

HOW SUCCESSFUL ARE ENGLISH CLASSES WHEN USING OR NOT LESSON
PLANS FOR TEACHING ENGLISH IN JOSE ARTEMIO MENDOZA HIGH SCHOOL
IN PASTO

By

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ENGLISH AND SPANISH PROGRAM

UNIVERSITY OF NARIÑO

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Abstract

This research paper tries to explain how successful English classes are when using or not lesson plans for teaching English in Jose Artemio Mendoza high school by means of literature review and the application of three questionnaires applied to the 11-1 and 11-3 teachers and students of English along with the collection of their activities during one month. The first questionnaire asked teachers in both courses about lesson plans, the second questionnaire asked about their teaching methodology, and the last one asked students about what they were learning. This paper discusses the use of lesson plans, how important they are, how they look like, when we plan and all the parameters to consider when the lesson plan is not going well. Furthermore, the study shows that the 11-1 grade teacher's knowledge about lesson plans is really huge and that his teaching reflects a sense of coherence when he said what his students were learning because there is an agreement between the second and the third questionnaires which might probably show that students are learning as a result of planning. Besides, in order to support this agreement, students' activities were collected showing excellent results. On the other hand 11-3 grade students and teacher's answers to the second and the third questionnaires agree in far few cases only. Besides this teacher's knowledge about lesson plans is totally poor which might probably mean that students are not learning because they are taught in an unplanned situation. In short, having success in English language teaching and learning requires teachers to plan because any unexpected event can stop a class or modify its intensity which is really disadvantageous since the classroom is the only place for practicing the foreign language.

Resumen

El propósito de este trabajo de grado es tratar de explicar cuan exitosas son las clases cuando se utiliza un plan de clase para la enseñanza del idioma Inglés en el colegio Jose Artemio Mendoza por medio de la revisión de la literatura y la aplicación de tres cuestionarios a los profesores y estudiantes de Inglés de los grados 11-1 y 11-3 junto con la recolección de sus actividades durante un mes. El primer cuestionario les pregunto a los profesores de cada curso sobre los planes de clase, el segundo les pregunto sobre su metodología de enseñanza, y el último les preguntó a sus estudiantes lo que estaban aprendiendo. Este documento discute el uso de los planes de clase, que tan importantes son, como lucen, cuando hay que planear, y todos los parámetros en consideración cuando un plan de clase no cumple con lo planeado. Más aún, el estudio muestra que el profesor de el grado 11-1 posee un gran conocimiento acerca de los planes de clase y que su enseñanza refleja un sentido de coherencia puesto que existe una concordancia entre sus respuestas y las de sus estudiantes lo que podría probablemente mostrar que sus estudiantes están aprendiendo como resultado de la planeación. Además, para apoyar dicho acuerdo, todas las actividades de los estudiantes del grado 11-1 fueron recolectadas. Por otro lado, las respuestas del profesor y los estudiantes del grado 11-3 a los cuestionarios dos y tres solo están de acuerdo en muy escasos puntos. Además, el conocimiento del profesor de este grado es totalmente pobre, lo cual probablemente mostraría que sus estudiantes no están aprendiendo porque se les enseña de forma no planeada. En conclusión, el tener éxito en cuanto a la enseñanza y aprendizaje del idioma Inglés requiere que el profesor planee puesto que cualquier evento podría impedir que los estudiantes practiquen en el único lugar que tiene para aprender este idioma extranjero.

CHAPTER 1

1.0 INTRODUCTION

Ever since language teaching appeared, every teacher has tried to deal with the enormous task of getting people who speak different languages, learning English accurately and proficiently. In this struggle, there has always been a gap which, of course, is the misconception about the success when teaching English without using a lesson plan. Lesson plans show the record of what is done in the classroom according to the parameters of the type of syllabus. When an English language course begins, everything has to begin to be planned. A real teacher always plans for every class and understands that his philosophy of teaching should be at the mercy of any change.

In short, the intention of this research paper is to highlight the success in English language teaching when using lesson plans by means of literature review and the application of three questionnaires weekly during April in 2010 until the second period of the school finishes. This research pretends to apply these questionnaires to two teachers and four students from each grade coursing 11-1 and 11-3. The concordance between teachers' and students' answers along with attachments such as exams and homework might probably specify the real implications and importance of considering lesson plans when teaching English as a foreign language. Therefore it may explain how successful are those English classes which use lesson plans and those which do not.

Implementing lesson plans when teaching English as a foreign language in Artemio Mendoza high school in Pasto serves as a tool for having excellent students' results.

CHAPTER 2

1.1 LITERATURE REVIEW

1.1 Definition of Lesson Plans

According to Linda Jensen cited by Celse Murcia “Teaching English as a second or foreign language” p. 403 (2001), a lesson plan could be a formal or an informal document which is a useful tool because it contains the order of an activity to be carried out in class. It also reflects the teaching philosophy, student population, textbooks and goals for learners. Jensen states that a lesson plan is very relevant for novice teachers if not compulsory and it is convenient for experienced teachers because it shows professionalism.

Murcia also explains why, when and how teachers plan. Furthermore, she describes how a lesson plan looks like and provides basic lesson plan principles in order to offer a clear idea regarding the importance of planning lessons.

1.2 Why We Plan

Teachers plan because in teaching, there is a content which has to be organized and presented in scheduled time for teaching and learning to succeed. Planning lessons provides the opportunity to have a sequence of activities which reflect the goals and objectives for learners to develop during the course. In some cases when the teacher cannot go to class, lesson plans provide help for the substitute teacher. In addition, it is a fact that some teachers expect their students to be prepared to learn whereas students expect their teachers to be prepared to teach without knowing that lesson plans are part of that preparation. However, planning lessons does not necessarily mean that teachers have

to follow exactly what has been written. Lesson plans just give some parameters for teaching a class; it just guides teaching but does not order how to teach.

1.3 When and How We Plan

Some teachers plan their lessons just the night before the class is taught and think that it is enough. However, it means more than programming a class some hours before or just looking at what to teach the moment the class starts. In addition, this kind of planning should be the micro tuning of the lesson but not understood as the macro planning which is based on a programmatic philosophy or syllabus design.. A good lesson plan combines both macro and micro planning. On the macro level, a lesson plan reflects how teaching and learning should be carried out and it is shown in the methodology, the syllabus, the texts and in some other materials, this results in a specific lesson.

Before teachers begin teaching they have to be acquainted of what teaching and learning mean by handling their job with theories of second language acquisition and learners characteristics along with the historical and current trends in language pedagogy. Furthermore, this entire teacher's knowledge should be related with the teaching methodology on which the institution works since methodology gives a basis for implementing the syllabus and let teachers decide what textbooks they will work on. Planning only appears when the syllabus and text have been created because these ones are more general, whereas planning is for every class. Some novice teachers could find that everything has already been planned in a macro and micro level. Nevertheless, some inexperienced teachers may look for help inside the institution in order to provide ideas for the teaching and learning growth. In addition, some teachers will be responsible of

creating the macro and micro planning because the institution does not present any of them.

1.4 What a Lesson Plan Looks Like

There are a lot of formats for creating lesson plans which share specific characteristics. The moment teachers decide to create a lesson, they have to consider the student's background, the objectives of the lesson, the skills to be taught, the activities, the materials and texts, the time restrictions and the connections to previous and future lessons. A lesson plan has three divisions: a beginning, an intermediate and an end containing a certain amount of content which depends on the learners' preferences and experiences. As time goes by, lesson plans look somewhat different than some years ago since nowadays computers allow organizing and changing them wherever the teacher wants to do so. Lesson plans describe at the beginning, the name and the level of the students along with their background, the date as well as the week and the day of the course. In this document, competences and standards as well as list of grammatical structures and key vocabulary terms are addressed. It is also useful that in lesson plans, parts of the previous class such as specific topics *were* implemented again in order to revise and check learner's language learning progress.

The middle component of a lesson plan is the lesson's content in which procedures, transition notes, time and class management notes are presented. Connection between classes is a hard work which the teacher deals with. Moreover, teachers brainstorm on how to get learners motivated by a warm up activity, and then the paper presents the stages of a lesson. These stages are related to a variety of labels such as into, through, beyond according to Brinton, Goodwin, and Ranves, 1994 p. 405. Engage, study

activate Harmer, 1998 p. 210; for language form to be presented. Lead-in, elicitation, explanation, accurate reproduction, and immediate creativity Harmer, 1991 p. 405 for cheering comprehension. And finally, verbalization, automatization, and autonomy Ur, 1996 p. 405 in order to make a less structured or more communicative activity appear so that they can create their own way of participation in a comfortable way.

Some teachers write comments on the lesson plan in order to promote the presentation of a sequence from one class to another. Moreover, it can be explained when the teacher finds out if some speaking strategies can be adapted as writing strategies. In this part it is also stated time management in which the teacher decides whether to teach a topic, to skip it or to prepare an extra activity so that he or she does not finishes teaching class some minutes before or after the class is over.

The final stage of a lesson plan should contain comments that end the lesson in order to give homework or other assignments. Moreover writing homework at the end of the paper does not mean that the teacher waits until the end of the class in order to give his students a task. It would be a good idea to bring to the classroom a paper containing homework, this paper should be placed on the wall or on the whiteboard so that every student can check at it and know beforehand what to do. In the last aspect to be written in the paper, there are some comments made by the teacher about student's reaction to the lesson. These comments are really useful for course and lesson planning.

1.5 Basic Principles of Lesson Planning

Once teachers gain experience inside the classroom, they learn specific principles about planning. These principles are: coherence, variety and flexibility, and are present in good teaching.

1.5.1 Coherence

In a micro level, there should be a meaningful connection of all the activities as a whole and not as the presentation of varied tasks without any purpose. In a macro level, the sequence is evidenced when the entire lesson shows a kind of logic connection between them.

1.5.2 Variety

This principle has to be present in both the macro and micro level of planning. On the macro level, variety is present because there are different topics and length of the course. On the micro level, every activity should vary according to difficulty which determines the time of every activity in the lesson. It also deals with class organization like working in groups, in pairs, whole-class etc. Sometimes teachers might want their students to participate but to be quiet in other occasions, this is according to some teacher trainers, the ability to “stir” and “settle” learners depending on what is needed.

1.5.3 Flexibility

Planning lessons does not mean that teachers must follow activities as exactly as they are preplanned. Sometimes, students ask interesting questions in a way that the focus of the activity begins to have other view explaining some other things. These situations are called “teaching moments” because it reflects participation. Despite the teacher could err on the side of giving students the opportunity to talk more about something, it is worth for novice and experience teachers.

2.0 Definition of Lesson Plans N 2

According to Penny Ur “A course in language teaching” p. 213 – 225 (1996), lesson plans reflect social events which vary in topic, time, place, atmosphere, methodology and materials regarding the institution they are adapted.

It is relevant to mention all the aspects related to lesson planning like: aspects of the lesson where some metaphors describe characteristics of a lesson, lesson preparation, varying lesson components, guidelines for ordering components of a lesson, evaluation of lesson effectiveness and the practical lesson management in order to provide a better understanding of what lesson plans are and what they also imply.

2.1 Aspects of the Lesson

2.1.1 Transaction

This is expressed in some metaphors like shopping, a wedding and a meal. The important aspect is that students give and take information which results in a meaningful product.

2.1.2 Interaction

It could be expressed in a wedding or in a football match. Students establish social relationships between them and with the teacher so they feel comfortable at learning.

2.1.3 Goal – oriented effort

Climbing a mountain expresses to work hard, then in this case, students will get a reward when they do well on learning.

2.1.4 A satisfying, enjoyable experience

Eating a meal or a variety show lets them have fun while learning and not after learning.

2.1.5 A role based culture

Consultation with a doctor is a role based culture situation. In this situation, teachers take the responsibility about giving information while students play a receptive and productive behavior.

2.1.6 A conversational construct

A performance of a symphony deals with a certain set of behaviors which appear at every time which has to be specified.

2.1.7 A series of free choices

A menu or a conversation shows that students can communicate with a basic language structure, so they will feel free of talking because there will not be any rule to follow.

2.2 Lesson Preparation

It includes a set of questions which help on preparing a lesson, these are as follows:

- How long before a specific lesson do you prepare it?
- Do you write down lesson notes to guide you? Or do you rely on a lesson format provided by another teacher, the coursebook, or a teacher's book?
- If so, are these notes brief (a single page or less) or long (more than one page)?
- What do they consist of?
- Do you note down your objectives?
- Do you actually look at your notes during the lesson? If so, rarely? Occasionally? Frequently?
- What do you do with your lesson notes after the lesson?

2.3 Varying Lesson Components

Lesson that just deal with one kind of activity make learners be bored and there might probably be discipline problems. A varied lesson prevents both teachers and learners from fatigue and to change either in mental or physical activities to work on.

There are some ways of varying a lesson:

2.3.1 Tempo

Some activities will require more time while others less, this allows teachers to have their students being interested in learning.

2.3.2 Organization

It refers to the formation of groups, pair work, individual work, etc.

2.3.3 Mode and skill

Activities are based on written or spoken language, so students are asked to produce while some other activities are based on listening or reading, so learners are asked to be receptive.

2.3.4 Difficulty

Some activities will show to be easy and others to be demanding.

2.3.5 Topic

Linguistic and non-linguistic topics will appear and could change from one activity to another.

2.3.6 Mood

Activities might sometimes be serious, funny, etc.

2.3.7 Stir-settle

Some activities might make learners be actively involved in learning by discussing topics of their interest while others like dictation might have them quiet.

2.3.8 Active-passive

Some activities promote learner's own initiative and others might just tell them what to do.

2.4 Guidelines for Ordering Components of a Lesson

It is a good idea for teachers who plan lessons to follow a specific order in the activities they prepare. Some general guidelines are shown in this section.

2.4.1 Put the harder tasks earlier

Students could feel more energetic and fresher when a class starts than when it is over.

2.4.2 Have quieter activities before lively ones

This allows the teacher to make them pay attention and work on activities in a progressive way from quiet to lively ones.

2.4.3 Think about transitions

Transitions must not be dramatic; teachers should plan a smooth way of passing from one activity to another.

2.4.4 Pull the class together at the beginning and the end

A structure is used within a topic in the beginning and then, it is used again at the end of a class. This lets students create a sense of what they learn.

2.4.5 End on a positive note

It does not necessarily mean that a class finishes with a joke but rather with a positive comment on what has been taught. In addition, giving students task which they are likely to succeed might let them feel good when leaving the classroom and not feeling relaxed because the class is over.

2.5 Evaluation of Lesson Effectiveness

Thinking about the effectiveness on the class that is taught helps the teacher know what was right or wrong. It does not mean to outstand good or bad things in teaching but increasing experience in benefit of language learning and teaching. The criteria for evaluating lesson effectiveness are described as follows:

The learners were active all the time.

The learners were attentive all the time.

The learners enjoyed the lesson, were motivated.

The class seemed to be learning the material well.

The lesson went according to plan.

The language was used communicatively throughout

The learners were engaging with the foreign language throughout.

2.6 Practical Lesson Management

In some cases, novice teachers could find that what they have planned is not enough because their lessons finish earlier than they expected. In order to prevent this situation, there are some hints for lesson management:

2.6.1 Hints for Lesson Management.

2.6.1.1 Prepare more than you need so the activity is ready for the extra time you did not expect to have.

2.6.1.2 Think about what topics should be delayed or must not be taught because you think you have a limited time.

2.6.1.3 Have a watch, so you can delimit the time of each activity.

2.6.1.4 Do not give homework by the end of the class because some students may probably want to leave and may not write what they have to do. Give it in the middle of the class and remind them what to do instead.

2.6.1.5 If you have a lot of papers to distribute to students, do not do it individually, give a certain amount of papers to students at a certain point and ask them to take theirs and pass them around.

2.6.1.6 Make sure instructions were well understood before you let them work. If students are working in groups, organize them in a way you can see everyone, this gets students working effectively feeling that they are guided whenever they need so.

3.0 Definition of Lesson Plans n. 3

According to Farrell, T.S.C. (2002) cited by Richards J.C, and Renandia W.A (Eds.) p. in “Methodology in language teaching: An anthology of current practice” p. 30 (2004) this chapter discusses the following issues related to lesson plans:

- Why plan?
- Models of lesson planning
- How to plan a lesson
- Implementing the plan

- Evaluating the plan

3.1 Why Plan?

Some teachers are really worried about organizing a class by writing it while others make a map inside their minds. Some teachers write lesson plans because a supervisor asks them to do so, but fortunately this is not the case of the majority of them. Richards p. 50 (1998) suggests that lesson plans help as a guide for teaching as well as a recording what has been taught.

According to McCutcheon p. 4 - 23 (1980) there are internal and external reasons for planning, the internal ones make teachers feel confident to cope with the subject matter better and to foresee problems in the classroom while teaching. Whereas, teaching for external reasons seeks the satisfaction of a supervisor. Furthermore, according to Purgason p. 31 (1991) planning lessons help teachers when:

- Thinking about content, materials, sequencing, timing, and activities
- Seeking self-confidence, a mental preparation for a changing classroom
- Storing what has been taught
- Looking for a substitute teacher

3.2 Models of Lesson Planning

Tyler p. 50 (1949) rational-linear framework is the most outstanding model, it describes four steps:

2.7.2.1 Specify objectives

2.7.2.2 Select learning activities

2.7.2.3 Organize learning activities

2.7.2.4 Specify methods of evaluation

This model states that few teachers follow these steps Borko and Niles, p. 31 1987. Taylor p. 161 - 164 (1970) realized that some teachers' lesson plans were focused on their students' interests and needs despite the fact those teachers were not really prepared in teacher education programs for lesson planning.

As a consequence of the findings, Yinger p. 107 - 127 (1980) created the alternative model which describes that planning occurs in three stages. The first one refers to the "problem conception" where the teacher's goals, knowledge and experience get together to shape lesson plans. The second stage finds the problem and formulates a solution. The third one implements the plan along with its evaluation.

According to Richards and Lockhart p. 67 (1994), Freeman and Bailey p. 32 (1996) many teachers deviate from what they have planned and do not state objectives in terms of behavioral objectives despite the fact they were trained in preservice teacher education courses. On the other hand, experienced teachers plan their lessons as sequences of activities Freeman p. 32 (1994) teaching routines or focusing on the students' needs and interests Richards and Lockhart p. 68 (1994).

Bailey's p. 32 1996, explains why teachers deviate from the original syllabus by means of the next principles:

1. "Serve the common good." Sometimes students talk about something which the teacher considers a good theme to talk about.
2. "Teach to the moment." Sometimes teachers talk about an issue because they think it is timely for the class.

3. “Further the lesson”. Teachers make a procedural change in order to promote the progress of the lesson.

4. “Accommodate students’ learning styles.” If the lesson plan carried by the teacher does not cope with the necessity of students, the teacher accommodates it to their need and interest.

5. “Promote students’ involvement.” Sometimes some steps in then lesson plans are not considered if the students do not respond in order to make the whole class involved. Then nobody stagnates but rather all of them keep on working.

6. “Distribute the wealth.” The purpose of this principle is to motivate quiet students to participate and to have active students dominating the class. Therefore, it is proved trough these studies that teacher decision making occurs before, during and after the lesson and as a consequence English teachers wonder what kind of lesson plan they should use and how.

3.3 How to Plan a Lesson

Useful lesson plans determine clear goals which describe what the learner is going to achieve by the end of the course. Objectives precise what teachers want their students to achieve, precise which activities are selected and how to conduct that lesson.

Objectives also help as a way of evaluation of what they have learned after the lesson.

Besides, it allows students to know what they are expected to do.

Shrum and Glisan p. 110 (1994) state that useful objectives “describe what students will be able to do in terms of observable behavior and when using the foreign language”.

Therefore, as a consequence, language to be used for the implementation of the objectives is important. Then, action verbs should be used to identify desired student behavior.

Unclear verbs such as understand, appreciate, enjoy are sometimes used in some lesson plans, for example when writing poetry or reading novels. However, they should be avoided because they are difficult to quantify. Action verbs such as identify, present, describe, explain, demonstrate, list, contrast, and debate are clearer for a teacher to design lesson plans around. Also, these action verbs make students understand easier what they are expected to do.

Once the objectives are determined, activities and procedures will help these objectives be attained successfully. In order to develop a lesson plan, the next Shrum and Glisan's p. 112 (1994) adaptation of the Hunnter and Russell p. 33 (1977) model will be considered.

This model helps students to go beyond the information they receive. According to Shrum and Glisan's p. 111 (1994) as time goes by in language lessons and as students gain competence "students can gradually take on a larger role in choosing the content and even in the structure of the lessons themselves". Since language lessons are different from other content lessons, the same concepts used in their implementation may need to be reinforced from time to time using different methods. In order to prevent teacher from leaving an important issue there are some important questions to solve:

1. What do you want students to learn and why?
2. Are all the tasks necessary – worth doing and at the right level?
3. What materials, aids, and so on, will you use and why?
4. What type of interaction will you encourage – pair work or group work – and why?
5. What instructions will you have to give and how will you give them (written, oral, etc.)? What questions will you ask?

6. How will you monitor students understanding during the different stages of the lesson?

We should take into account that lesson plans are not a prescription since each context is different. After writing the plan the next step is to put it into practice by teaching the class.

3.4 Implementing the Plan

This is the most important and difficult part of planning lessons because any circumstance can change what has been planned. There are two reasons for teachers to deviate from what they have planned: the first reason is when the lesson plan does not cope with students expectations and does not account for the desired outcome; second, when it requires teachers to improvise because of something that suddenly happens.

When the lesson plan is not succeeding, teachers should make changes to it in order to have the desired outcome. However, novice teachers, because of their lack of experience in teaching, are neither probably able to recognize when their lesson plans are going bad nor to create another plan in case of a last minute problem such as being interrupted by somebody or any other case that forces teachers to waste time.

There are two important aspects to consider when implementing the plan these are: Lesson variety and lesson pacing. Variety keeps students motivated and interested. In order to do this, teachers can change the timing of activities or let them work individually, in group, in pairs or in full class interaction. These activities should vary from the easiest to the most difficult and should also look interesting to both students and teachers. Therefore, Ur Penny p. 35 1996 states that these activities must not be “flung together in random order”; as a result, harder and quieter activities and tasks should be placed first

than the easier and lively ones. It is also important to determine the pace of the lesson plan that is the reason why Brown p. 87 1994 suggests the following guidelines:

1. Activities should not be too long or too short
2. Many techniques dealing with the activities should work cooperatively
3. There must be clear transitions between activities.

These guidelines help teachers work with students, not for students, and then it will not be necessary to teach what has been planned fast which may result in having an unsuccessful outcome or in having no outcome at all.

3.5 Evaluating the Plan

Commonly a lesson is evaluated when it has finished, however Brown p. 88 1994 states that evaluation can occur during the lesson too. Ur Penny p.35 1996 says that it is relevant to think after teaching the lesson “whether it was a good one or not, and why. This form of reflection is for self-development. Nevertheless, Brown p. 88 1994 argues that without assessment, the teacher will not be able to assess students’ performance and will not also be able to modify the next lesson plan.

Brown p. 90 (1994) describes evaluation in lesson planning as an assessment that is “formal or informal, that you make after students have sufficient opportunities for learning”. Ur (1996), p. 35 says that the core of evaluating a lesson is the students’ learning; however it is difficult to measure what has been learned in a lesson. For this reason, Ur (1996), p. 35 says that teachers can guess what students have learned based on our knowledge of the class, the type of activity they were engaged in, and some informal test activities that give feedback on learning.

CHAPTER 3

4.0 Questionnaires for Measuring Success when using or not a Lesson Plan

This paper presents three types of questionnaires applied to the 11-1 and 11-3 grade teachers of English and students respectively in a public institution called INSTITUTO NACIONAL JOSE ARTEMIO MENDOZA. The first one which tests teachers' knowledge about lesson plan is based on Linda Jensen cited by Celse Murcia (2001), p.403 - 407. The second one is again for teachers but this time; it focuses on teaching. And the last one for students pretends to show the quality of their knowledge when they are taught using or not lesson plans.

These last two types of questionnaires are based Richards J.C, and Renandia W.A (Eds.) Methodology in language teaching (2002), p. 35 – 36 Furthermore, these two last questionnaires will be applied weekly in a month. These questionnaires will be set as four questionnaires and four paper answers respectively. Working on this period of time may show stable answers in order to present a reliable research. Since this research paper seeks to present how successful English classes are when using or not lesson plans, correspondence between teachers' and students' answers and activities collected during the whole month of April 2010 will reflect a sense of coherence and reliability of doing this research paper.

Besides, for a better specification about how successful are English classes when using or not lesson plans, each questionnaire will be measured as follows: the questionnaire for teachers about lesson plans will be worth 20 percent, this percentage is divided into six questions. The remaining 80 percent belongs to the agreement between the students' and teachers' answers; this percentage is shared by the four questions for

students and the other four questions for their respective teachers. Therefore, if each teachers' and students' answers are related, each week will be considered to be worth a 20 percent.

The 11-1 and the 11-3 teachers' and students' answers and activities will be worth a 100 percent each one in order to make a comparison and show through percentages how successful English classes are when using or not lesson plans in teaching the English language. Furthermore, interpreting the result by means of numbers will probably make this research paper more understandable when trying to explain the thesis statement of this work

4.1 Questionnaire for teachers about lesson plans (Each question is worth 3.3 percent)

This is a really important questionnaire since a good teacher always deals with theory and practice. These questions are set in order to confirm the existence or the absence of an appropriate language teaching situation. The following questions were applied only once since what they know about lesson plans does not change and a sudden change in mind may probably be impossible to happen in such a short period of time without a professional guide.

1. What is a lesson plan?
2. Why do teachers have to plan?
3. When do you plan?
4. How do you plan?
5. How does a lesson plan look like?
6. Do you know about the lesson plan principles? What do you know about them?

4.2 Questionnaire for teachers about teaching (Each question is worth 2.5 percent)

If the English teacher plans, the next questionnaire will reflect success in students' language learning. Therefore, a teacher who plans every class will probably be more able to answer these questions than another who do not do so. Besides, the teacher who plans will probably write clear and organized ideas which agree with students' answers.

1. What do you think students actually learned?
2. What tasks were the most successful? The least successful? Why?
3. Did you finish the lesson on time?
4. What changes (if any) will you make in your teaching and why (or why not)

4.3 Questionnaire for students about learning (Each question is worth a 2.5 percent)

For this questionnaire to be answered, 4 students from the 11-1 and 16 from 11-3 grade were selected. The four students will answer the questions per week from each grade until the research finishes

If students' answers correspond to what their teachers have said about what students have learnt, it will probably mean that language learning really occurs as a result of planning. On the other hand, if students do not know what to answer or their answers are not clear, it will reflect that they are being taught with a simple tool such as the book or other material in an unorganized way.

1. What do you think today's lesson was about?
2. What part was easy?
3. What part was difficult?
4. What changes would you suggest the teacher make?

5.0 Answers to the Teachers' and Students' Questions

In this part, all the answers are classified when there is and there is not a lesson plan for language teaching. Two teachers were selected from the 11-1 and the 11-3 grade. The first one prepares his classes and the second one does not do so. Thanks to the student's permission their identity will be revealed for politeness when presenting this research to the readers and to my advisor.

5.1 11-1 grade teacher's answers to the 4.1 questionnaire

1. "A lesson plan is a guide for an appropriate teaching. It is also a way of organizing and foreseeing future problems or milestones that could occur. They also contain the record of what we have done so far. Finally, in a lesson plan all the activities and evaluation are written which let us carry out the objectives which are also present in the same document".

2. "We have to plan because we are working with people who are changeable, so we have to be prepared for a boy asking an unexpected question or about any other topic. We have to deal with it carefully because if we stopped the boy who is interested in the English Language he would not probably participate next class, but if we allowed him to continue speaking we would not follow what has been prepared because of the limited time set for public schools. Besides, there are lots of holidays so; we have to cope with what to teach and when to teach".

3. "I plan for every class a week beforehand because it is sufficient enough to adjust any topic for an unexpected event".

4. "First, I have to review and remember the theory behind the English language teaching and know what type of students I'll be teaching, I mean since we are in Pasto,

English is not considered as a second language because our boundaries limit Spanish nations, and as a result, people do not find it so necessary to learn another language. Second, my philosophy of teaching should try to cope with the one of the institution because it helps in the decision-making when selecting materials and designing the English language syllabus. Finally, I prepare lesson plans in the way how every aspect must go, so it means that I cannot teach clothes for today and numbers for tomorrow because it won't make sense".

5. "A lesson plan describes the schedule, the activities, the objectives, the assessment, the duration of each activity and the materials for teaching. It has to be flexible in case of an unexpected change".

6. "Sure, a lesson plan has to be flexible because as I mentioned before there might be someone who asks about any other topic, and in that case we have to share the others that doubt. In conclusion, it demonstrates that students like and enjoy what they are doing in the English classes. It also has to be like a thread, a sense of a coherent continuity because it helps students create a schema of what they are learning. This is like saying that in languages what we do first is to develop listening and reading which are the skills of reception, later speaking and writing which are the skills of production. This is proven not only by theory but also on what we can see in our own children when they learn Spanish".

5.2 11-3 grade teacher's answers to the 4.1 questionnaire

*This teacher preferred answering in Spanish because she did not have enough vocabulary to express her ideas in English.

1. “Pues se que los lesson plan son para poder dictar clases pero desde que se tenga el libro todo esta planeado. Ellos siguen lo que yo les dicto y analizamos vocabulario palabra por palabra con su respectivo significado en español puesto que ellos no tiene bases para hacerlo en Inglés

2. no considero que sea necesario planear porque en el libro esta todo hecho, solo es cuestión de leer un día antes de clase lo que se va a dictar para saber el vocabulario puesto que los lesson plan te limitan tu imaginación

3. Yo nunca hago planes de clase pues como ya lo decía antes el libro te dice que hacer además no contamos con recursos suficientes como para dictar clases de otra forma. Si ni siquiera tienen el libro, algunitos solo tienes copias sueltas.

4. Si no hago planes no puedo responder a esta pregunta

5. Solo se que algunos se matan haciendo esos planes de clase cuando los niños ni siquiera les prestan atención. Pues por lo que se allí escriben los temas que están en el libro es decir el mismo perro con diferente laso

6. No, no se nada al respecto

5.3 11-1 grade teacher’s answers to the 4.2 questionnaire (April, first week)

See appendix a

1. They know how to express themselves in English because I have given to them some classroom commands at the beginning of the course, they are learning how to present events in a chronological order.

2. The most successful task was that one about creating a story by using adverbs with the past and past perfect because they did not feel afraid of speaking in groups. It was easy for them because I taught the class by using the videobeam in order to project

some images which motivated them a lot. Besides, they realized that it is not necessary to translate since one can relate pictures to words and sentences which motivated them a lot. None of the activities turned out to be the least successful

3. Yes, we finished the lesson on time. There were three or five students, the more advanced, who finished ten minutes earlier than the others, so I let them help those in difficulties

4. During this week, I did not need to make any changes since the methodology is going well. What I should do is to work using different resources so that they do not get bored

5.3.1 11-1 grade teacher's answers to the 4.2 questionnaire (April, second week) See appendix b

1. By reinforcing the previous grammar now they can talk about personal experiences with a varied vocabulary.

2. There were two most successful tasks the first one about matching sentences to pictures since I brought enough colorful pictures which drew students' attention and helped them in finding the match. The second was about reordering a story which showed some organized images

3. We finished on time

4. I would change class organization, the good students should be among the bullies so that these hyperactive students take advantage of that energy and will learn more helped by the good ones.

5.3.2 11-1 grade teacher's answers to the 4.2 questionnaire (April, third week) See appendix c

1. Students know how past vs. past continuous work since they were given some articles containing this grammar. Now they realize that they can talk about that while something was in progress, something else happened

2. Well, there are a lot, but I would like to stand out the one they had to fill in the blanks. This task was really successful because they were given lots of newspapers headlines examples.

3. We finished on time because they liked the class a lot

4. I wouldn't do any changes

5.3.3 11-1 grade teacher's answers to the 4.2 questionnaire (April, fourth week) See appendix d

1. Working on this unit allowed them to present and organize topical information proficiently and efficiently. The unit dealt with present perfect vs. past, which is seen when they filled in the blanks with great ease.

2. The task about of filling in the blanks was really interesting and really successful because I let them remember about facts of Colombian history. The facts they remembered were written on the board so everybody could see how to develop the task. Some facts with the exact date use past and those with an undefined date worked with the present perfect. I explained this grammar, as always, inductively with examples for them to practice

3. We finished on time because students are really interested in learning English and the entire exercises were clear enough.

4. Students' results during this unit demonstrated that changes are necessary to do in certain cases; i.e. students are getting bored or some students need to work with good students in search of a change of attitude towards a meaningful learning.

5.4 11-3 grade teacher's answers to the 4.2 questionnaire (April, first week)

See appendix a

1. Pienso que saben escribir en pasado y han aprendido a utilizar de forma práctica todos los adverbios para hablar mejor en ese tiempo
2. Todas han sido buenas.
3. Siempre termino a tiempo
4. Los cambios no son necesarios pues todo esta planeado en el libro

5.4.1 11-3 grade teacher's answers to the 4.2 questionnaire (April, second week) See appendix b

1. saben unir perfectamente imágenes con oraciones y ordenar eventos
2. Pues todas las actividades fueron buenas
3. Si
4. No ninguno

5.4.2 11-3 grade teacher's answers to the 4.2 questionnaire (April, third week) See appendix c

1. Aprendieron a ubicar el pasado de cada verbo con solo mirar el texto.
2. Todas las actividades fueron excelentes
3. Terminamos 15 minutos antes y les permití que hicieran otras cosas
4. Tal vez el cambio de metodología; usar la grabadora, videos en el televisor.

Solo hay que pedirlos 10 min antes de que empiece la clase

5.4.3 11-3 grade teacher's answers to the 4.2 questionnaire (April, fourth week) See appendix d

1. Dominaron el presente perfecto con gran fluidez
2. Como siempre todas son excelentes pero hubo una actividad sobre el presente perfecto en la que todos sin excepción alguna respondieron todo.
3. Si a tiempo
4. ya vamos a terminar en esta semana no hay necesidad de hacer cambios

5.5 11-1 grade students' answers to the 4.3 questionnaire (April, first week) See appendix a

Question N. 1

Student N 1 creamos una historia en pasado ubicando eventos antes de ese pasado

Student N 2 en grupos hicimos una historia contando algo en pasado y algo mas que sucedió antes de ese pasado

Student N 3 contamos lo que nos había sucedido en el pasado juntando otro evento antes de ese pasado pero que estaba relacionado

Student N 4 la clase se trataba sobre como crear una historia en el pasado junto con otra situación antes de ese pasado.

Question N.2

Student N 1 cuando hicimos una historia mezclando dos tiempos en pasado fue muy fácil porque trabajamos en grupo

Student N 2 ahora podemos crear historias con un orden lógico porque trabajamos mucho en actividades de crear historias que fueron muy fáciles porque el profesor utilizó imágenes con videobeam

Student N 3 fue más fácil aprender con el uso de la tecnología o de imágenes en papel porque eso nos enseñó que la traducción no es necesaria. Además, el profesor no dio unos classroom commands para que pudiéramos expresarnos mejor en Inglés

Student N 4 fue fácil crear historias en pasado teniendo como ayuda las imágenes

Question N. 3

Student N 1 no, nada fue difícil

Student N 2 nada fue difícil porque las imágenes nos ayudaron muchísimo

Student N 3 nada

Student N 4 nada porque el trabajo en grupo no permitió sentirnos con más confianza para participar

Question N. 4

Student N 1 ninguna

Student N 2 ninguna porque todas las actividades son muy claras

Student N 3 ninguna

Student N 4 ninguna porque las clases de Inglés me gustan mucho y no me aburren

5.5.1 11-1 grade students' answers to the 4.3 questionnaire (April, second week) See appendix B

Question N. 1

Student N 1 miramos el mismo tiempo para reforzar a quienes tenían algún problema

Student N 2 reforzamos algunos aspectos para que todos estuviéramos más seguros al momento de participar

Student N 3 estudiamos la anterior temática con nuevos ejemplos porque la profe siempre lo hacia cuando pasaba a una unidad nueva

Student N 4 la verdad no me acuerdo

Question N. 2

Student N 1 la parte más fácil fue la de unir figuras con oraciones porque había muchas posibilidades que eran específicas

Student N 2 todo fue fácil pero yo destacaría dos actividades: la primera era sobre la unión de imágenes con oraciones, y la segunda era sobre ordenar una historia de acuerdo con unas imágenes enumeradas

Student N 3 la más fácil fue la de organizar una historia

Student N 4 La parte más fácil fue la unir imágenes con oraciones y la de ordenar una historia mirando unos dibujos.

Question N. 3

Student N 1 ninguna porque estábamos trabajando en grupo, los que sabíamos más sobre el tema con los que no sabían mucho y así los ayudábamos

Student N 2 ninguna porque ahora me ayudan mis compañeros y entiendo mucho más

Student N 3 ninguna

Student N 4 ninguna, porque ahora presto atención

Question N. 4

Student N 1 ningún cambio

Student N 2 las clases con el profesor son muy buenas no necesitamos cambios

Student N 3 no, no sugiero cambios

Student N 4 no tengo ningún problema en como enseña, al contrario es muy buen profesor

5.5.2 11-1 grade students' answers to the 4.3 questionnaire (April, third week) See appendix c

Question N. 1

Student N 1 El profesor nos dio ejemplos en recortes de periódicos para trabajar en oraciones en pasado que estuvieran en progreso mientras que otra situación sucedía

Student N 2 la clase pretendía que completáramos un texto teniendo en cuenta que mientras algo estaba sucediendo en el pasado algo mas pasaba

Student N 3 Teníamos que completar un texto basándonos en unos ejemplos que indicaban que algo pasaba mientras una situación estaba pasando

Student N 4 Trabajamos usando en pasado y el pasado continuo con los cuales se puede hablar de una situación que estaba sucediendo mientras otra pasaba y que podían estar relacionadas

Question N. 2

Student N 1 Lo más fácil fue cuando escribimos la palabra que faltaba en un texto. Fue fácil porque el profesor nos dio muchos ejemplos de periódicos

Student N 2 La parte más fácil fue la de completa un texto porque eso nos da confianza, solo teníamos que escribir el tiempo de el verbo

Student N 3 Tuvimos que completar un texto y sabíamos que tiempos utilizar porque se no había dado ejemplos así todo fue fácil

Student N 4 Fue fácil basarnos en unos ejemplos de periódicos para completar un texto

Question N. 3

Student N 1 Ninguna

Student N 2 Ninguna fue difícil

Student N 3 Ninguna

Student N 4 No, todo fue fácil

Question N. 4

Student N 1 No sugiero cambios

Student N 2 No, todo está bien

Student N 3 Yo no pensaría en que cambie porque las clases son excelentes

Student N 4 No creo que haya que cambiar

5.5.3 11-1 grade students' answers to the 4.3 questionnaire (April, fourth week) See appendix d

Question N. 1

Student N 1 Miramos unos ejemplos en Inglés sobre algunos hechos históricos del mundo y luego recordamos hechos de la historia de Colombia para escribirlos en el tablero y así completamos un texto

Student N 2 Llenamos en unos espacios con verbos de acuerdo a unos ejemplos que habíamos visto sobre hechos históricos

Student N 3 Recordamos hechos de la historia de Colombia, los escribimos en el tablero y así pudimos trabajar una tarea en clase

Student N 4 Aprendimos que cuando se habla en pasado se especifica el tiempo y cuando no se lo especifica ya es otro tiempo. Eso lo pudimos hacer y entender porque recordamos hechos recientes y no tan recientes de Colombia y los plasmamos en tablero.

Question N. 2

Student N 1 La parte más fácil fue la recordar hechos históricos de Colombia, escribirlos en el tablero y así trabajar en una guía

Student N 2 lo más fácil fue escribir hechos de la historia

Student N 3 Me pareció que lo más fácil fue completar uno espacios con el tiempo adecuado

Student N 4 Hubo muchas actividades fáciles pero el recordar hechos y saber como trabajarlos y despues ir al taller me facilito escribir el verbo correcto

Question N. 3

Student N 1 Ninguna parte me pareció difícil

Student N 2 Ninguna

Student N 3 Todo estaba muy claro nada era difícil

Student N 4 Nada estaba difícil

Question N. 4

Student N 1 No diría que cambie

Student N 2 No sugiero nada

Student N 3 no recomiendo ningún cambio

Student N 4 No ninguno

5.6 11-3 grade students' answers to the 4.3 questionnaire (April, first week) See appendix a

Question N. 1

Student N 1 La clase se trataba de memorizar unos verbos con su traducción

Student N 2 Teníamos que escribir en pasado aplicando ciertos adverbios

Student N 3 Teníamos que escribir una historia en pasado

Student N 4 Traducimos verbos

Question N. 2

Student N 1 Ninguna parte fue fácil porque teníamos que memorizar y eso cansa

Student N 2 Fue fácil cuando tuvimos que escribir una historia en pasado

Student N 3 Fue fácil ubicar el pasado de unos verbos para armar una historia en pasado

Student N 4 Fue un poco fácil la traducción porque solo había que traducir

Question N. 3

Student N 1 Creo que todo fue difícil

Student N 2 Nada fue difícil porque solo teníamos que ubicar cierto tiempo en pasado escribiendo una historia

Student N 3 Fue difícil terminar la actividad, aunque estaba fácil ubicar los adverbios para la historia en pasado

Student N 4 Todo fue difícil

Question N. 4

Student N 1 Cambios? Todos primero tocaría cambiar el profesor

Student N 2 Que si vamos a aprender Ingles no nos obliguen a traducir

Student N 3 No, los cambios no son necesarios así estamos bien

Student N 4 Que se cambie la forma de enseñar porque siempre es dictado escribir y traducir mejor que nos hagan usar los computadores

5.6.1 11-3 grade students' answers to the 4.3 questionnaire (April, second week) See appendix b

Question N. 1

Student N 1 Creo que se trataba sobre unir unas oraciones con otras oraciones

Student N 2 La verdad no entendí lo que tenia que hacer

Student N 3 La clase se trataba sobre organizar unas oraciones con imágenes

Student N 4 Teníamos que escoger una oración

Question N. 2

Student N 1 Ninguna

Student N 2 Ninguna porque para eso se necesita que se entienda la actividad

Student N 3 Fue fácil unir algunas imágenes con oraciones

Student N 4 Ninguna parte fue fácil porque no entendíamos que hacer

Question N. 3

Student N 1 Todas las actividades eran difíciles

Student N 2 Todas

Student N 3 Casi todas, en una por ejemplo no sabíamos si teníamos que unir oraciones con oraciones

Student N 4 No solo una, todas las actividades estaban difíciles

Question N. 4

Student N 1 Que enseñe mejor

Student N 2 Que no nos haga traducir

Student N 3 Que nos explique mejor las actividades

Student N 4 El cambio que yo haría seria que el profesor nos dicte la clase de manera más clara

5.6.2 11-3 grade students' answers to the 4.3 questionnaire (April, third week) See appendix c

Question N. 1

Student N 1 Teníamos que escribir el pasado de cada verbo que estaba escrito en frente de la oración

Student N 2 Primero nos enseñó la gramática y nos dijo que la copiáramos y que la memorizáramos

Student N 3 Tuvimos que memorizar gramática

Student N 4 La clase era sobre llenar unos espacios con unos verbos, creo que tocaba volver a escribirlos

Question N. 2

Student N 1 La actividad de colocar el verbo en su forma correcta fue fácil porque teníamos el verbo para modificar en frente de la oración

Student N 2 Ninguna, además las notas fueron malas

Student N 3 Ninguna

Student N 4 Ninguna

Question N. 3

Student N 1 Pues solo hubo una actividad fácil porque teníamos que modificar un verbo a pasado en unas oraciones

Student N 2 Todo

Student N 3 Todo, solo se nos pedía llenar espacios y memorizar gramática

Student N 4 Todo porque no me gusta memorizar

Question N. 4

Student N 1 Que enseñe usando imágenes

Student N 2 Que no nos haga memorizar

Student N 3 Que el profesor sea más organizado

Student N 4 Que no nos diga simplemente “hagan, trabajen” que nos de ejemplos

5.6.3 11-3 grade students’ answers to the 4.3 questionnaire (April, fourth week) See appendix d

Question N. 1

Student N 1 Otra vez llenar espacios

Student N 2 Escribir espacios en blanco sin saber como

Student N 3 Memorizar gramática

Student N 4 Creo que trataba sobre saber utilizar el presente perfecto

Question N. 2

Student N 1 Ninguna porque ese ejercicio es igual a los anteriores

Student N 2 Ninguna

Student N 3 Ninguna porque todo es complicado

Student N 4 Fue fácil ubicar el tiempo de unos verbos

Question N. 3

Student N 1 Todas

Student N 2 Todo fue difícil

Student N 3 Todo porque el profesor no explica

Student N 4 ninguna porque solo se trata de ubicar el pasado de un verbo

Question N. 4

Student N 1 Que no nos deje tantos trabajos para la casa y que mejor nos explique en clase

Student N 2 El profesor nos amontona de trabajos porque dice que no alcanza a terminar unas actividades en la clase

Student N 3 Pues ya que nos deja trabajos para la casa que los revise porque como no lo hace nadie esta trabajando ni yo trabajo en esos talleres

Student N 4 Que nos explique mejor como hacer las tareas

CHAPTER 4

Percentage Given To the Teachers and Students Answers

The questionnaires revealed that 11-3 grade students and teacher's answers did not agree, while on the other hand the 11-1 grade students and teacher's agreed. This is why I will present my points of view according to both 11-1 and 11-3 grade teachers' answers in order to outstand how successful the English classes are when using or not lesson plans. Besides, the 11-1 grade teacher's answers to the questionnaire for teachers about lesson plans showed that he has a huge knowledge against the 11-3 grade teacher's poor opinions. Therefore, it will probably demonstrate who plans and who does not.

* The following points of view analyze teachers' knowledge about lesson plans and will be valued up to 3.3 percent if they are correct:

6.1.1 Views and Partial Percentage Results Taken From 11-1 Grade Teacher's

Answers to the 4.1 Questionnaire

About the first question

This teacher has a clear idea of what a lesson plan is because his answer deals with everything about such papers. Percentage: 3.3%

About the second question

This teacher is acquainted that teachers have to plan because teaching implies a lot of things such as time constraints, students' inside and outside of the classroom problems among others that they must keep in mind if they want their students to learn proficiently and efficiently. Percentage: 3.3%

About the third question

The teacher plans in advance which is excellent because it lets him to prevent form future problems as mentioned in the first question. SCORE: 3.3%

About the fourth question

He takes into account our situation as foreign English language learners
Percentage: 3.3%

About the fifth question

He perfectly knows what a lesson plan looks like which may probably demonstrates he plans. Percentage: 3.3%

About the sixth question

He has a clear idea of what lesson plan principles are because he knows that nowadays teaching has to be flexible, coherent and varied at the same time.

Percentage: 3.3% **Total Percentage: 20%**

**6.1.2 Views And Partial Percentage Results Taken From 11-1 Grade Teacher And
Students' Answers To The 4.2 And 4.3 Questionnaire Respectively**

First Week**About the first question**

Students' answers are pretty approximated to what the teacher said, besides students said what they can do, they did not said they learnt the grammar they were working on. This is great because what really matters is not learning grammar but putting into practice that grammar. Percentage: 5%

About the second question

All the questioned students supported the entire teacher's ideas. The teacher is really resourceful; he taught them using technology and gave them classroom commands so that they speak in English as a result students like the way he teaches. Furthermore, they said they do not find it necessary to make translations since their teacher uses images which ease learning that language. Percentage: 5%

About the third question

All the students said that they did not find any difficulties in the activities because they worked in group. This was exactly what the teacher implemented for having the less advanced learner relaxed and engaged and really interested on what they were doing
Percentage: 5%

About the fourth question

His methodology is really good because students said they would not suggest any changes. Besides, they said that English classes are really clear. Percentage: 5%

Views on activities: All the four students' activities were graded 10

Partial Percentage taken from the first week: 20%. (See appendix A)

Second Week

About the first question

Only three out of four students agreed with the teacher in that they were reinforcing the previous grammar by practicing among their friends in order for them to talk about personal experiences with a varied vocabulary. Percentage: 4.4%

About the second question

The four students agreed with the same activities to be the easiest ones
Percentage: 5%

About the third question

Students said that none of the activities were difficult which proves what the teacher said about they did finished on time
Percentage: 5%

About the fourth question

Students said that there is not necessary to make changes, besides when they said that all the activities were easy, they were confirming the teacher's change when he let them work in groups and control the hyperactive students by working with the more advanced ones. Percentage: 5%

Views on activities: Three out of four students' activities were graded 10
(see appendix B)

Partial Percentage Taken From the second Week: 19% (19.4%)

Third Week

About the first question

Students and teacher's answers totally agree. It is an excellent idea to provide students with examples because the teacher has to give lots of contextualized examples if he wants his students to succeed and learn in a meaningful way. Percentage: 5%

About the second question

Both said that the activity about filling in the blanks was really interesting and easy because there were lots of examples that they were previously working on

Percentage: 5%

About the third question

Students said that none of the activities were difficult; this again proves that they finished on time. Percentage: 5%

About the fourth question

Since the teacher's students are working proficiently and efficiently no big changes were considered on behalf of both the teacher and students. Percentage: 5%

Views on activities: The four students' activities were graded 10 (see appendix c). **Partial Percentage Taken From the Third Week: 20%**

Fourth Week

About the first question

The teacher said that students know how to talk about historical events because they were given facts which drew students' attention. This is a really nice activity because real life events let these students interact and discuss about the topic. As a result, all the students agreed with him. Percentage: 5%

About the second question

The task about remembering facts of Colombian History clearly deals with the task based method which probably leads students be used to speak and be more familiarized with the English language. Furthermore, the facts students remembered were written on the board so everybody could see how to develop the task and in this way everybody could get excellent results. Another aspect to outstand is that grammar is

always taught inductively which does not force students to memorize but to learn by practicing. Percentage: 5%

About the third question

Students said that none of the activities were difficult which made me realized that classwork was done in class and homework at home which is the right way of teaching.

Percentage: 5%

About the fourth question

The teacher is really aware of the lesson plan principles because he said that changes are necessary when the situation requires so. It means that this teacher is always evaluating the way he teaches and he is also able to modify any aspect in order to help his students learn in a more appropriate mode. This is the reason why his students are really satisfied and interested in learning the English language.

Views on activities: The four students' activities were graded 10

(see appendix D)**Partial Percentage Taken From the Fourth Week: 20%**

6.1.3 11-1 Grade Teacher and Students' Total Percentage Results to the 4.1, 4.2 And

4.3 Questionnaires

6 lesson plan answers total percentage (valued 20%): 20%

16 answer total percentage (valued 80%): 79%

11-1's 22 answer total percentage: 99%

6.2.1 Views and Partial Percentage Results Taken From 11-3 Grade Teacher's

Answers to the 4.1 Questionnaire

About the first question

This teacher does not know how to speak English so how could he/she expect his/her students to speak in English. Besides, He/she pretends to show that she knows about what He/she was asked talking about things which are not related to the questions.

Percentage: 0.0%

About the second question

This teacher says that lesson plans limit your imagination but at the same time she says that books have everything, so He/she is in a great contradiction and off course He/she does not know what He/she is talking about.

Percentage: 0.0%

About the third question

His answer reveals that he does not plan which according to the theory behind lesson plans does not cope with good results in learning the English language.

Percentage: 0.0%

About the fourth question

His answer demonstrates that he does not consider students situation as foreign language learners. Besides, he skips all the process that it requires for an appropriate teaching. Furthermore, In his way of thinking, he would be assuming that his students already know the English language

Percentage: 0.0%

About the fifth question

He believes that the course book is the same as a lesson plan which is totally the contrary. It reveals that his classes are only based on the book which indeed is really boring according to the scores achieved in the activities.

Percentage: 0.0%

About the sixth question

It demonstrates that he is not able to teach the English language because knowing the principles allows a teacher to have proficient and efficient results from his teaching. Variety, flexibility and coherence make students learn by hearth and learn for life not for the moment. In short, what good teachers have to let students get is not only knowledge but a meaningful one. Percentage: 0.0%

Total Percentage: 0.0%

6.2.2 Views And Partial Percentage Results Taken From 11-3 Grade Teacher And Students' Answers To The 4.2 And 4.3 Questionnaire Respectively

First Week

About the first question

Only two out of four students knew what they were learning. Percentage: 2.5

About the second question

The same two out of four students said that there was one activity which was easy. On the other hand the teacher said that all the activities were excellent which according to the activities and the students, it is not true at all. Percentage: 2.5

About the third question

The idea is the whole class to finish on time not just the teacher. Besides, there were activities which were graded lower 5 presented in appendix A. Percentage: 1.25%

About the fourth question

It is not good to rely on the book all the time. Besides the course book is not a lesson plan since it does not consider the conditions where students learn. Three out of

four students said these classes should change because they seem that they are not learning according to the same activity presented in appendix a. Percentage: 1.25%.

Partial Percentage Taken From the First: 7.5%

Second Week

About the first question

The point is to know the relation between the pictures and the tense of the sentences not just to be able to match sentences to pictures; however one out of four students knew what the class was about. Therefore this correspondence deserves a percentage despite the fact that academic purposes do not look for a student to be able to match pictures to sentences but to know the relation between them. Percentage: 1.25%

About the second question

The teacher said that all the activities were successful but in fact according to three students out of four said that none of the activities were easy. Only one student said that the activity about matching pictures to sentences was easy. Furthermore, they were given class work as homework since students could not finish them. This idea is supported by the four students' majority of activities which were not finished while in class. Percentage: 1.25%.

About the third question

The teacher said that he finished the lesson on time which is not true because the activity about ordering events was given to be finished at home. Besides, three out of four said that all the activities were difficult. Percentage: 1.25%.

About the fourth question

The teacher said that there are not any changes to consider. On the other hand the four students said that they want their teacher to change his way of teaching because they do not understand how he explains the classes. Percentage: 0.0%.

Partial Percentage Taken From the Second: 3.75%

Third Week

About the first question

She did not give them examples. Furthermore, not only did they have to write the past but also past continuous. She only mentioned one tense. Only one out of four students knew what the class was about. Percentage: 1.25%

About the second question

Again, only the same student said that just one activity was easy which contradicts his teacher's idea in that all the activities were successful. Besides, there are three students' activities graded lower than 6 which demonstrate this statement. See appendix c
Percentage: 1.25%

About the third question

Letting students do something different promotes discipline problems. Besides, teachers have always to have a plan b in such cases. Only one out of four students said that there was not any activity to be difficult. Percentage: 1.25%

About the fourth question

First of all technology is not methodology and finally using technology requires to test it and ask it beforehand in order to avoid any kind of problems. Furthermore the four students said that changes are necessary. Percentage: 0.0%

Partial Percentage Taken From the Third Week: 3.75%

Fourth Week

About the first question

This teacher is always speaking about something they learned and that they could do. The point is to say and demonstrate that your students are learning and CAN DO NOW and will continue practicing what they have learnt. Besides she did not mention what they were really working on; present perfect vs. past. Only one out of four students knew what the class was about. Percentage: 1.25%

About the second question

This teacher keeps saying that all the activities were successful when in fact it is not true at all. Only the same student said that the activity about filling in the blanks with the present perfect vs. past was easy. Percentage: 1.25%

About the third question

They were given as always class work as homework because this teacher wasted too much time in erasing the whiteboard, organizing group work or saying “silencio muchachos para que escuchen el dictado que luego tienen que traducir”. All the classroom activities that were given as homework are presented in appendix D. Only the same student said that there were not any difficulties. Percentage: 1.25%

About the fourth question

A change could occur even at the end of the course. It may probably lead to a higher motivation on behalf of the students in order to make a better teaching and learning process. Besides, all the students keep saying that changes are necessary. Percentage: 0.0%

Partial Percentage Taken From the Fourth Week: 3.75%

6.2.3 11-3 Grade Teacher and Students' Total Percentage Results

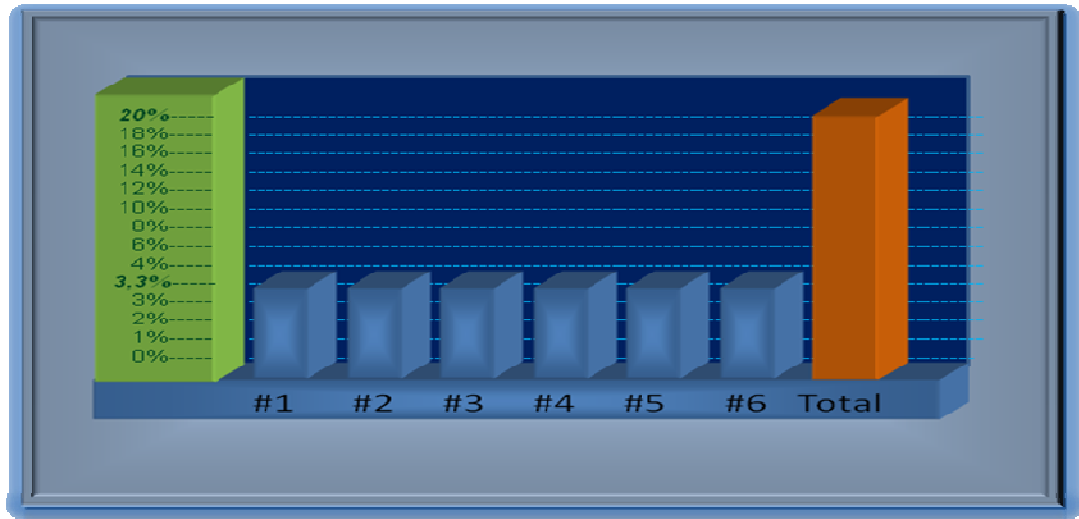
6 LESSON PLAN ANSWERS TOTAL PERCENTAGE (valued 20%): 0.0%

16 ANSWER TOTAL PERCENTAGE (valued 80%): 18.75%

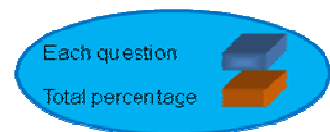
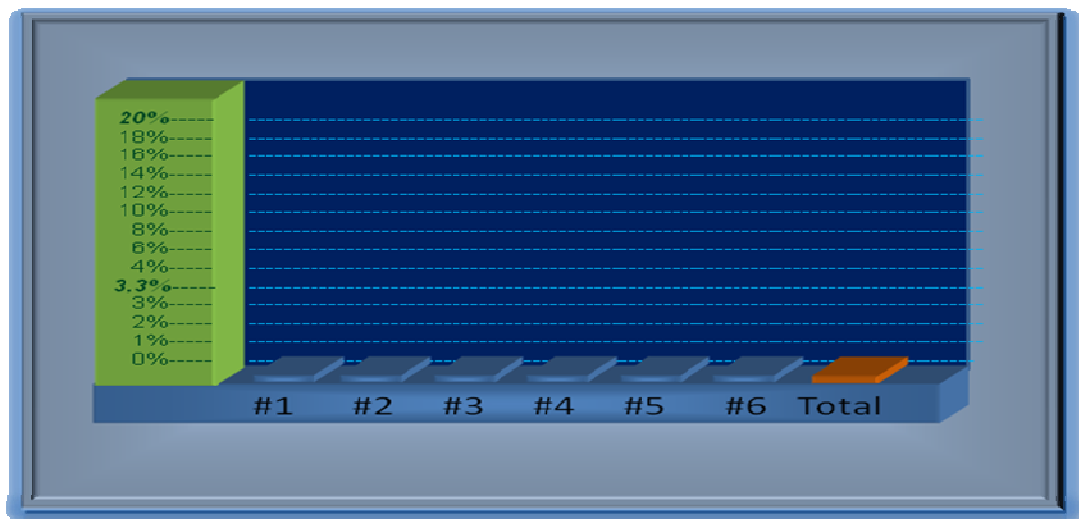
11-3'S 22 ANSWER TOTAL PERCENTAGE: 18.75%

7.0 Graphics on Teachers' and Students' Answer Percentage

7.1 graphics on 11-1 teacher's answers to the 4.1 questionnaire

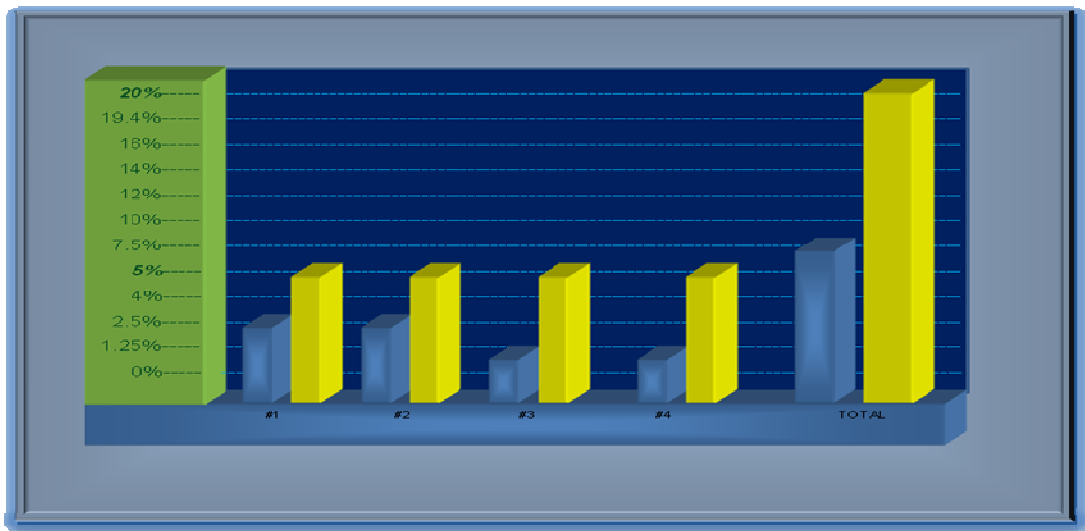


7.2 graphics on 11-3 teacher's answers to the 4.1 questionnaire

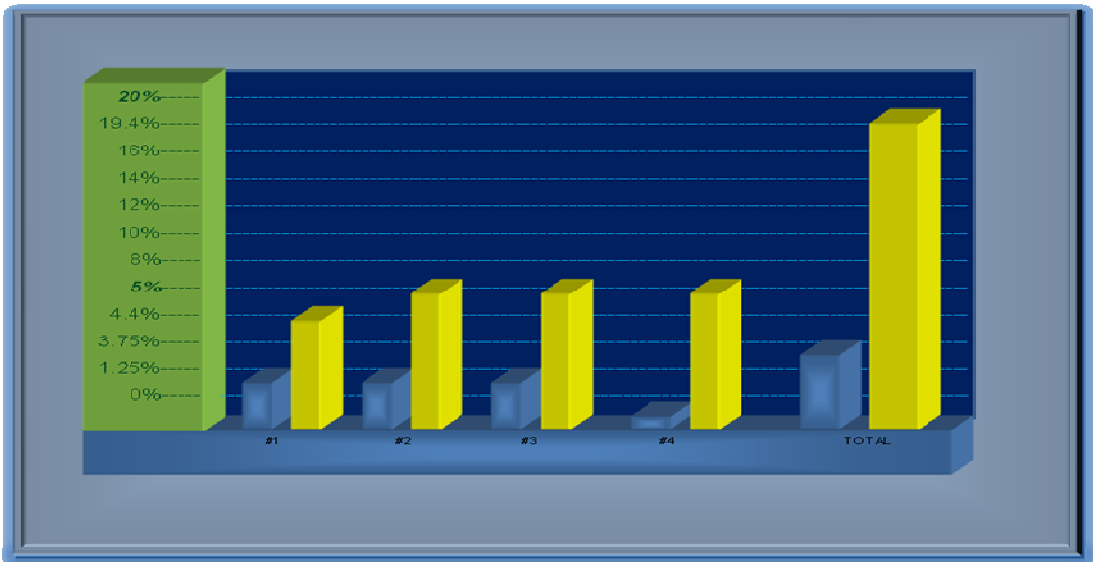


7.3 graphics on 11-1 and 11 – 3 grade teachers and students’ answers to the 4.2 and 4.3 questionnaire

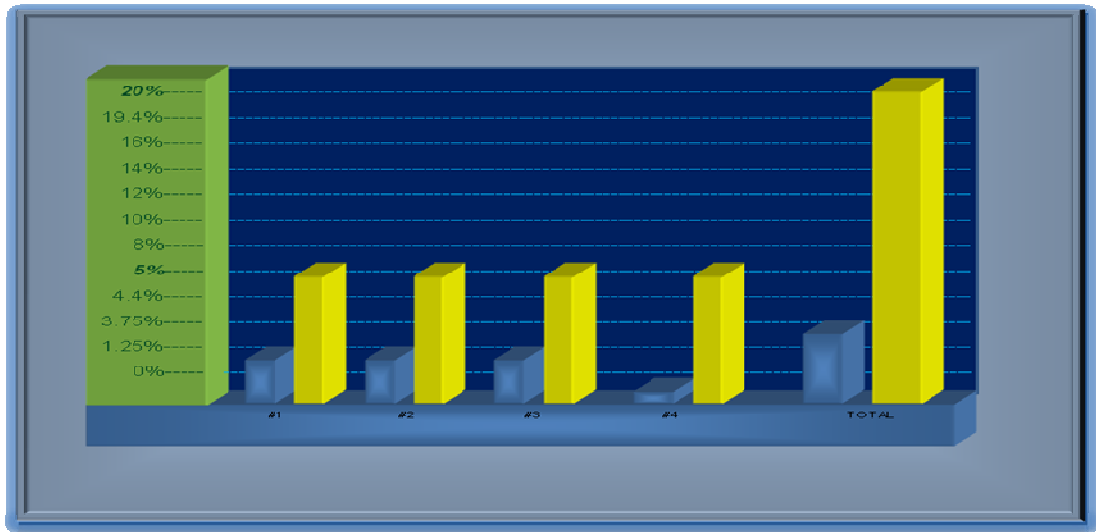
First Week



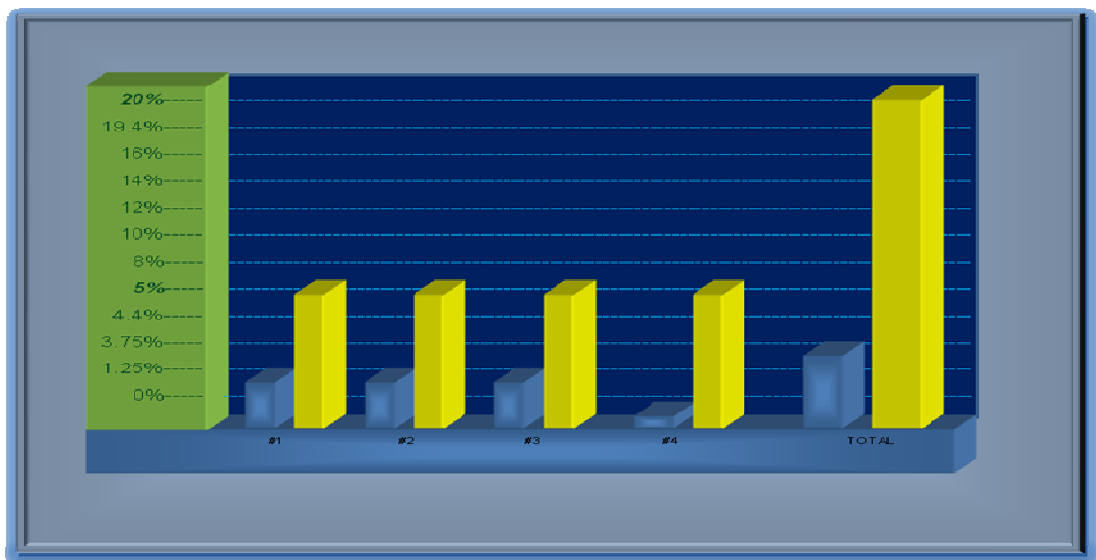
Second Week



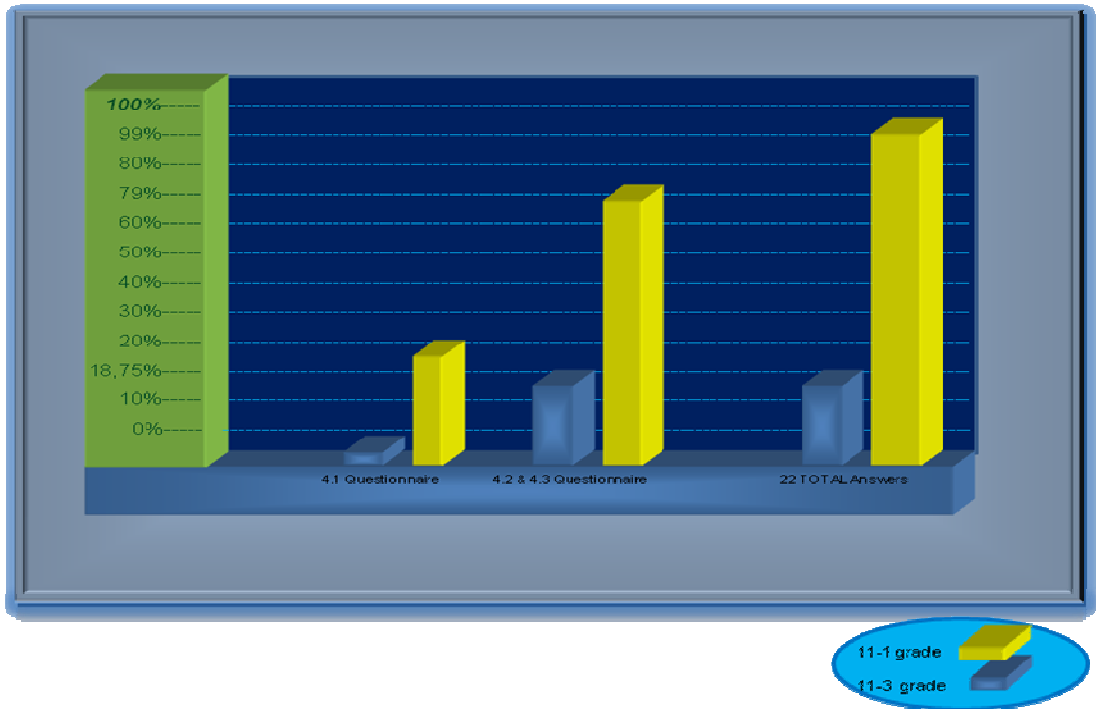
Third Week



Fourth Week



7.4 graphics on 11-1 and 11-3 teachers and students total answer percentage to the 4.1, 4.2 and 4.3 questionnaire



9. Conclusion

According to the research developed in the 11-1 and the 11-3 grades, it revealed that lesson plans are really necessary to be kept in mind when teaching English as a foreign language in order to have excellent outcomes on behalf of the students. As 11-1 grade teacher and students' answers and activities demonstrated, clearly-thought lesson plans will more likely maintain the attention of students and increase the likelihood that they will be interested. Besides, it showed that a clear plan will also maximize time and minimize confusion of what is expected of the students, thus making teaching easier and learning being meaningful.

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10. Annexes

In this part, 11-1 grade students' activities show correlativity and a further reliability between teachers' and students' answers. On the other hand, 11-3 students' activities support the idea that the teacher is not teaching by using lesson plans because this activities scores are really low.

11-3 students' activities: DANIEL PANTOJA

APPENDIX A

Daniel Pantoja 11-3

Adverbs with the past and past perfect

grammar focus

Use these adverbs with the past perfect to describe something that was true or that happened **before** another event in the past.
Up until then, / Before that, / Until that time, I had never lost anything important.

Use these adverbs with the past tense to describe something that happens at a **later time**.
Afterwards, / Later, / The next day, we laughed about it, but it wasn't funny at the time!

Use these adverbs with the past tense to describe two things that happen at the **same time**.
When / As soon as / The moment I arrived at work, my boss asked to speak to me.

0

Write two sentences for each situation using the adverbs from the grammar box. Compare with a partner.

1. I was pickpocketed on the subway last week.
Up until then, I had never had anything stolen before. The moment it happened, I screamed, "Pickpocket!"

*1) Afterwards I until the time
 2) I like up*

2. I knew I shouldn't have agreed to give a short speech at my best friend's wedding reception.

*1) Afterwards, she screamed
 2) When she came I arrived*

APPENDIX B

Uncomfortable situations

discussion A Match the sentences with each illustration. Compare with a partner.

Daniel Pantoja 11-3



2

1. I was backing my car out of the garage. *C*
2. I'd never been on an airplane before. *C*
3. I was chatting with my friends at a dinner party. *C*
4. The plane started to shake violently. I got scared. *A*
5. I crashed into my neighbor's car. *B*
6. I accidentally knocked a cup of coffee on the floor. *A*

7. I called my friend to thank him for dinner and to apologize for the mess. *A*
8. I went next door to report the accident to my neighbor. *B*
9. The flight attendant told me not to worry. She said that we were passing through a storm and that the shaking would end soon. *A*

Daniel Pantozu 11-3
Putting events in order

writing

A Put the events in order. Use the illustrations to get started.



- I reached for my glasses, and then remembered I'd left them at home.
- I couldn't see the object clearly.
- He said he didn't see a thing.
- The lifeguard looked through his binoculars.
- I ran as fast as I could to get the lifeguard.
- I bought a newspaper. There was an article about dolphins swimming near the shore.
- 4 I was pretty embarrassed.
- 5 I was taking a walk on the beach and stopped to look at the waves.
- 9 I thought I saw something struggling in the water.
- I read the article. I realized that I had seen a dolphin in the water – not a man!
- It looked like a man who was having trouble swimming.
- I never went anywhere without my glasses again.
- We arrived back at the spot where I had seen the man.
- A big wave came, and the man was gone.

APPENDIX C



grammar focus

Daniel Pantozu

Past vs. past continuous

The past continuous describes an event that was in progress when another event took place. While customers **were** calmly **eating** their meals, a college student **ate** 20 doughnuts in five minutes.
 A large crowd **was cheering** wildly as the pilot **landed** her plane safely.

(3)

Use the past or past continuous of the verbs in parentheses to complete these sentences.

1. During her solo flight around the world, Linda Finch visited (visit) 17 countries and gave (give) speeches to interested students.
2. While Linda flying (fly) from Honolulu to California, she began (begin) to think about her children at home.
3. A large crowd was waiting (wait) for Linda when she finally arrived (arrive).
4. Linda waved (wave) to the crowd as she was climbing (climb) out of her plane.
5. She says (say) she felt glad to be home, and then she kissed (kiss) her daughter.



APPENDIX D

Daniel Pantso 11-3



Present perfect vs. past

The present perfect tense describes an event at an unspecified time in the past, often the recent past.
 The storm **has flattened** the entire downtown area.
 This new style of music **has attracted** many fans.

The past tense is used to describe an event at a specified time in the past.
 Pilot Linda Finch **completed** her solo flight around the world **yesterday**.
 MBC Studios **announced** at a Hollywood press conference **last night** that they have finished auditioning for their latest blockbuster movie.

Complete the first line of these newspaper articles with the present perfect or past tense of the verbs in parentheses. Then compare with a partner.

1. Fire has destroyed (destroy) the Fulton Hotel, a familiar city landmark.
2. A convicted criminal escaped (escape) from prison at 2:00 this afternoon.
3. A rare manuscript vanished (vanish) from the city library on Tuesday.
4. Area department stores enjoyed (enjoy) record-breaking sales this season.
5. Some local teens discovered (discover) a rare diamond in their backyard.
6. Last night vandals damaged (damage) two historic buildings downtown. They has break (break) windows and sprayed (spray) graffiti on the walls.
7. A local scientist winning (win) the Nobel Prize for his work in the field of biology.
8. Zookeepers realized (realize) yesterday that six African parrots disappeared (disappear) from their cages over the past two days. Police are investigating.

On the radio

listening **A** Listen to an early morning news broadcast. Write down the number of each type of news story you hear. Then take notes about what happened.

- | | | |
|---------------------|--------------|-------------------------|
| 1. natural disaster | 3. scandal | 5. political crisis |
| 2. epidemic | 4. hijacking | 6. human interest story |

Daniel Pantso
11-3

| News story | What happened |
|------------|---------------|
| | |
| | |
| | |
| | |

"Nutty" news

Daniel Postaja

A Read these headlines and unusual news articles. Match each article to the appropriate headline. These headlines do not give much information. Can you rewrite each one, giving more information?

- ___ Vanished Pet 2 A Letter from Mom ___ Illegal Passenger

1

Police said that Rob Bailey planned his bank robbery very carefully, but he didn't think to bring any paper with him – and that's what got him in trouble. Bailey apparently found an envelope in his pocket and

wrote on the back of it "Give me all your money." This is what he gave to the bank teller. Unfortunately for Bailey, he had written his note on an envelope that contained a letter from his mother. The bank teller

noticed Bailey's name and address on the envelope as soon as he handed it to her. She gave the envelope to the police, and the police soon arrested him at home.

2

No one noticed when Mick Novak carried little Alex, a sleeping bundle wrapped in a blanket, onto a NorthStar Airlines flight. Alex caused no trouble when he woke up as he was strapped into his own seat, purchased at the full fare of \$400. He was enjoying his lunch when the trouble began. A flight attendant screamed, "He's alive!" when she realized furry little Alex wasn't a stuffed animal.

Alex is a 25-pound chimp. He is tidy, quiet, and pleasant, but he is a chimp, and NorthStar says he cannot fly economy class. In fact, NorthStar spokesperson Jon Austin said the airline's policy is that large animals have to ride in the cargo hold. But Novak said, "I would think, given NorthStar's current financial problems, they would be happy to take any paying customer."

3

Carmen Ferreira had given up hope of finding her pet parrot, Raquel, who disappeared from the back garden of her house two years ago. But when she heard the familiar screech "Hello, Raquel!" as she walked past a neighbor's house one

weekend, she called the police. The neighbor denied the bird was Raquel and said he had bought it from a pet store three years ago. But the bird revealed his true owner while behind bars at the police station, screeching "Hello, Luis!"

the name of Ferreira's grandson, and "Hello, Smoky!" her cat's name. During the court case last week, the bird dozed off but interrupted its nap to shout "Hello, Luis!" at the judge, who ruled the bird belonged to Ferreira.

APPENDIX A

JOHN BENAVIDES

Jhon Benavides 1-3

Adverbs with the past and past perfect

grammar focus

Use these adverbs with the past perfect to describe something that was true or that happened before another event in the past.

Up until then, / Before that, / Until that time, I had never lost anything important.

Use these adverbs with the past tense to describe something that happens at a later time.

Afterwards, / Later, / The next day, we laughed about it, but it wasn't funny at the time!

Use these adverbs with the past tense to describe two things that happen at the same time.

When / As soon as / The moment I arrived at work, my boss asked to speak to me.

Write two sentences for each situation using the adverbs from the grammar box. Compare with a partner.

1. I was pickpocketed on the subway last week.
*Up until then, I had never had anything stolen before.
 The moment it happened, I screamed, "Pickpocket!"*

2. I knew I shouldn't have agreed to give a short speech at my best friend's wedding reception.

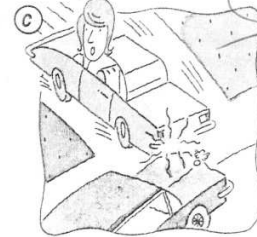
Before that, I have never been pickpocketed

APPENDIX B

Uncomfortable situations

discussion **A** Match the sentences with each illustration. Compare with a partner.

Jhon Benavides 1-3



- 1. I was backing my car out of the garage. *C*
- 2. I'd never been on an airplane before. *B*
- 3. I was chatting with my friends at a dinner party. *C*
- 4. The plane started to shake violently. I got scared. *C*
- 5. I crashed into my neighbor's car. *B*
- 6. I accidentally knocked a cup of coffee on the floor. *A*
- 7. I called my friend to thank him for dinner and to apologize for the mess. *B*
- 8. I went next door to report the accident to my neighbor. *A*
- 9. The flight attendant told me not to worry. She said that we were passing through a storm and that the shaking would end soon. *A*

Jhon Benavides 113

Putting events in order

A Put the events in order. Use the illustrations to get started.



- 2 I reached for my glasses, and then remembered I'd left them at home.
- I couldn't see the object clearly.
- He said he didn't see a thing.
- The lifeguard looked through his binoculars.
- I ran as fast as I could to get the lifeguard.
- I bought a newspaper. There was an article about dolphins swimming near the shore.
- 4 I was pretty embarrassed.
- 5 I was taking a walk on the beach and stopped to look at the waves.
- 9 I thought I saw something struggling in the water.
- I read the article. I realized that I had seen a dolphin in the water – not a man!
- It looked like a man who was having trouble swimming.
- I never went anywhere without my glasses again.
- 11 We arrived back at the spot where I had seen the man.
- A big wave came, and the man was gone.

APPENDIX C

4

grammar focus

Past vs. past continuous

The past continuous describes an event that was in progress when another event took place. While customers **were** calmly **eating** their meals, a college student **ate** 20 doughnuts in five minutes. A large crowd **was cheering** wildly as the pilot **landed** her plane safely.



Jhon Benavides 113

Use the past or past continuous of the verbs in parentheses to complete these sentences.

- 1. During her solo flight around the world, Linda Finch visited (visit) 17 countries and gave (give) speeches to interested students.
- 2. While Linda was flying (fly) from Honolulu to California, she was beginning (begin) to think about her children at home.
- 3. A large crowd waited (wait) for Linda when she finally arrived (arrive).
- 4. Linda was waving (wave) to the crowd as she climbed (climb) out of her plane.
- 5. She said (say) she felt glad to be home, and then she kissed (kiss) her daughter.



APPENDIX D

John Benavides 11-3

Present perfect vs. past

The present perfect tense describes an event at an unspecified time in the past, often the recent past.
 The storm **has flattened** the entire downtown area.
 This new style of music **has attracted** many fans.

The past tense is used to describe an event at a specified time in the past.
 Pilot Linda Finch **completed** her solo flight around the world **yesterday**.
 MBC Studios **announced** at a Hollywood press conference **last night** that they have finished auditioning for their latest blockbuster movie.

5

Complete the first line of these newspaper articles with the present perfect or past tense of the verbs in parentheses. Then compare with a partner.

1. Fire has destroyed (destroy) the Fulton Hotel, a familiar city landmark.
2. A convicted criminal _____ (escape) from prison at 2:00 this afternoon.
3. A rare manuscript vanished (vanish) from the city library on Tuesday.
4. Area department stores enjoyed (enjoy) record-breaking sales this season. ✓
5. Some local teens discovered (discover) a rare diamond in their backyard.
6. Last night vandals damaged (damage) two historic buildings downtown. They broke (break) windows and sprayed (spray) graffiti on the walls. ✓
7. A local scientist won (win) the Nobel Prize for his work in the field of biology.
8. Zookeepers were realize (realize) yesterday that six African parrots disappeared (disappear) from their cages over the past two days. Police are investigating.

On the radio

John Benavides 11-3

A Listen to an early morning news broadcast. Write down the number of each type of news story you hear. Then take notes about what happened.

- | | | |
|---------------------|--------------|-------------------------|
| 1. natural disaster | 3. scandal | 5. political crisis |
| 2. epidemic | 4. hijacking | 6. human interest story |

| News story | What happened |
|------------|---------------|
| | |
| | |
| | |
| | |

John Benavides 11-3

"Nutty" news

A Read these headlines and unusual news articles. Match each article to the appropriate headline. These headlines do not give much information. Can you rewrite each one, giving more information?

- 1 **Vanished Pet** **A Letter from Mom** **Illegal Passenger**

1

Police said that Rob Bailey planned his bank robbery very carefully, but he didn't think to bring any paper with him – and that's what got him in trouble. Bailey apparently found an envelope in his pocket and

wrote on the back of it "Give me all your money." This is what he gave to the bank teller. Unfortunately for Bailey, he had written his note on an envelope that contained a letter from his mother. The bank teller

noticed Bailey's name and address on the envelope as soon as he handed it to her. She gave the envelope to the police, and the police soon arrested him at home.

2

No one noticed when Mick Novak carried little Alex, a sleeping bundle wrapped in a blanket, onto a NorthStar Airlines flight. Alex caused no trouble when he woke up as he was strapped into his own seat, purchased at the full fare of \$400. He was enjoying his lunch when the trouble began. A flight attendant screamed, "He's alive!" when she realized furry little Alex wasn't a stuffed animal.

Alex is a 25-pound chimp. He is tidy, quiet, and pleasant, but he is a chimp, and NorthStar says he cannot fly economy class. In fact, NorthStar spokesperson Jon Austin said the airline's policy is that large animals have to ride in the cargo hold. But Novak said, "I would think, given NorthStar's current financial problems, they would be happy to take any paying customer."

3

Carmen Ferreira had given up hope of finding her pet parrot, Raquel, who disappeared from the back garden of her house two years ago. But when she heard the familiar screech "Hello, Raquel!" as she walked past a neighbor's house one

weekend, she called the police. The neighbor denied the bird was Raquel and said he had bought it from a pet store three years ago. But the bird revealed his true owner while behind bars at the police station, screeching "Hello, Luis!"

the name of Ferreira's grandson, and "Hello, Smoky!" her cat's name. During the court case last week, the bird dozed off but interrupted its nap to shout "Hello, Luis!" at the judge, who ruled the bird belonged to Ferreira.

APPENDIX A

KAROL BURBANO

Karol Burbano 11-3

10

Adverbs with the past and past perfect

Use these adverbs with the past perfect to describe something that was true or that happened before another event in the past.
Up until then, / Before that, / Until that time, I *had* never *lost* anything important.

Use these adverbs with the past tense to describe something that happens at a later time.
Afterwards, / Later, / The next day, we *laughed* about it, but it wasn't funny at the time!

Use these adverbs with the past tense to describe two things that happen at the same time.
When / As soon as / The moment I *arrived* at work, my boss asked to speak to me.

Write two sentences for each situation using the adverbs from the grammar box. Compare with a partner.

1. I was pickpocketed on the subway last week.
Up until then, I had never had anything stolen before.
The moment it happened, I screamed, "Pickpocket!"

1) The moment it happened I was
 2) Afterwards, I called the police

2. I knew I shouldn't have agreed to give a short speech at my best friend's wedding reception.

1) The moment it happened I was not happy
 2) Later my friend was angry

APPENDIX B

discussion **A** Match the sentences with each illustration. Compare with a partner.

Karol Burbano 11-3



1. I was backing my car out of the garage. C
2. I'd never been on an airplane before. B
3. I was chatting with my friends at a dinner party. B
4. The plane started to shake violently. I got scared. A
5. I crashed into my neighbor's car. C
6. I accidentally knocked a cup of coffee on the floor. C
7. I called my friend to thank him for dinner and to apologize for the mess. A
8. I went next door to report the accident to my neighbor. A
9. The flight attendant told me not to worry. She said that we were passing through a storm and that the shaking would end soon. C

Karol Burbano 11-3
Putting events in order

A Put the events in order. Use the illustrations to get started.



- I reached for my glasses, and then remembered I'd left them at home.
- 3 I couldn't see the object clearly.
He said he didn't see a thing.
- The lifeguard looked through his binoculars.
- I ran as fast as I could to get the lifeguard.
- I bought a newspaper. There was an article about dolphins swimming near the shore.
- I was pretty embarrassed.
- 1 I was taking a walk on the beach and stopped to look at the waves.
- 2 I thought I saw something struggling in the water.
- I read the article. I realized that I had seen a dolphin in the water – not a man!
- It looked like a man who was having trouble swimming.
- I never went anywhere without my glasses again.
- 4 We arrived back at the spot where I had seen the man.
A big wave came, and the man was gone.

APPENDIX C

4
grammar focus

Past vs. past continuous

The past continuous describes an event that was in progress when another event took place. While customers **were** calmly **eating** their meals, a college student **ate** 20 doughnuts in five minutes.
 A large crowd **was cheering** wildly as the pilot **landed** her plane safely.

3

Karol Burbano 11-3

Use the past or past continuous of the verbs in parentheses to complete these sentences.

1. During her solo flight around the world, Linda Finch visited (visit) 17 countries and gave (give) speeches to interested students.
2. While Linda flew (fly) from Honolulu to California, she began (begin) to think about her children at home.
3. A large crowd was waiting (wait) for Linda when she finally arrived (arrive).
4. Linda waved (wave) to the crowd as she climbed (climb) out of her plane.
5. She says (say) she felt glad to be home, and then she kisses (kiss) her daughter.



APPENDIX D

Karol Burbano 11-3

Present perfect vs. past

The present perfect tense describes an event at an unspecified time in the past, often the recent past.
 The storm **has flattened** the entire downtown area.
 This new style of music **has attracted** many fans.

The past tense is used to describe an event at a specified time in the past.
 Pilot Linda Finch **completed** her solo flight around the world **yesterday**.
 MBC Studios **announced** at a Hollywood press conference **last night** that they have finished auditioning for their latest blockbuster movie.

6

Complete the first line of these newspaper articles with the present perfect or past tense of the verbs in parentheses. Then compare with a partner.

1. Fire has destroyed (destroy) the Fulton Hotel, a familiar city landmark.
2. A convicted criminal escaped (escape) from prison at 2:00 this afternoon.
3. A rare manuscript vanished (vanish) from the city library on Tuesday.
4. Area department stores enjoyed (enjoy) record-breaking sales this season.
5. Some local teens discovered (discover) a rare diamond in their backyard.
6. Last night vandals have damaged (damage) two historic buildings downtown. They broke (break) windows and sprayed (spray) graffiti on the walls.
7. A local scientist won (win) the Nobel Prize for his work in the field of biology.
8. Zookeepers have realized (realize) yesterday that six African parrots have disappeared (disappear) from their cages over the past two days. Police are investigating.

On the radio

listening **A** Listen to an early morning news broadcast. Write down the number of each type of news story you hear. Then take notes about what happened.

Karol Burbano 11-3

- | | | |
|---------------------|--------------|-------------------------|
| 1. natural disaster | 3. scandal | 5. political crisis |
| 2. epidemic | 4. hijacking | 6. human interest story |

| News story | What happened |
|------------|---------------|
| | |
| | |
| | |
| | |

Kuroi Barbara 11-3
"Nutty" news

A Read these headlines and unusual news articles. Match each article to the appropriate headline. These headlines do not give much information. Can you rewrite each one, giving more information?

___ **Vanished Pet** ___ **A Letter from Mom** ___ **Illegal Passenger**

1

Police said that Rob Bailey planned his bank robbery very carefully, but he didn't think to bring any paper with him – and that's what got him in trouble. Bailey apparently found an envelope in his pocket and

wrote on the back of it "Give me all your money." This is what he gave to the bank teller. Unfortunately for Bailey, he had written his note on an envelope that contained a letter from his mother. The bank teller

noticed Bailey's name and address on the envelope as soon as he handed it to her. She gave the envelope to the police, and the police soon arrested him at home.

2

No one noticed when Mick Novak carried little Alex, a sleeping bundle wrapped in a blanket, onto a NorthStar Airlines flight. Alex caused no trouble when he woke up as he was strapped into his own seat, purchased at the full fare of \$400. He was enjoying his lunch when the trouble began. A flight attendant screamed, "He's alive!" when she realized furry little Alex wasn't a stuffed animal.

Alex is a 25-pound chimp. He is tidy, quiet, and pleasant, but he is a chimp, and NorthStar says he cannot fly economy class. In fact, NorthStar spokesperson Jon Austin said the airline's policy is that large animals have to ride in the cargo hold. But Novak said, "I would think, given NorthStar's current financial problems, they would be happy to take any paying customer."

3

Carmen Ferreira had given up hope of finding her pet parrot, Raquel, who disappeared from the back garden of her house two years ago. But when she heard the familiar screech "Hello, Raquel!" as she walked past a neighbor's house one

weekend, she called the police. The neighbor denied the bird was Raquel and said he had bought it from a pet store three years ago. But the bird revealed his true owner while behind bars at the police station, screeching "Hello, Luis!"

the name of Ferreira's grandson, and "Hello, Smoky!" her cat's name. During the court case last week, the bird dozed off but interrupted its nap to shout "Hello, Luis!" at the judge, who ruled the bird belonged to Ferreira.

APPENDIX A

JENNIFER DIAZ

Jennifer Diaz 11-3

Adverbs with the past and past perfect

Use these adverbs with the past perfect to describe something that was true or that happened before another event in the past.

Up until then, / Before that, / Until that time, I had never lost anything important.

Use these adverbs with the past tense to describe something that happens at a later time.

Afterwards, / Later, / The next day, we laughed about it, but it wasn't funny at the time!

Use these adverbs with the past tense to describe two things that happen at the same time.

When / As soon as / The moment I arrived at work, my boss asked to speak to me.

10

Write two sentences for each situation using the adverbs from the grammar box. Compare with a partner.

1. I was pickpocketed on the subway last week.

*Up until then, I had never had anything stolen before.
The moment it happened, I screamed, "Pickpocket!"*

*1) Until that I had never been pickpocketed
2) The moment it happened I was afraid
1) Before that I had never agreed to give a short speech
2) The moment it happened I was*

2. I knew I shouldn't have agreed to give a short speech at my best friend's wedding reception.

APPENDIX B

discussion **A** Match the sentences with each illustration. Compare with a partner.

Jennifer Diaz 11-3



1. I was backing my car out of the garage. C
2. I'd never been on an airplane before. B
3. I was chatting with my friends at a dinner party. A
4. The plane started to shake violently. I got scared. B
5. I crashed into my neighbor's car. C
6. I accidentally knocked a cup of coffee on the floor. A

7. I called my friend to thank him for dinner and to apologize for the mess. A
8. I went next door to report the accident to my neighbor. C
9. The flight attendant told me not to worry. She said that we were passing through a storm and that the shaking would end soon. B

Jennifer Diaz 11-3
 Putting events in order

A Put the events in order. Use the illustrations to get started.



- I reached for my glasses, and then remembered I'd left them at home.
- I couldn't see the object clearly.
- He said he didn't see a thing.
- 3 - The lifeguard looked through his binoculars.
- I ran as fast as I could to get the lifeguard.
- I bought a newspaper. There was an article about dolphins swimming near the shore.
- I was pretty embarrassed.
- 1 - I was taking a walk on the beach and stopped to look at the waves.
- 2 - I thought I saw something struggling in the water.
- I read the article. I realized that I had seen a dolphin in the water – not a man!
- It looked like a man who was having trouble swimming.
- I never went anywhere without my glasses again.
- We arrived back at the spot where I had seen the man.
- A big wave came, and the man was gone.

APPENDIX C

4
 grammar
 focus

Past vs. past continuous

The past continuous describes an event that was in progress when another event took place.
 While customers **were** calmly **eating** their meals, a college student **ate** 20 doughnuts in five minutes.
 A large crowd **was** **cheering** wildly as the pilot **landed** her plane safely.

2

Jennifer
 Diaz
 11-3

Use the past or past continuous of the verbs in parentheses to complete these sentences.

1. During her solo flight around the world, Linda Finch visited (visit) 17 countries and was giving (give) speeches to interested students.
2. While Linda was flying (fly) from Honolulu to California, she was beginning (begin) to think about her children at home.
3. A large crowd waited (wait) for Linda when she finally arrived (arrive).
4. Linda waved (wave) to the crowd as she was climbing (climb) out of her plane.
5. She said (say) she felt glad to be home, and then she kissed (kiss) her daughter.



APPENDIX D

Jennifer Diaz 11-3

Present perfect vs. past

The present perfect tense describes an event at an unspecified time in the past, often the recent past.
 The storm **has flattened** the entire downtown area.
 This new style of music **has attracted** many fans.

The past tense is used to describe an event at a specified time in the past.
 Pilot Linda Finch **completed** her solo flight around the world **yesterday**.
 MBC Studios **announced** at a Hollywood press conference **last night** that they have finished auditioning for their latest blockbuster movie.

3

Complete the first line of these newspaper articles with the present perfect or past tense of the verbs in parentheses. Then compare with a partner.

1. Fire has destroyed (destroy) the Fulton Hotel, a familiar city landmark.
2. A convicted criminal escaped (escape) from prison at 2:00 this afternoon. ←
3. A rare manuscript vanished (vanish) from the city library on Tuesday.
4. Area department stores enjoyed (enjoy) record-breaking sales this season. ←
5. Some local teens discovered (discover) a rare diamond in their backyard.
6. Last night vandals damaged (damage) two historic buildings downtown. They has breaking (break) windows and has spraying (spray) graffiti on the walls. ←
7. A local scientist won (win) the Nobel Prize for his work in the field of biology.
8. Zookeepers realizing (realize) yesterday that six African parrots disappearing (disappear) from their cages over the past two days. Police are investigating.

On the radio

Jennifer Diaz 11-3

A Listen to an early morning news broadcast. Write down the number of each type of news story you hear. Then take notes about what happened.

- | | | |
|---------------------|--------------|-------------------------|
| 1. natural disaster | 3. scandal | 5. political crisis |
| 2. epidemic | 4. hijacking | 6. human interest story |

| News story | What happened |
|------------|---------------|
| | |
| | |
| | |
| | |

"Nutty" news

Jennifer Diaz

A Read these headlines and unusual news articles. Match each article to the appropriate headline. These headlines do not give much information. Can you rewrite each one, giving more information?

- ___ Vanished Pet ___ A Letter from Mom 1 Illegal Passenger

1

Police said that Rob Bailey planned his bank robbery very carefully, but he didn't think to bring any paper with him – and that's what got him in trouble. Bailey apparently found an envelope in his pocket and

wrote on the back of it "Give me all your money." This is what he gave to the bank teller. Unfortunately for Bailey, he had written his note on an envelope that contained a letter from his mother. The bank teller

noticed Bailey's name and address on the envelope as soon as he handed it to her. She gave the envelope to the police, and the police soon arrested him at home.

2

No one noticed when Mick Novak carried little Alex, a sleeping bundle wrapped in a blanket, onto a NorthStar Airlines flight. Alex caused no trouble when he woke up as he was strapped into his own seat, purchased at the full fare of \$400. He was enjoying his lunch when the trouble began. A flight attendant screamed, "He's alive!" when she realized furry little Alex wasn't a stuffed animal.

Alex is a 25-pound chimp. He is tidy, quiet, and pleasant, but he is a chimp, and NorthStar says he cannot fly economy class. In fact, NorthStar spokesperson Jon Austin said the airline's policy is that large animals have to ride in the cargo hold. But Novak said, "I would think, given NorthStar's current financial problems, they would be happy to take any paying customer."

3

Carmen Ferreira had given up hope of finding her pet parrot, Raquel, who disappeared from the back garden of her house two years ago. But when she heard the familiar screech "Hello, Raquel!" as she walked past a neighbor's house one

weekend, she called the police. The neighbor denied the bird was Raquel and said he had bought it from a pet store three years ago. But the bird revealed his true owner while behind bars at the police station, screeching "Hello, Luis!"

the name of Ferreira's grandson, and "Hello, Smoky!" her cat's name. During the court case last week, the bird dozed off but interrupted its nap to shout "Hello, Luis!" at the judge, who ruled the bird belonged to Ferreira.

11-1 students' results: JESSICA ALMEIDA

APPENDIX A

Jessica Almeida 11-1

10

grammar focus

Adverbs with the past and past perfect

Use these adverbs with the past perfect to describe something that was true or that happened before another event in the past.

Up until then, / Before that, / Until that time, I *had* never *lost* anything important.

Use these adverbs with the past tense to describe something that happens at a later time.

Afterwards, / Later, / The next day, we *laughed* about it, but it wasn't funny at the time!

Use these adverbs with the past tense to describe two things that happen at the same time.

When / As soon as / The moment I *arrived* at work, my boss asked to speak to me.

Write two sentences for each situation using the adverbs from the grammar box. Compare with a partner.

- I was pickpocketed on the subway last week. *1) The next day, I was pickpocketed again. 2) The moment it happened I was really scared.*
Up until then, I had never had anything stolen before. The moment it happened, I screamed, "Pickpocket!"
- I knew I shouldn't have agreed to give a short speech at my best friend's wedding reception. *1) The moment it happened I didn't know what to say. 2) When I spoke, nobody understood what I said.*

APPENDIX B

A Match the sentences with each illustration. Compare with a partner.



- I was backing my car out of the garage. *C*
- I'd never been on an airplane before. *B*
- I was chatting with my friends at a dinner party. *A*
- The plane started to shake violently. I got scared. *B*
- I crashed into my neighbor's car. *C*
- I accidentally knocked a cup of coffee on the floor. *A*
- I called my friend to thank him for dinner and to apologize for the mess. *A*
- I went next door to report the accident to my neighbor. *C*
- The flight attendant told me not to worry. She said that we were passing through a storm and that the shaking would end soon. *B*

10

Jessica Almeida 11-1

10

Putting events in order

writing

A Put the events in order. Use the illustrations to get started.



- 5 I reached for my glasses, and then remembered I'd left them at home.
- 4 I couldn't see the object clearly.
- 8 He said he didn't see a thing.
- 7 The lifeguard looked through his binoculars.
- 6 I ran as fast as I could to get the lifeguard.
- 10 I bought a newspaper. There was an article about dolphins swimming near the shore.
- 12 I was pretty embarrassed.
- 1 I was taking a walk on the beach and stopped to look at the waves.
- 2 I thought I saw something struggling in the water.
- 11 I read the article. I realized that I had seen a dolphin in the water – not a man!
- 3 It looked like a man who was having trouble swimming.
- 13 I never went anywhere without my glasses again.
- 14 We arrived back at the spot where I had seen the man.
- 9 A big wave came, and the man was gone.

APPENDIX C

What's in the news?

Jessica Almeida 11-1

News events

A Read the beginning of each newspaper article. Then answer the questions.

WOMAN PILOT COMPLETES JOURNEY
Pilot Linda Finch completed her solo flight around the world yesterday, covering 26,000 miles and visiting 17 countries. A large crowd was cheering wildly as the pilot landed her plane safely in California. Immediately after the successful landing, Linda...

NEW SHOW SUCCEEDS IN MULTIPLE MARKETS
A new talk show that addresses current issues of interest to young people was launched last May in European, Asian, and South American markets. The show, called "Talk It Out," is wildly successful and features...

NEW FILM HAS BRIGHTEST STARS
MBC Studios announced at a Hollywood press conference last night that they have finished auditioning for their latest blockbuster movie. The cast of the film will include at least four major stars, among them...

Nowhere to Run
The Midwest's worst tornado in a decade has ripped through a small town, killing 10 people. At least 6 people are missing. The storm has flattened the entire downtown area. Weather forecasters say...

LOCAL MAN SETS DOUGHNUT RECORD
While customers around him were calmly eating their meals, a local college student entered the record books when he ate 20 doughnuts in five minutes. The student, who says his secret to eating so much is...

MUSIC CRAZE CONTINUES
You've heard of hip hop, but how about techno? This new style of music has attracted many fans, and techno CDs are practically flying off the shelves. Fans say they like the music because...

1. Which article would you most like to read? Which one least interests you? Why?
2. Which article would make the biggest news in your country?

Past vs. past continuous

The past continuous describes an event that was in progress when another event took place.
 While customers **were** calmly **eating** their meals, a college student **ate** 20 doughnuts
 in five minutes.
 A large crowd **was cheering** wildly as the pilot **landed** her plane safely.

10

Use the past or past continuous of the verbs in parentheses to complete these sentences.

1. During her solo flight around the world, Linda Finch visited (visit) 17 countries and gave (give) speeches to interested students.
2. While Linda was flying (fly) from Honolulu to California, she began (begin) to think about her children at home.
3. A large crowd was waiting (wait) for Linda when she finally arrived (arrive).
4. Linda was waving (wave) to the crowd as she climbed (climb) out of her plane.
5. She said (say) she felt glad to be home, and then she kissed (kiss) her daughter.



Jessica Almeida 11-1

APPENDIX D

Present perfect vs. past

The present perfect tense describes an event at an unspecified time in the past, often the recent past.

The storm **has flattened** the entire downtown area.
 This new style of music **has attracted** many fans.

The past tense is used to describe an event at a specified time in the past.

Pilot Linda Finch **completed** her solo flight around the world **yesterday**.
 MBC Studios **announced** at a Hollywood press conference **last night** that they
 have finished auditioning for their latest blockbuster movie.

10

Jessica Almeida 11-1

Complete the first line of these newspaper articles with the present perfect or past tense of the verbs in parentheses. Then compare with a partner.

1. Fire has destroyed (destroy) the Fulton Hotel, a familiar city landmark.
2. A convicted criminal escaped (escape) from prison at 2:00 this afternoon.
3. A rare manuscript vanished (vanish) from the city library on Tuesday.
4. Area department stores have enjoyed (enjoy) record-breaking sales this season.
5. Some local teens have discovered (discover) a rare diamond in their backyard.
6. Last night vandals damaged (damage) two historic buildings downtown. They broke (break) windows and sprayed (spray) graffiti on the walls.
7. A local scientist has won (win) the Nobel Prize for his work in the field of biology.
8. Zookeepers realized (realize) yesterday that six African parrots disappeared (disappear) from their cages over the past two days. Police are investigating.

On the radio

Jessica Almeida 11-1

A Listen to an early morning news broadcast. Write down the number of each type of news story you hear. Then take notes about what happened.

- 1. natural disaster
- 2. epidemic
- 3. scandal
- 4. hijacking
- 5. political crisis
- 6. human interest story

10

| News story | What happened |
|------------|---------------------------------------|
| 3 | A man broke a window |
| 1 | the earthquake destroyed ten building |
| 2 | scientists tried to find a cure |
| 5 | the president left the country |

Jessica Almeida 11-1

"Nutty" news

A Read these headlines and unusual news articles. Match each article to the appropriate headline. These headlines do not give much information. Can you rewrite each one, giving more information?

10

- 3 Vanished Pet
- 1 A Letter from Mom
- 2 Illegal Passenger

1

| | | |
|--|---|---|
| <p>Police said that Rob Bailey planned his bank robbery very carefully, but he didn't think to bring any paper with him – and that's what got him in trouble. Bailey apparently found an envelope in his pocket and</p> | <p>wrote on the back of it "Give me all your money." This is what he gave to the bank teller. Unfortunately for Bailey, he had written his note on an envelope that contained a letter from his mother. The bank teller</p> | <p>noticed Bailey's name and address on the envelope as soon as he handed it to her. She gave the envelope to the police, and the police soon arrested him at home.</p> |
|--|---|---|

2

| | |
|---|---|
| <p>No one noticed when Mick Novak carried little Alex, a sleeping bundle wrapped in a blanket, onto a NorthStar Airlines flight. Alex caused no trouble when he woke up as he was strapped into his own seat, purchased at the full fare of \$400. He was enjoying his lunch when the trouble began. A flight attendant screamed, "He's alive!" when she realized furry little Alex wasn't a stuffed animal.</p> | <p>Alex is a 25-pound chimp. He is tidy, quiet, and pleasant, but he is a chimp, and NorthStar says he cannot fly economy class. In fact, NorthStar spokesperson Jon Austin said the airline's policy is that large animals have to ride in the cargo hold. But Novak said, "I would think, given NorthStar's current financial problems, they would be happy to take any paying customer."</p> |
|---|---|

3

| | | |
|--|--|--|
| <p>Carmen Ferreira had given up hope of finding her pet parrot, Raquel, who disappeared from the back garden of her house two years ago. But when she heard the familiar screech "Hello, Raquel!" as she walked past a neighbor's house one</p> | <p>weekend, she called the police. The neighbor denied the bird was Raquel and said he had bought it from a pet store three years ago. But the bird revealed his true owner while behind bars at the police station, screeching "Hello, Luis!"</p> | <p>the name of Ferreira's grandson, and "Hello, Smoky!" her cat's name. During the court case last week, the bird dozed off but interrupted its nap to shout "Hello, Luis!" at the judge, who ruled the bird belonged to Ferreira.</p> |
|--|--|--|

APPENDIX A

DIEGO CORAL

Diego Coral 11-1

10

Adverbs with the past and past perfect

Use these adverbs with the past perfect to describe something that was true or that happened before another event in the past.

Up until then, / Before that, / Until that time, I had never lost anything important.

Use these adverbs with the past tense to describe something that happens at a later time.

Afterwards, / Later, / The next day, we laughed about it, but it wasn't funny at the time!

Use these adverbs with the past tense to describe two things that happen at the same time.

When / As soon as / The moment I arrived at work, my boss asked to speak to me.

Write two sentences for each situation using the adverbs from the grammar box. Compare with a partner.

- I was pickpocketed on the subway last week.
Up until then, I had never had anything stolen before. The moment it happened, I screamed, "Pickpocket!"
- I knew I shouldn't have agreed to give a short speech at my best friend's wedding reception.

1) The moment it happened I looked for help
2) Up until then, I had never been so afraid scared.
1) Before that, somebody else was going to speak
2) The next day, they didn't want to see

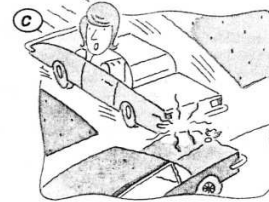
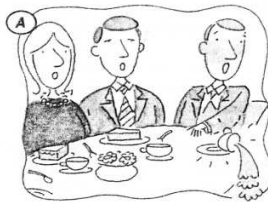
APPENDIX B

Uncomfortable situations

discussion

A Match the sentences with each illustration. Compare with a partner.

10



- I was backing my car out of the garage. C
- I'd never been on an airplane before. B
- I was chatting with my friends at a dinner party. A
- The plane started to shake violently. I got scared. B
- I crashed into my neighbor's car. C
- I accidentally knocked a cup of coffee on the floor. A
- I called my friend to thank him for dinner and to apologize for the mess. A
- I went next door to report the accident to my neighbor. C
- The flight attendant told me not to worry. She said that we were passing through a storm and that the shaking would end soon. B

B Pair work Take turns telling the stories in Exercise A. Use adverbs to describe when things happened.

*I was chatting with my friends when I accidentally...
The next day I called*

Diego Coral 11

Diego Coral 11-1

Putting events in order

writing

10

A Put the events in order. Use the illustrations to get started.



5
7
10
12
1
2
11
13
14
9

I reached for my glasses, and then remembered I'd left them at home.
I couldn't see the object clearly.
He said he didn't see a thing.
The lifeguard looked through his binoculars.
I ran as fast as I could to get the lifeguard.
I bought a newspaper. There was an article about dolphins swimming near the shore.
I was pretty embarrassed.
I was taking a walk on the beach and stopped to look at the waves.
I thought I saw something struggling in the water.
I read the article. I realized that I had seen a dolphin in the water – not a man!
It looked like a man who was having trouble swimming.
I never went anywhere without my glasses again.
We arrived back at the spot where I had seen the man.
A big wave came, and the man was gone.

APPENDIX C

What's in the news?

Diego Coral 11-1

News events

A Read the beginning of each newspaper article. Then answer the questions.

WOMAN PILOT COMPLETES JOURNEY
Pilot Linda Finch completed her solo flight around the world yesterday, covering 26,000 miles and visiting 17 countries. A large crowd was cheering wildly as the pilot landed her plane safely in California. Immediately after the successful landing, Linda...

NEW SHOW SUCCEEDS IN MULTIPLE MARKETS
A new talk show that addresses current issues of interest to young people was launched last May in European, Asian, and South American markets. The show, called "Talk It Out," is wildly successful and features...

NEW FILM HAS BRIGHTEST STARS
MBC Studios announced at a Hollywood press conference last night that they have finished auditioning for their latest blockbuster movie. The cast of the film will include at least four major stars, among them...

Nowhere to Run
The Midwest's worst tornado in a decade has ripped through a small town, killing 10 people. At least 6 people are missing. The storm has flattened the entire downtown area. Weather forecasters say...

LOCAL MAN SETS DOUGHNUT RECORD
While customers around him were calmly eating their meals, a local college student entered the record books when he ate 20 doughnuts in five minutes. The student, who says his secret to eating so much is...

MUSIC CRAZE CONTINUES
You've heard of hip hop, but how about techno? This new style of music has attracted many fans, and techno CDs are practically flying off the shelves. Fans say they like the music because...

1. Which article would you most like to read? Which one least interests you? Why?
2. Which article would make the biggest news in your country?

Past vs. past continuous

The past continuous describes an event that was in progress when another event took place. While customers **were** calmly **eating** their meals, a college student **ate** 20 doughnuts in five minutes. A large crowd **was cheering** wildly as the pilot **landed** her plane safely.

10

Use the past or past continuous of the verbs in parentheses to complete these sentences.

- During her solo flight around the world, Linda Finch visited (visit) 17 countries and gave (give) speeches to interested students.
- While Linda was flying (fly) from Honolulu to California, she began (begin) to think about her children at home.
- A large crowd was waiting (wait) for Linda when she finally arrived (arrive).
- Linda was waving (wave) to the crowd as she climbed (climb) out of her plane.
- She said (say) she felt glad to be home, and then she kissed (kiss) her daughter.



Diego coal

APPENDIX D

Present perfect vs. past

The present perfect tense describes an event at an unspecified time in the past, often the recent past. The storm **has flattened** the entire downtown area. This new style of music **has attracted** many fans.

The past tense is used to describe an event at a specified time in the past. Pilot Linda Finch **completed** her solo flight around the world **yesterday**. MBC Studios **announced** at a Hollywood press conference **last night** that they have finished auditioning for their latest blockbuster movie.

10

Complete the first line of these newspaper articles with the present perfect or past tense of the verbs in parentheses. Then compare with a partner.

- Fire has destroyed (destroy) the Fulton Hotel, a familiar city landmark.
- A convicted criminal escaped (escape) from prison at 2:00 this afternoon.
- A rare manuscript vanished (vanish) from the city library on Tuesday.
- Area department stores enjoyed (enjoy) record-breaking sales this season.
- Some local teens discovered (discover) a rare diamond in their backyard.
- Last night vandals damaged (damage) two historic buildings downtown. They broke (break) windows and sprayed (spray) graffiti on the walls.
- A local scientist has won (win) the Nobel Prize for his work in the field of biology.
- Zookeepers realized (realize) yesterday that six African parrots disappeared (disappear) from their cages over the past two days. Police are investigating.

Diego coal

On the radio

Diego Coral 114

A Listen to an early morning news broadcast. Write down the number of each type of news story you hear. Then take notes about what happened.

- 1. natural disaster
- 2. epidemic
- 3. scandal
- 4. hijacking
- 5. political crisis
- 6. human interest story

10

| News story | What happened |
|------------|--|
| 3 | somebody broke a glass |
| 1 | an earthquake destroyed ten buildings |
| 2 | scientists were trying to find a cure |
| 5 | the president had to leave the country |

Diego Coral 114

"Nutty" news

A Read these headlines and unusual news articles. Match each article to the appropriate headline. These headlines do not give much information. Can you rewrite each one, giving more information?

10

- 3 Vanished Pet
- 1 A Letter from Mom
- 2 Illegal Passenger

1

Police said that Rob Bailey planned his bank robbery very carefully, but he didn't think to bring any paper with him – and that's what got him in trouble. Bailey apparently found an envelope in his pocket and

wrote on the back of it "Give me all your money." This is what he gave to the bank teller. Unfortunately for Bailey, he had written his note on an envelope that contained a letter from his mother. The bank teller

noticed Bailey's name and address on the envelope as soon as he handed it to her. She gave the envelope to the police, and the police soon arrested him at home.

2

No one noticed when Mick Novak carried little Alex, a sleeping bundle wrapped in a blanket, onto a NorthStar Airlines flight. Alex caused no trouble when he woke up as he was strapped into his own seat, purchased at the full fare of \$400. He was enjoying his lunch when the trouble began. A flight attendant screamed, "He's alive!" when she realized furry little Alex wasn't a stuffed animal.

Alex is a 25-pound chimp. He is tidy, quiet, and pleasant, but he is a chimp, and NorthStar says he cannot fly economy class. In fact, NorthStar spokesperson Jon Austin said the airline's policy is that large animals have to ride in the cargo hold. But Novak said, "I would think, given NorthStar's current financial problems, they would be happy to take any paying customer."

3

Carmen Ferreira had given up hope of finding her pet parrot, Raquel, who disappeared from the back garden of her house two years ago. But when she heard the familiar screech "Hello, Raquel!" as she walked past a neighbor's house one

weekend, she called the police. The neighbor denied the bird was Raquel and said he had bought it from a pet store three years ago. But the bird revealed his true owner while behind bars at the police station, screeching "Hello, Luis!"

the name of Ferreira's grandson, and "Hello, Smoky!" her cat's name. During the court case last week, the bird dozed off but interrupted its nap to shout "Hello, Luis!" at the judge, who ruled the bird belonged to Ferreira.

APPENDIX A

ESTEBAN CARLOSAMA

Esteban Carlosama 11-1

10

Adverbs with the past and past perfect

grammar focus

Use these adverbs with the past perfect to describe something that was true or that happened before another event in the past.
Up until then, / Before that, / Until that time, I had never lost anything important.

Use these adverbs with the past tense to describe something that happens at a later time.
Afterwards, / Later, / The next day, we laughed about it, but it wasn't funny at the time!

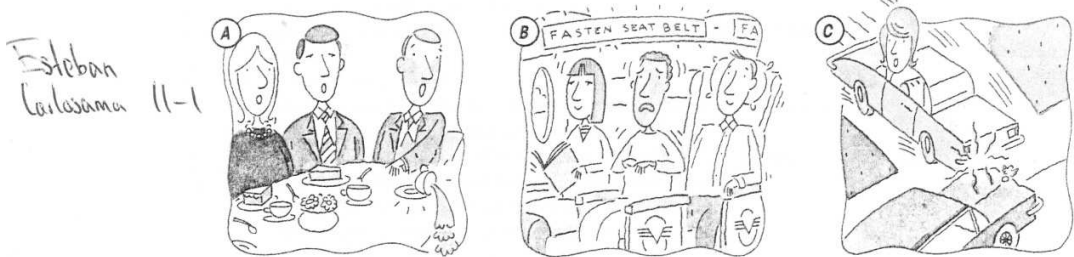
Use these adverbs with the past tense to describe two things that happen at the same time.
When / As soon as / The moment I arrived at work, my boss asked to speak to me.

Write two sentences for each situation using the adverbs from the grammar box. Compare with a partner.

- I was pickpocketed on the subway last week. *1) When I was pickpocketed, somebody helped me. 2) The next day I got my things back.*
Up until then, I had never had anything stolen before. The moment it happened, I screamed, "Pickpocket!"
- I knew I shouldn't have agreed to give a short speech at my best friend's wedding reception. *1) The next day I was really surprised. 2) As soon as I spoke the broom told me to be careful.*

APPENDIX B

discussion **A** Match the sentences with each illustration. Compare with a partner.



10

- I was backing my car out of the garage. C
- I'd never been on an airplane before. B
- I was chatting with my friends at a dinner party. A
- The plane started to shake violently. I got scared. B
- I crashed into my neighbor's car. C
- I accidentally knocked a cup of coffee on the floor. A
- I called my friend to thank him for dinner and to apologize for the mess. A
- I went next door to report the accident to my neighbor. C
- The flight attendant told me not to worry. She said that we were passing through a storm and that the shaking would end soon. B

Esteban Calasama 11-1

Putting events in order

10

A Put the events in order. Use the illustrations to get started.



- 5 I reached for my glasses, and then remembered I'd left them at home.
- 7 I couldn't see the object clearly.
- 8 He said he didn't see a thing.
- 9 The lifeguard looked through his binoculars.
- 10 I ran as fast as I could to get the lifeguard.
- 11 I bought a newspaper. There was an article about dolphins swimming near the shore.
- 12 I was pretty embarrassed.
- 1 I was taking a walk on the beach and stopped to look at the waves.
- 2 I thought I saw something struggling in the water.
- 3 I read the article. I realized that I had seen a dolphin in the water – not a man!
- 4 It looked like a man who was having trouble swimming.
- 5 I never went anywhere without my glasses again.
- 6 We arrived back at the spot where I had seen the man.
- 7 A big wave came, and the man was gone.

APPENDIX C

What's in the news? Esteban Calasama 11-1

News events

A Read the beginning of each newspaper article. Then answer the questions.

WOMAN PILOT COMPLETES JOURNEY

Pilot Linda Finch completed her solo flight around the world yesterday, covering 26,000 miles and visiting 17 countries. A large crowd was cheering wildly as the pilot landed her plane safely in California. Immediately after the successful landing, Linda...

NEW SHOW SUCCEEDS IN MULTIPLE MARKETS

A new talk show that addresses current issues of interest to young people was launched last May in European, Asian, and South American markets. The show, called "Talk It Out," is wildly successful and features...

NEW FILM HAS BRIGHTEST STARS

MBC Studios announced at a Hollywood press conference last night that they have finished auditioning for their latest blockbuster movie. The cast of the film will include at least four major stars, among them...

Nowhere to Run

The Midwest's worst tornado in a decade has ripped through a small town, killing 10 people. At least 6 people are missing. The storm has flattened the entire downtown area. Weather forecasters say...

LOCAL MAN SETS DOUGHNUT RECORD

While customers around him were calmly eating their meals, a local college student entered the record books when he ate 20 doughnuts in five minutes. The student, who says his secret to eating so much is...

MUSIC CRAZE CONTINUES

You've heard of hip hop, but how about techno? This new style of music has attracted many fans, and techno CDs are practically flying off the shelves. Fans say they like the music because...

1. Which article would you most like to read? Which one least interests you? Why?
2. Which article would make the biggest news in your country?

4
grammar
focus

Past vs. past continuous

The past continuous describes an event that was in progress when another event took place.
While customers **were** calmly **eating** their meals, a college student **ate** 20 doughnuts in five minutes.
A large crowd **was cheering** wildly as the pilot **landed** her plane safely.

10

Esteban Cardenas

Use the past or past continuous of the verbs in parentheses to complete these sentences.

1. During her solo flight around the world, Linda Finch visited (visit) 17 countries and gave (give) speeches to interested students.
2. While Linda was flying (fly) from Honolulu to California, she began (begin) to think about her children at home.
3. A large crowd was waiting (wait) for Linda when she finally arrived (arrive).
4. Linda was waving (wave) to the crowd as she climbed (climb) out of her plane.
5. She said (say) she felt glad to be home, and then she kissed (kiss) her daughter.



APPENDIX D

Present perfect vs. past

The present perfect tense describes an event at an unspecified time in the past, often the recent past.

The storm **has flattened** the entire downtown area.
This new style of music **has attracted** many fans.

The past tense is used to describe an event at a specified time in the past.

Pilot Linda Finch **completed** her solo flight around the world **yesterday**.
MBC Studios **announced** at a Hollywood press conference **last night** that they have finished auditioning for their latest blockbuster movie.

10

Complete the first line of these newspaper articles with the present perfect or past tense of the verbs in parentheses. Then compare with a partner.

1. Fire has destroyed (destroy) the Fulton Hotel, a familiar city landmark.
2. A convicted criminal escaped (escape) from prison at 2:00 this afternoon.
3. A rare manuscript vanished (vanish) from the city library on Tuesday.
4. Area department stores enjoyed (enjoy) record-breaking sales this season.
5. Some local teens have discovered (discover) a rare diamond in their backyard.
6. Last night vandals damaged (damage) two historic buildings downtown. They broke (break) windows and sprayed (spray) graffiti on the walls.
7. A local scientist has won (win) the Nobel Prize for his work in the field of biology.
8. Zookeepers realized (realize) yesterday that six African parrots disappeared (disappear) from their cages over the past two days. Police are investigating.

Esteban Cardenas

On the radio

Esteban Carlosama 11-1

A Listen to an early morning news broadcast. Write down the number of each type of news story you hear. Then take notes about what happened.

- 1. natural disaster
- 2. epidemic
- 3. scandal
- 4. hijacking
- 5. political crisis
- 6. human interest story

10

| News story | What happened |
|------------|--|
| 3 | one guy broke a window |
| 1 | one earthquake destroyed ten buildings |
| 2 | scientists were looking for a cure |
| 5 | one president left a country |

Esteban Carlosama 11-1

"Nutty" news

A Read these headlines and unusual news articles. Match each article to the appropriate headline. These headlines do not give much information. Can you rewrite each one, giving more information?

- 3 Vanished Pet
- 1 A Letter from Mom
- 2 Illegal Passenger

10

1

| | | |
|---|---|---|
| <p>Police said that Rob Bailey planned his bank robbery very carefully, but he didn't think to bring any paper with him – and that's what got him in trouble. Bailey apparently found an envelope in his pocket and</p> | <p>wrote on the back of it "Give me all your money." This is what he gave to the bank teller. Unfortunately for Bailey, he had written his note on an envelope that contained a letter from his mother. The bank teller</p> | <p>noticed Bailey's name and address on the envelope as soon as he handed it to her. She gave the envelope to the police, and the police soon arrested him at home.</p> |
|---|---|---|

2

| | |
|--|---|
| <p>No one noticed when Mick Novak carried little Alex, a sleeping bundle wrapped in a blanket, onto a NorthStar Airlines flight. Alex caused no trouble when he woke up as he was strapped into his own seat, purchased at the full fare of \$400. He was enjoying his lunch when the trouble began. A flight attendant screamed, "He's alive!" when she realized furry little Alex wasn't a stuffed animal.</p> | <p>Alex is a 25-pound chimp. He is tidy, quiet, and pleasant, but he is a chimp, and NorthStar says he cannot fly economy class. In fact, NorthStar spokesperson Jon Austin said the airline's policy is that large animals have to ride in the cargo hold. But Novak said, "I would think, given NorthStar's current financial problems, they would be happy to take any paying customer."</p> |
|--|---|

3

| | | |
|---|--|--|
| <p>Carmen Ferreira had given up hope of finding her pet parrot, Raquel, who disappeared from the back garden of her house two years ago. But when she heard the familiar screech "Hello, Raquel!" as she walked past a neighbor's house one</p> | <p>weekend, she called the police. The neighbor denied the bird was Raquel and said he had bought it from a pet store three years ago. But the bird revealed his true owner while behind bars at the police station, screeching "Hello, Luis!"</p> | <p>the name of Ferreira's grandson, and "Hello, Smoky!" her cat's name. During the court case last week, the bird dozed off but interrupted its nap to shout "Hello, Luis!" at the judge, who ruled the bird belonged to Ferreira.</p> |
|---|--|--|

APPENDIX A

CRISTINA MUÑOZ

Cristina Muñoz 11-1

10

Adverbs with the past and past perfect

Use these adverbs with the past perfect to describe something that was true or that happened before another event in the past.
Up until then, / Before that, / Until that time, I had never lost anything important.

Use these adverbs with the past tense to describe something that happens at a later time.
Afterwards, / Later, / The next day, we laughed about it, but it wasn't funny at the time!

Use these adverbs with the past tense to describe two things that happen at the same time.
When/As soon as/ The moment I arrived at work, my boss asked to speak to me.

Write two sentences for each situation using the adverbs from the grammar box. Compare with a partner.

1. I was pickpocketed on the subway last week.

*Up until then, I had never had anything stolen before.
 The moment it happened, I screamed, "Pickpocket!"*

*1) Before that, I thought to travel by car.
 2) The moment it happened I wasn't scared.*

2. I knew I shouldn't have agreed to give a short speech at my best friend's wedding reception.

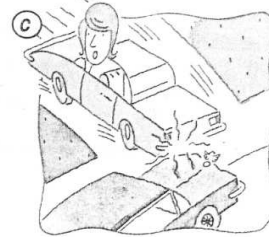
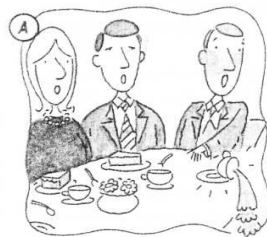
*1) Up until then I had never had to do something like the.
 2) As soon as I spoke they told me to shut up.*

APPENDIX B

discussion **A** Match the sentences with each illustration. Compare with a partner.

Cristina Muñoz

10



11-1

- 1. I was backing my car out of the garage. **C**
- 2. I'd never been on an airplane before. **B**
- 3. I was chatting with my friends at a dinner party. **A**
- 4. The plane started to shake violently. I got scared. **B**
- 5. I crashed into my neighbor's car. **C**
- 6. I accidentally knocked a cup of coffee on the floor. **A**
- 7. I called my friend to thank him for dinner and to apologize for the mess. **A**
- 8. I went next door to report the accident to my neighbor. **C**
- 9. The flight attendant told me not to worry. She said that we were passing through a storm and that the shaking would end soon. **B**

Cristina Munoz 11-1

Putting events in order

10

A Put the events in order. Use the illustrations to get started.



- 5 I reached for my glasses, and then remembered I'd left them at home.
- 4 I couldn't see the object clearly.
- 7 He said he didn't see a thing.
- 8 The lifeguard looked through his binoculars.
- 6 I ran as fast as I could to get the lifeguard.
- 10 I bought a newspaper. There was an article about dolphins swimming near the shore.
- 12 I was pretty embarrassed.
- 1 I was taking a walk on the beach and stopped to look at the waves.
- 2 I thought I saw something struggling in the water.
- 11 I read the article. I realized that I had seen a dolphin in the water – not a man!
- 3 It looked like a man who was having trouble swimming.
- 13 I never went anywhere without my glasses again.
- 14 We arrived back at the spot where I had seen the man.
- 9 A big wave came, and the man was gone.

APPENDIX C

What's in the news?

News events

Cristina Munoz 11-1

A Read the beginning of each newspaper article. Then answer the questions.

WOMAN PILOT COMPLETES JOURNEY
Pilot Linda Finch completed her solo flight around the world yesterday, covering 26,000 miles and visiting 17 countries. A large crowd was cheering wildly as the pilot landed her plane safely in California. Immediately after the successful landing, Linda...

NEW SHOW SUCCEEDS IN MULTIPLE MARKETS
A new talk show that addresses current issues of interest to young people was launched last May in European, Asian, and South American markets. The show, called "Talk It Out," is wildly successful and features...

NEW FILM HAS BRIGHTEST STARS
MBC Studios announced at a Hollywood press conference last night that they have finished auditioning for their latest blockbuster movie. The cast of the film will include at least four major stars, among them...

Nowhere to Run
The Midwest's worst tornado in a decade has ripped through a small town, killing 10 people. At least 6 people are missing. The storm has flattened the entire downtown area. Weather forecasters say...

LOCAL MAN SETS DOUGHNUT RECORD
While customers around him were calmly eating their meals, a local college student entered the record books when he ate 20 doughnuts in five minutes. The student, who says his secret to eating so much is...

MUSIC CRAZE CONTINUES
You've heard of hip hop, but how about techno? This new style of music has attracted many fans, and techno CDs are practically flying off the shelves. Fans say they like the music because...

1. Which article would you most like to read? Which one least interests you? Why?
2. Which article would make the biggest news in your country?

Past vs. past continuous

The past continuous describes an event that was in progress when another event took place. While customers **were** calmly **eating** their meals, a college student **ate** 20 doughnuts in five minutes.

A large crowd **was cheering** wildly as the pilot **landed** her plane safely.

10

Use the past or past continuous of the verbs in parentheses to complete these sentences.

- During her solo flight around the world, Linda Finch visited (visit) 17 countries and gave (give) speeches to interested students.
- While Linda was flying (fly) from Honolulu to California, she began (begin) to think about her children at home.
- A large crowd was waiting (wait) for Linda when she finally arrived (arrive).
- Linda was waving (wave) to the crowd as she climbed (climb) out of her plane.
- She said (say) she felt glad to be home, and then she kissed (kiss) her daughter.



Cristina Muñoz

Lesson B What's in the news? 63

APPENDIX D

Present perfect vs. past

The present perfect tense describes an event at an unspecified time in the past, often the recent past.

The storm **has flattened** the entire downtown area.

This new style of music **has attracted** many fans.

The past tense is used to describe an event at a specified time in the past.

Pilot Linda Finch **completed** her solo flight around the world **yesterday**.

MBC Studios **announced** at a Hollywood press conference **last night** that they have finished auditioning for their latest blockbuster movie.

10

Complete the first line of these newspaper articles with the present perfect or past tense of the verbs in parentheses. Then compare with a partner.

- Fire has destroyed (destroy) the Fulton Hotel, a familiar city landmark.
- A convicted criminal escaped (escape) from prison at 2:00 this afternoon.
- A rare manuscript vanished (vanish) from the city library on Tuesday.
- Area department stores enjoyed (enjoy) record-breaking sales this season.
- Some local teens have discovered (discover) a rare diamond in their backyard.
- Last night vandals damaged (damage) two historic buildings downtown. They broke (break) windows and sprayed (spray) graffiti on the walls.
- A local scientist has won (win) the Nobel Prize for his work in the field of biology.
- Zookeepers realized (realize) yesterday that six African parrots disappeared (disappear) from their cages over the past two days. Police are investigating.

On the radio

Cristina Muñoz 11-

A Listen to an early morning news broadcast. Write down the number of each type of news story you hear. Then take notes about what happened.

- 1. natural disaster
- 2. epidemic
- 3. scandal
- 4. hijacking
- 5. political crisis
- 6. human interest story

10

| News story | What happened |
|------------|---------------------------------------|
| <u>3</u> | a man broke a window |
| <u>1</u> | the earthquake damaged ten buildings |
| <u>2</u> | scientists were trying to find a cure |
| <u>5</u> | the president left the country |

Cristina Muñoz
"Nutty" news

A Read these headlines and unusual news articles. Match each article to the appropriate headline. These headlines do not give much information. Can you rewrite each one, giving more information?

10

- 3 Vanished Pet
- 1 A Letter from Mom
- 2 Illegal Passenger

1

| | | |
|--|---|---|
| <p>Police said that Rob Bailey planned his bank robbery very carefully, but he didn't think to bring any paper with him – and that's what got him in trouble. Bailey apparently found an envelope in his pocket and</p> | <p>wrote on the back of it "Give me all your money." This is what he gave to the bank teller. Unfortunately for Bailey, he had written his note on an envelope that contained a letter from his mother. The bank teller</p> | <p>noticed Bailey's name and address on the envelope as soon as he handed it to her. She gave the envelope to the police, and the police soon arrested him at home.</p> |
|--|---|---|

2

| | |
|---|---|
| <p>No one noticed when Mick Novak carried little Alex, a sleeping bundle wrapped in a blanket, onto a NorthStar Airlines flight. Alex caused no trouble when he woke up as he was strapped into his own seat, purchased at the full fare of \$400. He was enjoying his lunch when the trouble began. A flight attendant screamed, "He's alive!" when she realized furry little Alex wasn't a stuffed animal.</p> | <p>Alex is a 25-pound chimp. He is tidy, quiet, and pleasant, but he is a chimp, and NorthStar says he cannot fly economy class. In fact, NorthStar spokesperson Jon Austin said the airline's policy is that large animals have to ride in the cargo hold. But Novak said, "I would think, given NorthStar's current financial problems, they would be happy to take any paying customer."</p> |
|---|---|

3

| | | |
|--|--|--|
| <p>Carmen Ferreira had given up hope of finding her pet parrot, Raquel, who disappeared from the back garden of her house two years ago. But when she heard the familiar screech "Hello, Raquel!" as she walked past a neighbor's house one</p> | <p>weekend, she called the police. The neighbor denied the bird was Raquel and said he had bought it from a pet store three years ago. But the bird revealed his true owner while behind bars at the police station, screeching "Hello, Luis!"</p> | <p>the name of Ferreira's grandson, and "Hello, Smoky!" her cat's name. During the court case last week, the bird dozed off but interrupted its nap to shout "Hello, Luis!" at the judge, who ruled the bird belonged to Ferreira.</p> |
|--|--|--|