushy substance which makes good fertilizer for growing small, underground mushrooms. The mushrooms are eaten by adults and by baby ants.

A few ants are “dairy farmers “; their “cows” are beetles, aphids and caterpillars. The ant “milks” these insects by stroking them with its antennae, causing them to a secrete, a syrupy substance called “honeydew”. In exchange for their “milk”, the “cows” are given food and shelter.

God has given many different abilities for providing their own food. The farmer ants are but one of the wonder of God' creation. Surely "the firmament showed His handiwork."

Summary 1

Some ants get their food, not by attacking other animals, but by farming. The harvester ant collects seeds and grows a garden with seeds its accidentally throws away. The leafcutter ant grows mushrooms and a carefully tended garden, fertilized with chewed-up leaves. Some ants use other insects as "cows" to get a syrupy substance called "honeydew". These farmer ants are there examples of the wonders of God creation.

Summary 2

Not all ants earn a living by raiding picnics; some ants are "farmers". They do just as good a job as a farmer in Kansas or Idaho. Some ants farm by mistake. This is the harvester ant some ants are "dairy farmers" with livestock you can fit on the end of your finger. Some grow mushrooms. It ain't all ants that get food by attacking other animals.

PREPARING WRITTEN BOOK REPORTS



A written book report contains four parts: the introduction, the body, the conclusion, and the evaluation.

1. The introduction:

- ✓ The first sentence should include the title of the book, the author's name, and the main idea of the entire book.
- ✓ Get your readers interested in what you are going to say-perhaps with a striking statement or a quotation.
- ✓ If the book has a setting (time and place of the action), you may include it.

2. The body

- ✓ For a nonfiction book, write a summary as a summary.
- ✓ For a biography, relate the chief incidents and their importance.
- ✓ For a fiction book, write a summary of the plot.

The plot is the sequence of actions, which make up a story. The plot begins with a conflict involving the main characters. Sometimes the conflict involves two people. Other times the conflict involves the main character and a variety of people and circumstances. In some stories conflict may be at work within the main character.

Example: In the story Black Beauty, the horse is primarily in conflict with the cruelty and ignorance of many different human beings.

After you have stated the conflict, recount the events that develop the conflict to the point at which one of the opposing forces is about to prevail over the other. This is called the climax.

- ✓ The body is often one paragraph but could be two or three.

3. The conclusion:

- ✓ For a nonfiction book, the conclusion will be a summation of the main points in the body.
- ✓ For a biography, the conclusion may be a statement concerning the main significance of the person's life.
- ✓ For a fiction book, the conclusion follows the climax of the story and tells the events that resolve the conflict.

4. The evaluation:

- ✓ Give your thoughts about the book, whether they are favorable or unfavorable. Tell how the book influences your thinking and your goals in life. Use examples from the book to support your statements.
- ✓ The evaluation should be one good paragraph.

Do it yourself!

- ☞ Prepare a book report, including the corresponding parts that a book report contains.

THE RESEARCH PAPER



The research paper is a formal summary of reading from several sources. Prepare the research paper in the following order:

- 1. Select and limit the subject.**
- 2. Find sources of information and prepare bibliography cards.**
- 3. Prepare a preliminary outline.**
- 4. Take notes (revise outline as necessary).**
- 5. Write the Final Draft.**
- 6. Make the Final Outline and prepare the bibliography page.**

STEP ONE

SELECT AND LIMIT THE SUBJECT

1. Select a subject that interests you.
2. Select a subject about which you like to become an authority.
3. Select a subject that has sufficient resource material available.
4. Select a subject that is not too broad to be adequately treated within the assigned number of pages.
5. Write out your purpose.



EXERCISE 1

Each subject below is too broad to be discussed in a research paper. Write a limited subject for each of these topics.

1. Animals_____
2. Food_____
3. Countries_____

EXERCISE 2

Choose two of the limited subject from exercise 1 and write a statement of purpose for each of them.

STEP TWO

FINDING SOURCES AND PREPARING BIBLIOGRAPHY CARDS



Objective: To prepare bibliography cards by obtaining essential information on a specific topic.

PROCEDURE:

1. Read first in an encyclopedia to get a view of your subject. Look to see if a bibliography is included for your subject. If so, write down any references that look promising.
2. Consult the card catalog to find books written on your subject.
3. Make bibliography cards according to the information given below.

- ✓ Use 3×5 inch cards.
- ✓ Use a separate card for each source.
- ✓ Number each card in the upper right-hand corner.
- ✓ Carefully make out the cards according to the following examples.

FOR AN ENCYCLOPEDIA ARTICLE

Title of reference	_____	"With Grace Under Pressure," 1998 ed. "Business " by Joyce Cooper Good sources for general information.
Title of article	_____	
Author	_____	
Notation	_____	

FOR A BOOK

Author	_____	Gallant, Roy Exploring the Moon Garden City, N.Y.doubleday and Co., 1999 Contains a wealth of detailed information.
Title	_____	
Publication information	_____	
Notation	_____	

FOR A MAGAZINE ARTICLE

Author	_____	Hodge, Blake. "Water on the Moon" Science . January 2000,pp.134-137 Has a few facts not found in other sources.
Title of the article	_____	
Title of magazine	_____	
Publication information	_____	
Notation	_____	

Do it yourself!

Select one of the statements of purpose that you wrote in **step one** and write it in the space below. Make three bibliography cards on that subject.



STEP THREE

THE PRELIMINARY OUTLINE

Objective: *To prepare the preliminary outline for a research paper.*

PROCEDURE:

1. List the ideas you think should be included in the paper.
2. Look again at your statement of purpose and cross from your list any ideas that are not related to your purpose.
3. Group your ideas under several main headings and make the preliminary outline.
4. Your preliminary outline will probably include only main headings and subheadings.

EXAMPLE

THE SURFACE OF THE MOON

Purpose: The purpose of this paper is to describe the surface of the moon based upon what scientist have learned through telescopes, unnamed spacecraft, and the Apollo program.

- I. Highlands
 - A. Mountain ranges
 - B. Valleys
 - C. Far-Side Highlands
- II. Lowlands
 - A. Seas
 - B. Lakes
 - C. Bays
- III. Craters
 - A. Ray
 - B. Meteoric
 - C. Volcanic

STEP FOUR

TAKING NOTES

Objective: *To take notes effectively from different sources.*

PROCEDURE:

1. Use 4×6 inch cards.
2. Write in only one side of each card.
3. Write the source number in the upper right hand corner. This number taken from the bibliography card indicates the source from which the note was taken.
4. Write the heading at the top of the card. The heading is the point of sub point from your preliminary outline to which the notes pertains.
5. Use a separate card for each note. If you need several cards of the same point, write the same heading on the top of each card.
6. Your notes may be summaries, paraphrases, direct quotations, or a combination of these.
7. Enclose direct quotations within quotation marks. Be sure to copy the punctuation, capitalization, and spelling exactly as it is in the original.

8. Record the number of the page, which the note is taken. If the note is taken from more than one page, draw a vertical line to indicate where the information from each page ends.
9. These elements must be included in a card: the source, number, the heading, the note, and the page number.

Card sample

Heading	Craters	2	Source Number
Note	<i>In addition to the large craters which measure several miles from rim to rim, the moon has thousands of tiny craters called craterlets. Frequently they are little more than a few yards across and much deeper.</i>		
		pp. 24-25	Page Number

Do it yourself!

- ☞ On 4×6-inch cards take two sample notes from any of the sources that you can find.

STEP FIVE

FINAL DRAFT

Objective: *The students will be able to write the final draft.*

PROCEDURE:

1. Read through the note cards of each level of your outline.
2. Write on every other line.
3. Write footnotes to support your information.
4. If you plan to use an extended quotation at some point, there is no need to copy it carefully into both the first and the final draft. For the first draft, write down the first few words of the quotation along with the identifying reference numbers; then when you write the final draft, pick up the entire quotation from your note card.
5. Prepare your footnotes. Follow these examples for writing your footnotes:

Book

George R. Stewart, Names on the Land, p.121

Magazine article

Bergen, Evans, "But What 's a Dictionary For?" Atlantic, 209, May 1962, p.57

Encyclopedia

World Book Encyclopedia, 1999 ed., s.v. "Earth", by Sharon Reeves.

6. Number the footnotes with number 1, and number consecutively from one page to the next. Place the footnote in the exactly page that corresponds
7. Make corrections where necessary.

Do it yourself!

- ☞ Take the appropriate information and write it down the correct footnote form.

STEP SIX

PREPARING THE FINAL OUTLINE



Objective: *The students will be able to organize the information in order to write the final document.*

PROCEDURE:

1. The final outline must reveal the final organization of your paper.
2. Write the final copy of your outline according to the instructions given before.

PREPARING BIBLIOGRAPHY PAGE

1. The final bibliography should include all those books and articles that you actually used; that is the source referred to your footnotes plus any additional sources, which played an important part in the preparation of your paper.

2. Alphabetize items according to the last names of the authors or, for anonymous articles, the first important words in titles. (This work can be simplified by arranging cards from the working bibliography in alphabetical order). Do not number entries.
3. When a bibliography includes more than one work by an author, do not repeat the author's name after its first appearance. Instead, substitute a long dash for the authors name in the second and subsequent entries.
4. When an entry takes more than one line, indent all lines after the first.

EXAMPLES

Pamphlet

Hinton, Norman D., "The language Of Jazz Musicians" (Publications of the American Dialect Society, N° 30), November, 1979.

Newspaper article

"On New Words and New Meanings," St. Louis Post Dispatch, December 17, 1961, p.4.

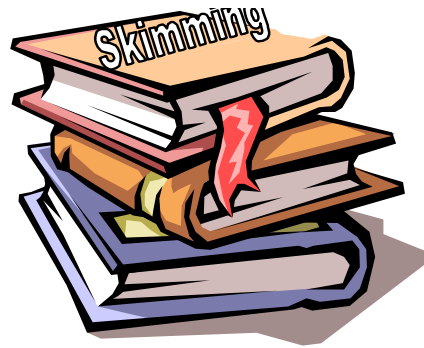
Book

Reed, Carroll E., American Dialects, Seattle university of Washington Press, 1976.

Magazine article by Carroll E. Reed author of the previous entry.

"The pronunciation of English in the Pacific Northwest, "Language", 37:559-4, 1995.

Skimming and Scanning



What is skimming?

Skimming involves reading key parts of the text. You can use it when you need to cover a large amount of material in a limited period of time.

Why skim?

Skimming helps you to:

- ➔ get an overview of an author's main line of argument
- ➔ identify the main themes or ideas pursued by the author

How do I skim?

There are two basic skim-reading techniques:

- [start-finish](#)
- [first sentences](#)

It is important to assess which of these two techniques is most likely to be appropriate for you. This will depend on:

- the sort of material that you will be working with
- the outcomes that you are trying to achieve

Skimming refers to the process of reading only main ideas within a passage to get an overall impression of the content of a reading selection.

How to Skim:

- ⇒ Read the title.
- ⇒ Read the introduction or the first paragraph.
- ⇒ Read the first sentence of every other paragraph.
- ⇒ Read any headings and sub-headings.
- ⇒ Notice any pictures, charts, or graphs.
- ⇒ Notice any italicized or boldface words or phrases.
- ⇒ Read the summary or last paragraph.

SKIMMING

FIND MY ANSWER

Objective: To practice skimming and scanning. To increase vocabulary skills.

Level: Intermediate.

Time: 50 minutes.



PROCEDURE:

1. Give each student one page from a newspaper, with two articles highlighted.
2. Ask the students to read their two articles and write a question based on one of them at the top of the page without indicating which article their question comes from.
3. After the students have finished, have them move around the class and try to answer four of their classmates' questions. They must state the name of the article as well as the answer.
4. After everyone has circulated, have the students return to their seats. Ask who found the answer to any particular student's question. Have said student verify the answer. Continue this until the class has checked all the answers.
5. Ask the students to choose two of the most interesting articles for reading practice in the next class.

NONPROSE SKIMMING: MULTIPLE CHOICE/ MATCHING EVERYDAY NOTICES

Objective: To improve reading skills by skimming activities

Level: Basic and Intermediate

Time: 10-15 minutes.

Instructions: Choose the best answer. Which of these notices would you see?

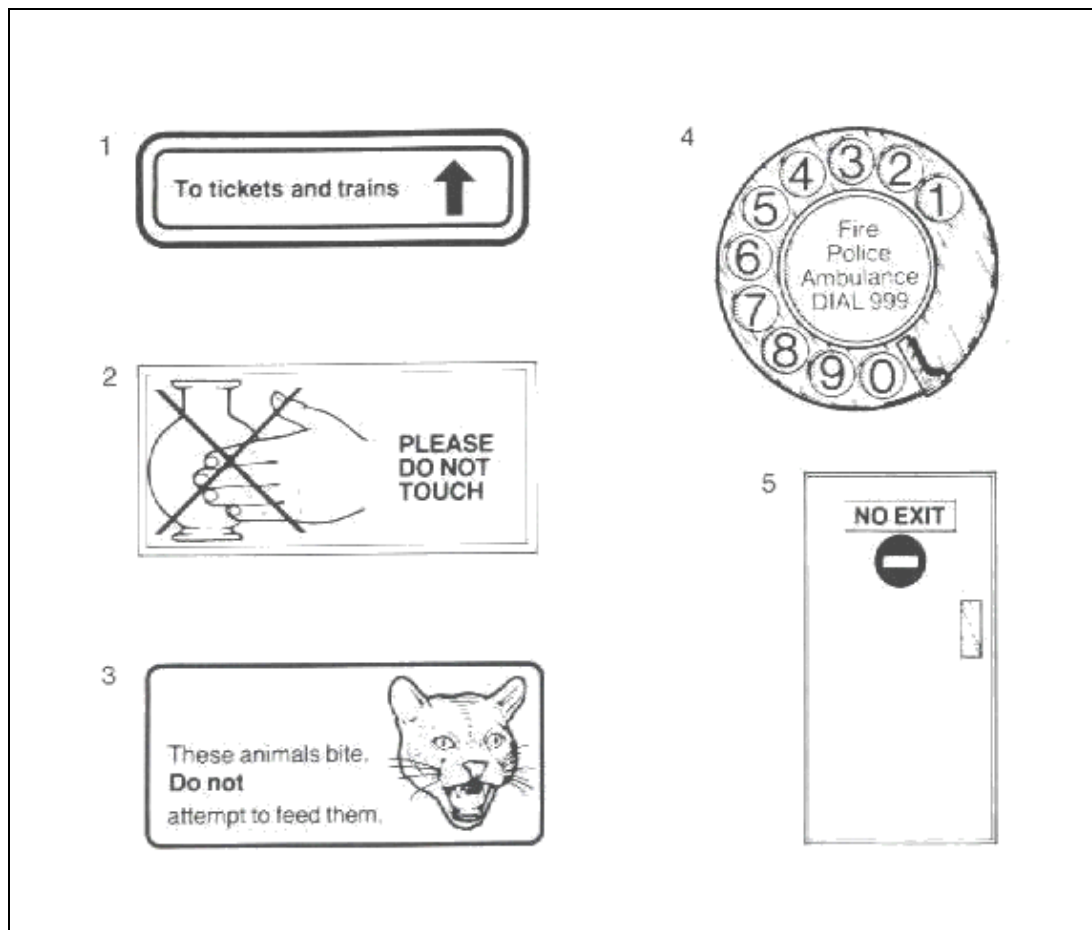
_____ a. in a house?

_____ d. in a zoo?

_____ b. in a public building?

_____ e. in a museum?

_____ c. in a railway?



Do it yourself!



Select some other advertisements and look for different options.

NONPROSE SKIMMING: OPEN ENDED

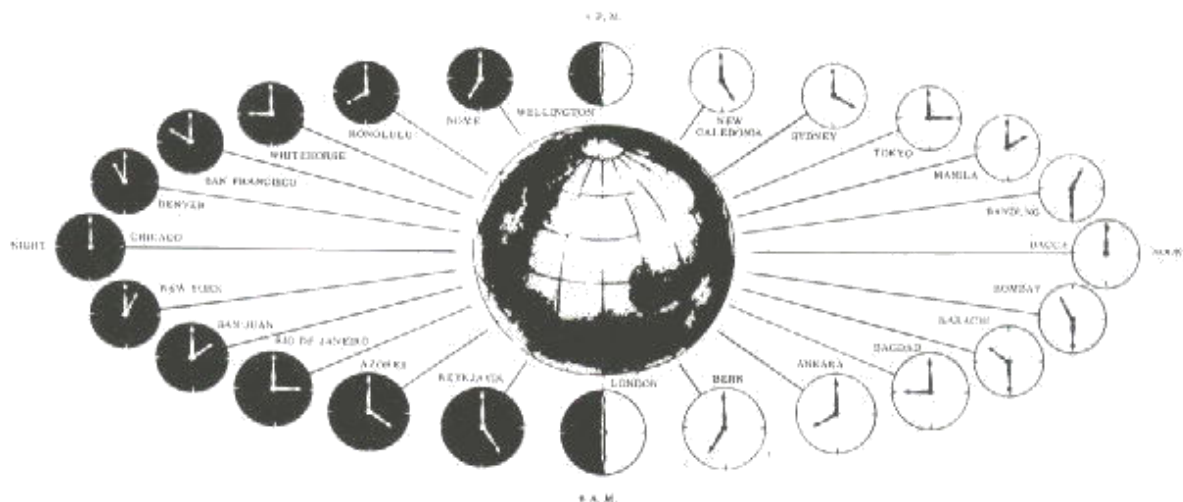
Objective: To improve reading skills by skimming a map of time.

Level: Intermediate and Advanced.

Instructions: Look over the figure "The March of Time" study its general plan. What is its purpose? Write your answer.

Suggestions for presentation

Skimming tasks, especially those involving non-prose material, are particularly well suited for use as time activities. Students may work until the last one is finished, or a period of time may be set in which students are must to complete as much as possible. Notice that this task combines skimming and note taking.





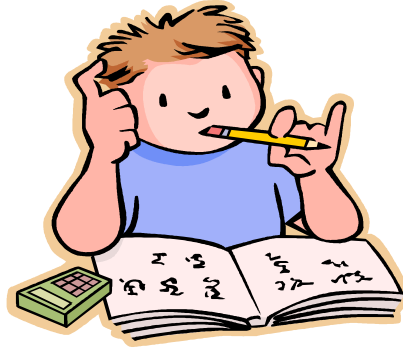
Scanning is a reading technique to be used when you want to find specific information quickly. In scanning you have a question in your mind and you read a passage only to find the answer, ignoring unrelated information.

How to Scan:

- State the specific information you are looking for.
- Try to anticipate how the answer will appear and what clues you might use to help you locate the answer. For example, if you were looking for a certain date, you would quickly read the paragraph looking only for numbers.
- Use headings and any other aids that will help you identify which sections might contain the information you are looking for.
- Selectively read and skip through sections of the passage.

What is scanning?

Scanning involves examining the organization of a text to locate specific information. Most people use scanning to read web pages when surfing the Internet.



Why scan?

Scanning helps you establish where in a book the information is located. The point of scanning a text is to find information quickly and efficiently. Avoid the temptation to read large amounts of material.

How do I scan?

Suppose you have found a book whose title looks very promising in terms of the information that you are seeking.

Step 1: Open the book and look at the table of contents, located at the front of the book.

It will list most, but not necessarily all of the following subsections:

- a preface
- a list of diagrams or tables or illustrations.
- an introduction
- the various chapters in sequence from 1 to n
- a conclusion
- a bibliography
- an index

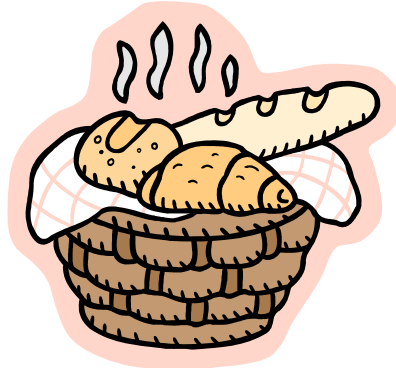
Step 2: Read the chapter headings. Do they contain the information that you are looking for? If not, then go to the index at the back of the book.

Step 3: Search the index for relevant topics or key words. If this also draws a blank, then the put the book away and look for another that might be more fruitful for your topic.

Step 4: When you find a relevant reference:

- **In the table of contents** go to the appropriate section of the book and read the first two paragraphs. These often contain a statement about what information will be covered. This will help you to assess whether the material is relevant for your topic. If you are still uncertain about the usefulness of the material, then read the final two paragraphs of the summary.
- **In the index,** go to the appropriate page or pages in the book. Find the paragraph in which the reference appears. Read the paragraph. If necessary, read the paragraph before and after the one specified by index entry.

RECIPE READING



FRENCH TOAST

From the kitchen of FRANK

Recipe for FRENCH TOAST

2 eggs

$\frac{1}{2}$ teaspoon vanilla

$\frac{1}{2}$ cup milk

6 slices bread

Pinch salt

about $\frac{1}{4}$ cup butter
($\frac{1}{2}$ stick)

Break eggs into bowl. Measure and add to bowl the milk, salt, and vanilla. Beat with a fork until blended, but not too frothy. Place frying pan on medium heat. Add about 2 tablespoons butter. Melt to cover pan. Dip pieces of bread into egg mixture. Place in frying pan. Fry until bread is golden brown on one side. Add more butter as needed. Serve with jelly, jam, honey, syrup, or fruit.

1. Cooking is fun and easy if you learn to read the recipe carefully. Read this recipe and list the utensils you will need to gather before you begin cooking. _____

2. List the six ingredients that are needed to make French toast.

3. Which ingredients are mixed together in the bowl?
4. A synonym for "frothy" is (a) thick (b) foamy 8c) runny
5. Number these steps for making French toast to indicate the correct order:

_____ Dip pieces of bread into egg mixture

_____ Break eggs into bowl

_____ Serve with jelly or syrup

_____ Fry until bread is golden brown

6. What other foods would be good to serve with the French toast to make a complete breakfast? Write a menu for a healthy breakfast, including French toast.

NONPROSE SCANNING

Objective: To improve reading practice by scanning some food information.

Level: Intermediate and Advanced.

Instructions: Scanning is the reading quickly to locate specific information. Read the labels in figure quickly to determine which food have additives.

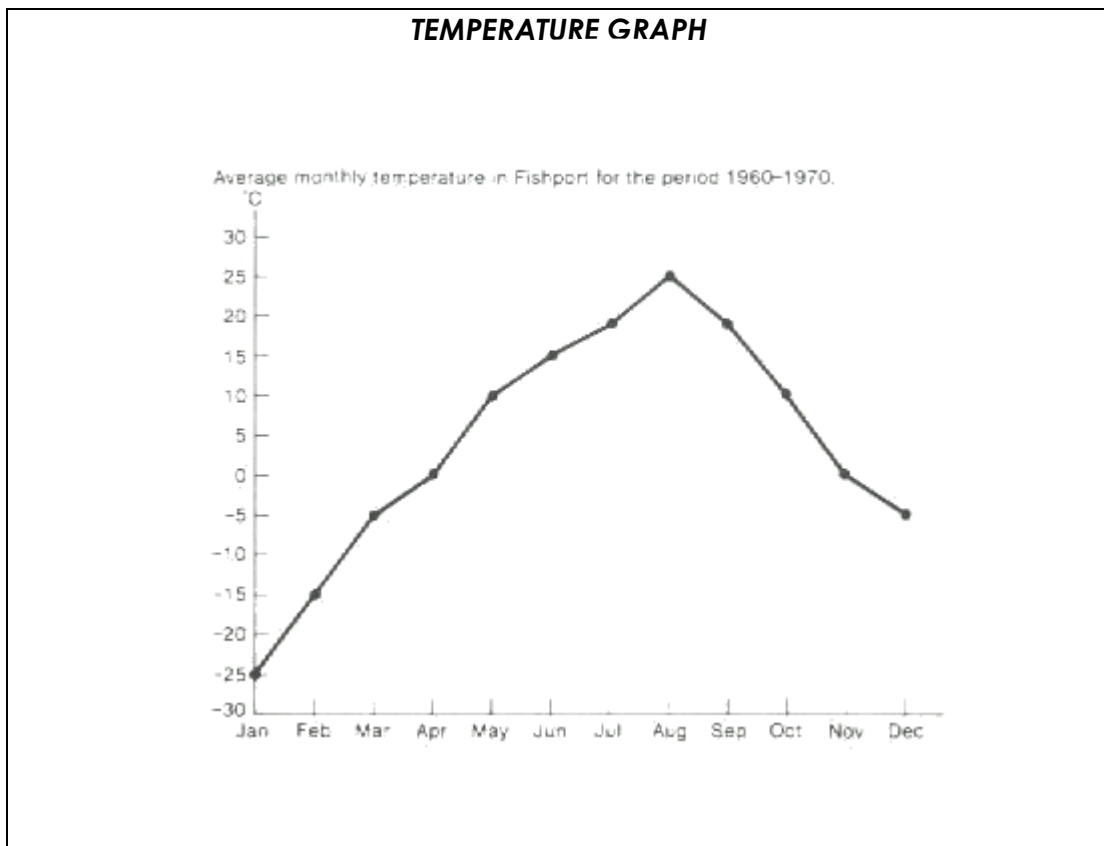


NONPROSE SCANNING

Objective: To practice reading skills by scanning the information provided in a graph.

Level: Intermediate and Advanced.

Instructions: Using the information in figure, write **T (true)** or **F (false)** in the boxes besides the statement that follow.



1. The average January temperature in Fishport for the period 1960-1970 was 25°C.
2. For the period 1960-1970, the average July temperature in Fishport was the same as the temperature in September.
3. Like those in March, December temperatures averaged 5°C.
4. In Fishport, January, February, and March were all colder than December during the decade for which we have data.
5. On the average, neither July nor September was as hot as August.

T	F

SUGGESTIONS FOR PRESENTATION

Note that graphs and tables are generally accompanied by prose text. Though it can be useful to introduce students to non-prose reading in isolation. As with skimming, scanning activities can profitably be timed. Note that a somewhat more authentic format would substitute open-ended questions for the multiple-choice format above.

NEIGHBORHOOD NEWS



Objective: The students will be able to identify the questions who, what, when, where, and why in an article.

When you read a newspaper or magazine, you usually read the headline and at least the first paragraph. That's because news stories usually answer the important questions, like who did what, when, where, and why in the first paragraph. The other details are saved for the rest of the article.

INSTRUCTIONS: Read the paragraph below. Notice the headline and how the questions- who, what, when, where, and why are answered.

Halloween Party Headline

Local Police

Who

Front door of a house was wide open

What

Today

When

On Smith Street

where

Rehearsing for a Halloween play

Why

Local police, while on routine patrol today, noticed that the front door of a boarded-up house on Smith Street was wide open. Upon entering, they were amazed to see two monsters in the living room. After questioning, the police discovered that the two monsters were really just two boys rehearsing for a Halloween play.

Do it yourself!

- ☞ Chose an article from a newspaper or magazine. After, write a good headline on the line above it. On the lines next to the first paragraph, fill in the answers to the five most important questions- who, what, when, where, and why. Then write a second paragraph for this news story.

Headline

Who

What

When

Where

Why

READING A NEWSPAPER

Volcano Erupts. LAKEVIEW (UPI)



The latest volcano to erupt did so without any harm to the town of Lakeview or its inhabitants. The use of complex instruments allowed the scientists to predict the exact time of eruption.

"We are very grateful," said Mayor Jane Bennett. "Lakeview was evacuated without incident".

The scientist on the scene, Dr. Sol Ution, explained that the gases within the magma chamber extracted tremendous pressure on the surrounding rock. This caused the rocks to blast through the surface.

"We are now testing ways to use this energy", continued Dr. Ution.

President Meets with Official.

WASHINGTON, D.C. (AP) The president of the United States met early today with Ambassador Goodwill to make preliminary plans for a worldwide summit conference to be held next summer.

Presidential advisers said the short meeting was friendly and laid the groundwork for a successful summit.

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Sports.....	A 10-13
Weather.....	B 7

1. Usually the most important information in a news article is found in the first paragraph. This paragraph, often only a sentence or two in length, is called the lead.

What are two important facts found in the lead of this article about volcanoes?

2. Rewrite the volcano headline so that it summarizes the information found in the Lead.

3. Where and on what day did the presidential meeting take place?

_____ and _____

4. In which section would you find a listing of jobs available in your town?

Do it yourself!

☞ Use a newspaper in your classroom to answer the following questions.

1. Does your newspaper have more than one headline on the front page?

_____ If so, what headline did you find the most interesting? _____

2. Write the name of a famous person found on page one. _____

Why was this person in the news? _____

Teaching Composition

3. Look for each of the following sections in your paper. Are they all there? _____ List your favorite item in each of the following sections.

Cartoon strip _____

Movie that is advertised _____

TV program that is listed _____

Job advertised in the classified section _____

Car for sale _____

Special event taking place _____

4. On what page can the editorials be found? _____

5. Give the final score of a game listed in the sports section. _____

6. Tell about one article you've found very interesting. _____

7. Compare two different newspapers. Answer these questions:

a. Are they the same size? _____

b. Do they have the same sections? _____

c. List three things you found that were different.

_____, _____, and _____

Teaching Composition

CHOOSING A DIFFERENT TITLE



Objective: to give students practice in distinguishing between main and supporting ideas.

Level: Basic- Intermediate.

This activity is a good way to getting students to realize that authors have many options to choose from in selecting a title and that the current title used will reflect the taste or bias of the author or editor of the newspaper or magazine in which the article appears.

PROCEDURE:

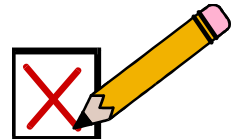
1. Locate a suitable article from a newspaper or magazine. The article should be a title and should be about 250-350 words long. Prepare a list of 10 other titles for the article, five good titles (i.e., titles focusing on the main idea of the article). And five “wrong” ones (i. e., distracters focused on supporting details). You will need one copy of the article and one list of titles for each student.
2. Distribute the article and the list of titles. Divide the class into pairs
3. Tell the students that they are going to read the title of the article and the article itself. Then, they are going to look at the list of the titles and chose 5 more than are also good. They should number the titles from 1 to 5, starting with the one they think is best.
4. Have the students work in pairs, choosing and ranking 5 titles.
5. (Optional) Have one student from each pair to report to the class.



Teaching Composition

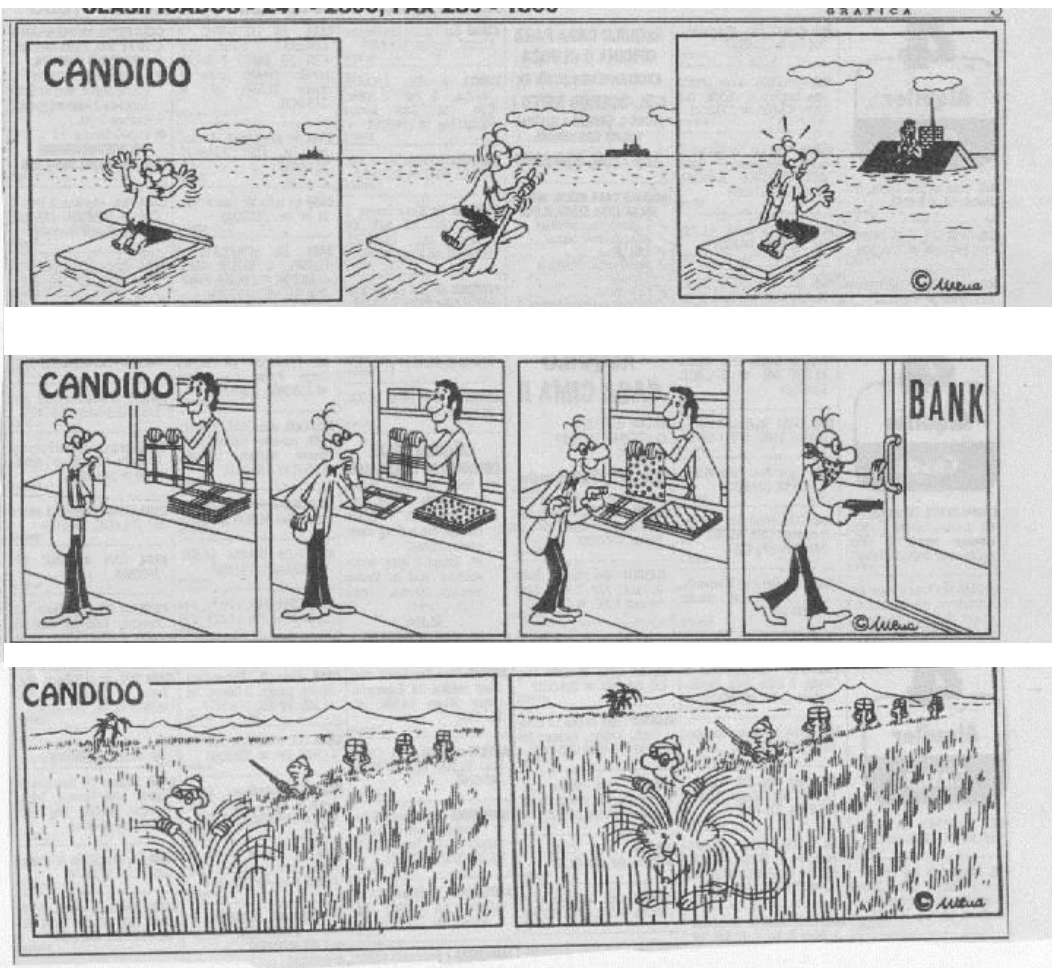
Caveats and options

1. As a variation, remove the original title from the article and include it among the titles on the list. Have students guess which title was actually used by the author.
2. As an additional step, ask the students to say what is wrong with the other titles in the list.
3. Another option is to have the entire class vote on what they think is the best title for the article.



Do it yourself!

☞ How would you title the following cartoons strips?



Teaching Composition



Objective: Practice scanning authentic texts.

Level: Basic-Intermediate.

You can take advantage of media fads to bring articles on high-interest topics into class and to point out to students how useful it is to know something about the topic of a text before reading it.

Procedure:

1. Locate suitable articles. Biographies or the latest stars from an assortment of magazines works well. These profiles often appear when a celebrity is publicizing a new movie or television show. Choose ten facts that are included at least in one of the articles (e.g. hometown, likes and dislikes). It is best for a gap to exist, that is, one student in a small group should know information the others do not.



2. Circle the paragraphs where the facts appear. Include some distracters.

3. Give an equal number of paragraphs to each member of a pair or group. Also give the group a list of the facts to look for.

4. Ask students to work together to compile the information.



Teaching Composition

Caveats and options



1. The activity can be timed to add an element of competition. The first group to find the information wins.



2. Tapes of radio or television shows featuring interview with the stars can be used as authentic listening comprehension material if you want to create an integrated skill exercise.

CREATIVE AND INDIVIDUALIZED SCANNING CENTER

Objective: *Improving reading skills by scanning individual activities.*

Levels: *Basic- Intermediate.*

Students improve their reading skills by scanning useful, everyday sources of information. This activity offers students a chance to practice scanning skills individually.

Procedure:

1. Make copies of the realia, enlarging only if necessary. If the text is too long, break it up in a logical way (e. g., Museum Hours, List of exhibitions). Add a little if the source is not obvious.
2. Type thereof four questions that a native speaker would be able to answer by scanning the text.
3. Trim reading materials; use spray glue to paste reading materials and questions on the front of each card; paste answers on the back.
4. In class, allow students to choose their own cards. There should be a time limit (e.g., 5 minutes for at least two cards) to keep students scanning as quickly as possible. Student should keep a record of their progress, whether in terms of time, numbers of cards scanned or number of correct answers.

CAVEATS AND OPTIONS

1. Try to have half again as many cards as you have students, or use cards for a small group work in conjunction with other activities.
2. Keep adding to your scanning materials file and make more cards.

READING NONPROSE TEXTS THOROUGH COMPREHENSION

Objective: To provide reading comprehension practice by rearranging a comic strip to reflect a cause and effect sequence.

Level: Intermediate and Advanced.

This type of reading goes beyond a general understanding of a text to assure detailed comprehension.

Understanding Relationships Among Ideas

Thorough comprehension of a text requires not only that the students have understood individual details, but also have understood relationship among ideas. The following activities practice recognizing textual relationships. This type of activity, in which students rearrange text in order to (re) create a logical sequence, is often called jigsaw reading.

Instructions: Look at the following frames from a comic strip. They are out of order. Rearrange them to reflect the cause and effect sequence.



EVALUATING TEXTS IN TERMS OF ONE'S SYSTEM OF BELIEFS

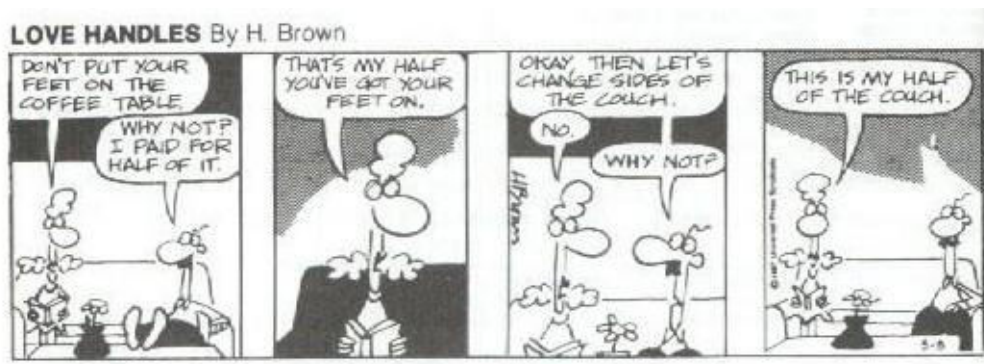
Objective: To improve reading skills by scanning a comic strip.

Level: Intermediate and Advanced

Instructions: Students may be given opportunities to render information relevant to their cultural context.

The cartoon reproduced represents a cartoonist's view of modern relationships and family life. Try to answer the following questions:

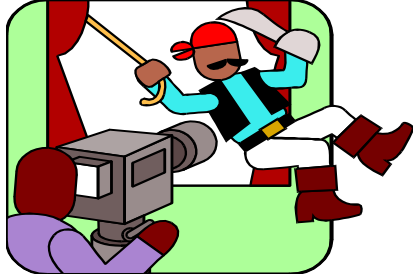
1. In what ways is the portrayal familiar to you?
2. In what ways does it seem strange?
3. Would this cartoon be considered funny in your country/community?
4. Do you find it funny?



CHARACTER SKETCH

Objective: To improve writing skills by a detailed description of a person.

Level: Intermediate and Advanced.



Character sketch is a portrait of a person. It presents those characteristics that set the character individual personality and shows his or her likes and dislikes.

INSTRUCTIONS: Follow these steps for presenting your character sketch:

1. Select a suitable character. Someone you know well (a friend, a relative, a public figure, etc.). Someone who is interesting because of his appearance, idiosyncrasies or personality.
2. Select a title that includes the name of the character (My Uncle "Tom", "Willie" Green, My happy brother, etc.).
3. Decide on the general impressions you want to convey, such as laziness, sloppiness, generosity, greediness. Give the general impression of the person in the first sentence or two. Then add the details.
4. Select the details carefully. Select the distinctive characteristics of the person that set him apart from others, especially from others of the same age, sex, or occupation. Also, select the most prominent characteristics (good or bad).
5. Reveal the character by any or all of the following methods:

- ⇒ Describe his appearance: clothing, complexion, expression, hair, height, posture.
- ⇒ Tell what he says or what he does
- ⇒ Tell what others say or think about him.
- ⇒ Show how he reacts to people, thing or events.
- ⇒ Show how others react to him.
- ⇒ Put him in his environment-show him in typical surroundings.

EXAMPLE

Scrooge



Oh! But he was a tightfisted hand at the grindstone, was Scrooge! A squeezing wrenching, grasping, scraping, clutching, covetous, all sinner!

External heat and cold had little influence on him.

No warmth could warm, no cold could chill him.

No wind that blew had bitterer than he; no falling snow was more intent upon its purpose, no pelting rain less open o entreaty. Foul weather didn't know where to have him. The heaviest rain and snow, and hail and sleet could boast of the advantage over him. In only one respect- they often "came down" handsomely, and Scrooge never did.



Nobody ever stop him on the street to say, with gladsome looks, "My dear Scrooge, how are you? When will you come to see me?" No beggars implore him to bestow a trifle, no children ask him what it was o'clock, no even man or woman was in all his life inquire the way to such and such a place, of Scrooge. Even the blind's men dogs appeared to know him, and when they saw him coming on, would tug their owners into doorways and up courts, and then would wag their tails as though they said, "No eyes at all is better than a evil eye, dark master!"



But what did Scrooge care! It was the very thing he liked. To edge his way along the crowded paths of life warning all human sympathy to get its distance, was that the knowing ones call “nuts” to Scrooge.

From A Christmas Carol by Charles Dickens.



Do it yourself!

☞ Write your own character sketch composition. These are some suggestions for you to write about.

- ⇒ Jack Dawson
- ⇒ Rip Van Winkle
- ⇒ The Greench
- ⇒ Tom Sawyer
- ⇒ Cinderella

REVIEW CHAPTER ONE

TEACHING COMPOSITION

- 1) What does a typical outline consist of?
- 2) What is a summary?
- 3) What are the main parts of a book report?
- 4) What is skimming?
- 5) How do you skim?
- 6) What is scanning?
- 7) How do you scan a book?
- 8) What words do you look for when you scan a newspaper article or a magazine?

CHAPTER TWO

DEVELOPMENT OF



ORAL COMPETENCE

Teaching oral communication involves many strategies that can help students to overcome stage fright, for those students that are shy or quiet. English conversation classes, role plays, and other active activities that will help students to build fluency in the second language acquisition, but also the confidence necessary to take an active role in communication. Therefore, this chapter is focused in practical activities that can help students to develop their fluency in oral performance.

MICROSKILLS OF ORAL COMMUNICATION



1. Produce chunks of language of different lengths.
2. Orally produce differences among the English phonemes and allophonic variants.
3. Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and into national contours.
4. Produce reduced forms of words and phrases.
5. Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes.
6. Produce fluent speech at different rates of delivery.
7. Monitor your own oral production and use various strategic devices- pauses, fillers, self-corrections, go back and reinforce to make something clean.
8. Use grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.

9. Produce speech in natural constituents-in appropriate phrases, pause groups, breath groups, and sentence constituents.
10. Express a particular meaning in different grammatical forms.
11. Use cohesive devices in spoken discourse.
12. Appropriately accomplish communicative functions according to situations, participants, and goals.
13. Use appropriate registers, pragmatic conventions, and other sociolinguistic features in face-to-face conversations.
14. Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
15. Use facial features, kinesics, "body language," and other nonverbal cues along with verbal language in order to convey meanings.
16. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

Memory Test

Objective: To memorize the setting by remembering the place or people.

Level: intermediate.

Time: 5 -10 minutes

INSTRUCTIONS:

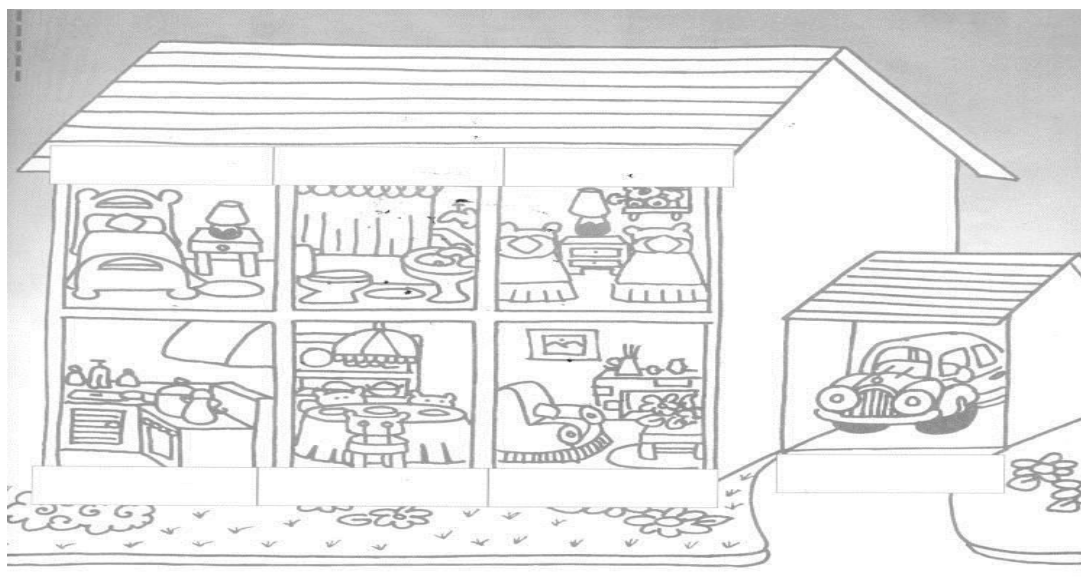
Pairs. Students look very carefully at the room and the people in it for one minute. One student closes his eyes. Other student asks questions.



Do it yourself!



Look at the picture and try to remember where the objects go.



How was your weekend?



Objective: to describe the activities done over the weekend.

Level: Basic

Time: 5-10 minutes

INSTRUCTIONS:

It is boring when you ask your students every Monday “How was your weekend?” but give the students the identity of a famous person on a slip of paper (or let them think on their own). In pairs students ask the questions and try to guess the other's identity based on what they did over the weekend. Alternatively, brainstorm what they think the King of Spain did, or Harrison Ford, Mickey Mouse, or Brad Pitt, Jennifer Lopez, the teacher, etc.

Do it yourself!

- ☞ Bring pictures of famous people to the classroom and ask your partners what they did in their last vacation.

DON'T SAY YES OR NO

Objective: to get the students to apply different responses in order to avoid yes or no.

Level: Basic

Time: 5-10 minutes



INSTRUCTIONS:

Select a student to go to the front. The rest of the class (including the teacher) fire questions at the student try to get him/her to say yes or no. A demonstration by the teacher may help for a lower level class ("I don't think so," "that's true", "that's no quite right", "ah huh", "sometimes", "I do", etc.



ADVICES

Objective: To improve oral competence by giving advices.

Level: Intermediate and advanced

Time: 20-25 minutes

Instruction: Work in small groups. What advice would you give to the people who wrote the following letters to an advice column in a newspaper.



I have just lost my job at age 43. I have a wife and 6 children to support and there seems to be no chance of getting another job. We don't want to move away from our friends and relatives. The other problem is that I am in debt.-I owe the bank \$1,000. Can you give me an advice?



I am a housewife and a friend just told me that my husband, Jim is just having an affair with his secretary. I am worried because he often comes home so late and says he has been working late at the office. Last weekend he said he has to go away to New York in business. I really don't know what to do : our two daughters are still in school and I don't want Jim to leave us I just don't know what to do



I am 55 years old and single. Now after all these years I have fallen head over heels in love. The girl I love is much younger than me-in fact she is 20 years old. She says she loves me but my relatives say she is just after the money. Her parents don't approve on me and want her to forget me. I don't want to be lonely the rest of my life. What should I do?



I am 25 years old and I have a great job in an advertising agency, working for a very nice boss. He changes for a promotion look really good but before I get too old I want to see the world. What I dream is to doing is taking a year off and sailing around the world alone. The problem is that my boss says he can't keep my job open for me. My boyfriend is against me going too -he says is too dangerous. What do you think I should do?

Do it yourself!



Now write a problematic situation and the rest of the class can give suggestions on how to solve it.

Oral Competence

PERSUADING



Objective: To encourage students to speak

Level: intermediate.

Time: 10-20 minutes

People do not always just accept suggestions and advice. They say things like this:

That's a good idea but ...

That might be OK but ...

What you don't seem to understand is that ...

I really don't think so because...

And they state their doubts and objections. Then they may have to be persuaded.

You can often answer objections like this:

I see that you mean, but if...

That's true, but if....

Decide with your teacher how you would continue this opening if someone suggested. For example, climbing Mt. Everest.

Do it yourself!



Your teacher smokes and drinks too much. Persuade him or her to stop or cut down and suggest some possible methods.

Oral Competence

GIVING EXPLANATIONS

Objective: to improve oral competence by giving some explanations.

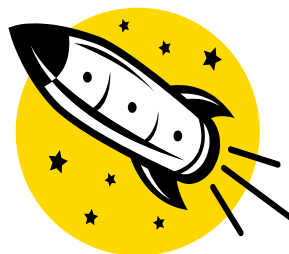
Level: Intermediate.

Time: 10 minutes.

Instructions: Work in small groups. What would you do if you were in these situations? How would you feel? What would it be like?



If you were in an inhabited island



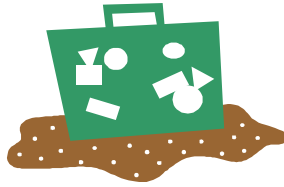
If you were in Mars.

Do it yourself!

☞ Give some other examples of situations

Oral Competence

STORY IN A BAG



Objective: *To simulate conversation through the inventive use of short, dramatic stories.*

Language level: *intermediate and advanced*

Equipment and material: *A variety of articles in a bag, one bag for each small group.*

This is a story-telling game and offers a dramatic challenge to the class. Divide the class into several groups of three or four students.

Each group is given a bag containing five or six unrelated articles, such as a book, a knife, a bottle of medicine, an envelope, and a red handkerchief.

Team members have several minutes to invent a story that incorporates all of these items. Then each group tells its story to the class, using dialog, gestures, and pantomime if desired. The presentation should be as dramatic and entertaining as possible. Often a short play results.

With the intermediate level, you may want to allow more time to prepare the story, perhaps even give out the bags a day ahead of time or as a homework assignments for presentation in class the following day.

COMMERCIAL AND ADVERTISEMENT

Objective: to improve speaking skills by convincing each other to get some specific products.

Level: Intermediate and advanced

Time: 20-25 minutes.

PROCEDURE:

- ✓ Students cut out an article from the newspaper.
- ✓ Present your article to the class and try to convince them to buy the product (act it out).

OH NO!

DO YOU HAVE WEIGHT PROBLEMS?

DO YOU FEEL UNCOMFORTABLE WITH YOUR SHAPE?



Is the solution to your weight problems. We have the most advanced program of exercises and the best experts around the world. Also, a diet plan that will make you lose 10 pounds only in a week!

Do not think it more!!! CALL NOW: 242-9567

Do it yourself!

- ☞ Create an advertisement. Then, persuade your classmates into get the product.

ORAL PRESENTATION



Objective: *students will follow the steps on how to make an Oral presentation.*

Level: *Intermediate and Advanced*

The Big Rule: Tell them what you're going to tell them. Tell them. Tell them what you told them. In other words, your presentation should have three parts: an introduction, body, and conclusion. Let's look at these three parts and see what you should include in each.

The Introduction

The purpose of the introduction is not only to introduce your topic, but also to interest your audience in the topic.

1. Grab the audience's attention by somehow involving them in your topic. You can do this by asking a question, offering an interesting fact, using a quotation or telling a short story. (The question "How many people here have a home computer?" is a lot more interesting than "Today I'm going to tell you about the Internet".)
2. You should preview the content of your presentation by offering a brief outline of what you will be discussing. You may also want to include why you choose this topic to present on.

The Body

The body of your presentation should support your introduction by offering facts, opinions, and reasons to support your topic. It should contain at least three ideas with supporting details to illustrate your point.

The Conclusion

The conclusion should restate the main points without giving examples. Think of it as a brief summary, which emphasizes what you want the audience to remember. You can finish with a recommendation, a personal thought, an observation, or a question. Your closing statement (the last statement) should pull your presentation together.



Do it yourself!

- ☞ Base on the previous information prepare an oral presentation and present it in class. The rest of the class will evaluate you using the format on page 278.

Oral Presentations: Peer Evaluation

Person Presenting: _____

Please rate each of the following criteria on a scale of 1 to 5:

(needs improvement) 1 2 3 4 5 (good)

1. The presenter spoke clearly.	1	2	3	4	5
2. The presenter spoke at a good volume.	1	2	3	4	5
3. The presenter spoke at a good pace.	1	2	3	4	5
4. The presenter faced the audience.	1	2	3	4	5
5. The presenter appeared relaxed.	1	2	3	4	5
6. The presenter stood up straight.	1	2	3	4	5
7. The presenter used effective hand gestures.	1	2	3	4	5
8. The presenter made eye contact with me.	1	2	3	4	5
9. The introduction caught my attention.	1	2	3	4	5
10. The presenter provided some good examples.	1	2	3	4	5
11. The conclusion wrapped up the speech.	1	2	3	4	5
12. I found this topic interesting.	1	2	3	4	5

Comments / Specific Notes on Strengths and Weaknesses:

Oral Presentation Evaluation

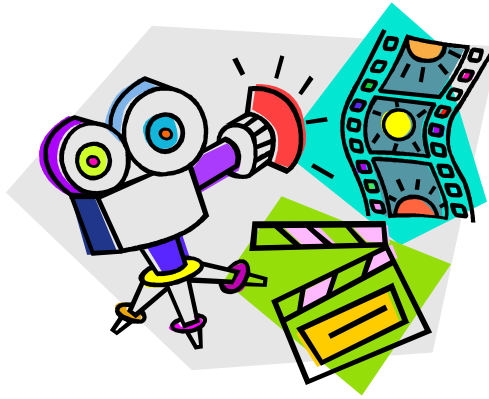
Part One: Grammar

- Verb Forms:
- Articles:
- Prepositions:
- Word Choice:
- Sentence Structure:
- Other:

Part Two: Presentation Comments

Grade: _____

MOVIE-REVIEW FORM



Objective: Students will watch a movie in order answer to detailed information about the movie.

Level: intermediate and advanced.

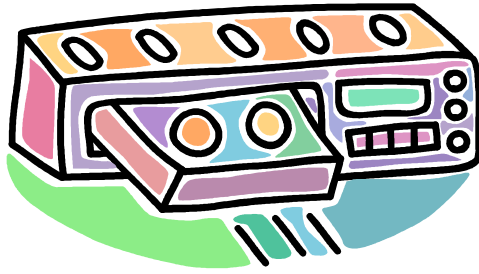
Instruction: Make copies of the form, and distribute them to your students a few minutes before the film. Ask students to read over the questions so that they know what details they should be watching for during the film. After the film, ask students to fill in the forms.

1. What type of movie did you see? (Circle one)

Drama	historical fiction	comedy
Biography	romance	mystery
Science fiction	other	_____

2. List some of the leading characters.

Oral Competence



3. Briefly state the main idea of the movie.

4. Rate these moviemaking elements by number: 1 (poor) to 5 (excellent)

Action_____ dialogue_____ scenery_____

Acting _____ special effect_____ musical score_____

5. Did you like the movie? Why or why not?

6. Briefly explain something new that you learned from this movie.

7. Was there a lesson being taught by this movie? Briefly explain.



SONG REVIEW FORM

Objective: to develop listening skills by analyzing different songs.

Level: intermediate and advanced

INSTRUCTION: Chose different chunks of songs and ask the students to fill in the chart, with the information needed.

SONG	GENRE	SETTING	MAIN CHARACTERS

COMMUNICATIVE ACTIVITIES



Role-plays can be another way of building confidence, particularly if you focus on problem solving situations where students have to define their own roles and use their judgment to determine a course of action. This kind of role-play is referred to as socio-drama. The enactment is open-ended and centers around a clearly stated conflict which is relevant to the students. The steps are as follows:

1. Introduce the topic of your socio-drama; present the new vocabulary and structures you think will be helpful to you student's comprehension and ability to participate in the role-play. Read a story, which identifies a problem, stopping the story at the climax.
2. Discuss the problem with your students. Select the students who demonstrate a special interest in particular roles to play those parts. Prepare the ether students to listen to the role-play and to offer advice.
3. Ask the selected students to act out the rest of the story. Then discuss reactions with the audience. If plausible alternatives for dealing with the same problems are offered, replay the same drama using the newly suggested strategies.



Here are sample suggestions for socio-dramas:

1. Maria comes home from school all excited. She has been offered a scholarship to go to university. She tells her mother, who is upset. "You know that I am relying on you to get a job and help with your brothers school fees".
"But Mother, this is the chance of a lifetime".

You will get married and then the money you earn will go to your husband."

"Oh mother...."

2. Liz has a close friend Peter. They come from the same village. They were at the same primary school together and they are now at secondary school together. Liz is doing very well, but his friend Peter is having trouble keeping up, especially with the math. Peter expects Liz to coach him or even to do his homework for him, but Liz is finding that this is taking so much time his own work is suffering. He is becoming angry with his friend. What should he do?

REVIEW CHAPTER TWO

ORAL COMPETENCE

1. What does an oral presentation should include?
2. What is the purpose of the introduction in an oral presentation?
3. How can the speaker get the audience's attention?
4. What does the speaker should include in the body of an oral presentation?
5. What is included in the conclusion?
6. As a student what thing should be evaluated in a peer oral presentation?
(List five)
7. As a teacher what things should be consider in an oral presentation evaluation?
8. In your opinion what should be included in a movie review?
9. List 5 activities in which you can improve your oral competence.

CHAPTER THREE



TEACHING POETRY AND LITERATURE



HOW TO READ A POEM



Normally when someone reads a newspaper, or indeed any either piece of prose, he lets his eye run down the page and from side to side and takes in the sense of the words through his eyes. He doesn't pay attention to the sound that they would make if they were reading them aloud, and the shape and arrangement of them in the page. The method he uses is called silent reading. In classical times this process was unknown. When a Greek or Roman or even a medieval man wanted to read something, he spoke the words aloud to himself. The speed of the silent reading was undoubtedly enable us to take in large amounts of information more quickly. Unfortunately, it has caused a complete neglect of words as things. In reading a popular newspaper, or a government document, this perhaps matters very much. Most prose nowadays is written to convey a group of ideas as clearly and as quickly as possible without much concern for its structure and music.

Poetry, on the other hand, is more solid and more resonant. No one can read a poem unless he realizes that is a physical object as well as an abstract vehicle for conveying ideas. A poem has a material existence like a piece of piece of music or sculpture or a plate of meat. It can be appreciated or understood unless it is read aloud to oneself, or at least a mouthed to oneself to obtain the feel of the words. Listen to a poem read aloud by someone else (as one listen to a friend or a relation reading a letter at the breakfast table) is not enough. A poem must be "played" by the reader himself so that he creates his own sound through the feel

of the words as he speaks them. He must exercise his own jaws and let his own saliva run so that he "tastes" the poem in his mouth and he might taste a piece of food. Ideally, of course, this method of reading should be applied to any piece of writing, which aspires to be a work of art, whether it is in prose or in a verse.

Perhaps making the method of reading it is possible to have in mind clearer by comparing it with the way one speaks to someone who is deaf, exaggerating the movement of one's lips in the formation of the sounds. It is well worth trying to do this without making any sound at all and concentrated one's attention for a moment purely on this matter or "feel". Once a reader has grasped this vital difference between mouthing and silent reading, the difficulties of understanding poetry can be broken down into three groups. Some of the difficulties arise purely from the appearance of poems on a page. Normally prose is printed in such a way as to fill up the available space in as economic a way as possible. The words are arranged in arbitrary symmetrical lines across and down the page and the reader is not supposed to pay any attention to them as such, except as a specimen of good or bad typography. A poem on the other hand is always laid out of the page in a way, which has some significance. The line endings are usually printed so as to mark some rhythmical point in the poem's development, and the lines are often grouped into sections or stanzas of equal numbers in a way, which helps the poet to make the structure of the poem clear.

RHYMING POEMS

Poems that rhyme are fun to make up and fun to read out loud. Read the poem below.

Notice that each pair of two lines rhymes. These rhymed pairs of lines are called couplets.

After you have read the poem, follow the directions at the bottom of the page.

Shock- headed Peter

*Shock- headed Peter! There he stands.
With his horrid hair and hands.*

*See his nails are never cut;
They are grim'd as black as soot;*

*And, the, sloven, I declare,
He has never comb'd his hair;*

*Anything to me is sweeter
Than to see Shock-headed Peter.*

By Heinrich Hoffman

List the pairs of rhyming words used in the poem above.

1. _____
2. _____
3. _____
4. _____

WRITE A RHYMING POEM

Objective: Students will write a rhyming poem based on the words given.

Level: Advanced.

Time: 20-25 minutes.

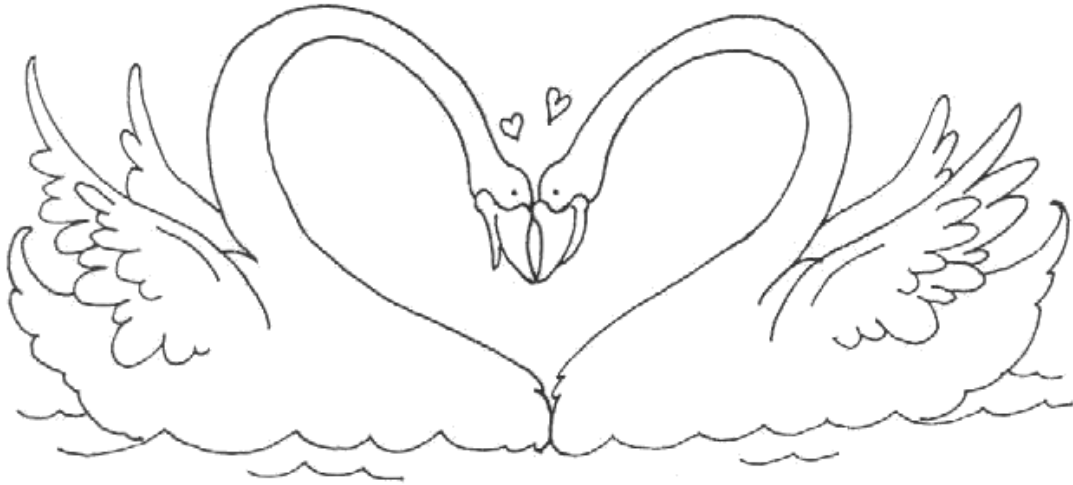
Instructions: Look at the words below. Write your own rhyming poem. Use the list of rhyming words, or think of rhyming words on your own. Write your rhyming poem at the bottom of the page.

ice	four	troll	carry
twice	door	mole	marry
mice	chore	stole	hairy
lice	more	bowl	fairy

Title

By _____

HAIKU



A haiku is a type of poem about nature. It has no rhyming words. It is fun to write because it is just like a puzzle. A haiku has only three lines, with a certain number of syllables in each line. Look at the picture and then the haiku formula. Now read the haiku below.

The first line has 5 syllables

1 2 3 4 5
Fa / ces to/ ge/ ther

The second line has 7 syllables

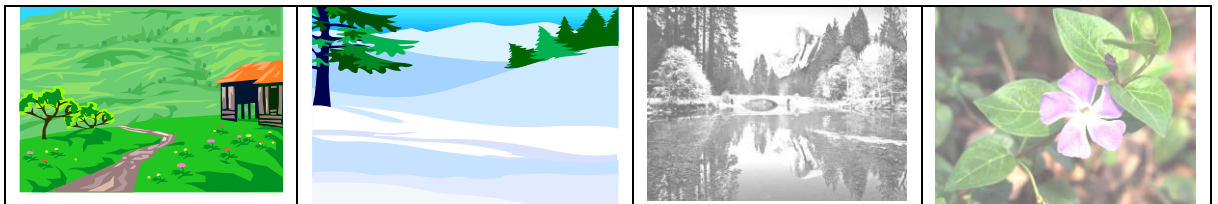
1 2 3 4 5 6 7
two swans gli/ ding on a stream

The third line has 5 syllables

1 2 3 4 5
like a val/en/tine

HAIKU-ING

Using haiku formula, look at the pictures below and write a haiku about each picture.



5 syllables

1 2 3 4 5

7 syllables

1 2 3 4 5 6 7

5 syllables

1 2 3 4 5

5 syllables

1 2 3 4 5

7 syllables

1 2 3 4 5 6 7

READING A POEM



Objective: To read and analyze poems.

Level: Intermediate and advanced.

Time: 20-25 minutes

Procedure:

1. Pass out copies of the poem. Ask the students to underline the words that have rhythm as you read the poem aloud.
2. Have the class compare their answers.
3. The students share the rhythm words.

Every poem shares certain characteristics. It is no necessary to understand every word to understand the meaning:



1. How many lines does the poem have?
2. Do the lines rhyme?

UNTITLED



*A woman so beautiful, among the great crowd
Seems unaware, the beauty she's endowed
People pass quickly, giving her a glance,
But she knows not to give flirting a chance.*

*As I watch her from the deck, joy enters my heart
At the sight of her radiance, emotions inside of me start...
My heart can now deal with the yearning I cope,
Lady of grace, you have given me hope.*

*For love would I have, too soon it would be,
Though not imprudent or seeking love recklessly
To seek to know you, I inquire my dear,
This will I do, as you let me be near.*

*Would that the future could, in surprise, hide
The blessing of you as my beautiful bride.
If love would grant that our hearts we could share
Then the waiting shall be something I can truly bear.*

*If love is not now, but tomorrow shall be,
The patience will be a companion to me
But if there was thing that I could now pray,
It would be that tomorrow, should be here today.*

By J.G.O.

PERSONIFICATION

Write often make their stories or poems more interesting by having an animal or an object speak or act as if it were a person. This is called personification. For example, examine the picture and description below.

EXERCISE

Instructions: Explain why each of the following sentences is an example of personification.

The sofa wept under the weight of all the people.

The apple tree was tired from the weight of all the apples on its branches.

The angry wind blew down onto the man on the narrow road.

Use personification to describe how a mirror would feel when an ugly old witch stares into it.

Now describe how a birthday present might feel if nobody wanted it.

IT'S HYPERBOLIC!



Objective: Students will write examples of hyperbole.

Write sometimes use exaggerations to stretch the imagination of their readers. This device is called hyperbole. Hyperbole is an exaggeration that is so great that no one would believe it. An example of hyperbole is:

Christopher was so hungry he ate a million sandwiches.

Instructions: Fill in the lines below with as many exaggerations as you can think of to complete the sentences.

1. My kite flies so high it can _____
2. I am so happy that I feel like I could _____
3. That dog is so ferocious it looks like it could _____
4. That car is so skinny that _____
5. Sally is so skinny that _____
6. Johnny's voice is so loud it could _____
7. It was snowing so hard that _____
8. Amy was so fat that _____
9. Janie's hair was so long she could _____
10. Tommy played the piano so often his fingers _____

MAKE COMPARISONS WITH METAPHORS

Objective: *Students will analyze the metaphor by writing a logical explanation of each example.*

Do it yourself!

Instructions: Examine the illustrations below and read the metaphor caption next to it. On another sheet of paper, explain why each caption is a metaphor.

A writer will sometimes surprise the reader by comparing one thing with another when they are not normally related to each other. This type of comparison is called a metaphor. An example of metaphor is:

Superman is a man of steel.

1. The airplane was a huge, soaring bird in the sky.
2. Lottie peeked in the forbidden room and promptly turned to stone.
3. The witch's fingers were icicles.
4. The wicked troll breathed fire into the air.
5. His eyes were speaking stars.

UNDERSTANDING IMAGERY IN LYRIC POETRY

Instruction: Read this poem.

January

The days are short,
The sun a spark
Hung thin between
The dark and dark

Fat snowy footsteps
Track the floor.
Milk bottles burst
Outside the door

*The river is
A frozen place
Held still beneath
The trees of lace*

*The sky is low.
The wind is gray.
The radiator
Purrs all day.*

John Updike



What pictures does the poet help you to see in this poem?

Think and Discuss

The poem “January” is a good example of a lyric poem. A lyric poem expresses a poet’s feeling, usually in a brief, songlike manner. The subject matter usually includes nature, love, or sadness. It describes people and things rather than tells a story about them. Often, though not always it has a definite rhythm and rhyme. Finally to help the poet express feelings, he or she makes great use of figures of speech.

Figures of speech are devices, or aids, by which the poet makes his or her feeling clear. Through them the poet presents images and pictures to help see as the poet does. Study these definitions.

Simile: is a comparison of two unlike things. The words like or as are used to make the comparison. “The fire burned as brightly as the sun” is a simile. It compares the fire to the sun by stating that both burn brightly.

Metaphor: is also a comparison. Unlike similes, however metaphors do not use like or as. Instead, they state that one person or thing is another. “Her hands were icicles” is a good example of a metaphor.

When the same beginning letter is repeated in the same nearby words, this is called **Alliteration**. In the poem “January” “bottles burst” is an example of alliteration.

Assonance is a repeating of the same vowel sound in several nearby words. In the third verse of “January” the short /i/ sound in *river*, *is*, and *still* is an example of assonance.

Consonance is a repeating of the same *consonant* sound in several nearby words. (The consonants do *not* have to be exactly alike, but they must take the same *sound*.) In the third verse of “January,” the words *is frozen*, and *trees* all contain the /z/ sound.

Besides having so many figures of speech, what other qualities of a lyric poem does “January” express? How do you think the poet feels about January?



Do it yourself!

☞ Read this poem. Answer the questions in the sentences.

Fog

*The fog comes
On little cat feet*

*It sits looking
Over harbor and city
On silent haunches
And then moves on.*

Carl Sandburg



1.What is Sandburg describing?

2.What two things is Sandburg comparing?

3.Does Sandburg use a simile or a metaphor to make the comparison? How can you tell?

Instruction: Read this poem. Then, complete the sentences.

Velvet shoes



*Lets us walk in the white snow
In a soundless space;
With footsteps quiet and slow,
At a tranquil pace,
Under veils of white lace*

*I shall go shod in silk,
And you in wool,
White as a white cow's milk,
More beautiful
Than the breast of a gull*

*We shall walk through the still town
In the windless peace;
We shall step upon white down,
Upon silver fleece,
Upon softer than these.*

*We shall walk in velvet shoes:
Whenever we go
Silence will fall like dews
On white silence below.
We shall walk in the snow.*

Elinor Wylie

1. One example of a simile in the poem is _____
2. An example of a metaphor in the poem is _____
3. An example of alliteration is _____
4. An example of assonance is _____
5. An example of consonance is _____

ANALYZING LITERATURE

What Is Literature?

Life, and language are aspects of American life, as well as literature. By reading and discussing literature, you can improve your language skills as well as your knowledge of this culture in which you live.

1. What is literature? Is a newspaper literature? Is magazine literature? Can any type of writing be called literature?
Before you open a dictionary to define this term, let your own experience guide you. To understand literature, begin by thinking about writers.
2. Do you think that great writers write to kill time? Do they write to make money? Is their goal to again fame? Or, do you think that they write because they have nothing better to do?
3. Is writing important to a serious writer? Is there something inside that pushes him or her to write? What is it?
4. In fact, what is a writer? Is a person who writes instructions for operating a machine a writer? Is someone who writes a guide for gardening a writer?

At this point, perhaps you have more questions than answers so pause a moment and return to the notion of literature. Some of you may have defined literature as "writing that lasts a long time." Others may consider literature "good writing" that a large number of people have judged to be "good".

That is beginning of a definition of literature. But you must look deeper than that, deeper even than the meaning a dictionary might give you to understand what makes writing literature and how literature can aid you in understanding about American life-or life itself.

MARTIN LUTHER KING, JR. (1929-1968)



MMARTIN LUTHER KING, JR. a Baptist minister and the son of a Baptist minister, received the Nobel Peace Prize in 1964 for his work for peoples' rights in the United States.

King was a minister in Montgomery, Alabama, when he led the Montgomery bus boycott. When Mrs. Rosa Parks refused to give up her seat in the bus to a white man, as required by city law, people in Montgomery demanded a change by refusing to ride the buses. The boycott lasted for more than a year.

King continued his work until he was killed on April 4, 1968, in Memphis, Tennessee, where he was organizing protest demonstrations for the rights of poor workers.

Martin Luther King, Jr.'s birthday is observed as a federal holiday in the United States of America.

DISCUSSION

Objective: To discuss Martin Luther's King speech.

Level: Advanced

Time: 25-30 minutes

I HAVE A DREAM

Five score years ago, a great American, in whose symbolic shadow we stand, signed the Emancipation Proclamation. This momentous decree came as a great beacon of hope to millions of Negro slaves who had been seared in the flames of withering injustice. It came as a joyous daybreak to end the long night of captivity.

But one hundred years later, we must face the tragic fact that the Negro is still not free.

I say to you today, my friends, that in spite of difficulties and frustrations of the moments, I still have a dream.

It is a dream deeply rooted in the American dream.

I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self evident; that all men are created equal."



I have a dream that one day on the hills of Georgia the sons of former slaves and the sons of former slaveowners will be able to sit down together at the table of brotherhood.

I have a dream that one day the state of Mississippi, a desert state sweltering with the heat of injustice and oppression, will be transformed into an oasis of freedom and justice.

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

I have a dream today.

I have a dream that one day the state of Alabama, whose governor's lips are presently dripping with the words of interposition and nullification, will be transformed into a situation where little black boys and girls will be able to join hands with little white boys and white girls and walk together as sisters and brothers.

I have a dream today.



I have a dream that one day every valley shall be exalted, every hill and mountain shall be made low, the rough places will be made plains, and the crooked places will be made straight, and the glory of the Lord shall be revealed, and all flesh shall see it together.

This is our hope. This is the faith with which I return to the South. With this faith we will be able to hew out of the mountain of despair a stone of hope. With this faith we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood. With this faith we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day.

This will be the day when all God's children will be able to sing with new meaning:

*My country, 'tis of thee
Sweet land of liberty,
Of thee I sing;
Land where my fathers died,
Land of the pilgrims' pride,
From every mountain side
Let freedom ring.*



And if America is to be a great nation, this must become true. So let freedom ring from the prodigious hilltops of New Hampshire. Let freedom ring from the mighty mountains of New York. Let freedom ring from the heightening

Alleghenies of Pennsylvania. Let freedom ring from the snowcapped Rockies of Colorado. Let freedom ring from the curvaceous peaks of California. But not only that; let freedom ring from Stone Mountain of Georgia. Let freedom ring from every hill and molehill of Mississippi. From every mountainside, let freedom ring.

When we let freedom ring, when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when all God's children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual, "Free at last, free at last, thank God Almighty, we are free at last."

INSTRUCTIONS: Think about Dr. King's speech and discuss your ideas with your classmates and teacher. Here are some ideas and questions to think and talk about.

- a. What do you think Dr. King means by "the American Dream"?
- b. What was Dr. King's dream in 1963 for his children? Do you think it has come true?
- c. What does Dr. King think the world will be like when people are "free at last"?
- d. How does this idea compare to ideas about freedom you discussed before reading the speech?
- e. Does Dr. King repeat anything in his speech? What words? How many times? What effect does this have on people hearing the speech?

SANDRA CISNEROS (1954-)



Sandra Cisneros was born in Chicago in 1954. She has worked as a teacher to high schools dropouts, a poet-in-the-schools, a college recruiter, and an arts administration. Internationally acclaimed for her poetry and fiction, and the recipient of numerous awards. The daughter of a Mexican father and a Mexican-American mother, and sister to six brothers, she is nobody's mother and nobody's wife. She lives in San Antonio, Texas.



PAPA WHO WAKES UP TIRED IN THE DARK

By Sandra Cisneros



YOUR ABUELITO IS DEAD, PAPA SAYS EARLY one morning in my room. Está muerto, and then as if he just heard the news himself, crumples like a coat and cries, my brave Papa cries. I have never seen my Papa cry and don't know what to do.

I know he will have to go away, that he will take a plane to Mexico, all the uncles and aunts will be there, and they will have a black and white photo taken in front of the tomb with flowers shaped like spears in a white vase because this is how they send the dead away in that country.

Because I am the oldest, my father has told me first, and now it is my turn to tell the others. I will have to explain why we can't play. I will have to tell them to be quiet today.

My papa, his thick hands and thick shoes, who wakes up tired in the dark, who combs his hair with water, drinks his coffee, and is gone before we wake, today is sitting on my bed.

And I think if my own Papa died what would I do. I hold my Papa and hold and hold him.

MARK TWAIN



Mark Twain (1835-1910) is the pen name of Samuel L. Clemens, the writer H. L. Mencken called "the true father of our national literature".

Clemens was born in the backwoods of Missouri, but while he was yet a small boy the family moved to Hannibal on the Mississippi River. There, Sam developed a passion for the river and a desire to become the pilot on a riverboat.

He was a popular man in Hannibal, but remained poor, and when he died Sam was apprenticed to a printer. Thus at age 11 Sam's formal schooling ended, though he continued to read extensively. As was the case with many 19th century writers, the print shop and journalism served as preparation for his literary career.

In 1870, Clemens married a wealthy and rather aristocratic girl and settled in the East, first in Buffalo and then permanently in Hartford, Clemens gave up journalism to make fiction writing his career. His writing was popular and sold well, although he sometimes found lecture tours necessary to supplement his income.

The typical motif in Clemens' writing was the narration of a story by a young or naïve person or a story in which the main character was an Easterner unaccustomed to frontier life. In Clemens' stories the over-refined Easterner was usually outwitted by Westerners. When he wrote from a youth's perspective, the youth was usually wise beyond his years but retained an idealism, which Clemens contrasted with the hypocrisy and cruelty of the adult world.

PREDICTION

Objective: *students will predict what will happen in the movie based on what they are able to observe.*

Level: *advanced*

Time: 20-30 minutes.

Instructions:

Students will watch chunks of the movie "The adventures of Tom Sawyer" then they will predict what will happen at the end of it.



Do it yourself!

- ☞ Prepare an oral presentation based on a movie from an American writer.

THE LETTER

By Emily Dickinson



1. "Going to him! Happy letter! Tell him-
Tell him the page I didn't write;
Tell him I only said the syntax,
And left the verb and the pronoun out.
Tell him just how the fingers hurried,
Then how they waded, slow, slow, slow;
And then you wished you had eyes in your pages,
so you could see what moved them so.

2. "Tell him it wasn't a practiced writer,
You guesses, from the way the sentence toiled;
You could hear the bodice tug, behind you,
As if it held but the might of a child:
You almost pitied it, you, it worked so.
Tell him-No, you may quibble there,
For it would splint his heart to know it,
And then you and I were silenter.

3. "Tell him night finished before we finished,
And the old clock kept neighing 'day!'
And you got sleepy and begged to be ended-
What could it hinder so, to say?
And you got sleepy and begged to be ended-
What could it hinder so, to say?
Tell him just how she sealed you, cautious,
But if he ask where you are hid
Until to-morrow,- happy letter!
Gesture, coquette, and snake you head!"



Understanding the Text: Analysis

Read the poem and answer the questions below about each verse:

1. In verse 1, the narrator instructs "the poem" to "tell him the page I didn't write." Why do you think the narrator wants the poem to tell its recipient another page she did not write? What does the narrator mean?
2. In the last verse, the narrator uses different pronouns. She describes herself and the poem as "we" and herself as "she". Read this last verse and think about why the narrator switches from "you" and "I" to these pronouns.
3. Finally in the last lines, the narrator commands the letter: "if he asks where you are hid....."Gesture, coquette, and shake your head!" What do these lines mean? Why would the narrator say this?

EDGAR ALLAN POE



ANNABEL LEE

It was many and many a year ago,
In a kingdom by the sea,
That a maiden there lived whom you many know
By the name of Annabel Lee; -
And this maiden she lived with no other thought
Than to love and be loved by me.

She was a child and I was a child,
In this kingdom by the sea,
But we loved with a love that was more than love-
In and my Annabel Lee-
With a love that the winged seraphs of Heaven
Coveted her and me.

And this was the reason that, long ago,
In this kingdom by the sea,
A wind blew out of a cloud by night
Chilling my Annabel Lee;
So that her highborn kinsmen came
And bore her away from me,
Too shut her up in a sepulcher
In this kingdom by the sea.

The angels, not half so happy in Heaven,
Went envying her and me:-
Yes! that was the reason (as all men know,
In this kingdom by the sea)
That the wind came out of the cloud, chilling
And killing my Annabel Lee.
But our love it was stronger by far than the love
Of those who were older than we-
Of many far wiser than we-

And neither the angels in heaven above
Nor the demons down under the sea,
Can ever dissever my soul from the soul
Of the beautiful Annabel Lee. –

For the moon never beams without bringing me dreams
Of the beautiful Annabel Lee,
And the stars never rise but I see the bright eyes
Of the beautiful Annabel Lee;
And so, all the night-tide, I lie down by the side
Of my darling, my darling, my life and my bride,
In her sepulcher there by the sea-
In her tomb by the side of the sea.

DISCUSSION QUESTIONS

Annabel Lee

1. Cite lines which support the idea that the poem is an idealized account of Poe's dead wife, Virginia Clemm.
2. How does the poem illustrate the timelessness of love? How do you interpret the last four lines of the last stanza?
3. Who do you think her "highborn kinsmen" are? (Line 17)

A DREAM WITHIN A DREAM

By Edgar Allan Poe

Take this kiss upon the brow!
And, in parting from you no,
Thus much let me avow-
You are not wrong, who deem
That my days have been a dream;
Yet if hope has flown away
In a night, or in a day,
In a vision, or in none,
Is it therefore the less gone?
All that we see or seem
Is but a dream within a dream.

I stand amid the roar
Of a surf-tormented shore,
And I hold within my hand
Grains of the golden sand-
How few! yet how they creep
Through my fingers to the deep,
While I weep- while I weep!
O God! can I not save
One from the pitiless wave?
Is all that we see or seem
But a dream within a dream?

Understanding the Text: Analysis



Read the poem again carefully and answer these questions.

2. In the first five lines of verse 1, the narrator tells someone that he is "not wrong, who deem that my days have been a dream" What does it mean when a person's days are a dream?
3. What do you think the unnamed person has said to the narrator of the poem? In the second part of verse 1, the narrator asks, "if hope has flown away is it therefore the less gone?" what does he mean here?

4. What do you think has happened to the narrator of this poem? What could he mean when he says, "all that we see..... is but a dream within a dream"?
5. He tells us that he is holding grains of sand in his hand. Why do you think he weeps when the grains fall through his fingers?
6. What do you think the narrator wants?

READING JOURNAL

1. Do you like this poem?
2. Do you understand the feeling the narrator has? Do you share his/her feeling?

DOCUMENTARY

GEORGE WASHINGTON

1. Who was the first president of the United States?
2. When was the American Revolution?
3. At what age did George Washington died?
4. Washington planted an ash tree, as a symbol of democracy. What is democracy to you?

THOMAS JEFFERSON

5. Who was the third president in the American history?
6. Where is Thomas Jefferson's statue located?
7. According to Jefferson in what things the failed to provide?
8. Who was the 16th president?

Abraham Lincoln

9. How do you describe ABE LINCOLN'S personality?
10. During what period Lincoln was president?
11. What was the main cause of the civil war?
12. When was Lincoln assassinated?

REVIEW CHAPTER THREE

TEACHING POETRY AND LITERATURE

- 1) In your own words define a rhyming poem?
- 2) In your own words define what is a metaphor?
- 3) Give an example of a metaphor.
- 4) What is a hyperbole?
- 5) Give an example of a hyperbole.
- 6) According to you what is literature?
- 7) In your opinion what is the main message in Martin Luther King's speech?
- 8) When was Sandra Cisneros born?
- 9) What was Mark Twain's real name?
- 10) Based on the documentary, who was the first president of the United States?
- 11) During what period was Abraham Lincoln president of the United States of America?

UNIVERSIDAD TECNOLÓGICA DE EL SALVADOR



TEACHING PRACTICE I AND II HANDBOOK

TEACHER'S ANSWER KEY

DEVELOPING LISTENING SKILLS

LISTENING AND LANGUAGE ACQUISITION

Many language teachers regard this as the most important skill of all. Through active listening, it is thought, students acquire vocabulary and syntax, as well as a better pronunciation.

The primacy of listening competence in interaction is evident; to engage in any form of communication, we have to understand and react to what has been said. Consequently, learners need to practice listening, as well as engaging in international activities.

Which way?

The city dwelling teacher can describe the route followed to school that morning. Places, streets and shops are not named, of course. From the description, the students have to identify the streets the teacher followed:

TEACHER: Which streets did I walk along coming to school? Write down their names. Ready?

I bought my newspaper at the kiosk near the big hotel that the Europeans all go to. I was early, so I went a long way round. In the first streets there are two shops that sell medicines. I went as far as an open space, where I turned left. I walked in front of the place where we go to collect our letters, but I didn't look in my box. I took the next road on the right, the one with all the eating-places, and stayed on it until I go to the school.

Passage length listening activities

There are several ways to approach a passage, which is one or more paragraphs in length: Such passages have the advantage of linguistic cohesion, with referents, conjunctions and other markers of continuous speech. Also, a phrase is often understood because of the context or something that was said before. These activities are all simple to do in class.

Spot the words

This is really an aural scanning activity. The class copies a short list of words that may or may not be in the passage they will hear (most, of course, will in fact be heard.) The key words are dictated, but out of sequence, and written in the student's rough books. All they have to do then is tick off the words if they hear them. Sometimes a word is used more than once, if so, they have to note how many times it occurs.

Cloze listening

The cloze can also be used for listening, if the passage is not too difficult. You can compose your own passages if you prefer. You just read out a passage or dialogue, deleting some content words. Normally one deletion in each sentence is enough. The students have to suggest words that are appropriate for the gaps. Sometimes more than one word is possible, creating added interest. Two alternative procedures are possible.

- 1. The memory cloze** The text is heard once in its entirety. Then it is read again, but with pauses for the class to try to recall the next word. With this procedure quite long passages can be used.
- 2. The buzzed cloze** The text is read straight through, but you say buzz of each deleted word. The buzz can be marked grammatically, as in the example.

Having buzzed the passage once, you read it a second time. This time you after each buzz phrase for the students to write or call out the words they want to provide. It sounds like this:

When I leave school this weekend I'll go straight to the bus station. There, I'll buy my buzz and catch the bus to Xville, where my family buzzes. My mother will be buzzed to see me because I haven't been buzz for several months. I expect she will have arranged a buzz for me....

LISTENING ACTIVITIES

Lesson based on listening. Active listening can be included in any type of lesson. The warm-up phase offers a ready and is especially suitable, as the listening serves to attune the students to language. Even though some activities require the class to speak or write, this production is limited and the focus is always on listening. The listening games can also be planned as a reserve activity. They are presented here in rough order of appropriation by level. The early ones are for beginner classes and the later ones can be used with more advanced learners.

Telephone numbers.

You read out a few telephone numbers and the students write them down. They are immediately checked at the blackboard. International codes and area codes can be included, to make the task more difficult. Dates can also be included, the twelfth of March 1947 would be written 12/3/47 (or 3/12/47 if you use American notation).

THE ROLE OF SPEAKING IN LANGUAGE LEARNING:

Ask yourself, what is the role of interactive speaking in my lessons? You may well come up with a list which includes the following goals for you students:

- Participation
- Interaction
- Fluency
- Confidence
- Communication strategies

Participation

Most of your students will participate in your English lessons if you select activities, which involve them. Introduce interactive speaking activities with issues and topics, which are personal.

It takes time to build up trust in a classroom. Start out with activities like the following one called "The Route to School," which is suitable for beginning level classes.

1. Bring to class a large map of the city, town, or village in which you are teaching. Level classes.
2. Ask student what time she started her trip to school and what time she arrived. Ask her to trace her route on the map.
3. On the black board construct a chart with columns in which to record starting point and time, route, arrival time at school, and total time of the journey.

Interaction.

Interaction can be stimulated if you give your students the opportunity to talk to each other about what is important to them. As you know, if you are working with adolescents, the teen years are often marked by an unevenness of mood, by dramatic swings in energy levels, by immense physical and mental changes. One way of helping adolescent to cope is to create opportunities for them to speak out and to be heard, simple but therapeutic. It requires from your students a willingness to share a little of themselves and gives them the opportunity to think about the values which guide their lives.

1. Ask your students to bring to class three objects, which are significant or important to them. (For example, a religious object, a stone a significant place, a photo, a letter, an article of clothing worn on a special occasion)
2. Divide the class into groups of four, and ask them to take turns in explaining to the group the significance or importance of the objects each one has brought.

3. With the class as a whole, list on the board the name of the objects brought to the class.

If several students have brought the same object ask them to talk about the object, to see if they had different reasons for bringing the same item to class. This exercise has been presented as a class activity for adolescents, but clearly it could be adapted and used in a tutorial situation with an adult as well.

Fluency

In the communicative approach, fluency takes some priority over accuracy. Basically, being fluent means being able to keep the language. In interactive speaking activities you are trying to get students to communicate their own ideas, opinions and wishes. They are fully aware of the meaning they wish to convey, but the exact content of their message is unpredictable, and you, the teacher, cannot give them the exact language they need to communicate. As result you students will not always be accurate in their use of the language, this emphasis on fluency implies two things. First, your error correction policy should reflect this emphasis.

This is often a simple process of listening to what is said and giving feedback on the message, rather than interrupting to correct pronunciation or grammar. This is not to say that errors should not be corrected, second, the activities you present should promote fluency. You want to find ways of stimulating you students so that they want to speak, and this wanting to speak overcomes their inhibitions about expressing themselves in English.

"Famous Personalities" is an activity that can be adapted to beginning, intermediate or advanced levels. It requires your students to have options.

Confidence.

A common comment from people learning a foreign language is "I hate marking a fool of myself". Your own language learning experiences in pre-service training probably brought the same thought home to you. You feel

foolish because you are not in control, the way you are in your native language.

How can you reduce some of your student's fear of looking foolish and build up their confidence and pleasure in using English? How can you give them the confidence to start taking control of themselves as speakers of English? Emphasize reducing learner anxiety and increasing confidence by providing comprehensible input and by not pressuring students to talk before they are ready.

A very practical way of putting these two principles into practice is through storytelling, role-play and drama. The comprehensible input comes from you, telling a story for instance. And while not pressuring your students, especially your beginners, to speak before they are ready.

For example, at the degree of student enrolment generated in this "Sound Effects" activity, suitable for low intermediate students.

1. Make sure that your students are sitting comfortably. Then tell a story like the one below, (You may want to make up your own story and add details to it which will be familiar to your students).

Mohammed's parents had to go to the city for the day, so they left him in charge of his sister Amal and his two young brothers Naceur and Sabri. When it got dark the children sat around the fire (a) and waited for their parents to return.

The wind began to blow (b) and it started to rain (c) They heard a scratching (d) noise at the door. The children gasped (e) and moved closer together. Maybe it's a lion (f) Maybe it's a snake (g). Maybe it's a wild dog (h) Mohammed could see that his sister and brother were scared. He switched on the radio to drown the scratching noise. The radio was playing a song (i). He turned the radio up loud (j) He turned it down low (k). But the scratching noise continued. Mohammed went to the door (l) and opened it (m)

There were the family chickens, which Mohammed had forgotten to shut in the chicken coop for the night. The children sighed (n) with relief and helped Mohammed put the chickens in the coop.

Use as much drama and as many pictures on the board as is necessary to make sure that everyone understands.

2. Tell the story a second time, this adding in sound effects where indicated by a number in the text. Get your students to help to create the noises:
3.
 - a. Scrunch a large sheet of newspaper
 - b. Make hooking noises
 - c. Pat the desk with your fingers
 - d. Scratch the desk with your fingernails
 - e. Gasp
 - f. make a roaring noise
 - g. Marked a hissing noise
 - h. Bark
 - i. Sing a song
 - j. Single loudly
 - k. Sing softly
 - l. Stamp feet
 - m. Make a creaking noise.

TEACHING READING- 7 TIPS

There are various good reasons for teaching reading. Students may actually need to read for their work or study, or they may want to read for pleasure. In each case, the process needs to be as easy as possible for them. In addition, the exposure to English is an important part of acquiring the language; the texts themselves can act as models for writing; the exercise and the reading can help to provoke conversation and discussion. Yet it is easy for us to forget some of the fundamental points of good reading teaching. Here are 7 tips or reminders that will make the teaching of reading a more positive and valuable exercise.

Horses For Courses In real life we read many different kinds of text: fiction, non-fiction, magazine articles, menus, plane, schedules, user guides, personal and business letters/email, poetry, cornflakes packets, sign, advertisements.... Ultimately, students need to be able to deal with these different texts, each of which has its own style and language structure. Students need to acquire the skills necessary for each kind- searching, skimming, scanning, and filtering. By concentrating only on presenting conventional texts for intensive language study, we ignore a large area of useful and essential material.

TEACHER'S ACTIVITIES

The room is the world

Tell the students that the wall with the whiteboard on it is North . Ask them that the opposite wall is "South ", fantastic, and this wall? "East", and this "West". Good. So if the classroom is the world, where is Spain? And France? What about Canada?. Tell students to stand up and go and stand in a country they've always wanted to visit. Without moving they ask each other where they are, and why they've always wanted to go there. They'll have to shout across the world at distant student.



Find the pattern

The teacher's chair is the "Hot Seat". Send a student outside the class to think up questions for his/her classmates. Give the rest of the class a pattern. They must use this pattern to answer questions when student outside comes back and starts asking things while sitting in the chair. For example:

Answer only using these words: say yes first, then say whatever you like, say what you like, but you must touch your nose when you answer. Only answer using adjectives.

Repeat the question then answer it any way you like. Touch your ear, Begin with "Erm...", cross your legs...etc. Can the student guess the pattern? Now

the teacher leaves the class and students think up a pattern for him/her to guess.

Three wishes

Students write down three wishes. Students get up and mingle until they find someone with a matching (or similar) wish. Then, they sit down in pairs and talk about it. Variation: Two bad experiences. The last seven things you do before leaving your flat this morning. Places you would visit if you won three plane tickets.

Hidden topic

Write a list of different subjects on small cards or slips of paper (e.g. Tennis, computers, shopping for food, traffic, beer, suits and ties, cycling, babies). Show a subject card to one student and start an informal with the student without naming the subject on the card (circumlocution). Other students write down the subject on paper (without other students seeing) when they think they know what it is. If they're correct, they can join in the chat.

Class Reaction

A student is in the "hot seat" and talking about his or her favorite subject, hobby, last weekend or what they did during the holiday. Student has his/her back to the board and must not turn around. Teacher writes a word on the board and the rest of the class reacts to it, e.g. Happy, sad, bored, interested, energetic, emotional, Italian, Japanese, English, etc. The speaker of course has to guess from the class reaction to it.

TEACHING TIPS EVALUATION FOR LEARNING

Knowing how well students are learning course material is crucial to the decisions. Teachers make to help learners succeed.

Unfortunately, grades often obscure evaluation for learning. Evaluation can be one of the most stressful aspects of college teaching. Teachers search for

fair instruments to collect accurate data easily. Students look for ways to assure good results. Yet, both may be diverting energy and emotion from learning to playing the grading game.

The tips below are based on the belief that evaluation should be feedback for improving the teaching and learning process in your classroom.

Know Where You're Going

Good evaluation begins with a clear vision of meaningful learning goals. Many teachers have a general idea of why they ask question on a test. Good evaluators make sure that everyone understands what and why these questions are being asked. Some activities that may help your assessments become clear and meaningful.

Getting What You Want

Tests usually work for general, content-oriented feedback. Getting more precise feedback related to goals requires more rich data collection methods.

Making it Manageable

Finding time to develop, conduct, and assess evaluations can be difficult, especially when trying to keep a close eye on improving learning performances: Teachers need to find a balance between the need to evaluate and time available for evaluation. The following tips offer some suggestions.

Involve students in the evaluation process. Let students edit each other's work and allow an opportunity to re-write before submitting. Quizzes can be marked in class to save teacher time. Provide clear criteria and directions.

Use reflection moments. Pose a question to the class about their opinions on their progress. Be specific. Your goals and or your diagram can focus their responses.

How well do they understand or use the material at this evaluation point?

Use computers to process simpler data. New Internet programs, like WEST, can grade multiple choice and short answer responses immediately (and send scores to the teacher)

Share class results with students and develop suggestions for improvement. The FCRC can help introduce you to options for your class- -or see <http://spot.indstate.edu>.

Final Word.

In high performance groups, the goal of instructional assessment is to improve educational performance. A systematic approach that identifies small steps toward improvement has proven to be the most effective approach. Well designed assessment is crucial to these improvement cycles. Focus on an area where you want to assure success and use an evaluation-for-learning process to guide your efforts.

ORGANIZING PAIR WORK

The organization of pair work or group work is a management task, but one which presents no real difficulties. However, in many societies a teacher-centered approach to education is the norm.

The aim of most language programmers is to equip the learners to interact with others, at ease and conversing reasonably fluently. Therefore, teachers must offer practice in speaking and communicating. To engage in interaction, the students need to talk to each other.

The teacher's role during pair work

Teachers who have never had total control have to adopt new attitudes, thinking more about the learning experience. And their pedagogical role is quite different during these new lesson phases. During pair work the teacher has two roles. One is to act as a monitor, listening to a few of the pairs and noting any persistent errors.

The second role that of resource person, providing help, information and feedback upon request.

Steps in using pair work.**Step one:** preparation

Prepare carefully, by means of presentation and practice, so that everyone is confident in using the language. Leave any needed visual support on the blackboard.

Step two: teacher-student model.

Call upon one student to stand. Take one part yourself and go through the whole task. Ensure they all know what they have to do.

Step three: public pairs

Designate two students who are sitting well apart; this makes them speak loudly enough for all to hear. Get them to repeat the task, as a second model. If necessary, get further public pair models.

Step four: timing.

Tell the class how long the activity will last, typically only two or three minutes.

Step five: private pairs.

Tell everyone to begin. This is sometimes called simultaneous pair work. While it is going on, go around the room to monitor and assist. There should be little need to interfere if the preparation has been thorough.

Step six: public check

Stop the activity when you see that most of the class has completed the task.

Choose one pair at random to stand and do the task again, publicly. This will be easy and quickly if they have indeed been practicing. Choose a second and a third pair to do the same. This stops students chatting in their mother tongue during pair work. They work harder if they know they may be checked afterwards.

SUITABLE ACTIVITIES FOR PAIR WORK

As you gain experience you will discover many opportunities for using simultaneous pair work. In the early stages of teaching it is best to use it for intensive practice purposes. In addition, some of the activities suggested later for group work may equally well be done in pairs. The practice activities described now are easy to use in pair work.

Dialogues

These are obvious targets. The two or three parts are first practiced by means of a repetition drill. Then some substitutions are cued, so that the students know how to personalize details in the dialogue (eg using their own names and the name of their own school, the length of time they have been studying English, the times of lessons, and so on).

Describing pictures

The teacher can use flashcards in a sort of guessing game, to get the students using the present continuous tense. Any picture can be the stimulus for a similar activity in pairs. Looking at the pictures that accompany the texts, students can take turns to compose true-false statements about the picture. The second of the pair only has to reply agree or disagree. Because they will have studied the next beforehand, there is little chance of error.

Providing titles

Before studying a text in class, ask the pairs to read it quickly and to compose title for it. Allow a minute at the most and then make an oral check. This is an excellent activity, as the class is really reading for information and not just for practice. You will sometimes realize, as a results variety of sensitive answer, that the text has been adequately understood. If why brother to conduct any other form of follow-up' the reading that has on was very realistic and purposeful. Why spoil a good activity?

Question and answer work.

The questions, which follow the text, can be done in pairs. The students orally, with the teacher making spot public checks afterwards. Answers can be written and neighboring pairs can mark each other's afterwards, under the teacher's direction.

Suitable group work tasks

Group activities tend to be freer and more interactive than pair work. Several types of activity are collaborative and easy to use, even by comparatively inexperienced teachers.

Games

Simple guessing games that practice Yes-No questions can be played in groups after a demonstration at the front. Easy ones to use are who I am thinking of?, What's my profession? And guess what I did (last night/during the weekend)

Dictation

Why should teachers always dictate a passage? It can easily be done by group leaders. Of course, they will only be assigned short texts that have already been worked on in class. In this way, pronunciation is good and the success is high. The leader can be responsible for checking for errors, too, after complete sentence. In this way, feedback is quick and when you call a stop, no one is holding a page of uncorrected.

Role play

This offers good follow-up to a lesson in which the class practiced a structure with a functional value. The groups can be asked to compose a short scene in.

Guess ahead

Before more advanced students read a new text, the topic is announced. they are then asked to make group predictions of the content or vocabulary that might be in the text. In a text about pollution, we might predict that it will deal with the sea, the forests, the use of fossil fuels, smoke from car exhausts, and so on.

68 IDEAS FOR USING IN CLASS



1. Alter the pacing of your class. If you rush through your class at full speed, slow things down and take time to ask your students personal questions based on the materials you are using. If you tend to proceed at a snail's pace, prepare some additional activities and push yourself to accomplish more than you usually do.
2. Ask a student to demonstrate a dance, and assist the student in explaining the movements in English.
3. Ask students to name as many objects in the classroom as they can while you write them on the board.
4. Ask students to present to the class a gesture that is unique to their own culture.
5. Ask students to write one question they would feel comfortable answering (without writing their name) on an index card. Collect all of

the index cards, put them in a bag, have students draw cards, and then ask another student the question on that card.

6. Ask your students if there are any songs running through their heads today. If anyone says yes, encourage the student to sing or hum a little bit, and ask the others if they can identify it.
7. At the end of class, erase the board and challenge students to recall everything you wrote on the board during the class period. Write the expressions on the board once again as your students call them out.
8. Bring a cellular phone (real or toy) to class, and pretend to receive calls throughout the class. As the students can only hear one side of the conversation, they must guess who is calling you and why. Make the initial conversation very brief, and gradually add clues with each conversation. The student who guesses correctly wins a prize.
9. Bring a fork, knife, spoon, bowl, plate and chopsticks (if you have them) to class, and mime eating some different dishes, letting students guess what they are. Then let your students take a turn.
10. Bring in some snacks that you think your students haven't tried before, and invite the students to sample them and give their comments.
11. Call on a student to draw his or her country's flag on the board, then teach him or her how to describe the flag to the class (It has three stripes...).
12. Choose one topic (food, sports) and elicit a list of examples (food - chicken, pudding, rice). Then have your student come up with the most unusual combinations of items from that list(chocolate-beef or wrestling-golf).
13. Collaborate with your students on a list of famous people, including movie stars, politicians, athletes, and artists. Have every student choose a famous person, and put them in pairs to interview each other.
14. Come to class dressed differently than usual and have students comment on what's different.

15. Copy a page from a comic book, white out the dialogue, make copies for your class, and have them supply utterances for the characters.
16. Copy pages from various ESL textbooks (at an appropriate level for your students), put them on the walls, and have students wander around the classroom and learn a new phrase. Then have them teach each other what they learned.
17. Copy some interesting pictures of people from magazine ads. Give a picture to each student, have the student fold up the bottom of the picture about half an inch, and write something the person might be thinking or saying. Put all the pictures up on the board, and let everyone come up and take a look.
18. Describe something observable in the classroom (while looking down), and tell students to look in the direction of what you described.
19. Draw a map of your country or another country that your students know well. By drawing lines, show students where you went on a trip, and tell them about it. Then call on several students to do the same. The trips can be truthful or fictional.
20. Draw a pancake-shape on the board, and announce that the school will soon be moving to a desert island. Invite students one by one to go to the board and draw one thing they would like to have on the island.
21. Draw a party scene on the board, and invite students to come up and draw someone they would like to have at the party.
22. Empty a bag of coupons onto a table, and have students find a coupon for a product that they have no need for.
23. Experiment with how you write on the board, altering your writing style, the size of the letters, the direction you write, and the color of the chalk/pens.
24. Explain to your students what it means to call someone a certain animal (dog, pig, fox) in English, and then ask them what these mean in their languages.

25. Fill the board with vocabulary your students have encountered in previous classes (make sure to include all parts of speech), and get them to make some sentences out of the words.
26. Find out what famous people your students admire, and work together with the class to write a letter to one of them.
27. Find out what your students are interested in early on in the semester. Go to the Internet from time to time to collect articles on these subjects for students to read during the class period.
28. First, instruct your students to write on a slip of paper the name of one book, CD, or movie that changed them in some way. Collect the papers, call out the titles, and ask the class if they can guess who wrote it. Finally, let the writer identify him or herself, explaining his or her choice.
29. Give students a reward (such as a candy or a sticker) each time they take the artificial language in your textbook and turn it into an authentic question or comment about someone in the class.
30. Hand a student a ball of yellow yarn. Have him toss it to another student, while saying something positive about that student and holding onto the end of the yarn. Continue in this manner until there is a web between all the students.
31. Hand each student an index card, and tell them to write down a sentence that includes an error they have made this week, along with the correct version of the sentence. Next, tape all of the index cards on the board for students to look over.
32. Hang up four different posters (example - one of a world map, one of a famous singer, one of a flower, and one of Einstein) in the four corners of your room. Tell students to choose one corner to stand in, and talk about why they chose that poster.
33. Have each student make a list of the five most useful phrases for tourists visiting an English speaking country.

34. Have students come to the board one by one, draw a poster for an English language movie (without the title) they think the other students have seen, and let the other students guess which movie it is.
35. Hire a musician (flute? harmonica? banjo?) to play for a few minutes of your class period.
36. In small groups, have your students design a billboard for something other than a product (wisdom, humility, friendship, etc.).
37. Inquire to see if your students have any unusual talents (can wiggle their ears, can bark like a dog), and encourage them to demonstrate.
38. Instead of saying "Very good!" all the time, vary the ways you praise (and correct) students as much as possible.
39. Instruct your students to find something in their wallets/purses/pencil boxes, and tell the story behind it.
40. Invite your students to stand up and explore the classroom from new angles (look in drawers, under desks, behind posters, on top of cabinets). Then have students report their findings.
41. Just a few minutes before the bell rings, call on your students to choose the ten most useful words they came in contact with during this class period, then have them narrow it down to the three most useful words.
42. Pass around some magazines, and have each student choose an ad that he or she likes. Give students an opportunity to explain their choices.
43. Play a listening activity from your book an additional time with the lights turned off.
44. Play a recording of instrumental music and have some students draw on the board what the music makes them think of.
45. Play five very different sounds from a sound effects tape or CD, and assign students in pairs to create a story based on three of the sounds.
46. Play music that enhances certain activities (quiet music for a reading activity, dance music for an energetic TPR activity). Ask your students for their reactions.

47. Prepare colored letters of the alphabet on cardboard squares and put them in a bag. Students must draw a letter from the bag, and work together to create a sentence on the board. Each student must raise his or her hand to make a contribution, but the word the student calls out must begin with the letter he or she chose. Put the expanding sentence on the board, adding words only when the grammar is correct.
48. Prepare several paper bags, each with a different scent inside (perfume, cinnamon, cheese), pass the bags around the class, and let students describe what they smell.
49. Produce a list of commonly used sentence-modifying adverbs on the board, such as suddenly, actually, unfortunately, and happily. Then launch into a story, which each student must contribute to, with the rule that everyone must begin the first sentence of his or her contribution with a sentence-modifying adverb.
50. Provide each student with a list of the current top ten popular songs. Play excerpts from some or all of the songs, and choose some questions to ask your students, such as: Did you like the song? Have you heard this song before? How did the song make you feel? What instruments did you hear?
51. Purchase a postcard for each member of your class, writing his or her name in the name and address space. Turn them picture side up on a table, have each student choose one (without looking at the name), then he or she will write a message to the person whose name is on the other side. If a student chooses the postcard that has his or her own name on it, the student must choose again.
52. Put students in pairs and ask them to guess three items in their partner's wallet/purse/pencil box.
53. Put students in pairs. Tell them to converse, but to deliberately make one grammatical error over and over, stopping only when one student can spot the other's intentional error.

54. Put the students in small groups, and ask each group to plan a vacation for you. They must plan where you will go, what you will do, who you will go with, and what you will buy. When they are finished, have each group present their plans.
55. Review a phrase or sentence that you want students to remember, by holding a competition to see "Who can say it the loudest/the quietest/the quickest/the slowest/in the deepest voice/in the highest pitched voice?".
56. Set up a board in your classroom where students can buy and sell used items from each other by writing notes in English.
57. Supply each student with a copy of the entertainment section of the local newspaper, and tell them to choose somewhere to go next weekend.
58. Take a particularly uninteresting page from your coursebook, and put students in groups to redesign it.
59. Teach on a different side of the room than you usually do.
60. Tell each student to report the latest news in their country or city to the class.
61. Tell your students to practice a conversation from their coursebook that they are familiar with, but this time they can only use gestures, no words.
62. When they are practicing a dialogue, have students play around with the volume, intonation, pitch, or speed of their voices.
63. Write "Tell me something I don't know." on the board, then ask students questions about things they know about and you don't, such as their lives, cultural background, interests, and work.
64. Write a common adjacency pair (Thank you./You're welcome OR I'm sorry./That's alright) on the board. Ask students if they know of any expressions that could replace one of the ones you just wrote. Write any acceptable answers on the board.

65. Write a number of adjectives, such as mysterious, happy, peaceful, sad, angry, and frustrated on the board. Call out a color, and ask your students to tell you which adjective they associate with that color.
66. Write an idiomatic expression (such as "It beats me." or "I'm fed up.") in big letters on the board. Call on a few students to guess what it means before you tell them.
67. Write down the names of about five very different people on the board (a small baby, a rude waiter in a restaurant, a fashion model, a stranger in a crowd, and a grandfather). Give students a common expression, such as "Good morning!" or "Sorry!", and ask students how they might say it differently when talking to a different person.
68. Write your name on the board vertically, and add a suitable adjective that begins with each letter of your name. The next step is to invite each of your students in order to do the same.

Answers of Teaching Practice I and II Handbook

Teaching Practice I Handbook

REVIEW CHAPTER ONE – LESSON PLANNING AND LISTENING SKILLS

Page 114

1. Possible Answer: because it helps to organize the class by combining different activities.

2. **Objectives:** Are the aims that teachers have for the students and are written in terms of what the students will do or achieve in the class.

Methodology: Is the most detailed part of a lesson plan because the teachers spell out exactly what they are going to do in the class.

Content: It could be a grammar structure or a topic in which the activities will be based upon.

Material: Are the elements used by teachers in class.

Evaluation: Is how the teachers will evaluate the students, in other words, the aim of the activity.

Bibliography: Is the source where the information is obtained.

3. **General Objectives:** Are those aims that are going to be accomplished in the long run, e.g. at the end of the course or university career.

4. **Specific Objectives:** The ones that are obtained from the general objectives and they are going to be achieved in a short period of time e.g. in a class.

5. Answers will vary.

6. Possible Answers: Simon says, home sweet home, etc.

7. Answers will vary.

8. Answers will vary.

ANSWERS REVIEW CHAPTER TWO - SPEAKING SKILLS

Page 136

1. Possible answer: Yes, they are because through them students can understand the phonetic differences between words.
2. Answer will vary.
3. Interviews, Description of a story and Debates.
4. Answer will vary.
5. Answer will vary.
6. Yes, because students are able to express their opinion or different interpretation of a comic, thus the students will have the opportunity of sharing each other.
7. Answer will vary.
8. Answer will vary.

TIME READING EXERCISES

EXERCISE 1, P.140

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

EXERCISE 2, P.141-142

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

EXERCISE 3, P.143-144

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

EXERCISE 4, P.145-146

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

READING A BIOGRAPHY

P.147

1.C

2.C

BIGFOOT SPOTTED

P. 149

1. b

2. Oregon

3. his whole body was covered with dark brown hair.

4. Sasquatch

5. Mr. Clem Clancy

6. more than 300 pounds.

7. a.

8. bigfoot and Northwest.

NADIA COMANECI

P.151-152

1. b

2. d

3. a. include

b. compete

c. receive

4. a. cham-pion-ship

b. stren- u- ous

c. gym-nas-tics

d. re-cog-ni-tion

5. b

6. Nadia was full of enthusiasm

7. 10

8. Canada

9. 4

DESCRIBING A PLACE

P. 156-158

1. b

2. c

3. c

4. a

5. d

6. c

7. c

8. b

9. c

10.c

READING FOR CAUSE AND EFFECT

P163-165

1.a	5.c	8.b
2.c	6.c	9.b
3.b	7.d	10.b
4.a		

ANSWERS REVIEW CHAPTER THREE - READING SKILLS

P. 166

1. Bad food and no sleep= cause
Bad health= effect
2. Answer will vary.
3. Skimming and Scanning
4. Answers will vary.
5. Possible answers: Gain vocabulary, spelling and pronunciation.
6. Answers will vary.
7. Answers will vary.

SCRAMBLED LETTER

P. 170

1. forty
2. twenty
3. seventy
4. thousand
5. eighty
6. hundred
7. thirteen
8. one

TWO MICE

P. 172

- Children	- Quails (quail)	- Deer
- Geese	- Men	- Oxen
- Tomatoes	- Women	- Sheep
- Feet	- Crises	- Cactuses (cacti)
- Octopuses	- Bacteria	- Mice
- Dice	- Oases	- Antennae (antennas)
	- Fish (fishes)	- Teeth

SAM SEAL

P. 174

HOW: fast, quickly, smoothly, well, openly, happily, slowly.

WHEN: how, often, next, daily, today, tomorrow, always.
WHERE: far, under, there, here, over, near.

CAPITAL CLUE REVIEW

P. 175-176

1. The bank of California gave the Jensens a new account.
2. Mark Jensen called his new book "The musical Taxi".
3. Jeri called to Ami "will you answers the door?"
4. It's Mr. Bogner from the bank ? "she told aunt Dina".
5. He wants us to meet him on Bank Street with Dr. Lee
6. City University will admit Albert Einstein if he gets good grades
7. He left a message for Doctor Apple at the nurse.
8. Is Senator smith a good senator?
9. Jenny's new house is on Lakewood Ave.

SMART SPY

P. 177-178

1. Scott is a smart spy
2. Are you as smart as he is?
3. What things he's found out Wow?
4. He knows that Sally buys candy on her way home.
5. He has found her secret hiding places Did you know that}?
6. Can you hide anything from Bryan?
7. Victor thinks he will make a good spy!
8. He's thought of opening a spy shop.
9. What would he charge for spying?
10. What a large fee five dollars would be?

THE BATTY BAT

P. 179-180

1. Julie said, "I'd like to play basketball."
2. "Do you have a bat?" Ann asked.
3. "Jim threw away a haunted one," Julie offered
4. "You're just silly." Susan exclaimed
5. Julie said, "Let's go find it."
6. "Here is the garbage can," Julie called.
7. "There is the bat Jim threw away,"
8. "It is covered with bats," Ann observed.
9. Julie said, "We can use this."
10. "You're batty!" the girls cried.

FIND THE BALL

P. 181-182

1. Stood
2. heard
3. brought
4. saw
5. felt
6. brought
7. stood
8. take
9. saw
10. said

HIDING PLACE

P. 183-184

1. hide
2. hidden
3. hid
4. hide
5. hid
6. hidden
7. hide
8. hide
9. hide
10. hid.

CAPITALIZING AND PUNCTUATING SENTENCES

P.186

1. In 1904 L. Faun Baum published the book The Land of Oz.
2. Read The Land of Oz for more tales about Oz.
3. Is Dorothy the main character of this book ?
4. What a wonderful place the Emerald city is?
5. How popular is the second book about adventures in Oz is?

2. Write each sentence. Add commas where needed.

1. On May 15 1985, our teacher began the first story about Oz.
2. On May 15 1856, L. Frank Baum was born in Chittinenango New York.
3. Carmen what do you like best about The Wizard of Oz?
4. Yes, the cowardly lion has much courage.
5. Dorothy pour the water and you will melt the Wicked Witch.

6. No, she did not forget the little dog Toto.

TO BEE OR NOT TO BEE

P.87

1. Are	5. was	8. were
2. were	6. is	9. is
3. am	7. are	10. were.
4. are		

BIG TROUBLE

P.190-191

1. Is	5. were	8. am
2. am	6. are	9. were
3. was	7. was	10. was
4. was		

SERIOUS SAM

P. 192

1. Among
2. into
3. between
4. in
5. between
6. among
7. between
8. between
9. in
10. in

T-I-O-N

P. 193-194

1. Organization
1. 2. Reservation
3. Indigestion
4. Application
5. Revolution
6. Prediction
7. Concentration
8. Medication
9. Hesitation
10. Investigation.

MIGHTY VERB

P. 195

Hugs, punches, skipped, flew, kicks, leaped, laughed, moved, writes, washes, bounced, ran, twists, sings, reads, tumbled, picked, shakes, nods.

ANSWERS REVIEW CHAPTER FOUR - WRITING SKILLS

1. How would you teach writing vocabulary to children?
Possible answer: By playing games and showing them pictures.
2. Give two capitalization rules.
Words that begin sentences.
Words that begin most quotes.
3. When do you use a period?
We use a period at the end of a sentence.
4. Write a short paragraph about an awkward situation. Give details.
Answers will vary.
5. The English verbs are divided in regular and irregular. Give two examples for each category.
Answers will vary.
6. When do we use quotations?
Quotation marks are used to enclose the speaker's words.
7. Describe a short and useful activity for improving writing skills.
Answers will vary.

READING THE NEWSPAPER

1. Volcano erupted in Lakeview, scientists predicted exact time of eruption.
2. Volcano eruption, no injuries (Answers will vary)
3. Washington, DC, Nov 3
4. Classified Ads C1-6

Answers for Teaching Practice II Handbook

CHAPTER ONE

PRACTICING OUTLINES.-

P. 205

- I.
 - A. The President
 - B. The Vice-President.
 - C. The Executive Agencies
- II. The Legislative Branch
 - A. the House of Representatives
 - B. The Senate
- III.
 - A. The Supreme Court
 1. One Chief Justice
 2. Eight associate justices.

(EXERCISE)

TOPIC: BASIC MATHEMATICS

- I. Addition
 - A. Addends
 - B. Sum
- II. Subtraction
 - A. Minuend
 - B. Subtrahend
 - C. Difference
- III. Multiplication
 - A. Multiplicand
 - B. Multiplier
 - C. Product
- IV. Division
 - A. Dividend
 - B. Division
 - C. Quotient.

CHOSING A SUBJECT AND LISTING IDEAS.-

P.213

EXERCISE

1. Afternoon activities
2. World history

3. The church expands.

WRITING SUMMARIES

P.215-216

Summary 1.

REVIEW CHAPTER ONE – TEACHING COMPOSITION

2. P. 259

1. It consists of words phrases or independent clauses but no sentences.
2. It is a brief composition that states the main ideas of a longer piece of writing.
3. Introduction, Body, Conclusion and Evaluation.
4. It involves reading key parts of the text basically main ideas within a passage to get an overall impression of the content of the reading.
5. Read the introduction and title of the first paragraph.
Read the first of every paragraph.
Read headings and sub headings.
Notice any picture charts or graphs.
Notice any italicized or boldface words.
6. It is a reading technique to be used when is needed to find information quickly.
7. Look at the table of content
List diagrams or table or illustrations.
Look at the introduction.
8. What , Who, What, When, Why.

REVIEW CHAPTER TWO – ORAL COMPETENCE

P. 281

1. An introduction, Body and Conclusion.
2. To introduce the topic and to grab the audience's attention and To give a brief outline of what the speaker will discussed.

3. By asking a question, offering an interesting fact, by using a quotation or telling a short story.
4. It should include ideas that support the introduction by offering facts opinions and reasons that support the topic.
5. The conclusion should restate the main parts without giving examples.
6. -Speak clearly, Good volume, To face the audience, To make eye contact.
7. (Possible answers) Verb forms, Fluency, Word choice.
8. (Answers will vary.)
9. (Answers will vary)

CHAPTER THREE – POETRY AND LITERATURE

RHYMING POEMS

P. 285
 Answers
 Stands-hands
 Cut-soot
 Declare-hair
 Sweeter-Peter

PERSONIFICATION

P.291
 Possible Answers

1. A sofa can not be wept
2. An apple can not feel tired
3. The wind can not be angry
4. The mirror does not have feelings
5. A birthday present cannot feel emotions.

IT'S HYPERBOLIC

3. P.292
1. Get the moon
2. Reach put the sky
3. beat the lion
4. can be kept in a gift box
5. she looks like a straw
6. it can be heard around the country
7. It break the ground
8. she will become an elephant
9. drag it for two miles

10. will be broken one by one.

UNDERSTANDING IMAGERY IN LYRIC POETRY

P.294

1. Fog
2. Fog to little cat feet
3. metaphor

I HAVE A DREAM

4. P. 304

Possible Answers

- a. The desire of black people to be respected as human beings.
- b. He dreamed that one day his little children live in a nation where they were not be judged by their color of skin, but by the content of their character.
- c. People will live together in harmony, no matter races, religion, culture, etc.
- d. Answer will vary
- e. I have a dream, he repeated this phrase to make it remarkable in readers' mind.

DOCUMENTARY

GEORGE WASHINGTON

P.315

1. Who was the first president of the United States?

George Washington.

2. When was the American Revolution?

It was in 1776.

3. At what age did George Washington died?

At the of age of 67.

4. Washington planted an ash tree, as a symbol of democracy. What is democracy to you? (Answers will vary.)

THOMAS JEFFERSON

5. Who was the third president in the American history?

Thomas Jefferson.

6. Where is Thomas Jefferson's statue located at?

The monument is located at the title basin.

7. According to Jefferson in what things the failed to provide?

Freedom of speech and freedom of press.

8. Who was the 16th president?

Abraham Lincoln

ABRAHAM LINCOLN

9. How do you describe ABE LINCOLN'S personality?

He was considered a man of an unusual character.

10. During what period Lincoln was president?

He was president during the civil war.

11. What was the main cause of the civil war?

The cause was slavery.

12. When was Lincoln assassinated?

In April 14, 1865.

REVIEW ANSWERS-CHAPTER THREE

P.316

1. It is a poem that rhymes.
2. It is a comparison they state that a person or a thing is another.
3. (Answers will vary)
4. Is an exaggeration that it is hard to believe.
5. Christopher was so hungry he ate a million sandwiches.
6. Answers will vary.
7. (Answers will vary.)
8. She was born in Chicago 1954.

9.Samuel Clemens.

10.George Washington.

11. During the civil war.

CONCLUSION

Based on the data results, the researchers conclude that it is important to implement a handbook for Teaching Practice I and II subjects since teachers and students used as a sample expressed it.

Students and Educators confirmed that the use of a handbook benefit them when conducting a lesson since a handbook organizes topics in a suitable system. In addition, a handbook follows a sequence of the topics to be taught. Moreover, teachers and students argued that it is useful that the handbook contained a set of activities and exercises.

Besides, students and teachers considered necessary the use of a videotape as a supporting and complementary material.

Thus, this research is a significant resource for Teaching Practice I and II subjects, which answers to the necessity of implementing a suitable source in the education field.

It is concluded that the videos for Teaching Practice I and II subjects need to be updated in order to satisfy the demands of the education field.

It is a fact that the Language School needs to set out the English language environment in order to encourage the students' learning process.

Most of the students and teachers from the Language School contributed in the accomplishment of this project.

RECOMMENDATIONS

- ☞ It is recommended to update the material of teaching practice I and II in no more than five years.
- ☞ It is suggested that the Universidad Tecnológica de El Salvador should provide supervision for the Teaching Practice I and II courses.
- ☞ It is recommended that the Universidad Tecnológica de El Salvador implements a teacher's training program periodically.
- ☞ It is suggested that the Universidad Tecnológica de El Salvador could give better assessments for the pre-graduate students.
- ☞ It is suggested that the English classes should have no more than 25 students.
- ☞ It is recommended that when assigning a topic the Universidad Tecnológica de El Salvador should give an appropriate time in order to reach the objectives.

ANNEX A
TEACHER'S QUESTIONNAIRE

	<i>Universidad Tecnológica de El Salvador</i> <i>Facultad de Humanidades y Ciencias Naturales</i> <i>English Language Department</i> <i>Date:</i> _____

Objective: To identify the teachers' point of view and the main needs regarding a textbook and a teacher's manual for Teaching Practice I and II subjects.

Dear English Teacher:

The following questionnaire will collect valuable information regarding the usage of a handbook. Please be objective and answer specifically according to the question presented. The researchers appreciate your participation.

1- Why do you think a textbook makes easier for teachers to conduct a lesson?

- a) it organizes topics in a suitable system
- b) it provides a set of activities and exercises
- c) it guides step by step the students and teachers
- d) All
- e) Other _____

2- What should be the most appropriate structure of Teaching Practice I and II textbook?

- a) Theory, exercises and application
- b) Application, exercises and theory
- c) Theory, application and exercises
- d) Combination of all
- e) Other _____

3- What kind of teaching activities should be included in a textbook for Teaching Practice I and II subjects?

- a) Documentaries, dialogs, and songs
- b) Oral presentations, debates, performing conversations, and oral presentations
- c) Fill in the blanks, spelling vocabulary, and dictation

- d) All
- e) Other _____

4- Do you think that the use of a videotape as a supporting material is useful?

Yes _____

No _____

Why? _____

5- Why do you consider that a teacher's manual is important when conducting a lesson?

- a) it reinforces the learning
- b) it provides extra activities
- c) it follows a sequence
- d) All
- e) Other _____

6- As a teacher, what kind of teacher's manual do you consider the most appropriate?

- a) One that gives only the answers
- b) One that gives the answers and gives the development of the activities
- c) Other _____

7- What kind of teaching tips do you suggest in order to achieve an effective teaching learning process?

- a) Clear and simple explanations
- b) Confidence
- c) Appropriate correction
- d) All
- e) Other _____

8- What other recommendations do you suggest in order to get an appropriate Teaching Practice I and II textbook?

ANNEX B
STUDENT'S QUESTIONNAIRE

	<i>Universidad Tecnológica de El Salvador</i> <i>Facultad de Humanidades y Ciencias Naturales</i> <i>English Language Department</i> <i>Date:</i>

Objective: To identify students' needs regarding a textbook usage of Teaching Practice I and II subjects.

Dear student:

The following questionnaire will collect valuable information regarding the usage of a handbook. Please be objective and answer specifically according to the question presented. Select only one answer. The researchers appreciate your participation.

1- Why do you think a textbook makes easier for teachers to conduct a lesson?

- f) it organizes topics in a suitable system
- g) it provides a set of activities and exercises
- h) it guides step by step the students and teachers
- i) All
- j) Other _____

2- How important are illustrations on a textbook?

- a) Very important
- b) Not important
- c) Other _____

3- In your opinion, is a review needed in a textbook?

Yes _____

No _____

Why? _____

4- Do you consider that there should be an explanation about the purpose of an activity beforehand?

Yes _____

No _____

5- Do you think is a good idea to classify the activities according to the level they should be taught?

Yes _____

No _____

6- Do you think that a previous demonstration of a technique shown on a video it is going to benefit students when applying microteaching?

Yes _____

No _____

Why? _____

7- What do you prefer to be shown in a video?

a) methodologies

b) techniques

c) tips

d) other _____

8- Should the textbook of teaching practice I and II be focused on teaching different ages?

Yes _____

No _____

Why? _____

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SAMPLE 1

CONTENT	OBJECTIVES	METHODOLOGY	TIME	MATERIAL	EVALUATION
House, rooms and activities	To identify actions by answering questions according to some pictures.	Using visual aids, the teacher will help students to describe what people are doing.	6 m.	Marker Board Eraser Pictures Cards	Vocabulary Pronunciation
	Students will be able to identify the room and the furniture by naming them.	The teacher will ask some questions to students to identify the rooms and furniture according to some pictures.	7 m.		
	Students will be able to identify location by describing where people are.	On a worksheet, students will match where each person of the house is performing the action. For example, the teacher will ask students to draw a line from the sister to the bathroom, from the baby to the bedroom.	12 m.		
	Students will be able to identify location by giving oral answers.	Students will work in pairs in order to talk about location of the room and furniture, "Where is the bed?" Is the (kitchen) upstairs or downstairs?	10 m.		
	Students will be able to use simple present tense by writing some sentences.	Teacher will distribute some copies regarding to different activities that people do at home, so the teacher will ask students to answer some questions and write sentences by coloring the pictures. Ex. Where does he sleep? She sleeps in the bedroom. Teacher will continue using other verbs such as: cook, eat, play, read, sing, etc.	13 m.		
	Students will be able to use the present progressive tense by a role play in which students will ask and answer some questions.	Individually the teacher will provide students a copy of a song, and then they will listen to it. Then they will get in trios, and discuss what the moral fable is. Then, they will report their opinions.	<u>12 m.</u>		
			60 min.		

SAMPLE 2**TEACHER'S NAME:** Peter Smith**No. of STUDENTS:** 25**DATE:** MAY 21, 2003 **Time:** 90 min.**TOPIC:** "The most important person in the world"**GENERAL OBJECTIVE:** Students will be able to describe who is the most important person in the world.

CONTENT	SPECIFIC OBJECTIVES	ACTIVITY/ METHODOLOGY	TIME	MATERIAL	EVALUATION	SOURCE
Speaking Techniques	- Students will be able to describe orally who the most important person for them is, by talking about the person.	Introduction: Teacher will ask students who is the most important person in the students' lives. Why?	8 m	Marker Board Cassette Player Tape Copies	Fluency Vocabulary Pronunciation	Maurer Jay and Schoenberg Irene E., True Colors 2, 1998
	- Students will be able to demonstrate their oral fluency by acting out the situations given.	Teacher will give a set of situations and students are going to act out each situation (in pairs)	19 m			
	- Students will be able to opine what they think about the story by expressing their feelings about it.	(In pairs) Teacher asks students to read the story given; then, in pairs, students will write their thoughts, and the moral fable if any. Then, they will give their opinions in class.	18 m			
	- Students will be able to discuss in class by analyzing moral fable of the song.	Individually the teacher will provide students a copy of a song, and then they will listen to it. Then they will get in trios, and discuss what the moral fable is.	20 m			
	- Students will be able to express/explain to the class the moral fable of the song by presenting it in class.	Then, the students will report their opinions.	25 m			

SAMPLE

INSTITUTION: LEVEL/COURSE: GENERAL OBJECTIVE:			PERIOD OF TIME: TEACHER'S NAME:		
SPECIFIC OBJECTIVES	CONTENTS	ACTIVITIES	TIME	RECOURSES	EVALUATION