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Teaching Portfolio

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NOTA DE RESPONSABILIDAD

“Las ideas y conclusiones aportadas en el trabajo de grado, son de responsabilidad exclusiva de los autores”

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TEACHING PORTFOLIO

Abstract

Teaching and learning a second language, has become in modern times an indispensable tool for an increasingly connected world together. In this order of ideas, there are many authors who have designed various techniques in order to acquire the knowledge and mastery of a foreign language. Thus, this portfolio is channelled into the development of a technique designed for studying the English language and which is known in the academic environments as the Communicative Approach to Language Teaching (CLT); It is the guideline that follows the different activities contained in this document, running practical exercises depicting scenes of everyday life, aimed at assimilation of a foreign language in a more natural and friendly way with the student involved in the trainee to acquire the necessary knowledge for expression in a foreign language as the mother language is English.

Keywords: Focus, language, learning, practice, naturally

Resumen

La enseñanza y aprendizaje de un segundo idioma, se ha convertido en la época contemporánea en una herramienta indispensable para un mundo cada vez más conectado entre sí. En este orden de ideas, son muchos los autores que han diseñado diversas técnicas con el fin de adquirir el conocimiento y dominio de una lengua extranjera. Así, este portafolio se encauza en el desarrollo de una técnica diseñada para el estudio de la lengua inglesa y conocida en los ambientes académicos como el enfoque Comunicativo para la Enseñanza de Lenguas (CLT); siendo esta la directriz que orienta las diferentes actividades contenidas en este documento, ejecutando ejercicios prácticos que representan escenas de la vida cotidiana, que tienen por objeto la asimilación de un idioma foráneo de una manera más natural y amable con el estudiante que conlleva a que el educando adquiera los conocimientos necesarios para la expresión en un idioma distinto al materno como lo es el idioma Inglés.

Palabras claves: Enfoque, lenguaje, aprendizaje, práctica, naturalidad.

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TEACHING PORTFOLIO

Teaching Portfolio

This portfolio is structured taking into account the communicative language teaching (CLT) approach to teach English as a second language. While the philosophy of teaching for this is general, the lesson plans and the activities contained represent how CLT would be implemented in a real class.

The materials to construct this portfolio were designed and adapted to reflect some ideas with regard to the philosophy of teaching adopting CLT. These ideas are:

- Meaningful and realistic input is provided. Successful communication is the goal of learning, and it is the most important part of the classroom experience. Because the function of the language is communication, acquisition of the linguistic knowledge occurs best when communication is made contingent upon it.

- Students' communication takes up most of the class time.

- There are regular, built-in opportunities to practice speaking.

Having considered the above, it is proposed that the CLT will be adopted with a focus on scaffolding through explicit instruction, especially for lower levels. The central question is how this scaffolding can be achieved without jeopardizing the benefits of the Communicative approach.

The lesson plans presented in this portfolio will build slowly towards a communicative outcome. It is advocated that prior to this stage, students will be exposed to activities, lexical or grammatical, which will facilitate communication.

This portfolio was created in order to demonstrate a teaching philosophy. It comprises twenty lesson plans which were crafted with the students' needs in mind. The majority of the lesson plans follow a communicative approach and all build up to a finale

which involves students' participation in a free speaking activity. In order for this communicative outcome to happen, the classes are input rich with sufficient scaffolding for students, thus enabling them to produce meaningful language.

Nowadays, most teachers would state that they follow the communicative approach and their main objective is to create an atmosphere where speaking flourishes. This belief is not too different from the one proposed here. What is different, however, is the approach which leads to communication. It is firmly believed that in order for this to happen, the teacher must introduce a lot of meaningful language, be it structure or lexis, and scaffold it in a way that builds confidence in the students to produce spoken English.

Theoretical Framework

Since English started to be taught as a foreign language, a variety of approaches and methods have emerged and gained prominence, ranging from the rigid Grammar Translation to the more eclectic Silent Way method. After decades of trying with one or another in classroom settings, nowadays the general consensus among many is that modern language instruction in general should follow broadly communicative principles. In this environment the Communicative Language Teaching (CLT) approach is favoured.

CLT is compatible with the Common European Framework (CEFR) for language learning, as it closely adheres to its main objectives:

To deal with the business of everyday life in another country, and to help foreigners staying in their own country to do so.

To exchange information and ideas with young people and adults who speak a different language, and to communicate their thoughts and feelings to them.

To achieve a wider and deeper understanding of the way of life and forms of thought of other people and of their cultural heritage.

CLT was born in the 1970s as a counteraction to the Audiolingual method that dominated the field in the 1960s. (Richards & Rodgers, 2001) In contrast to drilling and rote learning, its methodology was and still is centered around authentic communication in meaningful situations that are real and relevant to the student. As a result, the classroom becomes a more attractive and stimulating environment for the learner and the teacher. Furthermore, it facilitates a focus on meaning and fluency within a functional syllabus, rather than a structural one.

However, no method or approach is perfect. The CLTs most glaring weakness, according to many linguists, is its overemphasis on meaning at the expense of form, which leads to neglect pronunciation and grammar. In addition, CLT is more suitable for intermediate and advanced students; it is deemed that elementary learners need more controlled practice.

It is evident that the approach, if properly implemented, has proven to be effective in the context of teaching English as a foreign language, nevertheless, some fine tuning is needed. This is particularly resonant with grammar input. In the past many followers of CLT have tended to associate it with a basically “no grammar” approach, epitomized by Krashen’s (1985) *Input Hypothesis*. However, in Littlewood’s highly influential teaching methodology text *Communicative language teaching: an introduction* (1981) he stated that “One of the most characteristic features of CLT is that it pays systematic attention to functional as well as structural aspects of language, combining these in a more communicative view”.

Most scholars have gradually come to agree with this point of view, for example, Spada (2006) wrote that “We do not find support for the hypothesis that language

acquisition will take care of itself if second language learners simply focus on meaning in comprehensible input.”

One of the most important aspects in CLT approach is the communicative competence, the ability of speaking and how it is carried out in a conversation in a foreign or second language. (Richards, J & Rogers, T, 1987)

At present, English Teachers have to look for the way to implement CLT in the classroom, in order to create activities which promote communication and the development of speaking skills and get the students to become communicatively competent in a foreign language.

Different skills are involved in the communicative competence. Skills as the management of interaction, skills in the negotiation of meaning, conversational listening skills, the use of appropriate conversational fillers, etc. (Carter & McCarthy, 1997)

With regard to interaction, Brown (2001) defines it as “the collaborative exchange of thoughts, feelings and ideas between two or more people, resulting in a reciprocal effect on each other” (p.165).

Interaction is a key word that language teachers have to take into account because plays a very important role in the process of learning a second language. In CLT interaction is seen as the stem of communication. People usually send messages, receive and interpret them according to the context, negotiate meanings and cooperate to get determined goals.

Rivers (1987) as quoted by Brown, (2001) claims that:

“Through interaction, students can increase their language store as they listen to or read authentic linguistic material, or even the output of their fellow students in discussions, skits, joint problem – solving tasks, or dialogue journals. In interaction, students can use all they possess of the language, all they have learned or casually absorbed in real life

exchanges...Even at an elementary stage, they learn in this way to exploit the elasticity of language” (p.165).

It is very important to point out that when learning a second language, all the four skills are essential. However when comparing Speaking to the other skills (reading, writing) it's evident that everybody speaks more than write, so speaking is fundamental to human communication in daily life. In EFL classrooms, teachers have to motivate and getting the students to speak. As a main idea to enable the students to communicate in English, the speaking skills should be taught and practiced; by this way, teachers need to center their efforts in providing activities and strategies that involve communicative competence. A supporting idea about the importance of speaking is given by Ur. (1996), who states that of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important: people who know a language are referred to as ‘speakers’ of that language, as if speaking included all other kinds of knowing; and many if not most foreign language learners are primarily interested in learning to speak.

However, in order to speak, first and second language learners need another skill: listening. Listening is the channel in which we process language in real time employing pacing, units of encoding and pausing that are unique to spoken language. (Carter & Nunan, 2000).

Another important element that teachers have to take into account to develop a teaching portfolio is: lesson planning. The main reason for using a lesson plan is for teachers have an accurate order and management of the lesson, materials, textbooks and other resources used in the progress of their classes. According to Jensen (2001), lesson planning serves as a guide for novice teachers who need to create formalized lesson plans and she claims that: “A lesson plan is an extremely useful tool that serves as a combination

guide, resource, and historical document reflecting our teaching philosophy, students population, textbooks, and most importantly, our goals for our students. It can be described as: a road map, blue print, or game plan (Ur. 1996).

Regardless analogies, a lesson plan is essential for novice teachers and convenient for experienced teachers”.

Proposed Activities

Lesson Plan 1

Description of the class – Elementary class of 35 students aged between 14 and 16

Aims – To recognize the use of question forms to make enquires and to use new vocabulary related to Post offices.

To stimulate students to practice orally in class the topic grammar and vocabulary taught through role play.

Materials – YouTube video, Flashcards, Realia (letters, stamps, parcels, money)

Text book: Role Plays for Today by Jason Anderson, worksheets

Time: 60 minutes

Procedure

1. 5 minutes – A video showing a basic conversation in a Post office. Played twice.
2. 10 minutes – Elicit vocabulary related to Post Offices from the students e.g. send, buy, change money, stamps. Then the teacher introduces new vocabulary with the aid of Flash cards and realia. Quick drilling for pronunciation.
3. 10 minutes – Introduction of the relevant grammar on the board work. E.g. **Could I...How much...** Repetition drilling is done to improve pronunciation and acquirement of structure.

4. 5 minutes – Role play actively implemented. Worksheets handed out. Teacher demonstrates the activity with a strong student. This aids understanding of what is needed.
5. 20 minutes – Post office counter is created in the middle of the classroom, with half the students behind it as cashiers, and the other half in the line as customers with their role play prompt cards. Then in turn each customer asks their prompt question. At first the teacher is active by helping with the scaffolding of the language. However, after a while the students are left alone while the teacher observes.
6. 10 minutes – Feedback is given. Very important to address the student's shortcomings and also to praise their achievements in using the new lexis and structure.

Potential problems – During the communicative activity, due to the large number of students, the role play could descend into chaos if not closely observed and organized.

Lesson Plan 2.

Description of the class – Intermediate level consisting of 22 students ranging from 11 to 14 years old.

Aims – To teach the use of **“Will”** for future predictions along with vocabulary related to transport, cities, and the house.

Materials – Textbooks; New Plus.

Time: 60 minutes

Procedure

1. 10 minutes – The teacher will ask the students to forget about today and imagine their future. Teacher will ask *how you think life will be in the future. , Where will*

you live? What will you do? How will you travel? Elicit from the students their answers.

2. 10 minutes – The teacher will introduce the structures: ***Will/Won't*** and expressions such as ***I believe, I think, Perhaps, Probably***.
3. 10 minutes – Students will do a short reading comprehension about future predictions in order to meet the new structures and lexis.
4. 10 minutes – Students will write a short composition about their predictions for life at school or at home in the future.
5. 20 minutes - Students are put in pairs. Some of the pairs should predict what life at school will be like while the others should predict what life at home will be like. Then the pairs should report their ideas to the class. Students are encouraged to use the new language. It is a good idea to provide students a short, usable model of what the teacher wants the students to say. By doing this, the teacher provides a live listening of good pronunciation and accuracy, and avoids lengthy instructing.
6. Feedback is given on the students' performance and use of the new language-

Anticipated problems – Since this is quite a controlled class the teacher can observe things closely and adapt accordingly. Problems with the new language are not anticipated.

Lesson Plan 3

Class description – This lesson has been created for a pre-intermediate level English class. The 26 students range from the age of 14 to 16. The main objective of the class is for the students to practice and acquire the present perfect simple structures ***Have/Has*** along with vocabulary about restaurants.

Time – 2 hours

Goal

Students will be able to understand the use and meaning of the present perfect.

Objectives.

Students will be able to recognize the structure and along with the new vocabulary taught. Students will be able to produce it communicatively in a natural and meaningful way.

Materials and equipment: PowerPoint, Computer, Worksheets, Video *Outcomes pre intermediate* by Hugh Dellar and Andrew Walkley.

Procedure

Warm up (5 minutes) a PowerPoint presentation showing different restaurants around the world.

New vocabulary introduced (10 minutes) (Worksheet from *Outcomes Pre intermediate p34*) the lexis will be introduced via a traditional gap filled exercise. Teacher will assist with any questions asked.

Pair work (5 minutes) Students get into pairs to talk about their favorites restaurants. They should be encouraged to use the new vocabulary. Teacher observes and gives feedback.

Listening (10 minutes) Students listen and answer comprehension questions.(Listening extract from *Outcomes Pre intermediate track19*) The listening will incorporate the previously taught lexis and the grammar structure which will be taught later in the class. Students listen twice. After checking the answers the students will listen once more, however this time with the script of the recording. Not only does this help the students' pronunciation but it also makes them notice the new language and structures.

Grammar review (30 minutes) since the learners are pre-intermediate the students should have encountered it earlier. However, in language teaching, continuous revision is vital for acquisition. With this in mind the teacher will briefly explain the structure and ask comprehension and usage questions regarding the topic. A worksheet will also be given. To aid even more acquisition the students will be asked to write sentences in the tense.

Pronunciation (10 minutes) the teacher will drill the new structure and the students will repeat. By doing this the learners will notice the weak form of the auxiliary which is especially prevalent in native speaker speech.

Video (15 minutes) the students will briefly watch a video demonstrating the target language in the communicative activity which will be done later. This will give the students confidence and clarity.

Conversation practice (20 minutes) the students will get into pairs and perform a dialogue incorporating the present perfect and restaurant vocabulary. It is important that the students, especially the weaker ones, have time to prepare their dialogues. After a while the students perform the dialogue. The teacher observes.

Freer communicative practice – (5 minutes) the students get to mingle and ask each other questions in the present perfect.

Feedback (5 minutes) the teacher gives feedback, positive or negative.

Anticipated problems. The present perfect has always been a difficult tense to learn; therefore extra time might be needed in order to teach it correctly. Homework should be given to reinforce.

As stated before the students could encounter some difficulty with the auxiliary verb. Although important, the teacher shouldn't be overly worried about this due to the fact that this tense will be seen by the learners on numerous occasions in the future.

During the pair work activity the students might revert back to their native language. Enforcing an English only policy is difficult and sometimes counterproductive. The teacher has to create an atmosphere which entices the students to use the target language, however this can be difficult.

Lesson Plan 4

Description of the class – Students between the ages of 13 and 17. The class consists of 25 students who are elementary.

Time: 90 minutes

Goal: To practice writing compositions and speaking, by using the structure: *Going to* and vocabulary related to *professions*.

Objective – At the end of this class students will be able to use going to for plans and goals in the near future.

Materials and equipment – Flash cards, Worksheets

Procedure

Warm up (10 minutes) Cards about professions are put in a bag and then one is chosen by a student and the acted out using gestures and mime. The rest of the class has to guess which profession is being acted out.

Activity 1 (10 minutes) the teacher elicits profession vocabulary from the students. Teacher writes the alphabet on the board and the students shout out professions starting with the letters.

Activity 2 (10 minutes) Teacher elicits from the students which structure is used for plans and intentions in the future. Then the Teacher gives a brief presentation on the structure. Pronunciation drills are used.

Activity 3 (15 minutes) Teacher hands out a brief text that incorporates the new grammar and structure. After reading, the students are asked comprehension questions about the text.

Activity 4 (30 minutes) Students are asked to write a composition about their academic and professional intentions in the future. First the teacher will remind that behind a great piece of writing there is always a good plan. After discussing this the students write a draft. The teacher then asks the students to get into pairs in order to review each other's drafts. Finally the students write a final draft of their work. The final drafts are handed in to the teacher. This exercise encourages planning and checking, which are two vital parts of writing.

After marking the texts the students are encouraged to re-write them. This guarantees that students focus on their errors and produce an improved text. Keeping a portfolio of their writing is also encouraged. Portfolios of work are recommended by the Common European Framework of Reference and can provide evidence of the students' progress and level.

Activity 5 (15 minutes) The class will be rounded up by a brief speaking activity based on a teacher led discussion on questions such as; What jobs are the most important for society? What are the best well-paid jobs? What are the most dangerous jobs? Etc...

Anticipated problems. Too many problems are not anticipated due to the simplicity of the grammar and the task. The teacher has to be observant during the writing process, guiding the students while they write.

Lesson Plan 5

Description of class – To practice prepositions of place and the language of description to a class of 15 elementary students ranging from the ages of 8 and 10 years old.

Time: 50 minutes

Goal: for the students to be able to differentiate and understand prepositions in everyday situations and to use the language of description. This is an important ability since it is tested in the speaking part of the Cambridge ESOL exams.

Materials – Magazines, YouTube, Worksheets, Flashcards

Procedure

Warm up (20 minutes) Teacher uses flashcards to remind the students of prepositions of place. Also teacher uses objects in the classroom and asks the students for example, where is the object? The students answer; It's on the table, It's under the board.

Scavenger hunt – students are divided into two teams and given a list of objects which have been distributed around the classroom. The members of each team must write sentences using the correct preposition of place according to the place where the objects were located. The first team to complete their list having found all the objects is deemed the winners.

Activity 1 (15 minutes) Divide the students into groups of three or four students and give each group several magazines. The students may be asked to bring their own. It is important that the magazines contain full-page ads or other large pictures.

Give the groups a time limit and have them search through their magazines to find a picture that contains situations illustrating prepositions of place.

When the time is up, each group goes to the front of the class, holds up pictures and explains in sentences the contents of the picture, using prepositions of place.

Example: *The dog is under the tree the man is next to the table*

The group that found a picture allowing them to correctly use the most prepositions of place wins.

Activity 2 (15 minutes) Teacher hands out a work sheet and tells the students that they are going to hear a song that contains a lot of prepositions of place, Lemon tree. First the students relax and listen to the song, and the teacher asks them if they enjoyed it. After this, the song is played a second time. This time the students write the correct preposition in the spaces to complete the lyrics of the song. Playing songs in class are often perceived as meaningless exercises. However, if the song contain meaningful lyrics, and married with interesting tasks they can play an important role in second language acquisition. Not only do they light up a class, they can, if the right song is chosen, provide an opportunity for the students to pick up structures and lexis in a more relaxed atmosphere.

Anticipated problems – The main problems could be the lack of suitable magazines for the main activity.

Footnote – Although it was stated that the plans would follow a communicative approach, sometimes the topic does not lend itself to this. The above topic being a prime example.

Lesson Plan 6

Description of class – To introduce and practice Modal verbs of advice to a class of 22 intermediate students ranging from 13 to 15 years old.

Time: 90 minutes

Goals: At the end of the class the students will be able to use these modal verbs in a familiar context. They will also be able to use new lexis related to health.

Materials: Worksheets, Flashcards, CD player, *Global pre intermediate* by Lindsay Clandfield.

Procedure

Warm up (5 minutes) the teacher starts by miming or drawing a sneeze and cough. Elicit what the problem might be and maybe what are the symptoms. E.g. a cold, the flu, sore throat, blocked nose. Ask the class when was the last time they had a cold? What did they take for it? Using mime, actions and drawings to elicit and check meanings are useful because they can get students to learn, revise and remember vocabulary visually.

Activity 1 (10 minutes) Flash cards are used to demonstrate different common illnesses and remedies. New vocabulary and collocations are introduced on the board. Pronunciation is drilled.

Activity 2 (5 minutes) Students are put into pairs and discuss when was the last time they were ill. Personalization is important to make communication real. Using new language to talk about your own experiences and opinions bring it alive.

Activity 3 (15 minutes) Listening. (Global *pre intermediate* t. 2.65) The students will do a listening comprehension about advice and remedies about the common cold. During the listening the new grammar will be introduced. After checking the answers the students will have a copy of the recording script in order to see how the new grammar works with the new vocabulary previously taught.

Activity 4 (10 minutes) the teacher then explains the grammar in more detail. Should and shouldn't for advice and must and mustn't for strong advice. Pronunciation drills are important here not only to improve speaking skills but also to enhance listening skills since there are weak sounds with should and shouldn't.

Activity 5 (10 minutes) the students complete a worksheet to consolidate the new language.

Activity 6 (20 minutes) a role play activity is instigated in order for the students to use the language in a meaningful setting, a doctor's clinic. Students are encouraged to write their dialogue first before performing it. It has been proven that by writing, language acquisition is greater. The teacher observes and helps students with language if needed. After a while the students perform the dialogue. The teacher observes and will give feedback accordingly.

To finish the class the teacher gives feedback and answers the students' doubts.

Anticipated problems – As stated above, some students might find the pronunciation of should and shouldn't difficult. It is also sometimes difficult to differentiate the two words in speech. To encounter this, the teacher needs to drill the pronunciation and maybe more importantly make the students aware of the sounds with the use of audio. Another possible problem could arise in the process of elicitation. Some stronger students will always dominate procedure. The teacher must make sure that some weaker students get the chance to speak during this activity. However, during the dialogue later weaker students will be able to express themselves in a less intimidating environment.

Lesson Plan 7

Description of class – A class of 12 pre-intermediate students ranging from the ages of 14 to 16.

Time – 70 minutes

Goals – At the end of the class the students will be able to describe people in detail. New vocabulary describing physical characteristics will be acquired.

Materials – Pictures from magazines, Posters to signpost different vocabulary, CD player and worksheets and sheets of blank paper.

Procedure

Warm up (5 minutes) the teacher elicits from the students his physical appearance.

Activity 1 (10 minutes) the teacher writes on the board three questions;

What about me that stands out?

Have you changed anything about your appearance?

If you could change anything about your appearance what would it be?

Students discuss in pairs. Teacher circulates to help and scaffold the new language.

Teacher gives feedback.

Activity 2 (15 – 20 minutes) Target language is introduced through elicitation and teacher led instruction. Categories of appearance are put on the board, e.g. hair, facial features.

Activity 3 (10 minutes) Teacher demonstrates the activity by describing a person in the class. The students have to guess who. By demonstrating the teacher not only shows how the activity is done but also the students get a model of how the new lexis should be used and pronounced. The students now take turns to describe someone in the classroom.

Activity 4 (15 minutes) the teacher distributes pictures of people to the students and in pairs one student will describe the person in the picture while the other will draw the person described. At the end the students have to guess the person they have drawn.

Activity 5 (5 minutes) Feedback is given on areas of language and pronunciation.

Activity 6 (10 minutes) the students are given a sheet with pictures of 4 different people. The teacher will play a listening and the students need to decide which person is being talked about. This will re-enforce further the new language which had been taught.

Anticipated problems – Too many problems are not envisaged due to the fact that the class is dynamic and engaging. However, one should be aware that teaching teenagers can be troublesome at times.

Lesson Plan 8

Description of the class – A class of 22 Beginner level students ranging from the ages of 12 to 14.

Time – 60 minutes

Goals – To review vocabulary related to food; to practice ordering food from a restaurant. To practice structures such as *what would you like, I'd like, and I'll have*

Materials – Realia: menus, plates, cutlery, worksheets, CD player, *English ID 1*

Memory Activities: Nick Bilbrough

Procedure

Warm up (5-10 minutes) Revision of vocabulary. Put the following words on the board. Ask the students to put the food into three groups in terms of their personal preference – food they love; food they quite like; food they hate. Students talk about personal preference.

Chicken bread fruit vegetables chocolate potatoes pasta cakes ice cream rice dishes pork red meat seafood cheese spicy food

Students can then compare and discuss their preferences in groups of three.

Activity 2 (20 minutes) Teacher shows a menu to the students and asks them what it is. After eliciting the word the teacher introduces the listening activity (*English Id 1 t.8.17, 8.18*). In this activity the students listen to a recording of two people ordering in a restaurant. After putting the listening into order the students do a gap fill exercise related to the listening. The listening contains the structures and vocabulary that is required in a real

restaurant context. The students then in groups of three progress to practice the dialogue with the script of the listening.

Activity 3 (20 minutes) in the next activity the teacher writes a menu on the board with the students help. For example a list of starters, main courses, desserts and drinks are written on the board. The food on the board could have a local flavor in order to make the activity relevant. After drilling the pronunciation the students are put into groups of four. In each group, four students are customers and one is a waiter or waitress. With the new language and structures the waiter/waitress asks the customer's order; a starter, a main course, a dessert and a drink. After taking every one's order the waiter leaves the classroom and goes to the imaginary kitchen for two minutes, before returning with the correct order to each of the customers. It has proven that memory games such as this aids acquisition. Furthermore they add fun to a class.

Feedback (10 minutes) the teacher who has been observing the role play will give the students feedback on the language used by the students and maybe drill pronunciation if required.

Anticipated problems – A problem that could arise is the correct pronunciation of the structures, for example the contraction I'd and the word would. The word would is especially troublesome for students from Spanish speaking countries. Another problem could be that students revert back to their mother tongue during the role play activity.

Lesson Plan 9

Description of class – A class of 16 intermediate students ranging from the ages of 14 to 16.

Goal – The students will be able to differentiate between the *past simple* and the *past continuous* tense by doing a reverse translation exercise, and by writing a composition.

Objectives:

To make the students realize that past simple and past continuous tense are used to talk about past events and to tell stories.

At the end of the class, students will understand the appropriate use of the past simple and past continuous and be able to use them in a meaningful context.

Time – 80 minutes

Material – Work sheets, YouTube; *Memory Activities for language learning* by Nick Bilbrough

Procedure

Warm up (5 minutes) Teacher writes a model conversation on the board to introduce experiences in the past. The questions are in the Present perfect (which the students have learned previously); *have you ever had an accident? Lost your wallet? Found something? Broken an arm or a leg?*

Students are put into pairs where the students will interview each other. To find out more information the students must ask more specific questions which will activate the past simple and past continuous tense. e.g.:

Student A: Have you ever had an accident?

Student B: Yes, I have.

Student A: How long *was* it? And what *were* you *doing*?

The teacher observes the students. The students are aware of the target tenses since they are at intermediate level.

Activity 1 (10 minutes) A short YouTube video will be shown to the students in order to they understand better the use of past simple and past continuous combined, then they are asked to translate from English to Spanish the six sentences contained in the video.

These sentences include the past simple and the past continuous tenses. At the end of the class the students will be asked to translate them back to the original English. Until recently translation was seen as a negative method in the field. However, due to the work of linguists, most notably Guy Cook and Philip Kerr, there is evidence that it helps the acquisition of structures. This activity is especially useful when two different structures are used in a sentence.

Activity 2 (20 minutes) Using physical activity to make the language of a story memorable.

- Ask the class to stand up, in as much space as possible.

- The students are told that they are going to be read a short story and that they should act out each line.

- The teacher reads the story and pauses after each line to allow time for everyone to respond physically. The students should make the gestures as big as possible. The teacher should also mime the actions. The story is repeated at a faster pace.

- The students are asked if they can retell the story from memory.

- The students in groups of four are given a work sheet with the first letter of each word in the story as clues because they are asked to create the story on the worksheet as accurate as possible. After ten minutes the teacher retells the story to check how correct the students were. The text contained many examples of the target language structure.

Activity 3 (15 minutes) the teacher explains the structures and usages more explicitly on the board in order to remind the students. If needed a brief exercise with worksheets will be implemented. Expressions that are common in narrative tenses are introduced:

Suddenly... I was..., so A few minutes later... Then... In the end...

When...

I was....because... As soon as....

Activity 4 (20 minutes) A short YouTube video with a segment of the movie “the pursuit of happiness” will be shown to the students and then a worksheet will be given to complete sentences in the past simple or past continuous related with the movie segment.

Feedback (10 minutes) the teacher gives feedback on the language that was produced and a quick recap of the language learned. Also the teacher will ask concept questions in order to check comprehension. The students will be given homework, which will involve writing a story using the tenses and expressions taught in the class.

Anticipated problems – Unless observed students could revert back to their first language during the game. Some students find it difficult to know when to use the past simple and the past continuous. However, because of their proficiency level the students should understand the difference.

Lesson Plan 10

Description of class – A class of 20 students who are at beginner level ranging from the ages of 8 to 10.

Time – 30 minutes

Goals – The students will be able to use *there is / there are* for description.

Materials – A sheet with images.

Procedure

Warm up (5 minutes) the students are divided into two teams and are asked to write down as many nouns as possible in three minutes. This is relevant since the students will be using a lot of nouns during the lesson.

Activity 1 (5 minutes) Discovery. The teacher displays on the board and asks the student to fill in the missing line. It is from a dialogue between a waiter and a customer.

The missing line is using there is or there are. e.g.: *There is a fly in my soup.*

The students elicit other customer complaints for these waiter responses;

Yes, sir, it's cockroach soup

Yes, sir, it's hair soup

Yes, sir, it's two-flies soup

The teacher writes the sentences on the board, and draws attention to the use of *There is / are*To announce the presence of something.

Activity 2 (10 minutes) Consolidation. The teacher hands out photocopies which are distributed face down, and the students must not look at them until given a signal. The picture should not contain vocabulary which is too unfamiliar.

The class is given half a minute to study the picture. After the teacher dictates the following sentences;

There is a lion

There is a man with two dogs

There is a duck walking and there are two ducks flying

There is a woman sitting on a chair

There are some butterflies

There is a man with a bow and arrow

The students write them down and decide if they are true or false. In the case of sentences which that students' judge to be false, a correction should be elicited.

Activity 4 (10 minutes) Use. The class is organized into pairs. The students are asked to visualize a view that they are familiar with and that has particular associations,

e.g., the view from their bedroom window, or a place where they once spent a holiday. In pairs they take turns to describe the view to their partner, who can ask questions about it. To help them, the teacher could, beforehand, describe a view.

Feedback is given on their performance.

Anticipated problems – Since this is a basic structure many problems are not anticipated.

Lesson Plan 11

Description of class – This lesson plan has been created for an elementary level English class of 22 students, ranging from the ages of 12 to 14.

Time – 60 minutes

Goals – The students will produce orally, language that is associated to daily activities. This lesson will encourage elicitation which will in turn develop oral production by giving short utterances, making questions and giving descriptions. Furthermore it will help the learners to distinguish between the third person singular and the plural form through the means of interaction.

Material – Photocopies containing pictures about daily activities, a sheet of paper divided into twelve spaces, Marker pens Video from YouTube.

Procedure

Warm up (10 minutes) a video of Mr. Bean's daily routine will be shown in order to gain the interest of the students. This video will also remind the students of the present simple with the third person singular.

Activity 1 (10 minutes). The teacher will discuss with the class certain actions in the video, and then ask the students the following questions: Can they identify any of the new verbs used? Are there some things they do the same as Mr. Bean? What do they do in order

to wake up in the morning? Mainly, get students thinking and ready to write about themselves.

Activity 2 (15 minutes) the students get in pairs. Then, each pair will be given a worksheet divided into twelve pictures denoting every day activities and they will have to write a sentence with the verb in third person which describe each chart using the list of verbs below the sequence.

Activity 3 (20 minutes) after the twelve situations in the worksheet have been described, the students will be asked to get in groups of three and ask their classmates about their daily activities (What do you do on Sunday? What time do you get up? Etc.) The lesson is designed to be flexible as needed, in order to share details about their partner's day life. Then the student will be given a worksheet with a matching exercise about a student daily routine

Feedback (5 minutes) the students are given feedback on the language used.

The teachers' role in this is very passive. He or She monitors and facilitates, helping the students with structure and vocabulary during the tasks. In this lesson the task is the most important consideration, however, scaffolding of language will be done during the task.

Anticipated problems – Due to the fact that this activity is very student centered the control of the class could be in danger.

Lesson Plan 12

Description of the class – 14 pre-intermediate students ranging from the ages of 12 to 14.

Time – 90 minutes

Goal – To practice and consolidate the usage of the present perfect in contrast with the past simple with the use of role play

Materials – Board, Role play cards, *Role Plays for Today* by Jason Anderson

Procedure

Warm up (5 minutes) the teacher displays a photo of a famous holiday destination abroad and tells them he/she has visited this place recently. The teacher encourages the student to ask questions about the trip.

Activity 1 (10 minutes) the teacher writes on the board three questions:

Do you like to travel?

Did you go on any trips last year?

What countries have you been to?

The students in groups of three ask each other these questions. The teacher observes, takes notes and steps in when necessary.

Activity 2 (15 minutes) Structure and form. The teacher writes two sentences on the board, one in the present perfect and the other in the past simple:

I have been to the USA

I went to the USA last month

The teacher elicits the meaning of the two sentences, and then after elicits the difference in meaning. The teacher, also, elicits the structure of the two forms. For clarification a timeline will be drawn on the board. The teacher drills the structure (affirmative, negative and interrogative)

Activity 3 (10 minutes) the students get to mingle and find classmates “Who have done.....” This helps the students to practice the grammar, pronunciation and usage.

Activity 4 (30 minutes) Role play. Adapted from *Role Plays for today* by Jason Anderson. The teacher introduces a role play to consolidate further the language. The teacher writes on the board *would you prefer to be a famous actor or a famous writer? Why?* And what would you like/dislike about being famous? Students discuss in pairs.

The teacher introduces the role play by telling the students that today they are going to play the roles of famous actors and writers. Students are told to decide who is going to go first, and then the relevant role play card is given out. They are given 8 to 10 minutes to read their cards and prepare for the interview. If necessary, the teacher goes through an example with the writers/actors.

The journalist should think of eight questions in the present perfect to ask their famous guests, while the actors/writers think of creative answers to the questions using the past simple.

When the students are ready they can start the role play. Teacher monitors and writes down errors for correction later. As the pairs finish they swap roles. This enables all the students to ask questions in the present perfect.

Activity 5 (10 minutes) Students are given slips of paper and are asked to write down three interesting facts about the famous person they interviewed. The use of the present perfect is encouraged. Then the teacher collects the pieces of paper and redistributes randomly. Students should read them out to the class, who then try to guess which student played the role of this actor/writer.

Feedback (10 minutes) the teacher gives feedback on the speaking.

Anticipated problems – Students have always had difficulty with the present perfect so plenty of time should be given to introduce and drill the structure.

Lesson Plan 13

Description of class – 14 adult’s students who are advanced level and ranging from the ages of 22 to 30

Time – 50 minutes

Goal – Speaking using discourse markers in presenting an argument.

Materials – Board, Video.

Procedure

Warm up (10 minutes) The teacher shows a video of Prime Ministers question time from the United Kingdom in order to show how professionals, in this case politicians, debate and discuss.

Activity 1 – (20 minutes) Teacher explains the importance of discourse markers for constructing coherent speech. The following markers are written on the board:

First of all (1) to start with (1) AS far as I’m concerned (3) from my point of view (1)

To be honest (1) what is more (4) Moreover (3) However (1) at the same time (2)

By the way (2) as a result (1) Therefore (3) for this reason (2) after all (2)

For the activity each discourse marker has a score next to it. The teacher then drills pronunciation.

Activity 2 (15 minutes) The teacher encourages students to think about topics which are in the news or are good for debate, for example “Capital punishment”, “Global Warming”, “Peace Process in La Habana”, “gay marriage” etc., Then the class is divided into two groups; one will argue for and the other against the chosen topic. It does not matter if it has nothing to do with their opinion, but they will have to think about an argument that defends that position.

Activity 3 (15 minutes) Group A starts and each student presents one reason for their position, using as they do this as many discourse markers as possible. Then B do the same. As they speak the teacher keeps track of the discourse markers used and awards points if they were used correctly. The group with the most points wins.

Activity 4 (5 minutes) Feedback. The teacher pronounces the winner and gives feedback on how the students used the discourse markers.

Anticipated problems – Due to the students level of English and if an interesting topic is chosen many problems are not anticipated. The teacher, however, needs to be careful in choosing the appropriate topic, due to the personal beliefs of some students.

Lesson Plan 14

Description of class – A class of 24 pre-intermediate students ranging from the ages of 14 to 16.

Time – 50 minutes

Goals – This lesson plan is for the first class of a cycle or semester. Its purpose is to introduce students to each other and to revise previously studied structures.

Materials – Board, Worksheets taken from *Outcomes intermediate* by Hugh Dellar and Andrew Walkley.

Procedure

Warm up – Find someone else (20 minutes) (Adapted from *Discussions and More: Penny Ur*).

The teacher tells each student to write down on a piece of paper as many things as they can think that makes them special. Teacher writes these following phrases on the board as prompts.

I have done

I often

I have (possession)

I can/can't

I am going to

I have met

I will never

After each student has written at least three things about themselves, they are asked to leave their seats and walk around in order to find someone who shares one or more of their special features. After a few minutes the students should return to their seats. The students are then invited to share in full class some of their special features and say, if anyone, shared theirs.

This activity serves well as an ice-breaker for groups of students who do not yet know each other.

Activity 1 (20 minutes) Role Play (*Outcomes Intermediate* Teachers book; Hugh Dellar, Andrew Walkley)

The students are put into groups of six and each student receives one card about a person who are from New York. On the card there is a name of a person, their nationality, occupation, marital status, hobbies and interests and languages spoken. The students have to adopt the role of the person stated on the card.

The students are told that the six people in each group (represented in the cards) have met somewhere before, but they are not really sure where. They must think of six questions to ask that will help them find out where they have met;

E.g. where are you from?

what do you do?

Are you married?

What do you do in your spare time?

When the students are ready they interview the others in their group and find out how they know each other. Once they have worked out the connections they should report back to the rest of the group.

E.g. I know Olga because she's a gardener for New York parks, and I go jogging in Central Park every morning.

Feedback – The students are given feedback on their language, especially question forms, which are difficult for learners due to the different auxiliaries used.

Anticipated problems – The second activity has to be explained well to the students because some confusion could arise. Other than that, the activities should be problem free.

Lesson Plan 15

Description of class – A class of 25 pre-intermediate students ranging from the ages of 14 to 16

Time – 90 minutes

Goal – To introduce adjectives combined with film vocabulary. At the end of the class students will be able to understand the new lexis and will be able to use it in a natural communicative way.

Materials – You tube; flashcards; *Global Pre-intermediate* by Lindsay Clandfield.

Procedure

Warm up (10 minutes) The trailer from the film *Star Wars* is shown. Students are asked how they felt while watching it. Teacher elicits adjectives from the students. Also the teacher asks the students what their favorite films are. Movie genres are elicited and drilled.

Activity 1 (10 minutes) Teacher shows images which show people in different moods. Teacher asks the students *how the people feel*.

Activity 2 (20 minutes) Students are asked how music makes them feel. E.g.
What music makes them relaxed? Stressed?

Teacher plays four short pieces of music and asks the students *how do they make you feel?* (Extracts taken from *Global Pre-intermediate track 1.41*)

Students note their feelings on hearing the music, then compare their reactions in pairs.

Teacher then instructs students to imagine a film scene which goes with the music extracts and answer these questions:

Where is the scene?

Who is in the scene?

How do they feel?

What is happening?

Students are encouraged to be imaginative. Students then compare their ideas.

Activity 3 (30 minutes) Students write and perform a dialogue to go with a piece of background music. This stimulates creative language use through music. The teacher plays a slow, evocative piece of instrumental music such as Samuel Barber's "Adagio" Students are told that during the music they should think of how the characters are feeling during the extract. Students are encouraged to take notes. Students are put into pairs and are asked to develop their ideas into a short written dialogue. The music should be played during this process. The teacher gives help to students with some vocabulary if needed.

Students learn their dialogues well enough so that they don't need to look at their papers. They then perform them to the rest of the class, with the music played in the background. The teacher invites interpretations and feedback from the other students after each dialogue.

After the students have performed their dialogues with the background music, as a variation, the teacher plays some music of a completely different style. Students are asked to perform the dialogues to this new piece of music. How does this change the way the dialogues are performed?

Feedback (10 minutes) the teacher goes over the new vocabulary and answers any questions.

Anticipated problems – Some students may feel uneasy about performing in front of their peers.

Lesson plan 16

Description of class – A class of 16 pre intermediate students whose ages range from 13 to 15.

Goal – To introduce modals of assumptions/deductions (must, must have, can't, can't have) and practice their use in a communicative way.

Objectives

The students will be able to differentiate modals of deduction.

The students will be able to use these modals in everyday situations.

The student will be able to differentiate the use of modals

Time – 60 minutes.

Materials – Grammar for Pet, Discussions and more

Procedure

Warm up (5 minutes) Teacher shows the students two vague pictures. The students are encouraged to guess what the pictures could be.

Activity 1 – (15 minutes) the students will listen to a recording of a quiz program to check if they were correct. (Grammar for pet track 15)

The students will listen a second time and notice the modals used for deductions. They will fill in a worksheet. (Grammar for pet p85)

The teacher then checks the students' knowledge of these modals.

Activity 2 (25 minutes) the teacher writes a simple situation on the board, such as "It must be cold outside." Then the students are asked to provide evidence. They are not allowed to use the word "cold". For example they might say, "I can see people wearing coats and gloves."

A student is then asked to come up and stand with his/her back to the board. The teacher writes another situation, e.g. "She must be nervous". Invite the class to suggest evidence for this situation until the student is able to guess what it is.

Students are put into pairs. Each student in the pair receives either List A or List B. They are not allowed to look at their partners list. (Discussions and more p.99). Students then take turns giving evidence for one of the situations on the list. The other has to guess the situation using the modals. The teacher during this activity observes and writes down anything that is deemed relevant.

Feedback (10 minutes) the teacher gives the students feedback on what was produced.

Potential problems – Although the students are pre intermediate, the correct use of modal verbs can be troublesome; students could confuse modals of obligation and modals of assumption.

Lesson Plan 17

Description of class – 26 students at pre intermediate level whose ages range from 14 and 16.

Goal – To practice comparatives and adjectives with the use of songs as a stimulant for language production.

Objectives

To make the students be able to use comparatives in a communicative way.

The students will acquire new vocabulary to describe pieces of music.

Time – 40 minutes

Material – YouTube Imagine by John Lennon and Imagine by Herbie Hancock
Imagine.

Warm up (10 minutes) Teacher reviews comparative forms with the students.

Examples of the main forms they will need: as tall as, not as tall as, taller than, more expensive than, less interesting than.

Activity 1 (10 minutes) the teacher will play the original Imagine by John Lennon. The students are asked to write down a word they would associate with the song (nice, lyrical, moving, etc.)

Activity 2 (10 minutes) the teacher now plays the same song recorded by a different artist, in this case Herbie Hancock Imagine Project. Ask the students to write down the differences they notice. For example: This version is faster than the first one. This version is not as moving as the original. This version is as beautiful as the first one. The teacher could provide the students with some adjectives which can be used to talk about songs: fast, slow, moving, sad, exciting, inspiring, melodic, calm, inspiring, rhythmic, discordant, harmonious, soft, loud, warm, dark, light, heavy, relaxing, happy, melancholy, powerful, and resonant.

When the song is over the students are encouraged to share their notes with the person next to them. Then two or three students are invited to share with the class to see if there is a consensus.

Feedback (10 minutes) the teacher goes over the new vocabulary and structures and comments on good and not so good use of the new language.

Anticipated problems – Sometimes students overuse more with short adjectives.

Lesson plan 18

Description of class – A class of 16 advanced students whose ages range from 22 to 30.

Goal – To introduce and practice conversational functions, such as Ask for clarification or encourage someone to speak.

Objectives

The students will acquire which will help them in discourse and conversation. This helps in Cambridge ESOL exams.

The students will also practice oral fluency.

Time – 30 minutes

Material – This class is material light and influenced to a degree by Scott Thornbury and Luke Meddings Dogme for Teaching Unplugged approach. This method puts the students in the center of procedures and the teacher's job is to scaffold new language when needed.

Activity 1 (5 minutes) the students are given a copy of a list of conversation protocols. Provide them with expressions they might need for some of them (Ask for clarification: Could you explain that please? Or encourage someone to speak: Mario, I'd like to know your opinion about that).

Activity 2 (5 minutes) Brainstorm topics that the students would be interested in talking about and ask them to choose one.

Activity 3 (15 minutes) Ask students to work in groups of three to four and tell them they are going to have a conversation about the chosen topic but as they do, they will tick any of the things that they do (Ask a question, Clarify..) For this purpose a student will be designated as a secretary in order to let the conversation flow, this person will use a tape recorder or a cell phone to record the dialogue and then it will be heard and ask the participants clarification where could be necessary.

Activity 4 (10 minutes) When they have had enough time to develop their conversations, stop them and ask each group to summarize their ideas on the topic discussed and then present these to the rest of the class.

As a variation a rule could be made that in every group a student can't speak again until everyone else in the group has spoken. This helps keep participation equal. This is a variation of an activity used in cooperative learning; Kagan (1994)

Anticipated problems – If not monitored some students might dominate procedures.

Lesson plan 19

Description of class – 18 students who are in pre intermediate level. Ages 14 to 16

Goals - To practice and consolidate the use of the first conditional.

Objectives

The students will be able to use the first conditional in a natural way, rather than a contrived one, often seen in course books.

The students will improve their fluency while using the first conditional.

Time – 80 minutes

Materials – Grammar for Pet p127 Grammar Practice Activities Board, Worksheets

Procedure

Warm up (15 minutes). Students are asked to listen to a recording which has a lot of First conditional examples. After answering comprehension questions, the students receive a copy of the script in order to consolidate.

Activity 1 (10 minutes) the teacher reviews the first conditional, by writing examples on the board. Then pronunciation is drilled. To aid consolidation students write some examples.

Activity 2 (20 minutes) Students are asked to work in pairs and are given three copies of the timetable (see below). Each student writes down individually things they would like to do in some of the spaces, using the infinitives of the verbs: go to the cinema, visit a friend. The teacher can specify how many activities to include perhaps five or six, and tell them that some activities may need more than one space so they can write these in two spaces.

Students are asked to compare their timetables with their partner and plan to things together. They will discuss using the first conditional. Examples are given; If we go to the cinema on Friday evening we can't go to the party. If we don't go to the concert on Sunday evening, we'll have time to study for the exam.

Activity 3 (20 minutes) Students are asked to prepare short dialogues about their weekend plans using the conditionals. They should sound as natural as possible. (In many textbooks conditionals have often been presented in unnatural situations). An example dialogue could be written on the board:

A If we go to the cinema on Friday, we can't go to the party.

B Yes, but if we don't go to the cinema, we won't have time to see the new James Bond film.

A You're right. But if we go to the cinema, we'll have to tell Maria we won't be at the party.

Each pair presents their dialogue to the class.

Activity 4 (10 minutes) Warm down- Superstitions. Grammar Practice Activities.

The teacher suggests some superstitions which are well known to the students, and defining them through conditional sentences;

If you walk under a ladder, you will have bad luck.

If you break a mirror, you will be unlucky for seven years.

Students are invited to suggest other superstitions they know, which may be written on the board. They will probably need new vocabulary. This activity could be used as a warm down.

Feedback – Whole class feedback is given.

Anticipated problems – Since this is a review the structure of the first conditional shouldn't be a problem. During the superstitions the teacher must be aware of any cultural or religious sensitivity.

Lesson plan 20

Description of class – Upper intermediate class of 22 students. Ages 16 to 18.

Goal – Students create a story, both written and oral, using visual and auditory stimuli. Then they compare which stimuli were better. To practice Narrative tenses.(Past simple)

Objectives

The students will practice and improve fluency.

The students will work together, this enhancing cooperative learning.

Narrative tenses, which are important, will be practiced and used in a meaningful engaging activity.

Time – 70 minutes

Materials – Imagine That by Jane Arnold, Herbert Putcha, and Mario Rinvoluceri.

Working with images by Ben Goldstein. Visual.

Procedure

Warm up (5 minutes). The teacher shows a picture (Working with Images CD-ROM 1.5) to the class for 30 seconds. He then asks the students what they remember about the picture.

Activity 1 (15 minutes) The image is shown again. Students are asked to choose a person in the image and think about him/her for a couple of minutes.

The teacher writes the following questions on the board:

What's my name? Where am I?

What's happening? What has happened to me?

What am I feeling now?

How do I relate to the other people here?

What will happen next?

Students in small groups answer these questions orally.

Activity 2 (20 minutes) Circle storytelling. Ask the students to form groups of 5. Tell them they are going to improvise a story about a person in the image. Student 1 starts with for example: The waiter was lonely and needed to find love... Student 2 continues the story with the next sentence. This continues with student 3, 4 and 5. Once a group has completed a story, ask all members to work together to write it down. During the writing

process, group members can make as many changes or improvements to their story as they like.

Then a member of each group is asked to share the story with the whole class.

Auditory. (25 minutes) students are told that they are going to hear a series of sounds. When they hear the sounds they have to imagine the story that the sounds begin to tell. This exercise uses a lot of mental imagery. After hearing the sounds the students need to write down what the sounds represented.

After the initial phase the students get into groups of 5 again and discuss the sounds and how could they be incorporated into a story. Students then create their stories bouncing ideas from each other, and like before tell their story to the rest of the class.

Feedback (5 minutes) the teacher and the class discuss which stimuli worked better for the students. This is very important as students have different ways of learning.

Anticipated problems – Since this is an upper intermediate class there shouldn't be any problems with language. The teacher's job in this class is as an enabler, providing materials and scaffolding to enhance creativity and language use.

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Appendix

Worksheet Lesson 1 – Post Office

Costumer: Good afternoon

Cashier: Good afternoon.
Can I help you?

Costumer: I need to send two postcards

Cashier: Yes, sure. Where do you want to send them?

Costumer: To Italy please

Cashier: You need two stamps for each postcard

Costumer: Do you sell the stamps?

Cashier: Yes, I do

Costumer: How much does it cost?

Cashier: The stamps are ten dollars each. That's twenty dollars, please.

Costumer: Here you are.

Cashier: Ok. Here's your change.

Costumer: Thank you very much.

Target Language

Post office cashier

- Next please. Can I help you?
- Where do you want to send it (them)?
- Here's your change
- Here you are. Here's your change

Target Language

Costumer

- Could I send (what – where)?
- Do you sell (noun)?
- How much?
- I need to (verb)
- Is it possible to (verb)?
- Here you are.

Role play cards

<p>POST OFFICE COSTUMER A You need...</p> <ul style="list-style-type: none">• To send three postcards to Brazil• To pay a gas bill• To do recharge for cellphone• To find out how much a parcel costs to send to Chile.	<p>POST OFFICE COSTUMER C You need...</p> <ul style="list-style-type: none">• To send two parcels to Costa Rica• To pay a telephone bill• To change USD 75 to Colombian pesos• To buy 8 stamps for letters
<p>POST OFFICE COSTUMER B You need...</p> <ul style="list-style-type: none">• To buy an international phone card• To buy an envelope• To send USD 50 to Peru• To send two letters by post	<p>POST OFFICE COSTUMER D You need...</p> <ul style="list-style-type: none">• To phone to Spain, but you don't have a mobile phone• To buy 5 postcards• To send a heavy parcel to Panama.• To send a letter to your parents

(Anderson, 2006)

Lesson 2 – The Future

Life will be very different one hundred years from now. In my opinion, some things will be better and some things will be worse.

Firstly, people won't live on land. Our cities will be under the sea, in large domes. Special machines will provide oxygen and light, but the environment won't be the same. Trees and plants won't grow because there won't be any soil. As a result, people won't be able to grow their own food. Food will mainly be in the form of pills. If the sea isn't too polluted, people will also eat fish. What is more, I think people's everyday life will be different. They won't have to work long hours because computers and robots will help them. No one will have to do housework either. So, people will have more free time and they will be able to enjoy the things they like – sport, for example. Finally, I believe that people will be able to travel to the moon and to other planets for their holidays.

In conclusion, I think that life in the future won't be anything like it is now. Whatever happens, though, I'm sure the future will be interesting. (Moutsou & Parker, 2005)

Expressions:

I believe/think people will...

In my opinion ...

Everybody/people will probably...

Perhaps/ Maybe

There will be no

We will certainly have

Also...

Vocabulary

Flat Traffic

Automatic Travel

Building Underground

Motorway Underwater

Submarine Pollution

Planet Robot

Dome

However

e.g. I believe there **will be** more pollution in ten years' time

Worksheet Lesson 3 – Restaurants

VOCABULARY Restaurants

Complete the sentences with these pair of words.

Busy + seat

Choice + options

Disgusting + rude

dishes + choose

had + delicious

place + does

service+ staff

terrace + view

value + portions

1. There's a Little Japanese _____ near my office, with _____ great sushi!!
2. It often gets really _____, so you sometimes have to wait for a while to get a _____.
3. We often go to a small Spanish place near here. The _____ is great. The _____ are always really friendly.
4. They have a big selection of vegetarian _____, so you'll have plenty to _____ from.
5. The first time I went there, it was really good _____, but I went there again recently and it was quite expensive and the _____ were much smaller!
6. I went there once, and I had this dish which tasted _____, but when I complained about it, the waiter was quite _____.
7. They have a fixed menu, and there isn't much _____. There are usually just two or three _____ for each course.
8. It's great. You can sit outside on the _____ there and get an incredible _____ over the city.
9. I really want to go there again. I _____ this amazing seafood dish when I went there. In fact it was al really _____, but it's also really expensive.

Transcription of Conversation Listening

S = Sarah, V= Victor

- S: So Victor. Are you hungry?
V: Yeah, a bit.
S: Do you want to get something to eat?
V: I'd love to, yeah. Where are you thinking of going?
S: Well, there's a really nice Thai place just down the road. Have you ever been there?
V: Yeah, I go there a lot. I actually went there yesterday.
S: Oh right. So maybe you don't want to go there again today.
V: I'd rather not, if you don't mind. And I actually don't really feel like anything very spicy today.
S: OK. No problem. I'm happy to go somewhere else.
V: There's a nice seafood restaurant near the big department store. How about that?
S: To be honest, I don't really like seafood. I prefer meat.
V: Well, why don't we go to Selale instead. Have you been there?
S: No. I've never heard of it. Where is it?
V: It's about fifteen minutes' walk from here. It's just round the corner from the bus station.
S: Oh. OK. And what kind of restaurant is it?
V: It's Turkish. It's really good. I've been there a few times.
S: Really? I haven't ever had Turkish food.
V: You're joking. You'll love it. They do lots of grilled meat, but they also have a great selection of other dishes, so there's plenty to choose from.
S: Its sounds great.
V: Yeah. The only problem is that it gets really busy, so sometimes you have to wait a while to get a table.
S: Oh right, well can we ring them to check they have a table?
V: I guess so. Let me see if I can find their number on my phone.

LISTENING QUESTION:

- Where they decide to go and why?

TRUE (T) OR FALSE (F)

Decide if the sentences are true (T) or false (F).

- They both like Thai food ()
- The seafood place is in a department store ()
- Sara eats any kind of food ()
- They need to get a bus to go to Selale ()
- Sara doesn't like Turkish food ()

- They are definitely eating in Selale ()

(Dellar & Walkley, 2010)

Find Someone Who...

Grammar: Present Perfect (Food)

Q: Have you (ever) eaten an apple?

A: Yes, I have. Yes, I've eaten an apple. A: No, I haven't. No, I've never eaten an apple.

Find someone who...

1. _____ has eaten a pineapple.
2. _____ has been to an Italian restaurant.
3. _____ has tried escargot.
4. _____ has suffered from food poisoning.
5. _____ has skipped breakfast.
6. _____ has eaten dessert for dinner.
7. _____ has fasted for 24 hours or more.
8. _____ has been to an all-you-can-eat buffet.
9. _____ has cooked a meal for more than ten people.
10. _____ has tried raw fish.
11. _____ has acquired a food allergy.
12. _____ has tried macaroni and cheese.
13. _____ has never been to a fast-food restaurant.
14. _____ has killed an animal for food.
15. _____ has made soup from scratch.
16. _____ has baked cookies.
17. _____ has used a grandparent's recipe.
18. _____ has tried food from all over the world.
19. _____ has never had a slice of pizza.

(Benwell, 2016)

Lesson 4 – Going To Future Plans

Read what these three people want to do in the future and answer the questions in full sentences. Remember how we form the future tense! (Level 5c - a type grammar)



My name is Lance and I am 15 years old. I am not sure what job I want when I am older, but I do know that I want to go to university. I am going to study English, Italian and Maths in Year 12& 13 and then go to a good university to study modern languages. Maybe I will become a famous writer or artist.



Hi, my name is Rosie. I am 17 years old. I am going to be a doctor when I am older. I love to study and will go to medical school when I am 20. Before this I am going to travel abroad, to Africa and India and work in hospitals to get some experience. I know it will be difficult, but I will be strong and won't get frightened or scared even if things get hard. I want to be the best!



When I am older I am going to travel more. I came to the UK from Italy when I was five and I will return there one day soon. As I am going to travel I will learn as many new languages as I can while I am at school. I really want to learn Chinese and Russian, but the school doesn't teach it at the minute, although the teachers say this will change soon! Sorry I forgot to say, my name is Laurent and I hope I will meet you on my travels in the future!

- Who is going to be a doctor?
- Which two students will learn new languages in the future?
- Will Laurent be able to learn Russian in the school?

- Does Lance think he will become a dancer when he is older?
- How many students want to travel in the future?

(en.islcollective.com, 2016)

Lesson 5 – Prepositions Of Place

LEMON TREE by Fools Garden

Fill in the gaps with the prepositions in the box

about	around
down	for
in	into
of	on
to	up

I'm sitting here ___ the boring room
It's just another rainy Sunday afternoon
I'm wasting my time
I got nothing ____ do
I'm hanging ____
I'm waiting ____ you
But nothing ever happens and I wonder

I'm driving _____ my car
I'm driving too fast
I'm driving too far
I'd like ___ change my point ___ view
I feel so lonely
I'm waiting _____ you
But nothing ever happens and I wonder

CHORUS

I wonder how
I wonder why
Yesterday you told me _____ the blue blue sky
And all that I can see is just a yellow lemon-tree
I'm turning my head ___ and _____
I'm turning turning turning turning turning _____
And all that I can see is just another lemon-tree

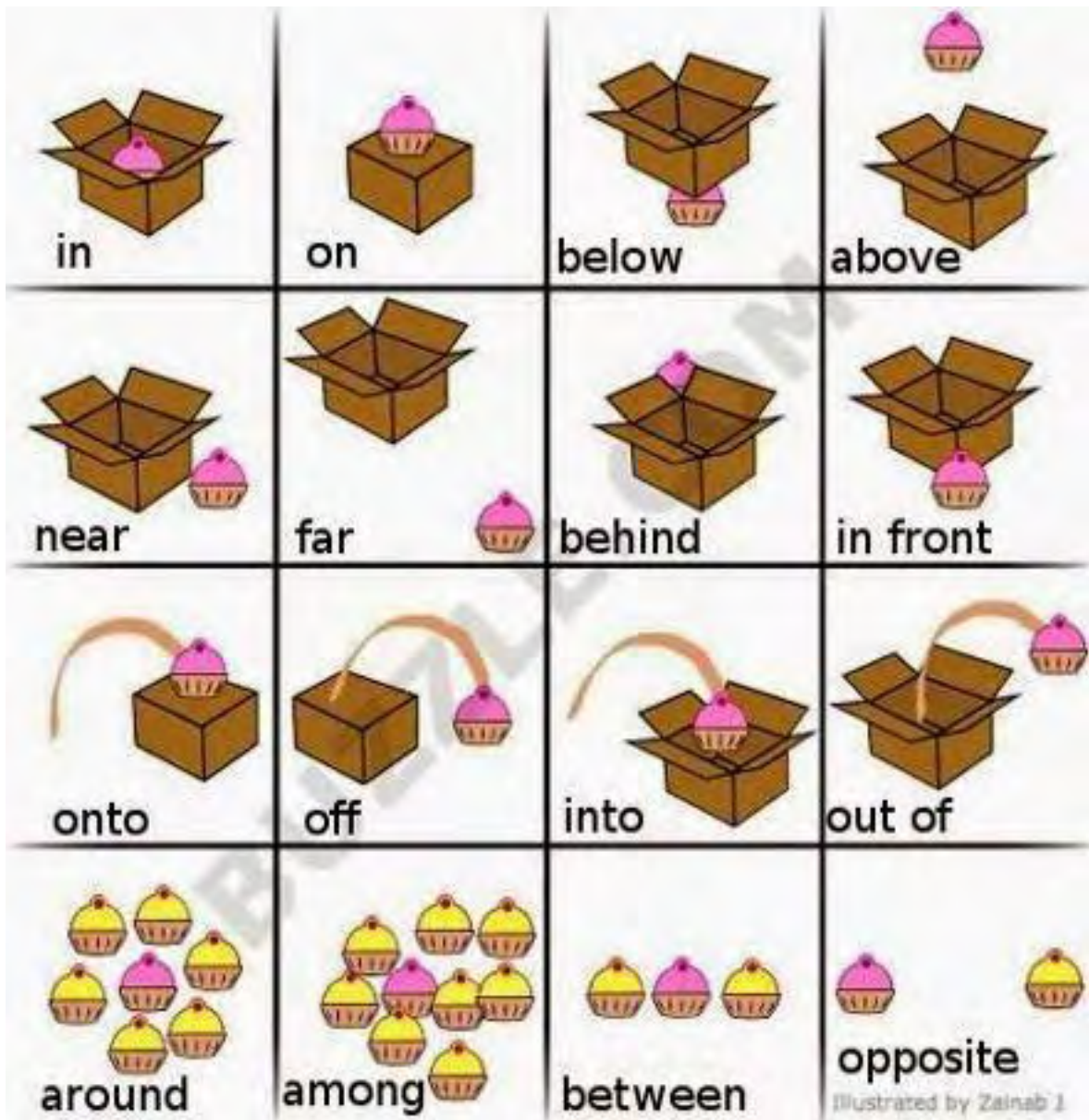
I'm sitting here
I miss the power
I'd like ___ go _____ taking a shower
But there's a heavy cloud _____ my head
I feel so tired
Put myself _____ bed
While nothing ever happens and I wonder

Isolation is not good ___ me
Isolation I don't want ___ sit _____ the lemon-tree
I'm stepping _____ the desert of joy
Baby anyhow I'll get another toy
And everything will happen and you wonder

CHORUS...

(Fools Garden, 1997)

Flashcards



(Buzzle.com, 2016)

Lesson 6 – Modal Verbs



(Scott & Kirkman, 2016)



(Toronto School of Traditional Chinese Medicine, 2016)



(Aleutie, 2016)



Listening Script – Modal Verbs

1. You should eat hot chicken soup as soon as you feel ill.
2. Just drink water. Lots of water.
3. Drink orange juice and lots of vitamin C.
4. I think you should eat foods with vitamin A, like carrots
5. Drink hot water with lemon and honey in it.
6. I think you should drink water with a spoonful of salt.
7. Breathing hot steam Works. Go for a sauna.
8. You should eat garlic. It Works, I promise!
9. Just take two aspirin and stay in bed.
10. Cold medicine. Take cold medicine
11. You shouldn't do any exercise. You should stay in bed. Don't go out.
12. I don't think you should stay in bed. Be active. Go out.
13. What you should do, what you really ought to do, is to wash your hands regularly.
14. You should stay dry. Don't wash your hair or go out in the rain.

(Clanfield & Jeffries, 2010)

WORKSHEET- MODAL VERBS SHOULD – SHOULDN'T

Match the statements to the advice. Type the letter in the box.

- | | | |
|-----------------------------|-----------------------------------|--|
| 1. <input type="checkbox"/> | I've got a headache. | A. You should put on a jumper. |
| 2. <input type="checkbox"/> | I'm cold. | B. You should do some exercise. |
| 3. <input type="checkbox"/> | The game starts at three o'clock. | C. You shouldn't sit so close to the TV. |
| 4. <input type="checkbox"/> | He's always tired in the morning. | D. You should stay in bed. |
| 5. <input type="checkbox"/> | I don't feel well. | E. We should leave at two-thirty. |
| 6. <input type="checkbox"/> | I want to lose weight. | F. He shouldn't stay up so late. |

(Clanfield & Jeffries, 2010)

LESSON 7- CHARACTERISTICS

Listen the person describing and say which picture is the correct one:

FIRST TRACK



(Pinterest, 2016)



(Staats, 2016)

SECOND TRACK



(Valua, 2016)



(Hardwick, 2016)

LESSON 8 – FOOD

Imagine you're a waiter. Listen to check the couple's order.

<u>MENU</u>	
<u>STARTERS</u>	<u>SALADS</u>
<u>SOUPS</u>	
<i>Tomato</i> ()	<i>Potato</i> ()
<i>Onion</i> ()	<i>Spinach</i> ()
<i>Croutons</i> ()	<i>Lettuce</i> ()
<i>Parmesan</i> ()	<i>Green peppers</i> ()
	<i>Red peppers</i> ()
	<i>Tomato</i> ()
	<i>Chicken</i> ()
<u>BEVERAGES</u>	
<i>Fruit juice</i> ()	<i>Soda</i> ()
<i>Beer</i> ()	<i>Wine</i> ()

Listen and order part two of the dialog, 1- 10 Write the food they order too.

- JEFF: I'll have the _____, please ()
- JEFF: We're fine with _____, thanks. ()
- SANDRA: Great, thanks. ()
- SANDRA: Yes, please. I'd like the _____, please. ()
- SANDRA: No, I'll have a _____, please. ()
- SERVER: Ok. And you sir? ()
- SERVER: Sure. Any drinks with your meal? ()
- SERVER: Ok. Just a moment, please. ()
- SERVER: OK. How are your starters? ()
- SERVER: Would you like to order your main course now? ()

(Bilbrough, 2011)

LESSON 9 – PAST SIMPLE VS PAST CONTINUOUS

WORKSHEET ACTIVITY 2

A walk in the forest

I w w i t f.
I s a b o t g i f o m.
I p i u.
I s o t l.
Ahhh! A b f o h m i t f! Ahhh!
I l i.
Wow! I w f o t!
I f u m p a q a i c.
Oh no! S w c!
I t a a r!

A walk in the forest

I was walking in the forest.
I saw a box on the ground in front of me.
I picked it up
I slowly opened the lid
A bird flew out and hit me in the face!
I looked inside.
Wow! It was full of treasure!
I filled up my pockets as quickly as I could
Oh no! Someone was coming!
I turned around and ran

WORKSHEET - ACTIVITY 4

According to the movie segment, fill in the blanks with the simple past or the past continuous form of the verbs in parentheses.

1) Chris _____ (cook) burgers for breakfast when his landlord _____ (knock) on his door.

2) The police _____ (arrest) Chris when he _____ (paint) the house.

3) Chris _____ (pay) some parking tickets when the officer _____ (tell) him he was supposed to spend the night in jail.

4) When Chris _____ (call) his ex-wife, she _____ (work) hard.

5) When he _____ (enter) the elevator, he _____ (try) to button up his jacket.

1) He _____ (wait) in the waiting room when the secretary _____ (call) out his name.

2) When he _____ (walk) through the office, businesspeople _____ (talk) on the phone, _____ (speak) very loudly, and _____ (work) a lot.

3) The Board _____ (wait) for Chris when the secretary _____ (announce) him.

Answer Key:

1. was cooking / knocked
2. arrested / was painting
3. was paying /told
4. called / was working
5. entered/ was trying
6. was waiting / called
7. walked / were talking - speaking - working
8. was waiting / announced

(Bilbrough, 2011)

LESSON 10 – THERE IS – THERE ARE



A (Dazdra, 2016)



C (Menudospeques, 2016)



B (Takai, 2016)



D (Mayboroda, 2016)



E (Stock, 2016)



F (Scargear, 2016)

LESSON 11 – DAILY ROUTINES

This is an exercise where you have to sequence the activities that students do every day. Rewrite the sentences in the correct order in the empty spaces.

Daily Routines

6.30 p.m has dinner

8.30 p.m does his homework

9.00 a.m goes to school

4:00 p.m goes home

6:00 a.m gets up

7.00 a.m takes a shower

10:00 p.m goes to bed

12:00 p.m goes out for lunch

6.20 a.m brushes his teeth

8:00 a.m has breakfast

Modified activity. (Esl Games, 2016)

Activity – Weekend Routine in the Life of Charlie

Write one sentence for each chart, using the next list of verbs:



(Spanish Authentic Resources, 2016)

Lesson 12 – Past Simple – Present Perfect

You are a famous actor or writer. A journalist is coming to interview you today about your life. Complete the table before the interview begins. During the interview, use present perfect for life experience and past simple to provide more details.

Student A: Writer or Actor

In my life...	Yes? No?	How many? How much?	Details (what, who, when, where, why, etc.)
Write books			
Make movies			
win awards			
make some famous friends			
Live in different countries			
Be married			
Make millions (\$)			
Spend millions (\$)			
Be poor			
Make mistakes			
Find happiness			

TARGET LANGUAGE

Talking about your life

I have been acting/writing since...

I've never, but I have.....

I've been to....

I've won.... I've Known....

Since

I've been married 3 times

Going into detail

I started because....

I met him when....

My problems started when...

When I was a child....

Student B: Journalist

You are a journalist for “Sunday Time” newspaper. You have been asked to interview a very famous celebrity. Unfortunately, because of security, nobody knows who it is! It might be a writer or an actor! Prepare carefully for the interview. Write the questions, using the ideas in the box and your own ideas. Use the present perfect to ask about life experience and the past simple to ask for more details.

Write books/make films? Win awards? Make famous Friends?
Live in different countries? Be married? Have children?
Make millions (\$) ? Spend millions (\$) ? Make mistakes find happiness?

1. _____ ?
2. *Have you ever won any awards? When? How did you feel?*
3. _____ ?
4. _____ ?
5. _____ ?
6. _____ ?
7. _____ ?
8. _____ ?

TARGET LANGUAGE

Showing interest

Right... Oh, really... That's amazing! Go on, go on...

Asking follow-up questions

Why was that? When was that? How easy/difficult was that?

How did you feel about that? What happened next?

(Anderson, 2006)

Lesson 14 – Worksheet

<p style="text-align: center;">STUDENT 1</p> <p>NAME: Mario/Maria NATIONALITY: Italian – from small village in Tuscany. OCCUPATION: Librarian – in a law library at University of New York. MARITAL STATUS: Divorced – ex is a translator at United Nations HOBBIES AND INTERESTS: Baseball – goes to all New York Yankees games LANGUAGES: Italian, Spanish, learning French at Downtown Night School</p>	<p style="text-align: center;">STUDENT 2</p> <p>NAME: Antonio/Anna NATIONALITY: Italian – from small village near Rome OCCUPATION: Popcorn salesperson at Yankee Stadium MARITAL STATUS: Single – currently looking for love online at Love Match HOBBIES AND INTERESTS: Jogging – in Central Park. LANGUAGES: Italian, learning French at Central Night School</p>
<p style="text-align: center;">STUDENT 3</p> <p>NAME: Oleg/Olga NATIONALITY: Russian – from Moscow OCCUPATION: Gardener for New York Parks Authority. MARITAL STATUS: Single – dating a hockey player HOBBIES AND INTERESTS: Chess – regularly plays in tournaments LANGUAGES: Russian, learning German at Downtown Night School</p>	<p style="text-align: center;">STUDENT 4</p> <p>NAME: Alex/Alexandra NATIONALITY: Polish (but lived in Moscow as a child) OCCUPATION: Runs Love Match, an online dating agency MARITAL STATUS: Married – wife/husband Works for United Nations HOBBIES AND INTERESTS: Swimming – goes to lots of swimming galas LANGUAGES: Polish, had lessons in Chinese three years ago</p>
<p style="text-align: center;">STUDENT 5</p> <p>NAME: Sebastian/Sylvie NATIONALITY: German – from Munich OCCUPATION: Law student at University of New York. MARITAL STATUS: Divorced – ex is mayor of New York. HOBBIES AND INTERESTS: Hockey – never miss New York Rangers matches; also a swimming coach. LANGUAGES: German, have tried out evening classes in French and Italian at Central Night School.</p>	<p style="text-align: center;">STUDENT 3</p> <p>NAME: Dan/Daniella NATIONALITY: American – from New York OCCUPATION: Manager of New York’s Downtown Night School for language learning. MARITAL STATUS: Married to PA of the city’s mayor. HOBBIES AND INTERESTS: Travel – has holiday home in small village near Rome LANGUAGES: English, French, had lessons in Chinese three years ago.</p>

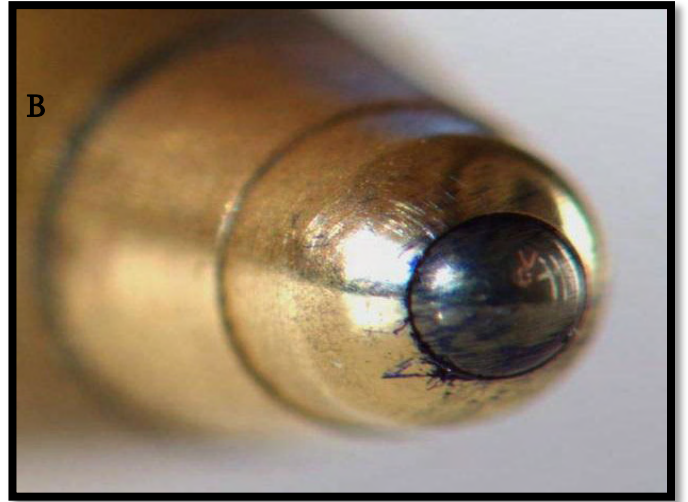
(Dellar & Walkley, 2010)

LESSON 15 – MOODS



(Macrovector, 2016)

Lesson 16 _ Descriptions



(Colegio Valle Sanchinarro, 2016)

(Taringa, 2016)

Listen again and complete these sentences.

PHOTO A	PHOTO B
1 It <u>might</u> be a insect	5 It _____ be a headlight.
2 It _____ be a hairbrush	6 It's the wrong shape. It _____ be a needle.
3 It _____ be a flower	7 It _____ be a pencil
4 It _____ be a book	8 It _____ be a pen because that looks like ink.

Activity 2

List A

There must be a party at their house	That child must be lost.	She must have lost her house key.	That woman must be very rich.
That car must have been in an accident	It must be very hot outside	Nobody can have lived in that house for a long time	That man must be very well - known

List B

That television programme must be very funny	You must have gone to bed very late last night	Something terrible must have happened	The lesson must be boring.
I must have offended her somehow	There must be mice in the house	You must be very happy	It can't have rained for a long time

(Hashemi & Barbara, 2006)

LESSON 18 – LIST OF CONVERSATION PROTOCOLS

Conversation protocols:

- Give an idea
- Respond to an idea
- Ask a question
- Answer a question
- Express a doubt
- Ask for clarification
- Clarify
- Encourage someone to speak
- Make a positive comment about someone’s idea
- Agree
- Disagree

	Friday	Saturday	Sunday
5-7pm			
7-8pm			
8-9pm			
9-10pm			

(Thornbury & Dogme, 2009)

LESSON 19 – FIRST CONDITIONAL

Script Recording 22

- Mrs Scott:** Good morning Edina, please have a seat.
- Edina:** Thank you, Mrs Scott.
- Mrs Scott:** OK, so you'd like a job in my souvenir shop for six months
- Edina:** Yes, I've finished school and I want to work and travel before I go to university next year. When I finish working here, I'll probably travel abroad. That's why I want to earn some money
- Mrs Scott:** I see. Well, you know the wages aren't very high, but if you work here on Sundays, you'll earn extra money. And we close at six, so your evenings will be free if you work here. Have you worked in a shop before?
- Edina:** Yes, well the camera shop. Do you know it? The one near the park
- Mrs Scott:** Oh, right. Yes, I know the owner. Simon Brown, isn't it? So, Edina, what's the most important thing about working in a shop?
- Edina:** You have to serve people quickly. Costumers get annoyed if they have to wait.
- Mrs Scott:** That's quite right.
- Edina:** And you must also smile and be friendly
- Mrs Scott:** Mm. If the shop assistants aren't friendly, the shop loses costumers
- Edina:** Yes.
- Mrs Scott:** If I phone the camera shop, will Simon recommend you?
- Edina:** Yes, I think so.
- Mrs Scott:** OK. You'll start work on Monday unless I phone you. I just want to have a quick chat with Simon first, but I'm sure everything will be fine. You can start on Monday?
- Edina:** Oh yes. What time do I need to be here?
- Mrs Scott:** If I don't phone you tomorrow, you'll start at nine o'clock.
- Edina:** OK. Thanks very much.
- Mrs Scott:** So, what about this trip you want the money for? Where do you plan to go?
- Edina:** Well, if I save two thousand pounds, I'll go to South America. But if not, I mean, if I don't save as much as that, I'll go round Europe.
- Mrs Scott:** Oh, that sounds very exciting.
- Edina:** I hope it will be.
- Mrs Scott:** I'm sure it will. So, OK, that's it for now
- Edina:** Thanks, goodbye.
- Mrs Scott:** Bye.

(Thornbury & Dogme, 2009)

